

Annual Measurable Achievement Objectives

Title III, Part A, of the No Child Left Behind Act of 2001 requires all states to hold school districts accountable for the progress of their English Language Learners (ELLs). To meet this requirement, the state's Department of Education has recently established three Annual Measurable Achievement Objectives (AMAOs). These objectives instituted specific English language acquisition and academic proficiency targets for academic years 2006-07 through 2013-14. The first two of the three AMAOs are based on the results of the Comprehensive English Language Assessment (CELLA), while the third AMAO is based on the results of the FCAT.

AMAO 1: Progress

AMAO 1 is based on progress in English language acquisition as measured by CELLA. School districts must demonstrate that a specified percentage of their ELLs are making progress from year to year in each of CELLA's three areas: Listening/Speaking, Writing, and Reading. Making progress is defined as either increasing a proficiency level or staying within the "Proficient" level in a specific area. All ELLs who have been assessed on CELLA in the current and prior year are included in the AMAO 1 calculation. The AMAO 1 targets are given in the following table.

AMAO 1 Targets

	Listening/ Speaking (K-12)	Writing (K-12)	Reading (K-12)
2006-07	70	54	56
2007-08	70	54	56
2008-09	70	54	56
2009-10	72	56	58
2010-11	74	58	60
2011-12	75	59	61
2012-13	77	61	63
2013-14	79	63	65

AMAO 2: Proficiency

AMAO 2 is based on achieving English proficiency as measured by CELLA. Achieving proficiency is defined as scoring within the proficient level in **all three** domains: Listening/Speaking, Writing, and Reading. The AMAO 2 is established separately for four grade clusters: K-2, 3-5, 6-8, and 9-12. School districts must demonstrate that specified percentages of ELLs in each grade cluster achieve English language proficiency. Only CELLA results for students who have been in the ESOL program more

than three years are included in the AMAO 2 calculations. The AMAO 2 targets are given in the following table.

AMAO 2 Targets

	K-2	3-5	6-8	9-12
2006-07	23	8	7	7
2007-08	23	8	7	7
2008-09	23	8	7	7
2009-10	24	11	10	9
2010-11	26	14	13	11
2011-12	27	16	17	14
2012-13	29	19	20	16
2013-14	30	22	23	18

AMAO 3: Academic Achievement

AMAO 3 is based on demonstrating proficiency in reading and mathematics on the FCAT. Demonstrating proficiency is defined as scoring at achievement level three or higher. School districts must demonstrate that a specified percentage of students in the ELL subgroup achieve proficiency in reading and mathematics. The ELL subgroup includes students who receive ESOL services at the time of FCAT testing as well as those who have exited the ESOL programs no longer than two years before the testing. (In practice, meeting AMAO 3 targets is equivalent to making AYP for the ELL subgroup.) The AMAO 3 targets are given in the following table.

AMAO 3 Targets

	Reading	Math
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100