

2010

Accountability Targets for Title III, Part A Language Instruction for Limited English Proficient (LEP) and Immigrant Students

Annual Measurable Achievement Objectives (AMAOs)



Title III, Part A: Amended Annual Measurable Achievement Objectives (AMAOs)
Oklahoma State Department of Education
2010-2011

Title III, Part A, Accountability:

The *No Child Left Behind Act of 2001* specifies that school districts using Title III, Part A, funds, which are used to provide supplemental educational services to Limited English Proficient (LEP) students/English language learners (ELLs), must meet three Annual Measurable Achievement Objectives (AMAOs):

| Number | AMAO | Description |
|--------|---------------------------------|--|
| AMAO 1 | Making Progress | annual increases in the number or percentage of LEP/ELL students making progress in learning English as determined by the ACCESS for ELLs® Test |
| AMAO 2 | Achieving Proficiency | annual increases in the number or percentage of LEP/ELL students attaining English proficiency by the end of each school year as determined by the ACCESS for ELLs® Test |
| AMAO 3 | Making Adequate Yearly Progress | adequate yearly progress (AYP) for LEP/ELL students as determined by the Oklahoma Core Curriculum Tests |

Application of Accountability Provisions:

Oklahoma applies AMAOs and their accompanying targets to subgrantees of Title III, Part A, funds in accordance with section 3122(b) of Title III, Part A. Subgrantees are defined as Local Education Agencies (LEAs), which include both individual school districts and consortia (a group of school districts). LEAs that do not meet the minimum subgrant threshold and enter into a consortium to receive funds under Title III, Part A, are held accountable as a single entity.

District Title III, Part A Classification System:

Subgrantees must meet established benchmarks for **all three** AMAOs in order to “meet” AMAOs. For accountability purposes as outlined by section 3122(b) of Title III Part A, subgrantees shall be classified according to the following table:

| The subgrantee | Classification | Action |
|---|----------------------|--|
| has met all three AMAOs. | Achieve Benchmark | No action required. |
| did not meet AMAOs for one year. | Title III Planning | The subgrantee establishes and implements an improvement plan. |
| did not meet AMAOs for two consecutive years. | Title III Action I | The subgrantee continues implementation of the improvement plan. |
| did not meet AMAOs for three consecutive years. | Title III Action II | The subgrantee will modify the improvement plan through targeted technical assistance and professional development provided by the Oklahoma State Department of Education (OSDE). |
| did not meet AMAOs for four consecutive years. | Title III Action III | With assistance from the OSDE, the subgrantee will review its curriculum, program and method of instruction. In addition, the subgrantee will review educational personnel and replace those related to the subgrantee’s failure to make AMAOs. Finally, the OSDE will make a determination on the continuation of funding for the subgrantee. |

*Section 3122(b) of Title III, Part A

AMAO 1: annual increases in the number or percentage of LEP/ELL students making progress in learning English

| | | |
|-------------------------------|--|----------------------------|
| Growth expectations: | For an individual student, a minimum gain of 21 or more composite scale score points OR a minimum gain of 0.5 or more in the overall composite score from a previous administration of the ACCESS for ELLs® Test. | |
| Starting point target: | 58% of LEP/ELL students making a gain of 21 or more composite scale score points OR a gain of 0.5 or more in the overall composite score from a previous administration of the ACCESS for ELLs® Test. | |
| Ending point target: | 66% of LEP/ELL students making a gain of 21 or more composite scale score points OR a gain of 0.5 or more in the overall composite score from a previous administration of the ACCESS for ELLs® Test. | |
| Confidence interval: | 95% | |
| Years included: | From 2009-10 to 2013-14 (five test administrations in a five year span) | |
| Annual increases: | Academic Year | Progress Benchmarks |
| | 2009-10 | 58% |
| | 2010-11 | 60% |
| | 2011-12 | 62% |
| | 2012-13 | 64% |
| | 2013-14 | 66% |

AMAO 2: annual increases in the number or percentage of LEP/ELL students attaining English proficiency

| | | |
|---------------------------------|---|----------------------------|
| Attainment expectations: | For an individual student, a composite proficiency level of 5.0 AND a literacy proficiency level of 4.5 as determined by the ACCESS for ELLs® Test. Scores from both Tiers B and C will be accepted as well as the accountability score from the Kindergarten ACCESS for ELLs® Test. | |
| Starting point target: | 13% of LEP/ELL students served by a subgrantee will score at or above the proficient level on the ACCESS for ELLs® Test. | |
| Ending point target: | 25% of LEP/ELL students served by a subgrantee will score at or above the proficient level on the ACCESS for ELLs® Test. | |
| Confidence interval: | 95% | |
| Years included: | From 2009-10 to 2013-14 (five test administrations in a five year span) | |
| Annual increases: | Academic Year | Progress Benchmarks |
| | 2009-10 | 13% |
| | 2010-11 | 16% |
| | 2011-12 | 19% |
| | 2012-13 | 22% |
| | 2013-14 | 25% |

AMAO 3: adequate yearly progress (AYP) for LEP/ELL students

| | |
|--------------------------------|--|
| Attainment expectation: | Subgrantees achieve AYP under Title III, Part A in the same manner that AYP is achieved under Title I, Part A. If the district's LEP/ELL subgroup meets AYP achievement targets for reading and math, AMAO 3 is met. |
|--------------------------------|--|