



# Understanding AMAOs

Annual Measurable Achievement Objectives for Title III Districts

# What are AMAOs?

- Performance objectives for districts with Title III programs serving English-Learner (EL) populations.
  - Over 80,000 ELs in Michigan public schools!
- Part of Title III in No Child Left Behind (NCLB) Act of 2001
- Serves as an additional layer of accountability, ensuring EL students are successfully learning English as a second language

# Title III of NCLB

- States must establish English language proficiency (ELP) standards
- States must annually assess the English language proficiency of each EL student using an English language proficiency assessment aligned to ELP standards
- Establish AMAOs to measure and report on progress toward and achievement of English proficiency and academic achievement standards
- Hold local education agencies (LEAs; i.e., districts ) accountable for meeting increasing AMAO targets for English language proficiency over time

# AMAO Overview

- NCLB established 3 specific AMAOs :
  - **AMAO I: Progress on English language acquisition**
    - Annual increases in the percentage of students making progress in learning English
  - **AMAO II: Proficiency of English language**
    - Annual increases in the percentage of students attaining English language proficiency
  - **AMAO III: Scorecard EL Components**
    - Adequate yearly progress for the EL subgroup in EL subgroup meeting targets for participation and proficiency on the state's reading and math assessments, and graduation rates.
- Must meet all 3 AMAOs in order to meet overall!

# AMAO I: Progress

- The district must demonstrate that the percentage of its students making “progress” on the World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs (English Language Learners) meets or exceeds the current year’s target.
- Progress is defined as obtaining a [student growth percentile \(SGP\)](#) of 50 or more.
- Annual targets—
  - 2013-14: at least 50% students have an SGP of 50 or higher on the WIDA
  - 2014-15: at least 51% students have an SGP of 50 or higher on the WIDA
  - 2015-16: at least 52% students have an SGP of 50 or higher on the WIDA
- Need at least 10 EL students with SGP data to have this AMAO calculated.

# AMAO II: Proficiency

- District must demonstrate that the percentage of its students achieving proficiency on WIDA meets or exceeds the current year's target.
  - 2013–14: at least 21% of students bridging or reaching on WIDA
  - 2014–15: at least 22% of students bridging or reaching on WIDA
  - 2015–16: at least 23% of students bridging or reaching on WIDA
- Need at least 10 EL students with WIDA data to have this AMAO calculated.

# AMAO III: Scorecard EL Components

- District must demonstrate its English Learner (EL) subgroup is met performance and participation requirements on state assessments in both reading and math and also met its graduation rate target
- Evaluated for districts with at least 30 EL students assessed

# WIDA Participation Compliance

- In addition to the 3 AMAOs, districts also receive a WIDA participation rate
- At least 95% of EL students must be tested with the WIDA to meet objective
  - For 2013-14 and 2014-15 WIDA Participation Rates will only be reported for informational purposes
  - For 2015-16 districts not meeting WIDA Participation targets will have to comply with a series of notifications, supports, and interventions
- Ensures EL students are tested with the WIDA in compliance with Title III



# Overall AMAO Status

- Districts meeting all applicable AMAOs (I, II, & III) will have an overall status of “Met”
- Districts not meeting one or more AMAOs will have an overall status of “Not Met”
  - District having an overall status of “Not Met” for 2 or more consecutive years must comply with a series of notifications, supports, and interventions
- WIDA Participation objective does not impact a district’s overall AMAO status.

# Districts Not Meeting AMAOs

- Districts that do not meet ANY of the AMAOs must comply with a series of notifications, supports, and interventions which vary depending upon the number of consecutive years the district has missed an AMAO.
- Year 1:
  - Within 30 days after the Michigan Department of Education (MDE) releases AMAOs, the district shall send a letter to parents of students participating in a Title III-funded language instruction educational program. The letter must explain that the district did not meet one or more of the AMAO targets and it must provide parents with the district's plan to meet the targets in future years. A sample letter can be found on the AMAO website at [www.mi.gov/amao](http://www.mi.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 MDE's Title III Team will provide technical assistance to enable the district to meet AMAOs.

# AMAOs Not Met for 2 Consecutive Years

- Letter to parents of Title III-funded EL students (same as year 1)
- MDE's Title III Team will provide technical assistance to develop, in consultation with the district, professional development strategies and activities, based on scientifically based research, that the district will use to meet AMAOs;
- The MDE will require the district to utilize such strategies and activities; and
- Develop/revise the Title III plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to EL students.

# AMAOs Not Met for 3 Consecutive Years

- Letter to parents of Title III-funded EL students (same as year 1)
- MDE expects districts to continue implementing the Title III plan

# AMAOs Not Met for 4 Consecutive Years

- Letter to parents of Title III-funded EL students (same as year 1)
- The MDE will require the district to modify the its curriculum, program, and method of instruction; or
- Make a determination whether the district shall continue to receive funds related to the district's failure to meet such objectives; and
- Require the district to replace educational personnel relevant to the entity's failure to meet such objectives [ESEA Section 3122 (b)(1-4)]

# Districts Not Meeting WIDA Participation

- WIDA/WIDA Alt Participation is being reported for informational purposes only for 2013-14 and 2014-15.
- Beginning in 2015-16, districts not meeting participation targets will be required to comply with the following series of consequences:
  - Year 1: The district will receive a letter outlining the escalating consequences for years 2-4 of non-compliance with full participation rate of English Learners (ELs) on Michigan's annual English Language Proficiency (ELP) assessment (WIDA).
  - Year 2: The district will be required to investigate, develop, and implement a plan to address root causes for low participation. The plan will require MDE approval.
  - Year 3: Technical assistance will be provided to adjust and implement the approved plan.
  - Year 4: The plan will be updated as needed.

# AMAO Resources

- For more information on AMAO calculations, including technical business rules, please visit: [www.mi.gov/amao](http://www.mi.gov/amao)
- For more information on Title III programming, please visit: [www.mi.gov/mde-titleiii](http://www.mi.gov/mde-titleiii)

# Contact Information

## Title III and Supports:

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## Data and Metric Questions:

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