

1 The General Assembly of North Carolina enacts:

2 **SECTION 1.** G.S. 115C-105.35 reads as rewritten:

3 **"§ 115C-105.35. Annual performance goals.**

4 The School-Based Management and Accountability Program shall (i) focus on
5 student performance in the basics of reading, mathematics, and communications skills
6 in elementary and middle schools, (ii) focus on student performance in courses required
7 for graduation and on other measures required by the State Board in the high schools,
8 and (iii) hold schools accountable for the educational growth of their students. To those
9 ends, the State Board shall design and implement an accountability system that sets
10 annual performance standards for each school in the State in order to measure the
11 growth in performance of the students in each individual school. For purposes of this
12 Article, beginning school year 2001-2002, the Board shall include a 'closing the
13 achievement gap' component in its measurement of educational growth in student
14 performance for each school."

15 **SECTION 2.** Part 3 of Article 8B of Chapter 115C of the General Statutes is
16 amended by adding the following new section to read:

17 **"§ 115C-105.41. Students who have been placed at risk of academic failure;**
18 **personal education plans.**

19 Local school administrative units shall identify students in all grades who have been
20 placed at risk for academic failure and implement a personal education plan for
21 academic improvement with focused intervention and performance benchmarks.
22 Identification shall occur as early as can reasonably be done and can be based on grades,
23 observations, and other factors that teachers and administrators consider appropriate,
24 without having to await the results of end-of-grade or end-of-course tests. At the
25 beginning of the school year a personal education plan shall be developed for any
26 student not performing at least at grade level, as identified by the State end-of-grade
27 test; if, however, a student's performance appears to be falling below State proficiency
28 standards at any time during the school year, a personal education plan shall be
29 developed. Focused intervention and acceleration activities may include, among other
30 things, summer school, Saturday school, and extended days. Local school administrative
31 units shall provide these activities and transportation free of charge to students."

32 **SECTION 3.** G.S. 115C-12 is amended by adding the following new
33 subdivision to read:

34 "(29) Duty to Adopt Policy for the Establishment of Local Task Forces on
35 Closing the Achievement Gap. – The State Board shall adopt a policy
36 for local school administrative units to establish local task forces on
37 closing the achievement gap. The purpose of each task force is to
38 advise and work with its local board of education and administration
39 on closing the gap in academic achievement and on developing a
40 collaborative plan for achieving that goal. The Board's policy shall
41 include the following:

- 42 a. Each task force shall report to its local board of education.
43 b. Each task force shall include key stakeholders in the community
44 who are committed to improving the education of all children,

1 especially those who are underachieving, and who agree to
2 attend on a regular basis task force meetings, take an active role
3 in discussions and activities, listen to the ideas, suggestions, and
4 comments of other task force members as well as community
5 members, inform other members of the school and community
6 of the work of the task force, participate in any training for the
7 task force members such as consensus building, problem-
8 solving, and group dynamics, and seek actively data-driven
9 solutions to improving the achievement of all students.

10 c. Task force members shall be representative of community
11 demographics (race/ethnic, gender, and socioeconomic
12 diversity), and it is strongly recommended that they include:

13 1. Three parents, as selected by that local school
14 administrative unit's parent organization. One parent
15 shall have a child at an elementary school, one shall have
16 a child at a junior high or middle school, and one shall
17 have a child at a high school.

18 2. School administrators, teachers, instructional support
19 personnel, exceptional children personnel, and second
20 language specialists, each of whom shall be selected by
21 the superintendent.

22 3. One member of the local board of education, as selected
23 by that board.

24 4. One representative of the local department of social
25 services, as selected by the director of social services.

26 5. At least one juvenile court counselor, as selected by the
27 Chief District Court Judge for that judicial district.

28 6. At least one representative of local law enforcement, as
29 selected by the county sheriff.

30 7. One representative of the local Communities in Schools
31 program, if present in the local school administrative
32 unit, as selected by the executive director of that
33 program.

34 8. At least one representative of local businesses, as
35 selected by the local chamber of commerce.

36 9. Representatives from community-based organizations, as
37 selected by the superintendent upon recommendation
38 from those organizations.

39 10. At least one representative of a community college or of
40 a university school of education, if there is one in the
41 area, as selected by the chairperson of the local board of
42 education.

1 11. Two high school students, as recommended by their
2 student councils and selected by the chairperson of the
3 local board of education.

4 12. Any other community representatives, as selected by the
5 superintendent.

6 The superintendent shall name the chair of the task force, who
7 shall call the first meeting of the task force.

8 d. Each task force shall:

9 1. Decide on training that it may need.

10 2. Determine what information and data the task force will
11 need. The task force shall plan and schedule
12 presentations on this information and data, which shall
13 be disaggregated by race, ethnicity, gender, and
14 socioeconomic status. Examples may include State test
15 data, discipline statistics, teacher-student ratio, student
16 and teacher attendance data, faculty composition by race,
17 gender, and ethnicity, and professional preparation of
18 educators.

19 3. Define the communication process and person
20 responsible for disseminating information to the public.
21 Communication shall include the posting of information
22 on a website and shall provide appropriate translations,
23 as needed.

24 4. Establish a policy statement on closing the achievement
25 gap for the local school administrative unit. This
26 statement shall address why closing the achievement gap
27 is important to the entire community.

28 5. Set aside specific meetings to analyze and synthesize
29 data and information. The task force shall use these data
30 to identify and prioritize the problems with student
31 achievement.

32 6. Identify and review current effective programs and
33 instructional strategies that address student achievement
34 needs, identify criteria used to determine their
35 effectiveness, determine changes to improve the
36 effectiveness, identify gaps in services, identify needed
37 information to determine research-based programs and
38 strategies that are effective in addressing the gaps.

39 7. Develop a report to the school and community that
40 includes an implementation plan, benchmarks, and the
41 monitoring process.

42 e. Each task force may establish subcommittees to research
43 answers to the critical questions. If subcommittees are

1 established, they shall present their findings to the full task
2 force."

3 **SECTION 4.** G.S. 115C-288(a) reads as rewritten:

4 "(a) To Grade and Classify Pupils. – The principal shall have authority to grade
5 and classify pupils except a principal shall not require additional testing of a student
6 entering a public school from a school governed under Article 39 of this Chapter if test
7 scores from a nationally standardized test or nationally standardized equivalent measure
8 that are adequate to determine the appropriate placement of the child are available.
9 Principals shall base their student promotion decisions on multiple measures of student
10 achievement and school success, including, but not limited to, end-of-grade and end-of-
11 course tests, factors such as classroom work, grades, and quality of instruction received
12 and a student's best educational interests."

13 **SECTION 5.** G.S. 115C-12(9a) reads as rewritten:

14 "(9a) Power to Develop Content Standards. – The Board shall develop a
15 comprehensive plan to revise content standards and the standard
16 course of study in the core academic areas of reading, writing,
17 mathematics, science, history, geography, and civics. The Board shall
18 involve and survey a representative sample of parents, teachers, and
19 the public to help determine academic content standard priorities and
20 usefulness of the content standards. A full review of available and
21 relevant academic content standards that are rigorous, specific,
22 sequenced, clear, focused, and measurable, whenever possible, shall be
23 a part of the process of the development of content standards. The
24 revised content standards developed in the core academic areas shall
25 (i) reflect high expectations for students and an in-depth mastery of the
26 content; (ii) be clearly grounded in the content of each academic area;
27 (iii) be defined grade-by-grade and course-by-course; (iv) be
28 understandable to parents and teachers; (v) be developed in full
29 recognition of the time available to teach the core academic areas at
30 each grade level; and (vi) be measurable, whenever possible, in a
31 reliable, valid, and efficient manner for accountability purposes.

32 High school course content standards shall include the knowledge
33 and skills necessary to enter the workforce and also shall be aligned
34 with the coursework required for admission to the constituent
35 institutions of The University of North Carolina. The Board shall
36 develop and implement a plan for end-of-course tests for the minimum
37 courses required for admission to the constituent institutions. All end-
38 of-course tests shall be aligned with the content standards.

39 The Board also shall develop and implement an ongoing process to
40 align State programs and support materials with the revised academic
41 content standards for each core academic area every five years.
42 Alignment shall include revising textbook criteria, support materials,
43 State tests, teacher and school administrator preparation, and ongoing
44 professional development programs to be compatible with content

standards. As part of the Board's curriculum revisions, the Board shall include culturally diverse objectives and activities. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development and other university activity in the State's public schools align with the State Board's priorities."

SECTION 6. Of the funds allocated for Instructional Support Personnel, local school administrative units shall employ teachers or instructional support personnel for schools with a substantial population of students who speak a language other than English. These personnel must be able to speak the native language of these students. The State Board shall define the term "substantial population of students".

SECTION 7.(a) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"Section 15.1.(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION 7.(b) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. ~~The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly. Upon filing its final report, the Commission shall terminate.~~ may make interim reports to the General Assembly on matters for which it may report to a regular session of the General Assembly. A report to the General Assembly may contain any legislation needed to implement a recommendation of the Commission."

SECTION 7.(c) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed. The Commission shall report its findings under this subsection to the 2002 Regular Session of the 2001 General Assembly.

SECTION 8. G.S. 115C-12(27) reads as rewritten:

"(27) ~~Reporting Dropout Rates and Expelled Students. Rates, Suspensions, Expulsions, and Alternative Placements.~~ – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or placed in an

1 alternative program. The data shall be reported in a disaggregated
2 manner and be readily available to the public. The State Board shall
3 not include students that have been expelled from school when
4 calculating the dropout rate. The Board shall maintain a separate
5 record of the number of students who are expelled from school."

6 **SECTION 9.** There is appropriated from the General Fund to State Aid to
7 Local School Administrative Units the sum of fifty-seven million dollars (\$57,000,000)
8 for each fiscal year of the 2001-2003 biennium. Of these funds, twenty-three million
9 dollars (\$23,000,000) shall be allocated each fiscal year for the purpose of assisting
10 students in succeeding on the Student Accountability Standards and thirty-four million
11 dollars (\$34,000,000) shall be allocated each fiscal year to the At-Risk Student
12 Services/Alternative Schools allotment. The education subcommittees of the
13 appropriations committees of the General Assembly are encouraged to examine State
14 funds for education and identify funds that could be redirected for personnel and
15 activities designed to close the achievement gap in accordance with this act.

16 **SECTION 10.** There is appropriated from the General Fund to State Aid to
17 Local School Administrative Units the sum of ten million dollars (\$10,000,000) for each
18 fiscal year of the 2001-2003 biennium. These funds shall be allocated to local school
19 administrative units to pay for classroom teachers, teacher assistants, tutors, translators,
20 textbooks, classroom materials/instructional supplies/equipment, transportation costs,
21 and staff development for students with limited English proficiency.

22 **SECTION 11.** Sections 9 and 10 of this act become effective July 1, 2001.
23 The remainder of this act is effective when it becomes law.