

# LEANDRO COURT DECISION

To reiterate, under the definition of a “sound basic education,” the Leandro Court included four

distinct educational achievements. They are:

Sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;

Sufficient fundamental knowledge of geography, history, and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student’s community, state, and nation;

Sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training; and

Sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.

The Elementary and Secondary Education Act of 1965, as  
amended by the Every Student Succeeds Act  
**Consolidated State Plan**



**NORTH CAROLINA**

**Approved by the State Board of Education  
September 7, 2017**

**Submitted to the USED on September 18, 2017**

**Resubmitted to the USED on February 9, 2018**

**Resubmitted to the USED on May 23, 2018**

**Resubmitted to the USED on May 29, 2018**

**Amendment submitted to the USED on February 3, 2020**

**Amendment resubmitted to the USED on May 8, 2020**

**Amendment approved by USED on June 16, 2020**

**Addendum approved by USED on April 28, 2022**

**Amendment including approved addendum changes  
submitted to the USED on March 3, 2023**

**Amendment resubmitted to the USED March 29, 2023**

**U.S. Department of Education  
Issued: March 2017**

OMB Number: 1810-0576  
Expiration Date: September 30, 2017

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

## Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

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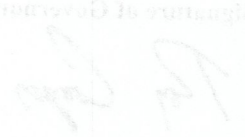
<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.


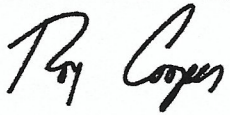
**Assurances**

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

Signature of SEA Representative (Printed Name)	Date
 Signature of SEA Representative	April 18, 2013
 Signature of Governor	June 2, 2013

# Cover Page

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position):</b> LaTricia Townsend  Federal Program Monitoring and Support Director	<b>Telephone:</b> (984) 236-2787
<b>Mailing Address:</b> North Carolina Department of Public Instruction 6307 Mail Service Center Raleigh, NC 27699- 6307	<b>Email Address:</b> latricia.townsend@dpi.nc.gov
<p>By signing this document, I assure that:                      To the best of my knowledge and belief, all information and data included in this plan are true and correct.                      The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.                      Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b> Catherine Truitt	<b>Telephone:</b> (984) 236-2200
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b>  April 18, 2023
<b>Governor (Printed Name)</b> Roy Cooper	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  January 23, 2023
<b>Signature of Governor</b> 	<b>Date:</b>  June 2, 2023



Arthur Griffin <913agriffin@gmail.com>

# NC CONSOLIDATED STATE REPORT

**Curtis Sonneman** <Curtis.Sonneman@dpi.nc.gov>  
To: Arthur Griffin <913agriffin@gmail.com>  
Cc: Iris Irving <Iris.Irving@dpi.nc.gov>

Mon, Apr 29, 2024 at 10:29 AM

Hello Arthur,

Here is the link to the webpage with the most recent state plan.

<https://www.dpi.nc.gov/documents/program-monitoring/esea/nc-essa-state-planamendmentfinal20230329/download?attachment>

Any updates will be made on the following page in the future.

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/every-student-succeeds-act-essa>

## Every Student Succeeds Act (ESSA) | NC DPI

Contact: Dr. LaTricia Townsend Every Student Succeeds Act Approved in December 2015 The Every Student Succeeds Act (ESSA) is the latest

[www.dpi.nc.gov](http://www.dpi.nc.gov)

As for your question regarding submission of reporting performance (following up on an email from Iris Irving). The accountability system (School Performance Grades) uses the Grade Level Proficiency Standard (Level 3 and above) for calculations and reporting. Federal reporting and long-term goals in the ESSA state plan use the Career- and College-Ready Proficiency Standard (Level 4 and above). In our general reporting of test results both standards are provided.

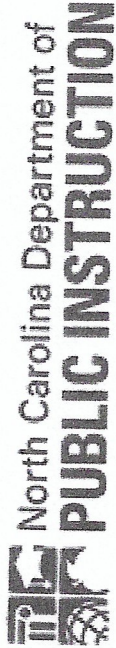
Thank you,  
Curtis

**Curtis Sonneman**  
**Section Chief**

Office of Accountability and Testing  
Division of Standards, Accountability, and Research  
NC Department of Public Instruction

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**From:** Arthur Griffin <913agriffin@gmail.com>  
**Sent:** Wednesday, April 24, 2024 8:09 AM  
**To:** Curtis Sonneman <Curtis.Sonneman@dpi.nc.gov>  
**Subject:** NC CONSOLIDATED STATE REPORT

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EDUCATION

## NC approves lower passing scores for student achievement exams

BY T. KEUNG HUI - [KHUI@NEWSOBSERVER.COM](mailto:KHUI@NEWSOBSERVER.COM)

MARCH 06, 2014 1:26 PM



Only have a minute? Listen instead

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The State Board of Education approved new standards Thursday for state exams that will lower required passing scores, potentially saving thousands of third-graders



## North Carolina End-of-Grade Tests of Reading Grades 3–8 (Edition 5) and Beginning-of-Grade 3 Reading Test

In July 2021, a committee of North Carolina educators participated in a multi-phase standard setting for the North Carolina end-of-grade tests of reading in grades 3–8. The goal of the workshop was to identify cut scores that divide students into four achievement levels for general reading (*Not Proficient* through *Level 5*).

In August 2021, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) reading tests. Effective with the 2020–21 school year, the state will report four levels as follows:

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

### Reading Grades 3–8 Achievement Level Ranges (Cut Scores)

Test	Grade	Not Proficient	Level 3	Level 4	Level 5
General Education Reading	3	$\leq 539$	540–545	546–550	$\geq 551$
	4	$\leq 543$	544–547	548–555	$\geq 556$
	5	$\leq 549$	550–553	554–559	$\geq 560$
	6	$\leq 551$	552–557	558–566	$\geq 567$
	7	$\leq 553$	554–558	559–565	$\geq 566$
	8	$\leq 556$	557–562	563–571	$\geq 572$

## North Carolina End-of-Course Tests of Mathematics NC Math 1 & NC Math 3

On July 8–11, 2019, a committee of 97 North Carolina educators participated in a multi-phase standard setting for the North Carolina tests of general mathematics in grades 3–8, NC Math 1, and NC Math 3; and for the NCEXTEND1 Mathematics tests in grades 3–8 and NC Math 1. The goal of the workshop was to identify cut scores that divide students into four achievement levels for general mathematics (*Not Proficient* through *Level 5*) and three achievement levels for NCEXTEND1 (*Not Proficient* through *Level 4*).

In August 2019, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) mathematics tests and their alternate assessments. Effective with the 2018-19 school year, the State will report four levels as follows:

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

### NC Math 1 & NC Math 3 Achievement Level Ranges (Cut Scores)

Test	Grade	Not Proficient	Level 3	Level 4	Level 5
General Education Mathematics	NC Math 1	≤ 547	548-554	555-562	≥ 563
	NC Math 3	≤ 549	550-555	556-562	≥ 563

## North Carolina End-of-Course Biology Test

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of student achievement reporting, in August 2019, the State Board of Education (SBE) adopted new college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) science tests and their alternate assessments. Effective with the 2019-20 school year, the State will report four levels on the Biology EOC as follows:

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

\*Detailed achievement level descriptors are available on the following pages.

### Biology Achievement Level Ranges (Cut Scores)

Test	Not Proficient	Level 3	Level 4	Level 5
Biology	≤ 249	250-251	252-260	≥ 261

## North Carolina Test of English II

In August 2020, a committee of North Carolina educators participated in a multi-phase standard setting for the North Carolina test of English II. The goal of the workshop was to identify cut scores that divide students into four achievement levels for English II (*Not Proficient* through *Level 5*). Effective with the 2019-20 school year, the State will report four levels as follows:

In September 2020, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Course (EOC) English II.

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

### English II Achievement Level Ranges (Cut Scores)

Subject	Not Proficient	Level 3	Level 4	Level 5
English II (Starting with 2019-20 school year)	≤548	549–554	555–564	≥565

### Achievement Level Descriptors – English II

#### Not Proficient:

Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.

#### Reading: Literature

- Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly, as well as inferences drawn from the text.