

Every Student Succeeds Act (ESSA) Update

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U.S. Department of Education (USED) FAQ: December 17, 2021

- All accountability and school identification requirements under ESEA section 1111 are in effect for the 2021–22 school year.
- Where a state is unable to implement its indicators and school identifications, it may
 - Apply for a one-year addendum for changes intended only for the 2021–22 school year
 - Apply for an amendment for changes intended to continue beyond the 2021–22 school year
- A state may take both actions

Draft Addendum to ESSA State Plan

- USED provided states a template for states to request changes for the 2021–22 school year only
- Changes are due to COVID impact on data, meaning the required calculation or report in the ESSA state plan is not feasible
 - Not all options are applicable to North Carolina
 - The proposed addendum includes only the options applicable to North Carolina



Discussion

- Addendum
 - Interim Progress Targets and Long-Term Goals
 - Indicators: ACT Minimum Score
 - Annual Meaningful Differentiation
 - Identification of CSI and TSI schools
 - Exit of CSI and TSI schools
- Waiver
 - COVID impact of 95% participation for end-of-course tests
- Amendment



Addendum



Interim Progress toward Long-term Goals

- With the decline in the percentages of students meeting Level 4 and above, as required for these measures, the set interim progress targets will not be met by most schools for the 2021–22 school year
- Meeting the interim targets are one of the criteria for exiting CSI and TSI, thus many schools will unlikely exit these identifications



Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	2018–19 Proficiency (CCR)	2018–19 LTG	Difference Between 2019 and Target
Reading (3–8)	45.6	49.8	-4.2
Math (3–8)	41.2	52.4	-11.2

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals			
Subject	2020–21 Proficiency (CCR)	2020–21 LTG	Difference Between 2021 and Target
Reading (3–8)	28.9	55.8	-26.9
Math (3–8)	23.9	60.5	-36.6

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	2018–19 Proficiency (CCR)	2018–19 LTG	Difference Between 2019 and Target
English (Grade 10)	51.1	55.1	-4.0
Math (Grade11)	50.7	49.5	+1.2

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals*			
Subject	2020–21 Proficiency (CCR)	2020–21 LTG	Difference Between 2021 and Target
English (Grade 10)	34.9	59.1	-24.2
Math (Grade11)	27.5	55.3	-27.8

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

Establishment of Long-Term Goals			
Topic	Revision	No Proposed Revision	Justification
Academic Achievement	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Graduation Rate	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Progress in Achieving English Language Proficiency (ELP)	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years



Indicators

- Revise ESSA state plan to cite the college readiness indicator (ACT) is the University of North Carolina (UNC) Board of Governors' minimum requirement for admission at a UNC system school
 - School Quality or Student Success Indicator for College and Career Readiness Indicator



Indicators

Indicators			
Topic	Revision	No Proposed Revision	Justification
Academic Achievement Indicator		X	Data is available for indicator
Other Academic Indicator		X	Data is available for indicator
Graduation Rate		X	Data is available for indicator
Progress in Achieveing English Language Proficiency (ELP) Indicator		X	Data is available for indicator
School Quality or Student Success Indicator	X		Update ACT minimum composite score

Annual Meaningful Differentiation

Annual Meaningful Differentiation			
Topic	Revision	No Proposed Revision	Justification
State's System of Annual Meaningful Differentiation		X	Data is available to calculate Annual Meaningful Differentiation
Weighting of Indicators		X	Data is available to calculate Annual Meaningful Differentiation
Different Methodology		X	Data is available to calculate Annual Meaningful Differentiation



Identification of Schools

- North Carolina's ESSA state plan timeline required the identification of schools for comprehensive support (CSI) in fall 2021, but this was waived due to COVID
- As agreed in the 2020–21 waiver, North Carolina must identify new schools in fall 2022
- The ESSA state plan requires currently identified schools to be assessed for exiting in fall 2022



Identification of Schools

Identification of Schools				
Topic	Subtopic	Revision	No Proposed Revision	Justification
Timeline	After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022–2023 school year)		X	Not recommending this action
Methodologies	Comprehensive Support and Improvement Schools: Low Performing		X	Data is available
	Comprehensive Support and Improvement Schools: Low Graduation Rate		X	Data is available
	Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status.		X	Per the current ESSA state plan; identification is not until fall 2024
	Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s)	X		Use of 2017-18, 2018–19, and 2021–22 data as the three years for consistently underperforming school identifications in Fall 2022
	Targeted Support and Improvement Schools: Additional Targeted Support and Improvement			X

Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement

Topic	Subtopic	Revision	No Proposed Revision	Justification	
Exit Criteria for Comprehensive Support and Improvement Schools	Timeline: The State does not count the 2019–2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.		X	Not recommending this action	
	Timeline: The State does not count the 2020–2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.		X	Not recommending this action	
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year.	X		Revise exit criteria 1. Remove meeting measures of interim progress from current criteria 2. Add a second exit criteria option: Not identified as CSI-LP in fall 2022 and have a meet or exceeds growth status	
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021–2022 school year.			X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.			X	Not recommending this action



Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement					
Topic	Subtopic	Revision	No Proposed Revision	Justification	
Exit Criteria for Schools Receiving Additional Targeted Support	Timeline: The State does not count the 2019–2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action	
	Timeline: The State does not count the 2020–2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action	
	Criteria: The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year	X		Revise Exit Criteria 1. Use 2017–18, 2018–19 and 2021–22 for 3-year growth average; or 2. Use 2018–19 and 2021–22 for 2-year growth average	
	Criteria: The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021–2022 school year.			X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.			X	Not recommending this action

Waiver



Possible Waiver

- Consequence from not meeting the 95% participation requirement for the 2021–22 school year
 - Affects high schools only
 - Banked scores from previous school year: Grade 10 (English II); Grade 11 (NC Math 1 and NC Math 3)
 - Students who did not take an EOC in the 2020–21 school year will not have a score to be banked for participation



Possible Waiver

- The USED FAQ does not give guidance on options for mitigating the impact on the 95% participation requirement due to students in 2020–21 not participating in the assessments
- North Carolina had higher than typical participation, but there is still negative impact for high school's School Performance Grades
- If the USED does not act, recommend pursuing a waiver



Addendum and Waiver Timeline

- January: Propose options and gather input from stakeholders
- February State Board of Education (SBE) Meeting: Present recommendations for an addendum and/or waiver for discussion
- January 26–February 24: Public comment
- March SBE Meeting: Present recommendations for approval and submit to USED



Amendment



Amendment

- Begin discussions of a possible amendment effective with the 2022–23 school year
 - ESSA state plan has been in effect since the 2017–18 school year
 - Opportunity to consider long-term impacts of COVID
 - Opportunity to refine and further strengthen the plan consistent with the Elementary and Secondary Education Act requirements
- Recommend discussions begin spring 2022



QUESTIONS

