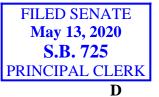
GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2019



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SENATE BILL DRS45390-MVz-160B*

Short Title:	PED/Low-Performing School Districts.	(Public)
Sponsors:	Senators D. Davis, Waddell, and Ford (Primary Sponsors).	
Referred to:		

A BILL TO BE ENTITLED

2	AN ACT TO R	EQUIRE CONSIDERATION OF EARLY CHILDHOOD LEARNING IN				
3	IMPROVEMI	ENT PLANS FOR LOW-PERFORMING LOCAL SCHOOL				
4	ADMINISTR	ATIVE UNITS AND TO REQUIRE THAT COMPREHENSIVE NEEDS				
5	ASSESSMEN	TS FOR LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE				
6	UNITS INC	LUDE ANALYSIS OF EARLY CHILDHOOD LEARNING, AS				
7	RECOMMEN	DED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION				
8	OVERSIGHT	COMMITTEE.				
9	The General Asse	mbly 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) Identif	ication 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 un	it 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 fo	r Improvement of Low-Performing Local School Administrative Units. – Once				
19	a local school adr	ninistrative 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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		students who are assigned to each low-performing school, written comments.	and shall allow for
	(4)	The local board shall submit a final plan to the State Boa	rd within five days
		of the local board's approval of the plan. The State Board s	hall review the plan
		expeditiously and, if appropriate, may offer recommenda	tions to modify the
		plan. The local board shall consider any recommendation	s made by the State
		Board and, if necessary, amend the plan and vote on appro	oval of any changes
		to the final plan.	
	(5)	The local board of education shall provide access to the fir	-
		school administrative unit's Web site. The State Board of I	
		provide access to each low-performing local school admit	inistrative unit plan
		on the Department of Public Instruction's Web site.	
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		TION 2. When providing intensive support for low-perfo	
		nits through Regional Support Teams, the Department of Pub	
		omprehensive needs assessment tool includes an examination	-
-	The ass	sessment shall examine, at a minimum, the following for pres	school through third
grade:			
	(1)	Training levels of early childhood teachers and support sta	aff.
	(2)	The ratio of students to teachers.	
	(3)	Alignment of preschool curricula to curricula for kinderg	arten through third
		grade.	
	(4)	Kindergarten transition supports, including collaborati	on with preschool
		educators.	
	(5)	Kindergarten preparedness.	
		TION 3. This act is effective when it becomes law and app	
local sch	ool adm	inistrative units identified as low-performing during the 201	9-2020 school vear