



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Small Restructured (Redesigned) High
Schools

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Update on Small Restructured High Schools (Redesigned High Schools Supported by the North Carolina New Schools Project)

Governor Mike Easley and the N.C. Education Cabinet with the support of the Bill & Melinda Gates Foundation created the North Carolina New Schools Project (NCNSP) in August 2003 to focus leadership and financial resources on change in the state's high schools. The purpose of NCNSP is to accelerate systemic, sustainable innovation in secondary schools across the state so that, in time, every high school in the state graduates every student ready for college, careers and life in the society and economy of the 21st century. To that end, NCNSP, in cooperation with state and national partners, has launched an unprecedented effort to create 148 academically rigorous, focused and flexible innovative high schools. The N.C. State Board of Education; the N.C. Department of Public Instruction; the UNC and N.C. Community College systems; national organizations such as Jobs for the Future, the New Technology Foundation, Asia Society and the Middle College National Consortium, among others, are working in partnership to create these innovative high schools.

Unlike previous attempts to reform high schools, NCNSP forms a six-year partnership (one year of planning followed by five years of implementation) with local school districts and higher education partners to change fundamental high school structures including governance, student support and teaching and learning. Each innovative high school is completely autonomous, with its own principal and school budget, and will serve when fully implemented approximately 100 students per grade level, or up to 400 students in grades 9-12 or 9-13. Some models may emerge as 6-12 schools serving up to 600 students. Each innovative high school also is expected to implement and exhibit a rigorous and far-reaching set of best-practice conditions, known as Design Principles, that lead to student success as judged by all students graduating ready for college, careers and life. These Design Principles are based on the experiences of schools from across the country which succeed in graduating all students prepared for the postsecondary education and the workforce, research on best practices in effective innovative high schools and NCNSP's own experience. The 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.

NCNSP and its partners are working with local school districts and their higher education partners to create two types of innovative high schools: redesigned high schools and *Learn and Earn* early college high schools.

- **Redesigned High Schools:** The NCNSP is partnering with local school districts to convert conventional high schools into a series of autonomous, focused and academically rigorous new schools which operate on the existing campus. These new schools each adopt a curricular focus or common methodology as one strategy to enable teachers in the core courses to work together to make connections between courses and the adult world of work and to link learning to that world. The intent of a focus is not preparation for a specific career but preparation for a lifetime of learning and change.
- ***Learn and Earn* Early College High Schools:** Based on the campus of two-or-four year community 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 transferable credit or an associate's degree. The *Learn and Earn* Early College High School Initiative submitted a separate status report to the State Board of Education and the Joint Legislative Education Oversight Committee in January 2008 in accordance with SL 2007-323. *Learn and Earn* Early College High Schools target students who have met with failure in conventional schools and who are the first in their family to attend college.

For the purposes of this report, SL 2007-323 calls on the State Board of Education to report on the results of an annual evaluation of the small restructured high schools (also known as redesigned high schools) that received supplemental funding from the General Assembly. The Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project is monitoring and evaluating the progress of these schools

in implementing the school model and in the schools' effect on student achievement. This report will provide an update on the initiative and the schools that were open for students for the 2006-07 school year, as well as student achievement data from these schools.

Redesigned High Schools

Twenty-four state-supported redesigned high schools were open for students during the 2006-07 school year.¹ The 24 schools were located across 15 high school campuses. Eight of the schools were health and life science-focused high schools, five were information technology-enabled, three of the schools were science, math and engineering-focused high schools, one of the schools was international studies-focused and seven of the schools were based on a local focus, such as coastal studies, biotechnology and ecology. For a complete list of the 24 redesigned high schools that were open for the 2006-07 school year, see Attachment A.

Student Demographics

Collectively, the 24 redesigned high schools served nearly 7,300 students during the 2006-07 school year. Overall, most of the redesigned high schools served primarily 9th and 10th graders. Over the next two to three years, the schools will add additional cohorts of 9th graders until they reach their capacity of approximately 400 students each. The number of students per grade level that were served in redesigned high schools for the 2006-07 school year is presented in Table 1 below. Student demographic information for the 24 schools combined is presented in Table 2 below.

Table 1. Number of Students per Grade Level in Redesigned High Schools, 2006-07

Grade Level	No. of Students
9 th	3252
10 th	2027
11 th	1187
12 th	829
Total	7295

Source: 1st Month ADM data from
NCDPI

¹ A total of 25 redesigned high schools were open across the state in 2006-07. However, one of those schools, Cherokee High School, is a Bureau of Indian Affairs school that is funded by the federal government and not the state.

Table 2. Race and Gender of Students in Redesigned High Schools, 2006-07

	Male	Female	Total
White	40.8%	39.2%	39.9%
Black	43.9%	46.1%	45.1%
Hispanic	7.1%	7.3%	7.2%
Other	8.2%	7.4%	7.8%
Total	45.8%	54.2%	100.0%

Source: NCDPI

ABC End-of-Course Test Results

In 2006-07, the 24 redesigned high schools had ABC performance composites ranging from 84.3 percent to 28.5 percent, with six of the 24 schools (25 percent) posting performance composites of greater than 70 percent (compared to 31 percent of all high schools across the state), and two of the 24 schools (8 percent) posting performance composites of greater than 80 percent (compared to 8 percent of all high schools across the state). Ten of the 24 schools (42 percent) posted performance composites that were greater than their comparable comprehensive high school (typically the comprehensive high school from which the redesigned high school was created). Six of the 24 schools (25 percent) met expected growth (compared to 77 percent of all high schools across the state) and one school (4 percent) made high growth (compared to 34 percent of all high schools across the state).

Ninth Grade Promotion Rates

To graduate, a student must complete the required courses and be promoted from grade to grade. Research has shown that promotion out of 9th grade is an especially strong indicator of a student's likelihood to graduate. During the 2005-06 school year (the most recent year for which promotion rates are currently available), nine of the 11 redesigned high schools that were open for students enrolled 9th graders. Those nine schools reported 9th grade promotion rates ranging from 64 percent to 100 percent. Six of the nine schools (67 percent) reported 9th grade promotion rates greater than 80 percent, and three of the nine schools (33 percent) reported 9th grade promotion rates greater than 90 percent, with one school promoting 100 percent of its 9th grade class. In addition, six of

the nine schools (67 percent) reported a 9th grade promotion rate that was higher than the statewide 9th grade promotion rate of 85 percent.

Ninth Grade Dropout Rates

In order to graduate all students, schools must ensure that all students stay in school and do not dropout. The 9th grade year, in particular, appears to be the most crucial year for keeping students in school. Research has shown that most high school students either dropout or choose to dropout during their 9th grade year. During the 2005-06 school year (the most recent year for which dropout rates are currently available), nine of the 11 redesigned high schools enrolled 9th graders. Those nine schools reported 9th grade dropout rates ranging from 0 percent to 11 percent, with three schools (33 percent) reporting no 9th grade dropouts. Six of the nine schools (67 percent) reported 9th grade dropout rates that were lower than the statewide 9th grade dropout rate of 5.65 percent.²

Funding and Additional Support

The 24 state-supported redesigned high schools enrolling students for the 2006-07 school year received supplemental funding from the General Assembly to support the implementation of their innovative high school model. Each school received a position allotment for one state-funded guidance counselor (\$53,426 per year) and two position allotments for two clerical support positions (\$34,255 per clerical support position per year).

In addition, each redesigned high school signed a five-year implementation agreement with NCNSP to receive grant funding from NCNSP that provides technical assistance in the implementation of their innovative high school model. The implementation grant funding comes from a \$20 million grant from the Bill & Melinda Gates Foundation. The implementation grant funding covers, among other things, the cost of a school change and instructional coach, professional development for teachers and principals, and local cash to cover additional expenses, including travel to professional development events.

School Change and Instructional Coaches: Each redesigned high 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. During the 2006-07 school year, each redesigned high school 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 their instructional practice. Both types of coaches are identified and trained by NCNSP. Brokering organizations (the Leadership Group of the Carolinas and Bridgewood Educational Services) work with NCNSP to facilitate the coaching process. NCNSP, in conjunction with those brokering organizations, provides extensive and

² The 9th grade dropout rates were calculated using a formula similar to the NCDPI 9-12 dropout rate calculation formula. The 9th grade dropout rate was calculated by dividing the number of 9th grade dropouts by the average of the membership last day for the 9th grade classes for the 2005-06 and 2006-07 school years plus the number of dropouts.

ongoing professional development for school change and instructional coaches to enhance their knowledge, skills and abilities as coaches.

Teacher and Principal Professional Development: Over the course of the school year, teachers, school 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.

- *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. Later in the fall, principals and teacher-leaders from each redesigned high school 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 redesigned high school 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 Fall 2006, 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 each redesigned high school 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 (PBL). 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 received professional development on PBL to provide them with the necessary knowledge to recognize the

correct strategies used in PBL, and be able to discuss and support this approach in their schools.

- *Developing a College-Going Culture:* In September 2006, principals and counselors from redesigned high schools 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 2007, principals from redesigned high schools 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 innovative high schools and to share and generate productive approaches and effective alternatives to those barriers.
- *Teaching and Learning Conference:* In April 2007, teams of two to three teachers and principals from existing redesigned high schools 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 redesigned high school 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 gang member to college graduate.

Changes in School Support Services for 2007-08

Based on feedback from redesigned and *Learn and Earn* early college high schools over the course of the 2006-07 school year, NCNSP revised the support services provided to innovative high schools, including redesigned high schools, to better ensure that the services are aligned and are meeting the needs of the schools. For the 2007-08 school year, the instructional coaching services, the leadership professional development and the teacher professional development were combined into the Integrated System of School

Support Services (IS4). Innovative high schools benefit from tightly aligned support system of IS4 that provides every school an anchor residency experience at an innovative high school, drives professional development and support for teachers and principals to the school, and provides time to visit other NCNSP schools and strengthen local and regional professional networks. For a copy of the 2007-08 IS4 calendar and description, see Attachment B.

Sites Opening for the 2007-08 School Year

During the 2006-07 school year, nine redesigned high schools across five campuses were in planning for the 2007-08 school year. All nine of those sites have opened for students and are receiving this fiscal year the small specialty high school funding. For a complete list of the nine new redesigned high schools, please see Attachment A. Each planning site received the services of a school change coach during the 2006-07 school year to assist the school's planning team in designing the plan for their new school. In addition, in November and December, NCNSP facilitated study visits to several model schools from around the country for two members from each 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, Mass. Lastly, teams of teachers, principals and counselors from the nine new redesigned high schools also participated in the 2007 NCNSP Summer Institute, described above.

Evaluation Efforts

Fouts and Associates, NCNSP's external evaluators through the Bill & Melinda Gates Foundation, are conducting an evaluation of the overall NCNSP initiative and the redesigned high schools. The evaluators are collecting and comparing data from 16 NCNSP sites (both the comprehensive high schools and the redesigned high schools housed on the comprehensive campuses) to evaluate the impact of the new, redesigned high schools on student retention and graduation rates, college attendance and persistence rates, student perceptions of their school and student perceptions of college. In addition, 10 of the 16 sites are in-depth evaluation sites where the evaluators are conducting annual site visits, which include interviews and focus groups with school and district personnel, to evaluate both the implementation of the redesigned high schools and the impact on teachers and administrators.. The final evaluation report will be available next year.

Attachment A. State-Funded Redesigned High Schools Supported by the North Carolina New Schools Project

Opened Fall 2005	
Asheville City Schools	School of Inquiry and Life Sciences at Asheville (SILSA)
Cumberland County Schools	Howard Health and Life Sciences High School
Granville County Schools	South Granville School of Health and Life Sciences
Granville County Schools	J.F. Webb School of Health and Life Sciences
Newton-Conover City Schools	Newton-Conover Health Science High School
Scotland County Schools	Scotland High School of Health Sciences
Scotland County Schools	Scotland High School of Engineering and Skilled Trades
Wake County Schools	East Wake School of Health Science
Winston-Salem/Forsyth County Schools	Atkins School of Biotechnology
Winston-Salem/Forsyth County Schools	Atkins School of Computer Technology
Winston-Salem/Forsyth County Schools	Atkins School of Pre-Engineering

Opened Fall 2006	
Camden County Schools	Cam-Tech High School
Charlotte-Mecklenburg Schools	Garinger School of Information Technology
Charlotte-Mecklenburg Schools	Garinger School of International Studies
Dare County Schools	Cape Hatteras Secondary School of Coastal Studies
Halifax County (Roanoke River Consortium)	Halifax County School of Ecology
Public Schools of Robeson County	Robeson New Tech High School
Roanoke Rapids Graded School District	Roanoke Rapids Living to Learn High School
Scotland County Schools	Scotland High School of Math, Science, and Technology
Scotland County Schools	Scotland High School of Visual and Performing Arts
Scotland County Schools	Scotland High School of Business, Marketing and Finance
Scotland County Schools	Scotland High School of Leadership and Public Service
Swain County Schools	Swain County School of Applied Science, Math and Technology
Wake County Public Schools	East Wake School of Information Technology

Opened Fall 2007	
Camden County Schools	Camden County High School
Charlotte-Mecklenburg Schools	Business and Finance High School at Garinger
Charlotte-Mecklenburg Schools	Leadership and Public Service High School at Garinger
Charlotte-Mecklenburg Schools	Math and Science High School at Garinger
Granville County Schools	South Granville School of Business and Global Communications
Granville County Schools	South Granville School of Engineering and Applied Studies
Swain County Schools	Swain County High School
Wake County Schools	East Wake School of Engineering Systems
Wake County Schools	East Wake School of Arts, Education and Global Studies

Attachment B. Integrated System of School Support Services, 2007-08

North Carolina New Schools Project Integrated System of School Support Services

2007-2008

Design Principles

Each child in every school is entitled to achieving high equitable academic and affective outcomes. To that end, the following five design principles for High School Innovation Projects are non-negotiable for all involved in leading high school transformations:

- **Ready for College:** High School Innovation Projects (HSIP) 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 the harmful consequences of tracking and sorting.
- **Require Powerful Teaching and Learning:** HSIP 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:** Staffs in High School Innovation Projects understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure adults leverage knowledge of students in order to improve student learning.
- **Redefine Professionalism:** The responsibility to the shared vision of the HSIP is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staffs of these schools take responsibility for the success of every student, hold themselves accountable to their colleagues, and are reflective about their roles.
- **Purposeful Design:** High School Innovation Projects 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.

The Integrated System of School Support Services aligns the core supports of **Teaching for Results, Leadership Institute for High School Redesign, coaching**, and access to **model schools** to help schools develop the characteristics embodied by the NCNSP Design Principles. Dates in this document are tentative and school teams will receive logistics and registration information soon.

Supports for New Schools

High School Innovation Projects moving into their *first year of implementation*, New Schools, work to create a culture of high expectations and high supports for every student. In the first semester, NCNSP services emphasize purposeful design, redefine

professionalism, and personalization. In the second semester, New Schools begin the shift from school-wide change to classroom change. NCNSP services in this semester help New Schools by providing contextualized learning, sharing best practice, and school planning.

The following supports are for New Schools only:

School Change Coach	
Continued school change coaching Ongoing	School change coaches will support the implementation of New Schools, providing focused assistance with principal leadership, district support, purposeful design, personalization, and school culture.
Critical Friends Groups 2 teacher-leaders	
Full CFG coach development through National School Reform Faculty First semester	Partnering with the National School Reform Faculty (http://www.nsrharmony.org/), the NCNSP will support the development of Critical Friends Groups at each school that promote honest and productive conversations with colleagues focused on improving student learning and improving teacher practices. Participants in this strand will become CFG Coaches who are able to support teacher collaboration and growth by using protocols for examining student and teacher work, for solving problems, setting goals, observing peers, and building teams.
Leading Change Principal	
Purposeful Design and Personalization September 25-27	Required readings: <u>Beating the Odds, High Schools as Communities of Commitment,</u> -Jacqueline Aness “As Though They Owned the Place: Small Schools as Membership Communities.” -Deborah Meier
Redefine Professionalism October 30-November 1	Required Reading: “Willing to be Disturbed.” -Margaret Wheatley
Every Student College-Ready Principal and teacher-leader	
Calibrating Rigor February 19-21	Innovative schools require a common understanding of the level of rigor required to get every student college-ready. Partnering with the Change Leadership Group at Harvard University (http://www.gse.harvard.edu/clg/) and other North Carolina education leaders, this support is designed to develop a deeper understanding of the interrelation of instructional practice, curriculum content, and student assessment that form a framework for rigor.

Common Practices Symposium III Spring 2008 (See regional assignments attachment for exact dates)	New Schools will focus on powerful teaching and learning by joining Emerging Schools for the final Common Practices Symposium in their assigned region. Participants will participate in school-based Peer Review, sharing best practices, and developing professional networks.
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Supports for Emerging Schools

High School Innovation Projects *beyond their first year of implementation*, Emerging Schools, benefit from a tightly aligned support system that provides every school an anchor residency experience at a redesigned high school, drives professional development and support for teachers and principals to the school, and provides time to visit other NCNSP schools and strengthen local and regional professional networks. Emerging Schools also have the option to select other NCNSP supports that meet their school needs.

The following supports are for Emerging Schools only:

Academic Residency	
Principal and teacher-leader	
Anchor Experience: University Park Campus School Group I: July 24-27 Group II: July 30-August 3 Group III: September 16-19	University Park Campus School, with the support of the NCNSP and Jobs For the Future, will provide an intensive residency for the principal and teacher-leader with a strong instructional focus. Serving as a common experience among the principal, teacher, instructional coach, and leadership facilitator, the UPCS residency will inform all of the supports for Emerging Schools.
Measures of Academic Progress	
MAP: data-based decisions aligned with North Carolina standards. System supports and assessment administration East: July 26 Central: August 14 West: August 23 Ongoing support provided on-site by Instructional Coaches	Measures of Academic Progress (MAP) is a computer based, adaptive formative assessment aligned with the North Carolina Standards provided at no additional cost to Emerging Schools. Developed by the Northwest Evaluation Association (www.NWEA.org), MAP provides teachers with powerful formative assessment data that can be used to make important instructional decisions. Instructional coaches will train school teams to use this important resource and base their work with school teams on the student data it provides. Technical support and testing coordinators will participate in a one-day drive in workshop to learn how to configure technology, load class roster files, and prepare for assessment administration.

Leadership Facilitator		
Leadership Support: purposeful design Ongoing	With support from NCNSP, UCPS, and JFF, leadership facilitators will help principles develop the school-wide conditions and supports required to prepare every student for the option of college.	
Instructional Coach		
Instructional Coaching: school-based professional learning Ongoing	In partnership with the principal, the instructional coach will facilitate professional learning among the entire staff that includes demonstration lessons, clinical observation and feedback, and use of data. With support from NCNSP, UCPS, and JFF, instructional coaches will help school teams develop and implement school wide instructional practices to engage students and improve achievement.	
Common Practices Symposia Principal and teacher-leader		
Joined by the leadership facilitator and the instructional coach, each school will host one Peer School Review and be a critical friend to two neighboring schools followed by an additional day and a half of reflection, sharing best practices, learning new skills, planning improvements, and networking with colleagues within their region.		
Symposium I	Symposium II	Symposium III
Western Region		
Peer Review: October 23 Symposium: October 24-25	Peer Review: February 5 Symposium: February 6-7	Peer Review: April 7 Symposium: April 8-9
Central Region		
Peer Review: November 6 Symposium: November 7-8	Peer Review: January 29 Symposium: January 30-31	Peer Review: April 9 Symposium: April 10-11
Eastern Region		
Peer Review: October 30 Symposium: October 31-November 1	Peer Review: February 12 Symposium: February 13-14	Peer Review: April 1 Symposium: April 2-3

Optional Supports

Emerging Schools have the option of participating in other supports provided by North Carolina New Schools Project. In most cases, schools will be asked to pay a registration fee per participant.

Critical Friends Groups	
CFG Follow-up First semester	Partnering with the National School Reform Faculty (http://www.nsrffharmony.org/), the NCNSP will provide further development of fully trained CFG teacher leaders. Participants in this strand will strengthen the needed skills to support teacher collaboration and growth.

On-line support sessions First and second semester	Web-enabled collaboration sessions designed to allow all CFG teacher leaders to share dilemmas and best practices in CFG development without leaving their schools.
Full CFG development	Ideal for schools who need to develop additional CFG teacher-leaders (See description provided in New Schools section).
Project-Based Learning	
PBL Basic First Semester	PBL Basic is designed to help teachers with little experience designing projects implement Standards Based PBL that draws on: the experiences of teachers who successfully use PBL in their classrooms; recent research on student learning; and instructional models that incorporate authentic assessments, community based education, service learning, internships, or career academy curriculum.
PBL Advanced First Semester	Designed for those with experience in designing and implementing Standards Based Projects, PBL Advanced will help teacher-leaders share developed projects and resources.
Every Student College-Ready	
Calibrating Rigor February 19-21	Designed to develop a common understanding of the level of rigor required to get every student college-ready, Calibrating Rigor uses a structured school visit to develop a deeper understanding of the interrelation of instructional practice, curriculum content, and student assessment that form a framework for rigor.

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