

NCLB WAIVER PROPOSALS

Seven more states are seeking flexibility under the No Child Left Behind Act in the third round of proposals. The U.S. Department of Education has already approved the applications for 33 states and the District of Columbia. To win approval, a state had to address a number of factors:

- The scope and details of the state’s accountability system, including how student subgroups will be treated and the minimum number of students (or “n” size) that a school must have for that subgroup to factor into the state accountability system.
- If subjects other than reading and math will be used in accountability systems.
- Whether the state has met all the federal guidelines for implementing new teacher-evaluation systems that incorporate student growth.
- Whether a state plans to keep supplemental education services, or SES, and public school choice, which were consequences for schools that failed to make the grade under the NCLB law, and if it will still require districts to set aside Title I funds to pay for them.
- Whether any legislative changes are being sought.

	Factors in State Accountability System	Tests Other Than Reading, Math	Attention to Subgroups	Teacher-Evaluation Guidelines Met	Plans For SES/ Choice	Legislative Changes Specified
ALABAMA	A-F grading system based on student achievement, graduation rates, ACT scores, reduction in student-achievement gaps, percentage of effective teachers and principals	None	Emphasis on a single “gap group” comprising special education students, English-learners, minority students, and students in poverty	No	Eliminated	Needed to provide monetary awards to “reward” schools
ALASKA	Five-star rating system based on achievement, school growth, attendance, graduation rates, and college- and career-readiness indicators	None	Emphasis on four subgroups: Native Alaskan/American Indian, economically disadvantaged, English-learners, and special education students	No	Optional	None
HAWAII	Five performance levels, based on achievement, growth, chronic-absentee rate in elementary schools, and college- and career-readiness indicators, including graduation rates, in upper grades	Science	Emphasis on single “high needs” subgroup comprising economically disadvantaged, English-learners, and students with disabilities; lowering of “n” size from 40 to 30 and pooling of student scores for up to three years to reach the 30-student minimum	Yes	Optional	None
MAINE	Test scores, graduation rates	None	Emphasis on larger single subgroup of black, Hispanic, low-income, and English-learner students	Yes	Eliminated	None
NEW HAMPSHIRE	100-point index score based on reading, math achievement	None	Emphasis on three large groups: English-learners, special education, and economically disadvantaged	No	Eliminated	To align state reporting requirements with new accountability provisions in waiver application
NORTH DAKOTA	Test scores, graduation rates	None	Emphasis on traditional NCLB subgroups	No	Not specified	None
WEST VIRGINIA	Index based on proficiency rates and achievement-gap narrowing in math and reading, student academic growth, attendance and graduation rates	None	Traditional NCLB subgroups retained (“n” size lowered from 50 to 20)	No	Eliminated	None