

**EXECUTIVE SUMMARY****Title:** Recommendations for Preliminary Approval of 2007 Charter School Applications**Type of Executive Summary:**

Action     
 Action on First Reading     
 Discussion     
 Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # 115C-238.29D(b)  
 SBE Policy # \_\_\_\_\_  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other

**Presenter(s):** Mr. Jack Moyer (Director, Office of Charter Schools)**Description:**

As per NCGS 115C-238.29D(b), the State Board of Education may authorize no more than 100 charter schools. There will be two (2) openings for new charter applications at the beginning of the 2007-08 school year. Eight (8) applications were received and reviewed by a Charter School Application Review Panel. After the initial review process, three (3) applications met the minimum criteria. The Review Panel recommends three (3) applications be submitted to the State Board of Education. (See attached chart)

The applications can be found at the below links.

Duplin Charter School- [http://www.ncpublicschools.org/sbe\\_meetings/0705/charterschools/duplincharter.pdf](http://www.ncpublicschools.org/sbe_meetings/0705/charterschools/duplincharter.pdf)

Triad Math and Science Academy-

[http://www.ncpublicschools.org/sbe\\_meetings/0705/charterschools/triadmthscience.pdf](http://www.ncpublicschools.org/sbe_meetings/0705/charterschools/triadmthscience.pdf)

Endeavor Charter School- [http://www.ncpublicschools.org/sbe\\_meetings/0705/charterschools/endeavorcharter.pdf](http://www.ncpublicschools.org/sbe_meetings/0705/charterschools/endeavorcharter.pdf)

Any school receiving preliminary approval will undergo rigorous training as per the expectations set by the state and federal government for operation of a public charter school. Each applicant will further develop the policies and procedures that are deemed necessary for the effective and efficient operation of a charter school. The SBE will review the progress of the school(s) no later than the March 2008 SBE meeting when final approval may be granted.

**Resources:**

N/A

**Input Process:**

Charter school applicants, local education agencies, Charter School Application Review Panel, Department of Public Instruction staff

**Stakeholders:**

Charter school applicants, local education agencies, parents, teachers, students, and the Department of Public Instruction

**Timeline For Action:**

This item is presented for discussion during the September 2007 SBE meeting with action during the October 2007 SBE meeting.

**Recommendations:**

The Office of Charter Schools recommends the State Board of Education review all three (3) applications.

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Audiovisual equipment requested for the presentation:

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

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

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

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

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

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

Abstain \_\_\_\_\_

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

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

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\*Person responsible for SBE agenda materials and SBE policy updates: Sandy Lilly, 807-3491

**NORTH CAROLINA CHARTER SCHOOL APPLICATIONS**  
**February 2007**

COUNTY (District)	NAME OF PROPOSED SCHOOL	CONTACT	FOCUS	ENROLLMENT AND GRADE SPAN					
				2008	2009	2010	2011	2012	
Duplin	Duplin Charter School A Roger Bacon Academy	Mark Cramer Leland, NC	Disciplined, caring environment that emphasizes traditional values and direct instructional methods; Unites & balances all subjects – language, math, art, music, history & sciences – by teaching each as method for expressing ideas with standard rules and classical examples for study in each area		2008	2009	2010	2011	2012
				Grade Span	K-1	K-2	K-3	K-4	K-5
				Enrollment	150	250	350	450	550
Guilford	Triad Math and Science Academy	Ali Tombak Greensboro, NC	The focus of Triad Math and Science Academy is to provide research-based science, math, and technology education to - prepare its students for challenging careers and higher education, especially in scientific fields; - help students to be able to compete in the global economy; - create scientifically literate leadership potential using rigorous proven programs recognized by the US Department of Education, the National Science Foundation (NSF), the National Science Teachers Association (NSTA) and National Council of Teachers of Mathematics (NCTM).		2008	2009	2010	2011	2012
				Grade Span	K-7	K-8	K-9	K-10	K-11
				Enrollment	268	344	422	500	560
Wake	Endeavor Charter School	Christi Whiteside Raleigh, NC	Year round K-8 school; NCSCOS with hands-on, experiential, collaborative learning; Literature circles, historic recreations, morning class meetings, public speaking, project-based learning, and community service; Public speaking program beginning in kindergarten; Citizenship through community approach		2008	2009	2010	2011	2012
				Grade Span	K-7	K-8	K-8	K-8	K-8
				Enrollment	496	576	576	576	576

## Impact Statement for Triad Math and Science Academy

**Sent Via Email to Dr. Jackie Jenkins, Education Consultant, Office of Charter Schools on 4/25/2007**

Dr. Jenkins:

Charter proposals and applications were submitted to the State Board of Education to establish The Academy for Language Learning and the Triad Math and Science Academy in Guilford County for the 2007-08 school year.

Guilford County Schools (GCS) received copies of the proposals/applications submitted by each prospective charter school and, in accordance with North Carolina General Statute 115C-239.29B(d), GCS submits this correspondence to the Office of Charter Schools as the LEA (Local Education Agency) Impact Statement to be used in the application review process.

NC General Statute 115C-238.29A defines the purposes of charter schools as follows:

The purpose of this Part is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Quite frankly, we have submitted LEA impact statements in the past noting concerns/questions regarding various components of the education and business plans (*i.e., instructional programs/educational offerings that are no different than those offered by the local board of education [single gender schools, schools for ESOL students, math/science/technology academies, college preparatory*

*courses]; no working capital included in budget; no payback of start-up loans/lines of credit included in budget; the transportation plan cited in the application is to contract with the local board of education for the service but the district has not been contacted about providing any such transportation services nor does the district anticipate being able to do so given our difficulty in staffing bus driver positions; the financial plan does not include any funds for food services [will students be required to bring their lunches or participate in a catered lunch program?]; no insurance coverage information included in business plan; no facility located/secured at the time the application was submitted); however, it is not apparent to the district that the issues raised in the past have “impacted” state approval of previous charter school application submissions.*

We simply ask that both applications be reviewed to determine the feasibility that ***ALL of the purposes outlined above will be accomplished*** based on each prospective charter school’s proposed education plan and business plans are sound. For example, NCGS 115C-238.29A lists increasing learning opportunities for ***all*** students as one of the intended purposes and/or accomplishments of charter schools. If the playing field is to be level between charters and non-charters with respect to student admission/enrollment and related demographics (*racial composition, percentage of children with special needs, etc.*), we cannot emphasize strongly enough the importance of accepting all children regardless of ethnicity, national origin, gender, or disability. No child should be excluded based on intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry.

We hope this information will be helpful in reviewing the charter school applications.

Please direct any questions or comments regarding the LEA impact statement to:

Guilford County Schools  
ATTN: Sharon Ozment, Chief Financial Officer  
712 North Eugene Street  
PO Box 880  
Greensboro, NC 27402-0880

Phone: (336) 370-8343  
E-mail: [ozments@guilford.k12.nc.us](mailto:ozments@guilford.k12.nc.us)

Current Number of Charter Schools by District Location  
School Year 2007-2008

LEA	LEA Name	# of CS	Applicants recommended for 2007 preliminary charter
010	ALAMANCE-BURLINGTON	3	
060	AVERY COUNTY	2	
070	BEAUFORT COUNTY	1	
100	BRUNSWICK COUNTY	1	
110	BUNCOMBE COUNTY	2	
111	ASHEVILLE CITY	1	
120	BURKE COUNTY	1	
130	CABARRUS COUNTY	1	
160	CARTERET COUNTY	2	
190	CHATHAM COUNTY	2	
200	CHEROKEE COUNTY	1	
240	COLUMBUS COUNTY	1	
260	CUMBERLAND COUNTY	1	
310	DUPLIN COUNTY	0	Duplin Charter School
320	DURHAM COUNTY	8	
340	FORSYTH COUNTY	5	
350	FRANKLIN COUNTY	1	
360	GASTON COUNTY	2	
410	GUILFORD COUNTY	4	Triad Math and Science Academy
450	HENDERSON COUNTY	1	
490	IREDELL-STATESVILLE	3	
500	JACKSON COUNTY	1	
510	JOHNSTON COUNTY	1	
530	LEE COUNTY	1	
540	LENOIR COUNTY	2	
550	LINCOLN COUNTY	1	
600	MECKLENBURG COUNTY	10	
630	MOORE COUNTY	2	
640	NASH-ROCKY MOUNT	1	
650	NEW HANOVER COUNTY	2	
660	NORTHAMPTON COUNTY	1	
680	ORANGE COUNTY	1	
681	CHAPEL HILL-CARRBORO	1	
690	PAMLICO COUNTY	1	
730	PERSON COUNTY	2	
780	ROBESON COUNTY	1	
790	ROCKINGHAM COUNTY	1	
810	RUTHERFORD COUNTY	1	
830	SCOTLAND COUNTY	1	
840	STANLY COUNTY	1	
860	SURRY COUNTY	1	
870	SWAIN COUNTY	1	
880	TRANSYLVANIA COUNTY	1	
900	UNION COUNTY	1	
910	VANCE COUNTY	1	
920	WAKE COUNTY	13	Endeavor Charter School
930	WARREN COUNTY	1	
950	WATAUGA COUNTY	1	
960	WAYNE COUNTY	1	
970	WILKES COUNTY	1	
980	WILSON COUNTY	1	
	<b>Total</b>	<b>98</b>	



**EXECUTIVE SUMMARY**

**Title:** High School Workforce Development Program (*Learn and Earn* Early College High School Initiative)

**Type of Executive Summary:**

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # SL 2004-124, Sec. 7.22 (Chronological Schedule #'s 51&54)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Mr. Robert Logan (Associate Superintendent for Leadership and Innovation for School Transformation) and Ms. Carolyn White (Director for Learn and Earn, North Carolina New Schools Project)

**Description:**

On September 8, 2004, Governor Mike Easley launched the Learn and Earn Early College High School Initiative in response to workforce needs in North Carolina. The initiative is jointly administered by the North Carolina Department of Public Instruction and the North Carolina New Schools Project. It is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based experiences to students. Based on the campuses of two- or four- year colleges and universities, *Learn and Earn* early college high schools will provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate degree.

Thirteen *Learn and Earn* early college high schools opened for students for the 2005-06 school year, and an additional 20 opened for students for the 2006-07 school year. Part of their relationship with the North Carolina New Schools Project and the North Carolina Department of Public Instruction will be to monitor them as individual schools and also compare them as a group of early college high schools. School-level student achievement data is not yet available for the thirty-three schools for the 2006-07 school year. A follow-up report that will be submitted in January will include student achievement data for all the schools for the 2006-07 school year. Data points around graduation rates and higher education persistence rates will probably be available in five years.

**Resources:**

N/A

**Input Process:**

N/A

**Stakeholders:**

Students, teachers, parents, LEA leadership, community and business leaders, NC Department of Public Instruction and the North Carolina New Schools Project

**Timeline For Action:**

Annual reporting to the Office of State Budget and Management, the Joint Legislative Education Oversight Committee and the Fiscal Research Division by September 15 of each year.

**Recommendations:**

None at this time.

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Audiovisual equipment requested for the presentation:

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

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

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

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

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

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

Abstain \_\_\_\_\_

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

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

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

## **Summary Status of the *Learn and Earn* Early College High School Initiative (formerly the High School Workforce Development Program)**

In September 2004, Governor Mike Easley launched the *Learn and Earn* Early College High School Initiative in response to workforce needs in North Carolina. The initiative is administered jointly by the North Carolina Department of Public Instruction and the North Carolina New Schools Project. It is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based experiences to students. Situated on the campuses of two- or four- year colleges and universities, *Learn and Earn* early college high schools (ECHS) will provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate degree. Governor Easley has laid out the goal of establishing at least one *Learn and Earn* ECHS in every county in North Carolina by 2008.

SL 2004-124 calls on the State Board of Education to report the results of an annual evaluation of the *Learn and Earn* Early College High School Initiative. The North Carolina Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project (NCNSP) is monitoring and evaluating the progress of the schools in implementing the school model and in the schools' effect on student achievement. NCDPI and NCNSP is partnering with Jobs for the Future in establishing a comprehensive student-level database to collect and analyze data on the achievement of students who attend *Learn and Earn* ECHS. NCDPI and NCNSP are also partners along with SERVE, Duke University, Abt Associates and UNC-Greensboro in a federally funded comprehensive research study on the effects of the *Learn and Earn* ECHS model on student achievement and other outcomes. While data from these two evaluation efforts will not be available for another year, this report will provide an update on the initiative and the schools that were open for students for the 2006-07 school year. In addition, because student performance data from the 2006-07 school year is not yet available, student performance data for the *Learn and Earn* ECHS will be included in a follow-up report in January 2008.

### ***Learn and Earn* Early College High Schools**

Thirty-three *Learn and Earn* ECHS were open for students during the 2006-07 school year. Each of these schools is working in partnership with a community college or university that is providing facilities for the school and college-level courses for the students. Of those 33, four are partnered with a UNC system school and 29 are partnered with an NC community college. Seven of the 33 sites existed as middle college high schools prior to the *Learn and Earn* initiative and became a part of the initiative to convert from a middle college into an early college. Middle college high schools are also located on a university or community college campus. However, students do not

typically attend the school from 9<sup>th</sup> grade until graduation, and they are only guaranteed to complete some college credit and not a full two years of university transfer credit or an associate degree. For a complete list of the 33 sites, please see Attachment A.

*Student Demographics*

Collectively, the 33 *Learn and Earn* ECHS served nearly 3,100 students during the 2006-07 school year. Overall, most of the early colleges served primarily 9<sup>th</sup> and 10<sup>th</sup> grade students for the 2006-07 school year. Over the next four or five years, the schools will add an additional cohort of ninth graders until they reach their capacity of approximately 200-400 students each. The number of students per grade level who were served in *Learn and Earn* ECHS for the 2006-07 school year is presented in Table 1 below. Student demographic information for the 33 schools combined is presented in the Table 2 below.

**Table 1. Number of Students per Grade Level in *Learn and Earn* Early College High Schools, 2006-07**

<b>Grade Level</b>	<b>No. of Students</b>
9 <sup>th</sup>	1948
10 <sup>th</sup>	666
11 <sup>th</sup>	273
12 <sup>th</sup>	206
<b>Total</b>	<b>3093</b>

Source: 1<sup>st</sup> Month ADM data from NCNDPI

**Table 2. Race and Gender of Students in *Learn and Earn* Early College High Schools, 2006-07**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>White</b>	25.0%	29.9%	54.9%
<b>Black</b>	12.6%	20.0%	32.5%
<b>Hispanic</b>	3.0%	4.3%	7.3%
<b>Other</b>	2.1%	3.2%	5.3%
<b>Total</b>	<b>42.7%</b>	<b>57.3%</b>	<b>100.0%</b>

Source: NCDPI

**Funding and Additional Support**

The 33 *Learn and Earn* ECHS that were open for students for the 2006-07 school year signed a five year implementation agreement with NCDPI and NCNSP to receive grant funding from the state and technical assistance in the implementation of their early college high school. For details on the amount and uses of grant funding from the 2006-07 school year for each *Learn and Earn* early college high school, see Table 3 below.

**Table 3. *Learn and Earn* Early College High School Implementation Grant Funding, 2006-07**

	<b>Funding 2006-07</b>
School Change and Instructional Coaches	\$19,000
Teacher Professional Development	\$10,000
Principal Professional Development	\$6,000
1 Guidance Counselor and 1 Work-Based Learning Coordinator	\$140,000
1 College Liaison	\$58,000
Evaluation	\$3,500
Local Cash <sup>1</sup>	\$14,500
College Textbooks	\$31,000
<b>Total:</b>	<b>\$285,000</b>

<sup>1</sup> *Learn and Earn* ECHS that were in their first year of implementation receive an additional \$10,000 in local cash to help with additional first year implementation needs.

The implementation grant funding covers, among other things, the cost of a school change and instructional coach, professional development for teachers and principals, three instructional support positions, evaluation, local cash to cover additional expenses, including travel to professional development events and funding to purchase college textbooks for students.

***School Change and Instructional Coaches:*** Each *Learn and Earn* ECHS is assigned a professionally trained and highly experienced school change coach who serves as a facilitator for the planning and implementation of the school. This year, each *Learn and Earn* ECHS also received the services of a highly trained and experienced instructional coach who worked directly with the faculty on-site to support sustained change in the

instructional delivery model. Both types of coaches are identified and trained by NCNSP and NCDPI. Brokering organizations, such as the Leadership Group of the Carolinas and Bridgewood Educational Services, work with NCNSP and NCDPI to facilitate the coaching process.

***Teacher and Principal Professional Development:*** Over the course of the school year, teachers, counselors and principals participated in a series of professional development sessions on strengthening instruction and school leadership with a specific focus on three key areas: identifying and applying rigor, enhancing teacher collaboration and helping schools effectively use project-based learning to leverage improved outcomes for all students. See Attachment B for a complete calendar of the teacher and principal professional development events over the past year.

- *Calibrating Rigor:* One of the most effective efforts, both for teachers and principals, was the year's sharp focus on rigor: defining it in theory and identifying it in practice. NCNSP's Summer Institute in June 2006 laid the foundation for developing a deeper understanding of rigor through discussions led by Tony Wagner, co-director of the Change Leadership Group at the Harvard Graduate School of Education. Then, later in the fall, principals and teacher-leaders from each of the state's *Learn and Earn* ECHS met in workshops to define concrete elements of rigor in terms of instruction, curriculum and student assessment. Each two-person team then visited classrooms in top-performing comprehensive high schools around the state to apply their definitions of rigor. Participants said the session and the visits helped them better understand classroom rigor, although many conceded they had seen little of it in action.
- *Strengthening Teacher Collaboration:* Emphasis continued during the year on the development of professional learning communities within the schools to strengthen teacher collaboration, and in turn, student learning. Pairs of teachers from each *Learn and Earn* ECHS were introduced to the Critical Friends Group approach to teacher collaboration developed by the National School Reform Faculty. The teacher teams met during two three-day workshops in the fall, as part of an eight-day series during the year. Participants said they saw real value in the tools of discourse used in the Critical Friends model and said they planned to use them in developing groups among faculty in their own schools. Principals from *Learn and Earn* ECHS also participated Critical Friends Group training that was tailored in helping to support and sustain the development of a professional learning community in their schools.
- *Project-Based Learning:* Teacher teams from each of the schools participated in sessions throughout the year in project-based learning. Starting with the NCNSP's Summer Institute in June 2006, the two-teacher teams began developing project-based learning units, which they continued to develop and implement over the course of the year through both online sessions and follow-up workshops. These sessions were designed to allow participants to share their PBL unit and to receive feedback from colleagues from around the state. These sessions utilized both a web-based, interactive tool and a conference call tool. Principals also received

professional development on project-based learning to give them the necessary knowledge so that they could recognize the correct strategies used in project-based learning, and be able to talk about and support this approach in their schools.

- *Developing a College-Going Culture:* In September, principals and counselors from *Learn and Earn* ECHS participated in a session entitled “High Expectations and High Supports: Developing a College-Going Culture.” The session was designed to help principals and counselors develop an understanding of a college-going culture, learn how to develop a college-going culture in their school, and learn strategies in supporting students in achieving in a college-going culture. Presenters from the Middle College National Consortium facilitated the session. Participants were provided differentiated seminars depending on either their role as a principal or counselor and the implementation year of their school.
- *Building Sustainability:* In March, principals from *Learn and Earn* ECHS and their superintendents participated in a three-day statewide conference entitled “Sustainability: Building a Culture of Support Inside and Out.” Overall, the conference was intended as an opportunity for school leaders to identify barriers to success for ECHS and to share and generate productive approaches and effective alternatives to those barriers.
- *Teaching and Learning Conference:* In April, teams of two to three teachers and principals from existing *Learn and Earn* ECHS from across the state gathered in Winston-Salem for the 2007 Teaching and Learning Conference. The conference offered the educators the opportunity to develop curriculum for their schools and to receive feedback and support from teacher-facilitators working in innovative high schools from across the country.
- *2007 NCNSP Summer Institute:* Teams of teachers, counselors and principals from each *Learn and Earn* ECHS gathered in Winston-Salem in June for the 2007 NCNSP Summer Institute. The institute was focused on strengthening student advisory periods and partnerships with higher education colleagues. Educators also probed how to integrate literacy instruction across the curriculum. As part of that work, they heard from Maria Reyes, one of the original “Freedom Writers” from Woodrow Wilson High School in Long Beach, CA, recently featured in a movie starring Oscar winner Hillary Swank. Reyes described how teacher Erin Gruwell’s English class helped change her path from one of gang member to college graduate.

***Instructional Support Positions:*** *Learn and Earn* ECHS implementation grants also provide each school with funding for one additional guidance counselor, one work-based learning experiences coordinator and one college liaison. The work-based learning experiences coordinator helps facilitate partnerships with community organizations and local businesses and that will provide internships and job shadowing opportunities for ECHS students. The college liaison position helps connect the university or community college and the ECHS and facilitates student placement in college courses and the identification of additional college resources to support the early college high school.

## Sites Opening for the 2007-08 School Year

During the 2006-07 school year, 14 *Learn and Earn* ECHS sites were in the planning stage. Nine of those sites will open for students for the 2007-08 school year. For a complete list of the nine new *Learn and Earn* schools, please see Attachment A. Eight of the nine new schools are partnered with community colleges and one new ECHS (Polk) is a virtual early college partnered with the UNC-Greensboro iSchool. The Polk Virtual Early College is the first of its kind in the state and is located on the Polk County High School campus.

Each planning site received a small planning grant from NCDPI and NCNSP (approximately \$40,000) which was used during the year to fund a school change coach, various planning activities and additional associated costs. The planning activities included:

- *Planning support:* In August and December, NCNSP facilitated two planning support meetings for district and higher education partners from *Learn and Earn* ECHS planning teams. During the two meetings, the planning teams had the opportunity to meet and begin working with their school change coach, received their planning manual and planning tools, discussed the characteristics and skills of high school freshman and college freshman, discussed what intentional supports need to be put in place to help students be prepared by the time they are college freshmen and discussed the characteristics of a successful early college high school principal.
- *Study visits:* In November and December, NCNSP facilitated study visits to several model schools from around the country for two members from each *Learn and Earn* ECHS planning team. Planning teams visited the International School at LaGuardia and the Middle College at LaGuardia in New York and University Park Campus School in Worcester, MA. Each planning team could send one LEA planning team member and one university or community college planning team member. Each study visit included an initial briefing session, in which NCNSP and NCDPI staff provided background information on the schools that the participants would be visiting and lead the participants in discussions about what questions they hoped to get answered. NCNSP staff also lead participants in an accountable talk focused on an article on student support and reviewed the *Learn and Earn* ECHS design principles. After the site visits, NCNSP and NCDPI staff led participants in a debriefing session in which participants discussed what they saw, why it is important, and what they intend to do with the information they have gathered. Participants prepared powerpoint presentations from what they had learned to share with their other planning team members. Each participant also received a packet before the trip that included background information on the schools they are visiting, tools to help them gather information

from the site visits, the accountable talk article, and additional articles on high school redesign and the design principles.

- *2007 NCNSP Summer Institute*: Teams of teachers, principals and counselors from the nine new *Learn and Earn* ECHS also participated in the 2007 NCNSP Summer Institute, described above.

### **Evaluation Efforts**

NCNSP and NCDPI have built a partnership with Jobs for the Future (JFF), the intermediary for the national Early College High School Initiative, to include North Carolina's ECHS in the Early College High School Initiative Student Information System. The Student Information System (SIS) collects and analyzes student-level data from the schools on such areas as demographics, attendance, course taking and course completion patterns, test scores, GPA, disciplinary incidences, and number of college courses taken. The Student Information System will allow NCNSP, NCDPI and our ECHS to better track and evaluate the progress of students in our early colleges. Data from the database will be available next year.

SERVE, the southeast region Federal Education Laboratory, in partnership with Duke University, the North Carolina New Schools Project, UNC-Greensboro, Abt Associates and other organizations, has received funding from the U.S. Department of Education to conduct a rigorous, experimental research study of the *Learn and Earn* Early College High School Initiative. The research project will study the impact of the early college model on important student outcomes and will seek to determine the model's effectiveness with different student populations. The project will also study the implementation of the components of the ECHS by examining the association of those components with student outcomes. This study will provide useful information to NCNSP, NCDPI and our early colleges on how to improve our practice.

**Attachment A. Learn and Earn Early College High Schools as of September 2007**

**Opened Fall 2005**

Anson County Schools	Anson County Early College High School
Buncombe County Schools	Buncombe County Early / Middle College
Catawba County Schools	Catawba Valley Early College High School
Clinton City/Sampson	Sampson County Early College High School
Cumberland County Schools	Cross Creek Early College High School
Davidson County Schools	Davidson Early College High School
Durham Public Schools	Josephine Dobbs Clement Early College High School
Edgecombe County schools	Edgecombe County Early College High School
Guilford County Schools	The Early / Middle College at GTCC
Nash-Rocky Mount Schools	Nash-Rocky Mount Early / Middle College High School
Iredell-Statesville Schools	Collaborative College for Technology and Leadership
Robeson County Schools	Robeson County Early College High School
Rutherford County Schools	Rutherford Early College High School

**Opened Fall 2006**

Brunswick County Schools	Brunswick County Early College High School
Caldwell County Schools	Caldwell Early College
Cherokee County Schools	Tri-County Early College High School
Columbus County Schools	Southeastern Early College High School
Craven County Schools	Craven Early College High School
Greene County Schools	Greene County Early College High School
Guilford County Schools	GTCC Early/Middle College of Entertainment Technology
Guilford County Schools	NC A&T University Early/Middle College High School
Haywood County Schools	Haywood Early College High School
Hoke County Schools	SandHoke Early College High School
Lee County Schools	Lee County Early College High School
Macon County Schools	Macon County Early College High School
McDowell County Schools	McDowell Early College
New Hanover County Schools	Isaac Bear Early College High School
Pender County Schools	Pender Early College High School
Randolph County Schools	Randolph Early College High School
Stanly County Schools	Stanly Early College High School
Surry County Schools	Surry Early College High School of Design
Union County Schools	Union County Early College
Wake County Schools	Wake Early College of Health Sciences

**Opening Fall 2007**

Davie County Schools  
Guilford County Schools  
Lenoir County Schools  
New Hanover County Schools  
  
Polk County Schools  
Richmond County Schools  
Scotland County Schools  
Wayne County Schools  
Yadkin County Schools

Davie County Early College High School  
GTCC Early / Middle College East  
Lenoir County Early College High School  
New Hanover County Coastal Early College High School  
Polk County Early College High School (with UNC-G  
iSchool)  
Richmond County Early College High School  
Scotland Richmond Early College High School  
Wayne Early / Middle College High School  
Yadkin County Early College High School

**EXECUTIVE SUMMARY**

**Title:** Briefing on Comprehensive, Consolidated Assistance Project

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

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

**Presenter(s):** Mr. Robert Logan (Associate Superintendent, Leadership for Innovation and School Transformation) and Mr. Adam Levinson (Director, Policy and Strategic Planning)

**Description:**

An update on ongoing efforts to redefine and redesign the way the Department of Public Instruction supports continuous improvement in school and districts will be presented along with a new vision for “assistance” and address both short-term and long-term implications for agency structure and operations.

**Resources:**

**Input Process:**

Boston Consulting Group, Superintendents, DPI Staff, and other professional organizations

**Stakeholders:**

Students, Teachers, Parents, Principals, Superintendents, Central Office Administrators, and Local Boards of Education

**Timeline For Action:**

This item is being presented for information.

**Recommendations:**

None at this time.

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**Audiovisual equipment requested for the presentation:**

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

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435



# Redesigning Assistance in North Carolina

## Supporting Districts & Schools

August 22, 2007

# Objectives

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**Recap the rationale for, and objectives of, the redesign**

**Review our ‘work-in-progress’ thinking and long-term vision**

**Highlight proposed changes and their potential impact on districts and schools**

**Answer your questions and solicit your feedback**

# Rationale and project background

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**The number of schools and districts requiring assistance has increased dramatically and will continue to grow driven by**

- NCLB improvement status
- ABCs and additional state assistance mandates

**To improve assistance and effectively reach more schools and districts, DPI has begun a process to redesign the delivery of assistance**

**We consulted with stakeholders across the state**

- Over 300 stakeholders have been consulted through interviews, focus groups and surveys
- Input has been received from nearly 50 districts across the state

**In addition, we researched national and international best practice**

- 11 states
- 4 districts—Boston, Chicago, Miami-Dade, New York City

# Our stakeholder consultations and best practice research led to a set of key design principles that guide our redesign

## What should DPI assistance efforts focus on

- 1 Focus on assessing needs and understanding root causes
- 2 Customize support offerings that improve instruction
- 3 Provide seamless and coordinated assistance to schools/districts
- 4 Create effective incentives and consequences for schools and districts

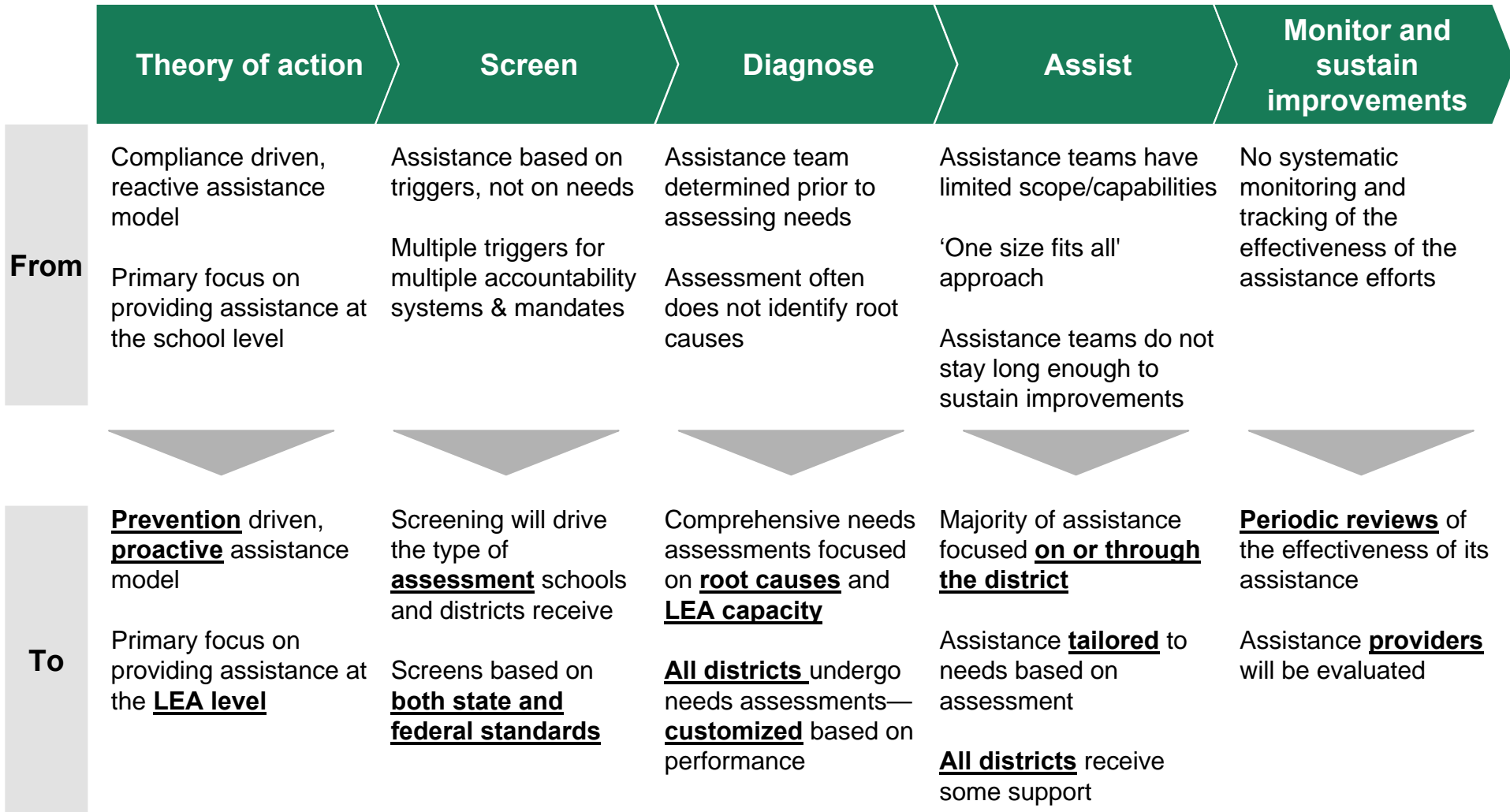
## How DPI should go about providing assistance

- 5 Create scalable solutions
- 6 Intervene at areas/times of highest impact
- 7 Pursue sustainable solutions
- 8 Rigorously monitor, evaluate, and measure programs
- 9 Offer customer focused service
- 10 Build credibility and expand capabilities of DPI over time

**Critical to reflect these principles in how we do assistance going forward**

# We identified 5 key steps in assistance process to focus on

Steps build on existing strengths and significantly improve on current assistance delivery



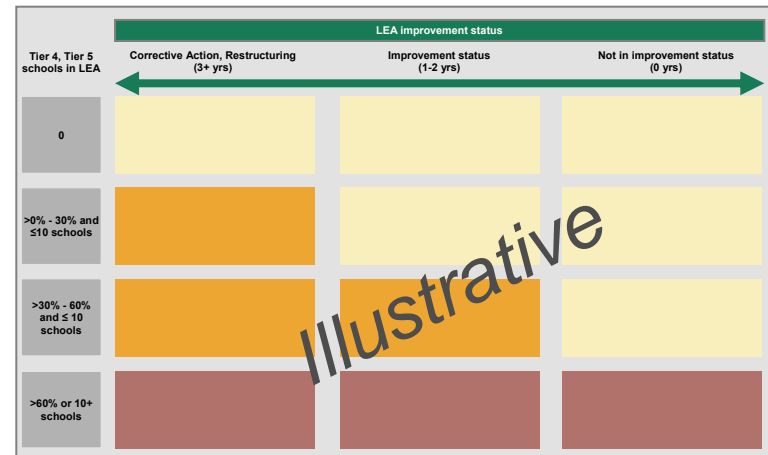
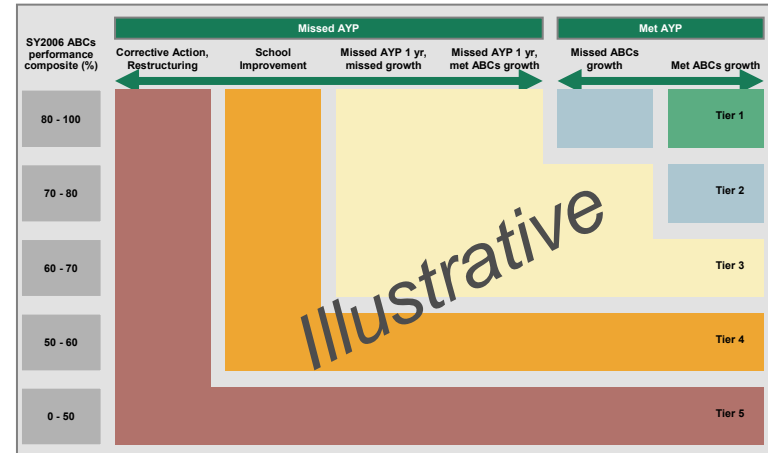
# Screen: all schools and districts will be screened based on both federal and state standards

## Proposed assistance model

Schools **collectively screened** based on ABCs performance composites & expected growth and NCLB School Improvement status

**LEAs screened** based on NCLB LEA Improvement status and concentration of underperforming schools within them

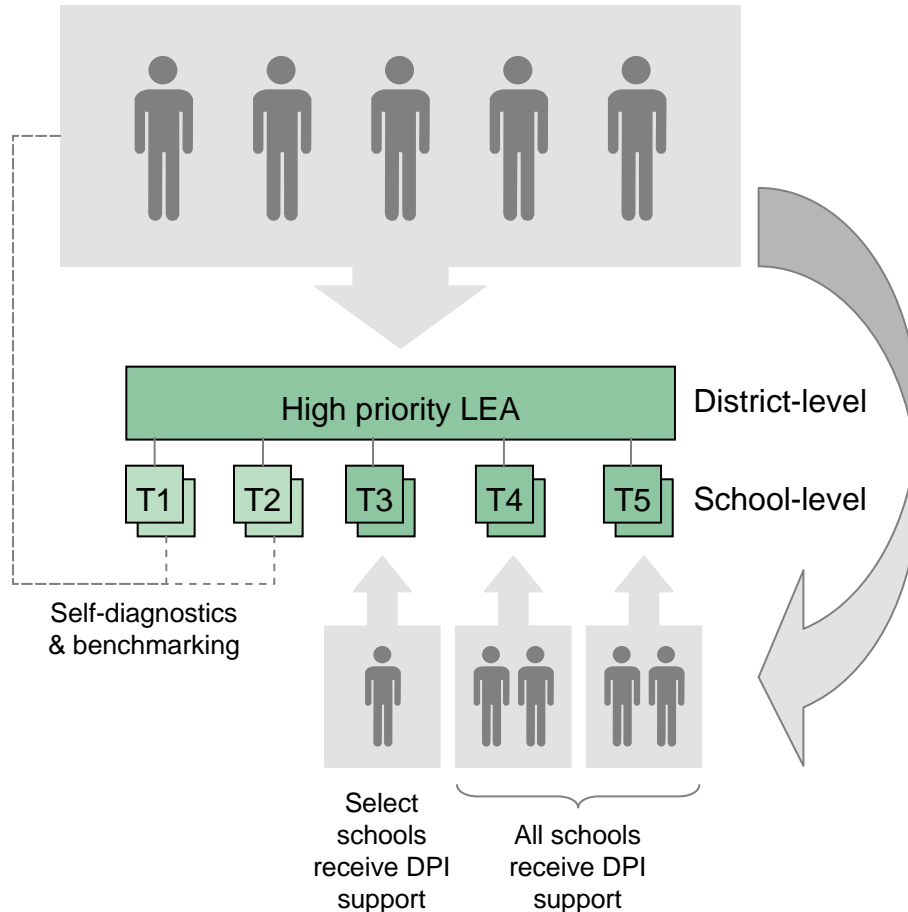
Initial screening of LEAs and schools **drives the nature/type of support** that they will receive for self-diagnostic process



# Diagnose: Nature and type of support for self-diagnostic varies based on performance of districts and schools

	<b>Nature/type of diagnostic</b>	<b>DPI's role</b>
<b>High performing districts/schools</b>	<p><b>Schools/districts self-diagnose needs</b></p> <ul style="list-style-type: none"> <li>• <u>Optional</u> professional development to support self-diagnostic process</li> </ul>	<p><b>Conduct site visits to document best practices</b></p> <p><b>Provide PD on self-diagnostic</b></p>
<b>Moderately performing districts/schools</b>	<p><b>Schools/districts self-diagnose needs with DPI oversight and support</b></p> <ul style="list-style-type: none"> <li>• <u>Required</u> professional development to support self-diagnostic process</li> </ul> <p><b>'On-the-ground' support for self-diagnostic, as required</b></p>	<p><b>Carefully monitor early warning indicators and risk factors</b></p> <p><b>Provide PD on self-diagnostic</b></p>
<b>Underperforming schools &amp; high needs districts</b>	<p><b>'Top-down' and 'bottom-up' diagnostics for LEAs and schools</b></p> <ul style="list-style-type: none"> <li>• On-the-ground' support in LEAs &amp; schools</li> </ul> <p><b>Focus on qualitative diagnostic to supplement data collected</b></p>	<p><b>Support in-depth self-diagnostics for districts and schools (as required)</b></p> <p><b>Manage/oversee any third party vendors</b></p>

# Self-diagnostic for high priority districts will factor in both ‘top-down’ and ‘bottom-up’ perspectives



## ‘Top-down’ diagnostic

### Initial assessment of LEA in aggregate

- Primarily focused on leadership, capacity, resource allocation, and board role

Initial conversations with district leadership to diagnose system-wide issues and capacity to support schools

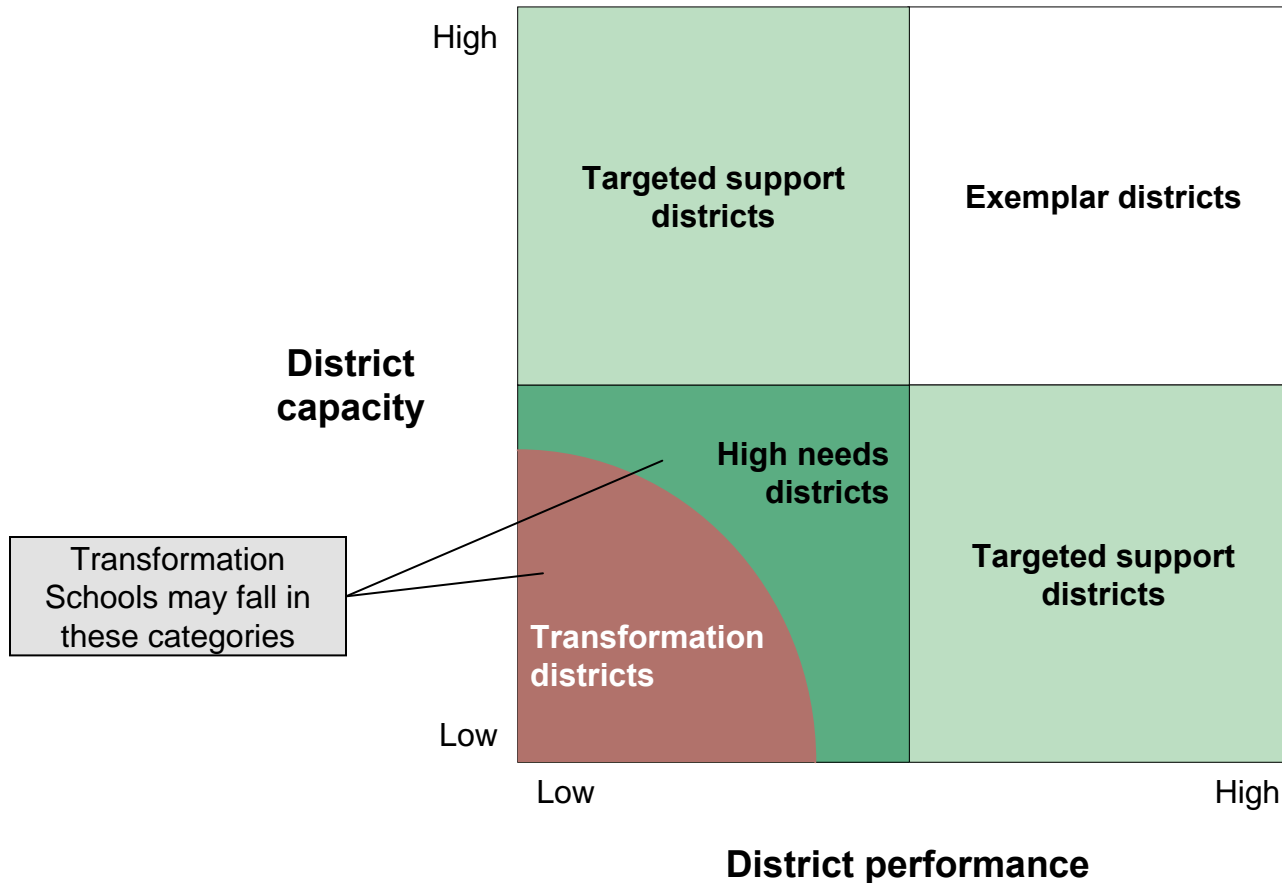
## ‘Bottom-up’ diagnostics

School diagnostics will be supported on-site by teams of DPI staff or external vendors

- Likely from same team supporting LEA

Results communicated and agreed upon with both school and district leadership

# Diagnostic assigns districts to four categories for tailored assistance based on capacity and performance



**All schools will receive support from statewide initiatives focused on building district and school capacity**

# Assist: Assistance to districts will vary based on results of supported self-diagnostic

## State support

### Exemplar districts

- State support mostly focused on communicating NC initiatives and universally offered support programs

### Targeted support districts

- Provide limited support for district planning based on district self-diagnostic
- Broker non-monetary support in key areas such as professional development, talent retention, and district capacity building

### High needs districts

- Provide in-depth support for district and school planning based on district and school self-diagnostics
- Broker substantial non-monetary support for the district and schools funded directly by the state or through district funds

### Transformation districts

- Assign a District Transformation Coach (DTC) to support district and school capacity building for 3-5 years based on self-diagnostic
- Directly provide assistance as required and broker substantial non-monetary support for the district and schools funded directly by the state and/or through district funds

# In addition to district assistance, DPI will provide support to the most chronically underperforming schools

## **Chronically underperforming schools in low capacity districts will be designated as “Transformation Schools”**

- Schools designated as “Transformation Schools” for a minimum of three years
- At the end of three years, support will be modified as needed

## **Transformation Schools will receive increased support and guidance from a School Transformation Coach (STC)**

- Schools matched with coach on based school type (e.g., urban/rural and elementary/middle/high)
- Coaches support leadership to roll-out a three-year planning, implementation, and evaluation cycle
- Coaches serves as brokers bringing in targeted support—e.g. DPI direct support or external vendors

## **Certain actions will be required of a Transformation School and the district they are in**

- Schools and their district will be required to create a plan which is approved by the local school board and the state
- Regular progress updates will be presented to both the local school board and DPI
- STC will have discretion over a limited set of additional requirements and policies

**All other schools will receive assistance via the district**

# Externally, a Regional Support Team will coordinate assistance to districts and schools



### Regional Support Lead (RSL):

- Supported by small team in field
- Supported by cross-functional team at DPI
- Coordinates region wide assistance
- Facilitates communication and coordination across all assistance personnel in a region



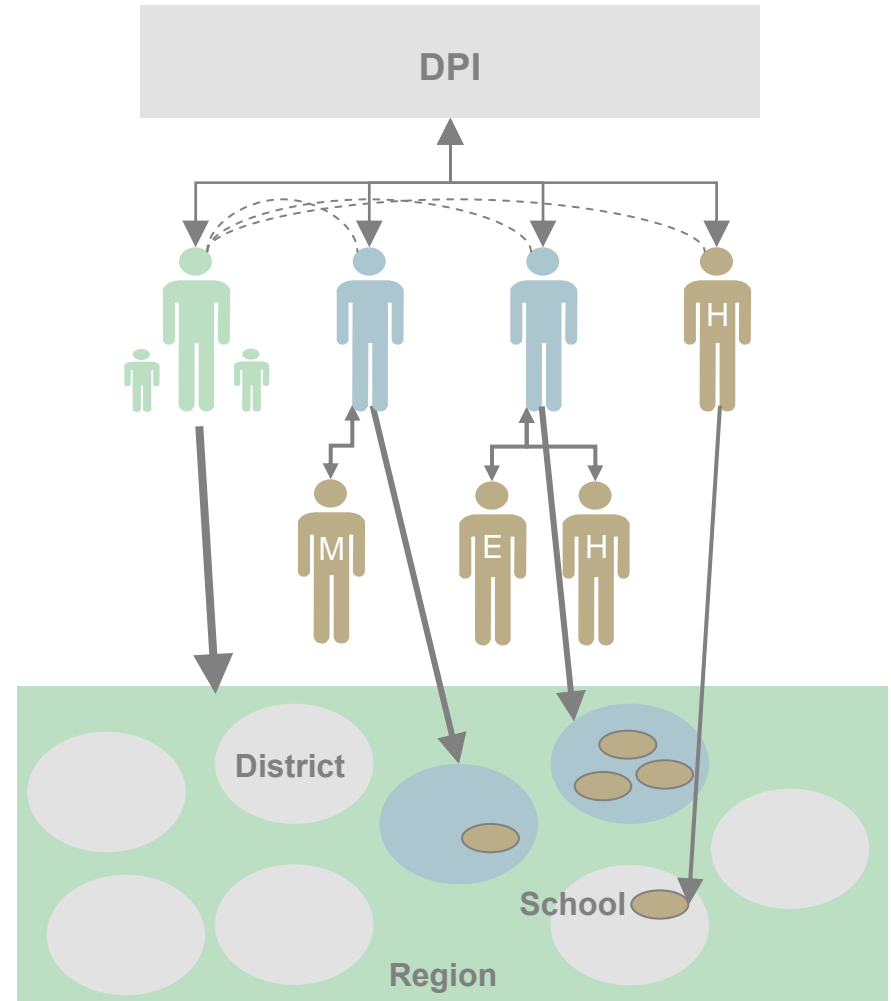
### District Transformation Coach (DTC):

- Facilitates coaching, assistance delivery, and communication for a transformation district
  - Has access to a pool of experts/support as needed
- Provides guidance/support to school coaches and information to RSL and DPI



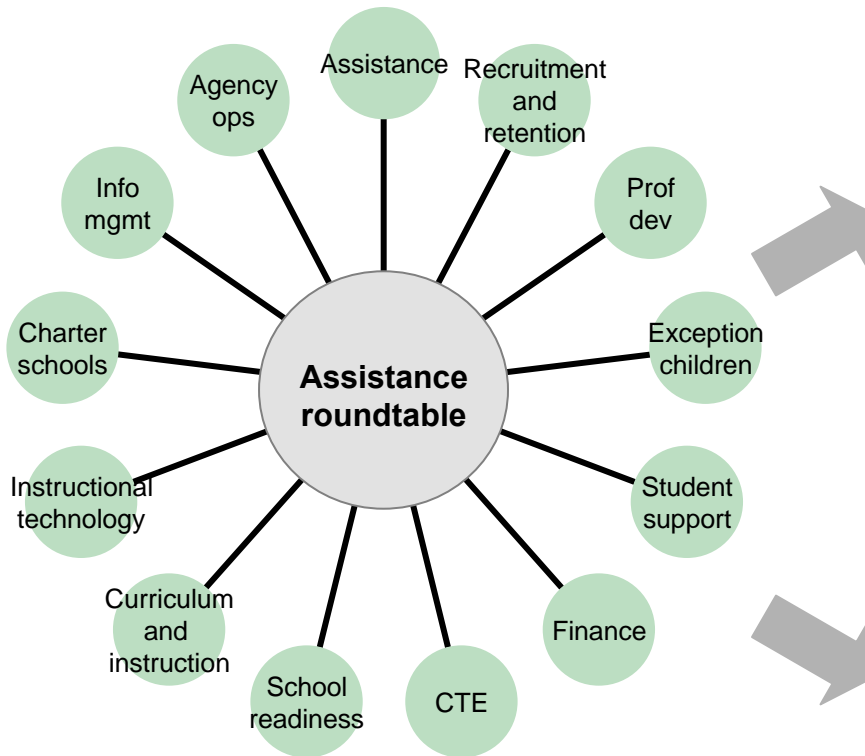
### School Transformation Coach (STC)<sup>(1)</sup>:

- Facilitates assistance and communication for school(s)
  - Has access to a pool of experts/support as needed
- Provides information/updates to DTC and RSL



(1) Difference between STC in Transformation Districts and individual Transformation Schools are in the consequences at the end of the support; support is similar  
 Note: School coaches matched with schools based on elementary, middle, and high school

# Internally, DPI will form strategic and operational roundtables to coordinate support & large scale initiatives



## Leadership roundtable

**Objective:**

- To focus resources and talent on strategic initiatives to raise the bar for all students in NC (e.g., talent recruitment, resource allocation)
- To evaluate effectiveness of assistance delivery and model

**Participants:**

- Senior DPI leaders of key functional areas
- Led by head of Assistance/Leadership and Innovation

## Operational roundtable (multiple)

**Objective:**

- To coordinate DPI resources and talent to best support intervention and prevention services

**Participants:**

- Mid-level DPI staff in key functional areas
- RST, DTC, STC<sup>(1)</sup>
- RESAs
- Led by Regional Lead—each region will have a monthly roundtable to discuss support initiatives

1. RST=Regional Support Team; DTC=District Transformation Coach; STC=School Transformation Coach

# **Monitor: evaluating effectiveness of assistance efforts is critical to sustaining improvement**

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**In addition to tracking student achievement data, DPI must periodically review the effectiveness of its assistance**

**Assistance providers should be evaluated**

- Internal support—teams, coaches, and programs
- External support—vendors providing support for self-diagnostic and assistance

**Information on the effectiveness of assistance programs should be used to modify and improve support**

# **This long-term vision will take some time to fully roll-out; in the short-term we will begin to implement select pieces**

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**Focus will be on the lowest performing schools that by-law must receive assistance from the State**

- The ‘High School Turnaround’ program will continue as planned
- Select K-8 schools will be provided assistance

**Plan is to conduct needs assessments for selected schools in the Fall and we hope to begin piloting the new self-diagnostic framework**

**Program for high schools and K-8 will be similar and consist of leadership support and/or instructional support/professional development**

# How to provide feedback

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**Contact: Robert Logan, Associate Superintendent of Innovation and School Transformation**

- Phone: 919-807-3435
- E-mail: [assistance@dpi.state.nc.us](mailto:assistance@dpi.state.nc.us)

**Check the website for information and provide feedback:**

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

**An updated version of this presentation is posted to the website.**

# Questions?

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