

North Carolina
Draft Consolidated State Plan
Under the Every Student Succeeds Act (ESSA)



December 22, 2016

U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

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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, permits 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. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

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

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

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) Louis M. Fabrizio, Ph.D. Director of Data, Research, and Federal Policy | Telephone: (919) 807-3770 |
| Mailing Address: NC Department of Public Instruction 6367 Mail Service Center Raleigh, NC 276999-6300 | Email Address: lou.fabrizio@dpi.nc.gov |
| Authorized SEA Representative (Printed Name) Mark Johnson | Telephone: (919) 807-3430 |
| Signature of Authorized SEA Representative | Date: |
| Signature of Governor (If Applicable) | Date: |

The SEA, through its authorized representative, agrees to the enclosed assurances.

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. This document serves 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 ESSA. As of the date of the posting of the initial draft on **September 29, 2016**, the U. S. Department of Education (USED) had not provided a plan template or specific guidance beyond the proposed regulations which have not been finalized. **However, on November 29, 2016, the USED issued a Consolidated State Plan template. Given that the template was developed in response to the final regulation on Accountability, State Plans, and Data Reporting, some of the original narratives may not be included in this second draft of the plan. This second draft plan reflects many of the narratives from the original draft plan placed in appropriate sections of the new template. Please note that all new information (i.e., information not included in the first draft) is included in this second draft in green text.**

The second draft plan **still** contains placeholders throughout the document for decisions that have yet to be made. In fact, the law encourages states and districts to establish structures for ongoing stakeholder engagement so that over time, state plans may be modified in adherence to a continuous improvement model. As in the past, North Carolina is committed to continually reviewing the needs of its local education agencies (LEAs) and schools and establishing a common approach to meeting those needs.

WHAT THE DRAFT PLAN IS

- This document serves as the state's draft application for funds authorized under ESSA.
- The draft plan reflects current work of the state toward full implementation of the law in the 2017-18 school year.
- In the development of the draft plan, North Carolina has addressed provisions of proposed USED regulations, which are not final.
- The draft plan contains placeholders throughout for decisions that will need to be made prior to the final plan submission.
- The draft plan has been developed with the intent of submitting the plan to the USED by **September 18, 2017**, as currently identified in the **final** regulations as one of two submission dates allowed.
- The law provides the USED with a 120-day review period to approve state plans.
- The final plan will address all actions/decisions required by the law.

WHAT THE DRAFT PLAN IS NOT

- This draft plan does not limit the state's ability to revise the plan in the future for submission to the USED for approval.
- Descriptions included in the draft plan do not dictate decisions to be made at the local level (e.g., how funds are spent aligned with the purpose and intent of each fund source).
- The draft plan does not place limitations on the allowable use of federal funds beyond what is stated in the law.
- The posting of the draft plan does not limit stakeholder engagement specifically to the development of the initial plan or subsequent revisions.

NOTE: Throughout the development of the draft plan, the plan will be updated periodically and publically available [HERE](#).

Feedback Requested

Comments or questions should be submitted through the [Let's Talk](#) system. **Areas where feedback is requested are highlighted in yellow**; however, please feel free to comment on any area of the draft plan. Areas where text is in **RED** serve as placeholders to insert additional narratives based on additional stakeholder consultation opportunities to be scheduled and when final decisions are made. **As previously noted, areas where text is in green are new additions to the draft plan.** Please note that any possible omission of a specific comment previously submitted made by an individual or group was not intentional.

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 provided below has been replaced in its entirety to reflect the extended timeline for development of the plan.

| | |
|-------------------------------------|---|
| <p>January–June 2017</p> | <ul style="list-style-type: none"> • Conduct additional simulations of accountability models and finalize certain decisions • Continue receiving feedback and input on draft plan • Present to General Assembly Education Committee(s) and meet with legislators and staff • Monthly updates to the State Board of Education (SBE) • Submit draft plan to Governor’s office for 30-day review period |
| <p>July</p> | <p>Finalize Draft State Plan</p> |
| <p>August SBE Meeting</p> | <p>Discuss Draft State Plan with SBE</p> |
| <p>September SBE Meeting</p> | <p>Seek SBE approval of State Plan</p> |
| <p>September 18</p> | <p>Submit State Plan to the US Department of Education</p> |

NOTE: Future regulations, rules and U.S. Department of Education and/or Congressional actions, timelines, and protocols may impact the draft timeline and plan development.

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 still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

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 for which the SEA is submitting an individual program State plan:

- Title I, Part A: Improving Basic Programs Operated by State and 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: Language Instruction for English Learners and Immigrant Students
- 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 (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

HOLD FOR ADDITIONAL INFORMATION

- ii. Provide the baseline and long-term goals in the table below.

Sample Grade-level Table

| Subgroups | Reading/ Language Arts: Baseline Data and Year | Reading/ Language Arts: Long- term Goal | Mathematics: Baseline Data and Year | Mathematics: Long-term Goal |
|--|---|--|---|-----------------------------------|
| All students | | | | |
| Economically disadvantaged students | | | | |
| Children with disabilities | | | | |
| English learners | | | | |
| <Add a row, as necessary, for each additional subgroup consistent with 34 C.F.R. § 200.16(a)(2)> | | | | |

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Decision Point: What is the long-term goal and what are the progress steps for each of the measures (percent proficient on state assessments, percent graduating within four years, and percent of English Learners meeting language proficiency)?

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

| Subgroup | Baseline (Data and Year) | Long-term Goal (Data and Year) |
|---|--------------------------|--------------------------------|
| All students | | |
| Economically disadvantaged students | | |
| Children with disabilities | | |
| English learners | | |
| <i><Add a row, as necessary, for each additional subgroup consistent with 34 C.F.R. § 200.16(a)(2)></i> | | |

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

Decision Point: What is the long-term goal and what are the progress steps for each of the measures (percent proficient on state assessments, percent graduating within four years, and percent of English Learners meeting language proficiency)?

| Subgroup | Baseline (Data and Year) | Long-term Goal (Data and Year) |
|---|--------------------------|--------------------------------|
| All students | | |
| Economically disadvantaged students | | |
| Children with disabilities | | |
| English learners | | |
| <i><Add a row, as necessary, for each additional subgroup consistent with 34 C.F.R. § 200.16(a)(2)></i> | | |

C. English Language Proficiency.

- i. **Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 - 1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes

- into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

HOLD FOR ADDITIONAL INFORMATION FOR 1-3.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Decision Point: What is the long-term goal and what are the progress steps for each of the measures (percent proficient on state assessments, percent graduating within four years, and percent of English Learners meeting language proficiency)?

| Subgroup | Baseline (Data and Year) | Long-term Goal (Data and Year) |
|------------------|--------------------------|--------------------------------|
| English learners | | |

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor’s office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA’s processes and procedures for developing and adopting its consolidated State plan.

The NCDPI posted its public notice entitled North Carolina Department of Public Instruction to Develop an Every Student Succeeds Act (ESSA) State Plan on April 1, 2016. The notice is publically available at: <http://www.ncpublicschools.org/publicnotices/notices/2015-16/20160401-01>. Additional information on the public notice is provided in Section 2.1.B.

- B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan

available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

HOLD FOR ADDITIONAL INFORMATION

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

In the development of the State Plan for the Every Student Succeeds Act (ESSA State Plan), North Carolina involved many individuals and organizations in providing feedback and comments. In fact, some topics have been debated and reviewed over the last several years prior to the enactment of ESSA. To accomplish this work, the North Carolina Department of Public Instruction (NCDPI) established an ESSA Leadership Team. The team developed a draft timeline, began to identify potential stakeholder groups, and reviewed various documents that would be critical to informing the stakeholder groups and the public about the provisions of ESSA. Throughout the development of the ESSA State Plan, the NCDPI maintained and updated an [ESSA website](#) to publically post the timeline, resources, and additional information including the draft plan.

The NCDPI's strategy to ensure that opportunities for meaningful consultation with stakeholders would occur was a three-pronged approach. First, the NCDPI provided information sessions to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback. Second, key policy makers including members of the North Carolina General Assembly (NCGA) and the North Carolina State Board of Education (SBE) were informed of the progress and feedback on a regular basis throughout the development of the ESSA State Plan. Finally, the draft plan has been presented to many stakeholder groups through a wide-array of venues prior to SBE approval with sufficient time to consider relevant comments.

For a list of education acronyms used in the State Plan, please refer to **Supplemental Attachment X**. For information on the various groups and their members, see **Supplemental Attachment X**

INFORMING THE PUBLIC

Beginning in December of 2015, the NCDPI shared information through a variety of venues and organization meetings. Examples of these early ESSA presentations are as follows:

- SBE Meeting on December 3, 2015
- Legislative Staffers Meeting on January 25, 2016
- Joint Legislative Education Oversight Committee (JLEOC) on February 2, 2016
- State Advisory Council on Indian Education on February 11, 2016
- Committee of Practitioners (COP) on March 8, 2016 and August 4, 2016
- Superintendent's Parent Advisory Council Meeting on March 16, 2016
- Title I Statewide Forum on April 11, 2016
- National Board Certified Teachers Coordinators Meeting on April 22, 2016
- Superintendent's Quarterly Meetings in March and April, 2016

For the full list of ESSA information sessions, see **Supplemental Attachment X**.

On April 1, 2016, the NCDPI posted its [Public Notice](#). In addition, the public notice was sent to local education agencies (LEAs) and public charter schools on multiple listservs including superintendents, principals, and teachers. In the public notice, the NCDPI announced that six initial public input sessions would be conducted between April 13 and May 18, 2016. To ensure public access, the sessions were held in various cities across North Carolina, including Wilmington, Cary, Charlotte, Bethel, Kernersville, and Black Mountain. Attendance ranged from as few as 30 to as many as 70 across the six sessions, with 10 to 20 speakers at each session. A court reporter was present at each session to record and transcribe all comments. In general, speakers focused on the following topics:

- Fine arts
- Funding
- Teacher support
- Student health and support
- School climate
- Testing
- Growth and accountability
- Other student concerns

A summary of the initial public comment sessions is publically available and may be accessed [HERE](#).

In addition, the NCDPI solicited public comments through Let's Talk. Let's Talk is a customer service interface that allows our customers to initiate a dialog with us – comments or questions – and automatically sends that dialog to the expert in the NCDPI who can address their topic of concern. To date, over 100 questions or comments related to ESSA have been submitted through Let's Talk.

HOLD FOR LET'S TALK SUMMARY OF COMMENTS

The ESSA Leadership Team identified over ninety (90) key education-focused stakeholder groups in North Carolina to engage in two work sessions where the NCDPI facilitated discussions around the topics of standards and assessments, a statewide accountability system, and support for low-performing schools. The initial External Stakeholder Meeting was conducted on June 3, 2016, with forty-two (42) groups represented including staff from the Governor's Office. Among many discussions, general feedback included the following:

- The inclusion of cross-curricular teams in the development of specific content area standards
- Positive feedback on the state's Proof of Concept Study to seek alternate ways to assess student performance
- Continue to focus on parents and families
- Support for well-rounded education including the arts, health and physical activity, and behavioral supports and interventions for students

The list of stakeholder groups identified for the ESSA External Stakeholder Groups is publically available and accessible [HERE](#).

UPDATING KEY DECISION MAKERS

Following the enactment of ESSA, the NCDPI in March 2016 started providing monthly updates to the SBE on the progress of plan development, trends in stakeholder feedback, and the status of proposed regulations that ultimately would impact the contents of the final ESSA State Plan. In addition to the public SBE meetings, the NCDPI provided presentations and other relevant materials at the [April 5, 2016](#), SBE planning session, a facilitated work session focusing on decisions regarding the state accountability model at the **October 5, 2016 SBE (add hyperlink)** planning session, and a facilitated work session on other key decisions on **November 2, 2016 (add hyperlink)**. 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.

HOLD FOR ADDITIONAL INFORMATION REGARDING SBE MEETINGS

In addition, the SBE office established opportunities for North Carolina General Assembly (NCGA) members to receive updates and status reports throughout the development of the plan.

HOLD FOR INFORMATION REGARDING NCGA OPPORTUNITIES & THE HOUSE SELECT COMMITTEE MEETING (AND OTHERS THAT MAY OCCUR)

SOLICITING FEEDBACK ON THE DRAFT STATE PLAN

On November 1, 2016, an overview of the rough draft of the ESSA State Plan was shared with teachers, coordinators, and local federal program directors at the State's North Carolina Association of Compensatory Educators Conference (NCACE) on.

In the development of the draft ESSA State Plan, North Carolina consulted with its Committee of Practitioners (COP) on November 3, 2016. At the meeting, information was provided to COP members regarding the requirements and key state decisions to consider in the development of the plan.

HOLD FOR COP FEEDBACK

HOLD (BELOW) FOR COMPONENT SPECIFIC SUMMARIES

| Challenging Academic Standards and Academic Assessments | |
|---|--|
| Opportunity for Consultation | |
| Who responded | |
| What we heard | |
| What we did about it | |

| Accountability Support and Improvements for Schools | |
|---|---|
| Opportunity for Consultation | Include local ESSA teams and External Stakeholder Work Group |
| Who responded | |
| What we heard | |
| What we did about it | |

| Supporting Excellent Educators | |
|--------------------------------|--|
| Opportunity for Consultation | |
| Who responded | |
| What we heard | |
| What we did about it | |

| Support for All Students | |
|------------------------------|--|
| Opportunity for Consultation | |
| Who responded | |
| What we heard | |
| What we did about it | |

C. **Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan.

HOLD FOR ADDITIONAL INFORMATION

Date SEA provided the plan to the Governor: **HOLD FOR DATE**

Check one:

- The Governor signed this consolidated State plan.
- The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

Since the 2011-12 school year, North Carolina has utilized the Comprehensive, Continuous Improvement Plan (CCIP) to annually review and approve LEA plans in accordance with statutory and regulatory requirements. The CCIP is a web-based LEA planning and grants management tool, and connects district goals for improvement to budgeted activities. The CCIP is a unified system consisting of two parts: the Planning Tool and the Funding Application. The Planning Tool contains the goals, strategies, action steps and district goal amounts for all grants in the CCIP. The Funding Application contains the budget, budget details, nonpublic services and other related pages. The goals of CCIP are: To consolidate the planning and application process in order to reduce duplication of information across the state To reduce the administrative burden placed on LEAs and charter schools when applying for grant funding To increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines The CCIP is used by LEAs, charter schools and non-governmental organizations to submit one consolidated plan and funding application for the following formula and competitive federal funds: Title I, Part A Title I, Part C (Migrant Education) Title I, Part D, Subpart 1 Title II, Part A Rural Education Achievement Program (RLIS and SRSA) School Improvement Grant McKinney-Vento 21st Century Community Learning Centers Beginning with the 2016-17 school year, Title III, Part A became part of the consolidated planning and funding application in CCIP. This move allows the NCDPI to streamline the application process and more specifically, to build capacity to serve English learners (ELs) through collaborative planning approach aligned to the specific needs of the local schools.

In general, the CCIP provides a desk-top view of local plans for implementation of challenging state academic standards and academic assessments to support the overall goals of a continuous improvement process utilizing multiple federal fund sources. For example, within the Title I, Part A funding application, each LEA and eligible charter school must upload into a Related Documents section its local plan to ensure that economically disadvantaged and minority students are not taught at higher rates by ineffective teachers. Referred to as Equity Plans, the plans are reviewed by the NCDPI to determine if local strategies are 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. The review process for the NCDPI and LEAs and charter schools to conduct a cooperative assessment of how local equity plans will strengthen and improve the quality of instruction to students.

HOLD FOR ADDITIONAL INFORMATION ON THE REVIEW AND APPROVAL OF LEA PLANS.

- B. Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The Federal Program Monitoring and Support Division supports approximately \$463,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance, but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance. The purpose of monitoring is threefold:

- **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 local education agencies (LEAs) and public charter schools to ensure compliance with ESEA as reauthorized under ESSA.
- **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 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.
- **Building Relationships** - We're in this together.
The Department of Public Instruction’s main objective is to raise student achievement for North Carolina’s school children. Through cooperative assessment of the federal programs, between the State and the LEAs, the quality of services to students will be strengthened and improved.

Monitoring is accomplished through a number of activities which begins with the funding application approval process as previously described in section A. In addition, desk reviews and on-site visits are conducted each year which utilize a Cross-Program Consolidated Monitoring instrument. The CPCM instrument focuses key compliance requirements 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, and Title VI (Rural Low-Income Schools & Small, Rural Schools Achievement). Beginning in the 2018-19 school year, the instrument will be modified to include Title III-Part A (English Language Acquisition) and Title IV-Part A (Student Support and Academic Enrichment) programs.

Each year, the monitoring schedule is developed based on a risk assessment of specific factors for each LEA and charter school receiving federal funds. Risk factors include total amount of funds, change in leadership staff, previous findings, and number/percentage of low-performing schools (as

indicated on LEA report cards). The goal of the division is to conduct a monitoring review for each LEA and charter school at least once every four years.

- C. Continuous Improvement.** Describe the SEA’s plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

In the fall of 2007, the NCDPI initiated a program for Comprehensive Support for District and School Transformation, an ambitious plan to redefine and redesign the way the agency delivers assistance. The Comprehensive Support for District and School Transformation initiative has broadened into a major NCDPI focus on providing statewide support for districts and schools identified as low-performing according to the requirements of the ESSA. To date, the NCDPI completed an organizational realignment to ensure that committed leadership and the right decision-making structures are in place for the support system to be successful.

North Carolina’s statewide system of support is coordinated and monitored primarily through three leadership councils. The leadership structure includes a Senior Leadership Council, a Service Advisory Council, and four Service Support Teams.

The **Senior Leadership Council** is comprised of NCDPI senior leadership and meets quarterly to manage the selection of districts and schools that will receive the most intensive support as well as monitoring progress toward the priority objectives.

Measurable goals and objectives for schools/districts receiving assistance:

- An increase in the percentage of targets to reach ambitious long term goals
- An increase in the percentage of students achieving proficiency on State assessments
- Progress in making growth
- Progress in the number and percentage of students successfully graduating from high school

Other support objectives:

- Assisting the school in making data-driven decisions to improve student achievement
- Increasing the school’s capacity to achieve student academic growth over time for all student subgroups
- Enhancing the staff’s knowledge and delivery of best practices
- Building the skills of teachers and administrators

The NCDPI customizes support to address specific needs of schools and districts and is organized within three levels of support:

1. **Intensive Support with Modeling** through facilitated data-based priority alignment, district and/or school leadership coaching to support effective systems and processes, and instructional modeling and coaching to support student growth and achievement.

2. **Moderate Support with Coaching** through collaborative leadership coaching to support effective decision-making and customized professional development for district and school personnel.
3. **General Support with Consultation** through consultative dialogue with agency staff.

The following table provides examples of differentiated support provided for districts and schools.

| Level of Support | Schools | Responsible Party | Sample Activities |
|-----------------------------------|--|----------------------|---|
| Intensive Support with Modeling | <ul style="list-style-type: none"> • CSI Schools • School Improvement Grant (SIG) Schools (through 2020-21) • Priority schools (through 2018-19) • Other schools determined to be low-performing | SEA | <ul style="list-style-type: none"> • External Comprehensive Needs Assessment • Continuous Improvement Process with NCStar (web-based school plan management tool) • District and School Coaching • Differentiated support through plan review, professional development on evidence-based intervention, and resource review |
| Moderate Support with Coaching | <ul style="list-style-type: none"> • TSI Schools • Focus Schools Not Meeting Exit Criteria through 2018-19) • Other schools contributing to the State’s achievement gaps | LEA with SEA support | <ul style="list-style-type: none"> • Self-assessment to identify implementation readiness • Address needs in school improvement plan • Differentiated regional professional development <ul style="list-style-type: none"> ○ Multi-Tiered System of Support (MTSS) ○ Reading Foundations ○ K-3 Literacy ○ Universal Design for Learning |
| General Support with Consultation | <ul style="list-style-type: none"> • Schools that are determined to be high-performing or achieving high progress | LEA/School | <ul style="list-style-type: none"> • Access to SEA resources • Participation in demonstration programs |

The **Service Advisory Council** is comprised of a core group of division directors who collect qualitative and quantitative data and provides these data to the Service Support Teams to identify priority needs across the state. These data include, but are not limited to the following:

- Professional Development data including evaluation and student growth data
- Performance data (accountability)
- Low-performing school results
- Self-Assessment of the Multi-Tiered System of Support (SAM) data

The Service Advisory Council identifies current **school improvement activities and customized professional learning** provided to the region by the agency; reviews comprehensive needs assessment outcomes; identifies gaps and redundancies **for school improvement**; targets available resources to identified needs; and routes continued services through NCDPI staff assigned to regions, districts, and schools by meeting at least quarterly with all NCDPI division directors to facilitate ongoing initiatives within the statewide system of support in a way that customizes support where possible.

Four **Service Support Teams** are comprised of regional NCDPI staff in EE, DST, IABS, and K-3 Literacy. The Service Support Teams meet monthly to analyze data to develop and implement targeted professional learning, identify and develop resources for educator growth and improvement, guide LEAs and Charters with effective resource allocation decisions, and assess and modify the quality and alignment of the services provide by the team. Additional NCDPI staff are included in support planning throughout the year including representatives of FPMS.

Additional technical assistance for all LEAs and charter schools is coordinated through the Service Advisory Council and other division directors across the agency. The cadre of support staff includes Needs Assessment Reviewers, Service Support Coordinators, District Transformation Coaches, School Transformation Coaches, Professional Development Coordinators, and other NCDPI staff to include Title I program administrators and content specialists from the division of K-12 Standards, Curriculum and Instruction. Service delivery is provided through NCDPI agency and regional staff to include initiatives such as administrator skills training, teacher training, and Multi-Tiered System of Support (MTSS) training by NCDPI staff. In addition, services are brokered with various partnerships for support to include NC RESAs, The Collaborative Project, the UNC New Teacher Support Program, and the Southeast Comprehensive Center at SEDL.

D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Districts and schools are identified annually by the state’s accountability system and further screened through a multi-step process to determine the local education agencies (LEAs) that have the greatest need and least capacity for supporting schools. Criteria include factors such as progress on indicators for achievement, progress in student proficiency, progress on student growth, progress on indicators of college- and career-readiness, and the resources available in the district. Once districts are identified, the State then maps the LEAs and schools according to the eight regions across the state. This information is critical to the ongoing coordination of support within the various divisions in the agency and is communicated to all staff within the NCDPI through the Service Support Team.

Staff within the agency provide extensive school and district support to the lowest performing districts and schools coordinated through the Division of District and School Transformation (DST). Cross-divisional regional teams called Service Support Teams coordinate available services, support and resources as a part of the redefined statewide system of support and improvement. The cadre of support staff includes Needs Assessment Reviewers, District Transformation Coaches, School Transformation Coaches, Instructional Coaches, Regional Service Support Coordinators and other NCDPI staff to include Title I program administrators. Additional support systems include partnerships with distinguished teachers’ and principals’ brokers, outside consultant groups,

institutions of higher education, and regional comprehensive technical assistance centers.(A full description of the system of support is provided in the section that follows entitled, Support and Improvement for Schools: Statewide System of Support and Improvement.)

LEAs and schools with the greatest need are identified for direct support referred to as Intensive Support with Modeling, through the DST division and coordinated with FPMS for schools identified as lowest-performing under federal requirements. LEAs targeted for support have a majority of low-performing schools. In addition to support provided at the school level, these LEAs need support at the central office level to develop district capacity for supporting their low-performing schools and nurturing academic growth throughout the district.

Comprehensive support for districts and schools begins as a partnership between LEAs and NCDPI. The LEAs identified as needing the most intensive level of support are contacted through the local Superintendent and School Board. NCDPI may provide a District Transformation Coach to provide support and coaching for LEA leadership and coordinate services and additional support for the schools. The additional support may include coaches for building level leadership and coaches for classroom teachers in evidence based instructional strategies. These supports are customized to the needs of the district and/or school and provide service on the LEA or school site.

A Comprehensive Needs Assessment (CNA) is scheduled as early in the process as feasible. The purpose of the CNA is to establish a clear vision of the strengths, areas for development, challenges and successes both for individual schools and 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. This instrument 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 overarching dimensions which include fourteen 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 20-working days after the site visit.

The rigorous assessment process results in identified needs addressed by customized assistance. 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. Information about CNAs is publically available and accessible at <http://www.ncpublicschools.org/schooltransformation/assessments/>.

Beginning in the fall of 2016, LEAs and schools began utilizing the NCStar Tool, (formerly Indistar®), which is a web-based system designed for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. Implementation plans should clearly reflect strengths and areas identified for improvement in the needs assessment, as well as identifying transforming initiatives for district and individual schools. The NCStar Tool will guide district and school staff through an assessment of the school's status on specific indicators for implementing interventions that align to each turnaround principle. Additionally, engagement in this process requires the team to analyze four 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, classroom instruction, and efforts toward the provision of additional time for collaboration among teachers.

All professional development must be aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Improvement plans will provide a rationale for choices and a clear implementation map. DST and the Federal Program Monitoring and Support Division have aligned indicators of effective practice within the web-based NCStar Tool with the state's statutory school improvement plan requirements to increase the opportunity for all schools to utilize the system for school improvement efforts. DST and the Service Support Teams are designed to provide specific feedback on the plans through the web-based system. Utilizing the Service Support Teams and the staff of District and School Transformation and Federal Program Monitoring and Support, the NCDPI will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC NCStar Tool. In addition to utilizing the online tool, the NCDPI will conduct on-site reviews [for its federally identified lowest-performing schools](#) gathering qualitative data through surveys, interviews, focus groups, and classroom observations.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State’s academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- No.

Decision Point: Will NC use the exception for students in eight grade?

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

HOLD FOR ADDITIONAL INFORMATION

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

HOLD FOR ADDITIONAL INFORMATION

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

HOLD FOR ADDITIONAL INFORMATION

Describe how the SEA 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 by providing:

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

HOLD FOR ADDITIONAL INFORMATION

2. 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

HOLD FOR ADDITIONAL INFORMATION

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

HOLD FOR ADDITIONAL INFORMATION

DRAFT

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
 - To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

The North Carolina State Board of Education's (SBE) goal is for every student to graduate from high school with college- and career-readiness skills. With this as the foundation of the vision and the purpose of education in North Carolina, the development of the accountability system centered on identifying appropriately aligned measures and outcomes. Consistent with this approach, the Every Student Succeeds Act requires states to develop an accountability system for all schools with the utility of identifying schools that need support and assistance to meet improvement goals. With a long history of accountability and school improvement, North Carolina, along with its numerous stakeholders and educational leaders and practitioners, was positioned to optimize its experience and knowledge as it considered a new accountability system. With the flexibility of identifying some of the indicators in the system, the goal of having an accountability system that was reflective of the various components of a school that lead to school improvement and increased student achievement was achievable.

Since the mid-1990s, North Carolina has anchored its accountability system on the administration of assessments aligned with the SBE-adopted content standards in mathematics, English language arts/reading, and science. Consistent with the assessment requirements for ESSA, these assessments provide valid and reliable data on student performance in grades 3-8 and at least once in high school for mathematics and English language arts/reading and at grades 5, 8, and at least once in high school

for science. Assessments are administered to all students with or without accommodations as required by Individual Education Programs (IEP).

In addition to the assessment data, percent of students meeting the SBE-adopted college and career readiness standard (Level 4 and above), included in measures of long-term progress will be the following: (1) 4-year cohort graduation rate, and (2) English Learners progress in achieving English language proficiency.

When reporting long-term goals and progress on those goals, it is critical to disaggregate the results by student groups to identify differences in student performance across the groups. North Carolina disaggregates data by the required student subgroups: American Indian, Asia, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Students with Disabilities, English Learners. Additionally data for Academically Intelligently Gifted student group is also reported. To be a reported student group, there must be at least **INSERT NUMBER** of student scores. To determine **XX** as the minimum n of students for reporting purposes, North Carolina reviewed the number of student groups that would not have data for the disaggregated reports at the school level. With **XX** as the minimum n, North Carolina will have the following estimated percent of student groups being reported across all schools in the state:

HOLD FOR TABLE WITH DATA

Decision Point: What are the indicators for Performance and School Quality or Student Success and what weight will each (both overall and within the group) have?

| Indicator | Measure(s) | Description |
|--|------------|-------------|
| i. Academic Achievement | | |
| ii. Academic Progress | | |
| iii. Graduation Rate | | |
| iv. Progress in Achieving English Language Proficiency | | |
| v. School Quality or Student Success | | |
| <Add a row, as necessary, for each additional School Quality or Student Success indicator> | | |

B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

HOLD FOR ADDITIONAL INFORMATION

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

HOLD FOR ADDITIONAL INFORMATION

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

HOLD FOR ADDITIONAL INFORMATION

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

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
 Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
 Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

HOLD FOR ADDITIONAL INFORMATION

C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

Decision Point: What is the minimum n for reporting student groups?

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

HOLD FOR ADDITIONAL INFORMATION

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

HOLD FOR ADDITIONAL INFORMATION

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

HOLD FOR ADDITIONAL INFORMATION

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

HOLD FOR ADDITIONAL INFORMATION

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State’s system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

HOLD FOR ADDITIONAL INFORMATION

- vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

HOLD FOR ADDITIONAL INFORMATION

D. Annual Meaningful Differentiation. Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.
[Click here to enter text.](#)

Describe the following information with respect to the State’s system of annual meaningful differentiation:

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

In addition to the long-term goals and progress on those goals, the ESSA includes a meaningful differentiation system for all schools in the state. As specified in ESSA, schools will be differentiated based on required indicators, such as student performance on the required assessments and cohort graduation rate, and on indicators determined by North Carolina. These indicators vary based on the school type: a high school, a middle school, or an elementary school. As allowed, North Carolina has designated the grade spans as follows:

Decision Point: What are the grade spans for elementary, middle, and high?

INSERT TABLE OF GRADE CONFIGURATIONS

To ensure the inclusion of stakeholder feedback on the indicators for meaningful differentiation, several input sessions were held across the state in late spring and early fall

2016. In addition, there were two stakeholder meetings, again in the spring and in the fall, targeted for the leaders of approximately 100 interest groups. At all of these meetings, the potential indicators for the accountability system were discussed and vetted. With numerable suggestions, subsequent discussions focused on the meaningfulness of the proposed indicators, the validity and the availability of the necessary data, the ability to make school comparisons and to disaggregate the data.

With the Performance Indicators, feedback was gathered as to whether (1) the high school model would include student growth; and (2) the elementary and middle models would include student growth in lieu of an additional academic indicator. With North Carolina's inclusion of growth in its accountability model since the mid-1990s, growth is recognized as a strong measure and one that is readily understood by educators and parents.

For School Quality or Student Success, the initial discussions included the following indicators:

- Chronic Absenteeism
- Attendance
- Student Engagement
- Student Participation in Co-Curricular Activities
- Physical Activity
- Student Participation in the Arts
- Student Suspensions
- Teacher Engagement
- Parent Involvement
- End-of-Grade and End-of-Course Science Test Scores
- College and Career Readiness Index (AP and IB Scores, ACT, ACT WorkKeys, Career and Technical Education Credentials, College Credit, etc.)
- Five Diploma Endorsements (Career, College, College/UNC, NC Academic Scholars, Global Languages)
- Promotion from 8th grade to 9th grade

INSERT LIST OF INDICATORS AND EXPLANATION

Decision Point: What are the indicators for Performance and School Quality or Student Success and what weight will each (both overall and within the group) have?

INSERT TABLE OF FINAL INDICATORS FOR EACH SCHOOL TYPE

All schools must be included in the accountability system.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

HOLD FOR DESCRIPTION OF WEIGHTS

- iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

HOLD FOR DESCRIPTION OF SUMMATIVE DETERMINATIONS

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

Decision Point: How will participation in the assessments be included in the accountability model?

F. Data Procedures. Describe the State’s uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

HOLD FOR ADDITIONAL INFORMATION

G. Including All Public Schools in a State’s Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

Decision Point: How will schools with insufficient data or special populations (e.g., alternative schools, K-2 schools, etc.) be included in the accountability model?

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

HOLD FOR ADDITIONAL INFORMATION

- ii. Schools with variant grade configurations (e.g., P-12 schools);

HOLD FOR ADDITIONAL INFORMATION

- iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State’s uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

HOLD FOR ADDITIONAL INFORMATION

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

HOLD FOR ADDITIONAL INFORMATION

- v. Newly opened schools that do not have multiple years of data, consistent with a State’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

HOLD FOR ADDITIONAL INFORMATION

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Decision Point: What will be the identification method for CSI schools?

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Decision Point: What will be the exit criteria for CSI schools?

B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Decision Point: What will be the identification method for TSI schools?

- ii. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Decision Point: What will be the exit criteria for TSI schools?

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. §

200.22(f).

Decision Point: What will be the State-determined timeline for Title I schools identified as TSI to demonstrate sufficient progress (i.e., meet exit criteria)?

4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

HOLD FOR GRANT DISPERSEMENT FORMULA

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

Technical assistance for districts with a significant number of low-performing schools includes those schools identified for comprehensive support and improvement (CSI) and is described in Section 2.2.D of this document. As previously noted, North Carolina utilizes the **Comprehensive, Continuous Improvement Plan (CCIP)** to annually review and provide feedback on LEA plans in accordance with statutory and regulatory requirements. As a web-based LEA planning and grants management tool, the CCIP connects district goals for improvement to budgeted activities.

Also previously noted, in 2011, NCDPI began utilizing a web-based school improvement management tool, NCStar. NCStar is powered by Indistar® and was developed by the Academic Development Institutes (ADI) with the firm belief that district and school improvement is best accomplished when directed by people, working in teams, closest to the students. Through NCStar, district or school teams are guided through a process of charting improvement and managing the continuous improvement process. NCStar builds accountability as well as helps schools track their improvement plans. NCStar requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning. Since school improvement is such a unique process for each school, NCStar contains over 100 evidence-based indicators of effective practices and allows schools flexibility to personalize their school improvement plans to meet their distinct needs.

In 2016-17, the NCDPI updated the School Improvement Planning Guidance and promoted the use of NCStar to manage the school continuous improvement processes. While low-performing schools are required to use NCStar, the tool is available to all schools in the state at no cost to the LEA or school. To date, the NCDPI has conducted over 60 training sessions with over 2,700 participants representing local school improvement teams from 142 districts and charter schools across the state. The focus of training is that school improvement planning is more than a plan; it is a framework for change. The plan, itself, is simply a map that identifies the school's destination and requires both decision-making

and action from a variety of stakeholders to reach that destination in the most direct route. More information about NCStar including a series of How to Videos may be found [HERE](#).

As previously described in Section 2.2.C, North Carolina provides three levels of support to all LEAs and schools through its statewide system of support and improvement. LEAs with a significant number of schools identified for comprehensive support and improvement (CSI) receive the most **Intensive Support with Modeling** through facilitated data-based priority alignment, district and/or school leadership coaching to support effective systems and processes, and instructional modeling and coaching to support student growth and achievement. All LEAs and schools identified for CSI are required to use the NCStar web-based plan management tool which provides the NCDPI with a desktop view of the continuous improvement process and an opportunity to provide virtual coaching to district and school leadership on the progress toward full implementation of evidenced-based indicators of effective practice. In addition, the tool provides district leadership with access to monitor the ongoing implementation activities of each of its CSI schools and provide coaching comments through the system.

- 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) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

HOLD FOR DESCRIPTION OF MORE RIGOROUS INTERVENTIONS

Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

HOLD FOR DESCRIPTION OF RESOURCE REVIEW

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

Yes. If yes, provide a description of the systems for certification and licensure below.

No.

[Click here to enter text.](#)

- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

[Click here to enter text.](#)

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

[Click here to enter text.](#)

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i. Increase student achievement consistent with the challenging State academic standards;
- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

- iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

Great teachers and leaders are the key to success in North Carolina's public schools. The State Board of Education and Department of Public Instruction are building upon the statewide North Carolina Educator Evaluation System to create an educator effectiveness model that recognizes great educators and provides targeted support for educators who want to improve their skills and knowledge.

Several years ago, NC brought together stakeholders to design new statewide evaluation instruments and processes for teachers and school administrators. 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.

As previously described in Section 2.2.C, North Carolina provides support for educator excellence through its [statewide system of support and improvement](#). Educator Effectiveness Service Support Coordinators lead four Service Support Teams to coordinate support for schools identified for Targeted Support and Improvement (TSI) as well as other schools in the state. Within these area teams, cross agency staff members collaborate to serve the state's eight (8) prosperity zones, by collecting and analyzing data to identify common needs and offer customized support for school improvement. Service Support Coordinators facilitate the teams to:

- Analyze data to develop and implement targeted professional learning
- Identify and develop resources for educator growth and improvement
- Guide LEAs and Charters with effective resource allocation decisions
- Assess and modify the quality and alignment of the services provided by the team

Principal READY

Service Support Teams plan this statewide leadership series. Principal READY learning sessions are held across the state in the fall and spring. The series, designed based on participants' feedback, features several sessions on how principals can support teachers for professional growth. This training supports principals in providing high quality feedback to teachers. Principals and DPI staff, facilitate discussions on proactively using the observation rubric, coaching with EVAAS data, strategies to support beginning teachers, and customized topics based on district leader feedback. Teams facilitate the ongoing development of tools and resources built by principals for principals to support high quality instructional feedback. Sessions include how to use data from multiple measures to determine an overall picture of the teaching practice.

Last semester the sessions included the following topics:

- EVAAS and student growth
- Analysis of Student Work (ASW process)

- Student Surveys
- Coaching teachers using the evaluation process

These issues are connected back to the leaders’ school improvement plans and professional goals. All of the materials used in the presentations and those created collaboratively may be found on the [NCEES Wiki](#).

Assistant Principal READY

As a result of the success of Principal READY implementation, sessions were developed and launched specifically for assistant principals across our state starting in the 2015-16 school year. North Carolina leaders continue to see the value in bringing job alike groups together to network, learn and strategize together. Sessions are regional and currently include the following topics:

- Five Components of Literacy for Administrators
- Using EVAAS Data to Support Teachers
- Supporting Beginning Teachers
- Coaching and Feedback
- Creating Cultures for Teacher Development
- Using the Teacher Rubric as Observer and Evaluator

Observation Calibration Tool (OCT) Pilot

This newest pilot provides school administrators with an online platform to improve their skills as a classroom observer using the NC evaluation rubric. Principals watch classroom videos, observe instruction, rate teachers and receive immediate feedback based on the (master) recommended ratings. During the first small pilot, school administrators across the state showed significant improvement in observation skills from the beginning to the end of the pilot. The more lessons observers completed, the more their scoring improved. This work helps principals improve correlations between observational data and data from other sources to improve rater agreement and instruction.

An overview of the OCT is available [HERE](#). The pilot reports are available [HERE](#).

Timeline for Next Pilot

| September 2016 | April - June 2016 | May – June 2016 |
|---|--|---|
| Kickoff third Observation Calibration Tool (OCT) pilot by September 2016 to include MSA students from 47 IHEs | Assess the outcomes of the OCT pilot to identify state level training priorities to ensure ongoing support of consistent evaluator ratings | Deploy ongoing professional development tools, strategies, and resources to ensure ongoing support to principals for rating consistently and accurately |

Content and Discipline Area Support

A large percentage of the staff employed by the NCDPI are content and discipline area specialists, such as directors, sections chiefs and consultants, for the various content area standards, specialized instructional support (school counseling, school psychology, etc.), and federal programs. These staff members work closely with a large variety of agencies and organizations to provide quality professional development both face-to-face across the state and online via webinars and professional modules.

The area specialists support school and district personnel with professional development for addressing specific needs or requests and for continuous improvement. The professional development focuses on enhancing school and district personnel capacity:

- to achieve their professional standards in their daily practice (professional standards can be found on the [NCEES wiki](#))
- to effectively promote learning of all content area standards
- 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 pages 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.

North Carolina General Statute (G.S.) 115C-12 (9c) (i)-(vi) authorizes the SBE to develop content standards. Furthermore, it directs the SBE to periodically review and revise academic content standards that adhere to the following:

- Reflect high expectations for students and in-depth mastery of the content
- Be clearly grounded in the content of each academic area
- Be defined grade-by-grade and course-by-course
- Be understandable to parents and teachers
- Be developed in full recognition of time available to teach the core academic areas at each grade level
- Be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes

However, under Session Law 2014-78, Section 6, “local boards of education shall continue to provide for the efficient teaching of the course content required by the Standard Course of Study as provided under G.S. 115C-47(12).” The NCDPI remains committed to supporting LEAs and public charter schools in developing effective curriculum.

With the implementation of the new NC SCoS in the 2012-13 school year, the success of the new standards, and revisions that may be made in the future, rest upon educators' ability to build their knowledge and understanding as well as their ability to change instructional delivery to address the diverse needs of students. To help propel educators with this new shift, professional development opportunities have been supported with strong multiple instructional tools, and resources developed by the SEA since 2011. There are continuous revisions and improvements made as well.

The instructional tools continue to build and reinforce educator and stakeholder support of the standards in the NC SCoS to ensure educators 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

In addition to the on-going development of instructional resources available for LEAs and Charters, the NCDPI promotes effective instructional design practices. To ensure that all students are college- and career-ready, 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--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. 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 or 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.*

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 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. More information about Home Base is publically available and is accessible [HERE](#).

All content areas have participated in statewide implementation efforts around the standards and have developed instructional tools, trainings, and other support to assist educators with

implementing North Carolina's SCoS. Additionally, all content areas have provided training and support for supplementing content standards at all levels with the Reading Standards for Literacy in History/Social Studies, Reading Standards for Literacy in Science and Technical Subjects, and Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects in Grades 6-12.

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. It is the responsibility of all teachers of all content areas to implement standards in English Language Development, Guidance, and Information and Technology. 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.

Throughout this document, the NCDPI describes how the State will continually review the performance of each LEA's and school's success in meeting academic standards as measured through the accountability system and supported through a coordinated statewide system of support and improvement.

NC Home Base System

The NCDPI staff created and deploy 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 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. Last semester topics included:

- 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

Teacher Leader Initiative

In addition to other state-developed professional development offerings, NC has established a [Teacher Leader Action Research Portal](#). This action research database has 220 action research projects created by teacher leaders across our state. Teachers studied a problem of practice for a year in their classrooms and described strategies which worked well with students. The searchable database includes curriculum content areas, but it also focuses on topics such as adult learners, parental involvement, and technology integration.

In order to support teacher leaders, a full-year professional development is planned for teachers interested in implementing action research in their classroom. Teachers will receive face-to-face training, online professional development module training, and continuous support via an Action Research Coach and the NC Action Research Network. This professional development is classroom embedded and does not require time out of their classroom and upon completion, each participant will receive a Research Digital Badge. This network launched **July 28, 2016**. Please visit this site for more information: [NC Action Research Network](#).

North Carolina developed Teacher Leadership Standards and an evaluation rubric in 2015. The NCDPI identified a continuum of best practices in deploying Teacher Leaders that the state can use as a framework for assisting districts in deploying teachers to lead from within the classroom as well as supporting roles for leaders/coaches who provide direct support to groups of teachers. Over the next year, the NCDPI is working to expand the teacher leadership work.

| 2016-17 School Year | | |
|---|---|--|
| Provide direct support through the Institutions of Higher Education (IHEs) to select districts in understanding the state's teacher leadership continuum and using it to support teachers in accessing teacher leadership practices | Convene a teacher leadership focus group to identify existing district-level teacher leadership practices, and seek practitioner response to state level resources in an effort to align and improve these resources. | Seek feedback from select teacher leadership stakeholder groups on the quality and impact of state |

| | | |
|--|--|--------------------------------|
| that are informal, semi-formal, and formal, and address the specific teaching standards that guide an evaluation criteria that measure those outcomes. | | developed tools and resources. |
|--|--|--------------------------------|

Over the 2016-17 school year, the NCDPI will provide training to Human Resource (HR) directors and principals on the use of the new Human Capital Dashboard. Sessions will be offered through Principal READY, Assistant Principal READY and Personnel Administrators of North Carolina (PANC) fall conference in October.

College and University Support

The North Carolina Business Committee for Education is very involved with the UNC Board of Governors and recently released recommendations for recruiting and retaining high quality teachers to NC. Those recommendations are being used as NC begins the new program approval process.

Educator Effectiveness teams created a biennial convening of all IHE and district leaders to discuss recruitment strategies, gaps to address in beginning teacher preparation, and ways to incorporate those strategies in the new program approval process beginning in 2017. The NCDPI developed strong partnerships with public and private IHEs (47 total) to influence the pipeline of future educators and worked collaboratively to create an IHE dashboard that highlights program candidates and completers and strategies for recruiting teacher candidates to teacher education programs. The IHE report cards are accessible [HERE](#).

Performance data are linked to each IHE, and data regarding preparation programs are released annually in IHE performance reports, Title II reporting, and through a publicly available dashboard for public institutions. The NCDPI also provides the General Assembly with IHE performance reports found [HERE](#).

The program approval process for IHEs applies to all higher education programs who graduate students seeking educator licenses. This applies to teachers and administrators, as well as school counselors, school psychologists, school social workers, media specialists, and other instructional support staff.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Educator Effectiveness initiatives provide leadership, technical assistance, professional development resources and consultative services to all public local

education agencies (LEAs) and charter schools with the goal of improving student achievement through organizational development and professional learning. The division, organized under the Deputy State Superintendent who reports to the State Board of Education, partners with schools and districts in order to recruit and develop highly qualified educators for every school district in North Carolina.

Recruitment services, educator scholarships and educator recognition programs enable North Carolina to recruit and retain high quality professionals in the education field. NC ranks first in the nation for the overall number of National Board Certified Teachers, over 20,122.

5.3 Educator Equity.

HOLD FOR ADDITIONAL INFORMATION

- A. Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

| Key Term | Statewide Definition (or Statewide Guidelines) |
|-------------------------|--|
| Ineffective teacher* | |
| Out-of-field teacher*+ | |
| Inexperienced teacher*+ | |
| Low-income student | |
| Minority student | |

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

| Other Key Terms (optional) | Statewide Definition |
|----------------------------|----------------------|
| Click here to enter text. | |
| Click here to enter text. | |

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- i. The rates and differences in rates calculated in 5.3.B;
 - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
 - iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and

- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

<http://www.ncpublicschools.org/program-monitoring/titleIA/equity-plan/>.

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Click here to enter text.

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

The following table and strategy descriptions are adapted from the State Plan to Ensure Equitable Access to Excellent Educators as approved by USED on November 18, 2015.

| Likely Causes of Most Significant Differences in Rates | Strategies (Timelines and Funding Sources are included in the Strategy Descriptions following this table) |
|---|---|
| <ul style="list-style-type: none"> • Hard-to-staff districts (e.g., rural areas) and schools • Low, inadequate teacher salaries • Fewer students entering teacher education programs • Hard-to-staff rural areas • Teacher retirements | <ul style="list-style-type: none"> • NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers |
| <ul style="list-style-type: none"> • Low, inadequate state teacher salaries • Lack of local supplements in rural areas • Ineffective school leadership • Lack of support for beginning teachers • Inadequate professional development • Burdensome teacher working conditions • Fewer students entering teacher education programs | <ul style="list-style-type: none"> • Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • Financial Incentives • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Microsoft IT Academy |
| <ul style="list-style-type: none"> • Hard-to-staff districts (e.g., rural areas) and schools • Less than desirable working conditions • Fewer students entering teacher education programs | <ul style="list-style-type: none"> • LEA Educator Equity Plan • Focus on Teacher Retention • Public Reporting (e.g., teacher distribution results, working conditions surveys, etc.) |
| <ul style="list-style-type: none"> • Less than desirable working conditions • Hard-to-staff districts (e.g., rural areas) and schools | <ul style="list-style-type: none"> • Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • High-Quality Professional Development |
| <ul style="list-style-type: none"> • Lower than expected raises from the General Assembly • Low or lack of local supplements in rural areas due to insufficient tax bases • | <ul style="list-style-type: none"> • Increased communications with the members of the General Assembly as to the need for more competitive salaries for classroom teachers |
| <ul style="list-style-type: none"> • Insufficient/ineffective professional development • Ineffective school leadership | <ul style="list-style-type: none"> • Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration • Microsoft IT Academy |
| <ul style="list-style-type: none"> • Insufficient/ineffective professional development • Ineffective school leadership • Hard-to-staff districts (e.g., rural areas) and schools | <ul style="list-style-type: none"> • Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • Financial Incentives • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration • Microsoft IT Academy |
| <ul style="list-style-type: none"> • Insufficient training • Ineffective school leadership | <ul style="list-style-type: none"> • Regional Leadership Academies • Mentoring and Induction into Teaching |

| | |
|---|---|
| <ul style="list-style-type: none"> • Less than desirable working conditions • Hard-to-staff districts (e.g., rural areas) and schools | <ul style="list-style-type: none"> • Performance-Based Teacher and Principal Evaluation • Financial Incentives • TWC Survey • National Board Certification • High-Quality Professional Development • Expansion of Turnaround Teams for Low-Performing Schools • Technology Integration • Microsoft IT Academy |
| <ul style="list-style-type: none"> • Teacher retirements • Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs | <ul style="list-style-type: none"> • NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers |
| <ul style="list-style-type: none"> • Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs | <ul style="list-style-type: none"> • NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers |
| <ul style="list-style-type: none"> • Teacher retirements • Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs | <ul style="list-style-type: none"> • NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers |
| <ul style="list-style-type: none"> • Fewer at-risk students in new school • Less than desirable working conditions in former school • Lack of local supplements in rural areas • Personal reasons (proximity to new school) | <ul style="list-style-type: none"> • NC Virtual Public Schools • Regional Leadership Academies • Mentoring and Induction into Teaching • TWC Survey • Financial Incentives |

It is apparent that many potential root causes impact multiple gaps. Consequently, the strategies identified are not exclusive to one part of the problem, rather many of the strategies described ultimately will impact other facets of the inequitable distribution problem. Therefore, based on the extensive stakeholder feedback, NC will focus its strategies organized around the major themes of 1) teacher shortage, 2) recruitment and retention challenges, and 3) distribution decisions at the district

and building levels. It is important to recognize that the strategies identified are not exclusive to one part of the problem, rather many of the strategies described ultimately will impact other facets of the inequitable distribution problem.

Teacher Shortage

From 2010 through 2014, the drop in enrollment across the 15 institutions of the UNC system offering education programs for bachelor's or master's degrees is -27.6% (UNC-GA, December 2014). The decline of college students enrolling in teacher preparation programs means it is harder for public schools to fill teaching positions at all, let alone with proven, effective teachers. This scenario creates and/or exacerbates discrepancies in teacher quality between those districts and schools that are able to attract skilled teachers because of such factors as location, local pay supplement, and/or working conditions, and those districts and schools that are already less alluring based on those dimensions. Given these conditions, it is clear that in order to address the inequitable distribution of teachers, the State must first focus energy on increasing the overall supply of effective teachers available to schools.

Strategy 1: 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.

Established in 2007 by North Carolina Session Law 2006-66 (Section 7.16.(a-e)), NCVPS is committed to raising student achievement and closing learning gaps by providing high quality courses and instruction for all North Carolina students through supplementing the course offerings in the local public schools.

With over 55,000 full credit enrollments per year, North Carolina's secondary students enroll in over 150 courses ranging from Advanced Placement, Honors, Traditional, Credit Recovery, and Occupational Course of Study course offerings. NCVPS students come from all 115 school districts in North Carolina as well as many charter schools and non-public school students.

Collaborative learning is core to the NCVPS instructional model, so courses utilize real-time and asynchronous tools. Most importantly, courses pair students with highly qualified NC licensed teachers. By virtue of the online course delivery, students from all areas of the state now have access to courses and highly qualified teachers in subjects that they may not have available at their local school. The state has truly achieved the goal of providing quality learning opportunities to every North Carolina student regardless of zip code.

NCVPS has 23 fulltime staff and approximately 600 contracted teachers. NCVPS teachers average 15 years of classroom teaching experience and four years of online teaching experience. All NCVPS teachers are highly qualified in their subject area. 64% have master's degrees and

43% are Nationally Board certified. 58% teach in the face-to-face schools during the day while 42% teach only for NCVPS.

Perspective NCVPS teachers must train unpaid for 18 weeks prior to teaching for NCVPS. Teachers in Training are trained in the NCVPS instructional design philosophy which rests on four foundational pillars. These are teaching through effective learning blocks; teaching through effective instructional feedback; teaching through building student connections; and teaching through effective individualized instruction. These four instructional pillars are foundational to the online learning environment at NCVPS and are critical for student success. The NCVPS Teacher Induction Program provides opportunities for participants to gain the specific skills necessary to employ these strategies and to practice these skills with targeted feedback from a mentor teacher and instructional staff.

Strategy 2: Expansion of Access to Teacher Preparation Programs

NCDPI believes that increasing access to teacher preparation programs, particularly in rural areas of the State, will help ensure the equitable distribution of teachers for two reasons. First, analysis of teacher education program graduate data demonstrates that many program completers stay in the area in which they completed their programs. Second, individuals who already have roots/ties in an area/community, particularly rural or low wealth areas, are more likely to remain in those areas/communities. Increasing the supply of teachers will help address inequities in teacher distribution by providing a larger pool of qualified candidates.

In 2012 NCDPI created the North Carolina Teacher Corps (NCTC) to recruit potential educators who were recent college graduates or mid-career professionals interested in pursuing teacher licensure through alternative certification routes. The NCDPI recruited, trained and helped place NCTC cohort groups in 2012-13 and 2013-14. In the summer of 2013, the NCGA provided funding to Teach for America (TFA)-NC to assume responsibility for future cohort groups of NCTC. NCDPI continues to provide induction coaching for NCTC members from cohorts 1 and 2 employed in NC school districts.

In addition, NCDPI in collaboration with the University of NC General Administration (UNC-GA) created a comprehensive three-year induction program using RttT funds. The program known as the North Carolina New Teacher Support Program (NC-NTSP) was specifically designed to support beginning teachers who work in low-achieving schools in NC. The NC-NTSP provides a three-phase induction program, modeled in part after the TFA support program for teachers in similar school settings. The program begins before teachers enter the classroom and provides induction support for three years, at the conclusion of which successful teachers qualify for their full (continuing) license. The UNC-GA received sustainability funding in 2014 from the NC General Assembly to continue operation of the induction program post RttT funding.

Strategy 3: Teacher and Administrator Preparation Programs

Revised higher education teacher and administrator education programs will align with the National Common Core State Standards. As a result, all teachers and principals will have the

opportunity to experience the same rich curriculum and be better prepared for challenges in school across the state.

In order to ensure that new teachers and principals can support the new standards, NCDPI and the NCSBE work closely with Institutions of Higher Education (IHEs) on program approval and program review. All teacher and leader (principal) education licensure areas must have NCSBE 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. Teacher and leader candidate programs use these standards to develop and implement their program of studies. In addition, the state reviews the IHE programs using candidate's developed artifacts. These artifacts demonstrate a candidate's proficiencies in all the standards, including teaching diverse learners including English learners (ELs), students with disabilities (SWDs), and low-achieving students.

During the 2012-13 school year, 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 NCSBE can be found at <http://newdev.www.ncpublicschools.org/ihe/reports/>.

Strategy 4: Troops to Teachers

To meet our objective of assisting eligible military personnel to transition to a new career as public schools teachers, NC has an established office to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. The NC program's mission is to: assist transitioning service members to become employed as teachers; assist the nation's youth by providing good role models; and to assist schools by providing teachers in critical subjects (math, science, special education, foreign language, and career-technical) for high needs schools. More information on the NC Troops to Teachers Program is available at <http://www.ncpublicschools.org/troops/>.

Recruitment and Retention

Ensuring equitable distribution of effective teachers is not merely driven by too few teachers coming into the profession, but must focus on strategies to reduce the turnover and attrition rate. It is critical to balance efforts to prepare high quality teachers with strong strategies to support recruiting and then retaining the best teachers in every classroom of every school.

Strategy 5: Regional Leadership Academies

By identifying and nurturing effective teacher leaders in regional areas which have difficulty recruiting and retaining highly qualified personnel, the Regional Leadership Academies (RLAs) offer an incentive for the most capable educators to stay and build local capacity to bolster positive school culture and student outcomes.

At the onset of the 2010-2011 school year, the NCDPI, in conjunction with other educational partners, began the Northeast Leadership Academy (NELA), a two-year leadership preparation program for aspiring principals who were committed to serving in low-performing and high-need schools in the rural, northeast region of the state. The NCSBE expanded the initiative in the 2011-2012 school year, when it began the Piedmont Triad Academy (PTLA) and the Sandhills Leadership Academy (SLA). Unlike NELA, both of the regional expansion academies are one-year principal preparation programs. The RttT goal for each of the academies was to prepare sixty educational leaders during the grant. There have been 186 graduates of the three academies. Currently all three academies are striving to obtain sustainability funding from the NCGA and from the United States Department of Education in the form of grants. North Carolina State University has secured two educator preparation grants that will enable NELA to continue operation in the short term. The table below highlights the employment outcomes of the RLA graduates.

Employment Outcomes: Regional Leadership Academy Graduates

| | Principals | Assistant Principals | Central Office Staff | Other | Total |
|--|------------|----------------------|----------------------|-------|-------|
| Northeast Leadership Academy (NELA) | 13 | 29 | 9 | 11 | 62 |
| Sandhills Leadership Academy (SLA) | 15 | 38 | 2 | 6 | 61 |
| Piedmont Triad Leadership Academy (PTLA) | 7 | 39 | 5 | 12 | 63 |

**Table reflects data as of 5/14/15. Outcome data changing frequently as graduates continue to apply for leadership positions and gain employment in LEAs.*

Strategy 6: Mentoring and Induction into Teaching

At the end of the 2015-16 school year, 36.4% of the teachers leaving the state public education system, had fewer than five years of experience. This results in the need to continuously recruit new teachers to replace those that leave. By retaining more new teachers, North Carolina will increase the supply of teachers available to school systems throughout the State. In addition, North Carolina will be better able to ensure that schools are staffed by more experienced teachers. 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. While NC has had a mentoring program for over twenty years, the State needs to identify specific strategies to increase the impact of our program on teacher retention.

The NCSBE has enacted policies to encourage optimum working conditions for new teachers³. The policy reads:

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- *assignment in the area of licensure;*
- *mentor assigned early, in the licensure area, and in close proximity;*
- *orientation that includes state, district, and school expectations;*
- *limited preparations;*
- *limited non-instructional duties;*
- *limited number of exceptional or difficult students; and*
- *no extracurricular assignments unless requested in writing by the beginning teacher.*

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

In 2010, the NCSBE adopted new Mentor and Beginning Teacher Support Standards, which align directly to the North Carolina Professional Teaching Standards and the Teacher Evaluation Instrument. These new standards are based on professional growth, and they provide a strong opportunity for capacity building across the state for mentors and beginning teachers alike. A new peer review process was implemented in 2012 where districts share ideas to assess and support each other’s Beginning Teacher Support Programs to maximize available resources for the induction and retention of teachers.

Strategy 7: Performance-Based Teacher and Principal Evaluation

The new evaluation system promotes continual professional growth, effective leadership, quality teaching, and student learning. Through its focus on professional growth, collaboration, and

³ North Carolina State Board of Education Policy Manual (2010). Policies on the Beginning Teacher Support Program, Policy Number TCP-A-004, Section 4.30 Optimum Working Conditions for Beginning Teachers.

student outcomes, the evaluation instrument has direct implications for teacher preparation programs and sustainable staff development. Both endeavors will ensure the identification, hiring, and retention of more well-trained personnel. Moreover, through the new teacher and principal evaluation system and the local flexibility provided by the Race to the Top Grant, opportunities for teachers and principals to earn incentives based on student performance increases significantly. These incentives will particularly help recruit and retain effective teachers and principal in rural and urban districts that traditionally have difficulty in these areas.

As of the 2010-11 school year, the new North Carolina teacher and principal evaluation processes were fully implemented statewide, with student achievement growth data used within in a balanced evaluation system. The utility of the aligned evaluations based on the revised North Carolina Professional Teaching Standards will provide improved evidence of teacher and principal effectiveness and inform decisions about ensuring the most capable educators are distributed equitably to the students and schools most in need.

For example, through the new teacher and principal evaluation system and the local flexibility provided by the Race to the Top Grant, opportunities for teachers and principals to earn incentives based on student performance increased significantly. As other funds become available, incentive initiatives supported with RttT funds will serve as models for the recruitment and retention of effective teachers and principals in rural and urban districts that traditionally have difficulty in this area.

Strategy 8: Financial Incentives

Several studies have identified salary as a factor when potential employees decide whether or not to accept a particular assignment. Using the low wealth funding and the Disadvantaged Student Supplemental Funding (DSSF), local systems can offer salary incentives to attract teachers to hard-to-staff schools or address working conditions (such as class size, teacher assistants, instructional materials) that might attract teachers to the schools.

The state and LEAs offer teachers a variety of incentives to enter the field, stay in teaching, and work in hard-to-staff schools and content areas. One way the state offers incentives is through recent changes to its teacher compensation scale. North Carolina uses a step scale for teacher compensation. The scale provides salary increases for each five years of experience. Actions enacted by the NCGA placed greater emphasis on increasing the bottom levels of the scale, resulting in raises of up to 18% for teachers in their first few years of teaching. These increases in the early years were designed to attract teachers to the profession and to provide an increased incentive for teachers to stay in the classroom during the time in which teachers tend to leave the field and when teachers are growing in terms of their effectiveness in the classroom.

In addition, the state provides an incentive to LEAs to hire teachers based upon their quality, rather than the cost required to compensate them. Teachers and other school personnel in North Carolina are paid on a state salary schedule based on education level and experience. School systems are allotted teaching positions based on student enrollment, rather than dollar amounts. Therefore, the salary is paid for whatever person the LEAs hires into the position. Consequently, there is an incentive for LEAs to hire teachers with more experience and pay them higher salaries, since the base pay is borne by the state.

North Carolina provides supplemental funds to LEAs in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement. Eligible LEAs are located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. In FY 2015-2016, the State plans to allot \$193.1 million was allotted for low-wealth funding across 79 LEAs that qualify for these funds. School systems can use this funding for instructional positions, substitutes, instructional support positions, teacher assistant positions, clerical positions, overtime pay, instructional equipment, instructional supplies and materials, staff development, and textbooks.

In the 2015-2016 school year, the State plans to allot to LEAs approximately \$80.3 million through the state DSSF to address the capacity needs of their system to meet the needs of disadvantaged students. Funds are allocated based on a formula that considers the percentage of students living in a single parent family, the percentage of students eligible for federal ESEA Title I, and the percentage of students who have at least one parent with less than a high school diploma. Each LEA must submit an annual action plan and budget to the NCSBE. It is expected that LEAs will include teacher recruitment and retention, using the Teacher Working Conditions Survey as a tool, in their plans

Strategy 9: Teacher Working Conditions

On an annual basis, North Carolina hires approximately 11,000 – 12,000 new teachers. These teachers are needed not only because of student growth, but to replace teachers that LEAs have lost due to retirement, other opportunities, and teacher working conditions. Focusing on teacher working conditions will help improve teacher retention. This in turn will result in more experienced teaching staff in our schools. The State can address the shortage, in part, by retaining more teachers in our schools.

Since 2002, the State has surveyed all school-based licensed educators biennially about their teaching conditions, including time, leadership, empowerment, professional development, facilities and resources, and induction. The most recent iteration of the Teacher Working Conditions (TWC) survey was in the spring of 2014, and 93,178 (88.63%) educators responded, providing every public school with their own data to use as a tool to improve student learning conditions. Analyses conducted by the New Teacher Center demonstrate significant connections between positive teacher working conditions and student achievement and teacher retention. School leaders are also asked about their working conditions in NC. In 2014, of the 2,597 schools in the state, 1,490 Principals (1.6% of total survey responses) and 1,770 (1.9% of total survey responses) responded to the survey. The results of the survey are available on-line at <http://www.ncteachingconditions.org/>. A detailed report which is available on the website provides a question by question comparison of responses at the district and school levels. Schools and school systems can also request the results in Excel file format.

The TWC survey continues to inform local communities on ways to improve each school, and data from the survey assist district and State policymakers in decisions affecting the recruitment

and retention of quality teachers, teacher induction practices, and quality training of principals. The state recommends, among other things, use of the TWC data in the annual School and District Improvement Plans. The TWC data and accompanying research findings continue to shape statewide policy, leading to newly established 21st century standards and evaluations and support for school leaders and classroom teachers. 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. Examples of guiding questions for principals are, “How will you use the TWC Survey to impact student performance in your school?” and “How will you use the TWC survey to address the needs of your school, individual teachers, and professional learning communities?”

Strategy 10: National Board Certification

National Board Certification is a way to recognize the accomplished teaching that is occurring in North Carolina's classrooms. The certification process is based on high and rigorous standards that evaluate teaching practice through performance-based assessments; the ultimate result is improved performance and achievement for North Carolina's students. North Carolina currently has 20,611 National Board Certified teachers. National Board Certification in North Carolina is grounded in the National Board's Five Core Propositions and the North Carolina Teaching Standards.⁴ The certification process is designed to collect standards-based evidence of accomplished practice. While teacher licensure systems set basic requirements to teach in each state, completion of Board certification means a teacher has voluntarily gone much further. National Board Certified Teachers (NBCTs) have demonstrated the professional knowledge, skills and practices required of an outstanding educator. Board certification allows teachers to hone their practice, showcase their talent in the classroom and demonstrate their dedication to their students and their profession. North Carolina supports National Board Certification through policy and considers it a valued professional development opportunity for experienced and newly certified teachers.

Initial candidates who complete the process are granted 7.5 renewal credits which satisfy all requirements for one teaching license renewal cycle. Additionally, NBCTs are paid a salary differential of 12% of their state salary for the life of the certificate which is ten years initially and renewable each ten years. Charter school payment differentials may vary. Grant renewal credit and salary differential payments are two examples of how the state is dedicated to retaining quality educators in classrooms across the state.

Strategy 11: High-Quality Professional Development

NCDPI is deploying a professional development system to create, train, and support a cadre of teacher and principal leaders in professional development in each school district to build capacity for sustainable professional development statewide. Through available online workshops, webinars, virtual courses and other electronic media, teachers from across the entire state have

⁴ National Board for Professional Teaching Standards, “Do the Best for Your Students: Be the Best for You”. Pamphlet. April 2014

equitable access to quality professional development. NCDPI uses Title II, Part A funds as well as any available state funds to support professional development activities for teachers, principals and school leaders.

Comprehensive Professional Development Calendar - In partnership with the Regional Education Service Alliances (RESAs), the NCDPI has provided a comprehensive, targeted, seamless, and flexible array of face-to-face sessions for all educators. Over the past five years, the state's cadre of professional development leaders has delivered nearly 1,000 face-to-face sessions across the entire state. The calendar has progressed from a prescriptive list of sessions designated to acclimate the state to the Race to the Top (RttT) goals to a differentiated list of sessions based on the growth LEAs have made over the last four years and the idiosyncratic needs they have subsequently identified.

School Leadership Support – As previously described in Section 5.2, Principal READY is an example of targeted support for principals. These sessions provide principals with resources and a deeper and more specific examination of the meaning of the NC Professional Teaching Standards and the NC Teacher Evaluation Rubric. Building on the coaching protocols established during fall and spring of 2013-14, Principal READY focuses on instructional leadership to help the principal support the growth of teachers. Participants explore curriculum tools and resources to help their teachers improve content knowledge and instructional skills. These meetings represent an opportunity for principals to work in groups and dive into new resources available to support their understanding of the NC Teacher Evaluation Process and NC Teacher Evaluation Rubric.

Professional Development Resources - NCDPI continues to expand the availability of instructional support tools and materials to help teachers implement the new standards and assessments. While initial documents and resources focused on how the new standards linked to previous standards, NCDPI shifted focus toward providing teachers with resources and professional development that offer concrete examples of how to address the new standards in classrooms. A total of 63 online modules were created over the last 5 years. Content from many of the modules provides a format for the redelivery of many of our face-to-face presentations, Wikispaces, and over 100 webinars delivered yearly.

Wikispaces has been a very successful organizational tool the State has embraced. Through the NC Learning Technology Initiative (NCLTI), NCDPI synthesized and gathered materials for districts in a more uniform, current and comprehensive manner. The NCDPI Wikispaces can be found at <http://wikicentral.ncdpi.wikispaces.net>.

Governors' Teacher Network - In the spring of 2014, Gov. Pat McCrory partnered with NCDPI to establish the Governor's Teacher Network (GTN). The primary purpose of the GTN was to promote teacher leadership and create high quality tools for teaching and learning for all educators across the state. From a pool of 1,297 applications with broad representation from each of the eight state regions, 446 outstanding teachers were selected to participate. These teachers spent the year developing projects that supported key RttT initiatives (professional development and digital instructional resources for Home Base) in their schools and districts. Each GTN

teacher received specialized training related to their proposed projects and ongoing professional support from NCDPI staff over the course of the year. A \$10,000 stipend was paid to each teacher for completed work. These projects fit within one of two pathways:

- Pathway 1: Professional Development (PD): Teachers created professional development sessions and materials (face-to-face, webinars and online modules) to address classroom instructional needs and increase the PD offerings in Home Base, NC's suite of digital classroom management tools and instructional resources for teachers, students, parents and administrators.
- Pathway 2: Instructional Resources: Teachers created instructional resources for Home Base aligned to the NC Standard Course of Study. The instructional resources consist of unit and lesson plans that seamlessly integrate the formative assessment process in daily practice, and where applicable, sample summative assessment items that are aligned to the standards being taught in the lessons/unit.

Summer Institutes - Summer Institutes have been the state's annual opportunity for districts and charter schools to learn, network, collaborate with each other and engage in concentrated "team time" before the school year began. As part of the yearlong planning effort for coordinating summer professional development opportunities, the Summer Institutes connected the annual professional development calendar, an annual release of online professional development courses developed by the RtT Online Module Development team, and the Fidelity Support sessions led by the Regional Professional Development Leaders.

Each NC LEA and participating charter school sent a designated leadership team to regional Summer Institutes over the past four years. The leadership teams received training and resources on a variety of topics such as teacher effectiveness standards and data, curriculum standards and assessments, instructional design strategies, and tools to build leadership capacity. Each team is composed of teacher leaders, central office and building administrators, and support staff who lead training efforts in the district or charter.

Over the last four years, the focus of Summer Institutes has progressed from understanding the new standards to focusing on instructional improvements to reflecting on how to improve systemic educational practices to celebrating and sustaining the success of their local practices. Over 10,000 educators have participated as a member of a district/charters' leadership team.

IHE-LEA Collaborative Conversations Meetings - IHE-LEA meetings are held quarterly in each of the eight regions of North Carolina. LEAs are represented by their local Beginning Teacher (BT) Coordinator. The meetings are facilitated by the Regional Education Facilitators. The locations of these collaborative conversations have been held on the campuses of IHEs or within local LEAs in each of the respective regions. The purpose is to enhance collaboration between the IHE and LEA/Charter School while promoting the improvement of mentor development and induction programs. The timeframe is a minimum of three hours. During the course of the meetings, IHEs and LEA/Charter Schools collaborate, share and plan activities to promote growth of pre-service teachers, beginning teachers and mentors. In addition to these collaborative

conversations, IHEs and LEAs/Charter Schools have benefited from meaningful presentations from other stakeholders, including NCDPI. Participants include:

- IHEs: Deans of the Schools of Education (SOEs), Associate Professors, directors of special programming
- LEAs: BT Coordinators, Mentors, Assistant/Associate Superintendents, Directors of HR, beginning teachers
- Partners: NCDPI, North Carolina New Teacher Support Program, New Teacher Center, Northeast Collaborative for Beginning Teacher Support, RESA

Multi-Tiered System of Support (MTSS) - To ensure that all economically disadvantaged and minority students gain access to and learn content aligned with college- and career-ready standards, NCDPI promotes a Multi-Tiered System of Support (MTSS). MTSS focuses on problem-solving academic and behavior data at the district, school, class, and individual student level. 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. MTSS is a school improvement model that employs a systems approach for teachers to use data-driven problem-solving to maximize growth for all students.

Currently NCDPI has invited over 50 school districts, twelve charter schools and three 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 being constructed and will be tailored for each cohort of implementers. NCDPI will be using a facilitated online professional development model to ensure statewide sustainability over time.

Strategy 12: Expansion of the Turnaround Teams for Low-Performing Schools

In areas in which recruitment and retention of teachers is more of a challenge and the supply of highly qualified and effective teachers is smaller, more intensive support from NCDPI allows for and encourages LEA efforts to make policy and staffing changes that will more equitably distribute highly qualified and highly effective personnel.

As previously described in Section 2.2.D, NCDPI provides support through the Division of District and School Transformation (DST) to increase student achievement and reduce dropouts, utilizing a Statewide System of Support. Additionally, District and School Transformation provides specific support to districts and schools identified under federal law through No Child Left Behind and under state statute and/or executive or judicial mandate as having challenges with equity, growth, basic level of proficiency, or district capacity. Low-performing schools, schools with gaps in subgroup performance and secondary schools with performance composites below 60% proficient are supported through District and School Transformation's providing direct instructional and leadership coaching, comprehensive needs assessments, and/or strategic professional development.

The most important elements of the strategies implemented through DST are those focused on changing behaviors and practices of school leaders and instructional staff. Without significant change and re-culturing in the classroom, student achievement will not advance. Therefore, the work of DST intensively focuses on change in the professional practice of school leaders and teachers.

This model, focused on developing two levels of capacity, school and district, has produced significant positive results. Capacity-building with current staff when schools and districts are located in areas that make recruitment and retention more difficult is a viable option having documented success. Rather than redistributing existing highly qualified teachers, this model increases the supply of highly qualified teachers, builds the skills and abilities of current staff, and significantly increases instructional effectiveness. The model also allows flexibility among districts with greater and less capacity to affect internal changes.

In addition, North Carolina has targeted the schools for turnaround that are in the lowest 5 percent based on student achievement, high schools with graduation rates below 60 percent, and local school districts with aggregate performance composites of less than 65 percent. Schools and districts that have been involved in transformation and turnaround activities over the past four years have shown significant improvements and have built internal capacity to continue the pattern of improvement even after NCDPI staff have ended their on-site commitment with the schools or districts.

Strategy 13: Technology Integration

The School Connectivity Program is the culmination of several years of vision surrounding the 21st century classroom, and developing a North Carolina workforce poised to meet the challenge of a global economy. NCDPI is proud to be the sponsor of this collaborative effort. Through a partnership among MCNC, NC State University's Friday Institute, the Office of Information Technology Services (ITS) and NCDPI, the North Carolina Research Education Network (NCREN) has been extended to the K-12 community of schools. All districts in North Carolina now have a high speed direct connection to this robust education networking infrastructure. Recurring funding has been allocated from the NCGA to support this effort. These funds shall be used for broadband access, equipment, and support services that create, improve, and sustain equity of access for instructional opportunities for public school students and educators.

Strategy 14: Microsoft IT Academy

In 2010 North Carolina Public Schools became the first state education agency in the country to enter into an agreement with Microsoft to pilot the Microsoft IT Academy (MSITA), which provides high school students with real-world technology skills they need to be successful in their college and/or career. MSITA offers statewide access to provide students, teachers, and staff members an opportunity to earn industry certifications. North Carolina is the largest IT Academy in the world. Since 2010, students and teachers enrolled in the Academy have earned 196,000 professional credits.

Distribution Decisions at the District and School Level

North Carolina's goal is to ensure that every student has effective teachers and that every school has an effective leader. While the state is committed to increasing access to great teachers in every classroom, ultimately teacher hiring and assignment decisions are made at the local level.

Strategy 15: LEA 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 and then monitored throughout their implementation as described in the Ongoing Monitoring and Support section of this document.

NCDPI will require local equity plans to be uploaded into the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP) as a part of the application for formula funds beginning in the fall of 2016. NCDPI will review local equity plans and provide feedback as necessary as part of the funding application and approval process. Through cooperative assessment of local equity plans between the State and LEAs, the quality of instruction to students will be strengthened and improved.

Strategy 16: Focus on Teacher Retention

Teacher turnover contributes to the differences in teacher experience levels at schools. Teacher turnover is higher at hard-to-staff schools and schools where working conditions are less than desirable. Teacher turnover can be reduced, and reducing it will positively impact student achievement. Retaining more teachers will increase the supply of teachers available to schools.

Each year NCDPI presents to the NCSBE the *Annual Report on Teachers Leaving the Profession*. Turnover data within this report are summarized by individual LEAs and NCSBE 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 category Remained/Remaining in Education includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education. The category Personal Reasons includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons. The category Turnover Initiated by the LEA includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal. The category Turnover Beyond Control included those individuals who retired with full benefits, individuals who resigned for health reasons,

individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation. The category Other Reasons included those reasons teachers resigned not listed or for unknown reasons. The teacher turnover report is presented to the NCSBE in October and sent to the NCGA in November on an annual basis. A copy of the most recent report for the 2013-14 school year can be accessed at <http://www.ncpublicschools.org/docs/educatoreffectiveness/surveys/leaving/2013-14turnoverreport.pdf>.

Strategy 17: Public Reporting

To ensure the equitable distribution of teachers, the public must be aware of the problems that districts and schools face regarding teacher shortage and distribution. Public reporting of teacher qualification data allows parents and other interested individuals 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 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 Card. The report card is web-based and contains information at the school, district, and State levels on the percent of highly qualified teachers, 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. Schools are expected to send copies of their report card home. The school report card is published on the Department of Public Instruction website and can be found at: www.ncreportcards.org. System level personnel are provided training on the School Report Card annually so that they can answer any questions parents may have.

| Likely Causes of Most Significant Differences in Rates | Strategies (Including Timeline and Funding Sources) |
|--|---|
| <Add rows as necessary> | |
| | |
| | |
| | |

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.

| Difference in Rates | Date by which differences in rates will be eliminated | Interim targets, including date by which target will be reached |
|-------------------------|---|---|
| <Add rows as necessary> | | |
| | | |
| | | |

North Carolina knows that to reach our primary goal of high student achievement statewide, we must have a great teacher in every classroom and a great principal leading every school. Throughout the implementation of the NC's RtT plan and ESEA Flexibility, NC has a demonstrated record of stakeholder involvement acknowledging the value of reflective collaboration with its schools and their communities in improving outcomes for students. As additional data become available to identify and monitor equity gaps in effective educators, significant stakeholder engagement will be critical to ensure that effective strategies are designed and supported in all districts and schools across the state. Stakeholder engagement will occur each year through established councils and committees (e.g., Superintendent's Parent Advisory Council, Committee of Practitioners, Educator External Stakeholders, etc.), as well as other ad hoc groups as necessary.

As previously noted, NC now has a system in place to supplement existing data with measures of teacher effectiveness to determine the distribution of teachers based on teacher quality in addition to teacher qualifications. With the development of a new Human Capital Dashboard, districts will be able to analyze the effectiveness of teachers moving in and out of the district and its schools. By the 2016-17 school year, all NC school districts will use the NC Educator Evaluation System to inform individual plans for continuous improvement and drive staffing and other human capital decisions. These data will provide the state with a means to better profile existing equity gaps between and among urban, suburban, and rural schools and to provide additional support for building the capacity of the districts to address equity gaps that may be unique to their schools.

Over the past two decades, North Carolina has introduced several initiatives designed to address the inequitable distribution of effective educators, including financial incentive programs that attempt to encourage effective teachers to relocate to more challenging schools, targeted educator training programs intended to prepare high-quality teachers for low-performing schools, and the implementation of an educator evaluation system that emphasizes the development and growth of teachers. Specifically, the goals for North Carolina's teacher and leader distribution efforts are to increase the number of high-achieving, new college graduates teaching in North Carolina; strengthen the preparation of and support for novice teachers; employ strategic staffing approaches to optimize the distribution of available human capital; make further use of virtual and blended classes for students in an attempt to expand curriculum offerings and provide effective instruction when effective teachers for a subject are not available locally; and increase the number of principals prepared to lead transformational change and improve access to high-quality instruction in high-need schools. Collectively, the strategies identified are intended to move the state rapidly toward greater equity in the distribution of educator quality.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State’s strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
 - Lowest-achieving students;
 - English learners;
 - Children with disabilities;
 - Children and youth in foster care;
 - Migratory children, including preschool migratory children and migratory children who have dropped out of school;
 - Homeless children and youths;
 - Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
 - Immigrant children and youth;
 - Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
 - American Indian and Alaska Native students.
- A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

Multi-Tiered System of Support

MTSS is an every education problem-solving framework of evidence-based practices in instruction, assessment, and curricula alignment that address 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.

The core belief of NC MTSS is that implementation of appropriately matched instructional and practices, curriculum choices within a well-designed environment results in successful outcomes for the majority of students in the school, without the need of additional supports.

To understand how best to help a student or a group of students, data is collected from multiple sources and carefully analyzed. 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 that are economically disadvantaged (ED). This information is used to determine student needs and how to support learning of academic and behavioral skills. Student progress is measured frequently to determine the most effective instructional approach for students. Decisions regarding instructional practices and curriculum selection are made based on student progress through the frequent data collection process. This is an integrated conceptual model of assessment and services incorporating general and special education efforts.

A Multi-Tiered System of Support is built on six critical components that, when implemented, create a vertical framework throughout the school, and school system, to support the needs of all students. The six critical components are:

Leadership - Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for databased problem solving.

Building the Capacity/Infrastructure for Implementation - School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on databased problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in databased problem solving.

Communication and Collaboration - Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

Databased Problem Solving - The use of databased problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of databased problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem solving to address barriers to school-wide implementation of MTSS. While several models for databased problem solving exist, the basic four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan. Whatever problem-solving model is chosen by the school/district should be evaluated against these four steps outlined as crucial in research literature to date.

Data Evaluation - Given the importance of databased problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do databased problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation (including fidelity of implementation of all instructional practices) allow school leadership to examine the current practices and make changes for improving MTSS implementation.

Three-Tiered Instructional/Intervention Model - The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier I includes the instruction all students get; Tier II includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier III includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Tier I of MTSS involves using academic and behavioral data to problem-solve for all students. The goal of problem solving at Tier I is to ensure the large majority of students in all subgroups are responsive to the curriculum materials and instructional practices used at all grade levels and subject areas. The root activity in Tier I includes districts and schools determining the effectiveness of the selected instructional practices, curriculum choices, and environment (such as scheduling) in responding to all students' academic, behavioral and social emotional needs. The goal is to have at least 80% of students, across all groups, successful with differentiated Tier I instruction for academics and behavior without needing additional supports.

Tier II, or supplemental, is designed to support groups of students who need more instructional supports than Tier I offer in order to be successful in meeting the standards. Tier II supports are considered supplemental to Tier I, therefore students receiving Tier II supports also receive Tier I instruction. In Tier II, adults implement evidence-based practices that assist with students being more successful in Tier I goals and objectives.

Tier III, or intensive, supports are in addition to Tier I and Tier II instructional supports. Students needing Tier III support receive an intense level of instructional supports to insure success in closing the gap between their performance and that of their peers. Tier II and Tier III supports are provided to students as soon as a student need is identified. This early intervention model is aimed at addressing performance deficits early in a student's career. Monitoring of students' progress increases in proportion to the intensity of the support they are receiving. Parents should be involved throughout the problem-solving process in order to provide a comprehensive perspective of the student.

The MTSS framework focuses on all subgroups of students. Student with disabilities, students learning English as a second language, and academically gifted students are provided with the same level of access to supports and acceleration as needed.

Statewide MTSS Implementation

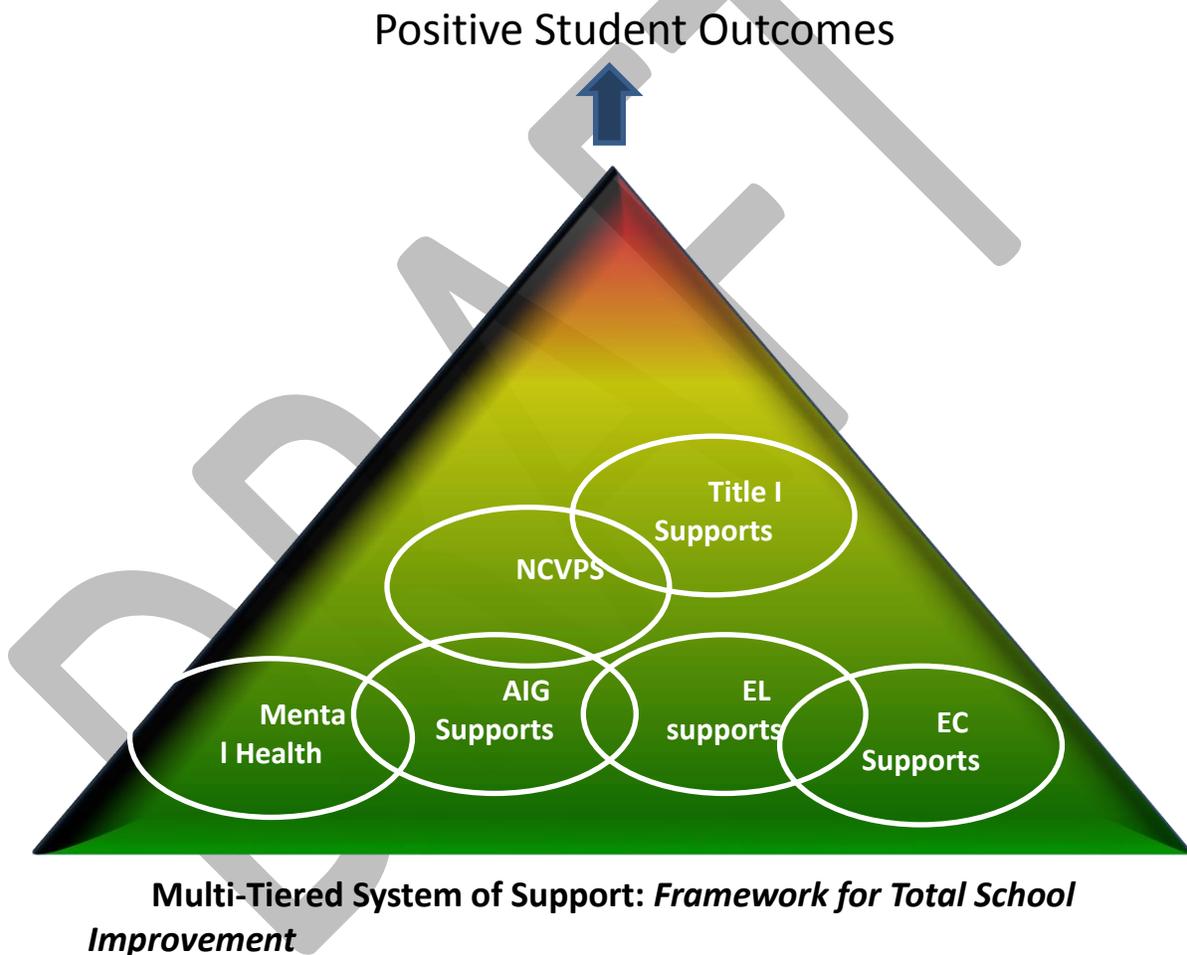
The NCDPI is utilizing support structures from the partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center. SISEP is a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs. SISEP is based at 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 educational school districts to support effective use of evidence-based approaches to education

Statewide implementation of NC 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.

- **Professional Development** - Provide effective content and instructional practices in order to support adult learning in the tenets of an MTSS framework. Various modalities (online and face-to-face) are utilized in order to impart content knowledge and build skills. District and charter school MTSS teams in a cohort are provided access to the facilitated online course. Additionally statewide professional development is provided and targeted to build readiness for implementation across North Carolina.
- **Coaching and Technical Assistance** - Coaching and technical assistance provides support structures to build upon the skills introduced within professional development sessions by scaffolding adults in their use over time. Ongoing support is provided to adults in implementing the behavior changes expected in this a "new way of work" (MTSS). Skills are provided to move individuals charged with leading the work of MTSS to greater proficiency with problem-solving facilitation, shared leadership, content/expert knowledge and continual professional development. District and charter school coordinators attend sessions across the state to scaffold the content, preview upcoming content, and build a community of practice across regions.

- **Research and Evaluation** - The research and evaluation component of the strategic plan has engaged in validation projects to validate the NC MTSS evaluation tool, the Self-Assessment of MTSS therefore the effectiveness of implementation, support, and infrastructure can be analyzed.
- **Communication and Visibility** - Communication and visibility builds the common language and understanding across North Carolina utilizing the most effective methods. “Just in time” messages are crafted in order to develop and sustain support. In addition to the charge of communicating to our stakeholders, the focus of this component ensures ongoing feedback from all levels in education and the community at large are gained.



Acknowledging that School Improvement Planning is more than a plan, NC has identified MTSS as a framework for continuous school improvement; it is a framework for change. The plan, itself, is simply a map that identifies the school’s destination and requires both decision-making and action from a variety of stakeholders to reach that destination in the most direct route. Continuous improvement planning at the school level is vital to the success for all students.

As noted in Section 3.C, the NCDPI builds upon the MTSS framework by utilizing a web-based school improvement management tool, NCStar. To align the efforts of MTSS as a continuous improvement framework, NCStar as a plan management tool, and the statewide system of support and improvement, the NCDPI has developed a crosswalk document. The NCDPI created the document to increase the understanding of local teams that the NCDPI is engaged in true alignment across the components of MTSS, the indicators of effective practice in NCStar, and the dimensions for the Comprehensive Needs Assessment. The crosswalk document is available [HERE](#).

The NCDPI advocates for statewide installation of the full model of a Multi-Tiered System of Support to meet the needs of all students and provides additional, targeted support structures in order to address student groups. Full implementation of an MTSS in every public school is set for July 1, 2020.

Students with Disabilities

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

In guaranteeing a Free and Appropriate Education 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.

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. In order to provide LEA and charter school support, the ECD is divided into seven 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, 5) Behavior Support Services and 7) Special Programs and Data. The ECD has regionalized the individual consultants to support the eight regions and to provide customized support to the traditional LEAs and Charter Schools.

The regionalization is part of the ECD's movement to Results Driven Accountability, 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 our state graduation rate for students with disabilities (SWD). In the SSIP, we look at causal factors that need to be addressed to improve the graduation rate. The causal factors are broadly academic under achievement, 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 significant enough 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 their big picture issues and begin through data collection methods 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 was required to use the LEASA to assess itself on 6 core areas; 1) IEP Development, 2) Problem Solving, 3) Research Based Instruction, 4) Communication and Collaboration, 5) Policy and 6) Fiscal. Using data that links to each core area, each system has done a self-assessment that involves the local exceptional children (EC) and general education staff and a broader community stakeholder group. Each LEA or Charter identified three 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 3-year action plan with strategies to accomplish changes necessary to improve outcomes for students.

The ECD has used Implementation science to rollout 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 of the LEAs.

The ECD Division has defined its professional development (PD) plan as having three parts. The first part is “situational” which consist of PD that is done within a specific timeframe and for time sensitive concerns. An example is the new IEP forms training – which has to be accomplished in the 2016-2017 school year so that people are trained before the new data System goes live.

The second part of the PD is the “continuous improvement plan” which is the action plan spoken about within the LEASA process. The ECD is reviewing all of the LEAs 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 Reading and math Foundations, PBIS and the Deaf Blind Grant. 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.

To oversee the three components, the ECD has developed a case management protocol where all training from any of the three parts goes through the Regional Consultants from the Regional

Administration Support Section. The Consultants and the Sections Chiefs work together based on PD requests to determine when and how the trainings will occur.

The EC Division provides technical assistance through telephone consultation, memos, webinars, and on site visits. The onsite visits can be monitoring visits, observations, fidelity checks, developmental reviews or child specific evaluations/consults. The technical assistance is usually much more focused and can be either routine, such as monitoring visits and developmental reviews, or as with a child consult, situational and short-term.

The ECD is also very focused on coaching and has provided extended book readings and practice opportunities with the process at monthly Division meetings. The ECD has looked at coaching specific to supporting training with individual teachers in the classroom as well as the broader context in continuously supporting LEA and Charter School staff in using best practices in the implementation and sustainability of initiatives in behavior, autism, deaf blind and math.

The ECD is involved in a number of research and evaluation projects. An example is the State Improvement Grant (SIP). The purpose of the NC 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 through reading and math instruction. The goals of the initiative are as follows:

1. Improve basic skills performance of students with disabilities (SWD)
2. Increase the percentage of qualified teachers of SWD
3. Increase the graduation rates and decrease dropout rates of SWD
4. Improve parent satisfaction and involvement with, and support of, school services for SWD
5. Improve the quality of teachers' instructional competencies

Two key outcomes of the SIP is the development of a Math Foundations course and a Reading Foundations course.

The **Math Foundations** professional development 30-hour course has 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 PIPD section in the EC Division, 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 coaching in the classroom through 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 Foundations is a rigorous 30-hour course that was developed to address teacher knowledge related to the instructional needs of students with persistent reading difficulties. There are 94 counties participating as Reading sites. This course is based on the growing body of research conducted over the past 15 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 40% of the general population of students have reading problems sufficient to hinder their enjoyment of reading, but an arbitrary cutoff point of 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. Teachers are provided instruction on how to utilize data collection and progress monitoring of evidence based programs/strategies and coached to deliver instruction with fidelity.

In addition to the implementation of SIP, the ECD has joined with the University of Kansas Center for Research on Learning (KUCRL), which brings a 35-year proven record of accomplishment in helping adolescents attain literacy skills. This partnership has enabled middle and high school teachers to implement the Strategic Instruction Model (SIM) in 12 project schools across the state. The SIM strategies and routines are being scaled up and used more extensively across the state through instruction provided to teachers at professional development institutes. The SIM is designed to enhance achievement for all students, especially those who are at risk of academic failure.

SIM includes the following practices:

- Content enhancement routines designed to help teachers be more sensitive to the individual needs of students in diverse classroom settings.
- Learning strategies, designed to help students become more engaged in their learning by teaching them how to learn more effectively use what they have learned to become successful.

Throughout each year, the ECD communicates with the LEAs and Charter Schools through a variety of means. The ECD uses memos as a way to communicate about changes in policy or discreet changes within already implemented initiatives. Every other month, the ECD has webinars where the ECD answers questions provided beforehand by the LEAs and Charter Schools, reinforces information sent out through emails, reminds folks of dates that information or data is due and updates of specific projects or initiatives. The ECD also has a Fall Conference, a March Institute, and a Summer Institute where PD is offered and communication on a number of topics is reinforced. The ECD Division also has quarterly Directors Advisory and Stakeholder meetings where both local EC

Directors and community stakeholders are updated on pertinent information concerning laws, policies, initiatives and programs.

EC students are served through their Individualized Education Program (IEP) defined through IDEA. The IEP is developed annually by a team including parents and defines the services that match an individual child's 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.

English Learners (ELs)

Given that North Carolina has approximately 100,000 English Learners (ELs), the vision of the NCDPI is to build capacity at the local school system and charter school level and sustain statewide implementation of research-based strategies to meet the needs of our English Learners. Over 231,150 students, approximately 15% 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 PowerSchool as reported on the Home Language Survey (January 2016). The October 1 2015 Headcount Report to the General Assembly indicated that 99,513 students, approximately 6% of the total public school student population, are identified as having limited proficiency in English. The top five (5) languages (and percent of total public school student population) spoken in the home other than English (84.89%) are Spanish (12.8%), Arabic (0.33%), Vietnamese (0.25%), Chinese (0.22%), and Hmong (0.17%). Students who speak more than one language come to school with the globally competitive advantage of bilingualism or multilingualism and multicultural perspectives.

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 100 Dual Language/Immersion (DL/I) programs are currently offered in North Carolina: The seven (7) languages in DL/I programs include Cherokee, Chinese, French, German, Greek, Japanese, and Spanish.

Thomas and Collier (2007-2010) North Carolina DL/I research demonstrates all students develop high levels of proficiency in the target language and English, academic performance of students is at or above grade level, and students demonstrate positive cross-cultural attitudes and behaviors. 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 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

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 retired NC teachers, administrators and retirees with a strong understanding of theory-based concepts for best practices in EL student education offering training and coaching opportunities across the state. The EL Support Team provides support for 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, English as a Second Language (ESL) program models, co-teaching, and effective coaching, embedded within the current state-led initiatives: Sheltered Instruction Observation Protocol (SIOP), Expediting Comprehension for English Language Learners (ExC-ELL), World-class Instructional Design and Assessment (WIDA), and LinguaFolio.

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 that provide training on specific research-based initiatives. The training is targeted to K-12 educators across all content areas.

North Carolina currently has over 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.

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).

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. As a result, the NCDPI has

contracted 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 programs in addressing these gaps.

Findings from the Thomas and Collier research suggest that there are qualities to North Carolina's two-way dual language programs that confer greater educational gains in Reading and Math compared to non-dual language education. Two-way dual language 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).

The Southeast Comprehensive Center (SECC) is one of fifteen 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 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.

SECC helped design an evaluation survey to be used at the end of the conference and a follow up survey to measure implementation halfway through the school year. It is very important to our state that the professional development include follow-up through the school system and/or the EL Support Team, rather than a one-time experience. The results showed that more structured follow up would be beneficial to fidelity to the models shared in the conference training.

Although there was anecdotal evidence supporting the quality of the EL Support Team members, the NCDPI needed an empirical way to capture this. The NCDPI began by working on an appraisal rubric to measure team member contributions. The rubric was used for observations in which SECC staff and Team Leadership conducted interrater reliability tests. There was over 80% accuracy using the tool. From the observations and use of the rubric, an entire appraisal instrument and process evolved.

With the help of SECC, NC developed a two-phase detailed application process that helps the NCDPI choose quality members. It requires administrator approval and understanding of team membership. The appraisal process for team members utilized throughout the school year. The tool has helped to address needs for growth as well as identify team members with specific strengths. The field recognizes the quality of the team members and their services.

The **Language Instructional Education Program (LIEP)** guidance from the NCDPI provides school systems and charters with a template to identify a continuum of services for meeting the needs of ELs. 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/Chart
- **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 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 educational professionals through a variety of services in collaboration with ESL staff. Note: Although the LIEP is initially created at the LEA level, it should be shared, adapted and used at the school and potentially the student level.

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.

Dual Language/Immersion Programs

The Dual Language/Immersion program model is a federal and nationally recognized model as an effective and significant instructional model for closing the achievement gap for all learners. Research consistently demonstrates the advantage of a dual language education program that is sustained and consistent (e.g., August & Hakuta, 1997; Cazabon, Lambert, & Hall, 1993; Christian & Genesee, 2001; Christian et al., 1997; de Jong, 2002; Howard, Christian, & Genesee, 2003; Howard, Sugarman, & Christian, 2003; Kirk Senesac, 2002; Lambert & Cazabon, 1994; Lindholm-Leary, 2001; Lindholm-Leary & Borsato, 2001, 2006; Ramirez, 1992; Ramirez, Yuen, & Ramey, 1991; Thomas & Collier, 2002, 2012; Willig, 1985). In addition, most long-term studies reported that the longer the students stayed in the dual language programs, the more positive the outcomes. These results were true whether the outcomes included reading achievement, mathematics achievement, grade point average, attendance, school completion, or attitudes toward school and self.

The North Carolina longitudinal research conducted by Thomas and Collier (2009, 2010) also indicates that a high percentage of students in North Carolina two-way models are attaining proficiency on the NC state Reading and Mathematics End-of Grade Tests beginning in the 3rd grade

and continuing this level of high achievement throughout Grades 3-8. The impact of schooling through two languages is very positive and is evidenced in EOG test scores for all populations of students, including Caucasian, Hispanic, African-American, students with special needs or exceptionalities, as well as students of low-income background as measured by free and reduced lunch. School districts implementing one-way immersion models with mostly native English speakers are reporting similar results.

There are many components of a dual language/immersion program that also address growth and school reform models goals:

- ***Effective Instructional Strategies:*** Language taught through academic content; Balanced literacy approaches; Sheltered Instruction; Cooperative learning; Interactive, discovery learning; Cognitive complexity found in all lessons. (Collier & Thomas 2012, p.55)
- ***Innovative Instructional Strategies:*** Research indicates that when schooling is provided in both first and second languages, both languages are the vehicle for strong cognitive and academic development, including biliteracy development. More than half of all literacy skills are generalized to all languages of the world and transfer from first language to second language, even with non-Roman alphabet languages. In addition, academic knowledge and cognitive processes transfer from first language to second language, as well as from second language to first language. (Collier & Thomas, 2009, p.39)
- ***Professional Development:*** Required DLI teaching strategies include an emphasis on grade-level cognitive, linguistic, and academic development within a favorable sociocultural setting.
- ***Parental Involvement:*** The bilingual/bicultural context of a well-implemented dual language/immersion program nurtures everyone. The school may provide cross-cultural events for families, including exchanges of skills and shared language learning experiences. Parent meetings focus on the needs of their multilingual/multicultural community. (Collier & Thomas, 2012, p.3)
- ***Comprehensive Needs Assessment:*** Self- assessment rubrics for DLI implementation provide a complete needs assessment structure for successful program implementation and close the achievement gap for their students. (www.cal.org/twi/guiding_principles.pdf and www.carla.umn.edu/immersion/resources.html)

As part of the Global Education Strategic Plan, the State Board of Education supports the expansion of dual language/immersion programs in an articulated K-12 sequence and available statewide to provide equitable access to these programs for all students. More information on the status of these programs in NC is accessible [HERE](#) .

The Whole School, Whole Community, Whole Child Model

It is a goal of the SBE that every student will be healthy, safe and responsible. The Whole School, Whole Community, Whole Child Model (WSCC) is the framework through which the Department address the health needs of students K-12 to meet this goal. This framework can be applied at the state, LEA, and building levels. The framework emphasizes the relationship between educational attainment and health by putting the child at the center of a system designed to support both. There are ten focus areas: Health Education; Physical Education & Physical Activity; Nutrition

Environment & Services; Health Services; Counseling, Psychological, & Social Services; Social & Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Environment.

- ***Professional Development, Technical Assistance, and Coaching:*** SBE Policy requires that all LEAs maintain a School Health Advisory Council (SHAC). SHACs at the LEA-level are provided with professional development, technical assistance and guidance on how to leverage resources and locate and effectively collaborate with community partners in order to create healthy school environments. The Healthy Schools section provides information to schools and LEAs about WSCC and the best ways to implement this model. **Currently, LEA implementation of SBE policy is monitored annually and results are reported to the SBE.**
- ***Communication:*** The WSCC model is currently communicated to LEAs and partners via the Healthy Schools website, partner distributions (e.g., those that represent the various sectors of the WSCC model), and a quarterly SHAC newsletter.
- ***Implementation Plans:*** The Whole School, Whole Community, Whole Child Model (WSCC) is the framework through which the Healthy Schools section and the Department address the health needs of students K-12 to meet this goal. There is currently a pilot of WSCC in one LEA to determine the best way to collect data and measure the impact of WSCC implementation on student health and learning.
- ***Using Data to Determine How Students Receive Services:*** LEAs and schools can use the WSCC model to assess needs, identify gaps, and seek out resources in these areas to meet health needs of all students and unique challenges of the school/community.
- ***Teams in Place to Serve Students:*** SHACs are in place throughout the state and are described above.

Specialized Instructional Support Personnel

As referenced above in the WSCC section, addressing the social/emotional, counseling and overall wellness needs of students is imperative in supporting all students in achieving their personal best. To help accomplish this, North Carolina maintains high professional standards for specialized instructional support personnel such as school counselors, school psychologists, school social workers, and school nurses. Utilizing leadership, advocacy, and collaboration, specialized instructional support personnel follow these standards in implementing prevention and intervention strategies within schools to support all students. They work to promote the academic mission of schools by fostering educational environments that are safe; have supportive, fair, and responsive services and policies; and emphasize prevention and early intervention.

School Counselors design and deliver comprehensive school counseling programs that are broad in scope, preventive in design and developmental in nature. Comprehensive school counseling programs are driven by student data to address identified needs and based on standards in cognitive, career and socio-emotional development to promote and enhance the learning process and overall wellbeing for all students. Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement, life skills, and career and college readiness. The SBE, the NCDPI and State General

Assembly expect school counselors to spend eighty percent of their time providing counseling services that address student barriers to learning and promote academic, career and personal/social success as described in the state professional standards and [G.S. 115C-316.1](#).

School psychologists blend the research and practice of psychology and education in order to help children and adolescents academically, emotionally, behaviorally, and socially. They provide educational, assessment and psychological services that enhance student academic achievement and personal success. School-based psychologists promote overall academic success by providing services that enhance the student, school, home, and community partnerships and alleviate barriers to learning.

School social workers provide the vital link between the home, school, and community to deliver support services that impact student achievement. They also help students increase academic success, improve interpersonal relationships, cope with crisis situations, learn problem-solving skills, improve attendance, and build self-esteem. School social workers work closely with students, families, community service providers and school personnel in addressing special needs such as homelessness, excessive absences, lack of resources, etc.

School nurses are an integral part of education and work to reduce and eliminate health related barriers to the education process for students. They promote health and safety, intervene with actual and potential health problems, provide case management services, and coordinate communication with family, appropriate school staff and the medical home or private health care provider. The NCDPI works closely with the North Carolina Department of Health and Human Services children and Youth Branch to support effective school nursing practices for students. For the specialized instructional support standards, go to the NCDPI [NCEES Support Staff wiki](#).

State Collaboration

As part of a well-informed, well-rounded educational approach, the NCDPI and the SBE make deliberate efforts to collaborate with other state agencies, organizations, school district personnel, parents and community representatives. Many of the NCDPI staff members serve as active liaisons with state and national associations, working collectively to support best practices in our schools. These partnerships cover a large array of topic areas, from the various standards content areas, to professional standards, to student social/emotional/behavioral health. A couple of particularly noteworthy partnerships are the SBE Interagency Advisory Committee and the NC School Mental Health Initiative.

The **SBE Interagency Advisory Committee** is an advisory council supported by SBE Policy [TCS-B-009](#). The advisory council was created for the purposes of identifying and reviewing the challenges of at-risk school-aged population, such as poverty, safety, health and other non-academic barriers, as well as making recommendations to the SBE, other state agencies and education stakeholder groups as to how to best facilitate access for all public school children to receive the opportunity for a sound basic education. Members are appointed by the SBE based on nominations and demonstrated commitment to public education. The SBE policy specifies approximately 30 agencies, organizations or professions that are to be represented on this advisory council such as the

SBE itself, the NC Department of Health and Human Services, the NC Department of Public Safety, county commissioners, and school personnel.

Supporting all students includes problem-solving non-academic barriers students encounter in the schooling experience. Non-academic areas include, but are not limited to the following:

- Attendance
- Social emotional health
- Mental health
- Physical health
- Immunizations
- Dental care
- Nutrition
- Clothing

These areas, and others, directly impact students, therefore schools need to connect with other agencies to support students. The Interagency Advisory Committee on Public Education exists to inform the SBE on how non-academic areas are being addressed at the local implementation level. Representatives of the Interagency Advisory Committee on Public Education include:

- Department of Public Instruction
- Department of Health and Human Services
- Department of Public Safety-Juvenile Justice
- Local boards of education
- Local mental health organizations
- Private non-profit organizations
- Charters school community
- Community colleges
- Universities

The goal of this group is to review challenges of our at-risk school-aged populations and provide recommendations to the SBE and other state agencies to best facilitate access for all children to receive the opportunity for a sound basic education. The Interagency Advisory Committee is to make recommendations to the SBE on initiatives, interagency partnerships, and other measures designed to address the barriers to students' ability to access and realize the opportunity for a sound basic education.

The **NC School Mental Health Initiative (SMHI)** is a grassroots effort to address the social, emotional, and/or behavioral needs of students. The initiative is facilitated by the NCDPI staff, but is a shared multi-disciplinary partnership with broad representation consisting of educators, public- and private-sector employees, professional organizations, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. The mission of this partnership is to develop recommendations for policy and/or legislative change to ensure that public school students in North

Carolina have equitable access to a full continuum of high-quality and well-coordinated mental health services.

It is the mission of the School Mental Health partnership to develop recommendations for policy and/or legislative change to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services. The following inter-agency partners have been identified as key contributors to well-rounded education for all students in North Carolina.

| Inter-Agency Partners | | |
|---|--|-----------------------------------|
| NC Families United | Disability Rights NC | Sandhills Center |
| Beacon Health Options | Wake Forest Baptist Health | Beginnings |
| Strategic Behavioral Health | East Carolina University | Appalachian State University |
| UNC Chapel Hill | UNC Greensboro | Duke Law Clinic |
| Exceptional Children Assistance Center | Community mental health practitioners | Alamance-Burlington School System |
| Chapel-Hill Carrboro City Schools | Watauga County Schools | Onslow County Schools |
| Buncombe County Schools | Jackson County Schools | Wake County Schools |
| Pender County Schools | National Alliance on Mental Illness | Department of Public Safety |
| NC Association of School Psychologists | NC Association of School Counselors | NC Association of School Nurses |
| NC Association of Occupational Therapists | NC Council for the Deaf and hard of Hearing | |
| NC Department of Health and Human Services; <ul style="list-style-type: none"> • Division of Mental Health • Division of Public Health • Division of Social Services • Division of Medical Services | NC Department of Public Instruction: <ul style="list-style-type: none"> • K-12 Standards, Curriculum, and Instruction Division • Healthy Schools Division • Exceptional Children Division | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Safe and Healthy Schools Support Division • Integrated Academic and Behavior Systems | |
|--|---|--|

The SMHI worked for over a year to address the needs of children with mental health needs in the schools. The domains listed below are the areas of considerations defined through surveys, focus groups and research that will need to be addressed to provide a structure and intervention for children. The SMHI has also developed recommendations for each of the domain areas and it is from these recommendations that both policy and legislative opportunities will be developed. The domains of work to be addressed are as follows:

- Provide a continuum of Mental Health Services/Supports for students
- Promote Positive Mental Health and School Climate/Safety
- Create Accountability/Effectiveness System for Student Outcomes
- Establish consolidated/blended sustained funding, including private insurance coverage
- Create Effective Interagency Collaboration, including confidential information sharing
- Develop a Sustainable Workforce of Services and Supports within School and Community Providers

Arts Education

The North Carolina SBE and NCDPI support Arts Education as part of a well-rounded education for NC school children. In North Carolina, Arts Education is part of the *Standard Course of Study* and includes Essential Standards for Dance, Music, Theatre Arts, and Visual Arts. Arts Education plays a critical role in multiple components of the tenants of the Whole Child model, as defined by ASCD, to include providing an environment where students are healthy, safe, supported, challenged and engaged. Research studies point to strong relationships between learning in the arts and fundamental cognitive skills and capacities used in mastering other school subjects, including reading, writing, and mathematics. Of great importance to schools struggling to close achievement gaps are the indications that for certain populations students from economically disadvantaged circumstances and students needing remedial instruction - learning in the arts may be uniquely able to boost learning and achievement.

In 2010, Session Law 2010-34 directed the SBE to appoint a task force of members from the *Department of Public Instruction* and the *Department of Cultural Resources* to create a Comprehensive Arts Education Development Plan for the public schools of North Carolina. The resulting plan and accompanying implementation plan were submitted to the NC General Assembly, and are used to frame the ongoing collaborative work with the NCDPI, NC Department of Natural and Cultural Resources, and other partners throughout the state, toward realizing the vision and definition of Comprehensive Arts Education below as developed by the Task Force:

Senate Bill 66 Vision for Arts Education - *In today's globally competitive world, innovative thinking and creativity are essential for all school children. High quality, standards-based instruction in the arts develops these skills and effectively engages, retains, and prepares future-ready students for graduation and success in an entrepreneurial economy. Dance, music, theatre arts, and visual arts, taught by licensed arts educators and integrated throughout the curriculum, are critical to North Carolina's 21st century education.*

The S66 Task Force recognizes a Comprehensive Arts Education Plan to include the following three components:

- **Arts Education** (arts as core, academic subjects)
- **Arts Integration**(arts as a catalyst for learning across the curriculum)
- **Arts Exposure** (exposure to arts experiences)

The NCDPI works collaboratively with the NC Department of Natural and Cultural Resources, to include the NC Arts Council, the nationally recognized A+ Schools Program, and other statewide partners, to provide support to all teachers in implementing Comprehensive Arts Education (Arts Education, Arts Integration, and Arts Exposure). Training to support Comprehensive Arts Education has occurred through partnership and professional development including two NCDPI Arts R4 Life Conferences (2015 and 2016), regional workshops across the state, A+ Schools-sponsored workshops through the NC Center for the Advancement of Teaching (NCCAT), and conferences and professional association trainings; virtual support through webinars, virtual meetings, and online support tools; and collaborations with Institutes of Higher Education, arts organizations, and professional associations. The NC Department of Natural and Cultural Resources has an Education Portal with thousands of North Carolina-specific materials that are available as a free, educational resource to North Carolina educators of all subject areas through the Learning Object Repository in HomeBase.

Arts Education in North Carolina is a collective term referring to a comprehensive and sequential education to help students develop proficiency in four separate and distinct disciplines: dance, music, theatre arts, and visual arts. Media arts are embedded within instruction across multiple arts disciplines within North Carolina school programs. Arts Education is defined in North Carolina in the Basic Education Program (G.S.115-C-81), and the arts are also defined as well-rounded subjects in the federal Elementary and Secondary Education Act (ESEA). K-12 Arts Education is delivered by licensed arts educators using the *NC Standard Course of Study*, as specified in the *Arts Education Essential Standards*.

Students may take classes or courses in the arts at any grade level, K-12. In high school, students may participate in standard, honors, and AP or IB elective courses in the arts. North Carolina high school students are expected to meet specific course and credit requirements in order to receive a high school diploma. The Future-Ready Core Course of Study for Graduation Framework requires that students complete six elective units, two of which must be *any combination* of Career Technical Education, Arts Education, or Second Language. Students are strongly encouraged to complete a 4-unit concentration, which may be completed in arts education. Additionally, some school systems (LEAs) have a local arts education requirement for high school graduation.

North Carolina was one of the first five states in the nation to attend the National Endowment for the Arts *Education Leaders Institute*, and currently is in year three of a *State Policy Pilot Program (SP3)* grant, through Americans for the Arts. North Carolina is also one of four states selected for a National Data Project, which focuses on using student enrollment data to document arts access and participation at various levels (school, system, regional, state, and/or national levels). At least one state (New Jersey) is using this data as part of a state report card, and as a result of stakeholder feedback around North Carolina's ESSA plan and arts education, North Carolina is exploring the possibility of reporting this data as one indicator for schools to self-assess students' access to a well-rounded education.

Arts Integration refers to using the arts as a catalyst for learning across the curriculum and in all areas of learning. In addition to allowing students to become proficient in one or more arts discipline through a rigorous course of study (dance, music, theatre arts, and visual arts), the arts are a powerful tool for learning throughout the curriculum. When teachers create curriculum that successfully integrates arts content and concepts with that from other subject areas, students are fully engaged in a multi-sensory learning experience through the application of multiple pathways to learning. North Carolina's A+ Schools Program is a nationally recognized, research-based, whole-school reform model that successfully utilizes **arts education** (instruction in all four arts disciplines) and **arts integration** to teach a balanced curriculum.

Arts integration is embedded within implementation of the NC *Arts Education Essential Standards*, which include standards that require students to know and be able to make connections between the arts and other content areas across the curriculum. Common Clarifying Objectives that align Social Studies and Arts Education content were intentionally and collaboratively designed as part of the standards writing process and occur at every grade and proficiency level, K-12. Arts Educators have likewise received training in how developing proficiency in one or more arts discipline supports literacy skills for students, and the development of 21st century skills critical to success in school and in life.

In June 2012, SL 2012-77 included An Act to Implement Various Education Reforms (S724) was signed into North Carolina law. This law, part of G.S.115-C-296, requires teacher preparation programs to ensure that pre-service elementary teachers are prepared to "integrate the arts across the curriculum." This wide-scale legislation directs the State Board of Education to work with the Board of Governors of the University of North Carolina and the State Board of Community Colleges to ensure that programs of study for pre-service and lateral entry teachers remain current and reflect a rigorous course of study that is aligned to State and national standards. The law addresses teacher preparation across many areas, including adequate coursework and requisite knowledge in scientifically based reading and mathematics instruction, knowledge of formative and summative assessments and technology-based assessment systems, and preparation to integrate the arts across all areas of learning.

Arts Exposure provides real world context to students. By experiencing the arts, either as a creator, participant, or audience member, students learn about themselves and the complex world around them. In-school programming by professional artists reinforces the arts curriculum, while highlighting career paths. Artists also provide an inspirational model of the discipline, skill, and perseverance

required to achieve excellence. Off-site student visits to art museums, theatres, or other arts venues demonstrate that the world outside school provides countless opportunities for discovery and active learning, encouraging students to become life-long learners engaged in their communities. The interface between the arts sector and a school is an essential component of a comprehensive arts education and sustains a community culture of well-rounded citizens who value creativity.

Academically and/or Intellectually Gifted Programming

The Advanced Learning Division (ALD) of the NCDPI supports LEAs and public charter schools with the development and implementation of Local Plans that outline the identification and services of Academically and/or Intellectually Gifted (AIG) students in NC's public schools. Currently, there are over 210,000 identified AIG students in grades K-12 which represents 12% of the NC public school student population.

North Carolina has had legislation governing gifted education since 1961, exemplifying the state's strong commitment to gifted education for over fifty years. New legislation for gifted education was passed in 1996, resulting in Article 9B, Academically 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, 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, North Carolina is 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, give rise to differences among programs across the state. Therefore, the SBE adopted the NC AIG Program Standards (GCS-U-000) to provide a statewide framework for quality programming, while still honoring local flexibility. The 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.

“Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are

present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.”

NC has an expectation is that each school district have intentional programming to cultivate potential and develop talent in students, especially under-served populations in grades K-3. Program services should be based on the notion that AIG students are AIG all day, every day. School districts work with the total school community to provide learning experiences that meet the academic, cognitive, social and emotional needs of AIG students through regular education as well as more specialized programming by enriching, extending and accelerating the SCOS.

To support effective local AIG programming, the NCDPI leads the development of and response to local AIG plans, provides professional development on best practices, leads a volunteer Regional Leadership Team to build local capacity, develops resources to share best practices, provides state-wide data systems for student accountability to improve programming, and develop policies to support innovative and advanced programming. NC has been a leader in gifted education for decades and most recently, incorporating the AIG subgroup data in the state’s accountability system before many other states. Engaging students with differentiated learning experiences that are rigorous and challenging at the appropriate level and not just a one-size-fits-all-model is a priority for NC.

Dual Enrollment Programming

NC has a commitment to provide high school students with access to college courses and advanced coursework in high school. Career and College Promise (CCP) is NC’s commitment to helping every qualified student gain access to a college education, tuition-free for students/families while in high school. CCP is a legislated statewide program (S.L. 2011-0145) open to all eligible NC high school students that provides an accelerated path of preparation for college or career through higher education coursework. Through dual enrollment, students enroll in pathways that lead to credentials, certificates, diplomas or degrees while in high school.

CCP has three pathways in which students may enroll with NC’s Community Colleges: College Transfer, Career and Technical Education and Cooperative Innovative High Schools (CIHS). The College Transfer Pathway provides course credits towards Associate degrees in Arts or Science that are seamlessly transferrable to all UNC System institutions and participating private institutions in NC. The Career and Technical Education pathway provides coursework towards an industry-recognized certificate or diploma in a technical degree building on foundational high school CTE courses. CIHS provide students the ability to earn a high school diploma and an Associate’s degree or two years of college credit through partnerships with local Community Colleges and also extends to UNC System institutions and private, independent colleges and universities. NC is a national leader for CIHS and Early College efforts with over 115 high schools established.

North Carolina Virtual Public School

Since 2007, the North Carolina Virtual Public School (NCVPS) has served learners with high-quality online courses and expanded options in education. NCVPS is the great equalizer; it provides high-quality learning opportunities to every North Carolina student regardless of ZIP code. NCVPS is

nationally recognized and the second largest state-led virtual school with over 58,000 full-credit enrollments from all 115 NC school districts, 62 charter schools, two state residential schools, four special schools, and the non-public sector. NCVPS offers over 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. All courses are taught by highly qualified, North Carolina certified teachers who provide strategies for active student engagement through a variety of technology tools.

NCVPS offers fall, spring, summer, and year-long courses. Students enroll through their school of record. NCVPS reports grades to the school of record, which will award the course credit and the final diploma. The NCVPS courses use learning management and collaborative software to maximize student interaction in each class, and NCVPS teachers use the latest technologies to engage students as well as prepare them to be career and college ready. NCVPS has served over 325,000 middle and high school students since its initial launch in the summer of 2007.

Student support and success is the central mission of NCVPS as the organization works to expand options and opportunity for the students of North Carolina. The program components below illustrate the design, implementation, and continuous improvement of NCVPS student support efforts.

Teachers in Training are trained on the NCVPS instructional design philosophy that rests on four foundational pillars. They are teaching through effective learning blocks; teaching through effective instructional feedback; teaching through building student connections; and teaching through effective individualized instruction. Research on pedagogical strategies for the classroom are vast in numbers, but research for strategies for online learning are limited (Farley and Lare, 2012). These four instructional pillars are foundational to the online learning environment at NCVPS and are critical for teacher and student success. The NCVPS Teacher Induction Program provides opportunities for participants to gain the specific skills necessary to employ these strategies and to practice these skills with targeted feedback from a mentor teacher and instructional staff.

Pillar One: Teaching through Building Student Connections - Creating classroom community in the virtual world is a priority for NCVPS. The student-teacher ratio is key to student success in the face-to-face classroom as well as in the virtual classroom. Class sizes are limited as teachers are expected to include daily student contact through various asynchronous strategies such as email, texting, or discussion boards. Teachers are also expected to have weekly synchronous contact with students through phone, instant messaging, and chat tools. The level of student-teacher contact at NCVPS rivals that of the face-to-face classroom.

Pillar Two: Teaching through Effective Announcements/Learning Blocks - Teachers are trained to maximize the learning block section of the learning management system by using the course objectives and student progress to dictate the opening of each lesson, much like an anticipatory strategy that a face-to-face classroom teacher may use. Three components are expected: instruct, celebrate, and inform. Through instruction, teachers use the student's performance in the course to drive what needs to be retaught or accelerated. Analyzing student work at all stages of the course allows the teacher to provide focused instruction in

the learning block. Teachers are expected to celebrate a student during this time in order to build connections and community. Finally, teachers will inform the students of any critical information necessary to meet an objective or complete a project. This daily practice is used to hook students into the learning and build familiarity and connections. An example of an effective learning block is documented in the screenshot below.

Pillar Three: Teaching through Effective Instructional Feedback - Teachers are trained to provide effective, intentional and meaningful feedback on every assignment a student submits. Teachers use several strategies for effective feedback. It should be specific, connective, and conscious of tone. Teachers describe for students what they did well on assignments and what they need to focus on to master the content. Teachers learn how to refer students to prior learning in the current course or others and connect students with future learning. Teachers work to be personable in their feedback.

Pillar Four: Teaching through Effective Individualized Instruction - Teachers are trained to take the daily information students provide through assessments, assignments, and communication to differentiate the learning for each student. Personalized learning can take many forms. The bottom line is that the content in an NCVPS online course cannot be “one size fits all.” Teachers individualize instruction to challenge, remediate, motivate, and inspire students based on needs.

NCVPS is committed to creating high quality, engaging digital content that is developed in a collaborative team environment by North Carolina certified and trained teachers and aligned to the UDL principles, grounded in Revised Bloom's Taxonomy and accessible to all types of learners. Courses allow for multiple means of engagement, representation, and expression.

The nationally recognized NCVPS Peer Tutoring Center (PTC), the first of its kind, is an integral part of the NCVPS's commitment that all students can learn online. The Peer Tutoring Center promotes student achievement through high-quality, innovative academic support programs that engage students in personalized learning through peer service. All peer tutors and virtual buddies have completed at least one NCVPS course successfully and have a recommendation of an NCVPS instructor. The PTC offers many services to help support NCVPS students such as content specific help with a particular concept in a course or extra motivation and help with time management. NCVPS Services include:

- **Quick Question:** Provides assistance to students as they begin to navigate their courses.
- **Virtual Buddies:** Provides assistance to students with time management, motivation and encouragement. Virtual Buddies contact an assigned student at least two times a week and work engaged students in their courses.
- **Peer Tutoring:** Provides content support to meet students' specific needs.
- **English Language Learner Center:** Provides specialized support for ELL students. The ELL Tutor work one on one with the student to assist them in achieving success in all of their courses. ELL Tutors assist with translating among student, teacher, and parent. ELL Tutors can also provide support and information to ELL parents.

Student perception surveys are a major component in student support and quality assurance monitoring for NCVPS. Surveys are deployed once each semester to gather feedback and data from students enrolled in NCVPS courses. The purpose of the student survey is to understand student perception and evaluate implementation of the instructional pillars as outlined in NCVPS instructional processes and best practices. The student voice is utilized to improve teaching and learning and promote student success.

NCVPS provides technical assistance and best practices support to all schools enrolled with NCVPS. Schools are instructed on optimal support environments, processes, and procedures for successful student outcomes.

Digital Teaching and Learning

The Digital Teaching and Learning Division (DTL) and the NCDPI serves all students in the state of North Carolina. Our mission is to collaborate to empower leadership, build educator capacity, and foster partnerships to support success for all learners. The NCDPI DTL supports the Mission and Goals of the State Board of Education by providing program planning, support, and instructional resources to NC public schools. DTL is part of the NCDPI Academic and Digital Learning Section.

The SBE and the NCDPI are committed to providing personalized digital-age education that K-12 students need to be successful in college, careers, and as globally engaged productive citizens. North Carolina has key legislation in place that support preparing educators for digital learning ([S.L. 2013-11](#) and [S.L. 2013-226](#)), providing digital resources, and ensuring technology access across all schools ([S.L. 2013-12](#)).

The North Carolina Digital Learning Plan

Our [North Carolina Digital Learning Plan](#) provides recommendations for state action that support K-12 schools as they transition to digital age learning. The NC Digital Learning Plan provides districts guidance to ensure that local technology and digital learning plans align with and support instructional best practices, are implemented by highly skilled teachers, and lead to personalized learning experiences for all students.

The guidance provided by the NC Digital Learning Plan is a valuable resource as we move forward with ensuring equity and continued student success in the digital age.

The North Carolina Digital Learning Competencies for Educators

In 2013, the North Carolina Legislature passed House Bill 23 ([Session Law 2013-11 \(HB 23\)](#)). This bill called on the State Board of Education 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 passage of this law reflects the changing nature of schools in North Carolina and nationwide. Technology is no longer an extraneous part of how some students learn but a necessity for all students as they move from K-12 schools to college and career. As the technology available to students and in

North Carolina schools changes, the way educators approach teaching and learning must also adapt. The North Carolina Digital Learning Competencies provide teachers and administrators with a framework for making those changes.

The Digital Learning Competencies were designed to help support educators' development. By giving specific examples and aligning resources, the goal is that teachers will be able to get a clear understanding of what digital learning is, how it can look in the classroom, and how a teacher might take first steps to implementing digital learning in his or her classroom. Using technology in the classroom is no longer an option, but it is essential to prepare students for college and career.

House Bill 23 calls for the digital learning competencies to be implemented by 2017. The North Carolina Department of Public Instruction plans to begin piloting the competencies in the fall of 2016 before a statewide rollout in 2017. The SBE approved the North Carolina Digital Learning Competencies for Classroom Teachers and School Administrators in June 2016. In order to implement these Digital Learning Competencies, DTL will provide on-going and just-in-time opportunities for professional development.

Home Base

As described in Section 2.A and 4.A of this document, Home Base is North Carolina's suite of digital classroom tools and instructional resources for teachers, students, parents and administrators and is housed under the Digital Teaching and Learning Division. Home Base is critical to achieving our goals of transitioning to digital learning as a state. Our digital ecosystem is essential to meeting our goal of personalizing learning for all students in NC. The tools included in Home Base are the Student Information System (PowerSchool), the Instructional Improvement System (Schoolnet), Educator Evaluation and Professional Development Systems (using the TNL platform), and the Learning Management System (Canvas). Housing these key components under one division allows for comprehensive leadership and management of Home Base, while retaining shared agency commitment, participation and support of this cross-agency platform.

Framework for Support

In order to ensure effective implementation and sustainability of Digital Teaching and Learning across North Carolina, an organizing strategy aligned to the NC Digital Learning Plan, leveraging best practices from the field of implementation science is essential. Implementation Science literature is very clear that sustaining any initiative over time requires more than training or providing guidebooks. Instead, changing adult behavior in order to implement a new initiative with fidelity requires strategic efforts across several areas. In North Carolina, these areas have been identified as 1) Digital Content, Coaching and Communication, 2) Digital Leadership and Professional Learning, 3) Digital Citizenship and School Library Media Support, and 4) Data, Assessment and Continuous Improvement. These four areas are aligned to the core components of the Digital Learning Plan. The DTL is applying this framework in conjunction with a regional focus aligned within the statewide system of support and improvement as an organizing structure in order to amplify our service to the field as well as effectively support implementation of the Digital Learning Plan.

The DTL is poised to serve the state through our regional system of support for digital learning efforts as well as our state level functional support of the Home Base suite of digital tools and instructional resources. The work of the DTL team includes the following:

- Provides guidance and facilitates cross-sharing of best practices for Library Media and Technology Directors across the state
- Designs and provides research based support for digital learning models through regional professional learning and RESA convenings
- Designs and leads personalized, professional learning opportunities while also modeling digital integration
- Provides regional and district leadership teams with planning support for local digital learning initiatives using a variety of data sources including the Digital Learning Progress Rubric
- Supports a statewide platform for Educator Evaluation including a robust professional development tool (Truenorthlogic)
- Supports a statewide platform for accessing and sharing high quality digital content i.e. Home Base (Student Information System, Instructional Improvement System, Educator Evaluation System, and Professional Development System), offering educators access to more than 100,000 instructional materials (including unit plans, lesson plans, resources, and assessment items) covering all grades and content areas
- Supports a statewide, student information platform (PowerSchool) which includes a personalized parent and student portal

North Carolina has made significant progress through statewide and local efforts. All efforts underway through the DTL division are intended to lead, support, and advocate for innovative practices in library media and digital programs. Many schools and districts across NC are implementing digital learning initiatives as well. Ensuring all students have equitable access to high-quality digital learning is a priority for NC.

Birth through Grade 3 (B-3)

The expanded flexibility that is offered through the ESSA allows North Carolina to recognize and address the distinctive challenges and opportunities presented by early education from birth through grade three. Early experiences shape brain development and early learning provides a foundation for later learning. These are the considerable opportunities for early education. The challenge is to ensure that opportunity is fully realized in the face of a growing diversity of young children, and the current variation in the quality of early learning experiences.

ESSA's emphasis on children's earliest years and recognition of the essential role they play in building the foundation for children's learning offers a unique opportunity to transform early learning. The task is to build upon the latest science, leverage North Carolina's strengths, and move toward an aligned system of early care and education that is capable of producing the best outcomes for children.

During its 2016 Legislative Session, the North Carolina General Assembly approved language mandating the State to “develop and implement a statewide vision for early childhood education” including “a comprehensive approach to early childhood education, birth through third grade.” The newly enacted *Every Student Succeeds Act* provides an appropriate vehicle to fulfil this forward thinking challenge of the legislative branch, to seize upon opportunity.

Why B-8? - Evidence of how the brain develops as young children learn, the effects of negative events on later life outcomes and the synergistic dynamic by which children acquire cognitive and emotional skills highlight the importance of a closely coordinated, developmentally-appropriate, high quality and stable early learning experience for children across the B-8 years.

A developmentally appropriate approach is one that, “matches content with children’s developmental levels and emergent abilities.” This attention to a child’s development is what sets the B-8 continuum apart. Moreover, this perspective can lead to more effective teaching and learning within this continuum. A developmentally appropriate approach ensures effective alignment and integration of high quality B-8 standards, curriculum, instruction and assessment, support for children’s emotional and social development, and enhanced family engagement in their children’s education.

A developmentally-appropriate B-3 continuum can answer three major policy challenges by capitalizing on learning gains from early childhood programs, narrowing the achievement gap at grade three and beyond, and improving school promotion, graduation and college attendance rates.

Maximize the gains from early childhood programs - The significant benefits of high quality early learning opportunities, especially for children from low-income households are well established. These include sizable positive effects on children’s cognitive development, school progress, and social-emotional development (including self-regulation and impulse control). To the extent that K-3 schooling fails to provide appropriate transitions, developmentally-sensitive instruction and learning environments, the benefits of strong programs prior to school entry, while still impressive, are diminished. Research tells us we can optimize the education and social gains children make in high-quality early learning programs by strengthening the learning continuum through grade three. Quality early learning interventions, “are best sustained when they are followed by high quality learning experiences.”

Close the achievement gap in third grade and beyond - Evidence shows that children from low-income households arrive at school with language deficits compared to children from middle-class households. This persists through third grade where the literacy gap between disadvantaged and non-disadvantaged children in North Carolina is manifest in the difference in mean standardized test scores. These third grade gaps continue to persist and are evident in standardized and end-of grade test results later in elementary, middle, and high school grades.

North Carolina has a sound foundation from which to tackle the achievement gap. Studies of the positive, collective impact of Smart Start and state-funded pre-kindergarten on reduced early grade retention rates and special education identification are profound. And, rigorous evaluations of state-funded pre-kindergarten conclude that participation significantly accelerates learning, numeracy, and

literacy, and that the gains are greatest for children who enter with the lowest levels of proficiency in most skill areas, including literacy, math, and general knowledge and self-regulation and behavior.

A strengthened, developmentally-appropriate B-8 system will boost literacy and numeracy of all students, but be of special benefit to those from disadvantaged backgrounds or who face exceptional learning challenges. As such, it will work to close the third grade achievement gap.

Reduce retention and school dropout rates - A major challenge is to end retention in the early grades. A developmentally-appropriate B-8 approach is cognizant of the differences between children in their development but alert to developmental delays and other potential causes for retention. It therefore has the potential to dramatically cut retention rates.

Early retention has been demonstrated to have significant negative effects including dropping out of school and reduced post-secondary education participation. A synthesis of research shows that retention in the early grades is harmful, especially when it occurs before second grade. Children who are retained are far more likely to dropout before high school graduation. In 2013-14, nearly 12,000 children in Kindergarten through 2nd Grade were retained in North Carolina, costing an unexpected \$115 million for these children to repeat a grade.

North Carolina's approach to improving the Birth through Third Grade continuum - There are considerable opportunities spelled out in the ESSA that challenge states to address the complexity that is the system of early care and education. Our strategy will be will be to leverage those opportunities within the context of the legislative charge set forth by the North Carolina General Assembly to “develop and implement a statewide vision for early childhood education.”

To that end, greater coordination between school districts and early childhood education programs will provide a chance to improve transitions, strengthen parent and family engagement, and build the pedagogical capacity of early childhood and elementary educators, administrators and principals in our state.

To inform our state strategic plan, the Department worked collaboratively with the North Carolina Early Childhood Foundation to engage the early childhood community of North Carolina to develop a birth-to-eight plan with defined priorities that will strengthen the state's ability to support young children's learning across the B-8 continuum as well as:

- Advance the North Carolina General Assembly's mandate to develop a comprehensive approach to early childhood education birth through third grade.
- Invest in policies that have widespread, bipartisan public support.
- Promote evidence-based approaches that support children to read at grade-level by the end of third grade.
- **Provide a support system for struggling readers K-3 that includes evidence-based interventions to promote student achievement.**

As a result, the state will:

Support smooth transitions for children as they begin school and through the early grades.

The State Plan:

- Encourages/supports districts to create transition plans in collaboration with community stakeholders that create shared understanding between 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.

Ensure that children learn in environments and through practices that are developmentally appropriate and support their success. The State Plan:

- Encourages/supports districts to adopt age-appropriate practices for use in prekindergarten through third grade classrooms and demonstrate in the district plan how such practices will be implemented.
- Commits that the state will provide guidance and technical assistance to districts to support the implementation of age appropriate environments, instruction practices and the use of data to inform instruction.
- Establishes a state Comprehensive Reading Plan that includes listings and resources of evidence-based strategies for use in K-3 classroom.

Develop a birth-to-eight professional development system that ensures teachers and administrators have the skills and knowledge to support young children’s learning. The

State Plan supports the use of Title II ESSA funds to accomplish the following:

- Improve professionals’ understanding of appropriate developmental expectations of young children and the components of high quality birth-through-eight early learning environments.
- Increase the professionals’ understanding of evidence-based literacy instruction based on formative data and matches the needs of students.
- Include community--based birth-to-eight early educators in professional development opportunities.
- Develop principals and school leaders’ understanding of child development, high quality early learning, effective and appropriate literacy instruction, and best practices in prekindergarten through third grade classrooms.
- Identify strategies and resources for birth-to-eight professionals to support the social and emotional development of children;
- Operationalize developmental standards that cross the range of domains for children from birth through third grade.

Implement accountability measures that reflect the importance of children’s early years.

When assessment results in third grade and up are the only metric on which a school is judged, it creates a strong incentive for district and school leaders to focus primarily on the “tested years.”

The State Plan encourages:

- Including chronic absenteeism as a non-standard measure in the accountability system and district report cards. The indicator should be weighted for prekindergarten through second grade.
- Including a defined measure of suspension and expulsion as a non-standard measure in the accountability system, disaggregated by age, grade, race, ethnicity and income.
- Linking the state longitudinal data system to early childhood data sources for birth-to-five chronic absenteeism, suspensions and expulsions, and including this information disaggregated for age in the report cards.

The system of early education in any state, by definition is not truly a system, but more accurately described as a collective of disparate parts. To ensure greater school success and outcomes for the children in our state, it is imperative that we move collaboratively to a more cohesive, coordinated system defining the early education continuum. A system that is coherent in supporting the sustained growth and development of all young children in our state. That is not only our charge, but our opportunity.

Parent and Family Engagement

Until three years ago, most parents lacked easy access to real-time information about their children's grades in school and attendance. Now, most schools, technology leaders and the NCDPI expect more parents will be logging into the online PowerSchool parent portal application as a key source to help keep abreast of their children's education. On typical school days last year, an average of 307,000 parents logged into the parent portal and another 200,000 logged into the mobile application.

PowerSchool, the state's student information system, is at the heart of Home Base, a suite of digital classroom tools and instructional resources launched in 2013 to serve not only teachers and administrators, but also students and parents. Under the previous student information system, only 20 of North Carolina's 115 public school districts provided parents with an online "portal" to view the latest information about grades and attendance for their children. Now, all districts are using the PowerSchool parent portal with at least some of their students.

Participation continues to grow! In a single week this spring, more than 450,000 parents and students accessed the secure parent and student portals in PowerSchool, giving districts yet another approach to help strengthen parent engagement, a critical factor for student achievement.

"By using PowerSchool's parent portal, we can connect parents to key data about their students' schoolwork. This frees parents and teachers to spend their conference time discussing strategies to help students improve," said State Superintendent June Atkinson.

From the start, Home Base was envisioned as a way to harness digital technology to improve teaching and learning for all teachers and students in North Carolina. The NCDPI contracted with PowerSchool, then owned by Pearson Education, to develop the nation's first statewide and integrated classroom and reporting application – serving the state's more than 1.4 million students and nearly 100,000 educators.

North Carolina’s Home Base approach is seen by other education agencies as a model design that effectively knits together a robust student information system, through PowerSchool, with an instructional improvement system and an assessment and reporting platform to streamline processes and school – all of which are aimed at simplifying reporting and strengthening teaching and learning. North Carolina’s model is now central to the vision of PowerSchool Group, LLC, which acquired the application from Pearson Education.

PowerSchool also provides a single comprehensive data source for numerous software systems that previously were needed to manage student information – from initial enrollment through high school graduation. By coordinating reporting for migrant students, English learners, school nutrition, exceptional children, and homeless students, PowerSchool now provides a “one stop shop” for data related to all students. The NCDPI has realized cost savings as a result by reducing the maintenance and support of otherwise redundant systems.

In addition to giving parents access to their students’ information, the PowerSchool component of Home Base allows for easier data sharing, especially for federally required reporting and student transfers from one district to another.

Many of the early challenges in launching Home Base and PowerSchool have been overcome. Teachers and other district personnel say they are seeing real benefits. In fact, state surveys show that 97 percent of teachers believe a centralized system is important for student success and support. The NCDPI leaders have begun work to consider how Home Base can be improved and enhanced in a “Home Base 2.0” initiative.

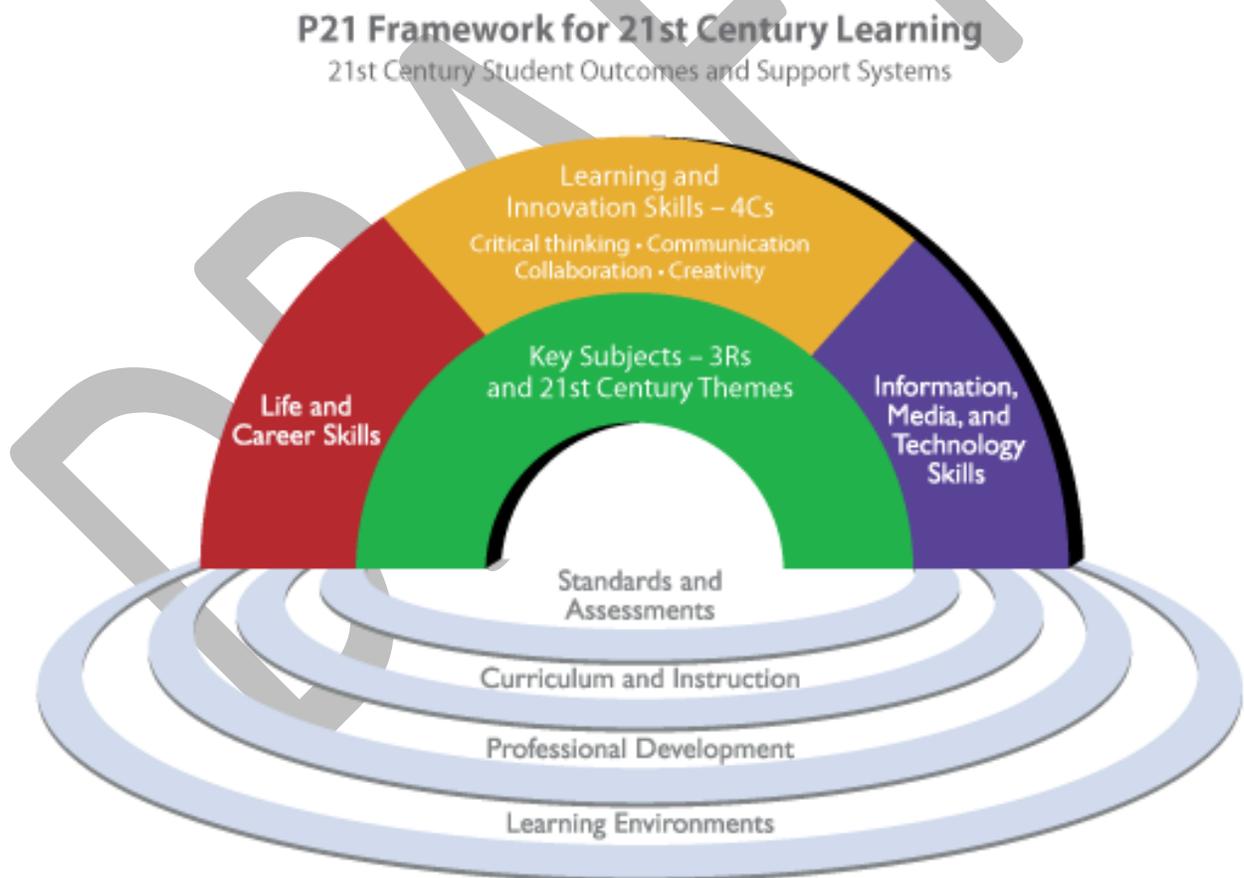
- B.** The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

The vision of the 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 GCS-F-012](#) to review and, if necessary, revise academic content standards every five years. College- and career-readiness has been a key focus during all standards review and revision.

The 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. Schools that receive the state-level recognition have successfully completed a rigorous application process which demonstrates

student outcomes in these areas and how the educators have successfully embedded opportunities for students to frame, analyze, communicate and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Evidences include inquiry-based and collaborative learning opportunities, experiential learning in person or virtually with local and global communities, dual language/immersion programs, local and global community and business partnerships.

In addition to the previous description in Section 6.1.A of 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.



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www.P21.org/Framework

The **P21 Framework for 21st Century Learning** was developed with input from teachers, education experts, and business leaders to define and illustrate 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 2014, Senate Bill 812, Session Law 2014-78, called for a convening of an Academic Standards Review Commission (ASRC) to conduct a comprehensive review of ELA and mathematics standards 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 mathematics and ELA educators as part of the standards review cycle as previously described. In addition, a survey for feedback on the content standards was open to the public.

The NCDPI shared the results of the educator survey with the ASRC to help inform its external review of the ELA and mathematics standards. At its August 2015 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 take the current high school math standards and 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 college- and career-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 college- and career-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.

The review and revision process to the high school math standards yielded the current NC Math 1, 2 and 3 standards. Unanimously adopted by the SBE on June 2, 2016, these standards will be installed beginning in the 2016-2017 school year.

Challenging Academic Standards: English Language Arts

As noted earlier, in 2010, the SBE adopted the college- and career-ready standards that were developed in collaboration with the CCSSO for statewide implementation in the 2012-13 school year. The K-12 English Language Arts (ELA) standards are currently under review.

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 specifically 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 met in June 2016 to review and compile recommendations for revisions. Based on these recommendations, Writing Teams were formed in July of 2016 and will be working through March of 2017 revising the standards. The Data Review and Writing Teams include representation of ELA educators, district leaders, partners in higher education, parents, and community and business representatives. Initial drafts of the revised standards were sent in November, 2016, to district leaders and LEA Standards Review Teams for review. Draft standards will tentatively be present for public comment in January, 2017. The SBE will determine the implementation date of the revised standards, once approved.

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 GCS-F-013](#). In 2009, a standards alignment study was conducted in conjunction with WIDA researchers to illustrate how the WIDA ELD 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 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 college- and career-ready standards in all academic areas. The NCDPI's Exceptional Children Division affirms that all SWD can benefit from and achieve in the college- and career-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% 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 <i>not</i> intended for students with the most significant cognitive disabilities who require an extension of the standard course of study and alternate assessment (1% 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 publically available on the NCDPI website [HERE](#).

Students in the Occupational Course of Study (OCS) transitioned to the college- and career-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.

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 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. The Governor's Education Cabinet has a goal that by 2025, 67% 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.

Challenging Academic Standards: College- and Career-Readiness

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 at 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 college 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 admission standards for our state university system. Details on the endorsement criteria can be found in State Board Policy GCS-L-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% of students earned at least one type of endorsement and many earned multiple endorsements. About 18% 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.

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. Currently, a task force representing community colleges and public schools 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. Model programs begin in the 2016-17 school year and will be fully implemented in all high schools in the 2018-19 school year. Additional models that may begin earlier in a student's school experience will be developed for the 2017-18 school year.

The North Carolina Guidance Essential Standards further support fostering college and career 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

A 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 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.

HOLD FOR INFORMATION ON ENVIRONMENTAL EDUCATION

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- Incidents of bullying and harassment;
 - The overuse of discipline practices that remove students from the classroom; and
 - The use of aversive behavioral interventions that compromise student health and safety?
- Yes. If yes, provide a description below.
 No.
[Click here to enter text.](#)
- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?
- Yes. If yes, provide a description below.
 No.
[Click here to enter text.](#)
- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?
- Yes. If yes, provide a description below.
 No.
[Click here to enter text.](#)

6.2 Program-Specific Requirements.

- A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
- Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the

needs of the lowest-achieving students in the school.

Since 2003, North Carolina has provided waivers to specific provisions of the ESEA of 1965 under the Education Flexibility Partnership Act of 1999, better known as Ed-Flex (Public Law 106-25). This legislation transferred authority for granting waivers of certain federal statutes and regulations from the U.S. Department of Education to state agencies that met certain requirements. North Carolina applied for and was granted authority to be an Ed-Flex state. North Carolina's authority was extended in January of 2006 and in June of 2016. Through this experience, the NCDPI recognizes the benefits of operating Title I, Part A programs through a schoolwide program model. In addition, the NCDPI has established procedures and criteria for LEAs and schools that apply for the consideration of a waiver to the 40 percent poverty threshold established under ESSA for operating a schoolwide program model.

The NCDPI proposes to consider waivers to the 40 percent poverty threshold for any school with a poverty percent of at least **XX** percent poverty that has operated as a targeted assistance school (TAS) model for at least one year. Operating as a TAS model provides the school with experience in identifying and serving the most at-risk students to ensure that strategies and interventions will continue to be in place for those students that are at risk of not meeting the challenging State academic standards as required under Section 1008(b)(7)(A)(iii) of the ESSA. **Insert number of schools that will have the opportunity to take advantage of the waiver consideration based on the proposed minimum poverty percentage.**

HOLD FOR ADDITIONAL INFORMATION RELATED TO SCHOOLWIDE WAIVERS.

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

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

In North Carolina, a two-tiered system is used to identify and recruit migratory children. First, there are local recruiters hired by the 29 LEAs who have Title I, Part C sub-grants. Secondly, a team of five Regional Recruiters cover the areas of the state that do not receive Migrant Education Program (MEP) sub-grants. On average, each of the Regional Recruiters covers 15 counties.

All recruiters are trained and certified by the State Identification and Recruitment Coordinator, who is based out of the North Carolina Department of Public Instruction. An Identification and Recruitment Manual and the Office of Migrant Education Non-Regulatory Guidance (2010) is provided and posted to the NCDPI Migrant Education Program webpage

(<http://www.dpi.state.nc.us/mep/>) to provide reference materials for each recruiter. Recruiters use school district, agency, and business resources to assist in the location of families and youth. While school district contacts are most useful in working with Pre-K through Grade 12 students who attend school, local agency and business contacts (such as Head Start Programs, Health Clinics, Growers, and Grower's Associations) are often more useful in identifying and recruiting pre-K age children who are not in school or Out-of-School Youth. In addition, the MSIX database is used as a recruitment tool by tracking the travel trajectories of students and families, using the MSIX move notification tool, and by responding rapidly to notifications from other states. Recruiters are given refresher trainings at each bi-annual regional NC MEP meeting.

Each year, seventy five students are selected in a stratified random sample, and they or their parents/guardians are re-interviewed to determine if the original qualification data was correctly recorded. Every third year, we contract with another state to conduct external re-interviews. Re-interview protocols follow those developed by the US Department of Education Office of Migrant Education. In addition, twice each year, the local MEPs and Regional Recruiters complete an enrollment verification form, in which they must indicate if the student is still enrolled or the date of withdrawal. All student data from the certificate of eligibility and the enrollment verification process is entered into the North Carolina PowerSchool database. This includes pre-K students not in school, students who are in school, and Out-of-School Youth (OSY).

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The NC Migrant Education Program (NC MEP) completes a new Comprehensive Needs Assessment every three years, based on guidelines developed by the US Department of Education Office of Migrant 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 illustrate the concerns. From the concerns and the supporting data, objectives for the program are developed for each age/grade group of children and youth: pre-K age, 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 US Department of Education Office of Migrant Education. 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 completely developed every three years, the NC Migrant Education Program conducts annual updates.

Each Local Education Agency (LEA) receiving a Migrant Education Program 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. Out-of-School Youths' needs are assessed using the North Carolina adaptation of the Graduation and Outcomes for Success for Out of School Youth (GOSOSY) Consortium OSY survey, found at <http://www.dpi.state.nc.us/mep/resources/supplemental/>. The OSY survey is conducted by both local programs and Regional Recruiters, and data is aggregated annually.

Each year, the NC Migrant Education Program 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 consolidated grant funding application process in the Comprehensive Continuous Improvement Plan (CCIP). The student profiles contain information regarding student age and grade distributions, mobility, English Language Development, and academic achievement on North Carolina annual assessments (EOG and EOC). 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 in order to complete a Comprehensive Needs Assessment update.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Local Education Agencies who have at least 50 eligible students are allowed to apply to NC MEP for an initial sub-grant through the Continuous Comprehensive Improvement Plan (CCIP) our statewide funding application system. Continuing sub-grantees must apply every year also. If their numbers dip significantly by more than 30% over a three year period, we work with them to improve Identification and Recruitment practices. Sub-grants are allocated based on a formula that has been amended to include the following funding factors: A1 (total headcount); A2 (summer students served); K-12 students served; MEP who are English Language Learners; Priority for Services students; Out-of-School Youth; and (new) Pre-K children ages 3-5 not in school. The addition of this funding factor will drive a greater focus on school readiness.

In addition to local sub-grants, services to migratory students are delivered by Regional Recruiters, Americorps VISTA and VISTA Summer Associates, and small summer contracts with LEAs who choose not to offer a school-year program. We currently have five Regional Recruiters, six Americorps VISTAS (all but one paid for by a grant from the Corporation for National Service), and one contract with a local LEA to provide a summer program for 15-25 students each summer.

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.

The Comprehensive State Service Delivery Plan guides the local programs in the design and implementation of strategies to meet the unique needs of migratory students. Services 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 (URL: <http://www.dpi.state.nc.us/docs/mep/resources/supplemental/program-codes.pdf>).

The NC MEP has several means of ensuring that local programs, regional services, and volunteer programs are meeting the unique needs of migratory children. First, our annual application process requires the annual submission of a local program evaluation, which enables local programs to reflect on their work and continuously improve their services. Second, we have implemented a process of Program Quality Reviews (PQRs), during which we visit selected local programs each year in order to deeply examine particular features of that program; e.g., a summer K-12 program, a family literacy program, services to Pre-K students, and/or OSY instruction. Finally, the Migrant Education Program is monitored for compliance with statutes and regulations through the consolidated monitoring process of the NCDPI Federal Program Monitoring and Support Division. An attempt is made to conduct PQRs or Consolidated Monitoring in at least one-third of MEP local programs each year.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C 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 (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

NC MEP maintains student data (including for Pre-K and OSY) in the PowerSchool 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, we use the Migrant Student Information Exchange (MSIX) national database to research students' consolidated records from both within North Carolina and in other states. We upload extracts nightly from our PowerSchool database to the MSIX server. That enables our MSIX files to be up to date.

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

NC Migrant Education participates in the Graduation and Outcomes for Success for Out of School Youth (GOSOSY) Consortium, an eighteen-member group of states that works to design and improve services to our Out of School Youth across the United States. We participate 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 we have received two VISTA project grants during the last five years). Through these collaborations, we have been able to expand and extend our services.

- v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The US Department of Education Office of Migrant Education has outlined Seven Areas of Concern for migratory children: educational continuity, loss of instructional time, English Language acquisition, school engagement, educational support in the home, access to services, and health. Since approximately 45.7% of the students in NC MEP in 2014-2015 had moved from one school district to another within the previous year, this high rate of mobility is one of the prime drivers of our concerns.

Among our pre-K age students, we find that 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, they 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.

About 37% of elementary (K-5) students in NC MEP have moved within the last year. Our elementary school MEP students (grades K-5) still struggle to close the achievement gap

between themselves and non-migratory students, which remains at 21% for math, 26.5% for reading, and 26.8% for science (based on end-of-grade test scores grades 3-5). A major issue for many of these students is that they arrive in North Carolina from other states close to the time of the state assessments (EOGs) and have not participated in the instruction that prepares them for the EOGs. In many cases, children from Florida have already been assessed on the Florida Standards Assessments (FSAs). 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% of MEP students received summer instructional services during 2014-2015. The greatest needs for these students will continue to be supplemental instructional support offered through summer school, afterschool, home-based, and inclusion programs.

Our 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%), Reading (24.9%), and Science (9.81%). To some degree, a focus on STEM summer programs that include middle school students has driven improvement in science. 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 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 has caused them to lose critical instructional time.

MEP High School students' needs are somewhat similar to the middle school students, with a few critical differences. Only 10% 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% of high school students received ANY services (instructional or supportive) in 2014-2015, 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% in Math, 28.8% in English II, and 28.9% for Biology. MEP ELs had even larger gaps, and continue to need language support to succeed in high school coursework.

Out of School Youth (OSY) comprised 24.9% of NC MEP's students in 2014-2015, with 1,420 students. We annually survey the students using the GOSOSY Consortium's OSY Profile tool, and have found that over 90% would like some instructional services. Most of the students requested ESL instruction, but a significant number 10% 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, over ten 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.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

Based on these needs, and with further input from students, parents, and stakeholders, NCMEP has developed the following Measurable Program Objectives for the NCMEP. Program Year, when noted, is from 09/01 of one year through 08/31 of the following year.

Pre-K Age Students:

- By the end of the 2016-17 MEP year, at least 40% of migratory children ages 3-5 (and not yet in Kindergarten) will receive at least 18 hours of school readiness instruction.
- By the end of the 2016-17 MEP year, MEPs in at least 4 counties will offer summer programs that extend to pre-K students.
- By the end of the 2017-2018 MEP year, all MEPs receiving sub-grants will offer at least 18 hours of Pre-K services in the summer.
- By the end of the 2017-2018 MEP year, all local MEPs will have staff trained to conduct family literacy programs.
- By the end of the 2017-2018 MEP year, 75% of parents of pre-K students will have attended a family literacy session or program.
- By the end of the 2016-2017 MEP year, each local MEP shall develop a plan to increase food security among Pre-K children and their families.
- By the end of the 2016-2017 MEP 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 2016-2017 MEP year, NCMEP will offer training for Student Services staff in a minimum of 10 LEAs.
- By the end of the 2016-2017 program year, each MEP sub-grant program shall offer summer instruction for its K-12 students.
- By the end of the 2016-2017 MEP program year, NCMEP will offer instructional programs to at least 50% of its students who are present in the summer.
- By the end of 2017-2018 MEP year, every local MEP will offer after-school or homebased instructional assistance that does not pull students out of regular classes during the school year.
- By the end of 2017-2018 MEP year, every MEP will offer after-school or homebased instructional assistance that does not pull students out of regular classes during the regular school year.
- By the end of the 2017-2018 MEP 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% in reading and math.

Middle School Students (Grades 6-8):

- By the end of the 2017-2018 school 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 2016-2017 school year, every LEA will develop a plan for involving more middle school students in extracurricular activities.
- By the end of 2016-2017 program year, all MEP students will be enrolled in PowerSchool within 10 calendar days of enrollment in MEP. (This is a Federal Requirement.)
- By the end of 2017-2018 program year, NCMEP will increase the number of MEP 10-15 year olds attending summer instructional programs by 15% over the 2016-2017 baseline year.
- By the end of 2016-2017 program year, NCMEP students will narrow the EOG achievement gap between themselves and the all student group by 10%.
- Beginning in 2016-2017, any student who misses more than two days during the enrollment process will be given additional instructional services.
- By the end of the 2016-2017 program year, NCMEP the gap between MEP EL students and MEP non-ELs will decrease by at least 10%.

High School (Grades 9-12):

- By the end of the 2016-2017 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 2017-2018 program year, at least 20% of MEP high school students will report that they have a mentor or counselor with whom they meet.
- By the end of the 2017-2018 program year, at least 75% of high school MEP students will participate in a summer program of either short or long duration.
- By the end of 2017-2018 program year, at least 10 high non-MEP school staff will receive MSIX training.
- By the end of the 2017-2018 program year, 90% of MEP high school students surveyed will report that they have the technology access needed to complete assignments.
- By the end of the 2017-2018 MEP program year, 50% of MEP high school students will receive mentoring and/or instructional services during the program year.
- By the end of the 2017-2018 program year, the achievement gap between high school MEP EL students and high school MEP non-ELs will decrease by at least 10% in reading and math.
- By the end of the 2017-2018 program year, the achievement gap between high school MEP students and high school non-MEP will decrease by at least 10% in reading and math.

- By the end of the 2017-2018 school 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 90% 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 2016-2017 program year, all LEAs with sub-grants will offer instructional services for their OSY.
- At least 45% of OSY who are in a program for more than one month will receive an instructional service of at least 6 hours.
- By the end of program year 2016-2017, NCMEP staff will conduct the OSY needs assessment profile with at least 50 percent of OSY.
- By the end of the 2016-2017 MEP program year, at least 25 MEP OSY students will participate in goal setting activities and score a passing score on the goal-setting rubric.
- By the end of the 2017-2018 program year, NCMEP will increase the number of counties participating in HEP or other HSED programs by 50% to 12 counties.
- By the end of the 2016-2017 program year, at least three counties will implement a mentoring pilot for OSY.
- By the end of the 2016-2017 program year, 50% of OSY taking English classes (of over 6 hours total duration) will show an increase in achievement of at least 20% on a pre-post assessment.

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

NC MEP consults with parents through local Parent Advisory Councils (PACs), a State Parent Advisory Council, and focus groups held throughout each year in regional meetings. Each sub-grantee is required to have a local PAC, and this is monitored as part of the Consolidated Monitoring Process of the Federal Program Monitoring and Support Division. During monitoring, we review the membership and role of the local PAC in designing and evaluating the services of the MEP.

At the State level, our PAC meets one time per year, usually during the spring or fall, when parents are available (due to slightly lighter work schedules) to make the trip. At this meeting, there is usually a presentation by an expert on an item of interest determined by the parents; examples have included bullying, college access, legal rights in enrollment procedures, and migrant health. The presentation is followed by a discussion of the outcomes of the previous year's MEP, and development of concern statements based on the Seven Areas of Concern. This is a one-day meeting, and is held in a different location each year.

Probably the most effective means of state-level parent involvement has come through regional meetings held by the staff of NCMEP in three to four regions of the state each year. Because North Carolina is 560 miles across, it becomes difficult for parents to travel a long distance. Regional meetings have proven to be a way to expand the work of our State Parent Advisory Council. During the spring of 2016, parents at these meetings provided the basis for our most recent Comprehensive Needs Assessment by clearly articulating the needs of their children and potential strategies to meet those needs.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

North Carolina MEP had 597 students identified as Priority for Services (10.47%) in 2014-2015, up from only 5.87% in 2012-2013. This can be attributed to increased professional development regarding Priority for Services (PFS), clear instructions, a requirement for indicating PFS, and monitoring (through the Consolidated Monitoring process) to determine that identified PFS students were receiving increased services or priority for services.

Two criteria were used to determine PFS: Educational Disruption and At-Risk Status. Until ESSA, Educational Disruption was determined by the presence of a school year move (into or out of a MEP program). With ESSA, it is determined by a move during the last twelve months (prior to the Qualifying Arrival Date), regardless of whether the move occurred during the regular school year or not.

At-Risk Status is determined by any of the following criteria being present for a student. The data is available in PowerSchool records for in-school students. For out of school youth, the OSY Profile information indicates last grade attended.

- Student is at Entering, Beginning, Developing, or Expanding levels of WAPT or ACCESS test;
- Student has a NOT PROFICIENT (achievement level 1 or 2) Score on EOG/EOC;
- Student is NOT ON TRACK TO GRADUATE, as defined in NCMEP (no credit for Algebra I (Math 1) or English 1 by end of 10th grade);
- Student has been retained at least once;
- Student has failed a grade in grades K-8 during the last three years, but was not retained;
- Student is not in appropriate grade for age (at least 2 years behind, e.g., an 8 year old in 1st grade);
- Elementary or middle school student with at least 5 consecutive days of Out-of-School Suspension during a school year;

- For Out of School Youth (OSY), student has dropped out of high school (grades 9-12).
- Student is enrolled in McKinney-Vento Program.

Other risk factor not mentioned: please explain and contact DPI Program Administrator. Examples might include having an IEP, missing school due to illness, or being incarcerated for some period of time. These are decided on a case-by-case basis.

Each sub-grantee is expected to evaluate students for PFS within two weeks of enrollment. In general, we find that our LEA sub-grantees evaluate K-12 students at the time of enrollment. Re-designation can occur if risk factors change; e.g., a student was not PFS, but (within a year of arrival) is found to be struggling in academic subjects as revealed by their PowerSchool information or by teacher reports. When a student is designated as PFS, the local LEA sends the information to PowerSchool, where the State MEP Program Coordinator reviews the designation. In addition, all original paperwork used to make the PFS designation must be kept on file for review during desk- or onsite monitoring visits.

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

- Describe the SEA’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

HOLD FOR TITLE I, PART D DESCRIPTIONS

- Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

HOLD FOR TITLE I, PART D DESCRIPTIONS

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
 1. Include a score of proficient on the State’s annual English language proficiency assessment;
 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
 3. Not include performance on an academic content assessment.

HOLD FOR TITLE III, PART A DESCRIPTIONS

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

- Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

In general, Title IV, Part B funds are used to conduct a variety of activities to support applicants and sub-recipients as follows:

- Conduct regional face-to-face and virtual meetings
- Provide regular communication through listservs and webinars
- Conduct an annual conference in collaboration with the North Carolina Center for Afterschool Programs
- Conduct programmatic and fiscal monitoring
- Develop guidance documents, templates, and other program resources based on program evaluations, monitoring reviews, and surveys of sub-recipients

In addition, funds are used to support the peer review process and statewide program evaluation through contracts with the SERVE Center at the University of North Carolina at Greensboro (UNCG). In addition,

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

The 21st Century Community Learning Centers 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.

Eligible Entities

Entities eligible to apply include local educational agencies, 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 2 or more such agencies, organizations, or entities. Applicants provide a description of the partnership between a local educational agency, 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 State must give priority to applications proposing to primarily serve students that 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 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 local education agency 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. 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. Joint applicants must submit:

- Basic Organization Information
- Statement of Assurances
- Debarment Certification
- Criminal Background Checks

In addition to joint submissions (as defined above), the State will also give competitive priority to proposals which are:

- Propose to serve underserved geographical regions of the state
- Designed to implement programs for students attending Focus or Priority Schools
- Propose to provide a summer program component
- Are novice applicants

For a list of Title I schools, go to: <http://www.ncpublicschools.org/program-monitoring/>. For a list of Focus and Priority schools, go to: <http://www.ncpublicschools.org/program-monitoring/esea/>. Underserved geographical regions are considered to be school districts with only one 21st CCLC program or school districts with no 21st CCLC program in the current school year. Novice applicants are those organizations that have never received a 21st CCLC grant. For a list of underserved geographical regions, go to: <http://www.ncpublicschools.org/21cclc/rfp/>. Any applicants proposing to provide a summer program component must propose to include that component for each of the years funded in the grant cycle.

Funding Availability

Organizations are eligible to receive three-year grants of not less than fifty thousand dollars (\$50,000) and up to four hundred thousand dollars (\$400,000) a year, based on the proposed number of students served, with an option for a third year of funding. To determine the level of funding eligibility, organizations will utilize the [Wallace Foundation Out-of-School Time Cost Calculator](#) and the [NC Department of Commerce's 2016 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% of the high annual total program cost; Tier 2 county organizations are eligible to receive 85% of the median annual total program cost; Tier 3 county organizations are eligible to receive 80% 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: <http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx>.

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). Reimbursement requests must be based on actual expenditures versus encumbrances made prior to the September 30th deadline. There is no liquidation period. All unspent funds remaining at the end of the grant period of availability will revert back to the State.

In each year of implementation, attendance records for grantees are carefully monitored to determine if sufficient progress is made toward attendance goals identified in the approved project. Monitoring includes on-site visits as well as required quarterly reporting. Funds are allotted in three installments based on the grantee's demonstration of sufficient progress toward attendance goals as follows:

- Initial allotment equal to 34% of total approved grant award;
- Second allotment equal to 34% of the total approved grant award for 50% enrollment goal met; and
- Final allotment equal to 32% of the total approved grant award for 75% enrollment goal met.

If at any time during the first year or in subsequent years of continuation awards it is determined that attendance goals are not sufficiently met to support the total approved grant award, the sub-grantee may request a voluntary reduction or termination of the grant. If a grantee requests a voluntary reduction in the first year of the grant award, but is able to increase enrollment in subsequent years of the renewal period, the total award for that year may be made available for the sub-grantee's 21st CCLC program if sufficient documentation is provided to ensure that attendance goals are met.

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) system.

CCIP is a web-based planning and grants management tool. CCIP is comprised of two key components: 1) a Planning Tool; and 2) a Funding Application. The Planning Tool contains the Needs Assessment and program Goals along with supporting strategies and activities. The Funding Application contains sections for the proposed Budget, Grant Details, Plan Relationships, and Related Documents. In general, CCIP connects program goals for the 21st CCLC program to the budgeted activities that are designed to help students meet State and local academic achievement standards.

The goals of CCIP are:

- To reduce the administrative burden placed on eligible entities when applying for grant funding;
- To increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines; and
- To reduce duplication of information across the state.

Only those applications submitted through CCIP will be considered for review and/or evaluation when applying for federal funds for the 21st Century Community Learning Centers (CCLC) program. All approved applications will be made publically available through the CCIP system.

APPLICATION REVIEW AND SELECTION PROCESS

As outlined with the North Carolina State Board of Education (SBE) policy TCS-O-001, all 21st CCLC applications submitted will go through the following review process.

Initial Login and Screening: Each application is reviewed by NCDPI staff to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the 21st CCLC RFP.

Level I Evaluation: The review team is comprised of experienced grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program. A review team of three reviewers will assess each application utilizing a Rating Rubric. Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:

1. Excellent
2. Strong
3. Average
4. Weak
5. Unacceptable

Level II Evaluation: Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the division director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Jointly submitted by local education agency and at least one public or private community organization (or when exception is met by local education agency).
2. Propose to serve underserved geographical regions of the state

3. Designed to implement programs for students attending Focus or Priority Schools
4. Propose to provide a summer program component
5. Are novice applicants

Level III Evaluation: Using evaluation results from the level I and level II evaluations, the division director and other leadership appointed by the appropriate chief officer, jointly determine with the appropriate SBE Committee the final recommendations to the SBE for approval based on the total amount of funds requested compared to the total amount of funds available.

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via email and written letter through standard mail.

For information on appeals, go to: <http://www.ncpublicschools.org/21cclc/resources/>.

- iii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

Click here to enter text.

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

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

HOLD FOR TITLE V, PART B DESCRIPTION

G. McKinney-Vento Act.

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The identification of children and youth experiencing homelessness is primarily the responsibility of the appointed district homeless liaison in each LEA and public charter school. Upon the identification and enrollment, an informal needs assessment is conducted on the child or youth experiencing homelessness to assess their needs. During each school year, data elements are submitted to the NCDPI regarding every child and youth who has been identified by each LEA or charter school. The data collected are used to assess student needs and determine areas of improvement related to identifying and educating homeless children and youth throughout the state. 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.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, 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 youths, including such children and youths who are runaway and homeless youths.

To build the capacity of LEA and charter school staff, the NCDPI's Homeless Education Program (HEP) conducts a variety of training sessions each year to increase awareness and address specific needs of homeless children and youth to appointed homeless liaisons and other school officials, as appropriate. Support includes, but is not limited to the following:

- Annual regional compliance forums
- New homeless liaison training
- Training materials for liaisons to use with local staff
- Program needs assessments
- On-site and on-line monitoring
- Webinars
- Individual on-site trainings
- Resources available on the website
- State posters
- Regular listserv communication
- Phone and email technical assistance

In addition to the ongoing training and technical assistance provided to LEAs and charter school, the NCDPI's HEP provides training to other divisions and agencies that intersect with homeless education to ensure all barriers to academic activities, including extracurricular activities, are addressed and removed for children and youth experiencing homelessness.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

To ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved, the NCDPI's HEP has developed a dispute resolution procedure that 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 within ten (10) school business days.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

In addition, the NCDPI's HEP works with LEAs and charter schools to develop local policies and procedures to support children and youth experiencing homelessness and ensure barriers are removed that may hinder their ability to receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

The NCDPI's HEP ensures 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, the Office of Early Learning, and the Migrant Education Program to provide information, resources, and support for LEAs and charter schools in working with homeless children and their eligibility in public preschool programs. In addition, the NCDPI's HEP will continue to collaborate with the Child Nutrition division and the National School Lunch Meal Eligibility Program to ensure all children and youth experiencing homelessness receive free meals while enrolled in and attending school.

- v. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Annually, the NCDPI's HEP examines annually laws, regulations, practices, and policies that may act as a barrier 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 to local education agencies in removing barriers to the enrollment and the retention of children and youth to attend school are conducted regularly. Barriers with residency requirements, enrollment or discipline procedures, outstanding fees or fines, absences, immunizations, and other documentation typically required for enrollment are reviewed each year by local homeless liaisons to eliminate delays and retention of homeless students and provided for review to the office of the state coordinator as appropriate.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

HOLD FOR DESCRIPTION

APPENDIX TABLE OF CONTENTS

| APPENDIX LETTER | PAGE NUMBER | DOCUMENT TITLE |
|-----------------------------|--------------------|--|
| A | | Measurements of Interim Progress |
| B | | Educator Equity Differences in Rates Tables |
| C | | Educator Equity Extension Plan and Differences in Rates Tables |
| <Insert rows, as necessary> | | |

DRAFT

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

B. Graduation Rates

C. English Language Proficiency

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APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

| STUDENT GROUPS | Rate at which students are taught by an ineffective teacher | Differences between rates | Rate at which students are taught by an out-of-field teacher | Differences between rates | Rate at which students are taught by an inexperienced teacher | Differences between rates |
|--|--|----------------------------------|---|----------------------------------|--|----------------------------------|
| Low-income students enrolled in schools receiving funds under Title I, Part A | Box A: enter rate as a percentage | Enter value of (Box A) – (Box B) | Box E: enter rate as a percentage | Enter value of (Box E) – (Box F) | Box I: enter rate as a percentage | Enter value of (Box I) – (Box J) |
| Non-low-income students enrolled in schools not receiving funds under Title I, Part A | Box B: enter rate as a percentage | | Box F: enter rate as a percentage | | Box J: enter rate as a percentage | |
| Minority students enrolled in schools receiving funds under Title I, Part A | Box C: enter rate as a percentage | Enter value of (Box C) – (Box D) | Box G: enter rate as a percentage | Enter value of (Box G) – (Box H) | Box K: enter rate as a percentage | Enter value of (Box K) – (Box L) |
| Non-minority students enrolled in schools not receiving funds under Title I, Part A | Box D: enter rate as a percentage | | Box H: enter rate as a percentage | | Box L: enter rate as a percentage | |

If the SEA has defined other optional key terms, it must complete the table below.

| STUDENT GROUPS | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1 | Differences between rates | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2 | Differences between rates | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3 | Differences between rates |
|--|--|----------------------------------|--|----------------------------------|--|----------------------------------|
| Low-income students enrolled in schools receiving funds under Title I, Part A | Box A: enter rate as a percentage | Enter value of (Box A) – (Box B) | Box E: enter rate as a percentage | Enter value of (Box E) – (Box F) | Box I: enter rate as a percentage | Enter value of (Box I) – (Box J) |
| Non-low-income students enrolled in schools not receiving funds under Title I, Part A | Box B: enter rate as a percentage | | Box F: enter rate as a percentage | | Box J: enter rate as a percentage | |
| Minority students enrolled in schools receiving funds under Title I, Part A | Box C: enter rate as a percentage | Enter value of (Box C) – (Box D) | Box G: enter rate as a percentage | Enter value of (Box G) – (Box H) | Box K: enter rate as a percentage | Enter value of (Box K) – (Box L) |
| Non-minority students enrolled in schools not receiving funds under Title I, Part A | Box D: enter rate as a percentage | | Box H: enter rate as a percentage | | Box L: enter rate as a percentage | |

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

| STUDENT GROUPS | Rate at which students are taught by an ineffective teacher | Differences between rates | Rate at which students are taught by an out-of-field teacher | Differences between rates | Rate at which students are taught by an inexperienced teacher | Differences between rates |
|--------------------------------|--|----------------------------------|---|----------------------------------|--|----------------------------------|
| Low-income students | Box A: enter rate as a percentage | Enter value of (Box A) – (Box B) | Box E: enter rate as a percentage | Enter value of (Box E) – (Box F) | Box I: enter rate as a percentage | Enter value of (Box I) – (Box J) |
| Non-low-income students | Box B: enter rate as a percentage | | Box F: enter rate as a percentage | | Box J: enter rate as a percentage | |
| Minority students | Box C: enter rate as a percentage | Enter value of (Box C) – (Box D) | Box G: enter rate as a percentage | Enter value of (Box G) – (Box H) | Box K: enter rate as a percentage | Enter value of (Box K) – (Box L) |
| Non-minority students | Box D: enter rate as a percentage | | Box H: enter rate as a percentage | | Box L: enter rate as a percentage | |

If the SEA has defined other optional key terms, it must complete the table below.

| STUDENT GROUPS | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1 | Differences between rates | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2 | Differences between rates | Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3 | Differences between rates |
|----------------------------|--|----------------------------------|--|----------------------------------|--|----------------------------------|
| Low-income students | Box A: enter rate as a percentage | Enter value of (Box A) – (Box B) | Box E: enter rate as a percentage | Enter value of (Box E) – (Box F) | Box I: enter rate as a percentage | Enter value of (Box I) – (Box J) |

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|--------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| Non-low-income students | Box B: enter rate as a percentage | | Box F: enter rate as a percentage | | Box J: enter rate as a percentage | |
| Minority students | Box C: enter rate as a percentage | Enter value of (Box C) – (Box D) | Box G: enter rate as a percentage | Enter value of (Box G) – (Box H) | Box K: enter rate as a percentage | Enter value of (Box K) – (Box L) |
| Non-minority students | Box D: enter rate as a percentage | | Box H: enter rate as a percentage | | Box L: enter rate as a percentage | |

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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 |
| 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 |
| CFDC | Consolidated Federal Data Collection System |
| CIHS | Cooperative Innovative High Schools |
| CII | Center for Innovation and Improvement |

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| CNA | Comprehensive Needs Assessment |
| 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 |
| DST | District and School Transformation |
| 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 |
| ELL | English Language Learners |
| ELA | English Language Arts |
| ELP | English Language Proficiency |
| ELD | English Language Development |
| 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 |

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| ExC-ELL | Expediting Comprehension for English Language Learners |
| FFC | Framework for Change |
| FPMS | Federal Program Monitoring and Support |
| FR-OCS | Future Ready Occupational Course of Study |
| GETC | Governor's Education Transformation Commission |
| HEP | Homeless Education Program |
| HSCCAA | High School to Community College Articulation Agreement |
| IBAS | Integrated Behavior and Academic Support |
| IEP | Individualized Education Program |
| 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 Instructional Education Program |
| McREL | Mid-continent Research Education Laboratory |
| MDC | Master Data Calendar |
| MET | Measuring Effective Teaching |
| MOU | Memorandum of Understanding |
| MOOC | Massive Open Online Course |
| MSL | Measures of Student Learning |
| MTSS | Multi-Tiered Systems of Supports |

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| 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 |
| NCMEP | 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 |
| 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! |

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| RESAs | Regional Education Service Alliances |
| 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 |
| TAS | Targeted Assistance School |

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| 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 |

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**Every Student Succeeds Act (ESSA)
External Organizations/Associations Stakeholder Groups**

| Organization | Name | Title |
|---|-------------------|---|
| 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 |
| Business for Educational Success and Transformation of NC | Brenda Berg | CEO, BEST NC |
| Carolina Teachers of English to Speakers of Other Languages | Roberto Gonzalez | President |
| 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 |
| 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 State School Library Consultants | Kathy Parker | President |
| 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 |
| Go Global NC | Rick VanSant | Executive Director |
| Governor's Office | Shelby Armentrout | Special Assistant for Education |

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| Governor's Office | Catherine Truitt | Senior Education Advisor |
| HIRE Standards Coalition | Andrew Meehan | Coalition Manager |
| Hope Street Group | Katharine Correll | Director, NC Teacher Voice Network |
| 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 |
| NAACP - North Carolina | William Barber | President |
| NC Association for Supervision and Curriculum Development | Lillie Cox | Interim Executive Director |
| 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 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 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 |
| 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 |

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| NC Commission of Indian Affairs | Gregory Richarson | 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 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 |
| NC Science Teachers Association | Joette Midgett | Business Manager |
| NC Society of Hispanic Professionals | Yessica Vazquez | President, Triad Chapter |
| 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 |

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| North American Association for Environmental Education | Pepe Marcos | Board Chair |
| Personnel Administrators of NC | Glenda Jones | PANC President/Cabarrus County Schools Chief HR Officer |
| Professional Educators of NC | Carol Vandenberg | Executive Director |
| Public Impact | Bryan Hassel | Co-Director |
| Public School Forum of NC | Keith Poston | Forum President and Executive Director |
| School Nurse Association of NC | Laura Marino | President |
| 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 |
| 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 |
| World View | Charle LaMonica | Director |
| Youth Justice Project of the Southern Coalition for Social Justice | Peggy Nicholson | Co-Director |
| Youth Justice Project of the Southern Coalition for Social Justice | Ricky Watson | Co-Director |

Stakeholder Involvement on ESSA
January - December 2016
(Updated December 16, 2016)

| 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 |

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| 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 |

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| 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'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 |

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| 8/30/2016 | Embassy Suites, Greensboro, NC | Members of the State Superintendent's Testing and Growth Advisory Council | ESSA Input on Accountability Indicators |
| 9/6/2016 | Department of Administration, Raleigh, NC | Governor's Education Advisor and Another Staff Member | 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 <i>Draft</i> 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 <i>Draft</i> 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 <i>Draft</i> 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 <i>Draft</i> of the State's ESSA Plan |
| 10/27/2016 | Sheraton, Greensboro, NC | Testing and Growth Advisory Council Members | ESSA Input on Accountability Indicators |

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| 11/10/2016 | Hilton Garden Inn, Kitty Hawk, NC | Attendees at NERESA Leadership Conference | ESSA Overview and Input |
| 11/14/2016 | McKimmon Center, Raleigh, NC | 32 Presidents or Designees of Statewide Education Organizations/Associations | ESSA Input on 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 | Second Statewide ESSA Stakeholders Meeting/Input on Draft Plan and Accountability Indicators |
| 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 LNC'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 |

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