



# Illinois State Board of Education

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www.isbe.net

**Jesse H. Ruiz**  
Chairman

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

September 18, 2008

Dear School District Administrator:

According to the No Child Left Behind Act of 2001 (NCLB), the Illinois State Board of Education (ISBE) 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, ISBE determined the AMAO status for your district for the school year 2007-08. Attached is a summary of these 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 (LIPSELLS and/or IEP) of this in writing within **30 days** of receipt of this letter.*

The 2008 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 academic achievement assessments (ISAT or PSAE). Following are the three AMAO target criteria for 2008:

- 1. Attaining English Language Proficiency:** This is determined by 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:** Eighty-five 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, 2007 or 2008; or make at least a 0.50 increase in their proficiency levels in any of the four domains between 2007 and 2008.
- 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.

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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 have not met their AMAOs for **two (2)** consecutive years (2007 and 2008) are required to develop an improvement plan which will ensure that the district meets AMAOs in the future.

Districts that have not met AMAOs for **four (4)** consecutive years (2005, 2006, 2007, and 2008) 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

Robin Lisboa  
Division Administrator  
Division of English Language Learning

Enclosure