

AMAO Plans

Title III Annual Measurable Achievement Objectives (AMAO) Plans

Each State Educational Agency (SEA) that receives an English Language Acquisition and Language Enhancement grant under NCLB Title III, Part A, Subpart 1, must hold eligible LEAs, which includes Consortia that receive a subgrant under that subpart, accountable for meeting the AMAOs required under Section 3122(a) of the Title. This includes making Adequate Yearly Progress (AYP) for LEP/ELL students as described in Section 1111(b)(2)(B) of the Title I regulations. (Note: If a consortium does not meet AMAOs, all LEAs within this consortium do not meet the AMAOs).

If it has been determined by SED, based on the AMAOs, that an individual LEA or Consortium has failed to make progress towards meeting the AMAO objectives for two or more consecutive years, SED shall require the LEA or Consortium to submit plans for correcting this deficiency. The LEA or Consortium must develop and submit a Title III AMAO Improvement Plan (AMAO•IP) if it did not meet AMAOs for two (2) consecutive years. If the LEA or Consortium did not meet AMAOs for four (4) or more consecutive years, it must develop and update an existing CAP and submit a Title III AMAO Corrective Action Plan (AMAO•CAP). The plan must specifically address the factors that prevented the LEA or Consortium from achieving the AMAO objectives. The plan must include:

- A description of the professional development strategies and activities, based on scientifically based research, that the LEA or Consortia will use to meet the objectives; and
- A description of the strategies and methodologies, based on scientifically based research, to improve specific program(s) or method(s) of instruction provided to LEP/ELL students.

In developing the plan, the LEA or Consortium must consult with parents, school staff, and others (i.e. Regional Bilingual Education and Resource Network-RBERN) and community based organizations). (See Consultation/Collaboration Documentation Form in the IP/CAP template.)

LEAs that are required to develop a NCLB Title III Improvement (IP) or Corrective Action Plan (CAP) and that have also been identified for Title I District and/or Schools Improvement or Corrective Action, in part or whole because of the performance of the subgroup of English language learners (ELLs), are encouraged to develop required plans in tandem. To the extent appropriate, a district may submit the same set text in both its Title I and Title III plans describing the activities, actions, and initiatives that address the failure of the ELL subgroup to make AYP (same as AMAO #3 under the Title III accountability system).

AMAO Improvement Plan (AMAO•IP)

LEAs/Consortia that did not meet AMAOs for two (2) consecutive school years: 2012•13 and 2013•14

The Improvement Plan must be completed if an LEA or Consortium did not meet AMAOs for two (2) consecutive school years. The AMAO Improvement Plan (AMAO• IP) is a two-year plan that must be implemented during the year(s) when the LEA/Consortium is identified. Therefore, the identified objectives must be specified to each of the two years.

AMAO Corrective Action Plan (AMAO•CAP)

LEAs/Consortia that did not meet AMAOs for four (4) or more consecutive school years: 2010•11, 2011•12, 2012•13, and 2013•14

For LEAs or Consortia that failed to meet their AMAO objectives for four (4) or more consecutive years must develop or update an existing Corrective Action Plan (AMAO• CAP). The plan is a two-year plan that must be implemented during the year(s) when the LEA/Consortium is identified. The plan must specifically address the factors which prevented the LEA or Consortium from meeting the objectives and develop/implement a strategy to meet them. The LEA/Consortium must develop and implement a comprehensive AMAO•CAP based on SED guidelines, including making adequate yearly progress in students' English language proficiency.