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
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] 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

[1] 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)

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Alex Charles Senior Director, Office of Federal Programs	**Telephone:** (984) 236-2787
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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.	
Authorized SEA Representative (Printed Name) Maurice 'Mo' Green	Telephone: (984) 236-2200
Signature of Authorized SEA Representative	Date:
Governor (Printed Name) Josh Stein	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Foreword

Since the passage of the Every Student Succeeds Act (ESSA), the North Carolina Department of Public Instruction (NCDPI) has engaged numerous stakeholders in the development of a state plan to fully implement the requirements under the law beginning with the 2017-18 school year. Two major changes have taken place since the NCDPI posted the second version of the Draft State Plan for the ESSA on December 22, 2016. First, on March 9, 2017, Congress approved a joint resolution repealing the US Department of Education's (USED's) regulations related to state plans and accountability systems under the ESSA and President Donald Trump approved it on March 27. Second, on March 13, 2017, U.S. Secretary of Education, Betsy DeVos, sent a letter to the chief state school officers that included a link to a new template for the state plans. The third version of the draft plan, posted on May 1, 2017, served as the rough draft of the state's application for funds authorized under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized under the ESSA in accordance with the requirements of the new template. The fourth version of the draft plan was posted on June 26, 2017, to begin the official 30-day public comment period. The fifth version was submitted to the Governor's Office for his 30-day review on July 28, 2017, and presented for discussion at the August 2, 2017, meeting of the SBE. The final draft plan was presented to the SBE on September 6, 2017 for a review of changes and discussion and then approved with minor edits on September 7, 2017. As in the past, North Carolina is committed to continually reviewing the needs of its local education agencies (LEAs), schools and charter schools and establishing a common approach to meeting those needs.

General Draft Timeline

On December 1, 2016, the North Carolina State Board of Education (SBE) voted unanimously to submit the Consolidated State Plan by the September 18, 2017, submission date. Therefore, the timeline below reflects the extended timeline for development of the plan.

January–June 2017	• Conduct additional simulations of accountability model and finalize certain decisions • Continue receiving feedback and input on draft plan • Post new versions of draft plan when available. New template issued by the USED in March. New draft plan posted May 1 using new template. • Present to General Assembly Education Committee(s) and meet with legislators and staff • Monthly updates to the SBE
Mid-to-Late June	• Post draft plan for 30-day public comment period
Mid-to-Late July	• Review public comments and make appropriate changes to plan • Submit draft plan to Governor's office for 30-day review period
July and August SBE Meetings	• Discuss draft state plan with SBE • Incorporate details in plan that result from actions of the NC General Assembly
September 7, 2017 SBE Meeting	• SBE approves the NC ESSA Plan
September 18, 2017	• Submit state plan to the U.S. Department of Education

Table of Contents

North Carolina Theory of

THEORY OF ACTION

North Carolina commits to continue to transform its education system to allow every student to follow the path to success that they decide best fits them.

North Carolina promotes new strategies that translate into emerging initiatives. Once shown to improve outcomes for students, such promising practices will be scaled and replicated into proven programs across the state. By continuously innovating and improving at each step, North Carolina will create adaptive environments for personalized, digital-age learning. Schools will support individualized professional development of educators and empower these professionals to adopt their own innovative ideas and strategies for instruction. In our classrooms, personalized, digital-age learning will allow students to determine the pace at which they learn and will inspire students to take ownership of their preparation for their own path to success through an immediate career, post-secondary education, or both.

GUIDING PRINCIPLE

North Carolina's guiding principle is to continue to transform from industrial age practices of providing all students and educators with the same inputs and opportunities to digital-age practices in which all students and educators have access to unique learning experiences based upon their individual needs and aspirations.

ROLE OF ESSA IN OUR THEORY OF ACTION

North Carolina (NC) supports individualized instruction and learning for both students and educators and continues to explore and promote emerging initiatives for personalized learning. The Every Student Succeeds Act (ESSA) provides the state with this opportunity via the commitment in the plan to continuous innovation for students and educators.

DEFINITIONS

Every Student Ready to Follow Their Own Path to Success

Every student will decide their own path toward becoming productive citizens prepared to pursue higher education (through certification, two or four-year degrees), military service, or to immediately embark on a career after high school. Students will take a driving role in designing their learning experiences and tracking their progress to clearly defined goals.

Adaptive Environment

The environment that North Carolina creates to empower educators and inspire students is adaptive. The goal of differentiating learning for both educators and students is accomplished through flexible practices, authentic assessments, and responsive thinking. Educators and students are regularly given the opportunity to develop their skills in adaptive approaches, theories, methods, and practices as the environment should adapt to the needs and aspirations of educators and students.

Personalized Learning

Personalized learning rests on four pillars:

- A student having a "learner profile" that documents and stimulates self-reflection on his or her strengths, weaknesses, preferences, and goals;
- A student pursuing an individualized learning path that encourages him or her to set and manage personal academic goals;
- A student following a "competency-based progression" that focuses on the ability to demonstrate mastery of a topic, rather than seat time; and,
- A students' learning environment being flexible and structured in ways that support individual goals.

Personalized learning is not about students having "personal education plans." In North Carolina, the vision for personalized learning is to create a statewide educational system that supports the four pillars of personalized learning. This vision includes the use of digital resources that provide the ability to transfer information freely and quickly. Learning management systems, student information systems, and other digital applications are used to distribute assignments, manage schedules and communications, and track student progress using real-time assessment strategies to inform classroom instruction, as opposed to using extensive, overbearing summative assessments as the main tools to inform instruction.

Empowered Educators

North Carolina defines educators broadly as all persons who engage in the learning process. Educators actively coordinate their professional learning and tailor their training to their unique career aspirations. North Carolina educators build their skillsets so that they can lead others and make an impact that goes beyond the classroom.

Inspired Students

Through personalized learning, North Carolina students will be motivated to own their education, take charge of their learning and be able to describe their own goals and aspirations. They will be flexible and adaptable as they continue to monitor their progress to reach goals.

Emerging Initiatives

North Carolina is researching and piloting the following sample initiatives. They are part of the state's efforts for continuous innovation.

- **B-3 Interagency Council**—Early experiences shape brain development, and early learning provides a foundation for later learning. To make the most of the unique opportunity early education offers to improve future lives will require a transformation of early learning. In response, the 2017 North Carolina General Assembly established the B-3 Interagency Council charged with establishing a vision and accountability for a birth through grade three system of early education that addresses: standards and assessment; data-driven improvement; teacher and administrator preparation and effectiveness; instruction and environment; transitions and continuity; family engagement and; governance and funding.
- **NC Reads**—The NC Reads initiative targets reading support to preschoolers and elementary students across the state. The NC Reads initiative has three goals: 1) ensure that preschool and elementary students have books to read at home; 2) engage schools and community service organizations in collecting books or funding for books to donate to elementary and preschool children; and 3) provide an online resource to connect volunteers and donors easily to local book drives.
- **Whole Child NC**—Acknowledging that students attend schools with numerous factors that affect their success, the NC SBE established an interagency advisory committee known as Whole Child NC. Whole Child NC uses the Whole School, Whole Community, Whole Child model as a framework for reviewing challenges and addressing issues of school age children such as poverty, safety, health and other non-academic barriers to a well-rounded education where students are healthy, safe, supported, challenged, and engaged.
- **Digital-Age Learning**—Given that students are adapting to an ever-changing world, it is imperative that our teachers embrace the change trajectory as well. In 2016, the NC SBE and the NC General Assembly endorsed a set of digital learning competencies for teachers and administrators. These standards for teachers and administrators will serve to identify the needed skills to provide high quality, integrated digital teaching and learning.
- **Global Ready Initiatives**—The NC SBE has also focused on developing infrastructure supports to prepare students to work in a global economy through Global-Ready initiatives. The SBE has adopted implementation rubrics and approved state-level recognition for schools and school districts

that have implemented global education practices that lead to student achievement, development of

cultural sensitivities, capability to collaborate in a diverse international setting, both locally and globally, to solve problems, think critically and communicate with people from many different cultures.

- **Innovative School District**— The North Carolina General Assembly (NCGA) enacted legislation in 2016 to establish a new non-geographic school district—the Achievement School District. In 2017, the NCGA provided additional guidance for the district and changed its designation to the North Carolina Innovative School District (ISD). The ISD operates within the North Carolina Department of Public Instruction (NCDPI) as a separate North Carolina school district. The ISD is managed by a superintendent who works directly with the State Superintendent and the State Board of Education. The intent of the ISD is to improve low-performing Title I schools across the state with a school performance score in the lowest five percent (5%). The ISD focuses on creating innovative conditions in local communities and schools, where accountable, data-driven partnerships can come together with a single vision for equity and opportunity for all students. For more information in the ISD, refer to Section A,4, viii, c.
- **Lab Schools**—The NCGA in 2016 directed the University of North Carolina General Administration to select eight institutes of higher education to establish lab schools throughout the state with a focus on underperforming school districts. Five (5) lab schools are currently open in the 2019-2020 school year.

Promising Practices

The following are a few examples of practices already implemented statewide. North Carolina has multiple years of data on these practices:

- **EL Support Team**—English learners are students who need specialized support in accessing content standards while learning English. The NCDPI sponsors the EL Support Team to train educators to personalize instruction for students learning new content in a second/non-native language. The Support Team offers training and coaching opportunities across the state utilizing effective theory- based concepts and best practices. The team can provide support for academic language development, second-language acquisition, literacy, authentic formative and summative assessments, technology integration, and data-driven decision making for English learners.
- **NC Read to Achieve**—North Carolina has invested funds to support all students' progress in third grade reading. Created by statute, NC's Read to Achieve is a program that targets interventions for students struggling in reading beginning in kindergarten. Multiple opportunities for added supports are in place for third-grade students who are not reading at grade level by the end of the year. Students receive focused instruction, including summer reading camp and other interventions, to make sure that they are ready to read and understand content in the fourth grade and beyond.
- **NCStar**—The NCStar system assists schools in their move to create a culture of continuous improvement. NCStar is a web-based tool utilized by schools to help manage their school improvement processes and track progress. NCStar contains over 100 research-based effective practices (indicators) and allows schools flexibility to personalize their school improvement plans to meet their distinct needs. The NCDPI has also released a version of the tool that may be used by LEAs to manage their district plans.
- **Multi-Tiered System of Support Framework**—MTSS is a multi-tiered framework that promotes engaging research-based academic, behavior and social emotional practices designed

to

maximize growth for all students. This framework supports the use of data to promote high quality instruction/intervention. Responsiveness to Instruction (RtI) and Positive Behavior Intervention and Support (PBIS) are long standing NCDPI multi-tiered systems of support. The NCDPI MTSS framework is the integration of critical features of both frameworks to create an integrated system of support for all students.

- **Data Systems**—Data to make informed decisions regarding student performance and program effectiveness are needed to continue to improve North Carolina's education initiatives. The P-20 longitudinal data system (NC SchoolWorks) will greatly enhance North Carolina's ability to track student performance across years and sectors, help evaluate institutions and program performance, and analyze data in more detail to validate or improve performance.

Proven Programs

The following are sample programs that are in the full implementation stage with many years of data and evidence that these programs improve teaching and learning.

- **NC Pre-K**—Administratively housed in the Department of Health and Human Services and operating in collaboration with the NCDPI through the state's infrastructure of local education agencies and network of private child care providers, pre-kindergarten is an effective strategy improving school success for the state's most vulnerable four-year-old population. Multiple longitudinal studies have validated the significant positive impact of pre-kindergarten on student achievement at third grade and beyond and a narrowing of the achievement gap.
- **Smart Start**—A public/private partnership funding independent, private organizations that work in all 100 North Carolina counties through The North Carolina Partnership for Children, Inc., and 75 local partnerships. Governing boards, co-chaired by local partnership executive directors and local school superintendents, determine the best approach to achieving outcomes related to 1) increasing the quality of early care and education; 2) supporting families; 3) advancing child health; and 4) expanding early literacy.
- **Career and College Promise**—Career and College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at NC community colleges and universities while still in high school. Students choose pathways focusing on college transfer or career technical education and/or enroll in Cooperative Innovative High School (CIHS) as they work toward their post- secondary plans and career development. Students who successfully complete college courses earn technical certificates/diplomas, associate's degrees, or transferrable college credit while in high school. NC continues to be a leader in this area with an ever-growing CCP program, including one of largest networks of CIHS/Early Colleges in the country.
- **Home Base**—Home Base is a secure and comprehensive suite of digital learning tools and resources. Home Base consists of a student information management system, educator evaluations, and professional development resources for teachers as well as access to online learning resources aligned with the North Carolina Standard Course of Study.
- **North Carolina Virtual Public School**—NCVPS has been in operation for ten years. NCVPS offers high-quality online courses taught by certified North Carolina teachers for students in grades 6–12 from across the state regardless of their zip codes. NCVPS offers over 150 courses including any course a student would need to meet North Carolina graduation requirements.

- **Positive Behavior Intervention and Support**—PBIS incorporates social and emotional learning with strategies that promote healthy and positive school climates. PBIS implementation provides high quality eLearning environments for all students.
- **North Carolina Educator Effectiveness System**—The NCEES includes the professional standards and evaluation processes associated with every educator in NC. Data for the NCEES are captured annually in an online tool, and the information is included in the Educator Effectiveness data reported at the state level. The NCDPI also provides technical support and professional learning opportunities to supplement the tool.
- **Statewide System of Support**—One key component of the Statewide System of Support is Intensive Support with Modeling for the state's lowest performing schools and districts. Through a blended model of coaching and professional development aligned to the NCStar indicators for school improvement, schools receive on-site and virtual support.

SUMMARY

Through the implementation of this Theory of Action, North Carolina will prepare every student ready to follow their own path to success. North Carolina's plan, along with its accountability model in response to the Every Student Succeeds Act, describes the long-term goals and interim progress measures that will be used to monitor how successful the state is in accomplishing its goals. The emerging initiatives, promising practices, and proven programs within the ESSA plan will continue to provide North Carolina students with adaptive environments for personalized learning.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      - ☒ Yes
      - ☐ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

      - ☒ Yes
      - ☐ No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

The North Carolina Standard Course of Study (SCoS) for Mathematics prepares all students for success in subsequent mathematics courses by focusing instruction on rigorous content standards that emphasize mathematical concepts and practices from kindergarten through grade 8. Recognizing the importance of the need for the development of a mathematical understanding that will support students in advanced mathematics courses in middle school, the North Carolina end-of-grade mathematics assessments assess all students on college and career readiness-aligned content standards. The NCDPI shares, by way of the Individual Student Report, whether a student is progressing as needed to be on track for college and career. In addition to these annual assessments, teachers have access to the Educator Value Added Assessment System (EVAAS) that provides not only growth outcomes for groups of students (class-level and school-level) but also gives student-level projections for each school year so that teachers may specifically address the needs of individual students. With this information, teachers identify areas that need additional instruction, so all students have the opportunity to participate in advanced mathematics courses in middle school. For more information regarding the SCoS, please see Supplemental Attachment 4.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4))*:
    i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

    North Carolina defines languages other than English that are present to a significant extent as any language other than English that accounts for two percent or more of the overall tested student population (grades 3-8 and 10). Spanish meets this definition; however, North Carolina state statute requires all instruction, other than dual language immersion programs, to be in English.

    In developing the definition for languages other than English that are present to a significant extent in the student population, the NCDPI reviewed state-level percentages of students whose primary language is not English. This review included data on the primary language of all students and of students identified as English learners (ELs). As noted in the table below, 12.7 percent of all students in grades K-12 speak Spanish as their primary language, and 81.2 percent of ELs in grades K-12 identify Spanish as their primary language. However, of the total tested population, English Learners with Spanish as the primary language is 2.3 percent.

    Spanish meets the definition of two percent (2%) per the data compiled from PowerSchool (NC's student information system) as reported on the Home Language Survey (January 2017). The October 1, 2016 Headcount Report to the General Assembly indicated that 95,905 students, approximately six percent

(6%) of the total public school student population, are identified as having limited proficiency in English.

Population	Spanish	Arabic	Vietnamese	Chinese	Hmong
Percent of Total Population	12.7%	0.38%	0.25%	0.23%	0.17%
Percent EL of Total Tested Population	2.3%	0.09%	0.03%	0.03%	0.02%
Percent of EL Tested Population	81.20%	3.16%	1.05%	0.98%	0.73%

In addition to these statewide percentages, the NCDPI also reviewed district-level data to identify areas with a high number of ELs who speak Spanish. Three districts, Montgomery County Schools, Sampson County Schools, and Duplin County Schools have more than 31 percent of students who, when completing the Home Language Survey, identify a language other than English as the primary language. Seven districts reported 21-30 percent of its students citing a language other than English, and the remaining 105 districts ranged from 0 to 20 percent, with the majority less than 10 percent.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

There are no existing assessments in languages other than English administered in North Carolina; however, accommodations are available for English learners meeting the criteria for the use of accommodations. Accommodations are available for English learners on state assessments if the student scores below a
5.0 on the reading domain of the W-APT or ACCESS test. Accommodations include, but are not limited to, a word-to-word glossary, extended time, separate setting, and read aloud (for the mathematics and science assessments only).

In addition to accommodations, the NCDPI actively provides professional development via the EL Support Team to build capacity among teachers of ELs to understand second language acquisition and for making content comprehensible to the students.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Although Spanish meets the definition in 3(i), North Carolina state statute

requires all instruction except for dual-language immersion programs, to be in English. Thus, the assessments are in English.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

North Carolina General Statute § 115C-81(c) requires instruction in the public schools to be conducted in English, unless the nature of the course would dictate otherwise. As North Carolina provides all instruction in English, valid and reliable measures cannot be gained from assessments in other languages; therefore, North Carolina does not administer summative assessments in languages other than English.

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Even though state law precludes North Carolina from developing a foreign translated assessment, the NCDPI met with a variety of stakeholders and gathered input regarding the need for assessments in languages other than English. The English Learner Advisory Council (ELAC), comprised of EL Coordinators, teachers, parents, and professionals from North Carolina universities, met on multiple occasions to provide feedback on this matter. Discussions included consideration of languages other than English that are spoken by distinct populations of ELs, including ELs who are migratory, ELs who were not born in the United States, and English learners who are American Indian/Alaskan Native. In addition, various meetings and webinars were held across the state to discuss this and other portions of the ESSA plan. The consensus from these stakeholders was to continue focusing efforts on ensuring support for ELs rather than implementing a translated assessment which would also include changing the state law.

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The development of such assessments is not applicable in North Carolina. The NCDPI has been able to meet the vast majority of EL student needs through the above means, and will continue to consult stakeholders, like the ELAC and Teachers of English to Speakers of

Other Languages (TESOL), to determine if additional supports are needed.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

i. Subgroups *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

In addition to reporting performance data for all students in North Carolina, data are also disaggregated to report the performance of the following racial and ethnic subgroups: Asian, American Indian, Black, Hispanic, Two or More Races, and White.

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

As part of the NC School Report Card and other state reports, North Carolina reports performance for Academically and/or Intellectually Gifted (AIG) students as a subgroup. This subgroup will not be part of the statewide accountability system, long-term goals or CSI/TSI identification.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines

are necessary to be included to carry out the requirements of any

provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

North Carolina will continue to require a minimum N-size of 30 students for any provision under Title I, Part A of the ESSA that requires disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and identification of schools. For accountability purposes, the minimum N of 30 students applies to all students and for each subgroup of students in the state, including economically disadvantaged students, students from each major ethnic and racial group, students with disabilities, and English learners.

b. Describe how the minimum number of students is statistically sound.

In an analysis of the impact of the minimum number of students required for inclusion in the accountability model or required for reporting a subgroup for long-term goals, the NCDPI found that requiring at least 30 students had a positive impact on the number of included schools and the number of included students. The following two charts (grades 3-8 and grade 10) provide the number of schools included in the accountability model for each subgroup if the minimum N is 10, 15, 20, 25, 30, 35, or 40 students. Though more schools' subgroups would be included with a lower minimum N, the smaller N- size would have an impact on the reliability of the data. Small N-sizes are more susceptible to the volatility of the data distribution.

As stated in the "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information," written by the Institute for Educational Statistics (IES) in January of 2017, a lower N-size may enable more complete data to be reported, but may also affect the reliability and statistical validity of the data.

However, the evidence for the completeness of data using an N-size of 30 in North Carolina confirms that for most subgroups the schools included contain the majority of the targeted student population (see charts below). For example, an N-size of 30 for the Hispanic subgroup in grades 3-8 will include 59 percent of the schools and these schools have 90 percent of North Carolina's Hispanic student population. With an N-size of 30, in grades 3-8 the only subgroup that would not include at least 50 percent of the targeted student population is the Two or

More Races subgroup. Likewise, in schools with a grade 10, the subgroups that would not include at least 50 percent of the targeted student population are the Asian, Two or More Races, and English Learners subgroups.

The NCDPI is also cognizant of the requirement to report a School Performance Grade for each subgroup (North Carolina General Assembly Session Law 2017-57). This further necessitates a minimum N-size that assures the data reported are valid at the subgroup-level.

Elementary/Middle School (Grades 3-8)

	Number (#) and Percent (%) of Schools with 3rd–8th Grade Students at Defined N-													
	Schools with 1 or More Students	10		15		20		25		30		35		40	
Subgroup		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2,054	2,042	99	2,031	99	2,027	99	2,010	98	2,000	97	1,994	97	1,985	97
American Indian	1,082	108	10	75	7	61	6	54	5	49	5	46	4	45	4
Asian	1,548	509	33	350	23	264	17	212	14	178	12	145	9	116	8
Black	1,976	1,684	85	1,589	80	1,501	76	1,411	71	1,331	67	1,272	64	1,207	61
Hispanic	2,024	1,724	85	1,579	78	1,423	70	1,296	64	1,189	59	1,076	53	976	48
Two or More Races	1,979	1,088	55	717	36	466	24	316	16	226	11	157	8	107	5
White	2,034	1,873	92	1,814	89	1,761	87	1,717	84	1,680	83	1,644	81	1,609	79
Economically Disadvantaged Students	2,035	2,008	99	1,989	98	1,970	97	1,944	96	1,924	95	1,898	93	1,866	92
English Learners	1,896	1,120	59	871	46	701	37	558	29	455	24	390	21	323	17
Students with Disabilities	2,046	1,964	96	1,864	91	1,717	84	1,531	75	1,344	66	1,131	55	930	46

Percent of 3rd–8th Grade Student Population Included in Accountability at Defined N-Size by Subgroup (Rounded to Whole Number)								
Subgroup	Total Number of Students Included Each Subgroup	10	15	20	25	30	35	40
All Students	700,315	100	100	100	100	100	100	100
American Indian	8,699	74	69	67	65	63	62	62
Asian	21,675	83	75	68	63	59	54	49
Black	176,680	99	99	98	97	95	94	93
Hispanic	118,519	99	97	95	93	90	87	84
Two or More Races	28,278	84	69	54	42	34	26	19
White	345,593	100	100	99	99	99	98	98
Economically Disadvantaged Students	350,007	100	100	100	100	99	99	99
English Learners	41,486	93	86	79	71	64	59	53
Students with Disabilities	93,423	100	98	96	91	86	78	70

High School (Grade 10)

	Number (#) and Percent (%) of Schools with 10th Grade Students at Defined N-													
	Schools with 1 or More Students	10		15		20		25		30		35		40	
Subgroup		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	625	588	94	571	91	555	89	543	87	529	85	506	81	491	79
American	264	17	6	14	5	11	4	10	4	9	3	8	3	8	3
Indian Asian	377	95	25	58	15	42	11	25	7	18	5	16	4	13	3
Black	577	418	72	364	63	325	56	300	52	274	48	250	43	235	41
Hispanic	581	359	62	298	51	259	45	227	39	199	34	165	28	143	25
Two or More	516	174	34	79	15	42	8	13	3	2	<1	1	<1	1	<1
Races White	608	513	84	478	79	453	75	429	71	405	67	378	62	365	60
Economically Disadvantaged Students	617	532	86	486	79	443	72	422	68	397	64	383	62	372	60
English Learners	404	129	32	73	18	46	11	38	9	24	6	17	4	10	3
Students with Disabilities	571	377	66	325	57	293	51	240	42	177	31	132	23	102	18

Percent of 10th Grade Student Population Included in Accountability at Defined N-Size by Subgroup (Rounded to Whole Number)								
Subgroup	Total Number of Students Included Each Subgroup	10	15	20	25	30	35	40
All Students	115,924	100	100	99	99	99	98	98
American Indian	1,606	69	66	63	62	60	58	58
Asian	3,350	74	61	53	42	36	34	31
Black	30,564	98	96	93	92	89	87	85
Hispanic	16,156	95	90	86	82	77	70	65
Two or More Races	4,053	68	40	25	9	2	1	1
White	60,064	99	99	98	97	96	95	94
Economically Disadvantaged Students	50,952	99	98	97	96	94	93	93
English Learners	3,736	75	58	45	41	31	25	18
Students with Disabilities	12,845	94	89	85	76	63	52	43

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

When determining the minimum N-size, the NCDPI engaged with teachers, principals, other school leaders, parents, and other stakeholders. Input was gathered at the Committee of Practitioners meetings, North Carolina Technical Advisors Committee meetings, Testing and Growth Advisory meetings (district superintendents and testing/accountability directors), Regional Education Service Alliances meetings (teachers, principals, and superintendents), Superintendents' Quarterly meetings, and testing and accountability webinars. Much of the feedback affirmed the continued use of 30 as the minimum N-size. There were suggestions at some meetings to increase the N-size to 40, as that was the N-size under the No Child Left Behind accountability system. In addition, several advocacy groups in the state did submit written requests for North Carolina to use a lower N-size. However, when asked to consider that the data will be used to meaningfully differentiate schools and thus must be technically sound, most stakeholders were supportive of 30 as the minimum N-size.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

For the past five years, North Carolina has used a minimum N-size of 30 for accountability purposes. The NCDPI Division of Accountability Services with the Data Management Group (DMG), an internal cross-division group that reviews all data rules and policies, determine N-sizes that will allow for meaningful reporting that does not compromise Personally Identifiable Information (PII).

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

To ensure PII is not disclosed for any students, North Carolina will use a minimum N-size of 10 for reporting data. Using this N-size, it is significantly less likely that an individual student's PII may be disclosed. Also, the NCDPI does not report values greater than 95

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

percent or less than 5 percent. For example, if 98 percent of a school's Grade 7 students score at Level 4 and above on the state assessment, the results are reported as >95 percent.

The NCDPI's DMG is responsible for developing policies regarding the use of data and ensuring the protections of PII. Currently, the DMG has policies regarding the minimum numbers of students for reporting purposes as well as suppression of values that may yield PII aligned to the information noted above.

Thus, reporting of measures with this minimum N of 10 students has protected PII and continues to provide transparency of data for public reporting. Although the NCDPI acknowledges that a minimum N of 10 students does introduce volatility and susceptibility to population swings, it offers data for the public to be informed on the percent of students who meet the proficiency standards on assessments, graduation rates and other measures. For additional information regarding best practices for protecting PII established by the NCDPI, go to: Data Management Group.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

North Carolina set 10-year goals for improved academic achievement based on the annual assessments of reading/language arts and mathematics for all students and each subgroup of students as noted in section A.4.i.(a) and A.4.i.(b). As specified in the 2022 addendum, the timeline for long-term goals and measurements of interim progress for reading/language arts and mathematics assessments has been revised. These revisions shift the timeline forward by two years with the long- term goal as 12 years, not 10 years.

These goals reflect the percent of students achieving College and Career Readiness (Academic Achievement Levels 4 and 5) on the annual end-of-grade and end-of-course assessments which are
based on North Carolina's rigorous academic achievement standards. Attainable yet ambitious goals were set which require all students and each subgroup of students to meet interim measures of progress that, if achieved, would subsequently result in the state meeting its 12-year

goals and a reduction of the achievement gap between performing and

low performing subgroups.

To set these goals and the interim progress targets, North Carolina increased the average current yearly rate of improvement for the All Students group depending on the assessment and an analysis of prior student performance. The results yielded at least a 20-percentage point improvement goal for the All Students group in twelve (12) years, increasing the percent of all students in the state demonstrating proficiency to the following levels:

Grade Span/Assessment	Baseline Performance (2016) (All Students)	12-Year Goal (2027) (All Students)	12-Year Improvement
Grades 3-8 Reading	45.8	65.8	20.0
Grades 3-8 Math	47.0	74.1	27.1
High School Reading	51.0	71.3	20.3
High School Math	43.5	73.3	29.8

To attain the improvement for all students, the long-term goals require each subgroup to increase performance with higher expectations of improvement for lower performing subgroups. The NCDPI used the Student Growth Simulator developed by Chiefs for Change, Johns Hopkins School of Education, and Tembo to calculate the long-term goals and yearly measures of interim progress. After using this tool, any subgroup goal that yielded a negative yearly progress target compared to the three- year average increase (2013- 14 to 2015-16) was changed to reflect the three-year average with a
0.1 percent multiplier. For example, the Asian subgroup's prior performance exceeded the proposed goals for two of the four long-term goals, thus the Asian subgroup was amended to require improvement. Results of the prior year analyses are noted in the tables found in Supplemental Attachment 7.

See Appendix A for the long-term goals and measures of interim progress for the All Students group and each of the other subgroups of students.

To ensure that the state meets its long-term goals, as well as the measures of interim progress, each student subgroup will be expected to make improved gains in proficiency that result in achievement gap closure. To achieve this, the NCDPI will set a performance baseline for each school and each school's subgroups. School-level targets will be set that align to the same percentage points of improvement for the state, for each school, and for each subgroup within the school. This

includes schools that are currently performing above the state rate. Using this methodology allows North Carolina to ensure that all

schools are making improvements in academic achievement and that the state can attain its goals. Schools will meet the long-term goals or measures of interim progress if expected gains are achieved (defined in each subject and subgroup) or after meeting a 95 percent or greater proficiency rate with annual improvement of at least 0.5 percentage points each year. See Appendix A for different rates for the All Students groups and other subgroups.

Using this type of methodology incentivizes all schools to increase performance and allows schools to attain goals and continue to show measured improvement.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

   See tables provided in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

   These ambitious long-term goals and measures of interim progress are designed to make significant progress in closing the gaps between subgroups of students, particularly the gap closures between economically disadvantaged and non-economically disadvantaged student groups. The current gap between these two subgroups is approximately 30 percentage points. The long-term goals reduce this gap by approximately 10 percentage points, which results in an approximately 33 percent reduction in twelve (12) years. Using this reduction, the gaps between racial/ethnic groups will also close as noted below:

Grade Span/Assessment	American Indian/White Gap Closure	Black/White Gap Closure	Hispanic/White Gap Closure
Grades 3-8 Reading	-8.6	-9.4	-8.3
Grades 3-8 Math	-8.9	-10.3	-6.7
High School Reading	-9.3	-9.8	-8.0
High School Math	-7.8	-9.2	-6.6

These measures will also close gaps between English Learners and non-English Learners groups and Students with Disabilities and non-Students with Disabilities groups by the end of the twelve (12) years as follows:

Grade Span/Assessment	Current Gap English Learner	2029 Gap English Learner	Gap Closure	Current Gap Students with Disabilities	2029 Gap Students with Disabilities	Gap Closure
Grades 3-8 Reading	36.7	24.4	-12.3	37.2	24.4	-12.8
Grades 3-8 Math	27.1	18.2	-8.9	37.9	25.5	-12.4
High School Reading	48.7	33.3	-15.4	42.7	29.2	-13.5
High School Math	39.6	28.0	-11.6	37.0	26.2	-10.8

North Carolina will re-evaluate the English learner subgroup measures after the 2017–18 school year when the data yields results that will include the four-year exited EL students into the calculations.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi- year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

As specified in the 2022 addendum, the timeline for long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate has been revised. These revisions shift the timeline forward by two years with the long-term goal as 12 years, not 10 years.

North Carolina set a 12-year goal for the four-year adjusted cohort graduation rate for all students and each subgroup of students noted in sections 1.i.(a) and 1.i.(b). Appendix A provides the long-term goals and yearly measures of interim progress for the All Students group and each subgroup of students. North Carolina expects 95 percent of all students to graduate on time with their cohort. A 95 percent goal for all students closes the achievement gap completely and sets rigorous expectations for groups of students who are still lagging on this indicator. This expectation is a nearly one percentage point increase each year for the All Students group as noted below:

Four-Year Cohort Grad. Rate	85.9	95.0

To ensure that the state meets its long-term goal and yearly measures of interim progress, each student subgroup will be expected to make gains in the cohort graduation rate. To achieve this, the NCDPI will set a performance baseline for each school and school's subgroups. School level targets will be set that align to the same percentage points of improvement for the state, for each school and for each subgroup within the school. This includes schools that are currently performing above the state rate. Using this methodology allows North Carolina to ensure that all schools are making improvements and that the state can attain its goal. Schools will meet the long-term goals or measures of interim progress if expected gains are achieved by all students and each subgroup of students or after meeting a 95 percent or greater proficiency rate with annual improvement of at least 0.2 percentage points per year. See Appendix A for different rates for the All Students groups and other subgroups.

Using this type of methodology incentivizes all schools to increase performance and allows schools to attain goals and continue to show measured improvement.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data;
(ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

   North Carolina will not set long-term goals for an extended-year cohort graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

   See Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

These ambitious long-term goals and measures of interim progress are designed to close the gap between subgroups of students. Subgroups of students who are further behind are expected to have greater rates of improvement. The established long-term goal and the measures of interim progress close the current gap of 10.5 percentage points between economically disadvantaged and non-economically disadvantaged students. Also, with a goal of 95 percent of all students graduating on time in the four-year cohort, North Carolina is positioned to be a leader in career- and college-readiness success and the development of a skilled workforce.

North Carolina will re-evaluate the EL subgroup interim progress measures after the 2017–18 school year when the data yields results that will include the four-year exited EL students in the calculation.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

As specified in the 2022 addendum, the timeline for long-term goals and measurements of interim progress for English learners has been revised. These revisions shift the timeline forward by two years with the long-term goal as 12 years, not 10 years.

As the number of students enrolled in North Carolina schools increases, the number of ELs also increases. Solid command of the English language provides students with access to learn content in the areas of reading, mathematics and science. With changes to the English Language Proficiency assessment, WIDA ACCESS for ELLs 2.0 ™ (ACCESS), used by North Carolina, expectations have been raised for ELs to demonstrate proficiency. Standards have significantly increased with the updated ACCESS assessment and students are expected to know and do more to be able to attain English language proficiency.
North Carolina has set the English proficiency exit criteria and progress targets as defined in the Progress in Achieving English

Language Proficiency under section 4.iv.d of this plan.

With the changes made by the ESSA, the NCDPI has now set progress standards that expect EL students to exit earlier and at a faster pace than prior expectations. When comparing progress between the 2015–16 and 2016–17 school years, 25.3 percent of ELs in grades K–12 made progress on the ACCESS assessment. Using the progress from the 2016–17 school year as the baseline, the state has set a 12-year goal that requires 60.0 percent of ELs to make progress toward or to exit EL status. This requires the state to improve by 3.47 percentage points per year which is an ambitious and attainable yearly target given the starting point (25.3%). The 12-year goal and measures of interim progress can be found in Appendix A.

While the NCDPI set the above goal using 2015-16 and 2016-17 ACCESS data, the NCDPI will measure progress using the student's 2016-17 ACCESS assessment as the Initial Year score. This provides districts and schools with actionable data and an equitable starting point for all students.

As with the academic achievement and cohort graduation goals, the NCDPI will set school level targets and goals, which will require all schools to improve annually by 3.47 percentage points regardless of their starting point or after meeting a 95 percent or greater proficiency rate with annual improvement of at least 0.5 percentage points each year.

The NCDPI will measure progress on students in grades K–12 for the purposes of this goal.

2. Provide the measurements of interim progress toward the long- term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

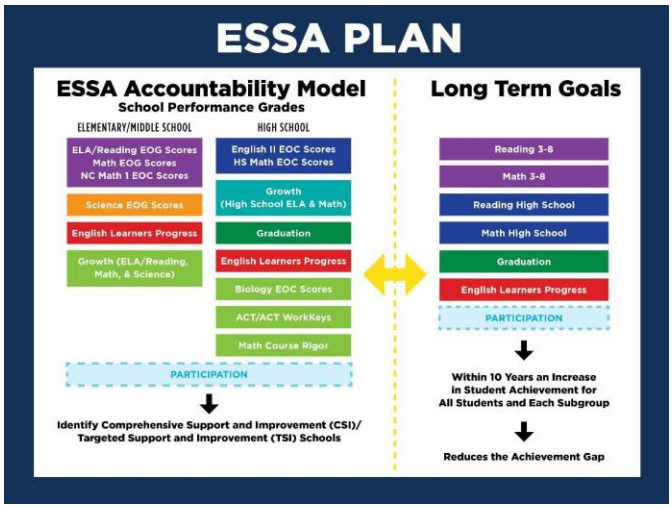
See Appendix A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments;
(iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Since the 2013-14 school year, North Carolina's meaningful differentiation system has been the reporting of School Performance Grades for each district school and charter school. This model designates schools as earning an A, B, C, D, or F based on accountability measures. As initially implemented, the indicators for the A-F grading model included test scores (ELA/reading, mathematics, and science) and growth (measured by the same assessments) for elementary and middle schools. The School Performance Grades model for high schools included test scores (NC Math 1, NC Math 3, English II, and Biology) and growth (NC Math 1, NC Math 3 and English II) as well as student performance on ACT/ ACT WorkKeys, and math course rigor (percent of students passing the NC Math 3 course). In transitioning to the ESSA, North Carolina focused on aligning the School Performance Grades model with the requirements of the ESSA to optimize accountability for all students and to have a single accountability system. In addition to being consistent, retaining the School Performance Grades model continues the dissemination of accountability results that are clearly understood by parents and other stakeholders. Sample calculations are found in section 4.v.b below.

As presented in the graphic below, the indicators for the ESSA accountability model are aligned with the long-term goals and interim progress measures.



As discussed below, to fulfill the requirements of the ESSA, the amended School Performance Grades model, per North Carolina Session Law 2017-57 and per technical corrections cited in North Carolina Session Law 2017-206, includes indicators for ELs and specify indicators as either Academic Achievement or School Quality or Student Success.

The Academic Achievement indicators for all schools, in all LEAs, across the State are the North Carolina End-of-Grade Tests in English Language Arts/Reading and Mathematics, which are administered in grades 3-8 and the North Carolina End-of-Course Tests for English II and NC Math 1. Meaningful differentiation performance is defined as Grade Level Proficiency (Level 3 and above). These assessments are the same measures used for the state's interim progress targets toward the long-term goal of increased achievement for students in all subgroups, with the purpose of reducing achievement gaps.

Student data from these assessments will be disaggregated for all racial/ethnic groups, economically disadvantaged students, students with disabilities, and English learners. The indicator is measured by grade-level proficiency (Academic Achievement Level 3 and above) on the statewide annual assessments in reading/English language arts (ELA) and mathematics. North Carolina requires participation of all students who are in membership in a grade or a course requiring an end-of- grade or an end-of-course assessment. The NCDPI reports the actual participation rate for each school and assessment for all students and for each subgroup of students. The NCDPI clearly communicates that, at a minimum, 95 percent of the All Students group and of all students in each subgroup must participate.

For the 2021–22 school year only, the participation rate for high school reading and mathematics was based on the current year membership of students in NC Math 1, NC Math 3, English II, and Biology. Participation consequences for schools who did not meet current year participation was applied to the academic achievement indicator for reading and mathematics. As approved in the addendum, this met the participation requirement without including students who were unable to participate in testing during the 2020–21 school year due to COVID-19.

Due to continued impact on the cohort-based end-of-course participation model, the State will continue using the current year membership of students as approved in the 2021–22 addendum for the 2022–23 school year only.

Also, as permitted for each public high school in the state, student growth as measured by the annual statewide reading/language arts and mathematics assessments will be reported as an Academic Achievement Indicator. While growth for high schools is part of the academic achievement indicator, the weight of growth as required by the North Carolina General Assembly is 20% of the entire model. Sample calculations are found in section 4.v.b below.

With the implementation of the flexibility to use the NC Math 1 assessment as the federal accountability measure in Grade 8, the NCDPI will develop an assessment for NC Math 3. This will fulfill the requirement that students who use an end-of-course test for federal accountability in Grade 8 then take a higher assessment for federal reporting by the end of grade 11. The NC Math 3 end-of-course test will be designated as the higher assessment and will be administered initially in the 2018-19 school year. This assessment will be included as an Achievement Indicator beginning with the 2018-19 school year. As required, the NCDPI will submit this assessment to the U.S. Department of Education for peer review when the data analyses are available and completed.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

For public elementary and secondary schools that are not high schools, the Other Academic Indicator is the North Carolina End-of-Grade Tests in Science, administered at grade 5 and grade 8. These assessments are administered to all students in membership in the respective grades, and the results are reported for the All Students group and separately for each subgroup of students. Meaningful differentiation performance is defined as Grade Level Proficiency (Level 3 and above).

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted

cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State- defined alternate diploma under ESEA section 8101(23) and (25).

North Carolina includes the Four-Year Cohort Graduation Rate for all public high schools in the statewide accountability system, and uses the same indicator across all LEAs. The Cohort Graduation Rate is calculated as defined in section 8101 [20 U.S.C.7801] in the ESSA. Rates are calculated at the school level, district level and state level. The Graduation Rate indicator reports the Four-Year Cohort Graduation Rate for the All Students group and for all reported subgroups: Asian, American Indian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, English Learners, and Students with Disabilities.

The Cohort Graduation Rate is valid and reliable, and to ensure accurate data collection and application of the rules for removing students from the cohort (denominator), the NCDPI audits a random sample of schools annually.

This indicator is aligned to the state's long-term goal of increasing the graduation rate for the All Students group and for all subgroups so the gaps between subgroups are reduced.

Additionally, the NCDPI reports an extended (five-year) rate based on the same ninth grade cohort as the four-year rate from the prior school year; however, the extended graduation rate is not a part of the Graduation Rate Indicator. The NC ESSA Accountability Model includes only the four-year rate in accordance with state law.

Students with the most significant cognitive disabilities are included in the four-year and the five-year rates in the denominators for the graduation calculations. These students participate in an alternate assessment aligned to alternate academic achievement standards. North Carolina does not award an alternate diploma for students with the most significant cognitive disabilities.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The NCDPI will measure the Progress in Achieving English Language

Proficiency Indicator as improvement over time toward the established English Language Proficiency Standard approved by the State Board of Education. The English Language Proficiency Standard to exit English learner status ~~is~~ is met by either (1) scoring a 4.5 composite score ~~in grades K-12~~ on the WIDA ACCESS™ ~~for ELLs 2.0™~~ assessment or, (2) scoring a 4.2–4.4 composite score on the WIDA ACCESS™ and meeting proficiency on the Multiple Measure Tool defined in the Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement section of this plan. Additionally, students following alternate content standards must score a 2.0 composite score on the WIDA Alternate ACCESS™ assessment.

The following formula is used to calculate annual progress targets when a student does not meet the English Language Proficiency Standard, each year.

Annual Progress Target = IS + {(CO-IS)/Y}*N where:

IS = the student's initial overall composite score on the State's English language proficiency assessment,

CO = the overall composite score needed to meet the English Language Proficiency Standard as defined by the State Board of Education

Y = number of years expected to achieve the English Language Proficiency Standard, not to exceed 5 years after the initial identification year, and

N = number of years a student is in the English learners' program after the initial year.

The formula above is modified to use the scale score, rather than the composite score, for students taking the WIDA Alternate ACCESS assessment to calculate annual progress targets.

Long-term English learners, those students who have been enrolled in an U.S. school for at least six years, must meet the English Language Proficiency Standard to be counted as meeting progress.

The NCDPI measures progress of students in grades 3-8 and 10 for the purposes of this indicator.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all

students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

For public elementary and secondary schools that are not high schools, the School Quality or Student Success Indicator for all grade spans and all schools is growth. Measured by EVAAS, 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. The composite growth value spans a range from -10.0 to 10.0 (it is possible to achieve values greater than 10.0 or below -10.0 but are transformed to 10.0 and -10.0 for use in the accountability model). North Carolina has reported EVAAS designations for all schools and charter schools since the 2012-13 school year. As noted in the table below, the distribution of the growth designations (did not meet, met, and exceeded) allows for meaningful differentiation in school performance.

- If a school or subgroup achieves a composite growth value below -2.0, they receive a did not meet designation.
- If a school or subgroup achieves a composite growth value between -2.0 and 2.0, they receive a met growth designation.
- If a school or subgroup achieves a composite growth value equal to or above 2.0, they receive an exceeded growth designation.

As specified in North Carolina Session Law 2017-57, the composite growth index values used to determine whether a school has met, exceeded, or has not met expected growth shall be converted to a 100-point scale, thus ensuring differentiation of all schools beyond the three (3) designations. The following table shows an example of this conversion table.

Sample of Composite Growth Value to Accountability Model Value Conversion Table

…		
1.06	82.6	Meets Expected Growth
1.07	82.6	Meets Expected Growth
1.08	82.7	Meets Expected Growth
1.09	82.7	Meets Expected Growth
1.10	82.7	Meets Expected Growth
1.11	82.7	Meets Expected Growth
1.12	82.8	Meets Expected Growth
1.13	82.8	Meets Expected Growth

1.14	82.8	Meets Expected Growth
1.15	82.8	Meets Expected Growth
1.16	82.9	Meets Expected Growth
1.17	82.9	Meets Expected Growth
…		

Growth Results (Percent of Schools for Each Designation)

Year	Did not Meet	Met	Exceeded
2012-13	**28.7**	**42.7**	**28.6**
2013-14	**25.4**	**42.9**	**31.8**
2014-15	**27.7**	**44.7**	**27.6**
2015-16	**26.4**	**46.1**	**27.5**

Prior to the State Board of Education's (SBE) selection of EVAAS as North Carolina's statewide growth model, the SBE and the Department of Public Instruction engaged in a thorough review of various growth and value-added models. The Consortium for Educational Research and Evaluation-NC completed a technical review of value-added models and explored their use in teacher effectiveness. WestEd, a research and policy development agency, conducted a policy review and made recommendations to the State Board of Education. Using multiple sources of information, the State Board selected EVAAS as North Carolina's statewide growth model.

As stated in the SAS EVAAS K-12 Statistical Models White Paper:

Conceptually, growth compares the entering achievement of a group of students to their current achievement. Value-added models measure the amount of growth a group of students is making and attributes it up to the district, school or teacher level. The value-added model compares the growth for that group to an expected amount of growth and can provide information as to whether there is statistical evidence that the group of students exceeded, met, or did not meet that expectation.

In practice, growth must be measured using an approach that is sophisticated enough to accommodate many non-trivial issues associated with student testing data. Such issues include students with missing test scores, students with differing entering achievement, and measurement error in the test. EVAAS provides two general types of value-added models, each comprised of district-, school-, and teacher- level reports.

Multivariate Response Model (MRM) can be used for tests given in consecutive grades, like the math and reading tests often implemented in grades three through eight.

Univariate Response Model (URM) is used when a test is given in non-consecutive grades, or it can be used for any type of testing scenario.

Both models offer the following advantages:

- *The models include all of each student's testing history without imputing any test scores.*
- *The models can accommodate students with missing test scores.*
- *The models can accommodate team teaching or other shared instructional practices.*
- *The models can use all years of student testing data to minimize the influence of measurement error.*
- *The models can accommodate tests on different scales.*

In North Carolina's system for meaningful differentiation, the outcomes of the EVAAS model provides the identification of schools that met growth expectations, did not meet growth expectations, or exceeded growth expectations.

Technical documentation is provided at: EVAAS Technical Documentation. The white paper referenced above can be found HERE.

Since the 2012-13 school year, the EVAAS reports were school-level; however, with the implementation of the ESSA and with the use of growth as the School Quality or Student Success indicator for all schools and all grade spans, beginning in the 2017-18 school year, EVAAS designations will be disaggregated by subgroups as well.

For all high schools, per North Carolina Session Law 2017-57 and North Carolina Session Law-2017-206, the following School Quality or student Success indicators are included: (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 achieving the minimum score required for admission into a constituent institution of The University of
North Carolina (UNC) on a nationally normed test of college readiness as set by the UNC Board of Governors or ACT WorkKeys: the percent of students who achieve a silver or higher designation.

All of these measures have been indicators for School Performance Grades since its initial implementation in the 2013-14 school year. With rigorous benchmarks, these indicators differentiate performance across schools in specified grade levels as presented in the table below:

Indicator	Population (Students in the Denominator)	Benchmark	Percent Meeting Benchmark (2015-16)
Biology End-of-Course Test	All students in membership in current year (all students must have taken assessment	Grade Level Proficiency (Level 3 and above)	55.5
ACT/ACT WorkKeys	All students in membership in grade 12	ACT: Achieve the minimum score required for admission into a constituent institution of The University of North Carolina (UNC) on a nationally normed test of college readiness as set by the UNC Board of Governors. or ACT WorkKeys: Silver Certificate Level or Higher	69.9
Math Course Rigor	All students in membership in grade 12	Passing NC Math 3 Course State Board of Education (SBE) policy requires all students' final grades in NC Math 3 to include, as at least 20 percent, the students' performance on the NC Final Exam, a standardized assessment aligned to the SBE adopted content standards and developed by the NCDPI. Beginning in 2018–19, this assessment will be an End of Course assessment and will be used for some students as the higher-level academic achievement measure for federal accountability (students who take NC Math 1 EOC in grade 8).	93.1

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

North Carolina's system of annual meaningful differentiation will be applied to all district schools and charter schools. This system will include all of the indicators in the accountability system, and the performance of the All Students group and each student subgroup on each of the indicators. All schools and all identified subgroups will be designated an A, B, C, D, or F as determined by this model. Schools will also receive a score that differentiates within the model for the purposes of identifying schools for Comprehensive Support and Improvement and Targeted Support and Improvement. A frequency table of all scores produced in 2016-17's version of this calculation can be found below. This frequency table shows the extent to which scores differ throughout the state.

Score	Frequency	Percent	Score	Frequency	Percent	Score	Frequency	Percent
9	1	0.04	**49**	39	1.57	**76**	52	2.1
10	1	0.04	**50**	35	1.41	**77**	45	1.82
16	1	0.04	**51**	44	1.78	**78**	37	1.49
22	2	0.08	**52**	52	2.1	**79**	39	1.57
26	4	0.16	**53**	44	1.78	**80**	41	1.65
27	2	0.08	**54**	38	1.53	**81**	26	1.05
28	2	0.08	**55**	61	2.46	**82**	26	1.05
29	4	0.16	**56**	42	1.69	**83**	31	1.25
30	3	0.12	**57**	68	2.74	**84**	21	0.85
31	3	0.12	**58**	65	2.62	**85**	24	0.97
32	3	0.12	**59**	72	2.91	**86**	25	1.01
33	9	0.36	**60**	66	2.66	**87**	15	0.61
34	9	0.36	**61**	75	3.03	**88**	10	0.4
35	12	0.48	**62**	63	2.54	**89**	15	0.61
36	5	0.2	**63**	82	3.31	**90**	19	0.77
37	10	0.4	**64**	77	3.11	**91**	11	0.44
38	11	0.44	**65**	72	2.91	**92**	9	0.36
39	16	0.65	**66**	68	2.74	**93**	11	0.44
40	12	0.48	**67**	73	2.95	**94**	11	0.44
41	16	0.65	**68**	70	2.82	**95**	6	0.24
42	22	0.89	**69**	76	3.07	**96**	10	0.4
43	29	1.17	**70**	61	2.46	**97**	5	0.2
44	27	1.09	**71**	66	2.66	**98**	6	0.24
45	22	0.89	**72**	65	2.62	**99**	3	0.12
46	21	0.85	**73**	66	2.66	**100**	1	0.04
47	36	1.45	**74**	70	2.82			
48	26	1.05	**75**	60	2.42			

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The meaningful differentiation system is specified in North Carolina state law with respect to the indicators and the calculation method as follows:

§ 115C-83.16. School performance indicators for the purpose of compliance with federal law.

(a) The State Board of Education shall use the school performance scores and grades as calculated under G.S. 115C-83.15 to satisfy the federal requirement under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), P.L. 114.95, to meaningfully differentiate the performance of schools on an annual basis.

§ 115C-83.15 School achievement, growth, performance scores, and grades.

(a) **School Scores and Grades.** — The State Board of Education shall award school achievement, growth, and performance scores and an associated performance grade as required by G.S. 115C-12(9)c1., and calculated as provided in this section.

(b) **Calculation of the School Achievement Score.** — In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school as follows:

(1) For schools serving any students in kindergarten through eighth grade, the State Board shall assign points on the following measures available for that school:
   a. One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight. For the purposes of this Part, an annual assessment for mathematics shall include any mathematics course with an end-of-course test.
   b. One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
   c. One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
   d. One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades three through eight.

(2) For schools serving any students in ninth through twelfth grade, the State Board shall assign points on the following measures available for that school:
   a. One point for each percent of students who score at or above proficient on either the Algebra I or Integrated Math I end-of-course test or, for students who completed Algebra I or Integrated Math I before ninth grade, another mathematics course with an end-of-course test.
   b. One point for each percent of students who score at or above proficient on the English II end-of-course test.
   c. One point for each percent of students who score at or above proficient on Biology end-of-course test.
   d. One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.
   e. One point for each percent of students who either (i) achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness or (ii) are enrolled in Career and Technical Education courses and score at Silver, Gold, or
   Platinum levels on a nationally normed test of workplace readiness.
   f. One point for each percent of students who graduate within four years of entering high school.
   g. One point for each percent of students who progress in achieving English language proficiency.

In calculating the overall school achievement score earned by schools, the State Board of Education shall (i) use a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element and (ii) proportionally adjust the scale to account for the absence of a school achievement element for award of scores to a school that does not have a measure of one of the school achievement elements annually assessed for the grades taught at that school. The overall school achievement score shall be translated to a 100- point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C- 218.65, 115C-238.66, and 116-239.8.

(c) **Calculation of the School Growth Score.** — Using the Education Value-Added Assessment System (EVAAS), the State Board shall calculate the overall growth score earned by schools. In calculating the total growth score earned by schools, the State Board of Education shall weight student growth on the achievement measures as provided in subsection (b) of this section that have available growth values; provided that for schools serving students in grades nine through 12, the growth score shall only include growth values for measures calculated under sub-subdivisions a. and b. of subdivision
(2) of subsection (b) of this section. The numerical values used to determine whether a school has met, exceeded, or has not met expected growth shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(d) **Calculation of the Overall School Performance Scores and Grades.** — The State Board of Education shall calculate the overall school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as determined using EVAAS as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine an overall school performance grade. The overall school performance grade shall be based on the following scale and shall not be modified to add any other designation related to other performance measures, such as a "plus" or "minus":

(1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.
(2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.
(3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.
(4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.
(5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F.

Elementary and Secondary Schools that are not High Schools: For elementary and secondary schools that are not high schools, the Academic Achievement, the Other Academic Indicator, and the English learners' progress comprise 80 percent of the total weight for the system of annual meaningful differentiation. The remaining 20

percent is based on growth on the statewide assessments (ELA/reading, mathematics, and science). Growth is the School Quality or Student Success Indicator. The Achievement Indicator is 80 percent and the School Quality or Student Success is 20 percent, affirming the Achievement Indicator has much greater weight in the system.

As specified in North Carolina Session Law 2017-57, North Carolina's Achievement Indicator will be calculated using "a composite approach to weight the achievement elements based on the number of students measured by any achievement element, and proportionally adjust the scale to account for the absence of a school achievement element…." There is only one School Quality or Student Success Indicator, which will account for 20 percent of the system to meaningfully differentiate schools.

Within the Achievement Indicator, the majority of the data will be based on student performance on the ELA/reading and mathematics assessments. Typically, there will be three grade levels with these test scores and only one grade level with data for the Other Academic Indicator (science scores). Likewise, there will be an even smaller subset of students comprising the English learners' progress indicator. This method of calculation will allow for a proportional representation of the EL learners in relationship to the total school population. If a school does not have the required number of students to report an EL subgroup, the EL Progress indicator's weight will naturally be absorbed into the Achievement Indicator.

The following example illustrates how NC will use proportional weighting to calculate the system of meaningful differentiation for elementary and middle schools.

Measure	Numerator	Denominator	Score used in final calculations
EOG Reading	362	841	
EOG Math	341	842	
EOG Science	189	289	
EL Progress	8	32	
Total Achievement	900 (sum of numerators)	2004 (sum of denominators)	900/2004= 44.9
	Composite Index		Score used in final calculations
Accountability Growth Score (Reading, Math, Science Composite)	-0.95		75.2

NC will then use the legislated 80/20 rule to calculate an overall score for annual meaningful differentiation.

44.9(.8) + 75.2(.2) = 51.0

High Schools: As with the model for elementary and secondary schools that are not high schools, the high school model has indicators with appropriate weights to prioritize student academic achievement over growth. The indicators and the weights are specified in North Carolina Session Law 2017-57 and North Carolina Session Law 2017-206 so that Academic Achievement, Graduation Rate, English learners' progress, and School Quality or Student Success comprise 80 percent of the total weight for the system of annual meaningful differentiation for high schools. The remaining 20 percent is based on growth on the statewide ELA/reading and mathematics assessments.

This model is consistent with North Carolina's School Performance Grades, with the inclusion of EL progress, and supports consistency in the accountability measures. The continuation of School Performance Grades as modified for the ESSA will allow for a proportional representation of the indicators with the assessment comprising the majority of the weight for the model. For example, EL learners in relationship to the assessment participants is less, giving more weight to the assessments.

If a school does not have the required number of students to report an EL subgroup or any indicator, the indicator's weight will naturally be absorbed into the model.

The following example illustrates how NC will use proportional weighting to calculate the system of meaningful differentiation for high schools.

Measure	Numerator	Denominator	Score used in final calculations
EOC Math	117	269	
EOC English II	135	274	
4-year Cohort Graduation Rate	284	330	
EL Progress	9	34	
EOC Biology	124	240	
ACT/ACT WorkKeys	226	508	
Math Course Rigor	261	273	
Total	1156 (sum of numerators)	1928 (sum of denominators)	1156/1928 = 60.0
	Composite Index		Score used in final calculations
Growth Accountability Score (Reading and Math Composite)	-0.95		75.2

NC will then use the legislated 80/20 rule to calculate an overall score for annual meaningful differentiation.

Total Score: 60.0(.8) + 75.2(.2) = 63.0

To ensure School Quality or Student Success (SQSS) measures do not have significantly more weight in the High School accountability model, NC will conduct a relative percent analysis to ensure the growth (20%) plus the Achievement Relative Percent (HS Math, HS Reading, 4-year cohort graduation rate and EL Progress measures) is greater than the relative percent of the SQSS measures (Biology, ACT/ ACT WorkKeys and Math Course Rigor).

The following calculations will be used for this analysis:

Achievement denominator (AD) = HS Math denominator + English II Denominator + 4-year Cohort Graduation Rate denominator + English Learners Progress denominator

SQSS denominator (SD) = Biology denominator + ACT/ACT WorkKeys denominator + Math Course Rigor denominator

Growth Relative Percent = 20

Achievement Relative Percent (ARP) = AD/(AD+SD)

SQSS Relative Percent (SRP) = SD/(AD+SD)

If (20 + ARP) < SRP then SQSS has more weight than the Achievement Indicators. When this occurs, these schools' measure of annual differentiation will be adjusted in the following manner:

The English EOC, Math EOC, 4-year cohort graduation rate and EL Progress academic achievement indicators: will account for 31 percent of the schools' overall score. The growth academic achievement indicator will account for 20 percent of the overall score. All of the academic achievement indicators combined will account for 51 percent of the model. Thus, the high school SQSS measures (Biology, ACT/ACT WorkKeys and Math Course Rigor) will account for 49 percent
of the schools' overall score. This will ensure that the academic indicators will result in a greater weight than the SQSS indicators.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

North Carolina has approximately thirty-six (36) schools that have grades K-2 only. For these schools, the annual meaningful differentiation will be determined by applying the designation of the receiving school for the highest percentage of the enrolled students. For the purposes of identifying Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools, each K-2 school will have the overall accountability metric earned by the school that receives the highest percentage of its students.

For any school that has insufficient data to receive a letter grade annually, North Carolina will calculate a School Performance Grade based on three years of data.

However, if schools with insufficient data are serving special populations of students, when applicable, these schools will be given the option to return the data to the sending schools and receive the grade of the school to which the highest percentage of data is returned or the option detailed above. Such schools may include:

1. Alternative schools serving at-risk students
2. Developmental Day Centers and special education schools serving students with special needs

The requirement in the ESSA to use the same accountability system is not ideal for schools serving special populations of students. While these schools are included in the annual meaningful differentiation system as defined under the ESSA, North Carolina will pursue input from internal and external stakeholders to review methods to report performance of such schools using an alternative accountability framework. In consideration of this, North Carolina anticipates subsequently submitting a waiver from this ESSA requirement.

Work Ahead: Beyond the Accountability Indicators

As North Carolina continues to work to improve educational opportunities for all students, the SBE and the State Superintendent will continue the dialogue of determining the feasibility and appropriateness of incorporating some indicators identified through stakeholder involvement either in North Carolina's School Report Cards or in the SBE's Strategic Plan. SBE members are encouraging continued research and discussion around additional indicators including, among others, chronic absenteeism, early childhood education, physical education, school climate, and a college- and career-ready index. The NCDPI will review how other states are including, or planning to include, similar indicators and will see what can be learned from them.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

The U.S. Department of Education and The North Carolina General Assembly granted the North Carolina Department of Public Instruction a waiver on School Performance Grade reporting and from using selected data for the 2019–20 and 2020–21 school years. As such, as required by both waivers, all schools maintained the school identifications required under federal and state laws assigned at the beginning of the 2019-20 school year based on prior years data as required in the State plan. The waivers had an impact on the calculations used to identify and exit schools at the end of the 2021-22 school year. This required North Carolina to submit an addendum to the ESSA State Plan. The addendum approved in April 2022 adjusted some of the federal identification and exit criteria so the federal requirement could be met. These adjustments were only in effect for the 2022–23 school year identifications.

In addition, the impact of COVID-19 disrupted the timeline for the identification of Comprehensive Support and Improvement and Targeted Support and Improvement - Additional Targeted Support schools. North Carolina submitted an amendment to the US Department of Education to align the identification and exit years. The identification of these schools was moved from the 2024–25 school year to the 2025–26 school year.
This amendment allows schools to be identified and exit in the same year.

NOTE: Please refer to North Carolina's Supplemental Attachment 6 for reference while reviewing this section.

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Comprehensive Support and Improvement (CSI) Schools—Lowest Performing: North Carolina will use the approved NC statewide system of annual meaningful differentiation described in section A.4.v.(a-c) of this plan to identify the lowest five percent (5%) of Title I schools. The resulting total score of the accountability model for the All Students group will be used to rank schools and identify the lowest five percent (5%) of all schools receiving Title I funds. For example, in the 2016–17 school year, there were 1,443 schools served in the Title I program; thus, 72 schools would have been identified using this metric. If multiple schools' scores place them at the highest qualifying score for CSI, all schools at this score will be identified as CSI. services during the 2018–19 school year. North Carolina will continue to serve the schools designated as Priority schools under NC's ESEA Flexibility using previous methodology for the 2017–18 school year. NC will not be averaging any data over years for this purpose.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State

failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

CSI—Low Graduation Rates: North Carolina plans to also identify high schools with a four-year cohort graduation rate of less than 66.7 percent as needing comprehensive support and improvement regardless of Title I funding. These schools will first be identified following the 2017-18 school year for services during the 2018-19 school year using the four-year cohort graduation rate. North Carolina will not use extended year adjusted cohorts.

NC will use the averaging special rule for very small schools found in section 8101.[20 U.S.C. 7801] of the ESSA for all high schools with an average enrollment over a four school-year period of fewer than 100 students. This calculation will be completed by re-calculating the four- year cohort graduation rate using three (3) school years of data. The sum of the numerators (graduates) from the most recent school year and two (2) prior school years will be divided by the sum of the denominators (numbers in cohorts) across the same school years.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State- determined number of years, including the year in which the State will first identify such schools.

CSI—Additional Targeted Support Not Exiting Such Status: North Carolina will identify Title I schools unable to exit the Targeted Support and Improvement-Additional Targeted Support status after the seventh year of identification. Using this methodology, the first year of identification will occur at the beginning of the 2025–26 school year. Exit criteria will be applied annually to all schools that are identified as needing Additional Targeted Support after three years of identification as Targeted Support and Improvement-Additional Targeted Support. For the 2018–19 identified schools, the exit criteria will first be applied at the beginning of the 2022–23 school year using 2021–22 data. Title I schools will be identified as a CSI– Additional Targeted Support Not Exiting Such Status school after three (3) additional years (seven (7) years after initial identification) if unable to meet the exit criteria, with the first identification of such schools occurring in the 2025-26 school year.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Schools will first be identified as CSI schools under A.4.vi.a and A.4.vi.b following the 2017-18 school year for services during the 2018-19 school year using the criteria noted above. Identification of schools under A.4.vi.a and A.4.vi.b will take place every three (3) years.

Maintaining CSI status for the full three-year period will ensure,

(1) sufficient time for the LEA to develop plans and fully implement evidence-based interventions; and
(2) sufficient time for the NCDPI to monitor, provide technical assistance, and support the implementation of interventions to increase the likelihood that interventions result in sustained student achievement for all student subgroups.

Schools will be first identified as CSI schools under A.4.vi.c in the 2025–26 school year. Identification of schools under A.4.vi.c will take place every six (6) years, thereafter.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Targeted Support and Improvement (TSI) — Schools with Consistently Underperforming Subgroups: North Carolina will submit a waiver request to the USED to delay identification of TSI Schools with Consistently Underperforming Subgroups. The term "consistently" means over time which NC defines as more than one year. Therefore, NC will identify these schools after the release of the data from the 2018-19 school year.

North Carolina defines subgroups as "consistently underperforming" if the subgroup receives a grade of "F" on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. (However, the initial identification after the 2018-19 school year will only consider data from 2017-18 and 2018-19.) For the 2022–23 identifications, the 2017–18, 2018–19, and 2021–22 data were used.

Schools with one or more subgroups meeting this definition will be identified on an annual basis following the 2018–19 school year's

data release. Schools will be placed on a TSI Schools with Consistently

Underperforming Subgroups Watch List in the 2018–19 school year using data from the 2017–18 school year.

Schools will annually exit this identification if the identified subgroup(s) receives a grade of "D" or above for the most recent and the previous year. (For the 2022–23 exit designations, the 2018–19 and 2021–22 data were used.)

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Schools meeting TSI-Additional Targeted Support (TSI-AT) criteria will be identified every three (3) years beginning in the 2018-19 school year using the following criteria:

> A school that has any subgroup where the score on the NC statewide system of annual differentiation (School Performance Grades) is at or below the highest identified CSI school's All Students group total score in the identification year.

In the 2018-19 school year the identification criteria will be applied to all schools, regardless of Title I status. Beginning in the 2022-23 school year, the identification criteria will be applied to schools identified as having consistently underperforming subgroups as defined in A.4.vi.e. The next identification will occur in the 2025–26 school year.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

North Carolina does not include additional statewide categories of schools.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

In the statewide accountability system, if a school does not meet the 95 percent participation requirement for all students, the greater of either 95

percent of all students or the number of students participating in the assessment will, for the purposes of measuring, calculating and reporting,

be the denominator.

Additionally, in the statewide accountability system, if a school does not meet the 95 percent participation requirement for any subgroup of students, the greater of either 95 percent of the subgroup or the number of students in the subgroup participating in the assessment will, for the purposes of measuring, calculating and reporting, be the denominator.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Exit Criteria for CSI Schools: North Carolina will exit schools that are identified as needing Comprehensive Support and Improvement every four (4) years. The first year that the exit criteria will be applied to CSI schools will be following the 2021-22 school year.

- Schools will exit a designation of CSI–Low Performing if

  The school meets its measure of interim progress goal for the All Students group in all subjects (reading and math) for the exit year (every four years). This measure of interim progress is a measure that expects a cumulative increase over the entire identification cycle.

  AND

  The school's total score on the ESSA Accountability model detailed in 4.iv is above the lowest five percent (5%) of all Title I schools for the All Students subgroup for the most recent and previous school year.

  As approved in the 2022 addendum for the 2021-22 school year only, schools could exit the 2018-19 identification if they either were (1) above the lowest 5 percent of Title I served schools for the most recent and previous school year (2018–19 and 2021–22); or (2) above the lowest 5 percent of Title I served schools in the 2021–22 school year and had a growth designation of meets or exceeds.

- Schools will exit a designation of CSI–Low Graduation Rate by increasing their four-year cohort graduation rate to a percent greater than or equal to 66.7 percent for the most recent and previous year.

- Schools will exit a designation of CSI–Additional Targeted Support Not Exiting Such Status by meeting the criteria required to exit Additional Targeted Support status (see section A.4.viii.b).

- Schools first identified as CSI–Additional Targeted Support Not Exiting Such Status in the 2025–26 school year will first be eligible for exit following the 2027–28 school year.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Exit Criteria for Schools Receiving Additional Targeted Support: Schools exit Additional Targeted Support status by obtaining an index score of 1.0 or higher on their three-year growth score in the EVAAS system for the subgroups identified during designation. The three-year growth score is a recalculated score that includes growth results spanning three (3) years for each subgroup within the school. The three-year growth score is less influenced by typical yearly fluctuations in student and staff populations.

OR

Schools can exit if at the next report on the measures of interim progress, the subgroup(s) initially identified as needing additional targeted support is/are classified as being on-target to reach the long-term proficiency goal in ELA and math. Reporting on these measures allows subgroups to increase proficiency at a rate that should, if trajectory is maintained, result in a proficiency score above the level at which they would have been identified as needing Targeted Support and Improvement for the initial year of designation.

OR

Schools can exit if:

(1) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for identification of CSI-LP schools; and

(2) the previously identified subgroups demonstrate improved performance on the School Performance Grade score as compared to the score at the time of identification.

Exit criteria for these schools will be applied annually after the

third year of identification, which for the 2018–19 identified schools will be the 2022–23 school year.

Title I schools unable to exit by the end of the seventh year (2025–26 identification) will be identified as CSI-Additional Targeted Support Not Exiting Such Status.

As approved in the 2022 addendum, the exit criteria applied at the end of the 2021-22 school year was adjusted to: 1) Identified subgroup(s) achieve a three-year growth designation of meets or exceeds (using 2017–18, 2018–19, and 2021–22 data); or 2) Identified subgroup(s) achieve a two-year growth designation of meets or exceeds (using 2018– 19 and 2021–22 data); or 3) Are on track to meet the subgroup(s) twelve- year proficiency goals in reading and mathematics; or 4) There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI- Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

CSI schools failing to meet exit criteria will be required to implement more rigorous interventions. These interventions may include the adoption of a specific reform model and require additional oversight and supervision from the NCDPI. As described in section 4.viii.e. of this document, Technical Assistance, schools identified as CSI are required to use NCStar to complete the school improvement plan requirements outlined in section 1111(d)(1)(B) and section 1111(d)(2)(C) of the ESSA. Use of NCStar allows the NCDPI to monitor CSI school improvement planning throughout the implementation years after initial identification and provide coaching support via the web-based tool. Data collected through the plan implementation process will allow the NCDPI to make decisions regarding reform model selection that is based on the results of prior CSI school intervention plans and specific to the needs of the students in a particular CSI school that has not met exit criteria.

In order to increase the likelihood that more rigorous interventions will result in successful outcomes, the NCDPI will provide professional learning opportunities and supports. These professional learning opportunities and supports may include, but are not limited to

the

following strategies:

1. The NCDPI will provide required professional development opportunities for School Improvement Teams in evidence-based strategies that specifically addresses issues for improving low-performing schools. Utilizing the Regional Support Structure[1] and a regional-based professional development system, the SEA will provide professional development that targets areas of need identified in the mandated improvement plans submitted by low-performing schools.

2. The NCDPI will provide training for local school boards of education specifically for those school districts with a high concentration (more than 50 percent) of CSI schools failing to meet exit criteria that focuses on effective school board practices and ways in which school board need to support schools and school districts in sustainable change and school improvement.

3. The NCDPI will focus coaching and monitoring visits/reports on the LEA's resource and funding allocation processes and the implementation of such processes based on the individual school plans and areas of need. Coaching will focus on effective resource allocation that aligns with and directly addresses areas identified in these schools causing them to continue to be low performing.

4. The NCDPI will provide data analysis training to disaggregate data in subgroup performance, performance by grade level and subject, and the alignment of data analysis to school improvement plan, budget/resource allocation and fidelity of implementation of strategies from the school improvement plan that address specific needs of the school.

Pending State Board of Education approval of the recommended Allotment Policy Manual for school improvement funds authorized under section 1003 of Title I, Part A, the NCDPI will utilize four percent of the seven percent reservation to make formula grants available to CSI schools. Districts with CSI schools not exiting status will be required to participate in the professional learning opportunities in order to be eligible to receive the additional formula funds.

[1] Eight Regional Support Teams are composed of regional NCDPI staff representing multiple divisions within the NCDPI. The Regional Support Teams, led by a Regional Case Manager, meet monthly to analyze data for the purpose of developing and implementing targeted professional learning, identifying and developing resources for educator growth and improvement, guiding LEAs and charter schools with effective resource allocation decisions, and assessing and modifying the quality and alignment of the services provided by the team. Additional support systems include partnerships with distinguished teachers' and principals' brokers, outside consultant groups, institutions of higher education, and regional comprehensive technical assistance centers.

Innovative School District

In 2016, the NCGA established in law an Achievement School District, created to improve continually lowest-performing elementary schools in North Carolina. This model was re-envisioned one-year later by the General Assembly as the North Carolina Innovative School District (ISD). The mission of the ISD is to work with identified schools and their communities to foster accountable, data-driven partnerships that promote and implement a shared vision of equity and opportunity for students in those schools.

To meet this mission, ISD leadership and host communities will work together to design and implement two primary interventions for school improvement: 1) third-party Innovative Schools management; and 2) local-level Innovation Zone (I-Zone) management.

Innovative Schools

Innovative Schools are Title I schools identified by the State as the bottom 5% lowest-performing schools based upon an annual review of school performance data. According to Senate Bill 522/Session Law 2019-248, schools are selected based on a three-year tiered process as follows:

I. Qualifying List. – A list of qualifying schools is created each year based on data from the previous school year. The ISD superintendent presents this list to the SBE for approval. Schools on the Qualifying List must meet the following criteria:
   - Receives funds under Part A of Title I of the ESEA, as amended under the ESSA
   - Is governed by a local board of education
   - Is not one of the following types of schools:
     - A school that was in its first or second year of operation in the previous school year
     - An alternative school
     - A Renewal School District
     - A Cooperative Innovative High School
     - A Newcomers School defined as a school in which at least ninety percent (90%) of its students are enrolled for no more than one (1) year based on their status as recently arrived English language learners

II. Watch List. – If a school that was on the Qualifying List in the prior school year remains a qualifying school in the next school year, the school shall be placed on the ISD Watch List.

III. Warning List. – If a school that was on the Watch List in the prior school year remains a qualifying school in the next school year, the school shall be placed on the ISD Warning List. A school shall remain on the ISD Warning List until it is either no longer a qualifying school or is transferred into the ISD.

For schools on these lists, the ISD Superintendent must notify superintendents and local boards of education of each school's status, performance data, considerations for improvement, and any additional information deemed necessary by the ISD Superintendent by November 15 of each school year.

Support for Qualifying Schools

The State Superintendent and ISD Superintendent will study and report on options for innovative schools and for reform of low-performing school models. The ISD Superintendent will monitor these schools and assist local boards of education in identifying funding, strategies, and partners for comprehensive support and improvement efforts, including but not limited to:

1. Collaborative conferences and meetings
2. Instructional observations and student portfolio reviews
3. Feasibility and impact of the school's closure
4. Other activities which may assist the ISD Superintendent in making final selections for SBE review and approval

The SBE will ensure that qualifying schools identified for any ISD list are engaged in strategies in compliance with federal and State laws for comprehensive support and improvement. The SBE may establish criteria for the selection of independent turnaround school consultants in a pay-for-performance model to provide direct support for qualifying schools.

Innovative School Operator (IS Operator)

The SBE may select an IS operator for an innovative school as early as December 15, but no later than January 15 of a given year. By general statute, IS operators are described as "entities." Examples of potential

entities include:

- Established local, state, or national non-profits with a proven school-turnaround record
- Colleges or universities that employ proven turnaround school leader(s)
- Proven/credible charter management/education management organizations
- Corporations/businesses with a credible plan and proven turnaround school leader(s)
- Proven school turnaround leader who creates her or his own entity

To be selected as an IS operator, an entity must demonstrate one of the following:

1. The entity has a record of results in improving performance of persistently low-performing schools or improving performance of a substantial number of persistently low- performing students within a school or schools operated by the entity in this State or other states.
2. The entity has a credible and specific plan for dramatically improving student achievement in a low-performing school and provides evidence that the entity, or a contractual affiliate of such an entity, is either currently operating a school or schools in this State that provide students a sound, basic education or demonstrating consistent and substantial growth toward providing students a sound, basic education in the prior three school years.

The selected IS operator is encouraged to hold public informational sessions and offer other outreach to the community, prospective selected innovative school, and local board of education of a prospective selected innovative school prior to a local board's adoption of the resolution required by G.S. 115C-75.7. If temporary management is necessary due to contract termination, lack of a qualified IS operator, or other unforeseen emergency, the ISD is authorized to act as an IS operator.

Innovation Zones

In the event that a local school district partners with the ISD for the transfer of a low-performing school to be managed as an ISD, that district may apply and be considered for the creation and operation of a locally controlled Innovative-Zone (I- Zone). The I-

Zone is a strategy that provides a group of low-performing schools within a

local school district the opportunity to benefit from additional flexibilities, often aligned with those provided to charter schools in the state. In the I-Zone, the local school superintendent and school board are granted increased flexibility by the SBE, upon recommendation of the ISD superintendent, with approval for five (5) years. Flexibility may include options such as extending the school day, altering school calendars, and instituting creative school staffing and compensation models. If an I-Zone is approved by the SBE, the ISD superintendent will provide up to $150,000 in matching funds (matched 1:1 by the LEA) for up to 5 years to support the effort. The schools in an approved I-Zone will be led by an Executive Director and her or his team. While the Executive Director's appointment requires the approval of the ISD superintendent and the SBE, all other governance decisions will remain with the LEA. I-Zone school goals are to exceed expected growth by the last two (2) years of their five-year contract. The ISD superintendent can transfer management of any I-Zone schools that does not meet expected benchmarks during the last 2 years to the approved IS operator partner that already is working in the LEA as part of the first strategy.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The NCDPI will annually determine schools to receive the NC Comprehensive Needs Assessment and Unpacking. The schools will receive follow-up support for implementing key improvement strategies through school improvement planning support in the NCStar system (the web-based school improvement planning tool); onsite coaching at the classroom, school leader, and district level (as resources are available); and customized professional development to target areas of need identified for improvement. Regional Case Managers leading the Regional Support Structure will also be responsible for continuous monitoring of progress toward meeting the schools' goals through a feedback and reporting structure that includes

teachers, principals, support staff, and central office representatives as needed by the NCDPI.

The division of Federal Program Monitoring and Support includes as part of the federal funding approval process, a review of the following:1) school allocations for Title I-A; 2) optional district reservations for schools in need of improvement; and 3) grant awards allocated through formula for schools in need of improvement to ensure that resources are allocated to schools to support improvement efforts. NCDPI will continue to use the grants system and the Budget and Application System (BAAS) to review resource allocation to support school improvement on an annual basis.

Beginning in the 2018-19 school year, the NCDPI will include in the annual monitoring risk assessment an analysis of LEAs with a significant percentage of schools identified as CSI or TSI-AT. "Significant" is defined as those LEAs with over fifty percent (50%) of schools in CSI or TSI-AT status. The NCDPI will modify its existing monitoring instrument to include a review of school resource allocation for school improvement.

In addition, the divisions of District and Regional Support and Federal Program Monitoring and Support are reviewing the existing protocols/tools, which have been used to monitor consistently low-performing schools for the past five (5) years. The Targeted School Quality Review (TSQR) is aligned to the Comprehensive Needs Assessment (CNA) tool as well as the key indicators in NCStar, the web-based school improvement planning tool. These tools will be modified as necessary to include components that focus on the identification of resource inequities, which may include a review of budgeting at the LEA- and school-level. Using these tools will ensure that the NCDPI staff that provide more direct support for CSI and TSI schools conduct a periodic resource allocation review in those districts with a significant number of CSI and TSI-AT schools (e.g., more than 50% of all schools in the district).

To ensure that LEAs understand best practice regarding effective use of resources in school improvement planning, beginning in the 2019-20 school year, the NCDPI will develop a series of online modules for professional learning to assist with resource planning, management, and allocation of resources for school improvement efforts.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

   The NCDPI will provide additional support to these LEAs through coordinated cross-agency efforts under its Regional Support Structure.

Through this coordinated system, the NCDPI leverages state resources to address specific needs of schools and districts and to provide customized support as described below:

- **Statewide Services:** Services provided through established systems and procedures across the agency designed to support all schools and districts in the state.
- **Diagnostic Services:** Services that provide evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes.
- **Strategic Reform Services:** Services offered to support and monitor recurring low-performing schools who have elected one (1) of the four (4) reform models to strategically address areas of improvement.
- **Intensive Interventions:** Services offered to chronically low-performing schools and districts that require a collaborative partnership to: 1) identify and remedy root cause(s); 2) develop highly focused incremental action steps with performance measures and clear, monitored governance plans.

Sample activities for each level of support are provided in the table below.

Level of Support	Responsible Party	Sample Activities
Statewide Services	LEA/School	• Multi-Tiered System of Support (MTSS) • Reading Foundations • K-3 Literacy • Universal Design for Learning • Beginning Teacher Support • Continuous Improvement Process with NCStar (web-based school plan management tool) • Consultative services for alternative learning programs • Access to SEA resources
Diagnostic Services	LEA/SEA partnership	• North Carolina Comprehensive Needs Assessment (CNA) & Unpacking • Targeted School Quality Reviews (TSQRs) • Self-assessment to identify implementation readiness • Differentiated regional professional development • Virtual coaching and school improvement plan feedback for low-performing schools
Strategic Reform Services	LEA with SEA support	• Reform Model selection and support (Restart, Transformation, Turnaround, or Closure)
Intensive Interventions	SEA with LEA support	• Differentiated support through district and school plans review, curriculum alignment, professional development on evidence-based interventions, and resource allocation review

The following graphic demonstrates how the intensity of services may increase over time.

STATEWIDE SERVICES

The NCDPI provides services to all LEAs through a variety of means, including written guidance, regular updates, regional meetings, and statewide conferences. One example of this statewide general support is the availability of the NCStar tool. NCStar is available to all schools in the state at no cost to the LEAs or schools. To date, the NCDPI has trained over 17,000 educators during face-to-face sessions across the state.

Currently, 2,531 out of 2,654 schools in NC are utilizing the NCStar tool. The NCStar tool guides district and school improvement teams through a continuous improvement process of Assess-Create-Monitor that revolves around the implementation of evidence-based practices. NCStar is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students. Additionally, engagement in this process requires the teams to analyze four (4) measures of data – student achievement data, process data, perception data, and demographic data. The data analysis must include a trend analysis over a number of years and will be used to inform decisions made at the

local/school level regarding professional development, resource allocation, classroom instruction, and efforts toward the provision of additional time for collaboration among teachers.

DIAGNOSTIC SERVICES

Comprehensive Needs Assessment

For districts and schools receiving the most intensive support, a Comprehensive Needs Assessment (CNA) is scheduled as soon after identification as feasible and in consideration of any CNAs conducted in previous years (i.e., length of time). The purpose of the CNA is to clearly identify strengths, areas for development, and any challenges or successes experienced by individual schools or the district as a whole. Quality implementation of the CNA is vital since this rigorous process combines third-party school evaluation with professional development to strengthen the capacity within districts and schools. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

The CNA begins with the district and its schools voluntarily completing a self-evaluation prior to the on-site review. The Self-Evaluation tool scaffolds the needs assessment focusing on outcomes in terms of school improvement and student achievement. The NCDPI reviewers utilize completed self-evaluations along with other data available within the SEA to prepare for the on-site review. The Self-Evaluation tool, along with school and district rubrics are used, to facilitate a bottom-to-top approach in determining the priority of need for improvement.

During the on-site review, the team, made up of cross-divisional NCDPI staff, uses a school and district rubric to examine needs based on five (5) overarching dimensions that include fourteen (14) sub-dimensions that define quality education. Ratings are determined for each sub-dimension as Leading, Developing/Embedded, Emerging, or Lacking. A Lead Reviewer facilitates a schedule for consistent feedback to be provided for local leadership at various points during the review. Upon completion of the CNA, a summary of the review is shared orally, with a formal, written report provided within twenty (20) business days after the site visit. This rigorous assessment process results in identified needs addressed by customized assistance.

Follow-up support is offered in the form a two-day training after the school or district has received its CNA report. During the training (referred to as the CNA Unpacking) an Instructional Review Coach facilitates the school staff (typically the School Improvement Team) in engaging in shared professional

dialogue to unpack the report the school received following the visit. The training provides participants with the following: 1) an overview and better understanding of the CNA rubric and processes to evaluate evidence and determine its impact on school improvement; 2) facilitation through a root-cause analysis protocol; 3) support in using a protocol to develop comprehensive action steps to address one of the identified areas for improvement; and 4) alignment of those action steps to one of the NCStar Key Indicators.

Included in the CNA is a review of school and district efforts to consistently engage in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the schools. Partnerships to establish supplemental programming, such as 21st CCLC programs, are a critical element of effective community involvement contributing to the academic success of students.

Targeted Quality School Review (TSQR)

For selected schools a Targeted Quality School Review (TSQR) may be provided by the NCDPI. The purpose of the TSQR is to partner with schools to provide a third-party systematic review of the school's NCStar plan and progress towards implementing Key Indicators for improvement. NCStar provides the framework for the TSQR and elements of the CNA process are adopted for this process to ensure consistency. The TSQR consists of review of the school's NCStar plan, a two-day site review by a two-person team, and the delivery of a final report. In reviewing the school's NCStar plan a lead reviewer notes the school staff's documentation of progress towards implementation of the Key Indicators thus far. During the two-day site visit the two-person team meets with school leadership, district leadership, and the school improvement team (SIT), observes classes, and works with school leadership to determine and schedule meetings with other stakeholders who are crucial to the implementation of the NCStar plan. Based on information collected, the review team notes the school's level of progress related to the NCStar Key indicators.

The TSQR concludes with the school and district leadership receiving a report that provides evidence-based feedback on the school's work with each of the Key Indicators. In addition, local staff will receive recommendations to support continuous improvement efforts including any changes to the NCStar plan that may be needed.

NCStar

NCStar is a web-based system designed for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement

activities. Schools identified as CSI or TSI-AT are required to use NCStar to complete the school improvement plan requirements outlined in section 1111(d)(1)(B) and section 1111(d)(2)(C) of the ESSA. Implementation plans should clearly reflect strengths and areas identified for improvement in the needs assessment and identify transforming initiatives for district and individual schools. Utilizing the Regional Support Teams (RSTs) and the staff of District and Regional Support (DRS), the NCDPI can monitor the implementation of school interventions and provide feedback through a coaching function within the NCStar tool.

STRATEGIC REFORM SERVICES

Strategic Reform Services are offered to support and monitor recurring low-performing schools who have elected one of the four (4) Reform Models to strategically address areas of improvement. The Reform Models available include Transformation, Restart, Turnaround, or Closure. After the school has been approved to operate under a Reform Model, information sessions are provided during the planning phase to prepare a comprehensive school improvement plan within NCStar that includes the selected reform model opportunities.

During the implementation phase, schools will be offered the opportunity to network with other exemplar model schools and learn best practices for addressing common barriers to improvement. By statute, each school must submit an Annual Report documenting academic gains after the completion of the first year of implementing the approved Reform Model. During the Annual Report process, the report and performance data are reviewed for evidence of progress. Schools are then identified for more intensive support based on Renewal Criteria for academic gain. After the second and third Annual Reports, more intensive support for schools not meeting the Renewal Criteria will be provided to review school improvement plans and support revisions where needed.

INTENSIVE INTERVENTIONS

LEAs and schools with the greatest need are identified through the Regional Support Structure for direct support, referred to as Intensive Interventions. LEAs that are considered for targeted support are among those LEAs that have most of their schools identified as the lowest performing in the state. In addition to support provided at the school level, these LEAs will receive support at the central office level to develop district capacity for supporting their low-performing schools and for nurturing academic growth throughout the district.

Comprehensive support for districts and schools provided through Intensive

Interventions begins as a partnership between LEAs and the NCDPI. The LEAs identified as needing the most intensive level of support are contacted through the local superintendent and school board. A Regional Case Manager will provide support and coaching for LEA leadership and coordinate services and additional support for the schools. The Regional Support Team will analyze data and identify areas for growth that require specific services from the NCDPI. These supports are customized to the needs of the district and/or school and provide services on the LEA or school site.

As previously described, these schools will participate in a CNA process that includes: 1) identifying areas of growth for the leadership of the school; 2) coaching to develop specific strategies for addressing these needs; 3) monitoring the improvement through ongoing coaching comments in NCStar; and 4) providing customized professional development. Professional development is aligned with evidenced-based research that may include, but is not limited to:

- Improved governance structures
- Career advancement incentives
- Aligned instructional programs
- Opportunities for extended learning and teacher planning to address goals of school improvement plans

In addition, schools identified with common areas of need will be given the opportunity to network and collaborate through leadership training provided across the state.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

As previously noted, the NCStar school improvement planning tool is available to all NC schools. In 2018, the Academic Development Institute (ADI) developed a district-level version of the web-based NCStar planning tool. The district-level indicators were updated for the 2019-20 school year. LEAs with over 50% of their schools identified for comprehensive support and improvement will be required to use the district and school-level planning tools. Using the district-level and school-level NC Star Tool will afford the NCDPI teams with an opportunity to provide support and direct coaching to district staff in a similar manner to the coaching provided for school-level teams.

In addition, LEAs with a significant number or percentage of schools that are consistently identified as needing comprehensive support and improvement, will be provided with additional support for the implementation of statewide initiatives. For example, these districts will receive additional support on using the Whole School, Whole Community, Whole Child (WSCC) model for providing critical health and environmental services necessary to address issues resulting from poverty and poor health that play a significant role in student achievement. For additional information on the WSCC model, go to Whole School, Whole Community, Whole Child.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[5]

The state of North Carolina has a long history of ensuring equitable educational opportunities to all its students. For years the NCDPI has provided student achievement data disaggregated by student demographics (e.g., race, gender, economic disadvantage, etc.) to provide information to schools and the public on how well our educational system is serving students of diverse backgrounds. With the passage of the Every Student Succeeds Act (ESSA), North Carolina has the opportunity to delve deeper into the issues that could be affecting gaps in achievement among our diverse student populations.

Previous analyses have focused primarily on the outputs of our educational process (i.e., student assessment results); the achievement gap between white and minority students has been well documented in North Carolina. The ESSA now provides the State with an opportunity to examine how our teaching force is distributed across the state and whether minority students and students living in poverty have access to high-quality educators that is comparable to the access that is experienced by white students who are not economically disadvantaged. If the inputs (e.g., high-quality educators) of our educational system are not equitable distributed across schools in the state, then it is reasonable to assume that there will be disparities in the achievement for those schools that have less effective educators.

The NCDPI monitors the access to highly effective teachers by economically disadvantaged and minority students for all schools in the state. Additionally, the NCDPI looks at the distribution of highly effective teachers among the state's schools that are served as Title I schools. The analysis looks at differences in the teaching force in North Carolina schools along three key indicators: 1) Ineffective - the percentage of highly effective and teachers rated as "In Need of Improvement;" 2) Out-of-Field - the percentage of teachers who hold a valid teaching license for the subject or course they are teaching; and 3) Inexperienced - the percentage of beginning teachers (BTs). In this report, NCDPI first examines students' access to highly effective teachers for all schools in the state and then replicates that analysis for NC schools that receive Title I funding. The analyses for the out-of-field and inexperienced teacher groups will follow the same sequence.

[5] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or

implement a teacher, principal or other school leader evaluation system.

This analysis will focus on traditional public schools in North Carolina. The State fully intends to include charter schools in its equity analyses, but there are differences in teacher licensure requirements for charter schools that make it problematic to include charter schools in the same analysis as traditional public schools. Conducting the proposed analyses for charter schools will require additional data collection from these schools that is not currently available. It is likely that the State will need to conduct these proposed analyses separately for traditional and charter schools to identify gaps in equitable access accurately.

Student Demographics

North Carolina has a very diverse student population. In the 2016-17 school year, there were approximately 1.6 million students in the PreK-12 public school system. White students account for the largest ethnic group in the State, but they no longer represent the majority of NC public school students (48.3%). African-American and Hispanic students represent the second and third largest ethnic groups (25.9% and 17.1%, respectively) in the State. The state of North Carolina is committed to ensuring that all students have access to a high-quality education regardless of ethnicity or socio-economic status. The purpose of the following analyses is to present the degree to which North Carolina's highly-effective and experienced teachers are distributed across schools that serve relatively higher and lower populations of minority and economically disadvantaged (i.e., low-income) students. For these analyses, schools are assigned to quartiles indicating the percentage of minority and economically disadvantaged students (EDS) served. Given that in North Carolina schools, there is no achievement gap between white and Asian students (and there is an achievement gap among these two groups and all other ethnic groups), minority is defined as all ethnic groups that are not white or Asian. The table below shows the range of percentages of minority and EDS students in all North Carolina schools for each of the four quartiles.

Table 1. Range of percentage of minority and EDS students by quartile in North Carolina schools.

	Lowest Quartile	Second Quartile	Third Quartile	Highest Quartile
	Range	Range	Range	Range
Minority Students	0.0%-26.4%	26.4%-45.5%	45.5%-69.0%	69.1%-100.0%
Economically Disadvantaged Students	0.0%-35.3%	35.4%-51.4%	51.4%-64.1%	64.2%-100.0%

Table 2 contains the ranges of student minority student and EDS populations in North Carolina's Title I schools by quartile.

	Lowest Quartile	Second Quartile	Third Quartile	Highest Quartile
	Range	Range	Range	Range
Minority Students	1.9%-33.8%	34.0%-59.9%	60.4%-81.0%	81.1%-99.6%
Economically Disadvantaged	20.0%-54.4%	54.4%-63.4%	63.4%-71.5%	71.5%-100.0%

Table 2. Range of percentage of minority and EDS students by quartile in Title I Schools.

Students

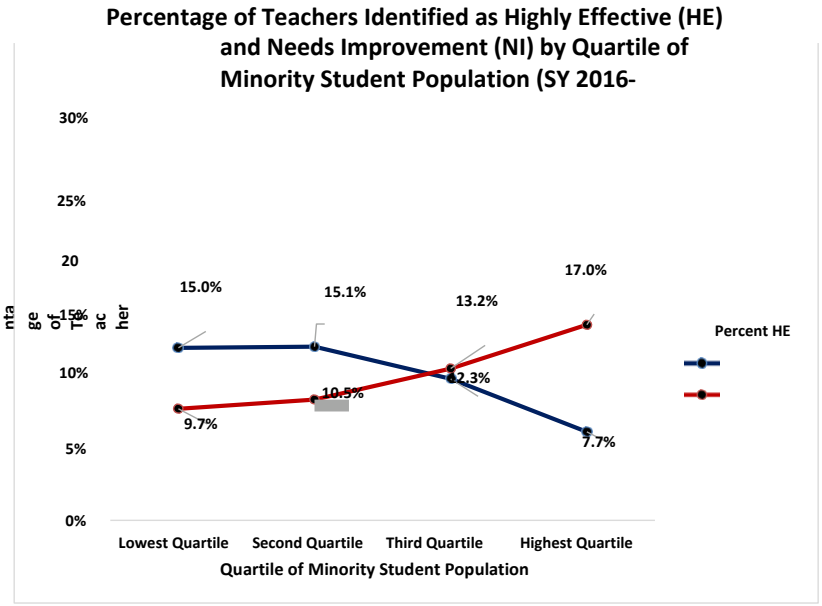
Teacher Effectiveness

North Carolina has a state-wide, mandated evaluation process for its educators. Teachers are evaluated annually on an observational rubric that covers five distinct domains of performance: Leadership, Creating a Respectful Environment, Content Knowledge, Facilitating Learning (pedagogy), and Reflection. NCDPI uses these five standards combined with a value-added (Student Growth) to determine a teacher's effectiveness. Teachers who do not meet the level of proficiency on the evaluation standards or the Student Growth measure are deemed "In Need of Improvement". Teachers who meet the level of proficiency on the evaluation standards and meet expectations for Student Growth are deemed "Effective". Teachers who demonstrate greater than proficient ratings on the evaluation standards and exceed expectations for Student Growth are deemed "Highly Effective."

Given that the Student Growth measure is estimated from three years of Student Growth for the teacher, there are a number of teachers for whom this effective measure does not exist. The requirement for a three-year rolling average to determine the Student Growth rating means that no BT has an effectiveness rating (i.e., by definition, a BT has fewer than three years of teaching experience). Additionally, it has been North Carolina State Board of Education (SBE) policy that when a teacher transfers from one employing educational unit to another, the Student Growth rating resets and the teacher begins a new three-year average of Student Growth (and no longer has an effectiveness rating). Recent changes by the NC State Board of Education to the educator evaluation process have removed Student Growth as a formal component of the educator evaluation process, but it will continue to be used to determine a teacher's effectiveness rating. Because Student Growth is now separate from the evaluation process, North Carolina will no longer require the growth measure to reset when a teacher moves from one education agency to another. This change will allow the effectiveness rating to become more stable and we should see a greater percentage of our teachers with a valid effectiveness rating.

This portion of the analysis focuses on the percentage of teachers in a school that are either Highly Effective or In Need of Improvement (as defined above). Because not all teachers in a given school have an effectiveness rating, the percentage of Highly Effective (or In Need of Improvement) teachers is based on the total number of teachers in the school with a valid effectiveness rating, not the total number of teachers in the school. Finally, there are fewer schools in this analysis than were identified in the previous analysis. One reason for this difference is that there are a number of K-2 primary schools that do not administer any end of grade (EOG) testing. North Carolina does have reading assessments in the early grades and in future years teachers in those schools will have effectiveness ratings.

Teacher Effectiveness and Minority Students



N.B., Teacher Effectiveness is determined using NC Educator Effectiveness guidelines. Teachers' observational data (2016-17 school year) is combined with a three- year average (2014-15 through 2016-17 school years) of the teacher student-growth data.

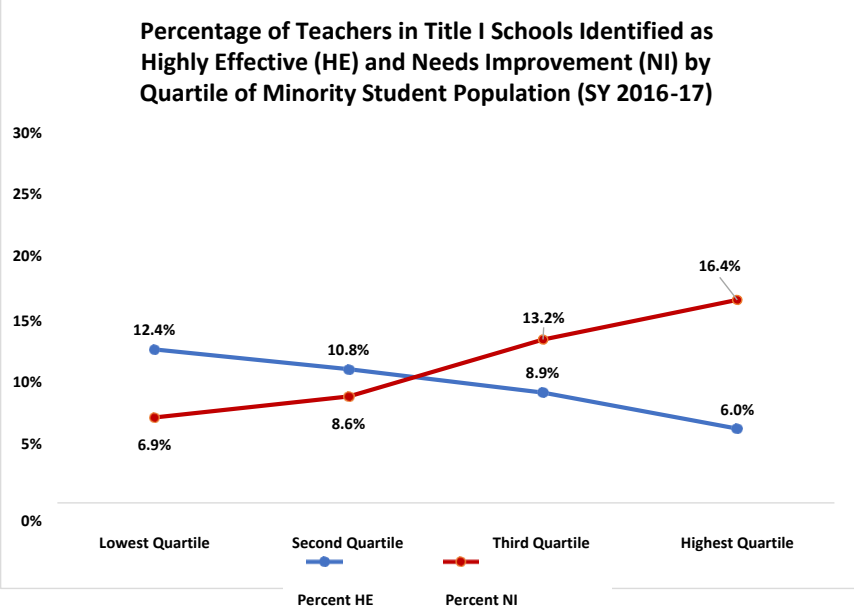
NC All Schools

On average in the state of North Carolina, approximately 12.5% of a school's faculty can be identified as highly effective (HE). In order to determine whether minority students have equitable access to highly effective teachers, we compared the percentage of HE teachers in the four quartiles of minority population to the overall state average of HE teachers. Schools in the lowest (first) quartile of minority student populations have approximately 15% of their teachers designated as highly effective. These schools have a greater percentage of HE teachers (2.5 percentage points) than the state average and that difference is statistically significant (*$t=4.30$, $p<0.001$)*. Schools in the second quartile of minority student populations also have a greater percentage of HE teachers than the state average, and that difference (2.6 percentage points) is statistically significant (*$t=4.10$, $p<0.001$)*. Schools in the third quartile of minority student populations have a slightly lower percentage of HE teachers than the state average (0.2 percentage points), but that difference does not represent a meaningful difference. Schools that serve the highest percentages of minority students, however, demonstrate a substantially lower percentage of HE teachers than the state average (4.8 percentage points). This difference is statistically significant (*$t=-10.78$, $p<0.001$)*.

North Carolina teachers are equally divided in the percentage of highly effective teachers and teachers who are designated as needing improvement (NI), 12.5% and 12.7%, respectively. From the chart above, however, one can determine that these teachers who need to improve their practice are not evenly distributed among the State's schools with respect to minority student populations. Schools in the lowest and second lowest quartiles of minority student populations have lower percentages of NI teachers relative to the state average, (3.0 percentage points and 2.2 percentage points, respectively); both differences are statistically significant (*t=-6.11, p<0.001 and t=-4.00, p<0.001, respectively)*. Schools in the third quartile of minority student populations demonstrate a rate of NI teaches that is consistent with the state average. Schools that serve the highest percentages of minority students have an NI teacher rate that is approximately 34.7% higher than the average rate in the state (17.0% versus 12.7%). The difference of 4.3 percentage points in NI teacher rates for schools in the highest quartile of minority student populations is statistically significant (*t=5.94, p<0.001)*.

In practical terms, these data indicate that, on average, in schools that serve the highest populations of minority students, there are approximately two NI teachers for every HE teacher. Furthermore, these averages could be masking some critical differences among schools in the highest and lowest quartiles of minority student populations. For example, there are 301 of the State's 652 schools (46.2%) in the highest quartile of minority student populations that have no highly effective teachers among the faculty. Conversely, there are only 126 of the State's 605 schools (20.8%) in the lowest quartile of minority student populations that have no highly effective teachers.

NC Title I Schools

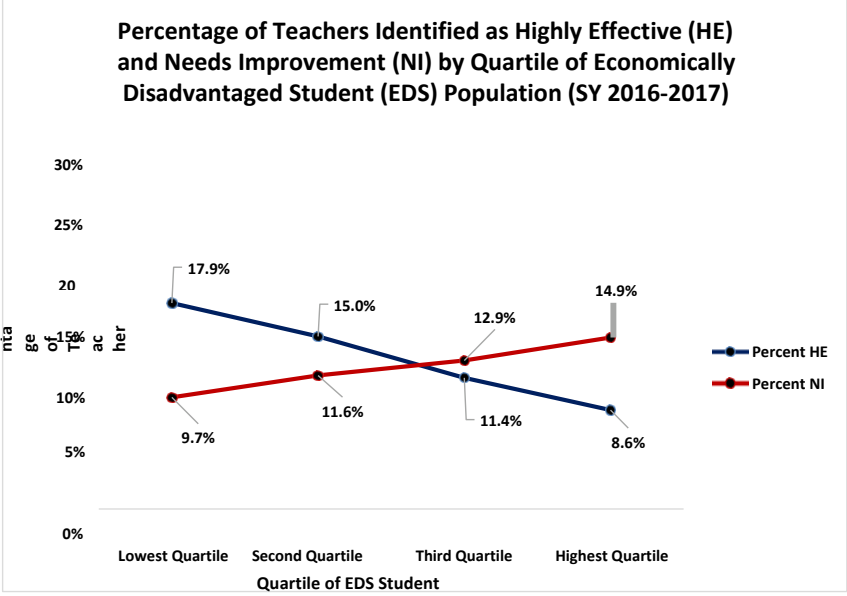


N.B., Teacher Effectiveness is determined using NC Educator Effectiveness guidelines. Teachers' observational data (2016-17 school year) is combined with a three- year average (2014-15 through 2016-17 school years) of the teacher student-growth data.

Title I schools in North Carolina have, on average, 9.5% of their faculty identified as Highly Effective (HE) – three percentage points lower than the average for all NC schools. The graph above shows that, for Title I schools in the lowest quartile of minority student populations, approximately one in eight teachers is highly effective. For Title I schools in the highest quartile of minority student populations, there is one highly effective teacher for every 17 teachers. For Title 1 schools in the lowest and second quartiles of student minority populations, the average percentage of HE teachers (12.4% and 10.8%, respectively) is greater than the average percentage for all Title I schools in North Carolina. These differences are statistically significant ($t=4.38$, $p<0.001$ and $t=1.99$, $p<0.05$, respectively). Title I schools in the third quartile have a marginally lower rate of HE teachers than the overall average for Title I schools, but that difference is not statistically significant. Schools in the highest quartile of student minority populations, however, have a HE teacher rate that is 3.5 percentage points lower than the state average for Title I schools, and that difference is statistically significant ($t=-7.75$, $p<0.001$).

Title I schools in the state have, on average, 11.3% of their teachers identified as Needs Improvement (NI). Schools in the third and highest quartiles of student minority have higher rates of NI teachers (13.2% and 16.4%, respectively) than the state average and both these differences are statistically significant ($t=2.50$, $p<0.05$ and $t=5.55$, $p<0.001$, respectively). The rates of NI teachers in Title 1 schools that serve the lowest and second quartile student minority populations are substantially lower than the state average (6.9% and 8.6%, respectively) and those differences are statistically significant ($t=-8.76$, $p<0.001$ and $t=-4.49$, $p<0.001$, respectively). These data suggest that Title I schools in North Carolina that serve higher populations of minority students have difficulty in attracting (and retaining) highly effective teachers to serve their students. It is reasonable to assume that this disparity in teacher effectiveness for these schools contribute to the achievement gaps that exist between white and minority students in the state.

Teacher Effectiveness and Economically Disadvantaged Students



N.B., Teacher Effectiveness is determined using NC Educator Effectiveness guidelines. Teachers' observational data (2016-17 school year) is combined with a three- year average (2014-15 through 2016-17 school years) of the teacher student-growth data.

NC All Schools

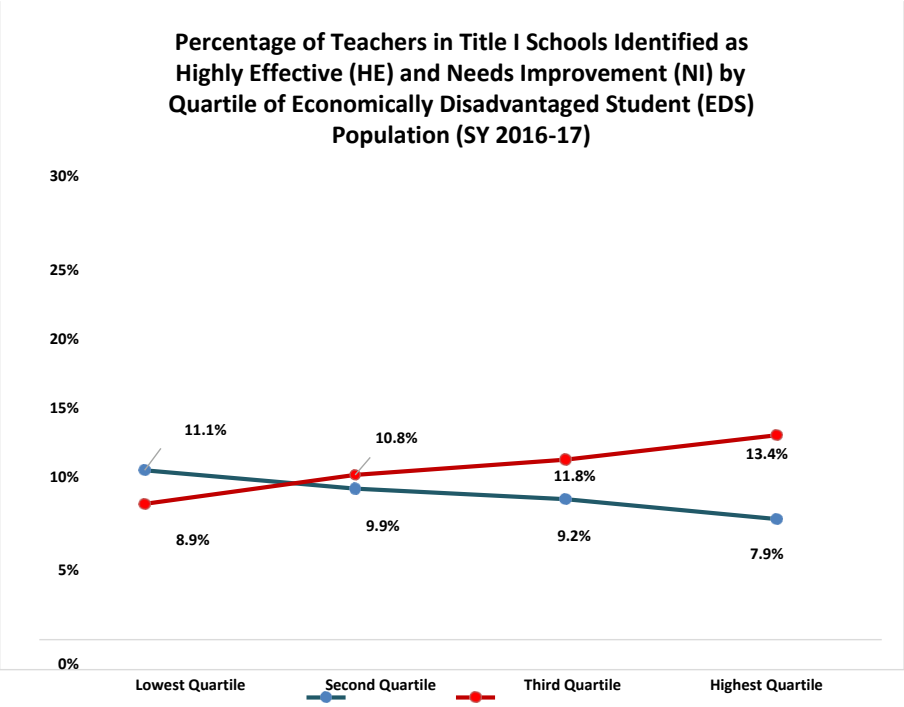
The relationship between teacher effectiveness and schools that serve relatively higher or lower percentages of economically disadvantaged students (EDS) mirrors the relationship between teacher effectiveness and minority student populations. Schools with lower percentages of EDS have, on average, higher percentages of highly effective teachers. As with the previous analysis with minority student populations, the rates of highly effective teachers in each of the four quartiles of EDS populations are compared with the state rate of highly effective teachers and teachers in need of improvement, 12.5% and 12.7%, respectively.

Schools serving the lowest and second-lowest EDS populations demonstrate a percentage of highly effective teachers (17.9% and 15.0%, respectively) that exceed the state average. The differences in the rates for the lowest quartile schools (5.4 percentage points) and the second quartile schools (2.5 percentage points) are statistically significant (*$t=6.64$, $p<0.001$ and $t=4.01$, $p<0.001$, respectively)*. For schools in the third and highest quartiles of EDS population, the percentages of highly effective teachers are less than the state average (11.4% and 8.6%, respectively). The differences in the percentages of

highly effective teachers for these schools is measurably lower than the state average (3rd Q - *t=-2.35, p=0.02 and Lowest Q - t=-10.02, p<0.001)*. In contrast to the analysis for minority student populations, schools in the third quartile of EDS populations demonstrate a measurable difference in the rate of highly effective teachers relative to the state average. The division between second and third quartile schools is approximately 51%. This indicates that schools with greater than one half of their student population identified as EDS employ highly effective teachers at measurably lower rates than their counterparts that serve more affluent student populations.

Schools in the four quartiles of EDS populations also show marked differences in the percentages of teachers who need improvement among their faculties. Not unexpectedly, schools with the lowest and second quartile of EDS populations demonstrate percentages of NI teachers that are substantially below the state average (12.7%). Schools in the lowest quartile of EDS have a mean difference in NI teacher percentages of 2.9 percentage points (*t=-5.47, p<0.001)* and second quartile schools have a mean difference of 1.1 percentage points (*t=-2.01, p=0.04)*. Third quartile schools differ from the state average by only 0.1 percentage points, and that difference is not meaningful. Schools in the highest quartile of EDS populations, however, demonstrate a 2.3 percentage point difference (*t=3.46, p<0.001)* from the state average.

NC Title I Schools



The relationship between teacher effectiveness and quartiles of EDS in Title I schools is less pronounced that observed for all NC schools. On average, HE teachers represent 9.5% of the staff in Title I schools in North Carolina; 11.3% of teachers in Title I schools are designated as needing improvement. Only schools in the highest and lowest quartiles of EDS populations show a substantial deviation from the state average. Lowest quartile Title 1 schools have a 1.6 percentage point higher rate of HE teachers than the overall average for Title I schools; this difference is statistically significant ($t=2.67, p<0.01$). Schools in the highest quartile of EDS population are lower than the overall state average for Title I schools by 1.6 percentage points and that difference is also statistically significant ($t=-2.60, p>0.01$).

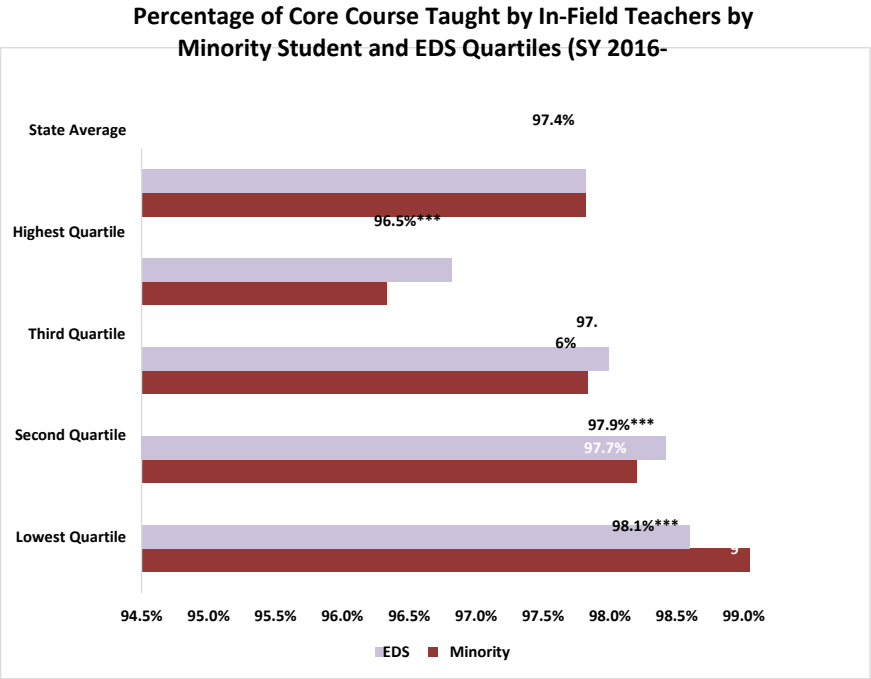
The distribution of NI teachers in Title I schools follows a similar pattern to what is observed for HE teachers – Title I schools in the lowest and highest quartiles of EDS populations differ substantially from the overall state average for Title I schools (11.3%). Schools in the highest quartile of EDS populations, on average, have 13.4% of their teaching force identified as needing improvement; the difference, 2.1 percentage points, is statistically significant ($t=2.48, p<0.05$). Title I schools in the lowest quartile of EDS have a NI teacher rate (8.9%) that is 2.4 percentage points below the state average; this difference is statistically significant ($t=-3.92, p<0.001$).

In-Field Teaching Assignments and Minority and Low-Income Populations

The North Carolina State Board of Education has defined teachers as in-field (IF) for their teaching assignment if the teacher holds a non-provisional license or non-emergency permit appropriate for the course content. Individual teachers are not designated as in or out of field, but each teacher's license(s) is compared to the required license for a subject or course. Where the teacher's license matches the requirement for the course, that course is designated as in-field. Where the teacher does not hold a license appropriate for the course, the course is designated as out-of-field. The percentage of in-field courses is calculated for each school in the state and analyzed by the quartiles of minority student and EDS population. For this analysis, we restricted the courses to the core subjects (English Language Arts, Mathematics, Science, and Social Studies) across the state that were taught by teachers with an appropriate license.

NC All Schools

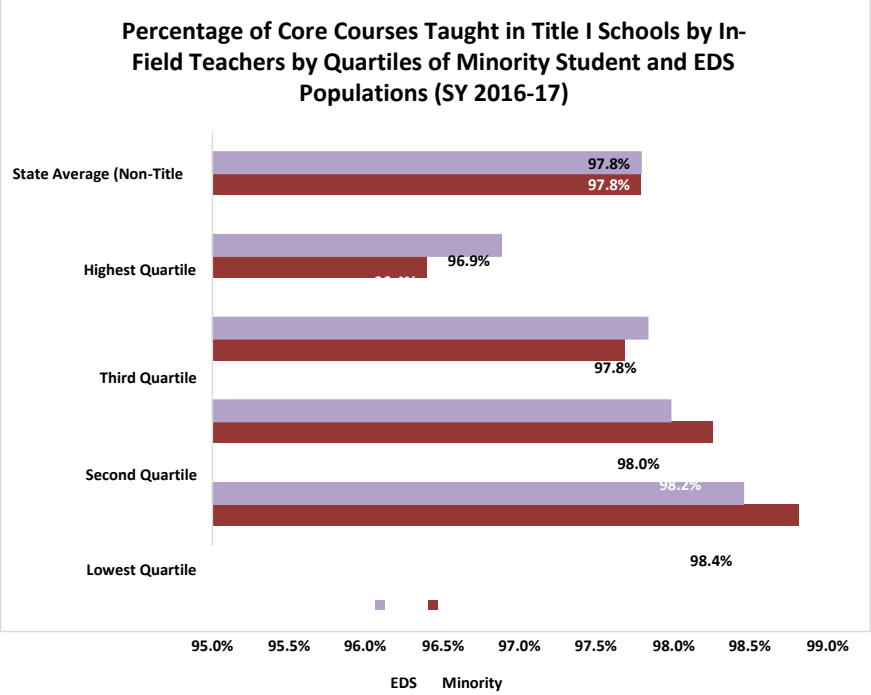
North Carolina schools, on average, demonstrate a high percentage of in-field courses (97.4%). The chart below shows the percentages of in-field core course by the four quartiles of minority student and EDS populations.



From the chart, one can determine that schools in the lowest quartiles of minority student and EDS populations exceed the state average for in-field courses. Though the differences from the state average for the lowest quartiles schools are small (minority – 1.1 percentage points and EDS – 0.7 percentage points), these differences are statistically significant ($t=7.70$, $p<0.001$ and $t=4.22$, $p<0.001$, respectively). Conversely, students in schools with the highest minority student and EDS populations experience a lower rate of core courses taught by an appropriately licensed teacher (minority – 1.3 percentage points and EDS – 0.9 percentage points). These differences in in-field instructed courses are also statistically significant ($t=-4.78$, $p<0.001$ and $t=-3.72$, $p<0.001$, respectively). Schools in the second and third quartile do not show an in-field course rate that differs significantly from the state average, except for schools in the second quartile of EDS population ($t=3.47$, $p<0.001$).

While one might be inclined to dismiss these differences as slight, one must remember that the percentages reflect classrooms that are populated by several students. Further analysis could determine whether minority and EDS students are disproportionately assigned to these courses taught by out-of-field instructors. The best course of action is to ensure that all core subjects are taught by qualified and effective teachers, but where that is not feasible, there burden of having an out-of-field instructor must not be borne disproportionately by minority and economically disadvantaged students.

NC Title I Schools

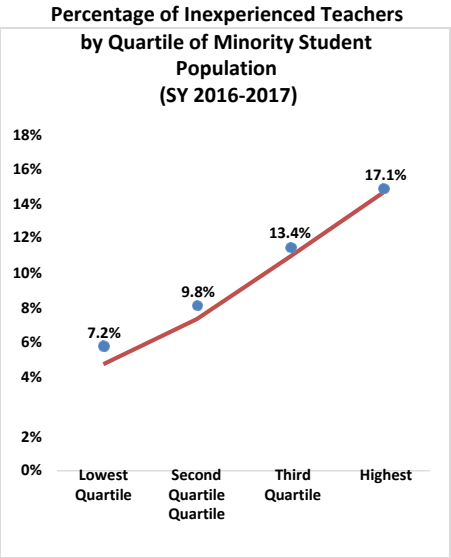


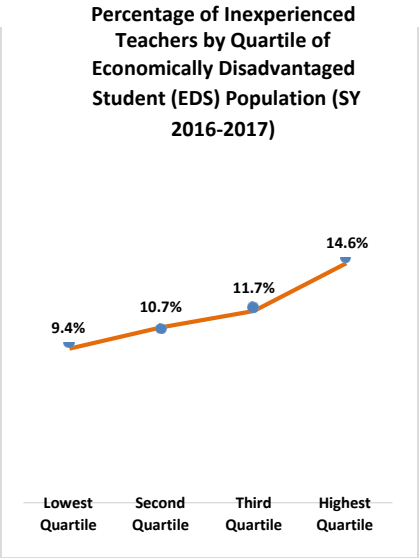
For Title I schools in North Carolina, the percentages of courses taught by appropriately licensed teachers are greater than those experienced by non-Title I schools. Unfortunately, these higher rates of in-field instruction are not equally distributed across quartiles of minority student and EDS populations. Schools in the lowest quartiles of EDS and minority student populations demonstrate rates of in-field teachers that exceed the state average for Title I schools. Title I schools in the highest quartile of EDS and minority student populations have in-field teacher rates that are less than the observed state average for Title I schools. For both the highest and lowest quartiles of EDS and minority student populations, the differences from the state average are statistically significant.

Inexperienced (Beginning Teachers) and Minority and Low-Income Student Populations

The North Carolina State Board of Education defines an inexperienced teacher as one who has fewer than three years of teaching experience. Teaching experience may be gained, and credited, from within or outside of the state. For the 2016-17 school year, approximately 12 percent (11.9%) of the teaching force in North Carolina was identified as “inexperienced”. The percentages of inexperienced teachers for the four quartiles of minority student and EDS populations are presented in the chart below.

NC All Schools





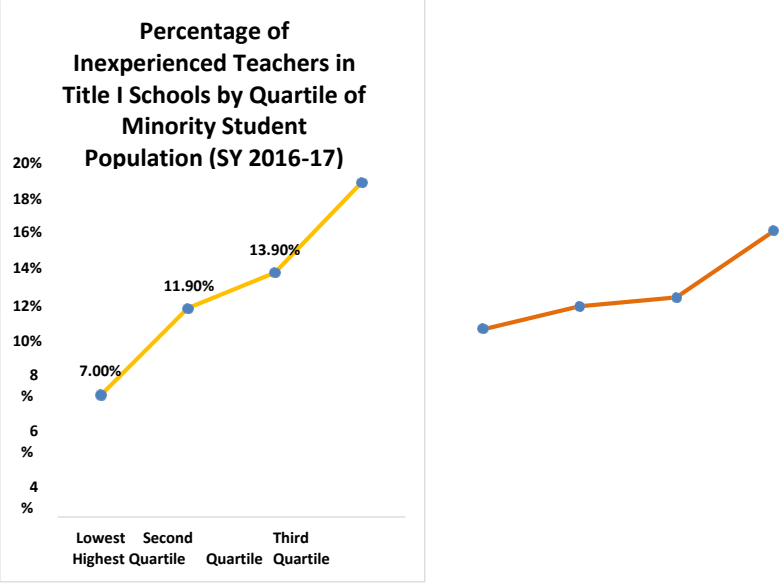
From the chart, one can discern that the percentages of inexperienced teachers for the highest and lowest quartiles of minority student populations (7.2% vs. 17.1%) is much greater than the range for percentages in the highest and lowest quartiles of EDS (9.4% vs. 14.6%).

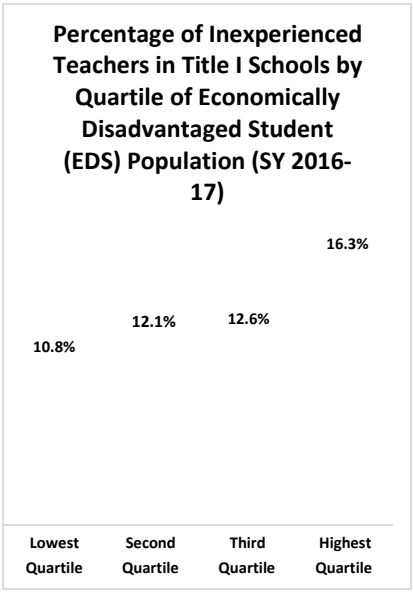
The 605 schools in the lowest quartile of minority student population have, on average, 7.2 percent of their teaching force identified as inexperienced. This rate is 4.7 percentage points lower than the state average and the difference is statistically significant (*t=-20.49, p<0.001)*. Similarly, the 408 schools that are in the State's lowest quartile of EDS populations demonstrate a substantially lower rate (9.4%) of inexperienced teachers than the state average (*t=-7.46, p<0.001)*. Schools in the second quartile of minority student and EDS populations are also lower than the state average (9.8% and 10.7%, respectively) and the differences in the rates of inexperienced teachers are statistically significant (*t=-7.67, p<0.001 and t=-3.63, p<0.001, respectively)*.

Schools in the third and highest quartile of minority student populations demonstrate a higher rate of inexperienced teachers (13.4% and 17.1%, respectively) than the state average. For both quartiles of minority student populations, these differences between the state average and quartile average are statistically significant (*t=4.18, p<0.001 and t=13.41, p<0.001, respectively)*. For schools in the third quartile of EDS populations, the rate of 11.7% is not measurably different from the state average. Schools in the highest quartile of EDS populations, however, have, on average, an inexperienced teacher percentage (14.6%) that is 2.7 percentage point greater than the state average. The difference in rates between the highest quartile schools and the state average is statistically significant (*t=7.71, p<0.001)*.

These differences in rates of inexperienced teachers between the highest and lowest quartile schools in minority student and EDS populations are likely related to the mobility and attrition of experienced teachers across the state of North Carolina. As experienced (and relatively more effective) teachers retire and/or separate from employment in North Carolina schools, more affluent schools are able to replace them by attracting experienced and effective teachers from other school systems. Less affluent districts often must hire inexperienced teachers to replace those teachers they lose to attrition or mobility.

NC Title I Schools





Across all Title I schools in NC, the percentage of a school's faculty that is inexperienced is, on average, 12.9%. For Title I schools in North Carolina, the disparity (12.0 percentage points) between the percentage of inexperienced teachers in the highest (19.0%) and lowest quartiles (7.0%) of minority student populations is more pronounced than what was observed for all NC schools (9.9 percentage points). The percentage of economically disadvantaged students in Title I schools seems to have a weaker relationship with the rate of inexperienced teachers in the school. There is only a 5.5 percentage point difference in the rate of inexperienced teachers in the highest (16.3%) and lowest (10.8%) quartile schools. In Table 3, we display the average difference in rates of inexperienced teachers for each quartile of minority student and EDS populations relative to the state average for Title I schools.

Table 3. Mean percentage of inexperienced teachers in Title I schools by quartiles of minority student and EDS populations.

	Minority Students		EDS	
	Percentage of Inexperienced Teachers	Difference from state average (12.9%)	Percentage of Inexperienced Teachers	Difference from state average (12.9%)
Lowest Quartile	7.0%	-5.9%***	10.8%	-2.1%***
Second Quartile	11.9%	-1.0%*	12.1%	-0.8%
Third Quartile	13.9%	1.0%*	12.6%	-0.3%
Highest Quartile	19.0%	6.1%***	16.3%	3.3%***

** p<0.05, **p<0.01, ***p<0.001*

From the table above, one can see that each quartile of minority student population has a meaningful difference from the state average in the percentage of inexperienced teachers. For NC Title I schools, greater than average minority student populations correlate with greater than average rates of inexperienced teachers. A similar, yet weaker, relationship exists for quartiles of EDS populations, but only the lowest and highest quartiles of EDS have a meaningful difference from the state average. Given that in NC hiring policies are the purview of the local boards of education, the state has limited policy options to address the disproportionate rates of inexperienced teachers in schools that serve high populations of minority student and/or EDS populations. The state of North Carolina does, however, have authority over the preparation of initially licensed teachers. Policies that require educator preparation programs to ensure that teacher candidates have clinical experiences in schools that serve minority student and EDS populations could help increase the effectiveness of beginning teachers.

Conclusions

The analyses presented above indicate that students in North Carolina schools with high percentages of economically disadvantaged and minority student populations have less access to highly effective teaching than their peers in schools with lower percentages of EDS and minority student populations. Additionally, students in these high-poverty, high-minority schools have a greater probability of receiving instruction from an inexperienced or out-of-field teacher than the students in schools with lower percentages of EDS and minority student populations. NCDPI is committed to working with districts to understand the root causes of these phenomena and developing policies and practices that reduce these inequities between affluent and poor students and majority and minority students.

This problem is further exacerbated by trends in teacher mobility. It is clear that schools with higher EDS and minority student populations are losing experienced teachers every year to schools with more affluent student populations and those experienced teachers are being replaced by inexperienced teachers. This trend needs further analysis to understand there are differences in teaching effectiveness between those teachers who are remaining in, and departing from, schools with high EDS and minority student population. NCDPI currently is developing tools for its districts and charter schools that will allow district leaders to use teacher effectiveness data to develop human capital management strategies that can mitigate the debilitating effects of teacher mobility and attrition.

Strategies to Increase Equitable Access to Excellent Educators

Extensive discussion with personnel administrators across the state, meetings with stakeholders, and

analysis of the data at the state level on a variety of teacher characteristics at the school district and school building levels reveals that the inequitable distribution of effective teachers across the state is caused not by a single, isolated distribution problem, but rather by a multi-faceted problem involving 1) teacher shortage, 2) recruitment and retention challenges, and 3) distribution decisions at district and building levels. Consequently, the strategies the NCDPI will employ to address gaps in equitable access are not exclusive to one part of the problem, rather many of the strategies ultimately will impact other facets of the inequitable distribution problem. Listed below are examples of strategies the NCDPI implements to address potential causes for equity gaps as described in the NC's State Plan to Ensure Equitable Access to Excellent Educators.

Teacher Shortage

- NC Virtual Public Schools – The North Carolina Virtual Public School (NCVPS) helps ensure equity in teacher distribution by providing students access to courses and other opportunities they might otherwise not have. NCVPS enables students throughout the State, regardless of geographic area, to have access to highly qualified, experienced teachers. Schools and school systems unable to employ highly qualified teachers for specific subjects are often able to access them through the Virtual Public School.
- Educator Preparation Programs – In order to ensure that new teachers and principals can support the new standards, the NCDPI and the SBE work closely with Institutions of Higher Education (IHEs) on program approval and program review. All teacher and leader (principal) education licensure areas must have SBE-approved programs which are aligned to the NC Professional Teaching Standards and the NC School Executive Standards (Masters of School Administration programs). Both sets of standards (teachers and school leaders) explicitly have diversity standards and practices which speak to teachers' ability to differentiate for all learners, including those typically under-served.
- IHE Annual Performance Report – During the 2012-13 school year, the NCDPI successfully launched the IHE Annual Performance Report, now referred to as Education Preparation Program Report Cards. The IHE report cards offer a snapshot of information about college/university teacher and principal preparation programs. These report cards contain multiple data points about education graduates and education IHE programs, such as mean GPA of admitted students; program accreditation; percentage of program completers, etc. The live IHE report card as well as the current IHE performance report submitted to the SBE can be found at IHE Educator Preparation Program Performance Reports.

Recruitment and Retention Challenges

- Mentoring and Induction into Teaching – A variety of research studies support the need for strong induction programs for new teachers. Mentoring new teachers impacts retention and helps teachers develop as professionals. In order to ensure adequate support for beginning teachers, the SBE adopted a policy (LICN-004) that requires all LEAs and charter schools to implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three- year induction program for beginning teachers (BTs). In addition, the NCDPI has developed resources, templates, and examples to assist LEAs and charter schools with the successful implementation of local BTSPs.

- Teacher Working Conditions – Since 2002, North Carolina has surveyed all school-based licensed educators biennially about their teaching conditions, including time, leadership, empowerment, professional development, facilities and resources, and induction. Analyses conducted by the New Teacher Center demonstrate significant connections between positive teacher working conditions and student achievement and teacher retention. In addition, the TWC Survey has been used in principal trainings in 2014 and principals have been asked to identify a priority of improvement with their TWC data and outline a plan of action. The results of the most recent survey are available on-line at North Carolina Teacher Working Conditions.
- National Board Certification – National Board Certification (NBC), offered by the National Board for Professional Teaching Standards (NBPTS), is a way to recognize the accomplished teaching that is occurring in North Carolina's classrooms. Initial candidates who complete the process are granted eight renewal credits which satisfy all requirements for one teaching license renewal cycle. Additionally, NBC teachers in LEAs that are teaching 70 percent of the time are paid a salary differential of 12 percent of their state salary for the life of the certificate which is five years initially and renewable each five years. Charter school payment differentials may vary.

Distribution Decisions at the District and School Level

- Local Educator Equity Plans – Since teacher hiring and assignment decisions are made by local school districts and principals, districts and schools that receive federal Title I, Part A and Title II, Part A funds must revise existing Equity Plans as necessary to ensure that economically disadvantaged and minority students are not taught at higher rates by ineffective teachers. District equity plans should be driven by local data collection including teacher effectiveness ratings and may include results of the Teacher Working Conditions Survey and the Annual Report on Teachers Leaving the Profession. Local equity plans will be reviewed each year during the application funding process.
- Focus on Teacher Retention – Each year the NCDPI presents to the SBE the State of the Teaching Profession in North Carolina Report. Turnover data within this report are summarized by individual LEAs and SBE districts. The data have been analyzed and five categories of teacher turnover have been identified: Remained/Remaining in Education, Personal Reasons, Turnover Initiated by the LEA, Turnover Beyond Control, and Other Reasons. The teacher turnover report is presented to the SBE in October and sent to the North Carolina General Assembly in November annually.
- Public Reporting on Teacher Qualifications – Public reporting of teacher qualification data allows parents and the public to compare schools within and across systems and to identify where there are gaps in coverage and quality. By doing so, public reporting raises awareness of the teacher shortage and can build momentum behind local, regional, and state initiatives that focus on this issue. North Carolina publicly reports data on teacher qualifications in the annual School Report Cards. The report card is web based and contains information at the school, district, and state levels on a variety of factors including, but not limited to, the number of teachers with advanced degrees, the number of teachers with 0-3, 4-10, and 10+

years of experience, retention of teachers at the school level, number of National Board Certified teachers, and results of the Teacher Working Conditions Survey. The School Report Cards are published on the NCDPI website and can be found here.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Improving School Conditions

The NCDPI recognizes the importance of a well-rounded education that supports the whole child, families, and school personnel. To assist LEAs with creating school conditions that best foster learning environments that remove barriers to learning, such as ineffective discipline practices and behavioral and safety issues, the NCDPI engages LEAs in evidence-based practices of the Multi-Tiered System of Support (MTSS) framework and the Whole School, Whole Community, Whole Child (WSCC) model. In addition, North Carolina has legislation supportive of safe school environments inclusive of strategies to address student academic, behavioral, and social emotional needs. Through provision of professional development, resources, guidance, technical assistance and collaboration, staff of the NCDPI help LEAs with the implementation of practices aligned with this legislation with an ultimate goal of healthy, safe, and responsible students successfully graduating from our schools prepared for work, further education and citizenship.

Multi-Tiered System of Support Framework

The NCDPI supports LEAs in with the installation of MTSS to address the school conditions for student learning. MTSS is a school improvement framework that address academics, behavior, chronic absenteeism, and social emotional domains vertically throughout the LEA. LEAs utilize multiple sources of data to build a full continuum of supports for students in each of these areas. The NCDPI guides LEAs to problem-solve with all staff and students in mind first. This means LEA teams look at internal and external factors that have been designed and are affecting an array of results.

The NCDPI also provides regional support and training to LEAs in the implementation of MTSS which integrates effective research-based academic and behavior practices for school improvement. For additional information on the MTSS, refer to section D.4.of this document.

Whole School, Whole Community, Whole Child Model

To ensure the essential areas affecting students and the overall conditions of the school are addressed, LEAs are guided to utilize the WSCC model. WSCC expands on the eight elements of the Coordinated School Health (CSH) approach from the Center for Disease Control and Prevention (CDC) and is combined with the whole child framework. CDC and the ASCD (formerly known as the Association for Supervision and Curriculum Development) developed this expanded model in collaboration with key leaders from the fields of health, public

health, education, and school health to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools.

At the center of the model are five essential tenants that students are engaged, supported, challenged, safe, and healthy. Providing resources and support for educating the whole child is essential to the work of the NCDPI. WSCC creates a pathway to build strong community partnerships to improve overall school conditions. For example, WSCC guides LEAs to strengthen relationships with local police department, health agencies and community groups to impact the overall school conditions for both staff and students.

The model recognizes the need for a schoolwide approach to addressing student health and learning that also reflects the needs of the community. Currently, the NCDPI is conducting a pilot project using the WSCC model with eleven LEAs. LEAs are given an assessment tool and are provided support for collecting and analyzing data, creating an action plan for their work and evaluating their outcomes. While all LEAs are encouraged to use the model and the NCDPI staff are available for support, pilot LEAs receive intensive support and technical assistance to implement the model in their communities. The results of the pilot and the lessons learned will be used to provide continuous support for all LEAs. Resources for LEAs can be found at Whole Child Model.

In addition to the work of the NCDPI staff, the SBE convenes a special advisory committee (Whole Child NC) on a quarterly basis to provide guidance and state-level support for WSCC work.

Finally, the WSCC model is consistent with North Carolina's definition of school readiness that supports both the condition of children at school entry and the capacity of schools to meet each child's condition going forward. Furthermore, the WSCC model supports the belief that children learn in environments and through practices that are developmentally appropriate and designed to support their success.

Reducing the Incidence of Bullying and Harassment

Bullying and harassment can be addressed through several areas of the WSCC model such as Social and Emotional Climate, Counseling, Psychological, & Social Services and Physical Environment. In 2009, the NC General Assembly passed the School Violence Prevention Act (G.S. 115-C-407.15). In addition to outlining the specific types of bullying and harassment prohibited in public schools, it also required that each LEA develop a policy outlining specific plans for reporting acts of bullying and harassment and a plan for addressing these acts. The NCDPI provides LEAs with specific guidelines for creating these policies, defining types of bullying and reporting incidents of bullying and harassment. See North Carolina Discipline Data Reporting Procedures.

In 2012, amendments and additions were made to the School Violence Prevention Act and it was renamed the North Carolina School Violence Prevention Act of 2012. These amendments added a focus on computer related crimes and cyberbullying in order to address their effect on student success and school climate. The following year, the North Carolina General Assembly passed additional school safety legislation with primary focus on the following:

- School counselors to spend at least eighty percent (80%) of their time in counseling services for students
- School Resource Officer support
- School safety exercises requirements
- Anonymous tip lines
- School Improvement Plans to include School Safety Plans
- Emergency response plans
- School crisis response kits

In collaboration with The North Carolina Department of Public Safety, the NCDPI supports LEAs in their implementation of this legislation primarily through resources and professional development provided through staff in school counseling, the Healthy Schools section and the Center for Safer Schools section.

The NCDPI recognizes that students need to feel safe at school to engage in learning opportunities; therefore, multiple divisions in the NCDPI support LEAs with resources for addressing bullying and harassment. For example, the Behavior Support Consultants provide

training to school teams in LEAs to:

- Build common language around bullying
- Provide a comprehensive model for bully prevention
- Focus on universal prevention strategies

This school-wide approach to bullying and harassment has a greater scope than sole focus on the bully and the victims of bullying and harassment as it involves all staff and all students. Schools teach:

- Schoolwide expectations
  - Students should be able to recognize respectful versus non-respectful behavior (clearly defined)
  - Link concept of respect and responsibility to the most appropriate expectation
- Teach how bullying and harassment are reinforced
  - Gain attention
  - Gain materials/activities
- Teach how to respond
  - Say, 'stop'
  - Walk away
  - Talk (seek help)

This approach allows for all staff and all students to recognize bullying and harassment behaviors and work as a school in a common methodology. Teams utilize data to analyze the effect of this and adjust strategies as needed. The NCDPI supports LEAs and schools in this data analysis.

Additional resources are available through the NC Center for Safer Schools including the following:

- Resource guide for LEAs to use to assist with building a sense of urgency for addressing bullying and harassment
- Articles and blogs for learning about bullying and harassment
- Strategies for addressing bullying and prevention including ones LEAs can utilize as resources

The NCDPI also provides training for school staff on recognizing and addressing issues that lead to bullying as well as the relationship between bullying and suicide. These professional development opportunities are typically in the form of webinars, online modules, resources, conference sessions and regional trainings. The NCDPI also collaborates with other state agencies and organizations to meet the professional development needs of school personnel in areas related to behavior, discipline and climate. For example, the NCDPI worked with the North Carolina Department of Health and Human Services to have school personnel trained to be certified Youth Mental Health First Aid instructors for their districts and regions.

Reducing Discipline Practices That Remove Students from the Classroom

A critical factor of installing the MTSS framework is to address schoolwide behavior expectations, proactive and prosocial classroom management strategies, and supports for students who need intensive support for behavioral and/or social emotional areas of concern. LEAs analyze behavioral data to determine:

- Disproportionality
- Instructional time lost due to office discipline referrals
- Common reasons for office discipline referrals
- Use of out of school suspension
- Use of in school suspension

Utilizing the MTSS research based problem-solving model, LEAs create plans to install common behavioral practices to address areas of concern. This includes creating:

- Common definitions for offenses that are not defined at the SEA and/or federal level (ex: insubordination, disrespect, defiance, etc.)
- Lesson plans to teach behavioral expectations to staff and students
- Common list of offenses to be treated as an office discipline referral, and those to be managed in the classroom space

LEAs are guided to use cultural/community responsive definitions of common offenses to meet the needs of the student and overall community needs. LEAs work with school leaders to determine a continuum of consequences for various offenses to reduce the use of in school and out of school suspension. LEAs can choose from a variety of practices, such as restorative practices, to assist with building this continuum of consequences.

The Disparities in Discipline Task Force is an interagency state collaboration, inclusive of a member of the North Carolina House of Representatives, focused upon improvements in disciplinary practices in North Carolina schools. The purpose of this task force is to study ineffective and effective disciplinary policies, practices and data in schools across the state and develop recommendations for best practices state wide. The NCDPI provides a statewide data collection system including of behavioral and discipline data to assist with data-driven decision making for improvement.

Also impacting school conditions is the Student Citizen Act of 2001 that was passed into law by the North Carolina General Assembly as part of the North Carolina Basic Education Plan (G.S. 115C-81). This Act requires every local board of education to develop and implement character education instruction with input from the local community. The development of character in our children is a cornerstone of education and conducive to positive school climates. To support school efforts in character education, the NCDPI provides professional development, resources, student leadership institutes, and recognition of exemplary school practices in fostering character education that can be found on the Character Matters NC website.

Reducing Aversive Behavioral Interventions

Behavior Support consultants at the NCDPI provide *Nonviolent Crisis Intervention* throughout the year. *Nonviolent Crisis Intervention* supports LEAs to reduce the use of aversive behavioral interventions that compromise student health and safety. The professional learning experience provided by the NCDPI assists with participants understanding and recognizing the characteristics of escalation and de-escalation of behaviors.

The crux of *Nonviolent Crisis Intervention* strongly focuses on safe, respectful, and noninvasive prevention practices which first includes verbal de-escalation techniques. Physical restraints are the last part of the training and those involved in this are to be selected by LEAs and schools to focus on staff members who have direct contact with students who may experience crisis (historical data are used to determine this). This section of the training continues to utilize verbal de-escalation techniques while keeping the student safe during an approved physical restraint.
Participants practice these techniques with certified trainers and only receive certification of completion of the course when a high level of repeated proficiency is demonstrated.

Throughout the professional development experience trainers reiterate students who may be in crisis must be treated in the upmost safe manner and the adults are to protect the therapeutic relationship with students.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

   In North Carolina, all 115 LEAs and over 100 public charter schools receive Title I funds on an annual basis. Beginning with the 2017-18 school year, the NCDPI's web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP), will be modified to include all required descriptions for Title I, Part A funds, including a description of transition strategies for students from middle grades to high school and from high school to postsecondary education. FPMS staff review LEA plans and provide technical assistance and feedback for improvement as a part of the funding application approval process. LEAs and charter schools address the outcomes of strategies implemented in the comprehensive needs assessment conducted at the end of the school year and reported in the subsequent school year application for funding.

   To support effective development and implementation of LEA plans, including the development of transition plans, four regional technical assistance meetings are conducted each year in various locations throughout the state so that local federal program directors have an overview of the required plan and funding application components. In addition, the FPMS division provides a New Directors' Institute in the summer of each year to support local staff that are new in the role of federal grants implementation at the LEA level.

In 2015, the North Carolina General Assembly (NCGA) amended G.S. 115C-105.41 to require LEAs to adopt policies that direct school improvement teams to develop plans to include successful transition between elementary and middle school years and between the middle school and high school years for at-risk students. An explanation of the changes made by this law and option how schools can continue to support students at risk of academic failure are provided in the North Carolina School Improvement Planning Implementation Guide. Due to these changes in the law, the NCDPI provides guidance through the lens of a Multi-Tiered System of Support (MTSS). For additional information on the MTSS, refer to section D.4 of this document.

Similarly, the 2016 session of the NCGA focused its attention on the critical transition from preschool to kindergarten in S.L. 2016-94. In response, the NCDPI worked in collaboration with the NC Department of Health and Human Services (DHHS) to improve this transition between the early learning community and the public school system.

To address the provisions of the law, the DHHS, in consultation with the NCDPI, is developing a standardized method for Pre-K teachers to collect evidences of learning and document children's learning statuses in the five (5) domains of learning and development. This method will leverage a subset of the widely-held expectations from North Carolina's Foundations for Early Learning and Development, which align vertically with the construct progressions measured by North Carolina's Kindergarten Entry Assessment. Features of this process include but are not limited to:

- Pre-K teachers will gather evidences of learning and indicate a learning status for each child at the end of the Pre-K year.
- This transition information will then be transferred from Pre-k to receiving public school kindergarten programs within a county.
- Families will have the ability to opt-out of having their children's information shared between programs.

The DHHS, in consultation with the NCDPI, is in the process of identifying key transition plan components and will provide a planning template and guidance for developing a local transition plan. Local NC Pre-K committees will be responsible for developing and implementing local transition plans for their communities and are encouraged to address the following three objectives in an effort to move the transition to kindergarten experience forward:

1. Address the question of expectations
2. Support and promote multiple modes and opportunities for communication among stakeholders but primarily parents, prekindergarten teachers, and kindergarten teachers
3. Address issues of ownership of the transition process

Local NC Pre-K committees consist of stakeholders representing key organizations that serve young children in the community, including LEAs, which provides an opportunity for local cross-agency collaboration.

The implementation process will:

- Begin in fall of 2017 with a usability pilot consisting of a select group of counties and a subset of Pre-K and kindergarten teachers from each county
- Include development and use of a readiness measure to identify cohorts of counties for scaling-up the transition from Pre-K to kindergarten program, which will begin in fall of 2018 with a small cohort of counties
- Continue to scale-up will over the next three years with a cohort of counties added each year until all one hundred counties are including and fully implementing the defined transition practices

It is the intent of this transition practice, when fully implemented, to create shared understanding among early childhood programs, schools, administrators and parents of what children should experience between early childhood programs and schools and between kindergarten, first grade, and second grade.

Beginning with the 2017-2018 school year, the Exceptional Children Division will address improving postsecondary outcomes for students through the development of two resources. The first resource is a collaboration with the Zarrow Center for Learning Enrichment at the University of Oklahoma. The result of this collaboration will be a reference document that will align self- advocacy and self-awareness skills with the College Career Ready Anchor standards.

The second resource is a Continuum of Transitions tool that will identify activities and guiding questions for each grade level, Kindergarten through 12th grade, to assist in the development of College Career Readiness skills as student's progress through the grade levels. This resource will begin as a pilot study with Local Education Agencies and Charter Schools in which a tool that aligns activities with the development of postsecondary education, employment, and independent living skills will be utilized by the pilot participants in selected schools. Feedback and data gathered from the pilot participants will be used to improve the tool and usability of the tool.

In addition, LEAs are required to define how the transition of Academically and/or Intellectually Gifted (AIG) students occurs at key transition points, including middle and high school, to ensure that the social, emotional, academic and intellectual needs of this student population are most effectively met and to prevent drop-outs. All LEAs and select charter schools must address strategies for transition in their legislated Local AIG Plan based on the NC AIG Program Standards set in policy by the SBE. The NCDPI will also continue to report the number of drop-outs who are identified as AIG to better address systematic and individual concerns. Monitoring of this data is an expectation of all LEAs based on the SBE's NC AIG Program Standards.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    - iv. Measurable program objectives and outcomes.

Planning Title I, Part C Programs

Planning to meet the needs of migratory children begins with the Comprehensive Needs Assessment process. To ensure the needs of migratory children are met, the NC MEP completes a new Comprehensive Needs Assessment every three years, based on guidelines developed by the Office of Migrant Education (OME) in the US Department of Education. Parents, family members, migratory students, and external stakeholders attend a series of meetings in which they develop statements of concern based on a presentation of the current academic and other challenges faced by migratory children. Data are gathered from various sources (government agencies, research studies, and local needs assessments) in order to further identify the concerns.

The most recent collection of data shows the following:

1. In the 2014-15 school year, approximately 45.7 percent of the MEP students had moved from one school district to another within the State during the previous year. This high rate of mobility is one of the prime drivers of our concerns.

2. Among pre-K-age students, many (due to lack of access to pre-K services) often lack the basic school readiness skills that will lead to success in the early grades. Due to their high rate of mobility, these students often arrive in our state at a time when all available pre-K slots have been filled. In addition, families new to the area need orientation in order to access the pre-K instructional and supportive services that are available.

3. About 37 percent of elementary (K-5) students in the NC MEP have moved within the last year. Elementary school MEP students (grades K-5) still struggle to close the achievement gap between themselves and non-migratory students, which remains at 21 percent for math, 26.5 percent for reading, and

26.8 percent for science (based on end-of-grade test scores grades 3-5).

4. A major issue for many of these students is that they arrive in North Carolina from other states close to the time of the assessment administration and have not participated in the instruction that prepares them for the EOG and EOC state assessments. In addition, MEP students who are also English Learners (ELs) achieve at an even lower level than the overall MEP group, but do achieve at a slightly higher level than the overall EL group. Only 30.8 percent of MEP students received summer instructional services during the 2014-15 year. The greatest needs for these students will continue to be supplemental instructional support offered through summer school, afterschool, home-based, and inclusion programs.

5. Middle School (grades 6-8) students have shown gains in achievement over the last few years, although the gaps between MEP and non-MEP students still persist: math (17.4 percent), reading (24.9 percent), and science (9.8 percent). To some degree, a focus on STEM summer programs that include middle school students has driven science improvement. In addition, Middle School students and their parents have reported on surveys and in focus groups that they are not engaged in their schools; the majority are not involved in clubs, sports, or other extracurricular activities. This is attributed to a lack of transportation options and lack of awareness of activities that might be available. Finally, middle school students have reported that it took from two days to one week for enrollment in schools, which caused them to lose critical instructional time.

6. MEP high school students' needs are somewhat similar to the middle school students, with a few critical differences. Only 10 percent of high school MEP students reported in a survey conducted by NC MEP that they had ever met individually with their high school counselor. Fewer than 50 percent of high school students received ANY services (instructional or supportive) in the 2014-15 school year, which is often due to their work schedules. High school students also report a need to have internet connectivity in order to complete their assignments; most MEP students do not have that connectivity, outside the use of mobile phone technology. Large achievement gaps occur between MEP high school students and non-MEP students: 20.5 percent in Math, 28.8 percent in English II, and 28.9 percent for Biology. MEP ELs had even larger gaps, and continue to need language support to succeed in high school coursework.

7. In the 2014-15 school year, Out of School Youth (OSY) comprised 24.9 percent of NC MEP's students, for a total of 1,420 students. The NC MEP annually surveys the students using the Graduation and Outcomes for Success for Out of School Youth (GOSOSY) Consortium's OSY Profile tool, and have found that more than 90 percent would like some instructional services. Most of the students requested ESL instruction, but a significant number (10 percent) reported a need for high school equivalency classes or a return to high school. Eight OSY received their GED/HiSET in 2015, so it is important to continue to

provide

avenues for re-entry to high school or entry into GED/HiSET programs. In addition, more than 10 percent of students requested supportive services, ranging from health services to social services to material support. Both OSY and external stakeholders have expressed a need that instructional and supportive services for OSY be conducted on weekends and evenings, when OSY are not at work.

From the concerns and the supporting data, objectives for the program are developed for each age/grade group of children and youth: preschool children, grades K-5, grades 6-8, grades 9-12, and Out-of-School Youth. The objectives are also designed to fall into the Seven Areas of Concern developed by the OME: English Language Proficiency, Access to Services, School Engagement, Instructional Support in the Home, Loss of Instructional Time, Educational Continuity, and Health. The objectives are considered the measurable program objectives (MPOs) for the program. They are time limited, specific, and annually measurable. It is important to note that some of the objectives may be directed toward implementation and others toward outcomes. While this document is fully developed every three years, the NC MEP conducts annual updates.

Each LEA receiving an MEP sub-grant must complete an annual needs assessment survey for each student. This assessment is locally designed and must include assessment of needs for both instructional and supportive services. OSY needs are assessed using the North Carolina adaptation of the GOSOSY Consortium OSY survey, found at Migrant Education Programs Supplemental Services. The OSY survey is conducted by both local programs and regional recruiters, and data are aggregated annually.

Each year, the NC MEP compiles district-level profiles of migratory students for all LEAs receiving sub-grants and sends them to the LEAs to use in developing their annual applications through the comprehensive grant funding application process in the Continuous Comprehensive Improvement Plan (CCIP). The student profiles contain information regarding student age and grade distributions, mobility, English language development, and academic achievement on North Carolina's annual end-of-grade (EOG) and end-of-course (EOC) assessments. Local programs are required to supply local information to give a more detailed description of their district's migratory students and their needs. These needs are aggregated annually to complete a Comprehensive Needs Assessment update.

After the completion of the triennial Comprehensive Needs Assessment, NC MEP develops a Comprehensive State Service Delivery Plan, which contains the following components:

- A student profile for the state (including agriculture information, demographic data, academic indicators, and other indicators);
- The Comprehensive Needs Assessment, including Measurable Program Objectives for the NC MEP;

- A Service Delivery Plan, presenting strategies for meeting the needs defined in the Comprehensive Needs Assessment;
- A State-level Parent Engagement Plan;
- An Identification and Recruitment Plan;
- A Priority for Services Plan;
- A Professional Development Plan;
- A Monitoring Plan;
- A Program Evaluation Plan; and
- A Student Information, Data, and Migrant Student Information Exchange (MSIX) Plan.

Planning the Full Range of Services Available to Migratory Children

Migratory children in North Carolina fall into three major groups: school-age children, preschool children, and children who have dropped out of school (referred to as Out of School Youth, or OSY). Planning for these services requires close collaboration with local, State, and Federal agencies.

- Migratory school-age children are served through local educational agencies (LEAs) and charters, in collaboration with LEAs. In addition to services from the Migrant Education Program, they receive services through Title I, Part A, Title III, IDEA, and McKinney Vento Programs, and the National School Lunch Program of the USDA. Services are both instructional and supportive. Instructional services are aimed at helping students achieve local and state learning goals, and are offered through Title I, Part A, Title III, and IDEA, along with the Migrant Education Program. Supportive services are those services that help students access the resources they need to be able to meet state learning goals, resources such as nutrition, health, transportation, and advocacy. For migratory school-age children, local and state resources are available through the LEA, including social work services and counseling. Federal resources beyond the MEP include the McKinney-Program (for which most MEP students qualify) and the Child Nutrition/National School Lunch Program. It is during the after- school period, weekends, and summers that the Migrant Education Program often becomes the program that the families of school-age children need most.
- Migratory preschool children (approximately 20 percent of NC MEP students in the 2015-16 school year) receive services through the MEP, Head Start, Migrant Head Start, Migrant Health, and local agency programs, such as those offered by local health departments and social service agencies. Both instructional and supportive services are offered by MEP and the other programs mentioned above. The NC MEP is involved in recruitment and enrollment assistance into Head Start Programs and other governmental and non-governmental Pre-K programs. NC MEP has worked with East Coast Migrant Head Start to offer family literacy programs for the parents/families of preschool children. Supportive services

commonly offered by NC MEP and collaborating agencies to migratory preschool children include health screenings and immunization clinics, nutritional support, assistance with completion of forms for health and nutrition support.

- Children who have dropped out of school (approximately 20 percent of MEP students in the 2015-16 school year) are also offered both instructional and supportive services. Local community colleges offer High School Equivalency (HSE) programs and some English Learning Programs for our Out of School Youth. NC MEP offers services in over 35 counties to help OSY learn English and set goals. For example, the Wake Technical Community College High School Equivalency (HEP) program has worked with NC MEP for over ten (10) years to assist OSY students to enroll and support them in this program specially designed for agricultural workers. Finally, the GOSOSY Consortium, of which NC MEP is a member, has been instrumental in providing high quality instructional materials and support to assist OSY in learning English, life and vocational skills. Supportive services for OSY include health support, health education, material support, counseling and mentoring, legal support, and leadership development. Health support and health education is accomplished by teaming with local and state health agencies. Mental health support is often provided through collaboration with local social service agencies, private providers, and non-governmental organizations. NC MEP works closely with Legal Aid of North Carolina (Farmworker Unit), the NC Department of Commerce (Labor), and the US Department of Labor to assist students facing workplace challenges ranging from workers' compensation to human trafficking. A recent collaboration with Cherry Point Naval Air Station is providing migratory youth with military mentors.

Joint Planning for Services for Migratory Children

Given the variety of organizations involved in serving migratory children, joint planning is necessary to avoid duplication of services and to leverage funds to increase the potential for serving children. Joint planning for preschool migratory children includes working with Telamon Corporation, East Coast Migrant Head Start, and local health and social service departments to develop strategies for recruiting and enrolling students in available programs.

Joint planning for school-age migratory children includes working with each LEA to ensure that migratory children are included in their Continuous Comprehensive Improvement Plans and working with Title III staff to plan for services to the 40 percent of migratory children who are English Learners. In addition, joint planning for school-age children is done with the NCDPI School Nutrition department annually to ensure that migratory children receive free school meals. Finally, NC MEP has met with staff from the Exceptional Children's division and local LEAs to ensure that migratory students

with IEPs are properly screened and placed in a timely manner. Joint planning and training also occurs with the NC McKinney-Vento Program to ensure that homeless migratory children are being identified and served.

For OSY, joint planning for services involves the US Department of Labor, Legal Aid of North Carolina, local community colleges, the HEP program of Wake Tech Community College, local community health centers, and the GOSOSY Consortium. This planning enables NC MEP to expand its services beyond English classes, which will continue.

Planning for the Integration of Services Available Under Title I, Part C with Services Provided by Other Programs

For migratory preschool children, migratory school-age children, and migratory children who have dropped out of school, the joint planning process described above enables integration of services, and will be continued through attendance at each other's meetings, information sharing sessions, and incorporation of agencies' staff into NC MEP teams for the Comprehensive Needs Assessment.

Planning Measurable Program Objectives and Outcomes

The Comprehensive Needs Assessment (CNA) process has as its goal the development of measurable program objectives and outcomes. As part of the process, goals and objectives are developed for each group of migratory students: preschool, school-age (divided into K-2, 3-5, 6-8, and 9-12), and migratory Out of School Youth. The proposed goals and objectives are presented to program staff, the CNA team (composed of representatives of organizations mentioned above), parents, and OSY. This is done to gauge feasibility and relevance of the goals. The current program goals consist of the following:

Pre-K Age Students:

- By the end of the 2016-17 program year, at least 40 percent of migratory children ages 3-5 (and not yet Kindergarten) will receive at least eighteen (18) hours of school readiness instruction.
- By the end of the 2017-18 program year, MEPs in at least four (4) counties will offer summer programs that extend to pre-K students.
- By the end of the 2017-18 program year, all MEPs receiving sub-grants will offer at least eighteen (18) hours of Pre-K services in the summer.
- By the end of the 2017-18 program year, all local MEPs will have staff trained to conduct family literacy programs.
- By the end of the 2017-18 program year, 75 percent of parents of pre-K students will have attended a family literacy session or program.
- By the end of the 2017-18 program year, each local MEP shall develop a plan to increase food security among Pre-K children and their families.

- By the end of the 2017-18 program year, each LEA with an MEP sub-grant shall determine the percentage of their children who have access to basic health care, and develop a plan to serve those students with no regular care.

K-5 Students:

- By the end of the 2017-18 program year, NC MEP will offer training for Student Services staff in a minimum of ten (10) LEAs.
- By the end of the 2017-18 program year, each MEP sub-grant program shall offer summer instruction for its K-12 students.
- By the end of the 2017-18 program year, NC MEP will offer instructional programs to at least 50 percent of its students who are present in the summer.
- By the end of 2017-18 program year, every local MEP will offer after-school or home-based instructional assistance that does not pull students out of regular classes during the school year.
- By the end of 2017-18 program year, every MEP will offer after-school or home- based instructional assistance that does not pull students out of regular classes during the regular school year.
- By the end of the 2017-18 program year, MEP students in grades 3-5 will have narrowed the EOG achievement gap between MEP students and non-MEP students by a minimum of 10 percent in reading and math.

Middle School Students (Grades 6-8):

- By the end of the 2017-18 program year, every LEA will conduct an interest survey of its middle school students and will offer college and career planning sessions to those students.
- By the end of the 2017-18 program year, every LEA will develop a plan for involving more middle school students in extracurricular activities.
- By the end of 2017-18 program year, all MEP students will be enrolled in the PowerSchool student information system within 10 calendar days of enrollment in MEP (per federal requirements).
- By the end of 2017-18 program year, NC MEP will increase the number of MEP 10-15 year old students attending summer instructional programs by 15 percent over the 2016-17 baseline year.
- By the end of 2017-18 program year, NC MEP students will narrow the EOG achievement gap between themselves and the All Students group by 10 percent.
- Beginning in 2017-18, any student who misses more than two days during the enrollment process will be given additional instructional services.
- By the end of the 2017-18 program year, the gap between MEP EL students and MEP non-ELs will decrease by at least 10 percent.

High School (Grades 9-12):

- By the end of the 2017-18 program year, at least five MEPs in NC will offer extracurricular activities or college and career activities for high school

students.

- By the end of the 2017-18 program year, at least 20 percent of MEP high school students will report that they have a mentor or counselor with whom they meet.
- By the end of the 2017-18 program year, at least 75 percent of high school MEP students will participate in a summer program of either short or long duration.
- By the end of 2017-18 program year, at least 10 non-MEP high school staff will receive MSIX training.
- By the end of the 2017-18 program year, at least 90 percent of MEP high school students surveyed will report that they have the technology access needed to complete assignments.
- By the end of the 2017-18 MEP program year, at least 50 percent of MEP high school students will receive mentoring and/or instructional services during the program year.
- By the end of the 2017-18 program year, the achievement gap between high school MEP EL students and high school MEP non-ELs will decrease by at least 10 percent in reading and math.
- By the end of the 2017-18 program year, the achievement gap between high school MEP students and high school non-MEP will decrease by at least 10 percent in reading and math.
- By the end of the 2017-18 program year, every LEA will conduct an interest survey of its middle school students and will offer college and career planning sessions to those students, and at least 90 percent of students attending those sessions will report increased knowledge of processes in college and career planning.

Out of School Youth (OSY):

- By the end of the 2017-18 program year, all LEAs with sub-grants will offer instructional services for their OSY.
- At least 45 percent of OSY who are in a program for more than one month will receive an instructional service of at least six (6) hours.
- By the end of program year 2017-18, NC MEP staff will conduct the OSY needs assessment profile with at least 50 percent of OSY.
- By the end of the 2017-18 MEP program year, at least 25 MEP OSY students will participate in goal-setting activities and achieve a passing score on the goal- setting rubric.
- By the end of the 2017-18 program year, NC MEP will increase the number of counties participating in HEP or other HSED programs by at least 50 percent to twelve (12) counties.
- By the end of the 2017-18 program year, at least three (3) counties will implement a mentoring pilot for OSY.
- By the end of the 2017-18 program year, at least 50 percent of OSY taking English classes (of over six (6) hours total duration) will show an increase in achievement of at least 20 percent on a pre-post assessment.

Implementing Title I, Part C Programs

Comprehensive State Service Delivery Plan - The Comprehensive State Service Delivery Plan guides the local programs in the implementation of strategies to meet the unique needs of migratory students. As part of the plan, a comprehensive list of strategies for achieving the program objectives is offered to local programs.

Implementation begins with training local NC MEP staff on the Service Delivery Plan. This is accomplished through two service area meetings per year and numerous webinars and screencasts. Services offered by MEP are categorized as Instructional and Supportive, and are defined in a list of service codes, which are logged monthly into the PowerSchool Migrant Student Data as services are conducted.

Program Quality Reviews, or site visits, also provide an opportunity to assist local programs in implementation. During each of these short (one day) visits, NC MEP staff work with local programs to brainstorm and develop strategies to implement services to help each meet the goals of the Service Delivery Plan.

Implementing the full range of programs for migratory children – Implementation of the full range of programs requires consideration of the unique needs of migratory children.

- For migratory preschool children, implementation begins with training staff on the resources available in their communities and creating digital resource information banks for programs across the state. It also involves connecting families of preschool children directly with resources for instruction and support of their preschool children. It also includes of training in family literacy for NC MEP staff.
- For migratory school-age children, implementation of programs consists of training staff and other school personnel, such as counselors and teachers, about the needs of migratory children and the goals of the MEP. This training is followed each year by in-depth training in topics such as content-based instruction, STEM, and summer program enhancement. It also involves meeting with families to ensure their access to supportive services.
- For migratory children who have dropped out of school (OSY), implementation again begins with training. For each of the last seven years, NC MEP has hosted an OSY Institute, at which instructional strategies for working with OSY are discussed. In addition, numerous agencies (Legal Aid, Health Centers, and Consulates) present their services to both OSY students and MEP staff. In addition, the VISTA volunteers who work with us through a grant from the Corporation for National Service design and create educational materials for staff and volunteers to use with OSY. Finally, the resources of the GOSOSY

Consortium provide a wealth of strategies and materials to assist NC MEP in creating programs that will help OSY meet their goals.

Joint Planning for Implementation of Programs for Migratory Students – Implementation of joint planning results from intentional collaboration with other organizations and programs.

- For migratory preschool children, NC MEP works closely with East Coast Migrant Head Start to coordinate recruitment and enrollment of students and to re-train staff on family literacy and school readiness. NC MEP also works with Early Learning staff at NCDPI to discuss how to help MEP preschoolers meet their goals.
- For migratory school-age children, NC MEP meets annually with NC McKinney- Vento staff to ensure that each group understands enrollment policies and services of the other program. NC MEP staff in the LEAs regularly communicate~~attend meetings~~ with Title III staff to promote the role of NC MEP in providing supplemental services. NC MEP state staff presents at Title III and EL meetings, EC meetings, and PowerSchool meetings.
- For migratory children who have dropped out of school, the work accomplished through the Wake Tech HEP program is crucial for joint planning for implementation of programs. Methods of recruitment and supplemental academic support for students working on their High School Equivalency (HSE) are developed through meetings and joint professional development opportunities.

Integration with other programs in the implementation of services for migratory students – In order to meet the unique needs of migratory children, services supported by the MEP are coordinated with other programs that serve migrant children and youth.

- For migratory preschool children, co-recruitment of children for health/MEP services and for pre-K/MEP services currently occurs and should continue to be promoted. Continued co-trainings in family literacy should also occur in collaboration with East Coast Migrant Head Start.
- For migratory school-age children, NC MEP currently works with EL organizations such as Carolina TESOL to provide trainings on services available to migratory ELs. This relationship should continue to be fostered. NC MEP has presented in the NC NCACE (Title I) Conference on program implementation in MEP so that regular school staff will understand the role and capabilities of the NC MEP. This integration is most critical when planning summer Migrant Education projects, since regular EL classes and core content classes are not in session, and the Migrant Education Program plays a key role in stemming summer learning loss for English Learners and other students most at risk.
- For migratory children who have dropped out of school, NC MEP membership in the GOSOSY Consortium has been instrumental in integrating the NC MEP with

MEPs from 17 other states. Through this effort, programs have shared resources

and enhanced each others' programs. Collaboration with the HEP program has resulted in an increasing number of students each year completing their GED/HiSET.

Implementing Measurable Goals and Objectives for Migratory Students

For all three groups of students: preschool, school-age, and students who have dropped out of school, the implementation of measurable goals and objectives is achieved through training NC MEP staff. Large-scale training opportunities for all NC MEP program staff occur twice during each school year and once in the summer. In addition, at least 10 different webinars are offered each year to train staff in implementation of new regulations, strategies for helping students meet their goals, and increasing services through collaboration with other agencies.

For the last six years, NC MEP has worked with the Corporation for National Service through a VISTA State Grant to provide materials and train staff and volunteers in teaching and serving migratory students. The grant has greatly increased organizational capacity to provide services to students and help meet program goals.

Evaluating Migrant Education Programs

The NC MEP uses a variety of methods to evaluate services and programs. These include monitoring, surveys, evaluation instruments, and focus groups. Each subgrantee is also required to complete a local program evaluation annually, which is part of the CCIP. The local program evaluation addresses all MEP students in that local program. Each year, all sub-grantees must complete an evaluation of their migrant recruiting efforts and note areas for improvement. In addition, the Program Quality Review process, while primarily a means of technical assistance, is used to help local programs troubleshoot potential problem areas, areas of non-compliance, and areas in need of improvement.

Evaluating the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs

- For migratory preschool children, evaluation consists of interviewing parents and children about the effectiveness of MEP services. This occurs at regional or statewide parent meetings each year. In addition, parents are asked to evaluate family literacy programming. Parents are also surveyed at these meetings to gain information that they might not want to share in a discussion/focus group.
- For migratory school-age children, evaluation data on effectiveness of program services is collected through surveys of students (online or on paper), focus groups (during site visits), interviews with individual students, and examination of standardized test scores and grades in the PowerSchool database.

- For migratory children who have dropped out of school, the effectiveness of NC MEP services are evaluated using evaluation instruments designed as part of the GOSOSY Consortium, through local surveys, and through pre-post testing of instruction.

Evaluation of joint planning among local, State, and Federal educational programs serving migratory children, including language-instruction educational programs under Title III, Part A - This evaluation will be conducted through a survey of collaborating agencies. The survey will be designed during the fall of 2017 and administered for the first time during spring 2018. It will contain sections for organizations serving each of the student groups: preschool, school-age, and OSY.

Evaluation of the integration of services available under Title I, Part C with services provided by those other programs - This evaluation will be conducted through the same survey for collaborating agencies to be designed in fall 2017 and administered in spring 2018.

Evaluation of measurable program objectives and outcomes - This evaluation occurs annually through the development of a student profile for the NC MEP. The student profile contains data and analysis on the achievement of program goals and objectives as stated in the Comprehensive Needs Assessment and Service Delivery Plan. Every three years, the NC MEP conducts an evaluation that results in a formal evaluation report. That report will be published to the NC MEP website in spring of 2018.

Each group of students, within the school-age group subdivided into grade level groups is represented in the annual program evaluation and the triennial program evaluation report.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

   The NC MEP maintains student data (including for Pre-K and OSY) in the PowerSchool student information system database. This is the same database used by public schools throughout the state, and as such, enables NC MEP data staff to access student information even when school is not in session. Within the PowerSchool database, data on migratory students are maintained in a special section, although information on school-age children (such as assessments and course history) is maintained in the general population's database. Since summer is our most active time, it is crucial to maintain access to the database during that time. The NC MEP data specialists work throughout the year, so there is no break during summer.

In addition, the NC MEP uses the Migrant Student Information Exchange (MSIX) national database to research students' consolidated records from both North Carolina and other states. The NC MEP upload extracts nightly from the PowerSchool database to the MSIX server. That enables the State's MSIX files to be up to date.

MSIX has a notification feature that enables the NC MEP to communicate with other states about the movement of students. In turn, the NC MEP can notify others when a student arrives to or leaves one school system (either intra- or interstate). In addition, the NC MEP receives notifications from other states, which enhances our ability to recruit and enroll students in a timely fashion. There are flags for IEP, EL, Health, and Priority for Services within the MSIX database.

The NC MEP participates in the Graduation and Outcomes for Success for Out of School Youth (GOSOSY) Consortium, an 18-member group of states that works to design and improve services to OSY across the United States. The NC MEP participates on both the Steering Team and the Technical Support Team for this Consortium Incentive Grant.
Other examples of intra- and interstate communication include collaboration with East Coast Migrant Head Start, universities within North Carolina, Wake Technical Community College High School Equivalency Program (HEP), the US Department of Labor, the Cooperative Extension Service, and the Corporation for National Service from which the NC MEP has received two VISTA project grants during the last five years.
Through these collaborations, the NC MEP has been able to expand and extend services to MEP students and OSY across the state.

The staff of local Migrant Education Program sub-grantees share training opportunities with Title III staff in all Local Educational Agencies receiving Title I, Part C subgrants. Migrant Education Program tutors work closely with both core content teachers and EL teachers to coordinate services and not duplicate any offerings.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The greatest single use of funds by the North Carolina Migrant Education Program consists of sub-grants to LEAs. Each year, 88 percent of the Title I, Part C allocation is distributed to sub-grantees. The remaining 12 percent of the Title I, Part C allocation is used to fund regional efforts, including three (3) regional recruiters who serve areas not served by subgrants and three (3) regional data specialists, who are responsible for entering Migrant Data into PowerSchool. A small amount is used to fund statewide efforts, such as meetings, the State Parent Advisory Council, and staff trainings. Finally, the MEP Administrator's salary and the Identification and Recruitment Coordinator (the only two state-level MEP staff) are paid from this 12 percent.

When funds are received through Consortium Incentive Grants or other grants, they are used for continued statewide and Consortium initiatives, such as support for the VISTA volunteers, development of materials to meet Consortium goals, and further training opportunities for staff.

The current funding structure mirrors state goals in giving LEAs and charter schools a strong role in determining their programming.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   State Agencies (SAs) submit an annual program application for Title I, Part D, subpart 1 funds to the NCDPI by June 30th of each year. This application includes a description of the processes the SA will undertake to assess the needs of children and youth in the SA, including transition services provided to children and youth between correctional facilities and locally operated programs. In addition, each SA must reserve funds to support transition services and describe the program services to be developed with the required transition-fund reservation in the application process. The NCDPI reviews descriptions as part of the annual approval process for funding and provides feedback and technical assistance to ensure that transition strategies are addressed.

   The Integrated Academic and Behavior Systems (IABS) Division supports state operated programs and LEAs with the implementation of the statewide rollout of the Multi-Tiered System of Support (MTSS). A critical component of this work is for collaborative teams to create comprehensive support plans that include general education and special education, if applicable. This problem-solving school improvement model includes a comprehensive data review to ensure student success, which includes, as appropriate, the successful transitions of students between correctional facilities and locally operated programs.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

   The NCDPI has established the following program objectives for the Title I, Part D program:

   1. Improve the educational services to children in local and state institutions for neglected or delinquent children and youth so they have an opportunity to meet the same challenging state academic content and achievement standards as other students

      Objective: Decrease the dropout rate by 10% for male and female children and youth in local and state institutions for neglected or delinquent children and youth over a three-year period.

      Performance Measure: Integrate proficiency-based projects that are centered around the personalized learning model to assist in the students' readiness to transition to local schools, postsecondary education, or employment.

2. Provide children and youth who are neglected or delinquent services so that they can successfully transition from institutionalization to further education or employment

   Objectives:
   - Increase by 10% the number of children and youth obtaining a secondary school diploma, or its equivalent after being released from a neglected or delinquent facility over a three-year period.
   - Increase by 10% the number of children and youth obtaining employment following their release from an institution or facility over a three-year period.
   - Develop a transitional plan that tracks 100% of children and youth prior to their transition from institutions and facilities to local education agencies, postsecondary education or the workforce.

   Performance Measures:
   - Provide facilities and institutions with materials and technology that are consistent with Local Education Agencies and local and national employers to ensure transitional academic and employment success.
   - Develop partnerships with local and national companies that afford youth who have successfully transitioned from their facility or institution, the opportunity for gainful employment.

3. Prevent youth from dropping out of school and provide youth returning from correctional facilities with a support system to ensure their continued education

   Objective: 100% of children and youth from neglected or delinquent facilities and institutions are provided with a comprehensive transition team, to include: social workers, behavioral specialists and mentors who track children and youth following their release.

   Performance Measure: Develop collaborative relationships with LEA school counselors, behavior specialists and local social services to ensure a continued support system for children and youth who successfully transition from their facility or institution.

As previously noted, SAs submit an annual program application for Title I, Part D, subpart 1 funds to the NCDPI by June 30th of each year. This application includes a description of the processes the SA will undertake to assess the needs of children and youth in the SA, including transition services provided to children and youth between correctional facilities and locally operated programs. The needs assessment will be the process by which programs identify and address needs or gaps between current and desired conditions. As such, the needs assessment guides the development of a comprehensive plan and helps establish benchmarks for evaluating the program. The NCDPI will reinforce to SAs, both through technical assistance and the application, the importance of conducting a thorough needs assessment, identifying root causes and

targeting resources to address root causes. The NCDPI will provide continued technical assistance after approval through implementation and evaluation. The State Agency plans will be annually revised and approved. The application will identify grouping of children/youth serviced, instructional delivery methods, program of support (including transition services), procedures to assess the education needs, describe how the State Agency will carry out evaluation requirements and how the results will be used to plan and improve the program, describe how the State Agency will coordinate with other local education agencies, and how appropriate professional development will be provided.

North Carolina will monitor performance measures through the Consolidated State Performance Report, including:

- Number of programs/facilities
- Number of students served
- Transition data and services
- Academic and vocational outcomes while in the state agency program/facility or within ninety (90) calendar days after exit
- Number of students who earned high school course credits, enrolled in a GED program, earned a GED, and obtained a high school diploma.
- Enrolled in local school district
- Earned high school course credits
- Enrolled in a GED program
- Earned a GED
- Obtained a high school diploma
- Accepted and/or enrolled in post-secondary education
- Enrolled in job training courses/programs
- Obtained employment
- Academic performance in reading
- Academic performance in math
- Pretests/posttests for long-term students (reading/math)
- Average attendance rate

Each individual State Agency collects achievement data based on the tests given at that institution and submits its assessment plan as part of its application. The State Agency is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan, including the tests that will be administered to the youth and how the results of the tests will help improve the neglected or delinquent program.

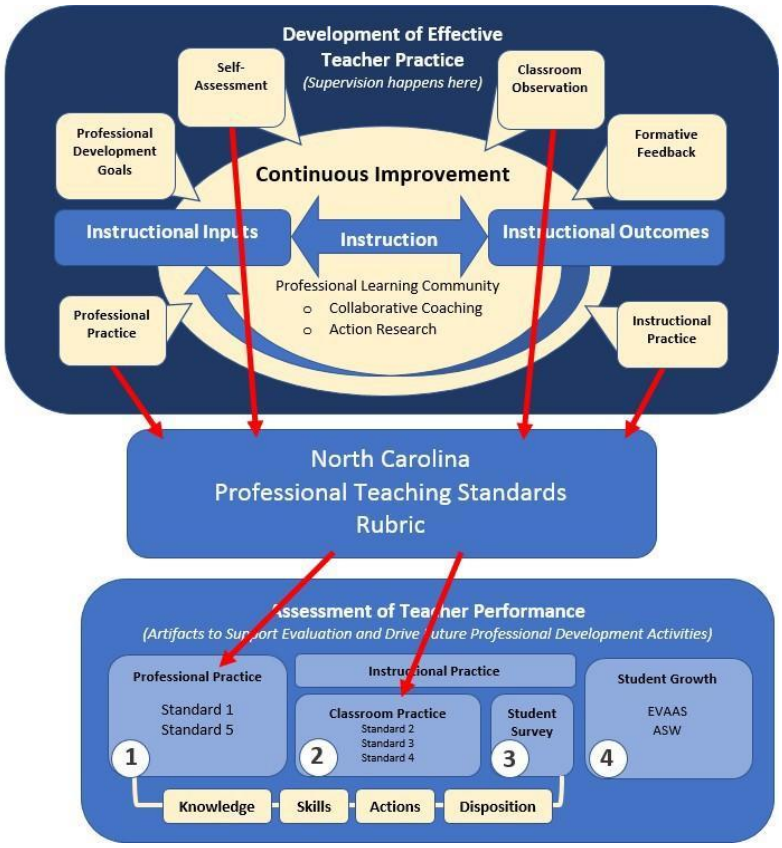
North Carolina provides resources and opportunities for technical assistance to support state agencies in meeting the needs of neglected, delinquent and at-risk youth on an ongoing basis through direct response to inquiries and with the support of the Neglected and Delinquent Technical Assistance Center (NDTAC), which is supported by the U.S. Department of Education. NDTAC serves as a national resource center to provide direct

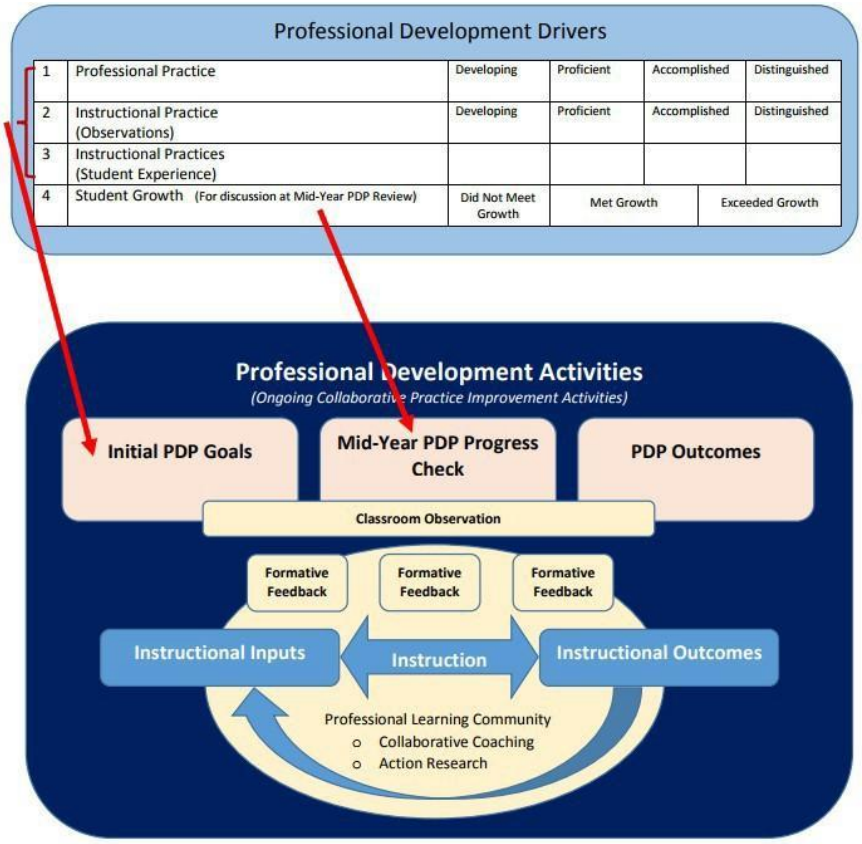
assistance to states, schools, communities and parents seeking information on the education of neglected, delinquent or at-risk children and youth. Other resources are also shared with state agencies, as appropriate.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   Great teachers and leaders are the key to success in North Carolina's public schools. The NC State Board of Education and the NCDPI are building upon the statewide North Carolina Educator Evaluation System (NCEES) and the professional standards therein to support professional learning experiences that improve the skills of teachers, principals, and other school leaders to use appropriate data to provide instruction, intervention, and assessment to proactively address the unique needs of students. The Conceptual Model for Improving Educator Effectiveness frames the relationship of formative support for instructional improvement and the evaluation of practice and outcomes. Equipping school leaders with skills to provide high quality instructional support within school and district systems is the core priority for supporting effective instruction statewide. Title II, Part A State-level
   activities funds will be used to provide ongoing, targeted professional development to support educators and district and school leaders across the state. In addition, the NCDPI will reserve three percent (3%) of Title II, Part A funds in accordance with the ESSA section 2101(c)(3), for one or more of the activities for principals or other school leaders as described in the ESSA section 2101(c)(4).


Development of Effective Teacher Practice
(Supervision happens here)
Self-Assessment
Classroom Observation
Professional Development Goals
Formative Feedback
Continuous Improvement
Instructional Inputs
Instruction
Instructional Outcomes
Professional Learning Community
Collaborative Coaching
Action Research
Professional Practice
Instructional Practice
North Carolina Professional Teaching Standards Rubric
Assessment of Teacher Performance
(Artifacts to Support Evaluation and Drive Future Professional Development Activities)
Professional Practice
Standard 1
Standard 5
1
Instructional Practice
Classroom Practice
Standard 2
Standard 3
Standard 4
2
Student Survey
3
Student Growth
EVAAS
ASW
4
Knowledge
Skills
Actions
Disposition



Connecting professional learners to perspectives on best practice and real-world contemporary contexts is an important strategy for refining instruction. Establishing and maximizing partnerships to provide engaging professional learning through online, face- to-face, and blended activities is a critical strategy for advancing the work of great teachers and leaders. Regional Support Teams collaboration with Regional Educational Service Alliances (RESAs), the North Carolina Center for the Advancement of Teaching (NCCAT), the Region 6 Comprehensive Center, and other community partners help ensure that professional learning opportunities, such as online professional development courses and collaborative regionally-based trainings, engage professional learning networks in activities and events that are most relevant to their work. This support is achieved through a Professional Learning Partnership Model. This model helps Regional Support Teams to effectively partner with districts to build local

capacity for designing

professional learning that is aligned with rigorous academic standards and district-improvement goals. Regional Case Managers work in concert with district leaders to design professional development services that are sustained, intensive, collaborative, job embedded, data driven, and classroom focused.

Regional Support Teams are advancing professional learning statewide by offering services that seek to Transform the Culture of Professional Learning**.**

Regional Support Teams are a product of the North Carolina State Board of Education's commissioned Ernst and Young efficiency study of the North Carolina Department of Public Instruction (NCDPI). The final report was presented in 2018 and included eighteen specific (18) recommendations.

"Recommendation 6" suggested a redesign of the regional support structure to better coordinate and differentiate identified supports to local school districts. This recommendation was accompanied by five specific desired outcomes:

- Increased coordination across the academic areas at the NCDPI
- More efficient deployment of agency resources as duplication of effort is reduced
- Clear articulation of the NCDPI's priorities as they relate to programs and associated supports (menu of options)
- Increased use of data to drive decision making
- Improved field perceptions on the consistency and quality of supports provided by NCDPI

As a result of "Recommendation 6" the State Board of Education authorized the creation of eight Regional Case Manager positions.

The **Regional Case Managers (RCMs)** are expected to lead the Regional Support Teams (RSTs) in providing services in each region and to facilitate and participate in the design, implementation, and evaluation of school improvement practices for North Carolina districts and schools. Each RCM will assist in ensuring all superintendents, central office administrators, principals and teachers have the knowledge and skills to facilitate policies, processes and practices that focus on improving student achievement. The position provides oversight, management, and supervision to align work processes with other key Agency and district staff. Core activities include supporting the use of evidence-based practices for continuous improvement through professional development, coordinating learning processes for local school boards, principals and Local Education Agency (LEA) leadership teams, supporting the LEAs in development and deployment of effective professional development available to all their educators; and evaluating learning opportunities for their impact on educator practices and student achievement.

RCMs will co-supervise the cross-agency RST members and lead all internal and external communication regarding the regional team's work and support. The RSTs partner with schools and districts in each region to develop, support, and serve educators. Team members will work collaboratively to implement effective practices

and processes to foster continuous improvement in schools and districts through needs-based, data-driven services and support.

The RCM will also have responsibilities for preparing information and reports for the SBE regarding policy creation and amendments and for representing the agency in federal and state statutory requirements, reports, and requests. This position will also be responsible for the development and implementation of the process, accountability, and reporting/evaluation regarding any low performing schools and districts within the region.

Applying principles of implementation science, the regional support model is transitioning from the installation phase which included seating all eight RCMs and collaborating with a cross agency leadership team known as Guiding Coalition to the implementation phase in December 2019. For 2020, the Guiding Coalition team will receive monthly Regional Support Briefings that will guide the work of the NCDPI.

RCMs are actively coordinating with RST members and leadership from designated regional school districts. As data profiles become available, RSTs utilize district- and school-specific data to create data profiles for each district the team serves. Based on the profiles, support plans are developed and implemented in collaboration with local school districts. Districts and schools identified as "low performing" under NC General Statute as well as those schools identified as CSI or TSI receive priority support. Support is customized by the RSTs specific to the needs of the district/schools.

The regional support structure resides in the District and Regional Support (DRS) division of the NCDPI. DRS is organized under the direction of a Deputy State Superintendent, supports schools and districts in increasing student achievement, improving high school graduation rates, and reducing achievement gaps to ensure schools and districts meet at least minimum standards of performance as set by the SBE. This unit partners with schools and districts to develop, support, and serve educators and implements effective practices and processes for low-performing schools and districts in North Carolina. DRS fosters continuous improvement in schools and districts through needs-based, data-driven services and support. In addition, this unit provides opportunities for educator recognition and advancement throughout the state.

RSTs are comprised of individuals who provide direct regional support and represent the following divisions:

- Accountability Services
- District and Regional Support
- Career and Technical Education
- Digital Teaching and Learning
- Exceptional Children
- Federal Programs
- Integrated Academic and Behavior Systems
- K-3 Literacy
- Office of Early Learning

The following divisions that provide state-wide support are considered ancillary members of RSTs and are situationally activated based on need:

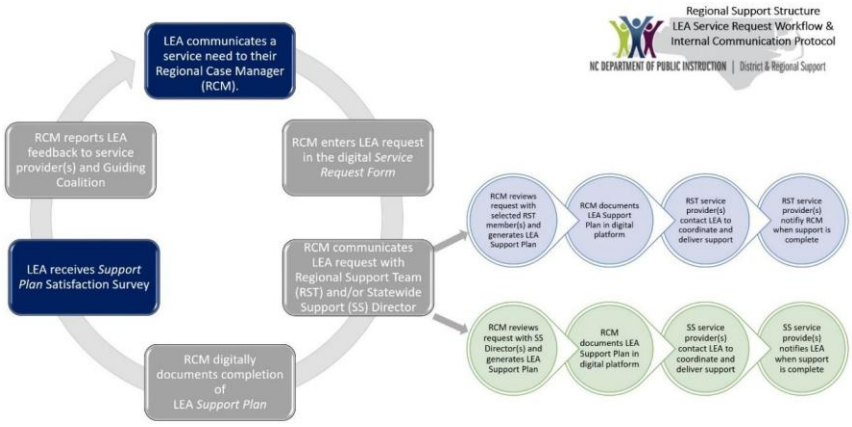
- Business and Finance
- Curriculum-Instruction-Assessment
- Educator Recruitment and Support
- Operations

RSTs provide direct and indirect support to public school units. RCMs serve as the direct liaison to district superintendents and their executive leadership teams. Within the model there are three (3) basic entry points that trigger support from the regional team:

- Low-performing designation (federal or state)
- District initiated requests
- Regional support, team-initiated offerings

RCMs are knowledgeable of supports offered by all agency divisions based on an internal catalogue of services in addition to direct bi-monthly meetings with regional team members. Both the internal catalogue and these regular scheduled team meetings provide the opportunity to create customized support plans. While all agencies within the division provide a variety of professional learning opportunities and communication briefs, RSTs provide a very individualized and differentiated approach to district and regional support.

Just like students in classrooms, the agency recognizes district needs are different. RSTs utilize all available qualitative and quantitative data to understand the unique needs of districts. Specific data points are used to create district and regional data profiles to ensure equitable analysis statewide. A LEA service request workflow and internal communication protocol has been created to provide optimal customer service to the field, collect data, and rapidly assist the most urgent needs statewide.



2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Understanding that excellent educators are essential to student success, North Carolina (NC) is deeply committed to ensuring that every student has effective teachers and that every school has an effective leader, regardless of where each student attends school. The SBE has formalized this commitment in Goal 3 of its Strategic Plan , "Increase educator preparedness to meet the needs of every student by 2025."

To achieve this goal, and thereby ensure equitable access to great teachers and leaders, the SBE and the NCDPI have been building upon the statewide NC Educator Evaluation System to create an educator effectiveness model that recognizes great educators and provides targeted support for educators who need to improve their skills and knowledge. More recently, the State has moved this system to an online platform to provide quicker feedback for educators, easier process completion for evaluators, and enhanced data collection and analysis capabilities for educators and the State.

The first challenge in working toward equitable distribution of effective educators is

establishing a system to identify effective educators; as described above, NC now has this system in place. Beginning in the fall of 2015, the NCDPI began using the data regarding effectiveness to identify gaps in equitable teacher distribution, examine the root causes of inequitable distribution, and design policy and programmatic interventions to address the root causes. Extensive discussion with personnel administrators across the State and analysis of the data at the state level on a variety of teacher characteristics at the district and school levels reveals that the inequitable distribution of effective teachers across the State is caused not by a single, isolated distribution problem, but rather by a multi-faceted problem involving teacher shortage, recruitment and retention challenges, and distribution decisions at district and building levels.

Because teacher hiring and assignment decisions are made by local school districts and principals, districts and schools that receive federal Title I, Part A and Title II, Part A funds, LEAs must periodically review and revise existing Equity Plans as necessary to ensure that economically disadvantaged and minority students are not taught at higher rates by ineffective teachers. District equity plans should be driven by local data collection, including teacher effectiveness ratings and may include results of the NC Teacher Working Conditions Survey and the State's Annual Report on Teachers Leaving the Profession. Local equity plans will be reviewed each year during the application funding process and then monitored throughout their implementation as described in the Ongoing Monitoring and Support section of this document.

The NCDPI will review local equity plans and provide feedback as necessary as part of the Title I, Part A funding application and approval process. Through cooperative assessment between the State and LEAs of local equity plans, the quality of instruction to students will be strengthened and improved.

The NCDPI recognizes that investments in the existing workforce will help to ensure that equitable access to effective teachers is realized in every classroom in North Carolina.
Therefore, the NCDPI will use Title II, Part A State-level activities funds, as available, to provide high-quality professional development for educators and district and school leaders through workshops, webinars, virtual courses, and other electronic media.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

   The Licensure Section is responsible for examining credentials and issuing professional educator's licenses that qualify individuals to seek employment as teachers, administrators and other special service personnel in North Carolina public schools. All professional employees of public schools must hold a professional educator's license for the subject or grade level they teach or for the professional education assignment that they hold. Qualifications for a professional educator's license are as follows:

   - Professional Educator's Initial Licenses are intended for teachers with 0-2 years

of teaching experience and are valid for three years. To be issued a Professional

Educator's Initial License, an individual must have:

- completed a state approved teacher education program from a regionally accredited college or university, or
- completed another state's approved alternative route to licensure and earned a bachelor's degree from a regionally accredited college.
    - Praxis II Testing - for middle grades (6-9), secondary (9-12), and K- 12 (including Exceptional Children: General Curriculum) license areas.
    - Pearson Testing for North Carolina: Foundations of Reading and General Curriculum - for Elementary Education and Exceptional

      Children: General Curriculum licenses only.

- Out-of-state individuals with three or more years of experience who are applying for a NC Elementary Educator or Exceptional Children: General Curriculum teaching license and those who have passed another state's licensure exam without mathematics and reading subtests may be issued an initial license. To convert to a NC Continuing license, the individual may enroll in the NCDPI's Reading Research to Classroom Practice and Foundations of Mathematics courses. Candidates who successfully complete these courses along with the associated learning tasks and associated assessments may be eligible for a Continuing License. Visit the Events tab at www.ncsip.org for more information about when these DPI courses are offered: Reading Research to Classroom Practice (formerly called Reading Foundations) and Foundations of Mathematics.
- **Professional Educator's Continuing Licenses** are intended for teachers with three (3) or more years of teaching experience, and are valid for five years. Teachers who are fully licensed in another state who have three or more years of teaching experience AND who meet NC approved licensure exam requirements OR have National Board Certification are issued the Professional Educator's Continuing License.
- **Administrator/Supervisor License** shall entitle the holder to serve in general and program administrator roles such as superintendent, assistant or associate superintendent, principal, assistant principal or curriculum-instructional specialist. School administrator candidates who provide documentation of successful completion of a principal preparation program selected for a competitive grant by the State Education Assistance Authority (SEAA) shall be eligible for a North Carolina continuing principal license subject to character and fitness requirements.

  There shall be three levels of preparation (except that superintendent shall be restricted to the advanced and doctorate levels):

  - Master's Degree (M)
  - Advanced/Specialist Degree (S); and
  - Doctorate Degree (D)

  The superintendent's license authorizes the holder to serve as superintendent and assistant (or associate) superintendent. There are two levels of preparation; advanced (sixth-year) or doctorate levels. Requirements for a person to assume the position of superintendent of a local school administrative unit are as follows:

- Must hold a North Carolina principal's certificate and superintendent's certificate issued under the authority of the State Board of Education. The principal's certificate must have an experience rating of P-01 or higher. This requirement will assure that a candidate for superintendent has served as a principal or has had an equivalent administrative experience at a level which would enable the certificate holder to receive one year of experience on a principal's certificate. Equivalent administrative experience includes employment as a superintendent, associate superintendent, assistant superintendent of a school administrative unit, headmaster of a non-public school with seven or more teachers, President or Vice President of institutions of higher education, dean or associate dean of a School of Education, President or Vice President of a community college or technical institute, and State level education administration with the State Department of Public Instruction at or above the Division Director's position;

  Or

- Must have earned at least a bachelor's degree from a regionally accredited college or university and have five years leadership or managerial experience considered relevant by the employing local board of education.

Verification of appropriate credentials of a candidate for superintendent of a local school administrative unit must be completed by the Department of Public Instruction prior to election by a local board of education.

- **Lateral Entry** is an "alternate" route to teaching for qualified individuals outside of the public education system. Lateral entry allows qualified individuals to obtain a teaching position and begin teaching right away, while obtaining a professional educator's license as they teach. The NCDPI authorizes three-year lateral entry professional educator's licenses on a provisional basis in licensure areas that correspond to the individual's academic study. For additional information on Lateral Entry to teaching in NC, go to Lateral Entry Teachers.

In North Carolina, a local board of education may request to implement a school improvement model pursuant to General Statute § 115C-105.37B. The "Restart" model defined in state law, allows the local board of education to operate the school with the same exemptions from statutes and rules as a charter school. General Statute § 115C-218.90. requires at least fifty percent (50%) of teachers in charter schools to hold teacher licenses. In addition, the law requires that all teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts are, at a minimum, college graduates. Since these exemptions are allowed in state law, schools implementing the Restart model including the application of these exemptions would be considered to be compliant with applicable State certification and licensure requirements.

NOTE: The exemptions noted above for schools implementing the Restart model do not apply to special education teachers. In accordance with the Individuals with Disabilities

Education Act (IDEA) § 602(10)(B), all special education teachers must have obtained full state certification as a special education teacher. In addition, the exemptions noted

above for schools implementing the Restart model do not apply to CTE teachers. In accordance with the Carl D. Perkins Act P.L. 109-270 Section 134(b)(6) and consistent with G.S. 115C-154(9) minimum standards for qualifications of instructors as defined in State Board Policy LICN-001, CTE Teachers must be licensed.

All Restart schools receiving Title I, Part A funds must adhere to the Parents Right-to-Know provisions of the ESSA § 1112(e)(1).

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

In addition to professional development designed to improve the skills of teachers, principals, or other school leaders with State-level activities funds as described in section
D.1 of this document, the NCDPI offers educators a wide array of activities to build the capacity of educators to provide instruction to students with specific learning needs, including students with disabilities, English learners, academically gifted students, and students with low literacy levels.

Improving Skills of Educators through a Multi-Tiered System of Support

In order to empower teachers with the information and strategies to address the needs of all learners, the NCDPI promotes the implementation of a Multi-Tiered System of Support (MTSS). MTSS is a problem-solving school improvement framework of evidence-based practices in instruction, assessment, and curricula alignment that addresses the needs of all students. MTSS allows educators to analyze the overall health of the educational system by examining the system, implementation, and outcome data sets. MTSS allows for a rapid response system to address group and individual student needs to ensure students are provided evidence based, appropriately targeted instruction for academic, behavior, and/or social emotional needs. Structured problem solving occurs within the school and district setting at various tiers, and with increasing complexity, as the resources needed to resolve a problem increase. The intent of the problem-solving process is to resolve the problem, using the necessary resources, as early as possible for district, school, group and individual needs. Through the effective implementation of the MTSS framework, all economically disadvantaged and minority students can gain access to and learn content aligned with college- and career-ready standards.

In North Carolina, MTSS merges the initiatives of Responsiveness to Instruction (RtI) and Positive Behavior Intervention and Support (PBIS) to create a seamless system of data-based decision-making. As a problem-solving school improvement framework, MTSS employs a systems approach to improve the skills of teachers to use data-driven problem-solving to maximize growth for all students. Analysis of curriculum and instructional practices used to support teaching the standards is the critical first step of the problem-solving process for all students, including students who are English

Learners (ELs), students with disabilities (SWD), and students who are economically

disadvantaged (ED).

One element of MTSS involves using a student's response to evidence-based instruction and interventions to make eligibility decisions for students suspected of having a Specific Learning Disability. This involves the use of valid and reliable assessments in order to collect progress monitoring data over a period of time. Evidence-based practices and/or programs are implemented to assist with addressing student needs identified through the problem-solving process. Progress-monitoring data, as well as other collected data, assist teams in determining if a student has adequately responded to instructions and interventions. This information can be used as a part of a comprehensive evaluation for a Specific Learning Disability.

Improving Skills of Educators for Students with Disabilities

The Exceptional Children Division (ECD) and the NCDPI serve approximately 200,000 Students with Disabilities (SWD) in the state of North Carolina. Each of the fourteen (14) disability categories identified by the Office of Special Education Programs (OSEP) to be served through the Individuals with Disabilities Education Act (IDEA) is represented within the special education student population.

Special education students are served through their Individualized Education Program (IEP) defined in the IDEA. The IEP is developed annually by a team that includes parents and defines the services tailored to an individual child's unique needs. These services support academic, behavioral, social emotional, developmental, and functional needs of the students. The IEP also defines related services that are needed for some students to access the general education curriculum as well as the amount of time needed for the various services to be rendered. The elements of the IEP and the process through which it is rendered determines how a Special Education student receives a Free and Appropriate Public Education (FAPE).

In guaranteeing FAPE for all special education students, the ECD monitors and oversees programming in all traditional LEAs and charter schools. The ECD ensures that all special education students are not denied an opportunity to be evaluated for eligibility, are able to have access to the general curriculum, including all higher level courses (e.g., Advanced Placement), all extracurricular activities they qualify for and are not excluded from involvement in their schools for academic or behavioral reasons.

In order to provide LEA and charter school support, the ECD is divided into seven (7) Sections: 1) Regional Administrative Supports, 2) Policy Monitoring and Audit, 3) Sensory Support and Assistive Technology, 4) Supporting Teaching and Related Services, Program Improvement and Professional Development (PD), 5) Behavior Support Services and 7) Special Programs and Data. The ECD has regionalized the individual consultants to support the eight regions and with customized support to the traditional LEAs and Charter Schools.

The regionalization is part of the ECD's movement to Results Driven Accountability (RDA), which is focused on improving performance outcomes. The ECD's has

developed the LEA Self-Assessment (LEASA), which is designed to look at the issues of performance, academically, and behavior. OSEP has required, through Indicator 17, our State Systemic Improvement Plan (SSIP), a very specific plan focused on improving the state's graduation rate for students with disabilities (SWD).

In the SSIP, the ECD looks at causal factors that need to be addressed to improve the graduation rate. Broadly, the causal factors are academic underachievement, behavior and a lack of engagement. The ECD recognized that it could not address the causal factors directly. There are no specific interventions or initiatives that could be put into place that would have enough significant impact to move the graduation needle forward. The ECD chose to help support the LEAs and charter schools address the causal factors themselves, but with support from the ECD. The LEASA has been designed to help the LEAs and charter schools look at the big-picture issues and begin through data collection methods, to determine the best research-based approaches to support positive result in the performance outcomes. The SSIP and the LEASA are examples of the ECDs move to provide significant support for RDA.

Each LEA and charter school is required to use the LEASA to assess itself on six (6) core areas; 1) Policy, 2) Fiscal, 3) IEP Development, 4) Problem Solving, 5) Research Based Instruction, and 6) Communication and Collaboration. Using data that link to each core area, each system has completed a self-assessment that involves the local exceptional children (EC) and general education staff and a broader community stakeholder group. Each LEA or Charter School identified two (2) core areas to focus on to improve outcomes for their EC students. Based on the three core areas determined by the LEA or charter school, the local EC program and the LEASA stakeholder group developed a three-year action plan with strategies to accomplish changes necessary to improve outcomes for students.

The ECD has used Implementation science to roll out both the SSIP and the LEASA. The ECD is focused on ensuring that districts and charter schools address fidelity, capacity, sustainability and alignment. The ECD spent a year working through the process with directors to support the rollout by the LEAs.

The Exceptional Children Division (ECD) has a three-part plan to implement **Professional Development to Support Students with Disabilities.** The first part is "situational," which consists of PD that is done within a specific timeframe and for time sensitive concerns. An example is the new IEP forms training, which had to be accomplished in the 2016-17 school year so that people were trained before the new statewide data system, Exceptional Children Accountability and Tracking System (ECATS), goes live.

The second part of the PD is the "continuous improvement plan" which is the action plan described in the LEASA process. The ECD is reviewing all of the LEA plans to determine a measured response that will address the customized needs of each LEA and charter school. This PD will be regionalized to the extent possible. If it has to be specific to a LEA or charter school that will be negotiated to ensure the appropriate intensity.

The third and final part of the ECD PD is the "infrastructure." These are ongoing trainings such as the Positive Behavior Intervention and Support (PBIS) initiative and the North Carolina Deaf-Blind Project. These trainings and others have to be provided to continue to train teachers in basic competencies and in skills that are essential to day- to-day teaching of EC students.

The ECD, to provide appropriate PD to all exceptional children teachers, is involved in a number of research and evaluation projects. An example is the State Improvement Project (SIP). The purpose of the SIP, a federally funded State Personnel Development Grant, is to improve the quality of instruction for children with disabilities through research supported personnel development and on-site technical assistance for the public schools and teacher preparation programs. The goals of the initiative are as follows:

- **GOAL 1** - NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.
- **GOAL 2** - District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.
- **GOAL 3** - Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.
- **GOAL 4** - Pre-service teachers and in-service administrators enrolled in partnering IHEs will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

The NC SIP has received funding for four five-year grant cycles. The two initial key outcomes of the grant are the courses Reading Research to Classroom Practice and Foundations of Mathematics which have both been revised this year. There are over 400 certified instructors for these courses.

The **Math Foundations** 30-hour course has been shown to increase regular and special education teachers' mathematical knowledge for teaching (Faulkner & Cain, 2013). The course addresses and supports teachers' deep understanding and knowledge of teaching specialized mathematical content, common barriers students face when learning mathematics, and successful ways to approach such situations. Mathematical content knowledge for teaching is significantly related to student achievement gains after controlling for student and teacher-level covariates (Hill Rowan, & Ball, 2005). By increasing teachers' content knowledge, better implementation choices are being made, and teachers are better prepared to support all learners.

The Mathematical content knowledge for teaching, the comprehensive continuum of professional development implemented in at least 53 LEAs in NC offered through the ECD, ensures transfer of evidence-based practices surrounding explicit, multi-sensory and systematic mathematics instruction. The National Advisory Panel (2008) clearly articulated the role of explicit instruction for students with mathematical difficulties and disabilities, and such practices are present in the Foundations course. Subsequently, the practices are supported through a continuum of coaching in the classroom involving bug- in-ear virtual coaching, peer observation, modeling, individual, and group coaching. The methods of instruction provide for moderation of the working memory deficits (a common issue for students who struggle with mathematics) [Fuchs, Schumacher, Sterba, Long, Namkung, Malone, Hamlett, Gersten, Seigler, & Changas, 2013].

Reading Research to Classroom Practice (formerly known as Reading Foundations) is a rigorous 30-hour course developed to address teacher knowledge related to the instructional needs of students with persistent reading difficulties. Up to 94 counties have participated as Reading sites. This course is based on the growing body of research conducted over the past 17 years that has helped to clarify the puzzle of why students with above average intelligence have difficulty learning to read. The strongest finding to date is that phonological processing is the primary area in which children with reading difficulties differ from other children (Felton, 2014). National Institute of Child Health and Human Development (NICHD) studies indicate that about forty percent (40%) of the general population of students have reading problems sufficient to hinder their enjoyment of reading, but an arbitrary cutoff point of twenty percent (20%) has been used in many research studies to designate students as reading disabled. Through the course, teachers develop a thorough knowledge base to understand and teach reading using explicit, systematic, multisensory strategies and the use of appropriate assessments to diagnose and prescribe instruction to address specific skill deficits including dyslexia. Teachers are provided instruction on how to use data collection and progress monitoring of evidence based programs/strategies and coached to deliver instruction with fidelity.

Multi-Tiered System of Support (MTSS)

The NCDPI is utilizing support structures from a partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center. SISEP is a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs. SISEP is based at the Frank Porter Graham Institute at the University of North Carolina at Chapel Hill. The SISEP Center provides the NCDPI with technical assistance for the following:

1. Increase knowledge of evidence-based implementation supports for evidence- based practices
2. Establish implementation infrastructures at the NCDPI and in local school districts to support effective use of evidence-based approaches to education

Statewide implementation of MTSS is based on the principles learned from this partnership. The five-year strategic plan for statewide implementation of MTSS is developed around four areas of implementation: professional development, technical assistance and coaching, research and evaluation, communication and visibility.

Currently, the NCDPI has invited over 114 school districts, 50 charter schools, and two state-operated programs to participate in the first two of four cohorts to receive professional development and coaching. These selections and groupings were based on a variety of factors, including components of readiness. Professional development is constructed and is tailored for each cohort of implementers. In addition, the NCDPI will use a facilitated online professional development model to ensure statewide sustainability over time.

Improving Skills of Educators for English Language Learners (ELs)

The vision of the NCDPI is to build capacity at the local school district and charter school level, including teachers, principals and other school leaders, to sustain statewide implementation of research-based strategies to meet the needs of our English Learners. In addition to using the Multi-Tiered System of Support for all students, the NCDPI provides a variety of support to LEAs, charters, and state-operated programs to meet the needs of ELs including:

- Professional Development
- Technical Assistance and Coaching
- Research and Evaluation
- Communication

Language Instruction Educational Program (LIEP) - Guidance from the NCDPI provides school districts and charters with a template to identify a continuum of services for meeting the needs of ELs, called the Language Instructional Education Program (LIEP). All LEAs and Charters who have at least one (1) identified EL student must complete the NC LIEP Services Chart. Title III subgrantees complete the chart as part of the Title III Application process.

When creating an LIEP continuum rubric of services the following are considered:

- ***Context*** in which services are provided in the LEA or charter school
- ***Criteria***for determining the category of service
- ***Menu/List of Services*** that correspond to each category of service specifying how LIEP services are provided for EL/Academically and/or Intellectually Gifted **(**AIG) and EL/EC students.

The frequency and services may vary from district to district and school to school based on EL population, resources, and schedules. Students can be served by an array of education professionals through a variety of services in collaboration with ESL staff. Note: Although the LIEP is created initially at the LEA level, it should be shared, adapted and used at the school and potentially the student level.

EL Support Team - One of the ways that North Carolina provides support to *all teachers of ELs* is through the EL Support Team. The NCDPI EL Support Team is a cadre of current or previous North Carolina Public School employees (teachers, administrators and retirees) with a strong understanding of effective theory-based concepts for best practices in EL student education, offering training and coaching opportunities across the state. The team can provide academic language development, second-language acquisition, literacy, authentic formative and summative assessments, technology integration, data-driven decision making, North Carolina academic standards, working with newcomers, ESL program models, co-teaching, and effective coaching. Embedded within the current state-led initiatives are the following: Sheltered Instruction Observation Protocol (SIOP), Expediting Comprehension for English Language Learners (ExC-ELL), World-class Instructional Design and Assessment (WIDA), and LinguaFolio.

Growing Success for ELs Support Conference - Beginning in 2014, the NCDPI began an initiative which brings together training opportunities across a variety of research-based strategies for reaching ELs, titled the "Growing Support for ELs" EL Support Conference. Trainers include members from the EL Support Team as well as nationally recognized trainers who provide training on specific research-based initiatives. The training is targeted to K-12 educators and administrators *across all content areas*.

Regional Support through the Southeast Comprehensive Center (SECC) - The Southeast Comprehensive Center (SECC) is one of 15 regional comprehensive centers funded by the USED. The centers provide training and technical assistance to SEAs to enable them to assist school districts and schools in the implementation and administration of programs authorized under the Elementary and Secondary Education Act and the use of research-based information and strategies. SECC works closely with SEAs in Alabama, Georgia, Mississippi, North Carolina, and South Carolina to support their efforts to implement, scale up, and sustain initiatives statewide and to lead and support their school districts and schools in improving student outcomes. Partners in this project include the American Institutes for Research (AIR) and RMC Research. SECC/AIR has been crucial to the success of the EL Support team and the EL Support Conference by helping the NCDPI to develop a rigorous process for selecting trainers, deploying training, evaluating the EL Support Conference and the EL Support Team members, and analyzing the impact and sustainability of training on school system and charter schools' abilities to serve English Learners. The collaboration between the NCDPI and SECC aids in data driven decision making which leads to the research-based professional development offerings designed to directly impact the progress of ELs in meeting challenging standards.

Charter School Support - North Carolina currently has more than 160 charter schools that are responsible for serving ELs. Charter School outreach has included designating an MESL/Title III Consultant as a liaison to all charters in the state, ~~deploying a charter- specific wiki page with EL supports~~, providing training to new and returning charter school directors, and including charter schools with EL Coordinator and other training opportunities.

Dual Language/Immersion (DL/I) Programs and Support - Like other states, North Carolina has experienced a tremendous increase in students whose first language is not English in recent years. Graduates of ESL programs still exhibit substantial achievement

gaps compared to students whose home language is English. DL/I is an officially recognized component of the NCDPI Language Instruction Educational Program. NC supports DL/I via Title III funds, professional development and technical assistance. ~~One step taken by the NCDPI to enhance DL/I understanding and service was to contract with Wayne P. Thomas and Virginia P. Collier of George Mason University, nationally recognized for their studies of English Language Learners, to research the effectiveness of dual language/immersion (DL/I) programs in addressing these gaps.~~

~~The Thomas and Collier (2007-2010) North Carolina DL/I research demonstrates that all students develop high levels of proficiency in the target language and English, academic performance is at or above grade level, and students demonstrate positive cross-cultural attitudes and behaviors. Findings from the Thomas and Collier research suggest that there are qualities to North Carolina's two-way dual language/immersion programs that confer greater educational gains in reading and math compared to non-dual language/immersion education. Two-way dual language/immersion education may be an effective way to improve the reading and math scores of all North Carolina students. *Dual language classes appear to increase the Reading and Math achievement of all students regardless of subgroup and appear to be a substantially effective means of addressing North Carolina's large achievement gaps for current limited English-proficient students, non-language minority native English speaking African American students, students of low socioeconomic status and possibly special education students.*~~

~~The North Carolina longitudinal study resulted in, "Astounding Effectiveness – The North Carolina Story" as Chapter 5 in Thomas & Collier's book, *Dual Language Education for a Transformed World* (ISBN: 978-0-9843169-1-5).~~

World Language Opportunities for English Learners - Seventeen (19~~7~~) languages are taught as world languages in North Carolina public schools: American Sign Language (ASL), Ancient Greek, Arabic, Cherokee, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, ~~and~~ Turkish, and Urdu. Over 260~~120~~ Dual Language/Immersion (DL/I) programs are currently offered in North Carolina, and the seven (7) languages in DL/I programs include Cherokee, Chinese, French, German, Greek, Japanese, ~~and~~ Spanish, and Urdu. English learners have opportunities to use their native language skills in heritage language classes, in modern language classes, and in DL/I programs.

Global Languages Endorsement - The Global Languages Endorsement (GLE), North Carolina's Seal of Biliteracy was approved by the North Carolina State Board of Education in January 2015 and available beginning with the 2014-15 school year. The Global Languages Endorsement is one of seven~~five~~ (7~~5~~) high school diploma endorsements that a student might earn. The purpose is to provide a way for students to show their multiliteracy in English and at least one world language. Students may add as many world languages for which they qualify to a GLE. English Learner students shall complete the English language arts and world languages requirements. ~~and must also reach "Developing" proficiency per the proficiency scale in all four domains on the most recent state identified English language proficiency test~~.

Virtual Public School Courses -The NC Virtual Public School has revised several core courses to include Sheltered Instruction Observational Protocol (SIOP) and WIDA-based supports for English Learners. A subject-certified, WIDA- and SIOP-trained teacher will

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teach EL students alongside their native-English speaking peers. The courses fully align with NC Standards for English Language Arts and Math and include language development supports for all domains of language. The NCVPS courses are designed to supplement a school's support plan for EL students. These courses allow EL students to complete standards-aligned courses with their native English-speaking peers.

Communication and Online Support - The NCDPI utilizes a variety of strategies to communicate effectively with stakeholders about supporting ELs. For example, an Virtual Repository~~English Language Development (ELD) wikispace~~ serves as a one-stop shop to access information, policy, resources, professional development opportunities, and information about implementing the ELD standards. There are two listservs maintained by the ESL/Title III staff, designed to communicate information to all educators of ELs, as well as specific information to EL Coordinators. Webinars and virtual meetings are used to help explain processes (such as Title III applications), provide training, and to facilitate monthly check-in meetings with the EL Support Team. The ESL/Title III team maintains continuous communication and collaboration with partners throughout the department (including other Federal Programs, Exceptional Children, Early Learning, CTE, K-3 Literacy, Accountability, and other areas within K-12 Standards, Curriculum, and Instruction).

A variety of support for ELs and other language-acquisition and development programs are available for LEAs and charter schools across the state. Resources and types of support for language development and programs can be found through the following links:

- English Language Development
- World Languages
- Dual Language/Immersion
- Global Education

The ultimate goal of all of the strategies above is to realize the statewide vision of building capacity of all teachers, principals and other school leaders who work with ELs, therefore benefitting our English Learners in NC public schools.

Improving Skills of Educators on Content Standards

A large percentage of the staff employed by the NCDPI are content and discipline area specialists, such as directors, sections chiefs and consultants, who support the various content area standards, specialized instructional support (school counseling, school psychology, etc.), and federal programs. The NCDPI works with relevant stakeholders to review and revise content standards for all subject areas, which as a whole are referred to as the North Carolina Standard Course of Study (SCoS). The success of any new standards rests upon building educators' knowledge and understanding of the standards and educators' capacity to personalize learning for students. The NCDPI develops personalized learning opportunities for educators as well as supporting standards implementation with strong, multiple instructional tools and resources developed by the NCDPI since 2011. For additional information on standards development, please refer to Supplemental Attachment 6.

The K-12 Standards, Curriculum and Instruction division specialists support school and district personnel with professional development that addresses specific needs or requests and for continuous improvement. The professional development focuses on enhancing school and district personnel capacity to:

- To achieve their professional standards in their daily practice (professional standards can be found on the NCEES wiki)
- To effectively use personalized learning in all content areas
- To align standards, curriculum, instruction and assessment for better outcomes
- To promote student success academically and behaviorally
- To implement effective student engagement skills and techniques that promote graduation and deter dropping out of school
- To foster career and college readiness for all students
- to create safe, positive school climates
- to identify and address barriers to student learning

The NCDPI staff maintain listservs, social media, and other web resources in order to provide ongoing support and timely information to support school and district personnel. In addition, technical assistance is provided via phone and electronic communications.

The instructional tools continue to build and reinforce educator and stakeholder support of the standards in the NC SCoS to ensure educators understand WSCC, master the standards and provide them with the necessary tools to translate that knowledge into student outcomes. Instructional tools include, but are not limited to:

- Content *Crosswalks and Unpacking* documents that guide educators in understanding key differences between the current Standard Course of Study and the new standards and provide a deeper and clearer understanding of the standards
- Graphic Organizers/Learning Progressions
- Terminologies/Content Glossaries
- Assessment Examples
- High School Revised Standards - optional Pacing Guides and Math Resources for Instruction
- Resource documents by content area
- Recorded webinars
- Links to Open Education Resources
- Wikis and LiveBinders

Improving Skills of Teachers on K-3 Literacy

The K-3 Literacy division regional consultants offer direct technical support to teachers and administrators with the implementation of the state's Read to Achieve legislation. The goal of this legislation is that every student reads at or above grade level by the end of third grade. The consultants provide support with:

- Training the formative, diagnostic reading assessment required in grades K-3
- Helping teachers and administrators analyze data and data trends to match literacy instruction to the needs of students
- Providing professional learning on research-based literacy instruction online and face-to-face
- Modeling and problem-solving directly with teachers and administrators
- Supporting low performing schools
- Providing Literacy Leaders' Conferences for administrators on literacy in the early grades
- Training Master Literacy Trainers in districts and charters to build capacity in literacy at the school and district
- Maintaining six LiveBinders of resources, information, research, and videos on literacy (Read to Achieve, Big Ideas in Beginning Reading, Parent, Reading Camp, Written Response to Text, Principal)

Improving the Skills of Educators on Collection and Use of Formative Assessment Data

The Office of Early Learning (OEL) is implementing a developmentally appropriate, individualized formative-assessment process for North Carolina children in kindergarten through third grade. NC's K-3 Formative Assessment Process aligns with both North Carolina's Early Learning and Development Standards and the Standard Course of Study and focuses on the five domains of development and learning identified within North Carolina's definition of school readiness:

- Approaches to Learning
- Cognitive Development
- Emotional-Social Development
- Health & Physical Development
- Language Development & Communication

The goal of the K-3 Formative Assessment Process is to provide teachers a more complete picture of the whole child and to provide data to inform daily instruction tailored to the individual needs of every child.

The K-3 Formative Assessment Process begins as students enter kindergarten with NC's Kindergarten Entry Assessment (KEA). All schools across the state have begun implementing the KEA within the first 60 days of school to capture the knowledge and skills of students. This ongoing assessment process, which is conducted as a seamless part of regular classroom activities, focuses on the same five domains that comprise the broader K-3 Formative Assessment Process.

The development of the K-3 Formative Assessment Process was launched in response to legislation, and began with the convening of a "think tank" that included teachers, parents, scholars from NC universities, and other stakeholders. The group was charged

with proposing a plan to improve early elementary education through more efficient and effective use of student-centered assessments. The group reviewed scientific findings and best practices and solicited broad input, including survey responses from more than 2,500 teachers and guidance from several dozen state and national scholars and education leaders.

Birth to Grade 3 (B-3) Interagency Council

One goal of the council will be to ensure teachers and administrators have the skills and knowledge to support young children's learning. As such, the NCDPI and the NC Department of Health and Human Services will work to develop a birth-to-eight professional development system that will strengthen both teacher and administrator skills and knowledge to support young children's learning, including:

- Improving teaching professionals' understanding of appropriate developmental expectations of young children and the components of high-quality birth-through- eight earl- learning environments and instructional practices;
- Developing principals' and school leaders' understanding of child development, high quality early learning and best practices in prekindergarten through third grade classrooms.
- Identifying strategies and resources for birth-to-eight professionals to support the social and emotional development of children;
- Operationalizing developmental standards that cross the range of domains for children from birth through third grade.

On the local level, districts and communities are encouraged to provide professional development opportunities that are focused on an aligned and coherent birth-through-grade-three continuum that is inclusive of both public schools and community provider teachers and leaders.

Improving Skills of Educators on Universal Design for Learning

In addition to the on-going development of instructional resources available for LEAs and charter schools, the NCDPI promotes the use of Universal Design for Learning (UDL) as a set of principles for curriculum development that gives all individuals equal opportunity to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. These principles offer flexible approaches that can be customized and adjusted for individual needs rather than a single, one-size-fits-all solution. Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:

> **Principle I: Provide Multiple Means of Representation** (the "what" of learning). Learners differ in ways that they perceive and comprehend information presented to them. For example, those with sensory disabilities (e.g., blindness of deafness); learning disabilities (e.g., dyslexia); language or cultural differences;

and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. In addition, learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; *providing options for representation is essential.*

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning). Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; *providing options for action and expression is essential.*

Principle III: Provide Multiple Means of Engagement (the "why" of learning). Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality there is not one means of engagement that will be optimal for all learners in all contexts; *providing multiple options for engagement is essential to a Whole Child approach to learning.*

The NCDPI supports districts in applying UDL to their local curricula design through professional development and coaching support. Units and lessons that are a result of this work are made available statewide through **Home Base**. Home Base is North Carolina's suite of digital classroom management tools and instructional resources for teachers, students, parents and administrators. Teachers use Home Base to access student data as well as teaching and learning resources to help students. Students can access their assignments, grades and learning activities. Parents can view their children's attendance and grades, and administrators can monitor student and teacher data in their schools.

Improving Skills of Educators on NC Digital Learning Competencies

The Digital Teaching and Learning (DTL) Division provides personalized digital-age tools, resources and professional development to improve the skills of teachers, principals or other school leaders. North Carolina has key legislation in place that support preparing educators for digital learning, providing digital resources, and ensuring broadband connectivity in all schools. The DTL Division of the NCDPI serves all students in the state of North Carolina.

Session Law 2013-11 requires the SBE to develop digital teaching and learning competencies that would "provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality, integrated digital teaching and learning." The SBE approved the North Carolina Digital Learning Competencies for Classroom Teachers and School Administrators in June 2016.

The Digital Learning Competencies were designed to supports educators' growth and development in acquiring core skills needed by educators in the digital age. By providing specific examples and aligning resources, the goal is that educators will further develop their understanding of what digital learning is, how it can look in the classroom, and how a teacher might personalize learning in the classroom; meeting the needs of diverse learners.

To implement these Digital Learning Competencies, the DTL Division provides job embedded, year-long programs as well as just-in-time sessions. The following professional development efforts are intended to deepen educator's knowledge of effective teaching and leadership practices to improve the skills of teachers, principals, or other school leaders and to enable them to identify students with specific learning needs.

Digital Learning Competencies (DLCs) District Leader Cohort - Regionally based cohorts; leadership teams of at least eight educators responsible for local implementation of the DLCs. Participants will:

- Understand the background and context for the DLCs
- Build skills, knowledge and resources to successfully implement the DLCs
- Explore DLCs for Teachers through an overview of all four focus areas
- Gain exposure to model demonstration of mastery for each DLC
- Identify pilots for LEA course implementation using micro-credentials
- Develop local implementation plans for implementing DLCs

DLCs for Classroom Teachers – Regionally-based, deep-dive sessions for teachers on the DLCs. Participants will:

- Understand the background and context for the DLCs
- Explore DLCs for Teachers through an overview of all four focus areas
- Gain exposure to model demonstration of mastery for each DLC

Digital Innovator Collaborative - Statewide PD opportunity for Instructional Technology Facilitators, School Library Media Coordinators, Instructional Coaches. Participants will:

- Learn innovative approaches to personalize learning in the digital age from a cadre of digital innovators
- Experience innovative pedagogy that models the DLCs.
- Build knowledge and skills with diverse content including growing PLNs; digital-content curation; alternative use of space/Makerspaces; etc.

North Carolina educators have made significant progress with personalizing learning and meeting the needs of all learners leveraging digital tools and resources. Ensuring equitable access to high-quality digital learning is a priority for NC and is instrumental to improving the skills of teachers, principals, and other school leaders to enable them to identify students with specific learning needs.

Improving Skills of Educators through Home Base

As previously noted in the section related to UDL, the NCDPI supports districts in applying UDL to their local curricula design through professional learning and coaching support. Units and lessons that are a result of this work are made available statewide through Home Base. Home Base is North Carolina's suite of digital classroom management tools and instructional resources for teachers, students, parents and administrators. Teachers use Home Base to access student data as well as teaching and learning resources to help students. Students can access their assignments, grades and learning activities. Parents can view their children's attendance and grades, and administrators can monitor data about students and teachers in their schools.

Home Base, developed with assistance from the federal Race to the Top grant from 2010- 2015, is now supported with state and local school district funding. It provides a secure and comprehensive suite of digital learning tools and student information systems. The educator evaluation and professional development resources save time for teachers and provide access to online learning resources aligned with the North Carolina SCoS. Additionally, Home Base also provides professional development resources that help educators learn to recognize students with special physical, emotional and social health needs and refer them to the appropriate resources. More information about Home Base is publicly available and is accessible HERE.

It is the expectation that students receive a balanced and well-rounded education in North Carolina. Toward that end, educators recognize that learning must be integrated and does not take place in isolation. Teachers work to integrate standards from these and all areas in the Standard Course of Study together through instructional methods that connect learning for students across the curriculum.

Online Professional Learning - The NCDPI staff created and deployed 94 online learning modules for educators including self-paced, facilitated and mini-modules. A Massive Open Online Course (MOOC) is also offered, which allows a large number of

participants to learn together (250), requiring a high level of learner independence. These courses are free for NC educators and afford them the opportunity to learn at their own pace, at any time and often with an online coach. An overview of available courses in the system may be found HERE. A printable flyer is also available HERE.

The Instructional Design team created an implementation guide to illustrate the different ways to deploy and facilitate online learning. Online learning modules in the Home Base Professional Development system are designed to allow districts to implement them in the way that best suits their resources, calendars, and professional development implementation plans. While self-paced modules are available, they may be used with specific groups and facilitated at the district level. The implementation guide describes six different models for implementation at the district level, including best practices and facilitation strategies. The implementation guide is available online HERE.

Ongoing support is necessary for statewide educators to successfully and effectively utilize the Home Base Professional Development system. All educator webinars are free and offer attendees the opportunity to learn about best practices, tips for success and new aspects of the Evaluation and Professional Development System in Home Base. Participants are also given a chance to ask questions and connect with experts. Updates and upgrades are reviewed and launched during these webinars, which are also archived for later viewing. Examples of the webinars are provided below:

- Home Base Professional Development System: Reporting – February 9, 2016
- Coaching Conversations for Improved Practice: February 11, 2016
- Characteristics of an Effective Online Instructor: February 16, 2016
- Home Base PD System: Organizational Tools for District Administrators: February 23, 2016
- NC Educator Evaluation System Process: End of Year, March 8, 2016
- Professional Development System: Office Hours – March 15, 2016
- Professional Development System: Course Dashboards and Course Approval System – March 22, 2016

Improving Skills of Educators for Academically and/or Intellectually Gifted Students

The Division of Advanced Learning and Gifted Education at the NCDPI supports LEAs and public charter schools to improve skills of educators to identify and serve Academically and/or Intellectually Gifted (AIG) students through a variety of efforts focused both on teachers and school/district leadership. Efforts are based on the development and implementation of legislated Local AIG Plans that outline the identification and services of AIG students in each school district and participating charter school. Currently, there are more than 210,000 identified AIG students in grades K-12 representing 12 percent of the NC public school student population. Districts also serve many more students through programs for students who may not be formally

identified but are being given opportunities to develop their talent or have advanced learning needs K-12.

North Carolina has had legislation governing gifted education since 1961, exemplifying the state's strong commitment to gifted education for more than fifty years. New legislation for gifted education was passed in 1996, resulting in Article 9B, Academically and/or Intellectually Gifted Students [G.S. § 115C-150.5-.8 (Article 9B)]. Article 9B is the current legislation mandating identification and services for gifted education for K-12 students. This legislation provides a state definition for AIG students and requires LEAs to develop three-year local AIG plans with specific components, including identification criteria and program services to meet student needs, to be approved by local school boards and subsequently sent to the SBE and the NCDPI for review and comment. NC's legislated definition does not provide statewide identification criteria but rather mandates that each LEA determine its own identification criteria that ensures that each LEA can meet its students' needs within the local context. By intentionally recognizing and responding to the needs of students who are AIG and have advanced learning needs in each local context, North Carolina strives to provide equitable programming to meet the learning needs of advanced students, ensuring that every student is prepared to be college and career ready.

AIG programs in North Carolina are embedded within and responsive to the local context of an LEA/charter school and, as a result, there are differences among programs across the state. Therefore, the adopted the NC AIG Program Standards to provide a statewide framework for quality programming, while still honoring local flexibility. The NC AIG Program Standards provide clear direction and support for the comprehensive nature of an effective Local AIG Plan and program for serving gifted learners in North Carolina's public schools. These standards focus on six critical factors that each school district must develop a plan for addressing: (1) student identification, (2) differentiated curriculum and instruction, (3) personnel and professional development, (4) comprehensive programming within a total school community, (5) partnerships, and (6) program accountability. The NC AIG Program Standards and state legislation may be found online HERE

In addition to developing the NC AIG Program Standards and supporting the development of Local AIG Plans, the NCDPI supports district/school leaders and teachers by:

- Providing professional development to meet the academic, cognitive, social and emotional needs of students;
- Building leadership capacity in school districts and charter schools;
- Developing instructional and programmatic resources;
- Building on existing efforts and policies to support services to underserved populations, including low-income students, English learners and twice- exceptional students, in the area of gifted education by impacting mindsets, policies and practices;

- Partnering with external partners and organizations; and
- Creating statewide data systems so that teachers and school leaders have access to critical information easily to most effectively serve and teach AIG learners.

Beyond AIG: Advanced Learning for All Students

One of the key aspects of the Division's work is to implement programs that address the needs of underserved populations to ensure access to rigorous and advanced pathways for learning. NCDPI will continue to support the development of K-12 programs that intentionally cultivate and recognize outstanding student potential in school districts and charter schools. To support this effort, the Division will:

- Share "pockets of excellence" regarding *talent development* programs to improve effectiveness and capacity of our educators that are evidence-based from across NC;
- Further provide disaggregated data to school districts to support effective student programming and monitoring of student access, participation and performance;
- Continue to support and expand the proven practice of Career and College Promise, including CIHS/Early Colleges that support students at-risk of dropping out and first-generation college students to earn dual enrollment credit and post-secondary credentials. In 2015-16, 60 percent of the 4,457 graduates from CIHS/Early Colleges earned both a high school diploma and a career credential or associate's degree, and all students earned transferable college credit while in high school;
- Continue the NC AP Partnership, which targets low-performing districts and supports all school districts to broaden access and successful participation in advanced coursework, including Advanced Placement and International Baccalaureate programming and coursework. Since the beginning of the program, we have seen significant progress with access and success. The number of AP Exam-takers in NC's public schools increased an average of 22 percentage points from 2014 to 2016 while the number of AP Examinees scoring 3 or better on AP exams increased an average of 13 percentage points in that same time. Furthermore, based on College Board data, the number of black AP Exam-Takers in NC's public schools increased 22.8 percent from 2014 to 2015, as compared to a 3.6 percent increase nationwide and the number of Hispanic AP Exam-Takers in NC's public schools increased 21.3 percent from 2014 to 2015, as compared to an 8.2 percent increase nationwide. For further data, see North Carolina SAT and AP Reports; and
- Continue professional development and resource development regarding the identification and services of underserved populations in gifted education to reduce the disproportionality of underserved subgroups in advanced programming and ensure that every student graduates career and college ready.

The Division of Advanced Learning and Gifted Education will also continue to work

with others areas of the NCDPI to synergize efforts and integrate AIG students' needs

with agency-wide efforts, such as the Multi-Tiered System of Support, English Learners, and students with disabilities. These projects are underway and will help teachers and district leadership effectively meet the needs of AIG learners.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

   The Regional Support System creates a continuous cycle of improvement that involves the collection and analysis of accountability data, survey/feedback data and needs vs. readiness/capacity. The cross-divisional teams collect and analyze data to monitor improvements based on their individual areas of expertise. Professional development intake forms gather data from districts related to learning needs. This tool asks districts what data they used to determine their professional development needs and to document intended measurable outcomes. A plan for feedback and follow up is also included on the forms, which are completed collaboratively between a district and members of the service support team. From this interaction, an action plan is devised that may include development and delivery of full-day, professional development for school teams; the creation of virtual follow up sessions for all full or half-day PD sessions; the referral to existing resources; the development of toolkits of resources for principals, district leaders and Beginning Teacher (BT)T coordinators; and/or the development of specialized assistance (i.e., Principal Council, support of professional development district teams, School Improvement Planning Review). Feedback from professional learning events is collected and analyzed to determine the degree to which outcomes are met and what additional support and follow up may be needed. Data are collected and reviewed for every professional development opportunity provided through the Statewide System of Support. Such information includes data about meeting professional development objectives, meeting professional learning needs, level of engagement, and opportunities for collaboration, productively guides planning to ensure the alignment of future events to documented needs.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

   Supporting Educator Preparation Programs

   The NCDPI provides ongoing support to Educator Preparation Programs (EPPs) offered by the state's public and private Institutes of Higher Education (IHEs) to ensure that current requirements are communicated to institutions, faculty, and students. The agency collects data on the success of program completers, so that the institutions have a feedback loop regarding the teachers they recommend for licensure. This data is reported annually, as required by NC General Statute. Additionally, through the statewide System of Support, the NCDPI consultants are available to partner with EPPs. This partnership ensures that EPPs have access to the most current information regarding educator evaluation process requirements. The NCDPI support of EPPs, and pre-service teacher

transitions as graduates are employed with school districts. Beginning Teacher Support Programs seek to bridge support between these new teachers and the IHEs Educator Preparation Programs.

Beginning Teacher Support Program Collaborative Meetings

The NCDPI engages each local education agency (LEA), public charter school and Institutions of Higher Education (IHE) in intentional, collaborative work groups that support beginning teacher programs across the state. These meetings began during the 2011-12 school year. The purpose is to provide a platform for the NCDPI, LEAs, charter schools, and IHEs to collaborate and reflect on the needs of preservice and beginning teachers while tailoring support to address those needs with the enhancement of IHE course work. These meetings have promoted the sharing of best practices, developed a shared vision for the growth of beginning teachers and mentors, and created methods to train college and university faculty on beginning teacher policy (including mentor support and teacher evaluation). Due to new licensure requirements, these conversations have also served as a vehicle to create a partnership on meeting the new licensure requirements. Those in attendance at these regional meetings include the NCDPI staff members, LEA HR Directors and BT Coordinators, charter school principals, deans and professors from the IHEs, and other educational partners including the Northeast Collaborative for New Teacher Support, Teacher for America, Visiting International Faculty, New Teacher Center, North Carolina New Teacher Support, NC TEACH, NC INSPIRE, Regional Alternative Licensing Centers, Troops to Teachers, and other partners.

Conducting Peer Reviews

In order to assist LEAs and charter schools in progressing along the Beginning Teacher Support Program (BTSP) continuum to provide the highest quality support to beginning teachers, LEAs and charter schools will participate in implementing a regionally based annual Peer Review as required under SBE policy LICN-004. The goals of the Peer Review are to increase teacher effectiveness, assist districts to build capacity through collaborative Professional Learning Communities (PLCs), and encourage reflection for beginning teacher support and retention. Peer Reviews are part of the five-year process to formally review LEAs and charter schools Beginning Teacher Support Programs as evidence and verification of proficient growth.

Technical Assistance by Regional Education Facilitators

Technical Assistance is the follow-up process after a BTSP monitoring visit. If an LEA or charter school receives Area(s) of Concern as a result of the monitoring visit, they complete a BTSP Monitoring Work Plan template that states their plan of action that addresses the Area(s) of Concern. The Regional Education Facilitator (REF) works to assist the LEA or charter school in making the necessary changes to meet the compliance requirements based on SBE policy LICN-004. The following year, the REF returns to the

LEA/charter school to verify the Work Plan has been implemented with fidelity. At this time, the LEA/charter school is given the opportunity to provide information and/or documentation about the changes and/or resolutions that have been instituted and/or achieved.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

~~ESTABLISHMENT OF ENTRANCE AND EXIT PROCEDURES~~

~~North Carolina established standardized statewide entrance and exit procedures for English Learners (ELs) in August 2009 through a series of external stakeholder input sessions that were held to gather comments from an expert panel, including the Accountability Division's LEP Testing Advisory Committee and invited guests. The cut score and exit criteria were subsequently approved by the SBE in September 2009.~~

~~These procedures are shared with the local education agencies (LEAs) in various ways including:~~

- ~~Posting on the English Language Development (ELD) website~~
- ~~Sharing through electronic communications, such as webinars and listservs~~
- ~~Reviewing at the Annual EL Coordinators Meeting~~
- ~~Monitoring for as part of Title III Monitoring Procedures~~
- ~~Discussing in regional roundtables~~
- ~~Discussing in individual LEA Technical Assistance~~
- ~~Sharing with EL Coordinators, Central Office staff, parents, and other stakeholders~~

~~TIMELY AND MEANINGFUL CONSULTATION~~

~~2008-09~~

- ~~NC Joined WIDA Consortium. Stakeholder input collected led to this decision to become a member of the consortium~~
- ~~Ongoing consultation with WIDA researchers, Robert Linquanti, and Gary Cook, on NC data to determine Entrance and Exit Criteria via various meetings with internal and external stakeholders~~

~~Date~~	~~Meeting/Consultation~~	~~Representation~~
~~April 11, 2008~~	~~LEP Test Advisory Committee and Assessment Linkage Subgroup Meeting~~ ~~• Video consultation with WIDA to discuss the ACCESS for ELLs assessment and resetting of 2007-08 Annual Measurable Achievement Objective (AMAO) for proficiency~~	~~NCDPI staff and statewide representation from ESL Teachers, LEP Coordinators, Testing Coordinators, Central Office Staff, Professional Association Representative, Regional Accountability Coordinator, IHE Consultant~~

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~~December 2, 2008~~	~~LEP Test Advisory Committee Exit Criteria Meeting~~ • ~~Bridging IPT to ACCESS~~ • ~~Setting AMAO criteria and targets~~ • ~~Review of English language~~	~~NCDPI staff and statewide representation from ESL Teachers, Content Area Teachers (including English Language Arts and Social Studies), LEP Coordinators, Testing~~

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2008-09		
	proficiency screener tool and LEP Identification Process • Consultation with Robert Linquanti and Gary Cook (WIDA) on NC data	Coordinators, Central Office Staff, Professional Association, Regional Accountability Coordinator, IHE Consultant, Community Members
August 3-5, 2009	NC English Language Proficiency (WIDA) Standards Alignment Study: Alignment of standards and assessments is critical in preparing English Language Learners (ELLs) to attain English proficiency and to meet the challenging state academic student achievement standards that all children are expected to meet. • The alignment ensured a direct connection between the academic language expected of students and what is assessed. • The goal of this study was to determine and validate the relationship between the North Carolina English language proficiency standards and North Carolina academic content standards.	NCDPI staff and statewide representation from ESL Teachers, Content Area Teachers, LEP Coordinators, Testing Coordinators, Central Office Staff, Professional Association, Regional Accountability Coordinator, IHE Consultant, Community Members
August 27, 2009	The Accountability Services Division was in the process of analyzing the data related to scoring proficient on the ACCESS for ELLs and criteria needed for students to exit limited English proficient status. On August 27, 2009, an external stakeholder input session was held to gather input from an expert panel. The cut score and exit criteria went to the SBE in October for approval.	NCDPI LEP Testing Advisory Committee and invited guest representatives of ESL Teachers, Coordinators, Testing Coordinators, etc.
September 3, 2009	LEP Exit Criteria, Comprehensive Objective Composite (COC), was approved by the .	NCDPI staff, NC input from stakeholders leading to this decision as described above
September and October 2009	ESL Friday Update (September 4): The LEP exit criteria was established as an overall composite score of 4.8, with at least a 4.0 on the reading sub-test and at least a 4.0 on the writing sub-test on the state's annual English language proficiency test, ACCESS for ELLs. The LEP exit criteria has been referred to as the Comprehensive Objective Composite (COC). Webinar scheduled (October 10) to explain how this criteria was determined.	LEP Coordinators in NC via listserv; Consumers of public website; webinar attendees

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~~September 10, 2009~~	~~LEP Coordinators: LEP Exit Criteria and October 1 Headcount Webinar~~	~~Stakeholder webinar on ACCESS exit criteria with NCDPI and WIDA researcher, Gary Cook~~

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2008-09		
2010 through 2017 (ongoing)		
• Ongoing analysis and revisiting of Entrance and Exit Criteria • Establishment of English Learner Advisory Council • Continuation of Regional Roundtables • Monthly EL Partnership Meetings (NCDPI Accountability and Program Staff) • Continued Consultation with WIDA and Research Consultants • Consultation on EL Entrance/Exit Criteria and other decisions in the ESSA via NCDPI Staff and statewide stakeholders including, LEA Superintendents, ESSA Stakeholder Groups, Community of Practitioners, etc.		
Date	**Meeting/Consultation**	**Representation**
August 24, 2016	English Language Advisory Council (ELAC) Meeting	NCDPI Staff and statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation
Fall 2016	Critical Friends (CCSSO)	NCDPI Staff and SEA staff from other states in collaboration with CCSSO
Winter 2016	Note: in the 2015-16 school year, the policy was adjusted to remove references to AMAOs and in that process, COC language was eliminated. This allowed the opportunity for timely and meaningful consultation with stakeholders in regard to the impact of WIDA standard setting and the new English proficiency assessment's impact on the exit criteria.	Necessary policy adjustment per direction from federal government to "freeze" AMAOs
January 30, 2017	English Language Advisory Council (ELAC) Meeting	NCDPI staff and statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation
March 9, 2017	ELAC ESSA Sub-Committee Meeting	NCDPI staff and statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation
March 23, 2017	CCSSO ESSA TA for EL Accountability	NCDPI staff representatives from

2008-09		
	(Pete Goldschmidt)	ESL, Accountability, Upper leadership
April 19, 2017	SECC EL Focus Group (Southern Region)	NCDPI staff representatives from ESL, Accountability
May 2, 2017	ELAC Meeting	NCDPI Staff and Statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation
May 8, 2017	ELAC ESSA Sub-Committee Meeting	NCDPI Staff and Statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation
May 17, 2017	Critical Friends Meeting (CCSSO)	NCDPI staff and SEA staff from other states in collaboration with CCSSO
2017 – on	NCDPI will continue to revisit the Entrance and Exit Criteria after 2 or 3 years of WIDA 2.0 online data are collected.	NCDPI Staff and Statewide representation from ESL Teachers, Content Area Teachers, EL Coordinators, Testing Coordinators, Central Office Staff, Professional Associations, IHE Members, Community Members, Parent Representation

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IMPLEMENTATION OF ENTRANCE AND EXIT PROCEDURES

Entrance Procedures

To ensure that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State, the NCDPI requires all local education agencies to submit an assurance in Title III portion of the Title III Funding Application. The assurances are signed by the superintendent of each LEA and charter school that all students who may be English learners are assessed for such status within 30 days of enrollment.

In 2011, the NCDPI issued a memo to all school systems providing guidance on implementation of Entrance and Exit Procedures for English Learners. The North Carolina policy Guidelines for Limited English Proficient Programs (16 NCAC 6D.0106) *Authority G.S. 115C-12(9)c.; N.C. Constitution, Article IX, Sec. 5; 20 U.S.C.*

~~§1703~~

~~requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS is used to help determine if the student is a language minority student. If the HLS indicates there is a language other than English spoken in the home, students are then administered the WIDA English language proficiency screener tool. If the results of the English language proficiency screener tool indicate the student is an EL, the LEA then places the student in appropriate EL services according to the Language Instruction Educational Program (LIEP).~~

North Carolina requires that a standardized Home Language Survey (HLS) be administered to every student upon initial enrollment. If the HLS indicates that a student is exposed to a language other than English at home, the Public School Unit (PSU) must administer one of the state-adopted English language proficiency screeners.

Students who indicate more than one language on the statewide HLS must have their language background and any prior identification as an English Learner reviewed by PSU staff with expertise in English language acquisition. If this review suggests limited English proficiency, the state-adopted screener must be administered within 30 days of enrollment. Students who score below 4.5 on the WIDA Screener or below P3 on the WIDA Alternate Screener qualify for identification as English Learners (ELs).

Under Title I, Part A, Section 1112(d)(3)(A), and Title III, schools using federal funds must notify parents or family caregivers of screening results no later than 30 days after the beginning of the school year. When a student is identified as an English Learner, this notification must be provided, to the extent practicable, in the parent's or caregiver's native language and must explain that the child has been identified for participation in a language instruction educational program.

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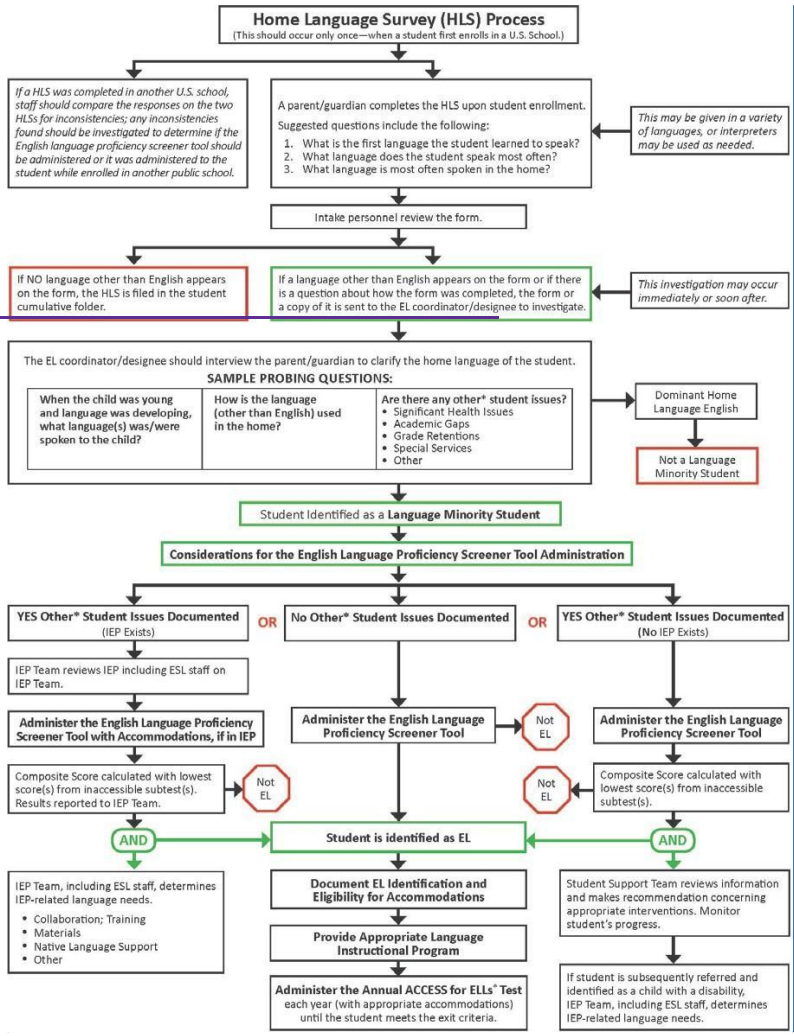
Home Language Survey (HLS) Administration

Upon initial enrollment in an LEA, all students are guided through the HLS process and have a completed HLS placed on file. A series of steps, outlined in the chart below, are followed by all LEAs and charter schools in the state of North Carolina.



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If so, we have an updated on we can share.

Commented [2]: @stacy.daniel@dpi.nc.gov If we have one, then yes we can insert. I would not create one of this purpose, but only report what we already have.

Exit Procedures~~: Guidelines for Testing Students Identified as English Learners~~

Results from the annual ACCESS for ELLs 2.0 test are used in determining whether a student may exit EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.5~~8~~ for all WIDA ACCESS assessments and an overall composite of P2 on the WIDA Alternative assessment. The exit criteria for the adaptive online version of the WIDA ACCESS has the same exit criteria as the paper/pencil version. The establishment of the COC involves identifying the cut point at which English language proficiency no longer affects reading and mathematics performance on the state EOG and EOC tests. This method comprehensively takes into account the combination of two objective performance factors: the state EOG and EOC English language arts/reading and mathematics tests and the student's English language proficiency. Students who exit EL identification are no longer assessed on the English language proficiency test, nor are they eligible to receive EL accommodations on state tests.

In alignment with ESSA §1111(b)(2)(G) and USED guidance on consistent and valid exit procedures, North Carolina has adopted an additional pathway for exit through a Multiple Measure Tool (MMT). The MMT supplements ACCESS scores by incorporating multiple sources of evidence of a student's English language proficiency. The MMT pathway is available only to students who score between 4.2 and 4.4 on the WIDA ACCESS composite.

The MMT is a required statewide protocol that ensures consistency, fairness, and validity in reclassification decisions. All Public School Units (PSUs) must implement the tool as described in state guidance. The MMT does not replace the ACCESS proficiency criteria. but provides a supplemental, research-based option for students on the threshold of proficiency to demonstrate readiness for exit.

Stakeholders receive regular communications throughout the year regarding entrance and exit procedures. The NCDPI ML/Title III Virtual Repository is also available to stakeholders and includes section(s) that specifically addresses procedures around identification, programming, reclassification, monitoring, data collection, parent and family communications, data within the Student Information System (SIS), and misclassification and data errors.

~~kindergarten and tiers B and C in grades 1–12. The exit criteria for the adaptive online version of the ACCESS for ELLs 2.0 has the same exit criteria as the paper/pencil version, but without tiers. The establishment of the COC involves identifying the cut point at which English language proficiency no longer affects reading and mathematics performance on the state EOG and EOC tests. This method comprehensively takes into account the combination of two objective performance factors: the state EOG and EOC English language arts/reading and mathematics tests and the student's English language proficiency. Students who exit EL identification are no longer assessed on the English language proficiency test nor are they eligible to receive EL accommodations on state~~

~~tests.~~

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

NC English Learners

North Carolina uses a variety of strategies to help support the interim progress of approximately 100,000 English Learners in achieving the State's English language proficiency assessments and meeting challenging State academic standards. Approximately one-fifth of the North Carolina public school student population~~Over 243,135 students, approximately 16 percent of the total public school student population,~~ report a primary language other than English spoken in the home. These data were compiled from information in the Student Information System (SIS)~~PowerSchool~~ as reported on the Home Language Survey (January 2023~~17~~). The top five (5) languages (and percent of total public school student population) spoken in the home other than English ~~(84.17 percent)~~ are Spanish ~~(12.7 percent)~~, Arabic/Eguptian/Lebanese/Syrian ~~(0.38 percent)~~, Telugu~~Vietnamese (0.25 percent)~~, Chinese/Chinese Mandarin ~~(0.23 percent)~~, and Hindi/Indian/Urdu ~~(0.18 percent)~~. Students who speak more than one language come to school with the globally competitive advantage of bilingualism or multilingualism and multicultural perspectives. The Novemebr~~October~~ 1 2025~~16~~ Headcount Report to the NC General Assembly indicated that 163,175~~95,905~~ students, ~~approximately 6 percent of the total public school student population~~, are identified as having limited proficiency in English.

The vision of the NCDPI is to build capacity at the local school district and charter school level and sustain statewide implementation of research-based strategies to meet the needs of our English Learners. In addition to using the Multi-Tiered System of Support for all

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students, the NCDPI provides a variety of support to LEAs, charters, and state-operated programs to meet the needs of ELs including:

- Professional Development
- Technical Assistance and Coaching
- Research and Evaluation
- Communication

Language Instruction Educational Program (LIEP)

NCDPI provides school districts and charters with a template to identify a continuum of services for meeting the needs of ELs, called the Language Instruction Educational Program (LIEP). All PSUs who have at least one (1) identified EL student must complete the NC LIEP Services Chart. Title III subgrantees complete the chart as part of the Title III Application process.

NCDPI develops a number of resources throughout each school year and they are made available state-wide through the ML/Title III Virtual Repository.

Additional professional learning, resources, and support are provided to PSUs regarding meeting the needs of ELs through Dual Language/Immersion Programs and the Global Languages Endorsement (NC's Seal of Biliteracy).

~~Guidance from the NCDPI provides school districts and charters with a template to identify a continuum of services for meeting the needs of ELs, called the Language Instruction Educational Program (LIEP). All LEAs and Charters who have at least one (1) identified EL student must complete the NC LIEP Services Chart. Title III subgrantees complete the chart as part of the Title III Application process.~~

~~When creating an LIEP continuum rubric of services the following are considered:~~

- ~~Context in which services are provided in the LEA or charter school~~
- ~~Criteria for determining the category of service~~
- ~~Menu/List of Services that correspond to each category of service specifying how LIEP services are provided for EL/Academically and/or Intellectually Gifted (AIG) and EL/EC students.~~

~~The frequency and services may vary from district to district and school to school based on EL population, resources, and schedules. Students can be served by an array of education professionals through a variety of services in collaboration with ESL staff. Note: Although the LIEP is created initially at the LEA level, it should be shared, adapted and used at the school and potentially the student level.~~

~~**EL Support Team**~~

~~One of the ways that North Carolina provides support to *all teachers of ELs* is through the EL Support Team. The NCDPI EL Support Team is a cadre of current or previous North Carolina Public School employees (teachers, administrators and retirees) with a strong~~

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~~understanding of effective theory-based concepts for best practices in EL student education, offering training and coaching opportunities across the state. The team can provide academic language development, second-language acquisition, literacy, authentic formative and summative assessments, technology integration, data-driven decision making, North Carolina academic standards, working with newcomers, ESL program models, co-teaching, and effective coaching. Embedded within the current state-led initiatives are the following: Sheltered Instruction Observation Protocol (SIOP), Expediting Comprehension for English Language Learners (ExC-ELL), World-class Instructional Design and Assessment (WIDA), and LinguaFolio.~~

~~**Growing Success for ELs Support Conference**~~

~~Beginning in 2014, the NCDPI began an initiative which brings together training opportunities across a variety of research-based strategies for reaching ELs, titled the "Growing Support for ELs" EL Support Conference. Trainers include members from the EL Support Team as well as nationally recognized trainers who provide training on specific research-based initiatives. The training is targeted to K-12 educators and administrators *across all content areas*.~~

~~**Regional Support through the Southeast Comprehensive Center (SECC)**~~

~~The Southeast Comprehensive Center (SECC) is one of 15 regional comprehensive centers funded by the USED. The centers provide training and technical assistance to SEAs to enable them to assist school districts and schools in the implementation and administration of programs authorized under the Elementary and Secondary Education Act and the use of research-based information and strategies. SECC works closely with SEAs in Alabama, Georgia, Mississippi, North Carolina, and South Carolina to support their efforts to implement, scale up, and sustain initiatives statewide and to lead and support their school districts and schools in improving student outcomes. Partners in this project include the American Institutes for Research (AIR) and RMC Research.~~

~~SECC/AIR has been crucial to the success of the EL Support team and the EL Support Conference by helping the NCDPI to develop a rigorous process for selecting trainers, deploying training, evaluating the EL Support Conference and the EL Support Team members, and analyzing the impact and sustainability of training on school system and charter schools' abilities to serve English Learners. The collaboration between the NCDPI and SECC aids in data-driven decision-making which leads to the research-based professional development offerings designed to directly impact the progress of ELs in meeting challenging standards.~~

~~**Charter School Support**~~

~~North Carolina currently has more than 160 charter schools that are responsible for serving ELs. Charter School outreach has included designating an ESL/Title III Consultant as a liaison to all charters in the state, deploying a charter-specific wiki page with EL supports, providing training to new and returning charter school directors, and including charter schools with EL Coordinator and other training opportunities.~~

Professional Development and Support

NCDPI provides a variety of support to PSUs to meet the needs of ELs. NCDPI provides a variety of professional learning opportunities for varied stakeholders. NCDPI professional learning includes hosting in-person and virtual WIDA workshops, providing webinar series, holding in-person ML/Title III Leaders Meetings, providing stakeholders an opportunity to contribute to the development of state-wide resources and policies, and offering an annual conference focused on ML/Title III-related topics. NCDPI also provides PSU-specific support on a variety of ML/Title III-related topics ranging from instruction to testing and data. Additionally, NCDPI provides stakeholders with multiple opportunities to discuss questions and concerns one-on-one during specific times tailored to specific topics, projects, and/or initiatives (e.g., Office Hours, phone calls, virtual meetings, etc.).

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~~Dual Language/Immersion (DL/I) Programs and Support~~

~~Like other states, North Carolina has experienced a tremendous increase in students whose first language is not English in recent years. Graduates of ESL programs still exhibit substantial achievement gaps compared to students whose home language is English. DL/I is an officially recognized component of the NCDPI Language Instruction Educational Program. NC supports DL/I via Title III funds, professional development and technical assistance. One step taken by the NCDPI to enhance DL/I understanding and service was to contract with Wayne P. Thomas and Virginia P. Collier of George~~

Mason University, nationally recognized for their studies of English Language Learners, to research the effectiveness of dual language/immersion (DL/I) programs in addressing these gaps.

The Thomas and Collier (2007-2010) North Carolina DL/I research demonstrates that all students develop high levels of proficiency in the target language and English, academic performance is at or above grade level, and students demonstrate positive cross-cultural attitudes and behaviors. Findings from the Thomas and Collier research suggest that there are qualities to North Carolina's two-way dual language/immersion programs that confer greater educational gains in reading and math compared to non-dual language/immersion education. Two-way dual language/immersion education may be an effective way to improve the reading and math scores of all North Carolina students.

> *Dual language classes appear to increase the Reading and Math achievement of all students regardless of subgroup, and appear to be a substantially effective means of addressing North Carolina's large achievement gaps for current limited-English-proficient students, non-language minority native-English speaking African-American students, students of low-socioeconomic status and possibly special education students.*

The North Carolina longitudinal study resulted in, "Astounding Effectiveness – The North Carolina Story" as Chapter 5 in Thomas & Collier's book, *Dual Language Education for a Transformed World* (ISBN: 978-0-9843169-1-5).

World Language Opportunities for English Learners

Seventeen (17) languages are taught as world languages in North Carolina public schools: American Sign Language (ASL), Ancient Greek, Arabic, Cherokee, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Latin, Portuguese, Russian, Spanish, and Turkish. Over 120 Dual Language/Immersion (DL/I) programs are currently offered in North Carolina, and the seven (7) languages in DL/I programs include Cherokee, Chinese, French, German, Greek, Japanese, and Spanish. English learners have opportunities to use their native language skills in heritage language classes, in modern language classes, and in DL/I programs.

Global Languages Endorsement

The Global Languages Endorsement (GLE), North Carolina's Seal of Biliteracy was approved by the North Carolina State Board of Education in January 2015 and available beginning with the 2014-15 school year. The Global Languages Endorsement is one of five (5) high school diploma endorsements that a student might earn. The purpose is to provide a way for students to show their multiliteracy in English and at least one world language. Students may add as many world languages for which they qualify to a GLE. English Learner students shall complete the English language arts and world languages requirements and must also reach "Developing" proficiency per the proficiency scale in all four domains on the most recent state identified English language proficiency test.

Virtual Public School Courses

The NC Virtual Public School has revised several core courses to include Sheltered Instruction Observational Protocol (SIOP) and WIDA-based supports for English Learners. A subject-certified, WIDA- and SIOP-trained teacher will teach EL students alongside their native English speaking peers. The courses fully align with NC Standards for English Language Arts and Math and include language development supports for all domains of language.

The NCVPS courses are designed to supplement a school's support plan for EL students. These courses allow EL students to complete standards-aligned courses with their native English-speaking peers.

Communication and Online Support

The NCDPI utilizes a variety of strategies to communicate effectively with stakeholders about supporting ELs. For example, an English Language Development (ELD) wikispace serves as a one-stop shop to access information, policy, resources, professional development opportunities, and information about implementing the ELD standards.
There are two listservs maintained by the ESL/Title III staff, designed to communicate information to all educators of ELs, as well as specific information to EL Coordinators. Webinars and virtual meetings are used to help explain processes (such as Title III applications), provide training, and to facilitate monthly check-in meetings with the EL Support Team. The ESL/Title III team maintains continuous communication and collaboration with partners throughout the department (including other Federal Programs, Exceptional Children, Early Learning, CTE, K-3 Literacy, Accountability, and other areas within K-12 Standards, Curriculum, and Instruction).

A variety of support for ELs and other language acquisition and development programs are available for LEAs and charter schools across the state. Resources and types of support for language development and programs can be found through the following links:

- English Language Development
- World Languages
- Dual Language/Immersion
- Global Education

The ultimate goal of all of the strategies above is to realize the statewide vision of building capacity of all teachers of ELs, therefore benefitting our English Learners in NC public schools.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

~~Beginning in the 2017-18 school year, Title III will be included as part of the NCDPI Cross-Program Consolidated Monitoring (CPCM) process. CPCM focuses on indicators across common compliance strands of the following programs: Title I Part A, Title I Part C (Migrant Education Program), Title I Part D (Neglected and Delinquent), Title III (Part A), Title IV Part A (Student Support and Academic Enrichment), Title V (Rural Low-Income Schools & Small, Rural Schools Achievement).~~

~~The programs referenced above are reviewed using the following interrelated compliance strands:~~

1. ~~Stakeholder Involvement: Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at LEA and school levels.~~
2. ~~Governance, Administration and Funding: Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.~~
3. ~~Program Quality: Programs are implemented using scientifically researched based strategies and services, highly qualified staff, and high quality professional development which is all aligned to a comprehensive needs assessment.~~
4. ~~Accountability and Reporting: Programs use state and other assessments to measure the achievement of intended outcomes of programs. LEA and schools publicly report and widely disseminate all required program and student accountability results. NCLB sanctions are properly implemented.~~

~~Monitoring is focused on:~~

- ~~Building Relationships – We're in this together.~~
  ~~The Department of Public Instruction's main objective is to raise student achievement for North Carolina's public school children. Through cooperative assessment of the federal programs between the State and the local education agencies (LEAs), the quality of services to students will be strengthened and improved.~~
- ~~Technical Assistance – We're here to help.~~
  ~~State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell LEAs *how* to run their title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.~~
- ~~Compliance – It's the law.~~
  ~~Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and LEAs and charter schools to ensure compliance with the Elementary and Secondary Education Act.~~

~~Enhanced Technical Assistance and Support~~

~~The NCDPI will provide enhanced technical assistance and support on how to modify such strategies to assist eligible entities if the strategies funded under Title III, Part A are not effective. Tier II, Targeted Technical Assistance, part of the 3-tiered NC Title III Monitoring System serves this purpose.~~

~~Targeted Technical Assistance is provided to subgrantees with specific identified risks. An annual risk analysis is run. The risks may include:~~

- ~~Provisions for supplementing, not supplanting services for English language learners,~~
- ~~Descriptions of LIEP services provided,~~
- ~~Appropriateness of expenditures for technology,~~
- ~~Failure to test all EL students enrolled during the English language proficiency testing window,~~
- ~~Failure to meet the 95 percent participation expectation on state reading and mathematics end-of-grade/end-of-course tests for EL students,~~
- ~~New leadership for Title III subgrantees,~~
- ~~Challenges with data integrity, and/or~~
- ~~Any other critical needs as revealed from Title III Application, Improvement Plan or State Technical Assistance.~~

~~Tier II Monitoring may occur at any time during the year.~~

~~Tier III Monitoring is a modified Desk Monitoring applied to all Title III subgrantees and varies from year to year, based on the needs of Title III subgrantees, as identified via trends in Title III Applications and feedback from the field.~~

Since the 2017-2018 school year, Title III has been included as part of the NCDPI Cross-Program Consolidated Monitoring (CPCM) process. CPCM focuses on indicators across common compliance strands of the following programs: Title I-Part A, Title I-Part C (Migrant Education Program), Title I-Part D (Neglected and Delinquent), Title III (Part A), Title IV-Part A (Student Support and Academic Enrichment), Title V (Rural Low Income Schools & Small, Rural Schools Achievement).

The NCDPI provides enhanced technical assistance and support on how to modify such strategies to assist eligible entities if the strategies funded under Title III, Part A are not effective. Tier II, Targeted Technical Assistance, part of the three-tiered NC Title III Monitoring System serves this purpose. Targeted Technical Assistance is provided to subgrantees with specific identified risks.

NCDPI develops a number of resources throughout each school year and they are made available state-wide through the ML/Title III Virtual Repository. This includes resources such as the Program Quality Review, which is a tool to reflect on, develop, and/or improve EL program quality in regards to student identification, placement, and exit; parent and community engagement; teacher qualifications, etc.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   The NCDPI will use State-activity funds to monitor LEAs and charter schools that receive funds for basic program compliance. Through cooperative assessment of the federal programs, between the NCDPI and the LEAs and charter schools, the quality of services to students will be strengthened and improved. The NCDPI monitoring team members provide technical assistance during the review visit and beyond. It is not the NCDPI's intent to tell the LEA *how* to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

   In addition, the NCDPI will offer additional guidance, training and capacity-building through its Statewide System of Support to ensure that programs and activities offer well-rounded educational experiences to all students, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   In general, the NCDPI establishes unique Program Report Codes (PRCs) for each fund source that will be made available to local educational agencies (LEAs) and public charter schools. The Student Support and Academic Enrichment grants will be assigned to PRC 108 and an allotment policy will be developed and added to the NCDPI Allotment Policy Manual (APM).

   The NCDPI will use a formula process to award funds to LEAs. The policy for PRC 048 will include a description of how the state will ensure that awards made to LEAs are in amounts of not less than $10,000. The allotment policy will also describe that allocations will be ratably reduced if the amount received by the NCDPI is insufficient to make allocations to LEAs in an amount equal to the minimum allocation of $10,000. Currently the NCDPI is conducting analyses based on the estimated amount for North Carolina of $11,287,280 as currently posted on the USED website at: https://www2.ed.gov/about/overview/budget/statetables/index.html#update

   Each allotment policy includes the program report code (e.g., PRC 048), the uniform chart of accounts code (e.g., xxxx-050-xxx), the Catalog of Federal Domestic Assistance (CFDA) number (e.g., 84.010a), the type (e.g., Dollars), and the term award availability (e.g., Up to 27 months). Each policy also provides a description of the purpose of the grant and a description of eligible entities. Finally, each policy includes a description of the formula that is used to calculate funds, any applicable hold harmless provisions, and any applicable special provisions.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   The NCDPI will consolidate the amounts specifically made available for State administration under the programs identified within this Consolidated State Plan including the two percent reservation of funds made available through Title IV, Part B, 21st Century Community Learning Centers (CCLC). In addition, a portion of the five percent of the total amount made available to the State will be used for training, technical assistance, and capacity building for sub-recipients. Support is provided through feedback during on-site visits, regional meetings, statewide meetings, webinars, and the development and dissemination of written guidance documents. Other State-level activities will include the following:

   - Conduct programmatic and fiscal monitoring reviews to ensure compliance with applicable federal laws and State policies
   - Monitor programs and activities to ensure alignment with State academic standards through program quality reviews
   - Provide a list of prescreened external organizations that could provide assistance in carrying out local activities
   - Conduct a periodic comprehensive evaluation of the effectiveness of programs and activities

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   Eligible Entities

   Entities eligible to apply include local educational agencies (LEAs), community-based organizations, Indian tribes or tribal organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b), another public or private entity, or a consortium of two (2) or more such agencies, organizations, or entities. Applicants provide a description of the partnership between an LEA, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

Priority for Awards

The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. The NCDPI must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs.

Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. The statute provides an exception to this requirement for an LEA that can demonstrate that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program.

Applications that are submitted jointly are considered to be those where the LEA and community organization are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required and both documents uploaded in the appropriate places of the Required Documents section of the Funding Application in CCIP.

In addition to joint submissions (as defined above), the State will also give competitive priority to proposals which are:

- Proposed to serve underserved geographical regions of the state
- Designed to implement programs for students attending Focus or Priority Schools
- Proposed to provide a summer program component
- Novice applicants

Funding Availability

Organizations are eligible to receive three-year grants of not less than $50,000 and up to 400,000 a year, based on the proposed number of students served. To determine the level of funding eligibility, organizations will use the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's Tier Designations. Each organization will complete the Cost Calculator with information tailored to that organization's proposed program and will attach a printout of the results to the

application. Among its output, the Cost Calculator will provide an annual total program cost with low, median, and high estimations. Organizations serving schools in counties designated as Tier 1 counties are eligible for 90 percent of the high annual total program cost; Tier 2 county organizations are eligible to receive 85 percent of the median annual total program cost; Tier 3 county organizations are eligible to receive 80 percent of the low annual total program cost. (City organizations will use the Tier designation for the county in which they are located.) No organization is eligible to receive a grant award totaling less than $50,000 or more than $400,000 after Cost Calculator and Tier Designations are applied. The Wallace Cost Calculator is available for use online at The Wallace Foundation.

Award Periods

North Carolina 21st CCLC programs are renewable for up to three (3) years. Continuation awards are contingent upon availability of federal funds and are based on the program's ability to demonstrate compliance with State and Federal law, progress toward fully implementing the approved program, and progress toward local program goals including enrollment goals. Each sub-grantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the following year (e.g., July 1, 2017 through September 30, 2018).

Application Process

Potential applicants are provided with training and guidance documents to assist with the preparation of proposals. For example, the Application Planning Worksheet and Application Guidance are intended to assist applicants with the development of the proposal; however, final applications are considered to be those submitted through the North Carolina Comprehensive Continuous Improvement Plan (CCIP), a web-based grants management system.

Application Review and Selection Process

In accordance with the SBE policy CNTR-001, all submitted 21st CCLC applications will go through a multi-level review process. Additional information regarding the application review process may be found in the Standard Operating Procedures.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   The objective of the Rural and Low-Income School (RLIS) program in NC is to address the unique needs of rural school districts in order to achieve the intended outcome of students meeting the challenging State academic standards. These districts frequently struggle accessing the resources necessary to allow all students to be successful on State accountability standards for long term goals and interim measures of student progress for student subgroups and the all students group. RLIS provides local school systems the flexibility to design their individual programs based on specific challenges in meeting the long-term goals and measures of interim progress established by North Carolina. As such, local educational agencies (LEAs) receiving funds establish measurable goals and submit an annual report on their progress toward achieving those locally-established goals with the ultimate outcome being increased student achievement. These goals are developed, monitored, and evaluated within the LEAs application for Title V part B funds, which is completed through the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP). The funding application is evaluated and approved by an NCDPI Program Administrator, who ensures that the application meets all federal guidelines and includes goals that move the local program toward meeting the challenging State academic standards as described in the Title I, Part A section of this document under 4.iii., Establishment of Long-Term Goals, and 4.iv., Indicators.

   RLIS grant funds are used by LEAs for the following activities:

   - Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
   - Teacher professional development, including programs that train teachers to use technology to improve teaching and to train special needs teachers
   - Educational technology, including digital applications and hardware as described in Title II, Part D
   - Parental involvement activities
   - Activities authorized under the Student Support and Academic Enrichment grant (Title IV, Part A)
   - Activities authorized under Title I, Part A
   - Activities authorized under Title III (Language instruction for LEP and immigrant students)

   Reporting information is included each year in the North Carolina Consolidated State Performance Report (CSPR). For example, based on the 55 annual reports submitted for the 2015-16 school year, a total of fifteen (15) LEAs reported at least a five (5) percentage points increase in students performing at or above proficiency with the actual

increase ranging from 10-15 percentage points. There were twenty (20) LEAs using RLIS funding for technology with eighteen (18) reporting increased teacher training in

technology. Of those LEAs using RLIS funds to support increased graduation rates, four (4) LEAs reported increased graduation rates from 5-10 percentage points.

State-level funds are used to support the salaries of staff that review, monitor and evaluate local RLIS plans. In addition, funds are used to support technical assistance through webinars and regional meetings.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   Each year, the Federal Program Monitoring and Support division conducts a webinar for eligible districts regarding implementation of activities under the RLIS program. Entities applying for RLIS funds submit a Funding Application through the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP). The application includes a description of activities and links to a consolidated Planning Tool to identify how RLIS funds will support overall district goals and objectives. The NCDPI Program Administrators review the application and plan and provide feedback and technical assistance as needed.

   Through its Statewide System of Support, the NCDPI provides technical assistance, consultative services, and support for all public local education agencies (LEAs) and charter schools with the goal of improving student achievement. For more information on the Statewide System of Support, refer to section 4.viii.e.

   In addition, the NCDPI provides an expanded course catalogue to rural schools through the NC Virtual Public School. NCVPS offers more than 150 different courses as a supplement to the local high school course catalog and includes Advanced Placement (AP), Occupational Course of Study (OCS), electives, traditional, honors and credit recovery courses. NCVPS is the great equalizer: it provides quality learning opportunities to every North Carolina student regardless of ZIP code. All courses are taught by highly qualified, North Carolina certified teachers who provide strategies for active student engagement through a variety of technology tools.

I. Education for Homeless Children and Youth program, McKinney- Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   The identification of children and youth experiencing homelessness will primarily be the responsibility of the appointed district homeless liaison in the LEA. Thus, the State Coordinator will provide training to ensure that LEAs will conduct an informal needs assessment of every child or youth experiencing homelessness upon identification and enrollment. Data elements will be collected by and submitted to the NCDPI regarding every child and youth who has been identified during a school year by each local education agency and what is collected in the individual needs assessment. The office of the State Coordinator for Homeless Education will use the data collected to assess student needs and determine areas of improvement related to identifying and educating homeless children and youth throughout the state. The Coordinator will and include in the state's annual needs assessment an action plan for providing specific training as well as including monitoring of specific program implementation as it relates to identification.
   At the local level, homeless liaisons will include in their needs assessments the procedures to increase awareness and identification of homeless students and how they will assess needs. The district needs assessments will be developed with assistance from the State Coordinator's office and reviewed during the monitoring of a district's program.

   As required, the State Coordinator will make publicly available reliable, valid, and comprehensive information on the number of homeless children and youth identified as homeless on the state website SERVE Center. Additionally, the NCDPI will assure that all LEAs and charter schools designate a homeless liaison, register this person's contact information in the NCHEP database, and update regularly the contact information of those appointed. The list will be posted to the NCHEP website and be accessible to school officials and the public.

   The State Coordinator will provide all LEAs and charter schools with NC educational rights posters on a regular basis. The dissemination of the posters during all trainings, forums, and site visits for homeless liaisons will also be conducted. The NCDPI's State Coordinator will conduct annual compliance forums, a state Learning Institute, and regional round-tables for homeless liaisons and other school officials as appropriate. The forums, Learning Institute, and regional roundtables will address the process for identifying homeless children and youth, strategies commonly used for identifying homeless children and youth, completing assessments of children who are experiencing homelessness to determine the academic needs they may have in order to support their success in school, maintaining an annual program needs assessment and other procedures that districts must conduct for identifying students who are experiencing homelessness.

The NCDPI will work with partners at the federal, state and local level to build the capacity of awareness and the identification of students experiencing homelessness by attending regularly and providing training at state level meetings, jointly developing resources for local school and community officials to utilize in identifying those experiencing homelessness, and through the review of state policies and laws that intersect with homelessness. Collaborations will occur with the Migrant Education Program, School Safety Division Center for Safer Schools, School Dropout Prevention Division staff, consultant for school counseling , and the consultant for school psychologist , Career and Technical Education Division staff, Federal Program Monitoring and Support Division staff, Head Start, Transportation Division Services, Exceptional Children's Division and their Advisory Council, Partners Ending Homelessness, the NC Coalition to End Homelessness and sub-committees, Balance of State, including the participation in the annual Point of Time Count planning, the Governor's Interagency Coordinating Council, the National Association for the Education of Homeless Children and Youth (NAEHCY), the National Center for Homeless Education (NCHE), and others.

Finally, monitoring of all LEAs and charter schools will be conducted to ensure that districts are in compliance with identifying and serving homeless children and youth. A schedule will be posted annually on the state website of those LEAs and charter schools that will be monitored. The monitoring will be conducted by on-site visits, desk-reviews, and through the on-line program. Districts with compliance issues will be placed on an action plan for one year and must work with the State Coordinator's office on their corrective action plan. Annually, the monitoring instruments will be reviewed and updated as needed.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The NCDPI Homeless Education Program will provide annually the dispute resolution procedure which provides a parent, guardian, or unaccompanied youth the opportunity to dispute a local education agency decision on eligibility, school selection, and enrollment. The procedures outline the steps to review and determine a written decision of a child or youth's educational placement, the time line for submission to the State Coordinator's office, and the determination by the state within 10 school business days in a language that is clear and understandable for the parent, guardian and/or youth. During the last several years, the McKinney-Vento dispute policy has gone through several revisions thus, each year the NCHEP leadership team will review with the State Coordinator the policies at the state level to ensure that they are in alignment with the law, that updates, changes or clarification are made to the state plan, and that appropriate examples of letters and resources are made available to homeless liaisons on the state website.
Additionally, the development of a dispute handbook will be made available to homeless liaisons to access from the state website as an additional support for working with parents, guardians or unaccompanied youth when a dispute arises.

The local district's dispute plans will be submitted to the office of the State Coordinator for review. Additionally, local district dispute plans will be reviewed during the monitoring of a school district or charter school to ensure disputes are handled in a timely manner and that they are conducted appropriately. Sample dispute letters and resources for working through a dispute will be made available to local homeless liaisons to access from the state website.

To ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved, the NC HEP has developed a dispute resolution procedure described in the Policy, Dispute Resolution Process for Homeless Students. The policy ensures that a parent, guardian, or unaccompanied youth have the opportunity to dispute a local education agency decision on eligibility, school selection, and enrollment.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   To increase awareness and address specific needs of homeless children and youth, NCDPI's Homeless Education Program's State Coordinator will provide to appointed homeless liaisons and other school officials:

   - Annual regional compliance forums
   - New homeless liaison training
   - Web-based training
   - On-site trainings
   - Regional roundtables
   - Phone and email technical assistance
   - Local program needs assessments
   - On-site and online monitoring
   - Comprehensive website
   - State posters
   - Monthly listserv notices
   - Training materials

   All training events will include the tracking of participants in attendance through sign in sheets and registration rosters so that identification of liaisons unable to participate can receive follow up from the State Coordinator's office. Additionally, the technical assistance provided by phone and email will be documented and assessed monthly to determine district and state needs. All materials and activities will be specific to the audience being trained or served. School Administrators, PowerSchool Coordinators (and

enrollment personnel), transportation personnel, student support personnel, nutrition and custodial staff, as well as teachers will each be provided with training materials, such as flow charts, brochures, briefs, one-page sample handouts, PowerPoint materials, training schedules, and resource lists that are designed to specifically support them in their roles to becoming more aware of homelessness and how to support those students who may be experiencing homelessness. Particular emphasis will be placed on the challenges that impact runaway and homeless youth, such as housing, academic services, state policies, community services and other educational barriers. Homeless liaisons will track barriers as well as monitor the academic progress and attendance of students who are runaways and homeless youth while providing additional consultation and support to them. Barrier tracking logs, individual needs assessments and other evidence the liaison provides will be reviewed during the monitoring of a district's program by the State Coordinator. The materials needed to track runaways and homeless youth will be made available from the State Coordinator's office and from the U.S. Department of Education's National Center for Homeless Education.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

    i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State.

    The NCDPI Homeless Education Program will ensure that children experiencing homelessness have the same access to the provision of early childhood and special education services by working collaboratively with the Office of Exceptional Children, Head Start, and Office of Early Learning to provide information, resources, training materials and technical assistance for local educational agencies in working with homeless children and their eligibility in public preschool programs. The cross divisions resource booklet will be updated regularly with other materials for homeless liaisons and services providers at the local level to use for joint communications across their programs.

    Annual training pertaining to homeless preschool-aged children will be conducted with the NC Office of Early Learning during its annual training series, during the annual Head Start Conference, for the Division of Exceptional Children, Yay Babies State Initiative, and at the State Interagency Coordinating Council. The purpose will be to promote the priority for homeless children that is to be given to preschool aged children who are experiencing homelessness in local programs, assess the child's academic needs, and to provide supports to their families who are experiencing homelessness.

    The NCDPI will collect the demographic information of children not of school age and who are the siblings of those identified within an LEA or charter school as being homeless. The collection of this data will support homeless liaisons as

well as the State Coordinator to identify children potentially in need of services, review local programs that may be available to serve these children, and support enhancement of programs or even the development of programs at the local. Finally, the State Coordinator will review local board policies and procedures during monitoring will be conducted to remove potential barriers and ensure access is provided to pre-school aged children.

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The NCDPI Homeless Education Program will work closely with multiple divisions in the department, such as Dropout Prevention, Counseling, Social Work, School Administration, and others to review policies and procedures, develop strategies that will improve graduation rates, and to provide consistent technical assistance as it relates to youth who are identified and may be separated from the public school system to ensure they are afforded equal access to appropriate secondary education and support services. The collaboration on resources, strategies and individual student plans, as well as supports that focus on identifying and removing potential barriers will be completed. Additionally, homeless liaisons, counselors, dropout prevention and other student support personnel will be trained to reach out to students who are not attending school regularly or who are considered dropping out. Training will focus on strategies for students being able to make up work, the transfer of credits that are satisfactorily completed, including partial or full credit, as well as how school officials can support homeless students in their academics in and out of the school building. Districts will make available alternative education opportunities for homeless students when the traditional classroom is not an option, such as evening classes, on-line classes, extended school days, and tutorial supports, to name a few. During the quality review process of a district, the State Coordinator will review student records to confirm programs and services are being provided to students for credit accrual and afforded all educational opportunities to which they are entitled.

With the assistance of the National Association for the Education of Homeless Children and Youth Association (NAEHCY), the State Coordinator developed Single Points of Contact (SPOC) for higher education throughout the state that includes administrators, admissions, and financial aid officers. Together with homeless liaisons, high school counselors, local providers and child welfare agencies, the SEA will continue to expand awareness of the growing population of homeless youth transitioning to higher education, their unique needs for

housing, food, health, school supplies and academic support. The direct training to SPOC's on the identification and awareness of homeless youth and the coordination of providing support to students will be provided annually with the NC College Foundation and the NC State Assistance Authority. Finally, the NC Higher Education Initiative will be a resource for identifying training needs, completing annual needs assessments in higher education and developing ways to monitor as well as collect data elements specific to youth separated from the public school who are identified as homeless.

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The NCDPI's Homeless Education Program will provide ongoing training and technical assistance to LEAs, charter schools, as well as to divisions that intersect with homeless education to ensure all barriers to accessing academics, including extracurricular activities, are addressed and removed for children and youth experiencing homelessness. The full participation of homeless students in all school courses, activities and events before and after school, special education, gifted and talented programs, vocational, English language, summer school, field trips, and extracurricular activities will be monitored by homeless liaisons. Barriers that exist will be tracked, addressed with appropriate school officials and discussed with the State Coordinator's office during site visits and the monitoring of the district. Additionally, during the state annual needs assessment, the collection of potential barriers noted will provide guidance on the specific training and resources that are needed in the state.

The homeless liaisons in each district will be provided with training, resources, and educational materials from NCHE and NCHEP that specifically address the academic and extracurricular activities for students experiencing homelessness. During the annual regional compliance forums, the Learning Institute, regional roundtables, Title I forums, and district trainings, discussions and training will be conducted on the rights of homeless students to access summer school programs, tutorial services, charter and magnet schools, career and technical education, online learning and lab schools. Discussions will also focus on how barriers will need to be removed. The materials that NCHEP provides will consist of information on the rights of homeless children and youth along with a list of strategies districts may consider to support students academically as well as their participation in extracurricular activities. The State Coordinator will identify model programs from the local level that have addressed challenges with academic and extracurricular activities and have them present at each of the training events that are offered in the state. This will allow districts to learn about

successful programs being offered in the state while identifying strategies that an LEA may want to incorporate into their own homeless education programs. The homeless liaisons will also be required to share in their LEAs with superintendents, transportation directors, administrators, teachers, student support services, and others the resources received at trainings annually. To ensure this compliance, evidence, such as meeting agendas and notes, training materials, tracking logs of services and barriers for homeless students, interviews with school officials, and others as identified, will be reviewed during monitoring of homeless programs by the State Coordinator.

The partnership between the NC Homeless Education Program and the NC Athletic Association will be elevated to meeting annually, sharing of resources from NCHE, NCHEP and NAEHCY, providing technical assistance, and presenting at athletic conferences that specifically focus on students experiencing homelessness, their rights under the law, strategies for serving students and working with homeless liaisons.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

   The NCDPI's Homeless Education Program will annually examine laws, regulations, practices, and policies that may act as barriers to the identification, enrollment, attendance, and success of a homeless child or youth. Additionally, phone and email technical assistance, training, monitoring, and other educational resources for local education agencies in removing barriers to the enrollment and the retention of children and youth to attend school will be conducted regularly. Historically, the LEAs in NC have decreased the number of students facing barriers thus making NCHEP vigilant that barriers do not resurface. Local homeless liaisons will be required to review annually potential barriers to enrollment, including residency requirements, uniform or dress-code requirements, enrollment or discipline procedures, rules pertaining to outstanding fees or fines, absences, immunizations and other documentation typically required for enrollment. These documents will be reviewed during monitoring and provided for review to the office of the state coordinator as appropriate.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or

absences.

The State Coordinator actively participates on the Specialized Instructional Support Team within the NCDPI which reviews best practices, discuss program and policy overlaps and assist in revisions as needed. The State Coordinator provide consistent training and technical assistance to homeless liaisons as well as school personnel specifically on the rights of homeless children and youth that includes the barriers which impact a homeless student's immediate enrollment or their retention in school. During yearly regional compliance forums, the annual Learning Institute, and other technical assistance opportunities with a homeless liaison, the provisions of the McKinney-Vento Act, including the non-regulatory guidance by the USED, and the National Center for Homeless Education's (NCHE) briefs and resources, are utilized by the State Coordinator to educate about the law, address questions, and process concerns that are related to student identification, enrollment, attendance, academics, and barriers that are specific to student fees or fines. In addition, the Program Review Plan (formally known as the monitoring instrument) is used by the State Coordinator to review a districts program, address with a homeless liaison their school board policies and district procedures to identify and remove barriers that hinder the access of children and youth experiencing homelessness to their school programs as well as their success in school.

Recommendations or findings are provided to the district if there are potential barriers identified during the Program Review Plan process. Other supports on reviewing policies and eliminating barriers is conducted with the NC Homeless Education Program's Leadership Team.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Professional development opportunities, resources, and technical assistance will be proposed to school counselors through the NC HEP State Coordinator's office and in collaboration with the NCDPI's consultant for School Counseling, and by the local district's homeless liaison. Training materials, resources, and other provisions to advise students and prepare them for college will be available on the NC HEP website for access by school officials.

The North Carolina Professional School Counselor Standards and evaluation rubric are aligned with The ASCA National Model: A Framework for School Counseling Programs. Through these standards, school counselors are expected to serve all students through a comprehensive school counseling program that addresses the academic, career and social emotional needs of students. In addition to the differentiated core of services that all students receive, students experiencing homelessness are expected to be provided with supplemental school counseling services to address their additional barriers to success, including college access. The staff of the NCDPI collaborate with many other state and local entities to disseminate support information and offer professional development opportunities for school counselors aimed at strengthening their skills in fostering K-12 career and college readiness, both pre-service and in-service.

The verification form, now required in the ESSA, will be used by all district homeless liaisons for any graduating unaccompanied homeless youth (UHY), and will be shared with school counselors annually to guarantee each UHY has the documentation needed to support their status when applying for the Free Application for Federal Student Aid (FAFSA) as being homeless. A roster of students receiving the verification form will be maintained by the district homeless liaison and be made available during the Program Review Plan.

North Carolina is one of fifteen (15) states that has developed a McKinney-Vento Higher Education Network, consisting of Single Points of Contacts (SPOCs) in the Financial Aid Offices of all NC public colleges and universities. NC HEP has trained SPOCs and homeless liaisons to support homeless youth in applying for higher education and seeking financial aid, as well as to support the academic success and college completion of such students. Training and collaboration will continue to be offered to the College Foundation of NC, SPOCs for Higher Education Institutions, the NC School Counselor Association, and the NC School Social Workers Association through face to face meetings, conference resource tables, on-demand presentations and by using the district homeless liaison to provide internal training to staff as required in the ESSA.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

See attached charts beginning on page 171.

B. Graduation Rates

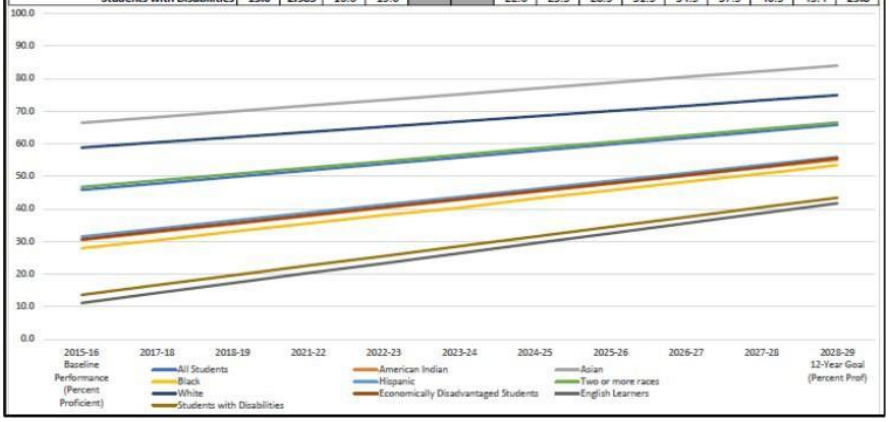
See attached chart beginning on page 175.

C. Progress in Achieving English Language Proficiency

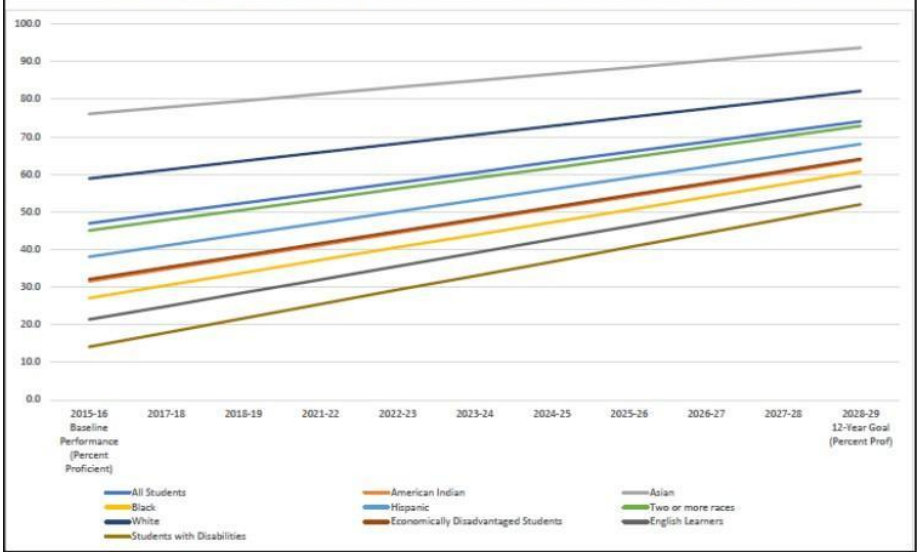
See attached chart beginning on page 176.

Appendix A: Academic Achievement

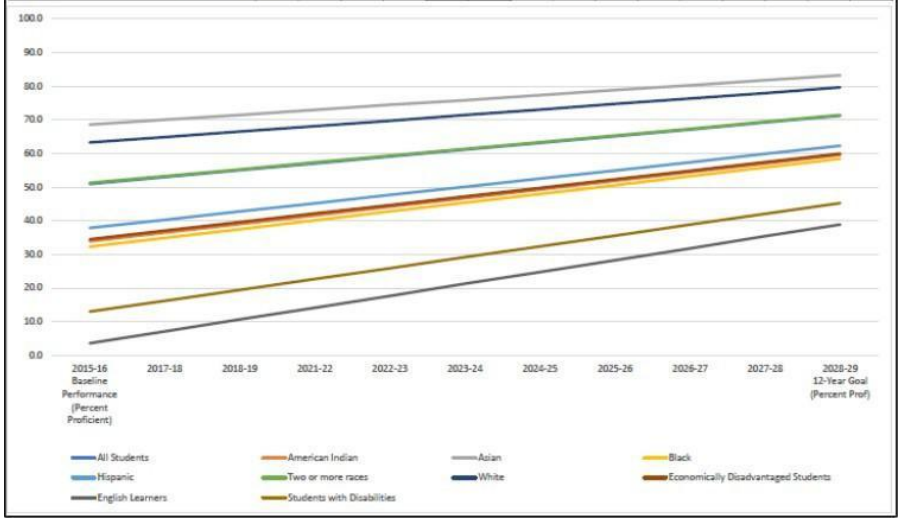
State Level Reading Grades 3-8	2015-2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)		
All Students	45.8	2.003	47.8	49.8			51.8	53.8	55.8	57.8	59.8	61.8	63.8	65.8	20.0
Subgroups															
American Indian	30.4	2.473	32.9	35.3			37.8	40.3	42.8	45.2	47.7	50.2	52.7	55.1	24.7
Asian	66.4	1.760	68.2	69.9			71.7	73.4	75.2	77.0	78.7	80.5	82.2	84.0	17.6
Black	27.9	2.549	30.4	33.0			35.5	38.1	40.6	43.2	45.7	48.3	50.8	53.4	25.5
Hispanic	31.5	2.439	33.9	36.4			38.8	41.3	43.7	46.1	48.6	51.0	53.5	55.9	24.4
Two or more races	46.7	1.976	48.7	50.7			52.6	54.6	56.6	58.6	60.5	62.5	64.5	66.5	19.8
White	58.8	1.606	60.4	62.0			63.6	65.2	66.8	68.4	70.0	71.6	73.3	74.9	16.1
Economically Disadvantaged Students	30.7	2.464	33.2	35.6			38.1	40.6	43.0	45.5	47.9	50.4	52.9	55.3	24.6
English Learners	11.1	3.062	14.2	17.2			20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	30.6
Students with Disabilities	13.6	2.985	16.6	19.6			22.6	25.5	28.5	31.5	34.5	37.5	40.5	43.4	29.8



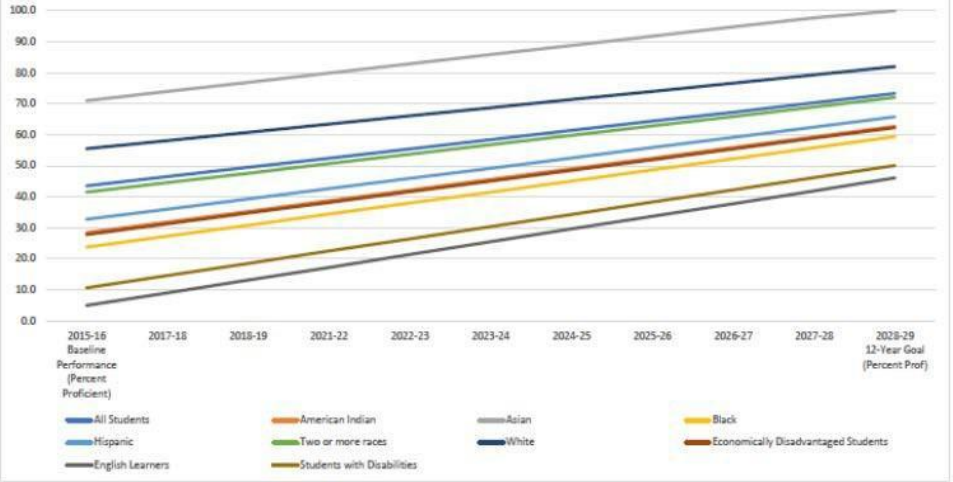
State Level Math Grades 3-8	2015-2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)		
All Students	47.0	2.709	49.7	52.4			55.1	57.8	60.5	63.3	66.0	68.7	71.4	74.1	27.1
Subgroups															
American Indian	31.6	3.216	34.8	38.0			41.2	44.5	47.7	50.9	54.1	57.3	60.5	63.8	32.2
Asian	76.1	1.763	77.9	79.6			81.4	83.2	84.9	86.7	88.4	90.2	92.0	93.7	17.6
Black	27.1	3.363	30.5	33.8			37.2	40.6	43.9	47.3	50.6	54.0	57.4	60.7	33.6
Hispanic	38.1	3.004	41.1	44.1			47.1	50.1	53.1	56.1	59.1	62.1	65.1	68.1	30.0
Two or more races	45.1	2.775	47.9	50.6			53.4	56.2	59.0	61.7	64.5	67.3	70.1	72.9	27.8
White	58.9	2.325	61.2	63.6			65.9	68.2	70.5	72.9	75.2	77.5	79.8	82.2	23.3
Economically Disadvantaged Students	32.1	3.200	35.3	38.5			41.7	44.9	48.1	51.3	54.5	57.7	60.9	64.1	32.0
English Learners	21.4	3.549	24.9	28.5			32.0	35.6	39.1	42.7	46.2	49.8	53.3	56.9	35.5
Students with Disabilities	14.1	3.788	17.9	21.7			25.5	29.3	33.0	36.8	40.6	44.4	48.2	52.0	37.9



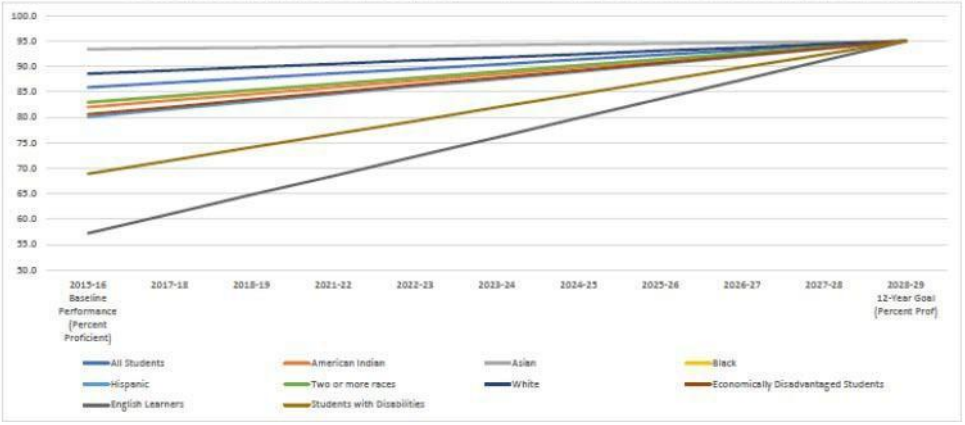
State Level Reading High School	2015-2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)		
All Students	51.0	2.031	53.0	55.1			57.1	59.1	61.2	63.2	65.2	67.2	69.3	71.3	20.3
Subgroups															
American Indian	33.9	2.569	36.5	39.0			41.6	44.2	46.7	49.3	51.9	54.5	57.0	59.6	25.7
Asian	68.6	1.468	70.1	71.5			73.0	74.5	75.9	77.4	78.9	80.3	81.8	83.3	14.7
Black	32.3	2.620	34.9	37.5			40.2	42.8	45.4	48.0	50.6	53.3	55.9	58.5	26.2
Hispanic	37.9	2.442	40.3	42.8			45.2	47.7	50.1	52.6	55.0	57.4	59.9	62.3	24.4
Two or more races	51.3	2.017	53.3	55.3			57.4	59.4	61.4	63.4	65.4	67.4	69.5	71.5	20.2
White	63.3	1.636	64.9	66.6			68.2	69.8	71.5	73.1	74.8	76.4	78.0	79.7	16.4
Economically Disadvantaged Students	34.5	2.550	37.1	39.6			42.2	44.7	47.3	49.8	52.4	54.9	57.5	60.0	25.5
English Learners	3.6	3.531	7.1	10.7			14.2	17.7	21.3	24.8	28.3	31.8	35.4	38.9	35.3
Students with Disabilities	13.0	3.232	16.2	19.5			22.7	25.9	29.2	32.4	35.6	38.9	42.1	45.3	32.3



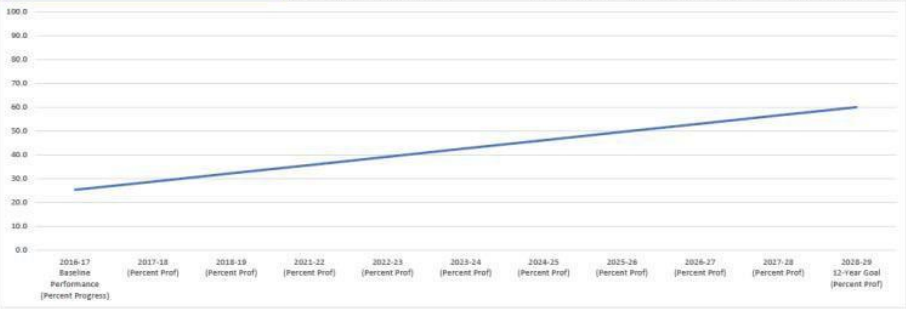
State Level Math High School	2015-2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress										2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)	
All Students	43.5	2.981	46.5	49.5			52.4	55.4	58.4	61.4	64.4	67.3	70.3	73.3	29.8
Subgroups															
American Indian	28.4	3.433	31.8	35.3			38.7	42.1	45.6	49.0	52.4	55.9	59.3	62.7	34.3
Asian	71.0	2.970	74.0	76.9			79.9	82.9	85.9	88.8	91.8	94.8	97.7	100.0	29.0
Black	23.7	3.569	27.3	30.8			34.4	38.0	41.5	45.1	48.7	52.3	55.8	59.4	35.7
Hispanic	32.7	3.308	36.0	39.3			42.6	45.9	49.2	52.5	55.9	59.2	62.5	65.8	33.1
Two or more races	41.5	3.052	44.6	47.6			50.7	53.7	56.8	59.8	62.9	65.9	69.0	72.0	30.5
White	55.5	2.645	58.1	60.8			63.4	66.1	68.7	71.4	74.0	76.7	79.3	82.0	26.5
Economically Disadvantaged Students	27.8	3.450	31.3	34.7			38.2	41.6	45.1	48.5	52.0	55.4	58.9	62.3	34.5
English Learners	4.9	4.116	9.0	13.1			17.2	21.4	25.5	29.6	33.7	37.8	41.9	46.1	41.2
Students with Disabilities	10.6	3.950	14.6	18.5			22.5	26.4	30.4	34.3	38.3	42.2	46.2	50.1	39.5



Four-Year Cohort Graduation Rate	2015-2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)		
All Students	85.9	0.910	86.8	87.7			88.6	89.5	90.4	91.4	92.3	93.2	94.1	95.0	9.1
Subgroups															
American Indian	82.0	1.300	83.3	84.6			85.9	87.2	88.5	89.8	91.1	92.4	93.7	95.0	13.0
Asian	93.4	0.160	93.6	93.7			93.9	94.0	94.2	94.4	94.5	94.7	94.8	95.0	1.6
Black	82.9	1.210	84.1	85.3			86.5	87.7	88.9	90.2	91.4	92.6	93.8	95.0	12.0
Hispanic	80.1	1.490	81.6	83.1			84.6	86.1	87.5	89.0	90.5	92.0	93.5	95.0	14.9
Two or more races	83.0	1.200	84.2	85.4			86.6	87.8	89.0	90.2	91.4	92.6	93.8	95.0	12.0
White	88.6	0.640	89.2	89.9			90.5	91.2	91.8	92.4	93.1	93.7	94.4	95.0	6.4
Economically Disadvantaged Students	80.6	1.440	82.0	83.5			84.9	86.4	87.8	89.2	90.7	92.1	93.6	95.0	14.4
English Learners	57.2	3.780	61.0	64.8			68.5	72.3	76.1	79.9	83.7	87.4	91.2	95.0	37.8
Students with Disabilities	68.9	2.610	71.5	74.1			76.7	79.3	82.0	84.6	87.2	89.8	92.4	95.0	26.1



English Learners Progress (Grades K-12)	2016-17 Baseline Performance (Percent Progress)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028-29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 (Percent Prof)	2027-28 (Percent Prof)		
	25.3	3.47	28.8	32.2			35.7	39.2	42.7	46.1	49.6	53.1	56.5	60.0	34.7



APPENDIX B – NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may

already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

North Carolina's Response to GEPA Requirements

The North Carolina Department of Public Instruction (NCDPI) will comply with Section 427 of the General Education Provisions Act (GEPA) for programs and supports carried out through reserved state-level funds for ESSA programs. In carrying out its educational mission, the NCDPI will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all individuals served.

Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The NCDPI ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, the NCDPI will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The NCDPI will include assurances in any grant opportunity to hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken at the local level to ensure equitable access may include, but are not limited to:

- printing materials in multiple languages;
- offering multi-lingual services for participants and others as needed and appropriate;
- promoting responsiveness to cultural differences;
- fostering a positive school climate through restorative practices;
- conducting outreach efforts and target marketing to those not likely to participate;
- providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations;
- using technologies to convey content of program materials;
- using materials that include strategies for addressing the needs of all participants;
- conducting pre-program gender and cultural awareness training for participants;
- developing and/or acquiring and disseminating culturally relevant and sensitive curriculum and informational materials;
- using transportation services that include handicapped accommodations;
- completing an annual Equal Opportunity Employment (EEO) plan that is made available to all staff;
- maintaining an EEO Advisory Team that provides feedback to leadership about EEO issues;
- providing online training to supervisory staff; and
- providing all new hires with access to the EEO plan

NORTH CAROLINA EDUCATION ACRONYMS

ACRONYM	TERM
ABCs	ABCs Accountability Program
ACRE	Accountability and Curriculum Reform Effort
AIG	Academically and/or Intellectually Gifted
AIR	American Institutes for Research
ALD	Advanced Learning Division
AMO	Annual Measurable Objectives
APR	Annual Performance Report
ARCC	Appalachian Regional Comprehensive Center
ASD	Accountability Services Division
ASRC	Academic Standards Review Commission
ASW	Analysis of Student Work
AYP	Adequate Yearly Progress
BAAS	Budget and Amendment System
BT	Beginning Teacher
CAA	Comprehensive Articulation Agreement
CCIP	Comprehensive Continuous Improvement Plan
CCP	Career and College Promise
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CDM	Credit by Demonstrated Mastery

ACRONYM	TERM
CFDC	Consolidated Federal Data Collection System
CIHS	Cooperative Innovative High Schools
CII	Center for Innovation and Improvement
CMO	Charter Management Organization
CNA	Comprehensive Needs Assessment
COC	Comprehensive Objective Composite
COE	Certificate of Eligibility
COP	Committee of Practitioners
CSI	Comprehensive Support and Improvement
CTE	Career & Technical Education
DMG	Data Management Group
DSSF	Disadvantaged Student Supplemental Funding
DSD	District Support Division
ECD	Exceptional Children Division
ECS	Extended Content Standards
EE	Educator Effectiveness
EDDIE	Educational Directory and Demographical Information Exchange
EDS	Economically Disadvantaged Students
EL	English Learners
ELA	English Language Arts
ELAC	English Language Advisory Council
ELD	English Language Development

ACRONYM	TERM
ELL	English Language Learners
ELP	English Language Proficiency
EMO	Education Management Organization
EOG	End-of-Grade
ERD	Educator Recruitment and Development
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
EVAAS	Education Value-Added Assessment System
ExC-ELL	Expediting Comprehension for English Language Learners
FAFSA	Free Application for Federal Student Aid
FFC	Framework for Change
FPMS	Federal Program Monitoring and Support Division
FR-OCS	Future Ready Occupational Course of Study
GETC	Governor's Education Transformation Commission
GOSOSY	Graduation and Outcomes for Success for Out of School Youth
HE	Highly Effective
HEP	Homeless Education Program
HLS	Home Language Survey
HSCCAA	High School to Community College Articulation Agreement
IABS	Integrated Academic and Behavior Systems
IEP	Individualized Education Program

ACRONYM	TERM
IHE	Institute of Higher Education
IIS	Instructional Improvement System
JLEOC	Joint Legislative Education Oversight Committee
KUCRL	University of Kansas Center for Research on Learning
LEA	Local Educational Agency
LEASA	Local Educational Agency Self-Assessment
LEP	Limited English Proficiency
LIEP	Language Instruction Educational Program
McREL	Mid-continent Research Education Laboratory
MDC	Master Data Calendar
MEP	Migrant Education Program
MET	Measuring Effective Teaching
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
MSL	Measures of Student Learning
MTSS	Multi-Tiered System of Supports
NAEHCY	National Association for the Education of Homeless Children and Youth
NCAE	NC Association of Educators
NCDPI	North Carolina Department of Public Instruction
NCEES	North Carolina Educator Evaluation System
NCEXTEND1	North Carolina Alternate Assessment
NCGA	North Carolina General Assembly

ACRONYM	TERM
NCHE	National Center for Homeless Education
NC MEP	North Carolina Migrant Education Program
NCPAPA	NC Principals and Assistant Principals Association
NC SCoS	North Carolina Standard Course of Study
NCSIP	North Carolina State Improvement Project
NCVPS	North Carolina Virtual Public School
NGA	National Governors Association
NICHD	National Institute of Child Health and Human Development
OCS	Occupational Course of Study
OCT	Observation Calibration Tool
OSEP	Office of Special Education Programs
OSY	Out of School Youth
PANC	Personnel Administrators of North Carolina
PARCC	Partnership for Assessment of Readiness for College and Careers
PBIS	Positive Behavior Intervention and Support
PFS	Priority for Services
PLC	Professional Learning Community
PQRs	Program Quality Reviews
PTC	Peer Tutoring Center
RBT	Revised Bloom's Taxonomy
READY	College and Career Ready, Set, Go!
RESAs	Regional Education Service Alliances

ACRONYM	TERM
RLIS	Rural and Low-Income Schools
RtI	Responsiveness to Instruction
RttT	Race to the Top
SBAC	SMARTER Balanced Assessment Consortium
SBE	State Board of Education
SCOS	Standard Course of Study
SEA	State Educational Agency
SERVE	SERVE Center at UNC-Greensboro
SHAC	School Health Advisory Council
SIG	School Improvement Grants
SIM	Strategic Instruction Model
SiMR	State-Identified Measurable Results
SIOP	Sheltered Instruction Observation Protocol
SISEP	State Implementation and Scaling up Evidence-based Practices
SIT	School Improvement Team
SL	Session Law
SMHI	School Mental Health Initiative
SP3	State Policy Pilot Program
SREB	Southern Region Education Board
SRSA	Small, Rural School Achievement
STEM	Science, Technology, Engineering and Mathematics
SWD	Students with Disabilities

ACRONYM	TERM
TAS	Targeted Assistance School
TESOL	Teachers of English to Speakers of Other Languages
TIF	Teacher Incentive Fund
TSI	Targeted Support and Improvement
UDL	Universal Design for Learning
USED	U.S. Department of Education
WIDA	World-Class Instructional Design and Assessment
WSCC	Whole School, Whole Community, Whole Child Model

Supplemental Attachment 2

Every Student Succeeds Act (ESSA)
External Stakeholder Groups
Organizations/Associations/Participants

Organization	Name	Title
Alamance/Burlington Schools	Steve Van Pelt	Local Board of Education Member
American Civil Liberties Union of NC	Sarah Preston	Policy Director
American Council on the Teaching of Foreign Languages	Helga Fasciano	Board of Directors
American Heart Association/American Stroke Association	Betsy Vetter	Regional Vice President of Government Relations
Americans for Prosperity - North Carolina	Donald Bryson	State Director
Arts NC	Karen Wells	Executive Director
Asheboro City Schools	Jusmar Maness	Principal
BEST-NC	Julie Lowal	Community Participant
Bladen County Schools	Robert Taylor	Superintendent
Business for Educational Success and Transformation of NC	Brenda Berg	CEO, BEST NC
Caldwell County Schools	Darrell Pennell	Local Board of Education Member
Carolina Teachers of English to Speakers of Other Languages	Roberto Gonzalez	President
Catawba County Schools	Jeffrey Isenhour	Principal
Central Carolina Regional Education Service Alliance	Neil Pedersen	Executive Director
Chinese Language Teacher Association of NC	June Chen	Board Member
Civitas Institute	Bob Luebke	Senior Policy Analyst
Classroom Teachers Association of NC	Judy Kidd	President
Clinton City Schools	Juandalyn Ray	Teacher

Organization	Name	Title
Coalition of Concerned Citizens for African American Children, Inc.	Calla Wright	President
Communities in Schools of NC	Eric Hall	President/CEO
Council for Children's Rights	Heather Johnson	Director of Individual Advocacy
Council of Parent Attorneys and Advocates	Cynthia Daniels-Hall	Community Participant
Council of State School Library Consultants	Kathy Parker	President
Craven County Schools	Carr Ipock	Local Board of Education Member
Cumberland County Schools	Ron Phipps	Evaluation and Testing Director
Cumberland County Schools	Melody Chalmers	Principal
Davidson County Schools	Lory Morrow	Superintendent
Disability Rights NC	Virginia Fogg	Senior Attorney, Education Team Leader
Duke Children's Law Clinic	Jane Wettach	Director
Duke Children's Law Clinic	Brenda Berlin	Supervising Attorney
Education Justice Alliance	Letha Muhammad	Parent Organizer
Education NC	Mebane Rash	CEO
Environmental Educators of North Carolina	Michelle Pearce	President
Exceptional Children's Assistance Center	Connie Hawkins	Executive Director
Foreign Language Association of NC	Robert Kasserman	Executive Director
Forsyth County Schools	Dana Caudill Jones	Local Board of Education Member
Go Global NC	Rick VanSant	Executive Director
Governor’s Office (Cooper)	Jenni Owen	Policy Director
Governor’s Office (Cooper)	Geoff Coltrane	Senior Education Advisor
Governor's Office (McCrory)	Shelby Armentrout	Special Assistant for Education
Governor's Office (McCrory)	Catherine Truitt	Senior Education Advisor
Hertford County Schools	Wendell Hall	Local Board of Education Member
HIRE Standards Coalition	Andrew Meehan	Coalition Manager
Hope Street Group	Katharine Correll	Director, NC Teacher Voice Network

Organization	Name	Title
Iredell-Statesville Schools	Amy Rhyne	Principal
John Locke Foundation	Kory Swanson	President and CEO
Leadership for Educational Equity	Lisa Guckian	Senior Director, Regional Impact
Legal Aid of North Carolina	Jen Story	Supervising Attorney of Advocates for Children's Services
McDowell County Schools	Carrie Franklin	Teacher
NAACP - North Carolina	William Barber	President
NC Art Education Association	Penny Freeland	President
NC Arts Council	Sharon Hill	Arts in Education Director
NC Association for Gifted and Talented	Wes Guthrie	Executive Director
NC Association for Middle Level Education	John Harrison	Executive Director
NC Association for Supervision and Curriculum Development	Lillie Cox	Interim Executive Director
NC Association for the Education of Young Children	Suzanne Hughes	President
NC Association of Educators	Rachelle Johnson	Executive Director
NC Association of Educators	Mark Jewell	President
NC Association of Elementary Educators	Kathy Drew	President
NC Association of Realtors	Cady Thomas	Director of Government Affairs
NC Association of School Administrators	Adam Pridemore	Government Affairs Specialist
NC Association of Teacher Assistants	Melinda Zarate	Communications
NC Ballet	Katie Davis	Education Director
NC Business Committee for Education	Sue Breckenridge	Executive Director
NC Center for the Advancement of Teaching	Brock Womble	Executive Director
NC Chamber	Meaghan Lewis	Government Affairs Manager
NC Chamber Foundation	Andrew Meehan	Community Participant
NC Chapter of the American Association of Teachers of French	Heather Tedder	Board Member
NC Chapter of the American Association of Teachers of German	David Lovin	President Elect
NC Chapter of the American Association of Teachers of Spanish	L.J. Randolph	Vice President

Organization	Name	Title
NC Chapter of the American Sign Language Teachers Association	Beverly Woodel	President
NC Charter School Association	Lee Teague	Executive Director
NC Classical Association	Ashlie Canipe	President
NC Commission of Indian Affairs	Gregory Richardson	Executive Director
NC Community College System	Lisa M. Chapman	Senior Vice President, Programs and Student Services/Chief Academic Officer
NC Congress of Parents and Teachers	Donald Dunn	President
NC Council for Exceptional Children	Jessica Wery	President
NC Council for the Social Studies	Ellie Wilson	President
NC Council of Administrators of Special Education	Mike Marcela	President
NC Council of Teachers of Mathematics	Ron Preston	President
NC Dance Education Organization	Mila Parrish	President
NC Department of Environmental Quality	Lisa Tolley	Environmental Education Program Manager
NC English Teachers Association	Julie Malcom	Executive Director
NC Independent Colleges and Universities	Tom West	Institution of Higher Education Participant
NC Justice Center	Rick Glazer	Executive Director
NC Justice Center	Matt Ellinwood	Director of Education & Law Project
NC Museum of Art	Michelle Harrell	Acting Director of Education
NC Music Educators Association	Pat Hall	Executive Director
NC Parent Teacher Association	Kelly Langston	President
NC Policy Watch	Chris Fitzsimon	Founder and Executive Director
NC Principals and Assistant Principals' Association	Shirley Prince	Executive Director
NC Project Learning Tree	Renee Strnad	Coordinator
NC School Boards Association	Ed Dunlap	Executive Director
NC School Counselor Association	LaJuana Norfleet	President
NC School Counselor Association	Andrea Wallace	Executive Assistant
NC School Library Media Association	Sedley Abercrombie	President
NC School Psychology Association	Alex Tabori	President
NC School Social Workers Association	Charlene Davidson	President
NC School Superintendents Association	Jack Hoke	Executive Director

Organization	Name	Title
NC Science Teachers Association	Joette Midgett	Business Manager
NC Society of Hispanic Professionals	Yessica Vazquez	President, Triad Chapter
NC State University	Michael Maher	Institution of Higher Education Participant
NC Symphony	Sarah Gilpin	Director of Education
NC Technology in Education Society	Cindy Phthisic	President
NC Theatre Arts Educators	Koko Thornton	President
NC Theatre Conference	Angie Hays	Executive Director
NC-National Network of State Teachers of the Year	Jessica Garner	President
New Teacher Center	Ann Maddock	Senior Advisor
North American Association for Environmental Education	Pepe Marcos	Board Chair
Northampton County Schools	Maria Smith	Teacher
Onslow County Schools	Maria Johnson	Principal
Onslow County Schools	Lisa Godwin	Teacher
Orange County Schools	Kiley Brown	Principal
Pamlico County Schools	Joshua Gaskill	Teacher
Perquimans County Schools	Jason Griffin	Principal
Personnel Administrators of NC	Glenda Jones	PANC President/Cabarrus County Schools Chief HR Officer
Professional Educators of NC	Carol Vandenbergh	Executive Director
Public Impact	Bryan Hassel	Co-Director
Public School Forum of NC	Keith Poston	Forum President and Executive Director
Rockingham County Schools	Rodney Shotwell	Superintendent
Rockingham County Schools	Amanda Bell	Local Board of Education Member
Rutherford County Schools	Angel Ledbetter	Teacher

Organization	Name	Title
SAS	Susan Gates	Community Participant
School Nurse Association of NC	Laura Marino	President
Scotland County Schools	Mary Hemphill	Principal
South Eastern Association of Teachers of Japanese	Yoko Kano	President
Southern Conference on Language Teaching	Carmen Scoggins	President
State Library	Lori Special	Youth Services Consultant, Library Development
Students for Education Reform	Kayla Romero	State Leader
Teach for America	Sara Price	Director of Alumni Affairs
The Centers for Quality Teaching and Learning	Rachel Porter	Executive Director
The SERVE Center at the University of NC-Greensboro	Jessica Anderson	Senior Policy Research Analyst
The Southeast Comprehensive Center, SEDL	Shirley Carraway	NC State Liaison
UNC Center for Civil Rights	Mark Dorosin	Managing Attorney
UNC General Administration	Julie Marks	Director of Education Policy Initiative at Carolina
UNC General Administration	Catherine Truitt	Institution of Higher Education Participant
University of NC School of Law	Barbara Fedders	Clinical Associate Professor & Co-Director of the Youth Justice Clinic
Urban League of Central Carolinas	Patrick Graham	President and CEO
Wake County Schools	Bill Fletcher	Local Board of Education Member
Warren County Schools	Roberta Scott	Local Board of Education Member
Watauga County Schools	Keana Triplett	Teacher
Wilson County Schools	Jeremy Tucker	Teacher
World View	Charle LaMonica	Director
Youth Justice Project of the Southern Coalition for Social Justice	Peggy Nicholson	Co-Director

Organization	Name	Title
Youth Justice Project of the Southern Coalition for Social Justice	Ricky Watson	Co-Director
NC Teacher of the Year Program	James Bell	Former NC Teacher of the Year
NC Teacher of the Year Program	Jennifer Bell	Former NC Teacher of the Year
North Carolina Early Childhood Foundation	Tracy Zimmerman	Executive Director
North Carolina Partnership for Children	Cindy Watkins	President
North Carolina Department of Health and Human Services	Susan Perry-Manning	Deputy Secretary
Smart Start of Rowan County	Amy Brown	Executive Director
UNC-Charlotte Urban Institute	Amy Hawn-Nelson	Director of Social Research
PAVE Southeast Raleigh	Alex Quigly	Charter School Participant
Thomas Jefferson Classical Academy	Joe Malmone	Charter School Participant
Lieutenant Governor Forest's Designee	Steven Walker	Charter School Participant
Sugar Creek Charter School	Cheryl Turner	Charter School Participant
Lake Norman Charter School	Shannon Stein	Charter School Participant

Supplemental Attachment 3

Stakeholder Involvement on ESSA
January, 2016 – June, 2017

(Updated June 19, 2017)

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
1/29/2016	James Sprunt Community College, Kenansville, NC	Southeast Education Alliance Meeting for Curriculum Staff Members	ESSA Overview
2/2/2016	Legislative Office Building, Raleigh, NC	Members of the Joint Legislative Education Oversight Committee	ESSA Overview
2/11/2016	NCDPI, Raleigh, NC	Members of the State Advisory Council on Indian Education	ESSA Overview
2/11/2016	Western Carolina University, Cullowhee, NC	School of Education Faculty and Some Students Majoring in Education	ESSA Overview
2/12/2016	Western Region Education Service Alliance (RESA), Asheville, NC	Members of the Western RESA Superintendents	ESSA Overview
2/17/2016	NCDPI, Raleigh, NC	Members of the State Superintendent's Task Force on Teacher Recruitment, Credentialing and Retention	ESSA Overview
2/17/2016	North Wilkesboro, NC	Members of the Northwest RESA Superintendents	ESSA Overview
2/25/2016	Embassy Suites, Greensboro, NC	Members of the State Superintendent's Testing and Growth Advisory Council	ESSA Overview
2/25/2016	Legislative Office Building, Raleigh, NC	Members of the House Select Committee on Education Strategy and Practices	ESSA Overview
2/26/2016	NC School Boards Association (NCSBA), Raleigh, NC	Members of the NCSBA Board of Directors	ESSA Overview
2/29/2016	The Friday Institute, Raleigh, NC	Members of the NC Public Forum	ESSA Overview
3/7/2016	NCDPI (Webinar), Raleigh, NC	Local School Superintendents (Statewide)	ESSA Overview
3/8/2016	Hickory, NC	Members of the Southwest Education Alliance Superintendents	ESSA Overview
3/8/2016	NCDPI, Raleigh, NC	Members of the Committee of Practitioners	ESSA Overview
3/15/2016	Wayne County Public Schools, Goldsboro, NC	Members of the Southeast Education Alliance Superintendents	ESSA Overview

3/16/2016	NCDPI, Raleigh, NC	Members of the State Superintendent's Parent Advisory Council	ESSA Overview

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
3/21/2016	Koury Convention Center, Greensboro, NC	Members of the Curriculum & Instruction Leaders' Forum	ESSA Overview
3/22/2016	Koury Convention Center, Greensboro, NC	Attendees at the Statewide Comprehensive Conference on Student Achievement	ESSA Overview
3/30/2016	NCDPI, Raleigh, NC	Technical Advisors	ESSA Overview
4/11/2016	Embassy Suites, Greensboro, NC	Attendees at the Title I Statewide Forum	ESSA Overview
4/13/2016	Wilmington Convention Center, Wilmington, NC	Local School Superintendents (Statewide)	ESSA Overview
4/13/2016	Minnie Evan Arts Center, Wilmington, NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan
4/19/2016	Durham Hilton Hotel, Durham NC	Members of the NC Institutions of Higher Education (IHE) Deans and Faculty	ESSA Overview
4/20/2016	Hitch 'n Post Restaurant, Williamston, NC	Members of the Northeast RESA Superintendents	ESSA Overview
4/21/2016	Green Hope High School, Cary NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan
4/22/2016	NC Association of Educators (NCAE) Building, Raleigh, NC	Attendees at the National Board Certified Teachers Coordinators Meeting	ESSA Overview
4/22/2016	NC Bar Center, Cary, NC	Members of the NC Bar Association with an Education Focus	ESSA Overview
4/26/2016	Mallard Creek High School, Charlotte NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan
4/27/2016	North Pitt High School, Bethel NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan
4/28/2016	Holiday Inn, Wilkesboro, NC	Members of the Northwest RESA Superintendents	ESSA Overview
5/5/2016	Washington Duke Inn, Durham, NC	Local School District Attendees at the Curriculum Associates Statewide Conference	ESSA Overview
5/17/2016	East Forsyth High School, Kernersville, NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan
5/18/2016	Charles D. Owen High School, Black Mountain NC	Attendees at ESSA Public Comment Session	Receive Comments from the Public on Ideas to Include in the ESSA State Plan

5/26/2016	NCDPI, Raleigh, NC	Members of the State Superintendent's Parent Advisory Council	ESSA Overview

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
5/27/2016	Superintendents' Meeting, Koury Convention Center, Greensboro, NC	Local School Superintendents (Statewide)	ESSA Overview
6/3/2016	NCDPI, Raleigh, NC	42 Presidents or Designees of Statewide Education Organizations/Associations	First Statewide ESSA Stakeholders Meeting/Overview and Input
6/6/2016	NCDPI, Raleigh, NC	Select Legislative Leaders and/or Staff	ESSA Periodic Legislative Briefing
7/13/2016	NCDPI, Raleigh, NC	Local School District Accountability Staff and Other Educators	ESSA Overview Webinar
7/15/2016	Raleigh, NC	Webinar Scheduled by the Early Learning Foundation with over 70 Participants from the Early Learning Community	ESSA Overview
7/20/2016	Piedmont Community College, Roxboro, NC	Person County Schools' Leadership Team of Central Office and Principals	Person County Schools' Leadership Conference
7/20/2016	NCDPI, Raleigh, NC	Local School District Accountability Staff and Other Educators	ESSA Input on Accountability Indicators
7/20/2016	Doubletree Hotel, Raleigh, NC	NC Association of Educators Summer Leaders Conference	ESSA Overview and Input
7/21/2016	Sheraton Imperial, RTP, NC	Attendees at Superintendents' Quarterly Meeting	ESSA Overview and Input
7/27/2016	NCDPI, Raleigh, NC	Local School District Accountability Staff and Other Educators	ESSA Webinar for Input on Accountability Indicators
8/3/2016	NCDPI, Raleigh, NC	Governor McCrory's Chief of Staff, Education Advisor, and DC Office of the Governor Staff	ESSA Overview
8/4/2016	NCDPI, Raleigh NC	Members of the Committee of Practitioners	ESSA Overview
8/9/2016	Medical Mutual Insurance Company of NC, Raleigh, NC	Co-chairs and Staff of the BEST NC School Accountability Working Group	ESSA Overview
8/10/2016	NCDPI, Raleigh, NC	NC Teach for America Representatives	ESSA Overview
8/18/2016	North Brunswick High School, Leland, NC	School Superintendent and Teachers of the Year from Schools in Brunswick County and Some Teachers and Principals from Surrounding School Districts along with the NC House of Representatives Member from the Area	ESSA Overview
8/23/2016	Legislative Office Building, Raleigh, NC	Members of the House Select Committee on Education Strategy and Practices	ESSA Overview

8/24/2016	NCDPI, Raleigh, NC	Local School District Accountability Staff and Other Educators	ESSA Webinar for Input on Accountability Indicators
8/30/2016	Embassy Suites, Greensboro, NC	Members of the State Superintendent's Testing and Growth Advisory Council	ESSA Input on Accountability Indicators

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
9/6/2016	Department of Administration, Raleigh, NC	Governor McCrory's Education Advisor and Advisor's Assistant	ESSA Overview
9/6/2016	Medical Mutual Insurance Company of NC, Raleigh, NC	Members of the BEST NC School Accountability Working Group	ESSA Overview
9/8/2016	NC Center for the Advancement of Teachers (NCCAT), Cullowhee, NC	Attendees at the NCCAT Fall Conference	ESSA Overview
9/9/2016	Western RESA, Asheville, NC	Members of the Western RESA Superintendents	ESSA Input on Accountability Indicators
9/13/2016	Wake Tech Community College, Raleigh, NC	Local School District English Learner Coordinators (Statewide Meeting)	ESSA Overview
9/14/2016	Holiday Inn, Wilkesboro, NC	Members of the Northwest RESA Superintendents	ESSA Input on Accountability Indicators
9/19/2016	SAS, Cary, NC	Representatives from the Early Learning Community from Across the State	ESSA Overview and Input
9/21/2016	Hitch 'n Post Restaurant, Williamston, NC	Members of the Northeast RESA Superintendents	ESSA Input on Accountability Indicators
9/30/2016	NCDPI, Raleigh, NC	Select Legislative Leaders and/or Staff	ESSA Periodic Legislative Briefing
10/4/2016	Crown Plaza, Asheville, NC	Attendees at the Personnel Administrators of NC (PANC) Organization Fall Conference	ESSA Overview
10/6/2016	West Wilkes Middle School, Wilkesboro, NC	Attendees at ESSA Public Comment Session	ESSA Sessions to Receive Comments on the *Draft* of the State's ESSA Plan
10/12/2016	Jacksonville High School Media Center, Jacksonville, NC	Attendees at ESSA Public Comment Session	ESSA Sessions to Receive Comments on the *Draft* of the State's ESSA Plan
10/14/2016	Moore County Board of Education, Carthage, NC	Attendees at Sandhills Regional Education Consortium Superintendents' Council	ESSA Input on Accountability Indicators
10/21/2016	NCDPI, Raleigh, NC	Members of Parent Advisory Council	ESSA Overview and Input
10/24/2016	Tuscola High School, Waynesville, NC	Attendees at ESSA Public Comment Session	ESSA Sessions to Receive Comments on the *Draft* of the State's ESSA Plan
10/25/2016	Career and Technical Education Center, Burlington, NC	Attendees at ESSA Public Comment Session	ESSA Sessions to Receive Comments on the *Draft* of the State's ESSA Plan
10/27/2016	Sheraton, Greensboro, NC	Testing and Growth Advisory Council Members	ESSA Input on Accountability Indicators
11/10/2016	Hilton Garden Inn, Kitty Hawk, NC	Attendees at Northeast Regional Education Service Alliance (NERESA) Leadership Conf.	ESSA Overview and Input

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
11/14/2016	McKimmon Center, Raleigh, NC	32 Presidents or Designees of Statewide Education Organizations/Associations	Second Statewide ESSA Stakeholder Meeting/Input on Draft Plan and Accountability Indicators
11/15/2016	O'Henry Hotel, Greensboro, NC	Attendees at All Superintendents' Meeting	ESSA Input on Accountability Indicators
12/2/2016	NCAE Building, Raleigh, NC	Attendees at NC Commission of Indian Affairs Quarterly Commission Meeting	ESSA Input on Draft Plan
12/6/2016	Medical Mutual Building, Raleigh, NC	Members of the BEST NC Working Group on School Accountability	ESSA Input on Accountability Indicators
12/7/2016	Winston-Salem State University, Winston-Salem, NC	Attendees at Leadership North Carolina's Education Session	ESSA Overview
12/8/2016	NCDPI, Raleigh, NC	Members of the NC State Board of Education	ESSA Update on Public Comment Sessions and External Stakeholder Meeting
1/13/17	Pinehurst Hotel, Pinehurst, NC	North Carolina School Boards Association (NCSBA)	ESSA Overview and Input on Draft Plan
1/30/17	The Green Building, Raleigh, NC	Members of the English Learner Advisory Council (ELAC)	ESSA Overview and Input on Draft Plan – focus on English Learners (ELs)
2/1/17	NCDPI, Raleigh, NC	State Board of Education Legislative Breakfast	ESSA Table Available for Legislators to Ask Questions Regarding the Federal Legislation
2/16/17	Embassy Suites, Greensboro, NC	Testing and Growth Advisory Council Members	ESSA Input on Accountability Indicators
2/20/17	SAS, Cary, NC	Members of Early Childhood Stakeholder Groups	ESSA Input on Birth- to-Eight Alignment
3/9/17	Renaissance Charlotte Suites, Charlotte, NC	Attendees at the ESSA Breakout Session at the Indian Unity Conference	ESSA Overview and Input on Draft Plan – Focus on Impact for Indian Students
3/15/17	Friday Institute, Raleigh, NC	Members of the Education Policy Fellowship Program (EPFP)	ESSA Overview and Input on Draft Plan

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
3/22/17	NCDPI, Raleigh, NC	Technical Advisors	ESSA Input on Technical Issues Regarding Accountability
3/20/17	Sheraton Hotel, Greensboro, NC	Attendees at the Curriculum and Instructional Leaders' Forum	ESSA Overview and Input on Draft Plan
3/29/17	Grandover Resort, Greensboro, NC	Attendees at the Superintendents' Quarterly Meeting	ESSA Input on Accountability Indicators
4/25/17	SERVE, Browns Summit, NC	Members of the Committee of Practitioners	ESSA Overview and Input on Draft Plan
5/2/17	NCDPI, Raleigh, NC	State Board of Education Planning Meeting on ESSA – LEA Superintendents	LEA Superintendents' Recommendations on ESSA Accountability Indicators and Weights
5/10/17	Alleghany County Schools Office, Sparta, NC	Northwest RESA Superintendents' Council	ESSA Update and Input on Draft Plan
5/15/17	UNC - General Administration, Chapel Hill, NC	Assistant VP for Academics & University Programs and Senior VP for Strategy and Policy	ESSA Long-Term Goals and Connection to Higher Education
5/16/17	NCDPI, Raleigh, NC	Members of the State Superintendent's Task Force on Teacher Recruitment, Credentialing and Retention	ESSA Overview and Input on Draft Plan Regarding Educator Equity Issues
5/30/17	NCDPI, Raleigh, NC	State Board of Education Planning Meeting on ESSA – Seven Stakeholder Groups: Business/ Community Leaders; Charter Schools; Early Childhood Community; Institutions of Higher Education (Private/Public); Local School Board Members; Principals; Teachers	Comments Regarding LEA Superintendents' Recommendations on ESSA Accountability Indicators and Weights
6/8/17	NCDPI, Raleigh, NC	Governor Cooper's Policy Director	ESSA Overview and Status of State Plan

DATE	LOCATION	EXTERNAL PARTICIPANTS	FOCUS
6/12/2017	UNC-General Administration, Chapel Hill, NC	President of UNC System, Chief of Staff, and Assistant Vice- President for Academics & University Programs	ESSA Overview and Status of State Plan
6/19/17	NC Department of Administration Building, Raleigh, NC	Governor Cooper's Policy Director and Senior Education Advisor	ESSA Overview and Status of State Plan
6/26/2017	Asheville Hyatt Place, Asheville, NC	Attendees at the Superintendents' Quarterly Meeting	ESSA Overview and Status of State Plan
7/27/2017	Sheraton RTP Hotel, Durham, NC	Financial and Business Services Conference	ESSA Overview and Status of State Plan

North Carolina Standard Course of Study

The vision of the NC SBE is that, "Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen." North Carolina strives for attainment of all students graduating high school ready for the demands of future study; whether it is in a chosen career, college or other pathway to success (*Career & College Readiness Definition*, December 2014). North Carolina has a careful, intentional method outlined by SBE Policy SCOS-12 to review and, if necessary, revise academic content standards every five years. Career- and college-readiness has been a key focus during all standards review and revision.

In addition to a variety of courses within Career Technical Education, the North Carolina Standard Course of Study (SCoS) Content Area Standards are as follows:

- Arts Education (Dance, Music, Theatre Arts, and Visual Arts)
- English Language Arts
- English Language Development
- Guidance
- Healthful Living
- Information and Technology
- Mathematics
- Science
- Social Studies
- World Languages

In addition to the strategies and initiatives to ensure that North Carolina provides equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are generally under-represented, North Carolina embraces an educational model that offers a comprehensive educational program to meet each student's unique academic needs, learning styles, and interests. Providing a well-rounded education, to include all areas in the North Carolina Standard Course of Study, ensures that students have the knowledge and skills to fulfill this vision and be successful, globally engaged, and productive citizens

P21 Framework for 21st Century Learning

To further align standards, curriculum and instruction in preparing students for the 21st century, the P21 Framework for 21st Century Learning was developed with input from teachers, education experts, and business leaders. The framework defines and illustrates the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. 21st Century Student Outcomes include a mastery of fundamental subjects that move beyond a focus on basic competency to promote understanding of academic content at much higher levels by weaving throughout:

- Interdisciplinary Themes: global awareness; financial, economic, business and entrepreneurial

literacy; civic literacy; health literacy; environmental literacy
- Learning and Innovation Skills: creativity and innovation; critical thinking and problem solving; communication and collaboration
- Information, Media and Technology Skills
- Life and Career Skills: flexibility and adaptability; initiative and self-direction; social and cross- cultural skills; productivity and accountability; leadership and responsibility

North Carolina's Standard Course of Study (SCoS) defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do. The standards and support documents reflect the values of the P21 Framework with the balance of assessments and measures supporting the development of the student outcomes. The framework has informed and guided the development of standards for student learning and the professional standards for our educators.

Based on a philosophy of teaching and learning that is consistent with current research, exemplary practices, and national standards, the SCoS is designed to support North Carolina educators in providing the most challenging education possible for the state's students. The goal of these standards is to prepare all students to become career- and college-ready. In addition, North Carolina has adopted academic content standards and aligned academic achievement standards in mathematics, English Language Arts, and science, that are aligned to higher education entrance requirements for credit bearing coursework and state career and technical education standards.

With these standards as the foundation, local school leaders make decisions about the comprehensive curriculum that they choose to deliver to students so that they can reach the content standards for every student, in every grade and subject. In addition, local schools and districts may offer electives and coursework in addition to the SCoS's content standards. Classroom instruction is a partnership between the state, which sets content standards in the Standard Course of Study, and local educators who determine which curriculum materials they will use to deliver instruction to reach the standards.

Challenging Academic Standards: Mathematics

In 2010, the SBE adopted the career- and college-ready standards that were developed in collaboration with the Council of Chief State School Officers (CCSSO) for statewide implementation in the 2012-13 school year. In 2014, Session Law 2014-78, called for a convening of an Academic Standards Review Commission (ASRC) to conduct a comprehensive review of English Language Arts (ELA) and mathematics standards that were adopted in 2010 and implemented in 2012 to ensure that standards increase student achievement, are developmentally and age-appropriate, and are the most rigorous in the nation. Prior to the enactment of the law, the NCDPI had begun collecting survey and focus group feedback from ELA and mathematics educators as part of the standards review cycle outlined by SBE policy. In addition, a survey for feedback on the content standards was open to the public.

The North Carolina Department of Public Instruction (the administrative arm of the SBE) shared the results of the educator survey with the ASRC to help inform its external review of the ELA and mathematics standards. At an August 2015 commission meeting, the ASRC shared interim committee reports, and in December 2015, the ASRC recommendations were shared with the SBE. Based upon feedback from the ASRC and an initial analysis of the educator and public feedback via surveys and focus

groups, it became a priority to focus on improving the clarity and coherence of the existing high school math standards as well as to develop a detailed implementation plan focused on building teacher capacity to understand and effectively integrate career- and college-ready standards. The Data Review Committee, a collaborative group of math educators, math leaders, partners in higher education, parents, community and business members, convened to deeply analyze the feedback, make recommendations for revisions, and write high school math standards that will move NC further in ensuring students are career- and college-ready.

The high school math Data Review Committee and Writing Teams developed an initial draft of revised standards. Each local education agency (LEA) formed a local team to review and provide feedback on the draft. This feedback was incorporated into the development of a draft that was presented to the SBE and posted for public comments. Once the public comment window closed, a final draft was developed based on the additional feedback. In addition, peer review feedback was collected from other states and considered for further revision.

The review and revision process to the math standards yielded the new K-12 SCoS for mathematics. New NC Math 1, 2 and 3 standards were unanimously adopted by the SBE in June, 2016, and these standards were implemented in the 2016-17 school year. New K-8 math standards were adopted in May, 2017, for implementation in the 2018-19 school year.

Challenging Academic Standards: English Language Arts

The K-12 English Language Arts (ELA) standards completed the review/revision and adoption process when the SBE adopted new content standards for ELA in April, 2017.

As part of the review process, the NCDPI collected feedback from many stakeholders. In 2014, eight regional focus groups were conducted to look at the standards progression and provide feedback. Educators and members of the public completed an online survey in 2015. As previously noted, the legislated ASRC completed its review and recommendations of the standards in 2015. The data collected was compiled and a Data Review Committee for ELA met in June 2016 to review and compile recommendations for revisions. Based on these recommendations, Writing Teams were formed in July of 2016 and developed an initial draft of K-12 revised ELA standards. This draft was shared with local education agencies (LEAs) in November, 2016 and feedback from LEAs was collected to further inform revisions. Draft 2 was then posted for public comment in January, 2017. Further revisions were made and Draft 3 was presented to the SBE in March, 2017 and adopted in April, 2017. These standards will be implemented beginning in 2018-19. The Data Review and Writing Teams include representation of ELA educators, district leaders, partners in higher education, parents, and community and business representatives.

Challenging Academic Standards: English Language Development

North Carolina has been a member of the World-Class Instructional Design and Assessment (WIDA) Consortium since 2008. WIDA is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of ESSA and promote educational equity for English learners (ELs). As a consortium member, the World-Class Instructional Design (WIDA) Consortium's English Language Proficiency Standards were adopted as the SCoS for the NC English Language Development (ELD) Standards as noted in SBE policy SCOS-013. In 2009, a standards alignment study

was conducted in conjunction with WIDA researchers to illustrate how the WIDAELD standards and college- and career-readiness standards were aligned.

The 2012 Amplification of the English Language Development Standards was developed with input from leaders in the field and educators in WIDA Consortium member states. This process was also informed by the latest developments in both English language development research and states' content standards for college- and career-readiness.

WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts. This is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework.

WIDA ELD Standards, for example, represent the social, institutional, and academic language that students need to engage with peers, educators, and the curriculum in primary and secondary schools. The ELD standards include:

- Standard 1: Social and Instructional language
- Standard 2: The language of Language Arts
- Standard 3: The language of Mathematics
- Standard 4: The language of Science
- Standard 5: The language of Social Studies

These standards address the four recognized language domains of listening, speaking, reading, and writing across English language proficiency levels. The standards framework consists of five components. Some of these components are expressions of a particular philosophy, while others are explicit representations of knowledge. The five components are:

- Can Do Philosophy
- Guiding Principles of Language Development
- Age-appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators

The WIDA scores are directly translated in English language Proficiency Level, Can Do Descriptions and Performance Definitions that are correlated to the ELD SCoS and are used as the foundation for implementation of best practices to meet the content and social language needs of ELs in all content areas.

Challenging Academic Standards: Career and Technical Education (CTE)

Standards development for Career and Technical Education (CTE) courses follows an established process that ensures standards are developed with input and guidance from business and industry representatives. Employers are critical in determining the standards for courses to ensure alignment with knowledge, skills, and abilities needed for success in specific industries. Business and Industry representatives serve in advisory roles to the CTE curriculum development teams. CTE has embraced alignment to industry certifications and credentials and has adjusted standards to ensure alignment with those credentials to increase the number of students who leave high school with the skills needed for work or further education. The NC General Assembly has allotted funds to support students who may

not be able to pay

for these certification exams. These efforts directly support the SBE's goal that every student graduates from high school prepared for work, further education and citizenship. Standards for CTE are reviewed periodically, generally every five years, and approved by the SBE to ensure they remain current and applicable to the current economic environment. Some standards have proven more durable than others with standards based on industry certifications changing much more often than the five-year process.

In the 2013-14 school year, the SBE began recognizing schools that demonstrated the essential elements and key attributes of Science, Technology, Engineering, and Mathematics (STEM) Education as defined by leading research and best practice models. The recognition program originated from the SBE's Strategic Plan for STEM Education and reflects the importance of integrated project-based learning to acquire academic and technical skills required for further education and future careers. North Carolina's process requires involvement and leadership from business and industry personnel in the curriculum planning and work-based learning support for students. In addition, schools are expected to make connections to institutions of higher education and career pathways that lead to STEM careers. The goal of the process is to create a collaborative STEM culture that benefits students and the community. More information about the STEM Recognition program can be found HERE.

Career Pathways

Career Pathways are a critically important resource for CTE in the state. Career pathways articulate a path of education and training that prepares students for high wage, high skill, and high demand careers. These pathways begin with career exploration in middle grades and culminate with advanced industry certification or educational credentials. Pathways should include secondary and post-secondary technical courses with opportunity for dual enrollment and articulated credit through the NC to Community College Articulation Agreement and the NC Comprehensive Articulations Agreement. Work-based learning opportunities in career pathways follow a continuum to engagement from awareness in field trip activities to registered apprenticeships that allow students to demonstrate the technical skills they are learning. These work-based activities provide authentic experiences in workplaces better assuring preparation of students for their future careers.NC has embedded career pathways in workforce development programs for all partners. During Governor Pat McCrory's administration, the Governor's Education Cabinet established a goal that by 2025, 67 percent of citizens will have some post-secondary education to meet the skills demanded by the economy. The SBE passed a resolution in January 2016 supporting this goal.

NC Guidance Essential Standards

The North Carolina Guidance Essential Standards further support fostering career- and college-readiness by focusing on career, cognitive and socio-emotional skills of students. These K-12 standards are designed to be integrated into other curricular areas, so they can be taught not only by the school counselors, but also by classroom teachers as a part of their content area lessons. These standards emphasize critical thinking, problem solving, communication, collaboration, social and cross-cultural skills, leadership, responsibility and other life and career skills. School counselors utilize these to help guide and advise students through choices and goals that lead to college and career readiness, from exploration in the elementary years to selecting post-secondary options in the high school years. Some activities related to this include career exploration days, college fair days, classroom and online career development activities, parent nights, guidance with ACT and SAT, course advisement for career and college aspirations, college applications, Free Application for Federal Student Aid (FAFSA), and numerous other possibilities for preparing students to thrive in a global economy. North Carolina is

currently piloting a program that allows school counselors to access a database in which they can monitor the progress of students assigned to their high school in completing the FAFSA and, thus, intervene when they see a student's application is not complete.

School counselors and CTE Career Development Coordinators also help students navigate the two statewide articulation agreements. The first is the North Carolina High School to Community College Articulation Agreement (HSCCAA) is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The HSCCAA provides a seamless process that joins secondary and postsecondary CTE programs of study. This matches CTE courses with the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her comparable high school course, the student can receive college credit for that course at any North Carolina community college.

Beyond high school, North Carolina has the North Carolina Comprehensive Articulation Agreement (CAA), a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. Its primary objective is to support a smooth transfer of students. The CAA provides the following assurances to the transferring students:

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)
- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the University of NC to transfer with junior status

The state School Counseling Strategic Leadership Team has convened to develop recommendations and strategies to strengthen school counselor and school administrator pre-service and in-service professional development specifically related to college and career advisement and creating K-12 college-going cultures. This leadership team is inclusive of representation from the NCDPI, community colleges, independent and public university counselor education and school administrator education programs, college-access organizations, the business community, the state department of commerce, practicing school counselors and administrators, and state associations.

Challenging Academic Content Standards: Student with Disabilities

The educational needs of students with disabilities (SWD) are included in all of the NCDPI initiatives, including the development of essential career- and college-ready standards in all academic areas. The NCDPI's Exceptional Children Division affirms that all SWD can benefit from and achieve in the career- and college-ready standards and is incorporating these standards into the Division's daily work.

The Division, through a State Personnel Development Grant from the Office of Special Education Programs (OSEP) in USED, has established the *North Carolina State Improvement Project* (NCSIP). The purpose of NCSIP is to improve the quality of instruction for SWD through research supported personnel development and on-site technical assistance for the public schools and college/university teacher education programs in North Carolina. The five NCSIP goals are designed to support and promote college- and career-readiness in reading and mathematics for these students. Two of the five goals below (noted with an *) are associated with student specific outcomes which directly align with former ESEA Indicators.

The NCSIP goals are:

1. Improve basic skills performance of students with disabilities;*
2. Increase the percentage of qualified teachers of students with disabilities;
3. Increase graduation rates and decrease dropout rates of students with disabilities;*
4. Improve parent satisfaction and involvement with, and support of, school services for students with disabilities; and
5. Improve the quality of teachers' instructional competencies.

In addition to supporting SWD accessing the SCoS in mathematics and ELA, extensive work has been conducted to address the college- and career-readiness standards for students with significant cognitive disabilities. The **North Carolina Extended NC SCoS Standards** were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant cognitive disabilities, is uniform with content standards and clarifying objectives as established by the SBE. Furthermore, North Carolina is required to develop an alternate assessment for students with the most significant cognitive disabilities who cannot participate in regular state and district assessments, even with accommodations. In keeping with this requirement, the extended content standards serve as the basis for the development of the North Carolina Alternate Assessment based on Alternate Achievement Standards (NCEXTEND1).

Another statewide initiative, specifically addressing some SWD, is the **Future Ready Occupational Course of Study** (FR-OCS). This course of study aligns with the college and career ready literacy and mathematics standards. In addition, there is a specific requirement for work experience to support career development.

OCS/FR-OCS Historical Information		
Original OCS	**Current FR-OCS**	**Additional Information**
The original OCS curriculum was approved by the SBE in May 2000.	Major revisions were made to the OCS curriculum in 2009 and 2010 to provide alignment to the North Carolina Standard Course of Study and the Common Core State Standards adopted by the North Carolina SBE.	FR-OCS is designed for SWD who require accommodations, such as alternate pacing, additional time, and alternate strategies for learning to access the NC Standard Course of study and previously utilized the modified assessments (2 percent population).

In 2008-09, OCS did not meet approval through the USED peer review process because of different academic content standards than the general curriculum for the assessments used for adequate yearly progress (AYP) purposes. As a result, students on the OCS pathway could no longer count as participants for determining AYP at the high school level.	The FR-OCS is one of two pathways of study a student with disabilities may complete to graduate with a regular high school diploma in North Carolina.	FR-OCS is *not* intended for students with the most significant cognitive disabilities who require an extension of the standard course of study and alternate assessment (1 percent population). The students with the most significant cognitive disabilities access curriculum through the NC Extended Content Standards and do not receive a regular high school diploma.

In 2008-09 and 2009-10, OCS students continued being taught the OCS curriculum, taking the OCS ***NCEXTEND2*** assessments. **NOTE**: For AYP determinations, OCS students taking ***NCEXTEND2*** assessments were counted as non-participants in 2008-09 and 2009-10.	The FR-OCS is a standard course of study consisting of twenty-two credits-with courses in English, mathematics, science, social studies, occupational preparation, Career and Technical Education (CTE), and physical education. Students must also complete 600 work hours.	The IEP Team, which includes parents and the student, makes recommendations as to the appropriateness of the FR-OCS pathway for a particular student is based on their post school goals of employment and or attending a community college. A decision-making tool is available for IEP teams.
During 2008-09 and 2009-10, work began to transition the OCS curriculum to align with the NC Standard Course of Study, through workgroups comprised of the NCDPI Curriculum staff, EC Division staff and stakeholders, including EC teachers and LEA curriculum specialists.		Students in the FR-OCS, upon successful completion of all graduation requirements, will receive a regular high school diploma.

The FR-OCS is intended to meet the needs of a small group of students with disabilities. While the standards align with the NC SCoS adopted in 2010 and implemented beginning in 2012, the instruction focuses on post-school employment. The vast majority of students with disabilities will complete the Future-Ready Core NC Standard Course of Study with the use of accommodations, supplemental aids, and services as needed.

English I, English II, Math 1, and Biology in the FR-OCS currently demonstrate content alignment with college and career ready standards. Due to the enhanced delivery through the North Carolina Virtual Public School (NCVPS), these courses are available to all students in the FR-OCS.

To promote a well-rounded, globally engaged education, students in the FR-OCS also are required to complete career/technical education, healthful living, and elective courses, as needed to meet graduation requirements. These general education courses are available for students with disabilities and may include the use of accommodations, supplemental aids, and services as needed. A complete listing of courses included in the FR-OCS may be found in the "*Revised* Supplemental Attachment B, High School Graduation Requirements." This document on high school graduation requirements is publicly available on the NCDPI website HERE.

Students in the Occupational Course of Study (OCS) transitioned to the career- and college-ready SCoS in mathematics and ELA and aligned assessments in the 2012-13 school year, the same implementation timeline as the general student population. Currently OCS students participate in the general assessments with or without accommodations. The NCDPI developed modified assessments aligned to the SCoS in mathematics and ELA for implementation in 2012-13 and 2013-14; however, the OCS students participate in classes with general students and receive instruction on the same content standards. There were *no* modified assessments administered beginning with the 2014-15 school year for students on the OCS pathway as per USED regulations.

Annually, the Exceptional Children Division collects and analyzes data on outcomes for SWD (e.g., performance, growth, etc.) and reports the information to OSEP in the Annual Performance Report (APR). The APR Indicators 1, 2, 3, 13, 14 and 17 directly support the goals of college and career readiness. The analysis informs the Division's activities to assist LEAs on their development of LEA Self-Assessments and efforts to improve instruction and outcomes for SWD. With the addition of the new Indicator 17 in 2013-14, the NCDPI will focus on increasing the graduation rate of students with disabilities (SWD), and closing the rate of graduation gap between SWD and their non-disabled peers, through NC's identified State-Identified Measurable Results (SiMR).

In 2011, the Extended Content Standards (ECS) were adopted by the SBE for implementation beginning with the 2012-2013 school year. Speaking listening, reading and writing are integrated and addressed in the ECS. Alignment is by grade level and is addressed through student access to these skills within their abilities.

Stakeholders involved in the writing and vetting process included experts in the content areas, teachers, representatives from institutes of higher education, and parents. Stakeholders with knowledge of the characteristics of these unique learners, the various required avenues to learning, as well as the adaptations needed, used the essence and content from the SCoS to develop alternate standards that linked to and aligned with the SCoS. Once the process was aligned it was analyzed to ensure that essential concepts and processes in the standards were articulated for the most significant cognitively challenged students. The process for public comment and adoption used were the same as the SCoS.

At the time of development, based on guidance from USED, the level of challenge of the NC standards was adjusted to support grade level expectations for students with the most significant cognitive disabilities. These standards were based on current research in the field at the time and facilitated progress toward the SBE's goal that every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Additional Career- and College-Ready Indicators: Diploma Endorsements

In 2013, the NCGA passed legislation directing the SBE to develop and implement policy for awarding endorsements to diplomas for high school graduates. The endorsements were to reflect the focus area of study for students during their high school experience. The SBE created policy that recognized three endorsements: Career, College and College-UNC. In each case, the SBE recognizes the importance of a rigorous academic core and requires students complete the Future Ready Core graduation requirements with a minimum GPA level. The Career endorsement has additional requirements of completing a Career and Technical Education concentration and earning an industry recognized credential. The requirements for the College endorsement mirror the existing policies for placement in college level math and English at the community college level while the College UNC endorsement has requirements related to minimum course requirements for NC's state university system. Details on the endorsement criteria can be found in State Board Policy GRAD-007. Also included in this policy is a Global Languages Endorsement indicating proficiency in one or more languages in addition to English and the pre-existing NC Academic Scholars Endorsement indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.

Students graduating in 2014-15 were the first to be able to earn endorsements. Data for the first class is limited. However, for 2015-16 graduates nearly 60 percent of students earned at least one type of

endorsement and many earned multiple endorsements. About 18 percent of graduates earned both a career endorsement and one of the college endorsements. This achievement underscores the state's commitment to college and career preparation along with high standards for all students. Both of these endorsements were developed by the SBE.

Additional Career- and College-Ready Indicators: Multiple Measures

In 2012, the NC Community College System approved a policy to inform placement for incoming students that reflected the students' academic history and success rather than a single placement test score. The shift in policy was supported by extensive research conducted by Columbia University. The study indicated that GPA and course history were better predictors of performance than a single assessment such as Compass or Accuplacer. Policy details are accessible HERE. Local colleges were allowed to begin using multiple measures including an unweighted GPA of 2.5, course history that included successful completion of Algebra II or Math III, and evidence of an additional higher-level math course in lieu of a placement score. The policy became effective in the fall of 2013 with all colleges moving to implementation by fall 2016.

The criteria for Multiple Measures serves as the basis for the College High School Diploma Endorsement. Students who earn a College Endorsement also meet the standards for placement in college level coursework in the community college system. In recent years, the state has observed decreases in the remediation rate for students attending community colleges. The transition to college standards along with placement based on a broad set of academic criteria have helped to reduce that rate.

Recognizing the importance of college-readiness, the NCGA passed Section 10.13 of S.L. 2015-241, directing the State Board of Community Colleges in consultation with the SBE, to establish policies and rules to make remedial courses mandatory for students who do not meet readiness indicators, and provide appropriate measures of student success. The NC Community College System convened a committee representing community colleges and public schools. The committee is developing a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year, providing remediation prior to high school graduation. A phase in model began in 2016-17 with model partnerships between high schools/districts and the local community college. Phase II will increase the number of partnerships and all high schools will provide the required support for students in the 2018-19 school year. Additional models that may begin earlier in a student's school experience will be considered as well.

Advanced Coursework: Advanced Placement (AP) and International Baccalaureate (IB)

In addition to NC's dual enrollment program, Career and College Promise, as described previously in the Theory of Action, NC public high schools offer Advanced Placement (AP) and International Baccalaureate (IB) programming to provide academically rigorous coursework, personalize student learning, and prepare for post-secondary plans. These courses are delivered through face-to-face instruction and through virtual offerings through NCVPS.

In 2014, the General Assembly established the NC AP Partnership (NCAPP) to expand access and successful participation in advanced coursework by appropriating funds for professional development and technical assistance regarding AP and to pay for all AP and IB exams for public school students who are enrolled in corresponding coursework. The NCAPP spearheads NC's progress with AP course

enrollment and AP exam participation. The state's most recent data show continued gains in areas of course enrollment, exam participation and exam performance.

The continued growth of advanced coursework through AP and IB programming and dual enrollment opportunities is a clear commitment of North Carolina to ensure every student is career and college ready.

CSI Timeline for Identification of Schools									
CSI-Low Performing	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
	Identification criteria. Perform in the lowest 5% of all Title 1 served schools using the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades).								
	Continue services for priority schools using NC ESEA flexibility definition	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools Identify 2022–23 CSI schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools Identify 2025–26 CSI schools
	Exit criteria. Achieve above the lowest 5% of Title 1 served schools for the most recent and previous school year *and* meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math).								
CSI-Low Graduation Rate	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
	Identification criteria. High schools with a four-year cohort graduation rate below 66.7%.								
	Continue services for priority schools using NC ESEA flexibility definition	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools Identify 2022–23 CSI schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools Identify 2025–26 CSI schools
	Exit criteria. Achieve a four-year cohort graduation rate above or equal to 66.7% for the most recent and previous school year.								
CSI-Additional Targeted Support Not Exiting Such Status	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
	Identification criteria. Failure to exit TSI-Additional Targeted Support status after six years and receive Title 1 funds.								
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Identify 2025–26 CSI Schools
	Exit criteria. Same as exiting Additional TSI status: (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-LP identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.								

TSI Timeline for Identification of Schools									
	2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
TSI-Consistently Under Performing	**Identification criteria.** One or more of the same subgroup(s) with a designation of "F" on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for the most recent and previous two years.								
	Continue services for focus schools using NC ESEA flexibility definition	Watch list (modified identification criteria)	Identify Consistently Under Performing subgroup schools	Due to COVID-19 impact, schools were not identified or exited	Due to COVID-19 impact, schools were not identified or exited	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
						Exit criteria applied for 2018–19 identified schools	Exit criteria applied for 2022–23 identified schools	Exit criteria applied for 2023–24 identified schools	Exit criteria applied for 2024–25 identified schools
	Exit criteria. Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for previously identified subgroups in the most recent and previous year.								

TSI Timeline for Identification of Schools									
	2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
TSI-Additional Targeted Support	**Identification criteria.** Schools where any subgroup's performance is less than the top CSI identified school's All Students subgroup total score and have been identified as schools with one or more consistently underperforming subgroups for the identification year. For 2022–23 identification, the pool is all schools whose subgroup's performance is less than the top CSI identified school's All Students subgroup and the school's subgroup(s) is TSI-CU for the current year. %.								
	N/A	Identify 2018–19 TSI schools using 2017–18 score	Maintain TSI identification	Maintain TSI identification	Maintain TSI identification	Maintain TSI identification of 2018–19 identified schools unable to exit Identify 2022–23 TSI schools using 2021–22 data	Maintain TSI identification of 2018–19 identified schools unable to exit and 2022–23 identified schools	Maintain TSI identification of 2018–19 and 2022–23 identified schools unable to exit	Maintain TSI identification of 2018–19 and 2022–23 identified schools unable to exit Identify 2025–26 TSI schools using 2024–25 data
						Exit criteria applied for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools	Exit criteria applied for 2018–19 and 2022–23 identified schools	Exit criteria applied for 2018–19 and 2022–23 identified schools
	Exit criterion. (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.								

Grades 3-8 Reading Historical Performance

Subgroup	Actual Percent / Percent Change	2013	2014	2015	2016	3-Yr Average Change	Goal Percent Increase Per Year	Goal Increase Minus Average Change
ALL Students	**PCT**	43.9	44.7	45.1	45.8			
	DIF		0.8	0.4	0.7	**0.6**	**2.003**	**1.4**
American Indian	**PCT**	28.5	28.8	28.6	30.4			
	DIF		0.3	-0.2	1.8	**0.6**	**2.473**	**1.8**
Asian	**PCT**	61.5	63.0	64.5	66.4			
	DIF		1.5	1.5	1.9	**1.6**	**1.760***	**0.1**
Black	**PCT**	25.6	26.3	26.8	27.9			
	DIF		0.7	0.5	1.1	**0.8**	**2.549**	**1.8**
Hispanic	**PCT**	28.8	29.2	30.0	31.5			
	DIF		0.4	0.8	1.5	**0.9**	**2.439**	**1.5**
Two or More Races	**PCT**	45.7	46.1	45.9	46.7			
	DIF		0.4	-0.2	0.8	**0.3**	**1.976**	**1.6**
White	**PCT**	56.6	57.8	58.4	58.8			
	DIF		1.2	0.6	0.4	**0.7**	**1.606**	**0.9**
Economically Disadvantaged Students	**PCT**	28.7	29.3	29.7	30.7			
	DIF		0.6	0.4	1.0	**0.7**	**2.464**	**1.8**
English Learners	**PCT**	9.4	10.3	10.6	11.1			
	DIF		0.9	0.3	0.5	**0.6**	**3.062**	**2.5**
Students with Disabilities	**PCT**	12.9	13.2	13.6	13.6			
	DIF		0.3	0.4	0.0	**0.2**	**2.985**	**2.8**

***** In a situation where a subgroup's three-year average increase exceeds the original calculated goal percent increase the goal is adjusted to reflect the three-year average with a 0.1 multiplier allowing ambitious targets for all subgroups.

Grades 3-8 Math Historical Performance

Subgroup	Actual Percent / Percent Change	2013	2014	2015	2016	3-Yr Average Change	Goal Percent Increase Per Year	Goal Increase Minus Average Change
ALL Students	**PCT**	42.2	43.1	44.2	47.0			
	DIF		0.9	1.1	2.8	**1.6**	**2.709**	**1.1**
American Indian	**PCT**	26.6	27.0	27.3	31.6			
	DIF		0.4	0.3	4.3	**1.7**	**3.216**	**1.5**
Asian	**PCT**	71.2	72.4	73.3	76.1			
	DIF		1.2	0.9	2.8	**1.6**	**1.763**	**0.1**
Black	**PCT**	22.2	22.9	24.2	27.1			
	DIF		0.7	1.3	2.9	**1.6**	**3.363**	**1.7**
Hispanic	**PCT**	32.7	33.5	34.5	38.1			
	DIF		0.8	1.0	3.7	**1.8**	**3.004**	**1.2**
Two or More Races	**PCT**	42.0	42.4	42.6	45.1			
	DIF		0.4	0.2	2.5	**1.0**	**2.775**	**1.7**
White	**PCT**	53.8	54.8	56.1	58.9			
	DIF		1.0	1.3	2.8	**1.7**	**2.325**	**0.6**
Economically Disadvantaged Students	**PCT**	27.7	28.2	29.1	32.1			
	DIF		0.5	0.9	3.0	**1.5**	**3.200**	**1.7**
English Learners	**PCT**	17.4	17.9	19.0	21.4			
	DIF		0.5	1.1	2.4	**1.3**	**3.549**	**2.2**
Students with Disabilities	**PCT**	12.4	12.5	13.1	14.1			
	DIF		0.1	0.6	1.0	**0.6**	**3.788**	**3.2**

High School Reading Historical Performance

Subgroup	Actual Percent / Percent Change	2013	2014	2015	2016	3-Yr Average Change	Goal Percent Increase Per Year	Goal Increase Minus Average Change
ALL Students	**PCT**	52.3	53.5	51.5	51.0			
	DIF		1.2	-2.0	-0.5	**-0.4**	**2.031**	**2.5**
American Indian	**PCT**	35.2	34.3	35.5	33.9			
	DIF		-0.9	1.2	-1.6	**-0.4**	**2.569**	**3.0**
Asian	**PCT**	64.5	65.1	65.1	68.6			
	DIF		0.6	0.0	3.5	**1.4**	**1.468**	**0.1**
Black	**PCT**	33.2	35.0	32.9	32.3			
	DIF		1.8	-2.1	-0.6	**-0.3**	**2.62**	**2.9**
Hispanic	**PCT**	40.9	42.1	40.7	37.9			
	DIF		1.2	-1.4	-2.8	**-1.0**	**2.442**	**3.4**
Two or More Races	**PCT**	55.0	54.6	53.7	51.3			
	DIF		-0.4	-0.9	-2.4	**-1.2**	**2.017**	**3.3**
White	**PCT**	63.8	64.9	62.8	63.3			
	DIF		1.1	-2.1	0.5	**-0.2**	**1.636**	**1.8**
Economically Disadvantaged Students	**PCT**	36.0	37.0	35.5	34.5			
	DIF		1.0	-1.5	-1.0	**-0.5**	**2.55**	**3.1**
English Learners	**PCT**	5.0	4.8	4.6	3.6			
	DIF		-0.2	-0.2	-1.0	**-0.5**	**3.531**	**4.0**
Students with Disabilities	**PCT**	14.0	15.1	13.2	13.0			
	DIF		1.1	-1.9	-0.2	**-0.3**	**3.232**	**3.6**

High School Math Historical Performance

Subgroup	Actual Percent / Percent Change	2013	2014	2015	2016	3-Yr Average Change	Goal Percent Increase Per Year	Goal Increase Minus Average Increase
ALL Students	**PCT**	38.4	37.8	41.4	43.5			
	DIF		-0.6	3.6	2.1	**1.7**	**2.981**	**1.3**
American Indian	**PCT**	28.6	25.0	29.9	28.4			
	DIF		-3.6	4.9	-1.5	**-0.1**	**3.433**	**3.5**
Asian	**PCT**	63.0	63.3	64.9	71.0			
	DIF		0.3	1.6	6.1	**2.7**	**2.970***	**0.3**
Black	**PCT**	20.6	18.9	22.2	23.7			
	DIF		-1.7	3.3	1.5	**1.0**	**3.569**	**2.5**
Hispanic	**PCT**	29.5	27.5	31.7	32.7			
	DIF		-2.0	4.2	1.0	**1.1**	**3.308**	**2.2**
Two or More Races	**PCT**	38.1	36.1	39.4	41.5			
	DIF		-2.0	3.3	2.1	**1.1**	**3.052**	**1.9**
White	**PCT**	48.4	48.7	52.7	55.5			
	DIF		0.3	4.0	2.8	**2.4**	**2.645**	**0.3**
Economically Disadvantaged Students	**PCT**	24.4	23.2	26.6	27.8			
	DIF		-1.2	3.4	1.2	**1.1**	**3.450**	**2.3**
English Learners	**PCT**	5.3	3.9	5.5	4.9			
	DIF		-1.4	1.6	-0.6	**-0.1**	**4.116**	**4.2**
Students with Disabilities	**PCT**	9.7	9.6	10.7	10.6			
	DIF		-0.1	1.1	-0.1	**0.3**	**3.950**	**3.7**

***** In a situation where a subgroup's three-year average increase exceeds the original calculated goal Percent, increase the goal is adjusted to reflect the three-year average with a 0.1 multiplier allowing ambitious targets for all subgroups.