



# Accountability for English Learners (ELs)<sup>1</sup>

## What is the basis for accountability for English Learners (ELs)?

Accountability for ELs is established by Title III of the federal Elementary and Secondary Education Act (ESEA), last reauthorized as No Child Left Behind (NCLB), which requires states to:

- establish English Language Proficiency (ELP) standards aligned to state academic content standards, yet suitable for EL students learning English as a second language;
- annually assess the English language proficiency of each EL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards;
- define Annual Measureable Achievement Objectives (AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards; and
- hold local education agencies accountable for meeting increasing AMAO targets for English language proficiency over time (NCLB 2002, Public Law 107-110, 115 Statute 1425).

## What are Annual Measureable Achievement Objectives (AMAOs)?

AMAOs are the accountability system used to evaluate the effectiveness of services provided by districts to EL students.

- **AMAO I: Progressing in English language acquisition**
  - Annual increases in the percentage of students making progress in learning English.
- **AMAO II: Proficiency in English language**
  - Annual increases in the percentage of students attaining English language proficiency.
- **AMAO III: Scorecard EL Components**
  - The EL subgroup meets targets for participation on the state's reading and math assessments, proficiency on the state's reading and math assessments, and graduation rates.
- **AMAO Overall**
  - Districts meeting all AMAOs (I, II, & III) will have an overall status of "Met" while districts not meeting one or more AMAOs will have an overall status of "Not Met".
- **WIDA/WIDA-Ait Participation**
  - The percent of EL students participating in the ELP assessment is at or above the required threshold.

## What are the consequences of districts not meeting AMAOs?

Districts with an AMAO Overall status of "Not Met" (i.e., those missing one or more AMAOs) or those not meeting participation thresholds must comply with a series of consequences which range from developing an improvement plan and notifying parents to replacing staff and loss of Title III funding depending upon the number of consecutive years the district has missed AMAOs.

## Questions?

- For questions about AMAO status or calculations, please visit [www.mi.gov/amao](http://www.mi.gov/amao) or contact the Office of Evaluation, Strategic Research, & Accountability (OESRA) at 877-560-8378 or [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov).
- For questions about consequences, Title III funding, or developing or revising district's Title III plan, please visit [www.mi.gov/mde-titleiii](http://www.mi.gov/mde-titleiii) or contact Shereen Tabrizi, Ph.D., Manager of the Special Populations Unit, Office of Field Services, at 517-373-6066 or [tabrizis@michigan.gov](mailto:tabrizis@michigan.gov).

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<sup>1</sup> The term English Learner (EL) is synonymous with the older terms English Language Learner (ELL) and Limited English Proficient (LEP).