



## **A G E N D A**

**Durham Public Schools Board of Education  
and  
Durham County Board of Commissioners  
Joint Meeting  
September 16, 2013  
Durham County Board of Commissioners' Chambers  
200 East Main Street, Durham, NC**

- 1. Call to order** **9:00 a.m.**
  
- 2. Opening Remarks**  
**Fred Foster, Jr., Board of County Commissioners Chair**  
**Heidi Carter, Board of Education Chair**
  
- 3. New State Standards**
  
- 4. District Technology Refresh Plan**
  
- 5. Budget 2013-2014**
  
- 6. Adjournment**

*Mission Statement*

*In collaboration with our community and parents, the mission of Durham Public Schools is to provide all students with an outstanding education that motivates them to reach their full potential and enables them to discover their interests and talents, pursue their goals and dreams, and succeed in college, in the workforce and as engaged citizens.*

# **Challenging our Students to Achieve: *the new state standards and DPS***

Presentation to the DPS Community  
2013-14 School Year

**How far we've come:**

## **One Vision. One Durham.**

- DPS has already challenged ourselves to raise our standards through our *One Vision. One Durham.* Strategic Plan
- Graduation rate in 2012-13 was just under 80% - up nearly 10 points in just four years
- This summer, 81% of our graduates planned to go on to higher education
- We have been on track to meet many of our strategic plan targets, but now the way we evaluate our targets have changed (new state standards)

**IN THE  
NEWS:**

# Triangle & Co.

[newsobserver.com/news](http://newsobserver.com/news)

Upping its cool

A Durham advertising agency has added Mentos mints and gum to its client roster. 4B



## Random violence: Fear for all



Commentary  
**Barry Saunders**

My schoolmate from Rockingham didn't want to talk, and I understood. Who would under these circumstances?

His son was killed four days ago – kidnapped, robbed and shot after stopping at a gas station in Fayetteville to ask for directions.

Police said Errol Williams, 27, of Rockingham, was killed around 4:45 a.m. Sunday as he tried to escape three men who minutes earlier had driven away from the station with him.

Fayetteville Police spokesman Lt. Todd Joyce said Kelly Eugene Elliott, 31, is the suspected gunman and is wanted on murder, kidnapping and robbery charges. Anthony Solomon Porter and Eric Lamont Phillips are "known associates" of Elliott but have not been identified as suspects in the

# State test pass rates could fall

Fewer students expected to meet newly adopted standards

By LYNN BONNER  
[lbonner@newsobserver.com](mailto:lbonner@newsobserver.com)

Superintendents and local school board members are bracing themselves for the release of standardized test scores next month that will show a sharp drop in the number of students who passed.

The State Board of Education is scheduled Thursday to set passing scores for students who took standardized tests last spring that were based on new, tougher education standards, including Common Core

standards for English language arts and math. If they adopt the scores the state Department of Public Instruction recommends, thousands of students who thought they were doing pretty well in school just a year ago – and their parents – will learn they failed the latest round of tests.

The board and its advisers debated how to cushion the blow for teachers, students and parents. Some advisers also worried public school critics will use the scores as a stick to further pummel public education.

Mark Edwards, superintendent of the Mooresville Graded School District and the national superintendent of the year, said the drop will hurt morale in schools and lend

fuel to criticism that public schools are failing.

"We have critics ready to come after us," said Edwards, an adviser to the state board. He recommended that the board adopt a graduated system that would allow more students to pass while teachers get used to the new standards.

"Putting it in the context of everything else that's going on, this is a tremendous blow to our teachers," said A.L. Collins, State Board of Education vice chairman. "They worked extremely hard."

He questioned whether students' poor performance could be pinned on a flawed rollout of the new standards.

Test performance dives when the state changes tests. Last school year, tests changed as all public schools in North Carolina adopted more rigorous education standards. Other states that changed standards and tests, such as New York and Kentucky, also saw more students fail.

The scores will show that student proficiency dropped dramatically, especially in math. For example, about 48 percent of third-graders will have passed the end-of-grade math test with the proposed score, compared with 77 percent passing in 2011-12. On the eighth-grade math test, about 35 percent will

SEE TESTS, PAGE 7B

## PARALLEL COMPUTING



# What are the new state standards?

- North Carolina adopted new standards for curriculum and teaching that will better prepare our students for graduating and moving into college or a career.
- These are state requirements.
- The standards raise the bar for teaching and learning in Durham Public Schools and across North Carolina.

# **The standards...**

- Were adopted K-12, in all subjects
- Are clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills

**Will better prepare each student, no matter where he or she is on the learning spectrum, for college, a career, and life.**

# **What does this mean for teachers?**

- New, more rigorous curricula
- Better ways to assess what a student has learned and how well he/she understood it

# **What does this mean for students?**

- More rigorous lessons
- More critical thinking
- More integrated learning
- More accountability

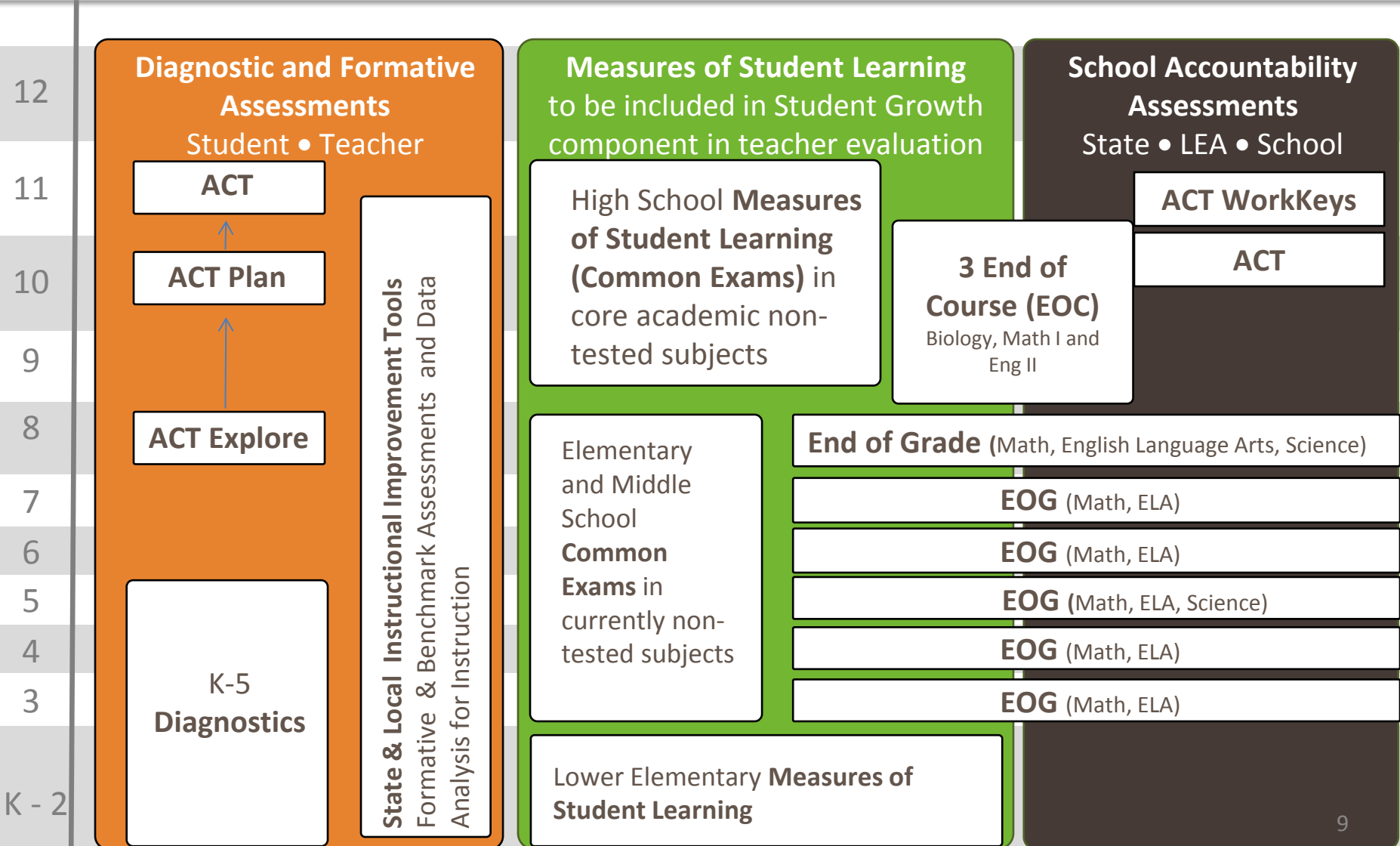
**A better foundation for success in life – for furthering their education or moving into a career**



# **What does this mean for parents and the community?**

- Better prepared students
- More rigorous learning experience
- More critical thinking
- Individualized learning and personalized instruction

# What is North Carolina's Testing Program?



# How do we administer the assessments?

## Online

All End of Course Assessments  
(Math I, English II, & Biology)

End of Grade 5 & 8 Science

- NCEXTEND2 Alternate Assessments
- NCEXTEND2 Reading and Math 3-8
- NCEXTEND2 Science 5 & 8
- NCEXTEND2 Math I, English II & Biology

## Paper/Pencil

End of Grade  
Reading and Math 3-8

- NCDPI recommends online administration, but paper/pencil will be available for all assessments

# How are schools held accountable?

**Elementary  
and Middle  
Schools**

**High  
Schools**

## Status Indicators

*“this year”*

- End of Grade 3-8 Math
- End of Grade 3-8 ELA
- End of Grade 5 & 8 Science
- End of Course
- ACT
- Graduation Rates
- Math Course Rigor
- ACT WorkKeys
- Graduation Project

## Growth Indicators

*“combined  
individual student’s  
growth”*

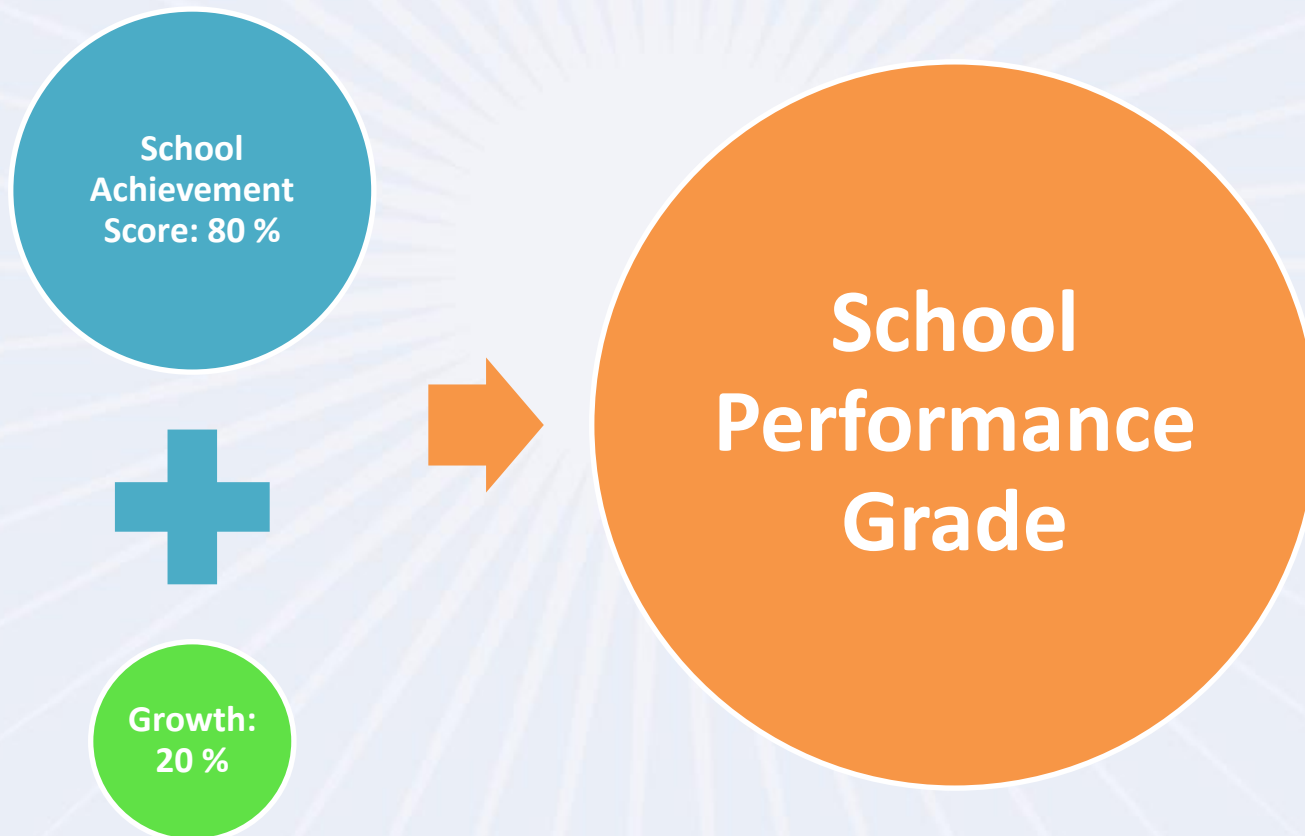
- EVAAS Growth  
School-wide
- EVAAS Growth  
School-wide

## Progress Indicators

*“trend over time  
for groups of  
students”*

- Δ End of Grade  
3-8 Math
- Δ End of Grade  
3-8 ELA
- Δ End of Grade  
5 & 8 Science
- Δ End of Course
- Δ ACT
- Δ Graduation Rates
- Δ Math Course Rigor
- Δ ACT WorkKeys

# School Performance Grades



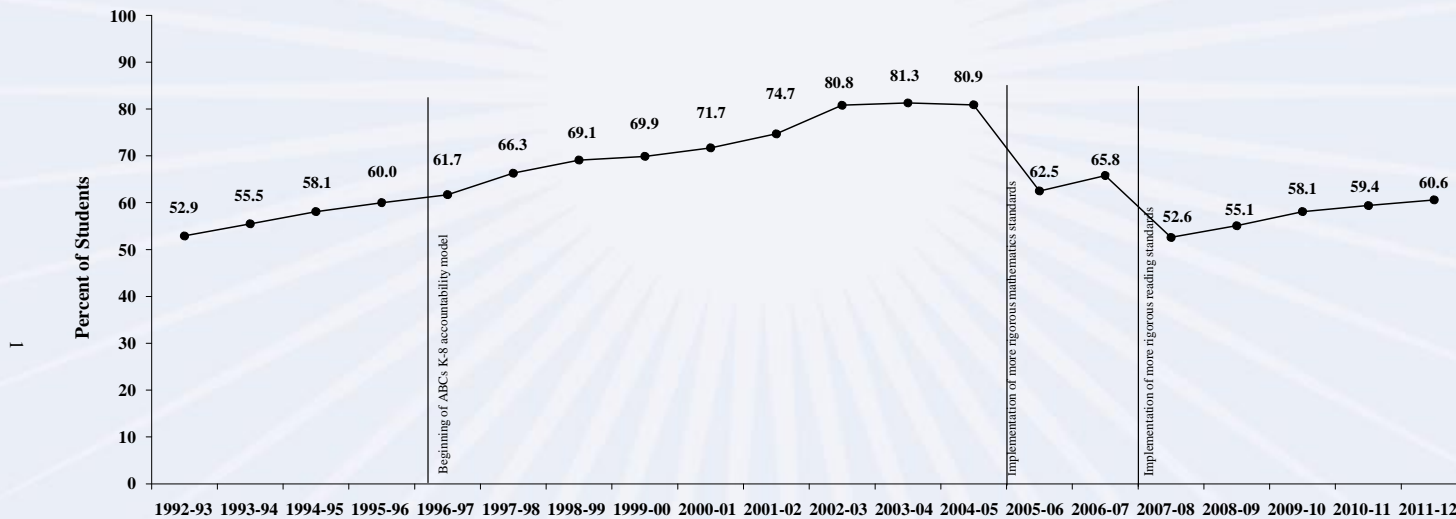
# What does this mean for DPS?

- Students held to higher standards = performance results will dip
- In years past, school districts across the state have seen performance levels drop for a year or two immediately after standards change
- Teachers adjust... students are challenged
- After the initial dip performance, scores begin to rise again

# Reading & Math Performance: 1992-93 to 2011-12

The North Carolina State Testing Results, 2011-12

Figure 1. 1992-93 to 2011-12 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8



Notes: \*N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114-187. From 2002-03 to 2006-07, the end-of-grade reading scale score range was 216-290. From 2007-08 and beyond, the end-of-grade reading scale score range is  $\leq 330$  to  $\geq 370$ .

Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208. From 2000-01 to 2004-05, the end-of-grade mathematics scale score range was 218-310. From 2005-06 and beyond, the end-of-grade mathematics scale score range is  $\leq 328$  to  $\geq 386$ .

The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking alternate assessments.

End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included starting in 2008-09.

Data received from LEAs and charter schools after September 6, 2012 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

# How is DPS rising to meet the standards?

- Invest in a quality education for all children
- Focus on being an innovative, proactive organization
- New standards help us identify areas of need
- New exams will show us how to better teach the diverse students who attend DPS



# How are we communicating?

- Presentations to community groups, partners, faith-based organizations, PTA
- Evening info sessions for parents and families
- Media outreach, information and FAQs on website, and Channel 4

# Questions and Discussion

## State Standards Speaker's Bureau - Fall 2013

	Group	Date, Time & Location
<b>1</b>	Durham Realtors	8/22; 11 a.m.; SCS
<b>2</b>	Durham Com on Affairs of Black People	TBD
<b>3</b>	Durham CAN	TBD
<b>4</b>	The People's Alliance/DARE	9/9; 7-9 p.m.; Staff Development Center, M-1
<b>5</b>	PTA	9/10; 5-6:30 p.m.; SDC
<b>6</b>	Durham Co. Comissioners	9/16; Commissioners Chambers
<b>7</b>	Regional District Meeting	9/17; 1-2 p.m.; Staff Development Center, M-1
<b>8</b>	Durham City Council	9/19; 1 p.m. Council Committee Room, 2nd Floor
<b>9</b>	Durham Rotary	9/23; noon; Marriott
<b>10</b>	Teacher Advisory Council	9/23; 4-5 p.m.; Staff Development Center
<b>11</b>	Regional District Meeting	9/24; 6-7 p.m.; Northern High School
<b>12</b>	Durham Roundtable	9/25; 10-11:30 a.m.; Westminster Presbyterian Church
<b>13</b>	Regional District Meeting	9/30; 6-7 p.m.; Southern High School



## **Frequently Asked Questions** about the New State Standards

### **What are the new state standards?**

North Carolina adopted the new Common Core State Standards for K-12 Mathematics and English Language Arts in June 2010, for implementation in fall 2012. The new standards – along with Essential Standards for additional subject areas – will provide stronger, clearer and more consistent goals for what students should learn and master in order to be ready for college, career and life.

### **What is the new READY Accountability Model?**

Accountability at the student and school level is important to educators, parents and the business community. By having objective and standard measures of growth and performance, everyone can see how well individual schools are performing. The new Accountability Model – part of the READY Initiative - will provide more useful information for educators and parents regarding the progress of their school, the educational needs of individual students, and ultimately, higher graduation and college attendance rates. <http://www.ncpublicschools.org/ready/>

### **What curriculum will be tested beginning 2012-13?**

Beginning 2012-13, the assessments were aligned to the Common Core and the NC Essential Standards, which are the new NC Standard Course of Study. Students will be taught and assessed on the same set of standards.

### **What is the Common Core?**

The Common Core are instructional standards that provide stronger, clearer and more consistent goals for what students should learn and master in order to be ready for college, career and life.

### **What are the Common Core Standards for Literacy?**

The new standards for English Language Arts demonstrate an integrated model of literacy. The communication skills of reading, writing, speaking, listening and language blended throughout the standards with a balance of informational and literary text. Students will read a broad range of increasingly complex texts over time. The texts will include informational, argumentative and narrative writing that requires students to use evidence from texts. The literacy standards for history/social studies, science and technical subjects support a shared responsibility for students' literacy development.

### **What are the Common Core Standards for Math?**

The new standards for Math focus heavily on arithmetic in grades K-5. Arithmetic as a rehearsal for algebra places emphasis on how the number system works, the application of properties in computation and understanding of fractions. Middle schools move into algebra readiness with building number theory and the study of proportional reasoning. In high school, modeling permeates all themes: algebra, numbers, geometry, functions and statistics and probability.

## **What are the Essential Standards?**

Essential Standards are instructional standards for all other subjects including social studies, science, information and technology, world languages, health and physical education, arts education, career technical education and guidance.

## **How will school performance and growth be reported for elementary and middle schools?**

End of Grade Assessments:

- % of students proficient on 3-8 Mathematics
- % of students proficient on 3-8 English Language Arts
- % of students proficient on 5th and 8th grade Science

## **How will school performance and growth be reported for high schools?**

End-of-Course Assessments

- % of students proficient on Algebra I/Integrated Math I, Biology and English II assessments

## **ACT College Readiness Benchmarks**

- % of students who score well enough to have a 75% chance of getting a C or higher in their first credit bearing college course

## **Graduation Rates**

- 4-year: % of students that graduate within 4 years
- 5-year: % of students that graduate within 5 years

## **Future-Ready Core Completion**

- % of graduates who pass higher-level math classes

## **WorkKeys**

- % of graduates achieving the Silver Certificate, or better, on the WorkKeys assessments

## **How will public schools be evaluated?**

Beginning 2014-15, each public school will be assigned a letter grade A-F based on school performance and growth annually. The State Board of Education has worked with educators and communities to determine how to award letter grades.

# **District Technology Refresh Plan Update**

**Joint Meeting of Board of County  
Commissioners / Board of Education  
September 16, 2013**

## **T&L Refresh Plan**

- Original Technology Assessment generated December, 2011 – Baseline Established
  - Used as basis for request
  - County appropriation = \$9,039,174
  - Specific equipment was purchased in advance to meet Phase I deadlines

## T&L Refresh Status

- Phase I – Faculty Laptops – **COMPLETE**
- Phase II - Brightlinks in Classrooms – **COMPLETE**
- Phase III - Student & Media Center computers, printers and cameras – **COMPLETE**



## Remaining Budget

- \$8.5M expended
  - \$9,039,174 total budget
- \$539,174 carryover
- Due to advancement of funds and continued technology needs, remaining funds will be allocated on a priority basis

## 2013-14 Technology Priorities

- Upgrade Mobile Classrooms with Brightlink Equivalent Device
- Laptops for Faculty
- Student Computers

# Discussion/Questions

# **Budget Overview FY 2013-14**

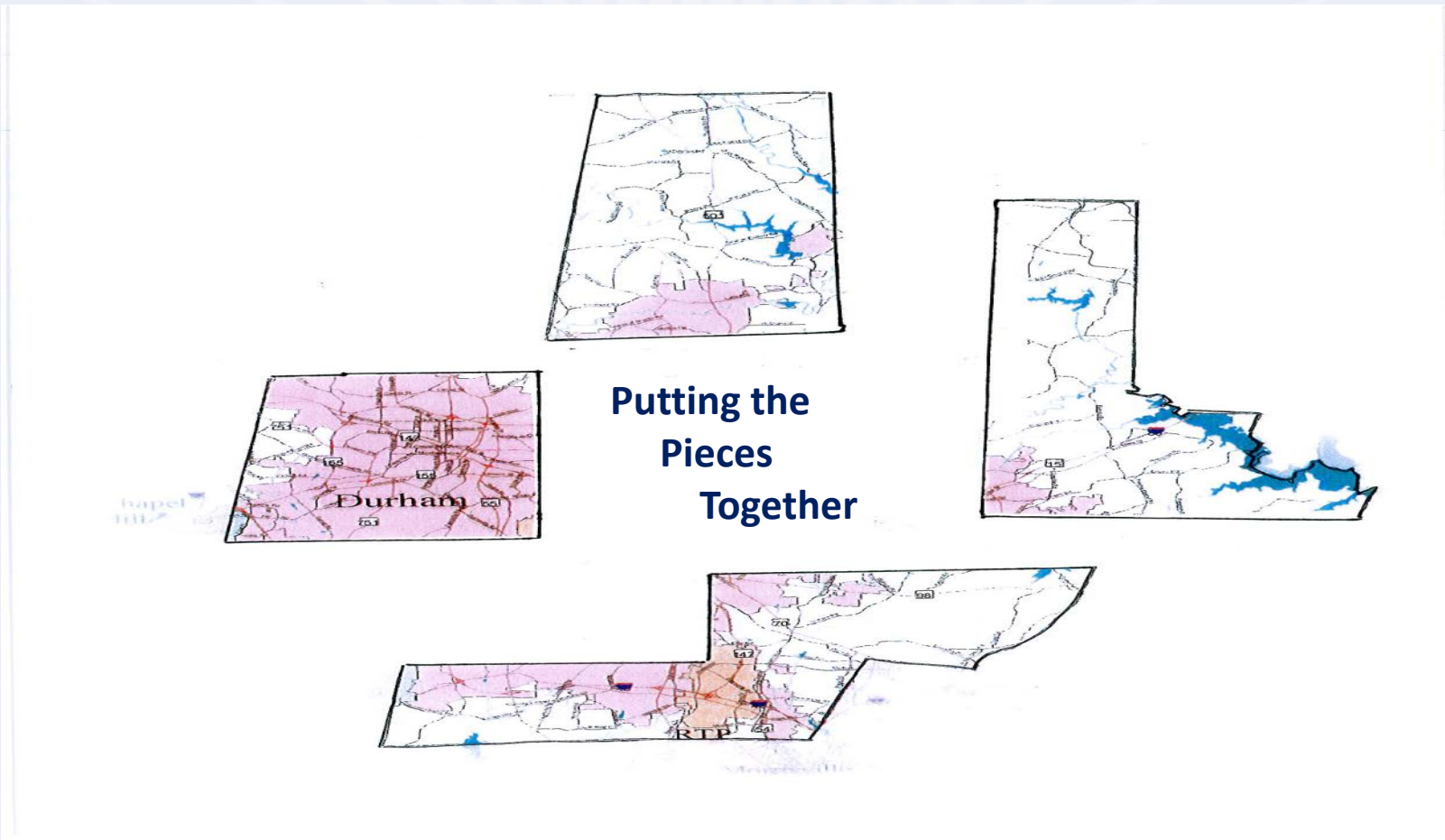
**Joint Meeting of the Board of Education  
and Board of County Commissioners**

**September 16, 2013**

# Overview

- Pieces to the Puzzle
- DPS Board of Education Priority Driven Budget FY 2013-14
- Legislative Changes
- FY 2013-14 State Planning vs. Conference Budget Proposal
- FY 2013-14 ADM – Compared to DPS Enrollment Day 10
- Board of Education Resolution on State Budget
- Projected Fund Balance FY 2012-13
- Historical Perspective of Fund Balance

# FY 2013-14 Budget Review



# Pieces to the Puzzle

- Local Funding
- State Funding
- Federal Funding
- DPI Projected ADM vs Actual
- Audited Fund Balance
- Initial Budget Resolution

## **FY 2013-14 Projected Shortfall (5-13-13)**

(\$1,700,000)	Federal Reductions – Sequestration
(5,408,660)	Fund balance 2012-13 - 29 Teachers \$1,596,392, 8 Assistant Principals \$439,829, 20 EC Instructional Facilitators \$1,100,000, and \$2,272,439 for DPS and Charter School student growth
(500,000)	State Transportation Funding - Projected loss of state efficiency and fuel funding
(278,606)	Increase in State Discretionary Reduction
(2,486,035)	Teacher Assistant Reduction-Governor’s Budget Reduction – 80 TAs Projected
(3,067,488)	DPS Student Growth Including Charter Schools
(651,785)	1 % Salary Increase – Governor’s Budget Increase
(384,666)	Inflationary Increases – Hospital Insurance \$5,472 and Retirement rate 14.59%
(148,960)	New Federal Health Insurance Program (4,655 Employees *\$32 for Jan. 2014 to June 2014)
<u>(620,400)</u>	Square footage (Lucas Middle - not received in 2012-13)
(\$15,246,600)	Total Projected Funding Shortfall 2013-14



# FY 2013-14 Proposed Solution (5-13-13)

\$255,120	Additional Durham ¼ cent sales tax – to maintain Teacher salary and benefit cost at \$55,000
2,070,000	Additional state funding for student growth
1,100,000	Central Office budget reductions – Taken from non-salary budget lines
4,000,000	From spending freeze in FY 2012-13 – Central Office only, schools were not impacted
1,300,000	State Textbooks – increase in funding level (used to save 80 TA positions)
175,000	State Supplies and materials – increase in funding level (used to save 80 TA positions)
32,000	Savings from closing of Morris Street Building (used to save 80 TA positions)
979,035	Fund Balance
54,000	Transportation efficiencies savings from GPS bus tracking system
359,646	Lapsed salary savings (other lapsed salary savings fund the strategic plan)
48,500	Four day summer work week utilities savings
\$10,373,301	68% Total DPS Contribution
4,873,299*	32% Requested County Funding (Continuation Items Only)
<u>\$15,246,600</u>	Total Proposed Solution
\$0	Balance

\*County Provided \$2,636,649

## **FY 2013-14 Legislative Changes**

- Elimination of Discretionary Reduction \$8.2M
- Changes in Teacher Allotment Ratios
- Elimination of Maximum Teaching Load  
Grades 4-12
- No Teacher Raises
- Elimination of Master Degree pay for new hires  
in FY 14-15

## **FY 2013-14 Legislative Changes**

- **Bus Replacement**
  - 250,000 Miles or upon 20 years
  - Less than 150,000 miles is not eligible regardless of age
  - Less than 15 years is not eligible to be replaced until 300,000 miles
- **School Safety – Grants with local match and added safety requirements**
- **Merit Pay - \$500 pay increase for teachers receiving 4 year contracts**
- **Budget Flexibility – Reduced to virtually nothing**



Public Schools of North Carolina

North Carolina Department of Public Instruction

FY 13-14 State Planning vs. Conference Budget Proposal

Enter LEA#

320

Durham County

PRC #	PRC Name	Planning Allotment		Conference Proposal (not Initial Allotment)		Estimated Impact	
		Position	Amount	Position	Amount	Position	Amount
001	Classroom Teachers	1,588.50		1,475.00		(113.50)	(6,272,464.00)
007	Instructional Support	158.00		152.00		(6.00)	(374,832.00)
027	Teacher Assistants		\$ 13,282,750.00		\$ 10,490,373.00		\$ (2,792,377.00)
054	Limited English		\$ 4,136,534.00		\$ 3,817,983.00		\$ (318,551.00)
061	Classroom Material (see note 4)		\$ 1,962,871.00		\$ 961,098.00		\$ (1,001,773.00)
000	Textbooks (see note 5)		\$ 2,168,973.00		\$ 472,206.00		\$ (1,696,767.00)
	<b>Total</b>					<b>(119.50)</b>	<b>\$ (12,456,764.00)</b>
	LEA Adjustment		\$ (8,248,413.00)		\$ -		\$ 8,248,413.00
	<b>LEA Adjustment</b>				<b>\$ -</b>		<b>\$ 8,248,413.00</b>
	<b>Total State Funds</b>		<b>- \$ -</b>		<b>- \$ -</b>	<b>(119.50)</b>	<b>\$ (4,208,351.00)</b>



Public Schools of North Carolina  
 North Carolina Department of Public Instruction

**State Planning Allotment - Fiscal Year 2013-14  
 ADM - Compared to DPS Enrollment Day 10**

Enter LEA#

320

Durham County

	ACTUAL 2012-13	PROJECTED	BETTER OF(2)	DPS ENROLLMENT DAY 10	DIFF
<b>KINDERGARTEN</b>	2,863	3,124	3,124	2,988	(136)
<b>GRADE 1</b>	2,769	2,843	2,843	2,868	25
<b>GRADE 2</b>	2,600	2,725	2,725	2,726	1
<b>GRADE 3</b>	2,277	2,539	2,539	2,532	(7)
<b>GRADE 4</b>	2,559	2,186	2,186	2,261	75
<b>GRADE 5</b>	2,521	2,516	2,516	2,504	(12)
<b>GRADE 6</b>	2,405	2,394	2,394	2,485	91
<b>GRADE 7</b>	2,453	2,399	2,399	2,429	30
<b>GRADE 8</b>	2,320	2,501	2,501	2,457	(44)
<b>GRADE 9</b>	2,779	2,973	2,973	2,873	(100)
<b>GRADE 10</b>	2,558	2,409	2,409	2,548	139
<b>GRADE 11</b>	2,309	2,504	2,504	2,502	(2)
<b>GRADE 12</b>	1,992	2,001	2,001	1,939	(62)
<b>TOTAL</b>	32,405	33,114	33,114	33,112	(2)

## Teacher per Students and Maximum Class Size 2013-14

Old Teacher to Student Ratio	New Teacher to Student Ratio	District Wide Average	Individual Class	Grade
1:18	1:19	21	24	K
1:17	1:18	21	24	1
1:17	1:18	21	24	2
1:17	1:18	21	24	3
1:22	1:24	26	29	4
1:22	1:24	26	29	5
1:22	1:24	26	29	6
1:21	1:23	26	29	7
1:21	1:23	26	29	8
1:24.5	1:26.5	26	29	9
1:26.64	1:29	29	32	10
1:26.64	1:29	29	32	11
1:26.64	1:29	29	32	12

In grades four through 12, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement.

Maximum Teaching Load – Students shall be assigned to classes so that from the 15th day of the school year through the end of the school year the number of students for whom teachers in grades 7 through 12 are assigned teaching responsibilities during the course of the day is no more than 150 students, except as provided in subsection (g) of this section.

**Durham Public Schools  
Board of Education**

**RESOLUTION OPPOSING THE TREATMENT OF NORTH CAROLINA'S CHILDREN AND  
PROFESSIONAL EDUCATORS IN THE 2013-2015 STATE EDUCATION BUDGET**

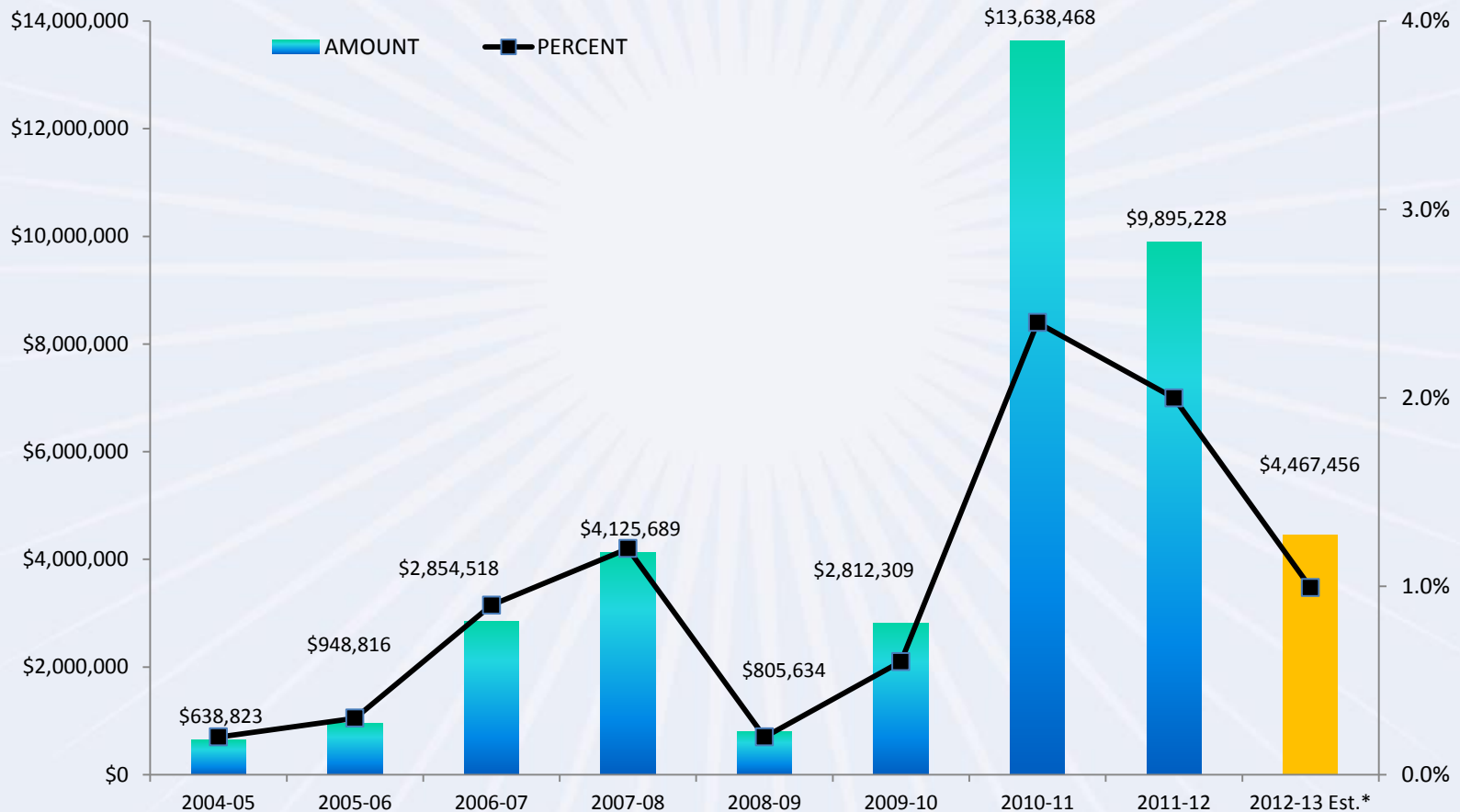
WHEREAS, the Durham Public Schools Board of Education is committed to academic excellence, technological innovations, social responsibility, and life-long learning; and,

WHEREAS, the Durham Public Schools Board of Education, in partnership with the community, will provide challenging learning experiences for students in a safe and supportive environment; and,...

NOW THEREFORE BE IT RESOLVED that the Durham Public Schools Board of Education stands opposed to the treatment of North Carolina's children and professional educators in the 2013-2015 state education budget and urges full funding for public education in North Carolina.

This the 22<sup>nd</sup> day of August, 2013 (Adopted by the Board)

# Historical Perspective of Fund Balance



\* Estimated Unaudited Fund Balance



# FY 2013-14 Budget Review

Putting the  
Pieces  
Together

