UNDERSTANDING ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS):

LOOKING AT THE DATA TO DRIVE THE INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

PS 55
DISTRICT 9

PRESENTER: EVA GARCIA
TODAY WE WILL:

• Review Title III AMAO Targets
• Begin to discuss instructional implications

Next Visits:

• Looking at student growth as it pertains to proficiency levels
• Grade specific targets to plan for instruction
• Looking at student work samples
• Implementation of CCLS-Bilingual Common Core Initiative
NCLB TITLE III PART A

- Supplemental Support
- Increases in academic content knowledge
- Meeting Annual Measurable Achievement Objectives (AMAOs)
  - Increases in progress
  - Increases in proficiency
  - Making adequate yearly progress (AYP)
AMAO 1

- Increase in proficiency levels - Ex: Beginner to Intermediate
- First time student takes NYSESLAT and scores intermediate or higher
- Student who stays at proficient level for two consecutive years, but who makes 43 scale score gains or above
## MODIFIED NEW YORK STATE TITLE III AMAO TARGETS

<table>
<thead>
<tr>
<th>School Year</th>
<th>AMAO 1 Targets</th>
<th>AMAO 2 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>58.9%</td>
<td>9.9%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>60.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>61.0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>62.1%</td>
<td>11.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>63.2%</td>
<td>12.4%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>64.2%</td>
<td>13.1%</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td><strong>65.3%</strong></td>
<td><strong>13.7%</strong></td>
</tr>
<tr>
<td><strong>2013-2014</strong></td>
<td><strong>66.4%</strong></td>
<td><strong>14.3%</strong></td>
</tr>
<tr>
<td>2014-2015</td>
<td>67.4%</td>
<td>15.0%</td>
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<tr>
<td>2015-2016</td>
<td>68.5%</td>
<td>15.6%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>69.6%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>
AMAQ 2

- Number or percentage of students attaining proficiency and exiting the program

  - Attaining English language proficiency is defined as scoring at the proficient level on both the Listening/Speaking (L/S) and Reading/Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT)
GUIDING QUESTIONS WHEN REVIEWING NYSESLAT SCORES

What did you notice about the proficiency levels from one year to the next?

How can you use the NYSESLAT results to make instructional decisions in your classrooms?
Look at NYSESLAT Results

How many students moved one proficiency level?
How many students who took the NYSESLAT in 2013 for the first time scored intermediate or higher?
How many students stayed the same from one year to the next?
Now calculate for those students the scale score gains or higher.
How many children made progress based on AMAO 1’’?
What instructional decisions can make?

What information on this report will allow you to plan accordingly?
REFLECTING ON YOUR ELLS

Think about the language proficiency levels. What did you notice about the levels? How will you group your students for instruction? How will you plan?

How will they impact your AMAO targets?
AMAO 3

- AMAO 3: Number and percentage of students achieving Adequate Yearly Progress (AYP) in State Achievement Tests (i.e. ELA, Math, Science)

- LEAs status on AYP for the LEP/ELL subgroup, on the ELA & Math state exams, is used to determine AMAO 3. (Note that Title I rules for LEAs with fewer than 30 students in a particular subgroup has been incorporated into Title III AMAO 3; LEAs with fewer than 30 LEP students will be reported as meeting AMAO 3.)

- Former ELLs are also included in the calculation of AYP for two years
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