

**EXECUTIVE SUMMARY****Title:** ABCs/AYP Report for the 2008-09 School Year (PRESENTED ON THURSDAY)**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-105.20.40 (Article 8B)  
 SBE Policy # \_\_\_\_\_  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other NCLB Act of 2001

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

**Description:**

The 2008-09 ABCs/AYP results are presented for approval. The report is published electronically at <http://abcs.ncpublicschools.org>. The site reports results for ABCs growth and performance and the Adequate Yearly Progress (AYP) status for each individual school. The report includes results for all schools, including Honor Schools of Excellence; Schools of Excellence; Schools of Distinction; Schools Making High Growth; Schools Making Expected Growth; Schools of Progress; Priority Schools and Low-Performing Schools. PDF and Excel formats are available, and links to Schools Not Included in the ABCs and Schools with Unresolved Data Issues are provided. Retest scores in grades 3 through 8 were used for the first time in calculating ABCs performance composites and AYP results.

The ABCs Executive Summary, containing an overview of the accountability year and statistical summary of the 2008-09 ABCs/AYP results, will be presented at the meeting.

**Resources:**

Staff time

**Input Process:**

State Board of Education, Compliance Commission meetings, 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 SBE meeting.

**Recommendations:**

It is recommended that the Board approve the ABCs/AYP status of each school for the 2008-09 school year.

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 Audiovisual equipment requested for the presentation:

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



**EXECUTIVE SUMMARY****Title:** Supplemental Educational Services (SES) Evaluation Policy**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. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Charlotte Hughes (Director, Program Monitoring and Support)

**Description:**

The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that the State Education Agency (SEA) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved supplemental educational services (SES) providers. Additionally, the SEA must establish procedures for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served by the providers. SES provides additional academic instruction that is provided outside of the regular school day and designed to increase the academic achievement of eligible students in schools required to provide such services in accordance with NCLB. These services may include academic assistance such as tutoring, remediation, and other educational interventions. Attached are descriptions for the process and evaluation measures that will meet this federal requirement for evaluating SES providers.

**Resources:**

Staff time

**Input Process:**

Department of Public Instruction staff, public and private sector SES providers, 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 presented to the State Board of Education for Discussion and will return in September 2009 for Action.

**Recommendations:**

The State Board of Education is requested to review the proposed policy as written and make any recommended changes.

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**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)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Sylvia Moore, 919-807-4009

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

**Policy Identification**

**Priority:** High Student Performance

**Category:**

**Policy ID Number:** New Policy

**Policy Title:** Supplemental Educational Service Providers Evaluation Policy

**Current Policy Date:**

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

16 NCAC 6C .0503 is adopted as published in 23 NCR 12 as follows:

**Supplemental Educational Services (SES) Evaluation Policy**

**(a)** The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that the State Education Agency (SEA) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved supplemental educational services (SES) providers. Additionally, the SEA must establish procedures for withdrawing approval from providers that fail for two consecutive years to contribute to increasing the academic proficiency of students served by the providers. SES provides additional academic instruction that is provided outside of the regular school day and designed to increase the academic achievement of eligible students in schools required to provide such services in accordance with NCLB.

**(b)** The North Carolina Department of Public Instruction (NCDPI) shall evaluate each provider's performance annually in each district the provider serves. Each provider will be evaluated based on academic achievement, student attendance, and parent surveys.

**(c)** Provider evaluation criteria will address the following:

**(1)** Achievement shall be measured by calculating an "effect size" based upon the assessment results attained by students in the same provider's program.

**(2)** Attendance shall be measured by the information submitted to NCDPI through its tracking system for enrollment of students participating in SES.

**(3)** Parental satisfaction shall be measured by a survey administered by NCDPI to parents of students receiving services. Providers and school districts shall cooperate with NCDPI to facilitate the administration of all surveys.

(d) For each of the criteria outlined, NCDPI will determine, based upon the evaluation rubric set forth in Appendix A to this policy, whether the provider’s performance in each subject tutored falls into the category of “insufficient information,” “below standards,” “meets standards,” or “above standards.”

(e) Based on these determinations, NCDPI will assign each provider the status of Good Standing, Probationary Status 1, or Probationary Status 2, in accordance with the decision matrix displayed in Appendix B to this policy. Each provider’s status shall be determined on a statewide basis for each subject tutored as follows:

(1) Good Standing. A provider assigned the status of Good Standing shall not be required to take any action in response, other than addressing any reservations during the next SES reporting period.

(2) Probationary Status 1. A provider assigned to Probationary Status 1 shall submit a remedial action plan describing the policies and practices the provider will immediately implement to return its status to Good Standing, including:

(A) specific, measurable steps to be taken;

(B) a timeline for these activities; and

(C) a budget for these activities.

(3) Probationary Status 2. A provider assigned to Probationary Status 2 shall submit a reconstitution plan setting forth substantial changes the provider will immediately implement to return its status to Good Standing, including:

(A) a fundamental revision to the program described in the provider’s approved application;

(B) professional development activities for all the provider’s instructional staff serving the district;

(C) a plan of outreach to promote effective parental involvement in the provider’s program;

(D) the specific, measurable steps to be taken;

(E) a timeline for these activities;

(F) a budget for these activities; and

(G) a process for monitoring progress and revising the plan as needed.

(4) If a provider’s compliance with state or federal requirements or interactions with districts or parents indicates areas for improvement based on three formal complaints submitted against the provider within an SES reporting period, the provider’s status may also be assigned “With Reservations.” A provider assigned any status with reservations that fails to address the identified areas for improvement during the next SES reporting period shall be placed into corrective action in accordance with subsection (h) of this Section.

(f) A provider that receives three consecutive determinations of Probationary Status 1 or lower with respect to any particular district shall be removed from the state-approved list, except that a provider that receives two consecutive determinations of Probationary Status 2 shall be removed.

(g) The State Board of Education may require corrective action of a provider if compliance issues are raised through NCDPI’s monitoring of the provider’s program. Providers placed in corrective action under subsection (h) shall, within 30 days after receiving notice to this effect, submit to the State Board of Education for approval a corrective action plan detailing how the provider intends to improve the deficiencies in its program.

A provider shall be removed from the state-approved list if it fails to meet the requirements of its corrective action plan by the end of the SES reporting period following the provider's placement into corrective action.

- (h) The State Board of Education may immediately suspend a provider's services if NCDPI determines that a threat exists to the health or safety of students or if necessary to investigate or remedy concerns regarding compliance issues or illegal practices allegedly engaged in by the provider.
- (i) The State Board of Education may remove a provider from the state-approved list upon 30 days' written notice if the provider has engaged in illegal or deceptive practices, violated any assurance or aspect of its application to NCDPI, violated any assurance or aspect of a plan submitted to NCDPI in accordance with this Section, falsified any information on its application or other reports to NCDPI, or otherwise violated state or federal law.
- (j) Any corrective action or termination rights NCDPI has pursuant to this part may be exercised solely with respect to the provider's program in one or more schools or districts, if the performance issues are localized.
- (k) If a provider is removed from the State-approved list for any reason, the provider and any related organization shall be ineligible to re-apply for the following two fiscal years.

## Example Evaluation Rubric

<b>Criterion</b>	<b>Insufficient Information</b>	<b>Below Standards</b>	<b>Meets Standards</b>	<b>Above Standards</b>
Student Achievement (See Note 1)	There is insufficient information available to determine student achievement outcomes.	The effect size for students in the provider's program can be identified and is not statistically significant.	The effect size for students in the provider's program can be identified, is statistically significant and is small in magnitude. (Note 1).	The effect size for students in the provider's program can be identified, is statistically significant and is large in magnitude. (Note 1).
Attendance (See Notes 2 and 3)	Not applicable. Providers that do not submit attendance data will not be included on the list of eligible providers for the following SES reporting period.	(1) The provider's average attendance is one full standard deviation below the overall average attendance; and (2) The provider cannot demonstrate satisfactorily that it has made dedicated efforts to encourage student attendance.	The provider's average attendance is between one full standard deviation below and one full standard deviation above the overall average attendance.	The provider's average attendance is one standard deviation or more above the overall average attendance.
Parent Satisfaction	There is insufficient information available to determine parent satisfaction outcomes.	More than 25% of respondents indicate: (1) overall dissatisfaction with the provider; or (2) the provider did not consult with the parent regarding results of the student's diagnostic test and plans for the program of the student's study.	More than 10% but no more than 25% of respondents indicate: (1) overall dissatisfaction with the provider; and (2) they were not consulted in the development of the student's individual learning plan.	No more than 10% of respondents indicate: (1) overall dissatisfaction with the provider; and (2) they were not consulted in the development of the student's individual learning plan.

**Note 1:** Effect sizes will be classified according to magnitude using standard conventions for interpreting effect sizes (e.g., Cohen, 1992). The evaluator will make the final determination regarding specific methodology for calculating effect sizes.

**Note 2:** Calculated based on attendance rate for sessions scheduled by the provider.

**Note 3:** A provider’s “average hours of service delivered” is calculated by dividing the total number of hours that students received service by the total number of students the provider served. The “overall average service delivered” is calculated by dividing the sum of all the providers’ “average hours of service delivered” by the total number of providers.

Appendix B

**Decision Matrix**

<b>Determination Based on Evaluation</b>	<b>Status</b>
<p>Student achievement: insufficient information, meets standards or above standards.</p> <p>Attendance: insufficient information, meets standards, or above standards.</p> <p>Parent satisfaction: insufficient information, meets standards or above standards.</p>	<p>Maintain or return to good standing</p>
<p>Student achievement: insufficient information, meets standards or above standards.</p> <p>Either attendance or parent satisfaction below standards.</p>	<p>Probationary status 1</p>
<p>Student achievement: below standards (regardless of attendance or parental satisfaction).</p>	<p>Probationary status 2</p>

**EXECUTIVE SUMMARY**

**Title:** High School Courses Taken in the Middle School Considerations for English Language Arts

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #GCS-M-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services), Dr. Cindy Williamson (Director, K-12 Curriculum, Instruction, and Technology Division), and Dr. Marilyn Palmer (Section Chief, K-12 English Language Arts)

**Description:**

The K-12 Curriculum, Instruction, and Technology Division will share information with the GCS Committee on expanding the current policy GCS-M-001 to allow middle school students to take and receive credit for high school English Language Arts courses.

**Resources:**

Research

**Input Process:**

Review of GCS-M-001; discussion with Math, Science, and Foreign Language DPI staff

**Stakeholders:**

Students, parents, administrators, teachers

**Timeline For Action:**

This item is presented for Discussion at the August 2009 meeting and will be returned for Action at the September meeting.

**Recommendations:**

State Board of Education members are requested to approve the expansion of the existing policy to include English Language Arts courses, specifically, English I.

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**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)  
\_\_\_\_\_

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

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

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

**Policy Identification**

**Priority:** High Student Performance

**Category:** Course for Credit

**Policy ID Number:** GCS-M-001

**Policy Title:** Policy defining "Course for Credit"

**Current Policy Date:** 06/04/2009

**Other Historical Information:** Previous board dates: 05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004,11/04/2004,05/03/2007, 6/05/2008

**Statutory Reference:** GS 115C-81

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

1. A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:
  - 1.1 must consist of 150 clock hours of instruction in a traditional schedule or
  - 1.2 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
  - 1.3 must be directed by a teacher.
2. Public University, Community College, and Private College Courses
  - 2.1 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 or middle school where indicated:
    - English I, II, III, IV (English I may be taken in the middle school);
    - 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 Mathematics I, II, III (These mathematics courses may be taken in middle school.)
    - Biology, Earth/Environmental Science, and a physical science course that is used

to fulfill the third science requirement (These science courses may be taken in middle school.);

- Civics and Economics, US History, World Studies (These social studies courses may be taken in the middle school.);
- first year of a Second Language (This Second Language course may be taken in middle school.);
- second year of the same Second Language (This Second Language course may be taken in the middle school.); and
- one credit of Health/Physical Education.

3. Beginning in the 2007-08 school year, students who pass mathematics or foreign language courses during grades 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.
4. Beginning in the 2008-09 school year, students who pass science courses during grades 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school science courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.
5. Beginning in the 2009-2010 school year, students who pass social studies courses during grades 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school social studies courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.
6. Beginning in the 2010-2011 school year, students who pass English Language Arts courses during grades 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school English Language Arts courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.

- | 67. Laboratory facilities must meet safety requirements and state and national guidelines for laboratory expendables and equipment to allow the same opportunities for laboratory work as the high school laboratory in the local education agency.
- | 78. 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.
- | 89. Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit.
- | 910. An e-learning course qualifies for course credit if it meets the following requirements:
  - | 109.1 Any K-7 e-learning course or 8-12 course taken for credit toward a diploma must first be approved for credit by the NC Virtual Public School (NCVPS).
  - | 109.2 E-learning courses offering instruction in courses included within the NC Standard Course of Study must meet the Standard Course of Study competency goals and objectives. E-learning courses offered for Advanced Placement or International Baccalaureate credit must align with nationally validated standards for AP and IB, where available.
  - | 109.3 E-learning courses offering instruction in courses not included in the Standard Course of Study curriculum must have rigor, depth and breadth comparable to courses included in the Standard Course of Study. When determining whether an e-learning course has such rigor, depth and breadth, the NCVPS shall consider whether the course meets the SREB (Southern Regional Education Board) and/or NACOL (North American Council for Online Learning) criteria for awarding credit or is offered for credit toward a degree by a University of North Carolina institution, an institution in the North Carolina Community College System, or a regionally accredited college.
  - | 109.4 Where available, end-of-grade tests, end-of-course tests, and post assessments must be used as an indicator of student mastery. The student's base school schedules and administers EOC and EOG tests. These scores shall be included in the determination of the base school's ABCs and AYP status.
  - | 109.5 Enrollment in an e-learning "for credit course" shall count toward satisfying local board requirements related to minimum instructional days, seat time policies, student attendance, athletic and/or extracurricular obligations. Furthermore, LEAs are instructed to be purposeful in establishing processes and procedures to enroll

and manage such e-learning students in an environment where they can be successful.

~~1011~~. Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

# Middle Grades Education and High School Graduation Requirements

## Background Information

Current State Board of Education Policy GCS-M-001, adopted by the State Board of Education in May 2007, revised in 2009.

- Students who pass mathematics, foreign language, science, or social studies courses during grades 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet graduation requirements. High school courses taken in grades 6-8 that do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken during the high school years.

## More Rigorous Content in Middle Grades

Research supports more rigorous content at the middle grades. Three current documents summarize the need for increasing academic rigor to meet high standards:

Research Study	Summary
Jensen, J. (2008). <i>Academic Excellence: Rigorous Standards for All Students</i> . (p. 8). New Jersey Department of Education Office of District and School Improvement Services.	<i>This article focuses on the importance of providing adolescent learners with courses that challenge students to truly use their minds. It reminds us that instruction must move from coverage of content to more substantive issues and skills.</i>
Bottoms, G. (2006). <i>Preparing Middle Grades Student for High School Success: Teaching A Rigorous Curriculum</i> . Southern Regional Education Board (SREB).	<i>This publication of Southern Regional Education Board (SREB) offers suggestions for ensuring that all middle grades students have access to core curriculum that accelerates learning and is challenging in skills.</i>
Lipsitz, J., Mizell, H., Jackson, A., & Austin, L.M (1997). <i>Speaking with one voice</i> . Phi Delta Kappan, 78(7), 553.	<i>This article states the importance of not underestimating the intellectual capabilities of middle grades students. Adolescence is a time of significant growth in reasoning capacity, and coursework should reflect students' increasing ability to think hypothetically and systematically.</i>

## Policies in Other States

An informal survey of other states' policies regarding students taking high school courses in middle grades was conducted by reviewing websites and email queries to other State Agency staff. The queries revealed that many states allow high school courses to be taken for credit before 9<sup>th</sup> grade, primarily in Math and Science.

# Middle Grades Education and High School Graduation Requirements

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## **Recommendation**

Beginning in the 2010-11 school year, students who pass *English I* during grades 6-8 as described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC to meet high school graduation requirements.

Recommendations for offering high school English I course in middle school:

1. Teachers should be licensed and fully qualified to teach the high school course.
  2. High school English I course should be in addition to, not in place of, the middle school *Standard Course of Study* in English Language Arts, which may be compacted.
  3. The course should meet the same assessment and time requirements as required for credit in high school courses (i.e. EOCs and 135 hours)
  4. The course should be open to all 8<sup>th</sup> grade middle school students.
  5. Each local superintendent shall ensure that all required courses have sufficient rigor, breadth, and depth to be awarded high school credit.
  6. An e-learning course qualifies for course credit if it meets requirements by the NC Virtual Public Schools (NCVPS).
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## **LEA Responsibility**

Each local school district is to provide access for middle grades students to take the high school course English I for credit.

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## **Guiding Principles for High School Courses Taken at Middle Grades**

The following principles should be considered when allowing/offering high school courses to be taken in the middle school:

- **Access and Equity** - Acceleration provides a cumulative educational advantage. Numerous studies have shown that opportunities for accelerated and rigorous courses have been inequitably distributed in the past. Districts should establish a coherent plan, which would enable a higher proportion of students to benefit from accelerated study. By treating all middle school students as potential participants, they will expose all students to the documented benefits of a rigorous and challenging curriculum. LEAs accelerating students should be required to review their policies and practices to be sure that they are promoting equity in access to these courses and that there are opportunities to enter advanced courses even for students who may not have been accelerated in the earlier grades. A further equity consideration is to ensure that middle schools offering high school courses have the resources to ensure that the courses are substantially equivalent to the same courses offered at the high school. This includes materials, participation in district-wide common assessments, and teacher opportunities for professional development.
  - **Balanced Middle School Curriculum** - Research studies have shown that middle school students benefit from a balanced curriculum, including adequate time for **all** disciplines, while testing incentives have led to overemphasis on the tested subjects. Acceleration can be accomplished by providing time for equity in the instruction of all middle school curriculums.
  - **Instructional Time** - High school courses offered in the middle school should be held to the same standards as those offered at the high school. There should also be evidence that all students are given adequate
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# Middle Grades Education and High School Graduation Requirements

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## **Guiding Principles for High School Courses Taken at Middle Grades (continued)**

opportunities to learn the *Standard Course of Study* for grades 6-8 in order to provide a solid foundation for students when they enroll in high school courses.

- **Rigor** - When making decisions to accelerate students in middle school, the LEA should plan across schools and grade levels to ensure the rigor of the high school program.

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## **Rationale**

The intent of adopting a policy to allow high school English I course to be taken at the middle school is to allow students the opportunity to take more challenging courses throughout their middle and high school experience, which will most likely produce stronger globally competitive students needed in the 21<sup>st</sup> century. English I, II, III, IV, taken consecutively, are required for graduation. Currently, there is an end-of-course test for English I. Under the new testing and accountability initiative, the end-of-course test will move to English II in 2012.

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## **LEA Responsibility**

Each local education agency is to provide access for middle grades students to take the high school course English I for credit.

**EXECUTIVE SUMMARY**

**Title:** K-12 Mathematics, English 10, Occupational Course of Study, and K-12 Information Technology Essential Standards

**Type of Executive Summary:**

Consent     Action     Action on First Reading     Discussion     Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # GCS-F-002, GCS-F-004, GCS-F-006 (delete), GCS-F-010
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Cindy Williamson (Director, Division of K-12 Curriculum, Instruction and Technology Division)

**Description:**

The Curriculum, Instruction and Technology Division, at the direction of the State Board of Education, has developed Essential Standards for K-12 Mathematics, English 10, Occupational Course of Study, and K-12 Information Technology. These essential standards are the result of analysis of current research, national and international standards, as well as business and labor market standards. Essential Standards are presented by content area and grade level with clarifying objectives. These standards can be found at <http://www.ncpublicschools.org/acre/standards/>.

**Resources:**

NC DPI curriculum staff, assessment consultants, exceptional children's consultants, members of the University of North Carolina system, national and international content experts, business community members, teachers and curriculum staff from local educational units.

**Input Process:**

Writing teams composed of teachers, business community members, DPI curriculum staff, assessment staff, LEA curriculum consultants, and exceptional children's consultants were involved in a collaborative writing process that involved face-to-face and virtual meetings, as well as information sessions that allowed for the creation of the standards. Multiple feedback cycles were used to obtain input from individuals across the state and collective feedback from LEAs. Analysis of all feedback resulted in revisions to draft 1.0 and the posting of draft 2.0. Continued refinement of draft 2.0 allowed for the final draft, 3.0, which is provided for State Board of Education approval.

**Stakeholders:**

Students, teachers, principals, parents, central office supervisors

**Timeline For Action:**

This item is presented for Discussion at the August 2009 State Board meeting and will be returned for Action at the State Board meeting in September.

**Recommendations:**

State Board of Education members are requested to review the new Essential Standards for K-12 Mathematics, English 10, Occupational Course of Study, and K-12 Information Technology. It is also recommended that policy GCS-F-006 be deleted as the *North Carolina Standard Course of Study for Computer and Technology Skills* and *Information Skills* have now merged.

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Audiovisual equipment requested for the presentation:

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

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

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

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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

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

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** GCS-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:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

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

~~K-12 Curriculum, Instruction and Technology Division of Instructional Services~~

~~K-12 Mathematics and Science~~ Section

6352 Mail Service Center

Raleigh, NC 27699-6352

Grades K-~~6-12~~: (919) 807-~~3839~~3846

~~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/>

NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** GCS-F-004

**Policy Title:** Policy delineating the NC Standard Course of Study for English Language Arts, Grades K-12

**Current Policy Date:** 11/22/2004

**Other Historical Information:** Previous board dates: 02/06/1992, 03/13/1997, 12/02/1999, 11/07/2002, 08/05/2004

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Please refer to the insert **NC Standard Course of Study – English Language Arts 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 - English Language Arts Curriculum** should be directed to:

NC Department of Public Instruction

~~Division of Instructional Services~~ K-12 Curriculum, Instruction and Technology

K-12 English Language Arts and Social Studies Section

6345 Mail Service Center

Raleigh, NC 27699-6345

Grades K-~~12~~: (919) 807-383~~07~~

~~Grades 3-5: (919) 807-3829~~

~~Grades 6-9: (919) 807-3831~~

~~Grades 9-12: (919) 807-3832.~~

The **NC Standard Course of Study - English Language Arts Curriculum** is also available from the following link: <http://www.ncpublicschools.org/curriculum/languagearts/>.

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

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** GCS F 006

**Policy Title:** Policy delineating the NC Standard Course of Study for Computer and Technology Skills, Grades K-12

**Current Policy Date:** 02/05/2004

**Other Historical Information:** Previous board dates: 07/02/1992, 05/07/1998, 10/03/2002

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Please refer to the insert ~~NC Standard Course of Study – Computer/Technology Skills 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 – Computer/Technology Skills K-12 Curriculum~~ should be directed to:

NC Department of Public Instruction  
Division of Instructional Services  
Computer Skills Section  
6353 Mail Service Center  
Raleigh, NC 27699-6353

(919) 807-3868.

The ~~NC Standard Course of Study – Computer/Technology Skills K-12 Curriculum~~ is also available from the following link:

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

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

**Policy Identification**

**Priority:** High Student Achievement

**Category:** Standard Course of Study

**Policy ID Number:** GCS-F-010

**Policy Title:** Policy delineating the NC Standard Course of Study - Information ~~Skills~~Technology, K-12

**Current Policy Date:** 05/06/1999

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Please refer to the insert **NC Standard Course of Study - Information ~~Skills~~Technology 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 - Information ~~Skills~~Technology K-12 Curriculum** should be directed to:

NC Department of Public Instruction  
~~Division of Instructional Services~~K-12 Curriculum, Instruction and Technology  
~~Information/Computer Skills~~Instructional Technology -K-12 Section  
~~301 North Wilmington Street~~6364 Mail Service Center  
Raleigh, NC ~~27601~~27699-28256364

Instructional Technology: (919) ~~715-1797~~807-3293.

The **NC Standard Course of Study – Information ~~Skills~~Technology K-12 Curriculum** is also available from the following link

<http://www.dpi.state.nc.us/curriculum/information/>

**EXECUTIVE SUMMARY****Title:** Field Testing and Special Studies for the 2009-10 School Year**Type of Executive Summary:**

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-174.12  
 SBE Policy # GCS-A-015  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

**Description:**

General Statute 115C-174.12 (b1) states:

*“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school.”*

Attached is the list of the 2009-10 field tests and special studies. Consistent with General Statute 115C-174.12(a2) and SBE policy GCS-A-015, no school will be required to participate in more than two field tests at a given grade.

LEAs are permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on the written justification submitted by the LEA superintendent along with the Request for Appeals form. All Requests for Appeals will be collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability in September. The appeals, along with the Compliance Commission recommendations regarding each of the appeals, will be provided to the SBE at the October SBE meeting.

**Resources:**

Staff from the Test Development and the Testing Policy and Operations Sections of the Division of Accountability Services, staff from NCSU TOPS, the LEA Test Coordinators, Regional Accountability Coordinators, Compliance Commission for Accountability, and the NCDPI leadership will serve as the resources needed in the implementation of the field testing, sample generation, and the processing of field testing appeals. In addition, the resources of the selected public school districts and schools will be required to implement the field testing process.

**Input Process:**

The Test Development and the Testing Policy and Operations Sections of the Division of Accountability Services, Compliance Commission for Accountability, NCSU TOPS, State Board of Education, and NCDPI leadership

**Stakeholders:**

Selected North Carolina public schools, selected LEA and school support personnel, selected public school students, parents, General Assembly, State Board of Education, NCDPI leadership, and support staff

**Timeline For Action:**

This item is being presented for Information at the August SBE meeting.

**Recommendations:**

It is recommended that the SBE provide input to the NCDPI regarding the 2009-10 field test and special studies list and provide any necessary guidance prior to schools being notified in August regarding required participation.

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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)

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*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:** Globally Competitive Students

**Category:** Testing

**Policy ID Number:** GCS-A-015

**Policy Title:** Policy Minimizing Time Devoted to Standardized Tests

**Current Policy Date:** 02/02/2006

**Other Historical Information:**

**Statutory Reference:** GS 115C-174.12(a)

**Administrative Procedures Act (APA) Reference Number and Category:**

As specified in General Statute 115C-174.12(a):

- (1) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning;
- (2) Students in a school shall not be subject to stand-alone field tests or national tests during the two-week period preceding the administration of end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams; and
- (3) No school shall participate in more than two stand-alone field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

History Note: Statutory Authority G.S. 115C-174.12(a)

***DRAFT***

***2009-10 Field and Pilot Test Calendar—North Carolina Testing Program***

<b>Number</b>	<b>Type</b>	<b>Subject</b>	<b>Eligible Students/Participation</b>	<b>Purpose</b>	<b>Format</b>	<b>Testing Window<sup>1</sup></b>
<b>1</b>	Item Tryout	Grade 4 Math Grade 7 Math	All students enrolled in grades 4 and 7 at sampled schools	To field test items for construction of future tests	Multiple-Choice & Performance Tasks (online & paper/pencil)	Spring 2010
<b>2</b>	Item Tryout	Grade 5 Science Grade 8 Science	All students enrolled in grades 5 and 8 at sampled schools	To field test items for construction of future tests	Multiple-Choice & Performance Tasks (online & paper/pencil)	Spring 2010
<b>3</b>	Item Tryout	Grade 10 English	All students enrolled in high school English at sampled schools	To field test items for construction of future tests	Multiple-Choice & Performance Tasks (online & paper/pencil)	Spring 2010 <sup>2</sup>
<b>4</b>	Item Tryout	Grades 9-12 Biology	All students enrolled in high school biology at sampled schools	To field test items for construction of future tests	Multiple-Choice & Performance Tasks (online & paper/pencil)	Spring 2010 <sup>2</sup>
<b>5</b>	Item Tryout	Grades 9-12 Level I Math	All students enrolled in Algebra I or Integrated Math I at sampled schools	To field test items for construction of future tests	Multiple-Choice & Performance Tasks (online & paper/pencil)	Spring 2010 <sup>2</sup>
<b>6</b>	American Diploma Project (Pilot)	Algebra II	All students enrolled in Algebra II at sampled schools	To improve curriculum and instruction and to help colleges determine if students are ready to do credit-bearing work	46 multiple-choice, 6 short answer, and 3 extended response	Last 12 days of course

<sup>1</sup> The NCDPI recommends that item tryouts be administered as close as possible to the operational test.

<sup>2</sup> Students participating in End-of-Course field testing in spring 2010 will be enrolled in either traditional year-long or second semester block courses (4x4).

<b>Number</b>	<b>Type</b>	<b>Subject</b>	<b>Eligible Students/Participation</b>	<b>Purpose</b>	<b>Format</b>	<b>Testing Window<sup>1</sup></b>
7	ONPAR (LEP Pilot)	Grades 5 & 8 Math	The sample for this pilot will be stratified for three student groups within sampled schools: 1) English language learners with lower proficiency in English, 2) students with learning disabilities in reading or other students with disabilities who might benefit from the ONPAR test, and 3) native English speakers.	To investigate the performances of focal group students with language challenges relative to the control group of non-ELL students with no IEPs. This is through the WIDA Consortium and NC's participation in an Enhanced Assessment Grant.	Computer-based multimodal items (text, images, animations, and sound)	Fall 2009
8	ONPAR (LEP Pilot)	Grades 5 & 8 Science	The sample for this pilot will be stratified for three student groups within sampled schools: 1) English language learners with lower proficiency in English, 2) students with learning disabilities in reading or other students with disabilities who might benefit from the ONPAR test, and 3) native English speakers.	To investigate the performances of focal group students with language challenges relative to the control group of non-ELL students with no IEPs. This is through the WIDA Consortium and NC's participation in an Enhanced Assessment Grant.	Computer-based multimodal items (text, images, animations, and sound)	Spring 2010