

Review of State ESEA Waivers  
July 8, 2013

State	AMOs by Subgroup	Subjects Tested	Gap Group	AMOs by School AMOs by District N-size			Link to AMOs
				Yes	Yes		
<a href="#">Alabama</a>	Yes	Reading and Math	Performance Gap Group: Black, ELL, Hispanic, Poverty, SWD	Yes	Yes	from 40 to 20	<a href="https://docs.alsde.edu/documents/908/Attachment%2027%20Annual%20Measurable%20Objectives.pdf">https://docs.alsde.edu/documents/908/Attachment%2027%20Annual%20Measurable%20Objectives.pdf</a>
<a href="#">Alaska</a>	Yes	Reading, Writing, Math		Yes		n=5	p 75 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/ak1.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/ak1.pdf</a>
<a href="#">Arizona</a>	No	Reading and Math, by grade and subject	Super subgroup is "lowest 25% of students"			none	p 61 of waiver: <a href="http://www.azed.gov/eseawaiver/files/2013/06/amended-esea-flexibility-request-june-2013.pdf">http://www.azed.gov/eseawaiver/files/2013/06/amended-esea-flexibility-request-june-2013.pdf</a>
<a href="#">Arkansas</a>	Yes	Reading and Math	Super subgroup includes poverty, SWD and ELL	<a href="#">Yes</a>	<a href="#">Yes</a>	from 40 to 25	cannot locate
California	rejected						
<a href="#">Colorado</a>	No	Reading, Writing, Math, Science by Elementary, Middle, and High School	Growth gap: high poverty, minority, SWD, ELL, "Students needing to catch up" (below proficient in prior year)			?	<a href="#">Page 74 and 75 of waiver,</a> <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/co_amend121912.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/co_amend121912.pdf</a>
<a href="#">Connecticut</a>	Yes	Reading, Math, Writing, Science	Super subgroup is "high needs": ELL, SWD Poverty, used only to identify focus schools			from 40 to 20	Page 82 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/ct.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/ct.pdf</a> , different subgroup AMOs/SPI begins on p 95
<a href="#">Delaware</a>	Yes	ELA and Math	Super subgroup only used to identify for school improvement			from 40 to 30	Page 62 of amended waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/de_request_amend_102512.doc">http://www2.ed.gov/policy/eseaflex/approved-requests/de_request_amend_102512.doc</a>
<a href="#">District of Columbia</a>	Yes	ELA and Math	Gaps used to classify schools as Focus schools	Yes	Yes	n=25	Page 64 of approved waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/dc.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/dc.pdf</a>
<a href="#">Florida</a>	Yes	Reading and Math	4 AMO sets: School Performance Grade Target, Reading and Math performance Target, Target for progress of students in the lowest-performing 25%, Benchmark of FL's student performance to the highest-performing states and nations	Yes	Yes	n=10	See pages 93-98 of amended waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/fl-amendment.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/fl-amendment.pdf</a>

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<a href="#">Georgia</a>	Yes	ELA, Math, Reading, Science, Social Studies, by Grade and Subject				n = 15 to report, n = 30 to count on priority or focus schools list	Elementary and Middle school state tests: <a href="http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Accountability/Documents/4-Year%20Cohort%20Grad%20Rate%20Performance%20Targets%2002.26.13.pdf">http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Accountability/Documents/4-Year%20Cohort%20Grad%20Rate%20Performance%20Targets%2002.26.13.pdf</a> . End of Course Tests: <a href="http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Accountability/Documents/EOCT%20Performance%20Targets%2002.26.13.pdf">http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Accountability/Documents/EOCT%20Performance%20Targets%2002.26.13.pdf</a>
<a href="#">Hawaii</a>	No	Reading, Math and Science; customized by feeder pattern: Elementary, Middle and High School	high-needs v non-high-needs: SWD, LEP, poverty; students belong to only one group	Yes		no minimum n-size for reporting, using n=20 for gap calculation	<a href="http://www.hawaiidoe.org/strivehisystem/newgoalsandtargets/StriveHIPerformanceSystem-%20Annual%20TargetsByComplex.pdf">http://www.hawaiidoe.org/strivehisystem/newgoalsandtargets/StriveHIPerformanceSystem-%20Annual%20TargetsByComplex.pdf</a>
<a href="#">Idaho</a>	No	Reading, Math, Language Usage				n=10	p 121: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/id.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/id.pdf</a>
<a href="#">Illinois, pending</a>	Yes	Reading/LA, Math, Science	racial/ethnic: black, Hispanic, Native American v white, Asian, Hawaiian Pacific Islander and multiracial; 2: poverty v non-poverty; 3: ELL v non-ELL; 4: SWD v non-SWD	Yes	Yes	from 45 to 30	
<a href="#">Indiana</a>	Yes	traditional plus bottom 25%, top 75%	Lowest-performing 25%			?	p. 66-75 of the waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/in.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/in.pdf</a>
<a href="#">Iowa</a>	Rejected, yes	Reading and Math		Yes		30 at school level to 10 at district level	
<a href="#">Kansas</a>	Yes	Reading and Math; AMOs are set in quartiles, with each quartile having its own set of AMOs	lowest-performing 30%; Gap AMO is set by Quartile	Yes	Yes	n=30	Rationale for AMOs begins on p 97: <a href="http://www.ksde.org/LinkClick.aspx?fileticket=yLJEmW7Vhvw%3d&amp;tabid=5075&amp;mid=12390">http://www.ksde.org/LinkClick.aspx?fileticket=yLJEmW7Vhvw%3d&amp;tabid=5075&amp;mid=12390</a>

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<a href="#">Kentucky</a>	Yes	unclear	Student Gap Group: ethnicity/race (all), SWD, poverty and LEP, n count based on total school population, not grade-by-grade, thus causing almost every school in KY to a focus on gap groups (p. 38, amended waiver)	Yes		n=25,	Only look at AMOs was through report card search, no listing of all AMOs available
<a href="#">Louisiana</a>	Yes	ELA and Math	Super subgroup is all non-proficient students regardless of demographics			?	cannot locate
<a href="#">Maine, pending</a>	Yes	Reading and Math, by grade		Yes	Yes	?	
<a href="#">Maryland</a>	Yes	Reading and Math	No			n=5	Math and Reading AMOs, pg 71, Grad rates, pg 79 of amended waiver: <a href="http://www.marylandpublicschools.org/NR/rdonlyres/118D52EC-38DA-4EC8-97AA-2D7B29FFC604/35093/MD_Approved_ESEA_Flexibility_Request_022813.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/118D52EC-38DA-4EC8-97AA-2D7B29FFC604/35093/MD_Approved_ESEA_Flexibility_Request_022813.pdf</a> ,
<a href="#">Massachusetts</a>	Yes	ELA, Math, Science	Super subgroup: SWD, ELLs, former ELLs, poverty;creating a "high needs" sugroup: poverty, SWWD, ELL or former ELL	Yes		from 40 to 30	Mentioned as Attachment 13, but not available
<a href="#">Michigan</a>	No	Math, Reading, Science, Social Studies, Writing; by Elementary, Middle and High School	Super subgroup: bottom 30%	Yes		n=30	p. 124 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/mi2.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/mi2.pdf</a>
<a href="#">Minnesota</a>	Yes	Reading and Math, by grade	No			?	beginning on page 693 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/mn.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/mn.pdf</a>

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<a href="#">Mississippi</a>	Yes	ELA and Math	Lowest 25%; incorporating two achievement subgroups	Yes		n lowered to 30, but notes that still 95% of schools will not be accountable for LEP, Asian, Hispanic or Native American	p. 67 of the waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/ms.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/ms.pdf</a> .
<a href="#">Missouri</a>	Yes	ELA and Math, by grade	Super subgroup: Student Gap Group: Black, Hispanic, poverty, SWD, LEP/ELL			n = 30 for gap group	link to Title III (LEP) AMAOs: <a href="http://dese.mo.gov/divimprove/nclb/AMAO/documents/qs-amao-Understanding-Your-Title-III-AMAO-12-13.pdf">http://dese.mo.gov/divimprove/nclb/AMAO/documents/qs-amao-Understanding-Your-Title-III-AMAO-12-13.pdf</a> . Can't find others.
Montana	no submission						
Nebraska	no submission						
<a href="#">Nevada</a>	No	Reading and Math, by Elementary, Middle, High School	Growth gap based on n=10, depends on elem, middle, high; supergroup used when fewer than 10 within one or more of the identified subgroups			no minimum n-size	p. 96 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/nv.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/nv.pdf</a>
<a href="#">New Hampshire</a>	Yes	Reading and Math, by Elem/Middle and High	No			n=11 (keeping same one)	p. 57 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/nhapprovalrequest.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/nhapprovalrequest.pdf</a>
<a href="#">New Jersey</a>	Yes	Language Arts and Math	No	Yes	Yes	n=30	P.45-46 of waiver: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf</a>
<a href="#">New Mexico</a>	unclear	Language Arts and Math	Super subgroup: lowest 25%			?	cannot locate
<a href="#">New York</a>	Yes	Math, Language Arts; by Elementary/Middle and High	No			?	<a href="http://www.p12.nysed.gov/irs/accountability/amos/2012/EAMOs-for-AYPDeterminationBased-on-2012-13Results.pdf">http://www.p12.nysed.gov/irs/accountability/amos/2012/EAMOs-for-AYPDeterminationBased-on-2012-13Results.pdf</a>

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				AMOs by School	AMOs by District	N-size	
<a href="#">North Carolina</a>	Yes	Reading and Math, two AMOs: grades 3-8 and High School	No	Yes		n=10	<a href="http://www.ncpublicschools.org/docs/accountability/reporting/abc/2011-12/amotargets.pdf">http://www.ncpublicschools.org/docs/accountability/reporting/abc/2011-12/amotargets.pdf</a>
North Dakota	withdrew						
<a href="#">Ohio</a>	No	Reading and Math	No			n=30	<a href="http://education.ohio.gov/getattachment/Topics/Data/Report-Card/Ohio%E2%80%99s-New-School-Report-Card/Understanding-AMOs.pdf.aspx">http://education.ohio.gov/getattachment/Topics/Data/Report-Card/Ohio%E2%80%99s-New-School-Report-Card/Understanding-AMOs.pdf.aspx</a>
<a href="#">Oklahoma</a>	Yes	Reading, Math, Science, Social Studies, Writing	Super subgroup is lowest 25 percentile	Yes		n=25	Only found AMOs on report card, but they are not clear, only discernible by looking at different schools. Only use Yes No for whether AMO is met. <a href="http://ok.gov/sde/sites/ok.gov.sde/files/AMO_Report_All.pdf">http://ok.gov/sde/sites/ok.gov.sde/files/AMO_Report_All.pdf</a> , <a href="http://ok.gov/sde/accountability-state-testing-results">http://ok.gov/sde/accountability-state-testing-results</a>
<a href="#">Oregon</a>	No	Reading and Math	Super subgroup is historically underperforming races and ethnicities			n=40	<a href="http://www.ode.state.or.us/wma/data/schoolanddistrict/reportcard/docs/amosummary1213.pdf">http://www.ode.state.or.us/wma/data/schoolanddistrict/reportcard/docs/amosummary1213.pdf</a>
<a href="#">Pennsylvania, pending</a>	Yes	Math, Reading, Writing, Science; also end-of-course tests in algebra, literature, biology	Historically underperforming students: non-duplicated, SWD, poverty, ELL	Yes	Yes	?	
<a href="#">Rhode Island</a>	Yes	Reading and Math	Differing based on the number of ELLs; in cases where there are not enough ELLs to meet minimum N size, they will be combined with SWDs; Consolidated Minority and Economically Disadvantaged subgroup: black, Hispanic, poverty	<a href="#">Yes</a>	<a href="#">Yes</a>	from 45 to 20	State - <a href="http://www.eride.ri.gov/eride40/reportcards/13/StateReportCard.aspx?leaCode=00&amp;leaType=1">http://www.eride.ri.gov/eride40/reportcards/13/StateReportCard.aspx?leaCode=00&amp;leaType=1</a>

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<a href="#">South Carolina</a>	No*	ELA, Math, Social Studies, and Science; by Elementary, Middle and High School	No			n=30	p 496 of amendment: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/sc-amendment.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/sc-amendment.pdf</a>
<a href="#">South Dakota</a>	Yes	Reading and Math	GAP Group: Native American, Hispanic, poverty, SWD, LEP			n=10	example of elementary AMOs: <a href="http://doe.sd.gov/NCLB/reports/2012/reportcard/2012state-ELEM.html">http://doe.sd.gov/NCLB/reports/2012/reportcard/2012state-ELEM.html</a> . Others can be found at: <a href="http://doe.sd.gov/reportcard/index.aspx">http://doe.sd.gov/reportcard/index.aspx</a>
<a href="#">Tennessee</a>	Yes	Math, Reading, HS Algebra I, HS English II	Yes, any subgroup performing below the state average. Statewide: Black, Native American, Hispanic.	Yes	Yes	from 45 to 30	page 13 of the attachment document: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/tn_request_attach_083112.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/tn_request_attach_083112.pdf</a>
<a href="#">Texas, pending</a>	unclear					from 50 to 25	
<a href="#">Utah</a>	Yes	Math, Language Arts	Super subgroup of all non[proficient students	Yes		n=10	<a href="http://www.schools.utah.gov/data/Educational-DATA/Accountability-School-Performance/AMOResult.aspx">http://www.schools.utah.gov/data/Educational-DATA/Accountability-School-Performance/AMOResult.aspx</a>
<a href="#">Vermont</a>	withdrew						
<a href="#">Virginia</a>	Yes	Reading and Math	AMOs set by Gap Group: Three Gap Groups: 1 - ELL, SWD, poverty (unduplicated), 2 - Black + SWD, ELL, poverty, 3 - Hispanic of one or more races _ + SWD, ELL, poverty			n=30	<a href="http://www.doe.virginia.gov/federal_programs/esea/flexibility/faq_amo.pdf">http://www.doe.virginia.gov/federal_programs/esea/flexibility/faq_amo.pdf</a>
<a href="#">Washington</a>	Yes	Reading and Math	No	<a href="#">Yes</a>	<a href="#">Yes</a>		<a href="http://www.k12.wa.us/esea/AMO.aspx">http://www.k12.wa.us/esea/AMO.aspx</a>
<a href="#">West Virginia</a>	No	Reading and Math	Yes: poverty v non-poverty, all v White (individual), migrant v non-migrant, ELL v non-ELL, SWD v non-SWD	<a href="#">Yes</a>		from 50 to 20	p 101 shows only 2012: <a href="http://www2.ed.gov/policy/eseaflex/approved-requests/wvrequest.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/wvrequest.pdf</a>
<a href="#">Wisconsin</a>	<a href="#">Yes</a>	Reading and Math	Super subgroups: when n<20 in a subgroup, they are combined into 1 of 4 groups: 1: SWD + Poverty + ELL, 2: SWD + poverty, 3: SWD + ELL, 4: poverty + ELL			from 40 to 20	<a href="http://oea.dpi.wi.gov/oea_amo">http://oea.dpi.wi.gov/oea_amo</a>
<a href="#">Wyoming, pending</a>	Yes	Reading and Math				?	<a href="http://www2.ed.gov/policy/eseaflex/approved-requests/wyapprovalrequest4152013.pdf">http://www2.ed.gov/policy/eseaflex/approved-requests/wyapprovalrequest4152013.pdf</a>

ELL- English Language Learners, SWD - Students with Disabilities

\* South Carolina, p 57 of the amended waiver states "the school did not meet the proficiency goal for the African-American subgroup on the mathematics measure", so maybe they are set?

if "n-size" says "from" one to another, the first number indicates what it was prior to the waiver, the second number is what they will now use