AN ANALYSIS OF NORTH CAROLINA'S ESSA PLAN

This dashboard analyzes North Carolina's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. North Carolina submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on May 29, 2018. Full text is available at https://www2.ed.gov/admins/lead/account/stateplan17/ncconsolidatedstateplanfinal.pdf. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD
NORTH CAROLINA

LONG-TERM GOALS

Academic Achievement

Green 71.3% of high school students proficient in reading and 73.3% of high school students proficient in math by 2027

Academic Achievement by Student Subgroup

Green Same long-term goal for each student subgroup of reducing by 33% the gap in proficiency rates between white students and students in each racial/ethnic group, between students with disabilities and students without disabilities, and between English learners and non-English learners by 2027

4-Year Cohort High School Graduation Rate

Green 95% of students graduating by 2027

English Language Proficiency

Green Accounts for students' initial proficiency level in setting student goals with maximum of 5 years to attain proficiency

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

Yellow Definition identifies schools with student subgroups that receive an "F" on all indicators in statewide rating system for 3 consecutive years

High School Graduation Rate Used to Identify Schools for Comprehensive Support

Green 4-year cohort graduation rate

> **NOTE**
> North Carolina sets similar goals for elementary and middle school students

ACCOUNTABILITY

Disaggregation of Student Subgroups

Green Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

N-Size

Red 30 students

School Quality and Student Success (SQSS) Indicator

Green Student growth on reading, math, and science assessments for elementary and middle schools; performance on biology end-of-course assessment, percentage of students passing North Carolina Math 3 course, and percentage of students earning an ACT® composite score of 17 or ACT® WorkKeys® designation of silver or higher for high schools

High School Graduation Rate

Green Uses 4-year cohort graduation rate exclusively

Weighting of Academic Indicators

Green 100% weight for all grades

Testing Participation Rates

Green No credit for untested students

Inclusion of Student Subgroup Performance

Red Subgroup performance has no independent effect on overall school ratings (A–F grades), which are calculated using performance of all students

> **NOTE**
> North Carolina uses an n-size of 10 students for reporting purposes

> **NOTE**
> North Carolina measures science proficiency for elementary and middle schools as its "other academic indicator" and student growth for high schools as part of its "academic achievement" indicator

ALLIANCE FOR EXCELLENT EDUCATION

Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

LONG-TERM GOALS

Academic Achievement
- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

Academic Achievement by Student Subgroup
- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate
- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

Extended-Year Cohort High School Graduation Rate
- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

English Language Proficiency
- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red**: Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups
- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

N-Size
- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator
- **Green**: Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

High School Graduation Rate Indicator
- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators
- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

Testing Participation Rates
- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

Inclusion of Student Subgroup Performance in School Ratings
- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support
- **Green:** Definition is meaningfully different from "additional targeted support" (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support
- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate