



School District of New London

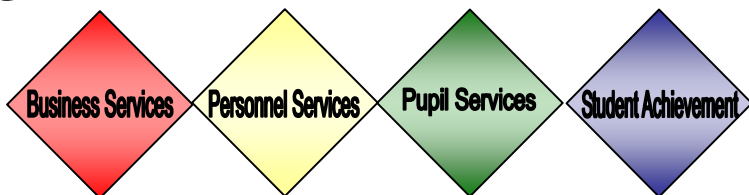
DIVISION

MONTHLY UPDATE

By: Ann Christopherson

Division: Pupil Services

Date: November 2011



New London AMAO Updates for English Language Learners 2010-2011

Annual Measurable Achievement Objectives (AMAO) was established through the Elementary and Secondary Education Act. Title III requires each district serving English Language Learners (ELL) to demonstrate progress. Annually the Wisconsin Department of Instruction reports out on individual district progress in three areas.

AMAO 1 has been changed from prior school years. Previously, we needed to simply show increases in the number of students making progress in their English language acquisition. AMAO 1 is now based on the percent of English Language Learners (ELL) attaining a 0.4 level gain on the ACCESS for ELLs test. The state requirement of 35% of our total ELL population was met with 48% of our students demonstrating the required growth target.

AMAO 2 looks at annual increases in the number or percentage of students attaining English language proficiency by the end of each school year. We needed to show a minimum of 6.5% of our ELLs meeting English Language Proficiency Level (ELP). We were able to demonstrate 19% of our ELL meeting the ELP requirements.

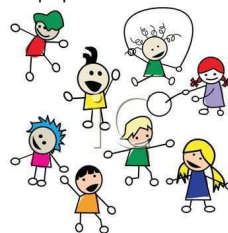
AMAO 3 looks to see each grade band make progress by comparing to AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics. We were tagged as “not applicable” for not meeting target numbers in grades 4, 8, and 10. Of the 53 students tested in these grades, 58% were proficient or advanced on the WKCE in Reading (80.5% is the state requirement). In Mathematics, 53% of ELLs were proficient or advanced (68.5% = state requirement).

Progress Report: Format Changes to CDD

As reported to you last month in my director report, we changed our format for child Development Day (CDD) screening this year. Fifty-three children were registered for the day in October. Fifty children participated in the screening opportunity. Our first trial implementing the new format has proven to be successful in multiple ways.

We have been able to see some savings in several ways – we no longer need to pay a hall rental by utilizing the school setting. We are also able to staff with fewer after-hours staff, again saving costs. The processes utilized fewer man hours in set up and take down.

Additionally, children were screened in our Early Childhood: Special Education (EC: SE) classroom. It provided an environment designed for 3 and 4 year-olds. We did not have to cancel classes for our EC: SE students as was necessary in prior years with equipment moved off-site for several days.



With an additional screening tool, we asked parents to complete information regarding their child's social, emotional, language, fine and gross motor skills. With this information at the beginning of screening, we could hone in on their concerns, completing additional screening steps. Then we provided parents with feedback and resources they can use to build on their child's deficit areas, when appropriate.

The natural occurrences of CDD across the school year, will allow the natural scheduling of children to return for a re-screen later in the school year.

Feedback from participating parents was positive. Our team made one recommendation for the coming CDD dates – to make certain we have an additional Speech and Language Pathologist at each screening to address specific issues after screening was completed.