

# 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 9, 2024  
September 16, 2024

# 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

## Superintendent Actions: Principals

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

## Plan Submission to Local Board

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.

The logo for NCStar, featuring the text "NCStar" in a large, white, sans-serif font against a dark blue background with a pattern of white stars of varying sizes.

Lighting the Path to Student Success



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# 12 KEY INDICATORS and 8 SBE 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/G1.02:** 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/G3.01:** 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/ATSI.02:** The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

**E1.06/G2.01:** 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).

**CSI-LG.01:** The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

**G1.01:** School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.

**G2.02:** Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.

**G3.02:** The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

# 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 2023-2024 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 2023–2024 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 2024–2025 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.



# Sample Parent Notification Letter

A sample notification letter is available to notify parents for a school designated Low Performing.

A Spanish version of this letter is also available.



# 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

## Local Board Action

- 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

## Submission of Final Plan

- 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 via NCStar.
- The following resources should help the school improvement teams with completing the plan and can be found on the NCDPI web site page, [School Improvement Planning and NCStar](#).
  - NCStar Fall 2024 Training Registration
  - NCStar Resources



# Submitting the Plan

Our Direction	Our Meetings	Our Plan	Our Progress
 Normative Objectives (Ongoing) <b>8</b>	 Leadership Team Meetings (Last 90 Days) <b>4</b>	 Actions Completed (Last 90 Days) <b>9</b>	 Objectives Met (Last 90 Days) <b>4</b>
<a href="#">Update Profile</a>	<a href="#">Manage Meetings</a>	<a href="#">Assess, Create, Monitor</a>	<a href="#">View Reports</a>
<a href="#">Set Direction</a> <small>Mission/Goals - Data Review - Select Indicators</small>			<a href="#">View Feedback</a>

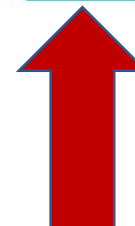
Complete Forms ▼

Submissions ▼





Snapshot ▼

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

Report Name	Submit By	Submit	Submitted	Previous
Student Success Comprehensive Plan Report - (Fall Submission 10/3 - 12/7)	Fall: Oct 3 – Dec 7	<a href="#">submit</a>		



# Submitting the Plan


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Complete Forms ▼

Submissions ▼

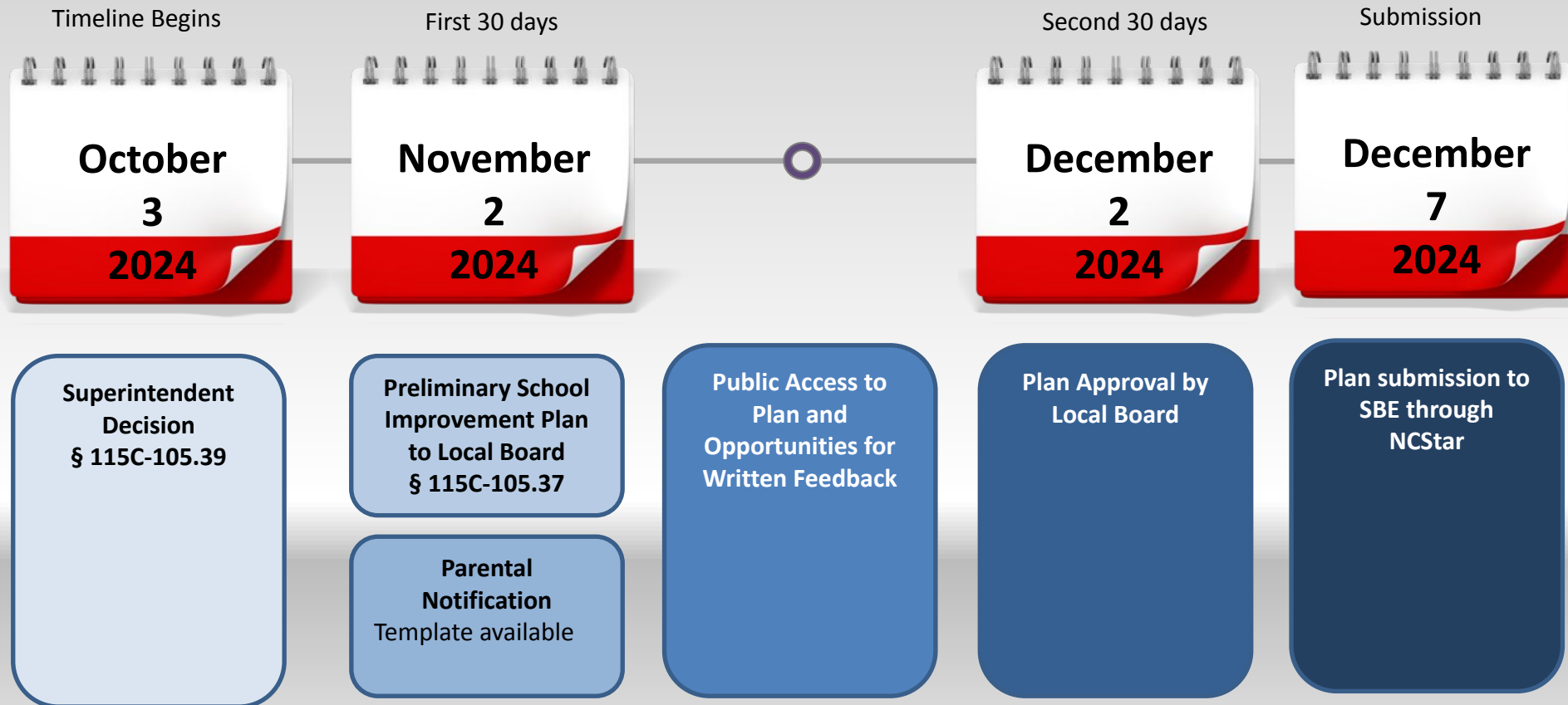
Snapshot ▼

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

Report Name	Submit By	Submit	Submitted	Previous
Student Success Comprehensive Plan Report - (Fall Submission 10/3 - 12/7)	Fall: Oct 3 – Dec 7		 12/7/24	



# State Designation Timeline





# Fall 2024 NCStar Training

## Jackson County November 14, 2024

Southwestern Community College  
Burrell Building  
447 College Drive  
Sylva, NC

## Wilkes County October 21, 2024

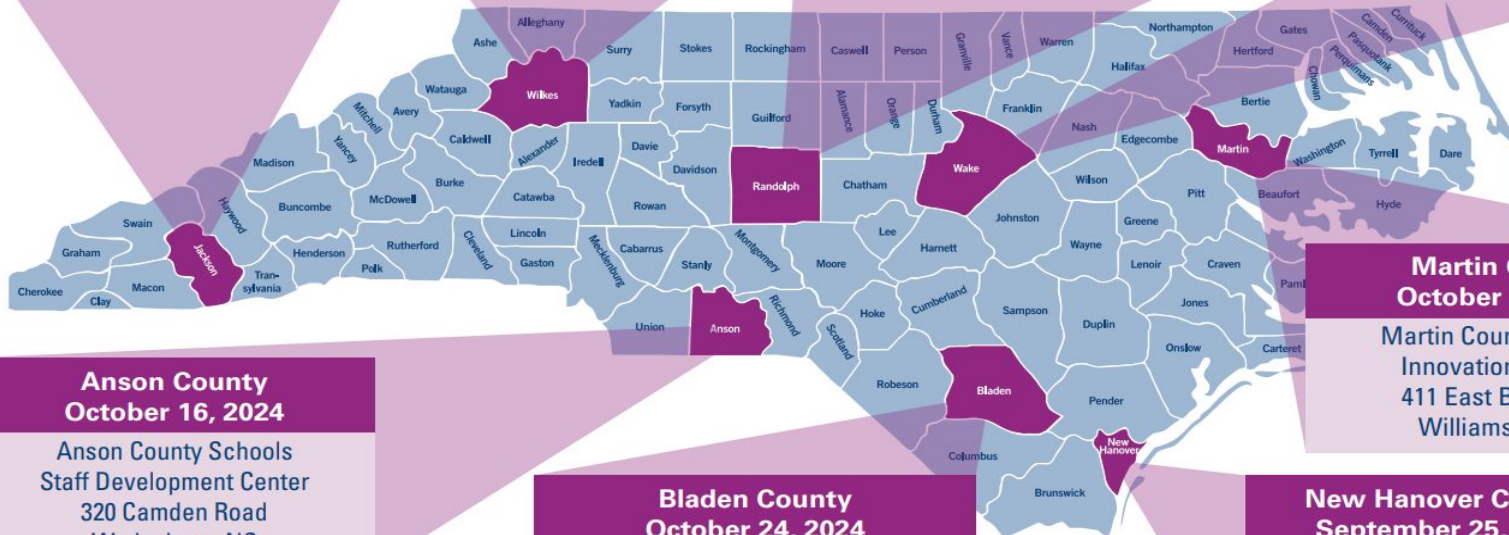
Stone Family Center for the  
Performing Arts  
613 Cherry Street  
North Wilkesboro, NC

## Randolph County October 2, 2024

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

## Wake County October 30, 2024

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



## Anson County October 16, 2024

Anson County Schools  
Staff Development Center  
320 Camden Road  
Wadesboro, NC

## Bladen County October 24, 2024

Bladen County Schools Annex Building  
Elizabethtown Middle School Campus  
1496 US-701 Hwy  
Elizabethtown, NC

## Martin County October 14, 2024

Martin County Schools  
Innovation Campus  
411 East Boulevard  
Williamston, NC

## New Hanover County September 25, 2024

Southeast Area Technical  
High School (SEA-Tech)  
5301 Sidbury Road  
Castle Hayne, NC

# Reviewing the Plan

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



# Reviewing the Recommendations

The screenshot shows the NCStar dashboard for the North Carolina Department of Public Instruction. The header includes the NCStar logo with the tagline "Lighting the Path to Student Success" and the department name. The main area features four panels: "Our Direction" (Normative Objectives, Ongoing, 1), "Our Meetings" (Leadership Team Meetings, Last 90 Days, 1), "Our Plan" (Actions Completed, Last 90 Days, 1), and "Our Progress" (Objectives Met, Last 90 Days, 1). The "Our Progress" panel has a red box around the "View Feedback" link. A left navigation panel lists: Home, Our Direction (Profile & Team, Set Direction), Our Meetings (Manage Meetings), Our Plan (Assess, Create, Monitor), and Our Progress (Reports, Feedback). The "Feedback" link is highlighted with a red box. At the bottom, there are buttons for "Complete Forms" and "Submissions".

**NCStar** Lighting the Path to Student Success

North Carolina Department of PUBLIC INSTRUCTION

**Our Direction**  
Normative Objectives (Ongoing)  
1  
Update Profile  
Set Direction  
Mission/Goals - Data Review - Select Indicators

**Our Meetings**  
Leadership Team Meetings (Last 90 Days)  
1  
Manage Meetings

**Our Plan**  
Actions Completed (Last 90 Days)  
1  
Assess, Create, Monitor

**Our Progress**  
Objectives Met (Last 90 Days)  
1  
View Reports  
View Feedback

Home  
Our Direction  
Profile & Team  
Set Direction  
Our Meetings  
Manage Meetings  
Our Plan  
Assess, Create, Monitor  
Our Progress  
Reports  
Feedback

Complete Forms ▼ Submissions ▼

Low Performing feedback is available on the homepage in two areas:

1. Click on "Feedback" in the left navigation panel.
2. Click on "View Feedback" in the *Our Progress* panel.



# Reviewing the Recommendations

## *Accessing the Feedback Reports*

Feedback



The screenshot shows a web interface for feedback reports. At the top, there are two tabs: "Coaching Comments & Reviews" and "Critiques / Feedback Reports". A red arrow with the number "1" points to the "Critiques / Feedback Reports" tab. Below the tabs is a blue bar with "Form" on the left and "Submissions" on the right. Under "Form", there are two entries: "NC Feedback to Schools\*" and "NC Feedback to Schools\*". Under "Submissions", there is a table with dates: "1/4/2023", "11/9/2022", "2/15/2021", and "2/15/2021". A red arrow with the number "2" points to the "1/4/2023" date. The text "Previous Feedback Reports" is visible in the top right corner of the interface.

When clicking into this section, you will automatically default to "Coaching Comments & Reviews."

1. Click onto "Critiques/Feedback Reports."
2. Click onto the most recent submission date to open your feedback.



# Step 5

## Amending the Plan



- 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 - Evaluation

- 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)
  - a post-observation conference (as defined in Component 6 of this policy)



# Process for Evaluation of Licensed Staff in Low-Performing Schools

## Step 2 - Evaluator Recommendations

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).



# Process for Evaluation of Licensed Staff in Low-Performing Schools

## Step 3 – Improvement Plans

- 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

- 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.
- *Evaluate all licensed employees for the purpose of providing adequate time for the development and implementation of a mandatory improvement plan.*
- 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.



# Super Observation 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 scheduled to be on the abbreviated cycle, complete a standard observation on pencil paper. If there are no deficiencies the data collected from the Super Observation the observation data collected from Standard 1&4 may be entered into the NCEES system as the first observation. You may then continue 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](mailto:Jennifer.bass@dpi.nc.gov)





# Restart Model Applications





# Questions



# Contact Us

## Low Performing Schools/Districts

Dr. Cynthia Martin

Director, Transformation Support

Office of School Improvement

[Cynthia.Martin@dpi.nc.gov](mailto:Cynthia.Martin@dpi.nc.gov)

## NCStar School Improvement Planning

Suzanne Owen

Comprehensive Support Specialist, School Improvement Support

Office of School Improvement

[Suzanne.Owen@dpi.nc.gov](mailto:Suzanne.Owen@dpi.nc.gov)

## Educator Evaluations

Dr. Tom Tomberlin

Director, Educator Recruitment and Support

[Thomas.Tomberlin@dpi.nc.gov](mailto:Thomas.Tomberlin@dpi.nc.gov)

## Restart Model

Michael Taranto

Interim Reform Model Support Lead, Transformation Support

Office of School Improvement

[Michael.Taranto@dpi.nc.gov](mailto:Michael.Taranto@dpi.nc.gov)





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