

14-15 Annual Measurable Achievement Objectives (AMAO) results and Title III English Language Learner Requirements:

According to the No Child Left Behind Act of 2001 (NCLB), and Oregon’s Elementary Secondary Education Act (ESEA) waiver requirements the Oregon Department of Education (ODE) must hold Local Education Agencies (LEAs) that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAO) developed for English Language Learners (ELLs). ODE determines the AMAO status for LEAs based on three target criteria.

1. The percentage of ELs on track to obtaining English proficiency within 6 years based on a growth model.
2. (a) Percentage of ELs identified fewer than 5 years obtaining English proficiency; (b) percentage of EL students identified for five or more years obtaining English proficiency.
3. Growth model for ELs on academic content assessment and graduation rate as allowed in Oregon’s ESEA waiver.

If a Title III district does not meet one or more AMAO target(s) for two consecutive years, the district is required to develop an improvement plan that addresses the factors that prevented the district from achieving all AMAOs. The plan is updated annually based on the district’s performance on the AMAO for the following year.

Which AMAO Targets were not met?

AMAO 1 (47%)	AMAO 2(a) (9%)	AMAO 2(b) (27)	AMAO 3 (level 3+)
Met (49%)	Met (15%)	Not Met (24%)	Not met

Morrow County School District (MCSD) believes that students learn English best using a variety of methods which have been proven within our funding, personnel and social structure. MCSD continues to utilize relevant ELD research that supports the district’s educational approach for educating English Learners. We only implement researched based curriculum, such as Avenues, Visions, Carousel of ideas and E.L. Achieve’s Focused Approach and Constructing Meaning strategies to insure ELL students receive the best instructional practices and strategies available.

- As a district, all staff is supported by Sheltered Instruction Observation Protocol (SIOP) training, peer observation, and continued training and refreshers around constructing meaning and focused approach.
- Our program uses English as a Second Language pull out and ELD class periods with specific ELD curriculum (Avenues, Visions) supplemented with Carousel of Ideas, EL achieve (Focused Approach, Constructing Meaning) kits and binders.
- All students in the district receive Sheltered Instruction, with various supports for the success of the ELL students in English academic core content classes. ELL students are integrated with other non-ELL students in all regular school classes.
- It is our belief that we do have a sound ELD model and have implemented quality research based instructional strategies and curriculum to support ELL students. The level of time, support and consistency in this model has been maintained and we have stayed the course over the past 7 years. However, we do believe we can improve. With new ELD standards, the opportunity to implement new curriculum, as well as renewed professional development focused on teacher and administrators supporting systematic ELD with renewed monitoring, observation, feedback, and walkthrough evaluation practices.
- Targeted Data meetings and intervention processes focused on reading, math and ELL students growth results will also take place to support our low level students to improve learning results.