Annual Measurable Objectives (AMO) Guide

The Annual Measureable Objectives (AMOs) are comprised of three major categories:

1. **The Mathematics Index.**
2. **The Reading Index.**
3. **School Indicator Index (Attendance or Graduation Rate).**

The AMOs are provided for each of the accountability subgroups (i.e., regular education, IEP, ELL, Black, Hispanic, Asian, White, Native American, Other Ethnicity, Economically Disadvantaged, Male, Female, and Migrant) and for all students combined. The information in this guide defines each AMO and describes how they are calculated. For all AMOs, a subgroup must have at least 25 students in order to calculate an index.

Mathematics Index

The exams included in this index are the Oklahoma School Testing Program (OSTP) Grades 3-8 Mathematics tests and the Algebra I End-of-Instruction (EOI) Exam. Only first opportunity test takers are included. As explained in Oklahoma's approved Accountability Workbook, the 1% OAAP and 2% OMAAP cap on advanced and proficient scores are applied. The Mathematics Index has two components: a Performance Index and a Participation Index.

Performance Index

Only Full Academic Year (FAY) students are included in the calculations for the Performance Index. To calculate the Performance Index, the following points were given to each student in each of the following testing score categories:

Proficiency Level	Point Value
Unsatisfactory	1
Limited Knowledge	2
Proficient/Satisfactory	3
Advanced	3

The points for each student are summed and divided by the number of students with valid scores. The result (Performance Score) is converted to a Scale Score from 20 to 80 via the following formula:

20 + ((Performance Score - 1) * 30) + .49

The '.49' ensures that the Scale Score is always rounded up to the next integer.

Participation Index

The Mathematics Participation Index is calculated by taking the total number of mathematics tests with valid score and dividing it by the number of students (both FAY and NFAY) who were supposed to test.

Reading Index

The exams included in this index are the Oklahoma School Testing Program (OSTP) Grades 3-8 Reading tests and the English II End-of-Instruction (EOI) Exam. Only first opportunity test takers are included. As explained in Oklahoma's approved Accountability Workbook, the 1% OAAP and 2% OMAAP cap on advanced and proficient scores are applied. The Reading Index has two components: a Performance Index and a Participation Index.

Performance Index

Only Full Academic Year (FAY) students are included in the calculations for the Performance Index. To calculate the Performance Index, the following points were given to each student in each of the following testing score categories:

Proficiency Level	Point Value
Unsatisfactory	1
Limited Knowledge	2
Proficient/Satisfactory	3
Advanced	3

The points for each student are summed and divided by the number of students with valid scores. The result (Performance Score) is converted to a Scale Score from 20 to 80 via the following formula:

20 + (Performance Score - 1) * 30) + .49

The '.49' ensures that the Scale Score is always rounded up to the next integer.

Participation Index

The Reading Participation Index is calculated by taking the total number of mathematics tests with valid score and dividing it by the number of students (both FAY and NFAY) who were supposed to test.

Attendance Index

The Attendance Index is calculated by dividing the average daily attendance (ADA) by the average daily membership (ADM). Both the ADA and ADM are reported to State Aid. The Attendance Index is only calculated for schools/districts that do not have a graduation rate. Furthermore, the Attendance Index is only calculated for the "all" students group (i.e., each subgroup does *not* have their own index).

Graduation Index

The Graduation Index is calculated using the Federal Four Year Adjusted Cohort Rate. This is the same Graduation Rate that is used in the A-F Report Card.

The Federal Four Year Adjusted Cohort Rate is formally defined by the U.S. Department of Education as "the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés and deceased students)."

In other words, students will be assigned to cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the 9th grade in the 2008-09 school year would be assigned to the 2012 cohort. The four year graduation rate will then be calculated using the following formula:

$$\textbf{4 year graduation rate for cohort } x = \frac{\textbf{Number of graduates in cohort } x}{\begin{array}{c}\textbf{Number of graduates in cohort } x + \\ \textbf{Number of dropouts in cohort } x + \\ \textbf{Number of students in cohort } x \textbf{ that are still enrolled}\end{array}}$$

Please note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it will be considered a dropout for purposes of calculating the four year graduation rate. The only way a student can be removed from a cohort is if they transfer to another diploma-issuing institution, emigrate to another country, or pass away.

Criteria for Making your Annual Measurable Objectives (AMOs)

There are two general ways to make your AMOs: outright or from year-to-year improvement.

Outright:

In order to meet your Mathematics and Reading AMOs, your Performance Index must be at least a 70 **AND** your Participation Index must be at least 95%.

In order to meet your Attendance AMO, your Attendance Index must be at least 94%.

In order to meet your Graduation AMOs, your Graduation Index must be at least 84%.

Year-to-Year Improvement:

You can also make your AMOs in Reading, Math, and Graduation if you improve your indices this year relative to last year (the Improvement Indices on your AMO reports). The specific formula for determining improvement is shown below (all Indices are rounded up to the highest integer):

Math and Reading AMOs:

Improvement Index = ((Current Index – Last Year's Index) / (80 – Last Year's Index)) * 100

In other words, the Improvement Index is a ratio how much your index has improved to how much it can improve (i.e., if every student scored proficient).

Graduation AMOs:

Improvement Index = ((Current Index – Last Year's Index) / (100 – Last Year's Index)) * 100

In other words, the Improvement Index is a ratio how much your graduation rate has improved to how much it can improve (i.e., if every student in the cohort graduated in four years or less).

For Math and Reading AMOs, the improvement criterion is met if the Improvement Index is greater than or equal to 15. For Graduation AMOs, the improvement criterion is met if the Improvement Index is greater than or equal to 10.

Note that because of the new formula for graduation rate implemented in 2013 (for the 2012 graduating class), most schools experienced a decline in graduation rate from 2011 to 2012. Thus, many schools will see large negative numbers for their graduation improvement index. The reason for this is because under the old graduation formula, the graduation rate may have been nearly perfect. Under the new formula, many schools are seeing graduation rates significantly lower. This leads to the Improvement Index having a very large negative numerator

and a very small denominator. For this reason, abnormally large negative improvement indices should be interpreted with the formula change in mind.