

**Functional Requirements
2014
No Child Left Behind
Annual Measurable Achievement Objectives**

**2014 NCLB – AMAO
Functional Requirements**

Annual Measureable Achievement Objectives Calculation

This document describes the Minnesota No Child Left Behind (NCLB) calculation as it relates to measuring Title III districts for Annual Measureable Achievement Objectives (AMAO).

In 2012, a new assessment was used to measure language proficiency skills for English Learners. New AMAO targets were created and new values for determining individual student growth were established. In 2013, the AMAO targets were reevaluated using two years of data. This analysis resulted in an increase in the targets for individual student growth.

The AMAO results are made available on the web under the MDE Data Center – Data Reports and Analytics.

For public downloadable files and documents:

Choose 'Annual Measureable Achievement Objectives' under Accountability and Assessments
<http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

For secure reports:

Choose 'Accountability Reports' under MDE Secure Reports
<http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

References made in this document:

2013 NCLB – AYP Calculations - Functional Requirements
<http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

Select Adequate Yearly Progress, then list files, then select one of the help files.

No Child Left Behind Act of 2001

<http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

Glossary

Term	Definition
ACCESS for ELLs®	Assessing Comprehension and Communication in English State-to-State for English Language Learners. Beginning in 2012, an English language proficiency assessment for English Learners.
Alternate ACCESS for ELLs®	Beginning in 2013, an Alternate ACCESS for ELLs assessment provided for English language learners in grades 1-12 who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.
AMAO	Annual Measurable Achievement Objectives. These are the objectives set in Minnesota to comply with the Title III section of the No Child Left Behind (NCLB) Act.
AMAO Level	Now referred to as AMAO Stage.
AMAO Stage	A numeric value (capped at 4) indicating consecutive years the district has Not Made AMAO. AMAO stage was previously referred to as the AMAO Level.
AMAO Components	One of three AMAO sections involving 8 measurements: AMAO 1: PROGRESS toward English Language Proficiency AMAO 2: ATTAINMENT of English Language Proficiency AMAO 3: ACADEMIC ACHIEVEMENT and SUCCESS
AMAO Status	The annual result of the AMAO measurement applied to a district. A district is identified as either 'Making AMAO' or 'Not Making AMAO' based on the three AMAO components.
AMAO Status Mark	The results of a measurement when compared to the target. A Mark of 'A' indicates the measurement was at or above the target. A mark of 'B' indicates the measurement was below the target.
AMAO Consortium	A consortium refers to a group of school districts that are acting together from the point of view of NCLB Title III funds. For each consortium, there is one district that acts as the "fiscal host" for the consortium. AMAO results are reported for member districts of a consortium, but the AMAO components (AMAO 1, 2 and 3) are based on all students in the consortium.
EL	English Learner – previously referred to as Limited English Proficiency (LEP), and may be used interchangeably with the term English Language Learner (ELL). This is a designation given to students with a home primary language other than English who have been identified by district staff as having limited English proficiency within the testing district during the testing window.
INOI Status	In Need Of Improvement Status: One of four designations assigned to a district based on current year data if Not Making AMAO.
INOI Implementation	In Need Of Improvement Implementation: One of several actions to be implemented in the following year for districts applying for or using Title III funds if Not Making AMAO. Also referred to as AMAO Implementation.
LEP	Limited English Proficiency – now called English Learner (EL).
MARSS	Minnesota Automated Reporting Student System. A database maintained by MDE for the purpose of recording attendance and demographic information about all students. MARSS uses a 13-character identifier called

Term	Definition
	the MARSS Number to link enrollment records to assessment records.
SSID	A State Student Identification number. This is usually the same as the MARSS Number, but may be different if the MARSS number has changed over time.
Title I Assessments	Minnesota Comprehensive Assessment – Series II and III (MCA-II and MCA-III) MCA-Modified - Series II and III (MOD-II and MOD-III) Minnesota Test of Academic Skills series II and III (MTAS and MTAS-III).
MN SOLOM	Minnesota Student Oral Language Observation Matrix. This test was discontinued in 2011 and replaced with the ACCESS for ELLs in 2012. This was a set of tests given in Minnesota to English Learners (EL/LEP) to assess their English language skills in listening and speaking.
TEAE	Test of Emerging Academic English. This test was discontinued in 2011 and replaced with the ACCESS for ELLs in 2012. This was a set of tests given in Minnesota to English Learners (EL/LEP) to assess their English language skills in reading and writing.
TestWES	The Assessment Web Edit System where districts have the ability to update and verify assessment data as well as view the MARSS demographics assigned to each record.

1. Assessments

The assessments used for the 2013 AMAO calculation are:

- 2010 and 2011 Test of Emerging Academic English (TEAE)
- 2010 and 2011 Minnesota Student Oral Language Observation Matrix (MN SOLOM)
- 2012, 2013 and 2014 ACCESS for ELLs® (ACCESS)
- 2013 and 2014 Alternate ACCESS for ELLs® (ALTACCESS)

These assessments are referred to as the English Language Proficiency (ELP) assessments. Beginning in 2012, the ELP assessments include a composite score. The composite score is derived from the four domains: Listening, Speaking, Reading and Writing. To compare results of previous ELP assessment (the TEAE and MN SOLOM) to results of the current ACCESS assessment, a study was conducted and calculation designed to transform the previous ELP assessment scores into composite scores equivalent to current ACCESS composite scores.

These calculated composite scores for the TEAE and MN SOLOM can be used in the AMAO Progress measurement (AMAO I) for those students taking the ACCESS assessment. Students taking the ALTACCESS assessment are not included in the Progress measurement (AMAO I).

2. ELP Assessment Structures

The ELP assessments are comprised of four domain scores (Listening, Speaking, Reading and Writing) with an overall composite score. Each domain has a scale score. The composite scale score is computed as a weighted sum of the domain scale scores. The scale scores are used to compute proficiency level scores for the four domains and the single composite.

For ACCESS, the proficiency level scores are reported to 1 decimal point and range between 1.0 and 6.0. For ALTACCESS, proficiency levels are represented as six codes (A, B, C, 1, 2, or 3) to differentiate ranges of English acquisition from Initiating (A) through Emerging (3).

The ELP assessment structures are transformed into a set of standard format Minnesota assessment records with each domain transformed into a separate record (subject) and the overall composite information represented as a separate record (subject). This generates five records (subjects) for each student representing the ELP assessment (Composite, Listening, Speaking, Reading and Writing).

For ACCESS, each record (subject) has an achievement level assigned based on the proficiency level score. The achievement level is computed as the floor of the proficiency level score for each subject. For example, proficiency level score of 4.7 for Reading results in a Reading achievement level computed as 4. For ALTACCESS, each record (subject) has an achievement level assigned based on the proficiency level code. The achievement level is the same as the proficiency level code (A, B, C, 1, 2, or 3).

In the District Student Results (DSR) file, the Score 1 Characteristic for the Composite subject is set to Y (yes) or N (no) representing proficiency. This flag represents whether the student

reached a specific threshold using a combination of composite scores and domain scores. For ACCESS, the flag is set to Y if the composite proficiency level score is greater than or equal to 5.0 and all four domains have proficiency level scores greater than or equal to 4.0. For ALTACCESS, the flag is set to N.

Attachment A illustrates the ACCESS and ALTACCESS structures and the transformation into the set of traditional Minnesota assessment records for the proficiency level scores.

3. AMAO Components

AMAO components are measurements assigned to districts that have applied for and accepted Title III funding for the measurement year. There are three AMAO components involving eight measurements:

AMAO 1: PROGRESS toward English Language Proficiency

For an individual student, progress toward English language proficiency is defined as a 0.5 point gain in the composite proficiency level score from the prior year to the current year. For AMAO entities, the percent of students making progress is computed and compared to a target. Students taking the ALTACCESS are not included in AMAO 1.

AMAO 2: ATTAINMENT of English Language Proficiency

For an individual student, attainment of English language proficiency is defined as a student with a composite achievement level score greater than or equal to 5.0 with all four domains having achievement level greater than or equal to 4.0. In the traditional Minnesota structure, the score 1 characteristic field for the Composite record is set to Y when these thresholds are met. For AMAO entities, the percent of students attaining English language proficiency is computed and compared to a target. Students taking the ALTACCESS are included in AMAO2 but none are considered as having attained English language proficiency.

AMAO 3: ACADEMIC ACHIEVEMENT and SUCCESS

For a district or consortia, this is a result of the AYP measurements for the EL (LEP) subgroup. The basis for the participation and proficiency measurements are the Title I assessments from the current year. For more information on the AYP measurements, please reference the *2014 NCLB – AYP Calculations - Functional Requirements*.

- Math Participation
- Reading Participation
- Math Proficiency
- Reading Proficiency
- Attendance
- Graduation

The component results are summarized and published for the state and each school district. The summary includes the AMAO status indicating whether the entity has met AMAO target

values. If a district is part of a consortium, the results for the district report are based on the consortium as a whole, not the individual district.

Attachment B provides an example of an AMAO summary report.

4. AMAO Entities

AMAO entities are defined as districts or consortia reporting ELs and using or receiving Title III funding in the current year. The state as a whole is also measured. A special reference table identifies AMAO entities on an annual basis and includes information on district membership in a consortium and the initial measurement year. Districts that are part of a consortium earn the results of the consortium.

Attachment C lists the AMAO entities for 2014.

5. Student Enrollment and Assessment Records

All ELs enrolled at any time during the ACCESS testing window are evaluated. ELs enrolled during the assessment window are expected to have an appropriate assessment.

If an enrollment record cannot be linked to an assessment record with a valid composite score, the student is considered as 'not proficient' when measuring AMAO 2.

If an enrollment record is linked to an assessment record, it is allocated to the AMAO entity as reported from the district on the MARSS enrollment record, regardless of what district is indicated on the assessment record.

5a. Enrollment Record selection

The most current MARSS End of Year enrollment data submitted to MDE will be used up until the close of the TestWES editing window (June 13, 2014). The enrollment record selection criteria are as follows:

- The MARSS grade reported in the enrollment record must be one of the tested grades for the assessment: KG - 12
- The status begin date on the MARSS enrollment record must be on or before the end of the last week of the ACCESS testing window (3/21/2014).
- The status end date on the MARSS enrollment record must be on or after the first day of the ACCESS testing window (2/3/2014).
- The state aid category on the MARSS enrollment record must not be one of the following: 14, 16, 17, 18, 24, 25, 28, 98, 46 or 52 (these are enrollment records for students not currently attending the school, but reported for funding or accounting purposes).
- The MARSS enrollment record must not have a local error (MARSS Status 1 = local error)
- The district type on the MARSS enrollment record must not equal 2 (students attending school out of state)

- The school classification on the MARSS enrollment record must not equal 45 (extended-day programs where the student is also enrolled during the day in another full-time program). These students will be included in AMAO in their other full-time school/program.

5b. Matching Enrollment Records to Assessment Records

Once the student enrollment records are selected, the appropriate test document must be matched to each student record. To do so, the Minnesota Department of Education (MDE) Student ID System is utilized to assign a verified State Student ID (SSID) to each enrollment record and to each assessment record. In most cases, the MARSS number is the same as the SSID.

The Student ID System uses a combination of identifiers to verify the enrollment and the assessment represent the same student. In most cases, the Last Name, First Name, Birth Date and Gender will match in addition to the MARSS Number and Grade. However, the Student ID System allows for deviations where a MARSS Number or name may have change over time.

The SSID and grade must be the same between the enrollment record and the assessment record for a match to be made.

The same process is used when matching enrollment records to previous assessment records or other data sets. Each set of data has a valid SSID assigned to the record and the SSIDs must match for a link to occur.

Enrollment records or assessment records without a valid SSID are considered in error and are not used in the AMAO calculation.

5c. Multiple Enrollment Records or Assessment Records

For students who have multiple enrollment records in different AMAO entities during the testing window, the single assessment will be allocated to both AMAO entities.

When summarizing these students at the state level, the counts will be de-duplicated. In other words, a single student in a specific grade will be counted once within each AMAO entity and once within the state, each with the associated results of the assessment record.

When summarizing results, the enrollment record with the later status end date (within the AMAO enrollment window described above) should be used. However, for students in different districts in the same consortium, the status end date may be the same. If so, when summarizing results for the consortium, the record with the lower NCLBID (a unique but arbitrary identifier for districts) is used when the status end dates are the same between districts in the same consortium.

In all cases, a record with a linked assessment having a valid score will be used over records for the same student without valid scores.

A. Multiple enrollment records found for a single assessment record.

For multiple enrollment records where an assessment record is not found, all AMAO entities reporting the student will show the student as ‘not proficient’ in AMAO 2.

For multiple enrollment records where an assessment record is found, all AMAO entities reporting the student in that tested grade will be allocated the assessment record with its corresponding codes and indicators for use on the AMAO measures.

B. Multiple test records found for a single enrollment record.

Internal checks and validations will ensure there will be only one ACCESS composite score used for each student by grade. This de-duplication process occurs within the TestWES application and the SSID validation processes.

6. AMAO Computational Comparisons

Like the AYP Calculation, measurements often compute a proportion and compare it to a target value. When computing and storing these values, the computation uses FLOAT values (floating decimal points). However, when comparing to the target values, the proportions are converted to a decimal figure rounded to 4 places. For example: a district has 154 out of 505 students making progress. The proportion is equal to 0.3049504950. This is rounded to 0.3050 and then multiplied by 100 to transform into a percent. It is then compared to the target. In this example the district’s 30.50% does not meet a target of 30.56%.

7. AMAO Targets

The AMAO 1 and AMAO 2 measurements have specific statewide targets. The table below shows the targets for the next several years expressed as a percent.

	2013	2014	2015	2016	2017	2018	2019	2020	2021
AMAO 1 Progress	41.94	44.17	46.39	48.62	50.85	53.07	55.30	57.52	59.75
AMAO 2 Proficiency	10.43	12.53	14.63	16.73	18.83	20.93	23.03	25.13	27.23

8. AMAO Status Marks

To aid in the computation, an AMAO Status Mark is assigned to each measurement when compared to the AMAO targets. An AMAO Status Mark of A means the measurement was at or above the target. An AMAO Status Mark of B means the measurement was below the target. An AMAO Status Mark of Z or X indicates the cell size was not large enough to be used in the measurement or did not exist.

The AMAO Annual Status uses a similar convention. Entities that have met the AMAO 1, AMAO 2 and AMAO 3 have an AMAO Annual Status Mark of A. Entities that have not met either AMAO 1, AMAO 2 or AMAO 3 receive an AMAO Annual Status Mark of B.

The following chart illustrates how the AMAO Status Marks are assigned:

Section	Measurement	Met AMAO	AMAO Status Mark
AMAO 1	Progress	Yes	A
AMAO 2	Proficiency	Yes	A
AMAO 3	Math Participation	Yes	A
AMAO 3	Reading Participation	Yes	A
AMAO 3	Math Proficiency	No	B
AMAO 3	Reading Proficiency	No	B
AMAO 3	Other Indicator - Attendance	Yes	A
AMAO 3	Other Indicator - Graduation	Not Available	X
AMAO	Annual Status	No	B

9. Computing AMAO 1: PROGRESS toward English Language Proficiency

AMAO 1 is based on the percent of EL students making progress. Making progress is defined as an appropriate gain in the Composite proficiency level score from a previous year's assessment to the current year's assessment.

If the previous assessment is from last year, a 0.5 point gain is needed for the student to be considered as 'making Progress'. If the last year assessment is not available, an assessment from two years earlier may be used. If using an assessment from two years earlier, making progress is defined as a 1.0 gain (0.5 points for each year). If a prior assessment is still not found from two years earlier, additional years are searched in descending order back to 2010. Making Progress is defined as a .05 point gain for each year.

For example: The student shown below has valid scores from 2014 and 2011, but does not have a valid score from 2012 or 2013. The 2011 score can be used. This student is not making progress because there is only a gain of 1.4 points when a 1.5 point gain was needed (0.5 points for each year).

2014 Proficiency level score = 5.0
 2013 Student was absent
 2012 Student was absent
 2011 Proficiency level score = 3.6

To determine the AMAO 1 denominator: count the number of enrolled EL students who have a valid composite score in the current year and who also have a linked assessment from a previous year with a valid composite score.

To determine the AMAO 1 numerator: count the number of students in the denominator that have made progress. These are the students that have the appropriate gain in the composite proficiency level score from the linked assessment from a previous year. The appropriate gain is 0.5 points per year from the previous assessment.

The result is multiplied by 100 to arrive at the percentage of students making progress.

The percentage of students making progress is compared to the statewide progress target. AMAO entities reaching or exceeding the target are designated as meeting AMAO 1. An AMAO Status Mark of A (At/Above target) or B (Below target) is set.

The following table provides an example of the AMAO 1 results for a district.

Element	Result
State Progress Target	30.60%
Number of EL students with two years of assessment results	5586
Number of EL students making progress	2688
Percent making progress	48.12%
AMAO Status Mark	A

10. Computing AMAO 2: ATTAINMENT of English Language Proficiency

AMAO 2 is based on the percent of EL students attaining proficiency on the current year assessment. Attaining proficiency is defined as a Composite valid score with an achievement level of 5 with all for domains with valid scores at or above achievement level 4. For simplification, the student’s composite record has a Yes/No flag (Score 1 Characteristic) that indicates if the student has met this threshold.

To determine the AMAO 2 denominator: Count the number of EL students enrolled during the assessment (enrolled for at least one day during the assessment window) as defined in section 5a.

To determine the AMAO 2 numerator: Count the number of students in the denominator that have attained proficiency (have score1 Characteristic = Y).

The result is multiplied by 100 to arrive at the percentage of students attaining proficiency.

The percentage of students attaining proficiency is compared to the statewide proficiency target. AMAO entities reaching or exceeding the target are designated as meeting AMAO 2. An AMAO Status Mark of A (At/Above target) or B (Below target) is set.

The following table provides an example of the AMAO 2 results for a district.

Element	Result
State Attainment Target	8.30%
Number of EL students enrolled during assessment window	7926
Number of EL students attaining proficiency	708
Percent attaining proficiency	8.93%
AMAO Status Mark	A

11. Computing AMAO 3: ACADEMIC ACHIEVMENT and SUCCESS

AMAO 3 is based on the NCLB Adequate Yearly Progress (AYP) measurements. It is limited to the EL (LEP) subgroup for each AMAO entity. The measurements of Participation, Proficiency, Attendance and Graduation are all used in computing AMAO 3.

For AMAO entities that are not part of a consortium, the AYP measurements for the EL (LEP) subgroup are read directly from the district's AYP computation and should match the district's AYP summary report previously published.

For AMAO entities that are part of a consortium, the AYP measurements for the EL (LEP) subgroup are calculated from the member districts as a whole. Generally, the member districts' results are merged together and the results are allocated to the consortium.

The AYP measurements and targets are described in the reference document *2014 NCLB – AYP Calculations - Functional Requirements*.

AMAO entities with sufficient numbers in the AYP measurements that reach or exceed the AYP targets are designated as meeting AMAO 3. All available AYP measurements are used when evaluating AMAO 3. An AMAO Status Mark of A (At/Above target) or B (Below target) is set.

The following table provides an example of the AMAO 3 results for a district.

AYP EL Indicator	Student Count	Index or Rate	Target	Status Mark
Math Participation	3881	98.69	95.00	A
Reading Participation	3855	99.35	95.00	A
Math Proficiency	4122	35.16	42.93	B
Reading Proficiency	4177	49.82	55.35	B
Other Indicator - Attendance	7220	94.64	90.00	A
Other Indicator - Graduation	622	38.26	90.00	A *
AMAO 3				B

* indicates an alternate target was met.

12. Computing AMAO Status

The AMAO Status is one of two designations:

- Making AMAO
- Not Making AMAO

AMAO entities that have met AMAO 1, met AMAO 2 and met AMAO 3 are designated as Making AMAO. None of the AMAO Status marks evaluated to B – below target. Entities that have not met AMAO 1 or AMAO 2 or AMAO 3 are designated as Not Making AMAO. At least one of the AMAO Status marks evaluated to a B – below target.

The following table provides an example of the overall AMAO annual status computation.

Element	Result
Met AMAO 1: Progress toward English Language Proficiency	A
Met AMAO 2: Attainment of English Language Proficiency	A
Met AMAO 3: Academic Achievement and Success	B
Met OVERALL AMAO	B

13. Computing AMAO In Need of Improvement Status

The AMAO Status is used over multiple years to determine the AMAO Level and the resulting ‘In Need of Improvement’ (INOI) Status for AMAO entities. The INOI Status is based on results from the current year for an AMAO entity. The implementation of the INOI Status is dependent on the district’s Title III application in the following year and whether the district is joining or leaving a consortium.

13a. Assignment of the AMAO Stage

The AMAO Stage (0-4) is roughly equivalent to the number of years (capped at 4) the district or consortium has not been designated as Making AMAO. The historical string of AMAO Annual Status Marks is evaluated. The AMAO Stage is determined by counting from the right the number of Bs until an A is encountered. For example, the six year history (beginning in 2004) for a district represented by the string of marks ‘BABBXB’ evaluates to AMAO Level =3. The A in year 2005 cleared the B in year 2004, but since no other As are found in the string, the Bs in years 2006, 2007, and 2009 are counted.

13b. Assignment of the AMAO ‘In Need of Improvement’ Status

Districts receiving Title III funding in the current year are assigned an INOI Status when they are identified as Not Making AMAO (AMAO Annual Status Mark= B). Districts retain an INOI Status until they are identified as Making AMAO in a following year (AMAO Annual Status Mark = A). If districts choose not to apply for Title III funding in following years, an INOI Status remains in place until they are once again a Title III district and are identified as Making AMAO.

13c. Advancement of the AMAO ‘In Need of Improvement’ Status

Once a district is assigned an INOI status, the following year’s INOI status is dependent on:

1. The AMAO Annual Status Mark earned in the following year
2. The Title III Status of the district in the following year
3. Whether the district is joining or leaving a consortium in the following year

Districts that are designated as Making AMAO clear their INOI status. The INOI status advances and accumulates over time for Title III entities if the district is Not Making AMAO the following year. The INOI status is applied in the following order:

AMAO Stage	AMAO Status	INOI Status
1	Not Making AMAO	Parent Notification
2	Not Making AMAO	Needs Improvement
3	Not Making AMAO	Continuing Needs Improvement
4	Not Making AMAO	Program Modification

14. Computing AMAO In Need of Improvement Implementation

AMAO measurements and designations of INOI Status are made each year after assessment results are made available. If designated with an INOI Status, districts begin implementation upon notification of their AMAO status.

However, districts only need to implement if they plan on using or receiving Title III funding for the new school year. Districts that do not use or receive Title III funding the following year retain their INOI Status, even though they are not implementing it.

Additionally, districts that are part of a consortium implement the INOI Status of the fiscal host of the consortia, regardless of what the individual district's INOI Status is.

When districts leave or join consortia, each district retains their previous AMAO Annual Status Marks, their designated AMAO Level and the resulting INOI Status. Districts that join a consortium implement whatever the fiscal host's INOI Status is, but they retain their own AMAO Level and INOI Status. Districts that leave a consortium implement whatever their individual INOI Status is.

Attachment A:

Mapping ELP assessment elements to District Student Results (DSR) file elements

The ACCESS elements shown in the ACCESS STRUCTURE from WIDA table are transformed into the traditional Minnesota DSR file elements shown in the DSR STRUCTURE table.

ACCESS STRUCTURE from WIDA

Student ID	Composite Proficiency Level Score	Listening Proficiency Level Score	Speaking Proficiency Level Score	Reading Proficiency Level Score	Writing Proficiency Level Score
05351234567989	5.2	3.8	2.5	4.6	5.2

DSR STRUCTURE

Student ID	Test Name	Subject	Proficiency Level Score	Achievement Level	Score 1 Characteristic
05351234567989	ACCESS	C-Composite	5.2	5	N
05351234567989	ACCESS	L-Listening	3.8	3	-
05351234567989	ACCESS	S-Speaking	2.5	2	-
05351234567989	ACCESS	R-Reading	4.6	4	-
05351234567989	ACCESS	W-Writing	5.2	5	-

The ALTACCESS elements shown in the ALTACCESS STRUCTURE from WIDA table are transformed into the traditional Minnesota DSR file elements shown in the DSR STRUCTURE table.

ALTACCESS STRUCTURE from WIDA

Student ID	Composite Proficiency Level Code	Listening Proficiency Level Code	Speaking Proficiency Level Code	Reading Proficiency Level Code	Writing Proficiency Level Code
05351234567900	A3 (C)	P1 (1)	P1 (1)	A2 (B)	A2 (B)

DSR STRUCTURE

Student ID	Test Name	Subject	Proficiency Level Code	Achievement Level	Score 1 Characteristic
05351234567900	AltAccess	C-Composite	C	C	N
05351234567900	AltAccess	L-Listening	1	1	-
05351234567900	AltAccess	S-Speaking	1	1	-
05351234567900	AltAccess	R-Reading	B	B	-
05351234567900	AltAccess	W-Writing	B	B	-

Attachment B:
Sample AMAO report

Annual Measurable Achievement Objectives (AMAO) for English Learners										
This report is based on 65860 English Learners (ELs) enrolled during the English language proficiency (ELP) testing window as reflected in the End of Year MARSS submission as of the close of the TestWES editing window: 06/15/2012										
The Progress and Attainment rates listed below are calculated using ACCESS for ELLs® and are based on the local education agency's (LEA) or consortium's EL population, AMAO computation date: 02/06/2013										
LEA Information										
School Year	2011-2012									
LEA Number and Name	9999:99 Statewide Totals - All Districts									
Consortium Fiscal Host Number and Name	NA									
AMAO Status	Making AMAO									
AMAO Implementation	Title III in 2013									
AMAO 1: PROGRESS toward English Language Proficiency										
State Progress Target	30.56%									
Number of English Learners (those with two years of ELP assessment scores)	48711									
Number of English Learners Making Progress	21100									
Percent Making Progress	43.32%									
Met Progress AMAO 1	Yes									
AMAO 2: ATTAINMENT of English Language Proficiency										
State Attainment Target	8.33%									
Number of English Learners (those enrolled during the ELP testing window)	65860									
Number of English Learners Attaining Proficiency	7848									
Percent Attaining Proficiency	11.92%									
Met Attainment AMAO 2	Yes									
AMAO 3: ACADEMIC ACHIEVEMENT and SUCCESS										
The reading and math proficiency indices, participation rates, attendance rates and graduation rates listed below are the same as the Adequate Yearly Progress (AYP) measurements for the EL subgroup at the LEA level. For Title III consortia, the AYP indicators are calculated from the member LEAs as a whole. The reading and math information is generated using the Minnesota Comprehensive Assessments (MCA) or the appropriate alternate assessment.										
AYP EL Indicators	Student Count	Index or Rate	Target	Met AMAO						
Math Participation	33458	99.32	95.00	Yes						
Reading Participation	33926	99.49	95.00	Yes						
Math Proficiency	40827	49.18	44.11	Yes						
Reading Proficiency	41095	58.45	56.53	Yes						
Other Indicator - Attendance	59491	94.96	90.00	Yes						
Other Indicator - Graduation	5048	52.06	90.00	Yes *						
Met Academic Achievement and Success AMAO 3				Yes						
Summary: AMAO Results										
Met AMAO 1: Progress toward English Language Proficiency	Yes									
Met AMAO 2: Attainment of English Language Proficiency	Yes									
Met AMAO 3: Academic Achievement and Success	Yes									
Met OVERALL AMAO	Yes									
AMAO Status History										
Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Met Overall AMAO	No	Yes	Yes	Yes	No	No	No	No	Yes	

Attachment C:

Districts included in the AMAO calculation.

Fiscal Year	District Number Type	AMAO Start	Consortium Member	AMAO Entity Number Type	District Name	Title III Following Year
2014	0001:03	2004	N	0001:03	MINNEAPOLIS PUBLIC SCHOOL DIST.	Yes
2014	0006:03	2004	N	0006:03	SOUTH ST. PAUL PUBLIC SCHOOL DIST.	Yes
2014	0011:01	2004	N	0011:01	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	Yes
2014	0012:01	2010	N	0012:01	CENTENNIAL PUBLIC SCHOOL DISTRICT	Yes
2014	0013:01	2004	N	0013:01	COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	Yes
2014	0014:01	2004	N	0014:01	FRIDLEY PUBLIC SCHOOL DISTRICT	Yes
2014	0016:01	2004	N	0016:01	SPRING LAKE PARK PUBLIC SCHOOLS	Yes
2014	0077:01	2004	N	0077:01	MANKATO PUBLIC SCHOOL DISTRICT	Yes
2014	0112:01	2004	N	0112:01	EASTERN CARVER COUNTY PUBLIC SCHOOL	Yes
2014	0152:01	2004	N	0152:01	MOORHEAD PUBLIC SCHOOL DISTRICT	Yes
2014	0191:01	2004	N	0191:01	BURNSVILLE PUBLIC SCHOOL DISTRICT	Yes
2014	0192:01	2004	N	0192:01	FARMINGTON PUBLIC SCHOOL DISTRICT	Yes
2014	0194:01	2004	N	0194:01	LAKEVILLE PUBLIC SCHOOL DISTRICT	Yes
2014	0196:01	2004	N	0196:01	ROSEMOUNT-APPLE VALLEY-EAGAN	Yes
2014	0197:01	2004	N	0197:01	WEST ST. PAUL-MENDOTA HTS.-EAGAN	Yes
2014	0199:01	2004	N	0199:01	INVER GROVE HEIGHTS SCHOOLS	Yes
2014	0241:01	2004	N	0241:01	ALBERT LEA PUBLIC SCHOOL DISTRICT	Yes
2014	0270:01	2004	N	0270:01	HOPKINS PUBLIC SCHOOL DISTRICT	Yes
2014	0271:01	2004	N	0271:01	BLOOMINGTON PUBLIC SCHOOL DISTRICT	Yes
2014	0272:01	2004	N	0272:01	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	Yes
2014	0273:01	2004	N	0273:01	EDINA PUBLIC SCHOOL DISTRICT	Yes
2014	0276:01	2005	N	0276:01	MINNETONKA PUBLIC SCHOOL DISTRICT	Yes
2014	0279:01	2004	N	0279:01	OSSEO PUBLIC SCHOOL DISTRICT	Yes
2014	0280:01	2004	N	0280:01	RICHFIELD PUBLIC SCHOOL DISTRICT	Yes
2014	0281:01	2004	N	0281:01	ROBBINSDALE PUBLIC SCHOOL DISTRICT	Yes
2014	0282:01	2014	N	0282:01	ST. ANTHONY-NEW BRIGHTON SCHOOLS	Yes
2014	0283:01	2004	N	0283:01	ST. LOUIS PARK PUBLIC SCHOOL DIST.	Yes
2014	0284:01	2004	N	0284:01	WAYZATA PUBLIC SCHOOL DISTRICT	Yes
2014	0286:01	2004	N	0286:01	BROOKLYN CENTER SCHOOL DISTRICT	Yes
2014	0347:01	2004	N	0347:01	WILLMAR PUBLIC SCHOOL DISTRICT	Yes
2014	0413:01	2004	N	0413:01	MARSHALL PUBLIC SCHOOL DISTRICT	Yes
2014	0492:01	2004	N	0492:01	AUSTIN PUBLIC SCHOOL DISTRICT	Yes
2014	0508:01	2008	N	0508:01	ST. PETER PUBLIC SCHOOL DISTRICT	Yes
2014	0518:01	2004	N	0518:01	WORTHINGTON PUBLIC SCHOOL DISTRICT	Yes
2014	0535:01	2004	N	0535:01	ROCHESTER PUBLIC SCHOOL DISTRICT	Yes
2014	0548:01	2004	N	0548:01	PELICAN RAPIDS PUBLIC SCHOOL DIST.	Yes
2014	0621:01	2004	N	0621:01	MOUNDS VIEW PUBLIC SCHOOL DISTRICT	Yes
2014	0622:01	2005	N	0622:01	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	Yes
2014	0624:01	2004	N	0624:01	WHITE BEAR LAKE SCHOOL DISTRICT	Yes
2014	0625:01	2004	N	0625:01	ST. PAUL PUBLIC SCHOOL DISTRICT	Yes
2014	0656:01	2004	N	0656:01	FARIBAULT PUBLIC SCHOOL DISTRICT	Yes

Fiscal Year	District Number Type	AMAO Start	Consortium Member	AMAO Entity Number Type	District Name	Title III Following Year
2014	0659:01	2004	N	0659:01	NORTHFIELD PUBLIC SCHOOL DISTRICT	Yes
2014	0719:01	2006	N	0719:01	PRIOR LAKE-SAVAGE AREA SCHOOLS	Yes
2014	0720:01	2004	N	0720:01	SHAKOPEE PUBLIC SCHOOL DISTRICT	Yes
2014	0728:01	2005	N	0728:01	ELK RIVER PUBLIC SCHOOL DISTRICT	Yes
2014	0740:01	2004	N	0740:01	MELROSE PUBLIC SCHOOL DISTRICT	Yes
2014	0742:01	2004	N	0742:01	ST. CLOUD PUBLIC SCHOOL DISTRICT	Yes
2014	0761:01	2004	N	0761:01	OWATONNA PUBLIC SCHOOL DISTRICT	Yes
2014	0829:01	2004	N	0829:01	WASECA PUBLIC SCHOOL DISTRICT	Yes
2014	0833:01	2004	N	0833:01	SOUTH WASHINGTON COUNTY SCHOOL DIST	Yes
2014	0834:01	2005	N	0834:01	STILLWATER AREA PUBLIC SCHOOL DIST.	Yes
2014	0861:01	2004	N	0861:01	WINONA AREA PUBLIC SCHOOL DISTRICT	Yes
2014	0877:01	2007	N	0877:01	BUFFALO-HANOVER-MONTROSE PUBLIC SCH	No
2014	0882:01	2007	N	0882:01	MONTICELLO PUBLIC SCHOOL DISTRICT	No
2014	0885:01	2007	N	0885:01	ST. MICHAEL-ALBERTVILLE SCHOOL DIST	Yes
2014	2310:01	2004	N	2310:01	SIBLEY EAST SCHOOL DISTRICT	Yes
2014	2753:01	2004	N	2753:01	LONG PRAIRIE-GREY EAGLE SCHOOL DIST	Yes
2014	2859:01	2004	N	2859:01	GLENCOE-SILVER LAKE SCHOOL DISTRICT	Yes
2014	2904:01	2010	N	2904:01	TRACY AREA PUBLIC SCHOOL DISTRICT	No
2014	4011:07	2009	N	4011:07	ATHLOS LEADERSHIP ACADEMY	No
2014	4015:07	2004	N	4015:07	COMMUNITY OF PEACE ACADEMY	Yes
2014	4017:07	2009	N	4017:07	MINNESOTA TRANSITIONS CHARTER SCH	Yes
2014	4018:07	2004	N	4018:07	ACHIEVE LANGUAGE ACADEMY	Yes
2014	4027:07	2007	N	4027:07	HIGHER GROUND ACADEMY	Yes
2014	4029:07	2004	N	4029:07	ST. PAUL CITY SCHOOL	Yes
2014	4067:07	2004	N	4067:07	AURORA CHARTER SCHOOL	Yes
2014	4068:07	2012	N	4068:07	EXCELL ACADEMY CHARTER	Yes
2014	4070:07	2004	N	4070:07	HOPE COMMUNITY ACADEMY	Yes
2014	4073:07	2004	N	4073:07	ACADEMIA CESAR CHAVEZ CHARTER SCH.	Yes
2014	4077:07	2007	N	4077:07	TWIN CITIES INTERNATIONAL ELEM SCH.	Yes
2014	4078:07	2007	N	4078:07	MN INTERNATIONAL MIDDLE CHARTER	Yes
2014	4097:07	2007	N	4097:07	PARTNERSHIP ACADEMY, INC.	Yes
2014	4103:07	2006	N	4103:07	HMONG COLLEGE PREP ACADEMY	Yes
2014	4115:07	2013	N	4115:07	MINNEAPOLIS ACADEMY CHARTER SCHOOL	Yes
2014	4126:07	2007	N	4126:07	PRAIRIE SEEDS ACADEMY	Yes
2014	4131:07	2008	N	4131:07	METRO SCHOOLS CHARTER	Yes
2014	4135:07	2009	N	4135:07	ROCHESTER MATH AND SCIENCE ACADEMY	Yes
2014	4143:07	2006	N	4143:07	NEW MILLENNIUM ACADEMY CHARTER SCH	Yes
2014	4153:07	2006	N	4153:07	DUGSI ACADEMY	Yes
2014	4170:07	2010	N	4170:07	HIAWATHA ACADEMIES	Yes
2014	4171:07	2008	N	4171:07	NOBLE ACADEMY	Yes
2014	4178:07	2008	N	4178:07	LINCOLN INTERNATIONAL SCHOOL	Yes
2014	4181:07	2008	N	4181:07	COMMUNITY SCHOOL OF EXCELLENCE	Yes
2014	4186:07	2010	N	4186:07	GLOBAL ACADEMY	Yes
2014	4192:07	2011	N	4192:07	BEST ACADEMY	Yes
2014	4193:07	2011	N	4193:07	COLLEGE PREPARATORY ELEMENTARY	Yes

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2014	4200:07	2012	N	4200:07	STEP ACADEMY CHARTER SCHOOL	No
2014	4205:07	2013	N	4205:07	HENNEPIN ELEMENTARY SCHOOL	Yes
2014	0177:01	2008	Y	0177:01	WINDOM PUBLIC SCHOOL DISTRICT	Yes
2014	0330:01	2008	Y	0177:01	HERON LAKE-OKABENA SCHOOL DISTRICT	Yes
2014	0402:01	2010	Y	0177:01	HENDRICKS PUBLIC SCHOOL DISTRICT	Yes
2014	0415:01	2008	Y	0177:01	LYND PUBLIC SCHOOL DISTRICT	Yes
2014	2895:01	2008	Y	0177:01	JACKSON COUNTY CENTRAL SCHOOL DIST.	Yes
2014	2902:01	2008	Y	0177:01	RTR PUBLIC SCHOOLS	Yes
2014	2907:01	2014	Y	0177:01	ROUND LAKE-BREWSTER PUBLIC SCHOOLS	Yes
2014	0287:06	2006	Y	0287:06	INTERMEDIATE SCHOOL DISTRICT 287	Yes
2014	0015:01	2006	Y	0287:06	ST. FRANCIS PUBLIC SCHOOL DISTRICT	Yes
2014	0277:01	2006	Y	0287:06	WESTONKA PUBLIC SCHOOL DISTRICT	Yes
2014	0423:01	2004	Y	0423:01	HUTCHINSON PUBLIC SCHOOL DISTRICT	Yes
2014	0424:01	2004	Y	0423:01	LESTER PRAIRIE PUBLIC SCHOOL DIST.	Yes
2014	0465:01	2004	Y	0423:01	LITCHFIELD PUBLIC SCHOOL DISTRICT	Yes
2014	0623:01	2004	Y	0623:01	ROSEVILLE PUBLIC SCHOOL DISTRICT	Yes
2014	6067:62	2005	Y	0623:01	EAST METRO INTEGRATION DISTRICT	No
2014	0727:01	2011	Y	0727:01	BIG LAKE PUBLIC SCHOOL DISTRICT	No
2014	0477:01	2013	Y	0727:01	PRINCETON PUBLIC SCHOOL DISTRICT	Yes
2014	0726:01	2012	Y	0727:01	BECKER PUBLIC SCHOOL DISTRICT	No
2014	0837:01	2008	Y	0837:01	MADELIA PUBLIC SCHOOL DISTRICT	Yes
2014	0836:01	2008	Y	0837:01	BUTTERFIELD PUBLIC SCHOOL DISTRICT	Yes
2014	0840:01	2004	Y	0840:01	ST. JAMES PUBLIC SCHOOL DISTRICT	Yes
2014	0084:01	2004	Y	0840:01	SLEEPY EYE PUBLIC SCHOOL DISTRICT	Yes
2014	0173:01	2008	Y	0840:01	MOUNTAIN LAKE PUBLIC SCHOOLS	Yes
2014	2898:01	2008	Y	0840:01	WESTBROOK-WALNUT GROVE SCHOOLS	Yes
2014	2752:01	2008	Y	2752:01	FAIRMONT AREA SCHOOL DISTRICT	Yes
2014	0458:01	2008	Y	2752:01	TRUMAN PUBLIC SCHOOL DISTRICT	Yes
2014	2134:01	2012	Y	2752:01	UNITED SOUTH CENTRAL SCHOOL DIST.	Yes
2014	2860:01	2008	Y	2752:01	BLUE EARTH AREA PUBLIC SCHOOL	Yes
2014	2905:01	2013	Y	2905:01	TRI-CITY UNITED SCHOOL DISTRICT	Yes
2014	2397:01	2006	Y	2905:01	LE SUEUR-HENDERSON SCHOOL DISTRICT	Yes
2014	4057:07	2008	Y	4057:07	EL COLEGIO CHARTER SCHOOL	Yes
2014	4038:07	2008	Y	4057:07	SOJOURNER TRUTH ACADEMY	Yes
2014	6018:61	2007	Y	6018:61	MN RIVER VALLEY EDUCATION DISTRICT	Yes
2014	0129:01	2007	Y	6018:61	MONTEVIDEO PUBLIC SCHOOL DISTRICT	Yes
2014	0378:01	2007	Y	6018:61	DAWSON-BOYD PUBLIC SCHOOL DISTRICT	Yes
2014	0777:01	2007	Y	6018:61	BENSON PUBLIC SCHOOL DISTRICT	Yes
2014	2159:01	2007	Y	6018:61	BUFFALO LK-HECTOR-STEWART PUBLIC SC	Yes
2014	2167:01	2007	Y	6018:61	LAKEVIEW SCHOOL DISTRICT	Yes
2014	2190:01	2007	Y	6018:61	YELLOW MEDICINE EAST	Yes
2014	2534:01	2007	Y	6018:61	BIRD ISLAND-OLIVIA-LAKE LILLIAN	Yes
2014	2853:01	2007	Y	6018:61	LAC QUI PARLE VALLEY SCHOOL DIST.	Yes
2014	2890:01	2007	Y	6018:61	RENVILLE COUNTY WEST SCHOOL DIST.	Yes
2014	2903:01	2010	Y	6018:61	ORTONVILLE PUBLIC SCHOOLS	Yes

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2014	6051:61	2009	Y	6051:61	GOODHUE COUNTY EDUCATION DISTRICT	Yes
2014	0252:01	2009	Y	6051:61	CANNON FALLS PUBLIC SCHOOL DISTRICT	Yes
2014	0253:01	2009	Y	6051:61	GOODHUE PUBLIC SCHOOL DISTRICT	Yes
2014	0256:01	2009	Y	6051:61	RED WING PUBLIC SCHOOL DISTRICT	Yes
2014	2172:01	2009	Y	6051:61	KENYON-WANAMINGO SCHOOL DISTRICT	Yes
2014	2805:01	2009	Y	6051:61	ZUMBROTA-MAZEPPA SCHOOL DISTRICT	Yes