



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Effective Intervention and Assistance to
Low-Performing Schools Study

Chapter S.L.2021-180, sec.7.14a

SB 105

G.S. 115C-105.37-39

Date Due: February 15, 2022

DPI Chronological Schedule, 2021-2022

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

EXECUTIVE SUMMARY

Chapter: [S.L. 2021-180](#), sec. 7.14(a) requires the Superintendent of Public Instruction to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) regarding a study on the factors on the transition from the Innovative School District Model and report on recommendations and suggested legislative changes for reforms to provide effective intervention and assistance for low-performing schools. This report will include the following:

- (1) Overview of Department of Public Instruction – Services to Low Performing Schools
 - a. Innovative School District
 - b. Office of Educational Equity - District and Regional Support - Overview of Services – Educator Advancement, Diagnostic, NCStar Improvement Plan, & Strategic Reform.
- (2) Current initiatives to support low-performing schools and continually low-performing schools using federal funding provided to assist with the impacts of COVID-19.
 - a. The Transformational CARES Model
 - b. Support Roles
 - c. NC ILA Pilot
 - d. Success Metrics
- (3) Alignment of requirements in Chapter 115C of the General Statutes for identification and transformation of low-performing and continually low-performing schools, including Part 3 of Article 8B of Chapter 115C of Page 66 Session Law 2021-180 Senate Bill 105 the General Statutes, with other reform efforts in State and Federal law, to ensure a comprehensive and efficient approach to support and improve those schools that does not create redundancies.
 - a. Statutory Alignment to District and Regional Support
- (4) Recommendations on research-based models for meaningful intervention and assistance to low-performing and continually low-performing schools to facilitate long-term improvement and success in those schools.
 - a. Create Permanent Structure to Support Chronically Low Performing Schools
 - b. Building the Model
 - c. Assistance Teams Statute Recommendations
 - d. NC ILA Expansion for Instructional Leadership Recommendation

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JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE REPORT REQUIREMENTS

The following report provides a summary of legislation concerning the transition from the Innovative School District Model. The report also provides a summary of the recommendations and suggested legislative changes for reform to provide effective intervention and assistance for low-performing schools. The report specifically presents the following information and data:

1. Current initiatives to support low-performing schools and continually low-performing schools using federal funding provided to assist with the impacts of COVID-19,
2. Recommendations on research-based models for meaningful intervention and assistance to low-performing and continually low-performing schools to facilitate long-term improvement and success in those schools, and
3. Alignment of requirements in Chapter 115C of the General Statutes for identification and transformation of low-performing and continually low-performing schools, including Part 3 of Article 8B of Chapter 115C of Page 66 Session Law 2021-180 Senate Bill 105 the General Statutes, with other reform efforts in State and Federal law, to ensure a comprehensive and efficient approach to support and improve those schools that does not create redundancies.

LEGISLATION GOVERNING INNOVATIVE SCHOOL DISTRICT

In 2016, Senate Bill 522 established the creation of the Innovative School District (ISD), provided definitions for the Innovative School, the operators, and a qualifying school for the purpose of improving performance of low-performing schools. The legislation also outlined the following:

- Selection of innovative schools,
- Selection of IS operators,
- Management of innovative schools,
- Innovative schools' funds,
- Accountability and governance for innovative schools,
- Term of supervision for an innovative school, and
- Innovation zones.

The Department of Public Instruction, originally through the Office of Innovation and currently through the Office of Educational Equity, provided oversight for the statewide unit of the Innovative School District. The Superintendent of Public Instruction then appointed the Innovative School District Superintendent to lead the ISD. Based on legislation, the ISD Superintendent identified the list of qualifying schools, recommended the innovative school operator, and worked in collaboration with the school operator for the purpose of improving student outcomes in low-performing schools across North Carolina.

In November of 2019, Session Law 2019-248 Senate Bill 522 was revised to include updated criteria for the qualifications for selection in the ISD.

Finally, in November 2021, Session Law 2021-180 Senate Bill 105 outlined the requirements for the transition from the Innovative School District. The legislation required a study on models for effective intervention and assistance to Low-Performing Schools, the end of selection of schools for the Innovative School District, and the Transition of the Current Innovative School. The ISD will continue to operate Southside-Ashpole Elementary School as an innovative school until the State Board of Education executes a transition plan to return the school to Robeson County Schools with the finalized transfer approved for July 1, 2022 (SBE April 7th approval).

DISTRICT & REGIONAL SUPPORT

The statewide unit of District and Regional Support (DRS) within the Office of Educational Equity provides support for Low Performing and Recurring Low Performing Schools across the state. The division includes the following sections: Educator Advancement, School/District Improvement Plan Support, Diagnostic Services, Strategic Reform, and the currently piloted, intensive intervention known as Transformation (CARES). The mission of DRS is to provide support to identified districts and schools through partnerships that result in every child having equitable access to a meaningful, sound basic education. DRS works on the development and implementation of processes, procedures, and structures that will lead to higher student achievement and sustainable change. As the needs of the district or school increase, the level of services provided also increases.

DIAGNOSTIC SERVICES: COMPREHENSIVE NEEDS ASSESSMENTS AND FOLLOW-UP SUPPORT

District & Regional Support provides diagnostic services for schools and districts that include evidence-based frameworks to assist targeted districts/schools in analyzing and determining the impact of practices on student learning and diagnosing strengths and weaknesses to support improved outcomes. These steps are essential in supporting struggling schools. NCDPI's Comprehensive Needs Assessment process is a systematic assessment of instructional practices, processes, and systems within a school district that assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action led by the Diagnostic Services team. The assessment consequently guides meaningful strategic/improvement planning at both the district or school level and suggests benchmarks to guide improvement evaluation. Research suggests that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change. The district/school Comprehensive Needs Assessment provides a framework for conducting this analysis in a process-driven, evidence-based way.

Follow-up support for districts that have engaged in a Comprehensive Needs Assessment includes engaging with the Superintendent, district-level staff, school-level staff and some board members in professional development work engaging in a detailed strategic planning activity to address one of the resulting root causes; and connecting resulting actions to existing improvement indicators and incorporating changes and revisions based on the work into the school's improvement plan.

STRATEGIC REFORM SERVICES: RESTART SCHOOL REFORM MODEL

District and Regional Support provides support and monitoring for Reform Model schools, defined by G.S. 115C-105.37B and under the guidance of the State Board's DSTR-040 policy on "Reforming Recurring Low Performing Schools." Of the four models identified in statute, the model currently requested and approved for authorization is the Restart model, which allows a Local Education Agency to apply for authorization to allow a recurring low-performing school to operate with charter like flexibility. Currently, there are 29 districts approved by the State Board to operate 152 Restart schools with Restart Authorization. In March of 2020, the State Board of Education approved updates to the DSTR-040 policy, which provided clarification on the criteria for Academic Gain, a five-year monitoring cycle, and the continued authorization for Restart schools. Due to the impact of COVID19, the policy was updated again in May to account for the lack of performance data to extend the monitoring cycle. In December of 2020, the policy was updated to include an express commitment to Restart model during the full monitoring cycle.

December 2019 Restart Annual Report Summary:
Academic Gain based on 2018-2019 Performance Data & Flexibility Outcomes
107 Schools from Cohorts 1 & 2 Required to submit the Annual Report

Above Expectations: <i>No Longer Recurring Low Performing Meeting or Exceeding Growth Status</i> On Track	Meeting Expectations: <i>One of 7 different Academic Gain Scenarios: Growth Status Meets or Exceeds and/or Achievement Increase Subgroup Growth or Flexibility Outcome Progress</i> On Track	Not Meeting Expectations: <i>Growth Status Does Not Meet Achievement Score Net Change Decreases below Zero</i> Not on Track
21 Schools	65 Schools	21 Schools
Total 20%	Total 60%	Total 20%

(Due to COVID19 and the Federal waiver that allowed the elimination of student assessment data, the Academic Gain Summary for the December 2020 and December 2021 Annual Reports were not able to be calculated. The above data is based on the last available performance data from 2018-2019.)

(The terms “On Track” or “Not on Track” refers to the school’s progress on demonstrating Academic Gain for Continued Authorization.)

To support approved district and schools in their Restart authorization, Strategic Reform provides both monitoring and support for Restart districts and schools. The yearly monitoring of Restart schools within the required annual report provides documentation of flexibilities used and feedback on the progress towards continued authorization at the end of the five-year cycle. The system of support offers all Restart Leaders across the state with leadership opportunities to elevate best practices in the field, networking with other district and school leaders, and access to professional learning. A team of four Comprehensive Support Specialists provides support to all Restart schools, with priority on schools not on track for continued authorization and offer a range of supports including personalized professional development and technical assistance on planning with flexibility, the Annual Report, School Improvement, NCStar technical assistance, and more.

Restart districts and schools are encouraged to use their charter like flexibility to creatively address research-based critical barriers to school improvement such as Teacher Turnover, Teacher Capacity, Student Mobility, or Culture. Understanding that school improvement is a complex process with school improvement goals that are complex, Restart districts and schools are guided to identify a smaller, incremental goal from the use of flexibility. These incremental goals may address one of these barriers and/or build toward the progression of an overall school improvement goal. Often this practice allows the district and school to focus on the effective practices of the adults in the building and in turn, develop positive and sustained student outcomes.

SCHOOL/DISTRICT IMPROVEMENT PLAN SERVICES

District & Regional Support provides support to district and schools on strengthening continuous improvement processes. Since 2016, all schools and districts across North Carolina have been provided free access to the web-based tool called NCStar, North Carolina’s version of Indistar, developed by Academic Development Institute. NCStar is the vehicle used to submit a plan as identified in Part 3 of Chapter 115C of the General Statutes governing low performance. Although all Low Performing schools are required to use the tool and submit their Comprehensive Plan (school improvement plan), approximately 95% of schools across the state have chosen to use NCStar as the platform

for their school improvement process and plan. NCStar guides a district or school team in charting its improvement and managing the continuous improvement process. NCStar builds accountability as well as helps schools track their improvement plans. NCStar is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students. Since school improvement is such a unique process for each school, NCStar contains 130 research-based effective practices (indicators) and allows schools flexibility to personalize their school improvement plans to meet their distinct needs.

The NCStar support team is comprised of the same four Comprehensive Support Specialists who support Strategic Reform Services. Services provided include technical assistance with the NCStar platform as well as statewide and personalized district and school professional learning opportunities on effective practices necessary to develop a true continuous improvement process and run efficient school improvement team meetings.

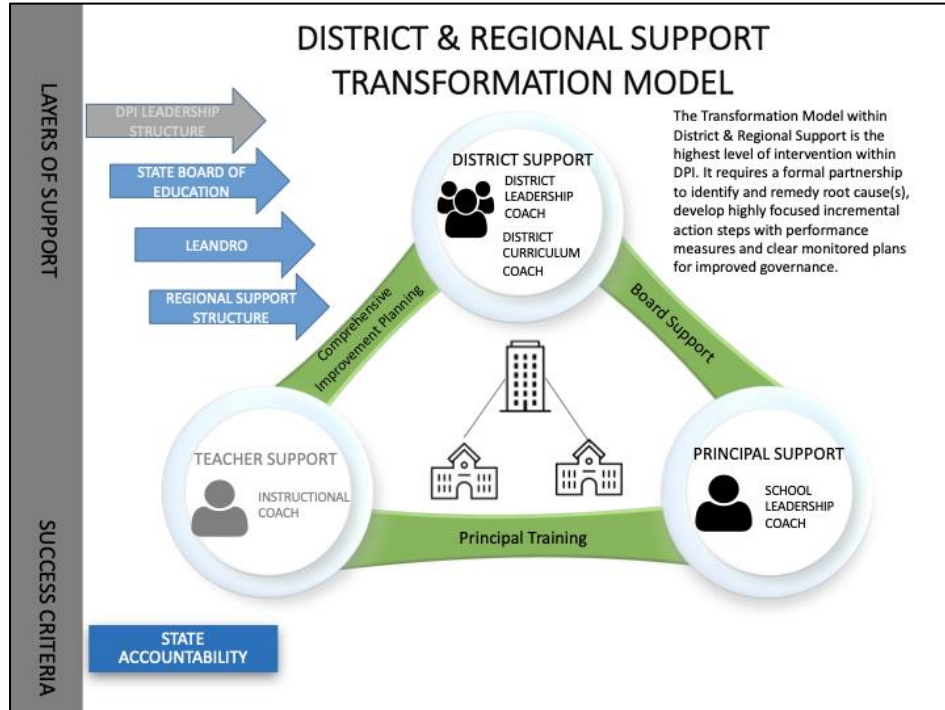
TRANSFORMATION (CARES): AN INTENSIVE INTERVENTION

Transformation/CARES Support is the highest level of intervention within the Department of Public Instruction. It requires a formal partnership to identify and remedy root cause(s), develop highly focused incremental action steps with performance measures and clear monitored plans for improved governance.

The purpose of this initiative is to assist those in need of the greatest intervention to manage obstacles encountered in achieving student success during the pandemic. Support will be targeted based on schools with chronic performance issues (low performing status since 2015-2016 designation), high poverty status (defined in WestEd report), and percentage of students affected in district. In September 2015, Session Law 2015-241 House Bill 97, provided amended definitions for low-performing schools and a new designation for low-performing districts. Trend analysis revealed that 181 traditional schools had been on the list for low performance since this 2015 law change. We have categorized these schools and districts as *chronically low performing*. These schools were then analyzed according to high poverty status (>70%) and percentage of students affected. Districts and schools were approached, and a partnership was formed with those who were receptive to participating.

With the federal funding that has been provided to assist with the impact of COVID-19, DRS developed additional support to extend the current services offered to low performing schools. In this model, staff is assigned to district and/or schools to provide daily coaching and support with the goal of improving daily practices that lead to improved student achievement. The DRS division developed partnerships with 24 districts to support 80 schools statewide. The supports for these schools have been customized depending on identified needs (see Appendix A for list of CARES schools).

THE MODEL



SUPPORT ROLES

- District Leadership Coach (DLC) – District Leadership Coaches work onsite at the district level to build leadership capacity by developing and implementing reformative and innovative processes, procedures, and structures that will lead to improved student achievement. This role leads the Assistance Team that is outlined in Part 3 of Chapter 115C of the General Statutes.
- District Curriculum Coach (DCC) – District Curriculum Coaches provide onsite support to the 6 CARES districts by assisting district leadership in the development and implementation of strategic methods to improve curriculum alignment, the use of evidence-based instructional practices, and the effective implementation of the North Carolina Standard Course of Study.
- School Leadership Coach (SLC) – School Leadership Coaches work at the school site to build the capacity of the principal and school leadership team with an emphasis on instructional leadership and the development of continuous improvement processes that result in strong systems and structures.
- Instructional Coach (IC) – Instructional Coaches will provide high leverage targeted on school site instructional support to identified low-performing districts/schools. The ICs will work in collaboration with the DLCs, DCCs, and SLCs. As of the date of this report, this part of the model has not been funded.

Because of the temporary federal funding, DRS has established a prototype for the highest level of intensive support known as the CARES initiative. This enables DRS to enter a formal partnership with and provide resources to *chronically low-performing schools and districts*. The support has been established to align to the permanent work of the division and directly connects to both well-established, research-based support levels, Diagnostic Services and School/District Improvement Planning. All 24 districts and 80 schools who agreed to participate in the CARES Initiative through a Memorandum of Agreement, collaboratively identified areas of need which are supported through one or more of the coaching roles referenced above.

NC ILA PILOT

The NC Instructional Leadership Academy (NC ILA) Pilot allows principals and principal managers the unique opportunity to deepen their skills in instructional leadership levers as identified in Leverage Leadership (Bambrick-

Santoyo, 2012) and Leverage Leadership 2.0 (Bambrick-Santoyo, 2018). The curriculum is rooted in pedagogical theory and grounded in evidence of what works best in schools. The program incorporates skills and mindsets that have the greatest impact on student learning and character development. The faculty are experienced PK-12 school leaders with track records of helping students achieve exceptional growth. They observe, coach, and develop leaders onsite and virtually to support growth and continuous improvement. In 2021, DRS initiated a pilot program within one of the CARES districts with 50 participants formed by principal supervisors and 12 school teams, which consisted of a principal and two additional school leaders. In 2022, the pilot has expanded to work with an additional 100 participants and the remaining 24 school teams in the district. The work will help build instructional capacity of all teachers, academic coaches, school administrators, and central office leaders in the district which will result in all schools meeting or exceeding growth.

SUCCESS METRICS

NCDPI collects qualitative (NC Teacher Working Conditions Survey; DPI’s Comprehensive Needs Assessment; District School Improvement Plan; School Improvement Plan) and quantitative outcome data (Student Proficiency; Student Subgroup Proficiency; Educator Effectiveness; College Readiness) during the fall that can be used in a pre/post format to look at school and district improvement. This data will be tracked and used to determine progress for external stakeholders.

Internal metrics of success will be used to show a progression of improvement in eight piloted areas: Governance; Instructional Alignment; District & School Improvement Planning; Leadership Capacity; Human Capital; Planning & Operational Effectiveness; Culture; and Family & Community. These areas were correlated with foundational documents already in use by the Department to gauge effectiveness (Professional Teaching Standards; Principal Evaluation Standards, Comprehensive Needs Assessment dimensions, NCStar indicators, etc.) DRS leadership team and District Leadership Coaches are piloting improvement areas in current districts being served.

TRANSFORMATION (CARES): AN INTENSIVE INTERVENTION FUNDING*

ESSER/CARES FEDERAL FUNDING (TO DATE)

2020-2022	Positions: School Leadership Coach (14) Contracts: District Leadership Coach (3) Instructional Leadership Pilot (NC ILA)	\$ 4,528,800
2022-2023	Positions: School Leadership Coach (14) Contracts: District Leadership Coach (3)	\$ 2,993,290
2022-2024	Positions: School Leadership Coach (14) Contracts: District Leadership Coach (4) Instructional Leadership (NC ILA) Pilot Yr 2 Instructional Leadership (NC ILA) Pilot Yr 3 NC ILA Statewide Yr 1 NC ILA Statewide Yr 2 Flexible Improvement/Intervention Grants	\$20,639,311

**As of the date of this report, funding for fourteen time-limited positions (\$2,300,000) have been secured. Session Law 2021-180 Senate Bill 105 stipulated 20 positions to be created with \$2,000,000 dollars for funding. The Department has covered deficit for all 20 positions by using administrative ESSER funds. To complete the model as designed, eight additional positions are being requested during the 2022 short session to meet the need for classroom level support.*

ALIGNMENT OF STATUTORY REQUIREMENTS FOR IDENTIFICATION AND TRANSFORMATION OF LOW-PERFORMING AND CONTINUALLY LOW-PERFORMING SCHOOLS

The requirements in Part 3 of Chapter 115C of the General Statutes for identifying and reforming low performing and continually low-performing schools that are supported by the work of District and Regional Support include the following:

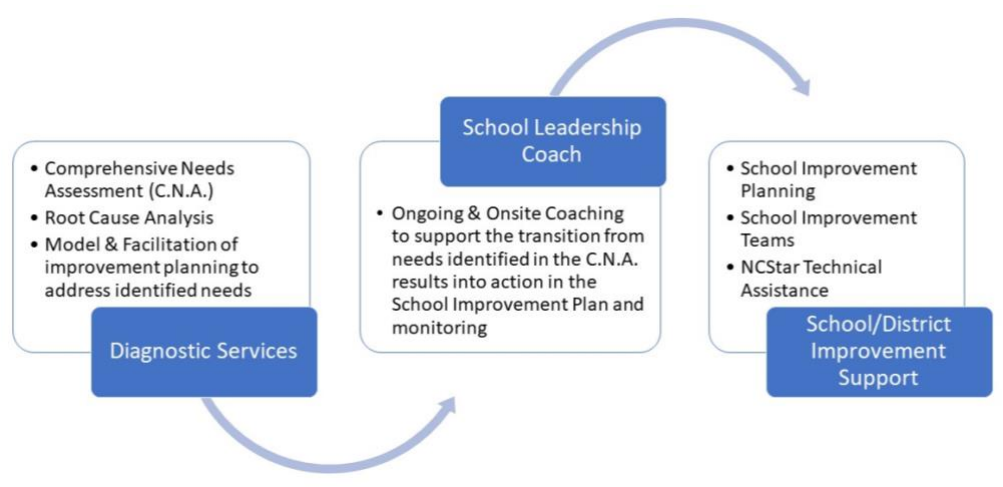
- § 115C-105.35 Annual performance goals.
- § 115C-105.37. Identification of low-performing schools.
- § 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.
- § 115C-105.37B. Reform of continually low-performing schools.
- § 115C-105.38. Assistance teams; review by State Board.
- § 115C-105.38A. Teacher competency assurance. *Specific to 97-98 & 98-99 SY*
- § 115C-105.39. Dismissal or removal of personnel; appointment of interim superintendent.
- § 115C-105.39A. Identification of low-performing local school administrative units.

STATUTORY ALIGNMENT TO DISTRICT AND REGIONAL SUPPORT

District and Regional Support provides support to low performing schools and districts and supports the statutory requirements for identifying and transforming Low-Performing and Recurring Low-Performing schools found in the requirements in Part 3 of Chapter 115C of the General Statutes.

To ensure a comprehensive and efficient approach to support and improve low performing schools across North Carolina, an understanding of how services are currently executed is needed:

- **Diagnostic Services** – Providing a Comprehensive Needs Assessment (C.N.A) to identify key areas of improvement. The C.N.A process can be performed at the individual school level or at the district level which involves analysis of all the schools within the district. Follow-up services include a root cause analysis of areas of need and assisting school district with school improvement planning. The finalized report is provided to district, school, and Department of Public Instruction leaders so that they may use this information to drive, revise, and support improvement efforts. With the *District and School Leadership Coaches* in place, these coaches provide ongoing support to the school leaders to create and monitor the improvement plans into actionable work that will reform the school.



<p>Alignment: Schools with federal designation of Comprehensive Support & Improvement – Low Performing (CSI-LP) receive this analysis as outlined in North Carolina’s ESSA plan.</p>	<p>Recommendation: If there was an official Chronically Low Performing designation from the General Assembly, these schools would be prioritized for this service and follow-up supports just as the federal designation does for CSI-LP schools.</p>
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With the CARES Initiative Pilot, the division of DRS has been able to further strengthen the benefits of its foundational services (the Comprehensive Needs Assessment (C.N.A) process; School Improvement Planning; RESTART support, etc.). The coaches provided through the CARES initiatives work collaboratively with their assigned schools to strengthen the transition between the needs assessment, the unpacking process and the school’s capacity to independently assess, create, and monitor their improvement plan independently. The coaches also provided the Department with a feedback loop on how the execution of state statutes and State Board policies are executed at a classroom and district level.

- **School/District Improvement Plan Services** – All designated Low Performing Schools are required to submit their improvement plan to the State Board of Education. The NCStar platform facilitates the submission and the other requirements outlined in § 115C-105.37; § 115C-105.37A; § 115C-105.39A.

Currently, CARES allows District & Regional Support to have 14 time-limited positions *School Leadership Coaches* that provide feedback to these school improvement plans. As the schools work on creating action steps towards improvement based on the findings of their needs assessment, they use the online platform called NCStar to strategically assess and monitor evidence-based practices. The Comprehensive Support Specialists provide intensive professional learning and technical assistance on the platform, the school improvement process, and effective school improvement teams.

<p>Alignment: District Strategic Plans and School improvement plans should be connected to provide continuous improvement support.</p>	<p>Recommendation: All schools in Low Performing Districts should also be required to submit a school improvement plan. § 115C-105.39A designates the district as the key creator of the plan to support these struggling schools. DRS would recommend that both the district and school have plans that intersect in the improvement of the specific schools.</p>
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- **Strategic Reform Services** – LEAs with Recurring Low Performing schools apply for the authorization to operate the school under the same statutes as a charter school based on § 115C-105.37B. The Comprehensive Support Specialists on the Strategic Reform Team provide professional learning and technical assistance to these districts and schools. The progress of the schools is monitored through a five-year cycle to determine continued authorization in the model.

<p>Alignment: § 115C-105.37B may authorize the local board of education to adopt one of the following models including Transformation, Restart, Turnaround and Closure.</p> <p>The SBE DSTR-040 outlines the five-year monitoring cycle for Restart schools and defines components of Academic Gain used to determine Continued Authorization. If a school declines in Achievement and/or Growth, the district & school would be offered DRS support.</p>	<p>Recommendation: The SBE policy DSTR-040 outlines that schools with declining student outcomes would first be offered support and then required to engage in support with DRS Strategic Reform Services. To ensure that districts and schools engage in a partnership support, it is recommended that § 115C-105.37B is updated to explicitly require the LEA and school to partner with NCDPI support via DRS, if the school is declining.</p>
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- **Principal Recruitment Supplement**--§115C-285.1 is managed by District & Regional Support. The program provides recruitment supplements to highly effective principals who move to high-needs schools.

<p>Alignment: Connection to § 115C-105.39 which outlines removal of school principals for two years of non-performance.</p>	<p>Recommendation: Currently there are only 40 bonuses that can be distributed to schools that are in the bottom 5% of schools. This bonus could be a recruitment tool for superintendents to use when executing § 115C-105.39.</p>
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- **Aligning Federal and State Requirements for School Designations**

<p>Alignment: Current school designations under federal and state statute vary creating several lists that contain different schools which results in support services not being aligned.</p> <p><u>Federal Designations:</u></p> <p>CSI- LP (Comprehensive Support & Improvement – Low Performing)</p> <p>TSI – AT (Targeted Support & Improvement – Additional Targeted Support)</p> <p><u>State Designations:</u></p> <p>State Low-Performing School – schools receiving a D or F school grade and either Met Growth or Did Not Meet Growth</p> <p>State Low-Performing District –district where greater than 50% of the schools are on the state low performing list</p> <p>ISD Schools – bottom 5% of title I schools per 2018-2019 data</p>	<p>Recommendation: As the state transitions out of the ISD model and to align with our current CARES work, DRS recommends that all NCDPI support services, should be focused on those schools that have been state low-performing since 2015 when § 115C-105.37 and § 115C-105.39A were implemented. A new designation would be created - <i>Chronically Low Performing</i> - for schools that have been in low-performing status for four or more consecutive years. Based on statutory requirements on Assistance Teams (§ 115C-105.38), prioritization would be focused on schools in which the educational performance of the students is declining. These schools and districts would be required to partner with a state assistance team from NCDPI or implement a school closure model. (See Appendix B for list of schools.)</p>
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- **Local Board Accountability¹**

<p>Alignment: While the requirements in Part 3 of Chapter 115C of the General Statutes mention local school boards there are no accountability measures or improvement steps for this integral part of school governance.</p>	<p>Recommendation: Local school boards would be strengthened by:</p> <ul style="list-style-type: none"> • Board Chair, Vice Chair, and Superintendent participating in mandatory training about the legalities of being a chronically low performing district/school. • Implementing a continual monitoring process that describes local board action after the assignment of an assistance team to ensure continued progress • Incorporate local school board training series, coaching, support, and self-evaluation into model of support for chronically low performing districts/schools • Noncompliance in training and continual monitoring process could result in suspension of duties as a local board member and loss of funding for district
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A framework for successful school intervention strategies relies on creating stronger policy “conditions” for intervention; investing selectively in increased “capacity” to drive interventions, at the SEA and LEA level; and “clustering” interventions to maximize the impact of investments. The emphasis on these three things is essential for

¹ Rhim, L. M., & Redding, S. (Eds). (2014). The state role in turnaround: Emerging best practices. San Francisco, CA: WestEd.

states looking to make more aggressive, targeted investments in remedying chronic underperformance². The recommendations in this report collectively move the piloted work to a permanent structure based on urgency and a commitment to all students achieving.

RECOMMENDATIONS ON RESEARCH-BASED MODELS FOR MEANINGFUL INTERVENTION AND ASSISTANCE

CREATE PERMANENT STRUCTURE TO SUPPORT CHRONICALLY LOW-PERFORMING SCHOOLS

From 2006-2017, NCDPI created a model that supported districts at the classroom, school leadership, and district leadership levels through coaching. From 2006-2010, NCDPI worked on improving student performance at 66 High Schools during NC Turnaround. By the end of NC Turnaround, only 4 high schools had less than 50% of students proficient and 36 high schools had over 70% student proficiency³. Then from 2010-2015, the NCDPI worked on improving the bottom 5% of schools statewide (majority elementary and middle). In total, the coaches worked at 118 schools and of these schools only 15 were still in the bottom 5% according to 2016-17 data.

DRS' focus has been on taking the lessons learned from years of school turnaround work to build a model that leverages policy conditions, invests in high quality human capacity, and clusters best practices for maximum effect. One example of this is the addition of District Curriculum Coaches to address the curriculum misalignments detected in hundreds of C.N.A diagnostic reviews. The NCDPI's history of turning around schools has shown that effects "are larger when district-level coaching and support are included with school leadership and instructional coaching"⁴. When school transformation coaching and instructional coaching were well-tailored to meet the school's needs and delivered with adequate intensity (e.g., delivered on a regular basis and sufficient to meet both individual and school needs), principals viewed coaching as contributing to their schools' capacity for improvement.⁵

The turnaround efforts described above were studied for three years through a partnership grant from the US Department of Education. The research⁶ draws on findings specific to North Carolina. The guiding principles presented in the research brief are below with an explanation about how they connect to the DRS intensive model:

Guiding Principles	Connections to DRS Model
Eliminate barriers to student achievement	<ul style="list-style-type: none"> Directly connecting assistance team to resources for recruitment, retention, whole child supports, etc.
Build competencies for effective instruction	<ul style="list-style-type: none"> District Curriculum Coach helping build framework based on instruction, assessment, alignment, and PD Instructional Coach helping to align practices at classroom level
Build competencies for effective leadership	<ul style="list-style-type: none"> Participation and district support for North Carolina Instructional Leadership Academy (NC ILA)

² Mass Insight Education. (2012b, June). State education agencies: Creating proof points and scaling results. Boston, MA: Mass Insight Education. Retrieved from http://www.massinsight.org/cms_page_media/201/STG%20Turnaround%20Brief%20-%20June%202012%20-%20SEA%20Proof%20Points.pdf

³ Thompson, C., Brown, K., Townsend, L., Henry, G., & Fortner, C. (September, 2011). Turning around North Carolina's lowest-achieving schools (2006-2010). Consortium for Educational Research and Evaluation-North Carolina.

⁴ Henry, G. T., Guthrie, J. E., & Townsend, L. W. (2015). Outcomes and Impacts of North Carolina's Initiative to Turn Around the Lowest-Achieving Schools. Retrieved from <http://cerenc.org/wp-content/uploads/2015/09/ES-FINAL-Final-DST-Report-9-3-15.pdf>

⁵ Herman, B., Johnston, W.R., Migacheva, K., Tosh, K. (2019). Delivery of Educational Support Services to Low-Performing Schools in North Carolina (prepared for North Carolina State Board of Education and Institute of Education Sciences, U.S. Department of Education)

⁶ Marks J.T., Holly C. (2019). Guiding Principles for Turning around Low-Performing Schools (prepared for North Carolina State Board of Education and Institute of Education Sciences, U.S. Department of Education)

Incorporate school-level systems and processes to sustain improvements	<ul style="list-style-type: none"> • Provide Diagnostic Support • Provide School Improvement Support
Adopt turnaround strategies that minimize unnecessary disruptions	<ul style="list-style-type: none"> • Partnership Agreement with District concentrating on unique needs • Monitor services from NCDPI as a whole • Align coaching with School Improvement Plan

DEPARTMENTAL PARTNERSHIPS TO SUPPORT LOW PERFORMING SCHOOLS

A departmental review was started in April 2022 to identify areas of partnership for supporting low performing schools. The Office of Early Learning’s professional development and coaching process to support applying Science of Reading practices closely paralleled the instructional coaching aspect of the model being piloted to support Low Performing Schools and Districts. A plan was developed based on the number of elementary-level, chronically low performing schools in each district for the Division of District & Regional Support and the Office of Early Learning to prioritize on-site school support for identified schools. The 115 Early Literacy Specialists (one/district) would prioritize these elementary schools in the districts they serve. Based on current data, this partnership would expand instructional coaching for District & Regional Support to 35 chronically low-performing elementary schools. These Early Literacy Specialists would function as a member of the CARES team in providing classroom coaching support.

BUILDING THE MODEL

The school-based personnel serve as thought partners as school leaders work on strengthening continuous improvement processes and developing the systems and structures necessary for sustainable transformation. Dr. Henry’s 2015 research also found that when it came to Transformation work at the NCDPI, gains were higher where district-level coaching and support was included in the intervention. Based on the piloted CARES model, the following increased “capacity” to drive interventions is requested:

- Converting 20 ESSER funded time-limited positions to permanent, full-time positions (14 School Leadership Coaches; 2 District Leadership Coaches; 4 Instructional Coaches (these are currently serving 80 schools across the state)
- Converting 3 currently contracted District Leadership Coaches to 3 permanent, full-time positions
- Funding 8 permanent full-time Instructional Coaches during NCGA Short Session 2022 to complete pilot model
- Funding 51 additional permanent full-time positions (12 District Leadership Coaches; 21 School Leadership Coaches; 18 Instructional Coaches) during NCGA Long Session 2023 to expand services from 80 schools to all 181 schools deemed Chronically Low Performing
- Build Divisional Infrastructure by adding a School Model Lead, additional District Curriculum Coach, and 4 Comprehensive Support Specialists to support assistance teams and schools with comprehensive school improvement processes.

The chart below totals all incremental asks to build a model supporting 181 chronically low performing schools:

Plan to Fully Serve 181 Chronically Low Performing Schools					
Working Title	# of Position	Salary	Benefits	Total Compensation	Total Cost
School Leadership Coaches District Model (DM)	10	\$108,879	\$61,741	\$170,620	\$1,706,200
School Leadership Coach School Model (SM)	25	\$108,879	\$61,741	\$170,620	\$4,265,500
Instructional Coaches (DM)	10	\$ 86,431	\$50,270	\$136,701	\$1,367,010
Instructional Coaches (SM)	20	\$ 86,431	\$50,270	\$136,701	\$2,734,020
District Leadership Coaches (DM)	10	\$138,403	\$76,827	\$215,230	\$2,152,300
District Leadership Coaches (SM)	6	\$138,403	\$76,827	\$215,230	\$1,291,380
District Curriculum Coaches (SM)	1	\$108,879	\$61,741	\$170,620	\$ 170,620
School Model Lead	1	\$138,403	\$76,827	\$215,230	\$ 215,230
Regional Comprehensive Support Specialists	4	\$ 86,431	\$50,270	\$136,701	\$ 546,804
Travel+Supplies+Support Costs				\$ 26,845	\$2,335,546
	87				
TOTAL					\$16,784,610

ASSISTANCE TEAMS STATUTE RECOMMENDATIONS

The new model to support *chronically low performing schools* is predicated on the effective use of an assistance team structure. State statutes § 115C-105.37A; § 115C-105.38; § 115C-105.39 outline the authorities of such team. Based on the CARES initiative, DRS would like to request the following be added/clarified when referring to the assistance team that will be assigned to the chronically low performing districts and schools:

- Personnel for Assistance Teams (described in model section) are fully funded so the needed human capital can be assigned to districts and schools deemed as chronically low performing.
- Grants be made available for districts/schools assigned an assistance team to be used for purposes to improve student achievement (I.e. reductions in class size, hiring of interim superintendent; extension of teacher and assistant principal contracts, recruitment bonuses, extension of the instructional year, training, etc.) The concept of providing grants to districts for flexible school improvement use was piloted through SESSION LAW 2021-180; SENATE BILL 105.
- Allow Assistance Team the ability to recommend to State Board of Education the suspension of any powers and duties of the local board of education that the State Board considers are necessary or appropriate to improve student performance in the local school administrative unit while leaving the superintendent employment intact.
- Allow Assistance Teams to create a support “clustering” network for districts that allow for the regional hiring of highly qualified individuals in the areas of human resources and finance. This would allow the pooling of human capital in hard-to-staff areas of the state.
- As a result of noncompliance with the State Assistance Team, an interim superintendent can be appointed. Based on the CARES initiative pilot, we would strengthen legislation by:
 - Extending autonomy of interim superintendent to hire, fire, and enter into agreements to improve student achievement
 - Defining interim appointment as not more than 3 years
 - Requiring transition plan crafted by local board, interim superintendent, and Assistance Team Lead approved by State Board of Education
 - Defining role of local board of education, interim superintendent, and Assistance Team in hiring of new superintendent
 - Providing and funding a coaching period where interim superintendent overlaps to further support newly hired superintendent

NC ILA EXPANSION FOR INSTRUCTIONAL LEADERSHIP RECOMMENDATION⁷

Based on the initial progress of the North Carolina Instructional Leadership Academy (NC ILA) pilot work in one of the CARES districts, anecdotal evidence demonstrates that participants in the current program perceive the professional learning have deepened their skills as instructional leaders. The Wallace Foundation research on principal effectiveness supports the theory that there is no investment with a higher ceiling on its potential return than a successful effort to improve principal leadership. Therefore, DRS Leadership recommends the financial support from the General Assembly to develop the expansion of the NC ILA work to other districts who will make a commitment to this training and support the fidelity of its implementation with its low performing schools. Furthermore, to sustain this initiative, training will need to be provided to DPI staff that will help build the North Carolina Instructional Leadership Academy for future cohorts of school leaders.

SESSION LAW 2021-180, SENATE BILL 105 provided funding to provide coaching support and professional development for principals and school improvement leadership teams in low performing schools. The funds will be used to enroll all principals, principal supervisors, and two leadership team members of low performing schools that agree to participate in the academy over the next two years.

⁷ Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. “How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research.” New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

APPENDIX A

CARES INITIATIVE DISTRICT MODEL

DISTRICT MODEL				
Southwest	040	Anson County Schools		
			40306	Anson High School
			40309	Anson Middle
			40324	Morven Elementary
			40330	Wadesboro Elementary (4-5 school)
			40311	Wadesboro Primary (added as K-3 feeder)
North Central	640	Nash County Public Schools		
			640306	Baskerville Elementary (school coach)
			640308	Benvenue Elementary
			640320	Nash Central Middle
			640326	D S Johnson Elementary
			640328	Englewood Elementary
			640329	G R Edwards Middle
			640334	J W Parker Middle (school coach)
			640335	Rocky Mount Middle
			640336	Middlesex Elementary
			640342	CITI High School
			640346	Nash Central High
			640361	Rocky Mount High
			640376	Spring Hope Elementary
Sandhills	780	Public Schools of Robeson County		
			780320	Deep Branch Elementary
			780326	Fairmont Middle
			780330	L Gilbert Carroll Middle
			780336	Littlefield Middle
			780341	Lumberton Junior High
			780352	Orrum Middle
			780360	Parkton Elementary
			780364	Pembroke Elementary
			780368	Pembroke Middle
			780374	Peterson Elementary

DISTRICT MODEL

			780376	Piney Grove Elementary
			780392	Rex-Rennert Elementary
			780393	Red Springs Middle
			780394	Rosenwald Elementary
			780400	Saint Pauls Elementary
			780410	Townsend Middle
			780412	Union Chapel Elementary
			780417	W H Knuckles
Northeast	660	Northampton County Schools		
			660308	Conway Middle
			660320	Gaston Elementary (school closed)
			660325	Gaston Middle
			660336	Northampton County High School
			660360	Willis Hare Elementary
Northeast	940	Washington County Schools / Tyrrell County Schools		
			940306	Creswell Elementary
			940314	Pines Elementary
			890306	Columbia Middle
			890308	Tyrrell Elementary
			890304	Columbia High (as feeder pattern)

CARES INITIATIVE SCHOOL MODEL

SCHOOL MODEL				
Region	District Code	District	School Code	School
Piedmont-Triad	340	Forsyth County Schools	340492	Philo-Hill Magnet Academy
Piedmont-Triad	340	Forsyth County Schools	340568	Winston-Salem Preparatory Academy
Piedmont-Triad	340	Forsyth County Schools	340368	Easton Elementary School
Piedmont-Triad	340	Forsyth County Schools	340400	Ibrahim Elementary
Piedmont-Triad	340	Forsyth County Schools	340452	Mineral Springs Middle
Piedmont-Triad	340	Forsyth County Schools	340430	Diggs-Latham Elementary
Southeast	100	Brunswick County Schools	100338	Supply Elementary
Southeast	710	Pender County Schools	710348	West Pender Middle
Southeast	960	Wayne County Public Schools	960316	Carver Elementary
Southeast	960	Wayne County Public Schools	960329	Eastern Wayne Elementary
Southeast	960	Wayne County Public Schools	960312	Brogden Middle School
Southwest	600	Charlotte-Mecklenburg Schools	600489	Bruns Avenue Elementary
Piedmont-Triad	410	Guilford County Schools	410439	Kirkman Park Elementary
Southwest	490	Iredell-Statesville Schools	490319	Cloverleaf Elementary
Piedmont-Triad	292	Thomasville City Schools	292316	Liberty Drive Elementary
Sandhills	260	Cumberland County Schools	260358	Luther Nick Jeralds Middle
Sandhills	260	Cumberland County Schools	260372	Lewis Chapel Middle

SCHOOL MODEL

Sandhills	260	Cumberland County Schools	260402	Manchester Elementary
Sandhills	260	Cumberland County Schools	260336	Anne Chesnutt Middle
Sandhills	090	Bladen County Schools	090328	East Arcadia Elementary
Sandhills	240	Columbus County Schools	240376	Tabor City Middle
North Central	320	Durham Public Schools	320346	Lowe's Grove Middle
North Central	320	Durham Public Schools	320344	Fayetteville Street Elementary
North Central	910	Vance County Schools	910316	Vance County Middle School
North Central	910	Vance County Schools	910346	E O Young Jr Elementary
Northeast	80	Bertie County Schools	80312	Bertie High
Northeast	460	Hertford County Schools	460332	Riverview Elementary
Northeast	460	Hertford County Schools	460308	Ahoskie Elementary
Northeast	580	Martin County Schools	580316	South Creek Elementary
Northeast	580	Martin County Schools	580312	E J Hayes Elementary
Northeast	740	Pitt County Schools	740324	C M Eppes Middle
Northeast	740	Pitt County Schools	740310	Belvoir Elementary
Northeast	420	Halifax County Schools	420324	Enfield Middle S.T.E.A.M. Academy
Northeast	420	Halifax County Schools	420376	William R Davie Middle S.T.E.M. Academy
Northeast	420	Halifax County Schools	420316	Scotland Neck Elementary Leadership Academy

APPENDIX B

181 LOW PERFORMING SCHOOLS - FOUR CONSECUTIVE YEARS

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Alamance-Burlington Schools	010310	Broadview Middle	Piedmont-Triad	Y	Y	Y	Y
Alamance-Burlington Schools	010354	Harvey R Newlin Elementary	Piedmont-Triad	Y	Y	Y	Y
Alamance-Burlington Schools	010357	Haw River Elementary	Piedmont-Triad	Y	Y	Y	Y
Alamance-Burlington Schools	010358	Hillcrest Elementary	Piedmont-Triad	Y	Y	Y	Y
Alamance-Burlington Schools	010364	North Graham Elementary	Piedmont-Triad	Y	Y	Y	Y
Alamance-Burlington Schools	010394	Turrentine Middle	Piedmont-Triad	Y	Y	Y	Y
Anson County Schools	040309	Anson Middle	Southwest	Y	Y	Y	Y
Anson County Schools	040324	Morven Elementary	Southwest	Y	Y	Y	Y
Anson County Schools	040330	Wadesboro Elementary	Southwest	Y	Y	Y	Y
Bertie County Schools	080312	Bertie High	Northeast	Y	Y	Y	Y
Bladen County Schools	090328	East Arcadia Elementary	Sandhills	Y	Y	Y	Y
Brunswick County Schools	100338	Supply Elementary	Southeast	Y	Y	Y	Y
Cabarrus County Schools	130313	Concord Middle	Southwest	Y	Y	Y	Y
Cabarrus County Schools	130328	Royal Oaks Elementary	Southwest	Y	Y	Y	Y
Cabarrus County Schools	130340	Wincoff Elementary	Southwest	Y	Y	Y	Y
Caswell County Schools	170338	N L Dillard Middle	Piedmont-Triad	Y	Y	Y	Y
Chatham County Schools	190312	Chatham Middle	North Central	Y	Y	Y	Y
Columbus County Schools	240376	Tabor City Middle	Sandhills	Y	Y	Y	Y
Craven County Schools	250360	Oaks Road Academy	Southeast	Y	Y	Y	Y
Cumberland County Schools	260336	Anne Chesnutt Middle	Sandhills	Y	Y	Y	Y
Cumberland County Schools	260358	Luther Nick Jeralds Middle	Sandhills	Y	Y	Y	Y
Cumberland County Schools	260372	Lewis Chapel Middle	Sandhills	Y	Y	Y	Y
Cumberland County Schools	260402	Manchester Elementary	Sandhills	Y	Y	Y	Y
Cumberland County Schools	260425	South View Middle	Sandhills	Y	Y	Y	Y
Thomasville City Schools	292316	Liberty Drive Elementary	Piedmont-Triad	Y	Y	Y	Y
Durham Public Schools	320320	Glenn Elementary	North Central	Y	Y	Y	Y
Durham Public Schools	320338	James E Shepard Middle	North Central	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Durham Public Schools	320344	Fayetteville Street Elementary	North Central	Y	Y	Y	Y
Durham Public Schools	320346	Lowe's Grove Middle	North Central	Y	Y	Y	Y
Durham Public Schools	320374	C C Spaulding Elementary	North Central	Y	Y	Y	Y
Edgecombe County Public School	330312	Coker-Wimberly Elementary	North Central	Y	Y	Y	Y
Edgecombe County Public School	330334	Princeville Elementary	North Central	Y	Y	Y	Y
Edgecombe County Public School	330350	SouthWest Edgecombe High	North Central	Y	Y	Y	Y
Edgecombe County Public School	330354	Stocks Elementary	North Central	Y	Y	Y	Y
Edgecombe County Public School	330358	Tarboro High	North Central	Y	Y	Y	Y
Forsyth County Schools	340308	Ashley Academy	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340314	Bolton Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340366	East Forsyth Middle School	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340368	Easton Elementary School	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340376	Forest Park Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340390	Hall-Woodward Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340400	Ibrahim Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340424	Kimberley Park Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340430	Diggs-Latham Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340452	Mineral Springs Middle	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340476	Old Town Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340492	Philo-Hill Magnet Academy	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340514	Smith Farm Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340530	Speas Elementary	Piedmont-Triad	Y	Y	Y	Y
Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Piedmont-Triad	Y	Y	Y	Y
Gaston County Schools	360332	Bessemer City Central Elem	Southwest	Y	Y	Y	Y
Gaston County Schools	360520	Woodhill Elementary	Southwest	Y	Y	Y	Y
Granville County Schools	390309	Butner-Stem Middle	North Central	Y	Y	Y	Y
Granville County Schools	390316	Creedmoor Elementary	North Central	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Guilford County Schools	410307	Edwin A Alderman Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410310	Allen Jay Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410325	Swann Middle School	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410328	Bessemer Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410331	Bluford Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410334	Brightwood Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410349	Ceasar Cone Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410366	Waldo C Falkener Sr Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410373	Julius I Foust Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410376	Cyrus P Frazier Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410402	Otis L Hairston Sr Middle	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410439	Kirkman Park Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410462	Ronald E. McNair Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410478	Murphey Traditional Academy	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410496	Northwood Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410505	Oak View Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410517	Peeler Open Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410532	Rankin Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410583	Vandalia Elementary	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410592	Welborn Middle	Piedmont-Triad	Y	Y	Y	Y
Guilford County Schools	410598	Wiley Accel/Enrichment	Piedmont-Triad	Y	Y	Y	Y
Halifax County Schools	420316	Scotland Neck Elementary Leadership Acad	Northeast	Y	Y	Y	Y
Halifax County Schools	420324	Enfield Middle S.T.E.A.M. Academy	Northeast	Y	Y	Y	Y
Halifax County Schools	420376	William R Davie Middle S.T.E.M. Academy	Northeast	Y	Y	Y	Y
Weldon City Schools	422314	Weldon Elementary Global Academy	Northeast	Y	Y	Y	Y
Weldon City Schools	422315	Weldon STEM High School Career Academies	Northeast	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Hertford County Schools	460308	Ahoskie Elementary	Northeast	Y	Y	Y	Y
Hertford County Schools	460332	Riverview Elementary	Northeast	Y	Y	Y	Y
Iredell-Statesville Schools	490319	Cloverleaf Elementary	Southwest	Y	Y	Y	Y
Iredell-Statesville Schools	490345	N B Mills Elementary	Southwest	Y	Y	Y	Y
Iredell-Statesville Schools	490352	Statesville Middle	Southwest	Y	Y	Y	Y
Iredell-Statesville Schools	490354	Statesville High	Southwest	Y	Y	Y	Y
Jackson County Schools	500337	Smokey Mountain Elementary	Western	Y	Y	Y	Y
Johnston County Schools	510310	Benson Middle	North Central	Y	Y	Y	Y
Johnston County Schools	510330	Cooper Academy	North Central	Y	Y	Y	Y
Johnston County Schools	510344	North Johnston Middle	North Central	Y	Y	Y	Y
Johnston County Schools	510390	Selma Middle School	North Central	Y	Y	Y	Y
Johnston County Schools	510396	West Smithfield Elementary	North Central	Y	Y	Y	Y
Lenoir County Public Schools	540315	Kinston High	Southeast	Y	Y	Y	Y
Lenoir County Public Schools	540325	Northeast Elementary	Southeast	Y	Y	Y	Y
Lenoir County Public Schools	540338	Southeast Elementary	Southeast	Y	Y	Y	Y
Martin County Schools	580312	E J Hayes Elementary	Northeast	Y	Y	Y	Y
Martin County Schools	580316	South Creek Elementary	Northeast	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600308	Allenbrook Elementary	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600341	Cochrane Collegiate Academy	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600364	Military and Global Leadership Academy	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600374	Druid Hills Academy	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600381	Eastway Middle	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600428	James Martin Middle	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600474	Newell Elementary	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600489	Bruns Avenue Elementary	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600517	Reid Park Academy	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600520	Sedgefield Middle	Southwest	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Charlotte-Mecklenburg Schools	600545	Starmount Acad of Excellence	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600550	Sterling Elementary	Southwest	Y	Y	Y	Y
Charlotte-Mecklenburg Schools	600562	Tuckasegee Elementary	Southwest	Y	Y	Y	Y
Montgomery County Schools	620339	West Middle	Sandhills	Y	Y	Y	Y
Moore County Schools	630348	Robbins Elementary	Sandhills	Y	Y	Y	Y
Moore County Schools	630350	Southern Middle	Sandhills	Y	Y	Y	Y
Nash-Rocky Mount Schools	640306	Baskerville Elementary	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640308	Benvenue Elementary	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640326	D S Johnson Elementary	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640329	G R Edwards Middle	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640334	J W Parker Middle	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640335	Rocky Mount Middle	North Central	Y	Y	Y	Y
Nash-Rocky Mount Schools	640336	Middlesex Elementary	North Central	Y	Y	Y	Y
New Hanover County Schools	650312	R Freeman Sch of Engineering	Southeast	Y	Y	Y	Y
New Hanover County Schools	650384	A H Snipes Academy of Arts/Des	Southeast	Y	Y	Y	Y
New Hanover County Schools	650392	Williston Middle	Southeast	Y	Y	Y	Y
Northampton County Schools	660320	Gaston Elementary	Northeast	Y	Y	Y	Y
Northampton County Schools	660325	Gaston Middle	Northeast	Y	Y	Y	Y
Northampton County Schools	660336	Northampton County High School	Northeast	Y	Y	Y	Y
Northampton County Schools	660360	Willis Hare Elementary	Northeast	Y	Y	Y	Y
Onslow County Schools	670312	Clyde Erwin Elementary	Southeast	Y	Y	Y	Y
Pasquotank County Schools	700308	Elizabeth City Middle	Northeast	Y	Y	Y	Y
Pasquotank County Schools	700318	Pasquotank Elementary	Northeast	Y	Y	Y	Y
Pasquotank County Schools	700320	P W Moore Elementary	Northeast	Y	Y	Y	Y
Pender County Schools	710348	West Pender Middle	Southeast	Y	Y	Y	Y
Pitt County Schools	740310	Belvoir Elementary	Northeast	Y	Y	Y	Y
Pitt County Schools	740324	C M Eppes Middle	Northeast	Y	Y	Y	Y
Pitt County Schools	740375	Northwest Elementary	Northeast	Y	Y	Y	Y
Pitt County Schools	740390	South Greenville Elementary	Northeast	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Randolph County Schools	760357	Southeastern Randolph Middle	Piedmont-Triad	Y	Y	Y	Y
Randolph County Schools	760382	Uwharrie Ridge Six-Twelve	Piedmont-Triad	Y	Y	Y	Y
Robeson County Schools	780320	Deep Branch Elementary	Sandhills	Y	Y	Y	Y
Robeson County Schools	780324	Fairgrove Middle	Sandhills	Y	Y	Y	Y
Robeson County Schools	780329	Janie C Hargrave Elem	Sandhills	Y	Y	Y	Y
Robeson County Schools	780330	L Gilbert Carroll Middle	Sandhills	Y	Y	Y	Y
Robeson County Schools	780341	Lumberton Junior High	Sandhills	Y	Y	Y	Y
Robeson County Schools	780352	Orrum Middle	Sandhills	Y	Y	Y	Y
Robeson County Schools	780390	R B Dean Elementary	Sandhills	Y	Y	Y	Y
Robeson County Schools	780402	South Robeson High	Sandhills	Y	Y	Y	Y
Robeson County Schools	780410	Townsend Middle	Sandhills	Y	Y	Y	Y
Rockingham County Schools	790374	Reidsville Middle	Piedmont-Triad	Y	Y	Y	Y
Rowan-Salisbury Schools	800314	Erwin Middle	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800315	Overton Elementary	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800328	Corriher Lipe Middle	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800346	Koontz Elementary	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800360	Hurley Elementary	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800373	North Rowan Elementary	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800376	North Rowan High	Southwest	Y	Y	Y	Y
Rowan-Salisbury Schools	800410	West Rowan Middle	Southwest	Y	Y	Y	Y
Union County Public Schools	900308	East Union Middle	Southwest	Y	Y	Y	Y
Union County Public Schools	900314	Monroe Middle	Southwest	Y	Y	Y	Y
Vance County Schools	910316	Vance County Middle School	North Central	Y	Y	Y	Y
Vance County Schools	910346	E O Young Jr Elementary	North Central	Y	Y	Y	Y
Vance County Schools	910370	Vance County High School	North Central	Y	Y	Y	Y
Wake County Schools	920352	Bugg Elementary	North Central	Y	Y	Y	Y

District Name	School Code	School Name	State Board Region	Low Performing 2018-19	Low Performing 2017-18	Low Performing 2016-17	Low Performing 2015-16
Wake County Schools	920403	East Garner Elementary	North Central	Y	Y	Y	Y
Wake County Schools	920410	East Wake Middle	North Central	Y	Y	Y	Y
Wake County Schools	920440	Green Elementary	North Central	Y	Y	Y	Y
Wake County Schools	920599	Walnut Creek Elementary	North Central	Y	Y	Y	Y
Wake County Schools	920601	Wendell Middle	North Central	Y	Y	Y	Y
Warren County Schools	930340	Northside K-8	North Central	Y	Y	Y	Y
Warren County Schools	930354	Warren County Middle	North Central	Y	Y	Y	Y
Washington County Schools	940314	Pines Elementary	Northeast	Y	Y	Y	Y
Wayne County Public Schools	960312	Brogden Middle	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960316	Carver Elementary	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960326	Dillard Middle	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960329	Eastern Wayne Elementary	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960331	Eastern Wayne Middle	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960335	Goldsboro High	Southeast	Y	Y	Y	Y
Wayne County Public Schools	960338	Grantham Middle	Southeast	Y	Y	Y	Y
Wilson County Schools	980308	B O Barnes Elementary	North Central	Y	Y	Y	Y
Wilson County Schools	980356	Margaret Hearne Elementary	North Central	Y	Y	Y	Y
Wilson County Schools	980357	Vick Elementary	North Central	Y	Y	Y	Y
Wilson County Schools	980390	Toisnot Middle	North Central	Y	Y	Y	Y