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**Annual Measurable Objectives**

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**The Background:**

Under the No Child Left Behind Adequate Yearly Progress model, Tennessee would potentially have identified 80 percent of all schools as high priority and many districts in need of improvement despite the schools and districts making academic progress. In February 2012, Tennessee obtained a waiver from certain provisions of the Elementary and Secondary Education Act. Through this waiver, Tennessee had the opportunity to create a new accountability system. The new accountability system has two overriding objectives: growth for all students every year and closing achievement gaps by ensuring faster growth for those students who are furthest behind.

New state performance goals or “annual measurable objectives” (AMOs) provide rigorous but realistic college-and career-readiness goals and a new basis for Tennessee’s accountability system. The new accountability system has two overriding objectives: growth for all students every year and closing achievement gaps by ensuring faster growth for those students who are furthest behind. These AMOs will also serve to measure the state’s progress in implementing the ambitious reforms of Tennessee’s First to the Top Act.

As described in the ESEA Waiver, the Tennessee Department of Education will approve Annual Measurable Objectives (AMOs) at the LEA level that allow the state to achieve state level goals. LEAs will then be able to set school-level AMOs in the form of achievement and gap closure targets.

The methodology the department has used to establish targets for the 2013-14 school year allows for the state and districts to annually set targets based upon the previous year’s achievement levels. Each year, state and district achievement goals will be set to reduce the percentage of students scoring basic or below basic on state administered assessments by half over the following eight years. The state and districts will also set goals to reduce achievement gaps between the following groups by half over eight years: economically disadvantaged (ED) and non-economically disadvantaged, English language learners (ELL) and non-English learners, students with disabilities (SWD) and non-students with disabilities, and racial/ethnic subgroups and all students.

**The Recommendation:**

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

## Annual Measurable Objectives for 2013-2014

<b>ACHIEVEMENT</b>	2012-13 Actual	2013-14 Target	Percent Annual Change
3rd grade Math	59.0%	61.6%	2.6%
3rd grade Reading	48.8%	52.0%	3.2%
7th grade Math	47.2%	50.5%	3.3%
7th grade Reading	46.9%	50.2%	3.3%
3-8 aggregate math	50.8%	53.9%	3.1%
3-8 aggregate reading	50.4%	53.5%	3.1%
HS Algebra I	60.3%	62.8%	2.5%
HS Algebra II	42.0%	45.6%	3.6%
HS English II	59.5%	62.0%	2.5%
HS English III	39.6%	43.4%	3.8%
Graduation rates	87.3%	88.1%	0.8%

<b>GAP CLOSURE</b>		2012-13 Actual Gap	Annual Gap Reduction Goal in Percentage Points	Annual Gap Reduction as a Percentage of Gap Size	2013-14 Gap Target
Racial/Ethnic subgroups below state average v. All Students	3-8 aggregate math	14.8%	0.9%	6.25%	13.9%
	3-8 aggregate reading	17.4%	1.1%	6.25%	16.3%
	HS Algebra I & II	15.9%	1.0%	6.25%	14.9%
	HS English II & III	18.8%	1.2%	6.25%	17.6%
Economically Disadvantaged v. Non-Economically Disadvantaged	3-8 aggregate math	25.9%	1.6%	6.25%	24.3%
	3-8 aggregate reading	29.3%	1.8%	6.25%	27.5%
	HS Algebra I & II	22.7%	1.4%	6.25%	21.3%
	HS English II & III	26.8%	1.7%	6.25%	25.1%
English Learners v. Non-English Learners	3-8 aggregate math	17.4%	1.1%	6.25%	16.3%
	3-8 aggregate reading	30.7%	1.9%	6.25%	28.8%
	HS Algebra I & II	25.2%	1.6%	6.25%	23.6%
	HS English II & III	42.2%	2.6%	6.25%	39.6%
Students with Disabilities v. Students without Disabilities	3-8 aggregate math	24.3%	1.5%	6.25%	22.8%
	3-8 aggregate reading	23.0%	1.4%	6.25%	21.6%
	HS Algebra I & II	35.3%	2.2%	6.25%	33.1%
	HS English II & III	38.1%	2.4%	6.25%	35.7%