

ESEA Flexibility Requests Overview

Version: 9/26/2012

Notes:

“Proficiency” is used consistently in place of “achievement”, “test scores”, “performance”

AMO Options:

- A) annual equal increments to reduce by half the % of students in NCLB subgroups who are not proficient in six year.
- B) annual equal increments that result in 100% of students achieving proficiency by 2019-20 school year.
- C) another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, subgroups.

Nearly every state also includes assessment participation rate requirements of 95%.

States analyzed were posted on the USED by mid-September, with the exception of Vermont which withdrew its application. This list will be updated as more states request flexibility.

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved								
Arizona*	B (state targets, not school level)	Proficiency, growth, growth for the bottom 25% of students, graduation and dropout rates, % of ELLs transitioning		SGPs		Growth: median growth for all compared to median growth for bottom 25%	Annual target of 30% of students transition per year	A-F, applied to districts as well as schools
Arkansas	C	Proficiency, growth, graduation rates, college/career readiness		Scale score change		Targeted Achievement Gap Group (TAGG): FRPL, ELL, SWD		Exemplary, Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools (p.68)
Colorado*	C	Proficiency, growth, growth gaps, postsecondary and workforce readiness (includes graduation rates)	Writing, science, Spanish language reading and writing for grades 3&4; equal weighting for all 4 assessments	SGPs	ACT	For growth gaps: FRPL eligible, minority, SWD, ELL, students needing to catch up. For graduation rates: FRPL eligible, minority, SWD, ELL (p.58)	Adequate growth in language acquisition for students to reach English proficiency within 6 years; also, ELL subgroup for adequate growth in reading, writing, math (p.69)	Schools: Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan. Districts: Accredited with Distinction, Accredited, Accredited with Improvement Plan, Accredited with Priority Improvement Plan, or Accredited with Turnaround Plan.
Connecticut	C	Proficiency, change in student achievement (school improvement) growth on vertical	Science, Writing; weighting based	% meet individual growth targets on the vertical scale		All, ELL, SWD, Black, Hispanic, FRPL		Excelling, Progressing, Transition, Review, and Turnaround (p.75)

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved		scale, graduation rates, subgroup performance (p.85) Uses calculation similar to Washington's Learning Index to recognize high performance, not just % met standard	on number of grades assessment is given in (p.87)			(p.82); single 'high needs' subgroup for Focus: ELL, SWD, FRPL (p.75)		
Delaware*	A	Proficiency, growth, graduation rates		Gains between fall and spring assessments		Traditional NCLB subgroups		
District of Columbia*	A	Proficiency, growth, graduation rates	Science, Writing (half the weight of reading and math) (p.59)	unclear		Traditional NCLB subgroups		Rising, Developing
Florida*		Proficiency, growth for lowest 25%, participation in accelerated curricula, graduation rates, college readiness in reading and math	Science, Writing (equal weighting) (p.50)	% students with 'learning gains' and % of bottom 25% with 'learning gains' (move up an achievement level, increase within levels) in reading and math	Middle schools awarded points for students passing HS EOCs (p.52). For HS: 1/3 on-time graduation, 1/3 accelerated curricula (AP, IB, AICE, dual enrollment, industry certification), 1/3 readiness for college (SAT/ACT) (p.52)	Bottom 25% of students		A-F (A=Reward, C=Prevent, D=Focus/Correct, F=Priority/Intervene) (p.47)
Georgia*	A	Proficiency, Progress, Gap closing. Schools also receive financial efficiency and climate score, but not included in	Science, Social Studies, Writing	SGP	Career and College Ready Performance	Traditional NCLB subgroups	% of students moving from one performance band to the next	Reward, Focus, Priority based only on reading/math/grad rates Green flag: school met state

States * = Race to the Top Bold = Approved	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
		overall school score (p.62)			Index being explored (p.271)			performance target and subgroup performance target; Yellow flag: school did not meet either state performance target but did meet subgroups performance target, or vice versa Red flag: school did not meet either performance target
Idaho	C	Proficiency, growth, growth gaps, postsecondary and career readiness		SGP	% of students reaching 'college readiness' on SAT, ACT, ACCUPLACER or COMPASS (test required by law for all 11 th graders p.65); % of all juniors and seniors completing at least one AP/IB/dual credit/Tech Prep course; % of HS completers receiving a C in AP/IB/dual credit/Tech Prep	Four subgroups for Growth Gaps: low-income, minority, students with disabilities, ELL		1-5 stars 1 star: Priority 2 stars: Focus
Illinois*	A	Proficiency, achievement gap reduction, progress in English proficiency, gap closing, graduation rates, college and career readiness, bonus points for school climate, course	Science		ACT and WorkKeys National Career Readiness Certificate; for bonus points:	Traditional NCLB subgroups, or for schools with low n size the following 4	Includes AMAO-1 Making Progress (AMAO-1) (p.42). Also includes new subgroup of former ELLs.	1-5 starts

States * = Race to the Top Bold = Approved	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
		offerings			climate survey, % of students scoring a 3 or higher on AP/IB; % of students taking dual credit or honors courses; % of students receiving industry credentials	subgroups: racial/ethnic group of black, Hispanic, Native American compared to white, Asian, Hawaiian Pacific Islander and multiracial; low income; ELL, SWD (p.40)		
Indiana	C	Proficiency, growth, graduation, college and career readiness		Growth of bottom 25%, growth of remaining 75%	% of students who pass AP/IB exams, receive college credit, or get industry certification	Bottom 25% of each school		<p>A: Exemplary B: Commendable C: Academic Progress D: Academic Watch F: Academic Probation</p> <p>Targets are based on “95-25-90” goals: 90% of students pass math and ELA; 25% of graduates pass AP/IB/earn college credit in high school; 90% of students graduate with a meaningful diplomas. D or F for 2 or more years =Priority; A for two or more years=Reward; High growth for bottom 25%=Reward</p>
Iowa	C	Proficiency, growth, gap closing, 3 rd grade reading, attendance, college-readiness indicators, graduation Rates			College-ready cut scores on reading and math state assessments	Traditional NCLB subgroups; If school has more than one but fewer than 10 students in a subgroup, those students count toward the		<p>1. Exceptional = Reward School (Distinguished = three or more consecutive years as Exceptional) 2. High Performing 3. Commendable 4. Acceptable 5. Needs Improvement =</p>

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved								
						district's subgroup performance (p.63)		Focus School (Unacceptable = three or more consecutive years as Focus) 6. Priority = Priority School (Unacceptable = three or more consecutive years as Priority)
Kansas	C	Proficiency, growth, gap reduction, reduction in non-proficient, graduation rates	None	SGPs (p.75)		30% lowest performing students		
Kentucky*	C	Proficiency, gap closing, growth, graduation rates, CCR ; also includes program quality reviews of non-tested grades and subjects (per state legislation), and % of teachers at 'accomplished' level on evaluations (p.39)	Science, Social Studies, Writing	Grades 4-8, reading and math. HS: growth from 10 th grade ACT PLAN and 11 th grade ACT	ACT, COMPASS, KYOTE, ASVAB, ACT Work Keys, KY Occupational Skills Standards Assessment; industry certificates	Non-duplicated super subgroup called "Student Gap Group" that includes African-American, Hispanic, Native American, SWD, FRPL, ELL		Distinguished, Proficient, Needs Improvement
Louisiana*	C	Proficiency, growth, ACT scores, grad rate, special diplomas earned	Science, Social Studies	Louisiana Value-Added Model for non-proficient super subgroup (p.67)	ACT, AP, IB, dual credit, industry certifications	Traditional NCLB subgroups, plus a new 'non-proficient student' subgroup		A-F, Academically Unsuccessful (4 or more years may lead to designation for Recovery School District)
Maryland*	A	Proficiency, gaps, growth (K-8), college/career readiness (high schools), graduation rates	Science	% of students making one year's growth; decline/same/improve in scale score	Attendance, career attainment (graduating from a state-approved CTE program of study) (p.80)	Traditional NCLB subgroups		
Massachusetts*	C	Proficiency, (% met AMO, decrease in % scoring at	Science	SGPs in reading, math, science (p.35)		All, low income, SWD, "high		Level 1: On track to CCR Level 2: Off track from CCR

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved		warning/failing, increase in % at advanced); Gap Closing, Graduation Rates (p.31)				needs” super subgroup including low income, SWD, ELLs, former ELLs. students with disabilities, and low-income (p.25)		Level 3: Focus Level 4: Priority Level 5: Priority (Chronically underperforming schools – will ‘engage a receiver’ (p.64) Districts are classified at the level of their lowest performing school (p.26)
Michigan	C	Proficiency, growth, school improvement over time, gaps, graduation rates	Science, Social Studies, Writing	unclear		Traditional NCLB subgroups, additional subgroup of lowest 30%		Dark Green, Lime Green (both greens are Reward) Yellow, Orange, Red (Priority and Focus) color coding
Minnesota	A	Proficiency, growth, growth gap reduction, graduation rates		On-track or not on-track to proficiency in 4 years		Growth gaps focus on Black, Asian, Hispanic, American Indian, SWD, ELL, FRPL		
Mississippi	A	Proficiency, Attendance, Graduation Rates	Science			Subgroup of at-risk students		
Missouri	C	Proficiency, growth, school progress, graduation rates		Uses MAP for accountability; MAP growth analysis	Advanced math coursework	“Student gap group” contains Black, Hispanic, low income, SWD, ELL		
Nevada	C	Proficiency, growth, gap closing, graduation, average daily attendance OR other indicator (10%) approved by SEA including parent satisfaction surveys, student climate and safety surveys, school discipline or violence data. Other indicator must be reliable and valid and be accompanied by trial results,		SGPs	% earning advanced diploma, % students required to enroll in remedial post-secondary courses, improvement in participation or	Traditional NCLB subgroups, super subgroup of at-risk students for schools with low n	Additional groups: Former ELL < 1 year; former ELL > 1 <2 years; former ELL > 2 years	1-5 Star

States * = Race to the Top Bold = Approved	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
		evidence form research, and technical documentation (p.58)			performance on AP/ACT/SAT, % of 9 th graders who are credit-deficient			
New Jersey*	A	Proficiency, Growth, Gaps		SGP, reading and math		Traditional NCLB subgroups		For non-Title schools, NJ will exercise its “far-reaching statutory and regulatory powers under state law to compel action” including ensuring all funds are spent effectively and efficiently, directing the restructuring of curriculum or programs, directing staff retraining or reassignment, redirecting expenditures, and reviewing the terms of future collective bargaining agreements, authorizing charter schools, and closing persistently failing schools (p. 33)
New Mexico	C	Proficiency, growth for both highest and lowest performing students, school growth (improvement), “Opportunity to learn” (attendance and in future years, classroom survey), graduation rates, career and college readiness		Value-added model	% of students scoring at a CCR benchmark (including college entrance exams, dual credit, and vocational certification coursework) 10% of HS score; participation is another 5%. Bonus points	Bottom 25%		A-F

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved					for parent and student engagement (sports, arts, leadership for students)			
New York*	C	Proficiency, gap closing, growth, graduation rates	Science factored into 'reward' school designation	SGP	Factored into Reward School designation: % of students with Regents diplomas with advanced designation and CTE endorsements	Traditional NCLB subgroups		
North Carolina*	A	Proficiency, school progress, growth, CCR, graduation rates	science		ACT, WorkKeys, Graduation Project	Traditional NCLB subgroups, plus the Academically or Intellectually Gifted (AIG) subgroup		
Ohio*	C	Proficiency, growth, graduation rates, gap closure (p.51)		Value-added				A-F
Oklahoma	C	Proficiency, growth, College/Career/Citizen readiness, school culture, parent and community involvement, teacher and principal effectiveness	Science, social studies, writing		AP and IB participation and performance, performance on the SAT and ACT, and completion of Algebra I at the 8th Grade level; industry certification tests	Bottom 25%		A-F

States * = Race to the Top Bold = Approved	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
Oregon	C	Proficiency, growth, subgroup growth, participation, improvement at a school level, attendance, graduation rates, subgroup graduation rates		SGP		4 subgroups for Subgroup Growth and Subgroup Graduation: Low income, SWD, ELL, "Historically Underperforming Races and Ethnicities" includes: American Indian/Alaskan Native; Black/African American; Hispanic; Pacific Islander		<p>Outstanding, Satisfactory, or in Need of Improvement</p> <p>For assessment data: Model (at or above 90th %ile), Strong (50-90%ile), Satisfactory (15-50th%ile) Focus (5-15%ile) Priority (below 5%ile)</p> <p>Statewide goals: by 2025 all students graduate from high school and 80% get college credential.</p> <p>Achievement Compacts allow LEAs to set their own goals on: grade 3 reading and math; grade 6 absences; grade 9 credit attainment and absences; AP/IB/dual/college; graduation rates, post high school enrollment.</p> <p>Achievement Compacts not currently used for accountability system, but the SEA will present a new system to ED in 2013.</p>
Rhode Island*	A	Proficiency, growth (at HS this is 'improvement'), gaps, graduation rates		SGP		For Gap Closing Consolidated Program Subgroup: ELLs, former ELLs, SWD. Consolidated Minority and Economically Disadvantaged		

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved						Subgroup: minorities, FRPL. Performance Reference Group: not FRPL, not SWD, not ELL.		
South Carolina	C	Proficiency, growth, graduation rates	Science, social studies (reading and math at 35% each, science and social studies at 5 % each).	Unclear		Traditional NCLB subgroups		A-F
South Dakota	C	Proficiency, growth (K-8), graduation (HS), attendance (K-8), CCR (HS), effective teachers and principals, school climate (measure to be determined)		To be determined	% of students taking ACT, ACT English scores, ACT math scores	Gap Group: Black, Native American, FRPL, SWD, ELL. Non-Gap Group: all other students		Exemplary, Status, Progressing, Focus, Priority
Tennessee*	C	Proficiency (all grades reading and math, with a special focus on 3 rd and 7 th grades), graduation rates, gap closing, growth	Science	Used as 'safe harbor' when proficiency targets are missed	Multiple measures reported but not counted in accountability system	For gap closing, racial/ethnic subgroups that perform lower than state average, weighted by the size of the subgroup, compared to all; Low income compared to low income; ELLs to non-ELLs; SWD to non-SWD (p.43)	Students who transition are included in ELL subgroup for two years after transition	A-F Additional note: Priority schools (bottom 5%) are placed in one of 4 interventions: 1. Placement in Achievement School District (ASD) 2. Turnaround in LEA innovation zone 3. Turnaround in a SIG model 4. LEA-led improvement subject to ASD intervention in absence of improvement

States	AMO Option	Performance Indicators	Tests in more than Reading and Math?	Growth	Career and College Readiness (in addition to grad rates)	Subgroup treatment	English Language Learners - considerations	Ratings (beyond required Priority, Focus, Reward categories)
*= Race to the Top Bold = Approved								ASD was created in by TN legislature in 2010 as a division of the SEA. Modeled after Louisiana's Recovery School District. ASD can take over poor performing schools and authorize charters.
Utah	A	Proficiency, gaps, growth, graduation rates	Science, Writing	SGP		Non-proficient subgroup		
Virginia	C	Proficiency, gaps, graduation		SGP		Gap Group 1: SWD, ELL, FRPL Gap Group 2: Black students (includes Black SWD, Black ELL, Black FRPL) Gap Group 3: Hispanic students (includes Hispanic SWD, Hispanic ELL, Hispanic FRPL)		
Washington	A	Proficiency, growth, graduation rates	Science, Writing	SGP		Existing Index has super subgroup by race/ethnicity		Exemplary, Very Good, Good, Fair, Struggling
Wisconsin	C	Proficiency (3 rd grade reading & 8 th grade math emphasis), growth, closing gaps, on-track to graduate, postsecondary readiness; "Red flags" include participation, dropout rate, absenteeism		SGP	ACT participation and performance	Multiple 'supergroups' proposed		Significantly Exceeds Expectations, Exceeds Expectations, Meets Expectations, Meets Few Expectations, Fails to Meet Expectations

CCR: College and Career Readiness
 CTE: Career and Technical Education
 ELL: English Language Learner
 FRPL: Free and reduced price lunch eligible
 SGP: Student Growth Percentile, also called Colorado Growth Model
 SWD: Students with Disabilities

Colorado in more detail:

Key Performance Indicator	Metric	Measure
Academic Achievement 25% elem/MS 15% HS	% proficient or advanced	Colorado Student Assessment Program (CSAP), including: <ul style="list-style-type: none"> • Lectura and Escritura (Spanish versions of reading & writing for grades 3, 4) • CSAP-A (alternate CSAP) In the following content areas: <ul style="list-style-type: none"> • Reading (grades 3-10) (25%) • Mathematics (grades 3-10) (25%) • Writing (grades 3-10) (25%) • Science (grades 5,8,10) (25%)
Academic Growth 50% elem/MS 35% HS	<ul style="list-style-type: none"> - Median Student Growth Percentile (normative growth relative to academic peers) - Adequate Student Growth Percentile (criterion referenced growth relative to standard) 	Colorado Growth Model CSAP <ul style="list-style-type: none"> • Reading (28.6%) • Mathematics (28.6%) • Writing (28.6%) Colorado English Language Acquisition Proficiency Assessment (CELApro) (14.3%)
Academic Growth Gaps 25% elem/MS 15% HS	By disaggregated subgroups: <ul style="list-style-type: none"> – Median Student Growth Percentile – Adequate Student Growth Percentile 	Colorado Growth Model CSAP <ul style="list-style-type: none"> • Reading (33.3%) • Mathematics (33.3%) • Writing (33.3%)
Postsecondary and Workforce	-graduation rate	Graduation rate (25%)

Readiness 0% elem/MS 35% HS	-disaggregated grad rate -dropout rate -ACT composite	Disaggregated graduation rate (25%) Dropout rate (25%) Colorado ACT (25%)
-----------------------------------	---	--