



Understanding Title III
Annual Measurable Achievement Objectives
(AMAOs)
2013-2014

Version 8
December, 2013

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

Annual Measurable Achievement Objectives (AMAOs)

The Missouri Department of Elementary and Secondary Education is required by Title III of the No Child Left Behind Act (NCLB) to establish *annual measurable achievement objectives* (AMAOs) for the English language acquisition and academic achievement of limited English proficient (LEP) students.

Background

In 2001, NCLB inaugurated major changes in the expectations placed on state and local education agencies regarding the assessment of and accountability for LEP students, also referred to as English Language Learners (ELLs). Federal requirements under NCLB include establishing English language proficiency standards aligned to content standards and suitable for students learning a second language; assessing ELLs annually; defining AMAOs to measure and report the progress of ELLs; and holding districts eligible to receive Title III funds accountable for meeting increasingly rigorous AMAO targets for English language proficiency.

Three specific AMAO target areas have been established under the law:

AMAO 1:	Making Progress in Learning English annual increases in the number or percentage of students making progress in learning English
AMAO 2:	Attaining English language proficiency annual increases in the number or percentage of students attaining English language proficiency
AMAO 3:	Meeting Adequate Yearly Progress (AYP) Targets the number or percentage of students meeting AYP targets in the reading and math ELL cells. Under the ESEA flexibility waiver, the new AMO targets of closing proficiency gaps by 50 percent by 2020 will apply.

Process for Determining AMAOs

AMAO 1: Making Progress in Learning English

For this objective, ELLs are divided into the following two cohorts:

- **Cohort 1** – Students who have participated in language instruction educational programs for three or fewer years.
- **Cohort 2** – Students who have participated in language instruction educational programs for four or more years.

AMAO 1: Growth in English Language Proficiency

This calculation uses data from two points. To meet the AMAO, all Limited English Proficient (LEP) students will need to meet the overall proficiency growth target *as measured by the ACCESS for ELLs™ English language proficiency test*. A district meets the AMAO when 32.7 percent of students in Cohort 1 and 28 percent in Cohort 2 meet the AMAO requirement. Both cohorts must meet objectives in order for the district to meet AMAO 1. Students are counted as meeting the AMAO 1 requirement when they increase their overall composite proficiency level score by .5 for students in Cohort 1 and by .3 for students in Cohort 2.

For example:

Cohort 1	Cohort 2
2012 Access Overall Score (Composite) = 4.4	2012 Access Overall Score (Composite) = 4.4
2013 Access Overall Score (Composite) = 4.9 (or greater)	2013 Access Overall Score (Composite) = 4.7 (or greater)
AMAO Met	AMAO Met

AMAO targets for Cohort 1 will increase by 3.86 percent annually and targets for Cohort 2 will increase by 4 percent annually.

Defined annual gains are as follows:

Cohort 1		Cohort 2	
25%	10-11	20%	10-11
28.9%	11-12	24%	11-12
32.7%	12-13	28%	12-13
36.6%	13-14	32%	13-14
40.4%	14-15	36%	14-15
44.3%	15-16	40%	15-16
48.2%	16-17	44%	16-17
52%	17-18	48%	17-18
55.9%	18-19	52%	18-19
59.7%	19-20	56%	19-20
53.6%	20-21	60%	20-21

Students Included in Growth Data

The AMAO for English language growth is measured by spring to spring scores on the ACCESS for ELLs™ test. Only students who have been in the program for one year or more are included. For this reason, kindergarten students and students who have never taken the ACCESS for ELLs™ test are not included in the growth data.

AMAO 2: Attaining English language proficiency

For this objective, ELLs are divided into the following two cohorts:

- **Cohort 1** – Students who have participated in language instruction educational programs for three or fewer years.
- **Cohort 2** – Students who have participated in language instruction educational programs for four or more years.

To attain English language proficiency, students identified as LEP must obtain an Overall Score (Composite) at a proficiency level of 5.0 on the ACCESS for ELLs®, with minimum proficiency levels of 4.0 on both the Reading and Writing domains. For a Title III subgrantee to meet AMAO 2, at least 5.8 percent of the students in Cohort 1 must attain English language proficiency and at least 7.7 percent of the students in Cohort 2 must attain English Language proficiency as defined. Both cohorts must meet objectives in order for the district to meet AMAO 2. The annual target will increase by 1 percent for each Cohort.

Cohort 1		Cohort 2	
3.8%	10-11	5.7%	10-11
4.8%	11-12	6.7%	11-12
5.8%	12-13	7.7%	12-13
6.8%	13-14	8.7%	13-14
7.8%	14-15	9.7%	14-15
8.8%	15-16	10.7%	15-16
9.8%	16-17	11.7%	16-17
10.8%	17-18	12.7%	17-18
11.8%	18-19	13.7%	18-19
12.8%	19-20	14.7%	19-20
13.8%	20-21	15.7	20-21

AMAO 3: Meeting Adequate Yearly Progress (AYP)

A district is determined to have met AMAO 3 targets if English Language Learners meet the AYP targets as determined for the LEP subgroup for both English/Language Arts (ELA) and Mathematics. There are no cohorts for AMAO 3.

Targets for the LEP subgroup were set based on the objective of cutting the achievement gap in half between LEP students and the group of total students. In 2011, the proficiency gap in ELA was 29.3% and in Math it was 22.1%. Half of these amounts is 14.65% and 11.05%, respectively. Annual targets were set in a linear trajectory from LEP's baseline (2011) proficiency levels. The increments from one year to the next are consistent with the expectations placed on all Missouri students.

LEP Subgroup Targets		
Year	ELA	Math
2012	56.2%	56.4%
2013	57.9%	58.6%
2014	59.6%	60.8%
2015	61.3%	63.0%
2016	63.0%	65.2%
2017	64.7%	67.4%
2018	66.4%	69.6%
2019	68.1%	71.8%
2020	69.8%	74.0%

Consequences of Failure to Meet Title III AMAOs

First Year=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.

- 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 also provide DESE with a copy of the notification letter as well as a list of recipients within 40 days of notification from DESE of AMAO status.

Second Consecutive Year=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 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 also provide DESE with a copy of the notification letter as well as a list of recipients within 40 days of notification from DESE of AMAO status.
- The district must develop and submit a Title III district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to the district in developing the improvement plan.

Third Consecutive Year=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 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 also provide DESE with a copy of the notification letter as well as a list of recipients within 40 days of notification from DESE of AMAO status.

- The district must review, and/or revise, and submit a Title III district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to the district in developing the improvement plan.

Fourth or greater Consecutive Year=Title II District Improvement Year 4

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 also provide DESE with a copy of the notification letter as well as a list of recipients within 40 days of notification from DESE of AMAO status.
- The district must review, and/or revise, and submit a Title III district improvement plan to ensure that AMAOs are met in the future. The State must provide technical assistance to the district in developing the improvement plan..
- The State will require the district to modify its curriculum, program, or methods of instruction; *or* the State will make a determination on whether the district shall continue to receive Title III funds, and will require 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 meet the parental notification requirements Title III of NCLB related to failure to meet state AMAO targets. It is important that parents not only be notified of the district's failure to meet AMAO targets, but also that they understand what the failure to meet the AMAO targets means and how the district's performance compares to the 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. Districts are also required to provide documentation to the Missouri Department of Elementary and Secondary Education that parents have been notified.

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 education program to help 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 evaluate the quality of the program. These objectives focus on the number or percentage of students who are:

- making progress in learning English (AMAO 1)
- attaining English proficiency by the end of the school year (AMAO 2)
- meeting Adequate Yearly Progress (AYP) requirements on state assessments (AMAO 3)

The Missouri Department of Elementary and Secondary Education (DESE) is required to set targets for each AMAO and to hold school districts that receive Title III funds accountable for meeting these AMAO targets. Additionally, DESE is required to report this information to the United States Department of Education annually.

There were seventy-three districts in the state of Missouri receiving Title III funds in 2012-2013. Seventy-one districts met AMAO 1, 58 met AMAO 2 and two districts 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 2010, 2011, 2012 and 2013 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 *ACCESS for ELLs* data or AMAO calculations, please contact the Accountability Data section at (573) 526-4886 or accountabilitydata@dese.mo.gov.

For information regarding Title III or the consequences of not making AMAOs, please contact Shawn Cockrum, Director, Migrant Education and English Language Learning at (573) 751-8280 or via e-mail at shawn.cockrum@dese.mo.gov.