

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

H.B. 1050
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HOUSE PRINCIPAL CLERK

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HOUSE BILL DRH40543-MVz-160A*

Short Title: PED/Low-Performing School Districts. (Public)

Sponsors: Representatives Horn, Fraley, and Clemmons (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO REQUIRE CONSIDERATION OF EARLY CHILDHOOD LEARNING IN
3 IMPROVEMENT PLANS FOR LOW-PERFORMING LOCAL SCHOOL
4 ADMINISTRATIVE UNITS AND TO REQUIRE THAT COMPREHENSIVE NEEDS
5 ASSESSMENTS FOR LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE
6 UNITS INCLUDE ANALYSIS OF EARLY CHILDHOOD LEARNING, AS
7 RECOMMENDED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION
8 OVERSIGHT COMMITTEE.

9 The General Assembly of North Carolina enacts:

10 **SECTION 1.** G.S. 115C-105.39A reads as rewritten:

11 "**§ 115C-105.39A. Identification of low-performing local school administrative units.**

12 (a) Identification of Low-Performing Local School Administrative Units. – The State
13 Board of Education shall identify low-performing local school administrative units on an annual
14 basis. A low-performing local school administrative unit is a unit in which the majority of the
15 schools in that unit that earned an overall school performance grade and school growth score as
16 provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in
17 G.S. 115C-105.37.

18 (b) Plan for Improvement of Low-Performing Local School Administrative Units. – Once
19 a local school administrative unit has been identified as low-performing under this section, the
20 following actions shall be taken:

21 (1) The superintendent shall proceed under G.S. 115C-105.39.

22 (2) Within 30 days of the identification of a local school administrative unit as
23 low-performing by the State Board, the superintendent shall submit to the
24 local board of education a preliminary plan for improving both the school
25 performance grade and school growth score of each low-performing school in
26 the unit, including how the superintendent and other central office
27 administrators will work with each low-performing school and monitor the
28 low-performing school's progress and how current local school administrative
29 unit policy should be changed to improve student achievement throughout the
30 local school administrative unit. The plan shall also include specific strategies
31 to improve early childhood learning along with measurable goals.

32 (3) Within 30 days of its receipt of the preliminary plan, the local board shall vote
33 to approve, modify, or reject this plan. Before the local board votes on the
34 plan, it shall make the plan available to the public, including the personnel
35 assigned to each low-performing school and the parents and guardians of the



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- 1 students who are assigned to each low-performing school, and shall allow for
- 2 written comments.
- 3 (4) The local board shall submit a final plan to the State Board within five days
- 4 of the local board's approval of the plan. The State Board shall review the plan
- 5 expeditiously and, if appropriate, may offer recommendations to modify the
- 6 plan. The local board shall consider any recommendations made by the State
- 7 Board and, if necessary, amend the plan and vote on approval of any changes
- 8 to the final plan.
- 9 (5) The local board of education shall provide access to the final plan on the local
- 10 school administrative unit's Web site. The State Board of Education shall also
- 11 provide access to each low-performing local school administrative unit plan
- 12 on the Department of Public Instruction's Web site.

13"

14 **SECTION 2.** When providing intensive support for low-performing local school
15 administrative units through Regional Support Teams, the Department of Public Instruction shall
16 ensure that the comprehensive needs assessment tool includes an examination of early childhood
17 learning. The assessment shall examine, at a minimum, the following for preschool through third
18 grade:

- 19 (1) Training levels of early childhood teachers and support staff.
- 20 (2) The ratio of students to teachers.
- 21 (3) Alignment of preschool curricula to curricula for kindergarten through third
- 22 grade.
- 23 (4) Kindergarten transition supports, including collaboration with preschool
- 24 educators.
- 25 (5) Kindergarten preparedness.

26 **SECTION 3.** This act is effective when it becomes law and applies beginning with
27 local school administrative units identified as low-performing during the 2019-2020 school year.