



Colorado Department of Education



**2010-2011 Title III
Annual Measurable Achievement Objectives
(AMAOs) Manual**

Office of Federal Program Administration
Colorado Department of Education
April 2011

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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.

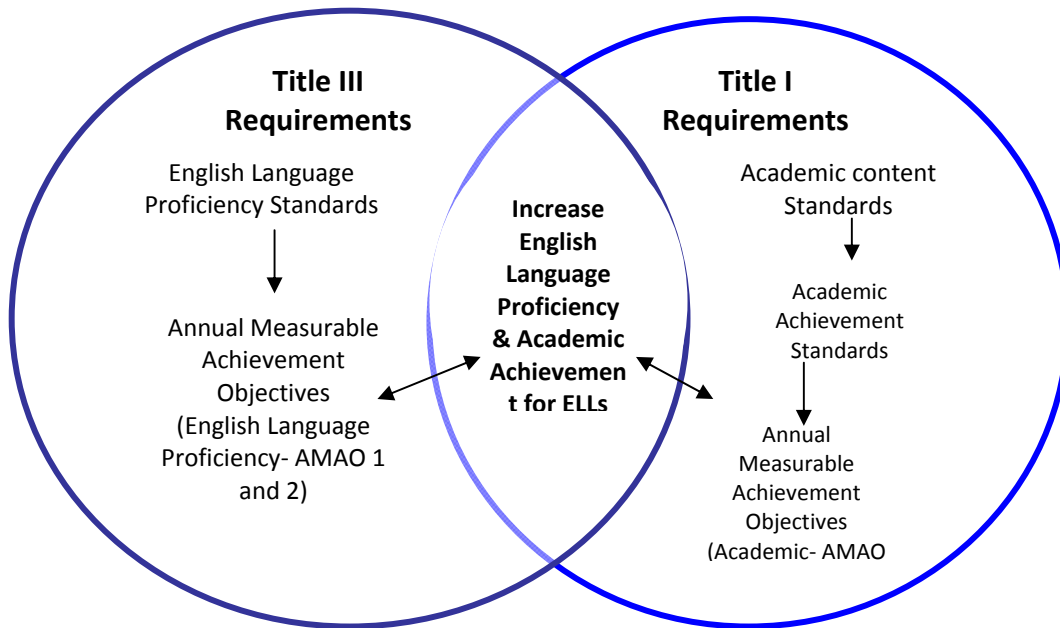
Title III AMAOs for English Language Learners

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 09-10 and 10-11
- Data from eligible districts participating in a consortium for SY 09-10 and 10-11 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 Program 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
CELApro Level 2
CELApro Level 3
CELApro Level 4
CELApro Level 5 (FEP)

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 most recent prior score to be considered to have made adequate progress.

AMAO 1 Cohort Definition

The AMAO 1 cohort includes students who took CELApro in 2011 and in a previous year anywhere in the state of Colorado.

All students who have received a label or have a test at the end of the window are included, except those who have been withdrawn from the LEA before or during testing. LEAs are accountable for AMAO 1 if 30 or more students 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 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 2010 CELApro	October 1, 2010 Enrollment	January 2011 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 cases where the most recent CELApro test was in 2009 or prior to that, the rules are as follows:

January 2009 (or prior) CELApro	January 2010 CELApro	Student October 2010	January 2011 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 will 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
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 matched 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 2011. 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 “backward” 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

(<http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp>)

5. If the Upper Limit of the Confidence Interval is equal to or greater than 50%, 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 2011 in your district/consortium. 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 2011.

Not all students included in AMAO 1 will 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
2010-2011	6%
2011-2012	7%
2012-2013	8%
2013-2014	9%

AMAO 2 Calculations

1. Calculate Denominator
 - a. Start with all 2011 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 6%, 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.

2010-2011 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%	94.23%	94.54%	1.33% Advanced Reading/ Math
Middle	95.0%	93.41%	89.88%	1.33% Advanced Reading/ Math
High	95.0%	94.92%	86.75%	<ul style="list-style-type: none"> • 63% 4-year on time graduation rate (2009-10) • 2% point increase in 4-year on-time graduation rate from 2008-09 to 2009-10 • 65% 5-year graduation rate (2008-09) • 67% 6-year graduation rate (2007-08)

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 1.33 percent advanced in elementary and middle school and one of the above graduation targets in high school.

For more specifics about AYP calculations, go to:

<http://www.cde.state.co.us/FedPrograms/danda/ayp.asp>. The 2010-11 AYP calculation rules will be posted in July.

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, 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:

<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. This improvement plan needs to be included in the district Unified Improvement Plan.

If a grantee fails to meet AMAO targets for four consecutive years, Title III (Section 3122(b)(4), requires the State to take additional action. The SEA must provide additional review of the grantee's language instruction education program and provide technical assistance on any reform that should take place regarding the education of ELLs.

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. 2010-2011 AMAO 1 and 2 appeals are due by 5:00 p.m. on May 20, 2011 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 23, 2011. 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 June 3, 2011, 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 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 AMAO 1 and AMAO 2 calculations through the CEDAR system (except for records that have been sent “backward” 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 basis for an appeal.

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 May 20th.

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, 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.

AMAO Data Reporting

AMAO data will be reported in the Data Center of SchoolView (<http://www.schoolview.org/performance.asp>) once AMAO 3 information is finalized in October, 2011.

The screenshot shows the SchoolView website interface. At the top, there is a navigation bar with 'The Colorado Department of Education' on the left and 'Offices | Staff Contacts | Colorado.gov' on the right. Below this is a banner for 'cde Improving Academic Achievement' and 'SCHOOLview®'. A secondary navigation bar includes 'CDE Home', 'SchoolVIEW', 'For Educators', 'For Administrators', and 'For Parents & Students'. The main content area has a breadcrumb trail: 'CDE Home > SchoolVIEW Home > School Performance >'. On the left is a vertical menu with 'SchoolVIEW Home', 'Colorado Growth Model', 'School Performance' (highlighted), 'Learning Center', and 'Community Connections'. The main heading is 'State, District and School Performance'. Below this is a section for 'The SchoolVIEW Data Center' with a description and a button labeled 'SchoolVIEW Data Center' circled in red. To the right is a 'What's New' section with three bullet points. Below that is a section for 'District and School Performance Framework Reports' with a description and a list of districts in a dropdown menu. At the bottom are three buttons: 'Data Lab', 'Additional Resources', and 'Learning Center'.

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State, District and School Performance

The SchoolVIEW Data Center

The SchoolVIEW Data Center gives you information about Colorado's public education system at the state, district and school levels. It provides easy access to data on federal and state accountability results, academic performance, and student and school demographics.

SchoolVIEW Data Center

What's New

- CDE Analysis Shows Achievement Data An Indicator of College Readiness From As Early as Sixth-Grade
- Statewide Enrollment Grows 1.3 Percent
- "Districts Accredited With Distinction" And "Centers of Excellence" Schools Celebrated

District and School Performance Framework Reports

The district and school performance frameworks provide a snapshot of the district or school's level of attainment on academic achievement, growth, growth gaps and postsecondary readiness.

Click on a district or school name to view its performance framework reports:

District:

- 1040 - Academy 20
- 0020 - Adams 12 Five Star Schools
- 0030 - Adams County 14
- 0180 - Adams-Arapahoe 28J
- 0960 - Agate 300
- 1620 - Aguilar Reorganized 6
- 3030 - Akron R-1
- 0100 - Alamosa RE-11J
- 0220 - Archuleta County 50 JT

School:

Reports:

District Report

- No District Selected

School Report

- No School Selected

Additional Information

- An overview of the district and school performance frameworks (PPT)
- A guide to the school performance framework report
- Requests to Reconsider - Summary (PDF)

Data Lab Additional Resources Learning Center

Once you are in the SchoolVIEW Data Center, click on the Accountability tab, and then Federal, and NCLB-AMAO (State and District only). Click on the triangle next to Colorado to expand the list of districts and then choose your district.

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The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs). These targets are focused on English language learners gaining English proficiency and content proficiency.

NCLB-AYP | **[NCLB-AMAO](#)** -(State & District only)

Percent of Students Making AMAO Targets

AMAO	Percent
AMAO 1	48.43%
AMAO 2	7.74%

2010 ▾ All Levels ▾

NCLB-AMAO 1, 2 and 3

State Made AMAOs: No

AMAO 1	AMAO 1 Data	AMAO 2	AMAO 2 Data	Made AMAOs	AMAO 3 Subject	AMAO 3 Metric	Made AMAO 3
Denominator	75496	Denominator	94963	No	Reading	Participation	Yes
Numerator	36292	Numerator	7193	No	Reading	Performance	No
Pct. Making Progress	48.43	Pct. Attaining Profici...	7.74	No	Adv. Reading	Other Indicator	Yes
AMAO 1 Target	48%	AMAO 2 Target	5%	No	Math	Participation	Yes
Target Met	Yes	Target Met	Yes	No	Math	Performance	No
					Adv. Math	Other Indicator	Yes
					Prior Yr. Grad. Rate	Other Indicator	Yes
					Made AYP for ELLs		No

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Using CELA data for Improvement Planning and Root Cause Analysis

AMAO results provide important data for accountability purposes; however, they are limited in terms of the guidance they can provide in root cause analyses or improvement planning. Rather than looking at AMAO results for these purposes, we suggest you look at the student level data and aggregate them in ways that may provide more relevant information for improvement planning.

AMAO 1 data, while providing longitudinal results on CELApro, has the following limitations:

- It looks at the student's most recent prior score. So districts may be analyzing the progress a student made over 1, 2, 3 or 4 years depending upon when that student was last tested;
- Includes students that were not continuously enrolled in your district;
- May assign students to your district that are not currently enrolled;
- Does not account for grade level; and
- Does not take into account the fact that students tend to progress more quickly through the early levels (Level 1 to 2 to 3) and that progress from Levels 3 to 4 to 5 takes longer.

In order to understand how a language instruction education program is impacting English language development, districts can use the AMAO 1 student level data file (which you can access in CEDAR). However, CDE suggests filtering the data in the following way:

1. Exclude any students whose most recent prior test was before 2010 ("Most Recent Prior Year" field in AMAO 1 student level file).
2. Exclude any students who did not test in your district in both 2010 and 2011 (use "District Name Tested" and "Prior Year District Name").
3. Exclude any students who were not continuously enrolled in your district (continuous enrollment is not included in the AMAO 1 Student level file, but you could at least use "District Name Oct Enrollment" for an additional check).

When analyzing your data, you may want to disaggregate the data in the following ways to help answer some of the questions listed.

Disaggregation Category	Questions to answer
Grade (“Grade”)	Are there certain patterns of progress made at different grade levels?
School (not included in AMAO 1 Student level file)	Are you seeing differences in progress made by different schools within your district?
Proficiency Level (both “Overall Proficiency Level” –current year and “Prior Year Overall Proficiency Level”)	Are students at various proficiency levels (Level 1, 2, 3, 4 or 5) showing different kinds of progress?

Additionally, CDE is currently investigating how to apply the Colorado Growth Model methodology to CELApro results. We hope to have Student Growth Percentiles and Median Growth Percentiles for districts and schools available through CEDAR later this summer. Adequate Growth Percentiles for students and schools may be available as well. We believe this type of data will add depth to understanding English language development and attainment instruction and assist in the root cause analyses required for the Unified Improvement Plans.

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 and 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. 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 1.33 percent of students scoring advanced in reading and math. At the high school level, the Other Indicator target is a 63% graduation rate in 2010, or a 2% point increase in the graduation rate from 2009.

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 CSAP reading).

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 participate fully 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.

Colorado Department of Education Contacts

Office of Federal Program Administration

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