

EXECUTIVE SUMMARY

Title: **AYP Results for High Schools, AYP Math Results for Elementary and Middle Schools, ABCs Growth and Cohort Graduation Rates (PRESENTED ON THURSDAY)**

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-105.36
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other NCLB Act of 2001

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

Description:

The 2007-08 AYP (Adequate Yearly Progress) results for high schools and AYP mathematics results for elementary and middle schools are presented for approval. The report is published electronically at <http://ayp.ncpublicschools.org>. An executive summary of the data will be provided at the SBE meeting.

A list of LEAs being considered for LEA Improvement Status based on mathematics AYP also will be presented at the meeting. These LEAs will have two weeks to review their data to indicate if there are any reasons why they should not be in LEA Improvement Status.

In addition, ABCs growth determinations for schools will be reported in a summary fashion as well as cohort graduation rates.

Resources:

Staff time programming

Input Process:

State Board of Education, Compliance Commission, advisory groups, and others

Stakeholders:

North Carolina General Assembly, public schools of North Carolina, and the public

Timeline For Action:

This item is presented for Action on First Reading at the August 7, 2008 SBE meeting.

Recommendations:

It is recommended that the Board approve the AYP results that are reported and the ABCs growth determinations for the 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: Lucy Medlin, (919) 807-3771

EXECUTIVE SUMMARY**Title:** Update on Framework for Change's "Writing Assessment"**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 (Chief Academic Officer, Innovation and School Transformation/Executive Director, State Board of Education), Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Wandra C. Polk (Director, K-12 Curriculum, Instruction and Technology)

Description:

The new North Carolina Writing Assessment System will be piloted during the upcoming 2008-09 school year. In Grade 7, the pilot will involve the use of a centrally hosted, statewide electronic system (currently in the initial stages of development) that will be used for students to compose and store their writing tasks/assignments. Teachers will access these tasks/assignments to provide feedback and score those writing tasks/assignments, and for the collection of that score data by NCDPI. Through the use of this electronic system, NCDPI will have the abilities to monitor compliance and to audit, ensuring that the assessment system produces results that are valid and reliable. In Grade 4, due to developmental appropriateness, students will use a paper and pencil-based system. Teachers will provide feedback and also score the writing tasks/assignments. Those scores will then be entered into an electronic data collection system. NCDPI, by analyzing these data, will also be able to monitor for compliance and audit to ensure the results provided are valid and reliable.

The professional development necessary for the successful implementation of the new North Carolina Writing Assessment System will be delivered to educators and stakeholders, primarily electronically, through the use of a moodle (online course management system). This professional development will consist of two courses; one specifically designed around the instruction of writing and the involvement of content teachers in the writing process, and the other focusing specifically on the assessment of writing (the use of the electronic system(s), rubrics, scoring applications, and sample student responses). Upon the successful completion of each course, educators/participants will have the ability to print electronically a "certificate of completion" representing a specific number of CEUs. This certificate can then be submitted by the educator/participant to the LEA for professional development credit. The materials that accompany this item will be sent to State Board members electronically prior to the State Board meeting from the State Board office.

Resources:

Estimates are being prepared at this time and will be contingent on whether the program is implemented through technology or otherwise.

Input Process:

Input was received from members of the Writing Committee of the ACRE (Accountability and Content Revisions Effort) Project, as a result of the *Framework for Change: The Next Generation of Assessments and Accountability*, approved by the State Board of Education at it June 2008 meeting, as well as senior leadership of NDDPI.

Stakeholders:

Teachers, administrators, students

Timeline For Action:

This item is presented for action on first reading at the August 2008 meeting.

Recommendations:

State Board members are requested to review and approve the attached information.

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)

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- 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, 919-807-3759

EXECUTIVE SUMMARY

Title: Changes Regarding Eligibility Criteria for Accommodations and Alternate Assessments Designated for Students Identified as Limited English Proficient

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #
 SBE Policy #HSP-C-021, HSP-A-011
 SBE Policy Amendment
 SBE Policy (New)
 APA #16NCAC 6G.0312
 APA Amendment
 APA (New)
 Other NCLB

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

Description:

The State Board of Education (SBE) adopted the WIDA English language development standards at its June 2008 meeting. As a result, effective with 2008-09 school year, the WIDA ACCESS Placement Test (W-APT) will be administered to all initially enrolled language minority students to determine levels of English language proficiency. ACCESS for ELLs will be administered annually to all students identified as limited English proficient (LEP). As outlined in policy HSP-C-021, students identified as LEP must participate in the North Carolina Testing Program as follows: standard administration, standard administration with accommodations, or the state designated alternate assessment. Policies HSP-C-021 and HSP-A-011 have been updated to reflect LEP participation in the North Carolina Testing and Accountability Programs for the 2008-09 school year and beyond. Included in the changes are the new criteria for receiving testing accommodations and for participating in the North Carolina state-designated alternate assessment. As part of the review, the policies were also updated to be consistent with current federal and state policies and practices.

Resources:

District LEP Coordinators and ESL teachers, NCDPI staff

Input Process:

NCDPI staff reviewed performance level descriptors to determine criteria. Criteria was presented to select district level LEP coordinators and ESL teachers for validation.

Stakeholders:

Students, parents, LEAs, legislators, public

Timeline For Action:

This item is presented for discussion at the August SBE meeting and for action at the September SBE meeting.

Recommendations:

The department recommends that the amendments to policies HSP-C-021 and HSP-A-011 be approved and that the APA process be initiated for HSP-C-021.

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
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- 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, (919)807-3771

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

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-021

Policy Title: 16NCAC 6G.0312 Policy providing annual performance standards under the ABCs Model

Current Policy Date: 08/07/2008

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Other Historical Information: 01/06/2005, 04/05/2007

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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.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 as follows:

- (1) In grades 3 through 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 multiplied 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 multiplied by the factor for regression to the mean as defined in 16 NCAC 06G .0305.
- (2) The expectation for end-of-course scores shall be the average of the two previous assessments as specified below (if they are available) or the one assessment specified below multiplied by the factor for regression to the mean as defined in 16 NCAC 06G .0305. The expected performance for each end-of-course subject shall be based upon previous performance on the end-of-grade or end-of-course scores as follows:
 - (A) For Biology, end-of-grade Reading Grade 8 and English I, if available, or end-of-grade Reading Grade 8 if English I is not available, shall be used.
 - (B) For Physical Science, end-of-grade Mathematics Grade 8 shall be used.

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- (C) For Physics, Chemistry and Geometry score shall be used.
- (D) For Chemistry, Biology score shall be used.
- (E) For Algebra II, Algebra I score shall be used.
- (F) For Algebra I, end-of-grade Mathematics Grade 8 shall be used.
- (G) For Geometry, Algebra I and end-of-grade Mathematics Grade 8 if available, or Algebra I only, if end-of-grade Mathematics Grade 8 is not available.
- (H) For English I, end-of-grade Reading Grade 8 shall be used.
- (I) For US History, English I and Biology if available, or Biology only, if English I is not available, shall be used.
- (J) For Civics and Economics, English I and Biology if available, or English I only, if Biology is not available, shall be used.

(3) Whenever a predictor is not viable in a given year (e.g., because means and standard deviations are not yet available for a new test edition) an alternate predictor may be substituted that year, having identified the alternate predictor using comparable methodology as was used in determining the original predictor.

(4) 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 Subparagraph (2) of this Paragraph or the previous two years end-of-grade 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 end-of-grade or end-of-course testing in a school on traditional schedule, or 70 of 90 days as of the time of end-of-course testing in a school on block schedule.

(5) 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. The failure of a school to test at least 95 percent of its eligible students for two consecutive years shall be grounds for the SBE to designate the school as low-performing and 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 assessment.

However schools shall:

1. exempt students identified as limited English proficient who score below Level 4 Expanding on the state English language proficiency reading test in their first year in US schools from being assessed on the reading end-of-grade assessments, the NC writing assessment, the state-designated

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(1) Students identified as limited English proficient who have been assessed on the state 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 through 8 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 English proficient who have been assessed on the state English language proficiency tests 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 English language proficiency tests at initial enrollment. All students identified as limited English proficient must be assessed using the state English language proficiency test annually thereafter during the spring testing window. A student who enrolls after January 1 does not have to be retested during the same school year.¶

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(B)

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alternate assessment for reading, or the state-designated alternate assessment for writing. **Therefore**, students who are in their first year in U.S. schools and who have scored below **Level 4 Expanding** 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. 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.

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- (2) include students previously identified as limited English proficient, who have exited limited English proficient identification during the last two years, in the calculations for determining the status of the limited English proficient subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.

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(e) All students with disabilities including those identified under Section 504 of the Rehabilitation Act of 1973 in membership in grades 3 through 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. 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.

Students with disabilities in grades 3 through 8 and 10 with the most significant cognitive disabilities may participate in a state-designated alternate assessment based on alternate achievement standards. For the purposes of ABCs performance composite and AYP these students shall be evaluated by alternate achievement standards. Only students with the most significant cognitive disabilities may be deemed proficient against alternate achievement standards.

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LEAs shall be held to having a maximum of 1 percent 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 percent 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, **April 9, 2007**, Vol. **72** No. **67** RIN 1810-AA**98**. If an LEA does not receive an exception to the 1 percent limit and it has exceeded this limit, the state shall reassign enough proficient student scores for students held to alternate achievement standards to non-proficient such that the LEA will fall within the 1 percent limitation **according to procedures in the NC Accountability Workbook (as accepted by the US Department of Education)**. 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.

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Students with disabilities in grades 3 through 8 and 10 as referenced in the NC Accountability Workbook (as accepted by the US Department of Education) may participate in a state-

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designated alternate assessment based on modified academic achievement standards as prescribed in the Federal Register, April 9, 2007, Vol. 72 No. 67 RIN 1810-AA98. LEAs shall be held to having a maximum of 2 percent of their total number of students in the assessed grades deemed proficient based on modified academic achievement standards for AYP and ABCs purposes. This prohibition shall not apply to student level accountability. If an LEA finds that greater than 2 percent of its students in these grades are proficient based on modified academic achievement standards, the state shall reassign enough proficient student scores for students held to modified academic achievement standards to non-proficient such that the LEA will fall within the limitation as stated in Section 200.13 of the Federal Register and according to procedures in the NC Accountability Workbook (as accepted by the US Department of Education). This process shall apply in AYP and ABCs determinations but not to students.

(f) The SBE shall calculate a school's attainment of growth in student performance using the following process:

- (1) The SBE shall convert all student scores to the change scale.
- (2) The SBE shall calculate the difference between the expectation for each student using the previous assessments as outlined in this Rule (including the factor for regression to the mean) and the student's actual performance in the current year's assessments.
- (3) The SBE shall 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) The SBE shall 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) The SBE shall 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) The SBE shall subtract the baseline from the current year's percentage.
 - ~~(D)~~ The SBE shall 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 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 as follows:
 - (A) The SBE shall subtract the current year drop-out rate from the average of the two previous years drop out rate.
 - (B) The SBE shall divide by 2.1 (the standard deviation). The result is the standard growth in drop-out rate. The SBE shall multiply this number by ¼ the school average daily membership for inclusion in the growth standards.

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(A) . The SBE shall subtract the grade 8 rate from the grade 10 rate.¶

(B) . The SBE shall subtract 0.1.¶

(C) . The SBE shall divide by 12.8, which is the standard deviation. The result is the standard growth in competency passing rate. The SBE shall multiply this number by the number of 10th graders included in the calculation for inclusion in the growth standards.¶

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(6) For expected growth, the SBE shall multiply the Academic Change for the school by the number of scores used in Subparagraphs (2) and (3) of this Paragraph and add to that the results from Subparagraphs (4) ~~and~~ (5) of this Paragraph. The SBE shall divide by the number of students included in Subparagraphs (2) and (3) of this Paragraph plus the number of graduates, plus the 1/4 ADM from Subparagraph (5) of this Paragraph. If the resulting number is "0.00" or above, the school has met the expected growth standard.

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(7) 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 standards.

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(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.*

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<u>Subtest</u>	<u>1</u> Entering	<u>2</u> Beginning	<u>3</u> Developing	<u>4</u> Expanding	<u>5</u> Bridging	<u>6</u> Reaching
<u>Reading</u>	<u>Eligible to Receive Testing Accommodations*</u>				<u>Must Participate in General State Test Administration</u>	
	<u>Eligible to Participate in State-Designated Alternate Assessment</u>					

The writing subtest of the state-identified English language proficiency test determines eligibility for LEP testing accommodations for the state writing assessment. If a student scores below Level 5 Bridging on the writing subtest of the W-APT, the student is eligible to receive LEP testing accommodations on the state writing assessment.

In order to be eligible to participate in the state-designated alternate assessment, the student must score below Level 5 Bridging on the writing subtest of the W-APT and also meet the requirement for length of enrollment in U.S. schools. The student's length of enrollment must be less than 24 months from date of initial enrollment in U.S. schools.

If the student scores Level 5 Bridging or above on the writing subtest of the W-APT at any time, the student must participate in the state writing assessment without accommodations.

<u>Subtest</u>	<u>1</u> Entering	<u>2</u> Beginning	<u>3</u> Developing	<u>4</u> Expanding	<u>5</u> Bridging	<u>6</u> Reaching
<u>Writing</u>	<u>Eligible to Receive Testing Accommodations for Writing Assessment</u>				<u>Must Participate in General State Writing Assessment</u>	
	<u>Eligible to Participate in State-Designated Alternate Assessment for Writing</u>					

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Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Jamie Woodlief, 919-981-5300

North Carolina Curriculum Review Committee
Definition and Criteria for Curricula

A curriculum is a written set of materials that provides an integrated framework to guide decisions adults make about experiences provided for children and includes the following:

- a theoretical, philosophical and/or research basis to guide the approach to nurturing and facilitating children’s development
- goals and objectives for children’s learning and development that the curriculum seeks to foster
- experiences that will be provided to support diverse learners and facilitate each child’s progress toward the expressed goals and objectives (including features of the physical environment, scheduling, specific experiences, and adult-child interactions)
- a process through which adults will plan and implement experiences to facilitate each child’s progress toward the goals and objectives, including avenues for collaboration with families and members of the larger community to guide decisions made about children’s experiences
- a means to assure that the environment, activities and interactions children experience are appropriate for individual children by collecting on-going information on individual children that is used to gauge how each child is making progress toward the curriculum’s stated goals and objectives for children’s development and learning, and to plan experiences that facilitate individual children’s growth and development.

Curricula submitted to the committee would be reviewed based on the following criteria:

- 1) **Evidence based:** The curriculum must articulate a theoretical and/or research-base for the approach and clearly demonstrate how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.
- 2) **Planning process:** The curriculum must have a process to guide adults in making decisions about experiences provided for children. The curriculum describes the intent or developmental goals of given experiences and the environment. The curriculum includes an on-going process for observing and documenting information related to individual children’s level of development, current skills, and interests, and using that information to develop plans. Experiences provided for children should be derived from each child’s needs, abilities and interests with appropriate teacher/caregiver input and facilitation. The curriculum should include plans for a variety of types of experiences and activities, including large group, small group, individual, child-initiated, and teacher-initiated activities.

- 3) **Areas of children’s development and learning:** The curriculum must include a balance of experiences that address all areas of children’s development and learning—physical, social and emotional, approaches toward learning, language and communication, and cognitive development and general knowledge, integrating content areas such as early literacy, mathematics, social studies, science, creative arts, and technology as appropriate for the age of children in the group. Preschool curricula must provide opportunities for children to develop the knowledge, behaviors, and competencies defined in North Carolina’s early learning standards.
- 4) **Scheduling and routines:** The curriculum must include a schedule that is age appropriate, predictable but flexible, and responsive to the needs of individual children. The schedule must include an appropriate balance of teacher/caregiver initiated and child-initiated experiences, and large blocks of time for play and exploration with appropriate facilitation from the adult. Routines such as feeding and toileting should be age appropriate and included as an integral part of children’s experiences.
- 5) **Physical environment:** The curriculum must provide appropriate guidance for teachers and caregivers on the physical environment, including guidance on room/home space arrangement, furnishings, equipment, and other aspects of the physical environment that reflects an understanding of child development and supports children’s learning and development.
- 6) **Social environment:** The curriculum must provide appropriate guidance on how teachers/caregivers can facilitate children’s social-emotional development, including guidance on adult-child interactions, promoting children’s peer relationships, and managing children’s behavior.
- 7) **Materials and experiences:** The materials and experiences used in the curriculum must be appropriate for the age and developmental level of children targeted and should include both child-directed and teacher/caregiver-directed activities. They should be engaging for children, play-based, and present concepts that are concrete and relevant to children’s everyday experiences. The materials and experiences should be flexible enough to promote each child’s development and learning in both indoor and outdoor settings, and provide a variety of experiences that support children in making choices, exploring and demonstrating independence. Materials and experiences must be free of bias, violent and otherwise unacceptable content.
- 8) **Diversity:** The curriculum should support the development and learning of children from diverse backgrounds and explicitly address how adults can provide experiences that are culturally relevant and sensitive for children and families who reflect a variety of cultures, languages, socio-economic status, and structures.
- 9) **Inclusion of children with diverse developmental/ability levels:** The curriculum should include provisions for modifications/adaptations as appropriate to include children with varying developmental/ability levels, including children with disabilities, children who speak languages other than English, gifted children, etc.

- 10) **Family involvement:** The curriculum must include a plan for how teachers/caregivers will collaborate with families in a shared decision-making process and promote two-way communication between teachers/caregivers and families. Collaboration with families should be an integral part of the curriculum at the classroom/group level, and families should be included as collaborators in planning individualized experiences for their own children.
- 11) **Implementation guides:** Curricula must provide adequate and appropriate explanatory materials for adults to support implementation of the curriculum. The materials should include guidance on the how to set up the environment, how to plan individualized and group instruction, how to implement activities, and how to interact with children. The curriculum may include resources or tools that facilitate teacher/caregivers' ability to assess the extent to which they are implementing the curriculum as it is designed.

The following DRAFT Guidelines include the seven curricula being recommended to the State Board of Education for approval.

DRAFT

D. Instructional Components and Standards

Early Learning Standards

Local More at Four programs are expected to provide developmentally appropriate, high-quality pre-kindergarten experiences for children. Such experiences are supported by *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*. These expectations define the areas of child growth and development that should be the focus of daily activities. See <http://www.dpi.state.nc.us/success/downloads/foundations.pdf>

Curricula for More at Four Pre-K Programs

Curricula and daily activities are the tools used by instructional staff to provide opportunities for children's learning as described in the widely held expectations of *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*.

Curricula that have been reviewed and approved for use include:

- [The Creative Curriculum for Preschool \(fourth edition, 2002\)](#)
- [Educating Young Children: Active Learning Practices for Preschool and Child Care Programs \(second edition 2002\)](#)
- [Empowered Child \(copyright 2005\)](#)
- [Explorations with Young Children: A Curriculum Guide from the Bank Street College \(copyright 1992\)](#)
- [LifeSmart \(copyright 2005\)](#)
- [Opening the World of Learning \(copyright 2005\)](#)
- [Passports \(copyright 2007\)](#)