



AGENDA
Durham Public Schools Board of Education
Instructional Services Committee
September 9, 2013
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. August 5, 2013
6. Reports
 - I. Summer Professional Learning Update
 - II. Standards-Based Reporting Update
 - III. Summer Enrichment and Acceleration Programs Update
7. Summary of Follow Up Items
8. 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: September 9, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Instructional Services Committee Meeting Minutes

Staff Liaison Present: Lewis D. Ferebee, Ed.D.

Phone #: 560-3874

Main Points:

Administration is presenting meeting minutes for consideration and approval:

- August 5, 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, August 5, 2013 at 4:30 p.m. in the Board Room, Fuller Administration Building - 511 Cleveland Street, Durham, NC.

Committee members present

Leigh Bordley, Chairperson; Minnie Forte-Brown, Heidi Carter, Omega Parker, Natalie Beyer, Nancy Cox and Pastor Fredrick Davis.

Administrators present

Dr. Lewis Ferebee, Chief of Staff; Teresa Daye, Curriculum, Instruction and Assessment Officer; Benjy Downing, Director of K-12 Science Education; Heidi Elmoustakim, Secondary Literacy Specialist 9-12.

Attorney present

Colin Shive

Call to Order/Moment of Silence

Chair Bordley called the meeting to order and presided over a moment of silence.

Agenda Review and Approval

Chair Bordley moved to adopt the agenda with one change to the order of the reports. Reports were recommended to be presented in the following order: 1) North Carolina Museum of Life and Science Contract, 2) Discovery Education Agreement, 3) North Carolina Write Contract, and 4) North Carolina Accountability Model Update. The agenda was approved with the change as recommended.

General Public Comment

Public Comments – Mr. Allan Lang offered comments regarding Red Mill not being referenced on the website and Chewing still being listed on the website, and the voicemail being incorrect for School for Creative Studies.

Approval of Minutes

Presented for approval were the June 10, 2013 minutes.

Minutes were approved after discussion about the Committee meeting minutes being too brief; more specifics requested on Board comments, and capturing a list of the issues raised during the committee meetings.

Reports

North Carolina Museum of Life and Science Contract

Public Comment: None

Dr. Ferebee and Dr. Daye submitted the Museum of Life and Science and Durham Public Schools 2013-14 Partnership agreement/contract for discussion and subsequent approval. No significant changes to the contract. A Board member requested a list of which school have taken students to the museum for visits. This contract does not include transportation.

Following Board Members discussion, a motion was made and seconded, to approve the contract. The contract was approved and placed on the consent agenda for the August Board meeting.

Discovery Education Agreement

Public Comment: None

Dr. Daye and Mr. Downy presented the Contract for Professional Services between Durham Public Schools and Discovery Education for discussion and subsequent approval. The Discovery Education Agreement will allow every teacher and student to have access to the digital content, which will include video instructional resources and other digital STEAM resources. Administration is requesting to continue this resource for another year.

Following Board Members discussion, a motion was made and seconded, to approve the agreement. The contract was approved and placed on the consent agenda for the September Board meeting.

North Carolina Write Contract

Public Comment: None

Heidi Elmoustakim submits the NC Write Contract for discussion and subsequent approval. This contract with Measurement Incorporated for NC Write will serve Durham Public Schools students in grades 2-12 beginning August 22, 2013 and concluding August 23, 2016, to improve student writing. NC Write, which is an online formative writing resource, provides supports to both students and teachers. Two teachers from the district provided positive feedback on NC Write as well as Ms. Elmoustakim. One Board member questioned if this contract is reflected in next year's budget and where funding is coming from. Dr. Ferebee replied yes; lapsed salaries will be used to fund. The Board also requested a list of similar contracts.

Following Board Members discussion, a motion was made and seconded to place the contract on the agenda for action. The North Carolina Write Contract was placed on the agenda for the August Board meeting for action.

North Carolina Accountability Model Update

Public Comment: None

Dr. Ferebee provided an overview of the North Carolina Accountability Model for information only. This included an overview of the NC State Testing Program, a description of the assessment administration, the new accountability indicators, and a review of previous student proficiencies.

This update was presented for information and administration responded to all questions raised by Board Members.

Summary of Follow up Items

1. Which schools have taken students to visit the Museum of Life and Science
2. Provide a list of other contracts
3. Distribute accountability communication plan/presentation

Having no further business, the meeting was adjourned.



One Vision. One Durham.

Date: September 9, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Summer Professional Learning Update

Staff Liaison Present: Lewis D. Ferebee, Ed.D.
Teresa Dayes, Ed.D.

Phone #: 560-3874
560-9181

Main Points:

- Administration will provide an update on summer professional learning.
- Administration presents this agenda item for information.

Attachments:

- a) Core Connections 21 PK-12 Teaching and Learning Summer Institute 2013 – Sessions At-A-Glance and Session Descriptions
- b) 5-Star Leadership: The DPS Vision - Agenda

Fiscal Implications:

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

Strategic Plan Alignment:

- **Goal V.1** – DPS will employ and retain a highly-qualified workforce that engages in continuous improvement through ongoing, high-quality professional development.

Purpose

Information

Discussion

Reviewed by:

Finance _____ Attorney _____

Summer Professional Learning Update

Instructional Services Committee Meeting

September 9, 2013

Teresa J. Daye, Ed.D.

Curriculum, Instruction and Assessment Officer

Summer Teaching & Learning Institute

Learning Strands

- Literacy
- Writing to Learn
- Connecting the 8 Mathematical Practices

Summer Teaching & Learning Institute

Participation

- Over 2,100 teachers – PK-12
- 136 different sessions
- 135 DPS facilitators; call for proposals in early spring

Summer Teaching & Learning Institute

Highlights

- Connecting the Arts
- “Flipped classroom” concept
- Unit 1 – preparing for the next year
- Dr. Robyn Jackson – keynote presentation (precursory work by Academic Services)

Summer Teaching & Learning Institute

Specialized Sessions

- Human Resources
- Magnet
- Power Teacher
- EC/ESL

Survey Results

- Majority feedback on sessions rated “strongly agree” and “agree”
- Concern about traffic and food truck availability

Summer Teaching & Learning Institute

Feedback from the Field

- Initially, parking was an issue. However, the issue was quickly resolved and much better on the 2nd day. Great job, Curriculum and Instruction team!
- It was great to work with others from different schools.
- Popular classes filled quickly. Even if you do not require pre-registration for concurrent sessions, perhaps you could poll interest to determine the sessions requiring multiple venues.
- I attended the Mathematics: Kindergarten-Unit 1. Information presented will be useful for planning purposes for the 2013-14 school year.
- Overall, the conference was really helpful and engaging, and it gives me new insight on how to better serve my students effectively.

Summer Teaching & Learning Institute

Feedback from the Field

- Awesome presenter for writing habits of science. Lots of ideas, suggestions and very engaging.
- The presenters in the "Debate" session were very knowledgeable about their subject matter. The students who provided us with a real demonstration were engaging and serious about their presentations.
- The Guided Reading session with the teachers and IF from Lucas Middle school was very informative. I took away some lessons that I will be incorporating next school year!!
- Good strategies and ideas for teaching math unit 1. Presenter did well showing us resources as well as expectations for both students and teachers.
- [Many comments regarding the 1st day traffic problem were presented; some gave accolades for the quick resolution for the second day.]

Other Summer Trainings

- 980 participants
- 125 sessions in MyLearningPlan[®]
- Various departments and schools

Summer Teaching & Learning Institute

Take-away's

- Separate levels (i.e., elementary & secondary)
- Continue to support the focus areas
- Consider a leadership strand (teachers and administrators)

Summer Leadership Institute

Theme

- Five-star Leadership: The DPS Vision
- Based on 5-star service providers

Summer Leadership Institute

Participation

- Principals
- Assistant principals
- Central Services staff beginning with directors

Summer Leadership Institute

Highlights

- Principal of the Year address
- New staff
- Red carpet photo shoot
- Sue Gendron – Preparing for the Smarter Balanced Assessments/Next Generation Assessments
- Superintendent's charge
- "Marketing Me" sessions
- Latino family panel
- Service providers
- Yoga (sponsored by Lakewood YMCA)

Survey Results

- Majority positive for applicable sessions
- Superintendent's Charge highly rated

Summer Leadership Institute

Take-away's

- Reconsider placement of Superintendent's Charge
- A “leadership” component

Think **CALM**

Think Critically About Literacy & Mathematics

- Critical thinking
- Literacy w/ a focus on **writing**
- Mathematical discourse (conversational processing)

Think CALM

- Multiple training opportunities
- Online option
- Comprehensive support structure
 - Principals
 - Instructional Facilitators (IF's)
 - Teachers
- District-wide implementation/monitoring

A large sunburst graphic with many thin white lines radiating from a central bright white circle, set against a light blue background.

Discussion

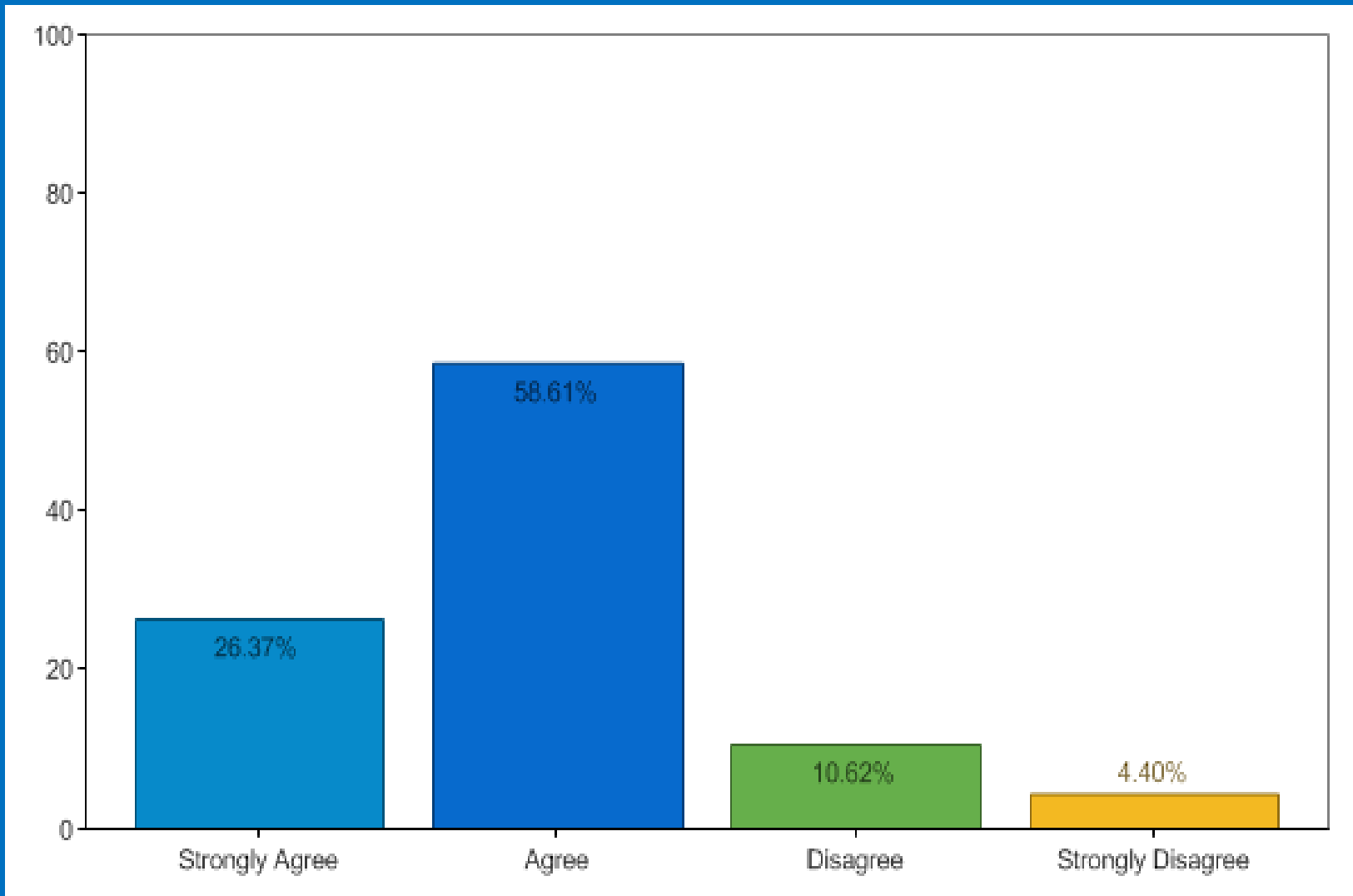
Core Connections 21 PK-12 Teaching and Learning Summer Institute 2013

K12 Insight Export

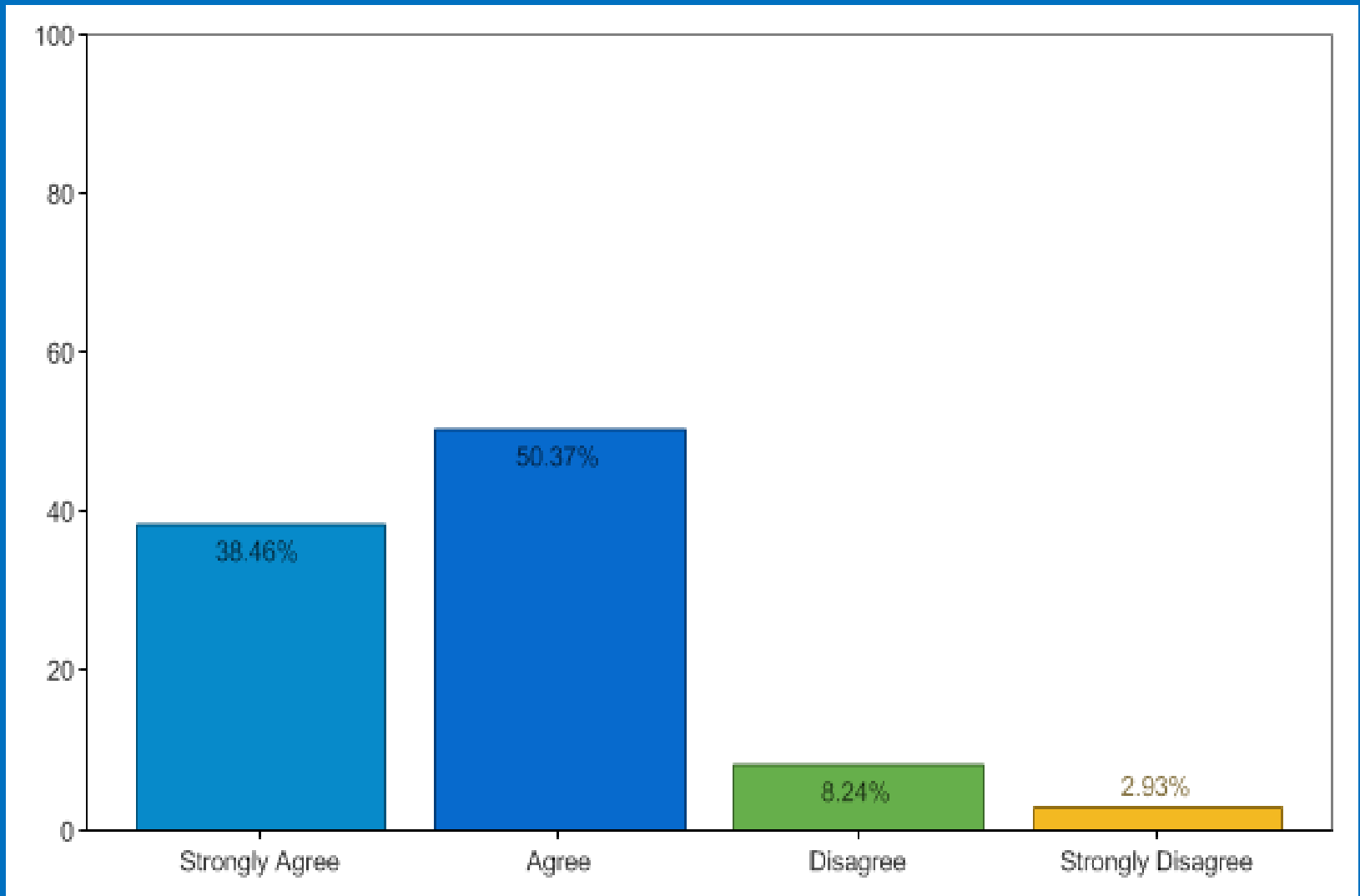
Copyright (c) 2002-2013 K12 Insight All rights reserved



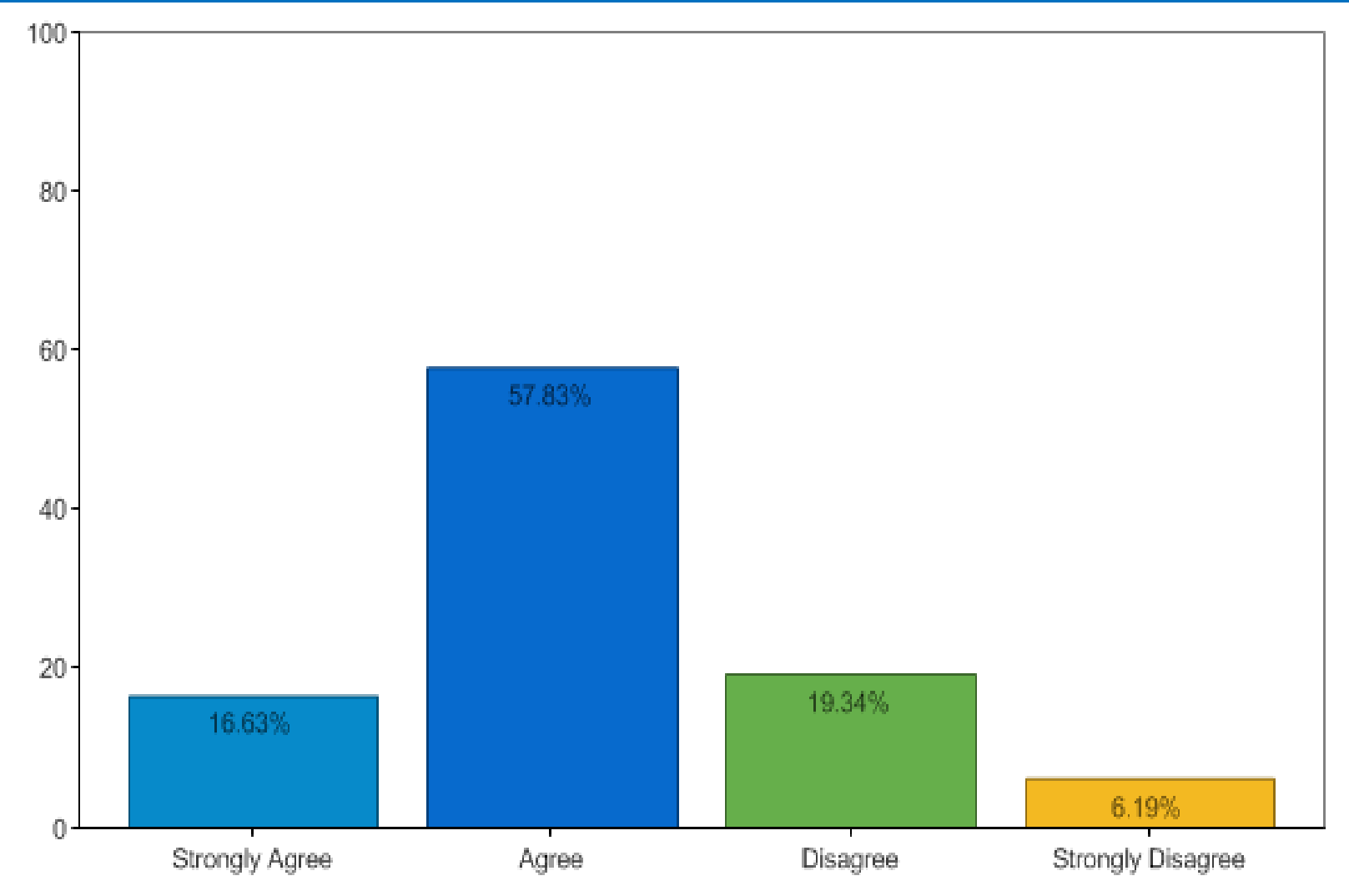
Information leading up to the Summer Institute was timely and helpful.



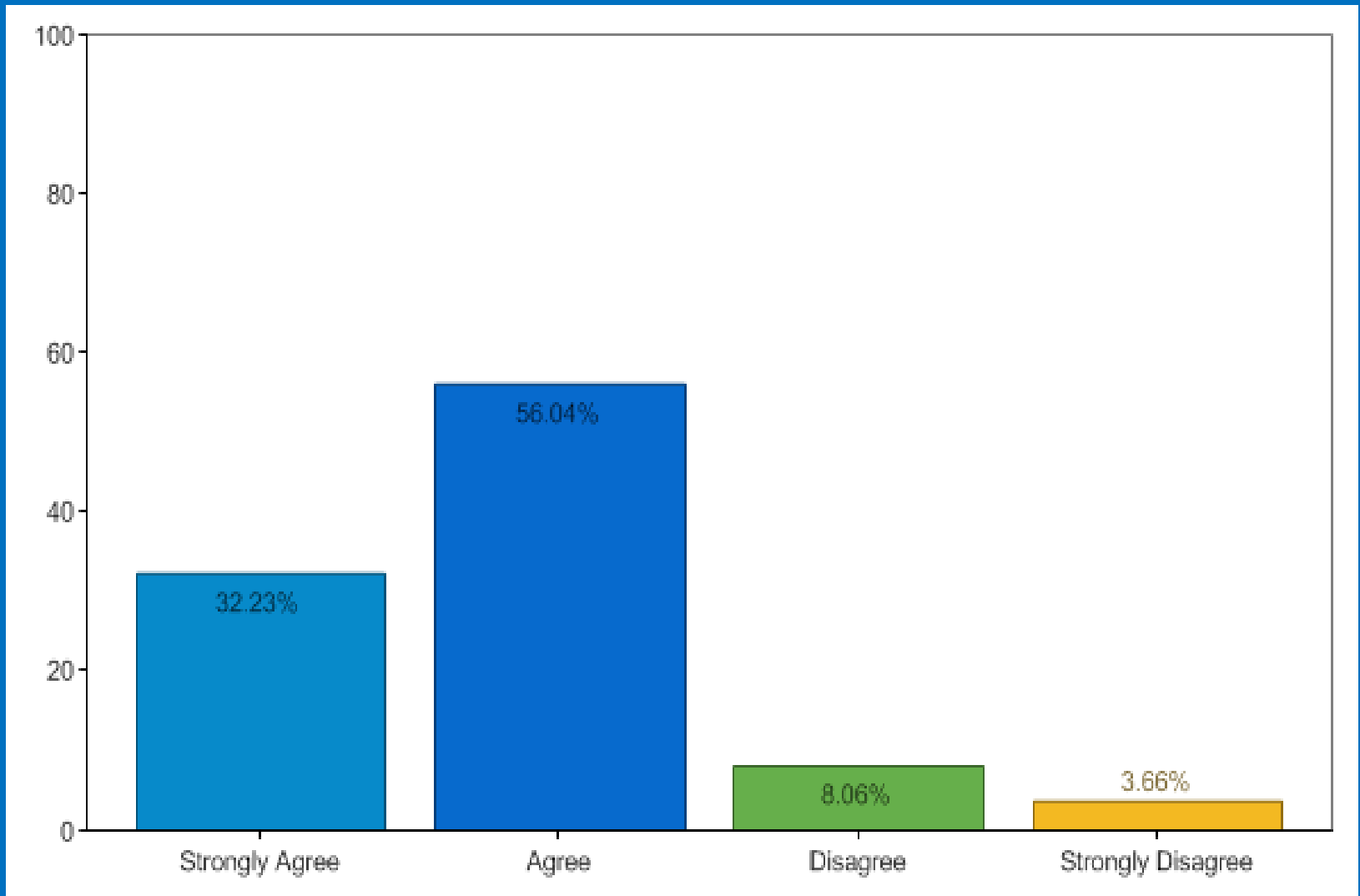
The on-site registration was clear and efficient.



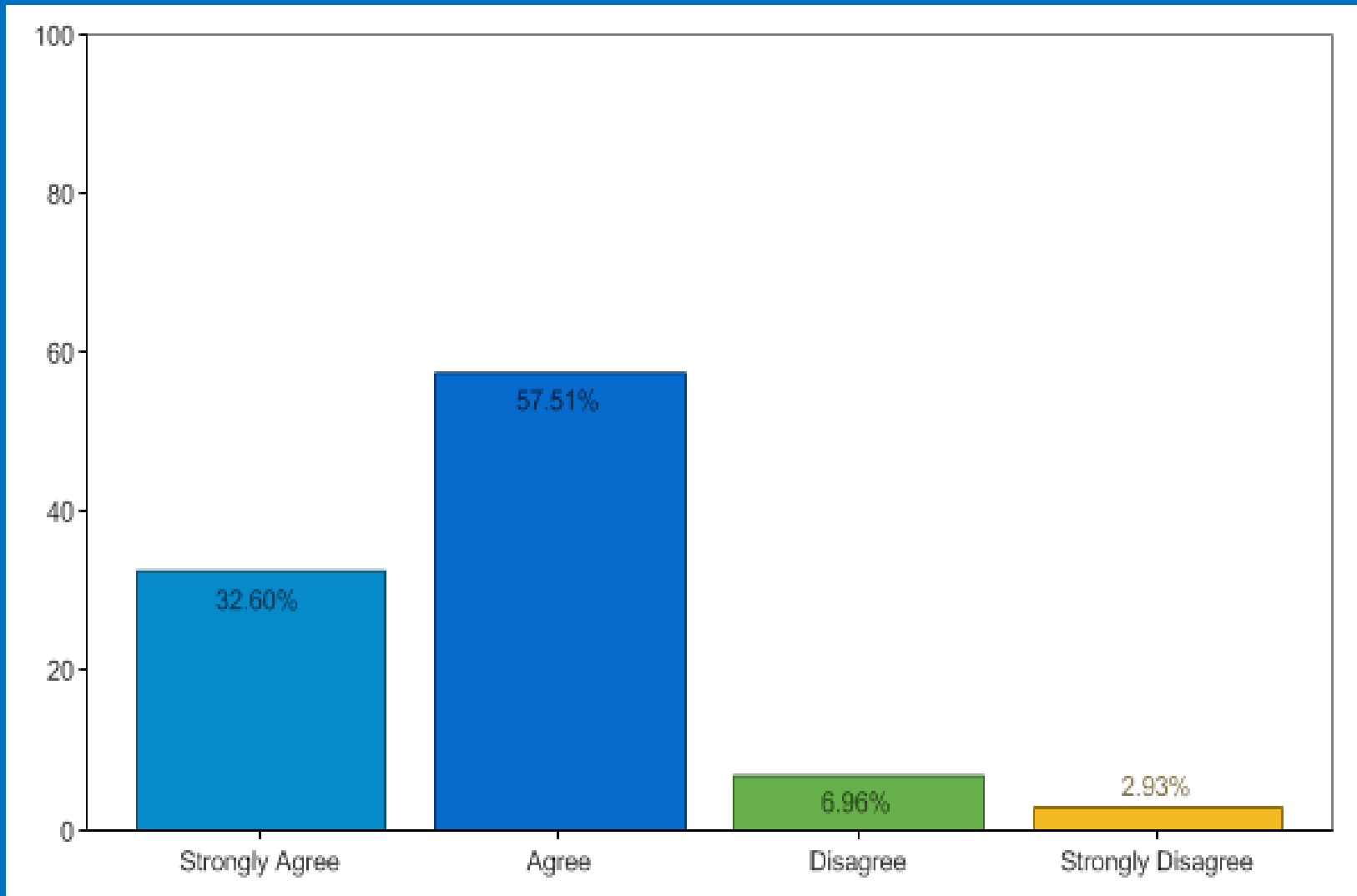
The Day 1 General Session and Welcome were informative and engaging.



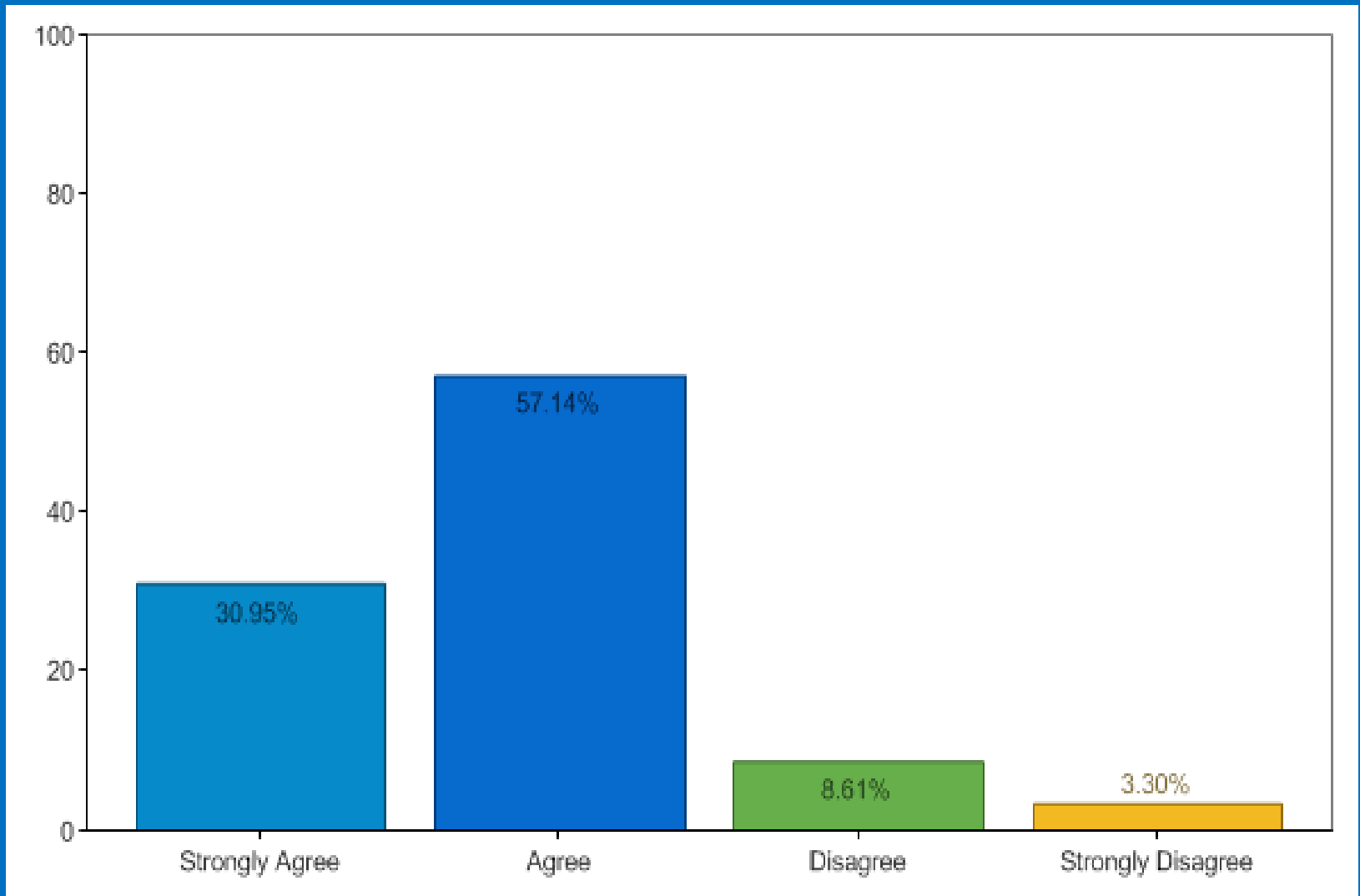
As a participant in self-selected Concurrent Session 1, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



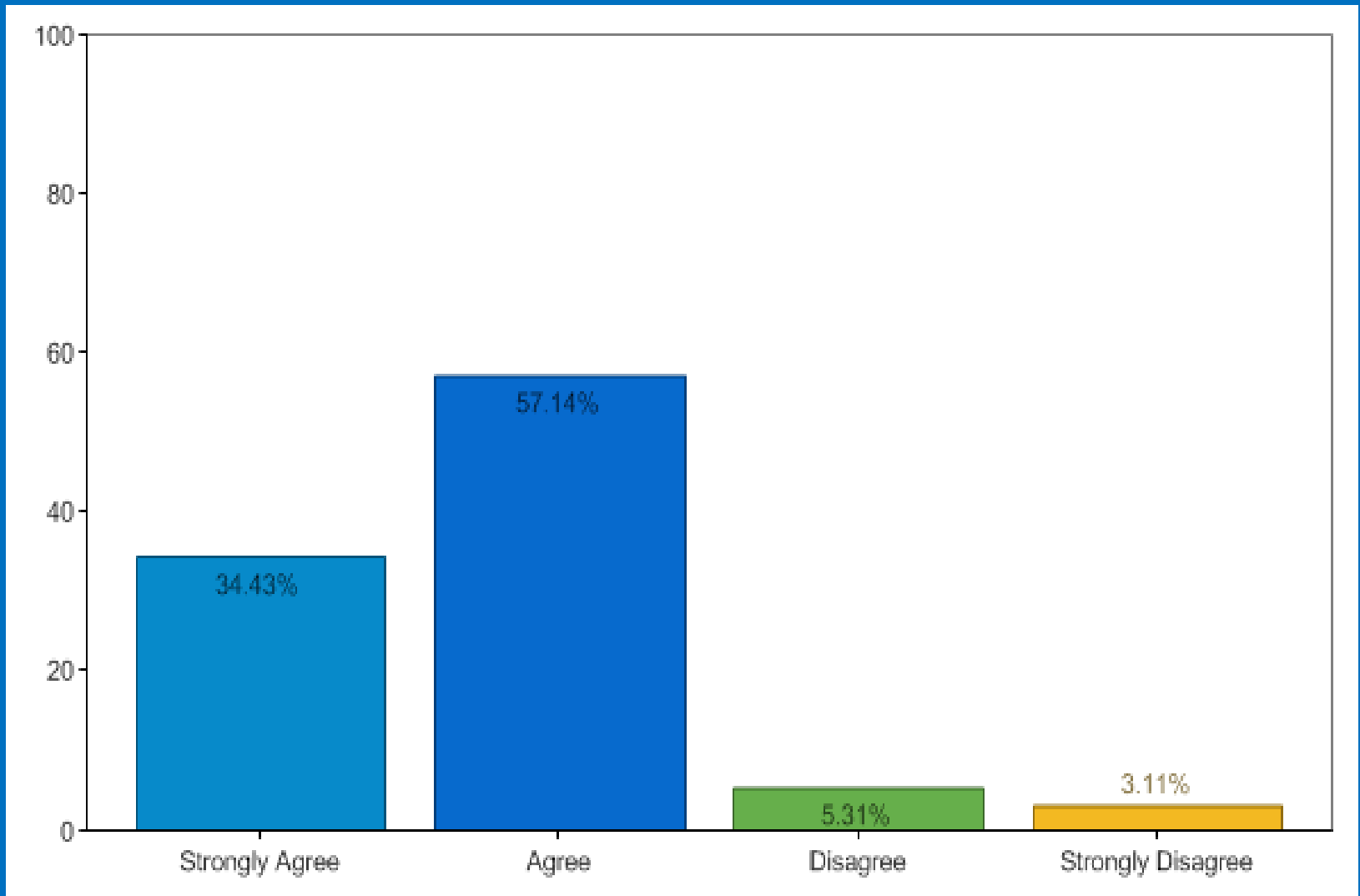
As a participant in self-selected Concurrent Session 2, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



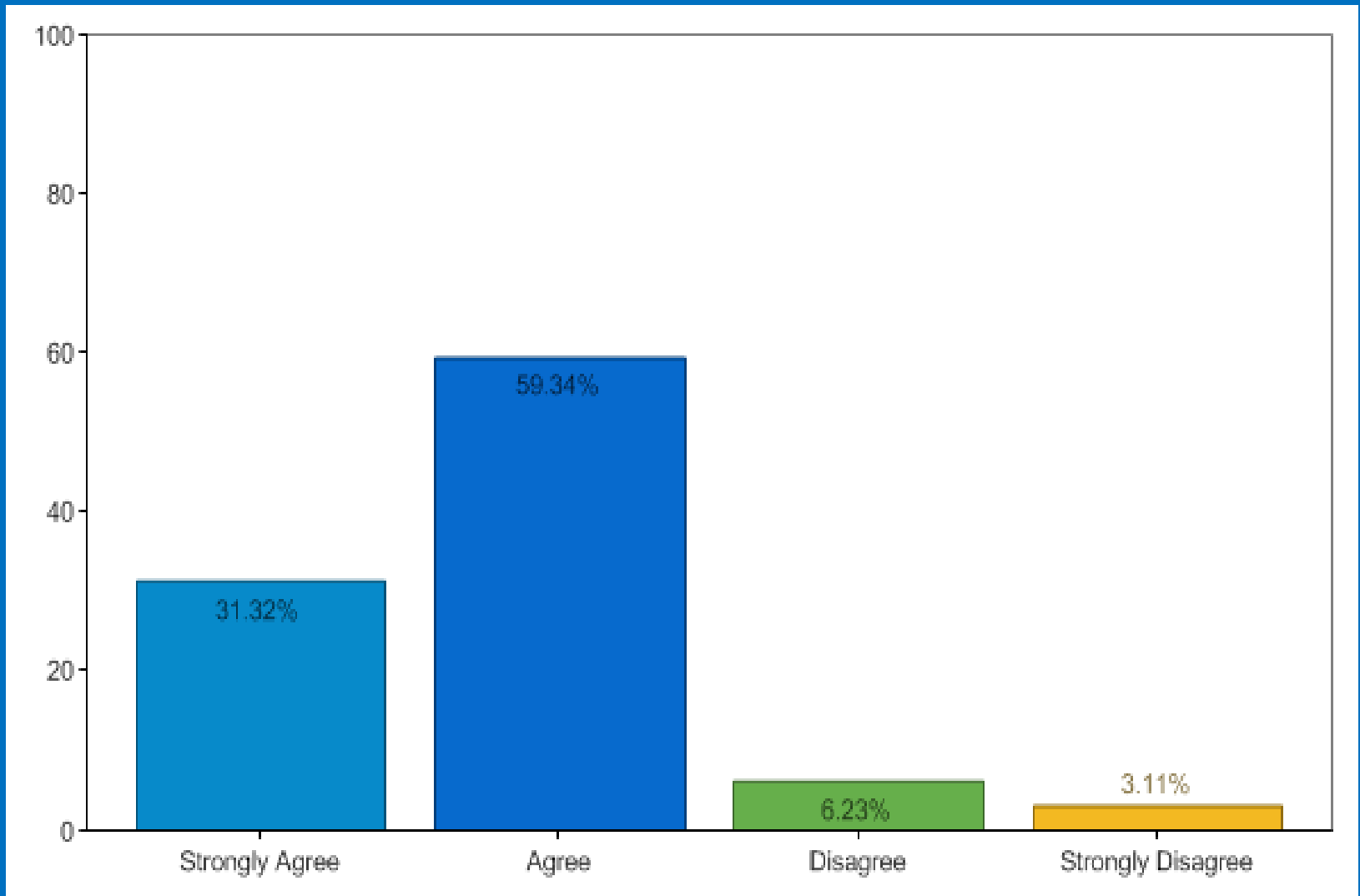
As a participant in self-selected Concurrent Session 3, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



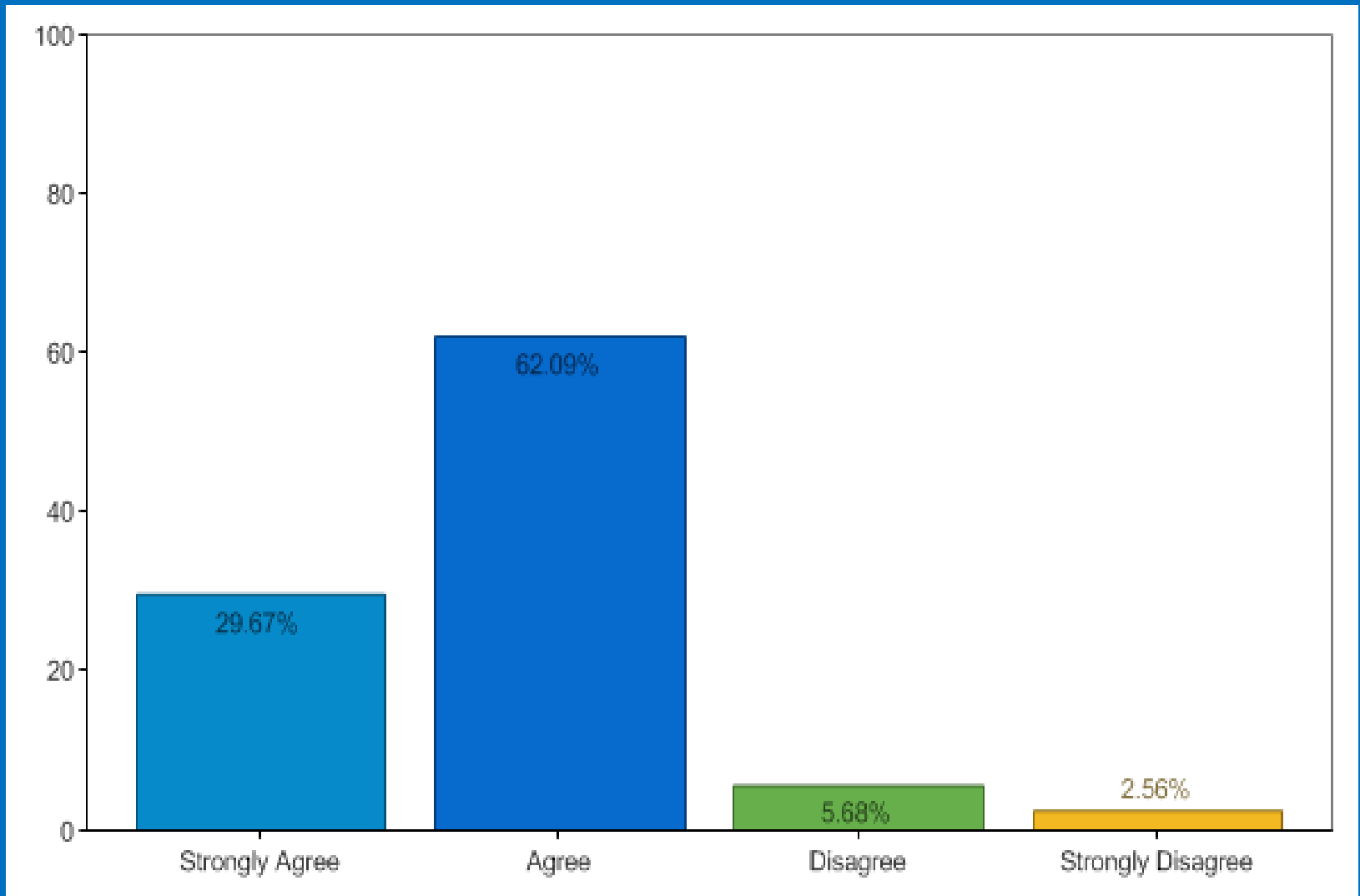
As a participant in self-selected Concurrent Session 4, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



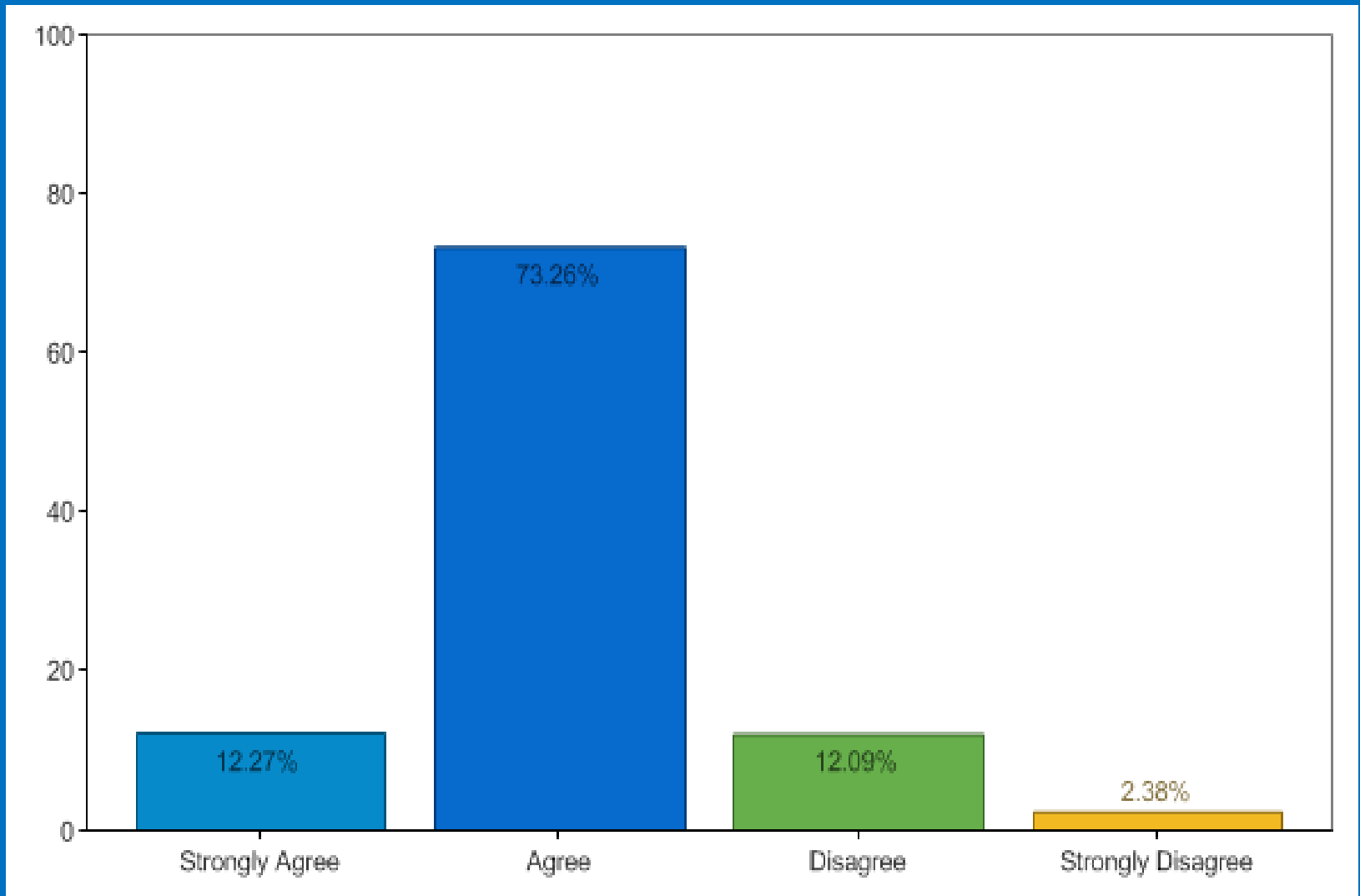
As a participant in self-selected Concurrent Session 5, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



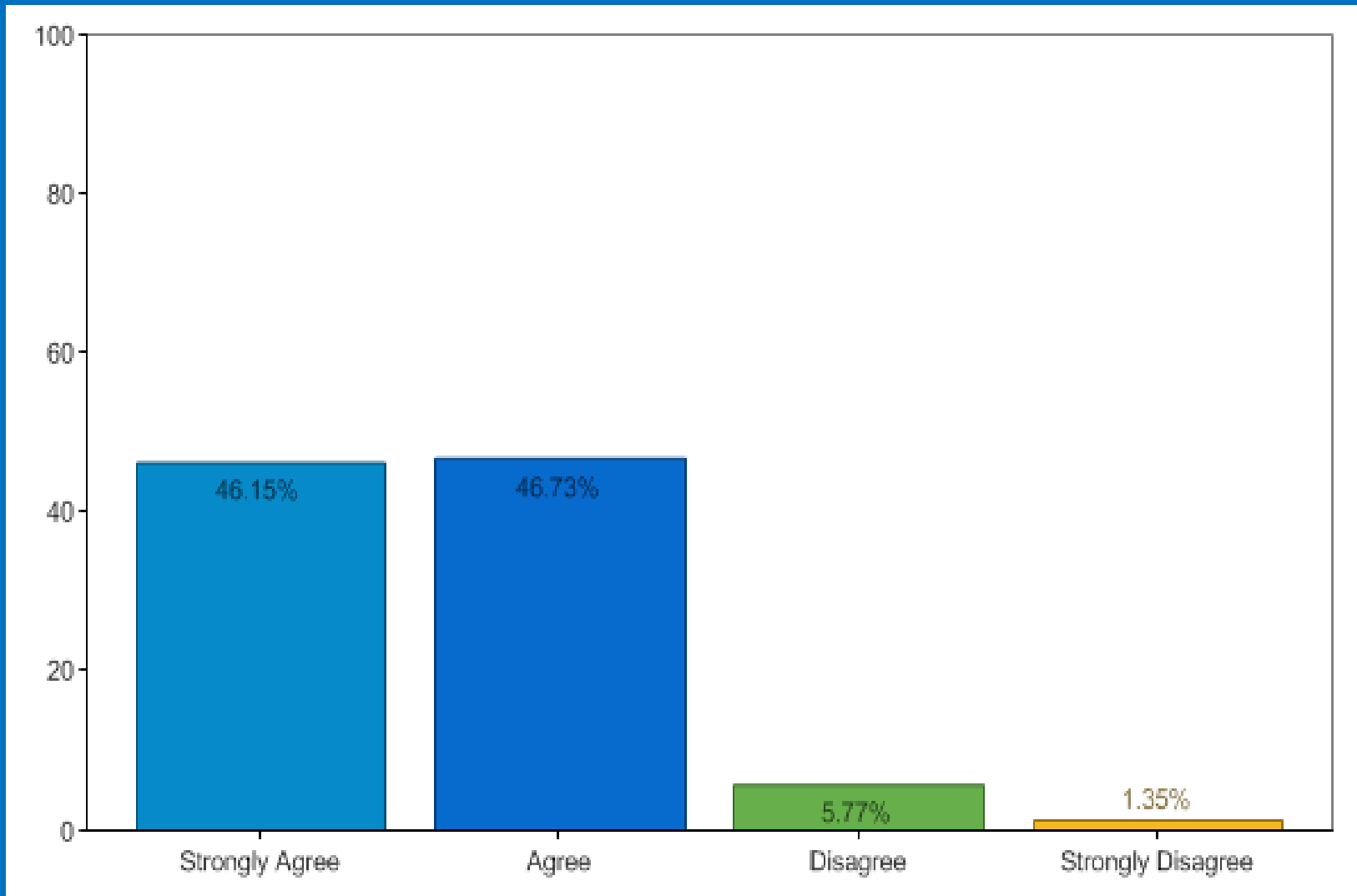
As a participant in self-selected Concurrent Session 6, I found the presenter(s) to be knowledgeable on the topic(s) covered, engaging, and useful in developing meaningful and relevant instructional strategies.



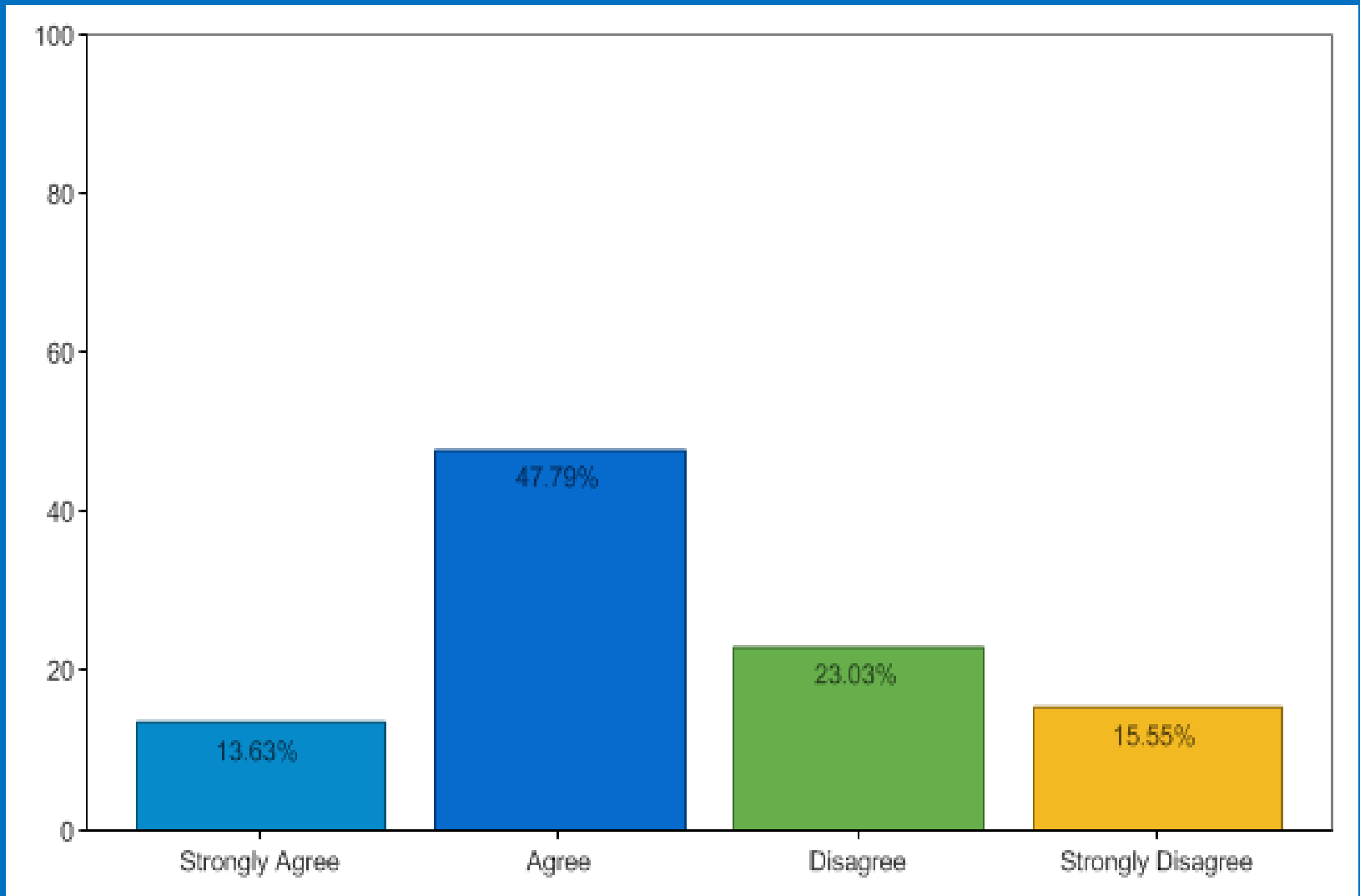
The Bull City Arts and Educational Festival provided extended educational opportunities and information for integration in classroom instruction as needed.



The keynote speaker, Dr. Robyn R. Jackson, provided relevant, timely, and insightful instructional strategies to enhance teaching and learning.



The location and climate of the Summer Institute promoted a collaborative learning environment.



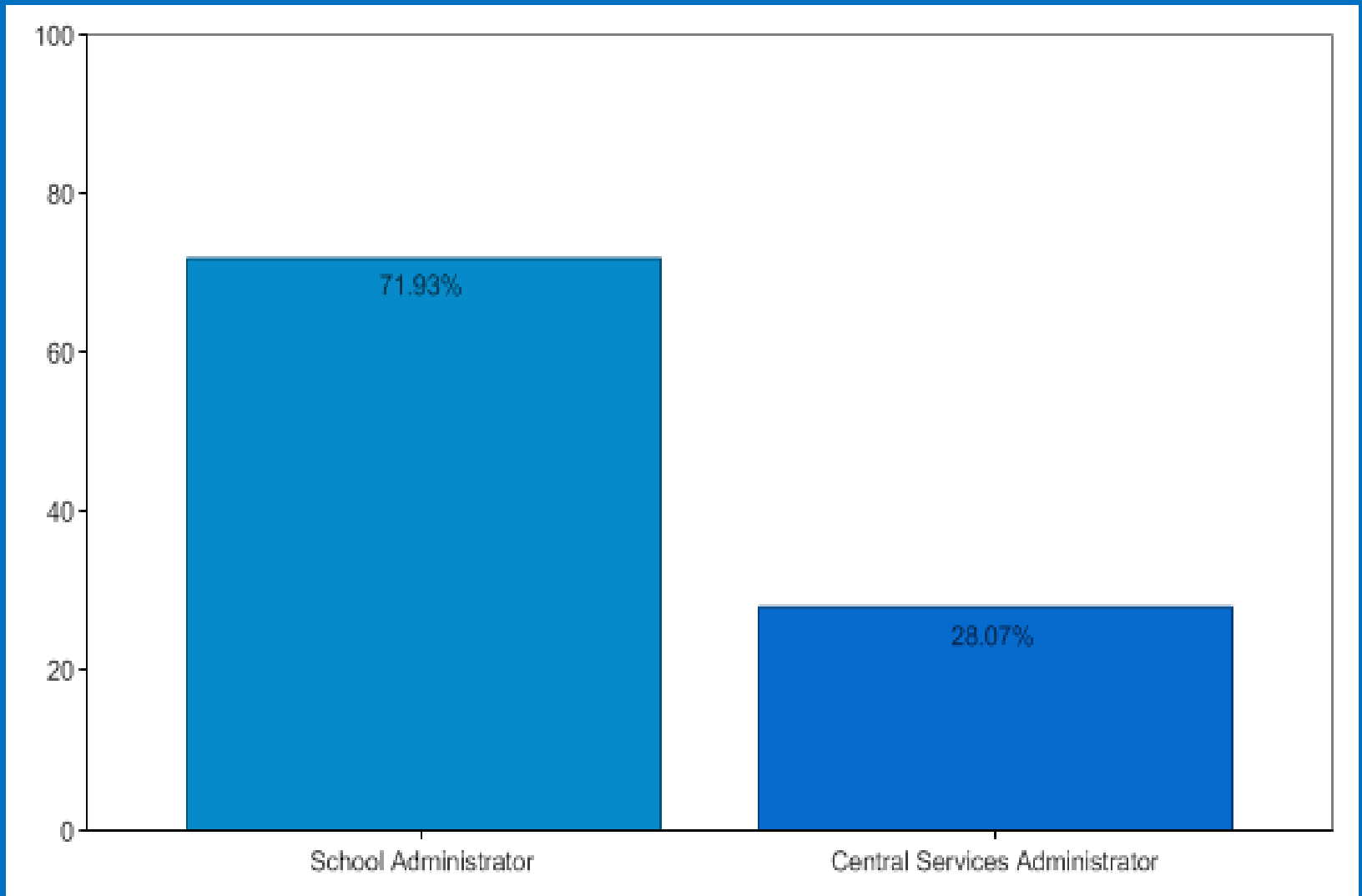
DPS Leadership Institute 2012-13

K12 Insight Export

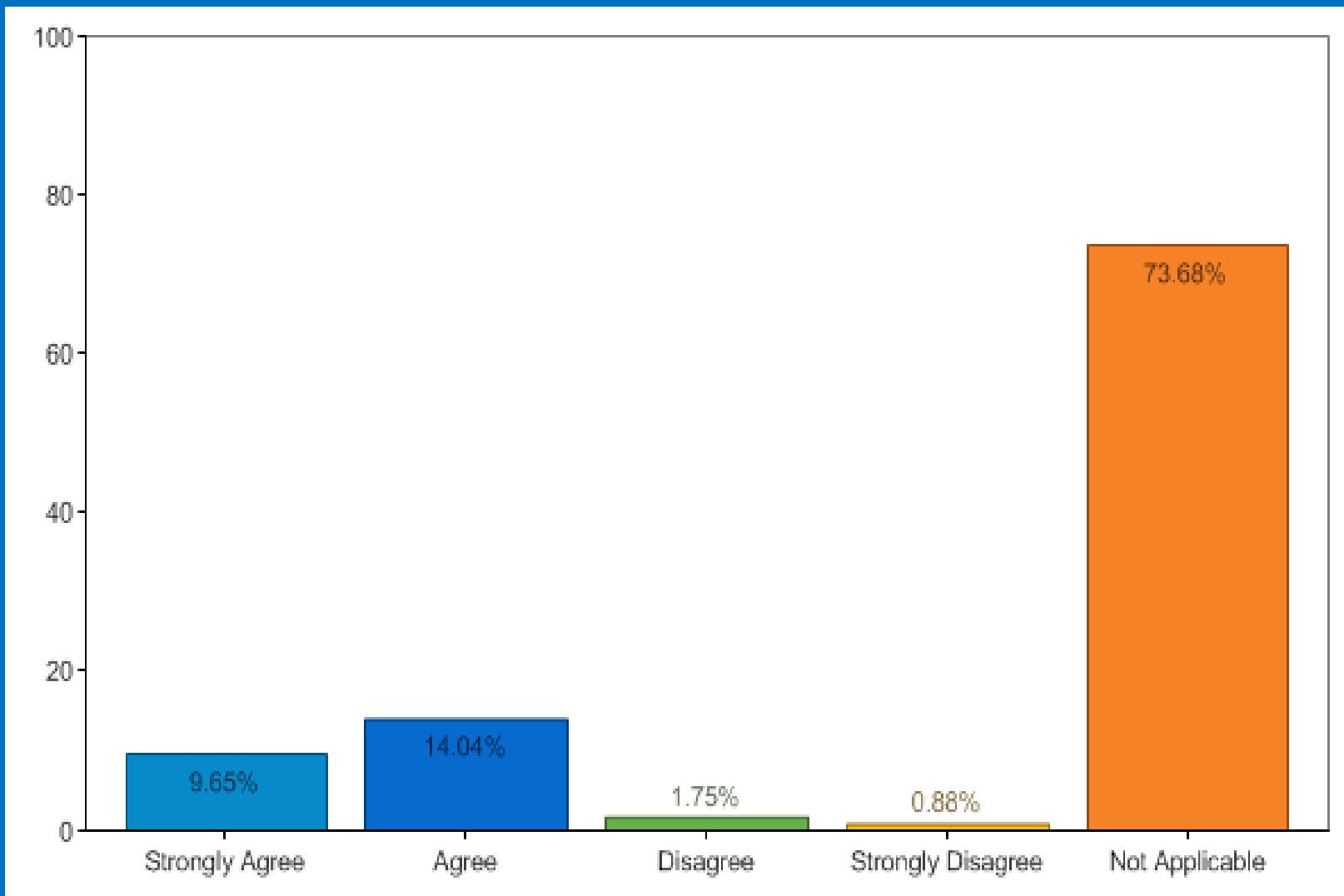
Copyright (c) 2002-2013 K12 Insight All rights reserved



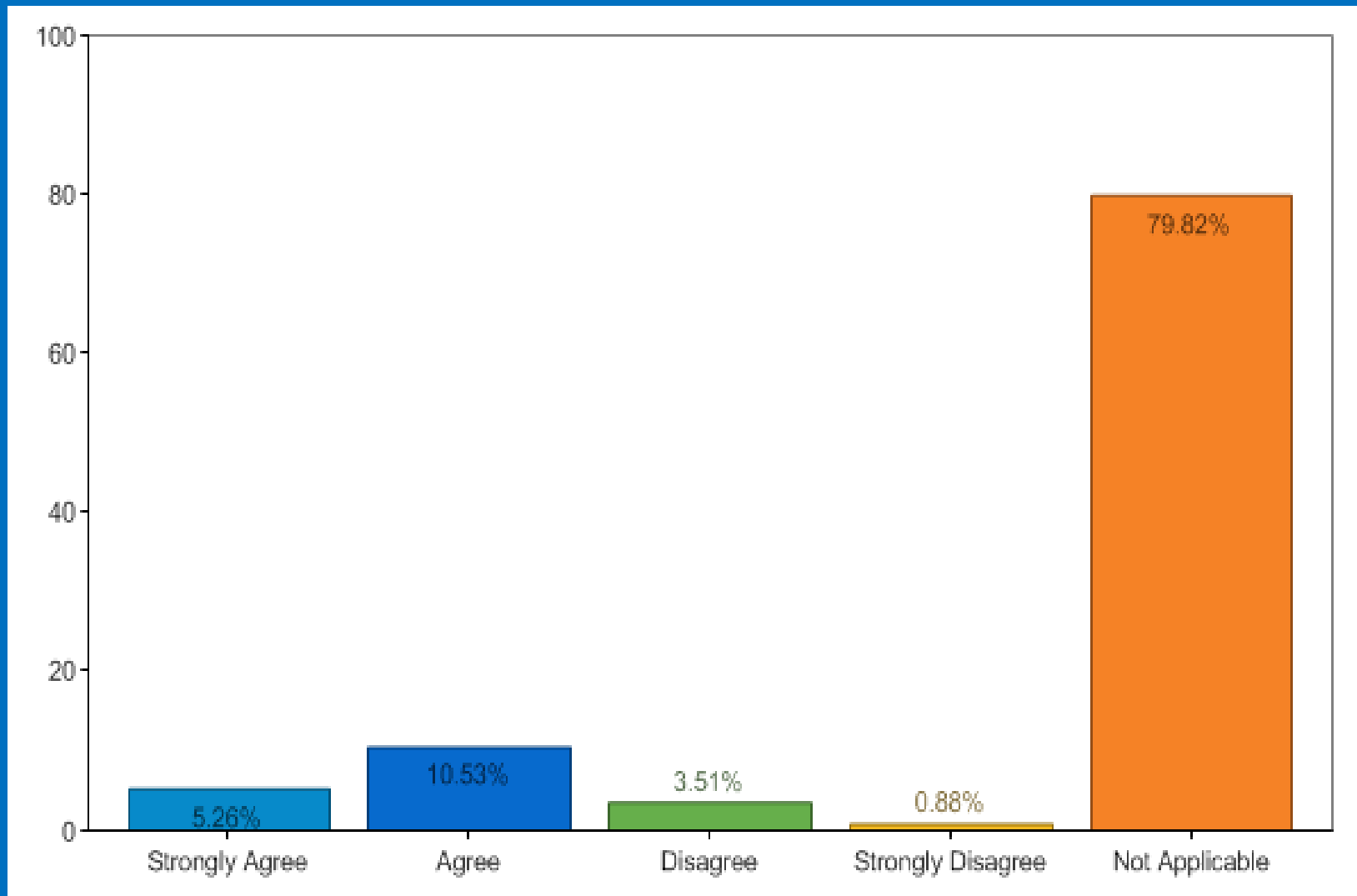
I am a Durham Public Schools



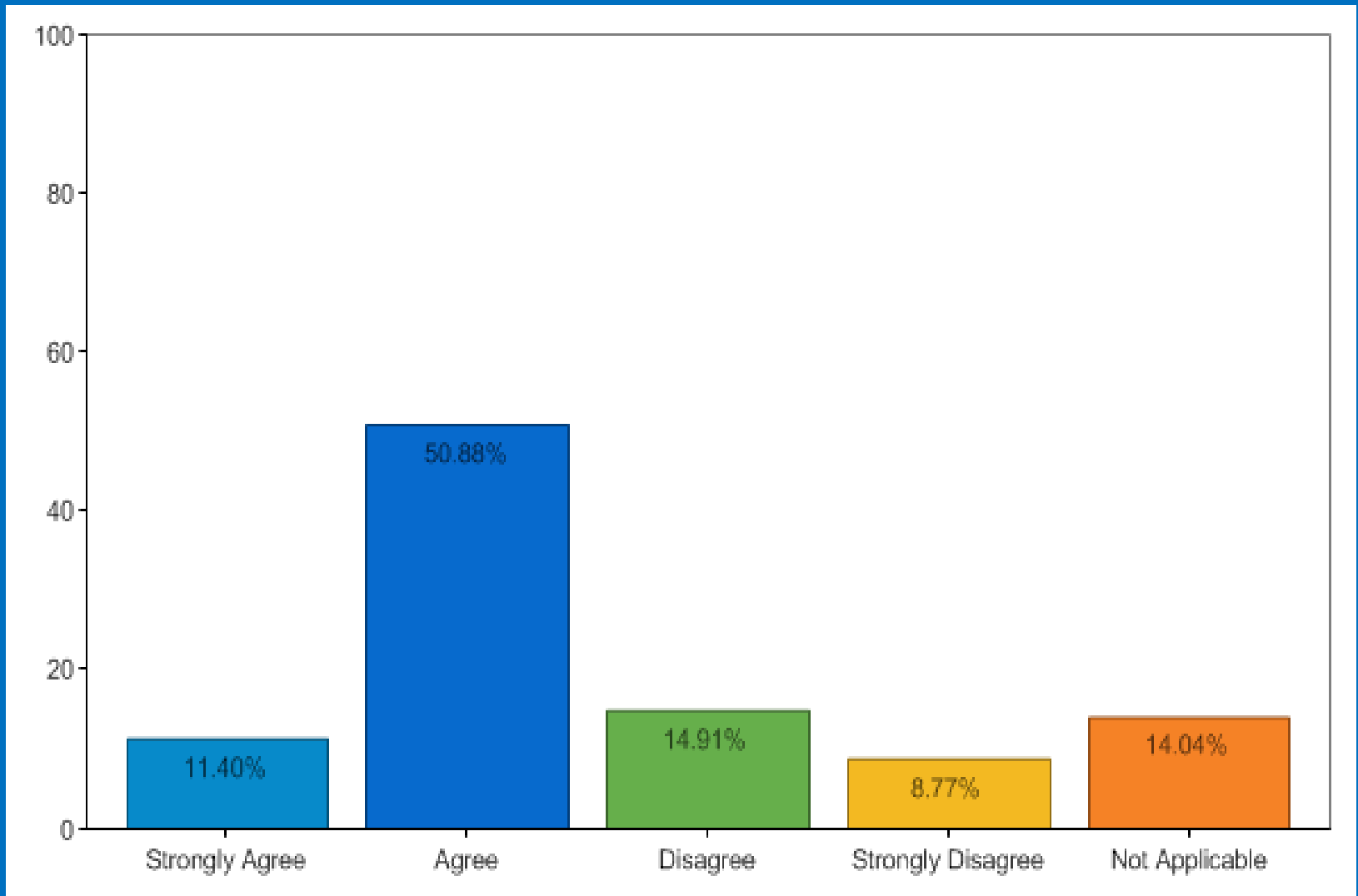
Day 1, Talent Development Pre-Institute Afternoon Session. This session provided insight and an understanding of Evaluation Best Practices.



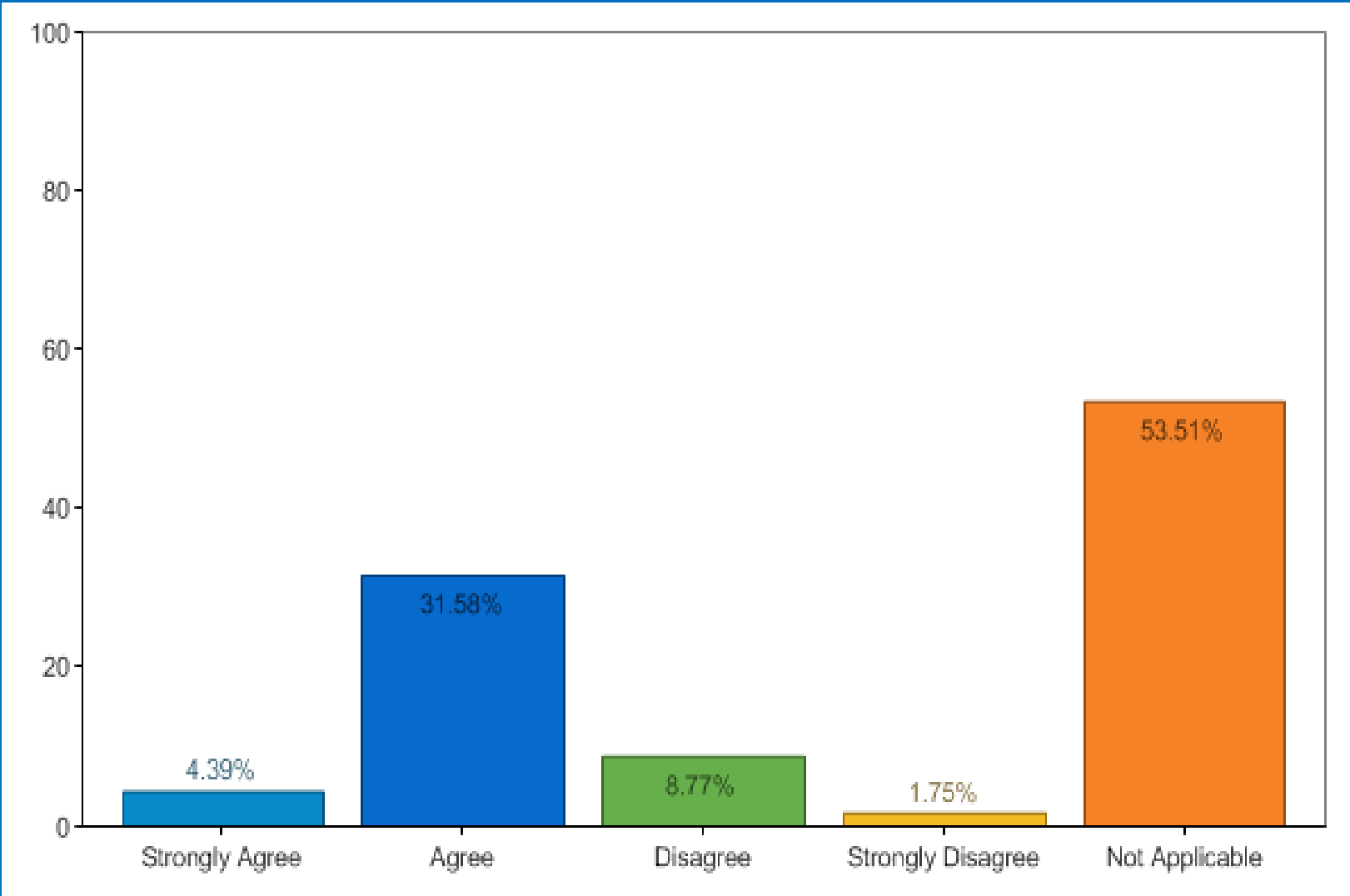
Day 1, Talent Development Pre-Institute Afternoon Session. This session provided relevant insight in conducting interviews and making hiring decisions.



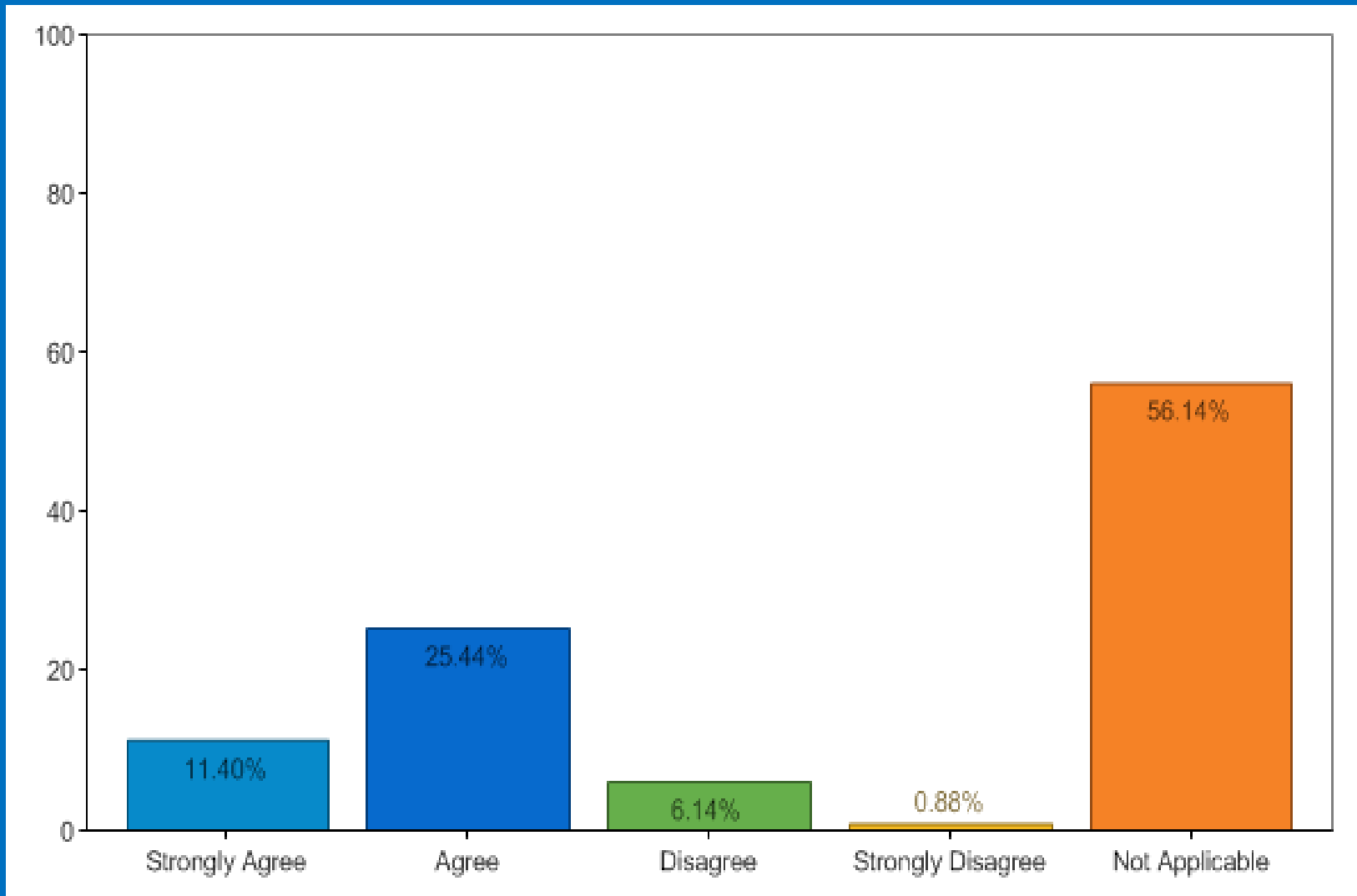
Day 2, Opening Session/Icebreaker Activity. This session was informative, engaging, and beneficial to my work as a DPS leader. The icebreaker activity allowed me to collaborate, learn more about my colleagues, and apply it to the Institute theme.



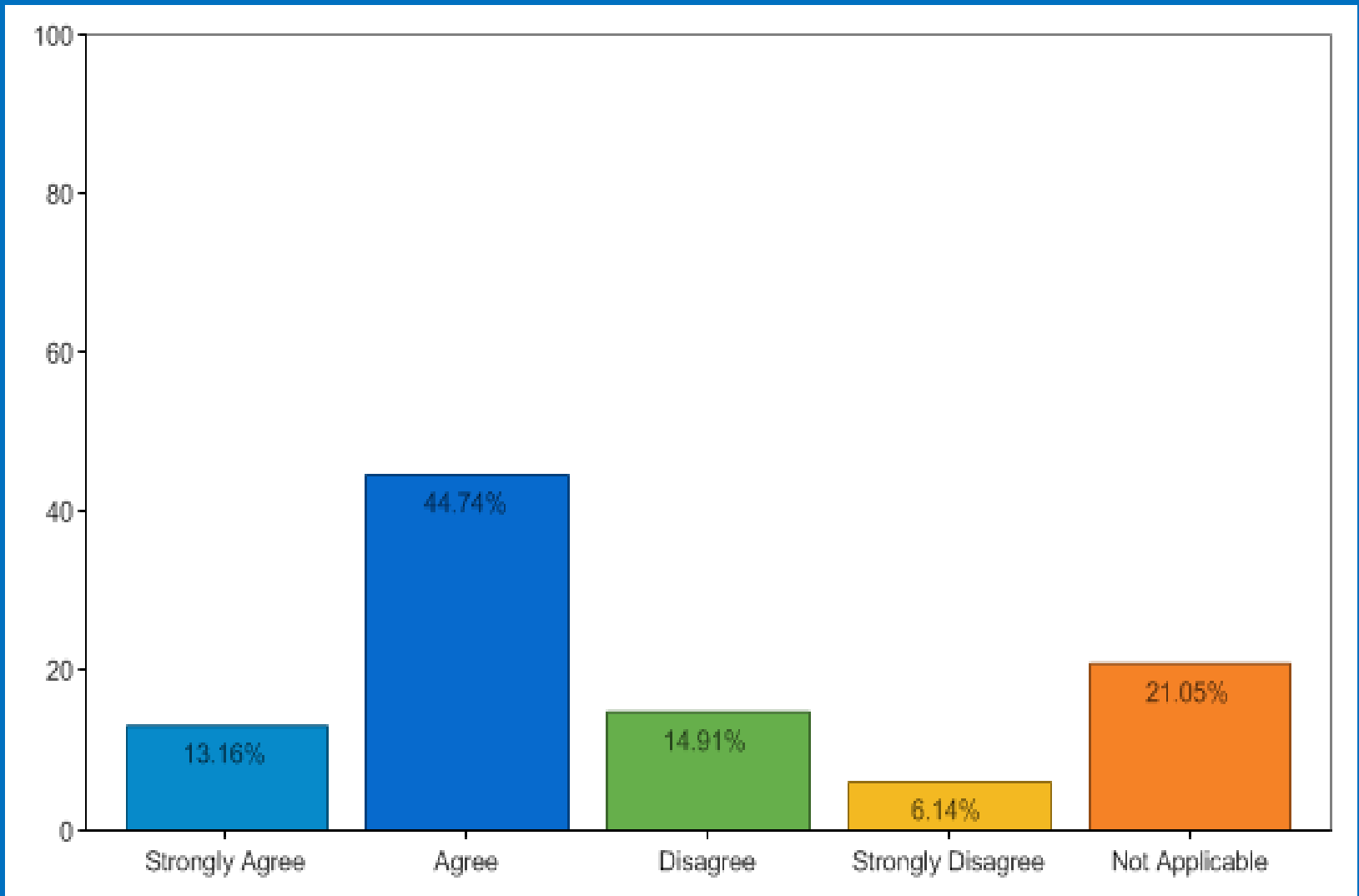
Day 2, Afternoon Breakout Session for Central Services- Marketing Me. This session was helpful, engaging, relevant, and beneficial to my work as a DPS leader.



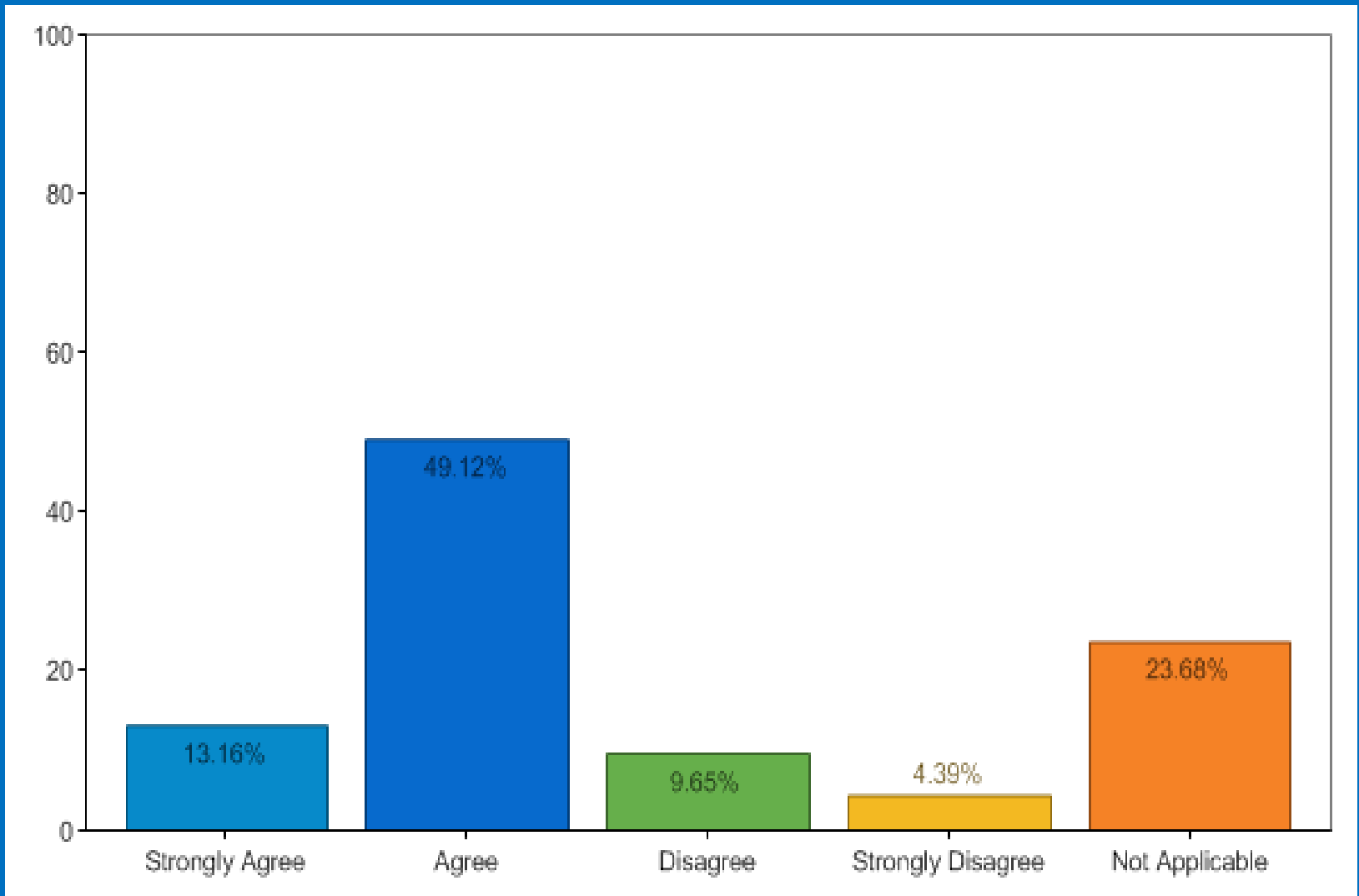
Day 2, Afternoon Breakout Session for Central Services- Onboarding Planning. This session was helpful, engaging, relevant, and beneficial to my work as a DPS leader.



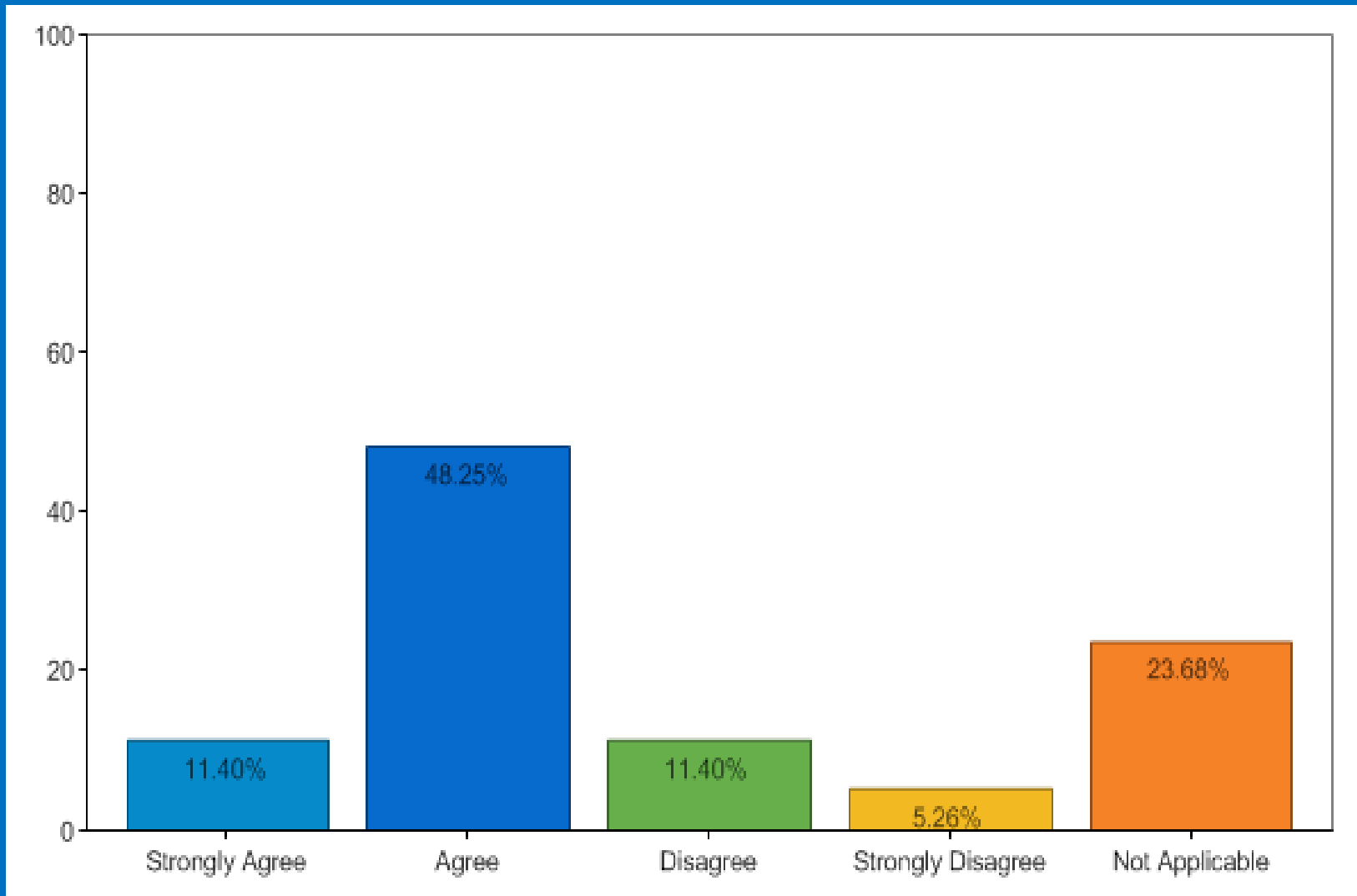
Day 2, Afternoon Breakout Sessions for School Administrators-Marketing Me. This session was helpful, engaging, relevant, and beneficial to my work as a DPS leader.



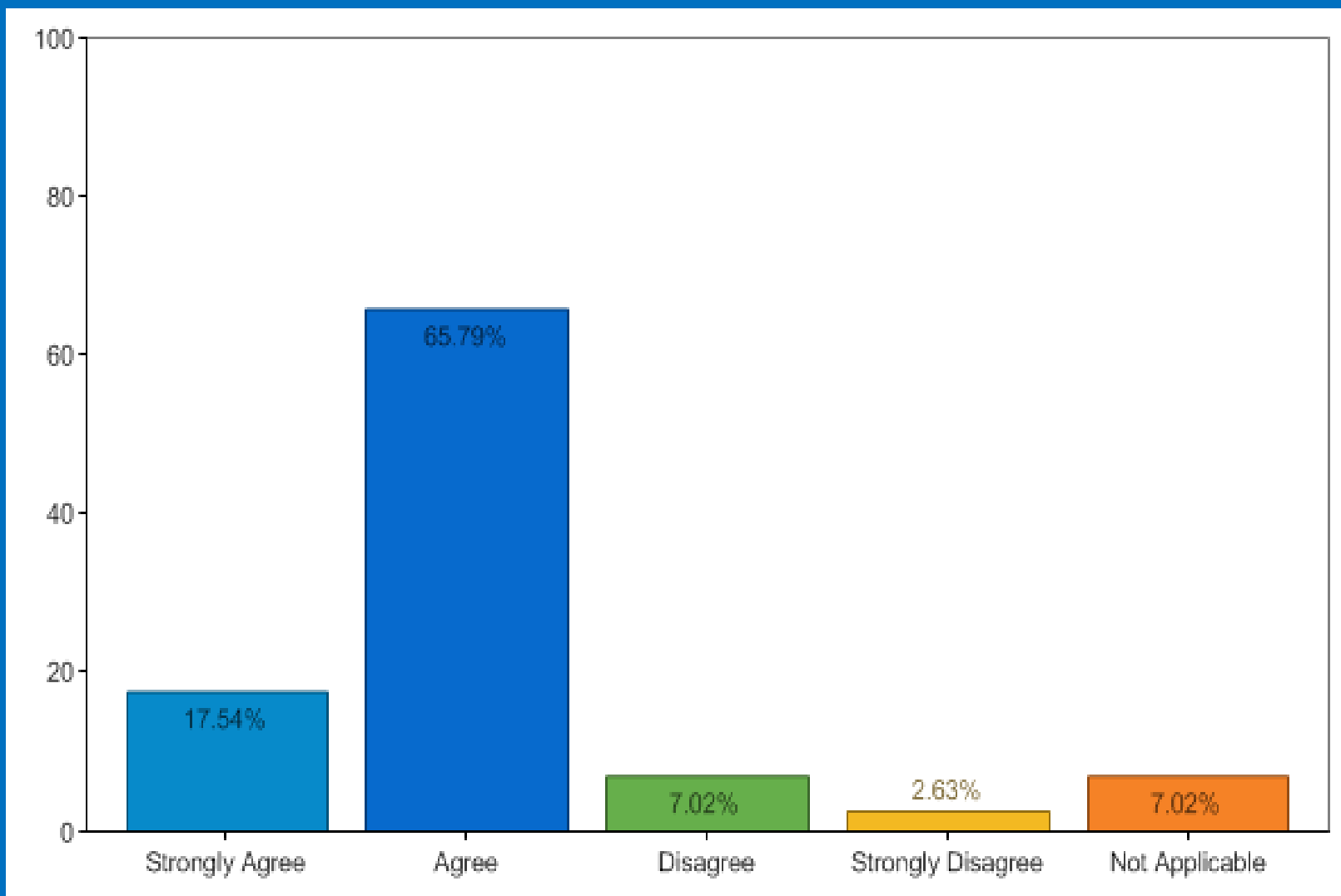
Day 2, Afternoon Breakout Sessions for School Administrators- Sue Gendron. This session was helpful, engaging, relevant, and beneficial to my work as a DPS leader.



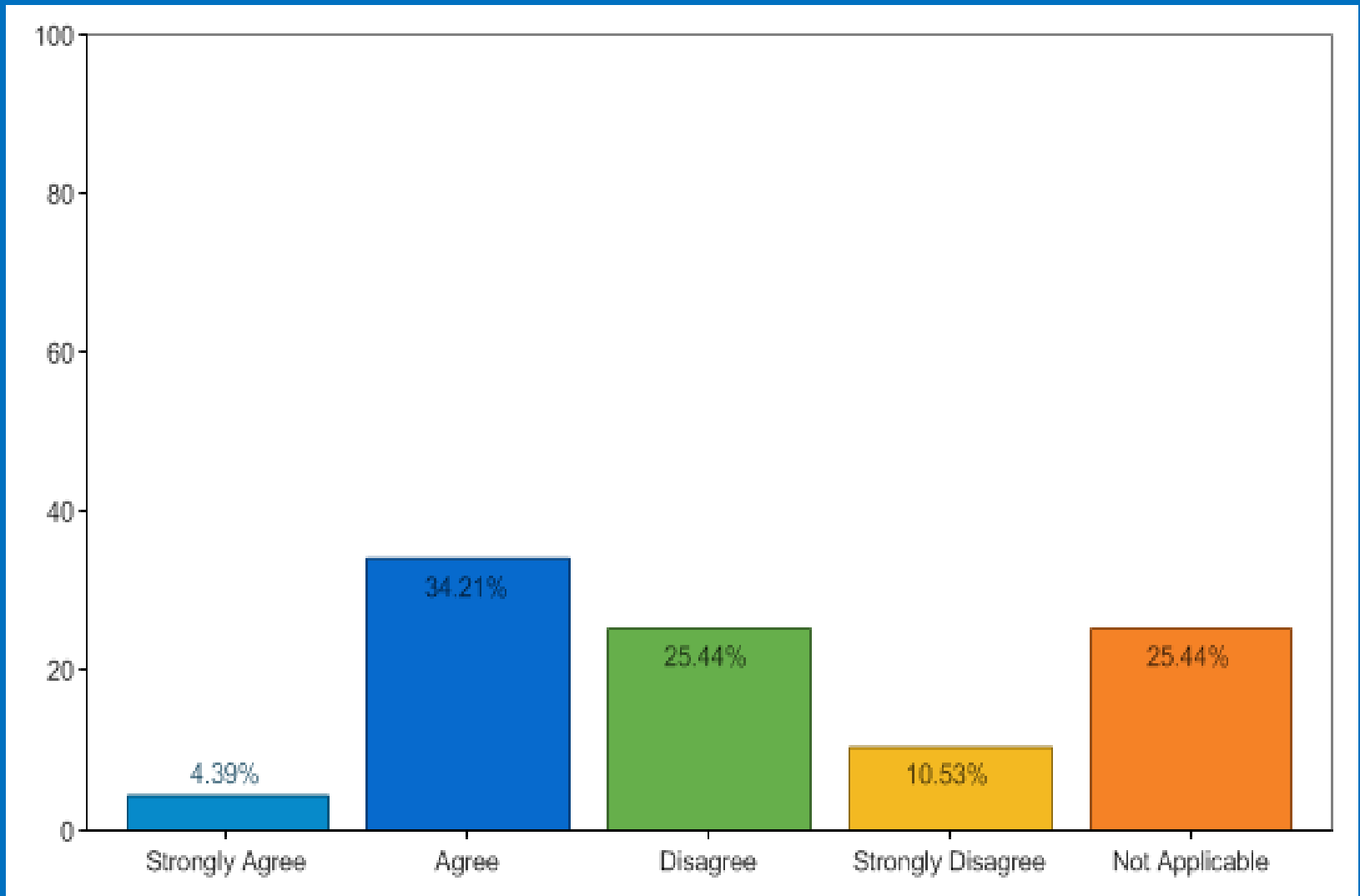
Day 3, School Administrators- Keynote Session with Sue Gendron. This session was informative, engaging, and relevant to my work as a DPS leader.



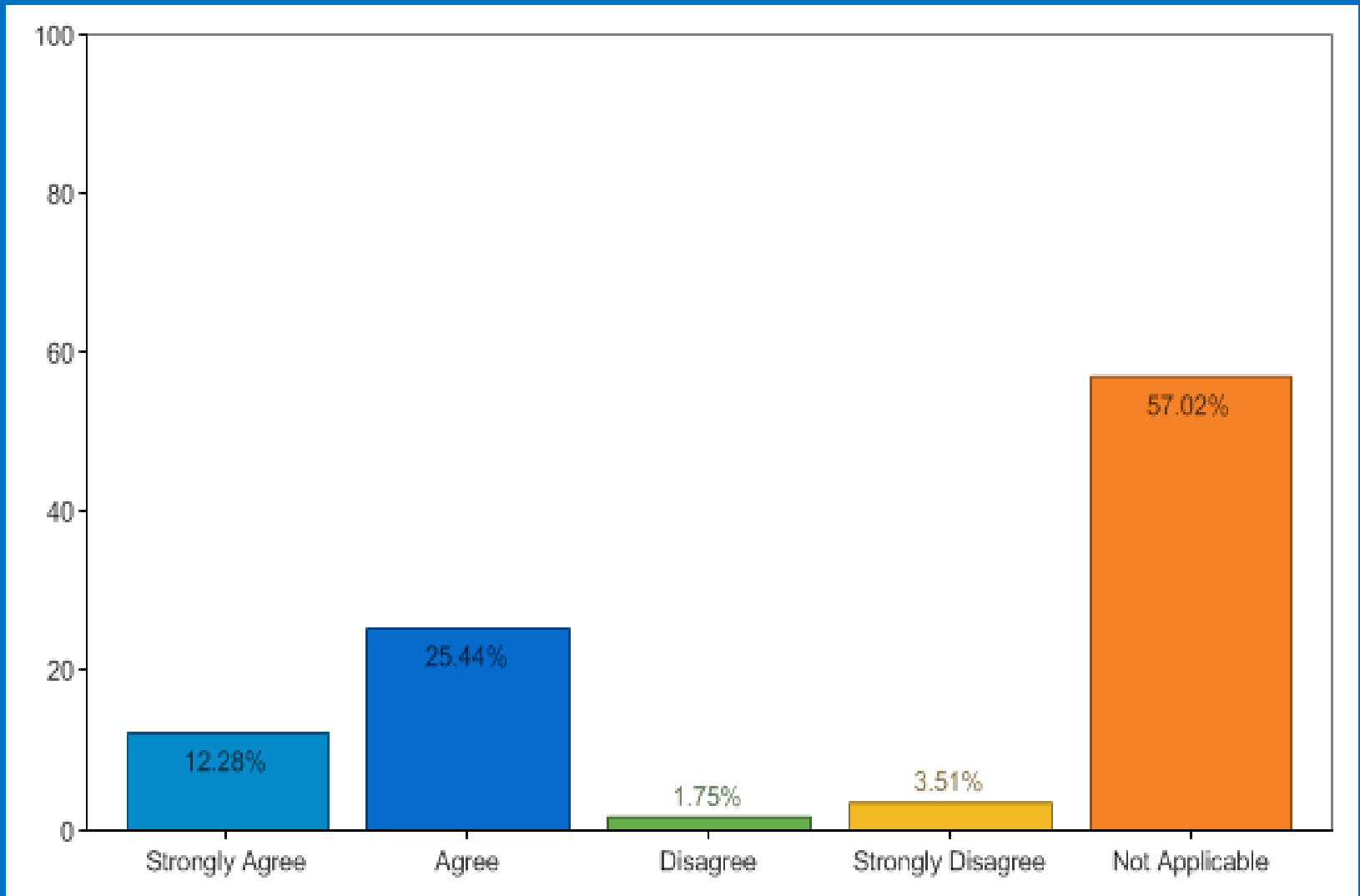
Day 3, Opening of Schools Morning Session. This session was pertinent, helpful, and beneficial to ensuring a seamless and effective opening of schools for the 2013-14 school year.



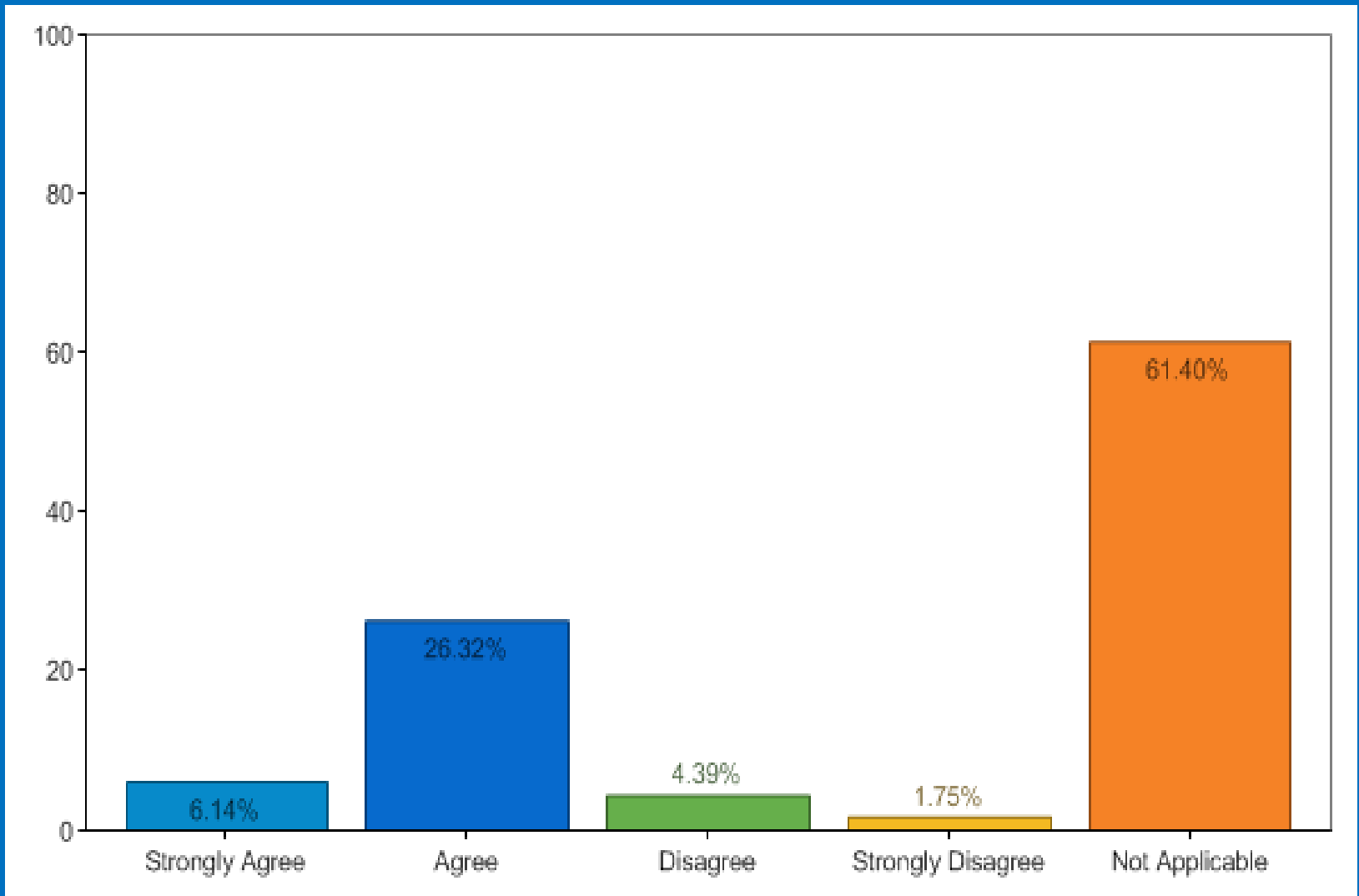
Day 3, New Evaluation Instruments Afternoon Session: Elementary and Secondary. This session provided an in-depth understanding of the new evaluation instrument.



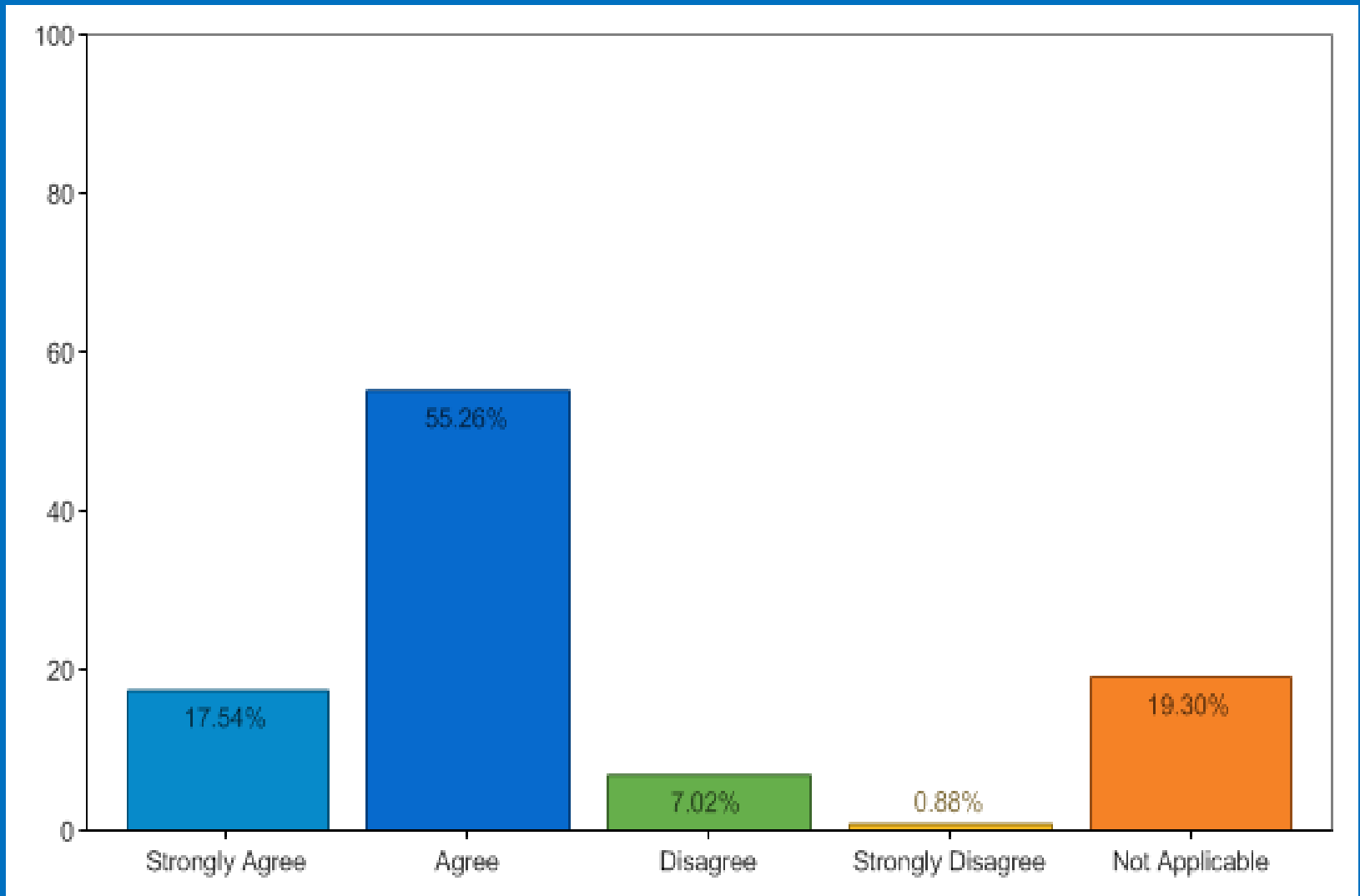
Day 3, Interviewing Protocols Morning Session: Central Services. This session was beneficial and relevant to my work as a DPS leader.



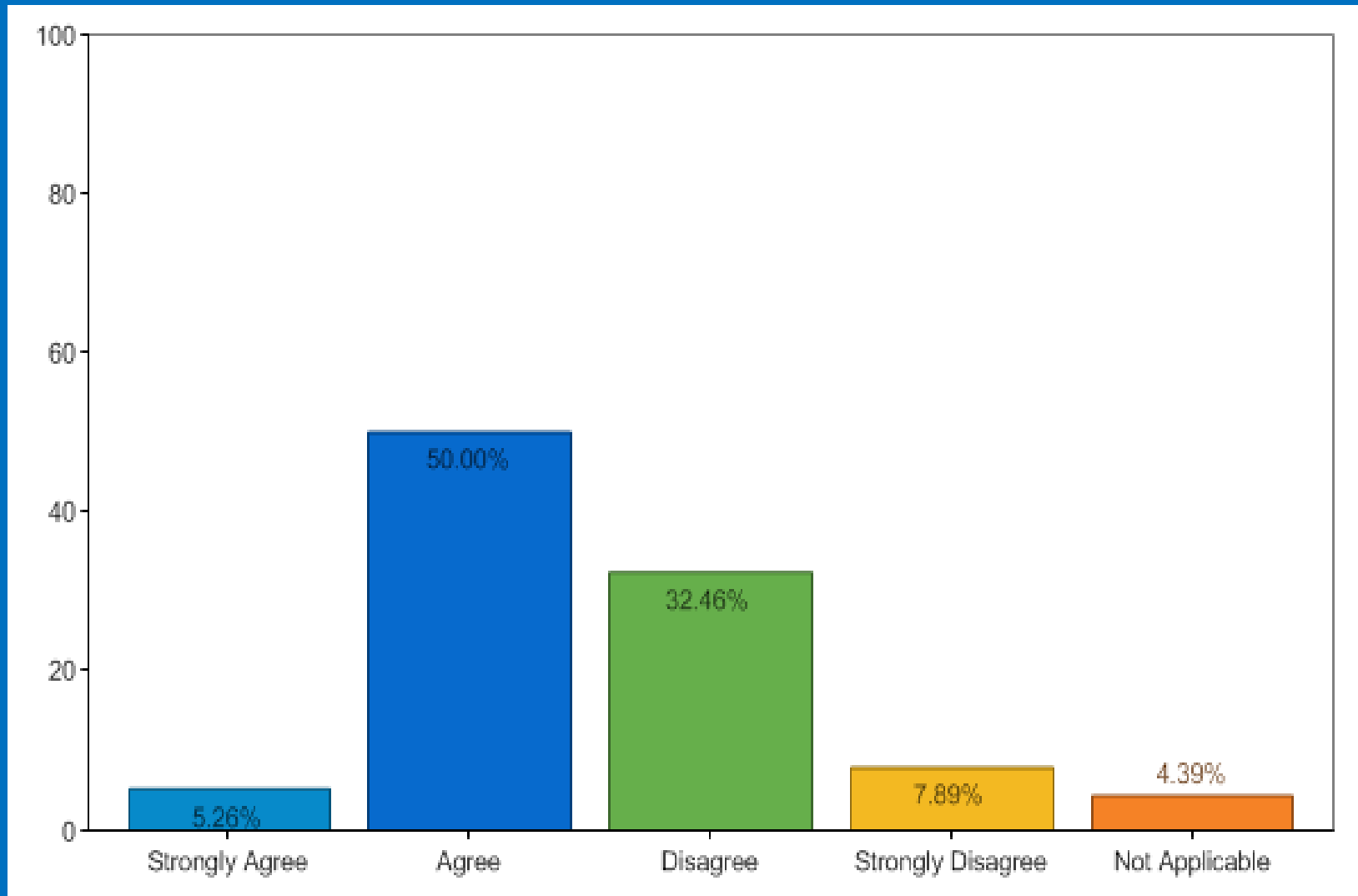
Day 3, Afternoon Breakout Session: Central Services-PowerSchool Overview). This session was helpful, engaging, relevant, and beneficial to my work as a DPS leader.



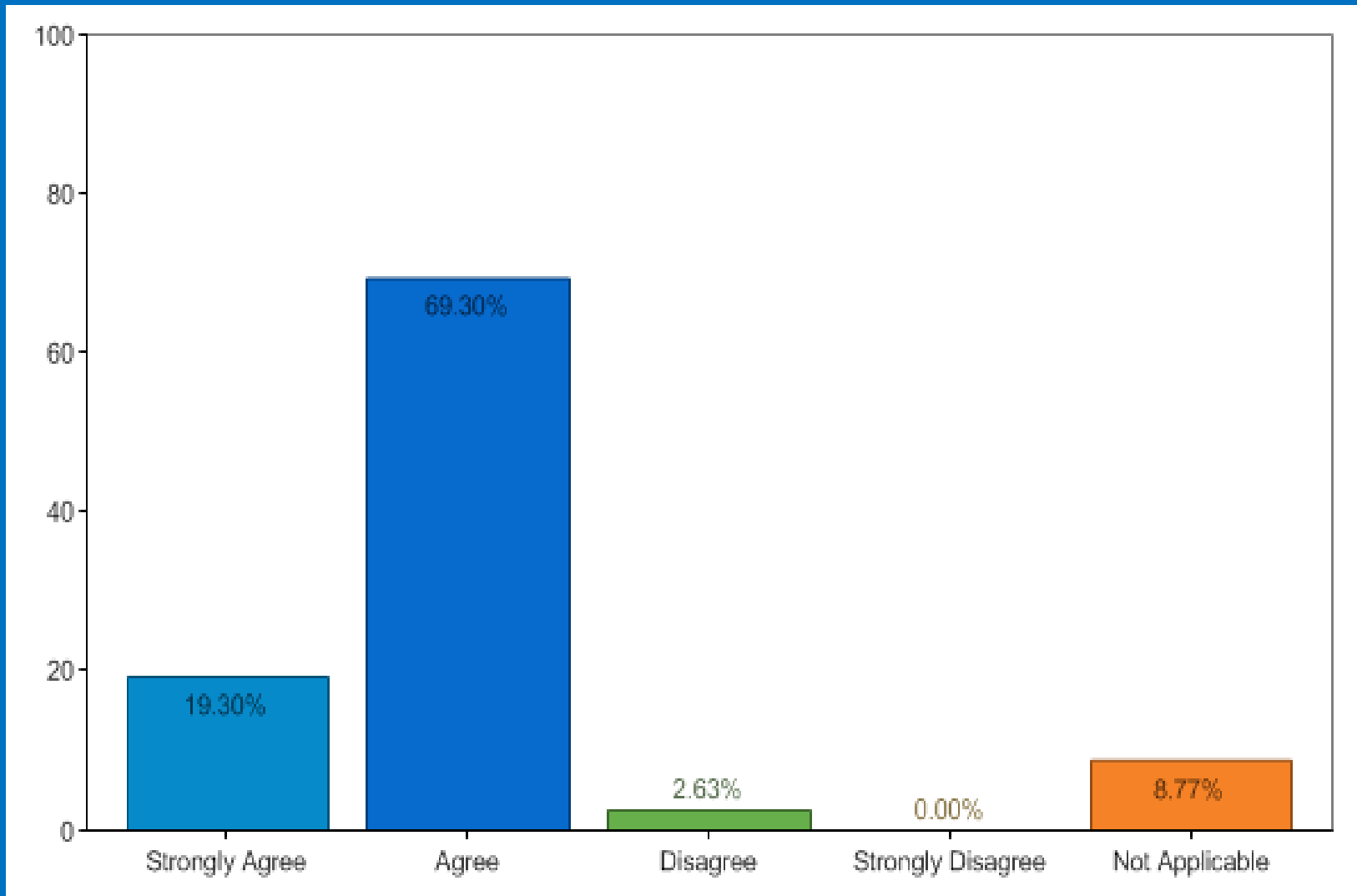
YMCA Breakout Session: This session was fun and engaging.



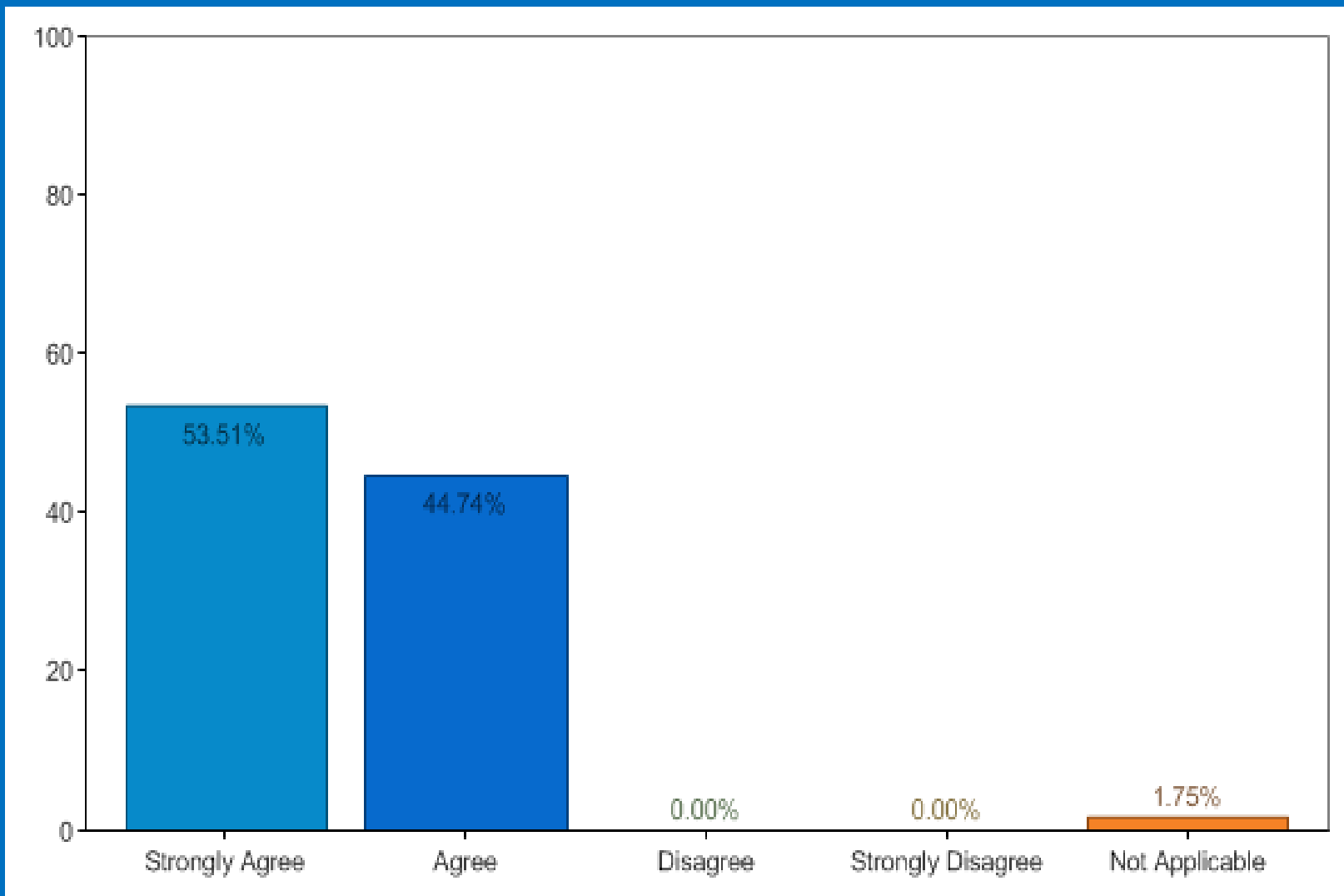
Day 3, Latino Panel Discussion. This session provided insight and awareness in addressing the needs of diverse cultures responsively.



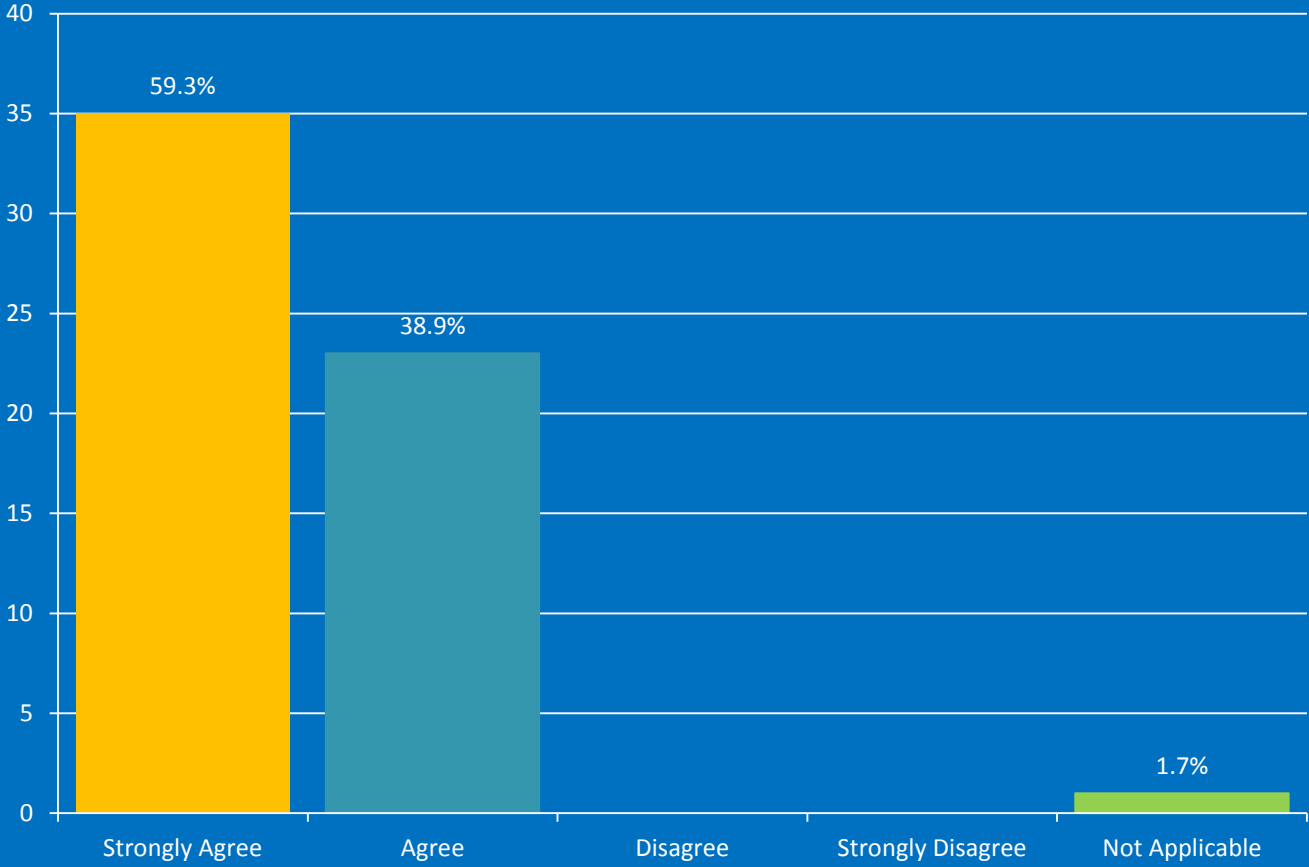
"Who to Call". The format and content of the "Who to Call" document is user-friendly and beneficial to my work as a DPS leader.



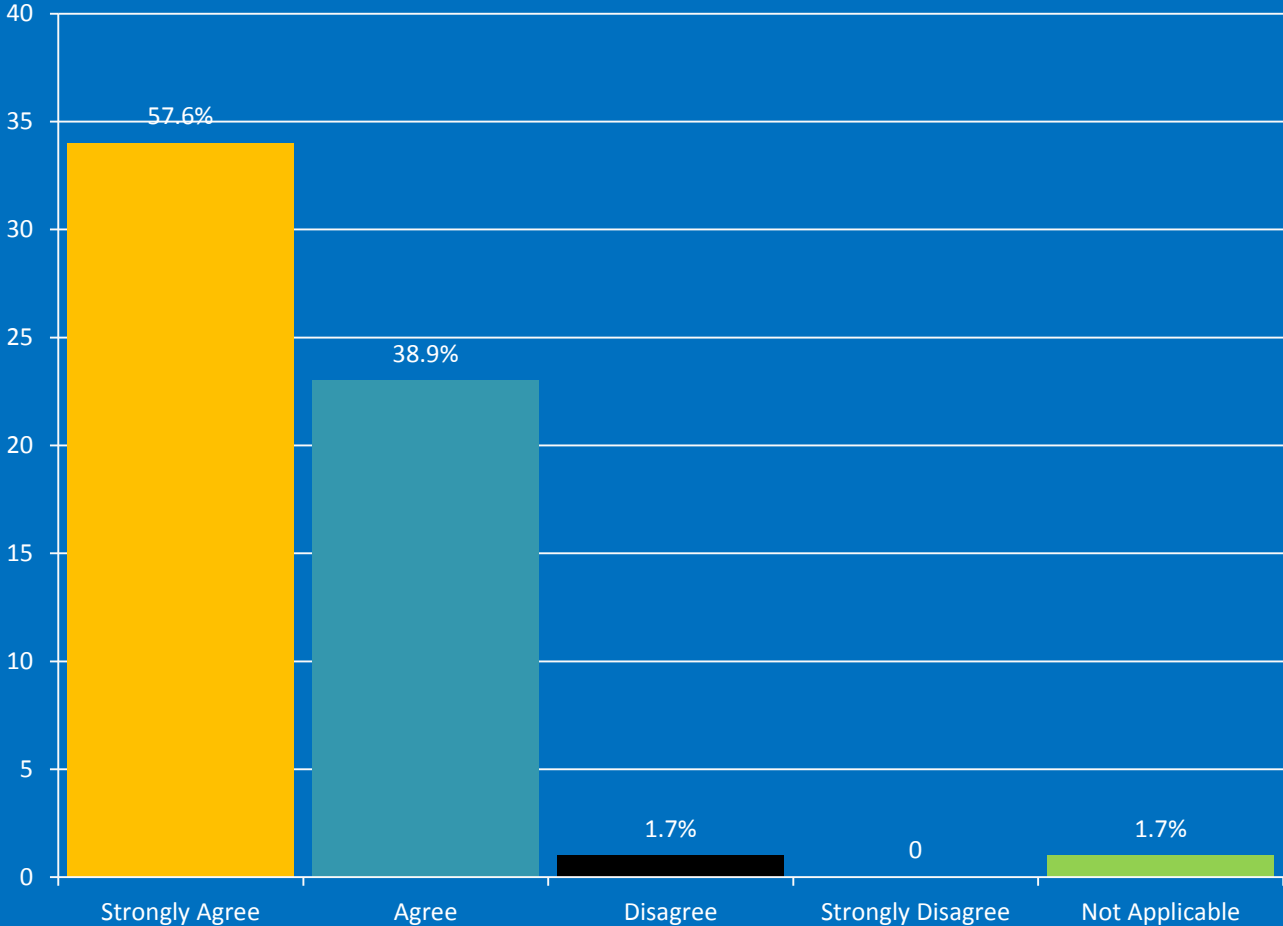
Registration: The on-site registration was organized and provided quality customer service.



Day 3, Superintendent's Charge to Action. This session provided specific insight on the Superintendent's expectations of five-star leadership actions in Durham Public Schools.



Day 3, Superintendent's Charge to Action. This session was inspiring and motivating.





One Vision. One Durham.

Date: September 9, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Items: Standards-Based Progress Reporting Update

Staff Liaison Present: Lewis D. Ferebee, Ed.D.
Teresa J. Daye, Ed.D.

Phone #: 919-560-3874
919-560-9181

Main Points:

- Administration will provide an update on standards-based progress reporting.
- Staff will provide an overview on the literature, purpose and implications for standards-based progress reporting.
- Administration presents this agenda item for information.

Fiscal Implications:

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

Strategic Plan Alignment:

- **Goal I.6.5** – Develop a standards-based progress reporting system aligned to the principles of assessment for learning.

Purpose

Information

Discussion

Reviewed by:

Finance _____ **Attorney** _____

Standards-Based Reporting Update

Instructional Services Committee Meeting

September 9, 2013

Teresa J. Daye, Ed.D.

Curriculum, Instruction and Assessment Officer

Standards-based grading (SBG)

- Looks at student performance as measured against specific standards
- Different from “conveyor belt” grading
- Mitigates opportunities for grade inflation
- Measures a student against self as opposed to peers

Review - Recommendations from Duke University Research Collaborative

- Include teachers in creating the report card and determining how to implement a new grading system
- Solicit feedback from parents on how to improve the readability and user-friendliness of the report card
- Provide more professional development for teachers and learning opportunities for parents on standards-based grading
- Establish a teacher advisory committee that works on the implementation of standards-based grading

Review - Standards-based Reporting Advisory Committee

- Analyze current reporting tools
- Research other districts' models
- Align with Common Core and Essential Standards
- Develop electronic reporting tool for elementary level

Update - Where are we with SBG now?

- Elementary is closest to concept of SBG
- Continue focus on elementary
- Current elementary report cards do align with the new state standards
- Many elementary teams began developing and using rubrics last year to support new grading scale
- Secondary presents difficulty; does not align with transcripts and higher education grading system

Update - What's next for elementary?

- Focus on rubrics that are aligned with grading scale
- Train teachers to develop and use rubrics in PLC's for consistent scoring/grading (Scale of 1-4)
- Report Cards Plan A - Use Power School's Gradebook to provide electronic report cards (Challenge – we do not know which standards are included and how to attach grades)
- Report Cards Plan B – Use last year's report cards for one more year (or less) until the state clearly outlines the electronic format/process (will review necessity of this step on September 1)
- Once state reporting tool is out and used, reconvene the comprehensive review team (teachers, administrators and parents) to determine next steps

The background of the slide is a light blue gradient with a sunburst pattern of thin white lines radiating from the center.

Discussion



One Vision. One Durham.

Date: September 9, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Summer Enrichment and Acceleration Programs Update

Staff Liaison Present: Lewis D. Ferebee, Ed.D. **Phone #:** 560-3874
Stacey Wilson-Norman, Ed.D. 560-3730
Julie Spencer, Ed.D. 560-9498
James F. Key 560-2597

Main Points:

- Administration will provide an update on summer enrichment and acceleration programs.
- Administration presents this agenda item for information.

Attachment:

- a) Summer Enrichment Programs

Fiscal Implications:

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

Strategic Plan Alignment:

- **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** _____

Summer Enrichment and Acceleration Activities Update

Instructional Services Committee Meeting September 9, 2013

Lewis D. Ferebee, Ed.D.
Chief of Staff

Stacey Wilson-Norman, Ed.D.
Area Superintendent for Elementary Schools

Julie Spencer, Ed. D.
Area Superintendent for Middle Schools

James F. Key
Area Superintendent for High Schools

Programs (PreK-5)	Focus
Stepping Stones	School routines and utilizes the research-based Second Step curriculum, which builds critical social and school-readiness skills
Duke Freedom School	Literacy enrichment academy led by literacy teachers and trained Duke University student interns, features an integrated reading curriculum in addition to cultural and recreational activities
Project READS	Summer reading loss initiative
KidZNotes	Orchestral music enrichment
Super Why?	Collaborative with UNC-TV with a focus on literacy
EDCI-Hill Camp	Enrichment experiences through the Hill/RAP tutoring model



One Vision. One Durham.

Programs (6-8)

Focus

Summer Bridge Academies

Orientation to middle school environment and instruction in literacy and math

Student U

Academic and elective classes with experiential education, year-round mentorship and tutoring

Shepard – IB Summer Academy

Orientation for students to the International Baccalaureate (IB) Program and Middle Year Program concept

Chewning – i4M/Crayons to Calculators

Lessons and experiences focused on the transition to high school

Neal – Start Your Engines! STEM Summer Camp

STEAM (Science, Technology, Engineering, Arts, and Math) themed summer camp using the Ten 80 Racing Challenge Curriculum as part of the NASCAR STEM initiative

Programs (9-12)	Focus
North Carolina Virtual Public Schools	First time credit opportunities
Summer Scholars Camp for AP Students	Introduction to various AP courses, organizational and study skills, and summer assignment guidance
Senior Summer School at Holton	Seniors eligible for graduation: successfully graduated 90 seniors in July, 2013
Credit Recovery Summer School	9 th – 11 th graders needing credit recovery
Summer Bridge Academies	Orientation to high school environment and instruction in literacy and math
Summer Bridge camp for Rising 9th Graders at Hillside High School	Orientation to high school environment and enrichment activities
Duke University – Nicholas School of the Environment Science Program	Environmental studies with laboratory experiences: increased the number of weekly camps from one to three

Discussion

Summer Enrichment and Acceleration Activities

Summer Program	Level	Admission Criteria	Fee	Curriculum	Program Evaluation
Stepping Stones	Elementary K-5	Students in identified school zones (Lakewood, Powe, YE Smith). Students are targeted who have not had prior preschool experiences.	\$0	Second Step curriculum	Pre- and post- evaluations are administered based on teacher evaluation of students' development.
Duke Freedom School	Elementary K-5	Serves second and third students currently from Powe, Watts, and Lakewood who are considered at-risk of losing academic ground during the summer.	\$0	Integrated reading curriculum designed in part by the Children's Defense Fund	
Project READS	Elementary K-5	Identified schools are Title I schools with a high minority population and a high percentage of students who are reading below grade level. Participating students are in fourth grade.	\$0	Students are sent books at their Lexile level over the summer to reduce summer slide.	Participating students are given a pre- and post- Lexile test.
Orchestra Camp	Elementary K-5	A 3-week summer camp at YE Smith targeting low-income, underserved students at Club Blvd, EK Powe, Eastway, and YE Smith.	\$0	Students are provided with lessons and free instruments for the program.	Kidz Notes monitors the overall progress of the schools they serve.
Super Why?	Elementary K-5	Elementary School, providing 24 hours of instruction each week and practice for our students in-need	\$0	Super Why (UNC-TV/PBS)	Students are given a pre- and post- assessment during the four week program.
EDCI-Hill Camp	Elementary K-5	Identified students with reading and comprehension learning differences. The Hill RAP curriculum is offered to select students performing below grade level in reading at YE Smith	\$0	Hill RAP	The Hill Center's reading assessment instrument determines the entry level of instruction for each student and the program includes daily Evaluation Plan in Process
Summer Bridge Academies	Secondary 6-8	Preference given to students who need assistance with: EOGs, grades, attendance	\$0	Literacy, Math, Transition to Middle School	
Shepard - IB Summer Academy	Secondary 6-8	Rising 6th graders at Shepard	\$0	Literacy, International Baccalaureate standards, Transition to Middle School	
Chewning - i4M/Crayons to Calculators	Secondary 6-8	Rising 9th Graders who attended Chewning	\$0	Enrichment Activities with a focus on the transition to high school	

Summer Enrichment and Acceleration Activities

Summer Program	Level	Admission Criteria	Fee	Curriculum	Program Evaluation
Neal - Start Your Engines	Secondary 6-8	Rising 6th graders at Neal	\$0	STEAM (Science, Technology, Engineering, Art, and Math); Ten 80 Racing Challenge Curriculum	
North Carolina Virtual Public Schools (NCVPS)	Secondary 9-12	None	\$0	NCVPS	
Summer Scholars Camp for AP Students	Secondary 9-12	Taking AP in 2012-13	\$0	College Board	Surveys administered to students and teachers.
Senior Summer School at Holton	Secondary 9-12	1-2 Credits Needed	\$0	NCSCOS	
Credit Recovery Summer School	Secondary 9-12	None	\$0	NCSCOS	
Summer Bridge Academies	Secondary 9-12	Early Warning TS	\$0	NCSCOS	Evaluation Plan in Process
Summer Bridge Camp for Rising 9th Graders at Hillside High School	Secondary 9-12	Early Warning TS	\$0	NCSCOS	
Duke University - Nicholas School of the Environment Science Program	Secondary 9-12	Nominated for GS	\$0	ESSP	Informally surveyed students and parents on the last day of the camp.