Comparing NCLB with Oregon's ESEA Flexibility Request

	Under No Child Left Behind	Under Oregon's ESEA Flexibility Request
Annual Targets	Schools and districts are subject to federal proficiency targets for standardized tests in English Language arts and math and 4 and 5-year cohort graduation rates. The AYP targets increase by a set interval each year until requiring all students to achieve 100% proficiency in 2014.	Achievement compacts between the OEIB and the district will contain annual goals (targets) in key areas (such as reading & math proficiency, 9th grade on-track, and graduation rates). Districts will be responsible for ensuring their schools contribute to the district's achievement of targets.
Subgroup Performance	Schools and districts required to meet AYP for each of 10 subgroups (students with disabilities, Limited English Proficient, economically disadvantaged, white, black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and multi-racial/multi-ethnic).	For each school and district, Oregon will continue to report disaggregated data on the performance of all 10 subgroups. To determine focus & priority schools, Oregon will use a methodology that considers the growth and graduation rates for the following 4 subgroups combined: (1) historically underserved racial/ethnic groups (black, Hispanic, American Indian/Alaska Native, and multi-racial/multi-ethnic; (2) students with disabilities; (3) Limited English Proficient; and (4) economically disadvantaged.
School Ratings - Federal	For schools to meet AYP all students as a whole group, and all demographic subgroups must meet participation and performance targets in each content area, as well as targets for attendance (elementary/middle) or graduation (high). If any one group misses a single target in any one category, this results in a designation of not meeting AYP.	About 15-20% of the lowest performing schools will be identified as "priority schools" or "focus schools," based on proficiency, growth, subgroup growth, graduation rate and subgroup graduation rate. About 10% of the highest performing schools will be identified as "model schools" based on the same methodology.
School Ratings – Oregon Report Card	Currently, schools are rated as "Outstanding", "In Need of Improvement" and "Satisfactory" based on an achievement index and, to a lesser extent, AYP performance.	In 2011-12, the current Oregon report card will rate schools in the same way, except that the graduation rate target will increase by 2% and AYP will not be used. In 2012-13 and beyond, Oregon will develop an improved report card that will (1) look at individual student growth; (2) put substantial weight on graduation and subgroup graduation, to ensure the 40/40/20 Goal can be met; and (3) use measures beyond standardized testing in math and reading.

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Identifying Schools in Need of Support	Title I schools that fail to meet AYP for 2 or more years are put in federal "Improvement Status." More than 250 of Oregon's 594 Title I schools (42%) are projected to be in Improvement Status in 2012-13 under NCLB.	Oregon will use a methodology that considers proficiency, growth, subgroup growth, graduation & subgroup graduation to identify the lowest-performing approximately 15-20 % of Title I schools (priority and focus schools).
Supports and Interventions	For schools in Improvement Status, NCLB requires that all students in that school be provided the opportunity to transfer to a school that is not in improvement status, and requires the district to provide student in that school with supplemental education services, which are out-of-school tutoring services provided by a private entity approved by the state.	For priority and focus schools, ODE and the district will jointly undertake a deeper diagnosis to determine the areas in which the school and district are struggling. Based on the results of the deeper diagnosis – and in collaboration with the school and district leadership and staff, parents, and community – the district will develop a Comprehensive Achievement Plan that specifically addresses plans for improvement and support at each priority and focus school.
Required Financial Set-Asides	All districts with schools in improvement status are required to set-aside 20% of their Title IA funds for school choice transportation (giving students the right to transfer to another school not in improvement status) and supplemental education services (provided to individual students by a list of non-district, private providers). Districts in improvement are also required to set aside 10% of the total district Title IA allocation for staff development. ODE estimates that if NCLB remains in effect during 2012-13, districts would be required to set aside $35-45 million for transportation and supplemental education services.	The amounts of Title IA funds that a district is asked to set-aside will vary based on the Intervention Level; and be directly related to implementation of the supports and interventions identified in the Comprehensive Achievement Plan.