



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

Report to the North Carolina General Assembly

Early College High School (Learn and Earn)

SL 2007-323, sec.7.19 (d) (HB 1473, 2007 Budget Act), SL 2005-276, Sec. 7.32 (SB 622, the 2005 Budget Act)

Date Due: January 15, 2011

Report # 40

DPI Chronological Schedule, 2010-2011

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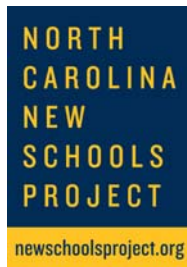
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Update on the North Carolina Early College High School Initiative

North Carolina's Early College High School Initiative represents the nation's most ambitious effort to implement an innovative educational approach intended to achieve the twin goals of improved outcomes for students and a better-trained workforce for the state's economy. Since the first 13 early colleges opened in 2005, the number of the schools has grown to 71 in 2010-11, with a combined enrollment of more than 12,000 students. The schools are proving to be effective by setting expectations high, both for students and teachers, and focusing on the singular goal of ensuring that every student graduates well prepared for college, career and productive lives. Dropout rates are low; achievement on state end-of-course exams is high. The combined graduation rate for the 18 schools with a full cohort of students completing in 2010 was just less than 90 percent.

But the most compelling arguments supporting early college high schools come from students themselves:

"If it wasn't for [this school], I would not be in the position I am in now -- which is an 18-year-old minority, first-generation college-bound student from a tiny low-income neighborhood, who has nearly two years' worth of college credits completed going into my senior year of high school. I look back to see where the crowd is that I was with in middle school and I see the same old thing. That is where I would most likely be, too, if not for early college."

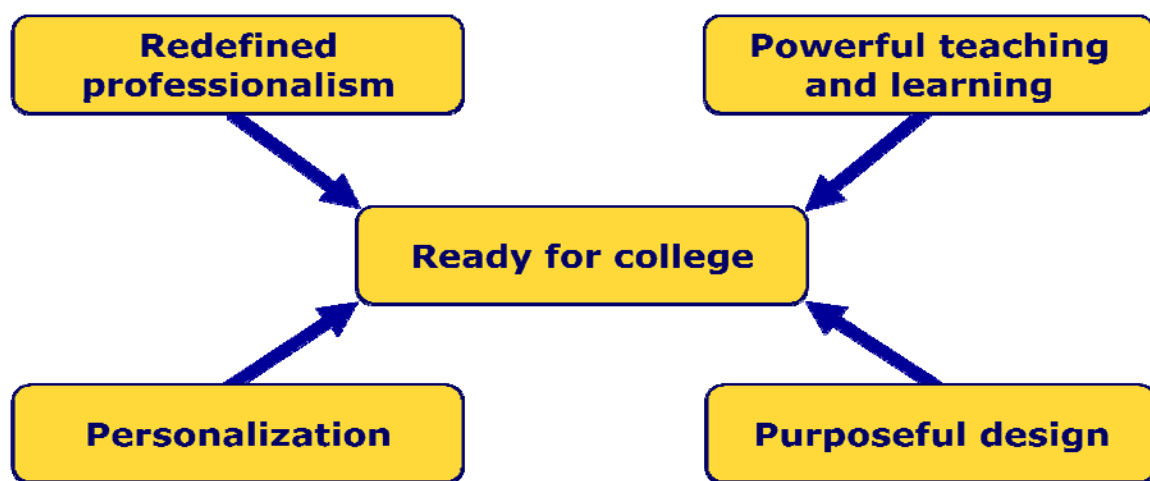
-- Early college student

"Many of us came to early college nervous about whether we could do the work and yet knowing we craved something different than the regular school where we were often bored or overlooked. Our early college teachers have given us lots of support to help us be successful and made classes very interesting so being on a college campus has turned out to be one of the keys to our success."

-- Early college student

The early college high school initiative was launched in September 2004 in response to the state’s changing workforce needs and its persistently high dropout rate. The initiative is administered jointly by the North Carolina New Schools Project in cooperation with the N.C. Department of Public Instruction. 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- and four-year colleges and universities, 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. 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 are underserved in conventional schools. In addition, each early college high school is expected to implement and exhibit a rigorous and far-reaching set of conditions, known as the Design Principles, which lead to student success as judged by all students graduating ready for college, careers and life. Those Design Principles are:

Design Principles



- **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 2007-323 calls on the State Board of Education to report the results of an annual evaluation of the North Carolina 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' effects 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 early college high schools.

Experimental Study of the Impact of Early College High Schools

NCDPI and NCNSP are partnering with SERVE Center, Duke University, Abt Associates, RTI International and the University of North Carolina-Greensboro in a federally funded comprehensive experimental study on the effects of North Carolina's early college high schools model on student achievement and other outcomes. The study compares results for students who were randomly selected to attend an ECHS with students who were randomly selected not to attend and went to a different school, most often the regular high school in the district. This experimental design, often called the "gold standard" in educational research, means that the study is comparing results for two groups of identical students. When the study is completed, it will have results for an estimated 4,000 students in 19 schools.

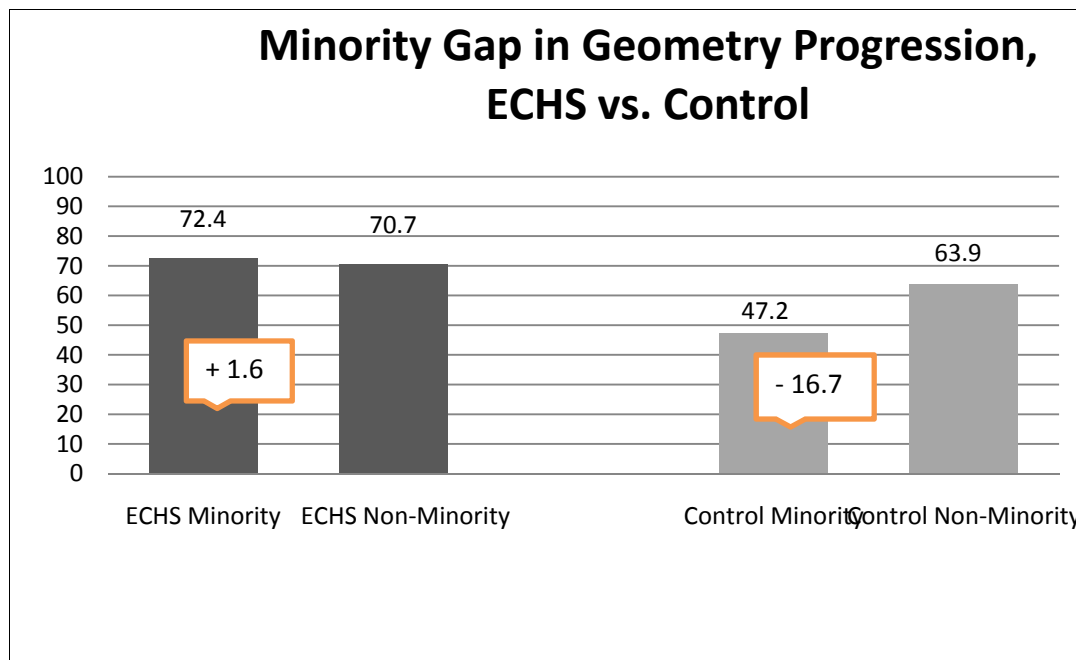
Tenth grade results from approximately 700 students in eight cohorts from six schools are in the process of being analyzed. Preliminary findings shared by the research team include the following:

- More Early College High School students are on-track for college.
- The ECHSs are reducing or eliminating the performance gap between minorities and white students in core outcomes. For example, in the ECHS in 10th grade, minority students were taking and succeeding in geometry courses at a slightly higher rate than white students. In the control group, however, the rate of minority students' progression in geometry was 16 percentage points lower than for white students. More ECHS students were staying in school.

The proportion of 10th grade students still enrolled in high school was approximately 5 percentage points higher for students in the ECHS compared to students in the control group.

See Chart 1, below, which shows the percentage of early college high school 10th graders, minority and non-minority, who have successfully completed geometry, compared to 10th graders in the study who attend traditional high schools.

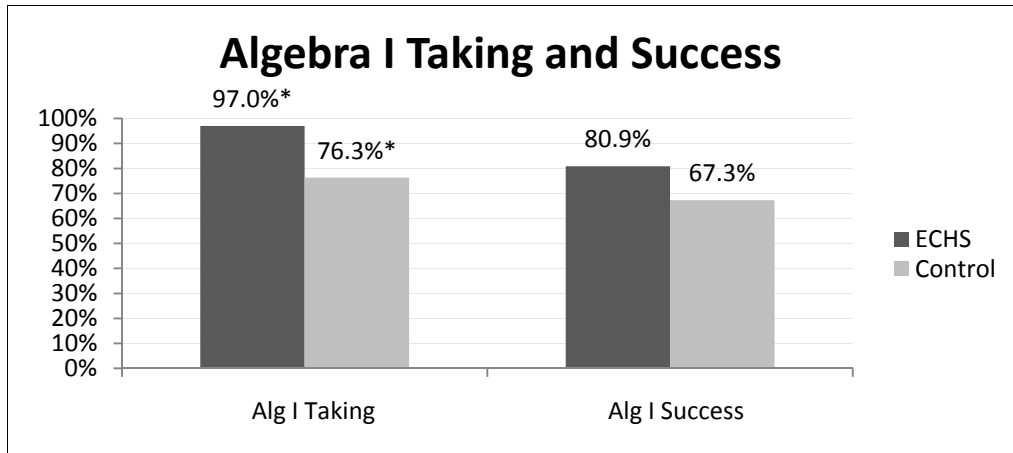
Chart 1: Geometry completion, 10th graders in ECHS vs. non-ECHS



The 10th grade results follow findings for 9th graders, included in last year's report, which showed:

- The ECHSs are increasing the number of students enrolled in and succeeding in a college preparatory course of study. For example, by the end of 9th grade, 80 percent of the ECHS students had successfully completed algebra I compared to 62 percent of the control group. By the end of 9th grade, 98 percent of the ECHS students had taken at least one college preparatory math course compared to 76 percent of the control group.

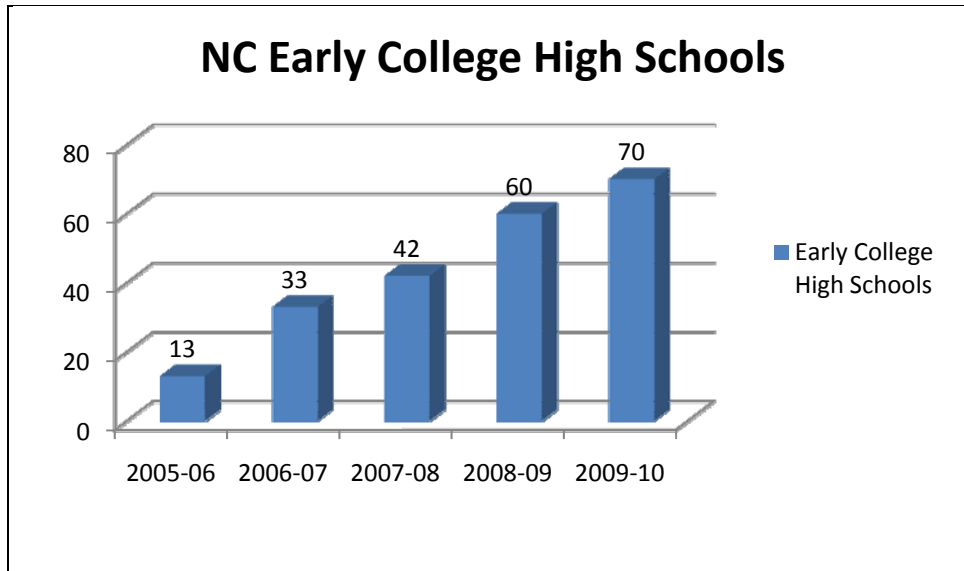
Chart 2: Percentage of 9th Graders Taking and Passing Algebra I



- The ECHSs are reducing the performance gap between minorities and white students. In the ECHS in 9th grade, there was no gap in the completion rates for algebra I between white students and under-represented minority students. This compares to a 6 percent gap in algebra I completion rates between the same two sets of students in the control group.
- ECHS students are reporting significantly different schooling experiences than students in the control group. On average, ECHS students reported significantly higher expectations, stronger relationships with their teachers, more rigorous and relevant instruction, and higher levels of academic and social support in their schooling.

North Carolina's Early College High Schools

Seventy early college high schools were open for students during the 2009-10 school year. The 70 schools reached students in 65 counties and districts across the state. Sixty-four of these schools were 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 64, four were partnered with a UNC system school, one was partnered with a private college and 59 were partnered with a community college. The additional schools, six virtual early college high schools, are partnered with a community college and a virtual college partner, the UNC-Greensboro iSchool, and are located on either a comprehensive high school campus or in a district-provided facility. Students at the virtual schools access virtual college courses through the UNC-G iSchool.



Source: NCNSP

For a complete list of the 70 sites that were open in 2009-10, please see Attachment A.

Nine of the 70 sites existed as middle college high schools prior to the early college 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 70 early college high schools open in 2009-10 served about 10,500 students, with most of them in grades 9-12, with a small but growing number of students in a final 13th grade attending early colleges on community college campuses. Most of those schools operate on a five-year curriculum that allows students the time to earn their high school diploma and an associate's degree or two years of transferrable college credit. During the next two to three years, the newer schools will add additional grades until they reach their capacity of approximately 200-400 students each. Across the 70 schools, 40.5 percent of the student population was male and 59.5 percent was female. More than half (58.2 percent) of the student population was white, nearly one-third (27.9 percent) was African-American, and 9.2 percent was Hispanic. Based on state-reported data for 61 of the 70 schools, nearly half (46.3 percent) of the students were from low-income families, according to eligibility for free or reduced-price lunch. The number of students per grade level who were served in early college high schools for the 2009-10 school year is presented in Table 1 below. Student demographic information on race and gender for the 70 schools combined is presented in the Table 2 below.

Table 1. Number of Students per Grade Level in North Carolina Early College High Schools, 2009-10

Grade Level	No. of Students
7 th & 8 th	65
9th	3470
10th	2974
11th	2121
12th	1571
13th	261
Total	10,462

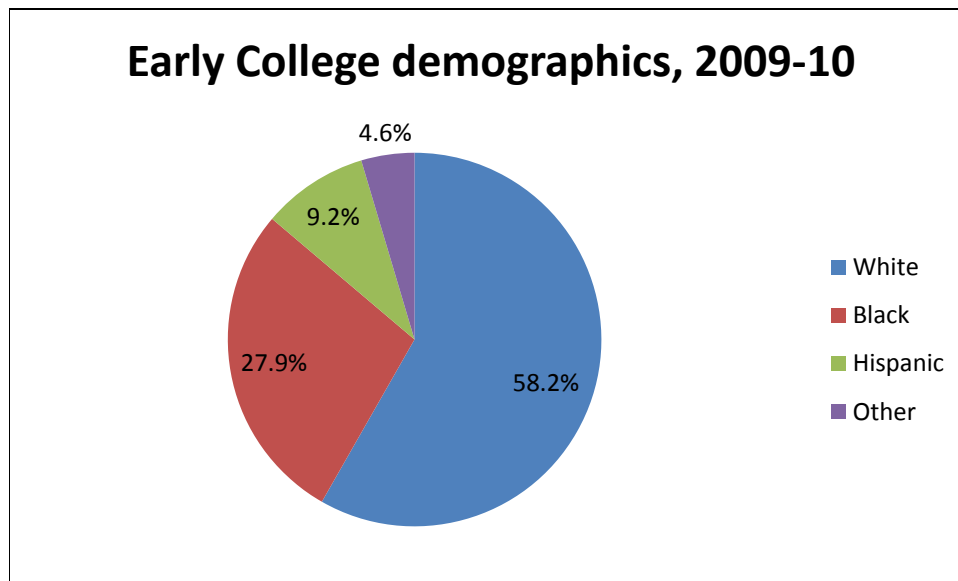
Source: NCDPI, Grade, Race, Sex data,
School year 2009-10

Table 2. Race and Gender of Students in North Carolina Early College High Schools, 2009-10

	Male	Female	Total
White	25.3%	32.9%	58.2%
Black	9.9%	18.0%	27.9%
Hispanic	3.4%	5.8%	9.2%
Other	1.8%	2.8%	4.6%
Total	40.5%	59.5%	100.0%

Source: NCNSP analysis of NCDPI enrollment data

Chart 3: Early College High School Enrollment by Race



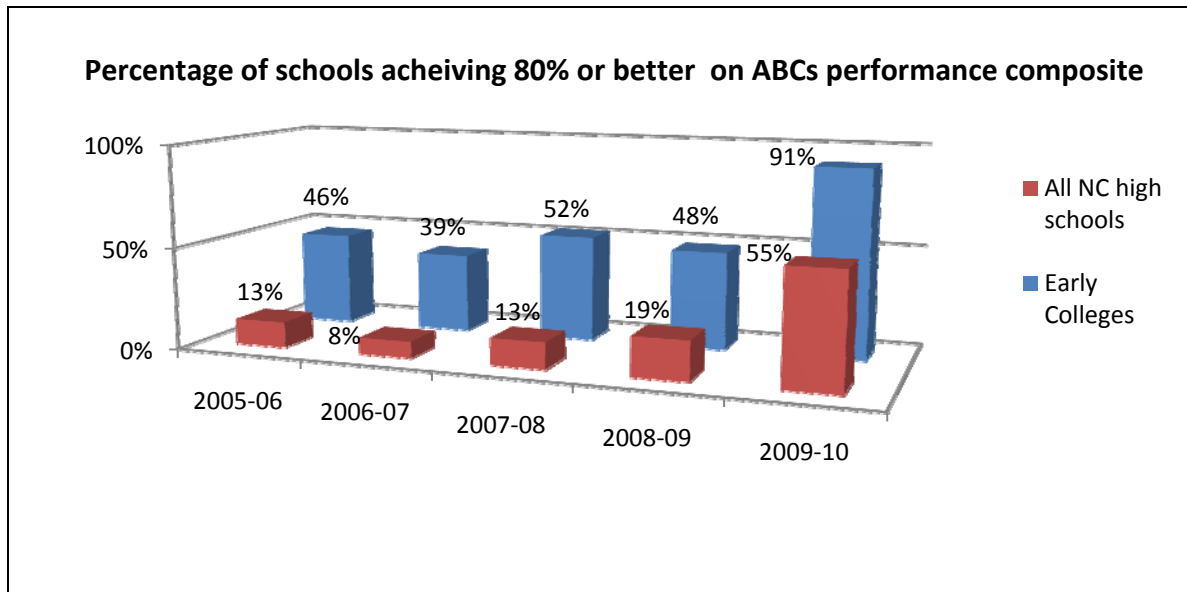
Source: NCNSP analysis of NCDPI enrollment data

ABC End-of-Course Test Results

In 2009-10, the 70 early college high schools had performance composites (or the percent of students proficient on all End-of-Course tests) ranging from 67 percent to 99.7 percent, with more than half (54 percent) of the early college high schools posting performance composites of 90 percent or higher (compared to 3 percent of the early college high schools' comparison high schools¹ and 16 percent for all schools statewide with high school grades). Nine out of every 10 early college high schools (90 percent) had performance composites that were greater than their comparison high school. More than half (62.9 percent) of early college high schools in 2009-10 met the growth targets set for their school under state ABCs accountability measures (made expected growth), compared with 85.7 percent of the comparison high schools and 81.3 percent of all schools statewide with high school grades. Slightly more than a third (34.3 percent) of the 70 early college high schools exceeded their growth targets (made high growth) compared to 58.6 percent of the comparison high schools and 50.6 percent of all high schools statewide.

¹ NCNSP has strategically selected a traditional, comprehensive high school to serve as a comparison high school for each early college high school. The comparison high school serves as a benchmark in order to more effectively judge the growth and progress of the early college high school in improving student achievement. Each comparison high school was selected based on its similarities to the early college high school on geographic location (either in the same school district or in a neighboring school district), its student demographics (primarily race, gender and the percentage of students eligible for free and reduced lunch when available) and the school's prior student performance on End-of-Course tests.

Chart 4: EOC Pass Rates, Early College High Schools vs. All NC High Schools

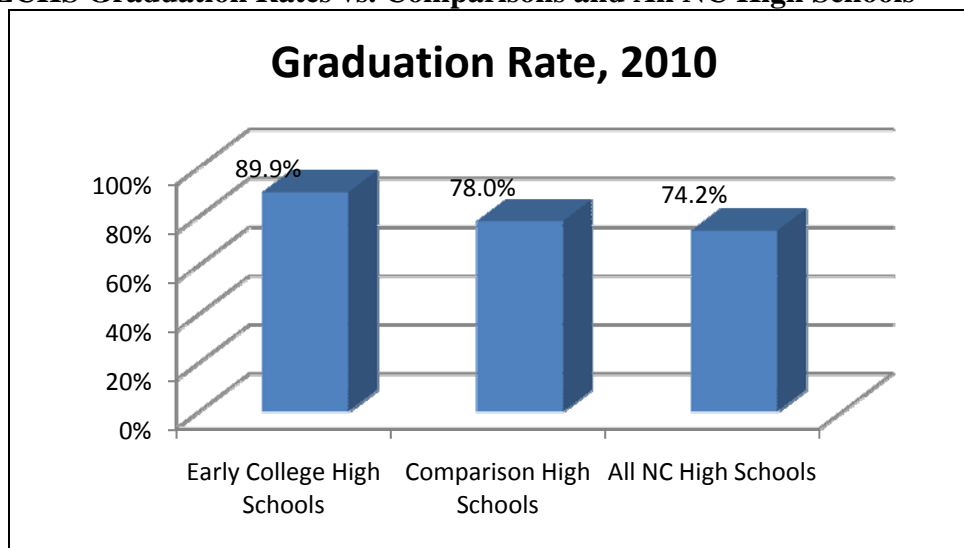


Source: NCNSP analysis of NCDPI test results data

Graduation Rates

The Class of 2010 represented the first cohort of significant size to complete early college since the initiative was launched. Eighteen of the schools graduated full cohorts, with graduation rates ranging from 100 percent to 67.6 percent. Fourteen of the 18 schools (77.8 percent) graduated 90 percent or more of their initial 9th grade cohort from four or five years earlier, depending on each school’s curriculum program. The aggregate graduation rate for the 18 schools was 89.9 percent, compared to 78 percent for their comparison schools and 74.2 percent for the state as a whole.

Chart 5: ECHS Graduation Rates vs. Comparisons and All NC High Schools

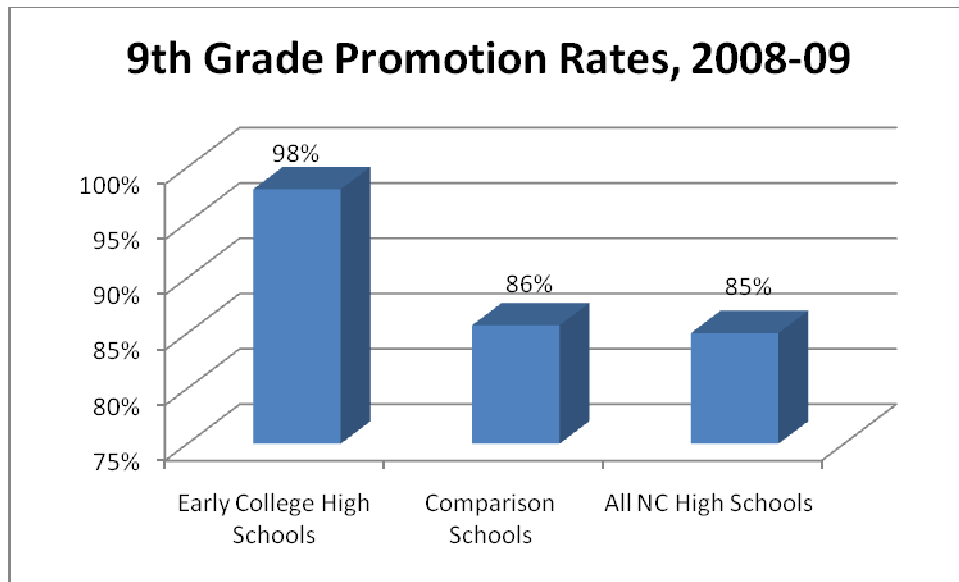


Source: NCNSP analysis of NCDPI graduation rate data, 2010

Ninth Grade Promotion Rates

To graduate, a student must complete the required courses and be promoted from grade to grade. Research shows that promotion from 9th grade is a strong indicator of a student’s likelihood to graduate. During the 2008-09 school year (the most recent year for which data is available), the 60 early college high schools that enrolled students had a combined 9th grade promotion rate of 98 percent, compared to a combined rate of 85.7 percent for the comparison high schools and also about 85 percent for all N.C. high schools.

Chart 6: ECHS Promotion Rates vs. Comparisons and all NC High Schools



Source: NCNSP analysis of NCDPI grade promotion data

The 60 schools reported 9th grade promotion rates ranging from 67 percent to 100 percent. More than nine of every 10 early college high schools (92 percent) reported 9th grade promotion rates greater than 95 percent (compared to 7 percent of comparison schools and 26.9 percent of all schools statewide with ninth grades), and more than two thirds (70 percent) of the early college schools promoted 100 percent of their 9th graders (no comparison schools accomplished this, and only about 15 percent of all schools statewide promoted all their 9th graders). Ninety-five percent of early college high schools had 9th grade promotion rates that were greater than the rates for their comparison high schools. The 60 early college high schools in 2008-09

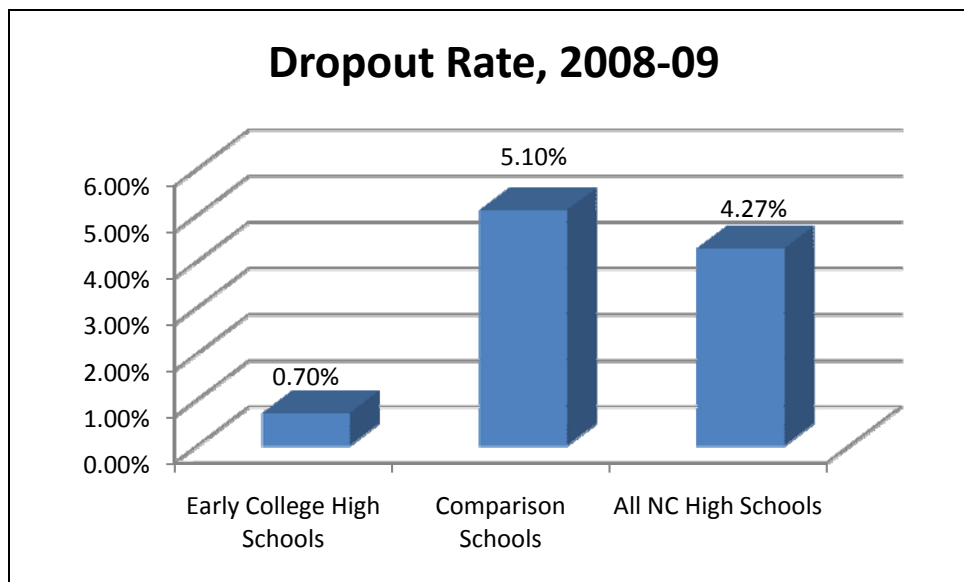
Dropout Rates

To graduate all students, schools must ensure that all students stay in school and do not drop out. During the 2009-09 school year (the most recent year for which dropout rates are currently available), the 60 early college high schools that enrolled students that year reported school wide dropout rates ranging from 0 percent to 5.24 percent, with six of every 10 of schools (60 percent) reporting **no dropouts** (no comparison schools reported no dropouts). All but three of the 60 early college high schools reported dropout rates that

36 Early College High Schools – 60 percent – had no dropouts

were lower than the dropout rate for their comparison high school. The 60 early college high schools had a combined school wide dropout rate in 2008-09 of 0.7 percent, compared to a combined rate of 5.1 percent for their comparison high schools and 4.27 percent for all high schools statewide.

Chart 7: ECHS Dropout Rates vs. Comparisons and All NC High Schools



Source: NCNSP analysis of NCDPI dropout data

As mentioned earlier, a student’s success in the 9th grade is crucial in terms of their eventual success in graduating from high school. Research has shown that 9th grade is the year when students are most likely to drop out of high school. For that reason, NCNSP and NCDPI also track dropout rates at the 9th grade in addition to schoolwide dropout rates for early college high schools. During the 2008-09 school year (the most recent year for which 9th grade dropout rates are available), the 60 early college high schools that enrolled students that year reported 9th grade dropout rates² ranging from 0 percent to 4.82 percent, with more than 9 in 10 schools (92 percent) reporting **no 9th grade dropouts** (no comparison schools reported no 9th grade dropouts, and only 17.4 percent of all high schools statewide reported none from 9th grade). All but one of the 60 early college high schools (95 percent) had 9th grade dropout rates that were lower than the 9th grade dropout rate for their comparison high school. The 60 early college high schools had a combined 9th grade dropout rate of 0.19 percent, compared to a rate of 5.4 percent for their comparison high schools and 5.7 percent for all high schools statewide.

College course completion

A key goal of early college high schools is to provide students with the opportunity to earn significant college credit at the same time that they fulfill state requirements for a high school

² Ninth grade dropout rates were calculated using a formula similar to the NCDPI 9-12 grade dropout rate calculation formula. The 9th grade dropout rate was calculated by dividing the number of 9th grade dropouts by the average of the first month membership last day for the 9th grade classes for 2006-07 and 2007-08 school years plus the number of 9th grade dropouts.

diploma. Data from the North Carolina Community College system shows that students in the early college high schools in 2009-10 took a total of 35,600 classes – or an average of nearly four college classes per student. The average number of courses taken per student was even greater when looking only at core academic classes, which in early college high schools are generally taken by seniors, juniors and to a lesser extent, sophomores. Including 10th graders, early college students in 10th, 11th and 12th grades last year took an average of more than four college courses each in subject areas that included English, foreign language, math, science and social science.

Early college students received better grades, on average, than college-age students in all the core academic areas. Including all college courses taken by early college students on community college campuses, 75 percent received a passing grade of C or better. For all other students in community college courses, 70 percent earned a C or better.

Funding and Additional Support

The 70 early college high schools that were open for students for the 2009-10 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 the 2009-10 year, each early college high school received an allocation from the state of \$307,650 to cover the cost of various positions and other needs associated with the model. See Table 3 below for a list of positions and other items.

Table 3. Grant-Funded Positions and other Costs, 2009-10

<ul style="list-style-type: none"> • School Change and Instructional Coaches • Teacher Professional Development • Principal Professional Development • 1 Guidance Counselor and 1 Work-Based Learning Coordinator • 1 College Liaison • Evaluation • Local Cash¹ • College Textbooks 	
Total:	\$307,650

¹ ECHS in their first year of implementation receive an additional \$10,000 in local cash to help with additional implementation needs.

The implementation grant funding covers 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 high school’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 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.

Teacher and Principal Professional Development: Over the past few years, NCNSP dramatically changed its program of service to teachers, principals and counselors in early college high schools. The 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 continued its broadened professional development reach during the 2009-10 school year by supporting local and regional networks of schools as a way to foster 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 the fall 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 NCNSP 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.

“It is so valuable to make connections with new people. It is also so refreshing to hear ideas that challenge me to think and push me to become a better teacher.”
-- Teacher at Common Practices Symposium

- **Leadership coaches:** Principals in NCNSP schools were provided an additional level of support during the 2009-10 year from one of four leadership coaches 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 coaches during monthly school visits throughout the year. The leadership support positions, filled by seasoned principals under contract to NCNSP, help 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 coaches also provide valuable support to inexperienced principals with untested leadership skills. 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: ECHS implementation grants also provide each school with funding a college liaison and two school-based positions, typically a school counselor and a learning-experiences coordinator. The learning-experiences coordinator helps facilitate partnerships with community organizations and local businesses and to develop 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.

Other Initiatives: NCNSP also continues to pursue high school innovation with other initiatives. One is aimed at developing stand-out schools that can serve as models for other educators in the state. The second is intended to better harness technology for improved teaching and learning.

- **Learning Laboratory Initiative:** Two early college high schools and two redesigned high schools comprise the Learning Laboratory Initiative, a \$2.5-million effort funded by the Bill & Melinda Gates Foundation to accelerate the development of innovative high schools that can demonstrate rigorous, highly effective instruction and deep student engagement to educators, university faculty and policymakers. Faculty from the four schools has been developing a common planning framework for curriculum units that share a depth of understanding and rigor, relevance and integration into the North Carolina Standard Course of Study. Use of these lessons began last year as a basis for developing long-term instructional strategies.

New Schools and Sites Opening for the 2011-12 School Year

One new early college high school, Craven EAST, opened in 2010-11 in Havelock as Craven County's second early college affiliated with Craven Community College. With a focus on aerospace technology, the school is tentatively planned to help form a network of STEM schools sharing a similar focus. This school is also partnering with the U.S. Navy's NAVAIR Depot Cherry Point and is already forging new ground in designing integrated digital learning options for students as well as coursework in engineering design.

Plans for the 2011-12 school year include the opening of a new early college located on the campus of N.C. State University with a STEM energy focus, the development of a regional early college high school with an agriscience-biotechnology focus serving a cluster of surrounding

counties in the northeastern part of the state, and the opening of a new early college with a language and diplomacy emphasis in Cumberland County. Each planning site typically receives a small planning grant from the North Carolina General Assembly which is used to fund the services of a school change coach, various planning activities and additional associated costs. The planning activities during 2009-10 included:

- *Planning support:* NCNSP facilitated planning support meetings for district and higher education partners from planning teams developing the new schools. During these 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. A special committee was established to develop integrated STEM curriculum.
- *Study visits:* During their planning year and their first year of operation, key leaders from new early college high schools made study visits to model schools elsewhere in the nation. In July, 2009, NCNSP facilitated a study visit to University Park Campus School in Worcester, Mass., for key leaders of new ECHS. Visitors were able to see firsthand the impact of the design principles on effective practice.
- *2010 NCNSP Summer Institute:* NCNSP leveraged the knowledge and experience of its partner schools this year to revise the model of its annual summer conference. About 70 percent of the individual sessions at this year's summer institute were led by teachers, principals and counselors, who had worked in conjunction with NCNSP to develop workshops focusing on a wide array of issues, ranging from use of data and creating a college-going culture to using technology to support powerful teaching and learning to formative assessment. Evaluations from the 600 participants at the summer institute indicate that the revised format was welcomed as engaging and effective.

“The NCNSP school visits motivated me to continue to fight hard for what’s right for students.”
-- principal

Evaluation Efforts

The North Carolina New Schools Project is committed to ongoing program evaluation and to other efforts to learn from the innovative practices it is helping develop and promote. 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

“I attended excellent sessions that shared valuable information I can take back to help my school develop a positive culture for our students and our staff. Having peers as presenters makes the content of the sessions even more real.”
-- teacher at the 2010 Summer Institute

System will allow NCNSP, NCDPI and our ECHS to better track and evaluate the progress of students.

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 additional funding from the U.S. Department of Education to continue a rigorous, experimental research study of the Early College High School Initiative. (See discussion of early results on page 2.) The research project is studying 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 additional research will follow students through graduation and into postsecondary education. This study is providing useful information to NCNSP, NCDPI and our early colleges on how to improve our practice.

For more information, contact the North Carolina New Schools Project at 919-277-3760.

Attachment A: North Carolina Early College High Schools, 2010-11

School	District	Year Opened
Anson County Early College High School	Anson County Schools	2005-06
Mayland Early College High School	Avery, Mitchell and Yancey schools	2009-10
Beaufort County Early College High School	Beaufort County Schools	2008-09
Bertie County Early College High School	Bertie County Schools	2008-09
Brunswick County Early College High School	Brunswick County Schools	2006-07
Buncombe County Early / Middle College	Buncombe County Schools	2005-06
Caldwell Early College	Caldwell County Schools	2006-07
Catawba Valley Early College High School	Catawba County Schools	2005-06
Tri-County Early College High School	Cherokee County Schools	2006-07
Cleveland Early College High School	Cleveland County Schools	2008-09
Sampson County Early College High School	Clinton City/Sampson	2005-06
Southeastern Early College High School	Columbus County Schools	2006-07

School	District	Year Opened
Craven Early College High School	Craven County Schools	2006-07
Craven EAST Early College High School	Craven County Schools	2010-11
Cross Creek Early College High School	Cumberland County Schools	2005-06
JP Knapp Early College High School	Currituck County Schools	2008-09
Davidson Early College High School	Davidson County Schools	2005-06
Davie County Early College High School	Davie County Schools	2007-08
Duplin Early College High School	Duplin County Schools	2009-10
Josephine Dobbs Clement Early College High School	Durham Public Schools	2005-06
Edgecombe County Early College High School	Edgecombe County schools	2005-06
Franklin County Early College High School	Franklin County Schools	2009-10
Granville Early College High School	Granville County Schools	2009-10
Greene County Early College High School	Greene County Schools	2006-07
The Early / Middle College at GTCC	Guilford County Schools	2005-06

School	District	Year Opened
GTCC Early/Middle College of Entertainment Technology	Guilford County Schools	2006-07
NC A&T University Early/Middle College High School	Guilford County Schools	2006-07
GTCC Early / Middle College Greensboro	Guilford County Schools	2007-08
Early / Middle College at Bennett College for Women	Guilford County Schools	2008-09
Haywood Early College High School	Haywood County Schools	2006-07
Henderson Early College High School	Henderson County Schools	2009-10
Hertford County Early College	Hertford County Schools	2008-09
SandHoke Early College High School	Hoke County Schools	2006-07
Hyde County Early College High School	Hyde County Schools	2008-09
Collaborative College for Technology and Leadership	Iredell-Statesville Schools	2005-06
Iredell-Statesville Visual and Performing Arts Early College High School	Iredell-Statesville Schools	2008-09
Blue Ridge Virtual Early College	Jackson County Schools	2008-09
Jackson County Early College	Jackson County Schools	2008-09

School	District	Year Opened
Johnston County Early College Academy	Johnston County Schools	2008-09
Cabarrus/Kannapolis Early College High School	Kannapolis City Schools	2009-10
Lee County Early College High School	Lee County Schools	2006-07
Lenoir County Early College High School	Lenoir County Schools	2007-08
Macon County Early College High School	Macon County Schools	2006-07
Madison County Early College High School	Madison County Schools	2008-09
McDowell Early College	McDowell County Schools	2006-07
Nash-Rocky Mount Early College High School	Nash-Rocky Mount Schools	2005-06
Isaac Bear Early College High School	New Hanover County Schools	2006-07
Wilmington Early College High School	New Hanover County Schools	2007-08
Pender Early College High School	Pender County Schools	2006-07
Polk Virtual Early College High School	Polk County Schools	2007-08
Randolph Early College High School	Randolph County Schools	2006-07

School	District	Year Opened
Richmond County Early College High School	Richmond County Schools	2007-08
Robeson County Early College High School	Robeson County Schools	2005-06
Rockingham Early College High School	Rockingham County Schools	2008-09
Rowan County Early College	Rowan-Salisbury Schools	2008-09
Rutherford Early College High School	Rutherford County Schools	2005-06
Scotland Richmond Early College High School	Scotland County Schools	2007-08
Stanly Early College High School	Stanly County Schools	2006-07
Stokes County Early College High School	Stokes County Schools	2009-10
Surry Early College High School of Design	Surry County Schools	2006-07
Columbia iSchool	Tyrrell County Schools	2008-09
Union County Early College	Union County Schools	2006-07
Vance County Early College High School	Vance County Schools	2008-09
Wake Early College of Health Sciences	Wake County Schools	2006-07

School	District	Year Opened
Warren Early College High School	Warren County Schools	2008-09
Wayne Early / Middle College High School	Wayne County Schools	2007-08
Roanoke Valley Early College High School	Weldon City Schools	2009-10
Wilkes Early College High School	Wilkes County Schools	2009-10
Wilson Early College High School	Wilson County Schools	2009-10
Early College of Forsyth	Winston-Salem / Forsyth County Schools	2008-09
Yadkin County Early College High School	Yadkin County Schools	2007-08