

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

**Frequently Asked Questions (FAQs)**

**1. What is Title III?**

The overarching purpose of Title III of the *No Child Left Behind* (NCLB) Act is to help ensure that limited English proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same challenging academic content and achievement standards that all children are expected to meet.

Local educational agencies (LEAs) must use Title III funds to implement language instruction educational programs designed to help LEP students achieve standards. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

**2. What are Annual Measurable Achievement Objectives?**

Under Title III, states are required to use three Annual Measurable Achievement Objectives (AMAOs) to make annual determinations for all public and charter schools that receive Title III money.

The AMAOs include:

**AMAO 1:** annual increase in the percentage of LEP students making progress in learning English

**AMAO 2:** annual increase in the percentage of LEP students attaining English proficiency

**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 n-size of 30 applies to this calculation.

Each LEA must meet the target for all three AMAO components in order to meet the AMAOs overall.

For detailed information regarding Missouri’s AMAOs and the implications of not meeting the targets, please see *Understanding Your Title III AMAOs* located at <http://dese.mo.gov/divimprove/sia/dar/index.html>

**3. What are the AMAO targets?**

<b>YEAR</b>	<b>AMAO 1 Target</b>	<b>AMAO 2 Target</b>	<b>AMAO3 Target</b>
<b>SY 2006-2007</b>	<b>78%</b>	<b>15%</b>	<b>LEP subgroup = MET</b>
<b>SY 2007-2008</b>	<b>79%</b>	<b>16%</b>	<b>LEP subgroup = MET</b>

(The previous school year’s (SY) assessment data are used to make Title III determinations.)

**4. How were the targets set?**

AMAO targets were originally provided to the U.S. Education Department (USED) in 2003-2004. The Department of Elementary and Secondary Education (DESE) established the AMAO targets by reviewing national MACII assessment results provided by the test publisher. Once DESE receives the LAS LINKS results, the data will be analyzed and a request will be submitted to the USED to implement new AMAO targets for 2010 determinations based upon the new assessment.

- 5. What groups of students are used to figure a district's AMAO determination?**  
**AMAO 1** – The accountable number of students includes those students who have 2 points of data to compare (current year raw scores and prior year raw scores); and, who are coded as LEP Receiving Services or LEP Not Receiving Services.  
**AMAO 2** – The accountable number of students includes all tested students who are coded as LEP Receiving Services or LEP Not Receiving Services.  
**AMAO 3** –The accountable number of students includes those who are coded LEP Receiving Services, LEP Not Receiving Service, LEP Monitored Yr 1, or LEP Monitored Yr 2, and disaggregates those students who are LEP/ELL less than one year in USA and in district less than one year. For more detailed information on how to calculate AYP, please see the *Understanding Your AYP* document posted at <http://www.dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf>
- 6. What is the source of data used for the AMAO determinations?**  
MACII assessment data from 2006, 2007 and 2008 is used to make determinations for school year 2008-2009.
- 7. What will the source of data be for future AMAO determinations?**  
Beginning in school year 2009-2010, LAS Links assessment data will be used for AMAO 2. Beginning in school year 2010-2011, LAS Links assessment data from 2009 and 2010 will be used for AMAO 1.
- 8. What MACII reports were sent to LEAs previously?**  
Class roster reports, individual student reports and grade level district summary reports were sent to LEA designated MACII contacts. No building summaries were sent. LEAs were provided electronic copies of student level data upon request.
- 9. Is there an appeal process for AMAO data?**  
Data used for Annual Measurable Achievement Objective (AMAO) 3, AYP determinations, should be appealed during the AYP appeals' window. Districts may appeal the following data elements used to determine whether or not AMAO 1 and AMAO 2 were met during the AMAO appeals' window:
- 1) Incorrect MOSIS ID number
  - 2) Incorrect LEP Receiving Services status
  - 3) Incorrect LEP Not Receiving Services status
  - 4) Incorrect county district or school code
- The appeals form is posted at <http://dese.mo.gov/divimprove/sia/dar/>
- 10. What is the LAS Links English Proficiency Assessment?**  
NCLB requires states to establish English Language Proficiency (ELP) standards and to assess LEP students served by language instructional programs funded under Title III. LAS Links is an ELP assessment that measures growth in listening, speaking, reading, writing, and comprehension in English and has been selected by the state of Missouri to meet the assessment requirement. LAS Links was first administered in the spring of 2009, replacing the MAC II assessment.
- 11. What is Adequate Yearly Progress (AYP)?**  
All schools, districts and states are required by NCLB to show that students are making Adequate Yearly Progress (AYP). For detailed information on what this

means in the state of Missouri, please reference the *Understanding Your AYP* document at <http://www.dese.mo.gov/divimprove/sia/dar/UnderstandingYourAYP.pdf>

**12. Why was this the first time we were notified that we did not meet AMAOs?**

The MACII was first administered in the 2002-2003 school year. DESE was required by the USED to report AMAO results after the second administration in 2003-2004. The data were analyzed, but the ability to match records to calculate AMAO 1 was limited. With the inception of the Missouri Student Information System (MOSIS) in 2005-2006, DESE was able to track individual student records. However, in MOSIS's earliest stages of implementation, student numbers were not consistently and universally applied to all students who took the MACII, resulting in insufficient data that could be used to determine AMAO 1. The 2006-2007 year marked the first year that DESE had reliable data for determining all AMAOs. As such, AMAO determinations were first made in 2007-2008 when DESE had the ability to track individual student records through two consecutive years of ELP assessment data.

**13. Do these provisions apply to immigrant students and the LEAs with Title III immigrant subgrants?**

The Title III accountability provisions apply only to the Title III LEP subgrants. Immigrant students who are limited English proficient would be included in these accountability objectives.

**14. Are private schools held accountable for meeting the AMAOs?**

No, private schools do not receive Title III funds (although they may receive Title III services) and are not subject to these accountability provisions.

**15. When will LEAs receive information on whether they have met the AMAOs?**

The Title III Accountability Report, including information on all three AMAOs, will be released each fall after the AYP data are released.

**16. What are the consequences if an LEA does not meet the AMAOs?**

For detailed information regarding Missouri's AMAOs and the implications of not meeting the targets, please see *Understanding Your Title III AMAOs* located at <http://dese.mo.gov/divimprove/sia/dar/index.html>

**17. Do we have to send the parent notification letters out within 30 days?**

Yes, parent notification letters must be sent to parents of a child that participates in the LEA's Title III program within 30 days of notification. The letter must be in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. DESE will not translate the parent letter, but LEAs can use Title III funds for this purpose.

**18. What is the process for a district to create a Title III Improvement Plan?**

An LEA that has not met AMAOs for two consecutive years is required by the provisions of NCLB to develop a Title III Improvement Plan. The LEA must develop an improvement plan that will ensure that the LEA meets the AMAOs. The improvement plan shall specifically address the factors that prevented the LEA or consortium from achieving the AMAOs. The plan may apply to targeted school

buildings rather than the entire LEA if the particular factors that prevented the Title III subgrantee from meeting the AMAOs warrant such an approach. For technical assistance in developing the plan, an LEA must work with their MELL Instructional Specialist. Contact the MELL State Director at (573)893-8931 for more information. The LEA, with support from the MELL Instructional Specialist, will develop a draft Title III Improvement plan that meets the requirements of NCLB. The Title III Improvement Plan will be entered into the Electronic Planning Electronic Grant System (ePeGs) planning framework and linked to both the Title III plan and the District/LEA Improvement plan. Funding sources will be identified and linked accordingly. Please contact your Federal Instructional Improvement Supervisor if assistance is needed in entering the plan in the ePeGs system. This plan must be submitted thru ePeGs, within 90 days of notification by DESE of the district's failure to meet AMAOs. The plan will then be reviewed by DESE.

**19. If my LEA elects to decline Title III funding, will we continue to be held to Title III accountability requirements?**

No, an LEA that elects to decline Title III funding will not be held to Title III accountability requirements. However, an LEA that declines Title III funding is still accountable for the academic progress of LEP children through the Adequate Yearly Progress measurements. An LEA that has enough LEP students to be eligible for Title III funds may also have enough LEP children to meet the minimum cell size requirements for AYP (30 students). If an LEA does not meet AYP for the LEP subgroup, then it has not met AYP for that year. Therefore, even without Title III funding, LEAs will still be required to develop and implement a plan that would allow for English language learners to meet AYP requirements. DESE would not advise an LEA to decline Title III funding that is aimed at providing assistance for this subgroup.

**20. Who do I contact for more information on the AMAOs and the Title III Accountability Reports?**

<b>For Information on</b>	<b>Contact</b>	<b>Phone Number</b>
AMAOs, Title III Accountability Reports, or additional information about Title III accountability requirements.	Federal Discretionary Grants Section	(573) 526-3232
Technical assistance on the Title III Grant.	Federal Grants Management Section	(573) 751-3468
Data used to determine the AMAOs.	Accountability Data and Accreditation Section	(573) 526-4886
Technical assistance in entering the Title III plan in the ePeGs system.	Federal Instructional Improvement Section	(573) 751-9437
Technical assistance in developing the Title III plan.	MELL State Director	(573)893-8931