

# **Reporting Florida's Annual Measurable Objectives (AMOs) in Compliance with ESEA Flexibility Requirements**

## **Guide to Calculations for 2013-14**



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

### **Overview**

Under Florida's federally approved ESEA flexibility plan, the state has supplanted the reporting of Adequate Yearly Progress (AYP) for SEAs, LEAs, and schools with reporting achievement on revised annual measurable objectives (AMOs) for several academic indicators. 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 [math and reading];
- 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 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 are not included. (Only Algebra 1 EOC and FAA scores are applicable for high school math in the baseline year.)
- FCAT Grade 10 Reading results for 2010-11 are not 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 are included as well. These scores were not originally included in AYP reporting for 2010-11.

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

Beginning in 2012-13, Geometry EOC assessment results are included in mathematics performance calculations for schools providing instruction in geometry. The math calculations for 2011-12 through 2013-14 mirror calculations used in school grades for each of those years, applying assessments that were used in school grades at the time for each of those years. Thus, the percent scoring satisfactory or higher for the “All Students” group in math is the same as the points total reported for math performance in school grades.

### 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](mailto: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](mailto:evalnrpt@fldoe.org)).

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

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 EOC assessments 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, EOC assessment 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 EOC and FAA scores are applied for math calculations (FCAT Mathematics scores are not applicable at this level).
    - For students who have one or more included EOC scores and/or an FCAT 2.0 Mathematics score in middle school grades, the highest score is applied. For each middle school student, only one score is applied.
    - For high school students, performance results include any banked passing EOC score earned while in middle school plus any first-time scores on a different EOC assessment earned in the 2013-14 school year.

### 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 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 is calculated by dividing the total number of eligible students tested in each subject by the number of eligible students who are expected to be tested in each subject area. Students are included in the calculation for participation (percent tested) in reading and mathematics if they are reported at a grade level for which the FCAT 2.0 or FAA is administered in Reading or Mathematics, or if they are enrolled in a course for which an end-of-course (EOC) test is required. This means students enrolled during Survey 3 and at the time of testing for the FCAT 2.0 and FAA, and eligible students in Survey 3 membership with a course record reported for the school for which an EOC assessment is expected to have been administered (including courses reported during Survey 3, Survey 2, Survey 1 or 4 from the prior summer). In the tested middle-school grades for mathematics, students may meet the tested requirement through a test score on the FCAT 2.0/FAA or on an EOC assessment in the subject area. English language learners who are in their first year of instruction are expected to test on the CELLA, at minimum, to meet the participation requirement in reading. They may also meet the participation requirement by testing on the FCAT 2.0. These students are also expected to test on the FCAT 2.0 in mathematics. A student with a course record in a subject tested by an EOC

assessment is expected to be tested if the student has not previously earned a valid score on the EOC assessment, unless the student is reported as not having completed the course.

Students who are expected to test on an EOC assessment are those who have been matched to an applicable course record reported for Survey 2 or 3, or for Survey 1 or 4 from the prior summer term. Applicable EOC courses for math include the following:

### Algebra 1

- Algebra 1 – 1200310
- Algebra 1 Honors – 1200320
- Algebra 1B – 1200380
- Pre-AICE Mathematics 1 – 1209810
- IB Middle Years Program – Algebra 1 Honors – 1200390
- Algebra 1 for Credit Recovery – 1200315\*
- Algebra 1B for Credit Recovery – 1200385\*

### Geometry

- Geometry – 1206310
- Geometry Honors – 1206320
- IB Middle Years Program Geometry Honors – 1206810
- Pre-AICE Mathematics 2 – 1209820
- Geometry for Credit Recovery – 1206315\*

Students with an EOC assessment score (first-time takers) but no course record will be included in the math component of the calculation. Students with disabilities are included in all components of the calculation and are counted as “tested” if they have FCAT 2.0 results, EOC results, or FAA results. Retake scores are not included in the percent-tested calculations. Only first-time test scores are included.

The percent-tested calculation is reported separately for reading and for mathematics in the AMO report.

Note also that students with invalidated test scores or tests with too few items answered to generate a score still count as “tested” in the percent-tested calculation. Another adjustment is included for retained grade 10 students who have previously taken and passed the FCAT (FCAT 2.0), and for retained grade 10 students who have met reading-assessment graduation requirements through concordant scores on the ACT or SAT – these students are removed from the percent-tested calculation.

Banked scores for participation requirements. Banked EOC assessment scores for students entering grade 9 who passed the EOC assessment(s) in middle school will be included in the participation rate numerators and denominators.

## AMOs for Reading and Math

How do the 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

- 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 =  $64\% + [(18\% \div 6) \times 5] = 79\%$

### AMOs for New Schools and Subgroups

For schools and subgroups that did not have baseline data for 2010-11 but do have baseline data for 2011-12, the same type of six-year trajectory shown above will be applied, with 2011-12 as the baseline year and 2017-18 as the year in which the percent of non-proficient students must be reduced by 50% to meet the goal. The same process (with adjustment for beginning and ending years to cover a six-year trajectory) is applied to new schools in subsequent years.

### 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 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 were 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 and Writing Target

Writing performance is a required indicator on annual reporting to meet ESEA requirements. For 2013-14, writing performance is reported as the percent of students who scored satisfactory or higher on the state writing assessments -- the percent scoring at 3.5 or higher on the FCAT 2.0 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. The writing performance target is standardized for subgroups at the school, LEA, and state levels:

- 90% scoring at or above satisfactory, or demonstration of at least 1% annual improvement.

This target is the same as the writing target previously applied in Florida's AYP calculations, although the writing standard for satisfactory performance on the FCAT 2.0 Writing Assessment was raised from 3.0 in 2011-12 to 3.5 in 2012-13.

### Graduation Rates and the Graduation Rate Target

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 years prior to 2011-12, rates are lagged by one year. The graduation rate target is standardized for subgroups at the school, LEA, and state levels:



- 85% graduating on time with a standard diploma, or demonstration of at least 2% annual improvement in the rate.

This target is the same as the graduation rate target previously applied in Florida's AYP calculations.

### **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 for reading and math will be reported in columns that use the following headings (years cited are for example purposes only; they will reflect applicable years on the actual report).

	School Grade	Percent Tested Reading	Percent Tested Math	Performance in Reading					Performance 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							
<b>All Students</b>																		
<b>American Indian</b>																		
<b>Asian</b>																		
<b>Black/African American</b>																		
<b>Hispanic</b>																		
<b>White</b>																		
<b>SWDs</b>																		
<b>Economically Disadvantaged</b>																		
<b>ELLs</b>																		

\* "Met Target" is "Yes" if the proficiency 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 (through the proficiency target, Safe Harbor, or high performing status) but the percentage of students scoring satisfactory 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 scoring satisfactory 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 the target year, which is six years from the baseline year.

Additional Components:

- Learning Gains Points for the Low 25%, Math (All Students only); Target Met (Y/N)
- Learning Gains Points for the Low 25%, Reading (All Students only); Target Met (Y/N)
- Four-Year Federal Formula Graduation Rate (All subgroups) - 2 Years of Data
  - Target Met (Y/N)
- Writing – Percent Scoring Satisfactory (All subgroups) – 2 Years of Data
  - Target Met (Y/N)
- Columns for AMO Reading and Math targets for 2013, 2014, 2015, 2016, 2017, (and subsequent years, as applicable for new schools that are included).

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

Questions?

Contact

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