

EXECUTIVE SUMMARY**Title:** Elementary and Secondary Education Act (ESEA) Waiver Requests**Type of Executive Summary:**

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # GCS-C-020, GCS-C-021 (Neither policy attached – see Description below)
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other ESEA/NCLB

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Louis M. Fabrizio (Director, Data, Research and Federal Policy) and Dr. Tammy Howard (Director of Accountability Services)

Description:

In September 2011, the U.S. Department of Education (USED) announced the opportunity for each state education agency (SEA) to submit an Elementary and Secondary Education Act (ESEA) Flexibility Waiver from some of the requirements of No Child Left Behind (NCLB). The principles of the flexibility waivers support the reform efforts already underway in North Carolina: (1) transition to college and career readiness standards and assessments, (2) the design of a new accountability model that is clear and transparent and that provides differentiation, recognition, and support for improving student achievement, and (3) evaluation and support to increase teacher and principal effectiveness.

The North Carolina Department of Public Instruction will submit the flexibility waivers application to the USED on or before February 21, 2012, and after a peer review process, a response is anticipated from the USED by late spring 2012.

At the February 2012 State Board of Education meeting, the NCDPI will report on an ESEA Waivers meeting sponsored by the Council of Chief State School Officers (CCSSO) in Dallas, TX on January 23, 2012, that several NCDPI staff will be attending. NCDPI will also review with the SBE the various decisions that either have been made or need to be made and approved by the SBE in order for the state's waiver application to be submitted to the USED. The decision points will be organized around the above mentioned flexibility waiver principles and SBE approval is requested.

Resources:

Staff time

Input Process:

Various stakeholders that were/are involved in the ACRE project including superintendents, principals, teachers, parents, business leaders and the Title I Committee of Practitioners to name a few.

Stakeholders:

State Board of Education, Department of Public Instruction, General Assembly, Governor's Office, Local Education Agencies, public schools, students, parents and the public

Timeline For Action:

This item is presented for Action on First Reading at the February SBE meeting.

Recommendations:

It is recommended that the SBE approve the decisions that will be made in completing the ESEA waivers application for submission to the USED.

Audiovisual equipment requested for the presentation:

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

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

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

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

EXECUTIVE SUMMARY**Title: Arts Education Courses Eligible for Honors Weight****Type of Executive Summary:**

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # GCS-L-004
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Maria Pitre-Martin (Director, Division of K-12 Curriculum and Instruction)

Description:

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. The Beginning and Intermediate levels build the foundation for student success in continuing coursework at the Proficient and Advanced levels. Students who take coursework at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction within that arts discipline (dance, music, theatre or visual arts), and are applying their skills and understandings in increasingly sophisticated, complex, and challenging ways. Coursework at the Proficient and Advanced levels in the arts aligns with the SBE policy on academic rigor. It is therefore requested that the policy reflect this alignment and indicate that coursework reflective of the Proficient and Advanced levels receive the honors weight of 1 point.

Resources:

North Carolina Arts Education Essential Standards Writing Groups for Dance, Music, Theatre Arts, Visual Arts; LEA staff for input/recommendations; NCDPI staff for input/recommendations; Arts Education Professional Associations; National Standards for Arts Education.

Input Process:

Standards writing process with LEA, IHE, and DPI staff; state and national arts education professional associations

Stakeholders:

LEAs, students, parents

Timeline For Action:

This is presented for Discussion at the February State Board of Education meeting and will be returned for Action at the March SBE meeting

Recommendations:

It is requested that the State Board review the revisions to policy GCS-L-004.

 Audiovisual equipment requested for the presentation:

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

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

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

*Person responsible for SBE agenda materials and SBE policy updates: **Amy Betsill, 919-807-3817**

EXECUTIVE SUMMARY**Title:** Extended Learning Opportunities (ELO)**Type of Executive Summary:**

Consent
 Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other Report Requested by Dr. June St. Clair Atkinson, State Superintendent

Presenter(s): Dr. Louis M. Fabrizio (Director, Data, Research and Federal Policy) and Dr. Vinetta Bell (Research Associate, Data, Research and Federal Policy)

Description:

Dr. June St. Clair Atkinson, State Superintendent, asked for a report on Extended Learning Opportunities (ELO) in North Carolina. ELOs are instructional and learning strategies that use extended and/or altered time and other changes to the school day and school calendar to increase student achievement. Remediation, tutoring, slower pacing of instruction and learning activities, acceleration, new or different courses and programs, and fieldtrips are some of the different ways in which ELOs are provided. Staff assignments for extended or otherwise altered days or calendars, transportation issues, costs, and inconsistent outcomes are some of the challenges of ELO programs. Most ELO programs in the United States are targeted to struggling students; however, students at all achievement levels are included nationally and internationally in ELOs.

This report provides the international and historical context for ELOs. The profiles of representative school districts and schools in North Carolina are the result of onsite visits, reports, research, and data collection. North Carolina policies that might be affected by ELOs and recommendations are included. The appendices provide information for more in-depth study of ELOs.

Resources:

Research studies, onsite visits, interviews, websites, reports, data

Input Process:

Onsite interviews, research, data

Stakeholders:

Classroom teachers, school and district level administrators, parents, students, the public, NCDPI, NCSBE, and North Carolina General Assembly

Timeline For Action:

This item is presented for information at the February 2012 SBE meeting.

Recommendations:

The SBE is asked to receive the report.

Audiovisual equipment requested for the presentation:

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

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

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

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

Extended Learning Opportunities (ELOs)

A Report to the North Carolina State Board of Education on
Extended Learning Time and Schedules

Dr. June St. Clair Atkinson
State Superintendent

Prepared by:

North Carolina Department of Public Instruction (NCDPI):

Dr. Lou Fabrizio, Director, Division of Data, Research and Federal Policy

Dr. Vinetta Bell, Research Associate, Division of Data, Research and Federal Policy

February 2, 2012

Acknowledgments

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Ms. Jessica Anderson, SERVE State Liaison to the North Carolina Department of Public Instruction, SERVE at the University of North Carolina at Greensboro

Mr. Kenneth Barbour, Accountability IT Manager, Accountability Services Technology Support, North Carolina Department of Public Instruction

Dr. Harris Cooper, Professor and Chair, Psychology and Neuroscience Program, Duke University, Durham, NC

Dr. Iris L. Garner, NAEP State Coordinator, Testing Policy & Operations Section, Division of Accountability Services, North Carolina Department of Public Instruction

Ms. Dottie Heath, Education Consultant, Division of Charter Schools, North Carolina Department of Public Instruction

Mr. Joel Medley, Director, Division of Charter Schools, North Carolina Department of Public Instruction

Ms. Lucy Medlin, Administrative Assistant, Division of Data, Research and Federal Policy, North Carolina Department of Public Instruction

Dr. Johnny R. Wilson, Education Testing/Accountability Consultant, Test Development Section, Division of Accountability Services, North Carolina Department of Public Instruction

Table of Contents

Acknowledgments..... ii

Executive Summary..... 1

Introduction 1

Background 1

ELO Focus of This Report 1

Recommendations 2

Parameters of This Report 3

Terminology 3

Historical Context..... 4

International Context..... 5

United States of America (USA) 9

Federal, State and Local Regulations 13

Recommended Use of Extended Time..... 14

North Carolina Profile 14

Overview 14

Profiles of Selected District Level (LEA) and Extended Time Schools in North Carolina..... 21

 Local Education Agencies (LEAs) 21

 1. Wilkes County Schools 21

 2. Macon County Schools..... 21

 National Education Commission on Time and Learning (NECTL) Database Identified Extended Time Schools in North Carolina: 25

 1. Brooks Global Studies Extended-Year Magnet School (grades K-5) (Guilford County) 25

2. Johnson Street Global Studies Extended-Year K-8 Magnet School (grades K-8) (Guilford County).....	27
3. KIPP Academy Charlotte (grades K-4, charter)	29
4. (KIPP) Gaston College Preparatory (grades K-12) (one charter for grades K-12, three school levels: K-4, 5-8 and 9-12) (Northampton County).....	31
5. Wallace-Rose Hill High School (grades 9-12) (Duplin County)	33
Policy Options	35
Recommendations	36
Conclusion.....	37
References	38
APPENDICES	41

Executive Summary

Introduction

Student achievement is the subject of comparisons within and among countries.

The possible reasons for the stellar academic achievement of some students and the persistent failure of others are often associated with instructional and learning time. Educational leaders and others acknowledge that many variables could influence student outcomes, such as the demographics of family income, race, and gender; cultural expectations; and the number of contact hours students spend receiving instruction. Cost analysis has also been a topic for discussion. However, recently, the international comparisons have focused on the possible relationship between the number of contact hours students spend receiving instructional delivery and performing assigned tasks and the resulting student achievement as measured by test scores and other markers of academic success. Extended school time, changes in the school calendar, and other factors are included in this report to address Extended Learning Opportunities (ELOs).

Background

Dr. June St. Clair Atkinson, State Superintendent, asked for a report on ELOs in North Carolina. ELOs are instructional and learning strategies that use extended and/or altered time and other changes to the school day and school calendar to increase student achievement. Remediation, tutoring, slower pacing of instruction and learning activities, acceleration, new or different courses and programs, and fieldtrips are some of the different ways in which ELOs are provided. Staff assignments for extended or otherwise altered days or calendars, transportation issues, costs, and inconsistent outcomes are some of the challenges of ELO programs. Most ELO programs in the United States are targeted to struggling students; however, students at all achievement levels are included nationally and internationally in ELOs. This report provides the international and historical context for ELOs. The profiles of representative school districts and schools in North Carolina are the result of onsite visits, reports, research, and data collection. North Carolina policies that might be affected by ELOs and recommendations are included. The appendices provide information for more in-depth study of ELOs.

ELO Focus of This Report

This ELO report has four major components:

- a brief presentation of the historical context,
- a brief presentation of the international context,
- a brief presentation of representative student test data in the United States (US), and
- a detailed presentation of data and profiles of two representative school districts (Wilkes County and Macon County) and five schools (Brooks Global Studies Extended-Year Magnet (Guilford County), Johnson Street Global Studies Extended-Year K-8 Magnet (Guilford County), KIPP Academy Charlotte (charter), (KIPP)

Gaston College Preparatory (charter in Northampton County), and Wallace-Rose Hill High School (Duplin County) in North Carolina with ELO programs.

Recommendations

These recommendations about ELOs are presented to the North Carolina State Board of Education for its consideration.

Recommendation 1

Local Education Agencies (LEAs) and charter schools in North Carolina are encouraged to consider ELOs as one of many strategies for diverse and expanded learning opportunities for all students at all achievement levels without necessarily changing the school or district level calendar.

Recommendation 2

LEAs and charter schools in North Carolina are encouraged to explore ways to use school breaks, such as intersessions (i.e., winter and spring breaks) and summer vacation, for diverse and expanded learning opportunities for all students at all achievement levels.

Recommendation 3

The North Carolina State Board of Education is encouraged to support additional research into ELOs as a means of exploring issues such as the ones listed in this recommendation:

- Anticipation of ELOs (especially extended time) as the norm for most if not all schools
- Differences and similarities between ELOs and legal accommodations granted to students with Individualized Education Programs (IEP) and 504 Plans
- Variations of ELOs that include extended time and other changes to the traditional school day and calendar
- Quality control of ELOs
- Staffing assignments and patterns for ELOs (e.g., flexible scheduling and staff credentials)
- Program content of ELOs (e.g., remediation, homework assistance, behavioral management issues, etc.)
- Cost analysis of ELOs
- Impact on short-term and long-term student achievement by different types and implementations of ELOs
- Impact on adult satisfaction with ELOs (e.g., faculty, school administrators, parents, and the community)

Parameters of This Report

The parameters of this report—the school calendar and extension of the school day and/or year for K-12 students—do not include an in-depth discussion of those tangential issues and concerns that address but are not specifically focused upon the school calendar and extension of the school day and/or year. For example, this report does not focus upon extra-curricular activities (e.g., sports, drama, music, and school clubs) that characterize most secondary schools during and sometimes after school hours. However, tangential issues and concerns that clarify the discussion (e.g., assistance with homework and other tutoring during non-instructional hours) are addressed as contextual information, when appropriate.

Terminology

The following terminology is used in this report and/or in the resources used to inform the contents of this report:

- **ELOs:** Extending instructional and learning time and school schedules beyond the norm and/or providing educational programs beyond the norm (e.g., intersession instruction and learning for students who are at risk of failing, minutes added to some instructional days, and early starting and late stopping days and dates for some school and/or some school district calendars)
- **Extended Year (EY):** Extending the school year beyond the required number of school days (e.g., more than the traditional but not universally required 180 days in certain states in the United States)
- **Extended Day (ED):** Extending the school day beyond the traditional or required number of hours, including before and after school programs with learning opportunities (e.g., required school attendance for nine hours daily rather than the usual six to seven hours daily)
- **Modified Calendar (MC):** Modifying the school year with or without adding school days, so students are in school year-round with more frequent and shorter breaks (e.g., school during intersessions and early start and/or late stop dates for the school year)
- **PISA:** Programme for International Student Assessment (sponsored by OECD)
 - <http://www.pisa.oecd.org/>
 - **OECD:** Organisation for Economic Co-operation and Development (1961) (headquartered in Paris, France)
- **NAEP:** National Assessment of Educational Progress (1964) (also known as “The Nation’s Report Card”)

- **PSAT:**Pre-Scholastic Assessment Test (formerly known as the Pre-Scholastic Aptitude Test) (a College Board owned national examination that is designed and administered by Educational Testing Service to students in schools that sometimes use the PSAT as a barometer of future student enrollment in rigorous secondary courses and SAT performance; the PSAT is also used as a means of identifying each year's National Merit Award finalists for competitive undergraduate scholarships and admission)
- **SAT:**Scholastic Assessment Test (formerly known as the Scholastic Aptitude Test) (a College Board owned national examination that is designed and administered by Educational Testing Service to students who typically use it for undergraduate admission)
- **ACT:**"...a national college admissions examination that consists of subject area tests in English, Mathematics, Reading, and Science and an optional ACT Plus Writing" [North Carolina recently adopted the ACT PLAN Assessment for sophomores.] (www.act.org)

Historical Context

The traditional school calendar and school day were influenced historically by the agrarian economy that characterized much of the world into the 20th century and for some countries into the 21st century. Formal schooling had to accommodate the agrarian economy, even when compulsory education was enacted into law as early as 1852 in Massachusetts for ages 6-16 and as late as 1929 in Alaska for ages 7-16 (1907 in North Carolina for ages 7-16). (See <http://nces.ed.gov> and <http://www.infoplease.com/ipa/A0112617.html> for a complete listing of compulsory school attendance for the states in the United States, with dates implemented.) Families needed children to help with harvesting crops, thus the nine months in school followed by a three-month summer break. Today, the traditional school calendar "...remains much as it did when the U.S. operated under a predominantly agrarian economy" (ERIC, 2002).

The world continued to change, however, even though the traditional calendar remained the same. Curriculum changes followed the need for increased mathematics and science knowledge and skills to accommodate an increasingly technological society. These curriculum changes contributed to the catalyst for the international comparison of K-12 student achievement, which can be traced back to the competitive international race into space between the former Union of Socialist Soviet Republics (USSR) and the United States of America (USA) during the mid-twentieth century. Historical discussions have also revealed the impact of German scientists who designed and implemented the space program in the United States following the conclusion of World War II. The world had become a global community.

As more diverse countries engaged in scientific and technological innovations on a global scale during the latter half of the twentieth century, the United States lost its competitive

edge in academic achievement among K-12 students. Scores on standardized tests and markers of an educated citizenry (e.g., high school graduation and college admission rates) served to document the comparison of countries and the status of US students. Attention focused upon time as a contributing factor to student academic success. Data for the number of days in school for direct student instructional contact and ranking of reading, math, and science scales permit comparisons among countries. (See Table 1 in this report for international rankings.)

International Context

Comparison of International Days in Schools and Reading-Math-Science Scales

International comparisons of schools are available through the Programme for International Student Assessment (PISA), which is sponsored by the Organisation for Economic Co-operation and Development (OECD). Table 1 shows rankings for representative countries, including the United States (US), according to (1) Days in School, (2) 2009 PISA Overall Reading Scale, (3) 2009 PISA Math Scale, and (4) 2009 PISA Science Scale. The United States is highlighted to show its comparative ranking for each of these four categories. The data and rankings show relationships, not causal effects.

Table 1: International Ranking of Selected Countries by Days in School and 2009 PISA Reading, Math, and Science Scales

Country	Days In School	Country	2009 PISA Reading Scale	Country	2009 PISA Math Scale	Country	2009 PISA Science Scale
Japan	243	South Korea	539	Hong Kong	555	Hong Kong	549
South Korea	220	Finland	536	South Korea	546	South Korea	548
Israel	216	Hong Kong	533	Finland	541	Finland	544
Luxembourg	216	Canada	524	Japan	529	Japan	539
The Netherlands	200	New Zealand	521	Canada	527	New Zealand	532
Thailand	200	Japan	520	The Netherlands	526	The Netherlands	522
Hong Kong	195	The Netherlands	508	New Zealand	519	Canada	529
England	192	United States	500	France	497	England	514
Hungary	192	France	496	England	492	Hungary	503
Finland	190	England	494	Hungary	490	United States	502
New Zealand	190	Hungary	494	Luxembourg	489	France	498
Canada	185-194*	Israel	474	United States	487	Luxembourg	484
France	185	Luxembourg	472	Israel	447	Israel	455
United States	180	Thailand	421	Thailand	419	Thailand	425

From: OECD, PISA 2009 Database, <http://www.oecd.org/dataoecd/34/60/46619703.pdf> OECD, (2011). Lessons from PISA for the United States, strong performers and successful reformers in education. OECD Publishing. Retrieved from <http://www.oecd.org/dataoecd/32/50/46623978.pdf>

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (found at www.unesco.org) reported that the number of instructional hours increases with the age of the students, according to 2008 data from selected countries. Countries in Table 2 reported over 1,000 hours of instruction for students 14 years of age, which is typically high school level.

Table 2: UNESCO (2010) Listing of Student Hours of Instruction (>1000) for Students Age 14 Years Old (2008 data)

Country (alphabetical order)	Number of Student Hours (students age 14 years old) 2008 data
Egypt	1,019
Jordan	1,249
Malaysia	1,230
Paraguay	1,066
Peru	1,050
Philippines	1,467
Russian Federation	1,467
Sri Lanka	1,083
Thailand	1,000-1,200

From UNESCO, 2010, p. 244

Table 3: International Comparison of Selected Countries Sorted by Population, Number of Instructional Hours Per Day, and Number of School Days Per Year

	Population¹	Hours/Day	Days/Year
Japan	127.08 million (2010)	4 ²	220 ³
Finland	5.23 million (July 2011)	Locally Determined ⁴	190 ⁵
Singapore	5.18 million (June 2011)	5-6 ⁶	200 ⁷
Canada	34.4 million (2011)	Varies by Province ⁸	185-194 ⁹
USA	312.84 million (2012) ¹⁰	6.5 ¹¹	180 ¹²

The hours allotted each week by the United States to instruction in mathematics (3.8 hours) and science (3.7 hours) are among the highest of the countries reported.

In most of the countries for which data were available, 13-year-olds received more hours of mathematics than science instruction per week. Students typically received between three (3) and four (4) hours of mathematics instruction each week, but in half of the countries reporting data, students received three (3) hours or less of science instruction weekly.

Compared with schools in other countries, schools in the United States provided a relatively low number of instructional days during the 1990-91 school year (178 days), but US schools provided a relatively high number of hours of instruction per day (5.6 hours). The average number of hours of instruction per year (997) in the United States was either similar to or higher than the average in all but two (i.e., France and Taiwan) of the countries reported.

¹U.S. Department of State, 2012. <http://www.state.gov>

² MEXT, 2011

³ MEXT, 2011

⁴ Finnish National Board of Education, 2011

⁵ Finnish National Board of Education, 2011

⁶ Singapore Ministry of Education, 2011

⁷ Singapore Ministry of Education, 2011

⁸ CMEC, 2011

⁹ CMEC, 2011

¹⁰ US Census Bureau, 2012. <http://census.gov/population/www/popclockus.html>

¹¹ National Center on Time and Learning, 2011

¹² ESC, 2008

United States of America (USA)

Education in the United States (US) is based on standards that provide goals and objectives to form a standard course of study for teachers and students. However, the individual state's control of public education permitted separate statewide standards for schooling in the US. By comparison, "...nearly all of the high-performing nations and regions in the OECD study have national standards, a national curriculum, a grade-by-grade curriculum framework, and high-stakes national exams given to students at key gateways, like exiting secondary school" (Duncan, 2011). Many top performing countries, such as Canada, Germany, and Brazil, are also federated systems (OECD, 2011, p. 230).

In 2010 and 2011, most states in the United States adopted the Common Core State Standards (CCSS) in (1) English Language Arts & Literacy in History/Social Studies, Science, and Technology Subjects and (2) Mathematics as a form of national standards. Some states included statewide standards that could constitute no more than 15% of the total standards adopted as CCSS. North Carolina did not add any standards to the CCSS; however, this state also adopted new standards in all subject areas, including ELA and math, using Revised Bloom's Taxonomy. Assessments developed through two multi-state consortia to measure the Common Core State Standards (CCSS) are expected in the 2014-15 school year.

High performing countries on the international assessment, PISA, are defined as those countries in which "almost all of their students are in high school at the appropriate age, average performance is high and the top quarter of performers place among the countries whose top quarter are among the best performers in the world ..." (OECD, 2011, p.14). PISA 2009 focused on reading with lesser emphasis on mathematics and science. The data in Table 4 below reveals that the mean scores of 15-year old students in the US over the last decade has been around the average score of students in the 34 OECD countries in science, slightly higher in reading, and below the average in mathematics.

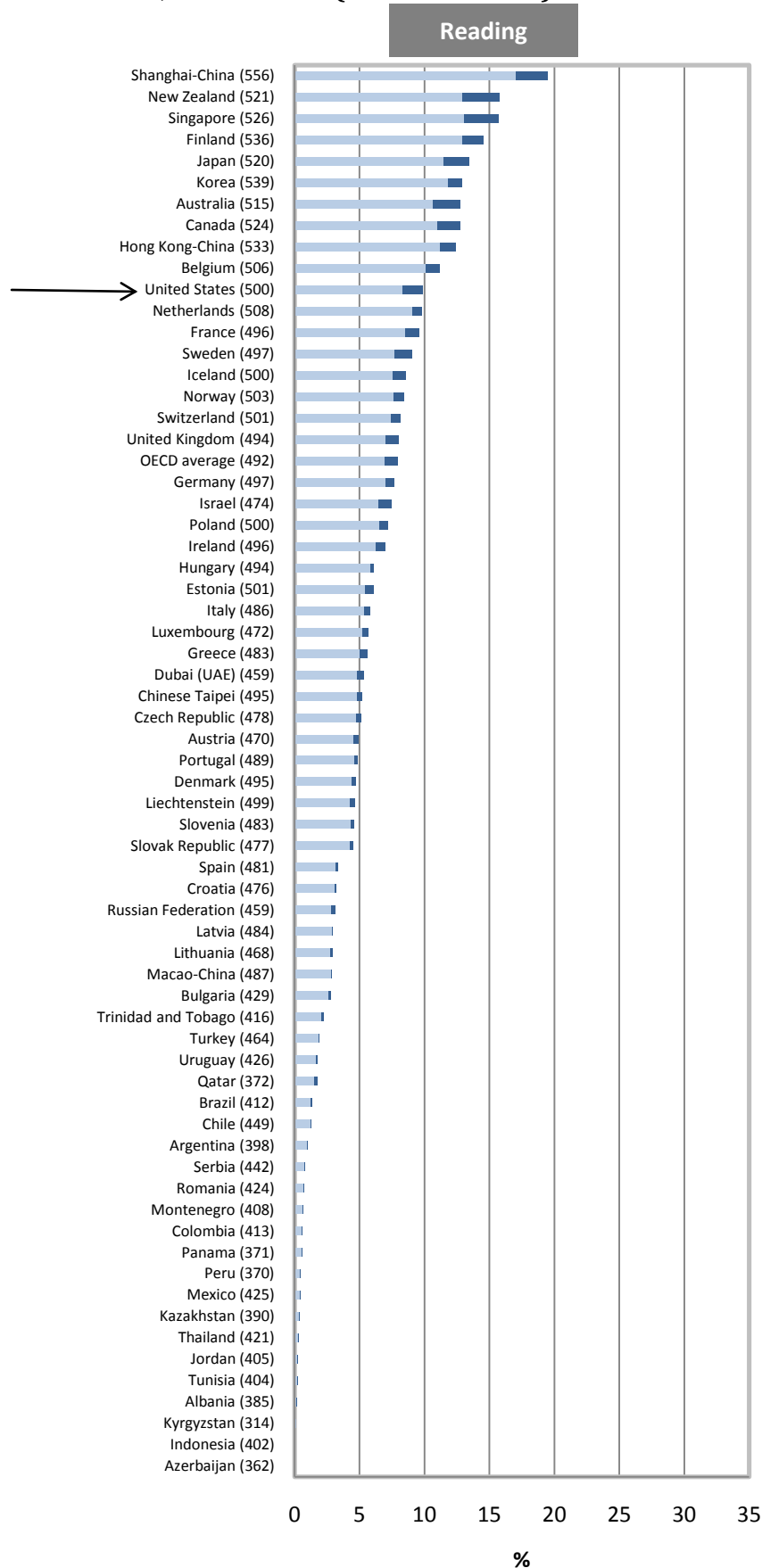
Table 4: United States 15-Year Old Students' Mean Scores on Reading, Mathematics, and Science Scales in PISA (average OECD score in parenthesis)

	PISA 2000	PISA 2003	PISA 2006	PISA 2009
Reading	504 (500)	495 (494)		500 (493)
Mathematics		483 (500)	474 (498)	487 (496)
Science			489 (500)	502 (501)

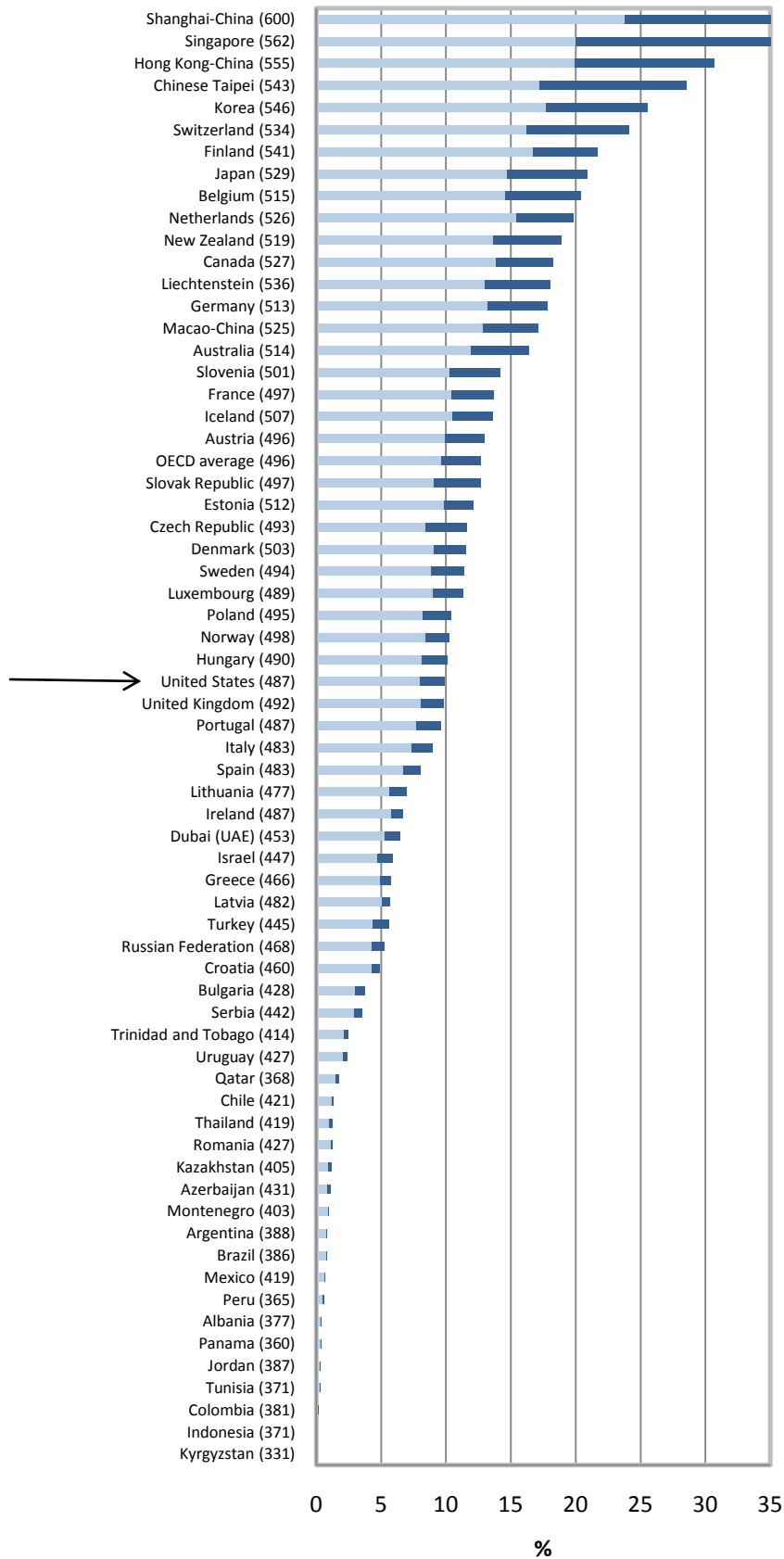
Data Sources (OECD databases 2000, 2003, 2006, and 2009, retrieved from http://www.oecd.org/pages/0,3417,en_32252351_46584327_1_1_1_1_1,00.html)
 In the 2011 OECD publication, Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education

Table 5 below shows the ranking of top performers for the highest rankings (5 and 6). The United States is approximately mid-point for reading, mathematics, and science.

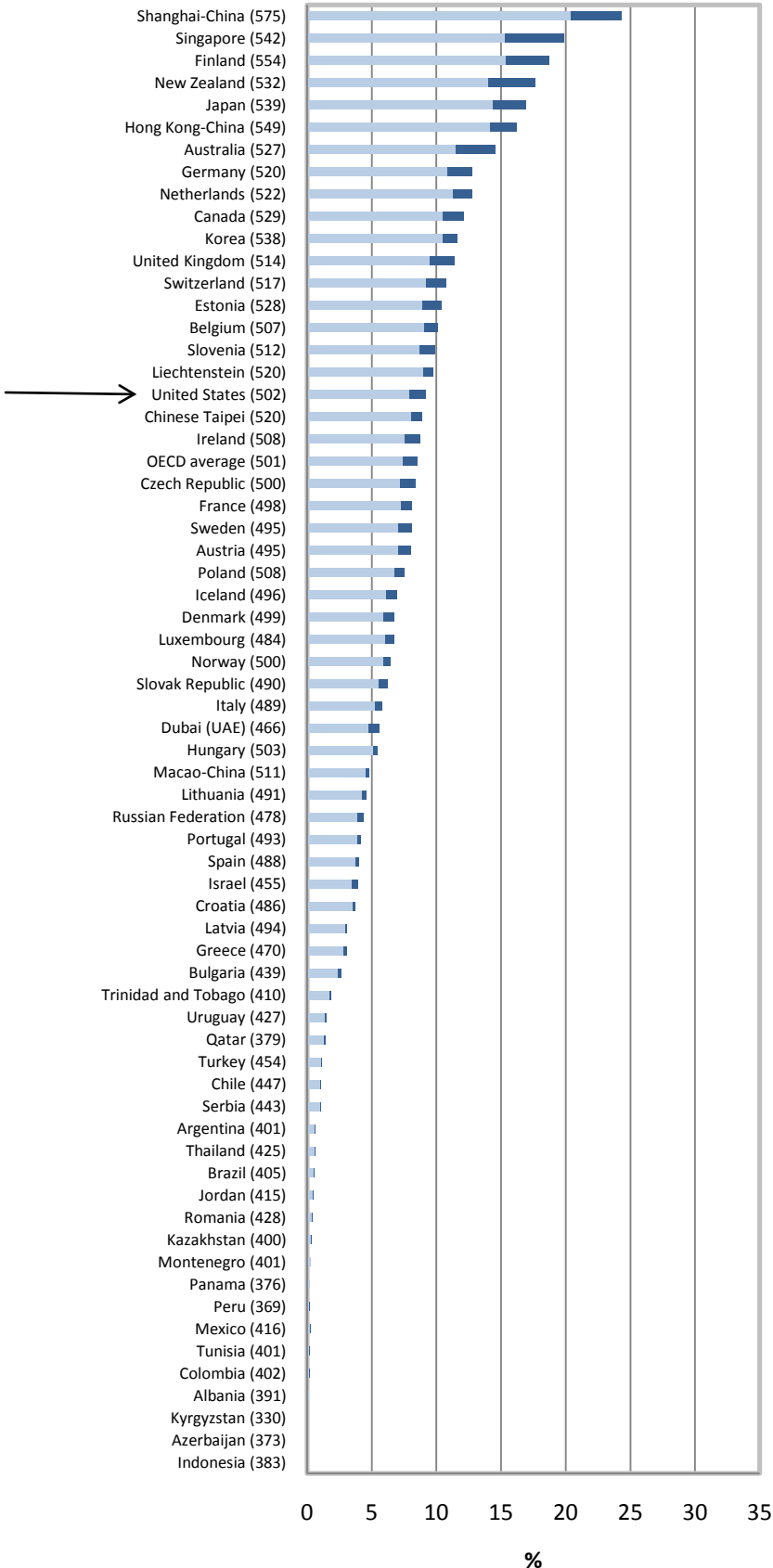
Table 5: PISA Comparison of Highest Two Levels of Proficiency in Reading, Mathematics, and Science (2009 Database)



Mathematics



Science



From http://www.oecd.org/pages/0,3417,en_32252351_46584327_1_1_1_1_1,00.html

The United States also uses standardized tests such as NAEP, the SAT, and the ACT to assess student performance. See Appendices E and F for North Carolina's NAEP performances in fourth and eighth grade reading and math and comparative SAT scores for the United States and North Carolina.

Additional measures of international comparison to the United States include "the recruitment, development, rewarding and retaining of effective teachers and principals" (OECD, 2011, p.228). For example, "[i]n Shanghai-China, each teacher is expected to engage in 240 hours of professional development within five years" (OECD, 2011, p. 238). "Singapore provides 100 hours of professional development per year" and also has developed a team approach type performance appraisal system that measures teacher performance against 16 different competencies (OECD, 2011, p. 38). "Teachers [in Singapore] who do outstanding work receive a bonus from the school's bonus pool" (OECD, 2011, p. 238). "[U]pwards to thirty percent of Singapore teachers get performance-based bonuses" (Duncan, 2011, p. 3). Teachers and their continuing professional development continue to be matters of public debate and policy revisions in the United States. Struggling schools in the US that are funded by federal programs are required to address the competency, retention, and professional development of teachers and principals.

Federal, State and Local Regulations

There is currently no federal regulation on the number of school days or instructional hours in a school year. However, the average number of school days in the US is approximately 180 days, and estimated hours of annual instructional time are 1,000 (Bush, Ryan, & Rose, 2011; ESC, 2008). The average daily schedule is approximately six and a-half hours (National Center on Time & Learning, 2011, p. 4). Total school days each year can be increased by the inclusion of professional development days and parent conference days. However, statistics for days in the school year vary widely with individual states. Some states allow districts to establish the number of days and hours of instructional time per day. The number of days in a school year ranges from a low of 160 in [Colorado] to a high of 182 in [Ohio] (Bush, Ryan, & Rose, 2011). Hours per day of instructional time also vary among the states. Only a few states report more than 1,080 hours of instruction per year; for grades 9-12, Michigan reports 1,098 hours, and Wisconsin reports 1,137 hours (Bush, Ryan, & Rose, 2011).

Many states cannot afford the increased costs of extended time in school. The Education Commission of the States (ECS), which has written several briefs about scheduling, length of the school year, and extending instructional time, estimated the instructional cost per day in North Carolina was \$41,595,662 (Michael Griffith, ECS, 2009).

Massachusetts, often referenced as a top performing state in US education in both math and reading student achievement, mandates 180 instructional days per year (Education Commission on the States, 2011), but also has a nationally cited expanded learning time initiative: the Massachusetts Expanded Learning Time (ELT) Initiative. The ELT initiative began in 2005 and has had mixed results, suggesting that the lack of student achievement

among ELT and non-ELT schools could be due to similar learning opportunities being available in non-ELT schools (Abt Associates, Inc., 2011).

North Carolina Session Law 2011-145 requires Local Education Agencies (LEAs) and charter schools to increase instructional days from 180 days to 185 days. However, the bill allowed the North Carolina State Board of Education (NCSBE) to grant waivers to the five additional days in favor of teacher workdays, provided that doing so would increase student performance. For each LEA and charter school that had professional development on the Common Core State Standards (CCSS) in their Race to the Top Detailed Scope of Work (RttT DSW), their waiver would be approved by the State Superintendent, and for each LEA or charter school that requested a waiver other than that through professional development listed in their RttT DSW, these waivers would be presented to the NCSBE for consideration (<http://www.ncpublicschools.org/docs/stateboard/meetings/2011/08/tcs/08tcs03.pdf>). These waivers will only be valid for the 2011-12 school year, in an effort to accommodate districts that already had their calendars in place before the new increase in school days for professional development took effect.

Recommended Use of Extended Time

The National Center on Time & Learning (NCTL, 2011, p. 4) reports that there are “at least 1,000 schools across the U.S. offering an expanded schedule, according to a 2010-2011 survey ...” In their new report, they “delve more deeply into what it means to use time well, drawing on some of the nation’s most successful schools as laboratories for learning” (p.7). This organization makes the following recommendations to maximize learning during extended time:

- (1) Make every moment count.
- (2) Prioritize time according to focused learning goals.
- (3) Individualize learning time and instruction based on student needs.
- (4) Use time to build a school culture of high expectations and mutual accountability.
- (5) Use time to provide a well-rounded education.
- (6) Use time to prepare students for college and career.
- (7) Use time to continuously strengthen instruction.
- (8) Use time to relentlessly assess, analyze, and respond to student data.

North Carolina Profile

Overview

The state of North Carolina followed the decline of the USA’s academic reputation among K-12 students, as evidenced by North Carolina’s comparatively low ranking among states on standardized test scores, such as the SAT (College Board), which reached a record low in this state in the late 1980s. See Appendices E and F for NAEP and SAT data. However, in

response to North Carolina's bottom ranking among states on the 1989 SAT results, North Carolina focused statewide attention on this state's low SAT performance, moving from a 83-point gap in 1972 between North Carolina's mean SAT score and the US mean SAT score to North Carolina's improved 10-point gap in 2011 (based on written data and other resources from Dr. Johnny Wilson, EducationTesting/Accountability Consultant,NCDPI).

Table 10 provides information and data for selected extended time schools in North Carolina. Table 11 presents the national ranking of the 30 highest achieving schools with extended time schedules in the United States. Data in the national ranking table has been resorted from its original source in order to present this data according to the ascending grade levels for more discrete comparisons. The state of North Carolina is not included in the national ranking of states with the highest achieving schools with extended time schedules; however, KIPP (Knowledge Is Power Program), which has three schools on this highest achieving list, has charter schools located in North Carolina (i.e., KIPP Academy Charlotte (grades 5-8) and (KIPP) Gaston College Preparatory, which has three school levels in the one charter: the elementary school level, which is scheduled to open in 2012-2013, and (KIPP) Gaston College Preparatory middle school level and the high school level, known as KIPP Pride High School). Table 12 gives disaggregated data for the states with the highest performing extended time schools in the United States (i.e., disaggregated data for Table 11). States are presented in alphabetical order. Schools affiliated with a Local Education Agency (LEA) and charter schools are identified.

More detailed information about the extended time schools in North Carolina featured in this report is located in the school district level and school profiles and in the appendices.

Table 10: Selected Schools in North Carolina with Extended Calendars

North Carolina Schools from National Education Commission on Time and Learning (NECTL) Database
www.timeandlearning.org (also www.timeandlearning.org/database)

School Name	Year Established as Extended Year	Grade Levels	Location (North Carolina)	School Calendar	School Contact Information	Regional Organization
KIPP Academy Charlotte (charter)	2007	Grades 5-8 middle school	City: Charlotte KIPP charter school in Mecklenburg County	Instructional Schedule Daily: 7:30 a.m. – 5:00 p.m. Alternating Saturdays: 9:00 a.m. – 1:00 p.m. Summer Session: 3 weeks	KIPP Academy Charlotte Mrs. Tiffany Flowers Washington School Leader 931 Wilann Drive Charlotte, NC 28215 704-537-2044 704-537-2855 (fax) http://www.kippcharlotte.org (school website) info@kippcharlotte.org (school email) tflowers@kippcharlotte.org (email)	Regional Organization (none)
(KIPP) Gaston College Preparatory (charter) Elementary School Level	Scheduled for 2012-13	Grades K-4 elementary school level	City: Gaston KIPP charter school in Northampton County	Instructional Schedule Scheduled for opening in 2012-2013 See middle school level and high school level for (KIPP) Gaston College Preparatory.	(KIPP) Gaston College Preparatory Ms. Tammi Sutton Executive Director Ms. Emily Cook Elementary School Leader (KIPP) Gaston College Preparatory, Elementary School Level 320 Pleasant Hill Road Gaston, NC 27832-9511 252-308-6932 252-308-6936 (fax) http://www.kippgaston.org (school website) tsutton@kippgcp.org (email) ecook@kippgcp.org (email)	Regional Organization: KIPP Gaston

School Name	Year Established as Extended Year	Grade Levels	Location (North Carolina)	School Calendar	School Contact Information	Regional Organization
(KIPP) Gaston College Preparatory (charter) Middle School Level	2001	Grades 5-8 middle school level	City: Gaston KIPP charter school in Northampton County	Instructional Schedule Daily: Monday-Thursday: 8:00 a.m. – 5:00 p.m. Friday: 8:00 a.m. – 2:00 p.m. Professional Development: Friday: 2:00-5:00 p.m.	(KIPP) Gaston College Preparatory Ms. Tammi Sutton Executive Director Mrs. Michele Stallings Middle School Leader (KIPP) Gaston College Preparatory, Middle School Level 320 Pleasant Hill Road Gaston, NC 27832-9511 252-308-6932 252-308-6936 (fax) http://www.kippgaston.org (school website) tsutton@kippgcp.org (email) mstallings@kippgcp.org (email)	Regional Organization: KIPP Gaston
(KIPP)Gaston College Preparatory (charter) High School Level [KIPP Pride High School]	2005	Grades 9-12 high school level	City: Gaston KIPP charter school within Northampton County	Instructional Schedule Daily: Monday-Thursday: 8:00 a.m. – 5:00 p.m. Friday: 8:00 a.m. – 2:00 p.m. Professional Development: Friday: 2:00-5:00 p.m.	(KIPP) Gaston College Preparatory Ms. Tammi Sutton Executive Director Ms. Kevika Amar High School Leader KIPP Gaston College Preparatory, High School Level [KIPP Pride High School] 320 Pleasant Hill Road Gaston, NC 27832-9511 252-308-6932 252-308-6936 (fax) http://www.kippgaston.org (school website) tsutton@kippgcp.org (email) kamar@kippgcp.org (email)	Regional Organization: KIPP Gaston

School Name	Year Established as Extended Year	Grade Levels	Location (North Carolina)	School Calendar	School Contact Information	Regional Organization
Brooks Global Studies Extended-Year Magnet School		Grades K-5 elementary school	City: Greensboro LEA: Guilford County	Instructional Schedule Daily: 8:00 a.m. – 2:40 p.m.	Brooks Global Studies Extended-Year Magnet School Mrs. Linda Kidd, Principal 1215 Westover Terrace Greensboro, NC 27408 336-370-8228 336-370-8173 (fax) kiddl@gcsnc.com (email)	
Johnson Street Global Studies Extended-Year Magnet		Grades K-8 (Johnson Street Global Studies K-8)	City: High Point LEA: Guilford County	Instructional Schedule Daily: 7:50 a.m. – 2:40 p.m. August 4, 2011- June 15, 2012	Johnson Street Global Studies K-8 Mr. Trent Vernon, Principal 1601 Johnson Street High Point, NC 27262 336-819-2900 336-819-2899 (fax) vernont@gcsnc.com (email)	
Wallace-Rose Hill High		Grades 9-12 high school	City: Teachey LEA: Duplin County	Instructional Schedule Monday-Thursday: 8:20 a.m. – 3:30 p.m. Friday: 8:20 a.m. – 2:54 p.m.	Wallace-Rose Hill High School Mr. M.D. Guthrie, Principal 602 High School Road Teachey, NC 28464 910-285-7501 http://www.duplinschools.net/wrh/site/default.asp (website) mguthrie@duplinschools.net (email)	

Table 11: High Performing Extended-Time Schools (National Ranking) [resorted according to grade level]
 Adapted from *Time Well Spent* (http://www.timeandlearning.org/TimeWellSpent_LO_RES_FINAL.pdf)

Grade Level	School Name	School Location	School Type	Number of Students	Percent of Low-Income Students	Hours/Year
PK-4	1. KIPP SHINE Prep	Houston, TX	Charter	801	96%	1,679
PK-5	2. Frank M. Silvia Elementary	Fall River, MA	District	637	66%	1,471
PK-6	3. Jacob Hiatt Magnet School	Worcester, MA	District	456	71%	1,395
PK-8	4. Mary D. Coghill Elementary School	New Orleans, LA	District	584	92%	1,408
K-5	5. Aspire Port City Academy	Stockton, CA	Charter	405	82%	1,224
	6. Rocketship Mateo Sheedy Elementary	San Jose, CA	Charter	500	91%	1,368
K-6	7. Griffith Elementary School	Phoenix, AZ	District	619	85%	1,320
K-7	8. Woodland Hills Academy	Turtle Creek, PA	District	300	64%	1,463
K-8	9. Arthur Ashe Charter School	New Orleans, LA	Charter	322	92%	1,546
	10. Robert Treat Academy	Newark, NJ	Charter	525	62%	1,421
5-8	11. Achievement First Crown Heights Middle School	Brooklyn, NY	Charter	296	72%	1,664
		New Haven, CT	Charter	295	77%	1,571
	12. Amistad Academy Middle School	Boston, MA	Charter	212	72%	1,459
	13. Excel Academy Charter School	San Jose, CA	Charter	390	82%	1,656
	14. KIPP Heartwood Academy	Brooklyn, NY	Charter	248	83%	1,549
6-8	15. Williamsburg Collegiate Charter School					
	16. Clarence Edwards Middle School	Boston, MA	District	496	87%	1,544
	17. Matthew J. Kuss Middle	Fall River, MA	District	650	84%	1,507
	18. Roxbury Preparatory Charter School	Boston, MA	Charter	258	74%	1,539
6-12	19. IDEA College Preparatory Donna	Donna, TX	Charter	810	86%	1,416
	20. YES Prep North Central	Houston, TX	Charter	758	81%	1,645
7-12	21. Mastery Charter Schools Shoemaker Campus	Philadelphia, PA	Charter	690	91%	1,384
	22. Mastery Charter Schools Thomas Campus	Philadelphia, PA	Charter	587	68%	1,297
9-11	23. Kathlyn Joy Gilliam Collegiate Academy	Dallas, TX	District	300	81%	1,400
9-12	24. An Achievable Dream High School	Newport News, VA	District	188	83%	1,680
	25. Boston Arts Academy	Boston, MA	District	384	62%	1,398
	26. Brooklyn Generation School	Brooklyn, NY	District	320	81%	1,303
	27. Golder College Prep	Chicago, IL	Charter	540	88%	1,303
	28. KIPP Houston High School	Houston, TX	Charter	448	88%	1,628
	29. MATCH Charter Public High School	Boston, MA	Charter	228	77%	1,277
	30. North Star Academy	Newark, NJ	Charter	204	76%	1,509

**Table 12: Disaggregated Data for States with High Performing Extended-Time Schools (National Ranking)
[resorted according to alphabetical listing of states, with number and percentages of schools]**

Adapted from *Time Well Spent* (http://www.timeandlearning.org/TimeWellSpent_LO_RES_FINAL.pdf)

State	Number and Percent of 19 Charter Schools	Number and Percent of 11 District Schools	TOTALS Number and Percent of 30 Schools
1. Arizona (AZ)	0 (0%)	1 (9%)	1 (3%)
2. California (CA)	3 (16%)	0 (0%)	3 (10%)
3. Connecticut (CT)	1 (5%)	0 (0%)	1 (3%)
4. Illinois (IL)	1 (5%)	0 (0%)	1 (3%)
5. Louisiana (LA)	1 (5%)	1 (9%)	2 (7%)
6. Massachusetts (MA)	3 (16%)	5 (46%)	8 (27%)
7. New Jersey (NJ)	2 (11%)	0 (0%)	2 (7%)
8. New York (NY)	2 (11%)	1 (9%)	3 (10%)
9. Pennsylvania (PA)	2 (11%)	1 (9%)	3 (10%)
10. Texas (TX)	4 (21%)	1 (9%)	5 (17%)
11. Virginia (VA)	(0%)	1 (9%)	1 (3%)
TOTALS	19 of 30 schools (63%)	11 of 30 schools (37%)	30 of 30 schools (100%)

Profiles of Selected District Level (LEA) and Extended Time Schools in North Carolina

Profiles of selected Local Education Agencies (LEAs) and extended-time schools have been included in this report to illustrate various ways in which ELOs are currently implemented in North Carolina. Wilkes County Schools, Macon County Schools, and five schools identified via the National Education Commission on Time and Learning (NECTL) database (www.timeandlearning.org/database) serve to illustrate extended time opportunities in North Carolina. The five schools are (1) Brooks Global Studies Extended-Year Magnet (Guilford County), (2) Johnson Street Global Studies Extended-Year K-8 Magnet (Guilford County), (3) KIPP Academy Charlotte (charter), (4) (KIPP) Gaston College Preparatory (charter in Northampton County), which includes three school levels K-12 in its one charter, and (5) Wallace-Rose Hill High School (Duplin County). Note: These two LEAs and five schools are representative and not necessarily the only ELO ones in North Carolina at this time.

During the preparation of this report, written documentation of the Wilkes County Public Schools ELOs was reviewed and onsite visits were made by Dr. Vinetta Bell during November to December 2011 to Macon County Schools and to each of the extended time schools identified by NECTL. These onsite school visits ranged from a one-hour interview with the superintendent of Macon County Schools (LEA) to approximately two to four hours at each of the five extended time schools featured in this report. The notes and handouts from these onsite visits and online research provided information for the contents of the profiles and graphic and narrative presentation of pertinent information. The following profiles are supplemented by appendices that provide more detailed information about the extended time schools that are included in this report.

Local Education Agencies (LEAs)

1. Wilkes County Schools

In March 2011, the Division of School Business at the North Carolina Department of Public Instruction submitted a report on the Wilkes County Schools to the North Carolina General Assembly. This report gave the results of a pilot program "...to determine whether and to what extent a local school administrative unit can save money during this extreme fiscal crisis by consolidating the school calendar." A copy of the report is included in Appendix H of this ELO report.

2. Macon County Schools

Macon County Schools is one of 115 Local Education Agencies (LEAs) in North Carolina. This small school system serves approximately 4,400 students in eleven schools: 4 elementary schools, 1 intermediate school (grades 5-6), 1 middle school (grades 7-8), 1 high school (grades 9-12), one early college, two K-12 schools, and 1 alternative school (grades 6-12). Macon County, with its approximately 32,395 full-time residents, is located in the lush mountains of far southwestern North Carolina, with easy access to three other states as well: Georgia, South Carolina, and Tennessee.

In 2011, Macon County Schools requested and received waivers from the North Carolina State Board of Education (NCSBE or SBE) so that all public schools in Macon County (excluding the early college) could start school before the August 25 school start date mandated by the North Carolina General Assembly. The basis for Macon County Schools' request for waivers to the state legislative mandated school start date was the demonstrated critical need for a uniform school calendar to serve a widely dispersed and diverse and chronically underachieving school population and to standardize school calendars so that professional development and other joint faculty and staff activities could be scheduled on common dates. In addition, targeted instructional strategies were deployed to address a wide array of student academic needs in grades K through 12. The negative impact of adverse weather upon academic achievement, which necessitated first semester examinations in 2010 to be administered in February 2011, also contributed significantly to Macon County Schools' request for these waivers of the calendars for all of its schools in the 2011-2012 school year.

The applications for individual school waivers were developed to include all schools, with clearly defined objectives to improve teaching and learning within each grade configuration. Superintendent Dan Brigman reported that Macon County Schools will continue to seek effective strategies to improve student performance, including an ongoing review of school schedules and calendars.

Macon County Schools began its uniform non-traditional schedule in the summer 2011. The first summer program was conducted June 20-July 20, 2011, beginning with one-week of professional development in reading for 18 teachers who then worked in a lab type environment for four additional weeks with students who had been selected via assessment and evaluation by faculty and staff as representative of the most chronic academic cases for this intense summer intervention. Of the 75 students selected for this summer 2011 intervention, 55 (73%) completed the summer program, with 20 (27%) not completing this summer program for various reasons, including voluntary drop-outs. Pre and post tests were administered. This partnership will be sustained through July 2012. Macon County Schools has redirected existing funds to cover this non-traditional approach to instructional intervention and district-wide scheduling.

Table 13: Macon County Schools Annotated Schedule (2011-2012)

Number of Weeks	School Schedule	Academic Activity
First 9-week session [Fall Intersession] Second 9-week session	Regular School Session (required student and teacher attendance and participation)	<ul style="list-style-type: none"> • Standard Course of Study • Remediation (required) • Enrichment
First 1-week session (Fall Intersession)	Fall Intersession	<ul style="list-style-type: none"> • Remediation (required) • Enrichment
no school days scheduled	WINTER BREAK/HOLIDAYS	Winter Break/Holidays
Third 9-week session [Spring Intersession] Fourth 9-week session	Regular School Session (required student and teacher attendance and participation)	<ul style="list-style-type: none"> • Standard Course of Study • Remediation (required) • Enrichment
Second 1-week session (Spring Intersession)	Spring Intersession	<ul style="list-style-type: none"> • Remediation (required) • Enrichment
2-week session (Summer Session: July)	Summer Session (July)	<ul style="list-style-type: none"> • Professional Development • Remediation (required) • Enrichment • Core Academics (i.e., Standard Course of Study)
<p>NOTES:</p> <ol style="list-style-type: none"> 1. Compulsory attendance for students applies only during the four nine-week sessions. 2. Students may be required to attend the one-week Fall Intersession or the one-week Spring Intersession or the two-week Summer Session in July. However, students at risk of academic failure are required to attend these intersessions and the summer session. 3. Teachers volunteer to teach for monetary compensation during one of the two one-week intersessions. Teachers are compensated at their daily rate of pay for the Summer Session in July. 4. Principals submit written Intersession and Summer (July) Plans to Macon County Schools for review and approval by the Superintendent. These plans include activities that range from intense reading intervention for remediation to field trips for enrichment opportunities. 5. All students have opportunities to participate in field trips during the summer; however, differentiated instruction and enrichment for Academically Intellectually Gifted (AIG) students are offered but not required via these summer enrichment opportunities. 6. Students may also participate in Macon County Schools' fee-based after school program, VIP, during which they receive additional instruction and participate in learning activities. 7. The total number of instructional days is 180, plus five days for professional development and 20 additional instructional days for the four combined weeks of Intersession and Summer Session (i.e., Fall Intersession, Spring Intersession, and Summer Session). 		

The comprehensive plan for instructional intervention for all students at all schools in Macon County Schools is based upon ongoing, proactive instructional intervention during the school year as a means of identifying and accommodating the needs of struggling students before those students reach an impasse in their learning during the regular school year. In addition, Summer Intersession also addresses the possibility of learning loss over the summer. That approach results in a district-wide start date before the General Assembly's mandated August 25 or beyond start date. The school year in Macon County Schools begins in early August and ends in late May. The Summer Session is conducted in July.

Several factors influenced Macon County Schools' decision to request waivers from the State Board of Education and to implement a non-traditional school calendar for most of its schools. Superintendent Dan Brigman discussed a few of the contributing factors:

- Academic intervention is most effectively implemented once students begin to struggle rather than delaying academic support until summer break.
- Academic intervention and the retention and progression of knowledge and skills require ongoing, sustained implementation of instructional intervention and student remediation and enrichment in a proactive manner to assure academic success.
- Literacy is critical to student success. Reading is the foundation for academic achievement. In order for all students to read on grade level by the end of third grade, Macon County Schools must intervene with non-traditional approaches.
- Macon County Schools has two of the three remaining K-12 schools in North Carolina. (Ocracoke Island has the other K-12 school in North Carolina.) These two K-12 schools in Macon County Schools are geographically isolated in Macon County, which is geographically located in the far south western part of North Carolina.
- Macon County Schools has a free and reduced priced lunch population of 62%, with Nantahala School (K-12) at the highest percentage in the county at 82%.
- June, July, and October are peak times for tourism in Macon County and the surrounding region. Therefore, a non-traditional calendar for all schools in this district recognizes the economic impact of tourism upon revenue and people's lives.
- Macon County has stark contrasts in socio-economic populations, from wealthy residents in the Highlands to some of the most economically deprived in other areas of this county.
- This area of the state includes easy accessibility to news from four states: North Carolina, South Carolina, Tennessee, and Georgia, which could result in a sense of disconnection from North Carolina if school calendars are not designed to meet the needs of this county's population.
- At one point, Macon County Schools had four school calendars:
 - Highlands
 - Nantahala
 - Macon Early (Community) College
 - city of Franklin area

- Currently, Macon County Schools operates with two school calendars:
 - Regular school calendar (includes all but the early college)
 - Early college schedule
- The non-traditional approach to Macon County Schools' calendar permits access to all professionals on a consistent basis, which helps to improve the efficiency and effectiveness of professional development and other system-wide activities.

A legal challenge to the North Carolina State Board of Education for granting the individual school waivers to Macon County Schools for its district-wide change in school calendars was made by Sabrina Hawkins, a local resident and owner of a hotel in Highlands, and Save Our Summers (SOS), a statewide organization dedicated to preserving summer vacation time. The petitioners' request for an injunction against Macon County Schools to stop its 2011-2012 early August start of school was denied by the court. This case was scheduled for a full hearing in late October 2011. Petitioners chose to withdraw this lawsuit due to the financial burden of litigation but committed to monitor Macon County Schools closely, especially if this school system chooses to request waivers for 2012-13.

The non-traditional calendar in Macon County Schools is anchored in student performance. Waivers were submitted to and passed by the NCSBE. Petitioners then sued NCSBE about the Macon County Schools waivers. The Macon County Schools Superintendent, Dr. Dan Brigman, has been asked to submit an Executive Summary, due after October 1, 2011, to reflect the academic progress of students after the first week of Fall Intersession. Petitioners chose to withdraw the lawsuit but gave notice of continuing monitoring of this school system and any future requests for waivers of the school calendar. Further legal action and judicial review of this case could reveal the impact and future of non-traditional calendars in Macon County Schools in particular and North Carolina in general. Macon County Schools, in the meanwhile, persists in trying to fulfill its motto: "In the Best Interest of Students."

National Education Commission on Time and Learning (NECTL) Database Identified Extended Time Schools in North Carolina:

1. Brooks Global Studies Extended-Year Magnet School (grades K-5) (Guilford County)

Brooks Global Studies Extended-Year Magnet School (Guilford County), grades K-5, is an elementary school, located in Greensboro, North Carolina. According to Mrs. Linda Kidd, the school's current principal, Guilford County Schools converted Brooks Elementary School to a magnet school with a global studies focus in 1989-90 in response to the global discussions regarding the USA's decline academically and economically (i.e., employment). Brooks Global Studies Extended-Year Magnet School then began in 1991 with a geography focus. Brooks Global Studies has a collaborative relationship with another magnet school in Guilford County Schools, Johnson Street Global Studies Extended-Year K-8 Magnet School. These two global studies magnet schools are joined by Washington Montessori School (grades K-5) as extended year calendar schools in Guilford County Schools, 2011-12.

The 2011-12 student population at Brooks Global Studies is reportedly 410 students, 53% of whom are Black and 35% are White. The remaining 12% are multi-racial, American Indian, Native Hawaiian/Pacific Islander, and Asian. Brooks Global Studies' economically disadvantaged for 2010-11 is 23.7%. Students at Brooks Global Studies come from all areas of the county due to the school's magnet status and include the children of some parents who work for the University of North Carolina at Greensboro (UNCG) and North Carolina Agricultural and Technical State University (A&T). The location of several institutions of higher education (IHEs) in Greensboro and surrounding areas and international travel by parents and students contribute to the global connections of this school.

The administrative team at Brooks Global Studies consists of one principal, Mrs. Linda M. Kidd, who is in her second year at this school, and a Curriculum Facilitator, Ms. Brenda Adams, who is in her fourth year at this school. The principal's prior educational experiences include school administration at a high school in the same LEA during which she drafted the application for that high school's International Baccalaureate (IB) Programme and temporarily taught an Advanced Placement (AP) course in English.

The primary instructional focus at Brook Global Studies is teacher directed. Teachers lead students toward increasing accountability as students engage in global learning activities through collaborative learning and individual study. Global concepts are used to examine daily concepts, and students study two countries per grade level. The academic activities during extended time at Brooks Global Studies include after school tutoring and Saturday school during February and March. Brooks Global Studies begins instruction on Day One and has extended time to provide a "Passport" geography program. The surrounding educational and corporate communities provide a multinational context for students and teachers and utilize Brooks Global Studies for student teaching and volunteer work.

School community activities at Brooks Global Studies include a book fair to which parents and their children are invited for perusal of books used by teachers in the classroom and for purchase of books that parents and students can read together at home and that students can read during designated in class independent reading times. Parental and student participation during a PTA volunteer sponsored book fair during this onsite visit revealed strong parental and community support for reading at Brooks Global Studies.

Brooks Global Studies also recently completed a "one book, one school" school-wide project that included teachers, students, parents, and the entire community in reading and performing activities about *Molly's Pilgrim* by Barbara Cohen. A grant secured by this school permitted purchase and distribution of this easily accessible book to each family. Social issues such as diversity, "the other" in society, and immigration were explored. Brooks Global Studies will reflect now upon this completed project before pursuing another community reading or some other project that engages the entire school and community.

The use of technology at Brooks Global Studies includes two Smartboards that serve all the classrooms, one Smartboard in the Media Center, and an occasional use of Skype via the LEA's permission and coordination. Brooks Global Studies is not yet wireless.

2. Johnson Street Global Studies Extended-Year K-8 Magnet School (grades K-8) (Guilford County)

Johnson Street Global Studies Extended-Year K-8 Magnet School (Guilford County), grades K-8, located in High Point, North Carolina, is the only combined elementary-middle public school in Guilford County Schools. According to Mr. Trent Vernon, the school's current principal, Guilford County Schools converted Johnson Street Elementary School (founded in 1926) to an extended-year magnet school in 2003 with a global studies focus. Johnson Street Global Studies has won the national magnet award for three consecutive years. A collaborative relationship exists among Johnson Street Global Studies Extended-Year K-8 Magnet School, Brooks Global Studies Extended-Year Magnet School (grades K-5), and Washington Montessori School (grades K-5) as extended year calendar schools in Guilford County Schools, 2011-12.

The 2011-12 student population at Johnson Street Global Studies is approximately 350 students, 46% of whom are Black, 28% are White, 14% are Hispanic, 7% are Asian, 5% are Multi-racial, and less than five are American Indian or Pacific Islander. The male-female composition is statistically even (174/175). Johnson Street Global Studies' economically disadvantaged for 2011-12 is approximately 75%. The location of several institutions of higher education (IHEs) in High Point and surrounding areas and international travel by parents and students contribute to the global connections of this school and provide opportunities and challenges.

The administrative team at Johnson Street Global Studies consists of one principal, Mr. Trent Vernon, who has been principal at this school for four years, and a Curriculum Facilitator, Mrs. Drucillia Fletcher, who was assigned by the LEA to this position at this school concurrent with the present principal. This school's principal reports that he is now the longest serving principal of an extended-year school in Guilford County.

Administrative staff conclude that the teaching and learning focus at Johnson Street Global Studies is a more creative approach than probably occurs at other schools. The extra 20 days of instruction and learning permit a global component and more learning opportunities so that more in-depth study and field-trips can occur. Curriculum and teaching support are provided via increased support staff, coaching, modeling, extended teaching and learning time, administrative walk-throughs with feedback, and professional development (e.g., activities that address weekly Professional Learning Communities, data, teaching strategies, and joint objectives). Improvements have been seen in raised test scores and increased teacher confidence and content knowledge.

The principal reports that school-wide activities include a sustained, laser-like focus upon reading and math, data, standards, and common assessments. Rigor and mastery learning are emphasized, with breadth and depth, not acceleration, as the primary foci. Activities are overlapped and joined together in total sustained alignment. Metacognition is an example of how the needs of advanced students are met. Vertical

teaming was emphasized last year, and a regional K-12 configuration has been implemented.

Help Time is part of the school-wide schedule to assist students in understanding the basics and to maximize adult-student interaction. New concepts are not introduced during Help Time. There is also a strong focus school-wide on data and standards. Every three weeks, a common assessment (i.e., formative assessment) is implemented, with revised teaching and learning then based on the resulting data. Changes were made in the isolated teaching of writing skills so that reading and writing are now integrated into all subjects and content areas. Teachers were given their request to have more flexibility during the school day. The principal also included all K-8 students into a more cohesive K-8 model and teamed 5th and 6th grades together. The 5th grade year was the most challenging year but has improved considerably as strong teachers have been employed.

There is a Success Plan for struggling teachers who must submit lesson plans, attend weekly meetings, and complete professional development (PD) outside of school sponsored PD as part of their improvement plan. Literacy is the school-wide focus for professional development in 2011-12. Robert J. Marzano's scholarship was last year's (2010-11's) educational focus. Staff meetings address relevant training and highlight timely issues. Effective teaching and learning strategies are modeled for staff. The principal's conclusion is that "[e]xtended year is about doing more that you do well."

The use of technology at Johnson Street Global Studies includes a limited number of computers in classrooms.

Knowledge Is Power Program (KIPP):

The next two profiles address Knowledge Is Power Program (KIPP) charter schools in North Carolina. Knowledge Is Power Program (KIPP) is a national charter school program that began in Houston, Texas, in 1994 by two former Teach for America teachers, one of whom returned to New York to begin the first migration of the KIPP school model throughout the country. The KIPP school model has a national reputation for innovation, school excellence, and student achievement, but not all KIPP schools rank among the most effective schools in the geographic location they serve.

The national KIPP (Knowledge Is Power Program) school model typically begins with a middle school (grades 5-8) and continues next with either the high school (grades 9-12) or the elementary school (grades K-4). Extended time and a modified school calendar are features of the national KIPP school model. College admission is expected of all students. School leaders, typically known in non-charter schools as principals or school administrators, are now supervised in some KIPP schools by a KIPP school based Executive Director. A curriculum facilitator whose role is similar to that of an assistant principal and one staff whose duties are devoted to development (i.e., fund raising) are also part of the KIPP school model leadership.

KIPP teachers and leaders often teach at a KIPP school before moving to another geographic location to found and to administer, first as teacher-leader, then as school leader, another KIPP school. For example, in North Carolina, KIPP Academy Charlotte's founding school leaders taught at (KIPP) Gaston College Preparatory prior to their move to found the KIPP Academy Charlotte. They also taught at KIPP Academy Charlotte before becoming full-time school leaders there. Each KIPP school is autonomous; however, KIPP schools rely upon the national KIPP structure for leadership training, assistance with applying for start-up funding, and ongoing fidelity to the KIPP purpose and mission.

The five pillars of a KIPP school are (1) High Expectations, (2) Commitment and Choice, (3) More Time, (4) Focus on Results, and (5) Power to Lead. Excuses for not meeting high expectations are not accepted from students or teachers. Students and teachers must believe without doubt that students can perform beyond everyone's highest expectations of them. High expectations are clearly expressed and supported. Students and their parents choose to attend a KIPP charter school; therefore, commitment is expected and required as a result of that freely exercised and informed choice. Extended time, especially for students who are significantly behind in their grade level and content level achievement, is accomplished through an extended school day (typically 8:00 a.m. – 5:00 p.m., Monday-Thursday, with an early dismissal on Friday for three hours of professional development from 2:00-5:00 p.m.), an extended school year, Saturday sessions, after school learning activities, and all students' access to all their teachers' cell phone numbers for personal contact. Assessment is an accepted and preferred form of accountability for students and teachers. Leadership by school leaders is based on local control of decision-making, and students are trained to see themselves and to behave as leaders.

Ms. Tammi Sutton, the Executive Director of (KIPP) Gaston College Preparatory, noted that a successful KIPP model is a national one with a local community focus that involves trial and error at first, then implementation of best practices. Clarity about the end goal and positive interaction with students and their parents contribute to a successful school environment. Different school cultures mean that there can be no cookie cutter approach to the KIPP charter school model. A high quality college preparatory program with all participants as change agents is the goal. Quality of teaching and learning activities is preferred to quantity of activities. Increased support is needed before growth can be sustained. Remediation and acceleration are emphasized. The newly adopted Common Core State Standards (CCSS) is being integrated slowly, with realignment occurring within a mixture of professional development for teachers. Extra-time permits coverage of the state curriculum as the core curriculum for KIPP charter schools.

3. KIPP Academy Charlotte (grades K-4, charter)

KIPP Academy Charlotte (founded in 2007 and located in Charlotte, North Carolina) is a charter school (grades 5-8) that is affiliated with the national Knowledge Is Power Program (KIPP). Two of the co-founders of KIPP Academy Charlotte formerly taught at (KIPP) Gaston College Preparatory in Gaston, North Carolina, before founding KIPP

Academy Charlotte. They also taught courses at KIPP Academy Charlotte prior to the 2011-12 academic year as they co-led this charter school. The grade configuration for this KIPP charter school follows the typical national KIPP model, which configures the elementary level as grades K-4, the middle school level as grades 5-8, and the high school level as grades 9-12.

The student population at KIPP Academy Charlotte, as reported on the North Carolina Public Schools website, consists of approximately 325 students (grades 5-8). Student population consist of 92.3% Black, 4.3% Hispanic, 2.2% two or more races, and 1.2% White. School was not in session for students during the onsite visit.

The current administrative team at KIPP Academy Charlotte consists of one School Leader, Mrs. Tiffany Flowers-Washington, a Dean of Instruction/Assistant Principal of Instruction, and a development officer (i.e., fund raiser). These school leaders also taught one or more courses prior to the 2011-12 academic year but are now full-time school leaders. School leaders receive a KIPP principal fellowship and attend summer school at New York University as a part of their KIPP leadership training, according to the school leader at KIPP Academy Charlotte.

The 2011-12 academic year at KIPP Academy Charlotte, as reported on its website, began on August 10, 2011, with a mandatory three-day orientation for new students. The mandatory summer school for all students was in mid to late August 2011. Teachers reported to work on September 6, 2011, for a teacher workday. The 2011-12 academic year for students is September 7, 2011 through June 1, 2012.

The daily schedule at KIPP Academy Charlotte, as reported on its website, begins at 7:30 a.m. Monday through Friday and concludes at 5:00 p.m. Monday through Thursday and at 3:15 p.m. on Friday. The half day schedule begins at 7:30 a.m. and concludes at 12:30 p.m., with no break for lunch. Saturday School, which is mandatory for all students, begins at 9:00 a.m. and ends at 12:30 p.m., with no break for lunch. Summer School, which is mandatory for all students, begins at 7:30 a.m. and concludes at 2:00 p.m.

Mrs. Tiffany Flowers Washington, the school leader at KIPP Academy Charlotte, notes that most of the students at this charter school are two grade levels behind their peers when these students enroll at KIPP Academy Charlotte. Special needs students represent 25% of the student population in 2011-12. Instructional strategies and learning activities at KIPP Academy Charlotte focus upon slower pacing, guided practice, and independent study. Students receive 30 minutes of independent reading daily. Fifth grade students are given reading acquisition instruction and learning activities as they learn how to read. Seventh and eighth grade students discuss their reading and participate in literacy circles as they are taught to become lifelong readers. After school activities are designed for enhancement and enrichment. Remediation occurs in math and reading. Two goals are to increase the passing rate for students and to improve inconsistent test scores over the years. The KIPP philosophy is to prepare KIPP students to compete with anyone.

Effective (“good”) teachers are the focus at KIPP Academy Charlotte for improving student achievement. Mrs. Tiffany Flowers Washington focuses upon hiring good teachers through a KIPP Academy Charlotte (not a national KIPP) process that includes observing teachers at their originating schools (when an open door policy is in effect), viewing filmed footage of classroom teaching by teacher applicants, and observing a lesson taught at KIPP Academy Charlotte by teacher applicants. Teach for America is the source for many of the KIPP Academy Charlotte applicants and teachers. Mrs. Tiffany Flowers Washington also spent time at a high performing KIPP school during the summer 2011 to observe best practices. KIPP Academy Charlotte is back mapping the state’s new Standard Course of Study so that teachers can teach to the standards at a level of understanding that is aligned with state and standardized tests. Benchmarks and released test items are used. Prior success and experimentation are used with data-driven instructional decisions and a methodical analysis of results as means of improving instruction and learning.

The availability and use of technology were not observed during this onsite visit due to school not being in session for students and the lack of a tour of the facilities.

4. (KIPP) Gaston College Preparatory (grades K-12) (one charter for grades K-12, three school levels: K-4, 5-8 and 9-12) (Northampton County)

(KIPP) Gaston College Preparatory was initially granted a charter by the North Carolina State Board of Education (SBE) to serve grade levels 5-8 (middle school level), followed by a revision of the charter to include grades 9-12 (high school level). Beginning in 2012-13, the grade level configuration will be K-12 (elementary through high school levels). In 2012-13, (KIPP) Gaston College Preparatory (its legal name is Gaston College Preparatory) will offer three school levels: elementary school level (grades K-4, scheduled for opening in 2012-13), middle school level (grades 5-8), and high school level (grades 9-12). All three school levels will be located on the same 40 acres, with the facilities for the new elementary school level adjacent to the high school level. Students are currently enrolled in (KIPP) Gaston College Preparatory (grade levels 5-12) from seven different Local Education Agencies (LEAs). (KIPP) Gaston College Preparatory serves a rural population of mainly minority (i.e., Black) students.

The schedule for (KIPP) Gaston College Preparatory started on August 16, 2011, for students and concludes on June 8, 2012. New staff began on July 25, 2011. All staff returned on August 1, 2011. The last day for staff is June 15, 2012.

Extended time at (KIPP) Gaston College Preparatory is used in a variety of ways, including more in-depth instructional time and opportunities for students to explore passions that impact learning. (KIPP) Gaston College Preparatory leadership admits that there is no magic formula or programs used by this school. Instead, everyone is committed to an unwavering effort to making things better and continuing to push students to perform better than adults and they think students can. School leadership notes that the school’s goal is to get to the point where they are not creating an achievement gap early in the students’ schooling and where they are creating a college

going culture that makes college admission and successful completion achievable for all students.

The administrative team at (KIPP) Gaston College Preparatory (charter) is the Executive Director, Ms. Tammi Sutton, a co-founder of this (KIPP) Gaston College Preparatory charter school; Ms. Emily Cook, the Founding Primary School Leader; Ms. Michele Stallings, the Middle School Leader and Founding Science Teacher; and Ms. Kevika Amar, the High School Leader. All KIPP charter schools also have a staff person whose primary responsibility is development (i.e., fund raising).

a) (KIPP) Gaston College Preparatory: Elementary School Level (scheduled for opening in 2012-13) (grades K-4)

The (KIPP) Gaston College Preparatory charter elementary school level is scheduled to open in 2012-13 with 90 students in kindergarten, to include eventually 90-student cohorts in each grade from K-4. It will be located adjacent to the high school level on the school's 40-acre campus in Gaston, North Carolina. The newly assigned school leader (Ms. Emily Cook) of the (KIPP) Gaston College Preparatory elementary school level (grades K-4) was away from the campus during the onsite visit, participating in leadership training as required for school leaders by the national Knowledge Is Power Program (KIPP). All three school levels of (KIPP) Gaston College Preparatory are scheduled to be located on the same 40-acre campus in Gaston, North Carolina. The elementary school level of (KIPP) Gaston College Preparatory charter school will complete the K-12 (KIPP) Gaston College Preparatory charter school model.

b) (KIPP) Gaston College Preparatory: Middle School Level (grades 5-8)

The middle school level (grades 5-8) under the charter school name (KIPP) Gaston College Preparatory was the first school level to operate as (KIPP) Gaston College Preparatory, opening in 2001 in a farming community in rural Gaston, North Carolina in Northampton County. According to Ms. Tammi Sutton, the current Executive Director of (KIPP) Gaston College Preparatory, parents of (KIPP) Gaston College Preparatory middle school level students asked for a continuation of (KIPP) Gaston College Preparatory through high school, which was established in 2005. School promotional literature frequently mentions the "nearly 30 [now 40] acres of peanuts and soybeans [that] would become the setting of a new kind of growth..." (from school promotional literature, "KIPP:Gaston—The Seeds of Change"). This agrarian analogy represents not only the rural community in which this school was founded but also the seeds that farmers plant for a future harvest, as do these educators in addressing the needs of underrepresented, mainly economically deprived minority children.

Another promotional and visionary image for (KIPP) Gaston College Preparatory charter school is the pride in which the lofty lion lives and rules. The school's motto, an African proverb, informs (KIPP) Gaston College Preparatory's use of the pride and the lion: "The strength of the pride is the lion. The strength of the lion is the pride." Inner strength, not just outward manifestation of appearance, is nurtured in

all students. Students are encouraged to work collaboratively as the group nature of a lion's pride requires. Students are also encouraged to accept and to demonstrate individual responsibility and accountability for their own learning and actions. Banners and posters around a KIPP school reinforce the pride and lion focus, including the KIPP beliefs and practices that are required of KIPP faculty and staff, students, and parents; college and university banners representing the most competitive to the most accessible undergraduate institutions of higher education; and motivational sayings that align with the KIPP motto and school mission. Students and teachers extend their arms in class to wave encouragement to each other during an especially difficult line of questioning from the teacher. Teachers are required to maintain a firm, unwavering belief that all students can learn and can succeed in life, or their contract with KIPP is jeopardized.

c) (KIPP) Gaston College Preparatory: High School Level (grades 9-12)

The high school level of (KIPP) Gaston College Preparatory charter school is referred to as KIPP Pride (a school name that does not legally exist, according to Ms. Tammi Sutton). According to Ms. Tammi Sutton, the current Executive Director of (KIPP) Gaston College Preparatory, parents asked (KIPP) Gaston College Preparatory founders for a continuation of the (KIPP) Gaston College Preparatory charter middle school level into a (KIPP) Gaston College Preparatory charter high school level where their children could remain under the (KIPP) Gaston College Preparatory charter school model and in, what these parents concluded was for their children, a nurturing school environment.

The (KIPP) Gaston College Preparatory high school level (KIPP Pride) enrolls students who need to work and perform other extra-curricular activities, while they complete their academic studies in a commendable manner on the high school level. The availability of other opportunities for these high school level students competes with the (KIPP) Gaston College Preparatory focus upon academic excellence and personal responsibility and accountability; however, the (KIPP) Gaston College Preparatory high school level (KIPP Pride) also extends privileges to high school level students who have demonstrated in the classroom and in their personal lives a sustained ability to balance successfully all responsibilities and expectations of them. For example, some high school level students are permitted to use one of the designated periods during the school day as a time to work on their college applications and to collaborate with each other in a commons area. Juniors and seniors do not have to remain at school until the 5:00 p.m. dismissal time.

5. Wallace-Rose Hill High School (grades 9-12) (Duplin County)

Wallace-Rose Hill High School (Duplin County), grades 9-12, located in Teachey, North Carolina, was established in 1955 and remains in a rural community setting. This school is a community school but not a magnet school. This high school is affiliated with the High Schools That Work (HSTW) program as part of its school improvement plan and follows the early college concept that is implemented throughout the K-13 Duplin County Schools system, with the exception of autistic and occupational students. Extended time for Wallace-Rose Hill High School consists of an additional 35 minutes to

the school schedule Monday through Thursday and Prime Time at the conclusion of the day on Friday. All four high schools in Duplin County currently operate under an extended time schedule.

The 2011-12 student population at Wallace-Rose Hill High School consists of 550 students, 45% of whom are Black, 29% White, 23% Hispanic, and 3% Other. Future plans expressed in 2010-11 include 24% four-year college, 57% two-year college, 5% military, 8% work, and 6% other. Mr. M. D. Guthrie, the principal, describes this school's student population as high risk with limited vocabulary knowledge and college awareness. The 2011-12 economically disadvantaged status is 68%.

The administrative team at Wallace-Rose Hill High School includes the principal, Mr. M.D. Guthrie, whose tenure as principal began in 2000, and one Assistant Principal. Mr. Guthrie, the principal, reports that he has interviewed and employed approximately 80% of the current teaching staff at this high school. Dr. Ben Thigpen, Secondary Director of Communication and Athletic Director for Duplin County Schools, was also interviewed during this onsite visit. He noted that teachers must use a different approach to instruction and must do innovative things in an extended time school.

The instructional focus at Wallace-Rose Hill High School is the implementation of higher standards via several teaching strategies and learning activities that are closely aligned to each other and to the overall mission of this school and LEA. In addition to HSTW, this high school has required a senior project since 1993, which it views as a true graduation project. A Freshman Academy was begun in 2001 to offer sustained academic and social support to 9th graders as they transition from middle school to high school. Since 2001, there has been a 50% reduction in the suspension rate.

Wallace-Rose Hill High School expanded its assignment of guidance staff and teachers into Prime Time, a period of time mid-day on Fridays during which students are provided increased academic and social assistance and support in small group settings of approximately 17 students per teacher. Fifth Quarter is the final scheduled time Monday through Thursday during which students also receive academic support before school dismisses at 3:30 p.m. School is dismissed on Friday at 2:58 p.m. This school also connects to the Johns-Hopkins University online link as a means of academic support.

Challenges faced by Wallace-Rose Hill High School include the high number of group homes for adolescents in the area, which negatively impacts the graduation rate. Students who graduate during summer programs of senior year are not counted in the 4-year cohort graduation rate. Many students also do not have computers at home, a limitation that requires increased use of tutoring after school. The school's Media Center, library, and computer lab are open 45 minutes before and after school for student use. The observation of computer use was obvious but limited during this onsite visit. Mr. Guthrie used the analogy of a ripening tomato to explain that just as all tomatoes do not ripen at the same time, so too do not all students learn at the same rate. He also praised the state's focus on rigor, relevance, and relationship as means of providing academic rigor and support for students, faculty, and staff.

Assessment and intervention strategies are implemented via the usual state instruments (e.g., Education Value-Added Assessment System [EVAAS]), tests owned by *The New York Times* newspaper, which purchased *The Wilmington Times*, and assessments accessed via The Bill & Melinda Gates Foundation. Students whose grades are below the 80% average in a course or as their grade point average for a grading period are required to participate in Prime Time activities (i.e., an expanded homeroom) and the Plus Period after school to improve their academic standing and to assist in the graduation process. Reading and writing instruction across the curriculum is also expected of all teachers. The principal keeps in his possession the 80% list for each grading period and consults regularly with students on that list to monitor and to assist their progress.

Mr. Guthrie of Wallace-Rose Hill High School concludes that a combination of factors, not just one factor alone, accounts for success at any school, including extended time schools. He said that students need to be taught process-based thinking, which is a scientific method that teaches them to think. The diverse and focused instructional and learning strategies that are aligned with each other and with other goals and objectives are critical to student success. He notes that allowing students whom the data shows as lagging academically to take year-long courses has resulted in great results for Wallace-Rose Hill High School. Professional Learning Communities (PLCs) and other forms of professional development assist teachers with content knowledge and instructional delivery. The proximity of institutions of higher education (IHEs), such as the University of North Carolina at Wilmington and East Carolina University in Greenville, provides teachers with access to professional development as well. Mr. Guthrie also noted the contributions of the arts to a student's education, noting that people appreciate that to which they are exposed. (The principal's wife and daughter are accomplished artists.) The key to school success and student achievement, he said, is having the right teachers who are carefully selected during the hiring process, held to high expectations, expected to be contagious in their enthusiasm, doing new things in the classroom, and exhibiting a positive attitude.

Policy Options

These policy options about ELOs are currently available to the North Carolina State Board of Education, Local Education Agencies and charter schools or can be implemented via revisions and/or changes to relevant Board policies or state statutes.

Policy Option 1

The school calendar (e.g., start and stop dates and number of instructional days/days students must receive direct instruction and number of days teachers must be employed)

This policy option will require more resources and may involve changes to the state's school calendar law.

Policy Option 2

The school daily calendar (e.g., start and stop times on a daily basis and flexibility in staff assignments to cover the changes in daily schedule)

This policy option will require coordination of resources and personnel on the local level but will not necessarily involve changes to the state's school calendar law.

Policy Option 3

The school's use of extended time to tutor (remediation) versus to provide new or different courses (or a completely different curriculum, such as a magnet school's enrichment of the state's standard course of study, including leadership training and internships that receive academic credit)

This policy option addresses decisions that can be made at the local level.

Policy Option 4

The school's adoption of a flipped teaching and learning method (i.e., time outside of regular school hours spent accessing and learning the course content, with in class time spent in collaborative learning via project based learning and other demonstration lessons)

This policy option is the focus of current research and proposed best teaching and learning practices. The intended outcome is the student's use of traditional homework time as the time for mastering content, while in class time is devoted to demonstration lessons, and collaboration. The expectation is that student achievement will increase as time is more effectively used by students and teachers.

Policy Option 5

The school's focus on professional development (e.g., flexibility within the school day and school calendar to schedule and to engage in in-depth, research-based professional development that is aligned to standards, curriculum, course goals, and student needs)

This policy option will require strategic planning and effective implementation on the local level, with the possible input and assistance from state and national resources and staff.

Recommendations

These recommendations about ELOs are presented to the North Carolina State Board of Education for its consideration.

Recommendation 1

Local Education Agencies (LEAs) and charter schools in North Carolina are encouraged to consider ELOs as one of many strategies for diverse and expanded learning opportunities for all students at all achievement levels without necessarily changing the school or district level calendar.

Recommendation 2

LEAs and charter schools in North Carolina are encouraged to explore ways to use school breaks, such as intersessions (i.e., winter and spring breaks) and summer vacation, for diverse and expanded learning opportunities for all students at all achievement levels.

Recommendation 3

The North Carolina State Board of Education is encouraged to support additional research into ELOs as a means of exploring issues such as the ones listed in this recommendation:

- Anticipation of ELOs (especially extended time) as the norm for most if not all schools
- Differences and similarities between ELOs and legal accommodations granted to students with Individualized Education Programs (IEP) and 504 Plans
- Variations of ELOs that include extended time and other changes to the traditional school day and calendar
- Quality control of ELOs
- Staffing assignments and patterns for ELOs (e.g., flexible scheduling and staff credentials)
- Program content of ELOs (e.g., remediation, homework assistance, behavioral management issues, etc.)
- Cost analysis of ELOs
- Impact on short-term and long-term student achievement by different types and implementations of ELOs
- Impact on adult satisfaction with ELOs (e.g., faculty, school administrators, parents, and the community)

Conclusion

ELOs consist of changes in the school calendar and daily schedule, time devoted to instructional delivery and learning activities within a revised or adjusted daily schedule and/or school year, remediation, special tutoring, introduction of new or expanded time courses, academic instruction or remediation during intersessions and summer breaks, fieldtrips, and other instructional and learning strategies that address student achievement. Some charter school programs include extended time in their academic philosophy and charter; however, some traditional public schools and school districts also revise their daily schedules and school calendars to accommodate extended time and special programs for the purpose of increasing student achievement without necessarily requiring all schools in a school system to adopt ELO programs.

Staff in schools that provide ELOs might work staggered shifts to accommodate extended time, or additional staff, some of whom might not be licensed classroom teachers, is employed to work with students during the extended day. Charter schools typically include extended hours in the contracts for staff, thereby resolving the required time on the job and compensation issues that challenge some schools and school districts interested in extended time during the daily schedule and revised school calendars.

A combination of factors contributes to the successful implementation of ELOs. Alignment of ELO program goals with the school and district goals, quality of the ELO program, appropriate and trained staff, ongoing monitoring, creative approaches to teaching, and community support are essential. ELOs permit schools to adjust their schedules and to assign staff for increased academic effectiveness.

Further research is needed to explore the full range of ELOs and to determine the appropriateness of ELOs for more schools and school districts in North Carolina.

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APPENDICES

Appendix A: PISA 2009 All Students Mean Scores—Selected OECD Countries in Which English Is Official or *de facto* Language

Country	Reading	Mathematics	Science
OECD Average	493	496	501
Australia	515	514	527
Canada	524	527	529
Ireland	496	487	508
United Kingdom	494	492	514
United States	500	487	502

Data Source OECD Programme for International Student Assessment, PISA 2009 Database. <http://stats.oecd.org/PISA2009Profiles/#>

Appendix B: PISA 2009 All Students Mean Scores—Top Ten Scoring Nations and United States

Country	Reading	Mathematics	Science
OECD Average	493	496	501
Shanghai-China	556	600	575
Korea	539	546	538
Finland	536	541	554
Hong Kong-China	533	555	549
Singapore	526	562	542
Canada	524	527	529
New Zealand	521	519	532
Japan	520	529	539
Australia	515	514	527
Netherlands	508	526	522
United States	500	487	502

Data Source OECD Programme for International Student Assessment, PISA 2009 Results Database, in *PISA 2009 Results: Executive Summary* <http://www.oecd.org/dataoecd/34/60/46619703.pdf>

Appendix C: Mean Number of Instructional Hours per Week in Science, Mathematics, and Language in Selected Countries

Country	Regular School Lessons	Out-of-School-Time Lessons	Individual Study	Total Learning Hours	Allocation of Total Learning Time for Regular School Lessons (%)
OECD Average	10.58	2.41	4.90	17.90	61.8
Australia	11.40	0.94	4.67	17.85	66.5
Canada	12.93	2.35	5.26	20.63	64.0
Finland	9.71	1.06	3.41	14.16	70.5
Ireland	9.75	1.65	4.70	16.08	63.5
Japan	10.75	1.40	3.11	15.26	74.5
Korea	12.76	4.74	4.93	22.49	61.4
New Zealand	12.84	1.74	4.42	19.02	69.7
United Kingdom	11.92	1.70	4.52	18.16	67.8
United States	10.95	3.04	5.59	19.69	55.6

Data Source: OECD. (2011). *Quality time for Students Learning In and Out of School*, p. 94. Based on PISA 2006 Results Database. Retrieved from

http://www.pisa.oecd.org/document/58/0,3746,en_32252351_32236191_47109754_1_1_1_1.00.html

Note: While these data are reported by OECD, they are based on questionnaires completed by 15 year-old students during the administration of PISA 2006. Student checked boxes—No Time, Less than 2 hours a week, 2 or more but less than 4 hours a week, 4 or more but less than 6 hours a week, and 6 or more hours a week.

Appendix D: Time for Formal In-School Instruction for 13 Year-Olds, by Country, 1991

Country	Overall Instructional Time			Mathematics Average per Week	Science Average per Week
	Average Hours per Day	Average Days per Year	Average Hours per Year		
Canada	5.1	188	959	3.8	2.6
Ireland	5.4	173	934	3.2	2.7
Japan	4.0	220	997	3.8	3.7
Korea	4.4	222	875	3.0	2.4
United States	5.6	178	997	3.8	3.7

Data Source: NCES. (n.d.). *Education Indicators: An International Perspective*. Indicator 24: Time in Formal Instruction. Retrieved from <http://nces.ed.gov/pubs/eiip/eiipid24.asp>

Note: Source on NCES cited above is Educational Testing Service, International Assessment of Education Progress, Learning Mathematics, 1992, Learning Science, 1992

Appendix E: NAEP Scores for Reading and Math (grades 4 and 8: North Carolina and United States (US) data

The Nation's Reading Report Card
2011 State Snapshot Report

North Carolina
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in North Carolina was 221. This was not significantly different from the average score of 220 for public school students in the nation.
- The average score for students in North Carolina in 2011 (221) was not significantly different from their average score in 2009 (219) and was higher than their average score in 1992 (212).
- In 2011, the score gap between students in North Carolina at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that in 2009 (50 points).
- The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 34 percent in 2011. This percentage was not significantly different from that in 2009 (32 percent) and was greater than that in 1992 (25 percent).
- The percentage of students in North Carolina who performed at or above the NAEP Basic level was 66 percent in 2011. This percentage was not significantly different from that in 2009 (65 percent) and was greater than that in 1992 (56 percent).

Achievement-Level Percentages and Average Score Results

Year	Below Basic	Basic	Proficient	Advanced	Average Score
1992*	42*	31*	20*	5*	212
1994*	41*	30*	23*	6*	214
1999*	39*	34*	22*	5*	217
2000	42*	31*	21*	6*	213
2002	35*	33*	25*	7*	222
2003	34*	33*	24*	9*	221
2005	39*	32*	22*	7*	217*
2007	35*	35*	23*	7*	218*
2009	35*	33*	24*	7*	219
2011	34*	34*	25*	7*	221
Nation (public)	34	34	25	7	220

Legend: Below Basic (dark blue), Basic (light blue), Proficient (medium blue), Advanced (dark blue)

* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
 † Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

Legend: District of Columbia (red), DoDCA (green)

* Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **North Carolina** (221) was

- lower than those in 13 states/jurisdictions
- higher than those in 15 states/jurisdictions
- not significantly different from those in 23 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)

Legend: North Carolina (solid line with circles), Nation (public) (dashed line with squares)

* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students score	Avg. score	Percentages at or above		Percent at
			Basic	Proficient	
Race/Ethnicity					
White	54	232	81	45	12
Black	26	205	50	16	2
Hispanic	12	207	52	20	4
Asian	3	236	81	48	19
American Indian/Alaska Native	1	192	38	10	2
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	222	69	31	8
Gender					
Male	49	217	64	30	7
Female	51	225	72	38	10
National School Lunch Program					
Eligible	53	208	54	19	2
Not eligible	47	236	83	50	14

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

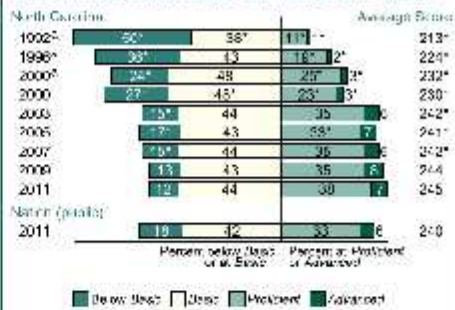
- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1992 (26 points).
- In 2011, Hispanic students had an average score that was 26 points lower than White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2011, female students in North Carolina had an average score that was higher than male students by 8 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (26 points).

ies INSTITUTE OF EDUCATION SCIENCES
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

Overall Results

- In 2011, the average score of fourth-grade students in North Carolina was 245. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in North Carolina in 2011 (245) was not significantly different from their average score in 2009 (244) and was higher than their average score in 1992 (213).
- In 2011, the score gap between students in North Carolina at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was narrower than that of 1992 (45 points).
- The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 44 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1992 (13 percent).
- The percentage of students in North Carolina who performed at or above the NAEP Basic level was 88 percent in 2011. This percentage was not significantly different from that in 2009 (87 percent) and was greater than that in 1992 (50 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
 * Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.
 NOTE: Detail may not sum to totals because of rounding.

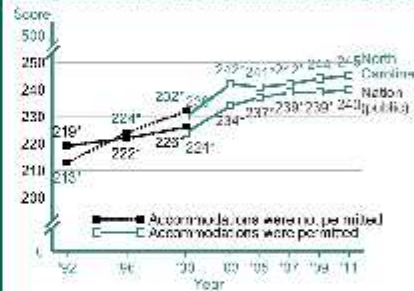
Compare the Average Score in 2011 to Other States/Jurisdictions



* Department of Defense Education Activity (overseas and domestic schools).
 In 2011, the average score in North Carolina (245) was

- lower than those in 6 states/jurisdictions
- higher than those in 30 states/jurisdictions
- not significantly different from those in 15 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.
 NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	54	253	95	58	10
Black	27	229	75	18	4
Hispanic	12	238	86	33	2
Asian	3	265	98	72	27
American Indian/Alaska Native	1	225	64	20	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	247	93	48	7
Gender					
Male	50	245	88	44	8
Female	50	244	88	44	6
National School Lunch Program					
Eligible	53	235	82	28	2
Not eligible	47	255	96	62	13

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

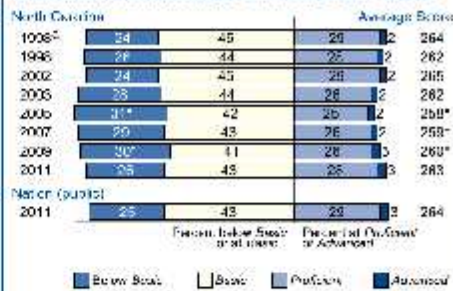
Score Gaps for Student Groups

- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was narrower than that in 1992 (30 points).
- In 2011, Hispanic students had an average score that was 15 points lower than White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2011, male students in North Carolina had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 21 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (25 points).

Overall Results

- In 2011, the average score of eighth-grade students in North Carolina was 263. This was not significantly different from the average score of 264 for public school students in the nation.
- The average score for students in North Carolina in 2011 (263) was higher than their average score in 2009 (260) and was not significantly different from their average score in 1996 (262).
- In 2011, the score gap between students in North Carolina at the 75th percentile and students at the 25th percentile was 45 points. This performance gap was not significantly different from that of 1996 (44 points).
- The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 31 percent in 2011. This percentage was not significantly different from that in 2009 (29 percent) and was not significantly different from that in 1996 (30 percent).
- The percentage of students in North Carolina who performed at or above the NAEP Basic level was 74 percent in 2011. This percentage was greater than that in 2009 (70 percent) and was not significantly different from that in 1996 (74 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
 † Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

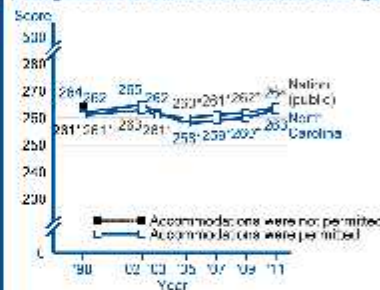


† Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in North Carolina (263) was

- lower than those in 27 states/jurisdictions
- higher than those in 11 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting group	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	55	271	83	40	4
Black	26	247	58	14	†
Hispanic	11	256	67	22	1
Asian	3	275	83	44	8
American Indian/Alaska Native	1	245	52	16	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	268	78	35	6
Gender					
Male	51	256	67	25	2
Female	49	270	81	37	4
National School Lunch Program					
Eligible	50	252	63	18	1
Not eligible	49	274	85	44	5

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was not significantly different from that in 1996 (25 points).
- In 2011, Hispanic students had an average score that was 16 points lower than White students. Data are not reported for Hispanic students in 1996, because reporting standards were not met.
- In 2011, female students in North Carolina had an average score that was higher than male students by 14 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (24 points).

Overall Results

- In 2011, the average score of eighth-grade students in North Carolina was 286. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in North Carolina in 2011 (286) was not significantly different from their average score in 2009 (284) and was higher than their average score in 1990 (250).
- In 2011, the score gap between students in North Carolina at the 75th percentile and students at the 25th percentile was 49 points. This performance gap was not significantly different from that of 1990 (50 points).
- The percentage of students in North Carolina who performed at or above the NAEP Proficient level was 37 percent in 2011. This percentage was not significantly different from that in 2009 (36 percent) and was greater than that in 1990 (9 percent).
- The percentage of students in North Carolina who performed at or above the NAEP Basic level was 75 percent in 2011. This percentage was not significantly different from that in 2009 (74 percent) and was greater than that in 1990 (38 percent).

Achievement-Level Percentages and Average Score Results



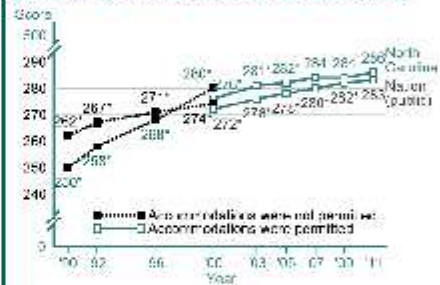
* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
 † Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.
 NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions



In 2011, the average score in North Carolina (286) was
 = lower than those in 11 states/jurisdictions
 = higher than those in 26 states/jurisdictions
 = not significantly different from those in 14 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.
 NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students score	Avg.	Percentages at or above		
			Basic	Proficient	Advanced
Race/Ethnicity					
White	55	296	85	48	13
Black	26	267	57	15	2
Hispanic	11	275	66	23	4
Asian	3	316	90	72	38
American Indian/Alaska Native	1	265	54	22	5
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	292	81	45	12
Gender					
Male	51	285	74	37	10
Female	49	287	77	37	9
National School Lunch Program					
Eligible	50	273	64	22	3
Not eligible	50	300	86	52	16

Rounds to zero. ‡ Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1990 (30 points).
- In 2011, Hispanic students had an average score that was 21 points lower than White students. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2011, female students in North Carolina had an average score that was not significantly different from male students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 26 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (27 points).

Appendix F: SAT Scores for North Carolina and United States (US)

Figure 1. Average Yearly SAT Score Gains for North Carolina and the United States, 1989-2011.

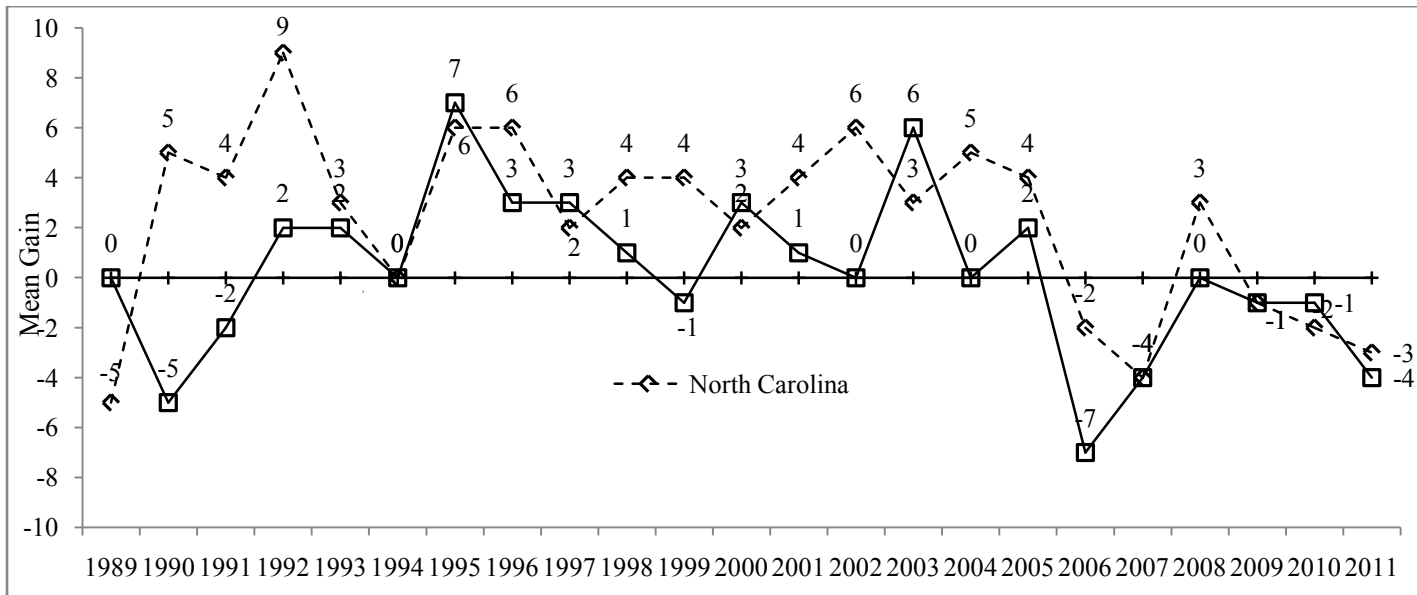
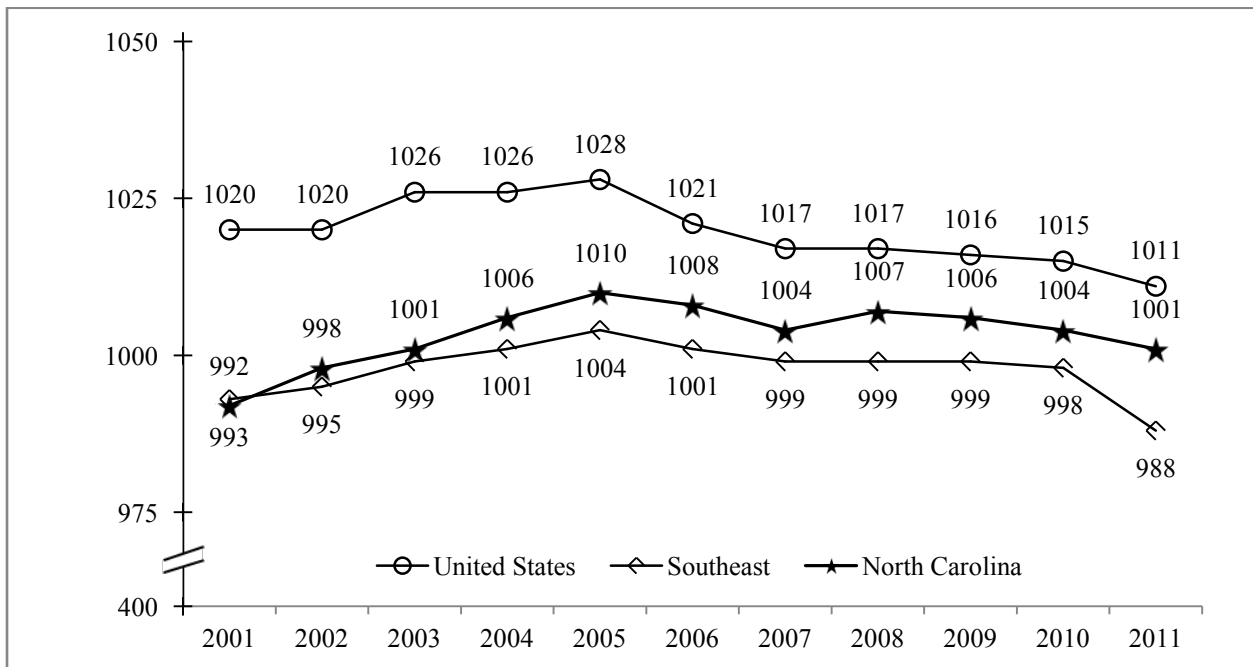


Figure 2. Mean Total SAT Scores (Critical Reading + Mathematics) for the United States, the Southeast Region, and North Carolina, 2001-2011.



Year	United States (US)			North Carolina (NC)			US-NC Gap ¹
	Critical Reading	Mathematics	Total	Critical Reading	Mathematics	Total	
2011	497	514	1011	493	508	1001	10
2010	500	515	1015	495	509	1004	11
2009	501	515	1016	495	511	1006	10
2008	502	515	1017	496	511	1007	10
2007	502	515	1017	495	509	1004	13
2006	503	518	1021	495	513	1008	13
2005	508	520	1028	499	511	1010	18
2004	508	518	1026	499	507	1006	20
2003	507	519	1026	495	506	1001	25
2002	504	516	1020	493	505	998	22
2001	506	514	1020	493	499	992	28
2000	505	514	1019	492	496	988	31
1999	505	511	1016	493	493	986	30
1998	505	512	1017	490	492	982	35
1997	505	511	1016	490	488	978	38
1996	505	508	1013	490	486	976	37
1995	504	506	1010	488	482	970	40
1994	499	504	1003	482	482	964	39
1993	500	503	1003	483	481	964	39
1992	500	501	1001	482	479	961	40
1991	499	500	999	478	474	952	47
1990	500	501	1001	478	470	948	53
1989	504	502	1006	474	469	943	63
1988	505	501	1006	478	470	948	58
1987	507	501	1008	477	468	945	63
1986	509	500	1009	477	465	942	67
1985	509	500	1009	476	464	940	69
1984	504	497	1001	473	461	934	67
1983	503	494	997	472	460	932	65
1982	504	493	997	474	460	934	63
1981	502	492	994	469	456	925	69
1980	502	492	994	471	458	929	65
1979	505	493	998	471	455	926	72
1978	507	494	1001	468	453	921	80
1977	507	496	1003	472	454	926	77
1976	509	497	1006	474	452	926	80
1975	512	498	1010	477	457	934	76
1974	521	505	1026	488	466	954	72
1973	523	506	1029	487	468	955	74
1972	530	509	1039	489	467	956	83

¹Gap = United States mean total SAT score minus North Carolina's mean total score.

Appendix G: “What is Extended Learning Time, from an Academic Perspective? How Should Its Effects be Measured?”

Notes from a PowerPoint Presentation by Dr. Harris Cooper, Duke University, to the North Carolina Department of Public Instruction, Superintendent’s Leadership Council Meeting, October 31, 2011

The different types of ELOs:

- Rearrange the school calendar without adding days:
 - Modified (year-round) calendars, less time on review
- Extend the school year:
 - Summer school
 - Add days to the regular school calendar
- Extend the school day:
 - Afterschool programs (with learning activities)
 - Add minutes to the regular school day
 - Full-day Kindergarten
 - Preschool
 - Before-school programs
 - Extend the school into the home & community
 - Other organized youth activities

Dr. Cooper stressed the difference between extended time and learning time, noting that any ELOs that does not add enough time to fundamentally change the way the curriculum is approached, or that adds time that is not actually dedicated to learning, will not be effective.

The major questions that framed the presentation:

- Do kids forget over summer?
 - All students forget math over summer.
 - Disadvantaged children lose reading skills as well.
- Do year-round calendars lessen summer learning loss?
 - Modified School Calendars (MSCs) may have a positive impact on the achievement of disadvantaged students, but the existing research suffers from serious design flaws.
 - Communities with MSC express satisfaction with them.
- Does summer school help?
 - Summer school has a positive effect on learning and features of successful programs can be identified but it appears to fade over time because other supplemental services may substitute for it and effect is transferred to other subjects.
- Do afterschool programs improve achievement?
 - Yes, marginally
- Should we extend the school year? If so, how much?
 - The full impact of more days won’t happen until it instigates a deepening and extending of curriculum.
- Should we extend the school day? If so, how much?

- The same is true for more minutes in the day.
- What about full-day kindergarten (FDK)?
 - FDK has a strong effect on achievement but it fades over 3 years because other supplemental services may substitute for it and there are still future differences in slope of learning and may have a negative effect on some children.

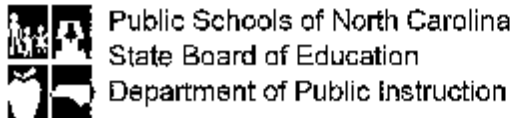
Finally, Dr. Cooper gave an example of a school that used these different approaches to time to maximize learning: Cason Lane Academy in Murfreesboro, Tennessee.

Cason Lane, a K-8 traditional public school with approximately 1000 students in Murfreesboro, TN, adopted ELOs in the mid-1990s. Cason Lane went to a modified calendar of 180 days, 45 on, 15 off. In addition to MSC, Cason Lane extended the school day to provide some optional programs, with a block in the morning being devoted completely to core subjects. Parents could decide when to pick their children up from school based on their work schedules, so students could participate in early morning programs, late afternoon programs, both or neither. Additionally remediation took place during the early morning and late afternoon blocks as well as over vacations so that all students could participate in the core curriculum during the day.

Schedule:

- 6:00-8:00 a.m.: Programs
 - recreational, academic enrichment, vocational and other support programs
 - Including some remedial services moved out of school day
 - Teacher flex time
- 8:00 a.m.-3:00 p.m.: Regular instructional day
- 3:00-5:00 p.m.: Programs
- 5:00-7:00 p.m.: Programs (on a smaller scale)
- 47% more academic time for a student who takes 3:00 p.m.-5:00 p.m. I-OPPT and 8 additional weeks
- 66% more academic time for a student who takes 3:00 p.m.-5:00 p.m. I-OPPT and 16 additional weeks

**Appendix H: Wilkes County Schools: NCDPI Division of School Business March 2011
Legislative Report**



Report to the North Carolina General Assembly

School Calendar Pilot

Appropriations Act of 2010; SL 2010-31 (SB 897), sec. 7.10
SL 2009-451, sec. 7.40

School Calendar Pilot Program

Date Due: March 15, 2011
Report # 56
DPI Chronological Schedule, 2010-2011

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NC DEPARTMENT OF PUBLIC INSTRUCTION

June St. Clair Atkinson, Ed.D., State Superintendent

301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

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**Session Law 2009-451 (SB 202) Section 7.40.
School Calendar Pilot Program**

The State Board of Education shall establish a school calendar pilot program in the Wilkes County Schools. The purpose of the pilot program is to determine whether and to what extent a local school administrative unit can save money during this extreme fiscal crisis by consolidating the school calendar.

Notwithstanding G.S. 115C-84.2(a)(1), the school calendar for the 2009-2010 calendar year for the Wilkes County Schools shall include a minimum of 180 days or 1,000 hours of instruction covering at least nine calendar months. Notwithstanding G.S. 115C-84.2(d), the opening date for students shall not be before August 24.

If the Wilkes County Board of Education adds instructional hours to previously scheduled days under this section, the local school administrative unit is deemed to have a minimum of 180 days of instruction and teachers employed for a 10-month term are deemed to have been employed for the days being made up and shall be compensated as if they had worked the days being made up.

Reporting Requirement

The State Board of Education shall report to the Joint Legislative Education Oversight Committee by March 15, 2010, on the administration of the pilot program, cost-savings realized by it, and its impact on student achievement.

Source Data Used for the Report

Staff from the Department of Public Instruction talked with Wilkes County Public School staff in August 2009 to understand the proposed changes to the calendar. In addition, a meeting was held in February 2010 with DPI staff, Wilkes County Public Schools Superintendent, selected Principals and the finance officer to discuss the impact of the calendar.

Data submitted from the school district was used to calculate any budget impacts.

Administration of the Pilot Program

Wilkes County Board of Education reduced the number of instructional days to 162 and added 45 minutes to each instructional day, thereby meeting the minimum of 1,000 instructional hours.

See attachment A for the full pilot calendar, a summary of which is outlined below:

	Per 115C-84.2		Pilot		Difference	
	Total	Workdays	Total	Workdays	Total	Workdays
Instructional Days	180	180	162	162	(18)	(18)
Holidays	10		10		-	
Annual Leave Days	10		10		-	
Work Days Purlough	15	15	16	16	1	1
			1		1	-
	215	195	199	178	(16)	(17)

The 2010 calendar included 16 “no days”. The teachers and instructional support personnel continue to be paid on a 215 day calendar, but “no days” are built in to the calendar as days paid but not worked. 7 of these days are included at the beginning of the school year, one at end of the school year, and 8 are incorporated within the school year.

The 8 days are positioned in the calendar to provide two mini breaks and to extend holidays. “No days” were used to make up only 2 of the 6 missed days due to inclement weather. The remaining 4 were added to the end of the school year, in place of teacher work days.

Personnel were affected as follows:

All teachers, instructional support (including occupational therapists and physical therapists) are subject to the pilot calendar.

Teacher assistant employment was reduced 20.5 days (10%).

Cafeteria worker employment was reduced by 18 days.

Custodian and clerical positions were not affected.

12 month positions were not affected.

Cost Savings

Teachers and Instructional Support

The contract terms for teachers and instructional support were changed, as noted above. The ten month certified personnel worked 199 days and the law required that these employees be paid for the full 215 day contract period. Therefore, there was no cost savings for the approximately 644 classroom teachers and 160 instructional support positions.

If the positions had been reduced by the 18 days, on average the annual salary of the classroom teachers would have been reduced by \$3,485, generating an annual savings of \$3,244,375. An additional savings of \$394,742 would have been generated for instructional support positions

Wilkes County kept the teacher's work week within 40 hours and their work day was not extended. 45 minutes of teacher planning was replaced with instructional time in order to meet the 1,000 instructional hour minimum. The move from planning time to instructional time resulted in no additional hours worked and an increase in the hourly rate of the certified personnel.

Teacher Assistants

Wilkes County Public Schools reduced the teacher assistant's contract term from 215 days to 194.5 days. (162 instruction, 10 holiday, 10 AL, 11.5 required work days, and 1 (saturday day). In effect the teacher assistants are being employed at 90% or nine months. The teacher assistants work a 7.5 hour day or 37.5 hour week.

Only teacher assistants that were reduced from 100% to 90% were included in the cost saving calculations below. This excluded 50% employed teacher assistants and teacher assistants whose employment was not reduced. Wilkes County Public Schools reduced the full time teacher assistants by 12 positions between 2009 and 2010.

There were 182 teacher assistants employed in both 2009 and 2010. The employment term for these 182 employees was reduced by 10%, from 100% to 90% employment. This is the equivalent of 1 month's employment. 15 new teacher assistants were employed at 90% instead of 100%.

The budget impact is as follows:

Budget Impact related to current employees going from 100% to 90%			
1	# TAs employed in 2009 and 2010 (A)	182	A
	Employment reduction	10%	
	Avg reduction in Salary(B)	\$ 2,389.89	B
	Salary cuts from the 10% reduction	\$ 434,959.96	C=A*B
Budget impact related to new employees being hired at 90% instead of 100%			
2	# TAs employed new in 2010	15	D
	Employment Reduction	10%	
	Avg savings in Salary	2,341.78	E
	Salary cuts from new hires at 90%	\$ 35,126.73	F=D*E
	Total TA salary reduction included benefits related to the reduction in employment	\$ 470,086.68	G=F+C

Substitutes

This expenditure is related to teacher absences on instructional days. Substitute costs are incurred when teachers are sick, take personal leave or have professional development on an instructional day. Personnel did not receive a reduction in the amount of leave earned.

Wilkes County stated that in 2010, they did not provide professional development during instructional time as they had done in 2009 and therefore, reduced their substitute costs. This cost reduction is not related to the calendar.

Due to the different calendars, the number of instructional days are not comparable at the same time of year. A preliminary comparison as of January 31 was performed between the two years and the following was noted:

- 275 teachers took more sick days in 2010 than in 2009
- 354 teacher took less sick days in 2010 than in 2009.
- 5 teachers took the same number of sick days in 2010 than in 2009

Data was only used for personnel who were employed in both 2009 and 2010. 40 teachers were excluded from this comparison due to the fact that they had one year with an exceptionally high number of sick days, defined as more than 10 days difference between the two years.

A full year end analysis is necessary before any conclusions can be drawn.

Transportation

Reducing the number of instructional days results in a cost savings for transportation. 59% of the cost of transportation is associated with variable costs, for example driver salary and fuel. The remaining 41% are associated with fixed costs and will be incurred regardless of the number of days the buses run. Fixed costs include cost of the buses, insurance, maintenance etc.

Following are the cost savings for reducing the number of days the buses run by 18 days, thereby reducing the variable costs.

1	Total Transportation Expenditures 2008-2009	\$2,796,558
2	Drivers, Contract Transportation, Fuel	\$1,640,928
3	Percentage daily variable cost	59%
4	Allocation for 2009-2010	\$2,630,497
5	Cost of 180 days variable cost (3) x (4)	\$1,543,489
6	Daily(5)/180 days	\$8,575
7	Estimated Cost savings for 18 days (6)x 18	\$154,349

The actual cost savings cannot be determined until the end of the fiscal year.

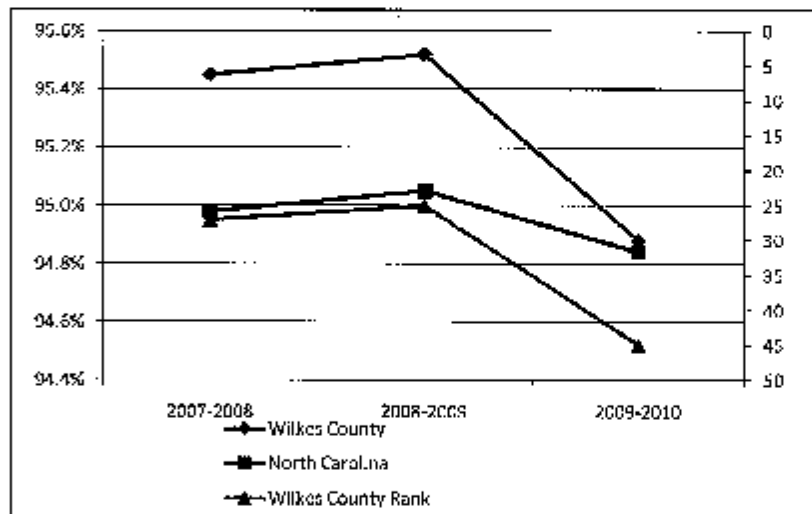
Student Achievement

This is the first year of the change in calendar, therefore the only official test results are from the Fall of 2009 for high schools only. This data is not deemed enough to draw a conclusion.

Attendance Ratio
Wilkes County Public Schools
2008 to 2010

YEAR	Wilkes County		North Carolina
	ADA/ADM	LEA Rank	ADA/ADM
2007-2008	95.5%	27	95.0%
2008-2009	95.5%	25	95.1%
2009-2010	94.9%	45	94.8%

Average daily attendance dropped from 95.5% to 94.9%. This resulted in Wilkes County Public schools dropping 20 places in the rankings.

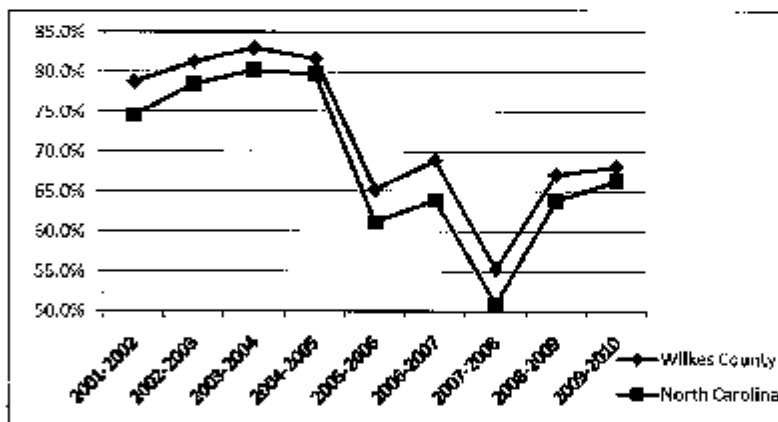


Sources: NC School Report Card

**Grades 3-8 End of Grade Performance
Wilkes County Public Schools
2002 to 2010**

Year	Wilkes County		North Carolina	
	Level III and Above	Number of Valid Scores	Level III and Above	Number of Valid Scores
2001-2002	78.8%	4,568	74.6%	598,416
2002-2003	81.3%	4,791	78.5%	637,525
2003-2004	83.0%	4,760	80.2%	637,662
2004-2005	81.7%	4,691	79.7%	640,885
2005-2006	65.3%	4,687	61.2%	645,962
2006-2007	68.9%	4,617	63.9%	655,528
2007-2008	55.3%	4,626	50.9%	664,867
2008-2009	67.1%	4,673	63.9%	672,341
2009-2010	68.1%	4,748	66.3%	681,292

The percent proficient in end of grade tests in grades 3 through 8 increased 1% in Wilkes County. However, the State increased 2.4%.

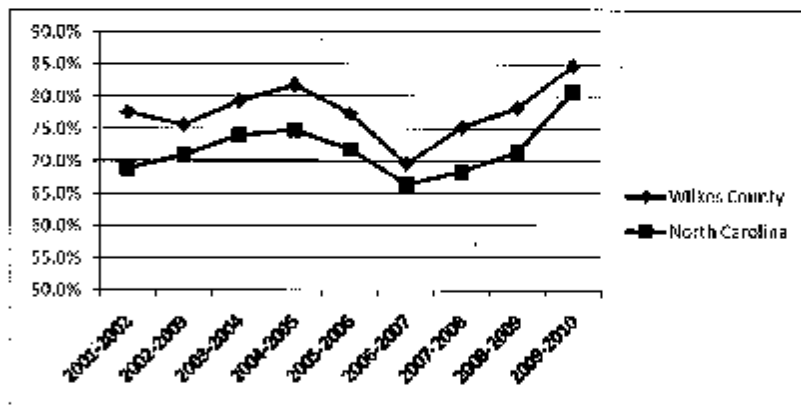


Source: NC School Report Card

**End of Course performance
Wilkes County Public Schools
2002 to 2010**

Year	Wilkes County		North Carolina	
	Level III and Above	Number of Valid Scores	Level III and Above	Number of Valid Scores
2001-2002	77.6%	5,425	68.9%	680,265
2002-2003	75.6%	4,995	71.0%	694,219
2003-2004	79.3%	4,007	74.0%	558,927
2004-2005	81.8%	4,152	74.8%	572,940
2005-2006	77.3%	5,490	71.8%	788,404
2006-2007	69.6%	4,218	66.4%	687,516
2007-2008	75.2%	4,325	69.4%	803,052
2008-2009	78.2%	4,673	71.4%	793,209
2009-2010	84.7%	4,814	80.7%	758,525

The percent proficient in end of course tests increased 6.5% in Wilkes County. However, the State increased 9.3%.



Source: NC School Report Card

**End of Course Detail Performance
Wilkes County Public Schools
2002 to 2010**

	Wilkes				North Carolina	
	2009		2010		2009	2010
	Level III and IV	# of scores	Level III and IV	# of scores	Level III and IV	Level III and IV
English I	77.9	784	87.4	754	73.8	82.4
Algebra I	70.2	755	72.5	343	67.7	77.8
Algebra II	76.0	379	84.3	452	72.9	81.9
Geometry	85.8	437	89.7	505	78.3	82.3
Biology	77.2	681	85.1	620	71.2	81.2
Physical Science	80.9	711	87.1	849	62.7	76.4
Civics & Economics	50.0	66	85.7	568	71.1	78.7
US History	69.5	612	79.6	667	71.2	81.6
Participation SAT	43.0		39.0		63.0	63.0

Note 1: Wilkes County moved to the integrated math and therefore there was a significant drop in the number of Algebra I tests taken

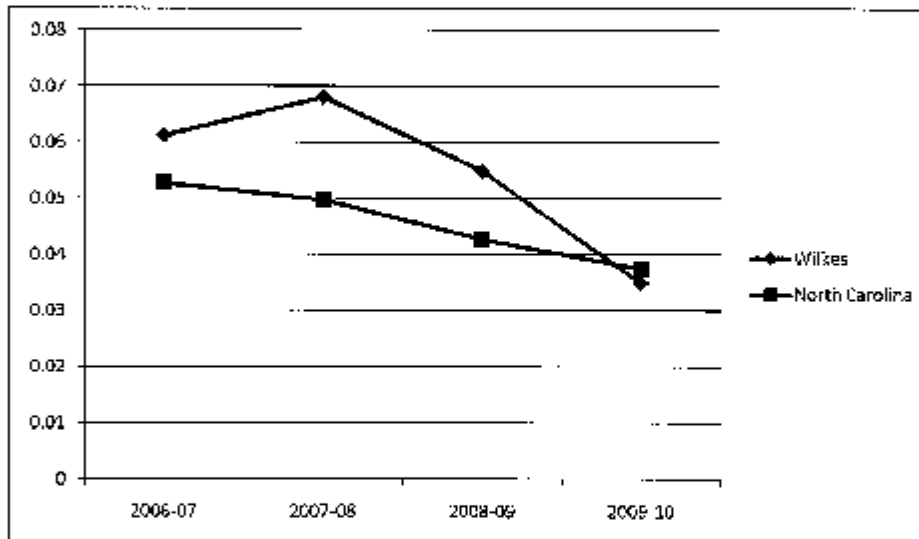
Note 2: Wilkes County moved Civics and Economics to senior year, therefore there were very few students in 2009 during the transition.

Source: Reports of Disaggregated State, School System (LEA) and School Performance Data for 2008-2010

Drop out Report
Wilkes County Public Schools
2007 to 2010

	Dropout Rate	
	Wilkes	North Carolina
2006-07	6.12%	5.27%
2007-08	6.81%	4.97%
2008-09	5.49%	4.27%
2009-10	3.50%	3.75%

Wilkes County dropout rate decreased 1.99%, while the State dropped .52%. Wilkes County's dropout rate is now below the State average.



Source: Program Monitoring and Support, Department of Public Instruction
 Annual Dropout Report

Appendix I: Extended Time School: Brooks Global Studies Extended-Year Magnet School

Brooks Global Studies Extended-Year Magnet School
1215 Westover Terrace
Greensboro, NC 27408-8215
336-370-8228

<http://schoolcenter.gcsnc.com/education/school/school.php?sectionid=6952>

NCDPI Onsite Visit by Dr. Vinetta Bell: Tuesday, November 29, 2011, from approximately 9:40 a.m. – 1:30 p.m.

School Hosts: Mrs. Linda M. Kidd (principal) and Ms. Brenda Adams (Curriculum Facilitator)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
1991 [originally founded 1947]	LEA: Guilford County Schools www.gcsnc.com	Grades K-5 (elementary school) 410 students (2011-2012) <ul style="list-style-type: none"> • Asian: 12 (.029%) • Multi-racial: 31 (.076%) • White: 145 (.35%) • Native Hawaiian/Pacific Islander: 2 (.0049%) • Black: 218 (.53%) • American Indian: 2 (.0049%) 	Mrs. Linda M. Kidd Principal (second year in 2011-2012) kiddl@gcsnc.com Ms. Brenda Adams Curriculum Facilitator adamsb@gcsnc.com	See: http://schoolcenter.gcsnc.com/education/components/scrapbook/default.php?sectiondetailid=320431&
Vision Statement		Mission Statement		Founding Principles, Beliefs, Values, and/or Defining Characteristics
Students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.		Our purpose is to provide our students with a superior academic program and maintain high performance expectations. Through a balanced academic curriculum of reading, writing, math, science, and technology, we will enable our students to gain a global perspective and knowledge of people of diverse cultures. We are committed to preparing each student to become a respectful, caring, and successful citizen in an ever-		<p>To lead us toward our mission, our school community shares the following beliefs:</p> <p>We prepare students at Brooks Global Studies to become active, knowledgeable</p>

	<p>changing global society.</p> <p>See also “Brooks Global Studies Extended-Year Magnet School” by Dan H. Wishnietsky (Bloomington, IN: Phi Delta Kappa, 1996, pp. 7-16) in <i>Profiles of Excellence</i>, chapter 2: A School in Development.</p>	<p>citizens of a global society. Our studies lead them to understand how their actions as individuals impact the larger community of their classroom and the school, just as the actions of a single country affect the world. Our children learn to genuinely respect and accept the differences that make people and their cultures unique. Through a strong and rigorous academic curriculum, we as a school community are committed to "No Child Left Behind."</p> <p>We, the staff and parents of Brooks Global Studies Extended-Year Magnet School, believe that every child has the potential for learning while surrounded by a multi-cultural atmosphere. By exposing children to a curriculum which focuses on diverse cultures as well as a quality academic education, we are committed to preparing our students to become caring and successful citizens in an ever-changing global society.</p>
<p>Academic Year School Calendar</p>	<p>Daily School Schedule</p>	<p>Extended School Time</p>
<ul style="list-style-type: none"> • August 4, 2011 – June 15, 2012 (See attached Guilford County Schools calendar.) • 200 total student days per year • 20 extra school days beyond 180 • four extra weeks of school • Extended Year School Calendar for Guilford County Schools (attached) 	<p style="text-align: center;">Monday-Friday 8:00 a.m. – 2:40 p.m. (6 hours 40 minutes)</p> <p>See attached Table for daily instructional and learning activities schedule.</p>	<ul style="list-style-type: none"> • Extended Year Calendar • Instruction begins Day One • Ability to provide “Passport” geography program • before school? NO • after school? YES, tutoring • special academic focus during lunch? NO • Saturday session? YES, February-March • Intersessions? NO • summer sessions? NO

Curriculum	Curriculum Resources, Media, and Technology	School Governance
<ul style="list-style-type: none"> • This school follows the state curriculum with a global studies focus. • Professional development is being provided by the district for the Common Core State Standards (CCSS) in English Language Arts and Literacy and math. • Some district level professional development requires accommodating this school's early start schedule. • Each grade level studies two countries during the school year. 	<ul style="list-style-type: none"> • United Nations link is provided for each grade level. • Other global and USA links are provided for each grade level. • Printed resources and literature are readily available to students, faculty, staff, and parents. • This school is not yet wireless. • Skype has been used on a very limited basis. • Computers and other technology are available but limited in each classroom, in the computer lab, in the Media Center, and in the Administrative offices, a limitation which is especially noteworthy for a school with a global magnet studies mission and focus. 	<ul style="list-style-type: none"> • LEA: Guilford County Schools • Elementary school • Magnet (global studies)
Parental Involvement	Community Involvement	Funding Source(s)
<ul style="list-style-type: none"> • Strong PTA • Parent Volunteers (tutoring, book clubs, Passport program, parent commitment emphasized) • Book Fairs • One Book, One School <p>[The entire school and parents recently (November 2011) completed reading and performing several activities about <i>Molly's Pilgrim</i>, Revised Edition (1983), written by Barbara Cohen and illustrated by Daniel Mark Duffy (a grant funded activity).]</p>	<ul style="list-style-type: none"> • Service learning • Faith-based partnerships • Community agencies • Local colleges and universities* • School Programs <p>*Greensboro, NC, has at five major colleges and universities. UNCG and A&T University are located close to this school. Parental and professional contact with professors and staff enrich this school's global mission and focus. Students, faculty, and staff who travel internationally also share their global experiences and contacts with this school.</p>	<ul style="list-style-type: none"> • Local, state, and federal (including grants) • Fund raising activities

Appendix J: Extended Time School: Johnson Street Global Studies K-8 Magnet School

**Johnson Street Global Studies K-8 Magnet
1601 Johnson Street
High Point, NC 27262-2616
336-819-2900**

<http://www.gcsnc.com/education/components/scrapbook/default.php?sectiondetailid=288157>
<http://schoolcenter.gcsnc.com/education/school/school.php?sectionid=7019>

NCDPI Onsite Visit by Dr. Vinetta Bell: Tuesday, December 6, 2011, from approximately 9:20 a.m. – 12:00 p.m.

School Hosts: Mr. Trent Vernon (principal) and Mrs. Drucillia Fletcher (Curriculum Facilitator)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
1926 2003 (as extended-year school)	LEA: Guilford County Schools	Grades K-8 (elementary school and middle school) 349 students (50% male/female) Racial Composition: <ul style="list-style-type: none"> • African-American: 160 (46%) • White: 96 (28%) • Hispanic: 48 (14%) • Asian: 25 (7%) • Multi-racial: 18 (5%) • American Indian: 1 (.003%) • Pacific Islander: 1 (.003%) Socio-economic Indicators: 71% F&R	Mr. Trent Vernon Principal (4 years) vernont@gcsnc.com	See: http://schoolcenter.gcsnc.com/education/components/scrapbook/default.php?sectiondetailid=38352&

<p style="text-align: center;">Vision Statement</p> <p>Vision Statement/Mission</p> <p>Johnson Street Global Studies Magnet School is a professional learning community that provides a curriculum rich in global studies and cultural awareness. We are committed to a safe and supportive environment in which all students can learn and become contributing citizens in a multicultural society.</p>	<p style="text-align: center;">Mission Statement</p> <p>Mission Belief Statement</p> <p>We, the staff of Johnson Street Global Studies Magnet School, through providing a curriculum rich in global studies and cultural awareness, are committed to providing a safe and supportive environment in which all students can reach their full behavioral and academic potential. We are committed to preparing the students to be successful citizens in a multicultural society.</p>	<p style="text-align: center;">Founding Principles, Beliefs, Values, and/or Defining Characteristics</p> <p>Founding (Guiding) Principles</p> <ol style="list-style-type: none"> 1. Treat others the way you want to be treated. 2. Do and be your best. 3. Be a peacemaker. <p>Student Promise</p> <ul style="list-style-type: none"> • I am a Johnson Street Global student • I uphold a tradition of excellence • I strive to reach my highest potential • I work to become a global citizen • I demonstrate moral character through my everyday actions • I am proud to be a part of the Johnson Street family
<p style="text-align: center;">Academic Year School Calendar</p> <ul style="list-style-type: none"> • Monday-Wednesday, August 1-3, 2010: teacher workdays • Thursday, August 4, 2010: first day of school for students • Friday, June 15, 2011: last day of school for students • Monday-Wednesday, June 18-20, 2011: teacher workdays 	<p style="text-align: center;">Daily School Schedule</p> <p style="text-align: center;">Monday-Friday 7:50 a.m. – 2:40 p.m. (6 hours 50 minutes)</p> <ul style="list-style-type: none"> • Grades 6-8 Schedule 2011-2012: <ul style="list-style-type: none"> ○ 8:00-9:15 a.m. ○ 9:18-10:28 a.m. ○ 10:30-11:45 a.m. ○ 11:48 a.m.-1:27 p.m. ○ 1:32-2:40 p.m. 	<p style="text-align: center;">Extended School Time</p> <ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions • intersessions • summer sessions • 200 total student days per year • 20 extra school days beyond 180 • four extra weeks of school

<ul style="list-style-type: none"> Extended Year School Calendar for Guilford County Schools: Brooks Global Studies, Johnson Street Global Studies, and Washington Montessori (attached) ACES program (an afterschool program that extends the learning day for students) 	<ul style="list-style-type: none"> Grades 6-8 Elective Schedule 2011-2012: <ul style="list-style-type: none"> 9:18-9:51 a.m.: 7th grade 1 A/B 9:54-10:28 a.m.: 7th grade 2 A/B 12:19-12:53 p.m.: 6th grade 1 A/B 12:56-1:30 p.m.: 6th grade 2 A/B 1:30-2:05 p.m.: 8th grade A/B 2:05-2:40 p.m.: 8th grade 2 A/B 	<ul style="list-style-type: none"> Extended Year School Calendar for Guilford County Schools: Brooks Global Studies, Johnson Street Global Studies, and Washington Montessori (attached) ACES program (an afterschool program that extends the learning day for students)
<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> North Carolina Standard Course of Study Global focus Special global connection: <p>Johnson Street Global Studies has recently established a partnership with Changzhou Garden Middle School... The school visit is the beginning of a partnership between the schools which will allow students and teachers to correspond with one another by e-mail and web conferencing. Officials from Changzhou Garden Middle School plan to visit Johnson Street Global Studies in late April of 2008. The partnership is coordinated by NC in the World which is a statewide collaborative effort to strengthen K-12 international education.</p>	<p style="text-align: center;">Curriculum Resources, Media, and Technology</p> <p>Johnson Street Global Studies Media Center provides recreational and informational reading materials for all students in grades K-8. Students may choose to check out a book, engage in research, read a magazine for fun, or take a Reading Counts test among many other activities in the media center. Our collection provides a wide range of reading and reference materials with a special emphasis on books to support the school's global studies curriculum.</p>	<p style="text-align: center;">School Governance</p>

Parental Involvement	Community Involvement	Funding Source(s)
<ul style="list-style-type: none"> • Deliberate balance between home and school • Staff demonstrations during the school's regularly scheduled curriculum nights of practical and engaging learning activities for parents to implement at home • Math Carnival and Reading Roundup: curriculum rich activities for family participation, designed to make learning fun and to promote family involvement • All Pro Dads Program: encouragement of increased involvement of fathers in student achievement • Multi-cultural student enrollment, resulting in multi-cultural parental involvement (e.g., content knowledge about diverse countries, ethnic food, performances, and student participation in ceremonies and international festivals in the High Point community) • Staff volunteers in an afterschool exercise program for students and their families, culminating in an annual 5K walk/run in the community • Parent's Night Out: an annual 	<ul style="list-style-type: none"> • Institutions of Higher Education (IHE) partnerships with High Point University and the University of North Carolina at Greensboro (learning opportunities for interns and student teachers) • United Way campaigns (yearly event) • Canned food drives (yearly event) • Participation in other charitable causes, dependent upon world needs (e.g., projects for victims of Hurricane Katrina and the earthquake in Haiti) • Heifer International Program, designed to provide renewable resources for food and economic growth in impoverished areas of the world (a favorite project of students at this school) • Big Brothers/Big Sisters volunteers (common visitors to this school throughout the day) • PTA (See Parental Involvement.) 	

<p>school program offering parents a child-free evening when school staff open the school to students, providing a fun-filled night of programs and activities</p> <ul style="list-style-type: none"> • PTA volunteers and activities (e.g., school socials and performances and student-attended fundraising and partnership programs with local establishments, fostering a sense of family in this school community) • See also Johnson Street Global Studies 2010-11/2011-12 Parent Involvement Plan and Title I, Part A Application, Parental Involvement Plan 2011-2012. 		
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Appendix K: Extended Time School: KIPP Academy Charlotte

KIPP Academy Charlotte
931 Wilann Drive
Charlotte, NC 28215-2147
704-537-2044
<http://www.kippcharlotte.org>

NCDPI Onsite Visit by Dr. Vinetta Bell: Monday, November 28, 2011, from approximately 10:50 a.m.- 12:40 p.m.
[Students were not in class or on campus during this visit to KIPP Academy Charlotte by NCDPI.]

School Hosts: Mrs. Tiffany Flowers-Washington (School Leader) and Mr. Aaron Pomis (Dean of Instruction/Assistant Principal of Instruction)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
2007	KIPP: Knowledge Is Power Program	Grades 5-8 (middle school) 360 students	Mrs. Tiffany Flowers-Washington School Leader (first year as School Leader, fulltime) [co-led, co-founded, and taught at this school, beginning in 2007] tflowers@kippcharlotte.org Mr. Aaron Pomis Dean of Instruction/Assistant Principal of Instruction (first year) [taught at this school, beginning in 2007] apomis@kippcharlotte.org	See: http://kippcharlotte.org/index.php/staff

Vision Statement	Mission Statement	Founding Principles, Beliefs, Values, and/or Defining Characteristics
<p>Vision Highly literate and articulate students will identify a need and actively take part in their democracy and meet that need. Middle school students will be empowered to apply skills and character to model and make changes in their community. We will produce the most well-rounded people in Charlotte.</p>	<p>Mission The mission of KIPP Charlotte is to prepare all of our students to excel in the nation’s finest high schools and colleges by cultivating the habits of mind, character skills, and knowledge necessary for their success. We provide an education that will enable our students to lead full lives and empower our graduates to be the future leaders of Charlotte and agents of change in the world beyond.</p>	<p>Service. Excellence. Integrity. Passion. Courage. Leadership.</p> <p>Five Pillars</p> <p>High Expectations KIPP Charlotte has clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students’ backgrounds or demography. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.</p> <p>Choice & Commitment Students, their parents, and the faculty of KIPP Charlotte choose to participate in the program. No one is assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.</p> <p>More Time KIPP Charlotte staff knows that there are no shortcuts when it comes to success in academics and in life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.</p> <p>Power to Lead The leadership team are effective academic and</p>

		<p>organizational leaders who understand that great schools require great school leaders. They have control over the school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.</p> <p>Focus on Results KIPP Charlotte relentlessly focuses on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation’s best high schools and colleges.</p>
Academic Year School Calendar	Daily School Schedule	Extended School Time
<p>August 9-12, 2011 (orientation for new students)</p> <p>August 15-19 and 22-26, 2011 (summer school for all students)</p> <p>September 6, 2011 (teacher work day)</p> <p>September 7, 2011 – June 1, 2012 (academic school year for students)</p>	<p>Monday-Thursday 7:30 a.m. – 5:00 p.m. (9 hours 30 minutes)</p> <p>Friday 7:30 a.m. – 3:15 p.m. (7 hours 45 minutes)</p> <p>Saturday (twice monthly) 9:00 a.m. – 12:30 p.m. (3 hours 30 minutes)</p> <p>Summer School (two weeks) 7:30 a.m. – 2:00 p.m. (6 hours 30 minutes)</p>	<ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions: twice monthly (required) • intersessions: none • summer sessions: two weeks (required) <p>NOTE: KIPP Academy Charlotte claims an average of 70% more instructional time than traditional public schools and private schools.</p>

Curriculum	Curriculum Resources, Media, and Technology	School Governance
<p>Education:</p> <ul style="list-style-type: none"> • Students attend school from 7:30 am to 5:00 pm Monday through Thursday and 7:30 am to 3:15 pm on Fridays • Students are required to attend classes two Saturdays a month • Students attend a two-week summer session • Students at KIPP Charlotte receive, on average, 70% more instruction time than their peers at traditional public and private schools • Teachers are available by cell phone after school for homework help • KIPP Charlotte offers extracurricular activities like chorus, technology class, and clubs • Students are held accountable for behavior as well as academic success <p>At KIPP Charlotte, we believe that there are no shortcuts to academic success. Outstanding educators, more time in school learning, a rigorous college-preparatory curriculum, and a strong culture of achievement and support, help our students make</p>	<ul style="list-style-type: none"> • Any commercial publishers? 	<ul style="list-style-type: none"> • Affiliated nationally with Knowledge Is Power Program (KIPP) • KIPP Charlotte Academy Organizational Chart (positions, occupants of those positions, hierarchy of leadership)? • KIPP Academy Charlotte Board of Directors? • Dates when school leadership changed (e.g., changes in personnel and in assignment of duties)?

significant academic gains and continue to excel in high school and college.		
Parental Involvement	Community Involvement	<p style="text-align: center;">Funding Source(s)</p> <ul style="list-style-type: none"> • Initial funding via private foundation loan, facilitated by national KIPP organization and co-signed by co-founders of KIPP Academy Charlotte • Charter school funding by the state of North Carolina • Grants from private and federal sources • Fund raising activities (primary responsibility of fulltime position of KIPP Academy Charlotte Development Director)

Appendix L: Extended Time School: (KIPP) Gaston College Preparatory (school levels K-12)

Appendix L (elementary level): Extended Time School: (KIPP) Gaston College Preparatory (elementary school level)

(KIPP) Gaston College Preparatory (elementary school level: 2012-2013)

320 Pleasant Hill Road
 Gaston, NC 27832-9511
 252-308-6932

<http://www.kippgaston.org>

**NCDPI Onsite Visit by Dr. Vinetta Bell to (KIPP) Gaston College Preparatory:
 Monday, December 5, 2011, from approximately 10:00 a.m. – 1:00 p.m.**

School Host: Ms. Tammi Sutton (Executive Director, (KIPP) Gaston College Preparatory, grade levels K-12)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
2012-2013	Regional Organization: KIPP Gaston [KIPP: Knowledge Is Power Program]	Grades K-4 (elementary school)	Ms. Tammi Sutton 252-578-6716 (cell) tsutton@kippgcp.org Ms. Emily Cook Elementary School Leader ecook@kippgcp.org	“Teaching Staff KIPP Gaston teachers are recruited from our community and across the state, country and world. Not only do KIPP [teachers] sign Commitment forms, they also agree to continuous high-quality teacher development. All teachers are either highly qualified and certified or working towards those certifications. At any time during the year parents and/or students can request a teacher’s professional qualifications.” from Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School

<p style="text-align: center;">Vision Statement</p> <p>“We believe that through hard work, commitment and passion, all of our students will be empowered with the skills, habits and knowledge necessary to succeed at the colleges of their choice, strengthen our community and fight for social justice.” from Background About (KIPP) Gaston College Preparatory [undated]</p>	<p style="text-align: center;">Mission Statement</p>	<p style="text-align: center;">Founding Principles, Beliefs, Values, and/or Defining Characteristics</p>
<p style="text-align: center;">Academic Year School Calendar</p>	<p style="text-align: center;">Daily School Schedule</p>	<p style="text-align: center;">Extended School Time</p>
		<ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions • intersessions • summer sessions <p>KIPP’s Five Pillars #3: More Time</p> <ul style="list-style-type: none"> • Students spend 67 percent more time in school than traditional students. • Through an extended school day and year and Saturday classes, students benefit from additional time. • Teachers are available after school to work with students. [Students also have their teachers’ cell phone number.]

<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • a college preparatory curriculum based on the current North Carolina Standard Course of Study • See also School Design and Academic Program sections in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School. 	<p style="text-align: center;">Curriculum Resources, Media, and Technology</p> <p>See General Operations section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">School Governance</p> <p>(KIPP) Gaston College Preparatory (charter school) [KIPP: Knowledge Is Power Program]</p>
<p style="text-align: center;">Parental Involvement</p> <p>Active parental involvement is welcomed and outlined in the Parent and Student Handbook:</p> <ul style="list-style-type: none"> • Attendance at monthly board meetings (held at 6:00 p.m., third Wednesday each month) • Participation in Parent Athletic Booster Club • Creation of different organizations, such as Band Booster Club, Fundraising Committee, or a Senior Class Celebration Organization • Volunteer work as test proctors, high school Intersession Instructors, tutors, and club or activity sponsors 	<p style="text-align: center;">Community Involvement</p>	<p style="text-align: center;">Funding Source(s)</p> <ul style="list-style-type: none"> • Local, state, and federal funding • Grants • Donations • Fund raising activities
<p style="text-align: center;">Attendance</p> <p>See General Information section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Suspensions</p> <p>See Student Management section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Dropout Rate</p>

Appendix L (middle school level): Extended Time School: (KIPP) Gaston College Preparatory (middle school level)

(KIPP) Gaston College Preparatory (middle school level)
 320 Pleasant Hill Road
 Gaston, NC 27832-9511
 252-308-6932
<http://www.kippgaston.org>

**NCDPI Onsite Visit by Dr. Vinetta Bell to (KIPP) Gaston College Preparatory:
 Monday, December 5, 2011, from approximately 10:00 a.m. – 1:00 p.m.**

School Host: Ms. Tammi Sutton (Executive Director, (KIPP) Gaston College Preparatory, grade levels K-12)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
2001	Regional Organization: KIPP Gaston [KIPP: Knowledge Is Power Program]	Grades 5-8 (middle school)	Ms. Tammi Sutton 252-578-6716 (cell) tsutton@kippgcp.org Mrs. Michele Stallings Middle School Leader mstallings@kippgcp.org	See: http://www.kippgaston.org/middle-school-staff-directory “Teaching Staff KIPP Gaston teachers are recruited from our community and across the state, country and world. Not only do KIPP [teachers] sign Commitment forms, they also agree to continuous high-quality teacher development. All teachers are either highly qualified and certified or working towards those certifications. At any time during the year parents and/or students can request a teacher’s professional qualifications.” from Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School

<p style="text-align: center;">Vision Statement</p> <p>“We believe that through hard work, commitment and passion, all of our students will be empowered with the skills, habits and knowledge necessary to succeed at the colleges of their choice, strengthen our community and fight for social justice.” from Background About (KIPP) Gaston College Preparatory [undated]</p>	<p style="text-align: center;">Mission Statement</p> <p>Middle School Mission Statement</p> <p>The mission of (KIPP) Gaston College Preparatory (GCP) is to empower all of our students with the skills, knowledge, and character necessary to succeed at the college of their choice, strengthen our community, and fight for social justice. All students, parents, and teachers commit to this mission.</p>	<p style="text-align: center;">Founding Principles, Beliefs, Values, and/or Defining Characteristics</p> <p>Middle School Values</p> <ul style="list-style-type: none"> • Pride • Bravery • Urgency • Self-awareness • Passion <p>We believe that our students will make the world a better place. We believe that a high quality education will provide our students with a lifetime of opportunities and allow our students to move mountains, topple empires, and build wonderful families. We believe that the strength of our school comes from our Pride. Not only is our Pride a group of strong lions hungry for knowledge, college and power; our Pride is also our individual and collective desire to strive for excellence in all that we do. Because we work hard, we are proud of our growth and our accomplishment. We believe in bravery because we confront ignorance, racism, abuse, and corruption. We believe in urgency because our kids are in a race where the front-runners have a giant head start. We don't believe that time is money; we believe time is a precious opportunity to change lives and cannot be wasted anymore than water can be spilled in a desert. We believe in self-awareness and understand the necessity of modeling what we expect of our students because as James Baldwin writes,</p>
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		<p>“Children have never listened to adults but they have never failed to imitate them.” We believe in passion because this is what ignites our fire and sustains our drive. Our passions push us to explore, to engage in diverse and exciting activities, to ask questions, to seek solutions to problems and to set and reach personal goals - not only in school, but in life. We believe that the American dream, no matter how much it has been twisted in its execution, is an essentially beautiful and powerful ideal.</p> <p>Middle School Motto</p> <p>We chose our middle school motto, “The strength of the pride is the lion. The strength of the lion is the Pride,” to reflect our belief that the success of the individual and the success of the community are tied together in what Dr. Martin Luther King Jr. referred to as “the fabric of inescapable mutuality.”</p>
Academic Year School Calendar	Daily School Schedule	Extended School Time
<ul style="list-style-type: none"> • July 25, 2011: New staff report to school • August 1, 2011: All staff report to school • August 16, 2011: Students report to school • June 8, 2012: Last day of school for students • June 15, 2012: Last day of school for staff 	<ul style="list-style-type: none"> • 8:00 a.m.: Students are due at school Monday through Friday. • 8:05, 8:10, and 8:15 a.m.: Classes start for middle school students. • 5:00 p.m.: School ends for students Monday through Thursday. • 2:00 p.m.: School ends for students on Friday. • 2:00-5:00 p.m.: Professional 	<ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions • intersessions • summer sessions <p>KIPP’s Five Pillars #3: More Time</p> <ul style="list-style-type: none"> • Students spend 67 percent more time in school than traditional students. • Through an extended school day and year and

	<p>Development is conducted on Friday.</p>	<p>Saturday classes, students benefit from additional time.</p> <ul style="list-style-type: none"> • Teachers are available after school to work with students. [Students also have their teachers' cell phone number.] <p>School Design (GCP Parent and Student Handbook)</p> <ul style="list-style-type: none"> • Extended Year (i.e., longer days and extended learning activities beyond the classroom, such as college visits and field lessons) • New Student Orientation (multi-day fall requirement for new students) • Fall Freshman Orientation (fall requirement for all high school freshmen who visit colleges and universities as the first classroom activity, thus beginning high school with the end goal) • Enrichment Opportunities ((e.g., athletic and fitness options, visual and performing arts, and student clubs and organizations, based upon students' needs, talents, and goals) • Intersession Weeks (one week after each marking period) • Field Lesson (educational field trips) • Summer Opportunities (e.g., summer jobs, outdoor leadership programs, pre-college academic programs, non-profit volunteer experiences, and travel abroad) All high school students will participate in at least one summer program before graduating high school. <p>from Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School</p>
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<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • a college preparatory curriculum based on the current North Carolina Standard Course of Study • See also School Design and Academic Program sections in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School. 	<p style="text-align: center;">Curriculum Resources, Media, and Technology</p> <p>See General Operations section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">School Governance</p> <p>(KIPP) Gaston College Preparatory (charter school) [KIPP: Knowledge Is Power Program]</p>
<p style="text-align: center;">Parental Involvement</p> <p>Active parental involvement is welcomed and outlined in the Parent and Student Handbook:</p> <ul style="list-style-type: none"> • Attendance at monthly board meetings (held at 6:00 p.m., third Wednesday each month) • Participation in Parent Athletic Booster Club • Creation of different organizations, such as Band Booster Club, Fundraising Committee, or a Senior Class Celebration Organization • Volunteer work as test proctors, high school Intersession Instructors, tutors, and club or activity sponsors 	<p style="text-align: center;">Community Involvement</p>	<p style="text-align: center;">Funding Source(s)</p> <ul style="list-style-type: none"> • Local, state, and federal funding • Grants • Donations • Fund raising activities
<p style="text-align: center;">Attendance</p> <p>See General Information section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Suspensions</p> <p>See Student Management section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Dropout Rate</p>

Appendix L (high school level): Extended Time School: (KIPP) Gaston College Preparatory (high school level)

(KIPP) Gaston College Preparatory (high school level)

320 Pleasant Hill Road

Gaston, NC 27832-9511

252-308-6932

<http://www.kippgaston.org>

NCDPI Onsite Visit by Dr. Vinetta Bell to (KIPP) Gaston College Preparatory:

Monday, December 5, 2011, from approximately 10:00 a.m. – 1:00 p.m.

School Host: Ms. Tammi Sutton (Executive Director, (KIPP) Gaston College Preparatory, grade levels K-12)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
2005	Regional Organization: KIPP Gaston [KIPP: Knowledge Is Power Program]	Grades 9-12 (high school)	Ms. Tammi Sutton 252-578-6716 (cell) tsutton@kippgcp.org Ms. Kevika Amar High School Leader kamar@kippgcp.org	“Teaching Staff KIPP Gaston teachers are recruited from our community and across the state, country and world. Not only do KIPP [teachers] sign Commitment forms, they also agree to continuous high-quality teacher development. All teachers are either highly qualified and certified or working towards those certifications. At any time during the year parents and/or students can request a teacher’s professional qualifications.” from Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School
Vision Statement “We believe that through hard work, commitment and passion, all of our students will be empowered with the skills, habits and knowledge necessary to succeed at the colleges of their choice,		Mission Statement High School Mission Statement The mission of (KIPP) Gaston College Preparatory (GCP) is to empower all of our students with the skills, knowledge, and character necessary to succeed at the		Founding Principles, Beliefs, Values, and/or Defining Characteristics High School Values (See full text below.) To help create a safe learning and work environment for all members of the Pride, five values essential to helping the school achieve its mission (leadership, excellence, integrity, humility, and community) are woven into the various systems, policies, expectations, and rituals at the high school.

<p>strengthen our community and fight for social justice.” from Background About (KIPP) Gaston College Preparatory [undated]</p>	<p>college of their choice, strengthen our community, and fight for social justice. All students, parents, and teachers commit to this mission.</p>	<p>High School Motto We choose our high school motto, “Non scholaesd vitae discimus,” which translates to “We learn not for school, but for life,” because we expect all of our graduates to achieve a level of social and behavioral maturity in addition to excellent academic performance. Developing independence and critical thinking skills, exploring talents and interests, deciding on a career path, and pursuing additional schooling are just some of the challenges that we help students to face. We guide and nurture students by promoting excellence in all aspects of school life, valuing and respecting the diversity of our school community and addressing the needs and goals of all students.</p>
<p>Academic Year School Calendar</p>	<p>Daily School Schedule</p>	<p>Extended School Time</p>
<ul style="list-style-type: none"> • July 25, 2011: New staff report to school • August 1, 2011: All staff report to school • August 16, 2011: Students report to school • June 8, 2012: Last day of school for students • June 15, 2012: Last day of school for staff 	<ul style="list-style-type: none"> • 8:00 a.m.: Students are due at school Monday through Friday. • 8:05, 8:10, and 8:15 a.m.: Classes start for high school students. • 5:00 p.m.: School ends for students Monday through Thursday. • 2:00 p.m.: School ends for students on Friday. • 2:00-5:00 p.m.: Professional Development is conducted on Friday. <p>Monday-Thursday 1st: 8:10-9:12 a.m. 2nd: 9:16-10:18 a.m. 3rd: 10:22-11:24 a.m. 4th: 11:28 a.m. – 12:30 p.m. 5th: 12:34-1:36 p.m.</p>	<ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions • intersessions • summer sessions <p>KIPP’s Five Pillars #3: More Time</p> <ul style="list-style-type: none"> • Students spend 67 percent more time in school than traditional students. • Through an extended school day and year and Saturday classes, students benefit from additional time. • Teachers are available after school to work with students. [Students also have their teachers’ cell phone number.] <p>School Design (GCP Parent and Student Handbook)</p> <ul style="list-style-type: none"> • Extended Year (i.e., longer days and extended learning activities beyond the classroom, such as college visits

	<p>6th: 1:40-2:42 p.m. 7th: 2:46-3:48 p.m. 8th: 3:52-4:54 p.m.</p> <p>Friday 1st: 8:10-8:50 a.m. 2nd: 8:54-9:34 a.m. 3rd: 9:38-10:18 a.m. 6th: 10:22-11:02 a.m. 4th: 11:06 – 11:46 a.m. 5th: 11:50 a.m.-12:30 p.m. 7th: 12:34-1:14 p.m. 8th: 1:18-2:00 p.m.</p> <p>Friday: 2:00-5:00 p.m. Professional Development</p>	<p>and field lessons)</p> <ul style="list-style-type: none"> • New Student Orientation (multi-day fall requirement for new students) • Fall Freshman Orientation (fall requirement for all high school freshmen who visit colleges and universities as the first classroom activity, thus beginning high school with the end goal) • Enrichment Opportunities ((e.g., athletic and fitness options, visual and performing arts, and student clubs and organizations, based upon students’ needs, talents, and goals) • Intersession Weeks (one week after each marking period) • Field Lesson (educational field trips) • Summer Opportunities (e.g., summer jobs, outdoor leadership programs, pre-college academic programs, non-profit volunteer experiences, and travel abroad) All high school students will participate in at least one summer program before graduating high school. <p>from Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School</p>
<p align="center">Curriculum</p> <ul style="list-style-type: none"> • a college preparatory curriculum based on the current North Carolina Standard Course of Study • See also School Design and Academic Program sections in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School. 	<p align="center">Curriculum Resources, Media, and Technology</p> <p>See General Operations section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p align="center">School Governance</p> <p>(KIPP) Gaston College Preparatory (charter school) [KIPP: Knowledge Is Power Program]</p>

<p style="text-align: center;">Parental Involvement</p> <p>Active parental involvement is welcomed and outlined in the Parent and Student Handbook:</p> <ul style="list-style-type: none"> • Attendance at monthly board meetings (held at 6:00 p.m., third Wednesday each month) • Participation in Parent Athletic Booster Club • Creation of different organizations, such as Band Booster Club, Fundraising Committee, or a Senior Class Celebration Organization • Volunteer work as test proctors, high school Intersession Instructors, tutors, and club or activity sponsors 	<p style="text-align: center;">Community Involvement</p>	<p style="text-align: center;">Funding Source(s)</p> <ul style="list-style-type: none"> • Local, state, and federal funding • Grants • Donations • Fund raising activities
<p style="text-align: center;">Attendance</p> <p>See General Information section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Suspensions</p> <p>See Student Management section in the Gaston College Preparatory Parent and Student Handbook for KIPP Pride High School.</p>	<p style="text-align: center;">Dropout Rate</p>

Appendix M: Extended Time School: Wallace-Rose Hill High School

Wallace-Rose Hill High School
 602 High School Road
 Teachey, NC 28464-9433
 910-285-7501

<http://www.duplinschools.net/wrh/site/default.asp>

NCDPI Onsite Visit by Dr. Vinetta Bell :Friday, December 2, 2011, from approximately 10:00 a.m. – 12:00 p.m.

School Host: Mr. M.D. Guthrie (principal)

Year Founded	Sponsoring Organization or School District	Grade Level(s)	Administrative Leadership	Faculty and Staff
Established 1955	LEA: Duplin County Schools	Grades 9-12 (high school) 547 students	Mr. M.D. Guthrie Principal (2000-present) mguthrie@duplinschools.net	See: http://www.duplinschools.net/wrh/site/Directory_List.asp?byType=91 <ul style="list-style-type: none"> • 42 full-time faculty • 3 part-time faculty
<p style="text-align: center;">Vision Statement</p> <p style="text-align: center;">School Vision</p> <p>The success of Wallace-Rose Hill High School is founded in student achievement. When students and adults have the responsibility of continued growth, improvement is apparent. Our success as a community is founded on a school that fosters the development of mature, educated, responsible, and ethical citizens that strive to do their best, do what's right and treat others as they want to be treated.</p>		<p style="text-align: center;">Mission Statement</p> <p style="text-align: center;">Mission Statement</p> <p style="text-align: center;"><i>"A School Community--Committed to Excellence"</i></p> <p style="text-align: center;"><i>"Students are like tomatoes[;] they do not all ripen at the same time. They learn at a different pace, and we need to adjust our instruction and schedule in order to meet their needs. We do not pick all the tomatoes at the same time."</i></p> <p style="text-align: center;"><i>Statement by principal of Wallace Rose Hill High School (Duplin County Schools),</i></p>		<p style="text-align: center;">Founding Principles, Beliefs, Values, and/or Defining Characteristics</p> <p style="text-align: center;">Our Philosophy</p> <p>Wallace-Rose Hill High School embraces the beliefs that strong educational leadership is necessary for establishing an effective learning environment for all students. This rationale will support learning opportunities, which will enable students to function successfully in an ever-changing society.</p> <p>We strongly feel that through the application of this philosophy all children will become productive citizens with a sense of personal fulfillment. We believe that it is necessary to establish, promote, and</p>

	December 2, 2011	sustain cooperative home, school and community efforts in order to maintain effective schools where all students learn.
Academic Year School Calendar	Daily School Schedule	Extended School Time
<p>See Duplin County Schools K-12 calendar: http://www.duplinschools.net/21921063153637930/lib/21921063153637930/2011-2012_K-12_Calendar_Revised_9-20-11.pdf</p> <ul style="list-style-type: none"> • August 18, 19, 22, 23, and 24, 2011: Teacher Workdays • August 25, 2011: first day for students • June 5, 6, 7, and 8, 2012: high school exams • June 8, 2012: last day of school • June 8, 2012: early release day • June 12, 2012: high school graduation • June 11, 12, 13, 14, and 15, 2012: Teacher Workdays 	<p>Monday-Thursday</p> <p>8:20-9:50 a.m.: 1st Period 9:50-9:58 a.m.: Break 9:58-11:28 a.m.: 2nd Period 11:32 a.m.-1:24 p.m.: 3rd Period 11:32-11:54 a.m.: 1st Lunch 12:17-12:39 p.m.: 2nd Lunch 1:02-1:24 p.m.: 3rd Lunch 1:28-2:58 p.m.: 4th Lunch 2:58-3:30 p.m.: 5th Quarter</p> <p>5th Quarter Schedule (review of course objectives by students three weeks before exams, plus delayed bus departure)</p> <p>1st Period: Monday 2nd Period: Tuesday 3rd Period: Wednesday 4th Period: Thursday</p> <p>Friday</p> <p>8:20-9:45 a.m.: 1st Period 9:45-9:53 a.m.: Break 9:53-11:15 a.m.: 2nd Period 11:18-11:38 a.m.: Prime time 11:42 a.m.-1:29 p.m.: 3rd Period 11:42 a.m.-12:04 p.m.: 1st Lunch 12:25-12:47 p.m.: 2nd Lunch 1:07-1:29 p.m.: 3rd Lunch 1:33-2:58 p.m.: 4th Period</p>	<ul style="list-style-type: none"> • before school • after school • special academic focus during lunch • Saturday sessions • Intersessions • summer sessions <p>Defining Characteristics of Extended Time for this School [Wallace-Rose Hill High School (Duplin County)]</p> <p>“5th Quarter – 35 minutes have been added to the school day in a plus period for students to get extra help in their courses. We print a below 80 list for the entire school every three weeks. If a student is below 80 in any course, they are required to stay in 5th quarter for their course. If a student has an 80 or above, that student can stay and get extra help in 5th quarter but as a reward they are allowed to leave. The 80 average is based on formative daily and weekly assessments in the classroom. Normally teachers work with students who have the following needs:</p> <ol style="list-style-type: none"> 1. Have not mastered certain objectives in the subject 2. Have not met requirements in writing assignments, homework, etc. 3. Have not made up a test or other work missed 4. Need to review items missed on a test 5. Many students stay who have above an 80 average in order to accelerate in certain goals and

		<p>objectives.”</p> <p>5th Quarter Schedule: “If a student [at Wallace-Rose Hill High School] does not have to stay for 5th quarter in one of their courses, they can work it out with the teacher to get extra help in another course or go to the computer lab to get support using Nova-Net or other programs.”</p> <p>“”Many of our teachers [at Wallace-Rose Hill High School] stay with individual students past 5th quarter to provide additional help.”</p> <p>“We provide year long courses [at Wallace-Rose Hill High School] for these students who we determine by data to need more time to succeed in a course. We look at the following data to determine this:</p> <ul style="list-style-type: none"> • Gates McGinnitie Reading scores • EOG/EOC scores (EVAAS) • Course grades on related courses • Teacher recommendations • Etc.” <p>“Students are like tomatoes, they do not all ripen at the same time. They learn at a different pace, and we need to adjust our instruction and schedule in order to meet their needs. We do not pick all the tomatoes at the same time.”</p>
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Curriculum	Curriculum Resources, Media, and Technology	School Governance
<ul style="list-style-type: none"> High Schools That Work (HSTW) 		
Attendance	Suspensions	Dropout Rate
Parental Involvement	Community Involvement	Funding Source(s)
	<ol style="list-style-type: none"> PARTNERS (PTO): fund raising and teacher support Friends of the Arts: fund raising and sponsoring of professional presentations Athletic Boosters Club: fund raising (40-50 active members) Community Volunteers: 8-10 volunteers who provide guest speakers and mentor Businesses: internship opportunities in CTE and Health Occupations (15-20 businesses) Report Card Pick-up: end of first grading period requirement for parents and guardians Grade Level Meetings: beginning of year orientation for 9th, 11th, and 12th grade students and parents regarding expectations and requirements for graduation and meeting of high school goals Guidance Counselors: summer meetings with each student and parent(s) for scheduling and setting goals for graduation and post secondary studies (2010-2011 met with all students/parents, except for 50 parents) Freshman Orientation: before school year orientation Spring Registration Night: incoming 9th graders meet with all teachers to set up schedules for year (Each teacher is 	

	assigned 4-5 students to register. 98% of parents and students came during 2011.) 11. Graduation Projects: Community Volunteers judge Graduation Projects (50 volunteers) and mentor students (60 volunteers)	
Assessment (i.e., students)	Data Sources <ul style="list-style-type: none"> • Gates McGinnitie Reading scores • EOG/EOC scores (EVAAS) • Course grades on related courses • Teacher recommendations • et cetera 	Accountability

Student Enrollment (2011-2012)

Seniors: 126 (23%)
 Juniors: 107 (20%)
 Sophomores: 139 (25%)
 Freshmen: 175 (32%)

TOTAL: 547 (100%)

Racial Make-up (%) (2011-2012)

Black: 45%
 Hispanic: 23%
 White: 29%
 Other: 3%

TOTAL: 100%

Future Plans (%) (2011-2012)

4-year college: 24%
 2-year college: 57%
 military: 5%
 work: 8%
 other: 6%

TOTAL: 100%