



State of Wisconsin  
Department of Public Instruction

Elizabeth Burmaster, State Superintendent

August 10, 2007

Kathleen Leos  
Assistant Deputy Secretary  
Office of English Language Acquisition  
U.S. Department of Education  
550 12<sup>th</sup> Street, SW  
Washington, D.C. 20202-6510

Dear Ms. Leos:

I am writing on behalf of the Department of Public Instruction to request a change of Wisconsin's currently specified Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency (ELP) and of the description of ELP Progress cohorts.

Wisconsin began requiring all public school districts to utilize a single ELP test, *ACCESS for ELLs*<sup>®</sup>, in 2005-06. Prior to this, districts could use any of four state approved English Language Proficiency (ELP) assessment instruments: LAS, IPT, *Woodcock-Muñoz*, or MAC II. Additionally, Wisconsin was only able to begin collecting disaggregated ELP data in the 2005-06 school year, when a new Individual Student Enrollment System (ISES) was developed. As a result, Wisconsin set the following AMAO targets on the September 1, 2003 Title III, Part A ESEA *Consolidated State Application*, without having the benefit of historical ELP assessment data trends that followed student cohorts:

AMAO for ELP #1 Progress

- 90% of LEP Level 1 students will progress by one language level in one year
- 90% of LEP Levels 2-4 students will progress at least one-half language level in one year

AMAO for ELP #2 Exiting

- 90% of LEP Level 5 students will become fully proficient in one year

As a result of adopting the *ACCESS for ELLs*<sup>®</sup> as our statewide ELP assessment and implementing ISES, Wisconsin now has two consecutive years of detailed, student-level data with which to gauge actual ELP progress. From these data, it is clear that our ELP AMAO targets established in 2003 were unrealistic. Based on both research findings and empirical data from Wisconsin's ELP assessment trends, we propose the following targets and revised cohort description:

AMAO for ELP #1: Progress: 50% of the students in ELP Levels 1-4 progress according to the expectations listed below. The expectations vary by cohort. The six cohorts are divided by both grade level and initial proficiency level:

- |   |   |
|---|---|
| • Cohort 1 (Grades K-2, ELP Levels 1-2):  | 0.8 expected proficiency level increase |
| • Cohort 2 (Grades 3-8, ELP Levels 1-2):  | 0.7 expected proficiency level increase |
| • Cohort 3 (Grades 9-12, ELP Levels 1-2): | 0.6 expected proficiency level increase |
| • Cohort 4 (Grades K-2, ELP Levels 3-4):  | 0.5 expected proficiency level increase |
| • Cohort 5 (Grades 3-8, ELP Levels 3-4):  | 0.4 expected proficiency level increase |
| • Cohort 6 (Grades 9-12, ELP Levels 3-4): | 0.3 expected proficiency level increase |

AMAO for ELP #2 Exiting: 20% of (a) all of students in ELP Level 5, and (b) any students exiting who begin at a level lower than Level 5.

To illustrate how all students are included in the accountability model, refer to the diagram below:

Grade	English Language Proficiency Level (ELP)				
	Level 1	Level 2	Level 3	Level 4	Level 5
K					
1	<b>Cohort 1</b>		<b>Cohort 4</b>		
2					
3					<b>Exiting</b>
4					
5	<b>Cohort 2</b>		<b>Cohort 5</b>		
6					
7					
8					
9					
10	<b>Cohort 3</b>		<b>Cohort 6</b>		
11					
12					
	<b>Progress AMAO #1</b>				<b>AMAO #2</b>

We have attached a technical documentation for your review detailing the department's rationale, empirical analysis and data trends for English language proficiency in the state of Wisconsin. Contact Michael George, Director, Division for Academic Excellence, at 608-266-2364 or [michael.george@dpi.state.wi.us](mailto:michael.george@dpi.state.wi.us), if you have questions, or for technical issues contact Philip Olsen at 608-266-8779 or [philip.olsen@dpi.state.wi.us](mailto:philip.olsen@dpi.state.wi.us).

Thank you in advance for your prompt consideration of this request.

Sincerely,



Michael J. Thompson, Ph.D.  
 Executive Assistant  
 Office of the State Superintendent

cc: Lorena Dickerson, Program Specialist  
 Office of English Language Acquisition, USED  
 Michael George, Director  
 Division for Academic Excellence, WDPI