

Table of Contents

	page
General Information and Overview	2
Part I: Identification of Students – statewide student population	3
Part II: AMAO Calculations – district level	7
Part III: Final Output Files	11

System/Acronym	Annual Measurable Achievement Objectives	AMAO
Client Agency	Bureau of Assessment and Accountability	BAA
Author(s)	Dan LaDue and Will Metz	
Creation Date	August, 2013	
Modification Date	October 4 2013	

General Information

The data needed to complete the calculations for AMAO **I**, **II** and **III** is contained in the Center for Educational Performance and Information's (CEPI) Michigan Student Data System (MSDS), the Educational Entity Master and the Bureau of Assessment and Accountability (BAA) assessment database. AMAOs for Limited English Proficient (LEP) students are only calculated at the district level. Both the Office of Field Services (OFS) and the BAA will determine the type of letter or email message to distribute to each Title III district notifying them of their preliminary status and details governing the process for appeals. The BAA administrative staff will handle all communications with the districts that pertain to the AMAO calculations. The BAA will also handle all communications with the districts associated with the appeals. All future information and data will be maintained and archived by the BAA. The OFS will handle all support and sanctions.

Overview

1. LEP Population Student file – A file is created that includes the statewide population of LEP students. The file includes fields from MSDS Student History snapshots that indicate LEP eligibility as well as fields created specifically to determine student level AMAO eligibility. Assessment data is joined based upon student UIC. Validation and quality assurance checks are completed to insure accuracy of the file.
2. District AMAO Calculations – The student file is used to calculate AMAOs I and II at the district level. Historical data is used to identify districts that may have missed AMAOs for consecutive years. A district that does not meet any one of the three AMAOs will be considered not meeting AMAOs for that annual cycle. The resulting file includes district level results and contact information for the current year as well as historical summaries for each AMAO at the district level. Validation and quality assurance checks are completed to insure accuracy of the file. A district that does not meet AMAOs for 2 or more consecutive years, will adhere to Title III consequences as detailed by the Office of Field Services.
3. District Notification and Appeals Process/Window – Districts are notified via email by the BAA of their preliminary AMAO status and the procedure and timeline for appeals and/or data request.
4. Public Facing Files – A publically available file is posted on the MDE website that includes district AMAO status after the appeals window is closed.

Part I Student selection - rules to determine student MSDS records meeting the USDE definition of LEP for use with AMAOs.

- 1) Student History snapshots based on MSDS records are taken in the Secure Site as part of the assessment process. Students will be included from two of these collections: Fall 2012 and Spring 2013.
- 2) From each MSDS snapshot, select the following fields:

a) PrimaryUIC	h) LEPRenryDate
b) OperatingDistrictCode	i) Grade
c) AsOfDate	j) StudentResidency
d) CertificationDate	k) EnrollmentData
e) LEPEligibleFlag	l) ExitDate
f) LEPExitReason	m) AgeAsOfSept1(Calculated based on DateOfBirth field)
g) LEPExitDate	
- 3) For each of the two MSDS Snapshots, include all students where the LEPEligibleFlag is set to 1 in each MSDS view OR:
 - a) LEPExitReason is equal to 50 AND the ((LEPExitDate is between 7-2-12 and 7-1-13) OR the (LEPRenryDate is greater than the LEPExitDate)).
 - b) LEPExitReason is equal to 51 AND the ((LEPExitDate is between 7-2-12 and 7-1-13) OR the LEPRenryDate is greater than the LEPExitDate)).
 - c) LEPExitReason is equal to 53 AND the ((LEPExitDate is between 7-2-12 and 7-1-13) OR the LEPRenryDate is greater than the LEPExitDate)).
 - d) LEPExitReason is equal to 54 AND the ((LEPExitDate is between 7-2-12 and 7-1-13) OR the LEPRenryDate is greater than the LEPExitDate)).
- 4) From the students identified in any portion of step three exclude ALL students that meet the following criteria: adult education students, pre-school students, private school students, home school students, students where the date of enrollment is after 6-30-2013, students where the Date Exited is before 7-2-12, students where the LEP Re-entry date is after 6-30-2013 and students where the Age as of Sept 1 is NOT between 3 and 21.

Method: For each (Fall, Spring) MSDS snapshot set the LEP Eligible Flag flags as follows:

- a) LEPEligibleFlag(MSDS_Collection)Computed = 1 if any of 3, 3a, 3b, 3c or 3d are true AND NONE of the following are true
- i) LEPEExitDate is less than 7/2/12 in GSR collection (i.e. before 7/2/12)
 - ii) LEPreEntryDate is after 6/30/2013 in GSR collection
 - iii) Grade==20 OR Grade==30 in GSR collection
 - iv) StudentResidency=4,8,7 or 15 in GSR collection
 - v) DateofEnrollment is after 6/30/13 in GSR collection
 - vi) AgeAsOfSept1 is greater than 3 but less than 21 in GSR collection
- b) Create a variable that identifies the reason a student is determined to NOT be LEP Eligible from each collection.(MSDS)Reason = "the reason" when LEPEligibleFlag(MSDS_Collection)=0.

Example: FallReason = DateExited

Other reasons include (GradeOrSetting, LEPEligibleFlag, LEPEExitDate, AgeAsOfSept1, StudentResidency).

Note: If all fields are Null within each collection then (GSR_Collection)Reason is left blank.

5) Set master eligibility flags across both MSDS snapshots:

- a) LEPEligibleMaster: If LEPEligible(GSR_Collection)Computed = 1 in **any** MSDS snapshot, then LEP_EligibleMaster==1
- b) AMAOEligible: AMAOEligible = 1 if and only if LEPEligibleMaster = 1

6) Include current and all previous (up to seven years previous, if available) student test ELPA scores; include proficiency level for current year only. Set Tested flags: (match on UIC, if more than one record use first)

- a) Set Tested Current Year Flag:

TestedCurYear = 1 if tested and 0 if not tested

- b) Set previous year tested flag

TestedPrevYear = 1 if tested in previous year and 0 if not tested

- c) Set multiple prior years tested flags (Two, Three, Four, Five and Six)

TestedXXXXYear = 1 if tested years previous and 0 if not tested

- 7) Calculate change in student score from most recent prior year to current year score: SSDelta. The difference between the current year score and the **most recent** previous year score; Formula $SSDelta = OverallSSCurYear - OverallSSXXXXYear$; Set $SSDelta = -999$ if $TestedCurYear = 0$ or if ALL previous year tested [$TestedXXXXYear$] = 0
- 8) Create AccountableDistrict variable to represent the district that is AMAO accountable for student. To determine which district will be held accountable for a student in the event a LEP student moves during the school year, three 'counts' will be considered: the district fall count, the district spring count and the reporting district during the ELPA administration. The district that provided the most instruction to a LEP student based on these three counts will be held accountable for that student. If there are three different districts for each of the counts then use the one that matches the tested district. For each row, determine the number of times each district code appears in the following columns: OperatingDistrictNumberFall, OperatingDistrictNumberSpring, TestedDistrictCode.
- If the same district code appears in all 3 counts, that is the accountable district.
 - If the same district appears in 2 of 3 collection counts, that is the accountable district.
 - If none of the columns match use the tested district.
- 9) Create StudentProgressed variable to identify students that have progressed with a four or more point improvement in their scale score: Set = 1, If SSDelta is greater than or equal to four (4).
- 10) Create StudentProficient variable to identify students that are proficient for current year: Set = 1, if AMAOEligible = 1 AND OverallPLCurYear equals one (1) or two (2)
- 11) Identify Duplicate student records:
- Create flag for duplicate records: HasDuplicate: 1 indicates that the UIC appears more in more than one record, 0 indicates no duplicate record
 - Create flag for duplicate LEP Eligible records: AnyDuplicatesAreEligible, Set to 1, if the same UIC appears more than once in the student population AND any of the duplicates have an AMAOEligible flag = 1
- 12) MasterRecord is determined as follows:
- If the UIC has multiple records, choose the first one (determined by row ID) that is AMAOEligible and where the student tested to be the master.

- b) If the UIC has multiple records and wasn't tested, choose the first one (determined by row ID) to be the master.
- c) If the UIC has multiple records and none are AMAOEligible, choose the first one (determined by row ID) to be the master.
- d) If the UIC has only one record, make it the master.

Part II: AMAO Status calculations

1. Progress
2. Proficiency
3. LEP subgroup progress scorecard status

AMAO I: ProgressNarrative

The district must demonstrate that the percentage of its students making “progress” on the English Language Proficiency Assessment (ELPA) meets or exceeds the current year’s target. The targets change on an annual basis:

2007-2010	75%
2010-11	77%
2011-12	79%
2012-13	81%

Student progress is defined as a student gaining four (4) or more points from the previous year’s (or any prior year, if no previous year score) ELPA. The standard error of measurement for the ELPA test is less than four, which means a gain of four or more points can be attributed to true/actual progress. The AMAO I progress calculation is performed for districts with at least 10 LEP students.

The progress calculations are done in the following manner for each district:

1. In each district calculate the number of ELL students based upon the state-wide student file obtained in Part I of these business rules. Students must have tested in the current year and the previous year (or a prior year if previous year is missing).
2. In each district calculate the number of those students from step (1) gaining at least **4** points on the ELPA scale from the previous year or a prior year (if previous year is missing).
3. Divide the result of (2) by the result of by (1) to obtain the percentage of students in each program making significant progress over the past year. Round to the nearest whole percent.
4. Identify districts as making sufficient progress as those with a percentage equal to or greater than the annual target. For 2012-13 this target is 81%.

Method

List all districts by code with AMAO Eligible students using AMAOAccountable from the student Level population file. Include the following variables:

- 1) DistrictCode
- 2) GrowthELLS: Total number of the students that have four or more point increase in scale score.
- 3) TotalELLSTestedMulti: Total number of students with an SSDelta value indicating a current year score and a score in any previous year.
- 4) Growth Percent: GrowthELLS value divided by TotalELLSTestedMulti value and converted to percent
- 5) GrowthPercentRounded: Growth Percent rounded to the nearest percent unit.
- 6) MetAMAOI: Set to 1, if GrowthPercentRounded is greater than or equal to 79% and TotalELLSTestedMulti is 10 or greater, otherwise N/A
- 7) Include indicator for Title III District: Set to 1, if district code is for a Title III district for the current cycle.

Note: Starting September 2013, the MDE decision rules for making AMAO determinations will hold Title III sub grantees accountable for meeting all three Title III AMAOs for SY 2013-14 AMAO determinations and beyond. The MDE will require LEAs that fail to meet all the AMAOs for two and four consecutive years to comply with the required accountability provisions/consequences as specified in Section 3122(b)(1) of the ESEA. For example, if an LEA did not meet AMAO 1 in year one, while meeting AMAO 2 and AMAO 3, but, in year two, the same LEA did not meet AMAO 2, while meeting AMAO 1 and AMAO 3, the LEA would be considered as having failed to meet the AMAOs for two consecutive years (reworded). A Title III sub grantee, however, must meet all three AMAOs every year. Decision rules are included in this document and the AMAO targets for 2013-14 and beyond will be applied following approval from the Title III office at USED.

AMAO II: ProficiencyNarrative

The district must demonstrate that the percentage of its students achieving proficiency (based on the student scores on ELPA) meets or exceeds the current year's target. The AMAO 2 proficiency calculation is performed for districts with at least 10 LEP students. The targets change on an annual basis according to the following schedule:

2007-2010: 10% of students proficient or advanced
2010-2011: 13% of students proficient or advanced
2011-2012: 16% of students proficient or advanced
2012-2013: 20% of students proficient or advanced

Students are tested for English language proficiency using the ELPA, which has five performance levels (Basic, Low Intermediate, High Intermediate, Proficient, and Advanced Proficient). Students achieving a performance level of "Proficient" or "Advanced Proficient" are deemed to be proficient for the purposes of AMAO 2.

The proficiency calculations are done in the following manner for each district:

1. In each district calculate the number of ELL students that have tested in the current year based upon the state-wide student file obtained in Part I of these business rules.
2. In each district calculate the number of those students from step (1) that are proficient or advanced proficient in the current year assessment,
3. Divide the result of (2) by the result of by (1) to obtain the percentage of students in each program that are proficient or advanced proficient for the current year. Round to the nearest whole percent.
4. Identify districts as having sufficient proficiency as those with a percentage equal to or greater than the annual target. For 2012-13 this target is 20%.

Method

List all districts by code with AMAO Eligible students using AMAOAccountable from the student level population file. Include the following variables:

- 1) DistrictCode
- 2) ProficientELLS: Total number of the students that are identified as proficient in student file where StudentProficient = 1.
- 3) TotalELLS: Total number of students with a current year test score where TestedCurrYear = 1.
- 4) Proficient Percent: ProficientELLS s value divided by TotalELLS value and converted to percent
- 5) Proficient Percent Rounded: ProficientPercent rounded to the nearest percent unit.
- 6) MetAMAOfII: Set to 1, if GrowthPercentRounded is greater than or equal to 16% and TotalELLSTestedMulti is 10 or greater, otherwise N/A
- 7) Include indicator for Title III District: Set to 1, if district code is for a Title III district for the current cycle.

Note: Starting September 2013-14, the MDE decision rules for making AMAO determinations will hold Title III sub grantees accountable for meeting all three Title III AMAOs as of 2013-14 AMAO determinations. The MDE will require LEAs that fail to meet all the AMAOs for two and four consecutive years to comply with the required accountability provisions/consequences as specified in Section 3122(b)(1) of the ESEA. Decision rules are attached and the AMAO targets for 2013-14 and beyond will be applied after obtaining approval from the Title III office at USED. For example, if an LEA did not meet AMAO 1 in year one, while meeting AMAO 2 and AMAO 3, but, in year two, the same LEA did not meet AMAO 2, while meeting AMAO 1 and AMAO 3, the LEA would not be considered as having failed to meet the AMAOs for two consecutive years. A Title III sub grantee, however, must meet all three AMAOs every year.

AMAO III: AYP Status for the Limited English Proficient (LEP)

Narrative: The AMAO III calculation is based upon the district Accountability Scorecard Status for the Limited English Proficient (LEP) subgroup. Accountability Scorecard Status (Adequate Yearly Progress) is a measure defined in the federal No Child Left Behind Act (NCLB) Education Flexibility waiver to hold schools and districts responsible for student achievement in reading and mathematics based on state assessment results. Accountability Scorecard must be met for participation, achievement for the school as a whole, and for Limited English Proficient (LEP) and other Subgroups in which 30 or more students are enrolled. MDE sets specific objectives in testing and graduation. The Federal No Child Left Behind Act requires districts to test a minimum of 95 percent of enrolled students in state assessments. The achievement objective can be met by student performance meeting Michigan's objective, or by improvement in student achievement measured by Safe Harbor. A district must meet Michigan's minimum graduation rate of 80%. Graduation rates are reported by the Center for Educational Performance and Information.

Method

List all districts by code with AMAO Eligible students using AMAOAccountable from the student level population file. Include the following variables:

- 1) DistrictCode
- 2) AMAO3AYPforLEP: Met or Not met as calculated in AYP calculations. NA for less than 30 students.

Note: Starting September 2013-14, the MDE decision rules for making AMAO determinations will hold Title III sub grantees accountable for meeting all three Title III AMAOs as of 2013-14 AMAO determinations. The MDE will require LEAs that fail to meet all the AMAOs for two and four consecutive years to comply with the required accountability provisions/consequences as specified in Section 3122(b)(1) of the ESEA. Decision rules are attached and the AMAO targets for 2013-14 and beyond will be applied after obtaining approval from the Title III office at USED. For example, if an LEA did not meet AMAO 1 in year one, while meeting AMAO 2 and AMAO 3, but, in year two, the same LEA did not meet AMAO 2, while meeting AMAO 1 and AMAO 3, the LEA would not be considered as having failed to meet the AMAOs for two consecutive years. A Title III sub grantee, however, must meet all three AMAOs every year.

Part III: Final Output Files

1) Student Level Population File (described in Part I of business rules)

Note: student level files can ONLY be shared with district personnel upon request. Complete Variable List is found in Appendix A

2) District Level (described in Part II of business rules)

3) District Notification File: In addition to the calculations (percent) and results (met/not met) for the current year status for districts each AMAO needs a historical field. This integer value will define the number of consecutive years that an AMAO status has not been met. This is completed only if the current year status is met for the respective AMAO. **AMAOs are calculated AND communicated ONLY to Title III designated districts.** Contact information for the district superintendent, ELPA coordinator, district assessment coordinator and Title III coordinator is included.

The following fields are needed for the district notification file:

Subject	Title III Coordinator
District (code and Name)	MetAMAOI
DistrictName	AMAOIConsYearsMissed
Title	AMAOIText
Superintendent Name	MetAMAOII
Superintendent_Email	AMAOIConsYearsMissed
ELPA Coordinator	AMAOIIText
ELPA Coordinator Email	MetAMAOIII
District Assessment Coordinator	AMAOIIIConsYearsMissed
District Coordinator Email	AMAOIIIText
Title III Coordinator	

4) Public Facing File: to be posted after the completion of the appeals window for ONLY Title III districts. Variables list:

ISDName
DistrictCode
DistrictName
Cycle
AMAOIStatus
AMAOIPercent

AMAOIConsYearsMissed
AMAOIStatus
AMAOIIPercent
AMAOIConsYearsMissed
AMAOIStatus
AMAOIConsYearsMissed

Appendix A: Student Population File Variable - Complete List

LEPPopID	SpringReason
UIC	LEPEligibleFlagMaster
LEPEligibleFlagFall	AMAOEligible
LEPExitReasonFall	HasDuplicates
LEPExitDateFall	AnyDuplicatesAreEligible
LEPreEntryDateFall	MasterRecord
GradeOrSettingFall	TestedCurYear
StudentResidencyFall	TestedDistrictCode
DateOfEnrollmentFall	TestedBuildingCode
ExitStatusFall	TitleIIIInd
DateExitedFall	OverallSSCurYear
AgeAsOfSep1Fall	OverallPLCurYear
OperatingDistrictNumberFall	TestedPrevYear
AsOfDateFall	OverallSSPrevYear
CertificationDateFall	TestedTwoYear
LEPEligibleFlagFallComputed	OverallSSTwoYear
FallReason	TestedThreeYear
LEPEligibleFlagSpring	OverallSSThreeYear
LEPExitReasonSpring	TestedFourYear
LEPExitDateSpring	OverallSSFfourYear
LEPreEntryDateSpring	TestedFiveYear
GradeOrSettingSpring	OverallSSFfiveYear
StudentResidencySpring	TestedSixYear
DateOfEnrollmentSpring	OverallSSFsixYear
ExitStatusSpring	TestedSevenYear
DateExitedSpring	OverallSSFsevenYear
AgeAsOfSep1Spring	AccountableDistrictCode
OperatingDistrictNumberSpring	SSDelta
AsOfDateSpring	StudentProgressed
CertificationDateSpring	StudentProficient
LEPEligibleFlagSpringComputed	