

**Every Student Succeeds Act (ESSA)**  
**Federal and State Comparison of Current Requirements for North Carolina**  
**Updated January 28, 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 areas within the legislation for development of a State's plan under Title I and what the federal requirement are, citations for current applicable State requirements and whether there are substantive differences between the two. This is not a complete list of the entire law.

<b>State Plan Component</b>	<b>Federal Requirements</b>	<b>Current Applicable State Requirements</b>	<b>Substantive Differences</b>
Challenging academic achievement standards	<ul style="list-style-type: none"> <li>• No federal mandated standards</li> <li>• Must be the same for all students in public schools</li> <li>• Must be aligned with entrance into credit-bearing courses in Institutions of Higher Education (IHEs)</li> </ul>	<ul style="list-style-type: none"> <li>• SBE establishes academic achievement standards (G.S. 115C-12(9c))</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> </ul>
State assessments	<ul style="list-style-type: none"> <li>• Math/reading in grades 3-8 and once in high school as determined by the State</li> <li>• Science once in grade spans 3-5, 6-9, and 10-12 as determined by the State</li> <li>• Disaggregated by racial/ethnic subgroups, gender, and migrant status</li> <li>• English language proficiency status</li> <li>• Compare Economically Disadvantaged (ED) to non-ED</li> <li>• Compare Students with Disabilities (SWD) to non-SWD</li> <li>• Requires 95% participation – consequences are up to the State to determine</li> </ul>	<ul style="list-style-type: none"> <li>• End-of Grade (EOG) and End-of-Course (EOC) Assessments (G.S. 115C-174.11) [Currently used by NC to meet the former Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB) requirements, also used in calculating the School Performance Grades]</li> <li>• Read to Achieve (G.S. 115C-83.1 through 83.11) [not required by ESSA]</li> <li>• ACT (G.S. 115C-174.11) [Currently used in calculating the School</li> </ul>	<ul style="list-style-type: none"> <li>• Some (state requirements exceed federal requirements)</li> </ul>

State Plan Component	Federal Requirements	Current Applicable State Requirements	Substantive Differences
		Performance Grades, not required by ESSA]	
Accountability system	<ul style="list-style-type: none"> <li>• Single statewide system</li> <li>• State determined n-size which is universal across subgroups and statistically sound</li> <li>• “Ambitious long-term goals” within same length of time for all subgroups and focus on closing proficiency and graduation gaps</li> <li>• Measures of academic achievement, 4-year adjusted cohort grad rate, States may also include an extended year indicator (5- or 6-year)</li> <li>• Measures of growth in elementary and middle</li> <li>• Progress in achieving English proficiency – only for English Learners (ELs)</li> <li>• Include one indicator of school quality – must be valid, reliable, comparable, and Statewide</li> <li>• Identification of 5% lowest-performing Title I schools, under Comprehensive Support and Improvement (CSI)</li> <li>• Identification of high schools graduating less than 2/3 of students, under CSI – includes non-Title I schools</li> <li>• State develops exit criteria for CSI schools</li> <li>• Identification of Title I schools with subgroups that are underperforming for a number of years under Targeted Support and Improvement (TSI) – State determines the number of years</li> <li>• Accountability for charter schools must be overseen in accordance with State charter school laws</li> </ul>	<ul style="list-style-type: none"> <li>• School Performance Grades: A-F grading of schools (G.S. 115C-83.15) [Not required by ESSA]</li> <li>• “Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15” G.S. 115C-105.37(a), and</li> <li>• The number of low-performing schools under the School Performance Grades legislation is 581 schools <ul style="list-style-type: none"> <li>○ 5% of Title I schools in NC is approximately 70 schools</li> <li>○ 5% of all schools in NC (2015-16 school year) is 133</li> <li>○ There are currently 137 Priority Schools and 141 Focus Schools being served under Title I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Yes (School Performance Grades must be reviewed in light of new requirements in ESSA – inclusion of progress in achieving English Proficiency for English Learners and inclusion in the accountability system of an indicator of school quality and student success, as two specific examples.)</li> </ul>

State Plan Component	Federal Requirements	Current Applicable State Requirements	Substantive Differences
District/school interventions	<ul style="list-style-type: none"> <li>• Notification of schools identified for support and improvement</li> <li>• LEAs must develop and implement CSI plans for lowest-performing schools – State must approve plans</li> <li>• States must take more rigorous action in schools that fail to improve – State determines number of years, but may not exceed 4</li> <li>• Schools must develop and implement TSI plans for lowest-performing subgroups – LEA approves plans</li> <li>• Description of assistance to LEAs and schools to support early education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Low-Performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grades and EVAAS growth               <ul style="list-style-type: none"> <li>○ “Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and</li> <li>○ “A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37.” (G.S. 115C-105.39A(a)).</li> </ul> </li> <li>• Low-performing LEAs must develop plans for all schools</li> <li>• Low-performing schools must</li> </ul>	<ul style="list-style-type: none"> <li>• Yes (The State’s number of schools being identified for support exceeds the minimum federal requirement.)</li> </ul>

State Plan Component	Federal Requirements	Current Applicable State Requirements	Substantive Differences
		develop plans for improvement <ul style="list-style-type: none"> <li>State must review all plans</li> <li>Final plans are shared with the public, including parents, guardians, and staff and are made available through the local district website and the NCDPI website</li> </ul>	
Report Cards	<ul style="list-style-type: none"> <li>Prepared and disseminated every year</li> <li>Inclusion of data               <ul style="list-style-type: none"> <li>Academic achievement by subgroup, school, and LEA including homeless, foster, and military-connected</li> <li>Percentage of students assessed and not assessed by subgroup</li> <li>Graduation rate</li> <li>Indicators of school quality (e.g., suspensions, acts of violence, bullying, etc.)</li> <li>Professional qualifications of teachers –</li> <li>Per pupil expenditures of federal, State, and local funds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Annual report cards for the State and for each local school administrative unit must include school performance grades and Read to Achieve aggregate student results (G.S. 115C-12(9)c1.)</li> </ul>	<ul style="list-style-type: none"> <li>Some (New federal data reporting elements must be added to the LEA and State Report Cards.)</li> </ul>
Teacher Quality	<ul style="list-style-type: none"> <li>No federal “highly qualified” definition</li> <li>Professional qualifications of teachers based on State-determined licensure requirements</li> <li>Description of how low-income/minority students not taught at disproportionate rates by underqualified teachers – State determines definitions. NC met this requirement through the NC Educator Equity Plan. See <a href="http://www.ncpublicschools.org/docs/program-monitoring/titleIA/equity-plan/equity-final.pdf">http://www.ncpublicschools.org/docs/program-monitoring/titleIA/equity-plan/equity-final.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>SBE controls teacher licensing (G.S. 115C-296)</li> <li>SBE develops a mentor program for teachers entering the profession (G.S. 115C-296(e))</li> <li>LEAs must provide individual teachers with value-added data and access to the Education Value-Added Assessment System (EVAAS) (G.S. 115C-333.2)</li> </ul>	<ul style="list-style-type: none"> <li>Some (SBE to consider revisions to its policies due to new ESSA.)</li> </ul>

State Plan Component	Federal Requirements	Current Applicable State Requirements	Substantive Differences
		<ul style="list-style-type: none"> <li>• Student growth as part of a future performance pay plan. SL 2013-360, Section 9.5 "Pay for Excellence."</li> <li>• Student growth measure as requirement for "clinical educator" (i.e., supervising teacher of student teacher): SL 2015-241, Section 8.41(a) [new G.S. 115C-296.11].</li> <li>• Student growth as 20% of A-F School Performance Grade formula. G.S. 115C-83.15.</li> </ul>	