
2022-23 Annual Performance Goals/Annual Measurable Objectives (AMOs)

The Background:

T.C.A. § 49-1-602 requires the State Board of Education, in conjunction with the Commissioner of Education, to establish appropriate performance goals and measures for schools and districts. The performance goals and measures must include, at a minimum, student achievement, student growth, and other appropriate indicators of performance.

Annual Performance Goals, referred to as Annual Measurable Objectives (AMOs), provide schools and districts with targets which help interpret recent performance and prioritize future efforts. Tennessee sets each of these targets individually for each school/district and for each student group, using the most recent available performance as the starting point for each goal. AMO targets are calculated for the following indicators: Achievement, Growth, Chronically Out of School (COS), English Language Proficiency Assessment, Graduation Rate, and Ready Graduate. School and district AMO targets expect schools and districts to decrease the percentage of students whose performance does not meet the standards by half over the course of eight (8) years. Double AMO targets expect the percent of students not meeting the standard to decrease by half in four (4) years.

These targets align with the requirements of federal accountability in the Every Student Succeeds Act (ESSA) and provide measurements for all student groups, which include economically disadvantaged students, students from certain racial and ethnic groups, students with disabilities, and English learners.

In 2022-23, the Department made several adjustments to the accountability methodology in response to the U.S. Department of Education (USDOE) monitoring findings. First, the Department adjusted a subcomponent of its methodology in awarding partial credit to a school or district that does not meet or exceed its AMO target. This included replacing the use of confidence intervals with a fraction of the AMO (0.25) for three (3) accountability indicators: Cohort Graduation rate, Ready Graduate rate, and Chronically Out of School (COS) rate per ESEA section 1111(c)(4)(B). This change was approved by USDOE and shared with districts in spring 2022. The Achievement indicator and grade band Success Rate indicators will continue to use the 95% confidence interval calculation for AMO targets.

The fraction of the AMO (0.25) was selected to minimize the impact of this change. The Department conducted additional analysis to understand the extent of impact on replacing the confidence interval approach with the quarter AMO method on individual indicators using data from 2018 to 2021. Findings suggested that the impact was trivial.

The table below is an example of how certain AMOs will use the quarter (0.25) AMO methodology. The table below uses the COS AMO as an example, but this methodology is also reflected in the Graduation Rate and Ready Graduate rate AMOs.

Indicator Score	AMO Targets for 2022-23 Accountability	What does this mean?
4	Percent of chronically absent students \leq double AMO target	Schools / Districts that meet their Double AMO target will receive a score of 4 on the indicator for the AMO target pathway.
3	Percent of chronically absent students \leq AMO target	Schools/Districts that meet their AMO target will receive a score of 3 on the indicator for the AMO target pathway.
2	Percent of chronically absent students \leq 0.25 AMO target	Schools/Districts that meet their 0.25 AMO target will receive a score of 2 on their indicator for the AMO target pathway.
1	$-0.75 \text{ AMO} \geq$ Percent of chronically absent students $>$ 0.25 AMO target	Schools/districts that made progress but missed their 0.25 AMO target, or those regressed slightly from their prior performance by 0.75 AMO will receive a score of 1 on their indicator for the AMO target pathway.
0	Percent of chronically absent students $>$ -0.75 AMO target	Schools/districts that regressed noticeably from their prior performance for more than 0.75 AMO target will receive a score of 0 on their indicator for the AMO target pathway.

Additionally, the Department adjusted its methods in the calculation of the success rates per ESEA section 1111 (b) and graduation rates per ESSA § 8101(25) in response to compliance findings from USDOE. The State Board of Education approved the adjustments at their February 10th quarterly meeting, and the Department received approval from USDOE in September 2023. The adjustments affect the underlying data used for the calculation of AMOs but does not change the AMO formula and methodology. These adjustments are summarized below.

Adjustments to the Achievement Indicator

First, the Department adjusted its methodology in the calculation of the success rate for high schools only. For high schools, the success rate calculation is based on the math (i.e., Algebra I or Integrated Math I) and ELA (i.e., English II) performance of the 10th grade cohort who are actively enrolled in Tennessee high schools on the last day of the spring testing window. These students' ***first Algebra I or Integrated Math I end-of-course (EOC) test and English II EOC test*** obtained by the end of the spring testing window in 2022-23 are included for accountability purposes. Exceptions may apply for accelerated students, students taking comprehensive courses, students taking the alternative assessments or those working toward the alternate academic diploma, and special cases applying to English learners (see [ESSA Amendment proposal](#), p. 96-97, and [2022-23 Accountability Phase I Data Appeals FAQ](#), p. 3).

The Department has updated the 2021-22 success rates based on the adjusted methodology, and the data were reviewed and verified by LEAs in August 2023. The updated 2021-22 success rates are used to calculate the 2022-23 success rate AMOs.

Adjustments to the Federal Reported Graduation Rate

Second, per ESSA § 8101(25), the four-year adjusted graduation rate includes students who receive an alternate academic diploma or a traditional high school diploma within four (4) years and a summer as a high school graduate in his or her original cohort. The federal guideline also stipulates that students receiving a traditional high school diploma must also complete all required coursework in all subject areas to be counted in the four-year adjusted graduation rate for federal reporting purposes. Currently, students with disabilities are able to receive a traditional high school diploma through alternative course pathways as outlined in the Graduation Requirements Rule 0520-01-03-.16. However, these students per

federal definition must be removed from the federal graduation rate calculation. In response to this federal requirement, the Department calculates and reports two (2) graduation rates for accountability purposes.

- First, the ***federal graduation rate*** is calculated following federal guidelines and used to evaluate school and district performance on the Graduation Rate indicator. The Department has updated the 2021 graduating cohort's federal graduation rate based on the adjusted methodology, and the data were reviewed and verified by districts in August 2023. The updated 2021 graduating cohort graduation rate is used to calculate the 2022 graduating cohort graduation rate AMOs, which will be used for the 2022-23 accountability.
- Second, the ***Tennessee graduation rate*** is calculated using the graduation requirements outlined in Graduation Requirements Rule 0520-01-03-.16 and will be used to evaluate school and district performance on the *Ready Graduate* indicator. Federal requirements do not affect the calculation of the Tennessee graduation rate; hence, no adjustment is needed for the calculation of the Ready Graduate rate or the AMOs for the Ready Graduate indicator.

The graduation rate and *Ready Graduate* rate data lag one (1) year for accountability purposes.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends approval of this item on first and final reading. The SBE staff concurs with this recommendation.