

Reporting Florida's Annual Measurable Objectives (AMOs) in Compliance with ESEA Waiver Requirements

Technical Assistance Paper for 2011-12



Florida Department of Education
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Overview

Florida's waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to report performance on annual measurable objectives (AMOs) in several areas of academic achievement. Information specifically required by the U.S. Department of Education for this annual reporting includes the following indicators that will be included in the School Public Accountability Reports (SPARs), which can be accessed online at <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>:

For the "all students" group and each subgroup described in ESEA section [1111\(b\)\(2\)\(C\)\(v\)\(II\)](#) or 20 USC Section 6311(b)(2)(C)(v)(II)--

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the State's annual measurable objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

In the SPARs, Florida will also include information on the progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs.

In addition, *as data becomes available*, Florida will report the performance of its students on NAEP, TIMSS, PIRLS, and PISA compared to the highest-performing states and nations. This AMO is designed to keep Florida moving forward toward national and international competitiveness. Florida will compare its NAEP scores to those of the top five states and its TIMSS, PIRLS, and PISA scores to those of the ten top-performing nations.

Students and Schools Included in AMO Reporting

Baseline Year Data (2010-11)

Baseline year data (2010-11) for reading, math, and writing performance will include students who were in the denominator of the proficiency measures for reading and math in AYP reporting for 2010-11, with the following modifications:

- FCAT Grade 10 Math results for 2010-11 will not be included. (Only Algebra 1 EOC and FAA scores will apply for high school math in the baseline year.)
- FCAT Grade 10 Reading results for 2010-11 will not be included. (These scores are not retrofitted to the FCAT 2.0 scale.)
- Algebra 1 results for 2010-11 that are retrofitted to the 2011-12 Algebra 1 scoring scale and achievement levels will be added. These scores were not originally included in AYP reporting for 2010-11.

The preceding adjustments are made to ensure that comparisons between 2010-11 and 2011-12 involve the same assessments and the same scales for measuring performance.

Subgroup Status

Students are included in the following subgroups, which parallel subgroups reported in previous years for AYP:

- American Indian (Race)
- Asian (Race)
- Black or African American (Race)
- Hispanic (Ethnicity)
- White (Race)
- Economically Disadvantaged (Lunch Status)
- English Language Learners (ELLs)
- Students with Disabilities (SWDs)
- All Students

Students are classified in subgroups based on reported Survey 3 data (February survey reporting period). Applicable data elements include:

- Race
- Ethnicity (for Hispanic classification)
- English Language Learners: PK-12 (for ELL status)
- Exceptionality: Primary (for SWD status)
- Exceptionality: Other (for SWD status)
- Lunch Status (for Economically Disadvantaged status)

Race, Ethnicity. Details on the classification of students by race and ethnicity are available from the Bureau of Accountability Reporting (e-mail evalnrpt@fldoe.org). These classifications apply the same selection criteria for race and ethnicity that were applied in AYP reporting for 2010-11.

ELL status. Students who are coded “LY” and “LF” on the [English Language Learners: PK-12](#) data element are classified in the English Language Learners subgroup for participation calculations (percent tested) and for performance measures, with one adjustment for performance measures: ELLs who are classified as recently arrived (in school in the U.S. for less than 365 days as of testing) are exempt (not included). Information on the applicable test date(s) is available from the Bureau of Accountability Reporting (e-mail evalnrpt@fldoe.org).

Lunch status. Students coded “2” or higher on demographic records are included in the Economically Disadvantaged subgroup.

SWD status. Students with a reported primary exceptionality or other exceptionality other than “Gifted” (code L) or “Not Applicable” (code Z) are included as SWDs.

Inclusion Criteria for Performance Measures

Students are included using criteria that parallel the inclusion rules for school grades performance calculations:

- Full-year enrollment (Survey 2 and 3, not withdrawn prior to testing)
- Valid test score
 - Include FCAT 2.0 and FAA for Reading
 - Include FCAT 2.0, FAA, and Algebra 1 for Math

- For students in grade 8 or lower, the first administration of the EOC during the school year is included (subsequent administrations are not included).
- For students in grade 9 or higher, Algebra 1 scores are included if they are the student's first score attained during his/her high school career (grades 9-12).
- For students in grade 9 or higher, only Algebra 1 and FAA scores are applied for math calculations (FCAT Mathematics scores are not applied at this level).
- For students who have both an included Algebra 1 score and an FCAT 2.0 Mathematics score, the higher of the two scores is applied (if both scores produce the same achievement level result, the EOC score is used). For each student, only one score is applied.

Schools Included in AMO Reporting, Minimum Cell-Size Reporting Requirements

Calculations will be applied to graded and non-graded schools, including ESE centers and alternative schools that elect to receive a school improvement rating, as well as DJJ centers. For schools that received a school grade, performance data will be based on students who were included in the school grade performance reporting categories for reading, mathematics, and writing. For subgroup reporting, performance data will be reported for groupings with at least 10 students in the denominator. For schools that were evaluated for a school grade but were too small to receive a grade, performance data will be reported for groupings with at least 10 students in the denominator. For alternative schools and ESE centers that elected to receive a school improvement rating, performance data will be reported for subject areas and groupings in which there are at least 10 students in the denominator. Results will not be reported for categories with fewer than 10 students in the denominator.

Percent-Tested Reporting for Reading and Math

The percent-tested calculations for reading and math in the AMO reporting files will be based on the criteria for percent-tested calculations in Florida's school grading formula, as described on pages 16-17 of the 2012 Guide to Calculating School Grades, which is available online at <http://schoolgrades.fldoe.org/pdf/1112/SchoolGradesTAP2012.pdf>.

AMOs for Reading and Math

How do the new AMOs for reading and math work?

All schools and subgroups will be evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and math.

AMO targets will be established for each subgroup and all students, and will be calculated at the school, LEA, and state levels. The AMO target will show whether the subgroup (as well as the "All Students" group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-17 (using 2010-11 as the baseline year).

Characteristics of the AMOs for Reading and Math Proficiency as Reported for 2011-12

- AMOs are determined separately for each school and subgroup (calculated individually), by subject area.
- The AMO shows whether the school/subgroup is on track to reduce its percent of non-proficient students by half by 2016-17.
- The baseline year for the "on track" calculation is 2010-11.

- For each school and subgroup, a separate target is set for 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17.
- The calculation is as follows:

The AMO for each year equals the percent of students scoring proficient in 2010-11 plus: [0.5 times the percent of non-proficient students in 2010-11 ÷ 6] multiplied by the number of years past 2010-11.

So, for 2011-12, the AMO (by subject) equals the percent of students scoring proficient in 2010-11 plus:

[0.5 times the percent of non-proficient students in 2010-11 ÷ 6] times 1.

Example, AMO for Proficiency in Math

- Sample Elementary School: 2010-11 % Proficient in Math = 64% (All Students)
- $\frac{1}{2}$ percent non-proficient = $36\% \times \frac{1}{2} = 18\%$
- Proficiency target for 2016-17 = $64\% + 18\% = 82\%$
 - Target for 2011-12 = $64\% + [(18\% \div 6) \times 1] = 67\%$
 - Target for 2012-13 = $64\% + [(18\% \div 6) \times 2] = 70\%$
 - Target for 2013-14 = $64\% + [(18\% \div 6) \times 3] = 73\%$
 - Target for 2014-15 = $64\% + [(18\% \div 6) \times 4] = 76\%$
 - Target for 2015-16 = $64\% + [(18\% \div 6) \times 5] = 79\%$

Impact of New Achievement Levels and Scoring Scales on Baseline Year Results

In December 2011, Florida's State Board of Education adopted new achievement level standards for the state's FCAT 2.0 assessments in reading and mathematics as well as the state's end-of-course (EOC) assessment in Algebra 1 in Rule 6A-1.09422, Florida Administrative Code. As a required data-processing step for determining the "on track" AMO targets in reading and mathematics, the Florida Department of Education has retrofitted the baseline 2010-11 FCAT 2.0 scores and Algebra 1 scores to the new FCAT 2.0 vertical scale and Algebra 1 scale with new achievement levels applied accordingly. The retrofitted scores will be used in determining the proficiency level of subgroups for the baseline year of the calculation.

High-Performing Qualifying Target for Reading and Math

Schools and subgroups that attain 95% proficient or higher meet the state's high performing qualifying target, which meets Florida's AMO requirement without the requirement for annual improvement. (This provision allows perennially high-performing schools and subgroups to meet the AMO requirement without having to show improvement over the prior year.)

Safe Harbor Calculation for Reading and Math

For schools and subgroups that test at least 95% of students, the Safe Harbor calculation is applied as an annual calculation to determine whether a subgroup/school/district/state meets the annual improvement target if the AMO target itself is not met. The Safe Harbor criterion is met if there is a 10% reduction in the percent of non-proficient students when comparing current and prior year proficiency percentages. Again, subgroups must test at least 95% of students to qualify for the Safe Harbor calculation.

Writing Performance

Writing performance is a required indicator on annual reporting to meet ESEA requirements. For 2011-12, writing performance is reported as the percent of students who scored satisfactory or higher on the state writing assessments -- the percent scoring at 3.0 or higher on the FCAT Writing assessment or at performance level 4 or higher on the Florida Alternate Assessment (FAA), as stipulated in Rule 6A-1.09981, Florida Administrative Code.

Graduation Rates

Four-year adjusted-cohort graduation rates will be reported at the subgroup, school, district (LEA) and state levels. Graduation rates will be calculated and reported using criteria specified in 34 CFR §200.19. As with AYP reporting in previous years, rates are lagged by one year.

Downloadable File on AMOs

Florida will report the AMO information described in this document using a downloadable Excel file posted at <http://schoolgrades.fldoe.org/>.

AMO File Data Columns/Format

The AMO outcomes will be reported in columns that use the following headings:

	School Grade	Percent Tested Reading	Percent Tested Math	Performance in Reading					Performance in Math					Learning Gains for the Low 25% in Reading	Learning Gains for the Low 25% in Math		
				Percent Scoring Satisfactory or Higher		Target (AMO)	Met Target/ Safe Harbor or High Performing*	Improving	Maintaining or Declining	Percent Scoring Satisfactory or Higher		Target (AMO)	Met Target/ Safe Harbor or High Performing*			Improving	Maintaining or Declining
				2011	2012					2011	2012						
All Students																	
American Indian																	
Asian																	
Black/African American																	
Hispanic																	
White																	
SWDs																	
Economically Disadvantaged																	
ELLs																	

* "Met Target" is "Yes" if the target is met, Safe Harbor criteria are met, or the group is high performing (at least 95% satisfactory).

- "Improving" applies when the target is not met but the percentage of students at level 3 and above is higher than in the previous year. If the target is met, "Improving" is "NA."

- “Maintaining or Declining” applies when the target is not met and the percentage of students at level 3 and above is not higher than in the previous year. If the target is met, “Maintaining or Declining” is “NA.”
 - An additional column for “Declining” has been added on the downloadable report to show which subgroups and schools show an annual decline in the percent scoring satisfactory in the subject area.
- The “Target” column shows the minimum percentage of students scoring satisfactory and above that would be required for the school/subgroup to be on track to reduce the percent of non-proficient students by 50% by 2016-17, with 2010-11 as the starting/baseline year.

Additional Components:

- Learning Gains Points for the Low 25%, Math (All Students only)
- Learning Gains Points for the Low 25%, Reading (All Students, only)
- Four-Year Federal Formula Graduation Rate (All subgroups)
- Writing – Percent Scoring Satisfactory (All subgroups)
- Columns for AMO Reading and Math targets for 2013, 2014, 2015, 2016, and 2017

The data on AMOs are provided in a downloadable Excel file at <http://schoolgrades.fldoe.org/>.

Questions?

Contact

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