

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 276

Short Title: Modify Low-Performing School Definition. (Public)

Sponsors: Representatives Riddell, Fraley, Clemmons, and Ross (Primary Sponsors).
For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Education - K-12, if favorable, Rules, Calendar, and Operations of the House

March 6, 2019

1 A BILL TO BE ENTITLED
2 AN ACT TO MODIFY THE DEFINITION OF LOW-PERFORMING SCHOOLS AND TO
3 MAKE ASSOCIATED CHANGES TO THE TYPES OF SCHOOLS THAT MAY BE
4 APPROVED FOR A REFORM MODEL.

5 The General Assembly of North Carolina enacts:

6 **SECTION 1.** G.S. 115C-105.37 reads as rewritten:

7 **"§ 115C-105.37. Identification of low-performing schools.**

8 (a) Identification of Low-Performing Schools. – The State Board of Education shall
9 identify low-performing schools on an annual basis. Low-performing schools are those that earn
10 an overall school performance grade of D or F and a school growth score of "~~met expected~~
11 ~~growth~~" or "not met expected growth" as defined by G.S. 115C-83.15.

12 ...

13 (b) Parental Notice of Low-Performing School Status. – Each school that the State Board
14 identifies as low-performing shall provide written notification to the parents and guardians of
15 students attending that school within 30 days of the identification that includes the following
16 information:

17 (1) A statement that the State Board of Education has found that the school has
18 earned an overall school performance grade of D or F and a school growth
19 score of "~~met expected growth~~" or "not met expected growth" and has been
20 identified as a low-performing school as defined by G.S. 115C-105.37. The
21 statement shall include an explanation of the school performance grades and
22 growth scores.

23"

24 **SECTION 2.** G.S. 115C-105.37B reads as rewritten:

25 **"§ 115C-105.37B. Reform of continually low-performing schools, schools and certain other**
26 **schools.**

27 (a) Notwithstanding any other provision of this Article, the State Board of Education is
28 authorized to approve a local board of education's request to reform any school in its
29 administrative unit which the State Board of Education has identified as ~~one of the continually~~
30 ~~low-performing schools in North Carolina having earned, for at least two of three consecutive~~
31 years, an overall school performance grade of D or F and a school growth score of "met expected
32 growth" or "not met expected growth," as defined by G.S. 115C-83.15.

33 If the State Board of Education approves a local board of education's request to reform a
34 school, the State Board of Education may authorize the local board of education to adopt one of
35 the following models in accordance with State Board of Education requirements:



- 1 (1) Transformation model, which would address the following four specific areas
2 critical to transforming a continually low-performing ~~school:school or~~
3 improving a school that is not exceeding expected growth:
4 a. Developing and increasing teacher and school leader effectiveness.
5 b. Comprehensive instructional reform strategies.
6 c. Increasing learning time and creating community-oriented schools.
7 d. Providing operational flexibility and sustained support.

8"

9 **SECTION 3.** G.S. 115C-105.39A(c) reads as rewritten:

10 "(c) Parental Notice of Low-Performing Local School Administrative Unit Status. – Each
11 local school administrative unit that the State Board identifies as low-performing shall provide
12 written notification to the parents and guardians of all students attending any school in the local
13 school administrative unit within 30 days of the identification that includes the following
14 information:

- 15 (1) A statement that the State Board of Education has found that a majority of the
16 schools in the local school administrative unit have earned an overall school
17 performance grade of D or F and a school growth score of "~~met expected~~
18 ~~growth~~" or "not met expected growth" and have been identified as
19 low-performing schools as defined by G.S. 115C-105.37. The statement shall
20 also include an explanation of the school performance grades and school
21 growth scores.
22 (2) The percentage of schools identified as low-performing.
23 (3) Information about the preliminary plan developed under subsection (b) of this
24 section and the availability of the final plan on the local school administrative
25 unit's Web site.
26 (4) The meeting date for when the preliminary plan will be considered by the local
27 board of education.
28 (5) A description of any additional steps the local school administrative unit and
29 schools are taking to improve student performance.
30 (6) For notifications sent to parents and guardians of students attending a school
31 that is identified as low-performing under G.S. 115C-105.37, a statement that
32 the State Board of Education has found that the school has earned an overall
33 school performance grade of D or F and a school growth score of "~~met~~
34 ~~expected growth~~" or "not met expected growth" and has been identified as a
35 low-performing school as defined by G.S. 115C-105.37. This notification also
36 shall include the overall school performance grade and school growth score
37 the school earned and an explanation of the school performance grades and
38 school growth scores."

39 **SECTION 4.** G.S. 115C-218.94(a) reads as rewritten:

40 "(a) Identification of Low-Performing Charter Schools. – The State Board of Education
41 shall identify low-performing charter schools on an annual basis. Low-performing charter
42 schools are those that earn an overall school performance grade of D or F and a school growth
43 score of "~~met expected growth~~" or "not met expected growth" as defined by G.S. 115C-83.15."

44 **SECTION 5.** This act is effective when it becomes law and applies beginning with
45 the 2019-2020 school year.