



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 16, 2020

The Honorable Mark Johnson
Superintendent of Public Instruction
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

Dear Superintendent Johnson:

I am writing in response to North Carolina's request to the U.S. Department of Education (the Department) on February 3, 2020 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving North Carolina's amended State plan. A summary of North Carolina's amendment is enclosed. This letter, as well as North Carolina's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend North Carolina's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to North Carolina's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is North Carolina's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the North Carolina Department of Public Instruction has put into its consolidated State plan under the ESEA. If you need any assistance regarding the

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosure

cc: Dr. Tammy L. Howard, Director of Accountability Services
Susan Brigman, Interim Assistant Director, Federal Program Monitoring and Support Division
Dr. LaTricia Townsend, Director, Federal Program Monitoring and Support Division

Amendment to the North Carolina Consolidated State Plan

The following is a summary of North Carolina’s amendment request. Please refer to the U.S. Department of Education’s (the Department) website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/esea-states-plan-north-carolina/> for North Carolina’s complete consolidated State plan.

SQSS Indicator:

The North Carolina Department of Public Instruction (NCDPI) revised its School Quality or Student Success (SQSS) indicators to combine the ACT and ACT WorkKeys indicators into one single indicator. Previously, the State separately included results on the ACT and WorkKeys. NCDPI changed the weight of the two indicators, from one point each to one point total for the new combined indicator (i.e., the school receives 1 point for each percentage of students that meet either the ACT readiness score or who score at the Silver level or higher on the ACT WorkKeys).

CSI-Not Exited:

NCDPI revised its timeline for identifying for comprehensive support and improvement a school that was identified for additional targeted support and improvement (ATSI) and that did not exit such status. ATSI schools now become CSI schools if they do not meet the State’s exit criteria after six years (compared to three years previously).

TSI-Additional Targeted:

NCDPI clarified that it will identify for ATSI any school with a subgroup with a score on the statewide system of annual meaningful differentiation “at or below” the score of the highest-scoring comprehensive support and improvement school.

CSI Exit Criteria:

NCDPI revised the school year that schools identified for CSI based on previously being identified for ATSI and not meeting the exit criteria for those schools would be first identified and eligible to exit. The revisions align with the change to its State-determined timeline for ATSI schools to meet its exit criteria. Such schools would first be identified in the 2024-2025 school year and would first be eligible for exit following the 2027-2028 school year.

ATSI Exit Criteria:

NCDPI revised exit criteria for a school identified for ATSI. The State added an additional criterion that a school would be able to exit status if it no longer has a subgroup that meets the identification requirements for low-performing schools identified for comprehensive support and improvement and if the subgroup(s) that led to identification demonstrate improved performance on the Academic Achievement indicator compared to the time of identification.

Other Continued Support – More Rigorous State-determined Action:

NCDPI described modifications to several of its more rigorous State-determined actions, including Innovative School Districts, Innovative School Operators, and Innovation Zones. For example, NCDPI added a multi-tiered process for selection of Innovative Schools, which received individualized additional rigorous support.

Other Continued Support – Technical Assistance:

NCDPI described its new Systems of Support, which transitioned from a State support structure to a regional support structure. NCDPI also changed its levels of support in the Technical Assistance section to better coordinate and differentiate identified supports to local school districts.

Other Continued Support – Additional Optional Action:

NCDPI confirmed that the district-level version of its school improvement planning tool is complete and that it updated its district-level indicators. NCDPI also modified which local educational agencies (LEAs) are required to use this tool from LEAs with “a significant number of [CSI] schools” to LEAs with over 50 percent CSI schools.

Title II, Part A Use of Funds:

Based on the findings of a State Board study completed in 2018, NCDPI has revised its support structure for statewide professional learning, switching from a topic-focused to a region-focused structure. The goal of the restructuring, which coordinates supports for districts across a variety of subject areas including individualized professional development for educators, further the goal of improving student achievement by improving instruction.

ELP Goals, ELP Indicator, Title III Part A, Exit Procedures:

NCDPI revised its definition of proficient on the statewide English language proficiency assessment, the WIDA ACCESS. Previously, to be “proficient” a student had to achieve a composite score of 4.8 as well as minimum domain scores in reading and writing. NCDPI has eliminated the requirement for minimum domain scores.

McKinney-Vento Homeless Education Program: Student Identification:

NCDPI updated its list of stakeholders that it will collaborate with to support the identification of homeless children and youths in the State.