



# SENATE BILL 522: Low-Performing Schools/Advanced Teaching Roles.

2019-2020 General Assembly

<b>Committee:</b>	<b>Date:</b> January 29, 2020
<b>Introduced by:</b>	<b>Prepared by:</b> Brian Gwyn Staff Attorney
<b>Analysis of:</b> S.L. 2019-248	

**OVERVIEW:** *S.L. 2019-248 makes changes to the Innovative School District and Advanced Teaching Roles Pilot Program.*

### Section 1: Innovative School District

*Section 1 of S.L. 2019-248 does the following:*

- *Changes the selection process for schools in the Innovative School District (ISD).*
- *Makes additional changes to the ISD statutes.*
- *Requires additional reporting by local boards of education to county commissioners on the academic performance of certain schools.*
- *Requires additional study on changes to the ISD and statutes related to low-performing schools.*

*Section 1 of this act became effective November 11, 2019, and applies beginning with schools identified as qualifying schools for the 2019-2020 school year, based on the data from the 2018-2019 school year.*

### Section 2: Advanced Teaching Roles Pilot Program

*Section 2 of S.L. 2019-248 eliminates the cap on local boards of education that can participate in the Advanced Teaching Roles Pilot Program and exempts participating schools from class size requirements.*

*Section 2 of this act became effective November 11, 2019.*

## SECTION 1: INNOVATIVE SCHOOL DISTRICT

**CURRENT LAW:** Article 7A of the Chapter 115C establishes the Innovative School District (ISD). Schools are selected by the State Board of Education (SBE) to be supervised in the ISD if they meet qualifying criteria and are recommended by the ISD Superintendent. To qualify, the school must be a low-performing school that meets one of the following criteria:

- The school earned an overall school performance grade in the lowest 5% of all schools in the prior school year that met all of the following:
  - Served students in kindergarten through fifth grade (K-5).
  - Did not exceed growth in at least one of the prior three school years and did not meet growth in at least one of the prior three school years.
  - Was not using a continually low-performing school reform model.

Karen Cochrane-Brown  
Director



Legislative Analysis  
Division  
919-733-2578

# Senate Bill 522

Page 2

- b) The school (i) received a school performance score in the lowest 10% of all schools in the prior school year that included all or part of grades kindergarten through fifth and (ii) was designated by the local board of education (LBE) for consideration by the SBE as an innovative school.

Once selected, a LBE can either transfer the school to the ISD or close the school. The SBE can select up to five schools statewide to include in the ISD. Once transferred to the ISD, the school becomes an innovative school. The SBE must select an innovative school operator (IS operator), an entity that meets certain criteria related to improving student performance, to operate the school for a period of five years. If no IS operator can be found, the ISD can serve as the operator.

LBEs with schools transferred to the ISD can request to create an innovation zone that can include up to three continually low-performing schools or all low-performing schools if that is more than 35% of the unit. A low-performing school in an innovation zone becomes an innovative school if the school does not exceed expected growth in the last two of the five consecutive years in the innovation zone.

**BILL ANALYSIS:** Section 1 of this act makes the following changes to the ISD:

- **Definition of Qualifying School:** Replaces the current definition of a qualifying school to instead be a school governed by a local board of education (LBE) that is in the lowest performing 5% of school performance grades of all schools receiving Title I funds. However, this does not include alternative schools, cooperative innovative high schools, schools in their first or second year of operation, or newcomers schools.
- **Selection from 2020-2021 to 2022-2023:** Requires, for each year from 2021-2022 through 2022-2023, that the SBE transfer to the ISD the lowest scoring qualifying school in the State, based on the school performance score.
- **Selection Process Beginning with 2023-2024:** Beginning with selection of schools for the 2023-2024 school year, requires the SBE to select innovative schools as follows:
  - **Lists:** Schools are placed on three lists before being transferred into the ISD.
    - **Year 1 - Qualifying List:** Notice is given to the superintendent and LBE of the status, along with performance data and considerations for improvement. The LBE must notify parents of (i) the school's status, (ii) potential impacts of the designation, (iii) plans for improvement, and (iv) any additional information deemed necessary by the local board.
    - **Year 2 – Watch List:** If the school was on the qualifying list the year before, and still meets the definition of a qualifying school, the school is moved to a watch list. Notice is given to the superintendent and LBE of the status, along with performance data and considerations for improvement. The LBE must notify parents of (i) the school's status, (ii) potential impacts of the designation, (iii) plans for improvement, and (iv) any additional information deemed necessary by the local board.
    - **Year 3 – Warning List:** If the school was on the watch list in the prior year, and still meets the definition of a qualifying school, the school is moved to a warning list. The school remains on the warning list until it is either (i) no longer a qualifying school or (ii) is transferred to the ISD.
      - Notice and considerations for improvement will be provided, and the LBE will hold a public hearing (in the school's first year on the warning list only) to share information with parents and employees about potential impacts of the designation, including the possibility of becoming an innovative school, and plans for improvement of the school.
      - The ISD Superintendent, or designee, will also present at the public hearing to provide information to parents, teachers, and community members on the ISD

# Senate Bill 522

Page 3

selection process, as well as resources for comprehensive support and improvement to assist in plans for improvement of the school.

- The LBE will also present information at a regularly scheduled public meeting to the county commissioners on the school's performance and efforts by the LBE to improve the school's performance. The ISD Superintendent will also be provided the opportunity to present as part of that meeting.
  - **Year 4 – Selection:** If the school (i) was on the warning list in the prior year; (ii) still meets the definition of a qualifying school; and (iii) is one of the lowest five schools that meet the criteria in (i) and (ii), as measured by school performance scores, the SBE must select the school to transfer to the ISD.
- **Voluntary Selection:** A LBE, upon the recommendation of the ISD Superintendent, can request the SBE to select a qualifying school for transfer to the ISD at any time, as long as no more than five schools total are selected in a given year.
- **Support:** The SBE is required to ensure that qualifying schools are engaged in strategies in compliance with federal and State law for comprehensive support and improvement. The SBE is authorized to establish criteria for the selection of independent turnaround school consultants in a pay-for-performance model to provide direct support for qualifying schools. Additionally, the ISD Superintendent is required to monitor those schools and assist LBEs in identifying funding, strategies, and partners for comprehensive support and improvement efforts.
- **Innovation Zones:** Section 1 of this act makes the following changes to innovation zones:
  - Enables the LBE to move low-performing schools into an innovation zone, even if it had less than 35% low-performing schools.
  - Compares innovation zone schools against other low-performing (rather than continually low-performing) schools for performance comparisons.
  - Requires consultation with the ISD Superintendent in selecting the leader of the innovation zone office.
  - Deletes the requirement that a low-performing school in an innovation zone that did not exceed growth in the final two years of the zone become an innovative school.
- **Additional ISD Changes:**
  - Removes the prohibition on the Department of Public Instruction serving as an IS operator.
  - Allows the SBE to select up to five qualifying schools annually into the ISD, rather than five total.
  - Moves the timeline for selection of innovative operators or consultants from January 15 to December 15, and the timeline for pairing with an innovative school from February 15 to January 15.
  - Changes one method of qualification for IS operators or consultants from a record of performance with persistently low-performing schools or students, to a record of performance with low-performing schools or students.
  - Requires the IS operator to collaborate with the ISD Superintendent on certain matters, such as hiring or removal of the school principal, and entering into funding memorandums of understanding.
  - Allows, if a LBE of another school unit was selected as an operator, the employees to become employees of that LBE, rather than the ISD.
  - Allows a teacher at a school selected to be an innovative school to retain career status if the teacher taught at the ISD school and then returned to the same LBE at the end of the ISD employment.
- **County Commissioner Reporting Changes:** LBEs, when submitting the annual budget request to the county commissioners, are required to also submit the academic performance of schools in the local school administrative unit, including school performance grades, of all schools identified as low-performing, continually low-performing, or included on an ISD list, and the LBE's efforts to improve

# Senate Bill 522

Page 4

those schools. If requested, the LBE presents the academic performance information at a public meeting.

- **Additional Studies.** – The State Superintendent and ISD Superintendent must jointly study and report to the Joint Legislative Education Oversight Committee, by March 15, 2020, on the following:
  - Options for innovative schools, including structures and partnerships to provide the most effective options and ensure flexibility for those schools.
  - Reforms of low-performing school models to align current statutory requirements for low-performing and continually low-performing schools with other State and federal reform efforts to create a comprehensive and efficient approach that avoids redundancies.

**EFFECTIVE DATE:** Section 1 of this act became effective November 11, 2019, and applies beginning with schools identified as qualifying schools for the 2019-2020 school year, based on the data from the 2018-2019 school year.

## **SECTION 2: ADVANCED TEACHING ROLES PILOT PROGRAM**

**CURRENT LAW:** The Advanced Teaching Roles Pilot Program is an eight-year pilot program to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers in selected local school administrative units (LEAs). The pilot program is limited to 10 LEAs, six of which have been granted class size flexibility.

**BILL ANALYSIS:** Section 2 of the act eliminates the cap on local boards of education that can participate in the Advanced Teaching Roles Pilot Program. Additionally, it exempts all participating schools from class size requirements.

**EFFECTIVE DATE:** This section of the act became effective November 11, 2019.