WASHINGTON STATE LEGISLATURE

COMMITTEE STAFF MEMORANDUM

TO: Members, Joint Select Committee on Education Accountability

DATE: November 28, 2012

SUBJECT: **SUMMARY OF STATE APPROACHES TO SETTING ANNUAL MEASURABLE OBJECTIVES (AMOs) UNDER THE ESEA FLEXIBILITY WAIVER**

Introduction.   States who received a waiver are afforded flexibility from the requirements of the Elementary and Secondary Education Act (ESEA) in setting an overall performance goal and annual performance targets for student achievement on state assessments in Reading and Math. Goals and targets are also required for high school graduation and one additional measure (usually attendance) for elementary and middle schools.   The federal term for the performance targets is "Annual Measurable Objectives" (AMOs).

The purpose of this memo is to summarize the approaches that states, including Washington, have chosen to set AMOs under their waivers.
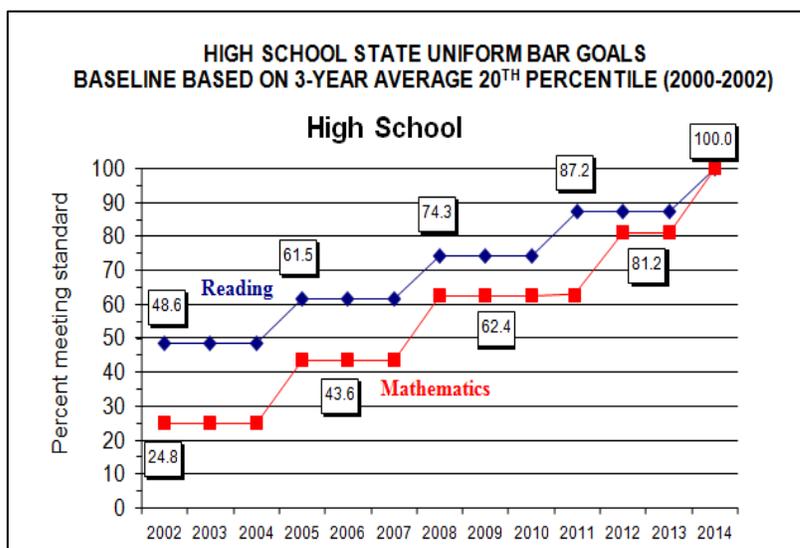
Previous Performance Goals & Targets.   The ESEA requires an overall goal that 100 percent of students meet or exceed the state standard for proficiency in Reading and Math by 2013-14.

States were permitted to set their own annual targets for making progress toward this goal, as long as the performance levels increased incrementally over time and reached 100 percent by 2014.   This was called the "State Uniform Bar." The graphic illustrates Washington's Uniform Bar for high school students.

States must monitor performance in Reading and Math not only for all students, but by each student subgroup: economically disadvantaged students, students from major racial or ethnic groups, students with limited English proficiency, and students with special needs.

HIGH SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)

A school whose students did not meet the target for the year (called Adequate Yearly Progress or AYP) in either Reading or Math, or by any one of the monitored subgroups, was subject to consequences specified in the federal law.   The consequences intensify over time if the school continues not to meet AYP.


<u>Performance Goals & Targets Under ESEA Waiver.</u>   Receipt of an ESEA waiver provides a state the flexibility to develop its own performance goals and annual targets, including setting different goals for different subgroups of students.   The US Department of Education (US DOE) expects states to develop "ambitious but achievable Annual Measurable Objectives" that would then be used to guide the state's system of recognition, support, and intervention for schools.

Waiver states had to choose among three options for establishing AMOs:

A. **Reduce the achievement gap by 50 percent** between subgroups of at-risk students and all students by 2017;

B. Achieve **100 percent proficiency** for all students and all subgroups by 2020; or

C. Develop another **state-designed method** for setting goals and targets that is equally rigorous.

Washington received a provisional ESEA waiver for one year.   For the provisional year, the Office of the Superintendent of Public Instruction (OSPI) selected *Option A: Reduce the Achievement Gap by 50 Percent*. This is illustrated by the graphic.

As part of their work on the Washington Achievement Index, the OSPI and the State Board of Education are examining how the Achievement Index might be used as a tool to establish a state-designed method of setting goals and annual targets.
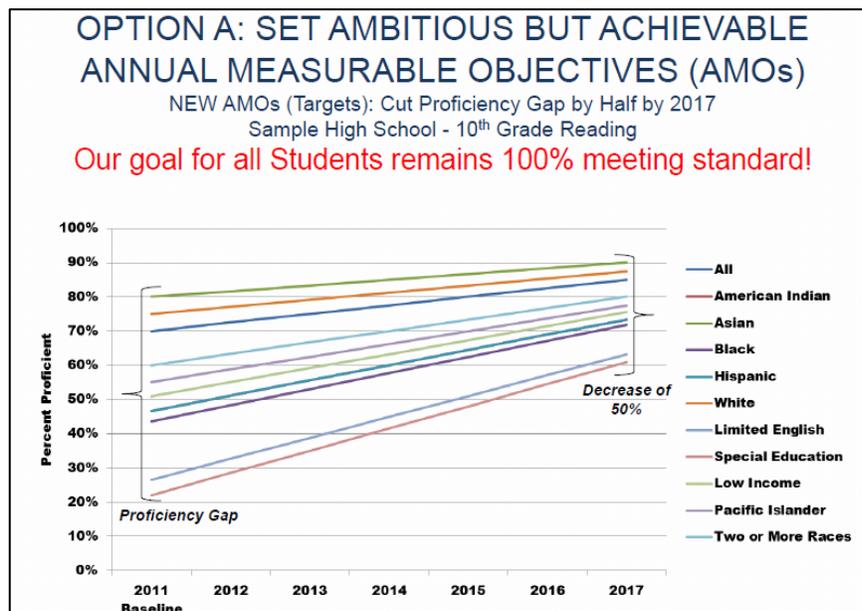
<u>State AMOs Under ESEA Flexibility Waiver.</u>   As of November 1, 2012, 34 states plus the District of Columbia have received ESEA Waivers.   The table below shows the method each state has chosen for setting its AMOs.

AMO Option		#	States/District			
A	**Reduce Achievement Gap by 50 Percent 2017**	11	Washington Maryland N. Carolina	Delaware Minnesota Rhode Island	Dist. Columbia Mississippi Utah	Georgia New Jersey
B	**100 Percent Proficiency 2020**	1	Arizona			
C	**State-Designed Method**	23	Arkansas Idaho Louisiana Nevada Oklahoma Tennessee	Colorado Indiana Massachusetts New Mexico Oregon Virginia	Connecticut Kansas Michigan New York S. Carolina Wisconsin	Florida Kentucky Missouri Ohio S. Dakota

Additional brief detail on states that selected Option C is provided in the Appendix to this memo.

APPENDIX: State Approaches to Setting AMOs - Option C "State Designed Method"

Source: Review of State Flexibility Waiver applications, US DOE http://www.ed.gov/esea/flexibility/requests

State	Brief Description
Arkansas	Reduce proficiency gap by 50% in six years, for all students, student subgroups, and a new subgroup called the Targeted Achievement Gap Group. Also set a goal of reducing the "Growth Gap" among subgroups in half by 2017.
Colorado	Set baseline at "met standard" rate of 50th percentile of schools. AMOs increase in equal annual increments to 2016 to a goal of "met standard" rate of 90th percentile of schools, using 2010 data. Same goal is applied to all students and student subgroups.
Connecticut	Created Student Performance Index, with score between 0 and 100. Schools with SPI <75 must reduce gap by 50% between current SPI and SPI of 75 for all students and subgroups by 2018.
Florida	Propose four AMOs: 1) Use Florida's A-F school scoring system (based on multiple measures; 2) Reduce non-proficient students by half; 3) Separate targets for lowest 25% of students; 4) Benchmark to highest performing states and nations.
Idaho	Created Five-Star rating system using test scores, student growth, achievement gaps, postsecondary readiness, and participation. Goal to move all schools to Level 4 or 5, plus close achievement gaps between subgroups by half.
Indiana	Establish letter grades (A-F) with separate goals and targets for all students, lowest 25%, top 75%, and student subgroups. Schools must achieve "A" or improve by 1 letter grade by 2015 and achieve "A" or improve by 2 letter grades by 2020.
Kansas	Designing a new Assessment Performance Index that incorporates proficiency and growth and setting goals for improvement. Will also reduce proportion of non-proficient students by half in 6 years.
Kentucky	Each school receives an Overall Score (based on multiple measures) and based on the score, is ranked in percentiles. The goal is for each non-proficient school (below 50th percentile) to increase its overall score by 1/3 standard deviation over 5 years.
Louisiana	Will measure three AMOs: 1) Growth among non-proficient students (requiring growth higher than expected); 2) Overall school performance improvement (using an A-F score rating system) ; and 3) Overall proficiency by 2014.
Massachusetts	Reduce proficiency gap by half by 2017, through use of a Progress and Performance Index that measures proficiency, growth, participation, and dropout/graduation rates.
Michigan	Set 85% proficient as an interim goal to 2022. For schools who reach 85% proficient, their goal becomes 100%. Goals apply to all students plus subgroups, including a new subgroup of the bottom 30% of students.
Missouri	Improve total student proficiency on state assessments by 25% by 2020, including reducing the achievement gap by 50% for subgroups of students.
Nevada	Created the Nevada School Performance Framework based on multiple indicators of performance and student growth that sets goals and awards points to schools for improvement by percentiles.
New Mexico	Created an A-F school grading system based on multiple measures and set the goal of all schools reaching the 90th percentile, for all students and subgroups.
New York	Reduce the achievement gap by 50 % for student subgroups by 2017, plus provide points based on a Performance Index that measures overall levels of proficiency.
Ohio	Reduce the achievement gap by 50 % for student subgroups by 2018, plus assign points based on a Gap Closure score for overall levels of performance by subgroups.
Oklahoma	Proposes three AMOs: Math, Reading, and a School Indicator Index. The Math and Reading AMOs include measures of overall performance, student growth, and growth for the bottom 25% of students. The School Indicator Index uses graduation rates for high school and attendance rates for elementary and middle, using an A-F scoring system.

State	Brief Description
Oregon	Proposes to use an Oregon Report Card, based on multiple measures of proficiency and student growth. Sets an overall AMO of 70% proficiency in reading and math. Will develop a student growth index using the Colorado Student Growth Model.
South Carolina	Replaces "proficiency" as the key performance indicator with mean student test scores, which must increase a specified number of scale points annually for each subject.
South Dakota	Proposes a School Performance Index, based on five measures. Includes reducing the proportion of non-proficient students overall and in subgroups by 50% by 2018.
Tennessee	Reduce the achievement gap by 50% for student subgroups by 2017, while also increasing the percentage of proficient students by 20%.
Virginia	Reduce the percentage of non-proficient students by half over 6 years. Monitor subgroup performance using 3 groups (rather than full disaggregation).
Wisconsin	Proposes an Accountability Index based on multiple measures and incorporating student achievement, student growth, closing the achievement gap, "on-track" to graduation, and graduation.