

2009 Annual Measurable Achievement Objectives

This report shows how the results of each component of the AMAO computation comply with Title III of the No Child Left Behind (NCLB) Act.

Terms in AMAO Report

<i>AMAO</i>	Annual Measurable Achievement Objectives. These are the objectives set in Minnesota as a part of the effort to comply with the Title III section of the No Child Left Behind (NCLB) Act.
<i>AMAO Mark</i>	The annual result of the AMAO measurement applied to a district. AMAO mark values are assigned based on whether the target was met for a given cohort. “A” means at or above the target value, “B” means below the target, “Z” means that the cohort did not meet the minimum cell size of 20 students, and “X” indicates a lack of data on which to base a value.
<i>AMAO Consortium</i>	For the purposes of this document, consortium refers to a group of school districts that are acting together from the point of view of NCLB Title III funds.
<i>AMAO In Need of Improvement Status</i>	In Need Of Improvement Status: One of four designations assigned to a district based on current year data if Not Making AMAO.
<i>Attainment of English Language Proficiency</i>	Title III of NCLB requires states to measure how many ELLs attain English language proficiency in a given year. In Minnesota, English language proficiency is defined as a score in the proficient range on all sections of the TEAE (grades 3-12) or K-2 Observation Reading and Writing Observation Matrix (grades K-2). Also known as “AMAO 2” or “Proficiency”.
<i>Cohort</i>	Each AMAO is calculated for three separate cohorts or groups of ELL based on length of time in Minnesota schools: <ul style="list-style-type: none"> • 0-2.99 years; • 3-5.99 years; and • 6+ years. The number of years is based on the length of time in Minnesota schools as calculated by Average Daily Membership (ADM).
<i>Consortium Fiscal Host</i>	For each AMAO consortium, one district acts as the “fiscal host” or lead district for the consortium. All AMAO results are based on all students in the consortium.

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Terms in AMAO Report (cont.)

<i>Content Ability</i>	As part of Title III accountability, states are required to measure how well ELLs are doing in the content areas of math and reading/language arts. On the AMAO report, content ability in math and reading is drawn from AYP target calculations for the LEP and expanded LEP subgroup.
<i>Continuing Needs Improvement</i>	This AMAO in Need of Improvement Implementation level indicates that the district or consortium has not made the AMAO for three years in a row and must notify parents and update the AMAO improvement plan.
<i>ELL</i>	English language learner. A student who is in the process of acquiring English and whose native language is not English or who comes from a background where a language other than English is spoken. This student may also be identified as Limited English Proficient (LEP).
<i>ELP</i>	English language proficiency. A construct that describes the level at which an ELL can perform in English. In this report, English language proficiency is measured by Minnesota's ELP assessments (TEAE and MN SOLOM).
<i>Index</i>	The AYP index score on the MCA II math or reading test for the students identified as members of the expanded LEP subgroup for the district or state.
<i>LEP</i>	Limited English Proficiency. This is a designation given to students with a home primary language other than English who have been identified by district staff as having Limited English
<i>MARSS</i>	Minnesota Automated Reporting Student System. A database maintained by MDE for the purpose of recording attendance and demographic information about all students. MARSS is mainly used for allocating funds to schools, but it is used for multiple reporting purposes. It uses a 13-character identifier to
<i>MCA-II</i>	Minnesota Comprehensive Assessment - Series II. Beginning in 2006, a census test given annually to grades 3-8 and 10 for Reading and grades 3-8 and 11 for Math.
<i>MDE</i>	Minnesota Department of Education
<i>MN SOLOM</i>	Minnesota Student Oral Language Observation Matrix. A test given in Minnesota to assess a listening and speaking language skills of ELLs in grades K-12.
<i>NCLB</i>	No Child Left Behind. A federal act ensuring accountability (among other things) for schools designated as Title I and Title III.
<i>Parent Notification</i>	This AMAO in Need of Improvement Implementation level indicates that the district or consortium has not made the AMAO for one year and must notify parents.

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Terms in AMAO Report (cont.)

<i>Program Modification</i>	This AMAO in Need of Improvement Implementation level indicates that the district or consortium has not made the AMAO for four years in a row and must notify parents, update the AMAO improvement plan, and work with MDE to modify the ELL program.
<i>Progress Toward English Language Proficiency</i>	Title III of NCLB requires states to measure a rate of progress toward English language proficiency in a given year. In Minnesota, progress is defined as the percentage of English language proficiency test scores that an increase in from one year to the next. Also known as “AMAO 1” or “Progress”.
<i>Needs Improvement</i>	This AMAO in Need of Improvement Implementation level indicates that the district or consortium has not made the AMAO for two years in a row and must notify parents and develop and implement an AMAO improvement plan.
<i>Rate of Proficiency</i>	The ratio of students scoring proficient on all English language proficiency test scores in a given year. In this context, “proficient” means . . . TEAE reading: at least achievement level 4 TEAE writing: at least achievement level 5
<i>Rate of Progress</i>	This column reports the fraction of the test taking instances in which progress was made between the two years. Progress is defined as an increase in test score from one year to the next,
<i>State Target</i>	Target percent improvement values.
<i>Target Index</i>	The MCA reading or math AYP target index value for the district or state. These values are drawn from AYP target calculations.
<i>TEAE</i>	Test of Emerging Academic English. Tests given in Minnesota to LEP students to assess their reading and writing English language skills.
<i>TestWES</i>	The Assessment Web Edit System where districts have the ability to update and verify assessment data as well as view the MARSS demographics assigned to each record.

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The purpose of the AMAO calculations is to provide a report of English language acquisition as required by Title III of the NCLB Act for students who have limited English language proficiency. Once per year, temporal progress and current year proficiency measures of students English language skills are measured and reported as per NCLB requirements. English language proficiency (ELP) assessments used for the 2009 AMAO calculation are:

- TEAE Reading (Grades 3 -12)
- TEAE Writing (Grades 3 -12)
- MN SOLOM Listening/Speaking (Grades K -12)
- Reading Evaluation (Grades K -2 collected on the MN SOLOM assessment document)
- Writing Evaluation (Grades K -2 collected on the MN SOLOM assessment document)

Content Ability (as measured through the AYP Proficiency measure) is based on MCA –II reading and math test results for the LEP subgroup .

The results are summarized and published for the state and each school district. Publication includes status values indicating whether the entity has met AMAO target values for progress and proficiency. If a district is part of a consortium, the results in the district report are based on the consortium as a whole , not the individual district . For more details, refer to the Functional Requirements for the 2009 No Child Left Behind Annual Measurable Achievement Outcomes Calculations posted at:

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http://www.education.state.mn.us/MDE/Data/Data_Downloads/Accountability_Data/NCLB_AMAO/index.html

2009 Annual Measurable Achievement Objectives for Minnesota (AMAO)

District No: 9999 - 99	District Name: Statewide Totals - All Districts	Consortium Fiscal Host Name: NA	2008-2009
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This report is based on 62,650 ELL enrolled during the first two weeks of the ELP testing window March 9-20, 2009 as reflected in End of Year MARSS submissions through June 19, 2009.

English Language Proficiency

The Progress and Attainment rates listed below are calculated using the Test of Emerging Academic English (TEAE) and the Minnesota Student Oral Language Observation Matrix (MN SOLOM) and are based on the district's or consortium's ELL population.

AMAO 1: PROGRESS Toward English Language Proficiency

Cohort	Number of ELL contributing 1 or more matched test scores	Number of matched test scores 07-08 - 08-09	Rate of progress (%)	State target (%)	AMAO Mark
0 - 2.9 years	18,901	52,955	75.54	73.65	A
3 - 5.9 years	16,151	39,378	76.99	69.49	A
6+ years	11,299	31,945	72.14	67.99	A

AMAO 2: ATTAINMENT of English Language Proficiency

Cohort	Number of ELL contributing all 3 test scores	Number of matched test scores 08-09	Rate of proficiency (%)	State target (%)	AMAO Mark
0 - 2.9 years	29,871	89,613	6.02	4.47	A
3 - 5.9 years	16,462	49,386	8.85	8.83	A
6+ years	11,109	33,327	12.59	12.21	A

AMAO 3: CONTENT ABILITY in Math and Language Arts

The reading and math index rate listed below is the same as the Adequate Yearly Progress (AYP) for the ELL subgroup. This rate is generated using the Minnesota Comprehensive Assessments (MCA-II) or the appropriate alternate assessment.

Math Content Ability	Index	Target Index	AMAO Mark
	50.69	71.82	B

Reading Content Ability	Index	Target Index	AMAO Mark
	53.51	77.24	B

Title III districts or consortia must meet state goals (shown as "A") for each cohort meeting minimum cell size requirements (n greater than or equal to 20).

ANNUAL AMAO STATUS

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008 - 2009	2009-2010	2010- 2011
B	A	A	A	B	B	-	-
Not Making AMAO	Making AMAO	Making AMAO	Making AMAO	Not Making AMAO	Not Making AMAO	N/A	N/A

AMAO In Need of Improvement Status:

AMAO In Need of Improvement Implementation:
Title III in 2010

2009 Annual Measurable Achievement Objectives for Minnesota (AMAO)

District No: 9999 - 99	District Name: Statewide Totals - Title III Districts	Consortium Fiscal Host Name: NA	2008-2009
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This report is based on 59,689 ELL enrolled during the first two weeks of the ELP testing window March 9-20, 2009 as reflected in End of Year MARSS submissions through June 19, 2009.

English Language Proficiency

The Progress and Attainment rates listed below are calculated using the Test of Emerging Academic English (TEAE) and the Minnesota Student Oral Language Observation Matrix (MN SOLOM) and are based on the district's or consortium's ELL population.

AMAO 1: PROGRESS Toward English Language Proficiency

Cohort	Number of ELL contributing 1 or more matched test scores	Number of matched test scores 07-08 - 08-09	Rate of progress (%)	State target (%)	AMAO Mark
0 - 2.9 years	18,034	50,537	75.44	73.65	A
3 - 5.9 years	15,495	37,738	76.96	69.49	A
6+ years	10,955	30,931	72.13	67.99	A

AMAO 2: ATTAINMENT of English Language Proficiency

Cohort	Number of ELL contributing all 3 test scores	Number of matched test scores 08-09	Rate of proficiency (%)	State target (%)	AMAO Mark
0 - 2.9 years	28,287	84,861	5.98	4.47	A
3 - 5.9 years	15,748	47,244	8.89	8.83	A
6+ years	10,719	32,157	12.71	12.21	A

AMAO 3: CONTENT ABILITY in Math and Language Arts

The reading and math index rate listed below is the same as the Adequate Yearly Progress (AYP) for the ELL subgroup. This rate is generated using the Minnesota Comprehensive Assessments (MCA-II) or the appropriate alternate assessment.

Math Content Ability	Index	Target Index	AMAO Mark
	50.80	71.79	B

Reading Content Ability	Index	Target Index	AMAO Mark
	53.48	77.23	B

Title III districts or consortia must meet state goals (shown as "A") for each cohort meeting minimum cell size requirements (n greater than or equal to 20).

ANNUAL AMAO STATUS

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008 - 2009	2009-2010	2010- 2011
-	-	-	-	-	B	-	-
N/A	N/A	N/A	N/A	N/A	Not Making AMAO	N/A	N/A

AMAO In Need of Improvement Status:

AMAO In Need of Improvement Implementation:
Title III in 2010