



Public Schools of North Carolina

Every Student Succeeds Act (ESSA) Discussion

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Deputy Superintendent of Equity and Innovation

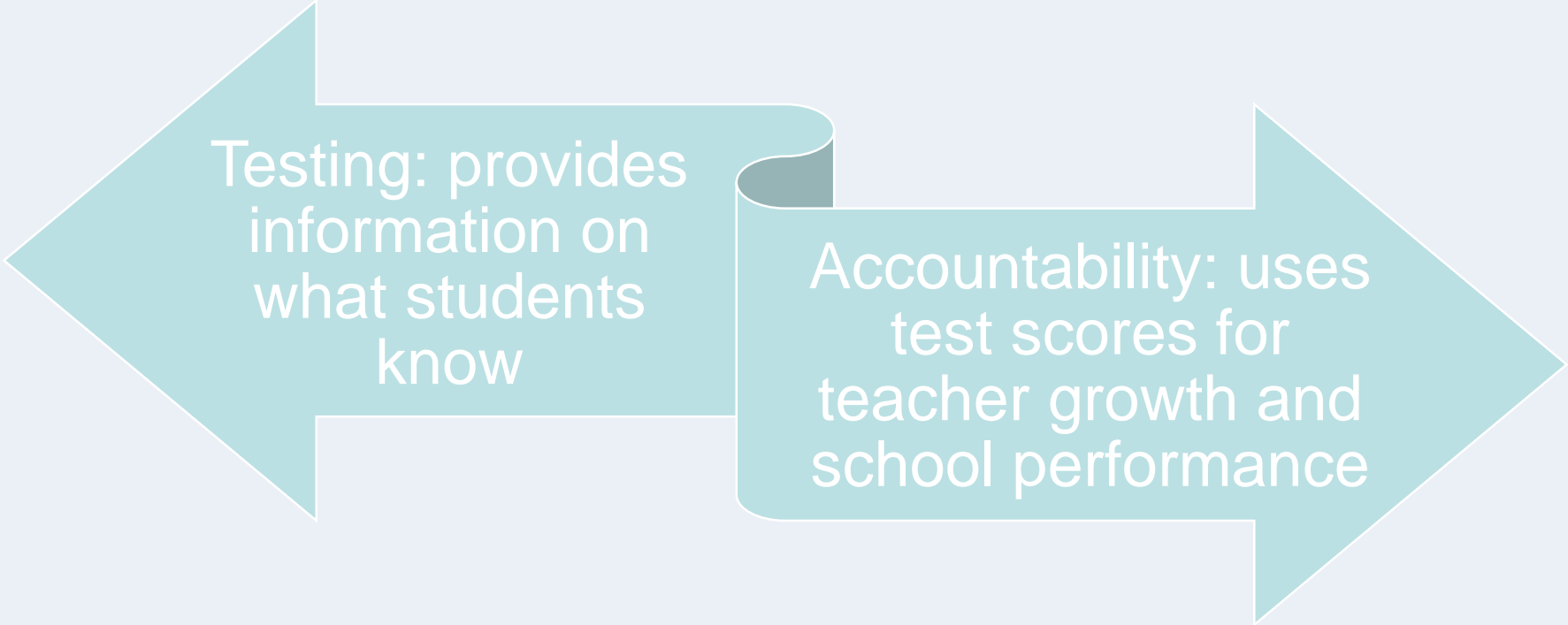
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State Board of Education Meeting

December 2, 2020

Testing v. Accountability



Testing: provides information on what students know

Accountability: uses test scores for teacher growth and school performance

Considerations

- Impact on students and parents
- Impact on educators who need to know what students know and can do for instructional planning
- Impact on the use of the data for providing support and assistance as required by state and federal laws
- Impact on schools and communities who are contending with COVID and the responsibility to maintain health and safety

Addendum

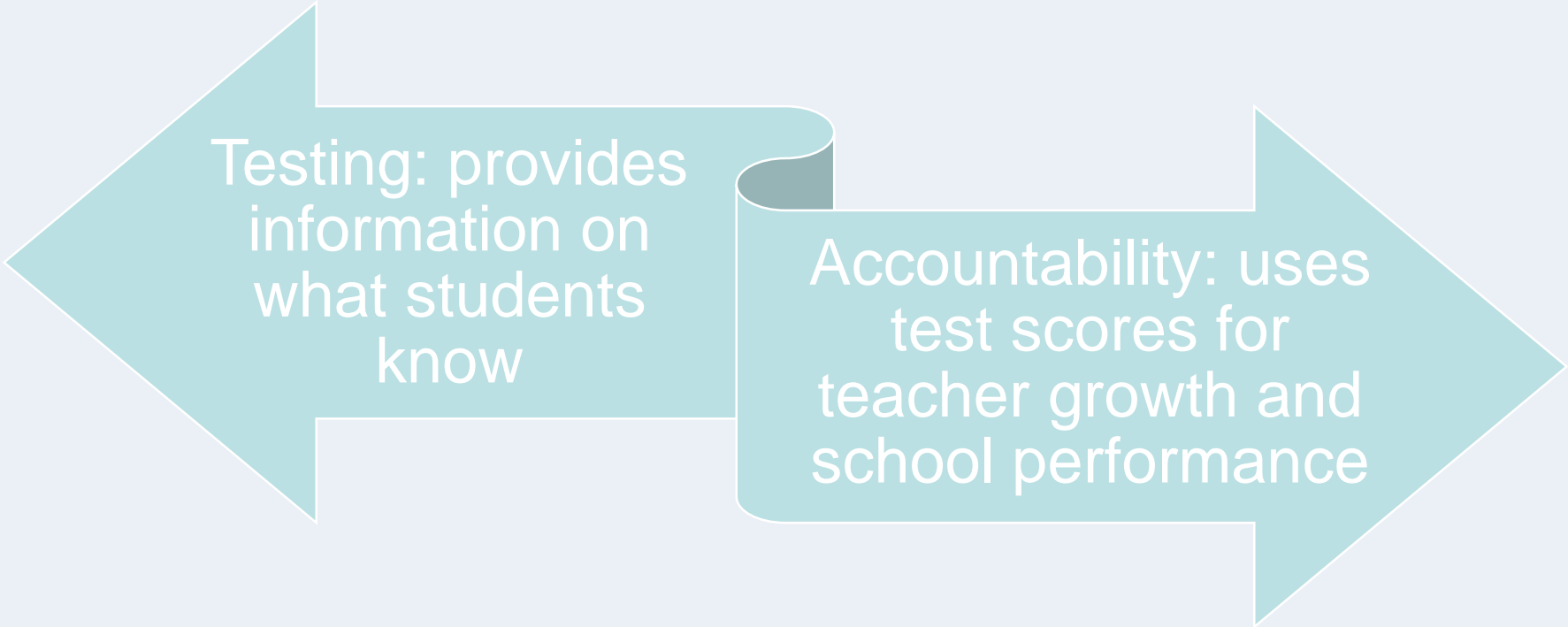
- Used to address changes necessary due to no data from the 2019–20 school year
- Changes addressed are temporary and only apply to the 2020–21 school year
- Process provided by U.S. Department of Education (USED) specific to defined components of State Plan
- Release for public comment, consult with governor and obtain signature of State Superintendent
- Submit completed addendum template reflecting all proposed changes by February 1, 2021

Addendum Components	Original	Proposed Change
<p>Long-term Goals and Measures of Interim Progress</p> <ul style="list-style-type: none"> Academic Achievement Cohort Graduation Rate Progress in Achieving English Language Proficiency 	<p>Long-term Goal Timeline to end with the 2026–27 school year</p>	<p>Shift measures of interim progress by one year changing long-term goal timeline to end with the 2027–28 school year</p>
<p>Indicator Adjustments—Growth</p> <ul style="list-style-type: none"> Academic Achievement—High schools School Quality/Student Success—All schools that are not high schools 	<p>Growth calculated using all prior testing history</p>	<p>Growth calculated using all prior testing history adjusted for missing 2019–20 tests</p>
<p>Identification of Schools</p> <p>Comprehensive Support and Improvement Schools</p> <ul style="list-style-type: none"> Low Performing Schools Low Graduation Rate Schools <p>Targets Support and Improvement</p> <ul style="list-style-type: none"> Additional Targeted Support Schools 	<p>Identification in fall 2021 for the 2021–22 school year, using 2020–21 school year data</p>	<p>Identification in fall 2022 for the 2022–23 school year, using 2021–22 school year data</p>
<p>Exit Criteria for Schools Receiving Additional Targeted Support</p>	<ol style="list-style-type: none"> 1) Run exit criteria as defined in plan 2) Run exit criteria, using three-year average growth score (2020–21, 2019–20 and 2018–19) 	<ol style="list-style-type: none"> 1) Run exit criteria not to include 2019–20 as a school year toward the number of years in which the school must meet the exit criteria to be exited 2) Run exit criteria where average growth score uses only two years (2020–21 and 2018–19)

Addendum Timeline

- December 2020: Discussion of draft addendum at SBE meeting
- December 2020/January 2021: Consult with Governor's office and public comment period
- January 2021: SBE approves addendum and State Superintendent signs the addendum
- February 1, 2021: Addendum submitted to U.S. Department of Education

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Fall EOC Testing

- Currently, there is not a waiver from the federally required fall end-of-course (EOC) tests
- With some students 100% in remote learning, providing at home test administrations was considered; however, as required by federal law, test administrations must be standardized to maintain the validity of the tests and to ensure the reliability of the scores
 - K–2 assessments spring to fall (2020) more than reasonable gains for some students

Fall EOC Testing

- The requirement for the EOC to count at least 20% of the student's final grade for a course is an administrative rule

Fall EOC Testing

- Public school units may set the scale for the grade on the EOC tests, including the lowest possible grade
 - The scale is not state-required
- Students who are unable to participate in the fall testing window may take the test during a later window: spring or summer
- Public School Units may use the Testing Outside the Window process to meet students' needs

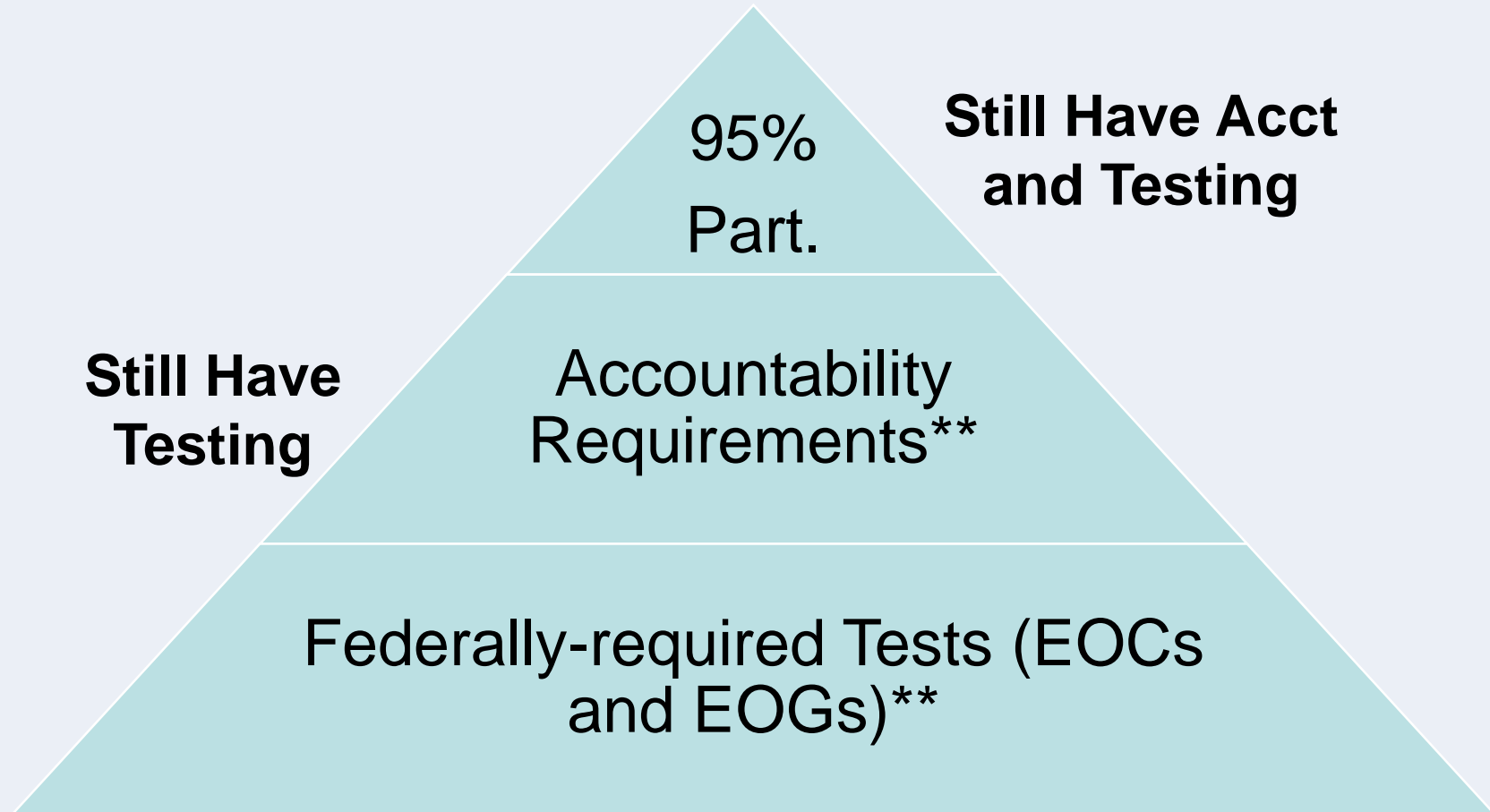
Fall EOC Testing

- Students have until June 30, 2021 to take EOC tests
- Students who are unable to take the test may have an incomplete for the course until there is a safe and appropriate time to take the test
- Often the feedback from teachers and other educators is the 20% requirement is a positive (dates back to 1999)

Waiver Discussion

- Unlike the addendum process, the U.S. Department of Education (USED) has not indicated any waivers from accountability and testing will be approved
 - States have the legal authority to apply for waivers at any time
 - Once a waiver is submitted, the USED has 120 days to respond to the State
 - Georgia applied for a waiver from testing and accountability and was denied

Frequently Requested Waivers



****Would also require General Assembly action**

Waiver from the 95% Participation Requirement

- If a school does not meet this requirement, the difference between the 95% and the school's actual participation percent is added to the denominator in the achievement score for School Performance Grades
 - With schools on various learning plans and all students not in school to take the tests, there is potential for unintended consequences
 - This is a federal requirement, not state
 - If this is waived, schools would not be penalized for students whose health or their family's health prevent them from attending school to take tests

Waiver from the 95% Participation Requirement

- If schools do not meet the 95% participation requirement, there may be impact on the following:
 - Analysis of School or Teacher Growth
 - Identification of Low Performing Schools, Districts and Charter Schools (State)
 - Identification of ISD schools
 - Identification of Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools (Federal)
 - Long-term goals (interim progress)

Waiver from Accountability

- There is an anticipated significant decrease in the number of students who take the tests
- The School Performance Grades may not reflect the entirety of a school's student population
- There may be value in analyzing and reporting the test results for future educational planning; however, basing school designations on partial data may not be valid and may negatively impact the use of data for school improvement

Waiver from Accountability

- School Performance Grades are used to identify state and federal designations of schools that need improvement and to identify schools who have improved and no longer need such assistance
 - These designations are used to provide federal funding for improvement efforts
 - As with the 2019–20 school year, without data (School Performance Grades), there would not be any new designations of Targeted Support and Improvement Schools in fall 2021 and all current designations would carry forward

Waiver from Testing

- A primary purpose of test scores is to report the accountability model (School Performance Grades and Federal School Designations); however, test scores also provide information to parents and educators on what a student knows and can do
- Without participation in the tests, this information would not be available, and the following would also not be doable or available
 - Analysis of individual and subgroup performance and needs, strengths and gaps

Waiver from Testing

- Analysis of school or teacher growth and overall performance (bonuses)
- Data for Read to Achieve determinations
- Data for IEPs, School Improvement Plans, Strategic Plans, Renewal Schools/District Evaluations, Charter School Renewals or Student Support Plans
- Access to quantitative data to inform hiring and placement of teachers, principals and other support staff

Waiver from Testing

- Identification of Low Performing Schools, Districts and Charter Schools (State)
- Identification and Exit Status of Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools (Federal)
- Long-term goals (interim progress)

Waiver from Testing

- Data for comprehensive response to Leandro and initiatives that use data for measuring effectiveness and progress
- The innovative assessment pilot timeline would be delayed due to no items field tested to build the pilot interim assessments for the 2021–22 school year

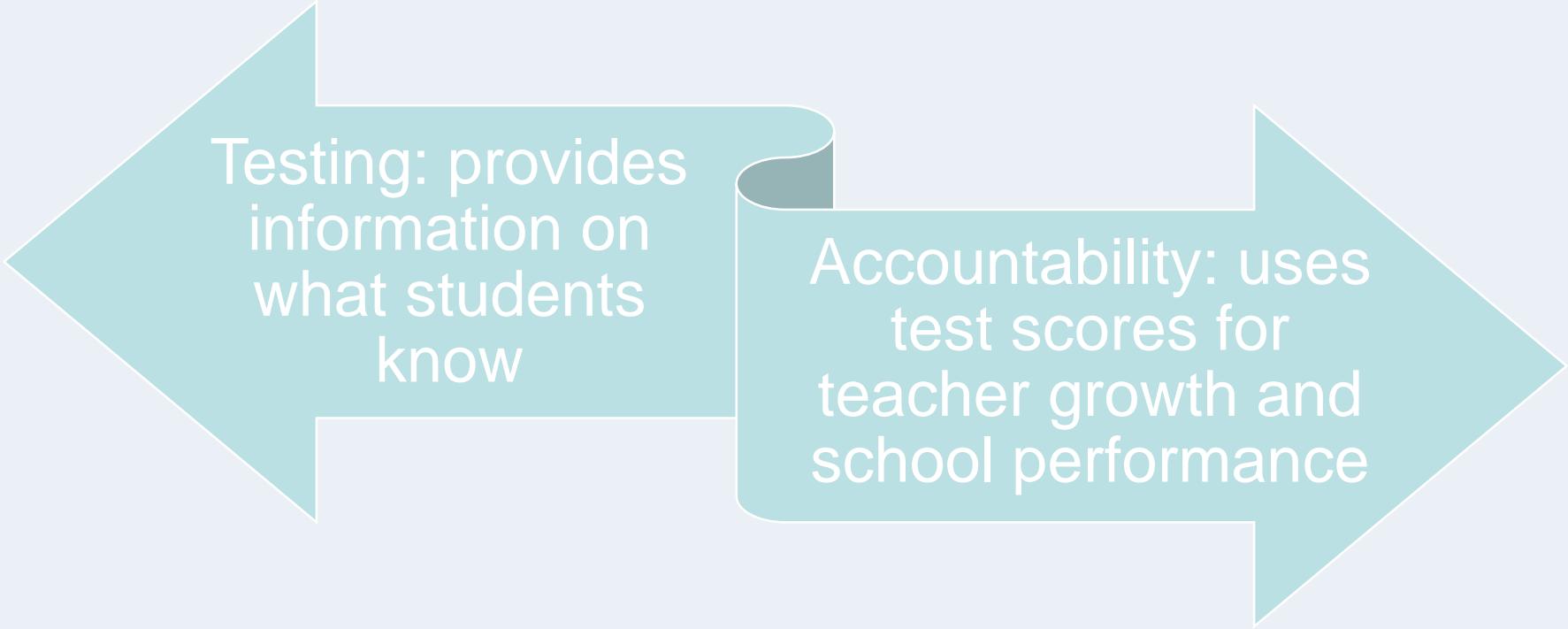
Federal Waivers

- Requirements
 - Identify the federal programs affected by the requested waiver
 - Describe statutory/regulatory requirement to be waived
 - Describe how the waiver will advance student academic achievement
 - Describe methods used to monitor and regularly evaluate the effectiveness of the State's plan in response to the waiver
 - Describe how the state will maintain or improve transparency in reporting to parents and the public
- Release for public comment and input with a description of how the State addressed comments and input
- Submit completed waiver, **completed on a rolling basis, response from USED within 120 days of submission**

Process for Waivers

- To eliminate testing and accountability in the 2020–21 school year, the U. S. Department of Education (USED) and the North Carolina General Assembly (NCGA) would have to grant waivers
- If a waiver were granted by the U.S. Department of Education, the NCGA would be asked to consider granting a waiver from the requirements in North Carolina General Statutes

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QUESTIONS

