



2013 AMAOs Guide

Annual Measurable Achievement Objectives (AMAOs)

Title III, Part A Accountability System

November 2013

Texas Education Agency
Department of Standards and Programs
Curriculum Division

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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, ELLs, also identified in statute as limited English proficient (LEP), are assessed using the Texas English Language Proficiency Assessment System (TELPAS). Note that the descriptors "English language learner" and "limited English proficient" may be used interchangeably. The achievement of each Title III-funded LEA's ELL student population is measured against the state's achievement standards known as the Annual Measurable Achievement Objectives (AMAOs). Each Title III-funded LEA must meet all of the AMAOs to receive an overall AMAO status of 'Met.' The Title III, Part A accountability system includes three AMAOs for measuring student achievement as follows:

AMAO 1 Progress – Measures how many of the LEA's ELLs have made progress in learning English; an ELL's progress is demonstrated with an increase of at least one overall proficiency level, when his/her current year's TELPAS Composite Rating is compared to that of the most recent prior year.

AMAO 2 Attainment – Measures how many of the LEA's ELLs have become proficient in English; an ELL's attainment is demonstrated when the student receives a TELPAS Composite Rating of *Advanced High*.

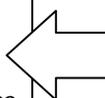
AMAO 3 ELL Accountability (System Safeguards) – Measures how many of the LEA's ELLs have met the performance and participation targets in Reading/English Language Arts and Mathematics as part of the State's student academic achievement standards.

Required Interventions for LEAs Not Meeting All AMAOs

Each LEA must meet all AMAOs in order to have an overall AMAO status of 'Met.' Under Title III, Part A, the interventions required for the LEA and the state education agency (SEA) are based on the number of consecutive years for which the LEA has not met all AMAOs.

	1 st Consecutive Year	2 nd Consecutive Year	3 rd Consecutive Year	4 th Consecutive Year
The LEA must:	<ul style="list-style-type: none"> • send parent notification within 30 days of notification by TEA. 	<ul style="list-style-type: none"> • send parent notification within 30 days of notification by TEA; and • develop and implement a Continuous Improvement Plan (CIP). 	<ul style="list-style-type: none"> • send parent notification within 30 days of notification by TEA; and • update CIP, as appropriate, and continue implementation. 	(As determined by TEA)
The SEA must:		<ul style="list-style-type: none"> • provide technical assistance; • develop P.D. strategies/activities; and • incorporate strategies/methodologies. 	<ul style="list-style-type: none"> • monitor implementation of CIP; • continue P.D. strategies/activities; and • continue to incorporate strategies/methodologies. 	<ul style="list-style-type: none"> • require LEA to modify curriculum, program, or method of instruction; OR • determine whether to continue Title III funding and require that LEA replace relevant personnel.

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

AMAO 1 PROGRESS											
DEFINITION											
Progress, as defined in Texas for AMAO 1, is the percent of current English Language Learners (ELLs) in Grades K-12 who have made progress in developing their English language proficiency since it was last assessed. To be considered as having made progress, a student must have an increase of at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) composite rating from the most recent prior year to the current year (2012-2013). Students who had a TELPAS composite rating of Advanced High in the most recent prior year must maintain the composite rating of Advanced High in the current year in order to be counted as having made progress for AMAO 1.											
METHOD OF CALCULATION	STANDARD FOR 2013										
$\frac{\text{Number of current ELLs who progressed at least one proficiency level on the TELPAS Composite Rating from the most recent prior year to 2012-2013}}{\text{Number of current ELLs assessed with TELPAS in a prior year and in 2012-2013}} = \text{LEA Rate for AMAO 1 Progress}$	 <p><i>To have 'met,' the LEA rate must be at least 49.5%.</i></p>										
MINIMUM SIZE REQUIREMENT	DATA SOURCES										
The minimum size requirement (MSR) is 30 matched testers per LEA. Assignment of a result at the Shared Service Arrangement (SSA) level is available for this indicator if the LEA does not meet the MSR and is a member of a Title III, Part A, SSA. Additional small numbers analysis is available based on a uniform average of the aggregate of three years of assessment results.	<u>Performance Data</u> : Based on students reported by the LEA as: <ul style="list-style-type: none"> enrolled in the LEA on the PEIMS fall 2012 snapshot date (110 Record); and assessed in the four language domains with the TELPAS administered in— <ul style="list-style-type: none"> - 2012-2013 and - 2011-2012 and/or 2010-2011 										
NOTES: TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) COMPOSITE RATING											
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/ell/telpas .	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Language Domain</u></th> <th style="text-align: left;"><u>Weight in Composite Score</u></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>	<u>Language Domain</u>	<u>Weight in Composite Score</u>	Listening	5.0%	Speaking	5.0%	Reading	75.0%	Writing	15.0%
<u>Language Domain</u>	<u>Weight in Composite Score</u>										
Listening	5.0%										
Speaking	5.0%										
Reading	75.0%										
Writing	15.0%										

Determining the LEA's Status for AMAO 1 Progress

1. LEA-level Data Analysis

a) Does the LEA rate for AMAO 1 Progress meet the standard for this indicator?		
Yes ↓	No ↓	
Assign AMAO status: MET	b) Does the LEA meet the minimum size requirement (MSR)?	
	Yes ↓	No ↓
	Assign AMAO status: NOT MET	Proceed to SSA data analysis.

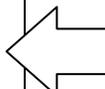
2. Shared Service Arrangement (SSA) Data Analysis

a) Is the LEA a member of a Title III SSA?		
Yes ↓		No ↓
b) Does the SSA rate, based on an aggregate of all member LEAs not meeting MSR, meet the standard for this indicator?		Proceed to small numbers analysis (SNA).
Yes ↓	No ↓	
Assign AMAO status: MET^{SSA}	Proceed to SNA.	

3. Small Numbers Analysis (SNA)

a) Does the LEA three-year aggregated rate, based on 2013, 2012, and 2011 data, meet the standard for this indicator?	
Yes ↓	No ↓
Assign AMAO status: MET^{SNA}	Assign AMAO status: NOT MET^{SNA}

AMAO 2 ATTAINMENT

DEFINITION	
<p>Attainment, as defined in Texas for AMAO 2, is the percent of current ELLs in Grades K-12 who have attained proficiency in English. To be considered as having attained English proficiency, a student must receive a TELPAS composite rating of Advanced High for the current year (2012-2013). Students who had a TELPAS composite rating of Advanced High in the most recent prior year are included in calculations and must maintain the Advanced High composite rating in the current year in order to be counted as having attained proficiency for AMAO 2.</p> <p>To determine each LEA's status for AMAO 2, the state performs calculations for two subgroups of the LEA's current ELLs. One standard is applied to the LEA's subgroup of students who have been identified as LEP for one through four (1-4) years. A higher standard is applied to the LEA's subgroup of students who have been identified as LEP for five (5) or more years. The LEA must meet standards for each subgroup in order to have a status of 'met' for AMAO 2.</p>	
METHOD OF CALCULATION (Subgroup 1: 1-4 years LEP)	STANDARD FOR 2013 (Subgroup 1: 1-4 Years LEP)
$\frac{\text{Number of current ELLs (1-4 years LEP) with Advanced High composite rating on 2012-2013 TELPAS}}{\text{Number of current ELLs (1-4 years LEP) assessed on 2012-2013 TELPAS}} = \text{LEA Rate for AMAO 2 Attainment (1-4 yrs. LEP)}$	 <p>LEA rate must be at least 14.5%.</p>
METHOD OF CALCULATION (Subgroup 2: 5 or more years LEP)	STANDARD FOR 2013 (Subgroup 2: 5 or more years LEP)
$\frac{\text{Number of current ELLs (5+ years LEP) with Advanced High composite rating on 2012-2013 TELPAS}}{\text{Number of current ELLs (5+ years LEP) assessed on 2012-2013 TELPAS}} = \text{LEA Rate for AMAO 2 Attainment (5+ yrs. LEP)}$	 <p>LEA rate must be at least 28.0%.</p>
MINIMUM SIZE REQUIREMENT	DATA SOURCES
<p>The minimum size requirement (MSR) of 30 matched testers applies to the LEA's count of <u>All LEP</u> students.</p> <p>Assignment of a result at the Shared Service Arrangement (SSA) level is available for this indicator if the LEA does not meet the MSR and is a member of a Title III, Part A, SSA.</p> <p>Additional small numbers analysis is available based on a uniform average of the aggregate of three years of assessment results.</p>	<p><u>Performance Data</u>: Based on students reported by the LEA as:</p> <ul style="list-style-type: none"> • enrolled in the LEA on the PEIMS fall 2012 snapshot date (110 Record); and • assessed in the four language domains with the TELPAS administered in 2012-2013.

Determining the LEA's Status for AMAO 2 Attainment (Subgroup 1: LEP 1-4 years)

1. LEA-level Data Analysis

a) Does the LEA rate meet the standard for AMAO 2 Attainment (Subgroup 1: LEP 1-4 years)?			
Yes ↓	No ↓		
Assign AMAO status: MET	b) Does the LEA meet the minimum size requirement (MSR)?		
	Yes ↓		No ↓
	c) Does the subgroup meet MSR?		Proceed to SSA data analysis.
	Yes ↓	No ↓	
Assign AMAO status: NOT MET	Proceed to small numbers analysis (SNA).		

2. Shared Service Arrangement (SSA) Data Analysis

a) Is the LEA a member of a Title III SSA?		
Yes ↓		No ↓
b) Does the SSA rate, based on an aggregate of all member LEA subgroups not meeting MSR, meet the standard for this indicator?		Proceed to SNA.
Yes ↓	No ↓	
Assign AMAO status: MET^{SSA}	Proceed to SNA.	

3. Small Numbers Analysis (SNA)

Does the LEA three-year aggregated rate, based on 2013, 2012, and 2011 data, meet the standard for this indicator?	
Yes ↓	No ↓
Assign AMAO status: MET^{SNA}	Assign AMAO status: NOT MET^{SNA}

Determining the LEA's Status for AMAO 2 Attainment (Subgroup 2: LEP 5 or more years)

1. LEA-level Data Analysis

a) Does the LEA rate meet the standard for AMAO 2 Attainment (Subgroup 2: LEP 5 or more years)?			
Yes ↓	No ↓		
Assign AMAO status: MET	b) Does the LEA meet the minimum size requirement (MSR)?		
	Yes ↓		No ↓
	c) Does the subgroup meet MSR?		Proceed to SSA data analysis.
	Yes ↓	No ↓	
Assign AMAO status: NOT MET	Proceed to small numbers analysis (SNA).		

2. Shared Service Arrangement (SSA) Data Analysis

a) Is the LEA a member of a Title III SSA?		
Yes ↓		No ↓
b) Does the SSA rate, based on an aggregate of all member LEA subgroups not meeting MSR, meet the standard for this indicator?		Proceed to small numbers analysis (SNA).
Yes ↓	No ↓	
Assign AMAO status: MET^{SSA}	Proceed to SNA.	

3. Small Numbers Analysis (SNA)

Does the LEA three-year aggregated rate, based on 2013, 2012, and 2011 data, meet the standard for this indicator?	
Yes ↓	No ↓
Assign AMAO status: MET^{SNA}	Assign AMAO status: NOT MET^{SNA}

AMAO 3 ELL ACCOUNTABILITY (System Safeguards)

AMAO 3 measures the performance and participation of ELLs in meeting the State's federally approved annual measurable objectives. To be considered as having met AMAO 3, the LEA must meet the Texas Accountability System Safeguards in performance and participation based on the federally approved targets for its ELL student group. For complete information regarding Texas Accountability System Safeguards, please refer to the *2013 Accountability Manual* available online at <http://ritter.tea.state.tx.us/perfreport/account/2013/manual/index.html>.

ACCOUNTABILITY INDICATORS (as applicable to ELL student group for AMAO 3)

READING/ENGLISH LANGUAGE ARTS (ELA)

Meet for all students in the ELL student group for both performance and participation.

Performance Target

Meet Performance Standard of 75 percent of students counted as proficient.

Participation Target

Meet Participation Standard of 95 percent of the students enrolled on the test date participating for Reading/ELA.

2012-2013 Assessments

Grades 3-11 STAAR and Grade 11 TAKS, summed across grades

(For complete information, please refer to the *2013 Accountability Manual*.)

MATHEMATICS

Meet for all students in the ELL student group for both performance and participation.

Performance Target

Meet Performance Standard of 75 percent of students counted as proficient.

Participation Target

Meet Participation Standard of 95 percent of the students enrolled on the test date participating for Mathematics.

2012-2013 Assessments

Grades 3-11 STAAR and Grade 11 TAKS, summed across grades

(For complete information, please refer to the *2013 Accountability Manual*.)

AMAO 3 ELL ACCOUNTABILITY (System Safeguards), continued

MINIMUM SIZE REQUIREMENTS

Performance

- Test results for **25** or more students in the ELL student group (summed across all Grades) for the subject **and** the student group must comprise at least 10 percent of all test takers in the subject, *or*
- Test results for 200 or more students in the ELL student group, even if that group represents less than 10 percent of all test takers in the subject.

Performance results and minimum size criteria are evaluated based on students currently identified as ELL in 2012-2013 only.

Participation

- Participation of **25** or more students in the ELL student group enrolled on the test date (summed across all Grades) for the subject **and** the student group must comprise at least 10 percent of all test takers in the subject, *or*
- Participation of 200 or more students in the ELL student group, even if that group represents less than 10 percent of all test takers in the subject.

For both performance and participation results, if a student is identified as a current year LEP student on test answer documents for either Reading/ELA or Mathematics, the student is included in the LEP group for both subjects. If a TELPAS test document is submitted for any TELPAS component, the student is included in the LEP student group for both subjects. If a TELPAS test document is not submitted and the LEP field is blank on both the Reading/ELA and Mathematics answer documents, the student is assumed to be non-LEP.

Determining the LEA's Status for AMAO 3 ELL ACCOUNTABILITY (System Safeguards)

If the LEA <i>met</i> the 2013 federally approved annual measurable objectives in performance and participation on the Texas Accountability System Safeguards for its ELL student group , then...	If the LEA <i>did not meet</i> the 2013 federally approved annual measurable objectives in performance and participation on the Texas Accountability System Safeguards for its ELL student group , then...	If the district did not meet minimum size criteria on the performance and participation on the Texas Accountability System Safeguards for its ELL student group , then...
AMAO Status = MET	AMAO Status = NOT MET	AMAO Status = NOT ASSIGNED