

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. As a part of the budget bill for the 2016-17 school year, 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-(i.e., D and Met)*** 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 that we will submit 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 and our parents, our local board of education will give final approval to the plan at its meeting on November 9, 2016 so that the final plan for improvement can be posted on our school’s website ***Insert school website*** as well as the NCDPI’s website (www.ncpublicschools.org). You can find our

plan for improvement by going to our website. You will also be able to provide feedback by clicking on the Google form link.

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. Throughout the year, our teachers will participate in collaborative planning sessions to align instruction with State standards, differentiate instruction to meet students' individual needs and incorporate instructional technology to increase students' interest, critical thinking and research skills. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,
[Principal's name]

