



Colorado Department of Education



**2011-2012 Title III
Annual Measurable Achievement Objectives
(AMAOs) Manual**

Office of Federal Program Administration
Colorado Department of Education
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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 performance objectives or targets for English Learners, which Local Educational Agencies (LEAs) such as districts and consortia that receive Title III sub-grants must meet each year. Districts must have been in their consortium for both 2010-11 and 2011-12 to be included for 2011-12 AMAOs. Data from districts participating in a consortium for 2010-11 and 2011-12 will be aggregated to calculate the consortium’s 2011-12 AMAOs. At the consortium level, there must be 20 or more students in the EL disaggregated group to calculate AMAOs 1 and 3, and 30 or more students to calculate AMAO 2.

LEAs receiving Title III sub-grants are required to meet two English language proficiency AMAOs, based on student performance on the Colorado English Language Assessment for Proficiency (CELApro), and an academic achievement AMAO, based on participation in and academic growth on state Reading, Writing and Math assessments and graduation rate performance.

Note that calculations for AMAOs 1 and 3, while still based on CELApro and TCAP performance, have changed from previous years. AMAOs 1 and 3 now are aligned with the District Performance Frameworks, as a result of the U.S. Department of Education’s approval of Colorado’s ESEA Flexibility Waiver and amendment requests.

English Language Proficiency AMAOs	Measure
AMAO 1: Percent of students making adequate progress in learning English	CELApro Growth
AMAO 2: Percent of students attaining English proficiency	CELApro Status
Academic Achievement AMAO	
AMAO 3: Meeting LEA level DPF sub-indicator requirements for the EL disaggregated group at the elementary, middle and high school grade spans, as well as participation rates	TCAP Growth TCAP Participation Rate Graduation Rate

Colorado English Language Acquisition Proficiency Assessment (CELApro)

English Learners are required to take all sections of the Colorado English Language Acquisition Proficiency assessment (CELApro) each year, during the established assessment window, until their program status is reclassified as “Monitoring” 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 CELApro, regardless of whether or not the District accepts Title III funds or parents decline services.***

CELApro assesses language domains of listening, speaking, reading and writing, and comprehension skills from kindergarten through 12th grade. Students receive both scale scores and performance level scores (1, lowest-NEP to 5, highest-FEP) for Overall Proficiency, as well as for each language domain.

CELApro Scores

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

CELApro has four grade span categories: K-grade 2, grades 3-5, grades 6-8, and grades 9-12. Test content is tailored to students’ age and grade and is aligned with the Colorado English Language Development (ELD) Standards and Colorado Model Content Standards.

In May 2012, the state legislature provided the funding necessary to proceed in adopting new English language proficiency exams. Based on conversations with the English Learner field and listening to its expressed desire to move forward with a new language proficiency exam as soon as possible, both World-Class Instructional Design and Assessment (WIDA) exams will be implemented in the 2012-2013 school year. With the transition to the World-Class Instructional Design and Assessment (WIDA) assessments, there have been many questions about the calculation of growth from CELApro to WIDA’s ACCESS assessment. CDE is reviewing studies from other states that have made the same transition. Once Colorado ACCESS results are available in 2013, the department will run the Colorado Growth Model between the two assessments and research the validity of the results. The ACCESS assessment includes the same constructs as CELApro, but then goes beyond to focus on the academic content language required for students to be proficient in content areas. Thus, CDE will need to investigate the growth results. The impact on AMAOs will be determined once a determination on the growth results is completed.

AMAO 1 – English Learners (ELs) Making Annual Progress in Learning English

The AMAO 1 calculation has changed for 2011-12, based on Colorado’s waiver application to the U.S. Department of Education. Before the waiver, making AMAO 1 required that a target percentage of ELs improved at least one CELApro performance level from the prior year’s testing.

The 2011-12 method for calculating AMAO 1 involves determining Growth Percentiles for all students with two consecutive years of CELApro Overall scores, using the same methodology as the Colorado Growth Model for CSAP/TCAP. Growth Percentiles are numbers (1-99) that represent students’ relative growth compared to other students with similar CELApro performance histories.

Once a Growth Percentile is calculated for every student with two consecutive CELApro scores, it is possible to calculate the district’s Median Growth Percentile (MGP), which represents the typical rate of growth for the group. This MGP provides a measure of the district’s relative effectiveness in teaching English to English learners.

Next, CDE calculates each student’s Adequate Growth Percentile (AGP) for CELApro. The AGP is the rate of growth each student needs to attain to reach their target level of English proficiency within the set timeline. The following table delineates the targets and timelines for progressing in English language acquisition.

Current Proficiency Level	Target Proficiency Level	Years to Reach Target
1	2	1
2	3	1
3	4	2
4	5	2

As the above table shows, the growth goal for a CELApro Level 1 student is to reach Level 2 within one year. CDE calculates the growth percentile that would be needed for that student to score at or above the cut-point for Proficiency level 2, based on the student’s CELApro score history.

Once student-level AGPs are determined, the median Adequate Growth Percentile is calculated for the district/consortium. Now the district/consortium has a Median Growth Percentile that represents the “average” rate at which its students progressed since the prior year, as well as a median Adequate Growth Percentile that represents the “average” rate at which its students needed to progress to meet their proficiency targets.

Ratings are assigned and determinations around meeting AMAO 1 goals are explained in detail below, in the AMAO 1 Calculations section.

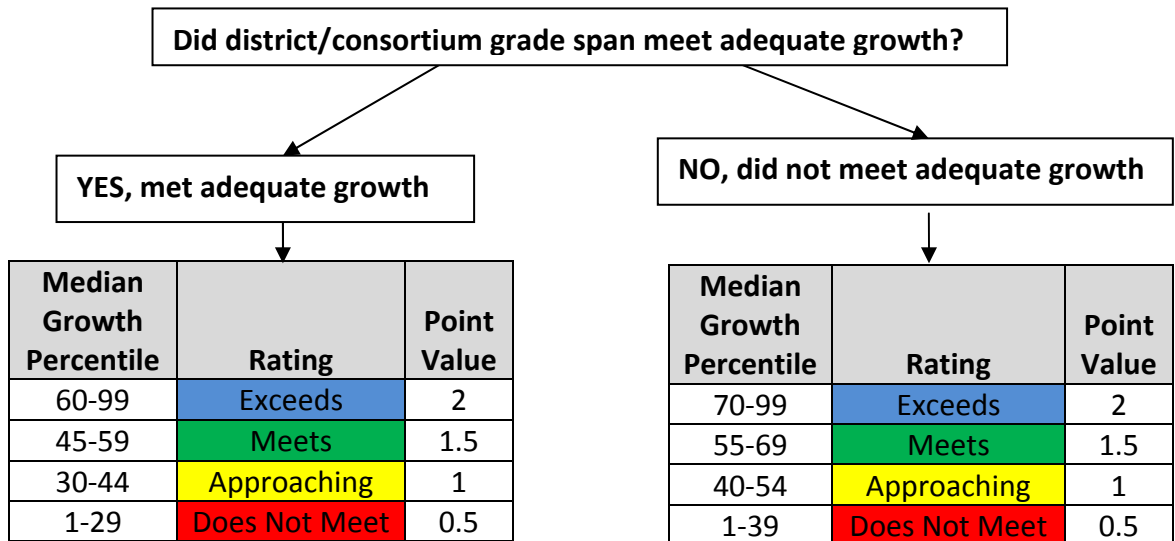
AMAO 1 Cohort

The AMAO 1 cohort includes 1st through 12th grade students who took CELApro in both 2010-11 and 2011-12, anywhere in the state of Colorado, who enrolled in the school prior to October 1 or were continuously enrolled in the district for one full year.

AMAO 1 Calculations

CELApro student level results are available in CEDAR. If you'd like to re-create the results, the following directions will walk you through the process.

1. Access Growth Percentiles for all students who enrolled in the school prior to October 1 or were enrolled continuously in the district for one full year and have Overall CELApro scores for both 2010-11 and 2011-12, separately by grade span (EMH). Student-level Growth Percentiles are available in CEDAR. Directions for accessing this data are available at:
<http://www.cde.state.co.us/assessment/documents/growth/InstructionsCELAprogrowthflatfileCDE.pdf>.
2. Determine the Median Growth Percentile for each grade span (EMH).
3. Access Adequate Growth Percentiles for all students who were enrolled in the school before October 1 or were enrolled continuously for a full year in the district and have an Overall CELApro score for both 2010-11 and 2011-12, separately by grade span (EMH). This data also is included in the student level flat file.
4. Determine the median Adequate Growth Percentile for each grade span (EMH).
5. Compare each grade span's Median Growth Percentile (MGP) to its median Adequate Growth Percentile (AGP) separately by grade span (EMH).
 - a. If the MGP is equal to or greater than the AGP, then that grade span made adequate growth. Use the scoring guide on the left below for ***met adequate growth***.
 - b. If the MGP is less than the AGP, the grade span did not make adequate growth. Use the scoring guide on the right below for ***did not meet adequate growth***.



6. Using the appropriate scoring table above, determine how many CELApro growth points each grade span earned based on its Median Growth Percentile
7. For example, if a grade span's MGP met or exceeded its AGP, it will "earn" the two points possible and receive an **Exceeds** rating if its MGP is at the 60th percentile or higher. However, if the grade span's MGP was lower than its AGP, it cannot earn two points and an **Exceeds** rating unless the MGP is at the 70th percentile or higher.
8. Total the number of Points Earned across EMH levels. Also total the number of Points Eligible.
9. 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.
10. Districts/Consortia that score in the **Meets** or **Exceeds** categories 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 (CELAppro Performance Level 5)

AMAO 2 is the target percentage of ELs scoring at Level 5 (CELAppro proficient). The AMAO 2 calculation method has not changed in light of the flexibility waiver and it is not calculated separately by grade span (EMH) like AMAOs 1 and 3.

AMAO 2 Cohort:

The AMAO 2 cohort includes all students who were enrolled in your district/consortium during the 2011-12 CELAppro testing window, including those who were not continuously enrolled for a full year. Students who withdrew from the LEA before or during the testing window are not included.

Students who did not receive an Overall proficiency score because they did not complete the assessment or answer enough questions to warrant a score are included. LEAs are accountable for AMAO 2 if there are 30 or more students in the EL group. Students' scores will be assigned to the districts in which they tested in 2012. Note that not all AMAO 2 students will be included in AMAO 1 calculations.

AMAO 2 Targets

School Year	Target Percent of Proficiency Level 5 Students
2010-11	6%
2011-12	7%
2012-13	8%
2013-14	9%

AMAO 2 Calculations

1. Calculate the Denominator
 - a. Start with all 2011-12 CELAppro records.
 - b. Exclude any with test invalidation code 6 (withdrew before completion).
 - c. If more than one record has the same SASID, use only the highest score.
2. Calculate Numerator: include all students who had an overall CELAppro proficiency score of 5.
3. Divide the Numerator by the Denominator
4. Apply the 95% Confidence Interval
5. If the Upper Limit of the Confidence Interval equals or exceeds 7%, the district/consortium made AMAO 2.

AMAO 3 – English Learners Group Making Sufficient Academic Growth

AMAO 3 holds Title III LEAs accountable for their EL students making sufficient academic progress in Reading, Writing and Math, and toward postsecondary readiness, as measured by graduation rate. Similar to AMAO 1, 2011-2012 AMAO 3 calculations are based on the Colorado Growth Model, as approved by the U.S. Department of Education.

Prior to 2011-2012, AMAO 3 required that any EL disaggregated groups of 30 or more, at the district level by EMH, make all AYP targets: CSAP Reading and Math participation, performance and an “other indicator,” which was the percent advanced at the elementary and middle grade spans, and graduation rate at the high school level. Because Colorado has a waiver and will not be calculating AYP for 2011-2012, AMAO 3 requirements have been aligned with our state required District Performance Frameworks and based on academic growth in Reading, Writing and Math, as well as TCAP participation and graduation rates.

AMAO 3 Cohort

Similar to AMAO 1, AMAO 3 is calculated at the district/consortium grade span (EMH) and then rolled up to the district/consortium overall. For Reading, Writing and Math Growth, only EL students enrolled in the school prior to October 1 or continuously enrolled in the district for one full year and took CSAP Reading, Writing and Math in 2011 and TCAP Reading, Writing and Math in 2012 are included; students taking Lectura, Escritura or CSAPA/CoAlt are not included 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.

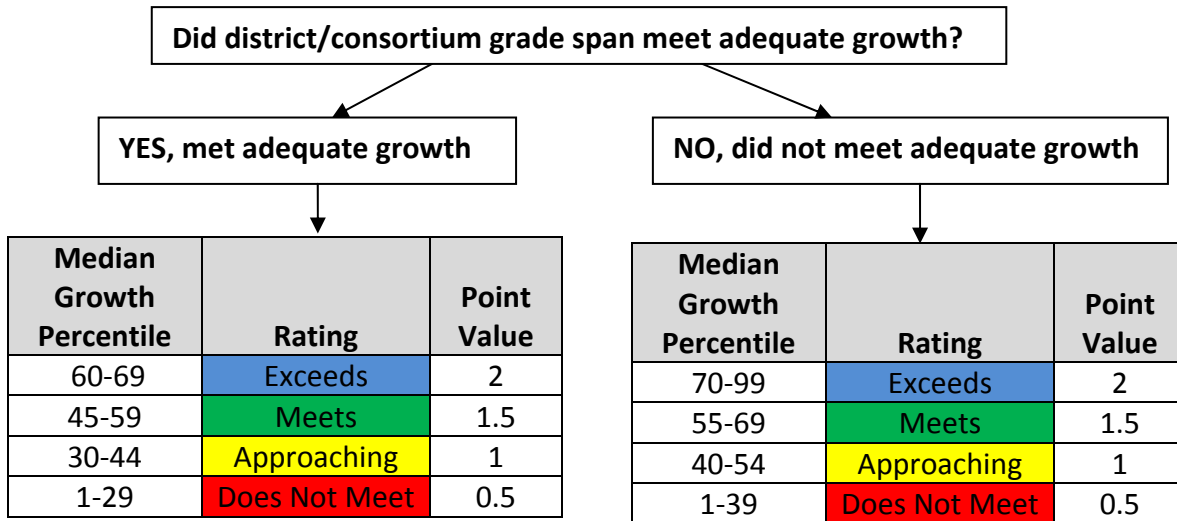
Calculating AMAO 3

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 who enrolled in the school prior to October 1 or were continuously enrolled in the district for one full year. Exclude students who enrolled after October 1 and, were not continuously enrolled in the district for one full 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 elementary Reading Median Growth Percentile.
2. Access the Adequate Growth Percentiles for all elementary students who were enrolled continuously for a full year in the district/consortium. Exclude students who enrolled after October 1, were not enrolled continuously in district for one

full year, took Lectura or CSAPA Reading, or withdrew from the district during the testing period.

3. Calculate the elementary Reading Median Adequate Growth Percentile. Compare the elementary Reading Median Growth Percentile (MGP) and Median Adequate Growth Percentile (AGP).
 - a. If the MGP is equal to or greater than the Median AGP, then the elementary students made adequate growth. Use the scoring guide on the left below for *met adequate growth*.
 - 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 meet adequate growth*
4. Using the appropriate scoring guide, determine how many points the district earned for elementary Reading, out of the points available.



5. Repeat steps 2 through 7 separately for middle school and high school Reading.
6. Sum the number of Reading Points Earned across the grade spans as well as the number of Reading Points Eligible.
7. Repeat steps 2 through 9 separately for Writing and Math.
8. Graduation rates are calculated for the 2008 (7-year cohort), 2009 (6-year cohort), 2010 (5-year cohort), and 2011 (4-year cohort) for any cohorts with N=16+. The best one of these four graduation rates is used and compared to the values on the table below to determine how many points it is worth. Graduation rate data are reported on the District Performance Frameworks.

Scoring Guide		
Graduation Rate: District/consortium' graduation rate was:	Rating	Point Value
<ul style="list-style-type: none"> • At or above 90% 	Exceeds	4
<ul style="list-style-type: none"> • Above 80% but below 90% 	Meets	3
<ul style="list-style-type: none"> • At or above 65% but below 80% 	Approaching	2

• Below 65%	Does Not Meet	1
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9. Sum the Points Earned and the number of Points Eligible across grade spans for all three content areas and graduation rate.
10. Divide the number of points earned by the number of points eligible.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
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 a district/consortium's percentage of Points Earned attains a **Meets** or **Exceeds** rating, then the grantee has made AMAO 3, as long as it meets three of the four required 2012 TCAP participation rates below. If the percentage of Points Earned falls below 62.5, then the district/consortium has not made AMAO 3.

Calculate EL Participation in 2012 TCAP and CoAlt Reading, Writing, Math and Science

1. Calculate the Reading Participation denominator by counting all 3rd – 10th grade EL students in the district/consortium, regardless of EMH, who were enrolled at the time of testing including any expelled students. Do not include students who took an alternate test form or withdrew during the testing period.
2. Calculate the Reading Participation numerator by counting all 3rd – 10th grade EL students who were enrolled at the time of testing, took TCAP or CoAlt Reading and received a valid score, or students who were unable to test due to language. Also include in the numerator students who were eligible for and received a valid score on the Spanish language version of TCAP Reading (Lectura). Students considered eligible to take Lectura in place of TCAP Reading were 3rd and 4th graders with limited English proficiency who have been continuously enrolled in a U.S. school for less than three years.
3. Divide the numerator by the denominator. If the percentage of students participating is equal to or greater than 94.5%, the district/consortium made the Reading Participation target.
4. Repeat steps 1 through 3 above for Writing, including Escritura, Math and Science.
5. If a district/consortium has two or more participation rates below 94.5%, their AMAO 3 indicator rating, based on growth in Reading, Writing, Math 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 an LEA does not meet AMAOs?

An LEA that fails to meet one or more of the three AMAOs must inform the parents of English Learners 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>.

LEAs that do not meet AMAOs for two consecutive years or more, will be notified by the Colorado Department of Education, 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 a grantee fails 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 language instruction education program and provide 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 the “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 October 12, 2012.

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 must indicate support in writing.
2. It is the responsibility of the district/consortium making the request to demonstrate that the AMAO 1, 2 and/or 3 determinations were incorrect. Districts will have access to the individual student records included in AMAOs 1 and 3 through the CELApro growth flat file and TCAP Reading, Writing and Math growth flat files and AMAO 2 calculations through the CEDAR system. This information will help districts identify the data used to make the AMAO determinations and thus can be used to help demonstrate the basis for an appeal. All required data must be submitted by the due date. If you need assistance determining which students were included in the AMAO calculations, please contact Donna Morganstern (morganstern_d@cde.state.co.us) before October 5, 2012.
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 data that are housed in CDE’s data warehouse.
4. Districts must have participated in the CELApro SBD process in order to be eligible to request an AMAO review. If a district did not participate in CELApro SBD, the district is not eligible for a review. 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. Appeals may be submitted if there has been an error in the computation of AMAO 1, 2 or 3.
2. Appeals may be submitted based on adjustments for miscoded students.
3. A request for review may be made if students were unable to test due to emergency medical conditions. For students who have suffered significant medical emergencies, which prevent them from attending school and participating in an assessment during the entire testing window (including make-up dates), a district may request that they be removed from participation calculations entirely (denominator and numerator). Documentation that a medical practitioner has determined such students to be incapacitated to the extent they are 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: For CSAP/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 CELApro--the growth percentile sufficient for a student to attain the next level of English proficiency within a specified amount of time.

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

CELApro (Colorado English Language Acquisition Proficiency Assessment):
Standards based language proficiency assessment given annually to ELs and used for Title III accountability and to calculate Title III AMAOs.

CSAP (Colorado Student Assessment Program): Colorado's state content standard assessments - given in grades 3-10 for reading, writing and math, and in grades 5, 8, and 10 for science until spring 2011; replaced by TCAP.

CSAPA/CoAlt (Colorado Student Assessment Program Alternate):
The standards based assessment used to measure content knowledge for students with the most significant cognitive disabilities.

ELD (English Language Development) Standards: the current English language acquisition test given to NEP and LEP students, the CELApro, is based on these standards for language proficiency.

ELP (English Language Proficiency) Standards: on December 10, 2009 Colorado's State Board of Education adopted the World-class Instructional Design and Assessment (WIDA) standards- <http://www.wida.us/standards/elp.aspx>. District will adopt on or before December 2012.

ELs (English Learners) - Students identified as NEP, LEP or FEP Monitor 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. Lectura is 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 measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.

Median Adequate Growth Percentile: The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area (reading, writing or math), within three years or by 10th grade, whichever comes first. For English language proficiency growth, expectations are around progressing through language proficiency levels in specified time frames.

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: CSAP/TCAP, CSAPA/CoALt, or Lectura/Escritura.

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

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

Student Growth Percentile (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: Colorado's Transitional Assessment Program, first used in 2011-12 and given in grades 3-10 in reading, writing and math, and in grades 5, 8, and 10 in science.

Appendix B: CELApro English Language Proficiency Levels- Definitions

Colorado English Language Fluency Level	CELApro Level	Definition of Fluency for Colorado
Non-English Proficient	CELApro 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	CELApro 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	CELApro Level 5	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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