

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 1050
PROPOSED COMMITTEE SUBSTITUTE H1050-PCS30590-BN-43

Short Title: PED/Low-Performing School Districts.

(Public)

Sponsors:

Referred to:

April 30, 2020

A BILL TO BE ENTITLED

1 AN ACT TO REQUIRE CONSIDERATION OF EARLY CHILDHOOD LEARNING IN
2 IMPROVEMENT PLANS FOR LOW-PERFORMING LOCAL SCHOOL
3 ADMINISTRATIVE UNITS AND TO REQUIRE THAT COMPREHENSIVE NEEDS
4 ASSESSMENTS FOR LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE
5 UNITS INCLUDE ANALYSIS OF EARLY CHILDHOOD LEARNING.
6

7 The General Assembly of North Carolina enacts:

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

9 **"§ 115C-105.39A. Identification of low-performing local school administrative units.**

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

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

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

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

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



1 (4) The local board shall submit a final plan to the State Board within five days
2 of the local board's approval of the plan. The State Board shall review the plan
3 expeditiously and, if appropriate, may offer recommendations to modify the
4 plan. The local board shall consider any recommendations made by the State
5 Board and, if necessary, amend the plan and vote on approval of any changes
6 to the final plan.

7 (5) The local board of education shall provide access to the final plan on the local
8 school administrative unit's Web site. The State Board of Education shall also
9 provide access to each low-performing local school administrative unit plan
10 on the Department of Public Instruction's Web site.

11"

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

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

24 **SECTION 3.** This act is effective when it becomes law and applies beginning with
25 plans of improvement and comprehensive needs assessments for local school administrative units
26 identified as low-performing based on data from the 2020-2021 school year.