

How Title III AMAOs are calculated in the State of Georgia (Effective August, 2011)

To comply with Family Educational Rights and Privacy Act (FERPA) requirements and protect the privacy of our students, the minimum reporting size for the English Learner (EL) sub-group is set at ten (10). Ten has been the established minimum reporting size based on FERPA for all public data, from AYP to the state report card. LEAs with fewer than ten ELs enrolled are offered membership in the Georgia statewide Title III Consortium. The Consortium, along with LEAs with EL populations greater than ten students, will be held accountable for achieving the AMAOs. Therefore, Georgia will be accountable for the achievement of every English Learner enrolled in any Title III LEA in the state.

1) AMAO-1: PROGRESS

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition (APLA). APLA will be defined as EL students with two comparable data points who move in a positive direction from one cohort performance band to another as measured by Georgia’s annual test of English Language Proficiency, ACCESS for ELLs. All EL students who have participated in two administrations of Georgia’s English Language Proficiency assessment are included in AMAO 1 calculations and determinations.

Georgia has established performance bands for the ACCESS for ELLs as follows:

Table 1: Performance Bands for PROGRESS

Performance Band	ACCESS-Composite Score	Performance Point Range
I	1.0-2.2	1.3
II	2.3-3.3	1.1
III	3.4-3.9	0.6
IV	4.0-4.3	0.4
V	4.4-4.6	0.3
VI	4.7-4.9	0.3
VII	5.0-5.2	0.3
VIII	5.3-5.5	0.3
IX	5.6 +	NA

If the State determines, based on the annual measurable achievement objectives described, that an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the State shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.

Table 2: PROGRESS Baseline for All EL Students and Annual Targets

School Year	Annual Target
Baseline 2006-07	47.0%
2007-08	47.0%
2008-09	48.0%
2009-10	49.0%
2010-11	50.0%
2011-12	51.0%
2012-13	52.0%
2013-14	53.0%

2) AMAO 2, ATTAINMENT of PROFICIENCY

First Attainment Indicator

Attainment of Proficiency refers to the percentage of ELs that attain proficiency in English. Georgia has defined Proficiency as obtaining an ACCESS composite score of 5.0 or higher, on the most comprehensive version of the test, Tier C. As with AMAO-1, the LEA minimum reporting size is set at ten (10). Georgia Title III Consortium members and any LEA with an EL population that exceeds the Consortium limits will be held accountable for achieving AMAOs.

School Year	Annual Targets
Baseline 2006-07	5.0%
2007-08	5.0%
2008-09	5.5%
2009-10	6.0%

2010-11	6.25%
2011-12	6.75%
2012-13	7.25%
2013-14	7.75%

Second Attainment Indicator

State Board Rule 160-4-5-.02, LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (EL) provides that ELs who score between 4.0 and 4.9 on the ACCESS, Tier C, may be exited via a Language Assessment Conference (LAC).

Therefore, a second attainment indicator will be reported to describe the percentage of all students who exited ESOL services. This indicator includes all students who 1) pass the state reading assessment and achieve a minimum composite score of 5 on ACCESS Tier C and 2) exit based on LAC determination.

If an LEA meets the first Attainment of Proficiency indicator, it is not penalized by failure to meet the second indicator. The second indicator is defined as a percentage higher than the state average for Attainment of Proficiency. If an LEA's second indicator percentage exceeds the state average, it will be classified as having met the Attainment of Proficiency AMAO.

3) AMAO 3: AYP FOR THE EL SUBGROUP

AMAO 3 is calculated for every LEA in Georgia following the established processes and procedures used to calculate AYP determinations for all other subgroups at the LEA level as set forth in Georgia's federally approved Consolidated State Accountability Workbook.