

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 107*
Committee Substitute Favorable 3/5/19
Committee Substitute #2 Favorable 3/26/19

Short Title: PED Oversight/EPP Changes.

(Public)

Sponsors:

Referred to:

February 20, 2019

1 A BILL TO BE ENTITLED
2 AN ACT TO MAKE CHANGES TO THE EDUCATOR PREPARATION PROGRAM
3 PERFORMANCE STANDARDS AND DATA REPORTING SYSTEM.

4 The General Assembly of North Carolina enacts:

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

6 "§ 115C-269.35. Accountability for educator preparation programs.

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

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

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

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

19 (4) ~~Quality of students entering the EPP, including the average grade point
20 average and average score on preprofessional skills tests or college entrance
21 exams that assess reading, writing, mathematics, and other competencies. The
22 two-year retention rate for individuals who completed an EPP and became
23 initially licensed and employed in a North Carolina public school.~~

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

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

30 (2) Data related to the EPP's compliance with requirements for field supervision
31 of students during their internship and residency experiences.

32 (3) The following information, disaggregated by race, sex, and ethnicity:

33 a. ~~The number of students who apply~~ apply to candidacy of the EPP.

34 b. ~~The number of students admitted~~ admitted as candidates of the EPP.



- 1 c. ~~The number of students retained.~~The number of students completing
2 the program.
- 3 d. ~~The number of students completing the program.~~The number of
4 graduates of the EPP licensed in North Carolina.
- 5 e. ~~The number of students employed as beginning teachers under initial~~
6 ~~professional licenses by not later than the first anniversary of~~
7 ~~completing the program.~~The number of graduates of the EPP
8 employed in North Carolina.
- 9 f. ~~The amount of time required by students employed as beginning~~
10 ~~teachers under residency licenses to be issued initial professional~~
11 ~~licenses.~~The number and percentage of students who convert from a
12 residency license to either an initial professional license or a
13 continuing professional license.
- 14 g. ~~The number of students retained in the profession.~~Any other
15 information required by federal law.
- 16 h. ~~Any other information required by federal law.~~
- 17 (4) ~~The ratio of field supervisors to students completing an internship or~~
18 ~~residency.~~Quality of students entering the EPP, including the average grade
19 point average and average score on preprofessional skills tests or college
20 entrance exams that assess reading, writing, mathematics, and other
21 competencies.
- 22 (5) Graduation rates.
- 23 ~~(6) Time to graduation rates.~~
- 24 (7) ~~Average scores~~Pass rates of graduates on professional, pedagogy, and content
25 area examinations for the purpose of licensure.
- 26 (8) Percentage of graduates receiving initial professional licenses.
- 27 (9) ~~The extent to which the activities offered by the program that are designed to~~
28 ~~prepares~~prepare educators, including general education teachers and special
29 education teachers, to effectively teach the following:
30 a. Students with disabilities.
31 b. Students of limited English proficiency.
- 32 (10) The activities offered by the program that are designed to prepare educators
33 to do the following:
34 a. Integrate technology effectively into curricula and instruction,
35 including activities consistent with the principles of universal design
36 for learning.
37 b. Use technology effectively to collect, manage, and analyze data to
38 improve teaching and learning for the purpose of increasing student
39 academic achievement.
- 40 (11) ~~The perseverance~~retention of beginning educators in the ~~profession,~~
41 ~~as determined on the basis of the number of beginning educators who maintain~~
42 ~~status as active contributing members in the North Carolina State Employee~~
43 ~~Retirement System~~profession for at least three years after licensure ~~in~~
44 ~~comparison to similar programs.~~licensure.
- 45 (12) The results of surveys given to school principals that involve evaluation of the
46 program's effectiveness in preparing participants to succeed in the classroom,
47 based on experience with employed program participants.
- 48 (13) Any other information necessary to enable the State Board to assess the
49 effectiveness of the program on the basis of educator retention and success
50 criteria adopted by the State Board.

1 (c) Submission of Annual Performance Reports. – Performance reports shall be provided
2 annually to the following:

3 (1) The State Board.

4 (2) The board of trustees or board of directors of the entity submitting the report.

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

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

17 "(c1) Small Group Exception. – Notwithstanding the provisions of subsection (a) of this
18 section, the State Board of Education shall adopt a rule to establish a small group exception for
19 circumstances in which there is a risk of identifying individual program participants. The rule
20 shall include the number of students necessary to qualify for the exception and the alternative
21 method of performance assessment and assignment of sanctions. The rule may provide for
22 measuring performance of small student groups cumulatively over multiple years for EPP
23 accountability purposes."

24 **SECTION 3.(a)** The State Board of Education, in consultation with the Department
25 of Public Instruction and the Professional Educator Preparation and Standards Commission
26 (PEPSC), shall develop a formulaic, performance-based weighted model for the purposes of
27 comparing the annual report card information between each educator preparation program (EPP)
28 pursuant to G.S. 115C-269.50. The State Board, in consultation with the Department and PEPSC,
29 shall do at least the following in designing the weighted model:

30 (1) Identify and select measures from the annual performance reports required by
31 G.S. 115C-269.35(b), as amended by this act, to be used in the weighted
32 model.

33 (2) Assign weight to each measure, including making rounding decisions for
34 awarding points.

35 (3) Determine the number of years of data that will be used to calculate measures,
36 such as three or five years.

37 (4) Examine potential reasons for excluding EPPs from the reporting, including
38 if there are missing or too few data points for certain measures.

39 (5) Establish targets and minimum standards. To the extent practicable, EPPs
40 shall be measured against objective criteria rather than norm-referenced
41 criteria.

42 (6) Consider whether the weighted model should be used solely for public
43 accountability and to inform policymakers or if the weighted model may also
44 be used as a corrective or compliance tool.

45 (7) Examine how an information dashboard system could be used as part of the
46 reporting system, including any challenges related to integrating data from
47 both public and private EPPs in one information dashboard system.

48 (8) Examine whether additional information should be included in the weighted
49 model to most effectively achieve the following:

50 a. Meet federal and State law requirements.

51 b. Hold EPPs accountable for established standards.

- 1 c. Assist EPPs in improving performance.
- 2 d. Communicate EPP performance to policymakers and the public.
- 3 (9) Identify any necessary changes to State law that would enable a transition to
- 4 the new weighted model.

5 **SECTION 3.(b)** By February 15, 2020, the State Board, in consultation with the
6 Department and PEPSC, shall report to the Joint Legislative Education Oversight Committee on
7 (i) the development of the formulaic, performance-based weighted model for EPPs as required
8 by subsection (a) of this section; (ii) recommendations on the purposes and uses of the weighted
9 model; (iii) recommendations on the time line for possible implementation of the weighted
10 model; and (iv) any legislative changes needed for implementation of the model.

11 **SECTION 4.** By October 1, 2019, the State Board of Education shall adopt the rule
12 required by G.S. 115C-269.45(c1), as enacted by this act. The State Board shall apply the rule
13 beginning with data collected from the 2018-2019 academic year for the purposes of the annual
14 report made available to the public by December 15, 2019, and annually thereafter, pursuant to
15 G.S. 115C-269.50.

16 **SECTION 5.** This act is effective when it becomes law. Section 1 of this act applies
17 to (i) educator preparation programs (EPPs) authorized by the State Board of Education on or
18 after the date this act becomes law and (ii) reports submitted to the State Board and reviews by
19 the State Board of an EPP beginning with the 2019-2020 academic year.