

EXECUTIVE SUMMARY

Title: High School Courses Taken in the Middle School: Considerations for English I

Type of Executive Summary:

- Consent
- 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 I.

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 was presented for Discussion at the August 2009 meeting and is 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 I.

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 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 course I 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 9th grade, primarily in Math and Science.

Middle Grades Education and High School Graduation Requirements

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 8th 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.

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

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 21st 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.

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 and 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 and 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 was presented for Discussion at the August 2009 State Board meeting and is returned for Action at the State Board meeting in September.

Recommendations:

State Board of Education members are requested to approve the new Essential Standards for K-12 Mathematics, English 10, Occupational Course of Study, and K-12 Information and Technology. The Board is also requested to accept the technical changes to policies GCS-F-002 and GCS-F-004, and the deletion of policy GCS-F-006, as the

North Carolina Standard Course of Study for Computer and Technology Skills and Information Skills have now merged.

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)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*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: Approval of Providers for Supplemental Educational Services (SES) for 2009-10

Type of Executive Summary:

- Consent
- 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 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. An evaluation committee reviewed the applications to determine that the SES providers that met all required components of the application be recommended for approval.

Resources:

Staff time

Input Process:

Academic Services and Instructional Support staff, Title I Lead Attorneys 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 presented for Action on First Reading.

Recommendations:

The State Board is requested to approve the proposed attached list of providers as SES 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: Paula Langill, 919.807.3957

APPLICATION REVIEW PROCESS

In March 2009, the North Carolina Department of Public Instruction (DPI) invited local education agencies, schools, and external organizations to submit an application to become a state-approved Supplemental Educational Services (SES) provider for the 2009-10 school year. Two technical assistance meetings were conducted to provide assistance and support for meeting federal requirements and completing the application. By June 12, 2009, 166 SES Applications were received.

A team comprised of external and internal reviewers examined all SES applications. Two team members reviewed each application and each reviewer completed a *Supplemental Educational Services Rating Sheet* based on requirements in the application. Each application received an overall rating of “Recommended” or “Not Recommended.” A third team member reviewed applications that differed in overall ratings.

After the initial review process was completed, applicants receiving an overall rating of “Not Recommended” were given an opportunity to submit revisions to application requirements rated “Not Met.” The revisions and rating sheets were reviewed by an evaluation committee comprised of seven DPI staff. The committee deliberated the revisions of the components “Not Met” to determine if applicants’ status would be “Recommended” or “Not Recommended.”

Applicants rated “Not Recommended” were invited to address requirements not met with an evaluation committee. At the conclusion of the reconsideration process, applicants “Not Recommended” were given immediate feedback of the decision of the evaluation committee.

Evaluators

Supplemental Educational Services (SES) evaluators reviewed the applications for 2009-2010 SES providers. All of the evaluators have work experience with SES and other Title I programs.

Curtis Bynum Retired – Section Chief NC Department of Public Instruction Academic Services and Instructional Support	805 Pineland Drive Cary, NC 27511 (919) 469-2919 Email: cbynum@nc.rr.com
Cassandra Smith Retired – Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	5224 Peppercorn Street Durham, NC 27704 (919) 477-3315 Email: cmsassoc@yahoo.com
Sonja Williams Migrant Education Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-3958 Email: swilliams@dpi.state.nc.us
Jose Viana Identification and Recruitment Coordinator NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-4069 Email: jviana@dpi.state.nc.us
Phyllis Dunham Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-3792 Email: pdunham@dpi.state.nc.us
Carolyn Foxx Coordinator of Special Projects NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-3919 Email: cfoxx@dpi.state.nc.us
George Hancock Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (910) 783-5921 ghancock@dpi.state.nc.us
Cleon Felton Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (252) 314-8458 cfelton@dpi.state.nc.us
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Lori Bruce Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 475-9705 lori_bruce@dpi.state.nc.us
Yvette Smith Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-3962 ysmith@dpi.state.nc.us
Rhonda Muhammad Title I Consultant NC Department of Public Instruction Academic Services and Instructional Support	301 N. Wilmington Street Raleigh, NC 27601 (919) 807-3960 rmuhammad@dpi.state.nc.us

Table 1.

SES Applicants per District

SBE District	Applicants
1	12
2	16
3	26
4	20
5	20
6	30
7	9
8	3
All	30
Total	166

Table 2.

SES Recommended Providers per District

SBE District	Applicants
1	9
2	16
3	25
4	18
5	19
6	29
7	8
8	3
ALL	28
Total	155

Table 3.

SES Recommended Providers by Organization

Organization Type	Number of Applicants
For-Profit	98
Non-Profit	20
21st CCLC	10
LEAs	20
Public School	6
IHEs	1
Faith Based	0
Total	155

**Table
4.**

**2009-10 SES Provider Recommendations
(Alphabetical by SBE District)**

SBE District	Name	Areas Served	
		Reading	Math
1	Ace It! Tutoring of Elizabeth City	Yes	Yes
1	ConnXctions Consultant Services, Inc.	Yes	Yes
1	Cornerstone 21st Century Community Learning Center	Yes	Yes
1	Edenton-Chowan Schools	Yes	Yes
1	Outer Banks Learning Center	Yes	No
1	RICCE, Inc.	Yes	No
1	TCY Learning Solutions, LLC	No	Yes
1	The Learning Palace	Yes	Yes
1	TRAC Enrichment Center, Inc.	Yes	Yes
2	"Ace It!" Tutoring by Sylvan - Elizabeth Elks	Yes	Yes
2	Able 2 Succeed by Lenoir County	Yes	Yes
2	Academics by Venture	Yes	Yes
2	Becky Taylor - "Ace It!" Tutoring by Sylvan	Yes	Yes
2	Brunswick County Schools	Yes	Yes
2	Communities in Schools (CIS) of Brunswick County, Inc.	Yes	Yes
2	Eastern Carolina Educational Assistance Center/DeLorge International	Yes	Yes
2	Focused Intervention, Inc.	Yes	Yes
2	Imagine Learning, Inc.	Yes	No
2	Pender County Schools	Yes	Yes
2	Ray of Hope, Inc.	Yes	Yes
2	Southport Elementary School in Brunswick County Schools	Yes	Yes
2	Southridge Learning Center	Yes	Yes
2	Sylvan Learning Center of Wilmington/Burgaw	Yes	Yes
2	The Hill Center	Yes	Yes
2	The Reaching All Minds Organization (RAM)	Yes	Yes
3	"ART" in the 21st Century	Yes	Yes
3	A Lot of Direction, Love & Affection, Inc. (A.D.L.A.)	Yes	Yes
3	ABC Appletree, Inc.	Yes	No
3	Allied Academics	Yes	Yes
3	AMN Group LLC dba Tabula Rasa Tutoring	Yes	Yes
3	Boys & Girls Clubs of Greater Gaston	Yes	Yes
3	Brame Institute of Education	Yes	Yes
3	Durham Public Schools Community Education Department	Yes	Yes
3	Early Education Benefits Fund dba Tutoring CEOs	Yes	No
3	Global Learning Center, LLC	Yes	Yes
3	Granville County Schools	Yes	Yes

3	Historically Minority Colleges and Universities Consortium of North Carolina	Yes	Yes
3	It's Simply English	Yes	No
3	Johnston County Schools JOCO Camp Success	Yes	Yes
3	KnowledgePoints of the Triangle	Yes	Yes
3	L & U Contractors, LLC (Learning & You)	Yes	Yes
3	Smart Choices for Youth, Inc.	Yes	Yes
3	Step Ahead Learning	Yes	Yes
3	Sterling Learning Centers, Inc. dba: North Raleigh Knowledge Points	Yes	Yes
3	Sylvan Learning Center of Johnston County, NC	Yes	Yes
3	Sylvan/Ace It! Tutoring (Henderson-Roanoke Rapids)	Yes	Yes
3	The Learning Together Company	Yes	Yes
3	Total Tutors, LLC	Yes	Yes
3	Victorious Community Dev. Corp.	Yes	Yes
3	Watching Children Succeed/Wilson County Schools	Yes	Yes
4	"Ace It!" Tutoring of Duplin & Sampson, NC	Yes	Yes
4	A.I.M. Services (Applied Instructional Mechanic Services), LLC	Yes	Yes
4	Ace It! Tutoring of Lumberton	Yes	Yes
4	Clinton City Schools - Community Technology Learning Center - CTLC	Yes	Yes
4	Clinton City Schools 21st Century Community Learning Center - SMAART	Yes	Yes
4	Colson, Inc. dba Sylvan Learning Center (Wayne, Wilson & Harnett)	Yes	Yes
4	Frank C. Waters-Sylvan/Ace it! Tutoring	Yes	Yes
4	H.I.G.H.E.R. Tutorial Services, Inc.	Yes	Yes
4	Huntington Learning Centers, Inc.	Yes	Yes
4	Learning for the 21st Century	Yes	Yes
4	Marilynn, Inc. dba Sylvan Learning Center (Ace It!) (Cumberland, Edgecombe, Hoke, Lee, Moore, Nash, Rockingham and Wake)	Yes	Yes
4	Marilynn, Inc. dba Sylvan Learning Center (Cumberland, Edgecombe, Hoke, Lee, Moore, Nash, Rockingham and Wake)	Yes	Yes
4	Public Schools of Robeson County Educational Passport	Yes	Yes
4	Richmond County Schools	Yes	Yes
4	Sampson County Schools	Yes	Yes
4	SMARTIES. . . Learn Out Loud	Yes	Yes
4	Sylvan Learning Center Dougherty Group, Ltd.	Yes	Yes
4	Sylvan Learning Center of Greensboro, NC	Yes	Yes
4	Tutorial Services	Yes	Yes
5	21 CCLC of Thomasville/Thomasville City Schools	Yes	Yes
5	Academic Coaching Services, Inc.	Yes	Yes
5	Academics Plus, Inc.	Yes	Yes
5	Ace it! Tutoring Dougherty Group, Ltd.	Yes	Yes
5	AlphaBEST Education, Inc.	Yes	Yes

5	Charles England School Intermediate	Yes	Yes
5	Dr. Angela Evans-Everett, Achiever's Academy	Yes	Yes
5	EYE Partners, LLC	Yes	Yes
5	FDDOC Winners' Circle, Inc.	Yes	Yes
5	Glosso Speech, Language and Educational Services, Inc.	Yes	No
5	Guilford County Schools	Yes	Yes
5	Mereco Holdings, LLC dba (Ace It!) Sylvan Learning Center	Yes	Yes
5	Mereco, Inc. dba Sylvan Learning Center	Yes	Yes
5	Next Level Educational Programs, LLC dba Next Level Learning	Yes	Yes
5	PERSONal Center for Success	Yes	Yes
5	Siler City Elementary School	Yes	No
5	Sylvan Learning Center of Winston-Salem, NC	Yes	Yes
5	Top Notch Learning, Inc.	Yes	Yes
5	Winston-Salem/Forsyth County Schools	Yes	Yes
6	AAA Educational Programs (Accelerating Academic Achievement Educational Programs), LLC	No	Yes
6	Academic Achievement Academy	Yes	Yes
6	Academic Achievers/S & L Consultants	Yes	Yes
6	Ace It! Tutoring Powered by Sylvan Learning Center of Waxhaw	Yes	Yes
6	Anson County Schools	Yes	Yes
6	Brisbane Tutoring Services, Inc.	Yes	Yes
6	Carolina Communication Consultants, LLC	Yes	Yes
6	Charlotte-Mecklenburg Schools "Creating Minds for Success"	Yes	Yes
6	Cool Kids Learn, Inc.	Yes	Yes
6	Curriculum Coaching Specialists by Cabarrus County	Yes	No
6	Divine Sports, Inc.	Yes	Yes
6	Greater Enrichment Program, Inc.	Yes	No
6	Heart of the Matter Learning, LLC	Yes	Yes
6	In Goode Company	Yes	No
6	Kannapolis City Schools/Kids Can Succeed	Yes	Yes
6	Kennedy Academic Learning Center	Yes	Yes
6	MasterMind Prep Learning Solutions	Yes	Yes
6	Multi-Cultural Learning Academy	Yes	Yes
6	Prime Time for Kids	Yes	No
6	S.T.E.P.'s Developmental Academy, Inc.	Yes	Yes
6	Sylvan Learning - Albemarle	Yes	Yes
6	Sylvan Learning Center of Gastonia, North Carolina	Yes	Yes
6	Sylvan Learning Centers of Charlotte	Yes	Yes
6	Sylvan Learning Centers of High Point/Mooresville	Yes	Yes
6	Sylvan Learning Centers of Shelby and Denver	Yes	Yes
6	The Building Educated Leaders for Life Foundation (BELL)	Yes	Yes
6	Thinking Caps Tutoring and Learning, LLC	Yes	Yes

6	Union County Public Schools / 21st CCLC	Yes	Yes
7	21st CCLC of Mount Airy	Yes	Yes
7	Ashe County Schools	Yes	Yes
7	Burke County Before and After School Program	Yes	Yes
7	RAE Educational Services	Yes	Yes
7	Success Institute Charter	Yes	Yes
7	Sylvan Learning Center of Hickory	Yes	Yes
7	Sylvan of Mt. Airy	Yes	Yes
7	Twister Tutors, Inc.	Yes	Yes
8	First in Knowledge, LLC dba BrainWorks Learning Center	Yes	Yes
8	Jackson County Public Schools	Yes	Yes
8	TEC NC, Inc.	Yes	Yes
All	Academic Myriad	Yes	Yes
All	Achieve Success Tutoring by University Instructors	Yes	Yes
All	Afterschool Allstars	Yes	Yes
All	AIM by Salient Learning	Yes	Yes
All	Arline Institute	Yes	Yes
All	ATS Project Success	Yes	Yes
All	Bright Futures Learning, Inc	Yes	Yes
All	Capitol Educational Support, Inc.	Yes	Yes
All	Centipede Math	No	Yes
All	Club Z! in Home Tutoring Services, Inc.	Yes	Yes
All	Dream Builders Communications, Inc.	Yes	Yes
All	Education Futures Corporation (EFC)	Yes	Yes
All	FUNDamentals Free Tutoring, LLC	Yes	Yes
All	Global Tutors, Inc.	Yes	Yes
All	Gorden's Tutoring Center	Yes	Yes
All	Hamilton and Harris Educational Consulting Group	Yes	Yes
All	I Can Kids, Inc.	Yes	Yes
All	Innovadia	Yes	Yes
All	JFL Enterprises, Inc. dba Failure Free Reading	Yes	No
All	Learn It Systems	Yes	Yes
All	Learning4Today, LLC	Yes	Yes
All	Measurement Incorporated	Yes	Yes
All	NC Learning Unlimited, LLC	Yes	Yes
All	Shout Church	Yes	No
All	Smart Stop Learning Center	Yes	No
All	TCAL, The Center for Accelerated Learning	Yes	Yes
All	Terry Learning Center	Yes	Yes
All	Village Learning Solutions	Yes	Yes
Total	155	152	140

Table 5.

**2009-10 SES Provider Recommendations
(Alphabetical By Provider)**

SBE District	Name	Areas Served	
		Reading	Math
2	"Ace It!" Tutoring by Sylvan - Elizabeth Elks	Yes	Yes
4	"Ace It!" Tutoring of Duplin & Sampson, NC	Yes	Yes
3	"ART" in the 21st Century	Yes	Yes
5	21 CCLC of Thomasville/Thomasville City Schools	Yes	Yes
7	21st CCLC of Mount Airy	Yes	Yes
3	A Lot of Direction, Love & Affection, Inc. (A.D.L.A.)	Yes	Yes
4	A.I.M. Services (Applied Instructional Mechanic Services), LLC	Yes	Yes
6	AAA Educational Programs (Accelerating Academic Achievement Educational Programs), LLC	No	Yes
3	ABC Appletree, Inc.	Yes	No
2	Able 2 Succeed by Lenoir County	Yes	Yes
6	Academic Achievement Academy	Yes	Yes
6	Academic Achievers/S & L Consultants	Yes	Yes
5	Academic Coaching Services, Inc.	Yes	Yes
All	Academic Myriad	Yes	Yes
2	Academics by Venture	Yes	Yes
5	Academics Plus, Inc.	Yes	Yes
6	Ace It! Tutoring Powered by Sylvan Learning Center of Waxhaw	Yes	Yes
5	Ace it! Tutoring Dougherty Group, Ltd.	Yes	Yes
1	Ace It! Tutoring of Elizabeth City	Yes	Yes
4	Ace It! Tutoring of Lumberton	Yes	Yes
All	Achieve Success Tutoring by University Instructors	Yes	Yes
All	Afterschool Allstars	Yes	Yes
All	AIM by Salient Learning	Yes	Yes
3	Allied Academics	Yes	Yes
5	AlphaBEST Education, Inc.	Yes	Yes
3	AMN Group LLC dba Tabula Rasa Tutoring	Yes	Yes
6	Anson County Schools	Yes	Yes
All	Arline Institute	Yes	Yes
7	Ashe County Schools	Yes	Yes
All	ATS Project Success	Yes	Yes
2	Becky Taylor - "Ace It!" Tutoring by Sylvan	Yes	Yes
3	Boys & Girls Clubs of Greater Gaston	Yes	Yes
3	Brame Institute of Education	Yes	Yes
All	Bright Futures Learning, Inc	Yes	Yes
6	Brisbane Tutoring Services, Inc.	Yes	Yes

2	Brunswick County Schools	Yes	Yes
7	Burke County Before and After School Program	Yes	Yes
All	Capitol Educational Support, Inc.	Yes	Yes
6	Carolina Communication Consultants, LLC	Yes	Yes
All	Centipede Math	No	Yes
5	Charles England School Intermediate	Yes	Yes
6	Charlotte-Mecklenburg Schools "Creating Minds for Success"	Yes	Yes
4	Clinton City Schools - Community Technology Learning Center - CTLC	Yes	Yes
4	Clinton City Schools 21st Century Community Learning Center - SMAART	Yes	Yes
All	Club Z! in Home Tutoring Services, Inc.	Yes	Yes
4	Colson, Inc. dba Sylvan Learning Center (Wayne, Wilson & Harnett)	Yes	Yes
2	Communities in Schools (CIS) of Brunswick County, Inc.	Yes	Yes
1	ConnXctions Consultant Services, Inc.	Yes	Yes
6	Cool Kids Learn, Inc.	Yes	Yes
1	Cornerstone 21st Century Community Learning Center	Yes	Yes
6	Curriculum Coaching Specialists by Cabarrus County	Yes	No
6	Divine Sports, Inc.	Yes	Yes
5	Dr. Angela Evans-Everett, Achiever's Academy	Yes	Yes
All	Dream Builders Communications, Inc.	Yes	Yes
3	Durham Public Schools Community Education Department	Yes	Yes
3	Early Education Benefits Fund dba Tutoring CEOs	Yes	No
2	Eastern Carolina Educational Assistance Center/DeLorge International	Yes	Yes
1	Edenton-Chowan Schools	Yes	Yes
All	Education Futures Corporation (EFC)	Yes	Yes
5	EYE Partners, LLC	Yes	Yes
5	FDDOC Winners' Circle, Inc.	Yes	Yes
8	First in Knowledge, LLC dba BrainWorks Learning Center	Yes	Yes
2	Focused Intervention, Inc.	Yes	Yes
4	Frank C. Waters-Sylvan/Ace it! Tutoring	Yes	Yes
All	FUNDamentals Free Tutoring, LLC	Yes	Yes
3	Global Learning Center, LLC	Yes	Yes
All	Global Tutors, Inc.	Yes	Yes
5	Glosso Speech, Language and Educational Services, Inc.	Yes	No
All	Gorden's Tutoring Center	Yes	Yes
3	Granville County Schools	Yes	Yes
6	Greater Enrichment Program, Inc.	Yes	No
5	Guilford County Schools	Yes	Yes
4	H.I.G.H.E.R. Tutorial Services, Inc.	Yes	Yes
All	Hamilton and Harris Educational Consulting Group	Yes	Yes
6	Heart of the Matter Learning, LLC	Yes	Yes

3	Historically Minority Colleges and Universities Consortium of North Carolina	Yes	Yes
4	Huntington Learning Centers, Inc.	Yes	Yes
All	I Can Kids, Inc.	Yes	Yes
2	Imagine Learning, Inc.	Yes	No
6	In Goode Company	Yes	No
All	Innovadia	Yes	Yes
3	It's Simply English	Yes	No
8	Jackson County Public Schools	Yes	Yes
All	JFL Enterprises, Inc. dba Failure Free Reading	Yes	No
3	Johnston County Schools JOCO Camp Success	Yes	Yes
6	Kannapolis City Schools/Kids Can Succeed	Yes	Yes
6	Kennedy Academic Learning Center	Yes	Yes
3	KnowledgePoints of the Triangle	Yes	Yes
3	L & U Contractors, LLC (Learning & You)	Yes	Yes
All	Learn It Systems	Yes	Yes
4	Learning for the 21st Century	Yes	Yes
All	Learning4Today, LLC	Yes	Yes
4	Marilynn, Inc. dba Sylvan Learning Center (Ace It!) (Cumberland, Edgecombe, Hoke, Lee, Moore, Nash, Rockingham and Wake)	Yes	Yes
4	Marilynn, Inc. dba Sylvan Learning Center (Cumberland, Edgecombe, Hoke, Lee, Moore, Nash, Rockingham and Wake)	Yes	Yes
6	MasterMind Prep Learning Solutions	Yes	Yes
All	Measurement Incorporated	Yes	Yes
5	Mereco Holdings, LLC dba (Ace It!) Sylvan Learning Center	Yes	Yes
5	Mereco, Inc. dba Sylvan Learning Center	Yes	Yes
6	Multi-Cultural Learning Academy	Yes	Yes
All	NC Learning Unlimited, LLC	Yes	Yes
5	Next Level Educational Programs, LLC dba Next Level Learning	Yes	Yes
1	Outer Banks Learning Center	Yes	No
2	Pender County Schools	Yes	Yes
5	PERSONAl Center for Success	Yes	Yes
6	Prime Time for Kids	Yes	No
4	Public Schools of Robeson County Educational Passport	Yes	Yes
7	RAE Educational Services	Yes	Yes
2	Ray of Hope, Inc.	Yes	Yes
1	RICCE, Inc.	Yes	No
4	Richmond County Schools	Yes	Yes
6	S.T.E.P.'s Developmental Academy, Inc.	Yes	Yes
4	Sampson County Schools	Yes	Yes
All	Shout Church	Yes	No
5	Siler City Elementary School	Yes	No

3	Smart Choices for Youth, Inc.	Yes	Yes
All	Smart Stop Learning Center	Yes	No
4	SMARTIES. . . Learn Out Loud	Yes	Yes
2	Southport Elementary School in Brunswick County Schools	Yes	Yes
2	Southridge Learning Center	Yes	Yes
3	Step Ahead Learning	Yes	Yes
3	Sterling Learning Centers, Inc. dba: North Raleigh Knowledge Points	Yes	Yes
7	Success Institute Charter	Yes	Yes
6	Sylvan Learning - Albemarle	Yes	Yes
4	Sylvan Learning Center Dougherty Group, Ltd.	Yes	Yes
6	Sylvan Learning Center of Gastonia, North Carolina	Yes	Yes
4	Sylvan Learning Center of Greensboro, NC	Yes	Yes
7	Sylvan Learning Center of Hickory	Yes	Yes
3	Sylvan Learning Center of Johnston County, NC	Yes	Yes
2	Sylvan Learning Center of Wilmington/Burgaw	Yes	Yes
5	Sylvan Learning Center of Winston-Salem, NC	Yes	Yes
6	Sylvan Learning Centers of Charlotte	Yes	Yes
6	Sylvan Learning Centers of High Point/Mooresville	Yes	Yes
6	Sylvan Learning Centers of Shelby and Denver	Yes	Yes
3	Sylvan/Ace It! Tutoring (Henderson-Roanoke Rapids)	Yes	Yes
7	Sylyan of Mt. Airy	Yes	Yes
All	TCAL, The Center for Accelerated Learning	Yes	Yes
1	TCY Learning Solutions, LLC	No	Yes
8	TEC NC, Inc.	Yes	Yes
All	Terry Learning Center	Yes	Yes
6	The Building Educated Leaders for Life Foundation (BELL)	Yes	Yes
2	The Hill Center	Yes	Yes
1	The Learning Palace	Yes	Yes
3	The Learning Together Company	Yes	Yes
2	The Reaching All Minds Organization (RAM)	Yes	Yes
6	Thinking Caps Tutoring and Learning, LLC	Yes	Yes
5	Top Notch Learning, Inc.	Yes	Yes
3	Total Tutors, LLC	Yes	Yes
1	TRAC Enrichment Center, Inc.	Yes	Yes
4	Tutorial Services	Yes	Yes
7	Twister Tutors, Inc.	Yes	Yes
6	Union County Public Schools / 21st CCLC	Yes	Yes
3	Victorious Community Dev. Corp.	Yes	Yes
All	Village Learning Solutions	Yes	Yes
3	Watching Children Succeed/Wilson County Schools	Yes	Yes
5	Winston-Salem/Forsyth County Schools	Yes	Yes
Total	155	152	140

Table 6.

**2009-10 SES Provider Not Recommended
(Alphabetical By Provider)**

SBE District	Name
1	Hyde County Schools
1	Wintergreen Intermediate School
1	Wintergreen Primary School
3	Positive Change for Youth, Inc
4	Bright Future Tutoring
4	Embrace Diversity Services
5	21st CCLC of Thomasville City Schools Education Foundation (withdrew)
6	Carter Institute for Literacy
7	Hickory Public Schools
All	STAR Learning
All	The Tennie Group LLC
Total	11

Supplemental Educational Services Rating Sheet

Applicant: _____

Evaluator: _____ **Date:** _____

All parts of the application must be complete. Applications receiving a rating of "Not Met" on any item within the four major components may not be recommended prior to the Reconsideration Phase.

I: Certifications

	Met	Not Met
A. Procedures and standards have been reviewed by the applicant.		
B. The applicant certifies that the organization represented is not in debarment status.		
Documentation for Part I:		

II: Program Abstract

	Met	Not Met
A. The program abstract effectively addresses instructional methods, strategies, and expected outcomes of the tutoring services.		
B. The description is provided in both English and Spanish.		
C. The description is provided in a language understandable to parents.		
Documentation for Part II:		

III: Basic Program Information

	Met	Not Met
A. All relevant contact information is complete.		
B. The applicant addresses all information regarding the history of the organization and includes sufficient explanations for responses as indicated.		
C. The applicant indicates the classification of the organization.		
D. The applicant indicates the subject areas for which services are provided.		
E. The applicant indicates the grade levels for reading and/or math for which services are provided.		
F. The applicant indicates both the length and frequency of sessions within the requirements of the SEA.		
G. The applicant indicates the total hours of instruction within the requirements of the SEA.		

H. The applicant indicates a fee per hour or has described how the fee is calculated based on an hourly basis.		
I. The applicant indicates both a minimum and maximum number of students to serve.		
J. The tutor-to-student ratio is indicated within the requirements of the SEA.		
K. Applicant indicates the method in which the program generally delivers instruction.		
L. Applicant indicates if students with disabilities or limited English proficient students can be served by the organization and includes sufficient explanation for responses as indicated.		
M. Applicant indicates the North Carolina school districts in which services will be provided by the organization.		
Documentation for Part III:		

IV. Indicators of Quality

	Met	Not Met
Indicator 1: Demonstrated Record of Effectiveness in Increasing Student Academic Achievement		
A. Academic effectiveness is demonstrated based on positive results as indicated on two or more evidences (including research for new applicants).		
B. Applicant provides additional support for having a record of effectiveness such as charts, letters, and/or surveys.		
Indicator 2: High Quality Instructional Strategies Based on Scientifically-Based Research		
A. Applicant describes the findings of academic research that supports the major elements of the instructional program. Major elements may include mode of instruction, class size, time on task, special instructional materials, use of technology, etc.		
B. Applicant provides sufficient citations to document the source of the research.		
C. Applicant describes a process for hiring tutors.		
D. Applicant describes training that is provided for all staff in order to improve student achievement.		
E. Applicant describes a process for reviewing staff performance.		
F. Applicant describes the specific procedures that will be used to report student goals and progress to the students' teacher(s) and appropriate school or district staff. The description includes the timetable for reporting goals and progress.		
G. Applicant describes the specific procedures with a time line that will be used to keep parents informed about students' progress.		
H. Applicant lists the specific assessments that will be used for post assessments of the students. The description addresses the procedures and timetable that will be used to conduct post assessments of the students.		
Indicator 3: Connection to the North Carolina Standard Course of Study		
A. Materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the NCSCOS.		
B. Instructional materials provide a rich source of experiences (problems, exercises, tasks, and assessments) in a variety of contexts that integrate multiple thinking skills.		
C. Instructional materials are appropriate for all students, providing for differences in maturation, ability, learning styles and use of language.		
Indicator 4: Financial Soundness and Business Organization		

A. Applicant demonstrates financial soundness through appropriate documentation for the organization type indicated.		
B. Applicant provides an assurance that proof of liability insurance will be provided upon approval.		
C. Applicant describes business procedures and practices to ensure that all staff conducts business according to the organization's established policies.		
Indicator 5: Services Consistent with Federal, State, and Local Health, Safety and Civil Rights Laws.		
A. Applicant clearly describes a plan to address the confidentiality precautions set forth in NCLB and FERPA.		
B. Applicant describes how student health and safety issues are addressed during the provision of supplemental education services.		
Documentation for Part IV:		

- Application Meets the Required Standards for Recommendation
 Application Does Not Meet the Required Standards for Recommendation

Overall Analysis:

For State Use Only

Recommended _____

Not Recommended _____

PUBLIC SCHOOLS OF NORTH CAROLINA

Building On Success For Superior Schools

No Child
LEFT BEHIND

2009-2010
North Carolina
Supplemental Educational
Services
Provider Application



Applicant's Name (organization)

_____ I am applying as a new provider in North Carolina.

_____ I am applying to continue to be a provider in North Carolina.

Application Contents

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SECTION I: Certifications

Each applying organization must provide an assurance that the Supplemental Educational Services Procedures have been reviewed and will be followed by any approved providers and their representatives. Each applicant must also provide an assurance of compliance with the "Debarment and Suspension" provision of Federal Executive Order (E.O.) 12549. Any omission of information in this section may require the applicant to provide additional information during the Reconsideration Phase prior to continued review for approval.

Policies and Procedure Agreement

I have read and agree to the terms outlined in the *2009-2010 North Carolina Supplemental Educational Services Policies and Procedures* manual. I understand that as an approved SES Provider in North Carolina all procedures must be followed. If a provider does not agree to these terms, a provider will not be approved. If an approved provider does not adhere to or violates the terms, the provider may be removed from the State Approved List by the North Carolina State Board of Education. The application will not be reviewed if the applicant does not agree to the terms set forth in North Carolina 2009-2010 Supplemental Educational Services Procedures.

If approved as an SES provider, the organization understands that approval does not constitute a guarantee of employment. The organization further understands that if approved, payment will be provided by eligible school districts through a contractual arrangement only for instructional services rendered for eligible students.

A signature indicates the provider and all employees and representatives of the provider's organization will abide by the terms set forth in the *2009-2010 North Carolina Supplemental Educational Services Policies and Procedures*. Violation of the terms may result in removal from the State's approval list if your application is recommended for approval.

Position of Service Representative and Company Name

Signature of Service Representative/Date Signed

Debarment Certification

Federal Executive Order (E.O.) 12549 "Debarment and Suspension" requires that all contractors receiving individual awards, using federal funds, and all sub-recipients certify that the organization and its members are not disbarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency from doing business with the Federal Government.

Your signature certifies that neither you nor your company is presently in debarment status, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency.

Name: _____

Address: _____

Company: _____

Address: _____

Signature: _____

Date: _____

SECTION II: Program Abstract

Directions:

- A. *Summarize the key services provided by the organization, the grade levels you wish to serve and other relevant information. 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. Information provided will be posted on the DPI website upon approval. Responses must be limited to 75 words.*
- B. *Provide the summary in English and Spanish.*
- C. *Use parent friendly language.*

NOTE: Applicants may attach printed brochures describing the services provided.

SECTION III: Basic Program Information

Complete all of the requested information for each item in the space provided. The information provided in this section will become the source of information given to parents and school officials who utilize the list of approved providers. Any omission of information in this section may require the applicant to provide additional information during the Reconsideration Phase prior to continued review for approval.

A. Name of Organization	<p>General Contact Person Name: _____ Title: _____</p> <p>Organization: _____</p> <p>Street Address 1: _____</p> <p>Street Address 2: _____</p> <p>City: _____ State: _____ ZIP code: _____</p> <p>Phone: _____ FAX: _____ -</p> <p>Email: _____ Web site: _____</p> <p>Contact person for North Carolina SES if different from the person listed above. Name: _____ Title: _____</p> <p>Organization: _____</p> <p>Street Address 1: _____</p> <p>Street Address 2: _____</p> <p>City: _____ State: _____ ZIP code: _____</p> <p>Phone: _____ FAX: _____ -</p> <p>Email: _____ Web site: _____</p> <p>Mailing address if different from physical address Address: _____</p> <p>City: _____ State: _____ ZIP code: _____</p>
B. History of Organization	<p>1. <i>Is the organization currently or ever been an approved SES provider in North Carolina?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, explain:</i></p> <p>2. <i>Is the organization currently an approved SES provider or has the organization ever been an approved SES provider in any other state?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, list the state(s) in which the organization has been an approved SES provider and include the length of time.</i></p> <p>3. <i>Has the organization ever been disciplined by a state or removed from a state's approved SES providers' list?</i> <i>NOTE: "Disciplined" means any official action taken against the organization by a state, including but not limited to findings of non-compliance and prohibition of service.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <i>If "yes," explain:</i></p>

<p>C. SES Provider Classification</p>	<p> <input type="checkbox"/> For Profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Public School (an individual school) <input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> 21st Century Community Learning Center <input type="checkbox"/> School District (Local Educational Agency) <input type="checkbox"/> Private School <input type="checkbox"/> Other: <i>(list)</i> </p>																																																				
<p>D. Subject Areas Covered</p>	<p>Check any or all of these subject areas that the organization has the capacity to address in working with students.</p> <p> <input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Mathematics </p>																																																				
<p>E. Grade Levels</p>	<p>Check to indicate any grade level that your organization has the capacity to address in working with students. NOTE: Applicants must demonstrate in SECTION IV how the SES program aligns to the NC Standard Course of Study in the indicated grade levels.</p> <p>Reading/Language Arts:</p> <table border="1" data-bbox="394 737 1385 800"> <tr> <td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> <p>Math:</p> <table border="1" data-bbox="394 863 1385 926"> <tr> <td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	K	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>F. Times of Service</p>	<p>Complete the table by indicating the time(s) that service is provided for students. "Length of Sessions" refers to how long each tutoring session lasts, stated in hours or portions thereof (e.g., 2 hours, 1 ½ hours). "Frequency of Sessions" refers to how many times students are tutored each week (e.g., 2 times per week, 3 times per week).</p> <table border="1" data-bbox="394 1098 1385 1465"> <thead> <tr> <th></th> <th>Length of Sessions</th> <th>Frequency of Sessions</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekends</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> </tbody> </table>		Length of Sessions	Frequency of Sessions	Before School			After school			Weekends			Summer																																							
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<p>G. Total Hours of Instruction in program</p>	<p>Please describe the total number of hours of instruction students will receive in the program. DO NOT include administrative time, breaks, or any other time "off-task." The number below represents the applicant's contractual minimum available commitment if the number is greater than the required number of hours a provider must offer to students. NOTE: Providers must offer a minimum of 30 hours of tutoring to be approved.</p> <p> <input type="checkbox"/> Number of hours of instruction: <input type="checkbox"/> Unlimited (e.g., always available via Internet access) </p>																																																				
<p>H. Cost</p>	<p>List the program fee <u>per hour</u>. If the fee structure is based on a different unit of time, please calculate how the fee structure breaks down on a hourly basis. NOTE: Fee cannot exceed the per pupil allotment divided by the minimum number of hours.</p> <p>\$ _____ per hour per student</p>																																																				

<p>I. Minimum and Maximum Number of Students to Serve</p>	<p><i>What is the minimum number of students who must be enrolled in order for you to serve a school that is offering Supplemental Educational Services?</i></p> <p><i>What is the maximum number of students the organization will be willing to serve per school site?</i></p>
<p>J. Tutor-to-Student Ratio</p>	<p><i>List the range of instructor/assistant-to-student ratios in your program. Note: Maximum ratio is 6 students per instructor/assistant.</i></p> <p>No more than students for every 1 instructor/assistant.</p>
<p>K. Mode of Instructional Delivery</p>	<p><i>Describe the methods in which your program generally delivers instruction to students (check all that apply).</i></p> <p><input type="checkbox"/> Individual Instruction (1 student)</p> <p><input type="checkbox"/> Small Group (2-3 students)</p> <p><input type="checkbox"/> Large Group (4-6 students)</p> <p><input type="checkbox"/> Distance Learning/Internet</p> <p><input type="checkbox"/> Computer-Aided Instruction (non-distance learning, non-Internet)</p> <p><input type="checkbox"/> Other:</p>
<p>L. Specific Student Population Served</p>	<p><i>Indicate whether the organization intends to, and is prepared to, provide SES to any or all of the following groups:</i></p> <p><input type="checkbox"/> Limited English Proficient (LEP) students</p> <p><i>If yes, specify how staff is qualified to work with LEP students (e.g. SIOP training, ESL classes, etc.).</i></p> <p><input type="checkbox"/> Students with Disabilities</p> <p><i>If yes, specify the particular disabilities the organization will address and describe how staff is qualified to work with students with those particular disabilities.</i></p>
<p>M. Service Areas</p>	<p><i>Indicate the school district(s) in which you are able to provide services. While only a subset of these districts will have schools with students that are 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. A list of districts with schools having eligible students will be posted by 08/30/09 on www.ncpublicschools.org. Note that Charter Schools are part of a county area.</i></p> <p><input type="checkbox"/> The organization can serve all districts in North Carolina.</p> <p><input type="checkbox"/> The organization can serve the following school districts in North Carolina. (<i>list below</i>)</p>

SECTION IV: Indicators of Quality

A: Overview

The SEA is responsible for ensuring that approved SES Providers adequately meet specific indicators of high quality instructional programs as outlined in NCLB Section 1116(e). The required indicators that must be reviewed as components of the SES application process include:

- Indicator 1: Demonstrated Record of Effectiveness in Increasing Student Academic Achievement
- Indicator 2: High Quality Scientifically Research-Based Instructional Strategies
- Indicator 3: Connection to the North Carolina Standard Course of Study
- Indicator 4: Financial Soundness and Business Organization
- Indicator 5: Evidence of Services Consistent with Federal, State, and Local Health, Safety and Civil Rights Laws

B: Scoring Rubric

The SEA must develop and apply objective criteria consistent with the Indicators of Quality to potential providers. The Rating Sheet is included in the Appendix of the SES Policies and Procedures manual.

Each item in the Indicators of Quality will be rated as Met or Not Met. All parts of the application must be complete. To receive a rating of “Met,” responses must provide clear, specific information and examples where appropriate. Applications that receive a rating of “Not Met” on any item within the four major components may not be recommended prior to the Reconsideration Phase.

Indicator 1: Demonstrated Record of Effectiveness in Increasing Student Academic Achievement
In conducting its approval process, the SEA must ensure that each provider it approves has a demonstrated record of effectiveness in increasing student academic achievement. <i>[Section 1116(e)(12)(B)(i)]</i>
Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement. According the U.S. Department of Education (June 13, 2005), the major focus of NCLB is to utilize <i>only</i> those educational practices that have evidence to suggest that they will increase academic achievement (see <i>Supplemental Educational Services Non-Regulatory Guidance</i>).
Evaluation and Scoring: Each application will be evaluated based on the organization’s ability to demonstrate a record of effectiveness in increasing academic achievement in the subject(s) in which the applicant proposes to provide services, particularly for low-income and/or underachieving students.

Indicator 2: High Quality Instructional Strategies Based on Scientifically-Based Research

Providers will use instructional strategies that are high quality, based upon research, and designed to increase student academic achievement. [Section 1116(e)(12)(C)]

Rationale: A major focus of NCLB is to use only those educational practices that have evidence to suggest that they will increase student academic achievement. This means that one of the *most important considerations* in assessing the educational practices of a potential provider should be whether those practices result in improved academic achievement in reading/language arts and mathematics. Applicants must submit, as part of the State approval process, any academic research supporting the particular instructional methods used by the provider.

Evaluation and Scoring: Each application will be evaluated based on a clear, consistent, demonstration that the organization’s instructional program is high quality and research-based. The findings of any academic research that support major elements of the instructional program must be cited with appropriate reference to the source of information. Major elements may include mode of instruction, class size, time on task, special instructional materials, use of technology, etc. Each provider must cite the research used to support the instructional strategies that will be utilized. Cite the research using APA style. <http://library.duke.edu/research/citing/workscited/index.html>

Indicator 3: Connection to the North Carolina Standard Course of Study

NCLB requires Applicants must demonstrate that the instruction they provide and the content they use “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. [Section 1116(e)(5)(B)]

Rationale: According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards.”

Evaluation and Scoring: Each application will be evaluated based on a clear, specific description of how the organization’s instructional program aligns to the North Carolina Standard Course of Study. The applicant must address the grade levels served by the program as indicated in SECTION II of the application. The North Carolina Standard Course of Study can be found at: <http://www.ncpublicschools.org/curriculum/>.

Indicator 4: Financial Soundness and Business Organization

By definition, SES providers must be financially sound. [NCLB Section 1116(e) (12) (B) (iii)]

Rationale: SEAs are responsible for developing criteria to determine whether a provider is “financially sound” for the purposes of this program. In order to be considered for the list of approved providers, the provider applicant must demonstrate that the applicant entity is financially sound. The provider applicant must not have been Debarred or Suspended from doing business with the federal government (<http://www.epls.com>). All provider applicants must provide the requested evidence of financial soundness, as outlined, and meet the applicable criteria.

Evaluation and Scoring: Each application will be evaluated based on a clear demonstration of the fiscal soundness provided through documentation of the applying entity.

Indicator 5: Services Consistent with Federal, State, and Local Health, Safety and Civil Rights Laws

Providers must provide SES consistent with applicable federal, state, and local health, safety, and civil rights laws. Providers, merely by being providers, are not recipients of Federal financial assistance. [NCLB Section 1116(e)(5)(C)]

Rationale: All SES providers must meet all applicable Federal, State, and local civil rights laws as well as all health and safety laws. These include Title VI of the Civil Rights Act of 1964 (discrimination on the basis of race and national origin), Title IX of the Education Amendments of 1972 (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973 (discrimination on the basis of disability), and the Age Discrimination Act of 1975 (discrimination on the basis of age), (see *Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation and Scoring: The application will be evaluated based on the organization's ability to demonstrate a viable plan to comply with federal, state, and local health, safety, and civil rights laws standards.

C: Instructions for Completion

Create a Word document for the responses to all items under each indicator. Create a Table of Contents with corresponding Indicators and Parts aligned to the page numbers in the document. Use a 10-12 point font size. Each response in the document must be clearly labeled by corresponding Indicator and Part. Example:

*Indicator 2: High Quality Scientifically Research Based Instructional Strategies
Part A: Academic Research*

Complete all sections providing relevant citations and/or additional attachments as appropriate. Each additional attachment must be clearly labeled to the corresponding Indicator and Part. Include the completed Word document for Indicators of Quality in the binder with this application document.

Any omission of information in this section may require the applicant to provide additional information during the Reconsideration Phase prior to continued review for approval. It may be helpful to use the Rating Sheet as a checklist to ensure all items have been adequately addressed and all required attachments are included.

Indicator 1: Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Directions: Provide a clear descriptive response and attach documentation as appropriate..

Part A: Describe how the organization's instructional program demonstrates the following:

- Positive impact on national, state, and/or district assessments;
- Positive impact on other independent, valid and reliable assessments (e.g., provider-administered pre-and post-assessments, teacher-administered content area assessments);
- Positive impact on course grades;
- Positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program;
- Positive impact on exceptional children;
- Positive impact on LEP children; and/or
- Positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).

Part B: Attach documentation to support the description such as data charts, letters, and surveys to demonstrate a record of effectiveness with increasing student academic achievement.

Indicator 2: High Quality Scientifically Research-Based Instructional Strategies

Directions: Provide a clear specific description for each item.

Part A: Describe the academic research that supports the major elements of the instructional program. Major elements include mode of instruction, class size, time on task, special instructional materials, and the use of technology.

Part B: Provide specific citations to demonstrate the sources of the research that supports the instructional program. Cite the research using APA style.

Part C: Describe the organization's procedures for hiring tutors including recruitment, contents of the tutor application, interview, and applicant screening (i.e. background and reference checks). Include a description of how the staff qualifications are appropriate for your program (e.g., how will staff with these qualifications enable the program to improve student academic achievement?).

Part D: List and describe the professional development opportunities tutors attend. In addition, explain how these opportunities directly improve the instruction and services offered by staff (e.g., how will each opportunity enable tutors to help students improve academic achievement?).

Part E: Describe your process for regularly reviewing staff performance. Include any instruments that are used to review your staff. Include a sample progress report.

Part F: 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 Include the timetable for reporting this information.

Part G: Describe the specific procedures with a timetable that will be used to keep parents informed about the students' progress.

Part H: List the specific assessments that will be used for post assessments of the students. Describe the procedures that will be used for post assessments of the students.

Indicator 3: Connection to the North Carolina Standard Course of Study

Directions: Describe the program's alignment to specific North Carolina Standard Course of Study learning standards. Using the required three column format below, indicate the methods and materials that will be used to teach each competency goal to students. The chart must be included in the prescribed format. . The descriptions must demonstrate how the program is aligned with each goal in the North Carolina Standard Course of Study for each grade level of students the program will serve. For example, if the organization serves K-8 in Reading, the chart must include all the Reading goals for Reading in grades K-8.

Part A: List each competency goal from the current NCSCOS. Do not combine grade levels

Part B: Describe the materials your program will use. Do not only provide book and page numbers. Do not use the same materials for each goal.

Part C: Describe the strategies that will be used with students. Be specific. The methods must be of high quality and researched based. Do not list the same strategies for each goal. NOTE: The example below is for mathematics in grade three. Complete the chart below for each grade the program will serve.

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

Indicator 4: Financial Soundness and Business Organization

Directions: Provide a clear, specific description for each item.

Part A: Determine which of the following Provider Applicants describes your organization (Column I). Attach the required documents (Column II). Attach additional documentation that supports fiscal soundness to ensure approval (Column III).

Column I	Column II	Column III
Provider Applicant	Materials Required for Submission	Criteria for Approval of Financial Soundness
The applicant is an LEA.	The NC Department of Public Instruction has the applicable financial information on file.	The NC Department of Public Instruction determines financial soundness. <ul style="list-style-type: none"> • Positive fund balance, and • Current assets exceed current liabilities.
The applicant is a for-profit entity that has been in business for one year or longer.	An accrual balance sheet	<ul style="list-style-type: none"> • Positive net assets, and • Current assets exceed current liabilities.
The applicant is a sole proprietorship that has been in business one year or longer.	A personal financial statement. Personal Financial Statements forms may be obtained through most banks.	<ul style="list-style-type: none"> • Positive net worth, and • Current assets exceed current liabilities.
The applicant is a non-profit entity that has been in business for one year or longer.	An accrual balance sheet	<ul style="list-style-type: none"> • Positive net asset, and • Current assets exceed current liabilities.
	In addition to proof of financial soundness, a non-profit entity must also attach a copy of its current IRS 501(c)(3) letter.	<ul style="list-style-type: none"> • Confirms that the applicant entity is a non-profit entity.
The applicant has been in business between 3 and 12 months.	All of the following are requested for the previous three months of business: <ol style="list-style-type: none"> 1. Budget 2. Cash-flow projection 3. Income statement 4. Accrual balance sheet 	<ul style="list-style-type: none"> • Budget, cash flow projection, income statement, and accrual balance sheet for the previous three months must reflect that there is not a loss in monthly income and that the monthly income is growing each month.
The applicant has been in business less than three months.	All of the following are requested: <ol style="list-style-type: none"> 1. Budget 2. Cash-flow projection 3. Income statement as available 4. Accrual balance sheet 5. Guarantee of a bank line of credit, a guarantee document signed by the guarantor, or owner's financial reserves for a sole proprietorship. 	<ul style="list-style-type: none"> • Guarantee must be able to pay all ongoing expenses for the first six months of business.

<p>Applicant must show sufficient funds or line of credit to begin tutoring. <u>This must be a statement from the bank.</u></p>	<p>Applicant must show the organization has sufficient funds or line of credit to begin tutoring. <u>This must be a statement from the bank.</u></p>	<p>Applicant must show the organization has sufficient funds or line of credit to begin tutoring. <u>This must be a statement from the bank.</u></p>
<p><i>Part B: List the insurance company name and amount of liability insurance the organization will maintain, if approved. The LEA(s) the organization intends to serve will require a reasonable amount of professional liability insurance. Please check with the LEA(s) you intend to serve for the required amount. <u>NOTE: This is not a Home Owners or Auto Policy.</u></i></p>		
<p>You must show proof of professional liability insurance no later than 5 business days after the Deliberation Meeting. A copy of your professional liability insurance policy must be submitted to Donna Brown if recommended. Failure to present the policy will result in your application not being recommended to the NC State Board of Education for approval.</p>		
<p><i>Part C: Describe a plan to ensure that all staff conducts business according to the organization's established policies. Include sufficient details to address how staff is trained and monitored on practices such as communication with district/school staff, procedural operations, and fiscal accountability.</i></p>		
<p>Indicator 5: Evidence of Services Consistent with Federal, State, and Local Health, Safety and Civil Rights Laws</p>		
<p><i>Directions: Provide a clear specific description for each item.</i></p>		
<p><i>Part A: Describe a clear plan to address and comply with federal, state, and local civil rights protections for your employees and students including confidentiality precautions as set forth in NCLB and FERPA.</i></p>		
<p><i>Part B: Describe how student health and safety issues are addressed during the provision of supplemental education services. Include a description of how such plans are communicated to parents, students, and staff.</i></p>		

EXECUTIVE SUMMARY

Title: Supplemental Educational Services (SES) Evaluation Policy

Type of Executive Summary:

- Consent
- 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 October 2009 for Action.

Recommendations:

The State Board of Education is requested to review the proposed policy as written and provide feedback.

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: Sylvia Moore, 919-807-4009

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

Policy Identification

Priority: Globally Competitive Students

Category:

Policy ID Number: New Policy

Policy Title: Supplemental Educational Services (SES) 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)**

(a) The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that the State Education Agency (SEA) develops, implements, and publicly reports 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 interventions.

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

(c) Provider evaluation criteria will address the following:

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

(2) Student 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." Evaluation results will be weighted for each criterion with student

achievement at 50 percent, attendance at 25 percent, and parental satisfaction at 25 percent. A provider must achieve a minimum rating of 75 percent to continue with a status of Good Standing. The failure of a provider to achieve a minimum of 75 percent will result in a provider status of Probationary.

(c) ~~Based on these determinations,~~ NCDPI will assign each provider the status of good standing, probationary status 1, or probationary status pursuant to subpart (d).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)(2) ~~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)(3) ~~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 subpart (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 A provider that receives two consecutive determinations of probationary status 2 shall be removed- recommended to the State Board of Education (SBE) for removal.~~

(g) ~~The State Board of Education SBE 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 NCDPI 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 SBE~~ may immediately suspend a provider's services or remove a provider from the state approved list 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.

(i)(i) 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)(j) 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.

(k) An appeal from a removal decision shall be submitted to the Office of Administrative Hearings pursuant to Chapter 150B of the General Statutes.

Example Evaluation Rubric

Criterion	Insufficient Information	Below Standards	Meets Standards	Above Standards
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 effects 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.

Decision Matrix

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

*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: Globally Competitive Students

Category: Miscellaneous Graduation Policies

Policy ID Number: GCS-L-004

Policy Title: Policy outlining standards to be incorporated into the electronically generated high school transcript

Current Policy Date: 06/04/2009

Other Historical Information: Previous board dates: 12/01/1994, 09/13/2001, 02/05/2004, 07/01/2004, 11/04/2004

Statutory Reference: GS 116-11(10a)

Administrative Procedures Act (APA) Reference Number and Category:

THIS POLICY HAS BEEN ADOPTED BY THE NC STATE BOARD OF EDUCATION, BUT IS STILL PENDING CODIFICATION IN THE NC ADMINISTRATIVE CODE. ALL CODIFIED RULES MAY BE ACCESSED BY GOING TO THE [OAH WEBSITE](#).

The Department of Public Instruction shall develop a transcript system and the local school administrative units shall use that system to produce standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, and units earned toward graduation, and credits earned for admission to an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education. The system was implemented by June 30, 1995.

SUMMARY OF STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF NORTH CAROLINA PUBLIC HIGH SCHOOL TRANSCRIPTS

The calculations are based on a standardization of: (1) academic course levels; (2) grading scales; and (3) the weighting of course grades. The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Advanced/Honors/Academically Gifted courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

Academic Course Levels and Associated Weights

Basic/Introduction to.../Standard(S)	Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (N.C.S.C. O. S.) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.
Advanced/Honors/Academically Gifted (H)	Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the (N.C.S.C. O. S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses.
Advanced Placement (AP)	Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Grading Scales

High schools use one of two grading scales. – one standard and one augmented. The conversion of grades to quality points is standardized and made equivalent under each option. Implicit in each option is a conversion of percentage grades to letter grades according to the following widely used scale: 93-100=A; 85-92=B; 77-84=C; 70-76=D; ≤69=F. Grades and the corresponding number of quality points are shown below for each of the two options.

Standard Scale

Option 1 – for NC WISE Standard Scale Entry - Letter Grades without Pluses and Minuses:

A=4.0	B=3.0	C=2.0	D=1.0	F=0.0	WF=0.0
FF=0.0	WP=0.0	INC=0.0	AUD=0.0	P=0.0	

Option 2 – for NC WISE Standard Scale Entry – Numeric Grades

93% - 100%= 4.0	865% - 92%=3.0	77% - 854%=2.0	70% - 76%=1.0	≤69%=0.0	
WF=0.0	FF=0.0	WP=0.0	INC=0.0	AUD=0.0	P=0.0

Augmented Scale

Option 1 -for NC WISE Augmented Scale Entry – Letter Grades with Pluses and Minuses

A+=4.000	A =4.000	A-=3.67	B+=3.333	B =3.000	B-=2.667	C+=2.333
C =2.000	C-=1.667	D+=1.333	D =1.000	D-=0.667	F =0	WF=0
FF=0.000	WP=0.000	INC=0.000	AUD=0.000	P=0.000		

Option 2 -for NC WISE Augmented Scale Entry – Numeric Grades

96%-				
100%=4.000	91%=3.375	86%=2.750	81%=2.125	76%=1.500
95%=3.875	90%=3.250	85%=2.625	80%=2.000	75%=1.375
94%=3.750	89%=3.125	84%=2.500	79%=1.875	74%=1.250
93%=3.625	88%=3.000	83%=2.375	78%=1.750	73%=1.125
92%=3.500	87%=2.875	82%=2.250	77%=1.625	70-72%=1.000
				≤69%=0.000
FF=0.000	WF=0.000	WP=0.000	INC=0.000	AUD=0.000
P=0.000	F=0.000			

Courses That Are Eligible for Weights

Courses eligible for weights include 9th grade (except Algebra I) and high-level courses that fall into one of the following four categories:

1. Honors/AIG sections of standard level academic courses ~~that are aligned to the honors curriculum, instruction, and assessment standards– including NC Virtual Public School courses and on-line courses, that are in accordance with the philosophy, rubric, procedures, guidelines, and standards for curriculum, instruction and assessment, as described in the North Carolina Honors Course Implementation Guide.~~ Such courses are assigned to category H (1 point); ~~It~~ is not necessary to have a standard level of a course to offer an honors level.
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point);
3. Arts education courses that are in the third or fourth year course component of a numerical sequence of courses in any discipline area of arts education meeting the standards for music honors, dance honors, visual arts honors, and theatre arts honors (1 point);
4. All AP/IB and higher-level college courses (2 points).
5. Grades in community college courses that have been approved for the Comprehensive Articulation Agreement (CAA) will receive one quality point. This list includes courses that have been reviewed and approved for transfer by the Transfer Advisory Committee (TAC).

6. Independent colleges and universities and UNC campuses may also have any of the CAA courses (lower division courses typically taught in the freshman or sophomore year of college) taught by their colleges receive quality points in the same way as provided in #5 for the community colleges.

7. [Project Lead the Way \(PLTW\) courses approved for college credit are eligible for honors weight.](#)

Remedial courses are not eligible for weighting.

[An honors review process is to be followed as outlined in the latest edition of the *North Carolina Honors Course Implementation Guide*.](#)

NC Grading Scale – Elementary/Middle Schools

Elementary schools and middle schools are allowed to use grading systems approved by their local boards of education. It is recommended that local boards of education base their grading scales on the conceptual framework of a grading scale representing 93% -100% = A; 85% - 92%=B; 77%-84%=C; 70%-76%=D; ≤69%=F.

Grades for Elementary/Middle Schools

S (Satisfactory)

N (Needs Improvement)

U (Unsatisfactory)

PR (Promoted)

RE (Retained)

Honors Review Process Recommendations

NCDPI Internal Honors Committee

It is recommended that the Internal Honors Committee:

- should be a standing committee within NCDPI as designated by the Associate Superintendent and Chief Academic Officer;
- should be chaired by the AP/IB/Honors Coordinator and/or the AIG Consultant, along with representation from at least one consultant per content area eligible for review;
- should include monitoring by each content area Section Chief;
- should include support by an administrative program assistant who will be the coordinator for the review process communications, with responsibilities divided among administrative assistants for all subject areas to avoid overwhelming one section and program assistant.

Honors Course Review Committee

It is recommended that future reviews continue to use outside reviewers, along with the NCDPI internal committee, to complete the honors course review process. It is recommended that the committee be composed of:

- NCDPI consultants and section chiefs for each content area being reviewed; and
- A minimum of two External Reviewers per content area (these may be comprised of classroom teachers with experience teaching honors level courses; representatives from institutions of higher education, and/or content area central office coordinators). This number may be increased based on number of honors course submissions per content area.

LEA Approval Process

It is recommended that each LEA develop, implement, and document a formalized Honors Course approval process. The process should adhere to the Curriculum, Instruction, and Assessment Standards as defined within Pages 168-170 of the *Honors Course Implementation Guide*, and should incorporate documentation of LEA approval for every course receiving honors credit in each school in that school system.

Sample Selection

It is recommended that the Testing and Accountability, NC WISE, and Curriculum, Instruction and Technology divisions work together to design a systematic, methodical process to identify balanced geographic and demographic samples for future honors reviews.

It is recommended that NC Virtual Public School (NCVPS) courses and on-line courses be included in future reviews. According to H. Robert Belton, Division Director for Curriculum and Instruction for the NCVPS, a team of three to five teachers is assembled to develop a new honors course or to add the honors addendum to an already existing general studies course following a multi-step procedure using the 21st Century Guide Template and aligning with the NCDPI *Honors Course Implementation Guide*. NCVPS also uses resources from SREB, ISTE and iNACOL to develop effective online courses and has Research, Development, and Innovation Specialists (RDIs) who are charged with insuring that all NCVPS courses (General Studies, Honors, and Advanced Placement) meet NCVPS's rigorous standards.

Including NCVPS and on-line courses in future honors course reviews will ensure that rigorous standards are implemented and maintained across all eligible honors courses.

**School
Communications
and Support**

During the honors course review process, it is recommended that the superintendent and central office staff be contacted in tandem with the selected school(s). This provides the opportunity for the school system and school(s) to work together in the review process and allows the school system to take a leading role in communication and support for compilation and submission of materials.

Review Process

It is recommended that the review process take place during the 2009-2010 academic school year and continue on a staggered schedule to allow for continuous monitoring and assessment of honors courses in all content areas. The review process should include the following components:

- LEA notification of courses to be submitted for review;
- Portfolio Submission of courses from selected schools to NCDPI;
- Review of honors course submissions by committee made up of internal and external reviewers;
- Feedback sent to schools; and
- Report to the GCS committee of the SBE on findings of the review.

Professional Support Recommendations

Honors Course Rubric

The *NC Honors Course Rubric* was developed as an instrument to be used by reviewers of honors courses as well as to inform school personnel as they develop honors courses. The rubric is aligned with the honors course curriculum, instruction/delivery, and assessment/student work standards, which may be found on pages 168-170 in the *Honors Course Implementation Guide* that was distributed in July 2005.

It is recommended that the *NC Honors Course Rubric* be revised to include language that includes (rather than suggests) a submission of evidence and artifacts, such as videos, samples of student work, unit plans, teacher notes, teacher comments, anecdotal information, student projects, performances, presentations, demonstrations, rubrics, student and/or teacher reflections, formative and summative assessments, and other artifacts in support of implementation of the honors standards.

Honors Course Support

In order to inform administrators, teachers, school counselors, parents, and students of the standards of and expectations for honors courses as required by the North Carolina State Board of Education, it is recommended that NCDPI:

- develops and provides professional support, such as websites, tips, and strategies, which would be beneficial to the on-going efforts for implementing honors courses in North Carolina schools.
 - collects and provides on-line exemplars of the various components of the Curriculum, Instruction, and Assessment honors standards from the *Honors Course Implementation Guide*.
 - presents sessions at future Mega-Conferences or other professional development opportunities for LEA, curriculum leaders, and school administration focused on Honors Course policy, development, and implementation and where questions about the Honors Review Process will be addressed.
-

EXECUTIVE SUMMARY

Title: Healthy Youth Act Implementation

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #HB 88
- SBE Policy #GCS-F-007
- 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), Dr. Cindy Williamson (Director, Division of K-12 Curriculum, Instruction and Technology Division) and Dr. David Gardner (Section Chief, Healthy Schools).

Description:

In response to HB 88 Healthy Youth Act of 2009, the Curriculum, Instruction and Technology Division has developed a plan to support LEAs in the implementation of this bill and the revisions to the requirements for instruction for reproductive health and safety education.

Resources:

Current research, content area experts

Input Process:

Review of GCS-F-007 with the Curriculum, Instruction and Technology division, LEA Healthy Living Consultants, and medical practitioners

Stakeholders:

Students, parents, administrators, and teachers

Timeline For Action:

This item is presented for Discussion at the September State Board meeting and will return for Action at the State Board meeting in October.

Recommendations:

State Board of Education members are requested to review the implementation plan for instructional support to LEAs.

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 Bain, 919-807-3817

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

Policy Identification

Priority: Globally Competitive Students

Category: Standard Course of Study

Policy ID Number: GCS-F-007

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

Current Policy Date: 09/12/2002 10/01/2009

Other Historical Information: Previous board dates: 04/17/1985, 06/04/1993, 05/02/1996, 12/07/2000, 09/12/2002

Statutory Reference: GS 115C-81; Senate Bill 1, 1985 General Assembly Session

Administrative Procedures Act (APA) Reference Number and Category:

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

NC Department of Public Instruction
Division of Instructional Services
Arts Education and Healthful Living Section
6349 Mail Service Center
Raleigh, NC 27699-6349

(919) 807-3857 or (919) 807-3858.

The **NC Standard Course of Study - Healthful Living Skills K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/health/index.html>.

In response to the passage of the Healthy Youth Act, the Healthy Schools Section has developed a response plan to ensure that local school districts, schools and health educators are appropriately prepared to deliver reproductive health and safety education as mandated through this Act by the General Assembly. An essential element of this plan is the creation of a collaborative of key DPI and statewide partners and stakeholders that will advise and work in partnership with the Healthy Schools Section in preparation for the 2010 – 2011 school year effective date of the statute. A description of the Healthy Youth Act Collaborative and timeline for its work are provided below.

Healthy Youth Act Collaborative (HYAC)

Background

In 2007, 69.1% of high school seniors reported having had sexual intercourse and 46.8% of those did not use a condom at last sexual intercourse (North Carolina Youth Risk Behavior Survey (NC YRBS, 2007). North Carolina's 2005 pregnancy rate for females ages 15-19 was 48.5 per 1,000 (NC State Center for Health Statistics, 2007). North Carolina ranks ninth nationally for rates of teen pregnancy. Approximately 67% of STDs reported in North Carolina occur in people ages 15-24 (Healthy Carolinians, 2009), and most HIV/AIDS related deaths occur in young and middle aged adults (NC Department of Health and Human Services, 2002). There are multiple adolescent sexual risk behaviors that influence pregnancy and STD rates. Public school comprehensive health education instruction addresses essential skills and learning strategies that help students make healthy choices and decisions.

Currently, the General Statute 115C-81(e1) requires public schools to offer an Abstinence Until Marriage (AUM) education as part of a comprehensive school health education program. This requires that Healthful Living courses teach abstinence until marriage as the only certain means of avoiding out-of-wedlock pregnancy, STDs and other associated health and emotional problems. These courses emphasize that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including Acquired Immune Deficiency Syndrome (AIDS).

In June 2009, after weeks of deliberation and the approval of the NC General Assembly, Governor Perdue signed the Healthy Youth Act into law. The revision of General Statute 115C-81(e1) requires all school systems to offer a reproductive health and safety education program to students in grades seven, eight, and nine that utilizes age-appropriate and scientifically-based materials. This instruction will include information about the prevention and transmission of sexually transmitted diseases (STDs), the effectiveness and safety of contraceptives for pregnancy and STD prevention, the effects of contracting the Human Papilloma Virus, and teaches the awareness and risk reduction of sexual assault and abuse. The program, however, would remain part of a larger reproductive health education curriculum and would retain the abstinence-until-marriage focus that is currently offered by North Carolina schools. This new requirement will be applied at the beginning of the 2010-2011 school year.

The Department of Public Instruction (DPI) and the State Board of Education are responsible for the development of HIV/AIDS, STDs and teen pregnancy prevention learning objectives that incorporate the requirements of the state statute into the *North Carolina Healthful Living Standard Course of Study* (SCOS). Programs and instruction implemented under these objectives should present techniques and strategies to deal with peer pressure, offer positive reinforcement and teach reasons, skills and strategies for becoming or remaining abstinent from sexual activity.

Mission

This collaborative will serve as a resource for the NC Healthy School Section in an effort to support effective and quality reproductive health and safety education through comprehensive health education instruction in the public schools of North Carolina.

Objectives

- *To work with stakeholders in the development and implementation of a statewide and local level communication plan that will inform administrators, teachers, parents/legal guardians and community members of the revised reproductive health and safety curriculum.*
- *To support the NC Healthy Schools Section in providing technical assistance to support each LEA's implementation of health and reproductive safety education.*
- *To support the NC Healthy Schools Section through identification of information and materials that are age-appropriate, scientifically-based and medically accurate for the instruction of reproductive health and safety education.*
- *To identify and support professional development opportunities for those responsible for the delivery of reproductive health and safety education.*
- *To identify local resources that promote parent and community support, including material review and consent form processes.*

Composition:

The HYAC will consist of no more than twenty-five (25) representatives from various state/local level governmental agencies and programs in North Carolina. These members will provide feedback to the NC Healthy Schools Section related to the aforementioned objectives. As appropriate, the HYAC members will work in specific areas on subcommittees. Members will include representation from classroom health educators, LEA Healthful Living Coordinators, public health educators, principals/school administrators, school nurses, PTA, local school board members and college/university curriculum specialists.

Subcommittees:

Subcommittees will be formed to meet the objectives of the HYAC with at least one NC Healthy Schools Staff member serving as lead facilitator. Subcommittees are listed below.

- Scientifically-Based Materials and Information
 - Identification and review of resources
- Professional Development and Technical Assistance (PDTA) - Educational Settings
 - Teachers/School staff, use of scientifically-based materials and information, SCOS alignment, accountability, etc.
- Professional Development and Technical Assistance (PDTA) – Community-Based
 - SCS alignment, use of scientifically based materials and information, family/community education and support, etc.

Guidelines for HYAC

- Communication and Dissemination Plan
- Logistics
 - Parental consent guidelines and materials review process, etc.

The following represent NCDPI and the NC Healthy Schools Section: David Gardner (Section Chief), Rebecca Reeve (DPH Senior Advisor), Johanna Chase (Health Education Consultant), Nakisha Floyd (PANT Consultant), Paula Hudson Collins (SBE Healthy Responsible Students/ Senior Policy Advisor) and Tanya Bass (HIV Policy/Program Consultant).

Resources Available:

There are minimal funds currently available to support the activities of this workgroup. These funds may be used to provide need-based travel and subsistence reimbursement.

Draft Timeline and Process to meet the objectives above:

By the end of August 2009, a minimum of 20 state, local and community agency representatives will be identified to serve on the HYAC.

By the end of September 2009, an online conference call will have been completed to provide an introduction to the HYAC and provide guidelines for working on the HYAC subcommittees.

By the end of September 2009, a face-to-face meeting will be convened in Raleigh to assign specific activities to subcommittees, set guidelines for the initial phase of work, discuss the areas of focus for the subcommittees, establishment of timeline and provide additional opportunities for dialogue for the HYAC.

By the end of October 2009, a timeline will have been established and implemented to ensure the completion of all immediate tasks of the HYAC, including drafts of LEA and school site implementation guidelines, Train the Trainer professional development guidelines and guidance to statewide partners who will also deliver professional development.

By the end of November 2009, all subcommittees will have completed a minimum of two online or face-to-face meetings, identified and completed initial phase tasks and provided a written report to the HYAC. We will connect and communicate with healthful living coordinators, superintendents and principals via appropriate listservs to share, plan and schedule for professional development opportunities available in early winter and spring of 2010.

By the end of December 2009, the initial phase and work of the HYAC will have been completed.

Beginning in January 2010, technical assistance documents will be identified and refined and a framework for professional development will be established and communicated to districts and statewide partners. Specific professional development training schedules will be published and communicated.

By the end of February 2010, technical assistance supporting documents will be shared via listservs.

From January through the summer of 2010, professional development and technical assistance will be provided through the Healthy Schools Section and by statewide partners.

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009**

**SESSION LAW 2009-213
HOUSE BILL 88**

AN ACT TO DIRECT LOCAL SCHOOL ADMINISTRATIVE UNITS TO PROVIDE
REPRODUCTIVE HEALTH AND SAFETY EDUCATION IN GRADES SEVEN
THROUGH NINE.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "Healthy Youth Act of 2009."

SECTION 2. G.S. 115C-81(e1)(1)l. reads as rewritten:

"l. ~~Abstinence until marriage education; Reproductive health and safety education; and~~".

SECTION 3. G.S. 115C-81(e1)(3) is repealed.

SECTION 4. G.S. 115C-81(e1)(4) reads as rewritten:

"(4) ~~The State Board of Education shall evaluate abstinence until marriage curricula and their learning materials and shall develop and maintain a recommended list of one or more approved abstinence until marriage curricula. The State Board may develop an abstinence until marriage program to include on the recommended list. The State Board of Education shall not select or develop a program for inclusion on the recommended list that does not include the positive benefits of abstinence until marriage and the risks of premarital sexual activity as the primary focus. The State Board shall include on the recommended list only programs that include, in appropriate grades and classes, instruction that: Each local school administrative unit shall provide a reproductive health and safety education program commencing in the seventh grade that includes the following instruction:~~

- a. ~~Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children;children.~~
- b. ~~Presents techniques and strategies to deal with peer pressure and offering positive reinforcement;reinforcement.~~
- c. ~~Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity;activity.~~
- d. ~~Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases when transmitted through sexual contact, including HIV/AIDS, and other associated health and emotional problems;problems.~~
- e. ~~Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS;HIV/AIDS.~~
- f. ~~Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity;activity.~~
- g. ~~Provides opportunities that allow for interaction between the parent or legal guardian and the student; andstudent.~~
- h. ~~Provides factually accurate biological or pathological information that is related to the human reproductive system.~~

Materials used in this instruction shall be age appropriate for use with students. Information conveyed during the instruction shall be objective and based upon scientific research that is peer reviewed and accepted by



professionals and credentialed experts in the field of sexual health education."

SECTION 5. G.S. 115C-81(e1) is amended by adding a new subdivision to read:

"(4a) Each local school administrative unit shall also include as part of the instruction required under subdivision (4) of this subsection the following instruction:

- a. Teaches about sexually transmitted diseases. Instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA)-approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases. Instruction shall include the rates of infection among pre-teen and teens of each known sexually transmitted disease and the effects of contracting each sexually transmitted disease. In particular, the instruction shall include information about the effects of contracting the Human Papilloma Virus, including sterility and cervical cancer.
- b. Teaches about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.
- c. Teaches awareness of sexual assault, sexual abuse, and risk reduction. The instruction and materials shall:
 1. Focus on healthy relationships.
 2. Teach students what constitutes sexual assault and sexual abuse, the causes of those behaviors, and risk reduction.
 3. Inform students about resources and reporting procedures if they experience sexual assault or sexual abuse.
 4. Examine common misconceptions and stereotypes about sexual assault and sexual abuse.

Materials used in this instruction shall be age appropriate for use with students. Information conveyed during the instruction shall be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education. Each local board of education shall adopt a policy and provide a mechanism to allow a parent or a guardian to withdraw his or her child from instruction required under this subdivision."

SECTION 6. G.S. 115C-81(e1)(5) reads as rewritten:

"(5) The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at that unit any State-developed objectives for instruction, any approved textbooks, the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, to the avoidance of out-of-wedlock pregnancy, or to the ~~abstinence until marriage curriculum~~ reproductive health and safety education curriculum. The review period shall extend for at least 60 days before use."

SECTION 7. G.S. 115C-81(e1)(6) is repealed.

SECTION 8. G.S. 115C-81(e1)(7) reads as rewritten:

"(7) Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy, ~~(ii) an abstinence until marriage program, or (iii) a comprehensive sex or~~ (ii) a reproductive health and safety education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and

legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs."

SECTION 9. G.S. 115C-81(e1) is amended by adding a new subdivision to read:

"(11) Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this subsection and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met."

SECTION 10. This act is effective when it becomes law and applies beginning with the 2010-2011 school year.

In the General Assembly read three times and ratified this the 25th day of June, 2009.

s/ Walter H. Dalton
President of the Senate

s/ Joe Hackney
Speaker of the House of Representatives

s/ Beverly E. Perdue
Governor

Approved 5:28 p.m. this 30th day of June, 2009

EXECUTIVE SUMMARY

Title: Changes to Policy Delineating the Components of the ABCs Accountability Program for the 2009-10 School Year

Type of Executive Summary:

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #GCS-C-020
- 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:

To comply with Senate Bill 202/S.L. 2009-451, the NCDPI requests that the Competency Tests in Reading and Mathematics, the End-of-Course Tests in Chemistry and Physics, and the Computer Skills Tests be removed from the testing and accountability program effective with the 2009-10 school year. This will remove Chemistry, Physics, and Computer Skills from ABCs performance composite calculations.

In response to the technical peer review letter (attached) from the U.S. Department of Education (USED), the NCDPI requests that the NCCLAS Alternate Assessments be removed from the testing and accountability program for the 2009-10 school year. This will remove NCCLAS Alternate Assessments in Science Grades 5 and 8, Algebra II, Biology, Chemistry, Civics and Economics, Geometry, Physical Science, Physics, and U.S. History from ABCs performance composite calculations. NCCLAS Alternate Assessments in Reading Grades 3-8, Mathematics Grades 3-8, Algebra I, English I, and Writing Grade 10 will be removed from ABCs performance composite calculations and AYP results. Finally, reference to the High School Comprehensive Test of Mathematics is removed from the footnotes because the test has not met peer review.

Resources:

DPI Staff

Input Process:

Selected DPI Staff

Stakeholders:

LEAs, General Assembly, Parents, Teachers, Administrators and the Public

Timeline For Action:

To comply with Senate Bill 202/S.L. 2009-451 and the technical peer review by the USED, this item is provided for Discussion at the September 2009 meeting of the SBE and for Action at the October 2009 SBE meeting.

Recommendations:

The department recommends that the amendments to GCS-C-020 be approved.

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, 919-807-3769

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

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: **HSPGCS**-C-020

Policy Title: Policy delineating the components of the ABCs Accountability Program including Adequate Yearly Progress (AYP)

Current Policy Date: 05/06/2009

Other Historical Information: 03/04/2004, 10/07/2004, 05/05/2005,08/03/2006,04/03/2008, 07/01/2008,11/06/2008,04/02/09

Statutory Reference: GS 115C-105.20, No Child Left Behind Act of 2001 (P.L. 107-110)

Administrative Procedures Act (APA) Reference Number and Category:

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

Below is a chart listing the components of the ABCs Accountability Program including whether the component is used for ABCs Growth, Performance Composite, and/or Adequate Yearly Progress (AYP) for the No Child Left Behind (NCLB) Act of 2001.

ABCs Program 2003-04

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End of Grade Tests			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End of Course Tests			
Algebra I	✓	✓	
Algebra II	✓	✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Biology	✓	✓	
Chemistry	✓	✓	
English I	✓	✓	
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
High School Comprehensive Tests			
Reading			✓
Mathematics			✓
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓
North Carolina Alternate Assessment Academic Inventory			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
Grade 12			✓
Attendance Rate			
All Grades 3 – 8			✓
Computer Skills			
Grade 8		✓	
Competency Passing Rate			
Grade 10	✓		
College University Prep/College Tech Prep			
Grade 12	✓		

ABCs Program 2004-05

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End-of-Grade Tests			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry	✓	✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
Writing Tests			
Grades 4 and 7			
Grade 10			✓*
High School Comprehensive Tests			
Reading			✓*
Mathematics			✓*
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓
North Carolina Alternate Assessment Academic Inventory			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
Grade 12			✓
Attendance Rate			
All Grades 3 – 8			✓

Computer Skills

Grade 8

✓

Competency Passing Rate

Grade 10

✓

College University Prep/College Tech Prep

Grade 12

✓

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

ABCs Program 2005-06

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics			
End-of-Grade Tests (and NCCLAS)¹			
Reading	✓	✓	✓
Mathematics		✓	✓
Grade 3			
Mathematics	✓	✓	✓
Grades 4, 5, 6			
Mathematics	✓	✓	✓
Grades 7 and 8			
End-of-Course Tests (and NCCLAS)¹			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry	✓	✓	
Civics and Economics		✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
U.S. History		✓	
Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Tests			
Reading			✓*
Mathematics			✓*
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓

NCEXTEND2		
Reading		✓
Mathematics		✓
Dropout Rate		
Grades 9-12	✓	
Graduation Rate		
Grade 12		✓
Attendance Rate		
All Grades 3 – 8		✓
Computer Skills		
Grade 8		✓
Competency Passing Rate		
Grade 10	✓	
College University Prep/College Tech Prep		
Grade 12	✓	

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

¹ Alternate assessments will not count in growth.

ABCs Program 2006-07

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics	✓		
End-of-Grade Tests (and NCCLAS)¹			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End-of-Course Tests (and NCCLAS)¹			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry			
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science			
Physics			
U.S. History	✓	✓	
Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Tests²			
Reading			✓*
Mathematics			✓*
NCEXTEND1³			
Reading		✓	✓
Mathematics		✓	✓
NCEXTEND2³			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		

Graduation Rate		
9 th Grade Cohort 2003-04		✓
Attendance Rate		
All Grades 3 – 8		✓
Computer Skills		
Grade 8		✓
Competency Passing Rate		
Grade 10	✓	
College University Prep/College Tech Prep		
Grade 12	✓	

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics ²(or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

¹Alternate assessments will not count in growth.

²Or its replacement.

³These assessments will need to be approved by the US Department of Education during the 2006-07 school year.

ABCs Program 2007-08

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading			
Mathematics	✓		
End-of-Grade Tests			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)		✓	✓
Mathematics (Grades 3-8)	✓	✓	✓
Science (Grades 5 & 8) ¹			
End-of-Course Tests			
Algebra I	✓	✓	✓
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓
Geometry	✓	✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Test			
Mathematics			✓*
NCCLAS			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Mathematics (Grade 10)			✓*
Science (Grades 5 & 8)			
Algebra I		✓	✓*

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS cont.			
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History		✓	
Writing (Grades 4 & 7)		✓	
Writing (Grade 10)		✓	✓
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹			
Writing (Grades 4 & 7)		✓	
NCEXTEND1² (Grade 10)			
Reading			✓
Mathematics			✓
Science ¹			
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8_)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹			
Writing (Grades 4 & 7)		✓	
OCS NCEXTEND2² (Grade 10)			
English			✓
Mathematics			✓
Science ¹			
Writing		✓	✓
Dropout Rate			
Grades 9-12	✓		

Graduation Rate	
9 th Grade Cohort 2004-05	✓
Attendance Rate	
All Grades 3 – 8	✓
Computer Skills	
Grade 8	✓
Competency Passing Rate³	
Grade 10	No longer applicable due to new High School Exit Standards
College University Prep/College Tech Prep	
Grade 12	✓

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes at grade 10. Banked scores are used for students who have taken the assessments prior to grade 10. In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics (or its alternate assessment) is used for students who do not take Algebra I or OCS Mathematics I by the end of the tenth grade.

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.

³Removed from ABCs Program.

ABCs Program 2008-09

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics	✓		
End-of-Grade Tests			
Reading (Grades 3-8)	✓	✓	✓
Mathematics (Grades 3-8)	✓	✓	✓
Science (Grades 5 & 8) ¹		✓	
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II		✓	
Biology ¹	✓	✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grade 10		✓	✓*
NCCLAS			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
Algebra I		✓	✓*
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS cont.			
Physical Science		✓	
Physics		✓	
U.S. History		✓	
Writing (Grade 10)		✓	✓*
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
NCEXTEND1² (Grade 10)			
Reading		✓	✓*
Mathematics		✓	✓*
Science ¹		✓	
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
OCS NCEXTEND2² (High School)			
English		✓	
Mathematics		✓	
Science		✓	
Writing		✓	
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
9 th Grade Cohort 2005-06			✓
Attendance Rate			
All Grades 3-8			✓
Computer Skills			
Grade 8		✓	
College University Prep/College Tech Prep			
Grade 12	✓		

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in conjunction with the corresponding alternate assessments for AYP purposes at the high school level. Banked scores are used for students who have taken the assessments prior to grade 10. In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics is used for eligible students who do not take Algebra I by the end of the tenth grade. Effective with the 2008-09 school year, OCS students are not eligible to participate in any of these assessments and will be counted as nonparticipants.

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.

ABCs Program 2009-10

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End-of-Grade Tests²			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)	✓	✓	✓
Mathematics (Grade 3)		✓	✓
Mathematics (Grades 4-8)	✓	✓	✓
Science (Grades 5 & 8) ¹		✓	
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II		✓	
Biology ¹	✓	✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grade 10		✓	✓*
NCCLAS			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8)⁺		✓	
Algebra I		✓	✓*
Algebra II		✓	
Biology⁺		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History		✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS-cont.			
Writing (Grade 10)		✓	✓*
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
NCEXTEND1² (Grade 10)			
Reading		✓	✓*
Mathematics		✓	✓*
Science ¹		✓	
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
OCS NCEXTEND2² (High School)			
English		✓	
Mathematics		✓	
Science		✓	
Writing		✓	
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
9 th Grade Cohort 2005-06			✓
Attendance Rate			
All Grades 3-8			✓
Computer Skills			
Grade 8		✓	
College University Prep/College Tech Prep			
Grade 12	✓		

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in conjunction with the corresponding alternate assessments for AYP purposes at the high school level. Banked scores are used for

students who have taken the assessments prior to grade 10. ~~In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics is used for eligible students who do not take Algebra I by the end of the tenth grade. Effective with the 2008-09 school year, OCS students are not eligible to participate in any of these assessments and will be counted as nonparticipants.~~

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

AUG 12 2009

Dr. June Atkinson
Superintendent of Public Instruction
North Carolina Department of Public Instruction
Education Building
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

RECEIVED

AUG 17 2009

ACCOUNTABILITY
SERVICES

Dear Superintendent Atkinson:

Thank you for submitting additional assessment materials for peer review under the standards and assessment requirements of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. We appreciate the efforts that were required to prepare for the latest peer review that occurred in March 2009.

In a letter to you on January 15, 2009, we enumerated the evidence required for North Carolina's standards and assessment system to be fully approved. Outside peer reviewers and Department staff have evaluated North Carolina's additional submission, which was provided in response to that letter. On the basis of that peer review, I have determined that multiple components of North Carolina's standards and assessment system, including the general assessments, alternate assessments based on grade-level academic achievement standards (NCCLAS), alternate assessments based on alternate academic achievement standards (NCEXTEND1), and end-of-grade (EOG) alternate assessments based on modified academic achievement standards in grades 3 through 8 (NCEXTEND2 EOG) in reading, mathematics and science, still do not meet all the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA. Specifically, I cannot approve North Carolina's standards and assessment system due to the unresolved need for additional evidence related to academic achievement standards, technical quality, alignment, inclusion and reports for the general assessments in reading mathematics and science, the NCEXTEND1, and the NCEXTEND2 EOG.

In addition, North Carolina has failed to provide evidence that the NCCLAS is comparable in content and achievement expectations to the general assessments. Additional evidence regarding the NCCLAS is also required in the areas of academic achievement standards, technical quality, alignment, inclusion and reports. Unless North Carolina is able to demonstrate, prior to the 2009-2010 test administration, that the NCCLAS meets all applicable statutory and regulatory requirements as stated in the *Standards and Assessments Peer Review Guidance (Revised December 21, 2007)*, North Carolina will not be able to use this assessment to meet the requirements of section 1111(b)(3) of the ESEA and will not be able to include results from the NCCLAS in adequate yearly progress (AYP) calculations for the 2009-2010 school year. In that event, North Carolina will also need to demonstrate that the students who take the NCCLAS are also included in an assessment that meets the requirements of section 1111(b)(3) of the ESEA.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The enclosed list provides greater detail about the evidence North Carolina must submit to the Department to demonstrate full compliance of its standards and assessment system. I have also enclosed detailed comments from the peer review team that evaluated North Carolina's submission, which I hope will help you in gathering the additional required evidence.

Please note that, notwithstanding these concerns, North Carolina may include the results of the NCEXTEND2 EOG assessments in AYP determinations for the 2008-2009 school year, so long as the percentage of proficient and advanced scores on the NCEXTEND1 EOG and NCEXTEND2 EOG assessments combined does not exceed 3.0 percent of all students in the grades assessed at the district or state level.

Because North Carolina was not able to demonstrate that its general standards and assessments, alternate assessments based on grade-level academic achievement standards, and alternate assessments based on alternate academic achievement standards are fully compliant, North Carolina's standards and assessment system remains designated *Approval Pending* and a condition will be placed on North Carolina's Title I, Part A grant award. In addition, North Carolina remains under Mandatory Oversight, as authorized under 34 C.F.R. § 80.12.

In light of North Carolina's continuing Mandatory Oversight status, the fact that the State's standards and assessment system was not in full compliance for the 2007-2008 and 2008-2009 school years, and the significance of North Carolina's non-compliance with the Title I statutory and regulatory requirements, North Carolina must enter into a Memorandum of Agreement (MOA) with the Department demonstrating its commitment and investment of resources necessary to address all outstanding issues in order to administer a fully compliant standards and assessment system during the 2009-2010 school year. The MOA must include a mutually acceptable timeline for how, when and by whom the remaining work will be completed and submitted for peer review, including the submission of quarterly reports of North Carolina's progress. I am asking Sue Rigney of my staff to work closely with your staff to develop this timeline to ensure that it includes all necessary activities and evidence.

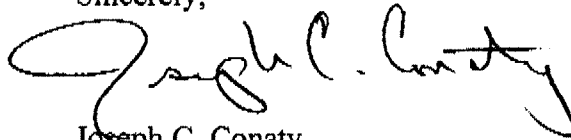
In addition to the issues addressed above, I am unclear how high school students enrolled in the Occupational Course of Studies (OCS) are included in North Carolina's standards, assessment and accountability system. Those students previously took end-of-course (EOC) alternate assessments based on modified academic achievement standards (NCEXTEND2 EOC). North Carolina did not use the results of those assessments in AYP determinations for the 2008-2009 school year. Students enrolled in the OCS, however, must be assessed with assessments that meet the requirements in section 1111(b)(3). Accordingly, North Carolina must indicate in the MOA how those students will be included in its assessment and accountability system for the purpose of determining AYP.

Because North Carolina's standards and assessment system does not meet all the requirements of section 1111(b)(1) and (3) of the ESEA, I am authorized, pursuant to section 1111(g)(2) of the ESEA, to withhold all or a portion of North Carolina's Title I, Part A administrative funds. I will refrain from exercising my authority under that provision as long as North Carolina complies with all material terms of the MOA (which will be specifically identified by the parties prior to signing the MOA), and as long as North Carolina makes a good faith effort to finalize and sign

the MOA on or before September 28, 2009. If, however, North Carolina fails to make a good faith effort to finalize and sign the MOA or, once signed, fails to comply with any material term of the MOA, the Department may initiate proceedings pursuant to the withholding authority. North Carolina may request reconsideration of the decision to require it to enter into an MOA by submitting in writing to me, within 10 days of receipt of this letter, the reasons North Carolina believes an MOA is not justified.

I appreciate the steps North Carolina has taken toward meeting the requirements of the ESEA, and I know you are eager to receive full approval of your standards and assessment system. We are committed to helping you accomplish that goal and remain available to provide technical assistance. If you have any questions or would like to discuss this further, please do not hesitate to contact Sue Rigney (sue.rigney@ed.gov) of my staff.

Sincerely,



Joseph C. Conaty
Delegated Authority to Perform the Functions and
Duties of the Assistant Secretary for Elementary
and Secondary Education

Enclosures

cc: Governor Beverly Perdue
Lou Fabrizio
Tammy Howard

SUMMARY OF ADDITIONAL EVIDENCE THAT NORTH CAROLINA MUST SUBMIT TO MEET ESEA REQUIREMENTS FOR NORTH CAROLINA'S STANDARDS AND ASSESSMENT SYSTEM

2.0 ACADEMIC ACHIEVEMENT STANDARDS

For the NCEXTEND1 (reading, math and science):

- A final report with a detailed description of standard-setting (summer 2009) procedures and characteristics of the standard-setting panel(s). (2.1, 2.2, 2.6)
- Final Achievement Level Descriptors that are subject- and grade-specific. (2.3)

For the NCEXTEND2 (EOG)

- Final revised achievement level descriptors that clearly differentiate performance on the EXTEND2 from the EOG tests (2.3)

For the NCCLAS

- A full description of the standard setting method, panelists, and resulting recommendations used to establish the new NCCLAS achievement standards (2.1, 2.2, 2.6)
- Evidence that the Board has approved new EOG and EOC achievement standards and achievement level descriptors (if needed) so that NCCLAS reflects the same expectations for achievement as the general EOG and EOC assessments (2.1, 2.2, 2.6)

3.0 FULL ASSESSMENT SYSTEM

For the NCCLAS

- Data confirming that NCCLAS datafolios yield comparable results for subgroups, especially LEP students (3.3c)
- Audit results or other data that shows these datafolios are equivalent on content coverage, difficulty and quality (3.3b)
- Confirmation that the achievement standards on NCCLAS represent the same knowledge and skills as achievement standards on the NC EOG & EOC tests (3.5)
- Data confirming that results from the NCCLAS and the general assessments are comparable on the basis of the criteria defined by the State: 1) they measure the same constructs; 2) they are of similar technical quality; 3) the knowledge and skills required to obtain each achievement level are the same on the tests and 4) they have the same predictive validity coefficient. (3.5)

4.0 TECHNICAL QUALITY

Reading and science:

- Data regarding the assessment system's intended and unintended consequences, or a plan and timeline for such data collection (4.1g)
- A clear description of how the results from the different standard setting methods contributed to the final academic achievement standards in reading adopted by the SBE (4.1a-g)

- Evidence of a *system* for monitoring and improving the on-going quality of the assessment (4.5)
- Evidence of a *system* for monitoring the implementation and effectiveness of the accommodations (4.6)

NCEXTEND1

- Evidence that decisions based on the results of this assessment are consistent with the purposes for which the assessment was designed (4.1f)
- Evidence that audits have taken place in the past and that the results have been used to evaluate the administration and scoring procedures (4.5)
- Evidence of how the state assures that the rater scoring processes allow for independent judgments and/or rater reliability at the item/task level (4.2)

NCEXTEND2 (EOG)

- Evidence unintended and intended consequences specific to NCEXTEND2 (4.1g)
- Plan and timeline for quality control procedures for consistency of documents. (4.1, 4.2, 4.5)

NCCLAS

- Audit information to verify that the SEA is tracking the quality and reliability of how teachers are implementing NCCLAS (4.1)
- Evidence that teacher training is provided to assist teachers in implementing NCCLAS in a consistent way (4.5)
- Evidence demonstrating that, for all subjects and grades assessed, the NCCLAS measures the same knowledge and skills across participating students and that the contents of student datafolios are consistent over time. (4.4)
- Evidence regarding intended and unintended consequences caused by the implementation of NCCLAS (4.1g)
- Evidence that the State has determined the reliability of scores it reports (4.2a)
- Evidence of generalizability for all relevant sources and conditional standard error measurement and student classification that are consistent at each cut score as specified in NC academic achievement standards (4.2b and c)
- Evidence that students taking the NCCLAS receive only accommodations (including linguistic accommodations) that do not compromise the validity of student scores (4.3 and 4.6)
- Evidence clarifying whether there are any restrictions on the use of accommodations and modifications for NCCLAS students (4.3 and 4.6)
- Evidence of bias reviews (4.1e)
- Evidence that the State has taken steps to ensure consistency of test forms over time in order to justify trend analyses (4.4)

5.0 ALIGNMENT

Reading, mathematics and science

- Final alignment reports for the EOG mathematics and EOC Algebra I and English I assessments, including a response by the agency for any alignment issues reported by the evaluators (5.2, 5.3, 5.4, 5.5)
- Evidence that the Grades 3 – 8 EOG reading assessments reflects both the content knowledge and procedural or process skills as represented in the State's academic content standards and whether the assessments reflect the same degree and pattern of emphasis that are in the State's content standards (5.3, 5.4)
- A plan that indicates how the State intends to use the results of the alignment studies to make ongoing improvements in the alignment of its Grades 3 – 8 EOG reading and HS EOC English 1 assessments to the English/Language Arts content standards (5.7)
- A plan and timeline for making revisions to the Grade 8 science EOG Form E that will result in depth of knowledge (DOK) consistent with the state content standards (5.7)
- A plan and timeline for making revisions to all four forms of the Biology EOC tests that will result in DOK consistent with the state content standards (5.7)

NCEXTEND1

- A final alignment report as well as a plan and timeline to address any shortcomings noted in the independent alignment study.

NCEXTEND2

- Results from the completed NC EXTEND2 reading alignment study (EOG and EOC) that shows the assessments reflect both the content knowledge and procedural or process skills as represented in the State's academic content standards and whether the assessments reflect the same degree and pattern of emphasis that are in the State's content standards (5.3, 5.4)
- Final NCEXTEND2 science and math alignment reports, accompanied by a plan and timeline, for how the State will address weaknesses found in alignment (5.2, 5.3, 5.4, 5.5, 5.7)

NCCLAS

- Evidence that audit reports have verified that the content of student folders are consistent with and aligned to the curricular expectations and content standards (5.1)
- Evidence from the final Edvantia reports about whether the NCCLAS and standards are aligned comprehensively, that NCCLAS is as cognitively challenging as the standards, whether NCCLAS and the standards are aligned to measure the depth of the standards, and whether NCCLAS reflects the degree of cognitively complexity and level of the difficulty of the concepts and processes described in the standards (5.2)
- Evidence that NCCLAS measures what the standards state students should both know and be able to do.(5.3)
- Evidence that the results are expressed in terms of the achievement standards not just scale scores or percentiles (5.6)
- Evidence that the state has a plan to maintain and improve alignment between the NCCLAS assessments and standards over time, including the state's official response to Edvantia recommendations. (5.7)

6.0 INCLUSION

Reading and science

Data confirming that all high school students have participated in the Algebra I EOC, Biology EOC and English I EOC assessments or the appropriate alternate assessment.

NCEXTEND2 (EOG)

A description of the procedures employed to ensure the annual IEP team review of assessment decisions (6.2.3)

NCCLAS

- The number of NCCLAS students receiving accommodations annually (6.1)
- Evidence that the state has ensured that general and special education teachers know how to administer NCCLAS, including making use of accommodations, for students with disabilities and students covered under Section 504. (6.2)
- Guidelines to determine how to select individual LEP students for participation in NCCLAS (6.3)

7.0 REPORTS

Reading and science

Interpretive guides to support appropriate understanding and use of assessment results as shown in the school and district level reports. (7.1)

NCEXTEND1

- Item analysis report (7.5)
- Interpretive guide for teachers and principals (7.1)

NCCLAS

- Evidence that the State's reporting system facilitates appropriate, credible, and defensible interpretation and use of its NCCLAS results (7.1)
- Evidence that the individual student reports for NCCLAS are valid given that the relationship between the descriptors used on the report and the actual content and scoring criteria is unclear (see section 4) (7.3)
- Evidence that the State has provided for the production of itemized score analyses so that parents, teachers and principals can interpret and address the specific academic needs of students (7.5)