

Wisconsin Department of Public Instruction
 Title III English Language Acquisition Program

Attainment of English Proficiency Annual Measurable Achievement Objectives (AMAOs)

90% of students in a cohort must annually advance at least one step on the following scale:

- Level 1 to Level 2
- Level 2 to Level 2.5
- Level 2.5 to Level 3
- Level 3 to Level 3.5
- Level 3.5 to Level 4
- Level 4 to Level 5
- Level 5 to Level 6

Annual Increases toward full proficiency:

- **Level 1 to Level 2:** 90% of the 6,141 English language learners (ELLs) in the initial Level 1 Beginner or Preproduction cohort, or 5,527 students, are expected to advance to Level 2 by the end of the 2003-2004 school year.
- **Level 5 to Level 6:** 90% of 7,186 English language learners at level 5 during the baseline year (2002-2003 school year) will achieve full English proficiency in one year. That is, 6,467 ELLs at level 5 will move up to level 6, full English proficiency, in 2003-2004 school year.
- **Under this projection,** 90% of English language learners (ELLs) make progress each year toward the next step on the continuum toward full English proficiency. The final projections account for student attrition, dropout, graduation, and mobility out of state.

1. 2002-2003 Cohort: Initial ELP Level 1 (Beginning/Preproduction) - 6,141 Students

Academic Year	LEP Students Making Adequate Progress in Acquiring English Language Proficiency		Number of Students Attaining English Language Proficiency (Level 6)
	Number	Percent	
2002-2003 (Baseline)	6141		
2003-2004	5527	90	
2004-2005	4974	90	
2005-2006	4477	90	
2006-2007	4029	90	
2007-2008	3626	90	
2008-2009	3264	90	
2009-2010	2937	90	2937

2. 2002-2003 Cohort: Initial ELP Level 2 (Beginning/Production) - 5,330 Students

Academic Year	LEP Students Making Adequate Progress in Acquiring English Language Proficiency		Number of Students Attaining English Language Proficiency (Level 6)
	Number	Percent	
2002-2003 (Baseline)	5330		
2003-2004	4797	90	
2004-2005	4317	90	
2005-2006	3886	90	
2006-2007	3497	90	
2007-2008	3147	90	
2008-2009	2833	90	2833
2009-2010	-	-	-

3. 2002-2003 Cohort: Initial ELP Level 3 (Intermediate) - 9,073 Students

Academic Year	LEP Students Making Adequate Progress in Acquiring English Language Proficiency		Number of Students Attaining English Language Proficiency (Level 6)
	Number	Percent	
2002-2003 (Baseline)	9073		
2003-2004	8166	90	
2004-2005	7349	90	
2005-2006	6614	90	
2006-2007	5953	90	5953
2007-2008	-	-	-
2008-2009	-	-	-
2009-2010	-	-	-

4. 2002-2003 Cohort: Initial ELP Level 4 (Advanced Intermediate) - 8,769 Students

Academic Year	LEP Students Making Adequate Progress in Acquiring English Language Proficiency		Number of Students Attaining English Language Proficiency (Level 6)
	Number	Percent	
2002-2003 (Baseline)	8769		
2003-2004	7892	90	
2004-2005	7103	90	7103
2005-2006	-	-	-
2006-2007	-	-	-
2007-2008	-	-	-
2008-2009	-	-	-
2009-2010	-	-	-

5. 2002-2003 Cohort: Initial ELP Level 5 (Advanced) - 7,186 Students

Academic Year	LEP Students Making Adequate Progress in Acquiring English Language Proficiency		Number of Students Attaining English Language Proficiency (Level 6)
	Number	Percent	
2002-2003 (Baseline)	7186		
2003-2004	6467	90	6467
2004-2005	-	-	-
2005-2006	-	-	-
2006-2007	-	-	-
2007-2008	-	-	-
2008-2009	-	-	-
2009-2010	-	-	-

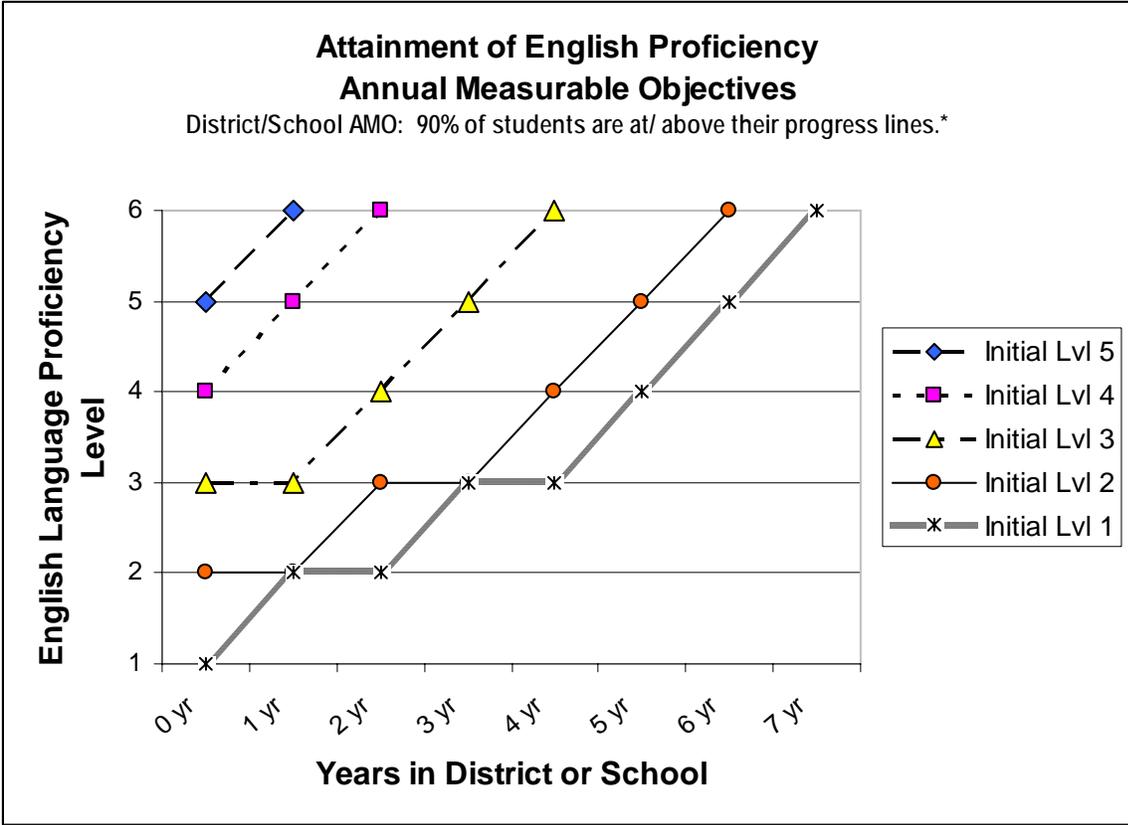
Baseline Data for 2002-2003

Number and percent of students in initial cohorts.

Level 1		Level 2		Level 3		Level 4		Level 5		Total Number of LEP Students Identified
No.	%									
6141	17	5330	15	9073	25	8769	24	7186	20	36499

English Language Proficiency Level Objectives for Students

Level on Initial Enrollment in District/School	Years in District or School								
	0 yr	1 yr	2 yr	3 yr	4 yr	5 yr	6 yr	7 yr	
Initial Lvl 5	5	6	-	-	-	-	-	-	
Initial Lvl 4	4	5	6	-	-	-	-	-	
Initial Lvl 3	3	3	4	5	6	-	-	-	
Initial Lvl 2	2	2	3	3	4	5	6	-	
Initial Lvl 1	1	2	2	3	3	4	5	6	



*A student's progress line is based on two factors: EP level on initial enrollment in district or school and the number of years the student has been enrolled in the district or school. A student may have two separate progress lines one for district accountability purposes and one for school accountability purposes.