



Illinois State Board of Education

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www.isbe.net

Jesse H. Ruiz
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Rod Blagojevich
Governor

Christopher A. Koch, Ed.D.
State Superintendent of Education

October 15, 2007

Dear School District Administrator:

According to the No Child Left Behind Act of 2001 (NCLB), the Illinois State Board of Education must hold school districts that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAOs) developed for English Language Learners (ELLs). Based on the three target criteria listed below, the Illinois State Board of Education determined the AMAO status for your district for the school year 2006-07. Attached is a summary of this data and notification of your district's AMAO designation.

If your district did not meet AMAOs, you must inform all parents of children identified for participation in Title III funded programs (LIPLEPS and/or IEP) of this in writing within 30 days of receipt of this letter.

The 2007 AMAO targets set by the Illinois State Board of Education are based on the performance of ELL students on the ACCESS for ELLs™ (statewide English language proficiency assessment) as well as the performance of ELL students on state administered achievement assessments (IMAGE, ISAT, or PSAE). Following are the three AMAO target criteria for 2007:

1. **Attaining English Language Proficiency:** The percentage of ELL students who attained a proficiency level of 4.0 or higher on their composite scores on the ACCESS for ELLs™. The Illinois AMAO-proficiency objective for the district shall be 10 percent. This objective shall apply provided that the number of students tested is no fewer than 30. A 95 percent "confidence interval" is applied to the calculation.
2. **Progress toward English Language Proficiency:** 85 percent of the students must make progress on the ACCESS for ELLs™. This objective shall apply provided that the number of students in the cohort is no fewer than 30. ELL students make progress if they make a 6.0 proficiency level in any of the four domains: listening, speaking, reading, or writing, in any of the two years, 2006 or 2007; or make at least a 0.50 increase in their proficiency levels in any of the four domains: listening, speaking, reading, or writing between 2006 and 2007.

3. **Adequate Yearly Progress (AYP):** The district must make Adequate Yearly Progress for ELL students served by programs funded under Title III. Calculations are based upon similar formulas used for Title I Adequate Yearly Progress.

To meet AMAOs, a district must achieve **ALL** targets defined by the state in all three areas.

This is the fourth year that AMAO calculations have been made. School districts that did not meet their AMAOs for **two (2)** consecutive years (2006 and 2007) are required to develop an improvement plan which will ensure that the district meets AMAOs in the future.

Districts that did not meet AMAOs for **four (4)** consecutive years (2004, 2005, 2006, and 2007) are required to modify and submit their District Improvement Plan (DIP). The DIP must articulate how the district will modify the district's bilingual program model, curriculum, and methods of instruction to meet the needs of English language learners.

Information on districts that are required to submit District Improvement Plans can be found on this site: <http://www.isbe.net/bilingual/htmls/titleIII.htm>. The District Improvement e-plan is available at <http://iirc.niu.edu>. For further information about the DIP e-plan contact Carol Diedrichsen, Federal Grants and Programs at 217-524-4832 or Bill Garcia in the Division of English Language Learning at 312-814-3850.

If you have any questions regarding your AMAO designation, please call Dr. Lilibeth Gumia in the Data Analysis & Progress Reporting Division at 217-782-3950. The Illinois State Board of Education would like to thank you for your efforts in working to meet the needs of English Language Learners and is committed to continue seeking avenues that will support you in those efforts.

Sincerely

Christopher A. Koch, Ed. D.
State Superintendent of Education

Enclosure