

# Outlines Detailed

Eleven states are seeking flexibility under the No Child Left Behind Act. To win approval from the U.S. Department of Education, states must address a number of factors, some of which may require state legislative changes. Among the key elements in states' plans:

- The scope and details of their accountability system, including how student subgroups will be treated and if subjects other than math and reading will be included.

- Academic targets known as “annual measurable objectives.”

- How they would implement new teacher-evaluation systems that incorporate student growth.

- Ways to identify an additional 10 percent of their lowest-performing “focus” schools that would also receive special attention.

In some cases, states also spelled out whether they plan to keep supplemental education services, or SES, and public-school choice, along with a required set-aside of Title I funds to pay for them—which were all consequences for schools that failed to make the grade under the NCLB law.

	Factors in State Accountability System	Tests Other Than Reading, Math	New AMOs	Attention to Subgroups	Teacher Evaluation Guidelines	Plans For SES/ Choice	Picking “Focus” Schools	Required Legislative Changes
COLORADO	Achievement, student growth, growth achievement gaps, college- and career-readiness at high school.	Writing, science, English-language proficiency	Based on performance of a school vs. state average, and vs. a school's predicted performance.	Emphasis on narrowing gaps among subgroups and performance of a school's subgroups vs. state average and predicted performance.	Has met requirement	Retains for bottom 15% of schools, requires 15% of Title I money to fund these programs with any leftover money spent on extended learning time.	Schools with the lowest achievement vs. their predicted performance and lowest graduation rates for different subgroups.	None specified
FLORIDA	50% based on achievement, 50% on student growth. Additional factors for high schools, including industry certifications and AP exam scores.	Writing and science	Three AMOs: for school grade, for improving reading and math overall, and by subgroup, and for improving lowest 25% of students.	Emphasis is on the bottom 25% of students in every school, as a single subgroup.	Has met requirement	Not specified	Any school with a letter grade D, which would identify about 16% of schools.	Needed for updates to accountability system.
GEORGIA	Achievement, closing gaps (especially between bottom 25% in each school and others), and student growth.	Science, social studies, writing, and high school end-of-course exams	Annual targets toward a six-year goal of reducing by half the percentage of students, and subgroups, not proficient.	Schools get red or yellow “flags” if they don't hit achievement or growth targets for a subgroup, which trigger supports and consequences.	Some requirements met	Replace with “flexible learning program” for all priority and focus schools, which are required to set aside 5% of Title I funds for extended learning time.	Those with largest gap between a school's high-needs students and state's non-high-needs students on tests and graduation rate.	Needed to implement teacher-evaluation system statewide.
INDIANA	Achievement and student growth, with graduation rate and college- and career-readiness indicators (AP exam scores, etc.) for high schools.	None	All schools and subgroups must receive a letter grade of A or improve two grades by 2020, with annual targets in between.	Emphasis on bottom 25% in each school as a single subgroup.	Has met requirement	Not specified	Any school that receives a D letter grade, which is about 16% of schools.	Needed to speed up interventions for chronically low-performing schools.
KENTUCKY	70% based on achievement, achievement-gap closure, student growth, and college- and career-readiness indicators and graduation rates in high school; 20% on school program reviews; 10% on teacher/principal evaluations added in spring 2014.	Science, social studies, writing	Accountability score must improve 1 standard deviation over five years, with annual targets in between.	Emphasis on larger “student-gap group” that combines smaller subgroups.	Not yet developed	Not specified	Schools with largest “student-gap score,” underperforming single subgroups, or high schools with graduation rates below 60% for two years in a row.	None specified
MASSACHUSETTS	Test participation, achievement, growth vs. state average, graduation rates.	Science	To reduce proficiency gap by half by 2017, with annual targets in between.	Creates new high-needs subgroup that combines special education and low-income students and current and former English-learners.	Has met requirement	Eliminate	Priority given to high schools with graduation rates below 60% for four consecutive years, then to other schools with lowest performance for high-needs subgroup.	None specified
MINNESOTA	Student proficiency (hitting AMO targets), student growth, growth gap closure, graduation rates in high school.	None	Annual targets toward a six-year goal of reducing by half the percentage of students, and subgroups, not proficient.	Factored in a school's proficiency scores with points weighted toward size of subgroup; growth gap closure focuses on traditional subgroups.	Some requirements met	Not specified	Those with combined low proficiency and large achievement gaps for subgroups, and high schools with three-year graduation rates less than 60%.	None specified
NEW JERSEY	Achievement, graduation rates, with final metrics to be set in 2012.	None	Annual targets toward a six-year goal of reducing by half the percentage of students, and subgroups, not proficient.	Emphasis on traditional subgroups and overall achievement levels.	Not yet developed	Eliminate, but emphasizes tutoring is an acceptable intervention.	Those with largest achievement gaps of lowest-performing two subgroups, and high schools with graduation rates less than 75%.	Needed to expand charter schools, implement teacher-evaluation system, school choice programs, and encourage new, high-performing schools to open in low-performing districts.
NEW MEXICO	Achievement, student and school growth, adds graduation and college- and career-readiness factors for high schools. Small weight given to attendance and from school's “opportunity to learn” survey on teaching.	None	To reach 90th percentile for school grade points, and for growth in math and reading for lowest 25% of students and all other students.	Emphasis on bottom 25% in each school as a single subgroup.	Not yet developed	Not specified	Those that earn Ds and Fs for achievement, growth.	Needed to create new teacher-evaluation system.
OKLAHOMA	33% on test scores, 33% on “whole school” improvement (such as parental engagement, graduation rates), 17% on gains in math/reading, 17% on gains of lowest 25% of students. Plus or minus awarded for hitting AMOs.	Science, social studies, and writing	Sets targets for math, reading, test participation, graduation rates; targets also met if schools improve 15% in math and reading, reach 95% for test participation, 82% for graduation (or 10% improvement).	Emphasis on lowest 25% in each school, but traditional subgroups factor into “plus” or “minus” added to grades.	Some requirements met	Focus schools must set aside up to 20% for interventions (including tutoring) and choice, with at least 5% set aside for choice transportation.	Those with a D-plus, D, or D-minus, beginning in 2012.	None specified, although regulations must be written to implement new accountability system next school year.
TENNESSEE	Achievement, achievement-gap closure, graduation rates.	Science	Achievement targets grow 3%-5%, and achievement gaps close 6% a year.	Traditional subgroups factored into achievement targets but emphasis on closing gaps.	Has met requirement	Left up to the districts. State will still provide list of approved tutoring providers.	Those with graduation rates less than 60%, with subgroups where fewer than 5% are proficient in subjects, and with largest gaps between highest-achieving subgroup and lowest-achieving.	Needed for changes to accountability system, including a new definition of AYP; no other specifics.

SOURCES: *Education Week*; State Applications