Improving Achievement
Annual Measureable Objective

Reading AMOs

Building Category	Reading Assessment Performance Index Range	Expected Rate of Improvement in the API / Annual Measurable Objectives	Cannot Exceed This Percentage of Students Below Standard
Modeling (Level 4)	top 25 percent API > or = 757	For schools below the 90th percentile, a mean advance of 2 points per year. Above the 90th percentile, whatever improvement is possible.	< or = 5 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 703 but < 757	An average yearly advance of 5 points per year	> 5 but < or = 10 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > OR = 635 but < 703	An average yearly advance of 10 points per year	> 10 but < or = 15 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 635	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 15 percent of its students below proficient is a level 1 school.

Mathematics AMOs

Building Category	Assessment Performance Index Range	Expected Rate of Improvement in the API / Annual Measurable Objectives	Cannot Exceed This Percentage of Students Below Standard
Modeling (Level 4)	top 25 percent API > or = 744	For level 4 schools below the 90th percentile, a mean advance of 2 pts. per year. Above the 90th percentile, whatever improvement is possible.	< or = 6 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 679 but < 744	An average yearly advance of 7 points per year	> 6 but < or = 13 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > or = 596 but < 679	An average yearly advance of 13 points per year	> 13 but < or = 19 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 596	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 19 percent of its students below proficient is a level 1 school.

Senate Education Committee
Date 2-20-13
Attachment 9-1

Improving Achievement
Annual Measureable Objective

Kansas State Department of Education

General Information
As part of its approved ESEA Flexibility Request, Kansas is deliberately moving away from only emphasizing student progress over the proficiency line to an accountability system that rewards all academic gains across the whole distribution of student performance.

Assessment Performance Index (API)
The Assessment Performance Index (API) awards different point values for each of the five performance levels earned on Kansas assessments. These point values are "averaged" together to provide an API score that represents the aggregated achievement for all students in a building. API scores can range from 1,000 points (all students are at *Exemplary*) to 0 (all students at *Academic Warning*). API scores are accompanied by rules similar to Standard of Excellence requirements. The inclusion of these rules prevents high performing students from covering up, or masking, the low performance of other students.

Calculating a API Score
An API score is calculated by multiplying each assessment score by its associated number of points. Points accrued from each of the 5 performance categories are aggregated. This sum is then divided by the total number of assessments.

Assessment Performance Index

Performance Category	Points per Score	# of Scores	% of Scores	Total Points
Exemplary	1,000	55	21.07%	55,000
Exceeds Standard	750	90	34.48%	67,500
Meets Standard	500	82	31.42%	41,000
Approaching Standard	250	30	11.49%	7,500
Academic Warning	0	4	1.53%	0
Total		261	100%	171,000
API Score= 171,000 ÷ 261 = 655				

Statewide Reading & Math API Scores
The graph below shows API scores calculated for reading and math at the state level from the years 2000 through 2011.

Statewide API Scores for Reading and Math
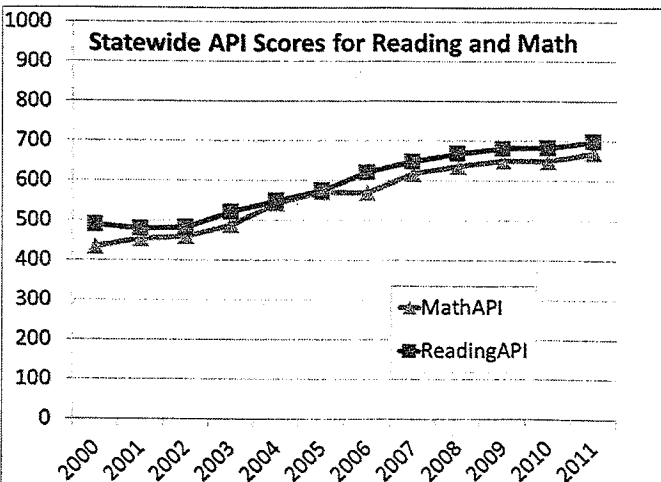
AMOs for Improving Achievement
AMOs for Improving Achievement are determined by a building's API score and its percentage of students below standard (i.e., combined percentage of students at *Approaching Standard* and *Academic Warning*). Both conditions must be met in order to make a building category. Tables with these AMOs are provided on the second page of this fact sheet. Separate AMO tables exist for math and for reading.

Interpreting AMO Decision Charts
AMO Decision charts for reading and math are provided on the next page. AMOs for Improving Achievement are determined by meeting two criteria: API score and percentage of students below standard. Both criteria must be met in order to make a building category.

For instance, if the data provided in the API table to the left was for reading, then the building would be at the *Implementing* (Level 2) building category. This is because the API score is greater than 635, but less than 703 API points and the percentage of students below standard is greater than 10% but less than 15%. At the Implementing building category for reading, a building must increase its API score by at least 10 points each year, while maintaining or reducing its current percentage of students below standard.

If the data provided in the API table to the left was for math, then the building would also be at the *Implementing* (Level 2) building category. This is because the API score is greater than 596, but less than 679 API points and the percentage of students below standard is greater than 13% but less than 19%. At the Implementing building category for math, a building must increase its API score by at least 13 points each year, while maintaining or reducing its current percentage of students below standard.

References
For more information on whole distribution accountability measurements see:

Holland, P. (2002). Two measures of change in the gaps between the CDFs of test-score distributions. *Journal of Educational and Behavioral Statistics, 27*, 3-17.

Linn, R. L. (2007). Validity of inferences from test-based educational accountability systems. *Journal of Personnel Evaluation in Education, 19*, 5-15.

Ho, A. (2008). The problem with "proficiency": Limitations of statistics and policy under No Child Left Behind. *Educational Researcher, 37*, 351-360.

More Information
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