

# Annual Measureable Achievement Objectives (AMAOs) 2013-14 School Year Data

Title III AMAOs calculations are based upon the following three metrics:

## **AMAO #1:**

Percentage of Students Making Progress in English as determined in one of three ways:

- advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;
- making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or
- scoring at the intermediate level or above on the NYSESLAT for students with one data point.

*For school year (SY) 2013•14, the percentage of students required to make progress in English in order for an LEA or consortium to make AMAO #1 is 66.4.*

## **AMAO #2:**

Percentage of Students Attaining English Language Proficiency:

- attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening/Speaking (L/S) and Reading/Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

*For school year (SY) 2013•14, the percentage of students required to attain English language proficiency in order for an LEA or consortium to make AMAO #2 is 14.3.*

## **AMAO #3:**

Making Adequate Yearly Progress (AYP) as required in Section 111 (b) (2) (B) of Title I:

- LEAs/Consortia status on AYP for the LEP/ELL subgroup, on the State assessments in English language arts (ELA) and mathematics is used to determine AMAO #3.
- to make AMAO #3, an LEA or consortium must make AYP in both ELA and mathematics for LEP/ELL students. LEP/ELL subgroup must make AYP at the district level in meeting grade level academic achievement standards in ELA and mathematics.

*Please note that Title I rules for LEAs/Consortia with fewer than 30 continuously enrolled students in a particular subgroup have been incorporated into Title III AMAO #3.*