

2012-2013 AMO Gap Closing Measure

Annual Measurable Objectives (AMOs) Calculation

Introduction

In July, 2013, Ohio submitted an ESEA Flexibility Waiver to the U.S. Department of Education. The waiver included a proposal to stop using the old Adequate Yearly Progress (AYP) calculation and to replace it with a new Annual Measurable Objectives (AMO) Calculation. Some of the features of the new AMO calculation are very similar to the old AYP calculation. Other features are very different.

Like AYP, the AMO calculation measures the academic performance of specific groups of students using racial, ethnic and demographic data. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between the different groups of students. The ten subgroups that are evaluated for the AMOs are: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities (IEP); and Students with Limited English Proficiency (LEP).

As written in Ohio's ESEA waiver, there are three AMOs with targets that increase each year; one for reading proficiency, one for math proficiency, and one for graduation rate and each student group is expected to meet each AMO. The reading and math AMOs are based on Ohio's current assessments and the waiver included a statement that the annual targets would be revisited in 2015 when Ohio implements its new assessments.

AMO Annual Targets

The table below outlines the AMOs as they were approved by the U.S. Department of Education for each school year. This table can be interpreted to mean that for the 2012-13 school year, in order to reach the reading proficiency AMO, all subgroups of sufficient size will be expected to have at least 83.4% of the students score Proficient or higher; to reach the math AMO all subgroups of sufficient size will be expected to have at least 78.5% of the students score Proficient or higher; and to reach the graduation AMO all subgroups of sufficient size will be expected to have a four-year on-time graduation rate of at least 75.9%. The graduation rate data will continue to be lagged by a year as it was in the old AYP calculation, so the 2012-13 AMO will be applied to the graduating Class of 2012.

Annual Measurable Objectives (AMOs)								
Subject Area	2011-12 (Baseline Targets)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Reading	81.9%	83.4%	84.9%	86.4%	87.9%	89.4%	90.9%	
Mathematics	76.5%	78.5%	80.5%	82.5%	84.5%	86.5%	88.5%	
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%	87.4%	90.0%

Note: Per Ohio's waiver, the AMOs that are highlighted will be revisited when Ohio implements the new assessments in 2015.

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General Business Rules for Reading and Math Proficiency

Traditional districts, schools and community schools that do not carry the Dropout Recovery designation are evaluated just like they were under the old AYP calculation. The reading and math proficiency calculations include the scores of full academic year students taking the 3rd, 4th, 5th, 6th, 7th, and 8th grade Ohio Achievement Assessments and the 10th grade Ohio Graduation Tests. 11th Grade cumulative results are not included. Each subgroup's results are aggregated across all tested grades within a school building or school district to determine if the AMO is met.

Because of their special mission to serve overage students primarily in high school grades, Dropout Recovery Community Schools have the proficiency calculations computed using cumulative 12th grade data.

For both types of entities a subgroup must have at least 30 "accountable" students who meet the Full Academic Year to be evaluated for the reading and math AMOs. If the number of accountable students in a particular subgroup taking the reading and/or math test is less than 30 in the current year, the student group is not evaluated for the AMO on that test and the building/district will receive an "NR" ("Not Rated") designation for that student group.

In addition, for all report cards, the "Where Kids Count" accountability rules used to determine which test scores are included in the reading and math AMO calculations are identical to those used for the state performance indicators EXCEPT no 11th grade test data are used in the AMO calculations for traditional school districts, schools and community schools that are not Dropout Recovery schools. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student's scores that are included in the various proficiency calculations.

LEP students enrolled in U.S. schools for no more than 180 days of the 2012-2013 school year are not included in either the numerator or the denominator of the percent proficient calculation as long as they have not been exempted in a prior year.

10th grade foreign exchange students who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation.

Per federal guidance, percent proficient calculations are subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA.

General Business Rules Graduation Rate

To be evaluated for the graduation rate AMO, a student group must have at least 30 students in the denominator of the calculation. Students are accountable to the last school and district where they are enrolled and the Full Academic Year Rules do not apply. If the number of accountable students in a particular subgroup is less than 30, the student group is not evaluated for the graduation rate AMO and the building/district will receive an "NR" ("Not Rated") designation for that student group.

For the graduation rate AMO, the Where Kids Count accountability rules are identical to those used for the four-year graduation rate measure. Please refer to the technical documentation on the Four-Year Graduation Rate Measure for additional information about which students are included in the graduation calculation.

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For the graduation rate AMO, only the data from the four-year longitudinal graduation rate are used. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district's cohort. In this document, these students are referred to as "reinstated transfers."*

Just as with the old AYP calculation, the new AMO calculation continues to count summer graduates as being "on-time" in the calculation. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2013 report card represents the rate for the graduating class of 2012.

If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level (please see the "Students Included in Calculations/WKC" document for further clarification).

For the 2013 report card, the following calculation will be used to determine the building's or district's graduation rate:

Four-Year Graduation Rate =	$\frac{\text{\# of FY2012 Cohort Graduates (Summer Graduates Included)}}{\text{\# of FY2012 Cohort Graduates (including summer grads)}}$ $+$ $\text{\# of FY2012 Cohort Transfers In}$ $+$ $\text{\# of FY2012 Cohort Dropouts (in any year from FY2009-FY2012)}$ $+$ $\text{\# of FY2012 Cohort Non-Graduates}$ $+$ $\text{\# of FY2012 Cohort Reinstated Transfers}$ $-$ $\text{\# of FY2012 Cohort Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district's/school's denominator)}$	X 100
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Definitions

FY2012 Cohort Graduates: These are FY2009 First Time 9th Graders who are reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2012 Graduate "G" reporting period, excluding students reported with Student Status = P or T.

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FY2012 Cohort Transfers In: These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2012 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2008-09 school year; first reported with a grade of 10 in the 2009-10 school year; first reported with a grade of 11 in the 2010-11 school year and first reported with a grade of 12 in the 2011-12 school year.

FY2012 High School Dropouts: Are the number of students who are reported with a dropout withdrawal code (WITHDRAWAL REASON = '71', '72', '73', '74', '75') from any school year from 2008-2009 through 2011-2012.

FY2012 Non-Graduates: Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school for more than four years per their IEP.

Reinstated Transfers: Are FY2012 cohort students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = '41') who subsequently are not reported as being admitted to any receiving public district.

Transfers Out: Are students in the FY2012 cohort who are reported between the 2008-2009 and 2011-2012 school years with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46', '47') that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = '52') from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.

Additional Information

The calculations for the reading, math and graduation AMO sub-components are done separately. Subgroups receive between zero and 100 points based on the whether or not they meet the AMO, and if the AMO is not met they receive points based on the extent to which the gap has closed between the prior year and current year. The points earned by each subgroup are totaled separately for the three sub-components and then the three numbers are averaged to get a preliminary letter grade. Note that Dropout Recovery Community Schools do NOT receive letter grades. Instead, beginning in 2014 they will receive a rating of "Exceeds Standards", "Meets Standards" or "Does Not Meet Standards" for the AMO Measure.

For traditional entities, once the preliminary grade is determined, the calculation applies four additional criteria and if any of those conditions are met, it results in the preliminary grade being

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demoted by one letter grade. Dropout Recovery Community Schools also are subject to demotions, but the demotion may or may not reduce their final designation.

Once those four demotion criteria are applied, the final grade (or designation for Dropout Recovery Schools) is issued.

Reading and Math Proficiency Calculation

As was mentioned above, the reading and math proficiency AMOs are calculated separately, but the four rules governing how points are awarded are the same for both subject areas. The rules are as follows:

1. If the subgroup's current year percent proficient is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but the amount of improvement in the passing percentage between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's passing percentage is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

$$\left(\frac{\text{Current Year Passing Percentage} - \text{Previous Year Passing Percentage}}{\text{AMO Goal} - \text{Current Year Passing Percentage}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned}$$

4. If the subgroup's current year passing percentage is less than the AMO and also is less than the previous year's passing percentage, then the gap grew and zero points are awarded.

Definitions and Business Rules

Current Year Passing Percentage: For traditional districts, school and for community schools that are not Dropout Recovery schools, this is the number of students identified with a grade of 3 through 8 during the 2012-13 school year who took the Reading and Math Ohio Achievement Assessments (OAAs) or students with a grade of 10 who took the Reading and Math Ohio Graduation Tests (OGTs) and scored at or above the proficient level. All grades, 3 through 8 and 10, are combined into one total for each subject and for each student subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

For Dropout Recovery Community Schools, the percentage is computed using cumulative 12th grade data.

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Previous Year Passing Percentage: For traditional districts, school and for community schools that are not Dropout Recovery schools, this is the number of students identified with a grade of 3 through 8 during the 2011-12 school year who took the Reading and Math OAAs or students with a grade of 10 who took the Reading and Mathematics OGTs and scored at or above the proficient level. All grades, 3 through 8 and 10, are combined into one total for each subject and for each student subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

For Dropout Recovery Community Schools, the percentage is computed using cumulative 12th grade data.

Amount of Improvement: This number is computed by subtracting the previous year's passing percentage from the current year's passing percentage. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

AMO Goal: This is the goal outlined in the table shown above. For 2012-13, the reading goal is 83.4% and the math goal is 78.5%

Current Year Gap: This number is computed by subtracting the current year's passing percentage from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 accountable students in the prior year (2012) to having 30 or more in the current year (2013). This means that the subgroup moves from the status of not being evaluated for the AMO to one where it is evaluated. Because the prior year's data (2012) were not used in the prior year's calculation (2012), those data also are NOT used to determine if the subgroup showed improvement in the current year (2013). In this situation, the only way that the subgroup can earn points is by having enough students pass the assessments in the current year to meet the AMO. A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year's data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students pass the test.

Graduation Rate Calculation

The formula for the graduation sub-component uses only the four-year adjusted cohort calculation. The five-year rate is not used. The four rules governing how points are awarded are identical to the methodology for awarding points for the reading and math AMOs. The rules are as follows:

1. If the subgroup's current year graduation rate is greater than or equal to the current year's AMO, then 100 points are assigned.

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2. If the subgroup fails to meet the AMO, but the amount of improvement in the graduation rate between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's graduation rate is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

$$\left(\frac{\text{Current Year Graduation Rate} - \text{Previous Year Graduation Rate}}{\text{AMO Goal} - \text{Current Year Graduation Rate}} \right) \times 100 = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \right) \times 100 = \text{Points Earned}$$

4. If the subgroup's current year graduation rate is less than the AMO and also is less than the previous year's graduation rate, then the gap grew and zero points are awarded.

Definitions and Business Rules

Current Year Graduate Rate: This is the percentage of students in the 2012 cohort who earned a regular or honors diploma within four years of entering high school.

Previous Year Graduation Rate: This is the percentage of students in the 2011 cohort who earned a regular or honors diploma within four years of entering high school.

Amount of Improvement: This number is computed by subtracting the previous year's graduation rate from the current year's graduation rate. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

AMO Goal: This is the goal outlined in the table above. For the 2012-13 report card, the graduation goal is 75.9%

Current Year Gap: This number is computed by subtracting the current year's graduation rate from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 students in the prior year (Class of 2011 reported in 2012) to having 30 or more in the current year (Class of 2012 reported in 2013). This means that the subgroup moves from the status of not being evaluated for the AMO to being evaluated. Because the prior year's data from the 2011 cohort were not used in the prior year's (2012) report card calculation, those data also are

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NOT used to determine if the subgroup showed improvement in the current year (2013 calculation). In this situation, the only way that the subgroup can earn points is by having enough students graduate to meet the AMO. A similar situation occurs when a new school building opens. In cases where no prior year data exists for any subgroup, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students graduate.

Preliminary Grade and Demotion Criteria

Once the points are awarded for each subgroup using the rules outlined above, they are averaged by AMO to get a sub-component score. Once each sub-component score is calculated, the three numbers are averaged to determine the Preliminary Letter Grade (or Preliminary Designation for Dropout Recovery Community Schools) that will be awarded.

It is common for districts and buildings to have a larger number of subgroups evaluated for the reading and math AMOs than are evaluated for the graduation rate AMO because the proficiency calculations can include more than one tested grade while the graduation rate only includes those students assigned to the Class of 2012 (FY2009 First Time Ninth Grade Cohort).

Ohio's ESEA Flexibility Waiver outlined that the business rule for averaging the three AMO scores would be to count each sub-component equally regardless of the number of subgroups that were evaluated for the purpose of obtaining that score.

In some cases, a school or district may not have all three sub-components. For example, an elementary or middle school will have no graduation rate and a high school that serves just 11th and 12th grade students will have no reading or math AMO scores. In those cases, the preliminary grade is based on an average of whatever sub-component scores are available.

Averaging the sub-component scores will yield a number between zero and 100 points. Once this number is computed, the four demotion criteria are applied to determine if points must be subtracted to reduce the both final number of points and the final letter grade (or designation for Dropout Recovery Schools) that are assigned.

Demotion Criteria

Four demotion criteria were included in Ohio's ESEA Flexibility Waiver. Two of the criteria only apply if the preliminary grade is an "A". The other two apply to ALL letter grades.

A school or district is evaluated for all applicable demotion criteria, but can receive a maximum of only one letter grade demotion (or one designation for Dropout Recovery Schools) regardless of the number of conditions met.

In order to be subject to a demotion, the school or district must have had at least one subgroup evaluated for at least one AMO. If all of the school's or district's student groups are too small to meet the required evaluation size or if the entity has no tested grades and no graduation rate data (e.g. a single grade Kindergarten building) it will not be evaluated for any of the four demotion criteria, including the attendance rate and will receive an "NR" for its AMO grade.

Low Performance by a Subgroup on Reading Proficiency or Math Proficiency

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a proficiency percentage that is lower than 70% in either reading or

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math proficiency. Thus, if the preliminary grade is an “A,” this calculation is applied to determine if a demotion is required.

When applying this demotion, only those subgroups that have at least 30 accountable students are used in the calculation so the subgroup must have been evaluated for the reading or math AMO to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The “low subgroup performance” demotion is made by deducting 10 points from this preliminary grade so that the “A” grade falls to the “B” range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required for each letter grade).

Note, this demotion criteria only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.

Low Graduation Rate by a Subgroup

Ohio’s waiver states that a school or district cannot earn a final letter grade of “A” if any evaluated subgroup has a graduation rate that is lower than 70%. Thus, this calculation is only applied if the preliminary grade is an “A”.

When applying this demotion, only those subgroups that have at least 30 students in the denominator of the graduation rate calculation evaluated, which means the subgroup must have been evaluated for the graduation AMO in order to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The “low graduation” demotion is made by deducting 10 points from the preliminary grade so that the “A” grade falls to the “B” range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required for each letter grade).

Note, this demotion criteria only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.

Low Attendance Rate by a Subgroup

For traditional districts and school and for community schools that do not have a Dropout Recovery designation, attendance rate is used in the new calculation to determine if any letter grade from “A” through “F” should have points deducted. The attendance rate goal has not changed from the old AYP calculation; it remains at 93%.

The calculation itself is different from the one used in the old AYP formula. In the old formula, only the attendance rate of the “All Students” group was used to determine if the school or district met the AYP attendance rate goal. For the purpose of determining if a demotion is required, the attendance rate is calculated for each subgroup that has at least 30 accountable students and if one or more subgroups has a rate that is lower than 93%, a points deduction is made.

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Moreover, most of the time, the old AYP calculation included data only from those students who were in grades K-8. High school students were not part of the AYP attendance rate calculation except in rare cases where a high school building had no graduation rate data. The new AMO calculation, because it's used for demotion purposes, includes the attendance data of ALL accountable students in all grades K-12, 13 and 23. Pre-school students are not included in the calculation as pre-school is not compulsory and thus is not part of Ohio's elementary education program.

Because untested grades are included in the attendance rate calculation, schools and districts could have situations where a subgroup does not have at least 30 accountable students to be evaluated for the reading, math or graduation rate AMOs, but the subgroup does meet the required size of 30 for the attendance rate calculation. In those cases, if the subgroup has an attendance rate below 93%, it WILL demote the final points and final letter grade awarded even though that subgroup was not evaluated for any of the three AMOs.

The following formula shows how the attendance rate is calculated:

2012-2013 Gap Closing Attendance Rate =	$\frac{\text{Aggregate Attendance for Students with a Grade of K through 12, 13, and 23 for the 2012-13 school year}}{\text{Aggregate Membership for Students with a Grade of K through 12, 13, and 23 for the 2012-13 school year}}$	X 100
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Aggregate Attendance: This is the total number of attendance days for all students in the relevant grades, K through 12, 13 and 23 who were enrolled in the building or district for a “full academic year.” An “attendance day” is one during which an enrolled student is either actually attending school or is on expulsion or suspension status from school but is receiving instructional services from the district.

Aggregate Membership: This is the total number of all attendance days, all excused absence days, and all unexcused absence days for all students in the relevant grades who were enrolled in the building or district for a “full academic year.”

A more detailed explanation of the Where Kids Count codes used to build the attendance rate can be found in the Technical Documentation on the AMO Attendance Rate Calculation.

As was explained above, the preliminary grade/designation is awarded based on an average of the points earned for each of the three AMOs. For traditional schools and districts and for community schools that do not have the Dropout Recovery designation, the “attendance rate” demotion is made by deducting 10 points from this average so that a preliminary grade of “A” through “D” falls to the next lowest range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required to be earned for each letter grade).

In cases where a traditional school, district or community school that does not have the Dropout Recovery designation has an average score that is at least 10 points, but the average places the school or district in the “F” range, a demotion of ten points still is made so that the entity drops lower into the range.

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In cases where a building or district has fewer than 10 points when averaging its three AMO scores, (e.g. a building’s preliminary grade is 9.8 points) the demotion is made by deducting whatever number of points are needed to take the entity to the floor of zero points (in this example 9.8 points would be deducted). Schools and districts cannot have a final score that is less than zero. Moreover, in that one case where a school or district earns zero points for each AMO and thus its sub-component average is zero, no demotion is made because that school or district would already be at the floor.

Dropout Recovery Schools also are subject to an attendance rate demotion, but instead of using 93% as the goal, their goal is 75%. The calculation used to determine each subgroup’s attendance rate is identical to what is used for all other entities and the same rule applies that a subgroup can demote a Dropout Recovery School’s points even if that subgroup was not evaluated for any of the three AMOs.

The difference is that if a subgroup fails to meet the attendance rate goal, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

Low Participation Rate by a Subgroup

Participation rate is used in the new calculation for traditional schools and districts and for community schools that do not have the Dropout Recovery designation to determine if any letter grade from “A” through “F” should have points deducted. The participation rate goal has not changed from the old AYP calculation; it remains at 95%.

Moreover, as with the former AYP calculation, a subgroup must have at least 40 students enrolled during the test window to be evaluated for participation. If the number of students in a particular student subgroup is less than 40, the subgroup is not evaluated for participation and the building/district will receive an “NR” for that subgroup.

The following formula shows how the participation rate is calculated:

2012-2013 Participation Rate =	$\frac{\text{Number of Students in Grades 3-8 and 10 Taking the Test(Required Test Type of STR or ALT) for the 2012-2013 School Year}}{\text{Number of Students in Grades 3-8 and 10 Required to Take the Test(Required Test Type of STR or ALT) for the 2012-2013 School Year}}$	X 100
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Number of students in tested grades taking the test: This is the total number of students who were enrolled in the district at the time of the March (10th grade OGT) or May (3-8 grade OAA) mathematics test administration who actually took the test. All grades, 3 through 8 and 10, are combined into one total for each subject and for each subgroup. This number includes students who had their test scores invalidated, (reported with a Score of “I”) as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score of “S”).

Number of students in tested grades required to take the test: This is the total number of students who were enrolled in the district at the time of the March (10th grade OGT) or May (3-8

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grade OAA) mathematics test administration who were required to take the tests. All grades, 3 through 8 and 10, are combined into one total for each subject and for each subgroup. This number includes all students reported in the numerator of the equation as well as students who did not take the tests even though they were required to take them.

It is important to understand that this total is **NOT** subject to “full academic year” criteria.

Note: Students reported as not taking the test because they received a waiver from ODE for a **medical emergency** are not included in either the numerator or the denominator of the participation rate calculation. LEP students enrolled in U.S. schools for the first time on or after the first day of school of the 2012-2013 school year (LEP Code = “L”) are not included in either the numerator or the denominator of the participation rate calculation for reading only. Newly arrived LEP students **ARE** required to take the math test and are included in that subject’s participation rate. Please note that a newly arrived LEP student also is required to take the science, social studies and writing assessments if such tests are given in the student’s grade.

For the purpose of determining if a letter grade demotion is required, the participation rate is calculated for each subgroup that has at least 40 students who are required to take the reading or math assessment and if one or more subgroups has a rate that is lower than 95%, a points deduction is made.

Because all students who are enrolled during the test window are expected to take the reading and math assessments, schools and districts could have situations where a subgroup does not have at least 30 “accountable” (i.e. Full Academic Year) students to be evaluated for the reading or math AMOs, but the subgroup does meet the required size of 40 “enrolled” students for the participation rate calculation. In those cases, if the subgroup has a participation rate below 95% it **WILL** demote the final letter grade even though that subgroup was not evaluated for the reading or math proficiency AMOs.

As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The “participation rate” demotion is made by deducting 10 points from this average so that a preliminary grade of “A” through “D” falls to the next lowest range.

In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required to be earned for each letter grade).

In cases where the school or district has an average score that is at least 10 points, but the average places the school or district in the “F” range, a demotion of ten points still is made so that the entity drops lower into the range. In cases where a building or district has fewer than 10 points when averaging its AMO scores, (e.g. a building’s average is 9.8 points) the demotion is made by deducting whatever number of points are needed to take the entity to the floor of zero points (9.8 points). Schools and districts cannot have a final score that is less than zero. Moreover, in that one case where a school or district earns zero points for each AMO and thus its sub-component average is zero, no demotion is made because that school or district is already at the floor.

Dropout Recovery Schools also are subject to the 95% participation rate and the calculation is identical to what is used for all other entities. The difference is that if a subgroup fails to meet

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the participation rate, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

Final Letter Grade and Grading Scale

Once all of applicable demotion criteria are applied, a final letter grade is awarded to traditional districts, traditional schools and community schools that do not carry the Dropout Recovery designation. As was stated above, a school or district can have a maximum of ten points deducted (10.1 points will be deducted in the special case where the average is exactly 100 points). In addition, regardless of the number of demotion criteria that are met, the school or district will see its grade reduced by just one letter.

The table below shows the scale for each letter grade and the table on the following page shows an example of the AMO calculation.

Average Number of Points Earned	Letter Grade Awarded
90 - 100	A
80 - 89.9	B
70 - 79.9	C
60 - 69.9	D
Less than 60	F

For Dropout Recovery Community Schools, once all of applicable demotion criteria are applied, a final designation is awarded. As was stated above, a Dropout Recovery Community School can have a maximum of five (5) points deducted. In addition, regardless of the number of demotion criteria that are met, the school will see its rating reduced by a maximum of just one level.

The table below shows the scale for each rating.

Average Number of Points Earned	Rating Awarded
33 - 100	Exceeds Standards
5 - 32.9	Meets Standards
Less Than 5	Does Not Meet Standards

Conclusion

The old AYP calculation yielded EVERY district and school an official rating of “met” or “not met.” Some schools that served students only in untested grades (e.g. a K-2 building) received the AYP rating of the school to which its students fed. ODE referred to this as a “feeder school rating.” The new AMO calculation does not use this methodology to award a letter grade to a school that, because of its grade configuration, has no proficiency or graduation rate data to evaluate.

Under the old AYP rules, a school or district also could have its AYP rating assigned using only participation rate or attendance rate data. For the new AMO calculation, these criteria are applied ONLY for the purpose of demoting a letter grade. To be evaluated for a letter grade demotion, the school must have had at least one subgroup evaluated for at least one AMO.

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Because of the change to the business rules, some schools may not receive an AMO letter grade. As was explained, in order to receive a grade, a school or district must have at least one subgroup evaluated for at least one AMO among the three; reading proficiency, math proficiency or graduation rate.

If the school's "accountable" tested student count or graduation cohort is too small to have any student group evaluated for any of the three AMOs, or if the grade configuration of the building is such that no test data and no graduation rate data exist, then no grade will be awarded and the school will see "NR" on its report card.

Finally, the old AYP calculation included a "growth" calculation that allowed schools and districts to count students who were on track towards proficiency as being proficient in the current year even though they really failed the current year's assessments. The new AMO calculation does not include a growth calculation. Instead, each of the calculations described above are done using only the actual passing percentages from the current year and the prior year.

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Reading AMO Calculation									AMO Points	AMO Avg
Subgroup	2012-13 % Passing	Reading AMO	Gap	AMO Status	2011-12 % Passing	Improvement	Points	How Points Awarded	740/900 = 82.3 Reading Points	82.3 + 93.0 + 100 = 275.3
All Students	84.2%	83.4%	N/A	Met	84.5%	-0.3%	100.0	AMO Met		
Black	81.9%	83.4%	1.5%	Not Met	80.2%	1.7%	100.0	Gap cut >50%		
Am. Ind./ Alas.Natve	NR	83.4%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	86.5%	83.4%	N/A	Met	87.1%	-0.6%	100.0	AMO Met		
Hispanic	74.3%	83.4%	9.1%	Not Met	70.6%	3.7%	40.7	Gap cut <50%		
Multi-Racial	84.9%	83.4%	N/A	Met	85.2%	-0.3%	100.0	AMO Met		
White	86.2%	83.4%	N/A	Met	85.9%	0.3%	100.0	AMO Met		
Economic Disadvantgd	85.6%	83.4%	N/A	Met	82.1%	3.5%	100.0	AMO Met		
IEP	72.1%	83.4%	11.3%	Not Met	60.1%	12.0%	100.0	Gap cut >50%		
LEP**	82.0%	83.4%	1.4%	Not Met	NR	NR	0	AMO Not Met		
Total Points Earned By All Subgroups							740.7			
Total Possible Points							900			

** - LEP subgroup was not evaluated in 2011-12, thus points can be awarded only for meeting the AMO

Math AMO Calculation									837.1/900 = 93 Math Points	Preliminary Letter Grade
Subgroup	2012-13 % Passing	Reading AMO	Gap	AMO Status	2011-12 % Passing	Improvement	Points	How Points Awarded		275.3/3 = 91.8 = "A"
All Students	82.3%	78.5%	N/A	Met	81.9%	0.4%	100.0	AMO Met		
Black	76.5%	78.5%	2.0%	Not Met	74.0%	2.5%	100.0	Gap cut >50%		
Am. Ind./ Alas.Natve	NR	78.5%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	89.6%	78.5%	N/A	Met	93.9%	-4.3%	100.0	AMO Met		
Hispanic	72.6%	78.5%	5.9%	Not Met	67.0%	5.6%	94.9	Gap cut <50%		
Multi-Racial	80.5%	78.5%	N/A	Met	81.0%	-0.5%	100.0	AMO Met		
White	82.6%	78.5%	N/A	Met	82.9%	-0.3%	100.0	AMO Met		
Economic Disadvantgd	81.6%	78.5%	N/A	Met	78.0%	3.6%	100.0	AMO Met		
IEP	56.2%	78.5%	22.3%	Not Met	46.8%	9.4%	42.2	Gap cut <50%		
LEP**	78.6%	78.5%	N/A	Met	NR	NR	100.0	AMO Met		
Total Points Earned By All Subgroups							837.1			
Total Possible Points							900			
Math AMO Sub-Component Score							93.0			

** - LEP subgroup was not evaluated in 2011-12, thus points can be awarded only for meeting the AMO

Graduation Rate AMO									400/400 = 100 Graduation Points	Final Grade
Subgroup	2012-13 % Passing	Reading AMO	Gap	AMO Status	2011-12 % Passing	Improvement	Points	How Points Awarded		Preliminary Grade = "A"; IEP subgroup has low performance in math (56.2% passing). 91.8 - 10 = 81.8 = "B"
All Students	82.0%	75.9%	N/A	Met	83.0%	-1.0%	100.0	AMO Met		
Black	78.0%	75.9%	N/A	Met	74.0%	4.0%	100.0	AMO Met		
Am. Ind./ Alas.Natve	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Hispanic	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Multi-Racial	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
White	88.0%	75.9%	N/A	Met	81.0%	7.0%	100.0	AMO Met		
Economic Disadvantgd	84.0%	75.9%	N/A	Met	84.0%	0.0%	100.0	AMO Met		
IEP	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
LEP**	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Total Points Earned By All Subgroups							400.0			
Total Possible Points							400			
Graduation AMO Sub-Component Score							100.0			