

Federal Annual Measurable Objectives (AMO)

Virginia has established annual measurable objectives (AMOs) for reducing proficiency gaps between low performing and high-performing schools. These objectives in reading and mathematics replace the Adequate Yearly Progress (AYP) targets schools were previously required to meet. The AMOs represent the percentage of students within each subgroup that must pass Standards of Learning (SOL) tests in reading and mathematics in order to make acceptable progress over six years. All schools must meet these objectives.

The AMOs for mathematics for assessment years 2012-2013 through 2016-2017 culminate with all students and student subgroups achieving pass rates of at least 73 percent in the subject. The benchmarks set ambitious but achievable goals that require greater rates of annual progress for subgroups that are further behind. The Board of Education will establish AMOs in reading for accountability years 2012-2013 and beyond once results from the new, more challenging reading SOL tests are available. Students will take these tests for the first time during 2012-2013.

AMO results and Virginia School Report Cards for all public schools in Virginia, including Henrico, are reported on the Virginia Department of Education website. [Click here to go to the VA School Report Cards Site.](#)

Federal Graduation Indicator (FGI) for Annual Measurable Objectives (AMO)

In addition to the reading and math AMO targets, schools with a graduating class must meet a Federal Graduation Indicator (FGI) target.

FGI Graduates are defined as students who earn Advanced Studies, Standard, or IB Diplomas within four years of the first time they entered the 9th grade. High schools and school divisions meet the federal graduation benchmark for AMOs if at least 80 percent of students graduate with Standard or Advanced Studies diplomas within four years, five years or six years of entering ninth grade for the first time.

VaDOE FAMO at a Glance
2016-2017 (based on 2015-2016 data)

School Name	FAMO Status
Anthony P. Mehfoud Elementary	Did Not Meet All Federal AMOs
Arthur Ashe Jr. Elementary	Did Not Meet All Federal AMOs
Cashell Donahoe Elementary	Did Not Meet All Federal AMOs
Chamberlayne Elementary	Met All Federal AMOs - HE
Charles M. Johnson Elementary	Did Not Meet All Federal AMOs
Colonial Trail Elementary	Met All Federal AMOs - HE
Crestview Elementary	Met All Federal AMOs - HE
David A. Kaechele Elementary	Met All Federal AMOs - HE
Dumbarton Elementary	Did Not Meet All Federal AMOs
Echo Lake Elementary	Met All Federal AMOs - HE
Elizabeth Holladay Elementary	Did Not Meet All Federal AMOs
Fair Oaks Elementary	Did Not Meet All Federal AMOs
Gayton Elementary	Did Not Meet All Federal AMOs
George F. Baker Elementary	Did Not Meet All Federal AMOs
Glen Allen Elementary	Did Not Meet All Federal AMOs
Glen Lea Elementary	Did Not Meet All Federal AMOs
Greenwood Elementary	Did Not Meet All Federal AMOs
Harold Macon Ratcliffe Elementary	Did Not Meet All Federal AMOs
Harvie Elementary	Did Not Meet All Federal AMOs
Henry D. Ward Elementary	Did Not Meet All Federal AMOs
Highland Springs Elementary	Did Not Meet All Federal AMOs
Jackson Davis Elementary	Did Not Meet All Federal AMOs
Jacob L. Adams Elementary	Did Not Meet All Federal AMOs
Laburnum Elementary	Did Not Meet All Federal AMOs
Lakeside Elementary	Did Not Meet All Federal AMOs
Longdale Elementary	Did Not Meet All Federal AMOs
Maude Trevvett Elementary	Met All Federal AMOs - HE
Maybeury Elementary	Did Not Meet All Federal AMOs
Montrose Elementary	Did Not Meet All Federal AMOs
Nuckols Farm Elementary	Met All Federal AMOs - HE
Pemberton Elementary	Met All Federal AMOs - HE
Pinchbeck Elementary	Did Not Meet All Federal AMOs
R.C. Longan Elementary	Did Not Meet All Federal AMOs
Ridge Elementary	Did Not Meet All Federal AMOs
Rivers Edge Elementary	Met All Federal AMOs - HE
Ruby F. Carver Elementary	Did Not Meet All Federal AMOs
Sandston Elementary	Did Not Meet All Federal AMOs
Seven Pines Elementary	Did Not Meet All Federal AMOs
Shady Grove Elementary	Met All Federal AMOs - HE
Short Pump Elementary	Did Not Meet All Federal AMOs
Skipwith Elementary	Met All Federal AMOs - HE
Springfield Park Elementary	Met All Federal AMOs - HE
Three Chopt Elementary	Met All Federal AMOs - HE

VaDOE FAMO at a Glance
2016-2017 (based on 2015-2016 data)

School Name	FAMO Status
Tuckahoe Elementary	Met All Federal AMOs - HE
Twin Hickory Elementary	Met All Federal AMOs - HE
Varina Elementary	Did Not Meet All Federal AMOs
Brookland Middle	Did Not Meet All Federal AMOs
Elko Middle	Did Not Meet All Federal AMOs
Fairfield Middle	Did Not Meet All Federal AMOs
George H. Moody Middle	Did Not Meet All Federal AMOs
Holman Middle	Did Not Meet All Federal AMOs
Hungary Creek Middle	Did Not Meet All Federal AMOs
John Rolfe Middle	Did Not Meet All Federal AMOs
L. Douglas Wilder Middle	Did Not Meet All Federal AMOs
Pocahontas Middle	Did Not Meet All Federal AMOs
Quioccasin Middle School	Did Not Meet All Federal AMOs
Short Pump Middle	Met All Federal AMOs - HE
Tuckahoe Middle	Did Not Meet All Federal AMOs
Deep Run High	Did Not Meet All Federal AMOs
Douglas S. Freeman High	Did Not Meet All Federal AMOs
Glen Allen High	Met All Federal AMOs - HE
Henrico High	Did Not Meet All Federal AMOs
Hermitage High	Did Not Meet All Federal AMOs
Highland Springs High	Did Not Meet All Federal AMOs
John Randolph Tucker High	Did Not Meet All Federal AMOs
Mills E. Godwin High	Met All Federal AMOs - HE
Varina High	Did Not Meet All Federal AMOs

Annual Measurable Objectives

Virginia's AMOs begin (Year 1) with benchmarks representative of subgroup performance on SOL tests in low-performing schools during 2011-2012.

The annual objectives for reading in Year 2 and subsequent years reflect the impact on achievement of new, more rigorous reading SOL tests introduced in 2012-2013. The reading AMOs culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 78 percent or higher.

Virginia's annual objectives for mathematics culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 73 percent or higher.

AMOs may be met by a subgroup's achievement during the most recent academic year or by a three-year average of achievement in the content area. In addition, NCLB's "safe harbor" provision — recognizing a ten-percent reduction in a subgroup's failure rate as acceptable progress — remains in effect.

Higher-performing subgroups and schools are considered meeting higher expectations if:

- A subgroup's pass rate during the previous year exceeds the current year's AMO and the subgroup meets the current year target and is within five percent of performance during the previous year.
- A subgroup is already exceeding Year-6 AMOs for reading and/or mathematics and shows continuous improvement.
- A subgroup's pass rate is 90 percent or greater.

READING ANNUAL MEASURABLE OBJECTIVES (Percent Passing)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	85	66	69	72	75	78
Proficiency Gap Group 1	76	52	59	65	72	
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71	
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72	
Students with Disabilities	59	30	42	54	66	
LEP students	76	44	52	61	69	
Economically Disadvantaged Students	76	52	59	65	72	
White Students	90	74	75	76	77	
Asian Students	92	80	Continuous improvement			
NOTE: AMOs for Years 2-6 are based on achievement on revised reading tests administered during 2012-2013						

MATHEMATICS ANNUAL MEASURABLE OBJECTIVES (Percent Passing)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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
Proficiency Gap Group 1	47	52	57	63	68	
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67	
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69	
Students with Disabilities	33	41	49	57	65	
LEP students	39	46	53	59	66	
Economically Disadvantaged Students	47	52	57	63	68	
White Students	68	69	70	71	72	
Asian Students	82	Continuous improvement				

The following must use a web-based, school-improvement tool approved by VDOE for assessing, planning, implementing and monitoring progress:

- Title I schools (not identified as focus or priority schools) not meeting one or more AMO targets or participation rates
- All schools (including non-Title I schools) not earning full state accreditation

Title I high schools not meeting the FGI rate must use the Virginia Early Warning System (VEWS) to identify students at risk of dropping out or not graduating on time with a Standard or Advanced Studies Diploma and to develop and implement a plan for improvement.

Priority, Focus & Reward Schools

Five percent of Virginia's Title I schools are identified as priority schools based on overall reading and mathematics achievement and graduation rates in the case of high schools. Schools meeting one or more of the following criteria are identified as priority schools:

- Title I schools and other schools receiving federal School Improvement Grant (SIG) funds and identified as a Tier I or Tier II school
- Title I high schools with a federal graduation indicator of 60 percent or less for two or more of the most recent consecutive years
- Title I schools that fail to test 95 percent of students overall and in all subgroups in reading and mathematics for three consecutive years
- Title I schools in which overall achievement in reading and/or mathematics does not meet annual benchmarks — as needed to identify a number of schools equivalent to five percent of the state's Title I schools.

Priority schools must engage a state-approved turnaround partner to help implement a school-improvement model meeting state and federal requirements.

Ten percent of Virginia's Title I schools are identified as focus schools based on reading and mathematics achievement of students in the three proficiency gap groups.

Focus schools must employ a state-approved coach to help the division develop, implement and monitor intervention strategies to improve the performance of students at risk of not meeting achievement standards or dropping out of school.

Many of the commonwealth's underperforming schools are already subject to these and similar interventions as a consequence of state accountability provisions and state-established requirements for schools receiving federal SIG funds.

Title I schools that are high achieving or demonstrate significant improvement are recognized as reward schools if they earn recognition through one of the following state or federal programs:

- Virginia Index of Performance
- National Blue Ribbon School
- Title I Distinguished School

Participation in State Assessments

ESEA requires that 95 percent of students overall and in each subgroup participate in state reading and mathematics testing at the school, division and state levels.

The 95-percent participation requirement also applies to the three proficiency gap groups established under Virginia's approved flexibility plan.

If less than 95 percent of students in a subgroup or proficiency gap group are tested in a subject, then the subgroup or proficiency gap group is not considered to have achieved the AMO — regardless of the students' pass rate in the subject.

Subgroup Size & Accountability

A subgroup or proficiency gap group in a school or a division must include at least 30 students for the corresponding annual measurable objective to factor in accountability decisions, including the identification of focus schools.

Students with Disabilities

Virginia's special education regulations require students with disabilities to participate in all state assessments. Students with disabilities may take SOL tests (with or without special accommodations), or may be assessed through alternative grade-level tests. Students with significant cognitive disabilities are assessed through an alternate test. ESEA, however, places a one-percent cap on the percentage of test-takers in the state who may be counted as proficient based on the results of alternate assessments.

LEP Students

ESEA allows a one-time exemption from testing in reading in grades 3-8 for LEP students who have attended school in the United States for less than 12 months. All LEP students must participate in mathematics assessments regardless of when they arrived in the country.

If an LEP student in his or her first year of enrollment is tested, the student is counted as participating in the state assessment program. However, failing mathematics scores of tested LEP students in the first year of enrollment do not count against a school or division.

LEP students at the lowest levels of English proficiency may take an alternative grade-level assessment for reading and a plain-English version of the mathematics SOL test for up to three years.

Retakes of end-of-course tests

The achievement of students on all retakes of SOL assessments in reading and mathematics is included in determining whether AMOs are met. If a student fails a test and successfully retakes during the same school year, the first test does not count for accountability purposes.