



Ira Schwartz, Assistant Commissioner
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, New York 11217
Tel. (718) 722-2796 | Fax: (718) 722-4559

To: Superintendents of Schools
Charter Schools Administrators
Title I Coordinators

From: Ira Schwartz, Assistant Commissioner for Accountability

Date: March 2011

Subject: Resetting the Annual Measurable Objectives (AMO)

This memorandum is to inform districts and charter schools of changes pertaining to resetting of the Annual Measurable Objectives (AMO) in Grades 3-8 English language arts (ELA) and mathematics beginning with the 2010-11 school year for purposes of making Adequate Yearly Progress (AYP) determinations. The memo addresses:

- Background information and methodology for resetting the AMO for grades 3-8 ELA and mathematics.
- New Safe Harbor Targets as a result of resetting the AMO.
- Anticipated increase in the percentage of schools not making AYP and a possible increase in the number of schools identified as in Improvement, Corrective Action, or Restructuring status.

Background Information and Methodology for Resetting the AMO for Grades 3-8 ELA and Mathematics

In July 2010, the Board of Regents made the decision to raise grades 3-8 ELA and mathematics achievement standards so that academic proficiency in New York State (NYS) will now mean that a student is on track to meet high school exit examination requirements and pass first year college courses in ELA and mathematics without the need for remediation.

A consequence of these new, higher achievement standards is that fewer students are now proficient in elementary and middle-level ELA and mathematics. Therefore, NYS needs to change the trajectory it has established for the percentage of students expected to be proficient each year between now and 2013-14 for purposes of making AYP determinations. In order to address this, the NYS Education Department (NYSED) submitted a request to the United States Department of Education (USDE) and received approval to revise New York's accountability workbook to reset the AMO

for grades 3-8 in ELA and mathematics. The amendment will allow NYS, after adoption of conforming regulations by the Board of Regents, to reset the AMO from a Performance Index (PI) of 167 to 122 for grades 3-8 ELA and from a PI of 151 to 137 for mathematics for 2010-11, with annual equal increments to reach a PI of 200 by 2013-14 (see Attachment 1).

The 2010-11 reset AMO was calculated in accordance with federal guidelines. For grades 3-8 ELA and mathematics, NYSED rank ordered each school in the State according to the percentage of proficient students in the school, with the lowest ranked school at the bottom. The number of students enrolled in each school was added from the bottom of the list, until the school that represents the 20th percent of the State's total enrollment was identified. The PI corresponding to the 20th percent population was used to reset the AMO. For 2011-12 onwards, the AMOs will increase in equal increments to reach the PI of 200 by 2013-14.

Under New York's PI calculation method, a school or district receives one point for each percent of students who are Level 2, and two points for each percent of students who are Levels 3 and 4. Thus, if all the students in the school are Level 1, the school's PI is 0; if all students are Levels 3 and 4, the school's PI is 200.

New Safe Harbor Targets as a Result of Resetting the AMO

The approved amendment permits NYS to adjust the 2009-10 Safe Harbor baselines, so that accountability groups that have achieved a 10 percent gap reduction between 2009-10 and 2010-11 based on the new achievement standards may be credited with making AYP. An explanation of the methodology and an example of how the Safe Harbor adjustment will be computed can be found at: <http://www.p12.nysed.gov/accountability/APA/Memos/FM-SchoolDistrictAccountabilityUpdates.pdf>.

Anticipated Increase in Percentage of Schools Not Making AYP and Possible Increase in the Number of Schools Identified as in Improvement, Corrective Action, or Restructuring status

In revising academic achievement standards, the Regents recognized that in many schools and districts there will be a significant decline in the percentage of students who will demonstrate proficiency on the grades 3-8 ELA and mathematics assessments. Despite the resetting of AMOs, the sunset of the statistical adjustment that permitted many schools and districts to make AYP with the students with disabilities (SWD) group, changes in test equating practices, introduction of higher proficiency standards in grades 3-8 ELA and mathematics, and establishment of more rigorous high school graduation rate goal and targets as required by USDE will cause a decline in the percentage of schools and districts that will make AYP. In particular, the new standards make it likely that many schools will not demonstrate AYP with their SWD and English language learner (ELL) subgroups in grades 3-8 ELA. NYSED modeling estimates that the percentage of schools failing to make AYP in grades 3-8 will likely increase from 36 percent to 45 percent in ELA and from 5 percent to 37 percent in mathematics.

Many of the changes noted above took effect last school year and have resulted in a large increase in schools not making AYP in 2009-10, particularly in grades 3-8 ELA. Consequently, we expect that hundreds of additional schools will likely be newly identified for school improvement because they fail again this year to make AYP, and it is possible that the total list of schools identified for improvement, which currently contains 532 schools, could more than double in size next year. For the 2011-12 prospective best case/ worst case accountability status of schools, please visit <http://www.p12.nysed.gov/accountability/APA/Memos/2011-12ProspectiveStatus.xls>. LEAs with newly identified Title I schools in the improvement phase will be required to offer Supplemental Education Services (SES) to eligible students beginning in the 2011-12 school year. Under separate cover, we will forward additional information regarding spring technical assistance sessions pertaining to SES implementation requirements and the procedures for a district becoming an approved provider.

NYSED has also posted a Phase and Category worksheet that helps schools project various AYP scenarios and see their resulting 2011-12 accountability status. The worksheet can be accessed at: http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/CategoryWorksheet2011-12.xls

District and school leaders are encouraged to visit the websites cited in this memo, review the data on the prospective accountability status of districts and schools, and begin now to make contingencies for an increase in the number of schools identified for improvement and the number of students who will be eligible for academic intervention and SES.

Should you have any questions, please contact Dr. Lisa Long at (718) 722-4553 or email her at accountinfo@mail.nysed.gov.

We look forward to collaborating with schools and districts as you work to ensure that all students are able to demonstrate proficiency on these new academic achievement standards.

cc: David Steiner
John King
Becky Cort
Jean Stevens
Ken Slentz
David Abrams
Ken Wagner
Sally Bachofer
Charles Szuberla
Sandra Norfleet
Roberto Reyes
Lisa Long

Attachment 1

**Methodology for Resetting the AMO
for Grades 3-8 English Language Arts and Mathematics
Starting Point for 2010-11**

Beginning in 2010-11 the AMO will be calculated in accordance with the federal guidelines as follows:

1. Rank each school in the State according to the percentage of proficient students in the school.
2. Determine 20 percent of the total enrollment in all schools in the State.
3. Beginning with the lowest-ranked school, add the number of students enrolled in each school until reaching the school that represents 20 percent of the State's total enrollment among all schools.
4. Maintain the same AMO for 2010-11 and then increment annually in equal amounts to reach 200 in 2013-14.

Assessment	2010-2011	2011-2012	2012-2013	2013-2014
Grades 3-8 ELA	122	148	174	200
Grades 3-8 Math	137	158	179	200

Attachment 2

Effective Annual Measurable Objectives (EAMO) Charts for 2010-11 through 2013-14

EAMO for 2011-12 Status Based on 2010-11 School Year Results

Subject	AMO	Number of Students Participating (Valid Scores)																Effective AMOs	
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299		5300+
3-8 ELA	122	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	
3-8 Math	137	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	

EAMO for 2012-13 Status Based on 2011-12 School Year Results

Subject	AMO	Number of Students Participating (Valid Scores)																Effective AMOs	
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299		5300+
3-8 ELA	148	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	
3-8 Math	158	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	

EAMO for 2013-14 Status Based on 2012-13 School Year Results

Subject	AMO	Number of Students Participating (Valid Scores)																Effective AMOs	
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299		5300+
3-8 ELA	174	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	
3-8 Math	179	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	

EAMO for 2014-15 Status Based on 2013-14 School Year Results

Subject	AMO	Number of Students Participating (Valid Scores)																Effective AMOs	
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299		5300+
3-8 ELA	200	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	
3-8 Math	200	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	