



Changes to AMAO Calculations

Oregon Department of Education

August 2014

Topics Covered



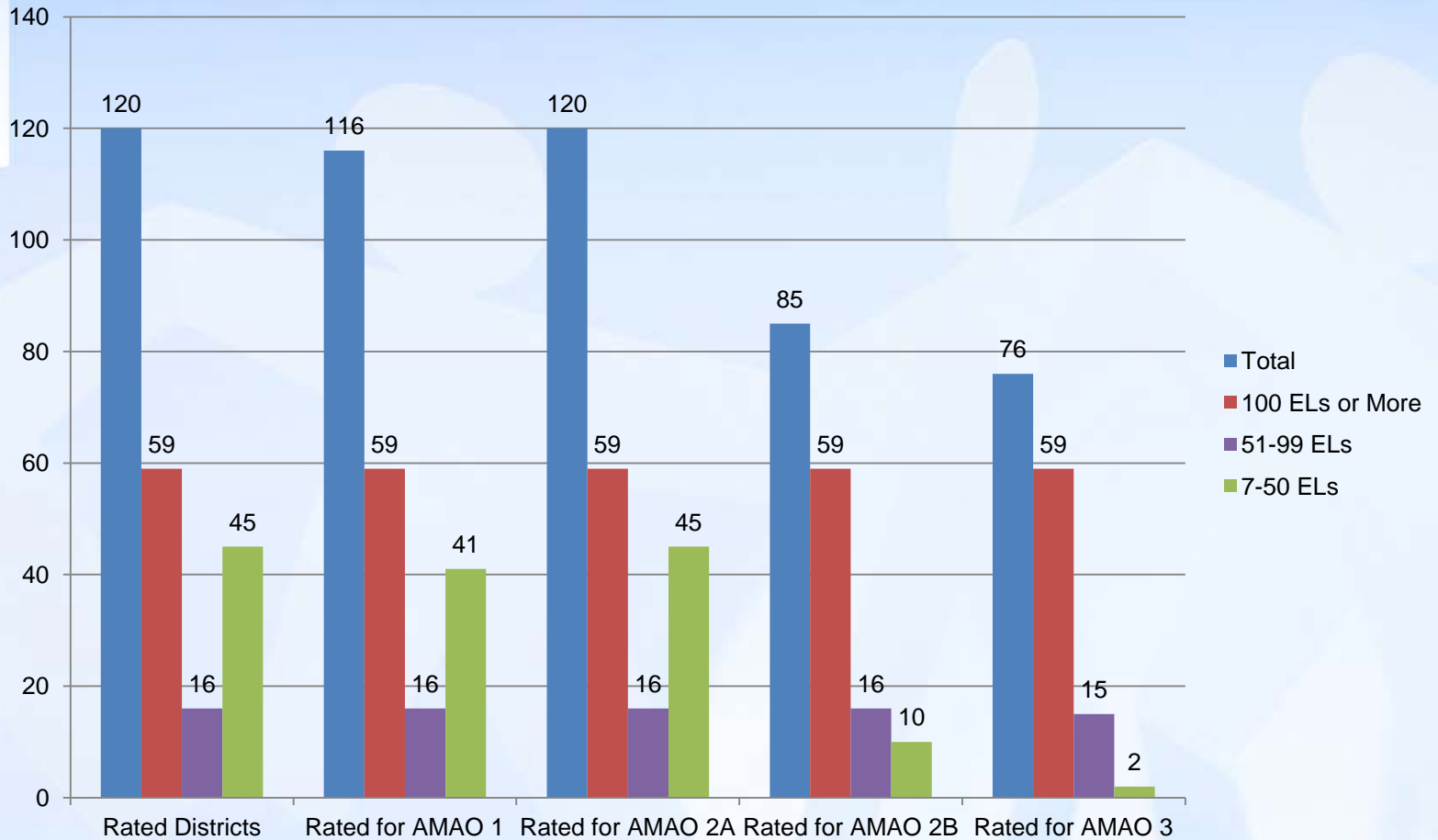
- Why We Should Change AMAO Calculations
- Proposed Changes to AMAO Calculations
(Update: ODE received approval to move forward with the changes on 8/8/14)
- Update on AMAO Determination Policies
- Proposal Timeline and Next Steps:
 - Timeline of Deliberations and Proposal Submissions
 - Approval from US Department of Education pending
 - Projected Implementation Schedule

Why We Should Change AMAO Calculations



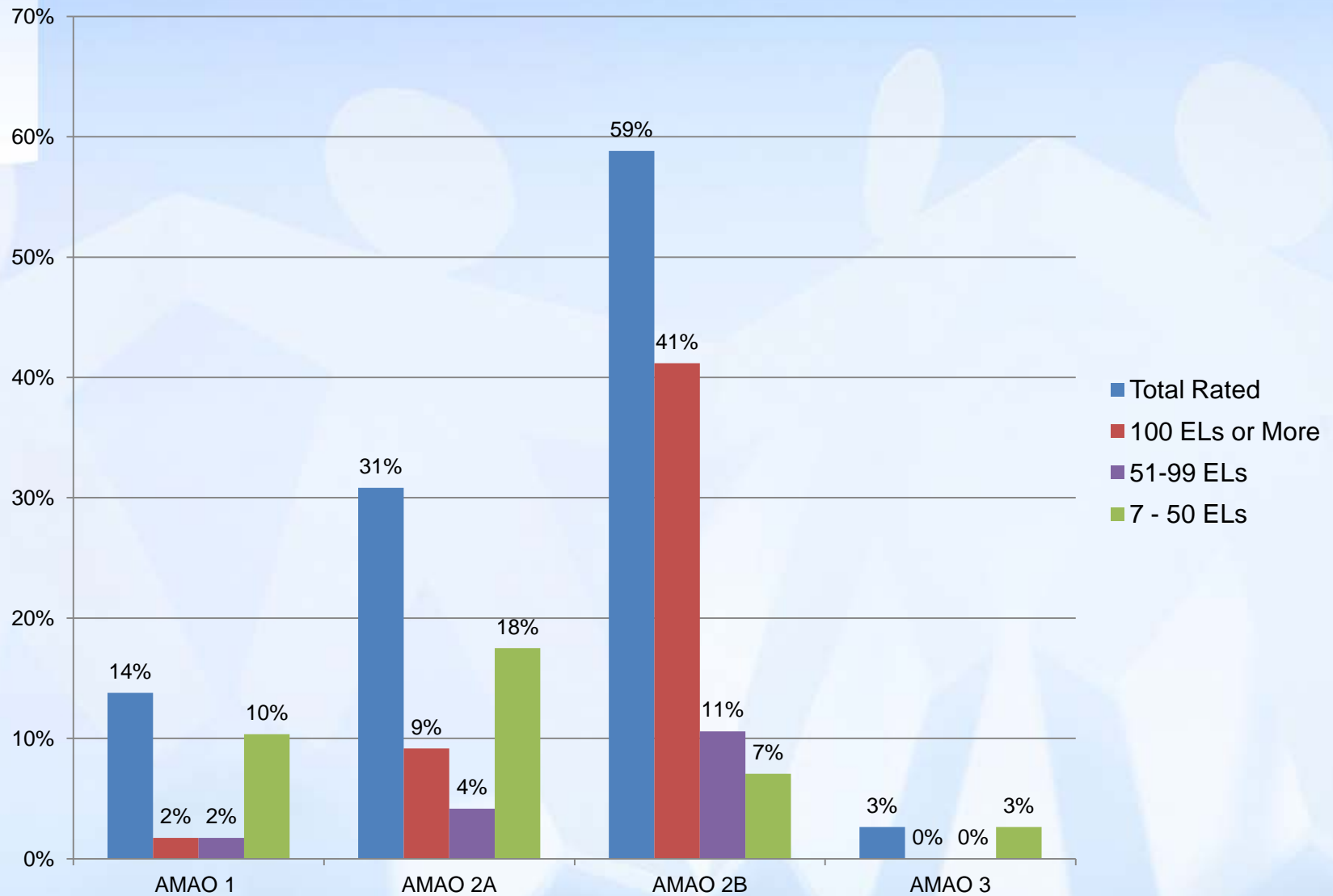
- Alignment of AMAO 3 with ESEA Waiver Changes (from AYP to AMOs using a growth model)
- Results from Current AMAO calculations are not helpful, nor very meaningful
- Current AMAO results too closely correlated with EL population size

Number of Districts Rated on AMAOs by EL Population Size (2012-13)



Total Districts Rated on any AMAO = 120. Total Districts in Oregon = 197.

% of Rated Districts That MET AMAOs by EL Population Size (2012-13)



Concerns with 2012-13 AMAO Results



- Districts that Met all AMAOs (1, 2A, 2B, and 3) = 0
- Districts with an Overall AMAO Met Status = 10
 - Of these 10 districts:
 - 3 were Not Rated on AMAO 1
 - 9 were Not Rated on AMAO 2B
 - All 10 were Not Rated on AMAO 3
- Districts with Populations of 100 ELs or more (59 total districts) are rated on All AMAOs.
 - Of these 59 districts:
 - 0 met AMAO 1
 - 0 met AMAO 3
- 2012-13 Data Were Not an Anomaly

Expectations for Proposed Changes to AMAOs



- New calculations will not be a panacea. Many districts will still have difficulty meeting targets, especially for AMAO 3.
- Results should better differentiate between high performing and low performing districts of varying sizes.
- Districts will have more useful information about student growth re: progress to ELP and toward meeting academic targets to help guide instructional practice.

Final Proposal Components



- ODE proposed changing calculations for all **three** AMAOs.
- Major Proposed Changes include:
 - Using a **growth model** to measure **AMA O 1 and AMA O 3**
 - **Defining AMA O 2A** regarding ELP attainment to include **ELs with fewer than 5 years** instead of all ELs. (No changes to AMAO 2B definition.)

Proposed Changes to AMAO 1



Uses a student growth model based on a trajectory of language acquisition that assumes a maximum of 6 years from an initial proficiency level of 1 on ELPA.

Proficiency level	Number of years to progress to next level
1	1
2	2
3	1
4	2
5	Proficient

Proposed Changes to AMAO 1 (cont.)



- Oregon is permitted to use “years in program” as its basis for all calculations. The state is not allowed to use proficiency level to determine a growth potential based on the Notice of Interpretation (NOI-Oct. 17, 2008).

Proposed Changes to AMAO 1 (cont.)



ELP Trajectory

Years in Program	Performance Levels	Years Remaining
1	1	5
1	2	4
1	3	2
1	4	1
1	5	Exit
2	2 (or below)	4
2	3	2
2	4	1
2	5	Exit
3	2 (or below)	3
3	3	2
3	4	1
3	5	Exit
4	3 (or below)	2
4	4	1
4	5	Exit
5	4 (or below)	1
5	5	Exit
6	4 (or below)	Exit

Proposed Change to AMAO 2A



AMAO 2 Remains a Two-Part Measure (AMAO 2A & AMAO 2B). Proposed change to definition of AMAO 2A.

- **AMAO 2A – Proposed Definition:** the percentage of English learners acquiring English proficiency out of the total number of English learners identified **fewer than five (5) years.**
- **AMAO 2B – Keeping Current Definition:** the percentage of English learners acquiring English proficiency out of the total number of English learners identified for **five (5) or more years.**

Proposed Changes to AMAO 3



ODE has proposed to align AMAO 3 with Oregon's Growth Model that was approved in the ESEA Waiver. AMAO 3 will focus on the progress of Oregon's English learners:

- Academic Growth (Reading and Math)
- Participation (State Assessments)
- Graduation rate (Better of 4 or 5 year)

Change to AMAO Determination Policy on Rounding



- Rounding – AMAOs rounding has been changed to match the rounding policies for AMO.
 - Rounding will occur to the tenth (.1) of each percent.
 - Percentages having .05 or above will be rounded up to the next tenth.

No Change to AMAO Determination Policy on Minimum ELs for Inclusion



- Districts with fewer than seven (7) English learners in the denominator of AMAO 1, 2A, or 2B will have a Not Rated determination.
 - Data regardless of the number of ELs will be provided to districts in the Achievement Data Insight (ADI) – secure application for program evaluation and improvement.

No Change to AMAO Determination Policy on AMAO 2 Rating



- AMAO 2A and 2B
 - Districts must meet both AMAO 2A and 2B to have an overall AMAO 2 rating of met OR
 - Have a Met and a Not Rated to have an overall MET rating.
- This policy is consistent with the NOI (Notice of Interpretations), October 2008.

Timeline and Next Steps



- Since April 2013, ODE has been negotiating with US Department of Education – Title III on proposed AMAO revisions.
- Formal proposals and updates submitted to US Dept. of Ed – Title III office in April 2013, February 2014, May 2014, and July 2014.
- We anticipate receiving formal approval from the US Department of Education – Title III office in the near future.
- ODE has asked for approval to implement changes for 2013-14 and 2014-15. (Update: ODE received approval during the SAI conference on 8/8/14.)

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