

ESEA Flexibility Request
Overview of Proposed Annual Measurable Objectives (AMOs) for All Schools
January 11, 2012

Key Features

- Builds on Virginia’s current state accountability system by using Standards of Accreditation targets as the primary AMOs that all schools are expected to meet
- Incorporates subgroup performance to ensure schools continue to focus on closing proficiency gaps
- Maintains accountability by issuing annual school accreditation ratings as well as a proficiency gap dashboard, reported on the school, division, and state report cards, that indicates whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students
- Eliminates additional ESEA accountability labels related to meeting/not meeting AYP
- Reduces the number of AMOs that are established for schools, allowing greater focus of resources where they are needed most
- Incorporates growth and college- and career-ready indicators that can be modified as additional data become available
- Continues to report all student subgroups as currently required under ESEA, in addition to the data described in the new AMOs below

Performance	<ul style="list-style-type: none"> • Meet Standards of Accreditation (SOA) minimums for the “all students” group, including the Graduation and Completion Index • If SOA requirements are not met, the school/division does not meet federal accountability requirements
Participation	<ul style="list-style-type: none"> • Test participation rate \geq 95% for reading and mathematics and SOA participating rates apply to other subjects

Establish three “Proficiency Gap Groups”

- Gap Group 1 – Students with Disabilities, English Language Learners, and Economically Disadvantaged
- Gap Group 2 - Black students not included in Gap Group 1
- Gap Group 3 - Hispanic students not included in Gap Group 1

Proficiency Gap AMOs for Elementary and Middle Schools

In order for there to be no proficiency gap indicated on the dashboard in a specific gap group for reading and/or mathematics, in each subject each group must:

- Meet the test participation rate of at least 95 percent; *AND*
- Meet SOA targets; *OR*
- A majority of the students who failed the reading or mathematics assessment must show at least moderate growth, if sufficient data are available; *OR*
- Reduce the failure rate by 10 percent.

Proficiency Gap AMOs for High Schools

In order for there to be no proficiency gap indicated on the dashboard in a specific gap group for reading and/or mathematics, in each subject each group must:

- Meet the test participation rate of at least 95 percent; *AND*
- Meet SOA targets; *OR*
- Meet a state goal of graduates earning an externally validated college- or career-ready credential (CCRC), including earning an Advanced Studies diploma, a state professional license, an industry credential approved by the Board of Education, a passing score on a NOCTI, or Board-approved Workplace Readiness Skills Assessment; *OR*
 - Increase the percent of graduates earning a CCRC.