

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 2020-2021 submitted Low-Performing Local School Administrative Units' and Schools' improvement plans,
3. Summary analysis of 2021-2022 Accountability results, and
4. Overview of the projected timeline and process for the 2021-2022 improvement plans based on low-performing results.

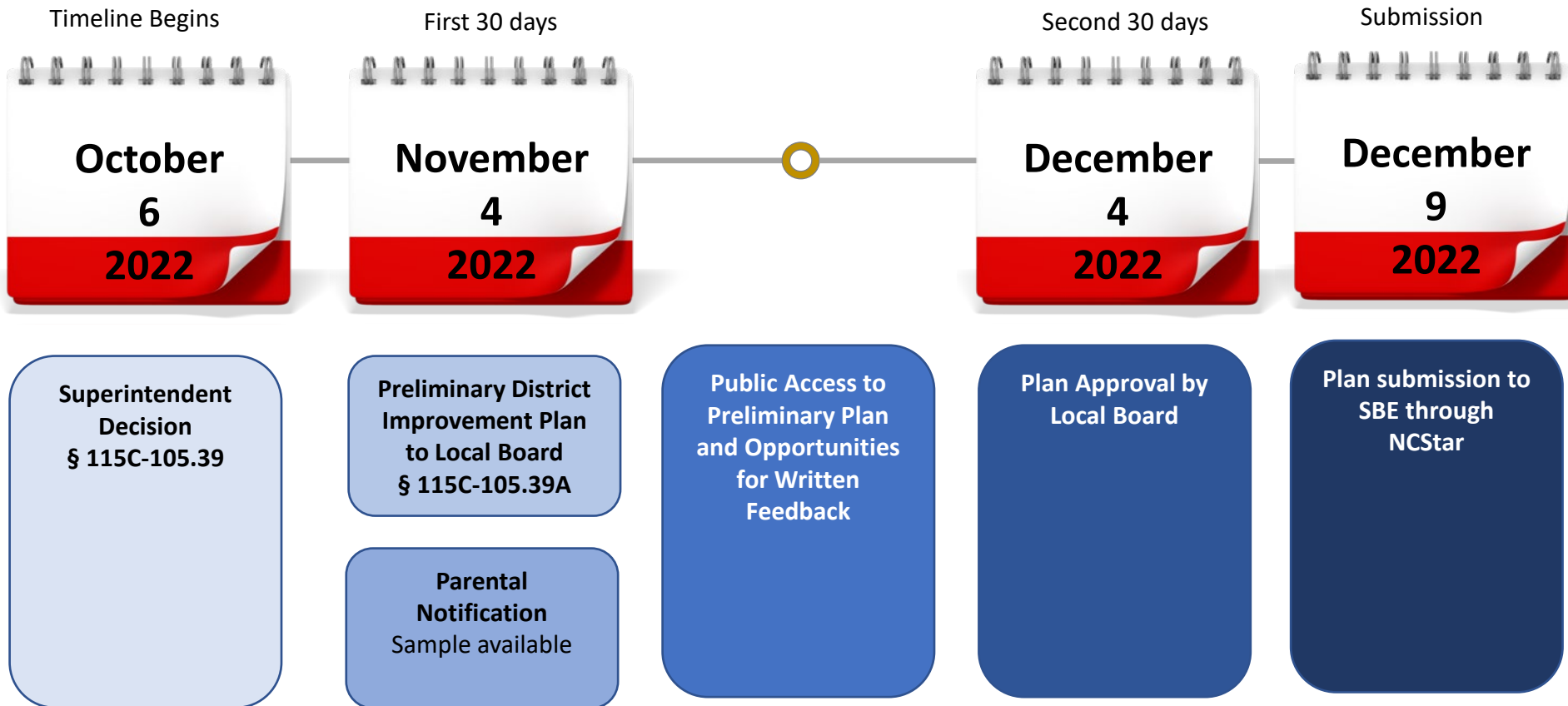
Operationalizing State Statutes:

§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



COVID Impact Timeline

2018–19

- Tests Administered
- Accountability Results Reported

2019–20

- Tests Waived
- Accountability Waived

2020–21

- Tests Administered
- Accountability Waived

2021–22

- Tests Administered
- Accountability Results Reported

Low-Performing Schools and Districts

State Designations 2018-2019

Designation	2018-2019*
Low-Performing Schools	488
Low-Performing Districts	9**
Recurring Low Performing Schools	423
Continually Low Performing Charter Schools	38

*2020-2021 designations continued from 2018-2019 based on North Carolina General Assembly Session Law 2021–130.

** This count includes ISD as a district which transferred ownership of Southside Ashepole ES back to Public Schools of Robeson County in June 2022.

Plan Feedback Trends for Improvement

- ❖ 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
- ❖ Attempting to address all areas of need instead of focusing on a limited number of effective practices - a concentrated approach to school improvement
- ❖ Stagnant plan instead of it being continuously revised and adjusted as student needs are addressed
- ❖ Limited distribution of leadership which assists in growing leaders and building internal capacity

Low-Performing Schools and Districts State Designations

	Total 2020-2021	No Longer Designated	Newly Designated	Net Change	Total 2021-2022
All Schools	488	146	522	(+376)	864
Traditional Public	441	131	483	(+352)	793
Public Charter	42	14	39	(+25)	67
Lab School	5	1	0	(-1)	4
Districts	9*	3*	23	(+20)	29
Recurring Traditional LP Schools	423	52	93	(+41)	464
Continually LP Charters	38	10	7	(-3)	35

** This count includes ISD as a district which transferred ownership of Southside Ashepole ES back to Public Schools of Robeson County in June 2022.*

Regional Breakdown

Designation	Total	Southeast Region	Northeast Region	North Central Region	Sandhills Region	Piedmont - Triad Region	Northwest Region	Southwest Region	Western Region
Low-Performing Traditional Schools	793	84	67	138	84	173	45	165	37
Low-Performing Public Charter Schools	67*	9	2	17	6	9	0	22	0
Low-Performing Lab School	4	1	1	0	0	2	0	0	0
Low-Performing District	29	2	10	6	2	5	0	3	1

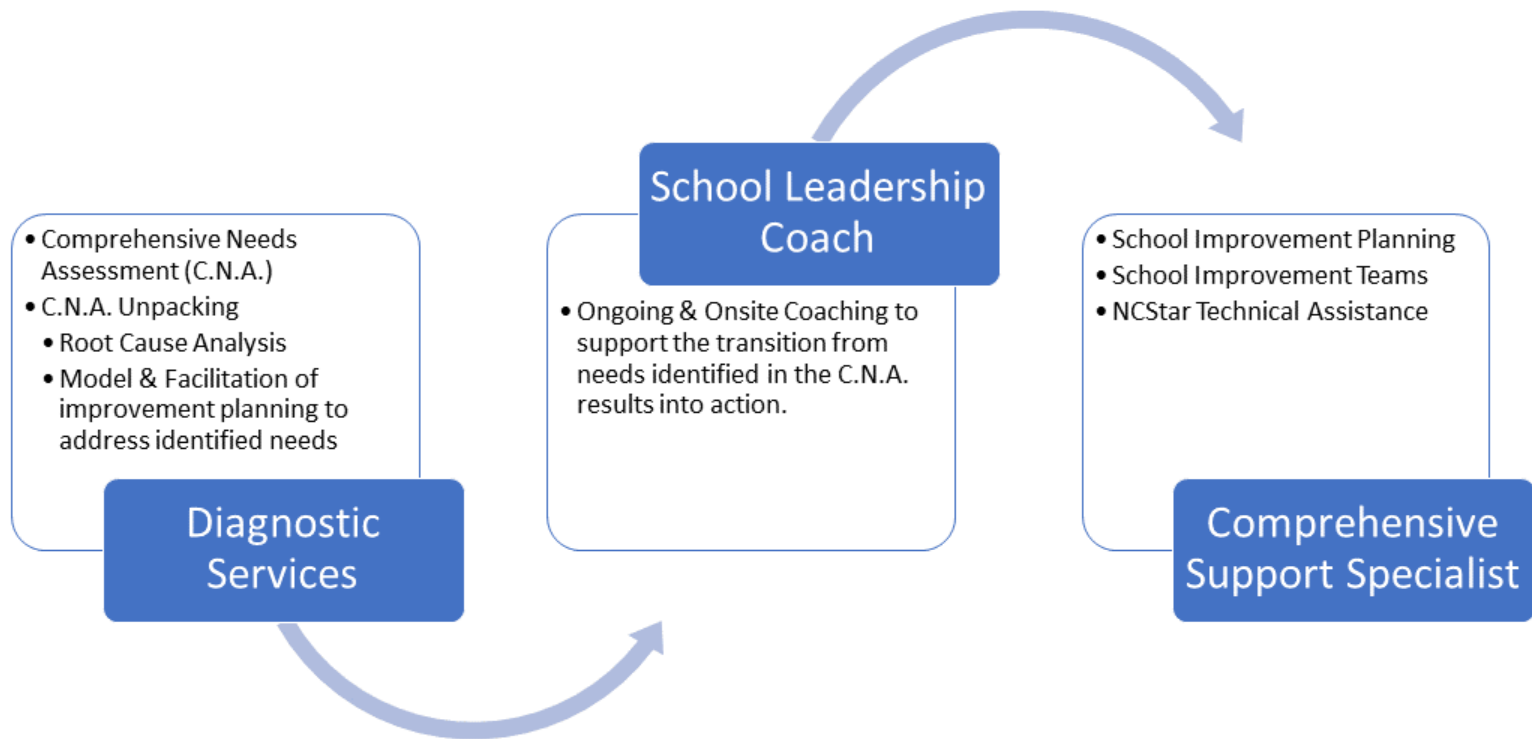
INTERVENTIONS



District & Regional Support Transformation Model

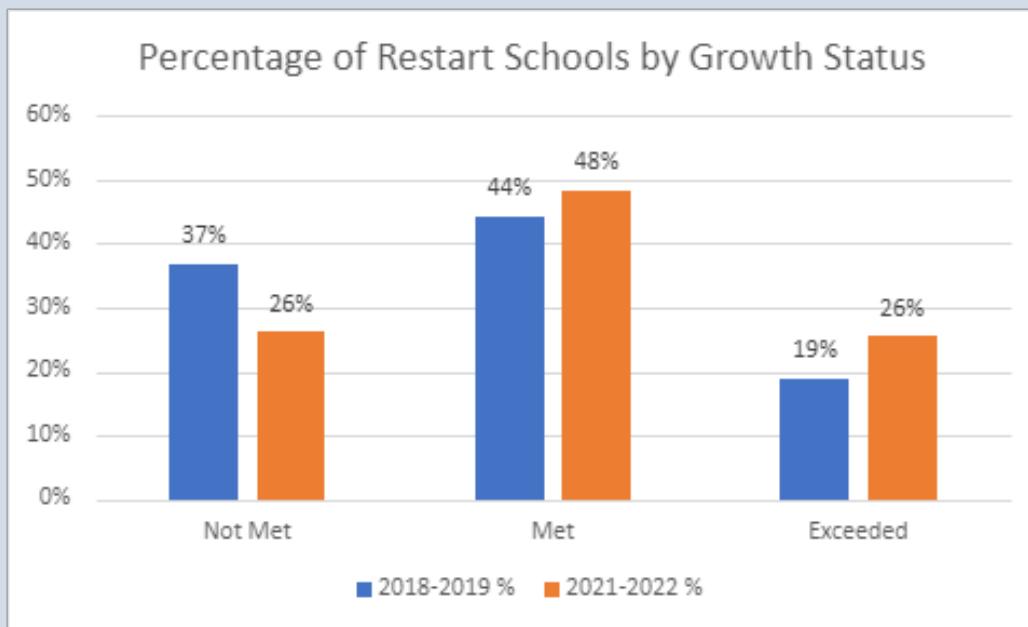


Diagnostics to School Improvement Workflow



Restart Reform Model

Percentage of Restart Schools by Growth Status

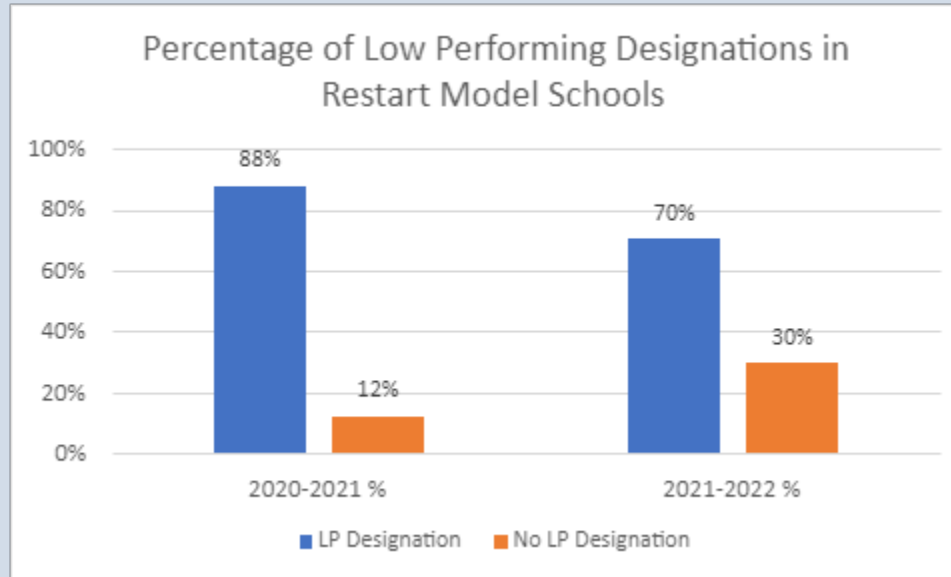


Growth Status	2018-2019*	2018-2019 %	2021-2022	2021-2022 %
Not Met	39	37%	38	26%
Met	47	44%	72	48%
Exceeded	20	19%	39	26%
Total Schools Operating	106		149	

*Growth Status was not available for 2020-2021 due to the USED and the NCGA waiver granted to North Carolina from school accountability (School Performance Grades).

Restart Reform Model

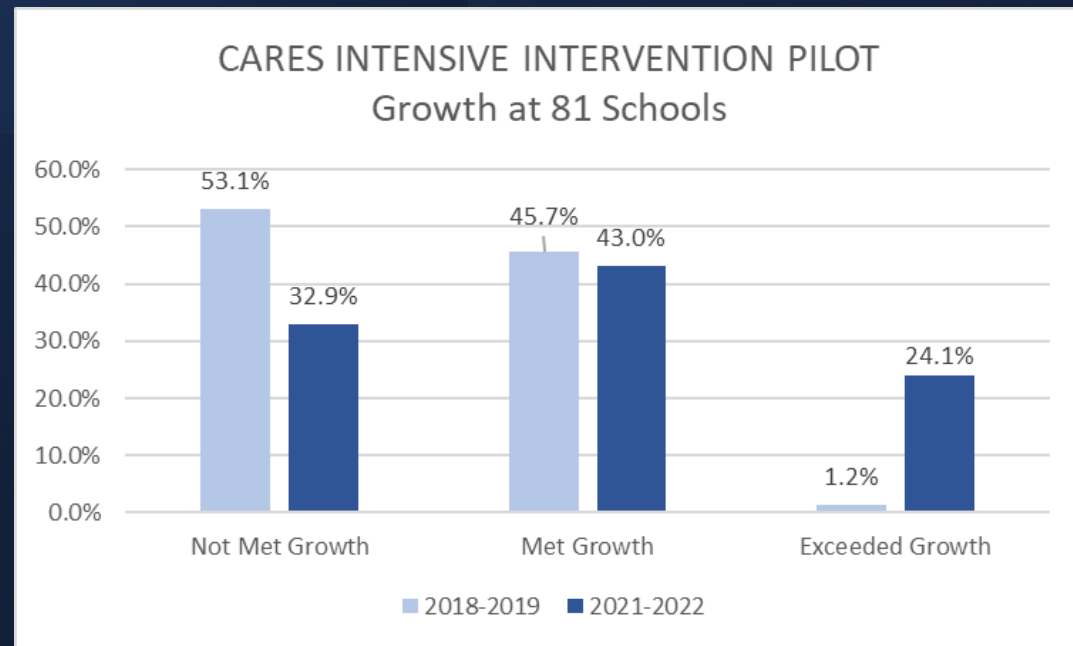
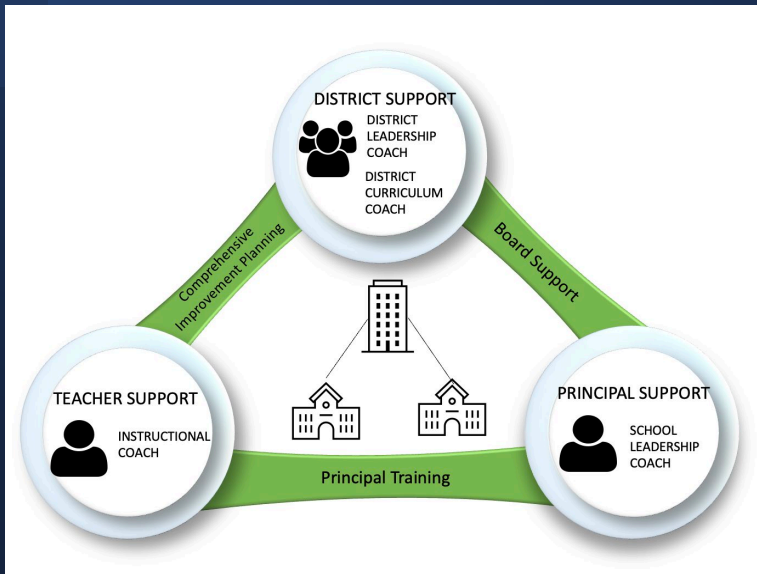
Percentage of Low Performing Designations in Restart Model School



Low Performing Designation	2020-2021*	2020-2021 %	2021-2022	2021-2022 %
LP Designation	116	88%	105	70%
No LP Designation	16	12%	44	30%
Total Schools Operating	132		149	

*2020-2021 designations continued from 2018-2019 based on North Carolina General Assembly Session Law 2021–130.

CARES Intensive Intervention Pilot



Additional CARES Intensive Intervention Data

- Expansion from 81 schools to 97 schools for 22-23 due to requests from Superintendents
- The 21-22 school year started with 181 schools that had been designated low-performing since 2015-2016. New data shows that number has decreased from 181 schools to 137 schools.

NC Instructional Leadership Academy (NCILA)

1,500 district and school leaders from 60 districts and 13 charters attending 10 face-to-face sessions during the next two years learning about:

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



Recommendations

- Convert the CARES Intensive Intervention Pilot into a permanent structure of the Department of Public Instruction
- Expand the school improvement support structure to include assistance for each region
- Change date requirement for this report to cover a full year of execution instead of spanning two years
- Increase local board accountability
- Expand duties of assistance teams to better serve districts based on CARES Intensive Intervention Pilot

Questions?



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