

# 360 Evaluation Update

- Lessons Learned
- Distribution 2014



*One Durham.*

**2012-13**  
**DPS 360 Stakeholder Feedback Survey**  
**(SFS) Report**

**Fall Board of Education Retreat**  
**September 24, 2013**

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## **Outcomes**

- Provide an overview of the survey
- Summarize results for all groups
- Compare results across groups
- Highlight departments with high customer service ratings
- Identify strengths and opportunities for improvement
- Discuss limitations and recommendations

## Overview

- March 2012-The DPS Central Services Customer Satisfaction Survey (CSCSS) was administered for the first time to all school-based administrators.
- March 2013- The CSCSS (now referred to as the Stakeholder Feedback Survey, SFS) was expanded to assess all DPS stakeholders' perceptions of the services provided by Central Services Departments.
- DPS will strengthen internal and external communication practices as measured by public perception and employee satisfaction assessments (Strategic Plan, Goal II.2).
- Establish the DPS Service Model to increase responsiveness and ensure quality service. (Strategic Plan, Strategy 6).

# Central Services Departments

Departments	Departments	Departments
<ul style="list-style-type: none"> <li>• Area Superintendent's Office (All)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, Instruction, and Assessment (CIA)</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Accountability (R&amp;A)</li> </ul>
<ul style="list-style-type: none"> <li>• Area Superintendent's Office (Elementary)</li> </ul>	<ul style="list-style-type: none"> <li>• ESL Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management</li> </ul>
<ul style="list-style-type: none"> <li>• Area Superintendent's Office (Middle)</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional Children's Services (EC)</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> </ul>
<ul style="list-style-type: none"> <li>• Area Superintendent's Office (High)</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Services (Formerly Budget and Finance)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Assignment</li> </ul>
<ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources (HR)</li> </ul>	<ul style="list-style-type: none"> <li>• Student, Family, and Community Services (formerly Student Support Services)</li> </ul>
<ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> </ul>	<ul style="list-style-type: none"> <li>• Information Technology (IT)</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent's Office</li> </ul>
<ul style="list-style-type: none"> <li>• Chief of Staff's Office</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance Services (Formerly Facilities)</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> </ul>
<ul style="list-style-type: none"> <li>• Child Nutrition Services</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Public Information and Community Engagement (PICE) (formerly Public Affairs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Construction and Capital Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Records</li> </ul>	

# Conceptual Framework

## Eight Surveys

- Three Charter Surveys
  - Charter 12 - Internal Communications
  - Charter 14 - Central Services Customer Satisfaction
  - Charter 30 - Para-Professional Professional Development
- Certified Employee Advanced Degree Pursuit Survey
- Perceptions of School Board Survey
- Parents' Perceptions of School Climates Survey
- **CSCSS for School Administrators**
- **SFS for All DPS Stakeholders**

# Survey Design

## Core, Customer Satisfaction Constructs

- Responsiveness
- Courtesy
- Accuracy
- Flexibility

## Evaluation Statements

- Staff addressed my concerns in a timely fashion.
- Staff was polite and respectful when listening to my concerns.
- Information was correct.
- Staff was able to provide solutions for my school's unique needs.

Core, customer satisfaction constructs were rated using the Likert scale of: **1=Never; 2=Sometimes; 3=Usually; 4=Always.**

# Stakeholder Groups

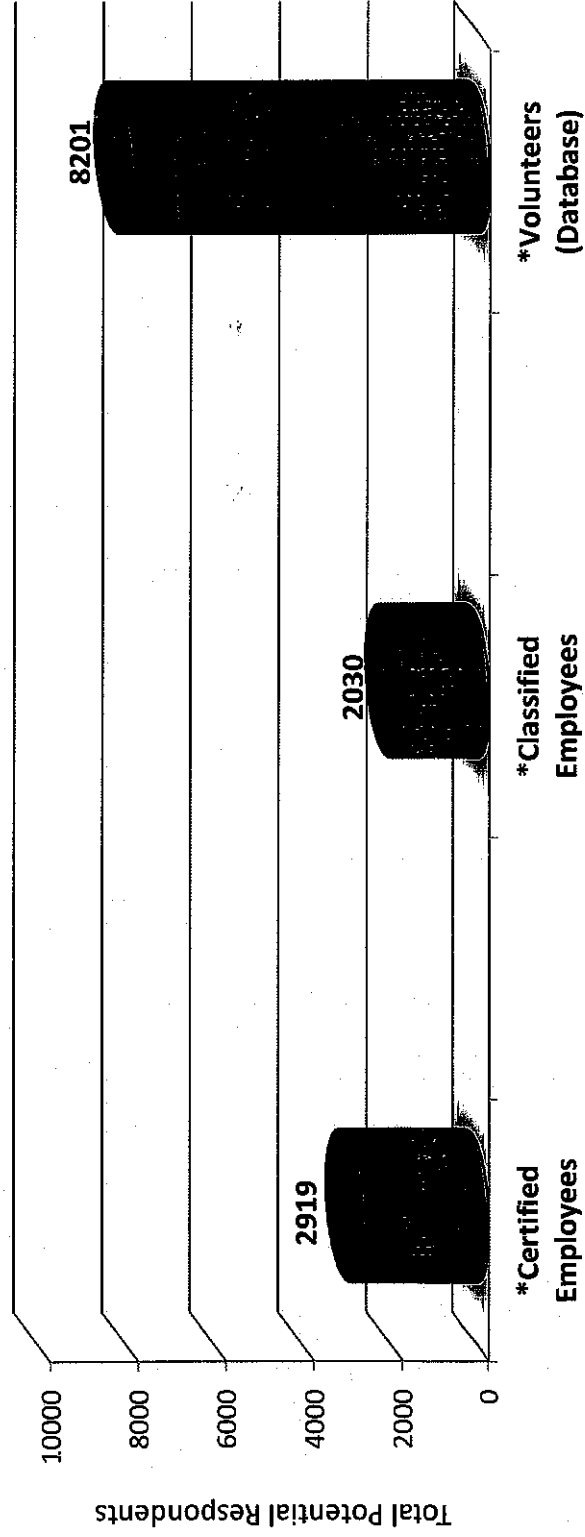
## Stakeholder Groups

## Positions

- Certified Employees
  - School Administrators
  - Teachers
  - Central Services Administrators
  - Central Services Instructional Support
  - School-based Instructional Support
- Classified Employees
  - All DPS Non-Certified Personnel (Ex. Teachers Assistants, Bus Drivers, Cafeteria Workers, Administrative Assistants, Non-Certified Central Services Personnel)
- Parents
  - All DPS Parents and Guardians
- Volunteers
  - All DPS Volunteers
- DPS Partners
  - Faith-based
    - Community
  - College/University
    - Non-profit
  - Business
    - Other

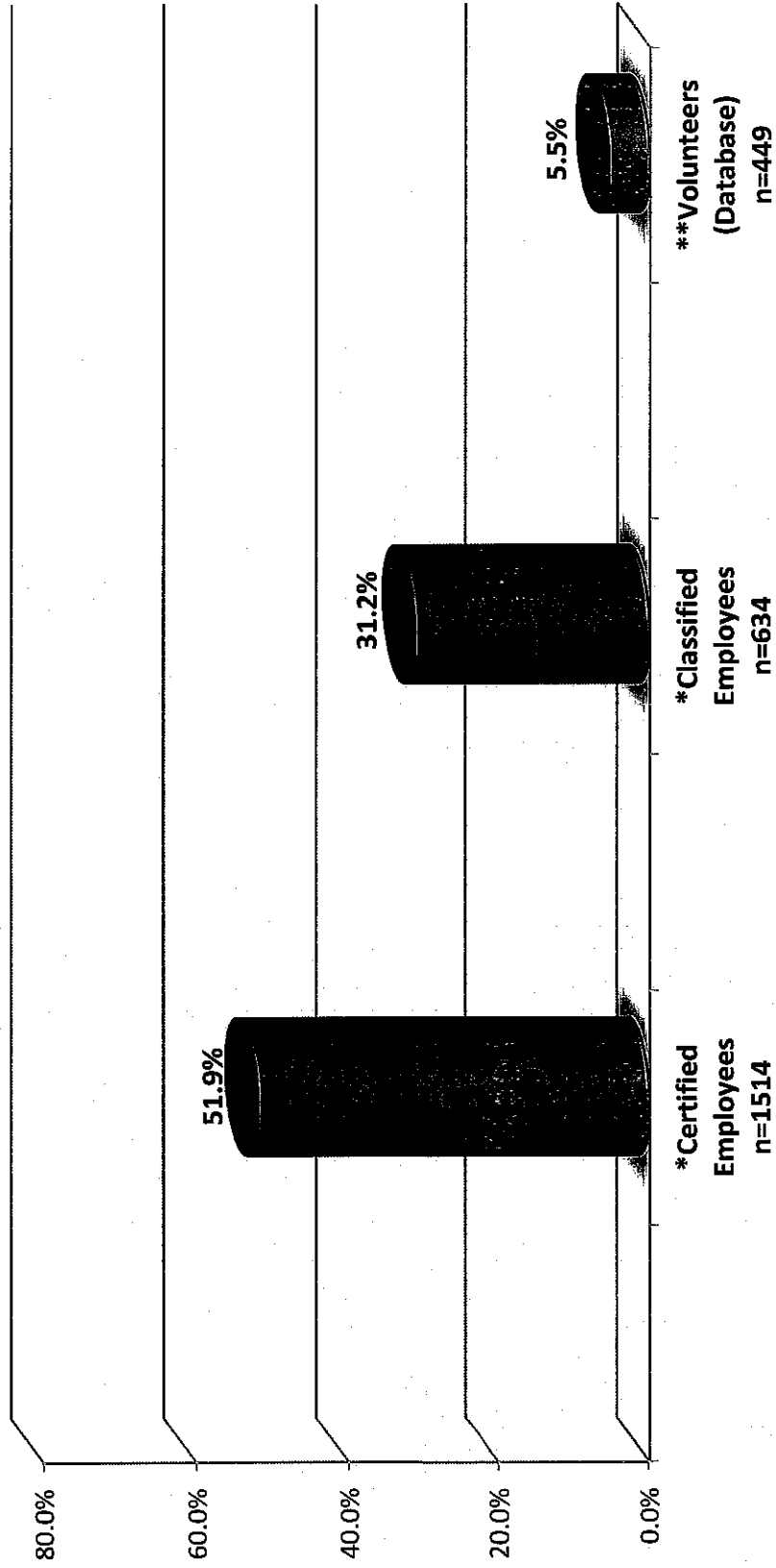


# Sample (Potential Respondents)



\* These potential respondents were emailed survey invitations via K12 Insight.

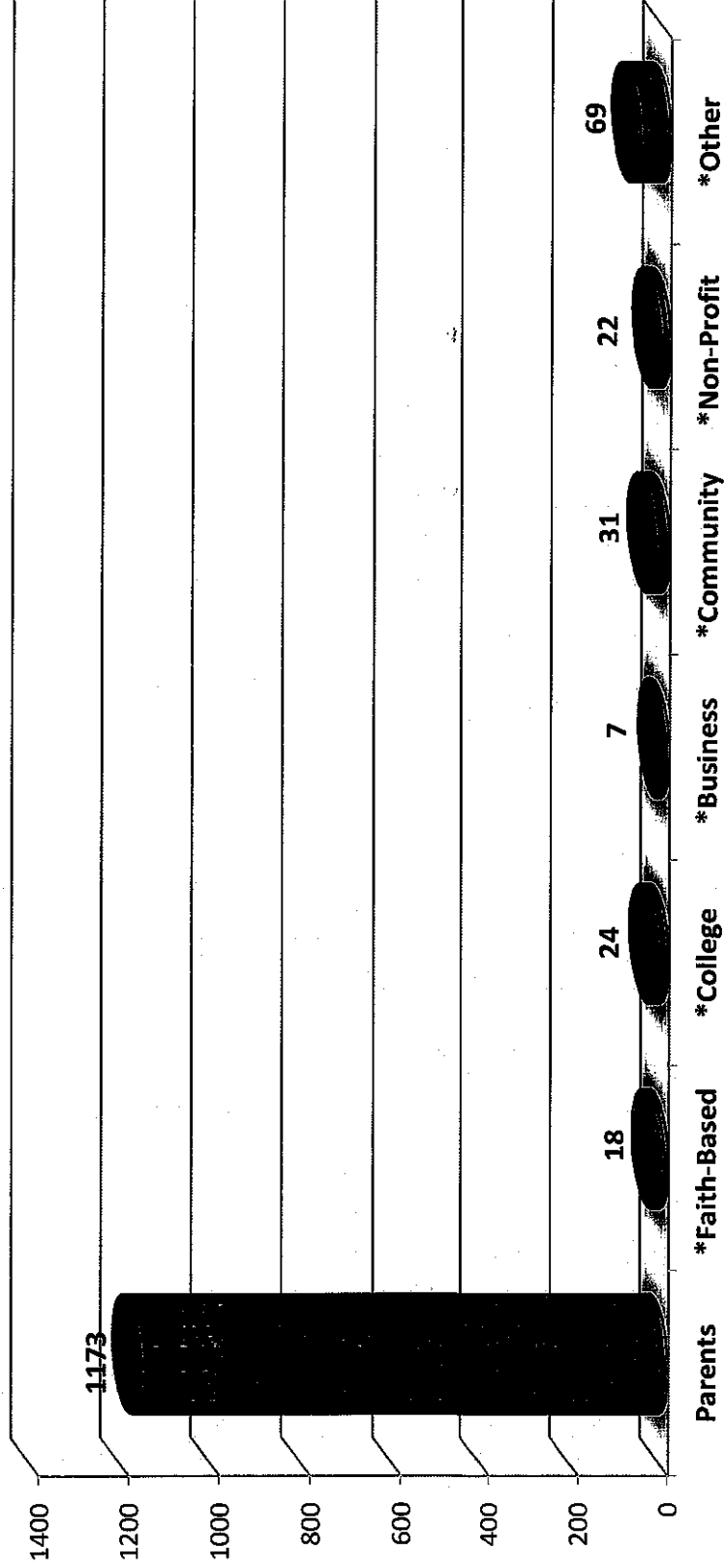
# Final Response Rate



\*These respondents were emailed survey invitations via K12 Insight.

\*\* The Volunteers' response rate is an estimated response rate as the total n count includes private email and public weblink responses.

## Total Respondents (DPS Partners\*)



\* These respondents accessed the survey via the DPS Website.

# Results

## Quantitative Analysis

# Results: Responsiveness

## Strengths by Department

1. Eight departments received a cumulative percentage of Usually/Always responses of  $\geq 80.0\%$  for all DPS stakeholder groups.
2. One department received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for 4 DPS stakeholder groups.
3. Four departments received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for at least 3 stakeholder groups.

## Department(s)

- Area Superintendent's Office
- Information Technology (IT) Office of Public Information and Community Engagement (PICE)
- HS
- Career and Technical Education (CTE)
- Risk Management
- ESL Resource Center
- Student, Family, and Community Services
- Financial Services
- Area Superintendent's Office HS
- Area Superintendent's Office HS
- Career and Technical Education (CTE)
- Risk Management
- Student, Family, and Community Services

## Areas for Improvement by Department

1. One department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 3 DPS stakeholder groups.
2. Four departments received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 2 DPS stakeholder groups.
3. There were 14 incidents in which a department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  as rated by an individual DPS stakeholder group for the responsiveness construct.

## Department(s)

- Chief of Staff's Office
- Area Superintendent's Office
- Maintenance Services
- MS
- Superintendent's Office
- Chief of Staff's Office
- Transportation

# Strengths: Courtesy

## Strengths by Department

- Twelve departments received a cumulative percentage of Usually/Always responses of  $\geq 80.0\%$  for all DPS stakeholder groups.

## Department(s)

- Area Superintendent's Office HS
- Maintenance Services
- Career and Technical Education
- Office of Public Information and Community Engagement
- Records
- Curriculum, Instruction, and Assessment (CIA)
- Research and Accountability (R&A)
- ESL Resource Center
- Risk Management
- Exceptional Children's Services
- Student Assignment
- Financial Services
- Student, Family, and Information Technology (IT)
- Community Service
- Information Technology (IT)
- Maintenance Services
- Student, Family, and Community Services
- Area Superintendent's Office HS (6)
- Office of Public Information and Community Engagement (PICE) (6)
- Risk Management (5)

- Three departments received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for all 7 DPS stakeholder groups.
- Four departments received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for at least 5 stakeholder groups.

## Areas for Improvement by Department

## Department(s)

- One department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 2 DPS stakeholder groups.
  - Chief of Staff's Office (Teachers 54.2%; Parents, 62.9%)
- There were 2 incidents in which a department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  as rated by an individual DPS stakeholder group for the courtesy construct.

# Strengths: Accuracy

## Strengths by Department

## Department(s)

- Five departments received a cumulative percentage of Usually/Always responses of  $\geq 80.0\%$  for all DPS stakeholder groups.
  - Area Superintendent's Office HS
  - ESL Resource Center
  - Information Technology (IT)
  - Risk Management
  - Student, Family, and Community Services
- One department received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for 4 DPS stakeholder groups.
  - Area Superintendent's Office HS
- Five departments received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for at least 3 stakeholder groups.
  - Career and Technical Education (CTE)
  - Information Technology (IT)
  - Office of Public Information and Community Engagement (PICE)
  - Risk Management
  - Student, Family, and Community Services

## Areas for Improvement by Department

## Department(s)

- Two departments received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 3 DPS stakeholder groups.
  - Curriculum, Instruction, and Assessment (CIA)
  - Transportation
- Eight departments received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 2 DPS stakeholder groups.
  - Area Superintendent's Office ES
  - Area Superintendent's Office MS
  - Athletics
  - Chief of Staff's Office
  - Child Nutrition Services
  - Curriculum, Instruction, and Assessment (CIA)
  - Superintendent's Office
  - Transportation

3. There were 21 incidents in which a department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  as rated by an individual DPS stakeholder group for the accuracy construct.

# Results: Flexibility

## Strengths by Department

## Department(s)

- Three departments received a cumulative percentage of Usually/Always responses of  $\geq 80.0\%$  for all DPS stakeholder groups.
  - Information Technology (IT)
  - Office of Public Information and Community Engagement (PICE)
  - Risk Management
- One department received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for 4 DPS stakeholder groups.
  - Risk Management
- One department received a cumulative percentage of Usually/Always responses of  $\geq 90.0\%$  for at least 3 stakeholder groups.
  - Office of Public Information and Community Engagement (PICE)

## Areas for Improvement by Department

## Department(s)

- One department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 4 DPS stakeholder groups.
  - Area Superintendent's Office ES
- Five departments received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 3 DPS stakeholder groups.
  - Area Superintendent's Office ES
  - Area Superintendent's Office MS
  - Child Nutrition Services
  - Curriculum, Instruction, and Assessment (CIA)
  - Transportation
- Seven departments received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  for at least 2 DPS stakeholder groups.
  - Area Superintendent's Office ES
  - Area Superintendent's Office MS
  - Chief of Staff's Office
  - Child Nutrition Services
  - Curriculum, Instruction, and Assessment (CIA)
  - Superintendent's Office
  - Transportation
- There were 28 incidents in which a department received a cumulative percentage of Usually/Always responses of  $\leq 70.0\%$  as rated by an individual DPS stakeholder group for the flexibility construct.



# Qualitative Analysis Open-Ended Comments

## Results: Open-Ended Comments

- Trends in open-ended comments for all DPS stakeholders were identified by department
- At least two and as many as five of the most common trends were identified by department
- **Limitation:** Qualitative open-ended comments have not been triangulated to quantitative data

# Data-to-Action Implications

Action/Implication	Date
1. Distributed SFS School Administrators' Perceptions of Central Services Departments Reports	June 2013
2. Distributed SFS All Stakeholders' Perceptions of Central Services Departments Reports	June 2013
3. Distributed 2013 SFS All Stakeholders' Comments	June 2013
4. Developed Department Service Improvement Plans (DSIP)	June/July/August 2013
5. Presented Department Service Improvement Plans (DSIP) at Principals' Meeting	September 2013

# Implications Departmental Service Improvement Plans (DSIP)



## Departmental Service Improvement Plan (DSIP)

### Strategic Plan Areas:

- Academic Acceleration
- Communications and Partnerships
- Equitable Standards
- Effective Operations
- Talent Development
- Wellness and Safety

### [Research and Accountability] Priority I for Improvement: Increasing the Accuracy and Completion of Deliverables

BASELINE	RESEARCH AND ACCOUNTABILITY WILL INCREASE THE ACCURACY, SPEED AND COMPLETION OF DELIVERABLES FROM INTERNAL AND EXTERNAL STAKEHOLDERS.
CURRENT OBSTACLE(S)	<ul style="list-style-type: none"> <li>• Utilizing the centralized data base of recurring, newly assigned deliverables</li> <li>• Providing each staff member a list of the recurring or newly assigned deliverables</li> <li>• Unplanned requests take precedence over other deliverables</li> <li>• Estimating time to complete requests</li> <li>• Ineffective communication method for requests (currently via email and phone)</li> <li>• Lack of clarity for some requests</li> </ul>
STRATEGIES FOR IMPROVEMENT (Categorize by alpha)	<ul style="list-style-type: none"> <li>• Use the online Data Action Request internal portal</li> <li>• Assign deliverables to staff with a beginning and ending date</li> <li>• Utilize a data base of every recurring deliverable (from every member of the team)</li> <li>• Document all deliverables (purpose, requestor, person responsible for completion, audience, start date, completion date, estimated days, status, completion)</li> <li>• Document what every deliverable requires (analysis, press release, PowerPoint, written report, research review, specific data) for completion</li> <li>• Expand the data vetting triangulation model to all projects regardless of scope</li> </ul>
DESIRED RESULTS	<p>To implement an electronic Initiative Prioritization process to record, track, monitor and complete multiple deliverables requested by internal and external stakeholders. This process would result in a comprehensive portfolio on data base of all recurring/new requests.</p> <ul style="list-style-type: none"> <li>• Fully implement the Data Action Request portal to assist with acknowledging, tracking, assigning and completing recurring/new requests (or explaining why the request is not feasible for completion)</li> </ul>
MEASUREMENT(S) (Categorize by number)	<p>Improve the "Overall" rating on the Central Services Customer Satisfaction Survey (from both principals and APs) from 3.54 to 3.75</p> <p>Improve the "Accuracy" rating from both principals and APs on the Central Services Customer Satisfaction Survey from 85.6% to 91.2%.</p>
TIME FRAME (Start/End Dates)	July 2013 and continue through June 2014

EXAMPLE

# Implications

## DSIP for School Principals

### Department: Research and Accountability

- **Commendations**
  - Overall customer satisfaction rating improved
  - School administrators' perceptions improved
- **Growth Opportunities**
  - Increase the accuracy and completion of deliverables
  - Improve responsiveness
- **Corrective Actions**
  - Implement an Area Support Customer Service Model
  - Implement the Data Action Request electronic portal
  - Implement the DPS Customer Service Standards
  - Implement the Data to Action: Data Literacy Professional Development Module

**EXAMPLE**

# Limitations

## Limitations

1. The SFS parent sample is a convenience and not a random sample.

2. The private email response rate (all potential respondents emailed a survey invitation) for all DPS employees and the DPS Volunteer Database was only 20.3%.

3. Volunteer, parent, and DPS partner survey participation was not as high as DPS would have liked for the 2013 SFS.

4. Classified employees' participation was not equitable across all departments.

## Recommendations

Establish parent email databases at each school to ensure greater parent access and input.

Develop communication concerning the presence of the survey, change the time of year to administer the survey, and thoroughly vet the DPS Volunteer Database (many deletions have already been requested and deleted) which should result in an increase in the private email response rate.

Conduct focus groups for each of these DPS stakeholder groups as an alternative to completing the 2014 SFS electronically.

Schedule days and times for departmental classified employees to have a 30 minute window to access and complete the SFS.

# Limitations

## Limitations

5. Parent response rates could not be calculated due to the lack of parent email databases for all schools.
6. Explore alternative ways for administering and collecting SFS data for DPS parents due to the fact all parents do not have internet access at home.
7. School administrators' response rate for the 2012-13 CSCSS fell from 93.8% when administered in the Monthly Principals' Meeting to 69.4% when administered within the SFS for all internal and external DPS stakeholders.
8. There is a potential negative effect in the time for administering the SFS on the response rates for the SFS and the 2014 NCTWCS if the SFS is administered in early March before the 2014 NCTWCS.

## Recommendations

- Require all schools to establish parent email databases which can either be used to send the SFS to all parents or to select a random sample of parents to send the SFS to in 2014.
- All parents do not have internet access at home. Likewise, some parents might be more willing to participate in Kitchen-Table Conversations (KTC) or focus groups as opposed to completing an electronic survey.
- Administer the CSCSS to all school administrators in February 2014 (February Principals' Meeting).
- Administer the SFS for all internal and external DPS stakeholders after EOGs and EOCs in June 2014.

# Limitations

## Limitations

9. The SFS includes up to 8 surveys for some stakeholder groups.

10. The SFS was administered in 2013 during a time of transition in Public Information and Community Engagement (PICE).

11. Only 171 DPS external DPS partners completed the 2012-13 SFS.

## Recommendations

Retain the Parents' Perceptions of School Climates and Perceptions of the School Board Surveys but remove charter/miscellaneous surveys from the SFS.

The length of the SFS will be decreased in half for certified and classified employees. Hence, time for completing the survey should be decreased which might increase the response rate for these stakeholders.

Improve communication of the SFS to internal and external constituents before and during the survey window.

New means of communicating the upcoming and active SFS might be used to communicate with potential internal and external stakeholder respondents.

Communicate to external DPS Partners about the upcoming SFS via partnership, committee, and Board meetings which DPS leaders serve on or attend.

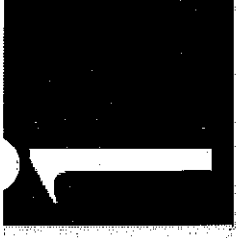


# Discussion

# Strategic Plan 2.0

- Development and Implementation

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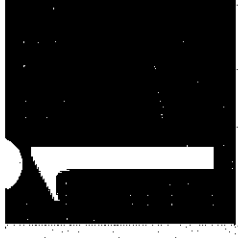


## **Proposed Strategic Plan Development Process**

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**Board of Education Retreat  
September 24, 2013**

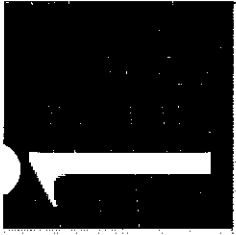
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## Overview

- Sunset of Strategic Plan 1
- Development of Strategic Plan 2
  - General Timeline
  - Process Synopsis
- Next Steps

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# Strategic Plan 1



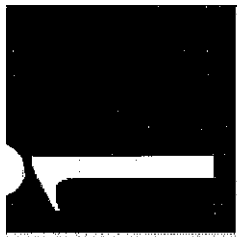
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## Current Strategic Plan

- Scheduled for completion January 31, 2014
  - Assessing status of remaining strategies
  - Scheduling program evaluations
  - Developing Key Performance Indicators (aligned with district Data Dashboard)
  - Final report during State of Our Schools 2014

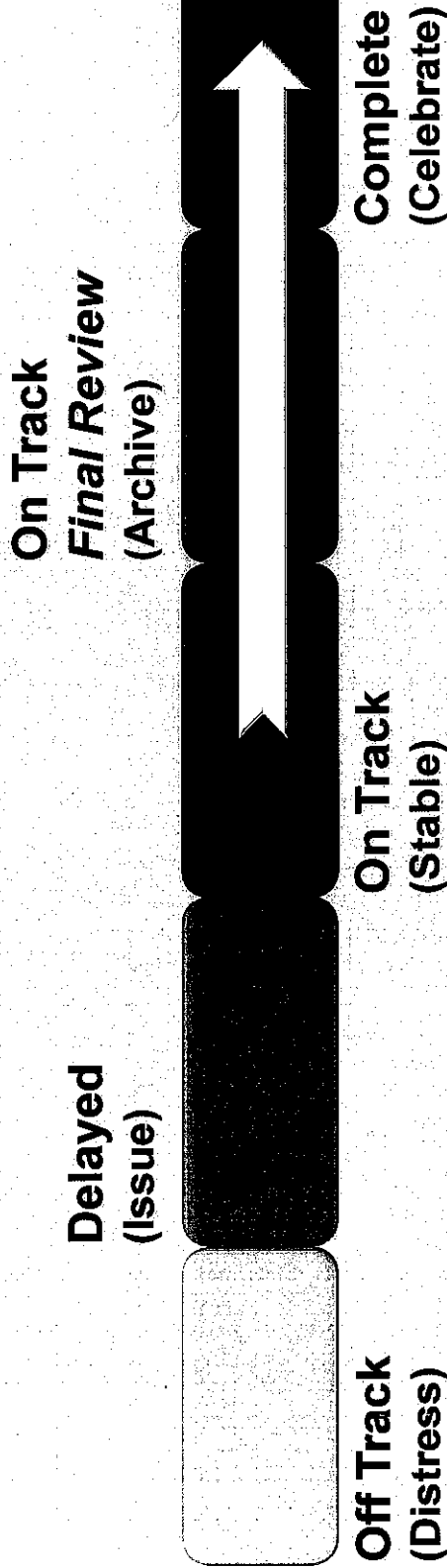
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## Current Strategic Plan

Progress: Strategic Plan Dashboard  
(Schedule)

### Tracking Designations

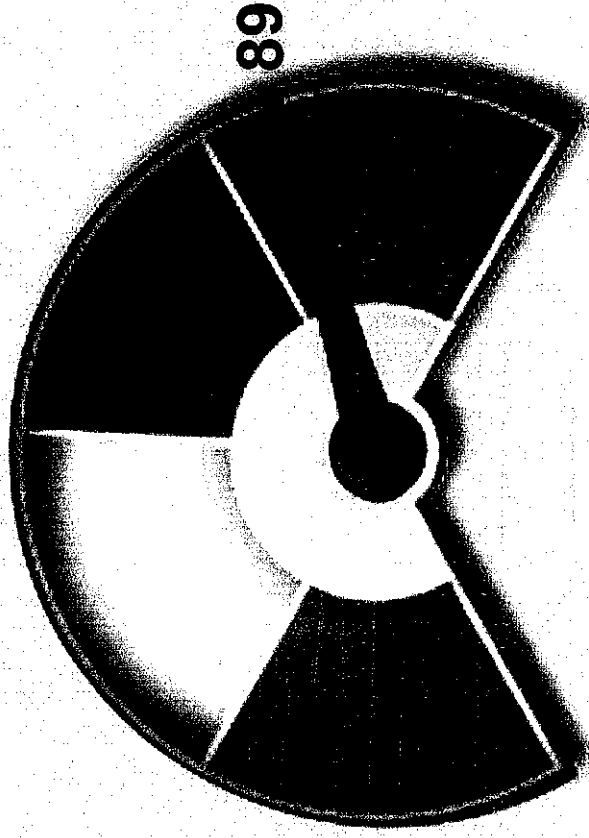


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## Current Strategic Plan

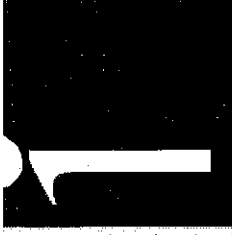
Progress: Strategic Plan Dashboard  
(Quantity)



Overall Program: 107 of 120 Strategies  
complete/operationalized



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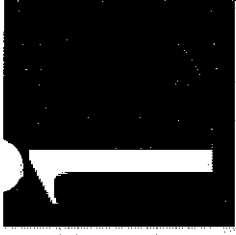


## Current Strategic Plan

### Progress: Strategic Plan Dashboard (Status by Area)

Strategic Area	Percent Complete	Strategies Complete
Overall	89%	107 of 120
Academic Acceleration	100%	41 of 41
Communications & Partnerships	83%	20 of 24
Equitable Standards	83%	5 of 6
Effective Operations	92%	11 of 12
Talent Development	93%	14 of 15
Wellness & Safety	96%	21 of 22

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## Current Strategic Plan

### Progress: Summary

- Overall Status to date by Designation (Schedule):

107 strategies are Complete

13 { 5 strategies are On Track for scheduled completion

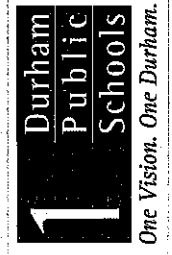
8 strategies are Delayed for scheduled completion

+ 0 strategies are Off Track for scheduled completion

120 strategies to be complete by 2014

107	5	8	0
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Strategies



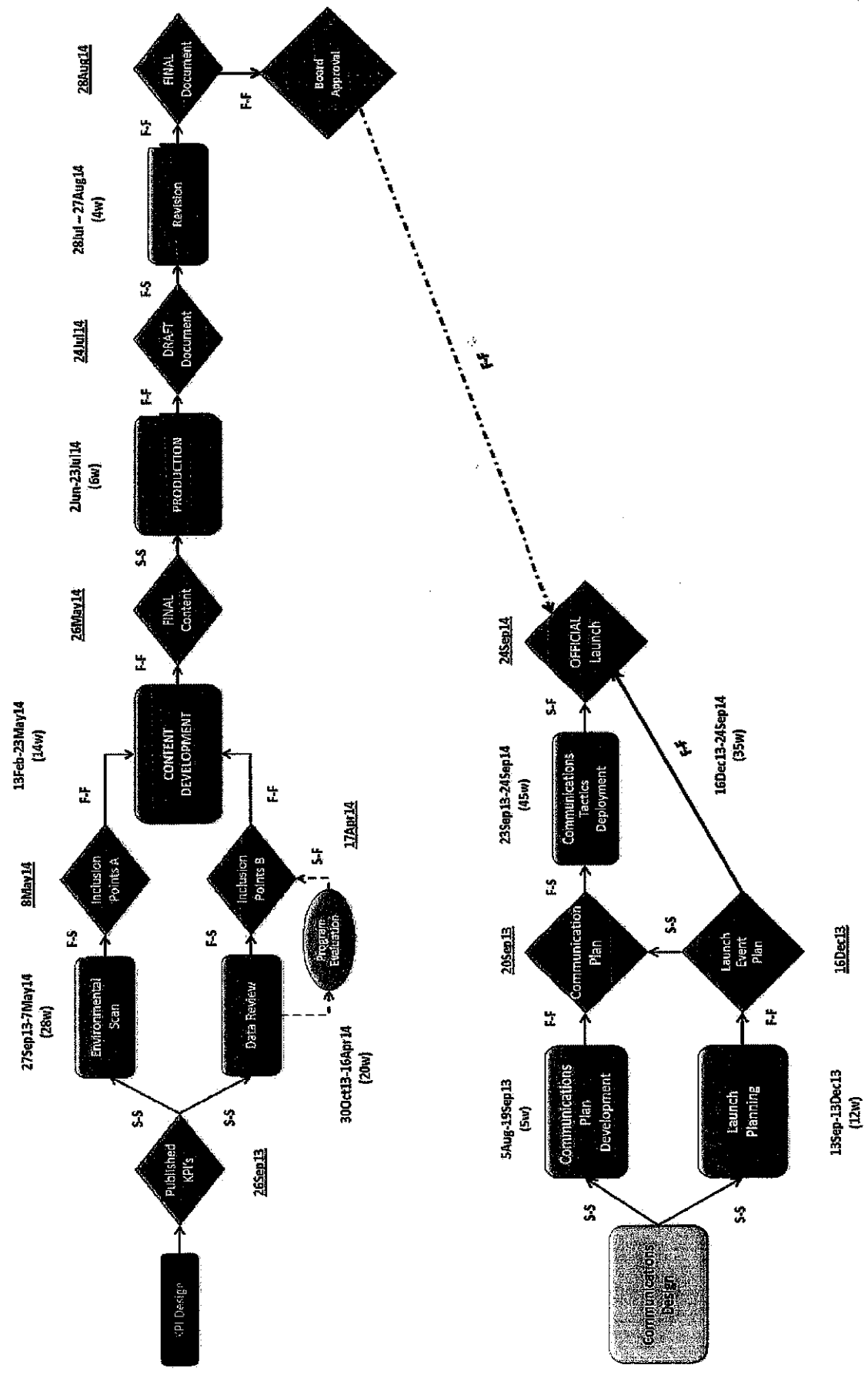
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# Strategic Plan Two



**DRAFT DPS Strategic Plan 2 Development Network with Major-Schedule Milestones**



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## **Next Strategic Plan**

### **Proposed Major Activities/Milestones:**

- **Begin Communications Planning by August 2013**
- **Launch Environmental Scan by September 2013**
- **Begin Data Review by October 2013**
- **Begin Drafting Content by February 2014**
- **Request Final Board Approval by August 2014**
- **Official Plan Launch by September 2014**

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## Next Strategic Plan

### Description of Major Activities/Milestones:

Communications	Data Review	Environmental Scan	Content Development	Production
<ul style="list-style-type: none"> <li>• Inform internal and external publics about development process</li> <li>• Promote the plan and its components via proven marketing strategies and materials.</li> <li>• Coordinate and conduct the official public launch and/or e-launch of the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Collect various data sources that serve as evidence of the state of the district</li> <li>• Integrate results from program evaluations into planning process</li> <li>• Engage stakeholders in the review of district performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Canvass the community to engage all stakeholder groups in the planning of district goals for the next three-four years</li> <li>• Engage the Board of Education in the facilitation of community discussions</li> <li>• Determine the most critical priorities for the district</li> </ul>	<ul style="list-style-type: none"> <li>• Draft the plan based upon conclusions drawn from Data Review and Environmental Scan</li> <li>• Engage the Board of Education in gaining consensus around the final content of the plan</li> <li>• Address revisions, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the specifications for the physical product (i.e., hard and/or soft copy, branding and graphic design elements, etc.)</li> <li>• Schedule and initiate document manufacturing and/or e-document for the official launch</li> <li>• Gain final Board approval prior to print*</li> </ul>



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## Next Strategic Plan

### Duties of the Project Manager

- Implement and monitor the Strategic Plan development process
- Engage staff in the coordination of activities and attainment of milestones associated with plan development, approval and official launch
- Serve as the key communicator for plan status

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## Next Strategic Plan

### Immediate Next Steps

- Gain Board of Education buy-in for plan development process
- Sunset Strategic Plan 1 and provide community update at January 2014 State of Our Schools
- Integrate operational Key Performance Indicators with the district Data Dashboard redesign process
- Begin communicating with stakeholders about the plan development process



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# Questions & Suggestions

# Suspension/Discipline Community Conversation

## Community Conversations

Durham Public Schools will host a series of Community Conversation Sessions. The purpose of the community conversations is for the board of education, Dr. Becoats, and school leaders to gather input on discipline policies and practices regarding out-of-school suspension especially among African-American students and students with disabilities. The Community Conversations will engage all stakeholders including local businesses, non-profit and faith-based organizations, government officials and public entities, institutes of higher learning, housing communities, parents, and Durham Public Schools' employees.

### Meeting Dates/Times/Locations

Tentative dates, times and locations of the four the sessions are as follows:

- *Thursday, November 7, Hayti Heritage Center, 6:30-8:00 pm*
- *Wednesday, November 13, Northern High School, 6:30-8:00 pm*
- *Thursday, November 14, Rogers-Herr Middle School, 6:30-8:00 pm*
- *Monday, November 25, Spring Valley Elementary School, 6:30-8:00 pm*

**OR**

- *Monday, October 28, Hayti Heritage Center, 6:30-8:00 pm*
- *Wednesday, November 13, Northern High School, 6:30-8:00 pm*
- *Monday, December 16, Rogers-Herr Middle School, 6:30-8:00 pm*
- *Thursday, January 16, Spring Valley Elementary School, 6:30-8:00 pm*

### Format of Community Conversations

Upon arrival, stakeholders will be invited to complete a brief Participant Introduction Questionnaire.

1. Do you have children in Durham Public Schools? (Yes/No)
2. If yes, what grade(s) are your children? (Elementary/Middle/High)

Participants will select their "Conversation" group according to level: Elementary, Middle, or High School. The Community Conversation will address the following questions:

1. What is working well in your school/Durham Public Schools?
2. What is working well in your child's school with student discipline?
3. What are your concerns?
4. What suggestions do you have for Durham Public Schools?

### Next Steps: Task Force on Student Discipline

The input generated by the Community Conversations will be crucial to inform the efforts of a *Task Force on Student Discipline* which will work with the community, Board, and administration to create better outcomes for students.

The Task Force will advise the school district and develop solutions to address areas of concern.

# Male Achievement in Durham Public Schools

## **Executive Summary**

### **Redefining Futures for Males in Durham Public Schools**

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#### **PROJECT FOCUS**

A fundamental goal of this project is to alter current trends which create achievement gaps and also contribute to patterns that disproportionately affect male students.

#### **MISSION**

The mission is to create a nurturing, supportive and challenging environment in which males will succeed in graduating high school prepared for a career, college, and life.

#### **STUDENT OUTCOMES**

Males who participate in the program will demonstrate the following:

1. An increase in proficiency scores in reading and math
2. An increase in proficiency scores in Algebra II/Common Core Math III
3. An increase in proficiency in English II
4. An increase in graduation rates
5. A decrease in student absences
6. A decrease in in-out-of-school suspensions
7. An increase in leadership and service opportunities

#### **COMMITMENT**

**Board Commitment:** The administration is requesting that the Board of Education endorse (approve) the following statement:

The Board of Education is committed to educating all children by creating innovative educational programs, enhancing academic performance, providing rigorous coursework, and closing achievement gaps, with particular emphasis on males.

#### **EVIDENCE**

The evidence of support for our commitment will come through the provision of financial resources to schools to effectively implement initiatives aimed at changing the negative trajectory for identified males within Durham Public Schools.

#### **PROGRAMMING**

Given the success of the Brother-to-Brother Initiative at Fayetteville Street Elementary School, the administration is recommending that the model be developed at eight (8) schools serving up to fifty (50) males at each school. The schools will be determined based upon reading proficiency, feeder patterns and commitment to support the initiative.

Outlined below are the Pillars of Success for the program.

**Education Support (examples are listed below)**

Character Education Traits  
Tutoring  
Family Connections

**Enrichment Support (examples are listed below)**

End-of-Year Trip  
Entrepreneurial Experiences  
College Tours  
Museums

**Engagement Support (examples are listed below)**

Extra-curricular activities  
Public Speaking  
Rites of Passage  
Leadership Opportunities

Programming would also include financial support for the school team to attend the COSEBOC Annual Conference and obtain other pertinent training.

**EXPENSES**

We have estimated a total cost of \$405,000 to begin implementation. The cost would equate to approximately \$800 per student. These expenses would cover supplies and materials, field trips, contracted services for a program coordinator and stipends for school-based support, professional development, parent engagement sessions and sustenance. Additionally, the summer bridge program for these males would cost approximately \$135,000, for a total annual cost of \$540,000 resulting in a total cost per student of \$1,350 per student.

<b>Durham Public Schools</b>		
<b>School Year 2013/14 Day 10</b>		
<b>Ethnicity Gender for District</b>		
	<b>Number of Students</b>	<b>Percentage %</b>
Asian Male	1,845	5.55%
Asian Female	2,067	6.22%
Black Male	7,667	23.06%
Black Female	7,419	22.31%
Hispanic Male	3,401	10.23%
Hispanic Female	3,242	9.75%
American Indian Male	174	0.52%
American Indian Female	155	0.47%
Multi Male	1,012	3.04%
Multi Female	984	2.96%
Hawian Pacific Male	40	0.12%
Hawian Pacific Female	30	0.09%
White Male	2,702	8.13%
White Female	2,509	7.55%
<b>Total</b>	<b>33,247</b>	<b>100.00%</b>
Total Male Students	16,841	50.65%
Total Female Students	16,406	49.35%
<b>Total</b>	<b>33,247</b>	<b>100.00%</b>

**Executive Summary**  
**Redefining Futures: Achieving Academic Success for African-American Males**

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**A. PROJECT GOAL**

A fundamental goal of the African-American (AA) Male project was to alter current trends which create achievement gaps and also may contribute to patterns that disproportionately affect AA males.

**B. DESCRIPTION**

This report describes the academic proficiency of male students by race and ethnicity attending *Chewning Middle School*, *Eno Valley Elementary School* and *Fayetteville Street Elementary School* for Algebra I, Mathematics, and Reading. Proficiency data were extracted and compiled from the North Carolina Department of Public Instructions Reports of Disaggregated State, School System and School Performance Data for 2009-2010, 2010-2011, and 2011-2012.

**C. FINDINGS**

1. More educators in the schools are aware of the needs of AA males and are moving forward to implement strategies to close the achievement gap (learning styles, project based learning, using more technology).
2. The district is more aware of the gap for all children of color and this is an ongoing topic of discussion.
3. Schools have begun mentoring programs for boys of color and these programs are seeing positive results in behavior, academics, school attendance and parent involvement.
4. The four and five year graduation rate has increased.
5. The community-at-large is more sensitive to the need to improve the achievement performance for all AA males, while simultaneously raising performance for all students.

**RESULTS (see Table 1)**

**Algebra I**

1. The academic achievement results indicate there was an increase in the Algebra I proficiency each year of the program for all ethnic groups.

**Mathematics**

1. The results indicate that *Fayetteville Street Elementary* was the only site where all male proficiency scores increased for the three program years.



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2. At *Eno Valley Elementary*, the male students overall did not experience an increase in proficiency over the three years. However, Asian males were the only group to experience proficiency from 2010-2011.
3. Also, the data for 2012 shows that Black, Hispanic and White males experienced an increase in proficiency when 2012 data are compared to 2011 data.
4. The mathematic proficiency data for *Chewning Middle School* shows male students overall experienced an increase in proficiency over the three years of the program. However, white males did not experience an increase in proficiency when 2010 data were compared to 2011 data.

#### **Reading**

1. The results again indicate that *Fayetteville Street Elementary* was the only site where all male proficiency schools increased for the three program years.
2. At *Eno Valley Elementary*, male students overall did not experience an increase in proficiency the second year of the program. However, Asian and Black males showed an increase in proficiency during the third year of the program (2012).
3. The reading results for *Chewning Middle School* were mixed. In 2011, all males with the exception of white males showed an increase in proficiency when 2011 data are compared to 2010 data. However in 2012, the percent of males that were proficient in reading declined. The proficiency data of Black and Hispanic males shows a decline while the percent of white males that were proficient show an increase.

#### **Note:**

Proficiency is defined as a student's ability to demonstrate they have learned grade and subject level content on an End-of-Grade or End-of-Course exam. In North Carolina the scores range from 1 – 4.

- 1 Student does not have sufficient mastery of knowledge and skills.
- 2 Student demonstrates inconsistency in mastery of knowledge and skills.
- 3 Student consistently demonstrates mastery knowledge and skills.
- 4 Student consistently performs in a superior manner beyond required to be proficient at grade level work.

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**Table 1: Reading, Math and Algebra I Proficiency Data for Males in Schools that Participated in NEA Grant**

School/Ethnicity	2010				2011				2012			
	Algebra I	Mathematics	Reading	Total	Algebra I	Mathematics	Reading	Total	Algebra I	Mathematics	Reading	Total
Chewning_Middle	72.7	55.2	41.4	50.8	82.0	54.4	42.7	50.7	91.8	59.7	44.6	54.3
MALE_ALL	70.4	48.6	36.7	44.7	79.3	52.4	39.9	48.7	94.7	56.7	38.1	51.0
MALE_ASIA				95.0								
MALE_BLACK	70.0	42.2	30.0	38.7	86.7	47.5	33.6	44.1	95.0	50.9	31.8	45.5
MALE_HISP	77.8	49.6	35.9	45.5	80.0	54.9	46.2	52.8	85.7	61.0	35.3	51.0
MALE_MULT				50.0						44.4	55.6	43.8
MALE_WHITE		88.8	70.2	79.8		65.8	53.9	59.9		79.0	79.0	78.3
Eno Valley Elementary		72.5	51.0	62.4		68.4	46.8	57.9		64.4	39.8	53.2
MALE_ALL		65.2	44.7	55.0		59.3	40.7	50.0		64.1	39.9	52.0
MALE_ASIA		90.9	72.7	80.6		95.0	87.5	91.7		95.0	95.0	95.0
MALE_BLACK		56.8	39.5	48.2		54.9	36.5	45.7		62.7	39.1	50.9
MALE_HISP		91.3	43.4	65.2		61.5	35.4	49.9		51.4	23.6	37.5
MALE_MULT								30.0		50.0	33.3	41.7
MALE_WHITE		90.4	83.2	80.9		94.3	62.8	79.1		95.0	42.9	71.9
Fayetteville Street Elementary		54.8	37.4	47.1		68.2	50.4	59.7		79.0	59.4	70.7
MALE_ALL		54.9	37.4	46.2		68.1	50.2	59.1		78.4	58.6	68.5
MALE_BLACK		51.8	33.5	42.6		64.4	48.6	56.5		75.6	56.4	66.0
MALE_HISP		66.7	53.3	60.0		83.3	58.3	68.7		95.0	75.0	87.2

Data Extracted from NCDPI: Reports of Disaggregated State, School System and School Performance Data 2010-2012