

Dept. of Elementary & Secondary Education



**Understanding Your Title III Annual
Measurable Achievement Objectives (AMAOs)
2009-2010**

Version 4
August 10, 2009

A guide to the sources and calculations used in developing your Title III AMAOs.

TABLE OF CONTENTS

Meeting the AMAOs	2
Step 1: AMAO 1 – Making Progress	2
Step 2: AMAO 2 – Attained English Proficiency	2
Step 3: AMAO 3 – AYP LEP Subgroups	2
Consequences for a District Not Meeting the Title III AMAOs.....	3
Parent Notification Letter Template	4
Technical Assistance/Support	6
Additional Information.....	6

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

According to the federal No Child Left Behind Act of 2001 (NCLB), states are required to establish English Language Proficiency (ELP) standards and to assess Limited English Proficient (LEP) students served by language instructional programs funded under Title III. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs) that relate to Title III-served LEP students' development and attainment of English proficiency and academic achievement. These AMAOs include:

- **AMAO 1:** annual increase in the percentage of children making progress in learning English;
- **AMAO 2:** annual increase in the percentage of children attaining English proficiency; and
- **AMAO 3:** making adequate yearly progress (AYP) for the LEP subgroup as described in Title I, Section 1111(b)(2)(B). The Title I minimum for a subgroup of 30 applies to this calculation.

Targets for AMAO 1 and AMAO 2

Missouri's AMAO targets were established by the Department of Elementary and Secondary Education (DESE) based on the MACII assessment.

Year	Target
2007	78%
2008	79%
2009	Not available

Year	Target
2007	15%
2008	16%
2009	17%

AMAOs will include three target criteria:

AMAO 1 - Progress toward English Language Proficiency: *The targeted percentage of LEP students in a cohort in a school district must make progress on the LAS Links assessment. Progress is defined as a gain of at least one scale score point in any of the domains of listening, speaking, reading or writing. All LEP students with at least two data points are included in this calculation.

AMAO 2 - English Language Proficiency: 17% or more of the students in a school district must attain a composite score of "proficient" on the LAS Links assessment. All LEP students are included in this calculation.

AMAO 3 - Adequate Yearly Progress (AYP): The district must also make Adequate Yearly Progress for LEP students served by programs funded under Title III. Districts receiving Title III funds must meet Title I AYP for the LEP subgroup. The Title I minimum for a subgroup of 30 applies to this calculation.

*Accountability for AMAO 1 will not occur until Missouri has acquired two consecutive years of LAS Links assessment data, beginning in 2010-2011, using spring 2009 and 2010 assessment results.

Meeting the AMAOs

Missouri uses the following steps in evaluating AMAOs at the district and state levels:

Step 1: AMAO 1 – Making Progress

Step 1 Calculation Details:

Making Progress Percent Calculation: Step 1 calculates the percent of LEP students who made progress from the prior year ELP assessment. Progress is defined as a gain of at least one raw score point in any of the domains of listening, speaking, reading, or writing.

$\# \text{ of LEP Students Making Progress} / \# \text{ of LEP Students who took the assessment in the current year and prior year} = \% \text{ of LEP Students Making Progress}$

AMAO 1 is “Met” if the percent of LEP Students making progress is greater than or equal to the AMAO target set by the State for the current year.

Step 2: AMAO 2 – Attained English Proficiency

Step 2 Calculation Details:

Proficient Percent Calculation: Step 2 calculates the percent of LEP students who scored proficient on the ELP assessment.

Proficient on the ELP assessment = Scored Above Proficient in all 4 sub areas (listening, speaking, reading, and writing)

$\# \text{ of LEP Students scoring Proficient} / \# \text{ of LEP Students who took the assessment} = \% \text{ of LEP Students scoring Proficient}$

AMAO 2 is “Met” if the percent of LEP Students scoring Proficient is greater than or equal to the AMAO target set by the State for the current year.

Step 3: AMAO 3 – AYP LEP Subgroups

Step 3 Calculation Details: Step 3 verifies whether the district’s LEP subgroup is making adequate yearly progress. For AYP LEP subgroup calculations, please review the Understanding Your AYP document located at:

<http://dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf>

AMAO 3 is “Met” if the district-level Communication Arts LEP subgroup and the district-level Mathematics LEP subgroup are both met. The Title I minimum for a subgroup of 30 applies to this calculation.

Consequences for a District Not Meeting the Title III AMAOs

Consequences for Districts not meeting Title III AMAOs for 1 year

Annually, DESE must identify and notify districts failing to meet any one of the State's three required AMAO targets.

- The district must notify parents of LEP students participating in language instruction educational programs funded under Title III within 30 days of receipt of the AMAO status notification.

Consequences for Districts not meeting Title III AMAOs for 2 years

(Title III District Improvement Year 1)

Annually, DESE must identify and notify districts failing to meet any one of the State's three required AMAO targets for two consecutive years.

- The district must notify parents of LEP students participating in language instruction educational programs funded under Title III within 30 days of receipt of the AMAO status notification.
- The district must develop and submit a district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to such district.

Consequences for Districts not meeting Title III AMAOs for 3 years

(Title III District Improvement Year 2)

Annually, DESE must identify and notify districts failing to meet any one of the State's three required AMAO targets for three consecutive years.

- The district must notify parents of LEP students participating in language instruction educational programs funded under Title III within 30 days of receipt of the AMAO status notification.
- The district must review, and/or revise, and submit a district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to such district.

Consequences for Districts not meeting Title III AMAOs for 4 years

(Title III District Improvement Year 3)

Annually, DESE must identify and notify districts failing to meet any one of the State's three required AMAO targets for four consecutive years.

- The district must notify parents of LEP students participating in language instruction educational programs funded under Title III within 30 days of receipt of the AMAO status notification.
- The district must review, and/or revise, and submit a district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to such district.
- The State requires the district to modify its curriculum, program, or methods of instruction; *or* the State makes a determination on whether the district shall continue to

receive Title III funds, and requires the district to replace educational personnel associated with the district's failure to meet such objectives.

Parent Notification Letter Template

The Missouri Department of Elementary and Secondary Education must ensure that districts make parents aware of the *No Child Left Behind Title III* requirements and the status of the district. It is important to not simply notify parents of the district's AMAO status, but to make sure that they understand what the designation means and how their district's performance compares to the AMAO targets set by the state.

Customize the letter below by highlighting the information in brackets and filling in the correct district information. Do not modify the contents of this letter. Send the letter to each family in the district who has a Limited English Proficient (LEP) student served by language instructional programs funded under Title III and to your Grants Management Supervisor.

Any additional information the district would like to provide should be in a separate document.

**Notice of Local Education Agency (LEA) Progress
Title III Annual Measurable Achievement Objectives (AMAOs)**

<<Date>>

Dear Parent/Guardian:

Your child is currently enrolled in an English language development program to help to increase his or her ability to speak, write, and understand English, and to achieve high academic standards. The *No Child Left Behind* (NCLB) Act of 2001 established Annual Measurable Achievement Objectives (AMAOs) to measure the objectives of the program. The objectives of this program are to make annual increases in the number or percentage of students who:

- make progress in learning English (AMAO 1)
- attain English proficiency by the end of the school year (AMAO 2)
- make Adequate Yearly Progress (AYP) on required state assessments (AMAO 3)

The Missouri Department of Elementary and Secondary Education (DESE) is required to measure and to hold the local school districts receiving Title III funds accountable for meeting these AMAOs. Additionally, DESE is required to report this information to the United States Department of Education annually. Since Missouri's English Language Proficiency (ELP) assessment changed in the 2008-2009 school year, AMAO 1 determinations cannot be provided for the 2009-2010 school year. This year the department has student-level data available to calculate AMAO 2 and AMAO 3.

There are currently seventy-one districts in the state of Missouri receiving Title III funds. Seventy-one districts did not meet AMAO 2. Forty-eight districts did not meet AMAO 3. NCLB states that a district has met the requirements of the program when the district meets or exceeds all established AMAO targets.

Based upon the results of the 2007, 2008, and 2009 English Language Proficiency (ELP) assessments, the <<Name of District>> did not meet all of the required AMAOs set by the State. <<The district may insert here which AMAOs they met >>

Information about No Child Left Behind and what parents can do to improve student achievement can be found at: <http://www.ed.gov/parents/landing.jhtml>.

We appreciate your interest and involvement in your child's education.

Sincerely,

<<Superintendent Name>>
<<Title>>

Technical Assistance/Support:

What technical assistance is available to help districts improve?

Regional Federal Instructional Improvement Supervisors and Regional MELL Staff Members are available to assist districts with their improvement efforts.

Additional Information:

For information regarding understanding LAS Links data or AMAO calculations, please contact the Accountability Data and Accreditation section at 573-526-4886 or webreplyimprdar@dese.mo.gov.

For information regarding Title III or the consequences of not making AMAOs, please contact your Grants Management Supervisor. Please refer to this link for a list of supervisors and their regions: <http://dese.mo.gov/divimprove/fedprog/grantmgmnt/Staff2.html>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.