

DRAFT ESSA STATE PLAN CHANGES

This document will facilitate the review of the final ESSA State Plan dated September 1, 2017. It describes changes made from the July 28, 2017, version of the draft plan that the State Board of Education (SBE) reviewed at its August 2-3, 2017, meetings. The table includes a description of stakeholder recommendations/comments/legislative action, recommendations offered by the Governor, any changes or clarifications included in the September 1 plan, and the page numbers where the revisions have been included in the plan. Sections of the plan are highlighted in yellow with the revised text underlined in each section. *NOTE: This document does not reflect all public comments received to date, but reflects changes that are based on comments received since the previous version.*

| No. | Stakeholder Recommendation/Comments/Legislative Action | SBE | Governor | ESSA Plan Revisions | Page Numbers |
|-----|---|-----|----------|--|--------------|
| 1 | Reduce minimum N-size for accountability to lower than 30 | ✓ | | Acknowledged the recommendation to have an N-size lower than 30 and provided additional justification for N-size of 30. | 21 & 23 |
| 2 | Concerns about missing percentages of student populations as related to differing N-sizes | | | Revised former charts and included two new charts that show the student populations represented in the different N-sizes | 20 & 22-23 |
| 3 | Clarify starting year for English learner progress because of new ACCESS 2.0 assessment | | | Clarified initial year for English learner progress as the 2016-17 school year | 32 |
| 4 | General Assembly technical corrections legislation | | | Revised accountability model graphic and text to reflect General Assembly technical corrections to the School Performance Grades model | 33-34 |
| 5 | General Assembly technical corrections legislation | | | Removed science from high school growth per the technical corrections legislation | 34 |

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| 6 | Clarify starting year for English learner progress because of new ACCESS 2.0 assessment | | | Clarified initial year for English learner progress as the 2016-17 school year | 37 |
| 7 | General Assembly technical corrections legislation | | | Revised academic measures for high schools to be listed as School Quality or Student Success indicators per the technical corrections legislation | 38 |
| 8 | General Assembly technical corrections legislation | | | Clarified the 80-20 weighting of indicators and removed science from growth in high school per the technical corrections legislation | 40 |
| 9 | Include additional indicators in School Report Cards | ✓ | ✓ | Inserted additional narrative requested by the State Board of Education at its August 3, 2017, meeting | 42 |
| 10 | Concerns regarding state definition for "consistently" underperforming subgroup(s) since this is the first time School Performance Grades will be assigned to all subgroups | | | Revised identification of TSI Schools with Consistently Underperforming Subgroups to be based on three years of data after the initial year of identification | 44 |
| 11 | Concerns that schools would exit status after one year with no opportunity for consistent improvement | | | Underlined the existing paragraph to emphasize that the exit criteria is based on two years of School Performance Grade improvement | 44 |
| 12 | Concerns with inconsistencies in the various identification criteria | | | Revised identification of TSI Schools— Additional Targeted Support to be based on three years of data | 45 |

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| 13 | Concerns that CSI schools would exit status after one year with no opportunity for consistent improvement | | | Underlined the existing paragraph to emphasize that the exit criteria for CSI schools is not applied until after four years of school improvement efforts | 47 |
| 14 | Concerns with inconsistencies in the various identification criteria | | | Revised the graphic to align to the narrative changes for TSI schools regarding number of years of data used | 49 |
| 15 | Concerns with how the NCDPI ensures support and professional development for principals in low-performing schools | ✓ | ✓ | Included additional description of state-level activities offered for low-performing schools | 53 |
| 16 | Equity analyses unclear | | | Defined "boxplot" for better public understanding of the figures provided in the document | 58 |
| 17 | Concerns about state-level strategies for ensuring equitable access to excellent educators | ✓ | ✓ | Inserted state-level strategies previously referenced in NC's State Plan to Ensure Equitable Access to Excellent Educators | 66-68 |
| 18 | Need additional clarification regarding licensure requirements for Career and Technical Education (CTE) teachers in the "Restart model" | | | Included the licensure requirements for CTE teachers | 100-101 |
| 19 | Concerns about state-level strategies for providing equitable educational opportunities for high-achieving students | ✓ | ✓ | Included additional descriptions of state-level strategies and data to demonstrate progress made regarding advanced learning opportunities for underserved populations | 114-115 |

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|------------|---|------------|-----------------|---|---------------------|
| 20 | Additional clarification recently received from the USED regarding required state actions under the General Education Provisions Act (GEPA) | | | Included information required under Section 427 of GEPA for new grant awards for programs authorized under the ESSA | 154 |
| 21 | Concerns with CSI and TSI classifications of schools | | | Revised the graphic to align to the narrative changes for CSI/TSI schools | 188 |

9/01/2017