

## 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 919-733-6660

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

### GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2019

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#### BILL DRAFT 2019-MVz-160A [v.2]

#### (THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION) 05/16/2019 02:10:36 PM

Sponsors:         Referred to:         1       A BILL TO BE ENTITLED         2       AN ACT TO REQUIRE EARLY CHILDHOOD LEARNING PLANNING IN IMPROVEMENT PLANS FOR LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE UNITS AND TO REQUIRE THAT COMPREHENSIVE NEEDS ASSESSMENTS FOR LOW-PERFORMING LOCAL SCHOOL ADMINISTRATIVE UNITS INCLUDE ANALYSIS OF EARLY CHILDHOOD LEARNING, AS RECOMMENDED BY A PROGRAM EVALUATION DIVISION REPORT.         6       The General Assembly of North Carolina enacts:         9       SECTION I. G.S. 115C-105.39A reads as rewritten:         10"       § 115C-105.39A. Identification of low-performing local school administrative units.         (a) Identification of Low-Performing local school administrative units.         (a) Identification of Low-Performing local school administrative units. – The State Board of Education shall identify low-performing local school administrative units. – The State Board of Education shall identify low-performing Local School Administrative Units. – Once a local school administrative unit has been identified as low-performing under this section, the following actions shall be taken:         0       (1) The superintendent shall proceed under G.S. 115C-105.39.         12       (2) Within 30 days of the identification of a local school administrative unit as low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score of each low-performing school in the unit, including how the superintendent and other central office administrators will work with each low-performing school administrative unit policy sho		Short Title: PED/Low-Performing School Districts. (Pu	blic)				
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			vote				
to upprove, mounty, or report tine prunt. Derore the room bound votes on the	32	to approve, modify, or reject this plan. Before the local board votes or					
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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	General Assemb	oly Of North Carolina	Session 2019		
1		students who are assigned to each low-performing school, a	nd shall allow for		
2		written comments.			
3	(4)	The local board shall submit a final plan to the State Board	•		
4		of the local board's approval of the plan. The State Board sha	-		
5		expeditiously and, if appropriate, may offer recommendation			
6		plan. The local board shall consider any recommendations r	•		
7		Board and, if necessary, amend the plan and vote on approve	al of any changes		
8	<i>i</i> – 1	to the final plan.			
9	(5)	The local board of education shall provide access to the final	1		
10		school administrative unit's Web site. The State Board of Ed			
11		provide access to each low-performing local school admini	strative unit plan		
12	"	on the Department of Public Instruction's Web site.			
13					
14	<b>SECTION 2.</b> When providing intensive support for low-performing local school				
5	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:	The initial sector of a sub-schildhead to scheme and some set of the			
19	(1)	Training levels of early childhood teachers and support staff The ratio of students to teachers.	•		
20 21	(2)		ton through third		
22	(3)	Alignment of preschool curricula to curricula for kindergar	ten unougn unit		
22 23	(A)	grade.	with preschool		
23 24	(4)	Kindergarten transition supports, including collaboration educators.	i with preschool		
25	(5)	Kindergarten preparedness.			
26		<b>FION 3.</b> This act is effective when it becomes law and applie	es beginning with		
27		inistrative units identified as low-performing during the $2019-2019$			