



Colorado Department of Education



**2009-2010 Title III
Annual Measurable Achievement Objectives
(AMAOs) Manual**

Office of Federal Program Administration
Colorado Department of Education
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Title III AMAOs

No Child Left Behind (NCLB) - Section 3122 Achievement Objectives and Accountability

Each State must develop annual measurable achievement objectives for limited English proficient children served under Title III that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by Section 1111(b)(1). Annual Measurable Achievement Objectives shall include

i) at a minimum, annual increases in the number or percentage of children making progress in learning English.

ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year

iii) making adequate yearly progress for limited English proficient children

AMAOs are performance objectives or targets, for English Language Learners, which Local Educational Agencies (LEAs) that receive Title III sub-grants must meet each year. LEAs receiving Title III sub-grants are required to meet two English language proficiency AMAOs, based on student performance on the Colorado English Language Assessment for Proficiency (CELAPro), and a third academic achievement AMAO, based on reading and math Adequate Yearly Progress (AYP) determinations.

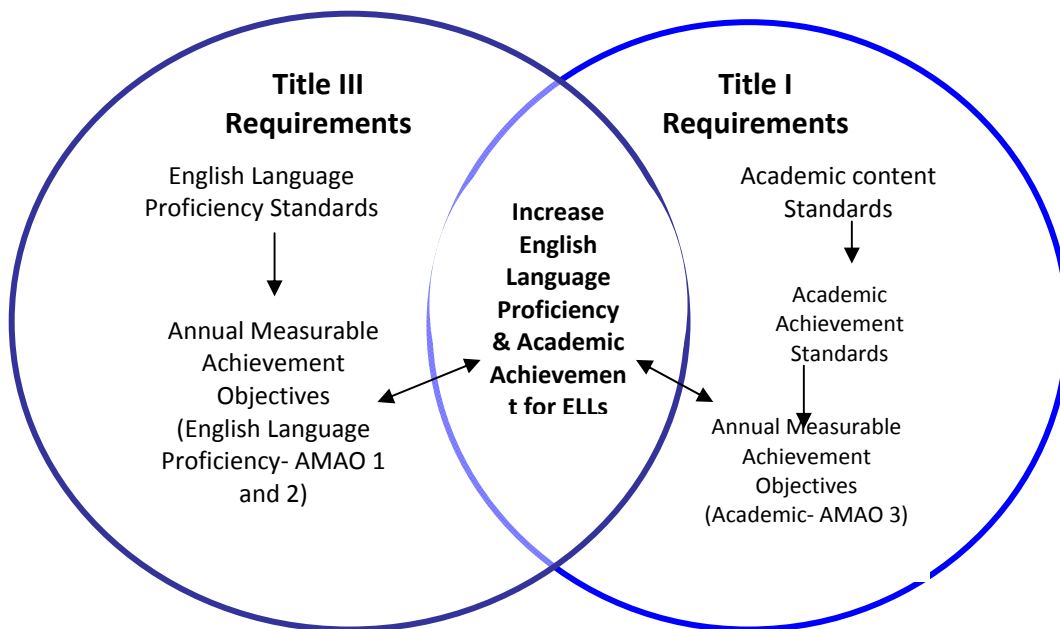
Title III AMAOs for English Language Learners

| English Language Proficiency AMAOs | Assessments |
|--|---|
| AMAO 1: Percent of students making annual progress in learning English | CELAPro |
| AMAO 2: Percent of students attaining English proficiency | CELAPro |
| Academic Achievement AMAO | |
| AMAO 3: Meeting LEA level AYP requirements for the ELL disaggregated group at the elementary, middle and high school grade spans | CSAP CSAPA Lectura Graduation Rate |

AMAOs for Districts that Participate in a Consortium

- District must be a grantee participant for SY 08-09 and 09-10
- Data from eligible districts participating in a consortium for SY 08-09 and 09-10 will be aggregated to determine the consortium percentage.
- At the consortium level, there must be 30 or more students in the ELL disaggregated group.

How are Title I and Title III Accountability Systems Connected?



Colorado English Language Acquisition Proficiency Assessment (CELApro)

The Colorado English Language Acquisition Proficiency Assessment (CELApro) is Colorado’s English proficiency test. English Language Learners are required to take all sections of the CELApro each year, during the established assessment window, until their ESL status is reclassified as “Monitoring” and Language Proficiency is reclassified as Fluent English Proficient (FEP), as required by NCLB, Section 3116, and Colorado State Law 22-24-106. **ALL NEP and LEP English Language Learners are required to take all sections of the CELApro, regardless if the District accepts Title III funds or if parents decline services.**

CELApro assesses all language domains including listening, speaking, reading, writing, and comprehension skills, from kindergarten through 12th grade. Students receive an overall proficiency score as well as proficiency scores for each language domain.

CELApro Score Types

| |
|---|
| Overall Proficiency Level |
| Oral Proficiency Level (Speaking and Listening combined score) |
| Comprehension Proficiency Level (Reading and Listening combined score) |
| Skill Area Proficiency Level <ul style="list-style-type: none">• Listening• Speaking• Reading• Writing |

CELApro has five proficiency levels (see below) and four grade span categories: (K-2, 3-5, 6-8, and 9-12). Tests include content that is tailored to the students’ age and grade and is aligned with the Colorado English Language Development (ELD) Standards and Colorado Model Content Standards.

| | |
|-----------------|--------------------|
| CELApro Level 1 | Beginner |
| CELApro Level 2 | Early Intermediate |
| CELApro Level 3 | Intermediate |
| CELApro Level 4 | Proficient |
| CELApro Level 5 | Advanced |

AMAO 1 – Percentage of English Language Learners (ELLs) Making Annual Progress

AMAO 1 requires a certain percentage of ELLs to make adequate annual progress on CELApro. Students must gain one proficiency level from the previous year to be considered to have made adequate progress.

AMAO 1 Cohort Definition

The AMAO 1 cohort includes students who took CELApro in 2010 and in a previous year anywhere in the state of Colorado. Please note that this is a change from prior calculations, made due to the Title IIIA Notice of Interpretations.

All students who have received a label or have a test at the end of the window are included, except those students who have been withdrawn from the LEA before or during testing.

LEAs are accountable for AMAO 1 if there are 30 or more students who qualify for the cohort.

AMAO 1- District Assignment

The following decision rules will be used to determine which LEA receives a student's score.

1. If the student tested in the same district for their current year test and their most recent prior year test, that district receives their score, regardless of where they were enrolled in between.
2. If the student tested in two different districts, and they were enrolled in one of the two districts for the most recent October 1 enrollment count, then the district in which they were enrolled on October 1, would be accountable for their progress.
3. If the student tested in two different districts, and they were not enrolled in one of the two districts for the most recent October 1 enrollment count (either not enrolled anywhere in Colorado or in a third district), then the district in which they were testing for the current year will receive their score.

The tables below provide examples to illustrate the above rules.

| January 2009 CELApro | October 1, 2009 Enrollment | January 2010 CELApro | Record Assigned to: |
|---------------------------------|---------------------------------------|---------------------------------|--------------------------------|
| District A | District A | District A | District A |
| District A | District B | District A | District A |

| | | | |
|------------|------------------|------------|-------------|
| District A | Nowhere in state | District A | District A |
| District A | District B | District B | District B |
| District A | District A | District B | District A* |
| District A | Nowhere in state | District B | District B |
| District A | District C | District B | District B |

In the case where students tested prior to 2009, the rules are as follows:

| January 2008 (or prior) CELApro | January 2009 CELApro | Student October 2009 | January 2010 CELApro | Record Assigned to: |
|---------------------------------------|-------------------------|-------------------------|----------------------------|------------------------|
| District A | Nowhere in state | District A | District A | District A |
| District A | Nowhere in state | District B | District A | District A |
| District A | Nowhere in state | Nowhere in state | District A | District A |
| District A | Nowhere in state | District A | District B | District A* |
| District A | Nowhere in state | District B | District B | District B |
| District A | Nowhere in state | Nowhere in state | District B | District B |
| District A | Nowhere in state | District B | District C | District C |

Not all students included in AMAO 1 may be included in AMAO 2. Likewise, not all AMAO 2 students will be included in AMAO 1. CEDAR will provide a separate AMAO 1 student level report.

* In these situations where students' scores are sent back to the prior tested district, CDE is unable to release the names and information on these students to the district, due to FERPA guidelines. If you have questions about this issue, please contact Alyssa Pearson (pearson_a@cde.state.co.us).

AMAO 1 Target

The AMAO 1 targets are as follows:

| School Year | Percent of Students Making Progress |
|-------------|-------------------------------------|
| 2009-2010 | 48% |
| 2010-2011 | 50% |
| 2011-2012 | 52% |
| 2012-2013 | 54% |
| 2013-2014 | 56% |

Annual Progress Targets on CELApro

Annual Progress is attained, if students make changes equal to or greater than those in the following table.

| Most Recent Prior Year CELApro Overall Proficiency Score | Annual Progress Target- Overall Proficiency Score |
|--|--|
| <ul style="list-style-type: none"> • No Score • 1 • 2 • 3 • 4 • 5 (if not yet re-classified as an FEP) | <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 5 |

AMAO 1 Calculations

1. Calculate Denominator
 - a. Start with all 2010 CELApro records
 - b. Exclude test invalidation code 6 (withdrew before completion)
 - c. If more than one record has the same SASID, use only the highest score
 - d. Find the most recent prior year match test record

Note that if you try to calculate AMAO 1 yourself, your district may not have all students that end up assigned to you in your data file. Additionally, you may not be accountable for all students tested in your district in 2010. The CEDAR AMAO 1 report will provide the list of students assigned to your district, per the district assignment rules, above, except in the case of student scores being sent “backwards” to your district.

2. Calculate Numerator
 - a. Start with the students included in the denominator,
 - b. Count those in the numerator that made progress. Specifically, if the following progress occurred, students are included in the numerator:

| Most Recent Prior Year CELApro Overall Proficiency Score | Annual Progress Target- Overall Proficiency Score |
|---|--|
| <ul style="list-style-type: none"> • No Score • 1 • 2 • 3 • 4 • 5 | <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 5 |

3. Divide the Numerator by the Denominator

4. Apply the 95% Confidence Interval
(www.cde.state.co.us/FedPrograms/ayp/prof.asp)
5. If the Upper Limit of the Confidence Interval is equal to or greater than 48%, then the district/consortium made AMAO 1.

AMAO 2 – Percentage of English Language Learners Attaining Proficiency

AMAO 2 calculates the percentage of ELLs attaining English Proficiency on CELApro. Students must score at Performance Level 5 to be considered proficient.

AMAO 2 Cohort:

The AMAO 2 cohort includes all students who have taken CELApro in 2010 in your district/consortium. Please note that this is a change from prior calculations, made due to the Title IIIA Notice of Interpretations. Students who have been withdrawn from the LEA before or during the testing window are not included. Students who did not receive a proficiency score due to not completing the assessment or not answering enough questions to warrant a score are included.

LEAs are accountable for AMAO 2 if there are 30 or more students who qualify for the cohort.

AMAO 2- District Assignment

All records will be assigned to the district in which students tested in 2010.

Not all students included in AMAO 1 may be included in AMAO 2. Likewise, not all AMAO 2 students will be included in AMAO 1. CEDAR will provide a separate AMAO 2 student level report.

AMAO 2 Target:

The AMAO 2 targets are as follows:

| School Year | Percent of Students Attaining Proficiency |
|--------------------|--|
| 2009-2010 | 5% |
| 2010-2011 | 6% |
| 2011-2012 | 7% |
| 2012-2013 | 8% |
| 2013-2014 | 9% |

AMAO 2 Calculations

1. Calculate Denominator
 - a. Start with all 2010 CELApro records.
 - b. Exclude test invalidation code 6 (withdrew before completion).
 - c. If more than one record has the same SASID, use only the highest score

2. Calculate Numerator
 - a. Of the students included in the denominator, count those in the numerator that had an overall CELApro proficiency score of 5.

3. Divide the Numerator by the Denominator

4. Apply the 95% Confidence Interval

5. If the Upper Limit of the Confidence Interval is equal to or greater than 5%, then the district/consortium made AMAO 2.

AMAO 3 – LEA Making Adequate Yearly Progress (AYP) for the ELL Disaggregated Group

AMAO 3 holds Title III LEAs accountable for their ELL students meeting all AYP reading and math targets required of schools and LEAs under NCLB. The performance targets below establish the percent of ELLs that must participate, be AYP proficient (partially proficient, proficient and advanced on CSAP/Lectura or emerging, developing and novice on CSAPA) and score advanced in reading and math, as well as the prior year's high school graduation rate. Title III AYP accountability is at the LEA level only.

2009-2010 Adequate Yearly Progress (AYP) Targets

| LEA Level | Participation Target Reading and Math | Performance Targets Reading (or safe harbor or matched safe harbor) | Performance Targets Math (or safe harbor or matched safe harbor) | Other Indicator |
|------------|---------------------------------------|---|--|---|
| Elementary | 95.0% | 88.46% | 89.09% | 1.21% Advanced Reading/ Math |
| Middle | 95.0% | 86.81% | 79.75% | 1.21% Advanced Reading/ Math |
| High | 95.0% | 89.83% | 73.50% | 63.00% Prior year Graduation Rate (or 2% point increase in graduation rate) |

To meet AMAO 3, the LEA's ELLs must meet the AYP reading and math 95 percent participation rates, performance targets (or Safe Harbor or Matched Safe Harbor) for their grade spans, and 1.21 percent advanced in elementary and middle school and the 63 percent graduation rate in high school.

For more specifics about AYP calculations, go to:

<http://www.cde.state.co.us/FedPrograms/AYP/index.asp>.

AMAO 3 for Districts that Participate in a Consortium

CDE will calculate AYP data for consortia in two ways. If a consortium meets the AMAO 3 target either way, it will be considered to have made AMAO 3. The consortium needs to make AMAO 3 by one of the methods below: if it does not make it by either method, it does not make AMAO 3 or its AMAOs overall.

- 1) If all consortium member districts had “YES” or “NA” for all ELL disaggregated group targets, thus meeting their individual ELL AYP targets, the consortium will be considered to have made AYP as well, thus making AMAO 3.

- 2) If one or more member districts had “NO” for any ELL AYP target, CDE will sum the numerators and denominators for each district in the consortium (aggregated at the grade span level) and re-calculate participation, performance and other indicator percentages. If the consortium has a “YES” or “NA” for all ELL disaggregated group targets, the consortium will be considered to have met all ELL AYP targets and AMAO 3. If the consortium has a “NO” for any target at any grade span, the Consortium did not make AMAO 3.

What if an LEA does not meet AMAOs?

An LEA that fails to meet one or more of the three AMAOs must inform the parents of English Language Learners that it has not met its AMAOs. This notification should be sent by letter within 30 days of public release of Title III AMAO Accountability Reports. Sample parent notification letters are posted here:

<http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>

An LEA that fails to meet AMAOs for two consecutive years must develop an improvement plan to address the specific factors that prevented it from achieving the AMAOs, included in the district Unified Improvement Plan.

For a consortium, the improvement plan may target specific school districts, rather than the entire consortium, if the LEA chooses to do so and the data warrant such an approach.

LEAs that do not meet AMAOs for two consecutive years or more, will be notified by the Colorado Department of Education, Office of Federal Program Administration (OFPA), which will provide further information and technical assistance concerning the LEA's Unified Improvement Plan. OFPA guidance for developing and implementing an ELA plan to help LEAs implement, assess, and evaluate current practice and Unified Improvement plans can be found at: <http://www.schoolview.org/UnifiedImprovementPlanning.asp>.

Appeals Process

Districts must submit the “Request for AMAO Review” with the “AMAO Appeals Excel file.” AMAO Appeals Information can be found at:

www.cde.state.co.us/FedPrograms/tiii/amaos.asp. Appeals must be emailed (morganstern_d@cde.state.co.us) or faxed (303-866-6637) to Donna Morganstern. 2009-2010 AMAO appeals are due by 5:00 p.m. on September 24, 2010 but may be submitted any time prior.

Appeals concerning the AYP data used to calculate AMAO 3 must be submitted during the AYP appeals window. AYP district-level appeals will be due August 20, 2010. More information can be found at www.cde.state.co.us/FedPrograms/danda/ayp.asp.

Submitting and having an AMAO appeal under consideration does not relieve the LEA’s obligation to notify parents within 30 days of the public release or submit a Title III LEA Improvement Plan if it has not met AMAOs for two consecutive years.

CDE will provide a final determination for the AMAO 1 and AMAO 2 appeals by October 6th, 2010, or sooner, if possible.

Basic Conditions of Requests for AMAO Appeal

1. Before a request for review is considered, the district Superintendent must indicate support for the request in writing.
2. It is the responsibility of the district/consortium making the request to demonstrate that the AMAO 1 and/or 2 determinations were incorrect.

Districts will have access to the individual student records included in all of the AMAO 1 and AMAO 2 calculations through the CEDAR system (except for records that have been sent “backwards” to the district). This information will help districts identify the data used to make the AMAO determinations and thus can be used to help demonstrate the need for an appeal.

For district appeals, all required data must be submitted by the due date. If you need assistance determining what data you need to submit, please contact Donna Morganstern (morganstern_d@cde.state.co.us) before September 24, 2010.

4. No changes or updates will be made to the student biographical data housed in CDE’s data warehouse as a result of the review process. Review results will not alter baseline and subsequent year data that are housed in CDE’s data warehouse.

5. Districts must have participated in the CELApro SBD process in order to be eligible to appeal district determinations.

If a district did not participate in CELApro SBD, then the district is not eligible to appeal AMAO determinations. SBD is an integral part of the process to ensure clean data for making accurate AMAO determinations.

Allowable Appeals

A Title III district or consortium may file a “Request for AMAO Review” for any of the following reasons, if data provided changes either the AMAO 1 or AMAO 2 determination.

1. Appeals may be submitted if there has been an error in the computation of AMAO 1 or 2.
2. Appeals may be submitted based on adjustments for miscoded students.
3. A request for review may be made if students were unable to test due to emergency medical conditions. For students who have suffered significant medical emergencies which prevent them from attending school and participating in the assessment during the entire testing window, (including make-up dates), a district may request that they be removed from participation calculations entirely (denominator and numerator). Documentation that such students have been determined by a medical practitioner to be incapacitated to the extent they are unable to participate in the appropriate State assessment must be included with the appeal.

Sample Title III Accountability Report

2009-2010 Title III Accountability Report

LEA:

County:

District/BOCES Number:

The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs).

AMAO 1 – Percent of Students Making Annual Progress in Learning English

| | |
|---|-------------|
| Number of 2010 Annual CELApro Takers | 1,775 |
| Number/Percent with Required Prior Year CELA Scores | 1,773 (90%) |
| Number in Cohort Meeting Annual Progress Target | 1,432 |
| Percent Meeting AMAO 1 in LEA | 80.8% |
| 2009-2010 Target | 48% |
| Met Target for AMAO 1 | YES |

AMAO 2 – Percent of Students Attaining Proficiency on CELApro

| | |
|--|------------|
| Number of 2010 Annual CELApro Takers in Cohort | 556 |
| Number in Cohort Attaining English Proficient Level on CELApro | 312 |
| Percent Meeting AMAO 2 in LEA | 56.1% |
| 2009-2010 Target | 25% |
| Met Target for AMAO 2 | YES |

AMAO 3 – Adequate Yearly Progress for English Language Learners at the LEA level

Reading

| | |
|--|-----|
| Met Participation Rate for English Language Learners | YES |
| Met Performance Target for English Language Learners | YES |
| Met Other Indicators for English Language Learners | YES |

Mathematics

| | |
|--|-----|
| Met Participation Rate for English Language Learners | YES |
| Met Performance Target for English Language Learners | YES |
| Met Other Indicators for English Language Learners | YES |

Met Target for AMAO 3 **YES**

Made AMAOs Overall

YES

Explanatory Notes for the 2009-2010 Title III Accountability Report

LEAs that received Title III Limited English Proficient (LEP) funding in 2009-2010 will receive a Title III Accountability Report. LEAs that received Title III services through a consortium also will receive a Title III Accountability Report; however, results for each consortium or BOCES also will be aggregated for LEA Title III accountability purposes.

AMAO 1 – Percent of Students Making Annual Progress in Learning English

AMAO 1 displays the percent of the LEA's ELLs that meet the annual growth target on CELApro.

Number of 2010 CELApro Takers

This is the number of ELLs who took CELApro during the January – February 2010 testing window. This number includes all students for whom labels were created from data collected during Student October Count 2009, but not students who were coded as “withdrew” for any section of CELApro.

Number/Percent with Required Prior Year CELApro Scores

This reflects the number and percent of 2010 CELApro takers in the LEA who had prior year CELApro scores required to compute AMAO 1.

Number Meeting Annual Progress Target in LEA

The number of AMAO 1 cohort ELLs that met the annual progress target.

Percent Meeting AMAO 1 in LEA

The percent of AMAO 1 cohort ELLs that met the annual progress target.

Percent meeting AMAO 1 = $\frac{\text{Number in cohort meeting annual progress target}}{\text{Number with required Prior Year CELApro Score}}$

2009-2010 Target

The 2009-2010 AMAO 1 target is 48 percent. This means that 48 percent of ELLs in the AMAO 1 cohort must have progressed one or more performance levels since the most recent prior year's assessment results.

Met Target for AMAO 1

There are three possible entries for meeting the target:

- YES – LEA met AMAO 1 target
- NO – LEA did not meet AMAO 1 target
- NA - There were fewer than 30 ELL students who qualified for inclusion in the AMAO 1 cohort

AMAO 2 – Percent of Students Attaining English Proficiency on CELApro

AMAO 2 measures the percent of ELLs, in the defined cohort, who have attained English Proficiency on the CELApro.

Number of 2010 Annual CELApro Takers in Cohort

The AMAO 2 cohort includes all students who tested in the district in 2010.

Number in Cohort Attaining English Proficiency Level

The number of ELLs in the AMAO 2 Cohort scored Level 5 on the CELApro in 2010.

Percent Meeting AMAO 2 in LEA

This is the percent of the LEA's ELLs in the AMAO 2 Cohort that reached English Proficiency (Level 5) on CELApro in 2010.

Percent Meeting AMAO 2= $\frac{\text{Number attaining Level 5 on CELApro}}{\text{Number of 2010 CELApro takers}}$

2009-2010 Target

The 2009-2010 AMAO 2 target is 5 percent, meaning that 5 percent of 2010 CELApro test takers must score at Level 5.

Met Target for AMAO 2

There are three possible values for meeting the target:

- YES – LEA met AMAO 2 target
- NO – LEA did not meet AMAO 2 target
- NA – Fewer than 30 ELLs qualified for inclusion in the AMAO 2 cohort

AMAO 3 – AYP for the English Language Learner Disaggregated Groups at the LEA Level

AMAO 3 measures whether the LEA's ELL disaggregated group met the 2010 AYP Participation, Performance and Other Indicator targets required by NCLB. While all students are required to participate in CSAP testing, only students continuously enrolled in the LEA for one year or more are included in AYP Performance and Other Indicator calculations. ELLs who are in a U.S. school for the very first time are not included in any AYP determinations besides Participation, because they cannot possibly have been enrolled for one year. Please refer to the Colorado Department of Education's AYP Web site for more specific information about the calculation of AYP

<http://www.cde.state.co.us/FedPrograms/ayp/index.asp>.

Met AYP Reading and Math Participation Rates for ELL Disaggregated Group

There are three possible values:

- YES – LEA met the 95 percent participation rate at all grade spans with 30 or more ELLs

- NO – LEA did not meet the 95 percent participation rate at all grade spans with 30 or more ELLs
- A – There were fewer than 30 ELLs enrolled in all grade spans (Elementary, Middle and High)

Met AYP Reading and Math Performance Targets for ELL Disaggregated Group

There are three possible values:

- YES – LEA met Performance Targets for ELLs in all grade spans with 30 or more students continuously enrolled for one year or more, or met Safe Harbor or Matched Safe Harbor.
 - NO – LEA did not meet Performance Targets (nor Safe Harbor or Matched Safe Harbor) for ELLs in all grade spans with 30 or more students continuously enrolled for one year or more.
- NA – There were fewer than 30 ELL students enrolled in all grade spans (Elementary, Middle and High).

Met Other Indicators for English Language Learners

There are three possible values:

- YES – LEA met the Advanced target for ELLs in the elementary and middle grade spans with 30 or more students and the Graduation Rate target at the high school level with 30 or more students.
- NO – LEA did not meet the Advanced target for ELLs in the elementary and middle grade spans with 30 or more students and the Graduation Rate target at the high school level with 30 or more students.
- NA – There were fewer than 30 ELL students enrolled in all district grade spans (Elementary, Middle and High)

Title III Accountability Reports will be sent to LEAs and can be found on the CDE Web Site at: <http://www.schoolview.org/SchoolPerformance/index.asp>.

Appendix A

Acronym Definitions

AYP (Adequate Yearly Progress): Colorado's determination of incremental progress toward meeting the goal of all students being proficient in reading and math, as determined by CSAP, Lectura, or CSAPA, by 2014.

Note: Partially Proficient, Proficient and Advanced (CSAP and Lectura) and Emerging, Developing and Novice (CSAPA) are considered AYP proficient.

AMAOs (Annual Measurable Achievement Objectives): NCLB, Title III Accountability measures.

CELApro (Colorado English Language Acquisition Proficiency Assessment): Standards based language proficiency assessment given annually to ELLs and used for Title III accountability and to calculate Title III AMAOs.

CSAP (Colorado Student Assessment Program): Colorado's state content standard assessments- given in grades 3-10 in reading, writing and math, and in grades 5, 8, and 10 in science.

CSAPA (Colorado Student Assessment Program Alternate): The standards based assessment used to measure content knowledge for students with the most significant cognitive disabilities.

ELD (English Language Development) Standards-the current English language acquisition test given to NEP and LEP students, the CELApro, is based on these standards for language proficiency.

ELP (English Language Proficiency) Standards -on December 10, 2009 Colorado State Board of Education adopted the World-class Instructional Design and Assessment (WIDA) standards- <http://www.wida.us/standards/elp.aspx> District will adopt in or before December 2011.

ELLs (English Language Learners) Students identified as NEP, LEP or FEP Monitor 1 & 2 .

FEP (Fluent English Proficient) – see appendix B

LEA (Local Educational Agency): School District, BOCES or the lead school district in a multi-district consortium.

Lectura - Colorado's 3rd and 4th grade reading assessment in Spanish; similar to CSAP reading assessment. Lectura is administered to students who receive or have received their primary Reading instruction in Spanish within the last year.

LEP (Limited English Proficient) – see appendix B

NCLB (No Child Left Behind): Federal legislation, also known as the Elementary and Secondary Education Act, which provides funding and accountability for Title IIIA, support for English language learners.

NEP (Non-English Proficient) – see appendix B

Other Indicator Targets: Part of AYP calculations. At the elementary and middle school levels, the Other Indicator target is 1.21 percent of students scoring advanced in reading and math. At the high school level, the Other Indicator target is a 63 percent graduation rate 2009, or a 2% point increase in the graduation rate from the prior year.

Participation Rate: Percentage of students in a school or district taking a state assessment, including: CSAP, CSAPA, Lectura, or CELApro (for NEP and LEP students who have been in the US less than one year and are unable to access the reading CSAP assessment).

Performance Targets: Annual targets in Reading and Math for elementary, middle and high school levels. Targets increase every 3 years to reach 100% proficiency in 2013-2014.

SASID (State Assigned Student ID)- the identification number used to match student records from year to year.

SEA (State Educational Agency): Colorado Department of Education.

Appendix B

CELAPro English Language Proficiency Levels- Definitions

Table 1: CELAPro English language Proficiency Levels–Definitions

| Colorado English Language Fluency Level | CELAPro Level | Definition of Fluency for Colorado |
|---|------------------------|---|
| Non-English Proficient | CELAPro Levels 1 and 2 | This level includes students who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks. |
| Limited English Proficient | CELAPro Levels 3 and 4 | Students at this level are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support. |
| Fluent English Proficient | CELAPro Level 5 | Students at this level are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native speakers, but may still need limited linguistic support. |

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