

## Principle 2: Accountability System Overview

STATE	Definition of College and Career-Readiness	Accountability Formula (Measures and Weights)	AMO Calculation	Subgroup strategy	Use of Student Growth	Identification of Focus/Reward/Priority Schools (and others)	Range of Interventions (particularly targeting turnaround)	Commitment to Innovation and Continuous Improvement	Use of Time (including request for 21 <sup>st</sup> CCLC Flexibility)
CO	<p>-CO defines college and career-readiness as the knowledge, skills, and behaviors to be prepared to enter college and the workforce and to compete in the global economy</p> <p>-The state's definition also includes critical thinking and problem solving, finding and using information, creativity and innovation, global and cultural awareness, civic responsibility, work ethic, personal responsibility, communication, and collaboration.</p>	<p>-CO will make accountability determinations for all schools and districts based on student status and growth toward college and career-readiness, including a primary focus on growth on state assessments.</p> <p>-All schools are measured on Achievement, Growth, and Growth Gaps. High schools are also measured on Post-secondary and Workforce Readiness (based on graduation rate, subgroup graduation rate, dropout rate, and composite ACT score).</p>	<p>-CO will calculate AMOs for academic achievement (% of students proficient or advanced by percentile cut points), academic growth to standard (based on median and adequate student growth percentiles), achievement growth gaps (based on median and adequate student growth percentiles of subgroups), and post-secondary and workforce readiness (based on graduation rates, dropout rates, and ACT scores).</p>	<p>-CO includes a Growth Gaps element that focuses specifically on closing the achievement gap.</p> <p>-The state proposes to collapse racial/ethnic subgroups into a minority (non-white) group and adding a "catch-up" category for non-proficient students.</p> <p>- This change is an effort to increase the "n" size of each subgroup and reduce the number of students left out of accountability calculations.</p>	<p>-CO has a focus on both normative and criterion-referenced student growth.</p> <p>-The state calculates median student growth and adequate student growth (amount of growth needed for students to reach proficiency within 3 years or by 10<sup>th</sup> grade) for all students and by subgroup.</p> <p>-CO also holds districts and schools accountable for their Growth Gaps, to ensure that all populations of students are experiencing academic growth.</p>	<p>-CO will align metrics for current state school recognition programs to identify Reward schools.</p> <p>-Priority schools will be identified based on overall accountability outcomes and the lowest 5% will be designated for turnaround while the next 10% will be priority improvement schools.</p> <p>-Focus schools will be identified as schools that do not meet growth gap targets that are not identified for turnaround or priority improvement.</p>	<p>-Depending on school performance, schools must prepare performance, improvement or turnaround plans. Priority schools must submit plans to CDE for review.</p> <p>-The state has a Tiered System of Supports that provides supports tied to school needs.</p> <p>-State law provides options for research-based strategies to be utilized in turnaround schools, including the use of a lead partner, reorganizing, seeking recognition as an innovation school, using a school management organization, converting to a charter school (or changing the nature of the charter for a current charter school), or another significant intervention.</p> <p>-The state is maintaining public school choice and supplemental educational services (SES).</p>	<p>-CO analyzes results of performance frameworks and looks for ways to improve upon them through the inclusion of other measures, better calculation methods, and ways to include more students and further disaggregate data.</p> <p>-The state's data portal is regularly enhanced and updated.</p>	<p>-CO did not request the optional 21<sup>st</sup> CCLC Flexibility</p> <p>-The state will require use of time to be part of Priority school data analysis</p> <p>-Priority Improvement and turnaround schools must provide extended learning time including SES.</p>

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FL	<p>-FL defines college and career-readiness as the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college-level courses without the need for remediation in mathematics or English</p>	<p>-FL will use an enhanced School Grades system to make accountability determinations. -For elementary and middle schools, the grade is based on the performance on the Florida Comprehensive Assessment Test (FCAT) of all students in reading, math, writing and science, and learning gains of all students, and the lowest-performing 25% of students. -High school measures also include performance and participation in accelerated curricula, overall and at-risk graduation rates, and college readiness in reading and math.</p>	<p>-FL has 4 AMOs: 1) School Performance Grade Target. 2) Reading and Math Performance Target. 3) Target for Progress of Students in the Lowest-Performing 25%. 4) Benchmark Florida’s Student Performance to the Highest-Performing States and Nations. This is a statewide target that compares the state’s student performance on NAEP, TIMSS, PIRLS, and PISA compared to the highest-performing states and nations.</p>	<p>-FL advances subgroup accountability through the inclusion the learning gains for the lowest-performing 25% of students in the school grades calculation, and through the setting of targets and public reporting of subgroup performance on AMOs. -The state shows that subgroups with the lowest achievement and historically underperforming are over-represented in the lowest performing 25% subgroup.</p>	<p>-FL uses student growth measures as a significant part of its accountability system. -The growth of all students and the lowest-performing 25% of students are included in calculating a school’s letter grade. -There are three ways to show growth: 1) move up by one or more achievement levels; 2) maintain a proficient achievement level; or 3) increase performance within levels 1 and 2. -The student growth model is not explicitly tied to growth towards college and career-readiness.</p>	<p>-FL will classify schools by grade: Reward – "A" grade and schools that improve one or more letter grade; Prevent – "C" grade; Focus – "D" grade; and Priority – "F" grade.</p>	<p>-Schools that are identified as Prevent, Focus, or Priority must implement a school improvement plan with LEA monitoring and support. Schools with more serious deficits must conduct a diagnostic needs assessment and will receive more intensive LEA and state monitoring with regional support. -Priority schools must replace the principal; have sufficient flexibility in areas such as staffing, use of time and budget; adopt a new governance structure; reassign or replace the majority of instructional staff whose students' failure to improve can be attributed to their effectiveness; provide for job-embedded professional learning; extend the learning day; and use data to inform instruction. -Priority turnaround models include: 1) reopen as a district-managed turnaround school; reassign students and monitor progress; close and reopen as a charter school; contract with a private entity to run the school; or implement a hybrid model of these.</p>	<p>-FL has revised and plans to continue revising school grading system to enhance rigor and incorporate new data. - The state is implementing higher Achievement Level cut scores to better reflect increased expectations, and implementing college-ready cut scores for end-of-course assessments. -The state makes a commitment to evaluate and refine school support strategies over time.</p>	<p>-FL requested the optional 21<sup>st</sup> CCLC Flexibility - The state will require Priority schools extend the learning day, and the LEA must ensure that its master schedule is redesigned to allow for common planning time for teachers. - Focus schools that do not exit the status within two years must implement at least 300 additional hours of instructional time.</p>

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GA	<p>-GA defines college and career-readiness as the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers, including the United States military</p> <p>-The state's definition includes rigorous content knowledge and the ability to apply that knowledge through higher-order skills including critical thinking, problem solving, communication, collaboration, and student agency.</p>	<p>-GA will evaluate schools based on Achievement (% proficient), Achievement Gap Closure (bottom 25% compared to 75<sup>th</sup> percentile), and Progress (based on expected growth trajectory).</p> <p>-Measures include state assessments, course completion, attendance, career awareness, percentage of special education students in general education, graduation rates, and accelerated enrollment.</p> <p>- Schools will also receive a financial efficiency and school climate score but these will not be included in the overall school score.</p>	<p>- GA's AMO is based on reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.</p>	<p>-GA includes Achievement Gap Closure as one of three elements of a school's overall score. It compares progress toward gap closure "within a school" and "school to state", focusing on the lowest quartile of students.</p> <p>-The state's school and district report cards will also include flags indicating the performance of each subgroup that will not be waited but will serve as early warning indicators that must be addressed in improvement plans.</p>	<p>-GA is currently working to develop a state growth model that will use norm and criterion-referenced data to make growth predictions which will be factored into school accountability scores.</p> <p>-Student growth is also reflected as part of the subgroup Performance Flags that are to be reflected on the school and district report cards/score reports.</p>	<p>-Every school and district will receive an annual accountability score that will be used to identify Reward Schools and Focus Schools.</p> <p>-Reward schools are schools with highest performance on statewide assessments, gap closure, and overall score. Focus schools are those with the largest "school to state" achievement gap. The state may also identify other schools for improvement support.</p>	<p>- GA will use onsite school improvement specialists to work with schools on data analysis, determination of root causes, development of goals and improvement actions.</p> <p>-GA also has resources available for all schools including the Georgia School Keys (externally validated tool to guide school. Improvement) and the Georgia Assessment of Performance on School Standards (GAPSS) Analysis.</p> <p>-Turnaround interventions include assessing the performance of the principal and replacing him/her if necessary; screening teachers that are transferred to the school; analyzing data and root causes; requiring collaborative planning; participation in required professional learning; implementation of the CCSS ELA and math frameworks; and the identification and support of students at risk of not graduating.</p> <p>-Focus and Priority schools must use funds previously reserved for SES to implement a supplemental tutoring program</p>	<p>- GA will pilot its accountability system in 2011-12, and make any necessary adjustments before moving from this "hold harmless" year to full implementation.</p> <p>-LEAs will be able to innovate by tailoring certain accountability measures to local priorities.</p> <p>-LEAs are piloting several aspects of the state's systems such as district-level early warning criteria and interventions to inform further changes.</p>	<p>-GA did not request the optional 21<sup>st</sup> CCLC Flexibility</p> <p>- The state will require Focus Schools to review how time is being used and expand learning time in core academic areas; enrichment activities; or time for teachers to plan, collaborate, review data, and participate in professional development</p>

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IN	<p>-IN defines college and career-readiness as earning an academic honors diploma, passing an AP/IB exam, earning college credit in high school, or passing an approved industry certification exam.</p>	<p>-Elementary and middle schools are evaluated based on student achievement in English language arts/math and student growth. -High schools are evaluated based on student achievement on End-of-Course exams in English and algebra, 4 and 5-year graduation rates, and college and career-readiness as measured by AP/IB exams, dual enrollment, and industry certification.</p>	<p>-IN plans to calculate AMOs based on school grades with the ultimate goal of all schools and subgroups receiving an "A" or improving by two letter grades by 2020 and having all subgroups receive at least a "C" or show substantial growth. Additionally, schools must receive an "A" or improve by at least one letter grade by 2015.</p>	<p>-IN proposes using a super subgroup composed of the bottom 25% of students in order to target achievement gaps. -The state notes that while many Indiana schools have under-performing student populations, the size of subgroups frequently falls under the threshold required for accountability. -IN data indicates that students in the bottom 25% pass the state assessment at a rate 50% lower than the top 75%.</p>	<p>-IN plans to use a growth model that uses student growth percentiles (SGPs) to evaluate student growth from year-to-year based on peers across the state. The accountability system includes measures of student growth for elementary and middle schools with metrics for growth of students in the bottom 25% and growth of the remaining 75% of students. -The state defines high growth as being above the 65<sup>th</sup> percentile and low growth as falling below the 35<sup>th</sup> percentile.</p>	<p>-IN defines Priority schools as those that receive an "F" or a "D" or "F" for two or more consecutive years. Focus schools are those that receive a "D." Reward schools are those that receive an "A" for two consecutive years or show high growth in the bottom 25% of students.</p>	<p>-IN will use Technical Assistance Teams (TAT) to conduct quality reviews of schools designated as Focus and Priority schools to recommend interventions tied to The Mass Insight Readiness Model. The interventions will center on readiness to learn, readiness to teach, and readiness to act and may include changes in staffing, scheduling, or performance incentives. -IN has recently implemented a school turnaround process in which an external management team is assigned to operate either part or all of a school using existing school funding. -Other Priority schools receive partners to work with leadership to implement targeted improvements. Both external management teams and partners have specific data benchmarks they must meet. The turnaround process has a key focus on family and community engagement as a lever for generating support for turnaround and sustaining improvement.</p>	<p>-IN will regularly review and may increase required proficiency levels needed to achieve each letter grade in the school accountability system. -The state will reevaluate growth and improvement targets at least every three years.</p>	<p>-IN requested optional 21<sup>st</sup> CCLC Flexibility -The state proposes use of increased instructional time as an intervention strategy for Priority schools.</p>

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KY	<p>-KY defines college readiness as a student not requiring remediation at the post-secondary level (as measured by ACT).</p> <p>-The state defines career-readiness as having both strong technical and academic skills (as measured by ACT WorkKeys or ASVAB and occupational skills test or industry certification).</p>	<p>-KY's accountability system gives schools an overall score based on multiple measures of college and career-readiness beyond previous NCLB requirements. Measures of student performance (70%) include: achievement in five subjects on state tests, super subgroup gap reduction, growth, high school graduation rate, and college and career-readiness (measured in middle and high school using ACT assessment series))</p> <p>-Other measures to be added in subsequent years include: program quality reviews of non-tested grades and subjects (20%) and teacher and principal evaluations (10%).</p>	<p>-KY will require schools scoring below proficient (set at 70<sup>th</sup> percentile of overall school score) will be required to achieve a specific targeted amount of growth within five years (1/5 of this goal each year) to meet their AMO.</p> <p>-Schools at or above proficient are required to reach ½ of this goal.</p>	<p>-KY will create a non-duplicated gap group of students from NCLB subgroups.</p> <p>-KY data shows that many more schools will meet “n” size threshold to be held accountable for these students.</p> <p>-The state will also set AMOs for each subgroup.</p> <p>-As a failsafe, if any NCLB subgroup falls more than three standard deviations below the mean, school will be identified as a Focus school.</p>	<p>-KY will measure growth in reading and math for grades 4-8,</p> <p>-In HS the state will measure growth between the 10<sup>th</sup> grade ACT PLAN and the 11<sup>th</sup> grade ACT administration.</p> <p>-The state will use a student growth percentile that gives credit to schools and districts for students who demonstrate typical or higher levels of growth.</p>	<p>-KY will identify reward schools identified using overall school scores in the accountability model.</p> <p>-Priority schools will be identifies as those that are persistently low-achieving as defined by state law.</p> <p>-Focus schools will be identified using gap group scores, NCLB subgroups in the third standard deviation below the mean, and high schools with graduation rates below 60%.</p>	<p>-KY will use diagnostic review to create individualized school and district improvement plans.</p> <p>-Priority and Focus schools will have Education Recovery specialists for professional development and coaching.</p> <p>-Reward schools will be used as demonstration sites.</p> <p>-Schools will receive technical assistance from regional centers, short-term data cycle monitoring, and access to the online AdvancED planning tool.</p>	<p>-KY is committed to ongoing monitoring, research, and adjustments to address issues that arise in accountability system</p> <p>-The state has articulated a set of specific research questions it intends to evaluate over the coming years.</p> <p>-KY intends to recalibrate the accountability targets for schools after five years (and in ongoing five-year cycles moving forward).</p>	<p>-KY requested the optional 21<sup>st</sup> CCLC Flexibility</p> <p>-Priority and Focus schools can implement extended learning time as an intervention.</p>

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MA	-MA defines college and career-readiness as the ability to enter college without the need to take remedial coursework.	-MA will examine schools using four indicators: 1) Testing participation (require 95% participation on state assessment or ELL assessment); 2) Student achievement, which includes closing proficiency gaps in English language arts (ELA), math, and science; reducing the percentage of students in Warning or Failing categories on the ELA and math assessments, and Increasing the percentage of students in the Advanced category on the ELA and math assessments; 3) Student growth; 4) For high schools, graduation and dropout rates. -All measures would use four years of data with current year weighted highest.	-MA will calculate AMOs based on a model of continuous improvement in which all schools and districts are expected to cut in half their proficiency gaps by 2017. -The state will assign credit in its performance index based on how close the district, school, or subgroup comes to meeting the AMOs in ELA, math, and science.	-MA will address subgroup accountability through the creation of a non-duplicated "high-needs" student subgroup composed of students who are low income, have a disability, or are ELL or former ELL. -The state notes that using this "high-needs" subgroup will enable the state to hold nearly 200 more schools accountable due to subgroup size. -MA will continue to issue and report disaggregated AMOs	-MA plans to measure growth in ELA and math for grades 4-8 and grade 10. The state will assign credit to schools and districts that: 1) Attain a student growth percentile (SGP) (measuring how much student grew relative to other students statewide with similar scores in previous year) of at least 10 median student growth percentile (SGP) for relevant group, 2) Increase group's median SGP by 15 points over previous school year, or 3) Reduce percentage of non-proficient students by at least 10%.	-MA will use its overall performance index for all students and high needs students to identify Focus, Priority, and Reward schools. -Priority and Focus schools will be those with the lowest overall scores. -Reward schools will be those with the highest relative performance (or growth) for both the aggregate and high needs groups across the PPI achievement indicators.	MA's system of supports and interventions will be aligned to the state's <i>Conditions for School Effectiveness</i> which include: effective school leadership and staffing authority; professional development and structures for teacher collaboration through school-based learning communities; tiered instruction and adequate learning time; student social, emotional, and health needs; family-school relationships; strategic use of resources and adequate budget authority; aligned curriculum; and effective instruction. -Schools with high ratings will have relative autonomy while those with the lowest ratings will be subject to intensive state monitoring and oversight. -Priority schools must develop a turnaround plan in collaboration with stakeholders to be approved by the Commissioner. The plan must address district capacity, provide a blueprint for school intervention, and set annual measurable goals.	-MA commits to continuously improving its accountability system over time through the inclusion of additional college and career-ready measures. When data is available, will incorporate measures such as high school course-taking and success in credit-bearing college course measures. -Continuous improvement is also the expectation of schools and districts in the state's proposed accountability system.	-MA requested the optional 21 <sup>st</sup> CCLC Flexibility - MA will no longer mandate NCLB school choice and SES, instead, supports and interventions may include other focuses, including expanded learning opportunities for struggling students. -MA requests greater flexibility in the use of Title I, Part A funds for district and school improvement/a accountability purposes, including extended learning time.

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<b>MN</b>	-MN does not provide a specific definition of college and career-readiness, however state law requires to be sufficiently rigorous to prepare students for success in college and the skilled workplace. –The state's goal is to ensure students are prepared for "advanced work and civic participation."	-MN will use AMOs based on participation, proficiency index, and attendance/graduation rate) and a Multiple Measurements Rating (MMR) for school accountability. The MMR combines two years of data on proficiency, individual student growth, growth gap reduction, and graduation rates.	-MN proposes to continue using its existing NCLB Adequate Yearly Progress (AYP) measures (participation, proficiency index, and attendance/graduation rate) to calculate AMOs but with a new target of decreasing the percent of students who are not proficient in each subgroup by half within six years to better address achievement gaps.	-MN has a focus on subgroups in both AMOs and in the state's MMR system. Due to the state's large achievement gap, the accountability system was designed with a particular focus on narrowing gaps. AMOs for each subgroup have a target of reducing the rate of non-proficient students in half within six years. -Additionally, subgroups are included in the proficiency index of MMR and are the specific focus of the growth gap reduction measure.	-Individual student growth is calculated using a normative model of the difference between expected and observed growth. Growth gap reduction is measured based on the average of individual student growth in subgroups compared to individual student growth in higher-performing subgroups (i.e. free and reduced-lunch students are compared with non free and reduced-lunch students).	-The MMR rating will be used to identify Reward, Focus, and Priority Schools. -Reward schools will be the top 15% of Title I schools. -Every three years, the state will identify the lowest 5% of Title I schools based on their MMR rating (and SIG schools). -Focus schools will be identified every three years, with a modified MMR rating that measures proficiency of subgroups and the growth gap reduction.	-MN plans to categorize a broader range of schools than required and provide a differentiated system of supports and interventions based on need. – Focus schools must perform a diagnostic review to determine interventions to best meet the needs of students in low performing subgroups, develop a plan, and receive state approval. The Statewide System of Support (SSOS) will provide support through sharing of best practices and provision of technical assistance. -Schools with low graduation rates will be required to use an early warning system to identify and intervene with students at risk for dropping out. -Priority schools will also receive data analysis, goal-setting, professional learning communities, curriculum alignment, time audits, and a professional development needs analysis. Priority schools will conduct time and curriculum audits to assess their use of instructional time and aligned instruction.	-MN will add additional longitudinal course-taking and postsecondary data to school accountability reports as soon as that data is available. -The state has a specific five-year process for review and refinement of academic standards.	-State did not request optional 21 <sup>st</sup> CCLC Flexibility -The state proposes time audits for Priority schools to assess the amount of instruction dedicated to core academic content and also determine how much time students miss for disciplinary measures. By analyzing this, the state intends to help schools maximize use of time and identify ways to increase instructional time.

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NJ	<p>-NJ does not provide a specific definition of college and career-readiness.</p> <p>- The state's goal is to reduce number of current high school graduates who require remediation in postsecondary education</p>	<p>-NJ has not finalized its metrics and has convened a stakeholder workgroup to finalize the measures and weights by June 2012. Draft performance reports contain measures across four categories: academic achievement (proficiency and attainment of AMO), college and career-readiness (SAT AP, and industry certification participation and success), graduation and post-secondary enrollment (exit exam pass rates, post-secondary enrollment and remediation rates), and closing achievement gaps (difference between 25<sup>th</sup> and 75<sup>th</sup> percentile).</p>	<p>-NJ selected the goal of closing half of its achievement gap within six years and calculated AMOs (called performance targets) for the state, districts, schools, and subgroups based on closing this gap in equal increments each year.</p>	<p>-NJ will set AMOs for each subgroup in a school and measure and report progress toward that goal.</p> <p>-NJ will also use a gap closure measure that is defined as the difference between the 25<sup>th</sup> and 75<sup>th</sup> percentile of students in reading and math. Schools with the largest differences as well as those with the overall lowest-performing subgroups (that are not experiencing high growth) will be identified as focus schools.</p>	<p>-NJ will use student growth percentiles (SGPs) in its school accountability metrics. SGPs are included in determining which schools qualify for Reward, Priority, and Focus status.</p> <p>-The state has determined that schools with SGP scores of 65 or higher (with a median of 50) are demonstrating high growth and will be designated as Reward-high progress schools.</p>	<p>-Reward schools will be those that met AMOs for all students and subgroups, and met minimum subgroup and graduation proficiency rates. Other schools with high growth will be recognized for progress.</p> <p>-Priority schools will include SIG schools, schools with the lowest proficiency rates, and high schools with less than 75% graduation.</p> <p>-Focus schools will be other high schools with graduation rates below 75%, schools with the largest within-school gap and the lowest-performing subgroups.</p>	<p>-NJ will use diagnostic review for Priority and Focus schools. The state plans to make significant use of the Regional Achievement Centers (RACs) in providing support to Priority and Focus schools in particular. The RACs will help these schools develop individualized school improvement plans based on school needs.</p> <p>-The state proposes to use quality school reviews (QSRs) in Priority and Focus schools to evaluate the school climate and culture; leadership; standards, assessment and intervention system; instruction; use of time; use of data; staffing; and family and community engagement.</p> <p>-Districts will be required to provide most of the support to non-categorized schools including reviewing of data, monitoring progress, and identifying strategies to address performance gaps.</p> <p>-Training and professional development sessions offered by the RACs to Focus and Priority schools will also be open to non-categorized schools.</p>	<p>-NJ will require regional centers to provide feedback on state turnaround resources.</p> <p>-The state will pilot new school performance reports in spring 2012 to prepare for use in the 2012-2013 school year.</p> <p>-NJ will monitor the effectiveness of interventions in priority schools using specific pre-identified metrics.</p> <p>-The state commits to continuous improvement of its own practice through restructuring of the SEA.</p>	<p>-NJ requested the optional 21<sup>st</sup> CCLC Flexibility</p> <p>-The state identifies restructuring of time as a key turnaround principle and notes that RACs have the authority to adjust school schedules to increase instructional time. The state notes that this may include extended learning time during the day or before or after-school programs.</p>

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<b>NM</b>	<p>-NM does not provide a specific definition of college and career-readiness.- The state's goal is to ensure that students are highly marketable and able to complete in the global economy</p>	<p>-NM uses status measures (proficiency and conditioned status based on a value-added model), conditioned growth based on value-added model (all students, 3 highest quartiles, and lowest quartile), attendance, opportunity to learn, and a bonus for student/parent engagement. High schools are also evaluated on 4-year and 5-year graduation rates and growth, and participation and success on college and career-ready measures including AP, ACT, PSAT, Dual Credit, and career preparation. -Opportunity to learn is measured using a student survey which is used to help drive school improvement.</p>	<p>-NM has developed AMOs (called School Growth Targets (SGTs)) that are benchmarked at the 90<sup>th</sup> percentile of current performance. -To calculate the SGT, NM takes the difference in the 90<sup>th</sup> percentile target and the school's current performance across five areas (total school points, reading growth of top three quartiles, math growth of top three quartiles, reading growth of lowest quartile, math growth of lowest quartile) and divides by 10.</p>	<p>-NM chose to use the lowest quartile of students instead of specific demographic subgroups to target all schools with major gaps. -In Priority and Focus schools, selected interventions must be specifically targeted to improving performance low-performing subgroups. -The state explicitly focuses on the performance of the lowest quartile in its reading and math growth calculations.</p>	<p>-NM has a strong focus on student growth and schools will receive a separate grade to evaluate this component. Growth is calculated for all students, for the highest 3 quartiles, and for the lowest quartile using a conditioned (value-added) model. These measures are weighted as 50% of a school's overall score at the elementary and middle level. At the high school level, school growth is measured for the highest 3 quartiles and lowest quartile and weighted as 20% of a school's overall score.</p>	<p>-Reward schools will be defined as A/A (status/growth) ratings with consideration of schools in the A/B or B/A categories. -The lowest 5% of schools will be designated Priority Schools (those with grades of F/F and a sufficient number of D/F or F/D schools to comprise 5%). The state will also add high schools with the lowest graduation rates. -Focus schools will be those in the next decile above Priority schools and will generally encompass F/D and D/F schools.</p>	<p>-Priority schools are required to work with their LEAs and the SEA to develop an intervention plan based on data that addresses all seven turnaround principles The state will request data to support the selected interventions and will require schools to shift funding to tools that yield a better return on investment if performance stagnates. - Focus and Priority schools will undergo an instructional audit before their site visits to examine systems to support teacher effectiveness. They will be assigned state support specialists to lead them through a self-evaluation process and provide technical assistance on research-based intervention strategies based on the results of these assessments. -NM will also identify Strategic Schools which are at risk and will work to build their capacity. -New Mexico will hold LEAs accountable through a Curriculum Audit Handbook which evaluates an LEA's control of programs, resource, and personnel.</p>	<p>-NM requires schools to measure the impact of interventions and recalibrate plans as needed to ensure that interventions are highly effective.</p>	<p>-NM requested the optional 21<sup>st</sup> CCLC Flexibility - The state intends to provide principals who agree to lead Priority and Focus schools with additional flexibility, including around the use of time. These leaders will have the ability extend the school day or year, rearrange the use of instructional time during the day, or structure teacher collaboration time during or after the school day.</p>

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OK	<p>- OK does not provide a specific definition of college and career-readiness.</p> <p>-The state's goal is to develop problem-solving, entrepreneurship, and engaged and informed citizens</p>	<p>-OK proposes an A-F school grading system that measures: (33%) student test scores in five subjects; (17%) learning gains in reading and math; (17%) reading and math improvement of the lowest quartile; and (33%) on whole school indicators.</p> <p>- HS indicators are: college and career prep curriculum; graduation rate, parent engagement; school culture; performance and participation in AP/IB/industry certification; postsecondary readiness, at-risk graduation rate; and performance trend.</p> <p>-ES/MS indicators are: attendance; parent engagement; school culture, drop-out rate, and advanced courses.</p>	<p>-AMOs will be based on each subgroup (and all students) across four categories: math performance and growth, reading performance and growth, participation, and school indicator (graduation or attendance depending on school level). A school may have up to 40 AMOs depending on the number of subgroups (with minimum n-size of 25 students).</p>	<p>-OK has several components of its accountability system that are focused on equity and disaggregation</p> <p>-The state has a focus on the lowest performing quartile of students for all schools. At the high school level, there is also a focus on graduation rates of at-risk students.</p> <p>-The state has established school-level AMOs for each subgroup with a minimum n-size of 25, so schools will also be held accountable for this separately.</p>	<p>-OK has not finalized how growth will be weighted its grading system. In assessing school's progress toward AMOs, the state will award schools with one point for each student that moves up one proficiency level (in a 4-level scale), two points for each student that moves up two levels, and three points for each student who moves up three levels. This will then be averaged and converted to a standard score to make up the math and reading growth components of the AMO.</p>	<p>-Accountability measures will be aggregated into a grade for each school/district.</p> <p>-Additionally, schools will receive a + or – on their grade based on their performance in meeting AMOs and their teacher and leader effectiveness ratings.</p> <p>- Schools that receive a grade of F will be identified as priority schools and those that receive a grade of D+, D, or D- will be identified as focus schools. Those that receive grades of A+ or A will be considered reward schools.</p>	<p>-For Priority schools, the SEA will determine the LEA's capacity to implement school turnaround. If the state determines that the LEA will not be able to facilitate improvement, the school will be turned over to a statewide school district called C3 that may be operated by an Educational Management Organization (EMO).</p> <p>-Priority schools will use the WISE online planning tool based on the state's Nine Essential Elements for school improvement to develop an improvement plan with state monitoring.</p> <p>-Focus schools will place an emphasis on improving performance of the subgroup(s) that are underperforming. Additionally, LEAs with focus schools will be required to set aside Title I funds to provide school choice (minimum of 5%).</p> <p>-The state will form student support teams to conduct diagnostic reviews in all priority schools and selected focus schools to provide additional analysis and support to low-performing schools.</p>	<p>-OK is exploring best practices from other states to develop their A-F school grading system.</p> <p>-State legislation mandates a formal review and revision of standards every six years.</p> <p>-The state also commits to continuous improvement of its own practice through restructuring of the SEA and establishing a Delivery Unit to aid in performance management.</p>	<p>-OK requested the optional 11th waiver for 21st CCLC flexibility.</p> <p>-Priority schools can apply to use a portion of their 21<sup>st</sup> CCLC funds for extended learning time activities that meet state guidelines. These are: school and community partnerships, engaged learning, family engagement, prepared staff, intentional programming aligned with school-day instruction, student participation, and ongoing assessment and improvement</p>

STATE	Definition of College and Career-Readiness	Accountability Formula (Measures and Weights)	AMO Calculation	Subgroup strategy	Use of Student Growth	Identification of Focus/Reward/Priority Schools (and others)	Range of Interventions (particularly targeting turnaround)	Commitment to Innovation and Continuous Improvement	Use of Time (including request for 21 <sup>st</sup> CCLC Flexibility)
TN	<p>-TN defines college and career-readiness as the ability to succeed at the post-secondary level.</p> <p>-The state's goal is for students to have skills in critical thinking and problem solving, responsible citizenship, and lifelong learning.</p>	<p>-TN includes two types of measures: absolute proficiency for all students and achievement gap closure between groups of students.</p> <p>-Achievement targets will measure the increasing aggregate percentage of students who are proficient or advanced on state assessments (math and ELA for 3<sup>rd</sup> and 7<sup>th</sup> grades, and aggregate measures for grades 3-8 in math and ELA.</p> <p>- Achievement gap closure measures will focus on a reduction of the percentage of students in key under-performing sub-groups (non-white students, economically disadvantaged students, students with disabilities, and ELLs).</p>	<p>-TN's SEA will engage with LEAs to determine LEA targets with general goals of approximately 3-5% annual growth for all students using LEA-specific 2010-11 baselines and 6% annual gap closure across subgroups. LEAs will similarly engage with schools to establish school level AMOs.</p> <p>- Proficiency measures and gap closure measures will be two distinct categories of AMOs, and every LEA and school will be evaluated based on its "achieve" or "miss" on each.</p>	<p>-TN's request focuses on school- and LEA-wide proficiency targets, indicating that subgroup level achievement targets are addressed through the achievement gap closure measures. Gap closure targets are based on reducing the percentage of students in key under-performing sub-groups (non-white students, economically disadvantaged students, students with disabilities, and ELLs). Report cards will also provide disaggregated performance for subgroups.</p>	<p>-Student growth is primarily focused on closure of achievement gaps over time.</p> <p>-The state's request also includes provisions for safe harbor using the Tennessee value-added growth measure (TVAAS), which aligns with the measurements used in educator evaluations. This is included to help protect against concerns of small districts of genuine differences in individual cohorts that could skew growth proficiency data.</p>	<p>-TN will identify Reward schools based on overall proficiency and progress (using value-added scores).</p> <p>-Priority schools will be identified using the lowest achievement and graduation rates of all students.</p> <p>-Focus schools will be identified using low graduation rates (below 60%), schools with any subgroup with proficiency rates of less than 5%, and schools with the largest within-school gaps between the highest and lowest-performing subgroups.</p>	<p>-TN will provide support to all schools through nine regional service centers whose staff will provide data analysis, training on implementation of state initiatives, professional development, and diagnosis and interventions based on root cause analysis.</p> <p>-The state's turnaround models are: TDOE-run Achievement School District (ASD), LEA-run "innovation zone", four SIG turnaround models (as approved by TDOE); and, LEA-led school improvement planning processes.</p> <p>-The request indicates the state's intention to ensure the lowest 5% of all schools be served through one of the first three strategies by 2014-15.</p>	<p>-TN is developing local innovation zones to provide an opportunity to foster new ideas to improve student achievement</p> <p>-The state has created a new office at the SEA to evaluate implementation of new programs and initiatives and use feedback to continuously improve.</p>	<p>-TN requested the optional 11th waiver for 21st CCLC flexibility.</p> <p>-All LEAs will have the authority to provide extended learning time or targeted remediation services.</p>

