



## General Information

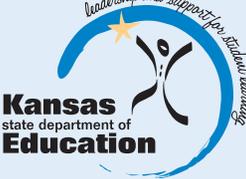
Since the implementation of No Child Left Behind (NCLB) in 2001, schools across the nation have been measuring performance based on the number of students who are proficient on state reading and math assessments. As we begin to move away from the NCLB accountability system to one that considers a variety of measures in gauging school performance, there is a desire to maintain a focus on reducing the number of students who are not proficient on state assessments and to continue to have a performance measure that can be tracked against past experience. For that reason, the state's new accountability system for schools maintains a measure based on reducing the number of students who are not proficient on the state reading and math assessments.

This Annual Measurable Objective, or AMO, is different than the other three performance-based AMOs in the accountability system in that it is calculated not only for the full population of students who take state assessments in the school, district and the state, but also for each subgroup of students. A student subgroup is any group of 30 or more students identified by a specific characteristic related to race/ethnicity, economic status, special needs or English language proficiency.

A separate AMO is established for reading and for math for each subgroup.



# Reducing Non-Proficient Students



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Kansas state department of Education

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## Establishing an AMO for Reducing Non-Proficient Students

The objective of the reducing the number of non-proficient students AMO is to reduce the number of students performing below the proficient level on state reading and math assessments by half within six years. At the school building level, the AMO is established by first determining the percent of students in any tested grade in the school who perform at either the approaching standard or the academic warning level on the state assessment. Once that percentage is determined, it is divided by two to determine the percent of students who must become proficient within six years in order to achieve the goal.

That percentage is divided by six to determine what the school's AMO will be for each of the next six years. For instance, in the example shown in the table at right, 125 students in the building took the math assessment. Twelve of those students performed at the approaching standard level and three performed at the academic warning level. That means a total of 15 students were non-proficient.

Math	
Performance Levels	2013
Exemplary	20
Exceeds Standard	29
Meets Standard	61
Approaching Standard	12
Academic Warning	3
<b>Total</b>	<b>125</b>

To get the percentage of students who are non-proficient, divide the number of non-proficient students by the total number of students tested:  $15 \div 125 = .12$ , or 12%.

Divide 12% by 2 to determine the school's goals for the percent of students who must become proficient over the next six years:  $12\% \div 2 = 6\%$ .

**Student Subgroup:** any group of 30 or more students identified by a specific characteristic related to race/ethnicity, economic status, special needs or English language proficiency

When 6% is divided by 6, we arrive at 1% of students who must become proficient each of the next six years. That means the school's AMO will be 1%.

The same method is used to determine the AMO for reading and for each subgroup at the school, district and the state level. The AMOs will vary as schools, districts and subgroups start with different percentages of students who are non-proficient.

Schools are only required to meet one of the four performance AMOs to be considered making progress.

## Assessment Performance Levels

In the Kansas assessment system, there are five performance levels, as outlined in the table below.

Performance Levels
Exemplary
Exceeds Standard
Meets Standard
Approaching Standard
Academic Warning



For more information about the Reducing Non-Proficient Students AMO or the state's accountability system, visit the ESEA Flexibility Waiver page at [www.ksde.org](http://www.ksde.org).