



STANDARDS OF EQUITY & EXCELLENCE:

A LENS ON ESSA STATE PLANS



ABOUT THE NATIONAL URBAN LEAGUE

THE NATIONAL URBAN LEAGUE is a historic civil rights and urban advocacy organization. Driven to secure economic self-reliance, parity, power, and civil rights for our nation's marginalized populations, the National Urban League works towards economic empowerment and the elevation of the standard of living in historically underserved urban communities.

Founded in 1910 and headquartered in New York City, the National Urban League has improved the lives of more than two million people annually through direct service programs that are run by 90 local Urban League Affiliates in 36 states and the District of Columbia. The National Urban League also conducts public policy research and advocacy work from its Washington Bureau.

The Urban League Movement is committed to five Empowerment Goals: that every American has access to jobs with a living wage and good benefits, that every American child is ready for college, work, and life, that every American lives in safe, decent, affordable, and energy-efficient housing on fair terms, that every American has access to quality and affordable health care solutions, that every American has an equal right and responsibility to fully participate in our democracy and civic processes, and that all people have a right to justice and fairness.

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**VISIT WWW.NATURBANLEAGUE.ORG TO VIEW
THE FULL REPORT AND EACH STATE REPORT CARD.**

"We call on states and local school districts to join us in empowering families and communities as true partners so that together we can ensure that every child graduates high school ready for college, work, and life."

—MARC H. MORIAL
President and Chief Executive Officer
National Urban League



THE EQUITY AND EXCELLENCE PROJECT

THE NATIONAL URBAN LEAGUE'S EQUITY AND EXCELLENCE PROJECT (EEP) supports local, state, and national advocacy, engagement, and education reform efforts by leveraging our greatest asset—the Urban League Affiliate Network and the presidents and chief executive officers who lead it—and by aligning with local, state, and national partners.

Since its launch in 2010, the EEP has touched the lives of thousands across the country through the work of the leadership of our affiliate network, advocated for equity with national, state leaders, and community stakeholders, and engaged with federal policy makers through the work of our Washington Bureau.

All too often, communities of color, including their institutions, families, and community leaders, are “left outside” of education reform efforts and innovations just as students of color are “left behind” in their education. Regrettably, reform is something that happens TO these students, families, and communities instead of something that happens FOR them as a result of their own agency, engagement, and leadership.

The National Urban League believes students, parents, and community stakeholders should opt into a vision of education reform and innovation that expands and deepens opportunity, upends inequity, accelerates progress, and delivers more fully on the promise of education.

The EEP targets seven focus areas that are highly and tightly related to the historic mission of the National Urban League. They are:

- 1. FAIRNESS:** Equity and excellence at scale
- 2. INVESTMENT:** Early childhood learning and education
- 3. PROMISE:** Equitable implementation of college and career-ready standards
- 4. ADVANCEMENT:** Expanded access to high-quality curricula, teachers, and administrators
- 5. MEASUREMENT:** Comprehensive, transparent, and aligned data systems for early learning through employment
- 6. OPPORTUNITY:** Out-of-school time learning with an emphasis on expanded day and summer learning
- 7. FULFILLMENT:** College completion and attainment

Improvements in any one of these seven areas would help some students across the pre-k to college education spectrum. However, we can help many more students by combining reform approaches in an intentional and meaningful way in order to systematically address the complex problems that students, parents, and communities continue to face. The Every Student Succeeds Act (ESSA) provides just that moment.

EVERY STUDENT SUCCEEDS ACT

24%
OF THE STATES
EVALUATED FOR EQUITY
RATED EXCELLENT

THE EVERY STUDENT SUCCEEDS ACT, known as ESSA, is the current law that governs America's K-12 public education policy. It was signed by President Barack Obama in December 2015 and is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA).

ESEA established a civil rights standard for educating students. It ensures that students from historically underserved populations, including people of color, people with disabilities, and those learning English as a second language, receive the resources they deserve as a renewed commitment from the federal government to its citizens.

Reauthorizations of the ESEA, including the Improving America's Schools Act (1994) and the No Child Left Behind Act (2001), attempted to reaffirm that commitment. Now, ESSA offers states a chance to lead in working to ensure equity and excellence to every student and community.

OPPORTUNITIES THROUGH ESSA

ESSA was designed to give states the flexibility and autonomy to create comprehensive, strategic plans that are specific to each state's unique needs. At the same time, ESSA is not a blank check. The law contains several policy requirements that should be used to advance equity in a meaningful way. The National Urban League defines equity as an ongoing process that removes the historic barriers that people of color have faced in attaining a high-quality education. We believe equity will be achieved when our education system provides ALL students with the necessary resources to reach their full potential.

As such, it is the hope of the National Urban League that states take the opportunity to use these policy levers to their full advantage, providing each and every student with a high-quality and equitable education.

In the same spirit, it is the expectation of the National Urban League and our Urban League Affiliate movement that Congress and the U.S. Department of Education play a strong role in making sure that states:

- 1 ARE USING THIS INCREASED AUTONOMY AS AN OPPORTUNITY TO ADVANCE EQUITY**
- 2 ARE INTERPRETING THE LAW IN WAYS THAT ADVANCE EQUITY**
- 3 ARE HONORING THE LANGUAGE AND THE CIVIL RIGHTS COMMITMENT OF THE LAW BY IMPLEMENTING IT IN A WAY THAT IS CONSISTENT WITH THE BIPARTISAN AGREEMENT THAT MADE ESSA POSSIBLE**

UNDER ESSA, the U.S. Department of Education was responsible for developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. However, the U.S. Department of Education replaced its original template for ESSA state plans with a greatly truncated one in 2016. For instance, the updated template removed reporting requirements for states using an n-size larger than 30, made reporting requirements for stakeholder engagement optional, and no longer required exit criteria under Title III (English Language Acquisition). Since the new template did not require states to provide comprehensive information for all ESSA's requirements and individual programs, it is possible that some states—particularly those that submitted using the newer, abbreviated template—intend to adopt more extensive opportunities to advance equity under ESSA than was disclosed in their states' plans.

As part of its Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans that have been submitted to, and approved by, the U.S. Department of Education. The purpose of the review was to determine the likelihood of the plans to advance equity and excellence for vulnerable students in our nation's public schools.

This review of ESSA's state plans comes at an important time in our history. The landmark 2016 election marked a shift in conversations about race, socioeconomic status, and the systematic impact of these social markers on the experiences of people across the nation. With education at the forefront, advocates and stakeholders alike are looking critically at what states have committed to do for students and how they are going to do it.

Through this review, our goal is to equip education stakeholders—community-based civil rights partners, educators, community leaders, equity advocates, parents, students, families, and administrators—with the information necessary to strengthen their state-level advocacy as every state is implementing its ESSA plan. It is also an opportunity for us, united with our partners, to emphasize key equity levers that will be necessary to fortify the next reauthorization of the Elementary and Secondary Education Act and to ensure that every American child is ready to succeed in college, work, and life regardless of his or her race, ethnicity, income, or zip code.

In this executive summary, we will highlight promising practices as well as missed opportunities to advance equity and ways in which states can improve as they implement ESSA. **Our purpose for reviewing these ESSA Consolidated State Plans stems directly from two areas:**

1. The work of the National Urban League's Equity and Excellence Project (EEP), which explicitly supports local, state, and national advocacy, engagement, and education reform through thought leadership, stakeholder engagement, advocacy, and communications.

2. The National Urban League's shared principles for the implementation of ESSA, which were developed in partnership with UnidosUS and The Education Trust and represent our organizations' shared commitment to equity. We believe that these principles should guide states and districts in using ESSA to provide equitable, high-quality education for all students, especially those in historically underserved communities.

THE TIME IS NOW!

"With this reauthorization, states have the opportunity to prove their commitment to an equitable and excellent education for ALL children—and, the National Urban League and our civil rights partners will hold them to this renewed promise."

—MARC H. MORIAL
President and Chief Executive Officer
National Urban League



THE NATIONAL URBAN LEAGUE has taken the seven focus areas of the Equity and Excellence Project and the shared equity principles to develop 12 equity indicators for our review of 37 ESSA Consolidated State Plans. These 12 equity indicators represent priority areas for the National Urban League and its affiliates.

EQUITY REVIEW

The National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans that have been submitted to and approved by the U.S. Department of Education. We have developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 equity indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools. These state plans are a preliminary indicator of how states intend to implement ESSA and represent a blueprint for state and district-level decisions that will work to move each state from promise to practice during implementation.

The National Urban League's equity analysis uses the following color designations for each overall plan:

EXCELLENT
plans were off to a strong start making the most of opportunities to further advance equity, with some areas for improvement and a small number of areas deserving urgent attention

SUFFICIENT
plans were adequately attentive to opportunities to further advance equity, with several missed opportunities, and a few areas deserving urgent attention

POOR
plans missed opportunities to further advance equity in a majority of areas with several areas needing urgent attention

Our indicators evaluated how well states incorporated equity into their ESSA plans and were used to develop our report cards. These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans.

54%
OF THE STATES
EVALUATED FOR EQUITY
RATED SUFFICIENT

HOW WELL STATES INCORPORATED EQUITY INTO THEIR ESSA PLANS

Among the 37 states where the National Urban League has affiliates, we found that **Nine States** (CO, OH, NJ, NY, OK, LA, KY, IL and RI) had ESSA Consolidated State Plans, which offer a strong foundation for equity (“excellent”) and need refinement in only a few areas. These states can continue to build on the systems that they have in place for continuing dialogue with stakeholders and to improve their schools in areas where they received only a rating of “sufficient.”

The Bulk of States (20) who submitted initial plans were adequately attentive to equity (“sufficient”) but still had several areas deserving of attention and urgent action by policymakers and advocates. These states should proceed forward cautiously with implementing their ESSA Consolidated State Plans while taking a closer look at the identified areas of weakness in their plans.

Eight States (VA, FL, AZ, GA, MO, KS, MI and CA) had ESSA Consolidated State Plans that missed significant opportunities to further advance equity (“poor”) and that deserve urgent attention in a number of areas. Before proceeding any further with the implementation of their state plans, these states should immediately address the areas where they came up short and look more closely at the areas of concern we have identified.

THE COLOR DESIGNATIONS represent the National Urban League’s (NUL) analysis of ESSA Consolidated State Plans according to the 12 equity indicators identified by the NUL and its affiliates. These designations are not meant to be an analysis or an assessment of any state’s overall school system. Rather, they are meant to be a resource for affiliates and other community stakeholders serving as high-level summaries of states’ public commitments.

PRIORITY AREAS CRITICAL FOR ADVANCING EQUITY

Each state’s ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation’s public schools.

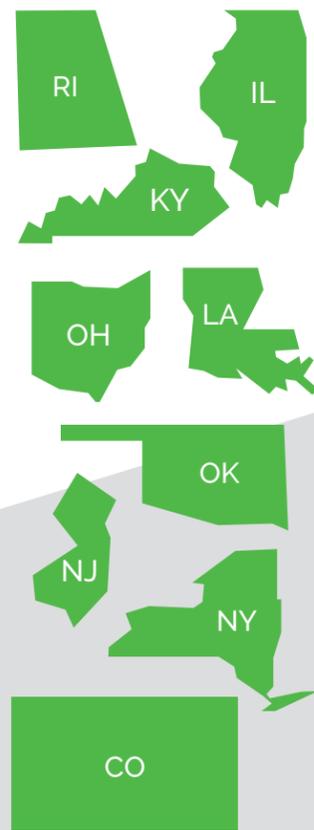
SUBGROUP PERFORMANCE represents how the state counts each subgroup in its accountability system. ESSA offered a level of autonomy for states to get creative in the way that they designed these accountability plans.

SUPPORTS & INTERVENTIONS FOR STRUGGLING SCHOOLS represents how states are identifying schools for supports, particularly how states are designating the targeted support and intervention (TSI) and the additional targeted support (ATS) groups.

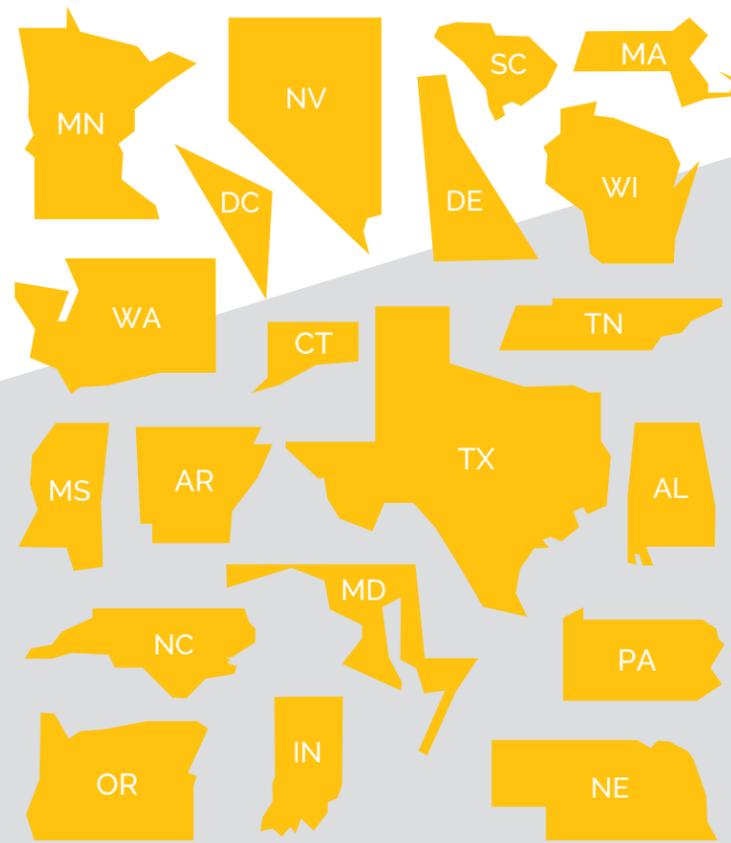
RESOURCE EQUITY represents the level of funds, effort, and emphasis states intend to deploy to identify, report, and address inequities that exist across their schools and districts.

While all 12 equity indicators are important to the National Urban League and its affiliate movement, we believe it is necessary to highlight these three indicators because they represent particular areas through which states can provide tangible supports for historically underserved students.

STATES BY RANKING



EXCELLENT



SUFFICIENT



POOR

DESCRIPTION OF THE 12 EQUITY INDICATORS & SUMMARY OF OVERALL STATE RATINGS

1. GOALS & INDICATORS: 25 state plans earned an excellent, 12 earned a sufficient, and 0 state plans earned a poor rating for having ambitious academic goals for all students and for each student subgroup.

2. SUBGROUP PERFORMANCE: 9 state plans earned an excellent, 16 earned a sufficient, and 12 state plans earned a poor rating for ensuring that state rating systems include the performance of all ESSA student subgroups in all school grades.

3. SUPPORTS & INTERVENTIONS FOR STRUGGLING SCHOOLS: 4 state plans earned an excellent, 19 earned a sufficient, and 14 state plans earned a poor rating for meaningfully identifying struggling schools in need of support and interventions.

4. RESOURCE EQUITY: 11 state plans earned an excellent, 19 earned a sufficient, and 7 state plans earned a poor rating for their efforts to measure and publicly report resource and funding inequities and for supporting districts and schools to address those inequities.

5. EDUCATOR EQUITY: 3 state plans earned an excellent, 31 earned a sufficient, and 3 state plans earned a poor rating for their efforts to ensure that low income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers and to increase the pipeline of culturally competent and diverse teachers and leaders.

6. STAKEHOLDER ENGAGEMENT: 22 state plans earned an excellent, 11 earned a sufficient, and 4 state plans earned a poor rating for their efforts to meaningfully consult with diverse groups of stakeholders during their ESSA plan development as well as during implementation.

7. BREAKING THE SCHOOL-TO-PRISON PIPELINE: 6 state plans earned an excellent, 31 earned a sufficient, and 0 state plans earned a poor rating for holding schools accountable for overuse

of discipline practices that remove students from the classroom and for including strategies such as positive behavioral supports and interventions that foster student health and safety.

8. EQUITABLE ACCESS TO EARLY CHILDHOOD LEARNING: 23 state plans earned an excellent, 9 earned a sufficient, and 5 state plans earned a poor rating for prioritizing federal funds to create and expand access to early childhood education for disadvantaged students and to provide professional development and training for teachers and school leaders.

9. EQUITABLE IMPLEMENTATION OF COLLEGE & CAREER STANDARDS: 29 state plans earned an excellent, 8 earned a sufficient, and 0 state plans earned a poor rating for prioritizing funding to increase access to and success in college and career-ready coursework or experiences, such as access to Advanced Placement or International Baccalaureate courses and career pathways.

10. OUT-OF-SCHOOL TIME LEARNING: 5 state plans earned an excellent, 30 earned a sufficient, and 2 state plans earned a poor rating for their efforts to prioritize funding for out-of-school time learning or evidenced-based school improvement practices as well as for student support and academic enrichment.

11. EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA: 20 state plans earned an excellent, 16 earned a sufficient, and 1 state plan earned a poor rating for expanding or implementing career and technical education, science, technology, engineering, math, and social/emotional learning content in their school curricula.

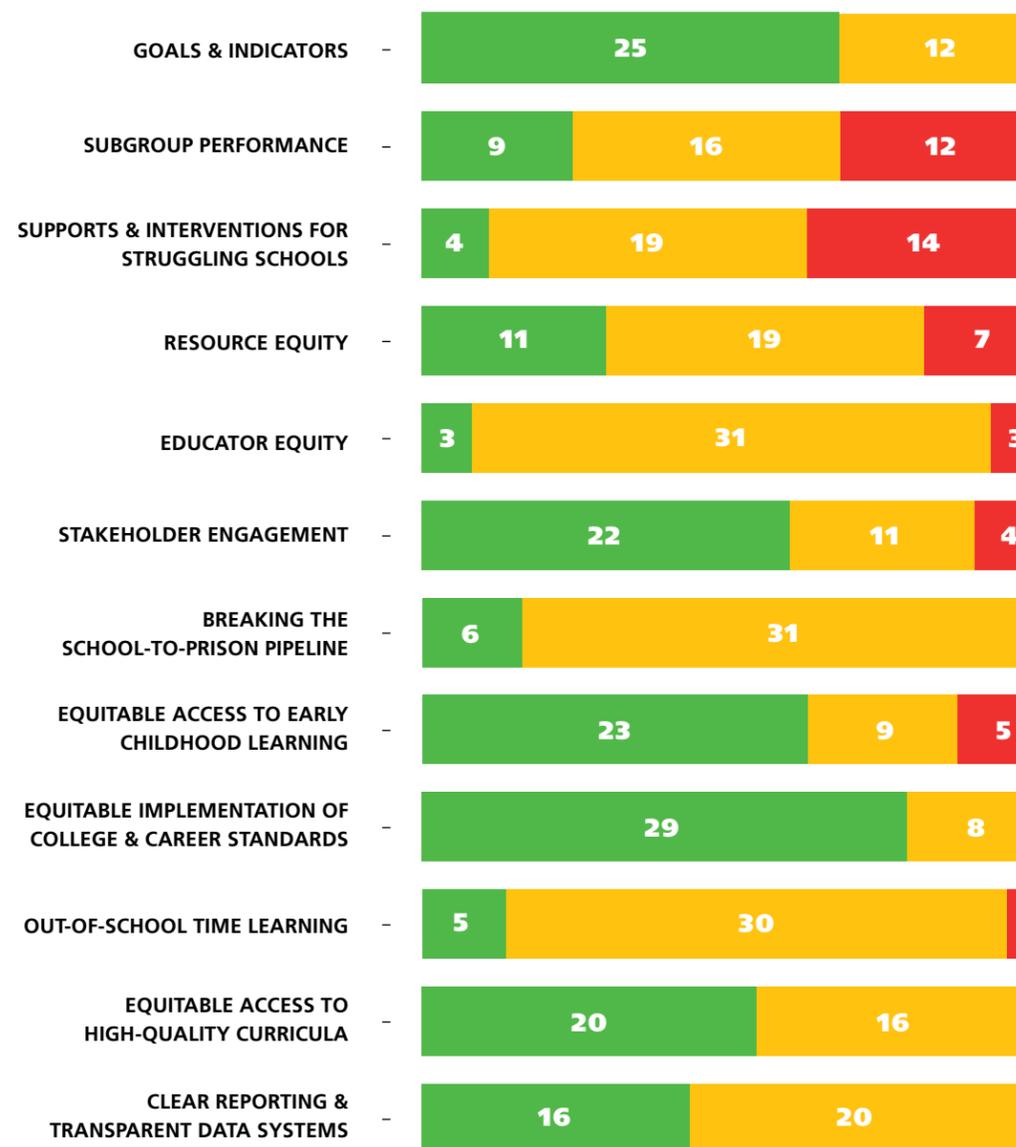
12. CLEAR REPORTING & TRANSPARENT DATA SYSTEMS: 16 state plans earned an excellent, 20 earned a sufficient, and 1 state plan earned a poor rating for assigning a clear label or rating on the quality of schools and creating a report card system that is accessible, transparent, and easy for parents, teachers, and the public to understand.

WHERE THE STATES LANDED ON EACH INDICATOR

The following chart highlights how well states performed across the twelve equity indicators. An in-depth description of the criteria used to determine each state's ratings on each indicator can be found in the criteria rubric, which is attached to each report card.

To view these report cards, please visit the National Urban League's No Ceilings on Success website at naturbanleague.org

12 EQUITY INDICATORS



TOTAL NUMBER OF STATE PLANS EVALUATED

37



AREAS OF INVESTIGATION & OVERSIGHT

22%
OF THE STATES
EVALUATED FOR EQUITY
RATED POOR

HOW STATES HANDLED ESSA'S NEW

REPORTING REQUIREMENTS—Many states neglected to mention how they would meet the law's requirement to report per pupil spending. While the truncated template did not require states to address this area as a new reporting requirement in ESSA, states and districts are likely to face challenges in reporting their spending data in a timely, consistent, and transparent manner. Several said they would report spending and other elements on their websites but not on their report cards.

Others said this information would be updated on a separate schedule less frequently than the annual report cards. When these data are not readily available, it is harder to evaluate equity. Efforts to obscure these important new data violate the values of transparency and stakeholder engagement that lawmakers infused into ESSA.

INTEGRATING STATE & LOCAL

ACCOUNTABILITY SYSTEMS—Several states had separate accountability systems for state and federal purposes. While some opted to include state ratings as a component of their federal accountability system, other states gave schools separate ratings based on different criteria. Dual and competing accountability practices make it difficult for parents and the public to understand school performance and the priorities of state leaders.

ADDRESSING RESOURCES & FUNDING

INEQUITIES—Most states said they would review data to identify funding inequities, inequitable

access to effective, experienced, and in-field teachers, and elements of college and career readiness. However, few made clear how they would change state practices or support districts to remedy any inequities that became apparent from these analyses. While technically compliant with the letter of the law, reviews without required action often fall short of spurring systems to change. Most states missed opportunities to use federal dollars to address inequities and to require and assist districts to do the same.

ADVANCING SUBGROUP ACCOUNTABILITY & SUPPORTS FOR STRUGGLING SCHOOLS

A number of ESSA Consolidated State Plans purposefully minimized the number of schools that would be identified for support and improvement. Some states collapsed the law's tiers, and others declined to identify schools in all tiers. Other states minimized the importance or scrutiny placed on subgroup performance. Still others delegated responsibility for identifying and responding to inequities and challenges exclusively to districts, offering few or no supports beyond monitoring for adherence to the law.

These tactics violate the spirit of the law, which placed the responsibility with states to support schools serving needy children to improve the quality of education for all groups of students. States and districts should not only identify schools for improvement but also should be making sure that they are being equitably provided with the urgently-needed resources to improve.

For many states, the 2018 elections brought changes in political leadership and new possibilities for updates and amendments to ESSA Consolidated State Plans. **As we continue to advocate for students through the implementation phases of ESSA, the National Urban League is making these resources available for use at our No Ceilings on Success website at naturbanleague.org**

WHAT TO DO NEXT?

Congress should hold hearings on the areas of concern

and oversight that the National Urban League has identified. These areas include, but are not limited to: resource equity, states' efforts to amend their previously submitted ESSA plans, data transparency and accessibility, and the federal role in oversight as well as how to determine whether the approved states' plans meet statutory requirements.

State leaders should learn from one another and adopt promising practices from their peers where we identified areas for improvement.

Advocates and state leaders should use the law and public reporting requirements to analyze expenditures and to make sure budgets prioritize students with the greatest need.

Advocates should encourage states to amend their plans based on the National Urban League Equity Report Cards.

Community stakeholders—community-based civil rights partners, educators, community leaders, equity advocates, parents, students, families, and administrators—should hold their school districts accountable for the equitable implementation of ESSA. The National Urban League advocated for the inclusion of family and community engagement in the ongoing implementation and continuous improvement of ESSA. That partnership is crucial to ensuring that ESSA meets the promise that each child receives an equitable and excellent education that ensures his or her success in college, work, and life.

Visit the National Urban League's No Ceilings on Success website at naturbanleague.org to view the full report and each state's report card.



The National Urban League is a BBB-accredited organization, has earned a 4-star rating from Charity Navigator, and is placed in the top 10 percent of all U.S. charities for adhering to good governance, fiscal responsibility, and other best practices.

NATIONAL URBAN LEAGUE AFFILIATES

ALABAMA

Birmingham Urban League

ARIZONA

Greater Phoenix Urban League
Tucson Urban League

ARKANSAS

The Urban League of the
State of Arkansas, Inc.

CALIFORNIA

Greater Sacramento Urban League
Los Angeles Urban League
Urban League of San Diego County
Urban League of the San Francisco Bay Area

COLORADO

Urban League of Metropolitan Denver

CONNECTICUT

Urban League of Greater Hartford
Urban League of Southern Connecticut, Inc.

DELAWARE

Metropolitan Wilmington Urban League

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Central Florida Urban League
Jacksonville Urban League
Pinellas County Urban League, Inc.
Tallahassee Urban League, Inc.
Urban League of Broward County
Urban League of Greater Miami, Inc.
Urban League of Palm Beach County, Inc.

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Urban League of Greater Atlanta
Urban League of Greater Columbus, Inc.

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Chicago Urban League
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Quad County Urban League
Springfield Urban League, Inc.
Tri-County Urban League

INDIANA

Fort Wayne Urban League
Indianapolis Urban League
Urban League of Northwest Indiana, Inc.

KANSAS

Urban League of Kansas, Inc.

KENTUCKY

Louisville Urban League
Urban League of Lexington-Fayette County

LOUISIANA

Urban League of Louisiana

MARYLAND

Greater Baltimore Urban League

MASSACHUSETTS

Urban League of Springfield, Inc.
Urban League of Eastern Massachusetts

MICHIGAN

Grand Rapids Urban League
Southwestern Michigan Urban League
Urban League of Detroit
& Southeastern Michigan
Urban League of Flint

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Mississippi Urban League

MISSOURI

Urban League of Greater Kansas City
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Urban League of Hudson County, Inc.
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Buffalo Urban League
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Urban League of Long Island, Inc.
Urban League of Rochester, Inc.
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Urban League of the Central Carolinas, Inc.
Winston-Salem Urban League

OHIO

Akron Community Service Center
& Urban League
Columbus Urban League
Greater Stark County Urban League, Inc.
Greater Warren-Youngstown Urban League
Lorain County Urban League
Urban League of Greater Cleveland
Urban League of Greater Southwestern Ohio

OKLAHOMA

Metropolitan Tulsa Urban League, Inc.
Urban League of Greater Oklahoma City, Inc.

OREGON

Urban League of Portland

PENNSYLVANIA

Shenango Valley Urban League
Urban League of Greater Pittsburgh
Urban League of Philadelphia

RHODE ISLAND

Urban League of Rhode Island, Inc.

SOUTH CAROLINA

Charleston Trident Urban League
Columbia Urban League, Inc.
Urban League of the Upstate, Inc.

TENNESSEE

Knoxville Area Urban League
Memphis Urban League
Urban League of Greater Chattanooga, Inc.
Urban League of Middle Tennessee

TEXAS

Austin Area Urban League
Houston Area Urban League, Inc.

VIRGINIA

Northern Virginia Urban League
Urban League of Hampton Roads, Inc.

WASHINGTON

Urban League of Metropolitan Seattle
Tacoma Urban League

WASHINGTON, D.C.

Greater Washington Urban League, Inc.

WISCONSIN

Milwaukee Urban League
Urban League of Greater Madison
Urban League of Racine & Kenosha, Inc.



**THE NATIONAL URBAN LEAGUE WOULD LIKE TO
EXTEND ITS SINCERE GRATITUDE AND THANKS**

to the individuals and organizations who contributed to the development of our ESSA State Plan Equity Report Cards, especially our Urban League Affiliate CEOs and state education leaders across 36 states and Washington, D.C. who provided their feedback.

We would like to recognize the authors of this executive summary, Susie Feliz, Jazmyne Owens, Adenike Huggins, Beth Glenn, and the editors Robyn Brady Ince and Michael Tomlin-Crutchfield.

Last, but not least, we would like to extend our thanks to Jessica Cardichon and her team at the Learning Policy Institute, Phillip Lovell and his team at the Alliance for Excellent Education, and Guy Johnson and his team at The Opportunity Institute for their continued support and thought partnership.



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The National Urban League is a non-profit, non-partisan, historic civil rights and urban advocacy organization promoting economic equality and civil rights through direct service programs, research, and policy advocacy.

Through our network of 90 affiliates in 36 states and the District of Columbia, we focus on the potential of African Americans and underserved communities by closing the quality gap at every stage of life.

STANDARDS OF EQUITY & EXCELLENCE — THE NATIONAL URBAN LEAGUE’S FULL REPORT ON THE EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED STATE PLANS

As part of its Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans that have been submitted to, and approved by, the U.S. Department of Education. These state plans are a preliminary indicator of how states intend to implement ESSA and represent a blueprint for state and district-level decisions that will work to move each state from promise to practice during implementation. The purpose of the National Urban League's review was to determine the likelihood of the plans to advance equity and excellence for vulnerable students in our nation's public schools.

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Through this review, our goal is to equip education stakeholders—community-based civil rights partners, educators, community leaders, equity advocates, parents, students, families, and administrators—with the information necessary to strengthen their state-level advocacy as every state is implementing its ESSA plan.

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Our goal is to highlight promising practices as well as missed opportunities to advance equity and ways in which states can improve as they implement ESSA. As such the National Urban League has taken the seven focus areas of the Equity and Excellence Project and the shared equity principles to develop 12 equity indicators for our review of the ESSA Consolidated State Plans in the 36 states and the District of Columbia where we have Urban League affiliates. These 12 equity indicators represent priority areas for the National Urban League and its affiliates.

INTRODUCTION

The following sections explore related clusters of equity indicators in depth, providing full explanations of the criteria used to evaluate state plans under each indicator and examples of state plans which describe commendable methods for furthering equity in each area:

1. **High-Quality Curriculum**
2. **High-Quality Teachers & Resources**
3. **Reporting & Accountability for All Students**
4. **Stakeholder Engagement**

Each of these first four sections will:

- provide a description of its indicators and their relationship to one another
- explain what it took for a state to earn an excellent rating and present examples of top performers
- deliver an overview of how states performed as a whole across the cluster of indicators
- highlight promising or troubling practices of which stakeholders should be aware
- offer tips to advocates as they continue to implement ESSA

The fifth and final section, **Opportunities & Pitfalls**, will detail avenues for exploration and action as ESSA plans evolve, are amended, and move through future phases of implementation. Our equity evaluation suggests the need for continued vigilance, engagement, and innovation at every level of government and community in order to realize ESSA's potential for broadly shared excellence and equity.

SECTION 1: **HIGH-QUALITY CURRICULUM**

HIGH-QUALITY CURRICULUM DESCRIPTION

This section comprises four indicators: **Equitable Access to Early Childhood Learning, Equitable Implementation of College & Career Standards, Out-of-School Time Learning, and Equitable Access to High-Quality Curricula.**

Together, these indicators provide details as to how states plan to incorporate evidence- and research-based methods into their curricular and extracurricular offerings for young people. The inclusion of early childhood learning and college and career-ready standards demonstrates alignment from pre-kindergarten through college and career.

As young people move along their educational pathways, the opportunities to learn in non-traditional settings become more important. This is why out-of-school time learning is necessary. From character development and mentoring to academic support combined with recreational activities, the guidance of caring adults and the space for young people to express themselves safely is necessary work that often happens outside the classroom and the school day. Ultimately, we want to expand and enhance the experiences and strategies that work and eliminate the ones that harm our children. Responsible innovation in these areas is necessary because relying on long-held, ineffective strategies, and interventions will perpetuate the same inequities.

HIGH-QUALITY CURRICULUM

EXAMPLES OF TOP PERFORMING STATE PLANS

Funding is prioritized.

We rated state plans excellent if they include early learning initiatives as part of their accountability system or early learning as a strategy for school improvement within Title I and if they mention the intent to use Title II funds for professional development for early childhood education teaching.

For example:

- Alabama includes explicit language that outlines the intent to leverage funds to expand access to early childhood learning activities that include alignment of early learning programs from birth to grade three across Titles I, II, III, IV, V, and VII.
- California is another state that is explicit in its description of ways to align early childhood programs across the state by leveraging Title I funds to support the evaluation and improvement of transitional kindergarten programs. Its plan has a system of high-quality reporting for early learning and includes early learning in its plan for professional development funds from Title II.

For states rated sufficient, we noted whether the plans describe efforts to increase preschool access through Title I dollars for the purpose of reporting.

Measurement affects performance.

State plans that include a college and career readiness (CCR) indicator based on student outcomes (dual enrollment, industry credentials, etc.) received our highest marks in our analysis while plans that measure only participation in college and career-ready coursework received a rating of sufficient.

For example:

- Rhode Island's "Post-Secondary Success Indicator" examines the percentage of students who graduate with one or more of: industry-approved credentials, college credits through dual- or concurrent-enrollment, or successful completion of AP tests. Beginning with the graduating class of 2021, the indicator will expand to include two additional designations: the Seal of Biliteracy, which certifies that a student has attained a specified level of proficiency in the English language and in one or more other languages; and the Pathway Endorsement, which certifies that a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path based on three components: academic study, career and interest engagement, and application of skills.

- Washington, D.C. includes two CCR indicators to evaluate high schools: one is based on the percentage of students taking and scoring well on the AP/IB exams and the other is the percentage of students meeting and exceeding benchmarks on the SAT set by both the College Board and the state.
- Arizona includes a CCR indicator in its accountability system that measures access to and completion of the SAT, ACT, AB/IB courses, work-based learning, and other CTE initiatives.

Out-of-School Learning is essential.

Only five state plans (AL, PA, NY, KY, and IL) earned an excellent rating by describing out-of-school time learning as an allowable use of funds from Title I (providing access for disadvantaged students) and from Title IV (targeting funds to student supports and academic enrichment). Meanwhile, most other state plans explicitly designate only Title IV funds for extended learning opportunities, thereby earning a sufficient.

The emphasis placed on student support and enrichment opportunities is something that should be at the forefront of policymakers' and advocates' minds as states and districts move through implementation. Stakeholders have an opportunity to shape how innovations such as before- and after-school activities, internships, and community school models are deployed in their states going forward by encouraging the use of out-of-school time learning as a school improvement strategy.

For example:

- In Kentucky, the state plan designates Title IV's expanded learning funds for statewide professional development to support community learning centers in designing and implementing out-of-school time programs (before school, after school, and summer) that will result in improved student achievement and be sustained through community partnerships. State leaders also allow districts to use money from the much larger Title I grant to provide extended/expanded learning programs in schools to integrate enrichment and recreational opportunities with academic services. By expanding the allowable uses of Title I funds for enrichment, Kentucky raises the odds that economically disadvantaged students will benefit from such programming.
- Illinois's plan describes efforts to leverage Title IV funding, along with other federal funds, to increase the state's ability to address performance gaps in learning and healthy development for the most vulnerable children, including through partnership with the afterschool statewide network, to ensure implementation of high-quality out-of-school time programming throughout the state. Illinois also plans to work with Title I schools identified for comprehensive support to align school day and out-of-school programming.

Curriculum is accessible for all learners.

We looked at whether state plans include career and technical education (CTE) and/or science, technology, engineering, arts and math (STEAM) instruction, social and emotional learning curricula, and inclusion in the accountability system. Those plans received excellent ratings. State plans offering the curriculum as a statewide teacher training or professional development practice received ratings of sufficient if they did not include those curricula in their accountability system.

- Delaware’s College and Career Preparedness indicator incentivizes CTE through industry-approved credentials or certificates of multiliteracy, cooperative education and work-based learning opportunities, or a score of 50+ on the Armed Forces Vocational Aptitude Battery (ASVB) test.
- Pennsylvania’s plan outlines a statewide STEM network developed through stakeholder sessions and in partnership with early learning, libraries, higher education, and the business industry.

HIGH-QUALITY CURRICULUM

OBSERVATIONS

Across the 37 state plans included in our analysis, the vast majority of state plans received ratings of excellent or sufficient for three of the four indicators included in this section. The exception was for “Equitable Access to High-Quality Curricula,” for which the majority of state plans were almost equally split between excellent and sufficient ratings.

- **Equitable Access to Early Childhood Learning:** 22 state plans received an excellent rating for prioritizing the provision of early childhood experiences for disadvantaged students and training for teachers.
- **Equitable Implementation of College & Career Standards:** 29 state plans received an excellent rating for prioritizing access to and success in college and career-ready coursework or experiences.
- **Out-of-School Time Learning:** 30 state plans received a sufficient rating on attention to aligned learning before and after the school day.
- **Equitable Access to High-Quality Curricula:** 19 state plans received an excellent rating and 17 received a rating of sufficient for their level or attention to career and technical education, science, technology, engineering, math, and social emotional learning.

Illinois, New York, and Kentucky were the only state plans rated excellent across all four indicators while Wisconsin and Missouri plans were the only state plans to receive sufficient ratings across the four indicators in this section.

Florida and Rhode Island’s plans received ratings of poor on **Equitable Access to Early Childhood Learning**. Both Florida and Rhode Island should consider amending their plans to explicitly describe how they will use Title I funds for expanding early childhood learning opportunities and Title II funds for professional development for early childhood educators.

Arkansas’ plan received a poor rating in **Equitable Access to High-Quality Curricula**. The state should consider adding career and technical education (CTE) as an indicator or as a component of a larger CCR indicator in its accountability system. Doing so will incentivize further adoption of CTE and industry certifications as a career pathway on par with a college preparatory curriculum. The Arkansas Department of Education should also identify social and emotional learning as a substantial component of its teaching and learning practices.

HIGH-QUALITY CURRICULUM

PROMISING OR TROUBLING PRACTICES

Promising practices.

- Illinois has a forthcoming P-2 indicator as part of its accountability system which will prioritize early childhood learning and will continue aligning data systems to collect and report on this information.

- In addition to a college and career-ready indicator, New York also has a forthcoming civic index that will be added to this metric.
- Wisconsin has expanded access to kindergarten for 4-year-olds across the state by employing community-based approaches that allow school districts to contract with child care providers to coordinate kindergarten services.

Troubling practices.

- Texas’s plan does not adopt flexibility to use Title I to expand access to early learning. In addition, Texas makes no mention of using Title II for early learning professional development.
- Nebraska does not include a college and career-ready indicator in its accountability system.

**HIGH-QUALITY CURRICULUM
ADVOCACY TIPS**

As advocates continue to monitor ESSA implementation, they should:

- push for increased funding for early childhood and afterschool programs
- demand that Title I funds be used for early childhood educators’ professional development and that all educators receive more learning opportunities for social and emotional development strategies
- look for accountability systems to report measures of access to and success in college and career courses and for each measure to be fully disaggregated by race and economic status
- look for funded partnerships with community-based organizations (CBOs) as service providers, such as the National Urban League’s *Project Ready* program, which is a model for effective and integrated social, emotional, and academic learning
- push for expanded access to social and emotional curriculum
- demand a stronger emphasis be placed on student support and enrichment opportunities such as out-of-school time learning and community school models as states and districts move through implementation

SECTION 2: **HIGH-QUALITY TEACHERS & RESOURCES**

**HIGH-QUALITY TEACHERS & RESOURCES
DESCRIPTION**

This section discusses how states are using ESSA to support the best teaching and discipline practices and how states are directing money to schools under ESSA, and is comprised of **Educator Equity, Resource Equity, and Breaking the School-to-Prison Pipeline.**

Since 2014, the majority of students attending American schools have been students of color while the majority of their teachers have not. Research has shown that all student achievement is higher when their teachers take their students' heritages and lived experiences into account and invite those into the classroom. For these reasons, we looked for states to describe how they plan to invest in helping teachers become culturally competent, to diversify the pipeline for developing teachers and leaders, and to reduce the incidence of low-income and students of color

being taught by out-of-field, ineffective, or inexperienced teachers. We specifically looked for states to take advantage of the flexibility allowed under ESSA to set aside funds for reducing teaching disparities while describing how these funds would be targeted and utilized.

Access to high-quality teachers and fair discipline practices, access to supports to succeed in advanced classes and career pathways, and attention to matching funding to student need are all equitable resource policies and practices that support learning. We looked at how states are measuring, reporting, and responding to inequities in funding and the things that money can buy which contribute to educational excellence for all students.

Finally, we asked whether state plans have systems and structures in place to reduce disproportionate instances of discipline that exclude students from the classroom, whether and how they train teachers in using supportive behavioral instruction methods and whether plans are prioritized and rewarded for the creation of school cultures that would contribute to reduced incidences of harmful discipline.

HIGH-QUALITY TEACHERS & RESOURCES EXAMPLES OF TOP PERFORMING STATE PLANS

Diversity, equity, and cultural responsiveness characterize teachers and teaching.

The National Urban League looked for state plans to describe how they would develop a diverse pipeline of educators who would deliver an inclusive curriculum and how they would ensure that all students have access to teachers and leaders with these skills. In terms of educator equity, we looked for states displaying excellence in their plans to:

- outline clear strategies and timelines for implementing professional development on cultural competence
- work with outside partners to create a cultural competency curriculum that focuses on students of color and low-income students
- include a plan with timelines, interim targets, and clear definitions of teaching-related terms for improving equitable access to effective teachers
- include evidenced-based strategies to increase pipeline diversity or place-based efforts, including residencies and mentoring/induction supports
- describe how the state would use set-aside funds for improving equitable access to effective teachers and develop, support, and retain diverse teachers

Only three states (NY, TN, and PA) earned an excellent on the educator equity indicator.

- Tennessee promises to use teacher-training dollars and state set-asides to support teacher and leader residency programs in high-need districts. Tennessee describes coordinating Title I and Title IV funding to offer professional learning opportunities across the state including, but not limited to, cultural competency.
- New York will publish annual state-level and district-level equity reports which examine the rates at which minority and low-income students are taught by ineffective, inexperienced, or out-of-field teachers, which they clearly define. In addition to traditional measures of educator equity, such as teacher qualifications and effectiveness data, the New York State Education Department will include analytics that research shows are important considerations for equity, such as teacher and principal turnover/retention, absences, tenure status, and demographics.

- To address cultural responsiveness and access to effective and diverse staff, New York is creating formative assessments of cultural competence, strategic staffing reviews that include diversity, cultural competency, and evaluation results, and expanding recruitment activities to attract a wider pool of diverse candidates. One example is a pilot program in state universities that recruit and select applicants sensitive and committed to the needs of urban and rural students. Finally, New York plans to review whether and how districts will use teacher training dollars to close equity gaps.
- Pennsylvania started a program in which 2,000 educators will be trained annually in culturally-responsive and trauma-informed concepts and competencies. Pennsylvania has also prioritized partnerships to enhance the quality and diversity of the educator pipeline. Additionally, it will dedicate some of its teacher-training funds to expand teacher and principal residencies and to align induction, mentoring, and professional learning experiences with one another and with best practices.

Most state plans spoke to only some of these areas of teacher equity, or did so in a vague manner, with few details such as interim targets or tools.

Four states (WA, GA, AZ, and FL) earned a poor rating for failing to mention any strategy or thinking about ways to create more equitable access to high-quality, diverse, and effective teachers.

States align resources for accountability and for remedying inequities.

Our analysis also explored whether plans described efforts that the state would take to measure, identify, report, and address resource inequities.

Eleven states earned an excellent on this measure because their plans:

- include a resource equity indicator, such as access to quality teachers, access to preschool, and access to and success in AP, IB, dual enrollment, CTE offerings, and school discipline rates in their accountability systems
- describe how they will include resource inequities on their report cards
- describe how they will support districts and schools identified for support and improvement to identify and address resource inequities, including the use of set-asides

For example:

- New York includes a resource equity indicator in its accountability system. Its college and career indicator will measure access to and success in advanced coursework, including AP, IP, and dual enrollment courses. New York's plan also describes how per pupil spending would be published for each Local Education Agency (LEA) and district and how the state plans to use a comprehensive needs assessment process to identify resource inequities that require districts to address these in their school improvement plans.
- North Carolina's plan mandates an annual review of Title I and district spending on schools in need of improvement as a condition for receiving federal dollars. It also promises to review how spending will be allocated through the state formula to ensure that funds will be targeted to support improvement. North Carolina clearly defined districts with more than half their schools designated for improvement and said these districts would be supported by state staff in periodic resource allocation reviews. In addition to in-person help, the plan describes online professional development for district leaders

regarding best practices for equitable budgeting and resource allocation for school improvement. Finally, North Carolina has targeted a percentage of the funds set aside for use at the state level for schools identified for comprehensive improvement.

Most states failed to meet the excellence standard but said that they would report data on resource inequities such as per-pupil expenditures and educator qualifications as required by law. They also described how they will support Local Education Agencies (LEAs) needing support and improvement to review, but not necessarily address, any resource and funding inequities.

Nine state plans (VA, GA, AZ, FL, MO, OR, NE, MS, and PA) were so vague on details regarding efforts to identify and address resource inequities that they earned a poor rating.

States place a priority on fair, non-exclusionary discipline.

Finally, this section examined the resources that states dedicated to relationship building, nurturing students' social skills, and implementing healthy school climates that deemphasize exclusionary and dangerous discipline practices.

Five states (NY, PA, RI, CA, and NV) earned an excellent rating by describing efforts to break the school-to-prison pipeline that:

- includes measures of school discipline in its statewide accountability system
- describes strategies to address disparities across these measures

For example:

- Nevada provides a state climate survey and awards bonus points in its accountability system for participation. Nevada will also use Title I funds to reduce the overuse of exclusionary discipline and to improve school climate by including rates of bullying and harassment.
- Louisiana's plan outlines a process that identifies schools for targeted support and intervention if they are found to exhibit excessive out-of-school discipline practices that are defined as approximately twice the national average.

Most states earned a sufficient on these measures. Generally, these plans describe how states will support districts to reduce the overuse of exclusionary discipline practices and to use positive behavioral supports and interventions that foster student health and safety.

Only Missouri's plan was rated poor for being vague in its description about how the state will address disproportionate school discipline.

HIGH-QUALITY TEACHERS & RESOURCES OBSERVATIONS

The majority of state plans were developing as expected on these indicators, with some areas for attention and growth, while a few states stood out as having only a few areas in need of refinement.

- **Educator Equity:** 3 states earned an excellent for prioritizing cultural competence, equitable distribution of excellent teachers, and diversifying the teacher and leader pipeline.
- **Resource Equity:** 11 states earned an excellent rating for measuring, reporting, and supporting districts and schools to address resource disparities.
- **Breaking the School-to-Prison Pipeline:** 5 states earned an excellent for improving school conditions by reducing exclusionary and dangerous practices.

Seventeen states were sufficient for **Resource Equity**, 30 states were sufficient for Educator Equity, and 31 states were sufficient for breaking the **School-to-Prison Pipeline**.

Across all three indicators:

- New York and Rhode Island stood out as having plans with the strongest foundation for teacher, resource, and discipline equity.
- Georgia, Arizona, Florida, and Missouri had the most work to do to address these areas of equity in their plans.
- Only New York received an excellent rating across all three indicators.
- Rhode Island and Pennsylvania earned an excellent rating on two of the three indicators. Rhode Island was rated excellent on both **Resource Equity** and on the **School-to-Prison Pipeline**, and Pennsylvania was rated excellent on **Educator Equity** and on the **School-to-Prison Pipeline**.

It is encouraging that nearly a third of the states received excellent ratings on measures of **Resource Equity** and only one state was rated poor in terms of **Breaking The School-to-Prison Pipeline**.

HIGH-QUALITY TEACHERS & RESOURCES PROMISING OR TROUBLING PRACTICES

Promising practices.

- Rhode Island's guide to positive behavioral supports and interventions (PBIS), tools to track and analyze reasons for out-of-school suspensions, and inclusion of a school suspension indicator in its accountability system
- Tennessee's use of Title II school leader incentive fund grants for teacher and school leader residencies in high-needs schools

Troubling practices.

- Georgia framed its resource equity measure in terms of a financial efficiency rating system that compares spending to student outcomes rather than examine whether funding was being distributed equitably to allow schools to achieve favorable outcomes.
- Although many states listed the rates at which communities of color and poor students had disparate access to educator equity, very few offered timelines and targets for reducing those disparities. For instance, Florida's plan had no timeline, no plan to measure and report on these statistics, and no plan to reduce the disproportionate assignment of these teachers to high-needs students.
- According to other national reviews, only 6 states nationwide prioritized teacher diversity in their state plans, a trend we observed among states in the National Urban League analysis.

HIGH-QUALITY TEACHERS & RESOURCES
ADVOCACY TIPS

As advocates continue to monitor the implementation of ESSA, they should:

- ask how their state and districts plan to respond to the first set of school level spending reports in 2019 and to any patterns of disparity that emerge since very few states promised to review and adjust their state funding formulas in light of the results from their accountability systems or to help and require districts to allocate funds differently when disparities emerged
- look for specific plans in future annual plan updates for funding, interim goals, and timelines to reduce disparities uncovered in access to excellent, diverse teachers, equitable spending, and fair discipline

SECTION 3: **REPORTING & ACCOUNTABILITY FOR ALL STUDENTS**

REPORTING & ACCOUNTABILITY FOR ALL STUDENTS
DESCRIPTION

This section comprises four indicators: **Goals & Indicators** (of school performance), **Subgroup Performance**, **Supports & Interventions for Struggling Schools**, and **Clear Reporting & Transparent Data Systems**

Collectively, these indicators provide insight into the health of a state’s accountability system—how likely a state is to be forthcoming about its education goals and what it is doing to better meet the educational needs of each and every child.

For the public, the state’s accountability system is the most visible part of their state’s ESSA plan. Data and accountability,—more localized decision-making authority in exchange for greater procedural transparency and more and better information for the public, are at the heart of ESSA. States need to be more transparent about how they plan to identify and to support struggling schools, report on the performance of all student groups, and involve stakeholders in making things better. Stakeholders make better decisions when states provide them with timely access to useful information in usable and accessible formats.

The National Urban League has been at the forefront of efforts to ensure that school ratings meaningfully reflect the performance of all students, especially those who have been historically underserved. For too long, state authorities have masked the performance of historically underserved students by using overall averages, by not reporting data, or, even worse, by altogether eliminating the performance of these groups from the calculation of school, district, and state ratings. To advance a standard of inclusivity and to guard against policies that hide and/or reproduce historical inequities, our analysis focused on whether state accountability systems reflected the performance of all learners.

REPORTING & ACCOUNTABILITY FOR ALL STUDENTS
EXAMPLES OF TOP PERFORMING STATE PLANS

Realistic roadmaps to attain ambitious goals.

Our highest rating of excellent went to those states that set ambitious long-term goals of 75% or more of students achieving proficiency over the next decade and set the same goals for all students. We also examined the

alignment of goals with school ratings, whether states included projections and interim targets and showed how their annual ratings would lead to achieving the long-term goals.

For example:

- Rhode Island's long-term goal of 75% of students proficient in English language arts and math is aligned well with the state's Read by Grade Three plan and its goal of having 70% of Rhode Islanders attaining a post-secondary certification, degree, or credential by 2025. Rhode Island includes annual projections for these goals through 2026.
- Nebraska set a goal of reducing the number of students not proficient on statewide tests in each of its subgroups by half and outlined how each subgroup would move forward annually from a baseline. The state also has a goal of having 92% of students graduate and no subgroups with a graduation rate of less than 85% by 2026.

School quality and student success for each and every child.

We identified state efforts as excellent when they used an evidence-based School Quality or Student Success (SQSS) measure, or fifth indicator, with statewide data that could be disaggregated by subgroup. States that used an SQSS measure that lacked sufficient research or was in development but still committed to disaggregate data statewide by subgroup earned a sufficient rating. In addition, because states were able to choose their own academic or non-academic SQSS measures from among non-academic or academic factors, we rated states higher when academic indicators weighed more heavily than the fifth indicator. States received an excellent rating when they at least weighted academic indicators three times more heavily than a non-academic fifth indicator.

For example:

- Indiana chose college and career readiness as its SQSS indicator for high schools and chronic absenteeism as its SQSS indicator for elementary and middle schools. The state is also considering a school climate and culture assessment for inclusion in their accountability system, pending a review of ways to make it valid, reliable, and comparable statewide.
- Arkansas chose a variety of SQSS indicators for its accountability system, including: chronic absenteeism for grades K-11, science achievement and growth in reading at grade level for grades 3-10, and ACT scores, high school GPA, credits earned for community service learning, computer science courses, and Advanced Placement (AP), International Baccalaureate (IB), or concurrent (or dual enrollment) courses for grade 12. Arkansas SQSS indicators are disaggregated by subgroup and make up only 15% of a school's overall ratings.

Underserved student subgroups included in overall school ratings.

We believe that state accountability systems should reflect the academic performance of each and every student. Schools that have a struggling group of specific students should receive a lower overall school rating. We gave excellent ratings to states whose accountability systems clearly took into account the performance of all student subgroups specified by ESSA and to states that clearly incorporated the performance of all subgroups into the overall ratings assigned to schools. We also rated states excellent when the minimum number of students to trigger ESSA's accountability requirements (also known as "n-size") was 10 or fewer students. States measuring student performance with a minimum number of students between 11 and 20 earned a sufficient. States with

accountability systems that consider only some student subgroups or that assign separate ratings for subgroup performance also earned a rating of sufficient.

For example:

- In Illinois, a school cannot receive the top 2 ratings—exemplary or commendable—if it has an underperforming subgroup.
- In Louisiana, schools identified for targeted support because a subgroup is underperforming cannot receive an “A” rating.
- In New Jersey, the state assigns 50% of the overall school rating (0-100 index that produces a percentile) based on all student subgroups.

Identification and support of schools in need of improvement as required by federal law.

We want states to have accountability systems that properly serve schools identified as needing support and improvement. Identification should lead to schools receiving timely financial support, technical assistance, and access to the resources necessary for their improvement. In our analysis, states earned an excellent rating for properly identifying each school’s needs by including a definition of “consistently underperforming” used to identify schools for “targeted support and improvement” that is meaningfully different from “additional targeted support.” States also received an excellent when their definition triggered intervention based on low subgroup performance on a subset of indicators. States received a sufficient rating when plans made a meaningful distinction between “consistently underperforming” and “low performing” student groups but identified only schools for targeted support when student groups scored low on all accountability indicators.

For example:

- In Nevada, the state’s definition of “consistently underperforming” triggers intervention based on a school missing its goal for academic achievement or a school falling short on two other indicators for two consecutive years.
- Oklahoma identifies schools as needing improvement when one group of students performs in the bottom 5% for that subgroup on two or more indicators averaged over three years.

Data is clear, accessible, and easy to understand.

States received an excellent rating when they provided clear examples of how information would be expressed on their school report cards, when they expressed plans for comprehensive, detailed data collection, and when they described plans to publicly report information in a manner that is easily accessible to a wide variety of stakeholders. We gave extra weight to school report cards that went beyond federal requirements for accountability and compliance and included information on matters such as school climate or nonacademic factors. States also merited an excellent rating for using a summative rating (A-F, five stars, descriptive ratings, or the equivalent) in their accountability systems along with a dashboard of data providing greater context about other dimensions of school quality. States earned a rating of sufficient for presenting the outlines of a strategy for public reporting and data collection but failed to show the data and reporting tools they planned to develop and use. Sufficient states used dashboards or labels that are transparent and easy to understand but offered no summative rating.

For example:

- Ohio's report cards show an overall letter grade for each school and letter grades on a range of specific indicators, such as gap closing, graduation rates, and a focus on at-risk readers. Ohio also lists school-level spending on its report cards.
- Washington uses numerical values (1-10) annually to differentiate between schools and for each subgroup based on all indicators. Moreover, Washington reports data for additional student groups beyond those that the law requires, including students who are migrant, homeless, foster children, and military dependents.

REPORTING & ACCOUNTABILITY FOR ALL STUDENTS OBSERVATIONS

Across the states included in our analysis:

- 25 states received ratings of excellent for **Goals & Indicators** (of school performance), followed by 16 states that received ratings of excellent for **Clear Reporting & Transparent Data Systems**. No state earned a poor rating on its **Goals & Indicators** (of school performance), and only one had unclear reporting and data system plans. States received the ratings of poor on the indicators for **Supports & Interventions for Struggling Schools** (14 states) and **Subgroup Performance** (11 states).
- 25 state plans earned an excellent rating for having ambitious **Goals & Indicators** (of school performance).
- 9 states (IL, RI, KY, CO, OH, NJ, MN, D.C., and MS) earned an excellent rating for **Subgroup Performance** by ensuring that all student subgroups were included in their accountability systems, 16 state plans received a sufficient rating, and 12 state plans earned a poor rating.
- Only 4 states (CO, OK, NV, and OR) earned an excellent rating for **Support & Interventions for Struggling Schools** by identifying and supporting schools that needed improvement, 19 state plans received a sufficient rating, and 14 state plans earned a poor rating.
- 16 states received a rating of excellent for **Clear Reporting & Transparent Data Systems** by having user-friendly data and reporting systems that are easy for all communities to understand, and another 20 state plans received a sufficient rating.

Kentucky, Illinois, Rhode Island, and Colorado were the only states to earn an excellent rating across three of the four indicators.

- Colorado's sufficient rating for **Clear Reporting & Transparent Data Systems** could improve to an excellent by including a summative rating for all schools in addition to identifying struggling schools for federal accountability.
- Kentucky, Illinois, and Rhode Island each earned ratings of sufficient for **Support & Interventions for Struggling Schools** that would improve to excellent if they were to identify schools for targeted support based on lower student performance on any accountability indicator.

Georgia was the only state to earn a sufficient rating across all four indicators in our review, and Connecticut, Wisconsin, and Nevada earned sufficient ratings on three of the four indicators.

- Wisconsin and Nevada performed well overall, with sufficient as their lowest rating across the four indicators.
- Connecticut, in contrast, received a poor rating for **Supports & Interventions for Struggling Schools**. There is still time during the implementation phase of ESSA for Connecticut to meaningfully distinguish

its definitions of “consistently underperforming” and “low performing” given that the low performance of any student group in a school on any accountability indicator would identify that school for targeted support.

Minnesota, Oklahoma, Louisiana, Nebraska, Oregon, Washington, Tennessee, and Mississippi all earned two excellent and two sufficient ratings across the four indicators. These states could improve their sufficient rating for **Subgroup Performance** by decreasing their minimum student subgroup size (n-size) so that the performance of more students is taken into account. Another way for them to improve would be to add additional weight for the performance of all student subgroups into the overall ratings assigned to schools.

REPORTING & ACCOUNTABILITY FOR ALL STUDENTS PROMISING OR TROUBLING PRACTICES

Promising practices.

- Oregon makes clear distinctions among the three tiers of schools receiving support and intervention: one based on performance of all students (CSI), one based on treating each student group as if it were its own school, and a third tier based on subgroups that scored low on multiple indicators.
- To account for the performance of student subgroups, Ohio assigns extra weight to “gap closing” and “progress” indicators when determining A-F ratings for schools.

Troubling practices.

- In Arizona, subgroup performance does not impact the overall A-F grade that schools receive and has little impact on elementary and middle school ratings. This practice places Arizona at risk of masking the performance of specific student groups in its reporting and brings into question its compliance with ESSA’s requirement that all students, including individual groups of students, are receiving a high-quality education.
- Michigan does not take into account the performance of student subgroups that have fewer than 30 students. Michigan’s n-size of 30 for accountability risks hiding the performance of specific student groups.

REPORTING & ACCOUNTABILITY FOR ALL STUDENTS ADVOCACY TIPS

As advocates continue to monitor the implementation of ESSA, they should:

- push states to reduce their n-size to 10 for accountability and public reporting purposes—the National Center on Education Statistics (NCES) reported on ways to select an n-size as small as 5 and still protect personally identifiable information
- work to ensure that the performance of all student subgroups factor meaningfully into accountability systems and school ratings
- demand that data on non-academic factors be collected, publicly reported, and included in the accountability system

SECTION 4: **STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT**

STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT **DESCRIPTION**

The ESSA created a new statutory requirement for meaningful consultation with stakeholders including parents, families, and communities in the development of the state plans, Title I plans, school improvement plans, report cards, and other implementation areas.

With the law's shift moving responsibility from federal to states and localities, we believe it is crucial for families, communities, and other stakeholders to be meaningfully engaged in critical thought leadership, decision-making processes, and deliberative bodies as ESSA is being implemented.

All too often, communities of color, including their institutions, families, and community leaders, are "left outside" of education reform efforts and innovations just as students of color are "left behind" in their education. Regrettably, reform is something that happens TO these students, families, and communities instead of something that happens FOR them as a result of their own agency, engagement, and leadership.

ESSA's new stakeholder engagement requirements create an opportunity for states to be more intentional about implementing education policies and reforms by building trust and meaningful relationships with diverse communities and giving all voices, particularly those who have been historically underrepresented, a seat at the table.

STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT **EXAMPLES OF TOP PERFORMING STATE PLANS**

In general, states that received an excellent rating for their stakeholder engagement efforts in the development of their ESSA plans engaged stakeholders at the beginning of the plan development process, instituted a feedback loop system to communicate how input from stakeholders was being used throughout the process, included a plan for ongoing engagement, and ensured parents, families, and community-based organizations were represented.

States issued wide and broad invitations during plan development.

We gave an excellent rating to plans developed in consultation with parents, families, and communities, including civil rights groups and other organizations representing underserved students. We looked for states to include groups representing diverse voices outside the education sector and diverse participants within it.

For example, Wisconsin included a diverse set of stakeholders on its Superintendent and Stakeholder Equity Council and collected input from the Milwaukee Urban League, the Wisconsin NAACP, the Wisconsin Indian Education Association, and other diverse organizations.

Engagement is built into systems of continuing improvement.

We also looked for plans to include descriptions of systems and structures for continued engagement during implementation. State plans received a sufficient if their engagement was inclusive and meaningful but details on continued engagement were vague or absent. States that received a poor rating made no mention of outreach to diverse stakeholders for developing or implementing the plan or had groups that appeared to be missing.

An example of continuous community engagement to gather feedback for improvement, Rhode Island will require all districts with schools identified as in need of comprehensive support and improvement to assemble a Community Advisory Board (CAB). At minimum, the CAB will present a report on the status of school improvement efforts for each identified school once annually to the local school board or committee and to the state education leaders.

STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT OBSERVATIONS

Although states were required to submit detailed descriptions of their stakeholder engagement efforts in the first iteration of the U.S. Department of Education’s ESSA Consolidated State Plans template, the DeVos Administration’s revised template did not require this information.

Despite the omission, the majority of states we reviewed voluntarily included information about their stakeholder engagement efforts in their ESSA plans.

More importantly, most states appear to be moving from stakeholder engagement as a transactional, check-the-box activity to a more intentional, meaningful process, earning either an excellent or sufficient rating for this category.

For example:

- 22 states received an excellent rating for describing the engagement of a diverse group of stakeholders throughout the planning and implementation stages.
- 11 states earned a sufficient rating and 4 states earned a poor rating for their descriptions of prior and future levels of engagement.

STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT PROMISING OR TROUBLING PRACTICES

Promising practices.

- The Pennsylvania Department of Education’s ESSA stakeholder engagement strategy consists of four phases:
 1. The Pennsylvania Department of Education (PDE) convened stakeholder workgroups comprised of teachers, charter school and district level administrators, advocates, civil rights leaders—including the Urban League—former policymakers from both parties, and others to study key aspects of the law and develop framework recommendations. The PDE also commissioned an independent study to examine the recommendations of the workgroups in the context of academic literature and other evidence.
 2. The PDE held six dedicated town hall meetings across the commonwealth to gather additional stakeholder feedback. It held its first Listening Tour event in Pittsburgh in collaboration with

- Allegheny County Community College, A+ Schools Pittsburgh, and the Urban League of Greater Pittsburgh.
3. The PDE participated in approximately 45 statewide conferences, professional association meetings, convenings, and other forums to reach more than 2,000 Pennsylvanians and to present the state's ESSA planning and implementation.
 4. The PDE solicited and reviewed public comment for a 30-day period through an online survey and dedicated email account.
- The Washington Office of Superintendent of Public Instruction's state plan describes a robust stakeholder engagement effort which includes 12 statewide workgroups and a list of diverse organizations including the Urban League that were invited to participate in its state plan development. The state plan includes several efforts for ongoing engagement, including:
 - **Development of new school quality and student success indicators**— Stakeholders expressed interest in considering the use of several measures for school accountability: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey. Washington Office of Superintendent of Public Instruction (OSPI), the Washington State Board of Education (SBE), and stakeholder workgroups will evaluate these measures for suitability for future inclusion in state accountability including data quality, validity, and research demonstrating their association with student achievement.
 - **School improvement plans**— The identified school, in partnership with a key school, the Local Education Agency (LEA), family, and community stakeholders, will develop and implement a school-level targeted support and improvement plan to improve student outcomes for the identified groups.
 - **Educator workforce development**— The state plan describes the creation of a working group to develop policy and funding recommendations from a broad and diverse group of stakeholders on the implementation of the Teacher Equity Plan, recent teacher shortage legislation, and other state level initiatives to increase the teacher workforce within Washington.

Troubling practices.

- On the opposite end of the spectrum, Georgia's plan describes consultation with stakeholders in various places but does not describe what that process looks like in their state or how it will continue to engage stakeholders.
- Mississippi describes an ESSA Advisory Committee and a Mississippi Accountability Task Force working to develop important parts of the ESSA Consolidated State Plans but never describes the diversity of stakeholders that make up these groups.

STAKEHOLDER (PARENT & COMMUNITY) ENGAGEMENT ADVOCACY TIPS

As advocates continue to monitor the implementation of ESSA, they should:

- request a meeting with their state and local education officials to discuss ways that they can work collaboratively on implementation of the ESSA plan in districts where parents, families, and organizations representing diverse communities feel that they were not consulted equitably or at all
- engage their state education leaders on various aspects of ESSA implementation as is their right under the law, to ensure that states receiving an excellent rating on this indicator continue to uphold the same level of excellence during implementation.

Specifically, advocates have a right to:

- know what will be on the new school report cards and offer their feedback
- understand the process and timeline for the identification of schools in need of improvement
- participate in the development of locally designed school improvement and teacher equity plans
- request information regarding how school improvement dollars and resources will be deployed to schools and students that need it most
- understand the state’s plans to reduce the disparate use of out-of-school suspensions and expulsions

States must be held accountable for engaging diverse stakeholders as true partners for ESSA implementation by doing their due diligence in consulting with parents, families, and organizations representing historically underrepresented and diverse communities. Meaningful stakeholder engagement is a necessary step towards achieving true education equity, particularly for those communities that have been neglected by their school systems for so long.

SECTION 5: OPPORTUNITIES & PITFALLS

OPPORTUNITIES & PITFALLS STATES WITH CHANGES IN POLITICAL LEADERSHIP

According to the Education Commission of the States, 36 states held governor’s races in 2018, and 20 new governors beat incumbents. Therefore, approximately 60% of governors will have been in office less than a full year when 2019’s budget discussions, summer data releases, and the new school year begins. Also, six states with new governors will appoint an education chief. Seven states held elections for a chief school officer, and two new officers were elected in Arizona and California. After carefully reviewing state plans and the recommendations for amending them, advocates should build relationships with these new administrations as an opportunity to more closely align their states’ annually revised ESSA plans with evolving local needs and contexts.

For example:

- New leadership in **Arizona** has a number of important equity challenges regarding access to excellent teaching, equitable resources, support for struggling schools, and subgroup performance.
- **Kansas** had only one area in need of immediate attention—subgroup performance—from a new administration.
- **Michigan’s** new administration could focus on improving its approach to addressing subgroup performance and on strengthening their support for struggling schools.
- Although **Illinois** was among the top tier of states overall, it can use the opportunity presented by a new governor to move to excellence concerning struggling schools, resource equity, equitable access to excellent teachers, and breaking the school-to-prison pipeline.
- Leadership in the **Wisconsin** legislature changed parties and the superintendent of education was elected to the governorship after its plan had been approved. Wisconsin officials can build on their excellent goals, indicators, and community engagement structures to move to excellence on additional indicators.

OPPORTUNITIES & PITFALLS

AREAS OF INVESTIGATION & OVERSIGHT

How states handled ESSA's new reporting requirements.

Many states neglected to mention how they would meet the law's requirement to report per pupil spending. Several said that they would report on spending and other elements, such as access to effective teachers, on their websites but not on their report cards. Others said that this information would be updated on a separate schedule less often than on the annual report cards. Such efforts to obscure these important new data elements make it harder to evaluate equity and violate the spirit of transparency and stakeholder engagement that lawmakers infused into ESSA. States have until December of this year to report school-level spending on each student. Thirty-six states still need to make this important data publicly and easily available.

Integrating state and local accountability systems.

Several states had separate accountability systems for state and federal purposes. While some opted to fold state ratings into federal ratings, others gave schools separate ratings based on different criteria. These practices make it difficult for parents and the public to understand the various grades as well as which elements state leaders are prioritizing.

Responding to inequities.

Most states said that they would review data to identify funding inequities, inequitable access to effective, experienced, and in-field teachers, and elements of college and career readiness. However, few made clear how they would change state practices or support districts to remedy any inequities that a review uncovered. While meeting the letter of the law, a review is seldom enough to spur systems to change. Most states missed opportunities to use federal dollars specifically designated to increase state capacity to remedy inequities or to require and assist districts with inequities to behave differently.

Subgroup accountability and supports for struggling schools.

A number of ESSA Consolidated State Plans purposefully minimized the number of schools that would be identified for support and improvement. Some states collapsed the law's tiers, others declined to identify schools in all tiers, and still others made identification and support of schools contingent on the annual availability of funding. Because some states masked the performance of vulnerable students in their accountability systems, it is unlikely that they will receive the support and resources they need. There were states that passed off the responsibility of identifying and responding to inequities and challenges to districts, offering few or no supports beyond monitoring for compliance. These tactics violate the spirit of the law that placed the responsibility with states for supporting schools serving needy children to improve the quality of education to all groups of students.

OPPORTUNITIES & PITFALLS

WHAT TO DO NEXT?

Congress should hold hearings on the areas of concern and oversight identified. Members should take note of the challenges identified by advocates and constituents as they continue working with states to implement and perfect this initial round of plans. Federal hearings can help to identify developing trends that should be encouraged and help states avoid pitfalls early in their implementation processes. Moreover, congressional attention can assure state leaders and the public that the federal government is still an interested and active proponent of equitable policies and practices. Finally, gathering information from the states' early efforts can help to identify changes, incentives, and supports needed to fulfill the law's promise.

State leaders should learn from one other and adopt promising practices from their peers where we identified areas for improvement. In addition to evaluating each state's plan individually, this project features examples of state practices that contribute to equity in each indicator and issue area. The report cards highlight various approaches to equity challenges and opportunities from which states can draw to modify and strengthen their own plans. We also hope state policymakers will collaborate on future modifications and improvements as their plans and practices evolve.

Advocates should encourage states to amend their plans based on the feedback from the National Urban League ESSA state equity report cards. Similar to their peers in elected leadership, advocates can look to other states for solutions and suggest them to their representatives. Engaged community members can also reach out to Urban League affiliates or allied organizations to learn how they achieved equity improvements or how they are helping to perfect implementation in equitable ways.

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State: Alabama

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Alabama

Plan Approved: April 17, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Alabama State Department of Education’s (ALSDE) long-term goal for all students and all groups of student is for 69.6% of students to be proficient in reading and 72% of students proficient in math by 2030. The ALSDE’s school quality and student success indicators are: chronic absenteeism for all schools; college and career readiness (students completing at least 1 of the following readiness indicators: achieving benchmark score on the ACT® or ACT WorkKeys, passing an Advanced Placement or International Baccalaureate exam, earning college credit, earning an industry credential, or enlisting in the military) for high schools. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state plan’s system of annual meaningful differentiation uses an index (100-point scale) based on subgroup performance to identify schools for targeted support; it does not otherwise rate schools. The ALDE’s chosen n-size is 20 which could be strengthened to count more students by lowering to 10, the National Center on Education Statistics (NCES) recommended number. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The ALSDE’s definitions for “additional targeted support and improvement” (ASTI) and “targeted support and improvement” (TSI) designations are not meaningfully different, making it unlikely that more students will receive the support and resources they need. 	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The ALSDE’s plan includes a resource equity indicator in its accountability system. The college and career readiness indicator measures access and success in a variety of high rigor courses. The ALSDE’s plan is in compliance with the requirement to publicly report resource inequities in areas like per-pupil expenditures and the equitable distribution of effective teachers. The ALSDE’s plan should provide more detail into how it intends to support local education agencies (LEAs) to identify and address resource inequities including through the use of set-asides. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The state’s plan provides definitions for “out-of-field,” “inexperienced,” and “ineffective” teachers, but should provide more detail, including a strategy with timelines and targets for reducing the rates of disproportionate access to effective teachers for students of color and low-income students. The ALSDE’s plan prioritizes the use of Title I school wide program funding recruitment and retention of effective teachers, particularly in high-need subjects, and offers a mentorship program for all first-year teachers. It also prioritizes pipeline strategies to recruit individuals from other fields to become teachers through the use of Title II, Part A funds. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Alabama

<ul style="list-style-type: none">The ALSDE could strengthen these efforts by focusing on evidenced-based strategies that improve the equitable access to effective and <i>diverse</i> teachers, principals and other school leaders such as, cultural competency training and diversity pipeline programs.Since the ALSDE has chosen not to use the Title II, Part A, state-level set-asides, it should provide more clarity on how it promotes equitable access to effective teachers, principals and leaders through the leveraging of other Federal, State, and local funds.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">The ALSDE’s plan describes efforts to meaningfully engage a variety of stakeholders although the equitable engagement of diverse communities is unclear and the plan for continued engagement is vague.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">The ALSDE’s plan prioritizes the use of high quality school discipline data, restorative justice practices and the use of positive behavioral supports and interventions for school improvement to reduce the overuse of exclusionary discipline practices.The ALSDE could strengthen these efforts by including a measure of school discipline in its accountability system and reporting discipline rates on its public report card.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">The ALSDE’s plan describes efforts the SEA will take to work with LEAs to enhance early learning and improve coordination and alignment of early learning programs from birth through third grade across Titles I, II, III, IV, V, and VII.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">The ALSDE’s accountability system includes a college and career readiness (CCR) indicator that gives credit for achieving a benchmark score on the ACT, scoring a 3, 4, or 5 on an Advanced Placement exam/scoring a 4, 5, 6 or 7 on an International Baccalaureate exam, scoring silver level or above on ACT Work Keys, earning a transcript-ready college credit while still in high school, earning an Industry Credential, or being accepted for enlistment into any branch of the military.The state reduces summative scores by 2% for schools not meeting the 95% participation testing requirement for two years.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">The ALSDE’s plan adopts the allowable use of Title IV funds for out of school time learning.In addition, its plan prioritizes increased learning time as an allowable school improvement strategy under Title 1, Part A based on the needs assessment.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">The state’s accountability system includes a college and career readiness measure which gives credit for scoring silver level or above on ACT Work Keys, as well as, earning an Industry Credential.The state has also made an effort to provide professional development opportunities that focus on CTE.Alabama should consider developing a stronger science, technology, engineering, arts and math (STEAM) focus and also identify social and emotional learning (SEL) as a substantial component of its teaching and learning approach.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Alabama

12. Clear Reporting and Transparent Data Systems That Are Easy to Understand

- The ASDE's report card shows all indicator data reported by subgroup as well as federal, state, and local expenditures by student as required by ESSA. It should also consider reporting on information beyond what is required for compliance such as school climate.
- Alabama's plan uses an index to annually differentiate schools and identify schools for support under ESSA (Note: Alabama gives A-F grades to all schools as part of a separate, non-ESSA, state accountability system.)

- Excellent
 Sufficient
 Poor

Overall Rating

Sufficient



**National
Urban League**

State: Arizona

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Arizona

Plan Approved: August 21, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Arizona Department of Education (ADE’s) long-term goal is for 90% of students to be proficient in literacy and math and to have a 90 percent four-year adjusted cohort graduation rate by 2030-40. This goal is the same for all students as it is for all subgroups of students. The ADE’s School Quality and Student Success (SQSS) indicator is an acceleration/readiness menu of measures for elementary and middle schools; college- and career ready menu of measures for high schools. These measures are not applied statewide and it is unclear whether they will be disaggregated by subgroup as required by law. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Under ADE’s plan, subgroup performance does not impact a school’s overall rating (A-F grades) and has little impact on elementary and middle school ratings. Doing so places the ADE at risk for masking the performance of subgroups in its reporting as well as noncompliance with the law’s requirement that all students – including individual groups of students – are receiving a high-quality education. The ADE selected an N-size of 20. It should consider lowering the n-size to 10 so that more subgroups of students can be counted. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The ADE’s plan lacks clarity for how it will identify schools in need of support and improvement. The ADE’s definition of “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) is vague and not meaningfully different from “additional targeted support and improvement” (ATSI); schools with significant achievement gaps or low-achieving subgroups are identified, but key terms (e.g., “significant”) are undefined. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The plan makes no indication for how it will report data on resource inequities such as per pupil expenditures. ADEs plan does not commit to a resource allocation review process for LEAs serving significant numbers of identified schools and does not mention plans to include inequities on their report card. The ADE should consider adding a resource equity. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The ADE’s teacher equity plan is vague; it lacks a definition of “ineffective” teaching and lacks details for how it intends to reduce the incidence of low-income and students of color being taught by out-of-field, ineffective, or inexperienced teachers. Arizona should consider prioritizing resources, including Title II set-asides for teacher/school leader pipeline diversity in addition to cultural competency training for both new and existing teachers and leaders. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor



State: Arizona

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The ADE engaged with stakeholders during the development of their state plan and described many instances in which stakeholder’s recommendations were taken into consideration although it is unclear how equitable its engagement was.• The ADE should commit to engagement with community-based organizations, and civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students as required by ESSA during implementation.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The ADE describes how it will support local education agencies (LEAs) to reduce the overuse of out-of-school suspensions and expulsions including with high quality data, positive behavioral interventions and supports and professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of children.• Additionally, the ADE will identify strategies and resources to support the social and emotional development of children.• The ADE should consider measuring school discipline rates in their accountability system.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• Currently, Arizona does not have a public preschool program, but the ADE is proposing an “Accelerated Readiness” indicator in its accountability system for K-8 “alternative schools” which awards schools points for offering full-day kindergarten and having pre-k on site.• The ADE’s plan also includes the use of Title II funds for early childhood education and learning professional development capacity building.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• The ADE includes a College and Career Ready accountability indicator that awards points to schools that increase the percentage of postsecondary enrollment and/or whose seniors pass AB/IB exams, CTE and Dual Enrollment courses or earn an industry recognized credential, certificate or license.• Arizona is also requiring the development of Education and Career Action Plans (ECAPs) for all students in grades 9-12.• The ADE’s plan indicates that a participation rate of less than 95 percent on statewide mathematics and reading/language arts assessments will be a factor in school improvement decisions but does not specify consequences other than school monitoring.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The ADE is proposing an “Accelerated Readiness” indicator in its accountability system for K-8 “alternative schools,” which awards schools points for offering coordinated before- and/or after-school programs and offering summer school in FY 16 for all grades served.• The ADE also plans to use Title IV funds to expand 21st Century Community Learning Centers programs.• The ADE should specify extended learning time innovations as an allowable use of school improvement funds.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• The ADE includes the College and Career Readiness Rubric that awards points to schools	<p><input checked="" type="checkbox"/> Excellent</p>



State: Arizona

<p>with seniors who pass AB/IB exams, CTE and Dual Enrollment courses or earn an industry recognized credential, certificate or license.</p> <ul style="list-style-type: none">The ADE is considering the development of social and emotional learning (SEL) strategies and should also consider adding a measure of SEL curricula to its accountability system.	<p><input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">The ADE uses an A-F rating system where an “A” school is excellent and an “F” school is failing.The state has a reporting site, Arizona Education Progress Meter, and should articulate how the tools there will be updated to display their statewide rating system and to comply with the ESSA requirements of disaggregation, etc.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Poor</p>



**National
Urban League**

State: Arkansas

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Arkansas

Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Arkansas set very ambitious goals for through 2029 that include 80% grade-level proficiency on test-based measures which is the same for all subgroups. There is alignment between the accountability indicators and the long-term goals. The School Quality and Student Success (SQSS) indicator is researched based and disaggregated: Student engagement as measured by chronic absenteeism for grades K–11; science achievement and growth, and reading at grade level for grades 3–10; ACT® score; high school grade point average; credits earned for community service learning and computer science courses; and credits earned in Advanced Placement, International Baccalaureate, or concurrent courses for grade 12. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Subgroups have no independent effect on school ratings, which are calculated using the “ESSA school index” based on the performance of all students. This will mask the performance of subgroups. Arkansas has chosen an n-size of 15 for accountability. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition for “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) is narrower than “additional targeted support and improvement” (ATSI) and identifies subset of schools that should already be identified under the statutory definition of ATSI. This definition risks the under identification of schools in need of support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The Arkansas Department of Education (ADE) includes an indicator that measures resource equity in its accountability system. The access to and success in Advanced Placement (AP)/International Baccalaureate (IB)/Concurrent Enrollment courses is part of the accountability metric for SQSS for 12th grade students. The ADE’s plan describes the use of set-asides to fund evidence-based activities and strategies for school improvement. The ADE will report resource inequities such as the rate at which low-income and minority students are disproportionately taught by educators who are ineffective and disproportionate exclusionary discipline rates. The ADE’s plan describes a robust process for how it will support districts and schools identified for support and improvement to identify and address resource inequities. The ADE should clarify how it intends to meet ESSA’s reporting requirement of per-pupil expenditures. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The ADE’s plan identifies several strategies to address Title 1 schools whose children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The ADE will use their local needs assessment process to develop local equity plans to identify root causes of equity gaps and address disproportionality. ADE can strengthen 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Arkansas

<p>these efforts by including a plan with timelines and interim targets for addressing inequities.</p> <ul style="list-style-type: none"> • The ADE should also consider incorporating evidenced-based strategies such as culturally responsive training and mentoring and induction supports to increase pipeline diversity and placed-based efforts. • The ADE could also strengthen its use of optional set-aside funding for leadership by using the funds to improve equitable access to effective and diverse leaders. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • The ADE’s plan highlights various ways in which diverse groups of stakeholders were consulted in the development of the ESSA plan, although it is unclear how equitable engagement was. • The ADE has also developed a network of Equity Labs which will include: teachers, leaders, local school board members, parents, representatives from the business community, nearby educator preparation programs, regional education service cooperatives, and state leaders to continue to focus on educational equity issues during implementation of ESSA. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • As part of the school improvement process, LEAs with schools in need of Comprehensive Support and Targeted Support will use discipline data as one of the leading indicators to guide improvement planning. • Data such as the number of disciplinary referrals, behavioral practices and teacher and student attendance will be analyzed to support the implementation of positive behavioral interventions and supports, reduce class removals and to develop an improvement plan that improves school climate and culture of the identified schools. • Students who need additional services will have access through developed school-based mental health service programs. Professional development will be make available to reinforce Positive Behavioral Interventions and Supports work. • The ADE could strengthen these efforts by including a measure of discipline in its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • The ADE’s plan describes how the state will use Title I funds to assist school districts to increase access to pre-k, improve the quality of pre-kindergarten across the state, and improve the transition of students from pre-kindergarten to the early elementary grades. • The ADE can strengthen these efforts by adopting the voluntary use of Title II funds for early capacity building to provide effective instruction for early learning educators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • As part of the SQSS metric, access and success in AP/IB and concurrent enrollment options exist in accountability for 12th grade students. • Arkansas will use 95% participation rate in AP/IB courses as the denominator for success in this metric.. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The ADE’s plan includes summer enrichment programs as an allowable use of Title IV programs and should consider including this research-based framework as an allowable use for Title 1 school improvement planning. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Arkansas

<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• The ADE’s plan missed an opportunity to include career and technical education (CTE) as an indicator in its accountability, despite urging from Arkansas’ stakeholders. Doing so will incentivize further adoption of CTE and industry certifications as a career pathway on par with a college preparatory curriculum.• The ADE should strengthen its approach to addressing all conditions for learning by identifying social and emotional learning (SEL) as a substantial component of its teaching and learning practices.	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Arkansas uses an A-F system and has a public reporting site to house other metrics and data that are not included in the accountability system.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>



**National
Urban League**

State: California

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: California

Plan Approved: July 12, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> For grades 3-8 and 11, the goal for all schools and all student groups is to reach the “High” performing status, the second-highest rung on the state’s ladder for student performance, within seven years. California’s plan does not include annual targets that it expects schools to adhere to in order to measure themselves against a fixed number for each year of the seven-year goal period. School Quality and Student Success (SQSS) Indicators are: Chronic absenteeism and suspension rate for all schools; “college/career indicator” (measuring 11th-grade state assessment results; dual enrollment, college prerequisite, and career and technical education pathway completion; Advanced Placement (AP) and International Baccalaureate (IB) exam results) for high schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Schools do not receive summative ratings. Subgroup performance on indicators are included in each “California School Dashboard” and used to identify schools for targeted support and improvement. California has chosen an n-size of 30 for accountability. There is no statistical basis for using such a high number. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming is not meaningfully different from the statutory definition of “additional targeted support and improvement” (ATSI) and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> California’s plan links resource allocation to its accountability plan through the local control accountability plan (LCAP). California’s plan describes extensive support for districts to develop and refine their local plans. California could move to excellent by showing how per pupil spending and other resource inequities will be included in its dashboard and LCAP process, and describing whether and how it would use the available state set-aside to address resource inequities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: California

<p>5. Educator Equity</p> <ul style="list-style-type: none">California's plan prioritizes cultural competence, and provides definitions for teacher equity categories without including timelines or targets. California has a two-year induction program for teachers and administrators.Rather than a general program that could impact diversity indirectly, California could link induction and mentoring strategies explicitly to diversity efforts and target them to districts and schools with specific shortages and inequities.California's strategies for impacting disproportionate access to teachers are still in development. Future plans should include timelines, goals, interim targets and specific guidance for districts around reducing inequitable access.California could move to excellent by: detailing its strategies and timelines for developing cultural competence, and for incorporating cultural competence more deeply into the statewide system of support for schools and districts; expanding their collection and reporting of inequitable access data beyond Title I schools to include all schools and subgroups of students; explicitly incorporating teacher diversity efforts into its statewide support system, along with equitable access strategies, and by explicitly designating the state-level reservation of Title II funds for these purposes, as it does with Title IV for expanded learning.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">California's plan described a public process for consultation on many elements of its plan. Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. Not much is mentioned regarding outreach to diverse or non-education-based groups.California described plans for continued engagement around facets of implementation including needs assessments, interventions, state support of districts and assessments.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">California's plan uses suspension rates to measure school quality in its accountability system.California's plan describes extensive supports for districts to reduce exclusionary discipline including local plan requirements, technical assistance from assigned experts and sample strategies.To support Title I local education agencies (LEAs) in developing plans to improve school conditions for student learning, California will provide all Title I LEAs with a Title I, Part A Guidance document that will contain strategies for addressing the local planning requirements in the ESSA, including strategies to improve school conditions and reduce the overuse of discipline practices that remove students from the classroom.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">California's plan has a system of high-quality reporting for early learning and describes how districts can use Title I dollars to impact early learning.California will use Title I funding to support the evaluation and improvement of transitional kindergarten programs.California is one of the states that includes early learning in its plan for professional development funds from Title II.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">California's plan uses a college and career readiness (CCR) indicator.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient</p>



State: California

<ul style="list-style-type: none">Participation rates below 95% do not appear to have an effect on the academic achievement indicator.	<input type="checkbox"/> Poor
10. Out of School Time Learning <ul style="list-style-type: none">California makes little mention of out-of-school time learning in its plan and intends to transfer the Title IV state-level activities funds into Title II for teacher development.	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">Career and technical education (CTE) pathway completion is a component of the college and career ready metric in California's accountability system.Social and emotional learning is a component of professional development for educators and administrators.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">California school dashboard will be used to share performance and accountability data with the public.California does not have a summative rating, but rather will use five color codes.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Poor



**National
Urban League**

State: Colorado

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Colorado

Plan Approved: May 7, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> For its School Quality and Student Success (SQSS) indicators, Colorado chose: science achievement for all schools; change in chronic absenteeism for elementary and middle schools; and dropout rate for high schools. Colorado’s goal is for all students to be proficient in mathematics and English by 2037. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Colorado’s plan has two n-sizes: the first one is 16, for achievement and high school graduation; and the other is 20, for academic growth indicators. Subgroup performance is 33% of each indicator used to calculate an overall index score and school rating, known as “performance bands” (described as “does not meet,” “approaching,” “meets,” or “exceeds.”) 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming identifies schools with a student subgroup that earns the lowest rating on at least three indicators based on aggregated performance over 3 years in Colorado’s plan. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Colorado’s plan includes high school dropout rates as an SQSS indicator, but does not include a College and Career Readiness (CCR) indicator for high schools. Colorado's plan promises technical assistance to local education agencies (LEAs) to annually adjust resources where gaps are identified in the supports districts provide to identified schools, and implies that the state may adjust its allocation of resources among districts. Colorado could move to excellent by describing the decision criteria and data review processes applied at the state and district level more specifically, linking state decisions to set-aside funding, and making explicit how resource allocation decisions will be linked to district and school needs assessments and performance in the accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The plan describes professional learning around culture only in the context of English learners, with no strategy and timeline for expanding or targeting the development of cultural competence aligned with district or school needs. Colorado has focused on guidelines and standards for induction and mentoring programs as a key strategy to reduce turnover and improve effectiveness, but the plan could be more specific about how technical assistance will ultimately impact the distribution of inexperienced, out-of-field and ineffective teachers. In addition to promoting induction and mentoring, Colorado describes supports for districts to develop teacher cadet programs to attract and recruit new teachers. The plan could demonstrate excellence by targeting these strategies to high-needs districts and those with the greatest inequities. Colorado could move to excellent by broadening its use of state set-aside funds to explicitly improve teacher diversity as well as inequities in teacher distribution. Colorado provides definitions and also includes a timeline and targets. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Colorado

<ul style="list-style-type: none"> Colorado has a place-based Rural Low-Income School Program which aims to help rural districts use federal resources to improve instruction and student achievement. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Colorado convened a series of workgroups that were called “hubs” and “spokes.” Their work was separate, yet collaborative and fed into each other as a feedback mechanism. The Urban League of Metropolitan Denver was involved in one of the hub committees during the development of the ESSA plan. The Colorado Department of Education (CDE) has committed to ongoing engagement with stakeholders in a variety of methods through implementation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> Regarding school discipline, Colorado provides grant opportunities for low performing schools to visit and network with high performing schools to learn how to implement effective strategies such as positive behavior supports within their own schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Colorado's plan articulated how Title I funding, if allocated towards early childhood by the school district would be used to support, coordinate or integrate services. Colorado is one of the only states where Title II professional development funds may be used for early learning capacity building. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Colorado does not use a college and career readiness indicator in its accountability system. The CDE does not credit schools for untested students if participation falls below 95%. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Colorado's plan describes how Title IV funds can be used extended learning time programs. To move to excellent, it should also detail the same for the use of Title I funds. The CDE is building out its ESSA website and resources to LEAs to emphasize the creativity allowable within Title I funding, including extended learning opportunities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Colorado’s plan prioritizes CTE by ensuring that it receives pertinent Title funding from the federal government as well as WIOA eligibility, where applicable. Colorado plans for a working group to explore the incorporation of social-emotional learning measures as a part of its long-term strategy for refining its additional indicator. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Colorado provides all of the indicators and data it will report for accountability and transparency. Colorado does not use a summative rating and instead uses an index score to annually differentiate schools and identify schools for support, based on total percentage of points schools earn across the five ESSA indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Excellent</p>

State: Colorado



**National
Urban League**



**National
Urban League**

State: Connecticut

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

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State: Connecticut

Plan Approved: August 4, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Connecticut has a long-term goal of 70% of students proficient in reading and math by 2030; Note: the state’s plan lacks targets for students meeting grade-level standards. The state uses 12 indicators including: Chronic absenteeism; participation rate on annual assessments, and physical fitness for all schools; college- and career-readiness course work (Advanced Placement (AP)/ International Baccalaureate (IB)/dual enrollment; career and technical education (CTE); or workplace experience “courses,”) and exams (SAT, ACT, AP, IB), 9th grade on track, postsecondary enrollment, and arts access for high schools. Inconclusive evidence for two School Quality and Student Success (SQSS) measures (physical fitness and arts access). 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>2. Equity and Excellence at Scale</p> <ul style="list-style-type: none"> Subgroup performance accounts for 41% of school rating index through a super subgroup called the “high needs group” — low income students, English learners, or students with a disability. The “high needs group” makes it difficult to assess subgroup data at a more granular level and may not be in compliance with ESSA law. Distributing data this way risks masking the performance of Latinos and black students and therefore risks having their unique needs ignored. N-size for accountability is 20 students which risks excluding some students. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The Connecticut State Department of Education’s (CSDE) definition of a consistently underperforming subgroup (as any subgroup in any school that is in the bottom 1 percent of all schools statewide on all 12 indicators in the accountability system) is not meaningfully different from “additional targeted support and improvement” (ATSI) and risks narrowing the group of schools identified for ATSI by selecting them exclusively from schools identified for “targeted support and improvement” (TSI). 	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The CSDE’s plan includes a resource equity indicator in its accountability index. The career readiness course work indicator measures access and success in AP, IB, CTE and workplace experience courses. 	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The CSDE’s plan includes the rates, and the differences in rates, of low income and minority students who are taught by inexperienced and out-of-field teachers. However, data on “ineffectiveness” is not currently collected at the state level. The CSDE’s plan should include targets and timelines for eliminating differences in rates. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Connecticut

<ul style="list-style-type: none"> The CSDE prioritizes efforts to build a robust pipeline of qualified educators to fill persistent shortage areas and to increase the racial, ethnic, and linguistic diversity of Connecticut’s educator workforce. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> ESSA Plans were developed in consultation with parents, families, and communities, including civil rights organizations and community-based organizations representing underserved communities such as the Urban League of Greater Hartford and the Urban League of Southwest Connecticut. The CSDE has developed a plan for continued engagement during implementation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The CSDE is designing the Next Generation Student Support System that will provide supports to Title I local education agencies (LEA) to promote safe and healthy schools, including evidenced based practices in Reducing exclusionary discipline through restorative justice practices. The CSDE should consider adding school discipline rates as a measures of school climate and safety in its statewide accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The CSDE articulates how Title I funding, if allocated towards early childhood by the school district, would be used to support, coordinate, and integrate services, and ensure services comply with Head Start performance standards 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The CSDE includes a college readiness indicator in their accountability system that measures outcomes in AP/IB, CTE and other college readiness courses. Connecticut’s plan provides no credit for untested students and schools that do not meet a 95% participation for all students, or any subgroup. If schools test that would otherwise receive a level 1 or 2 rating (the top ratings out of 5), fail to meet the 95% participation rate, their score will drop one level. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The CSDE uses Title IV Part B funds to increase student opportunities to learn through learning time innovations such as extending learning time and after school programs. The CSDE should consider including out of school time learning as an allowable use of Title I funds for school improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Connecticut’s accountability system includes school and district indicators that capture rigorous course taking such as Indicator 12—access to the arts, and Indicator 5—enrollment in Advanced Placement, International Baccalaureate, career and technical education and college dual enrollment courses. The CSDE is developing a tiered system of supports around key focus areas including social and emotional learning (SEL), to maximize students’ learning potential. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> The CSDE reports academic achievement status, graduation rates, and English 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



State: Connecticut

<p>language proficiency in aggregate and for specific student groups, at the schools and district level and on an annual basis. It also provides a summary of several metrics including suspension/expulsion, expenditures, achievement, accountability, graduation, and college readiness.</p> <ul style="list-style-type: none">• School ratings are based on a 0-100 index score.	<input type="checkbox"/> Poor
Overall Rating	Sufficient



**National
Urban League**

State: Delaware

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Delaware

Plan Approved: October 31, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Delaware’s long-term goal is for “76.1% of students to be proficient in reading and 70.3% of students to be proficient in math by 2030.” The Delaware Department of Education (DDOE) applies the same goal to each subgroup of reducing the percentage of students not proficient by 50% by 2030. The DDOEs chosen School Quality and Student Success (SQSS) indicators are: “Proficiency in science, proficiency in social studies, and chronic absenteeism for all schools; college and career preparedness and 9th grade on track for high schools”. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Subgroups have no independent effect of a school’s rating. Subgroup performance on indicators will be used to identify schools for targeted support but not overall school ratings. Delaware will be using an n-size of 15. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The DDOE’s definition used to identify schools for targeted support and intervention is more narrow than “additional targeted support and improvement” (ATSI) and limits the total number of identified schools to 5% of schools. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Delaware’s accountability system includes a college and career preparedness indicator that measures Advanced Placement (AP), International Baccalaureate (IB), SAT performance, industry credentials, and postsecondary credits. The DDOE’s plan describes a process it will use to provide individualized support to schools and LEAs in need of improvement including helping schools/LEAs identify needs, review resources and identify equity gaps, plan and implement evidenced based strategies using Title I set asides. The DDOE’s ongoing assessment of potential resource inequities will be included as part of the regular monitoring to include a review of LEA and school level resources, among and within schools, including disproportionate rates of ineffective, out-of-field, or inexperienced teachers identified by the state and LEA and per-pupil expenditures of federal, state, and local funds. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The DDOE provides definitions for ineffective, out-of-field, and inexperienced teachers. I also provides strategies and timelines for reducing gaps in disproportionate rates of access to quality educators. The DDOE’s plan prioritizes cultural competency and trauma-informed practices among teachers and administrators, but is vague on details. The DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity support to LEAs through evidenced based strategies including: increasing high quality prep programs for leaders in high needs schools; leadership training for leaders in high needs schools; a statewide educator recruitment portal; and resources for induction and mentoring programs. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The DDOE engaged a variety of diverse stakeholders, including parents and advocates from underserved communities, in the development of the plan although it is unclear to what extent engagement was equitable. The DDOE’s plan is vague with regards to how it will continue robust stakeholder engagement 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Delaware

during implementation.	
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The DDOE will be reporting on the number of suspensions and expulsions, but should consider including this metric in the school rating system. Delaware discusses breaking the school to prison pipeline in the context of school conditions, highlighting school climate surveys, anti-bullying and restorative practices. The DDOE should be more intentional about its approach on ending disproportionate discipline practices. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The DDOE’s plan adopts the voluntary use of Title I funds to create and expand equitable access to early childhood learning opportunities. The DDOE also articulates a use of Title II funds for professional development for early learning capacity building. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Delaware’s accountability system includes a college and career preparedness indicator that measures outcomes such as AP, IB, SAT performance, industry credentials, and postsecondary credits earned. The DDOE will be reporting testing participation rates. Schools that don’t meet the 95% threshold will be required to develop a plan for meeting requirements. Schools consistently not meeting the 95% threshold will be subject to “additional actions and interventions.” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The DDOE will use Title IV funds for out-of-school time learning. The DDOE should also consider allowing Title I funds to be used for extended learning. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Delaware’s accountability system includes a college and career preparedness indicator that measures outcomes such as AP, IB, SAT performance, industry credentials and postsecondary credits earned. The state should consider an indicator that measures access to and participation in STEM programming as well. The DDOE will partner with the Delaware Positive Behavior Support Project to provide professional development and technical assistance around social and emotional learning. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> The DDOE’s plan does not include a prototype of its report card which makes it difficult to understand how the state will meet ESSA reporting requirements. Delaware’s School Success Framework (DSSF) uses descriptive ratings (exceeds, meets, or meets few expectations) to differentiate schools annually based on all indicators and identify schools for support. The DDOE will report data on additional indicators beyond what is required for compliance such as postsecondary outcomes defined as the percent of students who enroll in a postsecondary institution within one year after high school graduation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Sufficient



**National
Urban League**

State: District of Columbia

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: District of Columbia

Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Washington D.C.s (DC) long-term goals are that by 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam and 90 percent of high school students will graduate after four years. Each subgroup has the same long-term goal. DC uses a “school environment” indicator that measures chronic absenteeism, in-seat attendance, re-enrollment in same school, and “access and opportunities” (in development) for all schools, participation and performance in Advanced Placement (AP) or International Baccalaureate (IB), SAT scores, and non-adjusted cohort graduation metric for high schools as their School Quality and School Success (SQSS) indicators. The Academic indicators each receive substantial weight individually, and in aggregate receive much greater weight than the School Quality or Student Success Indicators. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> DC includes all ESSA student subgroups in all school ratings; 25% of overall school ratings are based on student subgroup performance. N-size is 10 for accountability and 10 for reporting which strikes the right balance of inclusivity and reliability. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of for “targeted support and improvement schools” is not meaningfully different from “additional targeted support” and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> DC will incorporate a measure of pre-K quality into its accountability framework for schools that have pre-K classrooms. DC includes in its accountability system for high schools a college readiness indicator that measures ACT, AP, and IB participation and scores. The Office of the State Superintendent of Education (OSSE) describes how it will support local education agencies (LEAs) in reviewing resource data for school improvement; however, it should clarify how it intends to use the seven percent set aside to address resource inequities for school improvement purposes. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The plan includes efforts to reduce the incidence of low-income and students of color being taught by out-of-field, ineffective, or inexperienced teachers. OSSE could strengthen these efforts by including timelines and interim targets for eliminating educator equity gaps. Given that 90% of DC students are of color, OSSE could enhance its efforts by implementing a cultural competence curriculum and professional development training. The plan prioritizes teacher pipeline efforts through the DC Staffing Data Collaborative, which supports LEAS with recruitment, preparation, professional learning, evaluation and retention. OSSE could strengthen these efforts with targeted efforts to recruit and retain effective teachers and leaders of color. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: District of Columbia

<ul style="list-style-type: none"> OSSE should consider the use of the Title II 3% set aside funds for efforts that improve the equitable access to effective and diverse teachers, principals and other school leaders. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> DC’s ESSA plan was developed in consultation with parents, families, and communities, including civil rights organizations and other community-based organizations representing underserved communities. The state’s plan could include more details regarding their plan for continued engagement throughout implementation. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> DC prioritizes efforts to reduce exclusionary and dangerous discipline practices that remove students from the classroom including through foundational training and guidance on evidence-based best practices related to behavioral support such as Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). DC could strengthen these efforts by measuring school discipline rates in its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood and Learning</p> <ul style="list-style-type: none"> DC will incorporate a measure of pre-K quality into its accountability framework for schools that have pre-K classrooms. DC articulates how Title I funding, would be used to support, coordinate, and integrate early childhood education programs with other education services. DC could strengthen efforts by opting to use Title II for Professional Development for Early Learning Capacity Building. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> OSSE is piloting a college-readiness indicator measured by ACT, AP, and IB participation and scores. It is not providing any credit for untested students. DC says it will implement a system of “supports, technical assistance, and monitoring” for schools that do not meet the required 95% participation rate. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> OSSE will use Title IV 21st Community Learning Center funding to support out-of-school time activities to include individual and group enrichment activities designed to support youth in obtaining their postsecondary goals. Specific examples include service learning, career exploration, job training and mentorship to promote leadership, and civic engagement skill development. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> DC prioritizes high quality career and technical education (CTE), science, technology, engineering, and Math (STEM) instruction and dual enrollment, and can strengthen these efforts by including them in its accountability system. DC plans to explicitly measure an aspect of social emotional learning (SEL) for accountability—described as “social-emotional support and community/family engagement” in early learning settings. DC includes social and emotional learning into the districts professional development practices. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: District of Columbia

12. Clear Reporting and Transparent Data Systems That Are Easy to Understand

- DC's 1-5 STAR system will provide an annual summative rating for all public schools in DC. However, it is unclear how the data will be displayed in a report card in a way that ensures parents, teachers, and the public can understand how their students and schools are performing.
- DC could describe how it will improve public reporting about resources in schools.
- While the DC consolidated state plan did not include a link to its report card, more information can be found [here](#).

- Excellent
 Sufficient
 Poor

Overall Rating

Sufficient



**National
Urban League**

State: Florida

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Florida

Plan Approved: September 26, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Florida Department of Education’s (FDOE) long-term goal is 58% of students proficient in reading and math by 2020. FDOE’s goal for subgroups is the same -- to reduce the achievement gap by one-third between each subgroup in each subject area by 2020. There are some subgroups that will need to produce a historical growth in performance due to years of disinvestment. Florida’s School Quality or Student Success (SQSS) indicator is researched based and can be disaggregated by subgroup: elementary schools - science; middle schools - science, social studies, middle school acceleration; high schools - science, social studies, high school acceleration. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> In addition to the subgroups required by ESSA, Florida’s plan includes an additional subgroup in the state’s school and district accountability system. The lowest-performing 25% of students in ELA and Mathematics learning gains is the additional subgroup. School ratings (A–F grades) give 18–25% weight to the academic growth of the lowest-performing 25% of students for all schools for this “learning gains” indicator. As such, ESSA subgroups have lesser but still meaningful effect on a school’s rating. In this case, the state includes student subgroups in all school ratings, but does not include all ESSA student subgroups. Florida’s lowest-performing 25% of students contains an over-representation of the subgroups that are historically low-performing. Florida’s minimum n-size requirement is 10 students for all accountability and reporting purposes for all students and for each subgroup. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming used to identify schools for “targeted support and improvement” (TSI) is narrower than “additional targeted support and improvement” (ATSI) in Florida’s plan. It identifies schools with subgroups performing at or below 31% on the “federal percent of points index” across all indicators for three consecutive years (ATSI) definition identifies schools with subgroups performing at or below 40% on the index). Florida risks identifying fewer schools in need of support with this definition. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> FDOE’s state-level needs assessment process to support local education agencies (LEA) identify and address resource inequities is still in development. FDOE’s plan does not describe how it will meet ESSA’s requirement that state’s report data on per pupil spending. FDOE’s plan does not adopt flexibility under ESSA to include a resource equity indicator in the accountability system such as – access to quality teachers, access to preschool, and access and success in Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and career and technical education (CTE) offerings. Nor does FDOE’s plan adopt flexibility under ESSA to use set asides to address resource inequities. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p>	<input type="checkbox"/> Excellent



State: Florida

<ul style="list-style-type: none"> • While FDOE’s plan defines key terms such as ineffective, inexperienced, and out-of-field, there is no timeline, no plan to measure and report on these statistics, nor a plan to reduce the disproportionate assignment of these teachers to high needs students. • FDOE’s plan does not adopt flexibility under ESSA to use the Title II 3% set aside for funds that improve the equitable access to effective and diverse teachers, principals and school leaders including through evidenced-based strategies such as residencies, mentoring, induction supports and cultural competency training. 	<input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • FDOE’s plan documents the outreach and specific outlets they sought consultation and feedback on aspects of the ESSA plan at the development phase. • The plan does not describe how it will continue stakeholder engagement and consultation as ESSA is being implemented. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • FDOE staff conduct training and provide technical assistance for LEAs that highlights current research and successful practices in discipline, specifically using exclusionary discipline, such as out-of-school suspension, only as a last resort. • In addition to a review of these data by FDOE for school improvement, these should be included as an indicator in the accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • There is no mention of using Title I or Title II funds to expand Early Childhood Learning. • Florida’s goal is to provide seamless articulation through its K-16 system, however more emphasis should be placed on early learning opportunities where many of the disparities that present later along the academic continuum can be effectively remediated. There should be more alignment between the Voluntary Pre-Kindergarten program and the rest of the system. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • Florida uses the “College and Career Acceleration” indicator as part of its accountability system which examines the percentage of high school graduates who either: (1) earn a passing score on an AP, IB, or Advanced International Certificate of Education exam; (2) earn a "C" or higher in a college-level dual enrollment course; or (3) earn an approved industry certification. • If a school does not assess 95% of all students, un-tested students will be treated as not proficient in the achievement indicator of the federal percent of points index. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The state describes how they intend to use Title IV part B funds to develop and expand extended learning time offerings such as afterschool. • FDOE should also consider adopting extending learning time as part of its school improvement strategy. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • Florida prioritizes science and math as well as career and technical education (CTE) in its accountability system. Specifically, it includes proficiency in science in its accountability index for elementary, middle and high schools; proficiency on a statewide Algebra, Geometry or Biology tests in its accountability index for middle schools; and a measure of students who earn an approved industry certification in its accountability index for 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Florida

<p>middle schools and high schools.</p> <ul style="list-style-type: none">• While the state prioritizes CTE for students who are transitioning from correctional facilities back into the community, there should be a more intentional focus to develop CTE and social- emotional learning (SEL) curricula that is integrated or at least seen on par with the general education college and career trajectory.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Florida primarily uses a "federal percent of points index" to annually differentiate schools and identify schools for support under ESSA. Florida gives A-F grades to all schools as part of a separate state accountability system and uses those grades to identify schools for CSI under ESSA.• Florida would be well suited to provide explanatory sessions about the inclusion of the federal percent of points index, how it will be used and its components as well as to provide a dashboard of data to help parents fully understand school quality.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Poor</p>



State: Georgia

ESSA State Plan Equity Report Card

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State: Georgia

Plan Approved: January 12, 2018 ; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Georgia’s long-term goal is to see schools meet annual targets of 3% of the gap between a baseline and 100% over a period of 15 years. The Georgia Department of Education (GaDOE) chosen School Quality or Student Success (SQSS) indicators include Literacy, Student Attendance, Beyond the Core, Accelerated Enrollment, Pathway Completion, College and Career Readiness, and Closing Gaps. The GaDOE plan must articulate more clearly its interim targets, in addition to, how these targets will align with the state’s chosen academic and school quality indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Georgia has chosen an 0-100 College and Career Readiness Performance Indicator (CCRPI) index rating system. The state only counts subgroup performance through the closing gaps indicator, weighted 15% for elementary and middle schools and 10% for high schools. The state employs an N-size of 15. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The state’s plan defines “targeted support and improvement” (TSI) as at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components. The plan defines “additional targeted support and improvement” (ATSI) as all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components. GaDOE has developed a four-tiered system of support for schools in addition to their framework for developing the whole child. The state’s plan could offer more details on both these ideas regarding how they align to the long-term goals and chosen academic and school quality indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Georgia’s accountability system includes indicators that measure access to Advanced Placement (AP) and International Baccalaureate (IB) courses, but does not address how it will correct resource inequities in areas like discipline, quality teachers, or preschool. The state’s plan briefly describes a 0.5 to five-star Financial Efficiency Star Rating system comparison of per-student spending and overall student performance, but does not give any further detail about data collection or reporting. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The state defined and will annually report the percentages and numbers of inexperienced, ineffective, and out-of-field teachers, but does not give detail regarding how that data will be displayed, noting that it will be disaggregated by subgroup. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor



State: Georgia

<ul style="list-style-type: none"> • The GaDOE should include a plan for cultural competence training for new and existing teachers. • The GaDOE should address teacher/principal diversity pipelines. • Georgia fails to take full advantage of allowable state funding set-asides for supporting schools to improve access to effective teachers or improve teacher diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • The state mentions that it engaged stakeholders in reference to the issue of flexibility on state assessments. • Georgia should make a concerted effort to create a plan for continued engagement with families, communities and other stakeholders, in addition to, chronicling the involvement of these groups in the development of the state plan. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The School Climate Star Rating System highlights student, teacher, and parent perceptions of a school’s climate, student discipline, safe and substance-free learning environment, and student attendance, • The state should go a step further and articulate how they will collect and communicate this data to parents and other stakeholders in addition to the equity dashboard. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • Georgia’s plan articulated how the Georgia Early Learning Development Standards (GELDS) are aligned to Head Start standards, in addition to, how schools would coordinate with one another to expand early childhood learning opportunities. • The state has a Memorandum of Understanding (MOU) between DECAL (the Department of Early Care and Learning), the GaDOE and Head Start to ensure collaboration and coordination between agencies. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The state identified the college and career readiness, accelerated enrollment, and pathways completion indicators in its accountability system. These measure students access to, participation in, and completion of college and career readiness activities. • The state uses a score adjustment formula for schools that fall below 95% participation on assessments. • To increase accountability, the state should specify how it plans to oversee LEAs selecting the nationally recognized high school assessments. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Georgia identified ways to use its Title IV funds for both Student Support and Academic Enrichment Grants in addition to 21st Century Community Learning Centers. • The state could also identify ways to use Title I funds for this purpose. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • The state selected SQSS indicators include college and career readiness components that 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



State: Georgia

<p>measure access to Advanced Placement (AP) and International Baccalaureate (IB) courses in addition to dual enrollment, passing an end of pathway assessment (EOPA), and completing a work-based learning experience.</p> <ul style="list-style-type: none">• In order to increase participation in these fields, the state could offer a stronger focus on STEAM.• State leaders should identify more ways to incorporate social and emotional learning into its statewide professional development and accountability systems.	<input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The state employs a number of data systems including their 0-100 index rating system of College and Career Readiness Performance Index (CCRPI) scores.• Georgia should give more detail about how its School Climate Star Ratings and Financial Efficiency Star Rating systems will both collect and report data.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Poor



**National
Urban League**

State: Illinois

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Illinois

Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Illinois State Board of Education’s (ISBE) long-term goals are that 90 percent of all students and subgroups will be proficient in English/language arts and math by 2032, that students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals and that 90 percent of students will graduate by 2032. The ISBE’s School Quality or Student Success (SQSS) indicators are: science achievement, chronic absenteeism, climate survey participation, and fine arts access for all schools, 9th-grade on-track and college- and career-ready indicator for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The ISBE has an n-size of 20. Subgroup performance has a strong impact on the overall rating: a school cannot receive the top two designations (“exemplary” and “commendable”) if it has an underperforming student subgroup. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming triggers targeted intervention when any subgroup performs in the bottom 10% across all indicators or when any subgroup does not meet the 95% testing participation requirement for three consecutive years. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The ISBE’s accountability system includes a resource equity indicator. The college and career readiness indicator measures access and success in challenging courses and career pathway opportunities such as Advanced Placement (AP)/ International Baccalaureate (IB), Dual Enrollment and career and technical education (CTE). The ISBE’s plan describes how it will meet new reporting requirements on resource inequities such as per-pupil funding and teacher equity as well as how it will support districts and schools identified for support and improvement to identify and address resource inequities. The ISBE should clarify its intent to use the Title I set-asides to address resource inequities 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The ISBE prioritizes cultural competence in its professional development offerings to teachers and administrators. The ISBE provides definitions which provide useful information about educator equity and also includes a timeline and targets for reducing the rates at which low-income and minority students are taught by ineffective, out-of-field and inexperienced teachers compared to non-low-income and non-minority students. The ISBE describes evidenced based strategies to increase place-based efforts including by supporting the development of teacher residencies and induction and mentoring of new teachers. The ISBE should consider its flexibility under ESSA to reserve an additional 3 percent of Title II, Part A funds for efforts that improve the equitable access to effective and diverse teachers, principals and other school leaders. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Illinois

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The ISBE’s plan describes an extensive stakeholder engagement process to develop its plan in consultation with a variety of stakeholders including: “District superintendents, school principals, teachers, policy advocates, parents, community members.”• The ISBE describes continuous improvement efforts that maintain engagement with stakeholders through ESSA implementation.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• LEAs (local education agencies) must include a process to reduce exclusionary discipline in their district plan that is submitted to the state. In turn, the SEA (state education agencies) will provide guidance and resources for districts whose process is not robust.• The ISBE is devoting Title IV, Part A and Part E funds “to coordinate state-level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve outcomes of children living in the most distressed communities.”• The ISBE should consider its flexibility to include a measure of discipline as a school quality and success indicator in its accountability system	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The ISBE will include a P-2 indicator as part of the accountability system in recognition of its importance.• The ISBE will review investments in early learning (federal, state, local) as part of the school improvement process.• The ISBE is using Title I and Title II funds to support the learning environments and transition throughout the continuum of early childhood through college and career including through resources emphasizing school leaders as instructional leaders, particularly for teachers in the early grades.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• The ISBE utilizes a robust college and career ready (CCR) indicator in its accountability system which examines the percentage of students that graduate as: (A) Distinguished Scholars with a 3.75+ GPA; 1400+ SAT or 30+ ACT composite score; 95% attendance in grades 11-12; 1+ CCR academic measures achieved in grades 11-12 in ELA and math; and 3+ CCR career measures achieved in grades 11-12 or (B) College and Career Ready: Students are deemed College and Career Ready under option (B) based on achieving a 2.8+ GPA; 95% attendance in grades 11-12; and either: a College and Career Pathway Endorsement or 1+ CCR academic measure in grades 11-12 in ELA and math, 3+ CCR career measures in grades 11-12, and identification of a career area of interest. CCR academic measures include: (1) a score of 3 or 4 on an AP or IB exam, respectively, (2) a "C" grade in an AP, IB, dual enrollment, Algebra II, or transitional (i.e., college remedial) course, (3) a score of 18 or 22, respectively, on the ACT English and Reading or 22 on the ACT Math exams, and (4) a score of 480 or 530 on the SAT Reading and Writing or Math, respectively. CCR career measures include: (1) career development experiences, (2) industry credentials, (3) military service, (4) college credit in a dual credit career pathway course, (5) completion of a program of study, (6) consistent employment for 12 months, (7) consecutive summer employment, (8) 25 hours of community service, and (9) 2+ organized co-curricular activities.• The ISBE provides no credit for untested students if participation falls below 95%.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Illinois

<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The ISBE’s plan describes efforts to leverage Title IV(b) funding with other federal funds to increase the state’s ability to address performance gaps in learning and healthy development for the most vulnerable children including through partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state.• The ISBE plans to work with Title I schools identified for comprehensive support to align programming.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• The ISBE includes a CCR indicator in its accountability system which measures access and success in career and technical education, dual enrollment as well as other high rigor courses. Its accountability system also includes a measure of academic achievement for science which will help build the pipeline for STEM readiness.• The ISBE makes social and emotional learning available to teachers and administrators as part of professional development and should also consider adding a measure of social and emotion learning in its accountability system.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The ISBE uses descriptive ratings ("exemplary," "commendable," "underperforming," and "lowest-performing") to differentiate schools annually based on all indicators and identify schools for support (Note: The two lowest categories correspond to ESSA's school identification requirements, with all underperforming schools in TSI or ATS and all lowest-performing schools in CSI.).• The ISBE’s plan describes efforts to meet compliance with ESSA’s new reporting requirements and is also reporting additional metrics beyond what is required including: chronic absenteeism, climate survey participation and college credits.• The ISBE will create a dashboard of information that goes alongside the single summative designation for each school.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Excellent</p>



**National
Urban League**

State: Indiana

ESSA State Plan Equity Report Card

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For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Indiana

Plan Approved: January 8, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Indiana’s long-term goal is to have 79.6% of students proficient in reading and 67.3% of students proficient in math by 2023; Indiana proposes nearly to double student proficiency in math in five years and reduce by half the percentage of students in each subgroup not proficient by 2023. Indiana’s plan lists the following School Quality or Student Success (SQSS) Indicators – for elementary and middle schools: chronic absenteeism; and for high schools: college- and career-readiness indicator (Advanced Placement [AP], International Baccalaureate [IB], college credit, industry certification). School climate and culture assessments/survey are under consideration for inclusion in the state accountability system. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Subgroups have no effect on a school’s rating. The minimum number for a subgroup of students included in the accountability system is 20. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition used to identify schools for “targeted support and improvement” (TSI) is identical to the one used to identify schools for “additional targeted support and improvement” (ATSI), except that schools must underperform for 2 consecutive years instead of 1 year. This will not result in identification of more schools or in additional students receiving support. Since subgroup performance is not included in the A-F grades, it is possible that schools with low subgroup performance will still receive high ratings and may not be identified for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The Indiana Department of Education (IDOE) includes a resource equity indicator for high schools: college- and career-readiness indicator (AP, IB, college credit, industry certification). For each LEA with one or more schools identified as CSI or TSI, the IDOE will review how state, federal and other resources are allocated to examine: per pupil spending, access to and investment in high-quality pre-kindergarten; distribution of effective and certified staff; and access to advanced coursework. Performance results of individual subgroups on the College and Career Readiness Achievement Indicator will be reported out annually. The IDOE should clarify how it will report per pupil spending on its report card as required by law. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The IDOE’s plan emphasizes the importance of ongoing, high-quality cultural responsiveness training for all staff, but includes few details. The IDOE’s plan provide useful information about teacher equity, including the SEA’s different definitions for ineffective teacher, out-of-field teacher, and inexperienced teachers and a strategy with timelines for eliminating identified educator equity gaps. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Indiana

<ul style="list-style-type: none">The IDOE should consider a strategy to build the teacher and principal diversity pipeline.	
6. Stakeholder Engagement <ul style="list-style-type: none">The IDOE describes efforts to develop its state plan in consultation with parents, families, and communities, including civil rights organizations and other community-based organizations representing underserved communities such as the Urban League, as well as, a plan for continued engagement during implementation.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
7. Breaking the School to Prison Pipeline <ul style="list-style-type: none">The IDOE’s plan describes efforts to assist schools to improve school conditions for student learning through the reduction of incidences of the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise students’ health and safety in a culturally responsive manner.The IDOE can strengthen these efforts by including a school discipline indicator in its accountability system.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
8. Equitable Access to Early Childhood Learning <ul style="list-style-type: none">The IDOE’s plan describes efforts to adopt flexibility given under ESSA to use Title I dollars to create or expand equitable access to early childhood education and Title II dollars to support effective instruction for early childhood education.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
9. Equitable Implementation of College and Career Standards <ul style="list-style-type: none">The IDOE includes college and career readiness indicators in its accountability system that measures the percent of graduates at the school who demonstrate college- and career-readiness by either passing an Advanced Placement exam; passing an International Baccalaureate exam; earning an approved industry certification; or earning at least three college credit hours from an approved dual credit course.The IDOE will not give schools credit for untested students. Low participation on statewide assessments will affect academic proficiency calculations in the school’s rating system.The IDOE should clarify whether it will require schools that do not meet 95% participation rate to improve or impose additional consequences if the problem persists.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
10. Out of School Time Learning <ul style="list-style-type: none">The IDOE’s plan prioritizes the use of Title IV funds to “assist students and parents with transition years in the PK-12 continuum, supporting on time promotion, connecting students to career interests and pathways, and building the engagement that decreases the drop-out rate” through afterschool and summer programs.The IDOE should also consider adopting ESSA’s flexibility to use Title I School Improvement funds for afterschool and summer programs.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">The IDOE’s accountability system includes a college and career readiness indicator that measures access to Advanced Placement (AP), International Baccalaureate (IB), Dual Credit (DC), Industry Certification (IC), and Work Based Learning (WBL).The IDOE has prioritized efforts to improve elementary and secondary student achievement and participation in science, technology, engineering, and math (STEM) subjects throughout Indiana.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Indiana

<ul style="list-style-type: none">The IDOE is considering adding a social and emotional learning indicator in its accountability system to ensure teachers and students have a solid foundation for social and emotional learning.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">The IDOE describes efforts to ensure the results from the indicators in the state's accountability system (Academic performance, Growth, College and Career Readiness Indicator and measure of chronic absenteeism) will be reported for all students and individual subgroups annually.The IDOE should include an example of their intended report.The IDOE will assign an A-F letter grade rating on the quality of schools in a way that is transparent and easy for parents, teachers and the public to understand.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
Overall Rating	Sufficient



**National
Urban League**

State: Kansas

ESSA State Plan Equity Report Card

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For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Kansas

Plan Approved: January 19, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Kansas sets an ambitious goal for 75% proficiency by 2025. • This is the same goal for all subgroups and Kansas acknowledges that some subgroups will have to demonstrate steeper performance increase to meet the targets and the subsequent goals. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • Subgroup performance affects elementary and middle school summative ratings through the “academic gap” indicator, which measures proficiency gaps between each subgroup and statewide performance of non-subgroup members and counts for 25% of the rating; subgroups are not included in high school ratings. • Kansas’ n-size of 30 for accountability is high and risks leaving large numbers of subgroups of students out of its accountability system. N-size should be reduced to 10 which is the number recommended by the National Center for Education Statistics (NCES) for ensuring privacy while maximizing the number of students counted. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • The definition for “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) identifies schools with subgroups with a summative score that is 1.5 standard deviations below the median score for that subgroup calculated across all indicators. • The Kansas State Department of Education (KSDE) could strengthen this definition and therefore identify more schools in need of support by triggering intervention based on low subgroup performance on a <i>subset</i> of indicators as opposed to across <i>all</i> indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • While the KSDE describes resources inequities on its report card – such as academic gaps by subgroup, disparate access to effective teachers, and all schools identified as “comprehensive support and improvement” (CSI) and TSI – it should also clarify how it intends to report per-pupil funding as required by law. • The KSDE’s plan describes how it will support districts and schools identified for support and improvement complete a comprehensive needs analysis and develop a school improvement plan to address inequities. • The KSDE could demonstrate a stronger commitment to addressing resource inequities by including a resource equity indicator such as access to quality teachers, access to preschool and success on Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and Career and Technical Education (CTE) offerings in its accountability system. • Kansas could also use the Title I set asides for school improvement to address inequities in low performing schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The KSDE’s state plan provides definitions for minimal statutory terms and describes efforts and strategies it will take to support LEAs to identify and address any disparities 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Kansas

<p>that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students.</p> <ul style="list-style-type: none">• The KSDE’s plan lacks timelines and interim targets for eliminating existing educator equity gaps. It should create a more detailed teacher equity plan and reconsider using the Title II set aside for equitable access to effective teachers.• The KSDE includes a measure of cultural competency as a standard in the Kansas Educator Preparation Program Standards for Professional Education.• The KSDE should prioritize evidenced based strategies to increase pipeline diversity or placed based efforts, including residencies and mentoring/induction supports.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The KSDE’s plan describes a process wherein parents, teachers, and communities were engaged in the development of the plan and includes efforts that indicate continued engagement during implementation.• The KSDE should ensure all communities including civil rights organizations and community-based organizations representing underserved communities are also engaged.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The KSDE makes available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the use of aversive behavioral interventions including through providing training for district staff in prevention techniques, de-escalation techniques and positive behavioral intervention strategies; data analysis of the use of seclusion and physical restraint; and targeted technical assistance for those schools reporting high numbers of seclusion and physical restraint duration and incidents.• The KSDE makes available funds from Title I, Part A, to partner with 21st Century Community Learning Center after school programs, sharing transportation costs and expanding what current takes place.• The KSDE can strengthen these efforts by including discipline rates as an indicator of school quality and student success its accountability system.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The KSDE’s plan describes efforts designed to increase the ability of early childhood educators, and other professionals to meet the needs of students through age eight through resource development, training, and support for district wide implementation.• The KSDE should adopt flexibility given under ESSA to use Title I dollars for the purpose of creating or expanding equitable access to early childhood education.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• Kansas does not include a college and career ready measure in its accountability plan.• The KSDE offers no credit for untested students; schools that do not meet 95% participation requirement must implement corrective action plan.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The KSDE makes available funds from Title I, Part A, or other included programs, to partner with 21st Century Community Learning Center after school programs, sharing transportation costs and expanding what current takes place.• The KSDE’s plan mentions the availability of after school, before school and summer learning programs across the state but offers little detail regarding efforts to expand	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Kansas

these services, including using Title IV funds.	
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">The KSDE has implemented alternative routes to the classroom including hard-to-fill positions in science, technology, engineering and math, for those who have a degree in the subject area but do not have a teaching degree, and those who have work and/or skill experience but do not have a teaching degree.The KSDE also has alternative routes to the classroom for those with a Career and Technical Education (CTE) Specialized Certificate (employment in CTE pathways).	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">The KSDE's plan uses descriptive ratings to differentiate schools annually based on all indicators, where "below" means schools with an overall indicator score 1.5 standard deviations below the statewide median, "approaching" means 1.5 to 1.0 standard deviations below the median, "meeting" means within 1.0 standard deviation of the median, and "exceeding" means more than 1.0 standard deviation above the median.The KSDE should also provide a dashboard with information beyond what is required for accountability and compliance such as school climate or nonacademic information.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Poor



**National
Urban League**

State: Kentucky

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Kentucky

Plan Approved: April 11, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Kentucky’s long-term goals include 80.1% of high school students proficient in reading; 71.1% of high school students proficient in math by 2030; this reduces the number of students who aren’t proficient by half. The goal applies to all students and all student subgroups. Academic indicators weigh more heavily than the SQSS indicator. • The state’s chosen School Quality or Student Success (SQSS) indicators are: science, social studies, and writing achievement; “opportunity and access” (includes access to rich curriculum, equitable access of student subgroups to rigorous course work, and chronic absenteeism); “achievement gap closure”; and “transition readiness” for all schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • Kentucky is using an n-size of 10 students for both accountability and reporting purposes, which will help shine a light on subgroup performance. • The performance of subgroups counts in the rating of schools: schools cannot receive more than a 3-star rating (on a 5-star scale) if they are failing to close achievement gaps or have been identified for targeted support; schools identified for comprehensive support receive a 1-star rating; state rates each school on “achievement gap closure,” which compares student subgroup performance to the highest performing subgroup and 100% proficiency and constitutes 10–25% of the index score used to identify schools for support. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • The definition of consistently underperforming in Kentucky’s plan identifies schools with a student subgroup performing at or below the lowest performing 10% of all students based on all indicators for two consecutive years. • This definition would be made stronger if it triggered intervention based on low subgroup performance across a subset of indicators as opposed to all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • The state is implementing an “opportunity and access” indicator (which includes access to rich curriculum, equitable access of student subgroups to rigorous course work, and chronic absenteeism); and achievement gap closure for all schools; and “transition readiness” for high schools. • Kentucky proposes to report on the following measures that do not contribute to school ratings: whole child support, access to state-funded preschool, percentage of students in full-day kindergarten, teacher turnover, percentage of first-year teachers, and suspension rates. • Kentucky could enhance these efforts by identifying ways to address resource inequities using the Title 1 7% set-aside for school improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The Kentucky Department of Education’s (KDE) state plan includes efforts to implement professional development on cultural competence and efforts to increase teacher diversity. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Kentucky

<ul style="list-style-type: none">The KDE proposes to report on teacher turnover rates and the percentage of first-year teachers as a strategy to reduce the incidence of low-income and students of color being taught by out-of-field, ineffective, or inexperienced teachers.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">The KDE’s plan documents a robust process of stakeholder engagement, including numerous town hall meetings, diverse steering committees and work groups assigned to various aspects of plan development, and multiple opportunities for engagement around the state over months.However, the plan does not define an ongoing process of continuous improvement specific to the plan itself beyond cases where it cites unfinished work, primarily related to the process of rewriting all its academic standards and commissioning new state-developed assessments that the state has just begun.The plan could be strengthened by articulating how the state will use this information to inform its policies and practices moving forward.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">Kentucky is proposing the addition of a school discipline measure for reporting purposes. Specifically, the percentage of students belonging to the following demographic groups assigned out-of-school suspension is equal to or less than the total percentage of the same demographic groups enrolled at the school: minority students with IEPs, students receiving free/reduced lunch, and EL students.The KDE supports schools with implementation of positive behavioral interventions and supports.The KDE’s plan would be strengthened by including a school discipline measure in its accountability system and implementing strategies that address existing racial disparities in exclusionary discipline practice.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">Kentucky is proposing the addition of a preschool access indicator for reporting purposes for elementary schools that includes (1) a state-funded preschool ALL STAR rating, and (2) the percentage of kindergarten students served in a half day program and in a full day program.The KDE could strengthen its plan by articulating how Title I funding, if allocated towards early childhood by the school district, would be used to support, coordinate, and integrate services.Kentucky adopts ESSA flexibility to use Title II Professional Development Funds for Early Learning Capacity Building to Supporting Effective Instruction for Early Childhood Education.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">The “opportunity and access” accountability indicator and “transition readiness” indicators measure college and career readiness including earning a passing score on Advanced Placement (AP)/International Baccalaureate (IB) exams, success in Dual enrollment and CTE programs, and completed an approved apprenticeship or work experience.The state will not give any credit for untested students to ensure at least 95% of all students take annual, statewide assessments.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Kentucky

<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• Title IV Part B Funds are reserved for statewide professional development to support community learning centers in designing and implementing out-of-school time programs (before school, after school and summer) that will result in improved student achievement and be sustained through community partnerships.• Title I funds, in concert with 21st Century Community Learning Center program funds, can provide extended/expanded learning programs in schools to integrate enrichment and recreational opportunities with academic services.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• The state’s new accountability system recognizes options for a student to pursue an industry certification, especially in the state’s high-demand industries; engage in an approved apprenticeship; or earn dual and/or articulated credit in approved career and technical education courses while still in high school.• The KDE identifies social and emotional learning (SEL) as a component of its teaching and learning approach. It will continue to provide resources for educators from the National Board for Professional Teaching Standards body of knowledge, such as the “know your students” standard that provides content and grade-specific recommendations for addressing the academic and social-behavioral needs of each and every student.• The KDE’s AWARE initiative prioritizes the use of frameworks like PBIS, MTSS and Second Step to bring trauma-informed approaches trainings to the states professional development curriculum.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The KDE gives an example of their intended report card, detailing how data will be collected and how their reporting tool will be easily accessible and user-friendly to parents, students, teachers and other stakeholders.• The KDE proposes a 5-star system for rating schools as well as a dashboard of reported data such as teacher equity, school discipline and access to preschool. This model will immediately convey to parents, teachers and the public how well a school is performing.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Total Score</p>	<p>Excellent</p>



State: Louisiana

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Louisiana

Plan Approved: August 5, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Louisiana’s long-term goals are to have “63.5% of students proficient in reading and 56.5% of students proficient in math by 2025” (double the current rates); same long-term goals for each subgroup The state’s chosen School Quality and Student Success (SQSS) indicators are: science and social studies assessment results and “interest and opportunities” indicator (in development) for all schools; credit accumulation by 9th grade for middle schools; “strength of diploma index” (success in rigorous course work and college-readiness assessments; attainment of college credits, degrees, and certifications; and ACT®/WorkKeys® index) for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state’s accountability and rating systems depend heavily on the performance of all student subgroups. The Louisiana Department of Education’s (LDE) state plan, however, sets a lower bar for students with disabilities, especially in accountability and collaboration to support all students. See Assessing ESSA for more details. Schools identified for targeted intervention cannot receive an “A” rating, and an n-size of 10 students ensures all subgroups are counted. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The LDE will support school leaders in building a plan for improvement including by completing a comprehensive needs assessment, advising on system-wide resource allocation, and identifying effective support partners. As school systems develop these plans, the LDE will provide focused resources for each subgroup. While the definition used to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI), the state should consider strengthening the criteria for TSI to trigger intervention based on low subgroup performance on a <i>subset</i> of indicators rather than across all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The LDE will periodically review resource allocation to support school improvement in each LEA that has a significant number of “comprehensive support and improvement” (CSI) and TSI schools and address identified inequities including through the use of the 7% set aside. The LDE includes a resource equity indicator in its accountability system. The Strength of Diploma Index provides an indicator of student participation and performance in rigorous coursework such as Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment, as well as receipt of rigorous career credentials. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Louisiana

<ul style="list-style-type: none"> The LDE annually publishes school-level information on per-pupil expenditures, a breakdown of expenditures by category (e.g. instruction, administration, transportation, and average staff salaries). Schools with discipline rates twice the national average will be considered for identification as targeted support and improvement. 	
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The LDE’s plan provides clear definitions for educator equity and describes strategies, timelines and interim targets for eliminating all differences in teacher equity rates. All teacher preparation programs to include training in cultural competency as a core requirement. Teacher preparation providers will be rewarded for placing teaching residents in rural and high-need schools. The state should consider prioritizing teacher/principal pipeline diversity efforts in its plan. While it was not included in the plan, the state board adopted regulations that require teaching residencies and mentoring. More information can be found here. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The state promotes family and parent engagement inclusive of a range of stakeholders, including the Louisiana Urban League and identifies a strategy for continued engagement during the implementation phase. Louisiana’s plan should articulate more plainly how the LDE will continue engagement with organizations serving diverse communities like the Urban League of Louisiana. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The LDE includes school discipline rates as an additional factor in school improvement. Schools with suspension rates that are double the national average will be identified for targeted support and improvement. The LDE will provide training and technical assistance, for consortium and school staff, on effective discipline practices that promote orderly and healthy school climates, including the introduction of school wide Positive Behavioral Interventions and Supports. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Title I school districts and early childhood programs will coordinate with one another and comply with Head Start Program Performance Standards. The Plan highlights ways that Districts can provide Professional Development for Early Learning Capacity Building to meet the needs of students through age eight. Louisiana uses CLASS (the Classroom Assessment Scoring System) to measure the performance and quality of early childhood centers, adult-child interactions and instruction, and produces and publishes profiles that illustrate both access and quality of early childhood programs within each community network. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> No credit for untested students in school performance score. Includes 2 college and career readiness (CCR) indicators in the school grading system: (1) ACT/WorkKeys index awards up to 150 points per 12th grade student based on 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Louisiana

<p>ACT or WorkKeys scores (e.g., a score of 21 equates to 100 points) and (2) Strength of Diploma index awards up to 160 points per high school graduate; a 4-year graduate with a standard diploma receives 100 points, but additional points can be earned for graduating with a basic or advanced "Jump Start" credential, passing a "TOPS core curriculum credit" course including AP, IB, dual enrollment, or other college credit, receiving a passing score on AP, IB, or College Level Examination Program exams, and earning an Associate degree. Points are docked for students who graduate in longer than 4 years or who earn a high school equivalency credential instead of a standard diploma.</p>	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The LDE is partnering with the Louisiana Center for Afterschool Learning and other stakeholders to foster quality afterschool programs and data driven professional development through the use of a program quality initiative tool kit. • The LDE will also emphasize middle school programs in future 21st Century Community Learning Center requests for proposals, in order to more effectively serve this high-need student population. • While the state’s plan is clear on its use of Title IV funds for out-of-school time learning, it should articulate more clearly how it intends to dedicate Title I funds for this purpose. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • LDE’s <i>accountability</i> system includes the strength of diploma index which awards points for graduates who earn who earn associate's degrees, passed Advanced Placement (AP)/International Baccalaureate (IB)/College Level Examination Program (CLEP) exams, earned credit in AP/IB/dual enrollment courses, and earned industry credentials. • The LDE developed a career and technical education program called Jump Start that centers on the attainment of a high school diploma and a nationally recognized industry-based credential in high demand, high wage fields. • The LDE prioritizes social and emotional learning through its use of Positive Behavior Interventions and Supports. 	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> • Louisiana uses A-F grades to differentiate schools annually and identify schools for support. • Louisiana has created a robust reporting website that conveys school quality and student performance using a summative rating and dashboard. 	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Excellent</p>



**National
Urban League**

State: Maryland

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

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For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Maryland

Plan Approved: January 10, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Maryland’s long-term goal is to reduce the number of non-proficient students by half by the year 2030. The state has committed to closing achievement gaps by setting similarly rigorous goals for all subgroups. The Maryland State Department of Education (MSDE) will be employing “chronic absenteeism,” “school climate,” and “access to a well-rounded curriculum” as their School Quality and Student Success (SQSS) indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state’s summative rating is based on the “all student” category only. Subgroups have no effect on school’s summative rating, which is calculated on 5-star scale using performance of “all students” on accountability indicators. The MSDE is using an N-size of 10. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> Maryland’s definition of “consistently underperforming” triggers identification if any student subgroups do not meet annual targets for two years on all indicators in an accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Maryland’s accountability system includes an indicator called “credit for completion of a well-rounded curriculum” that measures participation in Advanced Placement (AP) & International Baccalaureate (IB) courses, ACT & SAT participation, meeting University of Maryland (UMD) entry requirements, Career and Technical Education (CTE) participation, etc. While addressing resources in the broadest sense by covering access to curriculum, the plan fails to mention reporting or calculation of school level spending as required by the law. While referring to the resource allocation review with standard language, and briefly describing state support for LEA reviews, the plan lacks a description of a state process of reviewing and prioritizing resources beyond saying a formula will align with needs and use of evidence-based strategies. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> Maryland’s plan includes some mention of cultural competency, but does not have much strategizing or planning. The state should consider articulating a plan of action for new hires and current teachers. Maryland’s plan includes definitions for “ineffective teachers,” “out-of-field teachers,” and “inexperienced teachers.” The plan also included some statistics about how many students and what populations are being taught by these teachers and have committed to data collection and reporting on the matter. The MSDE does not mention prioritization of teacher/principal pipeline diversity or place-based efforts or investments. The state does not take advantage of Title II flexibility to improve the distribution of effective teachers or to increase teacher/leader diversity. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Maryland

<ul style="list-style-type: none"> The MDSE does offer promising supports for schools lingering in CSI that impact teacher and administrator assignments and leadership coaching. It should consider implementing such interventions at more CSI schools earlier, and remedying inequities found at TSI and ATSI schools with similar approaches. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Maryland participated in a robust engagement process in the development of their state plan. Their commitment to continued engagement can be found in their appendix and in the use of frameworks for school improvement that prioritize community input and partnerships. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The state should clarify what their school climate indicator will measure and whether it will be disaggregated by subgroup in their plan. Maryland is partnering with the Center for Dispute Resolution, UMD Francis King Carey School of Law, and others to support schools in building conflict resolution programs such as Peer Mediation and Restorative Practices. The MSDE is also employing a statewide taskforce to review aversive behavioral interventions. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The state articulates a use of Title I funds for expansion to early childhood education and learning. Maryland also specifies the use of Title II dollars to increase capacity building for early learning through professional development. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The state will be using PARCC (Partnership for Assessment of Readiness for College and Careers) as their statewide assessment. Participation in assessments below 95% results in those students being considered “non-proficient.” The MDSE also commits to support for use of Title IV funds for college prep, especially in low income schools, through programs such as AVID and expanding access to advanced level coursework for all students. Includes two College and Career Ready (CCR) indicators in its star rating system: (1) access to a well-rounded curriculum measures the percentage of graduates who enrolled in an AP, IB, dual enrollment, or state-approved CTE program at the CTE concentrator level; and (2) credit for completion of a well-rounded curriculum measures the percentage of graduates who achieved either: a score of 3 or 4 on an AP or IB exam, respectively; a CCR benchmark score of 530 in math and 480 in reading on the SAT; a CCR benchmark composite score of 21 on the ACT; dual enrollment credit; all University of Maryland entry requirements; a state-approved youth or apprenticeship training program; industry certification aligned with a state-approved CTE program and CTE concentrator status; completion of a state-approved CTE program; a benchmark score on the Armed Services Vocational Aptitude Battery (ASVAB); or the Seal of Biliteracy. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Maryland is very detailed in their expression of how Title IV funds will be used to expand out of school time learning opportunities, including for 21st Century Community Learning Centers (CCLCs). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Maryland

<ul style="list-style-type: none">• The state should consider also articulating how Title I dollars might be used for that purpose.• Though strongly implied in several places, Maryland could strengthen its plan by specifying that extended learning activities are an allowable use for Title I funds.	
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• Under the “access to a well-rounded curriculum” indicator, access to CTE is included in Maryland’s accountability system.• Maryland is also proposing to include STEM programming in its use of Title IV funds for both Student Support and Academic Enrichment Grants (SSAEGs) and 21st CCLCs.• The state is working with the State Board of Education Mental Health Subcommittee to develop guidance and policy to address the mental health needs of students among other social and emotional learning initiatives.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Maryland is using a five-star summative rating system.• The state mentions the use of a report card to display and communicate data, but does not offer insight into potential design or timeline for rollout of such a tool. The state should consider aligning its data systems in a way that prioritizes equity and closing achievement gaps.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Sufficient



**National
Urban League**

State: Massachusetts

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Massachusetts

Plan Approved: September 15, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Massachusetts’ plan commits to reducing the proficiency gap by one-third over the course of six years (before 2022). The state has set similarly ambitious goals for all subgroups. Massachusetts’ chosen School Quality and Student Success (SQSS) indicators are: chronic absenteeism, grade 10 science, Massachusetts Comprehensive Assessment System (MCAS) scale, extended engagement rate, success in grade 9 courses, and successful completion of broad and challenging coursework. Future iterations of Massachusetts’ plan should discuss how chosen indicators will help to meet interim and long term goals. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state’s plan has a set of indicators flagged as “gap closing for high-need students” that are promoted as equity focused. Massachusetts is, however, using a super subgroup called “high-need students” made up of economically disadvantaged students, students with disabilities, and English-language learners. Massachusetts is using an N-size of 20. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The Massachusetts plan definition of "targeted support" is not meaningfully different from “additional targeted support” and is unlikely to identify additional schools for support. Massachusetts’ plan can improve by differentiating the criteria to identify both groups of schools as well as describing tiered supports and assistance guaranteed to and interventions required of each set. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Massachusetts’ plan includes an indicator in their accountability system called “successful completion of broad and challenging coursework” that includes credit for Advanced Placement (AP), International Baccalaureate (IB), honors, dual enrollment and other challenging coursework. The state’s plan articulates that it will oversee mandatory resource allocation reviews, but should add more detail about that process. It is not clear that Massachusetts will conduct a review of its own resource allocation at the state level. Massachusetts’ plan could move to excellent by designating funds from the state portion of its Title I set-aside to efforts that remedy resource inequities among and within districts, describing their plan to incorporate school level spending on its report cards. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> Massachusetts’ plan develops documentation and tools for educating the whole child and identified an effectiveness gap especially for ELLs, student with disabilities (SWDs), etc. Massachusetts’s plan was vague on details regarding how cultural competence is integrated as a teaching and learning component. However, more information can be found here. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Massachusetts

<ul style="list-style-type: none">• Massachusetts makes calculations using a definition for out of field teacher, while leaving ineffective and inexperienced undefined in its plan. Although its plan reports data on teachers with less than three years experience, teachers who receive an unsatisfactory or needs improvement rating and teachers without professional status or who are long-term substitutes, Massachusetts should clearly and publicly define what it considers inexperienced and ineffective in its Consolidated State Plan. More information can be found on the state's definitions in their equity plan.• Beyond the development of the student level experience report, Massachusetts' plan should describe in greater detail how districts will be supported and expected to identify and address disparities in access to teachers, both in the planning and implementation stages.• Massachusetts commendably looks at disparities in teacher access across all schools, rather than simply those receiving Title I dollars.• Massachusetts should strengthen its commitment to equity by tying professional learning dollars, technical assistance and support to indications of inequitable access to effective and in-field teachers.• Massachusetts can further improve by stating strategies for increased pipeline diversity and incorporating a focus on diversity into its induction and school leader development and evaluation activities. The state employed an equity plan in 2015 that ends in the 2018-19 school year. The state has an opportunity to renew this effort with a focus on cultural competency and teacher/principal pipeline diversity.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• Massachusetts developed their state plan in conjunction with a myriad of stakeholders and took much of that feedback into consideration for plan development.• The state should consider articulating in more detail their plan for continuous improvement and how they intend to continue to make sure all stakeholder voices are heard in that process.• Massachusetts could move to excellent by elaborating on their plans to proactively engage stakeholders in implementation, including the development and execution of local needs assessments, improvement plans and evaluation and refinement efforts.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The state's Rethinking Discipline initiative is one that Massachusetts is using to reduce the overuse of discipline practices that remove students from the classroom.• Massachusetts has an opportunity to expand this initiative across the state in addition to considering an accountability indicator that measures discipline.• Massachusetts could move to excellent by aligning positive discipline supports, requirements and resources with the needs assessments and improvement efforts at identified schools, incorporating comprehensive support and improvement efforts to positive discipline interventions and incorporating positive discipline in their examination, measurement and initiatives to improve school climate and culture.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• Massachusetts' plan articulated a use of Title I funds to create and expand early childhood learning opportunities.• In addition, the state articulated a use of Title II funds for professional development for early learning capacity building.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Massachusetts

<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Massachusetts has an indicator in their accountability system called “successful completion of broad and challenging coursework” that includes credit for AP, IB, honors, dual enrollment and other challenging coursework. Massachusetts also historically partners with districts to leverage federal funds to subsidize the cost of AP exams for low-income students. Massachusetts lowers summative performance for less than 95% participation on assessments. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Massachusetts articulates the use of Title IV funds for this purpose, especially in the case of 21st Century Community Learning Centers. MA should also consider adding how they could leverage Title I in their state plan for this purpose. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Massachusetts has robust science, technology, engineering and math (STEM) and career and technical education (CTE) programming including newly adopted STEM standards (2016), and providing credit-bearing college coursework and academic supports to those who are traditionally underrepresented in postsecondary education. The state report card will include school climate surveys and CTE enrollment, while MA explicitly says it will support districts in their use of Title IV for CTE. The state also has robust social-emotional learning (SEL) programming including participation in the Collaborating States Initiative facilitated by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Massachusetts has linked SEL with its accountability system by requiring it as a strategy to improve identified schools and supporting districts with requirements in plans, implementation guidance, TA, monitoring and professional development. Massachusetts explicitly says it will use state level Title IV funds to support efforts to advance SEL and support districts and schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Massachusetts is using a six-tier rating system, based on 1-100 index. The state has various tools for reporting including the District Action and Research Tools, Resource Allocation and District Action Reports, and Educator Preparation Profiles. Massachusetts should consider providing more details about the state’s intended report card and how parents and other stakeholders intend to use it. For instance, Massachusetts discusses how it will expand the per pupil spending data already being collected statewide this year, but it is unclear whether they will be publicly available or connected to the report card. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Sufficient</p>



State: Michigan

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Michigan

Plan Approved: December 7, 2017; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Michigan Department of Education’s (MDE) long-term goal is for 60 percent of all students and subgroups to be proficient in English/language arts and 48 percent proficient in math by 2024-25. MDEs chosen School Quality and Student Success (SQSS) indicators are: Chronic absenteeism and participation rate for all grades; access to fine arts, music, physical education, and library media specialist for elementary and middle schools; advanced course work and postsecondary enrollment within 12 months of graduation, for high schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The MDE’s plan weighs the performance of all students and each student subgroup equally within each indicator and then combines indicators using a weighted average to generate an “overall index value” to identify schools for support. The MDEs n-size for accountability is 30 which risks masking the performance of subgroups. MDE should reduce its n-size to 10 which is in line with the National Center for Education Statistics’ (NCES) recommended value to protect student privacy and ensure all students count. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The MDE’s definition used to identify schools for “targeted support and improvement” (TSI) is not meaningfully different from “additional targeted support and improvement” (ATSI) (except that schools are identified annually instead of once every 3 years). This definition will be unlikely to result in more students receiving support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The MDE includes a resource equity indicator in its accountability system: the School Quality and Student Success (SQSS) indicator measures access to and performance in advanced coursework including dual enrollment, early middle college, career and technical education, Advanced Placement (AP), and International Baccalaureate (IB) courses. The MDE describes how it will support all local education agencies (LEA) with identified schools to review resource allocations and has a dedicated financial team in place to provide training and technical assistance to LEAs that are in financial deficit status or have declining balances placing them at risk of entering deficit status. The financial team is focused on maintaining equitable resources across state and federal programs. The MDE will phase in ESSA’s public reporting requirement on school level spending, and publicly report the rates at which students of color and low-income students are taught by ineffective, out of field or inexperienced teachers on the Transparency Dashboard, pursuant to federally-required timelines. The state should clarify how it will use set aside funds to help support schools in need of improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The MDE’s plan does not include definitions for “ineffective,” “inexperienced,” or “out-of-field” teachers. 	<input type="checkbox"/> Excellent



State: Michigan

<ul style="list-style-type: none">Michigan describes its targeted residency program, which seeks to address inequitable access to teachers, as well as a mentoring and induction program for all districts for which it will use set-aside funds.The LEA supports described for mentoring and induction programs may also indirectly contribute to more equitable access to effective teachers, but LEAs are not required to adopt these practices when they identify increased access as part of their needs assessment.Michigan should make cultural competence an explicit part of its targeted teacher residency, and a required part of a statewide induction and mentoring program.The MDE plans to phase in additional indicators to better and more accurately measure factors that correlate with inequitable distributions of teachers and better inform and tailor the identification of strategies to close access gaps at the state and local levels.	<input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">Michigan engaged in a robust plan development process that involved stakeholders at all levels, including civil rights organizations and community groups although it's unclear how equitable their engagement was.Their plan for continuous improvement includes developing an Implementation Team and leveraging funds from the W.K. Kellogg and Steelcase Foundation.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">The MDE is redeveloping its comprehensive needs assessment process using a Multi-Tiered System of Support (MTSS) approach to focus on the whole child, which includes supporting schools in doing a data-based review of all of the conditions that relate to student learning, including discipline. Based on the needs identified through this analysis, MDE will support LEAS with evidenced based practices including positive behavior intervention supports.The MDE intends to leverage Title IV funds to promote supportive school climates to reduce the use of exclusionary discipline, supportive school discipline, Positive Behavioral Interventions and Supports (PBIS), restorative justice, and wrap-around services.The state can strengthen these efforts by developing a measure for reducing exclusionary discipline practices in the accountability system.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">The MDE articulates a use of Title I funds to create and expand equitable access to early childhood education and learning; and Title II funds for professional development for early learning capacity building.Comprehensive Support Schools will be assigned an SEA Implementation Facilitator to implement evidence-based school improvement strategies and build high quality instruction in all classrooms, including early childhood where applicable.Michigan also has early childhood standards of quality for prekindergarten, that support a fully integrated comprehensive approach to learning across academic and developmental domains, which are aligned to the K-12 standards, as well as early childhood standards of quality for infants and toddlers and out-of-school time learning.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Readiness (CCR)</p> <ul style="list-style-type: none">The MDE includes two College and Career Readiness (CCR) indicators: (1) Advanced Coursework measures the percentage of students in grades 11-12 who successfully	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



State: Michigan

<p>complete dual enrollment, early middle college, career and technical education, AP, and IB courses, and (2) Postsecondary Enrollment measures the percentage of students who enroll in college (including in-state and out-of-state institutions) within 12 months of graduation; "successful completion" is not defined in the plan.</p> <ul style="list-style-type: none">To ensure the participation of 95 percent of all students and all groups of students in the annual assessment, MDE gives no credit for untested students.	<p><input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">MDE articulates its use of Title IV funding for student support and academic enrichment grants, including for the expansion of 21st Century Community Learning Centers (CCLCs) and out-of-school time learning.The state should consider leveraging Title I funds for this purpose as well.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">The MDE's 11-12 Advanced Coursework indicator measures the percentage of students in grades 11-12 who successfully completed a career and technical education program.The state also promotes CTE initiatives to female students as required in their federal Perkins funding.The state's Student Support and Academic Enrichment Grants (SSAEG) include STEM initiatives for students and for teachers.The MDE states that it is in the process of developing social and emotional learning standards for K-12 students.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">Michigan uses an index to annually differentiate schools and identify schools for support on a scale of 0-100 points across up to 7 indicators.School performance is presented using a transparency dashboard, with little explanatory context.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Poor</p>



**National
Urban League**

State: Minnesota

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

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For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Minnesota

Plan Approved: May 9, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Minnesota’s goal is to reach a 90% achievement rate on math and literacy with no subgroup below 85% achievement by 2025. The Minnesota Department of Education (MDE) has selected chronic absenteeism as its School Quality and Student Success (SQSS) indicator, with the intention to add a college and career readiness indicator in 2020-21. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state’s accountability system includes the performance of all student subgroups, receiving equal weight with the performance of “all students” when calculating school ratings. Minnesota will be using an n-size of 20. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The MDE will be identifying schools based on subgroup performance on all indicators applied in “stages.” They will measure subgroup performance against a threshold that equates with the bottom 25% of Title I schools within each stage.” Exit criteria is three years, in addition to, requiring that they must show improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Minnesota uses the set-asides of Title I funds for concentration grants to districts with high proportions of schools identified for TSI or CSI, and for direct support to other districts with identified schools, through its regional centers. Applications must include identifying needs, per-pupil expenditures, etc. Minnesota is exploring including access to and success in advanced and career and technical education (CTE) coursework in its measure of school quality and success for the next round of changes. The state should also consider listing inequities in spending and discipline on its report card. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The MDE creates definitions for ineffective, inexperienced, and out-of-field teachers. The state has also identified some strategies for reducing rates of disproportionate access, but does not describe how districts will be monitored to improve access, or be further supported in implementation of their plans. Minnesota speaks only briefly about increasing teacher/principal pipeline diversity. The state should expand this by articulating strategies and timelines, and describing state supports for and activities LEAs are required to take to address diversity. The state does not discuss cultural competency training and it fails to describe how it is aligning its state level spending and resource allocation policies to support equitable access to effective and more diverse teachers, forgoing the set-aside opportunity in the law. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Minnesota conducted a range of outreach activities, including consultation with Minnesota’s 11 unique sovereign Tribal Nations, that helped shape its accountability 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



State: Minnesota

<p>system.</p> <ul style="list-style-type: none"> The plan describes specific topics, timelines and working group compositions for future engagement during implementation and as the system evolves. 	<input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The MDE is developing ways to include discipline and school climate data into its accountability system. Minnesota has identified 30 districts with high rates of suspending and expelling students of color, American Indian students, and students with disabilities and is planning an intervention and support model. The state supports districts in using positive behavior interventions and supports (PBIS), social-emotional learning (SEL) and restorative practices. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Minnesota commits to a use of Title I funds to create and expand early childhood learning opportunities. The state also articulates a use of Title II funds for the purpose of professional development for early learning educator capacity building. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Minnesota has a range of mechanisms in place to collect, report and encourage college and career readiness. It will list some access measures on its report card and is exploring ways to incorporate a readiness measure into its accountability system in the 2020-21 school year. The state should further describe what this indicator will measure and how data will be collected. The MDE will not award credit for students whose participation rate falls below 95%. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The MDE articulates a use of Title IV funds for extended learning opportunities, including for 21st CLCCs. The state should consider strategizing around ways to dedicate title I funds for this purpose as well. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The MDE engages in programming for CTE with work-based learning opportunities, in addition to their World's Best Workforce framework. The state is developing ways to integrate social and emotional learning into teaching practices. This guidance is set to be available in the 2017-18 school year. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Minnesota mentions their use of report cards, but does not detail what data will be displayed or how it will be communicated to stakeholders. Minnesota's system of annual meaningful differentiation is unclear. Categories A-E will identify schools until other designations are developed, and the state is still developing a dashboard. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Sufficient</p>



**National
Urban League**

State: Mississippi

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Mississippi

Plan Approved: March 28, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Mississippi’s long term goal is to have 70% of all students and subgroups proficient in reading and math by 2025. Mississippi uses a 10-year time horizon for its long term and modest goals. However, if achieved, it would represent a phenomenal improvement for all students, and especially their subgroups. Current and historic performance suggest a transformational change is required to achieve the goals. In its School Quality and Student Success (SQSS) indicator, Mississippi prioritizes college readiness via two indicators: College and Career Ready and Acceleration. It is unclear, however, if these indicators are disaggregated. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Performance for “all students” is included in the accountability calculation even though subgroup performance is reported. Mississippi creates a super subgroup (lowest performing quarter) which masks performance of particular subgroups. It is unclear whether the super or required subgroups are used to identify schools for “targeted support and improvement” (TSI). The state uses an n-size of 10 for accountability purposes. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> Mississippi requires subgroups to be low performing on a range of indicators across multiple years for a school to qualify for TSI. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The Acceleration Indicator as a component of the SQSS ensures that access to and success through Advanced Placement (AP) and International Baccalaureate (IB) courses is reported for some students. Though Mississippi makes an effort, with an annual review, to ensure that local education agencies (LEA) with more “comprehensive support and improvement” (CSI) schools receive more funds, the details of the review are vague and the allocation is dependent not on need, but whether there are sufficient funds remaining to serve schools with concentrations of students in need. It is unclear whether the resource equity review will be reported, or simply shared with LEAs. Mississippi could improve by conducting a transparent state level resource review of allocation among districts. In addition, Mississippi could improve by describing how it plans to determine or report school level spending, as well as teacher and principal quality data. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity,</p> <ul style="list-style-type: none"> Mississippi’s plan does provide definitions for inexperienced, ineffective and out-of-field teachers, however it does, provide a timeline of increasing minority teachers in critical shortage areas: 25% by 2025. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Mississippi

<ul style="list-style-type: none"> • While Mississippi's plan includes support for developing cultural competence in new teachers via Grow Your Own programs, it does not stress cultural competence training for existing teachers. • The Mississippi Department of Education's (MDE) plans to support Grow Your Own programs with the Title II set-aside have only an indirect effect on the distribution of teachers or teacher diversity. • Like statewide support for Grow Your Own and other promising practices such as mentoring and induction, without being required of and targeted to communities with inequities, the MDE's strategy aims to improve the teacher workforce generally and only indirectly addresses equity gaps. • Mississippi could improve by formally requiring and funding a high quality mentoring and induction program for all new teachers and supporting mentors to become culturally responsive. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. Not much is mentioned regarding outreach to diverse or non-education based groups. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • Exclusionary discipline is mentioned without much detail. • Mississippi's plan focuses on professional development on interpreting the data around behavior interventions, and mentions PBIS (positive behavior interventions and supports) as well as an early warning system, but offers scant detail about the best practices districts will implement once data identifies inequity. • Mississippi could also do more at the state level to support the collection and aggregation of discipline and school climate data, as well as the identification of best practices and alignment with its system of support for identified schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • Mississippi is doing promising work in this area, however, some of that work is supported by private funding while other parts seem more implied than prioritized. Mississippi should look to make explicit and formalized the use of Title I and Title II funds to supplement and expand the work. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The inclusion of the Acceleration and College and Career Readiness (CCR) Indicators ensures that post-secondary success is prioritized within the K-12 system. • Schools that do not meet 95% participation requirement will have their summative school rating (A–F grade) reduced by 1 letter grade. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Mississippi explicitly mentions “high quality afterschool” programming and an expansion of science, technology, engineering and math (STEM) pathways. • While Mississippi says Title IV grants can be used to engage families in schools identified under Title I, the plan could explicitly designate expanded learning time as an allowable use of funds under Title I for school improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE) is only discussed in the context of migrant or at- 	<input type="checkbox"/> Excellent



State: Mississippi

<p>risk students.</p> <ul style="list-style-type: none">• No mention of expanded access to Social and Emotional Learning (SEL) or curricula outside professional development on the Multi-Tiered System of Support (MTSS), which also includes academic outcomes. The state could provide more detail about the social-emotional aspects of MTSS and how they align with PBIS and Early Warning Systems, since all have behavior components.	<p><input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Mississippi provides information as to what will be included, but nothing in terms of format, usability with the end-user in mind.• The state makes no mention of how it plans to determine or report school level spending, and it is unclear how the teacher and principal quality data will be reported.• Mississippi mentions a 0 to 700 scale (elementary/middle) and 0 to 1000 (high school) with point cutoffs corresponding to A-F letter grades.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>



**National
Urban League**

State: Missouri

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Missouri

Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Missouri’s goal is 81.5% of students proficient in English language arts and 74.3% of students proficient in math by 2026. The state would like the proficiency gap for each subgroup reduced by 50% by 2026 and have 95.7% of students graduating by 2026. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Missouri uses an index based on subgroup performance to identify schools for targeted support but does not otherwise rate schools. The state uses an n-size of 30 for accountability purposes. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of “consistently underperforming” is not meaningfully different from statutory definition of “additional targeted support and improvement” (ATSI) and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> There is no inclusion of an equity indicator as part of the publicly reported data. Missouri could report and respond to a more comprehensive set of resource access conditions, such as access to challenging coursework and career and technical education (CTE) as a feature of its accountability system. Missouri could also support all districts to proactively review and address resource allocation, and make an effort to review allocation among districts, aligning resources at the state level with district and school level needs and accountability processes. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> Missouri discusses professional development on cultural competence in its plan, but includes few details. Missouri could improve by supporting districts with technical assistance and a curriculum for mentorship around understanding the cultural environments of diverse communities and aligning mentorship supports with needs assessments. Missouri could move to excellent by describing timelines and interim targets for improving equitable access to effective teachers, expanding its definition of inexperienced beyond first year teachers, and expanding its definition of ineffectiveness beyond teachers rated in the lowest category. Missouri stands out for requiring local education agencies (LEA) to address use of funds, particularly federal funds, to support excellent teaching, but could describe other supports available to districts. Missouri is developing a mentoring program for teachers that could indirectly result in greater retention of diverse teachers and leaders or deeper understanding of particular places; but it is neither targeted nor tailored for those specific purposes. Similarly, the development of a Grow Your Own program by districts is listed as a possible outcome of Missouri 's equity labs, rather than one that is required of certain districts based on data or one that is incentivized by the state. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Missouri

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. • Missouri Department of Elementary and Secondary Education (MO-DESE) engaged with the Urban League of Metropolitan St. Louis to expand stakeholder engagement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The Missouri Department of Elementary and Secondary Education (MO-DESE) is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. • MO-DESE can improve its plan by describing how this learning will be targeted to LEAs, particularly staff or how the state will support them offline in implementation. In addition, it should consider adding a measure of school discipline in its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • There is no mention of expanded access to early childhood learning with Title I funds or the use of Title II funding for early childhood educators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • Missouri does not use a college and career readiness indicator. • Any school with less than a 95 percent participation rate in ELA or mathematics will automatically fail to earn points for academic achievement in the state's system for meaningfully differentiating schools. MO-DESE will utilize the same criteria for any subgroup(s), including students with disabilities and ELs, for which the rate falls below 95 percent. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Missouri has established a goal for its 21st Century Community Learning Center grantees to support, or increase student, achievement and competence in the areas of English language arts, mathematics, and science. • Missouri's plan could move excellent in this area by explicitly listing expanded learning strategies as an allowable use of Title I funds. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • CTE is only discussed in the context of migrant or at-risk students. • MO-DESE is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> • Missouri will be using the categories "targeted" and "comprehensive" improvement" in its reporting; in line with language in the law. • Missouri uses an index to annually differentiate schools and identify schools for support under ESSA. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Poor</p>



**National
Urban League**

State: Nebraska

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Nebraska

Plan Approved: May 23, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Nebraska sets ambitious goals while recognizing the variance among student subgroups. • “Reduce by 50 percent the number of students who are not proficient in statewide tests. The state also has a goal of having 92 percent of students graduate, and no subgroups with a graduation rate of less than 85 percent, by 2026.” • Nebraska’s ambitious state goals are designed to ensure rigorous expectations for all learners and all subgroups. All subgroups share the overarching goal of “50 percent reduction of non-proficient students”, though the manifestation of the 50 percent reduction is unique to each subgroup. The 50 percent reduction is grounded in baseline data specific to the subgroup, resulting in unique goals specific to subgroup needs. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • Subgroup performance does not affect school ratings, which are calculated by ranking schools according to proficiency rates on state assessments, and then adjusted for all other indicators. • Schools receive 1 of 4 ratings (“excellent,” “great,” “good,” or “needs improvement”). • Nebraska has an n-size of 10 for accountability which maximizes the transparency in reporting. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • Nebraska’s accountability system, AQuESTT, does not currently differentiate subgroups from the overall student population. The Nebraska Department of Education plans to use all accountability indicators to identify schools for “targeted support and improvement” (TSI). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • Nebraska misses an opportunity to include access and/or success on college readiness indicators in its accountability system or as part of its public reporting. • The plan describes a system for addressing educator quality that describes conditions for using Title II resources differently, but for across-the-board effectiveness rather than addressing distributional inequities. • No mention is made of reporting school level spending, identifying inequities, or supporting LEAs to review or rethink resource allocation. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • Except for passing references to professional learning for teachers of migratory kids and inclusion in a list of possible principal professional learning options, the plan includes no clear strategy or timeline for statewide cultural competence initiatives. • While the plan makes scant mention of cultural competence, it does include key term definitions. • Nebraska is transparent about not having a plan to address inequitable access to ineffective teachers, and asks for a compliance extension to create a plan, but lacks a vision or comprehensive timeline. • The plan is vague about or only indirectly impacts teacher diversity access. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Nebraska

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Nebraska’s stakeholder engagement was very well thought out and executed; it included outreach to underrepresented groups, and plans for future engagement throughout implementation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> Data collection and the use of preventive practices like PBIS provide detail and language necessary to ensure that the state is providing the necessary tools to reduce the incidence of racially disproportionate and exclusionary discipline. Nebraska's plan draws on 15 years of experience implementing and perfecting PBIS 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Nebraska does not make any mention of Title I use for early childhood education. There is mention of ensuring access to quality educators to all students, including those in early childhood settings, but no plans to dedicate Title II funds to early childhood educator development. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Nebraska misses an opportunity to include college and career standards into its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Nebraska describes the process for allocating Title IV among LEAs for extended learning opportunities. There is no explicit mention of out of school time learning opportunities under Title I. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Science, technology, engineering and math (STEM) curricula development and incentive to use are not described in the plan. This is a missed opportunity for Nebraska to elevate high quality STEAM opportunities as part of its larger college and career preparatory vision for young people. Nebraska's accountability system includes a measure of incorporating career readiness standards, a measure of partnerships for expanded learning opportunities and measures practices related to instruction on career awareness, career exploration, and career preparation, respectively. Nebraska's long history of supporting schools with PBIS implementation includes a focus on social emotional learning supports. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Nebraska provides sample student report card formats in its state plan. This is helpful to see data display and more importantly, it provides information that advocates can use to engage as stakeholders and be consulted with in the development of these reports. In addition to the specific measures detailed on its report card, Nebraska uses descriptive ratings with four categories of schools: "excellent," "great," "good," and "needs improvement", while not as easily intuitive as an A-F grading system, it is logical. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Sufficient</p>



State: Nevada

ESSA State Plan Equity Report Card

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State: Nevada

Plan Approved: August 9, 2017; find the link to the full text [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The state of Nevada set long-term goals at six years; 2022 will become the new baseline and goals will be reset in 2030. Nevada expects a 5% annual reduction in non-proficiency for all subgroups; by 2022 K-5 schools have 63% proficient in ELA and 56% proficient in math, 61% proficient in ELA and 46% proficient in math with an 84% graduation rate. The state chose eight School Quality and Student Success (SQSS) indicators: Chronic Absenteeism, Science Proficiency, High School Readiness, Percent with Academic Learning Plans, End of Course College and Career Readiness (CCR) Cut, 9th and 10th Credits, ACT Performance, and end-of-course (EOC) Level 3 and 4 Achievement. The state should discuss more clearly how these indicators align to its chosen long-term goal, in addition to, developing a clearer definition for the Growth to Target indicator. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Nevada’s definition of consistently underperforming triggers targeted intervention when any subgroup misses its goal for academic achievement, or two or more other indicators, for two consecutive years. The state is using an n-size of 10 for classification in the school rating system, but an n-size of 25 for “comprehensive support and improvement” (CSI) and “targeted support and improvement” (TSI) identification. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The Nevada Department of Education (NDE) developed a tiered system of support consisting of four tiers: Self-support and replication, coordinated support, priority support, and accelerated tier. The state defines “targeted support and improvement” (TSI) as a subgroup failing to meet target performance two years in a row on the same measure and “additional targeted support and improvement” (ATSI) as any school in which the performance of any subgroup of students, on its own, would lead to the identification of comprehensive support and improvement. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The state outlined a plan to collect and report data on resource inequities like low-income and minority students being taught by inexperienced, ineffective teachers, access to Advanced Placement (AP), International Baccalaureate (IB) and other advanced courses, career and technical education (CTE) programs, etc., but will implement in the coming years. The state could incorporate its resource equity data collection into its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> NDE developed clear definitions of ineffective, out of field, and inexperienced teachers and intends to create an Educator Equity Report website to display rates at which low-income and minority students are taught by these teachers. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Nevada

<ul style="list-style-type: none"> The NDE uses its Title II flexibility, but for improving evaluation systems. It argues that improving the likely causes of inequitable access to effective teachers and leaders will improve access indirectly. The state should include a stronger focus on cultural competence training as well as teacher/principal pipeline diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The state led a robust engagement process in the development of the state plan and briefly outlines a plan for continuous improvement, including requiring LEAs to demonstrate engagement across a broad range of stakeholder categories. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The NDE will employ a Climate Survey Participation measure that awards bonus points to their accountability system. The state already collects and reports data on bullying on and offline and is enforcing a 75% participation threshold in the survey. The state intends to use Title I, Part A funds to improve school conditions by reducing bullying and harassment, overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The NDE commits to using Title I funds to expanding access to early childhood programs. The state will be using Title II funds to support effective early childhood instruction. The state aligns its early childhood standards across Title I schools, but not to Head Start standards 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Nevada will be using the Smarter Balanced Criterion Referenced Tests in ELA and math for elementary and middle school and includes both an Academic Learning Plan, and ACT Composite Score, indicators in their accountability system. NDE will be reporting on rates of access to AP, IB and other advanced courses. The state includes a robust incentive to achieve 95% participation on assessments. The SQSS indicator for high schools includes 2 college and career readiness (CCR) measures: (1) average ACT composite score and (2) percentage of students meeting the CCR cut score on end-of-course exams. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The state outlines its use of Title IV funds for 21st Century Community Learning Centers (CCLCs) to expand out of school time learning opportunities. NDE could take advantage of ESSA's flexible use of Title I funds to leverage out of school time initiatives more broadly for a school improvement strategy. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Nevada intends to expand CTE and science, technology, engineering, and math (STEM) opportunities through increased formula funding and competitive grants in addition to their 21st CCLCs. The state should strive to include stronger indicators of college and career readiness in 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Nevada

their accountability system.	
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">• NDE is employing a 0-100 index score accompanied by a five-star rating system.• The state has also identified a number of dashboards to report student, school, district and state level data including the Silver Stars Quality Rating Improvement System, the Educator Equity Website, and the Nevada State Report Card.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Sufficient



State: New Jersey

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: New Jersey

Plan Approved: August 9, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • New Jersey’s long-term goal is to have 80 percent of all students, and all subgroups, meet or exceed grade-level expectations by 2030 in both English Language Arts and in math. • The state has chosen chronic absenteeism as its School Quality and Student Success (SQSS) indicator. • The state takes into account whether subgroups miss interim targets when identifying schools for support and provides a timetable for how these will progress to gap closure and the overall goal. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • New Jersey’s system of annual meaningful differentiation includes all students and all subgroups and three distinct levels of performance aligned with long-term goals. • New Jersey will be using an n-size of 20. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • New Jersey’s definitions of “targeted support and improvement” (TSI) and “additional targeted support and improvement” (ATSI) are meaningfully different from one another, but trigger intervention based poor performance on all indicators rather than a subset of indicators. • The New Jersey Department of Education (NJDOE) will offer tools and model of needs assessments and planning that are aligned with accountability indicators where schools struggled and are required for schools in “comprehensive support and improvement” (CSI). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • The NJDOE discusses various initiatives in support of a commitment to resource equity, including redesign school performance reports, collaboration across Community Based Organizations and other partners, and the readoption of N.J.A.C.6A:7, Managing for Equality and Equity in Education. The state should consider inclusion of an equity indicator in its accountability system. • The state does not intend to use the Title I 7% set aside. • The NJDOE is to be commended for annual resource reviews of its own spending and of LEAs. • Although the state plans to report per pupil spending separate from report cards, (a troublesome trend we've noticed in other states) New Jersey at least commits to including a statement on report cards indicating when the spending data will be available. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The NJDOE defines ineffective, inexperienced, and out-of-field teachers, and has provided strategies for reducing the rates at which these teachers teach minority and low-income students. • The state should, however, articulate its strategy for cultural competence training for teachers, school and district leaders, how it plans to prioritize teacher and principal pipeline diversity, and consider using the Title II 3% set aside for these efforts. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: New Jersey

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• New Jersey engaged in a robust engagement process in the development of their state plan that included public meetings, surveys, small group meetings, technical assistance sessions, and targeted feedback.• New Jersey’s Plan outlines stakeholder suggestions, the context in which they were collected and the state's response, whether they integrated feedback, will consider, beyond the scope, etc. Comments also shaped the stakeholder engagement process.• The state also outlines its plan for continuous improvement.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The New Jersey Tiered System of Supports and the New Jersey Positive Behavior Support in Schools (NJPBSIS) training includes a focus on improving school climate and behavioral supports.• The state is also encouraging local education agencies (LEAs) to use Title I—A funds to implement interventions and professional development to address bullying, harassment, and questionable discipline practices.• The state should place stronger emphasis on the need to address exclusionary discipline practices.	<p><input type="checkbox"/> Excellent</p> <p><input checked="" type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• New Jersey’s plan articulated how they intended to use Title I funding to create or expand equitable access to early childhood learning.• New Jersey’s plan also articulated the use of Title II funding to expand professional development for early learning capacity building.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• The state’s redesigned school performance reports will continue to report on performance in Advanced Placement (AP)/International Baccalaureate (IB) courses, visual and performing arts, and college and career readiness.• The state should consider an indicator of college and career readiness in their accountability system beyond graduation rates.• New Jersey is counting any student below the 95% participation threshold as “not proficient.”	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The NJDOE describes the use of Title IV funds for 21st Century Learning Centers (CCLCs) and other out of school time learning opportunities.• The state should explore ways to dedicate Title I funding to this purpose as well.	<p><input type="checkbox"/> Excellent</p> <p><input checked="" type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• New Jersey describes limited science, technology, engineering, and math (STEM) and career and technical education (CTE) initiatives beyond access to college and career readiness through their school performance reports and STEM foci in their 21st CCLCs.• The NJDOE is developing social emotional learning competencies and support materials to promote positive school climates and approaches to behavior.	<p><input type="checkbox"/> Excellent</p> <p><input checked="" type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• New Jersey has developed a robust set of data systems that include the Teacher Certification Information system (TCIS), Educator Preparation Provider Performance Reports, AchieveNJ, and the Statewide Longitudinal Data System (SLDS).	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>



**National
Urban League**

State: New Jersey

- The state's system of annual meaningful differentiation uses a score based on percentiles and a 100-point scale.
- New Jersey's school performance reports already include a range of data in addition to the summative rating and are undergoing a redesign with a two-year timeline to incorporate other elements as suggested by a range of stakeholders.

Overall Rating

Excellent



**National
Urban League**

State: New York

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: New York

Plan Approved: January 15, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The New York State Education Department (NYSED) plan does not set goals for student proficiency. It uses a performance index with a long-term “end goal” of all students and student subgroups achieving an index score of 200 (indicating average proficiency); timelines change annually. The NYSED should make their long-term goals more transparent and more understandable for parents and the public. New York’s plan uses both chronic absenteeism and college, career, and civic readiness as School Quality and Student Success (SQSS) indicators which will encourage schools to offer advanced coursework to more students. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The NYSED’s plan uses subgroup performance only to identify schools for “targeted support and improvement” (TSI). It does not otherwise rate schools. The NYSED should assign clear ratings to measure, track and improve the performance of subgroups and all students. It should also lower its n-size from 30 to 10 to count more subgroups of students so that they can be identified for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of “consistently underperforming” used to identify schools for TSI triggers intervention when one or more subgroups do not meet interim goals on all indicators for three consecutive years. This is meaningfully different from “additional targeted support and improvement” (ATS). However, this definition could be strengthened by triggering intervention based on a low subgroup performance across a subset of indicators instead of all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The state describes various strategies for addressing resource inequities including publishing per-pupil expenditures for each LEA and school in the states, publishing teacher equity reports, using needs assessment process to identify resource inequities and requiring districts to address these in their school improvement plans, annual cycles of resource allocation reviews, and directing additional funding support and assistance to low performing schools based on school results and the degree to which they are improving. The NYSED includes a resource equity indicator in its accountability system. Its college and career indicator will measure access to and success in advanced coursework including Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses and work encourage more schools to offer advanced coursework to more students. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The NYSED’s plan creates definitions for ineffective, out-of-field, and inexperienced teachers and will publish annual state-level and district-level equity reports which examine the rates at which minority and low-income students are taught by them. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: New York

<ul style="list-style-type: none">• The NYSED expresses a commitment to “ensuring that the pipeline of future educators includes culturally competent and ethnically and linguistically diverse candidates such that the demographics of the educator workforce can better mirror the demographics of New York State’s student population.”• The Department has prioritized several strategies to meet this goal, including: creating formative assessments of cultural competence, strategic staffing including diversity, cultural competency and evaluation results, and expanding recruitment activities to attract a wider pool of diverse candidates, mentoring, among others.• The NYSED will set aside a portion of its Title IIA funds, including the newly available set-aside to support school leaders, to support leadership development programs for principals.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The NYSED’s state plan describes a well-documented stakeholder engagement process that included diverse stakeholder voices to develop its state plan and outlines efforts that will require continued engagement throughout ESSA implementation.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The NYSED will hold schools accountable for out-of-school suspension rates. “Beginning with 2018-19 school year results on out-of-school suspensions, the New York State Education Department will assign each school a Level 1-4 rating for each subgroup for which the school is accountable. Districts will be required to assist schools to address a school’s out-of-school suspension rate for any subgroup that receives a Level 1 rating.”• New York State intends to include out of school suspensions as a measure of school quality and student success when the second cohort of Comprehensive Support and Improvement Schools is identified using 2020-21 school year data.• New York State has a number of initiatives aimed at breaking the school to prison pipeline including the Dignity for All Students Act, Social-Emotional Wellness and Adverse Childhood Experiences, and Reduce Exclusionary Discipline and Implement Restorative Practices.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• New York state has committed to expanding access to quality early childhood and learning programs by coordinating with Head Start, aligning curriculum and standards across programs, and articulating how Title II dollars will be used to build professional capacity in the early childhood space.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• New York State is requiring that schools that do not meet the 95% participation rate requirement over multiple years to develop an improvement plan.• New York uses a "College, Career, and Civic Readiness Index" (0 to 200 points), which multiplies the number of students demonstrating college and career readiness (CCR) measures by the weighting for each particular measure, divided by the number of students in the cohort.• New York also uses CCR measures receiving a weight of 2 include: earning a Regents diploma with Advanced Designation, CTE Endorsement, or the Seal of Biliteracy; earning a Regents Diploma and scoring 3+ or 4+ on an AP or IB exam, respectively; earning a Regents Diploma and an industry-recognized credential or passing a nationally certified career and technical education (CTE) examination; and earning the Skills and	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: New York

<p>Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science.</p> <ul style="list-style-type: none">• The state uses measures receiving a weight of 1.5 include: earning a Regents Diploma and high school credit from participation in AP, IB, or dual enrollment; earning a Regents Diploma with CDOS endorsement; and earning a Skills and Achievement Commencement Credential with an average score of 3 on the New York NYSAA in language arts, mathematics, and science.• The states measures receiving a weight of 1 include: earning a Regents or Local Diploma and earning a Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics, and science. Measures receiving weight of .5 include: earning a High School Equivalency Diploma or CDOS Credential. Measures receiving no weight include: failure to earn a High School or High School Equivalency Diploma.	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The NYSED’s plan describes how they plan to allocate Title I and IV funds to out-of-school time learning, including the expansion of 21st Century Learning Community Centers.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• New York State offers a wide range of programs that highlight both CTE and science, technology, engineering, and math (STEM) opportunities including the Science, Technology Entry Program, the Smart Schools Early High School Program, and NYS Pathways in Technology, in addition to the College, Career, and Civic Readiness Index included in the accountability system.• The state has also developed Social and Emotional Development and Learning Guidelines.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The NYSED has developed multiple data systems including publishing a dashboard of indicators that highlight school conditions and opportunities to learn, a Quarterly Leading Indicator Report, a State Equity Report, and a state-level data reporting system.• The NYSED’s dashboard reports performance on each indicator separately rather than a summative rating and uses decision rules to identify schools based on particular patterns of performance across all indicators.• The state is not using a summative rating system, but rather tiers of support and school identification alongside school identification.• New York should consider developing a rating system that communicates data more clearly to parents and other stakeholders.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Excellent</p>



**National
Urban League**

State: North Carolina

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

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For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: North Carolina

Plan Approved: May 29, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> North Carolina’s long-term goal is to have 71.3% of high school student proficient in reading and 73.3% of high school students proficient in math by 2027. The state’s chosen School Quality and Student Success (SQSS) indicator for elementary and middle schools is “growth.” Measured by EVAAS (Education Value-Added Assessment System), it is a value-added growth model that includes student performance on the English language arts/reading (ELA), mathematics, and science assessments, which results in a composite growth value. For high schools, the state’s SQSS indicators are (1) performance on the biology end-of-course assessment, (2) math course rigor: the percent of students passing the NC Math 3 course, (3) ACT: the percent of students meeting the University of North Carolina (UNC) minimum admission requirement of a composite score of 17, and (4) ACT WorkKeys: the percent of students who achieve a silver or higher designation. North Carolina should ensure that whether a school meets goals and interim targets factors into its overall ratings and identification for support. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> North Carolina’s A-F rating system does not depend on subgroup performance. Grade determinations are based on the performance of all students. The state is using an n-size of 30. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> North Carolina is identifying the bottom 5% of Title I schools only. North Carolina’s definition of “consistently underperforming” identifies schools with student subgroups that receive an “F” on all indicators in statewide rating system for three consecutive years. Subgroup performance must be low on all indicators to trigger intervention. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> In addition to describing how it will help districts align their spending with local needs assessments to address inequities, the state cites mechanisms to target funds to support improvement at schools identified under its accountability system. The plan also discusses how the state formula grants prioritize districts with identified schools and how they plan to use part of the state set aside to give additional grants to identified schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The state plan lacks timelines or interim targets for educator equity plan implementation, only saying they will be reviewed annually. North Carolina also leaves data collection up to the LEA rather than centralizing and standardizing it at the state level. North Carolina's plan takes advantage of the flexibility to reserve Title II funds at the state level, acknowledges the importance of professional development (PD) in ensuring equitable access, and pledges to use state PD funds for equitable distribution efforts. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: North Carolina

<ul style="list-style-type: none"> • The state could strengthen its educator equity work by targeting its PD spending specifically to develop, support and retain diverse teachers and leaders. • North Carolina does not discuss cultural competency or teacher/principal pipeline diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • North Carolina engaged in a robust plan development process that involved stakeholders at many different levels, in addition to developing a plan for continuous improvement. • The state should consider articulating in more detail the strategies and timelines for implementation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • North Carolina has developed the “Disparities in Discipline Task Force” focused on data collection and best practices in the area of discipline. • The state should also consider adding an indicator that measures the rates of exclusionary discipline practices to the accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • North Carolina was one of thirty-eight states to articulate their intent to use Title I funds to increase access to equitable early childhood learning opportunities. • The state also articulated their intent to use Title II funds for professional development early learning capacity building. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The state’s accountability system includes an SQSS indicator at the high school level that measures access to and performance in (1) biology end-of-course assessment, (2) math course rigor: the percent of students passing the NC Math 3 course, (3) ACT: the percent of students meeting the University of North Carolina (UNC) minimum admission requirement of a composite score of 17, and (4) ACT WorkKeys: the percent of students who achieve a silver or higher designation. • The state will report whether a school has less than 95% student participation on assessments. If a school has less than 95 percent of all, or all eligible, students taking assessments, results will not be reported. However, the actual number will be calculated with a denominator. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • North Carolina discusses the use of Title IV funds for out of school time learning, including for 21st Century Community Learning Centers. The state should consider ways to devote Title I funds to this purpose as well. • The state could move to excellent by aligning extended learning grants with schools receiving Title I funds, describing how they pre-screen community-based partner organizations, and providing examples of allowable uses of funds for expanding learning opportunities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • The state’s system of annual meaningful differentiation awards points for students enrolled in career and technical education (CTE) courses who meet the standard when scoring silver, gold, or platinum on a nationally normed test of workplace readiness. In addition, the state’s appendix includes CTE and STEM initiatives. • North Carolina intends to adopt multi-tiered systems of support (MTSS) and positive 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: North Carolina

behavior interventions and supports (PBIS) in order to engage the whole student, including social and emotional learning.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• North Carolina’s data efforts include reporting on teacher qualifications on annual report cards; Home Base, which is available to students, parents and administrators; the North Carolina Educator Effectiveness System, reported at the state level; the State of the Teaching Profession in North Carolina Report, and the Institutes of Higher Education (IHE) Annual Performance Report. The state should consider centralizing some of these indicators on the annual report card.• The state will be employing an A-F rating system, but it is unclear how those grades will be contextualized, explained or supplemented by other information and data.• The plan should also discuss the calculation and reporting of indicators such as per pupil spending required in the law.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
Overall Rating	Sufficient



**National
Urban League**

State: Ohio

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Ohio

Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The state has set a long-term goal of 80% proficient in reading and math by 2025-26. Ohio is setting a goal of reducing the gap between baseline and 100 percent by half. Ohio is using chronic absenteeism, Prepared for Success, the Gap Closing component, and science and social studies achievement as its School Quality and Student Success (SQSS) indicators. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The state of Ohio is including all subgroups in its Performance Index Score. Subgroup performance affects school ratings (A–F grades) through the “gap closing” and “progress” indicators, which are weighted between 24% and 33%. The state will be using an n-size of 15. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> Ohio will be identifying schools for “additional targeted support and improvement” (ATSI) for having one or more subgroup performing at a level similar to the lowest five percent of schools across all indicators. The state of Ohio will be using a system of support that defines schools as independent, moderate, intensive support and districts under academic distress commission. Supports focus more on school governance and compliance than on teaching and learning interventions. For an excellent rating, Ohio could better describe a range of interventions districts would be supported to evaluate and implement, and the process for determining these. Exit criteria from identification takes four years in Ohio. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Ohio has committed to conducting periodic resource reviews for districts identified on their district continuum of supports, but the tool is still in development. Schools subject to more rigorous interventions will be subject to resource allocation reviews. Ohio stands out for a statewide review of resource allocation among districts. The state should consider including resource equity in their accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The state of Ohio will build partnerships between the Department of Higher Education and districts and other stakeholders to improve cultural competencies in the classroom. The state developed definitions for ineffective, inexperienced, out-of-field teachers and will be employing their 2015 Plan to Ensure Equitable Access to Excellent Educators. The state could add detail on how it plans to impact root causes and how these will impact equitable access. The state mentions recruiting and retaining a diverse teacher workforce but should consider articulating more specificity around how they plan to achieve that. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The state plan articulates many instances of engagement with various stakeholders in the 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



State: Ohio

<p>development and updating of various plan elements.</p> <ul style="list-style-type: none">• However, the plan is vague regarding how feedback was incorporated and whether there was a feedback loop to inform stakeholders of any changes made based on their feedback.• In addition, it's unclear how equitable engagement was in terms of reaching representatives from diverse and underserved communities. In order to reach excellent, the state plan should identify the groups of stakeholders that were engaged as well as including a plan for continued engagement.	<p><input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• Ohio's plan is to make breaking the school to prison pipeline a district issue by developing guidance for setting up policy in district plans.• The state plan is also making a policy change so that suspension and expulsion are last options.• The state plan includes efforts to collect discipline data on type, reason and duration to be reported at the district and school levels.• The state plan includes efforts to use Positive Behavior Interventions and Supports (PBIS) to reduce the use of exclusionary discipline practices.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The state of Ohio articulated how they intend to use Title I and Title II dollars to improve equitable access to early childhood and learning.• Ohio has committed to aligning early childhood and learning standards to Head Start and across the state.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• Ohio is using the "prepared for success" indicator in their accountability system, which is based on the percentage of the district's four and five year combined graduation cohort who demonstrate college and career readiness.• The state is including participation in its accountability system, incentivizing schools to participate in statewide assessments.• Ohio should articulate more clearly which assessments are being used and what standards (common core, etc.) that they are based from.• The "Prepared for Success" indicator examines the percentage of all students in the combined 4- and 5-year graduation rate cohorts (regardless of whether they graduate) who are prepared for success by: (1) receiving a score on the ACT or SAT that indicates they will not require remediation; (2) earning an honors diploma, or (3) earning an industry-recognized credential. Students can earn a bonus weight of .3 by earning at least 3 dual enrollment credits, scoring 3+ on an AP exam, or scoring 4+ on an IB exam."	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• Ohio describes how it will be using Title IV funds to expand out of school time learning opportunities through the 21st Century Community Learning Centers.• The state should consider articulating how it could set aside Title I funds for this purpose.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• Ohio has put together a robust career and technical education (CTE) program that includes dual enrollment, credentials and training opportunities.• The state is also involved with CASEL (The Collaborative for Academic, Social and Emotional	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: Ohio

Learning).	
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">• The state is employing an A-F rating system to differentiate schools annually and identify schools for support.• Ohio is developing an “Online Evidence-Based Clearinghouse” to support school and district planning.• Ohio also lists school-level spending on its report card, and has done so previously.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Excellent



**National
Urban League**

State: Oklahoma

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Oklahoma

Text: Approved June 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Oklahoma State Department of Education’s (OSDE) long-term goal is less than rigorous and should be strengthened once its new assessment data come in: 50% of students proficient in reading and math by 2030. School Quality and Student Success (SQSS) indicators: Chronic absenteeism; postsecondary opportunities (Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, approved internship, workplace certification). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The OSDE uses an n-size of 10 students for both accountability and reporting purposes. This is the number recommended by the National Center for Education Statistics (NCES) to protect student privacy, ensure statistically reliability and ensure all students count. Oklahoma plans to assign students to only one subgroup (a priority subgroup), even if they might qualify for additional groups. Summative ratings (A–F grades) are calculated based on the performance of all students on all indicators except academic achievement, which is calculated based on the aggregated performance of “priority student groups. Thus, some subgroups will be invisible while others will have a lesser effect on a school’s rating. To improve transparency and meet the needs of ALL subgroups of students, the performance of <i>all</i> subgroups should be included in school ratings. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> All schools in the bottom 5% on two or more indicators using data averaged over the most recent three years for at least one subgroup will be identified for “targeted support and improvement” (TSI). This definition is meaningfully different from “low-performing” student subgroup needing “additional targeted support and improvement” (ATSI). OSDE developed a needs assessment process and describes how it will help LEAs implement these school improvement strategies using evidenced based supports and interventions. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The state includes a resource equity indicator in its accountability system: postsecondary opportunity indicator which measures participation in AP, IB, dual enrollment courses in addition to internships and credential programs. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The OSDE provides definitions for ineffective, inexperienced and out-of-field teachers, but no interim targets or goals for reducing educator equity gaps. OSDE prioritizes culturally relevant teaching by adding it to educator annual growth goals, through LEA talent management efforts as supported by the office of school support, and through continued projects such as the grassroots Network for Transforming Educator Preparation (NTEP) OSDE could improve their efforts to recruit, train, and retain diverse teachers and leaders by prioritizing teacher and principal diversity pipeline programs under Title II. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Superintendent Hofmeister has in place 13 active advisory councils from which the OSDE sought verbal feedback, including those comprised of teachers, superintendents, principals, parents, students and counselors; business, Hispanic, African American and faith-based community leaders; and those representing nonprofit/wrap-around services, foundations and education-based associations. The OSDE collaborated with more than 2,000 stakeholders – including parents, educators and community members – through town hall meetings across the state and various advisory boards and 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Oklahoma

<p>work groups over the course of two years to craft the plan.</p> <ul style="list-style-type: none"> The OSDE intends to continue these efforts during implementation of the State Plan. 	
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The OSDE’s plan requires the implementation of new strategies including: a higher standard of record keeping of disciplinary actions, reevaluating current policies, excluding pre-k from out-of-school suspensions and expulsions, and creating policies that take the whole child into account. The state could improve their approaches by including disproportionate discipline in the accountability system in addition to reporting to further incentivize schools and districts to address disparate discipline policies. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The state plan includes early-learning initiatives as part of its accountability system under Title 1 and addresses steps for Title I school districts and early childhood programs; including Head Start to coordinate with one another. OSDE highlights ways that school districts drawing from Title I funding will comply with Head Start Program Performance Standards. The state can strengthen these efforts by choosing to adopt the flexible use of Title II funds for Professional Development for Early Learning Capacity Building. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The OSDE has developed new assessments to complement their academic standards in addition to administering the SAT and ACT. Schools with test participation rates for all students lower than 95% will be given a minus after their overall A-F School Report Card grade. Likewise, any school that has one or more ESSA subgroups of students with less than a 95% participation rate will receive a minus after their overall report card grade. The “Postsecondary Opportunities” indicator examines the percentage of students completing at least 1 of the following: AP classes, IB programs, dual enrollment courses, approved work-based internships or apprenticeships, or programs leading to industry certification. Note: Over a three-year period, Oklahoma will move to measuring successful college and career readiness (CCR) outcomes rather than just participation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The OSDE discusses their use of Title IV dollars to create and expand out of school time learning opportunities through the 21st Century Community Learning Centers. The OSDE could further enhance its efforts to serve the whole child by adopting ESSA’s flexible use of Title 1 funds to leverage out of school time initiatives as a school improvement strategy. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The OSDE includes a “Postsecondary Opportunity” indicator in their accountability system that measures participation in AP/IB classes, dual enrollment, Work-based internships/apprenticeships, and Programs leading to industry certifications. The state can enhance its curricula by adding a science, technology, engineering, arts and math (STEAM) and/or a social and emotional learning (SEL) indicator as a measure of school quality and success. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> In addition to the A-F School Report Card, Oklahoma will provide a state accountability reporting dashboard along with Oklahoma’s educator profile, instructional calendar data, and other information as required by ESSA such as per-student expenditures, NAEP (National Assessment of Educational Progress) results, testing participation, and professional qualification of educators. Importantly, not all data will be available to incorporate into the report card in 2017 and summative data would not be available until 2018. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



**National
Urban League**

State: Oklahoma

Overall Rating

Excellent



**National
Urban League**

State: Oregon

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Oregon

Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Oregon’s long-term goal is for 80% of students to be proficient in english and math by 2025. The state has set the same long-term goals for all students. • Oregon has chosen chronic absenteeism, freshman on-track, and five-year high school completion rate as their School Quality and Student Success (SQSS) indicators. • The state is not using a summative rating and therefore is not weighting indicators based on percentages, but is rather weighting based on cut scores to determine tiers of identification and support. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • The state’s plan uses subgroup performance to identify schools for targeted support; does not otherwise rate schools. • The state is using an n-size of 20. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • Any school where at least one subgroup receives a level 1 (lowest of 5 levels) on at least half of the indicators, receives level 1 or 2 on all “academic” indicators, has a graduation rate at or below 67%, or is a Title I school that shows “opportunity for growth along multiple measures” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • The Oregon Department of Education (ODE) speaks briefly about their intended report card, which will display “opportunities to learn,” “academic success,” and “college and career readiness” indicators. • Oregon does not discuss reporting school level spending, as required by law. • Oregon does not describe how the state will review its resource allocation among districts or give details describing how they will support districts to review spending. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • Oregon passed House Bill 3233, which distributes funding for developing culturally responsive professional development opportunities. The state will also create partnerships across districts using local demographic. • The ODE set definitions for “ineffective teachers,” “out-of-field teachers,” and “inexperienced teachers.” The state’s plan committed to finalizing these definitions in the 2018-2019 school year but has not yet been updated. • While the state does not speak specifically about teacher/principal pipeline diversity, the Educator Equity Act tracks and reports educator diversity to legislators. • No timelines are listed for improving data collection that might show disproportionality or for helping districts address it. • Oregon has yet to determine if it will use Title II spending flexibility, but list criteria suggesting they will not. Teacher diversity and equitable access are not listed among the priorities for this spending. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Oregon engaged in an extensive stakeholder engagement process that included consultation with teachers, parents, students, and community based organizations. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



State: Oregon

<ul style="list-style-type: none">The state has also developed a planning model for continuous improvement.The state describes how stakeholders will engage in comprehensive support, implementation, evaluating policies for increasing diverse educators and how district plans will be required to encourage stakeholder collaboration.	<input type="checkbox"/> Poor
7. Breaking the School to Prison Pipeline <ul style="list-style-type: none">Oregon is using a reporting indicator called “opportunity to learn,” which measures the rate and disproportionality in exclusionary discipline.The state will employ Positive Behavior Interventions and Supports (PBIS) alongside mandatory consolidated plans in response to exclusionary discipline practices.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
8. Equitable Access to Early Childhood Learning <ul style="list-style-type: none">Oregon was one of thirty-eight states and DC to articulate how they will use Title I funds to create and expand opportunities for high quality early childhood education.The state also articulated how it would use Title II funds for professional development for early learning capacity building.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
9. Equitable Implementation of College and Career Standards <ul style="list-style-type: none">Oregon is using a reporting indicator called “well-rounded education” that measures access to diverse learning opportunities such as science, arts, music, social sciences, physical education, health, talented and gifted, career and technical education (CTE), Science, Technology, Engineering, Arts, and Math (STEAM), advanced learning, school library programs, and summer programs.The state has robust dual credit opportunity initiatives and tracks CTE and work-based learning opportunities.Less than 95% assessment participation means that school will be identified for targeted support and must create and implement a plan for improving participation rates.Oregon’s state plan does not articulate a college and career readiness (CCR) indicator.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
10. Out of School Time Learning <ul style="list-style-type: none">Oregon identifies Title IV funds for out-of-school time learning opportunities, including for 21st Century Community Learning Centers (CCLCs).To achieve excellent, Oregon should describe a process to support districts in using Title I funds for similar opportunities.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">Oregon is using a reporting indicator called “well-rounded education” that measures access to diverse learning opportunities such as science, arts, music, social sciences, physical education, health, talented and gifted, CTE, STEAM, advanced learning, school library programs, and summer programs.While it is not a part of the accountability system, the state has made investments in the CTE and STEAM spaces.The ODE’s comprehensive needs assessment includes social and emotional supports. The state also has extensive social and emotional learning initiatives.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">Oregon’s plan lists out a few reporting systems including a state report card, which is still in development, an Early Learning Indicator and Intervention System, and the Educator Equity Report. The state should offer more details on the forthcoming report card, including data collection and reporting.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Oregon

<ul style="list-style-type: none">• Oregon will not be using a summative rating, but a 1-5 achievement scale where level 5 is meeting the long term goal and level 1 is the lowest 10% of schools.• Oregon's dashboard will report performance on each indicator separately rather than a summative rating and uses decision rules to identify schools based on particular patterns of performance across all indicators.	
Overall Rating	Sufficient



**National
Urban League**

State: Pennsylvania

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Pennsylvania

Plan Approved: January 12, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Pennsylvania Department of Education’s (PDE) proposed long-term goal is to reduce the percentage of non-proficient students by half by the 2029-30 school year, which applies all students and all subgroups of students. The state is using chronic absenteeism and a career readiness indicator as their School Quality and Student Success (SQSS) accountability indicators. Pennsylvania’s inclusion of chronic absenteeism, as one of the state’s accountability indicators for annual meaningful differentiation under ESSA, will be defined to include both excused and unexcused absences, such as those that result from out-of-school suspensions or expulsions. This is a promising approach to breaking the school to prison pipeline. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The PDE uses subgroup performance to identify schools for “targeted support and improvement” (TSI); however, it does not otherwise rate schools. Instead of adopting a summative rating, PDE uses a dashboard to report data on student success. Doing so places the PDE at risk for obscuring or confusing student subgroup performance in its reporting While Pennsylvania is making progress for purposes of federal accountability reporting by reducing its n-size from 40 to 20, it should consider lowering the n-size to 10 so that more subgroups of students can be counted at each school. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition PDE uses to identify schools for “targeted support and improvement (TSI)” is not meaningfully different than the one used to identify schools needing “additional targeted support and improvement” (ATS) except that TSI uses at least two years of data and ATS uses three. The plan is overly vague about how schools will exit from support status and is not clear how this will be different from efforts of the past. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The PDE’s Future Ready PA index provides useful data disaggregated by student subgroups on the number of high school students participating in advanced coursework, as well as the number of students earning industry-recognized credentials and postsecondary outcomes, among other measures. The PDE describes how it will support LEAs in identifying resource inequities and/or funding gaps as required for school improvement under ESSA. However, it makes no mention of how it intends to use set asides to address resource inequities nor how it will report per-pupil expenditures as required by law. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The PDE is working to include culturally responsive and trauma informed concepts and competencies in their professional development programs and resources available for Pennsylvania educators. Implementation of these resources will begin in the 2018-19 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Pennsylvania

<p>school year, and is expected to reach at least 2,000 educators and administrators yearly. We look forward to an update from the state in the 2019-2020 school year.</p> <ul style="list-style-type: none">• The PDE’s plan describes efforts to enhance the quality and diversity of the commonwealth’s educator pipeline, including “exploring how alternate pathways can serve as sources for diverse teacher candidates, teacher and principal residency programs as well as ‘grow your own’ models, among other strategies.” PDE is working with the Urban League of Greater Pittsburgh among other advocacy groups to identify research-based strategies to support the educator leader pipeline under ESSA.• The PDE is working to finalize a new definition for “effective teachers” and to update its 2015 Teacher Equity Plan.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The PDE’s plan describes the state’s efforts to meaningfully engage with parents, families, and communities including civil rights organizations such as the Urban League of Greater Pittsburgh, the Urban League of Philadelphia, the Shenango Valley Urban League and other community-based organizations representing underserved communities.• The state outlines a plan for continuous improvement and engagement during implementation.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The PDE plans to define the chronic absenteeism accountability indicator to include both excused and unexcused absences, such as those that result from out-of-school suspensions or expulsions. This is a promising approach to breaking the school to prison pipeline as measuring and holding schools accountable for these discipline rates will help to reduce the use of exclusionary disciplinary practices.• The PDE’s plan describes efforts to reduce the overuse of discipline practices that remove students from the classroom including through Positive Behavior Interventions and Supports (PBIS), the Student Access Program and a Bullying Prevention Toolkit.• The PDE is also working to embed concepts of equity, culturally responsive instruction, and trauma-informed discipline and response into its professional development offerings.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The PDE’s plan adopts flexibility given under ESSA to use Title I dollars for the purpose of expanding equitable access to early childhood education.• The PDE’s plan also adopts flexibility to use Title II funds to support effective instruction for early childhood education.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• Pennsylvania has identified Career Ready Benchmarks as one of its ESSA SQSS indicators, which tracks the number of high school students earning industry recognized credentials and postsecondary credits.• The state plan’s “Career Readiness” indicator examines the percentage of students in grade 11 who satisfy state-mandated “Career Education and Work” (CEW) Academic Standards, as measured by implementation of an individualized career plan (through ongoing development of a career portfolio) and participation in career preparation activities aligned to the CEW standards.• School-level assessment participation rates will be included in the state’s annual reports and schools with participation below 95% will be required to submit an improvement plan.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>



State: Pennsylvania

<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">The PDE's plan strongly encourages LEAs to consider using Title IV, Part A and funds from other programs, such as Title I, Part A, Title IV, Part B (21st Century Community Learning Centers), and Title IV, Part F funds (Promise Neighborhoods and Full-Service Community School Programs), to develop and implement the Community Schools Framework.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">The PDE's plan describes efforts to expand Social and Emotional Learning including through a state initiative and reporting of school climate data to inform future curricula development.The PDE describes efforts to prioritize federal funding to enhance equitable access to a high quality education that includes career and technical education (CTE) and science, technology, engineering, the arts, and math (STEAM) education.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">The PDE publicly reports data on all elements of the state's school accountability and improvement system through a dashboard called the Future Ready PA Index.The PDE should adopt a summative rating system as a part of its plan for continuous improvement in addition to a dashboard of data to explain student success and school quality metrics to parents, teachers and communities in a clear and transparent way.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>



**National
Urban League**

State: Rhode Island

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Rhode Island

Plan Approved: March 29, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Rhode Island Department of Education (RIDE) has set their long-term goal at 75% proficiency in ELA and Math by 2025. The state has set similarly ambitious goals for all subgroups. Rhode Island’s School Quality and Student Success (SQSS) indicators are: “Exceeds expectations’ (percentage of students exceeding expectations on statewide assessments), student chronic absenteeism, teacher chronic absenteeism, science proficiency, and student suspensions for all schools; ‘high school graduate proficiency’ (percentage of graduates demonstrating proficiency on statewide assessments) and ‘postsecondary success;’ (including students graduating with career and technical education credentials, college credits, or passing Advanced Placement tests) for high schools.” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Under RIDEs accountability system, if a school has a subgroup identified for “targeted support and improvement” (TSI), it cannot receive the highest rating (five stars). If more than one subgroup is identified for TSI, it cannot receive the second highest rating (four stars). The RIDE is using an n-size of 20. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition RIDE uses to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI), but triggers intervention based on low subgroup performance across <i>all</i> indicators as opposed to a <i>subset</i> of indicators. This definition identifies schools with a subgroup that meets the criteria for a 1-star rating across all indicators, using the same rules the state uses to rate schools for “all students.” 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The RIDEs accountability system includes a resource equity indicator: post-secondary success indicators include “students graduating with career and technical education (CTE) credentials, college credits, or passing Advanced Placement (AP) tests for high schools.” The RIDE will annually conduct a comprehensive review of local, state, and federal funding sources including Titles I, II, III, and IV funding for alignment to the LEA and/or identified school’s plans for all schools identified for comprehensive or targeted support and improvement. The RIDE’s plan describes how it will support districts and schools identified for support and improvement to identify and address resource inequities, including the use of set-asides. The RIDEs plan indicates that all federally required indicators will be included on the report cards in the first release; additional indicators and enhancements will be announced prior to future releases. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The RIDE prioritizes professional development on cultural competence in its plan, but includes few details. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



State: Rhode Island

<ul style="list-style-type: none"> • Rhode Island provides definitions for inexperienced, out of field, and ineffective teachers, but should also articulate a detailed strategy with timelines in its plan. • The RIDE can strengthen its efforts to reduce the rates of disproportionate access to effective <i>and diverse</i> teachers and leaders by further targeting some of its 3% Title II set aside specifically to recruit, develop, support and retain diverse teachers and leaders. • Rhode Island should consider other evidence based strategies to increase teacher/principal diversity such as residencies and mentoring supports. 	<input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • The RIDE’s plan describes a stakeholder engagement process that included parents, families and communities and also a plan for continued engagement during implementation. • During the development of Rhode Island’s ESSA plan, the RIDE engaged with a Committee of Practitioners (CoP) which included teachers, principals, superintendents, charter leaders, community members, parents, and other local organizations and partners. • The state will convene the CoP either virtually or in-person bi-annually or on an as needed basis to ensure opportunity for all stakeholders to provide input and continually update and improve activities supported by Title II, Part A. • Rhode Island will require all LEAs with schools identified as in need of comprehensive support and improvement to assemble a Community Advisory Board (CAB) which will present a report on the status of school improvement efforts for each identified school once annually to the local school board or committee and to RIDE. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The RIDE is including a measure of school suspensions in their accountability system. It is one of very few states, if not the only state, that is doing so, indicating a strong commitment to breaking the school to prison pipeline. • The state has developed a resource for schools to reduce the need for disciplinary actions including suspension. Practices in the guide to all schools include the use of positive behavioral supports and interventions and restorative justice practices. • The RIDE has developed a number of data opportunities to track improvements in school climate through statewide data repositories. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • The state’s plan does not adopt flexibility given under ESSA to use Title I and Title II dollars for the purpose of creating or expanding equitable access to early childhood education nor for professional development for early childhood education teaching. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The RIDE’s Post-Secondary Success Indicator "examines the percentage of students who graduate with 1 or more of: (1) industry-approved credentials, (2) college credits through dual- or concurrent-enrollment, or (3) successful completion of AP tests. Commencing with the graduating class of 2021, the indicator will expand to include two Council Designations outlined in Rhode Island's Secondary School Regulations: the Seal of Biliteracy, and the Pathway Endorsement. The Seal of Biliteracy certifies a student has attained a specified level of proficiency in the English language and 1+ other world languages. The Pathway Endorsement certifies a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path based on 3 components: (1) academic study, (2) career and interest 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Rhode Island

<p>engagement, and (3) application of skills.”</p> <ul style="list-style-type: none"> Schools cannot receive a 5-star rating (out of 5 stars) if they fail to meet the 95% participation testing requirement for all students. 	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Rhode Island discusses a use of Title IV funds for out-of-school time learning including for 21st Century Community Learning Center (CCLC) dollars. The state should consider articulating a use of Title I funds for this purpose. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The RIDE prioritizes science, technology, engineering and math, as well as, work-based learning as an allowable use of 21st CCLCs. The state’s post-secondary success indicator. examines the percentage of students who graduate with 1 or more of: (1) industry-approved credentials, (2) college credits through dual- or concurrent-enrollment. The RIDE is has also identified social and emotional learning (SEL) as a substantial component of its teaching and learning approach by reinforcing it in its strategic plan by developing a standards and joining the Collaborative States Initiative of the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support development and implementation of these standards. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> The RIDE uses 1-5 stars to differentiate schools annually based on all indicators and identify schools for support (with stars determined by classification rules rather than an index score). In addition to a star rating, “associated school performance descriptors and report cards will provide schools and the community rich information to support collective responsibility for continuous improvement and inform school improvement planning.” The RIDE’s plan indicates that “a broader range of measures will be included in state, LEA, and school report cards”. The state will also institute the Individualized Learning Plan (ILP), a student directed planning system that documents students’ interests, needs and supports. All federally required indicators will be included on the report cards in the first release; additional indicators and enhancements will be announced prior to future releases. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Excellent</p>



State: South Carolina

ESSA State Plan Equity Report Card

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During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

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We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: South Carolina

Plan Approved: May 3, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> South Carolina’s long-term goal is 70% of students in each subgroup proficient in reading and math by 2035 and to reduce by half the percentage of students in each subgroup not proficient by 2026. For its School Quality and Student Success (SQSS) indicator, the South Carolina Department of Education (SCDE) chose: preparing for success (performance on science and social studies assessments) and school climate survey (measuring student engagement) for all schools; college and career readiness (including receiving benchmark ACT® or SAT scores; passing Advanced Placement (AP), International Baccalaureate (IB), or career readiness exams; or completing dual-credit course work, career and technical education (CTE) pathways, or work experience programs) for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> South Carolina has an n-size of 20, which reflects input from the Urban League to reduce its prior n-size of 30 to ensure more groups of students count in the accountability system. However, subgroups have no independent effect on all school ratings. Ratings for elementary and middle schools include growth of the lowest-performing 20% of students. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming identifies schools with any student subgroup performing at or below the bottom 10% of schools across all indicators for three consecutive years. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> South Carolina includes a college and career readiness indicator as part of their SQSS which is an accountability indicator which measures resource equity such as access post-secondary opportunities including AP/IB courses, and dual enrollment. It also describes how it will report resource inequities on its report card and how it will support districts and schools identified for support and improvement to identify and address resource inequities, including through the use of set-asides. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The SCDE provides clear definitions of the terms "ineffective teacher," "out-of-field," and "inexperienced teacher" in ways aligned with the best research and includes a plan improving equitable access to effective teachers. The SCDE’s plan prioritizes evidenced based strategies to increase pipeline diversity or placed based efforts, including a principal induction and common standards for traditional and non-traditional routes to teacher certification. The SCDE uses the allowable up to three percent set aside under Title II to enhance equitable access to effective teachers by increasing leadership opportunities for excellent educators without removing them entirely from the classroom. Thee SCDE can strengthen these efforts through a more direct focus on improving the pipeline of culturally competent, diverse and effective teachers. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: South Carolina

<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The SCDE’s plan describes robust consultation with a diverse set of stakeholders including parents, teachers, community organizations (including the Urban League) and representatives of Indian tribes located in the State.• It also describes several examples where stakeholder feedback was incorporated in the plan as it was during its deliberation on n-size, where it incorporated the Urban League’s feedback.• The SCDE’s plan also describes a commitment to ongoing consultation with diverse stakeholders in implementation of its state plan.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The SCDE’s response to reducing incidence of exclusionary discipline as described in its plan is the proliferation of alternative schools for students who exhibit behavioral problems. Also, much of the training and interventions are aimed at School Resource Officers whose very presence suggest escalation, rather than de-escalation.• However, at the recommendation of the School Safety Taskforce, the SCDE will develop new discipline regulations, including positive intervention and frameworks. The Taskforce recommended that these frameworks be included in teacher and principal training.• A taskforce also developed a behavioral matrix that includes emphasis on developing more interventions and restorative practices to avoid suspensions for low-level offenses.• To reduce the overuse of discipline practices that remove students from the classroom, the SCDE should consider the following: including a measure of discipline in its accountability system, implementing statewide teacher certification and professional development programs on trauma-informed practices, and cultural competency training and providing statewide resources to support the use of positive behavioral supports and interventions restorative justice practices.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The SCDE prioritizes the use of Title 1 and Title II dollars for early learning.• Partnerships between LEAs and Head Start or First Steps blend funding to provide early childhood programs and services for young children with the common goal of preparing students for transitioning into 5K with the readiness skills and aptitudes needed to be successful.• The SCDE funds readiness assessments for all 4K and 5K students in publicly funded programs to start early with the building of the bridge for a Pre-K to 3rd grade continuum and to support the transition from Pre-K to 5K and 5K to first grade.• The SCDE’s plan describes how its State Report Cards will address preschool.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• By grade 12, a student may demonstrate “college readiness” on indicators: ACT composite score of 20; SAT benchmark of 1020; AP exams of 3 or higher in any College Board Advanced Placement course; IB exams of 4 or higher in any International Baccalaureate Higher Level course; or no credit for untested students.• Schools that do not meet the 95% participation rate cannot receive highest rating (out of 5 levels) overall or on the academic achievement indicator, may have Title I funds reduced, and must develop plan to increase participation.• The SCDE’s early learning team will improve the skills of teachers, principals, and other school leaders in identifying and providing instruction based on needs for students with	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



State: South Carolina

<p>low literacy levels, and through professional learning opportunities for early childhood educators across sectors including professional development on readiness assessments.</p> <ul style="list-style-type: none"> • The "College and Career Readiness Indicator" examines the percentage of grade 12 students who demonstrate readiness on 1 of 9 measures. "College ready" measures include: (1) an ACT composite score of 20; (2) an SAT score of 1020; (3) an AP exam score of 4+; (4) an IB exam score of 4+; and (5) 6 hours of dual credit coursework in English, social studies, science, technology, engineering, or math (with transfer credits to 2- or 4-year institution, with a "C" grade or higher). • "Career readiness" metrics include: (1) a Worldwide Interactive Network National Career Readiness Certificate of Silver or better; (2) an Armed Services Vocational Aptitude Battery test (ASVAB) score of 31+; (3) completion of an approved work-based learning experience with a successful employer exit evaluation; and (4) completion of a Career and Technical Education (CATE) program pathway with a state or nationally-recognized industry credential (or completion of a state credential when no national credential is available) that leads to living wage as certified recommended by business and industry representatives in SC. The credential must also be approved by the Education and Economic Development Coordinating Council, Department of Commerce, Department of Employment and Workforce, SC State Chamber of Commerce, and State Superintendent of Education. Note: SC will report college ready, career ready, and college and career ready students. 	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The SCDE awards grants for high-quality afterschool programs using Title IV, 21st Century Community Learning Center (CCLC) program and should also consider including afterschool as an allowable use of Title I school improvement dollars. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • The SCDE's career readiness indicator measures access and success in high quality courses. Specifically: <ul style="list-style-type: none"> ○ By grade 12, a student may demonstrate "Career Readiness" on one or more of the following indicators: Worldwide Interactive Network National Career Readiness Certificate of Silver, Gold, or Platinum; ASVAB score of 31 or higher; completion of a South Carolina approved work-based learning experience with a successful employer exit evaluation; or completion of a Career and Technical Education (CATE) program pathway with a state or nationally-recognized industry credential, or completion of a state credential when no national credential is available, that leads to living wage as certified recommended by business and industry representatives in South Carolina make social and emotional learning available to teachers and administrators as part of professional development. • The SCDE should consider identifying social and emotional learning (SEL) as a substantial component of its teaching and learning approach. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> • The SCDE uses descriptive ratings ("excellent," "good," "average," and "below average"), based on the cumulative points schools earn in a weighted index across all indicators, to differentiate schools annually and identify schools for support. • The SCDE's plan includes a sample report card that provides a complimentary dashboard of data beyond the law's requirements to provide additional context for parents, 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



National
Urban League

State: South Carolina

teachers and the public to understand.	
Overall Rating	Sufficient



**National
Urban League**

State: Tennessee

ESSA State Plan Equity Report Card

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We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

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State: Tennessee

Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Tennessee’s plan sets long-term goals of having 69.6% of high school students proficient in reading and 65.4% proficient in math by 2025. By 2025, Tennessee’s plan states it will reduce by 50% the number of students in each subgroup not proficient. The plan outlines the following School Quality and Student Success (SQSS) indicators: science achievement and chronic absenteeism for all schools; “ready graduate” (college- and career readiness measures multiplied by high school graduation rate) for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Tennessee’s plan outlines subgroup performance at 40% of each district’s and school’s rating (numeric scores in 2018 instead of A–F grades) However, Tennessee persists in having a minimum cell size (n-size) for accountability as 30 and 10 for public reporting. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> Tennessee’s plan defines schools that earn a score of 1, or lower overall, or that have a subgroup performing in the bottom 5% for that subgroup across all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> Tennessee is committed to adding data from its transparency metrics (public reporting) to its accountability system and has a plan for review; e.g. access and success in Early Post-Secondary Opportunities (EPSOs) for all students not just graduates. Tennessee makes no mention of the 7% set aside for school improvement. The state’s plan identifies Early Post-Secondary Options as a part of their Ready to Graduate indicator. This measures completion of International Baccalaureate (IB), Advanced Placement (AP) courses, career and technical education (CTE) certification, and dual enrollment. In order to meet ESSA’s per-pupil expenditure requirement, Tennessee’s plan outlines a plan to develop a single statewide procedure through a Fiscal Transparency Working Group. The state plans to conduct a pilot in the 2017-18 school year and meet reporting requirements in the 2018-19 school year. Tennessee’s plan states that based on the input from stakeholders in the Student Support Working Group, the state will opt not to utilize the flexibility within Title I for a three percent Direct Services set-aside. Tennessee’s plan also states that districts may receive less than 95% of the school improvement set-aside in order to serve all Title I districts. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> Tennessee describes coordinating Title I and Title IV funding to offer professional learning opportunities across the state, including, but not limited to, cultural competency. Tennessee provides research-based definitions for ineffective, out-of-field, and novice teachers. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Tennessee

<ul style="list-style-type: none"> Tennessee commits to using funding for professional development. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The Tennessee plan is an exemplar for stakeholder engagement. The thoughtful inclusion of feedback, the commitment to future opportunities to engage and the incorporation of stakeholder input at the aggregate-level is admirable. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> Tennessee’s plan includes an accountability indicator, Chronically Out of School, that includes out-of-school suspensions and expulsions, but does not include in-school suspensions. The plan also outlines its intent to employ restorative practices in an effort to reduce exclusionary discipline alongside their multi-tiered system of support framework. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Tennessee’s plan discusses expansion of early childhood and learning opportunities as a strategy for school improvement. The state’s plan does not discuss its intent to use Title II funds for the purpose building professional development capacity in the early childhood and learning space. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The inclusion of early postsecondary opportunities (EPSOs) in the SQSS measure ensures that there is some accountability for a college preparatory curriculum. Accountability focus should be expanded to K-12. The "Ready Graduate" indicator multiplies the graduation rate by the percentage of students: (1) receiving a 21+ composite score on ACT (or an equivalent SAT score); (2) completing four EPSOs (Early Postsecondary Opportunities); (3) completing two EPSOs and earning industry certification in an approved CTE program of study (EPSOs may be general education or included in a CTE pathway); or (4) completing two EPSOs and earning a state-determined designated score on the Armed Services Vocational Aptitude Battery test (ASVAB). EPSOs also include AP, IB, and dual enrollment. Schools are penalized by receiving an “F” for said group(s) when the participation rate does not meet the 95% threshold. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The plan speaks to developing the whole student and the use of Title IV funds. There is no priority on Out of School Time Learning. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Tennessee prioritizes CTE and science, technology, engineering and math (STEM) curricula. CTE is included in the EPSOs which is in turn part of the accountability system. It has been working to better introduce, train teachers on, and integrate STEM curriculum. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> Tennessee uses an A-F grading system that appears on its report card along with dashboards produced with data from the Tennessee Longitudinal Data System (TLDS). The state’s plan should update links to the dashboards and report cards to show how data is disaggregated by subgroup. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



**National
Urban League**

State: Tennessee

Overall Rating

Sufficient



**National
Urban League**

State: Texas

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

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State: Texas

Plan Approved: March 5, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Texas’ long-term goal is to have 72% of students proficient in reading and 73% of students proficient in math by 2032 (15 years). • The state’s School Quality and Student Success (SQSS) indicators: percentage of students testing at “approaches” grade-level standards or higher on all statewide assessments for elementary and middle schools; college, career, and military readiness (including passing an Advanced Placement (AP) test or dual-credit course, earning an associate’s degree or industry credential, or completing a college preparatory course) for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • The performance of each subgroup receives equal weight with performance of “all students” in the calculation of school ratings (A–F grades on the “closing the gaps” domain). • The state’s n-size is 25 students which should be lowered to 10 to ensure all students are counted for accountability. For very small schools, Texas uses an n-size of 10 students for the “all students” group in violation of ESSA. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • Definition of “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI); however it is only triggered when one or more subgroups do not meet interim goals on all indicators for three consecutive years. The Texas Education Agency (TEA) should consider basing it on a subset of indicators instead. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • The TEA includes a resource equity indicator in its accountability system (the college, career, and military readiness indicator which measures passing an Advanced Placement test or dual-credit course, earning an associate degree or industry credential, or completing a course designed by a district and institution of higher education for high schools). • In addition, it describes a process to address resource inequities in the school improvement process including through the use of the seven percent set aside. • The “TEA will assist in a deeper resource allocation review that seeks to support LEAs in understanding how they allocate funds and develop plans for more equitably funding schools in need of improvement, most likely on a weight student funding basis.” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The state plan should clarify its definitions of the terms “ineffective, out-of-field and inexperienced teacher” and include strategies with timelines and interim targets for eliminating identified educator equity gaps. • The TEA will calculate gaps and post information on the state equity website. • The TEA should prioritize training for educators to learn culturally responsive approaches to teaching and also consider prioritizing other evidence-based strategies 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Texas

<p>to increase pipeline diversity including mentoring, induction and alternate certification programs.</p> <ul style="list-style-type: none"> The TEA will dedicate three percent of state Title II, Part A funds to provide grants to LEAs to support efforts to improve principal practice. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The Plan is vague regarding the inclusion of community groups representing diverse communities at the decision making table and whether or not underserved communities will be engaged during implementation. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The TEA launched a statewide initiative for Restorative Discipline Practices working with the Institute for Restorative Justice and the Restorative Dialogue at The University of Texas at Austin’s School of Social Work to train campus and district administrators on restorative discipline methods. The TEA should consider adding school discipline in its accountability system to reduce the overuse of discipline practices that remove students from the classroom. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Texas does not adopt flexibility to use Title I to expand access to early learning. In addition, Texas makes no mention of using Title II for early learning instruction. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The state includes a college and career readiness (CCR) indicator based on student outcomes. The TEA’s College and Career Readiness indicator examines whether a school met the statewide goal for the percentage of grade 12 students who are college, career, and military ready. Students are counted as ready if they: (1) meet Texas Success Initiative (TSI) benchmarks in reading or math; (2) satisfy relevant performance standards on AP (or similar) exams; (3) earn dual course credits; (4) enlist in the military; (5) earn an industry certification; (6) are admitted into postsecondary certification programs that require (as a prerequisite for entrance) successful performance at the secondary level; (7) successfully complete a college preparatory course; (8) successfully meet standards on a composite of indicators that indicate preparation to enroll and succeed, without remediation, in an entry-level college course; (9) successfully complete an OnRamps dual enrollment course; or (10) are awarded an associate degree while in high school. The state gives no credit for untested students; however it’s unclear whether schools that fail to meet 95% participation requirement will be required to develop improvement plans or take steps to improve participation. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The state describes the use of Title IV funds for extended learning opportunities. The TEA should also consider adding out of school time learning as an allowable use for school improvement funds under Title 1. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The TEA’s accountability system includes the college, career, or military readiness to measure attainment of college credits, degrees, and industry credentials. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



State: Texas

<ul style="list-style-type: none">• The TEA prioritizes the creation of innovative high school programs, including P-TECH, T-STEM, and early college high schools, to earn credits while in school.• The TEA should consider expanding their approaches to teaching and learning to include social and emotional learning.	<input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The TEA calculates school ratings using a summative A–F ratings.• The TEA redesigned the State of Texas Assessments of Academic Readiness (STAAR) Report Card w/ resources specifically for parents on how to interpret their child’s STAAR score, inclusion of Lexile levels and a recommended summer reading list, strategies for parents to help their children understand of math and reading concepts, based on students’ proficiency levels, and questions to ask their child’s teacher and/or counselor.• Report card data can also be disaggregated by demographic groups.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Sufficient



**National
Urban League**

State: Virginia

ESSA State Plan Equity Report Card

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State: Virginia

Plan Approved: May 3, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Virginia’s long-term goal is to have 75% of students proficient in reading and math by 2025. • The state has set a goal of having 75% of students in each subgroup proficient in reading and 70% of students in each subgroup proficient in math by 2025. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • Virginia’s accountability system, Standards of Accountability (SOA) will apply to all schools and subgroups. • The state uses subgroup performance to identify schools for “targeted support and improvement” (TSI). • Achievement gaps are considered in the state’s accreditation system, which rates schools on proficiency and growth, achievement gaps, graduation and completion, and drop-out rate. • The state of Virginia is using an n-size of 30, which will likely mask the performance of subgroups. It should consider lowering their n-size to 10, as is the recommendation of the National Center on Educational Statistics. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • Virginia’s definition of “consistently underperforming” identifies schools using the following steps: (1) any subgroup that did not meet an interim measure of progress in reading, math, and graduation rate for two consecutive years, and is in the lowest two quartiles for academic growth in reading or math; (2) any school that did not meet the interim measure for English Learners’ (EL) progress to proficiency and is in lowest two quartiles for EL progress; and (3) any school that did not meet the interim measure of progress for chronic absenteeism for two consecutive years and has state accreditation rating with conditions or was denied accreditation. • The exit criteria is a two-year period, plus improvement in areas that triggered intervention. • Overall, Virginia's identification methods greatly narrow the universe of schools that can be supported. For instance, “additional targeted support and improvement” (ATSI) schools have to show low subgroup performance on ALL indicators to be identified for the most modest level of intervention. Meanwhile, ANY amount of growth can take a school out of comprehensive support and improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • Virginia does not collect or report teacher effectiveness data at the state-level. Rather, the plan says that effectiveness is locally defined. However, Virginia does include a definition of “teacher incompetency” that it utilizes for decision-making. • The plan states that as of spring 2018, Virginia will develop guidelines and collection methods and then publish aggregate school-level data by September 15, 2019. • Virginia’s plan doesn't mention reviewing its own resource allocation among districts or responding to inequities in school-level spending. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor



State: Virginia

<p>5. Educator Equity</p> <ul style="list-style-type: none">• There is no mention of cultural competence as a priority for teacher professional learning outside English Language teachers or a program for "targeted high needs local education agencies" (LEAs).• There is a plan for data collection and public reporting on teacher effectiveness at the school-level, however, there is no information regarding timelines and targets to be met.• The plan describes no templates for professional development, best practices, incentives or dedicated funding for LEAs who identify teacher equity gaps to address them; and uses state set-aside funds only for general professional development, recruitment and communications improvements.• Continued workgroup meetings are the only efforts described to address teacher and leader diversity in critical shortage areas.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• There is no explicit information regarding the diversity of stakeholders that were consulted.• Where stakeholder engagement is mentioned, on more than one occasion it appears that these groups are education-focused organizations. The state should make efforts to engage a diverse range of stakeholders including community-based organizations through the implementation phase of ESSA.	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• Virginia highlights an effective state-level program, Virginia Tiered Systems of Supports Research and Implementation Center, which has produced positive results. However, while 91 schools in 35 districts are engaged, there is no information regarding selection criteria or expansion to a full statewide professional development module.• Virginia's plan should include a measure of school discipline in its accountability system to move to excellent.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• Virginia includes spending for Early Learning in Title I & Title IV.• The state's plan does not mention the use of Title II funds for expanding professional development for early learning capacity building opportunities.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• Virginia's plan does not include a college and career readiness (CCR) measure in its accountability plan.• The state's plan does not give credit for untested students when schools fail to meet the 95% participation rate for assessments.• While describing reporting requirements for some career education, the plan does not describe how this information is tracked, measured or evaluated or how progress is measured.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The bulk of funds that could be directed to extend learning statewide are not targeted or designated for activities beyond general state supports for learning.• The competitively awarded 21st Century Grants are targeted to CSI schools and schools with disproportionately low income students and include some state support for professional development, visits and data collection.	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>



State: Virginia

<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• Career and technical education (CTE) is only discussed in the context of migrant or at-risk students.• Social and Emotional Learning (SEL) and science, technology, engineering, arts and math (STEAM) are offerings on a list of potential professional development with very little information published regarding access, rollout, or alignment with a larger statewide vision.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Virginia provides some information as to what will be included in its public reporting system, but nothing in terms of format, or usability with the end-user in mind.• Virginia does not assign ratings or grades other than for ESSA-required targeted and comprehensive support in its plan, however the state's separate school accreditation system does.• Virginia's Plan describes no public reporting for teacher quality data, only how LEAs will use in an internal process nor does it mention new requirements around reporting school-level spending.	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Poor</p>



**National
Urban League**

State: Washington

ESSA State Plan Equity Report Card

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State: Washington

Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> By 2026-27, the long-term goals are 90 percent proficiency in English Language Arts and math, and a 90 percent graduation rate. For its School Quality and Student Success (SQSS) indicators, Washington chose: Chronic absenteeism for all schools; 9th-grade on-track and dual-credit participation, including Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment, for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> While Washington's accountability system combines three years' worth of data to meet an n-size of 20, the average n-size in each year could be low enough that it does not trigger an accountable group. The Office of Superintendent of Public Instruction (OSPI) should consider decreasing their n-size to 10 to avoid inconsistent reporting for accountable groups. Schools receive separate ratings ("multiple measures scores" calculated on a scale of 1–10) for the performance of all students and the performance of subgroups on all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming identifies any school with a subgroup rating ("multiple measures score") lower than the "all students" rating at the bottom 5% of all schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> It is unclear how data on per-pupil spending will be collected, or reported, or if the data on teacher inequities will be connected to the report card. Washington's plan should include details for how and when districts will be supported and what specific actions OSPI will take to identify and address inequities at the state level. Washington will derive a measure of dual credit participation, as measured by the percentage of all enrolled students (grades 9-12) who complete a dual credit course. This includes Advanced Placement (AP), International Baccalaureate (IB), College in the High School, Tech Prep, Running Start, and Cambridge programs. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> OSPI's Washington State Educator Equity Plan, which is referenced in the ESSA plan, provides details regarding implementing cultural competence as part of the state's professional learning opportunities which are open to all teachers, principals, and administrators at no cost. The Washington Plan includes definitions for effective teachers and the Equity Plan includes timelines, root cause analysis and strategies for addressing disproportionate student access to effective teachers. OSPI provides equity gap data to LEAs in order to inform their HR spending and recruitment of diverse candidates to meet the needs of students. OSPI should consider 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Washington

<p>sanctions against LEAs with poor plans and missed timelines to address disproportionate student access to effective teachers. There is no definition in the Washington plan for teacher effectiveness, although it defines inexperienced and out of field teachers.</p> <ul style="list-style-type: none"> Washington's use of state-level set-asides could indirectly impact the diversity of the principal and teacher workforce, but it is an ancillary, rather than primary goal, and the plan offers little detail or explanation of why these strategies are connected to diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Washington received feedback from a diverse set of stakeholders (the Urban League is listed among organizations that provided feedback). Identified schools will engage stakeholders in needs assessment and targeted support and improvement plan, and an educator workforce development workgroup will continue to gather input from stakeholders regarding educator supports. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> Washington is considering disproportionate discipline as part of the it SQSS in future years. Washington is providing discipline data training that is available to school administrators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Washington has an ongoing goal of expanding access to early childhood services by using Titles I, III, and IV, in addition to state aid. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> "Dual credit" indicator examines the percentage of all students (grades 9-12) who complete a dual credit course, including AP, IB, College in the High School, Tech Prep, Running Start, and Cambridge programs. (Note: the plan does not define what it means to "complete" a course or specify the universe of courses the state will count as "dual credit.") No credit for untested students. Washington requires schools that do not meet the 95% participation requirement address participation in a school improvement plan. Washington could build on its strong foundation by defining what course completion means and by incorporating measures of outcomes in college and career readiness courses, such as passing the class, receiving dual credit or industry certification. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Washington provides guidance to Title I districts about using extended learning strategies such as out of school time and community-based student mentoring supports, but the plan includes little detail. Programs described under Title IV include college counseling, mental health and help transitioning into and from high school with extended learning opportunities, but otherwise seem largely geared toward typical in-school or school-day activities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Washington mentions a goal of expanded career and technical education (CTE) and science, technology, engineering and math (STEM) and the various funding sources (Federal CTE, Titles I [Parts A and C], Title III and Title VI). It is something that is already underway. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Washington

<ul style="list-style-type: none">Washington includes some social emotional learning (SEL) professional development and supports for teachers of kindergarteners and gifted students, and requires some district plans to discuss it, but could move to excellence by including SEL indicators in its accountability systems for all districts.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">Washington uses numerical values (1-10) to differentiate schools, overall and for each subgroup, annually based on all indicators and identify schools for support.At the time of the creation of the report card, Washington's final report card was not available, however it does include a summative rating as well as dashboard of data.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>



**National
Urban League**

State: Wisconsin

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Wisconsin

Plan Approved: January 16, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Wisconsin’s long-term goals are for 47.2% of students proficient in math and 48.3% of students proficient in reading by 2022. For its School Quality and Student Success (SQSS) indicator, Wisconsin chose: Chronic absenteeism for all schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Wisconsin has an n-size of 20. Subgroup and all student ratings are reported for each school on each indicator. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of “consistently underperforming” identifies schools with one or more student subgroups performing below bottom 10% for all students and in the bottom 10% for that subgroup for two consecutive years across all indicators. Wisconsin's definition of “targeted support and improvement” (TSI) is meaningfully different from low performing student subgroup needing “additional targeted support and improvement” (ATSI), but triggers ATSI intervention based on low subgroup performance across all indicators rather than a subset. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The Wisconsin plan should describe efforts to address/remedy resource inequities uncovered by their reviews, including through the use of state set aside funds. Wisconsin does not define the number of schools targeted for improvement that a district must have to be considered significant and trigger a resource allocation review. The plan should clearly articulate how Wisconsin intends to meet the ESSA reporting requirement on per pupil expenditure. Wisconsin should continue developing a resource equity indicator for accountability. The plan makes no mention of a state-level examination of resource equity across all districts. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Equitable Access to Effective Teachers</p> <ul style="list-style-type: none"> Beyond referring to educator effectiveness, Wisconsin does not provide definitions in its ESSA plan for effective, ineffective or inexperienced teachers; however, the definitions may exist in its equity plan which is referenced in the plan. Wisconsin does include a tactic to “provide and encourage urban field experiences and training for educators” as part of its educator preparation strategy. Wisconsin could move to excellent by expanding the goals and timetable it has for cultural competence training in juvenile facilities to professional learning for all school staff. Wisconsin is taking steps to address disproportionate access to effective teachers, but has no targets or timeline. Evaluations of the educator effectiveness system currently under development suggest it can be a retention strategy, which can indirectly impact teacher diversity and equitable access. However, it is currently voluntary and partial rather than linked to the statewide system of school improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Wisconsin

<ul style="list-style-type: none"> • Similarly, the focus on school climate, additional resources and enhanced professional learning to address inequitable access to teaching can indirectly improve teacher diversity, although that aim is not made explicit. • To reach excellent, Wisconsin should describe how it will use set aside funds for improving equitable access to effective teachers and leaders and describes how it will use funds to develop, support and retain diverse teachers and leaders. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Wisconsin included a diverse set of stakeholders on its Superintendent's Stakeholder Equity Council, and collected input from the Milwaukee Urban League, the Wisconsin NAACP and the Wisconsin Indian Education Association. • Wisconsin alludes briefly to the creation of school improvement councils in the persistently lowest performing schools. Applying this strategy earlier in the school improvement process during needs assessment and school improvement implementation could harness the power of stakeholder engagement for more schools before low performance becomes persistent. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The WISEdash data reporting system includes discipline related data elements and will feature dashboards and reports that facilitate Positive Behavior Intervention and Supports (PBIS) at the local school district level. • WISEdash will also soon facilitate the use of survey data, such as school climate surveys, for districts to leverage survey data as a component of their internal continuous improvement planning. • Wisconsin could move to excellent by targeting its deployment of data systems, state technical assistance and enhanced funding for change when schools, and districts, show disproportionate, or overuse, of discipline practices or identify climate challenges in their needs assessments. • Wisconsin should also include a measure of discipline in its accountability system 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • Wisconsin has expanded access to four-year old kindergarten across the state by employing community-based approaches that allow school districts to contract with child care providers to coordinate Kindergarten services. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • Wisconsin has a College and Career Readiness (CCR) indicator only in its state system with some measures of access and outcomes but that doesn't figure into their federal system. • The state will not give credit for untested students. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Wisconsin prioritizes out of school time learning as a vetted, research-based learning model. • While the state's plan implies this, Wisconsin can move to excellent by making explicit that expanded learning opportunities and innovations are an allowable use under Title I as well as Title IV. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula Wisconsin appears to have Social and Emotional Learning (SEL) embedded in its</p>	<input type="checkbox"/> Excellent



State: Wisconsin

<p>Elementary to Middle and Middle to High School transitions, as well as, efforts to improve school climate and student engagement and reduce inappropriate discipline.</p> <ul style="list-style-type: none">• Wisconsin is developing curriculum with the Collaborative for Academic, Social and Emotional Learning (CASEL), along with plans to incorporate an indicator into the statewide accountability system, at the governor's request.• Career and Technical Education (CTE) access and instruction is most detailed as it relates to migratory students in accordance with the McKinney Vento Act.	<p><input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Wisconsin uses a dashboard to report performance on each indicator separately and uses a weighted index across all indicators to identify schools for support.• Wisconsin mentions strategy for reporting and data collection, but should clarify which parts of its data system will be publicly accessible versus available only to administrators.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>