

Every Student Succeeds Act (ESSA) Questions

QUESTION	CONSIDERATIONS
<ol style="list-style-type: none"> 1. What should be the long-term goal for proficiency on mathematics and ELA/reading assessments and the cohort graduation rate? 2. What should be the progress targets toward meeting the goal (for each student group)? 	<ol style="list-style-type: none"> 1. ESSA requires the State set a long-term goal with progress targets for each of the reported student groups (School as a Whole (All Students), American Indian, Asian, Black, Hispanic, Multi-Racial, White, Economically Disadvantaged, Students with Disabilities, and English Learners) and for the cohort graduation rate. 2. The goal for No Child Left Behind was to achieve 100% proficiency by 2014, and the goal for ESEA Flexibility was to reduce by one-half the percent of students not proficient within six years. 3. The progress targets may be set to be reported on each year, every two years, every three years, etc. 4. It is not required to include science.

Every Student Succeeds Act (ESSA)

“(A) ESTABLISHMENT OF LONG-TERM GOALS.—Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals—

“(i) for all students and separately for each subgroup of students in the State—

“(I) for, at a minimum, improved—

“(aa) academic achievement, as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I); and

“(bb) high school graduation rates, including—

“(AA) the four-year adjusted cohort graduation rate; and

“(BB) at the State’s discretion, the extended-year adjusted cohort graduation rate, except that the State shall set a more rigorous long-term goal for such graduation rate, as compared to the long-term goal set for the four-year adjusted cohort graduation rate;

“(ii) for English learners, for increases in the percentage of such students making progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline.

QUESTION	CONSIDERATIONS
<p>3. For students taking NC Math 1 in 8th grade, should North Carolina eliminate double testing at Grade 8?</p>	<ol style="list-style-type: none"> 1. Currently, students who take NC Math 1 and are in membership in grade 8, or any other grade with an end-of-grade test, must take both the end-of-course test for NC Math 1 and the respective grade level end-of-grade test. 2. Currently, approximately 50 percent of students take NC Math 1 in eighth grade. 3. To eliminate the double testing, North Carolina would have to offer a higher level math assessment for the NC Math 1 students' high school federal accountability measure. This could be an end-of-course for NC Math 2, NC Math 3, or the ACT mathematics test. 4. The federal law addresses grade 8 only, but comments submitted for public comment on the proposed regulations suggest applying this law to any grade where students take both tests. 5. Double-testing at 8th grade could be eliminated if the high school math assessment for federal accountability was NC Math 2.

Every Student Succeeds Act (ESSA)

“(C) EXCEPTION FOR ADVANCED MATHEMATICS IN MIDDLE SCHOOL.—A State may exempt any 8th grade student from the assessment in mathematics described in subparagraph (B)(v)(I)(aa) if—

- “(i) such student takes the end-of-course assessment the State typically administers to meet the requirements of subparagraph (B)(v)(I)(bb) in mathematics;
- “(ii) such student’s achievement on such end-of-course assessment is used for purposes of subsection (c)(4)(B)(i), in lieu of such student’s achievement on the mathematics assessment required under subparagraph (B)(v)(I)(aa), and such student is counted as participating in the assessment for purposes of subsection (c)(4)(B)(vi); and
- “(iii) in high school, such student takes a mathematics assessment pursuant to subparagraph (B)(v)(I)(bb) that—
 - “(I) is any end-of-course assessment or other assessment that is more advanced than the assessment taken by such student under clause (i) of this subparagraph; and
 - “(II) shall be used to measure such student’s academic achievement for purposes of subsection (c)(4)(B)(i).

QUESTION	CONSIDERATIONS
<p>4. To determine proficiency should North Carolina use the ACT tests (reading, English, mathematics, and science) in lieu of the three end-of-course (NC Math 1, English II, and Biology), and regardless of that decision, should North Carolina use the ACT for the high school growth measure?</p>	<ol style="list-style-type: none"> 1. If the ACT is used as the federal accountability measure for proficiency for high schools, achievement levels (Levels 1–5) will have to be set for each of the subject tests. 2. Using the ACT as the growth measure would attribute the growth to the overall high school experience and it would allow the growth measure to occur closer to the end of the high school (grade 11). 3. Preliminary EVAAS analysis shows ACT academic performance is more associated with socio-economic factors than the three EOCs. 4. Using EOCs for proficiency and the ACT for growth may be confusing to the public. 5. Note: there is a provision in ESSA that allows districts, at the state’s discretion, to request approval to use the ACT in lieu of the three EOCs (NC Math 1, English II, and Biology). However, if approved by the State Board of Education, the participating districts may not have data for growth analysis. 6. Current state law requires all students in certain subjects to take the EOC assessments

Every Student Succeeds Act (ESSA)

“(H) LOCALLY-SELECTED ASSESSMENT.—

“(i) IN GENERAL.—Nothing in this paragraph shall be construed to prohibit a local educational agency from administering a locally-selected assessment in lieu of the State-designed academic assessment under subclause (I)(bb) and subclause (II)(cc) of subparagraph (B)(v), if the local educational agency selects a nationally-recognized high school academic assessment that has been approved for use by the State as described in clause (iii) or (iv) of this subparagraph.

“(ii) STATE TECHNICAL CRITERIA.—To allow for State approval of nationally-recognized high school academic assessments that are available for local selection under clause (i), a State educational agency shall establish technical criteria to determine if any such assessment meets the requirements of clause (v).

“(iii) STATE APPROVAL.—If a State educational agency chooses to make a nationally-recognized high school assessment available for selection by a local educational agency under clause (i), which has not already been approved under this clause, such State educational agency shall—

“(I) conduct a review of the assessment to determine if such assessment meets or exceeds the technical criteria established by the State educational agency under clause (ii);

“(II) submit evidence in accordance with subsection (a)(4) that demonstrates such assessment meets the requirements of clause (v); and

“(III) after fulfilling the requirements of subclauses (I) and (II), approve such assessment for selection and use by any local educational agency that requests to use such assessment under clause (i).

“(iv) LOCAL EDUCATIONAL AGENCY OPTION.—

“(I) LOCAL EDUCATIONAL AGENCY.—If a local educational agency chooses to submit a nationally recognized high school academic assessment to the State educational agency, subject to the approval process described in subclause (I) and subclause (II) of clause (iii) to determine if such assessment fulfills the requirements of clause (v), the State educational agency may approve the use of such assessment consistent with clause (i).

“(II) STATE EDUCATIONAL AGENCY.—Upon such approval, the State educational agency shall approve the use of such assessment in any other local educational agency in the State that subsequently requests to use such assessment without repeating the process described in subclauses (I) and (II) of clause (iii).

“(v) REQUIREMENTS.—To receive approval from the State educational agency under clause (iii), a locally selected assessment shall—

“(I) be aligned to the State’s academic content standards under paragraph (1), address the depth and breadth of such standards, and be equivalent in its content coverage, difficulty, and quality to the State-designed assessments under this paragraph (and may be more rigorous in its content coverage and difficulty than such State-designed assessments);

“(II) provide comparable, valid, and reliable data on academic achievement, as compared to the State-designed assessments, for all students and for each subgroup of students defined in subsection (c)(2), with results expressed in terms consistent with the State’s academic achievement standards under paragraph (1), among all local educational agencies within the State;

“(III) meet the requirements for the assessments under subparagraph (B) of this paragraph, including technical criteria, except the requirement under clause (i) of such subparagraph; and

“(IV) provide unbiased, rational, and consistent differentiation between schools within the State to meet the requirements of subsection (c).

“(vi) PARENTAL NOTIFICATION.—A local educational agency shall notify the parents of high school students served by the local educational agency—

“(I) of its request to the State educational agency for approval to administer a locally-selected assessment; and

“(II) upon approval, and at the beginning of each subsequent school year during which the locally selected assessment will be administered, that the local educational agency will be administering a different assessment than the State designed assessments under subclause (I)(bb) and subclause (II)(cc) of subparagraph (B)(v).