

Wyoming Annual Measurable Achievement Objectives (AMAOs)

AMAO 1: Annual increases in the number or percentage of children making progress in learning English.

Definition for AMAO 1:

All ELL students who have completed two (2) data points.

AND

Students with one data point whose composite proficiency level is 5 with no sub-skill below 4. These students are included as making progress.

Definition of Expected Annual Growth:

Students will gain one (1) ACCESS for ELLs composite proficiency level annually until reaching English language proficiency.

OR

Option #1: If no sub-skill proficiency scores are at ACCESS for ELLs proficiency level 5, maintain composite proficiency level while increasing all sub-skill scale scores (reading, writing, listening and speaking).

Option #2: Maintain composite ACCESS for ELLs proficiency level, maintain proficiency level in sub-skills where student previously tested at level 5 or higher and increase all other sub-skill scale scores.

Annual Targets for AMAO 1:

55% of ELL students in the district will meet the annual growth target in the first year (2010-2011). The annual growth target will increase by 1.5% in each subsequent year.

2010-2011 - 55%	2015-2016 - 62.5%
2011-2012 - 56.5%	2016-2017 - 64%
2012-2013 - 58%	2017-2018 - 65.5%
2013-2014 - 59.5%	2018-2019 - 67%
2014-2015 - 61%	2019-2020 - 68.5%

AMAO 2: Annual increases in the number or percentage of children attaining English language proficiency by the end of each school year.¹

Definition of English Language Proficiency:

1. Access for ELLs composite proficiency level score of 5 with no subskill below 4.

Annual Targets for AMAO 2:

In the first year of analysis, 2009-2010, 15% of ELL students will achieve proficiency. The annual target will increase by 1.5% in each subsequent year for the following 10 years.

2010-2011 - 16.5%	2015-2016 - 24%
2011-2012 - 18%	2016-2017 - 25.5%
2012-2013 - 19.5%	2017-2018 - 27%
2013-2014 - 21%	2018-2019 - 28.5%
2014-2015 - 22.5%	2019-2020 - 30%

AMAO 3: Meeting AYP / Proficiency on the state assessment for the ELL subgroup in accordance with Title I determination methodology established by the state.

ⁱ AMAO 1 and AMAO 2 definitions and targets are provisional. They will be reviewed and adjusted if appropriate after at least two years of ACCESS for ELLs data is available.