

# 2014-2015 TITLE III DISTRICT ACCOUNTABILITY REPORT

## NEW MEXICO PUBLIC EDUCATION DEPARTMENT

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Hondo Valley Public Schools

TITLE III REPORT DISTRICT SUMMARY				2013-2014 ACCESS for ELL Proficiency Levels			
Determination 2014-15: Corrective Action-Year 2				Hondo Valley Public Schools		STATE WIDE	
Determination 2013-14: Corrective Action-Year 1				Number Tested	28	Percent	
District Met All 3 AMAOs: NO				Level 1: Entering	4	6,034	12
	Number Meeting	Percent	Rating	Level 2: Emerging	11	6,298	12
Making Progress (AMAO1)	104 <sup>c</sup>	53 <sup>c</sup>	YES <sup>c</sup>	Level 3: Developing	46	16,094	31
Attaining Proficiency (AMAO2)	***	<2	NO	Level 4: Expanding	39	14,143	28
Meeting Proficiency (AMAO3)			NO	Level 5: Bridging & Reaching	<2	7,666	15
District is a member of the REC 9 Consortia and one or more of the AMAOs may be based on consortia wide data				Invalid	<2	669	2

### What is Title III Accountability?

The Title III accountability report is required by the US Elementary & Secondary Act (ESEA) of 2001, Part A, Sec. 3122 which requires all states to include "annual assessments of and accountability for all students" in districts receiving Title III funding to ensure that English Language Learners (ELL) attain English language proficiency and meet the same state achievement standards established for all students.

### What do districts have to do to meet Title III goals?

There are three Annual Measurable Achievement Objectives (AMAOs) which are used to gauge progress. AMAO1 is based upon scores on the ACCESS for ELLs<sup>®</sup> and Alternate ACCESS for ELLs<sup>™</sup>; AMAO2 is based on ACCESS for ELLs; while AMAO3 is based upon the Standards Bases Assessment (SBA). AMAO1, AMAO2, and AMAO3 require a minimum number of 25 tested students to be rated.

AMAO1 – A district is determined to have met AMAO1 or *making progress towards* English proficiency, when ELL students make scale score gains on the ACCESS for ELLs or Alternate ACCESS for ELLs that meet or exceed established standards.

AMAO2 – A district is determined to have met AMAO2 or *attaining English proficiency*, when the percentage of ELL students scoring 'advanced' on the ACCESS for ELLs equals or exceeds established benchmarks.

AMAO3 – A district is determined to have met AMAO3, or *proficiency* when the ELL subgroup made School Growth Targets (SGT) in Reading and Mathematics on the SBA and had a 95% test participation rate and meets the graduation rate target for the current year.

Results for the current report are based upon the assessments administered during the prior school year.

## Annual Measurable Achievement Objectives (AMAO) Detail Table

AMAO1 and AMAO2 data are assigned to the district in which students were tested in 2013-14. The AMAO1: Making Progress target for 2014 is 49% and the AMAO2: Attaining Proficiency target is 11%. AMAO3: Proficiency targets are 61% proficient for Reading and 55% for Math, plus a test participation rate of 95% and a graduation rate of at least 73.7%.

AMAO1: Making Progress <sup>c</sup>				AMAO2: Attaining Proficiency			AMAO3: Academic Proficiency		
Prior Year Matched		Making Progress (0.5 gain) <sup>†</sup>		AMAO1 Met	# Tested 2013-14	Proficient (Level 5 or 6) Percent	AMAO2 Met	Components	Met
#	%	#	%					Participation Rate: 100%	YES
195	79	104	53	YES	28	<2	NO	Graduation Rate: 72%	NO
								Reading SGT : 44.4%	NO
								Math SGT: 22.2%	NO
								AMAO 3 Met:	NO

<sup>†</sup> For ACCESS for ELLs a gain of 0.5 or more is required to make progress and for Alternate ACCESS for ELLs a gain of 1 or more is required to make progress.

<sup>c</sup> Indicates rating based on consortium data as the district data did not meet minimum group size for rating

<2 – less than 2% of students in group >98 – more than 98% of students in group

\*\*\* Data for groups with fewer than 10 students are masked to protect confidentiality

N/R – AMAO or district not rated because of too few students