

A GUIDE TO ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) DETERMINATIONS

SECTION I: INTRODUCTION

Introduction

The Utah State Office of Education (USOE) has implemented the AMAO accountability system that meets the requirements of the Title III, No Child Left Behind Act of 2001. This accountability is in addition to the Utah Performance Assessment System for Students (U-PASS) and the Adequate Yearly Progress (AYP). Detailed information on U-PASS and AYP is available at www.usoe.org.

This document is designed to provide detailed information about all of the data elements related to English language learners (ELL) and all of the components and calculations of the Annual Measureable Achievement Objectives (AMAO). By so doing, this document will be useful to those seeking a general understanding of the system as well as those who are looking for more in-depth information about each part of the process.

Annual Measureable Achievement Objectives (AMAOs)

The federal No Child Left Behind Act of 2001 (NCLB) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. NCLB extended federal education law in several important ways. Some of the most prominent provisions related to ESEA (Title III) include:

- States must adopt academic language proficiency standards that are aligned to academic core standards in language arts, mathematics and science for grades K-12.
- All students K-12 receiving services in Title III must participate in an annual assessment of Academic Language Proficiency. The four modalities that must be assessed are:
 - Listening
 - Speaking
 - Reading
 - Writing
- An accountability system, Annual Measureable Achievement Objectives (AMAO), must be reported each year for each local educational agency (LEA).

- Sanctions are identified for LEAs receiving Title III funds that fail to make AMAO for at least two consecutive years.

SECTION II: FOUNDATIONS OF UTAH’S AMAO PROCESS

Enrollment

Federal Definition

A limited English proficient (LEP) or ELL student is an individual age 3-21 who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

1. The student belongs to one of the following categories:
 - Was not born in the United States or speaks a native language other than English.
 - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency.
 - Is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
2. The student is unable, because of difficulties in speaking, reading, writing, or understanding the English language, to do one or more of the following:
 - Score at the proficient level on state assessments of academic achievement.
 - Learn successfully in classrooms where the language of instruction is English.
 - Participate fully in society.

ELL Designations Entered by LEA Upon Enrollment

- **F – Fluent**
 - The ELL student is in the two-year monitoring period as indicated by an exit date from ELL services.
 - If an LEA wants to continue to use the “F” to designate a student as a former ELL (exceeded two-year monitoring), that is acceptable. However, the student is not counted as an ELL or monitored.
 - The USOE counts a student as an ELL for AYP and U-PASS purposes only (not AMAO) during the two years of monitoring.
- **O – Parent refused services for ELL student**
- **Y – Yes, ELL**
- **Blank/space – not ELL**

ELL Designations Entered by LEA During Enrollment

- **N – The student was not identified as an ELL by the UALPA or an alternative placement test**
 - Prior to school year 2008/09, if the student scored at a proficient level or above on the UALPA, the USOE changed a not ELL designation (blank/space) to a “Y.”
 - Beginning school year 2008/09, the USOE will not change a blank/space to a “Y.”

ELL Designations submitted to the USOE

- Data files are due to the USOE no later than July 15 via a clearinghouse file.
 - Designations include: Y, N, O, F

Native and Parent Language Designations

- Native and parent language for students reported as “O” (Refused Services) should be reported for school year 2008/09 and will be required to be reported in school year 2009/10 and beyond.
- Reports should be submitted to the USOE in the July 15 clearinghouse file.
- A complete list of languages allowed for reporting is found at http://www.schools.utah.gov/curr/ALS/documents/language_codes.xls

Other ELL Definitions

- Monitored/Fluent
After the ELL student has met the exit criteria, the student is then monitored for two years to ensure the student continues to have academic success. Monitoring activities are determined by the LEA but the intent is to review the performance and progress of the student to ensure the student is continuing to be successful with academic work.
- Placement Test
This test must be administered within 20 days of a student’s first time enrollment in a school. The choice of test is determined by the LEA. This test cannot be the Annual State Assessment for Language Proficiency.
- Proficiency Test
The Utah Academic Language Proficiency Assessment (UALPA) is administered annually to each ELL student

ELL Codes in the USOE Data Warehouse

- There are two different sets of codes for each student:
 1. ELL designation is entered by the LEA when the student enrolls, or is carried over from the previous year, but no later than 30 days after enrollment.
 2. UALPA proficiency levels are entered by the USOE after the UALPA is scored.
- An LEA Student Information System (SIS) might only show the UALPA proficiency level that is entered by the LEA, or it might show both the ELL designation and the UALPA proficiency level.
- The SERF (State Education Research File) that the USOE sends to the LEAs includes the following:
 1. ELL designation (determined by the LEA).
 2. UALPA proficiency level (determined by the USOE).
- Mobile Students
 - When students are enrolled in more than one LEA, and the ELL designation is different for each LEA, the ELL designation used for reporting and accountability purposes is the last ELL designation given.
 - If the last enrolled LEA does not have an ELL designation, the last ELL designation will be used.

- When students are enrolled in more than one LEA, and the UALPA proficiency level is different for each LEA, the UALPA proficiency level used for all reporting and accountability purposes is the last UALPA proficiency level given in that school year.

Assessments

English language learners participate in all required state and local assessments. State assessments are as follows:

- Criterion-Referenced Tests (CRT); English language arts grades 2-11; math grades 2-7, pre-algebra, algebra I, geometry, algebra II; science grades 4-8, earth systems, biology, physics, chemistry.
- Direct Writing Assessment (DWA) grades 5 & 8.
- Norm-Referenced Test grades 3, 5 & 8.
- Utah Basic Skills Competency Test (UBSCT).

Accommodations and/or exceptions to required assessments are found in the Special Needs Accommodations Policy:

http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf

English language learners also participate in the following tests:

- Placement test—Given within two weeks of the initial student enrollment if the home language survey shows the student is a potential ELL student. This test is determined by the LEA (charters must use the same placement test as the district in which the charter resides).
- Utah Academic Language Proficiency Assessment (UALPA) (not to be used as the placement test)—Given annually to each ELL student that is currently receiving ELL services.

UALPA Proficiency Levels

ELL Proficiency Standards:

<http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf>

- **Pre-Emergent (P) Level:** The student has limited or no understanding of oral or written English, and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the P level on the UALPA.
- **Emergent (E) Level:** The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text. In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may

begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the E level on the UALPA.

For AMAO purposes only, to show progress for AMAO #1, the Emergent level is divided into two levels, E1 and E2.

- **Intermediate (I) Level:** The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is developing reading comprehension and writing skills, with support. The student’s English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at level I on the UALPA.

For AMAO purposes only, to show progress for AMAO #1, the Intermediate level is divided into two levels, I1 and I2.

- **Advanced (A) Level:** The student understands and speaks conversational and academic English language. The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student is identified at the A level on the UALPA, but has an ELA CRT score below the 2b level. The student continues to be assessed annually on the UALPA and CRT.

- **Fluent** (see Exit Criteria below)

- **To find UALPA Proficiency Levels from other LEAs:**

- Look up levels through the state COGNOS server on the USOE Website: www.usoe.org.
- Under “Assessment and Accountability,” go to “COGNOS”:
https://cognos.schools.utah.gov/cognos8/cgi-bin/cognos.cgi?b_action=xts.run&m=portal/main.xts&startwel=yes.
- Please call or write to Murry Jensen for the password or to receive help.
 - Murry.jensen@schools.utah.gov
 - 801-538-7823
- ALS Directors will need to coordinate with Assessment Directors for this access.

UALPA Participation Codes

(In the instruction below, the verb “mark” refers to checking the appropriate bubble or check box on the UALPA answer document.)

- Non-Standard Participation
 - Accommodated
 - Mark “Accommodated” if accommodations were provided. In addition, indicate in the Accommodations box which specific accommodations were provided.
 - See the Assessment Participation and Accommodations Policy: http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf
 - Private/Home School

- Mark “Private/Home School” if the student is educated in a private school or home school setting and participated in the test.
 - Modified
 - Mark “Modified” if a modified assessment was administered.
 - This is not an option for the UALPA.
 - In the future, this option will be removed from the answer document.
 - Non-Standard Participation codes are not used for accountability purposes.
- Non-Participation
 - Absent/unable to make up test
 - Mark this option if the student was not present during any part of the test administration period and was not able to make up the test.
 - *For AMAO calculations, if the student has a “no” for participation and a “no” for proficiency level, the student is not included.*
 - Excused – medical emergency
 - Mark this option if the student could not take the test as a result of medical emergency.
 - *For AMAO calculations, if the student has a “no” for participation and a “no” for proficiency level, the student is not included.*
 - Unknown Student
 - Mark this option if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
 - *For AMAO calculations, if the student has a “no” for participation and a “no” for proficiency level, the student is not included.*
 - Withdrawn
 - Mark this option if the student is officially withdrawn from the school.
 - *For AMAO calculations, if the student has a “no” for participation and a “no” for proficiency level, the student is not included.*
 - Private/Home School
 - Mark this option if the student is educated in a private or home school setting and did not participate on the assessment.
 - *For AMAO calculations, if the student has a “no” for participation and a “no” for proficiency level, the student is not included.*
 - RT
 - Mark this option if the student refused to take the test.
 - *For AMAO calculations, if the student has a “yes” for participation, and a “no” for proficiency level, the student is not included.*
 - UAA
 - Mark this option if the student participates in the Utah Alternate Assessment (UAA) test.
 - In the future, this will be removed from the answer document as it is not applicable for the UALPA.
- Answer documents that are blank receive a Pre-Emergent score, as the assumption is that the student had insufficient language skills to take the test.

Exit Criteria

Automated Process

- A student in grade K-12 is designated Fluent (F) and exits services if the student meets all of the following requirements:
 1. The student is designated by the LEA as an ELL student
 2. The UALPA proficiency is Level A
 3. The ELA CRT score is 2b or above (for kindergarten or first grade students reading on grade level as measured by the LEA literacy assessment replaces the ELA CRT score of 2b)
- The exit date is June 30 for the school year in which the student is determined as fluent.
- This determination is an automated designation that is completed by the USOE Computer Services in July.

LEA Override

- In **rare, unique circumstances**, an LEA may determine that it is appropriate to override a student's automated exit designation if:
 1. It is determined the designation of "F" is not appropriate for the student.
 2. It is determined a student who is not designated as "F" should be designated as "F."
- This decision must be **language based and documented**.
- Beginning in 2009, USOE Computer Services will provide a file to each LEA with a list of the exited students (automatically designated as "F" based on UALPA and CRT score).
 - This list will be available with the accountability reports on the USOE secure MOVE IT site after August 15. The MOVE IT site is accessible by the LEA Assessment Director.
 - Any modifications to the list of exited students (LEA override) will be due no later than the end of the 30-day review period (September 15).
- An LEA may override a student's automated designation if the following process is followed:
 1. The LEA determines criteria (such as grades, Math CRT, Science CRT, UBSCT, Iowa, other assessments, etc).
 2. The ELL team is assembled (parent, teacher, administrator or as determined by LEA).
 3. ELL Team approves the override for **language related reasons only**, based on criteria developed by the LEA.
 4. The USOE, Title III, will provide the document the LEA must sign to show the process and criteria used.
- If the LEA overrides the automated exit designation of Fluent, Computer Services will:
 1. Replace the F with a designation of Y.
 2. Remove the exit date.
 3. Reinstate the last UALPA proficiency level prior to the F.
 4. Log the occurrence of an LEA override in the data warehouse.

- If the LEA overrides the automated exit designation of Y or O to Fluent, Computer Services will:
 1. Enter a designation of Fluent.
 2. Enter an exit date (June 30 of current year).
 3. Maintain the last UALPA Proficiency Level.
 4. Log the occurrence of an LEA override in the data warehouse.
 5. Note that after two years, the student is no longer considered ELL.

Timeline for Assessment Information for LEA Overrides

- UALPA proficiency levels returned to LEA
 - April 15
 - June 15
- CRT Scores
 - Raw Score
 - 48-hour return for computer based
 - 4-day return for paper based
 - Scale Score
 - Look-Up table available June 15-30
 - Complete student profiles available approximately August 15

Exiting the ELL Program—Transitional students

- The “F” designation may cover two groups:
 1. Students within the two-year monitoring period
 2. Students beyond the two-year monitoring period **may** be included
- These two groups are distinguished only by the ELL exit date.
- The exit date must be prior to July 1 of current reporting year.
- The exit date field **must** be correctly maintained by the LEA.

Students in the two-year monitoring period:

- Monitoring begins the school year following exiting services. For example, a student who exits in 2008-2009 will be monitored for 2009-2010 and 2010-2011 school years.
- Student scores are counted in the ELL subgroup for two years for AYP and U-PASS (but not for AMAO).
- The LEA no longer receives federal funds for the student.
- The LEA receives state funds for the student.
- Reclassification/re-entering decisions are allowed at the district’s discretion

Students beyond the two-year monitoring period may be included:

- Two full years after the exit date, the LEA may choose to no longer maintain the “F” designation. For example: if a student exits in 2008-2009, the student is beyond the monitoring period starting 2011-2012.
- An LEA may continue to submit an “F” to designate a student as a former ELL (exceeded two-year monitoring), but these designations will be ignored by the USOE.

AMAO Calculations

There are three requirements for the AMAO Report: AMAO #1, AMAO #2, AMAO #3.

An AMAO report is calculated for each LEA when there are 30 or more ELL students for the AMAO #1 calculation, the AMAO #2 calculation, and the AMAO #3 calculation.

- For purposes of determining ELL status for each student for AMAO:
 - The AMAO report includes an LEA designation for every LEA in which the student has been enrolled and has an ELL designation.
 - The latest UALPA proficiency level is used.

Example: Liz is in Jordan for September through January and in Granite for February through May. Jordan gives Liz a “Y” and Granite gives Liz a “Y.” The UALPA, administered in Jordan is an “E.” The UALPA, administered in Granite is an “I.” The AMAO report for Jordan shows Liz as a Intermediate ELL student. The AMAO report for Granite shows Liz as an Intermediate ELL student.

AMAO #1—Students Making Progress in Learning English

- This includes the percentage of all ELL students in the previous year who show progress in the current year.
- The calculation is for all ELL students; full academic year (FAY) is not used.
- Students must have two years of UALPA scores (taken anywhere in the state).
- Progress is defined by the percentage of students who move from one UALPA proficiency level to the next.
- Progress is also defined by students who move from a low score in the Emergent level (E1) to a higher score in the Emergent level (E2) or a low score in the Intermediate level (I1) to a higher score in the Intermediate level (I2).
- An LEA receives a “Yes” for AMAO #1 if the AMAO Target is met for both grade spans K-6 and 7-12.
- The AMAO #1 targets for both grade spans are as follows:
 - 2008: 29.00%
 - 2009: 32.50%
 - 2010: 35.00%
 - 2011: 37.50%
 - 2012: 40.00%
 - 2013: 42.50%
 - 2014: 45.00%

AMAO #2—Students Attaining English Proficiency

- This indicates the percentage of all ELL students who receive a designation of Advanced on the UALPA or who receive a designation of Fluent in the most recently completed school year.
- The calculation is for all ELL students; full academic year (FAY) is not used.
- An LEA receives a “Yes” for AMAO #2 if the AMAO Target is met for both grade spans K-6 and 7-12.
- The AMAO #2 targets for both grade spans are as follows:

- 2008: 26.4%
- 2009: 28.2%
- 2010: 30.0%
- 2011: 31.8%
- 2012: 33.6%
- 2013: 35.4%
- 2014: 37.2%

AMAO #3—The LEA Adequate Yearly Progress (AYP) determination for the English Language Learners Subgroup

- AMAO #3 is the ELL subgroup determination for the LEA AYP Report for both language arts and mathematics.
- The LEA receives a “Yes” for AMAO #3 if the LEA made AYP for the ELL subgroup in language arts AND the mathematics.
- The LEA AYP has two parts:
 - AYP for grades 3-8
 - AYP for grades 10-12
- Beginning with 2008/09 school year reports for AMAO, if the LEA has one “Yes” for either grades 3-8 or 10-12 in the same subject area, the LEA passes that subject area for AMAO #3. With the example below, because the LEA has a “No” for both 3-8 and 10-12 in language arts, the LEA has a “No” for language arts. Because the LEA has at least one “Yes” for math (10-12), the LEA has a “Yes” for math. However, because there must be a “Yes” for both language arts and math, the LEA has a “No” for AMAO #3.

Grade Span	Language Arts	Mathematics
3-8	No	No
10-12	No	Yes

- Detailed information for the AYP determination for the calculation for the LEA ELL subgroup can be found in “A Guide to Adequate Yearly Progress Determinations” at http://www.schools.utah.gov/assessment/documents/AYP_Guide_to_AYP_Determinations.pdf.

Consortiums

LEAs may choose to be in a consortium for funding purposes. This allows districts with few ELL students to qualify for funding based on the aggregate number of ELL students in the consortium. Beginning with the 2009 AMAO reports, these reports will only be calculated for each LEA. There will no longer be consortium reports.

Funding

- Funding Totals
 - The year-end clearinghouse report provides the total numbers of students that are used for funding.
 - State Funding – The total of all Y, O, and F students
 - Title III/Federal Funding – The total of all Y and O students

- For purposes of determining ELL status for each student for state and federal funding:
 - Funding goes to the LEA where student was enrolled on October 1.
 - The last ELL designation on October 1 is used.

- **State Funding**
 - Based exclusively on prior Year-End (July) Clearinghouse, a student is considered ELL if:
 - School entry and exit dates indicate student was enrolled on October 1.
 - “Limited English” field is:
 - Y, O; or
 - F and “ELL Exit Date” is within previous three years (year of exit and two monitoring school years).
 - Data source is “Year-End Clearinghouse Report – District Summary.”
 - For FY 2010:
 - Based on Year End 2008/09 Clearinghouse
 - Exit date must be later than June 30, 2006, limiting count to those exiting during the 2006/07, 2007/08 and 2008/09 school years

- **State Funding Programs**
 - Family Literacy Centers
 - 45% as base
 - 50% proportional to ELL count
 - 5% for third-party program evaluation and professional development
 - Interventions for Student Success Block Grant
 - 77% according to Local Discretionary Block Grant formula
 - 23% proportional to ELL count
 - Use is not restricted to ELL purposes.
 - *For more information, contact the Title III office at the USOE.*

- **ELL State Allocations Schedule**
 - Legislative Estimates
 - Initially available in mid-April of the prior year, following the General Legislative Session
 - In April 2009, for the FY 2010 estimate, will be based on Year-End 2008 data already used in FY 2009 allocations
 - Mid-Year Update
 - Available by January of the current year, following fall data collections
 - For the FY 2010, will be based on Year End 2009 data (except for new charter schools, for which the October 2009 Clearinghouse will be used)
 - *For more information, contact your LEA business administrator.*

- **Federal Funding**
 - Same as state funding, except exit date must be within the prior year.
 - For FY 2010, exit date must be later than June 30, 2008 (students in two-year monitoring do not receive federal funds).

- **Federal Funding Programs**
 - **NCLB Title III**
 - **English Language Acquisition**
 - 90% proportional to ELL count
 - LEA must generate at least \$10,000 to receive grant
 - LEAs with less than \$10,000 can form consortia to obtain grants
 - **Immigrant**
 - 10% to assist LEAs “that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth ...”
 - *For more information, contact the Title III office at the USOE.*
- **ELL Federal Allocations Schedule**
 - **Preliminary**
 - Initially available in mid-to late April, pending appropriation by Congress and processing by ED
 - For FY 2010, will be based on Year-End 2008 data already used in FY 2009 allocations
 - Updated after Year-End Clearinghouse in late July
 - For FY 2010, will be based on Year End 2009 data
 - **Final**
 - Available in mid-November, after October 1 Clearinghouse data are processed
 - Clearinghouse and Fall Enrollment Audit
 - For FY 2010, updated preliminary will be considered final (except for new charter schools, for which the October 2009 Clearinghouse will be used).
 - *For more information, contact your LEA business administrator.*
- An ELL student is included in the AMAO report and is included in the formula for federal funding if the ELL student is receiving ELL services.
- An ELL student is included in the ELL AYP student group and is included in the formula for state funding if the ELL student is receiving ELL services or the student is Fluent (exited and in two-year monitoring).

USOE Process for Obtaining ELL Counts

