



2010 AMAOs Guide

Annual Measurable Achievement Objectives (AMAOs)

Title III, Part A Accountability System

Texas Education Agency
Department of School Improvement and Support
Division of NCLB Program Coordination

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Table of Contents

SECTION I: The Title III, Part A Accountability System	4
SECTION II: The Annual Measurable Achievement Objective (AMAO) Indicators	6
AMAO 1 Progress.....	6
AMAO 2 Attainment (1-4 years LEP subgroup)	8
AMAO 2 Attainment (5+ Years LEP subgroup).....	10
AMAO 3 LEP Adequate Yearly Progress (AYP)	12

SECTION I: The Title III, Part A Accountability System

Title III Assessment and Accountability Requirements

Under the Elementary and Secondary Education Act (ESEA), as reauthorized under the No Child Left Behind Act of 2001 (NCLB), local education agencies (LEAs) that receive Title III, Part A funding for English language acquisition programs are held accountable for their English language learners' (ELLs) achievement in learning the English language. Each spring in Texas, our ELLs, also identified in statute as limited English proficient (LEP), are assessed using the Texas English Language Proficiency Assessment System (TELPAS). The achievement of each Title III-funded LEA's LEP student population then is measured against the state's achievement standards known as the Annual Measurable Achievement Objectives (AMAOs). The Title III accountability system includes three AMAOs for measuring student achievement:

- AMAO 1 Progress Measures the LEP students' progress with English language proficiency;
- AMAO 2 Attainment Measures the LEP students' attainment of English language proficiency; and
- AMAO 3 LEP AYP Measures the LEP students' adequate yearly progress (AYP) in meeting the state's student academic achievement standards.

Required Interventions for LEAs Not Meeting All AMAOs

Accountability requirements under Title III, Part A are based on the number of *consecutive* years for which a Title III-funded LEA has not met one or more of the AMAOs.

Number of Years Not Meeting:	Required Intervention(s):
1 st Year	LEA notifies parents of LEP students in writing within 30 days of LEA notification of failure to meet AMAOs.
2 nd Year	<p>LEA notifies parents of LEP students in writing within 30 days of LEA notification of failure to meet AMAOs.</p> <p>LEA begins developing an improvement plan that addresses the objective(s) not met and the factors that prevented the LEA from achieving the objective(s).</p> <p>TEA provides technical assistance to the LEA to enable the LEA to meet the AMAOs.</p> <p>TEA develops, in consultation with the LEA, professional development strategies and activities that the LEA will use to meet AMAOs.</p> <p>TEA develops, in consultation with the LEA, a plan to incorporate strategies and methodologies, based on scientifically-based research, to improve the specific program or method of instruction provided to LEP students.</p>

Number of Years Not Meeting:	Required Intervention(s):
3 rd Year	<p>LEA notifies parents of LEP students in writing within 30 days of LEA notification of failure to meet AMAOs.</p> <p>LEA implements improvement plan.</p> <p>TEA monitors the implementation of the LEA improvement plan.</p> <p>TEA continues to implement professional development strategies, if appropriate.</p> <p>TEA continues to incorporate strategies and methodologies to improve the program or method of instruction provided to LEP students, if appropriate.</p>
4 th Year	<p>LEA notifies parents of LEP students in writing within 30 days of LEA notification of failure to meet AMAOs.</p> <p>TEA requires the LEA to modify the curriculum, program, and method of instruction; or TEA determines whether the LEA will continue to receive Title III funds and requires that the LEA replace education personnel relevant to the LEA's failure to meet AMAOs.</p>

SECTION II: The Annual Measurable Achievement Objective (AMAO) Indicators

Annual Measurable Achievement Objective (AMAO) 1: LEP Student Progress											
<p>This indicator is the percent of current limited English proficient (LEP) students in all grades, K-12, who progressed at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating from 2008-2009 to 2009-2010.</p>											
CALCULATION METHOD											
$\text{District AMAO 1 Progress rate} = \frac{\text{District number of current LEP students (all grades, K-12) who progressed at least one proficiency level on the TELPAS Composite Rating from 2008-2009 to 2009-2010}}{\text{District number of current LEP students (all grades, K-12) assessed on TELPAS in both 2008-2009 and 2009-2010}}$											
MINIMUM SIZE REQUIREMENT	DATA SOURCES										
<p>Minimum Size Requirement (MSR): At least 30 current LEP students (all LEP, grades K-12) assessed on TELPAS in 2008-2009 and 2009-2010.</p> <p>Two years of data is available for analysis under this indicator.</p> <p>Assignment of a consortium-level result is available for this indicator if the LEA does not meet the MSR and is a member of a Title III, Part A Shared Service Arrangement (SSA).</p> <p>Special analysis is available for this indicator.</p>	<p>The data for this indicator are based on the performance of students reported by the district as enrolled in the district on the PEIMS fall 2009 snapshot date (110 Record) <u>and</u> also assessed in the four language domains (listed in the table below) for both the 2009 and 2010 TELPAS administrations.</p>										
NOTES											
<p>The TELPAS Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following web address: http://www.tea.state.tx.us/student.assessment/.</p>											
<table border="1"> <thead> <tr> <th>Language Domain</th> <th>Weight in Composite Score</th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td>5.0%</td> </tr> <tr> <td>Speaking</td> <td>5.0%</td> </tr> <tr> <td>Reading</td> <td>75.0%</td> </tr> <tr> <td>Writing</td> <td>15.0%</td> </tr> </tbody> </table>		Language Domain	Weight in Composite Score	Listening	5.0%	Speaking	5.0%	Reading	75.0%	Writing	15.0%
Language Domain	Weight in Composite Score										
Listening	5.0%										
Speaking	5.0%										
Reading	75.0%										
Writing	15.0%										

How the LEA's AMAO Status Is Assigned for the AMAO 1 Progress Indicator

<p>The percent of the LEA's current LEP students making progress of at least one proficiency level for TELPAS Composite Rating is at least 45%.</p>	<p>The percent of the LEA's current LEP students making progress of at least one proficiency level for TELPAS Composite Rating is less than 45%.</p>		
<p>AMAO Status = MET</p>	<p>The LEA meets the minimum size requirement (MSR).</p>	<p>The LEA does not meet the minimum size requirement (MSR).</p>	
	<p>AMAO Status = NOT MET</p>	<p>The LEA is a member of a Title III Shared Service Arrangement (SSA) and the combined SSA total meets the MSR.</p>	<p>The LEA is not a member of a Title III Shared Service Arrangement (SSA) or the combined SSA total does not meet the MSR.</p>
		<p>AMAO Status = Assigned SSA-level result.</p>	<p>AMAO Status = Assigned using Special Analysis.</p>

Annual Measurable Achievement Objective (AMAO) 2: LEP Student Attainment (1-4 Years LEP subgroup)

This indicator is the percent of current limited English proficient (LEP) students identified as LEP for one through four (1-4 years), who received a composite rating of *Advanced High* on the Texas English Language Proficiency Assessment System (TELPAS) in 2009-2010.

CALCULATION METHOD

$$\text{District AMAO 2 Attainment rate (1-4 yrs. subgroup)} = \frac{\text{District number of current LEP students (1-4 yrs. LEP) who received a TELPAS Composite Rating of Advanced High in 2009-2010}}{\text{District number of current LEP students (1-4 yrs. LEP) assessed on TELPAS in 2009-2010}}$$

MINIMUM SIZE REQUIREMENT

Minimum Size Requirement (MSR): At least 30 current LEP students (all LEP, grades K-12) assessed on TELPAS in 2009-2010.

One year of data is available for analysis under this indicator.

Assignment of a consortium-level result is available for this indicator if the LEA does not meet the MSR and is a member of a Title III, Part A Shared Service Arrangement (SSA).

Special analysis is available for this indicator.

DATA SOURCES

The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2009 snapshot date (110 Record) and also assessed in the four language domains (listed in the table below) for the 2010 TELPAS administration.

Data related to the number of years for which a student has been identified as LEP is based on each student's enrollment data on PEIMS.

NOTES

The TELPAS Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following web address: <http://www.tea.state.tx.us/student.assessment/>.

Language Domain	Weight in Composite Score
Listening	5.0%
Speaking	5.0%
Reading	75.0%
Writing	15.0%

How the LEA's AMAO Status Is Assigned for the AMAO 2 Attainment (1-4 yrs. LEP subgroup) Indicator				
The percent of the LEA's students with 1-4 years as LEP who received a TELPAS Composite Rating of Advanced High is at least 12.0% .	The percent of the LEA's students with 1-4 years as LEP who received a TELPAS Composite Rating of Advanced High is less than 12.0% .			
AMAO Status = MET	The LEA meets the minimum size requirement (MSR) for the total of all LEP students in the LEA.		The LEA does not meet the minimum size requirement (MSR) for the total of all LEP students in the LEA.	
	The LEA has <u>at least 30</u> tested students for the 1-4 yrs. LEP subgroup.	The LEA has <u>fewer than 30</u> tested students for the 1-4 yrs. LEP subgroup.	The LEA is a member of a Title III SSA and the SSA has a <u>combined total fewer than 30</u> tested students for the 1-4 yrs. LEP subgroup.	The LEA is a member of a Title III SSA and the SSA has a <u>combined total of at least 30</u> tested students for the 1-4 yrs. LEP subgroup.
	AMAO Status = NOT MET	AMAO Status = Assigned using <i>Special Analysis</i>.		AMAO Status = Assigned <i>SSA-level result</i>.

Annual Measurable Achievement Objective (AMAO) 2: LEP Student Attainment (5+ Years LEP subgroup)

This indicator is the percent of current limited English proficient (LEP) students identified as LEP for five years or more, who received a composite rating of *Advanced High* on the Texas English Language Proficiency Assessment System (TELPAS) in 2009-2010.

CALCULATION METHOD

$$\begin{array}{l} \text{District AMAO 2} \\ \text{Attainment rate} \\ \text{(5+ yrs. subgroup)} \end{array} = \frac{\begin{array}{l} \text{District number of current LEP students (5+ yrs. LEP) who received a} \\ \text{TELPAS Composite Rating of Advanced High in 2009-2010} \end{array}}{\begin{array}{l} \text{District number of current LEP students (5+ yrs. LEP) assessed on TELPAS in 2009-2010} \end{array}}$$

MINIMUM SIZE REQUIREMENT

Minimum Size Requirement (MSR): At least 30 current LEP students (all LEP, grades K-12) assessed on TELPAS in 2009-2010.

One year of data is available for analysis under this indicator.

Assignment of a consortium-level result is available for this indicator if the LEA does not meet the MSR and is a member of a Title III, Part A Shared Service Arrangement (SSA).

Special analysis is available for this indicator.

DATA SOURCES

The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2009 snapshot date (110 Record) **and** also assessed in the four language domains (listed in the table below) for the 2010 TELPAS administration.

Data related to the number of years for which a student has been identified as LEP is based on each student's enrollment data on PEIMS.

NOTES

The TELPAS Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following web address: <http://www.tea.state.tx.us/student.assessment/>.

Language Domain	Weight in Composite Score
Listening	5.0%
Speaking	5.0%
Reading	75.0%
Writing	15.0%

How the LEA's AMAO Status Is Assigned for the AMAO 2 Attainment (5+ yrs. LEP subgroup) Indicator				
The percent of the LEA's students with 5 years or more as LEP who received a TELPAS Composite Rating of Advanced High is at least 20.0% .	The percent of the LEA's students with 5 years or more as LEP who received a TELPAS Composite Rating of Advanced High is less than 20.0% .			
AMAO Status = MET	The LEA meets the minimum size requirement (MSR) for the total of all LEP students in the LEA.		The LEA does not meet the minimum size requirement (MSR) for the total of all LEP students in the LEA.	
	The LEA has <u>at least 30</u> tested students for the 5+ yrs. LEP subgroup.	The LEA has <u>fewer than 30</u> tested students for the 5+ yrs. LEP subgroup.	The LEA is not a member of a Title III SSA or the SSA has a <u>combined total fewer than 30</u> tested students for the 5+ yrs. LEP subgroup.	The LEA is a member of a Title III SSA and the SSA has a <u>combined total of at least 30</u> tested students for the 5+ yrs. LEP subgroup.
	AMAO Status = NOT MET	AMAO Status = Assigned using <i>Special Analysis</i>.		AMAO Status = Assigned <i>SSA-level result</i>.

Annual Measurable Achievement Objective (AMAO) 3: LEP Adequate Yearly Progress (AYP)

This indicator measures the Adequate Yearly Progress (AYP) of students with limited English proficiency (LEP).

CALCULATION

For each district, determine whether the district's LEP student group met 2010 AYP requirements.

NOTES

For more information on Adequate Yearly Progress, please refer to the *2010 Adequate Yearly Progress (AYP) Guide* available at the following web address: <http://www.tea.state.tx.us/ayp>.

The performance level assignments for this indicator are based on districts' preliminary 2010 AYP status prior to appeals and will not be changed due to any resulting appeals being granted.

How the LEA's AMAO Status Is Assigned for the AMAO 3 LEP AYP Indicator		
The district met the 2010 AYP standard for its LEP student population.	The district did not meet the 2010 AYP standard for its LEP student population.	The district was not assigned an AYP status for its LEP student population. (Refer to <i>2010 AYP Guide</i> for more information.)
AMAO Status = <i>MET</i>	AMAO Status = <i>NOT MET</i>	AMAO Status = <i>NOT ASSIGNED</i>