

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

S

D

SENATE BILL 724
PROPOSED COMMITTEE SUBSTITUTE S724-PCS55294-TL-7

Short Title: An Act to Improve Public Education.

(Public)

Sponsors:

Referred to:

April 20, 2011

A BILL TO BE ENTITLED

AN ACT TO IMPLEMENT VARIOUS EDUCATION REFORMS.

The General Assembly of North Carolina enacts:

TEACHER PREPARATION

SECTION 1. G.S. 115C-296(b) reads as rewritten:

"(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs. The certification program shall provide for initial certification after completion of preservice training, continuing certification after three years of teaching experience, and certificate renewal every five years thereafter, until the retirement of the teacher. The last certificate renewal received prior to retirement shall remain in effect for five years after retirement. The certification program shall also provide for lifetime certification after 50 years of teaching.

The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina, the North Carolina Independent Colleges and Universities, and any other public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.

To further ensure that teacher preparation programs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall (i) ensure students preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics and are assessed prior to certification to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations and (ii) ensure that all students continue to receive preparation in applying formative and summative assessments within the school and classroom



* S 7 2 4 - P C S 5 5 2 9 4 - T L - 7 *

1 setting through technology-based assessment systems available in North Carolina schools that
2 measure and predict expected student improvement.

3 The State Board of Education, in consultation with local boards of education and the Board
4 of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the
5 academic requirements for students preparing to teach science in middle and high schools to
6 ensure that there is adequate preparation in issues related to science laboratory safety.

7 The State Board of Education, in consultation with the Board of Governors of The
8 University of North Carolina, shall evaluate and develop enhanced requirements for continuing
9 certification. The new requirements shall reflect more rigorous standards for continuing
10 certification and to the extent possible shall be aligned with quality professional development
11 programs that reflect State priorities for improving student achievement.

12 The State Board of Education, in consultation with local boards of education and the Board
13 of Governors of The University of North Carolina, shall reevaluate and enhance the
14 requirements for renewal of teacher certificates. The State Board shall consider modifications
15 in the certificate renewal achievement and to make it a mechanism for teachers to renew
16 continually their knowledge and professional skills. The State Board shall adopt new standards
17 for the renewal of teacher certificates by May 15, 1998.

18 The standards for approval of institutions of teacher education shall require that teacher
19 education programs for all students include demonstrated competencies in (i) the identification
20 and education of children with disabilities and (ii) positive management of student behavior
21 and effective communication techniques for defusing and deescalating disruptive or dangerous
22 behavior. The State Board of Education shall incorporate the criteria developed in accordance
23 with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program
24 into its school administrator program approval standards.

25 All North Carolina institutions of higher education that offer teacher education programs,
26 masters degree programs in education, or masters degree programs in school administration
27 shall provide performance reports to the State Board of Education. The performance reports
28 shall follow a common format, shall be submitted according to a plan developed by the State
29 Board, and shall include the information required under the plan developed by the State Board."
30

31 **ENHANCE USE OF EVAAS**

32 **SECTION 2.** G.S. 115C-105.27(a) reads as rewritten:

33 "(a) In order to improve student performance, each school shall develop a school
34 improvement plan that takes into consideration the annual performance goal for that school that
35 is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement
36 for the public schools adopted by the State Board of Education. The principal of each school,
37 representatives of the assistant principals, instructional personnel, instructional support
38 personnel, and teacher assistants assigned to the school building, and parents of children
39 enrolled in the school shall constitute a school improvement team to develop a school
40 improvement plan to improve student performance. Representatives of the assistant principals,
41 instructional personnel, instructional support personnel, and teacher assistants shall be elected
42 by their respective groups by secret ballot. Unless the local board of education has adopted an
43 election policy, parents shall be elected by parents of children enrolled in the school in an
44 election conducted by the parent and teacher organization of the school or, if none exists, by the
45 largest organization of parents formed for this purpose. Parents serving on school improvement
46 teams shall reflect the racial and socioeconomic composition of the students enrolled in that
47 school and shall not be members of the building-level staff. Parental involvement is a critical
48 component of school success and positive student achievement; therefore, it is the intent of the
49 General Assembly that parents, along with teachers, have a substantial role in developing
50 school improvement plans. To this end, school improvement team meetings shall be held at a
51 convenient time to assure substantial parent participation.

1 All school improvement plans shall be, to the greatest extent possible, data-driven. School
2 improvement teams shall use the Education Value Added Assessment System (EVAAS) or a
3 compatible and comparable system approved by the State Board of Education, to analyze
4 student data to identify root causes for ~~problems and problems~~, to determine actions to address
5 ~~them~~ them, and to appropriately place students in courses such as Algebra I. School
6 improvement plans shall contain clear, unambiguous targets, explicit indicators and actual
7 measures, and expeditious time frames for meeting the measurement standards."

8 9 **PRESCHOOL PROGRAMS FOR AT-RISK CHILDREN**

10 **SECTION 3.** It is a goal of the General Assembly to provide preschool programs
11 to all at-risk children.
12

13 **TRANSITION TEAMS FOR AT-RISK CHILDREN**

14 **SECTION 4.** G.S. 115C-105.41 reads as rewritten:

15 "**§ 115C-105.41. Students who have been placed at risk of academic failure; personal**
16 **education ~~plans~~ plans; transition teams and transition plans.**

17 (a) Local school administrative units shall identify students who are at risk for
18 academic failure and who are not successfully progressing toward grade promotion and
19 graduation, beginning no later than the fourth grade. Identification shall occur as early as can
20 reasonably be done and can be based on grades, observations, State assessments, and other
21 factors, including reading on grade level, that impact student performance that teachers and
22 administrators consider appropriate, without having to await the results of end-of-grade or
23 end-of-course tests. No later than the end of the first quarter, or after a teacher has had up to
24 nine weeks of instructional time with a student, a personal education plan for academic
25 improvement with focused intervention and performance benchmarks shall be developed or
26 updated for any student at risk of academic failure who is not performing at least at grade level,
27 as identified by the State end-of-grade test and other factors noted above. Focused intervention
28 and accelerated activities should include research-based best practices that meet the needs of
29 students and may include coaching, mentoring, tutoring, summer school, Saturday school, and
30 extended days. Local school administrative units shall provide these activities free of charge to
31 students. Local school administrative units shall also provide transportation free of charge to all
32 students for whom transportation is necessary for participation in these activities.

33 Local school administrative units shall give notice of the personal education plan and a
34 copy of the personal education plan to the student's parent or guardian. Parents should be
35 included in the implementation and ongoing review of personal education plans.

36 Local school administrative units shall certify that they have complied with this section
37 annually to the State Board of Education. The State Board of Education shall periodically
38 review data on the progress of identified students and report to the Joint Legislative Education
39 Oversight Committee.

40 No cause of action for monetary damages shall arise from the failure to provide or
41 implement a personal education plan under this section.

42 (b) Local boards of education shall adopt and implement plans for the creation of
43 transition teams and transition plans for students at risk, as defined by the State Board of
44 Education, to assist them in making a successful transition between the elementary school and
45 middle school years and between the middle school and high school years."
46

47 **LENGTHENING THE SCHOOL DAY AND SCHOOL YEAR IN CERTAIN SCHOOLS**

48 Whereas, other nations demonstrating higher levels of student achievement have
49 longer school days and years; Now, therefore,

50 **SECTION 5.(a)** It is the goal of the General Assembly, available funds permitting,
51 to phase in longer school days and longer school years in the 25 high schools identified by the

1 State Board of Education as having the highest dropout rates in North Carolina and in the
2 elementary and middle schools whose students move into those high schools. In identifying
3 those high schools, the State Board of Education shall not consider charter schools or
4 alternative schools because students move into those schools from, at a minimum, an entire
5 local school administrative unit.

6 **SECTION 5.(b)** For the 2013-2014 school year, it is the intent of the General
7 Assembly to extend the length of school days in the 25 identified high schools and in the
8 elementary and middle schools whose students move into those high schools.

9 **SECTION 5.(c)** For the 2014-2015 school year, it is the intent of the General
10 Assembly to further extend the length of the school days in the 25 identified high schools and
11 in the elementary and middle schools whose students move into those high schools and to add
12 two instructional days to the school year in those schools.

13 **SECTION 5.(d)** It is the goal of the General Assembly, available funds
14 permitting, to have a school year of at least 190 days for all students.

15 **SECTION 5.(e)** The State Board of Education shall report to the General
16 Assembly by January 1, 2012, on its recommendation on how long the school day and school
17 year should be extended.

18
19 **STUDY GRADUATION REQUIREMENTS FOR STUDENTS WHO DO NOT PLAN**
20 **TO CONTINUE EDUCATION BEYOND HIGH SCHOOL**

21 **SECTION 6.** The State Board of Education shall reconsider the high school
22 graduation requirements for students who do not plan to continue education beyond high
23 school. For some of these students, a five-year program might be needed in order for them to
24 meet graduation requirements. For other students, a reassessment of existing requirements
25 might be in order to determine what, at a minimum, is needed for a sound, basic education and
26 whether the current graduation requirements are reasonable for students not planning to
27 continue education beyond high school.

28 The State Board of Education shall report the results of this study to the Joint
29 Legislative Education Oversight Committee by March 15, 2012.

30
31 **EFFECTIVE DATE**

32 **SECTION 7.** This act is effective when it becomes law.