

Recommendations for EPP Accountability Model Revisions – Report to the General Assembly

Geoff Coltrane, Senior Director of Government Affairs and Strategy
Dr. Ann Bullock, Chair, PEPSC

September 30, 2026

Legislative Requirement

Session Law 2026-61 and Session Law 2026-59 each state:

“the State Board of Education, in consultation with the Department of Public Instruction, The University of North Carolina System Office, the Community Colleges System Office, and North Carolina Independent Colleges and Universities, shall report to the Joint Legislative Education Oversight Committee on recommendations for an educator preparation program accountability model, including any necessary changes to State law that would be required to implement the accountability model.”

Timeline for EPP Accountability Model

- State Board is statutorily required to adopt rules that establish standards for performance and accountability for Educator Preparation Programs or EPPs (G.S. 115C-269.35-50)
- S.L. 2019-149 directed State Board, in consultation with PEPSC, to develop a proposal for a “formulaic, performance-based weighted model” of EPP accountability
- State Board submitted a proposed model to the Joint Legislative Education Oversight Committee in February 2020, including recommended legislative changes for implementing the proposed model

Timeline for EPP Accountability Model

- In February 2025, in preparation for moving forward with adopting rules, the State Board directs PEPSC to review the 2020 proposed model to ensure that it is the strongest recommendation
- In June 2025, PEPSC presented to the State Board a revised weighted performance model for consideration
- In August 2026, the General Assembly enacts and Governor Stein signs Session Laws 2026-59 and 2026-61 directing the State Board of Education, in collaboration with higher education partners, to submit recommendations on a revised EPP accountability model

Current EPP Accountability Model in Law

- Current model includes three performance measures:
 1. Performance based on the standards and criteria for annual evaluations of licensed employees.
 2. Proficiency and growth of students taught by educators holding an initial professional license, to the extent practicable. When available, EVAAS data shall be used to measure student growth.
 3. Results from an educator satisfaction survey, developed by the State Board with stakeholder input, performed at the end of the educator's first year of teaching after receiving an initial professional license.

Current EPP Accountability Model in Law

- Current model includes three sanction statuses:
 - Warned
 - Probation
 - Revoked
- EPPs are sanctioned for failing to meet the performance standards for:
 - Overall student performance for at least one measure
 - At least once measure for one student group
 - At least one measure for two student subgroups
 - At least one measure for three student subgroups

Sanctions Timeline Under Current EPPAccountability Model in Law

EPP fails to meet the performance standards for . . .	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Overall student performance for at least one measure	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked	May seek initial authorization
At least one measure for one student subgroup	-	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked
At least one measure for two student subgroups	Warned	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked
At least one measure for three student subgroups	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked	May seek initial authorization	

Issues with Current EPP Accountability Model Currently in Law

- Current model does not include performance measures that effectively measure EPP outcomes
- Current model could have a detrimental impact on smaller EPPs or larger EPPs with diverse student bodies
- Timeline for sanctions is aggressive and does not allow for EPPs to focus on continuous improvement
- Current model does not differentiate between types of licensure programs offered by EPPs

Proposed EPP Accountability Model

- Proposed model is based on PEPSC's proposed model from June 2025
- Proposed model differs from the current model in law by:
 - Prioritizing **continuous improvement** focused on ensuring high quality regardless of program size
 - Doubling number of measures, from 3 to 6
 - Addressing EPPs with small sample sizes
 - Differentiating traditional and residency programs
 - Eliminating emphasis on subgroups
 - Assigns separate accountability scores for traditional and residency licensure programs

Proposed Performance Measures

Model in Law:

- Recent Graduate Survey
- Student Growth (EVAAS)
- NCEES

Proposed Model:

- Recent Graduate Survey
- Employer Survey
- Student Growth (EVAAS)
- edTPA performance-based assessment
- Foundations of Reading exam
- Praxis II and other content exams

**NCEES not included*

Proposed Model Examines EPPs in Two Ways

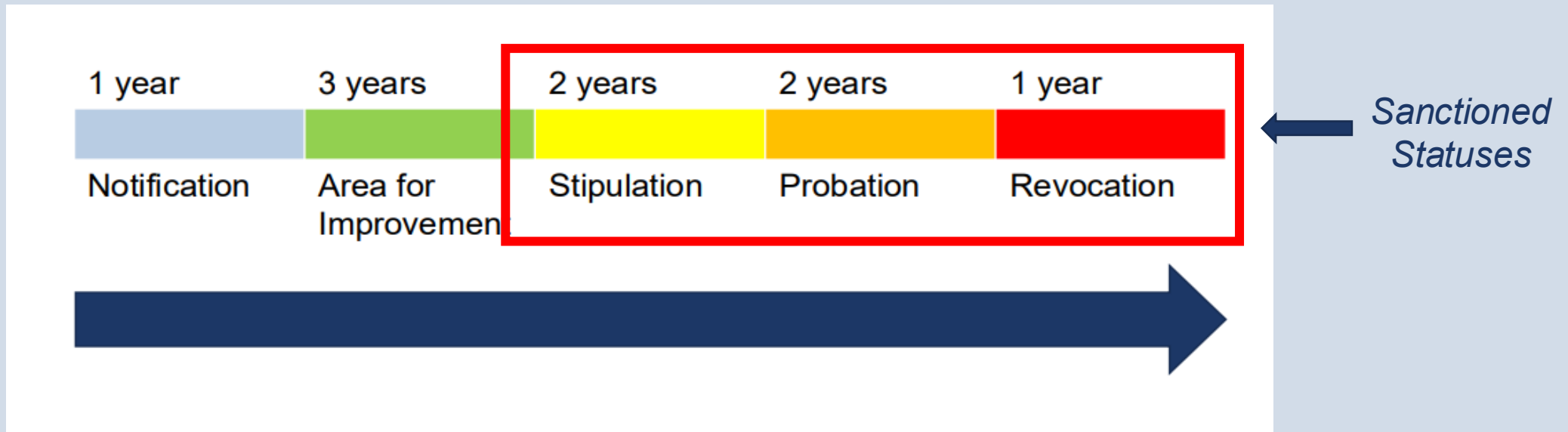
1. With a composite score calculated from their performance across at least 5 weighted measures
2. With a count of the number of measures below a minimum threshold

Performance Measure Scores and Weighted Composite Score

- State Board shall annually award each EPP a score for each performance measure and a weighted composite score for all performance measures
- State Board shall assign each EPP a rating of one to four based on the weighted composite score
- Scores for performance measures and the weighted composite score shall include data from the three most recent years
- State Board shall adopt rules for scoring for both performance measures and weighted composite score

Two Tracks for EPP Evaluation and Accountability

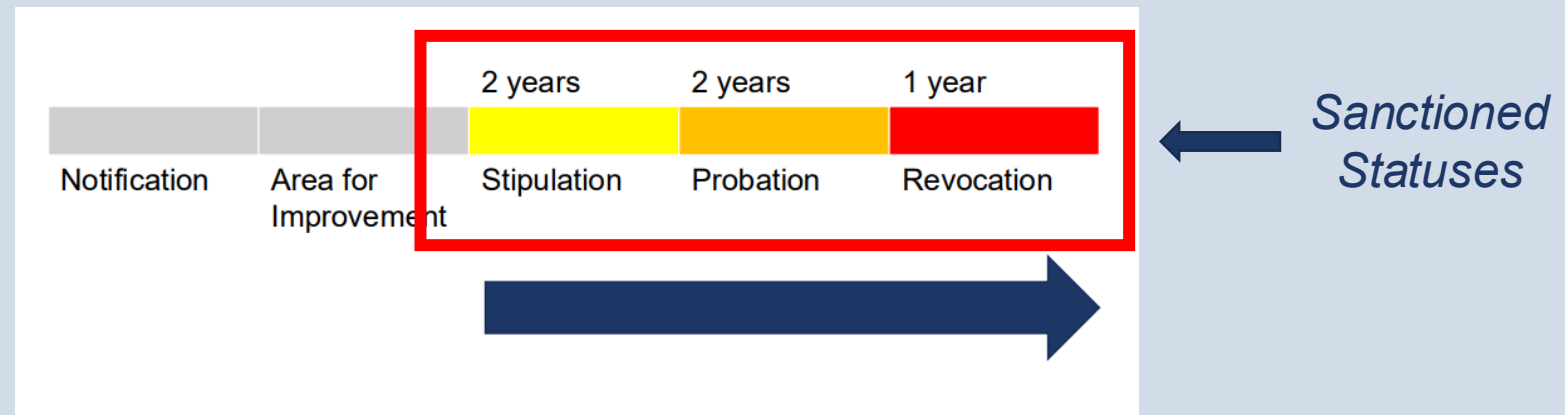
Continuous Improvement Track



EPP fails to meet performance standards set by the State Board for one or two performance measures

Two Tracks for EPP Evaluation and Accountability

Corrective Action Track



EPP achieves a weighted performance measure composite score of 1

OR

EPP fails to meet performance standards set by the State Board for three or more performance measures

Proposed Legislative Changes to Sanctions

- **Warning:**

- Fails to meet performance standards for one or two performance measures for *four consecutive years*
- Fails to meet performance standards for three or more performance measures in *one year*
- Achieves a weighted performance measure composite score of 1 in *any one year*

Proposed Legislative Changes to Sanctions

- **Probation:**

- Fails to meet performance standards for one or two performance measures for *six consecutive years*
- Fails to meet performance standards for three or more performance measures for *three consecutive years*
- Achieves a weighted performance measure composite score of 1 for *three consecutive years*

Proposed Legislative Changes to Sanctions

- **Revocation:**

- Is assigned probation status for three consecutively measured years
- Has been on probation status for one year and the State Board determines that revocation is reasonably necessary

***Note: this statutory language is the same as current law*

Sanctions Timeline Under Proposed EPP Accountability Model

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
EPP fails to meet the performance standards for one or two performance measures	-	-	-	Warned	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked
EPP fails to meet the performance standards for three or more performance measures	Warned	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked	May seek initial authorization		
EPP achieves a weighted performance measure composite score of one	Warned	Warned	Probation	Probation	Probation (authorization revoked)	Revoked	Revoked	May seek initial authorization		

State Board Authority

- The following components of the proposed model would be fixed in statute:
 - Six performance measures
 - Sanctions and timelines
- The State Board will determine through rulemaking the following components of the proposed model:
 - Performance standards for the six performance measures
 - Formula for calculating the weighted composite score
 - What weighted composite scores earn the 1-4 ratings

Discussion

How would you prioritize the six performance measures in the proposed EPP accountability model based on

- The importance in measuring an educator's preparation?
- The impact an EPP would have on that performance measure?

Performance Measures

Student growth (as measured by EVAAS when available)

Pass rates on the edTPA performance-based assessment

Pass rates on the Foundations of Reading exam

Pass rates on the Praxis II and other content exams

Responses to a recent graduate survey

Responses to an employer survey



Update on SBE Task Force on PSU Accountability

Rupen Fofaria, Director of State Board Operations & Policy

Michael Maher, Chief Accountability Officer

Curtis Sonneman, Director of Accountability

September 30, 2026

Achieving Educational Excellence



Lead Transformative Change

Pillar 6, Focus Area 4, Action 1

Establish an SBE Task Force to develop a new school-level accountability system that will: Consider the variability among high schools with respect to available opportunities and funding, such as Advanced Placement, CTE courses, etc.; Reliably assess multiple measures of student performance in grades 3-12 that includes measures of progress towards ensuring all students graduate prepared for their next phase of life

Current Context

- NC's accountability system has guided school improvement for nearly 30 years.
- Early models (ABCs, mid-1990s): performance on state EOG/EOC tests + growth.
- 2001 NCLB added federal requirements for identifying schools needing support.
- 2015: NC General Assembly codified A–F School Performance Grades (G.S. 115C-83.15).
- ESSA (2015) aligned federal and state systems; NC law (G.S. 115C-83.16) integrated requirements.

ESSA Federal Requirements

- Proficiency in reading and math.
- English learner progress.
- Science proficiency (grades 5 & 8).
- 4-year high school graduation rate.
- Additional state-determined indicators of school quality/student success:
 - *Elementary/Middle*: growth in reading, math, science.
 - *High Schools*: growth in NC Math 1, Math 3, English II.

Why This Matters

- Current A–F system heavily weighted on EOG/EOC test scores
- Limited reflection of readiness for college, career, and life
- Inequities in access to AP, CTE, and enrichment opportunities
- Opportunity to modernize and lead nationally

Vision

- Multiple valid and reliable measures across grades K–12
- Emphasis on readiness beyond graduation (college, career, military)
- Recognition of growth and equality of opportunity
- Transparent reporting for parents, educators, and communities

Scope of Task Force

- Two Phases
- Developing a Theory of Action for the redesigned accountability system
- Conducting research and stakeholder engagement to inform system redesign, including different models for grade bands
- Redesigning the accountability model, including guiding principles, components, growth models, and measures and weighting structures
- Piloting and testing redesign models for validity and reliability
- Developing “school performance profiles” for public reporting

Scope of Task Force

Task Force

Develop Theory of Action

Guide Research and Stakeholder Engagement

Review and provide feedback to indicators and system design

Guide development of final system and 'school performance profiles'

Recommend final framework to State Board of Education



NCDPI (Work Groups)

Use Theory of Action to Identify Indicators and System Design

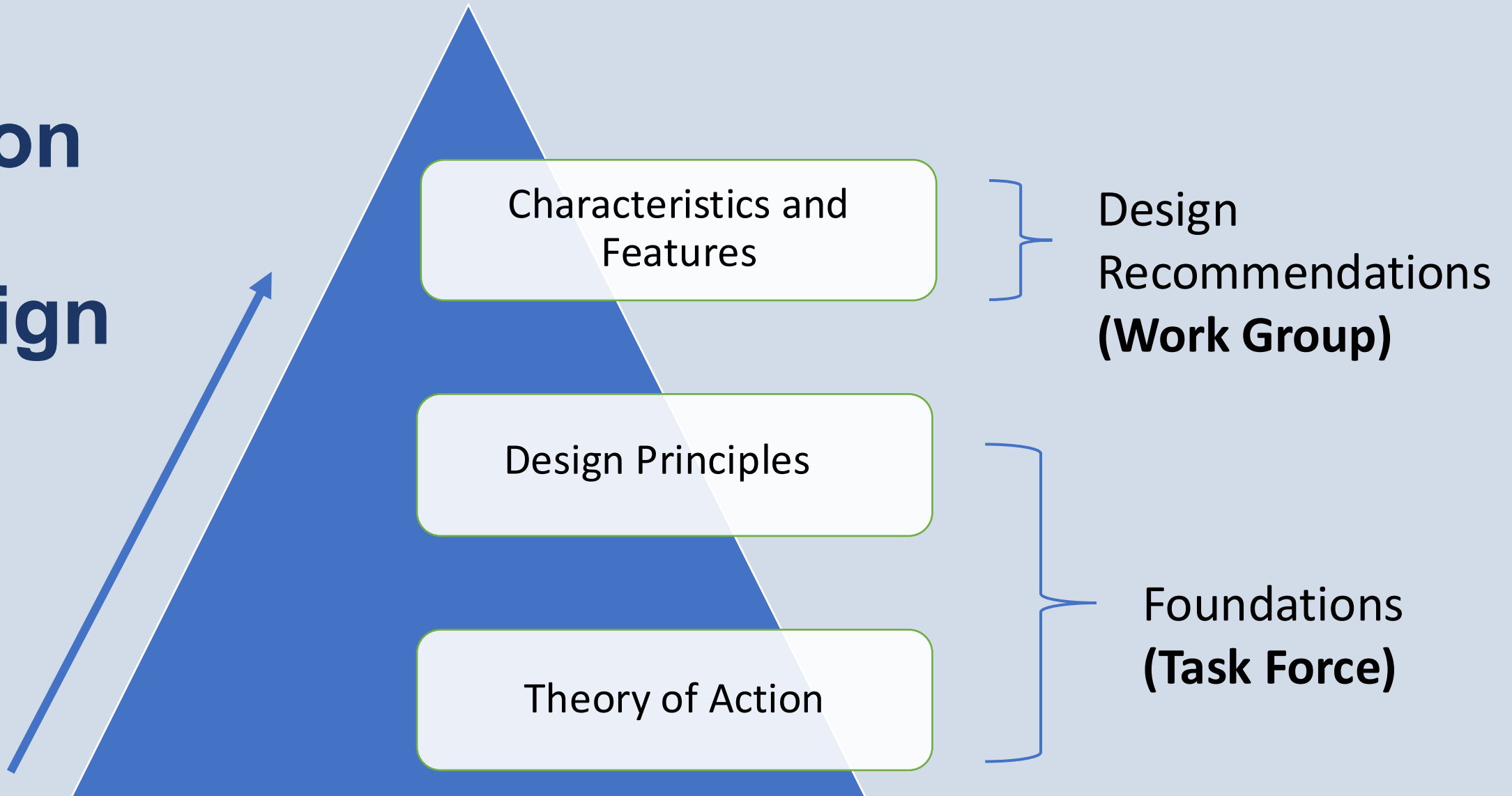
Conduct Research and Stakeholder Engagement

Develop and propose indicators and overall system design

Pilot and test indicators and models for validity and reliability

Develop 'school performance profiles'

Vision to Design



Characteristics and Features

- Indicators and associated measures
- Design decisions (e.g., aggregation methods; identifications)
- Reporting decisions

The Promise of Accountability

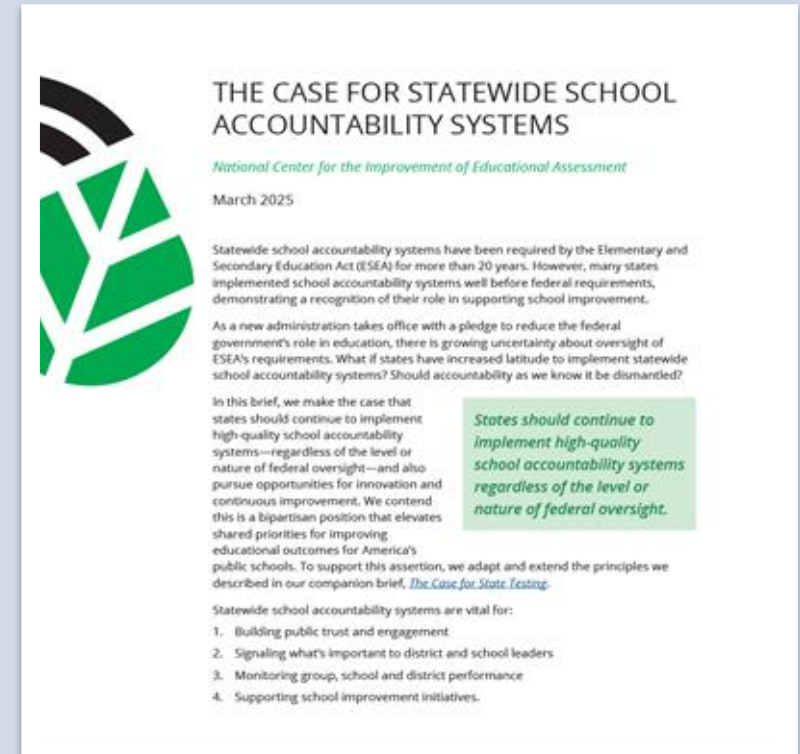
State
accountability
systems:

Signal what outcomes are valued,

Provide information on school
performance on those outcomes,

Monitor school and district
performance &

Build public trust and
engagement.



<https://www.nciea.org/wp-content/uploads/2025/03/The-Case-For-Statewide-School-Accountability-Systems-FINAL.pdf>

Components of Accountability Systems

Components	Guiding Question
Goals	What do we envision for our schools and our students?
Indicators	How will progress toward those goals be measured?
Design Decisions	How will we combine information to meaningfully differentiate schools and identify those needing support?
Consequences	What actions will be taken based on the results?
Communication	How will results be shared to inform and engage constituents?
Support	What resources and supports will schools receive to improve?
Monitoring	Are our schools making progress over time? What trends do we see?
Evaluation	Are our supports leading to improvement?

Adapted from Perie, Park, & Klau (2007). *Key Elements for Educational Accountability Models*. Council of Chief State School Officers.

What is a Theory of Action?

- Identifies both goals and mechanisms thought to support those goals
- Describes the assumptions and conditions which must hold in order for the desired change to occur
- Indicates near and longer term outcomes that should be observed
- Informs design and validation

In the best case, a theory of action is dynamic. It is referenced frequently and refined as needed as more information is available to confirm or falsify assumptions.

Theory of Action

When the accountability system produces clear, credible, and comprehensive information about student learning, growth, and access to opportunities (and when that information is made accessible to educators, leaders, and communities), then these constituents will use the information to make informed decisions that improve instruction, allocate resources more effectively, and strengthen school environments. Over time, these changes will support the development of students' academic knowledge, durable skills, and readiness for postsecondary pathways, resulting in graduates who are prepared for college, careers, military, and civic life.

Task Force Theory of Action

Design Principals

- Design principles are considerations that guide (or constrain) system components.
- They help support the theory of action to ensure the state's vision for education is achieved.
- They function as a roadmap that informs design decisions.
- They help address competing priorities.

Design Principals

Task Force Design Principles

NC Accountability Task Force Design Principles Summary

1. The Task Force wants the accountability system to be **easy for interested parties to understand while also sufficiently comprehensive** to include a range of indicators important to school quality (e.g., simple to report, even if the underlying measures are numerous or complex). Additionally, the Task Force is interested in exploring two specific design questions: (1) whether to use one-year vs. multi-year averages of data to identify schools, and (2) whether to display results through a dashboard format vs. an indicator or aggregated score.
2. The Task Force strongly agreed that the current approach to accountability is not sufficient and **change is necessary**, even though this will make it difficult to meaningfully compare accountability results after a transition. The Task Force also emphasized that the new system should remain stable and not require changes from year-to-year.
3. The Task Force thought the new accountability system should be **mostly standardized** where all schools are measured using the same indicators and measures, **but identified some key areas where flexibility will be important** (e.g., alternative high schools; postsecondary readiness indicator). The Task force asked to see flexibility options presented along with their relevant tradeoffs.
4. The Task Force agreed that a new accountability system should **prioritize data already collected by the state, including extant data not currently used for accountability purposes**. New data collections should be minimized and pursued only when existing data cannot address new system requirements. The Task Force also recommended the state examine the range of data currently collected and see what could be eliminated to reduce the burden on districts.
5. The Task Force thought that the new accountability system should **design for exceptionality, particularly alternative high schools**. The Task Force emphasized that clear operational definitions for these schools are important to guide implementation.
6. The Task Force agreed that the new accountability system should be **designed to include not only outcome-based indicators** such as test scores and graduation rates, **but also opportunity-based indicators such as those related to access to resources and opportunities**. The Task Force also emphasized that schools should receive credit for the opportunities they provide without being penalized for gaps in access that are outside their control (e.g., schools in rural communities that lack access to advanced coursework).
7. The Task Force agreed that change is needed and that it is important to **implement a new accountability system as soon as reasonable**. The Task Force does not want to implement a system that will require changes in subsequent years so conducting impact analyses to ensure the model is working as intended will be important prior to final approval and implementation.
8. The Task Force agreed that a **hybrid system is recommended**. A hybrid system is one in which the **state and federal accountability systems overlap but the state system design reflects the unique context and needs of North Carolina schools**. The Task Force also emphasized the importance of building a system designed specifically for North Carolina rather than adapting an existing model, in part due to concerns about federal policy instability.

Indicators

Academic Achievement (assessments)

Academic Achievement Reporting

Growth Indicator

English Learner Progress

Cohort Graduation Rate

School Climate

Postsecondary Readiness

Non-academic Supports

Student Engagement (extracurricular and chronic absenteeism)

Growth Model

Consensus Check: Achievement Indicator

Consensus/status: The Task Force reached consensus not to include K–2 assessments in the accountability system. For high school, there seemed to be emerging consensus on expanding the assessments / content areas included, with discussion focused on the need for additional common measures — particularly potentially using required civics and financial literacy coursework.

Consensus Check: Achievement Indicator Reporting

Consensus/status: The Task Force reached consensus on using an achievement index within the accountability model, while continuing to publicly report percent proficient for clarity and transparency. Members emphasized that the index should recognize performance across achievement levels, with a caveat that the State Board should consider differentiating performance below proficiency (Levels 1 and 2) rather than grouping all non-proficient performance together.

Consensus Check: Growth Indicators

Consensus/status: The Task Force reached consensus that the growth indicator should include as many of the assessments used for achievement as is feasible, without requiring every achievement assessment to have a corresponding growth measure. This would support adding measures such as Biology to growth where possible, while not forcing growth measures for subjects such as civics or financial literacy where an appropriate growth basis does not currently exist.

Consensus Check: English Learner Progress

Consensus/status: Consensus/status: The Task Force expressed concern about the time and burden associated with administering the current WIDA assessment and interest in exploring whether an alternative assessment is available. The Task Force reached consensus on moving English Language Proficiency out of the achievement indicator and potentially treating it as a standalone indicator and attend to the weight of the indicator during future discussions.

Consensus Check: Cohort Graduation Rate

Consensus/status: The Task Force reaffirmed consensus to include both the 4-year and 5-year graduation rates and expressed support for using an index approach that gives schools additional credit for students who graduate after four years. Consensus around a 1.0 for four-year graduation rate and 0.5 for five-year rate. Members noted that this would align with the index approach being considered for achievement, while emphasizing that the 4-year graduation rate should continue to be reported publicly as a distinct measure.

Consensus Check: School Climate

Consensus/status: The Task Force reached consensus and agreement with the Working Group's guidance not to include school climate surveys as a formal accountability indicator. There was support, however, for strengthening the collection and reporting of school climate data outside the formal accountability calculation.

Consensus Check: Post-Secondary Readiness

Consensus/status: The Task Force reached consensus that postsecondary readiness should be broadened beyond the current ACT/WorkKeys measures and represented through multiple measures rather than distilled into a single indicator or index score. Discussion favored a menu-based approach spanning college, career, and military/civic pathways, with an emphasis on externally validated outcomes rather than participation alone. Members also suggested further consideration of apprenticeships, military enlistment, service learning, and whether “on track to graduate” should be measured later than ninth grade.

Consensus Check: Non-Academic Supports

Consensus/status: The Task Force reached consensus that non-academic supports should not be included in the formal accountability model but could be included in a school performance profile. Members strongly supported the importance of these services but emphasized that unequal funding, access, and workforce availability would make it unfair to hold schools and districts accountable for supports they may not have the capacity to provide.

Consensus Check:

Student Engagement – E/C Activities

Consensus/status: The Task Force supported the recommendation not to include extracurricular participation as a formal accountability indicator, given significant concerns about data availability, consistent definitions, measurement reliability, and unequal access to extracurricular opportunities across schools and districts. Members nevertheless emphasized the value of extracurricular engagement and supported including information about these opportunities in the school performance profile.

Consensus Check:

Student Engagement – chronic absenteeism

Consensus/status: The Task Force reached consensus not to include chronic absenteeism in the formal accountability model, despite agreement that attendance is an important issue that schools should monitor and address. Members emphasized that absenteeism is not itself an outcome, may be redundant with outcomes already measured, and is influenced by factors and resource constraints outside schools' control. However, they supported continuing to report the data clearly so schools can identify needs and benchmark performance and report it with specificity (i.e., student groups).

Consensus Check: Growth Model

Consensus/status: There was general agreement that growth should count for more than its current 20%, although the Task Force will formally address the relative weighting of growth and achievement as part of the October aggregation discussion. On the growth model itself, most comments favored moving away from a statewide-relative model toward a student-level approach that measures each student's performance against a projection based on that student's own prior achievement, though one member expressed comfort with the current model.

Wrap up and Next Steps

At our next meeting (October 15, 2026)

- Discuss and determine consensus for
 - Aggregation method
 - Reporting categories
 - School identification
 - Any other outstanding items
- Review draft version of indicators in summary report

Month	Task Force	Working Group
Feb	Meeting 1 (Feb 19): Theory of Action	
Apr	Meeting 2 (Apr 16): Feedback on Theory of Action, Design Principles, Priorities for Working Group (Indicators, Measures, System Features)	Kickoff Meeting (April 29, 10am-noon, virtual): Review Task Force Theory of Action, Design Principles, and Priorities for Working Group
May		Meeting 1 (May 13, 9am-3:30pm, in-person): Indicator Cluster 1– Achievement, Growth, & Extended Graduation Rate
June	Meeting 3 (June 18, 2-5pm, virtual): Discuss Indicator Cluster 1; Priorities for aggregation methods	Meeting 2 (June 10, 1-5pm, virtual): Indicator Cluster 2– Postsecondary Readiness, Performance in Coursework, and Access to and Enrollment in Rigorous Coursework
July		Meeting 3 (July 22, 9am-3:30pm, in-person): Indicator Cluster 3– Engagement in Schooling, School Climate, and Non-academic Supports for Student Success
Aug	Meeting 4 (Aug. 20, 1-5pm, virtual): Discuss aggregation methods, reporting categories & school identification	Meeting 4 (Aug 12, 1-5pm, virtual): Aggregation methods
Sept	Meeting 5 (Sept 21, 9:30-3:30pm, in-person): Discuss Indicator Clusters 2-3; returning to growth and graduation rate	Meeting 5 (Sept 9, 1-5pm, virtual): Reporting Categories & School Identifications
Oct	Meeting 6 (Oct 15, 9:30-3:30pm, in-person): Discuss reporting categories & school identifications; Other topics TBD	
Dec	Meeting 7 (Dec 17, 2-5pm, virtual): Feedback on draft report	



Legislative Work Session

Geoff Coltrane, Senior Director of Government Affairs and Strategy
Lizzie Yelverton, Legislative Liaison

September 30, 2026

NC Collaboratory Legislatively Mandated Research Studies

- DPI staff have been working closely with the NC Collaboratory on legislatively-mandated research studies to be conducted by the NC Collaboratory
- Those studies include:
 - Secondary Literacy Professional Development Evaluation
 - Identify Math Vendors
 - Conduct Pilot Studies for K12 Math Support Programs
 - Acquire, Adapt, and Implement K–8 Math Curriculum
 - Principal Recruitment and Retention
 - Weighted Student Funding Formula Work Group
 - Public Schools Open Enrollment Study
 - Renewal School System Evaluation

Timeline

- Based on Board input and requests from DPI divisions, DPI leadership will craft recommended legislative agenda for the Board's consideration at the November meeting
- OSBM has requested all budget requests for the Governor's budget by early January
- Similar to the 2026 short session, we would like to identify priorities for this session and longer term priorities

ACHIEVING EDUCATIONAL **EXCELLENCE**

2025–2030
Strategic Plan for
North Carolina Public Schools



ACHIEVING EDUCATIONAL EXCELLENCE



PILLAR 1

Prepare Each
Student for
Their Next
Phase in Life



PILLAR 2

Revere
Public School
Educators



PILLAR 3

Enhance Parent,
Caregiver, and
Community
Support



PILLAR 4

Ensure
Healthy, Safe
and Secure
Learning
Environments



PILLAR 5

Optimize
Operational
Excellence



PILLAR 6

Lead
Transformative
Change



PILLAR 7

Celebrate the
Excellence
in Public
Education



PILLAR 8

Galvanize
Champions to
Fully Invest in
and Support
Public
Education



By 2030, North Carolina will
have the **best** public school
system in the nation.



PILLAR 1

Prepare Each Student for Their Next Phase in Life

- Strengthen digital learning and literacy, and responsible use of AI (P1.F2.A2, launched Feb. 2026)
- Expanding access to rigorous coursework (P1.F3.A1, launched April 2026)
- NC College Connect (P1.F4.A1, launched Aug. 2025)
- Establish scalable approaches to embed artificial intelligence safely, responsibly and ethically, and ensure collaborative problem-solving is included in the learning experience (P1.F4.A5, launched Aug. 2026)
- Expand access to advanced learning opportunities K-12, including NC Governor's School and K-8 talent development programming, aligned to student strengths, interests and career pathways (P1.F3.A2, launching Aug. 2027)



PILLAR 1

Prepare Each Student for Their Next Phase in Life

- Build on the implementation of North Carolina's Science of Reading initiative by continuing to expand high- impact literacy practices and launch a parallel focus on foundational mathematics to support early learning (P1.F1.A2, launching Jan. 2027)
- Develop a statewide toolkit to support schools in implementing high-quality character education that teaches students to be good citizens and important values, such as respect, responsibility, integrity, perseverance, courage, justice and self-discipline (P1.F5.A1, launching Jan. 2027)
- Explore ways to expand service learning programs for students to ensure every student has access to service learning opportunities (P1.F5.A2, launching Jan. 2027)



PILLAR 2

Revere Public School Educators

- Advocate for continued expansion of the Advanced Teaching Roles program (P2.F2.A1, launched Aug. 2025)
- Revise and strengthen beginning teacher policy and supports (P2.F1.A2, launched July 2026)
- Establish State Board Task Force on Educator Licensure and Advancement (P2.F2.A2, launched Feb. 2026)
- Explore models that increase instructional capacity by reducing burden on teachers, including eliminating or significantly reducing unpaid teacher duties, streamlining compliance processes, increasing teacher planning time and increasing flexible scheduling (P2.F4.A2, launching Fall 2026)
- Expand student recruitment programs starting no later than middle school to encourage more students to engage in the education profession (P2.F1.A1, launching July 2027)



PILLAR 2

Revere Public School Educators

- Develop and advocate for a revised principal compensation model with partners that includes increased base pay, factors for school complexity and retention incentives to better attract and keep leaders in the schools that need them most (P2.F3.A2, launching Nov. 2026)
- Advocate to the North Carolina General Assembly, in partnership with educators, business leaders and community leaders, for competitive teacher, principal and other school staff compensation, including pay for advanced degrees (P2.F3.A1, launching Nov. 2026)
- Advocate for expanding the teacher pipeline and lowering financial barriers to entering the profession, in partnership with EPPs (P2.F1.A4, launching Jan. 2027)
- Continue to expand leadership academies in collaboration with state and regional partners for aspiring principals and superintendents, particularly in high-poverty and low-performing schools and provide specialized professional learning for financial officers and charter leaders to strengthen strategic management (P2.F2.A4, launching July 2027)



PILLAR 3

Enhance Parent, Caregiver & Community Support

- Increase NCDPI supports for the educators who serve as a bridge to the local community, such as nurses, counselors, social workers, school psychologists and parent liaisons (P3.F2.A3, launching Jan. 2027)
- Advocate for evidence-based school models, such as “community schools,” that reduce barriers by promoting community resources to support student and family well-being (P3.F2.A4, launching May 2027)



PILLAR 4

Ensure Healthy, Safe and Secure Learning Environments

- Identify and share effective best practices for reducing chronic absenteeism (P4.F2.A2, launched Jan. 2026)
- Support PSUs in implementing Positive Behavioral Interventions and Supports (PBIS) and share best practices for fostering supportive school environments and reducing behavioral challenges (P4.F2.A5, launching March 2027)
- Partner with community and health service organizations to identify and share strategies to expand school-based health services for students and staff, including telehealth (P4.F2.A7, launching Dec. 2027)
- Increase educator capacity to address student mental health needs by expanding Youth and Teen Mental Health First Aid training (P4.F2.A8, launching Dec. 2027)



PILLAR 5

Optimize Operational Excellence

- Identify and promote PSU best practices for operational efficiency, such as shared services models, and engage the business community to leverage expertise on operational effectiveness (P5.F3.A5, launching Jan. 2027)



PILLAR 6

Lead Transformative Change

- Establish State Board Task Force on Accountability and explore redesign of statutory process for identifying low-performing schools (P6.F3.A1, launched Feb. 2026)
- Explore reforms to North Carolina's school funding model to ensure allocations are transparent, flexible and based on student needs (P6.F4.A3, launching Nov. 2026)



PILLAR 8

Galvanize Champions to Fully Invest in and Support Public Education

- Work with partners to advocate for investments in public schools, especially for initiatives for improving student achievement and school infrastructure (P8.F3.A3, launching Nov. 2026)

2025-26 State Board and DPI Legislative Agenda

Overall Priorities

Request	Governor's Budget (FY 2026-27)	2026 Appropriations Act (S257)
Invest in raising the pay for all public school employees (i.e., teachers, administrators and all other certified and non-certified staff), raising the pay for teachers by at least 8% so that North Carolina has the highest teacher salaries in the Southeast	11% average raise for teachers; 5% for principals, central office staff, and non-certified staff; additional bonuses	8% average raise for teachers; 3% for principals, central office staff, and non-certified staff; additional bonuses, including for locally and federally funded school nutrition and custodial staff
Restore master's pay	\$10,000,000 (R)	
Reform the principal pay plan		
Address the nearly \$13 billion in school construction needs	\$115,000,000 (NR) for repair and renovation	
Place a moratorium on Opportunity Scholarship program	Moratorium on further expansion and elimination of scholarships for top income tiers	

Short Session Priorities

Request	DPI/SBE Request (FY 2026-27)	Governor's Budget (FY 2026-27)	2026 Appropriations Act (S257)
Expand DIBELS Diagnostic to Grades 4-5	\$1,427,000 (R) \$966,508 (NR)	\$1,427,000 (R) \$966,508 (NR)	\$1,427,000 (R)
Expand Literacy Professional Development and Support to Grades 6-8 (9 FTE)	\$15,380,000 (R) \$25,002,000 (NR)	\$15,380,000 (R) \$23,600,000 (NR)	\$13,800,000 (NR)
Implement Exceptional Children Weighted Funding Formula	\$92,600,000 (R) \$27,200,000 (NR)	\$63,450,653 (R) \$33,434,785 (NR)	
Advanced Teaching Roles (ATR) Salary Supplements	\$38,000,000 (R)	\$38,003,000 (R)	\$30,000,000 (R)
Advanced Teaching Roles (ATR) Grants Expansion	\$2,000,000 (R)	\$2,000,000 (R)	\$2,000,000 (R)
Increase in School Health Personnel Allotment	\$64,269,353 (R)	\$32,135,000 (R)	

Short Session Priorities

Request	DPI/SBE Request (FY 2026-27)	Governor's Budget (FY 2026-27)	2026 Appropriations Act (S257)
Additional State Funds for Federal E-Rate Match	\$2,500,000 (R)	\$2,587,500 (R)	
Beginning Teacher Support Program	\$500,000 (R) \$750,000 (NR)	\$500,000 (R) \$750,000 (NR)	
Revised Limited English Proficient (LEP) Funding Formula	\$142,000 (NR)	\$142,000 (NR)	\$142,000 (NR)
Needs-Based Public School Capital Fund (NBPSCF)	\$117,000,000 (R)		
Public School Repair and Renovation Fund (PSBRRF)	\$25,000,000 (NR)	\$115,000,000 (NR)	
New Cooperative Innovative High Schools	\$655,000 (R)	\$655,000 (R)	\$380,000 (R)

Ongoing Priorities

Request	DPI/SBE Request (FY 2026-27)	Governor's Budget (FY 2026-27)	2026 Appropriations Act (S257)
Student Transportation Information Management (TIMS)	\$140,500 (R)	\$120,200 (R)	\$120,200 (R)
School Breakfast and Lunch at No Cost to Students	\$377,000,000 (R)	\$85,300,000 (R)	
Convert SRO Grants into an Appropriation Based on Formula for Elementary and Middle Schools	\$120,000,000 (R)	\$50,000,000 (R)	
Support for Low Performing Districts	\$4,500,000 (R)	\$4,500,000 (R)	
K-8 Math Screener	\$44,000,000 (R)		\$6,000,000 (R) <i>for low-performing schools</i>
High-impact tutoring support for school districts	\$23,200,000 (R) \$875,000 (NR)	\$3,000,000 (R)	
Professional Misconduct Investigator and Rulemaking Coordinator (2 FTE)	\$240,630 (R)		

Ongoing Priorities

Request	DPI/SBE Request (FY 2026-27)	Governor's Budget (FY 2026-27)	2026 Appropriations Act (S257)
One-to-One Device Refresh for all K-12 students (over 4 years)	\$150,678,300 (R)	\$100,000,000 (NR)	
School Cybersecurity Support	\$3,350,000 (R)		
School Business Systems Modernization	\$45,000,000 (NR)	<i>Funding included in IT Reserve</i>	
Single Sign-On Upgrades for Infinite Campus and other Shared IT Services	\$8,100,000 (R)	\$8,100,000 (R)	\$7,000,000 (NR)
State Dept. of Information Technology (DIT) Billing Requirements	\$1,140,000 (R)	\$1,140,000 (R)	\$925,876 (R) \$303,142 (R)
M365/Google Backup Server Requirements for State DIT Policy	\$520,000 (R)	\$520,000 (R)	

Non-Budget Legislative Requests

Request	Governor's Budget	2026 Appropriations Act (S257)
School calendar flexibility		
PSU dollar allotment reversions for use in purchasing technology		
<u>Revise portfolio requirement for individuals seeking principal licensure</u>		X
DPI flexibility for placement of early literacy specialists		
<u>Eliminate Praxis Core requirement for admission to EPP</u>		X
Eliminate DPI/SBE school and district accreditation		
<u>Revise provisions for the CEP Meal Program Incentive program</u>	X	X
Study how to eliminate or consolidate required DPI and State Board of Education legislative reports		<i>Eliminated or changed several reports</i>
<u>Sunset the Textbook Commission</u>	X	X
<u>Auto enrollment in advanced-level courses for students in English Language Arts</u>	X	X
<u>Revise the Limited English Proficient (LEP) funding formula</u>	X	X

Non-Budget Legislative Requests

Request	Governor's Budget	2026 Appropriations Act (S257)
Increase threshold for procurement from \$90,000 to federal threshold of \$350,000 to allow child nutrition programs to more easily procure local agricultural products		
<u>Remove requirement for beginning teachers to attempt licensure exam in the first year of licensure</u>	X	X
Establish consistent date for carryforward of various allotments		
<u>Fund statewide virtual charter schools at the statewide average per pupil expenditure and not per pupil expenditure for where the office is located</u>	X	X
<u>Allow for mid-year adjustment in supplemental funding for students with disabilities based on December 1 headcount</u>	X	X
Increase share of administrative funds retained by DPI from the Public School Building Capital Fund (PSBCF) from 2.0% to 2.5%	X	
<u>Expand the definition of a qualifying school for the Principal Recruitment Supplement to include all low-performing schools</u>	Expanded to include bottom 10%	Expanded to include bottom 10%

Possible Major Legislative Priorities Identified by DPI Leadership

- Teacher and public school employee pay, including masters pay
- EC weighted student funding model
- Funding for school capital
- School accountability reform (including changing the definition of low-performing schools)
- EPP accountability model changes
- High-Quality Instructional Materials
- Beginning teacher support
- Math instruction
- Licensure reform

Discussion

1. Based on our 2025-26 budget requests, the Strategic Plan, and other critical needs, what budget requests should be included in our 2026-27 legislative agenda?
2. Of the budget requests you have identified, how would you prioritize them?
3. What additional non-budget/policy requests should we consider for the 2026-27 legislative agenda?

