

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2025

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HOUSE BILL 773
Committee Substitute Favorable 4/29/25

Short Title: School Performance Grade Changes.

(Public)

Sponsors:

Referred to:

April 7, 2025

A BILL TO BE ENTITLED
AN ACT TO MODIFY SCHOOL PERFORMANCE METRICS AND GRADES TO BETTER
REFLECT SCHOOL PERFORMANCE.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-83.15, 115C-83.16, and 115C-83.17 are repealed.

SECTION 2. Part 1B of Article 8 of Chapter 115C of the General Statutes is amended by adding the following new sections to read:

"§ 115C-83.17A. School performance scores.

(a) School Scores. – The State Board of Education shall award school performance scores as required by G.S. 115C-12(9)c1. and calculated as provided in this section.

(b) Performance Scores for Elementary Schools. – For schools serving any students in kindergarten through fifth grade, the State Board shall assign points on the following measures available for that school:

- (1) One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through five.
- (2) One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through five.
- (3) One point for each percent of students who score at or above proficient on the annual assessment for reading in grade three.
- (4) One point for each percent of students who score at or above proficient on the annual assessment for science in grade five.
- (5) One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades three through five.
- (6) One point for each percent of students who met or exceeded growth on annual assessments for mathematics in grades three through five.
- (7) One point for each percent of students who met or exceeded growth on annual assessments for reading in grades three through five.
- (8) One point for each percent of students scoring in the twenty-fifth percentile on the prior annual assessment for mathematics who met or exceeded growth on the current year's annual assessment for mathematics in grades four and five.
- (9) One point for each percent of students scoring in the twenty-fifth percentile on the prior annual assessment for reading who met or exceeded growth on the current year's annual assessment for reading in grades four and five.



(c) Performance Scores for Middle Schools. – For schools serving any students in sixth through eighth grade, the State Board shall assign points on the following measures available for that school:

- (1) One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades six through eight. For the purposes of this subsection, an annual assessment for mathematics shall include any mathematics course with an end-of-course test.
- (2) One point for each percent of students who score at or above proficient on annual assessments for reading in grades six through eight.
- (3) One point for each percent of students who score at or above proficient on the annual assessment for science in grade eight.
- (4) One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades six through eight.
- (5) One point for each percent of students who meet either of the following:
 - a. Score at or above proficient on an end-of-course assessment for a high school level course.
 - b. Earn an industry certification or credential approved by the State Board of Education.
- (6) One point for each percent of students who met or exceeded growth on annual assessments for mathematics in grades six through eight.
- (7) One point for each percent of students who met or exceeded growth on annual assessments for reading in grades six through eight.
- (8) One point for each percent of students scoring in the twenty-fifth percentile on the prior annual assessment for mathematics who met or exceeded growth on the current year's annual assessment for mathematics in grades six through eight.
- (9) One point for each percent of students scoring in the twenty-fifth percentile on the prior annual assessment for reading who met or exceeded growth on the current year's annual assessment for reading in grades six through eight.

(d) Performance Scores for High Schools. – For schools serving any students in ninth through twelfth grade, the State Board shall assign points on the following measures available for that school:

- (1) One point for each percent of students who score at or above proficient on the NC Math I end-of-course test or, for students who completed NC Math I before ninth grade, another mathematics course with an end-of-course test.
- (2) One point for each percent of students who score at or above proficient on the English II end-of-course test.
- (3) One point for each percent of students who score at or above proficient on the Biology end-of-course test.
- (4) One point for each percent of students who earn at least one of the following:
 - a. A passing score on an exam in an advanced course, as defined in G.S. 115C-174.26(a).
 - b. A passing grade in a dual enrollment course through Career and College Promise.
 - c. Both of the following:
 1. An Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery.
 2. At least two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

- 1 d. An industry certification or credential approved by the State Board of
2 Education.
- 3 (5) One point for each percent of students who graduate within four years of
4 entering high school.
- 5 (6) One point for each percent of students who progress in achieving English
6 language proficiency.
- 7 (7) One point for each percent of students who met or exceeded growth on the
8 NC Math I end-of-course test or, for students who completed NC Math I
9 before ninth grade, another mathematics course with an end-of-course test.
- 10 (8) One point for each percent of students who met or exceeded growth on the
11 English II end-of-course test.
- 12 (9) One point for each percent of students scoring in the twenty-fifth percentile
13 on the prior assessment in mathematics who met or exceeded growth on the
14 NC Math I end-of-course test or, for students who complete NC Math I before
15 ninth grade, another mathematics course with an end-of-course test.
- 16 (10) One point for each percent of students scoring in the twenty-fifth percentile
17 on the eighth grade end-of-grade test for reading who met or exceeded growth
18 on the English II end-of-course test.
- 19 (e) Calculation of Performance Scores. – In calculating the school performance scores
20 earned by schools, the State Board of Education shall do all of the following:
- 21 (1) Use a composite approach to weigh the elements based on the number of
22 students measured by any given element.
- 23 (2) Proportionally adjust the scale to account for the absence of a school
24 performance element when awarding of scores to a school that does not have
25 a measure of one of the school performance elements annually assessed for
26 the grades taught at that school.
- 27 (3) Translate the school performance score to a 100-point scale to be used for
28 school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65,
29 115C-238.66, and 116-239.8.
- 30 (4) Calculate the number of students who met or exceeded growth on the annual
31 assessments for mathematics and reading identified in subsections (b), (c), and
32 (d) of this section using the Education Value-Added Assessment System
33 (EVAAS).
- 34 **"§ 115C-83.17B. School performance grades.**
- 35 The State Board of Education shall award school performance grades based on the following
36 scale and shall not modify the grades or add any other designation related to other performance
37 measures, such as a "plus" or "minus":
- 38 (1) For elementary schools, all of the following apply:
- 39 a. A school performance score of at least 62 is equivalent to a school
40 performance grade of A.
- 41 b. A school performance score of at least 54 is equivalent to a school
42 performance grade of B.
- 43 c. A school performance score of at least 41 is equivalent to a school
44 performance grade of C.
- 45 d. A school performance score of at least 32 is equivalent to a school
46 performance grade of D.
- 47 e. A school performance score of less than 32 is equivalent to a school
48 performance grade of F.
- 49 (2) For middle schools, high schools, and schools serving any student in grade six
50 or higher, all of the following apply:

- a. A school performance score of at least 64 is equivalent to a school performance grade of A.
- b. A school performance score of at least 57 is equivalent to a school performance grade of B.
- c. A school performance score of at least 44 is equivalent to a school performance grade of C.
- d. A school performance score of at least 34 is equivalent to a school performance grade of D.
- e. A school performance score of less than 34 is equivalent to a school performance grade of F.

"§ 115C-83.17C. Performance of student subgroups.

(a) Establishment of Subgroups of Students. – The State Board shall establish the minimum number of students in a subgroup served by a school that is necessary to disaggregate information on student performance and to determine a subgroup performance score and grade for the following subgroups of students:

- (1) Economically disadvantaged students.
- (2) Students from major racial and ethnic groups.
- (3) Children with disabilities.
- (4) English learners.

(b) Calculation of the School Performance Scores and Grades for Certain Subgroups of Students Served by a School. – In addition to the school performance scores and grades awarded under this Part, for each school that serves a minimum number of students in a subgroup of students listed in subsection (a) of this section, the State Board of Education shall calculate school performance scores and shall determine a corresponding school performance grade for each subgroup using the same methods as set forth in G.S. 115C-83.17A and G.S. 115C-83.17B, respectively. School performance scores for subgroups of students shall not be included in the calculation of the school performance scores under G.S. 115C-83.17A.

"§ 115C-83.17D. School report cards.

(a) Indication of Growth. – In addition to awarding the school performance scores and grades, using EVAAS, the State Board shall designate that a school has met, exceeded, or has not met expected growth. The designation of student growth shall be clearly displayed in the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(b) Access to Annual Report Card Information on the Department's Website. – The State Board of Education shall provide user-friendly access to the public on the annual report cards issued for local school administrative units and individual schools provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8 through the Department of Public Instruction's website. The annual report card shall be designed and organized to display the following information more prominently than any other information:

- (1) A summary for each local school administrative unit and for each individual school of the school performance grades, whether the school has met, exceeded, or has not met expected growth, and any other information required to be provided as part of the annual report card.
- (2) The percentage of schools receiving a school performance grade of A, B, C, D, or F by local school administrative unit and statewide.
- (3) The percentage of schools that have met, exceeded, or have not met expected growth by local school administrative unit and statewide.
- (4) A website for each individual school that prominently displays the school's performance grades, whether the school has met, exceeded, or has not met expected growth, and the school's performance scores in a way that is easy for the user to read.

(5) The ability to easily compare annual report card information, including school performance grades and whether schools have met, exceeded, or have not met expected growth, for local school administrative units and for individual schools for a time span of at least three years.

(c) Report of Subgroup Performance Scores and Grades. – The subgroup performance scores and grades shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8 in a way that provides the following information:

(1) For the current year and the previous two years, the performance score for each subgroup of students identified in G.S. 115C-83.17C(a) for the school.

(2) The statewide average performance score for each subgroup identified in G.S. 115C-83.17C(a).

(3) The difference between the performance score for all students in the school and the performance score for each subgroup.

(4) Based on the information reported in subdivision (3) of this subsection, the State Board shall determine and identify schools that are closing achievement gaps, experiencing a widening of gaps, or seeing no significant gap changes.

(d) Elementary and Middle School Reading and Math Achievement Scores. – For schools serving students in kindergarten through eighth grade, the school performance scores in reading and mathematics, respectively, shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(e) Career and College Readiness Scores. – For schools serving any students in ninth through twelfth grade, the percentage of students who meet at least one of the criteria in G.S. 115C-83.17A(d)(4) shall be reported on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

"§ 115C-83.17E. School performance scores and grades for the purpose of compliance with federal law.

The State Board of Education shall use the school performance scores and grades as calculated under G.S. 115C-83.17A and G.S. 115C-83.17B, respectively, to satisfy the federal requirement under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), P.L. 114-95, to meaningfully differentiate the performance of schools on an annual basis."

SECTION 3.(a) G.S. 115C-12(9)c1. reads as rewritten:

"c1. To issue an annual "report card" for the State and for each local school administrative unit, assessing each unit's efforts to improve student performance based on the growth in performance of the students in each school and taking into account progress over the previous years' level of performance and the State's performance in comparison with other states. This assessment shall take into account factors that have been shown to affect student performance and that the State Board considers relevant to assess the State's efforts to improve student performance. The annual "report card" for each local school administrative unit shall include the following:

1. The State Board shall award, in accordance with G.S. 115C-83.15, an overall numerical school achievement, growth, and award, in accordance with G.S. 115C-83.17A, a performance score on a scale of zero to 100 and and, in accordance with G.S. 115C-83.17B, a corresponding performance letter grade of A, B, C, D, or F earned by each school within the local school administrative unit. The school performance score and grade shall reflect student performance

on annual subject-specific assessments, college and workplace readiness measures, graduation rates, and student progress in achieving English language proficiency. In addition, the State Board shall award separate performance scores and grades for the following:

- I. School performance of certain subgroups of students as provided in ~~G.S. 115C-83.15~~ G.S. 115C-83.17C.
 - II. For schools serving students in any grade from kindergarten to eighth grade, school performance in reading and mathematics respectively.
2. For schools serving students in third grade, the number and percentage of third grade students who (i) take and pass the alternative assessment of reading comprehension; (ii) were retained in third grade for not demonstrating reading proficiency as indicated in G.S. 115C-83.7(a); and (iii) were exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b).
 3. For high schools, measures of Advanced Placement course participation, Cambridge Advanced International Certificate of Education (AICE) Program participation, and International Baccalaureate Diploma Programme participation and Advanced Placement, Cambridge AICE, and International Baccalaureate examination participation and performance.
 4. For schools serving any students in ninth through twelfth grade, the percentage of students who achieved the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.
 5. For schools serving any students in ninth through twelfth grade, the percentage of students enrolled in Career and Technical Education courses who score at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness."

SECTION 3.(b) G.S. 115C-12(24) reads as rewritten:

"(24) Duty to Develop Standards for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. – The State Board of Education shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services that are recommended to be provided in alternative learning programs and (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision. The State Board also shall adopt policies that define what constitutes an alternative school and an alternative learning program.

The State Board of Education shall also adopt standards to require that local school administrative units shall use (i) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated for students assigned to alternative learning programs only to serve the needs of these students.

The State Board of Education shall provide technical support to local school administrative units to assist them in developing and implementing plans and proposals for alternative learning programs.

The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At-Risk Student allotment. Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At-Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-83.15-Part 1B of Article 8 of this Chapter and G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools. Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools."

SECTION 3.(c) G.S. 115C-47(58) reads as rewritten:

"(58) To Inform the Public About the North Carolina School Report Cards Issued by the State Board of Education. – Each local board of education shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. Each local board of education shall ensure that the ~~overall~~-school performance score and grade earned by each school in the local school administrative unit for the current and previous four school years is prominently displayed on the Web site of the local school administrative unit. If any school in the local school administrative unit earned ~~an overall~~-a school performance grade of D or F, the local board of education shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 3.(d) G.S. 115C-105.34(a) reads as rewritten:

"(a) For purposes of this section, the following definitions shall apply:

- (1) Curriculum. – Materials or programs related to courses offered by an economically disadvantaged public school.
- (2) Economically disadvantaged public school. – A school in a local school administrative unit or a charter school with a student population that is composed of at least eighty percent (80%) of students identified by the Department of Public Instruction as economically disadvantaged students.
- (3) Eligible employee. – Any full-time or part-time employee of a qualifying economically disadvantaged public school.
- (4) Qualifying economically disadvantaged public school. – An economically disadvantaged public school that exceeded expected growth in the prior school year, as determined by the State Board of Education pursuant to G.S. 115C-83.15(e)-Part 1B of Article 8 of this Chapter."

SECTION 3.(e) G.S. 115C-105.37(a) reads as rewritten:

"(a) Identification of Low-Performing Schools. – The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn ~~an overall~~-a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15-Part 1B of Article 8 of this Chapter."

SECTION 3.(f) G.S. 115C-105.39(a) reads as rewritten:

"(a) Within 30 days of the initial identification of a school as low-performing by the State Board under G.S. 115C-105.37(a), the superintendent shall take one of the following actions concerning the school's principal: (i) recommend to the local board that the principal be retained in the same position, (ii) recommend to the local board that the principal be retained in the same position and a plan of remediation should be developed, (iii) recommend to the local board that the principal be transferred, or (iv) proceed under G.S. 115C-325.4 to dismiss or demote the principal. The superintendent may only recommend a principal be retained in the same position without a plan for remediation if the principal has been at the school for less than two years or, in the case of a principal having been at the school for two years or more, if the school has both met student growth and has improved ~~student achievement~~ school performance scores under ~~G.S. 115C-83.15~~ G.S. 115C-83.17A for the prior school year. The principal shall not be transferred to another principal position unless (i) it is in a school classification in which the principal previously demonstrated at least 2 years of success, (ii) there is a plan to evaluate and provide remediation to the principal for at least one year following the transfer to assure the principal does not impede student performance at the school to which the principal is being transferred; and (iii) the parents of the students at the school to which the principal is being transferred are notified. The principal shall not be transferred to another low-performing school in the local school administrative unit. If the superintendent intends to recommend demotion or dismissal, the superintendent shall notify the local board. Within 15 days of (i) receiving notification that the superintendent intends to proceed under G.S. 115C-325.4 or (ii) its decision concerning the superintendent's recommendation, but no later than September 30, the local board shall submit to the State Board a written notice of the action taken and the basis for that action. If the State Board does not assign an assistance team to that school or if the State Board assigns an assistance team to that school and the superintendent proceeds under G.S. 115C-325.4 to dismiss or demote the principal, then the State Board shall take no further action. If the State Board assigns an assistance team to the school and the superintendent is not proceeding under G.S. 115C-325.4 to dismiss or demote the principal, then the State Board shall vote to accept, reject, or modify the local board's recommendations. The State Board shall notify the local board of its action within five days. If the State Board rejects or modifies the local board's recommendations and does not recommend dismissal of the principal, the State Board's notification shall include recommended action concerning the principal's assignment or terms of employment. Upon receipt of the State Board's notification, the local board shall implement the State Board's recommended action concerning the principal's assignment or terms of employment unless the local board asks the State Board to reconsider that recommendation. The State Board shall provide an opportunity for the local board to be heard before the State Board acts on the local board's request for a reconsideration. The State Board shall vote to affirm or modify its original recommended action and shall notify the local board of its action within five days. Upon receipt of the State Board's notification, the local board shall implement the State Board's final recommended action concerning the principal's assignment or terms of employment. If the State Board rejects or modifies the local board's action and recommends dismissal of the principal, the State Board shall proceed under G.S. 115C-325.12."

SECTION 3.(g) G.S. 115C-105.39A reads as rewritten:**"§ 115C-105.39A. Identification of low-performing local school administrative units.**

(a) Identification of Low-Performing Local School Administrative Units. – The State Board of Education shall identify low-performing local school administrative units on an annual basis. A low-performing local school administrative unit is a unit in which the majority of the schools in that unit that earned ~~an overall~~ a school performance grade and school growth score as provided in ~~G.S. 115C-83.15~~ Part 1B of Article 8 of this Chapter have been identified as low-performing schools, as provided in G.S. 115C-105.37.

...

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

(1) A statement that the State Board of Education has found that a majority of the schools in the local school administrative unit have earned ~~an overall~~ a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and have been identified as low-performing schools as defined by G.S. 115C-105.37. The statement shall also include an explanation of the school performance grades and school growth scores.

...

(6) For notifications sent to parents and guardians of students attending a school that is identified as low-performing under G.S. 115C-105.37, a statement that the State Board of Education has found that the school has earned ~~an overall~~ a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and has been identified as a low-performing school as defined by G.S. 115C-105.37. This notification also shall include the ~~overall~~ school performance grade and school growth score the school earned and an explanation of the school performance grades and school growth scores."

SECTION 3.(h) G.S. 115C-150.11(a) reads as rewritten:

"(a) State Board of Education Supervision. – The State Board of Education shall have general supervision over the schools for the deaf and blind in accordance with G.S. 115C-12 and shall establish approximately equivalent service areas for each school for the deaf that cover the entire State. In establishing the service area for each school for the deaf, the State Board shall consider both the geographic proximity to the school for the deaf and the population of the service area. The State Board shall evaluate the effectiveness of the schools for the deaf and blind and shall, through the application of the accountability system developed under ~~G.S. 115C-83.15~~ Part 1B of Article 8 of this Chapter and G.S. 115C-105.35, measure the educational performance and growth of students placed in each school. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools. The boards of trustees for the schools for the deaf and blind shall be subject to rules adopted by the State Board of Education in accordance with Chapter 150B of the General Statutes."

SECTION 3.(i) G.S. 115C-218.65 reads as rewritten:

"§ 115C-218.65. North Carolina School Report Cards.

A charter school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A charter school shall ensure that the ~~overall~~ school performance score and grade earned by the charter school for the current and previous four school years is prominently displayed on the school Web site. If a charter school earned ~~an overall~~ a school performance grade of D or F, the charter school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 3.(j) G.S. 115C-218.94(a) reads as rewritten:

"(a) Identification of Low-Performing Charter Schools. – The State Board of Education shall identify low-performing charter schools on an annual basis. Low-performing charter schools are those that earn ~~an overall~~ a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by ~~G.S. 115C-83.15~~ Part 1B of Article 8 of this Chapter."

SECTION 3.(k) G.S. 115C-285.1 reads as rewritten:

"§ 115C-285.1. Principal recruitment supplement.

- (a) Definitions. – The following definitions shall apply in this section:
- (1) Eligible employer. – The governing board of a local school administrative unit with an eligible school.
 - (2) Eligible school. – A low-performing school, as defined in G.S. 115C-105.37, that received ~~an overall~~ a school performance score that placed it in the bottom five percent (5%) of all schools in the State in the prior school year.
 - (3) Qualifying principal. – A principal who is paid on the Exceeded Growth column of the Principal Salary Schedule.
 - (4) Qualifying school. – An eligible school selected by the Department to participate in the Program.
- ...
- (d) Time Line. – To the extent funds are made available for the Program, the following time line shall apply:
- (1) No later than December 1, 2019, and October 1 of each year thereafter, the Department shall notify an eligible employer with one or more eligible schools that the eligible employer may be selected to participate in the Program.
 - (2) No later than January 15, 2020, and November 1 of each year thereafter, each eligible employer that seeks to participate in the Program shall notify the Department of its intent.
 - (3) No later than January 31, 2020, and November 15 of each year thereafter, the Department shall notify any eligible employer with a qualifying school that the school qualifies for the Program, up to a statewide total of 40 schools. In making its selections, the Department shall prioritize eligible schools with the lowest ~~overall~~ school performance scores.
 - (4) No later than May 1, 2020, and annually thereafter, each eligible employer with a qualifying school shall do all of the following:
 - a. Execute all applicable contracts with qualifying principals.
 - b. Notify the Department of the (i) identity of principals and schools in the unit that will participate in the Program, (ii) length of the contract period between the eligible employer and each qualifying principal, and (iii) length of time the qualifying principal will receive the salary supplement.
 - (5) No later than August 1, 2020, and annually thereafter, all qualifying principals identified pursuant to sub-subdivision (4)b. of this subsection shall begin employment as a principal at the applicable qualifying school.

...."

SECTION 3.(l) G.S. 115C-289.2(c) reads as rewritten:

"(c) Principal and School Performance. – The State of the School Administration Profession Report prepared by the State Board of Education pursuant to this section shall analyze the relationship between the data included in subsection (b) of this section and ~~student growth, student achievement, and school growth and school performance~~, as calculated by ~~G.S. 115C-83.15(e), Part 1B of Article 8 of this Chapter~~, including the extent to which principal attrition and mobility led to changes in school performance."

SECTION 3.(m) G.S. 115C-310.9(a) reads as rewritten:

"(a) ATR Unit Review. – The State Board of Education shall review each ATR unit once every five years to ensure the unit is complying with the approved ATR plan. As part of the review, the State Board of Education shall consider at least the following information:

- (1) The total number of teachers in advanced teaching roles in the unit, the number of teachers in each advanced teaching role identified in the unit's ATR plan, and the number of students receiving instruction from those teachers.

- (2) For each ATR school in the ATR unit, the total number of teachers in advanced teaching roles in the school, the number of teachers in each advanced teaching role identified in the unit's ATR plan in the school, the number of students receiving instruction from those teachers, and the number of teachers led by each ATR team lead.
- (3) Growth scores for students calculated pursuant to ~~G.S. 115C-83.15~~ Part 1B of Article 8 of this Chapter.
- (4) ~~Achievement scores for students~~ Performance scores for schools calculated pursuant to ~~G.S. 115C-83.15~~ G.S. 115C-83.17A.
- (5) Retention of effective teachers.
- (6) Results of the Teacher Working Conditions Survey.
- (7) Ratings of teachers through the North Carolina Teacher Evaluation System.
- (8) Evidence that higher performing teachers have been selected to serve in an advanced teaching role.
- (9) A description of the activities undertaken by ATR team leads to (i) support the professional development of teachers on their team and (ii) enhance instruction by better aligning teachers' strengths with student needs.
- (10) The amount and funding source for any salary supplement received by teachers in advanced teaching roles in the unit.
- (11) A description of the amount of release time given to each ATR team lead, how the release time is spent, and how the school facilitates providing that release time."

SECTION 3.(n) G.S. 116-239.8(b)(14) reads as rewritten:

"(14) North Carolina school report cards. – A laboratory school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A laboratory school shall ensure that the ~~overall~~ school performance score and grade earned by the laboratory school for the current and previous four school years is prominently displayed on the school Web site. If a laboratory school earned ~~an overall~~ a school performance grade of D or F, the laboratory school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 3.(o) G.S. 116-239.13(3) reads as rewritten:

"(3) Public school student achievement data, including school performance grades and ~~student achievement scores and student growth~~, student growth scores, at each laboratory school."

SECTION 4. This act is effective when it becomes law and applies to school performance scores and grades calculated based on data from the 2025-2026 school year.