



AGENDA

**Durham Public Schools Board of Education
Instructional Services Committee
November 4, 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. October 7, 2013
6. Reports
 - I. Race to the Top and School Improvement Grant Update
 - II. Singapore Math Update
 - III. NC Final Exams Update - Revised Policy 3200.6-Credit for High School Courses – First Reading
 - IV. 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: November 4, 2013

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:

- October 7, 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, October 7, 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, Leigh Bordley and Pastor Fredrick Davis.

Administrators present

Teresa Daye, Curriculum, Instruction and Assessment Officer; Dr. Stacey Wilson-Norman, Deputy Superintendent of Academic Services; Dr. Julie Spencer, Area Superintendent of Middle Schools; Jim Key, Area Superintendent of High Schools; Rich Sheldahl, Director for Career and Technical Education; Mary Casey, Director of K-12 Arts Education; Margaret Henderson, Director of Magnet Schools; Dan Gilfort, Principal for Holton Career and Resource Center; and Dr. Eric J. Becoats, Superintendent.

Attorney present

None

Call to Order/Moment of Silence

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

Agenda Review and Approval

Chair Cox moved to adopt the agenda as presented. Agenda was approved. Pastor Davis asked to add one item to the agenda but then later withdrew the item.

General Public Comment

No public comment.

Approval of Minutes

Chair Cox moved to approve the minutes as presented. Minutes were approved.

Reports

School Improvement Plans

Public Comment: None

Dr. Becoats, Dr. Wilson-Norman, Dr. Julie Spencer and Jim Key provided an overview on the school improvement planning process that focuses on increasing student achievement and overall school effectiveness. This overview provided information on the school improvement teams including election of members, terms of service, purpose and role, crucial tasks of the teams as well as data use and analysis by the teams. Administration also provided information on the SIP meeting regulations and timelines. In addition, administration provided information on new NC legislation regarding Policy 3014, transition teams, and transition plans, as well as new laws pertaining to school and security.

Board members had a full discussion about this update and administration will provide responses to the follow up items as requested. This item was moved to the full Board meeting on October 24, 2013 for action.

Holton Career and Resource Center Programs Update

Public Comment: None

Jim Key, Dan Gilfort and Rick Sheldahl presented an update on the various programs at Holton Career and Resource Center, including the Performance Learning Center and the Magic Johnson Bridgescape Academy, as well as highlighting the community partnerships at Holton and the desired efforts to increase community partnerships for the school.

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

Arts Education Program Update

Public Comment: None

Dr. Daye and Mary Casey provided an update on the K-12 arts education programs including the framework, legislative updates, essential standards changes, national standards for Arts Education and the status of DPS programs at the elementary and secondary levels. Ms. Casey also provided recommendations to the Board for each level – elementary, middle and high – including providing additional arts teacher allotments for arts magnets/focus school at the elementary and middle levels and expanding arts options at the high school level. Ms. Casey highlighted donations to the district and the challenges of availability of high school instruments and uniforms.

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

Magnet Grant Update

Public Comment: None

Dr. Daye and Margaret Henderson provided an update on magnet programs including an update on the Magnet Schools Assistance Program Grant – DPS was not funded, but administration is actively seeking other funding sources. Local funding was approved by the Board in August of 2012. Ms. Henderson also provided an update on the five new magnet programs in the district.

The Board had a full discussion and administration will provide responses to the follow up items as requested.

Summary of Follow up Items

1. Provide an update on SIG.
2. Track how many students are getting placements after graduation from the barbering, cosmetology or early childhood programs.
3. Are there internships available at AW(partnership)?
4. Provide an update on MJ Bridgescape program including contract/internships. Cost per pupil? Teacher ratio?
5. Gap with Arts Education. How do we add more funding to support?
6. Provide list of Arts Advisory Council members.
7. Provide full comments/evaluations from the Summer Teaching and Learning Institutes.
8. Further discussion/Q&A regarding the School Improvement Plans.
9. What is DPS' relationship with Project Lead the Way? Provide more information on Project Lead the Way.
10. What is DPS' relationship with Project New Schools?
11. Provide Magnet Lottery Data for New Programs.

Having no further business, the meeting was adjourned.



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Date: November 4, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Race to the Top and School Improvement Grant Update

Staff Liaison Present: Dietrich Danner
Janneke Pulliam

Phone #: 560-9419
560-2645

Main Points:

- Administration will provide an update for the Race to the Top (Rttt) Grant.
- Administration will provide an update for the School Improvement Grant (SIG) Grant.
- Administration presents this agenda item for information.

Fiscal Implications:

- There are no fiscal implications.

Strategic Plan Alignment:

Goal I.1 - DPS will expand the implementation of the Design for Acceleration Progress (DAP) model to improve student achievement outcomes as measured by school, district, and state assessments.

Purpose

Information

Discussion

Reviewed by:

Finance _____ **Attorney** _____

Race to the Top and School Improvement Grant Update

Instructional Services Committee

November 4, 2013

Stacey Wilson-Norman, Ed.D.

Deputy Superintendent, Academic Services

Dietrich Danner, Ed.S.

Professional Development Coordinator

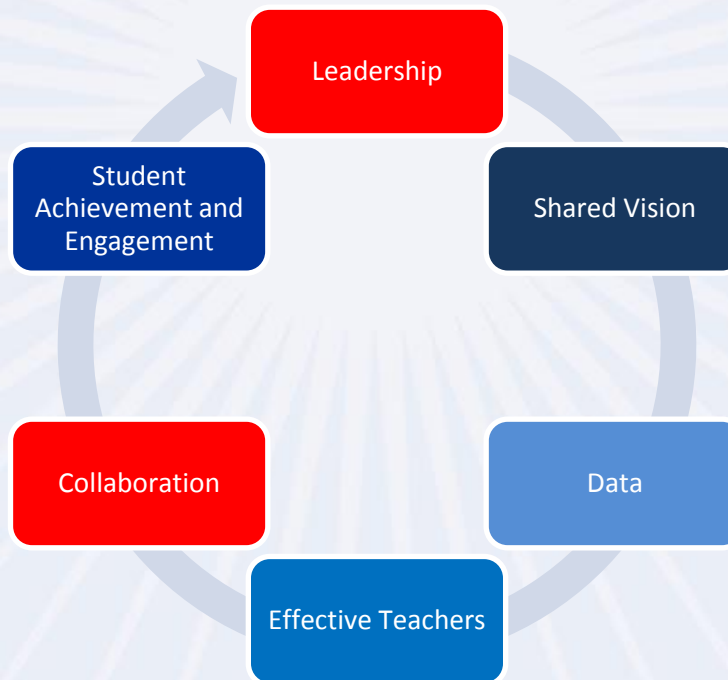
Janneke Pulliam, M.S.A.

School Improvement Specialist

Presentation Outline

- **Provide** an update for the Race to the Top (RttT) Grant
- **Provide** an update for the School Improvement Grant (SIG)
- **Discuss** next steps

RttT: Effective Transformation Strategies



Race to the Top Award = \$4,575,609.00

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Apple Lease-iPads for 1-to-1 Learning • Macbooks for Teachers • Wireless Assessment • Professional Learning for Teacher Development 	<ul style="list-style-type: none"> • Hired (2) Educ. Technology Specialists • Hired (2) Information Technology Technicians • iPad Applications • Professional Learning for Teacher Development • Extended Day (Citizens Schools) • STEM Summer Camp • NC New Schools Project; 3 yr. contract (Principal and Teacher Coaching) • Extended Day Transportation 	<ul style="list-style-type: none"> • iPad Applications • Professional Learning for Teacher Development • Extended Day (Citizens Schools) • STEM Summer Camp • NC New Schools Project; 3 yr. contract (Principal and Teacher Coaching) • Extended Day Transportation 	<ul style="list-style-type: none"> • Purchased additional iPads, Macbooks, and iMacs to support enrollment growth • iPad Applications • Professional Learning for Teacher Development • Extended Day (Citizens Schools) • STEM Summer Camp • NC New Schools Project; 3 yr. contract (Principal and Teacher Coaching) • Extended Day Transportation
\$540,311.83	\$1,601,064.63	\$1,300,098.33	\$1,134,134.21

Program Evaluation & Sustainability

	RttT
Program Evaluation	<ul style="list-style-type: none"> • US Department of Education Review of North Carolina's Implementation of RttT, April 2012 • On-going Statewide RttT Program Review by NCDPI (UNC-CH; NC State; UNC-G-SERVE) • Local External Evaluation (December 2013)
Sustainability	<ul style="list-style-type: none"> • Job-embedded Professional Learning (Principal and Teacher Coaching) • Educational Technology Specialists (2) and Information Technology Technicians (2) to support teachers and students with on-going technology implementation • STEM Summer Camps • Extended Day

Why SIG?

- The purpose of the SIG is to enable eligible LEAs to implement selected intervention models in identified persistently lowest-achieving schools to raise academic achievement levels of students attending these schools.

SIG Models

Turnaround

Transformation

Restart

Closure

Cohort I SIG School: 2010-2013

School	SIG Model	Focus Areas
<p>Performance Learning Center (PLC)</p> <p>*SIG Award = \$1,966,153.00</p>	Transformation	<ul style="list-style-type: none"> • School Design: <ul style="list-style-type: none"> ❖ Academic Readiness Center (ARC) ❖ Career Academies ❖ Comprehensive PLC • Professional Development • Technology

-Completed 3 Years of SIG Implementation-
Current Status = **Priority School (2013-2015)**

Cohort II SIG Schools: 2011-2014

School	SIG Model	Focus Areas
YE Smith Elementary *SIG Award = \$2,766,148 .00	Transformation	<ul style="list-style-type: none"> • High Quality Pre-K • Balanced Literacy, Guided Math, Inquiry-based Science • Extended Day/Extended Year • Response to Instruction (RtI) • Technology • Parent and Community Engagement
Hillside High School *SIG Award = \$4,724,648 .00	Transformation	<ul style="list-style-type: none"> • Freshman Academy • School Design: <ul style="list-style-type: none"> ❖ International Baccalaureate (IB) ❖ Business and Finance Academy ❖ Advanced Curriculum Studies ❖ Engineering and Technology ❖ Visual and Performing Arts • Teacher and Student Leadership • Family and Community Involvement • Support Staff

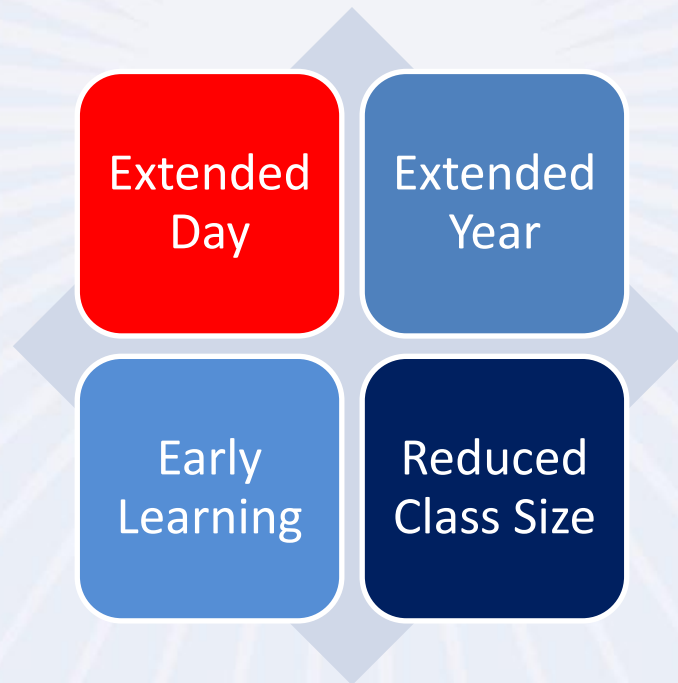
-Year 3 of SIG Implementation-
 Future Status = **Priority School (2014-2016)**

Cohort III SIG Schools: 2013-2016

School	SIG Model	Focus Areas
Glenn Elementary School * SIG Award = \$2,185,471.00	Transformation	<ul style="list-style-type: none"> • Teaching and Learning: • Response to Instruction (RtI) • Family and Community Engagement • Performance Management • Recruitment, Rewards, and Incentives
School for Creative Studies (SCS) * SIG Award = \$2,599,596.00	Turnaround	<ul style="list-style-type: none"> • 1-to-1 Technology Initiative • Habits of Mind • The Creative Process • Literacy Integration • Artist-in-Residence Program • Internship/Externship Program • After-School Enrichment Clubs; • Intersession Camps

-Year 1 of SIG Implementation-
 Future Status = **Priority School (2016-2018)**

YE Smith Promising Practices



Hillside Promising Practices



Program Evaluation & Sustainability

	SIG
Program Evaluation	<ul style="list-style-type: none"> • US Department of Education Review of North Carolina's Implementation of SIG, February 2013 • On-going Priority School Quality (PSQR) Reviews by NCDPI • Indistar Online Monitoring by NCDPI & LEA • Local External Evaluation (December 2013)
Sustainability	<ul style="list-style-type: none"> • Job-embedded Professional Development for all Staff • Increased instructional time: Extended Day and Extended Year • RtI Data Analyst • Additional core subject area teachers to maintain smaller class sizes

Highlights of the SIG Implementation

Glenn	SCS
<ul style="list-style-type: none"> • Supports the implementation of a transformation learning model that focuses on literacy • Additional personnel to support increased student achievement (AP-Student Support, IF, RtI Data Analyst, Behavior Support) • Reduces class sizes with the hiring of (2) Acceleration Teachers • Increases student learning time: 4 week (K-5) Summer Camp STEAM Ahead; Saturday Academy • Utilizes collaborative partnerships to provide tiered levels of support for schoolwide literacy • Provides a system to identify and reward staff who are increasing student outcomes, as well as support to remove those who are not 	<ul style="list-style-type: none"> • Increases student learning time: Intercession Camps • Supports the schoolwide implementation of <i>The Creative Process</i> curriculum and <i>Habits of Mind</i> character building skills • Promotes professional development that is focused upon literacy integration across the curriculum • Provides funding for the Artist-in-Residence Program: <i>Project Air</i> • Integrates classroom learning with real-world experiences and the development of leadership, entrepreneurship, and innovative skills that are key to their success in a wide variety of fields through the Internship/Externship program

LEA Compliance



Discussion



One Vision. One Durham.

Date: November 4, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Singapore Math Update

Staff Liaison Present: Letisha Judd

Phone #: 560-3900

Main Points:

- Administration will provide an update on the Singapore Math Program at Y. E. Smith Elementary School.
- Administration presents this agenda item for information.

Fiscal Implications:

- There are no fiscal implications.

Strategic Plan Alignment:

Goal I.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** _____

Singapore Math Update

Instructional Services Committee

November 4, 2013

Letisha Judd

Principal, Y. E. Smith Elementary School

Presentation Overview

Program
Implementation

Professional
Development

Learning Targets

Supports

Program Implementation

- Implementation began in the Summer of 2012.
- Kindergarten and 1st grade teachers received the first phase of training.
- On-going training was facilitated by a certified trainer.
- Resources and materials were purchased.

Singapore Math Professional Development

Professional Development	Date	Who
National Singapore Conference	July 8-12, 2012	K-1 teachers (3)
National Singapore Conference	July 15-19, 2013	K-2 teachers (4) K-2 Instructional Coach Principal Assistant principal
Launching Singapore K-2	August 8, 2013	K-2 teachers (10)
Burroughs Welcome Fund STEM Conference	August 14, 2013	Principal K-2 Instructional Coach (Singapore Math Coach)
Modeling Singapore (Second Grade)	September 7, 2013	Second Grade Teachers' Instructional Coach
Model Drawing (K-5)	October 29-30, 2013	K-5 teachers

Grade K-Singapore Math Curriculum Targets

- Numbers to 5 (similarities and differences)
- Numbers to 10 (pairing one to one, pairing sets with numbers)
- Order by size, length or weight (comparing and ordering)
- Counting –numbers 0-10 (composing and decomposing)
- Numbers 0-20 (numbers sequence and range)
- Shapes (solid and flat, 2-dimensional)
- Numbers to 100 (count by pairs, sequence)
- Comparing Sets (more, fewer and less)

Grade 1-Singapore Math Curriculum Targets

- Number sense (comparing and making number patterns, making number bonds)
- Addition Facts to 10 (part whole concept, addition stories)
- Subtraction Facts to 10 (subtraction stories, fact families)
- Shapes and Patterns (making pictures and models with shapes)
- Ordinal Numbers and Positions
- Numbers to 20 (place value, ordering and comparing numbers)
- Addition and Subtraction Facts to 20
- Length (comparing one or two more things, measurement)
- Weight (compare)

Grade 2-Singapore Math Curriculum Targets

- Numbers to 1,000 (addition and subtraction)
- Using Bar models (addition and subtraction)
- Multiplication and division (skip counting)
- Metric measurement of Length
- Mass (kilograms, grams)
- Volume (liters)
- Mental math and Estimation (addition, subtraction)
- Money (comparing amounts of money)

Observations

A horizontal flowchart with four blue rounded rectangular boxes containing text, all contained within a larger light blue arrow pointing to the right. The boxes are: 'Alignment to Common Core', 'Instruction', 'Impact on Achievement', and 'Teacher Reflection'.

Alignment to
Common
Core

Instruction

Impact on
Achievement

Teacher
Reflection

Future Plans

- Continued targeted and school-wide professional development
- 2014- 2015 school year: 3rd grade teacher training and implementation
- 2015-2016 school year: 4th grade teacher training and implementation
- 2016-2017 school year: 5th grade teacher training and implementation

The background of the slide is a light blue gradient with a sunburst pattern of thin white lines radiating from the center. The word 'Discussion' is centered in the middle of the slide in a bold, red, sans-serif font with a slight drop shadow.

Discussion



One Vision. One Durham.

Date: November 4, 2013

**Durham Public Schools
Instructional Services Committee
PRECIS**

Agenda Items: NC Final Exams Update Revised Policy 3200.6 – *Credit for High School Courses* – First Reading

Staff Liaison Present: Dr. Julie Spencer, Ed.D.
James Key

Phone #: 919-560-2309
919-560-2597

Administration will provide an update on the changes that have occurred with North Carolina’s Measures of Student Learning (Common Exams) now known as NC Final Exams. Subsequently, Administration will present revised Board Policy 3200.6 Credit for High School Courses.

NC Final Exams Main Points

- Common Exams are now known as NC Final Exams and will be given in middle and high school.
- The NC Board of Education has made a number of changes to the NC Final Exams.

High School Courses with Assessments

- The North Carolina State Board of Education voted to count all high school level courses with mandatory assessments a minimum of 20% per test.
- Administration recommends revising Board Policy 3200.6 to reflect that all final exams for high school courses will count 20% toward a student’s final grade.

Fiscal Implications:

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

Strategic Plan Alignment:

- Goal VI.5 - DPS will increase student attendance and graduation rates as measured by state data.

Purpose

Information

Discussion

Action

Consent

Reviewed by:

Finance _____

Attorney: Ken Soo

NC Final Exams Update

Instructional Services Committee

November 4, 2013

Dr. Julie Spencer

Area Superintendent for Middle Schools

Jim Key

Area Superintendent for High Schools

Overview of NC Final Exams (formerly known as MSL-Common Exams)

- SBE approved policy GCS-A-016 at October meeting
- NC Final Exams will be used to assess educators' performance in relation to Standard Six for teacher evaluation process and Standard Eight for principal evaluation process
- NC Final Exams are summative assessments with multiple choice items and constructive response (CR) items for select courses

NC Final Exams – Changes from Common Exams

- NC Final Exams have additional multiple choice questions and the testing time has increased from 90 to 120 minutes with a total of 136 minutes needed to administer an NC Final Exam
- Several of the NC Final Exams no longer have written constructed response items
- No NC Final Exam has more than two written constructed response items
- All written constructed response items will be scored by DPI
- All assessments must be administered the last 5 days of the course for semester courses or the last 10 days of the course for year-long courses
- Students may not be exempt from NC Final exams

Middle School NC Final Exams

- Grade 6 Social Studies
- Grade 7 Social Studies
- Grade 8 Social Studies (2 CR items)
- Grade 6 Science
- Grade 7 Science

Middle School Final Exam Schedule

- All NC Final Exams will take place the last 10 days of school
- No teacher scoring therefore no early release days will be needed

High School NC Final Exams

- World History (2 CR items)
- Civics and Economics (2 CR items)
- US History
- American History I (2 CR items)
- American History II (2 CR items)

High School NC Final Exams

- Earth Science
- Physical Science
- Chemistry (2 CR items)
- Physics (2 CR items)

High School NC Final Exams

- English I
- English III (2 CR items)
- English IV

High School NC Final Exams

- Geometry
- Math II (2 CR items)
- Algebra II
- Math III (2 CR items)
- Advanced Functions and Modeling
- Discrete Math
- Pre-Calculus

High School Final Exam Schedule

- One final exam per day
- Mandatory review sessions after lunch
- No teacher scoring therefore no early-release days will be needed except for the last day of testing

Grading

- Elementary Schools not administering NC Final Exams
- Middle School NC Final Exams (5) not included in final grade unless it is a high school course (Common Core I and Common Core II)
- High School NC Final Exams (19) must count a ***minimum*** as 20% of final grade per GCS-A-016
- DPS administration recommends revision to BOE Policy 3200.6 to reflect all high school final exams to count 20% of final grade

3200.6 CREDIT FOR HIGH SCHOOL COURSES

For high school level courses, a student shall receive credit toward graduation for courses in which the student earns an average of 70 or above. The student's final grade in all courses shall be determined by calculating 80% of the grade as the course average and 20% of the grade as the final exam. All high school level courses will administer a final exam that counts 20% of the student's final grade. See policy 3230 for a definition of "final exam." This policy applies to all courses earning credit toward high school graduation with the exception of approved dual enrollment college courses.

Discussion