

Attachment A

District **AMAO 1** (**Progress** toward English Language Acquisition as measured by **CELLA**):

Percent of K-12 students making gains (moving up a proficiency level(s) or proficient) in each of the CELLA three domains: Listening/Speaking, Writing, and Reading. In order for a district to meet AMAO 1, the district must demonstrate that a certain percentage of their English Language Learners are making gains in each domain. All English Language Learners that have been assessed on CELLA in the current and prior year are included in the AMAO 1 calculation. For 2006-07 and 2007-08, the state objective is to have at least 70% of students making gains in Listening/Speaking; 54% of students making gains in Writing; and 56% of students making gains in Reading.

	Listening/ Speaking (K-12)	Writing (K-12)	Reading (K-12)
2008-09	70	54	56
2009-10	72	56	58
2010-11	74	58	60
2011-12	75	59	61
2012-13	77	61	63
2013-14	79	63	65

District **AMAO 2** (English Language Acquisition **Proficiency** as measured by **CELLA**):

Percent of each grade cluster of students (K-2, 3-5, 6-8, and 9-12) who score proficient in all three of the CELLA domains: Listening/Speaking, Writing, and Reading. Only English Language Learners who have been receiving ESOL services for more than three years, at the time of testing, are considered in meeting AMAO 2. In order for a district to meet AMAO 2, the district must demonstrate that a certain percentage of their English Language Learners are proficient in all three domains. For 2006-07 and 2007-08, the state objective is to have at least 23% of students scoring proficient in grades K-2; 8% of students scoring proficient in grades 3-5; 7% of students scoring proficient in grades 6-8; and 7% of students scoring proficient in grades 9-12.

Grades K-2 3-5 6-8 9-12

Years in ESOL	More than 3 Years	More than 3 Years	More than 3 Years	More than 3 Years
2008-09	23	8	7	7
2009-10	24	11	10	9
2010-11	26	14	13	11
2011-12	27	16	17	14
2012-13	29	19	20	16
2013-14	30	22	23	18

The state objectives for AMAOs 1 and 2 were set using a method whereby the

percentage associated with the district at the 20th percentile was established as the starting point for the state objectives. That is, for example, in 2007-08, 20% of districts had fewer than 23% of their K-2 students scoring proficient on CELLA. The endpoints for the state objectives were set using the percentage associated with the district at the 75th percentile. This end-point is to be met by 2013-14. Therefore, these state objectives increase each year toward that ultimate objective.

District **AMAO 3: (Proficiency in Math and Reading as measured by **FCAT**)**

For the purposes of AYP, the state has set annual objectives for reading proficiency based on the ultimate goal to have 100% of all students proficient in reading by 2013-14. For 2007-08, the state objective is to have at least 58% of their English Language Learners proficient in reading. For math, the objective in 2007-08 was 62%. For purposes of AYP determination, students scoring at level 3 and above on the FCAT are considered proficient. Below are the annual state objectives for AYP.

	Reading	Math
2001-02	31	38
2002-03	31	38
2003-04	31	38
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

The ELL PK-12 category in each student record is used to define the ELL subgroup for the purposes of AYP. Students who are currently being served in English for Speakers of Other Languages (ESOL) programs as well as students who have attained English proficiency for up to two years after exiting the ESOL program are included in the ELL subgroup. These are students classified as "LY" or "LF" on their student record prior to testing.