Ohio | Department of Education

Understanding Annual Measurable Objectives (AMOs)

Description: **Annual Measurable Objectives (AMOs)** measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This determines if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

AMOs are replacing AYP in the state accountability system, and make up the Gap Closing component of the new Report Card.

Subgroups: The AMOs will review 10 student groups in reading, math and graduation rate and assign an overall grade on the Report Card for efforts to close achievement gaps in all groups. An LEA is evaluated for a subgroup as long as there are at least 30 students in the subgroup. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficient.

AMO Goals: As written in Ohio's ESEA waiver, there are different AMOs set for reading, math, and graduation rate but the AMOs are the same for all students. The reading and math AMOs are based on Ohio's current assessments. As Ohio transitions to new assessments in 2014-2015, the AMOs will be adjusted based on the new, more rigorous assessments to ensure the progress LEAs are making in closing achievement gaps is properly measured.

	Baseline				New Goals					
Subject	**2010-2011**	**Percent Not Proficient**	**1/2 of Not Proficient**	**Not Proficient Reduction/6**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Reading	81.9	18.1%	9.1%	1.5%	83.4%	84.9%	86.4%	87.9%	89.4%	90.9%
Mathematics	76.5	23.5%	11.8%	2.0%	78.5%	80.5%	82.5%	84.5%	86.5%	88.5%

The 2010-2011 baseline proficiency statistics include all students counted at the state level in grades 3-8 and 10 for each respective subject.

To establish the federal graduation rate target, Ohio evaluated 2009-2010 Four-Year-Adjusted-Cohort Graduation Rates for all schools with at least 30 students in the cohort.

Using this data, the initial target for 2011-2012 was set at the 20th percentile, or 73.6 percent. Starting with the 2012-2013 graduating class, Ohio will increase the target incrementally to reach the goal of 90 percent by 2018-2019.

Baseline				New Graduation Goals							
2010-2011	**Goal**	**Difference**	**Not Graduated On-Time Rate/7**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
73.6%	90.0%	16.4%	2.3%	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%	87.4%	90.0%

Grades: Each LEA is assigned a subcomponent score for reading, for math, and for graduation rate. Subgroups are assigned points for each subcomponent score using the following point system:

- If the subgroup's current year percent proficient or graduation rate is greater than or equal to the AMO, then 100 points are assigned.
- If the subgroup's percentage point increase over the previous year in percent proficient or graduation rate is greater than or equal to the current year gap , then 100 points are assigned (i.e., the current year gap was cut by more than half).
- If the subgroup's current year score is less than the AMO, but greater than the subgroup's previous year score, then the points awarded will be based on the following calculation:

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

- If the subgroup's current year score is less than the AMO and also less than the previous year score, then 0 points are assigned.

- Note: 100 points is the maximum that can be earned by any single subgroup.

A subcomponent score is the sum of all points for all evaluated subgroups in an LEA or school divided by the total possible points based on number of the subgroups assessed for that subcomponent and reported as a percentage. To arrive at the overall AMO letter grades, the three subcomponent percentages are averaged together. Preliminary letter grades are assigned using the following grading scale, as outlined in Ohio's ESEA waiver:

Score	**Letter Grade**
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Demotions: There are several additional factors that can lower an LEA's overall AMO letter grade.

Participation: As is currently expected under NCLB, all LEAs and schools are expected to assess at least 95 percent of their students on the state assessments. Any LEA with a less than a 95 percent participation rate for any subgroup in reading or math will be demoted one letter grade (ten points) on the final Gap Closing grade.

Attendance: Currently, the state attendance rate target for all LEAs and schools is 93 percent. Any LEA or school with less than 93 percent attendance rate for any subgroup will be demoted one letter grade (ten points) on the final Gap Closing grade.

Subgroups: An LEA or school cannot earn an "A" as the final letter grade if one of its subgroups is falling behind. If any subgroup earns a "D" or an "F" (i.e., below 70.0%), the LEA or school cannot earn an "A".

LEAs or schools may be demoted due to participation, attendance, or subgroup academic or graduation performance only once. There will not be multiple demotions.

Notes: The Two-Year Combined Results, Safe Harbor, and AYP Growth Measure calculations previously used as methods for meeting AYP do not apply to AMOs.

Example: The following example displays how a sample LEA's AMO grade is calculated. In this example, the LEA received a preliminary score of 85%, but it was demoted to a final score of 75% (a "C") because of subgroup performance falling below 70%.

Ohio | Department of Education

Student Subgroups	Subgroup Proficiency or Graduation Percentage	Subgroup Points Earned	Sub-Component Points	Percentage of Total Points Earned & Preliminary & Final Letter Grade Earned
2013 Reading AMO = 83.4%				
All Students	92.4%	**100 Points**		
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	94%	**100 Points**		
Black, non-Hispanic	78.5%	**75 Points**		
Hispanic	NC	<30 students	**520/600 =**	
Multi-Racial	NC	<30 students		
White, non-Hispanic	95.2%	**100 Points**	**86.7%**	
Economically Disadvantaged	82%	**85 Points**		
Students with Disabilities (IEP)	70.2%	**60 Points**		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Reading		**520**		
2013 Mathematics AMO = 78.5%				
All Students	91.6%	**100 Points**		
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	96.3%	**100 Points**		
Black, non-Hispanic	77.2%	**80 Points**		
Hispanic	NC	<30 students	**445/600 =**	
Multi-Racial	NC	<30 students		
White, non-Hispanic	78.0%	**95 Points**	**74.2%**	
Economically Disadvantaged	72.1%	**45 Points**		
Students with Disabilities (IEP)	65.4%	**25 Points**		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Math		**445**		
2013 Graduation AMO = 75.9%				
All Students	92.6%	**100 Points**		
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	NC	<30 students		
Black, non-Hispanic	79.6%	**100 Points**		
Hispanic	NC	<30 students	**470/500 =**	
Multi-Racial	NC	<30 students		
White, non-Hispanic	94.8%	**100 Points**	**94%**	
Economically Disadvantaged	75.4%	**95 Points**		
Students with Disabilities (IEP)	68.9%	**75 Points**		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Graduation		**470**		

85%

86.7 + 74.2 + 94 = 254.9

254.9/300 = 85%

Preliminary Letter Grade = "B"

Final letter grade demoted to "C" (75%) due to low subgroup performance