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System/Acronym	Annual Measurable Achievement Objectives	AMAO
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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, the good student records (GSR) database and the Bureau of Assessment and Accountability (BAA) assessment database. AMAOs for Limited English Proficient (LEP) student 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 CEPI GSR 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. 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.
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) Students will be included from the GSR views from three separate collections: Fall 2011, Spring 2012 and End-of-Year (EOY) 2012.
- 2) From each GSR, select the following fields:

a) PrimaryUIC	h) LEPreEntryDate
b) OperatingDistrictCode	i) Grade
c) AsOfDate	j) StudentResidency
d) CertificationDate	k) DateofEnrollment
e) LEPEligibleFlag	l) DateExited
f) LEPExitReason	m) AgeAsOfSept1
g) LEPExitDate	
- 3) For each of the three GSRs, include all students where the LEPEligibleFlag is set to 1 in each GSR view OR:
 - a) LEPExitReason is equal to 50 AND the ((LEPExitDate is between 7-2-11 and 7-1-12) OR the (LEPreEntryDate is greater than the LEPExitDate)).
 - b) LEPExitReason is equal to 51 AND the ((LEPExitDate is between 7-2-11 and 7-1-12) OR the LEPreEntryDate is greater than the LEPExitDate)).
 - c) LEPExitReason is equal to 53 AND the ((LEPExitDate is between 7-2-11 and 7-1-12) OR the LEPreEntryDate is greater than the LEPExitDate)).
 - d) LEPExitReason is equal to 54 AND the ((LEPExitDate is between 7-2-11 and 7-1-12) OR the LEPreEntryDate 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 6-30-2012, students where the Date Exited is before 7-2-11, students where the LEP Re-entry date is after 6-30-2012 and students where the Age as of Sept 1 is NOT between 3 and 21.

Method: For each (Fall, Spring, EOY) GSR collection set the LEP Eligible Flag flags as follows:

- a) LEPEligibleFlag(GSR_Collection)Computed = 1 if any of 3, 3a, 3b, 3c or 3d are true AND NONE of the following are true
- i) LEPExitDate is less than 7/2/11 in GSR collection (i.e. before 7/2/11)
 - ii) LEPreEntryDate is after 6/30/2012 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 6/30/12 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. (GSR_Collection)Reason = "the reason" when LEPEligibleFlag(GSR_Collection)=0.

Example: FallReason = DateExited

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

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

5) Set master eligibility flags across all three GSRs:

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

6) Include current and all previous (up to six 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, four counts will be considered: the district fall count, the district spring count, the reporting district during the ELPA administration, and the district end-of-year count. The district that provided the most instruction to an LEP student based on these four counts will be held accountable for that student. In the event a student is included in two counts in one district and two counts in another, the district where the student took the ELPA will be accountable. 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, OperatingDistrictNumberEOY, TestedDistrictCode.
 - a) If the same district code appears in 3 or 4 of the four counts, that is the accountable district.
 - b) If the same district appears in 2 counts and matches the tested district, that is the accountable district.
 - c) If the same district appears in 2 collection counts, that is the accountable district if the third collection and tested district are different from those two and each other.
 - d) If a district appears in only one collection column and matches the tested district, that is the accountable district if the other two collections are different from those two and each other.
 - e) If none of the columns match each other 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 OverallIPLCurYear equals one (1) or two (2)

- 11) Identify Duplicate student records:
 - a) Create flag for duplicate records: HasDuplicate: 1 indicates that the UIC appears more in more than one record, 0 indicates no duplicate record
 - b) 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:
 - a) 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 1 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 2011-12 this target is 79%.

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) MetAMAOL: 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.

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 2011-12 this target is 16%.

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) MetAMA0II: 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.

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

Narrative: The AMAO III calculation is based upon the district AYP Status for the Limited English Proficient (LEP) subgroup. AYP Status (Adequate Yearly Progress) is a measure defined in the federal No Child Left Behind Act (NCLB) to hold schools and districts responsible for student achievement in reading and mathematics based on state assessment results. AYP 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 a state assessment to meet Adequate Yearly Progress (AYP). 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.

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	AMAOIIConsYearsMissed
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	AMAOIConsYearsMissed
DistrictCode	AMAIIStatus
DistrictName	AMAIIPercent
Cycle	AMAIIConsYearsMissed
AMAIIStatus	AMAIIIStatus
AMAIIPercent	AMAIIIConsYearsMissed

Appendix A: Student Population File Variable - Complete List

LEPPopID	StudentResidencyEOY
UIC	DateOfEnrollmentEOY
LEPEligibleFlagFall	ExitStatusEOY
LEPExitReasonFall	DateExitedEOY
LEPExitDateFall	AgeAsOfSep1EOY
LEPreEntryDateFall	OperatingDistrictNumberEOY
GradeOrSettingFall	AsOfDateEOY
StudentResidencyFall	CertificationDateEOY
DateOfEnrollmentFall	LEPEligibleFlagEOYComputed
ExitStatusFall	EOYReason
DateExitedFall	LEPEligibleFlagMaster
AgeAsOfSep1Fall	AMAOEligible
OperatingDistrictNumberFall	HasDuplicates
AsOfDateFall	AnyDuplicatesAreEligible
CertificationDateFall	MasterRecord
LEPEligibleFlagFallComputed	TestedCurYear
FallReason	TestedDistrictCode
LEPEligibleFlagSpring	TestedBuildingCode
LEPExitReasonSpring	TitleIIIInd
LEPExitDateSpring	OverallSSCurYear
LEPreEntryDateSpring	OverallPLCurYear
GradeOrSettingSpring	TestedPrevYear
StudentResidencySpring	OverallSSPrevYear
DateOfEnrollmentSpring	TestedTwoYear
ExitStatusSpring	OverallSSTwoYear
DateExitedSpring	TestedThreeYear
AgeAsOfSep1Spring	OverallSSThreeYear
OperatingDistrictNumberSpring	TestedFourYear
AsOfDateSpring	OverallSSFfourYear
CertificationDateSpring	TestedFiveYear
LEPEligibleFlagSpringComputed	OverallSSFfiveYear
SpringReason	TestedSixYear
LEPEligibleFlagEOY	OverallSSSixYear
LEPExitReasonEOY	AccountableDistrictCode
LEPExitDateEOY	SSDelta
LEPreEntryDateEOY	StudentProgressed
GradeOrSettingEOY	StudentProficient