

School Progress Index (SPI) Tutorial

What is the School Progress Index?

5. How were the new AMO targets calculated?

The new Annual Measurable Objectives (AMOs) are a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and all students by half.

Maryland has established performance targets that assess the progress of student subgroups, schools, school systems, and the state annually. This annual measurement insures that the non-proficient students will be reduced in half (by 50%) in English/language arts and mathematics by the end of the school year 2016-2017.

Between the 2010-2011 baseline and the 2016-2017 (six years) goal of reducing the percent of non-proficient students in half for proficiency, the state has established annual performance targets. These targets, or annual measurable objectives, are set for English/language arts, mathematics, dropout rate, and cohort graduation rate. Each school and school system will be held to their own unique set of annual measurable objectives based on their performance in the 2010-2011 baseline year. These objectives will be adjusted to each school's grade-level enrollment and structure (e.g., K-5, 6-8, K-8, K-12). Schools with grade structures that do not include tested grades will still be accountable for student performance; e.g., the performance of third-graders who come from K-2 schools will count for both the current school and the K-2 school previously attended.

The Cohort Graduation rate is measured for the "all students" group and each subgroup for School Progress at the state, school system, and school level using the 5-year cohort graduation rate. Maryland calculated AMOs utilizing the four-year and five-year cohort graduation rate by setting annual equal increments toward the goal (95% by 2020) of reducing by half the percentage of non-graduate students in each subgroup. The targets are uniquely defined for each school, school system and the state depending upon the 2011 baseline for the four-year and five-year graduation rates. Dropout rates follow the same logic. AMOs for Four-Year Adjusted Cohort

Dropout Rate Gap Reduction are set in annual equal reductions toward a 50% reduction in the difference between the highest-achieving subgroup and the lowest-achieving subgroup by 2020. The goal for Dropout Rate Gap Reduction is 5 percent difference between the highest and lowest performing subgroups.