



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Educator Preparation Program Weighted
Model Proposal

SL 2019-149 (HB107), SECTION 3(b)

Date Due: February 15, 2020
DPI Chronological Schedule, 2019-2020

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Educator Preparation Program Weighted Model Proposal

Legislative Direction

On July 22, 2019, the North Carolina legislature passed Session Law 2019-149 which establishes specific criteria for educator preparation program accountability and corresponding sanctions when those accountability measures are not met. Also included in this law under SECTION 3.(a) is a requirement that the State Board of Education, in consultation with the Department of Public Instruction (NCDPI) and the Professional Educator Preparation and Standards Commission (PEPSC), develop a formulaic, performance-based weighted model for the purposes of comparing the annual report card information between each educator preparation program (EPP) pursuant to G.S. 115C-269.50.

SECTION 3.(b) of this law provides more clarity as to the specifics of the report. The State Board, in consultation with the NCDPI and PEPSC, shall report to the Joint Legislative Education Oversight Committee by February 15, 2020 on the following:

- (i) the development of the formulaic, performance-based weighted model for EPPs as required by subsection (a) of this section,
- (ii) recommendations on the purposes and uses of the weighted model,
- (iii) recommendations on the time line for possible implementation of the weighted model, and
- (iv) any legislative changes needed for implementation of the model.

Additionally, SECTION 3.5 requires that PEPSC study the inclusion of a two-year retention rate for individuals who completed the EPP and became initially licensed and employed in a North Carolina public school and recommend a retention rate performance standard for EPPs. This report outlines the performance-based weighted model developed by PEPSC and addresses each of the requirements established in Session Law 2019-149.

Development of the Model Proposal

Work to develop a robust accountability model was ongoing in PEPSC subcommittees since November 2018 (see Appendix A for a complete list of meetings). Throughout that time, the group sought additional input from a variety of stakeholders across the academic field including EPP Program leadership, the North Carolina Association for Colleges and Teacher Educators (NCACTE), the North Carolina Independent Colleges and Universities (NCICU), the University of North Carolina General Administration (UNC-GA), the Teacher Recruitment and Retention Task Force, and the Southern Regional Education Board (SREB). The Commission also sought counsel from the Education Policy Initiative at Carolina (EPIC) to build hypothetical models. In addition to stakeholder input, the Commission also reviewed models from other states to help inform their decision making. PEPSC was also mindful of leveraging the existing performance measures outlined in Session Law 2019-149 into a proposed model which include:

- (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, and
- (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.

The Proposed Model

The culmination of the Commission’s work is the creation of a three-domain model (Figure 1).

Figure 1: Proposed 3-Domain EPP Accountability Model

Domain 1: Performance (55% Weight)	Domain 2: Retention (10% Weight)	Domain 3: Stakeholder Perceptions (35% Weight)
<ul style="list-style-type: none"> Teacher Evaluations Student Growth Student Proficiency Pedagogy Assessment 	<ul style="list-style-type: none"> One-Year Retention 	<ul style="list-style-type: none"> Recent Graduate Survey Employer Survey

Domain 1 contains those performance measures with which the EPP maintains the most direct control and influence. Four sub-domains are included in Domain 1:

- (1) Performance based on the standards and criteria for annual evaluations of licensed employees. Data to meet this subdomain will be collected from the existing North Carolina Educator Evaluation System (NCEES). This measure is also one of the three measures required in Session Law 2019-149.
- (2) Growth of students taught by educators holding an initial professional license. For this measure data from the Education Value-Added Assessment System (EVAAS) will be leveraged. A note here is that while the existing performance measures outlined in Session Law 2019-149 combine growth and proficiency measures into one composite performance measure, the Commission recommends each of these measures be included independently of one another in this domain.
- (3) Proficiency of students taught by educators holding an initial professional license. Currently, the conventional method of collecting this measure in North Carolina has the potential to negatively impact candidate placement, particularly in hard to staff schools. Until a collection method can be developed that mitigates this challenge, use of proficiency of students is not practicable or recommended. NCDPI is currently working on alternative measurement strategies to measure student proficiency.
- (4) Percentage of EPP candidates passing a nationally normed and valid pedagogy assessment to determine clinical practice performance. For this measure, the Commission recommends allowing data from the Educative Teacher Performance Assessment (edTPA) or the Praxis Performance Assessment for Teachers (PPAT) to meet the requirement. As of September 2019, all candidates, both traditional and residential, must pass one of these assessments in partial requirement for licensure.

Domain 2 is comprised of only one measure – one-year teacher retention. Stakeholder input on this item is split. While there is general acknowledgement EPPs must provide candidates into the pipeline that have the requisite skills to be effective in the classroom and ultimately stay in the classroom, many stakeholders are reluctant to hold an EPP accountable to how long teachers stay in a North Carolina school position. While most agree that an ill-prepared teacher can be a compelling reason for attrition, most reasons for leaving the classroom may have nothing to do with the preparation of the candidate. For this reason, the Commission recommends consideration of retention rates after only one year, conceding that attrition due to poor preparation in the first year is more likely than later in a teacher’s career. This concern for assigning measures in an accountability model that programs have little or no control over is why Domain 2 has the least weight of the three domains. For an analysis of Two-Year Retention Rates, see Appendix B. Domain 3 seeks to capture perceptions of EPP effectiveness from the two primary stakeholders impacted by EPP candidates – the graduates of the EPPs and the principals who hire them. Data for both are already collected across the state. The Recent Graduate Survey is a survey of all teachers in their first year of teaching to capture how they feel prepared to meet their professional responsibilities during their first year on the job. This is also the third performance measure required of EPPs in Session Law 2019-149. The Employer Survey asks principals to consider a recent graduate’s effectiveness relative to other first year teachers across the North Carolina teaching standards.

Table 1 provides a comparison between the accountability variables required in Session Law 2019-149 and those proposed.

Table 1: Differences Between Session Law 2019-149 Accountability Requirements and Those Proposed by PEPSC

Session Law 2019-149 Accountability Variables	Proposed Accountability Variables
NCEES	NCEES
EVAAS and Proficiency (when practicable)	EVAAS Proficiency
Recent Graduate Survey	Recent Graduate Survey
	edTPA/PPAT
	1-year retention
	Employer Survey

Converting the Weighted Model to a Level System

While there is interest from legislators in being able to compare overall effectiveness among EPPs outlined in Session Law 2019-149, there is consensus among education stakeholders that rank ordering EPPs using only the weighted composite is too narrow to capture the complexity and variation of the EPPs. In other words, using the composite to say one school is the 6th best school and another is 23rd is perhaps a misleading representation due to many factors in EPPs not captured in the composite. The recommendation from the Commission is to convert raw composite scores to a more generalized four-point level system where a four indicates an EPP is ‘exemplary,’ three is ‘accomplished,’ two is ‘proficient,’ and one is ‘needs improvement’. In this manner stakeholders

have a quick and easy way to understand how one program is generally measuring up to others across the state.

Assignment of Sanctions

Session Law 2019-149 currently assigns sanctions to an EPP when any of the three performance measures are not met by any subgroup (race, gender, ethnicity). This approach, while rigorous, has the potential for serious unintended consequences to the pipeline.

- Current sanction policy can disproportionately impact the largest programs where sample sizes are large enough to disaggregate across more sub groups than smaller programs.
- Applying sanctions at the subgroup level may cause an EPP to narrow its recruitment strategy to only those subgroups that historically perform well on the accountability measures. This approach is antithetical to diversifying the teacher workforce.

To mitigate these potential negative impacts of the current sanction policy, the Commission recommends applying sanctions at the weighted composite level instead of the subgroup level. Under the proposed model, any EPP identified in the level 1 – ‘needs improvement’ area would be subject to sanction. In doing so, an EPP could still be in compliance if a subgroup were below standard if its overall composite measure demonstrated performance at level 2 or higher. Sanctioning at the composite level standardizes EPP accountability and the need for EPPs to work towards high standards and improvement without jeopardizing the pipeline. A limitation to sanctioning at the composite level is that it can potentially mask individual measure deficiencies. The Commission has confidence that the future online dashboard will publicly report the EPP’s performance by subgroup so that EPPs will be incentivized to address any deficiencies by subgroup.

Considering Issues of Diversity

Throughout the development of the weighted composite model proposal, the Commission spent the most time in discussion around the possibility of developing a way to promote diversifying the pipeline in the model (Figure 2). Current research and the recent WestEd report on the Leandro case both call for an increase in the diversity of the teacher pipeline as a means to improve student learning and open up entrance into the teaching profession. While there is consensus on the importance of promoting teacher diversity in the EPP community, the Commission was divided on whether it should be a component of the weighted composite model proposal.

Figure 2: Proposed 4-Domain EPP Accountability Model

Domain 1: Performance	Domain 2: Retention	Domain 3: Stakeholder Perceptions	Diversity
<ul style="list-style-type: none"> •Teacher Evaluations •Student Growth •Student Proficiency •Pedagogy Assessment 	<ul style="list-style-type: none"> •One-Year Retention 	<ul style="list-style-type: none"> •Recent Graduate Survey •Employer Survey 	<ul style="list-style-type: none"> •Percent People of Color •Percent Male •Percent Pell Eligible •Percent 1st Generation •Percent Urbanicity

Some members voiced concern that there were limits on how much influence an EPP has on recruitment. Because traditional EPPs typically accept students in their junior year into the program, they recruit largely from within their institution. This means that for most traditional EPP programs recruitment is limited to the demographics within their institution. Another concern was that setting an example in an accountability model for promoting diversity without additional resources and changes to supporting factors influencing the teacher pipeline may cause unintended sanctions on otherwise high functioning EPPs. The concerns raised are similar to those raised earlier regarding the current sanctioning requirements. Other Commission members championed the idea of including diversity components in the composite, citing the lack of meaningful change in the teacher pipeline demographics to date.

In the end, it is the recommendation of the Commission to postpone implementation of a model that includes a diversity domain until more data can be collected to test the implications of the additional measures on the model.

Proposed Pilot Phase and Action Plan for the Fourth Domain: Diversity

PEPSC proposes the following action plan as a strategy to refine the structure of the fourth domain and to address challenges as noted above. The two-year pilot phase would include a proposal on implementation of this domain to the State Board of Education after two years of data identification, collection and analysis. In addition, the two-year pilot would also create a window where PEPSC and North Carolina Department of Public Instruction (NCDPI) can work with EPPs to consider data issues as noted, and how preliminary data can further inform recruiting, admissions, and program matriculation strategies and outcomes.

Upon adoption by the State Board of Education, PEPSC will create a task force to create an action plan and resulting strategies to pilot and potentially fully implement the fourth domain. This plan will be presented to PEPSC by June 2020 for consideration and possible recommendation to the SBE in July 2020. The plan will include the following components, as well as others the task force may consider critical to success.

- Component 1: Finalize variables to be collected and considered as informative to ensuring thresholds for diversifying EPP candidate demographics that ensure a diverse teaching profession in North Carolina.
- Component 2: Assess availability and accessibility of critical data at the institutional and EPP level, and address challenges that may emerge.
- Component 3: Create and refine appropriate mechanisms to provide data to NC DPI as part of the accountability model and any associated dashboard tools.
- Component 4: Solicit from EPPs, schools and school districts and critical stakeholders' perspectives and recommendations for resources, supports and incentives that may be important to efforts to recruit, admit, retain and graduate cohorts of EPP candidates that will bring greater diversity to the teaching profession in the state.

Summary

PEPSC recommendations which were approved by the NCSBE and included a variety of stakeholders in their development.

1. Adopt a 3-Domain Weighted Model (see Figure 1) for application in 2019-20 which will be reported in Winter of 2021
2. Employ the 3-Domain Weighted Model not just for the purposes of comparing the annual report card information between each EPP, but for use in EPP accountability as well
3. Apply sanctions at the weighted composite level in the same timeline outlined in Session Law 2017-189.
 - a. Provide accountability outcomes in 18-19, 19-20, 20-21 non-consequential for improvement planning
 - b. Begin warning sanction where needed in 21-22
 - c. Begin probation sanction where needed in 22-23
 - d. Begin revoked sanction where needed in 23-24
4. Create a task force and collect additional candidate demographic data to consider adding a fourth domain (Diversity) in 2022 when a better understanding of its impact on the field can be better understood.

Suggested legislative changes needed for implementation of the proposed model are provided in Appendix C.

Appendix A: PEPSC Subcommittee Meeting Dates and Times

Subcommittee	Date	Time
Educator Preparation	November 26, 2018	10 a.m.
Assessment and Performance	December 18, 2018	1 p.m.
Assessment and Performance	January 25, 2019	9:30 a.m.
Educator Preparation	January 25, 2019	3 p.m.
Educator Preparation/Assessment and Performance	February 25, 2019	9:00 a.m.
Assessment and Performance	March 15, 2019	2:15 p.m.
Educator Preparation	March 20, 2019	3 p.m.
Assessment and Performance	April 26, 2019	2 p.m.
Educator Preparation	April 26, 2019	3:30 p.m.
Assessment and Performance	June 20, 2019	10 a.m.
Assessment and Performance	August 30, 2019	9 a.m.
Assessment and Performance	October 10, 2019	11 a.m.
Educator Preparation/Assessment and Performance	October 21, 2019	1 p.m.
Educator Preparation/Assessment and Performance	November 1, 2019	10:30 a.m.
Educator Preparation/Assessment and Performance	November 12, 2019	8:30 a.m.
Educator Preparation/Assessment and Performance	November 14, 2019	12:30 p.m.

Appendix B: Two-Year Retention Rates by EPP

Institution	2015-16 Completers	2015-16 Comps Employed in 2016-17 (Base Year)	Comps Employed 1 Yr Later (2017-18)	Comps Employed 2 Yrs Later (2018-19)	1 Yr Retention Rate	2 Yr Retention Rate
Appalachian State University	417	264	242	226	91.67	85.61
Barton College	22	12	12	9	100.00	75.00
Belmont Abbey College	22	13	12	10	92.31	76.92
Bennett College	2	1	1	1	100.00	100.00
Brevard College	4	2	2	2	100.00	100.00
Campbell University	33	20	20	17	100.00	85.00
Catawba College	34	17	16	15	94.12	88.24
Chowan University	4	1	1	1	100.00	100.00
Duke University	18	9	6	6	66.67	66.67
East Carolina University	528	352	318	286	90.34	81.25
Elizabeth City State University	20	10	9	8	90.00	80.00
Elon University	73	31	26	24	83.87	77.42
Fayetteville State University	47	29	27	26	93.10	89.66
Gardner-Webb University	25	14	14	14	100.00	100.00
Greensboro College	26	16	15	14	93.75	87.50
Guilford College	17	9	7	5	77.78	55.56
High Point University	47	16	13	9	81.25	56.25
Lees-McRae College	35	20	20	18	100.00	90.00
Lenoir-Rhyne University	29	16	14	12	87.50	75.00
Livingstone College	1					
Mars Hill University	44	25	24	23	96.00	92.00
Meredith College	41	30	30	27	100.00	90.00
Methodist University	10	8	7	7	87.50	87.50
Mid-Atlantic Christian University	2	2	2	2	100.00	100.00
Mt. Olive University	61	21	20	19	95.24	90.48
NC A&T State University	38	18	18	16	100.00	88.89
NC Central University	46	25	23	19	92.00	76.00
NC State University	209	115	106	95	92.17	82.61
NC Wesleyan College	9	6	5	4	83.33	66.67
Pfeiffer University	13	8	8	8	100.00	100.00
Queens University	23	12	10	8	83.33	66.67
Salem College	49	23	21	16	91.30	69.57
Shaw University	4	1	1	1	100.00	100.00
St. Andrews Presbyterian University	16	10	10	10	100.00	100.00
St. Augustines College	1	1				
Teach for America	46	46	22	15	47.83	32.61
UNC-Asheville	51	22	22	21	100.00	95.45
UNC-Chapel Hill	82	46	43	37	93.48	80.43
UNC-Charlotte	457	255	231	207	90.59	81.18
UNC-Greensboro	249	152	146	137	96.05	90.13

UNC-Pembroke	10	9	8	8	88.89	88.89
UNC-Wilmington	269	157	136	116	86.62	73.89
Wake Forest University	24	11	8	8	72.73	72.73
Western Carolina University	101	73	67	62	91.78	84.93
William Peace University	10	8	8	8	100.00	100.00
Wingate University	54	28	25	21	89.29	75.00
Winston-Salem State University	35	23	22	18	95.65	78.26
Totals	3,358	1,987	1,798	1,616	90.49	81.33

Notes:

1. '2015-16 Completers' are identified in ETS data by the variable 'Category=Completed'.
2. 'Employment' is based on employees paid from Object Codes 121, 123, 124, or 127.
These are Teacher Object Codes.
3. '2015-16 Comps Employed in 2016-17 (Base Year)' are the number of 2015-16 completers who were employed in 2016-17. This is the group of completers that is used to determine retention.
4. 'Comps Employed 1 Yr Later' are completers employed in the base year (2016-17) who remained employed as a teacher in 2017-2018.
5. 'Comps Employed 2 Yrs Later' are completers employed in the base year (2016-17) who remained employed as a teacher in 2018-2019.
6. '1 Yr Retention Rate' is the percentage of base year completers employed in 2016-2017.
7. '2 Yr Retention Rate' is the percentage of base year completers employed in 2017-2018.
8. 2016-2017 is the first year of TFA completer data we have. Because all people in TFA are employed while in program. Therefore the completer year and the base year (2016-2017) are the same.
9. The year TFAs completed was used as the basis for retention rather than everyone in the program was made because those in the program are required to be employed. Once they complete, they may leave. This makes a better comparison to IHE completers.

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019**

**SESSION LAW 2019-149
HOUSE BILL 107**

**AN ACT TO MAKE CHANGES TO THE EDUCATOR PREPARATION PROGRAM
PERFORMANCE STANDARDS AND DATA REPORTING SYSTEM.**

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-269.35 reads as rewritten:

"§ 115C-269.35. Accountability for educator preparation programs.

(b) Performance Measures. – The State Board shall adopt rules necessary to establish standards of performance to govern the continuing accountability of all EPPs. At a minimum, the performance standards shall be based on the following ~~information~~ **three domains**: ~~that is disaggregated with respect to race, sex, and ethnicity:~~

- (1) **EPP performance measures including:**
 - a. Performance based on the standards and criteria for annual evaluations of licensed employees.
 - b. Proficiency ~~and growth~~ of students taught by educators holding an initial professional license, to the extent practicable.
 - c. **Growth of students taught by educators holding an initial professional license.** When available, EVAAS data shall be used to measure student growth.
 - d. **Percentage of EPP candidates passing a nationally normed and valid pedagogy assessment to determine clinical practice performance.**
- (2) ~~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.~~
- (3) **Stakeholder Perceptions including:**
 - a. **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.**
 - b. **Results of an employer 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.**

Domains shall be weighted by the State Board and the resultant weighted performance average of the three domains shall be used to determine report overall EPP Performance and for issuing sanctions when defined standards are not met.

- (c) Annual Performance Reports. – The State Board shall require all recognized EPPs to

submit annual performance reports. The performance reports shall provide the State Board with a focused review of the EPPs and the current authorization process in order to ensure that the programs produce graduates that are well prepared to teach.

At a minimum, the annual report shall contain the following indicators disaggregated by race, sex, and ethnicity where possible and the individual candidate confidentiality is not jeopardized:

- (1) Performance data from subsection (a) of this section.
- (2) Data related to the EPP's compliance with requirements for field supervision of students during their internship and residency experiences.
- (3) The following information, ~~disaggregated by race, sex, and ethnicity~~:
 - a. The number of students who apply to candidacy of the EPP.
 - b. The number of students admitted as candidates of the EPP.
 - c. The number of students completing the program.
 - d. The number of graduates of the EPP licensed in North Carolina.
 - e. The number of graduates of the EPP employed in North Carolina.
 - f. The number and percentage of students who convert from a residency license to either an initial professional license or a continuing professional license.
 - g. Any other information required by federal law.
- (4) Quality of students entering the EPP, including the average grade point average and average score on preprofessional skills tests or college entrance exams that assess reading, writing, mathematics, and other competencies.
- (5) Graduation rates.
- (6) Time-to-graduation rates.
- (7) Pass rates of graduates on professional, pedagogy, and content area examinations for the purpose of licensure.
- (8) Percentage of graduates receiving initial professional licenses.
- (9) The activities offered by the program that are designed to prepare educators, including general education teachers and special education teachers, to effectively teach the following:
 - a. Students with disabilities.
 - b. Students of limited English proficiency.
- (10) The activities offered by the program that are designed to prepare educators to do the following:
 - a. Integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.
 - b. Use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.
- (11) The retention of beginning educators in the profession for at least two years after licensure in North Carolina.
- (12) The results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants.
- (13) Any other information necessary to enable the State Board to assess the effectiveness of the program on the basis of educator retention and success criteria adopted by the State Board.

(d) Submission of Annual Performance Reports. – Performance reports shall be provided annually to

the following:

- (1) The State Board.
- (2) The board of trustees or board of directors of the entity submitting the report.

- (e) Information Requests by EPPs. – The State Board of Education shall annually provide, upon request, the data required to be included in an EPP's annual performance report related to subdivisions (1) and (2) of subsection (a) of this section and subdivision (11) of subsection (b) of this section. The State Board of Education shall provide this information to an EPP as aggregate data and disaggregated by race, sex, and ethnicity **and shall not be limited by small sample sizes traditionally applied for public display to protect confidentiality.** Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education for the purposes of these information requests any North Carolina Educator Evaluation System effectiveness status assigned to teachers based on queries from the State Board. The State Board of Education shall not report aggregated or disaggregated data to the EPP that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher."

SECTION 1.5. G.S. 115C-269.45(a) reads as rewritten:

"(a) Accountability Statuses. – The State Board shall at least annually review the accountability status of each EPP. The State Board shall adopt rules necessary for the sanction of EPPs that do not meet accountability standards or comply with State law or rules. The rules shall provide for the assignment of warned, probation, or revoked statuses according to the following criteria:

- (1) Warned. – An EPP shall be assigned warned status if the program ~~meets any of the following criteria:~~
 - a. ~~F~~ails to meet the performance standards set by the State Board for the overall performance of all its students **as measured by the weighted performance average** ~~on any of the indicators~~ set forth in G.S. 115C-269.35(a) in any one year.
 - b. ~~Fails to meet the performance standards in any two sex, race, or ethnicity demographic groups on any of the indicators set forth in G.S. 115C-269.35(a) in any one year.~~
 - e. ~~Fails to meet the performance standards for any one sex, race, or ethnicity demographic group on any of the indicators set forth in G.S. 115C-269.35(a) for two consecutively measured years, regardless of whether the deficiency is in the same standard.~~
- (3) The State Board determines that the EPP has violated applicable laws or rules that should result in warned status. Probation. – An EPP shall be assigned probation status if the program meets ~~any~~ **either** of the following criteria:
 - a. Fails to meet the performance standards set by the State Board for the overall performance of all its students **as measured by the weighted performance average** ~~on any of the indicators~~ set forth in G.S. 115C-269.35(a) for two consecutively measured years.
 - b. ~~Fails to meet the performance standards in any three sex, race, or ethnicity demographic groups on any of the indicators set forth in G.S. 115C-269.35(a) in any one year.~~
 - c. ~~Fails to meet the performance standards for any one sex, race, or ethnicity demographic group on any of the indicators set forth in G.S. 115C-269.35(a) for three consecutively measured years, regardless of whether the deficiency is in the same standard.~~
 - b. The State Board determines that the EPP has violated applicable laws

or rules that should result in probation status.

- (4) Revoked. – An EPP shall be assigned revoked status and its approval to recommend students for educator licensure revoked if it meets either of the following criteria:
- a. ~~Is assigned probation status for three consecutively measured years.~~ **Fails to meet the performance standards set by the State Board for the overall performance of all its students as measured by the weighted performance average set forth in G.S. 115C-269.35(a) for three consecutively measured years.**
 - b. Has been on probation status for one year and the State Board determines that revoking the program's approval is reasonably necessary to achieve the purposes of this Article.