

Virginia's Revised Mathematics Annual Measurable Objectives (AMOs) Based on Proposed Alternate Methodology

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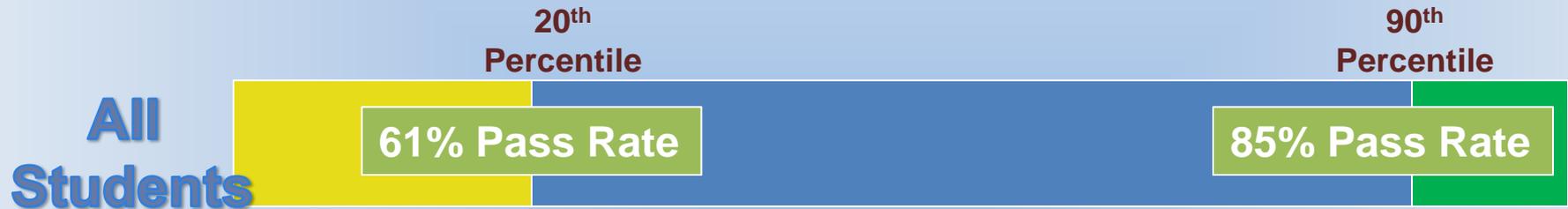
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Methodology for Establishing AMOs

(Approved by U.S. Department of Education, June 29, 2012)

- Virginia will rank order schools by percent proficient on state assessments and:
 - Determine the pass rate of the school at the 20th and the 90th percentile of enrollment
 - Calculate the point difference in the pass rates
 - Divide the point difference in half to calculate the gains in pass rates and divide again by six
 - Set increasing pass rates at six equal intervals for mathematics and reading

Establishing AMOs (Mathematics Example)



Difference $85\% - 61\% = 24\%$
Difference in half 12%
Increase for six intervals 2 or 3% (to account for rounding)



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Same as approved by USED on June 29

← Intermediate Progress Measures in Relatively Equal Increments to 73% →

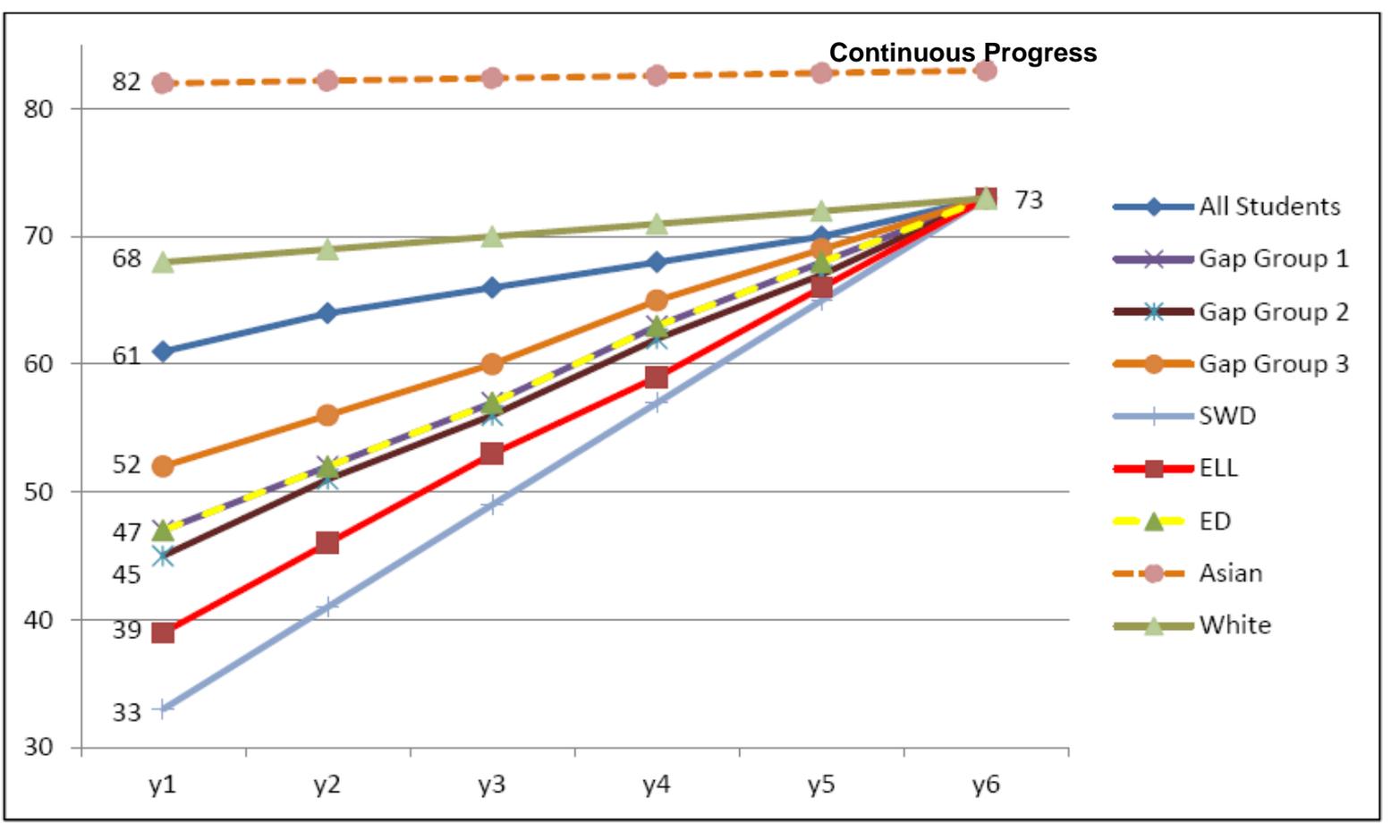
Same for all subgroups

	Year 1 AMO	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	61	64	66	68	70	73	12
Gap Group 1 (Combined)	47	52	57	63	68	73	26
Gap Group 2 (Black)	45	51	56	62	67		28
Gap Group 3 (Hispanic)	52	56	60	65	69		21
Students with Disabilities	33	41	49	57	65		40
English Language Learners	39	46	53	59	66		34
Economically Disadvantaged	47	52	57	63	68		26
White	68	69	70	71	72		5
Asian	82	Continuous progress towards reducing proficiency gap within subgroup by half					

*Every school is expected to meet the following pass rates--academic progress measures known as Annual Measurable Objectives (AMOs)--or the prior year's pass rate, whichever is higher, up to 90 percent, for all students and every student subgroup.

Safe harbor provisions remain in effect that are permitted in the NCLB Act and included in Virginia's NCLB Flexibility Plan.

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Identification of Schools for Intervention and Support

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- **36 Priority Schools** – A number of schools equal to **five percent** of the lowest-performing Title I schools based on *all students'* performance and graduation rates
- **72 Focus Schools - Ten percent** of the lowest-performing Title I schools based on the performance of *subgroups*
- **Title I Schools and Non-Title I Schools That Did Not Meet One or More of the AMOs**
 - Need to create an improvement plan

Intervention and Support for *Priority* Schools

- Required to hire a Lead Turnaround Partner (LTP) to assist in implementing one of the four U.S. Department of Education School Improvement Grant (SIG) intervention models or another model that includes the federal turnaround principles.
- The **four USED models** include:
 - **Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
 - **Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
 - **School Closure:** Close the school and send the students to higher-achieving schools in the division.
 - **Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.

Federal Turnaround Principles

- Provide strong leadership;
- Ensure teachers are effective and able to improve instruction;
- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
- Strengthen the school's instructional program based on student needs;
- Ensure the instructional program is research-based, rigorous, and aligned with state academic content standards;
- Use data to inform instruction and for continuous improvement;
- Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- Provide ongoing mechanisms for family and community engagement.

Interventions and Support for *Focus* Schools

- Must contract with VDOE-approved coaches to assist with interventions as determined through a comprehensive needs assessment and school improvement planning process.
- State will provide support to division-level teams to build capacity for improving schools.
- School-level improvement teams will work alongside the division team and coach to implement strategies based on the results of needs-sensing interviews and other needs assessment activities.

Schools Requiring an Improvement Plan

- Schools *not identified as priority or focus schools and not meeting one or more AMO(s)* must implement an improvement plan to increase the academic achievement of any subgroup.
- Those schools include any school with one or more subgroups failing to meet the reading or mathematics AMO or the Federal Graduation Indicator.