

Annual Measurable Achievement Objectives (AMAO) Business Rules 2013-14

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System/Acronym	Annual Measurable Achievement Objectives	AMAO
Client Agency	Division of Accountability Services	DAS
Author(s)	Dan LaDue and Chad Bailey	
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General Information

The data needed to complete the calculations for AMAO I (Progress), II (Proficiency), III (Scorecard EL Components) and WIDA/WIDA Alt Participation is contained in the Center for Educational Performance and Information's (CEPI) Michigan Student Data System (MSDS), the Educational Entity Master and the Division of Accountability Services (DAS) assessment and Secure Site databases. Calculations are completed within the DAS (BAA) Secure Site tables. AMAOs for English Learners (ELs; formerly called Limited English Proficient [LEP]) students are only calculated at the district level. Both the Office of Field Services (OFS) and the DAS will determine the type of communication to distribute to each Title III district notifying them of their preliminary status and details governing the process for appeals. The DAS administrative staff will handle all communications with the districts that pertain to the AMAO calculations, metric results, and appeals. All future information and data will be maintained and archived by the DAS. The OFS will handle all support and sanctions.

Overview

1. LEP Population Student Records file – A file is created that includes the statewide population of EL/LEP eligible students and is maintained in the DAS (BAA) secure site. 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 are joined to MSDS records based upon student UIC. Validation and quality assurance checks are completed to ensure accuracy of the file. All functions are completed within the DAS (BAA) Secure Site.
2. District AMAO Calculations – The student file is used to calculate AMAO I, AMAO II and WIDA/WIDA Alt Participation at the district level. AMAO III results are pulled directly from the accountability scorecard results. 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 (I, II, III) will be considered not meeting AMAOs for that annual cycle. Districts not meeting AMAO Overall for 2 or more consecutive years, will adhere to Title III consequences as detailed by the Office of Field Services. Beginning in 2015-16, districts will also need to meet the WIDA/WIDA Alt Participation target of 95% participation. Districts not meeting WIDA/WIDA Alt Participation will adhere to Title III consequences as detailed by the Office of Field Services. All metric functions are completed within the DAS (BAA) Secure Site.
3. District Notification and Appeals Process/Window – Districts are notified via email by the DAS of their preliminary AMAO status and the procedure and timeline for appeals.
4. Public Facing Files – A publically available file is posted on the MDE website that includes district AMAO status for all Title III districts after all appeals are resolved.

- Part I:** **Record Selection** - rules to determine
- (A) student MSDS (enrollment) records meeting the USED definition of EL/LEP for use with AMAOs
 - (B) which assessment records to use
 - (C) master record selection (duplicates)

Part I.A Student MSDS record selection

- 1) Student History snapshots based on MSDS records are taken in the Secure Site as part of the assessment process. The calculation of AMAOs will use the Spring 2014 snapshot which includes MSDS records from the Fall 2013 General Collection, Spring 2014 General Collection, and SRM records with an “as of date” on or before 3/20/2014 that were submitted between 2/13/2014 and 4/30/2014.

- 2) From the Spring 2014 snapshot, select the following fields:
 - a) StudentSnapshotGroupingID
 - b) PrimaryUIC
 - c) FirstName
 - d) LastName
 - e) DateOfBirth
 - f) Gender
 - g) PEPEDistrict
 - h) AsOfDate
 - i) CertificationDate
 - j) LEPEligibleFlag
 - k) LEPExitReason
 - l) LEPExitDate
 - m) LEPreEntryDate
 - n) GradeOrSetting
 - o) StudentResidency
 - p) EnrollmentDate
 - q) ExitStatus
 - r) ExitDate
 - s) AgeAsOfSept1(Calculated based on DateOfBirth field)
 - t) IsMain

3) Create a field AMAOEligible and set by the following rules

a) Set to 1 if

i) Student is enrolled (i.e., ExitStatus = 19 [enrolled and expected to continue]
AND EnrollmentDate < 7/1/2014 [enrolled prior to the start of the next cycle])

ii) AND student is an EL/LEP student (

student is flagged as EL/LEP (LEPEligibleFlag = 1)

*OR the student is not currently flagged as EL/LEP but was exited from EL/LEP services **AFTER** the start of the current cycle (i.e., (LEPEligibleFlag is equal NOT to 1 AND LEPEXitDate is greater than or equal to 7/1/13))*

*OR the student is not currently flagged as EL/LEP but was re-entered into EL/LEP services **PRIOR TO** the end of the current cycle (i.e., (LEPEligibleFlag is equal NOT to 1 AND LEPreEntryDate is less than 7/1/2014 AND (LEPEXitDate is less than LEPreEntryDate)))*

iii) AND is a K-12 student

(1) AND Grade is NOT in {20, 30} (i.e., adult education, early childhood)

(2) AND AgeAsOfSept1 is greater than 3 but less than 21

iv) AND is NOT a Private School or Homeschool student

(1) StudentResidency is NOT in {4, 8, 7, 15} (i.e., non-resident non-public school student, resident non-public school student, non-resident homeschool student, resident homeschool student)

b) Otherwise set to 0.

Part I.B Student assessment record selection

- 1) Student assessment results are stored in the Secure Site as part of the assessment process. Student assessment records will be included from the Spring 2014 WIDA.
- 2) From each assessment record, select the following fields:
 - a) TestCycleID
 - b) TestedDistrictCode
 - c) UIC
 - d) FirstName
 - e) LastName
 - f) DateOfBirth
 - g) Gender
 - h) Grade
 - i) OutOfLevel
 - j) ListeningValid
 - k) ReadingValid
 - l) SpeakingValid
 - m) WritingValid
 - n) UnableToTestReasonNameListening
 - o) UnableToTestStatusNameListening
 - p) UnableToTestReasonNameSpeaking
 - q) UnableToTestStatusNameSpeaking
 - r) UnableToTestReasonNameReading
 - s) UnableToTestStatusNameReading
 - t) UnableToTestReasonNameWriting
 - u) UnableToTestStatusNameWriting
 - v) TierID
 - w) CompositeProficiencyLevel
 - x) SGP (StudentGrowthPercentile)
- 3) Link the student assessment records (Spring 2014 WIDA) to the student enrollment and demographic records (pulled in part I.A from the Spring 2014 snapshot of MSDS) using student UICs. Link the records such that all of the records from Part I.A are included and only those assessment records having a corresponding UIC are included.
- 4) Create a variable AllDomainsAccountedFor and set the values by the following rules:
 - a) Set to 1, if all four domains have either a valid result or an accepted exception (i.e.,
AND (ListeningValid = 1 OR UnableToTestStatusNameListening = 'Accepted')
AND (ReadingValid = 1 OR UnableToTestStatusNameReading = 'Accepted')
AND (SpeakingValid = 1 OR UnableToTestStatusNameSpeaking = 'Accepted')
AND (WritingValid = 1 OR UnableToTestStatusNameWriting = 'Accepted')

- b) Set to N/A, if none of the four domains have a valid result and the student has a value of 'Accepted' for UnableToTestStatusName for ALL FOUR domains (i.e., ListeningValid <> 1
AND ReadingValid <> 1
AND SpeakingValid <> 1
AND WritingValid <> 1
AND UnableToTestStatusNameListening = 'Accepted'
AND UnableToTestStatusNameSpeaking = 'Accepted'
AND UnableToTestStatusNameReading = 'Accepted'
AND UnableToTestStatusNameWriting = 'Accepted')
 - c) Otherwise set to 0
- 5) Create a variable ParticipationValid and set the values by the following rules:
- b) Set to 0 (i.e., exclude from participation calculations), if
 - i) AMAOEligible <> 1 (i.e., does not meet AMAO inclusion criteria)
 - ii) OR each of the four domains has BOTH an invalid flag and an accepted not tested reason (i.e.,
AND ListeningValid <> 1
AND ReadingValid <> 1
AND SpeakingValid <> 1
AND WritingValid <> 1
AND AllDomainsAccountedFor = 1)
 - c) Otherwise set to 1
- 6) Create a variable StudentParticipated and set the values by the following rules:
- b) Set to 1 if
 - i) ParticipationValid = 1
 - ii) AND (ListeningValid = 1 OR ReadingValid = 1 OR SpeakingValid = 1 OR WritingValid = 1) (i.e., one or more of the four domains has a valid result)
 - iii) AND AllDomainsAccountedFor = 1 (i.e., All four domains have either a valid result or an accepted exemption from testing)
 - iv) AND OutOfLevel <> 1 (student's tested grade and enrolled grade matched)
 - c) Otherwise set to 0

7) Create a variable PerformanceValid and set the values by the following rules:

b) Set to 1, if

i) ParticipationValid = 1

ii) AND StudentParticipated = 1

iii) AND ListeningValid = 1 AND ReadingValid = 1 AND SpeakingValid = 1
AND WritingValid = 1 (i.e., has a valid result for ALL FOUR domains)

iv) AND CompositeProficiencyLevel <> 'NA' (is not blank)

c) Otherwise set to 0.

8) Create a variable StudentProgressed

b) Set to N/A, if

i) PerformanceValid <> 1

ii) OR SGP = "" (i.e., is blank)

c) Set to 1, if

i) PerformanceValid = 1

ii) AND SGP \geq 50 (i.e., met adequate progress)

d) Otherwise set to 0.

9) Create a variable StudentProficient

b) Set to 1, if

i) PerformanceValid = 1

ii) AND CompositePerformanceLevel is greater than or equal to 5.0
AND CompositePerformanceLevel is less than or equal to 6.0

iii) The WIDA Alternate currently does not allow for the demonstration of student proficiency. Students who took the WIDA Alternate with composite performance levels of A1, A2, A3, P1, or P2 are counted as not proficient.

c) Otherwise set to 0.

Part I.C Cleaning up duplicate records and preparing for reporting

1) Uniquely identify each record Create a variable RowNumberID and set it to the row number of the record after sorting by the following fields:

a. Sort records by

- i. UIC
- ii. AMAOEligible {1, 0}
- iii. ParticipationValid {1, 0}
- iv. StudentParticipated {1, 0}
- v. PerformanceValid {1, 0}
- vi. TierID {C, B, A, T, Blank}
- vii. PEPEDistrictCode = TestedDistrictCode

b. This order sorts records from most to least desirable. For example records with AMAOEligible = 1 will come before AMAOEligible = 0.

2) Identify duplicate student records:

a) Create flag for duplicate records: HasDuplicate:

- i) Set to 1, if the UIC appears in more than one record
- ii) Otherwise set to 0

2) Create a variable MasterRecord and for each UIC set it by the following rules:

- a) Set to 1 for the record with the lowest NumberRowID (most desirable record) for that UIC
- b) Otherwise set it to 0

Part II: AMAO Status calculations – calculating AMAO I (Progress), II (Proficiency), III (LEP Subgroup Scorecard), AMAO Overall, and WIDA/WIDA Alt Participation.

AMAO I: Progress

Narrative

The district must demonstrate that the percentage of its students making “progress” on the World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs meets or exceeds the current year’s target. The targets change on an annual basis:

2007-08	75%	ELPA
2008-09	75%	ELPA
2009-10	75%	ELPA
2010-11	77%	ELPA
2011-12	79%	ELPA
2012-13	81%	ELPA
2013-14	50%	WIDA
2014-15	51%	WIDA
2015-16	52%	WIDA

Adequate student progress is defined as obtaining an SGP of 50 or more (meaning that the student demonstrated at least the typical amount of progress for students with similar past scores). The AMAO I (Progress) calculation is performed for districts with at least 10 EL/LEP students having progress data.

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

1. For each district, use the linked student data files from Part I of these business rules to determine the number of EL/LEP students with a progress score (beginning in 2013-14 student growth percentiles [SGPs] will be used for the progress score).
2. For each district determine the number of students from step (1) meeting the definition of adequate student progress ($SGP \geq 50$).
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. Roundⁱ to the nearest hundredth of a percent.
4. Identify districts as making sufficient progress as those with a percentage equal to or greater than the annual target. For 2013-14 this target is 50%.

Method

List all districts by TestedDistrictCode that are Title III districts and/or have one or more records with AMAOEligible =1. Include the following variables:

- 1) TestedDistrictCode
- 2) AMAOStudentsAttained: Total number of the records that have MasterRecord = 1 AND PerformanceValid = 1 AND StudentProgressed = 1 (SGP \geq 50)
- 3) AMAOStudentsIncluded: Total number of records with MasterRecord = 1 AND PerformanceValid = 1 AND StudentProgressed \neq N/A
- 4) AMAOPercentAttained: AMAOStudentsAttained value divided by AMAOStudentsIncluded value, converted to percent, and roundedⁱ to the nearest hundredth of a percent.
- 5) MetAMAO1:
 - a. Set to 1, if AMAOPercentAttained is greater than or equal to 50% and AMAOStudentsIncluded is greater than or equal to 10
 - b. Set to 0, if AMAOPercentAttained is less than 50% and AMAOStudentsIncluded is greater than or equal to 10
 - c. Otherwise N/A

Note: Local Educational Agencies (LEAs; i.e., districts) that fail to meet all the AMAOs for two or more consecutive years must 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 I in year one, while meeting AMAO II and AMAO III, but, in year two, the same LEA did not meet AMAO II, while meeting AMAO I and AMAO III, the LEA would be considered as having failed to meet the AMAOs for two consecutive years. Additionally, starting in 2015-16 the MDE will also hold Title III sub grantees accountable for meeting WIDA/WIDA Alt Participation.

AMAO II: Proficiency

Narrative:

The district must demonstrate that the percentage of its students achieving proficiency on World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs meets or exceeds the current year's target. The AMAO II (Proficiency) calculation is performed for districts with at least 10 EL/LEP students.

The targets change on an annual basis according to the following schedule:

2007–08:	10% of students proficient or advanced on ELPA
2008–09:	10% of students proficient or advanced on ELPA
2009–10:	10% of students proficient or advanced on ELPA
2010–11:	13% of students proficient or advanced on ELPA
2011–12:	16% of students proficient or advanced on ELPA
2012–13:	20% of students proficient or advanced on ELPA
2013–14:	21% of students bridging or reaching on WIDA
2014–15:	22% of students bridging or reaching on WIDA
2015–16:	23% of students bridging or reaching on WIDA

Students are tested for English language proficiency using the WIDA, which has six performance levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Students achieving a performance level of "5-Bridging" or "6-Reaching" are deemed to be proficient for the purposes of AMAO II.

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

1. For each district, use the linked student data files from Part I of these business rules to determine the number of EL/LEP students tested in the current year.
2. For each district, determine the number of those students from step (1) that are 5-Bridging or 6-Reaching in the current year assessment.
3. Divide the result of (2) by the result of (1) to obtain the percentage of students in each district that are 5-Bridging or 6-Reaching for the current year. Roundⁱ to the nearest hundredth of a percent.
4. Identify districts as having sufficient proficiency as those with a percentage equal to or greater than the annual target. For 2013-14 this target is 21%.

Method

List all districts by TestedDistrictCode that are Title III districts and/or have one or more records with AMAOEligible =1. Include the following variables:

- 1) TestedDistrictCode
- 2) AMAOIIStudentsAttained: Total number of records with MasterRecord = 1 AND PerformanceValid = 1 AND StudentProficient = 1 (5-Bridging or 6-Reaching)
- 3) AMAOIIStudentsIncluded: Total number of records with MasterRecord = 1 AND PerformanceValid = 1
- 4) AMAOIIPercentAttained: AMAOIIStudentsAttained s value divided by AMAOIIStudentsIncluded value, converted to percent, and roundedⁱ to the nearest hundredth of a percent.
- 5) MetAMAO2:
 - a. Set to 1, if AMAOIIPercentAttained is greater than or equal to 21% and AMAOIIStudentsIncluded is greater than or equal to 10
 - b. Set to 0, if AMAOIIPercentAttained is less than 21% and AMAOIIStudentsIncluded is greater than or equal to 10
 - c. Otherwise N/A

Note: Local Educational Agencies (LEAs; i.e., districts) that fail to meet all the AMAOs for two or more consecutive years must 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 I in year one, while meeting AMAO II and AMAO III, but, in year two, the same LEA did not meet AMAO II, while meeting AMAO I and AMAO III, the LEA would be considered as having failed to meet the AMAOs for two consecutive years. Additionally, starting in 2015-16 the MDE will also hold Title III sub grantees accountable for meeting WIDA/WIDA Alt Participation.

AMAO III: Scorecard English Learner (EL) Components

Narrative:

The district must demonstrate its English Learner (EL; formerly called Limited English Proficient [LEP]) subgroup is meeting performance and participation requirements on state assessments in both reading and math. Districts graduating students must also meet the graduation targets for its EL/LEP subgroup. AMAO III (Scorecard EL Components) is calculated using 5 components of the Michigan School Scorecard: (1) EL-Reading-Performance, (2) EL-Math-Performance, (3) EL-Reading-Participation, (4) EL-Math-Participation, and (5) EL-Grad-Rates. To meet AMAO III districts must meet targets for any of the elements which have enough students to be evaluated.

Performance targets (evaluated separately for reading and math):

- Meet district-specific proficiency targets posted at www.mi.gov/schoolscorecard
- OR be at/above the 80th percentile for improvement in proficiency
- Only evaluated for districts with at least 30 EL/LEP students tested in that subject

Participation targets (evaluated separately for reading and math):

- For schools with 40 or more EL/LEP students the target is 95% of students tested
- For schools with 30-39 EL/LEP students the target is 2 or less students untested
- Only evaluated for districts with at least 30 EL/LEP students enrolled in tested grades

Graduation targets:

- Have a 4-, 5-, or 6-year cohort graduation rate of 80% for the EL/LEP subgroup
- OR decrease the gap between 80% and the previous year's 4-year graduation rate by 25% (in other words, the graduation rate for the EL subgroup must increase to $[\text{Previous Grad Rate}] + 0.25 * (80\% - [\text{Previous Grad Rate}])$).

Only evaluated for districts with at least 30 EL/LEP students in their 4-year grad cohort

Method

List all districts by code and include the following variables:

- 1) DistrictCode
- 2) MetAMAO3:
 - a. Set to 'N/A' if none of the 5 elements had enough students to be evaluated
 - b. Set to 0 if any of the 5 elements were evaluated but did not meet targets
 - c. Otherwise set to 1.

Note: Local Educational Agencies (LEAs; i.e., districts) that fail to meet all the AMAOs for two or more consecutive years must 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 I in year one, while meeting AMAO II and AMAO III, but, in year two, the same LEA did not meet AMAO II, while meeting AMAO I and AMAO III, the LEA would be considered as having failed to meet the AMAOs for two consecutive years. Additionally, starting in 2015-16 the MDE will also hold Title III sub grantees accountable for meeting WIDA/WIDA Alt Participation.

AMAO Overall

Narrative:

Districts must meet all the AMAOs (I [Progress], II [Proficiency], and III [Scorecard EL Components]) to meet AMAO Overall. Districts that do not meet AMAO Overall for 2 consecutive years begin to have sanctions applied.

Method:

List all districts by code with that are either Title III districts or which have AMAOMetStatuses. Include the following variables:

- 1) DistrictCode
- 2) Create variable TitleIIIDistrict
 - a. Set to 1, if district code is in the Title III district table for the current cycle
 - b. Otherwise set to 0
- 3) MetAMAOI
- 4) MetAMAII
- 5) MetAMAIII
- 6) Create variable [MetAMAOverall]
 - a. Set to N/A if all AMAOs (I, II, and III) are all equal to N/A
 - b. Set to 0, if any AMAO (I, II, or III) is equal to 0
 - c. Otherwise set to 1.
- 7) Create variable [ConsecutiveYearsNotMet]
 - a. Set to N/A if [MetAMAOverall] = N/A
 - b. Set to 0 if [MetAMAOverall] = 1
 - c. Otherwise increment the previous year's [ConsecutiveYearsNotMet] value by +1

WIDA/WIDA Alt Participation

Narrative:

Beginning in 2015-16 districts will also be required to meet WIDA/WIDA Alt participation targets. This is being added to ensure the validity of the WIDA/WIDA Alt assessments. To aid in the transition to this new requirement, in 2013-14 and 2014-15 the participation rate will be provided for informational purposes only. The participation percent is the total number of students with a valid result divided by the total number of students expected to test. The roster of expected to test students is pulled from the Spring 2014 snapshot of MSDS (as described in Part I.A). Due to minimum subgroup size requirements, any district with less than 30 EL/LEP students will have a WIDA/WIDA Alt Participation result of N/A'.

The Participation target for districts with 40 or more EL students is 95% of students tested and the target for districts with 30-39 EL students is to have 2 or less students untested. Districts with less than 30 EL students will not receive a status.

Method:

List all districts by code that are Title III districts and/or have one or more records with AMAOEligible =1.

Include the following variables:

- 1) PEPEDistrictCode
- 2) WIDAParticipationStudentsAttained: Total number of records with ParticipationValid = 1 AND MasterRecord = 1 AND StudentParticipated = 1.
- 3) WIDAParticipationStudentsIncluded: Total number of records with ParticipationValid = 1 AND MasterRecord=1.
- 4) WIDAParticipationStudentsNotAttained: WIDAParticipationStudentsAttained value subtracted from WIDAParticipationStudentsIncluded value
- 5) WIDAParticipationPercentAttained: WIDAParticipationStudentsAttained divided by WIDAParticipationStudentsIncluded, converted to percent, and roundedⁱ to the nearest hundredth of a percent.
- 6) MetWIDAParticipation:
 - a. Set to N/A if WIDAParticipationStudentsIncluded is less than 30
 - b. Set to 1,
 - i. If WIDAParticipationStudentsIncluded is greater than or equal to 40 AND WIDAParticipationPercentAttained is greater than or equal to 95%
 - ii. OR If WIDAParticipationStudentsIncluded between 30-39 (inclusive) AND WIDAParticipationStudentsNotAttained is less than or equal to 2
 - c. Otherwise 0

Note: Beginning in 2015-16, Local Educational Agencies (LEAs; i.e., districts) that fail to meet WIDA/WIDA Alt participation will be required to comply with a series of consequences that are separate from the series of consequences of failing to meet AMAOs.

Part III: Final Output Files

1) AMAO Student Data File: contains the student-level records used in calculating AMAO I, AMAO II, and WIDA/WIDA Alt Participation. Student-level records used in calculating AMAO III can be obtained using the Scorecard Student Data File in the Secure Site.) The AMAO Student Data File can be accessed on the AMAO pages of the Secure Site. Additionally, the file provides students’ math and reading results from the state’s 2013-14 content area assessments. **Please remember student-level data is protected by the Family Educational Rights and Privacy Act (FERPA) and therefore can only be shared with approved individuals.**

Academic Year	Migrant Flag
Reporting ISD Code	Homeless Flag
Reporting ISD Name	Home School Flag
Reporting District Code	Student Participated Flag
Reporting District Name	Current Year Assessment
PEPE District Code	Current Year Overall SS
PEPE District Name	Current Year Overall PL
Tested District Code	Student Proficient Flag
Tested District Name	3rd Prior Assessment
UIC	3rd Prior SS
Last Name	2nd Prior Assessment
First Name	2nd Prior SS
Middle Initial	1st Prior Assessment
Gender	1st Prior SS
Date of Birth	SGP (Student Growth Percentile)
Grade	Student Progressed Flag
English Learner Flag	Reading Assessment
EL Exit Reason	Reading Valid
EL Exit Date	Reading PL
EL Re-entry Date	Reading SS
Ethnic ID	Math Assessment
Ethnic Description	Math Valid
Economically Disadvantaged Flag	Math PL
Special Education Flag	Math SS

2) District-Level File: containing final statuses, high-level metrics, and the number of consecutive years Not Met for each district with AMAO results. This file is to be used for internal analysis.

Academic Year ID	AMAO II Students Included
Reporting District Code	AMAO III Status
Reporting District Name	AMAO Overall Status
AMAO I Status	Consecutive Years Not Met AMAO Overall
AMAO I Percent Attained	
AMAO I Students Attained	WIDA/WIDA Alt Participation Status
AMAO I Students Included	WIDA/WIDA Alt Participation Percent Attained
AMAO II Status	WIDA/WIDA Alt Participation Students Attained
AMAO II Percent Attained	WIDA/WIDA Alt Participation Students Included
AMAO II Students Attained	

3) Statewide Participation Detail: containing aggregate participation measures to allow the Office of Standards and Assessment (OSA) and the Office of Field Services (OFS) to identify districts most in need of support regarding WIDA/WIDA Alt participation.

Academic Year ID	N EL Untested: Reason Not Submitted
ISD Code	N EL Tested Invalid: Multiple Tests
ISD Name	N EL Tested Invalid: Non-Enrolled
District Code	N EL Tested Invalid: Non-EL
District Name	N EL Tested Invalid: Non-K12
Title III District	N EL Tested Invalid: Out of Level
Is Active At Report Date	N EL Tested Invalid: Unaccounted Domains
Met WIDA/WIDA Alt Participation	N EL Tested Total (Valid & Invalids)
Pct EL Tested	
N EL Untested: Total	EL Coordinator
N EL Tested Valid	EL Coordinator Phone
N EL Enrolled: Expected to Test	EL Coordinator Email
N EL Enrolled: Approved Exceptions for All Subjects	Title III Administrator
N EL Enrolled: Total (ETT & Exceptions)	Title III Administrator Phone
N EL Untested: Reason Submitted	Title III Administrator Email
	Reporting Date

4) Public Release File: containing all district-level file records to be posted after the completion of the appeals window

Academic Year	AMAO II Students Proficient
ISD Code	AMAO II Students Included
ISD Name	Met AMAO III
District Code	Met AMAO Overall
District Name	Consecutive Years Not Met AMAO Overall
Met AMAO I	
AMAO I Percentage Progressed	Met WIDA/WIDA Alt Participation
AMAO I Students Progressed	WIDA/WIDA Alt Percentage Tested
AMAO I Students Included	WIDA/WIDA Alt Students Tested
Met AMAO II	WIDA/WIDA Alt Students Untested
AMAO II Percent Proficient	WIDA/WIDA Alt Students Included

Endnote

ⁱ Rounding was done using Microsoft SQL Server 2008 R2 which employs the following rules:

1. Values of 0-4 are rounded down
2. Values of 6-9 are rounded up
3. Values of 5 are rounded up if the digit before the 5 is odd (e.g., 1.5 becomes 2)
4. Values of 5 are rounded down if the digit before the 5 is even (e.g., 16.5 becomes 16)