

Sample

This parent/guardian sample letter is targeted for parents/guardians with students attending a Comprehensive School Improvement (CSI) – Not Exiting Additional Targeted Support and Improvement (AT) school **AND** a Low Performing School with a Performance Grade of D or F.

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

LEA/School letterhead

(Insert Date)

Dear Parent/Guardian:

I am writing this letter to notify you that ***Insert name of the school*** has been dually designated as both a North Carolina Low-Performing school and a federally identified Comprehensive Support and Improvement (CSI) – Not Exiting Additional Targeted Support & Improvement (AT) school by the North Carolina State Board of Education.

As defined in G.S. 115C-105.37: “The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall 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.” Legislation (G.S. §115C-83.15) passed during the 2013 long North Carolina General Assembly session provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

School Performance Grades are based 80 percent on our school’s achievement score (student proficiency) and 20 percent on students’ academic growth. At ***Insert name of the school***, our achievement score for the ***Insert School Year*** school year is based on how well our students performed on ***(Insert appropriate measures here based on your school’s grades. Include the following tests as appropriate: Grades 3–8 Mathematics, Grades 3–8 English Language Arts/Reading, Grades 5 and 8 Science, NC Math 1, NC Math 3, English II, and Biology, and additional indicators including English Learner Progress, ACT/ACT WorkKeys, Math Course Rigor, and the 4-Year Cohort Graduation Rate).*** ***Insert name of the school*** received a School Performance Grade of ***(Insert letter grade of D or F here)*** and a growth designation of ***(Insert Met or Did Not Meet here.)*** for the ***Insert School Year*** school year.

In addition, per the Every Student Succeeds Act (ESSA) Section 1111(c)(4)(D)(i)(III), schools receive the federal identification of CSI-AT in North Carolina by not meeting the State’s Additional Targeted Support and Improvement exit criteria and having one or more of the following subgroups receive a subgroup performance grade score at or below the lowest 5% of schools across the state during the ***Insert last School Year*** academic year; and being identified as a consistently underperforming subgroup for the previous year. Subgroup performance scores are provided for the following subgroups

of students: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners.

As a dually designated CSI-AT and NC low-performing school, **Insert name of the school** is required to develop a comprehensive improvement plan that specifically addresses how the school will improve student achievement. The plan will also include strategies that our district or charter will employ to support **Insert the name of the school's** improvement efforts. The comprehensive improvement plan will address the following areas (***select applicable areas and remove the remaining areas***):

- Classroom Management
- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Recruitment & Retention of Effective Teachers
- Support for Grade-to-Grade Transitions
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goals for **Insert name of the school** this year:

- ***[List SMART goals here]***

Here are some strategies that **Insert the name of the school** will be implementing to improve student outcomes:

- ***[List specific strategies/action steps]***

Parent engagement is at the heart of our school improvement efforts. Here are some ways you can help:

- Ensure you and your child know the academic expectations for your child this school year. A list of learning objectives in student-friendly language is available from your child's teacher(s).
- Call **Insert school contact person and phone number** if you have questions or concerns about your child or to set up an appointment to meet with a school staff member who will be working with your child.
- Make sure that your child is prepared and attends school each day.
- Monitor your child's homework.
- Monitor the progress your child is making and attend meetings with your child's teacher(s).
- Keep track of our website and social media sites ***[insert links]***.
- Volunteer.
- Join the **Insert name of Parent Teacher Association or Organization**

Additionally, listed below are a few resources available to help: (**Insert school and/or community resources with contact information and/or use the list below**)

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/
- State student achievement test results: www.ncpublicschools.org/accountability/
- N.C. School Report Cards: <https://www.dpi.nc.gov/data-reports/school-report-cards>

We are committed to improving student performance. It is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a school or the opportunities that our school provides. The intent of receiving these designations is to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. We're excited about this school year and are working to make it a success for your child. Already, we have:

- ***[List any quick wins, school fix-ups, or new changes already in progress.]***
- ***[List programs that make your school special.]***

If you have questions about the content of this letter, please contact ***[name]*** at ***[email address]*** or ***[phone number]***.

Sincerely,

SIGNATURE

Insert Principal's Name