

Board of Education Agenda Item

Item: _____ R. _____

Date: January 13, 2011

Topic: First Review of Revised Proposed Annual Measurable Objectives in Reading and Mathematics for 2010-2011 through 2013-2014

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: February 17, 2011

Previous Review/Action:

No previous board review/action

Previous review/action
Date: November 17, 2009
Action: First review of proposed amendments submitted to USED.

Date: January 14, 2010
Action: Final review of proposed amendments submitted to USED.

Date: May 27, 2010
Action: First review of revised proposed amendments.

Date: June 24, 2010
Action: Final review of revised proposed amendments.

Date: September 23, 2010
Action: First review of the annual proficiency targets (Annual Measurable Objectives) in reading and mathematics

Date: October 28, 2010
Action: Final review of the annual proficiency targets (Annual Measurable Objectives) in reading and mathematics

Background Information:

Virginia received final approval on July 29, 2010, from the United States Department of Education (USED) for the revisions to its accountability workbook submitted by the Board of Education on June 24, 2010. Approval of the revised workbook allowed Virginia to maintain its Annual Measurable Objectives (AMOs) for reading and mathematics at 81 percent for reading and 79 percent for mathematics for the 2010-2011 school year based on tests administered in 2009-2010.

On August 23, 2010, USED informed the Virginia Department of Education (VDOE) that while USED maintained its approval for holding the targets for the AYP ratings based on tests administered in 2009-2010, a “To Be Determined” (TBD) status stated in the workbook was not acceptable for the remaining years through 2013-2014. USED requested that Virginia set intermediate targets and a final target in 2013-2014 of 100 percent for both subjects.

As background, Virginia’s AMOs for 2001-2002 to 2009-2010 are shown below.

Year	Reading	Mathematics
	Approved July 2010	Approved July 2010
2001-2002	60.7	58.4
2002-2003	61	59
2003-2004	61	59
2004-2005	65	63
2005-2006	69	67
2006-2007	73	71
2007-2008	77	75
2008-2009	81	79
2009-2010	81	79

After careful consideration of the fact that new mathematics assessments would be implemented in 2011-2012 and new reading assessments would be implemented in 2012-2013, the Board of Education approved the proposed revised Annual Measurable Objectives of 82% in reading and 80% in mathematics for 2010-2011 through 2012-2013 and 100% for both reading and mathematics for 2013-2014, and they were submitted to USED on November 2, 2010.

Summary of Major Elements:

On December 13, 2010, USED notified VDOE that it would not approve the proposed AMOs. While Section 1111 (H) of Public Law 107-110 of the *No Child Left Behind Act of 2001* states that intermediate targets for annual yearly progress can be maintained for up to three years without an increase in the targets, it also states that targets must increase in equal increments as the state moves toward 100 percent.

Public Law 107-110 – *No Child Left Behind Act of 2001*

Section 1111(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS.—Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall—

- (i) increase in equal increments over the period covered by the State’s timeline under subparagraph (F);
- (ii) provide for the first increase to occur in not more than 2 years; and
- (iii) provide for each following increase to occur in not more than 3 years.

The following tables show the approval history of Virginia’s proposed Annual Measurable Objectives in reading and mathematics, as well as the revised proposed intermediate targets that comply with the statute.

Approval History of Virginia’s Annual Measurable Objectives for Reading

	Approved in 2005	Approved July 2010	Rejected December 2010	Proposed Revision January 2011
2007-2008	77	77	77	77
2008-2009	81	81	81	81
2009-2010	85	81	81	81
2010-2011	89	TBD*	82	81
2011-2012	93	TBD*	82	87
2012-2013 [‡]	97	TBD*	82	93
2013-2014	100	100	100	100

[‡]New tests

*Rejected August 2010

Approval History of Virginia’s Annual Measurable Objectives for Mathematics

	Approved in 2005	Approved July 2010	Rejected December 2010	Proposed Revision January 2011
2007-2008	75	75	75	75
2008-2009	79	79	79	79
2009-2010	83	79	79	79
2010-2011	87	TBD*	80	79
2011-2012 [‡]	91	TBD*	80	86
2012-2013	95	TBD*	80	93
2013-2014	100	100	100	100

[‡]New tests

*Rejected August 2010

In discussions with USED, VDOE staff expressed concerns that the implementation of new and more rigorous mathematics tests in 2011-2012 and new reading tests in 2012-2013 might interfere with the ability of schools, school divisions, and the state to maintain a consistent trajectory toward the 100 percent goal in 2013-2014. USED reiterated that Virginia could submit a request in any year to change the established intermediate targets, including revised AMOs to ensure a smooth transition when changes in the test program occur, but that such requests should be made after implementation of the tests, not before.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revisions to Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001* to establish annual proficiency targets (Annual Measurable Objectives) of 81, 87, and 93 percent in reading and 79, 86, and 93 percent in mathematics for 2010-2011 through 2012-2013. Annual proficiency targets for both reading and mathematics would be 100 percent for 2013-2014.

Impact on Resources:

The provisions of the Elementary and Secondary Education Act (ESEA) require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state. These requirements will continue to have an impact on the agency's resources.

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review at the February 17, 2011, meeting.