



COLORADO
Department of Education



**2013-2014 Title III
Annual Measurable Achievement Objectives
(AMAOs) Manual**

Office of Federal Program Administration
Colorado Department of Education
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Contents

Introduction	3
AMAO 1 – ELs Making Annual Progress in Learning English.....	5
AMAO 1 Cohort	6
AMAO 1 Calculations.....	6
AMAO 2 – Percentage of English Learners Attaining Proficiency (Scoring Performance Level 5 on ACCESS for ELLs Overall and Literacy)	7
AMAO 2 Cohort:	7
AMAO 2 Calculations.....	7
AMAO 3 – ELs Making Sufficient Academic Growth.....	8
AMAO 3 Cohort	8
Calculating AMAO 3.....	8
Calculate EL Participation in 2014 TCAP/CoAlt Reading (Lectura), Writing (Escritura), Math and Science	10
What if a grantee does not meet all three AMAOs?	11
Review Process	12
Basic Conditions of AMAO Request for Review	12
Allowable Requests for Review.....	13
Appendix A: Acronym Definitions.....	14
Appendix B: ACCESS for ELLs English Language Proficiency Levels- Definitions	16
Colorado Department of Education Contacts.....	17

Introduction

No Child Left Behind (NCLB) - Section 3122 Achievement Objectives and Accountability

Each State must develop annual measurable achievement objectives for limited English proficient children served under Title III that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by Section 1111(b)(1). Annual Measurable Achievement Objectives shall include

i) at a minimum, annual increases in the number or percentage of children making progress in learning English.

ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year

iii) making adequate yearly progress for limited English proficient children

AMAOs are annual performance objectives or targets for English Learners (ELs), which Local Educational Agencies (LEAs) such as districts and consortia that receive Title III sub-grants must meet. Districts must have been in their consortium for both 2012-13 and 2013-14 to be included for 2013-14 AMAOs. Data from districts participating in the same consortia for both 2012-13 and 2013-14 are aggregated to calculate the consortia's 2013-14 AMAOs. There must be 20+ ELs in the grade span (EMH) to calculate AMAOs 1 and 3 (16+ for AMAO 3 graduation rate) and 20+ ELs overall to calculate AMAO 2.

LEAs receiving Title III sub-grants are required to meet two English proficiency AMAOs based on student performance on ACCESS for ELLs, and an academic achievement AMAO based on academic growth on state Reading, Writing and Math assessments that also incorporates graduation and participation rates. Note that the 2013-14 calculation for AMAO 1 is changed from 2012-13, as now that there are two years of WIDA ACCESS for ELLs data, Adequate Growth Percentiles can once again be calculated. Also, the AMAO 2 target is increased from 11 to 12 percent.

English Language Proficiency AMAOs	Measure
AMAO 1: Percent of students making adequate progress in learning English	ACCESS for ELLs Growth
AMAO 2: Percent of students attaining English proficiency	ACCESS for ELLs Overall and Literacy sub-scale Scores
Academic Achievement AMAO	
AMAO 3: Meeting LEA level Annual Measurable Objective (AMO) requirements for the ELs at the elementary, middle and high school grade spans, as well as graduation and participation rates	TCAP Growth Graduation Rate TCAP/Lectura/Escritura Participation Rate

WIDA ACCESS for ELLs

The World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs assessment was first administered in Colorado in 2012-13. ACCESS for ELLs assesses language domains of listening, speaking, reading and writing, and comprehension skills from K-12th grade. Students receive both scale scores and performance level scores (1, lowest-NEP to 6, highest-FEP) for Overall Proficiency, as well as for each language domain: Listening, Speaking, Reading and Writing.

WIDA ACCESS Scores

Overall Proficiency
Oral Proficiency Speaking and Listening combined
Comprehension Proficiency Reading and Listening combined
Skill Area Proficiencies Listening, Speaking, Reading and Writing

ACCESS for ELLs has five grade span categories: Kindergarten, grades 1-2, 3-5, 6-8 and 9-12. Within each grade cluster (except K), ACCESS for ELLs consists of three Tiers: Beginning (A), Intermediate (B) and Advanced (C). Separate Tiers help keep the tests shorter and more appropriately target each student's range of language skills. Test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional, Language Arts, Mathematics, Science and Social Studies.

The Alternate ACCESS for ELLs is an English language proficiency (ELP) assessment for students in grades 1 -12 who are classified as English learners (ELs) with significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. NCLB requires that all students identified as ELs be assessed annually for English language proficiency, including students who receive special education services.

The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in state- and district-wide assessments, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEPs). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities.

The Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon *Level P1 - Entering*, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1.

All identified Non-English proficient and limited English proficient (NEP and LEP) English learners are required to take all sections of the ACCESS for ELLs assessment each year, during the established assessment window, until their program status is reclassified as *Monitor Year 1* and language proficiency is reclassified as *Fluent English Proficient (FEP)*, as required by NCLB, Section 3116, and Colorado State Law 22-24-106. ***ALL NEP and LEP English Learners are required to take all sections of the ACCESS for ELLs, regardless of whether or not the District accepts Title III funds or parents decline services.***

AMAO 1 – ELs Making Annual Progress in Learning English

AMAO 1 calculations changed in 2011-12, based on Colorado’s NCLB Flexibility Waiver. Before the waiver, making AMAO 1 required that a target percentage of ELs improve at least one language assessment performance level from the prior year’s testing.

The current AMAO 1 calculation involves determining Growth Percentiles for all students with two consecutive years of English language assessment scores, using the same methodology as the Colorado Growth Model for TCAP. Growth Percentiles are numbers (1-99) that represent students’ relative growth compared to other students with similar performance histories.

Once a Growth Percentile is calculated for every student with two consecutive ACCESS for ELLs scores, the district’s Median Growth Percentile (MGP), which represents the typical rate of growth for the group, is calculated. The MGP reflects the district’s relative effectiveness in teaching English to ELs.

Next, CDE calculates each student’s Adequate Growth Percentile (AGP), the growth rate expected to get each student to their target proficiency level within the set time line. The targets and timelines for progressing in English language acquisition are:

Current Level	Target Proficiency Level	Time line
Level 1	Level 2 or higher	1 year
Level 2	Level 3 or higher	1 year
Level 3	Level 4 or higher	1 year
Level 4	Level 5 or higher	2 years
<i>Level 5 (most students do not keep taking ACCESS for ELLs once they reach level 5/proficiency)</i>	Level 5 or higher	1 year

As the above table shows, the growth goal for an ACCESS for ELLs Level 1 student is to reach Level 2 in one year. CDE calculates the growth percentile that would be needed for a 2012-13 Proficiency Level 1 student to score at or above the cut-point for Proficiency Level 2, based on the student’s ACCESS for ELLs score history. Once every student has an AGP, a median AGP that represents the “average” rate at which district/consortium students needed to have progressed since the prior year to be on

track for making sufficient progress toward English proficiency can be calculated. For more background information on the English language proficiency assessment transition and impact on growth calculations, please read the summary from 2013: [CELAppro to ACCESS Growth](#). Determinations around meeting AMAO 1 goals are explained in detail below, in the AMAO 1 Calculations section.

AMAO 1 Cohort

The AMAO 1 cohort includes 1st-12th grade students who took ACCESS for ELLS in 2012-13 and 2013-14, anywhere in the state of Colorado, who were enrolled in their school prior to October 1 or continuously in the district for one full year.

AMAO 1 Calculations

ACCESS for ELLS student level results are available in CEDAR. To recreate the results, follow these directions.

1. Access Growth Percentiles for all students who were enrolled in the school prior to October 1 or continuously in the district for one full year and have Overall ACCESS for ELLS scores for 2012-13 and 2013-14, separately by grade span (EMH). Student-level Growth Percentiles are available in CEDAR. Directions for accessing this data are available [here](#).
2. Determine the Median Growth Percentile for each grade span (EMH).
 - a. Compare each grade span’s Median Growth Percentile (MGP) to its median Adequate Growth Percentile. Use the scoring guide below to determine how many growth points were earned for each EMH level based on whether or not the MGP met/exceeded the AGP.
 - b. A grade span with an MGP of 45 that met its AGP would get 1.5 points; a grade span with a 45 MPG that did not meet its AGP would get 1 point.

Made AGP	Did Not Make AGP	Rating	Points
60-99	70-99	Exceeds	2.0
45-59	55-69	Meets	1.5
30-44	40-54	Approaching	1.0
1-29	1-39	Does Not Meet	0.5

3. Determine how many growth points each grade span earned based on its MGP as a function of whether or not it met its AGP.
4. Sum the number of Points Earned across EMH levels and the Points Eligible.
5. Divide the Points Earned by the Points Eligible to determine the district/consortium percentage of points. Compare this value to the table below and note the corresponding indicator Rating.
6. Districts/Consortia that score **Meets** or **Exceeds** made AMAO 1. Those that score **Approaching** or **Does Not Meet** did not make AMAO 1.

Cut-point: The district/consortium earned . . . percent of the points eligible on this indicator	
• at or above 87.5%	Exceeds
• at or above 62.5% - below 87.5%	Meets
• at of above 37.5% - below 62.5%	Approaching
• below 37.5%	Does Not Meet

AMAO 2 – Percentage of English Learners Attaining Proficiency (Scoring Performance Level 5 on ACCESS for ELLs Overall and Literacy)

AMAO 2 is the target percentage of ELs scoring Level 5+ Overall and Level 5+ on the Literacy sub-test. AMAO 2 is not calculated by grade span (EMH) like AMAOs 1 and 3.

AMAO 2 Cohort:

The AMAO 2 cohort includes all ELs enrolled in your district/consortium during the 2013-14 ACCESS for ELLs testing window, regardless of when they enrolled in their school and whether they were continuously enrolled for a full year. Only ELs who withdrew from the LEA before or during the testing window are excluded. The AMAO 2 target for 2014 is 12 percent, up from 11 percent in 2012-13.

Students who did not receive an Overall score because they did not complete the assessment or answer enough questions to warrant a score are included in the denominator, as are students who took the Alternate ACCESS for ELLs assessment. Title III grantees with 20+ ELs are accountable for AMAO 2. Scores will be assigned to the districts in which students tested in 2013-14.

Note that not all AMAO 2 students are included in AMAO 1 calculations. AMAO 1 requires that they have been in the district a certain amount of time and tested in the prior year. AMAO 2 only requires that they were enrolled during the testing window.

AMAO 2 Calculations

1. Calculate the Denominator
 - a. Access all 2013-14 ACCESS for ELLs and Alternate ACCESS for ELLs records, including all ELs who were enrolled during the testing window.
 - b. Exclude any students with EXEMPT=Y for at least one Listening, Speaking, Reading or Writing subtest.
 - c. If more than one record has the same SASID, use only the highest score.
2. Calculate Numerator: include all students who scored 5.0+ both Overall and on Literacy.
3. Divide the Numerator by the Denominator.
4. If the result equals 12.0 percent or higher, the grantee made AMAO 2.

AMAO 3 – ELs Making Sufficient Academic Growth

AMAO 3 holds Title III grantees accountable for ELs making sufficient academic progress in Reading, Writing and Math, and toward postsecondary readiness, as measured by graduation rate. Similar to AMAO 1, 2013-14 AMAO 3 calculations are based on the Colorado Growth Model, as approved by the U.S. Department of Education.

Prior to 2011-12, making AMAO 3 required that district EL groups of 30+ at the EMH level make all AYP targets: TCAP Reading and Math participation, performance and an “other indicator,” which was the percent advanced at elementary and middle and graduation rate at the high school level. Because Colorado has an NCLB Flexibility Waiver, AMAO 3 requirements have been aligned with state District Performance Frameworks and are based on academic growth in Reading, Writing and Math, as well as TCAP participation and graduation rate.

AMAO 3 Cohort

Similar to AMAO 1, AMAO 3 is calculated at the district/consortium grade span (EMH) and then summed up at the district/consortium level. For Reading, Writing and Math growth, only ELs enrolled in the school prior to October 1 or enrolled in the district one full year who took TCAP Reading, Writing and/or Math in both 2013 and 2014 are included; students who took Lectura, Escritura or CSAPA/CoAlt are not included in growth calculations at this time. Academic growth is included in AMAO 3 only if there were 20 or more eligible students for that content area at that grade span.

Calculating AMAO 3

Conduct the following calculations separately for Reading, Writing and Math, at the elementary, middle and high school grade spans. Use elementary Reading Growth Percentiles for all ELs enrolled in the school prior to October 1 or in the district for one full year. Exclude students who enrolled in the school after October 1 and were enrolled in the district less than one year, took Lectura or CoAlt Reading, or withdrew from the district during the testing period. Student level Growth Percentiles and Adequate Growth Percentiles are available in CEDAR.

1. Calculate the Median Growth Percentile for elementary Reading.
2. Access the Adequate Growth Percentiles for all elementary ELs enrolled continuously for a full year in the district/consortium or in the school prior to October 1. Exclude ELs who enrolled in the school after October 1 and were enrolled in the district less than one full year, took Lectura or CSAPA Reading, or withdrew from the district during the testing window.
3. Calculate the median Adequate Growth Percentile. Compare the elementary Reading MGP to the median AGP.
 - a. If the elementary Reading MGP equals or exceeds the median AGP, the elementary students made adequate growth in Reading. Use the scoring guide on the left below for **Made AGP**.

- b. If the MGP is less than the AGP, the district did not make adequate growth in reading at the elementary level. Use the scoring guide on the right below for **Did Not Make AGP**.
4. Use the appropriate scoring guide to determine how many points the district earned for elementary Reading out of the points available.

Made AGP	Did Not Make AGP	Rating	Points
60-99	70-99	Exceeds	4
45-59	55-69	Meets	3
30-44	40-54	Approaching	2
1-29	1-39	Does Not Meet	1

5. Repeat steps 1 through 4 separately for middle school and high school Reading.
6. Repeat steps 1 through 5 separately for Writing and Math.
7. Calculate the 2010 (7-year), 2011 (6-year), 2012 (5-year), and 2013 (4-year) graduation rates for any cohorts with 16+ ELs. The best one of these four graduation rates is used and compared to the rubric below to determine the number of points earned. EL graduation rates are reported on the District Performance Frameworks.

Scoring Guide	Rating	Point Value
Graduation Rate: District/consortium' graduation rate was:		
• At or above 90%	Exceeds	4
• Above 80% but below 90%	Meets	3
• At or above 65% but below 80%	Approaching	2
• Below 65%	Does Not Meet	1

8. Sum the Points Earned and the Points Eligible across all three grade spans for all three content areas and graduation rate.
9. Divide the number of points earned by the number of points eligible and compare to the rubric below.

Cut-Points for each performance indicator		
	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

If the grantee's percentage of Points Earned attained **Meets** or **Exceeds**, the grantee has made AMAO 3, as long as it does not miss more than one required 2014 TCAP

participation rate. If the percentage of Points Earned falls below 62.5, the grantee did not make AMAO 3.

Calculate EL Participation in 2014 TCAP/CoAlt Reading (Lectura), Writing (Escritura), Math and Science

1. To calculate the Reading Participation denominator, counting all 3rd – 10th grade ELs in the district/consortium, regardless of EMH, enrolled at the time of testing, including expelled students. Do not include students who withdrew during the testing period.
2. To calculate the Reading Participation numerator count:
 - 3rd – 10th grade ELs enrolled at the time of testing who took TCAP or CoAlt Reading and received a valid score.
 - ELs that had been in the U.S. less than one year deemed unable to test due to language, if they had an ACCESS Overall score (applies to Reading and Writing only, not Math or Science.)
 - ELs that received a valid score on Lectura and were eligible to take the Spanish version. Students eligible to take Lectura in place of TCAP Reading were limited English proficient (NEP and LEP) 3rd and 4th graders who had been continuously enrolled in a Colorado school less than three years.
3. Divide the numerator by the denominator. If the percentage of students participating equals or exceeds 94.5 percent, the grantee made the Reading Participation target.
4. Repeat steps 1 through 3 above for Writing (including Escritura). Repeat steps 1 through 3 for TCAP Math and CMAS Science, except that students deemed unable to test due to language do not count as Math or Science participants, regardless of how long they have been in the U.S. or if they got a valid Overall score on the ACCESS assessment.
5. If a district/consortium has more than one participation rate below 94.5 percent, their AMAO 3 indicator rating, based on Reading, Writing, Math growth and graduation rate drops one level. For example, an original **Meets** determination would drop to **Approaching** and, as a result, the district/consortium would not make AMAO 3.

What if a grantee does not meet all three AMAOs?

A grantee that fails to meet one or more AMAOs must inform the parents of all ELs that it has not met its AMAOs. This notification should be sent by letter within 30 days of public release of Title III AMAO Accountability Reports. Sample parent notification letters are posted at: <http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>.

Grantees that do not meet AMAOs for two or more consecutive years will be notified by the CDE Unit of Federal Program Administration (UFPA), which will provide further information and technical assistance concerning the LEA's Unified Improvement Plan. Guidance for developing and implementing an ELA plan to help LEAs implement, assess and evaluate current practice and Unified Improvement plans can be found at: <http://www.cde.state.co.us/uip/index.asp>

If grantees fail to meet AMAO targets for four consecutive years, Title III (Section 3122(b)(4)), requires the State to take additional action. The SEA must provide additional review of the grantee's English language development program and technical assistance on any reform that should take place regarding the education of ELs.

For a consortium, the improvement plan may target specific school districts, rather than the entire consortium, if the LEA chooses to do so and the data warrant such an approach.

Review Process

Districts must submit a “Request for AMAO Review” with the “AMAO Review Excel file.” AMAO Review Information can be found at: www.cde.state.co.us/FedPrograms/tiii/amaos.asp. Requests for Review must be emailed (morganstern_d@cde.state.co.us) or faxed (303-866-6637) to Donna Morganstern by the due date to be determined, based on when AMAO results are released.

Submitting and having an AMAO appeal under consideration does not relieve the LEA’s obligation to notify parents within 30 days of the public release or submit a Title III LEA Improvement Plan if it has not met AMAOs for two consecutive years.

Basic Conditions of AMAO Request for Review

1. Before a request for review is considered, the district Superintendent of consortium director must indicate support in writing.
2. The requesting grantee is responsible for demonstrating that AMAO 1, 2 and/or 3 determinations were incorrect. Districts will have access to student records included in AMAOs 1 and 3 through the ACCESS growth flat file and TCAP Reading, Writing and Math growth flat files, and AMAO 2 calculations through the CEDAR system. This information will allow districts to identify the data used to make the AMAO determinations and, as a result, determine if they have a basis for an appeal. All required data must be submitted by the due date that will be announced. If you need assistance determining which students were included in the AMAO calculations, please contact Donna Morganstern (morganstern_d@cde.state.co.us) before that time.
3. No changes or updates will be made to the student biographical data housed in CDE’s data warehouse as a result of the review process. Review results will not alter baseline and subsequent year warehouse data.
4. Districts must have participated in the ACCESS student biographical data (SBD) review process to be eligible for AMAO review; those that did not are not eligible. SBD is an integral part of the process to ensure clean data for making accurate AMAO determinations.

Allowable Requests for Review

A Title III district or consortium may file a “Request for AMAO Review” for any of the following reasons, if data provided changes either the AMAO 1, 2 or 3 determinations.

1. There has been an error in the computation of AMAO 1, 2 or 3.
2. There have been miscoded students.
3. Student(s) were unable to test due to emergency medical conditions. A grantee may request that students who suffered significant medical emergencies, which prevented them from attending school and participating in an assessment during the entire testing window (including make-up dates), be removed from participation calculations entirely (denominator and numerator). Documentation that a medical practitioner has determined such student(s) to be incapacitated to the extent they were unable to participate in the appropriate State assessment must be included with the appeal.

AMAO Data Reporting

AMAO data will be reported on the Title III AMAO website (<http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>) and in the Data Center of SchoolView (<http://www.schoolview.org/performance.asp>) after AMAOs are finalized.

Appendix A: Acronym Definitions

Adequate Growth Percentile (AGP): For TCAP, the growth percentile sufficient for a student to reach or maintain an achievement level of proficient or advanced, in a given subject area, within three years or by 10th grade, whichever comes first. For ACCESS, the growth percentile sufficient for an EL to reach the next ACCESS proficiency level within the appropriate amount of time.

AMAOs (Annual Measurable Achievement Objectives): NCLB, Title III Accountability measures.

CoAlt (Colorado Student Assessment Program Alternate):

The standards based assessment used to measure content knowledge for students with the most significant cognitive disabilities.

CMAS (Colorado Measures of Academic Success): Colorado's standards based assessment, first used in 2013-14 in grades 5 and 8 in science and grades 4 and 7 in social studies.

ELD (English Language Development) Standards: the current English language acquisition test given to NEP and LEP students, WIDA ACCESS for ELLs, is based on these standards for language proficiency (<http://www.wida.us/standards/elp.aspx>).

ELs (English Learners) - Students identified as NEP, LEP or FEP Monitored 1 and 2.

FEP (Fluent English Proficient) – see appendix B

LEA (Local Educational Agency): School District, BOCES or the lead school district in a multi-district consortium.

Lectura: Colorado's 3rd and 4th grade reading assessment in Spanish, similar to CSAP reading, administered to students who receive or have received their primary Reading instruction in Spanish within the last year.

LEP (Limited English Proficient): see appendix B

Median Growth Percentile: Summarizes student growth rates by district, school, grade level, or other group of interest. It is the growth percentile below which 50 percent of the student growth percentiles fall.

Median Adequate Growth Percentile: The growth percentile sufficient for the median student in a district, school, or other group of interest to reach proficient or advanced, in a subject area (TCAP reading, writing or math), within three years or by 10th grade, whichever comes first. For ACCESS, it is the growth percentile sufficient for the median student to reach the next proficiency level within the appropriate amount of time.

NCLB (No Child Left Behind): Federal legislation, also known as the Elementary and Secondary Education Act, which provides funding and accountability for Title IIIA, support for English learners.

NEP (Non-English Proficient): see appendix B

Participation Rate: Percentage of students in a school or district taking a state assessment, including TCAP, CMAS, CoAlt, and Lectura/Escritura.

SASID (State Assigned Student ID): Identification number used to match student records from year to year.

SEA (State Educational Agency): Colorado Department of Education.

Student Growth Percentile: A way of understanding a student's current score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth exceeds that of 60 percent of his/her academic peers. In other words, the student's latest score was somewhat higher than we would have expected based on past score history.

TCAP (Transitional Colorado Assessment Program): Colorado's standards based assessment first used in 2011-12 in grades 3-10 in reading, writing and math, and in grades 5, 8 and 10 in science.

Appendix B: ACCESS English Language Proficiency Levels- Definitions

Colorado English Language Fluency Level	ACCESS Level	Definition of Fluency for Colorado
Non-English Proficient	Levels 1 and 2	This level includes students who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks.
Limited English Proficient	Levels 3 and 4	Students at this level are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to participate fully in academic content areas without linguistic support.
Fluent English Proficient	Levels 5 and 6	Students at this level are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native speakers, but may still need limited linguistic support.

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