

Alaska Department of Education & Early Development

Title III Annual Measurable Achievement Objectives

Effective 2014-2015 School Year

Requirements

Title I and Title III of the Elementary and Secondary Education Act (ESEA) require schools to provide high quality instruction to limited English proficient students to help them meet both academic growth targets and English language proficiency standards. As required under ESEA, the Alaska State Department of Education and Early Development has set Annual Measurable Achievement Objectives (AMAOs) for LEP students in districts that receive Title III funds. The purpose of the AMAOs is to measure student development and attainment of English proficiency while meeting challenging state academic content and student academic achievement standards. [Section 3122(a)]

Title III AMAO Targets

There are AMAO targets in three areas for limited English proficient students:

1. AMAO 1: Making Progress in learning English,
2. AMAO 2: Attaining English language proficiency at the end of the school year, and,
3. AMAO 3: LEP subgroup meeting AMO targets in English language arts and mathematics, and the graduation rate target.

The percentage of LEP students expected to make progress, attain proficiency, and meet content area and graduation rate targets each year:

Year	AMAO 1	AMAO 2	AMAO 3
	Making Progress in English	Attaining Proficiency in English	LEP subgroup targets for reading, writing, math, and graduation rate
2012-2013	34.3%	5.2%	Individual state or district targets for reading, writing, & math; 95% participation rate; 90% graduation rate
2013-2014	37.6%	6.4%	Individual state or district targets for reading, writing, & math; 95% participation rate; 90% graduation rate
2014-2015	40.9%	7.7%	Meet or exceed state percentage of LEP students meeting standards; 95% participation rate; 90% graduation rate

AMAO 1: Making Progress

A gain of 0.4 on the composite proficiency level from the prior year to the current year is the criteria for making progress in learning English. The composite overall scale scores on the ACCESS for ELLs are represented by a composite weighting of the scores on all domains of the assessment: 15% listening, 15% speaking, 35% reading, and 35% writing. The scale scores are then transformed to proficiency levels that are reported from 1 (Entering) to 6 (Reaching) in decimals to the tenths place. With the emphasis on reading and writing in the composite score, the composite proficiency level score would reflect student progress, from one data point to the next. Students will be considered for making progress if they have taken the test for two consecutive years. Students who have taken the ELP assessment for the first year will not be represented in the group of students

Alaska Department of Education & Early Development

considered for making progress. The percent of students making progress will be calculated by the number of students who met the criteria of a 0.4 gain divided by the number of students who took the test minus the number of students who took the test for the first year.

AMAO 2: Attaining Proficiency

A student is proficient in English and meets the criteria to exit LEP status if he or she obtains an overall composite proficiency level of 5.0 or higher on the ELP Assessment *and* 4.0 or higher on each domain: listening, speaking, reading, and writing. Students in grades 1-12 must take Tier B or C of the ACCESS for ELLs to attain proficiency. No Tiers apply for kindergarten students. The exit criteria were set in March, 2012 and adopted in Alaska regulation 4 AAC 34.055.

Targets: The beginning target percentage of students making progress in attaining English language proficiency for the 2011-2012 school year is at the 20th percentile (31%) and will increase in equal increments of 3.3% through the tenth school year (2020-2021) to the 75th percentile level (61%) as shown in the chart below.

Year	AMAO 1 Target	AMAO 2 Target
2012	31.0%	4.0%
2013	34.3%	5.2%
2014	37.6%	6.4%
2015	40.9%	7.7%
2016	44.2%	8.9%
2017	47.5%	10.1%
2018	50.8%	11.3%
2019	54.1%	12.5%
2020	57.4%	13.8%
2021	60.7%	15.0%

AMAO 3: AMO Content & Graduation Rate Targets

A district will meet AMAO 3 if the students in the LEP subgroup met either the state or the district AMO targets in each content area of English language arts and mathematics, the 95% participation rate target for the content assessments, and the 90% graduation rate target. For the 2014-2015 year when the new AMP assessments were administered for the first time, the statewide percentage of LEP students meeting the standards is used in lieu of a percentage target for each school or district. Districts will meet the AMAO3 targets for English language arts and mathematics if the percentage of LEP students in the district that met the standards (scored at Levels 3 or 4 on AMP) equals or exceeds the statewide percentage.

LEP students who met the exit criteria at the end of a school year are in monitoring status the following two school years, are no longer considered LEP students, and are tested on the AMP assessments without LEP accommodations. However, the SBA or AMP scores for former LEP

Alaska Department of Education & Early Development

students are counted for AMO purposes in the LEP subgroup for two years while they are in monitoring status.

District Notification

Any district receiving Title III funds for the applicable year is considered a Title III district. Title III districts which do not meet all three parts of the Title III AMAOs will be considered to have not met the AMAO objectives, and notified of AMAO targets not met, the years of objectives not met, and the Title III consequences. **This document can be downloaded from our website at <http://www.education.alaska.gov/nclb/KeyComponentsNCLB.html>.**

Consequences of not meeting Title III AMAO targets

All districts receiving Title III funds are accountable for meeting the AMAO objectives.

- ◆ **If AMAO targets are not met in any year:**
 - Parents of Title III served students must be notified of the failure of the district to meet the AMAOs within 30 days of district notification by EED. [3302 (b)]
 - Parents must be notified each year that the AMAOs are not met.

- ◆ **If AMAO targets are not met for 2 years in a row:**
 - District must develop and implement an improvement plan addressing the targets not met and factors preventing district from achieving the target objective(s). [3122(b)(2)]
 - EED must provide technical assistance to districts.

- ◆ **If AMAO targets are not met for 4 years in a row:**
 - District must develop and implement an improvement plan addressing the targets not met and factors preventing district from achieving the target objective(s). [3122(b)(2)]
 - EED must provide technical assistance to districts.
 - EED must choose one of the following options: [3122(b)(4)]
 - require the district to modify the curriculum, program, and method of instruction;**OR**
 - determine whether the district will continue to receive Title III funds and require that the district replace educational personnel relevant to its failure to meet the AMAOs.

Alaska Department of Education & Early Development

Alaska Prior AMAO Targets

Year	Grades	Making Progress in English	Attaining Proficiency in English	Language Arts Target (AYP)	Math Target (AYP)	See Notes Below
2010-2011	K-12	40%	16%	82.88%	74.57%	A
2009-2010	K-12	37%	15%	77.18%	66.09	A
2008-2009	K-12	60%	20%	77.18%	66.09%	B
2007-2008	K-12	56%	19%	77.18%	66.09%	B
2006-2007	K-12	35%	18%	71.48%	57.61%	C
2005-2006	K-12	80%	17%	71.48%	57.61%	D
2004-2005	6-12	77%	21%	71.48%	57.61%	E
2004-2005	K-5	77%	10%	71.48%	57.61%	E
2003-2004	6-12	75%	20%	64.03%	54.85%	E
2003-2004	K-5	75%	8%	64.03%	54.85%	E

Notes and History of AMAO Targets

- A. The targets for 2009-10 and 2010-2011 were reset based ELP and SBA test data indications that LEP students were making progress but the targets had initially been set too high. Targets were reset to be challenging but achievable and to link to SBA results.
- B. The Making Progress targets for 2007-2008 and 2008-2009 were changed to reflect the students that made progress **and** those that attained proficiency on the ELP assessment, so the total percents were adjusted to include the original making progress target and the original attaining proficiency target (of 56% = 37% + 19% for 2007-2008 and 60% = 40% + 20% for 2008-2009).
- C. The state proposed new AMAO targets for 2006-2007, 2007-2008, and 2008-2009 that reflected making progress from one year to the next on the new ELP assessment that began in 2006. The criteria to exit LEP status was changed in spring 2007 to scoring at the overall proficient level once on the ELP assessment. The making progress target for 2006-2007 of 35% represented the percent of *all identified LEP students* who made progress on the test, *but who had not yet attained proficiency*. The attaining proficiency target of 18% represented the percent of *all identified LEP students* who attained proficiency on the ELP assessment (and thus exited LEP status).
- D. The AMAO targets for 2005-2006 did not change except to incorporate one target for attaining proficiency for all students grades K-12 rather than separate targets for separate grade spans, for ease of reporting purposes.
- E. These are the original AMAO targets for school years 2003-2004 and 2004-2005. The target for making progress represented the percent of the *group of LEP students not yet proficient on the ELP assessment* that had made the expected level of progress as determined by their grade level and current proficiency level. The targets for attaining proficiency represented the percent of *all identified LEP students* that attained proficiency on the ELP assessment. The criteria to exit LEP status was two consecutive years of proficiency on the ELP assessment *and* proficient on the reading and writing content assessments at least once.