Every Student Succeeds Act (ESSA)
Federal and State Comparison of Current Requirements for North Carolina

ACCOUNTABILITY
April 14, 2016

The US Secretary of Education cannot prescribe goals, measurements, assessments, indicators, weight, methodology, exit criteria, n-size, teacher or leader evaluations, or indicators.

This table presents information from the ESSA regarding the key area of *accountability* within the legislation for development of a State's plan under Title I and what the federal requirements are, what is the current status under the state's School Performance Grades and whether there are gaps between the two.

State Plan Component	Federal Requirements	Current State Status Under School Performance Grades (SPGs)	Gaps
Accountability system	**State-determined** (USED must approve) with certain federal requirements A. **At least 4 academic indicators** including: 1. **proficiency** on state tests 2. progress on **English language proficiency** for English learner (EL) students 3. **student growth or other academic indicator** (elementary and middle schools only) 4. **graduation rate** (high schools only) ---------- B. **A measure of school quality and student success** such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety	School Performance Grades: A-F grading of schools (G.S. 115C-83.15) A.1. We have EOGs and EOCs A.2. This currently is <u>not</u> a part of SPGs A.3. We have student growth at 20% in elementary and middle – *option to add other academic indicators in elementary and middle schools and adjust weights.* A.4. We have 4-year cohort graduation rates at the high school level – *option to add 5-year rate.* ---------- B. For elementary and middle, we need to add measures. For high school, we have completion of advanced coursework with completion of Math III, and postsecondary	School Performance Grades must be reviewed and amended in light of the new requirements in ESSA if one unified accountability system is to be achieved. This would require inclusion of progress in achieving English Proficiency for English Learners, inclusion of an indicator of school quality and student success in elementary and middle schools, adjusting the weights for the indicators under academic

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		readiness with percentage of students meeting minimum UNC admissions standard of composite score of 17 on ACT but we may have to use separate measures for reading, mathematics and science if we do not use the current EOCs at the high school level. *Options* to add measures.	performance so they count much more than the indicators of school quality and student success, and factoring the 95% participation rate into the amended SPG accountability system.
	C. Must include not less than **95% overall and subgroup participation rate**	C. We must factor in the 95% testing requirement.	
	▸ **Weighting** is determined by states but academic factors have to count "much" more than measures of school quality or student success ▸ State must **establish "ambitious long term goals"** with measurements of progress for all students ▸ Each year state must **"meaningfully differentiate" schools** and identified student populations based on performance on indicators ▸ Maintains requirement for **state and local report cards** with emphasis on disaggregated data and some expanded reporting requirements	We must establish weights for the indicators, establish ambitious long-term goals, and differentiate the schools.	