



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

2019-2020 General Assembly

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<b>Committee:</b>		<b>Date:</b>	October 9, 2020
<b>Introduced by:</b>		<b>Prepared by:</b>	Drupti Chauhan
<b>Analysis of:</b>	S.L. 2020-55		Staff Attorney

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**OVERVIEW:** *S.L. 2020-55 requires that plans for improvement and comprehensive needs assessments of low-performing local school administrative units include consideration and examination of early childhood learning.*

*This act became effective June 30, 2020, and applies beginning with plans of improvement and comprehensive needs assessments for LEAs identified as low-performing based on data from the 2020-2021 school year.*

**BILL ANALYSIS:** This act requires that the superintendent of a low-performing local school administrative unit (LEA) must include specific strategies to improve early childhood learning along with measurable goals in the preliminary plan submitted to the local board of education for improving the school performance grade and school growth score of each low-performing school in the LEA. The act also requires that the Department of Public Instruction must ensure that the comprehensive needs assessment tool used to provide support for low-performing LEAs include an examination of early childhood learning. The assessment must examine the following, at a minimum, for preschool through grade 3: (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:** This act became effective June 30, 2020, and applies beginning with plans of improvement and comprehensive needs assessments for LEAs identified as low-performing based on data from the 2020-2021 school year.

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