

How Title III AMAOs are calculated in the State of Georgia Effective as of 2008-2009

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 Language Learner (ELL) 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 state report card. Georgia Title III Consortium members and any LEA with an ELL population that exceeds the Consortium limits will be held accountable for achieving AMAOs.

Georgia is therefore accountable for the achievement of every English Language Learner enrolled in any LEA.

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 ELL students who annually move in a positive direction from one cohort performance band to another as measured by Georgia's test of English Language Proficiency, ACCESS for ELLs,.

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+	NA

The targets that the GaDOE has established for Progress will remain the same (see Table 2 below). We will revisit these targets once we have analyzed the 2009 ACCESS results and will set additional targets accordingly.

Table 2: PROGRESS Baseline for All ELL 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%
2010-2011	50%

2) AMAO-2: ATTAINMENT of PROFICIENCY

First Attainment Indicator

Attainment of Proficiency refers to the percentage of ELLs 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 10. Georgia Title III Consortium members and any LEA with an ELL population that exceeds the Consortium limits will be held accountable for achieving AMAOs.

The targets that the GaDOE has established for Attainment will remain the same (see Table 3 below). We will revisit these targets once we have analyzed the 2009 ACCESS results and will set additional targets accordingly.

Table 3: ATTAINMENT of PROFICIENCY Baseline for All ELL Students and Annual Targets

School Year	Annual Targets
Baseline 2006-07	5.0%
2007-08	5.0%
2008-09	5.5%
2009-10	6.0%
2010-2011	6.25%

Second Attainment Indicator

State Board Rule 160-4-5-.02, LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL) provides that ELLs who score between 4.0 and 4.9 on the ACCESS, Tier C, may be exited via a Language Assessment Committee (LAC). Therefore, a second attainment indicator will be reported to describe the percentage of all students who exited ELL services. This indicator includes all students who 1) students who achieve Proficiency Level (PL) 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. The state average for all students exiting the ESOL program was 14.1% for the 2006-2007 school year.

3) AMAO 3: AYP FOR THE ELL SUB-GROUP

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.

Georgia's State Accountability System includes annual determinations regarding school performance, and Georgia will make annual determinations of whether each public school and LEA achieved AYP.

For public schools that miss AYP based on the performance of relatively small subgroups and to ensure reliability of AYP determinations, Georgia also uses a confidence interval¹ approach along with averaging data across multiple years. See the AYP determination steps listed below and in the accompanying AYP flow chart on the following page.

Georgia's AYP Decision-Making Steps

1. Determine if each subgroup, including the "all student" subgroup meets the minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) – for AMO and second indicator calculations.
2. Determine if "all students" and each subgroup at or above the minimum number meet the 95% participation requirement - (N=40 for participation).
3. Determine if AYP is met using State assessment results regarding the percent proficient/advanced as compared to the State's annual measurable objectives for both Reading/English Language Arts and Math.
 - 3a. If AYP is not met using step 3; determine if AYP is met by using a confidence interval application. A confidence interval method will be used for schools with 10 to 39 FAY students.
 - 3b. If AYP is not met using a confidence interval, then apply a *multi-year averaging method.
 - 3c. If AYP is not met using the multi-year averaging method, then determine if AYP is met using the *safe-harbor method – decreasing the percent not meeting proficiency/advanced levels by 10%.
 - 3d. For those schools and LEAs not making AYP based solely on the proficiency scores of the SWD subgroup, state will apply the interim federal flexibility for SWD proficiency scores (Appendix B).
4. To meet AYP, Georgia will require that each elementary and middle school meet State standards regarding progress on its second indicator, which will include performance above a statewide preset level or improved performance from the prior school year. Progress on the *second indicator will be required at the subgroup level where "safe harbor" is used (See element 7.2).

¹ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

***For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia equated QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations.**