

Annual Measurable Achievement Objectives (AMAOs)

Frequently Asked Questions (FAQs)

1. Q: **What is Title III?**

A: The purpose of Title III of the *No Child Left Behind* (NCLB) Act of 2001 is to help ensure that limited English proficient (LEP) students/ English learners attain English language proficiency and meet the same challenging academic content and achievement standards that all students are expected to meet.

School districts must use Title III funds to implement language instruction educational programs designed to help LEP students (also known as English learners or ELs) achieve standards. The state and school districts are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

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

A: AMAO 1 – Progress. The district must demonstrate that the target percentage of its students have made progress on the English Language Proficiency Assessment (ELPA). Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).

AMAO 2 – Proficiency. The district must demonstrate that the target percentage of its students have achieved proficiency based on the student scores on ELPA. Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).

AMAO 3 – Accountability Scorecard targets for Limited English Proficient (LEP) Subgroup. The district must demonstrate that it met Accountability Scorecard targets for the LEP subgroup on the statewide assessment program. Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA). See question number 10 for more information.

3. Q: **What are the target percentages for AMAO 1 and AMAO 2?**

A: 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, not 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 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. LEP students who achieve a performance level of Proficient or Advanced Proficient on the annual assessment are considered “proficient” for AMAO 2. Michigan has identified the following targets for AMAO 2:

2012 – 2013: 20% of students proficient or advanced
2013 – 2014: 21% of students proficient or advanced

4. Q: **Which groups of students are used to figure a district’s AMAO status?**

A: AMAO 1 – LEP students that have two points of data to compare (current year raw scores and any prior year raw scores) on the ELPA.

AMAO 2 – LEP students who are coded as LEP on the district’s Michigan Student Data System (MSDS) and have taken the ELPA in the current year.

AMAO 3 – Students coded as LEP in the district’s Michigan Student Data System (MSDS) submission and included in the district’s Accountability Scorecard targets LEP subgroup.

5. Q: **What is a Title III Plan?**

A: The U.S. Department of Education (USED) has asked the MDE to require each local education agency (LEA) to include specific academic objectives for English learners (ELs) 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 ASSIST/AdvancEd . The newly required EL-related objectives and strategies would be incorporated annually into the DIP and would address the academic needs of English learners, program design, professional development, parent involvement, and program evaluation. Including the new elements in the DIP that addresses English learners will eliminate the need for a separate Title III plan.

6. Q: **What is English Language Proficiency Assessment (ELPA)?**

A: The spring ELPA is administered each year to all students enrolled in grades K – 12 who are eligible for limited English proficient (LEP) services. The spring ELPA was developed primarily to improve the manner in which EL students are assessed by supporting the state’s goal of having one uniform measure to help Michigan educators determine how much progress students are making from one year to the next with learning English skills (Listening, Reading, Writing, Speaking, and Comprehension). For more information, go to www.michigan.gov/elpa. *Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).*

7. Q: **What is WIDA and why are we switching to the WIDA assessments?**
A: The World Class Instructional Design and Assessment (WIDA) is based upon the English Language Development (ELD) standards that align to Michigan's core content area standards. WIDA is more cost effective than ELPA. The Michigan Title III Advisory Committee unanimously voted to approve movement to the WIDA assessments as well as the adoption of the standards due to their rigor and inclusion of academic vocabulary aligned with content standards. More information about the implementation of WIDA in Michigan can be found here: [World Class Instructional Design and Assessment for Michigan \(WIDA\)](#).
8. Q: **What is the source of data used to calculate the AMAOs status?**
A: For AMAOs 1 and 2, assessment data is used from the English Language Proficiency Assessment (ELPA) which is given in the spring of each year. For AMAO 3, the district's Accountability Scorecard targets for the LEP subgroup are used. *Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).*
9. Q: **What ELPA reports are available to districts and schools?**
A: Hard-copy reports are sent to the district offices to be distributed to schools. The same reports are also available to users of the BAA Secure Site. The reports include: Parent Report, Individual Student Report, Class Roster, Domain Summary, Demographic Report, and Summary Report. A downloadable Student Data File is also available on the BAA Secure Site (www.michigan.gov/baa-secure). *Beginning this school year (2013-2014), the state of Michigan is transitioning from the ELPA to the World Class Instructional Design and Assessment (WIDA).*
10. Q: **What is the Accountability Scorecard?**
A: The Accountability Scorecard is the cornerstone of the federal *No Child Left Behind* (NCLB) Act of 2001. In Michigan, it measures year-to-year student achievement on the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and MI-Access assessments. Beginning with the 2011-12 school year, MEAP-Access assessments are also included. Other indicators, such as the number of students who participate in the assessments and graduation rate for high schools, are also considered in the calculation. You can find more information about the Accountability Scorecard at www.michigan.gov/accountabilityscorecard.
11. Q: **Are private schools held accountable for meeting the AMAOs?**
A: No. Nonpublic schools do not receive Title III funds (although they may receive Title III services) and are not subject to these AMAO provisions.

12. Q: **When do districts receive information on whether they have met the AMAOs?**
A: District superintendents and assessment coordinators will receive notification of their district's AMAO status for the prior school year in late fall.
13. Q: **What are the consequences if a district does not meet the AMAO?**
A: Please review the *Annual Measurable Achievement Objectives Basics* document located on the AMAO website at www.michigan.gov/amao.
14. Q: **If a district does not meet one of the three AMAO requirements, do they really have to send a letter to the parents of LEP students?**
A: Yes. Within 30 days of notification from the Michigan Department of Education, parent notification letters must be sent to parents of any student who participates in the district's Title III program, informing them that the district did not meet one or more of the three AMAOs and the district's plan to correct the problem.
15. Q: **What is the process for a district to create a Title III Improvement Plan?**
A: A district that has not met an AMAO for two consecutive years is required by the provisions of NCLB to develop a Title III Improvement Plan. The district must develop an improvement plan that will ensure the district meets the AMAO in the future. The improvement plan shall specifically address the factors that prevented the district from achieving the AMAO.
16. Q: **If my district elects to decline Title III funding, will we continue to be held to Title III accountability requirements?**
A: No. A district that elects to decline Title III funding will not be held to Title III accountability requirements. However, a district that declines Title III funding is still accountable for the academic progress of LEP students through the Accountability Scorecard targets. A district that has enough LEP students to be eligible for Title III funds may also have enough LEP students to meet the minimum of number of students for the Accountability Scorecard subgroup. If a district does not meet Accountability Scorecard targets for the LEP subgroup, then it has not met the requirements for that year. Therefore, even without Title III funding, districts will still be required to develop and implement a plan that would allow for English learners to meet Accountability Scorecard targets. The Michigan Department of Education would not advise a district to decline Title III funding, which is aimed at providing necessary and accelerated assistance for this subgroup.

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17. Q: **Who do I contact for more information on the AMAOs and Title III?**
A: 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.
18. Q: **How many LEP students are required to calculate AMAOs?**
A: Districts must have 10 or more LEP students to receive an AMAO status for AMAO 1 or AMAO 2. AMAO 3 requires districts to have 30 or more LEP students. Not having a sufficient number of LEP students to receive a status for AMAO 1, 2, or 3 does not affect your district's Title III funds.
19. Q: **Can I look up my district's AMAO status?**
A: Yes. Spreadsheets have been posted to the AMAO webpage with all Title III districts' AMAO statuses for the 2009-10, 2010-11, 2011-2012 and 2012-2013 school years. These spreadsheets and can be accessed at: www.michigan.gov/amao.
20. Q: **Our district did not meet one of the AMAO targets last year, and did not meet an AMAO target this year; however, we missed a different AMAO this year. Does that put us at two years of not meeting an AMAO?**
A: Yes. Title III requires LEAs that fail to meet all the AMAOs for two or more consecutive years to comply with the required accountability provisions/consequences as specified in Section 3122(b)(1) of the ESEA. For example, if an LEA did not meet AMAO 1 in year one, while meeting AMAO 2 and AMAO 3, but, in year two, the same LEA did not meet AMAO 2, while meeting AMAO 1 and AMAO 3, the LEA would be considered as having failed to meet the AMAOs for two consecutive years. A Title III funded district must meet all three AMAOs every year.