

SBE Policy Amendment DSTR-040

Restart School Reform Model to Support Continually Low-Performing Schools

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Desired Outcomes

- **Overview of supports and services** offered by the Office of District and School Support Services.
- **Share updates to Restart** rules and a proposed policy change (DSTR-040) designed to strengthen schools' ability to maximize their five-year Restart commitment.
- **Explain the rationale** behind the policy change and discuss projected outcomes.
- **Address questions** regarding rule and policy changes with support from legal counsel.

Office of District & School Support Services

Supports & Services

School Improvement Support

- NCSTAR
- Comprehensive Needs Assessment (CNA)
- Instructional Leadership Coaching

NCSTAR serves as the online platform for district/school improvement planning

The **CNA** is a structured, third-party diagnostic review designed to help districts and schools: 1) Uncover strengths and areas for improvement across six dimensions

Instructional Leadership Coaches provide targeted, job-embedded coaching to district & school leaders.

Transformation Support

- District Curriculum Coaching
- Restart Schools

District Curriculum Coaches partner with districts designated as low performing to customize support of teaching and learning systems.

Restart Schools are a targeted improvement strategy for schools designated as continually low-performing Approved by the NC State Board of Education and gains charter-like flexibility while remaining under the authority of their local school board.

IABS Statewide Team

- NC Multi-Tiered System of Support (MTSS) Implementation and Sustainability

Integrated Academic and Behavior Supports lead the implementation of standards-aligned MTSS approach that supports the whole-child by integrating academics, behavioral, social, emotional, and attendance supports from Pre-K through 12th grade.

Regional Support Teams

- Geographically based leadership a structure, led by Regional Directors, supporting districts and schools

Regional Support Teams, led by **Regional Directors**, serve the eight regions by supporting the consistent implementation of policies, processes, and school improvement strategies.

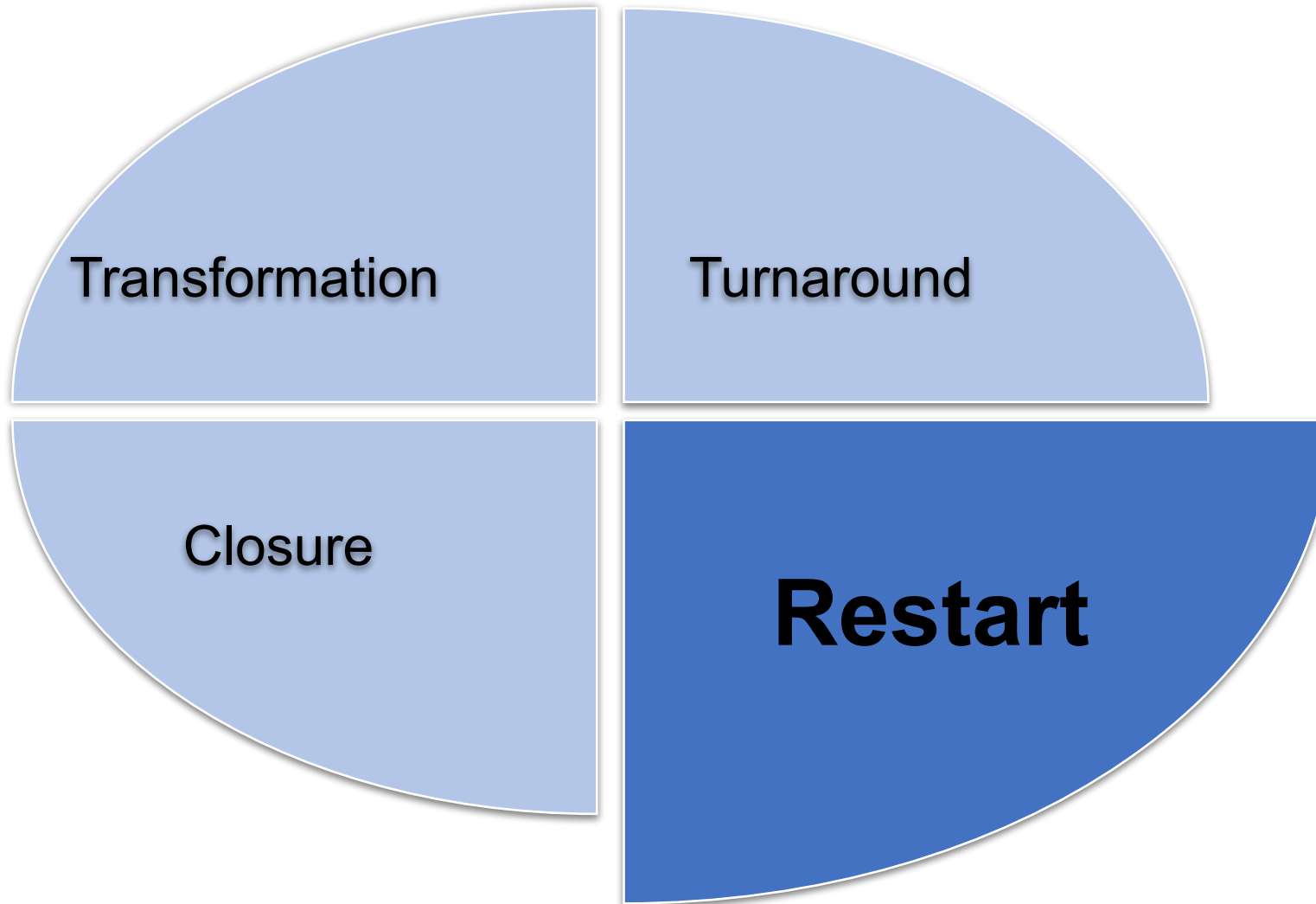
Golden LEAF Schools

- Boost academic outcomes in selected Low Performing and Non-Low Performing rural middle schools

Golden LEAF Schools strengthen school culture, pedagogy, leadership, math instruction, career readiness and foster peer networking and collaboration among grantees.

DSTR-040 Policy

§ 115C-105.37B. Reform of continually low-performing schools.



Rules Updates

To provide clarity, the current rule, **16 NCAC 06G .0317 SCHOOL REFORM MODELS** has been amended by staff and broken into a series of separate rules:

16 NCAC 06G .0317 (SCHOOL REFORM MODELS) – AMENDMENT.

- Removes definitions and model-specific rules, keeping only provisions for authorizing or removing authorization for a Reform Model.

16 NCAC 06G .0303 (DEFINITIONS) – READOPTION.

- Outdated flexible funding content replaced with definitions applicable to all School-Based Management and Accountability rules.

16 NCAC 06G.0319 (TRANSFORMATION MODEL) – ADOPTION and 16 NCAC 06G.0320 (TURNAROUND MODEL)- ADOPTION.

- Each includes application and annual reporting requirements for operating under the model.

16 NCAC 06G.0318 (RESTART MODEL) – ADOPTION.

- Updates to reflect current practice, detailing application requirements, school improvement plan documentation, and various reporting requirements for annual and continued authorization.
- Substantive Policy Change: Adjusts how schools demonstrate Academic Gain and sets conditions for when they must reapply for Restart Continued Authorization.

Rule/DSTR-040 Policy Updates

The current Rule/DSTR-040 policy states:

*If the school has **failed to meet expected growth and demonstrated a net negative change in its Achievement Score after Year 4**, the local board must submit a new request for authorization with a revised Reform Implementation Plan.*

The proposed change is:

*If the school **does not demonstrate academic gain in any two years from Year 2 to Year 4** and the LSAU wants to continue operating the school under the Restart Model, the LSAU shall submit an application for Continued Authorization to the SBE by February 28th of Year 5.*

Rule/DSTR-040 Policy Updates

Cohort 2, Continued Authorization Review Year 24-25

School	2022 Demonstrate Academic Gain (Year 2)	2023 Demonstrate Academic Gain (Year 3)	2024 Demonstrate Academic Gain (Year 4)	Current Policy Reapply? (Not demonstrating Academic Gain in Year 4)	Updated Policy Reapply? (Not Demonstrating Academic Gain in any 2 years from Year 2 to Year 4)
School A	Yes	Yes	No	Yes	No
School B	Yes	Yes	No	Yes	No
School C	Yes	Yes	No	Yes	No
School D	Yes	Yes	No	Yes	No
School E	No	No	Yes	No	Yes
School F	No	No	Yes	No	Yes
School G	No	Yes	No	Yes	Yes
School H	No	No	No	Yes	Yes
School I	No	No	No	Yes	Yes
School J	Yes	No	No	Yes	Yes
School K	Yes	No	No	Yes	Yes
School L	No	No	No	Yes	Yes

- **Current Policy**
 - Four Schools (Schools A, B, C, and D) consistently demonstrating Academic Gain had to reapply
 - Two Schools (Schools E and F) not consistently demonstrating Academic Gain did not have to reapply
- **Updated Policy**
 - Four Schools (Schools A, B, C, and D) consistently demonstrating Academic Gain would not reapply
 - Two Schools (Schools E and F) not consistently demonstrating Academic Gain would have to reapply
- **Schools G – L would reapply under both policies**

Cohort 3, 4, and 5 – Continued Authorization Review Year 2025-2026 PROJECTED OUTCOMES

- **Current Policy:** All 44 schools *might* need to reapply
- **Updated Policy:**
 - 3 schools must reapply
 - 17 schools *might* need to reapply
 - 24 schools will not need to reapply

Rule/DSTR-040 Policy Updates

This change in policy:

1. Uses multiple measures, not just overall growth and achievement, to assess Academic Gain during the Restart cycle.
2. Evaluates trends over multiple years instead of relying on single-year data.
3. Allows consistently improving schools to continue authorization, while requiring reapplication for those consistently not showing Academic Gain.
4. Aligns with the Restart School requirement for a “Continually Low Performing” designation in 2 of the past 3 years.
5. Establishes the official Restart Re-Application due date.

Summary: For Board Discussion

It is recommended that the State Board of Education:

1. Approve publication of the proposed rules for public comment in accordance with G.S. 150B-21.1. The rules will return to the State Board for **final adoption in December 2025**, with an anticipated effective date of **February 1, 2026** (pending RRC approval).
2. Adopt the proposed amendments to Policy DSTR-040.

Questions?