Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

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

SL 2015-245 (HB97),

Sec. 8.25(b)

G.S. 115C-12(25)

(Formerly)Implementation of the ABCs and Statewide Consolidated Assistance Program

2014-15 School Year

Date Due: January 15, 2016 (Annually, October 15, 2016)
Report #11
DPI Chronological Schedule, 2015-16

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Report to the Joint Legislative Education Oversight Committee on Low Performing Districts and Schools, Improvement Planning, and Statewide Support

Executive Summary

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 contains information regarding the implementation of new and/or amended statute in G. S. §115C-105.37. Identification of low-performing schools and G. S. §115C-105.39A. Identification of low-performing local school administrative units**.** Specifically, the report provides a summary of the 2014-15 accountability results for low performing districts and schools, specifically around the School Performance Grades and EVAAS Growth status, and the steps and process initiated by the North Carolina Department of Public Instruction to support those districts and schools identified as low performing. Additionally, the report includes appendices with the resources, documents, and calendar of events provided to districts and schools across the state with low performing schools.

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Overview of Legislation and District/School Data

The following report provides a brief summary of legislative changes in the definition of low performing schools and the addition of a new designation and definition for low performing districts. In addition, the report provides final results of performance and growth data for low performing districts and schools for the 2014–15 school year based on the analysis of School Performance Grades (SPG) and EVAAS Growth data according to the End of Grade (EOG) and End of Course (EOC) assessments, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The report presents the following information and data:

1. Summary of amended and new legislation concerning low performing districts and schools
2. Summary of legislative requirements and timeline
3. Summary of Low Performing Local School Administrative Units and Schools

Legislation

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. Included in both the amended and new designations were specifically defined processes, procedures, and requirements for low performing schools and districts. The following tables provide summary information regarding the legislative changes having an immediate impact on North Carolina schools and districts now designated as low performing and the requirements based on the new legislation:

Table 1: September 2015 Statute for Low Performing Schools and Local School Administrative Units

General Statute	Explanation
§ 115C-105.37. Identification of low-performing schools	Established a new definition for low performing schools as 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**"
§ 115C-105.39A. Identification of low-performing local school administrative units	Established a new designation and definition for a low performing local school administrative as a unit in which the **majority** of the schools in that unit that received a school performance grade and school growth score have been identified as **low-performing schools**

Table 2: October 2015 Implementation of New Requirements

Requirement According to Legislation	Explanation	Timeline/Deadline
Identification	State Board of Education identifies low performing schools and low performing districts	Annually
Low Performing Schools		
Principal Decision	Superintendent determines from 4 options employment of the principal of each low performing school	Within 30 days of low performing designation
School Plan for Improvement	A preliminary plan for improving both the school performance grade and school growth score submitted to the local board	Within 30 days of low performing designation
Written Notification to Parents	Including information about the grade, growth and plan for improvement	Within 30 days of low performing designation
Local Board Approval of Improvement Plan	Local Board approves, modifies, or rejects preliminary plan	Within 30 days of receiving the plan
Submit plan to State Board	The plan is submitted to the State Board for feedback	Within 5 days of local board approval
Feedback regarding the plan	The State Board reads and provides specific feedback about the plan	Expeditiously
Consider feedback	Local board amends the plan as needed and submits final plan to the State Board	After final approval
Access to the final plan	The final plan is accessible through local school administrative unit website and the NC Department of Public Instruction's website	Upon final submission
Low Performing Local School Administrative Unit		
Principal Decision	Superintendent determines from 4 options employment of the principal of each low performing school	Within 30 days of low performing designation
District Plan for Improvement	A preliminary plan for improving both the school performance grade and school growth score of each low performing school submitted to the local board	Within 30 days of low performing designation
Written Notification to Parents and Staff in Low Performing Schools	Including information about the grade, growth and plan for improvement	Within 30 days of low performing designation
Local Board Approval of Improvement Plan	Local Board approves, modifies, or rejects preliminary plan	Within 30 days of receiving the plan
Submit plan to State Board	The plan is submitted to the State Board for feedback	Within 5 days of local board approval
Feedback regarding the plan	The State Board reads and provides specific feedback about the plan	Expeditiously

Consider feedback	Local board amends the plan as needed and submits final plan to the State Board	After final approval
Access to the final plan	The final plan is accessible through local school administrative unit website and the NC Department of Public Instruction's website	Upon final submission

Low Performing Districts and Schools

In October of 2015 the NC State Board of Education approved the lists of low performing schools, traditional and charter, and low performing local school administrative units. The full list of schools and districts can be found in the Appendix beginning on page 104. The table below provides a summary of the low performing schools and districts.

Table 3: Summary of the 2014-15 Low Performing Traditional Schools, Charter Schools and Districts

Designation	Total	Southeast Region	Northeast Region	North Central Region	Sandhills Region	Piedmont-Triad Region	Northwest Region	Southwest Region	Western Region
Low Performing Traditional Schools	547	53	53	126	77	97	20	109	12
Low Performing Public Charter Schools	34	4	1	8	3	5	2	11	--
Low Performing Local Administrative Unit	15	1	5	2	3	--	1	3	--

Overview of North Carolina Department of Public Instruction Support

The North Carolina Department of Public Instruction (NCDPI) responded to the change in legislation with a series of support services to guide districts and schools through the requirements. Upon the State Board's approval of the low performing local administrative units' and low performing schools' lists, immediate communication was shared with all superintendents and charter school directors regarding next steps. The Department's District and School Transformation (DST)

Division provided multiple opportunities to attend a webinar explaining the requirements of the new law and the processes and procedures in place to support districts and schools through the requirements. At the same time DST, in collaboration with NCDPI's Information Technology, developed a website to house resources for districts and schools to access through the process (https://www.rep.dpi.state.nc.us/dstplan/).

Table 4 below lists the support and corresponding resources provided to all districts and schools. Included in Appendix B are samples of each of the resources listed.

Table 4: Support and Resources Provided to Low Performing Districts and Schools

Support	Resource	Appendix B
Notification to Superintendents	Letter	Pages 14-16
Webinar for Low Performing Schools	October 2, 2015 October 5, 2015 October 13, 2015	Pages 17-25
Webinar for Low Performing Districts	October 2, 2015 October 5, 2015 October 13, 2015	Pages 26-35
Notification to the Public	Sample letter	Pages 36-37
Notification to Parents in low performing schools in low performing districts	Sample letter	Pages 38-39
Notification to Parents in low performing schools	Sample letter	Pages 40-41
District Improvement Plan	District Improvement Plan template	Pages 42-48
School Improvement Plan	School Improvement Plan template	Pages 49-55
General Feedback	Letter	Pages 56-57
Specific Feedback on each plan submitted	Feedback Form Sample	Pages 58-66

Service Delivery Model for Services to Low Performing Districts and Schools from District and School Transformation

District and School Transformation staff, while providing specific feedback to each individual plan, considered multiple service delivery options for low performing districts and schools. The North Carolina Statewide System of Support provides support for all districts and schools through a Service Support Team structure based on the State Board regions. Cross-divisional representatives within the NCDPI serve on these regionalized teams to analyze data and identify needs and deploy available resources for support. In addition, tiered services of more intensive, customized support will be provided by the staff of District and School Transformation. Table 5 provides an overview of personnel in the District and School Transformation Division.

Table 5: District and School Transformation Staff to Serve Low Performing Districts and Schools

District Transformation Coaches	**6** ***(1 Full Time in Halifax and 50% Lead)*** **4.5**
School Transformation Coaches	**11** ***(1 Full Time in Halifax)*** **10**
Elementary Instructional Coaches	**9** ***(2 Full Time in Halifax)*** **7**
Secondary Instructional Coach ELA	**4** ***(50% of 1 Position in Halifax)*** **3.5**
Secondary Instructional Coach Math	**4** ***(50% of 1 Position in Halifax)*** **3.5**
Secondary Instructional Coach Science	**2** ***(1 Full Time in Halifax)*** **1**
Instructional Review Coaches	**6** ***(Complete 30 CNAs Spring 2016)***
Vacant Positions	**5** ***(Fill Based on Needs and Service)***
Summary	**Serving Halifax= 6.5 Positions**
	Coaching Services = 32.5 Positions ***(Including Vacancies)***

Based on this staffing and consideration of budget constraints within the NCDPI, the following process was utilized for determining services District and School Transformation could provide.

Process for Determining Service Delivery

Step 1: Telephone contacts with superintendents in 86 Districts (Number of Districts with Low Performing Schools) to discuss tiered services.
Step 2: Create potential options for services through District and School Transformation Staff including cost analysis for travel.
Step 3: Select criteria for delivery of service and inform State Board

Table 6 provides a summary of the Service Delivery and deployment of District and School Transformation staff.

Table 6: Proportional Service to 75 Schools

348 Schools *(Removes Big 10 Districts, Charters, and Alternatives who would be served through the Service Support Team and DPI initiatives)*
Elementary – 187
Middle – 124
High School – 37

Provide scaled (Intensive to Consult) District Transformation Coaching services to all Low Performing Districts

Provide a Comprehensive Needs Assessment for 30 schools per semester/60 schools per year

Schools are identified from the lowest performing up using the Grade Level Proficient Performance Composite to reach the numbers below

Elementary Schools
Serves **38** schools (50% of 75)
Middle Schools
Serves **26** schools (35% of 75)
High Schools
Serves **11** schools (15% of 75)

District and School Transformation Service and Support

To embed strategies that should support long-term sustained progress for low performing districts and schools, District and School Transformation Division will work collaboratively with the district and/or school to provide both professional development and direct in-school, customized coaching support designed to develop the leadership capacity of central office staff, principals, and teachers. Appendix B, beginning on page 69, provides the evaluation of the DST service and support that has yielded powerful results for districts and schools previously served. Following are strategies implemented by the division to support and serve the districts and schools identified above:

Comprehensive Needs Assessments
Comprehensive Needs Assessments involve the collection and analysis of data to assess districts' and schools' processes, procedures, and instructional practices and their impact on student learning. Prior to the assessment, professional development is provided to principals and central office staff that explains the following:

- the Comprehensive Needs Assessment process;

- the rubric utilized during the district/school assessment ;
- personnel's role in the assessment; and
- preparation of a Self-Evaluation that begins the review process.

The site visit conducted as part of the process consists of the following:

- collaborative discussions with district and school leadership;
- classroom visits; and
- focus group sessions with teachers, students, and parents.

The assessment culminates with a report that

- triangulates the evidence found during the assessment process;
- is written in draft form and sent to district and school leadership for a check of factual accuracy; and
- is finalized and provided to district, school, and Department of Public Instruction leaders.

Coaching for Sustainable Change

In addition to the information provided through a comprehensive assessment, transformation coaches are provided to the identified districts and schools. Transformation coaches have the specific responsibility to build the capacity of teachers, principals, and superintendents to implement and sustain reform and innovation and to ensure that all students graduate prepared for college and work.

Two models utilized by District and School Transformation address the needs of the 15 districts and 75 schools served. The District Transformation model provides support at three levels within the district: district leadership, school leadership, and classroom instruction. The School Transformation model provides support at two levels within the school: school leadership and classroom instruction.

The following descriptions of the three levels of coaching support identify the major responsibilities of the District and School Transformation coach at the district, school, and instructional level.

District Leadership Coaching

District Transformation Coaches (DTCs) have been assigned to work with the superintendents in low performing school districts. These coaches have had successful experience as a superintendent or central office administrator and have strong interpersonal skills, knowledge about state and federal accountability models, and an understanding of the change process. Responsibilities of the District Transformation Coaches include the following:

- building collaborative partnerships with leadership;
- facilitating the planning processes for change;
- coordinating the resources of the Department of Public Instruction divisions to serve the district; and
- encouraging and monitoring the use of research-based best practices.

School Leadership Coaching

School Transformation Coaches (STCs) have been assigned to work with principals of the schools served and to develop these principals as instructional leaders consistent with the North Carolina Standards for School Executives. These coaches are former principals who are knowledgeable about state and federal accountability models; who understand change management processes; who have the capacity to realize potential and provide support to ensure success; who understand alignment of curriculum, instruction, and assessment; and who have effective interpersonal skills. Responsibilities of the STCs include the following:

- leading change that advances student achievement;
- facilitating planning processes, coaching, and service delivery;
- communicating clearly with the principal, District Transformation Coach, Instructional Coaches, and Department of Public Instruction staff;
- facilitating a productive climate for the school to organize tasks and make effective decisions; and
- modeling effective, research-based instructional practices.

Instructional Coaching

Instructional Coaches (ICs) have been assigned to provide on-site support for classroom teachers. This coaching is designed to develop teachers as leaders who take responsibility for the progress of all students, a focus which is consistent with the North Carolina Professional Teaching Standards. ICs have had successful experiences as classroom teacher leaders; are knowledgeable of state and federal accountability models; demonstrate a thorough understanding of North Carolina's Standard Course of Study; and have expertise in best instructional practices, classroom management, effective professional development, and curricular alignment. The responsibilities of the ICs include the following:

- providing on-site, job-embedded professional development;
- leading change to advance student achievement;
- modeling classroom instructional strategies;
- communicating with school and district leadership, District and School Transformation Coaches, as well as Department of Public Instruction staff; and
- building capacity and developing structures that support sustainable improvement and change.

Appendix

Notification Letter to Superintendents

October 1, 2015

TO LEA Superintendents
Charter School Directors

FROM Rebecca G. Garland, Deputy State Superintendent
Office of the Deputy State Superintendent

Nancy N. Barbour, Director
District and School Transformation

Low Performing Districts and Schools

Congratulations on a successful opening of schools. Since approximately seventy percent of the school districts in the state are impacted by the new low performing statute, we included all of you in this information and invite you to participate to learn new statutory requirements. As a superintendent of a district with one or more schools that were identified as low performing or a superintendent seeking further information regarding low performing schools and districts, we would like to invite you to attend a webinar on *Friday, October 2, 2015 or Monday, October 5, 2015(specific times are listed below).* The purpose of this webinar is to review the final list of low performing district(s) and school(s) and to discuss with you the statutory requirements and potential services and support the Department can provide. In addition, we will include general information regarding Priority and Focus Schools.

Friday, October 2, 2015 1:00-2:00 PM Low Performing Schools Information from DST
Registration URL: https://attendee.gotowebinar.com/register/2613418562468546306

Friday, October 2, 2015 3:00-4:00 PM Low Performing District Information from DST
Registration URL: https://attendee.gotowebinar.com/register/4340630383425641730

Monday, October 5, 2015 10:00-11:00 AM Low Performing District Information from DST (Repeat)
Registration URL: https://attendee.gotowebinar.com/register/3834724192764994050

Monday, October 5, 2015 1:00-2:00 PM Low Performing Schools Information from DST (Repeat)

Registration URL: https://attendee.gotowebinar.com/register/6721108241932802818

In preparation for our webinar, the following information provides an overview of the new statutory definition and requirements for low performing districts and schools, a summary of the NC Statewide System of Support and details on tiered services provided by District and School Transformation.
Low Performing LEAs are those administrative units in which the majority of the schools in that unit have been identified as low-performing (*NC G.S. 115C-39A)*.

Low Performing Schools are those schools receiving a D or F School Performance Grade **and** a "met expected growth" or "not met expected growth" status (*NC G.S. 115C-105.37)*.

All low performing schools and districts are required to submit plans for improving School Performance Grades and student growth to the NC State Board of Education. In order to assist you in understanding the requirements for both a low performing LEA and/or low performing school, we have attached a flow chart explaining the requirements and timeline for submission and feedback. The following information provides an overview to the Statewide System of Support and the tiered direct services you may be receiving through District and School Transformation.

NC Statewide System of Support

North Carolina's Statewide System of Support is coordinated and monitored primarily through three leadership councils. The leadership structure includes a Senior Leadership Council, a Service Advisory Council, and four Service Support Teams.
The **Senior Leadership Council** is comprised of NCDPI senior leadership and meets quarterly to manage the selection of districts and schools that will receive the most intensive support as well as monitoring progress toward the priority objectives.
The **Service Advisory Council** is comprised of a core group of division directors who collect qualitative and quantitative data to identify priority needs across the state. This council identifies current initiatives being provided to the region by the agency; reviews comprehensive needs assessment outcomes; identifies gaps and redundancies; targets available resources to identified needs; and routes continued services through NCDPI staff assigned to regions, districts, and schools.
Four **Service Support Teams** are comprised of regional NCDPI staff and meet monthly to analyze data to develop and implement targeted professional learning, identify and develop resources for educator growth and improvement, guide LEAs and Charters with effective resource allocation decisions, and assess and modify the quality and alignment of the services provided by the team.

District and School Transformation Support

LEAs and schools with the greatest need are identified for direct support through the District and School Transformation division. Support is customized to address specific needs of schools and districts and is organized within three levels:

1. **Intensive Support and Intervention** through facilitated data-based priority alignment, district and/or school leadership coaching to support effective systems and processes, and instructional modeling and coaching to support student growth and achievement.
2. **Moderate Support and Intervention** through collaborative leadership coaching to support effective decision making and customized professional development for district and school personnel.
3. **Independent with General Support** through consultative dialogue between agency staff and district/school staff.

Some of the low performing districts and schools will receive support through the District and School Transformation division. These districts and schools may receive one or more of the following services:

- Comprehensive Needs Assessment
- District and/or school leadership coaching
- Classroom instructional coaching
- Customized professional development

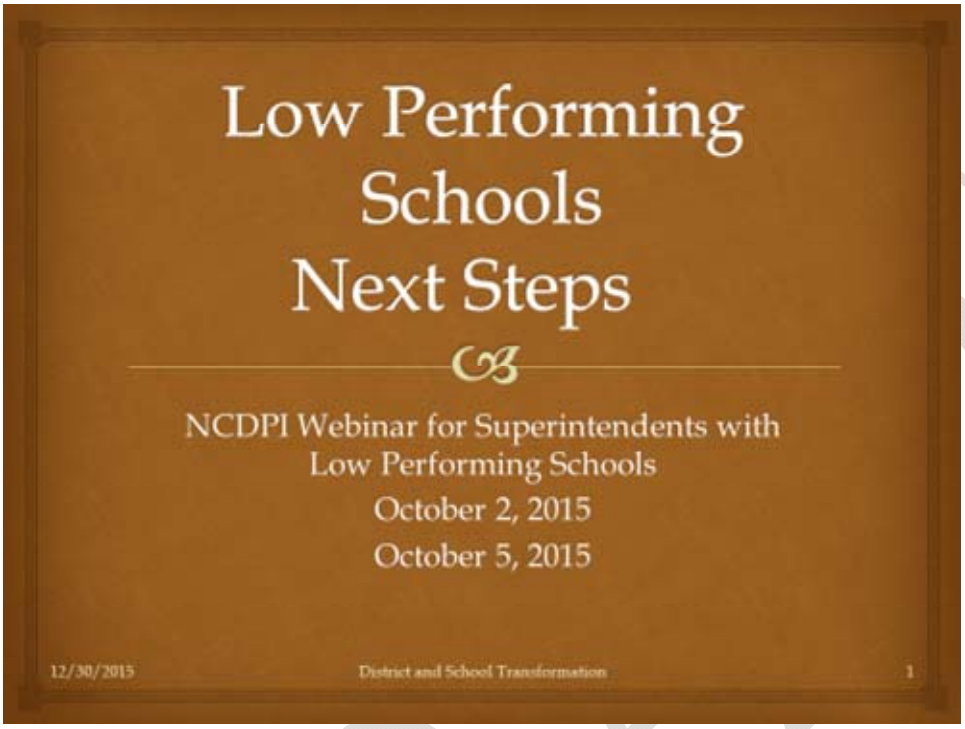
Support to these districts and schools will focus on the following measurable goals and objectives:

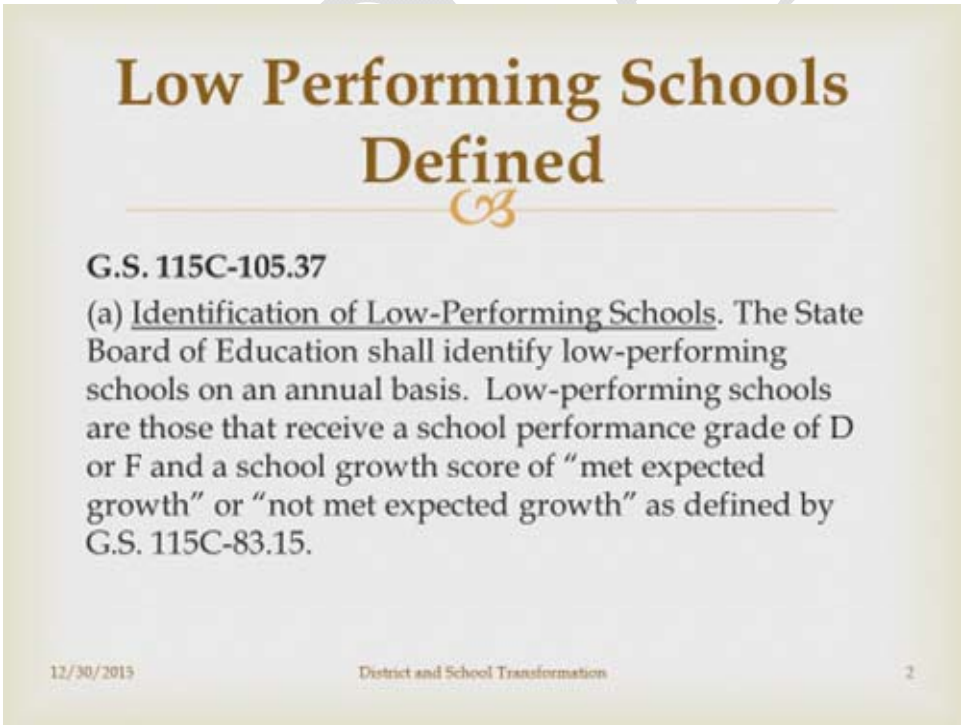
- Increase the percentage of students achieving proficiency on State assessments
- Progress in meeting and exceeding growth
- Improvement in the School Performance Grade
- Progress in the number and percentage of students successfully graduating from high school
- Assisting the school in making data-driven decisions to improve student achievement
- Increasing the school's capacity to achieve student academic growth over time for all student subgroups
- Enhancing the staff's knowledge and delivery of best practices and,
- Building the skills of teachers and administrators

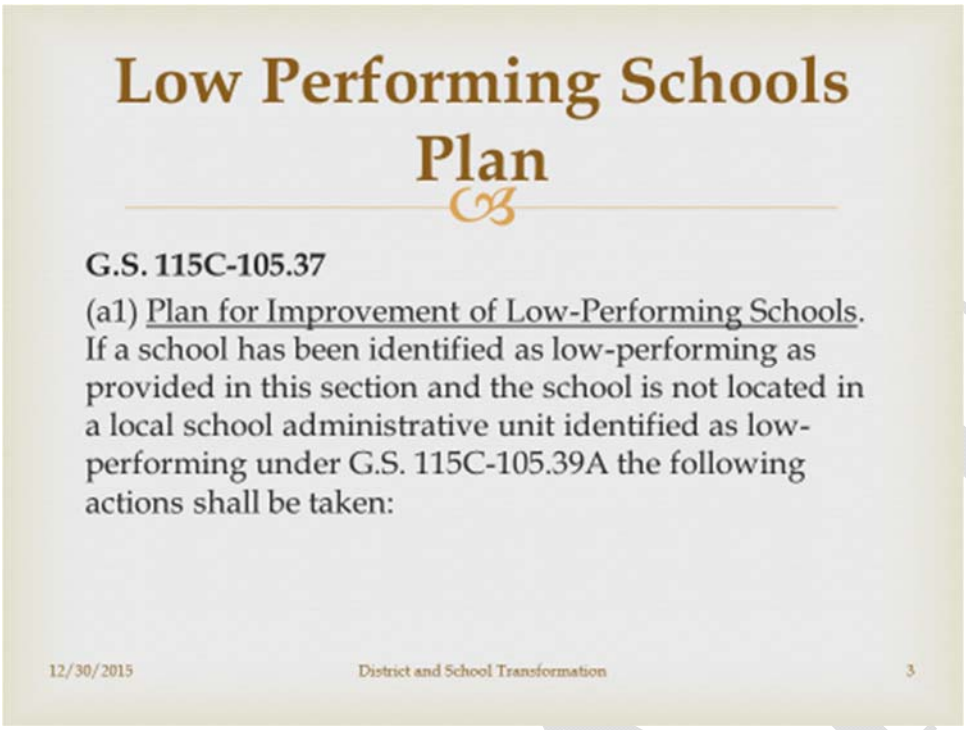
During the webinar on October 2nd or 5th, we will briefly review the expectations and answer any questions you might have. Attached are documents that describe the process, timeline and statutory requirements for Low Performing Districts and Schools. District and School Transformation staff members are ready to work with you to craft intensive change strategies focused around improving School Performance Grades and exceeding growth expectations.

DRAFT

Low Performing Schools Webinar Presentation Slides






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:
12/30/2015
District and School Transformation
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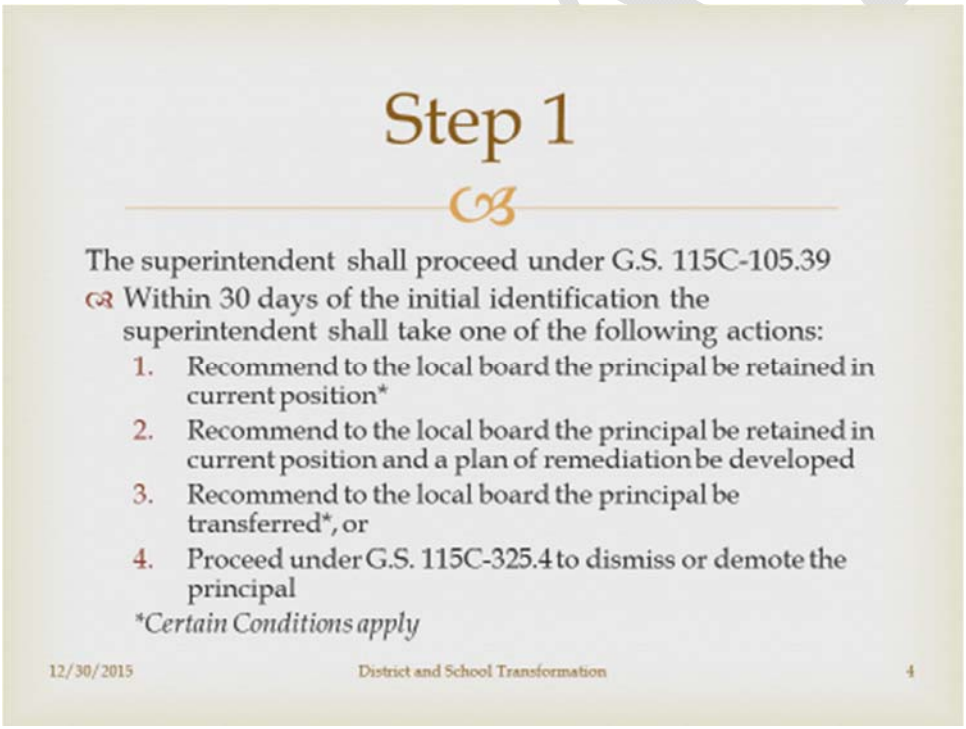
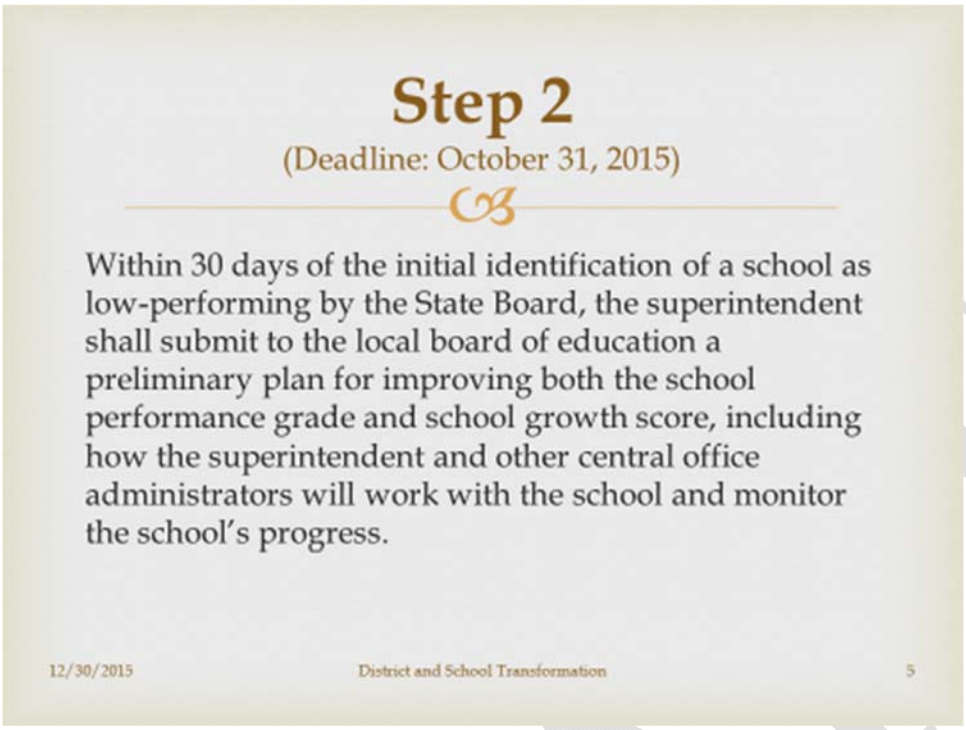
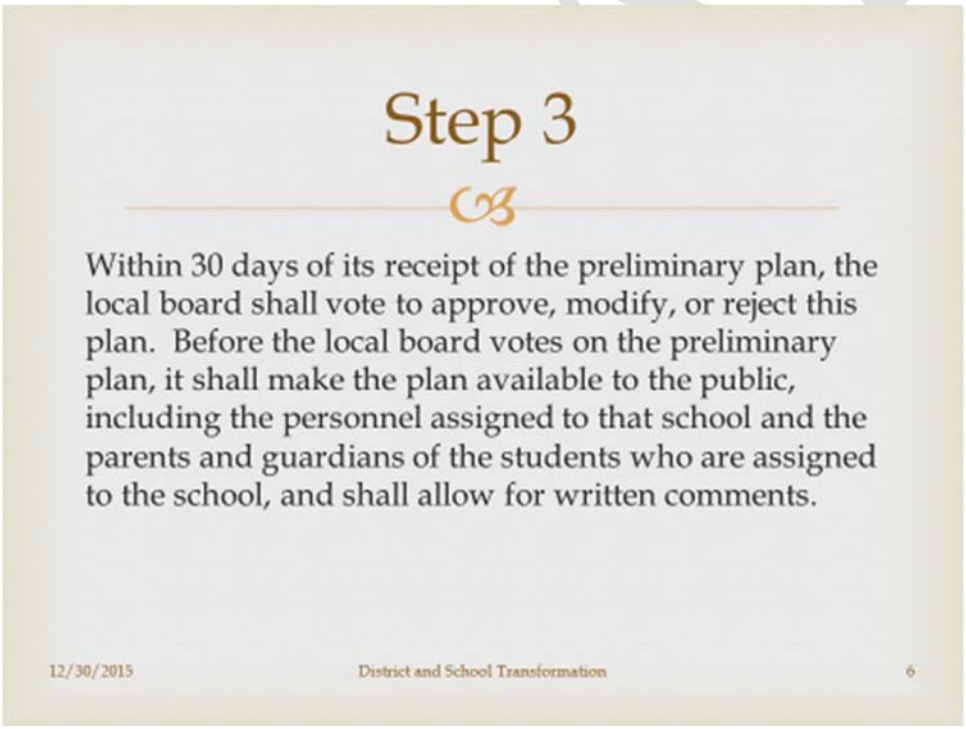

Step 1
The superintendent shall proceed under G.S. 115C-105.39
Within 30 days of the initial identification the superintendent shall take one of the following actions:
1. Recommend to the local board the principal be retained in current position*
2. Recommend to the local board the principal be retained 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
12/30/2015
District and School Transformation
4


Step 2
(Deadline: October 31, 2015)
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.
12/30/2015
District and School Transformation
5


Step 3
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.
12/30/2015
District and School Transformation
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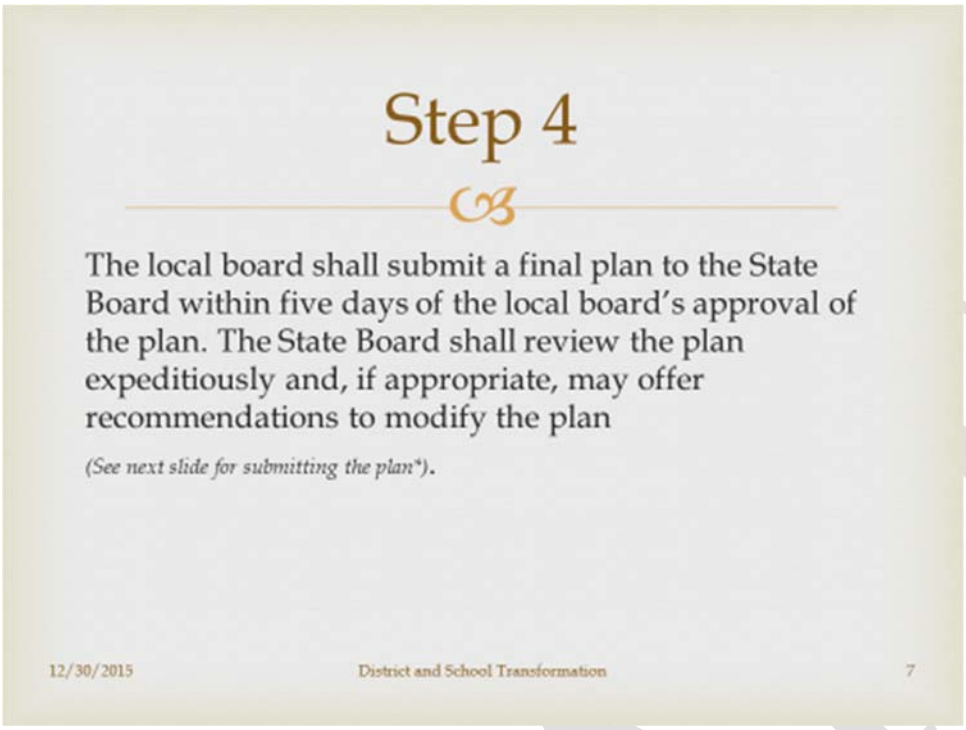
Step 4
The local board shall submit a final plan to the State Board within five days of the local board's approval of the plan. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan
(See next slide for submitting the plan*).
12/30/2015
District and School Transformation
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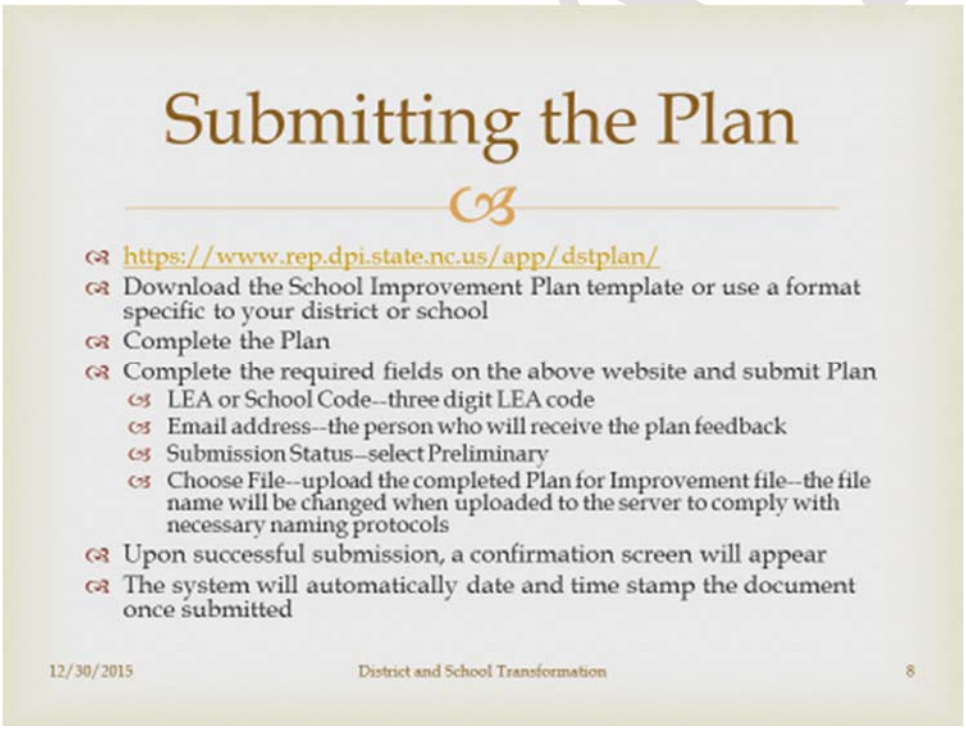
Submitting the Plan
https://www.rep.dpi.state.nc.us/app/dstplan/
Download the School Improvement Plan template or use a format specific to your district or school
Complete the Plan
Complete the required fields on the above website and submit Plan
LEA or School Code--three digit LEA code
Email address--the person who will receive the plan feedback
Submission Status--select Preliminary
Choose File--upload the completed Plan for Improvement file--the file name will be changed when uploaded to the server to comply with necessary naming protocols
Upon successful submission, a confirmation screen will appear
The system will automatically date and time stamp the document once submitted
12/30/2015
District and School Transformation
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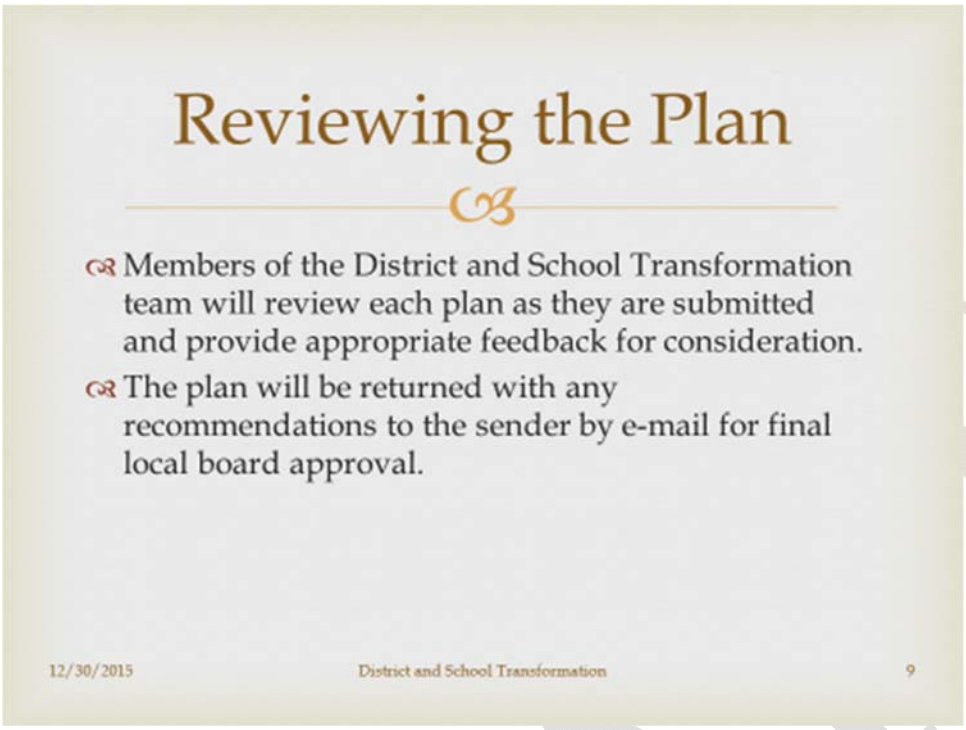
Reviewing the Plan
Members of the District and School Transformation team will review each plan as they are submitted and provide appropriate feedback for consideration.
The plan will be returned with any recommendations to the sender by e-mail for final local board approval.
12/30/2015
District and School Transformation
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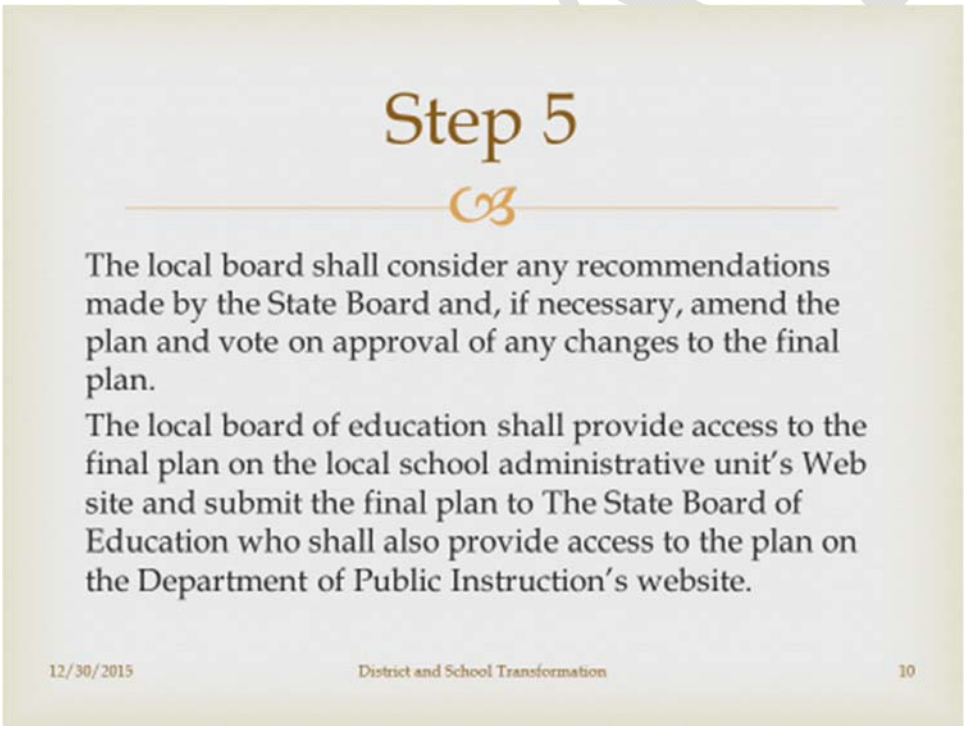
Step 5
The local board shall consider any recommendations made by the State Board and, if necessary, amend the plan and vote on approval of any changes to the final plan.
The local board of education shall provide access to the final plan on the local school administrative unit's Web site and submit 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.
12/30/2015
District and School Transformation
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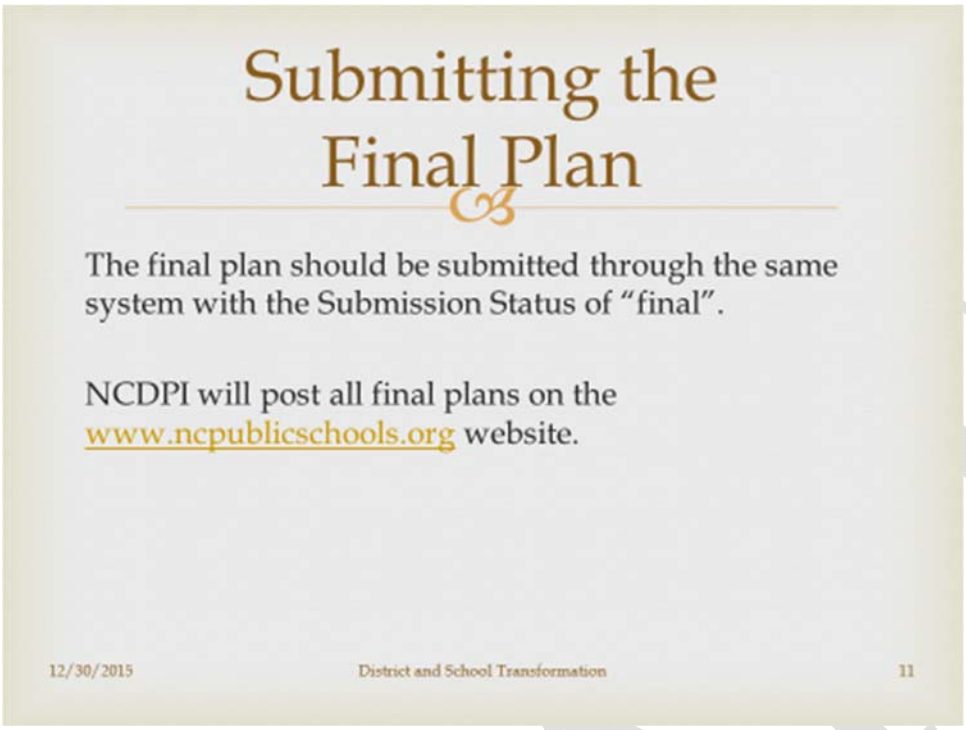
Submitting the Final Plan
The final plan should be submitted through the same system with the Submission Status of "final".
NCDPI will post all final plans on the www.ncpublicschools.org website.
12/30/2015
District and School Transformation
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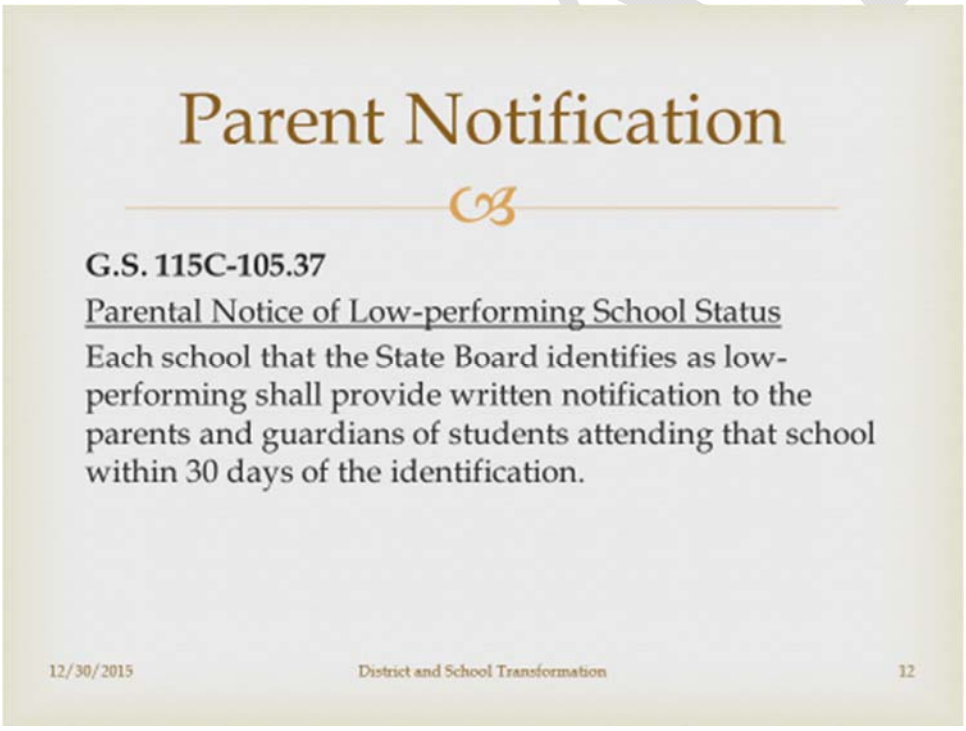
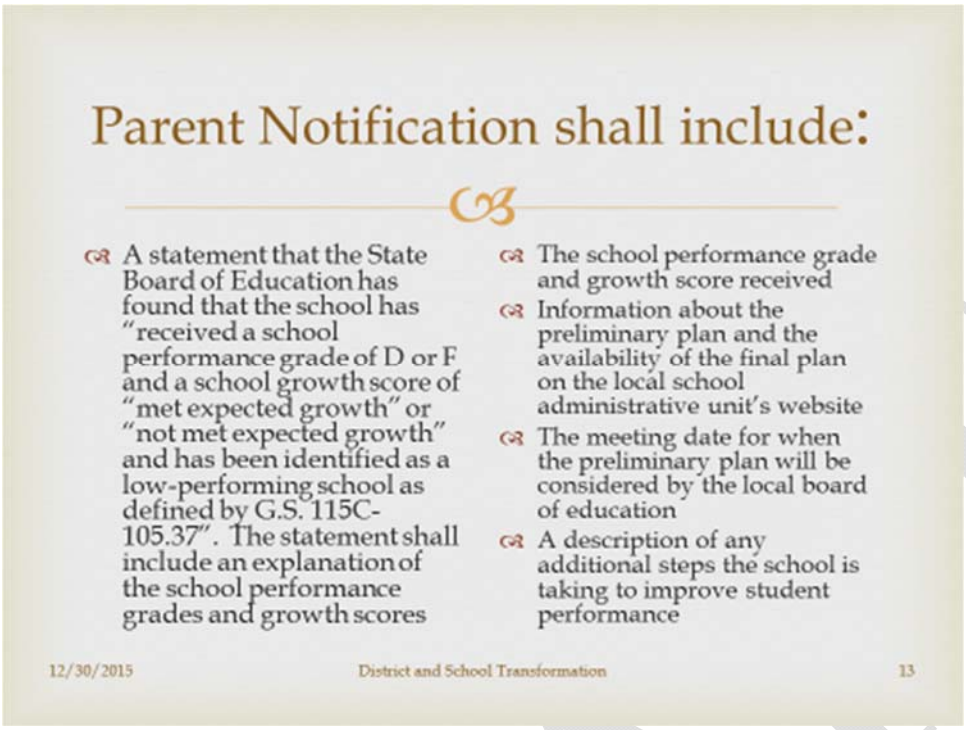
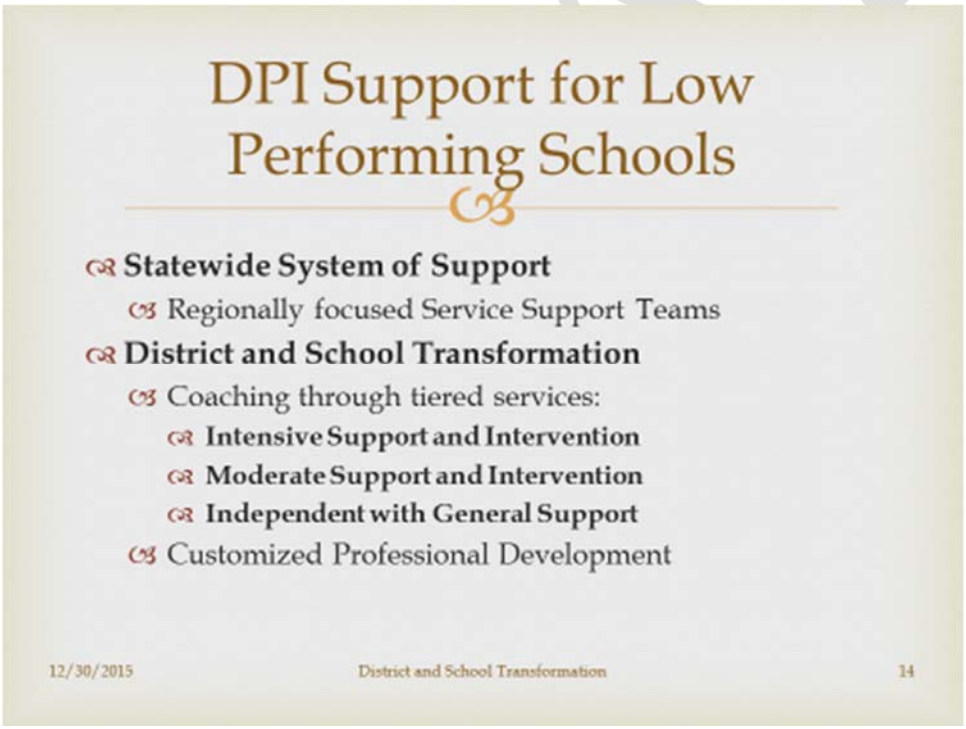
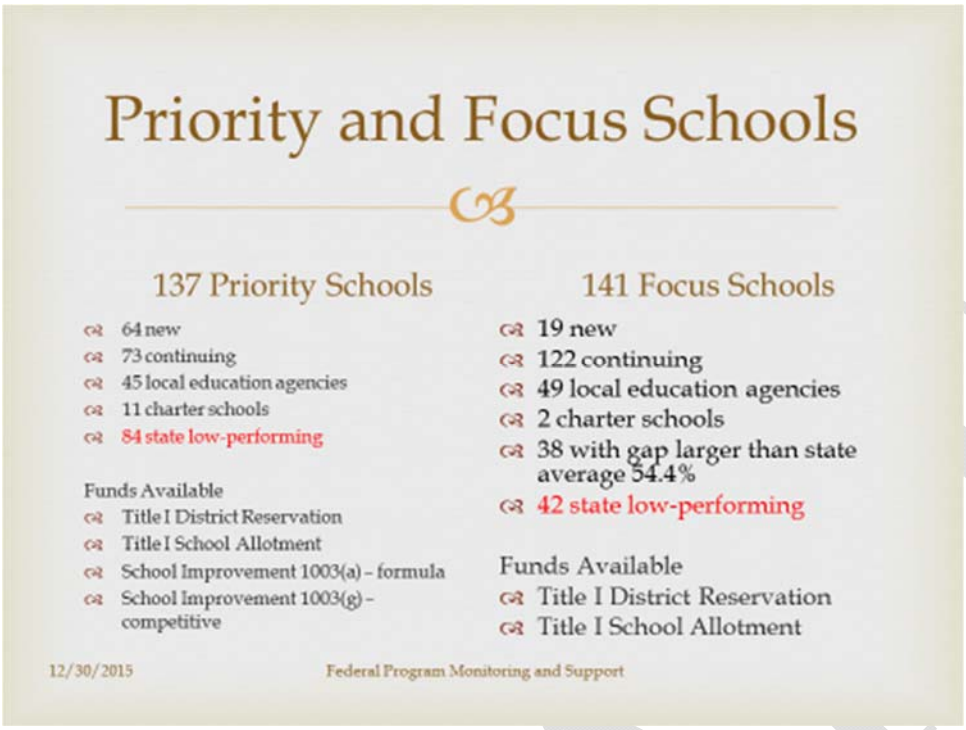

Parent Notification
G.S. 115C-105.37
Parental Notice of Low-performing School Status
Each school that the State Board identifies as low-performing shall provide written notification to the parents and guardians of students attending that school within 30 days of the identification.
12/30/2015
District and School Transformation
12


Parent Notification shall include:
A statement that the State Board of Education has found that the school has "received 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
The school performance grade and growth score received
Information about the preliminary plan and the availability of the final plan on the local school administrative unit's website
The meeting date for when the preliminary plan will be considered by the local board of education
A description of any additional steps the school is taking to improve student performance
12/30/2015
District and School Transformation
13


DPI Support for Low Performing Schools
Statewide System of Support
Regionally focused Service Support Teams
District and School Transformation
Coaching through tiered services:
Intensive Support and Intervention
Moderate Support and Intervention
Independent with General Support
Customized Professional Development
12/30/2015
District and School Transformation
14


Priority and Focus Schools
137 Priority Schools
64 new
73 continuing
45 local education agencies
11 charter schools
84 state low-performing
Funds Available
Title I District Reservation
Title I School Allotment
School Improvement 1003(a) – formula
School Improvement 1003(g) – competitive
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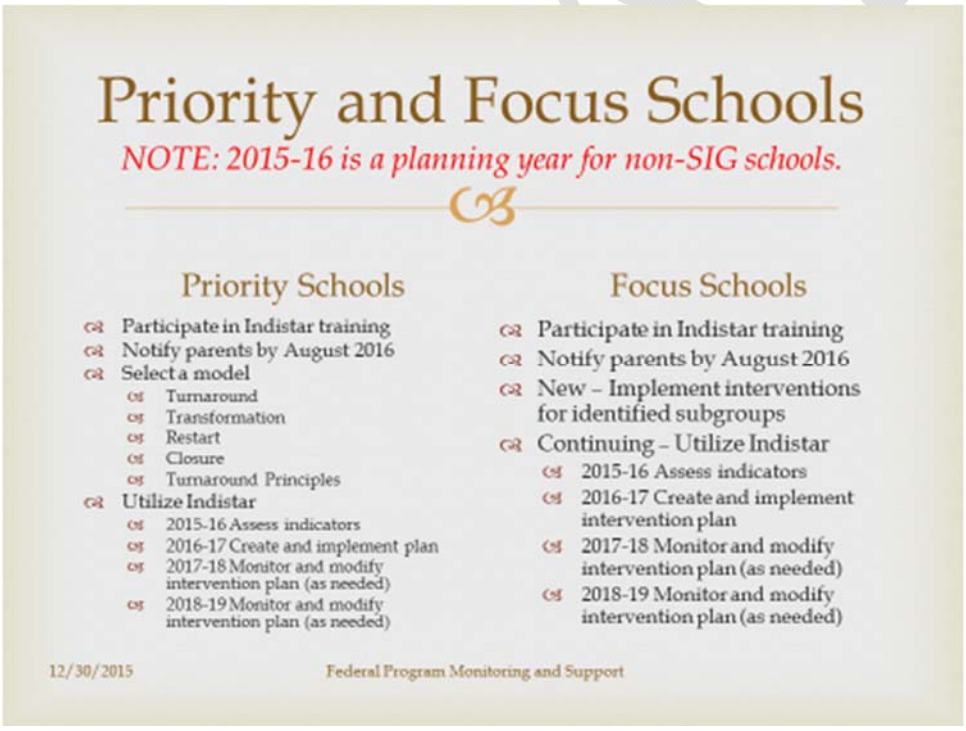
38 with gap larger than state average 54.4%
42 state low-performing
Funds Available
Title I District Reservation
Title I School Allotment
12/30/2015
Federal Program Monitoring and Support


Priority and Focus Schools
NOTE: 2015-16 is a planning year for non-SIG schools.
Priority Schools
Participate in Indistar training
Notify parents by August 2016
Select a model
Turnaround
Transformation
Restart
Closure
Turnaround Principles
Utilize Indistar
2015-16 Assess indicators
2016-17 Create and implement plan
2017-18 Monitor and modify intervention plan (as needed)
2018-19 Monitor and modify intervention plan (as needed)
Focus Schools
Participate in Indistar training
Notify parents by August 2016
New – Implement interventions for identified subgroups
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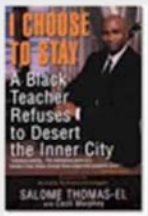
2017-18 Monitor and modify intervention plan (as needed)
2018-19 Monitor and modify intervention plan (as needed)
12/30/2015
Federal Program Monitoring and Support

Professional Development for School Leaders

- *The Connected Educator*
- October 14, 2015 at the Clayton Cultural Arts Center
- Keynote speaker: Principal Salome Thomas-El
- First in a series of 5 sessions developed by NCDPI District and School Transformation in partnership with NCSU Northeast Leadership Academy.



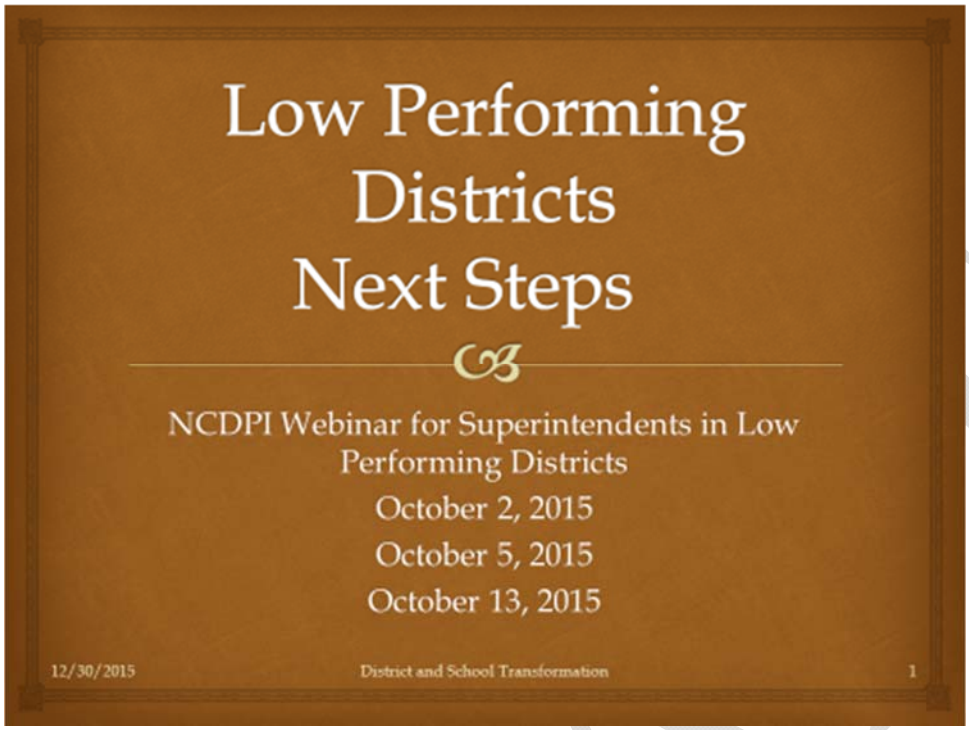
12/30/2015 District and School Transformation 17

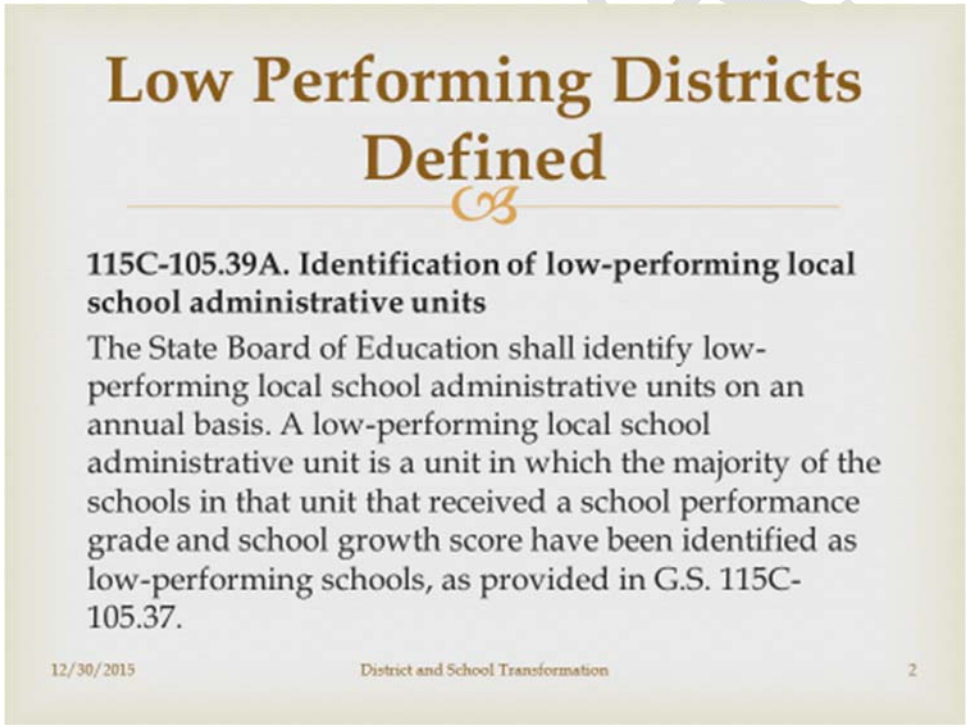
Contact Information

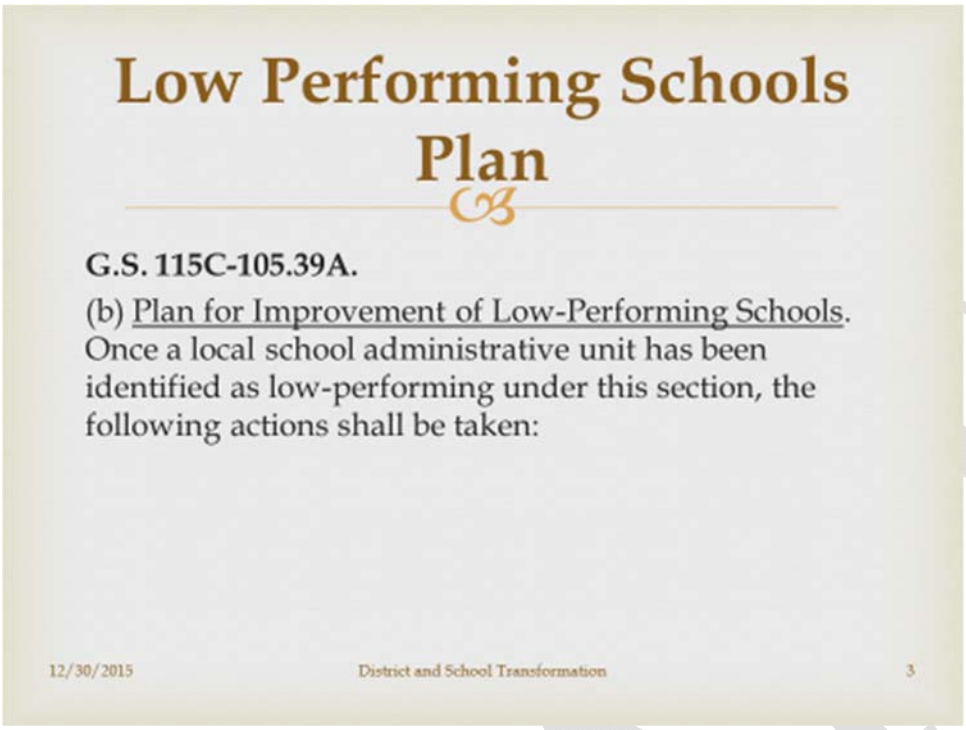
- General Questions about Low Performing Schools or Districts
  - Dr. Nancy Barbour, Director
    District and School Transformation
    nancy.barbour@dpi.nc.gov
    919-835-6101
- General Questions about Priority and/or Focus Schools
  - Ms. Donna Brown, Director
    Federal Program Monitoring and Support
    donna.brown@dpi.nc.gov
    919-807-3957

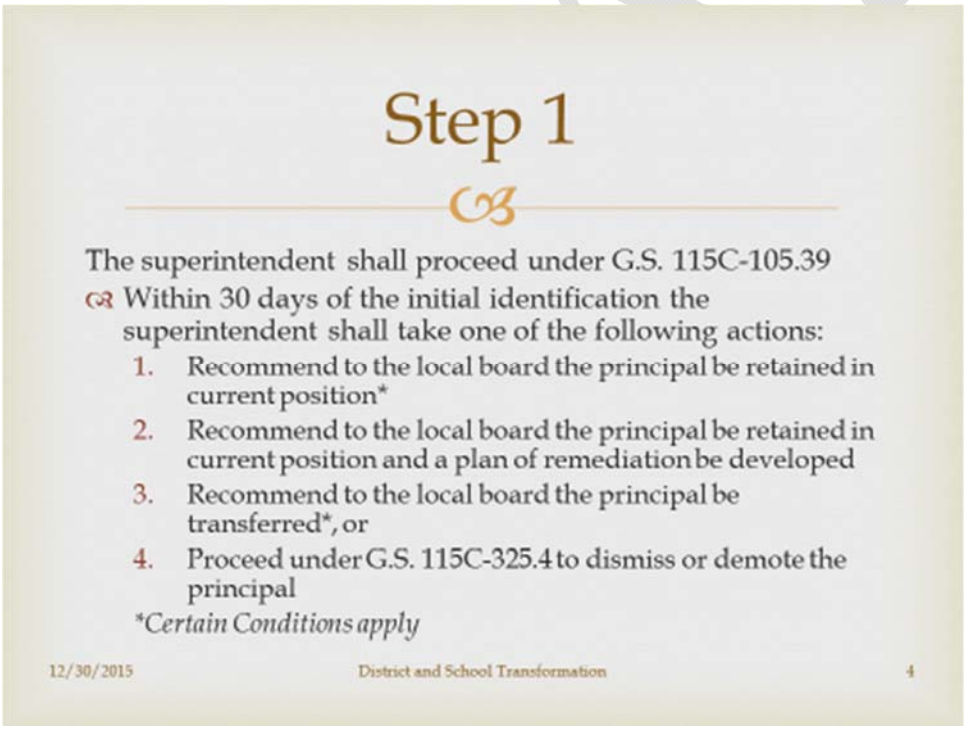
12/30/2015 District and School Transformation 19

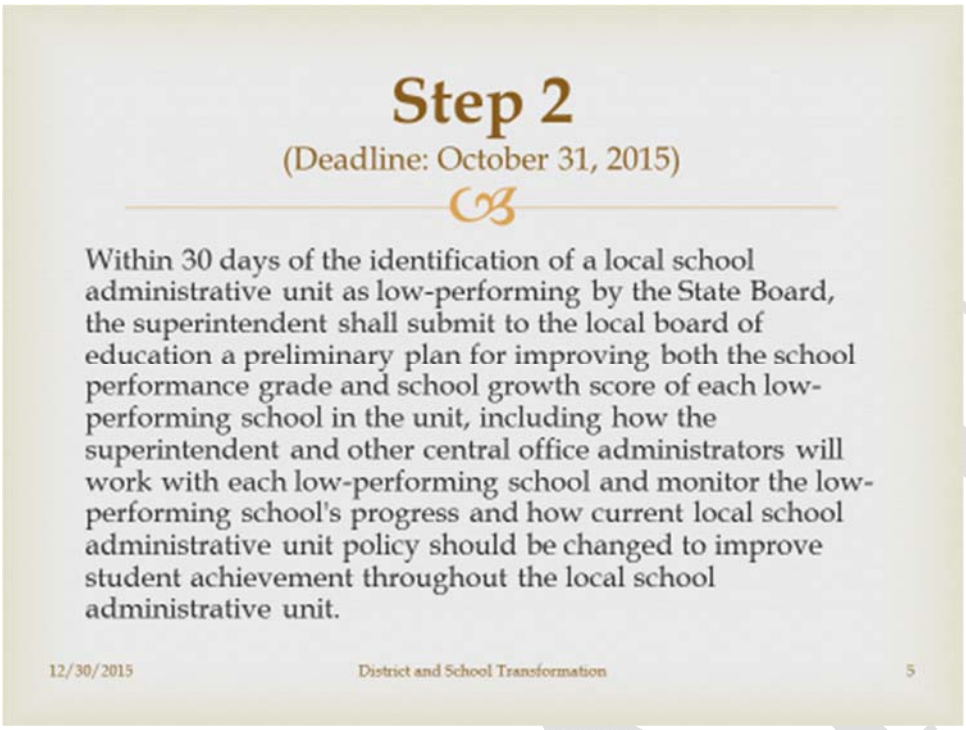
Low Performing Districts' Webinar Presentation Slides

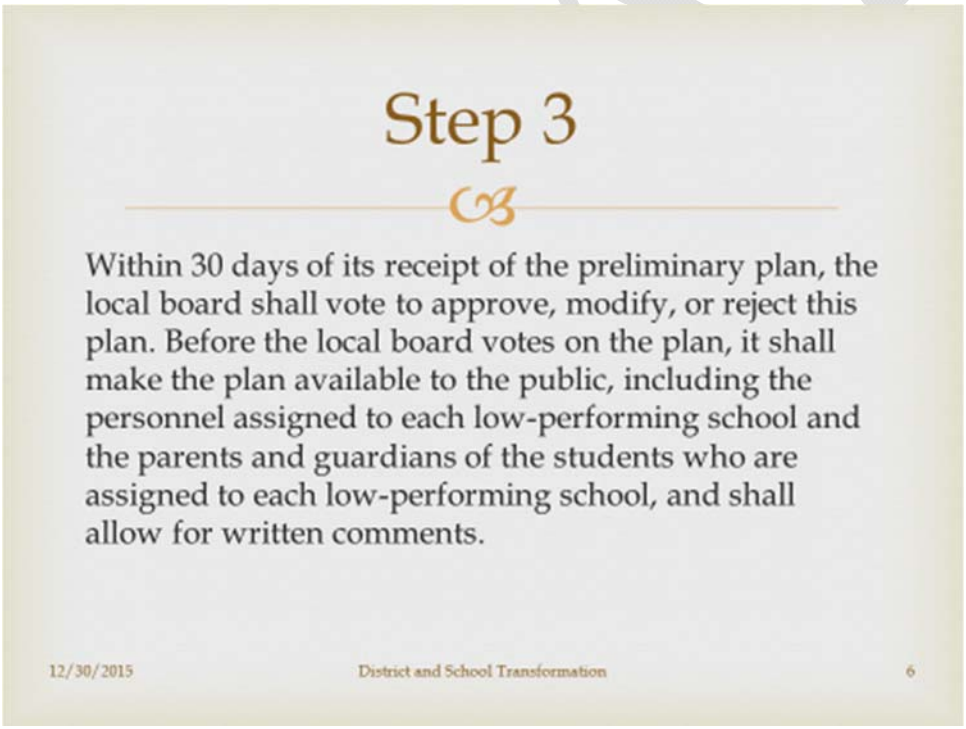


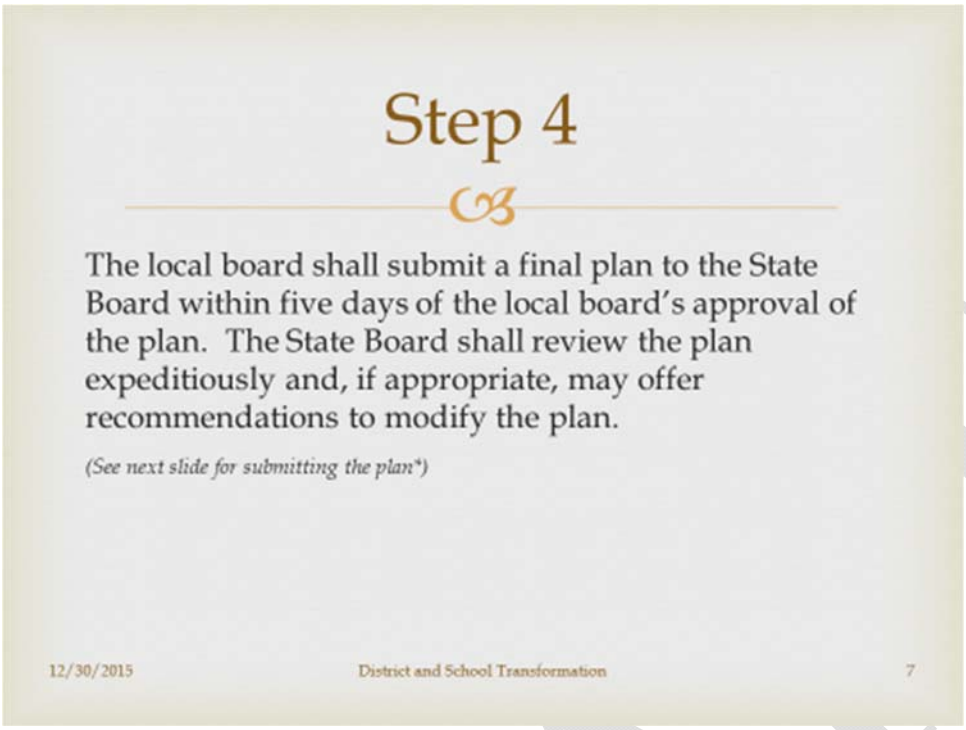


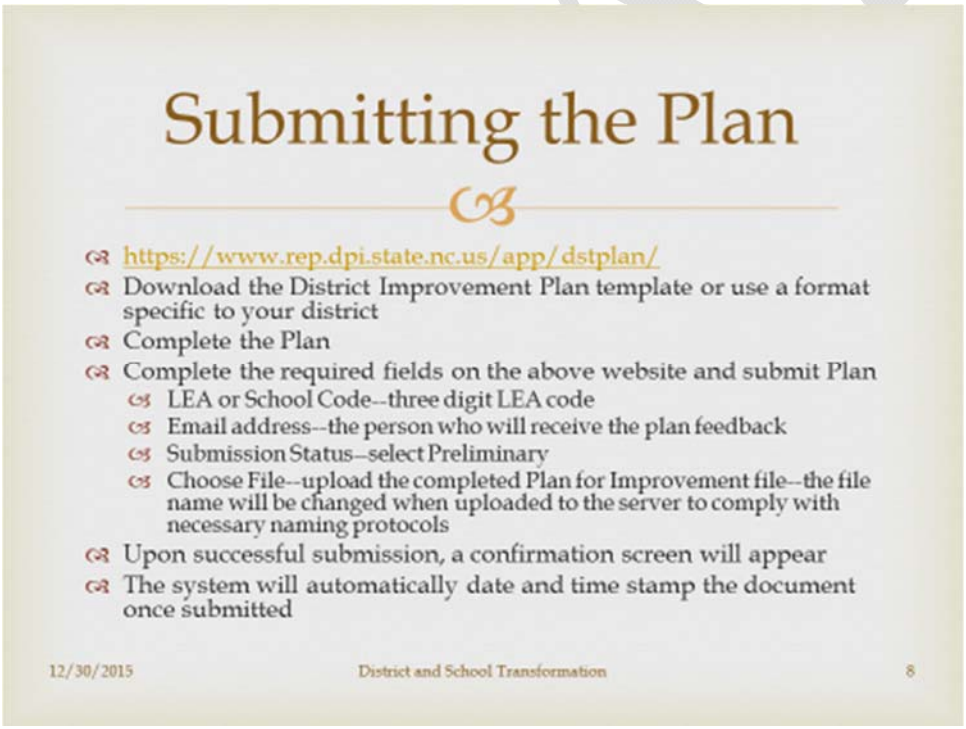

Low Performing Schools Plan
G.S. 115C-105.39A.
(b) Plan for Improvement of Low-Performing Schools. Once a local school administrative unit has been identified as low-performing under this section, the following actions shall be taken:
12/30/2015
District and School Transformation
3

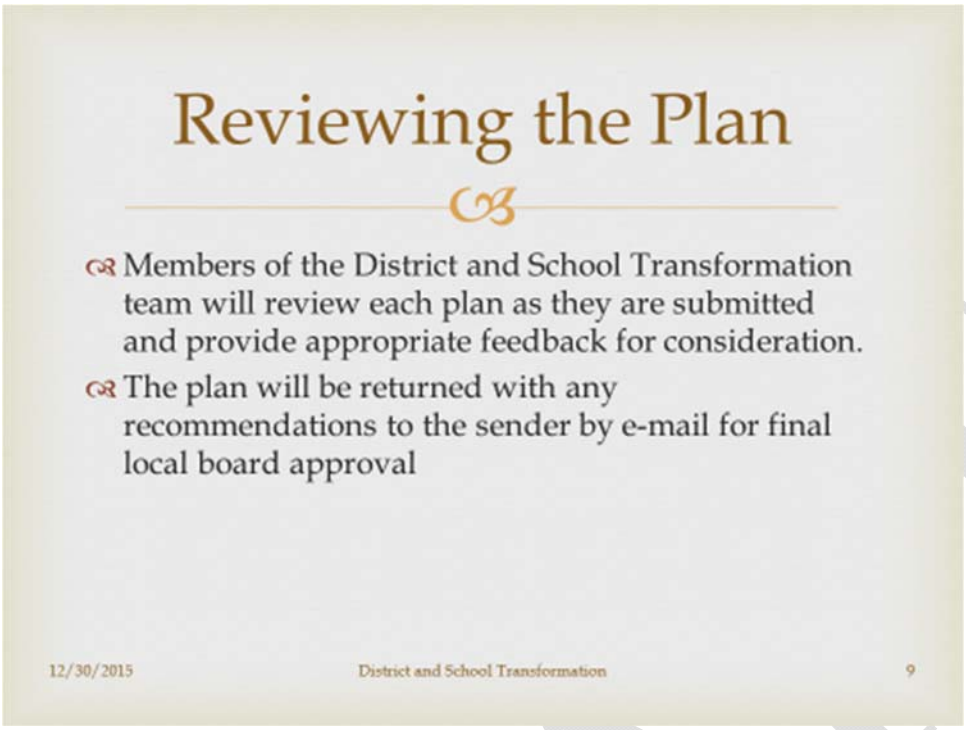

Step 1
The superintendent shall proceed under G.S. 115C-105.39
Within 30 days of the initial identification the superintendent shall take one of the following actions:
1. Recommend to the local board the principal be retained in current position*
2. Recommend to the local board the principal be retained 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
12/30/2015
District and School Transformation
4

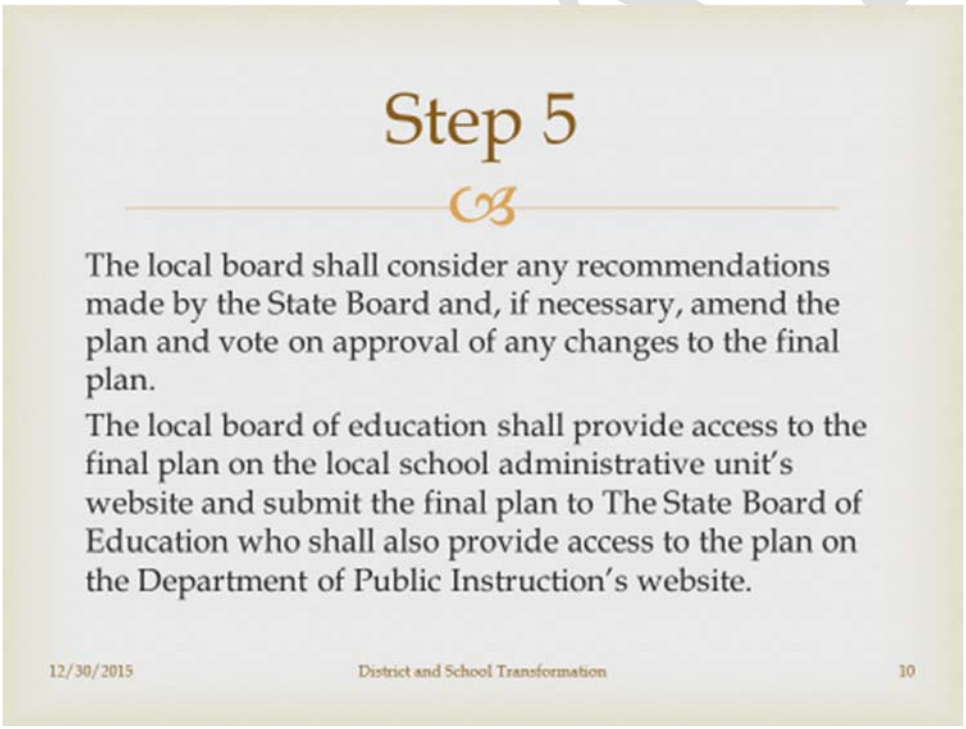

Step 2
(Deadline: October 31, 2015)
Within 30 days of the identification of a local school administrative unit as low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score of each low-performing school in the unit, including how the superintendent and other central office administrators will work with each low-performing school and monitor the low-performing school's progress and how current local school administrative unit policy should be changed to improve student achievement throughout the local school administrative unit.
12/30/2015
District and School Transformation
5

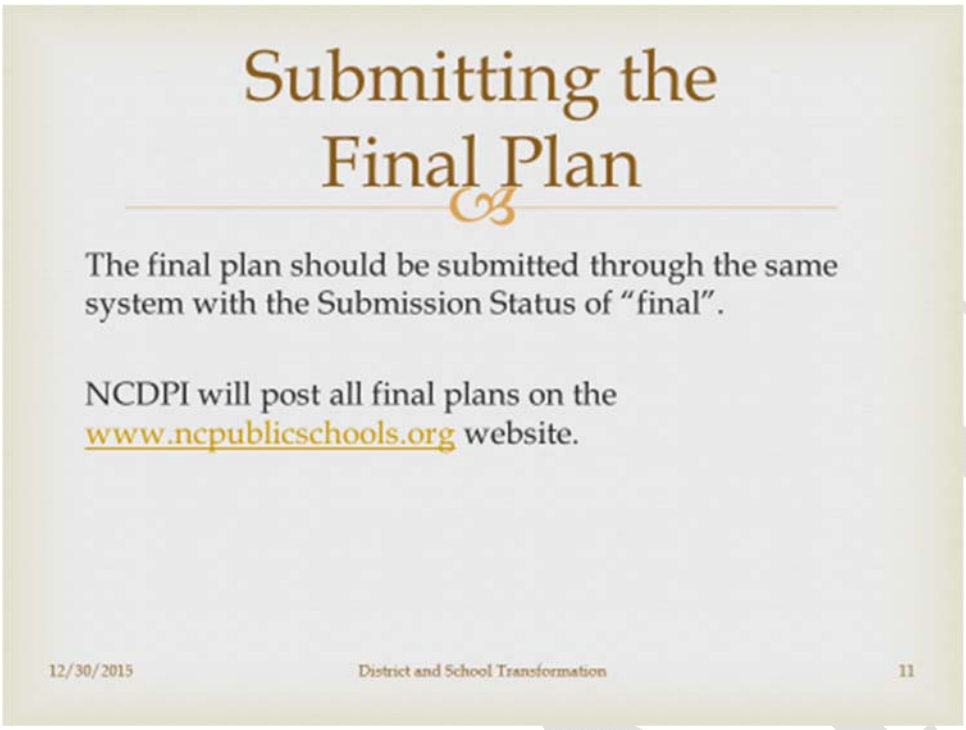

Step 3
Within 30 days of its receipt of the preliminary plan, the local board shall vote to approve, modify, or reject this plan. Before the local board votes on the plan, it shall make the plan available to the public, including the personnel assigned to each low-performing school and the parents and guardians of the students who are assigned to each low-performing school, and shall allow for written comments.
12/30/2015
District and School Transformation
6

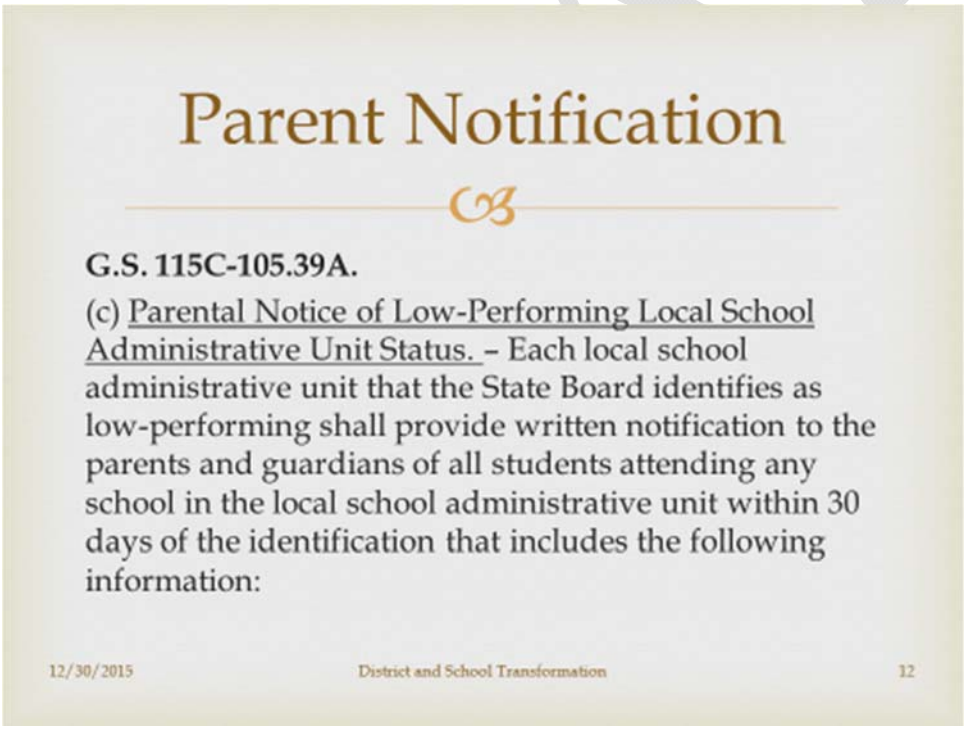

Step 4
The local board shall submit a final plan to the State Board within five days of the local board's approval of the plan. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan.
(See next slide for submitting the plan*)
12/30/2015
District and School Transformation
7

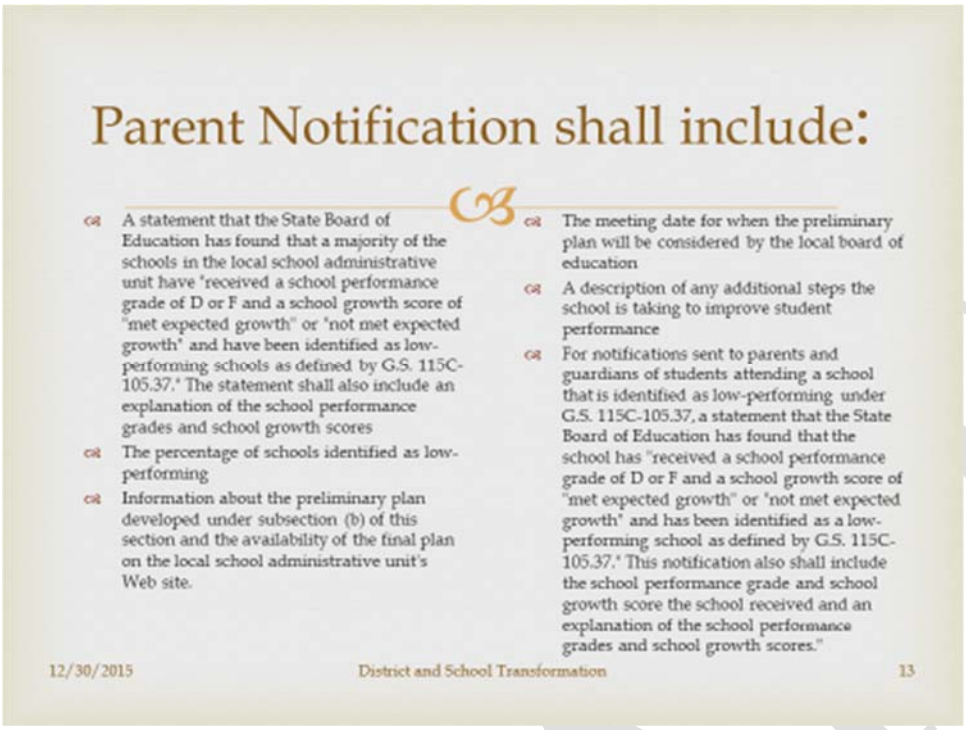

Submitting the Plan
https://www.rep.dpi.state.nc.us/app/dstplan/
Download the District Improvement Plan template or use a format specific to your district
Complete the Plan
Complete the required fields on the above website and submit Plan
LEA or School Code--three digit LEA code
Email address--the person who will receive the plan feedback
Submission Status--select Preliminary
Choose File--upload the completed Plan for Improvement file--the file name will be changed when uploaded to the server to comply with necessary naming protocols
Upon successful submission, a confirmation screen will appear
The system will automatically date and time stamp the document once submitted
12/30/2015
District and School Transformation
8

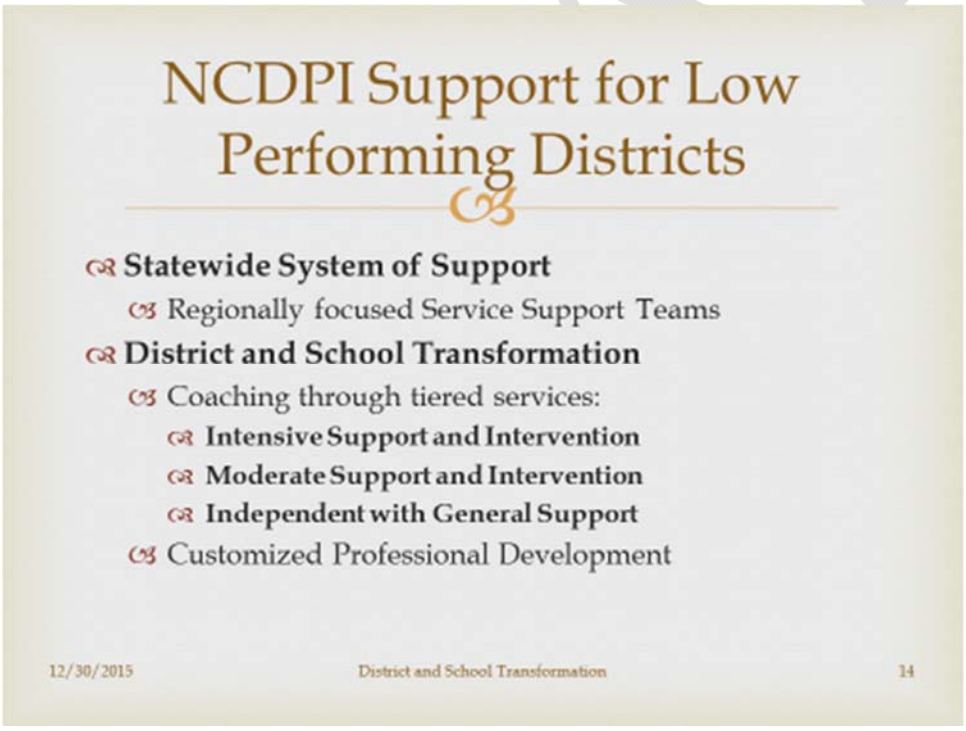

Reviewing the Plan
Members of the District and School Transformation team will review each plan as they are submitted and provide appropriate feedback for consideration.
The plan will be returned with any recommendations to the sender by e-mail for final local board approval
12/30/2015
District and School Transformation
9

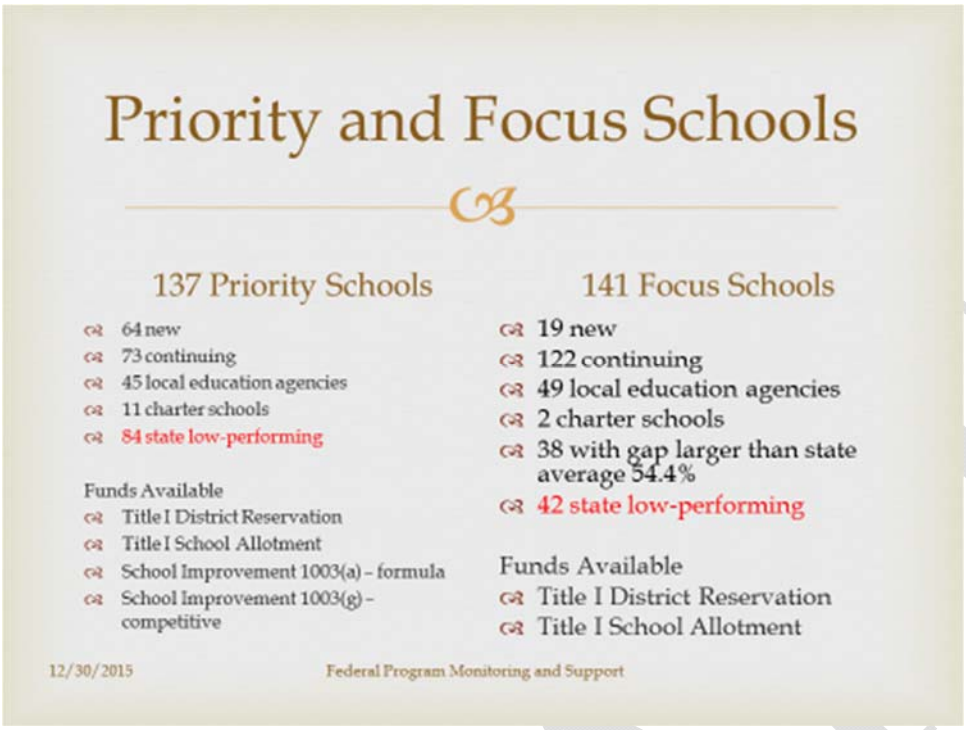

Step 5
The local board shall consider any recommendations made by the State Board and, if necessary, amend the plan and vote on approval of any changes to the final plan.
The local board of education shall provide access to the final plan on the local school administrative unit's website and submit the final plan to The State Board of Education who shall also provide access to the plan on the Department of Public Instruction's website.
12/30/2015
District and School Transformation
10


Submitting the Final Plan
The final plan should be submitted through the same system with the Submission Status of "final".
NCDPI will post all final plans on the www.ncpublicschools.org website.
12/30/2015
District and School Transformation
11


Parent Notification
G.S. 115C-105.39A.
(c) Parental Notice of Low-Performing Local School Administrative Unit Status. – Each local school administrative unit that the State Board identifies as low-performing shall provide written notification to the parents and guardians of all students attending any school in the local school administrative unit within 30 days of the identification that includes the following information:
12/30/2015
District and School Transformation
12


Parent Notification shall include:
A statement that the State Board of Education has found that a majority of the schools in the local school administrative unit have "received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and have been identified as low-performing schools as defined by G.S. 115C-105.37." The statement shall also include an explanation of the school performance grades and school growth scores
The percentage of schools identified as low-performing
Information about the preliminary plan developed under subsection (b) of this section and the availability of the final plan on the local school administrative unit's Web site.
The meeting date for when the preliminary plan will be considered by the local board of education
A description of any additional steps the school is taking to improve student performance
For notifications sent to parents and guardians of students attending a school that is identified as low-performing under G.S. 115C-105.37, a statement that the State Board of Education has found that the school has "received 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." This notification also shall include the school performance grade and school growth score the school received and an explanation of the school performance grades and school growth scores."
12/30/2015
District and School Transformation
13


NCDPI Support for Low Performing Districts
Statewide System of Support
Regionally focused Service Support Teams
District and School Transformation
Coaching through tiered services:
Intensive Support and Intervention
Moderate Support and Intervention
Independent with General Support
Customized Professional Development
12/30/2015
District and School Transformation
14


Priority and Focus Schools
137 Priority Schools
64 new
73 continuing
45 local education agencies
11 charter schools
84 state low-performing
Funds Available
Title I District Reservation
Title I School Allotment
School Improvement 1003(a) – formula
School Improvement 1003(g) – competitive
141 Focus Schools
19 new
122 continuing
49 local education agencies
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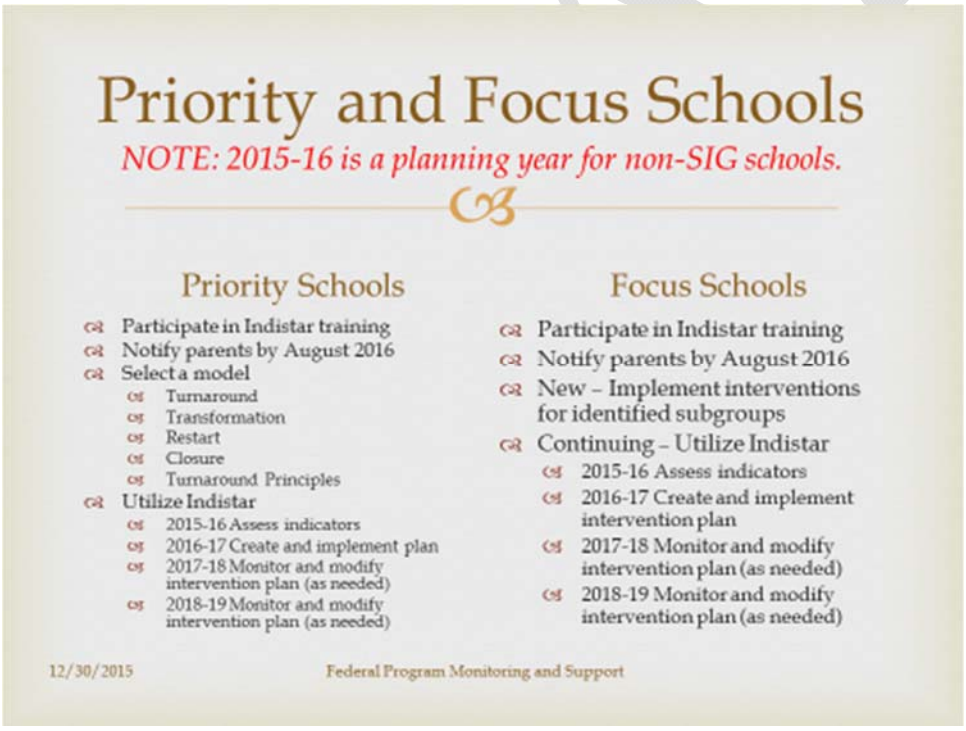
38 with gap larger than state average 54.4%
42 state low-performing
Funds Available
Title I District Reservation
Title I School Allotment
12/30/2015
Federal Program Monitoring and Support


Priority and Focus Schools
NOTE: 2015-16 is a planning year for non-SIG schools.
Priority Schools
Participate in Indistar training
Notify parents by August 2016
Select a model
Turnaround
Transformation
Restart
Closure
Turnaround Principles
Utilize Indistar
2015-16 Assess indicators
2016-17 Create and implement plan
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12/30/2015
Federal Program Monitoring and Support

Questions

12/30/2015 District and School Transformation 17

Professional Development for School Leaders

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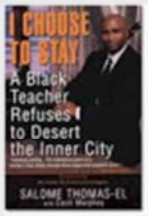
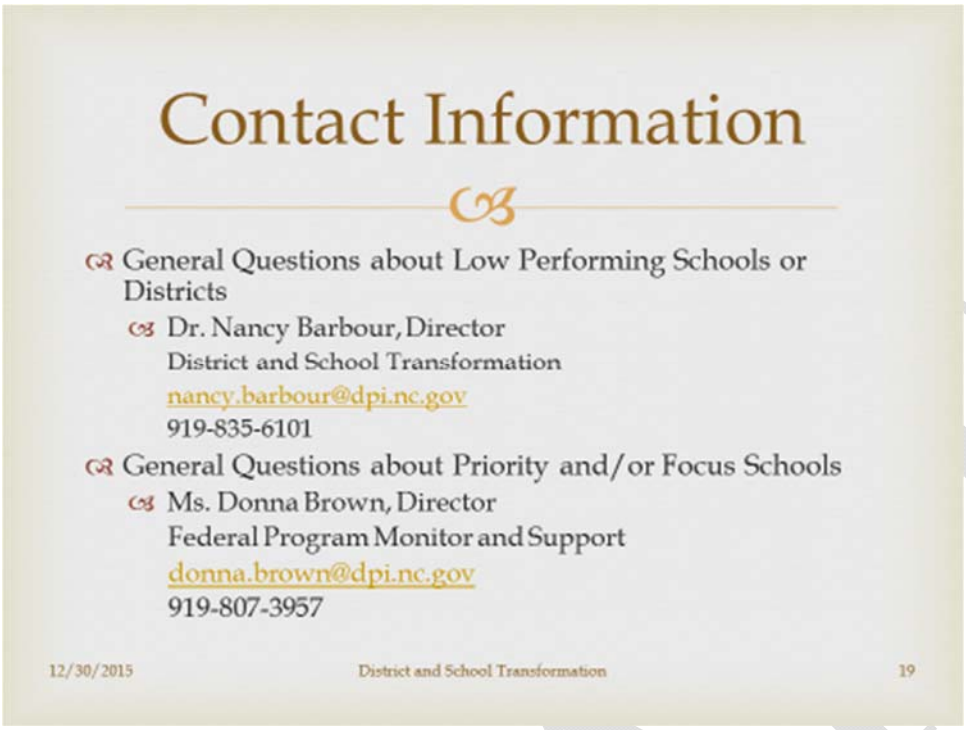
- First in a series of 5 sessions developed by NCDPI District and School Transformation in partnership with NCSU Northeast Leadership Academy.



12/30/2015 District and School Transformation 18


Contact Information
General Questions about Low Performing Schools or Districts
Dr. Nancy Barbour, Director
District and School Transformation
nancy.barbour@dpi.nc.gov
919-835-6101
General Questions about Priority and/or Focus Schools
Ms. Donna Brown, Director
Federal Program Monitor and Support
donna.brown@dpi.nc.gov
919-807-3957
12/30/2015
District and School Transformation
19

DRAFT

Sample Letter for the Public

This parent/guardian letter template is targeted for the public in a Low Performing school district

NOTE TO SCHOOL: DO NOT PRINT BRACKETED, ITALICIZED AREAS OF NOTATION WHERE SCHOOL-SPECIFIC INFORMATION NEEDS TO BE INSERTED.

LEA/School letterhead

Date

Dear Parent/Guardian:

I hope the school year has started successfully for all of you. The General Assembly has finalized the budget and the Governor has signed it into law. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for a "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a member of this community, I am writing to let you know ***Insert name of the district*** has been designated as a low performing district by the North Carolina State Board of Education. As defined in *G.S. 115C-105.37*: "The State Board of Education shall design and implement a procedure to 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*." Additionally, the new law, *G.S. 115C-105.39A* states, "A low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in *G.S. 115C-83.15* have been identified as low-performing schools, as provided in *G.S. 115C-105.37*."

The State Board of Education has found that ***insert the percent of schools identified as low performing in the district*** of the schools in ***Insert name of the district*** have received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" which designates the district as low-performing.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in Math I, Biology, and English II (Level 3 and above)
3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade
4. The percentage of grade 11 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on The ACT (composite score of 17)

5. The percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
6. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

As a low performing district, we are required to develop an improvement plan that specifically addresses how the district will improve both the school performance grade and school growth score of each low-performing school in the district, and how the superintendent and other central office administrators will work with each low-performing school and monitor the low-performing school's progress. In addition the plan will address how current district policy should be changed to improve student achievement throughout the district, specifically focused on improving both the school performance grade and school growth score. The plan will be presented to our local 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.*** After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation Division, will read each plan and provide feedback to the district. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website ***Insert district website*** as well as the NCDPI's website (www.ncpublicschools.org).

Our district is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,
[*Superintendent's name*]

DRAFT

Sample Letter to parents in low performing schools in low performing districts

This parent/guardian letter template is targeted for parents/guardian with students attending Low Performing Schools in a Low Performing school district

NOTE TO SCHOOL: DO NOT PRINT BRACKETED, ITALICIZED AREAS OF NOTATION WHERE SCHOOL-SPECIFIC INFORMATION NEEDS TO BE INSERTED.

LEA/School letterhead

Date

Dear Parent/Guardian:

I hope the school year has started successfully for all of you. The General Assembly has finalized the budget and the Governor has signed it into law. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for a "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a parent/guardian of a student in ***Insert name of the school***, I am writing this letter to let you know that ***Insert name of the school***, has been designated as a low performing school and ***Insert name of the district*** has been designated as a low performing district by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to 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." The new law, G.S. 115C-105.39A states, "A low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37."

The State Board of Education has found that ***insert the percent of schools identified as low performing in the district*** of the schools in ***Insert name of the district*** have received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" which designates the district as low-performing. ***Insert name of the school*** received a ***post the specific school performance grade and school growth status-*** and therefore designates the school as low performing.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in Math I, Biology, and English II (Level 3 and above)

3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade
4. The percentage of grade 11 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on The ACT (composite score of 17)
5. The percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
6. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

As a low performing district, we are required to develop an improvement plan that specifically addresses how the district will improve both the school performance grade and school growth score of each low-performing school in the unit, and how the superintendent and other central office administrators will work with each low-performing school and monitor the low-performing school's progress. In addition the plan will address how current district policy should be changed to improve student achievement throughout the district, specifically focused on improving both the school performance grade and school growth score. The plan will be presented to our local 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.*** After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation Division, will read each plan and provide feedback to the district. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website ***Insert district website*** as well as the NCDPI's website (www.ncpublicschools.org).

Our district is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,
[*Superintendent's name*]

DRAFT

Sample Letter to parents in low performing schools

This parent/guardian letter template is targeted for parents/guardian with students attending Low Performing Schools NOT in a Low Performing school district

NOTE TO SCHOOL: DO NOT PRINT BRACKETED, ITALICIZED AREAS OF NOTATION WHERE SCHOOL-SPECIFIC INFORMATION NEEDS TO BE INSERTED.

LEA/School letterhead

Date

Dear Parent/Guardian:

I hope the school year has started successfully for all of you. The General Assembly has finalized the budget and the Governor has signed it into law. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for the "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a parent/guardian of a student in ***Insert name of the school***, I am writing this letter to let you know that ***Insert name of the school***, 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 design and implement a procedure to 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."

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in Math I, Biology, and English II (Level 3 and above)
3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade
4. The percentage of grade 11 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on The ACT (composite score of 17)
5. The percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
6. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

Insert name of the school received a ***post the specific school performance grade and school***

growth status- and as a low performing school, is 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.*** After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation division, will read each plan and provide feedback to the school. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website ***Insert district website*** as well as the NCDPI's website (www.ncpublicschools.org).

Our school is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,
[*Principal's name*]

DRAFT

District Improvement Plan Template

Directions for the Plan for District Improvement Template:
All Low Performing Districts must submit a plan for district school improvement to NCDPI for review.
The following document is an optional template to record a district's Plan for Improvement. Once completed, this document or the district's choice of a Plan for Improvement document must be uploaded to https://www.rep.dpi.state.nc.us/dstplan/.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **District Info Mission**
Vision tab, and if the formulas remain in place, the **District Name, LEA Code, and School Year**
will populate to all the following tabs.
On the **Goals tab**, each goal entered will populate to its corresponding tab.
To save the Excel file as a PDF, select File, Save As, and **select PDF under Save as Type**.
To save the entire Workbook as a PDF, **use the Options button to select Publish What > Entire Workbook.**

District Name:		**LEA Code:**	**Year:**
[Enter District Name]		[Enter LEA Code]	[Enter Year]
Superintendent Name (or Designee)		**Superintendent (or Designee) Email**	
District Mission			
District Vision			
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

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[Enter Data Analysis]

District Name:		**LEA Code:**	**Year:**
[Enter District Name]		[Enter LEA Code]	[Enter Year]
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter District Goal #1]***		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:		
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter District Goal #2]***		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:		
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter District Goal #3]***		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:		

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Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #1 District Goal #1]***		
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***[Enter Strategy #2 for District Goal #1]***		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #2 Goal #1]***		
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Strategy #3 for District Goal #1]***		
Progress:	Progress Monitoring Status:		

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Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #3 District Goal #1]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:		**LEA Code:**		**Year:**
[Enter District Name]		[Enter LEA Code]		[Enter Year]
District Goal #2:	***[Enter District Goal #2]***			
Strategy #1: Describe the strategy that will support this goal	***[Enter Strategy #1 for District Goal #2]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #1 Goal #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that	***[Enter Strategy #2 for District Goal #2]***			

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will support this goal				
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #2 Goal #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Strategy #3 for District Goal #2]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #3 Goal #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	**School Code:**	**Year:**
[Enter District Name]	[Enter LEA Code]	[Enter Year]

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District Goal #3:	***[Enter District Goal #3]***			
Strategy #1: Describe the strategy that will support this District Goal	***[Enter Strategy #1 for District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #1 Goal #3]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***[Enter Strategy #2 District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #2 Goal #3]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			

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	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Strategy #3 for District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Strategy #3 Goal #3]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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School Improvement Plan Template

Directions for the Plan for School Improvement Template:
All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement. Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to https://www.rep.dpi.state.nc.us/dstplan/.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate
the information entered on corresponding sheets. Begin entering information on the **School Info**
Mission Vision tab, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.
On the **Goals tab**, each goal entered will populate to its corresponding tab.
To save the **Excel file as a PDF**, select **File, Save As, and select PDF** under **Save as Type**.
To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

District Name:	**School Name:**	**School Code:**	**Year:**
[Enter District Name]	[Enter School Name}	[Enter School Code]	[Enter Year]
Principal Name (or Designee)		**Principal Name (or Designee) Email**	
School Mission			
School Vision			
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

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[Enter Data Analysis]

District Name:	**School Name:**	**School Code:**	**Year:**
[Enter District Name]	[Enter School Name}	[Enter School Code]	[Enter Year]

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter Goal #1]***	
	SBE Goal Alignment:	
	LEA Goal Alignment:	
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter Goal #2]***	
	SBE Goal Alignment:	
	LEA Goal Alignment:	
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter Goal #3]***	
	SBE Goal Alignment:	
	LEA Goal Alignment:	
	Indistar Indicator: (if applicable)	

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Progress:	Progress Monitoring Status:	

District Name:	**School Name:**	**School Code:**	**Year:**
[Enter District Name]	[Enter School Name}	[Enter School Code]	[Enter Year]

GOAL #1:	***[Enter Goal #1]***			
Strategy #1: Describe the strategy that will support this goal	***[Enter Goal #1 Strategy #1]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #1 Strategy #1]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***[Enter Goal Goal #1 Strategy #2]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps Goal #1 Strategy #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			

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	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Goal #1 Strategy #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	**School Name:**	**School Code:**	**Year:**
[Enter District Name]	[Enter School Name}	[Enter School Code]	[Enter Year]

GOAL #2:	***[Enter Goal #2]***	
Strategy #1: Describe the strategy that will support this goal	***[Enter Goal #2 Strategy #1]***	
Progress:	Progress Monitoring Status:	
Tasks/Action Steps: Describe the action steps that will be taken to	***[Enter Tasks/Action Steps for Goal #2 Strategy #1]***	
	Evidence: (Identify documents and artifacts)	

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support this strategy.	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***[Enter Goal #2 Strategy #2]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #2 Strategy #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Goal #2 Strategy #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #2 Strategy #3]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:	School Name:	School Code:	Year:
[Enter District Name]	[Enter School Name}	[Enter School Code]	[Enter Year]

GOAL #3:	***[Enter Goal #3]***			
Strategy #1: Describe the strategy that will support this goal	***[Enter Goal #3 Strategy #1]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #3 Strategy #1]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***[Enter Goal #3 Strategy #2]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #3 Strategy #2]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			

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	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	***[Enter Goal #3 Strategy #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***[Enter Tasks/Action Steps for Goal #3 Strategy #3]***			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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General Feedback Letter

Dear Colleague(s),

Congratulations on successfully submitting your Plan for Improvement! On behalf of the NC State Board of Education, a member of District and School Transformation has read and responded to the plan you submitted. Included in this correspondence is the specific feedback utilizing the form we shared during the webinars through this website: https://www.rep.dpi.state.nc.us/app/dstplan/. Our goal is to make the feedback relevant to your specific plan and hope you find it useful as you finalize it. We are committed to supporting you through this process and send you the feedback to use at your discretion.

In addition, we wanted to generate some general information and things to consider during this final phase. Since the bulleted information below could apply to everyone, we wanted to share it as a separate feedback page and invite you to make any adjustments in your plan that you feel are appropriate based on the general and specific information.

General Feedback for Improvement Plans in Low Performing Districts and/or Schools

Does the Plan for Improvement include a strategy to…

- Utilize student-level data to identify strengths and areas for growth by teacher?
- Deepen administrative and teacher understanding of student growth model?
- Align teacher observation and feedback with support and evaluation?
- Identify strategic areas of focus for improvement and target those areas well?
- Consider the importance of participation in meaningful professional development and dialogue for all staff?
- Provide extended learning opportunities for students through different calendars within what state law now requires?
- Determine if the allocation of resources clearly addresses areas of need and results in improvement?
- Project if fully implementing an effective plan will result in school and/or district improvement?
- Continuously monitor the progress being made and identify those strategies that directly result in improvement?

Recognizing that continued professional growth is an essential element in the improvement of both high performing and low performing schools, NCDPI will continue to provide the Principal Ready Series for the 2015-16 school year. We have included the dates, regions, and meeting city

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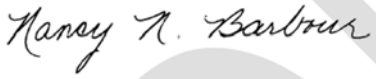
for this upcoming opportunity and encourage you to attend. You can access the information about the specific venue and registration at http://ncees.ncdpi.wikispaces.net/NCEES+Wiki.

Region	Day and Date	Meeting City
Region 1 - Northeast	Tuesday, December 1, 2015	Greenville
Region 2 - Southeast	Monday, November 2, 2015	Wilmington
Region 3 - North Central	Monday, November 30, 2015	Durham
Region 4 - Sandhills	Tuesday, November 3, 2015	Fayetteville
Region 5 - Piedmont-Triad	Wednesday, November 18, 2015	Greensboro
Region 6 - Southwest	Monday, November 9, 2015	Charlotte
Region 7 - Northwest	Thursday, November 19, 2015	Hickory
Region 8 - Western	Tuesday, November 10, 2015	Asheville

Thank you for all of your hard work, and please feel free to contact us with any questions you may have. As a reminder, once the plan has been finalized, you can submit a PDF file of the Final Plan for Improvement through this website: https://www.rep.dpi.state.nc.us/app/dstplan/. The final plan should then be available on your local LEA website and will also be available through the NCDPI website at www.ncpublicschools.org.

Warmest Regards,



Dr. Nancy N. Barbour, Director
District and School Transformation
NC Department of Public Instruction
nancy.barbour@dpi.nc.gov

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Feedback Form Sample

The form on the following pages is an example of the feedback provided for all submitted plans. Each plan was read and provided independent, specific feedback according the Feedback form. The feedback addressed the following areas:

- Student, teacher, and community demographics
- Current data on student achievement
- Student behavior data
- Goals are Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART)
- The vision of improvement is reflected in goals that are focused, data-based, tracked for progress, and understood by the community
- Research-based strategies have been identified based on needs.
- Research-based strategies are evaluated for effectiveness
- Action Steps provide a logical path to goal attainment by addressing identified needs
- Action Steps include a plan for monitoring progress and a procedure for making adjustments

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	CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
Plan Feedback	**1. Student, teacher, and community demographics are included.**	No demographic information about students, teachers, and the community are included or data is minimal.	Includes demographic information about students, teachers, and the community.	Includes demographic information about students, teachers, and the community, and changes over time are described and analyzed.	The plan includes some data points to inform the schools self-assessment. Consider including more data regarding teachers and the community in order to inform and develop more specific/descriptive strategies and tasks. For example, data about community/ family behaviors/patterns during intercessions and afterschool, including access to transportation to and from school, may be helpful when considering goals and strategies.
	2. Current data on student achievement are included.	No student achievement data is included or data is limited or outdated.	Includes current data on student performance on state and local assessments for the past three years.	Includes data on student performance on state and local assessments for the past three to five years with an analysis of student subgroup performance for trends.	A general description of student Achievement in math and reading is included. Consider disaggregating student performance data specifically in areas already identified as needing improvement (i.e. increasing

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					reading and math fluency) to determine specific student groups to target. If there are other areas the school would like to target (such as technology) include student performance data in these areas as well, which may mean using local/school created assessments. Looking at 3-year data trends and including an analysis of this data (that includes previous actions that have been taken regarding this specific data) may be helpful in developing effective goals, strategies, and action steps. To explain, 3-year data analysis may help in determining if students have historically struggled with reading fluency or if this a new issue with which the school must grapple. If this has been an ongoing issue a brief description of actions taken in the past can help with developing this plan. For example,

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					if additional instructional time was offered after school and during intercessions in previous years but student performance did not improve then this goal will need to be considered carefully to ensure it is impactful, on the other hand if student performance did improve strategies might include ways to ensure more students have access to or participate in additional instructional time that is provided.
	3. Student behavior data is included.	No student behavior data are included or student behavior data are limited to attendance, dropout/ promotion, or discipline.	Attendance, dropout/promotion, and discipline data are included and an analysis with conclusions is provided.	Attendance, dropout/ promotion, and discipline data are included with an analysis of student subgroup performance.	Including student discipline data may be helpful in developing goals or in adding more detail to strategies and action steps.
Goals	**4. Goals are Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART).**	Goals either are missing or appear to be random and/or unspecific.	Goals are SMART – they realistically and strategically support improvement needs and project a reasonable date of attainment.	Goals are SMART and strategically support improvement needs, project a reasonable date of attainment, and demonstrate that data are used as the basis for establishing and evaluating the	As currently written goals are not written in a SMART goal format, for example School Goal 2 "Improve fluency in literacy and mathematics among students.

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				improvement target(s).	" does not include measurements or timelines, therefore it is unclear if it is attainable. However, further down in the plan a target and one milestone date at the end of the year are included. Other incremental milestone dates may help with continuous monitoring of the goal.
	5. The vision of improvement is reflected in goals that are focused, data-based, tracked for progress, and understood by the community.	Goals are not aligned to the vision of improvement or are not informed by a data-driven needs assessment or by ongoing data gathering and analysis.	Goals are connected to the data gathering and analysis and are aligned with the vision of school improvement.	Goals are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and increase student achievement.	The plan includes goals, most of which align to identified data points, illustrating that some goals are data-driven. However, a few goals are not sufficiently aligned to the data analysis. For example, School Goal 1 addresses technology, but no data regarding technology use is identified in the overall self-analysis. Consider including data that identifies technology as an area for improvement or consider modifying the goal, or consider how increasing technology fluency

					might connect to other goals identified in the data/needs assessment, such as increasing literacy and math fluency. Each goal does include an indicator and milestone date, indicating a means by which to track progress. As the school moves forward, ensure that these milestones are understood by the staff who are expected to meet them. Also, ensure milestones support continuous monitoring and not all at the end of the year.
Strategies	**6. Research-based strategies have been identified based on needs.**	Strategies are not directly aligned with needs and do not reference research-based models.	Strategies are aligned with needs.	Research-based strategies are directly aligned with needs.	The plan identifies that the Teacher Working Conditions Survey revealed a need to focus on shared decision-making. As a result, the plan includes a strategy that addresses group problem solving. This illustrates that some strategies in the plan align with school needs. Consider developing strategies that are more action oriented, that

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					identify a specific area to work on, and that include research-based practices or models. Example: Engage (action) in protocols identified in the Synergistic Decision Making Model (research-based model) to facilitate collaborative conversations about resource allocation at each grade level (the specific area the school wants to work on – this might help with measurability/progress monitoring).
	7. Research-based strategies are evaluated for effectiveness.	Strategies have been implemented and there is no evidence of monitoring for effectiveness.	Strategies have been implemented and there is evidence of monitoring of effectiveness.	Research-based strategies have been implemented and there is evidence of ongoing monitoring for effectiveness.	The plan includes multiple strategies for each goal. Consider how strategies might be monitored to ensure they are helping the school progress towards the goal and how they might be monitored to determine if they need to be revised at any point during the continuous improvement cycle. At this time the plan does not indicate how strategies might be monitored for effectiveness. For example, consider how the SIT will

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					determine if Strategy 2 for Goal 2 (which speaks to providing additional instructional time in literacy and math after school and during intercessions) is effective and helping students move closer to the goal of increasing fluency.
Action Steps	**8. Action Steps provide a logical path to goal attainment by addressing identified needs.**	Action Steps are not clearly described, do not clearly address data-driven needs or are not aligned to the goal.	Action steps are clearly described, clearly address data-driven needs, and are aligned with the goal.	Action Steps are clearly described, address data-driven needs and include effective practices and a rationale describing how the activities support the attainment of the goal.	Each goals includes actions steps. Consider describing action steps more clearly and including outcomes you anticipate from each action step. For example, for the action step "Facilitate teacher collaboration through interdisciplinary PLCs" consider describing how teacher collaboration will be facilitated during PLC's to increase clarity, also consider describing what outcome you hope to accomplish when this action step is carried out.
	9. Action Steps include a plan for monitoring progress and a procedure for	A monitoring plan and procedures for plan revision do	A monitoring plan and procedures for plan revision exist and are clearly described.	An ongoing monitoring plan and procedures for plan revision exist and are	Consider adding a monitoring component that includes persons

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	making adjustments.	not exist or are unclear.		clearly described with personnel and timelines identified.	responsible and timelines for action steps.
	OVERALL: ***Including General Notes, Questions, Other, Etc.***				

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Race to the Top Evaluation Report

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2014-15 Low Performing Data

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Consortium for Educational Research and Evaluation– North Carolina

Outcomes and Impacts of North Carolina's Initiative to Turn Around the Lowest-Achieving Schools

Gary T. Henry and J. Edward Guthrie
Vanderbilt University

LaTricia W. Townsend
The Friday Institute for Educational Innovation, North Carolina State University

September 2015

Table of Contents

OUTCOMES AND IMPACTS OF NORTH CAROLINA'S INITIATIVE TO TURN AROUND THE LOWEST-ACHIEVING SCHOOLS

Executive Summary

Through its Race to the Top (RttT)-funded initiative to Turn Around the Lowest-Achieving Schools (TALAS), North Carolina has carried out an effort to transform low-performing schools that is more ambitious than those of all other states that received RttT funding. The District and School Transformation (DST) Division of the North Carolina Department of Public Instruction (NCDPI) continued its work on the transformation of North Carolina's 118 lowest-achieving schools through the 2014-15 school year.[1] DST also worked with 12 of the state's lowest-performing school districts to support and sustain transformation implementation.

DST services began with a Comprehensive Needs Assessment in each TALAS school, which served as the basis for the School Improvement Plan. The implementation of each plan was supported through leadership coaching, instructional coaching, and district-level coaching in the 12 districts that received direct DST services. DST also provided professional development for school leaders, and other educators received professional development offered through other NCDPI interventions and RttT initiatives.

Outcomes

From 2009-10 to 2013-14, 75% of TALAS schools increased their graduation rates more than the average increase in similar comparison schools. In terms of student *proficiency* on achievement tests during the transition to assessments based on the Common Core State Standards, 60% of TALAS schools outperformed the average change in the comparison schools. TALAS schools and comparison schools registered similar gains in school *growth* as measured by value-added scores (provided through the Education Value-Added Assessment System [EVAAS]) during the study period.

This final TALAS evaluation report focuses on the impact of school transformation on students, teachers, and schools. Throughout this summary and the report, we present the effect estimates in standardized units, known as standard deviation units (sdu). This allows for the effect sizes to be directly comparable to each other and to prior studies. For example, in class-size experiments, the effect of reducing classes from 25 or more students to about 15 students was 0.22 sdu.

Overall Impacts

Throughout the three years of full program implementation, TALAS raised school proficiency rates by an average of 0.18 sdu. The estimates of the effects on schools closest to the fifth percentile of performance (the percentile used as the cutoff for identifying TALAS schools) were not significant, which seems to indicate that the positive effects were concentrated on the lower of the lowest-performing schools in the state. TALAS was estimated to have had positive effects on graduation rates as well, but these effects were not statistically significant—most likely due to

[1] Eleven of the original 118 schools have closed since the beginning of the initiative.

the small number of high schools (17) participating in TALAS.[2] When examining effects by level of schooling, all but one of the effects were positive, and most were substantial, but only the effect on teacher value-added at the middle school level was statistically significant—again, likely due to the small number of schools at each level of analysis.

Immediacy of the Impacts

According to an Institute of Education Sciences report (Herman et al., 2008), one of the keys to successful school turnaround efforts is "quick wins"—visible improvements early in the turnaround process, which result in immediate increases in student outcomes. These initial changes can set the tone for transformation by creating educator buy-in and by establishing a climate for long-term change (p. 22). When compared with other low-performing schools in 2011-12 (the first full year of the implementation of the intervention), TALAS schools increased school-wide achievement growth as measured by EVAAS by a significant 0.34 sdu. When data from the second year were added, this trend continued into 2012-13 at 0.26 sdu. School-value-added increases were positive and sizeable but no longer significant in 2013-14, perhaps due to the fact that the gains for 2013-14 were measured on top of the gains posted during the first two years of TALAS.

Improvement in student proficiency in TALAS schools took slightly longer to achieve but did improve by a significant 0.16 and 0.18 sdu through 2012-13 and 2013-14, respectively. Estimates of the effects of TALAS on graduation rates were uniformly positive and increased as more years of data were added (0.15 to 0.27 to 0.29 sdu), but as in the previous analyses of graduation rates, the effects were not statistically significant, likely due to the limited number of high schools (17) in TALAS.

Subject-Matter Impacts

Averaging across all TALAS schools, proficiency in mathematics and science improved more than in comparison schools (0.21 sdu in both subjects). Consistent with the TALAS emphasis on literacy, English language arts (ELA) gains were positive and significant in elementary schools and middle schools where reading was directly assessed each year; gains on high school English tests also were positive, though not significant. In addition, proficiency gains in elementary science (0.23 sdu) and middle school mathematics (0.37 sdu) were larger in TALAS schools than in the comparison schools.

Teacher Turnover

Throughout the TALAS intervention, teacher turnover was higher in TALAS schools than in the comparison schools, although the difference was not statistically significant. It appears that the lower levels of teacher retention in the TALAS schools may have suppressed some positive effects of transformation.

[2] In addition to the TALAS schools that were closed, the outcomes for one high school were not reported in each year of the study period and it was omitted from the analysis. Small sample sizes result in reduced power to detect statistically significant effects.

District-Level Transformation

The 12 districts with the lowest proficiency rates received additional support services, which the Evaluation Team evaluated separately. The district-level transformation produced statistically significant effects on school-wide growth in student achievement in TALAS schools (0.44), while the gains were positive but not statistically significant in TALAS schools in districts that did not receive district transformation services. This finding may indicate the value of district coaching for increasing attention to and support for increasing student achievement growth in the lowest-performing districts—perhaps through leadership and teacher recruitment and placement, providing resources focused on student performance, or creating a structure for discipline and safety.

Sustainability

Sustainability of the effects of TALAS is particularly important as RttT funds run out. The Evaluation Team examined the differential effects on schools that participated in the state's first transformation efforts (2006 to 2010) as well as the TALAS transformation. First, the gains in proficiency were larger and statistically significant in the schools that participated in TALAS but not in the state's prior turnaround program (2006-2010), which speaks to the immediacy of positive effects from the TALAS intervention. In addition, gains in both graduation rates (0.69 sdu) and school achievement growth (0.37 sdu) as measured by EVAAS were large and statistically significant in schools that both participated in the prior turnaround initiative and received TALAS services, which may indicate that the turnaround program supports sustained in both initiatives (e.g., coaching and professional development) are needed to maintain positive effects. The finding that graduation rates decreased (-0.60 sdu) in the schools that participated in the prior turnaround program but not TALAS raises concerns about the ability of the lowest-achieving high schools to sustain positive effects without continued support from DST.

Summary and Conclusion

The findings clearly indicate that North Carolina's lowest-achieving schools in 2009-10 improved their performance during the four years of TALAS. In addition, DST efforts to emphasize literacy have paid dividends in increased proficiency on reading and Language Arts tests in elementary and middle schools when compared to other low-performing schools. Further, it does not appear that these gains in literacy came at the expense of other subjects, since both elementary science and middle school mathematics proficiencies also increased in TALAS schools more than in the comparison schools.

Many TALAS high schools made large gains in their graduation rates. Comparisons to other low-performing high schools indicated that gains were larger in TALAS schools, but the effects were seldom statistically significant. While this may be attributable to the limited number of high schools in TALAS (17) and in the comparison schools (18), it also may be that the effects of TALAS are difficult to distinguish from the nearly ten-percentage-point increase in the statewide graduation rate during the RttT period.

It appears that the effects of TALAS are larger when district-level coaching and support are included with school leadership and instructional coaching. The schools that participated in both

the earlier transformation program and TALAS registered the largest gains during the RttT funding period. This may indicate that services sustained over a longer time contribute to greater growth. The fact that TALAS school-wide student growth began to improve in the first year of TALAS and was sustained throughout the duration of the program may indicate that the Comprehensive Needs Assessments and School Improvement Plans that were developed in the first year of TALAS were more effective in producing immediate school-wide student achievement growth and sustaining the growth throughout the study period than in the first round of school transformation in North Carolina. However, if all students are to receive an adequate education, the conditions in North Carolina schools, turnover in the educator workforce, and the variable capacity of school districts to foster and maintain satisfactory levels of student proficiency and achievement may mandate that the state find resources and continue to intervene to transform low-performing schools on an ongoing basis for the foreseeable future.

Introduction

In 2010-11, the District and School Transformation Division (DST) of the North Carolina Department of Public Instruction (NCDPI) was charged with turning around the state's 118 lowest-achieving schools and school districts. Supported by a portion of the funds from North Carolina's four-year, $400 million Race to the Top (RttT) grant from the U.S. Department of Education, the Turning Around Lowest-Achieving Schools (TALAS) intervention was designed to achieve three major goals:

1. Turn around the lowest 5% of conventional elementary, middle, and high schools based on their 2009-10 performance composites;
2. Turn around graduation rates in conventional high schools with a four-year cohort graduation rate below 60% in both 2009-10 and either 2008-09 or 2007-08; and
3. Turn around the lowest-achieving districts (those with a 2009-10 district performance composite below 65%).

In 2013-14, DST intervened in 107 of the 118 schools that were originally identified as lowest-achieving in the state (11 schools closed since the beginning of the initiative), as well as in 12 school districts, providing district coaching, school leader coaching, instructional coaching, and professional development for school leaders, among other supports for these schools and districts. TALAS began with a Comprehensive Needs Assessment (CNA) in each of the schools, which served as the basis for a site-specific School Improvement Plan (SIP). Coaching—which included modeling effective practices along with observations of teachers and leaders with feedback to guide improvement—was a primary means for transforming practice in TALAS schools, as noted in previous evaluations (Thompson, Brown, Townsend, Henry, & Fortner, 2011; Thompson, Brown, Townsend, & Campbell, 2013; Henry, Thompson, Campbell, & Townsend, 2014).

Separate from DST efforts to turn around schools, these schools may have received other RttT-funded supports, including recruitment incentives, high-growth incentive bonuses for teachers, the New Teacher Support Program, North Carolina Teacher Corps members, recruitment and retention planning assistance, and leaders trained by the Regional Leadership Academies. This report focuses on the impacts of TALAS on students, teachers, and schools through four years (2010-11 through 2013-14).

Purpose of the RttT Evaluation and of this Report

One of four pillars of North Carolina's RttT proposal was a commitment to turning around the lowest-achieving schools in the state. North Carolina's proposal also included an independent, external evaluation of the initiatives designed to help meet the state's goals. This evaluation is being conducted by the Consortium for Educational Research and Evaluation–North Carolina (CERE–NC), a partnership of the Education Policy Initiative at Carolina (EPIC) at the University of North Carolina at Chapel Hill, the Friday Institute for Educational Innovation at North Carolina State University, and the SERVE Center at the University of North Carolina at Greensboro.

The first three annual evaluation reports were intended to inform DST's efforts to make improvements in low-achieving schools and school districts. In the first report, the Evaluation Team found that DST efforts in the schools that went through transformation in the period from 2006 through 2010 had improved outcomes in those schools more than other, similar schools. In addition, that first report detailed the characteristics of the turnaround efforts in North Carolina prior to RttT that appeared to have contributed to rapid school improvement (Thompson, et al., 2011). The Evaluation Team identified three key processes associated with improvement: (1) a planning process within each school, led locally but guided by DST's Framework for Action; (2) professional development designed to help school leadership teams understand and use the Framework; and (3) coaching provided by NCDPI and partner organizations to support implementation of the school improvement plans. In addition to these findings, this study also found that some districts promoted while others undermined school turnaround efforts.

The second evaluation report focused on the role of the districts in school transformation and found that in many cases, the connections necessary for improving student performance (e.g., connections between superintendents, their boards, central office administrators, and principals) were not present in some of the schools, and that therefore the existing connections and interrelationships were not conducive for producing positive change in these schools (Thompson, et al., 2013).

Across these two evaluations, DST interventions to guide and support the reform of low-achieving schools included efforts to help school leaders: (1) assert accountability for improved student discipline and achievement, while also drawing teachers into the process of deciding how to accomplish these goals; (2) build the knowledge and skills necessary to get better results; (3) make sure that all staff continue to put their new skills and knowledge into practice and also build new knowledge and skills; and (4) develop processes for teachers to assess what students were learning or failing to learn, as well as to identify and implement additional ways to help them learn.

The third evaluation focused on leadership coaching at the school level—the ongoing advice and support provided to principals in an effort to help them "turn their schools around" and the professional development provided by NCDPI to support leadership development. Surveys of teachers in the TALAS schools indicated that these teachers increased their use of formative assessments and increased teacher knowledge-sharing more than teachers in comparison schools. Also, DST coaching was rated higher than coaching in other similar schools in terms of

improving shared leadership and order. Finally, the Evaluation Team found that teachers' ratings of teacher-leader respect and team orientation within the school went down in DST schools compared to other schools, which reinforces the difficulties associated with turning around the state's lowest-performing schools.

In this fourth and final evaluation of the RttT school turnaround initiative in North Carolina, the Evaluation Team focused on the outcomes and impact of TALAS—estimating the overall impacts of TALAS on proficiency rates, graduation rates, school value-added (the state's official school-wide student achievement growth measure provided through the Education Value-Added Assessment System [EVAAS]), and teacher value-added (the state's official teacher student achievement growth measure, also provided through EVAAS). In addition, the Evaluation Team estimated these effects by year to examine the immediacy of effects and by school level to see if the effects are different at any of the three levels of schooling (elementary, middle, and high). TALAS focused intensely on literacy in every school, which may have produced effects on reading and language arts, potentially at the expense of mathematics and science; therefore, this report analyzes the effects by subject matter as well.

In qualitative interviews, frustrations with teacher turnover in TALAS schools were raised as an issue in terms of increasing students' achievement in those low-performing schools. In response, the Team analyzed teacher retention and the extent to which teacher turnover may have undermined or suppressed the effects of TALAS. The Team also investigated the possibility of differences in effects in schools that participated in the school turnaround model and those that participated in the district turnaround model. Finally, the Team examined the sustainability of TALAS effects by looking at the effects of TALAS plus the effects of participation in earlier school transformation interventions.

The following section will briefly describe the methods employed in the present study. After describing the study methods, the report presents findings in greater detail, followed by conclusions drawn from across the three study years.

Methods

The data for this study were provided by NCDPI and are housed and managed by EPIC, one of the partners for this evaluation. These data contain student, teacher, and school data from 2008-09 through 2013-14 for all public schools in North Carolina. Data include information on student demographics and test scores, teacher credentials, value-added (EVAAS) and turnover, and schools' proficiency rates (which are often referred to as performance composites) and the state's official student achievement growth measures (EVAAS). Estimating the overall impact of TALAS involves selecting both outcomes to be analyzed and an appropriate comparison that reasonably approximates how the transformation schools would have performed in the absence of the intervention.

Outcomes of Interest

As a primary outcome measure, the Team examined school-wide performance composites—the measure used for performance accountability in the state, as well as for selection into the turnaround program. The performance composite represents the proportion of all state exams taken in a school on which students scored above the test-specific threshold for proficiency. Students take End of Grade (EOG) exams in reading and mathematics in grades three through eight, and science EOG exams in grades five and eight. In high schools, student End of Course (EOC) exams at the end of students' English I (English II in 2014), Algebra I, and Biology courses count toward school performance composites. The measures (referred to here as the proficiency rate) include only the assessments that remained in place throughout the study period. During the study period, the exams included in the performance composite changed in several ways. The number of EOC exams were reduced and teachers began to use other assessments such as final exams. In addition, the EOG exams changed from exams based on the *North Carolina Standard Course of Study* to those based on the Common Core State Standards and North Carolina Essential Standards; data from both are included in this study— 2008-09 through 2011-12 for the former and 2012-13 through 2013-14 for the latter.

Another school-level outcome is the cohort graduation rate, or the proportion of students who entered the school as ninth graders four years earlier who then earn their diploma in the year that the outcome is measured. Since the cohort graduation rate is measured based on ninth through twelfth graders, only high schools have these outcomes.

An issue common to both proficiency and graduation rates is that these binary indicators only capture changes close to a specific cut-off—students close enough to the proficiency threshold or at risk for non-graduation whose status with respect to these outcomes can change. Importantly, these rates cannot reflect improved performance for students who were already above proficiency, were not at-risk of non-completion, or who improved without reaching the proficiency threshold. For more sensitive outcome measures, the Team examined school and teacher value-added as well as student achievement, which not only reflect improvements at any point in the distribution of outcomes, but also control for students' prior academic performance as an attempt to adjust for the non-random sorting of students across schools and teachers.

North Carolina's State Board of Education adopted EVAAS as the measure of student achievement growth for teachers and schools. These measures are included as outcomes for this study.

Finally, the Team examined teacher retention as an intermediate outcome. That is, the evaluation considered whether TALAS appears to have differentially influenced teacher retention rates in the treatment schools—an effect that could have an indirect impact on students' academic outcomes. In a later section, the study examines the possibility that teacher retention rates mediated the effects of the turnaround intervention.

Each outcome measure is standardized by year, putting all effective estimates in standard deviation units (sdu). This allows the measures to be compared to each other and to effect estimates in other studies.

Methods for Selecting Comparison Schools

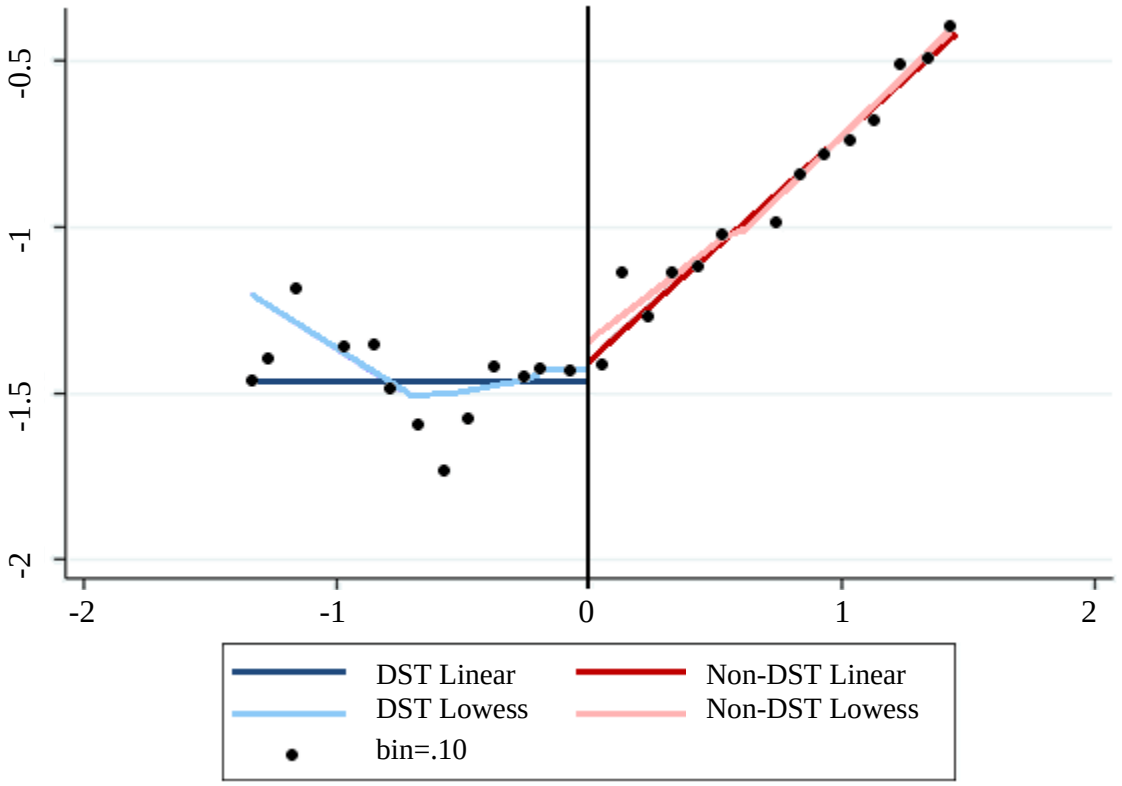
The North Carolina Department of Public Instruction (NCDPI) selected all schools that fell below the fifth percentile on 2009-10 performance composites within their respective grade levels (elementary, middle, secondary) for TALAS intervention. Because of this selection method, comparison schools would of necessity have been higher performing in the 2009-10 school year than TALAS schools. This evaluation used two statistical methods to account for this and any other differences. First, regression discontinuity design (RD) was used based on the fact that the schools just above the cutoff should be very similar to those just below (except for their participation in TALAS). RD requires that a quantitative assignment variable (like the performance composite) be used to assign schools to TALAS. RD estimates a potential break, or discontinuity, in this association at the fifth percentile cutoff. This method is considered second only to a randomized experiment in terms of obtaining an unbiased estimate of a program's effects (Schochet et al., 2010).

A disadvantage of the RD method, however, is that the effect estimate is specific to schools closest to the fifth percentile assignment threshold and may not reflect program effects that occur further from the threshold—in this case, among the lowest of TALAS schools. To more fully reflect the average effects for all TALAS schools, this evaluation also estimated a difference-in-differences (DID) model. Under the DID approach, the Team compared the change in treatment schools from pre-intervention to post-intervention to the change in comparison schools. Both to select a more similar sample of comparison schools and to avoid the growth of the comparison schools being negatively biased by a ceiling effect, the evaluation limited the comparison group to the 110 non-treated schools whose 2009-10 performance composites were closest to the assignment threshold. That is, evaluators compared the 110 schools that continued to receive TALAS throughout the study period to the 110 next-lowest-performing schools.

Figure 1 (following page) provides a visual example of how the two statistical models can yield different treatment effects. In Figure 1, the 2013-14 performance composite for groups of low-performing schools (y-axis) is plotted against the cutoff-centered 2009-10 performance composite (x-axis) that was used to assign schools to TALAS. The vertical black line represents the assignment threshold, with TALAS schools to the left of the line and comparison schools to the right of the threshold. The RD estimate for the 2013-14 school year and outcome is -0.113

(*p*=0.27), which represents the gap between the red and blue slopes at the cutoff. However, the scatterplot of TALAS schools suggests that the schools with the lowest 2009-10 performance composites (which are depicted at the far left of the graph) more significantly outperformed expectations based on prior performance, which is not reflected in the RD effect estimate. The DID estimate (+0.285) more closely approximates the distance between TALAS schools (scatterplot points to the left of the threshold) and the slope of the blue line to the left of the threshold when compared to the comparison schools above the cutoff.

Figure 1. Regression Discontinuity: 2013-14 Performance Composite



In addition to reflecting treatment effects throughout the treatment sample, the DID model also allowed models to include three years of pre-TALAS data (2007-08, 2008-09, and 2009-10). These additional years of pre-TALAS data provide a more stable baseline, mitigate the potential positive bias of regression to the mean for the lowest-achieving schools, and create overlap in the performance of TALAS and comparison schools. Similarly, including multiple years of post-intervention outcomes (2010-11, 2011-12, 2012-13, and 2013-14) resulted in more precise and reliable effect estimates.

Though both RD and DID estimates are listed in the first section on impact estimates, the discussion of overall treatment effects, as well as the more detailed quantitative effect estimates, were drawn from the DID models.

In addition to the quantitative analysis of impacts, the Team conducted interviews with principals and teachers in 12 TALAS schools (four elementary, four middle, and four high schools). These

schools were chosen to represent specific sample characteristics based on four factors: (1) at least one school within each level that met the state's growth expectations, one school that exceeded the state's expectations, and one school did not meet the state's growth expectations; (2) the school contributed to variations in the full sample in principal turnover and teacher turnover; (3) the school either participated in district and school transformation or only school transformation; and (4) inclusion of the school provided regional variation. Interviews focused on five areas: (1) school history; (2) the priority areas for the transformation reforms; (3) coaching and professional development; (4) changes in outcomes; and (5) sustainability.

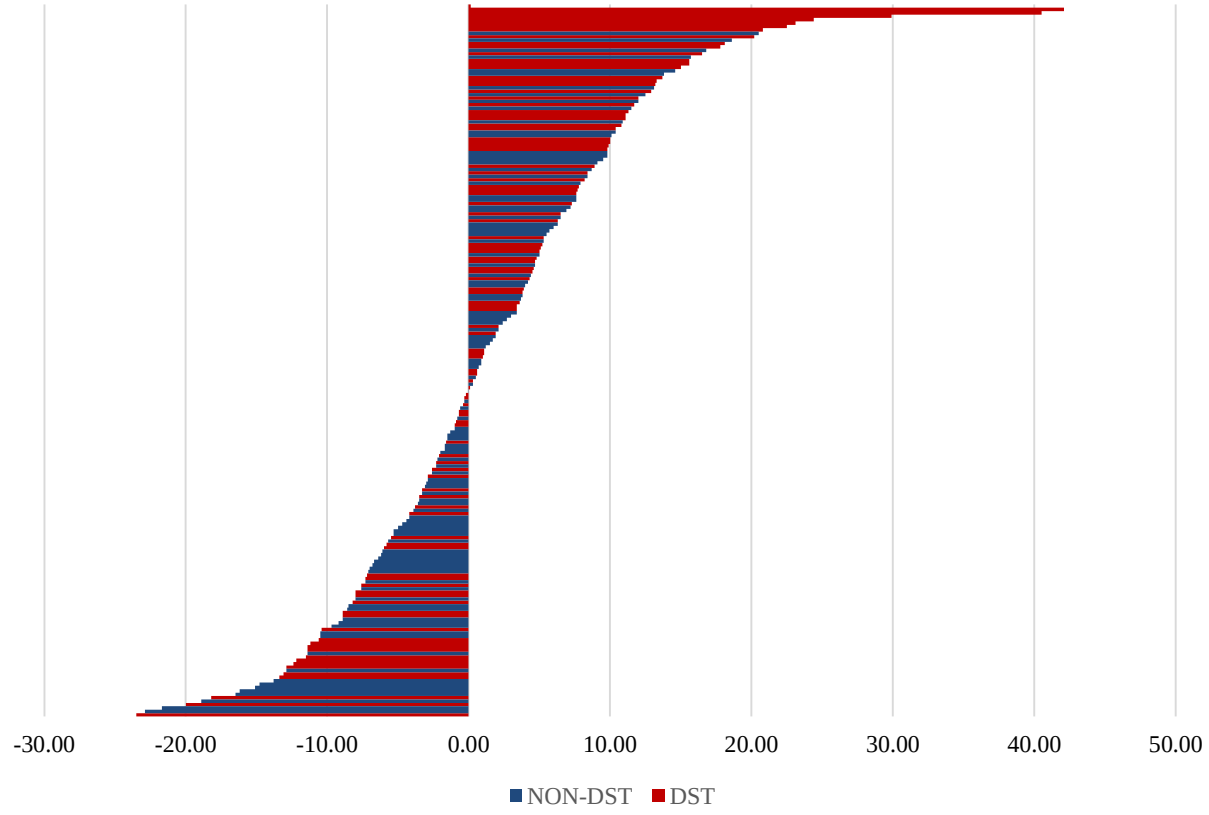
Findings

TALAS School Performance Outcomes

The graphs below demonstrate changes in key outcomes in TALAS schools and similar comparison schools from the baseline 2009-10 school year to the 2013-14 school year. In each case, change is measured relative to the average change in non-TALAS schools. This adjustment helps account for system-wide changes in the performance measures, especially the change to Common Core State Standards and their associated assessments.

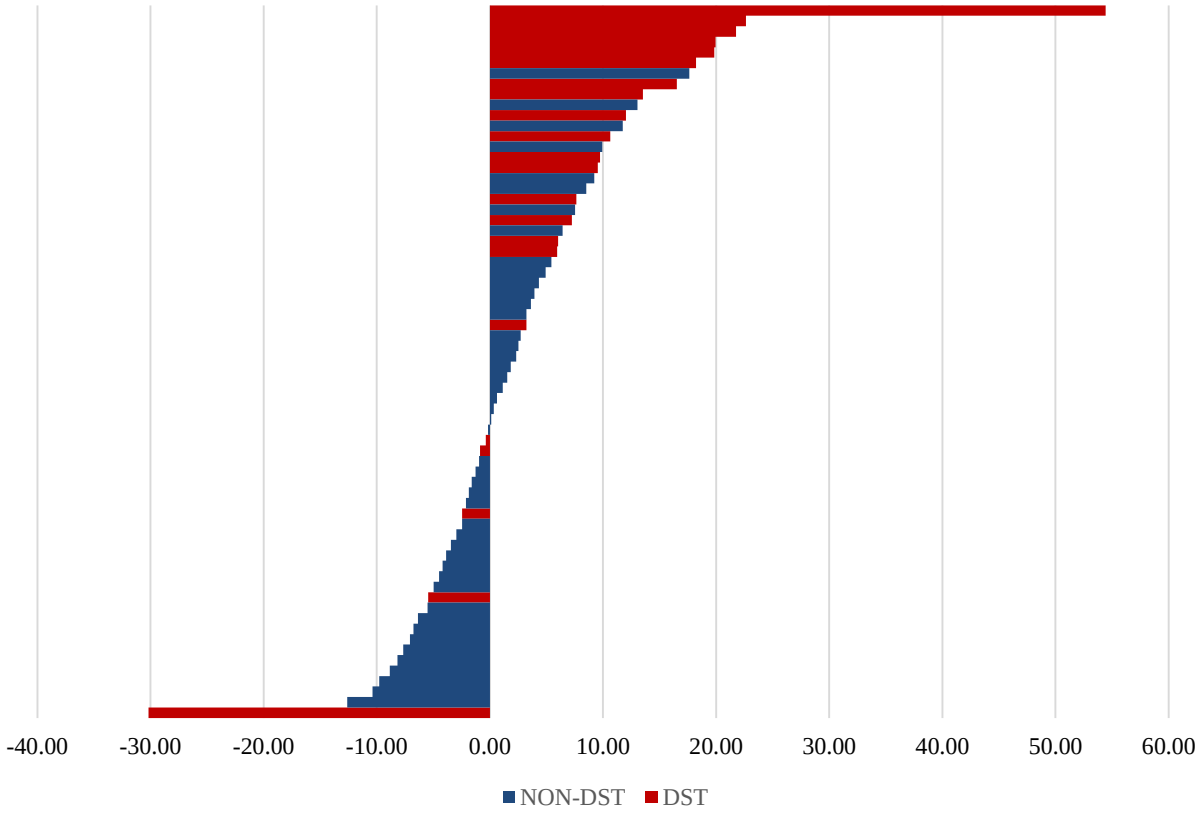
Using average change in non-TALAS schools as a benchmark, 60% of TALAS school performance composites outperformed the comparison schools' average, as shown in Figure 2.

Figure 2. Performance Composite Change, SY2010 to SY2014



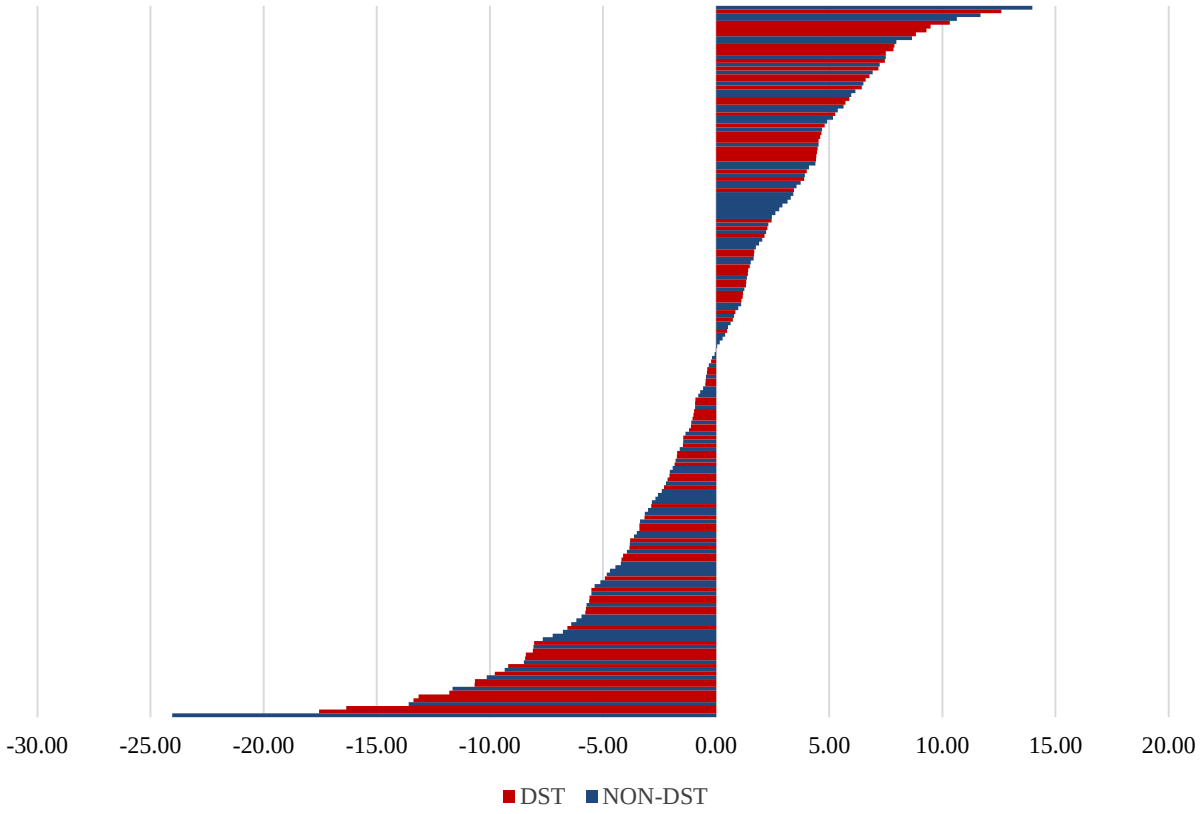
Graduation rates in 75% of TALAS high schools improved more than the average change in comparison schools, as shown in Figure 3. It should be noted that the graduation rate that declined significantly (as shown at the bottom of Figure 3) is a very small high school that during the study period graduated fewer than 50 students per year.

Figure 3. Graduation Rate Change, SY2010 to SY2014



Finally, from 2009-10 to 2013-14, school value-added in 47% of TALAS schools grew more than the average of the comparison schools, as shown in Figure 4.

Figure 4. School Value-Added Change, SY2010 to SY2014



Effects of TALAS

Overall Effects

Throughout the three years of full implementation, TALAS appears to have raised school proficiency rates by an average of 0.18 standard deviation units (sdu) based on the DID analysis (Table 1, following page). The estimates of the effects close to the fifth percentile of performance that were used as the cutoff for identifying TALAS schools (RD) were not significant, which seems to indicate that the positive effects occurred in the lower of the lowest-performing schools in the state. TALAS was estimated to have had positive effects on graduation rates as well, but these effects were not statistically significant—most likely due to the small number of high schools in TALAS (17) and in the comparison sample (18). The changes in average school and teacher value-added were positive in the DID analysis but in spite of the greater sensitivity of these measures to performance improvements, were not statistically significant when assessed over the entire four-year study period.

Table 1. Overall Effects of TALAS

Measures	RD	DID
Proficiency Rates	-0.11	0.18*
Graduation Rates	0.70	0.29
School Value-Added	-0.40	0.21
Teacher Value-Added	0.01	0.05

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results for Proficiency Rates and Graduation Rates are based on performance measures from SY2008 through SY2014; results for School Value-Added are based on performance measures from SY2009 through SY2014; results for Teacher Value-Added are based on performance measures from SY2010 through SY2014.

Immediacy of Effects

According to an Institute of Education Sciences report (Herman, et al., 2008), one of the keys to successful school turnaround efforts is "quick wins"—visible improvements early in the turnaround process with immediate enhancement of student outcomes. For the difference-in-differences approach, outcome years could not be analyzed separately, but began with the effects in 2011-12 and added successive years of outcome data to the model. This approach improved the precision of estimates of effects and allowed the Team to assess when reliable effects began to occur (by sequentially adding years).

When compared with other low-performing schools, TALAS schools increased school-wide achievement growth (EVAAS) in 2011-12 (the first full year of the intervention) by a significant 0.34 sdu and continued in the second year at 0.26 sdu when data for 2012-13 were added (Table 2). Consistent with Table 1, which reports the same findings as the SY2014 column in Table 2, the gains in school value-added were sizable but no longer statistically significant. It is important to note that the value-added gains in later years estimate growth from the test scores in prior years, which, in this case, were affected by the turnaround efforts. Therefore, this cannot be interpreted as an effect that is fading or not sustained but rather that the size of the gains added in 2013-14 were not sufficiently large relative to gains in the earlier years to be statistically significant.

Table 2. TALAS Program Effects by Outcome and Year

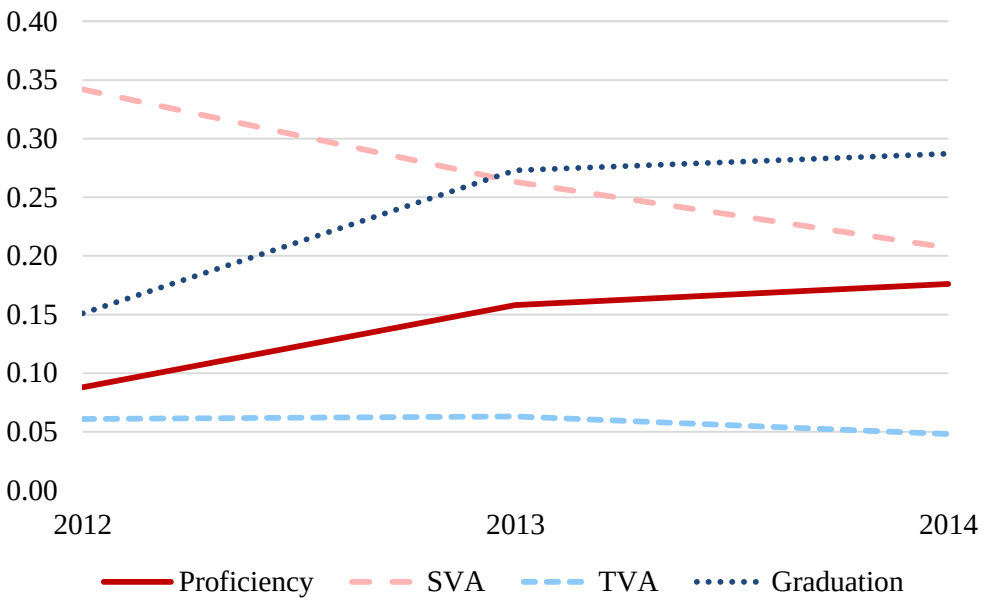
Measures	SY2012	SY2013	SY2014
Student Proficiency	0.088	0.158*	0.176*
School Value-Added	0.342*	0.263*	0.207
Teacher Value-Added	0.061	0.063	0.048
Graduation (HS only)	0.151	0.273	0.287

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14.

Student proficiency gains in TALAS schools took slightly longer to appear but improved by a significant 0.16 and 0.18 sdu in 2012-13 and 2013-14, respectively, when data from those years were added to the data from the first year of TALAS implementation. Estimates of the effects of

TALAS on graduation rates were uniformly positive and increased as more years of data were added (0.15 to 0.27 to 0.29 sdu), but, as in the previous analyses of graduation rates, were not statistically significant—again, likely due to the limited number of high schools in TALAS. Teacher value-added effect estimates (TVA) are minimal in each of the years tested, as shown in Figure 5.

Figure 5. Trends in the Effects of TALAS on Student, Teacher, and School Performance



Effects by Level

Differences in the organization of schools, the curricula for which schools are responsible, and the students' schools serve introduce the possibility that the effects of TALAS may be different across school levels (elementary, middle, and secondary). For example, high schools could be expected to have different effects than elementary and middle schools for a number of reasons: the subject specialization of teachers in high schools (opposed to predominantly self-contained elementary classrooms); organization of academic departments around these subject areas; the larger average size of high schools; the greater diversity of students within high schools resulting from larger catchment areas; the more advanced academic and non-academic skills being instilled in pupils; and assessments based on EOC tests rather than EOG tests. Furthermore, the prior North Carolina DST program was initially developed for high schools only, which adds to the possibility that TALAS may be more effective in high schools.

While it is important to investigate the impacts of TALAS by level to understand at which levels it may be more or less effective, the number of schools in the analysis by level is small and the analysis has less power to detect an effect even if one, in fact, has occurred. Indeed, nine of ten of the estimates were positive, but only one—teacher value-added in middle school—was statistically significant (as shown in Table 3, following page). Therefore, these analyses should be treated as descriptive trends rather than estimates of causal impacts.

For several of the outcomes examined, treatment effects were estimated to be the greatest at the middle and high school levels. TALAS middle and high schools exhibited greater growth in student proficiency, relative to comparison schools, than did TALAS elementary schools. Teacher value-added in TALAS middle schools improved more than either of the other two levels. As shown above in Figure 5 (previous page), graduation rates improved more in TALAS schools than in the comparison schools, but the difference is not statistically significant.

Table 3. Effects of TALAS (DID) by Level of Schooling

Measures	Elementary	Middle	High
Proficiency Rates	0.149	0.256	0.248
Graduation Rates			0.287
School Value-Added	0.194	0.385	0.121
Teacher Value-Added	0.110	0.259***	-0.083

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results for Proficiency Rates and Graduation Rates are based on performance measures from SY2008 through SY2014; results for School Value-Added are based on performance measures from SY2009 through SY2014; results for Teacher Value-Added are based on performance measures from SY2010 through SY2014.

Intense Literacy Focus and the Analysis of Effects by Subject Matter

DST assisted schools and districts with determining the major areas of concern and identifying potential strategies to employ. Ultimately, school leaders chose priority areas they felt would potentially lead to the best possible chances at academic and organizational growth. Table 4 displays priority areas cited by school level during interviews in 10 TALAS schools.

Table 4. DST Priority Areas for Reform by School Level

Priority Areas	Elementary	Middle	High
Common Core Transition	X		
Curricular Alignment	X		
Data Literacy and Use	X	X	
Discipline and Safety		X	
Family and Community Engagement	X	X	X
Formative Assessment	X	X	X
Instructional Technology	X		X
Literacy	X	X	X
Student Engagement			X
Teacher Instructional Capacity	X	X	X
Recruiting and Retaining High-Quality Staff	X	X	X

Note: The order of priority areas listed does not imply the degree to which schools focused on a particular area.

Across all school and achievement levels, TALAS schools chose literacy as an initial priority area upon which to focus during the RttT period. The elementary and middle schools most frequently cited improving literacy as a major goal; it was often the top priority mentioned. A middle school transformation coach suggested a reason for the choice:

> *Assuming that if you could read and comprehend better, that it is going to help you across the board in all of your subject areas, so there was a big literacy focus. . . . Their children were coming in a couple of years behind in reading. . . . Common Core says that everybody is a literacy teacher, but trying to convince a science and a social studies teacher of that is a difficult thing. We have been helping social studies [teachers] understand that they can have an impact on ELA through non-fiction text, primary documents, finding main ideas, and cause and effect.*

With literacy as a top priority for elementary and middle schools, a number of strategies were used to address this area. Each school chose the set of strategies most suited to meet the needs of their student population; however, several commonly cited strategies included:

- providing reading professional development;
- purchasing interventional reading programs from various publishers;
- implementing Daily Five Café;
- unpacking Common Core Standards;
- offering remediation and tutoring;
- creating pacing guides; and
- using flexible student grouping.

As time progressed, several schools expanded their instructional improvement focus to include content areas not specifically associated with literacy. An elementary instructional coach discussed the shift to concentrating on mathematics:

> *Math has slowly become a little . . . it was always a focus, but a little more of a focus just because we have spent so much time on reading. We knew math also needed to be addressed and so this past summer we spent time training them and providing professional development utilizing [SPECIFIC CURRICULUM] math lessons to help supplement what they were doing, to help dig deeper into the mathematical practices and gain a better understanding of what the Common Core means by certain standards. . . . We are providing teachers tools they can utilize to help them teach the new standards but have a better understanding of the new standards. We are still heavy on the reading but we are slowly focusing a little more on the math, now that we have the reading down a little better.*

Many school personnel felt the choice to focus heavily on literacy appeared to have a detrimental effect on other subject-area growth, particularly mathematics. Those interviewed reported lower-than-expected scores in mathematics when compared to their ELA scores. A middle school principal shared:

> *We had made such high growth. We were just making growth and high growth. And then, this . . . past year, we did not. We went down. We were in the red. So, it is really disappointing. And it was math scores. And so now we are re-thinking [our strategy].*

Similarly, an elementary principal shared:

> *The literacy piece has been the driver since we have been here. We have noticed, okay, we need to pay attention to math and science because we have honed in on literacy so much.*

The emphasis on literacy may have resulted in more gains in reading/language arts achievement among TALAS schools than in mathematics or science. However, if—as some school personnel and DST staff have expressed—literacy gains can improve achievement in other subjects because reading skills are germane across the board, then gains in other subjects may be improved through an emphasis on literacy. In contrast, other school personnel appeared to worry that gains in literacy could actually reduce mathematics achievement if more class time were allocated to literacy. Therefore, the Evaluation Team analyzed gains by subject area.

Across all levels of TALAS schools, proficiency in mathematics and science improved more than in comparison schools (0.21 in both), clearly indicating that gains in ELA did not come at the expense of STEM subjects (Table 5). In fact, ELA gains in proficiency were positive, although they were not statistically significant. However, ELA gains in elementary schools and middle schools were positive and significant, and in each level the ELA gains did not come at the expense of STEM subjects. Proficiency gains in elementary school science and middle school mathematics were larger in TALAS schools than in the comparison schools.

Table 5. Effects of TALAS (DID) by Subject Matter and Level of Schooling

Subject Matter	Proficiency	Achievement
Elementary Schools		
Math	0.15	0.035
English Language Arts	0.07*	0.002
Science	0.23*	0.064
Middle Schools		
Math	0.37*	0.041
English Language Arts	0.18*	0.012
Science	0.20	0.058
Secondary Schools		
Math	0.278	0.062
English Language Arts	0.142	0.054
Science	0.143	0.052
All Schools		
Math	0.21*	0.036
English-Language Arts	0.08	0.010
Science	0.21*	0.032

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14.

The pattern of effects in high schools deserves mention even though none of the effects on proficiency were statistically significant. DST served 29 high schools in TALAS but, as previously discussed, only 17 remained in the analysis sample due to school closings and data missing for another high school. Even though TALAS effects on proficiency in high school were positive and the magnitude of the effects were relatively large, the power to detect a substantively meaningful effect was undermined by the limited sample size.

In terms of student-level value-added achievement, however, TALAS schools did not improve at a markedly different rate than comparison schools. Although these effect estimates were consistently positive across all subjects and grade levels, none were statistically significant.

Teacher Retention

Significant teacher turnover in TALAS schools was cited in many interviews as a factor that undermines schools' ability to provide a high-quality instructional program and has been shown to be much higher in high-poverty and low-performing schools in North Carolina (Henry et al., 2012) and detrimental to student success (Ronfeldt, Loeb, & Wyckoff, 2013). DST staff offered coaching and customized professional development that was intended to be built upon in each successive year. Content was planned and delivered with the idea that the next stage of expertise would be addressed in subsequent years. Teachers leaving during the implementation of TALAS affected the schools' ability to effectively move all teachers further along the professional teaching continuum, from novice to expert.

After the initial year—when teacher turnover in the TALAS schools was part of the turnaround intervention and considered positive—teacher retention was considered important for TALAS schools. Retaining teachers allowed for schools to build their instructional capacity in each year of TALAS. When describing a school in which limited turnover was observed, an elementary instructional coach suggested:

> *They do not have a high turnover in staff, and that is very much a plus. From what I understand, that does continue—so that means that we can build the capacity within the staff as well as sustain the professional development and the growth that teachers are able to make.*

Further, an Assistant Superintendent for Curriculum and Instruction offered:

> *One of the most positive changes I think we have seen is stability. The staff there, over the course of several years now, has become much more stable, less turnover than what it was a year or two ago. . . . I think that has been a real plus for them. . . . I see more of a sense of urgency, stronger curriculum alignment, with teachers really understanding the curriculum better, understanding some strategies. I think some of that does have to do with being able to have that continuous PD and the teachers building on them.*

On the contrary, schools with high levels of teacher turnover were tasked with developing both new and incumbent teachers simultaneously. The addition of new teachers required introductory or novice-level professional development to be repeated. Attempts to differentiate services were made, but in some cases, large-scale turnover suppressed the number individuals ready to move

to the next stage of teacher development. A district official speaking about a moderate-growth high school remarked:

> *The biggest problem at the high school that we face is . . . teacher turnover, with the budget being as bad as it is, and the pay, and the conditions in North Carolina right now. We have lost staff who have gone to other states, and so it is hard to keep the momentum going when you lose a large amount of staff. For example, we got hit with math this year. It has been different subject areas, so it makes it hard. It is like you are starting over every time that you cannot retain folks.*

Similarly, an elementary DST instructional coach indicated:

> *As long as turnover continues to be high, you are always going to have needs, people to come in and support these teachers. We have incredible turnover. We just had a kindergarten teacher leave at mid-year and an additional kindergarten class was formed close to mid-year, so we have got two brand-new kindergarten teachers. We have a variety of teachers for whom this is their first year. As long as we have so many new teachers as well as so much turnover within a calendar year, there will be a lot of stuff that needs to be learned.*

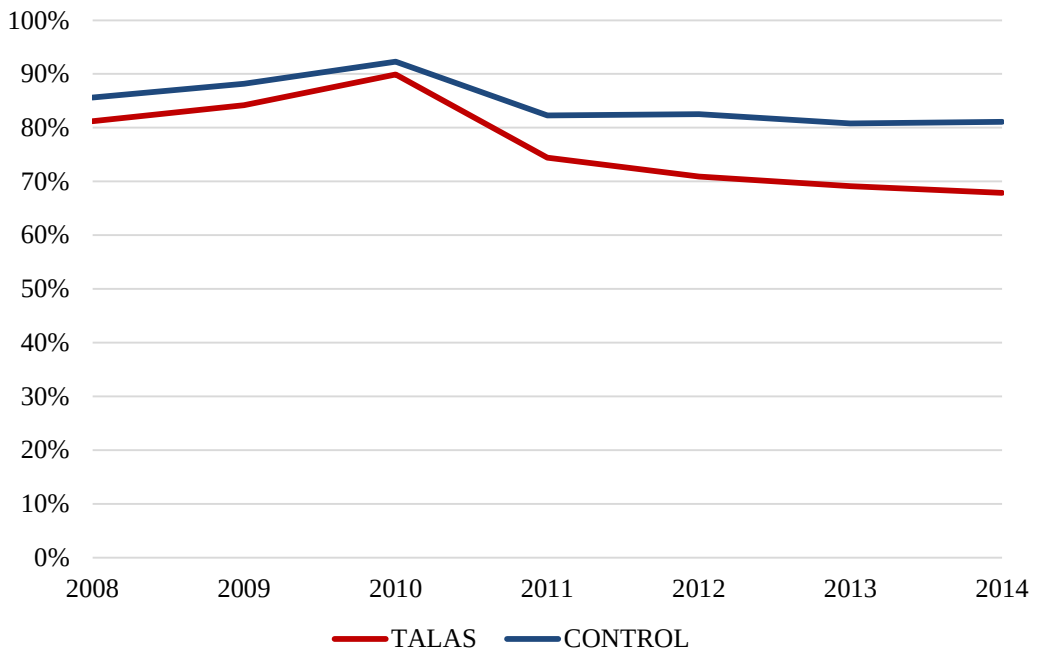
Teachers leave schools for a variety of reasons, but the impact of their departure is felt long after they leave. The teachers who left benefited not only from participating in coaching and professional development activities from DST staff, but also from mentoring and encouragement from fellow teachers. A middle school teacher expressed:

> *I feel like once the teacher leaves, then everything that we have gone through, that we have taught them, or that all the research that we have given them, I think that that goes with them.*

Much to their dismay, teachers who remained at high-turnover schools were left to groom the next batch of teachers joining their ranks each year, thus starting the teacher instructional capacity-building cycle anew.

DST provided some professional development and coaching for TALAS principals to help them retain effective teachers while continuing to remove ineffective ones. To examine the extent to which teacher retention was higher, the evaluation compared teacher retention in TALAS and the comparisons schools (Figure 6, following page).

Figure 6. Teacher Retention Rates in TALAS and Comparison Schools



Initially, intentional teacher turnover in the TALAS schools was part of the intervention, as the federal transformation model (the model most often adopted in North Carolina) included principal and staff replacement. Given that RttT began during the 2010-11 school year, the turnover may have been most likely to occur in 2010-11 and 2011-12. For both the 2010-11 and 2011-12 school years, TALAS schools experienced greater declines in teacher retention than did comparison schools (Figure 6).

While this evaluation did find lower retention rates in TALAS schools than in the comparison schools (as shown in Table 6), the differences are not statistically significant. The Team did find that retention rates were significantly lower in the post-intervention years for both TALAS and comparison schools than in the three years prior to the program. Within TALAS schools, perceptions that turnover increased after the program implementation may be correct, but the trend was not significantly different from the concurrent increase in attrition in other schools, though the levels of retention were lower in the TALAS schools.

Table 6. Teacher Retention Effects in TALAS Schools, Relative to Comparison Schools

Schools	Retention Effects
Elementary	-0.230
Middle	-0.118
Secondary	-0.035
All Schools	-0.157

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14.

In addition to the analysis of differences in teacher retention in TALAS schools, this evaluation examined the extent to which low levels of teacher retention may have reduced or suppressed the effects of TALAS. Interviews with staff in TALAS schools and DST suggested that they believed that turnover may be undermining the positive effects of professional development and coaching. Accounting for these teacher retention rates in the estimation of the proficiency outcomes made marginal differences in the estimated effect of TALAS, but effects in middle schools became significant—though only marginally larger—as shown in the second column of Table 7. This finding suggests that retention may have suppressed TALAS effects slightly or may account for differences in the effectiveness of TALAS across schools served by the intervention.

Table 7. Proficiency Effects in TALAS Schools Controlling for Teacher Retention

Schools	Original Estimates of TALAS Effects on Proficiency^	Estimates of TALAS Effects on Proficiency Testing Mediation of Teacher Retention
All Schools	0.176 *	0.185*
Elementary	0.149	0.151
Middle	0.256	0.269*
Secondary	0.248	0.240
Retention Mediator		X

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14. X indicates that teacher retention was included in the model as a potential mediator of TALAS effects.
^ Estimates in this column are drawn from Table 1 and Table 2.

School and District TALAS Service Models

As mentioned above, the DST division implementing TALAS used two different service approaches— the District Transformation Model and the School Transformation Model. The District Transformation Model used a district coach to support the superintendent. Both models included the provision of a school transformation coach to work directly with the principal and an instructional coach or instructional coaching team to assist teachers. Table 8 outlines the elements of the two service models employed during RttT.

Table 8. DST Service Models

DST Service Models	
School Model	**District Model**
One or more schools served in district	Multiple schools served in district
School Transformation Coach	**District Transformation Coach**
serves school-level administrator/principal	serves district-level administrator/superintendent
Instructional Coach	
serves teachers in the following ways:	
Elementary: level-specific	
Middle: subject area-specific (ELA, Math, Science)	
High: course-specific (Biology, ELA II, and Math I)	

School transformation coaches collaborated with principals to enhance various administrative functions—such as formal and informal observation activities, analysis of data (e.g., formative assessment scores), developing school-level policies and procedures, and scheduling. Instructional coaching duties included assisting with professional learning communities (PLCs), aiding with unit- and lesson-planning, facilitating professional development, finding instructional materials, modeling and observing lessons, conducting group tutoring, and providing one-on-one student support. Typically, elementary schools were provided with a single coach who primarily addressed literacy. Middle schools were served by an ELA coach, a mathematics coach, and a science coach. High school coaches focused on tested areas—English II, Common Core Math I, and Biology. The amount of time spent at schools by the school transformation and instructional coaches ranged from one to three days per week, but they also were available by phone or email at other times.

The District Transformation Model sought to *transform* participating districts by creating and executing a comprehensive plan to enhance the capacity of district staff to enable them to support schools more effectively. In this Model, a district transformation coach provided executive leadership coaching to the superintendent for four to five days per week. District Transformation coaches assisted with aligning the efforts of the DST school-based team (school transformation and instructional coaches) with district goals, improving district policies and procedures, working with district staff in key areas such as curriculum and instruction to create district pacing guides and assessments, working with human resources to hire and retain high-quality staff, and repurposing funds to maximize impacts on instruction. When possible, school transformation coaches and instructional coaches were assigned to schools within the same district to ensure continuity of personnel throughout districts in which the District Transformation Model was utilized.

When discussing the implementation of TALAS with district-level staff, there were distinct differences in the levels of involvement and knowledge of the transformation activities among those in the District and the School Transformation Models. District staff operating outside of the District Transformation Model appeared to be less involved and less aware of what was being done in the schools. When asked about the priority areas covered in a TALAS school, a district staff member (speaking of a middle school served by the School Transformation Model) confessed:

> *To be honest, I would not know without pulling my notes, because I was not there. Generally, it was student achievement, math and science, and that kind of stuff. . . . In terms of specifics, I could not tell you off the top of my head.*

Schools served under the School Transformation Model varied in the degree to which their district staff was involved and supportive of their improvement process. In some cases, district staff became advocates for their schools and pushed back in instances when they felt solutions suggested by TALAS staff would not align with or meet the needs of their particular students and community. When asked how they determined what areas would be addressed during TALAS, an Assistant Superintendent for Curriculum and Instruction stated that the school staff largely were responsible for determining what would be addressed, and the goal of the district was to be a support mechanism for them as they developed and executed a plan:

> *The plan was very heavily driven by the school—at the school level by the principal. You know, I am flashing back to emails and conversations where, once we had the model with the 12 components, we knew what we were working [for] with the transformation model. The superintendent asked the administration of the school—in conjunction with the teachers—to do a lot of reflecting and think about "What are the priorities? What are the areas, and then how do we support you?" So it was not driven by us. I have a whole folder here—actually two or three more in my file cabinet—where the principal turned in plans, two detailed plans to the superintendent saying, "This is what we feel like we need to do, what we want to focus on." We gave feedback, we went out and met with them, but we were very much . . . we have tried to be the support mechanism for them, not the driver. We did help with data analysis, and helping them to make sure they knew which areas to target and offered support, but I do think DPI and [the school transformation coach] was very instrumental in helping, also.*

In contrast to some district administrators of schools in the School Transformation Model, all of the district administrators receiving services via the District Transformation Model in the qualitative sample appeared to be far more knowledgeable of the issues their schools faced and agreed about DST strategies for improvement. Meaningful collaboration between district administrators and DST resulted in the alignment of school and district goals to best practices in order to address priority areas. A district transformation coach shared a coaching strategy he used when working with district officials who were tasked with developing a plan that would require the reallocation of funds to continue instructional coaching support for teachers after RttT concludes:

> *In my capacity, in my position, I am a support person. I am putting those [options] on the table for a superintendent and a cabinet to contemplate, and make sure that they repurpose [funds]—and if that does not happen, then it is going to be very hard for them to sustain their current level of instructional support. They have to make sure they repurpose funds.*

The district transformation coaches in the study became integrated into the school districts in which they served and played a pivotal role in bridging services provided by school-level DST staff (i.e., school transformation coaches and instructional coaches), district-level services, and other services available through other DPI agencies (e.g., Instructional Technology, Exceptional Children, Business and Finance, etc.). An Assistant Superintendent for Curriculum and Instruction shared:

> *Our district transformation coach is our right hand. . . . He is an insider, but he is an outsider. He is our voice with . . . reason. We can say, "What do you think?" And it is not a judgment. Or we can say, "What do you see that we should be doing? What are we not doing that you have seen done some place else?" He is going to be very candid and have a working relationship [with us in which] he gives honest feedback. He makes viable suggestions: "Have you thought about this?" He is our link between DPI and other resources. He has helped us plan workshops. He has helped us work on budgets. He has helped us secure grants. He has helped us try and modify our procedures so they are more in alignment of what we should be doing. We do not see him as a stranger; we see him as the necessary part of all that we do. He helped us in finance. We even have our*

> *candid meetings and he is in our candid meetings. He gives viable recommendations, suggestions. He is just someone there that we trust, someone who gives honest feedback, and someone who gives us help. He actually goes with me into schools. We talk to principals about data. We trust his recommendations. He just fits in and he is part of the puzzle.*

Of the 109 schools in TALAS in 2013-14, 66 were served by the School Transformation Model and 43 were served by the District Transformation Model. Overall, this evaluation found similar effects of turnaround among schools served by the School Transformation and District Transformation Models. In examining proficiency and graduation, the treatment effects for both models were not statistically significant when the schools in each were contrasted with the comparison schools—perhaps due to fewer schools being compared (since both effect estimates are reasonably large and positive). For school value-added, the effect estimate for schools served under the District Transformation Model was much higher (Table 9).

Table 9. Effects on Schools in the District Transformation Model and School Transformation Model

Measures	School Transformation	District Transformation
Proficiency	0.166	0.133
Graduation	0.267	0.152
School Value-Added	0.032	0.435**

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14.

Given the overall positive effects found for DST treatment, this is perhaps the most promising finding for the comparison of models. Rather than either the district services appearing to be necessary, or the added layer being detrimental, these results can be interpreted to mean that the additional district-level support services are necessary for schools in districts with multiple transformation sites to realize the same results as districts with fewer schools in TALAS.

Sustainability of TALAS Effects

A myriad of factors—including high levels of poverty, high teacher turnover, poor instructional practices, and ineffective leadership—led to the low levels of achievement in schools that placed them into TALAS. DST combatted these factors and the additional ones affecting specific schools by crafting and implementing a plan for improvement that included instructional and leadership coaching, customized professional development, and information provided through a multi-part School Leaders Seminar Series. The ultimate goal of these efforts was to build the enduring, sustainable capacity of school and district staff such that they had the requisite skills to continue an upward trajectory for student achievement growth after the conclusion of TALAS.

Issues of sustainability existed across the TALAS and in the schools. TALAS was a highly human resource-intensive program that relied heavily on the professional judgement of DST staff members who were previously successful in the roles that they supported (i.e., former teachers served as instructional coaches, former principals served as school transformation coaches, and

former district-level administrators served as district transformation coaches). In collaboration with school- and district-level staff, DST coaches determined what areas to address, but the manner in which the coaches carried out their duties was contingent on each coach's personal and professional experiences. This customized approach to supporting school and district personnel ensured individual needs were addressed, but the process varied across TALAS schools and sometimes even within the same school if a DST staff change was made mid-stream.

When coaching turnover occurred within the same school, participants needed to adjust to new coaching styles and strategies. According to one elementary principal, three different school transformation coaches and three different instructional coaches supported her school during Race to the Top. The principal shared that each of her three school transformation coaches had different coaching styles:

> *Three coaches have been different in their styles and amount and type of contact. All three were helpful, but there have been three different models, so I had to switch as well.*

Similarly, the same principal shared her school's experience with multiple instructional coaches supporting her teachers:

> *We are on our third instructional coach. . . . While the staff has been changing, the coach has been changing as well. I think that has been a little more challenging than me having to adapt to a new coach. That person is just learning the building, and the school, and the teachers. Now her caliber of expertise, I can't question that.*

This principal's belief that the coaches who served her school were highly capable was echoed across all the school and district personnel interviewed in the study. Overall, DST coaching contributions were highly valued. Table 10 (following page) includes quotes from school and district personnel that highlight school personnel's perceived value of DST coaching activities.

Table 10. Perceived Value of DST Coaching Activities

Stakeholders	Selected Quotations
Teachers	• I have found it very **beneficial** working with [my instructional coach], actually going in and looking at lessons, breaking them down and learning what I can do to make it better. • I think that we had to do some real groundwork there and so I think that although we have had four years of support, it has changed with us over those four years and it has been very **beneficial**.
Principals	• Happily the DPI [instructional] coaches have been **tremendous**—the ones we have had the last couple of years. I wish we could have them full-time. The teachers have grown to trust them and accept them. Even teachers they do not work with, so if it is not a math teacher it is a Career and Tech-Ed teacher. They have come to know them and listen to some of the things they offer. • We have had very **valuable** support, and if we were to lose some of the support that we have within our district… • We can still make progress with the coaches, the school-provided coaches if that is what we, all we have, we can still continue to make progress. To continue to make real progress, the DPI coaches are **invaluable** to really move forward.
District Administrators	• That has been extremely **valuable**, and the quality of the people that we have had access to has been amazing. • She was very, very much a **valuable** asset. • He has just been a **valuable** resource.

Schools were able to make strides in growing the instructional and leadership capacity of administrators and teachers to the point that those skills that were developed could make a positive impact on students and teachers. DST staff and school and district personnel were asked about each school's ability to sustain or exceed existing levels of leadership and instructional capacity attained during the RttT period. The degree to which individuals polled agreed that forward motion could continue varied widely. A school transformation coach shared her concern about the return to low levels of student performance in the absence of TALAS:

> *I still have concern that there really have not been changes at the district level, so even when we build [our school] capacity with principals and teachers, I just worry that everything will fall back when we are not there.*

An Assistant Superintendent for Curriculum and Instruction offered:

> *Truthfully, if they were to pull out today we would handle it as a district. I am not worried about us having the capacity to support it; however, it is much easier for us at this point in time to have those people involved because [our school transformation coach] can be here for a full day, every day, or every week. I do not have that kind of time and . . . she has had principal experience in different places . . . at the high school level, so she can really help and support that principal.*

For most schools, the collective impact of enriched leadership and instructional skills led school improvement in certain key areas (e.g., academic achievement, discipline and safety, school

culture); however, the collective impact was weakened when school staff left their TALAS schools. In the current system, sustained improvement is largely contingent upon maintaining a stable staff that participated in DST growth opportunities. If individuals chose to leave, the enhanced skills left with them and diminished the overall capacity built in a school. Over the course of TALAS, significant principal and teacher turnover has occurred.

Schools with the greatest opportunity to sustain and propel future growth are those that maintain a stable staff. A principal at a school with low staff turnover felt confident that her school can continue to grow due to the services provided by DST staff members and the stability of her instructional staff:

> *I definitely think [my school] can continue to grow. I think we have some great things in place. I think the resources and the knowledge that [our school transformation coach] and [instructional coach] both brought to the school and have implemented and helped us to implement are things that we can definitely sustain. I think if you look at the staff, we have an experienced staff, but not a ready-to-retire staff. . . . I think a large population of the teachers who are here are not planning to look elsewhere anytime soon, so they will be here to continue to sustain and grow.*

To shed some light on the sustainability of effects, the Evaluation Team examined the schools that participated in both TALAS and the prior DST transformation efforts and contrast their performance with those schools that participated in TALAS only or in prior DST transformation only. Twenty-five of the 109 transformation schools were treated previously under the prior DST transformation program (DST). Outcomes for the schools only treated by TALAS (TALAS only) and those treated under both programs (TALAS + DST) are positive (Table 11).

Schools served under the prior program but not TALAS (DST Only) performed worse than schools that never participated in transformation. This comparison suggests that former DST transformation results were not sustained, although these schools had performed well enough to not be in the lowest-achieving and lowest-graduating schools in North Carolina in 2009-10. The results for TALAS + DST (as shown in Table 11) indicate that the schools that continued to receive support services through TALAS made large gains in graduation rates and school value-added during the 2010-11 to 2013-14 period. However, schools treated under the prior DST program that did not continue to receive services under TALAS decreased their graduation rates when compared with similar schools that had never received services. While this reinforces the positive effects of TALAS, it calls into question whether results can be sustained beyond the expiration of a turnaround program.

Table 11. Comparison of Outcomes for Schools Participating in TALAS and Prior DST Transformation Services with Those Participating in TALAS Only or the Prior DST Services Only

Measures	TALAS Only	TALAS + DST	DST Only
Proficiency	0.192*	0.087	-0.061
Graduation	0.353	0.690*	-0.600*
School Value-Added	0.177	0.372**	-0.336

Notes: * p<0.05, ** p<0.01, *** p<0.001. Results include school performance measures from SY08 through SY14.

Summary and Conclusions

The evaluation findings clearly indicate that North Carolina's lowest-achieving schools in 2009-10 have improved their performance, in terms of both school value-added and proficiency rates, during the four years of TALAS. In addition, the TALAS emphasis on literacy paid dividends in increased proficiency on reading and language arts tests in the elementary and middle schools when compared to other low-performing schools. Also, these gains in literacy did not come at the expense of other subjects, since both elementary science and middle school mathematics proficiencies increased in TALAS schools more than in the comparison schools.

Moreover, the positive effects of TALAS on school value-added scores were significant beginning in the first full year of implementation and on proficiency rates beginning in their second year in transformation. This is rapid progress. However, it is doubtful that many of the TALAS schools will be able to sustain these increases without continued support provided by DST. It is important to monitor their outcomes closely in the future to avoid schools churning in and out of the lowest-achieving five percent of schools, depending on whether they are currently receiving the services they need to adequately educate their students. Given the limited resources available for school transformation when the RttT funds are depleted, and given the high levels of staff turnover in the lowest-achieving schools, transformation services—including coaching and professional development—will continue to be needed to meet the state's constitutional obligations to provide adequate education.

The progress in increasing school graduation rates among the TALAS schools is less definitive. Many TALAS schools posted large graduation rate increases and the comparisons suggested these were higher than those in comparison schools, but these effects, although sizeable, were seldom statistically significant. While the lack of statistical significance may be attributable to the limited number of high schools in TALAS (17) and in the comparison schools (18), it was difficult to distinguish the increasing graduation rates in TALAS schools from the increases in graduation rates that were occurring statewide. Overall, graduation rates in North Carolina increased by 9.7 percentage points from 2009-10 to 2013-14 and the increases for economically disadvantaged and minority students have been larger, closing the gaps substantially with more affluent peers and white students, respectively. However, the schools, which were selected for TALAS based on their low graduation rates and not their overall proficiency, have proven to be more difficult to improve. Taken all together, graduation rates should continue to be a focus of North Carolina's transformation efforts. Additionally, monitoring progress in the schools with the lowest graduation rates and intervening—if increases in proficiency and graduation rates do not occur—should be considered.

Also, it appears that the effects of TALAS are larger when district-level coaching and support are included with the school leadership and instructional coaches. The schools that participated in both the earlier DST transformation program and TALAS registered the largest gains in graduation rates and school value-added during the RttT funding period. This may indicate that services sustained over a longer time contribute to greater growth. The fact that TALAS school-wide student growth began to improve in the first year of TALAS and was sustained may indicate that the Comprehensive Needs Assessments and School Improvement Plans that were developed in the first year of TALAS and implemented thereafter were effective in producing

immediate school-wide student achievement growth and sustaining that growth throughout the study period. There is little evidence that this can be sustained without continued state intervention and support, and the performance decline of the schools served by the prior transformation but not TALAS raises concerns about the ability of schools and school districts to sustain higher levels of performance on their own.

Taken together, the results of the four-year evaluation suggest that the transformation process implemented during RttT has been effective and that the process resulted in immediate positive benefits for students. If implemented with the refinements informed by the TALAS experience and evaluations, the transformation process in another set of the lowest-achieving North Carolina schools can benefit students and teachers. However, it may be that the high levels of staff turnover in these schools and the high variability in capacity across school districts will make transformation and turnaround a permanent requirement for NCDPI. Coaching will be needed to improve instruction since novice teachers (those with less than five years of experience) comprise approximately 25% of North Carolina's teacher workforce and a much higher percentage of the teachers and principals in the lowest-performing schools do not remain long in these schools even when they are effective. Professional development will be needed for the same reasons—large percentages of the staff in these schools change annually, thus requiring the simultaneous delivery of basic and advanced training. In other words, the conditions may not exist in the educator workforce and in many school districts in North Carolina for schools serving high proportions of economically disadvantaged and minority students to be adequately educated without direct intervention and support from the state. Rather than a one-time intervention in a set of schools that can then maintain adequate student proficiency on their own, school transformation may become a permanent process for ensuring that these schools can adequately educate their students.

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District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Alamance-Burlington Schools	010350	Graham Middle	Piedmont-Triad	06-08	D	Met
Alamance-Burlington Schools	010354	Harvey R Newlin Elementary	Piedmont-Triad	PK-05	D	Met
Alamance-Burlington Schools	010357	Haw River Elementary	Piedmont-Triad	PK-05	D	Met
Alamance-Burlington Schools	010358	Hillcrest Elementary	Piedmont-Triad	PK-05	D	Met
Alamance-Burlington Schools	010364	North Graham Elementary	Piedmont-Triad	PK-05	D	Met
Alamance-Burlington Schools	010380	South Graham Elementary	Piedmont-Triad	PK-05	D	Met
Alamance-Burlington Schools	010348	Graham High	Piedmont-Triad	09-12	D	NotMet
Alamance-Burlington Schools	010374	R Homer Andrews Elementary	Piedmont-Triad	PK-05	D	NotMet
Alamance-Burlington Schools	010326	Eastlawn Elementary	Piedmont-Triad	PK-05	F	NotMet
Anson County Schools	040316	Lilesville Elementary	Southwest	0K-06	D	Met
Anson County Schools	040324	Morven Elementary	Southwest	0K-06	D	Met
Anson County Schools	040330	Wadesboro Elementary	Southwest	05-06	F	Met
Anson County Schools	040306	Anson High School	Southwest	09-12	D	NotMet
Anson County Schools	040309	Anson Middle	Southwest	07-08	D	NotMet
Anson County Schools	040700	Anson New Tech High	Southwest	09-12	D	NotMet
Anson County Schools	040311	Wadesboro Primary	Southwest	0K-05	F	NotMet
Asheville City Schools	111304	Hall Fletcher Elementary	Western	0K-05	D	NotMet
Avery County Schools	060701	Avery High Viking Academy	Northwest	09-12	F	NotMet
Beaufort County Schools	070340	S W Snowden Elementary	Northeast	PK-08	F	Met
Beaufort County Schools	070328	John Small Elementary	Northeast	04-05	D	NotMet
Bertie County Schools	080312	Bertie High	Northeast	09-12	D	Met
Bertie County Schools	080314	Bertie Middle	Northeast	06-08	D	Met
Bertie County Schools	080348	Aulander Elementary	Northeast	PK-05	D	Met
Bertie County Schools	080356	West Bertie Elementary	Northeast	PK-05	D	Met
Bertie County Schools	080360	Colerain Elementary	Northeast	PK-05	D	Met
Bertie County Schools	080362	Windsor Elementary	Northeast	PK-05	D	Met
Bladen County Schools	090318	Bladen Lakes Primary	Sandhills	PK-04	D	Met
Bladen County Schools	090328	East Arcadia Elementary	Sandhills	0K-08	D	Met
Bladen County Schools	090333	Elizabethtown Primary	Sandhills	PK-04	D	Met
Bladen County Schools	090365	Tar Heel Middle	Sandhills	05-08	D	Met
Bladen County Schools	090304	B T Washington Primary	Sandhills	PK-05	D	NotMet
Bladen County Schools	090315	Bladenboro Middle	Sandhills	05-08	D	NotMet
Bladen County Schools	090330	East Bladen High	Sandhills	09-12	D	NotMet
Bladen County Schools	090352	Plain View Primary	Sandhills	PK-04	D	NotMet
Bladen County Schools	090332	Elizabethtown Middle	Sandhills	05-08	F	NotMet
Brunswick County Schools	100309	Cedar Grove Middle	Southeast	06-08	D	Met
Brunswick County Schools	100310	Jessie Mae Monroe Elementary	Southeast	0K-05	D	NotMet
Brunswick County Schools	100338	Supply Elementary	Southeast	PK-05	D	NotMet
Buncombe County Schools	110372	Johnston Elementary	Western	0K-04	D	Met
Buncombe County Schools	110342	Erwin Middle	Western	07-08	D	NotMet
Cabarrus County Schools	130328	Royal Oaks Elementary	Southwest	0K-05	D	NotMet
Cabarrus County Schools	130329	Rocky River Elementary	Southwest	PK-05	D	NotMet
Cabarrus County Schools	130340	Winecoff Elementary	Southwest	PK-05	D	NotMet
Cabarrus County Schools	130342	W M Irvin Elementary	Southwest	PK-05	D	NotMet
Cabarrus County Schools	130313	Concord Middle	Southwest	06-08	F	NotMet
Caldwell County Schools	140332	Gamewell Middle	Northwest	06-08	D	Met
Caldwell County Schools	140376	Oak Hill Elementary	Northwest	0K-08	D	Met
Caldwell County Schools	140388	Valmead Elementary	Northwest	PK-05	D	Met
Caldwell County Schools	140392	West Lenoir Elementary	Northwest	0K-05	D	Met
Caswell County Schools	170316	Bartlett Yancey High	Piedmont-Triad	09-12	D	NotMet
Caswell County Schools	170338	N L Dillard Middle	Piedmont-Triad	06-08	D	NotMet
Caswell County Schools	170339	Oakwood Elementary	Piedmont-Triad	PK-05	D	NotMet
Catawba County Schools	180372	Saint Stephens Elementary	Northwest	0K-06	D	Met
Catawba County Schools	180364	River Bend Middle	Northwest	07-08	D	NotMet
Charlotte-Mecklenburg Schools	600318	Whitewater Academy	Southwest	PK-05	D	Met
Charlotte-Mecklenburg Schools	600329	Briarwood Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600341	Cochrane Collegiate Academy	Southwest	06-12	D	Met
Charlotte-Mecklenburg Schools	600365	Devonshire Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600398	Greenway Park Elementary	Southwest	PK-05	D	Met
Charlotte-Mecklenburg Schools	600412	Hidden Valley Elementary	Southwest	PK-05	D	Met

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Charlotte-Mecklenburg Schools	600422	Huntingtowne Farms Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600428	James Martin Middle	Southwest	06-08	D	Met
Charlotte-Mecklenburg Schools	600450	McClintock Middle	Southwest	06-08	D	Met
Charlotte-Mecklenburg Schools	600453	Merry Oaks Elementary	Southwest	PK-05	D	Met
Charlotte-Mecklenburg Schools	600459	Montclaire Elementary	Southwest	PK-05	D	Met
Charlotte-Mecklenburg Schools	600471	Nations Ford Elementary	Southwest	PK-05	D	Met
Charlotte-Mecklenburg Schools	600474	Newell Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600485	Oakdale Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600509	Quail Hollow Middle	Southwest	06-08	D	Met
Charlotte-Mecklenburg Schools	600521	Stoney Creek Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600549	Steele Creek Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600562	Tuckaseegee Elementary	Southwest	0K-05	D	Met
Charlotte-Mecklenburg Schools	600576	West Charlotte High	Southwest	09-12	D	Met
Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	Southwest	09-12	D	Met
Charlotte-Mecklenburg Schools	600517	Reid Park Academy	Southwest	PK-08	F	Met
Charlotte-Mecklenburg Schools	600308	Allenbrook Elementary	Southwest	0K-05	D	NotMet
Charlotte-Mecklenburg Schools	600362	David Cox Road Elementary	Southwest	PK-05	D	NotMet
Charlotte-Mecklenburg Schools	600405	Harding University High	Southwest	09-12	D	NotMet
Charlotte-Mecklenburg Schools	600434	Kennedy Middle	Southwest	06-08	D	NotMet
Charlotte-Mecklenburg Schools	600479	Northeast Middle	Southwest	06-08	D	NotMet
Charlotte-Mecklenburg Schools	600481	Northridge Middle	Southwest	06-08	D	NotMet
Charlotte-Mecklenburg Schools	600519	Sedgefield Elementary	Southwest	PK-05	D	NotMet
Charlotte-Mecklenburg Schools	600311	Ashley Park PreK-8 School	Southwest	PK-08	F	NotMet
Charlotte-Mecklenburg Schools	600374	Druid Hills Academy	Southwest	PK-08	F	NotMet
Charlotte-Mecklenburg Schools	600381	Eastway Middle	Southwest	06-08	F	NotMet
Charlotte-Mecklenburg Schools	600448	Martin Luther King Jr Middle	Southwest	06-08	F	NotMet
Charlotte-Mecklenburg Schools	600489	Bruns Academy	Southwest	PK-08	F	NotMet
Charlotte-Mecklenburg Schools	600520	Sedgefield Middle	Southwest	06-08	F	NotMet
Charlotte-Mecklenburg Schools	600550	Sterling Elementary	Southwest	PK-05	F	NotMet
Charlotte-Mecklenburg Schools	600574	Walter G Byers School	Southwest	PK-08	F	NotMet
Charlotte-Mecklenburg Schools	600577	Westerly Hills Academy	Southwest	PK-08	F	NotMet
Chatham County Schools	190312	Chatham Middle	North Central	06-08	D	Met
Chatham County Schools	190350	Siler City Elementary	North Central	PK-05	D	Met
Chatham County Schools	190370	Virginia Cross Elementary	North Central	PK-05	D	Met
Cherokee County Schools	200310	Andrews Middle	Western	06-08	D	NotMet
Cherokee County Schools	200316	Marble Elementary	Western	PK-05	D	NotMet
Cleveland County Schools	230342	Graham Elementary	Southwest	PK-04	D	Met
Cleveland County Schools	230346	James Love Elementary	Southwest	PK-04	D	Met
Cleveland County Schools	230362	Shelby Middle	Southwest	07-08	D	NotMet
Columbus County Schools	240308	Acme Delco Elementary	Sandhills	PK-05	D	Met
Columbus County Schools	240332	Chadbourn Elementary	Sandhills	PK-05	D	Met
Columbus County Schools	240344	Evergreen Elementary	Sandhills	PK-08	D	Met
Columbus County Schools	240354	Hallsboro-Artesia Elementary	Sandhills	PK-05	D	Met
Columbus County Schools	240356	Hallsboro Middle	Sandhills	06-08	D	Met
Columbus County Schools	240372	Tabor City Elementary	Sandhills	PK-05	D	Met
Columbus County Schools	240352	Guideway Elementary	Sandhills	PK-05	F	Met
Columbus County Schools	240334	East Columbus High	Sandhills	09-12	D	NotMet
Columbus County Schools	240376	Tabor City Middle	Sandhills	06-08	D	NotMet
Columbus County Schools	240304	Acme Delco Middle	Sandhills	06-08	F	NotMet
Craven County Schools	250360	Oaks Road Elementary	Southeast	0K-05	D	Met
Craven County Schools	250362	Roger R Bell Elementary	Southeast	0K-05	D	Met
Craven County Schools	250320	Vanceboro-Farm Life Elementary	Southeast	PK-05	D	NotMet
Cumberland County Schools	260310	Loyd E Auman Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260316	Lillian Black Elementary	Sandhills	0K-05	D	Met
Cumberland County Schools	260338	Cliffdale Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260361	Ferguson-Easley Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260382	Lucile Souders Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260402	Manchester Elementary	Sandhills	0K-05	D	Met
Cumberland County Schools	260426	Sherwood Park Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260444	Teresa C Berrien Elementary	Sandhills	0K-05	D	Met

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Cumberland County Schools	260450	Warrenwood Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260459	William T Brown Elementary	Sandhills	PK-05	D	Met
Cumberland County Schools	260358	Luther Nick Jeralds Middle	Sandhills	06-08	D	NotMet
Cumberland County Schools	260368	Hope Mills Middle	Sandhills	06-08	D	NotMet
Cumberland County Schools	260371	Ireland Drive Middle	Sandhills	06-08	D	NotMet
Cumberland County Schools	260396	Mary McArthur Elementary	Sandhills	PK-05	D	NotMet
Cumberland County Schools	260400	Montclair Elementary	Sandhills	PK-05	D	NotMet
Cumberland County Schools	260425	South View Middle	Sandhills	06-08	D	NotMet
Cumberland County Schools	260372	Lewis Chapel Middle	Sandhills	06-08	F	NotMet
Cumberland County Schools	260428	Spring Lake Middle	Sandhills	06-08	F	NotMet
Davidson County Schools	290364	Silver Valley Elementary	Piedmont-Triad	PK-05	D	Met
Duplin County Schools	310352	James Kenan High	Southeast	09-12	D	Met
Duplin County Schools	310340	E E Smith Middle	Southeast	PK-08	D	NotMet
Duplin County Schools	310364	North Duplin Jr Sr High	Southeast	07-12	D	NotMet
Duplin County Schools	310388	Wallace Elementary	Southeast	PK-05	D	NotMet
Durham Public Schools	320304	Bethesda Elementary	North Central	0K-05	D	Met
Durham Public Schools	320318	Club Boulevard Elementary	North Central	0K-05	D	Met
Durham Public Schools	320338	James E Shepard Middle	North Central	06-08	D	Met
Durham Public Schools	320344	Fayetteville Street Elementary	North Central	PK-05	D	Met
Durham Public Schools	320360	Oak Grove Elementary	North Central	PK-05	D	Met
Durham Public Schools	320363	E K Powe Elementary	North Central	PK-05	D	Met
Durham Public Schools	320372	Southwest Elementary	North Central	PK-05	D	Met
Durham Public Schools	320310	Eastway Elementary	North Central	PK-05	F	Met
Durham Public Schools	320315	Eno Valley Elementary	North Central	PK-05	F	Met
Durham Public Schools	320320	Glenn Elementary	North Central	0K-05	F	Met
Durham Public Schools	320339	Lakewood Elementary	North Central	PK-05	F	Met
Durham Public Schools	320374	C C Spaulding Elementary	North Central	PK-05	F	Met
Durham Public Schools	320388	W G Pearson Elementary	North Central	PK-05	F	Met
Durham Public Schools	320400	Y E Smith Elementary	North Central	PK-05	F	Met
Durham Public Schools	320343	Lucas Middle	North Central	06-08	D	NotMet
Durham Public Schools	320366	Sherwood Githens Middle	North Central	06-08	D	NotMet
Durham Public Schools	320368	Southern School of Energy and Sustainabi	North Central	09-12	D	NotMet
Durham Public Schools	320369	Sandy Ridge Elementary	North Central	PK-05	D	NotMet
Durham Public Schools	320346	Lowe's Grove Middle	North Central	06-08	F	NotMet
Durham Public Schools	320352	Merrick-Moore Elementary	North Central	PK-05	F	NotMet
Durham Public Schools	320355	Neal Middle	North Central	06-08	F	NotMet
Edenton-Chowan Schools	210306	D F Walker Elementary	Northeast	03-05	D	NotMet
Edgecombe County Public School	330328	North Edgecombe High	North Central	09-12	D	Met
Edgecombe County Public School	330312	Coker-Wimberly Elementary	North Central	PK-05	F	Met
Edgecombe County Public School	330334	Princeville Elementary	North Central	PK-05	F	Met
Edgecombe County Public School	330360	Martin Millennium Academy	North Central	0K-08	F	Met
Edgecombe County Public School	330348	West Edgecombe Middle	North Central	06-08	D	NotMet
Edgecombe County Public School	330332	Phillips Middle	North Central	06-08	F	NotMet
Edgecombe County Public School	330354	Stocks Elementary	North Central	PK-05	F	NotMet
Forsyth County Schools	340314	Bolton Elementary	Piedmont-Triad	PK-05	D	Met
Forsyth County Schools	340366	East Forsyth Middle School	Piedmont-Triad	06-08	D	Met
Forsyth County Schools	340372	Flat Rock Middle	Piedmont-Triad	06-08	D	Met
Forsyth County Schools	340400	Ibraham Elementary	Piedmont-Triad	PK-05	D	Met
Forsyth County Schools	340462	North Hills Elementary	Piedmont-Triad	PK-05	D	Met
Forsyth County Schools	340520	South Fork Elementary	Piedmont-Triad	PK-05	D	Met
Forsyth County Schools	340530	Speas Elementary	Piedmont-Triad	PK-05	D	Met
Forsyth County Schools	340544	Walkertown Middle	Piedmont-Triad	06-08	D	Met
Forsyth County Schools	340351	Cook Elementary	Piedmont-Triad	PK-05	F	Met
Forsyth County Schools	340368	Easton Elementary School	Piedmont-Triad	PK-05	F	Met
Forsyth County Schools	340380	Gibson Elementary	Piedmont-Triad	PK-05	F	Met
Forsyth County Schools	340424	Kimberley Park Elementary	Piedmont-Triad	PK-05	F	Met
Forsyth County Schools	340330	Carver High	Piedmont-Triad	09-12	D	NotMet
Forsyth County Schools	340376	Forest Park Elementary	Piedmont-Triad	PK-05	D	NotMet
Forsyth County Schools	340382	Robert B Glenn High School	Piedmont-Triad	09-12	D	NotMet
Forsyth County Schools	340384	Griffith Elementary	Piedmont-Triad	PK-05	D	NotMet

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Forsyth County Schools	340460	North Forsyth High	Piedmont-Triad	09-12	D	NotMet
Forsyth County Schools	340476	Old Town Elementary	Piedmont-Triad	PK-05	D	NotMet
Forsyth County Schools	340486	Parkland High	Piedmont-Triad	09-12	D	NotMet
Forsyth County Schools	340548	Ward Elementary	Piedmont-Triad	PK-05	D	NotMet
Forsyth County Schools	340564	Wiley Middle	Piedmont-Triad	06-08	D	NotMet
Forsyth County Schools	340308	Ashley Academy	Piedmont-Triad	PK-05	F	NotMet
Forsyth County Schools	340390	Hall-Woodward Elementary	Piedmont-Triad	PK-05	F	NotMet
Forsyth County Schools	340428	Konnoak Elementary	Piedmont-Triad	PK-05	F	NotMet
Forsyth County Schools	340430	Diggs-Latham Elementary	Piedmont-Triad	PK-05	F	NotMet
Forsyth County Schools	340447	Middle Fork Elementary	Piedmont-Triad	PK-05	F	NotMet
Forsyth County Schools	340452	Mineral Springs Middle	Piedmont-Triad	06-08	F	NotMet
Forsyth County Schools	340492	Philo-Hill Magnet Academy	Piedmont-Triad	06-08	F	NotMet
Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Piedmont-Triad	06-12	F	NotMet
Franklin County Schools	350310	Bunn Middle	North Central	06-08	D	Met
Franklin County Schools	350318	Franklinton Elementary	North Central	PK-05	D	Met
Franklin County Schools	350330	Laurel Mill Elementary	North Central	PK-05	D	Met
Franklin County Schools	350332	Louisburg Elementary	North Central	PK-05	D	Met
Franklin County Schools	350331	Long Mill Elementary	North Central	PK-05	D	NotMet
Franklin County Schools	350339	Royal Elementary	North Central	PK-05	D	NotMet
Franklin County Schools	350324	Franklinton Middle	North Central	06-08	F	NotMet
Gaston County Schools	360352	Chapel Grove Elementary	Southwest	PK-05	D	Met
Gaston County Schools	360392	Edward D Sadler Jr Elementary School	Southwest	PK-05	D	Met
Gaston County Schools	360498	Southwest Middle	Southwest	06-08	D	Met
Gaston County Schools	360504	Tryon Elementary	Southwest	PK-05	D	Met
Gaston County Schools	360520	Woodhill Elementary	Southwest	PK-05	D	Met
Gaston County Schools	360438	Lingerfeldt Elementary	Southwest	PK-05	F	Met
Gaston County Schools	360332	Bessemer City Central Elem	Southwest	03-05	D	NotMet
Gaston County Schools	360426	Holbrook Middle	Southwest	06-08	D	NotMet
Gaston County Schools	360428	Hunter Huss High	Southwest	09-12	D	NotMet
Gaston County Schools	360448	McAdenville Elementary	Southwest	0K-05	D	NotMet
Gaston County Schools	360490	Sherwood Elementary	Southwest	PK-05	D	NotMet
Gaston County Schools	360514	W C Friday Middle School	Southwest	06-08	D	NotMet
Gaston County Schools	360484	Rhyne Elementary	Southwest	PK-05	F	NotMet
Gaston County Schools	360526	York Chester Middle	Southwest	06-08	F	NotMet
Gates County Schools	370324	T S Cooper Elementary	Northeast	0K-05	D	NotMet
Granville County Schools	390311	Butner-Stem Elementary	North Central	PK-05	D	Met
Granville County Schools	390316	Creedmoor Elementary	North Central	PK-05	D	Met
Granville County Schools	390334	Northern Granville Middle	North Central	06-08	D	Met
Granville County Schools	390336	Joe Toler-Oak Hill Elementary	North Central	PK-05	D	Met
Granville County Schools	390328	Granville Magnet School	North Central	06-10	F	Met
Granville County Schools	390320	G. C. Hawley Middle	North Central	06-08	D	NotMet
Granville County Schools	390324	J. F. Webb High	North Central	09-12	D	NotMet
Granville County Schools	390309	Butner-Stem Middle	North Central	06-08	F	NotMet
Granville County Schools	390312	C. G. Credle Elementary	North Central	PK-05	F	NotMet
Granville County Schools	390364	West Oxford Elementary	North Central	PK-05	F	NotMet
Greene County Schools	400308	Greene Central High	Southeast	09-12	D	Met
Greene County Schools	400312	Greene County Middle	Southeast	06-08	D	NotMet
Guilford County Schools	410310	Allen Jay Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410313	Southern Guilford Middle	Piedmont-Triad	06-08	D	Met
Guilford County Schools	410331	Bluford Elementary	Piedmont-Triad	0K-05	D	Met
Guilford County Schools	410334	Brightwood Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410366	Waldo C Falkener Sr Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410373	Julius I Foust Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410376	Cyrus P Frazier Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410397	Guilford Middle	Piedmont-Triad	06-08	D	Met
Guilford County Schools	410409	Hunter Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410418	Jamestown Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410427	Johnson Street Global Studies	Piedmont-Triad	0K-08	D	Met
Guilford County Schools	410436	James Y Joyner Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410439	Kirkman Park Elementary	Piedmont-Triad	PK-05	D	Met

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Guilford County Schools	410460	Eastern Guilford Middle	Piedmont-Triad	06-08	D	Met
Guilford County Schools	410461	McLeansville Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410487	Northeast Guilford Middle	Piedmont-Triad	06-08	D	Met
Guilford County Schools	410496	Northwood Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410511	Parkview Village Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410514	Clara J Peck Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410530	Reedy Fork Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410532	Rankin Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410538	Sedgefield Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410580	Union Hill Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410583	Vandalia Elementary	Piedmont-Triad	PK-05	D	Met
Guilford County Schools	410328	Bessemer Elementary	Piedmont-Triad	PK-05	F	Met
Guilford County Schools	410349	Ceasar Cone Elementary	Piedmont-Triad	PK-05	F	Met
Guilford County Schools	410402	Otis L Hairston Sr Middle	Piedmont-Triad	06-08	F	Met
Guilford County Schools	410517	Peeler Open Elementary	Piedmont-Triad	0K-05	F	Met
Guilford County Schools	410412	Irving Park Elementary	Piedmont-Triad	PK-05	D	NotMet
Guilford County Schools	410454	Madison Elementary	Piedmont-Triad	0K-05	D	NotMet
Guilford County Schools	410478	Murphey Traditional Academy	Piedmont-Triad	0K-05	D	NotMet
Guilford County Schools	410505	Oak View Elementary	Piedmont-Triad	PK-05	D	NotMet
Guilford County Schools	410535	Sedalia Elementary	Piedmont-Triad	PK-05	D	NotMet
Guilford County Schools	410542	George C Simkins Jr Elementary	Piedmont-Triad	0K-05	D	NotMet
Guilford County Schools	410367	Ferndale Middle	Piedmont-Triad	06-08	F	NotMet
Guilford County Schools	410385	Gillespie Park Elementary	Piedmont-Triad	PK-05	F	NotMet
Guilford County Schools	410415	Jackson Middle	Piedmont-Triad	06-08	F	NotMet
Guilford County Schools	410462	Ronald E. McNair Elementary	Piedmont-Triad	0K-05	F	NotMet
Guilford County Schools	410577	Sumner Elementary	Piedmont-Triad	0K-05	F	NotMet
Guilford County Schools	410586	Washington Elementary	Piedmont-Triad	PK-05	F	NotMet
Guilford County Schools	410592	Welborn Middle	Piedmont-Triad	06-08	F	NotMet
Guilford County Schools	410598	Wiley Accel/Enrichment	Piedmont-Triad	PK-05	F	NotMet
Halifax County Schools	420304	Aurelian Springs Elementary	Northeast	PK-05	D	Met
Halifax County Schools	420346	Northwest Halifax High	Northeast	09-12	D	Met
Halifax County Schools	420356	Scotland Neck Primary	Northeast	PK-03	D	Met
Halifax County Schools	420328	Everetts Elementary	Northeast	PK-05	F	Met
Halifax County Schools	420376	William R Davie Middle	Northeast	06-08	D	NotMet
Halifax County Schools	420316	Dawson Elementary	Northeast	PK-05	F	NotMet
Harnett County Schools	430332	Dunn Middle	North Central	06-08	D	Met
Harnett County Schools	430347	Harnett Central Middle	North Central	06-08	D	Met
Harnett County Schools	430312	Benhaven Elementary	North Central	PK-05	D	NotMet
Harnett County Schools	430330	Coats-Erwin Middle	North Central	06-08	D	NotMet
Harnett County Schools	430344	Harnett Primary	North Central	PK-03	D	NotMet
Harnett County Schools	430348	Johnsonville Elementary	North Central	0K-05	D	NotMet
Harnett County Schools	430370	Overhills Middle	North Central	06-08	D	NotMet
Henderson County Schools	450306	Bruce Drysdale Elementary	Western	0K-05	D	NotMet
Hertford County Schools	460332	Riverview Elementary	Northeast	PK-06	D	Met
Hertford County Schools	460308	Ahoskie Elementary	Northeast	04-06	D	NotMet
Hertford County Schools	460318	Hertford County Middle	Northeast	07-08	F	NotMet
Hickory City Schools	181332	Longview Elementary	Northwest	PK-05	D	Met
Hickory City Schools	181342	Southwest Elementary	Northwest	PK-05	D	Met
Hickory City Schools	181316	Grandview Middle	Northwest	06-08	D	NotMet
Hickory City Schools	181318	Hickory Career Arts Magnet High School	Northwest	06-12	D	NotMet
Hickory City Schools	181344	Viewmont Elementary	Northwest	PK-05	D	NotMet
Hoke County Schools	470328	Scurlock Elementary	Sandhills	PK-05	D	Met
Hoke County Schools	470330	Hawk Eye Elementary	Sandhills	PK-05	D	Met
Hoke County Schools	470336	West Hoke Elementary	Sandhills	PK-05	D	Met
Hoke County Schools	470441	Sandy Grove Elementary	Sandhills	PK-05	D	Met
Hyde County Schools	480318	Mattamuskeet Early College High	Northeast	06-13	D	Met
Iredell-Statesville Schools	490345	N B Mills Elementary	Southwest	PK-05	F	Met
Iredell-Statesville Schools	490327	East Iredell Middle	Southwest	06-08	D	NotMet
Iredell-Statesville Schools	490354	Statesville High	Southwest	09-12	D	NotMet
Iredell-Statesville Schools	490366	Troutman Middle	Southwest	06-08	D	NotMet

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Iredell-Statesville Schools	490352	Statesville Middle	Southwest	06-08	F	NotMet
Iredell-Statesville Schools	490384	West Iredell Middle	Southwest	06-08	F	NotMet
Jackson County Schools	500316	Blue Ridge School	Western	0K-06	D	Met
Jackson County Schools	500337	Smokey Mountain Elementary	Western	0K-08	D	Met
Jackson County Schools	500332	Scotts Creek Elementary	Western	0K-08	D	NotMet
Johnston County Schools	510344	North Johnston Middle	North Central	06-08	D	Met
Johnston County Schools	510397	Smithfield Middle	North Central	06-08	D	Met
Johnston County Schools	510404	South Smithfield Elementary	North Central	PK-05	D	Met
Johnston County Schools	510308	Benson Elementary	North Central	PK-04	D	NotMet
Johnston County Schools	510330	Cooper Elementary	North Central	PK-05	D	NotMet
Johnston County Schools	510399	Smithfield-Selma High	North Central	09-12	D	NotMet
Johnston County Schools	510390	Selma Middle School	North Central	05-08	F	NotMet
Jones County Schools	520308	Comfort Elementary	Southeast	PK-06	D	Met
Jones County Schools	520328	Maysville Elementary	Southeast	PK-06	D	NotMet
Kannapolis City Schools	132312	Fred L Wilson Elementary	Southwest	PK-04	D	Met
Kannapolis City Schools	132328	Jackson Park Elementary	Southwest	0K-04	D	Met
Kannapolis City Schools	132336	Woodrow Wilson Elementary	Southwest	PK-04	D	Met
Kannapolis City Schools	132329	Kannapolis Intermediate	Southwest	05-06	D	NotMet
Kannapolis City Schools	132330	Kannapolis Middle	Southwest	07-08	D	NotMet
Lee County Schools	530356	West Lee Middle	North Central	06-08	D	Met
Lee County Schools	530308	Broadway Elementary	North Central	0K-05	D	NotMet
Lee County Schools	530314	East Lee Middle	North Central	06-08	D	NotMet
Lee County Schools	530336	Lee County High	North Central	09-12	D	NotMet
Lee County Schools	530341	SanLee Middle School	North Central	06-08	D	NotMet
Lenoir County Public Schools	540316	La Grange Elementary	Southeast	PK-05	D	Met
Lenoir County Public Schools	540326	Northwest Elementary	Southeast	0K-05	D	Met
Lenoir County Public Schools	540330	Rochelle Middle	Southeast	06-08	F	Met
Lenoir County Public Schools	540338	Southeast Elementary	Southeast	0K-05	F	Met
Lenoir County Public Schools	540308	Contentnea-Savannah School	Southeast	0K-08	D	NotMet
Lenoir County Public Schools	540312	E B Frink Middle	Southeast	06-08	D	NotMet
Lenoir County Public Schools	540315	Kinston High	Southeast	09-12	D	NotMet
Lenoir County Public Schools	540324	North Lenoir High	Southeast	09-12	D	NotMet
Lenoir County Public Schools	540344	Woodington Middle	Southeast	06-08	D	NotMet
Lenoir County Public Schools	540325	Northeast Elementary	Southeast	PK-05	F	NotMet
Lexington City Schools	291332	Lexington Middle School	Piedmont-Triad	06-08	D	Met
Lincoln County Schools	550312	Battleground Elementary	Southwest	PK-03	D	Met
Macon County Schools	560331	Mountain View Intermediate	Western	05-06	D	NotMet
Martin County Schools	580320	Edna Andrews Elementary	Northeast	PK-05	D	Met
Martin County Schools	580356	Rodgers Elementary	Northeast	0K-05	D	Met
Martin County Schools	580312	E J Hayes Elementary	Northeast	03-05	D	NotMet
Martin County Schools	580324	Jamesville Elementary	Northeast	PK-06	D	NotMet
Martin County Schools	580372	Riverside Middle	Northeast	06-08	D	NotMet
Martin County Schools	580316	East End Elementary	Northeast	PK-05	F	NotMet
McDowell County Schools	590306	Eastfield Global Magnet	Northwest	PK-05	D	NotMet
McDowell County Schools	590332	Nebo Elementary	Northwest	PK-05	D	NotMet
McDowell County Schools	590344	Pleasant Gardens Elementary	Northwest	PK-05	D	NotMet
Mitchell County Schools	610320	Gouge Elementary	Northwest	0K-04	D	Met
Montgomery County Schools	620324	Mount Gilead Elementary	Sandhills	PK-05	D	Met
Montgomery County Schools	620339	West Middle	Sandhills	06-08	D	Met
Moore County Schools	630308	Aberdeen Elementary	Sandhills	03-05	D	NotMet
Moore County Schools	630312	Cameron Elementary	Sandhills	0K-05	D	NotMet
Moore County Schools	630350	Southern Middle	Sandhills	06-08	D	NotMet
Moore County Schools	630348	Robbins Elementary	Sandhills	PK-05	F	NotMet
Nash-Rocky Mount Schools	640308	Benvenue Elementary	North Central	0K-05	D	Met
Nash-Rocky Mount Schools	640316	Cedar Grove Elementary	North Central	PK-05	D	Met
Nash-Rocky Mount Schools	640320	Nash Central Middle	North Central	06-08	D	Met
Nash-Rocky Mount Schools	640328	Englewood Elementary	North Central	03-05	D	Met
Nash-Rocky Mount Schools	640396	Williford Elementary	North Central	PK-05	D	Met
Nash-Rocky Mount Schools	640334	J W Parker Middle	North Central	06-08	F	Met
Nash-Rocky Mount Schools	640335	Rocky Mount Middle	North Central	06-08	F	Met

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Nash-Rocky Mount Schools	640306	Baskerville Elementary	North Central	0K-05	D	NotMet
Nash-Rocky Mount Schools	640346	Nash Central High	North Central	09-12	D	NotMet
Nash-Rocky Mount Schools	640348	Nashville Elementary	North Central	PK-05	D	NotMet
Nash-Rocky Mount Schools	640361	Rocky Mount High	North Central	09-12	D	NotMet
Nash-Rocky Mount Schools	640376	Spring Hope Elementary	North Central	PK-05	D	NotMet
Nash-Rocky Mount Schools	640332	M B Hubbard Elementary	North Central	0K-05	F	NotMet
New Hanover County Schools	650332	Gregory School of Math Science and Tech	Southeast	0K-05	D	Met
New Hanover County Schools	650400	Winter Park Model Elementary	Southeast	0K-05	D	Met
New Hanover County Schools	650409	D.C. Virgo Preparatory Academy	Southeast	06-08	D	Met
New Hanover County Schools	650312	R Freeman Sch of Engineering	Southeast	PK-05	F	Met
New Hanover County Schools	650384	A H Snipes Academy of Arts/Des	Southeast	0K-05	F	Met
New Hanover County Schools	650392	Williston Middle	Southeast	06-08	D	NotMet
Newton Conover City Schools	182321	Newton-Conover Middle	Northwest	06-08	D	NotMet
Northampton County Schools	660306	Central Elementary	Northeast	PK-04	F	Met
Northampton County Schools	660320	Gaston Elementary	Northeast	01-04	F	Met
Northampton County Schools	660325	Gaston Middle	Northeast	05-08	F	Met
Northampton County Schools	660336	Northampton County High School	Northeast	09-12	D	NotMet
Northampton County Schools	660360	Willis Hare Elementary	Northeast	PK-04	D	NotMet
Northampton County Schools	660308	Conway Middle	Northeast	05-08	F	NotMet
Onslow County Schools	670342	Silverdale Elementary	Southeast	0K-05	D	Met
Onslow County Schools	670312	Clyde Erwin Elementary	Southeast	0K-05	D	NotMet
Onslow County Schools	670318	Dixon Middle	Southeast	06-08	D	NotMet
Onslow County Schools	670322	Hunters Creek Middle	Southeast	06-08	D	NotMet
Onslow County Schools	670325	Jacksonville Commons Middle	Southeast	06-08	D	NotMet
Onslow County Schools	670336	Northwoods Park Middle	Southeast	06-08	D	NotMet
Onslow County Schools	670338	Parkwood Elementary	Southeast	0K-05	D	NotMet
Onslow County Schools	670339	Richlands Elementary	Southeast	03-05	D	NotMet
Onslow County Schools	670356	Trexler Middle	Southeast	06-08	D	NotMet
Orange County Schools	680324	Efland Cheeks Elementary	North Central	PK-05	D	Met
Pasquotank County Schools	700318	Pasquotank Elementary	Northeast	0K-05	D	Met
Pasquotank County Schools	700324	Sheep-Harney Elementary	Northeast	PK-05	D	Met
Pasquotank County Schools	700308	Elizabeth City Middle	Northeast	06-08	D	NotMet
Pasquotank County Schools	700320	P W Moore Elementary	Northeast	0K-05	D	NotMet
Pasquotank County Schools	700322	River Road Middle	Northeast	06-08	D	NotMet
Pender County Schools	710316	Burgaw Middle	Southeast	06-08	D	Met
Pender County Schools	710320	Cape Fear Middle	Southeast	06-08	D	Met
Pender County Schools	710324	Malpass Corner Elementary	Southeast	PK-05	D	Met
Perquimans County Schools	720320	Perquimans County Middle	Northeast	06-08	D	NotMet
Person County Schools	730334	North Elementary	North Central	0K-05	D	Met
Person County Schools	730344	Northern Middle	North Central	06-08	D	NotMet
Person County Schools	730356	South Elementary	North Central	PK-05	D	NotMet
Person County Schools	730360	Southern Middle	North Central	06-08	D	NotMet
Pitt County Schools	740324	C M Eppes Middle	Northeast	06-08	D	Met
Pitt County Schools	740352	Grifton	Northeast	PK-08	D	Met
Pitt County Schools	740402	Wellcome Middle	Northeast	06-08	D	Met
Pitt County Schools	740309	Ayden-Grifton High	Northeast	09-12	D	NotMet
Pitt County Schools	740338	Elmhurst Elementary	Northeast	0K-05	D	NotMet
Pitt County Schools	740375	Northwest Elementary	Northeast	PK-05	D	NotMet
Pitt County Schools	740396	Stokes	Northeast	PK-08	D	NotMet
Pitt County Schools	740334	Falkland Elementary	Northeast	0K-05	F	NotMet
Pitt County Schools	740390	South Greenville Elementary	Northeast	0K-05	F	NotMet
Randolph County Schools	760340	Ramseur Elementary	Piedmont-Triad	PK-05	D	Met
Randolph County Schools	760352	Randleman Middle	Piedmont-Triad	05-08	D	NotMet
Randolph County Schools	760360	Southwestern Randolph Middle	Piedmont-Triad	06-08	D	NotMet
Randolph County Schools	760382	Uwharrie Middle	Piedmont-Triad	06-08	D	NotMet
Randolph County Schools	760357	Southeastern Randolph Middle	Piedmont-Triad	06-08	F	NotMet
Richmond County Schools	770346	Monroe Avenue Elementary	Sandhills	PK-05	D	Met
Robeson County Schools	780324	Fairgrove Middle	Sandhills	04-08	D	Met
Robeson County Schools	780326	Fairmont Middle	Sandhills	05-08	D	Met
Robeson County Schools	780340	Long Branch Elementary	Sandhills	PK-04	D	Met

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Robeson County Schools	780356	Oxendine Elementary	Sandhills	PK-06	D	Met
Robeson County Schools	780360	Parkton Elementary	Sandhills	PK-08	D	Met
Robeson County Schools	780384	Prospect Elementary	Sandhills	PK-08	D	Met
Robeson County Schools	780396	Rowland Middle	Sandhills	06-08	D	Met
Robeson County Schools	780398	Rowland Norment Elementary	Sandhills	PK-03	D	Met
Robeson County Schools	780329	Janie C Hargrave Elem	Sandhills	PK-04	F	Met
Robeson County Schools	780374	Peterson Elementary	Sandhills	PK-04	F	Met
Robeson County Schools	780390	R B Dean Elementary	Sandhills	PK-04	F	Met
Robeson County Schools	780394	Rosenwald Elementary	Sandhills	PK-04	F	Met
Robeson County Schools	780417	W H Knuckles	Sandhills	PK-04	F	Met
Robeson County Schools	780330	L Gilbert Carroll Middle	Sandhills	04-06	D	NotMet
Robeson County Schools	780336	Littlefield Middle	Sandhills	04-08	D	NotMet
Robeson County Schools	780352	Orrum Middle	Sandhills	05-08	D	NotMet
Robeson County Schools	780364	Pembroke Elementary	Sandhills	PK-05	D	NotMet
Robeson County Schools	780376	Piney Grove Elementary	Sandhills	PK-06	D	NotMet
Robeson County Schools	780402	South Robeson High	Sandhills	09-12	D	NotMet
Robeson County Schools	780320	Deep Branch Elementary	Sandhills	PK-06	F	NotMet
Robeson County Schools	780341	Lumberton Junior High	Sandhills	07-08	F	NotMet
Robeson County Schools	780344	Magnolia Elementary	Sandhills	PK-08	F	NotMet
Robeson County Schools	780368	Pembroke Middle	Sandhills	06-08	F	NotMet
Robeson County Schools	780408	Southside/Ashpole Elem	Sandhills	PK-05	F	NotMet
Robeson County Schools	780410	Townsend Middle	Sandhills	05-08	F	NotMet
Rockingham County Schools	790374	Reidsville Middle	Piedmont-Triad	06-08	D	Met
Rockingham County Schools	790330	J E Holmes Middle	Piedmont-Triad	06-08	D	NotMet
Rockingham County Schools	790354	John M Morehead High	Piedmont-Triad	09-12	D	NotMet
Rowan-Salisbury Schools	800316	China Grove Elementary	Southwest	PK-05	D	Met
Rowan-Salisbury Schools	800358	Isenberg Elementary	Southwest	PK-05	D	Met
Rowan-Salisbury Schools	800359	Dole Elementary	Southwest	PK-05	D	Met
Rowan-Salisbury Schools	800377	North Rowan Middle	Southwest	06-08	D	Met
Rowan-Salisbury Schools	800373	North Rowan Elementary	Southwest	PK-05	F	Met
Rowan-Salisbury Schools	800314	Erwin Middle	Southwest	06-08	D	NotMet
Rowan-Salisbury Schools	800315	Overton Elementary	Southwest	0K-05	D	NotMet
Rowan-Salisbury Schools	800320	China Grove Middle	Southwest	06-08	D	NotMet
Rowan-Salisbury Schools	800328	Corriher Lipe Middle	Southwest	06-08	D	NotMet
Rowan-Salisbury Schools	800360	Hurley Elementary	Southwest	0K-05	D	NotMet
Rowan-Salisbury Schools	800364	Landis Elementary	Southwest	PK-05	D	NotMet
Rowan-Salisbury Schools	800376	North Rowan High	Southwest	09-12	D	NotMet
Rowan-Salisbury Schools	800396	Salisbury High	Southwest	09-12	D	NotMet
Rowan-Salisbury Schools	800398	Southeast Middle	Southwest	06-08	D	NotMet
Rowan-Salisbury Schools	800410	West Rowan Middle	Southwest	06-08	D	NotMet
Rowan-Salisbury Schools	800412	Woodleaf Elementary	Southwest	PK-05	D	NotMet
Rowan-Salisbury Schools	800346	Koontz Elementary	Southwest	0K-05	F	NotMet
Rowan-Salisbury Schools	800362	Knollwood Elementary	Southwest	0K-05	F	NotMet
Rowan-Salisbury Schools	800363	Knox Middle	Southwest	06-08	F	NotMet
Rutherford County Schools	810326	Chase Middle School	Western	06-08	D	NotMet
Rutherford County Schools	810378	R-S Middle School	Western	06-08	D	NotMet
Sampson County Schools	820370	Union Middle	Sandhills	06-08	D	Met
Scotland County Schools	830304	Carver Middle	Sandhills	06-08	D	NotMet
Scotland County Schools	830360	Wagram Elementary	Sandhills	PK-05	D	NotMet
Scotland County Schools	830320	I E Johnson Elementary	Sandhills	PK-05	F	NotMet
Stanly County Schools	840302	Albemarle High	Southwest	09-12	D	NotMet
Stanly County Schools	840310	Central Elementary	Southwest	0K-05	D	NotMet
Stanly County Schools	840324	Millingport Elementary	Southwest	PK-05	D	NotMet
Stanly County Schools	840336	Norwood Elementary	Southwest	0K-05	D	NotMet
Stanly County Schools	840340	Oakboro Elementary	Southwest	PK-05	D	NotMet
Stanly County Schools	840358	South Stanly Middle	Southwest	06-08	D	NotMet
Stokes County Schools	850338	Piney Grove Middle	Piedmont-Triad	06-08	D	NotMet
Surry County Schools	860330	Meadowview Magnet Middle	Piedmont-Triad	06-08	D	NotMet
Thomasville City Schools	292316	Liberty Drive Elementary	Piedmont-Triad	04-05	D	Met
Thomasville City Schools	292320	Thomasville Middle	Piedmont-Triad	06-08	D	NotMet

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Tyrrell County Schools	890306	Columbia Middle	Northeast	06-08	D	Met
Union County Public Schools	900304	Benton Heights Elementary	Southwest	PK-05	D	NotMet
Union County Public Schools	900308	East Union Middle	Southwest	06-08	D	NotMet
Union County Public Schools	900314	Monroe Middle	Southwest	06-08	D	NotMet
Union County Public Schools	900336	Monroe High	Southwest	09-12	D	NotMet
Union County Public Schools	900306	East Elementary	Southwest	PK-05	F	NotMet
Union County Public Schools	900370	Walter Bickett Elementary	Southwest	PK-05	F	NotMet
Vance County Schools	910340	New Hope Elementary	North Central	PK-05	D	Met
Vance County Schools	910376	L B Yancey Elementary	North Central	PK-05	D	Met
Vance County Schools	910316	Eaton-Johnson Middle	North Central	06-08	F	Met
Vance County Schools	910308	Carver Elementary	North Central	PK-05	D	NotMet
Vance County Schools	910346	E O Young Jr Elementary	North Central	PK-05	D	NotMet
Vance County Schools	910360	E M Rollins Elementary	North Central	PK-05	D	NotMet
Vance County Schools	910364	Southern Vance High	North Central	09-12	D	NotMet
Vance County Schools	910370	Northern Vance High	North Central	09-12	D	NotMet
Vance County Schools	910320	Henderson Middle	North Central	06-08	F	NotMet
Wake County Schools	920329	Barwell Road Elementary	North Central	PK-05	D	Met
Wake County Schools	920403	East Garner Elementary	North Central	PK-05	D	Met
Wake County Schools	920408	East Millbrook Middle	North Central	06-08	D	Met
Wake County Schools	920415	Fox Road Elementary	North Central	0K-05	D	Met
Wake County Schools	920532	Poe Elementary	North Central	PK-05	D	Met
Wake County Schools	920599	Walnut Creek ES	North Central	PK-05	D	Met
Wake County Schools	920601	Wendell Middle	North Central	06-08	D	Met
Wake County Schools	920616	Wilburn Elementary	North Central	PK-05	D	Met
Wake County Schools	920352	Bugg Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920360	Carroll Middle	North Central	06-08	D	NotMet
Wake County Schools	920370	Centennial Campus Middle	North Central	06-08	D	NotMet
Wake County Schools	920404	East Garner Middle	North Central	06-08	D	NotMet
Wake County Schools	920410	East Wake Middle	North Central	06-08	D	NotMet
Wake County Schools	920464	Knightdale Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920476	Lincoln Heights Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920496	Millbrook Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920546	Rolesville High	North Central	09-12	D	NotMet
Wake County Schools	920580	Vandora Springs Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920632	Zebulon Elementary	North Central	PK-05	D	NotMet
Wake County Schools	920446	Hodge Road Elementary	North Central	PK-05	F	NotMet
Warren County Schools	930354	Warren County Middle	North Central	06-08	D	Met
Warren County Schools	930330	Mariam Boyd Elementary	North Central	PK-05	D	NotMet
Warren County Schools	930352	Warren County High	North Central	09-12	D	NotMet
Washington County Schools	940306	Creswell Elementary	Northeast	PK-06	D	Met
Washington County Schools	940314	Pines Elementary	Northeast	PK-05	D	Met
Wayne County Public Schools	960329	Eastern Wayne Elementary	Southeast	PK-05	D	Met
Wayne County Public Schools	960348	Mount Olive Middle	Southeast	05-08	D	Met
Wayne County Public Schools	960376	School Street Elementary	Southeast	PK-04	D	Met
Wayne County Public Schools	960390	North Drive Elementary	Southeast	PK-04	D	Met
Wayne County Public Schools	960312	Brogden Middle	Southeast	05-08	F	Met
Wayne County Public Schools	960314	Brogden Primary	Southeast	PK-04	F	Met
Wayne County Public Schools	960318	Carver Heights Elementary	Southeast	0K-04	F	Met
Wayne County Public Schools	960335	Goldsboro High	Southeast	09-12	D	NotMet
Wayne County Public Schools	960380	Southern Wayne High	Southeast	09-12	D	NotMet
Wayne County Public Schools	960386	Spring Creek High	Southeast	06-12	D	NotMet
Wayne County Public Schools	960326	Dillard Middle	Southeast	05-08	F	NotMet
Weldon City Schools	422315	Weldon High	Northeast	09-12	D	Met
Weldon City Schools	422314	Weldon Elementary	Northeast	PK-04	F	Met
Weldon City Schools	422318	Weldon Middle	Northeast	05-08	F	Met
Wilkes County Schools	970312	C C Wright Elementary	Northwest	PK-05	D	Met
Wilkes County Schools	970360	North Wilkesboro Elementary	Northwest	PK-05	D	Met
Wilkes County Schools	970376	Traphill Elementary	Northwest	PK-05	D	Met
Wilson County Schools	980338	Forest Hills Middle	North Central	06-08	D	Met
Wilson County Schools	980348	Lee Woodard Elementary	North Central	0K-05	D	Met

2014-15 Schools Who Received a Letter Grade of D or F and Meet or Did Not Meet Expected Growth
Traditional Public School

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Wilson County Schools	980356	Margaret Hearne Elementary	North Central	0K-05	D	Met
Wilson County Schools	980318	Beddingfield High	North Central	09-12	D	NotMet
Wilson County Schools	980344	John W Jones Elementary	North Central	0K-05	D	NotMet
Wilson County Schools	980390	Toisnot Middle	North Central	06-08	D	NotMet
Wilson County Schools	980392	Vinson-Bynum Elementary	North Central	0K-05	D	NotMet
Wilson County Schools	980308	B O Barnes Elementary	North Central	0K-05	F	NotMet
Wilson County Schools	980357	Vick Elementary	North Central	PK-05	F	NotMet

District Name	School Code	School Name	SBE District	Grade Span	SPG Grade	EVAAS Growth Status
Charter Schools	13C000	A.C.E. Academy	Southwest	0K-05	D	Met
Charter Schools	60N000	Aristotle Preparatory Academy	Southwest	0K-05	D	Met
Charter Schools	97D000	Bridges Academy	Northwest	0K-08	D	NotMet
Charter Schools	34D000	Carter G Woodson School	Piedmont-Triad	0K-12	D	Met
Charter Schools	60P000	Charlotte Choice Charter	Southwest	0K-06	F	NotMet
Charter Schools	60V000	Charlotte Learning Academy	Southwest	06-10	F	Met
Charter Schools	60K000	Charlotte Secondary	Southwest	06-11	D	NotMet
Charter Schools	41H000	College Prep and Leadership Academy	Piedmont-Triad	0K-07	D	NotMet
Charter Schools	60A000	Community Charter School	Southwest	0K-05	F	Met
Charter Schools	60H000	Crossroads Charter High	Southwest	09-12	F	Met
Charter Schools	96C000	Dillard Academy	Southeast	0K-05	F	Met
Charter Schools	24B000	Flemington Academy	Sandhills	06-12	F	Met
Charter Schools	34F000	Forsyth Academy	Piedmont-Triad	0K-08	D	NotMet
Charter Schools	32M000	Global Scholars Academy	North Central	0K-07	F	Met
Charter Schools	41C000	Guilford Preparatory Academy	Piedmont-Triad	0K-08	D	Met
Charter Schools	32B000	Healthy Start Academy	North Central	0K-08	F	Met
Charter Schools	08A000	Heritage Collegiate Leadership Academy	Northeast	0K-03	F	NotMet
Charter Schools	92Q000	Hope Charter Leadership Academy	North Central	0K-05	F	Met
Charter Schools	60Q000	Invest Collegiate	Southwest	0K-07	D	NotMet
Charter Schools	65D000	Island Montessori Charter	Southeast	0K-06	D	Met
Charter Schools	60C000	Kennedy Charter	Southwest	0K-12	F	NotMet
Charter Schools	33A000	North East Carolina Prep	North Central	0K-10	F	NotMet
Charter Schools	68N000	PACE Academy	North Central	09-12	D	Met
Charter Schools	09A000	Paul R Brown Leadership Academy	Sandhills	06-11	F	Met
Charter Schools	60Y000	Pioneer Springs Community School	Southwest	0K-03	D	NotMet
Charter Schools	32Q000	Reaching All Minds Academy	North Central	0K-03	F	NotMet
Charter Schools	64A000	Rocky Mount Preparatory	North Central	0K-12	D	NotMet
Charter Schools	49D000	Success Institute Charter	Southwest	0K-08	D	Met
Charter Schools	26C000	The Capitol Encore Academy	Sandhills	0K-05	D	NotMet
Charter Schools	92L000	Torchlight Academy	North Central	0K-05	F	NotMet
Charter Schools	76N000	Uwharrie Charter Academy	Piedmont-Triad	09-11	D	NotMet
Charter Schools	96F000	Wayne Preparatory Academy	Southeast	0K-04	D	NotMet
Charter Schools	06B000	Williams Academy	Northwest	0K-12	D	Met
Charter Schools	67B000	Z.E.C.A. School of Arts and Technology	Southeast	0K-06	F	Met

LEA Code	LEA Name	Number of Low-Performing Schools in District	Number of Schools with Letter Grade and Growth in District	Percent of Low-Performing Schools In District
040	Anson County Schools	7	10	70.0
080	Bertie County Schools	6	8	75.0
090	Bladen County Schools	9	13	69.2
132	Kannapolis City Schools	5	8	62.5
181	Hickory City Schools	5	9	55.6
240	Columbus County Schools	10	18	55.6
420	Halifax County Schools	6	11	54.5
422	Weldon City Schools	3	4	75.0
540	Lenoir County Public Schools	10	16	62.5
580	Martin County Schools	6	9	66.7
640	Nash-Rocky Mount Schools	13	24	54.2
660	Northampton County Schools	6	6	100.0
780	Robeson County Schools	25	41	61.0
800	Rowan-Salisbury Schools	19	34	55.9
910	Vance County Schools	9	16	56.2