



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2008 Annual Measurable Objectives (AMAO)

SUBMITTED BY: Pamela R. Juarez **OF:** Instructional Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: November 18, 2008

INFORMATIONAL REPORT:

On November 4, 2008 the Texas Education Agency released the 2008 Annual Measurable Achievement Objectives (AMAO) performance levels. Attached please find the report indicating that UISD has met standard for all indicators.

County-District Number: 240903
District Name: UNITED ISD

ESC 01

INDICATOR	2008 AMAO STANDARD (%)	2008 DISTRICT RATE	2008 NUMERATOR (COUNT)	2008 DENOMINATOR (COUNT)	2008 INDICATOR PERFORMANCE LEVEL
1. AMAO LEP STUDENT ATTAINMENT (GRADES K-2)	2.5	15.4	<u>ATTAINED</u> 1,073	<u>TESTED</u> 6,977	Met
2. AMAO LEP STUDENT ATTAINMENT (GRADES 3-12)			<u>ATTAINED</u>	<u>TESTED</u>	Met
METHOD 1: Met	25.0	39.1	3,436	8,792	
METHOD 2: Met	40.0	54.8	5,970	10,891	
3. AMAO LEP AYP					Met

Detailed information on the calculation of the 2008 AMAOs can be found in the '2008 Guide to Annual Measurable Achievement Objectives' posted on the Performance-Based Monitoring (PBM) section of the Texas Education Agency Secure Environment (TEASE) Accountability application.

NCLB Annual Measurable Achievement Objective #1: LEP Student Attainment Grades K-2

This indicator is the percent of current limited English proficient (LEP) students in Grades K-2 who reached the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating in 2007-2008.

CALCULATION

For each district, calculate the K-2 TELPAS student attainment rate:

$$\frac{\text{District LEP K-2 TELPAS attainment rate}}{\text{District number of current LEP students (Grades K-2) who received a TELPAS Composite Rating of Advanced High in 2007-2008}} = \text{District number of current LEP students (Grades K-2) assessed on TELPAS in 2007-2008}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Requirements: At least 30 current LEP students (Grades K-2) assessed on TELPAS in 2007-2008.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also assessed in the four language domains (listed in the table below) on the 2008 TELPAS administration.

NOTES

- The TELPAS Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following web address: <http://www.tea.state.tx.us/student.assessment/>. Additional information on the AMAOs is available at: <http://www.tea.state.tx.us/nclb/>.

Language Domain	Weight in Composite Score
Listening	5.0%
Speaking	5.0%
Reading	75.0%
Writing	15.0%

PERFORMANCE LEVEL ASSIGNMENT

The district attainment rate for Grades K-2 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

District Annual Measurable Achievement Objective (LEP Student Attainment Grades K-2)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	Performance Level = Met	Performance Level = Not Met
PL not equal to <i>Met</i> and district does not meet minimum size requirements.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 2.5%.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 2.5%.

There is no special analysis process applicable to this indicator.

NCLB Annual Measurable Achievement Objective #2: LEP Student Attainment Grades 3-12

This indicator is the percent of limited English proficient (LEP) students in Grades 3-12 who met the attainment goal for English language proficiency in 2007-2008.

CALCULATION

For each district, there are two methods for meeting the standard for this indicator:

Method 1:

$$\frac{\text{District LEP 3-12 TELPAS attainment rate}}{= \frac{\text{District number of current LEP students (Grades 3-12) who received a TELPAS Composite Rating of Advanced High in 2007-2008}}{\text{District number of current LEP students (Grades 3-12) assessed on TELPAS in 2007-2008}}}$$

Method 2:

$$\frac{\text{District LEP 3-12 attainment rate}}{= \frac{\frac{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) who received a TELPAS Composite Rating of Advanced High in 2007-2008 and monitored LEP students (Grades 3-11) who passed English TAKS or TAKS (Accommodated) Reading/ELA in 2007-2008}}{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) assessed on TELPAS in 2007-2008 and monitored LEP students (Grades 3-11) assessed on English TAKS or TAKS (Accommodated) Reading/ELA in 2007-2008}}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Requirements: At least 30 LEP students in the denominator for Method 1 or Method 2.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for Method 1 and Method 2 of this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also assessed in the four TELPAS language domains in the spring of 2008. The data for Method 2 also include the performance of enrolled students reported by the district as either first or second year monitored LEP (M1 and M2 indicator codes) and assessed on English TAKS or TAKS (Accommodated) Reading/ELA in the spring of 2008.

NOTES

- The TELPAS Composite Rating provides a single measure of a student's overall level of English language proficiency determined from the student's listening, speaking, reading, and writing proficiency ratings. A weighted formula is used to generate composite ratings of Beginning, Intermediate, Advanced, and Advanced High. (See Notes section of NCLB AMAO #1 for table showing the weighted formula.)
- Method 2 current LEP students include Grade 3 current LEP students who have been in U.S. schools for 3 or more years and Grades 4-12 current LEP students who have been in U.S. schools for 4 or more years. Second administrations of Grades 3, 5, and 8 TAKS and TAKS (Accommodated) Reading are included in Method 2.

PERFORMANCE LEVEL ASSIGNMENT

The district attainment rate for Grades 3-12 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

District Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)		
Method 1		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	Performance Level = <i>AMAO Met</i>	Level = <i>AMAO Not Met</i>
PL not equal to <i>Met</i> and district does not meet minimum size requirements.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 25.0%. (Minimum size requirements not applicable if PL = <i>Met</i>)	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 25.0%.

District Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)

Method 2		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	Performance Level = <i>AMAO Met</i>	Performance Level = <i>AMAO Not Met</i>
PL not equal to <i>Met</i> and district does not meet minimum size requirements.	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is at least 40.0%. (Minimum size requirements not applicable if PL = <i>Met</i> .)	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is less than 40.0%.

Performance Level Assignment Continued on next page.

District Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)

Overall		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	Performance Level = <i>AMAO Met</i>	Performance Level = <i>AMAO Not Met</i>
District assigned PL = Not Assigned under both Method 1 and Method 2 or a combination on the two methods of PL = <i>Not Assigned</i> and PL = <i>Not Met</i> .	District assigned a PL = <i>Met</i> under either Method 1 or Method 2.	District assigned PL = <i>Not Met</i> under both Method 1 and Method 2.

There is no special analysis process applicable to this indicator.

- Additional information on TELPAS is available at the following web address: <http://www.tea.state.tx.us/student.assessment/>. Additional information on the AMAOs is available at: <http://www.tea.state.tx.us/nclb/>.

NCLB Annual Measurable Achievement Objective #3: LEP AYP

This indicator measures the Adequate Yearly Progress (AYP) of students with limited English proficiency (LEP).

CALCULATION

For each district, determine whether the district's LEP student group met 2008 AYP requirements.

NOTES

- For more information on Adequate Yearly Progress, please refer to the *2008 Adequate Yearly Progress (AYP) Guide* available at the following web address: <http://www.tea.state.tx.us/ayp>.
- The performance level assignments for this indicator are based on districts' preliminary 2008 AYP status prior to appeals and will not be changed due to any resulting appeals being granted.

PERFORMANCE LEVEL ASSIGNMENT

Performance levels are assigned as follows:

District Annual Measurable Achievement Objective (LEP AYP)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	Performance Level = <i>AMAO Met</i>	Performance Level = <i>AMAO Not Met</i>
The district was Not Assigned an AYP status for its LEP population. (Refer to the <i>2008 AYP Guide</i> for more information.)	The district met AYP for its LEP student population.	The district missed AYP for its LEP student population.