

Low Performing School Status Frequently Asked Questions (FAQs)

What is Low Performing (LP) status?

Low Performing is a State designated status for schools that receive a school performance grade of D or F and an EVAAS school growth score of “met expected growth” or “not met expected growth” as defined by North Carolina General Statute 115C-83.15. This status is determined annually.

What specific data is used to determine a school’s Low Performing Status?

The designation of low performing schools includes school performance grades. Performance grades are based on student achievement or proficiency (80%) and growth (20%). The indicators and proficiency standards or benchmark used for achievement included: Annual Math and Reading End of Grade (EOG) assessments in grades 3-8 and science assessments in grades 5 & 8; Annual End of Course assessments for Math I, Biology, and English II; percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade; percentage of 11th grade students that achieve minimum score (composite score of 17) on The ACT; the percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment; and/or the percentage of students who graduate within four years of entering high school (Standard [4 Year] Graduation Rate).

What does LP status mean for the principal?

NC General Statute offers four options to superintendents specific to principals of Low Performing schools, including: a) retention of principal, if held the position less than two years; b) develop and implement a remediation plan for the principal, if he/she have been in position for more than two years; c) transfer the principal to a school without LP designation; d) dismiss or demote the principal. CMS intends to utilize the first two options (a) and (b) within the current district HR policies.

What does LP status mean for the school’s school improvement plan?

Each identified LP school must submit a preliminary school improvement plan for submission to NCDPI. NCDPI will review the preliminary plan and will provide feedback about the plan on the Plan for Improvement – Feedback Form within five days of receipt of district submission. The information captured on the Feedback Form will be returned to each identified school to make adjustments to the preliminary plan, along with written public comment, to submit to the CMS school board.

By December 12th, the CMS BOE will consider any recommendations by NCDPI and vote to approve, modify, or reject the preliminary plan. The local board and resubmit the final plan to NCDPI. The final plan may include recommendations from NCDPI and captured public comment. Once submitted to NCDPI, the final plan must be accessible on the school’s website along with the parent letter.

How are stakeholders notified of LP status and engaged in school improvement planning?

Families, parents, and community stakeholders are always encouraged to find ways to stay involved in their community school(s). Prior to state submission of the preliminary plan, the school identified as LP must notify (in writing) all families enrolled at the school of the current status (see template). This template includes an option to hold a public meeting to allow for written comments by community members. Comments and recommendations may be included in the final plan submitted to NCDPI.

Is there funding attached to this status? No.

What statutes are in place?

G.S. 115C-105.37(a) Identification of Low Performing Schools; **G.S. 115C-105.37(a1)** Plan for Improvement of Low Performing Schools; **G.S. 115C-105.39** Principal Remediation Plan; **G.S. 115C-105.37** Parental Notice of Low-performing School Status