

Excerpts from Analyses of Approved ESEA Flexibility Waivers from Select States, on Students Subgroups (Rounds One and Two)*

State (with links to approved requests)	Flexibility Waiver Application Language on Students Subgroups
Arizona	<p>Subgroups and Performance Targets: Subgroup is the lowest-achieving 25% of students based on prior year reading and math scores on Arizona’s Instrument to Measure Standards (AIMS). “The focus on accountability for traditional ESEA subgroups is predicated on a false premise that a student who is a member of a traditionally lower performing subgroup must be low performing, simply by being a member of the subgroup. Using a bottom quartile does not focus on the performance of subgroups because these traditional subgroups are not the focus of Arizona’s efforts. Rather, ALL students who are struggling will receive the attention and focus they need, regardless of subgroup membership” (p. 51).</p> <p>Super subgroups: Arizona creates a “lowest 25% of students” subgroup.</p> <p>Focus Schools Identification Process: Low-achieving subgroup Focus Schools - Less than 25% of bottom quartile students passing AIMS in most recent year AND has <21% increase over the most recent 2 years in the percent of bottom quartile students passing AIMS. (89)</p> <p>Focus Schools Exit: If a school exits but has an individual subgroup(s) that has not met AMOs or for high schools not improving the graduation rate, the LEA will be responsible for ensuring that the school continues to address the academic improvement of the specific subgroup(s) as part of the school’s continuous improvement plan until AMOs are met (p. 104).</p> <p>Pre-Intervention Schools Identification Process: Schools located in LEAs with Priority or Focus schools, located within LEAs that have multiple schools within a single LEA meeting the criteria, and schools ranked in the next 1% of schools above the cutoff for Priority or Focus schools (p. 114). Factors considered include:</p> <ul style="list-style-type: none"> • Schools with any single subgroup missing AMOs for 2 or more consecutive years. • Schools with the total number of subgroups missing AMO targets in the current year > 50% of the school’s eligible number of subgroups. • Schools with negative growth in the percent of students passing AIMS over 2 years. • Schools with less than 50% of students passing AIMS over 2 years that have less than 5% improvement annually in the percent of students passing AIMS. • Student Growth Percentile of bottom quartile students below 1 standard deviation for 2 years. • High schools that do not meet graduation AMOs.

<p>Arkansas</p>	<p>Ensures that 98% of schools are responsible for subgroups of students by reducing the minimum group size from 40 to 25 and using the Targeted Achievement Gap Group (TAGG).</p> <p>Arkansas will create AMOs at the school level for “all students,” TAGG and Elementary Secondary Education Act (ESEA) subgroups. These AMOs will be set to reduce by half the proficiency gap or growth gap and the graduation rate gap for high schools within 6 years. Note that Arkansas will re-set the AMOs on full implementation of PARCC assessments in 2014-2015.</p> <p>Subgroups and Performance Targets: Each ESEA subgroup will have individual AMOs, will continue to be reported separately and will continue to be used to plan interventions and support.</p> <p>Super subgroups and Performance Targets: A super subgroup, the Targeted Achievement Gap Group (TAGG), is used throughout the Differentiated Accountability, Recognition and Tiered- Support System (DARTSS). TAGG is comprised of economically disadvantaged students, students with disabilities, and English language learners. TAGG will be used to identify Focus Schools and to inform accountability labels for all schools and districts.</p> <p>To be “Achieving,” schools must meet performance AMOs or Growth AMOs for both math and literacy for all students and TAGG (and for high schools, graduation rate AMOs). Within Needs Improvement, schools can be identified as priority or focus. Reducing minimum N from 40 to 25.</p> <p>Graduation Rates/ Dropout: Under the accountability system, the “all students” graduation rate, the non-TAGG and TAGG rates, and the ESEA subgroup graduation rates will be calculated and reported. The state will set AMOs for the graduation rate for all groups by school, and will include schools’ progress in meeting the AMOs for all students and the TAGG in accountability determinations. In addition, the gap between the Non-TAGG and TAGG graduation rates will be considered proportionately with performance indicators in identifying high schools as Focus Schools.</p> <p>Exemplary Schools Identification Process: Schools must have at least 66.7% TAGG students to qualify.</p> <p>Focus Schools Identification Process: The ADE proposes to use the TAGG for the purpose of calculating the magnitude of achievement gaps within Arkansas schools. Once schools are ranked by the magnitude of the TAGG to Non-TAGG gap, additional analyses will be conducted to ensure the use of the TAGG did not mask larger gaps among ESEA subgroups within schools based on the minimum N.</p> <p>Priority Schools Exit: Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and TAGG, and are making satisfactory progress on their PIP will be eligible to exit Priority Status.</p>
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	<p>Focus Schools Exit: Focus Schools will exit Focus status upon meeting annual AMOs for proficiency or growth for “all students” and TAGG for two consecutive years.</p> <p>All schools (Focus Schools in particular) must continue interventions for all ESEA subgroups that do not meet their AMOs even when the TAGG and “all students” meet their AMOs.</p>
<p>Colorado</p>	<p>Subgroups: The growth gaps indicator measures growth for the following disaggregated student groups: economically disadvantaged; minority; students with disabilities; English language learners; and “students needing to catch up” (below proficiency in the prior year).</p> <p>Super subgroups: Colorado does not use super subgroups in its accountability system.</p> <p>Subgroup Performance Targets: Subgroup performance is included within the School Performance Framework, which has 4 performance indicators (see system specifics). Of those, Growth gaps (worth 25% in elementary/middle, 15% in high school) includes the following disaggregated student groups:</p> <ul style="list-style-type: none"> • High poverty • Minority • Students with disabilities • English language learners • Students needing to catch up (below proficient in prior year) <p>The measure used is the median student growth percentile (MGP) – normative growth relative to academic peers and adequate student growth percentile (AGP) – criterion-referenced growth relative to standard (proficiency). Calculated in reading, math, writing, each worth 33.3%.</p> <p>Performance Framework also has indicators for ELs (p. 69) - Academic Growth Gaps & Postsecondary readiness includes grad rate target for ELs. Results from CO English Language Proficiency Assessment included in “academic growth to standard,” and is worth 14% of the rating. (p. 72)</p> <p>Subgroup performance impacts school rating via Growth Gaps. It is also a consideration in Title I schools identified as “focus”.</p> <p>Focus Schools Identification Process: subgroups used in two of three categories of Focus schools: 2) Total number of schools based on a rating of Turnaround or Priority improvement that have a subgroup or subgroups with low grad rates. (Colorado estimates 0, as they estimate these schools will already identified as “priority” or above.) and 3) Total number of schools on the list based on a rating of turnaround or priority improvement that have a subgroup or subgroups with low achievement. (N=65).</p>

<p>Connecticut</p>	<p>Subgroups: The CSDE has chosen to focus on all the NCLB subgroups that have historically underperformed as compared to the “all students” group: African-American, Hispanic, ELLs, students eligible for free or reduced price lunch, and students with disabilities. The CSDE has elected to reduce the minimum threshold for school-level subgroup size (n size) included in accountability calculations from 40 under the NCLB Act to 20. CSDE has proposed to implement “an additional subgroup safeguard” known as conditional status such that “Excelling and Progressing Schools will be reclassified into a lower category if they have gaps in achievement that are greater than 10 SPI points between the ‘all students’ group and individual subgroups for a majority of their subgroups.”</p> <p>Super subgroups: Connecticut creates a “High Needs” subgroup that includes ELLs, students with disabilities, and students eligible for free or reduced price lunch. This group is used only to identify focus schools (p. 33)</p> <p>Subgroup Performance Targets: Same as overall performance targets, disaggregated by subgroup. Schools at/above SPI of 88 must reduce gap between subgroup SPI and 88 by 50% by 2018. Schools below SPI of 88 must reduce gap between current SPI for all students and all subgroups by 50% by 2018. If school SPI is less than 52, only “all students” goals apply. Meeting subgroup AMOs requires making the most progress for the groups furthest behind. Schools with a majority of their subgroups performing more than 10 points lower than all students cannot be categorized as “excelling” (p. 100). Schools that fail to meet AMOs for a subgroup are classified as “conditional” (p. 101).</p> <p>Highest Subgroup Performance School of Distinction Identification Process: Title I or Title I eligible schools that meet 1 of the following 5 criteria:</p> <ul style="list-style-type: none"> • highest SPI in the state for SWD • highest SPI in the state for EL • highest SPI in the state for Black students • highest SPI in the state for Hispanic students • highest SPI in the state for low-income students <p><u>Highest Progress Schools of Distinction Identification Process:</u></p> <p>For students not yet at goal: Elementary/middle school must meet first 2 of the following; HS must meet all of the following:</p> <ul style="list-style-type: none"> • increase SPI among top 10% in state and >3 points • Historically underperforming subgroups have an SPI no lower than 10 points lower than All students group • Increase cohort grad rate by increment necessary to cut difference between current rate and 94% goal in half by 2018 • Increase extended grad rate by increment necessary to cut difference between current rate and 96% goal in half by 2018
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For students already at goal: Elementary/middle school must meet first 2 of the following; high school must meet all of the following:

- Increase in the percentage of students who score advanced that is among top 10% of schools
- Historically underperforming subgroups have an SPI no lower than 10 points lower than all students group
- Increase cohort graduation rate by increment necessary to cut difference between current rate and 94% goal in half by 2018
- Increase extended graduation rate by increment necessary to cut difference between current rate and 96% goal in half by 2018

Focus Schools Identification Process: Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group; or in high schools, the largest within-school gaps in grad rates; OR Title I high schools with a graduation rate less than 60% not identified as priority. To undertake the Focus School pool identification, the CSDE generated a “high needs” subgroup, which includes ELLs, students with disabilities, and students who are eligible for free or reduced price lunch. The schools with the lowest 10% of SPI scores for the high-needs subgroup will be placed into the Focus Schools selection pool. Additionally, schools with either the African-American or Hispanic subgroup exhibiting an SPI below that of the highest high-needs subgroup pool member will also be added into the selection pool. The CSDE will then choose the schools from the selection pool with the lowest SPIs for these subgroups. The number of Focus Schools will equal at least 10% of the state’s Title I schools.

Focus Schools Exit Process: Schools will exit Focus status when they have met their subgroup performance targets for the most recent two consecutive years for the particular low-performing subgroup or subgroups that were the reason for their identification.

- Elementary schools must meet their change in SPI target for the particular subgroup(s).
- High schools must meet their change in SPI target for the particular subgroup(s) and meet their targets for increasing the 4-year graduation and extended graduation rates of the particular subgroup(s).

Turnaround Schools Exit: Both SIG and Commissioner’s Network Schools exit Turnaround status if they demonstrate sustained improvement, which will include consideration of factors including making their SPI, individual growth, and graduation rate targets for three consecutive years.

Schools that demonstrate the following annual progress for the most recent two consecutive years will exit Turnaround status:

- Increase the SPI by an increment such that the difference between the current SPI for each subgroup and an SPI of 88 is reduced by half by 2018 or by 2 points, whichever is lower
- Increase cohort graduation rate by an increment such that the difference between current cohort graduation rate and a cohort graduation rate of 94% is cut in half by 2018
- Increase extended graduation rate by an increment such that the difference between current extended graduation rate and

	<p>an extended graduation rate of 96% is cut in half by 2018</p> <ul style="list-style-type: none"> • Increase the SPI of the majority of subgroups by an increment such that the difference between the current SPI for each subgroup and an SPI of 88 is reduced by half by 2018 or by points, whichever is lower
<p>Delaware</p>	<p>Subgroups and Performance Targets: State will maintain all 11 ESEA subgroups for adequate yearly progress (AYP) (see chart on p. 55; PDF 66). Subgroup AMOs calculated statewide (chart, p. 62-3; PDF 68-9). ELA end points range from 90.6 (Asian) to 64.9 (SWD). Math end points range from 93.1(Asian) to 65.1 (SWD).</p> <p>Super subgroups: Delaware does not use a super subgroup for accountability purposes. However, the state uses a super subgroup to identify some school for improvement. It does not use a super subgroup to identify schools as focus or priority.</p> <p>Reward Schools Identification Process: The “Highest Performing” school:</p> <ul style="list-style-type: none"> • Must have made AYP • Among top 10% of schools for all students group, combined ELA and math percent proficient – 2011 • Among top 25% of schools for all students group, combined ELA and math percent proficient – 2010 & 2009 • Among the top 25% of schools for each subgroup for which the school meets the minimum N, combined ELA and math percent proficient – 2010 & 2009 • Gap for each subgroup for which school meets minimum N has been reduced between 2008 and 2010 where the gap is greater than the state gap. <p>The High Progress school:</p> <ul style="list-style-type: none"> • Average annual growth of 2% or more, all students group, combined ELA and math, 2008-2010 • Gap for each subgroup for which school meets minimum N has been reduced between 2008 and 2010 regardless of the size of the gap or if greater/smaller than state gap.

	<p>Focus Schools Identification Process: Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group; or in high schools, the largest within-school gaps in grad rates; OR Title I high schools with a grad rate less than 60% not identified as Priority. Focus schools must select one or more interventions on the “menu of options” provided by the state that appropriately align with school’s needs. A school’s selection should be research-based and have a proven record of effectiveness with the subpopulations being addressed.</p> <p>Focus Schools Exit: Must meet specific targets for two years. Each school will have specific targets (AMO methodology) for the subgroups that caused it to be identified.</p> <p>Remainder of Schools: State will use a “super group” to identify levels of support. Super group includes following: African American, Hispanic, low income SWD and EL.</p>
<p>District of Columbia</p>	<p>Subgroups: AMOs are set for each subgroup. Subgroup index scores will be used to classify schools as Focus schools based on achievement gaps.</p> <p>Super subgroups: No.</p> <p>Subgroup Performance Targets: AMOs are set for each subgroup. Table 2.B.i. “State-Level Targets for Proficiency in Reading and Math” (p. 64). SEA assigns a school index score and a subgroup index score for all subgroups for which the school is accountable. The school index score (which includes all students) will be used to classify schools as:</p> <ul style="list-style-type: none"> Reward (80-100) Rising (45-79) Developing (26-44) Priority (0-25) Focus (0) <p>Focus Schools Identification Process: From the pool of schools not identified as Priority, “Focus School” will be the classification for:</p> <ol style="list-style-type: none"> 1. Any school with a subgroup index score 20 points or more below the state subgroup index score for that subgroup, for each subject 2. Any school with a within-school achievement gap that is among the largest gap between the highest and lowest performing subgroup index scores within a subject. This is calculated by rank ordering schools based on the difference between the highest subgroup index score and the lowest subgroup index score from each subject. Schools are selected from this list based on the largest difference until 10% of the schools in the District have been identified as Focus, or 3. Any school with subgroup participation rate below 95% for two or more consecutive years in the same subgroup.

Focus Schools Services: Required to implement intervention strategies similar to those research-based differentiated interventions which are explicitly focused on the subgroups that placed the school in Focus status. School leaders, the DCPS, and the PCSB will determine specific interventions to address the needs of students with disabilities and ELLs in Focus Schools. Focus Schools that are identified as not meeting the needs of students with disabilities must include one or more of the following targeted intervention strategies:

- Align the curriculum to the CCSS
- Increase collaboration among teachers
- Improve use of data for differentiating instruction
- Build capacity for all teachers, particularly for special education teachers to better understand the rigor of the CCSS, or
- Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.
- Focus Schools identified as not meeting the needs of ELLs must include one or more of the following targeted intervention strategies that:
 - Include research-based strategies for teaching academic English
 - Improve the use of native language support
 - Scaffold learning to meet the rigorous requirements of the CCSS
 - Build capacity for all teachers to learn strategies for meeting the content learning needs of ELLs and to better understand the rigorous requirements of the CCSS, or
 - Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.

To address the needs of other subgroups of students, the improvement plan must include one or more of the following intervention strategies:

- Build capacity for school leaders focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction
- Provide time for collaboration on the use of data to inform instruction
- Use formative assessment design and data analysis to improve and differentiate instruction
- Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports
- Build capacity for all staff on the effective support of students with disabilities and ELLs and their families
- Build capacity for all staff on the development and implementation of effective, academically-focused family and community engagement
- Extend learning time before, during, and after school that is aligned to CCSS, or
- Other promising strategies that address the areas of deficiency that placed the school in focus status and are sufficient to achieve change and demonstrate progress.

Focus schools Exit: Schools are identified for two years. A school will exit focus status if it meets all of the following criteria:

	<p>1. No longer meets the definition of a focus school for two consecutive years:</p> <ul style="list-style-type: none"> • Disproportionate Subgroup Performance: Reduces the achievement gap for all subgroups to below 20 for one or more years • Within-school Achievement Gap Index: Reduces the within-school achievement gap so that the school would not be identified for a within-school achievement gap • Participation: Exceeds 95 percent participation for the subgroup leading to the initial identification; and <p>2. Its lowest-performing subgroups have met their AMOs for two years and/or have demonstrated high growth for two consecutive years as measured by the accountability index.</p> <p>If a non-Priority and non-Focus school misses its performance on the same AMO for two consecutive years, the LEA will be required to expand their current Title I plan to describe the interventions and supports that address all students and/or subgroup(s) that missed the school AMOs. Additionally, as part of its Title I plan and Title I grant application, LEAs with schools that do not meet the same AMOs for two consecutive years must describe how the LEA will identify needs based on the school AMOs that were missed, select priority objectives and interventions aligned to those needs, plan action steps to address deficiencies related to those objectives, implement those action steps, and evaluate progress.</p>
<p>Florida</p>	<p>Subgroups and Performance Targets: Traditional ESEA subgroups used for AMO2 to identify areas for improvement. AMOs for traditional ESEA subgroups are not used in calculating school grades, nor are they used in identifying schools for improvement. However, super-subgroup performance is a factor in school grades, and therefore is a factor in identifying schools for improvement. Subgroup performance is reported and triggers interventions to schools/districts that have consistently decreased in reading AND math.</p> <p>If the state adds SWD and ELL performance into its grading system as it must per the waiver condition these calculations will change. Intervention details (p. 95; PDF 96).</p> <p>Super subgroups: Florida creates a “lowest-performing 25%” subgroup (See AMO3). Schools must show that 50% of students in the lowest-performing group (lowest 25%) have made learning gains.</p> <p>Schools with “D” Grade/Focus-Correct Status Identification Process (N=299 (270 Title I): Elementary/Middle schools with grade of D; High schools with grade of D; High schools with grad rates calculated to be the lowest in the state or subgroup grad rates that are significantly lower than the overall school, district or state rate. Schools above a D with significantly greater achievement gaps than D schools.</p> <p>Elem/Middle-School scores between 395-434 points; High schools – not specified</p> <p>Gap calculation - percent of students scoring proficient (level 3) or higher in the “all students” group minus the average school percentage of students scoring proficient (Level 3) or higher for students in the applicable subgroup. P. 117</p>

<p>Georgia</p>	<p>Subgroups and Performance Targets: Traditional ESEA subgroups will be targeted in each content area to decrease the percent of those not proficient by 50% by 2016-17. Georgia uses a performance flag system to “flag” subgroup performance. Georgia, p. 5 Update April 5, 2012</p> <p>These targets are not used in the CCRPI. Instead, subgroup performance is indicated using a Red/yellow/green flag system used to indicate performance. A green flag means both State Performance Target and Subgroup Performance targets were met. Yellow flags indicate one or the other target was not met. Red flags mean that neither target was met for a given indicator.</p> <p>These targets are not used to identify schools for improvement, but subgroup performance is to be used to determine the interventions to be used in schools that are identified for improvement. “School level performance flag indicators will be taken into account when formulating school improvement plans for Priority Schools and Focus Schools.” (p. 40)</p> <p>Super subgroups: It is not clear if CCRPI will use such subgroups, but it was not specifically addressed in the application.</p> <p>Reward Highest Performing Schools Identification Process: Highest-Performing School – highest absolute performance over a number of years for all students and for subgroups; at high schools, school must also be among Title I schools with highest grad rates. A school may not be classified as a highest performing school if there are significant achievement gaps across subgroups that are not closing in the school.</p> <p>5% of number of Title I schools 2010-11 (78) = number to be identified. Schools ranked on average of 3-year aggregate achievement (all End of course tests, criterion-referenced tests, alternate assessments where group N=30). Focus schools removed. Schools that did not make AYP in 10-11 removed.</p> <p>Reward High Progress Schools Identification Process: among the 10% of Title I schools (156 in 2010-2011) in the state that are making the most progress in improving the performance of the all students group over a number of years and at high schools (based on greatest amount of progress based on aggregated achievement; all tests, minimum N = 30), schools must also be among the Title I schools making the most progress in increasing grad rates. May not be classified as high-progress if there are significant achievement gaps across subgroups that are not closing. (p. 40)</p> <p>Priority Schools Identification Process: 5% of number of Title I schools 2010-11 (78) = number to be identified.</p> <ol style="list-style-type: none"> 1. Subtract number of SIG schools 2. Identify high schools with grad rates less than 60% for 2009-10 and 2010-11 and subtract number from total 3. Aggregate achievement results (all tests, all groups & subgroups with minimum of 30 students in the group). 4. Rank Title I schools based on aggregate achievement results. 5. Remove schools that made progress from 9-10 and 10-11. 6. Identify enough schools to make up necessary number.
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	<p>Focus Schools Identification Process: 10% of number of Title I schools 2010-11 (156) = number to be identified.</p> <ol style="list-style-type: none"> 1. aggregate achievement results for all subgroups including “all” (minimum N of 30) 2. #subgroups meets/exceeds minus mean of all students meets and exceeds divided by standard deviation of all students meets/exceeds 3. Identify highest and lowest performing subgroup in school 4. calculate gap between highest and lowest group <p>Focus Schools Exit Requirements: Exited when the school no longer meets the definition for a focus school for 3 consecutive years and demonstrates that the individual subgroup(s) that caused the school to be identified has decreased the number of non-proficient students by 25% over a period of 3 years. High schools identified due to grad rate must achieve a grad rate that falls at/above the state subgroup grad rate average for 3 consecutive years or show an 8% grad rate improvement over a period of 3 years. (8% = ½ standard deviation above statewide annual average increase between 2003-2011).</p> <p>Alert Schools Identification Process: Protocol used to identify schools considers the following factors:</p> <ul style="list-style-type: none"> • third standard deviation; • pervasive content deficiencies; • identified through subgroup performance flags; • percentage of performance flags indicating poor performance and/or severity of the lack of achievement • Number of subgroups with performance flag issues • Lack of progress over time with specific subgroup performance; • Issues identified through IDEA, Title I, Title III monitoring; • Issues surrounding school size/ subgroup size that prevented a school being identified as priority or focus.
<p>Indiana</p>	<p>Subgroups: Grades and targets will be developed for each subgroup (overall, bottom 25%, top 25% and traditional ESEA subgroups). However, it does not appear that not meeting targets will trigger specific interventions. Indiana will also “provide two additional levels of “checks” for non-priority, Focus and Reward Title I schools. These checks are designed to prevent any student population from slipping through the cracks by ensuring improved student achievement and the closure of achievement gaps through the close monitoring of student performance in both the bottom 25% subgroup and in the traditional ESEA groups.”</p> <p>Super subgroups: Indiana creates a “lowest-performing 25%” subgroup.</p> <p>Subgroup Performance Targets: Separate AMOs apply to each of the ESEA subgroups as well as “all students,” top 25%, bottom 25%. p. 69-74, subgroup AMOs. However, the only subgroup performance that is included in the school grading formula is the performance of the super subgroup, the lowest 25% of students. Subgroup targets are not used to identify focus or priority schools; they appear to be used to identify other Title I schools (see school improvement). 3-year benchmark: Each subgroup in</p>

	<p>the LEA and school reach AMO by 2015 and meet the state proficiency targets 8-year benchmark: each subgroup in LEA, school to reach AMO by 2020 and meet state proficiency targets for each metric.</p> <p>Reward Schools Identification Process: Highest-performing: any Title I school that receives an A for at least 2 consecutive years. (p. 82); AND high schools with the highest graduation rates unless they fail to meet the AMO for all subgroups on each metric. High-progress Elementary & Middle; any Title I elementary or middle school that shows high growth in its bottom 25% student subgroup in both ELA and Math.</p> <p>High-progress HS: any Title I high school that shows significant high improvement within its not-proficient student population in both ELA and math; OR if they greatly improve their grad rate. (p.84) Indiana will also recognize any Title I high school that makes a concerted effort to support those students who are not able to graduate within 4 years, but are able to graduate in 5. (p. 83)</p>
<p>Kansas</p>	<p>Subgroups: Traditional ESEA groups are used for reporting purposes. The only subgroup that is used in accountability is the lowest 30% of students, regardless of subgroup status. This super subgroup is the Gap AMO.</p> <p>Super subgroups: Kansas creates a “lowest-performing 30% of students” subgroup.</p> <p>Subgroup Performance Targets: The only subgroup that is used in accountability is the lowest 30% of students, regardless of subgroup status. This super subgroup is the Gap AMO. Other subgroup results are reported.</p> <p>Reward Schools Identification Process: Reward Schools in either High Performing or High Progress status may not have an achievement gap between the all students group and any subgroup with 30 or more students. Significant gap is a difference of 250 or more API points in the most recent year of data (p. 117, PDF 123).</p> <p>Focus Schools Identification Process: Focus Schools will be identified by comparing the API score of the lowest-performing 30% of students within each building to an established state benchmark. Those Title I schools with the greatest gap will be identified, equal to 10% of the Title I schools in the state.</p> <p>State uses 4 years of data to calculate state benchmark, 2 years to calculate school building API for this purpose. Retroactively calculated state benchmarks (2011 = 714; 2012 = 724) (p. 161, PDF 167). No high schools were identified based on graduation rate.</p> <p>Focus Schools Exit: In order to exit Focus School status, a building must decrease in annual equal increments half the gap distance between the lowest performing 30 percent of students and the state benchmark by the 2016-2017 school year. To be removed from the Focus School list, a school must maintain progress toward annual gap reduction for two consecutive years, or the combined two-year gap reduction must meet or exceed twice the amount of annual gap reduction.</p>

	<p>In many cases, in order to close the achievement gap, a building might be expected to increase their lowest performing 30% of students to levels far above proficiency. As a caveat to reducing the achievement gap in half, any Focus School with an API score equal to or greater than 500 --for two consecutive years-- for its lowest performing 30% of students, will exit Focus School status. An API score of 500 for the lowest performing 30% of students suggests that the lowest performing students are on average achieving proficient assessment scores (p. 190, PDF 196).</p>
<p>Kentucky</p>	<p>Subgroups: Subgroup performance will be publicly reported (N=25). All subgroups will have AMOs, but they are not yet created. However, for accountability purposes, the state will use a super subgroup.</p> <p>Super subgroup: The state will use a Student Gap Group — an aggregate count of student groups as a “gap scores” component within the Next Generation Learners system. Student groups combined include ethnicity/race (African-American, Hispanic, Native American), Special Education, Poverty (free/reduced lunch) and Limited English Proficiency.</p> <p>Subgroup Performance Targets: Kentucky’s super subgroup is an aggregate, unduplicated count of students “that have historically had achievement gaps” – ethnicity/race, special education, poverty, LEP. Illus. (p. 38; PDF 39) The performance of this super subgroup is included in the accountability system calculations, and used to identify schools for improvement.</p> <p>For traditional ESEA subgroups, performance will be publicly reported (N=25 minimum students in group). Performance of traditional ESEA subgroups is not included in the accountability system nor used to identify schools for improvement. All subgroups will have AMOs created through the KY Board of Education’s strategic planning process (p. 39 & 60; PDF 40 & 61). However, these AMOs are not linked to the accountability system nor to identifying schools for improvement. AMO Example for groups (p. 61; PDF 62)</p> <p>SWD taking alternate assessment are included in achievement & gap calculations.</p> <p>Activities focused on improving the performance of ELLs and SWD are outlined in Kentucky’s Achievement Gap Delivery Plan – (Attachment 29, p. 317; PDF 429)</p> <p>Focus Schools (Group 2, N=339) Identification Process: Schools with individual gap groups needing improvement</p> <p>Focus Schools Group 1, N=165) identification Process: Schools in the lowest 10% of the student group gap scores by level if they have also missed AYP for the past 2 years.</p>
<p>Louisiana</p>	<p>Subgroups: State is reporting disaggregated outcomes for all traditional ESEA subgroups.</p> <p>Super subgroups: Super subgroup is comprised of all non-proficient students, regardless of race, language, poverty or students with disabilities status. AMO 1 (above) addresses growth for super subgroup.</p>

	<p>Subgroup Performance Targets: State is reporting aggregate outcomes for all traditional ESEA subgroups. Super subgroup is comprised of all non-proficient students, regardless of race, language, poverty or SWD status. AMO 1 addresses growth for super subgroup.</p> <p>AMO 3 addresses proficiency for all traditional ESEA subgroups. However, AMO 3 does not appear to be linked to rewards or consequences.</p>
<p>Maryland</p>	<p>Subgroups: The AMOs will be calculated for each school for the “all students” category and for all of the subgroups. The subgroup level AMO in the LEA will be used for any subgroup or “all students” with a 90% or higher baseline. In addition, gap closure targets are included in performance index, worth 40% in both elementary and high school. This performance is calculated for all traditional ESEA subgroups.</p> <p>Super subgroups: No.</p> <p>Subgroup Performance Targets: The AMOs will be calculated for each school for the “all students” category and for all of the subgroups. The subgroup level AMO in the LEA will be used for any subgroup or “all students” with a 90% or higher baseline. Gap closure targets are included in performance index, worth 40% in both elementary and high school. Performance is calculated for all traditional ESEA subgroups. N for all groups is 5.</p> <p>Reward Schools Identification Process: Highest-Performing - Gap between highest and lowest performing subgroup must be 10% or less AND must have made AYP for 2 consecutive years for all students group and all subgroups.</p> <p>Distinguished Highest Performing – Meets Highest Performing criteria AND school is in the top 10% of Title I schools showing improvement between 2007 MSA and 2011 MSA.</p> <p>Superlative Highest Performing - Meets Highest Performing criteria AND school improved its “all students” performance by at least eighteen percentage points between the 2007 MSA and the 2011 MSA AND has 50% or more economically disadvantaged students.</p> <p>Highest Progressing - schools must have made at least a gain of eighteen percentage points between the 2007 MSA and the 2011 MSA for “all students” AND have a 10% or less gap between the performance of “all students” and that of any lower performing subgroup.</p> <p>Focus Schools Identification Process (N=41): Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group. State calculated gap scores (highest subgroup minus lowest subgroup), weighting 2011</p>

	<p>data 25% higher than 2010 data. No cut off is given. Note: gap scores are corrected to ensure that gap is not closing due to lower scores in the higher subgroup.</p> <p>Focus Schools Exit: For a school to exit, it must no longer be in the top 10% of schools with a gap (p. 128).</p>
<p>Massachusetts</p>	<p>Subgroups: Targets will be differentiated for each district, school and subgroup depending on its starting point in the base year 2010-11. Massachusetts will continue to issue and report AMO determinations using PPI indicators for students in the aggregate, low income students, student with disabilities, English language learners and the state’s major racial and ethnic subgroups.</p> <p>Super subgroups: Incorporates super subgroups that include students with disabilities, ELLs, former ELLs, and economically disadvantaged in addition to standard Elementary and Secondary Education Act subgroups. Both super subgroup and standard subgroups are used in identifying schools.</p> <p>Subgroup Performance Targets: issue/report AMO determinations using PPI indicators for students in the aggregate, low income students, SWD, ELL, and the state’s major racial and ethnic subgroups. We will also make determinations for a new “high needs” subgroup composed of students who are low income, have a disability or are ELLs or former ELLs. Lowering N from 40 to 30. (p. 25; PDF 31) Each subgroup is counted on each indicator. HOWEVER, subgroups are used only at certain levels of PPI.</p> <p>Focus Schools (Level 3) Identification Process: 1. Identify 10% of Title I schools in the state with persistently low subgroup achievement levels and grad rates, based on the performance of any individual subgroup. 2. First select HS whose 5-year cohort grad rate data over the most recent 4 years was below 60% for any subgroup in each of the 4 years (approx.. 20 schools for 11-12). 3. Remaining schools to meet 10% requirement will be those with the lowest performance on the PPI for any subgroup.</p> <p>Select schools proportionately within grade spans, ensure that any low performing student group is represented.</p> <p>Plus rest of level 3 schools – those with the lowest performance on the PPI for students in the aggregate.</p> <p>Focus Schools Exit: Schools will need to demonstrate sustained improvement over several years (p. 62; PDF 68) Basically, must meet AMO/PPI AND get out of group of lowest performers relative to other schools in the state AND meet AMO/PPI for identified groups.</p> <p>Since this is a relative system school can make AMO/PPI for all students and groups and still be L3.</p> <p>Priority (Levels 4&5) Schools Exit: 4 requirements: 1. Increase CPI in ELA and math in aggregate and for high needs students over 3 year period:</p>

	<p>-Level 4 elementary and middle schools shall increase the CPI comparable to the improvement that the top 30% of improving schools made statewide between 2006-2009.</p> <p>-Level 4 high schools shall increase the CPI comparable to the improvement that the top 40% of improving schools made statewide between 2006-2009.</p> <p>2. Decrease the percentage of students scoring warning/failing on MCAS tests in ELA and math in the aggregate and for all high needs students:</p> <p>-Level 4 elementary/middle shall decrease the percentage of students scoring warning/ failing...comparable to the improvement that the top 30% of improving schools made statewide between 2006-2009.</p> <p>-Level 4 High schools and middle schools shall decrease the percentage of students scoring warning/ failing...comparable to the improvement that the top 40% of improving schools made statewide between 2006-2009.</p> <p>3. Achieve & maintain median student growth percentile of 40 or higher in ELA and math in aggregate and for all high needs students within 3 years</p> <p>4. By the end of the 3 year period for which Level 4 High Schools have set measurable annual goals, such schools shall meet MA grad rate target for that year for all student groups.</p> <p>Prior to removing a school from L4 status, MA will ensure that the capacity and conditions are in place at both LEA and school to sustain improvement.</p>
<p>Michigan</p>	<p>Subgroups: Michigan will expect all schools to make either the proficiency or improvement targets for each subgroup.</p> <p>Super subgroups: Michigan is creating a new subgroup in addition to the current 9 ESEA subgroups that will consist of the bottom 30% performing students. This super subgroup will also be expected to make either the proficiency or improvement targets.</p> <p>Subgroup Performance Targets: Schools are expected to make either the proficiency or improvement targets for EACH subgroup – bottom 30% plus the 9 ESEA subgroups (and the whole school) (p. 114, PDF 120). For all subgroups, including the bottom 30%, the AMOs remain the same as for the whole school (p. 115, PDF 121).</p> <p>Reward Schools (Highest Performing, Highest Progress) Identification Process: Cannot include schools that didn't make AYP and schools that have significant achievement gaps (Focus Schools).</p> <p>Focus Schools Identification Process (N=340): 1. Title I participating high schools that have graduation rates <60% (5) 2. Rank order schools based on achievement gaps between subgroups over a number of years. State uses the average achievement gap between the top 30% and the bottom 30% subgroups within each school across all 5 subjects. The cut point is the value represented by the Title I school at the 10th percentile of this ranking. Only the bottom 30% subgroup is used for identifying Focus Schools (p. 149, PDF 155).</p> <p>Focus Schools Exit: To exit Focus status the school must:</p> <ul style="list-style-type: none"> • Following the end of Year 4, make Adequate Yearly Progress (attaining green, lime, yellow or orange designation), including

- meeting the safe harbor target for the bottom 30% subgroup (AYP designation made in August following end of Year 3).
- Submit a report to MDE documenting the ongoing steps that will be taken to sustain the effort.

If a school fails to exit Focus status following the beginning of Year 4, they continue on as a Focus School and have the opportunity on a yearly basis to exit if they meet the AYP criteria shown above.

Note: There is an exception to Focus School identification. Some schools “whose gap results from the deliberate juxtaposition of two populations as part of a strategic and demonstrably successful effort to accelerate the learning trajectory of the lowest achievers. Though the rapid improvement trajectory (for example, successful assimilation of refugee students into a general population) can be established, the high gap will remain indefinitely (because, for example, of fresh populations of immigrant students each year). Such schools can access an exit path called Good-Getting-Great (GGG schools).

“Good-Getting-Great schools will:

- Receive written Good-Getting-Great designation from the state superintendent, upon submission of documentation from the facilitated professional dialogue establishing eligibility:
 - Their overall achievement level is 75% or above, and
 - Their bottom 30% (though initially low-performing) is making rapid enough progress to achieve Safe Harbor status
 - Be removed from Year 2 and Year 3 Focus School lists, even though their overall achievement gap warrants inclusion, and
 - Reconvene a facilitated professional dialogue to examine the same deep diagnostic data before Year 4’s list is calculated, in order to determine whether their status will continue to remove them from the Focus School list.
 - Reconvene the professional dialogue every two years thereafter to ensure appropriate attention is paid to all school populations.

Removal of Good-Getting-Great schools from the Year 2 and 3 Focus School lists (and subsequent lists, if continued) will result in additional schools being identified as Focus Schools in order to include a full 10% of schools with the greatest achievement gaps” (p. 151-152, PDF 157-158).

Focus Schools that receive the Good-Getting-Great designation will have their Focus Status conditionally suspended for years 2 and 3 for the purposes of consequences if:

- Their high achieving students continue to meet the 75 percentile standard
- Their bottom 30% are making safe harbor target.

Before Year 4’s list is compiled and every 2 years thereafter, they must reconvene a Deep Diagnostic/Professional Dialogue session to re-validate that the conditions hold true and the strategies remain relevant in order to continue to maintain the Good-Getting-Great designation.

	<p>Red Schools Identification Process: Schools that are not Priority or Focus but receive a “red’ rating on the accountability scorecard.</p> <p>Red Schools Services/Requirements: In 2012-13, during the first year of being designated red for a subgroup or overall (therefore not making AYP), Title I buildings not making AYP will be required to use their annual School Improvement Plan to address the needs of the identified subgroup. The consequences for Title I schools not making AYP for the 2012- 2013 school year will include the following:</p> <ul style="list-style-type: none"> • Notify parents that the school did not make AYP and offer choice with transportation to those students choosing to move to another school • Review and revise the existing School Improvement Plan to reflect the evidenced-based supports provided to those populations not making AYP • Review and revise the Consolidated Application to reflect the evidenced-based supports provided to those populations not making AYP
<p>Minnesota</p>	<p>Subgroups: Traditional ESEA subgroups will be used for accountability purposes, although subgroups are weighted by size.</p> <p>Super subgroups: Minnesota does not use super subgroups.</p> <p>Subgroup Performance Targets: Each subgroup has its own performance targets. Subgroups are: students eligible for free or reduced price lunch, English learners, special education students, American Indian, Asian, Black, Hispanic.</p> <p>Focus School Identification Status (N=86): Title I Schools with specific achievement gap issues. Every 3 years, MN will identify schools using a modified MMR called the Focus Rating – includes only subgroups. Uses the Proficiency Status and Growth Gap Reduction MMR measures (but only for subgroups)</p> <p>Points for proficiency and growth gap reduction are summed and divided by the total possible points to generate a combined % of points for each school. Bottom 10% of title I schools on those combined measurement that are not already identified as priority = focus schools.</p> <p>Title I schools identified for grad rate are added in and an equal # of focus schools removed from the list.</p> <p>Grad rate – MN wants to use a 6-year adjusted cohort rate methodology- asked the feds for approval, didn’t have it by time app was written. Schools with a 3-year average of less than 60% graduation rate on the 6-year adjusted cohort rate are identified as focus schools.</p> <p>Focus schools identified on a proportional basis.</p> <p>Focus Schools Exit: Must finish above the bottom quartile (25%) of Title I schools statewide, for two consecutive years, using performance on the Focus Rating as the criterion (so, progress on both the proficiency and growth of lower-performing subgroups). If identified for grad rate, must have a grad rate of >60% for two consecutive years, and must show at least a 5%</p>

	increase in grad rate in each of those years. Still monitored for 3 years even if exited.
Mississippi	<p>Subgroups: Mississippi incorporated two achievement subgroups for accountability purposes. State also reduces N size to 30 but notes that even at this lowered N 95% of schools will not be accountable for LEP, Asian, Hispanic, or Native American subgroups.</p> <p>Super subgroups and Performance Targets: Mississippi creates a lowest 25% of students subgroup. State notes that it is incorporating two achievement subgroups (p. 57, PDF 58).</p> <p>Reward Schools High-Performing: Title I Schools that meet all the following criteria – (QDI = Quality of distribution index)</p> <ol style="list-style-type: none"> 1. QDI-overall must be in highest 20% for all schools in the state for each of 3 years, AND 2. QDI-low must be in the highest 20% for all schools in the state for each of 3 years, AND 3. Graduation rate for current school year must be in the highest 20% of the graduation rates for all schools in the state, AND 4. School must have met AMOs for all students and all subgroups, including participation rates and other indicators, AND 5. QDI-gap must be in the lowest 25% of QDI gap for all schools in the state. <p>Reward Schools High-Progress: Title I schools that meet the following criteria:</p> <ol style="list-style-type: none"> 1. Difference between QDI-overall for current year and 2 years previous is in the highest 10% of the differences for all schools in the state, AND 2. Difference between the 4-year cohort grad rate for the current year and grad rate from 2 years previous is in the highest 25% of the differences for all schools in the state, AND 3. QDI-gap for the current year must be in the lowest 25% of QDI-gap for all schools in the state, OR 4. Difference between the current QDI-gap and the QDI-gap from 2 years previous is in the lowest 25% of all the differences for all schools in the state. <p>Focus Schools Identification Process (N=80):</p> <ol style="list-style-type: none"> 1. The QDI-Gap for each of three years is in the highest 20% of the QDI Gaps for all the schools in the State; <p>OR</p> <ol style="list-style-type: none"> 2. The QDI-Low for each of three years is in the lowest 20% of the QDI-Low for all the schools in the State. <p>Focus Schools Exit: In order to exit Focus status, a school must meet AMOs for the subgroup that had the largest impact on school’s QDI-Low. Therefore, the interventions identified in each Focus School’s Action Plan will address the high-impact subgroup.</p>
Missouri	<p>Subgroups: Missouri will continue to report AMO determinations for students in the aggregate, low-income students, students with disabilities, ELLs and the state’s major racial and ethnic subgroups. Reports will be “flagged” for risk factors or exemplars. Performance at or below the 10th percentile (or at/above 90th percentile) will be flagged for reporting. Calculations will be done for each grade by subject area (i.e., 3rd grade math) as well as for each ESEA subgroup by subject area. A proficiency gap will be calculated for each group reflecting the distance between that group’s proficiency rate and the proficiency rate of the state as a</p>

	<p>whole. The gaps within each subgroup will be ranked, and the 10th and 90th percentiles will be determined and flagged.</p> <p>Super subgroups and Performance Targets: Missouri will use a super subgroup – the Student Gap Group – comprised of Black, Hispanic students, low-income students, students with disabilities and/or limited English proficient (LEP)/English language learners. For this group, the status target is established based on cutting the achievement gap in half.</p> <p>Reward School Identification Process: Highest Performing and Highest Progress Status - Schools cannot have significant achievement gaps between the lowest- and highest-performing subgroup (20%+).</p> <p>Focus Schools Identification Process (N=115):</p> <ol style="list-style-type: none"> 1. Title I schools with a graduation rate of less than 60% for 3 consecutive years in the same ESEA subgroup that are not already Priority Schools. 2. Rank schools based on the percent proficient in both ELA and math for the Student Gap Group, using 3 years of data. 3. Select sufficient schools to = 10% of state’s Title I schools. <p>Focus Schools Services and Requirements: Schools identified as Focus Schools with sizable gaps for ELLs or SWD will work directly with the statewide system of support to implement research- and evidence-based interventions.</p> <p>Focus Schools Exit: When the school no longer meets the definition of a Focus School for 3 consecutive years and demonstrates that the student gap group that caused the school to be identified as a Focus School has decreased the number of non-proficient students by 25% over a period of 3 years in both ELA and math.</p> <p>High schools identified as Focus Schools due to subgroup graduation rates must (1) either achieve a graduation rate that is at or above the state subgroup graduation rate average for 3 consecutive years or meet their graduation rate progress target for 3 consecutive years and (2) have no subgroup graduation rates below 60% based on the most recent available data. The state will continue to review individual subgroup academic performance and individual subgroup graduation rates, and will continue interventions for any subgroups that do not meet the exit criteria.</p>
<p>New Jersey</p>	<p>Subgroups: New Jersey will apply the performance targets to the state, each school district, school and subgroup annually, utilizing a minimum “N” size of 30 for all students and for each subgroup. Each subgroup has different performance targets for each subject (for example, Limited English Proficient students have a 5.9% target annual increments in Language Arts and have a target annual increment of 4.5% in Mathematics).</p> <p>Super subgroups: New Jersey does not use super subgroups in its accountability system.</p> <p>Reward Schools Identification Process: High Performing— met AYP for all students and subgroups; AND have a school-wide proficiency rate above 90%; AND in top 10% of performance for each eligible subgroup (vs. across the state); AND for High</p>

	<p>Schools, grad rate above 90%. Methodology (p. 48-9)</p> <p>Non-Focus, Non-priority Schools Identification Process: NJDOE will use school performance report card data to identify schools with at least 1 subgroup failing to meet AMOs for 2 years. Will rank-order subgroups in these schools by the percent of students who are proficient. Will select “no fewer than the bottom 5% of Title I schools.” Other factors, including missing AMOs for multiple subgroups, capacity of RACs to support non-priority non-focus schools, etc., will be taken into account on whether to expand this additional subset beyond the lowest 5% of Title I schools.”</p> <p>Focus Schools Identification Process: Those in which particular subgroups have extremely low achievement levels or lag far behind their peers. Categories F (largest gaps) & G (low performing): NJDOE will combine the performance of a school’s 2 lowest performing subgroups and then rank the schools based on the combined performance of those two subgroups (weighted by size). Focus schools = schools with lowest performance AND schools with largest within-school gap between the proficiency of the highest-performing subgroup and this combined proficiency rate (Category F & G). Methodology (p. 64).</p> <p>Focus Schools Services and Requirements: Regional Achievement Centers (RACs) will work with LEAs to develop/implement customized improvement plans, targeted specifically at the identified achievement gaps. Likely include specific interventions/ supports for SWD, ELLs as their subgroup performance has been traditionally lower than others. (p. 40)</p> <p>Focus Schools Exit: No longer meets definition of Focus school for 2 years; AND has, as determined by RAC, successfully implemented all interventions; AND lowest-performing subgroups have meet AMOs for 3 years; and/or has demonstrated high growth for 2 years (SGP 65+). If grad rate, must reduce percentage of non-graduates by 25% over 3 years.</p>
<p>New Mexico</p>	<p>Subgroups: Subgroup performance is not formally included in accountability, but the state will use subgroup performance in identifying interventions for priority, focus and strategic schools.</p> <p>Super subgroups: Lowest 25% of students. “It is in the growth component that New Mexico explicitly considers subgroups in the calculation of school grades....by identifying the bottom quartile (Q1) of students in each school, we explicitly consider how large the performance gap is for the poorest performing students and how this gap is changing over time.”</p> <p>Subgroup Performance Targets: Relies heavily on lowest quartile (Q1) and comparison with the rest of students-students in the top 3 quartiles (Q3).</p> <p>Focus Schools Identification Process (N=62): 3 types--</p> <ol style="list-style-type: none"> 1. Non-priority schools with grades of D and graduation rates <60% (N=12) 2. Other schools with graduation rates <60% not already identified (N=7) 3. Schools with Q1 to Q3 state gap in bottom quartile of state and Q1 growth of D or F (N=43)
<p>New York</p>	<p>Subgroups: New York will maintain all 11 ESEA subgroups for AYP.</p>

Super subgroups: No

Subgroup Performance Targets: State will continue to compute statewide performance index for each of the following groups: all; Asian; Black; Hispanic; American Indian; Native Hawaiian; White; economically disadvantaged; ELL (including 2 years post exit); SWD (including 2 years post exit)

State will set AMOs

Reward Schools Identification Process: High Performing and High Progress-- school does not have a gap in performance larger in 2010-11 than it did 3 years prior for all subgroups of students and students who are not members of the subgroup.

Priority Schools Identification Process: the majority of subgroups in the school did not have 2010-11 SGP's that exceeded the statewide median SGP for that subgroup.

Focus Schools Identification Process: Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group; or in high schools, the largest within-school gaps in grad rates; OR Title I high schools with a grad rate less than 60% not identified as priority. N=102 districts, minimum of 445 focus schools plus 14 focus charter schools
NY will create one list for the life of the waiver. Two-stage process – NYSED identifies focus districts, and districts identify focus schools. District - A district whose 4 year graduation rate is among the lowest 5 percent in the state for any subgroup except if the subgroup's 5 year graduation rate exceeds the state median for the group or the group has made a minimum 10 percentage point gain during the last 3 years).

Districts will not be identified as focus for ELA and math performance for any subgroup whose 4-year grad rate exceeds the state average for that group. Commissioner identifies districts with the lowest performing subgroups that are not demonstrating growth as focus districts.

Then, districts (with commissioner approval) identify focus schools within the districts. Any district that has a Title I or Title I eligible secondary school that is a priority school will also automatically be identified as a focus district.

District may choose to provide support to all of its schools to address the performance of the subgroup(s) on the accountability measure(s) that caused the district to be identified, or district may choose to identify a subset of schools as focus schools.

If it chooses a subset, the district must use the rank order lists provide by the commissioner based on the number or the percentage of students who are not proficient in ELA or math; number or percent of non-graduates in the subgroup(s) that caused the district to be identified, and then use that rank ordered list to identify the minimum required number of focus schools. Minimum number depends on whether the district was identified because of its district wide performance or because it has a priority school. Complex methodology (p. 106-107)

Focus Schools Exit: Districts may petition to be removed from identification if they meet performance targets established by the commissioner, which requires that the school at a minimum have a combined performance index in ELA and math and graduation rates that exceed the thresholds for identification of focus districts for two years. NYSED will then use additional leading and lagging indicator data to determine if the district has made enough progress on a majority of the indicators to warrant removal from focus designation.

In the event that a Focus District exceeds the criteria for identification by at least ten index points and by at least ten percentage points for graduation but one or more schools that were identified as a Focus School the prior school year do not meet these same criteria, the District will continue to be required to implement a Comprehensive District Plan, and the Commissioner will adjust the minimum number of schools to be served and the set-aside requirement will be reduced to reflect the number of schools that the district must serve.

Focus Schools that have failed to make progress during the period of the waiver may be identified as Schools Under Registration Review.

Local Assistance Plan Schools: A school that has failed to make AYP for graduation rate for 3 consecutive years with a subgroup of students and that is not otherwise identified as a priority or focus school. To make AYP for grad rate, a group must have a grad rate on the 4 or 5 year cohort that equals or exceeds the state graduation goal of 80% or the group must meet the 4 year grad rate progress target (10% gap reduction) or 5 year grad progress target (20% gap reduction) AND schools that would have met the criteria for a focus school if that criteria had been applied directly to schools rather than first to districts.

Districts targeted by SED for technical assistance as a result of their outcomes for students with disabilities will ensure alignment between the Comprehensive Plan and any Special Education Quality Improvement Plan that is also in place. District Comprehensive Improvement plans will also need to demonstrate collaborations between general and special education teachers and support staff in the support of all students. Components of the Comprehensive Plan will include instruction, curricula, and professional development opportunities that emphasize scaffolding techniques that will be implemented to target the needs of all students at the school, particularly students who need extra supports. Wherever appropriate, the plan should include information on how funds from other sources, including the Individuals with Disabilities Education Act (IDEA), support these efforts for the relevant sub-groups.

For LEAs with schools identified for the academic performance of students with disabilities, the educational plan should demonstrate how Response to Intervention and Positive Behavior Intervention and Supports will be integrated into a school-wide plan. School-wide plans should also demonstrate efforts to allow for collaborations between general and special education teachers and support staff on how to better support their students with disabilities.

	<p>For LEAs with schools identified for the academic performance of English Language Learners, the education plan should demonstrate how the integration of language and content instruction, and native language support, will be incorporated into all ELL programs in the school. School-wide plans should also demonstrate efforts to allow for collaborations between content and ESL and bilingual teachers to better support the needs of ELLs across language and content classes. Comprehensive plans will include instruction, curriculum and professional development opportunities that emphasize scaffolding techniques that will be implemented to target ELL needs in content area classes, and English language development and native language development techniques to support ELLs in their language classes (ESL and Native Language Arts) and their content area classes. Schools should also provide an analysis of their subgroup ELL populations (SIFE, Long-Term ELLs, ELLs with Disabilities, Newcomers), including disaggregated performance data by subgroup, and provide details on additional supports and services that will be provided to target the needs of these subgroups.</p>
<p>North Carolina</p>	<p>Subgroups and Performance Targets: Each school will have a set of targets for all subgroups across all AMOs. Measuring/reporting all ESEA subgroups (White, Black, Asian, Native American, Hispanic, two or more races, SWD, ELL, economically disadvantaged) plus academically gifted. Each subgroup has separate targets with the same goal of reducing by ½ the percent of non-proficient students by SY2016-2017.</p> <p>Super subgroups: No</p> <p>Reward Schools Identification Process: Two methods: Method 1: eligible schools with an average gap for the past 3 years between the highest and lowest-performing subgroups below the state average (for 2012-13, 38.7%) AND Schools made AYP in the previous year, and all subgroups with performance data are performing above the specific subgroup state performance when averaging ELA/math performance composite in the previous and the 2 prior years.</p> <p>At the high school level, all subgroups must also have a graduation rate above the specific subgroup state graduation rate when averaging the graduation rate in the previous and 2 prior years.</p> <p>Method 2: schools with a performance composite for the prior year at/above 60% that are among the highest 10% of all schools when measuring the progress on the ELA/math performance composite score of all students between the previous year and the same score 2 years ago. At the high school level school must also be among the highest 10% of schools when measuring progress on the graduation rate of all students between the previous year and the graduation rate from 2 years ago.</p> <p>Focus Schools Identification Process: Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group; or in high schools, the largest within-school gaps in grad rates; OR Title I high schools with a grad rate less than 60% not identified as priority.</p>

	<p>Title I schools with in-school gaps in achievement that are above 3-year state average (38.7%) when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup AND Title I schools with “proficiency score-R/M” with a subgroup with a proficiency score below 50% in the previous year and one of the two prior years. The number of Focus Schools will be equal to 10% of the number of schools in Title I School Improvement in 2010-11, i.e., 130 schools. If the number of schools from the gap analysis is higher than 130, the list will include the top 130 schools ranking from high to low the proficiency gap in the previous year. Otherwise, the list will include all schools from the gap analysis plus as many as needed to reach 130 from the proficiency analysis ranking from low to high the lowest proficiency subgroup in the previous year. (Definitions on p. 80-81; PDF 86-87) (Calculation methodology, p. 82-83; PDF 88-89)</p> <p>Focus Schools Services and Requirements: If a Focus School is not meeting AMOs for students with disabilities or ELLs, information is shared at Regional Roundtables with NCDPI staff that advocate on behalf of these student populations. This cross-divisional communication about Focus Schools (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state.</p> <p>Focus Schools Exit: Focus Schools must demonstrate sufficient progress based on the following criteria:</p> <ul style="list-style-type: none"> • Meet a minimum proficiency standard/graduation rate of 60% • Make progress on closing significant achievement gaps between subgroups by demonstrating no subgroup gaps greater than the state three-year average • Make progress toward meeting “all AMOs” defined as meeting at least 90% of the achievement Annual Measurable Objectives in the “all students” subgroup (including the other academic indicator) and the AMOs in all other subgroups • Meet the 95% participation rate rule for all subgroups
<p>Ohio</p>	<p>Subgroups: Gap closure component of new grading structure targets subgroup performance. Gap closure is calculated on each ESEA subgroup with at least 30 students. New AMOs will be calculated in 2012-2013. Schools with a subgroup that receives a D or F in this area are demoted one letter grade. Separate AMOs for ELA and math, 2017-18 targets = 90.9% in ELA, 88.5% in math Schools with a subgroup that receives a D or F in this area are demoted one letter grade.</p> <p>Super subgroups: No.</p> <p>Schools of Promise (existing reward structure) : Any school with poverty 40%+ that is 75% or more proficient in current year tested for all students and each racial/ethnic subgroup AND 85% graduation rate AND meets/exceeds value-added measure</p> <p>Reward Schools High Performing Schools of Honor Identification Process : Title I and Title I-eligible schools with 40% or more Free and Reduced Price Lunch (FRPL) that score in the top 10% of schools for combined ELA and math proficiency with no subgroup performance below the state standard of 75% AND have met/exceeded the Ohio Value-Added measure in the most recent year AND have an achievement and graduation gap measure grade of A AND have an overall grade of at least a B</p>

	<p>AND high schools must meet/exceed 90% graduation rate</p> <p>Priority Schools Identification Process: State uses SIG methodology to identify Priority Schools. 5 years of data – combined math and ELA - plus current year, each weighted 50% = combined percent proficiency. All schools ranked in each category (Title I-served schools in school improvement, Title I-eligible secondary schools). State identified the lowest-achieving 5% for each group (Title I; Title I-eligible) (p. 86; PDF 87). PLUS HS with graduation rates less than 60% in each group (used 5 years of data) (N=20, 1). PLUS current SIG schools not already identified (N=13).</p> <p>Focus (Alert) Schools Identification Process (N=230+): Title I schools with the largest within-school gaps between the highest achieving group and the lowest achieving group; or in high schools, the largest within-school gaps in grad rates; OR Title I high schools with a grad rate less than 60% not identified as priority. State considers school-to-state gap between school subgroups' current combined performance in ELA and math and the state-level all students group; and the school's subgroup progress on ELA and math over three years. Combine ELA and math % proficient for each subgroup (N=30). Compare to state all students group data. Rank subgroups based on calculated subgroup gap. To measure progress over time, Ohio compared the 10-11 data to the same measure in 2008-09. Any subgroup demonstrating less progress than the state = not enough progress. To be identified as a Focus School, school must have at least 1 subgroup with a calculated school-to-state gap at the 85th percentile or greater; and be identified as not making enough progress compared to the state subgroup 3 year proficiency change. If 85th percentile does not yield enough schools, state will adjust the percentile. State further identifies schools with subgroup(s) with low graduation rates. Comparison is gap between subgroup's current graduation rate and state all students group graduation rate, and improvement in the graduation rate over 3 years. (Currently based on prior graduation rate calculations as 3 years of adjusted cohort grad rate not available). Subgroups rank ordered within the subgroup based on calculated gap.</p> <p>Focus Schools Exit: To move off the Focus School list, schools will need to demonstrate improvement in the subgroup(s) in which they were originally identified. Improvement is defined as subgroup(s) no longer identified with proficiency or graduation school-to-state gaps at the 85th percentile or greater, or the schools progress in closing the achievement gap is equal to or greater than the state's rate of closure of the same identified subgroup achievement gap or graduation gap compared to the state all students group AND school will need to earn and maintain for 2 consecutive years a letter grade of b or higher on the Gap Closure component and the Graduation Rate Gap measure as applicable.</p>
<p>Oklahoma</p>	<p>Subgroups: Sets AMOs for subgroups (N=25). As noted above, state will have AMOs for 10 subgroups of students, including "all and each of following: EL, IEP, regular education, Black, American Indian, Hispanic, Asian, White, economically disadvantaged."</p> <p>Super subgroups: Incorporates "super subgroup" as the lowest 25 percentile.</p> <p>Subgroup Performance Targets: Incorporates "super subgroup" as lowest 25ile. p. 38; PDF 39). Also sets AMOs for traditional ESEA subgroups (N=25). State will have AMOs for 10 subgroups of students, including "all and each of following: English learners, "IEP" (special education), regular education students, Black, American Indian, Hispanic, Asian, White, economically</p>

	<p>disadvantaged. However, subgroup AMOs are not included in school grades, and are not used to identify schools for improvement.</p> <p>Reward Schools Identification Process: Highest performing and high progress status require among the various criteria rank-ordering schools and eliminating schools if they have significant achievement gaps between subgroups that are not closing.</p> <p>Focus Schools Identification Process: Schools contributing to the achievement gap. Scores on the most recent and prior tests in 3-8 reading/math, Algebra I, English II. State using methods 3, 4 and 5:</p> <ul style="list-style-type: none"> • Method 3: lowest-achieving 3 subgroups in the state will be identified by averaging each subgroup’s reading index and math index. Once 3 subgroups identified, state identifies schools with % of subgroup greater than state average % of subgroup. (ex: state has 11% black; schools w/more than 11% black students are identified). State averages performance (same tests as above) for that subgroup in identified schools. Rank order by grade span. Identify schools in bottom 30% for each grade span. State has chosen subgroups: SWD, EL, Black. (stats, p. 77; PDF 78) • Method 4: 2 subgroups with lowest grad rates (2009-10) identified. Once 2 subgroups identified, state identifies schools with % of subgroup greater than state average % of subgroup. Graduation rates for subgroup averaged for 2007-08, 08-09, 09-10. Rank order within each subgroup. Identify schools in bottom 10% of all schools for either subgroup. • Method 5: Focus School identification kicks in if # of schools with low graduation rates is greater than 25% of priority schools. N/A <p>Future years: school identified as a D, D+ or D- PLUS any schools that would be identified using this methodology. State notes that this could be important in schools with small groups of students performing poorly.</p> <p>Focus Schools Exit: Schools must--</p> <ol style="list-style-type: none"> 1. Make AMOs in all student subgroups, including the all students group AND 2. Earn an A, B or C
<p>Oregon</p>	<p>Subgroups: For each school and district, Oregon will continue to report disaggregated data on the performance of all 10 ESEA subgroups. Oregon will calculate subgroup achievement, graduation, and growth for the following four subgroups: 1) Economically disadvantaged, 2) Students with disabilities, 3) Limited English proficient, 4) Historically underperforming races and ethnicities, a combined subgroup that includes: American Indian/Alaskan Native, Black/African-American, Hispanic, Pacific Islander.</p> <p>Super subgroups: Oregon creates a “Historically Underperforming Races and Ethnicities” combined group that includes American</p>

Indian/Alaskan Native, Black/African-American, Hispanic and Pacific Islander students.

Subgroup Performance Targets: For each school and district, Oregon will continue to report disaggregated data on the performance of all 10 ESEA subgroups.

Subgroup performance targets are the same as for all students.

State calculates subgroup achievement, graduation, and growth for the following four subgroups:

1. Economically disadvantaged
2. 2. Students with disabilities
3. 3. Limited English proficient
4. 4. Historically underperforming races and ethnicities, a combined subgroup that includes:
 - American Indian/Alaskan Native
 - Black/African-American
 - Hispanic
 - Pacific Islander (p. 65)

Sanctions for schools that do not meet participation targets for every subgroup are outlined (p. 83).

Reward Schools Identification Process: Highest Performing and Highest Progress status—among the criteria is eligible schools must not have a significant achievement gap.

Priority Schools Identification Process: Based on 3 Ratings for elementary/middle schools and 5 Ratings for high schools

1. Achievement (E/M/H)
2. Growth (E/M/H)
3. Subgroup Growth (E/M/H)
4. Graduation Rate (H)
5. Subgroup Graduation Rate (H)

Focus Schools Identification Status(N=72):

1. Calculate within-school achievement gaps by combining percent met in reading and math for 2 years.
 2. Rank order schools by the gap between their highest-performing ESEA subgroup and heir lowest-performing ESEA subgroup.
- State used the following subgroups: economically disadvantaged, LEP, SWD, American Indian/Alaska Native, Black/African-American, Hispanic, combined minority subgroups (to identify small schools).

Focus Schools Services and Requirements: State will place these schools into 1 of 2 levels of intervention based on:

1. Persistence in not making adequate academic progress;
2. Trends in student achievement for the all students group;
3. Trends in student achievement for subgroups; and

4. Gaps in growth between the all students group and subgroups.

For Focus Schools that, following implementation of the selected interventions, do not show acceptable progress in student achievement, ODE will direct the school to implement some or all components of the transformation model as described in USED's SIG guidance.

Focus Schools Exit: To ensure improvement efforts are lasting, decisions to exit schools' Focus status will be made no earlier than summer 2016.

No school will be exited from Focus School status if that school would meet the criteria for identification for Focus School status were a list produced.

1. Improvement. To exit from Focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics plus the number of enrolled students not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100% and the result divided by 12 to establish an annual growth target for each school. At the end of four years in Focus school status and for each year after that the school remains in Focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in Focus status.

2. Subgroup improvement. To exit from Focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of students in subgroups meeting standard in reading and in mathematics plus the number of students in subgroups not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for students in subgroups. This baseline, converted to a percentage, will be subtracted from 100% and the result divided by 12 to establish an annual growth target for each school. At the end of four years in Focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in Focus status.

3. School support team evaluation. Must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely interventions implemented are likely to continue to deliver needed improvement results if the school is exited from Focus school status.

HIGH SCHOOLS must meet 2 additional criteria:

1. Graduation rate. To measure improvement, each school will be measured against a baseline established as the current graduation rate as reported on the school's annual report card. This baseline will be subtracted from 100% and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in Focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in Focus status.

2. Subgroup graduation rate. To measure improvement, each school will be measured against a baseline established as the

	<p>current graduation rate for students in subgroups as reported on the school’s annual report card. This baseline will be subtracted from 100% and the result divided by 12 to establish an annual growth target for each school. At the end of four years in Focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in Focus status.</p> <p>Other Struggling Schools Identification Process (N=15-20): In 2012-13, ODE will identify Title I schools that:</p> <ul style="list-style-type: none"> -Are not making progress in improving student achievement (“need of improvement” rating) -have failed to meet required participation rates for any subgroup in reading or math; -have failed for 2 or more years to make progress in improving the achievement of subgroups as measured against the AMO. <p>In 2013-14 and beyond, ODE will flag for review schools that receive the lowest rating in one or more of the following areas:</p> <ul style="list-style-type: none"> -Proficiency -Growth -Subgroup growth -Ready and engaged -Graduation and beyond -Those schools that fail to meet required participation rates for any subgroup in reading and math -Those schools that fail to make progress in improving the achievement of subgroups against an AMO
<p>Rhode Island</p>	<p>Subgroups/Super subgroup and Performance Targets: The state will use several consolidated subgroups. To ensure that the majority of schools are held accountable for ELLs, the state will combine ELLs and SWD into a group when there are not enough ELLs to meet the threshold for accountability purposes. This simply creates a larger “N size”. Data will be disaggregated for action.</p> <p>Depending on the metric within Composite Index Score, different combined subgroups are used:</p> <ul style="list-style-type: none"> • Absolute percent proficient uses 3 groups: all students, all minority and high-poverty students, and a “program group” comprised of ELL and SWD. This group includes former SWD and former ELL for 2 years. • Progress to 2017 – all students. • Gap Closing – the minority & poverty group and the ELL/SWD group against a performance reference group comprised students who are not economically disadvantaged, ELL or SWD. • Distinction level – all students. • Growth – all students, minority/poverty and ELL/SWD. • High school graduation – all students. • High school scaled scores – all students. <p>State also will conduct a separate analysis of individual subgroup’s performance to identify subgroups that are not meeting their AMOs.</p>

	<p>Reward-Regents Commended Schools Identification Process: Title I schools with the highest CIS in the state with no significant subgroup gaps. State will rank order CIS ratings in overall achievement closing gaps, or strong growth.</p> <p>Focus Schools Identification Process (N=12): “Focus schools will also be identified by its Composite Index Score (CIS) and by lowest absolute proficiency and by the largest subgroup gaps. RIDE has done extensive data runs that conclusively show that any and all schools that meet the federal definitions for focus schools are in fact identified by our proposed methodology.” (p. 99; PDF 100) AND Any school that fails to meet the 95% participation rate for two consecutive years.</p> <p>Focus Schools Exit: Beginning in 2013-2014, Priority Schools will be classified into 1 of 2 categories: Rising Focus, Focus, and Caution. Rising Focus schools will have met 80% or more of their performance targets. Focus Schools may not exit classification status before the end of the 2014-15 school year. School must have met at least 80% of their performance targets annually for the first 2 years of implementation AND meet 90% of their AMOs, including all missed targets contributing to their original Focus status for one year; OR a substantial shift in CIS such that their ranking moves them into “typical” status.</p> <p>Warning Schools Identification Status (N=45): Any school that misses an AMO for two consecutive years (text is inconsistent – could be three consecutive years) Schools with CIS below 50 that are not identified as Priority or Focus. Any school that fails to meet the 95% participation rate. Schools with low levels as follows:</p> <ul style="list-style-type: none"> • Absolute proficiency less than or equal to 10 (text is inconsistent – could be 9) • Gap score metric of 15 or less (text is inconsistent – could be less than 15) • Growth score metric of 7.5 or less • Combined graduation and high school scaled score change of 10 or less <p>Warning Schools Services and Requirements: Schools are required to implement the three core school improvement strategies and one additional intervention of their choice. If a school is identified for consistently missing AMOs, the school will be required to implement an intervention strategy keyed to the missing targets.</p>
<p>South Carolina</p>	<p>Subgroups and Performance Targets: South Carolina will continue to disaggregate data by ESEA subgroups and has added the subgroups male and female. AMOs are the same for each ESEA subgroup as for the all students group.</p> <p>Super subgroups: South Carolina does not create a super subgroup.</p> <p>Title I Distinguished School-Performance Identification Process:</p> <ul style="list-style-type: none"> • School must have greater than 50% poverty. • School must earn an A or a B for 2 years.

- Schools must be among the highest performing meeting these criteria.
- ☒ Excludes schools with a gap equal to or greater than 1 standard error below the mean achievement gap for that particular subgroup across all schools of the same type (p. 98).

Title I Distinguished School-Progress Identification Process:

- School must have greater than 50% poverty.
- School must earn an A, B or C in the most recent 2 years.
- ☒ Schools must be in the top 10% of a rank ordered list of change in student performance and on graduation rate. Ranked lists are separate for all students and for each subgroup.

Palmetto Gold and Silver Awards Identification Process:

Recognizes schools based on high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups (p. 100).

Focus Schools Identification Process (N=52): Lowest 10% of Title I schools for each subgroup category achievement gap. State will rank all elementary, middle and high schools separately by school type, and will designate as Focus Schools those schools with the lowest subgroup performance as measured by the largest subgroup performance gaps. State will consider the average performance of subgroups across content areas. Methodology and example of Achievement Gap Calculations (p. 119-121).

The SCDE will develop a methodology to identify disaggregated data for subsets of students to include race, gender, SES status, disabled, and non-disabled students. The causes of underperformance will be ascertained using historical and current data regarding discipline, teacher retention, academic performance and use of fiscal resources. These data will be coupled with information gathered from the Comprehensive Capacity Assessment (CCA). The CCA will focus on current: 1. Teaching and Learning; 2. Fiscal Management; 3. Recruitment, Development and Retention of Effective Teacher Leaders; 4. Physical Plant Operations; and 5. Parent and Community Engagement. Based on a collation of these data, SCDE can target research-based interventions on root causes.

Focus Schools Exit: Subgroup performance meets/exceeds annual AMO for 2 consecutive years.

Challenge Schools Identification Process: Non-Title I Schools included in the lowest 5% of all schools.

Challenge Schools Services and Requirements: School must conduct a comprehensive needs assessment to determine root causes of failure to meet AYP. School must submit a plan that outlines how the school/district will address the issues identified in the needs assessment. Schools and districts must demonstrate that they have the capacity to implement improvement strategies and must provide a plan to use Title I, Part A funds previously used for Choice and SES to meet their needs. The SCDE will assist districts and schools in locating appropriate external providers and identifying SES-approved providers; we will also provide

	<p>assistance as necessary and agreed upon through a memorandum of agreement. Particular emphasis will be placed on student sub-groups that are not meeting the AMOs. For example, SCDE staff will continue to provide high quality professional development to general education and special education teachers in order to assist students in meeting the accountability measures. Key elements for instruction of SWD include the following:</p> <ul style="list-style-type: none"> • use of research-based, effective instructional strategies both within and across a variety of academic and functional domains • differentiation of instruction for all learners, including students performing above and below grade-level expectations • instruction in strategic approaches to learning new concepts and skills • continued use of inclusive practices for SWD <p>Teachers of ELLs will receive support from staff from the Office of Federal and State Accountability through quarterly regional meetings, ongoing intensive professional development, and episodic technical assistance as needed based on the results of the needs assessments. The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts of the 82 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina’s Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review.</p> <p>The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade-retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.</p> <p>Warning Schools Exit: 2 consecutive years not included in lowest 5%, 2 consecutive years value-added growth 0.2 or greater, and a positive Comprehensive Capacity Assessment.</p>
<p>South Dakota</p>	<p>Subgroups: See super subgroups below.</p> <p>Super subgroups and Performance Targets: South Dakota has established a new “GAP Group” made up of Native American, Hispanic, Economically Disadvantaged, SWD, and LEP students. GAP Group scores are reflected in the School Performance Index (SPI) through a process in which points are given for 2 separate groups, GAP and Non-GAP. The points are weighted using the</p>

percentage of students in each group and summed to determine the final score (eg., if 10% of students are GAP Group students, their scores count as 10% of the total). In addition, the SPI includes a bonus under which schools whose GAP and Non-GAP Groups meet their AMO targets in reading/math in a given year can earn 5 additional SPI points. Minimum N is 10 for each group.

Exemplary Schools Identification Process:

- (1) High-performing schools whose overall score on SPI is at/above the top 5%
- (2) High-progress schools that rank in the top 5% for improvement of student achievement and attendance rate for their GAP Group (elementary/middle) or student achievement and graduation rate for their GAP Group (high schools) over a period of 2 years

All schools are eligible.

Status Schools Identification Process: Schools whose total SPI score is at/above top 10%.

Progressing Schools Identification Process: Schools whose total score on the SPI is greater than the bottom 5% but are less than the top 10%.

Focus Schools Identification Process (N=30): Elementary/middle schools: SD DOE rank orders all Title I schools on the following factors:

- 1) percentage of students in their GAP Group scoring at the Proficient or Advanced levels in math
- 2) percentage of students in their GAP Group scoring at the Proficient or Advanced levels in reading
- 3) Attendance rate percentage of their GAP Group

Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools whose final rank is among the lowest 10% of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list; nor would any school that has less than 10 students in its GAP Group.

High Schools:

SD DOE will rank order all Title I schools based on three factors:

- 1) Percentage of students in their GAP Group scoring at the Proficient or Advanced levels in math
- 2) Percentage of students in their GAP Group scoring at the Proficient or Advanced levels in reading;
- 3) Graduation rate percentage, using the Title I four-year cohort calculation, of their GAP Group

Each high school will be factored and ranked separately, and then summed together for a final rank for each school. The schools whose final rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list, nor would any school that has less than 10 students in its GAP Group. In addition, any Title I high school with a graduation rate below 60% for two consecutive years will be considered a Focus School, if it has not already been identified as a Priority School.

Safeguard: Also, any ESEA subgroup whose combined reading and math proficiency rate is 75% lower than the GAP Group combined reading and math proficiency rate at the same school for 2 consecutive years will be placed in the Focus School category (state notes that it will re-evaluate this percentage after it has several years' experience with the new system).

Focus Schools Exit: A Focus School may apply to exit this designation after one year if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.

- 1) The school no longer meets the definition of a Focus School. A Focus School is defined as a Title I school that, based on the most recent data available, is contributing to the achievement gap in the state. Focus Schools are identified based on GAP Group performance on the following indicators: Student Achievement and Attendance OR Graduation Rate.
- 2) The school's GAP Group meets its AMO targets in reading and math.
- 3) Annual monitoring indicates that required interventions are being faithfully implemented.
- 4) For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at 70% or above for two consecutive years.
- 5) For schools entering Focus School status through the safeguard (subgroup achievement 75% below GAP Group) , targeted interventions will continue until the difference between the designated ESEA subgroup's and the GAP Group's combined reading and math proficiency rate is reduced by half and maintained for two years, in order to show sustainable and continuous improvement.

For those schools that remain Focus Schools from year to year, interventions will be repeated. After three years as a Focus School, if a school does not get out of the ranking, SD DOE will move the school into Priority School status.

Priority Schools Identification Process (N=16): Schools whose total score on the SPI is at or below the bottom 5%; AND Title I and high schools whose graduation rate is below 60% for 2 consecutive years, AND Tier I and II SIG schools.

State will rank order all schools by SPI score. Title I schools with scores at or below the bottom 5% will be identified.

Priority Schools Services and Requirements: Each district with one or more of these schools must implement, for 3 years, meaningful interventions aligned with the turnaround principles. Districts with 50% or more of their schools designated as Priority will have a technical advisor, appointed by SD DOE, assigned to them to assist with governance issues. Districts with Priority Schools will be required to implement the Academy of Pacesetting Districts within the first year of being identified. The districts will sign a memorandum of understanding to participate in the Academy. The Academy requires a team from the LEA (one member of which must be the principal from the identified Priority School) to meet four times a year with SD DOE staff to conduct the Academy. Priority Schools will implement Indistar through the Academy experience. Priority Schools will conduct a Comprehensive Needs Assessment, as part of a Data Retreat©. The four lenses of data analyzed are: student achievement, professional practices, programs and structures and family and community. Priority Schools will be required to redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. Priority Schools

	<p>will need to significantly increase the learning time for their students per school year. Priority Schools will implement RTI in their schools beginning the first year identified.</p> <p>Priority Schools Exit: A Priority School may apply to exit this designation after three years if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.</p> <ol style="list-style-type: none"> 1. The school no longer meets the definition of a Priority School. A Priority School is defined as having a SPI score that ranks in the bottom 5% of Title I rank-ordered schools. 2. The school’s GAP Group and Non-GAP Group meet their AMO targets in reading and math for three consecutive years. 3. Follow-up district and school audits show that the required interventions are being faithfully implemented. 4. For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at 70% or above for two consecutive years. <p>As schools request to exit Priority status, SD DOE will review the three-year history of interventions and their impact on student achievement, using the metrics described above. If a school fails to make the required progress after three years of interventions, SD DOE will impose one of the turnaround models as outlined by the U.S. Department of Education.</p>
<p>Tennessee</p>	<p>Subgroups: Traditional subgroups are used for accountability purposes.</p> <p>Super subgroups: Tennessee does not use super subgroups.</p> <p>Subgroup Performance Targets: Same as regular targets. Public reporting on the progress of all subgroups.</p> <p>If any individual subgroup is not making progress in a majority of areas at the LEA level, the LEA will miss its gap closure goals and be subject to the highest order of intervention (inclusion on a public list for LEAs in need of improvement and meeting with the TDOE to support the creation of an aggressive plan for corrective action). (p. 38) Schools that would otherwise be include on the reward list are excluded if any of the 4 achievement gaps identified in the focus methodology were larger than the state median achievement gap for that group, and where any achievement gap widened from 2009-10 to 2010-11.</p> <p>Reward Schools Identification Process (Achievement-Based, Progress Based): For both status categories, within-school gaps must be smaller than the state median; if larger than state median, must be narrowing. (p.51-2). Detailed methodology Appendix 6 (p. A16-18; PDF 104)</p> <p>Focus Schools Identification Process:</p> <ol style="list-style-type: none"> (1) 10% of schools with the largest achievement gaps, (2) Subgroup performance below a 5% proficiency threshold, or (3) HS with grad rates less than 60% that are not already identified as priority schools <ul style="list-style-type: none"> • Pervasive gaps over time (p. 65-66 for extensive discussion)

	<ul style="list-style-type: none"> • Subgroup performance below threshold- composite threshold of 5%, increasing to 10% by the next time TDOE identifies focus schools. Threshold to increase 5% each subsequent time list is run. • After identifying priority list, automatically include any HS with a grad rate less than 60%. (p. 65-66 & Appendix 8 p.A23; PDF 111) • Identified every 3 years, same as priority. <p>Detailed methodology, (Appendix 8 p. A23-29; PDF 111-117)</p> <p>Focus Schools Services and Requirements:</p> <ul style="list-style-type: none"> • Root cause analysis of the achievement gaps within focus schools and across the LEA as a whole • LEAs submit single plan to TDOE for how to address achievement gaps in all identified focus schools • Field Service Centers (FSCs) will work with LEAs to identify schools with that have common characteristics to the LEAs’ focus schools but are achieving much better results • FSCs will look for initiatives that have proven effective among Reward schools that have successfully made strides in closing achievement gaps in similarly situated sub-groups • LEAs can submit more comprehensive proposal for a competitive grant (\$100K) that in most cases will address interventions specifically focused on improving performance of ELs and SWD (p.38 & 67) they have realistic and ambitious plans to take on some of the following initiatives: time on task; extended school day; cultural competency education; co-teaching opportunities; family support/community services; continued root cause analyses; feeder pattern analyses; inter-school strategic staffing of school leaders and teachers; intra-school strategic staffing of teachers. <p>Focus Schools Exit: Exit when 3 years later, school is not on the next focus list; OR makes AMOs two years in a row. However, if a school has failed to make progress in the achievement of the subgroup(s) that led to its identification, it will remain in focus status and automatically be included in the next focus list identified by TDOE.</p>
<p>Utah</p>	<p>Subgroups: Utah will continue to use ESEA subgroups for reporting and for setting reported and are used to set AMOs.</p> <p>Super subgroups and : Utah will use a “super subgroup” comprised of all non-proficient students. This subgroup represents 72% ESEA subgroups. Students in this super subgroup are counted twice in the growth calculation (once in “all students” and once in the “non-proficient” subgroup). Under the accountability index, 100 of the possible 600 points will be based on the performance of the super subgroup.</p> <p>Focus Schools Identification Process (N=28): SEA will identify those schools with lowest achievement, do not meet AMOs for two consecutive years and have the largest achievement gaps, and Title I high schools with graduation rates less than 60% as focus schools. SEA will rank order Title I schools every two years to determine the Title I schools to be identified as Focus.</p>

	<p>Focus Schools Exit: Exit varies based on reason for initial identification.</p> <ul style="list-style-type: none"> • If identified because composite score was in lowest 10% of Title I schools, exit requires a composite score at/above 25th percentile of performance for all Title I schools. • If identified because graduation rate was less than 60%, exit requires a graduation rate above 60%. • If identified for greatest within-school achievement gaps, exit requires significant progress (at least 50% decrease in gaps) in closing these gaps. • If identified for low achievement for subgroups, exit requires significant progress in achievement for all subgroups for which the school was originally identified as Focus (exceeding AMOs for 2 consecutive years).
<p>Virginia</p>	<p>Subgroups: Virginia will continue to annually disaggregate, publicly report and use AMO performance data for all subgroups in determining appropriate interventions for all non-accredited schools. All public schools – including schools that do not receive Title I funds under the law – will have to implement improvement plans to raise the achievement of student subgroups not meeting the annual benchmarks.</p> <p>Super subgroups and Performance Targets: Virginia will use the performance of proficiency gap groups as defined below to identify Focus Schools.</p> <ul style="list-style-type: none"> • Gap Group 1: English language learners, students with disabilities, and economically disadvantaged students (unduplicated). • Gap Group 2: Black students (not of Hispanic origin) including students with disabilities, English language learners, and economically disadvantaged students. • Gap Group 3: Hispanic students, of one or more races, including students with disabilities, English language learners, and economically disadvantaged students. <p>Additionally the minimum subgroup N has been lowered to 30.</p> <p>Virginia will also require that the individual subgroups comprising proficiency Gap Group 1 also meet AMO targets established separately for each of those groups. Should any of the individual subgroups in proficiency Gap Group 1 fail to meet its AMO targets, the school will be required to implement an improvement plan to address the performance of that individual subgroup. Should any of the individual subgroups in proficiency Gap Group 1 fail to meet its AMO targets, the school will be required to implement an improvement plan to address the performance of that individual subgroup (p. 52; PDF 58).</p> <p>Title I Highly Distinguished School Division Identification Process: Exceeds the Standards of Accreditation proficiency targets for English, math and graduation in the current and previous year for all students AND exceeds the statewide average for English and math in the current and previous year for all proficiency gap groups of students.</p> <p>Focus Schools Identification Process (N=72): Title I schools with the largest proficiency gaps - groups not meeting expectations in reading and math.</p>

- Calculate for each Title I school the difference between the AMO target and each gap group’s performance in reading and math.
- Exclude any gap group that meets or exceeds the AMO target.
- Add reading and math gaps together and divide by the number of gap groups represented at the school that are not meeting the AMO targets.
- Rank schools in order of the total number of average proficiency gap points.
- Identify sufficient schools to equal 10% of state’s Title I schools.

See example, p. 73.

Note: Because all Title I high schools with federal graduation rates below 60% will be served as Priority Schools, graduation rates will not be used as a factor in determining focus schools.

Focus Schools Services and Requirements: Focus Schools will be required to work closely with a state-approved contractor and division team to develop, implement, and monitor intervention strategies designed to improve the performance of students identified as in danger of not meeting the academic achievement expectations or at risk of dropping out of school. This includes intervention strategies for students with disabilities and English language learners.

School must develop an intervention strategy for all students who have failed an SOL assessment in the past or are identified as below grade level on the Algebra Readiness Diagnostic Test (grades 5-8) or the Phonological Awareness Literacy Screening (PALS, K-3).

Priority and Focus Schools will be required to use the same assessments, online planning tool, and data analysis systems. If a school does not have an adaptive reading assessment program to determine student growth at least quarterly, one approved by the Department of Education will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups.

All Focus Schools with grade 5 or higher will be required to use the Algebra Readiness Diagnostic Test (ARDT) provided by VDOE. This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be required for students who failed the SOL assessment in the previous year, students with disabilities and English language learners.

Focus Schools Exit: At the end of the second year of identification, a school will exit Focus status if the following criteria are met:

- The proficiency gap group(s) for which the school was originally identified meet(s) the AMOs described for proficiency gap groups for two consecutive years
- The school no longer falls into the bottom 10% of Title I schools for the subsequent school year based on the Focus School methodology

	<p>Academic Review Schools Identification Process: All schools that are Accredited with Warning, Accredited with Warning-Graduation Rate, or Provisionally Accredited – Graduation Rate. Identified so via the annual accreditation process.</p> <p>Academic Review Schools Services and Requirements: Must undergo an academic review and prepare a three-year school improvement plan (p. 94; PDF 100). Department and contractor use Virginia Early Warning System (VEWS) to assist schools identifying which students show signs that they are at-risk of failure or dropping out. If a school does not have an adaptive reading assessment program to determine student growth at least quarterly, one approved by the Department of Education will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups. “Schools with grade 5 or higher will be required to use the Algebra Readiness Diagnostic Test (ARDT) provided by VDOE. This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be required for students who failed the SOL assessment in the previous year, students with disabilities, and English language learners.” “Schools may be required to use an electronic query system that provides principals with data needed to make data-driven decisions at the school-level.” Information on progressive sanctions (p. 97; PDF 103).</p>
<p>Washington</p>	<p>Subgroups: As noted above, AMO targets will be set for subgroups. In addition, results under the Washington Achievement Index related to performance on state assessments and graduation rates will be disaggregated by subgroup to ensure that the index measures and reflects achievement gaps.</p> <p>Super subgroups: Not currently.</p> <p>Subgroup Performance Targets: Targets will be set for all districts, schools and subgroups. No details provided.</p> <p>Reward Schools Identification Process: High Progress-“Until the new accountability system and index are developed, the State will continue to use the Washington Achievement Index to identify and commend all schools across the state, including Title I schools, for high performance, high progress, and success in closing achievement/ opportunity gaps (see Sections 2.C). The State sees value in extending this recognition beyond the 5% of schools currently identified, particularly for schools showing evidence of closing achievement gaps among their persistently low-achieving subgroups of students. Not only will recognition provide encouragement for the educators in these schools to continue the challenging journey of continuous improvement, it will also enable OSPI and SBE to identify a pool of schools implementing practices having a dramatic impact on student learning. Sharing the experiences of educators and interventions implemented in these schools can inform the work of other schools with similar demographics, yet lower performance” (p. 169).</p> <p>Focus Schools Identification Process (N=92): Annual identification. Current: Use the ED-approved calculations for persistently lowest-achieving schools. Applies to all subgroups. State will create a list that rank orders the performance of all subgroups. Beginning with the bottom of the list, state will identify 92 or more of the lowest-performing schools based on subgroup performance.</p>

Fall/Winter 2012: Pilot draft accountability index, using new AMOs and applying to all subgroups.

2013: Use updated accountability index and AMOs.

State is disaggregating and reporting Pacific Islanders and “more than one race” students as two additional subgroups beyond the current federal reporting categories (p. 148).

Focus Schools Services and Requirements: Focus Schools and their districts must:

- engage in an external needs assessment/performance audit
- use a state planning template and rubric to develop interventions aligned with the recommendations of the needs assessment, designed to improve the performance of students who are furthest behind, and consistent with the Nine Characteristics of High-Performing schools and other research around schools effective in closing persistent achievement gaps.
- state must approve plan
- develop and implement 90-day plans and engage with external liaisons.

Focus Schools Exit: Schools will be eligible to exit Focus status after 3 years.

“Schools identified for Focus status based on their mathematics and reading (combined) performance in one or more subgroups must meet all three of the following criteria:

- 1) Increase performance in reading and mathematics in the subgroup(s) for which the school was identified, so that for three consecutive years, the school (a) meets or exceeds its AMOs, (b) has at least a 95% participation rate for each identified subgroup, and (c) is no longer in the bottom 10% of the state’s Focus list due to low performance of any subgroup; and
- 2) Decrease the percentage of students in the identified subgroup(s) scoring at Level 1 or Level 2 on state assessments in reading and mathematics over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same subgroup(s) over the same three-year period; and
- 3) The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.

Secondary schools that graduate students and are identified for Focus status based on their graduation rates must meet all three of the following criteria:

- 1) Increase graduation rates in the subgroup(s) for which the school was identified, so that for three consecutive years, the school (a) meets or exceeds its AMOs for the identified subgroup(s) and (b) is no longer in the bottom 10% of the state’s Focus list due to low performance of any subgroup; and
- 2) Decrease the percentage of students in the identified subgroup(s) who drop out of school over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same subgroup(s)

	<p>for the same three-year period; and</p> <p>3) The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.</p> <p>In addition, prior to removing any school from Focus status, OSPI will review evidence submitted by the district around the goals on its improvement plan to ensure the district has the capacity and that conditions are in place at both the district and school levels to sustain that improvement” (p. 157).</p>
<p>Wisconsin</p>	<p>Subgroups: Subgroups are primarily included in the accountability index component “closing gaps.” When there are 20 or more students in a subgroup, that subgroup is used.</p> <p>Super subgroups: When there are fewer than 20 students in a subgroup, subgroups are combined as follows:</p> <ul style="list-style-type: none"> • Super subgroup 1- students with disabilities (SWD) and/or economically disadvantaged and/or English language learner (ELL) • Super subgroup 2 – SWD and/or economically disadvantaged • Super subgroup 3 – SWD and/or ELL • Super subgroup 4 – Economically disadvantaged and/or ELL <p>Subgroup Performance Targets: State has reduced its minimum group size from 40 to 20. Subgroups are primarily included in the accountability index component “closing gaps.” When there are 20 or more students in a subgroup, that subgroup is used. When there are fewer than 20 students in a subgroup, subgroups are combined as described above—“Super subgroups”</p> <p>Closing achievement gaps scores are calculated separately for ELA and math. If a school also has a closing graduation gaps score, each subject score is out of 25 points. Otherwise, each is out of 50 points.</p> <p>Reward Schools Identification Process: High Performing--Title I schools – must</p> <ul style="list-style-type: none"> • meet their achievement and graduation AMOs for “all students” and all subgroups • have 95% or more participation in assessments • have no gaps of 3% or greater between subgroup/comparison group that is larger in the current than in the prior year • must be rated Significantly Exceeds Expectations • must have “all students” group and all subgroups performing above the state average <p>High Progress--Title I schools – must be in the top 10% of Title I schools with</p> <ul style="list-style-type: none"> • highest accountability index student growth scores and/or • highest improvement in 4-year cohort graduation rates. • Must not have a significant achievement gap that is not closing (gap of 3% or more larger in current than prior year).

Focus Schools Identification Process (N=18): Schools may be identified as a Focus School six ways:

1. Large subgroup gaps in math achievement
2. Large subgroup gaps in reading achievement
3. Large subgroup gaps in graduation rates
4. Low-performing subgroups in math achievement over a number of years
5. Low-performing subgroups in reading achievement over a number of years
6. Low subgroup graduation rates over a number of years

Identification of Focus Schools with low performing subgroups will be based on reading and mathematics subgroup Achievement sub-scale scores of the Accountability Index. To identify schools with large within-school achievement gaps between subgroups, proficiency rates for each demographic subgroup and their comparison group will be evaluated for each school. Accountability index scores for closing reading gaps and closing mathematics gaps will be calculated. The bottom 86 schools with the lowest achievement index scores and the bottom 28 schools with the lowest gap index scores will be identified as Focus Schools. To identify schools with low subgroup graduation rates, graduation rates for each subgroup were determined, and an average graduation rate across all subgroups was calculated. The closing graduation gaps Accountability Index score is used to identify schools that are not closing large gaps between their subgroup graduation rates. The average gap closure across all subgroups is used to determine the Gap Index score. Both the average subgroup graduation rates and the average subgroup graduation gap scores were ranked and the bottom four schools will be identified as Focus Schools.

Focus schools will be identified every four years.

Focus Schools Exit: school identified as Focus remains in the cohort for four years. Focus Schools are able to exit Focus status prior to the

end of their four-year improvement cohort, provided they demonstrate the following:

1. A school no longer satisfies the initial criteria for identification
2. For each subgroup for which a school was identified:
 - a. The school meets its AMOs for two consecutive years, or;
 - b. Based on the two most recent years, the school is on a trajectory to meet its AMOs by the end of the 2015-16 school year.
3. A school demonstrates successful implementation of school turnaround strategies (as measured by monitoring tools (Indistar)) and processes for two consecutive years.

Schools must meet each of these criteria in order to exit from Focus status. Focus Schools can meet their exit criteria by meeting their subgroup AMO for two consecutive years. However, given that this is a highly ambitious goal, schools can also meet by being on a trajectory to meet their future AMOs. This exit criterion is defined in terms of schools showing strong enough growth to

	meet their 2015-16 AMO, the end of the four year cohort (p. 101; PDF 107).
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* Note: Since the analysis, ESEA flexibility waiver requests submitted by [Nevada](#) and have been approved and posted on the U.S. Department of Education ESEA flexibility website but analysis of the approved request has not yet been completed as of September 14, 2012.

Referenced page numbers refer to the approved version of the applications found on the U.S. Department of Education's website: <http://www.ed.gov/esea/flexibility/requests>. When page numbers do not correspond to the PDF page number, the PDF page number is also referenced.

Analysis conducted by Penn Hill Group for CCSSO, 2012.