

## The Purpose of This Report

State and federal education laws hold districts accountable for the outcomes of Limited English Proficient (LEP) students - also known as English Language Learners (ELLs). These accountability measures are called Annual Measurable Achievement Objectives (AMAOs). This report describes each AMAO and presents district AMAO results. For more on ELL accountability see: <http://oea.dpi.wi.gov/acct/ellamao>.

## About AMAOs

The AMAO 1 determination is based on student growth in the acquisition of the English language. The AMAO 2 determination is based on the attainment of English language proficiency. Both AMAO 1 and 2 are measured using the ACCESS for ELLs<sup>®</sup> assessment. The AMAO 3 determination is based on the district's ELL proficiency and test participation rates as measured with the Wisconsin Student Assessment System (WSAS) as well as the district's ELL graduation rate.

## Consortia

AMAO 1 and 2 are evaluated at either the district or consortium level. Whether a district or consortium determination is made is dependent on three factors: 1) the number of student records available for the calculation; 2) consortium membership; and 3) consortium fiscal agent status. Only district-level determinations are made for AMAO 3.

Test results for both the current and prior year for 20 ELLs are required to calculate AMAO 1. AMAO 2 requires only a current year test result for 20 ELLs. If the required test results are present for both the current and prior year then the determination is made at the district level for that AMAO. If the required test results are not present in either the current or prior year and the district is in a consortium then the determination is made at the consortium level. If a district is a consortium fiscal agent then the determination is made at the consortium level regardless of the number of ELLs the district has.

The consortium or district on which results are based is indicated on the AMAO detail pages of this report. Districts choose whether to join a consortium and which consortium to join. For more on consortia see: [http://esea.dpi.wi.gov/files/esea/pdf/bu1\\_0401.pdf](http://esea.dpi.wi.gov/files/esea/pdf/bu1_0401.pdf).

## Did Your District Meet Annual Measurable Achievement Objectives?

SUMMARY DETERMINATIONS	2011-12	2012-13	2013-14
AMAO 1: Progressing in English language acquisition	Yes	Yes	Yes
AMAO 2: Reaching English language proficiency	Yes	Yes	Yes
AMAO 3: ELL-Annual Measurable Objectives (AMO)	Yes	Yes	Yes
<b>Status</b>	<b>Satisfactory</b>	<b>Satisfactory</b>	<b>Satisfactory</b>

An AMAO determination of "NA" indicates that the AMAO is not applicable because the cell size requirement was not met. An overall determination of "Not Title III" means that AMAOs are for informational purposes only because the district did not accept Title III funds.

## AMAO 1 Progressing in English Language Acquisition Detail

**Group:** Example District

**2013-14 Target:** 41.0% of ELLs gaining 0.4 or more in composite English language proficiency (ELP) level score

### The Purpose of this AMAO

AMAO 1 focuses on student progress in learning English. It requires that districts meet a target percentage of ELLs making progress, defined differently for the two ELP assessments: ELLs taking the ACCESS for ELLs<sup>®</sup> who gain at least 0.4 composite ELL proficiency level count as progressing while ELLs taking the Alternate ACCESS for ELLs<sup>®</sup> assessment who gain at least one point in scale score count as progressing.

### Method

AMAO 1 is calculated two ways: 1) in the current year, and 2) across two years. AMAO 1 is met if the percentage of ELLs making progress meets the target using either calculation.

Steps for the current-year calculation:

1. Count the number of ELLs in the current year that made progress from the prior year.
2. For ELLs who do not have a prior year score but do have a score from two years prior, count the number of ELLs in the current year that made progress from two years prior. ELLs in this group have their score from two years prior subtracted from their current year score and then divided by two to produce average growth across two years.
3. Add together the counts from steps one and two and divide that count by the total number of ELLs. This results in the percentage of ELLs making progress.

Steps for the two-year calculation:

1. Count the number of ELLs in the prior year that made progress from two years prior.
2. Add the number of ELLs making progress from the current year calculations above.
3. Divide the count of ELLs making progress calculated in step two by the total number of ELLs. This results in the percentage of ELLs making progress.

### Targets

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
NA	35.0%	37.0%	39.0%	41.0%	43.0%	45.0%	47.0%	49.0%	51.0%	53.0%	55.0%

### Results

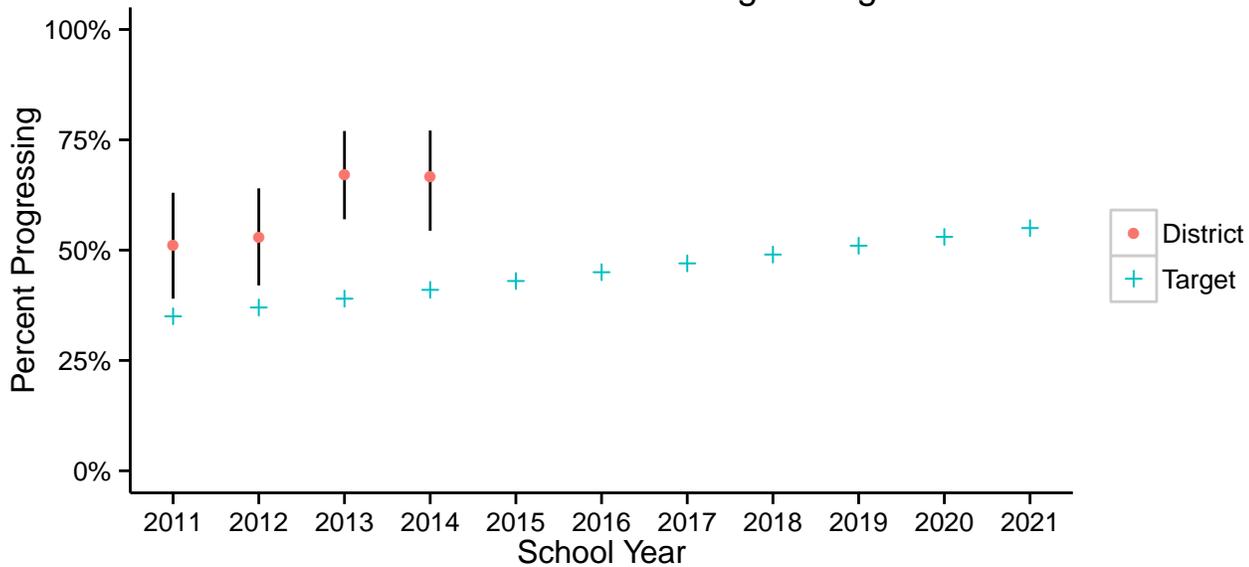
Current or Two Year Calculation	Number of ELLs Making Progress	Number of ELLs with Two Composite Scores	Percent Gaining 0.4 Composite ELP Level Score	Percent Gaining 0.4 Composite ELP Level Score Upper Confidence Interval	Target	Met Target	AMAO 1 Determination
Current Year	42	63	66.7%	77.1%	41.0%	Yes	Yes
Two Year	84	126	66.7%	74.3%	41.0%	Yes	

“Too Few” indicates that the target is not applicable because the district had fewer than 20 ELLs in the current year, the prior year or both years. “Yes-CI” means that the target was met only after applying a 95% confidence interval.

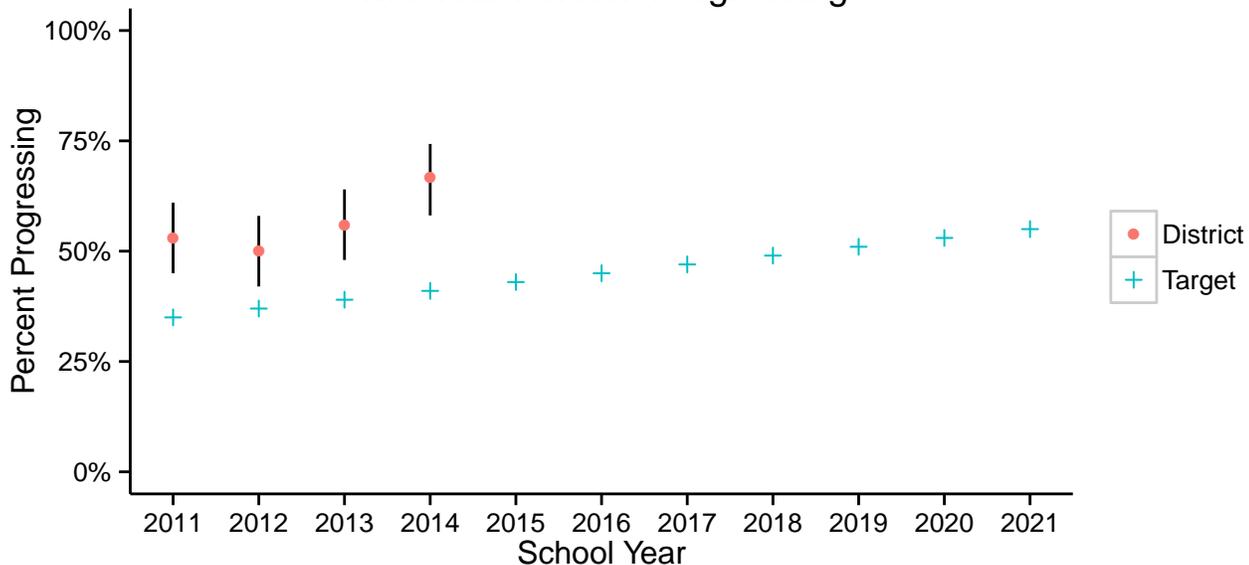
## AMAO 1 Progressing in English Language Acquisition Detail

Vertical lines in the charts below represent the 95% confidence interval.

### Current Year Percent Progressing



### Two Year Percent Progressing



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## AMAO 2 Reaching English Language Proficiency Detail

**Group:** Example District

**2013-14 Target:** 11.0% of ELLs reaching English language proficiency (ELP)

### The Purpose of this AMAO

AMAO 2 focuses on English language proficiency. It requires that districts meet a target percentage of ELLs achieving proficiency as measured by the ACCESS for ELLs<sup>®</sup> assessment. ELLs who score a composite ELP level score of five or above are considered proficient.

### Method

AMAO 2 is calculated two ways: 1) in the current year, and 2) across two years. If the percentage of ELLs achieving English language proficiency meets the target using either calculation then AMAO 2 is met.

Steps for the current year calculation:

1. Count the number of ELLs scoring proficient.
2. Divide by the number of ELLs enrolled. This results in the percentage of ELLs scoring proficient.

Steps for the two year year calculation:

1. Count the number of ELLs scoring proficient across two years.
2. Divide by the number of ELLs enrolled across two years. This results in the percentage of ELLs scoring proficient.

If a student is enrolled in both the current year and prior year their test scores from both years are included in the calculation. ELLs taking the Alternate ACCESS for ELLs<sup>®</sup> assessment cannot score proficient but are included in the number enrolled.

### Targets

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
5.0%	6.5%	8.0%	9.5%	11.0%	12.5%	14.0%	15.5%	17.0%	18.5%	20.0%	NA

### Results

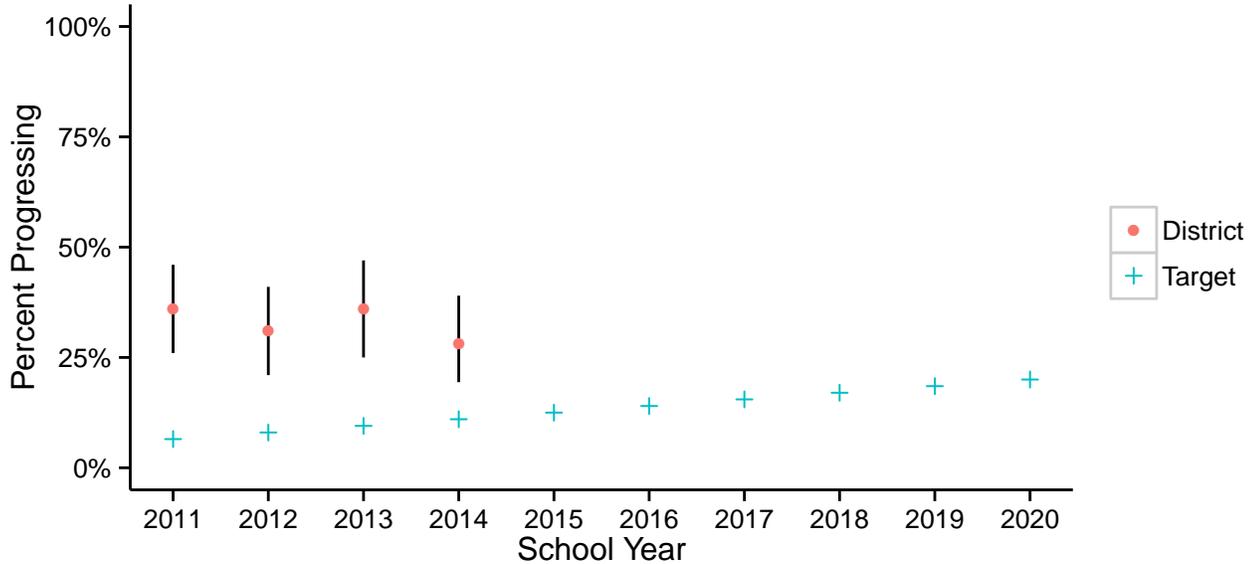
Current or Two Year Calculation	Number Reaching English Language Proficiency	Number Enrolled	Percent Reaching English Language Proficiency	Percent Reaching English Language Proficiency Upper Confidence Interval	Target	Met Target	AMAO 2 Determination
Current Year	22	78	28.2%	39.0%	11.0%	Yes	Yes
Two Year	53	165	32.1%	39.6%	11.0%	Yes	

“Too Few” indicates that the target is not applicable because the district had fewer than 20 ELLs in the current year, the prior year or both years. “Yes-CI” means that the target was met only after applying a 95% confidence interval.

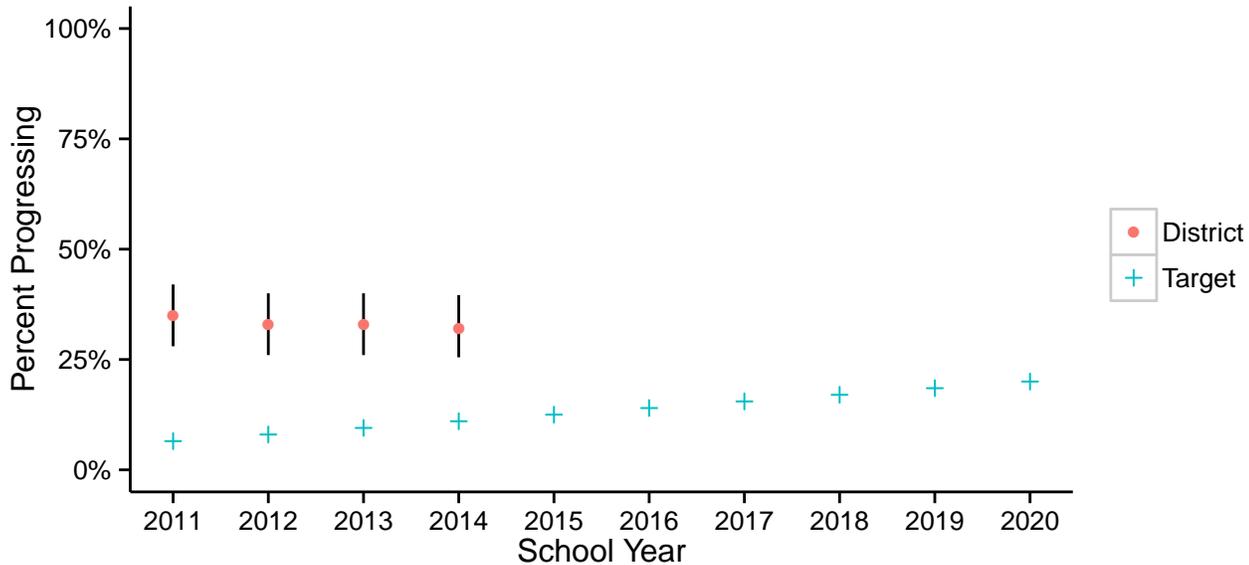
## AMAO 2 Reaching English Language Proficiency Detail

Vertical lines in the charts below represent the 95% confidence interval.

### Current Year Percent Proficient



### Two Year Percent Proficient



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## AMAO 3 Annual Measurable Objectives (AMO) for ELLs Detail

**Group:** Example District

**2013-14 Target:** Multiple targets, see below.

### The Purpose of this AMAO

AMAO 3 is made up of three components: 1) ELL proficiency in reading and mathematics as measured by the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD); 2) ELL test participation in reading and mathematics on the WKCE and WAA-SwD; and 3) ELL high school graduation.

AMAO 3 is calculated at each grade range (elementary, middle, and high) for both the proficiency and test participation components. Graduation is calculated for high school only. If targets are met in each of the grade ranges for proficiency and participation and the graduation target is met then AMAO 3 is met.

### Method for Calculating Reading and Mathematics Proficiency Rates

For a district to meet the proficiency target, it must meet either the current-year or two-year Wisconsin Student Assessment System (WSAS) test proficiency target. Proficiency targets for AMAO 3 are the same as those for AMOs: <http://oea.dpi.wi.gov/acct/amo>.

### Targets

Subject	2011	2012	2013	2014	2015	2016	2017
Reading	9.6%	16.3%	23.0%	29.7%	36.4%	43.1%	49.8%
Mathematics	24.0%	30.9%	37.8%	44.7%	51.6%	58.5%	65.4%

### Results

Subject	Grade Range	Current Year ELLs Proficient	Current Year ELLs Tested	Current Year Percent Proficient	Two Year ELLs Proficient	Two Year ELLs Tested	Two Year Percent Proficient	Target	Met Target
Reading	Elementary	8	29	27.6%	18	60	30.0%	29.7%	Yes
Reading	Middle	4	20	20.0%	6	45	13.3%	29.7%	Yes-CI
Reading	High	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics	Elementary	14	29	48.3%	32	60	53.4%	44.7%	Yes
Mathematics	Middle	6	20	30.0%	9	45	20.0%	44.7%	Yes-CI
Mathematics	High	NA	NA	NA	NA	NA	NA	NA	NA

“NA” indicates that the target is not applicable because the grade range had fewer than 20 ELLs in the current year or across the current and prior year combined. “Yes-CI” means that the target was met only after applying a 95% confidence interval.

### AMAO 3 Annual Measurable Objectives (AMO) for ELLs Detail

**Group:** Example District

**2013-14 Target:** Test 95% of ELLs.

#### Method for Calculating Reading and Mathematics Test Participation Rates

For a district to meet the participation requirement, all grade range groups in the district must meet either the current-year or three-year Wisconsin Student Assessment System (WSAS) test participation target in both reading and mathematics. The three-year rate is based on two years of data when three years are not available.

#### Targets

The test participation target is 95% for all subjects and grade ranges.

#### Results

Subject	Grade Range	Current Year ELLs	Current Year Rate	Three Year ELLs	Three Year Rate	Target	Met Target
Reading	Elementary	31	100.0%	104	96.2%	95.0%	Yes
Reading	Middle	26	100.0%	78	100.0%	95.0%	Yes
Reading	High	9	NA	24	NA	95.0%	NA
Mathematics	Elementary	31	100.0%	104	100.0%	95.0%	Yes
Mathematics	Middle	26	100.0%	78	100.0%	95.0%	Yes
Mathematics	High	9	NA	24	NA	95.0%	NA

“NA” indicates that the target is not applicable because the grade range had fewer than 20 ELLs in the current year or across the current and prior two years combined.

## AMAO 3 Annual Measurable Objectives (AMO) for ELLs Detail

**Group:** Example District

**2013-14 Target:** Multiple targets, see below.

### Method for Calculating Graduation Rate

For a district to meet the graduation rate target, it must meet either the four-year or six-year graduation rate target. Targets can be met by meeting the graduation rate target with the current year rate, the two-year average rate, or by meeting an improvement target. Graduation rate targets for AMAO 3 are the same as those for AMOs: <http://oea.dpi.wi.gov/acct/amo>.

Wisconsin uses the graduation rate goal of 85 percent. Separate graduation rate improvement targets are used for the four- and six-year rates. A school meets the graduation rate AMO for graduation if 1) the graduation rate for the most recent year, or for the most recent two years combined, meets the 85 percent goal; or 2) the improvement in graduation rate meets the applicable target.

The district meets the graduation requirement if it:

- has a four-year or six-year graduation rate above 85%; or
- has a four-year graduation rate of 60% to 80% and makes 2% or more improvement; or
- has a six-year graduation rate of 60% to 80% and makes 5% or more improvement; or
- has a four-year or six year graduation rate of less than 60% and makes 5% or more improvement.

For more information on graduation in Wisconsin: <http://graduation.dpi.wi.gov>.

### Targets

Graduation Rate	Four-Year Graduation Rate Improvement Target	Six-Year Graduation Rate Improvement Target
Greater than 85%	No improvement target - met graduation rate target	No improvement target - met graduation rate target
60% to 85%	2.0%	5.0%
Less than 60%	5.0%	5.0%

### Results

Cohort	Current Year Graduates	Current Year ELLs in Cohort	Current Year Graduation Rate	Two Year Graduates	Two Year ELLs in Cohort	Two Year Graduation Rate	Improvement Target	Improvement Change	Met Target
Four-Year	NA	NA	NA	NA	NA	NA	NA	NA	NA
Six-Year	NA	NA	NA	NA	NA	NA	NA	NA	

"NA" indicates that the target is not applicable because the grade range had fewer than 20 ELLs in the cohort in the current year or across the current and prior year combined.