

Accountability for English Language Learners (ELLs)

As a requirement of NCLB and Title III, the District is required to meet Annual Measurable Achievement Objectives (AMAOs). Pennsylvania requires that the English language proficiency of all ELLs be measured with the WIDA: ACCESS for ELLs on an annual basis. There are three objectives for meeting the targets established by the state:

Annual Measurable Achievement Objectives (AMAOs)

- AMAO 1:** **Progressing in English language acquisition (moving higher on the acquisition continuum of six levels)**
annual increases in the number or percentage of students making progress in learning English
- AMAO 2:** **Exiting or reaching English language proficiency (reaching level 5 or 6 as per WIDA: ACCESS for ELLs)**
annual increases in the number or percentage of students attaining English language proficiency by the end of each school year
- AMAO 3:** **ELL-Adequate Yearly Progress (AYP)**
AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

Annual Measurable Achievement Objectives (AMAOs) for English Language Learners (ELLs)

The following AMAOs set challenging yet reasonable goals for educating ELLs.

This page contains the targets for each AMAO. These targets were informed by research conducted within the WIDA Consortium and then developed by the Pennsylvania Department of Education with the participation of a committee of stakeholders drawn from across the Commonwealth. **These targets were approved by the United States Department of Education in June of 2009.**

	School Year	Growth Targets		School Year	Growth Targets
AMAO 1 Percent of ELLs making a gain of ≥ 0.6 ACCESS for ELLs composite level for an individual student.	2006 - 2007	*VARIES by COHORT	AMAO 2 <i>Grades 1-12</i> – Percent of ELLs with an ACCESS for ELLs composite score ≥ 4.5 . Scores for either Tier B or Tier C forms of assessment. <i>Kindergarten</i> – ACCESS for ELLs composite score ≥ 4.5 . (Accountability Level, not Instructional Level). See exception for 2007-2008 administration within AMAO status report document for 2007-2008.	2006 - 2007	*VARIES by COHORT
	2007 - 2008	49%		2007 - 2008	14%
	2008 - 2009	51%		2008 - 2009	16%
	2009 - 2010	53%		2009 - 2010	18%
	2010 - 2011	55%		2010 - 2011	20%
	2011 - 2012	57%		2011 - 2012	22%
	2012 - 2013	59%		2012 - 2013	24%
	2013 - 2014	61%		2013 - 2014	26%
	2014 - 2015	64%		2014 - 2015	28%
	2015 - 2016 Final Target	67%		2015 - 2016 Final Target	30%

	School Year	Reading	Math
AMAO 3 PSSA** Performance – The method for calculating AMAO 3 is consistent with that used under Title I for AYP.	2008 - 2010	63%	56%
	2011	72%	67%
	2012	81%	78%
	2013	91%	89%
	2014	100%	100%
PSSA* Participation	2008 and beyond	95%	95%

* 2006 - 2007 Cohort Targets information is available at:

http://www.education.state.pa.us/portal/server.pt/community/measurements%2C_standards_policies/7531/annual_measurable_achievement_objectives/509563

**Performance of ELLs (or ELLs plus former ELLs, exited and in monitoring). Performance and participation rates include PSSA, PSSA-M, and PASA.

**Pennsylvania Department of Education
Annual Measurable Achievement Objectives and State Report**

**BETHLEHEM AREA SCHOOL DISTRICT
Based on school year 2009-2010**

School Year 2009-2010 data AMAO Status	This subgrantee met 3 targets out of 3 MADE AMAOs
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AMAo 1

Annual Increases in the number or percentage of children making progress toward learning English

Definition of progress gain of ≥ 0.6 ACCESS for ELLs® composite proficiency level from 2008-2009 to 2009-2010

Number of students eligible for the calculation	Target percentage of students making progress toward learning English	Subgrantee Achievement	State Achievement	Subgrantee Met Target
852	53%	BASD 61.3%	64.9%	BASD MET Met by Status

AMAo 2

Annual Increases in the number or percentage of children attaining English proficiency

Definition of attainment:

Grades 1-12: ACCESS for ELLs composite proficiency level score ≥ 4.5 on a Tier B or Tier C assessment

Kindergarten: ACCESS for ELLs composite proficiency level score of ≥ 4.5 (accountability Level, not Instructional level).

Number of students eligible for the calculation	Target percentage of students attaining English proficiency	Subgrantee Achievement	State Achievement	Subgrantee Met Target
113	18%	BASD 31%	32.3%	BASD MET Met by Status

AMAo 3

Making adequate yearly progress for limited English proficient children

Definition of attainment:

Making adequate yearly progress for limited English proficient subgroup as determined by state academic achievement assessments (the PSSA, PSSA-M or PASA)

**MET
Safe Harbor
with
Confidence
Interval**

2009-2010 OVERALL AMAO STATUS

BASD MET ALL AMAO TARGETS

Accountability Status Making AMAO targets in successive years					
School year	AMA0 1	AMA0 2	AMA0 3	Overall AMA0 Status	Improvement Status
2006-2007	Met	Not Met	Not Met	Not Met	N/A
2007-2008	Not Met	Met	Met	Not Met	Did not meet overall AMA0 Status for 2 consecutive years
2008-2009	Met	Met	Met	Met	Met for 1st year
2009-2010	Met	Met	Met	Met	Met for 2nd year
2010-2011	Status report will be available in April 2012				

***Accountability Status:** Subgrantees are required to undergo Improvement Planning when AMAOs have not been met for two consecutive years or more. The Pennsylvania Department of Education will contact subgrantees who fall into this category to develop district or consortium improvement plan.

BASD ESOL Successfully Completes AMAO Triathlon.... Again!

2008-2009 and 2009-2010 AMAOs indicate BASD making the mark!



AMA0 1:

Progressing in English language acquisition

Annual increases in the number or percentage of students making progress in learning English

Target 53% make progress toward English language proficiency

61% of ELL students made progress in learning English

AMA0 2:

Exiting or reaching English language proficiency

Annual increases in the number or percentage of students attaining English language proficiency by the end of each school year

Target 18% exit the ESOL programming

31% exited ESOL attaining English proficiency



AMA0 3:

ELL-Adequate Yearly Progress (AYP)

AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

AYP was achieved through Safe Harbor



Pennsylvania Department of Education will be releasing the AMAOs for 2010-2011 sometime in April 2012