

Annual Measurable Achievement Objectives Basics

Title III Funds/Limited English Proficient (LEP) Students

Accountability Factors

With the passage of the *No Child Left Behind* (NCLB) Act of 2001, districts receiving Title III funds are required to meet the following three Annual Measurable Achievement Objectives (AMAOs) for their limited English proficient (LEP) students [also known as English learners (ELs)]:

AMAO 1: Progress

The district must demonstrate that the percentage of its students making “progress” on the English Language Proficiency Assessment (ELPA) meets or exceeds the current year’s target. The AMAO 1 progress calculation is performed for districts with at least 10 LEP students that have both current and previous year ELPA scores. Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).

Progress Calculation

The AMAO 1 progress calculation is done in the following manner for each district:

1. Calculate the number of EL students in the district.
2. Calculate the number of those students gaining at least 4 points* on the ELPA scale from the previous year (or a prior year).
3. Divide the result of (2) by the result of (1) to obtain the percentage of students in each district making sufficient progress over the past year.
4. A district is identified as making sufficient progress if the target percentage of its EL students gained a minimum of 4 points from the previous year’s (or a prior year’s) ELPA.

**The rationale for choosing a cutoff of 4 points is that it is larger than the overall standard error of measurement along the ELPA scale, indicating that if a student made at least that much progress, it is attributable to student gains rather than measurement error.*

AMAO 2: Proficiency

The district must demonstrate that the percentage of its students achieving proficiency (based on the student scores on ELPA) meets or exceeds the current year’s target. The AMAO 2 proficiency calculation is performed for districts with at least 10 LEP students that have a current year ELPA score. Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).

Proficiency Calculation

Students are tested for English language proficiency using the ELPA, which has five performance levels (Basic, Low Intermediate, High Intermediate, Proficient, and Advanced Proficient). Students achieving a performance level of "Proficient" or "Advanced Proficient" are deemed to be proficient for the purposes of AMAO 2.

AMAO 3: Accountability Scorecard Targets for the Limited English Proficient (LEP) Subgroup

The district must demonstrate that it achieved Accountability Scorecard targets for the LEP subgroup on the statewide assessment program in both subject areas of mathematics and reading.

Accountability Scorecard

AMAO 3 is calculated just as district Accountability Scorecard targets are calculated, *except* it uses the district's English learner (EL) students **only**.

How to Determine Which District is Accountable

To determine which district will be held accountable for a student in the event a LEP student moves during the school year, three counts will be considered: the district fall count, the district spring count and the district count during the ELPA administration. The district that provided the most instruction to a LEP student based on these three counts will be held accountable for that student. In the event a student is included in three different district counts, the district where the student took the ELPA will be accountable.

Future Targets for AMAO 1 and AMAO 2

For AMAO 1 (progress), Michigan is required to increase progress targets annually. Districts are expected to show a four-point average increase in students' overall scale score on the ELPA each year. The standard error of measurement for the ELPA test is less than four, which means a gain of four or more points is attributable to student gains rather than measurement error. Michigan has identified the following targets for AMAO 1:

- 2012 – 2013: 81% of students gaining 4 or more points
- 2013 – 2014: To be determined in conjunction with transition to the WIDA
- 2014 – 2015: To be determined in conjunction with transition to the WIDA

For AMAO 2 (proficiency), Michigan is required to raise the percentage of students who are proficient on the ELPA to 20% by 2012 – 2013. To do this, Michigan expects districts to attain the following proficiency targets with LEP students:

- 2012 – 2013: 20% of students proficient or advanced
- 2013 – 2014: To be determined in conjunction with transition to the WIDA
- 2014 – 2015: To be determined in conjunction with transition to the WIDA

A local plan to address LEP students

The United States Department of Education (USED) has asked the Michigan Department of Education (MDE) to require each local education agency (LEA) to include specific academic objectives for English learners within its district's consolidated application. These objectives and their respective strategies should describe how the Title III funds will be used to meet all annual measurable achievement objectives (AMAOs). Currently, and guided by a Comprehensive Needs Assessment (CNA), each LEA receiving federal funds submits a District Improvement Plan (DIP)

to the Office of Field Services through the ASSIST/AdvancED system. The required EL-related objectives and strategies would be incorporated annually in the DIP and would address the academic needs of English language learners, program design, professional development, parent involvement, and program improvement/evaluation. Including the new elements in the DIP that address academic and linguistic objectives of English learners will eliminate the need for a separate Title III plan.

Consequences

Districts that do not meet ANY of the AMAOs must comply with a series of consequences which vary depending upon the number of consecutive years the district has missed an AMAO.

Year 1:

- A letter must be sent to parents of Title III-funded LEP students, within 30 days, explaining that the district did not meet one or more of the AMAO targets and it must provide the parents with the district's plan to meet the targets in future years. A sample letter can be found by clicking the AMAO link at www.michigan.gov/amao.
- The district must develop a Title III program improvement plan to specifically address the factors that prevented the district from meeting its objectives. The Office of Field Services team at the MDE will provide technical assistance to improve the Title III plan for serving LEP students.

After two consecutive years:

- Letter to parents of Title III-funded LEP students (same as year 1)
- Implementation of Title III improvement plan
- The Office of Field Services will contact you regarding implementation of the district's plan.

After three consecutive years:

- Letter to parents of Title III-funded LEP students (same as year 1)
- Revision and implementation of the district's Title III improvement plan
- The Office of Field Services will contact you regarding implementation of the district's plan.

After four consecutive years:

- Letter to parents of Title III-funded LEP students (same as year 1)
- The district is required by the Michigan Department of Education to change its method of delivery, replace staff responsible for the district's failure to meet AMAOs, and possible loss of Title III funding.
- The Office of Field Services will contact you regarding implementation of the district's plan.

Questions?

If you have questions about your current AMAO status, contact the Office of Evaluation, Strategic Research and Accountability (OESRA) by sending an email to: MDE-Accountability@michigan.gov. All other questions regarding AMAO targets or consequences, Title III funding, or developing or revising your district's Title III plan should be directed to Shereen Tabrizi, Ph.D., Manager of the Special Populations Unit, Office of Field Services, at 517-373-6066 or at tabrizis@michigan.gov.