



**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.

### ERIC DAVIS

Chair: Charlotte – At-Large

### JILL CAMNITZ

Greenville – Northeast Region

### JOHN BLACKBURN

Linville – Northwest Region

### ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

### REGINALD KENAN

Rose Hill – Southeast Region

### DONNA TIPTON-ROGERS

Brasstown – Western Region

### MARK ROBINSON

Lieutenant Governor: High Point – Ex Officio

### VACANT

North Central Region

### J. WENDELL HALL

Ahoskie – At-Large

### DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

### OLIVIA OXENDINE

Lumberton – Sandhills Region

### JAMES FORD

At-Large

### CATHERINE TRUITT

Secretary to the Board: Cary

### VACANT

Southwest Region

## NC DEPARTMENT OF PUBLIC INSTRUCTION

**Catherine Truitt, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825**

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

### **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

**Visit us on the Web: [www.dpi.nc.gov](http://www.dpi.nc.gov)**

## **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.