

Every Student Succeeds ACT (ESSA) State Plan Amendment

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January 3, 2024

Context

- ESSA state plan implemented in 2017–18 school year
 - Baseline year for long-term goals was 2015–16
 - Ten-year trajectory with interim progress targets
- Waiver from testing and accountability in the 2019–20 school year (COVID-19)
- Waiver from accountability in the 2020–21 school year
- Testing and accountability fully implemented in the 2021–22 school year
- Long-term goals shifted forward two years in the 2021–22 school year



Context

- The Office of Accountability and Testing, with the Office of Federal Programs, have reviewed the ESSA state plan to identify areas affected by the decrease in student performance due to COVID-19.
- A list of possible amendments to the ESSA state plan was shared with the U.S. Department of Education in a meeting on December 7, 2023.



Amendment: Long-term Goals

- Long-term goals include (1) grades 3–8 reading, (2) grades 3–8 mathematics, (3) high school reading (English II), (4) high school mathematics (NC Math 1 and NC Math 3), (5) four-year cohort graduation rate, and (6) English learner progress.
 - The long-term goals and interim progress targets were set based on pre-COVID data from the 2015–16 school year.
 - Due to decreased student performance beginning in the 2020–21 school year (COVID-19), the state-level goals have not been met as originally anticipated.



Amendment: Long-term Goals

- In spring 2022, an approved ESSA state plan addendum shifted the trajectory for the long-term goals forward by two years.
- However, with the 2015–16 school year as the baseline for the long-term goal, and the impact of COVID-19, the interim progress targets continue not to be met.
- At the state-level, for the 2022–23 school year only one progress target, out of a total of 51, was met: the Asian subgroup for cohort graduation rate.

Amendment: Long-term Goals

Long-term Goal	State Level Goals Met 2017–18	State Level Goals Met 2018–19	State Level Goals Met 2021–22	State Level Goals Met 2022–23
Grades 3–8 Reading	2 of 10	1 of 10	0 of 10	0 of 10
Grades 3–8 Mathematics	2 of 10	0 of 10	0 of 10	0 of 10
High School Reading (English II)	2 of 10	2 of 10	0 of 10	0 of 10
High School Mathematics (NC Math 1 and NC Math 3)	7 of 10	7 of 10	0 of 10	0 of 10
4-Year Cohort Graduation Rate	3 of 10	2 of 10	1 of 10	1 of 10
English Learner Progress	1 of 1	1 of 1	0 of 1	0 of 1

Amendment: Long-term Goals

- Considering a reset for the long-term goals
 - How many years for the long-term goal?
 - What year to set as the baseline?
 - What is the expectation for the interim progress targets?

Amendment: Additional Considerations

- Align the identification year and the exit year for Comprehensive Support and Improvement (CSI) schools and for Targeting Support and Improvement-Additional Targeted Support (TSI-AT) schools.
 - For CSI, this would shift the next identification year to fall 2025 which is also the next exit year.
- Modify current exit criteria for CSI and TSI schools.
- Clarify K–2 schools' exit criteria from CSI and TSI identification.

Next Steps

- Gather input from stakeholders on the draft ESSA amendment
 - Statewide webinar will be held in January
 - 30-day public comment period will be available in February.
- Feedback from the webinar, public comments, and a recommendation will be shared with the State Board of Education at the March 2024 meeting
- If approved, the NCDPI will submit ESSA state plan amendment to the USED in March
- The amendment would be in effect for the 2023–24 school year.



QUESTIONS

