



**COLORADO**  
Department of Education

# **Annual Measurable Achievement Objectives (AMAOs)**

## **Overview of Colorado's Process and Procedures**

October 2014

# AMAOs - NCLB Accountability Measures for Title III

- **Help determine Title III-funded language instruction program effectiveness**
- **Based on Colorado ELD standards**
- **ACCESS for ELLs data (AMAOs 1 and 2)**
- **TCAP participation, Reading, Writing and Math academic growth (AMAO 3)**
- **High school graduation rate (AMAO 3)**

# NCLB Section 3122 - Achievement Objectives and Accountability

**States must develop Annual Measurable Achievement Objectives (AMAOs) that measure:**

- Progress toward/attainment of English proficiency
- Proficiency on challenging academic achievement standards

**for limited English proficient students (ELs) served in Title III programs**

# NCLB Section 3122 - Achievement Objectives and Accountability

**AMAOs include, at minimum, annual increases in the percent of ELs who:**

- (i) make progress toward learning English**
- (ii) attain English proficiency**

**by the end of each school year, as determined by a valid and reliable assessment of English proficiency**

**(Section 1111(b)(7));**

- (iii) make adequate progress on Colorado academic standards in Reading and Math (Section 1111 (b)(2)(B))**

# 3 AMOs

## 2 Sets of Standards

AMAO	Standard	Assessment(s)
1: Making progress in attaining English	English language development standards for reading, writing, speaking and listening.	WIDA ACCESS
2: Attaining English Proficiency		
3: Making sufficient growth in reading, writing and math	Colorado reading, writing and math content standards	TCAP Growth Graduation Rate Participation Rate

# AMAO 2: Attaining English Proficiency

**# ELs Proficient (5+) Overall and Literacy**

**# ELs enrolled in Title III grantee at test time**

- **2013-14 target = 12%**
- **N=20+**
- **Calculations did not change due to NCLB waiver**
- **Calculated by grantee overall, not at separate EMH levels and rolled up**
- **Denominator includes ACCESS Alternate ELs**

# AMAOs 1 and 3

- **Calculations impacted by NCLB Flexibility Waiver**
- **AMAO 1 based on ACCESS for ELLs growth percentiles**
  - student growth from 2013 to 2014
  - not percent increasing one performance level
- **AMAO 3 based on 2013-2014 TCAP reading, writing and math growth, and graduation and participation rates**

# AMAOs 1 and 3

## ■ Points earned based on DPF rubrics

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

- **Meets** or **Exceeds** - district/consortium made the AMAO.
- How do we calculate percentage of points earned?



# AMAO 1 – Making Progress

**Includes 1<sup>st</sup>-12<sup>th</sup> grade ELs who:**

- Took WIDA ACCESS in both 2013 and 2014
- Enrolled in school by October 1 or in district for one full year
  - *October New to School = No*
  - *Time in District = 12+months*

**Does not include ACCESS Alternate**

# Calculating AMAO 1

- Student-Level: calculate 2013-2014 growth percentiles and adequate growth percentiles.
- EMH-Level: calculate 2013-2014 Median Growth Percentiles (MGPs) and median Adequate Growth Percentiles (AGPs).
- Points earned determined separately by EMH with rubric:

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

# Calculating AMAO 1

- Sum *points earned* and *points eligible* across EMH. N<20 not included.
- Divide *points earned* by *points eligible* for % of growth points

$$\frac{\text{pts earned E} + \text{pts earned M} + \text{pts earned H}}{\text{pts eligible E} + \text{pts eligible M} + \text{pts eligible H}}$$

# Example of Calculating AMAO 1

EMH	number	MGP	AGP	Earned	Possible
E	138	60	63	1.5	2
M	85	44	40	1	2
H	19	NA	NA	NA	NA

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

1½ of 2 points E and 1 of 2 points M totals 2½ of 4 possible—62.5%

# Calculating AMAO 1

- Compare 62.5% to rubric; district earns **Meets**
- **Meets** or **Exceeds** = made AMAO 1;
- **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

# Calculating AMAO 3

- **Include 4<sup>th</sup>–10<sup>th</sup> grade ELs who:**
  - Were coded *October New to School=NO* or *Time in District=12+ months*.
  - Had Growth Percentiles (tested 2013 and 2014).
  - Not included: Lectura/Escritura/CoAlt scores and Students who withdrew during testing period
- **Calculated separately by content area and EMH.**
- **If N < 20 not included in AMAO 3.**
- **High school grad rate factors into calculation.**

# Calculating AMAO 3

- Calculated separately by content area and EMH.
- N < 20 not included.
- When all grade spans have 20+ students, this is how the points are distributed, for 40 points total:

Grade Span	Reading	Writing	Math	Grad Rate
E	4	4	4	
M	4	4	4	
H	4	4	4	4

# Calculating AMAO 3

- Student-Level: calculate 2014 growth percentiles and adequate growth percentiles for each content area.
- EMH-Level: calculate 2014 Median Growth Percentiles (MGPs) and median Adequate Growth Percentiles (AGPs) for each content area.
- Points earned determined separately by EMH with rubric:

Made AGP	Did Not Make AGP	Rating	Points
60 - 99	70 - 99	Exceeds	4
45 - 59	55 - 69	Meets	5
30 - 44	40 - 54	Approaching	2
1 - 29	1 - 39	Does Not Meet	1



# Graduation Rate

**Grad rates calculated for 2010 (7-year), 2011 (6-year), 2012 (5-year), and 2013 (4-year) when N=16+. The best grad rate is used.**

<b><i>Scoring Guide</i></b>	<b><i>Rating</i></b>	<b><i>Point Value</i></b>
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

# Calculating AMAO 3

- Sum *points earned* and *points eligible* across RWM, EMH (N=20+) and grad rate (N=16+); Divide *points earned* by *points eligible*; Compare to these values:

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

- If %=> 62.5%, made AMAO 3; If % < 62.5%, AMAO 3 not made.

# One more thing: TCAP Participation

- EL TCAP participation rate determined for reading, writing, math and science for each Title III grantee.
- If grantee missed more than one 95% target, original rating (**Exceeds**, **Meets**, **Approaching**) drops one level.
- Example, **Meets** would drop to **Approaching** and grantee would not make AMAO 3.

# AMAOs 1 and 3 and the DPF (by EMH)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	481	68.81	41
Mathematics	3	4		Meets	479	74.74	61
Writing	3	4		Meets	471	54.78	50
Science	3	4		Meets	166	48.8	52
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>			

  

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	313	46	31	Yes
Mathematics	1	4		Does Not Meet	312	35	44	No
Writing	2	4		Approaching	305	40	44	No
English Language Proficiency (CELEPro)	1	2		Approaching	49	41	46	No
<b>Total</b>	<b>7</b>	<b>14</b>	<b>50%</b>	<b>Approaching</b>				

  

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	168	38	36	Yes
Minority Students	3	4		Meets	93	46	37	Yes
Students with Disabilities	1	4		Does Not Meet	30	20	59	No
English Learners	3	4		Meets	25	57	39	Yes
Students needing to catch up	2	4		Approaching	82	44	61	No
<b>Mathematics</b>	<b>6</b>	<b>20</b>	<b>30%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	169	32	49	No
Minority Students	1	4		Does Not Meet	92	32	52	No
Students with Disabilities	1	4		Does Not Meet	30	22	67	No
English Learners	1	4		Does Not Meet	25	24	54	No
Students needing to catch up	2	4		Approaching	58	47	80	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	162	40	48	No
Minority Students	2	4		Approaching	89	45	48	No
Students with Disabilities	1	4		Does Not Meet	28	24	72	No
English Learners	2	4		Approaching	25	46	50	No
Students needing to catch up	2	4		Approaching	138	40	60	No
<b>Total</b>	<b>26</b>	<b>60</b>	<b>43.3%</b>	<b>Approaching</b>				

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	342	74.56	61
Mathematics	3	4		Meets	342	35.38	57
Writing	3	4		Meets	342	53.8	60
Science	2	4		Approaching	168	47.62	47
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	328	60	18	Yes
Mathematics	3	4		Meets	328	55	89	No
Writing	3	4		Meets	328	55	51	Yes
English Language Proficiency (CELEPro)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>10</b>	<b>12</b>	<b>83.3%</b>	<b>Meets</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>17</b>	<b>20</b>	<b>85%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	127	62	38	Yes
Minority Students	4	4		Exceeds	107	64	30	Yes
Students with Disabilities	2	4		Approaching	38	48	95	No
English Learners	4	4		Exceeds	32	64	57	Yes
Students needing to catch up	3	4		Meets	106	60	73	No
<b>Mathematics</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	128	60	97	No
Minority Students	2	4		Approaching	107	54	96	No
Students with Disabilities	3	4		Meets	38	60	99	No
English Learners	2	4		Approaching	32	50	99	No
Students needing to catch up	3	4		Meets	181	61	99	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	127	52	78	No
Minority Students	2	4		Approaching	107	51	69	No
Students with Disabilities	2	4		Approaching	38	52	99	No
English Learners	2	4		Approaching	32	53	93	No
Students needing to catch up	3	4		Meets	145	58	90	No
<b>Total</b>	<b>41</b>	<b>60</b>	<b>68.3%</b>	<b>Meets</b>				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	2	4		Approaching	204/202/179/201	75.5/73.3/77.1/72.6%	80%
Disaggregated Graduation Rate	1.5	3	50%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	79/90/67/80	65.8/63.3	
Minority Students	0.5	1		Approaching	39/44/30/41	71.8/59.1	
Students with Disabilities	0.5	1		Approaching	29/22/16/23	69/50/3	
English Learners	0	0		-	N<16/N<16/N<16/N<16	-	
Dropout Rate	3	4		Meets	1219		
Colorado ACT Composite Score	2	4		Approaching	157		
<b>Total</b>	<b>8.5</b>	<b>15</b>	<b>56.7%</b>	<b>Approaching</b>			

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AMAO 3, graduation rate. Please not that this is worth 4 points in AMAOs, as opposed to 1 point in the DPF.

# AMAOs and Consortia

- District must be in consortium 2+ consecutive years, SY 2012-13 and 2013-14.
- Student data from consortium districts aggregated to determine the Consortium MGPs and Median AGPs.
- Consortium “N” must be 20+ at EMH for AMAOs 1 and 3; 20 overall for AMAO 2.

# AMAO 2 Student Level Data

- **Available in CEDAR**

<https://cdeapps.cde.state.co.us/CDEAccess/login.jsp>

- **“AMAO 2 Student Level Report”**

- all records are included in the report

# Review Process

- Submit *Request for AMAO Review* with *AMAO Review Excel file*.
- AMAO Request for Review Information found at:  
[www.cde.state.co.us/FedPrograms/tiii/amaos.asp](http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp)
- Email ([morganstern\\_d@cde.state.co.us](mailto:morganstern_d@cde.state.co.us)) or fax (303-866-6637) Request for Review to Donna Morganstern



# Conditions for AMAO Review

- 1. Superintendent must indicate support in writing.**
- 2. Grantee responsible for demonstrating AMAO 1, 2 and/or 3 determinations incorrect.**
- 3. Districts can access individual student records included in AMAOs 1 and 2 calculations through CEDAR and see the data used to calculate AMAOs.**
- 4. All review-related data must be submitted by October 8, 2014. If you need assistance determining what data to submit, contact Donna Morganstern ([morganstern\\_d@cde.state.co.us](mailto:morganstern_d@cde.state.co.us)).**

# Conditions for AMAO Review

- 5. No changes or updates will be made to the student biographical data in CDE data warehouse as a result of review process. Review results will not alter baseline and subsequent year data in CDE data warehouse.**
- 6. Districts must have participated in SBD for ACCESS and TCAP. Districts that did not participate in ACCESS or TCAP SBD not eligible for AMAO review. SBD is an integral part of the process to ensure clean data for making accurate AMAO determinations.**

# If Grantee does not make AMAOs

## **Grantee that doesn't meet 1+ AMAOs must:**

- Inform parents of ELs by letter, within 30 days of public notice (November 15, 2014) that grantee did not make AMAOs.
- The letter must be in understandable format and, to the extent practicable, in language parents can understand.

<http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>

# If Grantee does not make AMAOs

## 2 consecutive years

- LEA must develop improvement plan.....(NCLB, Section 3122)
- Due as part of the district's Unified Improvement Plan (UIP):

<http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp>

## 4 consecutive years

- Title III law (Section 3122(b)(4)) requires State to take additional action.
- CDE must conduct additional review of grantee language instruction program and provide technical assistance on reforms that should take place regarding education of ELs.

# Title III Accountability Results

**Unit of Federal Programs, Data, Program Evaluation  
and Reporting (DPER) website**

**<http://www.cde.state.co.us/fedprograms/tiii/amaos>**

**SchoolVIEW**

**<http://www.schoolview.org/performance.asp>**

# AMAO Resources

**CDE Title III website, sample parent notification letters and  
2013-14 AMAOs Manual**

<http://www.cde.state.co.us/fedprograms/tiii/amaos>

**National Clearinghouse for English Language Acquisition  
and Language Instruction Educational Programs**

<http://www.ncela.gwu.edu/>

**US Department of Education, Office of English Language  
Acquisition**

<http://www.ed.gov/about/offices/list/oela/index.html>

# Unit of Federal Program Administration

## Title III

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# Unit of Student Assessment

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## CEDAR questions

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# Questions?