

vi. **Identification of Schools** (*ESEA section 1111(c)(4)(D)*)

The U.S. Department of Education and The North Carolina General Assembly granted the North Carolina Department of Public Instruction a waiver on School Performance Grade reporting and from using selected data for the 2019–20 and 2020–21 school years. As such, as required by both waivers, all schools maintained the school identifications required under federal and state laws assigned at the beginning of the 2019-20 school year based on prior years data as required in the State plan. The waivers had an impact on the calculations used to identify and exit schools at the end of the 2021-22 school year. This required North Carolina to submit an addendum to the ESSA State Plan. The addendum approved in April 2022 adjusted some of the federal identification and exit criteria so the federal requirement could be met. These adjustments were only in effect for the 2022–23 school year identifications.

In addition, the impact of COVID-19 disrupted the timeline for the identification of Comprehensive Support and Improvement and Targeted Support and Improvement - Additional Targeted Support schools. North Carolina submitted an amendment to the US Department of Education to align the identification and exit years. The identification of these schools was moved from the 2024–25 school year to the 2025–26 school year. This amendment allows schools to be identified and exit in the same year.

NOTE: Please refer to North Carolina's Supplemental Attachment 6 for reference while reviewing this section.

- a. **Comprehensive Support and Improvement Schools.** Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Comprehensive Support and Improvement (CSI) Schools—Lowest Performing: North Carolina will use the approved NC statewide system of annual meaningful differentiation described in section A.4.v.(a-c) of this plan to identify the lowest five percent (5%) of Title I schools. The resulting total score of the accountability model for the All Students group will be used to rank schools and identify the lowest five percent (5%) of all schools receiving Title I funds. For example, in the 2016–17 school year, there were 1,443 schools served in the Title I program; thus, 72 schools would have been identified using this metric. If multiple schools' scores place them at the highest qualifying score for CSI, all schools at this score will be identified as CSI. services during the 2018–19 school year. North Carolina will continue to serve the schools designated as Priority schools under NC's ESEA Flexibility using previous methodology for the 2017–18 school year. NC will not be averaging any data over years for this purpose.

- b. **Comprehensive Support and Improvement Schools.** Describe the State's methodology for identifying all public high schools in the State

failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

CSI—Low Graduation Rates: North Carolina plans to also identify high schools with a four-year cohort graduation rate of less than 66.7 percent as needing comprehensive support and improvement regardless of Title I funding. These schools will first be identified following the 2017-18 school year for services during the 2018-19 school year using the four-year cohort graduation rate. North Carolina will not use extended year adjusted cohorts.

NC will use the averaging special rule for very small schools found in section 8101.[20 U.S.C. 7801] of the ESSA for all high schools with an average enrollment over a four school-year period of fewer than 100 students. This calculation will be completed by re-calculating the four-year cohort graduation rate using three (3) school years of data. The sum of the numerators (graduates) from the most recent school year and two (2) prior school years will be divided by the sum of the denominators (numbers in cohorts) across the same school years.

- c. **Comprehensive Support and Improvement Schools.** Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

CSI—Additional Targeted Support Not Exiting Such Status: North Carolina will identify Title I schools unable to exit the Targeted Support and Improvement-Additional Targeted Support status after the ~~seventh~~ year of identification. Using this methodology, the first year of identification will occur at the beginning of the 202~~5~~-2~~6~~ school year. Exit criteria will be applied annually to all schools that are identified as needing Additional Targeted Support after three years of identification as Targeted Support and Improvement-Additional Targeted Support. For the 2018–19 identified schools, the exit criteria will first be applied at the beginning of the 2022–23 school year using 2021–22 data. Title I schools will be identified as a CSI– Additional Targeted Support Not Exiting Such Status school after three (3) additional years (~~seven~~ 7) years after initial identification) if unable to meet the exit criteria, with the first identification of such schools occurring in the 202~~5~~-2~~6~~ school year.

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- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Schools will first be identified as CSI schools under A.4.vi.a and A.4.vi.b following the 2017-18 school year for services during the 2018-19 school year using the criteria noted above. Identification of schools under A.4.vi.a and A.4.vi.b will take place every three (3) years.

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Maintaining CSI status for the full three-year period will ensure,

- (1) sufficient time for the LEA to develop plans and fully implement evidence-based interventions; and
- (2) sufficient time for the NCDPI to monitor, provide technical assistance, and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups.

Schools will be first identified as CSI schools under A.4.vi.c in the 2025–26 school year. Identification of schools under A.4.vi.c will take place every six (6) years, thereafter.

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- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Targeted Support and Improvement (TSI) — Schools with

Consistently Underperforming Subgroups: North Carolina will submit a waiver request to the USED to delay identification of TSI Schools with Consistently Underperforming Subgroups. The term “consistently” means over time which NC defines as more than one year. Therefore, NC will identify these schools after the release of the data from the 2018-19 school year.

North Carolina defines subgroups as “consistently underperforming” if the subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. (However, the initial identification after the 2018-19 school year will only consider data from 2017-18 and 2018-19.) For the 2022–23 identifications, the 2017–18, 2018–19, and 2021–22 data were used.

Schools with one or more subgroups meeting this definition will be identified on an annual basis following the 2018–19 school year’s data release. Schools will be placed on a TSI Schools with Consistently

Underperforming Subgroups Watch List in the 2018–19 school year using data from the 2017–18 school year.

Schools will annually exit this identification if the identified subgroup(s) receives a grade of “D” or above for the most recent and the previous year. (For the 2022–23 exit designations, the 2018–19 and 2021–22 data were used.)

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f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Schools meeting TSI-Additional Targeted Support (TSI-AT) criteria will be identified every three (3) years beginning in the 2018-19 school year using the following criteria:

A school that has any subgroup where the score on the NC statewide system of annual differentiation (School Performance Grades) is at or below the highest identified CSI school’s All Students group total score in the identification year.

In the 2018-19 school year the identification criteria will be applied to all schools, regardless of Title I status. Beginning in the 2022-23 school year, the identification criteria will be applied to schools identified as having consistently underperforming subgroups as defined in A.4.vi.e. The next identification will occur in the 2025–26 school year.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

North Carolina does not include additional statewide categories of schools.

vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

In the statewide accountability system, if a school does not meet the 95 percent participation requirement for all students, the greater of either 95 percent of all students or the number of students participating in the assessment will, for the purposes of measuring, calculating and reporting,

be the denominator.

Additionally, in the statewide accountability system, if a school does not

meet the 95 percent participation requirement for any subgroup of students, the greater of either 95 percent of the subgroup or the number of students in the subgroup participating in the assessment will, for the purposes of measuring, calculating and reporting, be the denominator.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Exit Criteria for CSI Schools: North Carolina will exit schools that are identified as needing Comprehensive Support and Improvement every four (4) years. The first year that the exit criteria will be applied to CSI schools will be following the 2021-22 school year.

- Schools will exit a designation of CSI–Low Performing if
The school meets its measure of interim progress goal for the All Students group in all subjects (reading and math) for the exit year (every four years). This measure of interim progress is a measure that expects a cumulative increase over the entire identification cycle.

AND

The school's total score on the ESSA Accountability model detailed in 4.iv is above the lowest five percent (5%) of all Title I schools for the All Students subgroup for the most recent and previous school year.

As approved in the 2022 addendum for the 2021-22 school year only, schools could exit the 2018-19 identification if they either were (1) above the lowest 5 percent of Title I served schools for the most recent and previous school year (2018–19 and 2021–22); or (2) above the lowest 5 percent of Title I served schools in the 2021–22 school year and had a growth designation of meets or exceeds.

- Schools will exit a designation of CSI–Low Graduation Rate by increasing their four-year cohort graduation rate to a percent greater than or equal to 66.7 percent for the most recent and previous year.

- Schools will exit a designation of CSI–Additional Targeted Support Not Exiting Such Status by meeting the criteria required to exit Additional Targeted Support status (see section A.4.viii.b).
- Schools first identified as CSI–Additional Targeted Support Not Exiting Such Status in the 2025–26 school year will first be eligible for exit following the 2027–28 school year.

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- b. **Exit Criteria for Schools Receiving Additional Targeted Support.**
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Exit Criteria for Schools Receiving Additional Targeted Support:

Schools exit Additional Targeted Support status by obtaining an index score of 1.0 or higher on their three-year growth score in the EVAAS system for the subgroups identified during designation. The three-year growth score is a recalculated score that includes growth results spanning three (3) years for each subgroup within the school. The three-year growth score is less influenced by typical yearly fluctuations in student and staff populations.

OR

Schools can exit if at the next report on the measures of interim progress, the subgroup(s) initially identified as needing additional targeted support is/are classified as being on-target to reach the long-term proficiency goal in ELA and math. Reporting on these measures allows subgroups to increase proficiency at a rate that should, if trajectory is maintained, result in a proficiency score above the level at which they would have been identified as needing Targeted Support and Improvement for the initial year of designation.

OR

Schools can exit if:

- (1) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for identification of CSI-LP schools; and
- (2) the previously identified subgroups demonstrate improved performance on the School Performance Grade score as compared to the score at the time of identification.

Exit criteria for these schools will be applied annually after the

third year of identification, which for the 2018–19 identified schools will be the 2022–23 school year.

Title I schools unable to exit by the end of the ~~seventh~~ year (2025–26 identification) will be identified as CSI-Additional Targeted Support Not Exiting Such Status.

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As approved in the 2022 addendum, the exit criteria applied at the end of the 2021–22 school year was adjusted to: 1) Identified subgroup(s) achieve a three-year growth designation of meets or exceeds (using 2017–18, 2018–19, and 2021–22 data); or 2) Identified subgroup(s) achieve a two-year growth designation of meets or exceeds (using 2018–19 and 2021–22 data); or 3) Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and mathematics; or 4) There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification

- c. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

CSI schools failing to meet exit criteria will be required to implement more rigorous interventions. These interventions may include the adoption of a specific reform model and require additional oversight and supervision from the NCDPI. As described in section 4.viii.e. of this document, Technical Assistance, schools identified as CSI are required to use NCStar to complete the school improvement plan requirements outlined in section 1111(d)(1)(B) and section 1111(d)(2)(C) of the ESSA. Use of NCStar allows the NCDPI to monitor CSI school improvement planning throughout the implementation years after initial identification and provide coaching support via the web-based tool. Data collected through the plan implementation process will allow the NCDPI to make decisions regarding reform model selection that is based on the results of prior CSI school intervention plans and specific to the needs of the students in a particular CSI school that has not met exit criteria.

In order to increase the likelihood that more rigorous interventions will result in successful outcomes, the NCDPI will provide professional learning opportunities and supports. These professional learning opportunities and supports may include, but are not limited to the

CSI Timeline for Identification of Schools									
CSI-Low Performing	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
	Identification criteria. Perform in the lowest 5% of all Title 1 served schools using the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades).								
	Continue services for priority schools using NC ESEA flexibility <u>definition</u> Identify	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools
						Identify 2022–23 CSI schools			Identify 2025–26 CSI schools
	Exit criteria. Achieve above the lowest 5% of Title 1 served schools for the most recent and previous school year <i>and</i> meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math).								
CSI-Low Graduation Rate	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
	Identification criteria. High schools with a four-year cohort graduation rate below 66.7%.								
	Continue services for priority schools using NC ESEA flexibility <u>definition</u> Identify	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools
						Identify 2022–23 CSI schools			Identify 2025–26 CSI schools
	Exit criteria. Achieve a four-year cohort graduation rate above or equal to 66.7% for the most recent and previous school year.								
CSI-Additional Targeted Support Not Exiting Such Status	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
	Identification criteria. Failure to exit TSI-Additional Targeted Support status after six years and receive Title 1 funds.								
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Identify 2025–26 CSI Schools
	Exit criteria. Same as exiting Additional TSI status: (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-LP identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.								

Supplemental Attachment 6

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TSI Timeline for Identification of Schools									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
TSI-Consistently Under Performing	Identification criteria. One or more of the same subgroup(s) with a designation of "F" on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for the most recent and previous two years.								
	Continue services for focus schools using NC ESEA flexibility definition	Watch list (modified identification criteria)	Identify Consistently Under Performing subgroup schools	Due to COVID-19 impact, schools were not identified or exited	Due to COVID-19 impact, schools were not identified or exited	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
						Exit criteria applied for 2018-19 identified schools	Exit criteria applied for 2022-23 identified schools	Exit criteria applied for 2023-24 identified schools	Exit criteria applied for 2024-25 identified schools
	Exit criteria. Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for previously identified subgroups in the most recent and previous year.								

TSI Timeline for Identification of Schools									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
TSI- Additional Targeted Support	Identification criteria. Schools where any subgroup's performance is less than the top CSI identified school's All Students subgroup total score and have been identified as schools with one or more consistently underperforming subgroups for the identification year. For 2022-23 identification, the pool is all schools whose subgroup's performance is less than the top CSI identified school's All Students subgroup and the school's subgroup(s) is TSI-CU for the current year. %.								
	N/A	Identify 2018-19 TSI schools using 2017-18 score	Maintain TSI identification	Maintain TSI identification	Maintain TSI identification	Maintain TSI identification of 2018-19 identified schools unable to exit	Maintain TSI identification of 2018-19 identified schools unable to exit and 2022-23 identified schools	Maintain TSI identification of 2018-19 and 2022-23 identified schools unable to exit	Maintain TSI identification of 2018-19 and 2022-23 identified schools unable to exit
						Identify 2022-23 TSI schools using 2021-22 data		Identify 2025-26 TSI schools using 2024-25 data	
						Exit criteria applied for 2018-19 identified schools	Exit criteria applied for 2018-19 identified schools	Exit criteria applied for 2018-19 and 2022-23 identified schools	Exit criteria applied for 2018-19 and 2022-23 identified schools
	Exit criterion. (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.								