

# FLORIDA DEPARTMENT OF EDUCATION



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## MEMORANDUM

**TO:** District School Superintendents

**FROM:** Pam Stewart

**DATE:** October 28, 2011

**SUBJECT:** Annual Measurable Achievement Objectives (AMAOs) Letter

### **Contact Information:**

Lori Rodriguez

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**DPS: 2011-178**

The purpose of this letter is to provide information regarding the 2010-11 Annual Measurable Achievement Objectives (AMAOs) under Title III, Part A. Accountability for English Language Learners (ELLs) is required under No Child Left Behind (NCLB) as measured by annual performance targets that must be met by all local education agencies (LEAs) funded by Title III.

The 2006-07 school year was the first year that all LEAs receiving Title III funds were held accountable for meeting AMAOs. This accountability is based on the Comprehensive English Language Learning Assessment (CELLA) and the Florida Comprehensive Assessment Test (FCAT) results.

The Florida Department of Education (FDOE), with support from the CELLA Advisory Committee, identified AMAOs. These targets have increased annually. The following provides more information about the performance targets for AMAO1 and AMAO2. The AMAO3 targets are based on meeting the Adequate Yearly Progress (AYP) targets for the ELL student group.

- **District AMAO1:** Progress toward English language acquisition as measured by the CELLA; the percent of K-12 ELLs making gains (moving up a proficiency level(s) or proficient) in each of three subsets and four domains of the CELLA: Listening/Speaking, Reading and Writing. For 2010-11 the State objective was to have at least **74 percent** of ELLs making gains in Listening/Speaking, **60 percent** making gains in Reading and **58 percent** making gains in Writing.

PAM STEWART  
CHANCELLOR OF PUBLIC SCHOOL

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- **District AMAO2:** English language acquisition proficiency as measured by the CELLA; the percent of each grade cluster of students (K-2, 3-5, 6-8 and 9-12) who score proficient in all three of the CELLA subsets: Listening/Speaking, Reading and Writing. In order for a district to meet AMAO2, the district must demonstrate that a certain percentage of their ELLs are proficient in all three subsets. For 2010-11 the State revised its model, per United States Department of Education's (USDE) request to take into account the students' time in program. Its objective is to have at least **17 percent** of ELLs scoring proficient in K-2; **19 percent** in 3-5; **16 percent** in 6-8; and **14 percent** in 9-12. District results for the 2010-11 are also available at <http://www.fldoe.org/aala/amao.asp>.
- **District AMAO3:** Proficiency in Mathematics and Reading as measured by FCAT.

Attached are the districts' results for 2010-11. A district must make each AMAO target, as indicated by a "Y" on each table, each year. If a district does not meet each target, they must comply with the following USDE requirements to continue to receive Title III funding by:

- Notifying parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.
- Develop an improvement plan that addresses the objective(s) not met and the factors that prevented the district from achieving the objective(s).
- Implement the improvement plan.
- Articulate how they will modify the district's programs and methods of instruction to meet the needs of ELLs and their language acquisition.

To assist with the requirements, the FDOE has provided a sample parent letter in English. A Spanish and Haitian Creole translation will be available on the above website by mid October. Additional information is forthcoming from the FDOE. If more information or assistance is needed regarding Title III services or AMAO district requirements, please contact Lori Rodriguez at [Lori.Rodriguez@fldoe.org](mailto:Lori.Rodriguez@fldoe.org).

PS/lr

Attachments