

STATE OF NORTH CAROLINA
COUNTY OF WAKE

IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
95-CVS-1158

HOKE COUNTY BOARD OF
EDUCATION; HALIFAX COUNTY
BOARD OF EDUCATION;
ROBESON COUNTY BOARD OF
EDUCATION; CUMBERLAND
COUNTY BOARD OF
EDUCATION; VANCE COUNTY
BOARD OF EDUCATION; RANDY
L. HASTY, individually and as
Guardian Ad Litem of RANDELL B.
HASTY; STEVEN R. SUNKEL,
individually and as Guardian Ad Litem
of ANDREW J. SUNKEL; LIONEL
WHIDBEE, individually and as
Guardian Ad Litem of JEREMY L.
WHIDBEE; TYRONE T.
WILLIAMS, individually and as
Guardian Ad Litem of TREVLYN L.
WILLIAMS; D.E. LOCKLEAR, JR.,
individually and as Guardian Ad Litem
of JASON E. LOCKLEAR; ANGUS
B. THOMPSON II, individually and as
Guardian Ad Litem of VANDALIAH
J. THOMPSON; MARY ELIZABETH
LOWERY, individually and as
Guardian Ad Litem of LANNIE RAE
LOWERY, JENNIE G. PEARSON,
individually and as Guardian Ad Litem
of SHARESE D. PEARSON;
BENITA B. TIPTON, individually and
as Guardian Ad Litem of WHITNEY
B. TIPTON; DANA HOLTON
JENKINS, individually and as
Guardian Ad Litem of RACHEL M.
JENKINS; LEON R. ROBINSON,

NORTH CAROLINA
STATE BOARD OF EDUCATION'S
THIRD REPORT ON PROGRESS ON
COMPREHENSIVE REMEDIAL
PLAN

APRIL 8, 2022

individually and as Guardian Ad Litem
of JUSTIN A. ROBINSON,

Plaintiffs,

and

CHARLOTTE-MECKLENBURG
BOARD OF EDUCATION,

Plaintiff-Intervenor,

and

RAFAEL PENN; CLIFTON JONES,
individually and as Guardian Ad Litem
of CLIFTON MATTHEW JONES;
DONNA JENKINS DAWSON,
individually and as Guardian Ad Litem
of NEISHA SHEMAY DAWSON and
TYLER ANTHONY HOUGH-
JENKINS,

Plaintiff-Intervenors,

v.

STATE OF NORTH CAROLINA and
the STATE BOARD OF
EDUCATION,

Defendants,

and

CHARLOTTE-MECKLENBURG
BOARD OF EDUCATION,

Realigned Defendant.

On June 7, 2021, the Court ordered the State and the State Board of Education (SBE) to submit status reports on August 6, 2021; before October 31, 2021; and quarterly thereafter. The SBE submitted its First Report On Progress On Comprehensive Remedial Plan on August 6, 2021 (First Report). The SBE submitted an update to that report prior to the October 18, 2021, hearing. The SBE then submitted the Second Report on November 1, 2021.

This April 2022 Update (attached) supplements all actions described in the three prior reports and updates with the significant additional acts that the State Board of Education has taken since October 2021. Descriptions of actions taken since the October 31, 2021, update are entered under the appropriate Action Item and labelled “April 2022 Update.” N.B.: Acronyms are defined in the earlier entries.

Respectfully submitted, this the 8th day of April, 2022.

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Attorney General

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CERTIFICATE OF SERVICE

I do hereby certify that in accordance with BCR 3 the foregoing document has been electronically filed using the Court’s electronic filing system, which will automatically send notification of such filing to the following counsel of record:

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This the 8th day of April, 2022.

/s/ Matthew Tulchin

Matthew Tulchin

Special Deputy Attorney General

State Board of Education
Actions to Implement the Comprehensive Remedial Plan
April 2022 Update

I. Qualified and Well-Prepared Teacher in Every Classroom

Action Item	Actions Taken	Risks to Implementation
<i>A. Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State's public schools.</i>		
I.A.ii.1 - Funding to support the work of the Professional Educator Preparation and Standards Commission	<ul style="list-style-type: none"> • See State Report 	
I.A.ii.2 - Develop a plan for implementing a licensure and compensation reform model designed to offer early, inclusive, clear pathways into the profession, reward excellence and advancement, and encourage retention.	<ul style="list-style-type: none"> • The Human Capital Roundtable developed a plan for competency-based licensure and the SBE has approved the plan. The plan can be found at https://www.sreb.org/sites/main/files/file-attachments/feb_nc_sbe3_noanimation.pdf?161230139. • The State Board of Education has requested that the Professional Educator Preparation Standard Commission (PEPSC) study and make recommendations to the SBE on how to best implement the recommended model. • A description of the work of the DRIVE Task Force and its Final Report and Recommendations are available at: https://hunt-institute.org/equity-in-education/drive-taskforce and https://hunt-institute.org/wp-content/uploads/2020/12/HI-DRIVE-Final-Report.pdf • Impact of these policies can be followed on the Human Capital Dashboard at: http://bit.ly/nc_hcd • Superintendent Truitt has launched Operation Polaris to reimagine teachers' licensure and professional 	

Action Item	Actions Taken	Risks to Implementation
	<p>career paths to remove barriers to entry into the profession and open the door to a more diverse workforce.</p> <ul style="list-style-type: none"> • https://www.dpi.nc.gov/documents/sbe/operation-polaris. 	
April 2022 Update	<ul style="list-style-type: none"> • NCDPI has developed a comprehensive model for the competency-based licensure initiative. This draft model is meant to facilitate the development of the final model that PEPSC will present to the SBE in late summer 2022. • Governor Cooper has extended the work of the DRIVE Task Force through December 31, 2023. The DRIVE Task Force is responsible for developing a sustainability plan for its recommendations. 	
I.A.ii.3 - Analysis of resources and structures necessary for the State's EPPs to increase their production.	<ul style="list-style-type: none"> • See State Report 	
I.A.ii.4 - Provide personnel and programmatic support for TeachNC, an initiative that seeks to provide accurate and compelling information about the teaching profession.	<ul style="list-style-type: none"> • See State Report 	
April 2022 Update	<ul style="list-style-type: none"> • 2021 N.C. Sess. Laws 180 – An Act to Make Base Budget Appropriations for Current Operations (S.L. 2021-180) includes \$880k in funding for the TeachNC program and for a full-time position to support TeachNC and teacher recruitment efforts in the State. 	

Action Item	Actions Taken	Risks to Implementation
I.A.ii.5 - Support for the expansion of student recruitment programs	<ul style="list-style-type: none"> See State Report 	
I.A.iii.1 - Targeted funding and structures necessary to increase the number of teachers and instructional support personnel graduating by 10 percent annually.	To be initiated in FY 2023	
I.A.iii.2 - Targeted funding and structures to increase teachers and instructional support personnel of color graduating by 5 percent annually	To be initiated in FY 2023	
I.A.iii.3 - Develop plan for a statewide system/entity to coordinate teacher recruitment and support	To be initiated in FY 2023	
I.A.iv.1 - Implement and fund plan for a statewide system/entity to coordinate teacher recruitment and support.	To be initiated in FY 2024	
<i>B. Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program.</i>		
I.B.ii.1 - Increase the number of eligible teacher preparation programs for the Teaching Fellows Program from 5 to 8.	<ul style="list-style-type: none"> See State Report 	
April 2022 Update	<ul style="list-style-type: none"> There are now eight partner institutions for the Teaching Fellows Program: Elon University, Fayetteville State University, Meredith College, NC A&T University, NC State University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Pembroke. 	
I.B.iii.1 - Increase funding to recruit and support up to 1,500 Teaching Fellows annually.	<ul style="list-style-type: none"> See State Report 	
<i>C. Support high quality teacher residency programs in high need rural and urban districts through a State matching grant program that leverages ESSA Title II funding.</i>		

Action Item	Actions Taken	Risks to Implementation
I.C.ii.1 - Provide support for high quality teacher preparation residency programs in high need rural and urban districts	To be initiated in FY 2023	
<i>D. Provide support for high quality teacher recruitment and development programs.</i>		
I.D.ii.1 - Increase access to high quality teacher recruitment and development programs, such as TAs to Teachers, Troops to Teachers, and Pathway to Practice.	To be initiated in FY 2025	
<i>E. Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities.</i>		
I.E.ii.1 - Expand Partnership TEACH and similarly successful, research-based Grow-Your-Own and 2+2 programs in all regions of the State.	<ul style="list-style-type: none"> See State Report 	
<i>F. Significantly increase the racial and ethnic diversity of North Carolina's qualified and well-prepared teacher workforce and ensure all teachers employ culturally responsive practices.</i>		
I.F.ii.1 - Develop a plan of actions by the State will take to increase the racial and ethnic diversity of qualified and well-prepared teachers through the work of the DRIVE Task Force.	<ul style="list-style-type: none"> On Dec. 7, 2020, the DRIVE Task Force approved its recommendations to the Governor on actions the State should take to improve the racial and ethnic diversity of the educator workforce. The report is available at https://hunt-institute.org/wp-content/uploads/2020/12/HI-DRIVE-Final-Report.pdf. 	
I.F.iii.1 - Implement the plan of actions recommended by Governor Cooper's DRIVE Task Force.	<ul style="list-style-type: none"> See State Report 	
I.F.iii.2 - Establish the Office of Equity Affairs at NCDPI to direct the recruitment and retention of a diverse educator workforce.	<ul style="list-style-type: none"> The SBE and State Superintendent Truitt reallocated existing resources to create the Office of Equity. In December 2020, Superintendent Truitt hired Dr. Catherine Edmonds as the Deputy Superintendent for Educational Equity 	Full implementation of the equity work in the SBE Strategic Plan is dependent on new funding

Action Item	Actions Taken	Risks to Implementation
I.F.iii.3 - Monitor, review, coordinate, and implement programs and efforts to increase teacher diversity.	<ul style="list-style-type: none"> See State Report 	
April 2022 Update	<ul style="list-style-type: none"> NCDPI is tracking the enrollment and completion rates of educator preparation programs by race and gender. NCDPI reports on the percentage point increase of these demographic groups in the Educator Preparation Program. (EPP Dashboard). 	
<i>G. Provide high-quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to increase both their effectiveness and their retention.</i>		
I.G.ii.1 - Provide comprehensive induction services through the NC New Teacher Support Program to beginning teachers in low performing, high poverty schools.	<ul style="list-style-type: none"> See State Report 	
<i>H. Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers.</i>		
I.H.ii.1 - Create a permanent advanced teaching roles program that provides start-up funds to districts in FY21, class size waivers and other flexibility, and enables participating districts to study the effectiveness of aligned compensation models.	S.L. 2020-78, signed into law by the Governor on July 1, 2020, created a permanent Advanced Teaching Roles program that will provide grants and policy flexibility to districts seeking to implement a differentiated staffing model. The bill did not provide any new funding to provide additional grants to school districts.	SBE will need new funding to monitor, evaluate and support the LEAs participating in the Advanced Teaching Roles pilots and programs.
I.H.iii.1 - Provide grants to additional districts to implement an advanced teaching roles initiative.	<ul style="list-style-type: none"> On July 24, 2020, the State Board approved Advanced Teaching Roles program grants for four new school districts (Winston-Salem/Forsyth County Schools, Guilford County Schools, Wilson County Schools, and Thomasville City Schools). The grants totaled \$1,000,000. These grants were provided with existing state funding available through the 	

Action Item	Actions Taken	Risks to Implementation
	<p>Advanced Teaching Roles program.</p> <ul style="list-style-type: none"> On January 7, 2021, the SBE approved Harnett County, McDowell County, and Cumberland County to participate in the legislatively created Advanced Teaching Roles program. Grants to those three LEAs were funded from grant money that became available when Thomasville declined to participate in the pilot. There are now seventeen LEAs approved for Advanced Teaching Roles pilots or programs. DPI is providing webinars to support new applicants for the Advance Teaching Roles program. 	
October 18, 2021, Update	<ul style="list-style-type: none"> NCDPI has issued an RFP for a new cohort of Advanced Teaching Roles partner districts. NCDPI will present recommendation for new cohort members will to the State Board of Education at its December 2021 meeting. The new biennium budget legislation (SB 105) has proposed an additional \$2M for Advanced Teaching Roles. 	
April 2022 Update	<ul style="list-style-type: none"> On February 3, 2022, the SBE approved Advanced Teaching Roles program grants for four new school districts: Lincoln County Schools, Mt. Airy City Schools, Nash-Rocky Mount Schools, and Thomasville City Schools. The grants totaled \$988,311 per year over the next three fiscal years (2025). S.L. 2021-180 includes an additional \$2 million for the Advanced Teaching Roles (ATR) program. These additional funds 	

Action Item	Actions Taken	Risks to Implementation
	<p>were used to bring the 2020 grant recipients to their full funding requests. Additionally, this funding was used for program continuation for eight of the ten districts approved in the 2016 and 2018 cohorts.</p> <ul style="list-style-type: none"> The State Board of Education is required to evaluate the efficacy of the ATR program annually. 	<ul style="list-style-type: none"> The evaluation of the original pilot was funded at \$200K. Currently, there is no funding for the annual evaluation of the ATR program.
<p><i>I. Develop a system to ensure that all North Carolina teachers have the opportunity they need for continued professional learning to improve and update their knowledge and practices.</i></p>		
<p>I.I.ii.1 - Implement Learning Forward's Standards for Professional Learning.</p>	<ul style="list-style-type: none"> No action to report. 	
<p>I.I.iii.1 / III.C.iii.1 - Increase capacity for schools and districts to provide personalized, job-embedded, collaborative professional learning opportunities and to build the capacity to implement, support, improve, and evaluate these activities.</p>	<ul style="list-style-type: none"> See State Report 	
<p><i>J. Increase teacher compensation and enable low wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.</i></p>		
<p>I.J.ii.1 / III.E.ii.1 - Conduct a North Carolina-specific wage comparability study to determine competitive pay for educators in comparison to professions that require similar education and credentials.</p>	<ul style="list-style-type: none"> See State Report 	
<p>I.J.ii.2 - In accordance with the study described above, increase salaries for teachers and instructional support</p>	<ul style="list-style-type: none"> See State Report 	

Action Item	Actions Taken	Risks to Implementation
staff by 5 percent in FY 2021 and incrementally after that based on study findings.		
<i>K. Low wealth districts and high poverty schools will provide incentives for the recruitment and retention of qualified teachers.</i>		
I.K.ii.1 - Provide funds for the cost of National Board certification for up to 1,000 teachers annually with priority to educators in high needs and low performing schools.	<ul style="list-style-type: none"> • See State Report 	
April 2022 Update	<ul style="list-style-type: none"> • SL 2021-180, sec. 7.27(a), established a grant program during the 2021-2023 fiscal biennium for qualifying public school units (PSU) to improve teacher quality and mitigate learning loss, notwithstanding G.S. 115C-296.2. • See report to the Joint Legislative Education Oversight Committee. • https://www.ncleg.gov/document/sites/committees/JLEOC/Reports%20Received/2022%20Reports%20Received/National%20Bd.%20for%20Professional%20Teaching%20Standards%20Certificate%20Fee%20Reimbursement.pdf. • 	The \$1.2 million for the 2021-23 biennium will reimburse teachers for the cost of the participation fee for National Board for Professional Teaching Standards (NBPTS) certification. The funding will not cover the entire costs of NBPTS certification.
I.K.ii.2 - Establish a district-level grant program focused on the implementation of multi-year recruitment bonuses and other compensation options for certified teachers who commit to teach in a low wealth or high needs district or school for multiple years.	<ul style="list-style-type: none"> • See State Report 	

II. A Qualified and Well-Prepared Principal in Every School

Action Item	Actions Taken	Risks to Implementation
<i>A. Update the State's school administrator preparation and principal licensure requirements to align program approval standards with effectiveness practices.</i>		
II.A.ii.1 - Update the State's school administrator preparation standards and principal licensure requirements to align with the National Education Leadership Preparation (NELP) standards.	<ul style="list-style-type: none"> • DPI has completed the alignment of the State's school administrator preparation standards with the NELP standards. The revised standards will be piloted during the 2021-22 school year. • See: https://app.luminpdf.com/viewer/61080c5b0e12a000124c9d75 • https://www.dpi.nc.gov/documents/sbe/principal-evaluation-process • https://www.dpi.nc.gov/documents/sbe/principal-standards-revision-process 	
April 2022 Update	<ul style="list-style-type: none"> • The pilot cohort for the revised principal standards include: Clinton City Schools, Mooresville Graded School District, Perquimans County Schools, Swain County Schools, Thomasville City Schools, Yadkin County Schools, and Winston-Salem Forsyth County Schools. 	
II.A.ii.2 - Complete expansion of the Transforming Principal Preparation Program (TP3) to three additional postsecondary institutions.	<ul style="list-style-type: none"> • In the spring of 2020, the newly merged NC Principal Fellows Program / Transforming Principal Preparation Program (TP3) Commission selected three new sites to host TP3 partnerships, bringing the total number of partnerships to 8 across the state. The following universities are now serving principal candidates through the merged program: East Carolina University, High Point University, North Carolina Central University (through Central Carolina Regional Education Service Alliance), North Carolina State University, University of North Carolina at Charlotte, 	

Action Item	Actions Taken	Risks to Implementation
	University of North Carolina at Greensboro, University of North Carolina at Pembroke (through Sandhills Regional Education Consortium), and Western Carolina University.	
April 2022 Update	<ul style="list-style-type: none"> In addition to educators enrolled in the TP3 or Principal Fellows programs, NCDPI has expanded the stipend program for full-time administrator interns to include all interns who have completed the coursework requirements in a full-time Master of School Administration program. 	
<i>B. Continue to expand access to high quality principal preparation programs to all North Carolina school districts.</i>		
II.B.ii.1 - Every North Carolina school district will have a partnership with at least one school administrator preparation program that meets the NELP standards and provides full-time, year-long internships.	<ul style="list-style-type: none"> See State Report 	
II.B.iii.1 - The North Carolina Principal Fellows Program will prepare 300 new principals annually.	<ul style="list-style-type: none"> See State Report 	
II.B.iii.2 - The North Carolina Principal Fellows Program and North Carolina school administrator preparation programs will recruit and prepare candidates that better match the diversity of the State's student population.	<ul style="list-style-type: none"> See State Report 	
<i>C. Expand professional learning opportunities for current principals and assistant principals.</i>		
II.C.ii.1 - Develop a plan for the creation of a School Leadership Academy to provide initial and ongoing	<ul style="list-style-type: none"> The SBE has initiated the NC Instructional Leadership Academy to build leadership capacity in districts through proficiency with core content and initiate local 	

Action Item	Actions Taken	Risks to Implementation
support to the State’s district and school leaders.	implementation with a select group of schools and supervisors	
II.C.iii.1 - In accordance with the plan, provide resources and support for the implementation of the School Leadership Academy.	<p>To be initiated in FY 2023</p> <p>THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	
II.C.iii.1 - In accordance with the plan, provide resources and support for the implementation of the School Leadership Academy.	<ul style="list-style-type: none"> • SBE has requested CAREs allocation to begin implementation. • DPI has reallocated funds from the District and Regional Support State budget to contract for one year with Leverage Leadership Institute/Relay Graduate School for training in Robeson County and for NCDPI coaches and staff to develop the internal structure for long term sustainability of the newly launched North Carolina Instructional Leadership Academy (NCILA). • For scope of this work see https://www.dpi.nc.gov/documents/sbe/ncila-contract-relay-graduate-school-education 	
II.C.ii.2 - Increase capacity for districts to expand professional learning opportunities for district and school administrators.	<ul style="list-style-type: none"> • Beginning in August 2021, the first NCILA cohort was trained. Robeson County serves as the first academy “proof point” district. The contract has been approved through the 2021-22 school year. 	
April 2022 Update	<ul style="list-style-type: none"> • S.L 2021-180, sec. 7.27 (p. 78), provided \$9,974,500 of ESSER III funding for a two-year contract for fiscal years 2022-23 and 2023-24 for years two and three of one pilot district and additional statewide training in the NC Instructional Leadership Academy (NC ILA) Pilot. All 488 low-performing schools will be included in the two year training. The program allows principals and principal managers the unique 	<p>RISK TO IMPLEMENTATION</p> <ul style="list-style-type: none"> • There is no mechanism to make training mandatory for 488 low performing schools on the list. District and Regional Support (DRS) currently has an

Action Item	Actions Taken	Risks to Implementation
	<p>opportunity to deepen their skills in instructional leadership levers as identified in Leverage Leadership (Bambrick-Santoyo, 2012) and Leverage Leadership 2.0 (Bambrick-Santoyo, 2018).</p> <ul style="list-style-type: none"> The NC ILA curriculum is rooted in pedagogical theory and grounded in evidence of what works best in schools. The program teaches skills and techniques that are proven to have the greatest impact on student learning and character development. The faculty are experienced PK-12 school leaders with track records of helping students achieve exceptional growth. To support growth and continuous improvement, the faculty observe, coach, and develop leaders both onsite and virtually. <p>(PILOT YEAR I 2021-2022) ROBESON COUNTY</p> <ul style="list-style-type: none"> In 2021, NCDPI District and Regional Support (DRS) initiated a pilot program within one of the CARES districts with 50 participants including principal supervisors and 12 school teams, consisting of a principal and two additional school leaders. <p>(PILOT YEAR II 2022-2023) ROBESON COUNTY</p> <ul style="list-style-type: none"> In 2022, the pilot has expanded to work with an additional 100 participants and the remaining 24 school teams in the district. The work will help build instructional capacity of all teachers, academic coaches, school administrators, and central office leaders in the district with the objective of all 	<p>Agreement to Engage in Student Performance Improvement with 24 districts containing 80 schools where a relationship has been established for these schools/districts to participate.</p>

Action Item	Actions Taken	Risks to Implementation
	<p>schools meeting or exceeding growth.</p> <p>(PILOT YEAR III 2023-2024 ROBESON COUNTY)</p> <ul style="list-style-type: none"> In 2023, the pilot will be expanded to include all assistant principals in Robeson County. This will enable the district to build capacity and strengthen their principal leadership pipeline. <p>STATEWIDE IMPLEMENTATION (2022-2023)</p> <ul style="list-style-type: none"> The ESSER III funds appropriated in S.L. 2021-180 will also pay for coaching support and professional development for principals and school improvement leadership teams in low performing schools. The funds will be used to enroll all principals, principal supervisors, and two leadership team members from low performing schools that agree to participate in the academy over the next two years. The program will be opened to all low performing schools in the State. At present, 488 schools are designated low-performing. DPI’s School Leadership Coaches, District Leadership Coaches, members of District & Regional Support, and DPI’s Academic Standards division will be trained in order to build capacity at the state level. 	
<p><i>D. Revise the principal and assistant principal salary structures and improve working conditions to make positions in high need schools and districts more attractive to well-qualified educators.</i></p>		
<p>II.D.ii.1 - Incrementally increase principal and assistant principal pay consistent with teacher salary increases.</p>	<ul style="list-style-type: none"> See State Report 	
<p>II.D.ii.2 - Develop a plan for a state grant program to implement and evaluate the</p>	<ul style="list-style-type: none"> See State Report 	

Action Item	Actions Taken	Risks to Implementation
effectiveness of incentive programs to encourage well-qualified school leaders to work in high need schools.		
II.D.iii.1 - Implement state grant program (described above) to implement and evaluate the effectiveness of incentive programs to encourage well-qualified school leaders to work in high need schools.	To be initiated in FY 2023	
II.D.ii.3 - Provide district leaders and principals with more autonomy to allocate resources, including autonomy to make decisions on funding and personnel assignments.	<ul style="list-style-type: none"> See State Report 	

III. A Finance System that Provides Adequate, Equitable, and Efficient Resources

Action Item	Actions Taken	Risks to Implementation
<i>A. Increase Local Education Agency (LEA) budgetary flexibility by lifting restrictions on a number of critical allotments through the ABC transfer system.</i>		
III.A.ii.1 - Allow transfers to or from most allotment categories	<ul style="list-style-type: none"> See State Report 	
<i>B. Revise the state's school funding formula so that current and additional funding is distributed to students with the greatest need.</i>		
III.B.ii.1 - Remove children with disabilities funding cap and increase supplemental funding to provide funding for students with disabilities equivalent to 2.3 times the cost of an average student.	<ul style="list-style-type: none"> See State Report 	
April 2022 Update	<ul style="list-style-type: none"> For fiscal years 2021-23, S.L. 2021-180, sec. 7.1, increased the cap on funding for students with disabilities from 12.75% to 13% and increased the funding for students with disabilities. 	
III.B.iii.1 - Revise children with disabilities formula to differentiate per-student	To be initiated in FY 2024	

Action Item	Actions Taken	Risks to Implementation
funding based on level of required student support		
III.B.ii.2 - Combine the DSSF and at-risk allotments and increase funding such that the combined allotment provides an equivalent supplemental weight of 0.4 on behalf of all economically-disadvantaged students.	<ul style="list-style-type: none"> • See State Report 	
III.B.ii.3 - Increase low wealth funding to provide eligible counties supplemental funding equal to 110% of the statewide local revenue per student.	<ul style="list-style-type: none"> • See State Report 	
III.B.ii.4 - Eliminate the limited English proficiency funding cap, simplify formula, and increase funding to provide per-student support equivalent to a weight of 0.5.	<ul style="list-style-type: none"> • See State Report 	
III.B.iv.1 - Fund a study to determine how to phase-in a weighted student funding formula that retains position allotments.	To be initiated in FY 2027	
<i>C. Increase the investment in overall spending for public education incrementally over the next eight years to provide a sound basic education.</i>		
III.C.ii.1 - Complete the final two years of funding of the enhancement teacher allotment.	<ul style="list-style-type: none"> • See State Report • These funds were appropriated and allocated to the districts for the 2021-2022 school year. 	
III.C.iii.1 - Increase professional development funding to provide districts with adequate funding for professional development and mentoring.	<ul style="list-style-type: none"> • All PSUs have received significant funds through ESSER2 and ESSER3 funding through an approved application process administered through NCDPI Federal Programs Division which could be used for professional development. • Details for allotments and expenditures of nonrecurring COVID funds are available at: 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> • https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/covid-funds 	
October 31, 2021, Update	<ul style="list-style-type: none"> • S.L. 2021-3, Part I, sec. 1.2(11) provides \$12M to support professional development in the Science of Reading for teachers in Pre-K through fifth grade. • SBE/DPI has extended professional development in the Science of Reading to include Elementary Resource Exceptional Children teachers, Elementary English Language Learner teachers and one instructional coach per school to ensure long-term systematic and systemic change. This additional professional development will ensure alignment vertically across grade levels, as well as full support across the continuum of NC students. 	
October 31, 2021, Update	<ul style="list-style-type: none"> • SBE/DPI has directed PSUs that have Significant Disproportionality in exceptional children identification to participate in Social Emotional Learning professional development. • See attached memo from Superintendent Truitt dated October 5, 2021. 	
April 2022 Update	<ul style="list-style-type: none"> • S.L. 2021-180 appropriated \$47.5 million in ESSER III funds to support professional development in the Science of Reading for teachers in Pre-K through fifth grade. That funding is in addition to the \$12 million in ESSER II funding appropriated in S.L. 2021-3, Part I, sec. 1.2(11). • The next cohort of districts with significant disproportionality have been notified and will participate in the Social Emotional Learning 	

Action Item	Actions Taken	Risks to Implementation
	professional development beginning in fall 2022.	
III.C.iv.1 - Increase funding for non-instructional support to reverse budget cuts that have hampered districts' abilities to provide all students with a sound basic education.	To be initiated in FY 2024	
III.C.iv.2 - Increase funding for classroom supplies until combined funding for supplies and textbooks equals \$150 per student.	To be initiated in FY 2024	
III.C.iv.3 - Increase funding for textbooks until combined funding for supplies and textbooks equals \$150 per student.	To be initiated in FY 2024	
III.C.iv.4 - Increase allotted assistant principal months of employment to provide one month of employment for every 80 students.	To be initiated in FY 2024	
III.C.iv.5 - Increase funding for central office staff to ensure sufficient funding to implement the reforms necessary to provide all students with a sound basic education.	To be initiated in FY 2024	
III.C.iv.6 - Issue a \$2 billion bond to support school capital needs.	To be initiated in FY 2024	
<i>D. Scale up flexible funding for SISP to meet the academic, physical, and mental health needs of students and to ensure that schools are safe and supportive learning environments.</i>		
III.D.ii.1 / VI.F.iii.4 - Provide funding for SISP to meet national guidelines.	<ul style="list-style-type: none"> See State Report 	
April 2022 Update	<ul style="list-style-type: none"> S.L. 2021-180 created a separate allotment for school psychologists funding at least 1 position in each local school administrative unit. 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> The restricted allotment for school psychologists was funded by transferring positions from the existing instructional support allotment and \$9,851,551 in new funding. 	
<p><i>E. Increase educator compensation to make it competitive with educator compensation in other states in the region and with other career options that require similar levels of preparation, certification, and levels of experience.</i></p>		
<p>III.E.ii.1 / I.J.ii.1 - Conduct a North Carolina-specific wage comparability study to determine competitive pay for educators.</p>	<ul style="list-style-type: none"> See State Report 	
<p>III.E.ii.2 - Increase salaries for teachers and instructional support staff by 5 percent in FY 2022 and incrementally after that based on study findings.</p>	<ul style="list-style-type: none"> See State Report 	
<p>April 2022 Update</p>	<ul style="list-style-type: none"> S.L. 2021-180 created a separate allotment for school psychologists funding at least 1 position per LEA. Funded from transfers of instructional support positions, and additional funding provided \$9,851,551 	
<p>III.E.ii.3 - Increase principal and assistant principal pay consistent with teacher salary increases.</p>	<ul style="list-style-type: none"> See State Report 	
<p>April 2022 Update</p>	<ul style="list-style-type: none"> School building administrator pay was increased 2.5% each year for the next biennium 	
<p><i>F. Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.</i></p>		
<p>III.F.ii.1 - Establish mechanism for continually updating state funding amounts.</p>	<p>To be initiated in FY 2024</p>	
<p>III.F.ii.2 - Simplify position allotments by combining the enhancement teacher and classroom teacher allotments.</p>	<p>To be initiated in FY 2024</p>	

Action Item	Actions Taken	Risks to Implementation
III.F.ii.3 - Revise charter school funding so that funding is directly appropriated to each charter school.	To be initiated in FY 2024	
III.F.ii.4 - Combine all dollar allotments that are distributed on a per-ADM basis into a single allotment.	To be initiated in FY 2024	

IV. An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance

Action Item	Actions Taken	Risks to Implementation
<i>A. Establish a more instructionally-focused and student-centered assessment system.</i>		
IV.A.ii.1 - Expand the use of NC Check-Ins in grades 3-8 to additional school districts and schools.	<ul style="list-style-type: none"> The NC Check-Ins have been expanded to include 3rd grade reading for the 2020-21 school year and Biology and Math 3. 	DPI will need new funding to engage an external evaluator to assess impact of program.
April 2022 Update	<ul style="list-style-type: none"> DPI has contracted with the Center for Assessment to provide an external evaluation of the development and implementation of the innovative assessment, including the transition of NC Check-Ins to NC Check-Ins 2.0 (interim assessments for the summative innovative assessment). The impact of COVID delayed the implementation of the NC Math 3 NC Check-Ins to the 2022-23 school year. NC Check-Ins are being expanded to English II in the 2022-23 school year. In the 2022-23 school year, the pilot will be expanded to include grades 5 and 8 as well as grades 4 and 7 in reading and mathematics. The grades 4 and 7 pilot will include the administration of the flexible summative assessment for the pilot participants. 	

Action Item	Actions Taken	Risks to Implementation
<p>IV.A.ii.2 / VI.F.ii.2 - Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory.</p>	<ul style="list-style-type: none"> ● On March 5, 2020, the State Board of Education officially approved the KEA name change to NCELI and approved the alignment of the 14 NCELI dimensions to the Early Learning Developmental Standards and the NC Standard Course of Study. ● All Kindergarten classrooms in school districts currently administer the NCELI through the use of the Teaching Strategies Gold platform. All NC Pre-K programs received access this year to the platform through grant funding, which impacts 55% of NC Pre-K programs in school districts. DPI will begin training for the remaining 45% of NC Pre-K programs in school districts in Spring 2021. In Fall 2021, 100% of all NC Pre-K programs across NC (both private and public programs) will use Teaching Strategies Gold for ongoing alignment expansion between Pre-K and Kindergarten. 	
<p>April 2022 Update</p>	<ul style="list-style-type: none"> ● In May 2022, DPI will seek SBE approval for 2 more literacy items to the NCELI. ● As part of its sustainability plan, DPI will offer annual NCELI training to new kindergarten teachers and additional training offerings to address implementation fidelity. ● DPI has provided Teaching Strategies GOLD training for the 45% Pre-K programs in school districts not funded through the NC Pre-K program (e.g., Preschool EC 619 and Title I Preschool programs). DHHS provides support for the 	

Action Item	Actions Taken	Risks to Implementation
	<p>remaining 55% of PreK programs.</p> <ul style="list-style-type: none"> • DPI is implementing a sustainability plan to ensure that training is available to all newly hired public school prekindergarten teachers. DPI Early Learning consultants who are trained facilitators will provide this training annually. • S.L. 2021-8, Part III, sec. 3(a) enacted G.S. 115C-83.4B which requires that information from a child’s Pre-K assessment be shared with the child’s receiving kindergarten teachers. DHHS and DPI are working with Teaching Strategies to create a Transition Report that will be transmitted from the Pre-K Teaching strategies GOLD assessment license to the NCELI Teaching Strategies GOLD assessment license. This will allow receiving kindergarten teachers to access this assessment and transition information for each child served in NC Pre-K and the additional public school prekindergarten classrooms when children transition into their classrooms. 	
<p><i>B. Clarify alignment between the assessment system and the State’s theory of action.</i></p>		
<p>(IV.B.ii.1.)Launch the Innovative Assessment Demonstration pilot approved by the US Department of Education beginning in 16 districts and charters to improve and personalize formative assessment and to evaluate the feasibility of utilizing through-grade results to provide summative assessment results.</p>	<p>To be initiated in FY 2023 THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	

Action Item	Actions Taken	Risks to Implementation
<p>IV.B.ii.1 - Launch the Innovative Assessment Demonstration pilot approved by the US Department of Education beginning in 16 districts and charters to improve and personalize formative assessment and to evaluate the feasibility of utilizing through-grade results to provide summative assessment results.</p>	<ul style="list-style-type: none"> • This Action Step was scheduled for FY 2023. However, with authority from the USDOE and SBE approval, Superintendent Truitt created the Polaris Workgroup to study and develop recommendations on innovative assessments. Working with the Polaris Workgroup which includes DPI staff and outside participants, in May 2021, the Friday Institute conducted cognitive labs in six PSUs across North Carolina to gain insight into how students approach and respond to new test questions formats, such as: drag and drop, fill-in-the blank, and select all that apply. The SBE will use information to navigate between federal and state testing requirements and develop recommendations for new multi-indicator assessments. • See • https://www.dpi.nc.gov/documents/sbe/friday-institute-educational-innovation-findings-cognitive-labs-spring-2021 and • https://www.dpi.nc.gov/documents/sbe/operation-polaris 	
<p>October 18, 2021, Update</p>	<ul style="list-style-type: none"> • DPI staff conducted a webinar for the selected pilot schools on September 30, 2021. • Following that webinar, the innovative assessment demonstration pilot opened on October 1, 2021. • A copy of the content covered during the webinar is attached as NC Innovative Assessment Pilot Webinar 09302021. The materials include a description of 	

Action Item	Actions Taken	Risks to Implementation
	the NC Interims, (referred to as NC Check-Ins in the CRP) and a calendar for implementing the pilot.	
April 2022 Update	<ul style="list-style-type: none"> • In spring 2022, cognitive labs for accessible open-ended items are being held with students. • Focus groups are being conducted with teachers in the innovative assessment pilot to obtain feedback on class item reports and the individual student reports. • Professional development modules for teachers and administrators are being piloted with the innovative assessment volunteers. • On March 7, 2022, a webinar was held to share the status of the development and implementation and to encourage volunteers to participate in the pilot for the 2022-23 school year. 	
<i>C. Improve coherence among curriculum, instruction, and assessment.</i>		
(IV.C.ii.1.)Evaluate the curricular materials selected by school districts and report on the degree of alignment with State-adopted content standards.	<p>To be initiated in FY 2023</p> <p>THE SBE HAS TAKEN THE ACTIONS DESCRIBED BELOW</p>	
IV.C.ii.1 - Evaluate the curricular materials selected by school districts and report on the degree of alignment with State-adopted content standards.	<ul style="list-style-type: none"> • This Action Step was scheduled for FY 2023. However, during the pandemic, the SBE and DPI used Federal ESSER and ReThink grant funds to produce model lessons, videos (PBS), remote and blended learning content, and professional learning communities. • The PBS content is available at: https://www.pbsnc.org/at-home-learning/classroom-connection/ 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> PSUs remain statutorily responsible for curricula and support materials. G.S. 115C-98. 	
<p><i>D. Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education.</i></p>		
<p>IV.D.ii.1 - Adopt a coherent and singular definition of proficiency, aligning grade level expectations and college- and career-ready expectations.</p>	<ul style="list-style-type: none"> Implementation of this Action Step will await finalization of the innovative assessments. (IV.B.ii.1.) 	
<p>IV.D.iii.1 - Revise the NC General Statutes and the State’s Every Student Succeeds Act (ESSA) plan to adjust the weighting between student proficiency and student growth in the State’s School Performance Grades.</p>	<p>To be initiated in FY 2023</p>	
<p>IV.D.iii.2 - Include in the State’s accountability system additional measures of progress toward meeting the Leandro tenets.</p>	<p>To be initiated in FY 2023</p>	
<p>IV.D.iii.3 - Implement a system for evaluating instructional quality, rigor, and equity at the school-level to provide feedback and support to schools and districts.</p>	<p>To be initiated in FY 2023</p>	
<p><i>E. Use the data provided in the North Carolina Dashboard and School Report Cards to identify appropriated evidence-based interventions and supports.</i></p>		
<p>IV.E.ii.1 - Develop and implement a plan for including on annual school report cards school-level information on the race/ethnicity, socioeconomic status, and other demographic information on all students, staff, students identified for exceptional children services, students participating in advanced learning opportunities.</p>	<ul style="list-style-type: none"> The SBE has contracted with DataWorks Partners to develop the Data Dashboard prototype. See https://www.dpi.nc.gov/documents/sbe/sbe-dashboards-project-dataworks-partners The Data Dashboard will incorporate available school report card data which users will be able to disaggregate by: state, district, and school level; student subgroups, specifically, all 	

Action Item	Actions Taken	Risks to Implementation
	<p>students, American Indian, Asian, Black, Economically Disadvantaged, English Learner, Hispanic, Students with Disabilities, Two or More Races, and White; county economic distress tiers; Comprehensive Support and Improvement (CSI) Schools; and reporting year (to view the data longitudinally). The Data Dashboard will also allow users to view: summary demographic data (overall population as a benchmark), incoming student readiness indicator, chronic absenteeism, teacher effectiveness, novice, and provisional teachers (or beginning teachers), and teacher mobility/attrition.</p> <ul style="list-style-type: none"> • The SBE plans to review the Data Dashboard prototype at its September 2021 meeting. • See https://www.dpi.nc.gov/documents/sbe/sbe-dashboard-screen-shots 	
October 18, 2021, Update	<ul style="list-style-type: none"> • Phase I of the Data Dashboard has been developed, approved and posted. The Data Dashboard can be found at: • https://www.dpi.nc.gov/about-dpi/state-board-education/nc-strategic-dashboard-monitoring-tool 	
April 2022 Update	<ul style="list-style-type: none"> • The Data Dashboard went live on October 15, 2021. The SBE approved an expansion of the Dashboard at its August 2021 meeting. The expansion will include additional metrics identified in the Leandro CRP and the SBE’s Strategic Plan. Procurement processes are 	

Action Item	Actions Taken	Risks to Implementation
	<p>ongoing, and work will begin upon confirmation of contract.</p> <ul style="list-style-type: none"> Partnerships have been established between the Governor’s Office, DHHS, the Center for Safer Schools, and the Taskforce for Racial Equity in Criminal Justice to complement and connect related data dashboards, support exploration of various equity dimensions in the data, and enable stakeholders to view the data at varying levels of granularity. 	
<p>IV.E.ii.2 - Provide training and support on the use of data from the NC Dashboard, the accountability system, and school and district data to guide planning, budget, instructional decisions, and improvement efforts.</p>	<ul style="list-style-type: none"> The SBE has contracted with DataWorks Partners to provide training and a road map for subsequent development of additional dashboards and for overall sustainability of new information resources. Once the Data Dashboard is complete, DataWorks Partners will present a plan to the SBE for expansion of the dashboards to incorporate the other strategic plan metrics and other relevant data. The plan will include recommendations to ensure quality, sustainability, and adoption/engagement. The contract includes support for post-implementation presentation(s) of the dashboard to the SBE and other stakeholder groups. 	
<p>IV.E.ii.3 - Amend the NC Dashboard to provide data on State, district, and school performance and growth on a comprehensive set of measures that indicate progress toward meeting the Leandro requirements and is inclusive of the reporting requirements under ESSA.</p>	<ul style="list-style-type: none"> This information is being incorporated into the Data Dashboard prototype. 	

Action Item	Actions Taken	Risks to Implementation
April 2022 Update	<ul style="list-style-type: none"> Procurement processes are ongoing, and work will begin upon confirmation. 	

V. An Assistance and Turnaround Function that Provides Necessary Support to Low-Performing Schools and Districts

Action Item	Actions Taken	Risks to Implementation
<i>A. Develop the State's capacity to fully support the improvement of its lowest performing schools and districts.</i>		
<p>V.A.ii.1 - Implement the NC State Board of Education's regional support model to support the improvement of low performing and high poverty schools</p>	<ul style="list-style-type: none"> The strikethroughs in this section are intended to promote clarity and reflect changes in the administrative structure of NCPI's model for supporting low performing and high poverty schools. On September 28, 2020, the SBE allocated \$4,528,800 in set-aside federal CARES Act funding to increase DPI's staff capacity to provide supports to low-performing schools and districts to provide a regional and statewide system of support to all districts. To assure that there was a single point for school transformation, Superintendent Truitt refreshed the District and Regional Support as two divisions: the Division of Transformation and the Division of District and Regional Support. Regional Directors with the Division of District and Regional Support collaborate with leaders in the Division of Transformation to provide customized support to identified schools and districts. That division is now separate from the Regional Directors. Positions filled and working with districts and schools. Development of success 	<p>The Superintendent has requested \$19 million of ESSER III for future support. Districts need incentives for participating and be held accountable for implementation.</p>

Action Item	Actions Taken	Risks to Implementation
	<p>indicators for this work in process.</p> <ul style="list-style-type: none"> Participating districts report high levels of satisfaction with the regional support model. The SBE and DPI have prepared plans for extension and expansion of the model. 	
<p>April 2022 Update</p>	<ul style="list-style-type: none"> On September 28, 2020, the SBE allocated \$4,528,800 in set-aside federal CARES Act funding to increase DPI's staff capacity to provide support to low-performing schools and districts. With the retirement of Dr. Beverly Emory, the District and Regional Support (DRS) division will report to the Deputy Superintendent of the Office of Educational Equity, Dr. Catherine Edmonds. This action aligns District and Regional Support initiatives with the focus of the Office of Educational Equity. Dr. Edmonds will also head up the Leandro initiatives, which are supported by the Office of Educational Equity and the District and Regional Support team's initiatives. DRS will be responsible for: <ul style="list-style-type: none"> Transformation/CARES Support Pilot which is the highest level of intervention within DPI. It requires a formal partnership to identify and remedy the root causes of low performance, develop highly focused action steps with specific performance measures, and clear plans which will be closely monitored for improved governance. The statewide offering of NC ILA <p>Regional Directors will report to the Deputy Superintendent of Innovations and Chief Academic</p>	<p>The initiative is supported by temporary ESSER funding for personnel:</p> <ul style="list-style-type: none"> \$4,528,800 (personnel; contract positions; NC ILA): CARES Act ESSER I funding (2020-2022) \$2,993,290 (personnel) CRRSA ESSER II funding (2022-2023) S.L. 2021-180, Section 7.27(a) p.78 appropriated \$18,993,290 of ARPA ESSER III funding (2023-2024). Portions of this amount were designated to some time-limited employees, NC ILA, grants to the bottom 5%, and contracting for district leadership coaches.

Action Item	Actions Taken	Risks to Implementation
	<p>Officer, David Stegall. Regional Directors lead the Regional Support Team in their region to provide support and services through resource allocations from the NCDPI for differentiated supports for specific districts or the entire region. The RD works with the District Leadership Coach to curate resources from DPI for personalized supports aligned to specific needs of the intensive support districts and schools. These actions create a continuum of services and supports for schools and districts with DSR being responsible for the most intensive level of support offered from DPI.</p>	
<p>V.A.ii.2 - Develop the NC State Board of Education’s District and Regional Support model to provide direct and comprehensive assistance for the improvement of low performing and high poverty schools and districts</p>	<ul style="list-style-type: none"> • The State Board of Education and the Department of Public Instruction have created the Leandro Support Office, headed by Dr. Beverly Emory, to spearhead intervention and turnaround programs for low-performing schools and districts. The District and Regional Support Division in the Leandro Support Office, working with the Regional Directors, have prepared a turnaround plan to be implemented in six low performing districts and forty-four low performing schools. Using the \$4.5 million in CARES Act funding, the Regional Directors will partner with those districts and schools to deliver diagnostic, implementation, coaching, and leadership support. The Leandro Support Office has sent invitation letters to superintendents in each district and is identifying instructional and administrative support coaches to 	

Action Item	Actions Taken	Risks to Implementation
	<p>begin work in schools and districts in early 2021.</p>	
<p>April 2022 Update</p>	<p>The DRS Division in the Office of Educational Equity has prepared a school and district model which is being piloted across the state. The model provides support for local school administrative units at each level of governance and works with districts to build capacity while coaching is occurring on-site. DRS staff provides differentiated regional and district specific supports that build school improvement actions around high leverage interventions that respond to diagnostic assessment(s) and are aligned with comprehensive improvement plans as evidenced in NCStar. This collective approach involves executing a partnership agreement with the district and devising a customized plan for support.</p> <ul style="list-style-type: none"> • The Agreement to Engage in Student Performance Improvement can be found at: <u>Attachment.aspx (eboardsolutions.com)</u> 	
<p>V.A.iii.1 - Implement the NC State Board of Education’s District and Regional Support model to provide direct and comprehensive assistance for the improvement of low performing and high poverty schools and districts</p>	<ul style="list-style-type: none"> • DPI has added eight state funded positions to District & Regional Support to provide enhanced support to 130 Restart Schools, curriculum support for Low Performing Districts, and expanded diagnostic support and services. • ESSER1 funds have provided nine additional School Leadership Coaches for six districts and 44 schools. School Leadership Coaches provide training and strategic planning for principal development in Low Performing Schools. 	

Action Item	Actions Taken	Risks to Implementation
	<ul style="list-style-type: none"> • DPI has conducted district meetings/visits, identified 2021-22 focus areas for those districts. • DPI has used its district and regional model to leverage support to help districts through Math Foundations training and root cause analysis. • See HBhttps://www.dpi.nc.gov/documents/sbe/june-2021-report-governors-commission-access-sound-basic-education 	
October 18, 2021, Update	<ul style="list-style-type: none"> • All fourteen School Leadership Coaches have been hired. The School Leadership Coaches are in six districts and 32 schools. • Twelve of the 44 identified schools chose not to participate. 	
April 2022 Update	<ul style="list-style-type: none"> • ESSER I, II, & III funds have been used to employ 14 School Leadership Coaches; 4 District Leadership Coaches (2021-2024) • Currently, intensive support is being offered in 24 districts supporting 80 schools • 96% of districts being served have had a visit from a CARES team to assess services, discuss additional supports needed, and/or identify additional areas of concern (December 2021-April 2022) • \$5,000,000 from appropriations in S.L. 2021-180 was expended on the bottom 5% of low performing schools for flexible improvement and intervention options approved by DPI to address negative impacts of COVID-19. 	<p>The model has been developed, but not fully funded. Instructional coaches who would provide high leverage targeted onsite school instructional support to identified low-performing districts/schools have not been funded.</p> <ul style="list-style-type: none"> • S.L. 2021-180, Section 7.27(a) p.78 appropriated \$2 million to create 20 time-limited or full-time positions. The \$2 million will only cover salaries and benefits for about 12 full-time positions.
April 2022 Update	<ul style="list-style-type: none"> • See Schedule of COVID funds including 	

Action Item	Actions Taken	Risks to Implementation
	<p>ESSER: https://www.dpi.nc.gov/media/14180/download?attachment</p> <ul style="list-style-type: none"> In its 2021-22 grant application for the NC State Improvement Project, the EC Division prioritized funding for low wealth and low performing PSUs. 	
<p><i>B. Provide statewide and/or regional support to help schools and districts select high quality standards-aligned, culturally-responsive core curriculum resources and to prepare teachers to use those resources effectively.</i></p>		
<p>V.B.ii.1 - Review, update, and strengthen the state-level process for reviewing and adopting core curriculum resources</p>	<ul style="list-style-type: none"> In January 2021, the SBE approved the Social Studies standards and supplemental support documents for the Social Studies Standard Course of Study. Science and Healthful Living standards are in the research phase. DPI staff are researching other state standards and professional reviews. S.L. 2021-8, which modifies the Read To Achieve Program, effects the Literacy Instruction Standards and a plan for the development of new standards has been presented to the SBE. 	
<p><i>C. Provide resources, opportunities, and supports for low performing and high poverty schools to address out of school barriers to learning using a community schools or other evidence-based approach.</i></p>		
<p>V.C.ii.1 - Provide resources and support to high poverty schools to adopt a community schools or other evidence-based model to address out of school barriers</p>	<ul style="list-style-type: none"> See State Report. 	
<p>V.C.ii.2 - Develop a plan to maximize the use of the federal CEP funding and provide state funding to ensure all schools and districts can offer free meals to all students.</p>	<ul style="list-style-type: none"> During the pandemic and through the 2021-2022 school year, North Carolina secured 98 waivers from federal regulations which permitted it to provide meals to ALL students at no cost. North Carolina leadership urging Congress to reauthorize the 	

Action Item	Actions Taken	Risks to Implementation
	National Child Nutrition program. If approved, it will allow North Carolina to continue to provide all meals to all students at no cost.	
V.C.iii.1 - Provide funding to cover the reduced-price lunch co-pays for all students who qualify for reduced-price meals so that those students would receive free lunches.	To be initiated in FY 2023	
V.C.iv.1 - Implement plan to maximize the use of the federal CEP funding and provide state funding to ensure all schools and districts can offer free meals to all students.	To be initiated in FY 2024	
<i>D. Extend the supports already available to schools to help them further implement a Multi-Tiered System of Supports (MTSS) framework, a school improvement plan, and NC Check-Ins approaches.</i>		

Action Item	Actions Taken	Risks to Implementation
<p>V.D.ii.1 - Provide support to schools and districts to implement evidence-based approaches to instructional improvement</p>	<ul style="list-style-type: none"> • In the fall of 2020, the State Superintendent repurposed permanent state positions and allocated them to District and Regional Support. • In the spring of 2021, Superintendent Truitt approved \$110,000 in state fund for the one year contract with Leverage Leadership Institute/Relay Graduate School for the NCILA. • See Appendix -- NCILA Contract with Relay Graduate School of Education • By April 2021, DPI had filled eight positions in the new Division of Transformation. • In May 2021, DPI contracted with three retired local superintendents to serve as District Coaches in the Division of Transformation. • By August of 2021, DPI had employed nine School Leadership Coaches in the Division of Transformation . • These experienced professionals have conducted district visits/meetings and developed plans for school improvement. Staff have also provided specific services to districts on request. • The impact of this work in the districts is measured by district based indicators, e.g., increased student enrollment in summer learning, number of principals/CO supervisors participating in training. 	

VI. A System of Early Education that Provides Access to High-Quality Prekindergarten and Other Early Childhood Learning Opportunities

Action Item	Actions Taken	Risks to Implementation
<i>A. Expand the NC Pre-K program to make high-quality, full year services available to all eligible four-year-old children and enroll at least 75 percent of eligible four-year-old children in each county.</i>		
VI.A.ii.1 - Expand NC Pre-K through incremental rate and slot increases.	<ul style="list-style-type: none"> See State Report 	
VI.A.ii.2 - Continue an ongoing annual evaluation of NC Pre-K program.	<ul style="list-style-type: none"> See State Report 	
VI.A.iii.1 - Implement strategies to ensure equity of access for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iii.2 - Conduct a feasibility study for new funding model for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iii.3 - Conduct a transportation study for NC Pre-K program.	To be initiated in FY 2023	
VI.A.iv.1 - Increase state-level staffing for NC Pre-K program.	To be initiated in FY 2024	
VI.A.v.1 - Provide transportation for all NC Pre-K enrollees.	To be initiated in FY 2025	
VI.A.vi.1 - Implement policy for teacher licensure and pay for NC Pre-K program.	To be initiated in FY 2027	
<i>B. Increase high-quality early learning opportunities for children from birth.</i>		
VI.B.ii.1 - Implement a feasibility study for a state model for early learning programs for eligible children birth through age three.	<ul style="list-style-type: none"> See State Report 	
VI.B.v.1 - Conduct a pilot of the state model for early learning programs for eligible children birth through age three.	To be initiated in FY 2024	
VI.B.v.2 - Conduct an evaluation of the pilot.	To be initiated in FY 2024	
VI.B.ii.2 - Implement a child care subsidy study.	<ul style="list-style-type: none"> See State Report 	

VI.B.iv.1 - Implement child care subsidy improvements and increase funding.	To be initiated in FY 2023	
VI.B.iii.1 - Implement a pilot of Family Connects universal home visiting model	• See State Report	
VI.B.v.3 - Expand the Family Connects universal home visiting model	To be initiated in FY 2024	
<i>C. Expand and improve access to individualized early intervention services and supports to families with eligible children birth to age three and include at-risk children in North Carolina's definition of eligibility for the Part C Individuals with Disabilities Education Act (NC Infant Toddler Program).</i>		
VI.C.ii.1 - Provide funding for staffing, interpreter services, a centralized provider network system, professional development, and addressing salary inequities for the NC Infant Toddler Program.	• See State Report	
VI.C.ii.2 - Conduct a cost study for expanding eligibility for the NC Infant Toddler Program.	• See State Report	
VI.C.ii.3 - Conduct infrastructure readiness assessment for expanding eligibility for the NC Infant Toddler Program.	• See State Report	
VI.C.iii.1 - Solicit stakeholder feedback for expanding enrollment for the NC Infant Toddler Program.	To be initiated in FY 2023	
VI.C.iii.2 - Work with the US DOE to change eligibility criteria for the NC Infant Toddler Program.	To be initiated in FY 2023	
VI.C.ii.4 - Provide professional development for early intervention staff and providers in the NC Infant Toddler Program.	• See State Report	
VI.C.iv.1 - Scale up early intervention services for children birth to age three who meet expanded eligibility criteria estimating	To be initiated in FY 2025	

an additional 10,000 children per year.		
<i>D. Incrementally scale up the Smart Start program to increase quality, access, and support for all children birth to age five and families, especially those in under resourced communities.</i>		
VI.D.ii.1 - Incrementally increase funding annually for Smart Start.	<ul style="list-style-type: none"> • See State Report 	
VI.D.ii.2 - Revise Smart Start's county needs formula.	<ul style="list-style-type: none"> • See State Report 	
VI.D.ii.3 - Recommend readjustments to local planning and funding requirements for Smart Start.	<ul style="list-style-type: none"> • See State Report 	
VI.D.ii.4 - Continue an ongoing annual evaluation of Smart Start.	<ul style="list-style-type: none"> • See State Report 	
<i>E. Increase the volume and quality of the early childhood educator pipeline.</i>		
VI.E.ii.1 - Expand participation statewide in Child Care WAGE\$ salary supplements.	<ul style="list-style-type: none"> • See State Report 	
VI.E.ii.2 - Promote the NC Model Salary Scale for Early Education Teachers.	<ul style="list-style-type: none"> • See State Report 	
VI.E.ii.3 - Develop state plan for progress on early childhood teacher education, salary and benefits.	<ul style="list-style-type: none"> • See State Report 	
VI.E.iii.1 - Develop plan for an early childhood teacher preparation program that provides community college tuition.	To be initiated in FY 2023	
VI.E.ii.4 - Implement recruitment strategies and professional development for early childhood teachers.	<ul style="list-style-type: none"> • See State Report 	
<i>F. Ensure quality transitions and alignment from early childhood programs to K-3 classrooms and strengthen elementary schools' readiness to support children to achieve early grade success.</i>		
VI.F.ii.1 - Implement a Pre-K to K Transitions pilot program.	<ul style="list-style-type: none"> • The SBE approved grants for the pilots and extension of the Pre-K to K Transition pilot program to six additional districts. • Details for the pilot project can be found here: • https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/R/REA 	

	<p>004 PDG 2021 NC Pre-K Program Outcomes Driven Pilot Project.pdf?ver=eHEg3Rjrf8ET7UJ_Y_C3IA%3d%3d</p> <ul style="list-style-type: none"> S.L. 2021-8 modifies the Read to Achieve Program to require every child to have a transition portfolio. New standardized use of the PreK Teaching Strategies Gold (TS Gold) assessment creates the basis for the required portfolio. For the 2021-22 school year, the portfolio will be a paper transmission. The program plans to support an electronic transmission of the TS Gold assessment in the future. 	
October 31, 2021, Update (Correction)	<ul style="list-style-type: none"> The SBE <u>approved a budget request to provide grants to three to six school districts</u> to pilot an extension of the Pyramid Model into kindergarten. <u>The grants will be awarded if the budget is approved.</u> The Pyramid Model provides a tiered framework of evidence-based practices that, when implemented with fidelity, can change teacher’s behavior to improve the social, emotional, behavioral, and academic outcomes of young children. DPI is collaborating with DHHS to implement a pilot project to expand the Pyramid Model into private childcare and Head Start NC Pre-K classrooms and into more public school sites including adapting and expanding the practices into kindergarten. 	
April 2022 Update	S.L. 2021-180, sec. 7.27(a), appropriated \$500,000 for expansion of the Pyramid Model. The grant applications are ready to be released to LEAs and allotments will be made to support the expansion.	
VI.F.v.1 - Incrementally scale up the Pre-K to K	To be initiated in FY 2024	

Transitions program to all districts.		
VI.F.v.2 - Establish requirements for Pre-K to K transition plan for each child.	To be initiated in FY 2024	
VI.F.v.3 - Provide support for local professional development on Pre-K to K transition planning.	To be initiated in FY 2024 SEE NOTE BELOW	
October 31, 2021, Update	<ul style="list-style-type: none"> • S.L. 2021-8 -- AN ACT TO MODIFY THE IMPLEMENTATION OF THE NORTH CAROLINA READ TO ACHIEVE PROGRAM IN ORDER TO ATTAIN STATEWIDE READING PROFICIENCY BY THE THIRD GRADE. • https://www.ncleg.gov/Sessions/2021/Bills/Senate/PDF/S387v4.pdf • https://ncleg.gov/EnactedLegislation/SessionLaws/HTML/2021-2022/SL2021-8.html • S.L. 2021-8, Part III, includes Pre-K in the Science of Reading LETRS professional development process. • All Preschools will receive Early Childhood LETRS professional development over the next three years. • DPI has included Pre-K's in the initial LEA planning meetings to schedule training dates. • Cohort 1 districts/Pre-Ks have started training. • Cohort 2 districts/Pre-Ks begin planning meetings in November 2021. • Cohort 3 districts begin planning meetings in January 2022. • The district cohorts and training schedule can be found at: 	

	<p>https://drive.google.com/file/d/1BII FgfzjDdzM1e80 JbcC uYQD8vHsjM /view?usp=sharing</p> <ul style="list-style-type: none"> • 2021-2022 Read to Achieve Implementation Guide describes professional development that SBE/DPI provides to Pre-K teachers (Section 3) and the free tools and resources that SBE/DPI's new Digital Children's Reading Initiative will provide beginning November 2021 (Section 8). • The North Carolina Read to Achieve Implementation Guide -- October, 2021 can be found at: https://drive.google.com/file/d/1HaJ65ibuZwScEeA5f5K PJiJrFcntnYf/view?usp=sharing 	
<p>April 2022 Update</p>	<ul style="list-style-type: none"> • In addition to PK-5 teachers and one administrator in the LETRS PD contract, DPI has expanded the contract to include all EC Resource, ELL and one school coach to support the full continuum of teachers serving elementary learners. • Nearly 26,000 educators are currently in LETRS PD from Cohort 1 and 2 districts • Cohort 3 districts are planning training dates to begin July 1 or after. • SBE/DPI's new Digital Children's Reading Initiative was completed and shared with all districts, schools, and external stakeholders. (Section 8). • Resources for Pre-K teachers and caregivers have been created and communicated. These resources are available to intentionally support children's development of literacy concepts and skills that are aligned to the Science of Reading. 	

	<ul style="list-style-type: none"> • 100% of districts have submitted the Literacy Intervention Plans. NCDPI is reviewing the plans and will return them with feedback. • A coaching model for sustainability of Science of Reading practices is being implemented for prekindergarten through grade 5. DPI is also implementing an evaluation plan to monitor progress for continuous improvement in instruction aligned with the Science of Reading. 	
VI.F.v.4 - Provide technical assistance for local collaborative family engagement plans for birth through third grade.	To be initiated in FY 2024	
VI.F.ii.2 / IV.A.ii.2 - Align the NC Early Learning Inventory within birth through third grade learning standards.	<ul style="list-style-type: none"> • See information under, IV.A.ii.2, above: Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory. 	
VI.F.iii.1 - Develop implementation fidelity measure for the NC Early Learning Inventory and evaluate effectiveness.	<ul style="list-style-type: none"> • See information under, IV.A.ii.2, above: Better align the Kindergarten Entry Assessment (KEA) with birth through third grade and rename the KEA the Early Learning Inventory. 	
VI.F.iv.1 - Replace the Kindergarten diagnostic with extended version of NC Early Learning Inventory.	To be initiated in FY 2023	
VI.F.iii.2 - Provide support for professional development in implementing the NC Early Learning Inventory as intended.	<ul style="list-style-type: none"> • DPI is providing training in the TS Gold assessment and other transition requirements of the NC Early Learning Inventory. 	
April 2022 Update	<ul style="list-style-type: none"> • As part of its sustainability plan, DPI will be offering annual NCELI training to new kindergarten teachers and additional training to address implementation fidelity. 	
Review the NC Early Learning Inventory and Read	To be initiated in FY 2023 SEE NOTE BELOW	

to Achieve legislation/policies to establish an aligned formative and summative assessment continuum. (VI.F.iv.2.)		
VI.F.iv.2 - Review the NC Early Learning Inventory and Read to Achieve legislation/policies to establish an aligned formative and summative assessment continuum.		
VI.F.iv.3 - Establish an Early Childhood Education Expert Advisory Team to identify target districts/schools for multi-tiered support.	To be initiated in FY 2023	
VI.F.iv.4 - Implement targeted professional development plans for each identified district/school.	To be initiated in FY 2023	
VI.F.iii.3 / III.C.iii.2 - Incrementally increase funding for teacher assistants.	<ul style="list-style-type: none"> See State Report 	
VI.F.iv.5 - Require that prekindergarten and kindergarten classrooms have full-time teacher assistants.	To be initiated in FY 2023	
VI.F.iii.4 / III.D.ii.1 - Incrementally increase funding for school counselors, nurses, social workers and psychologists.	<ul style="list-style-type: none"> See State Report 	
<i>G. Facilitate reliable access to high-quality data supporting early childhood education.</i>		
VI.G.ii.1 - Implement a real-time early childhood workforce data system.	<ul style="list-style-type: none"> See State Report 	
VI.G.ii.2 - Expand and improve the NC Early Childhood Integrated Data System and connect to the NC Longitudinal Data System	<ul style="list-style-type: none"> See State Report 	
VI.G.ii.3 - Provide technical assistance to build local	<ul style="list-style-type: none"> See State Report 	

capacity to use quality early childhood data.		
VI.G.iii.1 - Implement a real-time data collection and sharing process to identify children eligible for early childhood programs.	To be initiated in FY 2024	

VII. Alignment of High School to Postsecondary and Career Expectations for All Students

Action Item	Actions Taken	Risks to Implementation
<i>A. Strengthen alignment between career pathways and workforce demands.</i>		
VII.A.ii.1 -Develop an updated and consistent definition of Career and College Readiness	<ul style="list-style-type: none"> Implementation of this Action Step is pending legislative action on H 486v3 --Replace EOC with National Assessment See https://www.dpi.nc.gov/documents/sbe/h486v3-replace-eoc-national-assessment 	
VII.A.ii.2 -Develop model career pathways that align high school Career Technical Education (CTE) courses with workforce demands	<ul style="list-style-type: none"> The SBE has approved a Career and Technical Education Strategic Plan. View Policy SPLN-002: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (eboardsolutions.com) North Carolina Full Perkins State Plan DPI CTE staff has developed a model course integrating Advanced Placement Computer Science into CTE Pathway and continues to work on additional integrations. 	
VII.A.ii.3 - Provide funding for an independent alignment study of all NC dual credit courses and basic graduation requirements	<ul style="list-style-type: none"> See State Report 	
April 2022 Update	<ul style="list-style-type: none"> Due July 15, 2022 	
VII.A.iii.1 -Develop State Board of Education policy and guidance for a course review and approval process for all dual enrollment courses	Policy research and development is underway. DPI has administered a statewide survey and conducted focus groups to gather information to guide policy development. Although the pandemic slowed this process, DPI	

Action Item	Actions Taken	Risks to Implementation
	expects the policy to be developed in 2021-22.	
VII.A.ii.4 -Ensure students graduate prepared for college-level coursework at the NC Community Colleges through the Career and College Ready Graduate program	<ul style="list-style-type: none"> Implementation of the CCRG is dependent on General Assembly appropriations. NCDPI has worked with the NCCCS to offer more local flexibility in the CCRG program offerings. The CCRG NROC Mathematics modules may be embedded in existing courses or through another intervention opportunity. The CCRG ELA modules have been embedded into an English IV. See https://www.dpi.nc.gov/documents/sbe/ccrg-update-july-2021 	Implementation of this Action Step requires new funding.
April 2022 Update	<ul style="list-style-type: none"> S.L. 2021-180 provided funding for CCRG and by fall 2022 DPI expects to have a program in place for all high school students. 	
<i>B. Ensure all high school students have the option to complete high school courses leading to college credit, an associate degree, or a career-ready credential.</i>		
VII.B.iv.1 -Provide funds to examine barriers and supports impacting all students' ability to complete dual enrollment courses	To be initiated in FY 2023	
VII.B.v.1 - Expand funds to remove barriers to economically disadvantaged students' participation in dual enrollment courses	This Action Step was scheduled for FY 2023. However, DPI has utilized departmental resources to create college and career advising guides for students and staff and has translated the guides into Spanish with voiceover support to improve access. DPI work on K-12 initiatives on equity and excellence will have a positive effect on “access” to high school courses.	
VII.B.iii.1 -Revise the funding approach for NCVPS to remove barriers that prevent students in low-	<ul style="list-style-type: none"> See State Report 	

Action Item	Actions Taken	Risks to Implementation
wealth districts from participating		
VII.B.iii.2 -Expand funds for credentials and certifications for Career and Technical Education students	<ul style="list-style-type: none"> • See State Report 	
VII.B.iii.3 -Adopt the necessary policies to allow school calendar flexibility	<ul style="list-style-type: none"> • See State Report 	
VII.B.ii.1 -Provide recurring funding for Cooperative Innovative High Schools approved to open from 2018-2021	<ul style="list-style-type: none"> • See State Report 	
VII.B.iv.2 -Provide recurring funding for up to 3 additional Cooperative Innovative High Schools annually	To be initiated in FY 2023	
<i>C. Strengthen college and career advising for high school students.</i>		
VII.C.ii.1 -Provide support to the NC Community College System (NCCCS) Career Coaches program	<ul style="list-style-type: none"> • See State Report 	
VII.C.iii.1 - Provide matching funds to the College Advising Corps to expand the placement of college advisers	<ul style="list-style-type: none"> • See State Report 	
VII.C.iii.2 -Provide funds for a Career and Postsecondary Planning Director at NCDPI and Career Development Coordinators in grades 6-12 across state	<ul style="list-style-type: none"> • See State Report 	