

## ROUND-TWO WAIVER BIDS: Outlines Detailed

Twenty-six states plus the District of Columbia are seeking flexibility under the No Child Left Behind Act in the latest round of proposals. The U.S. Department of Education has already approved 11 states' applications. 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
ARIZONA	A-F grading system based on student achievement, student growth, performance of bottom 25% of students, graduation/ dropout rates, English-learner reclassification.	None	Emphasis on lowest-performing 25 percent of students.	Yes	Choice required in "priority"/"focus" schools; SES optional.	Needed to incorporate new "annual measurable objectives" (AMOs) into A-F grading system.
ARKANSAS	Based on student achievement, growth, graduation rate, college/ career-readiness indicators.	None	Emphasis on larger single subgroup encompassing low-income, English-learners, special education students.	No	Still required under state law, but set-aside requirement is waived.	Needed to implement principal-evaluation system.
CONNECTICUT	Five-star system based on achievement, school and student growth, graduation rates, subgroup performance.	Science, writing	Emphasis on traditional NCLB subgroups, with "n size" lowered from 40 to 20.	No	Optional	Needed to fund lowest-performing schools and create new "alliance" turnaround districts, and create new professional-development plans.
DELAWARE	Test scores, graduation rates.	None	Emphasis on larger single subgroup of blacks, Hispanics, low-income, and English-learners.	Yes	Eliminated	None
DISTRICT OF COLUMBIA	Student achievement, growth, and graduation rates.	Science, writing	Emphasis on traditional NCLB subgroups; may lower n size from 25 to 10.	No	SES not specified; existing school choice options touted.	None
IDAHO	Five-star system based on student achievement, student growth for all students and equity groups, college/career readiness (graduation rates, college-entrance/placement exams).	None	Emphasis on four subgroups: low-income, minorities, students with disabilities, English-learners.	No	Reduces set-aside to 10 percent, tutoring required only in 1- and 2-star schools. For tutoring, allows districts to find providers or provide their own services.	Needed to add more teacher-evaluation performance categories, and to implement administrator evaluations.
ILLINOIS	Five-star system based on student achievement, growth, gap closing, graduation rates; bonus points for school climate, course offerings.	Science	Traditional NCLB subgroups retained (n size lowered from 45 to 30); larger single subgroup of at-risk students for schools that don't meet n size.	Yes	Eliminated	To give state more authority on school/district interventions.
IOWA	Based on student growth, student achievement, gap closing, 3rd grade reading scores, attendance, college-readiness indicators, graduation rates.	None	Emphasis on traditional NCLB subgroups.	No	Eliminated	To add growth model to accountability system, require 11th graders to take college entrance exam, create statewide teacher evaluations.
KANSAS	School rankings based on student achievement, growth, gap closing.	None	Emphasis on larger single subgroup of 30% of lowest-performing students.	No	Not specified	None
LOUISIANA	A-F grading system based on student achievement, dropout index (grades 7-8), and end-of-course/ACT scores, graduation rate, and special diplomas earned.	Science, social studies	Emphasis on lowest-performing one-third of students in each school.	Yes	SES eliminated; choice required for schools that miss AMOs.	Needed to redirect some funding to reward schools.
MARYLAND	School performance indices based on achievement, gaps, and growth (K-8) or college/career readiness (high schools).	Science	Emphasis on traditional NCLB subgroups.	No	Optional	None
MICHIGAN	Rankings based on achievement, student growth, school improvement, achievement gaps, with colored flags for subgroup performance.	Science, social studies, writing.	Emphasis on traditional subgroups but adds a subgroup that encompasses lowest 30% of students in each school.	No	Not specified	Needed to officially start one-year pilot on teacher evaluations.
MISSISSIPPI	Based on test scores, attendance, graduation rates.	Science	Emphasis on larger single subgroup of at-risk students.	No	Not specified	None

	Factors in State Accountability System	Tests Other Than Reading, Math	Attention to Subgroups	Teacher-Evaluation Guidelines Met	Plans For SES/ Choice	Legislative Changes Specified
MISSOURI	Student achievement and growth; graduation rates added for high school.	None	Emphasis on larger single subgroup of at-risk students.	No	Not specified	None
NEVADA	Five-star scale based on student growth, achievement, gap closing, and "other" from state-approved menu of indicators; graduation rates and AP coursetaking, advanced diplomas, and ACT scores added for high schools.	None	Traditional NCLB subgroups retained (n size lowered from 25 to 10); larger single subgroup of at-risk students for schools that don't meet n size.	No	Eliminated	Needed to "implement Nevada's next generation accountability system."
NEW YORK	Test scores and closing achievement gaps; graduation rates for high school.	Science factored into "reward" school designation	Emphasis on traditional NCLB subgroups.	Yes	SES optional and providers must reapply for state approval; choice required for priority/focus schools.	None
NORTH CAROLINA	Achievement, growth, with Algebra 1 passing rates, ACT scores, graduation rates, career/technical performance, a graduation project added for higher grades.	None	Emphasis on traditional NCLB subgroups.	Yes	Optional, but state will maintain list of approved SES providers through 2014-15.	None
OHIO	A-F grades based on percentage of state indicators met, student performance, achievement/ graduation gaps, student growth (grades 4-8).	None	Some emphasis on single, disadvantaged-student subgroup.	No	SES required for focus schools; choice not addressed.	Needed to expand indicators in accountability system.
OREGON	Performance, growth (including individual subgroups), participation, attendance, or graduation rates.	None	Combines all races into one larger subgroup, maintains other NCLB subgroups.	No	Optional	Needed to create "achievement compacts" to get schools/districts to agree to AMOs.
RHODE ISLAND	Index score based on student achievement, % who test at "distinction" level, achievement gaps, growth (K-8) or graduation rates (high school).	None	Emphasis on two subgroups: minorities/ low-income students and English-learners and students with disabilities, with n size of 20.	Yes	Not specified	None
SOUTH CAROLINA	A-F grades based on student test scores.	Science, social studies	Emphasis on traditional NCLB subgroups.	No	Required for priority/ focus schools.	Needed to increase teacher induction period from one year to three.
SOUTH DAKOTA	School performance index based on achievement, growth, attendance, with graduation rates, postsecondary attendance, and ACT scores for high schools. School climate and percentage of effective teachers/principals added in 2014-15.	None	Emphasis on single subgroup of at-risk students with n size of 10.	No	Eliminated for all but focus schools where SES/choice could be part of interventions.	Needed to implement statewide teacher evaluations and align accountability system with waiver proposal.
UTAH	50% on growth (one-third of that for students "below proficiency), 50% on achievement. Graduation rate added for high schools.	Science, writing	Emphasis on single subgroup of all at-risk students.	No	Not specified	None
VERMONT	Achievement, student growth, achievement gaps, kindergarten-readiness test results, graduation rates.	None	Emphasis on single subgroup of all at-risk students in schools with at least 11 of those students.	No	Not specified	None
VIRGINIA	Uses standards of accreditation based on student achievement and graduation rates.	History, science, social studies, writing	Emphasis on 3 groups: low-income, students with disabilities, and English-learners; blacks; Hispanics.	Yes	Eliminated	Needed to make changes to teacher tenure, evaluations.
WASHINGTON	Test scores, student growth, graduation rates	Science, writing	Emphasis on NCLB subgroups (n size lowered from 30 to 20), but new accountability index also stresses single subgroup of low-income students.	No	Optional, but 20% set-aside still required for priority/focus schools for interventions.	Needed to require student-growth data to be "substantial" factor in teacher evaluations.
WISCONSIN	Accountability index based on achievement, growth, achievement gap closing, 3rd grade reading and 8th grade math passing rates (K-8), graduation rates, and ACT scores (high school).	None	Traditional NCLB subgroups retained (n size lowered from 40 to 20); larger single subgroup of at-risk students for schools that don't meet n size.	Yes	Optional	Needed to strengthen graduation requirements.

SOURCES: *Education Week*; State Applications