

# North Carolina High School Reform

Fiscal Brief

December 21, 2007

## *Summary of High School Reform Efforts in North Carolina*

### Executive Summary

Performance data, judicial pressure, and national interest have all fueled a wave of high school reform projects in North Carolina. Recent initiatives across the State have taken three primary forms:

- 1) **Learn & Earn**, which provides opportunities for high school students to earn college credits free of charge while still enrolled in high school;
- 2) **Redesigned High Schools**, which adopt a curricular focus that provides accelerated learning opportunities while connecting classroom education to workplace skills; and
- 3) **Turnaround High Schools**, which work with the Department of Public Instruction to raise student performance in compliance with Judge Howard Manning's ruling in *Leandro v. State of North Carolina*.

The purpose of this brief is to provide the NC General Assembly clear information regarding these high school reform efforts. In addition to describing each reform effort, the brief discusses the management and funding of high school reform in North Carolina. It also summarizes existing evaluations of these initiatives.

Finally, this brief presents a number of questions that the General Assembly should consider as high school reform expands and matures:

- 1) Is high school reform effective?
- 2) Is high school reform an efficient use of State resources?
- 3) Are any reform efforts duplicative?
- 4) Should reform efforts be centralized under one agency?

### Introduction

High school reform is not new; efforts to modernize high schools have been going on for decades. Recently, however, multiple factors have converged, prompting a new wave of high school reform in North Carolina.

Multiple indicators have documented the need to improve student performance in high schools. The NC Department of Public Instruction (DPI) recently released the state's first four-year cohort graduation rate, which revealed that 68% of freshmen who entered high school in 2002 graduated four years later; only 55% of low-income students graduated on time.<sup>1</sup> In 2006, 75 high schools (19%) were designated either Priority or Low Performing Schools, because they had less than 60 percent of their students' 2005-06 test scores at the proficient level.<sup>2</sup> Furthermore, the NC Community College System has reported that 49% of recent high school graduates require at least one developmental course.<sup>3</sup>

Judge Howard Manning, a Wake County Superior Court judge presiding over *Leandro v. State of North Carolina*, has applied legal pressure on public schools to reform. In 2005, he drew statewide attention when he accused failing high schools of "academic genocide."<sup>4</sup> The following year he issued a directive that, if test results did not improve, 17 high schools would have to be restructured and given new principals or face closure.<sup>5</sup>

The Bill & Melinda Gates Foundation has brought national attention to high school reform. The Foundation champions increasing graduation and college readiness rates through smaller, innovative high schools and providing access to college courses early. Between 2001 and 2007, the Gates Foundation invested more than \$1.7 billion to improve high schools, supporting over 1,800 schools in 47 states.<sup>6</sup> In

2003, the Foundation awarded North Carolina an \$11 million matching grant, followed by an additional \$9 million grant in 2006 to help support the State's high school reform efforts.<sup>7</sup>

All of these factors have led to legislative and gubernatorial interest in high school reform. As a result of this interest, three main high school reform efforts are occurring simultaneously in North Carolina (see Appendix A for a flow chart of reform projects):

1. Learn and Earn,
2. Redesigned High Schools, and
3. Turnaround High Schools.

### Learn and Earn

Learn and Earn provides opportunities for high school students to earn college credits free of charge while still enrolled in high school. Two types of Learn and Earn programs exist (see Figure 1):

- Learn and Earn Early College High Schools (also known as "bricks and mortar" campuses), and
- Learn and Earn Online.

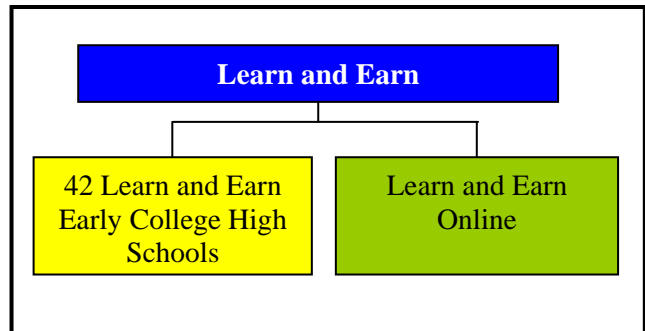
#### Learn and Earn Early College High Schools

Learn and Earn Early College High Schools partner with either a community college or a university to provide an accelerated learning environment that allows students to graduate high school with an associate's degree or two years of transferable college credit within four or five years.<sup>8</sup> As of the 2007-08 school year, 42 Learn and Earn Early College High

Schools have opened in 38 LEAs in 38 counties (depicted in dark gray in Figure 2).<sup>9</sup> Of these 42 schools, five are partnered with an institution of the UNC system, while 37 are partnered with a community college.<sup>10</sup>

The intention of this initiative is to provide students who are traditionally under-represented in the college-going population an opportunity to get a head start on college. Therefore, most Learn and Earn Early College

**Figure 1: Learn and Earn Flowchart**

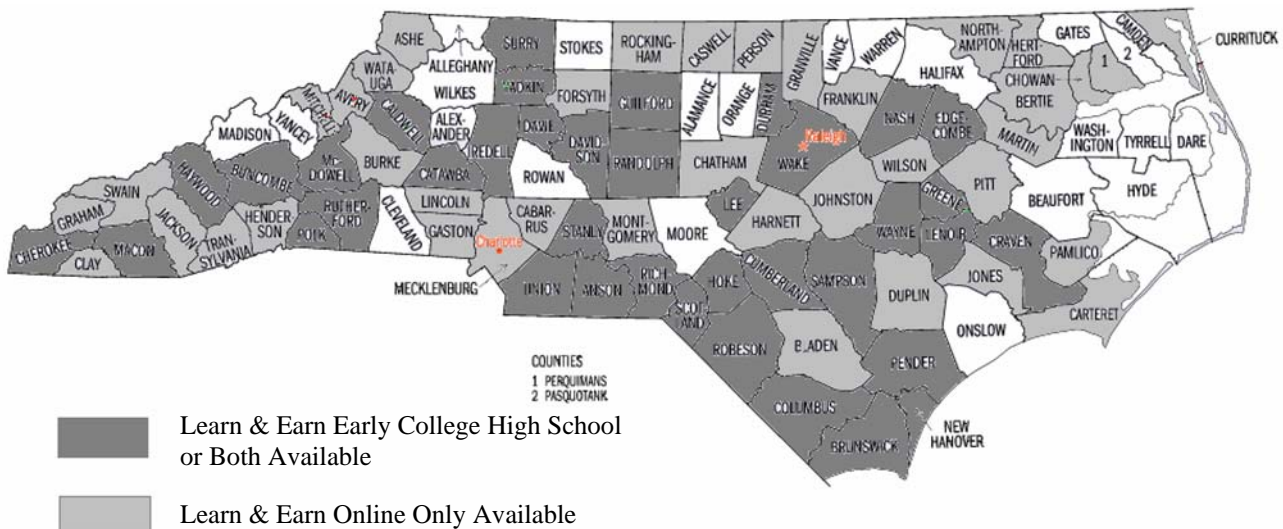


High Schools focus on attracting students who would become first-generation college students in their families, as well as low-income and minority students. These schools are required to enroll no more than 100 students per grade, for a maximum Average Daily Membership (ADM) of 400 per school.<sup>11</sup>

#### Learn and Earn Online

To supplement the bricks and mortar Learn and Earn campuses, there is Learn and Earn Online. Initiated during the 2007-08 school year, Learn and Earn Online allows qualified high school students in participating schools to take college courses online

**Figure 2: Availability of Learn and Earn by County**



through UNC Greensboro and various community colleges.

Classes are offered to students on their regular high school campus during the normal school day. This design requires that a local high school have sufficient technological capabilities, such as ample internet access and computers, in order to participate in Learn and Earn Online.<sup>12</sup>

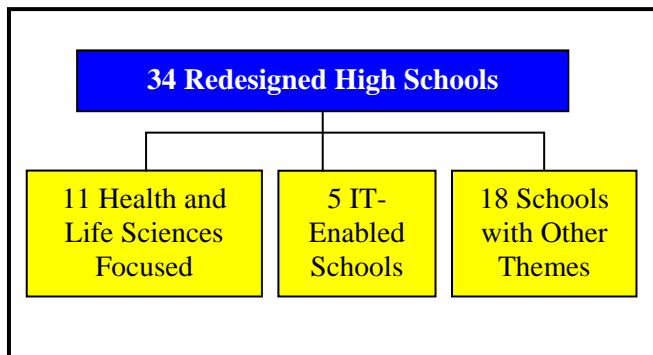
In the 2007-08 school year, 75 LEAs across 74 counties (depicted in light gray in Figure 2, unless the LEA also has a bricks and mortar campus) have indicated that they plan to participate.<sup>13</sup> If all 75 LEAs do indeed participate in Learn and Earn Online, students in 34 LEAs will not have access to either form of Learn and Earn during the 2007-08 school year.

### Redesigned High Schools

Redesigned High Schools are traditional high schools converted into small, autonomous high schools with a curricular focus that attempts to connect academic courses to the working world.<sup>14</sup> Redesigned High Schools are sometimes referred to as "schools within a school" as they are often carved out from a traditional high school and housed on the traditional high school campus. Similar to Learn and Earn Early College High Schools, Redesigned High Schools are limited to 400 ADM.

As of the beginning of the 2007-08 school year, 34 Redesigned High Schools have opened in 15 LEAs across 14 counties.<sup>15</sup> There are 11 schools with a Health and Life Sciences focus, five Information Technology (IT)-Enabled Schools,<sup>16</sup> and a variety of schools with foci ranging from business and finance to leadership and public service (see Figure 3).

**Figure 3: Flowchart of Redesigned High Schools**



### Turnaround High Schools

Turnaround High Schools are the result of the ruling in *Leandro v. State of North Carolina*, in which Judge Howard Manning ruled that the North Carolina Constitution requires that every child have the opportunity to receive a sound basic education.<sup>17</sup>

Judge Manning mandated that any high school with a performance composite score below 55% be assessed to determine ways to improve that school's performance. The Governor mandated that an assessment be provided for any school with a performance composite score below 60%. A performance composite score is the percentage of students deemed proficient in the following five End-of-Course tests: Algebra I, English I, Biology, US History, and Civics and Economics.<sup>18</sup>

Based on 2004-05 test scores, Turnaround Assessment Teams were sent to 44 high schools in 2005-06 to investigate why these schools were performing poorly. Of these 44 schools, eight schools raised their performance composite score above 60% in the 2005-06 school year and a ninth school opted to undergo a whole school redesign. Consequently, these nine schools are no longer considered Turnaround High Schools.

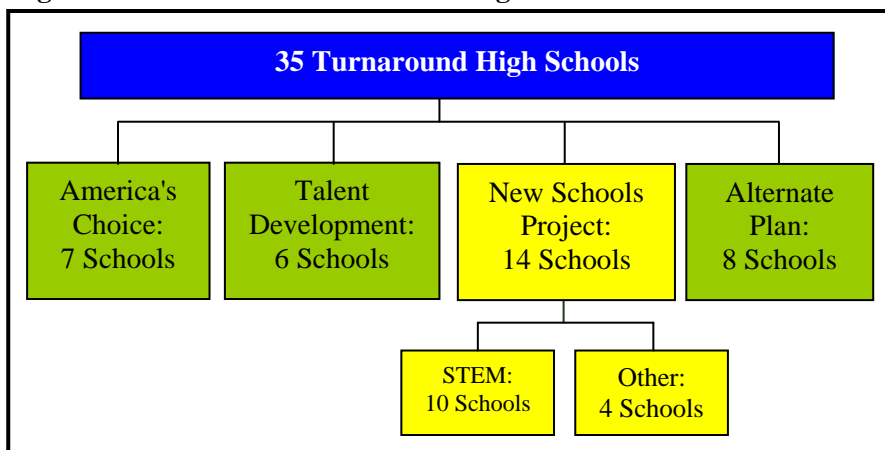
The remaining 35 schools continued to perform sub-par and took the next step in the process by developing a Framework for Action in the 2006-07 school year. There are five components to each school's Framework for Action:

- 1) Principals receive professional development through the Principals' Executive Program (PEP), administered by the University of North Carolina.
- 2) A leadership coach is assigned to each school and visits weekly.
- 3) The school is asked to revise its School Improvement Plan to include certain elements deemed missing by the Turnaround Assessment Team such as a plan to transition freshmen or a plan to help struggling students.
- 4) Teachers receive professional development.

- 5) The school must select a reform model to implement from the following choices:
- a. *America's Choice*, which emphasizes extensive professional development and specialized, intensive math and literacy courses for students performing below grade level;<sup>19</sup>
  - b. *Talent Development*, which focuses on ninth grade students by creating a Ninth Grade Academy – a "school-within-a-school" for ninth graders – and providing a "double-dose" of English and mathematics within the curriculum;<sup>20</sup>
  - c. *NC New Schools Project*, which requires schools to partner with the NC New Schools Project, a non-profit focused on high school reform; many of these schools are becoming Science, Technology, Engineering, and Mathematics (STEM) schools focused on providing an accelerated curriculum in math, science, and technology; or
  - d. *Approved Alternate Plan*

In the 2007-08 school year, the first 35 Turnaround High Schools will implement their chosen reform model (see Figure 4).<sup>21</sup> These 35 high schools are located in 22 LEAs across 21 counties.<sup>22</sup> An additional 54 schools have entered the Turnaround Assessment phase because their performance composite score dropped below 70% in the 2006-07 school year.<sup>23</sup> Schools that remain below the 70% threshold after entering the assessment phase will be classified as a Turnaround High School and must implement one of the four reform models.

**Figure 4: Flowchart of Turnaround High Schools**



## Management of High School Reform

Leadership for high school reform in North Carolina is provided by two organizations: DPI and the NC New Schools Project. The NC New Schools Project is a public-private partnership formed in 2003 by Governor Easley's Education Cabinet and the Public School Forum to focus leadership and resources on change in the state's high schools.<sup>24</sup>

While DPI is responsible for managing Learn and Earn Online and most of the Turnaround High Schools (shaded in green in Figures 1, 3, 4, and Appendix A), the NC New Schools Project has been charged with managing the Learn and Earn Early Colleges and Redesigned High Schools (shaded in yellow). The NC New Schools Project also works with the 14 Turnaround High Schools that have selected its model.

## Funding High School Reform

High school reform in North Carolina is financed through a combination of State funds and foundation grants. Appendix B provides a breakdown of total State funding for all high school reform projects in FY 2007-08.

### Learn and Earn

Learn and Earn is financed through State appropriations. In FY 2007-08, the State plans to spend \$15.1 million in recurring and \$700,000 in non-recurring funds on Learn and Earn Early College High Schools. Average spending per school is expected to be approximately \$310,500, supporting operating costs and positions.<sup>25</sup> This support is in addition to \$700,000 in non-recurring funding for nine start-up grants and a number of planning grants for potential early college sites.

In its inaugural year, Learn and Earn Online will receive \$6,500,000 in recurring and \$5,000,000 in non-recurring, non-reverting State appropriations. In FY 2008-09, Learn and Earn Online will receive \$10,100,000. Funding is used to pay for textbooks and reimburse the partner Institutions of Higher Education for providing college courses; the participating high schools must supply

computers and internet access.<sup>26</sup> In FY 2007-08, the NC Community College System and UNC-Greensboro will be reimbursed at a rate of approximately \$445 and \$767, respectively, per three-credit hour course.<sup>27</sup>

### Redesigned High Schools

Redesigned High Schools receive support from two sources. Using grant funding received from the Bill & Melinda Gates Foundation, the NC New Schools Project provides each school with a one-year planning grant and implementation grants for five years. These grants support professional development, instructional materials, computer equipment, and other implementation expenses.

Similar to the Learn and Earn Early College High Schools, the State also provides enhanced position support to Redesigned High Schools.<sup>28</sup> In FY 2007-08, the State will provide LEAs with an average allocation of \$207,706 per site. In total, the State plans to spend \$7,239,800 in recurring funding in FY 2007-08 for Redesigned High Schools.<sup>29</sup>

### Turnaround High Schools

State funds are provided to support a principal position at each of the ten STEM Turnaround High Schools, totaling \$812,500.<sup>30</sup> Other than these funds, there are no additional State dollars allocated specifically to this effort. School districts in which there are Turnaround High Schools must redirect resources to implement their chosen reform model. Many districts have used State funds provided through the Disadvantaged Students Supplemental Fund allotment – an allotment intended to provide extra support to students who are not performing at grade level – for this purpose.<sup>31</sup>

There is some State funding tied to certain services Turnaround High Schools utilize. For example, principals participate in the Principals' Executive Program operated by a UNC-affiliated organization. The Principals' Executive Program received \$607,000 NR in expansion funds for 2007-08 to focus on low-performing middle schools and high schools. In addition, the Bill & Melinda Gates Foundation granted DPI \$1.8 million in FY 2006-07 to support this effort.

## **Evaluation of High School Reform**

There is not yet a comprehensive evaluation of either Learn and Earn Early College High Schools or Redesigned High Schools. The NC New Schools Project has collected initial data from the 13 Learn and Earn Early College and 11 Redesigned High Schools that opened for the 2005-06 school year. This data shows modest results after one year. Nine schools met the state's growth target, 75% of eligible schools met Adequate Yearly Progress goals under No Child Left Behind, and nine schools outperformed comparable traditional high schools in their districts. In addition, these innovative high schools experienced a lower drop-out rate, higher attendance rate, higher promotion of 9<sup>th</sup> grade students, and better teacher satisfaction than did the comparison high schools.<sup>32</sup>

More extensive evaluations are currently underway. The Southeast Region Federal Education Laboratory (SERVE) recently received a \$2.9 million grant from the U.S Department of Education to conduct an experimental research study of Learn and Earn Early College High Schools in North Carolina. This study will analyze the impact of the Early College model on student outcomes and seek to determine if this model can be generalized to different student populations.

Additionally, the NC New Schools Project and DPI are pushing to include the State's Learn and Earn Early College High Schools in the nationwide Early College High School Initiative Student Information System (SIS). SIS will collect student-level data on a variety of measures including GPA, test scores, course selection, and demographic information.<sup>33</sup>

With regards to assessing the performance of Redesigned High Schools, the Bill & Melinda Gates Foundation has hired an external evaluator. This evaluator will focus on the impact of the Redesigned High School model on retention and graduation rates, college attendance, and student perceptions of their school and of college.<sup>34</sup>

A comprehensive evaluation of Turnaround High Schools is not yet possible, as schools have just begun implementing their chosen reform models. The impact of the reform will be evaluated once End-of-Course scores are available for the 2007-08 school year.<sup>35</sup> Likewise, Learn and Earn Online is in its first year of implementation.

## Conclusion

Of 115 LEAs, 90 will have some form of high school reform in the 2007-08 school year. See Appendix C for a full listing of high school reform projects by LEA. The breakout is as follows:

- 38 LEAs have at least one bricks and mortar Learn and Earn Early College High School in their district;
- 75 LEAs have expressed their intent to participate in the Learn and Earn Online program;
- 15 LEAs have at least one Redesigned High School in their district; and
- 22 LEAs have at least one Turnaround High School in their district.

High school reform in North Carolina will likely continue to grow. Governor Easley has set a goal of having at least one Learn and Earn Early College High School in each of North Carolina's 100 counties by 2008-09.<sup>36</sup> The NC New Schools Project is currently developing a Virtual Early College High School model, the first of which will open in 2007-08 in Polk County. These schools are intended to provide online college courses to students in districts that do not have access to a university or community college campus, and therefore, cannot operate a traditional Learn and Earn Early College High School.<sup>37</sup>

With High School Reform becoming so pervasive throughout the State, it is important for the General Assembly to consider the following questions:

- 1) **Is high school reform effective?** Since high school reform is relatively new, in-depth evaluations showing whether these innovative high schools actually improve test scores, graduation rates, and college attainment rates are not yet available. In the absence of such comprehensive evaluations, the General Assembly should consider whether expansion of high school reform should continue at its current pace. As reform projects mature, continued funding should be contingent on measurable improvements in student performance.
- 2) **Is high school reform an efficient use of State resources?** The State has appropriated a total of \$35.3 million in FY 2007-08 for high school reform projects. Once evaluative data becomes

available, the General Assembly should consider whether this investment is an efficient use of State funds given the number of students impacted. Efficiency is a particularly important consideration when deciding whether to replicate these models. Furthermore, as the number of high school students taking college courses grows, adjustments to public school ADM will increasingly be needed to prevent double funding these students at both the K-12 and higher education levels.

- 3) **Are any reform efforts duplicative?** As high school reform continues to grow, it will be vital to ensure that new programs do not duplicate pre-existing programs. For example, the proposed Virtual Early College High Schools will offer online college courses. An evaluation of this model should consider whether students could receive the same benefits through Learn and Earn Online.
- 4) **Should reform efforts be centralized under one agency?** Currently leadership for high school reform on the State level is divided between DPI and the NC New Schools Project. It is unclear whether the benefits of delegating high school reform to a non-profit outweigh the coordination challenges posed by dividing responsibility. Furthermore, the State will eventually have to decide how the activities of the NC New Schools Project will be sustained, if at all, once grant funding is no longer available through the Bill and Melinda Gates Foundation.

*Fiscal Brief prepared by: Katherine Trenholme and the Education Team*

*For additional information, please contact:*

*Brian Matteson*

*Fiscal Research Division*

*NC General Assembly*

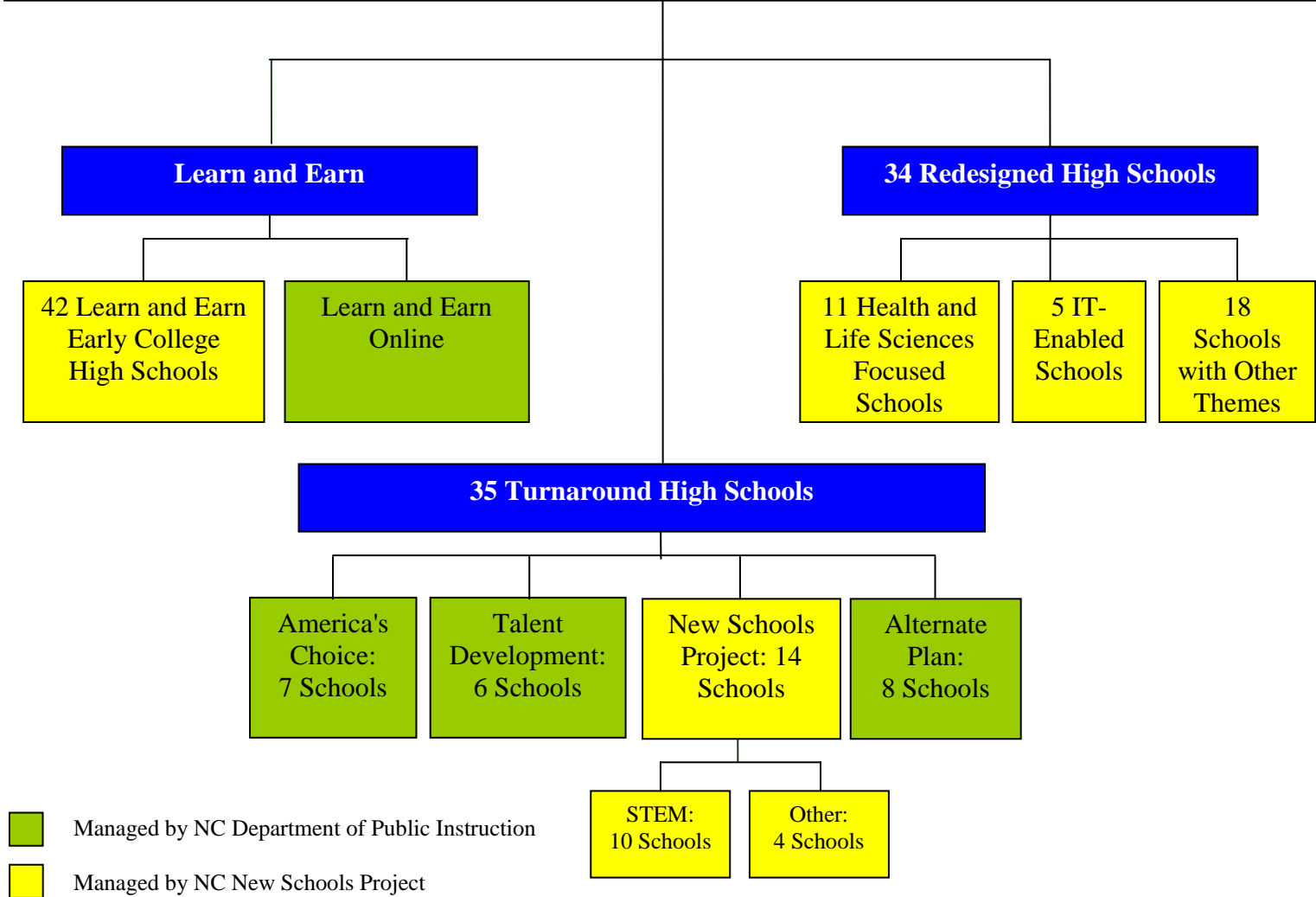
*300 N. Salisbury St., Room 619*

*Raleigh, North Carolina 27603-5925*

*(919) 733-4910*

*<http://www.ncleg.net/fiscalresearch>*

**Appendix A: High School Reform Flowchart**



## Appendix B: State Funding for High School Reform Projects - FY 2007-08

	Number of Sites/Positions	Total
<b>Learn and Earn Early College High Schools:</b>		
Operational Sites FY 2007-08	42	\$ 13,040,817
Start-up Funding (nonrecurring)	9	90,000
Planning Sites (nonrecurring)	15	610,000
Community College Funding (Tech Fees and Textbooks)		721,217
University Funding (Tuition, Tech Fees and Textbooks)		840,257
NCDPI Operational and Evaluation Funding		473,539
<b>Total, Learn and Earn Early College HS Funding</b>		<b>\$ 15,775,830</b>
<b>Redesigned High Schools:</b>	34	\$ 7,239,800
<b>Turnaround High Schools:</b>	35	
Principal Positions for STEM Turnaround High Schools	10	812,500
<b>Learn and Earn Online</b>		\$ 11,500,000
<b>Total: All High School Reform Initiatives</b>		<b>\$ 35,328,130</b>

Source: NC Department of Public Instruction, Division of Financial and Business Services

## Appendix C: High School Reform Projects by County

LEA#	LEA Name	Type of High School Reform Initiative in LEA			
		Learn & Earn Early College High School	Redesigned High School	Turnaround High School	Learn & Earn Online
010	Alamance County			X	
020	Alexander County				
030	Alleghany County				
040	Anson County	X		X	X
050	Ashe County				X
060	Avery County				X
070	Beaufort County				
080	Bertie County			X	X
090	Bladen County				X
100	Brunswick County	X			X
110	Buncombe County	X			
111	Asheville City		X		X
120	Burke County				X
130	Cabarrus County				X
132	Kannapolis City				
140	Caldwell County	X			X
150	Camden County		X		
160	Carteret County				X
170	Caswell County				X
180	Catawba County	X			X
181	Hickory City				
182	Newton-Conover City		X		
190	Chatham County				X
200	Cherokee County	X	X		
210	Chowan County				X
220	Clay County				X
230	Cleveland County				
240	Columbus County	X		X	X
241	Whiteville City				
250	Craven County	X			
260	Cumberland County	X	X	X	X
270	Currituck County				X
280	Dare County		X		
290	Davidson County	X			
291	Lexington City			X	
292	Thomasville City				X
300	Davie County	X			X
310	Duplin County			X	X
320	Durham Public	X		X	X
330	Edgecombe County	X			X
340	Forsyth County		X	X	X
350	Franklin County				X
360	Gaston County			X	X

**Appendix C (Continued)**

LEA#	LEA Name	Type of High School Reform Initiative in LEA			
		Learn & Earn Early College High School	Redesigned High School	Turnaround High School	Learn & Earn Online
370	Gates County				
380	Graham County				X
390	Granville County		X		X
400	Greene County	X			X
410	Guilford County	X		X	X
420	Halifax County		X	X	
421	Roanoke Rapids City		X		X
422	Weldon City			X	
430	Harnett County			X	X
440	Haywood County	X			
450	Henderson County				X
460	Hertford County			X	X
470	Hoke County	X		X	
480	Hyde County				
490	Iredell County	X			X
491	Mooresville City				
500	Jackson County				X
510	Johnston County				X
520	Jones County				X
530	Lee County	X			X
540	Lenoir County	X			X
550	Lincoln County				X
560	Macon County	X			X
570	Madison County				
580	Martin County				X
590	McDowell County	X			X
600	Mecklenburg County		X	X	X
610	Mitchell County				X
620	Montgomery County				X
630	Moore County				
640	Nash County	X			X
650	New Hanover County	X			X
660	Northampton County			X	X
670	Onslow County				
680	Orange County				
681	Chapel Hill-Carrboro				
690	Pamlico County				X
700	Pasquotank County				
710	Pender County	X			X
720	Perquimans County				X
730	Person County				X
740	Pitt County				X
750	Polk County	X			X
760	Randolph County	X			X

**Appendix C (Continued)**

LEA#	LEA Name	Type of High School Reform Initiative in LEA			
		Learn & Earn Early College High School	Redesigned High School	Turnaround High School	Learn & Earn Online
761	Asheboro City				X
770	Richmond County	X			X
780	Robeson County	X	X		X
790	Rockingham County			X	X
800	Rowan County				
810	Rutherford County	X			X
820	Sampson County	X			X
821	Clinton City				
830	Scotland County	X	X		X
840	Stanly County	X			X
850	Stokes County				
860	Surry County	X			X
861	Elkin City				
862	Mount Airy City				
870	Swain County		X		X
880	Transylvania County				X
890	Tyrrell County				
900	Union County	X			X
910	Vance County				
920	Wake County	X	X		X
930	Warren County			X	
940	Washington County			X	
950	Watauga County				X
960	Wayne County	X		X	X
970	Wilkes County				
980	Wilson County				X
990	Yadkin County	X			X
995	Yancey County				

## Sources:

NCDPI, *2005-06 Turnaround Assessment High Schools*, [www.ncpublicschools.org/highschoolturnaround/highschools/list?year=2005-06](http://www.ncpublicschools.org/highschoolturnaround/highschools/list?year=2005-06)  
 NCDPI, *Learn and Earn Online Participating Schools*, [www.dpi.state.nc.us/learnandearnonline/schools/](http://www.dpi.state.nc.us/learnandearnonline/schools/) (accessed November 14, 2007)  
 NC New Schools Project, *Current Sites*, [www.newschoolsproject.org/current.html](http://www.newschoolsproject.org/current.html) (accessed November 14, 2007)

## ENDNOTES

- <sup>1</sup> Achieve, Inc. and Jobs for the Future, *Moving North Carolina Forward: High Standards and High Graduation Rates*, report prepared for the NC State Board of Education and Blue Ribbon Commission on Testing and Accountability, July 2007, <http://www.achieve.org/files/MovingNCForward.pdf>.
- <sup>2</sup> NC Department of Public Instruction, "High School ABCs Results Announced for 2005-06; New Formulas Raise Standards for NC Schools," October 5, 2006, <http://www.ncpublicschools.org/newsroom/news/2006-07/20061005-01>.
- <sup>3</sup> Achieve, Inc. and Jobs for the Future, *Moving North Carolina Forward: High Standards and High Graduation Rates*, report prepared for the NC State Board of Education and Blue Ribbon Commission on Testing and Accountability, July 2007, <http://www.achieve.org/files/MovingNCForward.pdf>.
- <sup>4</sup> Silberman, Todd, "Judge Issues School Directive," *Raleigh News and Observer*. March 4, 2006.
- <sup>5</sup> Ibid.
- <sup>6</sup> Bill & Melinda Gates Foundation, "Atlanta Public Schools to Accelerate High School Reform Efforts, Prepare All Students for Success in College and Work," April 18, 2007, <http://www.gatesfoundation.org/UnitedStates/Education/TransformingHighSchools/Districts/Announcements/Announce-070418.htm>.
- <sup>7</sup> NC New Schools Project, Staff Comments, July 10 2007.
- <sup>8</sup> NC New Schools Project, "High School Innovation Projects," <http://www.newschoolsproject.org/projects.html>.
- <sup>9</sup> NC New Schools Project, "Current Sites," <http://www.newschoolsproject.org/current.html> (accessed November 14, 2007).
- <sup>10</sup> Of the five partnered with UNC Schools, only four reside on UNC campuses. State Board of Education and NC Department of Public Instruction, *Evaluation of Student Success in Cooperative Innovative Education Programs*, report to the Joint Legislative Education Oversight Committee, October 2006.
- <sup>11</sup> NC New Schools Project, Staff Comments, July 10 2007.
- <sup>12</sup> The exact definition of "ample internet access" is being refined. The Friday Institute is currently conducting an assessment of existing capacity, as well as needed capacity upgrades to ensure successful implementation. Staff Comments, August 10, 2007.
- <sup>13</sup> NC Department of Public Instruction, "Participating Schools," <http://www.dpi.state.nc.us/learnandearnonline/schools/> (accessed November 14, 2007).
- <sup>14</sup> NC New Schools Project, "High School Innovation Projects," <http://www.newschoolsproject.org/projects.html>.
- <sup>15</sup> NC New Schools Project, "Current Sites," <http://www.newschoolsproject.org/current.html> (accessed November 14, 2007).
- <sup>16</sup> IT-enabled schools are modeled on the Napa New Technology High School in Napa, CA. They infuse technology into all aspects of a traditional high school curriculum in an effort to ensure that all students graduate with the technology skills vital to success in the 21<sup>st</sup> Century workplace. The New Technology Foundation received a \$9.8 million grant from the Bill & Melinda Gates Foundation in 2003 to support the replication of the Napa New Technology High School across the country. There are currently 26 New Technology Foundation IT-Enabled Schools across the country in Arkansas, California, Colorado, Illinois, Louisiana, North Carolina, Oregon, and Texas. New Technology Foundation, <http://www.newtechfoundation.org/>.
- <sup>17</sup> *Leandro v. State of North Carolina*, No. 179PA96, <http://www.aoc.state.nc.us/www/public/sc/opinions/1997/179-96-1.htm>
- <sup>18</sup> NC Department of Public Instruction, "High School Turnaround," <http://www.ncpublicschools.org/highschoolturnaround/> (accessed November 14, 2007).
- <sup>19</sup> NC Department of Public Instruction, "America's Choice," <http://www.ncpublicschools.org/highschoolturnaround/models/americaschoice/>.
- <sup>20</sup> NC Department of Public Instruction, "Talent Development High Schools," <http://www.ncpublicschools.org/highschoolturnaround/models/talent/>.
- <sup>21</sup> Of the 35 turnaround high schools, seven schools plan to implement the America's Choice model, six have chosen the Talent Development model, 14 will work with the New Schools Project (10 of which will be STEM schools), and the remaining 8 have adopted an approved alternate plan.
- <sup>22</sup> NC Department of Public Instruction, "High School Turnaround," <http://www.ncpublicschools.org/highschoolturnaround/> (accessed November 14, 2007).
- <sup>23</sup> Ibid.
- <sup>24</sup> NC New Schools Project, "About the New Schools Project," <http://www.newschoolsproject.org/about.html>.
- <sup>25</sup> In addition to an implementation grant, the State provides four additional positions at each school: a Guidance Counselor, a Work-Based Learning Coordinator, a College Liaison, and a PIII Level Principal. The Work-Based Learning Coordinator is responsible for operating the workforce development aspect of the Learn & Earn Initiative. This involves arranging internships and job shadowing opportunities for students, as a way to connect the classroom lessons to the working world. The College Liaison serves as the go-between for the Institution of Higher Education partner and the Early College High School. The PIII-level principal is a higher level principal than the school would typically receive based on an ADM of 400. DPI expects to spend

a total of \$13,040,817 for the 42 operational Learn & Earn Early College High Schools sites in the 2007-08 school year. NC Department of Public Instruction, Division of Financial and Business Services.

<sup>26</sup> North Carolina Department of Instruction, Staff Comments, August 10, 2007.

<sup>27</sup> Briggs, Kennon, Vice President for Business & Finance, NC Community College System, letter to DPI dated November 29, 2007; Alan Mabe, Vice President for Academic Planning and University-School Programs, University of North Carolina, UNCG invoice calculation dated October 16, 2007. Rates include reimbursement for courses only and do not include textbooks or technology fees.

<sup>28</sup> At Redesigned High Schools, the State supports four positions: a Guidance Counselor, two Clerical Support positions, and a PIII Level Principal. The PIII-level principal is a higher level principal than the school would typically receive based on an ADM of 400. NC Department of Public Instruction, Division of Financial and Business Services.

<sup>29</sup> North Carolina Department of Public Instruction, Division of Financial and Business Services.

<sup>30</sup> Ibid.

<sup>31</sup> North Carolina Department of Instruction, Staff Comments, August 8, 2007.

<sup>32</sup> NC New Schools Project, *Promising Indicators Emerging from High School Innovation Projects*. Available at <http://www.ncpublicschools.org/highschoolinnovation/about/>.

<sup>33</sup> The NC New Schools Project, *Presentation to the Joint Legislative Education Oversight Committee*, February 8, 2006.

<sup>34</sup> Ibid.

<sup>35</sup> NC Department of Public Instruction, Staff Comments, August 1, 2007.

<sup>36</sup> State Board of Education and NC Department of Public Instruction, *Report to the Joint Legislative Education Oversight Committee: Learn & Earn High Schools*, January 2007; North Carolina General Assembly 2007 House Bill 1473.

<sup>37</sup> NC New Schools Project, Staff Comments, August 7, 2007.