

Next Steps: Schools Designated as Low Performing



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

NCDPI Webinar Regarding Schools with LP Designation

September 11, 2023

September 18, 2023

Purpose

- To understand the next steps and timeline as prescribed by state statute
- To understand the resources available and designed to assist districts and schools with completing steps outlined in state statute

Low Performing Schools Defined

G.S. 115C-105.37

(a) Identification of Low-Performing Schools. The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15.



Low Performing Schools Plan

G.S. 115C-105.37

(a1) Plan for Improvement of Low-Performing Schools. If a school has been identified as low-performing as provided in this section and the school is not located in a local school administrative unit identified as low-performing under G.S. 115C-105.39A the following actions shall be taken:



Step 1

The superintendent shall proceed under G.S. 115C-105.39

- Within 30 days of the initial identification the superintendent shall take one of the following actions:
 1. Recommend to the local board the principal be retained in current position*
 2. Recommend to the local board the principal be retained in current position and a plan of remediation be developed
 3. Recommend to the local board the principal be transferred*, or
 4. Proceed under G.S. 115C-325.4 to dismiss or demote the principal

**Certain Conditions apply*



Step 2

Within 30 days of the initial identification of a school as low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score, including how the superintendent and other central office administrators will work with the school and monitor the school's progress.



12 Key Indicators

A1.07: *ALL* teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06: *ALL* teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

C2.01: The *LEA/School* regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

C3.04: The *LEA/School* has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

D1.02: The *LEA/School* has aligned resource allocation (money, time, human resources) within each school's instructional priorities. *(NEW)*

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

State Designation Timeline

Timeline Begins with SBE designation



**Superintendent
Decision
§ 115C-105.39**

First 30 days



**Preliminary
School
Improvement Plan
to Local Board
§ 115C-105.37**

- Improvement Strategies
- Superintendent & Central Office's role

Parent Notification

G.S. 115C-105.37

Parental Notice of Low-performing School Status

Each school that the State Board identifies as low-performing shall provide written notification to the parents and guardians of students attending that school within 30 days of the identification that includes the following information:



Parental Notice of Low-performing School Status

- 1) A statement that the State Board of Education has found that the school has earned a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” and has been identified as a low-performing school as defined by G.S. 115C-105.37. The statement shall include an explanation of the school performance grades and growth scores.
- 2) The school performance grade and growth score received.
- 3) Information about the preliminary plan developed under subsection (a1) of this section and the availability of the final plan on the local school administrative unit’s website.
- 4) The meeting date for when the preliminary plan will be considered by the local board of education.
- 5) A description of any additional steps the school is taking to improve student performance.



Sample Parent Notification Letter

SAMPLE: PARENT LETTER —School Performance Grades of D or F Low Performing School

(Insert School Address)

(Insert Date)

Dear Parent/Guardian,

Legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

The School Performance Grades are based 80 percent on our school's achievement score (student proficiency) and 20 percent on students' academic growth. At *(Insert school name here.)*, our achievement score for the 2022-2023 school year is based on how well our students performed on *(Insert appropriate measures here based on your school's grades. Include the following tests as appropriate: Grades 3–8 Mathematics, Grades 3–8 English Language Arts/Reading, Grades 5 and 8 Science, NC Math 1, NC Math 3, English II, and Biology, and additional indicators including English Learner Progress, ACT/ACT WorkKeys, Math Course Rigor, and the 4-Year Cohort Graduation Rate).*

(1)

The purpose of this letter is to inform you that *(Insert school name here)*, has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

(1)



Sample Parent Notification Letter

(Insert school name here) received a School Performance Grade of (Insert letter grade of D or F here) and a growth designation of (Insert Met or Did Not Meet here.) for the 2022–2023 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a school or the opportunities that our school provides. (List programs that make your school special.) (2)

As a low performing school, we are required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We are already engaged in the work of refining our plan and will present the plan to our school board at their next meeting, (Insert date, time and place of the local school board meeting) where the plan will be presented for approval. The final plan will be available for review (Insert school's website or district's website). (3) (4)

One of our top priorities for 2023–2024 is to improve our School Performance Grade. There are a number of key programs we have in place to help improve student performance. These include:

- (bullet improvement plan here and provide a brief summary of each initiative) (5)

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure they stay on track academically. Working together as a team, we can improve not only how well our students are performing individually, but how our school is performing as a whole. There is nothing more important to administrators and teachers at (Insert school name here.) than ensuring students are ready for the next step in their academic careers. I look forward to working with you to make sure your student is on track for success.



State Designation Timeline

Timeline Begins with SBE designation



**Superintendent
Decision
§ 115C-105.39**

First 30 days



**Preliminary School
Improvement Plan
to Local Board
§ 115C-105.37**

**Parental
Notification**
Template available

Step 3

Within 30 days of its receipt of the preliminary plan, the local board shall vote to approve, modify, or reject this plan. Before the local board votes on the preliminary plan, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments.



State Designation Timeline for Districts or Schools

Timeline Begins with SBE designation

First 30 days

Second 30 days



**Superintendent
Decision
§ 115C-105.39**

**Preliminary School
Improvement Plan
to Local Board
§ 115C-105.37**

**Parental
Notification**
Template available

**Public Access to
Plan and
Opportunities for
Written Feedback**

**Plan Approval by
Local Board**

Step 4

The local board shall submit* a final plan to the State Board within five days of the local board's approval of the plan. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan.



Submitting the Plan

- All Low Performing school plans will be submitted through NCStar access
- The following resources should help the school improvement teams with completing the plan
 - Register for NCStar training
<https://ncstar.weebly.com/>
 - [Resource Documents in NCStar Weebly](#)

Submitting the Plan



Our Direction

Normative Objectives
(Ongoing)

0

[Update Profile](#)

[Mission/Governance](#) [Select Indicators](#)

Our Meetings

Leadership Team Meetings
(Last 90 Days)

2

[Manage Meetings](#)

Our Plan

Actions Completed
(Last 90 Days)

2

[Assess, Create, Monitor](#)

Our Progress

Objectives Met
(Last 90 Days)

0

[View Reports](#)

[View](#)

Complete Forms ▼

Submissions ▼


Snapshot ▼


To submit, click the submit button for each form or report that is due.
Click the Submitted and Previous to view these reports.


Report Name	Submit By	Submit	Submitted	Previous
Student Success Comprehensive Plan Report - (Fall Submission 10/7 - 12/9)	Fall: Oct 7 - Dec 9	submit		
Student Success Comprehensive Plan Report - (Spring Submission 3/1 - 6/30)	Spring: Mar 1 - June 30		07/13/22	
NC Reform Model Restart Annual Report	December 1: Only Reform Model Schools			
Needs Assessment - School Self-Assessment	--Optional--		07/26/2022	


Submitting the Plan


NCStar
Lighting the Path to Student Success

 North Carolina Department of
PUBLIC INSTRUCTION

Our Direction

Normative Objectives
(Ongoing)
0
Update Profile
Set Direction
Mission/Goals - Data Review - Select Indicators

Our Meetings

Leadership Team Meetings
(Last 90 Days)
2
Manage Meetings




Our Plan

Actions Completed
(Last 90 Days)
2
Assess, Create, Monitor

Our Progress

Objectives Met
(Last 90 Days)
0
View Reports
View Feedback

Complete Forms ▾

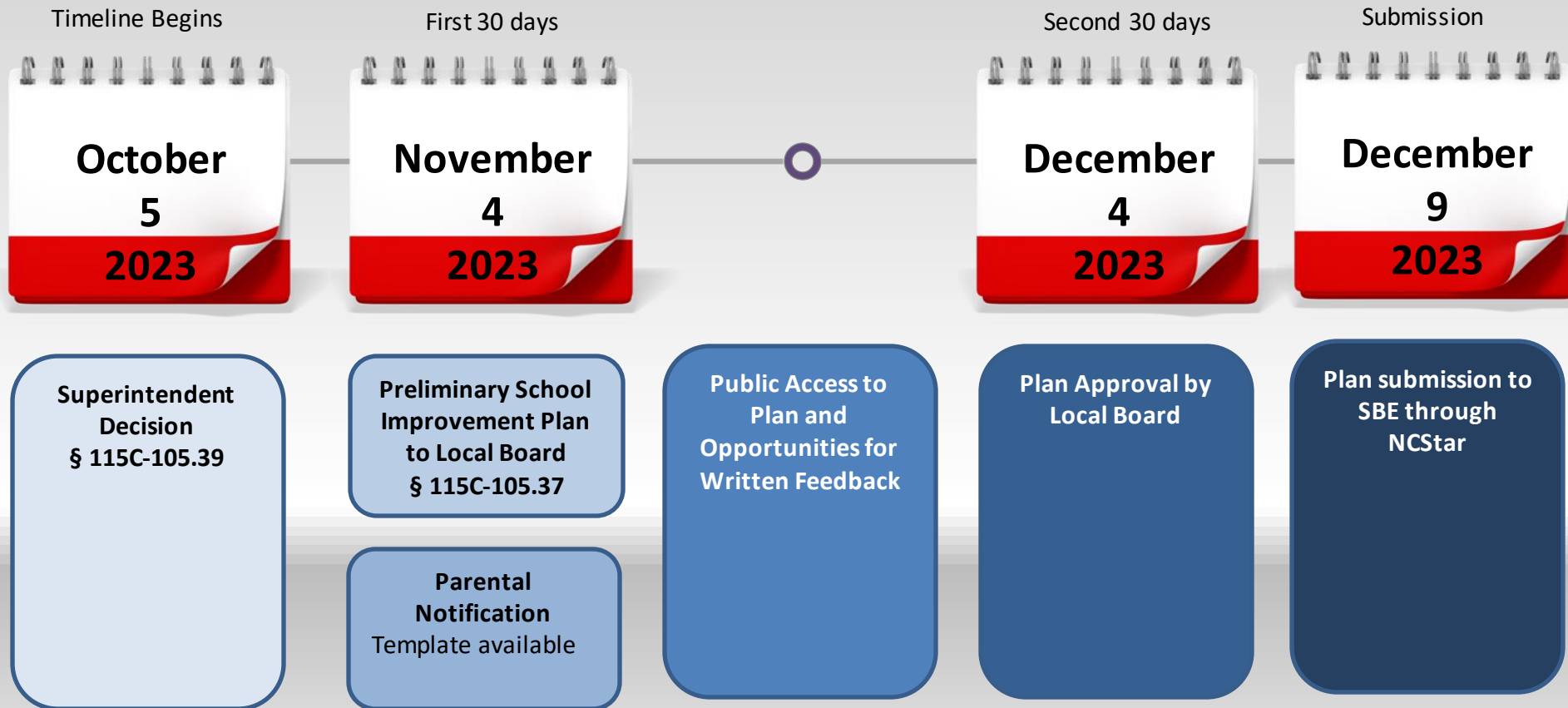
Submissions ▾

To submit, click the submit button for each form or report that is due.
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State Designation Timeline

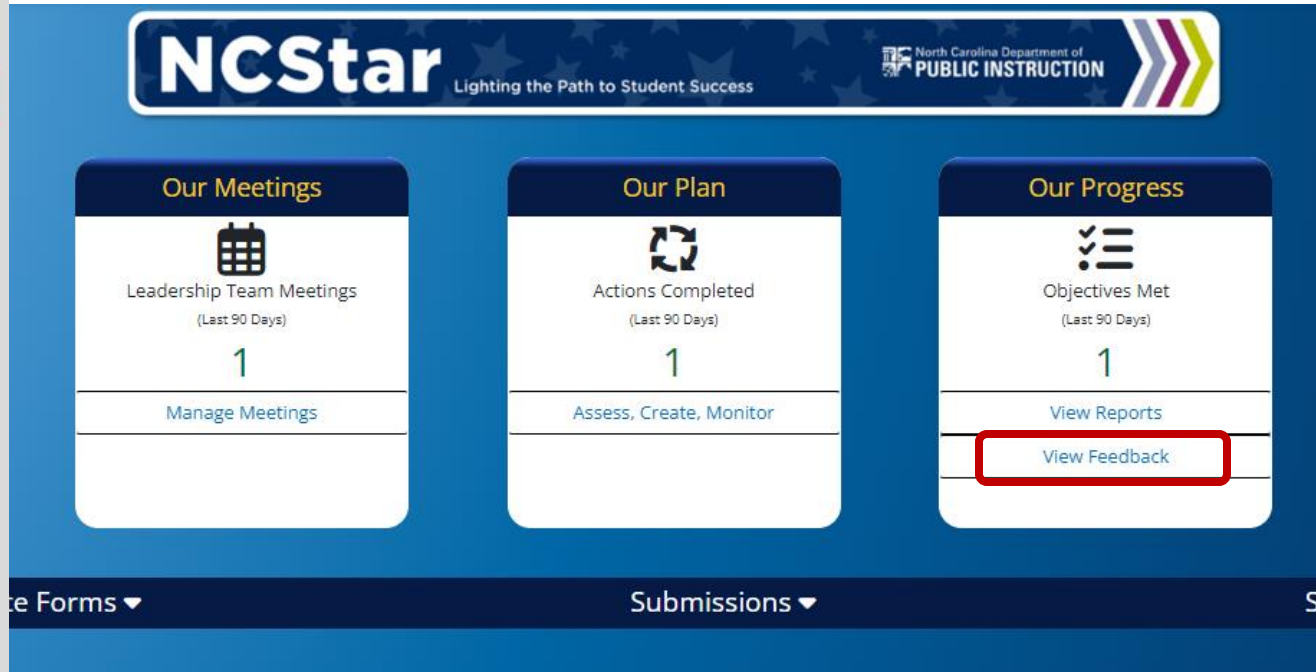
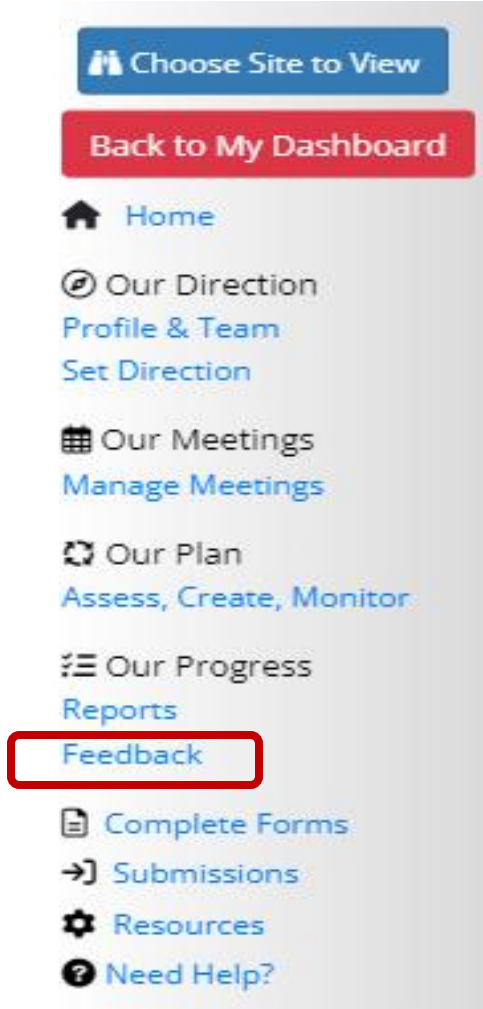


Reviewing the Plan

Members of the District and Regional Support and the Office of Charter Schools will review each plan as they are submitted and provide appropriate recommendations through the NCStar system for consideration.



Reviewing the Recommendations



1. Using either the Home page or the left Navigation Menu
2. Scroll to **Our Progress**
3. Select View Feedback or **Feedback**

Reviewing the Recommendations

How to find the provided Feedback Reports



The screenshot shows a web interface for 'Feedback'. A large red arrow points to the 'Critiques / Feedback Reports' tab in the top navigation bar. Below this, the 'Previous Feedback Reports' section is visible. It has two sub-headings: 'Form' and 'Submissions'. Under 'Form', there is a link 'NC Feedback to Schools'. Under 'Submissions', there are three date links: '2/9/2022', '2/18/2021', and '1/30/2020'. The 'Submissions' heading and the date links are highlighted with a red box.

1. Select **Feedback Reports**
2. Under the **Submissions** heading, select the most recent date
3. View the **PDF** of the submitted **Feedback Report**

Step 5



- The local board shall consider any recommendations made by the State Board and, if necessary, amend the plan and vote on approval of any changes to the final plan.
- The local board of education shall provide access to the final plan on the local school administrative unit's web site and submit the final plan to the State Board of Education who shall also provide access to the plan on the Department of Public Instruction's website.

Process for Evaluation of Licensed Staff in Low-Performing Schools

Step 1

- For schools designated as low performing, school administrators shall evaluate, as early in the school year as possible, all licensed employees for the purpose of providing adequate time for the development and implementation of a mandatory improvement plan.
- The evaluation of licensed staff in a low-performing school shall consist of the prior year summative evaluation (where available), all available student-growth data (EVAAS), the staff member's Professional Development Plan (PDP), a pre-observation conference (as defined in Component 4 of this policy), a formal observation (as defined in Component 5 of this policy), and a post-observation conference (as defined in Component 6 of this policy).

Principal Recommendations

Step 2

Based on the formal observation and other available evaluation data, the administrator shall assign performance ratings in accordance with Component 7 of this policy. If the licensed staff member is determined to have an area of deficiency (less than “Proficient” on Standards 1-5, then the evaluator shall recommend to the superintendent that:

1. the employee receive a mandatory improvement plan, or
2. the employee be dismissed, demoted, or not be recommended for contract renewal, or
3. the employee be removed immediately for conduct that causes substantial harm to the educational environment, or
4. no recommendation be made (with explanation to superintendent).

Improvement Plans

Step 3

- If a mandatory improvement plan is recommended for a licensed staff member, then the PDP may function as the mandatory improvement plan provided it addresses all areas of deficiency surfaced by the evaluation and contains recommendations and specific supports for satisfactorily resolving such deficiencies. A PDP that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).
- Licensed staff with no deficiencies in practice documented in their evaluations may return to the appropriate evaluation plan type (Comprehensive, Standard, or Abbreviated) for the remainder of the school year. The evaluation process described above does not meet the requirements of an annual evaluation for licensed staff, but can be used to satisfy one observational requirement for an annual evaluation.
- LEAs that recommend a licensed staff member for dismissal or demotion should consult their local board attorney and follow the procedures outlined in N.C. Gen. Stat. § 115C-333(b)(2a).

Purpose of a Super Observation

- *Evaluate, as early in the school year as possible, all licensed employees for the purpose of providing adequate time for the development and implementation of a mandatory improvement plan.*
- Must be completed by the principal or AP in the building
- Must observe and evaluate all 5 standards

The process is to assemble as much historic information about the teacher's practice as is available (from previous-year's evaluations and past student-outcome data), and add current-year data to the mix, by conducting a formal observation.

Once all this information is amassed, the principal reviews it to determine which of the following conditions exist:

- **Teacher practice is proficient on each of the five standards and no additional/extra support is needed:** These teachers may be placed on an Individual Professional Development Plan (see bullet 4)
- **Teacher is NOT proficient on one or more of the five standards:** These teachers must be placed on a Mandatory Improvement Plan. (see bullet 1)
- **Teacher is NOT proficient and would likely have a negative impact on the educational environment at the school:** These teachers may be dismissed, demoted, or not be recommended for contract renewal, or in the most serious cases, the employee be removed immediately. (See bullets 2 and 3)

Based on the Outcome of the Super Observation Process, the Principal must recommend(for each teacher in his/her school) one of the following:

1. The employee receives a mandatory improvement plan
2. The employee be dismissed, demoted, or not be recommended for contract renewal
3. The employee be removed immediately for conduct that causes substantial harm to the educational environment
4. No recommendation be made (with written explanation to the superintendent)

NOTE: There are no special steps or processes in the NCEES online tool for addressing Super Observations. This data collection and assessment is typically conducted off-line/manually. However, If Principals would like for the observation that they conduct to be the first formal observation of the year, they should transfer observation data into the rubric in the Online tool.



FAQs:

- Can only be completed by the Principal or AP in the building
- Must *observe* **and** *evaluate* all 5 standards
- There is no special form in NCEES for the Super Observation
- The Super Observation may count as the first NCEES observation
- If a teacher is on the abbreviated cycle, complete a standard observation on pencil paper. If there are no deficiencies the data collected from the S.O. may be entered into the NCEES system. Then you may continue on with the regular observation schedule for the remainder of the year.
- The Super Observation may be announced.



Low Performing Super Observation Requirements

Super Observation Per State Board
Policy Eval-004 (Based on § 115C-
333)

Super Observations Teacher
Evaluations in LP Schools

Questions? Reach out to your District HR Director. If the District HR Director has any questions, please contact:

Jennifer Bass
Educator Standards & Evaluation
Jennifer.bass@dpi.nc.gov



Fall 2023 NCStar Training

Jackson County October 5-6, 2023

Southwestern Community College
Conrad G. Burrell Building
463 Webster Road
Sylva, NC

Wilkes County November 1-2, 2023

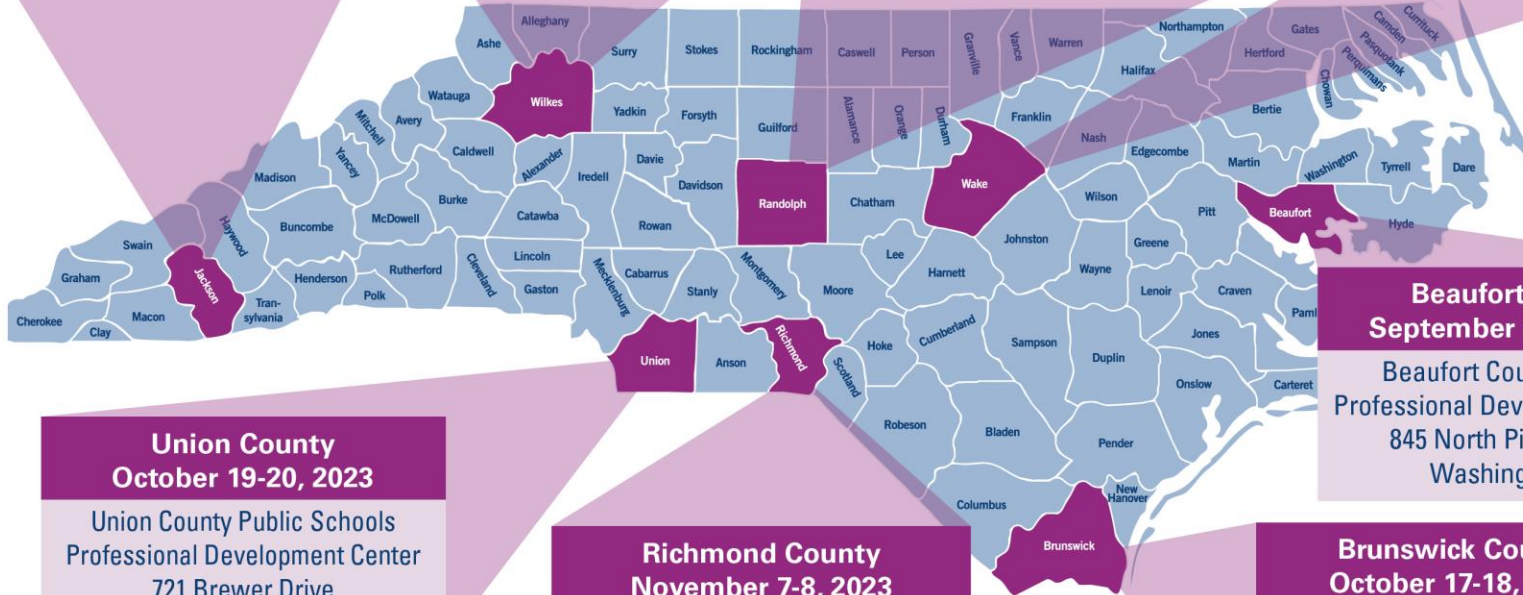
Stone Family Center for the
Performing Arts
613 Cherry Street
North Wilkesboro, NC

Randolph County September 25-26, 2023

Randolph Community College Continuing
Education and Industrial Center
JB & Claire Davis Corporate Training Bldg.
413 Industrial Park Ave
Asheboro, NC

Wake County October 23-24, 2023

Wake Tech Community College
Southern Campus
Building L
9101 Fayetteville Road
Raleigh, NC



Union County October 19-20, 2023

Union County Public Schools
Professional Development Center
721 Brewer Drive
Monroe, NC

Richmond County November 7-8, 2023

Richmond County Community College
Cole Auditorium
101 College Drive East
Hamlet, NC

Beaufort County September 28-29, 2023

Beaufort County Schools
Professional Development Center
845 North Pierce Street
Washington, NC

Brunswick County October 17-18, 2023

Brunswick Community College
Virginia Williamson Event Center
Odell Williamson Auditorium
150 College Road NE
Bolivia, NC

Restart Model Applications

- If the school is also designated as *Recurring Low Performing*, the district may elect to apply for the Restart Model.
 - “Restart model, in which the State Board of Education would authorize the local board of education to operate the school with the same exemptions from statutes and rules as a charter school authorized under Article 14A of this Chapter. [§ 115C-105.37B](#)”
- The application window opens in October and closes in February.
- More information and the application may be accessed:
 - <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-and-regional-support/school-reform-models>
- An *Informational Webinar on the Restart Model* is scheduled for November 6th. Register via <https://bit.ly/ApplyRestart>





Questions

Contact Us

Low Performing Schools/Districts

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NCStar School Improvement Planning

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Educator Evaluations

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Thomas.Tomberlin@dpi.nc.gov





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