



Bill Draft 2019-MVz-160A: PED/Low-Performing School Districts.

2019-2020 General Assembly

Committee:		Date:	May 16, 2019
Introduced by:		Prepared by:	Caroline Sorensen
Analysis of:	2019-MVz-160A		Staff Attorney

OVERVIEW: 2019-MVz-160A would require that (i) low-performing local school administrative units include early childhood planning in improvement plans and (ii) comprehensive needs assessments for low-performing local school administrative units include analysis of early childhood learning.

CURRENT LAW: Under current law, if a majority of schools in a local school administrative unit are identified as low-performing, the local school administrative unit as a whole is identified as low-performing. A local school administrative unit that is identified as low-performing by the State Board of Education is required to submit a plan to its local board of education to improve each low-performing school in the unit and address how the current local school administrative unit policy should be changed to improve student achievement throughout the local school administrative unit. The local board is required to submit a final plan to improve each low-performing school to the State Board of Education.

The Department of Public Instruction is implementing a Regional Support Structure to provide, among other things, more intensive support to low-performing local school administrative units. One support is a comprehensive needs assessment.

BILL ANALYSIS:

Section 1 of the bill would require that any low-performing local school administrative unit include planning to improve early childhood learning through specific strategies and measurable goals as part of its plan to improve the local school administrative unit.

Section 2 of the bill would require the Department of Public Instruction to include examination of early childhood learning when conducting comprehensive needs assessments for low-performing local school administrative units.

EFFECTIVE DATE: 2019-MVz-160A would be effective when it becomes law, and would apply beginning with local school administrative units identified as low-performing during the 2019-2020 school year.

Kory Goldsmith
Director



Legislative Drafting
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GENERAL ASSEMBLY OF NORTH CAROLINA
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BILL DRAFT 2019-MVz-160A [v.2]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
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Short Title: PED/Low-Performing School Districts.

(Public)

Sponsors:

Referred to:

- 1 A BILL TO BE ENTITLED
2 AN ACT TO REQUIRE EARLY CHILDHOOD LEARNING PLANNING 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 A PROGRAM EVALUATION DIVISION REPORT.
8 The General Assembly of North Carolina enacts:
9 **SECTION 1.** G.S. 115C-105.39A reads as rewritten:
10 "**§ 115C-105.39A. Identification of low-performing local school administrative units.**
11 (a) Identification of Low-Performing Local School Administrative Units. – The State
12 Board of Education shall identify low-performing local school administrative units on an annual
13 basis. A low-performing local school administrative unit is a unit in which the majority of the
14 schools in that unit that earned an overall school performance grade and school growth score as
15 provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in
16 G.S. 115C-105.37.
17 (b) Plan for Improvement of Low-Performing Local School Administrative Units. – Once
18 a local school administrative unit has been identified as low-performing under this section, the
19 following actions shall be taken:
20 (1) The superintendent shall proceed under G.S. 115C-105.39.
21 (2) Within 30 days of the identification of a local school administrative unit as
22 low-performing by the State Board, the superintendent shall submit to the
23 local board of education a preliminary plan for improving both the school
24 performance grade and school growth score of each low-performing school in
25 the unit, including how the superintendent and other central office
26 administrators will work with each low-performing school and monitor the
27 low-performing school's progress and how current local school administrative
28 unit policy should be changed to improve student achievement throughout the
29 local school administrative unit. The plan shall also include specific strategies
30 to improve early childhood learning along with measurable goals.
31 (3) Within 30 days of its receipt of the preliminary plan, the local board shall vote
32 to approve, modify, or reject this plan. Before the local board votes on the
33 plan, it shall make the plan available to the public, including the personnel
34 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.