



HOUSE BILL 1050: PED/Low-Performing School Districts.

This Bill Analysis reflects the contents of the bill as it was presented in committee.

2019-2020 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Rules, Calendar, and Operations of the House	Date:	June 2, 2020
Introduced by:	Reps. Horn, Fraley, Clemmons	Prepared by:	Samantha Yarborough Committee Staff
Analysis of:	PCS to First Edition H1050-CSBN-43		

OVERVIEW: *House Bill 1050 would require that plans for improvement and comprehensive needs assessments of low-performing local school administrative units include consideration and examination of early childhood learning. The PCS to HB 1050 clarifies the effective date.*

CURRENT LAW: G.S. 115C-105.39A requires the State Board of Education (SBE) to identify low-performing local school administrative units (LEAs) on an annual basis. A low-performing LEA is a unit in which the majority of the schools in the unit have been identified as low-performing schools. G.S. 115C-105.37 defines low-performing schools as those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth," as defined in G.S. 115C-83.15.

G.S. 115C-105.39A also requires that within 30 days of being identified as a low-performing LEA, the superintendent must submit a preliminary plan for improving both the school performance grade and school growth score of each low-performing school within the unit to the local board of education. The plan must include how the superintendent and other central office administrators will work with each low-performing school and monitor the schools' progress, and how current LEA policy should be changed to improve student achievement throughout the LEA. The plan is reviewed by both the local board of education and the SBE before final approval. The final plan approved by the local board of education must be posted on the LEA and Department of Public Instruction (DPI) websites.

BILL ANALYSIS: HB 1050 would require that the superintendent include specific strategies to improve early childhood learning along with measurable goals in the preliminary plan for improving the school performance grade and school growth score of each low-performing school in a low-performing LEA.

HB 1050 would also require that DPI ensure that the comprehensive needs assessment tool used to provide support for low-performing LEAs include an examination of early childhood learning. The examination would include the following, at a minimum: (i) training levels of early childhood teachers and support staff, (ii) the ratio of students to teachers, (iii) alignment of preschool curricula to kindergarten through grade 3 curricula, (iv) kindergarten transition supports, including collaboration with preschool educators, and (v) kindergarten preparedness.

EFFECTIVE DATE: The PCS to HB 1050 would be effective when it becomes law and would apply beginning with plans of improvement and comprehensive needs assessments for local school administrative units identified as low performing based on data from the 2020-2021 school year.

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