

Report to the North Carolina General Assembly

Low-Performing Districts and Schools, Improvement Planning, and Statewide Support

Report and Presentation by Office of District & Regional Support



G. S. §115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) annually regarding districts and schools identified as low-performing, effective improvement planning, and recommendations for additional legislation to improve student performance and increase local flexibility. This report provides a:

1. Summary of the legislation concerning low-performing districts and schools
2. Summary of findings based on the 2022-2023 submitted Low-Performing Local School Administrative Units' and Schools' improvement plans
3. Summary analysis of 2022-2023 Accountability results
4. Overview of the projected timeline and process for the 2023-2024 improvement plans based on low-performing results

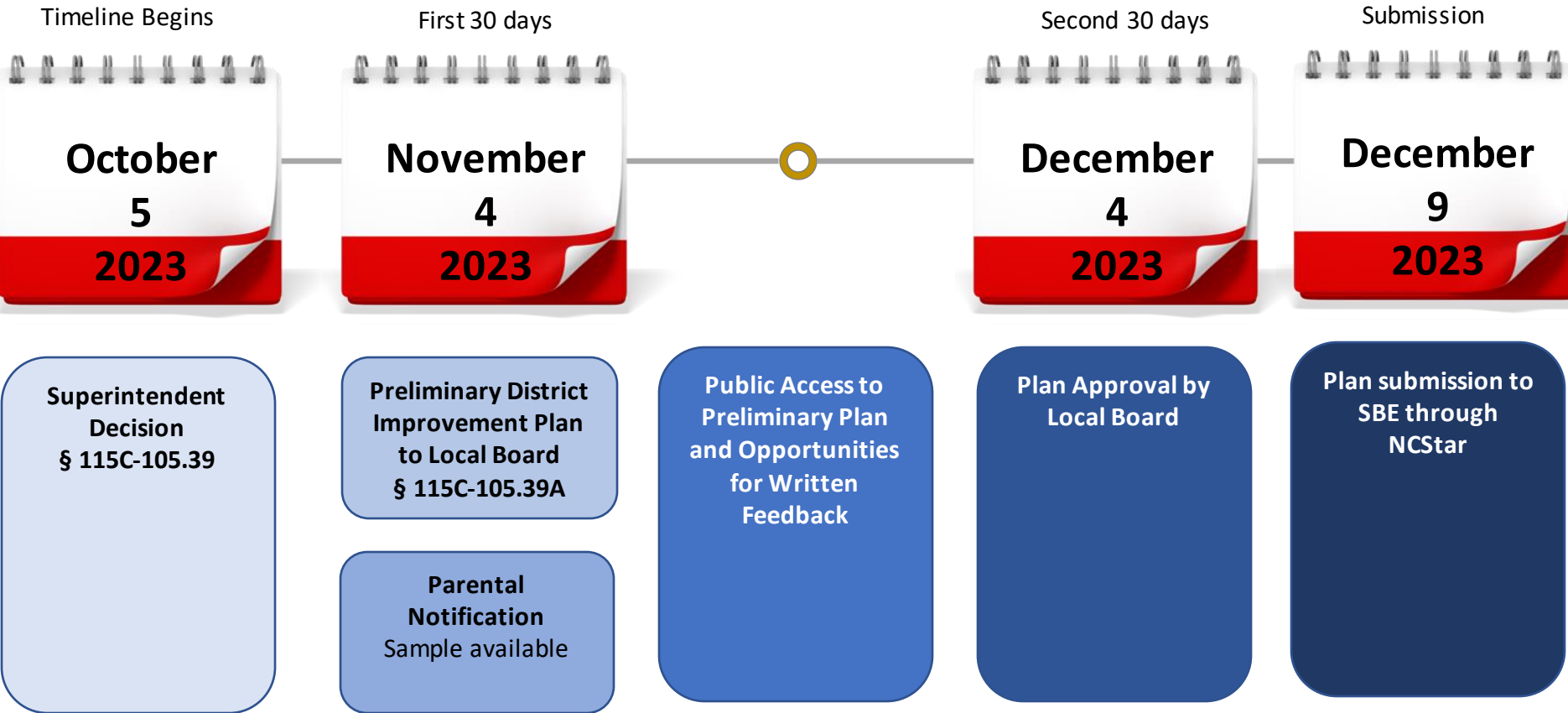
Operationalizing State Statutes:

§115C-105.37: Identification of low-performing schools

§115C-105.39: Dismissal or Removal of Personnel; Appointment of Interim Superintendent

§115C-105.39A: Identification of low-performing local school administrative units

State Designation Timeline for Districts or Schools



2022-2023 Plan Feedback Trends

Areas for Growth

- Plan is a compliance artifact that helps meet statutory requirements instead of a guiding, living document that drives improvement
- No performance measures that help the school keep track of progress towards goals and allow for data-driven decisions to be made throughout the school year
- Lack of understanding of a tiered-instructional model that contains interventions that help all students achieve success

Promising Improvements

- Distribution of action steps and indicators in plans resulting in leadership capacity being built schoolwide and sustainability of transformative practices
- Increase participation and membership of school improvement team members such that more voices are heard in decision-making process
- Stronger evidence of vision and aligned actions for school implementation of effective practices.

2022-2023 Low Performing Designation Data Analysis



State Low-Performing Schools

	Schools 2022	Schools 2023	Leaving LP Status	Staying LP Status	Entering LP Status	Change
All LP	864	804	278	586	218	-60
LP Traditional Public Schools	793	741	258	535	206	-52
LP Lab Schools	4	3	1	3	0	-1
LP Charter Schools	67	60	19	48	12	-7
LP Districts	29	25	11	18	7	-4
Recurring Traditional LP schools	464	658	57	407	251	194
Continually LP Charter schools	35	57	5	30	27	22

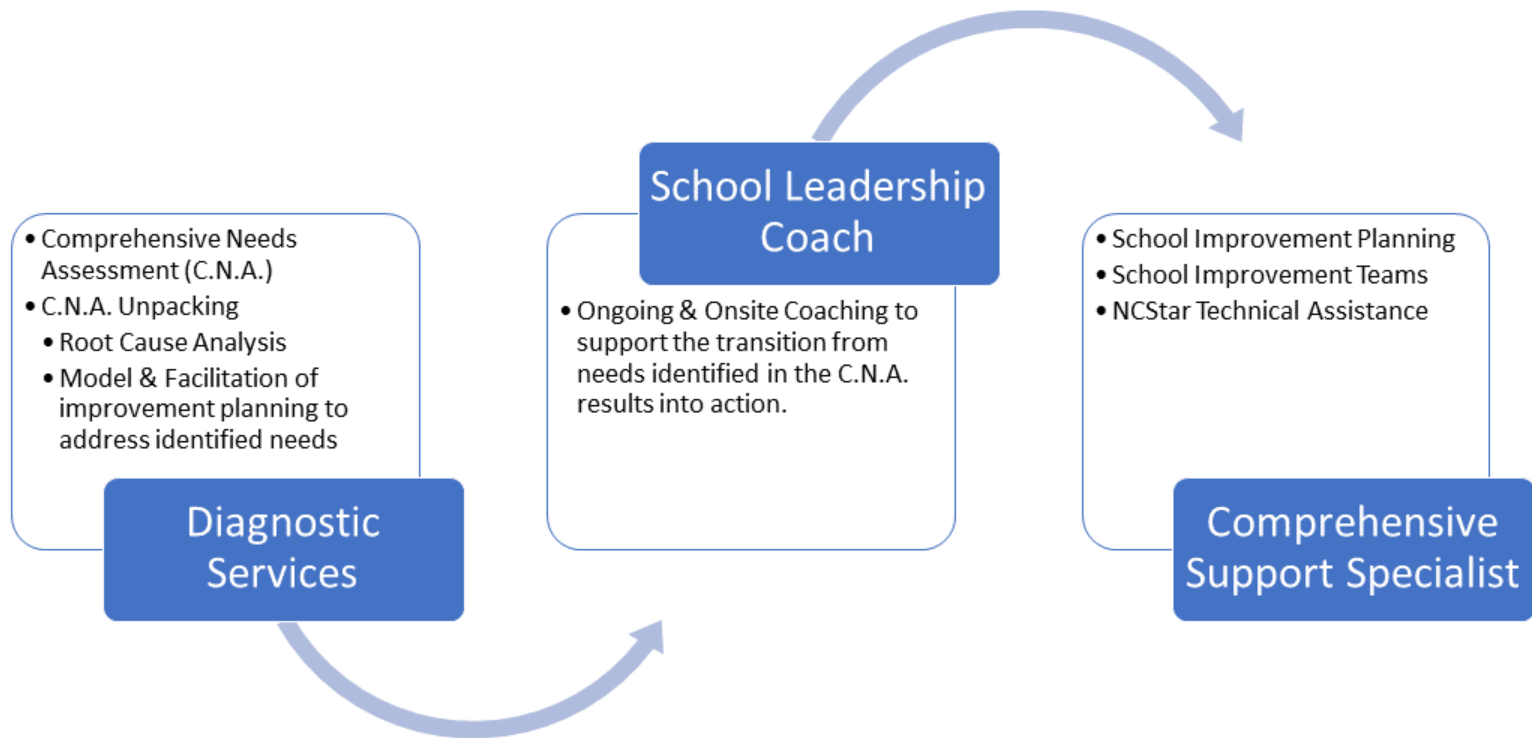
Low-Performing Schools and Districts State Designations

Year	SBE Region	LEAs	Traditional Schools	Charter Schools	Lab Schools
2023	North Central	3	144	11	0
2023	Northeast	8	69	3	0
2023	Piedmont-Triad	2	145	11	2
2023	Sandhills	4	93	4	0
2023	Southeast	4	80	8	1
2023	Southwest	3	151	21	0
2023	Western	1	26	0	0
2023	Northwest	0	33	1	0
2023	Virtual	0	0	1	0

INTERVENTIONS



Diagnostics to School Improvement Workflow



Restart Reform Model

Restart is one of four Reform models available to LEAs to support the reform of any school designated as Recurring Low Performing described under § 115C-105.37B.



The State Board of Education authorizes 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.

The main categories of flexibility utilized in Restart Schools include *Budget, Employment Requirement, Calendar, Standard Course of Study/Curriculum, Assessment, and Class Size*.

DPI Support is provided to district and school Restart leaders through professional learning, technical assistance, and monitoring.

Restart schools are monitored on a five-year cycle to determine if the district's authorization to operate the school with charter-like flexibility will continue.

NC Instructional Leadership Academy (NC ILA)

NC ILA is comprised of 1,500 district and school leaders representing 406 schools from 60 districts and 13 charters attending 10 face-to-face sessions during the two-year cycle focused on:

- ✓ Observation & Feedback
- ✓ Leading an Equity Centered Student Culture
- ✓ Deconstructing Standards
- ✓ Data Meetings
- ✓ Planning Meetings



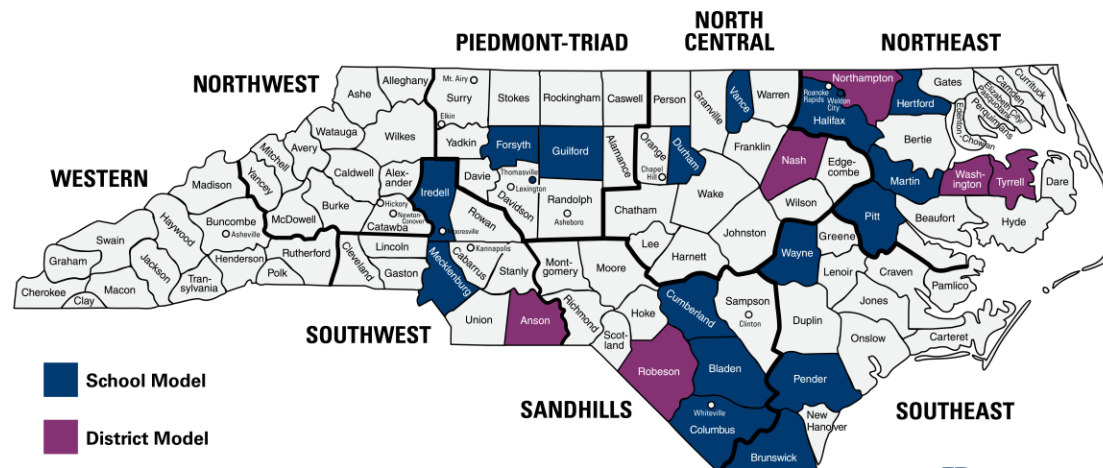
CARES Intensive Intervention Pilot

2021-2022 provided Coaching support for 81 schools in 24 districts

2022-2023 provided Coaching support for 102* schools in 24 districts

2023-2024 providing coaching support for 110* schools in 24 districts with the addition of contracted coaching at 30 schools in 9 districts

*increase based on District requests





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction