Understanding Annual Measurable Achievement Objectives (AMAOs): Data Driven Instruction for English Language Learners

Presenters: Eva Garcia & Sara Martinez
March 27, 2014
Setting The Purpose

- Be aware of Title III Requirements - What is AMAO?
- How do you know if you have achieved AMAO?
- What do the NYSESLAT scores tell us about student achievement?
- How can you use this information to plan for instruction?
- CCLS and BCCI

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Instructional Shifts Related to the CCLS in ELA and Literacy

- Balancing informational and literary text
- Building knowledge in the disciplines through text
- Having students read the central, grade-appropriate text around which instruction is centered
- Focusing on text-based answers
- Writing from sources
- Building academic vocabulary necessary to access complex texts- Close Reading

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Critical Questions

► How does your instructional program support ELLs?
► What data do you use to drive instruction?
► What are your expectations for ELLs as they move towards proficiency?
► What portions of the day are ELLs engaged in speaking opportunities in the classroom?
► In planning ahead for ELLs, how are lessons aligned to CCLS or BCCI?
► What research based best practices or strategies are used to support language proficiency for ELLs?
► How are teachers of ELLs supported in aligning CCLS lessons and BCCI?

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• Supplemental Support
• Increases in academic content knowledge
• Meeting Annual Measurable Achievement Objectives (AMAOs)
  - Increases in progress-AMAO 1
  - Increases in proficiency-AMAO 2
  - Making adequate yearly progress (AYP)-AMAO 3

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How do we define making progress?

- Advance one overall proficiency level on the NYSESLAT between two consecutive years; (Beginner, Intermediate, Advanced, Proficient)
- Maintain the same proficiency level and make a total scale score gain of 43 points between two years; ATS Report: RNMR or
- Score at Level 2 (Intermediate Level) or above on the NYSESLAT for ELLs with one data point only. (student has been given the NYSESLAT for the first time and scored at the intermediate level)

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### 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>
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</tr>
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</tr>
<tr>
<td>2012-2013</td>
<td>65.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>66.4%</td>
<td>14.3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>67.4%</td>
<td>15.0%</td>
</tr>
<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>
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</table>
### Student 1

<table>
<thead>
<tr>
<th>LIST/SPKG '14</th>
<th>READ/WRITE '14</th>
<th>TOTAL '14</th>
<th>LIST/SPKG '13</th>
<th>READ/WRITE '13</th>
<th>TOTAL '13</th>
<th>DIFFERENCE</th>
<th>DECISION</th>
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<tr>
<td>652</td>
<td>617</td>
<td>1269</td>
<td>633</td>
<td>590</td>
<td>1223</td>
<td>46</td>
<td>YES</td>
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### Student 3

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<tr>
<th>LIST/SPKG '14</th>
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<th>TOTAL '14</th>
<th>LIST/SPKG '13</th>
<th>READ/WRITE '13</th>
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<td>714</td>
<td>652</td>
<td>1366</td>
<td>649</td>
<td>646</td>
<td>1295</td>
<td>71</td>
<td>YES</td>
</tr>
</tbody>
</table>

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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)
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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
AAMAO Status

- Information about your Local Education Agency (LEA) AAMAO status can be found at the NYSED OBE-FLS website:
  
  http://www.p12.nysed.gov/biling/docs/TitleIIIAMAOAllLEAsInformation.pdf

- If your LEA met the AAMAOs for the 2009-2010 school year, and has met AAMAOs for two (2) or more consecutive years, your LEA is deemed in good standing and does not have to submit any reports.
Meeting AMAO Targets means

2 years consecutively
You must make all targets
1, 2 and 3
How do you know if your school has achieved AMAO?

**Medical Doctor Says Pass**

- Count your “M”s - movement from one proficiency level to the next.
- Count your “D”s - data points
- Count your “S”s - stayed at same proficiency level but scored 43 scale score gains or more
- Count your “P”s - who hit proficient level

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One can roughly equate the new levels on the progressions as follows:

Entering = Beginning
Emerging = High Beginning/Low Intermediate
Transitioning = Mid- to High- Intermediate
Expanding = Advanced
Commanding = Proficient
### Understanding the Bilingual Common Core Initiative’s Progressions

<table>
<thead>
<tr>
<th>New Language Arts Progressions</th>
<th>Home Language Arts Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learning a new language (e.g. students in English as a Second Language or Language Other than English classes)</td>
<td>Students developing a home language (e.g. students in Native Language Arts or language classes for speakers of that language)</td>
</tr>
</tbody>
</table>

Each resource identifies what is called the **Main Academic Demand** of every Common Core anchor standard as well as the **Grade Level Academic Demand** of the Common Core grade level standard.

**Figure 1**

<table>
<thead>
<tr>
<th>Five Levels of Language Progressions: Entering, Emerging, Transitioning, Expanding, Commanding</th>
<th>Five Levels of Literacy Progressions: Entering, Emerging, Transitioning, Expanding, Commanding to target instruction to students based on their level of proficiency in the new language.</th>
</tr>
</thead>
<tbody>
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<td>Replaces current levels in ESL of Beginner, Intermediate, Advanced and Proficient. Note: NYSESLAT will be revised to align with these five levels.</td>
<td>New levels being introduced for home language.</td>
</tr>
</tbody>
</table>

**Figure 2**

**Performance**

Performance indicators for each modality that demonstrate how students at each of the five levels can meet the Common Core standard for their grade level, using grade level text, with appropriate supports. Performance indicators have embedded teacher scaffolds to demonstrate how students can meet the indicators using grade level content and text. Performance indicators address each of the four modalities of language (L: Listening, R: Reading, S: Speaking, W: Write).
<table>
<thead>
<tr>
<th>Each resource identifies what is called the <em>Linguistic Demands</em> for the Common Core standard. The <em>Linguistic Demands</em> identify the vocabulary, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Figure 4</strong></td>
</tr>
<tr>
<td>Based on the <em>Linguistic Demands</em> and <em>Grade Level Academic Language Development</em> for each resource provides examples of such linguistic demands under a content-specific context, and suggested activities for teachers to support the language development needed. The examples will vary greatly based on language of instruction and the goals of the program (e.g. ESL classes may have more content heavy goals than LCAP classes). Thus the scaffolds are suggested resources for teachers to apply in their classrooms where appropriate. In Home Language Progressions, the examples will include representation of the top five languages of New York State (Spanish, Chinese, Arabic, Bengali, Haitian Creole).</td>
</tr>
<tr>
<td><strong>Figure 5</strong></td>
</tr>
</tbody>
</table>
Meeting higher expectations for all proficiency levels

- Aligning instruction to CCLS and the BCCI
- Grade Level Text – Close Reading for ELLs
- Scaffolds and Strategies that will support language learning
Closing the “achievement gap” for ELLs

DATA DRIVEN
INSTRUCTION TO TARGET
INSTRUCTION
Listening, Speaking,
Reading and Writing
A Closer Look at the Data

- What did you notice about the proficiency levels from one year to the next?
- What did you notice about your advanced students?
- How did your beginner students performed? Did they move a proficiency level or more?
- In looking at listening, speaking, reading or writing can you identify the gaps for each?
- How can you plan for instruction?

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Reflecting on your ELLs

Think about the factors in your school which will impact on your AMAO targets:

*Can you identify some of these factors?*
Scenario #1

- You have noticed that in kindergarten 24 of the students went from beginner to either intermediate or advanced the first time they took the NYSESLAT. Only 2 students remained at the same proficiency level.

**What can you conclude about the instruction in that classroom?**

**What kinds of instructional decisions will be made at the school level in order to support the growth of this class?**

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Scenario # 2

- You have noticed that in a 4th grade Transitional Bilingual class, last year’s NYSESLAT results indicated that out of 30 students in the class- 5 students are in advanced level, 13 in intermediate level and 12 in beginner level.

In your conversations with this 4th grade teacher, identify how you will address the needs of this class with this teacher.
Contacting Us

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NYS/NYC Regional Bilingual Education-Resource Network (RBE-RN)
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Contact: nycrberm@Fordham.edu