



AGENDA
Durham Public Schools Board of Education
Instructional Services Committee
January 6, 2014
Fuller Administration Building, 511 Cleveland Street, Durham, NC

1. Call to Order
2. Moment of Silence
3. Agenda Review and Approval
4. Public Comment
5. Instructional Services Committee Meeting Minutes
 - I. December 2, 2013
6. Reports
 - I. English as a Second Language (ESL) Update
 - II. mClass Update
 - III. 2013-2014 Local Options for Alternative Schools
 - IV. Delay in EOC and NC Final Exam Grades Update
 - V. Summary of Follow Up Items
7. 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.



One Vision. One Durham.

Date: January 6, 2014

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Instructional Services Committee Meeting Minutes

Staff Liaison Present: Stacey Wilson-Norman, Ed.D.

Phone #: 560-3874

Main Points:

Administration is presenting meeting minutes for consideration and approval:

- December 2, 2013 – Instructional Services Committee

Fiscal Implications:

- None

Strategic Plan Alignment:

- None

Purpose

Information

Discussion

Action

Consent

Reviewed by:

Finance _____

Attorney _____

DRAFT
Minutes of the
Instructional Services Committee of the Board of Education
Durham Public Schools

The Instructional Services Committee of the Durham Public Schools Board of Education held a meeting on Monday, December 2, 2013 at 4:30 p.m. in the Board Room, Fuller Administration Building - 511 Cleveland Street, Durham, NC.

Committee members present

Nancy Cox, Chairperson; Minnie Forte-Brown, Vice Chairperson; Heidi Carter, Omega Parker, Natalie Beyer and Pastor Fredrick Davis. Board Member Leigh Bordley was not present.

Administrators present

Dr. Stacey Wilson-Norman, Deputy Superintendent for Academic Services; James Key, Area Superintendent for High Schools; Beth Cross, Director for Advanced Academics; Teresa Daye, Curriculum, Instruction and Assessment Officer; Elizabeth Shearer, Executive Director for Professional Development; and Dr. Eric J. Becoats, Superintendent.

Attorney present

Ken Soo

Call to Order/Moment of Silence

Chairperson Cox called the meeting to order and presided over a moment of silence.

Agenda Review and Approval

Chairperson Cox moved to adopt the agenda as presented. The agenda was approved as presented.

General Public Comment

No public comment.

Approval of Minutes

Chairperson Cox moved to approve the minutes with one correction to add that a motion was made to add revised Policy 3200.6 to be placed on the agenda at the November full Board meeting. Minutes were approved.

Reports

Advanced Academics Update

Public Comment: None

Beth Cross provided an update on the annual report on the 2010-2013 Academically and/or Intellectually Gifted (AIG) plan and the 2013-2016 Academically and/or Intellectually Gifted plan. Ms. Cross also provided an update on the results from the 2012-2013 Advanced Placement exams. The updates each included program strengths, key accomplishments and strategies for the current year.

For the AIG update, Ms. Cross provided an overview on the NC AIG program standards, AIG plan goals for 2013-2016, and the AIG child count for 2009-2013. In addition, Ms. Cross provided program strengths, strategies and opportunities for program improvement.

Next, Ms. Cross provided AP results data for 2009-2013, including data by ethnic groups and results by schools. In addition, information was shared regarding key AP accomplishments, strategies and opportunities for program improvement.

Board members had a full discussion about this update and the administration will provide responses to the follow-up items as requested.

2013 ACT Summary Results Update

Public Comment: None

Jim Key provided an update on the 2013 ACT Summary Report. The update included an ACT overview, demographics of the test-takers and ACT benchmarks. Mr. Key also provided ACT score data information. The update concluded with action steps for the 2013-2014 school year.

The Board had a full discussion about this update. This agenda item was presented for information.

AdvancEd Update

Public Comment: None

Dr. Wilson-Norman and Elizabeth Shearer provided an update on the recommended actions from the AdvancEd report. The update included the substantive change request in process for Southern School of Energy and Sustainability and The School of Creative Studies. In addition, Lucas Middle School is being reviewed as an addition to the accreditation process for DPS. Next, Ms. Shearer gave an overview of the required action steps and the status updates on each of the steps. Finally, Ms. Shearer provided recent developments as a result of an on-site visit by AdvancEd Director, Dr. Donna James.

The Board had a full discussion about this update. This agenda item was presented for information.

Summary of Follow up Items

- 1) Provide the list of AP courses by school.
- 2) Provide AIG enrollment by school.
- 3) Provide the actual number of students in AIG courses (by school).
- 4) Have all the AP teachers attended the AP Institute for effective teaching preparation (for AP courses)?
- 5) Did the DPS student take all of the (AP) exams online?
- 6) Provide a Literacy Strategy update.

Having no further business, the meeting was adjourned.



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Date: January 6, 2014

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: English as Second Language (ESL) Update

Staff Liaison Present: Teresa Daye, Ed.D.
Sashi Rayasam

Phone #: (919) 560-9181
(919) 560-3783

Main Points:

- Administration will provide an overview of the district's English as a Second Language (ESL) program.
- Administration presents this item for information.

Fiscal Implications:

- These efforts are supported through federal, state, and local funds.

Strategic Plan Alignment:

- Goal 1.2 - Strategy 4 – Develop and implement professional development modules targeting research-proven interventions for teachers who support English Language Learners (ELL) and students with disabilities.
- Goal 1.2 – DPS will expand opportunities for academic acceleration to eliminate achievement gaps and ensure annual student growth as measured by district, state and local assessments.

Purpose

Information

Discussion

Reviewed by:

Finance _____ **Attorney** _____

English as a Second Language (ESL) Updates

Instructional Services Committee

January 6, 2014

Teresa J. Daye, Ed.D.

Curriculum, Instruction & Assessment Officer

Sashi Rayasam

Director of ESL K-12

Presentation Outline

Department
Profile

Instructional
Program

Professional
Development

Partnerships
and
Communication

Next Steps

DPS –ESL Department Profile

ESL Staffing – 2013-14	Profiles by Language – 2 years	
99 ESL (English as a Second Language) teachers	Spanish - 6,881	Spanish - 7,474
5 ESL community liaisons serving K-8	Arabic - 121	Arabic - 140
2 high school positions - bilingual dropout prevention specialist and Interpreter	Vietnamese/Jarai-83	Vietnamese/Jarai-119
2 full-time translators	Chinese - 76	Chinese - 132
1 ESL instructional facilitator and 1 testing and compliance specialist	Burmese/Jarai-30	Burmese/Jarai-53

Instructional Program – K-12 Program Models

Model	Model overview
Sheltered Literacy/ELA English	ESL teacher teaches Common Core (CCSS) ELA aligned to ESL standards to beginning and intermediate language proficiency students
Co-teaching	ESL teacher and classroom teacher share responsibility for instruction and integrating language development
ESL Academic Literacy	ESL teacher works on linguistic needs and academic rigor aimed at exiting advanced ESL students
Newcomer elective	ESL teacher pulls out newcomers in addition to ELA, focusing on survival and content language
Sheltered Content (Math, Science and Social Studies)	Content teacher with SIOP training and/or ESL teacher support works on grade-level content and making language accessible for ELLs

Instructional Program - Accountability

Measure	Criteria	Target-Met/Not Met
AMAO 1	% of students who made progress by one level or .5% in the overall composite score on the ACCESS - (target: 57.1%; actual:56.7%)	NOT MET
AMAO 2	Proficiency based upon percent of students exiting ESL services – (target: 13.5% ; actual 13.6%)	MET
AMAO 3 Based on AMOs	<ul style="list-style-type: none"> • 3-8 Reading and Math Proficiency & Participation - Met • High school Reading Proficiency - Met • High school Math Proficiency - Met • High school Reading Participation- Not Met • High school Math Participation – Not Met • ACT Proficiency – Not Met • ACT Participation- Not Met 	NOT MET

Professional Learning



Partnerships



Next Steps

- Continue differentiated support for ESL teachers
- Receive teacher input from LEP Forum
- Comply with federal/state sanctions - modify program, curriculum or method of instruction

Discussion

Contact: Sashi.Rayasam@dpsnc.net

(919) 560-3783



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Date: January 6, 2014

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: mCLASS Update

Staff Liaison Present: Teresa Daye, Ed.D.
Karin McKee
Cheryal Isaac

Phone #: 560-3677
560-2000
560-2000

Main Points:

- The Administration will provide an update on the use and benefits of mCLASS Reading 3D in Durham Public Schools.
- The Administration will provide mCLASS Reading 3D highlights for the 2013-2014 school year.
- The Administration will provide mCLASS Reading 3D next steps.
- The Administration presents this agenda item for information.

Fiscal Implications:

- These efforts are supported through state and local funds.

Strategic Plan Alignment:

- **Academic Indicator** - 80% of 2nd-graders reading at or above grade level on end-of-year (EOY) DIBELS assessment
- **Goal 1.4.3** – Identify and utilize a universal computer-based diagnostic screener, Pre-K - 12

Purpose

Information

Discussion

Reviewed by:

Finance _____ Attorney _____

mCLASS[®] Reading 3D Overview

Starting Early with Assessment for Learning

Instructional Services Committee

January 6, 2014

Teresa J. Daye, Ed.D.

Curriculum, Instruction and Assessment Officer

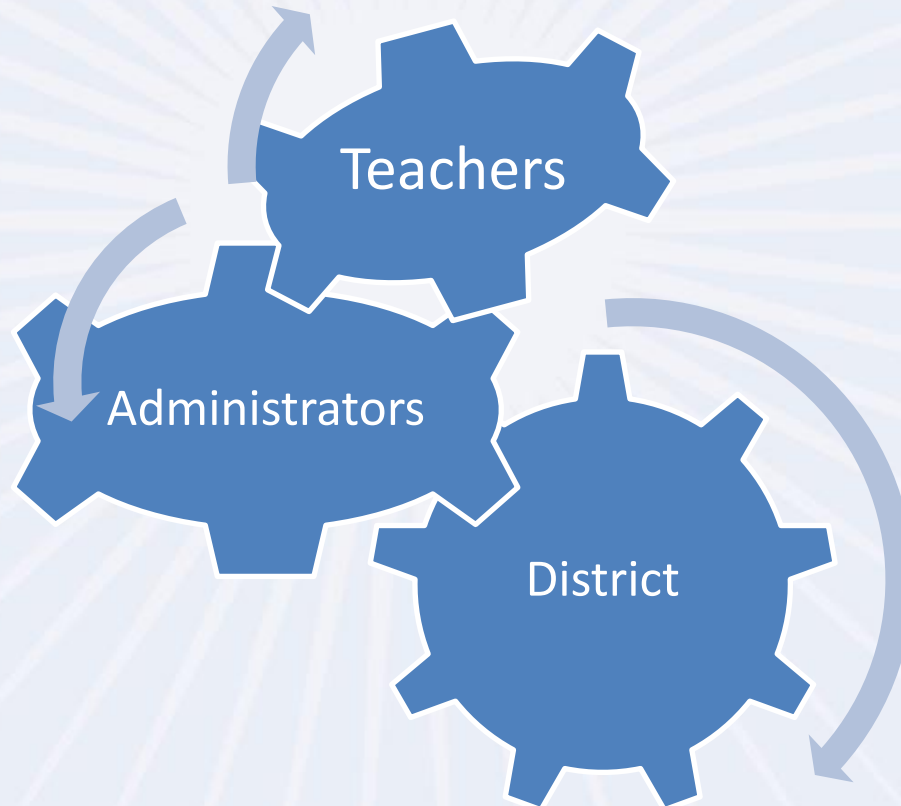
Cheryal Isaac, Karin McKee

K-5 Literacy Specialists

mCLASS Reading 3D

- Formative assessment
- Read to Achieve-Component 3-(Facilitating Early Grade Reading Proficiency Process)

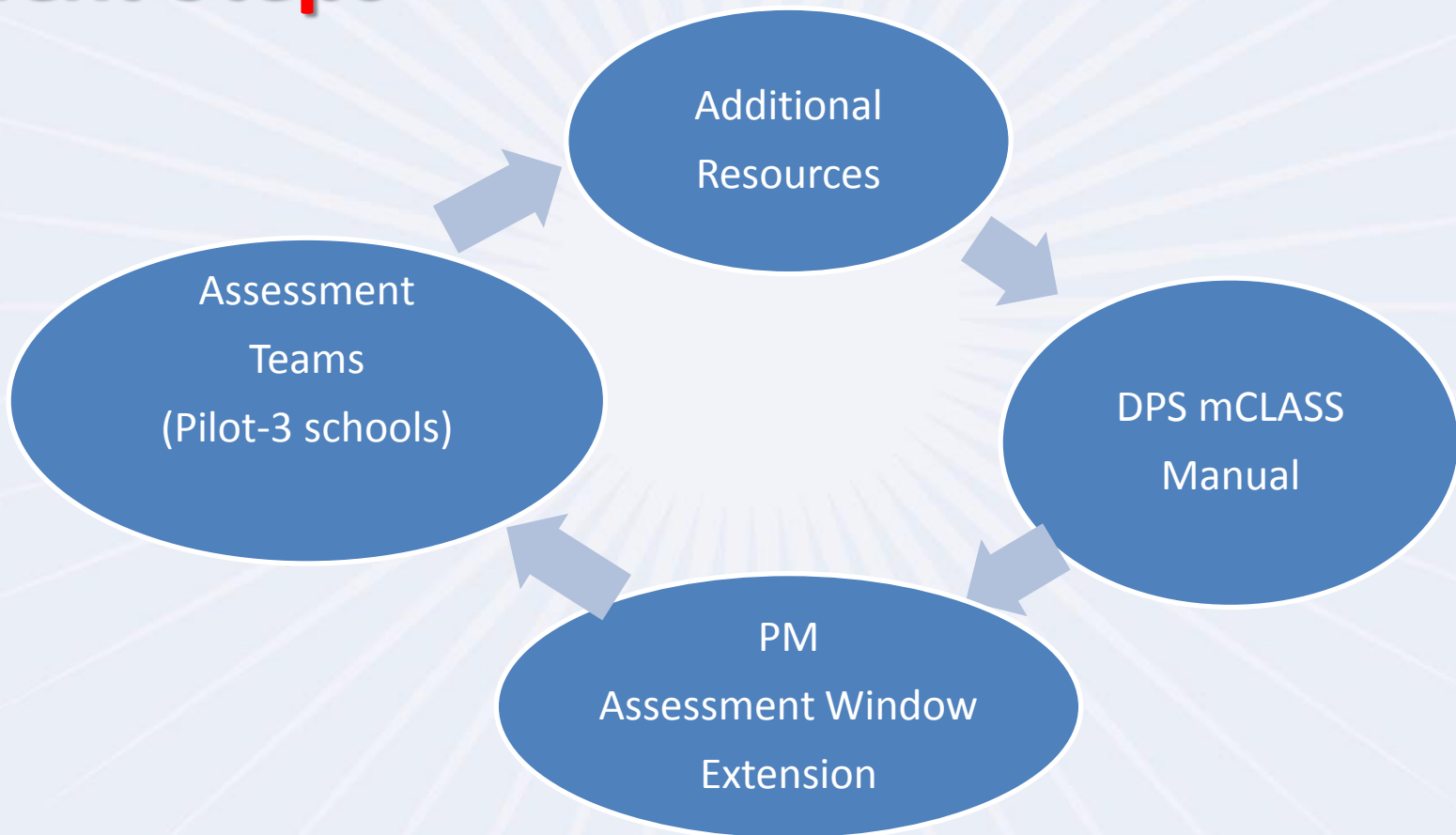
Benefits of mCLASS Reading 3D



Implementation Updates

- **Hardware**
 - Purchased iPads to support mCLASS assessment administration (K-5)
- **Resources**
 - Purchased texts to support progress monitoring of text reading/comprehension (TRC) [one set per teacher K-3]
 - mCLASS student subscriptions and assessment materials purchased to support the district's lowest 20% of 4th and 5th grade students
- **Stakeholder Input**
 - mCLASS Focus Group

Next Steps



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Discussion

**Durham Public Schools
Instructional Services Committee
PRECIS**

Agenda Item: 2013-14 Local Options for Alternative Schools

Staff Liaison Present:	Terri Mozingo, Ed.D.	Phone: 560-2027
	James Key	560-2597
	DeShawna Gooch	560-2668
	Jeffery Dockery	560-2520
	Dan Gilfort	560-9190

Main Points:

- State Board of Education policies (GCS-C-013 and GCS-C-22) address procedures for incorporating Lakeview School and the Durham Performance Learning Center into the NC READY Accountability Model.
- An alternative school shall select three of the following eight local options; one of which must be achievement driven (D or E). The alternative school must then set specific goals for the selected options.

A. Attendance	E. Student Progress and Proficiency
B. Dropouts	F. Parent Involvement
C. School Safety/School Conduct	G. Community Involvement
D. High Expectations for Student Achievement	H. Customer Satisfaction
- In accordance with State Board of Education policy, alternative schools must have local options approved on a yearly basis.
- Administration will provide information on the process for selecting the alternative accountability standards.
- Administration is presenting this item for discussion and subsequent action.

Fiscal/Goal Implications: None

Strategic Plan Alignment:

- **Goal VI.2** – DPS will expand student support efforts to decrease the out-of-school suspension rate as measured by the annual suspension report.

<u>Purpose</u>	
Information <input type="checkbox"/>	Discussion <input checked="" type="checkbox"/>
<i>Reviewed by:</i> <input type="checkbox"/> Finance _____	<input type="checkbox"/> Attorney _____

2013-2014 Alternative School Local Options Instructional Services Committee January 6, 2014

Dr. Terri Mozingo

Assistant Superintendent for Research and Accountability

James F. Key, II

Area Superintendent for High Schools

Dan Gilfort

Durham Performance Learning Center

Jeff Dockery

Lakeview School

DeShawna Gooch

Research and Accountability

DPS Alternative Schools

Lakeview

- Designed for students in grades 6-12 who have a history of chronic misbehavior and/or received a long-term suspension.
- Students remain in the designated program for a pre-determined period of time or until they meet stated goals and then return to their home school or a less restrictive environment.

Durham's Performance Learning Center

- A small alternative high school for students 16-20 years old that need a nontraditional hands-on learning environment.
- Developed for students who are at-risk for dropping out of high school.
- Students have a history of chronic absenteeism, extensive tardiness, and may have demonstrated low academic achievement but have average or above average ability.
- Offers students an opportunity to participate in online learning, internships and job shadowing.

State Board of Education Policy notes

- GCS-C-013 and GCS-C-022.
- Alternative schools participate in the ABC's accountability model through local options.
- Three (3) Local Options must be selected out of the following eight (8): attendance, dropouts, school safety/student conduct, higher expectations for student achievement, student progress and proficiency, parent involvement, community involvement, and customer satisfaction.
- Local Options must be present in the school improvement plan.
- Local Options must be approved by DPS Board of Education.

2013-2014 Local Options - Lakeview

Objective	Goal
Attendance	Option 1: The attendance rate was 71% for the 2012-13 academic year and will increase to 75% for the 2013-14 school year.
Student Progress and Proficiency	Option 2: Lakeview will increase overall growth during the school year. Increase students' academic growth rates by 3% performance on SRI and SMI tests at Lakeview School for the 2013-2014 school year.
Parent Involvement	Option 3: The percentage of parents actively involved in the student/school activities transition process for the 2012-13 academic year was 33% and will increase to 35% for the 2013-14 school year.

2013-2014 Local Options - PLC

Objective	Goal
Student Progress and Proficiency	Option 1 : 60% of students will be proficient on their Math 1, Biology & English II End-of-Course Exams.
Higher Expectations for Student Achievement	Option 2: 100% of students will meet expected growth for the 2013-14 school year.
Attendance	Option 3: An overall attendance rate of 80% will be achieved for the 2013-14 school year.

Discussion



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Date: January 6, 2014

**Durham Public Schools
Instructional Services Committee
PRECIS**

Agenda Items: Delay in EOC and NC Final Exam Grades Update

Staff Liaison Present: James F. Key, II

Phone #: 919-560-2597

Delayed EOC and NC Final Exam Grades Main Points

- Administration will share information related to why End-of-Course and NC Final Exam grades will be delayed until late January, 2014.
- The Department of Public Instruction cannot assign grades to our End-of-Course (EOC) and NC Final Exams until all schools across North Carolina have completed first semester testing.
- This norming process ensures that students and teachers are evaluated consistently throughout North Carolina.
- All students currently taking these courses will receive an INCOMPLETE on their report card for that course until the EOC and NC Final Exam grades are released to our district.
- The Department of Public Instruction predicts EOC and NC Final Exam grades to be released to districts in late January 2014.
- Upon receiving EOC and NC Final Exam grades, schools will calculate the final grades for all students and new report cards will be printed and distributed immediately.
- This agenda item is being presented for information only.

Fiscal Implications:

- These efforts are supported through federal, state, and local funds.

Purpose

Information

Discussion

Reviewed by:

Finance _____

Attorney:

Delay in End-of-Course and NC Final Exam Grades
Instructional Services Committee
January 6, 2014

James F. Key, II
Area Superintendent for High Schools

Delay in EOC and NC Final Exam Grades

- The Department of Public Instruction cannot assign grades to our EOC and NC Final Exams until all schools across North Carolina have completed first semester testing.
- Schools will not receive final exam grades for Biology, Chemistry, Earth Science, Physical Science, Physics, Math I, Math II, Geometry, Algebra II, Advanced Functions & Modeling, Discrete Math, Pre-Calculus, English I, English II, English III, English IV, World History, Civics & Economics, and U.S. History until late January 2014.

Delay in EOC and NC Final Exam Grades

- This norming process ensures that students and teachers are evaluated consistently throughout North Carolina.
- All students currently taking these courses will receive an INCOMPLETE on their report card for that course until the EOC and NC Final Exam grades are released to our district.
- Upon receiving EOC and NC Final Exam grades, schools will calculate the final grades for all students and new report cards will be printed and distributed immediately.

Discussion