

EXECUTIVE SUMMARY

Title: Mission Statement Changes

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-238.29D(d)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Philip Price (Associate State Superintendent) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

Based on, GS 115C-238.29D(d), the following schools are requesting to change the mission of their original charter. A material change of the charter application requires the approval of the State Board of Education.

- **Evergreen Community Charter School**
- **Forsyth Academy**
- **Guilford Preparatory Academy**
- **Raleigh Charter High School**
- **Vance Charter School**

Resources:

N/A

Input Process:

Charter schools, The Leadership for Innovation Committee, and DPI

Stakeholders:

Charter schools, parents, students, and staff

Timeline for Action:

Presented for discussion during the September 2008 SBE meeting with Action during the October 2008, SBE meeting.

Recommendations:

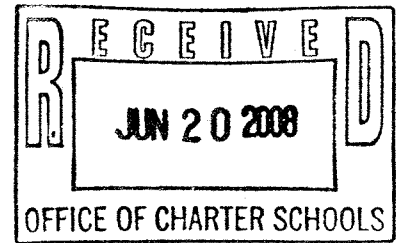
It is recommended that The Leadership for Innovation Committee accept the recommendations of the Office of Charter Schools.

Audiovisual equipment requested for the presentation:

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

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

*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491



June 12, 2008

Jack Moyer, Director
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Jack,

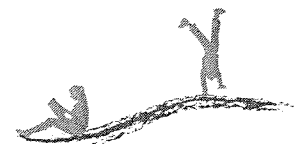
Evergreen Community Charter School's Board of Directors wishes to request permission to change the wording of the initial mission to a new mission statement. The School's initial chartered mission statement is:

Working in partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.

Following extensive discussion among board members, parents and staff, the Board concluded that a more concise mission statement was needed and that the initial mission should remain our vision. The Board requests permission to adopt the following as the *vision* statement:

Vision Statement

Working in partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.



Additionally, following the extensive discussions, the Board determined that the concise mission statement would add the phrase “environmental responsibility” to the mission. The Board requests permission to adopt the following as the *mission* statement:

Mission Statement

Evergreen Community Charter School is a learning community committed to the pursuit of excellence in the holistic education of mind, body, and spirit. We prepare students for successful lifelong learning, environmental responsibility, and service. We value the voice of every member of our community.

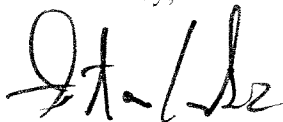
Core Beliefs of the Evergreen Learning Community

During our School Improvement Process in 2004-05, our community adopted a set of core beliefs that support our mission and vision. We believe that the Evergreen Community should...

1. Embrace diversity as it supports children and other members in discovering their inherent self-worth and developing their individual gifts.
2. Inspire students to be self-directed learners, with the ability and desire to follow paths of inquiry, seek knowledge and understanding, think critically, communicate effectively, act creatively and responsibly.
3. Foster understanding of, respect for, and responsibility toward the natural world.
4. Encourage students to take risks in setting and achieving goals, to strive for their personal best, and to make healthy choices.
5. Nurture the development of caring and compassionate community members through self-reflection, service to others, relationship building, and collaboration.
6. Provide a safe environment and small learning groups that invite children to become integral members of the classroom, where caring adults and peer mentors help to ensure the progress of each child.
7. Challenge students to make meaningful connections and grasp the big picture through a hands-on, project-based, integrated curriculum that fosters motivation and responsibility for learning.

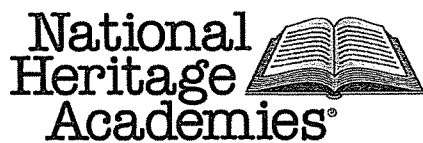
Thank you for considering our request to change our initial mission to our vision and to adopt the new, more concise version of the mission.

Sincerely,



Stan Cross
President, Board of Directors





Forsyth Academy

Lori Hill

Principal

25.lhill@heritageacademies.com

Beth Robbins

Assistant Principal

25.brobbins@heritageacademies.com

5426 Shattalon Drive

Winston-Salem, NC 27106

Phone: (336) 922-1121

Fax: (336) 922-1033

www.heritageacademies.com

Date: August 4, 2008

To: NC State Board of Education

From: Forsyth Academy Board of Directors

RE: Change of Mission Statement

This is a formal request to change the Forsyth Academy mission statement. The previous statement was, "To ensure that all students master the academic basics and develop principled centered lives, to foster in every student an ability to think, understand and communicate, to imbue to them a deep sense of individual responsibility, and to develop an appreciation for the dignity of work." We are requesting permission to change to "To educate moral citizens for college." This embodies the pillars of academics and morals that our school is built upon.

Sincerely,

A handwritten signature in cursive script that reads "Derrick D. Boone".

Derrick Boone

Forsyth Academy Board of Directors

Guilford Preparatory Academy
2207-A East Cone Boulevard
Greensboro, NC 27405-4858
Phone: (336)954-1344 Fax: (336)954-1965

Robin Buckrham, Principal
Asst. Principal

Lewis Baker,

Date: August 1, 2008
To: Jean Kruff, Consultant, Office of Charter Schools
Re: Change of Mission Statement

The Board of Guilford Preparatory Academy respectfully requests that the mission statement of Guilford Preparatory Academy be changed from the original statement below to the proposed statement following.

Original Mission Statement:

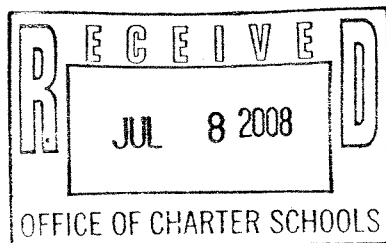
The mission of the Guilford Sabis Charter School is to provide a quality, college preparatory education to children of all races, nationalities and backgrounds. The school will produce young men and women who are prepared, intellectually, morally and socially to succeed in college and make meaningful contributions to our increasingly complex and interconnected world.

Proposed Mission Statement:

Guilford Preparatory Academy strives to prepare all of its students to enter colleges or universities of the best quality and "fit." We believe that a college education is accessible to all students enrolled in GPA who are committed to learning, not merely those in the front rank academically. It is our goal to provide a quality, college preparatory education to children of all races, nationalities, and backgrounds. This Academy will produce young men and women who are prepared intellectually, morally, and socially to succeed in college and to make meaningful contributions in our increasingly complex global society.

Guilford Preparatory Academy is no longer associated with Sabis and the new statement better reflects the school's mission and purpose. The original statement was included in the charter of 1998. The current statement was submitted as part of our self study in the spring of this year.

Thank you for your consideration in this matter.



June 24, 2008

Mr. Jack Moyer, Director
Office of Charter Schools
Department of Public Instruction
6303 Mail Service Center
Raleigh NC 27699-6303

Dear Jack,

I received your letter of May 30, 2008, and I would like to request permission to change the wording of Raleigh Charter High School's initial mission to a new mission statement.

Initial mission statement (with correction of original school name from InterK'nections Charter High School to Raleigh Charter High School).

The mission of Raleigh Charter High School is to graduate citizens of the world by coupling a challenging traditional education with a curriculum that teaches leadership skills and applies them in our local community. The school will involve students through its curriculum in NC government, the performing arts, social service and/or the international community, and will draw on the many resources in Raleigh to create an interconnected learning environment for the diverse students of the Triangle. Raleigh Charter High School will be a place of opportunity for highly motivated, responsible students and actively involved parents.

We request that the State Board of Education approve our new mission:

Raleigh Charter High School challenges college-bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens.

We request the change for the following reasons:

1. The new mission statement is briefer and capable of being memorized.
2. While the new mission statement carefully and briefly captures many of the elements of the original statement, the new statement is more abstract and does not try to define the specific and organic programs of the school, programs that are likely to develop or to change.

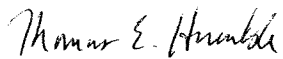
street 1111 Haynes Street
city Raleigh
state North Carolina
zip 27604

web www.raleighcharterhs.org
email Office@raleighcharterhs.org
tel 919.715.1155
fax 919.839.1766

3. The new mission statement defines our program as a college preparation, a definition that appears throughout the charter, but is not mentioned in the original mission statement.

If you have questions, please contact me at thumble@raleighcharterhs.org or 919 715 8830. Thank you for all you do on behalf of charter schools in North Carolina.

Sincerely,



Thomas E. Humble
Principal
Raleigh Charter High School

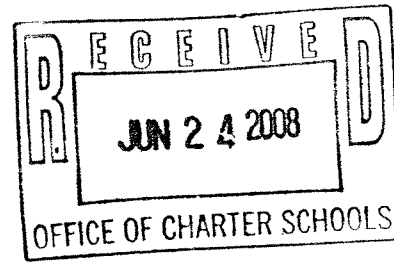


Hilarie Nickerson
Chair, Board of Directors
Raleigh Charter High School

VANCE CHARTER SCHOOL

John von Rohr, Ed. D.
Principal

June 23, 2008



Mr. Jack Moyer
Director of Charter Schools
North Carolina Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Moyer:

Vance Charter School is the only charter school in Vance County and has followed the outline set forth in our initial charter. We presently serve 420 students in kindergarten through eighth grade. Our mission has not varied since it was initially stated in our charter application in 1998. Initial wording revisions came about in the form of refinements as part of our initial SACS accreditation process in 2002. It is significant to note that Vance Charter School was the first charter school in North Carolina to receive SASS accreditation. These slight revisions were a result of a series of NSSE self-study surveys and the work of stakeholder committees (parents, faculty, board members and community representatives). They were noted in the 2002 Self-Study turned into the Office of Charter Schools.

In the Executive Summary of the 2002 Self-Study the Mission Statement reads as follows:

Vance Charter School's mission is to teach and inspire each child to become an independent thinker and a contributing citizen with a life-long desire to learn. Each child will have the opportunity to reach his or her full potential with small classes, a safe and nurturing environment, active parental involvement, and a strong curriculum that includes the Core Knowledge Sequence.

Please submit our revised mission statement to the State Board of Directors as it reads below:

Our mission is to teach and inspire each child to become an independent thinker and a contributing citizen with a life-long desire to learn. Each child will be given a collectively supportive opportunity to reach his or her greatest potential with small class size, a safe and nurturing environment, active parental involvement, and a strong curriculum that is enriched with service learning and the Core Knowledge Sequence.

As you can see, there are no demonstrable changes. I request that you submit the revised mission statement to the State Board of Education for approval. We were nominated by North Carolina's Chief Education Officer for candidacy as a "No Child Left Behind Blue Ribbon School."

If you have any questions, please let me know and I will get back to you promptly. Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in cursive script that reads "John von Rohr".

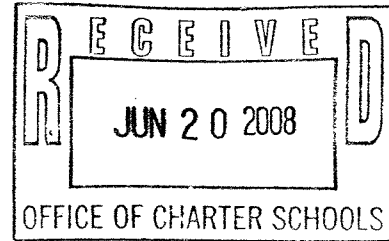
John von Rohr, Ed.D.

Principal

*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

June 18, 2008

Mr. Jack Moyer
Director, Office of Charter Schools
6303 Mail Service Center
Raleigh, North Carolina 27699-6303

**Re: Phoenix Academy Proposed Name Change**

Dear Jack:

As you may remember, I represent Phoenix Academy in High Point, North Carolina. Phoenix Academy intends to become an International Baccalaureate ("IB") certified school in the upcoming year(s) and has taken steps to prepare for such a transition, including hiring an "IB Coordinator" at the school to spearhead the application process this coming school year. Concomitant with this development, the Board of Directors recently voted to change the name of the school from "Phoenix Academy" to "The International School of the Piedmont at Phoenix Academy." Attached is a copy of the minutes from that meeting. The Board would also like to drop the "Phoenix Academy" at the end of the new name after a few years and simply be known as "The International School of the Piedmont."

As such, please let this letter serve as Phoenix Academy's formal request for State Board of Education approval of the school's pursuit of IB status and of the proposed name changes, beginning with the 2008-09 school year. Please let me know if you need further information or if I can be of assistance in any way. Thank you for your kind consideration of this request.

Best regards,

THARRINGTON SMITH, L.L.P.

A handwritten signature in cursive script that reads "Kathleen P. Tanner".

Kathleen P. Tanner

Enclosure

cc: Howard Lee, Chairman, State Board of Education (with enclosure)
Laura Crumpler, Esq. (with enclosure)
Chuck Alt, Esq., Wyatt, Early, Harris & Wheeler, L.L.P.
Paul Norcross, Chair, Phoenix Academy

R0258914:1

Minutes of Meeting of Board of Directors
Phoenix Academy, Inc.
May 9, 2008

A meeting of the Board of Directors of Phoenix Academy, Inc. was held on May 9, 2008. Chair Paul Norcross called the meeting to order at 11:05 a.m. Present and participating in the meeting were the following Directors: Paul Norcross, Kim Norcross, Perry Flynn, and Chuck Alt (business attorney). Attending by telephone were Vince Barella, Randy Brodd, Jackie Cimorelli, and Kathleen Tanner (education attorney).

Board approved the minutes from the April 3, 2008 meeting.

Kim Norcross gave the principal's report, noting that math scores this year might not be as high as she would like due to the changes in the curriculum at the state level and the increased number of children at the school falling in a lower IQ bracket.

Kim Norcross informed the Board that Deb Davies, who has been developing the changes to the employee handbook, has been having health problems. Christine Scheef (education attorney) joined the call briefly to report on the status of the employee handbook and noted that she had tried to incorporate the changes that Davies had transmitted. Norcross reported that the policy of not paying employees for their unused sick leave was being changed to pay them \$50/day in order to discourage employees from taking their sick leave when they did not need it. Scheef noted that she would confirm this plan with DOL.

Paul Norcross announced the plan to change the name of the school from "Phoenix Academy" to "The International School of the Piedmont" to highlight the upcoming IB program and to encourage corporate support from the 70 or so international businesses in the surrounding area. (Connie Martin is the new IB Coordinator, who has begun the process of gaining IB accreditation.). The Board voted unanimously in favor of the name change, with the proposed name for the 2009-10 school year to be "The International School of the Piedmont at Phoenix Academy" and in the year thereafter to become simply "The International School of the Piedmont." The Board attorney will contact DPI regarding the name change and concomitant changes to the charter.

The Board decided it would no longer pursue the issue of other schools in the state who appear to be using the name "Phoenix Academy."

Paul Norcross updated the Board on the trip to the Philippines and Singapore that he, Kim, and Connie Martin (IB Coordinator) are taking this summer with nine students (who are completing the trip as part of their required senior project), including the Norcross children. Phoenix Academy will be sponsoring the costs associated with sending Kim Norcross and Connie Martin on the trip; they will be visiting several IB schools on the trip and this will play an important role in the IB application process. In light of the school sponsorship of two of the adults on the trip, the Board directed Chuck Alt (business attorney) to draft releases for the parents to sign that would release the school and Norcross and Martin individually from any liability for any occurrences on the trip. Paul Norcross and the nine students that make the trip will be covering all of their own costs and expenses.

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
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other

Presenter(s): Dr. Tabitha Grossman (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.

Forty-two Learn and Earn early college high schools were open for students. 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 42 schools for the 2007-08 school year. A follow-up report that will be submitted in January will include student achievement data for all the schools for the 2007-08 school year. Data points around graduation rates and higher education persistence rates will probably be available in three to 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.

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: Susan Auton, 807-3435

Update on 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 and to the state's persistent dropout rate. The initiative is administered jointly by the N.C. 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 careers, to create a seamless curriculum between high school and college, and to provide work-based learning experiences to students. Located on the campuses of two- or four- year colleges and universities, *Learn and Earn* early college high schools 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's degree. *Learn and Earn* early college high schools are intended to make a priority of serving students who are typically under-represented in the college-going population, such as students who are first generation college-going, students from low-income families, those who are members of a minority group and those who have met with failure in conventional schools. In addition, each *Learn and Earn* early college high school is expected to implement and exhibit a rigorous and far-reaching set of conditions, known as Design Principles, that lead to student success as judged by all students graduating ready for college, careers and life. Those Design Principles are:

- **Ready for College:** Innovative high schools are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome harmful tracking and sorting.
- **Powerful Teaching and Learning:** Innovative high schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application and problem-solving skills often neglected in traditional settings.
- **Personalization:** Staff in innovative high schools understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure that adults leverage knowledge of students in order to improve student learning.
- **Redefined Professionalism:** The responsibility to the shared vision of the innovative high school is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staff of these schools takes responsibility for the success of every student, holds themselves accountable to their colleagues, and is reflective about their roles.

- **Purposeful Design:** Innovative high schools are designed to create the conditions that ensure the other four design principles: ready for college, powerful teaching and learning, personalization, and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.

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 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* early college high schools. NCDPI and NCNSP also are partners along with SERVE, Duke University, Abt Associates and the University of North Carolina-Greensboro in a federally funded comprehensive research study on the effects of the *Learn and Earn* early college high schools model on student achievement and other outcomes. While substantial 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 in 2007-08. In addition, because student performance data for the 2007-08 school year is not yet available, student performance data for *Learn and Earn* ECHS will be included in a follow-up report in January 2009.

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

Forty-two *Learn and Earn* ECHS were open for students during the 2007-08 school year. Forty-one of these schools are 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 41, four are partnered with a UNC system school and 37 are partnered with a community college. The additional school, the Polk County Virtual Early College High School, is partnered with a virtual college partner, the UNC-Greensboro iSchool, and is located on a comprehensive high school campus. Students at the school access virtual college courses through the UNC-G iSchool. For a complete list of the 42 sites that were open in 2007-08, please see Attachment A.

Nine of the 42 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 9th 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's degree.

Student Demographics

Collectively, the 42 *Learn and Earn* ECHS open in 2007-08 served around 5,200 students, most of whom were 9th and 10th graders due to the age of the schools. 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 2007-08 school year is presented in Table 1 below. Student demographic information for the 42 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, 2007-08

Grade Level	No. of Students
9th	2314
10th	1848
11th	696
12th	349
Total	5207

Source: 1st Month MLD data from NCDPI

Table 2. Race and Gender of Students in *Learn and Earn* Early College High Schools, 2007-08

	Male	Female	Total
White	24.5%	31.9%	56.4%
Black	12.0%	18.9%	30.8%
Hispanic	2.8%	4.9%	7.7%
Other	2.0%	3.1%	5.1%
Total	41.3%	58.7%	100.0%

Source: NCDPI

Funding and Additional Support

The 42 *Learn and Earn* ECHS that were open for students for the 2007-08 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 2007-08 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, 2007-08

	Funding 2007-08
School Change and Instructional Coaches	\$22,000
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 ¹	\$14,500
College Textbooks	\$31,000
Total:	\$285,000

¹ *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: During an early college's first year, the school is assigned a professionally trained and highly experienced school change coach who serves as a facilitator for the planning and implementation of the school. Beginning in their second year and continuing through the fifth year of their implementation partnership, each *Learn and Earn* ECHS receives the services of a highly trained and experienced instructional coach who works 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 past year, NCNSP dramatically changed its program of service to teachers, principals and counselors in early college high schools. The new program of service, called Integrated System of School Support Services or IS4, combines the services of the instructional coach described above with the opportunity for schools to engage in peer review site visits and by adding the services of a leadership facilitator to support the work and development of principals.

- *Peer school reviews:* NCNSP broadened its professional development reach during the 2007-08 school year by creating local and regional networks of schools as a way to foster ongoing collaboration among faculty. The peer school reviews were organized to provide opportunities for focused reflection and discussion of NCNSP's design principles, based on observations of concrete classroom instruction as well as more general school functions and activities. The visits were the centerpiece of a series of regional symposia held in fall, winter and spring to build networks among teachers and schools and to strengthen practices key to effective learning: critical thinking, active questioning and problem solving. The classroom visits, based on a medical rounds model adopted by University Park Campus School in Worcester, Mass., were designed to help teachers learn from each other by making their practice public. Rounds allow visitors to rotate through the school, observe instruction, and look for key evidence of the design principles. The school visits ended with two separate post-round discussions when participants discussed what they observed in relation to selected design principles and guiding questions developed by the principal and teachers at the host school. The design of the peer school review maximizes learning for participants and minimizes the overall disruption to the school. The visits helped achieve two critical goals: Supporting schools as they grow towards full fidelity of the design principles and making classroom and school-wide practice public to improve student achievement.
- *Leadership facilitators:* Principals in NCNSP schools were provided an additional level of support during the 2007-08 year from one of four leadership facilitators to help schools effectively introduce and execute the key school and instructional change embodied in the NCNSP Design Principles. All schools except those in their first year of implementation received the services of one of the leadership facilitators during monthly school visits throughout the year. The new support positions, filled by seasoned principals under contract to NCNSP, were added to ensure school-based follow up to regional and statewide development programs focused on critical instructional approaches such as project-based learning and Critical Friends Groups. The facilitators also provided valuable support to inexperienced principals whose leadership skills were still untested. It is critical for principals to understand, recognize and be able to discuss with teachers how to change instruction to ensure student success.

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 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 2008-09 School Year

During the 2007-08 school year, 19 *Learn and Earn* ECHS sites were in the planning stage. Fourteen of those sites will open for students for the 2008-09. For a complete list of the 14 new *Learn and Earn* schools, please see Attachment B. Seven of the 14 new schools are partnered with community colleges, one is partnered with a UNC System school, one is partnered with a four-year private college and five virtual ECHS partnered with the UNC-Greensboro iSchool.

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

- *Planning support:* In July 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 October, November and January, NCNSP facilitated study visits to several model schools around the country for two members from each *Learn and Earn* ECHS planning team. Planning teams visited the International School at LaGuardia in New York, Middle College at LaGuardia in New York, Youngstown State Early College High School in Ohio, Middle College High School at Southwest Community College in Memphis and LeMoyne-Owen Middle College in Memphis. Each planning team could send one LEA planning team member and one university or community college planning team member. Each visit included an initial briefing session, where NCNSP and NCDPI staff provided background information on the schools and led the participants in discussions about questions they hoped to answer. 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 visits, NCNSP and NCDPI staff led participants in a debriefing session when participants discussed what they observed, its significance, and what they intended to do with the information they gathered. Participants developed presentations on what they 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 visited, tools to help them gather information from the visits, the accountable talk article, and additional articles on high school redesign and the design principles.

- *2008 NCNSP Summer Institute*: Teams of teachers, principals and counselors from the 14 new *Learn and Earn* ECHS also participated in the 2008 NCNSP Summer Institute, which was focused on helping schools set clear objectives, measures and supports for students.

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 actions, 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. 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, 2007-08

School	District	Year Opened	Type of IHE Partner
Anson County Early College High School	Anson County Schools	2005-06	2-year Community College
Brunswick County Early College High School	Brunswick County Schools	2006-07	2-year Community College
Buncombe County Early / Middle College	Buncombe County Schools	2005-06	2-year Community College
Caldwell Early College	Caldwell County Schools	2006-07	2-year Community College
Catawba Valley Early College High School	Catawba County Schools	2005-06	2-year Community College
Tri-County Early College High School	Cherokee County Schools	2006-07	2-year Community College
Sampson County Early College High School	Clinton City/Sampson	2005-06	2-year Community College
Southeastern Early College High School	Columbus County Schools	2006-07	2-year Community College
Craven Early College High School	Craven County Schools	2006-07	2-year Community College
Cross Creek Early College High School	Cumberland County Schools	2005-06	4-year Public University

Davidson Early College High School	Davidson County Schools	2005-06	2-year Community College
Davie County Early College High School	Davie County Schools	2007-08	2-year Community College
Josephine Dobbs Clement Early College High School	Durham Public Schools	2005-06	4-year Public University
Edgecombe County Early College High School	Edgecombe County schools	2005-06	2-year Community College
Greene County Early College High School	Greene County Schools	2006-07	2-year Community College
The Early / Middle College at GTCC	Guilford County Schools	2005-06	2-year Community College
GTCC Early/Middle College of Entertainment Technology	Guilford County Schools	2006-07	2-year Community College
NC A&T University Early/Middle College High School	Guilford County Schools	2006-07	4-year Public University
GTCC Early / Middle College Greensboro	Guilford County Schools	2007-08	2-year Community College
Haywood Early College High School	Haywood County Schools	2006-07	2-year Community College
SandHoke Early College High School	Hoke County Schools	2006-07	2-year Community College

Collaborative College for Technology and Leadership	Iredell-Statesville Schools	2005-06	2-year Community College
Lee County Early College High School	Lee County Schools	2006-07	2-year Community College
Lenoir County Early College High School	Lenoir County Schools	2007-08	2-year Community College
Macon County Early College High School	Macon County Schools	2006-07	2-year Community College
McDowell Early College	McDowell County Schools	2006-07	2-year Community College
Nash-Rocky Mount Early / Middle College High School	Nash-Rocky Mount Schools	2005-06	2-year Community College
Isaac Bear Early College High School	New Hanover County Schools	2006-07	4-year Public University
Wilmington Early College High School	New Hanover County Schools	2007-08	2-year Community College
Pender Early College High School	Pender County Schools	2006-07	2-year Community College
Polk Virtual Early College High School	Polk County Schools	2007-08	Virtual College Partner
Randolph Early College High School	Randolph County Schools	2006-07	2-year Community College
Richmond County Early College High School	Richmond County Schools	2007-08	2-year Community College

Robeson County Early College High School	Robeson County Schools	2005-06	2-year Community College
Rutherford Early College High School	Rutherford County Schools	2005-06	2-year Community College
Scotland Richmond Early College High School	Scotland County Schools	2007-08	2-year Community College
Stanly Early College High School	Stanly County Schools	2006-07	2-year Community College
Surry Early College High School of Design	Surry County Schools	2006-07	2-year Community College
Union County Early College	Union County Schools	2006-07	2-year Community College
Wake Early College of Health Sciences	Wake County Schools	2006-07	2-year Community College
Wayne Early / Middle College High School	Wayne County Schools	2007-08	2-year Community College
Yadkin County Early College High School	Yadkin County Schools	2007-08	2-year Community College

Attachment B. Learn and Earn Early College High Schools Opening in 2008-09

School	District	Year Opened	Type of IHE Partner
Beaufort County Early College High School	Beaufort County Schools	2008-09	2-year Community College
Bertie County Early College High School	Bertie County Schools	2008-09	4-year Public University
Cleveland Early College High School	Cleveland County Schools	2008-09	2-year Community College
JP Knapp Early College High School	Currituck County Schools	2008-09	Virtual College Partner
Early / Middle College at Bennett College for Women	Guilford County Schools	2008-09	4-year Private University
Hertford County Early College	Hertford County Schools	2008-09	2-year Community College
Hyde County Early College High School	Hyde County Schools	2008-09	Virtual College Partner
Iredell-Statesville Visual and Performing Arts Early College High School	Iredell-Statesville Schools	2008-09	2-year Community College
Blue Ridge Virtual Early College	Jackson County Schools	2008-09	Virtual College Partner

Jackson County Early College	Jackson County Schools	2008-09	2-year Community College
Johnston County Early College Academy	Johnston County Schools	2008-09	2-year Community College
Madison County Early College High School	Madison County Schools	2008-09	2-year Community College
Rockingham Early College High School	Rockingham County Schools	2008-09	2-year Community College
Rowan County Early College	Rowan-Salisbury Schools	2008-09	2-year Community College
Columbia iSchool	Tyrell County Schools	2008-09	Virtual College Partner
Vance County Early College High School	Vance County Schools	2008-09	2-year Community College
Warren Early College High School	Warren County Schools	2008-09	2-year Community College
Early College of Forsyth	Winston-Salem / Forsyth County Schools	2008-09	2-year Community College