



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Report to the Governor and North Carolina General Assembly

Ensure Security of Student Records

SL 2014-50 (SB 815), sec. 1

G.S. 115C-402.5(b)(7)(a) and (b)

Date Due: October 1, 2023

DPI Chronological Schedule, 2022-2023

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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NC DEPARTMENT OF PUBLIC INSTRUCTION

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Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI

6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

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ENSURE SECURITY OF STUDENT RECORDS

The State Board of Education (SBE) shall notify the Governor and the General Assembly annually by October 1 of the following:

- (a) New student data, whether aggregate data, de-identified data, or personally identifiable student data, included or proposed for inclusion in the student data system for the current school year.
- (b) Changes to existing data collections for the student data system required for any reason, including changes to federal reporting requirements made by the United States Department of Education.

2022-23 LIST OF DATA ELEMENTS THAT WERE ADDED OR DELETED FROM COLLECTION IN THE STATE'S STUDENT INFORMATION MANAGEMENT SYSTEM.

New student data collected in response to U.S. Department of Education (USED) request

Office of Learning Recovery

OLR_PRE_ASSESSMENT_SCORE2
OLR_POST_ASSESSMENT_SCORE2
OLR_PRE_ASSESSMENT_SCORE3
OLR_POST_ASSESSMENT_SCORE3

These four elements are being collected for the first time for new summer programs funded through the Elementary and Secondary School Emergency Relief Fund (ESSER) Fund. The USED requires the NC Department of Public Instruction (NCDPI) to report on the number of students served by these programs, their demographic information, any special population identifiers, and measures of effectiveness (formative and/or summative assessment data). To reduce the burden on Public School Units (PSUs), NCDPI is collecting the assessment data in spreadsheet format and uploading it into PowerSchool.

New student data collected in response to changes in North Carolina state law

Digital Learning Dashboard

S_NC_STUDENTINFO.DLD_HOME_DIGITAL_DEVICE
S_NC_STUDENTINFO.DLD_HOME_DEVICE_TYPE
S_NC_STUDENTINFO.DLD_NO_HOME_DEVICE S_NC_STUDENTINFO.DLD_NO_HOME_DEVICE_TB
S_NC_STUDENTINFO.DLD_HOME_INTERNET_ACCESS
S_NC_STUDENTINFO.DLD_INTERNET_SERVICE_TYPE
S_NC_STUDENTINFO.DLD_INTERNET_SRVICE_TYPE_TB
S_NC_STUDENTINFO.DLD_LACK_OF_INTERNET_REASON
S_NC_STUDENTINFO.DLD_OTHER_AVLBL_INTERNET
S_NC_STUDENTINFO.DLD_OTHER_AVLBL_INTERNET_TB
S_NC_STUDENTINFO.DLD_HM_INTRNT_SPDTST_DL_TB
S_NC_STUDENTINFO.DLD_HM_INTRNT_SPDTST_UL_TB
S_NC_STUDENTINFO.DLD_HOME_INTERNET_SPEEDTEST

NCDPI began collecting these data elements in PowerSchool in the first quarter of 2023 to meet new State requirements for reporting on Student Digital Learning Access (Session Law 2021-180; §115C-102.9).

Existing student data collection added to PowerSchool in the 2022-23 School Year

EL PD

S_NC_LEP_PROFDEV_S.ESL_ELD_OFFERED
S_NC_LEP_PROFDEV_S.INTEGRATED_ESL_SUPPORT

S_NC_LEP_PROFDEV_S.SUBGRANTEE
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_1
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_2
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_3
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_4
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_5
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_6
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_7
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_8
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_9
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_10
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_11
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_12
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_13
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_14
S_NC_LEP_PROFDEV_S.PROG_DETAIL_STRENGTH_15
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_1
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_2
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_3
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_4
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_5
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_6
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_7
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_8
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_9
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_10
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_11
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_12
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_13
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_14
S_NC_LEP_PROFDEV_S.PROG_DETAIL_AREA_IMP_15
S_NC_LEP_PROFDEV_S.TERM_FAILED_PROG_GOALS_YN
S_NC_LEP_PROFDEV_S.TERM_FAILED_PROG_GOALS_NUM
S_NC_LEP_PROFDEV_S.TEACHER_TRAINING
S_NC_LEP_PROFDEV_S.COACH_TRAINING
S_NC_LEP_PROFDEV_S.LOCAL_CURR_ALIGN
S_NC_LEP_PROFDEV_S.LOCAL_ASSESS_ALIGN
S_NC_LEP_PROFDEV_S.NCDPI_SUPPORT_DOC
S_NC_LEP_PROFDEV_S.TEACH_ACAD_VOC
S_NC_LEP_PROFDEV_S.INTEGRATE_ORAL_WRIT
S_NC_LEP_PROFDEV_S.REG_OPP_DEV_LANG
S_NC_LEP_PROFDEV_S.DIFF_INSTRUCT_EL
S_NC_LEP_PROFDEV_S.SCAFFOLDS_MLS
S_NC_LEP_PROFDEV_S.REG_OPP_PEER_ASSIST
S_NC_LEP_PROFDEV_S.LOCAL_IMPLEMENT_ELD
S_NC_LEP_PROFDEV_S.QUALTRICS_LINK
S_NC_LEP_PROFDEV_S.RESERVED_BOOLEAN
S_NC_LEP_PROFDEV_S.RESERVED_BOOLEAN2
S_NC_LEP_PROFDEV_S.RESERVED_DATE
S_NC_LEP_PROFDEV_S.RESERVED_DATE2
S_NC_LEP_PROFDEV_S.RESERVED_DOUBLE
S_NC_LEP_PROFDEV_S.RESERVED_DOUBLE2

S_NC_LEP_PROFDEV_S.RESERVED_INTEGER
S_NC_LEP_PROFDEV_S.RESERVED_INTEGER2
S_NC_LEP_PROFDEV_S.RESERVED_STRING
S_NC_LEP_PROFDEV_S.RESERVED_STRING2
S_NC_LEP_PROFDEV_S.RESERVED_STRING3
S_NC_LEP_PROFDEV_S.RESERVED_STRING4
S_NC_LEP_PROFDEV_S.RESERVED_STRING5

The NCDPI Multilingual Learner(ML)/Title III team is required to collect and report a variety of information from PSUs to the USED, NC SBE, and the NCDPI leadership. To streamline this process, NCDPI has combined these collections into one survey, the End-of-Year English Learner Program Survey. Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). Title III ensures that Multilingual Learners (MLs) attain English language proficiency and meet state academic standards.