

A GUIDE TO

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) DETERMINATIONS

Updated April 2011

SECTION I: INTRODUCTION

Introduction

The Utah State Office of Education (USOE) has implemented the AMAO accountability system that meets the requirements of the Title III, No Child Left Behind Act of 2001. This accountability is in addition to the Utah Performance Assessment System for Students (U-PASS) and the Adequate Yearly Progress (AYP). Detailed information on U-PASS and AYP is available at www.usoe.org.

This document is designed to provide detailed information about all of the data elements related to English language learners (ELL) and all of the components and calculations of the Annual Measureable Achievement Objectives (AMAO). By so doing, this document will be useful to those seeking a general understanding of the system as well as those who are looking for more in-depth information about each part of the process.

Annual Measureable Achievement Objectives (AMAOs)

The federal No Child Left Behind Act of 2001 (NCLB) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. NCLB extended federal education law in several important ways. Some of the most prominent provisions related to ESEA (Title III) include:

- States must adopt academic language proficiency standards that are aligned to academic core standards in language arts, mathematics and science for grades K-12.
- All students K-12 receiving services in Title III must participate in an annual assessment of Academic Language Proficiency. The four modalities that must be assessed are:
 - Listening
 - Speaking
 - Reading
 - Writing

- An accountability system, Annual Measureable Achievement Objectives (AMAO), must be reported each year for each local educational agency (LEA) receiving Title III funding.
- Sanctions are identified for LEAs receiving Title III funds that fail to make AMAO for at least two consecutive years.

SECTION II: FOUNDATIONS OF UTAH'S AMAO PROCESS

Enrollment

Federal Definition

A limited English proficient (LEP) or ELL student is an individual age 3-21 who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

- 1. The student belongs to one of the following categories:
 - o Was not born in the United States or speaks a native language other than English.
 - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.
 - o Is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
- 2. The student is unable, because of difficulties in speaking, reading, writing, or understanding the English language, to do one or more of the following:
 - o Score at the proficient level on state assessments of academic achievement.
 - o Learn successfully in classrooms where the language of instruction is English.
 - o Participate fully in society.

ELL Designations Entered by LEA Upon Enrollment

- F Fluent
 - The ELL student is in the two-year monitoring period as indicated by an exit date from ELL services.
 - o If an LEA wants to continue to use the "F" to designate a student as a former ELL (exceeded two-year monitoring), that is acceptable. However, the student is not counted as an ELL or monitored.
 - The USOE counts a student as an ELL for AYP and U-PASS purposes only (not AMAO) during the two years of monitoring.
- O Parent refused services for ELL student
- Y Yes, ELL
- Blank/space not ELL

ELL Designations Entered by LEA During Enrollment

○ N – The student was not identified as an ELL.

ELL Designations submitted to the USOE

- Data files are due to the USOE no later than July 7 via a clearinghouse file.
 - o Designations include: Y, N, O, F

Native and Parent Language Designations

- Native and parent language for students reported as "O" (Refused Services) should be reported for school year 2008/09 and will be required to be reported in school year 2009/10 and beyond.
- Reports should be submitted to the USOE in the July 7 clearinghouse file.
- A complete list of languages allowed for reporting is found at http://www.schools.utah.gov/curr/ELLALS/

Other ELL Definitions

Monitored/Fluent

After the ELL student has met the exit criteria, the student is then monitored for two years to ensure the student continues to have academic success. Monitoring activities are determined by the LEA but the intent is to review the performance and progress of the student to ensure the student is continuing to be successful with academic work.

- Placement Test or Screener
 - The choice of test is determined by the LEA. This test cannot be the Annual State Assessment for Language Proficiency. For a child who has been identified for participation in a language instruction educational program prior to the beginning of the school year, the LEA must provide the notification regarding identification and placement within 2 weeks of the child being placed in such a program.
- Proficiency Test
 The Utah Academic Language Proficiency Assessment (UALPA) is administered annually to each ELL student

ELL Codes in the USOE Data Warehouse

- There are two different sets of codes for each student:
 - 1. ELL designation is entered by the LEA when the student enrolls, or is carried over from the previous year, but no later than 30 days after enrollment.
 - 2. UALPA proficiency levels are entered by the USOE after the UALPA is scored.
- An LEA Student Information System (SIS) might only show the UALPA proficiency level that is entered by the LEA, or it might show both the ELL designation and the UALPA proficiency level.
- The SERF (State Education Research File) that the USOE sends to the LEAs includes the following:
 - 1. ELL designation (determined by the LEA).
 - 2. UALPA proficiency level (determined by the USOE).
- Mobile Students
- When students are enrolled in more than one LEA, and the ELL designation is different for each LEA, the ELL designation used for reporting and accountability purposes is the last ELL designation given.
- o If the last enrolled LEA does not have an ELL designation, the last ELL designation will be used.

 When students are enrolled in more than one LEA, and the UALPA proficiency level is different for each LEA, the UALPA proficiency level used for all reporting and accountability purposes is the last UALPA proficiency level given in that school year.

Assessments

English language learners participate in all required state and local assessments. State assessments are as follows:

- Criterion-Referenced Tests (CRT); English language arts grades 3-11; math grades 3-7, pre-algebra, algebra I, geometry, algebra II; science grades 4-8, earth systems, biology, physics, chemistry.
- Direct Writing Assessment (DWA) grades 5 & 8.

Accommodations and/or exceptions to required assessments are found in the Special Needs Accommodations Policy:

http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf

English language learners also participate in the following tests:

- Placement test—Given within two weeks of the initial student enrollment if the home language survey shows the student is a potential ELL student. This test is determined by the LEA.
- Utah Academic Language Proficiency Assessment (UALPA) (not to be used as the placement test)—Given annually to each ELL student that is currently receiving ELL services.

UALPA Proficiency Levels

ELL Proficiency Standards:

http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

Level 1 Entering: English language learners will process, understand, produce, or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 Beginning: English language learners will process, understand, produce, or use:

- general language related to the content areas
- phrases or short sentences

- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
- For AMAO purposes only, to show progress for AMAO #1, level 2 is divided into two levels, 2A and 2B.

Level 3 Developing: English language learners will process, understand, produce, or use:

- General and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
- For AMAO purposes only, to show progress for AMAO #1, level 3 is divided into two levels. 3A and 3B.

Level 4 Expanding: English language learners will process, understand, produce, or use:

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse
- or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5 Bridging: English language learners will process, understand, produce, or use:

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
- **Fluent** (see Exit Criteria below)
- To find UALPA Proficiency Levels from other LEAs:
 - Look up levels through the state COGNOS server on the USOE Website: www.usoe.org.
 - Under "Assessment," go to "USOE Data Display": https://cognos.schools.utah.gov/cognos8/cgibin/cognos.cgi?b_action=xts.run&m=portal/main.xts&startwel=yes.
 - o Please call or write to Murry Jensen for the password or to receive help.
 - Murry.jensen@schools.utah.gov
 - **801-538-7823**
 - o ALS Directors will need to coordinate with Assessment Directors for this access.

UALPA Participation Codes

(In the instruction below, the verb "mark" refers to checking the appropriate bubble or check box on the UALPA answer document.)

- Non-Standard Participation
 - Accommodated
 - Mark "Accommodated" if accommodations were provided. In addition, indicate in the Accommodations box which specific accommodations were provided.
 - See the Assessment Participation and Accommodations Policy:
 http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf
 - o Private/Home School
 - Mark "Private/Home School" if the student is educated in a private school or home school setting and participated in the test.
 - o Modified
 - Mark "Modified" if a modified assessment was administered.
 - This is not an option for the UALPA.
 - In the future, this option will be removed from the answer document.
 - Non-Standard Participation codes are not used for accountability purposes.

• Non-Participation

- Absent/unable to make up test
 - Mark this option if the student was not present during any part of the test administration period and was not able to make up the test.
 - For AMAO calculations, if the student has a "no" for participation and a "no" for proficiency level, the student is not included.
- Excused medical emergency
 - Mark this option if the student could not take the test as a result of medical emergency.
 - For AMAO calculations, if the student has a "no" for participation and a "no" for proficiency level, the student is not included.
- Unknown Student
 - Mark this option if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
 - For AMAO calculations, if the student has a "no" for participation and a "no" for proficiency level, the student is not included.
- Withdrawn
 - Mark this option if the student is officially withdrawn from the school.
 - For AMAO calculations, if the student has a "no" for participation and a "no" for proficiency level, the student is not included.
- Private/Home School
 - Mark this option if the student is educated in a private or home school setting and did not participate on the assessment.
 - For AMAO calculations, if the student has a "no" for participation and a "no" for proficiency level, the student is not included.
- o RT
 - Mark this option if the student refused to take the test.

- For AMAO calculations, if the student has a "yes" for participation, and a "no" for proficiency level, the student is not included.
- Answer documents that are blank receive a Pre-Emergent score, as the assumption is that the student had insufficient language skills to take the test.

Exit Criteria

Process

- A student in grade K-12 is designated Fluent (F) by the LEA and exits services if the student meets the following requirements:
 - 1. The student is designated by the LEA as an ELL student
 - 2. The UALPA proficiency is Level 5
- LEAs use UALPA scores to make this update ELL student records in the local SIS. All future clearinghouse submissions from the LEA reflect this update.
- The exit date is June 30 for the school year in which the student is determined as fluent.

LEA Override

- In **rare**, **unique circumstances**, an LEA may determine that it is appropriate to override a student's designation as determined by the UALPA score if:
 - 1. It is determined the designation of "F" is not appropriate for the student.
 - 2. It is determined a student who is not designated as "F" should be designated as "F."
- This decision must be language based and documented.
- An LEA may override a student's designation as determined by the UALPA score if the following process is followed:
 - 1. The LEA determines criteria (such as grades, Math CRT, Science CRT, UBSCT, Iowa, other assessments, etc).
 - 2. The ELL team is assembled (parent, teacher, administrator or as determined by LEA).
 - 3. ELL Team approves the override for **language related reasons only**, based on criteria developed by the LEA.
 - 4. The USOE, Title III, will provide the document the LEA must sign to show the process and criteria used.
 - 5. After July 7 the LEA would change the student's ELL status in the local SIS and enter an exit date of 6/30/2011. The LEA's future clearinghouse file would reflect this entry.

Exiting the ELL Program—Transitional students

- The "F" designation may cover two groups:
 - 1. Students within the two-year monitoring period
 - 2. Students beyond the two-year monitoring period may be included
- These two groups are distinguished only by the ELL exit date.
- The exit date must be prior to July 1 of current reporting year.
- The exit date field **must** be correctly maintained by the LEA.

Students in the two-year monitoring period:

- Monitoring begins the school year following exiting services. For example, a student who exits in 2008-2009 will be monitored for 2009-2010 and 2010-2011 school years.
- Student scores are counted in the ELL subgroup for two years for AYP and U-PASS (but not for AMAO).
- The LEA no longer receives federal funds for the student.
- The LEA receives state funds for the student.
- Reclassification/re-entering decisions are allowed at the district's discretion

Students beyond the two-year monitoring period may be included:

- Two full years after the exit date, the LEA may choose to no longer maintain the "F" designation. For example: if a student exits in 2008-2009, the student is beyond the monitoring period starting 2011-2012.
- An LEA may continue to submit an "F" to designate a student as a former ELL (exceeded two-year monitoring), but these designations will be ignored by the USOE.

AMAO Calculations

There are three requirements for the AMAO Report: AMAO #1, AMAO #2, AMAO #3.

An AMAO report is calculated for each local educational agency (LEA) receiving Title III funding for the AMAO #1 calculation, the AMAO #2 calculation, and the AMAO #3 calculation.

- For purposes of determining ELL status for each student for AMAO:
 - The AMAO report includes an LEA designation for every LEA in which the student has been enrolled and has an ELL designation.
 - o The latest UALPA proficiency level is used.

Example: Liz is in Jordan for September through January and in Granite for February through May. Jordan gives Liz a "Y" and Granite gives Liz a "Y." The UALPA, administered in Jordan is an Level 2 The UALPA, administered in Granite is a Level 3 The AMAO report for Jordan shows Liz as a Level 3ELL student. The AMAO report for Granite shows Liz as a Level 3ELL student.

AMAO #1—Students Making Progress in Learning English

- This includes the percentage of all current ELL students who show progress.
- The calculation is for all ELL students; full academic year (FAY) is not used.
- Students must have two years of UALPA scores (taken anywhere in the state).
- Progress is defined by the percentage of students who move from one UALPA proficiency level to the next.
- Progress is also defined by students who move from a low score in the Level 2 (2A) to a higher score in the Level 2 (2B) or a low score in the Level 3 (3A) to a higher score in the Level 3 3B), move from Level A to Level 4 or 5 or remain at the Level 4 or Level 5
- An LEA receives a "Yes" for AMAO #1 if the AMAO Target is met for both grade spans K-6 and 7-12.

- The AMAO #1 targets for both grade spans are as follows:
 - o 2008: 29.00%
 - o 2009: 32.50%
 - 0 2010: 35.00%
 - 0 2011: 37.50%
 - o 2012: 40.00%
 - 0 2013: 42.50%
 - 0 2014: 45.00%

AMAO #2—Students Attaining English Proficiency

- This indicates the percentage of all ELL students who receive a designation of Advanced on the UALPA or who receive a designation of Fluent in the most recently completed school year.
- The calculation is for all ELL students; full academic year (FAY) is not used.
- An LEA receives a "Yes" for AMAO #2 if the AMAO Target is met for both grade spans K-6 and 7-12.
- The AMAO #2 targets for both grade spans are as follows:
 - 0 2008: 21.4%
 - o 2009: 23.2%
 - 0 2010: 25.0%
 - o 2011: 26.8%
 - 0 2012: 28.6%
 - 2012: 20.6%2013: 30.4%
 - 0 2013. 30.4%
 - 0 2014: 32.2%

AMAO #3—The LEA Adequate Yearly Progress (AYP) determination for the English Language Learners Subgroup

- AMAO #3 is the ELL subgroup determination for the LEA AYP Report for both language arts and mathematics.
- The LEA AYP has two parts:
 - o AYP for grades 3-8
 - o AYP for grades 10-12
- The LEA receives a "Yes" for AMAO #3 if the LEA made AYP for the ELL subgroup in both language arts AND mathematics in both grade spans.
- Detailed information for the AYP determination for the calculation for the LEA ELL subgroup can be found in "A Guide to Adequate Youly Progress Determinations" at http://www.schools.utah.gov/assessment/documents/AYP_Guide_to_AYP_Determinations.pdf.

Consortiums

• LEAs may choose to be in a consortium for funding purposes. This allows LEAs with few ELL students to qualify for funding based on the aggregate number of ELL students in the consortium. A separate AMAO report will be calculated for each LEA in a

consortium. However, LEAs with fewer than 10 ELL students will receive an aggregated consortium AMAO report.

Funding (Changes to funding?)

- Funding Totals
 - The year-end clearinghouse report provides the total numbers of students that are used for funding.
 - o State Funding The total of all Y, O, and F students
 - o Title III/Federal Funding The total of all Y and O students
- For purposes of determining ELL status for each student for state and federal funding:
 - o Funding goes to the LEA where student was enrolled on October 1.
 - o The last ELL designation on October 1 is used.

• State Funding

- Based exclusively on prior Year-End (July) Clearinghouse, a student is considered ELL if:
 - School entry and exit dates indicate student was enrolled on October 1.
 - "Limited English" field is:
 - > Y, O; or
 - ➤ F and "ELL Exit Date" is within previous three years (year of exit and two monitoring school years).
- o Data source is "Year-End Clearinghouse Report District Summary."
- o For FY 2010:
 - Based on Year End 2008/09 Clearinghouse
 - Exit date must be later than June 30, 2006, limiting count to those exiting during the 2006/07, 2007/08 and 2008/09 school years

• State Funding Programs

- Family Literacy Centers
 - 45% as base
 - 50% proportional to ELL count
 - 5% for third-party program evaluation and professional development
- o Interventions for Student Success Block Grant
 - 77% according to Local Discretionary Block Grant formula
 - 23% proportional to ELL count
 - Use is not restricted to ELL purposes.
 - For more information, contact the Title III office at the USOE.

• ELL State Allocations Schedule

- Legislative Estimates
 - Initially available in mid-April of the prior year, following the General Legislative Session
 - In April 2009, for the FY 2010 estimate, will be based on Year-End 2008 data already used in FY 2009 allocations

- o Mid-Year Update
 - Available by January of the current year, following fall data collections
 - For the FY 2010, will be based on Year End 2009 data (except for new charter schools or significantly expanding charter schools (per USOE Charter School Section), for which the October 2009 Clearinghouse will be used)
 - For more information, contact your LEA business administrator.

• Federal Funding

- O Same as state funding, except exit date must be within the prior year.
 - For FY 2010, exit date must be later than June 30, 2008 (students in two-year monitoring do not receive federal funds).

• Federal Funding Programs

- o NCLB Title III
 - English Language Acquisition
 - > 90% proportional to ELL count
 - ➤ LEA must generate at least \$10,000 to receive grant
 - LEAs with less than \$10,000 can form consortia to obtain grants

Immigrant

- ➤ 10% to assist LEAs "that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth ..."
- ➤ For more information, contact the Title III office at the USOE.

• ELL Federal Allocations Schedule

- o **Preliminary**
 - Initially available in mid-to late April, pending appropriation by Congress and processing by ED
 - For FY 2010, will be based on Year-End 2008 data already used in FY 2009 allocations
 - Updated after Year-End Clearinghouse in late July
 - For FY 2010, will be based on Year End 2009 data

Final

- Available in mid-November, after October 1 Clearinghouse data are processed
- Clearinghouse and Fall Enrollment Audit
 - For FY 2010, updated preliminary will be considered final (except for new charter schools, for which the October 2009 Clearinghouse will be used).
 - For more information, contact your LEA business administrator.
- An ELL student is included in the ELL AYP student group and is included in the formula
 for state funding if the ELL student is receiving ELL services or the student is Fluent
 (exited and in two-year monitoring).