

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2019

FILED SENATE  
Feb 20, 2019  
S.B. 101  
PRINCIPAL CLERK

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SENATE BILL DRS15054-MKz-1C\*

Short Title: PED Oversight/EPP Changes. (Public)

Sponsors: Senators Waddell, D. Davis, and Foushee (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED  
2 AN ACT TO MAKE CHANGES TO THE EDUCATOR PREPARATION PROGRAM  
3 PERFORMANCE STANDARDS AND DATA REPORTING SYSTEM, AS  
4 RECOMMENDED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION  
5 OVERSIGHT COMMITTEE.

6 The General Assembly of North Carolina enacts:

7 **SECTION 1.** G.S. 115C-269.35 reads as rewritten:

8 **"§ 115C-269.35. Accountability for educator preparation programs.**

9 (a) Performance Measures. – The State Board shall adopt rules necessary to establish  
10 standards of performance to govern the continuing accountability of all EPPs. At a minimum, the  
11 performance standards shall be based on the following information that is disaggregated with  
12 respect to race, sex, and ethnicity:

13 (1) Performance based on the standards and criteria for annual evaluations of  
14 licensed employees.

15 (2) Proficiency and growth of students taught by educators holding an initial  
16 professional license, to the extent practicable. When available, EVAAS data  
17 shall be used to measure student proficiency and growth.

18 (3) Results from an educator satisfaction survey, developed by the State Board  
19 with stakeholder input, performed at the end of the educator's first year of  
20 teaching after receiving an initial professional license.

21 (3a) Employment of EPP completers, including the number of students employed  
22 as beginning teachers under initial professional licenses within the first year  
23 of completing the program, the number of students retained in the profession,  
24 and the perseverance of beginning educators in the profession, as determined  
25 on the basis of the number of beginning educators who maintain status as  
26 active members in the North Carolina Teachers' and State Employees'  
27 Retirement System at least three years after licensure.

28 (4) Quality of students entering the EPP, including the average grade point  
29 average and average score on preprofessional skills tests or college entrance  
30 exams that assess reading, writing, mathematics, and other competencies.

31 (b) Annual Performance Reports. – The State Board shall require all recognized EPPs to  
32 submit annual performance reports. The performance reports shall provide the State Board with  
33 a focused review of the EPPs and the current authorization process in order to ensure that the  
34 programs produce graduates that are well prepared to teach. At a minimum, the annual report  
35 shall contain the following indicators:

36 (1) Performance data from subsection (a) of this section.



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- 1 (2) Data related to the EPP's compliance with requirements for field supervision  
2 of students during their internship and residency experiences.
- 3 (3) The following information, disaggregated by race, sex, and ethnicity:  
4 a. The number of students who apply.  
5 b. The number of students admitted.  
6 c. The number of students retained.  
7 d. The number of students completing the program.  
8 e. ~~The number of students employed as beginning teachers under initial  
9 professional licenses by not later than the first anniversary of  
10 completing the program.~~  
11 f. The amount of time required by students employed as beginning  
12 teachers under residency licenses to be issued initial professional  
13 licenses.  
14 g. ~~The number of students retained in the profession.~~  
15 h. Any other information required by federal law.
- 16 (4) The ratio of field supervisors to students completing an internship or  
17 residency.
- 18 (5) Graduation rates.
- 19 (6) Time-to-graduation rates.
- 20 (7) Average scores of graduates on professional, pedagogy, and content area  
21 examinations for the purpose of licensure.
- 22 (8) Percentage of graduates receiving initial professional licenses.
- 23 (9) The extent to which the program prepares educators, including general  
24 education teachers and special education teachers, to effectively teach the  
25 following:  
26 a. Students with disabilities.  
27 b. Students of limited English proficiency.
- 28 (10) The activities offered by the program that are designed to prepare educators  
29 to do the following:  
30 a. Integrate technology effectively into curricula and instruction,  
31 including activities consistent with the principles of universal design  
32 for learning.  
33 b. Use technology effectively to collect, manage, and analyze data to  
34 improve teaching and learning for the purpose of increasing student  
35 academic achievement.
- 36 ~~(11) The perseverance of beginning educators in the profession, as determined on  
37 the basis of the number of beginning educators who maintain status as active  
38 contributing members in the North Carolina State Employee Retirement  
39 System at least three years after licensure in comparison to similar programs.~~
- 40 (12) The results of surveys given to school principals that involve evaluation of the  
41 program's effectiveness in preparing participants to succeed in the classroom,  
42 based on experience with employed program participants.
- 43 (13) Any other information necessary to enable the State Board to assess the  
44 effectiveness of the program on the basis of educator retention and success  
45 criteria adopted by the State Board.
- 46 (c) Submission of Annual Performance Reports. – Performance reports shall be provided  
47 annually to the following:  
48 (1) The State Board.  
49 (2) The board of trustees or board of directors of the entity submitting the report.
- 50 (d) Information Requests by EPPs. – The State Board of Education shall annually  
51 provide, upon request, the data required to be included in an EPP's annual performance report

1 related to subdivisions ~~(1) and (2)~~ (1), (2), and (3a) of subsection (a) of this ~~section and~~  
2 ~~subdivision (1) of subsection (b) of this section.~~ The State Board of Education shall provide this  
3 information to an EPP as aggregate data and disaggregated by race, sex, and ethnicity.  
4 Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to  
5 the State Board of Education for the purposes of these information requests any North Carolina  
6 Educator Evaluation System effectiveness status assigned to teachers based on queries from the  
7 State Board. The State Board of Education shall not report aggregated or disaggregated data to  
8 the EPP that reveals confidential information in a teacher's personnel file, as defined by Article  
9 21A of this Chapter, such as making the effectiveness status personally identifiable to an  
10 individual teacher."

11 **SECTION 2.** G.S. 115C-269.45 is amended by adding a new subsection to read:

12 "(c1) Small Group Exception. – Notwithstanding the provisions of subsection (a) of this  
13 section, the State Board of Education shall adopt a rule to establish a small group exception for  
14 circumstances in which disaggregation of performance data with respect to race, sex, or ethnicity  
15 is not possible due to the small number of program participants in a demographic group. The rule  
16 shall include the number of students necessary to qualify for the exception and the alternative  
17 method of performance assessment and assignment of sanctions. The rule may provide for  
18 measuring performance of small student groups cumulatively over multiple years for EPP  
19 accountability purposes."

20 **SECTION 3.** G.S. 115C-269.50 reads as rewritten:

21 "**§ 115C-269.50. EPP report cards.**

22 The State Board shall create an annual report card for each EPP that, at a minimum,  
23 summarizes the information collected in the annual performance reports, as set forth in  
24 G.S. 115C-269.35(b). The report cards shall provide user-friendly access to the public, and shall  
25 provide the ability to easily compare annual report card information between EPPs, including  
26 performance and other data reported by each EPP, as provided in ~~G.S. 115C-269.35(b).~~  
27 G.S. 115C-269.35(b), through the use of a formulaic, performance-based weighted model  
28 adopted by the State Board. The State Board shall make the report cards available to the public  
29 through the State Board's Internet Web site on an annual basis beginning December 15, 2019,  
30 and shall submit the report to the Joint Legislative Education Oversight Committee annually by  
31 that date."

32 **SECTION 4.(a)** The State Board of Education, in consultation with the Department  
33 of Public Instruction and the Professional Educator Preparation and Standards Commission  
34 (PEPSC), shall develop a formulaic, performance-based weighted model for the purposes of  
35 comparing the annual report card information between each educator preparation program (EPP)  
36 pursuant to G.S. 115C-269.50, as amended by this act. The State Board, in consultation with the  
37 Department and PEPSC, shall do at least the following in designing the weighted model:

- 38 (1) Identify what information should be included in the weighted model to most  
39 effectively achieve the following:
  - 40 a. Meet federal and State law requirements.
  - 41 b. Hold EPPs accountable for established standards.
  - 42 c. Assist EPPs in improving performance.
  - 43 d. Communicate EPP performance to policymakers and the public.
- 44 (2) Identify and select measures for each performance domain specified in State  
45 law to be used in the weighted model.
- 46 (3) Assign weight to each performance domain and the respective measures  
47 within each domain, including making rounding decisions for awarding  
48 points.
- 49 (4) Determine the number of years of data that will be used to calculate measures,  
50 such as three or five years.

- 1 (5) Examine potential reasons for excluding EPPs from the reporting, including  
2 if there are missing or too few data points for a certain number of measures in  
3 the domains.
- 4 (6) Establish targets and minimum standards based on the ninetieth and tenth  
5 percentile or on other criteria.
- 6 (7) Consider whether the weighted model shall be used solely for public  
7 accountability and to inform policymakers or if the weighted model may also  
8 be used as a corrective or compliance tool.
- 9 (8) Identify any necessary changes to State law to enable transition to the new  
10 weighted model.
- 11 (9) Examine how an information dashboard system could be used as part of the  
12 reporting system, including any challenges related to integrating data from  
13 both public and private EPPs in one information dashboard system.

14 **SECTION 4.(b)** By November 15, 2019, the State Board, in consultation with the  
15 Department and PEPSC, shall report to the Joint Legislative Education Oversight Committee on  
16 the development of the formulaic, performance-based weighted model for EPPs as required by  
17 subsection (a) of this section and any legislative recommendations regarding implementation of  
18 the model.

19 **SECTION 5.** By October 1, 2019, the State Board of Education shall adopt the rule  
20 required by G.S. 115C-269.45(c1), as enacted by this act. The State Board shall apply the rule  
21 beginning with data collected from the 2018-2019 academic year for the purposes of the annual  
22 report made available to the public by December 15, 2020, and annually thereafter, pursuant to  
23 G.S. 115C-269.50.

24 **SECTION 6.** Section 3 of this act becomes effective July 1, 2020, and applies  
25 beginning with data from the 2020-2021 academic year. The remainder of this act is effective  
26 when it becomes law. Section 1 of this act applies to (i) educator preparation programs (EPP)  
27 authorized by the State Board of Education on or after the date this act becomes law and (ii)  
28 reports submitted to the State Board and reviews by the State Board of an EPP beginning with  
29 the 2019-2020 academic year.