

# Warren County School District Superintendent's 90-Day Entry Plan Report

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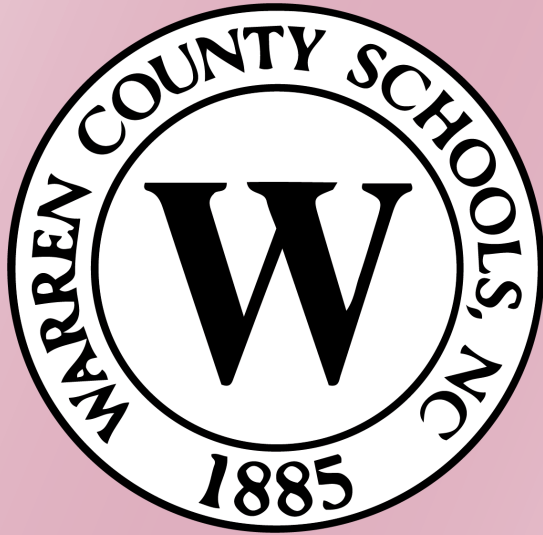
Dr. Mary L. Young

November 2019

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**“If you are planning for a year, sow rice; if you are planning for a decade,  
plant trees; if you are planning for a lifetime, educate people.”**

**-Chinese Proverb-**



## **BOARD OF EDUCATION**

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## **MISSION STATEMENT**

The mission of Warren County Schools, located in close-knit rural communities with natural and cultural treasures in which children grow and blossom, is to educate students for the future by providing innovative school choices that ensure all students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills through...

- Creating and sustaining learning options in unique learning environments
- Expanding parental choice in the development of K-12 educational options
- Implementing a challenging, rigorous, and relevant curriculum
- Retaining a highly qualified and dedicated staff
- Utilizing community involvement and assets
- Providing access to state of the art technology.

## **EXECUTIVE CABINET**

**Dr. Mary L. Young**

Superintendent

**Dr. Linda T. Mason**

Assistant Superintendent-Curriculum & Instruction

**Dr. Frank Polakiewicz**

Assistant Superintendent-Administration

**Dr. Keedra Whitaker**

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# TABLE OF CONTENTS

|                        |    |
|------------------------|----|
| Introduction           | 4  |
| Data Review            | 5  |
| Lessons Learned        | 27 |
| Greatest Opportunities | 29 |
| Barriers               | 30 |
| Moving Forward         | 31 |





## INTRODUCTION

Dr. Mary L. Young began her tenure as Superintendent of Warren County Schools on July 15, 2019. One of Dr. Young's first actions was to outline her entry plan to the School Board and the community.

Beyond serving as a means of transition from one Superintendent to another, the entry plan allows Dr. Young and the school district to take a methodical look at the organization as a whole and determine what is working and where there may be opportunities for growth.

## ENTRY PLAN GOALS

- To develop a working partnership with the Warren County School District stakeholders.
- To develop a Transition Strategy and to get to know the people, programs, and partnerships that represent the diverse voices and constituents within the school district as quickly and fully as possible.
- To examine the critical issues that represent barriers and opportunities to accelerate academic performance; to familiarize myself with the academic, operations, and support services that currently exist to address these barriers and opportunities, including fiscal and capital/facility resources.
- To develop a set of initial priorities and a strategic plan (with both short-term and long-term strategies) that will ensure the district's ability to meet its responsibility of improving academic performance, increasing graduation rates, and closing achievement gaps in performance.
- To improve the flow of information and communications internally and externally to ensure that staff and the community have accurate, timely information around district goals, objectives, activities, and outcomes.

The entry plan report will focus on the formal feedback gathered from students, parents, teachers, community members, faith-based leaders, business leaders, government officials, elected officials, and local media as well as information gleaned during numerous informal interactions. The report will also provide initial findings from student performance, finance, and data reviews.

# ENTRY PLAN PROCESS

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Three (3) mediums of engagement will be used to gather information during the initial phase:

1. Interviews and Feedback Sessions
2. Data and Document Review
3. School Visits and Community Outreach

## **1. Selected Interviews and Feedback Sessions**

Interviews will be conducted with key staff, stakeholders, and community groups whose history, position, or work directly impact, influence, or interact with the district's work. In addition, Formal and Informal Feedback Sessions with selected partners or community stakeholders will offer a context for understanding on-going district initiatives and future implementation challenges.

## **2. Data and Document Review**

Over the last decade, a number of significant documents and reports have been generated that offer a historical perspective on the district's past accomplishments as well as future challenges. Among the data and documents reviewed will be:

- Past and current graduation and performance data, accountability reviews, demographic summaries, recruitment and staffing profiles, budget and fiscal (limitations and opportunities) documents.
- External reviews and reports.
- Accountability documents related to the past Superintendent's Performance Review Process, including goals and specific measures and indicators.

## **3. District Site Visits**

Warren County Schools serves approximately 2,000 students in 7 school settings (pre-kindergarten through grade 12). In my first two days, I visited every school and held a conference with each principal. In addition, I met the staff of five of the seven schools when teachers returned for the SY19-20. Weekly visits will be made to school sites throughout the school year. Lastly, I met with the staff at Hawkins, Transportation and Maintenance.

## **Community Outreach**

To accommodate and provide access to all citizens, a series of community forums will be convened in various neighborhoods in the county. These, combined with the Superintendent's presence at community-organized events, will offer helpful insights about the community and the best ways for reaching a wider and more diverse segment of the population.

Listening and learning will continue as future progress is dependent upon regular meetings with stakeholders to advance learning, build strong communication and create change.





# Engaging Warren County Schools' Community

Dr. Young's input process started as soon as her tenure began. Her entry plan included opportunities to visit schools and engage with students and staff. These events provided a platform for Dr. Young to introduce herself to the community and connect with stakeholders - creating opportunities for others to share their perspective on areas of strength and opportunities for improvement within the district.

*"If you're not listening, you're not learning."*

Lyndon B. Johnson

## STAKEHOLDERS ENGAGED



Warren County Schools Board of Education  
WCSD Executive Leadership Team & Central Office  
WCSD Principals and Administrators  
WCSD Teachers  
Warren County Sheriff  
Warrenton Chief of Police  
County Commissioners  
Vincent Jones, County Manager  
Robert Davie, Town Manager  
Kevin Smith, Participate  
Dana Diesel Wal, Schools That Lead  
Stacy Woodhouse, EDC Director  
WARR 1520 Radio Station  
Luci Weldon, The Warren Record Newspaper  
Miles Bates, Henderson Daily Dispatch Newspaper  
Rev. Carson Jones, Coley Springs Baptist Church  
Dr. Anthony Jackson, Supt. Vance County Schools  
Dr. Rhonda Schuhler, Supt. Franklin County Schools  
Jen DeForest, YouthTruth  
Angel Jones, Americorp  
Rep. G. K. Butterfield  
American Indian Meet & Greet  
Boys & Girls Club, Tanya Evans & Evelyn Taylor  
Mayor Walter Gardner  
Warren County Training School-North Warren High School Alumni Association  
Dr. L.B. Henderson  
John R. Hawkins Alumni & Friends, Inc.  
NCSBA District III Meeting  
Charle' LaMonica, World View  
Rev. John Alston  
Town Hall Grand Opening  
Jean Steverson, HS Voter Registration  
Rev. Dr. Cozart, Cooks Chapel  
The Innovation Project (TIP)  
Central Carolina RESA  
Dr. Melany Paden, NC Regional Support Team  
Gabe & Carla Cumming, Working Landscapes  
Kathy Harris, Director of WIO Program  
Preservation Warrenton Partners' Event  
Haliwa-Saponi Tribal Council  
The United Shiloh Missionary Baptist Association  
NAACP  
Rotary Club  
Roanoke River Valley Education Consortium (RRVEC)  
NCSBA Administrative office  
Superintendent's Student Advisory Committee  
Superintendent's Parent Advisory Committee  
Superintendent's Teacher Advisory Committee  
Superintendent's Faith-Based Advisory Committee  
Superintendent's Business, Government, & Media Advisory Committee  
WCSD Student Government Association (SGA)  
NCSBA Fall Legal Conference  
Boys and Girls Club  
Ms. Danylu Hundley  
Vance-Granville Community College (VGCC) President Desmarais and Dean Hall  
Martinette Honer, UNC Chapel Hill  
VGCC CTE Summit  
Dr. Eric Cunningham, Supt. Halifax County Schools  
Mrs. Tracy Gary, Supt. Weldon City Schools  
Dr. Pamela D. Chamblee, Supt. Northampton County Schools

# NEW SUPERINTENDENT SURVEY

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## Dr. Young's Transition to Warren County Schools' Results

During Dr. Young's first 90 days, Warren County School District stakeholders participated in a new Superintendent survey. This survey was developed in an effort to collect baseline information about stakeholders' current experience with Warren County Schools (WCS) to help identify opportunity areas of focus during Dr. Mary Young's first year as Superintendent. The survey was made available to WCS students, parents and guardians, staff, and community members. In an effort to meet the varying stakeholder needs, the survey was available electronically (website link, QR code, District social media, and *The Warren Record*) and a hard copy version.

## The Focus of the Survey

Survey respondents were given the following statements:

1. State three things that Warren County Schools does well.
2. State three things that Warren County Schools need to work on.
3. What are your recommendations to improve Warren County Schools?

## Survey Results

Responses were collected from 185 stakeholders.

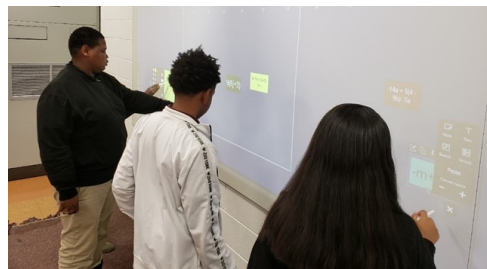
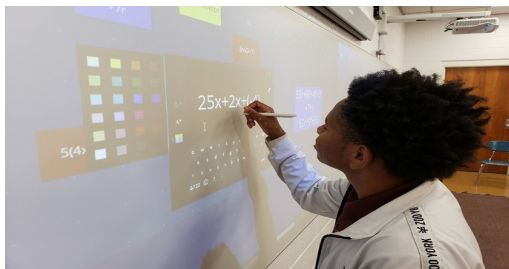


# SURVEY DATA RESULTS

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The statements were categorized by the highest numbers of frequency.

1. State three things that Warren County Schools does well.
  - Technology: ConnectEd, Parent Portal, Google school, email and weather notification.
  - Staff: supportive and family atmosphere.
  - The district recognizes the achievements of students and staff.
  - The district's school choice meets the academic needs of the students.
  - School Safety: The district has made many advances to keep the schools and students safe.
2. State three things that Warren County Schools need to work on.
  - Financial Challenges that impact school funding, class activities, salaries/supplements, teacher supplies.
  - Consistent communication with parents and teachers.
  - Customer Service: There is a concern about the negative interaction (conversation, behaviors) between students, parents and staff members. The district has a "it's always been done this way mentality".
  - Retaining teachers and hiring qualified staff.
  - High quality instruction that includes interventions for struggling students.
  - Differentiated teacher professional development (novice teachers, seasoned teachers, content area, instructional coaching).
  - Transportation: late buses, increase the communication measures with staff.
3. What are your recommendations to improve Warren County Schools?
  - Customer Service: Create a welcoming environment. Be a better listener. Be more responsive to parent and employee concerns.
  - Improve school funding and increase teacher salaries.
  - Develop effective wraparound services (mental health and socio-emotional learning) for students with reoccurring disciplinary concerns.
  - Develop structures and systems to increase communication.
  - The school district should have one school calendar.
  - Increase district-wide incentives.
  - Create a teacher recruitment and retention plan.
  - Develop a parent engagement plan.
  - Increase partnerships with the community (business, government, organizations, and churches).
  - Provide more academic opportunities for students (afterschool tutoring, band, chorus and art).





# EXTERNAL HISTORICAL STUDENT ENROLLMENT TRENDS

Warren County Schools, like most public school districts across the state and nation, have been experiencing declining enrollment due to the increasing number of charter, private, and homeschools readily available to students and parents.

| 2018<br>-2019 | LEA Public Schools |               | Public Charters        |               | Private Schools   |               | Homeschools       |               | Overall<br>Total<br>Students |
|---------------|--------------------|---------------|------------------------|---------------|-------------------|---------------|-------------------|---------------|------------------------------|
|               | Total<br>Students  | % of<br>Total | Total<br>Stu-<br>dents | % of<br>Total | Total<br>Students | % of<br>Total | Total<br>Students | % of<br>Total |                              |
| State         | 1,444,537          | 80.4%         | 107,172                | 6.0%          | 102,400           | 5.7%          | 142,307           | 7.9%          | 1,796,416                    |
| Warren        | 2,039              | 78.0%         | 378                    | 14.5%         | 19                | 0.7%          | 178               | 6.8%          | 2,614                        |
| 2017-<br>2018 |                    |               |                        |               |                   |               |                   |               |                              |
| State         | 1,450,949          | 81.3%         | 97,111                 | 5.4%          | 101,775           | 5.7%          | 135,749           | 7.6%          | 1,785,584                    |
| Warren        | 2,148              | 80.2%         | 318                    | 11.9%         | 19                | 0.7%          | 194               | 7.2%          | 2,679                        |
| 2016-<br>2017 |                    |               |                        |               |                   |               |                   |               |                              |
| State         | 1,454,290          | 82.0%         | 91,160                 | 5.1%          | 100,585           | 5.7%          | 127,847           | 7.2%          | 1,773,882                    |
| Warren        | 2,275              | 83.9%         | 246                    | 9.1%          | 19                | 0.7%          | 171               | 6.3%          | 2,711                        |

Note: The chart includes pre-kindergarten numbers.



# HISTORICAL ENROLLMENT TRENDS

| School                  | 1999-<br>2000<br>Day 10 | 2000-<br>2001<br>Day 10 | 2001-<br>2002<br>Day 10 | 2002-<br>2003<br>Day 10 | 2003-<br>2004<br>Day 20 | 2004-<br>2005<br>Day 20 | 2005-<br>2006<br>Day 20 | 2006-<br>2007<br>Day 20 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Mariam Boyd Elementary  | 423                     | 402                     | 375                     | 355                     | 346                     | 361                     | 375                     | 367                     |
| South Warren Elementary | 281                     | 295                     | 276                     | 266                     | 271                     | 283                     | 234                     | 201                     |
| Vaughan Elementary      | 333                     | 291                     | 272                     | 294                     | 268                     | 260                     | 220                     | 224                     |
| Northside K-8           | 521                     | 480                     | 465                     | 433                     | 430                     | 383                     | 359                     | 373                     |
| WCMS                    | 785                     | 801                     | 808                     | 804                     | 802                     | 765                     | 736                     | 687                     |
| WCHS                    | 908                     | 925                     | 916                     | 980                     | 1002                    | 1027                    | 1001                    | 960                     |
| WECHS                   |                         |                         |                         |                         |                         |                         |                         |                         |
| WNTHS                   |                         |                         |                         |                         |                         |                         |                         |                         |
| <b>TOTALS</b>           | <b>3251</b>             | <b>3194</b>             | <b>3112</b>             | <b>3132</b>             | <b>3119</b>             | <b>3079</b>             | <b>2925</b>             | <b>2812</b>             |

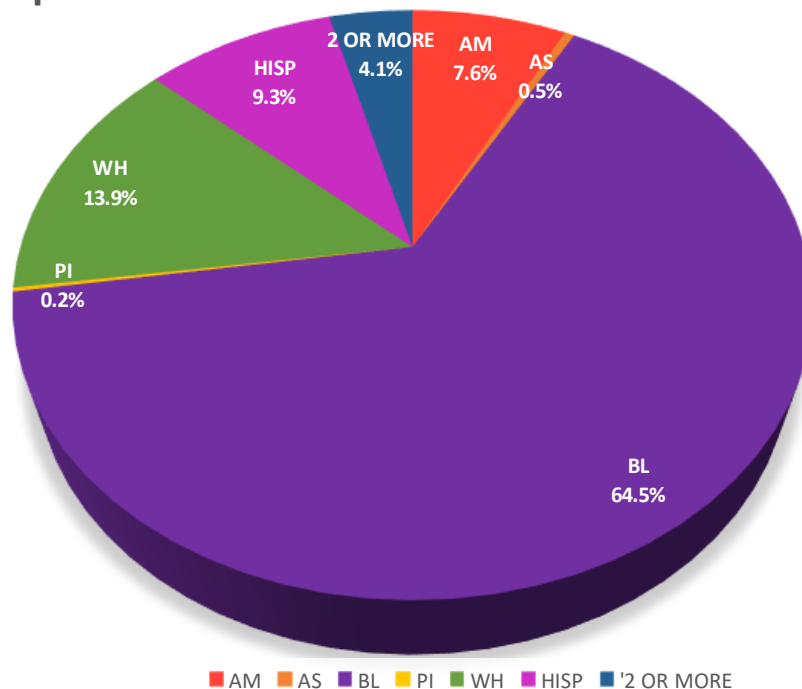
| School                  | 2007-<br>2008<br>Day 20 | 2008-<br>2009<br>Day 20 | 2009-<br>2010<br>Day 20 | 2010-<br>2011<br>Day 20 | 2011-<br>2012<br>Day 20 | 2012-<br>2013<br>Day 20 | 2013-<br>2014<br>Day 20 | 2014-<br>2015<br>Day 20 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Mariam Boyd Elementary  | 344                     | 368                     | 343                     | 327                     | 314                     | 299                     | 344                     | 362                     |
| South Warren Elementary | 198                     | 188                     | 184                     | 189                     | 192                     | 198                     | 204                     | 182                     |
| Vaughan Elementary      | 237                     | 231                     | 246                     | 249                     | 247                     | 256                     | 252                     | 229                     |
| Northside K-8           | 364                     | 379                     | 364                     | 357                     | 350                     | 327                     | 295                     | 349                     |
| WCMS                    | 641                     | 603                     | 582                     | 586                     | 558                     | 537                     | 521                     | 475                     |
| WCHS                    | 853                     | 696                     | 557                     | 462                     | 461                     | 437                     | 416                     | 415                     |
| WECHS                   |                         | 62                      | 95                      | 110                     | 116                     | 139                     | 140                     | 132                     |
| WNTHS                   | 75                      | 124                     | 170                     | 219                     | 187                     | 195                     | 206                     | 202                     |
| <b>TOTALS</b>           | <b>2712</b>             | <b>2651</b>             | <b>2541</b>             | <b>2499</b>             | <b>2425</b>             | <b>2388</b>             | <b>2378</b>             | <b>2346</b>             |

| School                  | 2015-<br>2016<br>Day 20 | 2016-<br>2017<br>Day 20 | 2017-<br>2018<br>Day 20 | 2018-<br>2019<br>Day 20 | 2019-<br>2020<br>Day 20 | Difference<br>between<br>2018-2019<br>& 2019-2020 | Difference<br>Between<br>1999-2000<br>& 2019-2020 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|---|
| Mariam Boyd Elementary  | 314                     | 329                     | 277                     | 251                     | 286                     | (26)  | (137)   |
| South Warren Elementary | 184                     | 167                     | 161                     | 135                     |                         | (26)  | (281)   |
| Vaughan Elementary      | 245                     | 225                     | 209                     | 184                     | 196                     | (25)  | (137)   |
| Northside K-8           | 392                     | 380                     | 377                     | 364                     | 391                     | (13)  | (130)   |
| WCMS                    | 391                     | 374                     | 340                     | 360                     | 338                     | 20  | (447)   |
| WCHS                    | 417                     | 393                     | 416                     | 352                     | 326                     | (64)  | (582)   |
| WECHS                   | 121                     | 107                     | 106                     | 104                     | 104                     | (2)   | 104   |
| WNTHS                   | 175                     | 166                     | 138                     | 138                     | 136                     | 0   | 136   |
| <b>TOTALS</b>           | <b>2239</b>             | <b>2141</b>             | <b>2024</b>             | <b>1888</b>             | <b>1777</b>             | <b>(136)</b>                                      | <b>(1474)</b>                                     |

Note: This chart does not include pre-kindergarten numbers because the North Carolina Department of Public Instruction does not include those students in the average daily membership (ADM) counts.

# SY2019-2020 ENROLLMENT DEMOGRAPHICS BY RACE

Demographic Chart



|                | ADM  | AM         | AS       | BL           | PI       | WH          | HISP       | 2 OR MORE  |
|----------------|------|------------|----------|--------------|----------|-------------|------------|------------|
| MBES           | 336  | 3 (0.9%)   | 0 (0%)   | 250 (74.4%)  | 2 (0.6%) | 26 (7.7%)   | 39 (11.6%) | 16 (4.8%)  |
| NK-8           | 438  | 14 (3.2%)  | 5 (1.1%) | 309 (70.5%)  | 1 (0.2%) | 62 (14.2%)  | 36 (8.2%)  | 11 (2.5%)  |
| VES            | 212  | 50 (23.6%) | 0 (0%)   | 76 (35.8%)   | 1 (0.5%) | 54 (25.5%)  | 17 (8.0%)  | 14 (6.6%)  |
| WCMS           | 340  | 24 (7.1%)  | 2 (0.6%) | 235 (69.1%)  | 0 (0%)   | 42 (12.4%)  | 26 (7.6%)  | 11 (3.2%)  |
| WCHS           | 325  | 28 (8.62%) | 0 (0%)   | 226 (69.54%) | 0 (0%)   | 27 (8.31%)  | 32 (9.85%) | 12 (3.69%) |
| WECHS          | 104  | 15 (14.4%) | 2 (1.9%) | 41 (39.4%)   | 0 (0%)   | 20 (19.2%)  | 15 (14.4%) | 11 (10.6%) |
| WNTHS          | 136  | 9 (6.6%)   | 0 (0%)   | 83 (61%)     | 0 (0%)   | 32 (23.5%)  | 10 (7.4%)  | 2 (1.5%)   |
| DISTRICT TOTAL | 1891 | 143 (7.6%) | 9 (0.5%) | 1220 (64.5%) | 4 (0.2%) | 263 (13.9%) | 175 (9.3%) | 77 (4.1%)  |

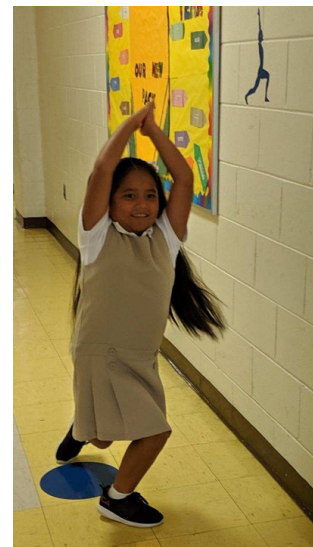
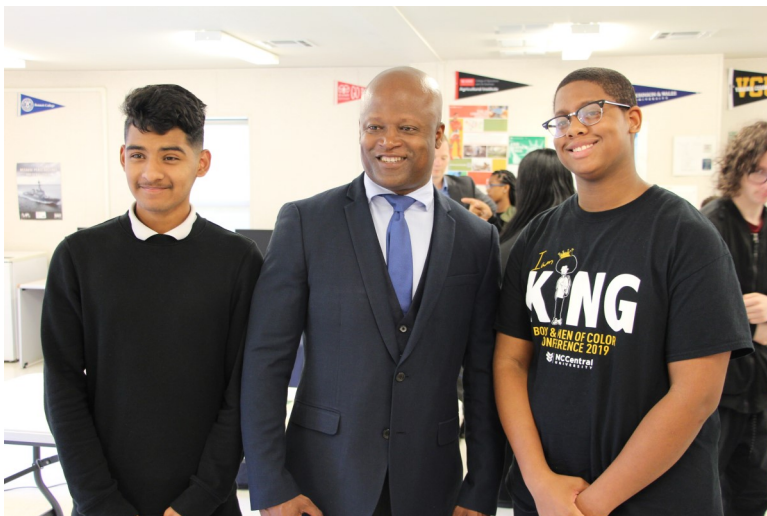
Note: The chart includes pre-kindergarten numbers.

| ADM       | Average Daily Membership |
|-----------|--------------------------|
| AM        | American Indian          |
| AS        | Asian                    |
| BL        | Black                    |
| PI        | Hawaiian                 |
| WH        | White                    |
| HIS       | Hispanic                 |
| 2 or More | Multiracial              |



## SY2019-2020 ENROLLMENT BY EXCEPTIONALITIES

| Exceptionality                          | Number of Students |
|---|--------------------|
| Developmental Delayed (DD)              | 30                 |
| Speech Language Impaired (SI)           | 53                 |
| Autism (AU)                             | 40                 |
| Intellectually Disability Mild (IDMI)   | 51                 |
| Other Health Impaired (OH)              | 34                 |
| Intellectually Disabled Moderate (IDMO) | 10                 |
| Specific Learning Disability (LD)       | 92                 |
| Emotional Disability                    | 11                 |
| Hearing Impaired (HI)                   | 2                  |
| Traumatic Brain Injury (TB)             | 1                  |
| Multi Handicapped (MU)                  | 7                  |
| Orthopedically Impaired (OI)            | 1                  |
| Specific Learning Disabled              | 3                  |
| Intellectually Disabled Severe (IDSE)   | 1                  |
| <b>Total</b>                            | <b>336</b>         |



# EXCEPTIONALITIES BY SCHOOLS

| Mariam Boyd Elementary School           |                    |
|---|--------------------|
| Exceptionality                          | Number of Students |
| Developmental Delayed (DD)              | 22                 |
| Speech Language Impaired (SI)           | 14                 |
| Autism (AU)                             | 6                  |
| Intellectually Disability Mild (IDMI)   | 8                  |
| Other Health Impaired (OH)              | 5                  |
| Intellectually Disabled Moderate (IDMO) | 2                  |
| Specific Learning Disability (LD)       | 8                  |
| Emotional Disability                    | 3                  |
| <b>TOTAL</b>                            | <b>68</b>          |

| Vaughan Elementary School               |                    |
|---|--------------------|
| Exceptionality                          | Number of Students |
| Developmental Delayed (DD)              | 2                  |
| Speech Language Impaired (SI)           | 13                 |
| Autism (AU)                             | 5                  |
| Intellectually Disability Mild (IDMI)   | 4                  |
| Other Health Impaired (OH)              | 5                  |
| Intellectually Disabled Moderate (IDMO) | 2                  |
| Specific Learning Disability (LD)       | 8                  |
| Traumatic Brain Injury (TB)             | 1                  |
| Multi-handicapped ( MU)                 | 3                  |
| <b>TOTAL</b>                            | <b>43</b>          |



| Northside K-8 School                    |                    |
|---|--------------------|
| Exceptionality                          | Number of Students |
| Developmental Delayed (DD)              | 5                  |
| Speech Language Impaired (SI)           | 16                 |
| Autism (AU)                             | 7                  |
| Intellectually Disability Mild (IDMI)   | 12                 |
| Other Health Impaired (OH)              | 9                  |
| Intellectually Disabled Moderate (IDMO) | 2                  |
| Specific Learning Disability (LD)       | 11                 |
| Hearing Impaired (HI)                   | 1                  |
| Emotional Disability                    | 0                  |
| <b>TOTAL</b>                            | <b>63</b>          |

| Warren County Middle School             |                    |
|---|--------------------|
| Exceptionality                          | Number of Students |
| Speech Language Impaired (SI)           | 3                  |
| Autism (AU)                             | 7                  |
| Intellectually Disability Mild (IDMI)   | 17                 |
| Other Health Impaired (OH)              | 6                  |
| Intellectually Disabled Moderate (IDMO) | 1                  |
| Specific Learning Disability (LD)       | 20                 |
| Hearing Impaired (HI)                   | 1                  |
| Intellectually Disabled Severe (IDSE)   | 1                  |
| Emotional Disability                    | 4                  |
| <b>TOTAL</b>                            | <b>60</b>          |

# EXCEPTIONALITIES BY SCHOOLS

| Warren County High School               |                    |
|---|--------------------|
| Exceptionality                          | Number of Students |
| Multi-handicapped (MU)                  | 3                  |
| Autism (AU)                             | 12                 |
| Intellectually Disability Mild (IDMI)   | 8                  |
| Other Health Impaired (OH)              | 7                  |
| Intellectually Disabled Moderate (IDMO) | 3                  |
| Specific Learning Disability (LD)       | 34                 |
| Orthopedically Impaired (OI)            | 1                  |
| Emotional Disability                    | 4                  |
| <b>TOTAL</b>                            | <b>72</b>          |

| Warren Early College High School |                    |
|----------------------------------|--------------------|
| Exceptionality                   | Number of Students |
| Speech Language Impaired (SI)    | 1                  |
| Specific Learning Disabled       | 3                  |
| <b>TOTAL</b>                     | <b>4</b>           |

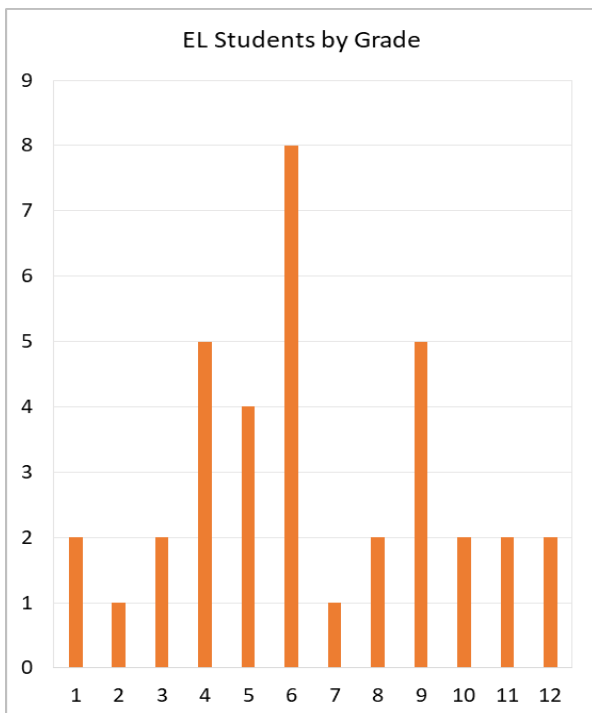
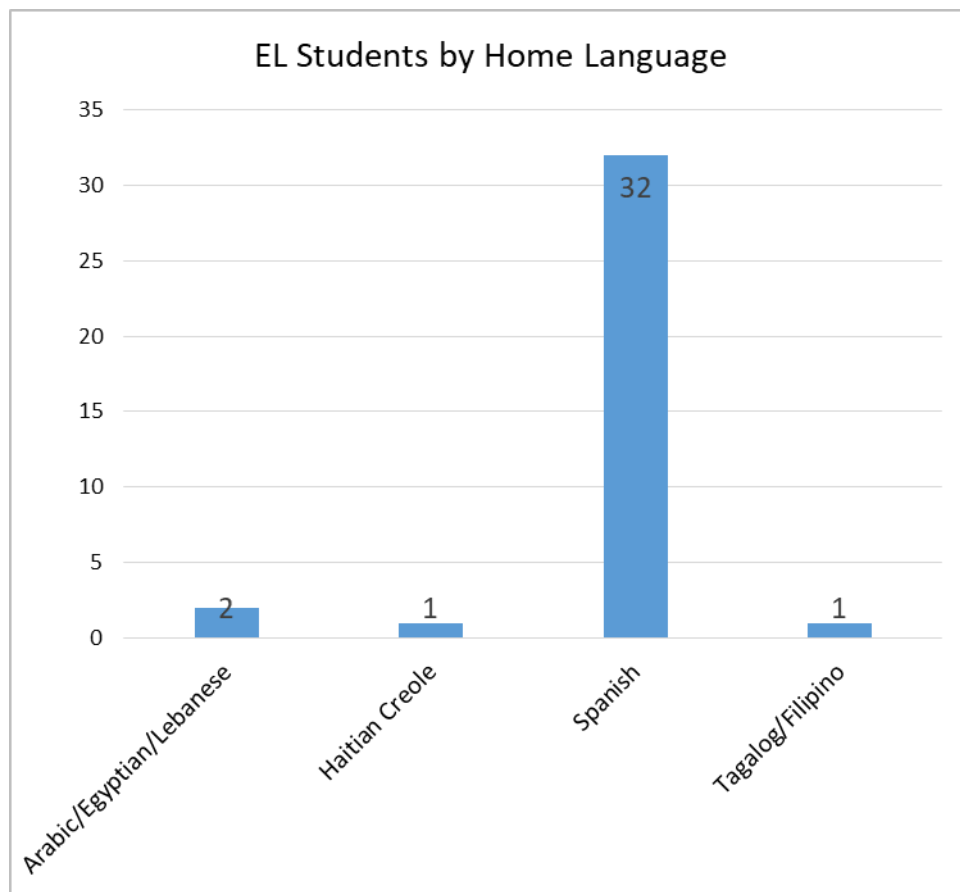
| Warren New Tech High School           |                    |
|---------------------------------------|--------------------|
| Exceptionality                        | Number of Students |
| Autism (AU)                           | 2                  |
| Intellectually Disability Mild (IDMI) | 2                  |
| Other Health Impaired (OH)            | 2                  |
| Multi-Handicapped ( MU)               | 1                  |
| Specific Learning Disability (LD)     | 10                 |
| <b>TOTAL</b>                          | <b>17</b>          |



| CECAS School<br>(Headstart, Norlina Christian Academy, Soul City Day Care, Haliwa-Saponi Tribal School) |                    |
|---|--------------------|
| Exceptionality  | Number of Students |
| Developmental Delayed (DD)  | 1                  |
| Speech Language Impaired (SI)   | 6                  |
| Autism (AU)   | 1                  |
| Specific Learning Disability (LD)   | 1                  |
| <b>TOTAL</b>  | <b>9</b>           |



# ENGLISH LEARNERS (EL) DEMOGRAPHICS



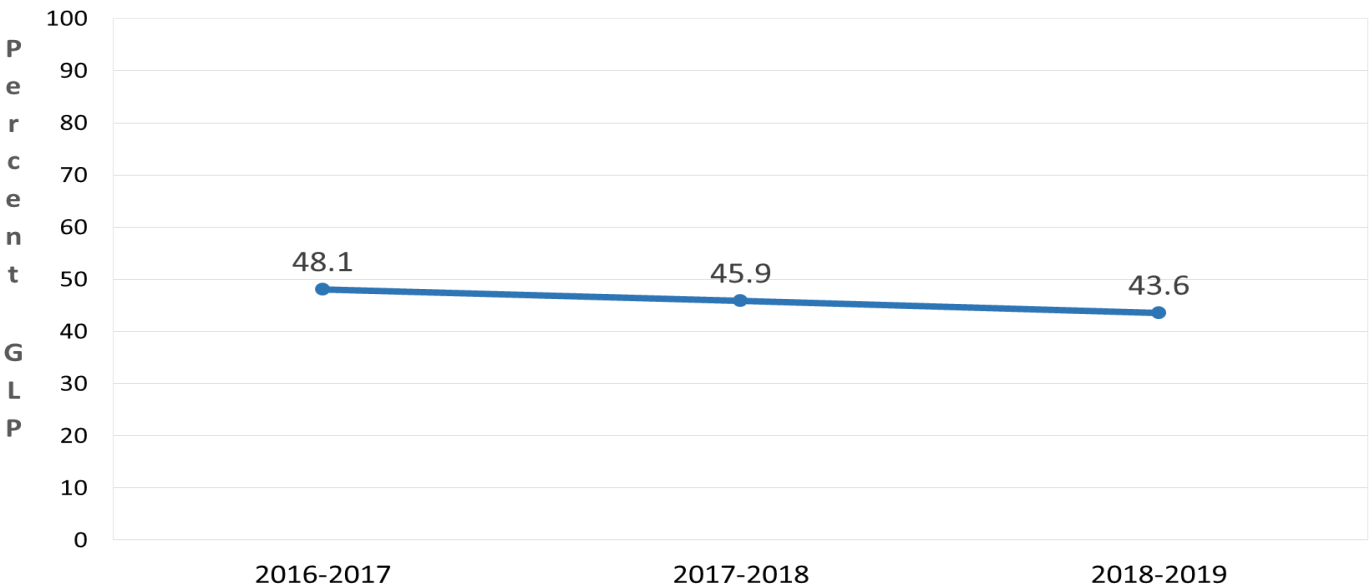
# STUDENT DISCIPLINE TRENDS

| <b>SY2017-2018 Incident</b>                          | <b>MB</b> | <b>NS<br/>K8</b> | <b>SWES</b> | <b>VE</b> | <b>WCMS</b> | <b>WCHS</b> | <b>WECHS</b> | <b>WNTHS</b> | <b>Dis-<br/>trict</b> | <b>%</b> |    |
|--|-----------|------------------|-------------|-----------|-------------|-------------|--------------|--------------|-----------------------|----------|----|
| 024-UB: Fighting                                     | 8         | 37               | 11          | 10        | 24          | 30          | 2            | 9            | 131                   | 18.7%    | 1  |
| 027-UB: Aggressive behavior                          | 6         | 31               | 14          | 12        | 17          | 8           |              | 4            | 92                    | 13.1%    | 2  |
| 042-UB: Disruptive behavior                          | 9         | 20               | 8           | 8         | 13          | 32          |              |              | 90                    | 12.8%    | 3  |
| 032-UB: Inappropriate language/<br>disrespect        | 13        | 4                | 2           | 5         | 17          | 29          |              | 2            | 72                    | 10.3%    | 4  |
| 033-UB: Insubordination                              | 13        | 5                | 1           | 2         | 13          | 20          |              |              | 54                    | 7.7%     | 5  |
| 061-UB: Disrespect of faculty/staff                  | 9         | 3                |             | 3         | 6           | 23          |              |              | 44                    | 6.3%     | 6  |
| 114-UB: Inappropriate Behavior                       | 1         | 24               | 2           | 5         |             | 11          |              | 1            | 44                    | 6.3%     | 7  |
| 036-UB: Theft  | 11        | 2                |             | 1         | 6           | 3           |              |              | 23                    | 3.3%     | 8  |
| 044-UB: Assault on student                           | 17        | 1                |             | 2         |             | 2           |              | 1            | 23                    | 3.3%     | 9  |
| 019-UB: Communicating threats<br>(G.S. 14-277.1)     | 3         | 2                |             | 1         | 2           | 9           | 1            |              | 18                    | 2.6%     | 10 |
| 022-UB: Disorderly conduct (G.S. 14-<br>288.4(a)(6)) | 2         |                  | 8           |           | 4           |             |              |              | 14                    | 2.0%     | 11 |
| 052-UB: Bullying                                     | 7         |                  |             |           | 5           | 1           |              |              | 13                    | 1.9%     | 12 |
| 074-UB: Cutting class                                | 1         | 1                |             |           | 3           | 6           |              |              | 11                    | 1.6%     | 13 |
| 091-UB: Misuse of school technolo-<br>gy             | 5         | 1                |             | 2         |             |             |              |              | 8                     | 1.1%     | 14 |

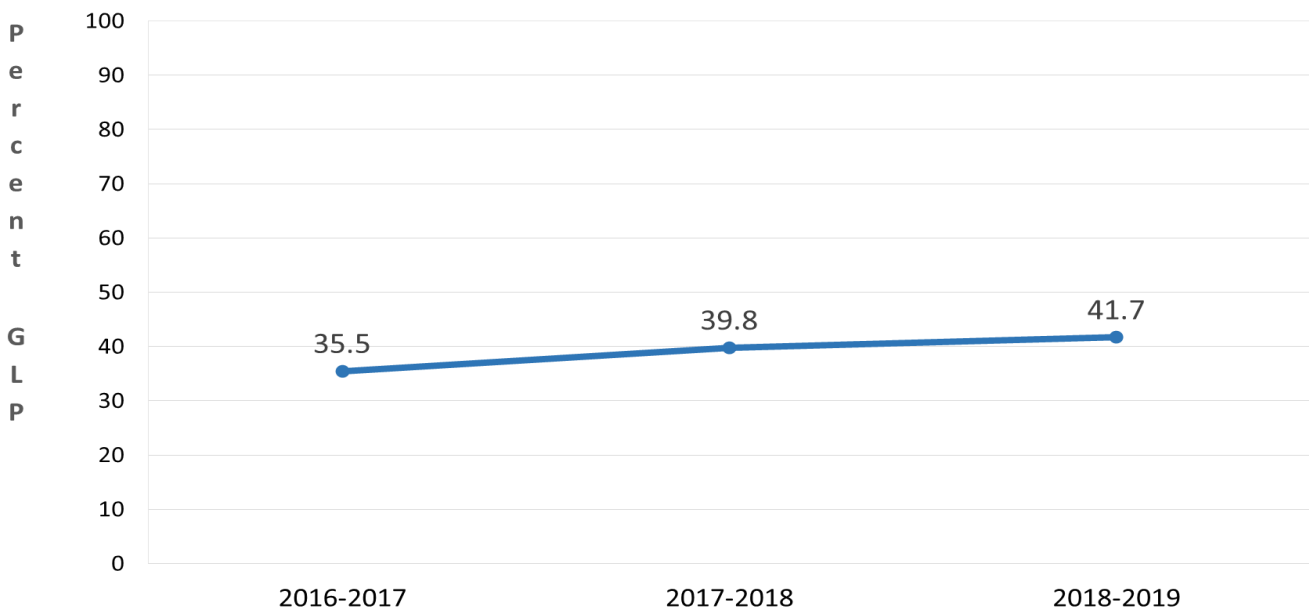
| <b>SY2018-2019 Incident</b>                          | <b>M<br/>B</b> | <b>NS<br/>K8</b> | <b>SWES</b> | <b>VE</b> | <b>WCMS</b> | <b>WCHS</b> | <b>WECHS</b> | <b>WNTHS</b> | <b>Dis-<br/>trict</b> | <b>%</b> |    |
|--|----------------|------------------|-------------|-----------|-------------|-------------|--------------|--------------|-----------------------|----------|----|
| 024-UB: Fighting                                     | 2              | 31               | 4           | 7         | 61          | 29          | 5            | 10           | 149                   | 21.1%    | 1  |
| 042-UB: Disruptive behavior                          | 8              | 2                |             | 5         | 59          | 21          | 2            |              | 97                    | 13.8%    | 2  |
| 027-UB: Aggressive behavior                          | 10             | 17               | 19          | 5         | 12          | 3           |              | 4            | 70                    | 9.9%     | 3  |
| 032-UB: Inappropriate language/<br>disrespect        | 6              | 5                |             | 5         | 36          | 11          |              | 5            | 68                    | 9.6%     | 4  |
| 033-UB: Insubordination                              | 16             | 4                |             | 1         | 27          | 17          |              | 2            | 67                    | 9.5%     | 5  |
| 061-UB: Disrespect of faculty/staff                  | 15             |                  | 2           |           | 16          | 30          |              | 1            | 64                    | 9.1%     | 6  |
| 022-UB: Disorderly conduct (G.S. 14-<br>288.4(a)(6)) | 1              |                  | 8           |           | 23          |             | 1            |              | 33                    | 4.7%     | 7  |
| 114-UB: Inappropriate Behavior                       | 1              | 22               | 3           |           |             | 7           |              |              | 33                    | 4.7%     | 8  |
| 036-UB: Theft  | 5              |                  |             | 5         | 1           |             |              | 4            | 15                    | 2.1%     | 9  |
| 019-UB: Communicating threats<br>(G.S. 14-277.1)     |                | 2                |             | 1         | 6           | 3           |              |              | 12                    | 1.7%     | 10 |
| 067-UB: Leaving school without<br>permission         |                |                  |             |           |             | 6           |              | 5            | 11                    | 1.6%     | 11 |
| 044-UB: Assault on student                           | 6              |                  | 1           |           | 1           | 1           |              | 1            | 10                    | 1.4%     | 12 |
| 052-UB: Bullying                                     | 3              |                  | 1           |           |             | 4           |              | 1            | 9                     | 1.3%     | 13 |
| 074-UB: Cutting class                                |                |                  |             |           | 5           | 4           |              |              | 9                     | 1.3%     | 14 |

# READING AND MATH PERFORMANCE IN GRADES 3-8

**Warren County Schools  
Three-Year Trend  
Grades 3-8 Reading End of Grade**



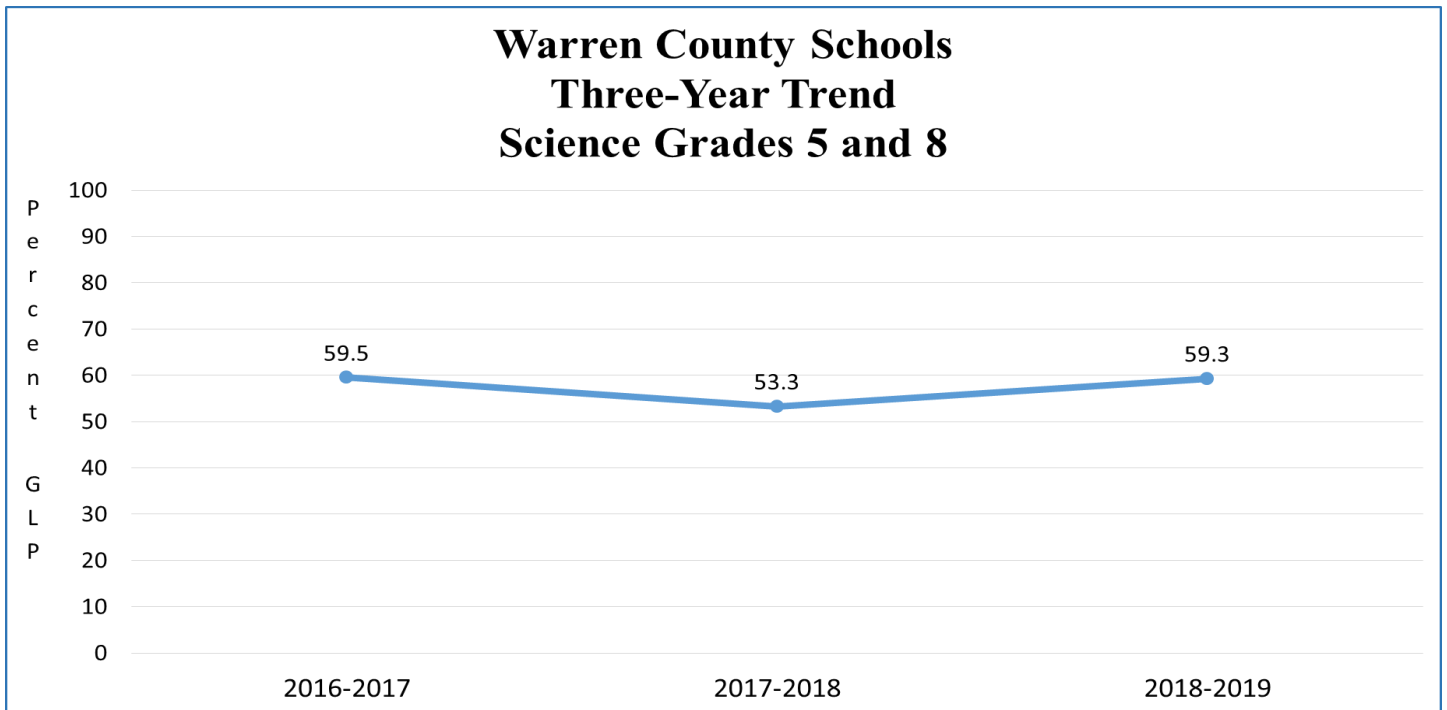
**Warren County Schools  
Three-Year Trend  
Grades 3-8 End of Grade Math**



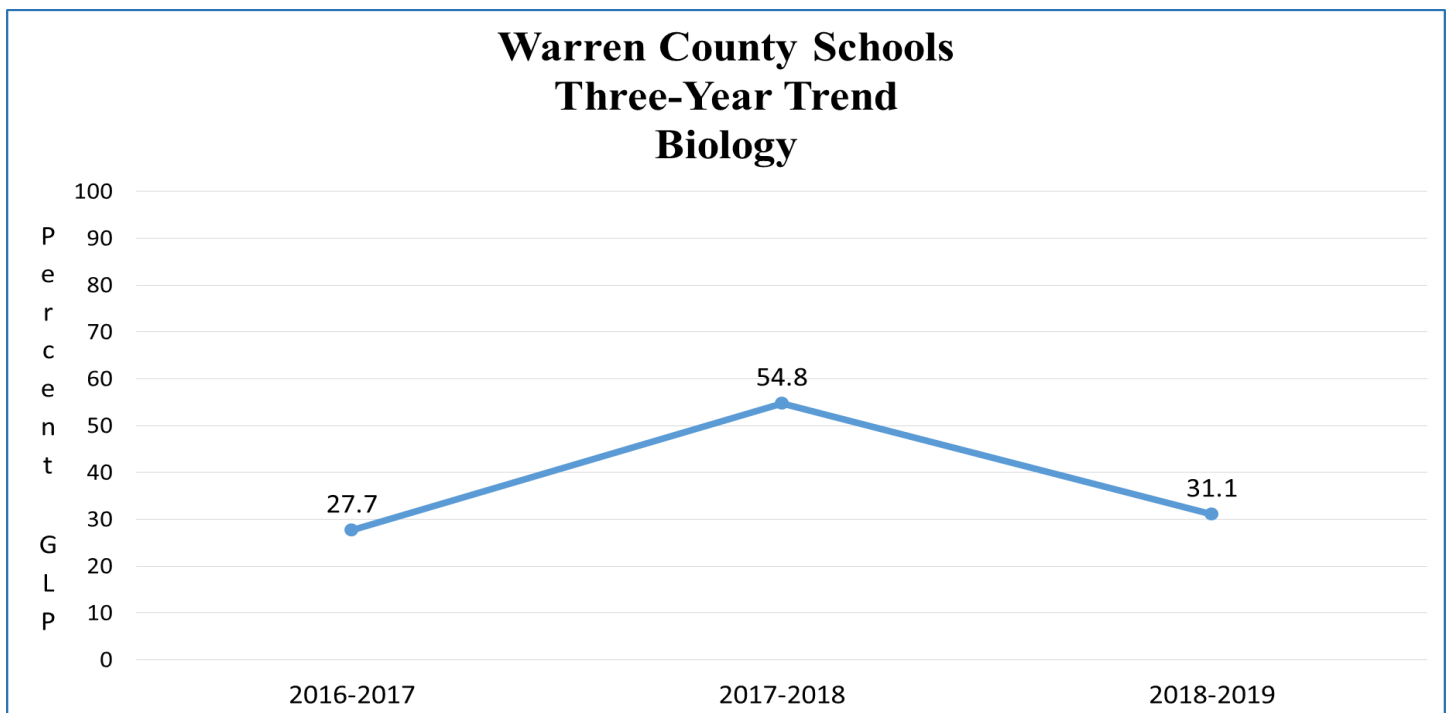
Grade Level Proficiency (GLP)



## SCIENCE IN GRADES 5 AND 8

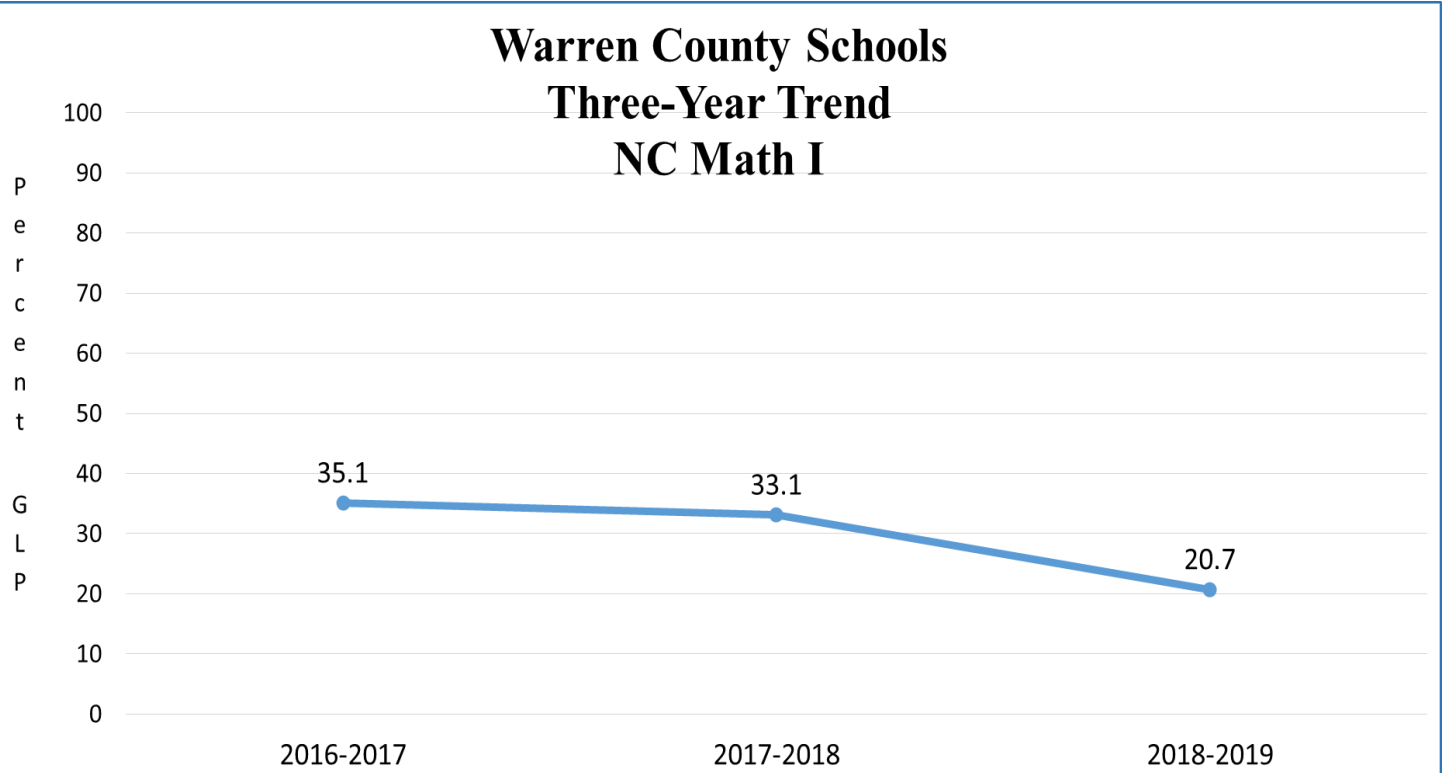
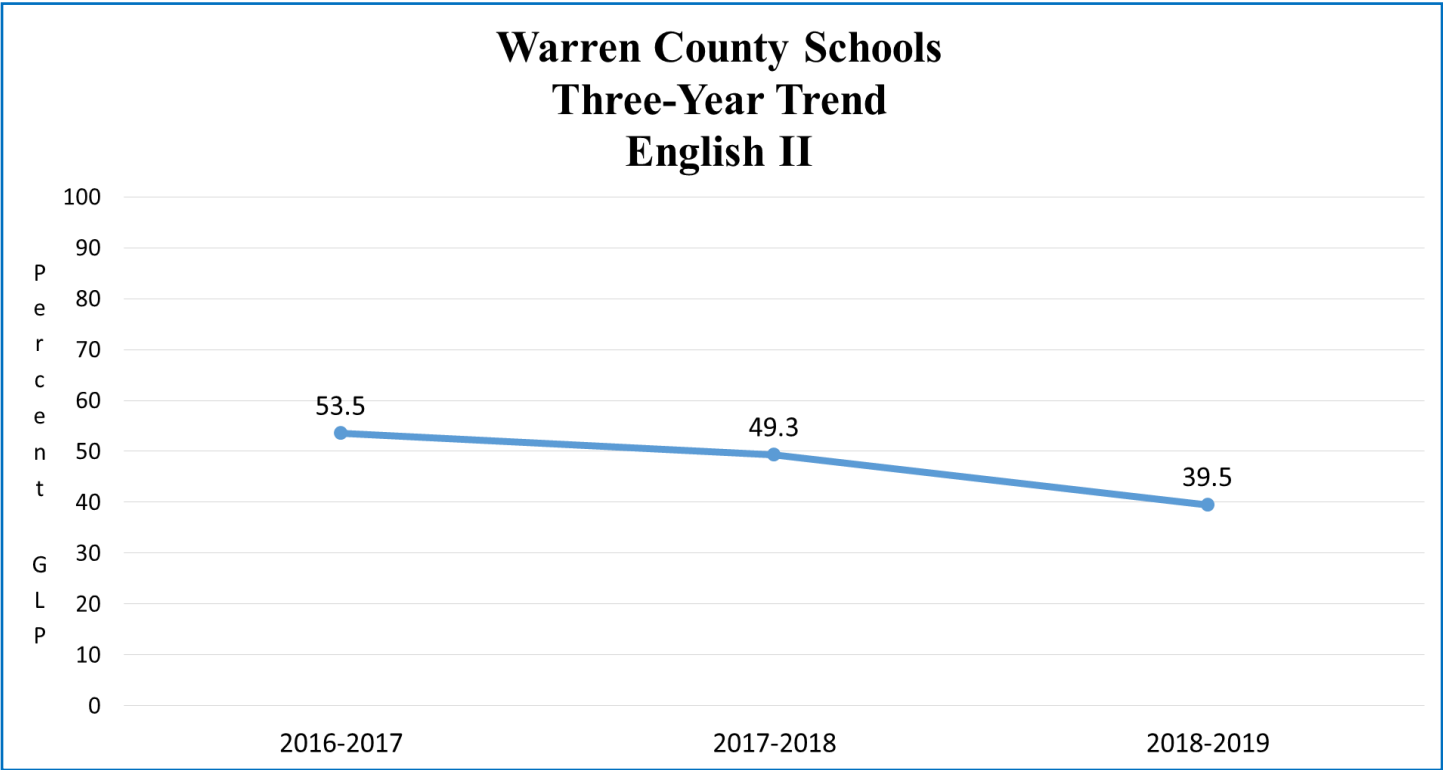


## BIOLOGY IN GRADES 9-12



Grade Level Proficiency (GLP)

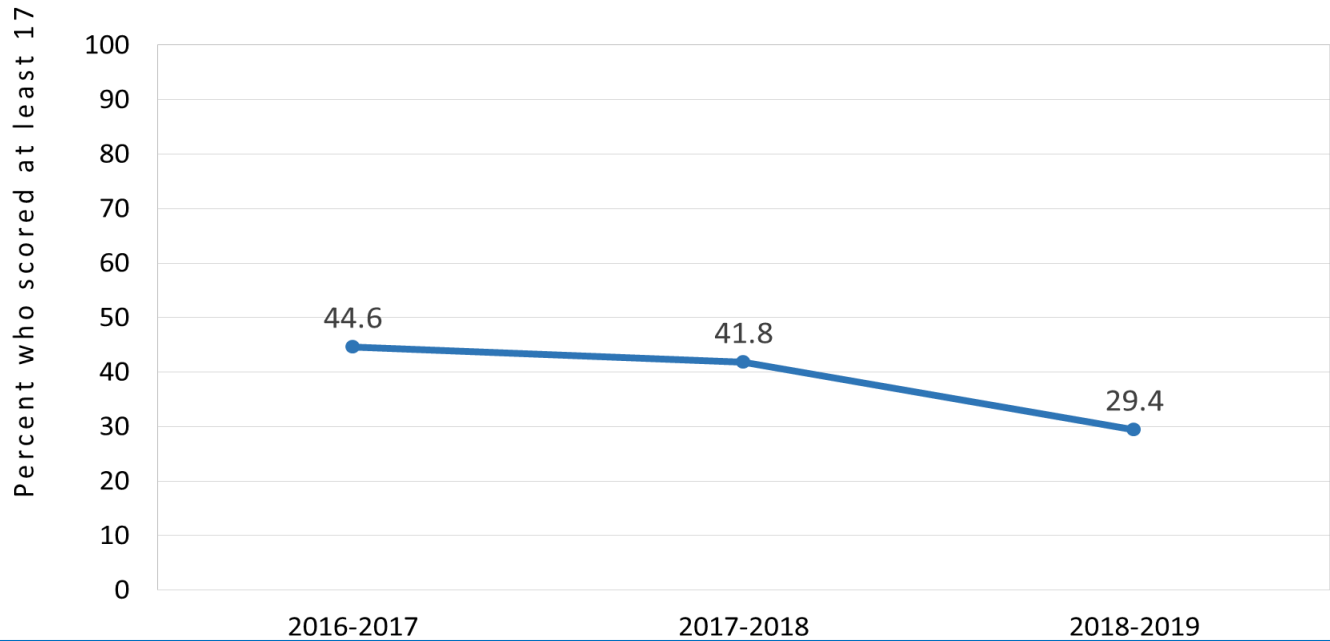
# ENGLISH AND MATH PERFORMANCE IN GRADES 9-12



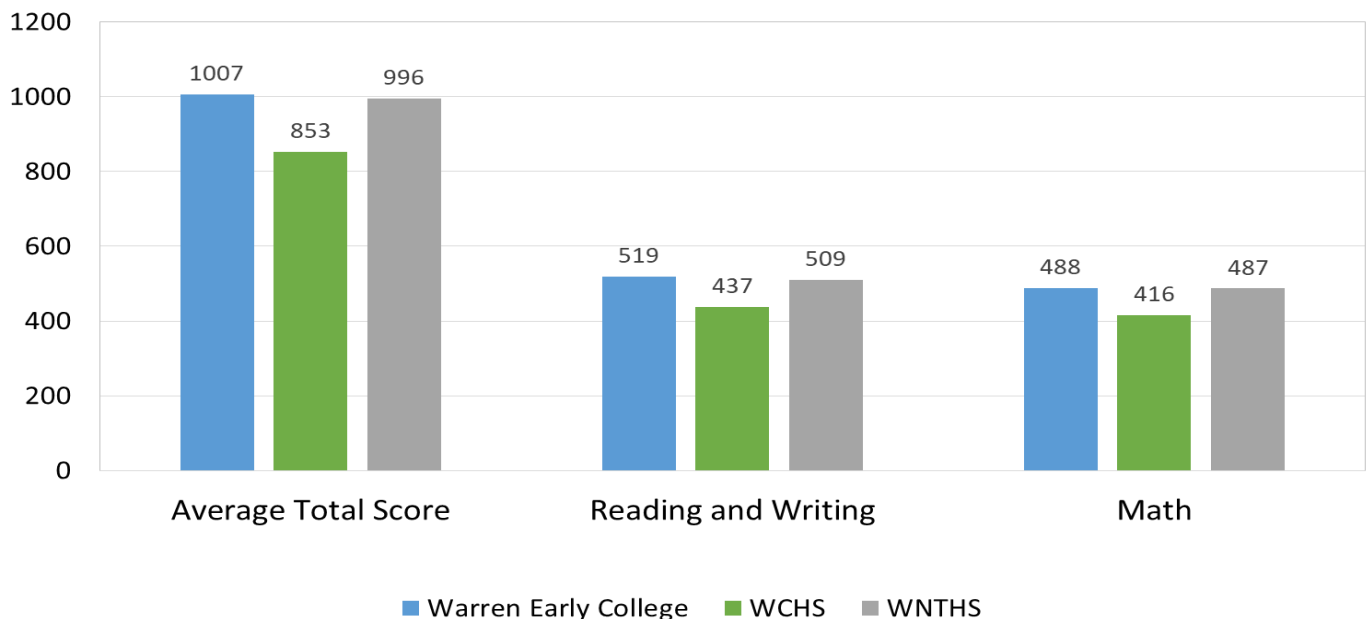
Grade Level Proficiency (GLP)

# ACT AND SAT PERFORMANCE

## Warren County Schools Three-Year Trend ACT



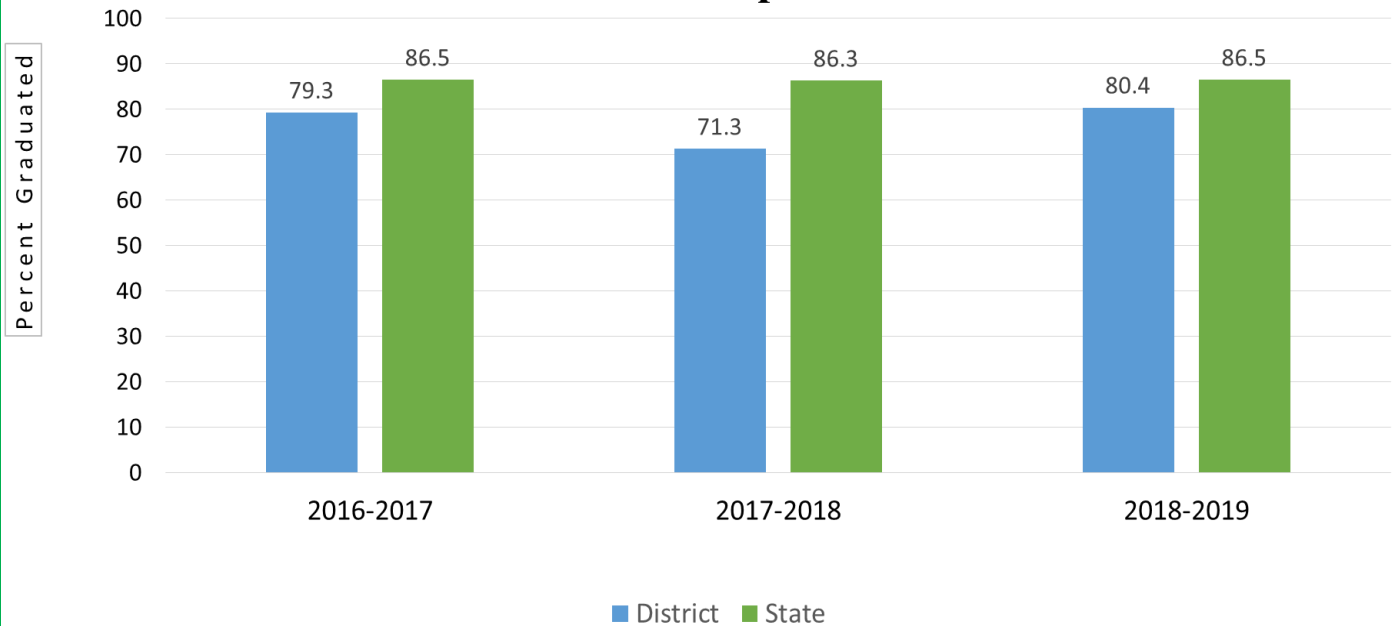
## Warren County Schools 2019 Results SAT



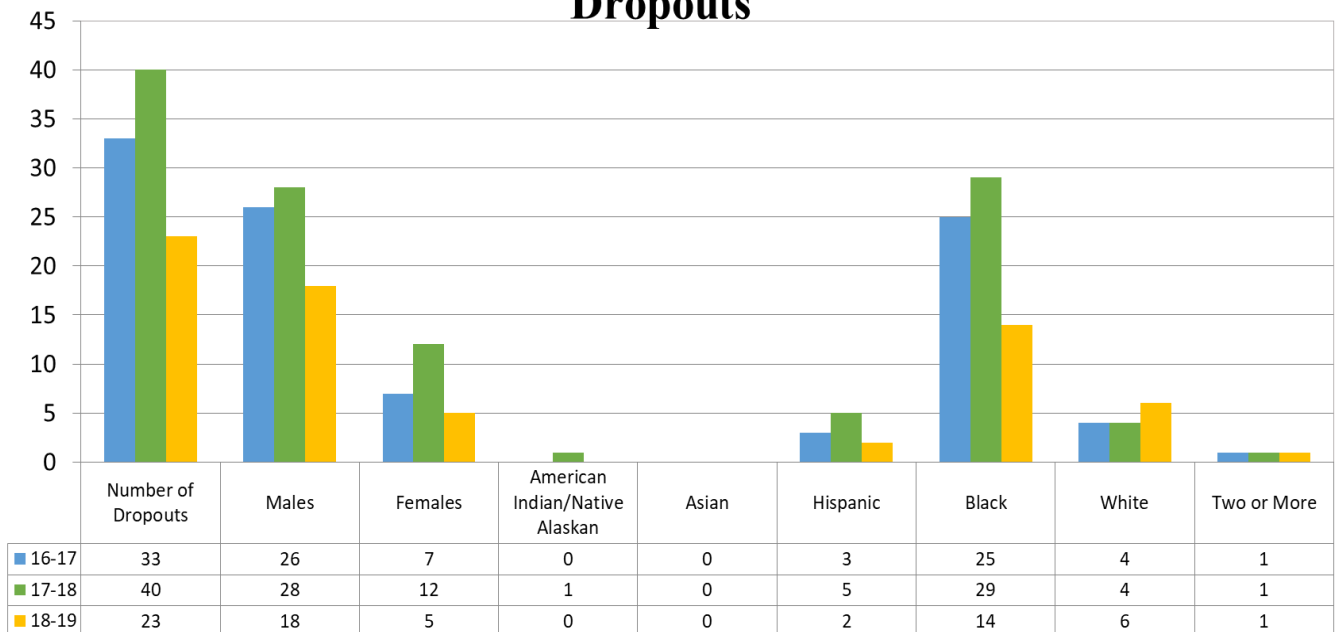


# GRADUATION RATES AND DROPOUT DATA

## Warren County Schools Three-Year Trend Graduation Rate Compared to the State



## Warren County Schools Three-Year Trend Dropouts

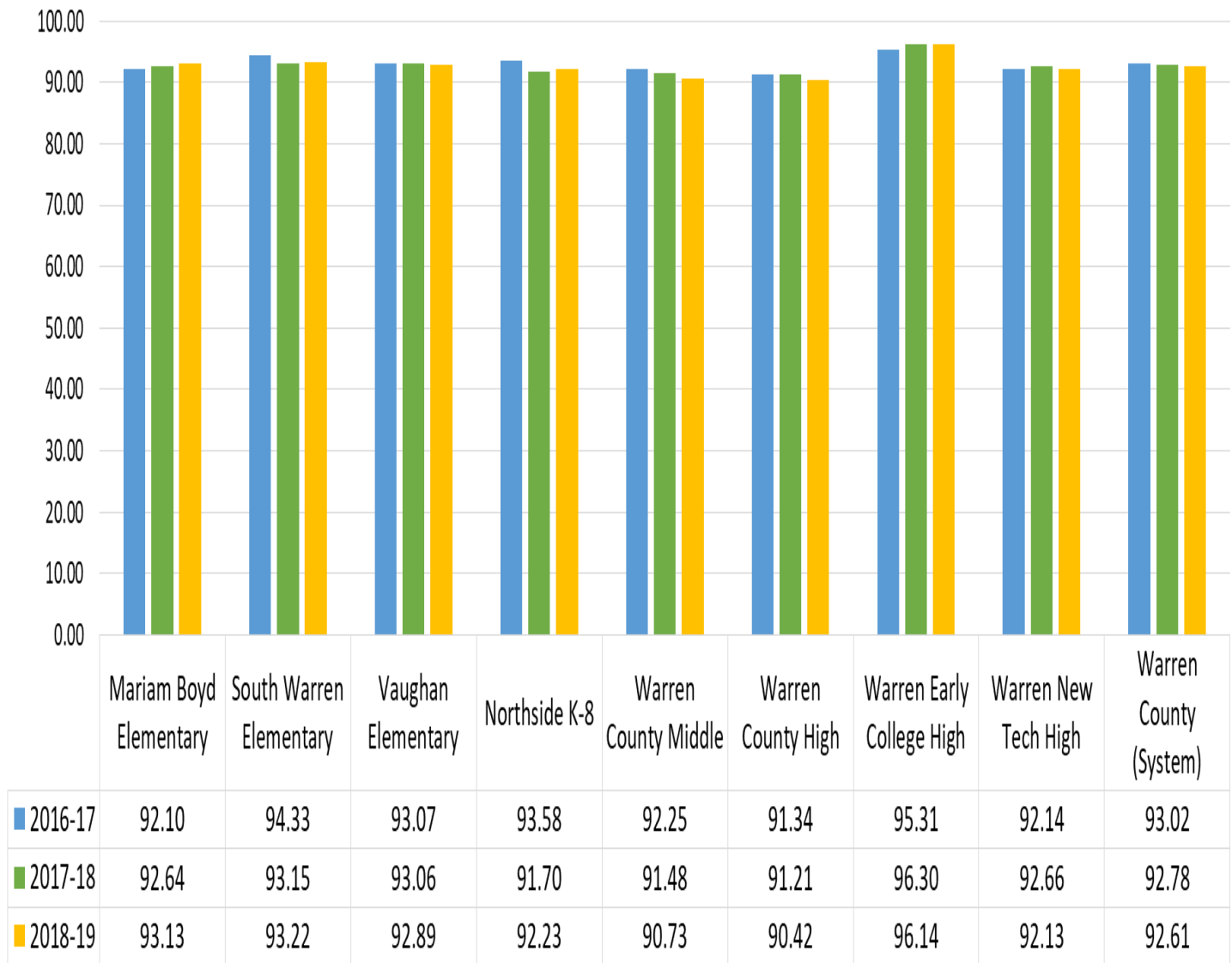


# WCHS ACADEMIES' CERTIFICATIONS

| Credentials/ Certifications |                         | WCHS Academies          | 2015-19            |
|-----------------------------|-------------------------|-------------------------|--------------------|
| School Year                 | Academy                 | Certification           | Number of Students |
| 15-16                       | Engineering and Const.  | OSHA- 10 Hours          | 7                  |
| 16-17                       | Engineering and Const.  | OSHA- 10 Hours          | 36                 |
| 17-18                       | Engineering and Const.  | OSHA- 10 Hours          | 1                  |
| 18-19                       | Engineering and Const.  | OSHA- 10 Hours          | 30                 |
| 17-18                       | Business, Finance, Ent. | National Customer Ser.  | 21                 |
| 18-19                       | Business, Finance, Ent. | National Customer Ser.  | 9                  |
| 15-16                       | Business, Finance, Ent. | WISE Financial Literacy | 3                  |
| 16-17                       | Business, Finance, Ent. | WISE Financial Literacy | 0                  |
| 17-18                       | Business, Finance, Ent. | WISE Financial Literacy | 3                  |
| 18-19                       | Business, Finance, Ent. | WISE Financial Literacy | 4                  |
| 18-19                       | Business, Finance, Ent. | Business Man: VGCC      | 4                  |
| 16-17                       | Engineering and Const.  | NCCER: Carpentry        | 21                 |
| 17-18                       | Engineering and Const.  | NCCER: Carpentry        | 23                 |
| 18-19                       | Engineering and Const.  | NCCER: Carpentry        | 30                 |
| 16-17                       | Engineering and Const.  | NCCER: Masonry          | 25                 |
| 17-18                       | Engineering and Const.  | NCCER: Masonry          | 11                 |
| 18-19                       | Engineering and Const.  | NCCER: Masonry          | 0                  |
| 16-17                       | Engineering and Const.  | NCCER: Core and Sust.   | 16                 |
| 17-18                       | Engineering and Const.  | NCCER: Core and Sust.   | 10                 |
| 18-19                       | Engineering and Const.  | NCCER: Core and Sust.   | 0                  |
| 16-17                       | Seniors CTE Concent.    | WorkKeys                | 23                 |
| 17-18                       | Seniors CTE Concent.    | WorkKeys                | 32                 |
| 18-19                       | Seniors CTE Concent.    | WorkKeys                | 26                 |
| 16-17                       | Medical Science         | OSHA- 10 Hours          | 4                  |
| 17-18                       | Medical Science         | OSHA- 10 Hours          | 28                 |
| 18-19                       | Medical Science         | OSHA- 10 Hours          | 10                 |
| 16-17                       | Medical Science         | Nurse Aide              | 13                 |
| 17-18                       | Medical Science         | Nurse Aide              | 18                 |
| 18-19                       | Medical Science         | Nurse Aide              | 14                 |

# STUDENT ATTENDANCE RATE BY SCHOOL

## Warren County Schools Three-Year Trend Student Attendance Rate by School





## TEACHER WORKFORCE AT A GLANCE

| Category                        | Percentage<br>2017-2018 | Percentage<br>2018-2019 |
|---------------------------------|-------------------------|-------------------------|
| Teach for America               | 10%                     | 11%                     |
| Alternative Entry               | 18%                     | 17%                     |
| Grow Your Own                   | 10%                     | 10%                     |
| Beginning Teachers              | 5%                      | 6%                      |
| National Board<br>Certification | 5%                      | 5%                      |
| International Faculty           | 15%                     | 14%                     |

## TEACHER TURNOVER: THREE YEAR TREND

| School                  | Number of Teachers Leaving the District |                           |                           |
|-------------------------|---|---------------------------|---------------------------|
|                         | March 2016-<br>March 2017               | March 2017-<br>March 2018 | March 2018-<br>March 2019 |
| Mariam Boyd ES          | 4                                       | 6                         | 2                         |
| South Warren ES         | 3                                       | 4                         | 1                         |
| Vaughan ES              | 5                                       | 7                         | 4                         |
| Northside K-8 School    | 7                                       | 11                        | 6                         |
| Warren County MS        | 8                                       | 9                         | 8                         |
| Warren County HS        | 11                                      | 12                        | 6                         |
| Warren Early College HS | 2                                       | 2                         | 1                         |
| Warren New Tech HS      | 4                                       | 6                         | 3                         |
| <b>TOTALS</b>           | <b>44</b>                               | <b>57</b>                 | <b>31</b>                 |

# TEACHER ABSENCES BY SCHOOL

| School               | 2016-2017 School Year |            | 2017-2018 School Year |            | 2018-2019 School Year |            |
|----------------------|-----------------------|------------|-----------------------|------------|-----------------------|------------|
|                      | Number of Absences    | Percentage | Number of Absences    | Percentage | Number of Absences    | Percentage |
| Mariam Boyd          | 341                   | 16%        | 271                   | 13%        | 383                   | 17%        |
| South Warren         | 152                   | 7%         | 156                   | 7%         | 155                   | 7%         |
| Vaughan              | 349                   | 16%        | 250                   | 12%        | 386                   | 16%        |
| Northside K-8        | 294                   | 14%        | 356                   | 17%        | 367                   | 16%        |
| Warren County Middle | 444                   | 21%        | 497                   | 23%        | 342                   | 14%        |
| Warren County High   | 369                   | 17%        | 351                   | 17%        | 509                   | 22%        |
| Warren Early College | 73                    | 3%         | 108                   | 5%         | 119                   | 5%         |
| Warren New Tech      | 121                   | 6%         | 129                   | 6%         | 51                    | 2%         |
| <b>TOTALS</b>        | <b>2143</b>           |            | <b>2118</b>           |            | <b>2312</b>           |            |



## FACILITIES TRENDS: WORK ORDERS

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**Work Orders For Sept. 2019**

| WORK ORDERS COMPLETED BY SITE |    |      |
|-------------------------------|----|------|
|                               | #  | %    |
| WCHS                          | 19 | 22%  |
| WCMS                          | 15 | 17%  |
| NS                            | 14 | 16%  |
| VE                            | 12 | 14%  |
| MB                            | 8  | 9%   |
| WNTHS                         | 7  | 8%   |
| Hawkins                       | 6  | 7%   |
| WECHS                         | 3  | 3%   |
| TRANS                         | 1  | 1%   |
| CO                            | 1  | 1%   |
| Maint                         | 1  | 1%   |
| Total                         | 87 | 100% |

**Work Orders for Aug. 2019**

| WORK ORDERS COMPLETED BY SITE |     |      |
|-------------------------------|-----|------|
|                               | #   | %    |
| WCHS                          | 30  | 26%  |
| NS                            | 19  | 16%  |
| WCMS                          | 19  | 16%  |
| VE                            | 17  | 15%  |
| MB                            | 11  | 9%   |
| WECHS                         | 7   | 6%   |
| WNTHS                         | 4   | 3%   |
| TRANS                         | 3   | 3%   |
| Hawkins                       | 3   | 3%   |
| SW                            | 2   | 2%   |
| CO                            | 1   | 1%   |
| Total                         | 116 | 100% |

55%

59%

DO YOU SEE A TREND?

OVER 50% OF WORK ORDERS GO TO THE 3 LARGEST SCHOOLS.

## FACILITIES TRENDS: TRADE

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**Sept. 2019**

| WORK ORDERS COMPLETED BY TRADE |    |     |
|--------------------------------|----|-----|
|                                | #  | %   |
| Air Conditioning               | 17 | 20% |
| General Maintenance            | 15 | 17% |

37%

**Aug. 2019**

| WORK ORDERS COMPLETED BY TRADE |    |     |
|--------------------------------|----|-----|
|                                | #  | %   |
| General Maintenance            | 24 | 21% |
| Air Conditioning               | 22 | 19% |

40%

# LESSONS LEARNED: STRENGTHS

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The following are key operational areas that the district is doing well:

## Safe and Orderly Schools

- Strides made to ensure that our schools are safe and orderly.

## Curriculum and Instruction

- Development and implementation of Literacy Project in grades K-6
- Curriculum support for State mandated areas (ex: Read to Achieve, KEA, MTSS)
- Resources provided to elementary schools based on teacher and principal request (bookrooms, iReady, etc.)
- Five star pre-kindergarten program

## Human Resources

- Dedicated employees
- Increased efforts around teacher recruitment and retention
- Teacher sourcing (VIF, EPE, Teach for America, Lateral Entry)

## Effective and Efficient Operations

- School Choice
- Budget Process and Cycle
- Transparency with budget and monthly financial meetings with departments/schools
- Buses have cameras and GPS systems
- Technology integration

## Community Engagement

- District resources:
  - State partnerships (NCDPI, CCRESA, PANC, NCSBA)
  - Higher education partners (universities/colleges)
  - International and National Partnerships (EPI, Participate, Global Partners, and TFA)





# LESSONS LEARNED: AREAS TO IMPROVE

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The following are key operational areas that will need to be addressed as we move forward:

## Safe and Orderly Schools

- Consistent Code of Conduct (elementary and secondary schools)
- Alternative programming

## Curriculum and Instruction

- Development and implementation of Literacy Project in grades 7-12
- Individualized Education Program (IEP) practices (compliance, documentation and meeting in a timely manner) and staffing
- Teacher capacity to differentiate instruction for struggling learners, including our students with disabilities and English Learners
- Content interventionists/coaches (elementary, secondary & high school) for all teachers
- Expansion of the Career and Technical Education (CTE) Programs of Study

## Human Resources

- Staffing allotments
- Recruitment and Retention

## Effective and Efficient Operations

- Systems and structures to ensure clear internal and external communications are needed.
- Limited financial resources
- Customer Service
- Teacher and student attendance

## Community Engagement

- Parental engagement varies by school
- Social Media
- Community Partners



# GREATEST OPPORTUNITIES

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- Partnerships with religious organizations
- Partnerships with business, government and media
- University and Community College support and partnerships
- Leveraging VGCC to expand our course offerings for our college and Career Technical Education (CTE) program.
- Implement a “Grow Your Own” teacher pipeline through VGCC’s new college transfer degree program to Education
- Federal, state and local grants
- Teachers willing to implement co-curricular clubs and activities (Spelling Bee, Debate Teams, Oratory Club, Academic Bowl)
- Use of technology to improve operational processes and communications
- New website provides a better system to promote the district to all stakeholders
- Long-term facility plan to address aging facilities and declining student enrollment
- Implement Multi-Tiered System of Support (MTSS) and Mental Health Plan for improved student outcomes
- Leveraging Kerr Area Transportation Authority (KART) to transport our parents and students by offering vouchers



# BARRIERS

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- Decreasing local rural population
- Charter, home and private schools
- Negative community perception of the district
- Three school calendars and the district's ability to be effective and efficient
- Teacher recruitment and retention
- Teacher salaries and supplements in neighboring school districts
- Aging facilities, vehicles and equipment



# MOVING FORWARD

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## Next Steps and Closing (180-Day Priorities)

### CREATE FINANCIAL SUSTAINABILITY

An initial review of the current WCS budget condition and future projections created based on past behaviors identifies significant challenges that may exist in the future due to a declining student enrollment.

WCS currently does not have enough resources to do everything that is desired. The process of identifying budget priorities and shifting resources to address needs must become part of a regular conversation. Consistently reviewing all staffing and spending practices and challenging the status quo in order to increase effectiveness and efficiency must become ingrained in the WCS culture. In order to create this shift, a more thorough understanding of where our resources are generated and how they are expended must permeate the system. With 240 employees working to serve the students of WCS, the overwhelming majority of our annual budget is currently and will always be invested in people.

A thorough review of current spending habits will be completed over the next six months to identify and improve inefficiencies and reveal new opportunities for reallocation of resources to ensure a more sustainable financial future.

Processes that empower employees to offer innovative solutions to budgetary challenges and have them become more engaged in conversations regarding how we maximize resources to positively impact students will be created and implemented.

### EQUITY OF OPPORTUNITY

Warren County is an economically diverse community. Our county has the second highest poverty percentage rate in the state of North Carolina. As a result, we qualify for 100% free and reduced lunch and breakfast to all students. Challenges occurring due to these community shifts are significant as more students and families struggle with food insecurity, transportation, mental and physical health, consistent shelter, access to early childhood education, etc. These issues have a direct impact on a student's ability to learn and engage when they enter the classroom and thus also may affect future opportunities.

While much has been made of the achievement gap that exists between students who have economic challenges and those students whose heritage language is not English, the gap is far from just a score on a math or reading test. WCS must move beyond a conversation only concerning achievement gap struggles to a more thorough understanding of the opportunity gaps for students across this community. Early childhood education is one example of an area where the awareness of a significant gap has been made clear and a robust community effort is underway to address this important issue.



# MOVING FORWARD

## Next Steps and Closing (180-Day Priorities)

### ACADEMICALLY CHALLENGING ENVIRONMENT

As we prepare our students to be college and career ready, we must ensure that our curriculum is academically challenging and equips our students with 21st century skills. Our academically challenging environment should be grounded in the instructional priorities of Literacy, Numeracy, Critical Thinking, and Technology Integration. In addition, we must provide academic and wrap-around support for students to achieve grade-level and above grade-level content mastery.

We must shift our focus to equip our students to have the following 21st Century skills:

- Analytical thinking and innovation
- Active learning and learning strategies
- Creativity, originality and initiative
- Technology design and programming
- Critical thinking and analysis
- Complex problem solving
- Leadership and social influence
- Emotional Intelligence
- Reasoning, problem-solving and ideation
- Systems analysis and evaluation



Source: Future of Jobs Survey, 2018  
World Economic Forum

# MOVING FORWARD

## Next Steps and Closing (180-Day Priorities)

### GUARANTEE ACCESS TO HIGH QUALITY EDUCATORS

It is important that the district not become complacent in this area and continue to ensure that every student has access to high quality teachers and principals every year they attend a WCS school. Nearly all education research agrees that the highest impact action a school district can take to maximize student learning is to fill every school with great teachers and an effective principal. In order to provide a high-quality educational experience for every child in the system, the district must continue to focus efforts on attracting, hiring, developing and retaining the best team of education professionals. To ensure this happens, WCS must fully understand the strengths and limitations of the system and work to overcome barriers that inhibit the delivery of this goal.

In addition, it is not enough to simply attract and hire the best. It is equally critical for every educator in the system to understand that the foundation of learning begins with a positive relationship between the educator and their students. Teachers who effectively build these relationships better understand how to reach each child and make learning personal for them; the result is always increased learning. WCS must ensure the educators who currently serve in classrooms across the district are focused on building strong relationships with students and providing relevant learning experiences that allow students to regularly demonstrate mastery in authentic ways.

### STRATEGIC PLANNING

Dr. Young has begun discussions with the Board of Education regarding the next version of the district's strategic plan as the current plan sunsets in 2020. The district will strive to develop a strategic foresight plan for the district that aligns district initiatives and policies for preparing students in WCS to be prepared to contribute to the overall vision for Warren County upon graduation from high school or completion of post-secondary studies. Working with the Board of Education and all stakeholders, the district will work towards completing a plan that is based on strategic foresight that is future-focused, honors past practices and traditions and ready to initiate implementation for the 2020-2021 school year.



# MOVING FORWARD

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## CLOSING THOUGHTS

It has been my privilege during this 90-day transition to meet many wonderful people and to become better acquainted with the Warren County community. As I have visited schools, met with stakeholders and participated in community meetings, the robust support for the mission of Warren County Schools is evident.

Through our input process, students, teachers, support staff, parents, and community members and the Board of Education have been candid with their feedback, which has helped me better understand many aspects of the daily operations of Warren County Schools and the way that different constituencies experience our schools daily. During those conversations, I have also asked participants to imagine what they want WCS to become in the future. Their vision and expectations for their school district and their children are inspiring.

My hope is that this report will foster a common understanding of our school district's current position and serve as our guide for future discussions on continuing the fine traditions and extraordinary outcomes of Warren County Schools. Working together we will empower all of our students to become the best version of themselves. I appreciate our community's participation during this process and look forward to leading the district as we work together to support our schools and contribute to the success of Warren County. We are Champion for Students!!

Respectfully,

Mary L. Young, Ed.D.





## **WARREN COUNTY BOARD OF EDUCATION**

Mrs. Ebony Talley-Brame, Chair

Ms. Linda Byrd, Vice-chair

Ms. Victoria Lehman


Mrs. Roberta Scott

Mrs. Barbara Brayboy

Dr. Mary L. Young

Superintendent Warren County Schools





*You can transform your school's  
culture for free. It does not cost  
anything to focus on the kids. It  
does not cost anything to  
collaborate. And it does not cost  
anything to keep a positive  
attitude.*