



## What You Need to Know about Annual Measurable Achievement Objectives (AMAOs)

Office of Student Assessment | December 2014

**Purpose:** This document's purpose is two-fold: (1) to provide supplemental information to help districts better understand how English Language Learner (ELL) AMAOs are calculated; and (2) to share guidance for the required parental notification letter for districts that missed Annual Measurable Achievement Objectives (AMAOs).

**AMAO Reports:** The annual Title III accountability reports—AMAO District Profile Reports—were released to districts on November 17, 2014 and finalized on December 1, 2014. They can be accessed by authorized district users through the [Secure Access File Exchange \(SAFE\)](#).

**AMAO Calculations:** There was a notable change to AMAOs for 2013-14 accountability. The Department of Public Instruction (DPI) was required by the US Department of Education (USED) to change how AMAO 3 determinations are made (see below). In the past, districts had to miss the target in all grade spans in order to receive a *not met* determination. Now districts receive a *not met* determination if any grade span does not meet a target. The annual targets for AMAO 1, 2, and 3 can be found at:

<http://oea.dpi.wi.gov/acct/ellamao>.

Key notes on AMAO calculations:

- AMAO 1 and 2:
  - AMAO 1 and 2 now include results from Alternate ACCESS for ELLs as well as ACCESS for ELLs.
- AMAO 3:
  - AMAO 3 is made up of three components: Wisconsin Student Assessment System (WSAS) test proficiency, WSAS test participation, and graduation.
  - AMAO 3 is based on three grade spans: 3-5, 6-8, and 9-12. Prior to this year, districts would miss AMAO 3 only if they missed in all grade spans. This year, districts receive a *not met* determination if any grade span does not meet a target.
  - Students with English language proficiency (ELP) codes 1-5 and students coded ELP 6 within the last two years are included in AMAO 3 calculations.
- AMAO 1, 2, and 3:
  - Both students who participate in district ELL programs and services, and those who have opted out of services, are included in AMAO calculations.
  - There is a requirement that AMAO targets increase annually.

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#### **District Reporting Requirements:**

*Notify parents of all ELLs in district, whether they are receiving services or not, of the results found in AMAO report by December 30, 2014.*

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#### **State Reporting Requirements:**

*Adjust the way district performance on the AMAOs is calculated by using all grade spans, as required by USED.*

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**Data Mismatch:** AMAO 3 results in the District Profile Reports may not match other data sources because:

- AMAO 3 test proficiency, test participation, and graduation include Formerly Limited English Proficient (FLEP) students who were coded ELP 6 in either of the last two years (2011-12 or 2012-13).
- AMAO 3 test proficiency includes full academic year (FAY) students only.
- AMAO 3 test participation includes all students, not just FAY students.
- AMAO 3 graduation is based on a four-year graduation cohort.

**Required Parental Notification:** Parental notification is necessary only in cases in which a district misses an AMAO. In such cases, parents or guardians of all ELLs in the district (including students who receive services and students who have declined Title III services) must be notified by December 30, 2014. Sample parent letters are available

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**Use AMAO data in conjunction with other ELL data.**

*AMAOs represent one data source, and as such do not necessarily reflect the holistic nature of ELL programs and services.*

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online in [English](#), [Spanish](#), and [Hmong](#). Districts must report that specified AMAO targets were *not met* when adapting the letters, but should otherwise adjust the letter to best meet the needs of the district.

While AMAO notifications to parents are legally required when a district misses an AMAO, these communications can be leveraged to better communicate the strengths and challenges of ELL programs. Consider the following when drafting parental notification of a missed AMAO:

**Connect AMAO Data to Successful Practices:** Those districts that have had success with their ELLs should draw attention to the districts' specific successes, and work to sustain and or deepen these practices:

- Supporting traditionally underserved populations in your district
- Building biliteracy skills of your dual language learners
- Developing the academic language skills of students
- Identifying areas to focus improvement efforts
- Connecting gains in students performance to improvement efforts
- Integrating programs and services to better serve all students
- Strengthening family and community outreach efforts
- Communicating any recent program changes
- Recognizing demographic changes in the community

**Connect AMAO Data to Improvement Plans:** The AMAO notification provides an opportunity to create and communicate plans for improvements:

- Efforts to professionally train district staff to work with ELLs
- Integrate program and services to better serve students whose needs have not yet been met (Title I, Title III, Response to Intervention (RtI), and Special Education)
- Create more resources to more explicitly target and meet student needs (RtI, and, if applicable, teachers may target their Student Learning Objectives (SLOs) to better support ELLs)
- Highlight any recent increase or changes in staff to service ELLs
- Set structures for early identification and support of ELLs
- Use more refined tools and instruments to demonstrate student growth

**Use AMAO Data to Address Achievement Gaps:** Both federal and state initiatives stress the need to draw attention to achievement gaps, including those between ELLs and non-ELLs:

- Use AMAO data to uncover achievement gaps within your English learner population
- Compare gains students have made in their English language proficiency (on ACCESS for ELLs) to gains students have made in academic proficiency (on WSAS, MAP, etc.)
- Include AMAO data when conducting broad analyses of student achievement
- Consider AMAO accountability when making district and school level programmatic decisions and school improvement plans

**Resources and Technical Assistance:** DPI may be able to provide technical assistance to your district:

- Identifying areas of need
- Professional development
- Communication

A variety of ELL resources are available online, including those dedicated to [ELL assessment](#), [AMAOs](#), and [instructional resources](#) targeted to ELLs.