



State of Arizona
Department of Education
Office of English Language Acquisition Services

Date: April 25, 2011
To: District and Charter Holder ELL Coordinators / Main Contacts
From: Adela Santa Cruz, Deputy Associate Superintendent
Office of English Language Acquisition Services
Subject: FY 2011 AMAO Determinations Calculation Revision and Guidance

The No Child Left Behind (NCLB) Act, Title III, Section 3122 (a) (1), (2), (3) requires that each Local Educational Agency (LEA) receiving Title III funding be held accountable for meeting the Annual Measurable Achievement Objectives (AMAOs) under subsection (a), including making adequate yearly progress (AYP) for English Language Learners (ELLs).

The NCLB Act requires that every State Education Agency (SEA), every public school district and every charter school in a state, be evaluated on three measures:

- Progress toward meeting the goal of an increase in the number of students making progress towards English language proficiency,
- Progress toward meeting the goal of an increase in the number of students who are reclassified as Fluent English Proficient (FEP), and
- Whether the ELL subgroup in an LEA has made adequate yearly progress under Title I.
 - NCLB requires that every student in Arizona meet state standards in reading/language arts and mathematics, i.e., pass the Arizona Instrument to Measure Standards (AIMS) by the year 2013-2014.

The Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education (ADE) is monitoring the progress of your Local Educational Agency (LEA) toward meeting these Annual Measurable Achievement Objectives (AMAOs) for ELLs.

For School Year 2010-2011, the method for calculating the FY 2011 AMAO determinations has been revised as follows:

Making Progress: The Arizona Department of Education conducts a longitudinal analysis of student-level data to calculate the growth from one year to the next. Students are matched by their SAIS identification numbers and their individual progress is based on a comparison of their overall proficiency levels on AZELLA from last year to this year. If a student is new to Arizona public schools, then progress is determined by comparing the student's overall proficiency levels on their first and the last assessments in the current year.

The ADE aggregates the student level data by LEA (district or charter holder) and grade to provide each LEA with a determination. The data is aggregated by grade bands to report how the state performed in regards to meeting the annual measurable achievement objectives.

The agency calculates the Making Progress scores by dividing the number of students that made progress by the number assessed. All students included in the calculation for an LEA must have their last administered assessment in that LEA, be enrolled in an ELL program, and have a prior assessment. If the result is 19% or higher, then the LEA has met this AMAO determination for the school year 2010-2011.

$$\% \text{ Making Progress} = \frac{\text{Students advancing in Overall Proficiency}}{\text{Students enrolled with two assessments}}$$

Reclassified: ADE calculates the Reclassified percentage based on the overall proficiency levels determined by the AZELLA assessment. In order for a student to be included in the analysis, SAIS must contain:

1. An assessment record that indicates that the student reached English proficiency, (i.e., **Proficient on the AZELLA**), and
2. A language program participation record with a "Language Program Exit Reason of **Reclassified as FEP by Reassessment.**"

In order for the LEA to be held accountable, the records in SAIS must indicate that the student was enrolled in the LEA. The percentage is determined by dividing the number of English proficient students that were withdrawn from the program due to proficiency on the AZELLA by the total enrollment in the ELL program in the LEA during the year. If a student was enrolled in more than one LEA's ELL program during the year, the LEA that last enrolled the student in the ELL program will be accountable. If the result is 19% or higher, then the LEA has met this AMAO determination.

$$\% \text{ Reclassified} = \frac{\text{Total students reclassified in the LEA}}{\text{Total students last enrolled in the LEA's ELL program}}$$

Adequate Yearly Progress: For an LEA's ELL subgroup to make adequate yearly progress under Title I, the LEA must meet 3 criteria:

1. Test 95% of the students,
2. Meet the annual measurable objective for the current school year, and
3. Have an attendance rate of 90% or a graduation rate of 80%.

The 95% test objective requires an LEA to assess 95% of the ELL students in every grade/subject combination. ELL students count as assessed if they had a valid score on the AIMS or the alternative assessment for disabled, AIMS-A.

Note: For AYP purposes, all of the students enrolled on the day of testing (high school) or the first day of the week of testing (elementary) represent the population to be assessed.

The complete Title III Accountability Technical Manual can be found at:
<http://www.azed.gov/oelas/downloads/TitleIIIAccountabilityTechnicalManual.pdf>

If you have any questions regarding the AMAOs, please contact: Katherine van Mourik at Katherine.VanMourik@azed.gov (602-542-3378) or Micky Gutier at Micky.Gutier@azed.gov (602-542-7469).

Thank you.