

2013

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 (OSDE)

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	Annual Measurable Objectives (AMOs)	<p>A subgrantee that receives funds under Title III of the Elementary and Secondary Education Act meets AMAO 3 (ESEA section 3122 [a][3][iii]) based on receiving a waiver of making Adequate Yearly Progress (AYP) determinations as outlined below:</p> <p>The new AMOs will exist for 10 subgroups of students, including the ELL students when there are 25 or more students in this group: Each group of students will need to meet AMOs in three categories:</p> <ul style="list-style-type: none"> (1) mathematics performance, growth, and participation; and (2) reading performance, growth, and participation; and (3) school indicator (graduation or attendance). <p>In total, there are 30 AMOs for each school site.</p>

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.

Subgrantee 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 two consecutive years.	Title III Year Two Improvement	The subgrantee will develop a Year Two Improvement Plan that will ensure that the subgrantee meets all AMAOs. The improvement plan shall specifically address the factors that prevented the subgrantee from achieving such objectives. The OSDE will provide targeted technical assistance and professional development.

did not meet AMAOs for four consecutive years.	Title III Year Four Improvement	With assistance from the OSDE, the subgrantee is required to modify its curriculum, program and method of instruction. In addition, the OSDE will require the subgrantee to replace educational personnel relevant to the subgrantee's failure to make AMAOs. Finally, the OSDE will make a determination on the continuation of funding for the subgrantee.
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*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: Annual Measurable Objectives (AMOs) for LEP/ELL students

Attainment expectation:	Subgrantees achieve AMOs under Title III, Part A in the same manner that AMOs are achieved under Title I, Part A. If the district's LEP/ELL subgroup meets AMO achievement targets under Title I, Part A, AMAO 3 is met.
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