



# Title Programs and Services

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## **Title III, English Language Acquisition of No Child Left Behind Accountability Update Annual Measurable Achievement Objectives (AMAOs)**

The goals of Title III English Language Acquisition are to ensure that all English learners (ELs) attain English proficiency and meet challenging state academic standards. To measure progress in meeting these goals, States receiving funds under Title III must develop annual measurable achievement objectives (AMAOs) which include three components:

1. Annual increases in the number or percentage of children making progress in learning English
2. Annual increases in the number or percentage of children attaining English proficiency and
3. Making adequate yearly progress (AYP) in reading and mathematics for English learners (ELs) as required under Title I.

The first two AMAOs are based on the Kansas English Language Proficiency Assessment (KELPA) results. A district must have at least 10 ELs in order to be eligible to receive Title III funding and be held accountable for meeting AMAOs 1 and 2. Districts wishing to participate in Title III but not able to generate \$10,000 in Title III funds (the minimum grant allowance) will join a consortium of other districts wishing to receive Title III funding.

The third AMAO - AYP - is based on the Kansas reading and mathematics assessments. AYP refers to the percent of students who are at or above standard on the State content assessments. The AYP determination is only applicable when the number of English learners in the district is at least 30 students. AYP is not determined for a subgroup that has fewer than 30 students.

The State determines the targets for each of the AMAOs. Districts must meet all three AMAOs each year in order to meet the Title III accountability requirements.

The AMAO targets for 2009-2014 are:

AMAO 1 Making Progress: Percent of K-12 English learners (ELs) served by Title III in each district that will demonstrate an annual increase in their “Total Score” on the Kansas English Language Proficiency Assessment (KELPA).

### **AMAO 1 Targets for 2009-2014**

<b>Year</b>	<b>%</b>
2009-10	20%
2010-11	24%
2011-12	28%
2012-13	32%
2013-14	36%

AMAO 2 Attaining English Proficiency: Percent of K-12 English learners (ELs) served by Title III in each district that will demonstrate “4-Fluent” on the “Total Score” of the Kansas English Language Proficiency Assessment (KELPA).

**AMAO 2 Targets for 2009-2014**

Year	%
2009-10	15%
2010-11	18%
2011-12	21%
2012-13	24%
2013-14	27%

AMAO 3 Adequate Yearly Progress (AYP): Each district participating in Title III that has an English learner (EL) subgroup must make AYP in both reading and mathematics for the subgroup in order to make AMAO 3. AYP is based on the Kansas Reading Assessment and the Kansas Mathematics Assessment. The following table reflects the AYP targets:

**AYP Targets for 2009-2014  
(Percent of English Learners Scoring at Meets Standard & Above)**

Year	Reading	Mathematics
2009-10	81.3%	76.4%
2010-11	86.0%	82.3%
2011-12	90.7%	88.2%
2012-13	95.3%	94.1%
2013-14	100%	100%

Title III specifies that if a district does not meet the AMAOs for two consecutive years, it must develop an improvement plan that addresses the factors that prevented it from meeting the objectives. The Kansas State Department of Education is responsible for providing assistance during the development and implementation of the district’s improvement plan.

If a district does not meet the AMAOs for four consecutive years, certain sanctions may be applied. The State is to implement the following:

- either require the district to modify its curriculum, program and method of instruction; **or**
- determine whether or not the district should continue to receive Title III funds; **and**
- require the district to replace educational personnel relevant to the failure to meet the objectives.

For more information about AMAOs, please visit <http://www.ksde.org/Default.aspx?tabid=3443>.

Questions about Title III/ESOL and AMAOs should be directed to:

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