

The State of Equity Indicators in North Carolina

The use of multiple measures in **school accountability and improvement systems** under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

HOW STATES ARE USING THE INDICATOR:

Accountability: States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

Improvement: States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

Other Uses: Additional state efforts to measure or improve school performance on this indicator.

How North Carolina is taking advantage of the following opportunities:

Suspension Rates refers to states that are measuring student suspensions, usually as the percentage of students who have been suspended during a school year.

Other Uses: Data Reported: ESSA requires all states to collect and report on rates of in-school and out-of-school suspensions. North Carolina does collect and report data on suspension rates, but it is not a formal indicator in its accountability system.

School Climate refers to states that are measuring school climate (such as through the use of student surveys).

Other Uses: Considering for Accountability and Improvement Purposes: ESSA requires all states to collect and report on rates of in-school and out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of school violence, including bullying and harassment. North Carolina does not have an identified school climate indicator reported statewide, but is considering developing a school climate indicator for accountability and improvement purposes. Although not used to identify schools for intervention and support or as part of the school improvement process for identified schools, North Carolina includes supporting student social and emotional needs in its multitiered system of support that is available to interested schools. ESSA State Plan PDF pg. 50 and pg. 117

Chronic Absenteeism refers to states that are measuring the percentage of students who are chronically absent from school (usually defined as missing 10% or more of school days).

Other Uses: Data Reported and Considering for Accountability and Improvement Purposes: North Carolina collects and reports data on chronic absenteeism rates as required by ESSA; however, it is not a formal indicator in its accountability and improvement system. North Carolina does not indicate how it will measure chronic absenteeism but, it will use rates of chronic absenteeism to determine whether support in this area is needed as part of its approach to overall school improvement and will consider including it for school identification and improvement purposes. ESSA State Plan PDF pg. 50 and pg. 82

Extended-Year Graduation Rates refers to states that are measuring adjusted cohort graduation rates after 5, 6, or 7 years in addition to the 4-year graduation rate required by ESSA.

Other Uses: Data Reported: North Carolina is not using an extended-year graduation rate for identification purposes, but it does report a 5-year rate. ESSA State Plan PDF pg. 36

College- and Career-Readiness refers to states that are measuring student access to a curriculum that prepares them for college or career and/or performance on measures that indicate college- or career-ready skills.

Accountability: North Carolina's college- and career-readiness indicator incorporates student performance on a biology end-of-course exam, advanced mathematics assessment, and the ACT college entrance exam, as well as students completing the ACT WorkKeys assessments. ESSA State Plan PDF pg. 41