

**AMAOs**  
**Annual Measurable Achievement Objectives**

**\*\*\*\*Critical: Be sure ELL students are marked LEP in SRSD and on all test demographic sheets / rosters; be sure to mark students who exited ELL programs FLEP in SRSD and on all test demographic sheets/rosters – MDE will begin to pull your Title III counts from your SRSD records within the next year\*\*\*\***

- AMAOs are both a federal and state requirement
- Schools must test all students (no parents may “opt out”)
- ELL students who have rejected services must be tested (ELPA, MEAP, etc.)
- Schools are held accountable for all student results
  
- **AMAO #1: Student Progress toward English Proficiency**
  - As measured by ELPA
  - 95% was original number submitted by MDE
  - 85% is the number currently approved by federal government
  - 75% is the number MDE is currently using but it has not been approved
  - Gist: MDE is expecting 75% of your ELL student count to improve their overall score on the ELPA test each year to meet AMAO #1
  - Caution: Feds have not yet approved 75% instead of 85%
  
- **AMAO #2: Students reaching English Proficiency**
  - 95% was original number submitted by MDE
  - 10% is the number currently being used by MDE
  - 10% of your ELL students should exit your ELL program each year
  - Mark these students FLEP in SRSD and monitor for 2 years
  - Districts must have checklist which lists evidence used to make exit decision (Kent ISD will create a template for district use ASAP)
  - Some Title III funding can be used to monitor FLEP students
  - MDE strongly suggests testing FLEP students with ELPA for two years
  - Gist: MDE expects 10% of your ELL population to exit your ELL program each year
  - Caution: Do not exit students too early (they must score proficient on ELPA and/or must pass ELA section of MEAP to meet AMAO #1); districts must have sound evidence to prove exit decision was correct
  
- **AMAO #3: ELL subgroups met AYP for ELA and Math on MEAP**
  - Same calculations from MEAP / AYP
  
- **Districts must pass / meet all 3 AMAOs each year**
  - **If you miss any one of the 3, you begin sanctions cycle**

- Accountability for AMAOs
  - AMAOs are retroactive (this is 4<sup>th</sup> year of cycle)
  - #1 and #2 will use ELPA scores for 05/06, 06/07, 07/08
  - progress will be measured using scores from 05/06 to 06/07
  - 95% is used to calculate #1 (progress) and #2 (exit) for 04/05 and 05/06; however, Michigan did not have a single test (ELPA) during 04/05 year so it does not count. ELPA was started in 05/06 year and it does count at 95%.
  - 75% is used to calculate #1 (progress) for 06/07 and 07/08 years
  - 10% is used to calculate #2 (exit) for 06/07 and 07/08
  
- **AMAO results should be released within two weeks (May 08)**
  - Preliminary calculations show 25% - 30% of districts did not meet AMAO #1 (progress); this has only one measure – 05/06 to 06/07 school years
  - Preliminary calculations show 4 or 5 districts did not meet AMAO #2 (exit)
  - No preliminary calculation for #3 (AYP) – still waiting – this will be measured by last 4 years of scores (04/05 – 07/08)
  
- Other Information
  - Every district will be required to send a letter to parents of LEP (ELL) students explaining that MDE “goofed” on AMAOs (will be sent to districts by MDE soon)
  - This year’s administration of ELPA will have Michigan “caught up” for AMAO requirements / measures (07/08 school year)
  - MDE must / will issue AMAO status annually for all districts / programs
  - MDE must / will provide support for those who did not meet AMAOs
  - Districts will receive AMAO status before end of school year
  
- Sanctions
  - If districts / programs do not meet any one of the 3 AMAOs, they must:
    - (1<sup>st</sup> year) Send a letter home to parents of LEP (ELL) students explaining their status and their plan on how to improve / meet AMAOs
    - (2<sup>nd</sup> year) Write a school / district / program improvement plan and submit it to MDE for approval detailing what changes will be made to meet AMAOs
    - (3<sup>rd</sup> year) Districts must implement new improvement plan across entire ELL program
    - (4<sup>th</sup> year) MDE will make changes to district staffing, instructional model, and funding

- Consortiums
  - AMAOs are calculated using scores from all members
  - It is possible that individual schools / districts met #3 (AYP) but other consortium members did not
  - It is not possible for individual members to meet #1 or #2 without entire consortium meeting them
  - Program / staffing changes would apply to all members of the consortium
  - MDE will help districts decide if they should leave a consortium
  
- Migrant
  - Schools are / will be held accountable for them
  - For AYP you can consider mobility (not there for 3 counts)
  - Federal government does not consider migrant to be mobile
  
- Special Education
  - IEP always trumps Title III
  - If it is not appropriate to test students with ELPA, write it into the IEP
  
- FLEP Students
  - MDE encourages schools to continue ELPA testing for 2 years
  - If FLEP student passes ELA on MEAP, does not need ELPA
  - 2 years of testing (during the “monitor” phase) will become proof that your exit criteria is sound