

AMAO DETERMINATIONS  
2009-2010  
*BUSINESS RULES AND  
CALCULATIONS*

Bilingual/Multicultural Education and Title  
III Director's Quarterly Institute

November 17, 2009  
(revised 12/15/2009)



## New Mexico Public Education Department

Dr. Veronica García  
Secretary of Education



Agency: Office of English Language Acquisition, United States Department of Education

Action: Notice of Final Interpretations

“through this notice, the Secretary reinforces the proper implementation of the requirements in section 3122(b) of the ESEA...to require that all states comply with Title III requirements and make determinations for each of the three AMAO’s...(61844).Agency: Office of English Language Acquisition, United States Department of Education

Action: Notice of Final Interpretations



## New Mexico Public Education Department

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Secretary of Education



# Department of Education Title III of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB)

Agency: Office of English Language Acquisition,  
United States Department of Education

Action: Notice of Final Interpretations



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# Recent Direction on AMAOs

Federal Register

Vol.73, No. 202

Friday, October 17, 2008

Notices

<http://www.ed.gov/news/fedregister>



# Title III AMAO Business Rules and Calculations

**Revised 9/8/09  
2009-2010**



# There are three Annual Measurable Achievement Objectives (AMAOs)

AMAOs are used to gauge the progress and attainment of English proficiency by ELL students in an LEA or State.



# There are three Annual Measurable Achievement Objectives: (AMAO 1)

“The first required AMAO (AMAO1) focuses on the extent to which Title III-served LEP students in a state and its subgrantee jurisdictions are making progress in learning English”.



# There are three Annual Measurable Achievement Objectives: (AMAO 2)

“The second AMAO (AMAO 2) focuses on the extent to which Title III-served LEPS students in a state and its subgrantee jurisdictions are attaining proficiency in English.”



# There are three Annual Measurable Achievement Objectives: (AMAO 3)

“The third AMAO (AMAO 3) is based on whether the state and its subgrantees meet the state’s adequate yearly progress (AYP) targets for the LEP subgroup in reading/language arts and mathematics....”



Title III accountability requires reporting the degree to which English Language Learners (ELL) students in districts and the state are becoming proficient in English.

Two of the three AMAOs are based upon composite scores on the New Mexico English Language Proficiency Assessment (NMELPA):

AMA01 "making progress"

AMA02 "attaining proficiency"

The third AMAO is based upon proficiency in the reading and math content areas of the State's Standardized Assessment (SBA):

AMA03



# There are three Annual Measurable Achievement Objectives: (AMAO 1)

“The first required AMAO (AMAO1) focuses on the extent to which Title III-served LEP students in a state and its subgrantee jurisdictions are making progress in learning English (61829)”.

# AMAO 1: Making Progress

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- In 2007-08, the committee agreed to set the AMAO 1 baseline using 2005-06 and 2006-07 state NMELPA scores.
- The baseline for AMAO 1 was set at 20%, and a 5% increase in subsequent years.
- The target for the 2008-09 test results is for a district to have 25% of their ELL students making progress on scale score growth.

# AMAO 1: Gain Scores to Show Making Progress

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Minimum Scale Score Gain on NMELPA Total Score by Grade Level for Determining that a Student is Making Progress

<b>Grade</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Gains</b>		26	27	28	27	26	24	23	23	22	21	21	21

# AMAO 1: LEA Targets for Making Progress (Test Year)

Percentage of Students Making Progress by Test Year for LEA/State to be Rated as Meeting AMAO1 Requirements

<b>TEST YEAR</b>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
<b>Target (%)</b>		<b>20%</b>	<b>25%</b>	<b>33%</b>	<b>35%</b>	<b>40%</b>	<b>45%</b>	<b>50%</b>

# AMAO 1: Business Rules

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## **The following criteria will be used to calculate AMAO 1:**

- This is a growth gains model, which tracks students for one year gains in proficiency. We use two years of test data.
- Only ELLs that meet parameters as follows will be included:
  - Must have two years of data.
  - Kindergarten would thus not be counted.
  - Only students with matching identification numbers and valid test scores.
- Minimum group size per district must be 25 or more. If district fails this criteria and is part of a consortium, than the district will be rated using consortium data.
- Students that attained proficiency in the prior school year will not be counted towards the growth model.
- Students are counted in the district where they tested, regardless of length of time enrolled.

# AMAO 1: Making Progress

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## **Guidance From OELA:**

- 1. To permit a state to apply a minimum group size to AMAO calculations and determinations under Title III that is consistent with the minimum group size that the state applies to AYP determinations (61840).**
- 2. A state is not required to include in its AMAO1 calculation ...students who have not participated in two administrations of a states's annual ELP assessment (61835)."**



# There are three Annual Measurable Achievement Objectives: (AMAO 2)

“The second AMAO (AMAO 2) focuses on the extent to which Title III-served LEPS students in a state and its subgrantees jurisdictions are attaining proficiency in English.”

# AMAO 2: Attaining Proficiency

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- Because of concerns raised by OELA, the Task Force revisited the baseline and yearly targets for AMAO2 in August, 2009.
- A methodology similar to that used in establishing AYP targets was applied.
- NMELPA test data from the 2006-07 school year was used to re-establish baseline and annual growth expectations for districts/state.

# AMAO 2: Methodology Used

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- Rank order districts on the percentage of ELL students scoring Advanced on Total Test
- Establish the baseline for AMAO2 at the percent Advanced for the district at the 25<sup>th</sup> percentile
- Establish the ending target of 2013-14 at the percent Advanced for the district at the 75<sup>th</sup> percentile
- Set annual growth increments at equal intervals between baseline and ending target

# AMAO 2: Targets for Attaining Proficiency (Test Year)

Percentage of Students Attaining Proficiency by Test Year for LEA/State to be Rated as Meeting AMAO2 Requirements

<b>Test YEAR</b>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>
<b>Target (%)</b>		<b>14%</b>	<b>16%</b>	<b>18%</b>	<b>20%</b>	<b>22%</b>	<b>24%</b>	<b>26%</b>

# AMAO 2: Business Rules

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**The following criteria will be used to calculate AMAO 2:**

- AMAO 2 is based on attaining proficiency, measuring all students moving into “Advanced” level of Proficiency according to the composite score on the NMELPA.
- Students that attained proficiency in the prior school year will not be counted for attaining proficiency.
- Minimum group size per district must be 25 or more. If district fails this criteria and is part of a consortium, than the district will be rated using consortium data.
- Students scoring Advanced compared to all students tested creates a proficiency percentage.
- The proficiency percentage will be compared to the AMAO2 target as set for that test year.



# There are three Annual Measurable Achievement Objectives (AMAO 3)

“The third AMAO (AMAO 3) is based on whether the state and its subgrantees meet the state’s adequate yearly progress (AYP) targets for the LEP subgroup in reading/language arts and mathematics...”



Title III accountability requires reporting of the degree to which English Language Learners (ELL) students in schools and districts are becoming proficient in English.

The third of the three AMAOs is based upon the number of ELL students meeting the achievement levels established for all students on the New Mexico Standards Based Assessment (SBA):  
AMA03 “meeting AYP”

# AMAO 3: Meet AYP

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## **Guidance From OELA:**

- 1. Not required to include in its AMAO3 calculations students whose scores are excluded from the state's AYP determination under Title I....**
- 2. To permit a state to meet AMAO 3 if the state's AYP achievement targets for reading and mathematics are met by the LEP group as a whole (the same AYP determinations under Title I)...or by the subgroup of Title III-served LEP students....”**

# AMAO 3: Business Rules

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**The following criteria will be used to calculate AMAO 3:**

- AMAO 3 is based on the district ELL subgroup meeting the Title I AYP intermediate benchmarks for reading and math.
- Students that attained proficiency in the prior school year will not be counted for attaining proficiency.
- No minimum group size for district ELL subgroup.
- All ELL students tested with SBA in grades 3,4,5,6,7,8 and 11<sup>th</sup> are included.
- The proficiency percentage will be compared to the AYP targets set for K-12 schools.



# New Mexico Public Education Department

Dr. Veronica García  
Secretary of Education



## Calculations and Reports



2009-2010 TITLE III ACCOUNTABILITY REPORT  
 NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Printed: 12/1/2009

ALBUQUERQUE PUBLIC SCHOOLS

TITLE III REPORT DISTRICT SUMMARY

2008-2009 NMELPA Proficiency Levels\*

ALBUQUERQUE PUBLIC SCHOOLS				ALBUQUERQUE PUBLIC		STATE WIDE		
District Met All 3 AMAOs: NO				Number	Percent	Number	Percent	
Title III Students Tested in District:								
	Number Meeting	Percent	Rating					
Making Progress (AMAO1)	4,451	45	YES	Beginning Level	447	3	1,454	3
Attaining Proficiency (AMAO2)	2,100	14	NO	Early Intermediate	989	7	3,227	6
Meeting Proficiency (AMAO3)	NA	NA	NO	Intermediate	3,865	26	12,407	23
				Early Advanced	6,932	47	25,534	48
				Advanced	2,100	14	9,715	18
				Invalid	264	2	833	2

\*Source: NMELPA 2008-09 all administrations

## What is the Title III Accountability Report?

Title III accountability reports the degree to which English Language Learner (ELL) students in districts are becoming proficient in English and meeting the achievement level established for ALL students on the Standards Based Assessment (SBA). There are three Annual Measurable Achievement Objectives (AMAOs) which are used to gauge the progress. Two of the objectives are based upon scores on the New Mexico English Language Proficiency Assessment (NMELPA), while the third is based upon the SBA. All three require a minimum number of 25 ELL students in a district.

AMAO1 - A district is determined to have met AMAO1 or *making progress* towards English proficiency, when ELL students make scale score gains that meet or exceed established standards.

AMAO2 - A district is determined to have met AMAO2 or *attaining English proficiency*, when the percentage of ELL students scoring 'advanced' on the NMELPA equals or exceeds established benchmarks.

AMAO3 - A district is determined to have met AMAO3, or *proficiency* when the ELL subgroup made Adequate Yearly Progress (AYP) in Reading and Mathematics on the SBA.

Results for the current report are based upon the assessments administered during the prior school year.

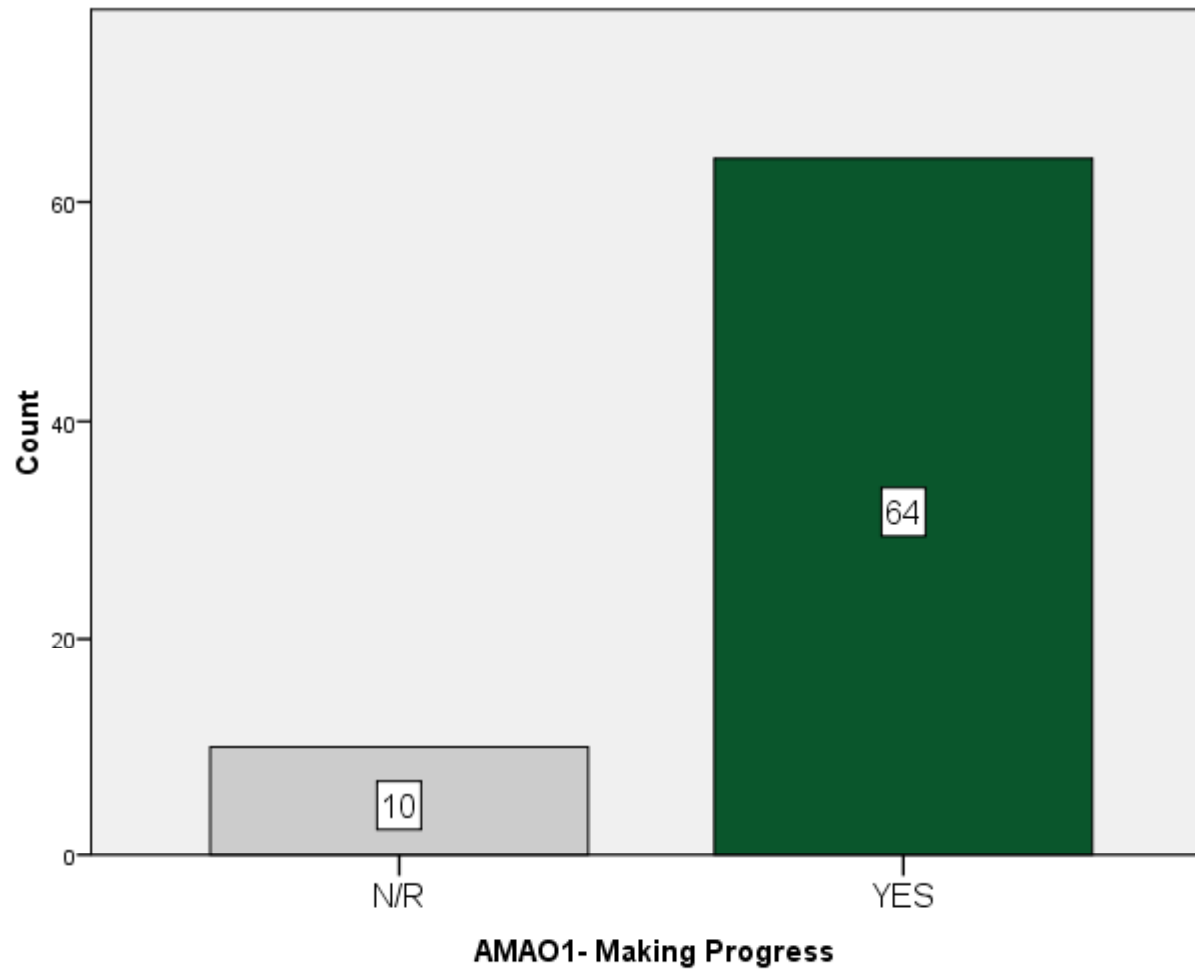
## Annual Measurable Achievement Objectives (AMAO) Detail Table

AMAO 1 and AMAO 2 data are assigned to the district in which students were tested in 2008-09. The AMAO1: Making Progress target for 2009-10 is 25% and the AMAO2: Attaining Proficiency target is 16% AMAO3: Proficiency targets vary by subgroup size and can be found on the NMPED website.

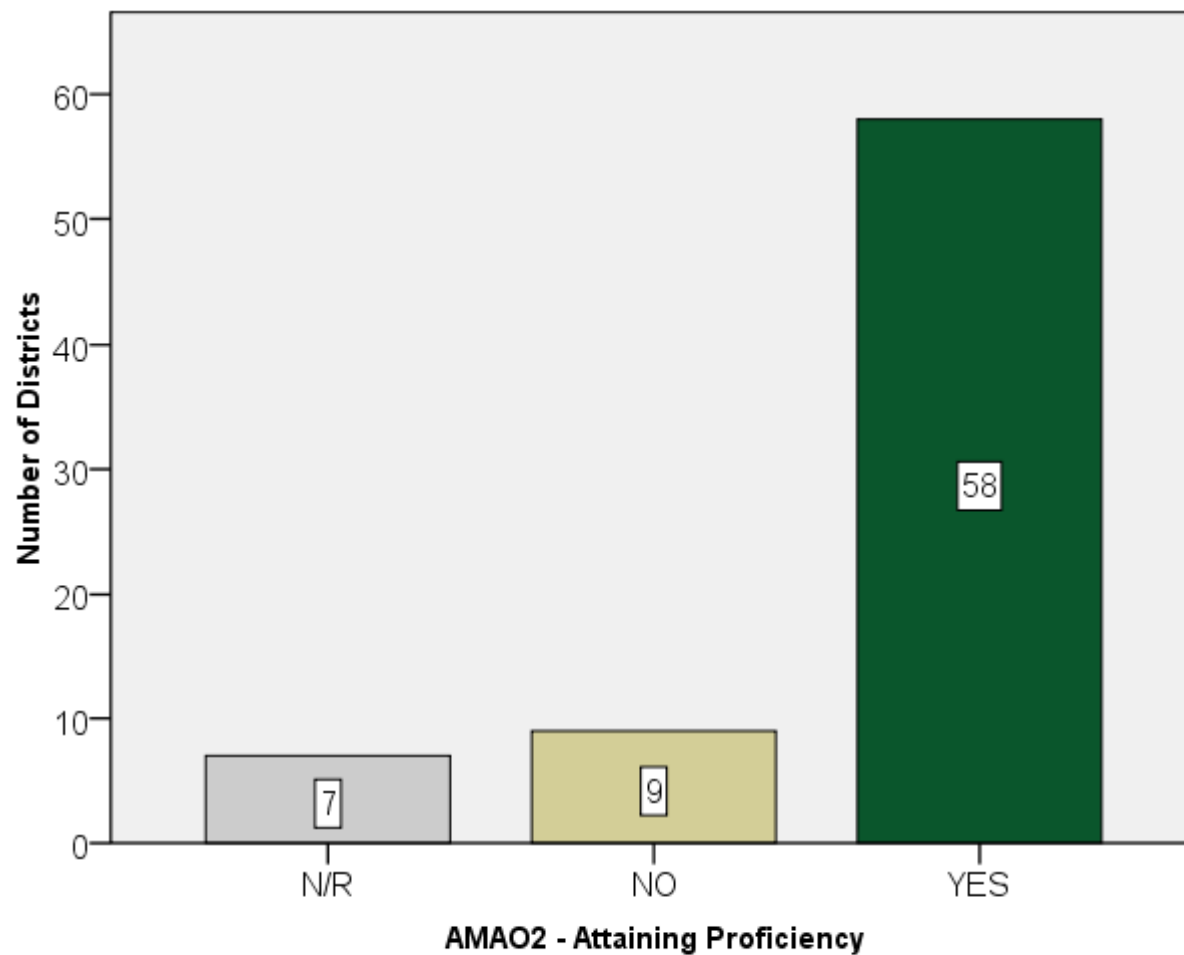
# Tested 2008-09 Grades 1-12	AMAO1: Making Progress					AMAO1 Met	AMAO2: Attaining Proficiency				AMAO3: Proficiency		
	Prior Year Matched		Making Progress		AMAO2 Met		# Tested 2008-09 All Grades	Advanced 2008-09		Reading AYP	Math AYP	AMAO3 Met	
	#	%	#	%			#	%					
12,229	9,821	80	4,451	45	YES	14,597	2,100	14	NO	NO	NO	NO	

\* Indicates rating based on consortium data as the district data did not meet minimum group size required for rating.

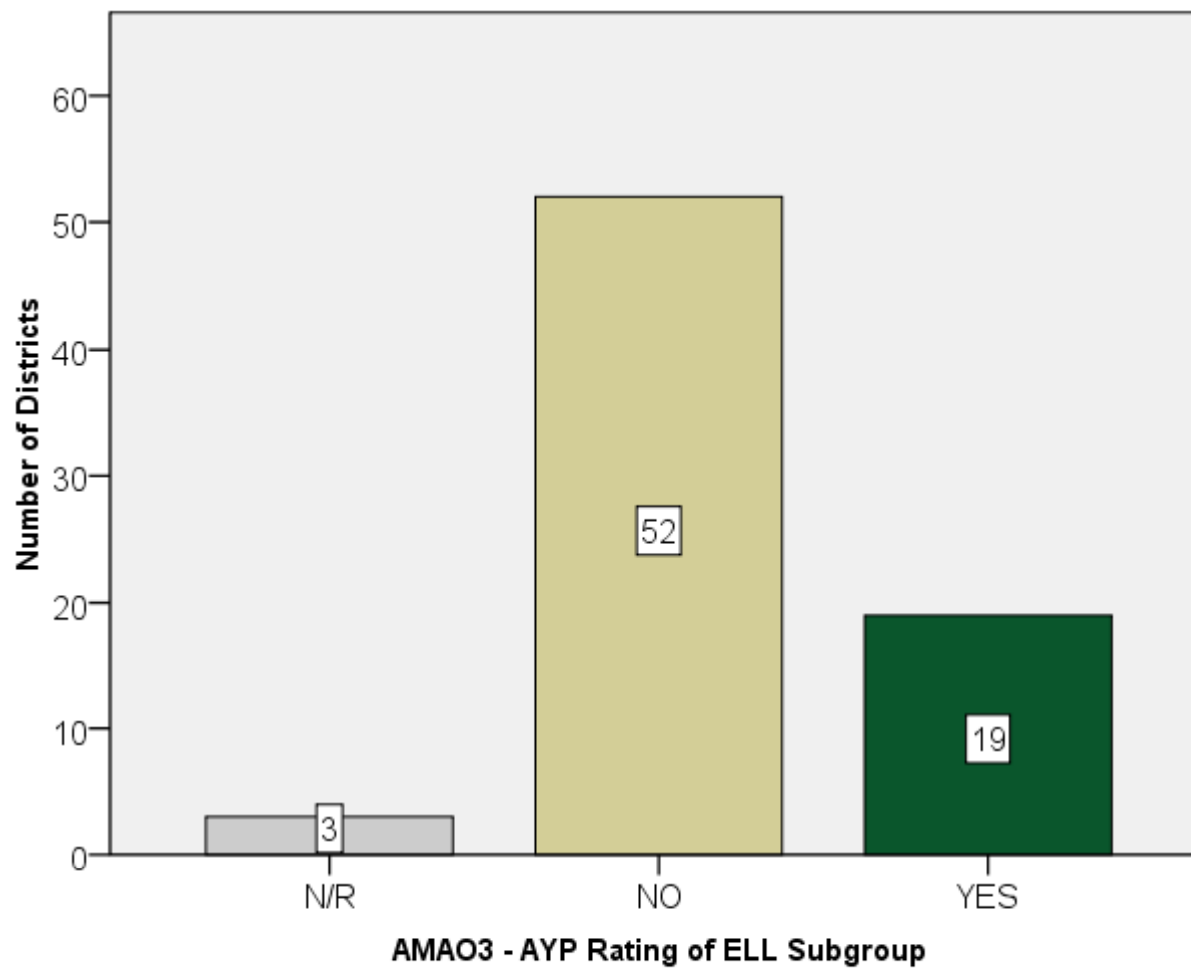
# AMAO 1: Rating Results



# AMAO 2: Rating Results



# AMAO 3: Rating Results



# Overall: Rating Results

