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16 NCAC 06G .0312 ANNUAL PERFORMANCE STANDARDS

(a) In carrying out its duty under G.S. 115C-105.35 to establish annual performance goals for each school, the SBE shall use both growth standards and performance standards. (NOTE: see SBE policy HSP-C-020, which lists the components of the ABCs Accountability Program including Adequate Yearly Progress (AYP).)

- (1) In grades 3-8, when two previous assessments are available, the expectation for student performance in the change scale shall be the average of the two previous assessments minus the results of multiplying the average by the factor for regression to the mean. When only one previous assessment is available, the expectation for student performance shall be the previous assessment score on the change scale minus the result of multiplying the previous score by the factor for regression to the mean as defined in 16 NCAC 06G .0305.
- (2) The expectation for EOC scores shall be the average of the two previous assessments as specified below (should they be available) or the one assessment specified below minus the result of multiplying the regression to the mean as defined in 16 NCAC 06G .0305 by either the average of the two previous assessments or the previous assessment. The expected performance for each EOC subject shall be based upon previous performance on the EOG or EOC scores as follows:
 - (A) For Biology, use EOG Reading Grade 8 and English I, if available, or EOG Reading Grade 8 if English I is not available.
 - (B) For Physical Science, use EOG Mathematics Grade 8.
 - (C) For Physics, use Chemistry and Geometry score.
 - (D) For Chemistry, use Biology score.
 - (E) For Algebra II, use Algebra I score.
 - (F) For Algebra I, use EOG Mathematics Grade 8.
 - (G) For Geometry, use Algebra I and EOG Mathematics Grade 8 if available, or Algebra I only, if EOG Mathematics Grade 8 is not available.
 - (H) For English I, use EOG Reading Grade 8.
 - (I) For US History, use English I and Biology if available, or Biology only, if English I is not available.
 - (J) For Civics & Economics, use English I and Biology if available, or English I only, if Biology is not available.
- (3) To be included in accountability measures for the growth standard, a student must:
 - (A) have a pre-test score and a post-test score as listed in subdivision (2) above or the previous two years EOG assessments if available, or last year's assessment if two years are not available.
 - (B) have been in membership for the full academic year, which is defined as 140 of 180 days as of the time of EOG or EOC testing in a school on traditional schedule, or 70 of 90 days as of the time of EOC testing in a school on block schedule.
- (4) Students shall be included in the performance composite without reference to pretest scores or length of membership.

(b) All eligible students shall take the SBE-adopted tests. If a school fails to test at least 95 percent of its eligible students for two consecutive school years, the SBE may designate the school as low-performing and may target the school for assistance and intervention. Each school shall make public the percent of eligible students that the school tests.

(c) Demographic information from the state student information management system shall be used for each student. In the case of disagreement between the information coded on an answer document and the state student information system used by the LEA, the information in the student information management system shall be used. In the event that required demographic information is not a part of the state student information management system, the LEA shall comply with data requests, in electronic format or by coding on answer documents as required by the SBE.

(d) Students identified as limited English proficient shall be included in the statewide testing program as follows: standard test administration, standard test administration with accommodations, or the state-designated alternate ~~assessments~~ assessment.

- (1) Students identified as limited English proficient who have been assessed on the state identified English language proficiency tests as below Intermediate High in reading and who have been enrolled in United States schools for less than two years may participate in the state designated alternate assessment in the areas of reading and mathematics at grades 3-8 and 10, ~~writing at grades 4, 7, and 10,~~ science at grades 5 and 8, and in high school courses in which an end-of-course assessment is administered. Students identified as limited English proficient who have been

assessed on the state identified English language proficiency tests (SBE policy HSP-A-011) as below Superior in writing and who have been enrolled in U.S. schools for less than two years may participate in the state designated alternate assessment in writing for grades 4, 7, and 10.

- (2) To be identified as limited English proficient students must be assessed using the state identified English language proficiency tests at initial enrollment. All students identified as limited English proficient must be assessed using the state identified English language proficiency test annually thereafter during the ~~window of February 1 to April 30~~ spring testing window. A student who enrolls after January 1 does not have to be retested during the same school year.
 - (3) Schools shall:
 - (A) continue to administer state reading, mathematics, ~~science~~, EOC assessments, and writing assessments for students identified as LEP who score at or above Intermediate High on the state English language proficiency reading test during their first year in US schools. Results from these assessments shall be included in the ABCs and AYP.
 - (B) not require students identified as LEP who score below Intermediate High on the state English language proficiency reading test in their first year in US schools to be assessed on the reading end-of-grade assessments, high school comprehensive test in reading, the writing assessment, the state designated alternate assessment for reading, or the state designated alternate assessment for writing.
 - (1) Scores from students who are in their first year in U.S. schools and who have scored below Intermediate High on the reading section of the state identified English language proficiency test shall not be included in either growth, the performance composite or AYP determinations for reading or mathematics.
 - (2) For purposes of determining participation, the state identified English language proficiency reading test will be used as reading participation for the students identified in this section and participation in the state identified English language proficiency writing test will be used as writing participation for students identified in this section.
 - (C) include students previously identified as LEP, who have exited LEP identification during the last two years, in the calculations for determining the status of the LEP subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.
- (e) All students with disabilities including those identified under Section 504 in membership in grades 3-8 and 10 and in high school courses in which an end-of-course assessment is administered shall be included in the statewide testing program through the use of state assessments with or without accommodations or an alternate assessment.
- (1) The student's IEP team shall determine whether a student can access the assessment without accommodations, with one or more accommodations, or whether the student should be assessed using a state-designed alternate assessment.
 - (2) Students with disabilities in grades 3-8 and 10 with the most significant cognitive disabilities may participate in a state designated alternate assessment based on alternate achievement standards.
 - (A) For the purposes of ABCs performance composite and AYP these students shall be evaluated by alternate achievement standards.
 - (B) Only students with the most significant cognitive disabilities may be deemed proficient against alternate achievement standards. LEAs shall be held to having a maximum of 1% of their total number of students in the assessed grades (3 through 8 and 10) deemed proficient based on alternate achievement standards for AYP and ABCs purposes. This prohibition shall not apply to student level accountability. If an LEA finds that greater than 1% of its students in these grades are proficient based on alternate achievement standards, the LEA superintendent may apply to the state superintendent for an exception as prescribed in the Federal Register Vol. 68 No. 236 page 68703 RIN 1810-AA95.
 - (C) If an LEA does not receive an exception to the 1% limit and it has exceeded this limit, the state shall randomly reassign enough proficient student scores for students held to alternate achievement standards to non-proficient such that the LEA will fall within the 1% limitation. This process shall be done using a statistically random process across schools in the LEA and shall apply to AYP and ABCs statuses but not to students.

- (3) Students with disabilities in grades 3-8 and 10 with persistent academic disabilities as referenced in the NC Accountability Workbook (as accepted by the US Department of Education) may participate in a state designated alternate assessment.
 - (A) For the purposes of ABCs performance composite and AYP these students shall be evaluated by modified achievement standards.
 - (B) LEAs shall be held to having a maximum of 2% of their total number of students in the assessed grades deemed proficient based on modified achievement standards for AYP and ABCs purposes. This prohibition shall not apply to student level accountability. If an LEA finds that greater than 2% of its students in these grades are proficient based on modified achievement standards, the LEA superintendent may apply to the state superintendent for an exception as prescribed in the Federal Register Vol. 68 No. 236 page 68703 RIN 1810-AA95.
 - (C) If an LEA does not receive an exception to the 2% limit and it has exceeded this limit, the state shall randomly reassign enough proficient student scores for students held to modified achievement standards to non-proficient such that the LEA will fall within the 2% limitation. This process shall be done using a statistically random process across schools in the LEA and shall apply to AYP and ABCs statuses but not to students.
- (f) The SBE shall calculate a school's attainment of growth in student performance using the following process:
 - (1) Convert all student scores to the change scale.
 - (2) Calculate the difference between the expectation for each student using the previous assessments as outlined in this policy (including the factor for regression to the mean) and the student's actual performance in the current year's assessments.
 - (3) Average together all differences from all grades and subjects encompassed in the school. This is the Academic Change term.
 - (4) The SBE shall calculate a school's growth component in college university prep/college tech prep using the following process:
 - (A) Compute the percent of graduates who receive diplomas (minus the diploma recipients who completed the Occupational Course of Study) who completed either course of study in the current accountability year. Students shall be counted only once if they complete more than one course of study.
 - (B) Find the baseline, which is the average of the two prior school years' percent of graduates who received diplomas and who completed a course of study (except for the Occupational Course of Study).
 - (C) Subtract the baseline from the current year's percentage.
 - (D) Subtract 0.1, unless the percentages are both 100. If both percentages are 100, the gain is zero.
 - (E) Divide by 10.0, which is the associated standard deviation. The result is the standard growth for college university prep/college tech prep. This number is then multiplied by the number of graduates for inclusion in the growth standards.
 - (5) The SBE shall calculate a school's growth component in the competency passing rate by comparing the grade 10 competency passing rate to the grade 8 passing rate for the group of students in grade 10 who also took the 8th grade end-of-grade assessment.
 - (A) Subtract the grade 8 rate from the grade 10 rate.
 - (B) Subtract 0.1.
 - (C) Divide by 12.8, which is the standard deviation. The result is the standard growth in competency passing rate. Multiply this number by the number of 10th graders included in the calculation for inclusion in the growth standards.
 - (6) The SBE shall calculate a school's growth component in the drop-out rate by comparing the average percent of dropouts from the two most recent years prior to the current drop-out rate to the current drop out rate for the school.
 - (A) Subtract the current year drop-out rate from the average of the two previous years' drop-out rate.
 - (B) Divide by 2.1 (the standard deviation). The result is the standard growth in drop-out rate. Multiply this number by $\frac{1}{4}$ the school ADM for inclusion in the growth standards.
 - (7) For expected growth, multiply the Academic Change for the school by the number of scores used in 2 and 3 above, add to that the results from 4, 5 and 6 above. Divide by the number of students

included in 2 and 3 above plus the number of graduates, plus the number of 10th graders from 5 above plus the ¼ ADM from 6 above. If the resulting number is “0.00” or above, the school has met the expected growth standard.

- (8) The SBE shall compute high growth using as the high growth standard a c-ratio of 1.50 or greater when the school has already met the expected growth standard.

(g) If school officials believe that the school's growth standards were unreasonable due to specific, compelling reasons, the school may appeal its growth standards to the SBE. The SBE shall appoint the compliance commission to review written appeals from schools. The school officials must document the circumstances that made the goals unrealistic and must submit its appeal to the SBE within 30 days of receipt of notice from the Department of the school's performance. The appeals committee shall review all appeals and shall make recommendations to the SBE. The SBE shall make the final decision on the reasonableness of the growth goals.

(h) In compliance with the No Child Left Behind Act of 2001 (P.L. 107-110), its subsequent final regulations (34 CFR Part 200) released November 26, 2002, and pursuant to GS 115C-105.35 the SBE shall incorporate adequate yearly progress (AYP) as the “closing the achievement gap” component of the ABCs. The calculations shall use forty (40) students’ scores as the minimum number of scores for a group to be statistically reliable and valid for AYP purposes along with the use of a confidence interval around the percentage of students scoring proficient on the assessments.

(i) Upon written request by the Department, the SBE may waive specific factors in the accountability measures used to set growth expectations in this Rule upon consideration of:

- (1) the need for the waiver;
- (2) the degree of public benefit; and
- (3) whether the Department had control over the circumstances that required the requested waiver.

History Note: Authority G.S. 115C-12(9)c4.;
Eff. April 1, 2005;
Amended Eff. June 1, 2007; January 2, 2006.

EXECUTIVE SUMMARY**Title:** 2007 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-85-86, 93
 SBE Policy #HSP-H-000, HSP-H-001, HSP-H-006, HSP-H-007
 SBE Policy Amendment
 SBE Policy (New)
 APA #16NCAC 6D.0204, .0205, .0206
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services),
 Dr. Susan Purser (Chair, N. C. Textbook Commission), and Ms. Charlotte Hughes (Special
 Assistant/Textbook Coordinator, Curriculum and School Reform Services)

Description:

The *2007 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is submitted each year in April to the State Board of Education for approval. The 2007 Invitation is Social Studies, K-12, Business and Technology Education, 6-12, and Marketing Education, 9-12. The *2007 Invitation* includes rules and regulations based on General Statutes, Administrative Code, and State Board policies that govern the adoption process. As directed by State Board Policy (HSP-H-007), the *2007 Invitation* has been reviewed by General Counsel to the Board. To view the revised *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, please go to <http://www.ncpublicschools.org/textbook/publishers/invitation/>.

Resources:

Stipends for evaluators, N.C. Textbook Commission's expenses

Input Process:

N.C. Textbook Commission, Exceptional Children Division, Educational Consultants from Social Studies, Business & Technology and Marketing Education from Department of Public Instruction

Stakeholders:

Administrators, teachers, parents, and students in public schools; publishers on Publishers Registry

Timeline For Action:

This document was presented to the State Board of Education for discussion in March and is returned for action in April. After approval, the *2007 Invitation* will be e-mailed to all publishers listed on the Publishers Registry and posted to the Department of Public Instruction's web site.

Recommendations:

The Department requests that the Board approve the *2007 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* for the curriculum as presented.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
 Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-000

Policy Title: 16 NCAC 6D.0204 Policy defining the textbook adoption schedule

Current Policy Date: 08/03/1998

Other Historical Information: Previous board dates: 03/01/1990

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0204

.0204 TEXTBOOK ADOPTION SCHEDULE

To ensure adequate time for the evaluation of textbooks presented to the SBE for adoption for use in the public schools, the Textbook Commission, the department and the SBE shall adhere, to the extent practicable, to the following schedule on and after January 1, 1990:

- (1) January. The Superintendent of Public Instruction will identify for the SBE all textbook contracts scheduled to expire during the next calendar year, and recommend whether such contracts should be renewed or new textbooks adopted the following year.
- (2) March. The Superintendent will present for the SBE's approval a review of the curriculum requirements as prescribed in the Standard Course of Study and Competency Based Curriculum for the areas for which textbooks are scheduled to be adopted that year.
- (3) April. The Superintendent will present for the SBE's approval the call letter and evaluation forms prepared by the Curriculum Review Committee for the textbooks scheduled for adoption that year. The Superintendent will forward approved call letters to publishers listed on the Textbook Company Register and will forward approved evaluation forms to the Textbook Commission.
- (4) June. Textbook publishers will forward textbooks presented by publishers for adoption to the Textbook Commission and other recipients designated in the call letter.
- (5) June 15 to August 1. The Regional Textbook Evaluation Advisory Committees will evaluate textbooks under the direction of the Textbook Commission.

- (6) August and September. The Textbook Commission will review the recommendations of the Regional Textbook Evaluation Advisory Committees, and will prepare its recommendations to the SBE.
- (7) October. The Textbook Commission will present its recommendations to the SBE. The SBE will adopt textbooks.
- (8) November and December. Local school systems review adopted textbooks and identify textbooks to be ordered. Local school systems will place orders before March 1 of the next year.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-001

Policy Title: 16 NCAC 6D.0205 Policy establishing the textbook curriculum review committee

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0205

.0205 CURRICULUM REVIEW COMMITTEE

- (a) The Superintendent of Public Instruction shall appoint a Curriculum Review Committee to advise him about criteria to be included in each call letter to publishers requesting submission of textbooks for evaluation and adoption, and the development of forms for evaluation of textbooks presented for adoption.
- (b) The committee shall be organized and selected by the Superintendent of Public Instruction. The Committee should include, in addition to members of the department, representatives from local school systems, the Textbook Commission, and the community.
- (c) The committee shall begin performing its duties at least one year before the issuance of letters to publishers calling for submission of textbooks for evaluation and adoption.
- (d) The committee's responsibility is to help ensure that textbooks presented for adoption are evaluated for their conformity to the Standard Course of Study and the Competency Based Curriculum, and that the textbooks adopted in fact conform to the Standard Course of Study and the Competency Based Curriculum. The committee shall develop criteria to be included in each call letter and textbook evaluation forms that reflect the requirements of the Standard Course of Study and the Competency Based Curriculum.
- (e) The committee shall present the criteria and forms it develops to the Superintendent of Public Instruction for review and approval, and shall then present the criteria and forms to the SBE for review and adoption.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-006

Policy Title: 16 NCAC 6D.0208 Policy and procedure governing the North Carolina textbook company register

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0208

.0208 TEXTBOOK COMPANY REGISTER

- (a) In accordance with G.S. 115C-94, the Superintendent of Public Instruction shall maintain a register of all publishers who submit books for adoption by the SBE. The Superintendent shall prescribe the information required for registration.
- (b) Only registered companies will receive notice of proposed textbook adoptions by the SBE.
- (c) The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the department.
- (d) The SBE shall direct the Superintendent of Public Instruction to remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the SBE to adopt its books.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-007

Policy Title: Policy amending the textbook adoption process

Current Policy Date: 11/01/2001

Other Historical Information: Previous board dates: 02/01/1996

Statutory Reference: GS 115C-85 - 102

Administrative Procedures Act (APA) Reference Number and Category:

A. The evaluation form used by Textbook Commission members shall be revised to include the following changes:

1. Part I-Compatibility with the North Carolina Curriculum
Add to Part I-Compatibility with the North Carolina Curriculum a section for comments that will serve as documentation for the member's evaluation of "acceptable" or "not acceptable."

Add to Part I the following directions: "If the evaluation of Part I indicates materials are not compatible with the North Carolina Curriculum, then do not proceed with the remaining portion of the evaluation sheet." This section must receive at least two "yes" tallies in order to be recommended. Supporting documentation must be given in the documentation section.
2. Part II and Part III-General and Specific Criteria
Add to Part II, Specific Criteria, and Part III, General Criteria, sections for comments to document tallies.
3. Part IV-Overall Analysis
Each Textbook Commission member will complete their overall analysis of materials being evaluated after the commission deliberates. Part IV indicates each commissioner's vote. A documentation section is also added to Part IV.
4. Scoring
 - (a) Limit all answers to acceptable or not acceptable.
 - (b) Comments should provide documentation for positive or negative tallies.

- (c) Tallies shall reflect the overall recommendation in Part IV.
- (d) Failing Part I eliminates a program from further consideration.

- B. A publisher may submit a title or titles in no more than two subject categories which are outlined in the Invitation to Submit... The submitting publisher shall be responsible for placing titles in the categories.
- C. A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. Prior to the October Board meeting, publishers will have time to present additional information to the commission if their title(s) have been excluded from the list of recommendations. Further, the following policy for reconsideration shall be established.
 - 1. The Textbook Commission shall meet to determine recommendations to present to the State Board of Education and shall complete those deliberations no later than the 10th of September, unless unforeseen circumstances prevent adherence to this deadline.
 - 2. At the conclusion of deliberations, each publisher whose submission(s) have not been recommended will have the opportunity to submit additional information that might assist the Textbook Commission in re-assessing its recommendation. This additional information shall be presented verbally to the Commission. The Textbook Commission will advise publishers who wish to be heard about the format for the verbal presentation. If, after hearing the additional information, the Textbook Commission votes to alter its recommendation, the Commission will advise the publisher as soon as that decision is made and document reasons in support of the decision.
 - 3. All submitting publishers shall be notified by the Textbook Commission about the list of its recommendations on or before the 15th of September.
 - 4. Documentation will accompany reports of "not recommended" titles.
 - 5. If the "not recommended" status is retained after the Textbook Commission has heard the additional information and a publisher has further documentation to substantiate reconsideration, a publisher may complete and file a Publisher's Response Form for Reconsideration of Not-Recommended Materials.
 - 6. Completed forms for reconsideration must be submitted in writing to the State Board of Education, Executive Director, on or before the 22nd of September. The completed form shall be no longer than 2 single-sided pages.
 - 7. Copies of the reconsideration form will be forwarded to the State Board counsel, State Board members, State Superintendent, and Textbook Commission members by the Executive Director.

8. The State Board shall consider each request, with the aid of counsel, and shall inform each publishing company regarding its findings at the October State Board meeting.
 9. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
 10. All adoption decisions made by the State Board of Education shall be final.
- D. Include in the call letter, the Invitation to Submit Textbooks for Evaluation and Adoption, the following information about contact with State Board of Education members and Textbook Commission members:
1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for adoption of textbooks.
 2. At no time during the adoption process (from the time the State Board approves the call letter in April until the State Board adopts the list of textbooks in October) may the Commission or any of its members meet privately with any publisher's representatives.
 3. The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee or the staff of the Department of Public Instruction.
 4. The State Board of Education shall direct the Superintendent of Public Instruction to remove from the Textbook Company register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the State Board of Education to adopt its books.

For purposes of restrictions, "undue pressure" means personal contact (other than with the Executive Director of the State Board of Education or the Textbook Selections Coordinator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration.

- E. In an effort to insure that the textbook selection process is conducted in an impartial and ethical manner, the following shall be enacted:
1. On an annual basis, the State Board of Education shall devote a portion of its March meeting to review the Board's responsibilities to select and adopt textbooks as specified in GS 115C-85 - GS 115C-102.
 2. At this meeting, the Board shall also review those statutes related to the appointment of the Textbook Commission, the Commission's responsibilities, the

selection of textbooks, and other statutes in GS 115C pertaining to textbooks and contracting with publishers.

3. The members of the State Board of Education shall be informed annually of the legal and ethical considerations of discussions with textbook company representatives during the textbook selection process.
 4. At the beginning of each four-year selection cycle for the Textbook Commission, all members shall receive extensive training regarding rules, regulations, and the textbook selection process as outlined in the law, and in State Board of Education policy. It is recommended that the members also review annually any legal and ethical considerations related to their role, as well as any changes etc. related to the process that might be considered.
 5. The Commission Chairperson shall annually, in June, prior to the hearings for publishers to present the textbooks which will be submitted to the Commission, conduct an information session for all publishers' representatives for the purpose of discussing pertinent issues related to the current adoption.
- F. General Counsel to the State Board of Education shall review and approve the Invitation to Submit Textbooks for Evaluation and Adoption, prior to the call letter being presented to the State Board of Education in March of each year.
- G. By April 1 each publishing company piloting textbook materials being submitted for consideration in the current adoption year shall notify the Textbook Commission, in writing, which materials are being piloted and in which districts materials are being piloted. The Textbook Commission shall notify all local superintendents, involved in piloting textbook materials prior to the end of the textbook selection process, that the materials they are piloting may or may not be accepted by the Commission.
- H. The Textbook Study Committee shall remain as an ad hoc committee to the State Board to reconvene as needed.

NORTH CAROLINA TEXTBOOK COMMISSION 2005-2009

TC Member	Region/LEA	Position
Ann McClung	1 Pitt County	Middle School Teacher
Tracy Arnold	1 Caldwell County	Elementary School Teacher
Olbi Dilday	1 Wake County	High School Parent
Barbara Kennedy	2 Lenoir county	Middle School Teacher
Kathy Crumpler	2 Pender County	Elementary Parent
Patricia M. Murphy	2 Carteret County	Middle School Parent
Carolyn Penny	3 Wake County	Elementary School Teacher
Anita Weshe	3 Nash County	High School Parent
Debra Horton	3 Wake County	Middle School Parent
Lisa Llewellyn	4 Moore County	Lead Middle School Teacher
Janice Smith	4 Cumberland County	Elementary School Principal
Susan Purser	4 Moore County	Superintendent
Toni Jones	5 Guilford County	Middle School Parent
Debbie Womble	5 Chatham County	High School Teacher
Angela Flowers	5 Asheboro City	Elementary School Parent
Pamela Smith	5 Winston-Salem/Forsyth	Middle School Teacher (Lead Teacher for Blind/Visually Impaired)
Alison Mintz	6 Cleveland County	Middle School Teacher
Martha J. Strain	6 Cleveland County	High School Teacher
Tericia Summers	7 Caldwell County	High School Teacher
Lesa Widener	7 Caldwell County	Elementary School Teacher
Kathleen Linker	7 Rowan-Salisbury	Elementary School Parent
Charles Gaffigan	8 McDowell County	High School Teacher
Linda Edgerton	8 Rutherford County	Elementary School Teacher

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Middle Grades Education and High School Graduation Requirements

Background Information

HSP-N-004 specifies that mathematics courses taken to meet North Carolina requirements for high school graduation must be completed during grades 9-12.

In North Carolina, students may complete high school courses in middle school. If a middle school student completes a high school course that requires an End of Course (EOC) test, the student must take the EOC for that course. The course appears on the high school transcript, but the student is required to complete the same number of courses toward high school graduation as the student not taking high school courses in the middle grades.

More Rigorous Content in Middle Grades

Research supports more rigorous content at the middle grades. Three current documents summarize international and national trends in mathematics:

Research Study	Summary
Schmidt, W. H., Wang, H. C., & McKnight, C. (2005). <i>Curriculum coherence: an examination of US mathematics and science content standards from an international perspective.</i> Journal of Curriculum Studies, 37(5), 525-559.	<i>This article is an example of many analyses of the TIMSS data that make a case for a more coherent and rigorous mathematics curriculum, especially in grades K-8. Note that most countries in the TIMSS begin secondary mathematics topics in grade 7 and the curriculum is an integrated sequence of topics. This is in contrast to the common curriculum sequence in the United States of 7th and 8th grade mathematics followed by discrete courses in Algebra I, Geometry, Algebra II, and higher levels of mathematics.</i>
Newton, J., Larnell, G., & Lappan, G. (2006). <i>Analysis of K-8 Algebra Grade-Level Learning Expectations.</i> In B. Reys (Ed.), <i>The intended mathematics curriculum as represented in state-level curriculum standards : consensus or confusion?</i> (pp. 59-87). Greenwich, CT: Information Age Pub. Inc.	<i>This report summarizes a cross-state analysis of middle grades mathematics standards in the strand of algebra. According to the report, there is some agreement across the United States regarding which topics should be taught but little consensus regarding grade level placement of topics that should be taught. These findings concur with the TIMSS data mentioned in the Schmidt article.</i>
National Council of Teachers of Mathematics. (2006). <i>Curriculum focal points for prekindergarten through grade 8 mathematics: a quest for coherence.</i> Reston, VA: The National Council of Teachers of Mathematics.	<i>This publication of the National Council of Teachers of Mathematics (NCTM) suggests focus areas for K-8 Mathematics standards.</i>

Middle Grades Education and High School Graduation Requirements

Algebra I & Middle Grades The 2003 revision of the *North Carolina Standard Course of Study for Mathematics* (Grades 6, 7, and 8) contains many of the objectives that were formerly in the 1998 revision of the *North Carolina Standard Course of Study for Mathematics*. In other words, North Carolina’s current standards for middle grades mathematics are much more rigorous than they were prior to 2003. Approximately 60% of the 1998 Algebra I objectives were transitioned into the 2003 Middle Grades objectives.

Policies in other States An informal survey of other states’ policies regarding students taking high school courses (specifically Algebra I) in middle grades was conducted by reviewing websites and email queries to other State Agency staff.

What Other States Are Doing With High School Math Courses Taken Before Grade 9?			
State	High School Math/Alg.1 before Grade 9?	High School Graduation Credit Awarded?	Comments
CA	Yes	Yes	<ul style="list-style-type: none"> •Students must complete 2 years of mathematics in grades 9-12.
DE	Yes	Yes	<ul style="list-style-type: none"> •Currently 3 math credits are required for graduation with at least 2 of the three being taken in grades 9-12. •4 credits will be required effective with the class of 2011. 4 credits will be required effective with the class of 2011. •Current 8th graders will be required to take a math class their senior year.
GA	Local Decision	Local Decision	<ul style="list-style-type: none"> •Students must take 4 years of mathematics in high school.
IN	Yes	Local Decision	<ul style="list-style-type: none"> •For the general diploma, students have to earn at least 4 credits in grades 9-12. •For the honors diploma, students have to take at least one year of math or physics in their last two years of high school.
KY	Yes	Yes	<p>Currently</p> <ul style="list-style-type: none"> •The teacher must be certified in math to give high school credit. If credit is given, it can be one of the three credits to graduate. •The student must demonstrate mastery of the middle level content as specified in the Program of Studies. The district must have placement criteria in place. <p>The following amendments are proposed for the graduating class of 2012:</p>

Middle Grades Education and High School Graduation Requirements

What Other States Are Doing With High School Math Courses Taken Before Grade 9?			
State	High School Math/Alg.1 before Grade 9?	High School Graduation Credit Awarded?	Comments
			<ul style="list-style-type: none"> •High schools must accept credit toward high school graduation for high school coursework taken by students in grade 5, 6, 7, or 8. • Students must take mathematics every year in grades 9-12.
LA	Yes	Yes	<ul style="list-style-type: none"> •Students receive graduation credit if the teacher is certified to teach high school math. If not, students must take a state End-Of-Course exam.
MA	Local Decision	Local Decision	
ME	Local Decision	Local Decision	
MI	Yes	Yes	<ul style="list-style-type: none"> •"Testing Out" is an option to demonstrate that a student meets or exceeds the content expectations associated with the subject credit area and the earned credit counts as a required credit for graduation and reduces the number of credits required.
MO	Yes	Yes	
NY	Yes	Yes	<ul style="list-style-type: none"> •District staff decides whether a student has demonstrated readiness to begin high school courses in the 8th grade. •Students may receive up to 6.5 credits toward graduation without taking the courses with staff determination, a score of at least 85% on the state examination, and meeting other school requirements such as labs, special projects, or oral examinations.
OH	Yes	Yes	
OK	Yes	Yes	<ul style="list-style-type: none"> •Graduation credit is not received if the course is taken prior to Grade 7. •Effective with this year's 7th graders, students must have three years of mathematics between grades 9-12.
SC	Yes	Yes	
TX	Yes	Yes	<ul style="list-style-type: none"> •Students may receive credit-by-examination and there is no limit to the number of course credits students may earn by credit-by-examination. •While students may take and pass a high school level course in 8th grade and retake it in high school, both grades are recorded but the district determines which grade will receive graduation credit.
VA	Yes	Yes	
WA	Yes	Yes	<ul style="list-style-type: none"> •If requested by the student and his/her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements.

Middle Grades Education and High School Graduation Requirements

Issues

The following are two of the most critical issues relating to students taking a high school Algebra I course in middle school:

Readiness/Placement into Algebra I

Any middle grades student who enrolls in Algebra I must be adequately prepared for success, including demonstrated mastery of the current standards for Grade 8 mathematics. The prerequisite skills for Algebra I as outlined in the *North Carolina Standard Course of Study* for Mathematics adopted by the State Board of Education in 2003 are as follows:

- Operate with the real numbers to solve problems.
- Find, identify, and interpret the slope and intercepts of a linear relation.
- Visually determine a line of best fit for a given scatterplot; explain the meaning of the line; and make predictions using the line.
- Collect, organize, analyze, and display data to solve problems.
- Apply the Pythagorean Theorem to solve problems.

Each of these prerequisite skills is found in the middle grades mathematics standard course of study. In particular, each of these is addressed in the 8th grade year.

A Case for four years of mathematics during high school years

A report by Adelman (2006) makes the case that most students should complete four years of mathematics during high school with the minimum completion being one mathematics course beyond Algebra II (or Integrated Mathematics III). [Adelman, C. (2006). THE TOOLBOX REVISITED Paths to Degree Completion from High School Through College. Retrieved 11/4/06, from

<http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

Recommendation

The following amendment is recommended for HSP-N-004:

(e) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12.

Students who pass courses during grades 6-8 that are described in the *North Carolina Standard Course of Study for Grades 9-12* must achieve level 3 or 4 on an EOC, if available, in order to be given credit for meeting that high school graduation requirement.

High school courses taken in grades 6-8 which do not have an EOC must use high school course codes, must be aligned to the *North Carolina Standard Course of Study for Grades 9-12*, and will be subject to review.

Students must complete at least one unit of mathematics credit in their ~~senior~~ final year. The 20 course units in grades 9-12 are specified below. This policy will go into effect with the freshman class of 2008.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Course for Credit

Policy ID Number: HSP-M-001

Policy Title: Policy defining "Course for Credit"

Current Policy Date: 11/04/2004

Other Historical Information: Previous board dates: 05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004

Statutory Reference: GS 115C-81

Administrative Procedures Act (APA) Reference Number and Category:

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule; developed curriculum guides, or Advanced Placement syllabi in which high school students are enrolled; and
- must be directed by a teacher.

Public University, Community College, and Private College Courses

- Courses taken for high school graduation requirements at community colleges and private or public colleges/universities are exempt from the 135 or 150 instructional hours with the exception of the following courses required for high school graduation, which must be taken at the high school:
 - English I, II, III, IV;
 - Algebra I, Algebra II, Geometry, and any higher level mathematics course with Algebra II as the prerequisite that will be used to fulfill the fourth mathematics requirement OR Integrated Mathematic I, II, III;
 - Biology, Earth/Environmental Science, and a physical science course that is used to fulfill the third science requirement;
 - ~~Government/Economics (ELPS)~~ Civics and Economics, US History, World Studies;
 - first year of a Second Language;
 - second year of the same Second Language; and
 - one credit of Health/Physical Education.

- Each local superintendent may grant a waiver to allow students to take the courses listed above at the Public University, Community College, and Private College and exempt them from the 135 or 150 instructional hour requirement, if these courses are not available to the student at his or her local high school. Courses taken at a Community College that have a corresponding end-of-course assessment at the high school require that the assessment be taken.
- Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit.

An online course qualifies for course credit if it meets the following requirements:

- The NC Standard Course of Study competency goals and objectives must be adopted, where available. Nationally validated standards for AP and IB must be used, where available.
- In the absence of a Standard Course of Study curriculum, the course must be designed such that a typical student would take 135-150 hours to complete. The principal, in consultation with a teacher certified in that content area, is ultimately accountable for determining whether the course is of sufficient depth and breadth and meets the state and/or nationally developed criteria for awarding credit.
- Where available, end-of-grade tests, end-of-course tests, and post assessment must be used as an indicator of student mastery.
- Where statewide assessments are not available, the course must be DPI staff-and/or peer-evaluated before posting.

Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

This policy will become effective with the 2004-05 school year.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-004

Policy Title: 16 NCAC 6D .0503 State graduation requirements

Current Policy Date: 01/05/2006

Other Historical Information: Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002, 07/11/2002, 06/03/2004, 01/06/2005, 10/06/2005,

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0503

.0503 STATE GRADUATION REQUIREMENTS

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (e) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.
- (b) Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.
- (c) Special education students other than students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- (d) Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.

- (e) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12. ~~as specified below.~~

Students who pass courses during grades 6-8 that are described in the *North Carolina Standard Course of Study for Grades 9-12* must achieve level 3 or 4 on an EOC, if available, in order to be given credit for meeting that high school graduation requirement.

High school courses taken in grades 6-8 which do not have an EOC must use high school course codes, must be aligned to the *North Carolina Standard Course of Study for Grades 9-12*, and will be subject to review.

Students must complete at least one unit of mathematics credit in their senior year. This policy will go into effect with the freshman class of 2008.

- (1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

(A) career preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

(B) college technical preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the

class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

- (C) college/university preparation, which shall include:
 - i. four credits in English language arts, which shall be English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
 - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
 - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
 - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
 - viii. other credits designated by the LEA.
 - (D) occupational, which shall include:
 - i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
 - iii. two credits in science, which shall be Life Skills Science I and II;
 - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
 - v. one credit in health and physical education;
 - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment;
 - vii. four vocational education elective credits;
 - viii. computer proficiency as specified in the student's IEP;
 - ix. a career portfolio; and
 - x. completion of the student's IEP objectives.
- (2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:

- (A) successfully complete a senior project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and
 - (B) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I. A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results. If the student does not score at or above proficiency level III on the retest, school officials shall apply the review process described in Rule .0504 of this Section to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.
- (3) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
 - (4) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
 - (5) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.
- (f) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.
 - (g) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
 - (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (e) of this Rule. These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history; and
 - (2) completion of all IEP requirements.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999; Amended Eff. January 2, 2006; April 1, 2005; September 1, 2002; December 1, 2001; December 1, 2000.

EXECUTIVE SUMMARY**Title:** Reading Literacy Strategic Plan**Type of Executive Summary:**
 Action
 Action on First Reading
 Discussion
 Information
Policy Implications:

-
- Constitution _____
-
-
- General Statute # _____
-
-
- SBE Policy # _____
-
-
- SBE Policy Amendment
-
-
- SBE Policy (New)
-
-
- APA # _____
-
-
- APA Amendment
-
-
- APA (New)
-
-
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Jackie Colbert (Director, Elementary Education Division)

Description:

The Strategic Plan for Reading Literacy was initially presented to the State Board of Education in February 2006. The plan has been discussed within DPI and with a group of external stakeholders. Following a meeting of the National Governor's Association and a subsequent meeting at DPI, the plan has been amended to include additional strategies. It was reviewed at the Globally-Competitive Students (GCS) Committee meeting on January 2, 2007. This edition of the plan reflects changes suggested at that meeting.

Resources:

Staff time, meeting time for SBE members, Globally-Competitive Students (GCS) Committee and staff from Office of the Governor, travel and time costs for the Reading Advisory Committee

Input Process:

The participants on the committee were selected as representatives of the Reading First State Leadership team (as required in the Adolescent Literacy and Reading First grants).

State Board members asked that stakeholders be invited to review and comment on the reading strategic plan. At the meeting on March 22, 2006, each participant present was asked to serve in one of five groups to examine various strategic priorities and make appropriate comments for consideration. There were five groups, one for each strategic priority, with a DPI staff member assigned to facilitate and take notes on the comments.

After the external committee met, the Reading Project Team met to review each comment and revise the plan accordingly. After that revision, the Reading Literacy Strategic Plan was sent to all English Language Arts consultants within DPI for a final review and comment. The revised report was presented to the State Board of Education at its June meeting as a part of the Superintendent's report.

Following a meeting of the National Governor's Association and a subsequent meeting at DPI, the plan has been amended to include additional strategies. It was reviewed at the GCS Committee meeting on January 2, 2007.

Stakeholders:

Office of the Governor, State Board of Education, DPI, teachers, administrators, parents, students, professional organizations, US Education Department, institutions of higher education, central office staffs, media specialists, NC General Assembly

Timeline For Action:

The plan is presented for action.

Recommendations:

It is recommended that the State Board of Education approve the Reading Literacy Strategic Plan.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham, 919-807-3915

A Strategic Plan for Reading Literacy



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Foreword

Reading is the fundamental skill needed for success in life, especially in the 21st century. While students must be at proficiency or above in basic literacy (reading, writing, listening, speaking, using conventional or technology-based media), these skills are no longer sufficient for college- and work-ready high school graduates. As the world continues to change rapidly, schools must evolve to meet future needs. In many cases, this means we are trying to refine and structure an educational system for a future that many people cannot visualize.

Basic literacy is one component of comprehensive literacy instruction. Other necessary areas are

- **Technological Literacy** – Competence in the use of computers, networks, applications, and other technological devices.
- **Visual Literacy** – The ability to decipher, interpret and express ideas using images, graphics, icons, charts, graphs and videos.
- **Informational Literacy** – The competence to find, evaluate and make use of information appropriately.
- **Self Direction** – The ability to set goals, plan for achievement, independently manage time and effort, and independently assess the quality of one’s learning and any products that result.
- **Higher Order Thinking** – Processes of analysis, comparison, inference/interpretation, synthesis and evaluation.

North Carolina’s Strategic Plan for Reading Literacy strives to incorporate all of the areas of literacy. We gratefully acknowledge and appreciate the efforts of educators, parents, students and communities to produce high school graduates who are prepared to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.

A Vision for Literacy in North Carolina

All students in North Carolina will graduate from high school with the reading, writing, speaking, listening and viewing skills necessary to interact successfully with a variety of audiences and for a variety of purposes. They will understand the characteristics of various types of text [technical, fiction, poetry, drama and non-fiction (such as history, geography, science, experiments, discoveries)] with emphasis on reading for information and digital literacy. They will read and communicate analytically and thoughtfully.

- All graduates will demonstrate competency in using 21st Century Learning Skills that include, but are not limited to, a combination of
- accessing information;
- communicating* clearly and appropriately to different audiences through oral and written means;
- thinking* critically and creatively;
- solving complex problems;
- applying information, communication and technology (ICT) and digital literacy (the use of computers, audio, video and other media) in all content areas for a variety of purposes;
- maintaining appropriate interpersonal/self-directed skills*; and
- reading and writing technical information.

* From *Mile Guide for 21st Century Skills: Milestones for Improving Learning and Education, 2005, Partnership for 21st Century Skills.*

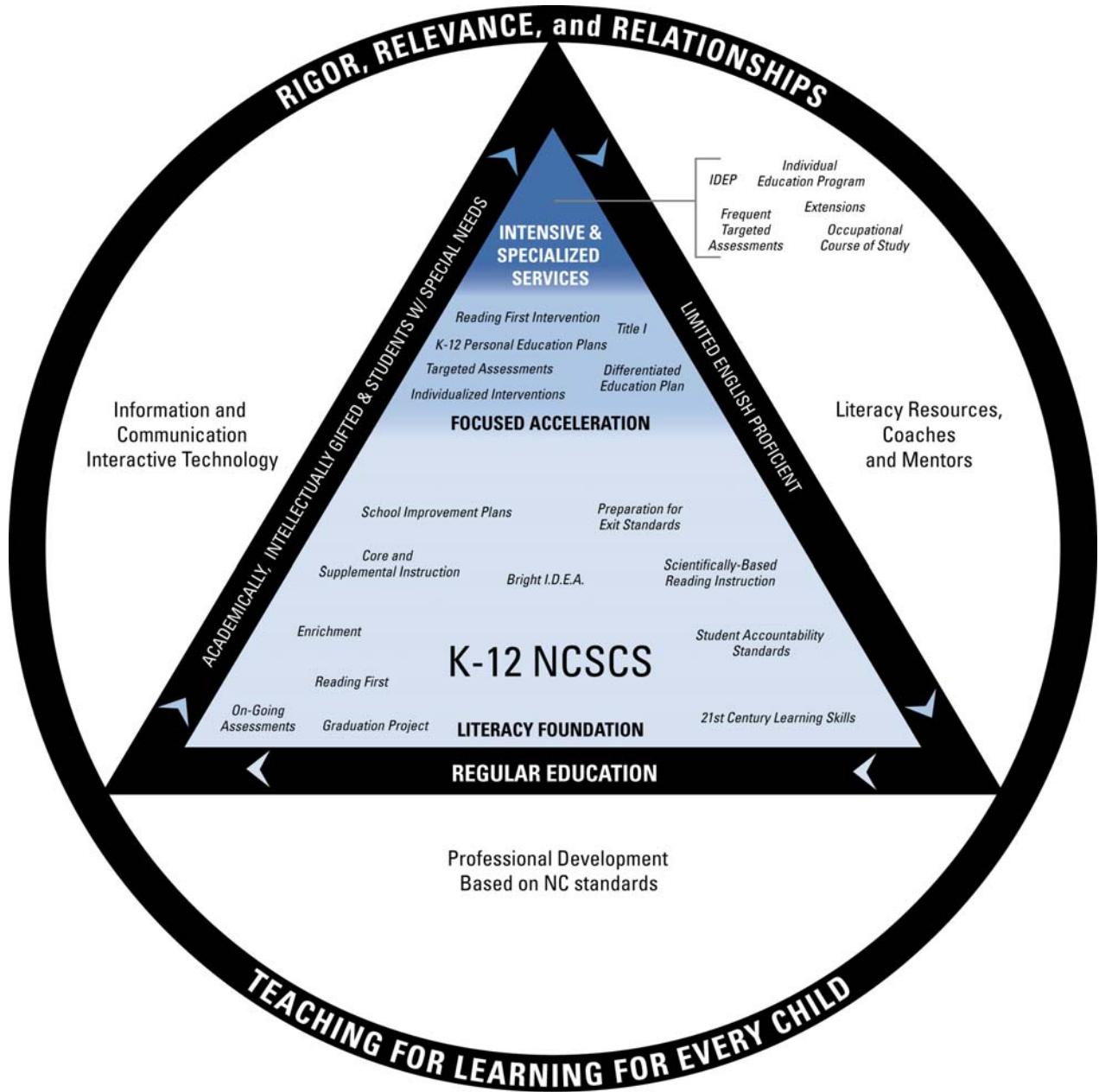
Guiding Principles

- Each LEA/school will implement a data-driven, research-based literacy plan for preK-12 instruction that is coordinated across all grade levels and among all initiatives.
- Literacy instruction is rigorous and supports high expectations of all students and educators.
- Assessment of students is ongoing and embedded in instruction to determine level of performance in literacy skills and to modify instruction.
- Teachers are provided needs-driven professional development that aligns with the North Carolina Professional Development Standards.
- Teachers are given the necessary support and resources to provide research-based literacy instruction.
- All areas of the curriculum provide students with opportunities to interact with relevant and engaging text.

The ultimate purpose of literacy instruction is to prepare students to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.

Implementing the Vision K-12 Literacy Scaffold

Every Teacher A Teacher of Reading



Implementing the Vision: K-12 Literacy Scaffold

The structure of the graphic, “Implementing the Vision: K-12 Literacy Instruction,” illustrates the relationship of the elements of quality literacy instruction. Encircled by academic rigor, relevance and supportive relationships, all children in North Carolina public schools receive the quality literacy instruction needed to learn. The following information provides a further explanation of the graphic.

Built on the strong foundation of the *North Carolina Standard Course of Study* (NCSCOS), the base of the triangle represents the foundation of literacy with the goal of improving reading achievement for ALL students. These literacy skills must be acquired, nurtured and refined through appropriate, scientifically-based instruction and support. The cornerstones of on-going assessments focused on the NCSCOS, inclusion of 21st Century Learning Skills and student accountability standards, provide access to literacy and success for all students.

Even with this foundation, nearly 20 percent of our students, including limited English proficient, academically, intellectually gifted and students with special needs, require focused acceleration or intensive and specialized services. The color variance shows the different intensity of support, intervention and acceleration available for children based on individual needs outlined in their personalized education plans and individualized education programs.

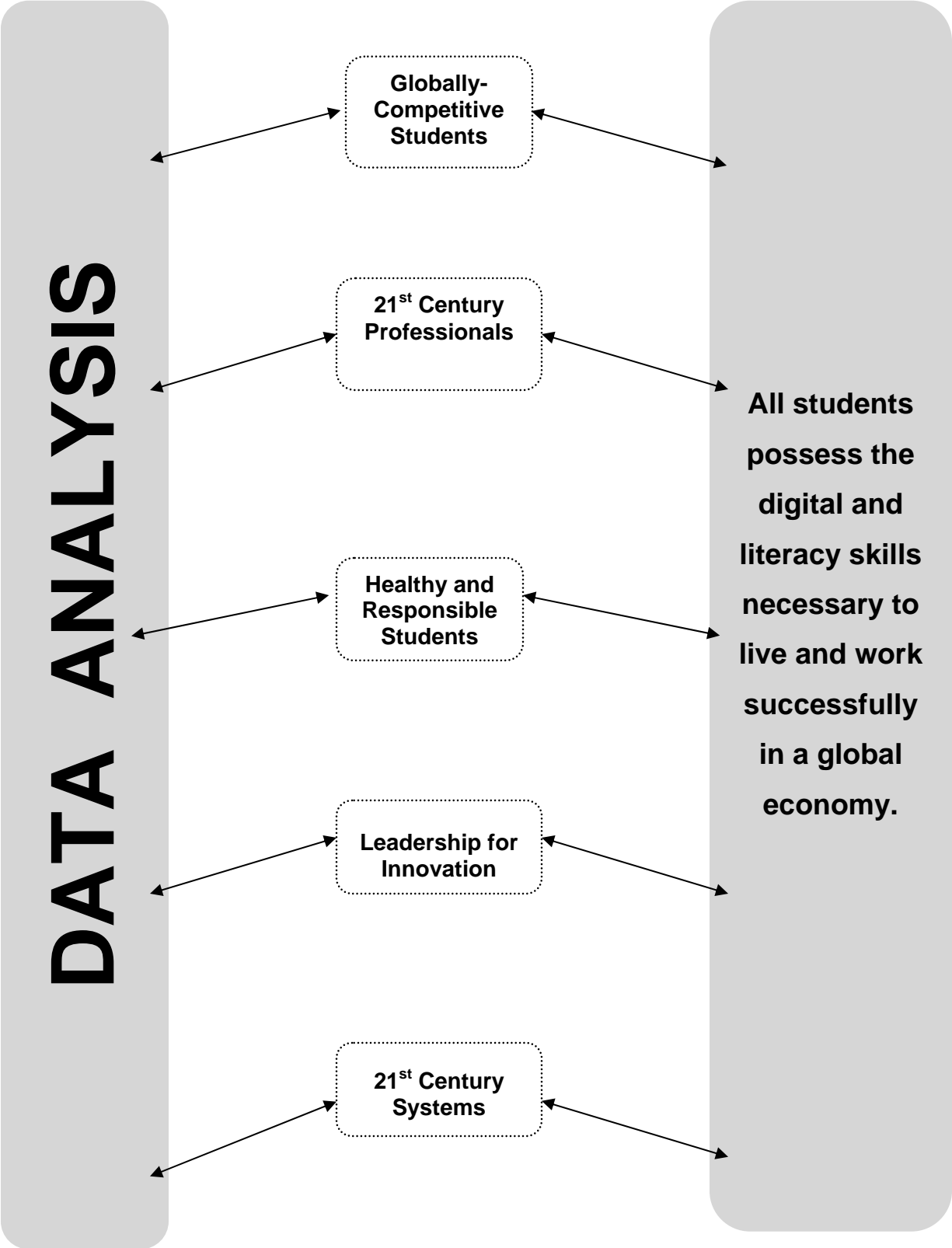
Within the triangle of quality literacy instruction and support, students will

- build strong foundational literacy skills.
- be provided individual support and scaffolding.
- be provided enrichment and rigor.
- move fluidly to and from the focused areas when appropriate.
- experience continual authentic language.

Three factors significantly influence the quality of literacy instruction: professional development, resources, and technology. Educators must be provided relevant, meaningful professional learning experiences to be able to offer the sound basic and targeted instruction needed to sustain learning for all children. Literacy resources include district and site-based resources, as well as community resources and family involvement. The utilization of resources and collaboration among everyone concerned about a literate citizenship is essential. Finally, the nature of our ever-changing, “flat” world requires all educators and students to have access to appropriate technology. These information and communication tools are essential for interacting and succeeding in today’s society.

The vision for literacy in North Carolina is for all students to graduate from high school with the skills necessary for personal success and life-long learning. This graphic illustrates the interrelated elements required to ensure quality literacy instruction for all children with the ultimate outcome of producing high school graduates who are college- and work-ready and self-directed learners.

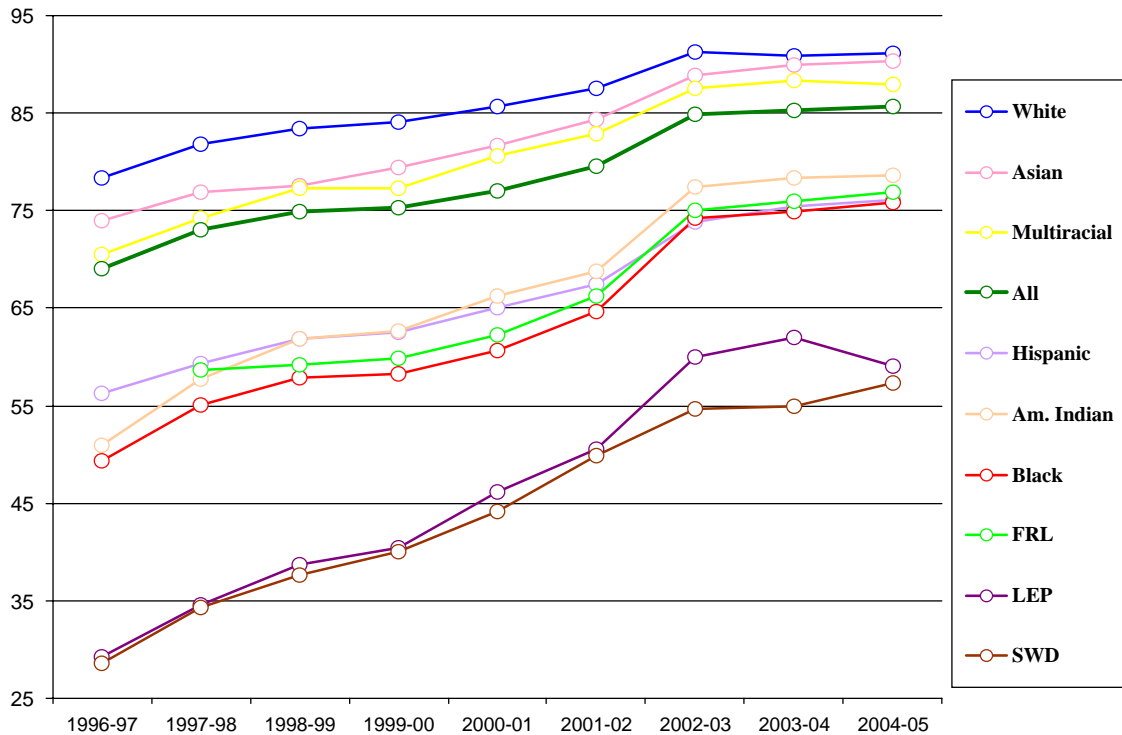
Planning for Reading and Digital Literacy



Status of Reading Achievement

Data Analysis and Trends

End-of-Grade Reading Percentage Proficiency 1996-97 through 2004-05



Summary Comments

- Since 1996-97, when the ABCs of Public Education were implemented in North Carolina's schools, reading proficiency (the percentage of students at or above grade level) has improved.
- There were wide gaps in proficiency among subgroups that have, in most cases, narrowed somewhat over time. In the case of limited English proficient students, accountability rules and federal regulations have mandated greater inclusion and fewer exemptions from testing.
- While reading proficiency has increased over time, gaps among groups have persisted.
- In recent years, there has been a leveling-off in proficiency for all groups.
- There remain students in every subgroup (more than 15% of all students statewide in grades 3 through 8) who are performing below grade level in reading. While less than 10% of the students who belong to the White subgroup are not proficient, nearly 45% of the students who belong to the Students with Disabilities and Limited English Proficiency subgroups are not proficient.

National Assessment of Educational Progress (NAEP)

2005 Grade 4 Reading: Percentage Achieving at Each Level

Race/Ethnicity	Below Basic		Basic		Proficient		Advanced	
	US	NC	US	NC	US	NC	US	NC
White	25	26	75	74	39	39	10	10
African American	59	59	41	41	12	13	2	2
Latino	56	54	44	46	15	17	2	2
Asian/Pacific Islander	28	37	72	62	40	31	12	10
American Indian/Alaskan Eskimo	51	NA	49	NA	19	NA	3	NA

Grade 4 Summary

- In 2005, the average scale score for fourth grade students in North Carolina was lower than their average in 2003 and higher than the average score in 1992.
- The percentage of students in North Carolina who performed at or above the NAEP proficient level was 29 percent in 2005. This percentage was not significantly different from that in 2003 and was greater than that in 1992.
- In 2005, Black students had an average score that was lower than that of White students by 27 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points.

National Assessment of Educational Progress (NAEP)

2005 Grade 8 Reading: Percentage Achieving at Each Level

Race/Ethnicity	Below Basic		Basic		Proficient		Advanced	
	US	NC	US	NC	US	NC	US	NC
White	17	21	42	79	37	35	4	3
African American	46	51	41	49	12	10	1	Estimate rounds to 0
Latino	44	43	41	57	15	17	1	1
Asian/Pacific Islander	21	16	39	84	35	46	5	6
American Indian/Alaska Eskimo	43	NA	40	Reporting standards not met	16	Reporting standards not met	1	Reporting standards not met

Grade 8 Summary

- In 2005, North Carolina's average score was lower than that of the Nation's public schools.
- The percentage of students in North Carolina who performed at or above the NAEP proficient level was 27 percent in 2005. This percentage was not significantly different from that in 2003 and was not significantly different from that in 1998.
- The percentage of students in NC who performed at or above the NAEP basic level was 69 percent in 2005. This percentage was smaller than that in 2003 and was smaller than that in 1998.
- In 2005, Black students had an average score that was lower than that of White students by 28 points. In 1998, the average score for Black students was lower than that of White students by 25 points.

Major Professional Development Providers of Reading/Literacy Only – 2005

Partners for professional development in North Carolina include, but are not limited to

- North Carolina Department of Public Instruction
- Teacher Academy
- Center for School Leadership Development (including North Carolina Center for the Advancement of Teaching and the Principals' Executive Program) served approximately 550 school leaders with some level of professional development in reading literacy. Literacy is addressed in most CSLD programs.
- Principals' Executive Program
- North Carolina Association of Educators - 202 participants to date in 2005
- North Carolina Reading Association
- RESAs (in collaboration with DPI for Reading First) – contracted to serve 1700 contact days per RESA (7 RESAs) in Reading First during 2005
- LEARNNC – in collaboration with DPI

Strategic Objectives

NAEP data clearly illustrate that the percentage of fourth-grade students in North Carolina who performed at or above the NAEP proficient level was 29 percent in 2005 and not significantly different from that of 2003. Likewise, the percentage of eighth-grade students in North Carolina who performed at or above the NAEP proficient level was 27 percent in 2005. This was not significantly different from scores in 2003 or 1998. In addition, the achievement of students in all grade levels on the end-of-grade tests has leveled off for all subgroups. Consequently, a concerted effort is needed to ensure that all students will possess the research-based digital and literacy skills necessary to live and work successfully in a global economy.

1. All students will graduate with the necessary literacy and digital skills to function effectively in a global economy.
2. All North Carolina students will read at or above grade level at the end of eighth grade.
3. North Carolina students will score in the top five percent of states on the National Assessment of Educational Progress (NAEP).

Six Priority Action Steps

1. Amend the curriculum revision process to include literacy strategies in each content area and a focus on digital reading.
2. Develop student assessment processes that provide for open-ended and performance assessments.
 - Internet-based,
 - Focused interventions for personalized education plans (PEPs) and
 - Teacher use to diagnose and address student reading problems.
3. Provide opportunities for leadership development for principals and central office staff.
 - Reading coaches K-8 and
 - Internet-based.
4. Enhance preparation and professional development for elementary, middle and high school teachers.
 - Access to high quality, online professional development,
 - Additional reading coaches and
 - Consistent emphasis on teaching research-based reading strategies in all teacher preparation programs.
5. Analyze the need(s) for policy revision and development.
 - Reading in the content areas for initial and continuing licensure (currently required for K-8),
 - System of extra help and assistance to struggling readers, especially middle and high school students,
 - Personalized education plans,
 - Revisions in requirements for license renewal TO INCLUDE HIGH SCHOOL,
 - K-3 assessment,
 - Teacher preparation competencies and
 - The role of partners in meeting professional development needs in reading.
6. Develop benchmarks at the school level for each grade level and subgroup.

Strategic Plan for Reading Literacy in North Carolina

Although North Carolina has made tremendous progress in improving student achievement according to the ABCs of Public Education, and now there are a number of new strategies to undertake to ready students for success in the 21st Century. These major initiatives align with the new strategic goals of the State Board of Education. Please note that some strategies could be appropriately listed under several priorities but are listed only once. Strategies are not listed in priority order.

Globally-competitive students

- ensuring that limited English proficient students achieve proficiency in English,
- ensuring that exceptional children achieve proficiency,
- using student data to provide smooth transitions between grade levels and school organizational patterns,
- ensuring that academically gifted students continue to make growth and achieve at high levels,
- having access to and using appropriate diagnostic assessment tools for reading literacy for students in grades 3 through 12,
- including literacy strategies in every curriculum content area,
- adopting state-level policy on struggling readers at the middle and high school levels and
- providing personalized education plans (PEPs) for focused intervention in literacy for all students in K-12.

Healthy and responsible students

- ensuring a school culture that values and supports reading at all grade levels and
- setting and maintaining high expectations for teachers, staff and administrators to serve as role models for reading.

21st Century professionals

- providing research-based training to DPI staff in all specialty areas to ensure that digital and literacy skills are infused in all areas of the curriculum and addressed in all training delivered by DPI staff;
- coordinating state resources (staff, funding, materials, etc.) to serve 90,000 classroom teachers in addition to administrators, instructional support staff and central office staff;
- participating in high quality, research-based professional development and teacher education programs that prepare all teachers to be teachers of reading;
 - retraining content area teachers to include the teaching of research-based reading strategies (at the IHE level) communicating research-based professional development opportunities and best practices;

- providing professional development on teaching reading in each specialty area for currently practicing classroom teachers rather than generic training (especially at the middle school level);
 - providing time, resources, support and expectations for all teachers to become teachers of reading;
 - providing clear guidance and expectations on the role of the principal in teaching reading and literacy skills and in creating a culture of learning that also creates a context supportive of that learning; assisting teachers in understanding English acquisition;
 - coordinating professional development among various providers (community colleges, institutions of higher education (IHEs), professional organizations, private and other State providers, other State providers and DPI;
 - providing opportunities for paraprofessionals to meet all tenets of NCLB learning and to equip them with the knowledge and skills to be teaching assistants as opposed to teacher assistants;
 - communicating research-based professional development opportunities and best practices; and
 - articulating and maintaining high expectations for educators to teach reading in all content areas and at all grade levels.
- strengthening the academically and intellectually gifted (AIG) college/university licensure program for AIG students; and
 - including all DPI curriculum and instructional support staff (including media and technology specialists) in the development of program approval standards for teacher education programs.

Leadership for innovation

- ensuring that school administrators create a culture that embraces change and promotes dynamic continuous improvement;
- training school administrators who collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning and understand global connections;
- encouraging parents to serve as role models for reading and to be positive role models for reading in the home or other environments.
- ensuring that after school and 21st century learning centers provide research-based reading instruction.
- expanding involvement of the faith-based community in increasing students' reading skills.

21st Century systems

- conducting a gap analysis to determine needed resources for schools, LEAs and DPI;
- ensuring systemic changes at the LEA level within the confines of local control;
- providing adequate resources (staff, funding, materials, etc.) at the LEA level to provide leadership for reading at all grade levels and in all content areas;

- providing access to print and electronic resources;
- providing planning time during the school day for teachers and instructional support staff to meet, work and plan collaboratively; and
- assisting schools and LEAs in maximizing the use of resources that provide age-appropriate materials and resources.

Proposed Strategic Plan for Reading Literacy

Guiding Mission: The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
1. Globally-competitive students	<p>1.1. Revise all content area curricula as necessary to include digital and literacy skills for the 21st century <u>to ensure that all students are college- and work-ready</u></p>	<p>1.1.1. Include literacy and digital skills requirement in each content area during the curriculum revision cycle.</p>	<p>1.1.1.1. 100% of content areas will include digital and literacy skills at the end of the next curriculum revision cycle.</p>		
	<p>1.2. Provide additional instructional information accessible to all LEAs and teachers</p>	<p>1.2.1. Develop a website/ document to explain the continuum of reading interventions and best practices</p>	<p>1.2.1.1. The website will be completed and posted by <u>October 30, 2007.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally competitive students - <i>continued</i></p>	<p>1.2. Provide additional instructional information accessible to all LEAs and teachers - <i>continued</i></p>	<p>1.2.2. Work with partners to use contemporary technology to deliver information, <u>resources</u> and professional development to LEA school leaders and teachers</p>	<p>1.2.2.1. The <u>reading continuum</u> graphic (see page 4) will be finalized and posted on the web by <u>April 15, 2007</u>. Posters will be prepared and distributed to 100% of schools by <u>April 30, 2007</u>.</p> <p>1.2.2.2. <u>Information</u> on best <u>practices</u> in classrooms will be made available <u>through electronic and print media</u> to 100% of K-12 schools by December 30, 2007.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally-competitive students - <i>continued</i></p>	<p>1.3. Promote smooth <u>academic and social transitions as students move</u> among/between grades and schools, preK-12.</p>	<p>1.3.1. Use current data to develop best practices in transitions for all grade levels (preK-K, 2-3, 5-6, 8-9, beyond high school).</p>	<p>1.3.1.1. By May 1, 2007, the preK-12 transitions document will be completed, printed and posted on the web and 100% of principals will have received notification of document availability.</p> <p>1.3.1.2. By December 31, 2007, an implementation guide will be completed, printed and posted on the web. 100% of principals will have received notification of information availability.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally-competitive students – <i>continued</i></p>	<p>1.4. Ensure that limited English proficient students are literate in English.</p>	<p>1.4.1. Coordinate with partners to <u>develop and provide professional development for all classroom teachers as requested.</u></p> <p>1.4.2. Identify model sites in NC that work with students in their native language and in English.</p>	<p>1.4.1.1. <u>By December 31, 2007, professional development will be developed and available as requested.</u></p> <p>1.4.1.2. <u>By August 1, 2008, 100% of teachers of limited English proficient students will have access to training in best practices for working with limited English students on an as-requested basis.</u></p> <p>1.4.2.1. By August 1, 2009, model sites will have been identified and shared with 100% of LEP teachers.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally competitive students - <i>continued</i></p>	<p>1.5. Offer Reading First professional development to all non-Reading First schools upon request.</p>	<p>1.5.1. Analyze schools' comprehensive needs assessments <u>and teacher interest in using PDA to gather and analyze data</u></p> <p>1.5.2. Develop suggestions for LEAs for <u>local-based</u> funding to support the expansion <u>without additional federal funds.</u></p> <p>1.5.3. Provide professional development to teachers on using PDAs to gather and analyze students' <u>reading skills data.</u></p>	<p>1.5.1.1. Needs assessments survey sent to K-3 schools by September 1, 2007.</p> <p>1.5.1.2. <u>Determine interest by Zoomerang survey to classroom teachers.</u></p> <p>1.5.1.3. All survey data will be compiled by December 30, 2007.</p> <p>1.5.2.1. Information on funding sources provided to 100% of K-3 schools by June 30, 2008.</p> <p>1.5.3.1. <u>Training will be provided as determined by teacher interest and need.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally competitive students - <i>continued</i></p>	<p>1.5. Offer Reading First professional development to all non-Reading First schools upon request – <i>continued</i>.</p>	<p>1.5.4. Determine schedules for <u>Reading First</u> training through <u>online courses</u> and <u>RESAs</u>.</p> <p>1.5.5. Make <u>Reading First</u> registration information for <u>requested online training</u> available to schools and LEAs.</p>	<p>1.5.4.1. <u>Work with Virtual School staff and other partners</u> to plan, <u>schedule</u> and implement online professional development through NC Virtual Public School.</p> <p>1.5.5.1. Schedules for <u>online training</u> distributed to 100% of K-3 schools that <u>request it</u> by March 1, 2008.</p> <p>1.5.5.2. Registration information received from 100% of participants by April 1, 2008.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally competitive students- continued</p>	<p>1.6. Develop examples of systems of extra help and assistance for all struggling readers at all grade levels and in all content areas that schools could use as models</p>	<p>1.6.1. Develop policies and secure funding to ensure that each LEA has system of assistance in place. <u>Present proposed policies for discussion to the State Board of Education by January 1, 2008.</u></p> <p>1.6.2. <u>Develop models and NC examples of school/LEA systems of success with struggling readings (all grade levels and content areas) and distribute via current technology, including a directory of successful programs.</u></p>	<p>1.6.1.1. <u>Draft policies and present to the Globally-Competitive Students Committee for discussion and referral to the State Board of Education by January 1, 2008.</u></p> <p>1.6.2.1. <u>By December 1, 2008, model programs will be identified.</u></p> <p>1.6.2.2. By April 30, 2009, information on successful models of assistance to students will be available to all schools via current technology.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>1. Globally competitive students-<i>continued</i></p>	<p>1.7. Engage UNC General Administration to discuss options for providing juniors and seniors in K-3 teacher preparation programs with fundamentals of Reading First training.</p>	<p>1.7.1. Schedule meeting to discuss feasibility.</p> <p>1.7.2. Plan <u>and conduct</u> sessions for junior and senior teacher preparation students (as agreed upon by DPI, SBE and UNC-GA).</p>	<p>1.7.1.1. By September 1, 2007, DPI/SBE representatives will have met with representatives from UNC General Administration to discuss the training.</p> <p>1.7.1.2. Upon agreement by all parties, the plan will be developed by <u>February 1, 2008.</u></p> <p>1.7.2.1. <u>Training in fundamentals of reading will be provided to pre-service elementary teachers by June 30, 2008.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century Professionals</p>	<p>2.1. Expand support for reading at the school level</p>	<p>2.1.1. <u>Seek funding from the General Assembly to expand middle grades literacy coaches to all middle schools on a phase-in basis</u></p> <p>2.1.2. <u>Seek a percentage of disadvantaged student supplemental funds (DSSF) to be allocated for literacy programs (percentage to be determined by SBE).</u></p>	<p>2.1.1.1. <u>By June 30, 2008, 75% of middle schools will have reading coaches.</u></p> <p>2.1.1.2. <u>By June 30, 2010, 50% of elementary schools will have reading coaches.</u></p> <p>2.1.1.3. <u>By June 30, 2011, 75% of elementary and middle schools will have reading coaches.</u></p> <p>2.1.1.4. <u>By June 30, 2013, 100% of elementary and middle schools will have reading coaches.</u></p> <p>2.1.2.1. <u>By July 1, 2007, the SBE will develop guidelines for using a set percentage of DSSF funds for literacy programs.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.1. Expand support for reading at the school level - <i>continued</i></p> <p>2.2. <u>Require training (defined by the Teacher Academy) for all principals at C21 literacy coaches' school sites.</u></p>	<p>2.1.3. <u>Conduct additional research of the impact of literacy coaches in the high schools and review Deshler research</u></p> <p>2.2.1. <u>Develop training content for principals</u></p> <p>2.2.2. <u>Secure SBE policy requirement for principals' training</u></p> <p>2.2.3. <u>Implement training for 21C principals</u></p>	<p>2.1.3.1. <u>By June 1, 2007, SERVE will present research findings and recommendations on high school literacy coaches, and Deshler research will be included.</u></p> <p>2.1.3.2. <u>Research completed by June 30, 2007.</u></p> <p>2.2.1.1. <u>Training materials and agenda will be completed by August 1, 2007.</u></p> <p>2.2.2.1. <u>State Board policy will be adopted and included in policy manual by September 30, 2007.</u></p> <p>2.2.3.1 <u>Roster of all principals who completed the training will be available by October 1, 2007.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p>2.3. <u>Develop resources and professional development on the support process needed from principals and superintendents to ensure globally competitive students</u></p> <p>2.4. Ensure that academically/ intellectually gifted students continue to make growth.</p>	<p>2.3.1. <u>Conduct research on school and districtwide strategies for providing student support</u></p> <p>2.3.2. <u>Prepare materials from research and promising practices</u></p> <p>2.4.1. Continue professional development for teachers on strategies for applying AIG instructional strategies in all classrooms.</p>	<p>2.3.1.1 <u>Materials will be published by January 30, 2008.</u></p> <p>2.3.1.2. <u>Information disseminated by April 30, 2008.</u></p> <p>2.4.1.1. Initial professional development completed. Future offering available based on teachers' needs (as determined by LEA/teacher request).</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p>2.5. Ensure that limited English proficient students are literate in English <i>continued</i></p>	<p>2.5.1. Coordinate with professional development partners to <u>develop and provide professional development for all classroom teachers</u> on working with limited English proficient students. Training will be made available on an as-requested basis.</p>	<p>2.5.1.1. <u>By December 31, 2008, professional development will be available.</u></p> <p>2.5.2.1. By June 30, 2008, 100% of teachers of limited English proficient students will have had the opportunity to participate in training on best practices.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.5. Ensure that limited English proficient students are literate in English <i>continued</i></p> <p>2.6. Expand opportunities for professional development in research-based reading instruction</p>	<p>2.5.2. <u>Identify model sites in NC that work with students in their native language and in English.</u></p> <p>2.6.1. Develop a 30-hour web-based reading course that is available to teachers and focused on research-based strategies to ensure that all teachers are prepared to teach reading in the content areas that is available to teachers and that aligns with national standards</p>	<p>2.5.2.2. <u>By August 1, 2009, model sites will have been identified and shared with 100% of teachers of LEP students.</u></p> <p>2.6.1.1. By December 31, 2008, the professional development will be designed and ready to launch.</p> <p>2.6.1.2. By September 30, 2009, 100% of in NC will have access to individualized training based on an assessed need.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.6. Expand opportunities for professional development in research-based reading instruction - <i>continued</i></p>	<p>2.6.2. Revisit personalized education plan (PEP) requirements and <u>work with partners to provide</u> specific professional development to develop focused interventions tailored to meet individual student needs.</p> <p>2.6.3. Provide teachers, <u>administrators and instructional support personnel</u> with assessment tools and training to use to assess and address literacy skills/needs of students. <u>Include formative screening for sixth grade students that would be required four times each year.</u></p>	<p>2.6.2.1. By June 30, 2011, research-based professional development training will be developed and made available to 100% of schools (based on a training of trainers model) for all LEAs.</p> <p>2.6.3.1. By June 30, 2008, assessment tools will be developed/ identified.</p> <p>2.6.3.2. By June 30, 2010, 100% of teachers <u>administrators and instructional support personnel</u>, will have access to the training as based on individual needs.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.6. Expand opportunities for professional development in research-based reading instruction - <i>continued</i></p>	<p>2.6.4. Recommend teachers, <u>administrators and instructional support personnel in grades 9-12</u> to successfully complete three hours of credit for licensure renewal. Topics must be selected from a DPI-generated a list of topics/ objectives that are acceptable/ recommended.</p>	<p>2.6.4.1. By October 1, 2007, DPI will have generated the list of topics/objectives that are acceptable/ recommended for high school teachers for licensure renewal.</p> <p>2.6.4.2. By January 1, 2009, DPI <u>and partners</u> will have developed online courses that are available to 100% of teachers.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.7. Strengthen and expand IHE teacher preparation programs for working with AIG students.</p>	<p>2.7.1 Work with the Center for School Leadership Development to identify the present status of AIG licensure and develop recommendations for changes.</p> <p>2.7.2. Present recommendations for changes to the State Board of Education and request approval.</p>	<p>2.7.1.1. Completed.</p> <p>2.7.2.1. Completed.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - continued</p>	<p>2.8. Include <u>key</u> DPI staff curriculum and instruction staff (including IT staff) in program approval for teacher preparation programs at IHEs.</p> <p>2.9. <u>Include literacy training in preparation for lateral entry teachers</u></p>	<p>2.8.1. Include specialty area staff to participate in program review.</p> <p>2.8.2. Develop and schedule program reviews that include DPI specialty area consultants.</p> <p>2.9.1. <u>Convene a meeting of SBE members, Office of the Governor and DPI to draft a SBE policy and outline training requirements regarding lateral entry training for teachers (including effective date)</u></p>	<p>2.8.1.1. By September 1, 2007, 100% of staff to participate in program review.</p> <p>2.8.2.1. By October 1, 2007, schedules of program review and onsite visits will be scheduled and include DPI specialty area consultants.</p> <p>2.9.1.1. <u>The meeting will be conducted by July 15, 2007.</u></p> <p>2.9.1.2. <u>The training outline and effective date will be completed by May 30, 2008.</u></p> <p>2.9.1.3. <u>Training requirements will be disseminated by December 1, 2008.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>2. 21st Century professionals - <i>continued</i></p>	<p>2.10. <u>Develop and require for pre-service preparation at higher education institutions</u></p>	<p>2.10.1. <u>Use committee outlined in 2.10.1 to discuss pre-service literacy preparation</u></p>	<p>2.10.1.1. <u>The meeting will be convened by July 1, 2007.</u></p> <p>2.10.1.2. <u>Recommendations will be developed by May 30, 2008.</u></p> <p>2.10.1.3. <u>Recommendations (with modification as suggested by the State Board) will be presented to the State Board of Education for action by December 2008.</u></p> <p>2.10.1.4. <u>Requirements set by the State Board will be disseminated to IHEs by February 1, 2009.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
3. Healthy, Responsible Students	3.1. Expand initiatives to build school cultures that value and demonstrate strong support for literacy and research-based reading instruction.	3.1.1. Disseminate the State's Vision for Literacy. 3.1.2. Provide a variety of models to teachers' and media coordinators' collaboration to sponsor reading incentive programs that promote readers as life-long learners.	3.1.1.1. By July 31, 2007, the State's Vision for Literacy will be posted on the web and disseminated statewide. 3.1.2.1. By January 1, 2008, 100% of teachers and media coordinators will have models of reading incentive programs to consider implementing at the school level.		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>3. Healthy, Responsible Students</p>	<p>3.1. Expand initiatives to build school cultures that value and demonstrate strong support for literacy and research-based reading instruction – <i>continued.</i></p>	<p>3.1.3. Expand <u>teachers/media coordinators/literacy specialists</u> collaboration to identify high-interest reading materials appropriate for students' reading skills to provide equal access to interactive technology and electronic resources.</p>	<p>3.1.3.1. Media specialists will continue to receive <u>annual print publications (also available online in a searchable database)</u> that identify appropriate high interest reading materials and include the reading level of each document.</p> <p>3.1.3.2. <u>Notify teachers and literacy specialists of annual print publications and online database to provide information and strategies for collaboration with media specialists to identify high-interest, reading materials and equal access to interactive technology and electronic resources.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>4. Leadership for Innovation</p>	<p>4.1. Include families, communities and faith-based organizations as valuable partners in developing literate students by maximizing the use of school resources.</p>	<p>4.1.1. Provide information to parents on how to model reading in the home and to limit time students watch television and use electronic tools for entertainment.</p> <p>4.1.2. Expand parent and student participation in 21st Century Learning Centers.</p>	<p>4.1.1.1. By December 30, 2007, 100% of LEAs will be encouraged to work with faith-based organizations and (identified) parent involvement programs to provide information on strategies for reading to/with children and serving as a role model in the home.</p> <p>4.1.2.1. By September 1, 2007, 100% of 21st Century Learning Centers will have sent recruitment letters to parents in the community outlining the benefits of participation in the program.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>4. Leadership for Innovation - <i>continued</i></p>	<p>4.1. Include families, communities and faith-based organizations as valuable partners in developing literate students by maximizing the use of school resources - <i>continued</i></p>	<p>4.1.3. Expand student and parent access to print <u>and interactive technology</u> resources.</p> <p>4.1.4. Develop and implement a public information campaign that highlights NC's research-based reading initiative and strategic plan and the work to improve reading achievement at all grade levels.</p>	<p>4.1.3.1. By <u>December 1, 2007</u>, 100% of school administrators will have received information (in print and electronic formats) on strategies used to keep computer labs and media centers open after hours and during the summer.</p> <p>4.1.3.2. <u>Work with NC PTA to provide information to parents on access to print and interactive technology resources.</u></p> <p>4.1.4.1. By <u>November 1, 2007</u>, the information campaign will be implemented statewide.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p>4. Leadership for Innovation - continued</p>	<p>4.2. Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i></p>	<p>4.2.1. Gather data and prepare a report on the implementation of common planning time for teachers to plan collaboratively, integrate the curriculum, develop instructional strategies, plan curriculum activities and assess student needs. <u>Include strategies for full implementation of HB 1151 (duty-free lunch and planning time for teachers).</u></p> <p>4.2.2. <u>Continue current efforts to align reading and mathematics (preK-12) with the American Diploma Project</u></p>	<p>4.2.1.1. The report will be presented to the State Board of Education in January 15, 2008 and then made available Statewide.</p> <p>4.2.2.1. <u>Mathematics and English will be aligned with ADP standards by Spring 2007 (Phase I)</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p>4.2. Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) – <i>continued</i></p> <p>4.3. <u>Adopt the International Reading Association's Standards for Middle and High School Literacy Coaches</u></p>	<p>4.2.3. <u>Continue current efforts to align reading and mathematics (preK-12) with the American Diploma Project - <i>continued</i></u></p> <p>4.3.1. <u>Present standards to the State Board of Education for in March 2007/ April 2007</u></p>	<p>4.2.3.1. <u>Phase II of Mathematics will be aligned with ADP standards and 21stC skills by November 2007.</u></p> <p>4.2.3.2. <u>Phase II English will be aligned with ADP standards and 21stC skills by November 2008.</u></p> <p>4.2.3.3. <u>PreK-8 grade curriculum standards will be aligned with ADP standards and 21stC skills by November 2008</u></p> <p>4.3.1.1. <u>Standards for literacy coaches will be approved by September 15, 2007.</u></p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
5. 21st Century Systems	5.1. Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i>	5.1.1. <u>Examine the gap analysis (taken from UNC's audit of DSSF districts) depicting resources needed to accomplish reading/literacy initiatives at both DPI and LEA levels.</u>	5.1.1.1. <u>By January 1, 2007, the interim report from UNC will be completed.</u> 5.1.1.2. <u>By July 7, 2007, the gap analysis compiled by UNC will be presented to the State Board of Education.</u>		

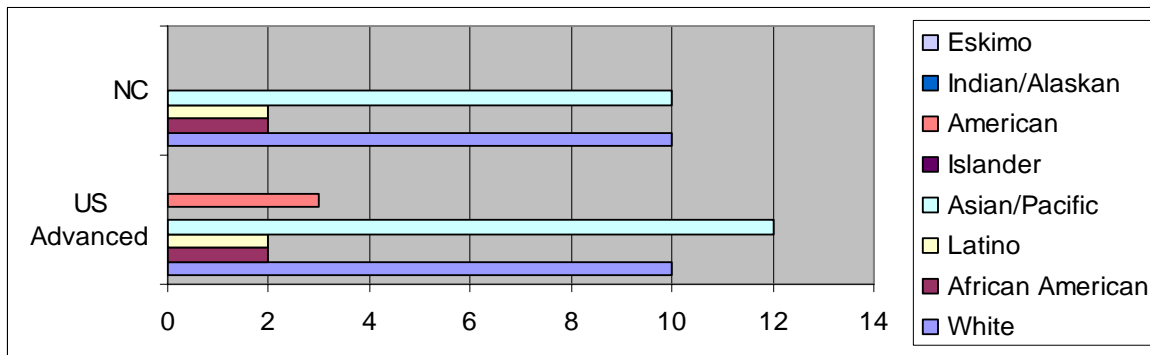
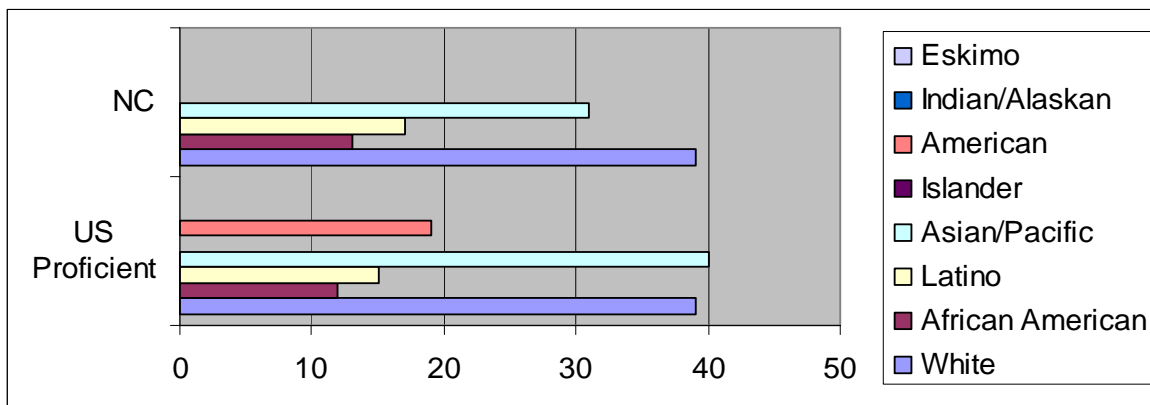
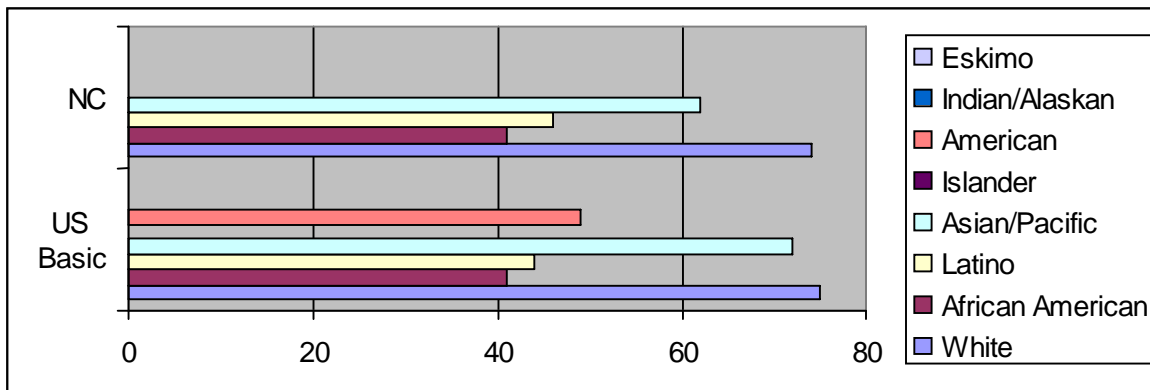
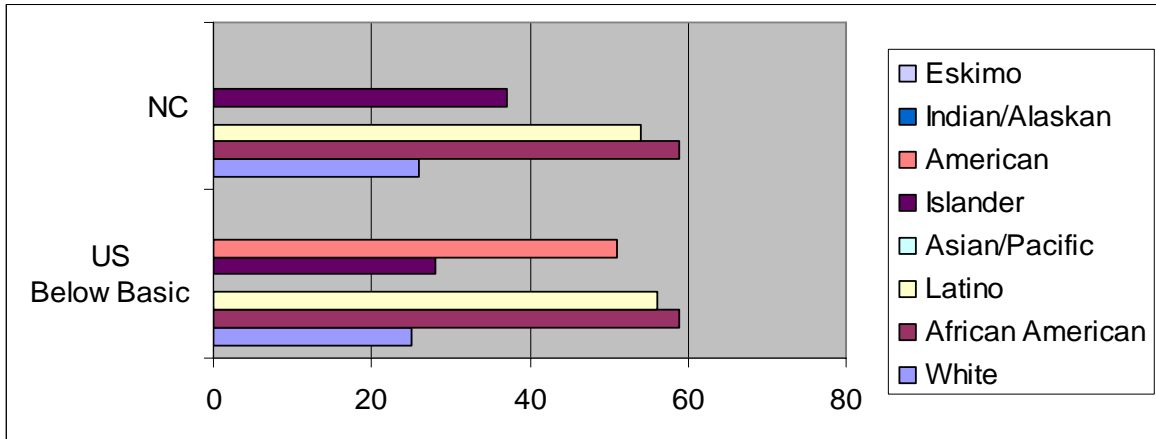
State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
5. 21st Century Systems - <i>continued</i>	5.1. Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i>	5.1.2. <u>Re-examine the school improvement plan policy of the SBE to incorporate reading plans</u>	5.1.2.1. <u>By June 30, 2008, the policy on school improvement plans will be revised and approved.</u> 5.1.2.2. <u>Changes in the school improvement plan and the plan format will be implemented with the 2008-09 school year.</u>		

Fiscal Notes

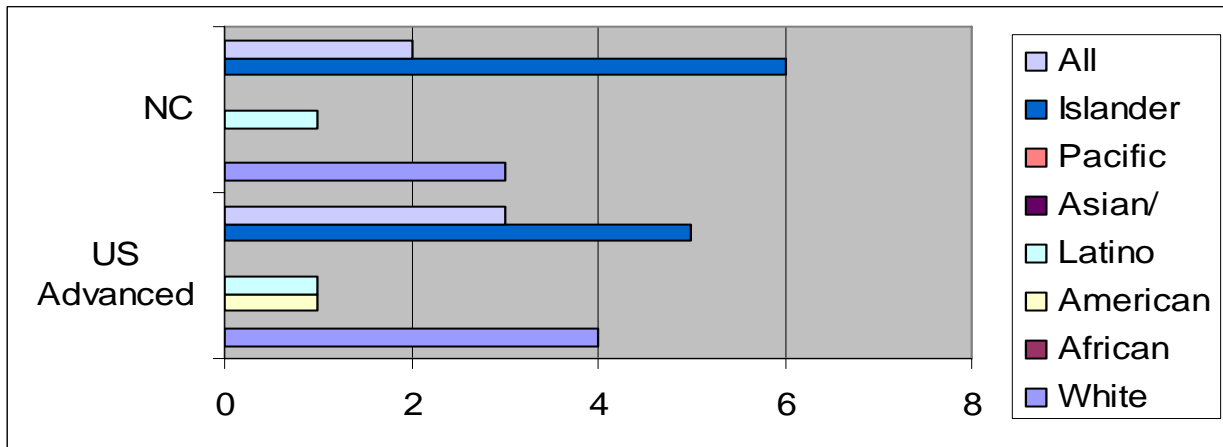
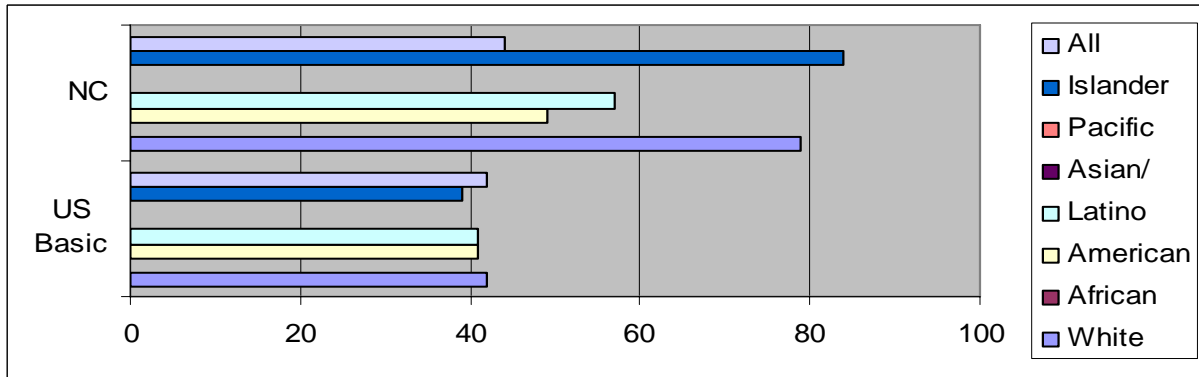
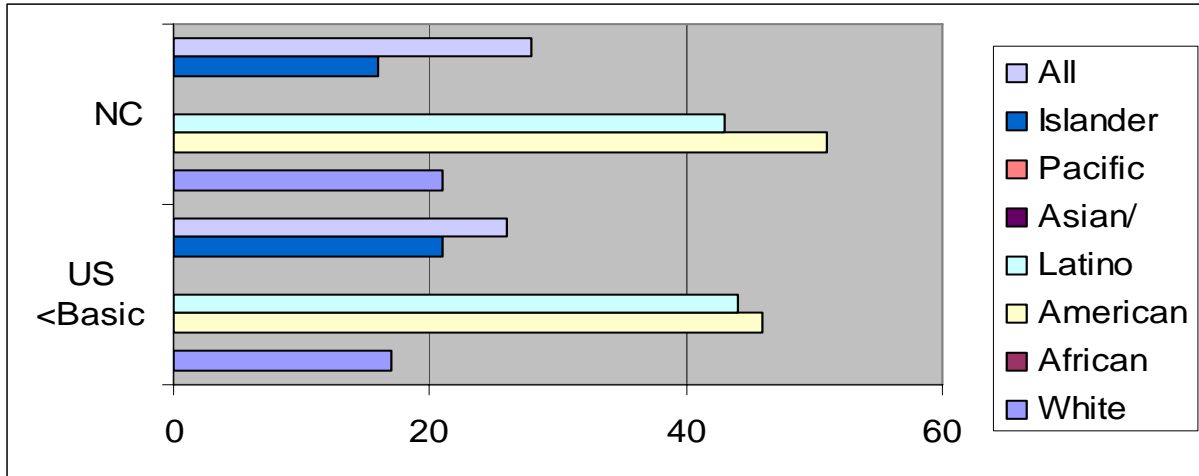
1. LEAs should be reminded of sources of funding that can be used to provide the salary differential for national board certified teachers who accept school-based roles outside of the classroom but within the school (such as reading/literacy coaches).

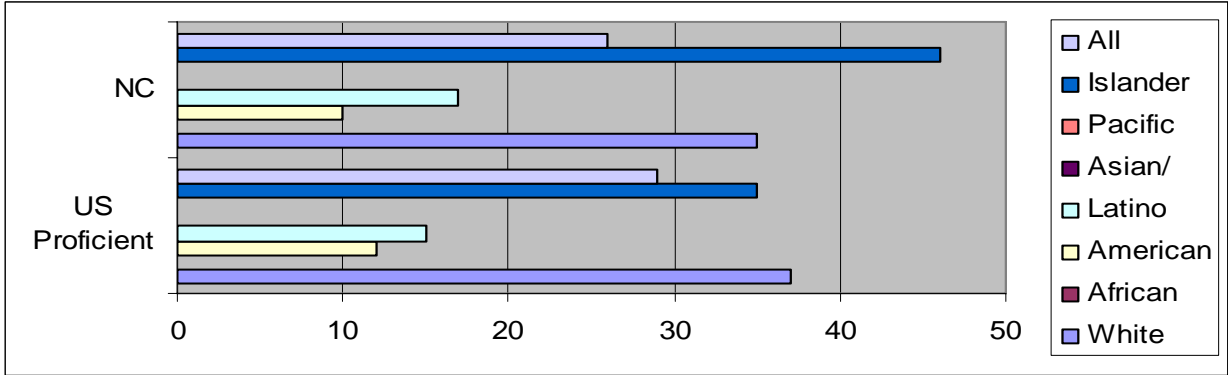
Appendices

2005 Grade 4 Reading: Percentage Achieving at Each Level



2005 Grade 8 Reading: Percentage Achieving at Each Level





How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider

Policymakers, educators, parents, and other concerned stakeholders need to make informed decisions about literacy programs for struggling readers. No one program will solve the problem of low literacy levels that are prevalent among large numbers of middle and high school students. Yet, while more research needs to be done, there is widespread agreement about the key components of effective literacy intervention programs. It is critical that those in positions to make decisions about designing and implementing programs consider the following:

- Programs should be appropriate for both the reading level and the age level of the students involved.
- Programs should be flexible enough to allow for students' different learning styles, abilities, backgrounds, and interests.
- It is unlikely that any single program will address all the literacy needs of a school; schools are complex institutions composed of many different types of students who require different types of instruction.

In order to assess any literacy program, the following questions should be addressed:

1. For what age group is the program designed?
2. For what reading level is the program designed?
3. Is there independent research about the program? If so, what does it say about the program's effectiveness?
4. Has the program been demonstrated to be effective with the age group(s) and reading level(s) of the students in question?
5. What sort of support (such as training) does the program offer the teacher?
6. What is the cost, both direct and indirect, of the program?
7. To what extent does the program require changes in the structure of the school or district?

Other considerations include how the program addresses the key reading elements outlined in research – motivation, fluency, vocabulary, comprehension, phonics and phonemic awareness, writing, and assessment.

Examples of such considerations include evaluating whether the program includes:

Motivation

- Explicit rationale that compels students to use reading to gain knowledge – the ultimate goal of any literacy program should be for students to use reading as a strategy for learning
- A cooperative learning environment designed for students to discuss readings

Fluency

- Uses repeated readings, in which students read and reread passages
- Includes guided readings accompanied by feedback to correct errors

Vocabulary

- Strategies to learn new words through frequent contact with the same words (repetition), verbal and written use of learned vocabulary words (active engagement), and learning vocabulary through direct instruction and read-aloud sessions
- Computer technology to build vocabulary skills

Comprehension

- Before, during, and after reading activities designed to access what the student knows about a particular topic
- Teaching components that enable students to evaluate a text based on its structure and discern relative importance of parts of the text and to make connections between different portions of the text
- Teacher modeling that shows and teaches students effective strategies
- Opportunities for students to generate and answer questions that encourage higher-order thinking about reading passages

Phonics and Phonemic Awareness

- Direct instruction using explicit instruction plans
- Frequent practice of words in the context of their meaning and an emphasis on word recognition

Writing

- Writing about what the student reads and providing an audience for students' writing
- Environment in which writing is viewed as a five-stage process that requires outlining, drafting, revising, rewriting, and publishing

Assessment

- Professional development to allow teachers to become skilled in determining and correcting the reading needs of students
- Make assessment a regular extension of instruction
- Monitor student performance on a regular basis and include components to diagnose students' initial ability and also to assess how students are progressing

Taken from: Alliance for Excellent Education, *How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider*. Issue Brief (Washington, DC: Alliance for Excellent Education, May 2004. Full brief is available online at www.teacher.scholastic.com/products/read180/pdfs/CriteriaforAdolescentLiteracyPrograms.pdf

Reading Advisory Committee Members

Reading Strategic Plan Reading First Grant Adolescent Literacy Grant

The State Board of Education and the Department of Public Instruction appreciate the contributions of its education partners as we developed the Reading Strategic Plan for North Carolina. They provided valuable input into this document, and look forward to their guidance as we pursue the full implementation of this plan, including the Adolescent Literacy Grant and the Reading First grant program.

Member	Position	Address
1. Jane Norwood	Vice-Chair State Board of Education	7026 Ballentyne Court Charlotte, NC 28210-4935
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27. Zoe Locklear	UNC-Pembroke	P O Box 1510 Pembroke, NC 28372
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29. Bill McNeil	NC Association of School Administrators	P O Box 27711 Raleigh, NC 27611
30. Joe Milner	NC English Teachers Association	P O Box 156 Halifax, NC 27839
31. JB Buxton	Deputy State Superintendent	Public Schools of NC 6301 Mail Service Center Raleigh, NC 27699-0301
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Member	Position	Address

Member	Position	Address
32. Ann McArthur	Teacher Advisor to the Governor	Office of the Governor 20301 Mail Service Center Raleigh, NC 27699-0301
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34. Gerald Duffy	Professor	Curriculum and Instruction 343 Curry Building UNC-Greensboro PO Box 26170 Greensboro, NC 27402-6170
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36. Elnora Shields	Community Literacy Program	

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2005

SESSION LAW 2006-153

HOUSE BILL 1151

**AN ACT TO PROVIDE FOR INSTRUCTIONAL PLANNING TIME AND A
DUTY-FREE LUNCH PERIOD FOR TEACHERS.**

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-105.27 reads as rewritten:

"§ 115C-105.27. Development and approval of school improvement plans.

(a) In order to improve student performance, each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35. The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings shall be held at a convenient time to assure substantial parent participation.

(b) The strategies for improving student performance:

- (1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting;

(1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level. ~~level.~~ level.

SECTION 4. This act becomes effective July 1, 2006, and applies to school improvement plans beginning with the 2007-2008 school year.

In the General Assembly read three times and ratified this the 13th day of July, 2006.

s/ Beverly E. Perdue
President of the Senate

s/ James B. Black
Speaker of the House of Representatives

s/ Michael F. Easley
Governor

Approved 1:45 p.m. this 23rd day of July, 2006

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**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001**

**SESSION LAW 2002-178
SENATE BILL 1275**

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO DEVELOP A PLAN TO IMPROVE THE STATE'S TRACKING OF DROPOUT DATA, TO EXAMINE THE ACCOUNTABILITY FORMULA TO REWARD HIGH SCHOOLS FOR REDUCING THEIR DROPOUT RATE, TO IDENTIFY CURRENT STATE TECHNICAL HIGH SCHOOLS AND CAREER CENTERS AND TO COOPERATE WITH THE STATE BOARD OF COMMUNITY COLLEGES TO ENCOURAGE CONCURRENT ENROLLMENT, TO STUDY THE RELATIONSHIP BETWEEN ACADEMIC RIGOR AND REDUCING THE DROPOUT RATE, TO ENCOURAGE LOCAL BOARDS OF EDUCATION TO PLACE EXCELLENT, EXPERIENCED TEACHERS IN GRADES SEVEN THROUGH NINE, TO DIRECT THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO STUDY WHETHER RAISING THE COMPULSORY ATTENDANCE AGE TO EIGHTEEN WILL REDUCE THE DROPOUT RATE, TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT A POLICY TO REQUIRE KINDERGARTEN THROUGH EIGHTH GRADE TEACHERS TO TAKE THREE RENEWAL CREDITS IN READING METHODS COURSES, TO DIRECT THE UNC BOARD OF GOVERNORS TO STUDY WHETHER TO REQUIRE AT LEAST TWO READING METHODS COURSES FOR ALL ELEMENTARY EDUCATION MAJORS AND AT LEAST ONE READING METHODS COURSE FOR ALL MIDDLE GRADES EDUCATION MAJORS, TO DIRECT THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO STUDY THE FISCAL AND INSTRUCTIONAL ACCOUNTABILITY OF LOCAL SCHOOL ADMINISTRATIVE UNITS, AND TO DIRECT THE STATE BOARD OF EDUCATION TO TAKE OVER ALL POWERS AND DUTIES RELATED TO A SCHOOL WHEN THAT SCHOOL AND ITS LOCAL BOARD OF EDUCATION FAIL TO IMPLEMENT RECOMMENDATIONS OF AN ASSISTANCE TEAM ASSIGNED TO THAT SCHOOL.

SECTION 5.(a) The State Board of Education shall adopt a policy that requires kindergarten through eighth grade teachers to take three renewal credits in reading methods courses during each five-year license renewal cycle.

SECTION 8. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 23rd day of September, 2002.

s/ Marc Basnight
President Pro Tempore of the Senate

s/ James B. Black
Speaker of the House of Representatives

s/ Michael F. Easley
Governor

Approved 4:15 p.m. this 31st day of October, 2002

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NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: 05/04/2006

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON GENERAL LICENSURE REQUIREMENTS

[Only the relevant section of QP-A-001 has been printed here.]

1.70 Lateral Entry License

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's

- degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and have attained one of the following:
- a) a GPA of at least 3.0 on all work completed in the senior year;
 - b) a GPA of at least 3.0 in the major; or
 - c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

- (2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;
- (4) completion of a cumulative of six semester hours of course work in the approved program each school year;
- (5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
- (6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon:

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
 - a. lesson planning,
 - b. classroom organization,
 - c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
 - d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
 - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction;

- and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities.

CORE STANDARDS FOR ALL TEACHERS

Introduction

Articulated by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education in November 1999, the Core Standards reflect what teachers in North Carolina should know and be able to do. They reflect the following beliefs.

Teachers serve as role models of educated citizens. To teachers, the world is a fascinating place. They pass on to their students a high level of interest in and curiosity about all aspects of knowledge. Teachers are dedicated to learning and knowing in the same way an athlete is dedicated to physical fitness or an orchestra conductor is dedicated to music. All teachers have a background in basic subject areas--the arts, humanities, mathematics, and sciences. They have broad understanding of the major cultures, religions, geography, political systems, philosophies and economic systems by which people organize their lives. Teachers know and appreciate the great creative works of world cultures.

Some teachers, often teachers of young children, are generalists. Because they teach everything, generalists have a broad knowledge of every discipline. They are prepared to direct a child's natural curiosity into an interest in learning about science, mathematics, the arts, and social sciences.

Some teachers are specialists in a specific subject. Specialists know their subjects considerably beyond the content they are expected to teach. This allows them to bring richness and depth of understanding to their classrooms, and to work well with students who wish to go beyond the curriculum. They understand how technological advances affect their discipline. Specialists also have a strong background in the subjects related to their specialty area--algebra teachers know calculus and geometry, physical science teachers know biology and chemistry. In addition to knowledge of content, specialist teachers know how professionals in their field think and analyze the world.

Teachers know how their teaching specialty connects to the general curriculum. In order to deepen understanding and make learning more interesting for students, teachers help students understand how different subjects are related to each other. Teachers know the links between the grade or subject they teach and what comes before and after their course or grade.

Students often ask their teachers, "What difference does this make?" "Why does this matter?" Teachers have the answers to these questions. They understand ways in which the subjects they teach have an impact on the world in which we live.

Teachers in elementary schools know how young children think, and teachers in secondary schools understand adolescents. Even within age and grade levels, however, there is a wide scope of expected skills and behaviors. Teachers design their instruction for the range of students that they teach. Teachers recognize when students think and act outside of the expected range and when to refer such students to specialists for evaluation.

There is no single way to teach all of the students all of the time. Teachers choose the methods and techniques that are successful in helping a specific class or a specific student learn on a specific day. This may be direct, teacher-centered instruction, it may be small group projects, or it may be student-directed discovery. What is appropriate for one class may not work for another. To teach all students successfully, teachers must have command of a wide range of techniques.

Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers also understand that communication is a two-way process. They are expert listeners and interpreters of what students mean. Teachers are skilled at distinguishing the difference between a

student's expression of deep anger or mild annoyance, between expressions of true fear or of brief anxiety, and between a student who is momentarily frustrated and one who is seriously discouraged.

Teachers are skilled at using technology to teach. They know when and how to use current educational technology, and they understand the most appropriate type and level of technology to use to maximize student learning.

Teachers develop short and long-range plans for their instruction. These plans reflect understanding of how students learn, and allow for students who learn at a faster or slower pace than others to be successful and engaged in learning. Teachers understand that plans are general guidelines and must be constantly monitored and modified to enhance the learning that is occurring in the classroom.

Teachers make teaching decisions based on what individual and groups of students know and understand. Gathering and interpreting data about what students know and are able to do is the basis for making good teaching decisions. Teachers use formal tests, responses to quizzes, evaluation of class assignments, student performances and projects, and standardized achievement tests to understand what students know. Teachers also evaluate informal measures of student understanding, such as the questions asked in class and the level of student enthusiasm.

Students need to know how to use their knowledge. Teachers help students evaluate information, consider alternatives, and make wise choices. For example, teachers encourage students to synthesize knowledge, draw conclusions, and ask questions. Teachers encourage their students to think creatively and critically.

Surveys of employers identify teamwork and the ability to work with others as highly important workplace skills. Our neighborhoods and communities also require these skills for a high quality of life. There is no better place to teach teamwork and cooperation than in schools, where children from diverse backgrounds gather daily. Teachers take advantage of this opportunity to teach students how to live and work together productively and in a positive manner.

Successful adults in the 21st century will have both the skills and the desire to continue learning and growing long after they leave formal education. They will hold high personal standards for achievement, appreciate and enjoy learning, and have confidence in their abilities. Skilled teachers lay the groundwork for these skills and attitudes during the years students are in school. They observe and nurture hidden talents and skills, and encourage young people to make decisions and follow a path that will use these talents. Teachers know and teach the importance of cooperation and working together in order for students to be successful both in school and in their adult lives.

Teachers know the North Carolina Standard Course of Study and local curriculum framework. They are familiar with the content standards developed by professional organizations in their specialty areas. Teachers develop and apply strategies to make this curriculum significant to the students they teach. Teachers are skilled at meeting the requirements of the entire curriculum, while recognizing and focusing on those concepts in the curriculum which are fundamental to student understanding. Among the basic components of the curriculum are reading, communicating orally, and using mathematics. Teachers know how to develop literacy, communication, and mathematical skills appropriate to their specialty areas. They know how to assess a student's level of competence in these fundamentals, to recognize problems and to help the student find assistance and resources when necessary.

Teachers show their commitment to this belief by their daily conduct. They do not allow subtle or overt intolerance or bigotry in their classrooms or schools, and they actively select materials and develop lessons that counteract stereotypes.

Teachers maintain high expectations for children of all backgrounds. Teachers avoid stereotypes or jumping to conclusions about individual children based on race and ethnicity, gender, language, family economic level, or any of the other ways in which our society defines groups.

Teachers have and actively seek knowledge of others through reading, personal interaction, and direct experience. They strive to understand how an individual child's culture and background influence his or her school performance. In schools and communities where population diversity is limited, teachers find ways to acquaint children with the wide variety of people who make up our society and world.

Teachers make inclusion of special needs students in the regular classroom a positive experience for each student in the class. Teachers collaborate with the range of support specialists to help them meet the needs of all students.

Teachers recognize that educating children is a shared responsibility involving the school, parents, and the larger community. Teachers reach out beyond the school to promote trust and understanding, and build partnerships with all segments of the school community. Teachers overcome obstacles that stand in the way of effective family and community involvement in the education of their children.

Teachers exercise leadership by taking personal responsibility for the progress of all students. They organize and motivate their students to act in ways that meet the needs of both the individual student and the class as a whole. In their classrooms, teachers maximize efficiency, maintain discipline and morale, promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments.

Teachers assume additional responsibility in the schools. They help develop school goals and strategies, mentor new teachers, improve the effectiveness of their departments or grade levels, and work with their school improvement committees to improve student achievement. Teachers frequently lead extra-curricular activities, such as coaching, sponsoring student clubs, editing the yearbook, directing the school musical, or organizing field trips.

Teachers are informed about policy issues, and they initiate or assist in implementing initiatives to improve the education of children. They contribute to discussions of education and social policy affecting children. Teachers are respected members of the community who play key roles in helping improve communication and collaboration between the members of the community and educators in the school and the school system.

Teachers understand that many factors beyond their control affect the classroom and school environment, and they find ways for students to learn despite everything that happens. They realize that everything that happens in the community, between individual students, with families, or with colleagues has an impact in the classroom. Teachers work to minimize disruptions in student learning and take advantage of unexpected events to teach students. They are resourceful and flexible in meeting the demands of their profession and are skilled at facilitating consensus and mediating conflict. Teachers are enthusiastic about teaching even when faced with obstacles and frustrations.

Teachers keep the needs of students at the center of their professional thoughts and actions. They live up to universal ethical principles of honesty, truthfulness, integrity, fair treatment, and respect for others. Teachers meet ethical standards for competent practice, for example, by only accepting a teaching assignment for which they are qualified and adhering to the confidentiality procedures for student testing. Teachers maintain a clear distinction between personal values and professional ethics. Teachers have opinions and beliefs, but they do not impose their personal religious, political, or social values on students. Teachers recognize that families are the primary shapers of children's values, and they treat any conflict between school and family values with great caution and care.

Teachers believe in the teaching profession. They advocate for teacher professionalism, for school conditions that encourage teaching and learning, and for decision-making structures that take advantage of the expertise of teachers. Teachers promote professional growth and assist their colleagues in improving their teaching skills. They support and assist new teachers, either formally as mentors or informally as colleagues. They strive to create learning communities in their schools and participate in

their professional organizations. Teachers encourage talented students to consider becoming teachers, and they work with teacher cadet and internship programs.

Teachers think systematically about what happens in their classrooms and schools, why it happens, and what can be done to improve student achievement. They search in their own practice for reasons why a student has difficulty with comprehending a reading passage, or why one class has great success in learning a math concept. Teachers collect and use data on student performance to analyze and improve school and classroom effectiveness.

Teachers value and learn from the expertise of other educators. They offer and accept support, encouragement, and advice. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. Teachers observe and learn from professionals in other schools and communities. They collect the best ideas and practices to use in their own schools.

Teachers study educational literature and can interpret research and apply it in their classrooms and schools. They discuss research-based books and articles, either in study groups or more informally. Teachers conduct action research in their classrooms and schools to determine the most effective teaching strategies.

Teachers recognize that life-long learning is an integral part of their profession. They know they can always be more effective. Teachers are constantly looking for new and better ways to teach.

Teachers find young people interesting and enjoy interacting with them. Teachers understand that young people make mistakes and act in ways that are difficult to understand, but that such behavior is part of growing up. Teachers find pleasure and satisfaction in helping children develop into responsible adults.

Teachers know about each child's interests, hobbies, and activities. Teachers find out what is special about each student and use this knowledge to help students grow and develop self-confidence and a sense of self-worth.

Teachers teach students to respect themselves, other students, and adults in the school. They establish a respectful, caring classroom atmosphere where every student feels worthy and valued. Even when it is necessary to correct student behavior, it is done in ways that maintain the dignity of the student.

Teachers encourage students to set and achieve high standards for themselves by praising their accomplishments and celebrating their successes.

Standards and Indicators

Core Standard 1: Teachers know the content they teach.

Indicator 1: Teachers have a broad knowledge of content.

Indicator 2: Teachers know the content appropriate to their teaching specialty.

Indicator 3: Teachers understand the ways in which their teaching area connects to the broad curriculum.

Indicator 4: Teachers know relevant applications of the content they teach.

Core Standard 2: Teachers know how to teach students.

Indicator 1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

Indicator 2: Teachers use a variety of methods to teach students.

Indicator 3: Teachers are expert communicators.

Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.

Indicator 5: Teachers are able to use positive student behavior management strategies for defusing and deescalating disruptive or dangerous behavior. They understand the safe and appropriate use of seclusion and restraint.

Indicator 6: Teachers have strong and current technology skills.

Indicator 7: Teachers plan instruction that is appropriate for the students they teach.

Indicator 8: Teachers use a variety of methods to assess what students have learned.

Indicator 9: Teachers teach communication, thinking, and problem solving skills.

Indicator 10: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.

Indicator 11: Teachers instill a love of learning and self-confidence based on achievement.

Indicator 12: Teachers align their instruction with the required curriculum.

Core Standard 3: Teachers are successful in teaching a diverse population of students.

- Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Indicator 2: Teachers treat students as individuals.
- Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.
- Indicator 4: Teachers adapt their teaching for the benefit of students with special needs.
- Indicator 5: Teachers work collaboratively with the families and significant adults in the lives of their students.

Core Standard 4: Teachers are leaders.

- Indicator 1: Teachers lead in their classrooms.
- Indicator 2: Teachers lead in the school.
- Indicator 3: Teachers lead in advocating for schools and children.
- Indicator 4: Teachers function effectively in a complex, dynamic environment.
- Indicator 5: Teachers meet high ethical standards of practice.
- Indicator 6: Teachers support the teaching profession.

Core Standard 5: Teachers are reflective about their practice.

- Indicator 1: Teachers analyze the results of teaching.
- Indicator 2: Teachers collaborate with their colleagues.
- Indicator 3: Teachers use research in their classrooms.
- Indicator 4: Teachers continue to grow professionally.

Core Standard 6: Teachers respect and care about students.

- Indicator 1: Teachers enjoy spending time in the company of children and young adults.
- Indicator 2: Teachers learn all they can about each of their students.
- Indicator 3: Teachers maintain the dignity of each student.
- Indicator 4: Teachers express pride in their students' accomplishments.

EXECUTIVE SUMMARY**Title:** Carl D. Perkins Career and Technical Education Act of 2006 Transition Plan**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-154
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Rebecca Payne (Director, Career and Technical Education)

Description:

The new Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV) gave states permission to develop a one-year (2007-2008) Transition Plan to develop with their stakeholders a five-year (2008-2013) State Plan to meet the performance indicators in the Perkins IV legislation. During this year (2007-2008), the State also will modify the data collection process to meet the indicators. The Transition Plan is available at http://www.ncpublicschools.org/workforce_development/perkinsIV/transition07.pdf.

Resources:

Federal Career and Technical Education Funds

Input Process:

Local education agencies, local Career and Technical Education directors and teachers, state staff, postsecondary state staff and instructors, other state agency representatives, Career and Technical Education professional association, and business/industry representatives

Stakeholders:

Teachers, students, Career and Technical Education local administrators, local school administrators, Community College personnel, economic developers

Timeline For Action:

This item was submitted for discussion at the March State Board meeting and is returned for action at the April Board meeting prior to submission to the United States Office of Education by April 16, 2007 for year July 1, 2007 to June 30, 2008.

Recommendations:

The State Board of Education is requested to approve the Career and Technical Education Transition Plan at the April Board meeting.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Dianne Barnes, 919-807-3818

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

Summary of Transition Plan

Purpose of the Act

The Act is to provide continuing Federal support for rigorous Career and Technical Education (CTE) programs that prepare future-ready students for 21st Century globally competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for:

- High-Skill
- High-Wage
- High-Demand Occupations

The Act is to provide an increased focus on:

- The academic achievement of Career and Technical Education students
- Improvement of State and local accountability
- Strengthening connections between secondary and post-secondary education

The Transition Plan April 2007 – April 2008 includes:

- Section I. Planning Coordination and Collaboration (not required in Transition Plan)
- Section II. Program administration
- Section III. Provision of services to special populations
- Section IV. Accountability and evaluation
- Section V. Tech Prep programs
- Section VI. Financial requirements
- Section VII. EDGAR certifications and other assurances

Decisions to be made in the Transition Plan for North Carolina are:

1. Measures for state reading/language arts and mathematics achievement of Career and Technical Education investors to mirror No Child Left Behind
2. Groupings to include categories in No Child Left Behind
3. Student graduation rate for Career and Technical Education students as required by Elementary and Secondary Education Act
4. Procedures to acquire input from stakeholders
5. Data systems to capture newly required data

Continuation of North Carolina Directions (new to some states) to be included in the

Transition Plan are:

1. Academic attainment enhancement in – reading/language arts and mathematics in Career and Technical Education
2. Technical attainment of courses with a secured assessment
3. Secondary and postsecondary alignment
4. Maintenance of Tech Prep consortia grants
5. Equal access for Special Populations students
6. Aggregation of data reporting from local to state

Decisions to be made for the Five Year State Plan (due April 2008) are:

1. Identification of high-skill, high-wage, or high-demand occupations
2. Implementation of credentialing for accountability
3. Method of Tech Prep funding through Perkins in Title I or II
4. Adoption of non-traditional definitions
5. Development of processes for rewards and sanctions
6. Use of Reserve Fund
7. Use of new resources to determine current or emerging occupational opportunities
8. Alignment of NC State Board of Education future-ready students with 21st Century Skills with “all aspects of the industry.”
9. Decision to use ten or sixteen pathways/clusters
10. A State adjusted level of performance for each indicator and valid and reliable measurement definitions

EXECUTIVE SUMMARY

Title: Changes to the 2005-06 ABCs/AYP Report

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-105.20 (Article 8B), 115C-105.35
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

Changes to the 2005-06 ABCs/AYP Report will be presented to the State Board of Education (SBE) for Action on First Reading at the April 2007 meeting.

There will be additional changes to the 2005-06 ABCs/AYP Report if LEAs submit data changes that impact school status.

Resources:

Incentive awards and/or assistance

Input Process:

Information from schools and/or LEAs, and investigations of DPI staff

Stakeholders:

N. C. General Assembly, State Board of Education, Public Schools of North Carolina, and the public

Timeline For Action:

This item is being presented for Action on First Reading at the April Board meeting.

Recommendations:

It is recommended that the State Board of Education approve the changes to the 2005-06 ABCs/AYP Report.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ **Disapproved** _____ **Postponed** _____ **Revised** _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

SPECIAL EVALUATION SCHOOLS - AYP

LEA/Sch	LEA	School	Grades	Recommended Status for 2006-07
36A000	Gaston	Highland Charter	0K-02	No AYP
60J000	Mecklenburg	Socrates Academy	0K-05	AYP
080350	Bertie	Serendipity School	6-12	AYP
111700	Asheville	School of Inquiry & Life Science	09-12	AYP
110322	Buncombe	Buncombe County Early College	09-13	AYP
130317	Cabarrus	Cabarrus County Opportunity School	06-12	AYP
180325	Catawba	Catawba Valley Early College High Sch	09-12	AYP
190310	Chatham	SAGE Academy	07-12	AYP
230330	Cleveland	Davidson Alternative School	06-12	No AYP
240336	Columbus	Nakina Alternative School	06-12	AYP
260346	Cumberland	Cumberland Evening Academy	09-12	AYP
260354	Cumberland	Cross Creek Early College High School	09-10	AYP
260700	Cumberland	Cumberland Health & Life Sciences	09-10	AYP
280306	Dare	Dare County Alternative School	08-12	No AYP
290315	Davidson	Davidson Early College High School	09-12	AYP
320353	Durham	Middle College High School @ DTCC	11-12	AYP
330310	Edgecombe	Center for Ed Advancement	06-08	AYP
330385	Forsyth	Griffith School	06-12	AYP
340446	Forsyth	Forsyth County Middle College	11-12	AYP
410390	Guilford	Greensboro College Middle High School	11-12	AYP
410533	Guilford	Scale School	06-12	No AYP
410534	Guilford	Scale School in High Point	06-12	No AYP
490342	Iredell-Statesville	Mulberry Street School	06-12	No AYP
510380	Johnston	South Campus Community High	09-12	AYP
540318	Lenoir	Sampson Alternative School	06-12	AYP
680335	Orange	Partnership Academy Alternative	07-12	AYP
790392	Rockingham	The SCORE Center	0K-12	No AYP
821324	Clinton City	Sampson Early College High School	09-12	AYP
850324	Stokes	Meadowbrook School	06-12	AYP
910368	Vance	Western Vance High School	09-12	AYP
920438	Wake	River Oaks Middle	08-08	AYP
241312	Whiteville	North Whiteville Academy	06-12	AYP

EXECUTIVE SUMMARY**Title:** Revision of the North Carolina Mathematics Standard Course of Study**Type of Executive Summary:**

Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # HSP-F-012, HSP-F-002
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra C. Polk (Director, Middle and Secondary Education Division), and Ms. Everly Broadway (Section Chief, Secondary Mathematics and Science)

Description:

The process for curriculum revision was amended in February 2002. The process requires prior permission by the State Board of Education in order to revise an area of the *North Carolina Standard Course of Study*. Based on feedback from stakeholders, permission is requested to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

Resources:

State

Input Process:

From September 28, 2006 to November 26, 2006, North Carolina Department of Public Instruction mathematics consultants conducted a Zoomerang survey of mathematics teachers and administrators regarding the current *North Carolina Standard Course of Study for Mathematics K-12*.

A representative review committee met on December 18, 2006. This committee included teachers representing elementary, middle, and high school level mathematics, mathematics faculty members from institutes of higher education, representatives of the North Carolina Council of Teachers of Mathematics (NCCTM), mathematics supervisors from LEAs, parents, and business and industry representatives.

An expert review committee for elementary mathematics met on January 4-6, 2007 and January 31-February 2, 2007. This committee included elementary teachers, mathematics education faculty members, and mathematics supervisors from LEAs.

An expert review committee for middle school mathematics met on January 4-6, 2007. This committee included middle school teachers.

An expert review committee for high school mathematics met on January 4-6, 2007 and January 31-February 2, 2007. This committee included high school mathematics teachers, one mathematics education faculty member, and one mathematics supervisor from an LEA.

During February 2007, North Carolina Department of Public Instruction mathematics consultants held feedback sessions regarding the *North Carolina Standard Course of Study for Mathematics K-12* at each of the spring regional meetings of the North Carolina Council of Teachers of Mathematics. The western regional meeting was held on February 17, 2007. The central and the eastern regional meetings were held on February 24, 2007.

Stakeholders:

Teachers, administrators, students, parents, college/university professors, and Department of Public Instruction staff

Timeline For Action:

This item is submitted for discussion at the State Board of Education meeting in April and will be returned for action at its May 2007 meeting.

Recommendations:

The State Board of Education is asked to grant approval for revision to the *North Carolina Standard Course of Study for Mathematics K-12*.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

Revision of the North Carolina Mathematics Standard Course of Study

Background Information

The process for curriculum revision was amended in February 2002 (HSP-F-012). The process requires prior permission by the State Board of Education in order to revise an area of the *North Carolina Standard Course of Study*. Based on feedback from stakeholders, permission is requested to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

Guiding Principles

Factors that support revision

1. **Globally Prepared Students** [Trends in Mathematics and Science Study (TIMSS); Programme for International Student Assessment (PISA); Partnership for Twenty-~~F~~first Century Skills Framework; American Diploma Project (ADP); and numerous other reports]
2. **Alignment with rigorous mathematics options proposed in the Core Course of Study**
3. **Alignment with post-secondary expectations** [Changes in the National Assessment for Educational Progress (NAEP) Framework for Mathematics, Grade 12; importance of alignment K-16]
4. **Alignment with national curriculum documents** [Curriculum Focal Points published in 2006 by the National Council of Teachers of Mathematics (NCTM); Guidelines for Assessment and Instruction in Statistics Education published in 2005 by the American Statistical Association (ASA); College Board Standards for Success: Mathematics and Statistics published in 2006 by the College Board]

Factors that discourage revision

1. Tests will have to change.
 2. Changing the curriculum places a burden on teachers.
-

Collecting Information: Review Committee

•December 2006

—•Consisted of teachers, faculty members from Institutions of Higher Education, representatives of the North Carolina Council of Teachers of Mathematics, mathematics curriculum supervisors from LEAs, business and industry representatives, and parents.

—•Contributed feedback in four areas: Rigor, Specificity, Sequence, Clarity

—•Recommended that NC DPI staff make plans to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

Revision of the North Carolina Mathematics Standard Course of Study

Collecting Information: NCCTM Spring Meetings

• February 2007

—• NC DPI Staff conducted feedback sessions at the three spring regional meetings of the North Carolina Council of Teachers of Mathematics.

—• Feedback from these meetings will be used in reviewing the current *North Carolina Standard Course of Study for Mathematics K-12*.

Collecting Information: Expert Steering Committee

• January – April 2007

—• Feedback from these meetings will be used in reviewing the current *North Carolina Standard Course of Study for Mathematics K-12*.

Timeline

School Year	2006-2007	2007-2008	2008-2009	2009-2010
Curriculum Standards	<ul style="list-style-type: none"> *Review current standards *Write or revise standards 	<ul style="list-style-type: none"> *Present to SBE (December) *Disseminate to schools (Spring) *Develop support materials 	*Transition Year	*Implementation Year
Textbooks/ Curriculum Materials	*Review textbook criteria	<ul style="list-style-type: none"> *Textbook Call (Spring 2008) *Textbook Review (Summer 2008) 	Textbook selection by schools	*New textbooks in schools
Professional Development		*Develop professional development materials and dissemination plan	<ul style="list-style-type: none"> *Leadership Institutes *On-line professional development modules 	*On-going professional development

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Standard Course of Study

Policy ID Number: HSP-F-012

Policy Title: Policy delineating the Standard Course of Study Curriculum Development Process

Current Policy Date: 11/22/2004

Other Historical Information: Previous board dates: 02/07/2002, 10/03/2002, 04/03/2003, 12/04/2003

Statutory Reference: GS 115C-12(9a), GS 115C-81

Administrative Procedures Act (APA) Reference Number and Category:

The *North Carolina Standard Course of Study* shall include the areas of

- Arts Education (Visual Arts, Music, Dance, and Theatre Arts),
- Computer Skills,
- Career-Technical Education (Agriculture, Business, Career Development, Family and Consumer Sciences, Health Occupations, Marketing, Technology Education, and Trade & Industrial Education),
- English Language Arts,
- English Language Development,
- Guidance,
- Healthful Living,
- Information Skills,
- Mathematics,
- Science,
- Second Languages, and
- Social Studies.

In each area, the Standard Course of Study must consist of up-to-date, relevant, competency goals and objectives, by grade level and course. These competency goals and objectives must be developed in consultation with teachers, administrators, parents, students, institutions of higher education, and business/industry. The standards must incorporate knowledge and skills necessary to enter the workforce and to continue post-secondary education. At least once every five years, each curriculum area in the Division of Instructional Services shall convene a review committee to determine if revisions are

needed in a Standard Course of Study area. By using data, research, and surveys, the committee recommends whether revision should take place. If the committee recommends substantive revision, the State Board of Education shall review the recommendations and implications for textbook selection and adoption and any necessary revisions on end-of-grade or end-of course testing.

When substantive revisions are necessary, the following steps must be taken to develop and implement a new area of the Standard Course of Study:

- Review data and research, surveys and other feedback;
- Establish writing teams and develop drafts of proposed changes;
- Submit draft for public review and input;
- Revise draft as necessary;
- Submit to State Board of Education for discussion and approval; and
- Conduct professional development for teachers and administrators.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance
Category: Standard Course of Study
Policy ID Number: HSP-F-002

Policy Title: Policy delineating the NC Standard Course of Study for, Mathematics, Grades K-12

Current Policy Date: 03/03/2005

Other Historical Information: Previous board dates: 06/01/1989, 05/07/1998, 06/06/2002, 11/07/2002, 03/06/2003

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

Please refer to the insert **NC Standard Course of Study - Mathematics Education K-12 Curriculum**. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Mathematics Education K-12 Curriculum**, should be directed to:

NC Department of Public Instruction
Division of Instructional Services
Mathematics and Science Section
6352 Mail Service Center
Raleigh, NC 27699-6352

Grades K-6: (919) 807-3839
Grades 4-6: (919) 807-3840
Grades 6-9: (919) 807-3841
Grades 9-12: (919) 807-3842

The **NC Standard Course of Study - Mathematics Education K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/mathematics/>

Please refer to the insert **NC Standard Course of Study - Mathematics Education K-12 Curriculum**. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Mathematics Education K-12 Curriculum**, should be directed to:

NC Department of Public Instruction
Division of Instructional Services
Mathematics and Science Section
6352 Mail Service Center
Raleigh, NC 27699-6352

Grades K-6: (919) 807-3839

Grades 4-6: (919) 807-3840

Grades 6-9: (919) 807-3841

Grades 9-12: (919) 807-3842

The **NC Standard Course of Study - Mathematics Education K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/mathematics/>

EXECUTIVE SUMMARY

Title: Approval of Supplemental Educational Service Providers for 2007-2008

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other PL 107-110, No Child Left Behind

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Lynn S. Warren (Director, Support Services Division)

Description:

The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that students attending schools in Title I School Improvement for the second year (failure to make Adequate Yearly Progress (AYP) for three years) receive supplemental educational services paid with Title I funds. The provider must have a demonstrated record of effectiveness, be selected by parents with advice from the LEA (as requested), and be approved by the State Board of Education. The 2007-2008 school year will be the sixth year that schools must provide services. This item also includes a list of applicants not recommended for approval.

Resources:

Staff time

Input Process:

Curriculum and School Reform Services, Title I Lead Attorney at the U.S. Department of Education, North Carolina Committee of Practitioners, and Title I Directors

Stakeholders:

Students, parents, teachers, Title I directors and other staff in North Carolina public schools, public and private sector providers

Timeline For Action:

This item is being presented for discussion and will be returned at the May 2007 meeting for action.

Recommendations:

The State Board is requested to review and comment on the attached list of providers.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

Selection Process

There were 71 applications submitted to become providers for the 2007-2008 school year. A team of reviewers representing school systems from across the state evaluated the applications based on the given criteria established in the application packet. There was a modified application process for providers currently approved. Each application received three readings. The applicants were required to submit all required components of the application and receive a minimum average of 90 out of 100 possible points in the scoring process to be recommended for approval. Forty-nine of the applications are being recommended for approval, and twenty-two are not being recommended for approval. All LEAs will have a choice of providers.

Evaluators

Members of the SES Evaluation Team participated in the evaluation of the applications for 2007-2008 SES providers. The LEA team members work with SES on a daily basis. The SES Evaluation Team represents school districts across the state varying in location and size.

SES Evaluation Team Members

<p>Lisa Huber Consultant for Supplemental Educational Services North Carolina Department of Public Instruction www.ncpublicschools.org *SES Task Force</p>	<p>301 N Wilmington St Raleigh, NC (919) 218-3476 lhuber@dpi.state.nc.us</p>
<p>Robin Boddie-Haggins Executive Director of Federal Programs Nash-Rocky Mount Schools *SES Task Force</p>	<p>930 Eastern Avenue Nashville, N.C. 252-462-2521 Office 252-459-5332 Fax RBHaggins@nrms.k12.nc.us</p>
<p>Dr. Jerry Jailall Consultant NC DPI</p>	<p>301 N Wilmington St Raleigh, NC 919-807-3965 jjailall@dpi.state.nc.us</p>
<p>Linda Mendenhall School Improvement Coach Office of Title I Guilford County Schools *SES Task Force</p>	<p>Title I Office 120 Franklin Blvd. Greensboro, NC 27401 (336) 370-2368 phone (336) 378-8801 fax mendenl@gcsnc.com www.gcsnc.com</p>
<p>Debra Ritchie School Improvement and SES Specialist Charlotte-Mecklenburg Schools</p>	<p>Walton Plaza, Ste. 714 700 E. Stonewall St. Charlotte, NC 28202 980-343-6950 d.ritchie@cms.k12.nc.us</p>
<p>Patsy Squire Title I School Improvement Specialist Winston-Salem Forsyth County School *SES Task Force</p>	<p>1605 Miller St. W-S, NC 27103 Telephone (336) 727-2154 Fax (336) 727-2791 Email: Psquire@wsfcs.k12.nc.us</p>
<p>Allison Whitaker School Improvement Coach Office of Title I Durham Public Schools *SES Task Force</p>	<p>302 Morris Street Durham, NC 27701 919.560.2628 Email: Allison.Whitaker@dpsnc.ne</p>

2007- 2008 Recommended Supplemental Educational Services Providers

1. A to Z In Home Tutoring

General Contact Person Name: John Maines

Title: Development Director

Street Address 1: 215 Centerview Drive

Street Address 2: Suite 300

City: Brentwood State: TN ZIP code: 37027

Phone: (866) 505-2869 X 110

FAX: (866) 838-0437

Email: john.maines@atoztutoring.com

Web site: www.atoztutoring.com

Contact person for North Carolina SES if different than the person listed above:

Name: Cathy Isaacs

Title: Regional Director

Street Address 1: 901 Old Mars Hill Hwy

Street Address 2: Suite 1

City: Weaverville State: NC ZIP code: 28787

Phone: (828) 658-9777

FAX: (866) 838-0437

Email: cisaacs@fpscorp.com

2. Academics By Venture

General Contact Person Name: Tracy Harrington

Title: Chief of Operations

Organization: Academics By Venture

Street Address 1: 910 Bremerton Drive

City: Greenville State: NC ZIP code: 27858

Phone: (252) 916 - 1029

FAX: (252) 355 - 9218

Email: tracy.venture@earthlink.net

Web site: www.venturerehabgroup.com

3. Academics Plus

General Contact Person Name: Dr. Kenneth E. Benton

Title: President

Organization: Academics Plus, Inc.

Street Address 1: 1411 E. Ash Street

City: Goldsboro State: NC ZIP code: 27530

Phone: (919) 735 - 7587

FAX: (919) 735 - 1487

Email: aplusdrb@bww.com

Web site: www.academicsplusinc.com

Mailing address if different than physical address:

Address: P.O. Box 1534

City: Goldsboro State: NC ZIP code: 27533

4. Alpha Best

General Contact Person Name: Mary Blackburn

Title: President/CEO

Organization: AlphaBEST Education, Inc.

Street Address 1: 1310 Lewisville-Clemmons Road

City: Lewisville State: NC ZIP code: 27023

Phone: (866) 300-7750

FAX: (336) 712-3102

Email: mblackburn@alphabest.org

Web site: www.alphabest.org

Contact person for North Carolina SES if different than the person listed above:

Name: John Putnam

Title: Director of Operations

Organization: AlphaBEST Education, Inc.

Street Address 1: 1310 Lewisville-Clemmons Road

City: Lewisville State: NC ZIP code: 27023

Phone: (336) 712-3213

FAX: (336) 712-3102

Email: jputnam@alphabest.org

5. Beaufort County 21st Century Community Learning Center

General Contact Person Name: Wendy Buck

Title: Program Director 21st CCLC

Organization: Beaufort County 21st Century Program

Street Address 1: 315 Smaw Road

City: Washington State: NC ZIP code: 27889

Phone: (252)946 -6593

FAX: (252) 975-6044

Email: wbuck@beaufort.k12.nc.us

Web site: www.beaufort.k12.nc.us

6. Brainfuse

General Contact Person Name: Mr. Alex Sztuden

Title: Director

Organization: Brainfuse One-to-One Tutoring
(Brainfuse, Inc).

Street Address 1: 271 Madison Avenue

City: New York State: NY ZIP code: 10016

Phone: (866) 272 - 4638

FAX: (212) 504 - 8184

Email: requests@brainfuse.com

Web site: www.brainfuse.com

7. Brain Works Learning Center

General Contact Person Name: Cynthia Honeycutt
Title: Regional Director/Owner
Organization: BrainWorks Learning Center
Street Address 1: 2714 North Center Street
City: Hickory State: NC ZIP code:28601
Phone: 828-324-2140
Email: hickory@brainworkslearningcenter.com
Mailing address if different than physical address
Address: PO Box 3529
City: Hickory State: NC ZIP code: 28603

8. Brame Institute of Education, Inc.

General Contact Person Name: Lisa R. Brame
Title: President/CEO
Organization: Brame Institute of Education, Inc.
Street Address 1: 174 Roundabout Court
City: Rocky Mount State: NC ZIP code: 27804
Phone: (252) 451-1797
FAX: (252-937-2967)
Email: brameinstituteofedu@earthlink.net
Mailing address if different than physical address
Address: P.O. Box 7304
City: Rocky Mount State: NC ZIP code: 27804

9. Bright Futures Learning Center

General Contact Person Name: Pam Brogdon
Title: COO: SES
Street Address 1: 516 S. Coit Street
Street Address 2: PO Box 13929
City: Florence State: SC ZIP code: 29504
Phone: (843) 673-1050
FAX: (843)627 -1535
Email: pbrogdon@brightfutureslearning.com
Web site: www.brightfutureslearning.com
Contact person for North Carolina SES if different than the person listed above:
Name: David Henderson
Title: Regional Vice-President
Street Address 1: 5076 Highway 49 South
City: Harrisburg State: NC ZIP code: 28075
Phone: (704) 455 – 5228 Toll free: 866-412-7483
FAX: (704) 455 - 5452
Email: ncses@brightfutureslearning.com

10. Bright Sky

General Contact Person Name: Helene Furlong
Title: SES Contract Administrator
Organization: Bright Sky Learning
Street Address 1: 2 Ponds Edge Drive
City: Chadds Ford State: PA ZIP code: 19317
Phone: (610) 388-9600 x212
FAX: (610) 388-9617
Email: helene@brightskylearning.com
Web site: brightskylearning.com

11. Capitol Education Support

General Contact Person Name: Okera Stewart
Title: Executive Director
Organization: MasterMind Prep Learning Solutions
Street Address 1: 301 South Church St., Suite 141
City: Rocky Mount State: NC ZIP code: 27803
Phone: (866) 294-PREP (7737), x 704
FAX: (866) 294-7737 or (252) 442-4046
Email: dhaynes@mastermindprep.com
Web site: www.mastermindprep.com
Mailing address if different than physical address:
Address: PO Box 20401
City: Raleigh State: NC ZIP code: 27619

12. Carter Reddy and Associates

General Contact Person Name: Dr. Carolyn J. Carter
Title: CEO
Organization: Carter, Reddy & Associates
Street Address 1: 6604 NW 9th Blvd., Ste. A
City: Gainesville State: FL ZIP code: 32605
Phone: (325) 333- 0244
FAX: (352) 333- 0246
Email: cjc01@aol.com or ccarter@crandassociates.com
Web site: www.crandassociates.org
Contact person for North Carolina SES if different than the person listed above:
Name: Dr. Brendly Clark
Title: Regional Director
Organization: Carter, Reddy, and Associates
Street Address 1: 3527 Eva Drive NW
Street Address 2:
City: Concord State: NC ZIP code: 28027
Phone: (928) 533- 8241 (cell)
FAX: (704)721- 0553
Email: dr41101@aol.com or bclark@crandassociates.org
Mailing address if different than physical address:
Address: 6604 NW 9th Blvd., Ste. A
City: Gainesville State: FL ZIP code: 32605

13. Charlotte-Mecklenburg Schools (conditional recommendation based on waiver since CMS is in LEA Improvement)
General Contact Person Name: Richard M. Purcell
Title: Executive Director
Organization: Charlotte-Mecklenburg Schools Extended Day
Street Address 1: 700 East Stonewall Street Suite 716
City: Charlotte State: NC ZIP code:28202
Phone: (980) 343 - 2617
FAX: (980) 343 - 5898
Email: richard.purcell@cms.k12.nc.us
Contact person for North Carolina SES if different than the person listed above:
Name: Julie Stafford
Title: Coordinating Director
Organization: Charlotte-Mecklenburg Extended Year Services
Street Address 1: Professional Development Center
Street Address 2: 428 West Boulevard
City: Charlotte State: NC ZIP code: 28203
Phone: (980) 343 - 3854
FAX: (980) 343 - 3318
Email: julie.stafford@cms.k12.nc.us

14. Communities in Schools of Brunswick County, Inc.

General Contact Person Name: Patsy Thrift
Title: Program Operations Officer
Organization: Communities In Schools of Brunswick County, Inc
Street Address 1: PO Box 10087
City: Southport State: NC ZIP code: 28461
Phone: 910-755-7472
FAX: 910-457-2293
Email: thrift@2khiway.net
Web site: www.cisbrunswick.org
Contact person for North Carolina SES if different than the person listed above:
Name: Kathy Smith
Title: Project Director
Organization: Communities In Schools of Brunswick County, Inc 21st
Century Community Learning Center
Street Address 1: 121 Forest Walk
City: Sunset Beach State: NC ZIP code:28468
Phone: (910) 755 -5277
FAX: (910) 457-2293
Email: cisafterschool@2khiway.net
Website: www.cisbrunswick.org

15. Community Education in Durham Public Schools-LEAP (Linking Enrichment and Academic Performance)

General Contact Person

Name: Judy Cutts, Director of LEAP / Betsy Barnes, Curriculum Coordinator

Organization: Community Education

Address 1: 302 Morris Street, Durham NC 27701

Phone: (919)560-3816

FAX: (919)560-3820

Email: Betsy.Barnes@dpsnc.net

Web site: www.dpsnc.net

Mailing address if different than physical address

Address: P.O. Box 1967

City: Durham State: North Carolina ZIP code: 27702-1967

16. Community Technology Learning Center

General Contact Person Name: Devan Owens

Title: CTLC Director

Organization: Community Technology Learning Center

Street Address 1:301 W Butler Avenue

City: Clinton State: NC ZIP code:28328

Phone: (910) 592 -2629

FAX: (910)592 - 2183

Email:dezzell@clinton.k12.nc.us

17. Cool Kids Learn, Inc.

General Contact Person Name: Andrea Kilpatrick

Title: President

Organization: Cool Kids Learn Inc.

Street Address 1: 7975 NW 154th Street

Street Address 2: Suite 350

City: Miami Lakes State: FL ZIP code: 33016

Phone: (800) 959-0255

FAX: (866) 892-2665

Email: akilpatrick@coolkidslearn.com

Web site: www.coolkidslearn.com

18. East Carolina Educational Center

General Contact Person Name: Gerold H. Jarmon, Ed.D

Title: Executive Director

Organization: Eastern Carolina Educational Assistance Center

Street Address 1: 126 E. Gordon Street, Suite 201

City: Kinston State: NC ZIP code: 28501

Phone: (252)527-8600

FAX: (252) 527-8626

Email: delorge@coastalnet.com

Web site: www.delorgewebpage66.com

19. Education Station

General Contact Person Name: Odell Kennedy
Title: Partnership Development Manager
Organization: Education Station
Street Address 1: 1001 Fleet Street
City: Baltimore State: MD ZIP code: 21202
Phone: (410) 843-6279
FAX: (410) 843-8556
Email: Odell.Kennedy@educate.com
Web site: www.edstation.net

20. Failure Free Reading

General Contact Person Name: Joseph F. Lockavitch
Title: President
Organization: Failure Free Reading
Street Address 1: 140 Cabarrus Avenue West
City: Concord State: NC ZIP code: 28025
Phone: (704) 786 -7838
FAX: (704) 785 - 8940
Email: ses@failurefree.com
Web site: www.failurefree.com

21. Glosso Speech Language and Educational Services, Inc

General Contact Person Name: Dr. Verlyn Evans
Title: President
Organization: Glosso Speech, Language and Educational Services, Inc
Street Address 1: 301 South Church St., Suite 141
City: High Point State: NC ZIP code: 27265
Phone: (336) 889-0077
FAX: (336) 841-4289
Email: glosso@northstate.net
Web site: www.glosso.com
Mailing address if different than physical address
Address: PO Box 31
City: Jamestown State: NC ZIP code: 27282

22. I Can Kids, Inc.

General Contact Person Name: Ella Moutrie
Title: Director of Instruction
Street Address 1: 218 Westinghouse Blvd
Street Address 2: Suite 206
City: Charlotte State: NC ZIP code: 28273

23. It's Simply English

General Contact Person Name: Lucinda B Ward
Organization: It's Simply English
Street Address 1: 801 Bryn Mawr Crt
City: Apex State: NC ZIP code: 27502
Phone: (919) 387-1461
Email: lucindabward@bellsouth.net

24. MasterMind Prep

General Contact Person Name: Doug Haynes
Title: President
Organization: MasterMind Prep Learning Solutions
Street Address 1: 301 South Church St., Suite 141
City: Rocky Mount State: NC ZIP code: 27803
Phone: (866) 294-PREP (7737), x 704
FAX: (866) 294-7737 or (252) 442-4046
Email: dhaynes@mastermindprep.com
Web site: www.mastermindprep.com
Mailing address if different than physical address
Address: PO Box 20401
City: Raleigh State: NC ZIP code: 27619

25. Measurement, Inc.

General Contact Person Name: Henry H. Scherich, Ph.D.
Title: President and CEO
Organization: Measurement Incorporated
Street Address 1: 423 Morris Street
City: Durham State: NC ZIP code: 27701
Phone: (919) 683-2413
FAX: (919) 683-1531
Email: hscherich@measinc.com
Web site: www.measinc.com
Contact person for North Carolina SES if different than the person listed above:
Name: Calvin Dobbins
Title: Program Director
Organization: Measurement Incorporated
Street Address 1: 423 Morris Street
Street Address 2:
City: Durham State: NC ZIP code: 27701
Phone: (919) 683-2413
FAX: (919) 683-1531
Email: cdobbins@measinc.com

26. North Carolina Central University

General Contact Person Name: Nan Coleman
Title: Director of Special Projects
Organization: North Carolina Central University
Street Address 1: University College
Street Address 2: P. O. Box 19645
City: Durham State: NC ZIP code: 27707
Phone: (919) 530-7662
FAX: (919) 530-7820
Email: ncoleman@nccu.edu
Web site: www.nccu.edu
Contact person for North Carolina SES if different than the person listed above:
Name: Shelia Harrell
Title: SES Coordinator

Organization: North Carolina Central University
Street Address 1: University College
Street Address 2: P.O. Box 19645
City: Durham State: NC ZIP code: 27707
Phone: (919) 530-7661
FAX: (919) 530-7820
Email: sharrell@nccu.edu

27. Prime Time for Kids

General Contact Person Name: Renee Edwards
Title: Director
Organization: Prime Time for Kids
Street Address 1: 410 Garfield St.
City: Statesville State: NC ZIP code: 28677
Phone: (704) 832-2528
FAX: (704) 871-9973
Email: redwards@iss.k12.nc.us
Web site: www.iss.k12.nc.us

28. RICCE Inc. (Rural Initiative Changing Communities Everyday)

General Contact Person Name: Fiona Lawrence
Title: Program Officer
Organization: RICCE, INC
Street Address 1: 228 East Main Street
City: Ahoskie State: North Carolina ZIP code: 27910
Phone: (252) 862 - 4411
FAX: (252) 862 - 4414
Email: ricceinc@yahoo.com

29. S & L Consultants

General Contact Person Name: Laila Minott
Title: Director of Operations
Organization: S&L Consultants
Street Address 1: 5401-A South Blvd. Suite 162
City: Charlotte State: NC ZIP code: 28217
Phone: (704) 726 - 1215
FAX: (704) 552 - 2446
Email: slconsultants04@yahoo.com
Web site: www.slconsultants04.com

30. Southridge Learning Center

General Contact Person Name: Carol Noble
Title: Director
Organization: Southridge Learning Center, Inc.
Street Address 1: 241 Commerce Street
City: Greenville State: NC ZIP code: 27858
Phone: (252)756-5988
FAX: (252)756-9516
Email: SouthridgeLearningCenter@yahoo.com

31. Swan Learning Center

General Contact Person Name: Jenny Beaumont
Title: Director and Owner
Organization: Swan Learning Center
Street Address 1: 427 South Sharon Amity Road
Street Address 2: Suite A
City: Charlotte State: NC ZIP code:28211
Phone: (704) -442-1718
FAX: (704) 442 - 1720
Email:jennyatswan@netscape.net
Web site: swanlearningcenter.com

32. Sylvan Learning Center Charlotte

General Contact Person Name: Karen Mendoza
Title: Center Director
Organization: Sylvan Learning Center
Street Address 1: 5970 Fairview Road
Street Address 2: Suite 110
City: Charlotte State: NC ZIP code: 28210
Phone: (704) 643-5800:
Web site: <http://www.educate.com/>

33. Sylvan Learning Center Charlotte University Area

General Contact Person Name: Mel Poux or Jim Kicidis
Title: Center Director
Organization: Sylvan Learning Center
Street Address 1: 8310-F Medical Plaza Drive
City: Charlotte State: NC ZIP code: 28262
Phone: (704) 548-3910
FAX: (704) 548-3912
Email: mel.poux@sylvancharlotte.com
Web site: <http://www.educate.com/>

34. Sylvan Learning Center Ace It! Clinton

General Contact Person Name: Zeely H. Taylor
Title: Franchisee
Organization: Ace It! Tutoring Program of Sylvan Learning
Street Address 1: 120 E. Main Street
Street Address 2: P O Box 2492
City: Clinton State: NC ZIP code: 28329
Phone: (910)592-8850
FAX: (910)592-9990
Email: zhtaylor@earthlink.net

35. Sylvan Learning Center Ace It! Elizabeth City

General Contact Person Name: Michelle Tynch
Title: Executive Director
Organization: Sylvan Learning Center
Street Address 1: 1831 Weeksville Road Suite N
Street Address 2:

City: Elizabeth City State: NC ZIP code: 27909
Phone: (252)334-9700
FAX: (252)334-9751
Email: ecsylvan@earthlink.net
Web site: www.educate.com

36. Sylvan Learning Center Ace It! Greenville, Kinston, Washington, New Bern, Morehead City

General Contact Person Name: Becky Taylor
Title: Executive Director
Street Address 1: 1925 Turnbury Drive
City: Greenville State: NC ZIP code: 27858
Phone: (252) 439-0058
FAX: (252) 439-0957
Email: bectay@earthlink.net
Web site: www.educate.com

37. Sylvan Learning Center Ace It! Henderson and Roanoke Rapids

General Contact Person Name: Tom Doane
Title: President
Organization: Ace It! Tutoring of Henderson offered by Sylvan Learning Center
Street Address 1: 857 S. Beckford
Street Address 2: Suite G
City: Henderson State: NC ZIP code:27536
Phone: (252) 438-6443
FAX: (252) 438-5918
Email:sylvanhenderson@nc.rr.com
Web site:
General Contact Person Name: Tom Doane
Title: President
Organization: Ace It! Tutoring of Roanoke Rapids offered by Sylvan Learning Center
Street Address 1: 326 Smith Church Rd
City: Roanoke Rapids State: NC ZIP 27870
Phone: (252) 308-6900
FAX: (252) 410-0311
Email:sylvanrr@charterinternet.com

38. Sylvan Learning Center Hickory

General Contact Person Name: Scott Deffke
Title: Franchise Owner/Executive Director
Organization: Sylvan Learning Center
Street Address 1: 1415 16th Street NE
City: Hickory State: NC ZIP code: 28601
Phone: (828) 322-7551
FAX: (828) 322-4229
Email: sylvan@charter.net
Web site: www.educate.com

39. Sylvan Learning Center Johnston County

General Contact Person Name: Deborah B. Fedrick
Title: Director of Education
Organization: Sylvan Learning Center of Johnston County
Street Address 1: 11459 Hwy 70 W
City: Clayton State: NC ZIP code: 27520
Phone: (919) 553-8009
FAX: (919) 550-8360
Email: deborahfedrick-sylvan@mindspring.com
Web site: www.educate.com

40. Sylvan Learning Center Ace It! Lumberton

General Contact Person Name: Marcia Dunlap
Title: Center Director/Director of Education
Organization: Sylvan Learning Center/Ace It! Tutoring
Street Address 1: 2512A
City: Lumberton State: NC ZIP code: 28358
Phone: (910) 671 - 9700
FAX: (910) 671 - 1960
Email: slclumb@bellsouth.net

41. Sylvan Learning Center Mooresville

General Contact Person Name: Amy Roller
Title: Center Director
Organization: Sylvan Learning Center
Street Address 1: 548-1 Williamson Road
City: Mooresville State: NC ZIP code: 28117
Phone: (704) 660 - 3994
FAX: (704) 660 - 3996
Email: sylvan1615@alltel.net
Web site: www.educate.com

42. Sylvan Learning Center Mount Airy

General Contact Person Name: Adrienne Chilton Isaacs
Title: Center Director
Organization: Sylvan Learning
Street Address 1: 101 West Lebanon Street
Street Address 2: Suite 106
City: Mt. Airy State: NC ZIP code: 27030
Phone: (336) 783 - 0303
FAX: (336) 783 - 0343
Email: sylvan1638@earthlink.net
Web site: www.educate.com

43. Sylvan Learning Center Ace It! Onslow County

General Contact Person Name: Elizabeth Elks
Title: Executive Director
Organization: Ace it! Tutoring / Sylvan Learning Center
Street Address 1: 2970 Henderson Drive
City: Jacksonville State: NC ZIP code: 28546

Phone: (910) 455 -3136
FAX: (910) 455 - 6928
Email: jvsylvan@earthlink.net
Web site: www.educate.com

44. Sylvan Learning Center Shelby and Denver

General Contact Person Name: Gary Romich
Title: Executive Director
Organization: Developing Together, LLC
Street Address 1: 1427 E. Marion Street
Street Address 2: Suite C
City: Shelby State: NC ZIP code:28150
Phone: (704)480-9922
FAX: (704)480-1969
Email:cdsylvan1630@bellsouth.net
Web site: www.educate.com

45. Sylvan Learning Center Ace It! Whiteville

General Contact Person
Name: Elizabeth N. Smith
Title: Center Director/Director of Education
Organization: Sylvan Learning Center/Ace It! Tutoring
Street Address 1: 20 Northfield Centre
City: Whiteville State: NC ZIP code: 28472
Phone: (910) 640 -1102
FAX: (910) 640 - 1317
Email: whitevilleslc@earthlink.net

46. TCAL (The Center for Accelerated Learning)

General Contact Person
Name: Dr. Linda Bowman-Hopson
Title: Executive Director
Organization: Center for Accelerated Learning (TCAL)
Street Address 1: 5016 Sunny Lane
City: Walkertown State: NC ZIP code: 27051
Phone: (336) 995-1442
FAX: (336) 744-5671
Email: lbhopson @dr.com

47. TRAC (Tutoring Resources Educational Consulting)

General Contact Person Name: Evelyn Holmes
Title: Executive Director/Owner
Organization: TRAC Enrichment Center, Inc.
Street Address 1: 920-F Woodridge Park Road
Street Address 2:P.O. Box 2222,Winterville NC 28590
City: Greenville State: NC ZIP code: 27843
Phone: (252) 355 -3855
FAX: (252)355 - 2339
[Email:eholmes.tracenrich@earthlink.net](mailto:eholmes.tracenrich@earthlink.net)

48. UCPS/21st CCLC/TEAM/FROGS (Union County Public School 21st Century Community Learning Center/Tutoring Educational Activities and Mentoring/Fun Reinforcement of Grade-Level Skills)

General Contact Person Name: Trude Hinson

Title: Director of 21st CCLC

Organization: UCPS/21st CCLC/TEAM/FROGS

Street Address 1: 501 Lancaster Ave.

City: Monroe State: NC ZIP code: 28112

Phone: (704) 289-5126

FAX: (704) 296-3006

Email: mildred.hinson@ucps.k12.nc.us

Web site: <http://teacherweb.com/NC/21stCCLC/TEAM/>

49. University Instructors

General Contact Person Name: Susan Greene

Title: State Director - NC

Organization: University Instructors, Inc.

Street Address 1: 5540 Centerview Drive

Street Address 2: Suite 303

City: Raleigh State: NC ZIP code: 27606

Phone: (800) 894 - 0535

FAX: (919) 256 - 0923

Email: sgreene@universityinstructors.com

Web site: www.universityinstructors.com

Contact person for North Carolina SES if different than the person listed above:

Name: Bill Stephens

Title: Co-Owner

Organization: University Instructors, Inc.

Street Address 1: 2100 W Laburnum Ave

Street Address 2: Suite 100D

City: Richmond State: VA ZIP code: 23227

Phone: (888) 826 - 1250

FAX: (800) 278 - 2914

Email: bstephens@universityinstructors.com

2007- 2008 Not Recommended for Supplemental Educational Services Providers

- 1. ATTL (All Things Through Learning)**
- 2. Back to Basics Learning Center**
- 3. Cambridge**
- 4. Child Inc**
- 5. Church of God in Jesus Christ**
- 6. Club Z**
- 7. East Stonewall Methodist Episcopal Zion Church**
- 8. Educational Enterprises**
- 9. Educate Inc Catapult Learning**
- 10. H.I.G.H.E.R. Tutorial Services**
- 11. Huntington Learning Center**
- 12. MFLC (McCauley Family Learning Center)**
- 13. North Carolina Cooperative Extension-Nash County 4-H**
- 14. McCauley Family Learning Center for Lifelong Learning**
- 15. Richmond County Literacy Council**
- 16. Sylvan Ace It! Wake, Cumberland, Nash, Alamance, Lee, Moore, Hoke**
- 17. Sylvan Ace It! Wayne, Wilson, Harnett**
- 18. Teaching and Mentoring Minds Learning Academy**
- 19. The After-School Tutor Program**
- 20. The Learning Center of Albemarle**
- 21. Wilson Chapel FWB Church**
- 22. YMCA Wilmington**

PUBLIC SCHOOLS OF NORTH CAROLINA

Supplemental Educational Service Providers

2007-2008

Information, Application and Approval Process

Name of Organization Applying

Date Submitted: __/__/__ Contact Name: _____

Phone: _____ Email: _____

Date Received: __/__/__



STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

MEMORANDUM

TO: Prospective 2007-08 Supplemental Educational Service Providers
FROM: Lisa Huber, Consultant, Compensatory Education Section
RE: Provider Application and Process for 2007-08
DATE: September 18, 2006

For 2007-2008 school year, the N.C. Department of Public Instruction Supplemental Educational Services application submissions will be accepted October 2, 2006 through January 15, 2007. (Be sure to see further deadline details on pages 4-6.) Providers for 2007-08 will be approved by the State Board of Education and notified in May 2007.

This application packet includes detailed information regarding the application process; however, reviewing the basic federal criteria may prove helpful. Below is an excerpt of the Non-Regulatory Guidance on Supplemental Educational Services issued by the U.S. Department of Education on June 13, 2005. The document can be accessed in its entirety on the Web at: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

If you have any questions, please contact me by at 252-328-5628 or lhuber@dpi.state.nc.us.

C. STATE-LEVEL OPERATIONS, INCLUDING IDENTIFICATION AND APPROVAL OF PROVIDERS

C-1. How does an SEA identify and approve supplemental educational service providers?

An SEA must develop and apply objective criteria for approving supplemental educational service providers. The criteria for approving providers, as well as the list of approved providers, must be published.

In conducting its approval process, the SEA must ensure that each provider it approves:

1. Has a demonstrated record of effectiveness in increasing student academic achievement [Section 1116(e)(12)(B)(i)];
2. Will use instructional strategies that are high quality, based upon research, and designed to increase student academic achievement (see C-17 for additional information) [Section 1116(e)(12)(C)];
3. Provides services that are consistent with the instructional program of the LEA and with State academic content and achievement standards (see C-18 for additional information) [Sections 1116(e)(5)(B) and 1116(e)(12)(B)(ii)];
4. Is financially sound (see C-19 for additional information) [Section 1116(e)(12)(B)(iii)]; and
5. Will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws (see C-3 for additional information) [Section 1116(e)(5)(C)].

The criteria that an SEA uses should be developed in consultation with LEAs, parents, teachers, and other interested members of the public in order to promote participation by the maximum number of providers and to ensure, to the extent practicable, that parents have as many choices as possible [Section 1116(e)(4)(A)].

SEAs have flexibility in developing their approval process, but must provide an opportunity at least annually for new providers to apply for inclusion on the State list and must ensure that interested providers are adequately informed of the process [34 CFR 200.47(a)(1)(ii)]. SEAs may establish a reasonable period of time during which additional providers may apply, be evaluated for approval, and be added to the list.

SEAs may not, as a condition of approval, require a provider to hire only staff who meet the “highly qualified teacher” requirements of Sections 1119 and 9101(23) of the ESEA [34 CFR 200.47(b)(3)].

Application Checklist

A completed application includes the following:

1. An electronic copy of the completed application in MSWord format on either a CD-ROM or a 3.5" diskette formatted for a PC
2. Three (3) organized copies of the application
3. Completed cover page
4. Original signatures and checked and signed assurances for each of the three (3) copies of the application as indicated in Part I, A
5. Part I including an abstract, page 3 of the application, that is within page limits and edited for accuracy
6. Part II Basic Program Information (Questions 1-14, pages 4-11 of the application) including the insurance information as indicated in Question 13 and designated geographic areas in which you are willing to serve as indicated in Question 14
7. Proof of Liability Insurance
8. Part III Indicators of Quality (Sections A-F, pages 13-18 of the application) using the required format and limiting responses as indicated in each section
9. At least five (5) letters of reference with contact information included
10. Resumes for staff members, including directors
11. You must include a sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. You may also include copies of materials.

Application Format Guidelines

1. Use a type font no smaller than 12 points.
2. All margins should be 1" wide.
3. Use a document header or footer with the organization's name, subject(s) area applying and page numbers.
4. Follow the exact number system for responses as is found in the application. Immediately preceding each response, clearly indicate the corresponding application letter and question number.
5. Type or print legibly all blank fields.
6. Include only attachments requested in the application plus any printed brochures describing the services provided. Evaluation team members will not be required to read or review additional attachments.

Application Submission Requirements

Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted.

Applications should be mailed to:

Lisa Huber
State SES Consultant
North Carolina Department of Public Instruction
Compensatory Education
6351 Mail Service Center
Raleigh, NC 27699-6351

Technical Assistance Meetings

Two vendor application information sessions will be held. If you plan to attend one of the meetings, please email Lisa Huber at lhuber@dpi.state.nc.us and indicate the agency you will be representing.

Date: October 2, 2006
Time: 1:00pm – 4:00pm (registration begins at 12:30pm)
Location: Hilton Raleigh-Durham Airport at Research Triangle Park
4810 Page Road Durham, NC

Date: November 20, 2006
Time: 10:00-12:00
Location: Western Regional Education Service Alliance, Enka, NC (near Asheville)
Directions: <http://www.wresa.org/newmap.htm>

Timeline for Activities

Activity	Time Line
1. Application and scoring procedures posted on the DPI homepage	October 2, 2006
2. Service providers invited to apply. Questions directed to Lisa Huber, SES State Consultant at 252-328-5628. Email: lhuber@dpi.state.nc.us	October 2, 2006-January 15, 2007
3. Technical Assistance meeting for entities applying to be an approved provider. Hilton RTP(Page Road)Durham	October 2, 2006 12:30-4:00
4. Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to: Lisa Huber, State SES Consultant, North Carolina Department of Public Instruction Compensatory Education 6351 Mail Service Center Raleigh, NC 27699-6351	January 15, 2007 by 5 p.m.
5. Applications reviewed and scored by evaluation team.	January 23-February 10, 2007
6. Submit SES report as an agenda item for the State Board of Education meeting.	March 1, 2007
7. Submit SES report for review for the State Board of Education Meeting	April 2007
8. State Board of Education will vote on the 2007-08 SES Provider List.	May 2007
9. Applicants will be notified of approval status and approved providers will be posted on the website.	May 2007
10. Final Report due from 2006-2007 approved providers.	June 30, 2007

Supplemental Educational Service Providers

Purpose

The purpose of this application is to identify providers who can deliver supplemental educational services in reading and mathematics to students in schools that have been in Title I School Improvement for at least two (2) years. Students receiving services may include English-language learners and/or students with disabilities. The time that services are provided may not conflict with any student's regular instructional program. Service providers are also expected to provide services to students for a full school year, but schools are not required to pay for services beyond their per pupil amount for Title I.

Eligibility

Public and private providers with a demonstrated, three-year record of effectiveness or a record of success may apply. Providers who do not have a three-year record of effectiveness but can demonstrate a high probability of increasing student achievement may also apply. A provider will not be approved if its achievement record does not demonstrate effectiveness or demonstrate a high probability of increasing student achievement in the content areas or grade levels to be served. Providers may include, but are not limited to, the following:

- ✓ Community agencies/organizations;
- ✓ Public school systems;
- ✓ Charter schools;
- ✓ Private schools;
- ✓ Individuals (including current and retired educators);
- ✓ Child care centers;
- ✓ Public schools;
- ✓ Libraries;
- ✓ Community colleges;
- ✓ Colleges and universities;
- ✓ On-line providers;
- ✓ Family literacy programs/Even Start programs;
- ✓ Regional Educational Service Alliances;
- ✓ Faith-based organizations; and
- ✓ Private businesses.

A school and/or school district would not be eligible to apply as a service provider if it is identified for Title I School Improvement under federal guidelines. Schools that are low-performing, continually low-performing or no recognition under the ABCs of Public Education are not eligible.

Acceptance

All providers who adequately meet the criteria described in the application will be included on a statewide list of supplemental educational service providers. Parents of eligible students will be allowed to select the available providers serving their district. Providers may not offer incentives to parents/guardians. The parent/guardian may consult with the LEA when deciding on a service provider (the parent must request assistance from the LEA). LEAs will then enter into an agreement with the service provider(s) in their region to ensure that all assurances, as described in the application and subsequent payments will be met. A parent/guardian may waive the right for their child to receive supplemental services. In this case, the parent/guardian should be asked to sign a waiver form stating that they decline the services on behalf of their child(ren).

Transportation

School systems are not required to provide transportation for eligible students to and from service providers. However, schools may make suggestions to parents on transportation methods and **may** provide transportation if funding allows.

Students to be Served

Service providers may not refuse services to a student based on academic standing or identification as a special needs/limited English proficient student. Exceptional children and children being served under a Section 504 plan are also eligible for services, depending on their achievement level. If situations arise where students cannot benefit from the supplemental educational services, the service provider, teacher and central office Title I coordinator should meet and resolve the situation. Services must be made available to all students who receive free/reduced price lunch, to the extent that funds allow. If there are more eligible students than funds can support, schools must prioritize services with students with the greatest achievement need receiving top priority for services.

When a student has missed five percent of the services scheduled for him/her, the service provider must consult with the parent and Title I coordinator to determine the nature of the problem and work to resolve the situation. If no solution can be determined, services may be terminated.

Students should be served during the entire school year as long as funding allows. In schools following the traditional calendar school year, students are eligible to receive services from the beginning of the school year through July 30. Each session scheduled must be at least thirty (30) minutes in length. The number of sessions scheduled will vary by student and will be based on the identified needs of each student.

If a parent/guardian chooses to request supplemental services for his/her child (ren) after the beginning of school, the provision of services will be subject to availability.

Discontinuing Approval of a Service Provider

After the first year a provider is approved, the LEA and Department of Public Instruction will monitor the progress of students who are served. If a significant number of students make less than one year of growth as measured by the State's end-of-grade/course test, the service provider will be sent notification of such. If, after the second year, students do not show appropriate growth, the service provider will be dropped from the list of approved providers.

Parents/guardians or school personnel who are dissatisfied with the services provided should express these concerns to the LEA Title I coordinator. The Title I coordinator should notify Lisa Huber, State SES Consultant with these concerns. The consultant will then investigate the complaints and make a decision about continuing approval for the service provider.

The approved provider is expected to actually deliver services. In cases where an approved provider simply provides training to LEA staff who then, in turn, deliver services to students, **the provider will be disapproved**. In a case such as this, the LEA becomes the actual deliverer of services and may not have gone through the actual approval process to be a provider. Approved providers are expected to deliver services. **Likewise, providers applying for approval may not specify a specific number of students to serve prior to establishing the delivery of services.** For example, a provider may not apply for approval and state that it will establish services for the school if a minimum of 20 parents select their program for supplemental educational services. A provider must be prepared to deliver services once approved by the State Board of Education.

Materials and Supplies

Providers are expected to furnish their own materials to use with students. Schools are neither expected nor required to copy materials or furnish materials for the provider to use with students. The use of worksheets and handouts is discouraged; rather, active learning activities and the use of manipulatives usually engage students more fully and result in greater student achievement.

Providers **must** work with students on the current *North Carolina Standard Course of Study*. If providers have individual curricula, they must be totally aligned with the North Carolina curriculum. Providers must work with the LEA to create a Learning Plan Agreement for each student. Providers must be able to provide verification that the materials to be used with students are aligned and appropriate for student grade levels.

Non-Regulatory Guidance

<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Applicants should read the Non-Regulatory Guidance. These policies will be adhered to by the North Carolina Department of Public Instruction.

APPLICATION PART I, A

Please indicate by checking (✓) each of the following to certify that you and the tutors provided to schools will respect and comply with each item.

_____ I/Tutors will abide by the fee that will be in compliance with Section 1116(e)(6)(A)-(B) of Public Law 107-110 Note: A copy of this section is attached to this application.

_____ I/Tutors will abide by professional and ethical business practices.

_____ I/Tutors will not encourage parents/guardians to switch providers once enrolled with a different provider.

_____ I/Tutors will respect the confidentiality of student needs and progress and share this information only with parents and appropriate school personnel (with written permission from parent/guardian).

_____ I/Tutors will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services and regularly exchanging information on progress of the student. These efforts will be documented.

_____ I/Tutors will provide a healthy, safe and clean environment in which to tutor students.

_____ I/Tutors agree not to provide services to students in a residential dwelling. **Note: The Department of Public Instruction will not approve home settings for tutorial sites.**

_____ I/Tutors will provide secular, neutral and non-ideological instruction and content.

_____ I/Tutors will collaborate with the school to provide appropriate services for the student.

_____ I/Tutors will provide an instructional program that is different from and a supplement to the regular school program. Services will be provided outside of regular school hours.

_____ I/Tutors have liability insurance. List company name and policy number **and** attach a copy of the policy.

_____ I/Tutors will provide copies of criminal background checks (including child abuse complaints) to school districts.

_____ I/Tutors will provide appropriate materials to deliver services to students without infringing on the school for copies, materials, etc.

_____ I/Tutors agree to provide summary evaluation data to the students' home school districts (with written permission of the parent/guardian).

_____ I/Tutors agree to not to require a minimum number of students enrolled in a school or LEA in order for services to be offered.

_____ I/Tutors agree to provide services to students for one full year, disclose information related to financial stability to the LEA, accept payment for services from the LEA after services have been provided for students and agree to a monthly or quarterly payment.

Signature of Service Representative/Date Signed

Position of Service Representative

APPLICATION PART I, B

1. Provider Contact Information	<p>General Contact Person</p> <p>Name: Title: Organization: Street Address 1: Street Address 2: City: State: ZIP code: Phone: () - FAX: () - Email: Web site:</p> <p>Contact person for North Carolina SES if different than the person listed above.</p> <p>Name: Title: Organization: Street Address 1: Street Address 2: City: State: ZIP code: Phone: () - FAX: () - Email:</p> <p>Mailing address if different than physical address</p> <p>Address:</p> <p>City: State: ZIP code:</p>
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2. Program Description Abstract	Summarize the key services you provide and other relevant information. This information will be posted on the DPI website upon approval. Limit your response to the space provided. <i>This summary is intended to give parents/guardians an understanding of their children's expected experience in your program. Include typical teaching methods, styles, and activities.</i>
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APPLICATION PART II

Basic Program Information

- Complete the requested information in the unshaded areas.
- The information will become the source of information given to parents and school officials who utilize the list of approved providers.

1. Organization/Program Name	Organization: Program Name:
2. SES Provider Classification	<input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> For Profit <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Not for Profit <input type="checkbox"/> Public School (an individual school) <input type="checkbox"/> Private School <input type="checkbox"/> School District (Local Educational Agency) <input type="checkbox"/> Other (describe) _____
3. Subject Areas Covered	<i>Please check any or all of these subject areas that your organization has the capacity to address in working with students.</i> <input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Mathematics
4. Grade Able to Serve if Your Organization is Approved as a Provider	<i>Please circle any grade level any of these grade levels that your organization has the capacity to address in working with students.</i> Reading/Language Arts: K , 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Math: K , 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

<p>5. Time of Service</p>	<p><i>Check all time(s) that describes when you are able to deliver services to students.</i></p> <p><input type="checkbox"/> <i>Before School</i></p> <p><input type="checkbox"/> <i>After School: Afternoons</i></p> <p><input type="checkbox"/> <i>After School: Evenings</i></p> <p><input type="checkbox"/> <i>Weekends</i></p> <p><input type="checkbox"/> <i>Summer</i></p> <p><input type="checkbox"/> <i>School Vacations</i></p> <p><input type="checkbox"/> <i>Other:</i> _____</p>
<p>6. Mode of Instructional Delivery</p>	<p><i>Please describe the methods in which your program generally delivers instruction to students (check all that apply).</i></p> <p><input type="checkbox"/> <i>Individual Instruction</i></p> <p><input type="checkbox"/> <i>Small Group (2-5 students)</i></p> <p><input type="checkbox"/> <i>Medium Group (6-10 students)</i></p> <p><input type="checkbox"/> <i>Larger Group (11-15 students- this size group must have at least 2 instructors/assistants)</i></p> <p><input type="checkbox"/> <i>Distance Learning / Internet</i></p> <p><input type="checkbox"/> <i>Computer-Aided Instruction (non-distance learning, non-Internet)</i></p> <p><input type="checkbox"/> <i>Other:</i> _____</p> <p>_____</p> <p>_____</p>
<p>7. Instructor/Assistant-to-Student Ratio</p>	<p><i>List the range of instructor/assistant-to-student ratios in your program. Note: Maximum ratio is 10 students per instructor/assistant.</i></p> <p>No more than _____ students for every 1 instructor/assistant.</p> <p><i>Providers may not require a minimum number of students in order to serve a school.</i></p>

<p>8. Place of Service</p> <p><i>NOTE: Services cannot be provided in a private residence.</i></p>	<p><i>Check all the location(s) that describe where you are willing and able to deliver services to students.</i></p> <p><input type="checkbox"/> At the student's school <input type="checkbox"/> Over the Internet</p> <p><i>If checking any of the below, include the complete address of all locations, and add lines or attach a list of additional locations if necessary.</i></p> <p><input type="checkbox"/> Business _____ _____ _____</p> <p><input type="checkbox"/> Place of religious worship (e.g., church, synagogue, mosque, temple) _____ _____ _____</p> <p><input type="checkbox"/> Community Center _____ _____ _____</p> <p><input type="checkbox"/> Other: _____ _____ _____ _____</p>
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<p>9. Specific Student Population Served</p>	<p><i>If your organization has provided tutoring services to students in any of the following groups, please check which ones (all that apply) in the corresponding box(es).</i></p> <p><input type="checkbox"/> Low-income students</p> <p><input type="checkbox"/> Migrant students</p> <p><input type="checkbox"/> Limited English Proficient (LEP) students</p> <ul style="list-style-type: none"> • Indicate particular language(s) with which your organization has expertise: list: _____ _____ _____ _____ <p><input type="checkbox"/> Students with disabilities (list types)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Other groups: (describe)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>10. Hours of Instruction in program</p>	<p><i>Please describe the number of hours of instruction students will receive in your program. DO NOT include administrative time, breaks, or any other time “off-task.” The number below represents the applicant’s contractual minimum available commitment.</i></p> <p><input type="checkbox"/> Number of hours of instruction</p> <p><input type="checkbox"/> Check here if unlimited (i.e., always available via Internet access)</p>

<p>11. Average Cost (This is what your organization charges for your supplemental educational services, on a per-pupil basis.)</p>	<p><i>Provide an average per pupil cost, per hour of service, by filling in the blanks in the below calculation:</i></p> <p>\$ _____ per hour</p> <p>X number of hours of instruction : _____</p> <p>=====</p> <p>= Average cost per program \$ _____</p> <p style="text-align: center;">OR</p> <p><i>If you are unable to describe your per pupil fee structure in a per hour format, please provide a description of the cost per pupil below.</i></p> <p>\$ _____ per _____</p> <p><i>If you need to further explain, do so here:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>12. Organizational History</p>	<p><i>How long has your organization been delivering supplemental educational services to students in grades K-12 as an approved provider?</i></p> <p>What states are you approved as an SES provider?</p> <p>Since: ___/___, which is a total of ___ years and ___ months as of ___/___ (The current month/year)</p> <p><input type="checkbox"/> CHECK HERE IF YOU ARE APPLYING AS A NEW PROVIDER</p> <p><i>How long has your organization been delivering tutoring services to students in grades K-12?</i></p> <p>Since: ___/___, which is a total of ___ years and ___ months as of ___/___ (The current month/year)</p>
<p>13. Liability Insurance Label Attachment A <i>Attach a copy of the insurance policy that shows your tutoring company's name and policy information.</i></p>	<p><i>You must show proof of business liability insurance. If documentation is not provided your application will not be approved.</i></p> <p>Company Name _____</p> <p>Policy Number _____</p>

<p>14. Service Areas <i>Please only check the districts you are willing to serve. This is where the information for the Providers by Area will be taken.</i> <i>Providers applying for approval may not specify a specific number of students to serve prior to establishing the delivery of services.</i></p> <p><i>Charter Schools are part of a county area.</i></p>	<p><i>Please check all the district(s) in which you are able to provide services.</i></p> <p><i>Districts are listed on the following pages.</i></p> <p>While only a subset of these districts will have schools with students eligible for supplemental services under this contract, you are being asked to select all districts which you can serve to avoid the need to make changes in the future if additional districts are added.</p> <p>A list of districts with schools having eligible students will be posted by 08/30/07 on www.ncpublicschools.org.</p> <p><input type="checkbox"/> Check here if your organization can serve all districts in North Carolina.</p> <p>OR</p> <p><input type="checkbox"/> Check here AND go to the list that follows and check the districts that your organization has the capacity to serve. <i>Please indicate your choices to the left of the Districts/LEA's names.</i></p>
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Alamance-Burlington Schools	Carteret County Schools	Kannapolis City Schools	Union County Schools
Alexander County School	Caswell County Schools	Lee County Schools	Vance County Schools
Alleghany County Schools	Catawba County Schools	Lenoir County Public Schools	Wake County Schools
Anson County Schools	Chapel Hill-Carrboro Schools	Lexington City Schools	Warren County Schools
Ashe County Schools	Charlotte-Mecklenburg Schools	Lincoln County Schools	Washington County Schools
Asheboro City Schools	Chatham County Schools	Macon County Schools	Watauga County Schools
Asheville City Schools	Cherokee County Schools	Madison County Schools	Wayne County Public Schools
Avery County Schools	Clay County Schools	Martin County Schools	Weldon City Schools
Beaufort County Schools	Cleveland County Schools	McDowell County Schools	Whiteville City Schools
Bertie County Schools	Clinton City Schools	Mitchell County Schools	Wilkes County Schools
Bladen County School	Columbus County Schools	Montgomery County Schools	Wilson County Schools
Brunswick County Schools	Craven County Schools	Moore County Schools	Yadkin County Schools
Buncombe County Schools	Cumberland County School	Mooresville County Schools	Yancey County Schools
Burke County Schools	Currituck County Schools	Mount Airy City Schools	
Cabarrus County Schools	Dare County Schools	Nash-Rocky Mount Schools	
Alamance-Burlington Schools	Davidson County School	New Hanover County Schools	
Alexander County School	Davie County Schools	Newton Conover City Schools	
Alleghany County Schools	Duplin County Schools	Northampton County Schools	
Anson County Schools	Duplin County Schools	Onslow County Schools	
Ashe County Schools	Durham County Schools	Orange County Schools	
Asheboro City Schools	Edenton/Chowan County Schools	Pamlico County Schools	
Asheville City Schools	Edgecombe County Schools	Pasquotank County Schools	
Avery County	Elkin City Schools	Pender County	

Schools		Schools	
Beaufort County Schools	Forsyth County Schools	Perquimans County Schools	
Bertie County Schools	Franklin County Schools	Person County Schools	
Bladen County School	Gaston County Schools	Pitt County Schools	
Brunswick County Schools	Gates County Schools	Polk County Schools	
Buncombe County Schools	Graham County Schools	Randolph County Schools	
Burke County Schools	Granville County Schools	Richmond County Schools	
Cabarrus County Schools	Greene County Schools	Roanoke Rapids City Schools	
Caldwell County Schools	Guilford County Schools	Robeson County Schools	
Camden County Schools	Halifax County Schools	Rockingham County Schools	
Carteret County Schools	Harnett County Schools	Rowan-Salisbury Schools	
Avery County Schools	Haywood County Schools	Rutherford County Schools	
Beaufort County Schools	Henderson County Schools	Sampson County Schools	
Bertie County Schools	Hertford County Schools	Scotland County Schools	
Bladen County School	Hickory City Schools	Stanley County Schools	
Brunswick County Schools	Hoke County School	Stokes County Schools	
Buncombe County Schools	Hyde County Schools	Surry County Schools	
Burke County Schools	Iredell-Statesville Schools	Swain County Schools	
Cabarrus County Schools	Jackson County Schools	Thomasville City Schools	
Caldwell County Schools	Johnston County Schools	Transylvania County Schools	
Camden County Schools	Jones County Schools	Tyrrell County Schools	

APPLICATION PART III

Indicators of Quality

Worksheet Instructions

The following measures will help the North Carolina Department of Public Instruction determine the quality of services you provide. A team of reviewers will score responses to this section of the application. In order to be placed on the statewide List of Approved Supplemental Educational Service Providers, applicants must receive:

- ◇ A raw score in each section A-F that is greater than zero.
- ◇ A minimum total (scaled) score of 90. (See the sample scoring rubric included at the end of this document for details on scoring.)

To respond to this section, create a Microsoft Word document. Clearly and explicitly organize your responses according to letter and question number.

The Microsoft Word document must be printed out and included with all of the required documents as well as submitted on either a CD-ROM or 3.5" diskette. Ensure that the document is virus free using the latest virus definition files available at the time of submission.

A. In the Microsoft Word document you, clearly identify this section title and the question numbers and respond, providing evidence of your effectiveness.

A. Evidence of Effectiveness (*Limit 4 pages – not including requested letters of reference*)
Portion of Total Score: 15%

1. Provide evidence that your program has increased student achievement. Use evidence provided by either standardized tests (including North Carolina EOG scores if possible) or by other non-standardized methods. Some examples of non-standardized methods include self-developed pre and post tests; assessments from teachers, surveys, or questionnaires; school grades, homework completion; or other school or program measures of performance.
2. Provide letters of reference from previous clients (families, schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and district name for each reference. (Submit at least 5 and no more than 10 letters. Letters from school districts in the applicant's service area will be considered most significant.)
3. Provide additional evidence, if available, of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, and/or parent/guardian satisfaction.

B. In the Microsoft Word document you create, clearly identify this section title and respond, offering evidence as indicated below.

B. Evidence of Links Between Research and Program Design (*Limit 3 pages*)
Portion of Total Score: 15%

Your response to this topic will be evaluated on the extent to which you clearly and specifically explain how the key instructional practices and major design elements of your program are: (1) high quality, (2) **based on models that have been proven effective through scientifically-based research**, and (3) specifically designed to increase student academic achievement. In your response, explain why you chose your particular program design and cite external or your own academic research that offers evidence that the design of the major elements of your program will help increase students' academic achievement. These "major elements" may include mode of instruction, class size, time on task, etc.

C. In the Microsoft Word document you create, use the format indicated and label C1. Remember K-2 students may be served as well as 3-12.

C. Connection to the North Carolina Standard Course of Study (no page limit)

Portion of Total Score: 20%

Your response to this topic will be evaluated on the extent to which you clearly and specifically describe your program’s connection to North Carolina’s Standard Course of Study. The North Carolina’s Standard Course of Study can be found here:

<http://www.ncpublicschools.org/curriculum/>.

1. Describe your program’s alignment to specific North Carolina Standard Course of Study learning standards. *Use the format indicated. Do not photocopy your materials as proof. You must show how your program is aligned with the North Carolina Standard Course of Study.*
2. You must include a detailed sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. Include copies of materials that would be used to teach the lesson. If lesson plan is not included your application will not be approved.

Teaching the North Carolina Standard Course of Study

Using the format listed below, indicate how and with which materials you will teach each competency goal to students. NOTE: The example below is for mathematics in grade three. ***You must complete the chart below for each grade you plan to serve. Do not combine grade levels. Do not only provide book and page numbers. You must describe your strategies that you will use with students or your application will not be approved.***

See Required Format Below

Required Format

<p>Part A Grade 3 (Grade Level) (Subject) Mathematics List Competency Goals from current NCSCOS</p>	<p>Part B Materials</p>	<p>Part C Methods/Strategies</p>
<p>a. The learner will model, identify and compute with whole numbers through 9,999.</p>	<p><i>Describe the materials your program will use.</i></p>	<p><i>You must describe your strategies/methods in this section that support the goals listed in Part A of the chart.</i></p>
<p>b. The learner will recognize and use standard units of metric and customary measurement.</p>		

D. In the Microsoft Word document you create, clearly identify this section title and the question numbers and respond, addressing all of the processes and procedures indicated below.

D. Assessment, Goal Setting, Monitoring Student Progress, and Communication with Schools
(Limit 5 pages)

Portion of Total Score: 20%

Your response to these topics will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, evaluate and monitor students' progress towards clearly identified goals, and communicate with schools regarding student goals and progress.

1. Describe the specific process you use to:

- ✓ Provide documentation that services offered are aligned with supporting implementation of the Student Accountability Standards [plans for students are aligned with the Personalized Education Plans (PEPs) that the school prepares] and Closing the Achievement Gaps (achievement levels before and after you work with the student).
- ✓ Prescribe an instructional program for the Learning Plan Agreement with clearly defined goals and a timetable based on the student's individual needs.

2. Describe the specific process you use to evaluate and monitor student progress on a regular basis.

3. Describe the specific procedures that will be used to report student goals and progress to the students' teacher(s) and appropriate school or district staff (also identify the timetable for reporting this information).

E. In the Microsoft Word document you create, clearly identify this section title and the question numbers and respond, addressing all of the areas described below.

E. Communication with Parents/Guardians *(Limit 5 pages)*

Portion of Total Score: 15%

Your response to this topic will be evaluated based on the extent to which you can demonstrate a consistent and specific process for directly providing parents/guardians of the students with information on the progress of their children in increasing achievement, and providing that information in a format and language parents/guardians can understand. (“Directly” means from the provider to parent/guardian without requiring any intermediary, such as a school, to distribute information.)

1. Describe the specific procedures that will be used to report on student progress to the students’ parents/guardians (include how often you will report on the progress).
2. Describe how parents/guardians will be involved in creating a timetable and establishing goals for their child’s academic progress.
3. Describe the degree to which the needs and schedules of working parents/guardians will be accommodated.
4. Describe the process that will be used to resolve any disputes or conflicts that may occur between your staff, parents, and/or students.
5. Describe ways in which parents/guardians are encouraged to participate in the services you provide.
6. Describe any training that is provided to staff regarding working with parents/guardians.
7. If applicable, list the languages other than English in which you are able to provide information to parents/guardians.

F. In the Microsoft Word document you create, clearly identify this section title and the specific evidence indicator and respond, answering the questions and attaching the requested resumes.

F. Qualifications of Instructional Staff (Limit 2 pages--not including requested resumes)

Portion of Total Score: 15%

Your response to this topic will be evaluated based on the extent to which you offer strong evidence of highly qualified staff and have demonstrated a commitment to ongoing professional development and improvement of your service. “Highly Qualified” means that staff have provided effective services that have measurably increased student achievement, ideally to Title I students or similar populations.

Describe your staff’s qualifications to provide high quality supplemental services, using all of the following indicators as sources of evidence.

- ✓ Process for recruiting and hiring high quality instructors;
- ✓ Highest degree attained and/or certification of instructors;
- ✓ Years and level of work experience of instructors, particularly in working with Title I students;
- ✓ Amount and quality of training provided to instructors;
- ✓ Process for regularly reviewing instructor performance.

Also, please submit a resume for each staff member who may be providing services as an instructor (outlining employment experience, professional development experiences, and professional affiliations).

Additionally, describe qualifications of any assistants who may also work with students.

Approved providers are required to conduct an annual Criminal Record Check on all staff members who will work with students through this contract. When entering into an agreement with an LEA, providers are required to give copies of current checks to the LEA prior to working with the students. The provider will maintain a file of annually updated checks for each of these staff members. This information will be available to the parent/guardian and the Department upon request as well. LEAs may also conduct their own Criminal Record Checks on the provider’s staff members.

Evaluation Criteria:

This sample of the score sheet by which all applications will be evaluated is based on the application and is provided for information purposes only.

EVALUATION CRITERIA SCORING RUBRIC

Rubric Information:

- 1) All fields in the application must be completed in order for an application to be scored.
- 2) The “Assurances” section of the application must be signed in order for a provider who meets all other requirements to be placed on this statewide contract.
- 3) The answers to Part I of the application will become the source of information given to parents and school officials who utilize the list of approved providers.
- 4) A final score received of 90.0 or higher will be required to be placed on the statewide contract.
- 5) A raw score of zero on any criterion A-F below is cause for disqualification.
- 6) The awarding of decimal scores is permitted (for example, “1.5”).
- 7) The Department reserves the right to limit the subject areas and grades for which an approved provider may provide services through this contract.

Name of Applicant and Organization:

Name of Reviewer: _____

Date of Review: ____ / ____ / ____

Check here if Applicant is a New Provider: _____

1. Has the Assurances and Certification Section Been Signed? Yes _____ No _____

A “Yes” response to this question is required for approval of response.

2. Has the applicant included a sample lesson plan? Yes _____ No _____

A “Yes” response to this question is required for approval of response.

3. Has the applicant included proof of business liability insurance? Yes _____ No _____

A “Yes” response to this question is required for approval of response.

RAW SCORE [POINTS AWARDED]

Applicant : _____ Indicators of Quality	No Evidence 0 points	Limited Evidence 1 point (0.1-1.0 pts.)	Substantial Evidence 2 points (1.1- 2.0 pts.)	Weight (Multiplier)	Points Awarded (Raw Score x Weight)	Maximum Points Possible (2.0 x Weight)
	A. Evidence of Effectiveness ▪ Maximum response length=4 pages, exclusive of requested attachments					
B. Evidence of Links Between Research and Program Design ▪ Maximum response length=3 pages				7.5		15
C. Connection to the NCSCOS. ▪ Maximum response length=no limit and sample lesson plan				10		20
D. Assessment, Goal Setting, Monitoring Student Progress, and Communication w/Schools ▪ Maximum response length =5 pages				10		20
E. Communication with Parents/Guardians ▪ Maximum response length=5 pages				7.5		15
F. Quality of Instructional Staff ▪ Max. length=2 pages, exclusive of requested attachments				7.5		15
				A-F TOTAL:		100
<p>FINAL SCORE RECEIVED:* <input style="width: 50px; height: 20px; border: 2px solid black;" type="text"/> (Total Points Awarded in A-F)</p>						

2007-08 application for prospective SES providers

Title I 1116 part (e)

(e) SUPPLEMENTAL EDUCATIONAL SERVICES-

(1) SUPPLEMENTAL EDUCATIONAL SERVICES- In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES- Each local educational agency subject to this subsection shall—

(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

(i) the availability of services under this subsection;

(ii) the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

(B) if requested, assist parents in choosing a provider from the list of approved providers maintained by the State;

(C) apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students; and

(D) not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student.

(3) AGREEMENT- In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall—

(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- A State educational agency shall--

(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

(5) CRITERIA FOR PROVIDERS- In order for a provider to be included on the State list under paragraph (4)(C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES- The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of--

(A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or

(B) the actual costs of the supplemental educational services received by the child.

2007-08 application for prospective SES providers

(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY— Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

(8) DURATION— The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

(9) PROHIBITION— Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

(10) WAIVER—

(A) REQUIREMENT— At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that—

(i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and

(ii) the local educational agency provides evidence that it is not able to provide those services.

(B) NOTIFICATION— The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

(11) SPECIAL RULE— If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

(12) DEFINITIONS— In this subsection—

(A) the term 'eligible child' means a child from a low-income family, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1);

(B) the term 'provider' means a non-profit entity, a for-profit entity, or a local educational agency that—

(i) has a demonstrated record of effectiveness in increasing student academic achievement;

(ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and

(iii) is financially sound; and

(C) the term 'supplemental educational services' means tutoring and other supplemental academic enrichment services that are—

(i) in addition to instruction provided during the school day; and

(ii) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

Supplemental Educational Service Providers Renewal Application

2007-2008

Information, Application and

Approval Process

**This application is for providers currently
approved in North Carolina**

Name of Organization Applying

Date Submitted: __/__/__ Contact Name: _____

Phone: _____ Email: _____

Date Received: __/__/__



STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

MEMORANDUM

TO: Prospective 2007-08 Supplemental Educational Service Providers

FROM: Lisa Huber, Consultant, Compensatory Education Section

RE: Provider Application and Process for 2007-08

DATE: December 18, 2006

For 2007-2008 school year, the N.C. Department of Public Instruction Supplemental Educational Services application submissions will be accepted October 2, 2006 through January 15, 2007. (Be sure to see further deadline details on pages 4-5.) Providers for 2007-08 will be approved by the State Board of Education and notified in May 2007.

This application packet includes detailed information regarding the application process; however, reviewing the basic federal criteria may prove helpful. Below is an excerpt of the Non-Regulatory Guidance on Supplemental Educational Services issued by the U.S. Department of Education on June 13, 2005. The document can be accessed in its entirety on the Web at:
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

If you have any questions, please contact me by at 252-355-3883 or lhuber@dpi.state.nc.us.

C. STATE-LEVEL OPERATIONS, INCLUDING IDENTIFICATION AND APPROVAL OF PROVIDERS

C-1. How does an SEA identify and approve supplemental educational service providers?

An SEA must develop and apply objective criteria for approving supplemental educational service providers. The criteria for approving providers, as well as the list of approved providers, must be published.

In conducting its approval process, the SEA must ensure that each provider it approves:

1. Has a demonstrated record of effectiveness in increasing student academic achievement [*Section 1116(e)(12)(B)(i)*];
2. Will use instructional strategies that are high quality, based upon research, and designed to increase student academic achievement (see C-17 for additional information) [*Section 1116(e)(12)(C)*];
3. Provides services that are consistent with the instructional program of the LEA and with State academic content and achievement standards (see C-18 for additional information) [*Sections 1116(e)(5)(B) and 1116(e)(12)(B)(ii)*];
4. Is financially sound (see C-19 for additional information) [*Section 1116(e)(12)(B)(iii)*]; and
5. Will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws (see C-3 for additional information) [*Section 1116(e)(5)(C)*].

The criteria that an SEA uses should be developed in consultation with LEAs, parents, teachers, and other interested members of the public in order to promote participation by the maximum number of providers and to ensure, to the extent practicable, that parents have as many choices as possible [*Section 1116(e)(4)(A)*].

SEAs have flexibility in developing their approval process, but must provide an opportunity at least annually for new providers to apply for inclusion on the State list and must ensure that interested providers are adequately informed of the process [*34 CFR 200.47(a)(1)(ii)*]. SEAs may establish a reasonable period of time during which additional providers may apply, be evaluated for approval, and be added to the list.

SEAs may not, as a condition of approval, require a provider to hire only staff who meet the “highly qualified teacher” requirements of Sections 1119 and 9101(23) of the ESEA [*34 CFR 200.47(b)(3)*].

Application Checklist

A completed application includes the following:

1. An electronic copy of the completed application in MSWord format on either a CD-ROM or a 3.5" diskette formatted for a PC
2. Three (3) organized copies of the application including copies of last year's application
3. Completed cover page
4. Original signatures and checked and signed assurances for each of the three (3) copies of the application
5. Proof of Liability Insurance
6. Resumes for staff members, including directors if staff has changed since last year.
7. You must include a sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. You may also include copies of materials.

Application Format Guidelines

1. Use a type font no smaller than 12 points.
2. All margins should be 1" wide.
3. Use a document header or footer with the organization's name, subject(s) area applying and page numbers.
4. Follow the exact number system for responses as is found in the application. Immediately preceding each response, clearly indicate the corresponding application letter and question number.
5. Type or print legibly all blank fields.
6. Include only attachments requested in the application plus any printed brochures describing the services provided. Evaluation team members will not be required to read or review additional attachments.

Application Submission Requirements

Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to:

Lisa Huber
State SES Consultant
North Carolina Department of Public Instruction
Compensatory Education
6351 Mail Service Center
Raleigh, NC 27699-6351

Timeline for Activities

Activity	Time Line
1. Application and scoring procedures posted on the DPI homepage	October 2, 2006
2. Service providers invited to apply. Questions directed to Lisa Huber, SES State Consultant at 252-355-3883. Email: lhuber@dpi.state.nc.us	October 2, 2006-January 15, 2007
3. Technical Assistance meeting for entities applying to be an approved provider. Hilton RTP(Page Road)Durham	October 2, 2006 12:30-4:00
4. Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to: Lisa Huber, State SES Consultant, North Carolina Department of Public Instruction Compensatory Education 6351 Mail Service Center Raleigh, NC 27699-6351	January 15, 2007 by 5 p.m.
5. Applications reviewed and scored by evaluation team.	January 23-February 10, 2007
6. Submit SES report as an agenda item for the State Board of Education meeting.	March 1, 2007
7. Submit SES report for review for the State Board of Education Meeting	April 2007
8. State Board of Education will vote on the 2007-08 SES Provider List.	May 2007
9. Applicants will be notified of approval status and approved providers will be posted on the website.	May 2007
10. Final Report due from 2006-2007 approved providers.	June 30, 2007

APPLICATION PART I, A

Directions

Select either option A or option B.

A. I am requesting to continue approved Supplemental Educational Services provider status in North Carolina for the 2007-2008 school year. Provider was approved for school year 2006-2007 and is applying to continue service or program information as stated in the 2006-2007 application. Enclose 3 copies of the application submitted for the 2006-2007 school year.

B. I am requesting to continue approved Supplemental Educational Services provider status in North Carolina for the 2007-2008 school year. I would like to **amend the approved application that was submitted for 2006-2007**. Provider was approved for school year 2006-2007 and is applying to change service or program information. These changes will be applicable for the 2007-2008 school year.

- Describe any changes to the previously approved 2006-2007 application in the space provided below. You should indicate the section you are changing and describe the change(s) in detail. Enclose 3 copies of the application submitted for the 2006-2007 school year.

APPLICATION PART I, B

Assurances

Please indicate by checking (✓) each of the following to certify that you and the tutors provided to schools will respect and comply with each item.

_____ I/Tutors will abide by the fee that will be in compliance with Section 1116(e)(6)(A)-(B) of Public Law 107-110 Note: A copy of this section is attached to this application.

_____ I/Tutors will abide by professional and ethical business practices.

_____ I/Tutors will not encourage parents/guardians to switch providers once enrolled with a different provider.

_____ I/Tutors will respect the confidentiality of student needs and progress and share this information only with parents and appropriate school personnel (with written permission from parent/guardian).

_____ I/Tutors will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services and regularly exchanging information on progress of the student. These efforts will be documented.

_____ I/Tutors will provide a healthy, safe and clean environment in which to tutor students.

_____ I/Tutors agree not to provide services to students in a residential dwelling. **Note: The Department of Public Instruction will not approve home settings for tutorial sites.**

_____ I/Tutors will provide secular, neutral and non-ideological instruction and content.

_____ I/Tutors will collaborate with the school to provide appropriate services for the student.

_____ I/Tutors will provide an instructional program that is different from and a supplement to the regular school program. Services will be provided outside of regular school hours.

_____ I/Tutors have liability insurance. List company name and policy number **and** attach a copy of the policy. _____

_____ I/Tutors will provide copies of criminal background checks (including child abuse complaints) to school districts.

_____ I/Tutors will provide appropriate materials to deliver services to students without infringing on the school for copies, materials, etc.

_____ I/Tutors agree to provide summary evaluation data to the students' home school districts (with written permission of the parent/guardian).

_____ I/Tutors agree to not require a minimum number of students enrolled in a school or LEA in order for services to be offered.

_____ I/Tutors agree to provide services to students for one full year, disclose information related to financial stability to the LEA, accept payment for services from the LEA after services have been provided for students and agree to a monthly or quarterly payment.

Signature of Service Representative/Date Signed

Position of Service Representative

APPLICATION PART II, A
Reflections

1. Reflect on what your strengths have been as a provider for North Carolina. Provide specific examples.

No page limit requirement in this section.

APPLICATION PART II, A
Reflections and Strategies

2. Reflect on what areas you would like to improve on to be a better Supplemental Educational Services provider. How do you plan to improve the areas that you have addressed? Provide specific examples.

No page limit requirement in this section.

FOR STATE USE ONLY

Provider Name:

Has the provider had any complaints filed against them for the 2006-2007 school year?

YES

NO

If yes, how many and list date(s) and reason for the complaint.

FOR STATE USE ONLY

Did the provider have approved status for the 2006-2007 school year?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider make changes in the application that was submitted for 2006-2007?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Were these changes acceptable?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider include a sample lesson plan?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the lesson plan satisfactory?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider include a current business liability insurance policy?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider complete the application in a satisfactory manner?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is this provider being recommended for approval for the 2007-2008 school year?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If the provider is not being recommended for approval, list reasons.	

FOR STATE USE ONLY

EVALUATOR

Provider Name:

Has the provider had any complaints filed against them for the 2006-2007 school year?

YES NO

If yes, how many and list date(s) and reason for the complaint.

FOR STATE USE ONLY

Did the provider have approved status for the 2006-2007 school year?

YES NO

Did the provider make changes in the application that was submitted for 2006-2007?

YES NO

Were these changes acceptable?

YES NO

Did the provider include a sample lesson plan?

YES NO

Is the lesson plan satisfactory?

YES NO

Did the provider include a current business liability insurance policy?

YES NO

Did the provider complete the application in a satisfactory manner?

YES NO

Is this provider being recommended for approval for the 2007-2008 school year?

YES NO

If the provider is not being recommended for approval, list reasons.

EXECUTIVE SUMMARY**Title:** New AYP Threshold for 4-Year Cohort Graduation Rate**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other NCLB

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)**Description:**

Under NCLB, schools and districts need to show progress on their Other Academic Indicator (OAI) to make AYP. For schools that graduate students, the OAI is graduation rate. It is recognized that past a certain rate, fluctuations do not have the level of importance that should cause a school to miss AYP. With the implementation of the 4-year cohort graduation rate, a new threshold must be set. The threshold associated with the old placeholder rate is inappropriate.

The Compliance Commission for Accountability held a telephone conference call on March 9, 2007 to discuss this issue. The new threshold does not affect the progress criteria currently in place. Basically, any school or LEA that shows progress (defined as 0.1 percentage point increase from one year to the next) will meet the OAI as would any school or district meeting the threshold. This also enables any subgroups that meet the OAI to access the safe harbor provisions of NCLB if the subgroup does not meet the AYP proficiency targets. The new threshold eventually will need to be included in the NC Accountability Workbook and approved by the US Department of Education (USED).

Resources:

Staff programming time

Input Process:

Compliance Commission for Accountability, Superintendent's Leadership Council

Stakeholders:

Schools

Timeline For Action:

Discussion in April, action in May

Recommendations:

The recommendation of the Compliance Commission for Accountability, supported by the agency, is that the threshold be changed from 90% to 80%.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____
Vote: Yes _____ No _____
Approved _____ Disapproved _____

Seconded By: _____
Abstain _____
Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

EXECUTIVE SUMMARY**Title:** Ready Schools Task Force Recommendations**Type of Executive Summary:**

Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Mr. John Pruette (Executive Director, Office of School Readiness), Ms. Jackie Colbert (Director, Division of Elementary Education), and Dr. Carolyn Cobb (Consultant, Ready Schools Initiative)

Description:

In June of 2000, The NC Ready for School Goal Team issued a report entitled **School Readiness in North Carolina**. The report outlined a series of recommendations for what was needed in our state to assure that all children were arriving at school “ready” and that schools were, in turn, “ready” for all children. Since the release of that report, there has been increased national attention and research around issues related to Ready Schools. Therefore, the NC Ready Schools Task Force, consisting of K-12 and preschool educators as well as other organizational representatives, was convened by State Superintendent June Atkinson in March 2006 to review the initial recommendations that were made in regard to the Ready Schools component of the original report and to determine what steps must be taken to assist our state in moving forward. The Task Force was a joint initiative of the NCDPI and the North Carolina Partnership for Children (NCPC) and was funded through a grant from the W.K. Kellogg Foundation. The Task Force issued their final report in January 2007, including a definition of Ready Schools, pathways to Ready Schools, and a recommendation that one of two Ready Schools Assessments be conducted by elementary schools as part of the School Improvement Planning Process.

Resources:

Grant from W. K. Kellogg Foundation

Input Process:

A broad-based input process was provided by a Task Force of 57 members, representing K-12 education administrators and teachers, early childhood professionals, school boards, research and policy organizations, and B-K higher education institutions.

Stakeholders:

Early childhood programs, elementary educators, central office administrators, Smart Start state and local partnerships

Timeline For Action:

This item is presented to the State Board of Education for discussion at its April 2007 meeting and will be returned for action at its May 2007 meeting.

Recommendations:

The SBE is requested to endorse/adopt (1) the definition of Ready Schools and Pathways to Ready Schools; and (2) the use of one of two Ready Schools Assessment Instruments in the School Improvement Planning process for elementary schools.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

NC Ready School Taskforce Recommendation:

Every elementary school in North Carolina should meet the definition and pathways listed below of a ready school.

A Ready Elementary School

A ready elementary school provides an inviting atmosphere, values and respects all children and their families, and is a place where children succeed. It is committed to high quality in all domains of learning and teaching and has deep connections with parents and its community. It prepares children for success in work and life in the 21st century.

Pathways to Ready Elementary Schools

1. Children succeed in school

The school sets high expectations for all students and facilitates healthy growth and development in five domains suggested by the National Educational Goals Panel: physical well-being; social relationships and emotional development; learning approaches that incorporate cultural aspects of learning styles; use of language; and cognition, general knowledge, and problem solving. Children acquire culturally relevant knowledge and skill sets necessary and valuable to the functioning of a modern economy.

2. A welcoming atmosphere

The school projects an open, child focused, welcoming atmosphere characterized by friendliness, respect, high teacher and staff morale, and the use of appropriate discipline. The building and grounds are inviting and developmentally appropriate. Children's work is prominently displayed and bulletin boards contain family oriented material.

3. Leadership

School leaders believe that all children can learn, teachers and staff can develop professionally, and all schools can meet or exceed State performance standards. The principal possesses the skill sets necessary for leading effectively and creating a learning community. The school connects with and garners support from the superintendent, school board, and the NC Department of Public Instruction. In turn, the superintendent, school board, and the NC Department of Public Instruction provide a coherent and appropriate set of policies and regulations.

4. Connections to early care and education and across grades

There is ongoing communication and coordination between early care and education (ECE) and elementary school teachers for quality assurance from pre-K through grade 3. Standards and curriculum are aligned between ECE and the school at the local, district, and state levels. The school participates in or provides a number of transition experiences for children entering pre-k or kindergarten such as school and home visits, staggered entry, and orientation sessions for children and families. Assessment data are obtained from ECE providers in order to plan and individualize children's learning. In addition, curriculum, instruction, and assessment are aligned and integrated within a classroom, within a grade level, and across grade levels.

5. Connects culturally and linguistically with children and families

The school seeks to help children from all circumstances and backgrounds succeed. The school uses a culturally appropriate curriculum to enhance learning. Children and families are encouraged to share their backgrounds and experiences with other children and families.

6. Partners with Families

The school communicates and partners with all families in a wide range of activities from providing information to engaging parents in policy and decision making. Outreach strategies are implemented to ensure that families of diverse populations are welcome to participate in all school-related activities.

7. Partners with the community

The school functions as a community center drawing children and families from surrounding neighborhoods for multiple activities and purposes. It partners with the community to provide opportunities and services to children and families such as health screening and health services, courses in the English language, courses in other languages, and instruction in GED preparation, computers, and parenting.

8. Uses assessment results

The school uses assessments, both formal and informal (daily interactions with the child, communications with parents), to plan and tailor instruction to individual needs. There are strategies in place to improve test scores and reduce achievement gaps. The school ensures that assessments are reliable, valid, individual and developmentally and culturally appropriate.

9. Quality Assurance

The school strives to grow by following a written improvement plan that includes a strategy for maintaining its mission and goals over time. It supports staff in professional development and consults with educational and non-educational experts for staff training and quality assurance. Leadership uses data and research on effective practices for decision-making.

Adapted from the W.K. Kellogg Foundation's Pathways to Ready Schools.

NC Ready School Taskforce Recommendation

Every elementary school in North Carolina should develop a ready school plan for improving the school's capacity to educate all children, whatever each child's condition may be. This plan should be based on the NC definition of a ready school. Schools should use one of two ready school assessment tools in the development of the "ready school plan." These tools are:

- High/Scope Ready School Assessment (RSA)
http://www.highscope.org/Research/assessment_instrument/ReadySchoolAssessment06.htm
- Early Learning is For Everyone (ELFE) Asset Development Worksheet.
<http://www.sparknorthcarolina.org/Documents/ELFEAssessmentTool.doc>

It is anticipated that these ready school plans will be integrated into the broader school improvement plan required of every school under NC state law and will be regularly updated as the school makes progress towards meeting the NC Ready School Definition.

Dimensions and Sub-dimensions of the Ready Schools Assessment (High Scope)

<ol style="list-style-type: none"> 1. Leaders and Leadership <ul style="list-style-type: none"> • Principal's' Commitment • Professional Climate • Early Childhood Training & Experience 2. Transitions <ul style="list-style-type: none"> • Transition Activities • Contact with Pre-K • Entry & Promotion 3. Teacher Supports <ul style="list-style-type: none"> • Professional Development • Contact with Others 4. Engaging Environments <ul style="list-style-type: none"> • Safety & Health • Materials • Classroom Climate • Active Learning 	<ol style="list-style-type: none"> 5. Effective Curricula <ul style="list-style-type: none"> • Curriculum Training • Monitoring Fidelity 6. Family, School, and Community Partnerships <ul style="list-style-type: none"> • Family Involvement in School • Parent-School Communication • Outreach 7. Respecting Diversity <ul style="list-style-type: none"> • Teaching Diversity • Supporting a Diverse Environment • Working with Special Needs 8. Assessing Progress <ul style="list-style-type: none"> • Assessment Mechanisms • Using assessments • School Improvement
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Early Learning is for Everyone (ELFE) Asset Development Worksheet

Indicators, with standards specified for each:

- Philosophy
- Transition
- Physical Environment
- Curriculum
- Program Structure

ReadySchool ASSESSMENT

Questionnaire



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SCHOOL/DISTRICT INFORMATION

School name: _____

District name: _____

District size (K–12 enrollment): _____

District is: urban rural suburban other _____

Ready School contact person for this school:

Name: _____

Title: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ Fax: (____) _____ E-mail: _____

School enrollment: _____

Grade-level structure:

Grade Level	No. of Classes	No. of Students	Grade Level	No. of Classes	No. of Students
Pre-K	_____	_____	3 rd	_____	_____
K	_____	_____	4 th	_____	_____
1 st	_____	_____	5 th	_____	_____
2 nd	_____	_____	6 th	_____	_____

Pre-K in same/attached building/campus? Yes No

Kindergarten: half day full day extended-care options (check all that apply)

Current school year dates: begin: _____ end: _____

School type: public charter private other _____

Percentage of students eligible for free or reduced lunch: _____ %

Ethnicity of Student Population:

Ethnicity	% of Student Population
Native American/Alaskan	_____
Asian/Pacific Islander	_____
African American	_____
Hispanic	_____
Caucasian	_____
Mixed/Other	_____

Percentage of English Language Learners (ELLs): _____ %

Top 3 non-English languages (e.g., Spanish, Arabic, Haitian/Creole):

Average teaching experience of K–2 staff: _____ yrs.

SCORING INSTRUCTIONS

Completing the Ready School Assessment Indicators

Indicators

Each dimension of the Ready School Assessment (RSA) (identified by the Arabic numbers 1 to 8) includes from 11 to 21 indicators (identified by the letters A, B, C, etc.), as in the examples below.

Indicators are statements describing an event or condition. The *Ready School Assessment Team Handbook* found in the RSA Kit further clarifies these indicators through explanations of the events or conditions described, a brief background of why the event or condition should be of concern for a ready school, and examples.

Each RSA indicator is accompanied by one of the following rating scales: “Yes, No, Don’t Know (DK)”; “Never, Seldom, Sometimes, Often, Always, DK”; or “0, 1, 2, 3, 4 or more, DK.” (Several indicators also include the rating NA, for “not applicable.”) Indicators are scored by selecting and marking the scale level that best fits the related events and conditions in your school.

Meaning of the Frequency Scale Levels

The “Never, Seldom, Sometimes, Often, Always” scale levels have precise meanings. “Never” should be used to indicate that the event occurs or the statement is true 0% of the time or for 0% of the cases (or possible times or cases). “Always” should be used to indicate that something occurs or is true 100% of the time or in 100% of the cases (or of the possible times or cases). “Seldom” should be used to signify that something occurs or is true from 1% to 33% of the time, “Sometimes” signifies that it occurs or is true from 34% to 66% of the time, and “Often” signifies that it occurs or is true from 67% to 99% of the time. In other words, something that occurs less than one third of the time (but not never) should be scored “Seldom,” something that occurs from about one third to two thirds of the time should be scored “Sometimes,” and something occurring more than two thirds of the time (but not always) should be scored “Often.” (Something that occurs or is true about half or 50% of the time would then be scored “Sometimes.”)

Indicators Example

1. I	The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
4. A	Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK

Meaning of frequency scale levels

Never	Seldom	Sometimes	Often	Always
0% of the time or cases	1%–33% of the time or cases about 1/3 or less of the time or cases	34%–66% of the time or cases between about 1/3 to 2/3 of the time or cases ↑ About half or 50% of the time or cases	67%–99% of the time or cases about 2/3 or more of the time or cases	100% of the time or cases

You will note that the frequency scale generally applies to how often something occurs. Implicit in this is the question, “Of all the *possible* times this might or could occur, how often does it actually occur?” Also implicit in this is the question, “Of all the possible cases where this statement might be true, how frequently is it actually true?” In this sense, the possible cases could be defined, for example, as

across all teachers, across all classrooms, across all children eligible to enter school, or across all families.

In a few indicators, the frequency scale is a straightforward count, such as for indicator 3. F, about the number of planning hours available to teachers. These indicators should be scored to show the actual count (here, the average number of hours of planning) applicable to the indicator.

Frequency Scale Levels Example

3. F Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	---	-----------	----

Time Span to Consider

Events occur over time, and conditions can either stay the same or change over time. The frequency ratings of many RSA indicators can be assessed by focusing on how things are “now,” at the time the indicator is being evaluated. However, some indicators may require consideration of the event(s) or condition(s) over a period of time, such as Indicator 6.F, which reads, “Per year, number of schoolwide parent-teacher conferences offered.” In such cases, the time period to consider is the past 12 months (or since the last RSA administration). Using a limited time span makes the meaning of the scores more precise and uniform for various observers, and allows for scores to change over time.

Evidence

The RSA will be most meaningful—and most helpful—if the ratings it yields are objective and evidence-based, and if they reflect the true readiness conditions in a school. In the *Team Handbook*, each RSA indicator or cluster of indicators is

presented and defined on its own page. Each page of the *Team Handbook* also includes an “Evidence Suggested” section that describes the types of evidence that can be used as a basis for scoring the indicator(s), as well as blank space for recording the evidence.

Evidence relating to one or more indicators can be brief or it can be extensive. It may, for example, simply be a list of dates of kindergarten orientation meetings, a reference to documents such as the school’s mission statement or anti-harassment policies, a count of the number of children retained in grade, or a description of the kindergarten registration process.

Once the evidence has been gathered and collected in the *Team Handbook*, it can be used to score the indicators in the *Ready School Assessment Questionnaire*.

When the *Team Handbook* and *Questionnaire* are complete, a school’s data can be entered into the Online Profiler, available at www.readyschoolassessment.org. For instructions on entering scores from this questionnaire into the Online Profiler, see the *Ready School Assessment Administration Manual*.

1. LEADERS AND LEADERSHIP

The principal¹ advocates for and leads the ready school.

1. A	The school principal communicates a clear vision for the school that is committed to the success of every child.	Yes			No		DK
1. B	The principal has prepared a written improvement plan designed to help every child succeed.	Yes			No		DK
1. C	The principal uses his/her authority to make decisions that support a ready school.	Never	Seldom	Sometimes	Often	Always	DK
1. D	The principal encourages staff to take responsibility for and implement ready school strategies.	Never	Seldom	Sometimes	Often	Always	DK
1. E	The principal has made a public commitment to an achievable set of instructional improvements.	Yes			No		DK
1. F	The principal includes teaching staff in collaborative problem solving to address improvement goals.	Never	Seldom	Sometimes	Often	Always	DK
1. G	The principal is effective in creating a climate conducive to the success of children and staff.	Never	Seldom	Sometimes	Often	Always	DK
1. H	The school principal acts to ensure that students and families are connected to health and social services as needed (e.g., parent education courses, after-school latchkey services).	Never	Seldom	Sometimes	Often	Always	DK

¹For the purposes of this instrument “principal” is used as the term most representative of the leader of an elementary school.

1. I	The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
1. J	The principal has classroom experience in early childhood education.	Yes	No	DK			
1. K	The principal mentors people who show the potential for becoming school leaders.	Never	Seldom	Sometimes	Often	Always	DK
1. L	The principal acknowledges families as children's first teachers and offers strategies, ideas, and training opportunities that support them.	Never	Seldom	Sometimes	Often	Always	DK
1. M	The school principal is accessible to students, families, teachers, and members of the community. (For example, the principal warmly greets the children and parents as they arrive, visits classrooms, and is flexible about making time to meet with parents.)	Never	Seldom	Sometimes	Often	Always	DK
1. N	Staff, parents, and community members are encouraged to make recommendations to the principal as part of a goal-setting and decision-making process.	Never	Seldom	Sometimes	Often	Always	DK

2. TRANSITIONS

School staff and parent groups work with families, children, and their preschool teachers and caregivers before kindergarten and with families and children during kindergarten to smooth the transition from home to school.

2. A	Before school starts, a committee (i.e., not just individual teachers) actively plans and coordinates transition activities for incoming children.	Yes	No	DK			
2. B	Parents of incoming children are informed about registration, by multiple means if necessary, 3–6 months before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. C	Feeder early childhood programs are informed about registration before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. D	Incoming children are registered for school at least 1 month before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. E	Children registered at the last moment or after school starts receive transitional support similar to families registered earlier.	Never	Seldom	Sometimes	Often	Always	DK
2. F	Children registered at the last moment or after school starts are integrated quickly and smoothly.	Never	Seldom	Sometimes	Often	Always	DK
2. G	Kindergarten teachers have access to detailed information (e.g., parent questionnaires, home visits, interviews) about incoming children that helps them get to know the children and their family settings.	Never	Seldom	Sometimes	Often	Always	DK
2. H	For parents of incoming children, the school holds orientation session(s) at school prior to the first day.	Never	Seldom	Sometimes	Often	Always	DK

2. I	Families of incoming children are sent welcome materials (e.g., individualized letters, list of probable supply and clothing needs) before school starts.	Never	Seldom	Sometimes	Often	Always	DK
2. J	Children's records from preschool/child care programs are transferred to kindergarten teachers.	Never	Seldom	Sometimes	Often	Always	DK
2. K	Kindergarten teachers communicate with preschool/child care staff about <i>children</i> .	Never	Seldom	Sometimes	Often	Always	DK
2. L	Kindergarten teachers communicate with preschool/child care staff about <i>curriculum</i> .	Never	Seldom	Sometimes	Often	Always	DK
2. M	Delay or denial of entry of age-eligible children (redshirting) occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. N	Placement of age-eligible, entering children in extra-year programs (e.g., Developmental Kindergarten, Young 5s, Begindergarten) occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. O	Retention of K–2 children or placement in transitional or extra-year programs occurs.	Never	Seldom	Sometimes	Often	Always	DK
2. P	Retention decisions are reviewed by the principal, teacher(s), and the child's family.	Never	Seldom	Sometimes	Often	Always	DK
2. Q	Students considered for retention are provided with intensive, individualized assistance in an effort to avoid retention.	Never	Seldom	Sometimes	Often	Always	DK
2. R	School identifies underperforming children and promptly intervenes (e.g., provides one-on-one tutoring, computer resources, and the services of specialists, such as nurses and librarians).	Never	Seldom	Sometimes	Often	Always	DK

3. TEACHER SUPPORTS

School organizes classrooms, schedules, teams, and staff activities to maximize the support for all adults to work effectively with children during the school day.

3. A	Professional development activities offer teachers a variety of teaching strategies.	Never	Seldom	Sometimes	Often	Always	DK
3. B	Professional development activities are designed to provide strategies for supporting student achievement.	Never	Seldom	Sometimes	Often	Always	DK
3. C	Professional development activities are designed and developed in accordance with goals specified in plans for school improvement.	Never	Seldom	Sometimes	Often	Always	DK
3. D	Feeder preschools and child care programs (including those not part of the school) are invited when relevant professional development programs arise that involve the K–2 staff.	Never	Seldom	Sometimes	Often	Always	DK
3. E	Participating staff evaluate the utility of professional development activities.	Never	Seldom	Sometimes	Often	Always	DK
3. F	Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
3. G	K–2 classes use multiple organizational strategies to maximize instructional effectiveness (e.g., class-size reduction, paraprofessional aides, mixed-age groupings, looping, peer tutoring).	Never	Seldom	Sometimes	Often	Always	DK

3. H	The principal and teachers (in accordance with district policy, if applicable) maintain active memberships in relevant professional organizations and/or affiliates (e.g., NAEYC, NCTM, NAESP).	Never	Seldom	Sometimes	Often	Always	DK
3. I	The principal and teachers (in accordance with district policy, if applicable) participate actively in 2-way connections with institution(s) of higher education to gain expertise and improve teaching and learning (i.e., staff attend training sessions given by outside organizations and trainers/faculty from outside visit and work with staff in the school).	Never	Seldom	Sometimes	Often	Always	DK
3. J	For K–2 teachers, opportunities for mentoring are available.	Never	Seldom	Sometimes	Often	Always	DK
3. K	K–2 teachers have both academic training and classroom experience in early childhood education.	Never	Seldom	Sometimes	Often	Always	DK

4. ENGAGING ENVIRONMENTS

The school's learning environments employ elements that make them warm and inviting, and actively engage children in a variety of learning activities.

4. A	Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. B	Ample classroom space permits children to move, play, and work freely.	Never	Seldom	Sometimes	Often	Always	DK
4. C	Classrooms are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
4. D	Hallways, passageways, walkways, and common areas are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. E	Hallways, passageways, walkways, and common areas are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
4. F	The cafeteria is clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK NA
4. G	The library, media center, specials rooms (music, art, PE) are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
4. H	Classrooms have on hand 10 or more books per child intended for children's guided and/or independent use.	Never	Seldom	Sometimes	Often	Always	DK
4. I	Classroom print materials include all of the following types: storybooks, nonfiction, picture, reference, magazines.	Never	Seldom	Sometimes	Often	Always	DK

4. J	Classrooms have a variety of manipulative materials and supplies for art, building, and hands-on learning (e.g., puppets, scarves, play dough, envelopes, blank books, bean bags, shakers, blocks, large and small magnets, Cuisenaire rods).	Never	Seldom	Sometimes	Often	Always	DK
4. K	Visual displays in classrooms cover more than 50% of walls, bulletin boards, and dividers or the maximum allowed by fire codes.	Never	Seldom	Sometimes	Often	Always	DK
4. L	Visual displays in classrooms include a balance of teacher-made/commercial and child-made materials.	Never	Seldom	Sometimes	Often	Always	DK
4. M	Classroom atmosphere is predominately positive (e.g., respectful, relaxed, happy).	Never	Seldom	Sometimes	Often	Always	DK
4. N	Negative behaviors such as rudeness, name calling, and pushing are addressed by the teacher (i.e., not ignored, not allowed to continue).	Never	Seldom	Sometimes	Often	Always	DK
4. O	Children are encouraged to use conflict-resolution strategies to deal with interpersonal issues that arise in the classroom.	Never	Seldom	Sometimes	Often	Always	DK
4. P	Throughout the day children have opportunities to talk with one another while working.	Never	Seldom	Sometimes	Often	Always	DK
4. Q	Children spend the majority of their time involved in transforming materials or ideas (e.g., role play; projects and experiments; writing and illustrating stories; outside exploration as opposed to merely listening; doing individual seatwork; answering direct questions).	Never	Seldom	Sometimes	Often	Always	DK

Continued on next page

4. ENGAGING ENVIRONMENTS *(continued)*

4. R Classroom activities provide all children structured opportunities to communicate their thoughts and feelings to others.	Never	Seldom	Sometimes	Often	Always	DK
4. S Classroom activities provide opportunities for all children to make open-ended content choices (e.g., choosing topics and subtopics within a given subject area as opposed to choosing from a list or a range of alternatives presented by the teacher, or having no choice at all).	Never	Seldom	Sometimes	Often	Always	DK
4. T Classroom activities provide opportunities for all children to make open-ended process choices (e.g., choosing roles, materials or media, or how to present results).	Never	Seldom	Sometimes	Often	Always	DK
4. U Classrooms use a balance of group sizes: individual, small-group, and whole-group activities.	Never	Seldom	Sometimes	Often	Always	DK

5. EFFECTIVE CURRICULA

The school diligently employs educational methods/materials² shown to be effective in helping children achieve objectives required for grade-level proficiency.

5. A	Staff are well informed and well trained on all <i>language arts</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. B	Procedures are in place for monitoring fidelity of implementation of all <i>language arts</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. C	Staff are well informed and well trained on all <i>mathematics</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. D	Procedures are in place for monitoring fidelity of implementation of all <i>mathematics</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. E	Staff are well informed and well trained on all <i>social studies</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. F	Procedures are in place for monitoring fidelity of implementation of all <i>social studies</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. G	Staff are well informed and well trained on all <i>science</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. H	Procedures are in place for monitoring fidelity of implementation of all <i>science</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK

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² Models, programs, approaches, strategies, or materials—more than a single activity to teach an objective (see, for example, Comprehensive School Reform models, Program Effectiveness models, NDN models which may be comprehensive or focused on a single curriculum area).

5. EFFECTIVE CURRICULA *(continued)*

5. I	Staff are well informed and well trained on all <i>specials</i> (e.g., <i>music, art</i>) curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. J	Procedures are in place for monitoring the fidelity of implementation of all <i>specials</i> (e.g., <i>music, art</i>) curriculum materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. K	Staff are well informed and well trained on all <i>prosocial</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
5. L	Procedures are in place for monitoring the fidelity of implementation of all <i>prosocial</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
5. M	New hires to staff are provided training to assure that they become well informed and well trained on curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

The school takes specific steps to enhance parents' capacities to foster their children's readiness and to support children's learning in and outside of school.

6. A	Families participate in and have significant influence on school decision making.	Never	Seldom	Sometimes	Often	Always	DK
6. B	Families participate in developing or have significant influence on school policies.	Never	Seldom	Sometimes	Often	Always	DK
6. C	Families have varied and flexible opportunities for involvement in schoolwide events and activities (e.g., PTO/PTA committees, fund-raising committees, schoolwide community building committees, advocacy committees, booster clubs).	Never	Seldom	Sometimes	Often	Always	DK
6. D	Teachers utilize an open-door policy that allows for, welcomes, and involves families' participation in classroom activities at all times of the day.	Never	Seldom	Sometimes	Often	Always	DK
6. E	School removes barriers to family participation (e.g., allowing siblings to participate with parents, providing opportunities for parents who are unable to help during school hours but who can help at home by doing such activities as gathering supplies for a class project or baking cookies for a class party).	Never	Seldom	Sometimes	Often	Always	DK
6. F	Per year, number of schoolwide parent-teacher conferences offered:	0	1	2	3	4 or more	DK

Continued on next page

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

	Never	Seldom	Sometimes	Often	Always	DK
6. G Parent-teacher conferences focus on children's strengths, setting goals, and building a team with parents rather than dealing with problems.						
6. H The school uses multiple methods to ensure family participation in parent-teacher conferences (e.g., conferences are offered at a variety of times to accommodate parents' work schedules, including evenings and weekends; rides are offered to families without transportation; school personnel go to the home or workplace to have conferences; phone conferences are available for parents unable to come to school; translators are available to parents who do not speak English; child care is available during parent-teacher conferences).						
6. I Teachers consistently and effectively utilize multiple methods of <i>school-to-home communication</i> to provide families with ongoing information about school programs and children's progress and problems (e.g., newsletters, bulletin boards, notes, journals, telephone calls, e-mail, Web sites, family resource rooms, home visits, face-to-face interactions).						
6. J Teachers consistently provide for and encourage the use of multiple methods of <i>home-to-school communication</i> so parents can provide ongoing information about children's home life, progress, and problems (e.g., notes, journals, telephone calls, e-mail, Web sites, voice mail).						

6. K	Special consideration is given to families that do not speak or read English well and a system is in place to provide these families with opportunities to engage in school-to-home and home-to-school communication (e.g., voice mail, translators for verbal communication, translations of written communication into the primary language of family).	Never	Seldom	Sometimes	Often	Always	DK NA
6. L	School provides multiple and varied extended learning opportunities for <i>parents</i> (e.g., facilitating or hosting content-focused parent group meetings that provide home teaching by parents; home teaching by teachers and/or home visitors who visit the home and work with parent and child to ensure that teaching and support of learning is taking place at home).	Never	Seldom	Sometimes	Often	Always	DK
6. M	School provides multiple and varied extended learning opportunities for <i>children</i> (e.g., content-focused parent-child group meetings that provide enrichment for home teaching by parents; content-based summer enrichment programs; after-school enrichment programs).	Never	Seldom	Sometimes	Often	Always	DK
6. N	School promotes community linkages by making and following up on appropriate referrals of children and families to social service and health agencies.	Never	Seldom	Sometimes	Often	Always	DK
6. O	School promotes community linkages by encouraging and helping parents to take parent education courses.	Never	Seldom	Sometimes	Often	Always	DK

Continued on next page

6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

6. P	School promotes community linkages by encouraging and helping families to arrange for children’s regular doctor visits and immunizations.	Never	Seldom	Sometimes	Often	Always	DK
6. Q	School promotes community linkages by encouraging and helping parents to finish school if they have not done so.	Never	Seldom	Sometimes	Often	Always	DK
6. R	School promotes community linkages by providing services to meet the needs of children and families—especially health care and nutrition services—if community agencies or religious institutions are not available to provide them.	Never	Seldom	Sometimes	Often	Always	DK
6. S	The school maintains regular communication with and participates in education-related activities sponsored by community organizations, services, and businesses.	Never	Seldom	Sometimes	Often	Always	DK

7. RESPECTING DIVERSITY

School helps all children succeed by interacting with children/families in ways that are compatible with individual needs and family backgrounds³ or life experiences⁴.

7. A	There are many materials in the classroom that introduce a variety of cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. B	Classroom materials provide positive, authentic images which all children can either learn from or relate to.	Never	Seldom	Sometimes	Often	Always	DK
7. C	During instruction, teachers use inclusive language that describes the similarities and differences between people and groups as interesting and positive.	Never	Seldom	Sometimes	Often	Always	DK
7. D	Activities that refer to students' cultural backgrounds and experiences are integrated throughout the year into lesson plans.	Never	Seldom	Sometimes	Often	Always	DK
7. E	There are activities that introduce unfamiliar cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. F	Classroom activities provide accurate, practical, and respectful information regarding peoples' cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
7. G	Staff understand the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA
7. H	Staff support the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA

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³ e.g., ethnicity, disability, income, primary language.

⁴ e.g., travel abroad, military family, adopted as a child, non-traditional family.

7. RESPECTING DIVERSITY *(continued)*

7. I	The school's anti-discrimination and anti-harassment policies are explained to students and made available to families.	Never	Seldom	Sometimes	Often	Always	DK NA
7. J	During the school year, teachers receive several trainings on diversity issues (either in-house or as part of district-wide requirements).	Never	Seldom	Sometimes	Often	Always	DK
7. K	Teaching staff (including paraprofessionals) who have special needs children in their classrooms have the training needed to work effectively with them.	Never	Seldom	Sometimes	Often	Always	DK
7. L	There is an effort to foster strong relationships between special education and classroom teachers, including collaborative curriculum development.	Never	Seldom	Sometimes	Often	Always	DK NA
7. M	There are bilingual staff available to meet the needs of most English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
7. N	The majority of English language learners receive a challenging, age-appropriate curriculum.	Never	Seldom	Sometimes	Often	Always	DK NA
7. O	Community resources are routinely used to support the needs of English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
7. P	Children are taught by a diverse teaching staff.		Yes		No		DK
7. Q	A staff support system is used to maintain existing staff diversity.		Yes		No		DK NA

7. R	There are many groups, cultures, backgrounds, and life experiences represented among the school's parent and community volunteers.	Yes	No	DK			
7. S	School provides or supports ongoing dialogue on diversity between parents/families and staff (e.g., a parent/staff diversity committee meets regularly).	Never	Seldom	Sometimes	Often	Always	DK
7. T	The school provides opportunities for community involvement in school activities (e.g., making connections through the curriculum to libraries, museums, businesses, industries, firefighters, police, etc., or seeking out community members to share their expertise and experience with faculty, children, or parents).	Never	Seldom	Sometimes	Often	Always	DK

8. ASSESSING PROGRESS

School staff engage in ongoing improvement based on information that rigorously and systematically assesses classroom experiences⁵, school practices that influence them, and children’s progress toward curricular goals.

8. A	Clearly defined curricular goals have been developed and clearly stated for each group/subgroup of children.	Never	Seldom	Sometimes	Often	Always	DK
8. B	School has in place standardized ⁶ and systematic method(s) for assessing children’s progress toward curricular goals within and across K–2 grades.	Never	Seldom	Sometimes	Often	Always	DK
8. C	School makes use of multiple assessments in preparing report cards, grades, parent conferences, and for informing instruction.	Never	Seldom	Sometimes	Often	Always	DK
8. D	Assessments address and are aligned with all areas of school curriculum.	Never	Seldom	Sometimes	Often	Always	DK
8. E	Assessments cover a wide spectrum of behaviors and intellectual capacities (e.g., knowledge, skills, thinking and reasoning, problem solving).	Never	Seldom	Sometimes	Often	Always	DK
8. F	Individual and subgroup reports of children’s progress on curricular goals are prepared to identify needs and inform instruction.	Never	Seldom	Sometimes	Often	Always	DK
8. G	Reports on children’s curricular progress are available to staff on a timely basis for use in informing instructional decision making.	Never	Seldom	Sometimes	Often	Always	DK

⁵ e.g., teacher practices, curriculum fidelity, effectiveness of learning environment.

⁶ Standardized assessment tools can use many different techniques (e.g., observation, portfolios, checklists, tests) but they share a common characteristic of requiring specific data collection practices and have been shown to produce valid and reliable information.

8. H	Assessment results for individual children are shared with the child's parents on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK
8. I	School goals in areas other than child outcomes (e.g., parent involvement, attendance, teacher professional development) are assessed using standardized, systematic methods.	Never	Seldom	Sometimes	Often	Always	DK
8. J	The quality of classroom experiences is assessed using standardized, systematic method(s) (e.g., classroom environment ratings, classroom interaction analysis, and classroom climate measures), rather than being based on a "walk-through."	Never	Seldom	Sometimes	Often	Always	DK
8. K	School improvement goals are based on results of standardized, systematic assessments, such as those mentioned above.	Never	Seldom	Sometimes	Often	Always	DK
8. L	Progress towards school improvement goals is evaluated annually.		Yes		No		DK
8. M	School makes data on overall student performance and progress toward other school goals available to the community (e.g., school report card) on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK

SUMMARY

1. Leaders and Leadership

- A. Principal has vision for ready school
- B. Improvement plan for ready school
- C. Authority to make decisions
- D. Encouraging staff to take responsibility
- E. Public commitment to priorities
- F. Collaborative problem solving
- G. Creating climate conducive to success
- H. Connecting parents to community services
- I. Early childhood training
- J. Early childhood classroom experience
- K. Mentoring potential school leaders
- L. Family as child's first teacher
- M. Principal accessible to all
- N. Staff, parent, community recommendations

2. Transitions

- A. Transition committee active
- B. Parents informed about registration
- C. Feeder programs informed about registration
- D. Children registered before school starts
- E. Late registrants receive help
- F. Late registrants integrated quickly
- G. Kindergarten teachers receive information on incoming students
- H. Orientation for incoming families
- I. Welcome materials sent
- J. Records transferred from preschool/child care programs
- K. Kindergarten & preschool teachers communicate about children
- L. Kindergarten & preschool teachers communicate about curriculum
- M. Delay or denial of entry
- N. Entrants placed in extra-year programs
- O. Retention of K-2 children
- P. Review of retention decisions
- Q. Intensive intervention before retention
- R. Underperforming children identified for help

3. Teacher Supports

- A. Professional development provides teaching strategies
- B. Professional development supports student achievement
- C. Professional development follows school improvement plan
- D. Professional development includes preschool staff
- E. Professional development activities evaluated
- F. Hours of planning per week
- G. Strategies maximize effectiveness
- H. Membership in professional organizations
- I. Connection with higher educational institution(s)
- J. Mentoring available
- K. Academic training and experience

4. Engaging Environments

- A. Classrooms clean and in good repair
- B. Ample classroom space
- C. Classrooms free of health and safety hazards
- D. Halls clean and in good repair
- E. Halls free of safety and health hazards
- F. Cafeteria clean and in good repair
- G. Library clean and in good repair
- H. Classrooms with 10 or more books/child
- I. Classrooms include variety of print materials
- J. Variety of manipulative materials
- K. Ample display of materials
- L. Displays balance children's and teacher's materials
- M. Climate predominantly positive
- N. Rudeness addressed by teacher
- O. Children use conflict resolution
- P. Children can talk to one another
- Q. Children transform materials or ideas
- R. Children communicate to others
- S. Open-ended content choices
- T. Open-ended process choices
- U. Balance of group sizes

5. Effective Curricula

- A. Staff trained in language arts materials
- B. Monitor fidelity of language arts curriculum
- C. Staff trained in math materials
- D. Monitor fidelity of math curriculum
- E. Staff trained in social studies materials
- F. Monitor fidelity of social studies curriculum
- G. Staff trained in science materials
- H. Monitor fidelity of science curriculum
- I. Staff trained in specials materials
- J. Monitor fidelity of specials curriculum
- K. Staff trained in prosocial materials
- L. Monitor fidelity of prosocial curriculum
- M. New hires trained in curriculum

6. Family, School, and Community Partnerships

- A. Families involved in school decision making
- B. Families involved in school policies
- C. Families involved in schoolwide activities
- D. Families involved in daily life of classroom
- E. Remove barriers to family participation
- F. Parent conferences per year
- G. Focus on children's strengths
- H. Ensure family participation
- I. Multiple school-to-home communication methods
- J. Multiple home-to-school communication methods
- K. Consideration for non-English speakers
- L. Parent learning opportunities
- M. Extended learning for children
- N. Referral of children and families
- O. Parent education courses
- P. Promote regular doctor visits
- Q. Help parents finish school
- R. Help meet health and nutrition needs
- S. Participate in community organizations

7. Respecting Diversity

- A. Materials refer to varied cultures
- B. Materials provide positive images for all
- C. Use of inclusive language
- D. Activities refer to varied cultures
- E. Introduce unfamiliar backgrounds
- F. Provide respectful information
- G. Understand anti-discrimination & anti-harassment policies
- H. Support anti-discrimination & anti-harassment policies
- I. Policies explained to students/parents
- J. Training on diversity issues
- K. Training to work with special needs children
- L. Special education & classroom teachers collaborate
- M. Bilingual staff for ELL children
- N. Challenging curriculum for ELL children
- O. Community resources for ELL children
- P. Diverse teaching staff
- Q. Support of staff diversity
- R. Diverse parent and community volunteers
- S. Regular dialogue on diversity
- T. Community involved in school activities

8. Assessing Progress

- A. Curricular goals defined for each group
- B. Standardized assessment of progress across K-2
- C. Multiple assessments for report cards, grades
- D. Assessments aligned with curriculum
- E. Assessments cover wide spectrum
- F. Individual and group progress reported
- G. Assessment results available to staff
- H. Child assessments shared with family
- I. Assessment of other school goals
- J. Assess quality of classroom experiences
- K. School improvement based on assessments
- L. School improvement goals assessed yearly
- M. Results shared with family and community

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Purpose: The ELFE is a self-administered tool that is designed to assist schools in creating optimal conditions for their early educators, young students, and their families. It accomplishes this through the creation of a description of a school centered on crucial components of practice and the development of strategies for strengthening those practices where conditions are not deemed optimal. The original concept for the ELFE sprang from ideas generated by the “Ready for School Goal Team” of the North Carolina School Improvement Panel (2000). Those ideas have been refined and adapted to be more easily used by both practitioners and parents and to help direct school improvement efforts.

Procedures: The ELFE is a tool for use within teams of school and community representatives who can offer diverse perspectives regarding current school practices and the community specific conditions that may affect the academic outcomes of children entering school. Completing the ELFE may be accomplished in a variety of ways but should not represent the views of a single individual.

In a group process it will be important for the participants to introduce themselves to each other and to describe their roles with current and/or future kindergarten students. The person who invited the participants together should provide a brief explanation of the purpose of the group and the procedures that will be used in completing the ELFE.

In completing the ELFE each team member should describe the positive examples they have observed regarding early childhood practice in the school for each standard, under each set of indicators. After the descriptions the group should move on to outlining strategies for improving practice and a timeline for doing so. Strategies may include requirements such as leadership, resources, networks, and models. Priorities for accomplishing each improvement are rated on a one to three scale with a “1” being most needed for immediate benefit to children and families and a “3” being an item that is important but may represent an area where significant progress has already been made or one that may be addressed in a later planning process.

Recommended Team Members: In completing the ELFE as a group process it is recommended that at least one of each of the following types of individuals be included in the group:

- a Kindergarten Teacher,
- a Head Start Representative,
- a More-at-Four Representative,
- an Early Childhood Education feeder program Representative,
- a school Administrator (principal, assistant principal, early childhood coordinator),
- a Parent/family caregiver (e.g., grandparent, guardian) representing children who are currently in kindergarten or who will be entering the program in the coming year.

This is not an exclusive list. Other team members may certainly be included from both within the school and the community. Examples of these might include librarians, family support specialists, health care workers, social workers, early literacy specialists, etc.

PLEASE NOTE: Examples cited in the ELFE are provided as suggestions or recommended practices not goals or expectations.

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Philosophy Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Administrators employ practices and school policies that are consistent with the reality that young children experience the world and learn differently from older children. Examples: <ul style="list-style-type: none"> • Transition plans addressed in school improvement plans. • “Little kids first” policies for lunch, snacks and dismissal • Teachers are chosen based on interest, experience, and degree in early education 				
Teachers use best practices from early childhood education in their classrooms to support the unique ways in which young children learn. Examples: <ul style="list-style-type: none"> • Learning centers rather than desks • Experiential learning • Appropriate respectful discipline 				
Parents are valued as genuine (authentic) partners with consideration of and appreciation for their cultural and linguistic background. For Example: On-going Communications: <ul style="list-style-type: none"> • Home visits • Notes • Parent meetings 				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Philosophy	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Standards				
Administration and staff employ practices that promote high staff morale and job satisfaction.				
Parents are empowered and engaged in policy and decision making. Example: <ul style="list-style-type: none"> • Parents on School Improvement Teams • Parents on Title One Advisory Council 				
School partners with community members to provide opportunities and services to children and families beyond what is traditionally available. <ul style="list-style-type: none"> • School based Big Brothers/Big Sisters 				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Transition Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
School offers parents of children entering kindergarten essential information about <i>enrollment requirements</i> prior to the start of classes and in ways that parents can easily find and understand.				
School offers parents of children entering kindergarten essential information about <i>curriculum</i> (what children will be learning in kindergarten) prior to the start of classes and in ways that parents can easily find and understand.				
School communicates with early childhood educators to obtain information about individual children entering kindergarten. Example: Transition packets distributed to and collected from early childhood educators				
School personnel avail themselves of information about early care and education issues in the community. Example: School personnel on the local Smart Start Board/Team				
School provides opportunities for public school teachers and community early childhood educators to train and plan together for smooth transitions.				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Transition Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Entering kindergarten students and their parents are provided opportunities to become familiar with school <i>prior to entry</i> . Example: Open house, home visits, parent’s night, kindercamp, kindergarten academy, early posting of class lists/placement, etc.				
Teachers utilize school entry info to assist each child in achieving a smooth transition. Example: Home visits, assessments/screenings, transition packets, anecdotal information, etc.				
Practices represent gradual transition to school. Example: Staggered entry, appropriate scheduling, learning centers before desks, etc.				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Physical Environment Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Physical environment is welcoming, child-centered, developmentally, and culturally appropriate. Examples: <ul style="list-style-type: none"> • Universally accessible • Comfortable lighting • Pictures accompanying words • Pictures of children with their families • Culturally diverse visuals 				
Physical environment provides for appropriate levels of stimulation. Example: Indoor environment includes quiet, calm and uncluttered spaces.				
Physical environment is safe, spacious, and attractive to children.				
Physical environment encourages children to practice healthy lifestyle habits. Example: Hand washing, toileting, rest, etc.				
Physical environment includes use of the outdoors as part of the learning setting.				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Curriculum Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Curriculum addresses the individual learning styles and progress of children.				
Curriculum addresses all developmental domains.				
Children have opportunities to develop healthy social skills throughout the learning process.				
Children learn conflict resolution strategies in meaningful contexts.				
The curriculum incorporates interactive materials that reflect global heritage and culture.				
Physical environment is arranged in learning centers encouraging choices, problem-solving, and discovery in the learning process.				
Daily schedules incorporate movement, music, creativity and physical activity.				
Learning activities include the use of outdoor settings and elements of the natural world.				

Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Program Structure Standards	Our Current Practices	Desired Strategies for Strengthening Practice or N/A	Priority (1-3)	Timeline
Schedule includes daily rituals and routines that are both soothing and stimulating to children.				
Cultural and linguistic diversity of students is nurtured and celebrated.				

NC Ready Schools Task Force Participant List

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Organization</u>	<u>Address</u>	<u>City</u>	<u>Zipcode</u>
Vickie	Ansley	Area Coordinator	Southwestern Child Development Commission	P.O. Box 250	Webster	28788
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Catherine	Scott-Little	Assistant Professor, Human Development & Family Studies	UNC-Greensboro	248 Stone Building	Greensboro	27402
Suzanne	Sharpe	Kindergarten Teacher	G.W. Carver Elementary School	P.O. Box 48	Pinetops	27864
Florence	Siman	Board Member	El Pueblo	4 North Blount Street, 2nd Floor	Raleigh	27601
Timothy	Sims	ESL System-Level Coordinator	Hickory Public Schools International Welcome Center	737 12th Street, SW	Hickory	28602
Amy	Smith	Children's Trust Director	NC Department of Public Instruction	6344 Mail Service Center	Raleigh	27699
Jerry	Smith	Principal	Cedar Grove Elementary	8967 Cedar Grove School Loop Road	Nashville	27856
June	Smith	Director	Region A Partnership for Children	116 Jackson Street	Sylva	28779
Steve	Stone	Superintendent	Caldwell County Schools	1914 Hickory Boulevard	Lenoir	28645
Diane	Strangis	Human Environmental Sciences	Meredith College	3800 Hillsborough Street	Raleigh	27607
Peggy	Teague	Program Coordinator	NC Community College System	5016 Mail Service Center	Raleigh	27699-5016
Dan	Tetrault	Kindergarten Teacher	Haywood County Schools	58 Rhinehart Street	Waynesville	28786
Sherry	Willis	Principal	Southwest Elementary School	1580 32nd Street, SW	Hickory	28602
Tricia	Willoughby	Director	NC Business Committee for Education	20301 Mail Service Center	Raleigh	27699-0301
Marco	Zarate		NC Society of Hispanic Professionals	201 Shannon Oaks Circle Suite 200	Cary	27511
Henrietta	Zalkind	Executive Director	Down East Partnership for Children	215 Lexington Street	Rocky Mount	27801
Janice	Edgerton	Deputy Director	Region A Partnership for Children	116 Jackson Street	Sylva	28779

EXECUTIVE SUMMARY

Title: Future-Ready High School Core Curriculum Framework

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rebecca Garland (Executive Director, Office of the North Carolina State Board of Education)

Description:

The North Carolina State Board of Education in December 2006 directed Board and Department of Public Instruction staff to conduct a series of regional meetings on the future-ready high school core curriculum framework that the Board adopted. This discussion item will provide feedback to the Board from the series of regional meetings on this topic.

Resources:

N/A

Input Process:

Input received from the eight regional meetings held across the state on the future-ready high school core curriculum framework.

Stakeholders:

Students, parents, teachers, administrators, counselors and other support staff, and universities/colleges statewide.

Timeline for Action:

Discussion for April 2007; Action for May 2007

Recommendations:

It is recommended that the State Board of Education review and comment on changes to the policy prior to submission for approval at the May 2007 meeting.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Donald Kerns (919) 807-3404

EXECUTIVE SUMMARY

Title: Personal Financial Literacy

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-81
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra Polk (Director, Middle and Secondary Education Division), and Ms. Everly Broadway (Section Chief for Secondary Mathematics and Science)

Description:

Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.

Resources:

State

Input Process:

DPI Staff, teachers from pilot sites, and preliminary mathematics standard course of study review committee

Stakeholders:

Teachers, administrators, students, parents, and Department of Public Instruction staff

Timeline For Action:

This item is submitted for discussion at the Globally Competitive Students Committee meeting in April 2007.

Recommendations:

It is recommended that the State Board of Education review and comment on the following recommendations:

- Mandate five days of personal financial literacy instruction as part of the Algebra I/Integrated Mathematics I Standard Course of Study;
- Infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

Personal Financial Literacy

Background Information

- Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.
- Seven sites participated in a financial literacy pilot from January – May 2004.
- In a collaborative effort of the NC State Treasurer’s Office and NCDPI, an online financial literacy survey was developed and administered to a sample population of seventh grade students during the first week of March 2007. The results of this survey are not yet available as they are still being tabulated.

Personal Financial Literacy Options

See the attached chart

Recommendation

Mandate 5 days of personal financial literacy instruction as part of the Algebra I/Integrated Mathematics I Standard Course of Study

Infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study.

Personal Financial Literacy Options

Option	Train	Teach	Report	Comments
Mandate 5 days of financial literacy instruction	Utilize DPI staff, outside organizations, and nonprofits to train Algebra I/ Integrated Math I teachers, school-based administrators, and central office staff in 115 LEAs and charter schools.	<p>Allocate one day per topic (credit, budget, savings, investment) and identify available resources.</p> <p>Develop a bibliography of above topics.</p>	End of week assessment.	<ul style="list-style-type: none"> - Develop curriculum plan to teach the topics (consider a problem-based approach). - Develop and field test an assessment. - Identify time to collaborate with community and business partners for support and participation. - Concern: Isolated instruction for a targeted number of days will not have the impact of integrating the instruction throughout strands of selected courses.
Algebra I and Integrated Mathematics I Infusion	Provide initial professional development sessions across the state in collaboration with the Mathematics and Science Education Network Centers. Provide continuing professional development through on-line support networks	Teach budgeting, savings, credit and investment as examples of skills in the Algebra I/ Integrated Mathematics I Standard Course of study.	Embed items in the Algebra I EOC (given after Algebra I or Integrated Math II).	<ul style="list-style-type: none"> - Personal financial literacy skills in budgeting, savings, credit and investment are natural examples of applying mathematics. - It will be different for NC to list such specific applications of the mathematics within the Mathematics Standard Course of Study. - Linking personal financial literacy skills to the 8th grade mathematics standard course of study might be more appropriate.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

SENATE DRS65204-LE-241 (03/13)

Short Title: Funds for Instruction in Financial Literacy . (Public)

Sponsors: Senator Hagan.

Referred to:

**A BILL TO BE ENTITLED
AN ACT TO APPROPRIATE FUNDS FOR INSTRUCTION IN PERSONAL
FINANCIAL LITERACY.**

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of six hundred eighty-nine thousand six hundred forty dollars (\$689,640) in nonrecurring funds for the 2007-2008 fiscal year and the sum of five hundred fifty thousand dollars (\$550,000) in nonrecurring funds for the 2008-2009 fiscal year for instruction in personal financial literacy.

During the 2007-2008 school year, Algebra I and Integrated Mathematics I teachers shall teach a five-day module on personal financial literacy. Beginning with the 2008-2009 school year, the concepts shall be integrated into the Algebra I and Integrated Mathematics I courses, and test items on personal financial literacy shall be included in the end-of-course examination.

SECTION 2. This act becomes effective July 1, 2007.

TEACH FINANCIAL LITERACY IN PUBLIC SCHOOLS

SECTION 7.59.(a) G.S. 115C-81 is amended by adding a new subsection to read:

"(i) Both the standard course of study and the Basic Education Program shall include the requirement that the public schools provide instruction in personal financial literacy for all students during the high school years. The State Board of Education shall determine the components of personal financial literacy that will be covered in the curriculum. The State Board shall also review the high school standard course of study to determine in which course the new personal financial literacy curriculum can be integrated."

SECTION 7.59.(b) When developing the personal financial literacy curriculum, the State Board of Education shall consider the curriculum, materials, and guidelines developed for the pilot programs on financial literacy created by Section 7.35 of S.L. 2003-284. The State Board shall also consider the recommendations from any evaluations of the pilot programs.

SECTION 7.59.(c) The State Board of Education shall have up to two years to develop the personal financial literacy curriculum and integrate the curriculum into the standard course of study. The State Board shall report to the Joint Legislative Education Oversight Committee on the proposed curriculum before implementation.