

February 22, 2001

**S 201. CLOSING ACADEMIC ACHIEVEMENT GAP. TO AMEND THE SCHOOL ACCOUNTABILITY MODEL TO TAKE INTO ACCOUNT A CLOSING THE GAP COMPONENT, TO DIRECT SCHOOL SYSTEMS TO IDENTIFY STUDENTS WHO HAVE BEEN PLACED AT RISK OF ACADEMIC SCHOOL FAILURE AND IMPLEMENT PERSONAL EDUCATION PLANS FOR THOSE STUDENTS, TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT GUIDELINES FOR SCHOOL SYSTEMS TO ESTABLISH LOCAL TASK FORCES ON CLOSING THE ACHIEVEMENT GAP, TO REQUIRE PRINCIPALS TO CONSIDER INFORMATION IN ADDITION TO STATE TEST RESULTS WHEN MAKING STUDENT PROMOTION DECISIONS, TO DIRECT THE STATE BOARD OF EDUCATION TO INCLUDE CULTURALLY DIVERSE OBJECTIVES AND ACTIVITIES AS PART OF ITS CURRICULUM REVISIONS, TO REQUIRE THE EMPLOYMENT OF TEACHERS OR INSTRUCTIONAL SUPPORT PERSONNEL WHO SPEAK THE LANGUAGE OF NON-ENGLISH-SPEAKING STUDENTS WHEN THERE IS A SUBSTANTIAL POPULATION OF THOSE STUDENTS IN A SCHOOL, TO MAKE PERMANENT THE COMMISSION ON IMPROVING THE ACADEMIC ACHIEVEMENT OF MINORITY AND AT-RISK STUDENTS, TO DIRECT THE STATE BOARD OF EDUCATION TO REPORT IN A DISAGGREGATED MANNER DROPOUT RATES, SUSPENSIONS, EXPULSIONS, AND ALTERNATIVE PLACEMENTS, AND TO APPROPRIATE FUNDS.** Makes changes indicated in title as follows. (1) Amends GS 115C-105.35 to require the State Board of Education (SBE) to add a "closing the achievement gap" component in school accountability model. (2) Adds new GS 115C-105.41, which requires local school units to identify students in all grades who have been placed at risk for academic failure. Requires school unit to implement a personal education plan for academic improvement with focused intervention and performance benchmarks for these students. Plan must be developed at start of school year for any student not performing at grade level, as identified by the state end-of-grade test, and plan must be developed at any time during the school year that a student's performance appears to be falling below state proficiency standards. Requires school unit to provide all focused intervention and acceleration activities free of charge. (3) Amends GS 115C-12 to require SBE to adopt a policy for local school units to establish task forces on closing the achievement gap. Sets out components of policy and responsibilities of task forces. (4) Amends GS 115C-288(a) to require principals to base promotion decisions on multiple measures of student achievement and school success, including student's "best educational interests." (5) Amends GS 115C-12(9a) to require SBE to include culturally diverse objectives and activities as part of its curriculum revisions. (6) Requires employment of personnel who speak a language other than English as described in bill title. (7) Makes permanent the Comm'n on Improving the Academic Achievement of Minority and At-Risk Students. (8) Amends GS 115C-12(27) to require SBE to report data in disaggregated manner as title indicates.

Appropriates \$57 million for each fiscal year of the 2001-03 biennium from General Fund to State Aid to Local School Administrative Units; \$23 of total million to assist students in succeeding on the Student Accountability Standards and \$34 million to the At-Risk Student services/Alternative Schools allotment. Also appropriates \$10 million each fiscal year of 2001-03 biennium from General Fund to State Aid to Local School Administrative Units for personnel, materials, and other expenses of education of students with limited English proficiency. Appropriations effective July 1, 2001; remainder of bill effective when it becomes law.

**Intro. by Martin of Guilford, Dannelly, Garwood.**

Ref. to Education	GS 115C, APPROP
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