

III. DATA DEFINITIONS: AMAO INDICATORS

Criterion 1 – Percentage of students on track to attain English language toward proficiency as measured by the number and percent of students with individual growth percentiles equal to or greater than their individual growth target.

- **AMAO 1 – Target for 2013-14= 47%**

Criterion 2 – Percentage of students attaining academic ELP; measured by the number of students being exited by the district. This calculation has two parts:

1. Number of students being exited who have been identified as ELs with fewer than five years compared to the total population of ELs who have been identified as ELs for fewer than five years (AMAO 2A), **and**
2. Number of students being exited who have been identified as ELs with five or more years compared to the total population of ELs who have been identified as EL for five or more years (AMAO 2B).

- **AMAO 2A – Target for 2013-14 = 9%**
- **AMAO 2B – Target for 2013-14 = 27%**

Criterion 3 – LEP subgroup in AMO calculation (evaluated as MET or NOT MET)

AMAO 1 Targets

School Year	Percent of LEP Students Showing Progress toward Attaining English Language Proficiency
2013-14	47% of ELs demonstrating growth on ELPA based on individual growth targets.
2014-15	48.5% of ELs demonstrating growth on ELPA based on individual growth target.

** Oregon will have a new English Language Proficiency Assessment in the 2015-16 school year; targets will be revisited as the State transitions to the ELPA 21.

AMAO 2 Targets

AMAO 2A is the percentage of ELs identified fewer than five years obtaining English proficiency. The target was established by reviewing all ELs enrolled in districts with at least 500 ELs with fewer than five years identified as an EL and the percentage of those students who exited as proficient. Then the median percentage out of all the districts was used to establish the targets. Annual increases were kept to a minimum as these students are newer to the ELD program.

AMAO 2A: Percentage of Students Identified as EL for Fewer Than Five Years Attaining English language proficiency.

School Year	Percentage of Students Identified as EL for fewer than five years attaining English Language Proficiency
2013-14	9.0% LEP students will attain proficiency at the end of the school year
2014-15	9.5% of LEP students will attain proficiency at the end of the school year which is .5% increase over previous year.
2015-16	10.0% of LEP students will attain proficiency at the end of the school year which is .5% increase over previous year.

AMAO 2B is the percentage of ELs identified with five years or more obtaining English proficiency.

The same process as was described for AMAO 2A was used to arrive at the targets for AMAO 2B.

AMAO 2B: Percentage of Students Identified as an EL for Five or More Years, Attaining English Language Proficiency.

School Year	Percentage of Students Identified as EL for Five or More Years, Attaining English Language Proficiency
2013-14	27.0% of LEP students will attain proficiency at the end of the school year.
2014-15	28.0% of LEP students will attain proficiency at the end of the school year which is 1% increase from the previous year.
2015-16	29.0% of LEP students will attain proficiency at the end of the school year which is 1% increase from the previous year.

AMAO 2 rating determinations

In order for a district or consortium to “meet” AMAO 2, the district must either meet both AMAO 2 targets, or meet either AMAO 2A or 2B target and be ‘not rated’ on the other. Examples of decisions of rating determination for AMAO 2 are provided below:

AMAO 1 NUMBERATOR CALCULATION POLICIES

AMAO 1 determines if a student is “on track” by using individual growth percentiles and targets as defined below.

- Individual Growth Percentile – This represents the growth ELs make as compared to EL students with similar ELP performance histories. EL students in 1st through 12th grades have an individual growth percentile because they have a current and prior score on the ELPA. For example, a 4th grade EL student with an individual growth percentile equal to 60 indicates that the student exhibited growth on the ELPA as high, or higher, than 60 percent of his or her EL peers in the same grade.
- Individual Growth Target – This refers to the minimum amount of growth EL students need to annually exhibit (as compared to EL peers) in order to reach ELP for each year they are identified as an EL (see Table A: Expected Time to Proficiency). The growth model provides each EL student a series of individualized growth targets that reflect the minimum growth necessary to attain each subsequent performance level (including ELP—level 5) in each future grade given the student’s length of time identified as an EL and current ELPA performance level.

Based upon (1) a student’s years identified as an EL and (2) his/her ELPA performance level, an EL student is “on track” to attain ELP when he/she has an individual growth percentile that is equal to or greater than their individual growth target.