

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

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SENATE BILL 20

Short Title: School Accountability Changes.

(Public)

Sponsors: Senators Cooper; Albertson, Perdue, Soles, Speed, Warren, Hoyle, Martin of Guilford, Kerr, Winner, Odom, Rand, Plexico, Gulley, Lucas, and Plyler.

Referred to: Education/Higher Education.

January 26, 1995

A BILL TO BE ENTITLED

AN ACT TO AMEND THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY ACT OF 1989.

The General Assembly of North Carolina enacts:

Section 1. G.S. 115C-238.1 reads as rewritten:

**"§ 115C-238.1. Performance-based Accountability Program; development and implementation by State Board.**

The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop and implement a Performance-based Accountability Program. The primary goal of the Program shall be to improve student performance. The State Board of ~~Education~~ Education, after consultation with the Task Force on Site-Based Management, shall adopt:

(1) Procedures and guidelines through ~~which, beginning with the 1990-91 fiscal year, which~~ local school administrative units may participate in the Program; and

(2) Guidelines for developing local school improvement plans with ~~three-year student performance goals and annual milestones to measure progress in~~

1 ~~meeting those goals; school and student performance goals and strategies~~  
2 ~~to achieve the standards adopted by the State Board. The guidelines~~  
3 ~~shall require each participating local school administrative unit to~~  
4 ~~submit plans for each school in the unit for achieving those goals. The~~  
5 ~~guidelines shall also require each local school administrative unit to~~  
6 ~~report on an annual basis on progress made in achieving those goals at~~  
7 ~~each school in the unit.~~

8 The school performance goals may, in the discretion of the State  
9 Board, but are not required to include factors such as community  
10 involvement, parent involvement, professional development of teachers,  
11 and the school climate with regard to the safety of students and  
12 employees and the use of positive discipline.

13 ~~(3) A set of student performance indicators for measuring and assessing~~  
14 ~~student performance in the participating local school administrative~~  
15 ~~units. These indicators shall include attendance rates, dropout rates, test~~  
16 ~~scores, parent involvement, and post-secondary outcomes; and~~

17 ~~(4) Guidelines for school performance indicators for measuring and~~  
18 ~~assessing school performance in the participating local school~~  
19 ~~administrative units. These indicators shall concern how to gauge~~  
20 ~~community involvement, parent involvement, professional development~~  
21 ~~of teachers, and the school climate with regard to the safety of students~~  
22 ~~and employees and the use of positive discipline. These indicators shall~~  
23 ~~not rely predominantly on test scores."~~

24 Sec. 2. G.S. 115C-238.2(b) reads as rewritten:

25 "(b) Local school administrative units that participate in the Performance-based  
26 Accountability Program:

27 (1) Are exempt from State requirements to submit reports and plans, other  
28 than local school improvement plans, to the State Board of Education  
29 and the Department of Public Instruction. They are not exempt from  
30 federal requirements to submit reports and plans to the Department.

31 (2) Are subject to the performance standards but not the opportunity  
32 standards or the staffing ratios of the State Accreditation Program. ~~The~~  
33 ~~performance standards in the State Accreditation Program, modified to reflect~~  
34 ~~the results of end-of-course and end-of-grade tests, may serve as the basis for~~  
35 ~~developing the student performance indicators adopted by the State Board of~~  
36 ~~Education pursuant to G.S. 115C-238.1.~~

37 (3) ~~May receive funds for differentiated pay for certain State-paid~~  
38 ~~employees, in accordance with G.S. 115C-238.4, if they elect to~~  
39 ~~participate in a differentiated pay plan.~~

40 (4) May be allowed increased flexibility in the expenditure of State funds,  
41 in accordance with G.S. 115C-238.5.

1 (5) May be granted waivers of certain State laws, regulations, and policies  
2 that inhibit their ability to reach local accountability goals, in  
3 accordance with G.S. 115C-238.6(a).

4 (6) Shall continue to use the Teacher Performance Appraisal Instrument  
5 (TPAI) for evaluating beginning teachers during the first three years of  
6 their employment; they may, however, develop other evaluation  
7 approaches for teachers who have attained career status.

8 The Department of Public Instruction shall provide technical  
9 assistance, including the provision of model evaluation processes and  
10 instruments, to local school administrative units that elect to develop  
11 dual personnel evaluation processes. A dual personnel evaluation  
12 process includes (i) an evaluation designed to provide information to  
13 guide teachers in their professional growth and development, and (ii) an  
14 evaluation to provide information to make personnel decisions  
15 pertaining to hiring, termination, promotion, and reassignment."

16 Sec. 3. G.S. 115C-238.3 reads as rewritten:

17 "**§ 115C-238.3. Development of local plans; elements of local plans.**

18 (a) Development of systemwide plan by the local board of education. – The board  
19 of education of a local school administrative unit that elects to participate in the Program  
20 shall develop and submit a local school improvement plan for the entire local school  
21 administrative unit to the State Superintendent of Public Instruction before April 15 of  
22 the fiscal year preceding the fiscal year in which participation is sought.

23 A systemwide improvement plan shall remain in effect for no more than three years.

24 (b) Establishment of school and student performance goals and a systemwide staff  
25 development plan by the local board of education for the systemwide plan. – The local  
26 board of education shall establish school and student performance goals and a  
27 systemwide staff development plan for the local school administrative unit for inclusion  
28 in the systemwide plan. ~~The local board of education shall actively involve an advisory panel  
29 composed of a substantial number of teachers, school administrators, other school staff, and  
30 parents of children enrolled in the local school administrative unit, in developing the student  
31 performance goals for the local school improvement plan. Parents serving on advisory panels  
32 shall not be employees of the school unit and shall reflect the racial and socioeconomic  
33 composition of the students enrolled in the local school administrative unit. The advisory panel  
34 shall ensure substantial parent participation. It is the intent of the General Assembly that teachers  
35 have a major role in developing the student performance goals for the local school improvement  
36 plan; therefore, at least half of the members participating in this advisory panel shall be teachers.  
37 Every teacher in the local school administrative unit shall have an opportunity to elect by secret  
38 ballot the teachers who are involved in the advisory panel.~~

39 (1) School and student performance goals. – The performance goals for the  
40 local school administrative unit shall address specific, measurable goals  
41 for all ~~student and school performance indicators standards~~ adopted by the  
42 State Board. Factors that determine gains in achievement vary from  
43 school to school; therefore, socioeconomic factors and previous

1            ~~progress toward school and student performance indicators~~ goals shall be  
2 used as the basis of the local school improvement plan.

3            (2) Systemwide staff development plan. – The systemwide staff  
4 development plan shall be consistent with the systemwide goals and  
5 shall include a component to accommodate the staff development needs  
6 at the building level as expressed in each building's improvement plan.  
7 In designing this component of the systemwide staff development plan,  
8 direct allocation of a needed portion of the staff development funds to  
9 the building level shall be given first priority. Each school building  
10 shall have the flexibility to combine its staff development allocation  
11 with other schools in the local school administrative unit when the staff  
12 development needs of those schools are substantially similar as  
13 expressed in their approved building-level plans.

14            (3) Advisory panel. – The local board of education shall actively involve an  
15 advisory panel composed of a substantial number of teachers, school  
16 administrators, other school staff, and parents of children enrolled in the  
17 local school administrative unit, in developing and achieving the student  
18 and school performance goals for the local school improvement plan.  
19 Parents serving on an advisory panel shall not be employees of the  
20 school unit and shall reflect the racial and socioeconomic composition  
21 of the students enrolled in the local school administrative unit. The  
22 advisory panel shall ensure substantial parent participation. It is the  
23 intent of the General Assembly that teachers have a major role in  
24 developing the school and student performance goals for the local  
25 school improvement plan; therefore, at least half of the members  
26 participating in this advisory panel shall be teachers. Every teacher in  
27 the local school administrative unit shall have an opportunity to elect by  
28 secret ballot the teachers who are involved in the advisory panel.

29            (b1) Development by each school of strategies for attaining local school and student  
30 performance goals. – The principal of each school, representatives of the building-level  
31 staff, and parents of children enrolled in the school shall constitute a school improvement  
32 team to develop a building-level plan to address school and student performance goals  
33 appropriate to that school from those established by the local board of education. Parents  
34 servng on ~~building-level committees~~ school improvement teams shall reflect the racial and  
35 socioeconomic composition of the students enrolled in that school and shall not be  
36 members of the building-level staff. Parental involvement is a critical component of  
37 school success and positive student outcomes; therefore, it is the intent of the General  
38 Assembly that parents, along with teachers, have a substantial role in developing school  
39 and student performance goals at the building level. To this end, ~~building-level advisory~~  
40 ~~board~~ school improvement team meetings shall be held at a convenient time to assure  
41 substantial parent participation. The strategies for attaining local school and student  
42 performance goals shall include a plan for the use of staff development funds that may be  
43 made available to the school by the local board of education to implement the building-

1 level plan. These strategies may also include requests for waivers of State laws,  
2 regulations, or policies for that school. A request for a waiver shall (i) identify the State  
3 laws, regulations, or policies that inhibit the local unit's ability to reach its local  
4 accountability goals, (ii) set out with specificity the circumstances under which the  
5 waiver may be used, and (iii) explain how a waiver of those laws, regulations, or policies  
6 will permit the local unit to reach its local goals.

7 Support among affected staff members is essential to successful implementation of a  
8 building-level plan to address school and student performance goals appropriate to a  
9 school; therefore, the principal of the school shall present the proposed building-level  
10 plan to all of the ~~staff principals, assistant principals, instructional personnel, instructional~~  
11 ~~support personnel, and teacher assistants~~ assigned to the school building for their review  
12 and vote. The vote shall be by secret ballot. The principal may submit the building-level  
13 plan to the local board of education for inclusion in the systemwide plan only if the  
14 proposed building-level plan has the approval of a majority of the staff who voted on the  
15 plan.

16 The local board of education shall accept or reject the building-level plan. The local  
17 board shall not make any substantive changes in any building-level plan that it accepts;  
18 the local board shall set out any building-level plan that it accepts in the systemwide plan.  
19 If the local board rejects a building-level plan, the local board shall state with specificity  
20 its reasons for rejecting the plan; ~~the principal of the school for which the plan was rejected,~~  
21 ~~representatives of the building-level staff, and parents of children enrolled in the school~~ school  
22 improvement team may then prepare another plan, present it to the ~~building-level staff~~  
23 ~~principals, assistant principals, instructional personnel, instructional support personnel,~~  
24 ~~and teacher assistants~~ assigned to the school building for a vote, and submit it to the local  
25 board for inclusion in the systemwide plan. If no building-level plan is accepted for a  
26 school before March 15 of the fiscal year preceding the fiscal year in which participation  
27 is sought, the local board may develop a plan for the school for inclusion in the  
28 systemwide plan; the General Assembly urges the local board to utilize the proposed  
29 building-level plan to the maximum extent possible when developing such a plan.

30 (b2) Waivers concerning central office staff. – A local board of education may  
31 request waivers of State laws, regulations, or policies which are included in the building  
32 plans described in subsection (b1) of this section, and it may also request waivers which  
33 affect the organization, duties, and assignment of central office staff only. Provided,  
34 none of the duties to be performed pursuant to G.S. 115C-436 may be waived. A request  
35 for a waiver shall (i) identify the State laws, regulations, or policies that inhibit the local  
36 unit's ability to reach its local accountability goals, (ii) set out with specificity the  
37 circumstances under which the waiver may be used, and (iii) explain how a waiver of  
38 those laws, regulations, or policies will permit the local unit to reach its local goals.

39 ~~(e) Development by each school of a differentiated pay plan for that school;~~  
40 ~~development by the local board of education of a differentiated pay plan for central office~~  
41 ~~personnel.—~~

42 ~~(1) The local school administrative unit shall consider a plan for~~  
43 ~~differentiated pay. The local plan shall include a plan for differentiated~~

1 pay, in accordance with G.S. 115C 238.4, unless the local school  
2 administrative unit elects not to participate in any differentiated pay  
3 plan.

- 4 (2) The principal of each school, representatives of the building-level staff,  
5 and parents of children enrolled in the school shall develop a building-  
6 level differentiated pay plan for the school when they develop their  
7 building-level plan to address student performance goals appropriate to  
8 the school. By October 1 of each year, the principal shall disclose to all  
9 affected personnel the total allocation of funds for differentiated pay. At  
10 the end of the fiscal year, the principal shall make available to all  
11 affected personnel a report of all disbursement from the building-level  
12 differentiated pay plan.

13 Support among affected staff members is essential to successful  
14 implementation of a building-level differentiated pay plan; therefore, the  
15 principal of the school shall present the proposed building-level plan to  
16 all of the staff assigned to the school building for their review and vote.  
17 The vote shall be by secret ballot. The principal may submit the  
18 building-level differentiated pay plan to the local board of education  
19 only if the proposed building-level differentiated pay plan has the  
20 approval of a majority of the staff who voted on the plan.

21 The local board of education shall accept or reject the building-level  
22 differentiated pay plan. The local board shall not make any substantive  
23 changes in any building-level plan that it accepts; the local board shall  
24 set out any building-level plan that it accepts in the systemwide  
25 differentiated pay plan. If the local board rejects a building-level plan,  
26 the local board shall state with specificity its reasons for rejecting the  
27 plan; the principal of the school for which the plan was rejected,  
28 representatives of the building-level staff, and parents of children  
29 enrolled in the school may then prepare another plan, present it to all of  
30 the staff eligible to receive differentiated pay, in accordance with G.S.  
31 115C 238.4(a), for a vote, and submit it to the local board for inclusion  
32 in the systemwide plan. If no building-level plan is accepted for a school  
33 before March 15 of the fiscal year preceding the fiscal year in which  
34 participation is sought, the local board may develop a plan for the  
35 school building for inclusion in the systemwide plan; the General  
36 Assembly urges the local board to utilize the proposed building-level  
37 plan to the maximum extent possible when developing such a plan.

- 38 (3) The local board of education shall develop a plan for differentiated pay  
39 for all classes of personnel assigned to the central office that the local  
40 board determines are participants in the development or implementation  
41 of the local school improvement plan, and shall include the plan in the  
42 systemwide differentiated pay plan.

1           (4) ~~A systemwide differentiated pay plan shall remain in effect for no more~~  
2           ~~than three years. At the end of three years, a plan to continue,~~  
3           ~~discontinue, or modify that differentiated pay plan shall be developed in~~  
4           ~~accordance with subdivisions (2) and (3) of this subsection.~~

5           (d) Repealed by Session Laws 1991 (Regular Session, 1992), c. 900, s.  
6 75.1(b)."

7           Sec. 4. G.S. 115C-238.6 reads as rewritten:  
8 **"§ 115C-238.6. Approval of local school administrative unit plans by the State**  
9 **Superintendent; conditions for continued participation.**

10          (a) Prior to June 30 each year, the State Superintendent shall review local school  
11 improvement plans submitted by the local school administrative units in accordance with  
12 policies and ~~performance indicators standards~~ adopted by the State Board of Education.  
13 Education and shall recommend to the State Board of Education whether the plan should  
14 be approved. If the State Superintendent-Board of Education approves the plan for a local  
15 school administrative unit, that unit shall participate in the Program for the next fiscal  
16 year.

17          If a local plan contains a request for a waiver of State laws, regulations, or policies, in  
18 accordance with G.S. 115C-238.3(b1) or (b2), the State Superintendent shall ~~determine~~  
19 consider and recommend to the State Board whether and to what extent the identified  
20 laws, regulations, or policies should be waived. ~~The State Superintendent shall present that~~  
21 ~~plan and his determination to the State Board of Education.~~ If the State Board of Education  
22 deems it necessary to do so to enable a local unit to reach its local accountability goals,  
23 the State Board, ~~only upon the recommendation of the State Superintendent,~~ Board may may  
24 grant waivers of:

25           (1) State laws pertaining to class size, teacher certification, assignment of  
26 teacher assistants, the use of State-adopted textbooks, and the purposes  
27 for which State funds for the public schools, ~~except for funds for school~~  
28 ~~health coordinators, schools may be used.~~ Provided, however, the State  
29 Board of Education shall not permit the use of funds for teachers for expanded  
30 programs under the Basic Education Program for any other purpose; used;

31           (2) All State regulations and policies, except those pertaining to State salary  
32 schedules and employee benefits for school employees, the instructional  
33 program that must be offered under the Basic Education Program, the  
34 system of employment for public school teachers and administrators set  
35 out in G.S. 115C-325, health and safety codes, compulsory school  
36 attendance, the minimum lengths of the school day and year, and the  
37 Uniform Education Reporting System.

38          The provisions of G.S. 115C-12(16)b. regarding the placement of State-allotted office  
39 support personnel, teacher assistants, and custodial personnel on the salary schedule  
40 adopted by the State Board shall not be waived.

41          Except for waivers requested by the local board in accordance with G.S. 115C-  
42 238.3(b2) for central office staff, waivers shall be granted only for the specific schools

1 for which they are requested in building-level plans and shall be used only under the  
2 specific circumstances for which they are requested.

3 (b) Local school administrative units shall continue to participate in the Program  
4 ~~and receive funds for differentiated pay, if their local plans call for differentiated pay,~~ so long as  
5 (i) they demonstrate satisfactory progress toward school and student performance goals  
6 set out in their local school improvement plans; or (ii) once their local goals are met, they  
7 continue to achieve their local goals and they otherwise demonstrate satisfactory  
8 performance, as determined by the State Superintendent in accordance with guidelines set  
9 by the State Board of Education.

10 ~~If the local school administrative units do not achieve their goals after two years, the~~  
11 ~~Department of Public Instruction shall provide them with technical assistance to help~~  
12 ~~them meet their goals. If after one additional year they do not achieve their goals, the~~  
13 ~~State Board of Education shall decide what steps shall be taken to improve the education~~  
14 ~~of students in the unit."~~

15 Sec. 5. This act becomes effective July 1, 1995, and applies to plans in effect  
16 for school years beginning with the 1995-96 school year: Provided, however, a local  
17 board is not required to adopt a new plan in accordance with the amendments to G.S.  
18 115C-238.1 set out in Section 1 of this act prior to the 1996-97 school year.