

Annual Measurable Objectives (AMO) Calculation Guide

A school's Annual Measurable Objectives (AMOs) are comprised of three major categories:

1. **Mathematics.**
2. **Reading/Language Arts.**
3. **Additional School Indicator (Attendance or Graduation Rate).**

The AMOs are provided for each of the accountability subgroups and for all students combined. This guide defines each AMO and describes how they are calculated. In all instances a subgroup must have at least 10 students in order to calculate an AMO.

The AMO subgroups are:

- All students
- Special Education students (IEP)
- Limited English Proficiency students (ELL)
- Regular Education students (i.e., not IEP or ELL)
- The major racial/ethnic categories
 - Black or African-American
 - Native American or Alaska Native
 - Hispanic/Latino
 - Asian
 - White
 - Two or More Races
- Economically Disadvantaged

Mathematics

In order to meet AMOs for Mathematics, schools must meet both a participation benchmark and performance benchmark. Mathematics AMOs include all federally required math assessments (i.e., grades 3 through 8 mathematics and the first Mathematics EOI taken at a high school grade level). Please note that federal guidelines limit the number of OAAP tests that can count as proficient or advanced for accountability purposes to 1% of the total number of students tested within a district.

Participation

To meet the participation benchmark, schools must have a participation rate at least 95%. The participation rate is determined by dividing the number of students with a valid score divided by the number of students enrolled in a grade or course that culminates in a federally required mathematics test (minus any approved exemptions).

Performance

Beginning with school year 2014 – 2015, Oklahoma established new AMO goals for mathematics. Using baseline data from 2013-2014 (Year 0), Oklahoma’s goal is to reduce the number of students not proficient by 50% in equal increments annually by the year 2020. Each school and districts will have annual goals based on their own 2013-14 baseline data. Please see the chart below for an example using State level data.

MATH	Baseline (Year 0)			Targets			
	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
ESEA Subgroup							
All	66%	69%	72%	75%	78%	80%	83%
Economically Disadvantaged	57%	61%	64%	68%	72%	75%	79%
ELL	49%	53%	58%	62%	66%	70%	75%
Asian	82%	83%	85%	86%	88%	89%	91%
American Indian	64%	67%	70%	73%	76%	79%	82%
Black	47%	52%	56%	60%	65%	69%	74%
Hispanic	57%	61%	64%	68%	72%	75%	79%
Two or More Races	66%	69%	72%	75%	78%	80%	83%
White	72%	75%	77%	79%	82%	84%	86%
IEP	35%	40%	46%	51%	57%	62%	67%
Regular Education	75%	77%	79%	81%	83%	85%	87%

Schools that do not have a reportable baseline (e.g., less than 10 students tested in 2014) will have their baseline determined by aggregating across up to three years of data (e.g., 2014, 2013, and 2012) until the minimum reportable N-size has been reached. If a school still does not have a reportable baseline after aggregation, the state level baseline will be used.

Reading/Language Arts

In order to meet AMOs for Reading/Language Arts, schools must meet both a participation benchmark and performance benchmark. Reading/Language Arts AMOs include all federally required math assessments (i.e., grades 3 through 8 reading and English II). Please note that federal guidelines limit the number of OAAP tests that can count as proficient or advanced for accountability purposes to 1% of the total number of students tested within a district.

Participation

To meet the participation benchmark, schools must have a participation rate at least 95%. The participation rate is determined by dividing the number of students with a valid score divided by the number of students enrolled in a grade or course that culminates in a federally required mathematics test (minus any approved exemptions).

Performance

Beginning with school year 2014 – 2015, Oklahoma established new AMO goals for reading/Language Arts. Using baseline data from 2013-2014 (Year 0), Oklahoma’s goal is to reduce the number of students not proficient by 50% in equal increments annually by the year 2020. Each school and districts will have annual goals based on their own 2013-14 baseline data. Please see the chart below for an example using State level data.

READING	Baseline (Year 0)			Targets			
	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
ESEA Subgroup							
All	70%	72%	75%	77%	80%	82%	85%
Economically Disadvantaged	60%	63%	67%	70%	73%	77%	80%
ELL	44%	48%	53%	58%	62%	67%	72%
Asian	78%	80%	82%	84%	85%	87%	89%
American Indian	68%	71%	73%	76%	79%	81%	84%
Black	53%	57%	60%	64%	68%	72%	76%
Hispanic	57%	61%	65%	68%	72%	75%	79%
Two or More Races	71%	73%	76%	78%	81%	83%	85%
White	76%	78%	80%	82%	84%	86%	88%
IEP	32%	38%	44%	49%	55%	60%	66%
Regular Education	79%	81%	83%	85%	87%	88%	90%

Schools that do not have a reportable baseline (e.g., less than 10 students tested in 2014) will have their baseline determined by aggregating across up to three years of data (e.g., 2014, 2013, and 2012) until the minimum reportable N-size has been reached. If a school still does not have a reportable baseline after aggregation, the state level baseline will be used.

Additional School Indicator

The additional school indicator is the graduation rate for high schools and the attendance rate for all other schools (or PK – 8 districts).

Graduation Rate

The formula for calculating the graduation rate can be found here:

http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/AtoF_Report_Card_Technical_Guide_8-28-2014.pdf#page=29

Beginning with the graduating class of 2014 (Because Oklahoma includes summer graduates in the calculation, graduation rate is reported with a one year lag), Oklahoma established new AMO goals for graduation rates. Using baseline data from 2012-2013, Oklahoma's goal is to reduce the number of students not graduation within 4 years by 50% in equal increments annually by the year 2019. Each school and districts will have annual goals based on their own 2012-13 baseline data. Please see the chart below for an example using State level data.

Four Year Adjusted Cohort Graduation Rate

ESEA Subgroup	Baseline (Year 0)			Targets			
	2012-13	2013-14	2014-2015	2015-16	2016-17	2017-18	2018-19
All	85%	86%	87%	89%	90%	91%	92%
Economically Disadvantaged	80%	82%	83%	85%	87%	88%	90%
ELL	64%	67%	70%	73%	76%	79%	82%
Asian	90%	91%	92%	93%	94%	94%	95%
American Indian	85%	86%	87%	89%	90%	91%	92%
Black	77%	79%	81%	83%	85%	87%	89%
Hispanic	79%	80%	82%	84%	86%	88%	89%
Two or More Races	86%	87%	88%	90%	91%	92%	93%
White	87%	88%	89%	90%	92%	93%	94%
IEP	78%	80%	82%	84%	86%	87%	89%
Regular Education	86%	88%	89%	90%	91%	92%	93%

Schools that do not have a reportable baseline (e.g., less than 10 students graduating in 2013) will have their baseline determined by aggregating across up to two years of data (e.g., 2013 and 2012) until the minimum reportable N-size has been reached. If a school still does not have a reportable baseline after aggregation, the state level baseline will be used.

Attendance Index

The Attendance Index is calculated by dividing the total daily attendance (ADA) by the total daily membership (ADM) reported to the Office of State Aid. The Attendance Index is only calculated for the “all” students group (i.e., each subgroup does *not* have their own index).

To meet the attendance AMO benchmark, a school must have an attendance rate of greater than or equal to 95%.

For more information or questions about the AMO calculations, please contact:

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