Public Schools of North Carolina

Every Student Succeeds Act Accountability Model Update

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North Carolina
ESSA State Plan Status

- Submitted updated version on February 9, 2018

http://www.ncpublicschools.org/docs/succeeds/revised-essa-state-plan.pdf

- This presentation is based on most recent submission and additional updates requested by U.S. Department of Education since February 9, 2018

- ESSA State Plan Status—Pending Approval

ESSA Accountability Model--Highlights

- Partial Enrollment (Formerly Full Academic Year) (Slide 5)
- Minimum-N of students in an indicator (Slide 15)
  - 30 for Accountability Model and Long-term Goals
  - 10 for Reporting
- Participation on Assessments (Slide 18)
  - Consequences
  - Banking to 10th or 11th grade in high schools
- School Performance Grades (Slide 25)
  - Indicators
  - 15-point scale through 2018–19
  - Denominators changed
    - Math Course Rigor
    - ACT WorkKeys (Possibly ACT)
  - No adjustments if growth lowers letter grade
  - Biology growth removed for school growth measure
  - Achievement Level 3 and above
  - Separate grades for subgroups

ESSA Accountability Model--Highlights

- Alternative accountability methodologies and Alternative School state accountability model (Slide 33)
- Identification of Schools (Slide 36)
  - Comprehensive Support and Improvement Schools
  - Targeted Support and Improvement Schools
  - Low Performing Schools
- English Learner Progress Indicator (Slide 38)
- English Learners (Slide 42)
  - Exited inclusion
  - Newly Arrived inclusion/exclusion
- Cohort Graduation Rate (Slide 45)
- Math Assessments in Accountability (Slide 48)
  - Last year NC Math 1 is banked to high school
  - Math Grade 8 EOG Exception (NC Math 1 in middle school)
- Long-term Goals (Slide 59)
  - Level 4 and above for long-term goals

Partial Enrollment

Partial Enrollment (PE) in ESSA

- In the case of a student who has not attended the same school within a local educational agency for at least half of a school year, the performance of such a student. . .
  - Must not be used in the system of meaningful differentiation (i.e. accountability model)
  - Shall be used for reporting on the State and LEA/charter school report cards and other public reporting

Partial Enrollment
"Accountability" vs "Reporting"

- **Accountability** (system of meaningful differentiation) - ESSA Accountability Model (School Performance Grades)

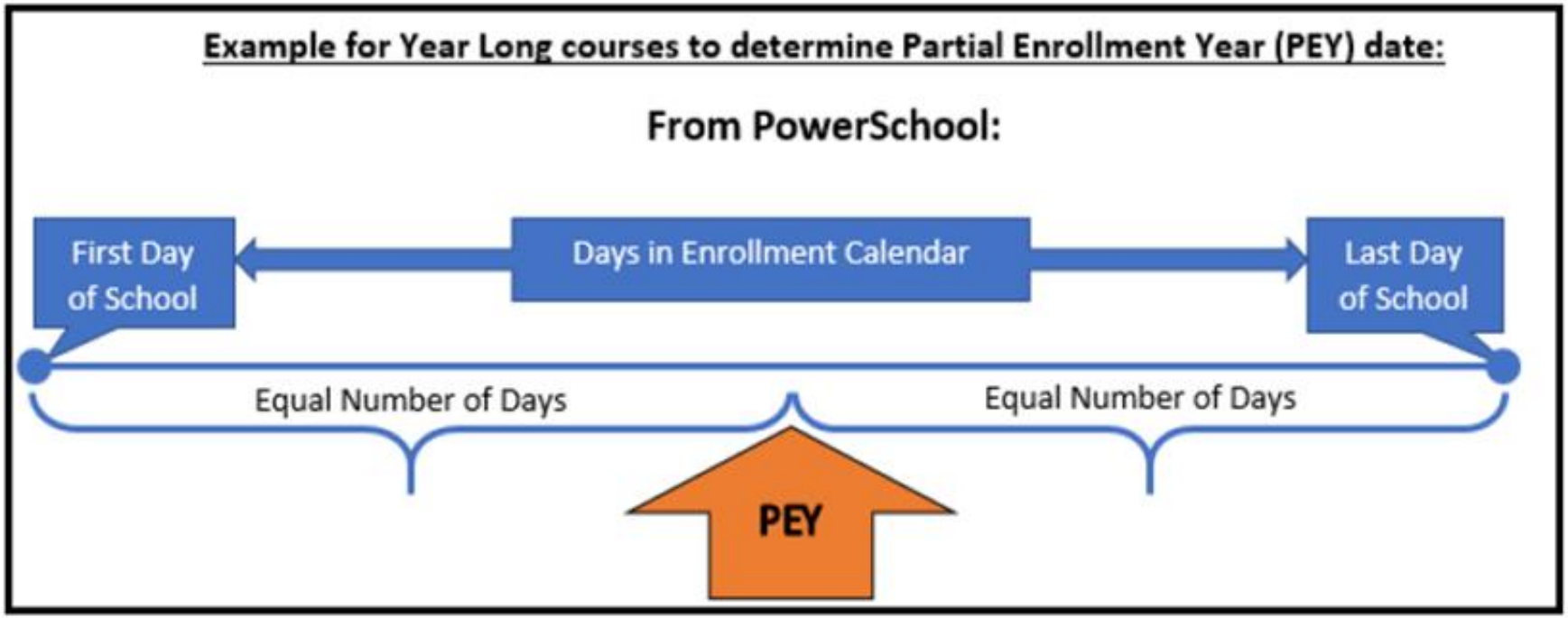
- **Reporting** - School Report Card disaggregated data, state and federal reports, legislative requests, research requests, "Green Book"

Indicators Where PE is Applied

- ELA/Reading End of Grade (EOG) and English II End of Course (EOC)
  - Proficiency
  - Growth
- Math EOG and NC Math 1/NC Math 3 EOC
  - Proficiency
  - Growth
- English Learner Progress
- Science EOG
  - Proficiency
  - Growth
- Biology EOC Proficiency
- ACT
- ACT WorkKeys
- Math Course Rigor

Year-Long Measures

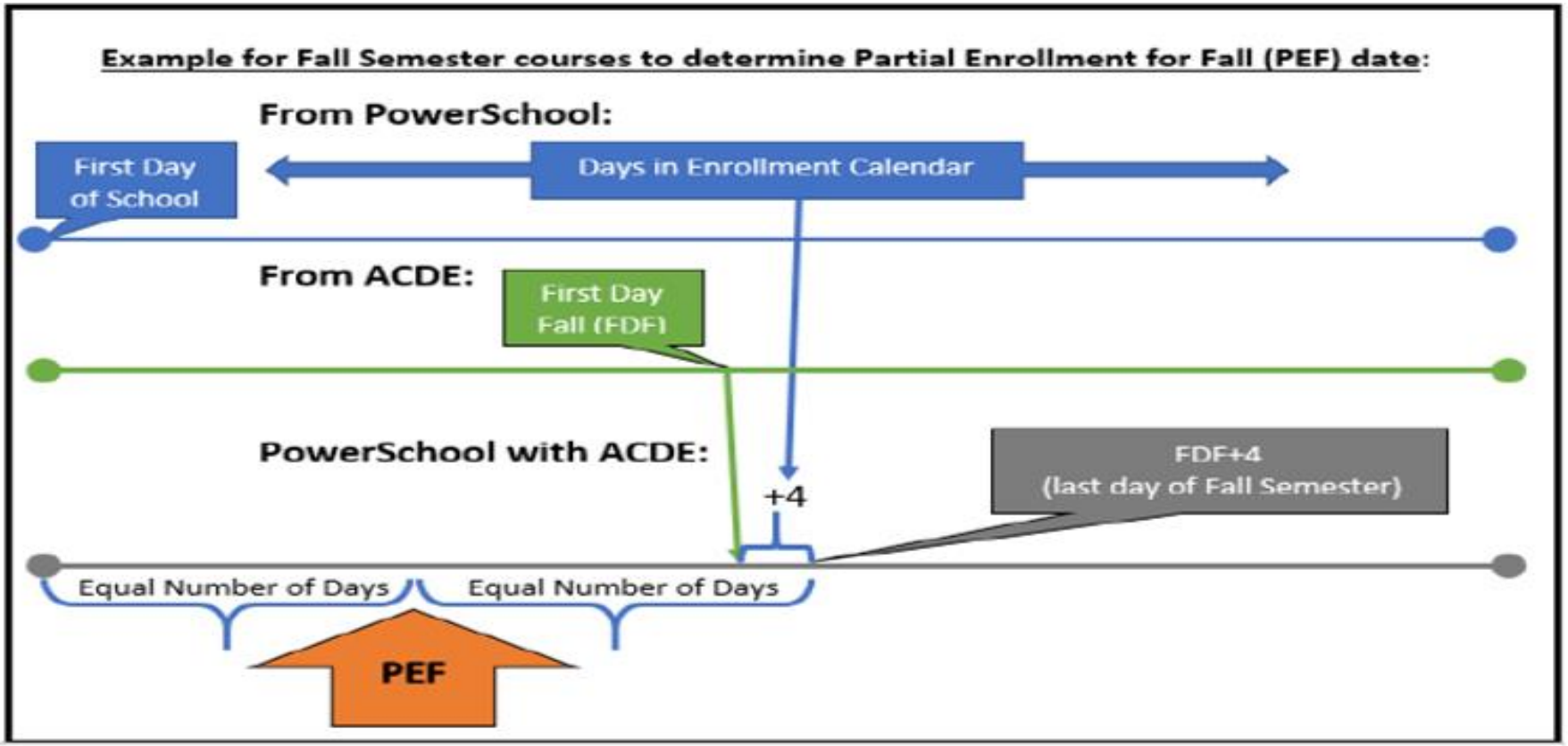
- EOG, Year-long EOC, ACT, ACT WorkKeys, Math Course Rigor, and English Learner Progress
- Partial Enrollment Year (PEY)
  - Students enrolled PEY through FDS are included
- PowerSchool
  - First Day of School (School Calendar)
  - Last Day of School (School Calendar)
  - Enrollment Calendar Table
  - Student Enrollment Date (Entry Date)



- If student enrollment date is on or before PEY, they meet PE requirement for inclusion in the model
- If student enrollment date is after PEY, they will not meet the PE requirement for inclusion in the model

Fall Semester Courses

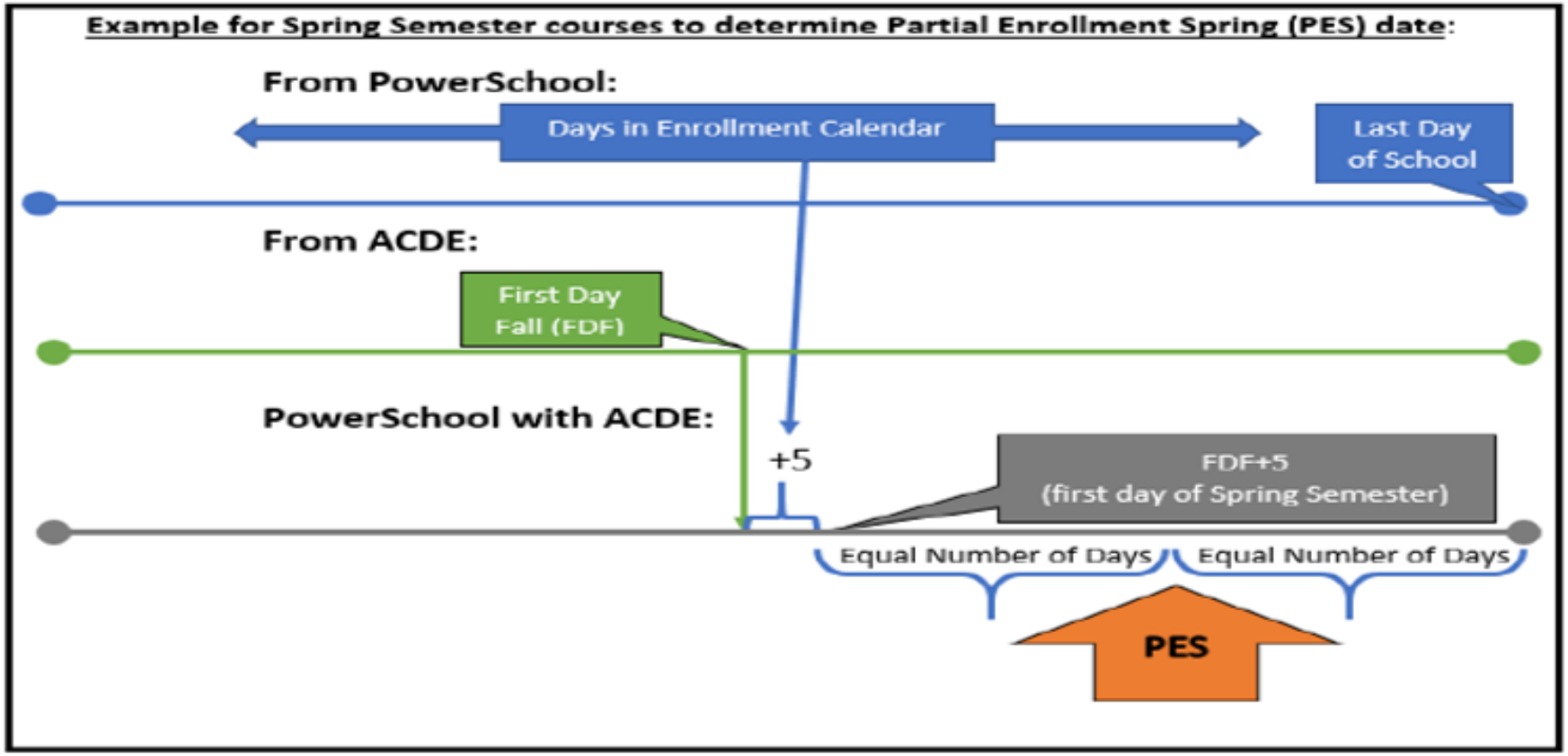
- Fall EOCs
- Partial Enrollment Fall (PEF)
  - Students in membership PEF through FDF are included
- PowerSchool
  - First Day of School
  - Enrollment Calendar Table
  - Student Enrollment Date
- Accountability Collection Date Entry (ACDE)
  - First Day Fall (FDF)



- If student enrollment date is on or before PEF, they meet PE requirement for inclusion in the model
- If student enrollment date is after PEF, they will not meet the PE requirement for inclusion in the model

Spring Semester Courses

- Spring EOCs
- Partial Enrollment Spring (PES)
  - Students in membership PES through FDS are included
- PowerSchool
  - Last Day of School
  - Enrollment Calendar Table
  - Student Enrollment Date
- Accountability Collection Date Entry (ACDE)
  - First Day Fall



- If student enrollment date is on or before PES, they meet PE requirement for inclusion in the model
- If student enrollment date is after PES, they will not meet the PE requirement for inclusion in the model

Minimum-N

Minimum-N

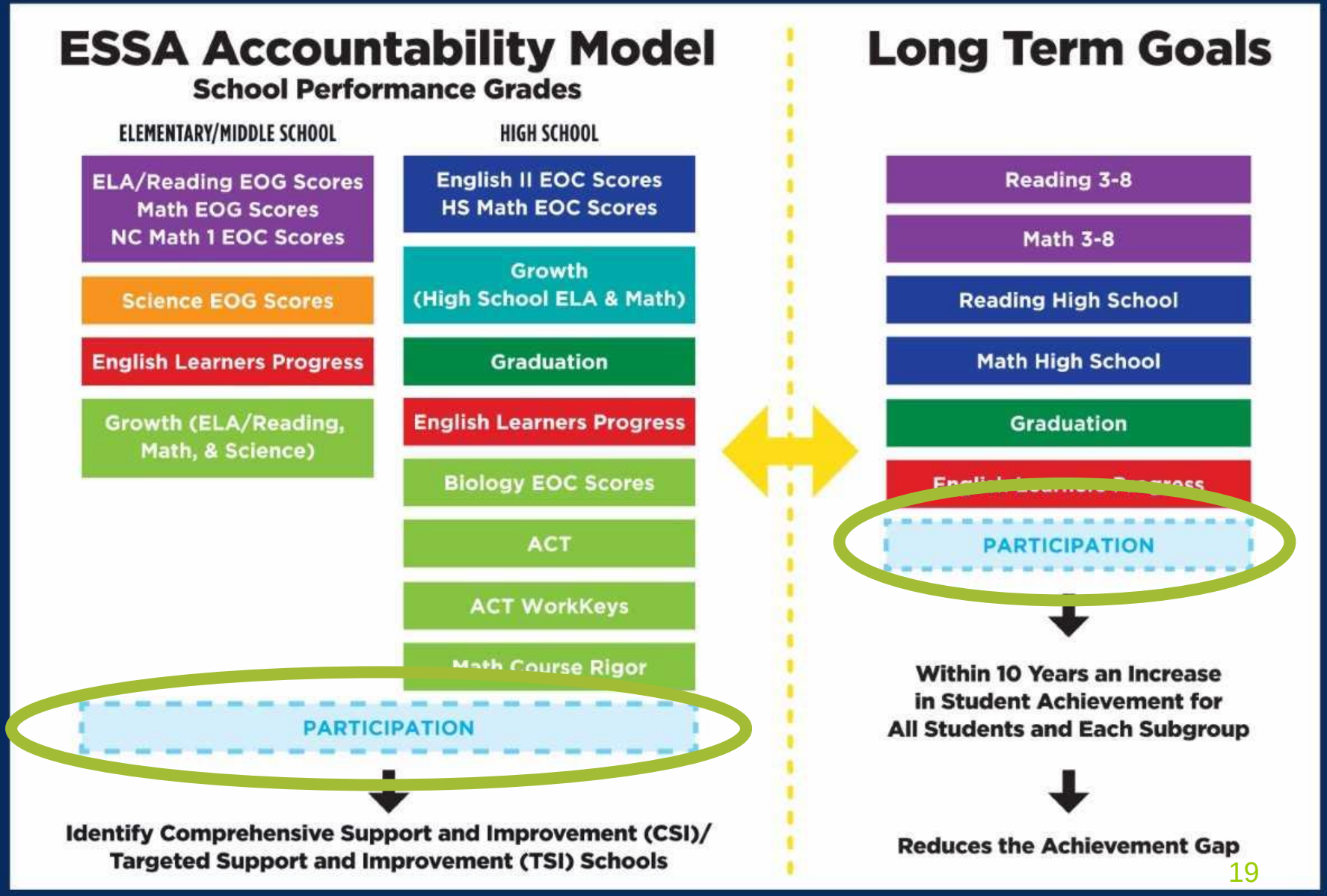
- Minimum-N for the Accountability Model & Long-term Goals = 30
  - If a school does not have 30 scores/data points in an accountability indicator (3–8 ELA/reading scores, students in Cohort Graduation Rate, English Learners for English Learners' Progress, etc.), the data is not included in the accountability model calculation.
  - Determined after additional business rules, such as Partial Enrollment, are applied.
    - » Last rule applied

Minimum-N

- Minimum-N for Reporting Information = 10
  - If a school does not have 10 scores/data points in an indicator, the data is not included in reporting
  - Generally, no other business rules are applied
  - Reporting is providing information and not accountability determinations
  - Examples include
    - NC School Report Card reporting
    - Public data sets
    - Green Book

Participation on Assessments

ESSA PLAN


ESSA Accountability Model
School Performance Grades
ELEMENTARY/MIDDLE SCHOOL
HIGH SCHOOL
ELA/Reading EOG Scores
Math EOG Scores
NC Math 1 EOC Scores
Science EOG Scores
English Learners Progress
Growth (ELA/Reading, Math, & Science)
English II EOC Scores
HS Math EOC Scores
Growth (High School ELA & Math)
Graduation
English Learners Progress
Biology EOC Scores
ACT
ACT WorkKeys
Math Course Rigor
PARTICIPATION
Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools
Long Term Goals
Reading 3-8
Math 3-8
Reading High School
Math High School
Graduation
PARTICIPATION
Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup
Reduces the Achievement Gap

95% Participation Rule in ESSA

States must annually measure the achievement of not less that 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments.

For purpose of measuring, calculating and reporting…

Include in the denominator **the greater of**

1. 95 percent of all students (or 95 percent of the subgroup); or
2. the number of students participating in the assessments

Participation Requirements

- All students in membership in a grade (3–8) for ELA/reading and mathematics
- All students for EOC assessments
  - EOC assessments
    - » A valid English II EOC by the end of grade 10
    - » A valid NC Math 1 or NC Math 3 EOC by the end of grade 11
      - Once a student takes NC Math 1 in middle school, NC Math 3 is their math accountability measure in high school
  - Students currently enrolled in a course requiring an EOC
- All students eligible to test are included in participation
  - Partial Enrollment rules do not apply

High School Math Acct. Timeline

	Math Achievement (SPG--Current Year)	Math Participation (At 11th Grade)	Long–Term Goals (At 11th Grade)
2017-18	Current NC Math 1 including the 2016-17 Middle School banked scores	NC Math 1 by end of 11th grade	NC Math 1 by end of 11th grade
2018-19	Current year NC Math 1 and NC Math 3 (Math EOG Exception)	NC Math 1 by end of 11th grade	NC Math 1 by end of 11th grade
2019-20 and Beyond	Current year NC Math 1 and NC Math 3 (Math EOG Exception)	NC Math 1 or NC Math 3 (Math EOG Exception) by end of 11th grade	Composite of NC Math 1 and NC Math 3 (Math EOG Exception) by end of 11th grade

Accountability Model High School English and Science Timeline

	ELA Achievement (SPG--Current Year)	ELA Participation (At 10th Grade)	Long – Term Goals (At 10th Grade)
2017-18 and beyond	Current English II EOC	English II by the end of 10th grade	English II by the end of 10th grade

	Science Achievement (SPG--Current Year)	Science Participation (At 11th Grade)	Long – Term Goals (At 11th Grade)
2017-18 and beyond	Current Biology EOC including the banked Middle School scores of 9th grade students	Biology by end of 11th grade	Biology by end of 11th grade

Participation Requirements

- Full participation on other assessments used for accountability is expected
  - Science EOG
  - Biology EOC
  - ACT
  - ACT WorkKeys
  - English Learner Progress (ACCESS)
- Participation rates on these assessments will be monitored and reported on the Accountability website

School Performance Grades

ESSA PLAN

ESSA Accountability Model

School Performance Grades

ELEMENTARY/MIDDLE SCHOOL

- ELA/Reading EOG Scores
  Math EOG Scores
  NC Math 1 EOC Scores
- Science EOG Scores
- English Learners Progress
- Growth (ELA/Reading, Math, & Science)

HIGH SCHOOL

- English II EOC Scores
  HS Math EOC Scores
- Growth (High School ELA & Math)
- Graduation
- English Learners Progress
- Biology EOC Scores
- ACT
- ACT WorkKeys
- Math Course Rigor

PARTICIPATION

Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools

Long Term Goals

- Reading 3-8
- Math 3-8
- Reading High School
- Math High School
- Graduation
- English Learners Progress

PARTICIPATION

Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

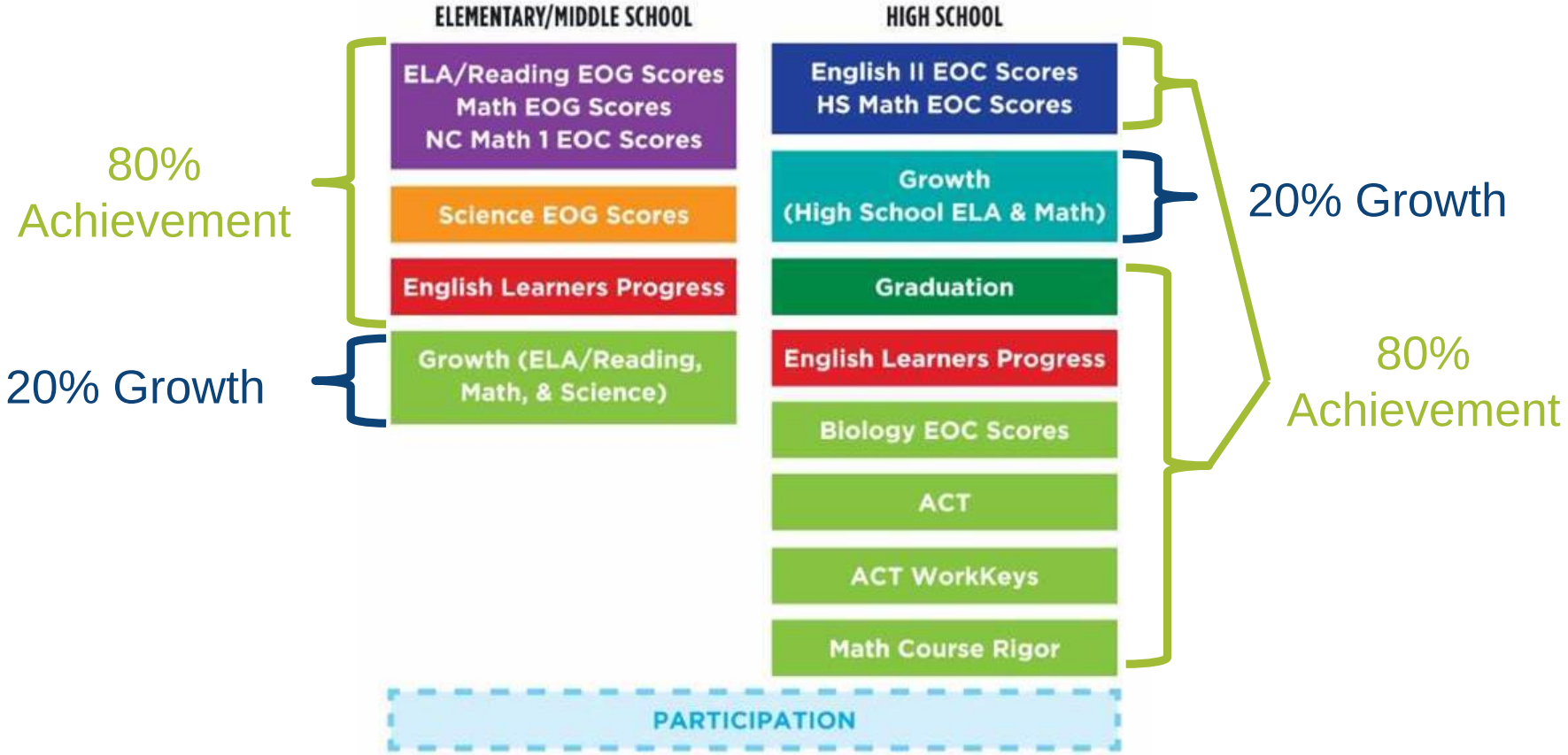
Reduces the Achievement Gap

Accountability Model Summary

- SPG = accountability model
  - State and federal accountability differ for
    - » Low Performing (state) **vs.** CSI/TSI (federal)
    - » Alternative Schools' Accountability Model (state only) **vs.** alternative methodologies (federal for all schools with insufficient data to receive an annual letter grade)
- New ESSA business rules applied
  - Min N of 30 per indicator to be included
  - Partial Enrollment
  - Participation Consequences
  - EL Exited included / EL newly arrived exclusions
  - EL Progress indicator added
  - Math EOG Exception

ESSA Accountability Model

School Performance Grades



School Performance Grades

- Every Student Succeeds Act (ESSA) Accountability Model for state and federal accountability
- Includes separate grades for ELA/Reading and Mathematics for Elementary and Middle Schools
- Includes grades for reported subgroups
  - Race/ethnicity groups, Students with Disabilities, English Learners, and Economically Disadvantaged Students

Elementary & Middle Indicators

- **Academic Achievement Indicators**
  (current year test scores)
  - ELA/Reading and Mathematics
    - » Mathematics includes 3–8 EOG and NC Math 1 for grade 8
    - » Achievement (Level 3 and above)
  - Other Academic Indicator: Science (Gr 5/Gr 8)
  - English Learners' Progress
- **School Quality or Student Success Indicator**
  - Growth (ELA/Reading, Mathematics, and Science)

Note: *The 15-point scale will continue for 2017–18 and 2018–19 school years*

High School Indicators

- **Academic Achievement Indicators**
  - English II and NC Math 1 or NC Math 3
    - Achievement (Level 3 and above)
    - Growth (English II, NC Math 1 or NC Math 3)
  - Four-year Cohort Graduation Rate
  - English Learners' Progress
- **School Quality or Student Success Indicators**
  - Math Course Rigor (percent of students in grade 12)
  - ACT
  - ACT WorkKeys (percent of students in grade 12)
  - Biology Achievement (Level 3 and above)

Note: *The 15-point scale will continue for 2017–18 and 2018–19 school years*

Notable Adjustments to SPG Calculations Under ESSA

- Denominator changes
  - WorkKeys (Grade 12)
  - Math Course Rigor (Grade 12)
  - ACT (May change, if combined with WorkKeys)
- If growth lowers letter grade, no adjustment made
- Biology growth removed from growth measure

Alternative Methodologies and Alternative Accountability Model

Alternative and Special Schools

- Alternative Schools' Accountability Model, State Board Policy ACCT-038 unchanged (*state* only)

- Alternative methodologies (*federal* for all schools with insufficient data to receive an annual letter grade)

Alternative Methodologies

- K–2 schools (K, K–1, K–2, etc.)
  - Receive the score/grade of the school to which the highest percentage of students attend after leaving
- Schools with insufficient data
  - Use 3-years of data to calculate a score/grade
- Schools eligible to use Alternative Schools' Accountability Model (ASAM) (there may be others we have not identified at this time) with insufficient data
  - Use 3-years of data to calculate a score/grade

    Or
  - Send data back to base schools and receive the score/grade of school to which the highest percentage of data was sent
    - » This option only applies to schools eligible to send data back to base schools

Identification of Schools

SPG Outcomes Under ESSA

- In addition to School Performance Grades for All Students, each subgroup, and ELA/reading and mathematics for grade 3–8 schools, the score from the accountability model will meaningfully differentiate schools for identification of
  - Comprehensive Support and Improvement (CSI)
  - Targeted Support and Improvement (TSI)

Note: Schools will continue to be identified Low Performing as defined in North Carolina State Statute

English Learner Progress Indicator

Progress Toward Exiting English Learner Status

- **Accountability Indicator**
  - Percent of students making progress toward English Language attainment or exiting English Learner status
  - Grades 3–8 and 10
  - Minimum N-size = 30
  - Proportionally weighted in the overall Achievement Score (80%) by the number of students in the indicator

Exiting EL Status

Initial Score on the *WIDA ACCESS for ELLs 2.0* ™	Number of Years Expected to Exit
1–1.9	5
2.0–2.9	4
3.0–3.9	3
4.0–4.7	2
4.8	1

What is EL Progress

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Initial ACCESS Assessment Score	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1.7	2.3	2.9	3.6	4.2	Exit*
1.8	2.4	3.0	3.6	4.2	Exit*
1.9	2.5	3.1	3.6	4.2	Exit*
2.0	2.7	3.4	4.1	Exit*	
2.1	2.8	3.5	4.1	Exit*	

Changes to English Learner Subgroup Rules in Content Areas

Counting Exited EL Students for Accountability and Reporting

- ESSA affords states the flexibility to include students who have **exited** EL status into accountability and reporting
  - North Carolina selected to use exited up to **4** years
    - » Applied in the following areas
      - ELA/Math/Science EOG and EOC Assessments
      - ACT
      - ACT WorkKeys
      - Math Course Rigor
  - Students who were ever identified as an English learner in grades 9–12, remain included in the Cohort Graduation Rate as EL regardless of exit status

Recently Arrived English Learners

Beginning with the 2017–18 school year, students in their first year in US schools, must participate in the statewide testing program in ***all*** subject areas.

Recently Arrived EL (by year)	First Year in US Schools	Year 2	Year 3 and Beyond
Assess and Report	**Yes**	**Yes**	**Yes**
Growth in Accountability System	**No**	**Yes**	**Yes**
Proficiency in Accountability System	**No**	**No**	**Yes**

Cohort Graduation Rate

Cohort Graduation Rate (CGR)

- Standard Rate (4-year traditional, 5-year some CIHS)
  - Included in accountability model
- Extended Rate (5-year traditional, 6-year some CIHS)
  - Reported but not included in accountability model
- Students who exit an identification, English Learners, Students with Disabilities, foster and homeless, after the 9th grade are included in the subgroup for the disaggregated CGR reports
  - **Example:** A ninth grade student identified as English Learner who exits prior to the cohort's graduation year will be included in the English Learners' subgroup for the CGR
    - This rule only applies to these subgroups

Cohort Graduation Rate (CGR)

- Students entering a school off-track are no longer removed from the cohort
- Non-diploma-awarding high schools must use accountability files to return all non-graduating students in the cohort to the home school for CGR calculations
- Alternative or special schools that award diplomas must account for all students for CGR calculation
- Documentation required for removal of student from cohort, CGR Monitoring continues each fall

Math Assessments in Accountability

Banking NC Math 1 Scores for High School

- In the 2017–18 school year only, for accountability, the NC Math 1 EOC scores from students who took the NC Math 1 in middle school in 2016–17 or earlier will be banked to students' current high schools

Math EOG Exception

- With the implementation of this exception:
  - The achievement level on the NC Math 1 EOC is used for accountability purposes for the student in the 8th grade year;

  and

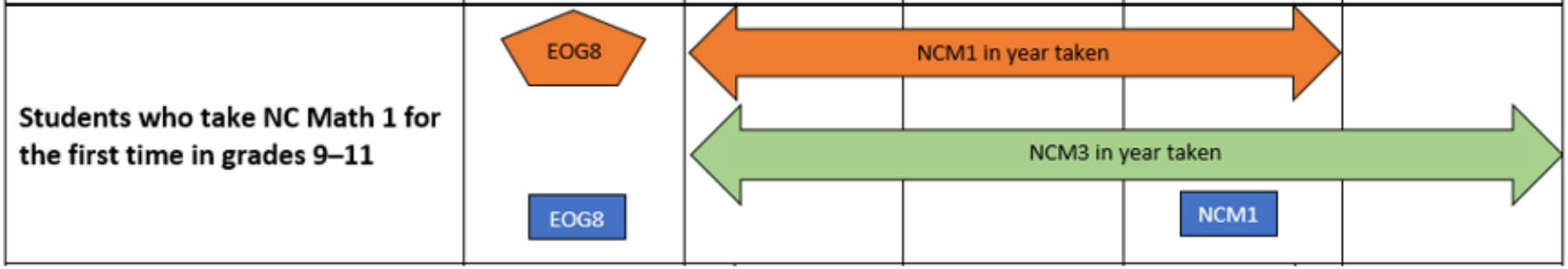
  - In high school the student takes the NC Math 3 EOC assessment by the end of the 11th grade year

Orange	Assessment included in accountability model
Blue	Used to determine 95% participation rate and long-term goals
Yellow	Assessment taken but not used in current year accountability model
Green	Assessment taken but not used in accountability model; used for educator effectiveness growth

Key: **EOGX** = End of Grade Math at X grade **NCM1** = NC Math 1 EOC **NCM3** = NC Math 3 EOC
NCM1B = NC Math 1 EOC Banked **NCM3B** = NC Math 3 EOC Banked

Math assessment pathways for students taking NC Math 1 for the first time during or after grade 8

Starting in 2017–18 (NC Math 3 EOC not available until 2018–19)

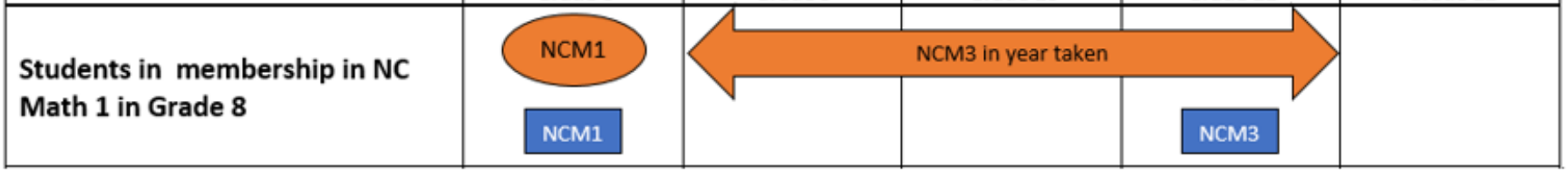


Orange	Assessment included in accountability model
Blue	Used to determine 95% participation rate and long-term goals
Yellow	Assessment taken but not used in current year accountability model
Green	Assessment taken but not used in accountability model; used for educator effectiveness growth

Key: **EOGX** = End of Grade Math at X grade
NCM1B = NC Math 1 EOC Banked
NCM1 = NC Math 1 EOC
NCM3B = NC Math 3 EOC Banked
NCM3 = NC Math 3 EOC

Math assessment pathways for students taking NC Math 1 for the first time during or after grade 8

Starting in 2017–18 (NC Math 3 EOC not available until 2018–19)



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Math assessment pathways for students taking NC Math 1 for the first time during or after grade 8

Starting in 2017–18 (NC Math 3 EOC not available until 2018–19)

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Students who took NC Math 1 in Grade 8 and repeat NC Math 1 in Grade 9 **(Follow policy on Repeating a Course for Credit for testing requirement CCRE-001)**	NCM1 NCM1	NCM1	NCM3 in year taken	NCM3	

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Math assessment pathways for students taking NC Math 1 for the first time prior to Grade 8

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Students in membership in NC Math 1 in Grade 7**		EOG7 NCM1 EOG7	NCM1B NCM2 if in membership NCM1	NCM3 if not taken in Grade 8		NCM3	

Orange	Assessment included in accountability model
Blue	Used to determine 95% participation rate and long-term goals
Yellow	Assessment taken but not used in current year accountability model
Green	Assessment taken but not used in accountability model; used for educator effectiveness growth

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NCM1B = NC Math 1 EOC Banked **NCM3B** = NC Math 3 EOC Banked

Math assessment pathways for students taking NC Math 1 for the first time prior to Grade 8

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Students in membership in NC Math 1 in Grade 6**	EOG6 NCM1 EOG6	EOG7 NCM2 if in membership EOG7	NCM1B NCM3 if in membership NCM1	NCM3 in year taken NCM3B		NCM3	

Middle School Math Achievement

	Math Achievement	Math Participation	Long – Term Goals
Middle School	Composite Grade 6-8 Math EOG and NC Math 1 in 8th grade	Grade 6-8 Math EOG and NC Math 1 in 8th grade	Composite of Grade 6-8 Math EOG and NC Math 1 in 8th grade

All math assessments to be used for accountability purposes will be combined to create a mathematics achievement score for that year.

High School Math Acct. Timeline

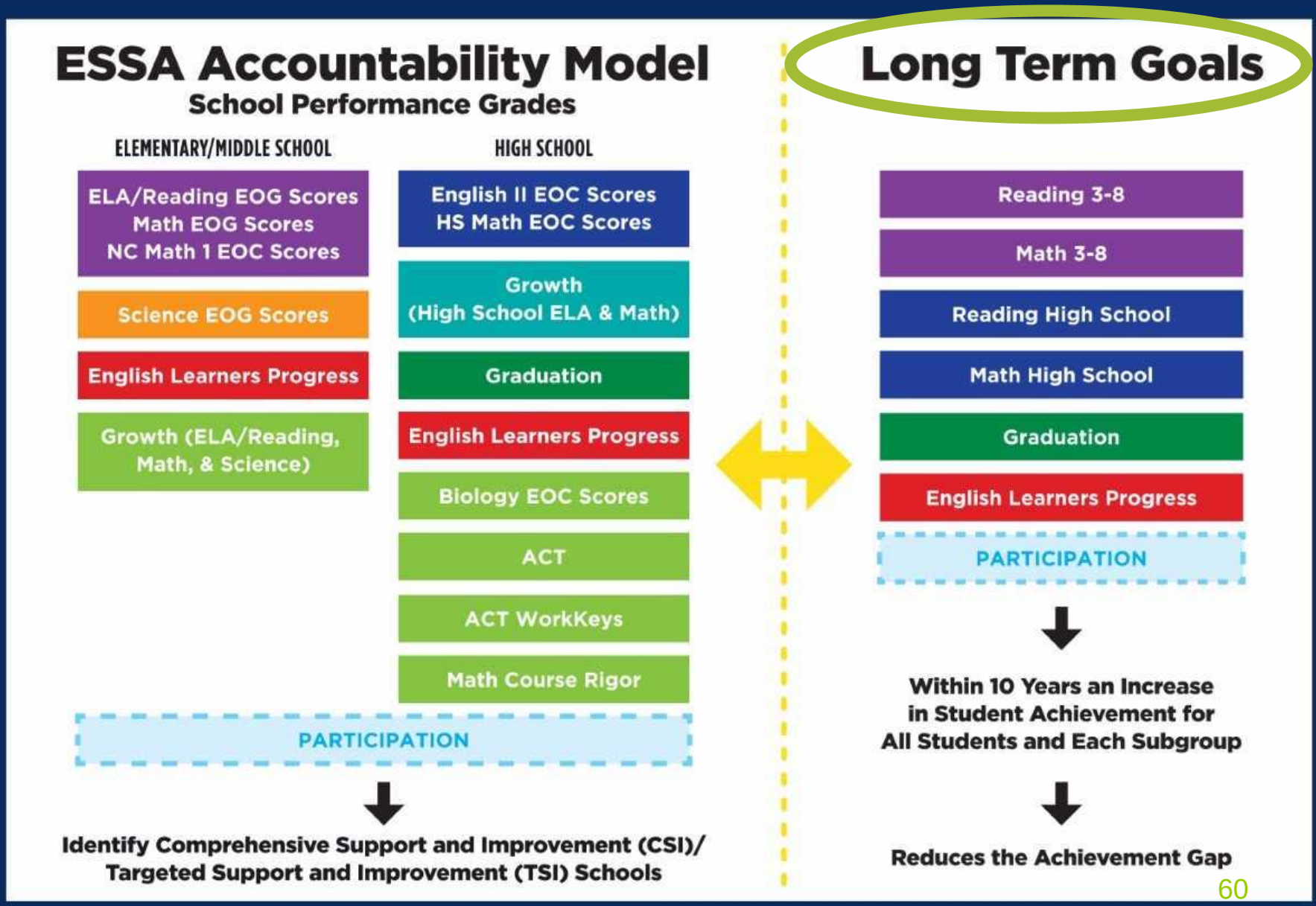
	Math Achievement (SPG--Current Year)	Math Participation (At 11th Grade)	Long–Term Goals (At 11th Grade)
2017-18	Current NC Math 1 including the 2016-17 Middle School banked scores	NC Math 1 by end of 11th grade	NC Math 1 by end of 11th grade
2018-19	Current year NC Math 1 and NC Math 3 (Math EOG Exception)	NC Math 1 by end of 11th grade	NC Math 1 by end of 11th grade
2019-20 and Beyond	Current year NC Math 1 and NC Math 3 (Math EOG Exception)	NC Math 1 or NC Math 3 (Math EOG Exception) by end of 11th grade	Composite of NC Math 1 and NC Math 3 (Math EOG Exception) by end of 11th grade

High School Accountability Transition Timeline for the Elimination of Double Testing

Year	High School Assessments	EOC Assessment Used In High School Accountability
2017–18	NC Math 1 EOC NC Math 2 NCFE NC Math 3 NCFE Field Test of NC Math 3 EOC select schools	NC Math 1 EOC (including banked from 2016–17)
2018–19 and Beyond	NC Math 1 EOC NC Math 2 NCFE NC Math 3 EOC	NC Math 1 EOC and NC Math 3 EOC (Math EOG Exception)

Long-Term Goals

ESSA PLAN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Setting the Long-term Goals

- North Carolina set a 10-year goal for improvement
- Set yearly measures of interim progress to track progress toward meeting the goal
- Uses Achievement Levels 4 & 5 to reflect college and career readiness expectations for goals in ESSA
- Used a calculation tool from Chiefs For Change to help set initial goals and interim progress
  - Adjusted goals for some subgroups based on 3-year trends.

Long-term Goals Purpose

- Purpose of the long-term goals is to reduce achievement gaps between subgroups of students
- When setting these goals focus was put on reducing the gap between economically disadvantaged students and non-economically disadvantaged students
- Used as exit criteria for
  - *CSI- Low Performing*
  - *TSI- Additional Targeted Support*
  - *CSI- Additional Targeted Support Not Exiting Such Status*

Long-Term Goals

- All schools will have long-term goals
- Minimum N-size is 30 students in a subgroup
- Goals will not reset unless there is specific need to do so, including but not limited to:
  - State Board of Education action
  - New assessments
  - EL subgroup performance significantly impacted by the inclusion of exited English learners (after 2017–18)
- All instances will require resubmission to USED for final approval
- 95% participation requirements and consequences apply to long-term goals

Long-Term Goal Baseline

- Starting point is based on school performance in 2015–16
  - Reading and Math High School used 10th graders
    - » Shifting to 11th grade to measure math
  - English Learner goal uses 2016–17 performance as the baseline
- The gain needed each year is based on statewide targets, different for each subgroup, same for all schools
- LEA Test Coordinators can provide pdf or excel charts of long-term goals to each school
- A chart tool is available to the public

State Level Reading Grades 3–8	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress									2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)		
All Students	45.8	2.003	47.8	49.8	51.8	53.8	55.8	57.8	59.8	61.8	63.8	65.8	20.0
Subgroups													
American Indian	30.4	2.473	32.9	35.3	37.8	40.3	42.8	45.2	47.7	50.2	52.7	55.1	24.7
Asian	66.4	1.760	68.2	69.9	71.7	73.4	75.2	77.0	78.7	80.5	82.2	84.0	17.6
Black	27.9	2.549	30.4	33.0	35.5	38.1	40.6	43.2	45.7	48.3	50.8	53.4	25.5
Hispanic	31.5	2.439	33.9	36.4	38.8	41.3	43.7	46.1	48.6	51.0	53.5	55.9	24.4
Two or More Races	46.7	1.976	48.7	50.7	52.6	54.6	56.6	58.6	60.5	62.5	64.5	66.5	19.8
White	58.8	1.606	60.4	62.0	63.6	65.2	66.8	68.4	70.0	71.6	73.3	74.9	16.1
Economically Disadvantaged Students	30.7	2.464	33.2	35.6	38.1	40.6	43.0	45.5	47.9	50.4	52.9	55.3	24.6
English Learners	11.1	3.062	14.2	17.2	20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	30.6
Students with Disabilities	13.6	2.985	16.6	19.6	22.6	25.5	28.5	31.5	34.5	37.5	40.5	43.4	29.8

Feedback and Questions