

Bilingual /ESL/WL

Lourdes Garcia, Director
Liza M. Ríos Otto, Supervisor

AMAO

Annual Measurable Achievement Objectives

2014-2015

AMAO

Districts receiving Title III funds are accountable for English language learners' attainment of the following two AMAOs:

- AMAO 1 (progress) relates to making annual increases in the number or percentage of children making progress in learning English. Progress is defined as a 0.5 proficiency level increase on the ACCESS for ELLs test. 60%
- AMAO 2 (attainment) relates to annual increases in the number or percentage of children attaining English proficiency (4.5) by the end of each school year.
 - Chart 2A Proficiency attained in four years or less. 5%
 - Chart 2B Proficiency attained in five years or more. 50%
- Chart 3 Proficiency levels by years in district.

Evaluation Analysis

Benchmark	Number of Schools Meeting Benchmark	Total	% of Schools
AMAO1 (60% Benchmark)	26	47	55%
AMAO 2A (5% Benchmark) for proficiency in 4 years or less	42	46	91%
AMAO 2B (50% Benchmark) for proficiency in 5 or more years.	21	29	72%

Exit Criteria

Check (√)	Criteria	Point Value	Points Earned
	ACCESS SCORE CPL ≥ 4.5	3	
	Report Card	3	
	STAR (scaled score)	3	
	Years in Program (>4 years)	3	
	Attendance ≤ 20 days	2	
	Bilingual Teacher Recommendation	2	
	ESL Teacher Recommendation	2	
A MINIMUM OF 15 POINTS must be obtained for Exiting Program		18	

Approved for Exit Yes No

Bilingual / ESL Director's Signature: _____

Date: _____

NOTE: Former LEP students (FLEPs) are to be closely monitored by ESL and Classroom Teacher for two years after exiting program. If indications are available that the student is struggling in a monolingual setting, a referral to the Director of the BL/ESL/WL Program MUST be submitted by the end of the First Marking Period.