



## **AGENDA**

**Durham Public Schools Board of Education  
Support Services Committee  
March 4, 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. Committee Meeting Minutes
  - I. February 3, 2014
6. Reports
  - I. Read to Achieve Update
  - II. Academically and/or Intellectually Gifted (AIG) Plan 2013-2016 Revision: Student Identification
  - III. Superintendent's Closing the Achievement Gap Task Force
  - IV. Homeless Education Programs
  - V. Superintendent Search Process
  - VI. Summary of Follow Up Items
  - VII. 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.*

## Durham Public Schools SUPPORT SERVICES COMMITTEE PRECIS

**Agenda Item:** Support Services Committee Minutes

**Staff Liaison Present:** Debbie Pitman, Ph.D.

**Phone #:** 560-2554

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**Main Points:**

Attached for committee consideration and approval is a draft copy of the following minutes:

- February 4, 2014

**Fiscal Implications:**

- None

**Strategic Plan Alignment:**

- N/A

**Purpose**

**Information**

**Discussion**

**Action**

**Consent**

**Reviewed by:**

**Finance** \_\_\_\_\_

**Attorney** \_\_\_\_\_

MINUTES  
Support Services Committee  
Of the  
Durham Public Schools Board of Education  
March 4, 2014

The Support Services Committee met on Tuesday, February 4, 2014 in the Fuller Administration Building, 511 Cleveland Street, Durham, North Carolina.

**Board Members Present**

Omega Parker, Chair; Natalie Beyer, Heidi Carter, and Pastor Fredrick Davis were present. Leigh Bordley, Nancy Cox and Minnie Forte-Brown were not present for the meeting.

**Administrators Present**

Dr. Debbie Pitman, Assistant Superintendent of Student, Family and Community Services; Emmett Tilley, Interim Area Superintendent for Elementary Schools; Dr. Kristin Bell, Executive Director for Exceptional Children's Programs; Theresa McGowan, Director, Preventive Services; Hugh Osteen, Interim Superintendent; and Dr. Stacey Wilson-Norman, Deputy Superintendent for Academic Services.

**Attorney Present**

Colin Shive

**Call to Order/Moment of Silence**

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

**Agenda Review and Approval**

The agenda was approved as printed.

**Public Comment**

There was no public comment.

**Approval of Minutes**

The minutes were approved as printed.

**Committee Reports**

**Playworks Update**

**Public Comment: None**

Emmett Tilley provided an update on Playworks. The update included an overview of Playworks objectives, schools participating in Playworks, and the five components of Playworks. Mr. Tilley also provided feedback from several of the participating schools about what makes Playworks a valuable resource.

Board members had a full discussion regarding Playworks. This agenda item was presented for information.

## **Community Conversations Feedback and Updates**

### **Public Comment: None**

Dr. Pitman, Dr. Bell and Theresa McGowan provided the Board with findings from the Community Conversations on discipline policy and practices regarding out-of-school suspensions including Black students, students with disabilities, and Black students with disabilities. Presenting the findings to the Board, was independent Research Analyst, Dr. Cassandra Davis. Dr. Davis provided the Board with her methodology for organizing the data, findings for each of the questions, and themes from the findings. Dr. Davis also indicated limitations of the community conversations and recommendations for next steps.

Board members had a full discussion regarding the Community Conversations Feedback and Updates. This agenda item was presented for information.

### **Summary of Follow-Up Items**

- 1) Are Playworks coaches AmeriCorps volunteers?
- 2) Post Community Conversations responses on Durham Public Schools website.
- 3) The Board of Education will host a Public Hearing on discipline and suspensions as a next step to the Community Conversation feedback.
- 4) Review policies and procedures for equity and consistency.
- 5) Conduct independent discipline data analysis.

There being no further business, Ms. Parker adjourned the meeting.



*One Vision. One Durham.*

Date: March 4, 2014

**Durham Public Schools  
Support Services Committee  
PRECIS**

**Agenda Items:** Read to Achieve Update

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

**Phone #:** 919.560.3874  
919.560.3730

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**Main Points:**

- Administration will provide an update on Read to Achieve.
- Administration presents this agenda item for information.

**Fiscal Implications:**

- These efforts are supported through federal, state, and local 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:**

# **Read to Achieve Update Support Services Committee March 4, 2014**

**Dr. Stacey Wilson-Norman**

Deputy Superintendent for Academics Services

**John McCain**

Area Superintendent for Elementary Schools

# Updates

- Goal of RtA
- NCDPI Waiver
- Portfolio Process
- Year-Round Summer Camps
- Communication of Changes

## Goal of Read to Achieve (RtA)

- The ***Read to Achieve*** program, part of the *Excellent Public Schools Act*, became law in July 2012. The goal of the ***Read to Achieve*** program is to ensure that every student reads at or above grade level by the end of third grade, thus enabling him/her to meet the third grade promotion standards.



## **NCDPI Waiver**

- The North Carolina End of Grade (EOG) reading test, along with the mClass: Reading 3D Text Reading and Comprehension (TRC) assessment (alternate assessment approved by the State Board of Education) will serve as indicators of proficiency for third grade student in Durham Public Schools, accordingly determining promotion.

## Reading Proficiency

- Third grade reading proficiency may be demonstrated as follows:
  - Pass the NC End-of-Grade (EOG) reading test with a Level III or IV
  - Score a Level P or higher on the mClass TRC at any point in the school year (***A recent change approved for DPS***)

## **Portfolio Process**

- DPS is no longer requiring the portfolio process
- Additional alternatives are available
- Schools may use the passages as an instructional tool

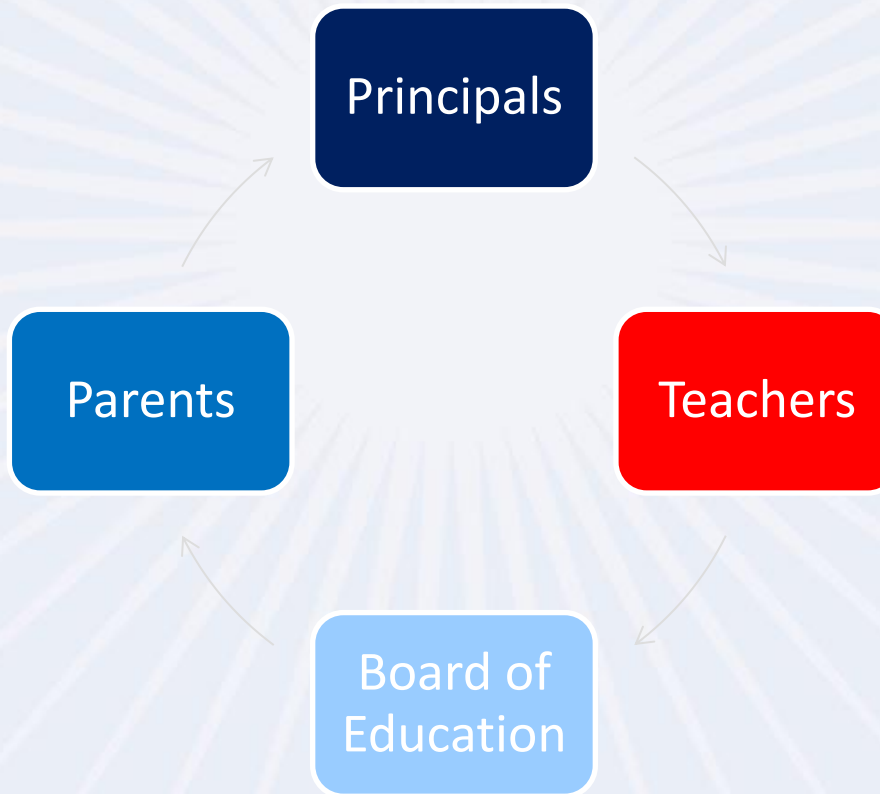
## **Based on Original Requirements**

- **Week 1: April 1 - April 4**
- **Week 2: April 7 – April 10**
- **Week 3: April 14 – April 17**

## **Based on New Flexibility**

- **Week 1: One week April Intersession**
- **Week 2: June 23 - June 26**
- **Week 3: June 30 - July 3**
- **Week 4: July 7 - July 10**
- **Week 5: Sept. 29 - Oct. 3**
- **Week 6: Oct. 6 - Oct. 10**

# Communication Plan



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# Discussion



One Vision. One Durham.

Date: March 4, 2014

# Durham Public Schools Support Services Committee PRECIS

**Agenda Item:** AIG Plan 2013-2016 Revision: Student Identification

**Staff Liaison Present:** Teresa Daye, Ed.D.                                      **Phone #:** 560-3677  
Beth Cross    560-2029

**Main Points:**

- Staff members propose a change in the administration of the Cognitive Abilities Test screening timeline.
- Administration presents this topic for discussion.

**Fiscal Implications:**

- These efforts are supported through state and local funds.

**Strategic Plan Alignment:**

- Goal I.3 – DPS will establish and implement nurturing systems to increase identification, participation, and performance in rigorous curricula offerings as measured by district, state and local assessments.

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

# **Academically and/or Intellectually Gifted Plan 2013-2016 Revision**

## **March 4, 2014**

**Teresa J. Daye, Ed.D**

Curriculum, Instruction, and Assessment Officer

**Beth Cross**

Director of Advanced Academics



# NC AIG Program Standards

- **Standard 1: Student Identification**
- Standard 2: Differentiated Curriculum & Instruction
- Standard 3: Personnel and Professional Development
- Standard 4: Comprehensive Programming within Total School Community
- Standard 5: Partnerships
- Standard 6: Program Accountability

## **Standard 1: Student Identification**

- Cognitive Abilities Test (CogAT) – current 3<sup>rd</sup> grade screener which measures students’ developed reasoning abilities in 3 domains- verbal, quantitative, nonverbal
- Multiple tests currently in place for 3<sup>rd</sup> grade
- Proposal to move the CogAT administration to the end of 2<sup>nd</sup> grade
  - Principals’ Advisory Council
  - K-5 AIG Facilitators and AIG Teachers
  - Donna Y. Ford, PhD “the EARLIER we screen students, the better”
  - Charlotte/Mecklenberg Schools, 10 years

## Benefits

- More equitable: Students can tend to hide their abilities as they get older.
- Students' needs: Student profile outlines instructional strategies specific to each learner.
- Time: Teachers can plan instruction geared to students' strengths, right at the beginning of 3<sup>rd</sup> grade.

## **Specific Testing Information**

- Number of questions per test:
  - Verbal - 3<sup>rd</sup> grade 62, 2<sup>nd</sup> grade 54
  - Quantitative-3<sup>rd</sup> grade 52, 2<sup>nd</sup> grade 50
  - Nonverbal- 3<sup>rd</sup> grade 56, 2<sup>nd</sup> grade 52
- Testing Window: April 28-May 2

## Table 28: Reliabilities for Standard Age Scores

Grade	Level	Verbal	Quantitative	Nonverbal
2	8	.89	.93	.92
3	9	.93	.93	.90
4	10	.90	.93	.90

CogAT 2<sup>nd</sup> grade scores are reliable as they compare to 3<sup>rd</sup> and 4<sup>th</sup> grade scores.

# Discussion



Date: March 4, 2014

**Durham Public Schools  
Support Services Committee  
PRECIS**

**Agenda Item:** Superintendent’s Closing the Achievement Gap Task Force

**Staff Liaison Present:** Dr. Terri Mozingo  
Dr. Debbie Pitman

**Phone #:** 560-2027  
560-2554

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**Main Points:**

- Administration will provide a status report on the Superintendent’s Closing the Achievement Gap Task Force including a review of legislation, members, summary of accomplishments, and introduction of the Literacy Summit in May 2014.
- Administration presents this for information.

**Fiscal Implications:**

- These efforts are supported by local 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.
- Goal 2.4 DPS will strengthen family connections and community outreach efforts as measured by increased participation in district-wide events and initiatives.

**Purpose**

**Information**

**Discussion**

**Reviewed by:**

**Finance**     N/A    

**Attorney**     N/A

# **Superintendent's Closing the Achievement Gap Task Force (CTAG)**

**Support Services Committee  
March 4, 2014**

**Dr. Terri Mozingo**  
Assistant Superintendent

**Dr. Debbie Pitman**  
Assistant Superintendent

**Martinette Horner**  
Co-Chair

**Donna Rewalt**  
Co-Chair



## **NC GS 115C.12 Closing Academic Achievement Gap**

School systems shall establish local Task Force on **Closing The Achievement Gap** to:

- ***Advise** the Superintendent and **work** with the local Board of Education and administration on closing the gap in academic achievement*
- ***Include** key stakeholders in the community*

***Launched in Durham Public Schools (2001)***

## Task Force Members

### Task Force Co-Chairs

- Martinette Horner, UNC-CH (DPS parent)\*
- Donna Rewalt, Cooperative Extension (DPS parent)\*

### Members

- Hugh Osteen, Durham Public Schools
- Susan Blackmon, YO: Durham\*
- Dr. William Darity, Duke University\*
- Gayle Erdheim, Achievement Academy of Durham\*
- Karlene Fyffe Phillips, Durham County Library\*
- Rubie Lawson, Durham Committee on the Affairs of Black People\*
- Dawn Manus, Alliance Behavioral Health\*

- Sam Miglarese, Faith Community, Parent & Duke University\*
- Ivan Parra, Durham CAN\*
- Cynthia Watkins, Teacher of the Year, Spring Valley\*
- Julie Wells, Partners for Youth\*
- Andrea Underwood, DAE\*

### Durham Public Schools Members

- Patti Crum, George Watts ES Principal, \*
- Holly Emanuel, Carrington MS Principal\*

### Staff Liaison

- Dr. Terri Mozingo, Durham Public School
- Dr. Debbie Pitman, Durham Public School

*\*Membership recommended*

## Accomplishments

- **Served** as “critical friends” on topics such as budget, strengthening parent communication, encouraging kindergarten transition
- **Presented** at the *North Carolina Raising Achievement and Closing the Achievement Gap* conference (2009)
- **Advocated** for parent and volunteer staffing and resources in DPS
- **Collaborated with Durham County Library** to provide back to school supplies for participants
- **Focused** on achievement data and program overviews in DPS (2012-13)
  - EOG/EOC Results
  - Literacy Framework
  - Family Academy
- **Established** current focus: Literacy Summit (2013-14)

## **Literacy Summit – May 3, 2014**

### **Vision**

- Improved literacy for our youngest students impacted by the 3<sup>rd</sup> Grade **Read-to-Achieve** legislation

### **Connected to DPS Strategic Plan and CTAG Goals**

- **Enhance** community engagement (Strategic Plan Goal 2)
- **Improve** literacy support for underperforming subgroups (Strategic Plan Goal 1.2)
- **Strengthen** family engagement (Strategic Plan Goal 2.4.2 and 2.4.5)

# Literacy Summit Goals

## 1. AWARENESS -

- To **inform** parents and community members about the Read to Achieve legislation and its impact on students in Durham Public Schools

## 2. ALIGNMENT + COMMITMENT + MOBILIZATION

- To develop **alignment** with community organizations supporting children's literacy and the goals and requirements of Read to Achieve.
- To secure **commitment** from community based organizations as partners in this literacy work.
- To support third grade literacy by **mobilizing** community resources.

## Literacy Summit Goals (continued)

### 3. ACTION/TRAINING

- To provide literacy training to **community based organizations** that offer **homework/after-school assistance**.
- To provide literacy training to **community** and **parent volunteers** who will support students in the **Read to Achieve Summer Camp** and throughout the year.
- To train **community** and **parent volunteers** in essential literacy **techniques**.

## **Participant Commitments**

- ✓ Volunteer to **read** at schools
- ✓ Volunteer to **support students** at **Read to Achieve Summer Camp**
- ✓ **Implement strategies** learned at the summit by groups/organizations (faith-based programs, camps, after school programs, etc.)
- ✓ **Use techniques** at home—parents, guardians, care-givers

# Literacy Summit Logistics

## Location:

Brogden Middle  
School

## Date/Time:

May 3, 2014  
9:00 AM- 1:00 PM

## Sessions

**Opening Session**  
Speaker & “Just Right  
Texts”  
5 Breakout Sessions

**Partners**

**Schedule**



# Agenda

## Opening Session

- *Welcome*
- *Speaker*
- *DPS Data & Read to Achieve Overview*

## Speaker—Call to Action

**Workshops** — repeat and run concurrently

## Closing - Next Steps

- *All participants make a commitment*

## Sessions Focusing on Targeted Literacy Skills

LITERACY SKILLS	SESSION
Text Complexity	OPENING SESSION: Just Right Texts- Which Texts Help Good Readers Grow?
Metacognitive Strategies for Reading	Breakout Session: Watch Me Read: What do good readers do?
Text-Dependent Questions	Breakout Session: Just the facts, Ma'am: What kinds of questions do good readers ask?
Academic and Domain-Specific Vocabulary	Breakout Session: Word World: What words do good readers study?
Skills for English Language Learners (ELLs)	Breakout Session: What are the literacy needs of English Language Learners (ELL)?
Connecting Reading and Writing	Breakout Session: Read It, Write It: How do good readers write about what they know?

## Literacy Summit – Marketing and Communication

### Promotions

- Call for volunteers on social media and Channel 4
- Include information in Have You Heard e-newsletter

### Communication

- Create Principal Toolkit, sample letters for volunteer coordinators, all-staff email
- Media outreach
- Explore advertising/PSA opportunities

### Marketing

- Create flyers, logo, web badge for DPS and school websites
- Provide information for faith-based organization bulletins

## **Future Steps**

- Award Certificates to Literacy Summit Participants
- Develop Family Academy sessions
- Post Literacy Summit seminars on DPS Website
- Coordinate on-going literacy volunteers in schools

# Discussion



*One Vision. One Durham.*

Date: March 4, 2014

**Durham Public Schools  
SUPPORT SERVICES COMMITTEE  
PRECIS**

**Agenda Item:** Homeless Education Programs

**Staff Liaison Present:** Theresa McGowan Phone # (919) 560-2122  
Jacqueline Love (919) 560-3927

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**Main Points:**

- Administration is presenting an update to the board on the Homeless Program in Durham Public Schools including an overview of McKinney-Vento legislation, the number of students qualifying for and receiving support, programs and services.
- Administration is presenting this for information only.

**Fiscal Implications:**

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

**Strategic Plan Alignment:**

- Goal 6 Wellness and Safety

**Purpose**

**Information**

**Discussion**

**Reviewed by:**

**Finance** \_\_\_  **Attorney** \_\_\_

# Homeless Education Programs

**Support Services Committee**

**March 4, 2014**

**Theresa McGowan**

Director, Preventive Services

**Jacqueline Love**

Homeless Liaison

## **What is McKinney-Vento?**

- No Child Left Behind, Title X, Part C
- Ensures educational rights and protection for children and youth experiencing homelessness
- Ensures that all children and youth experiencing homelessness have access to public education



## Who qualifies for services?

Children or youth who lack a:

- Fixed,
- Regular, and
- Adequate nighttime residence.

*Note: If family moves into a permanent housing during a school year, the family continues to be eligible for homeless services for the remainder of the academic school year.*

## Enrollment and Transportation

- If a student is new to the district, s/he can enroll **IMMEDIATELY** (no waiting on paperwork)
- Obtain records within 30 days
- Transportation is provided to a student's school of origin

# **DPS Homeless Statistics**

<b>Year</b>	<b>Number of Students</b>
<b>2009-2010</b>	<b>535</b>
<b>2010-2011</b>	<b>649</b>
<b>2011-2012</b>	<b>829</b>
<b>2012-2013</b>	<b>880</b>

## **Possible Effects of Homelessness**

- Students may experience various emotions that are associated with abrupt separations (e.g., loss, trauma, anger, stress, depression)
- Students may be 4 to 6 months behind their peers academically
- Students may experience bullying

*Source: Information obtained from various McKinney-Vento Briefs*

# Support Programs and Services

- **Homeless Office**

- Relocated to Bacon Street
- Full-time Homeless Liaison
- Full-time Social Worker

- **Programs**

- Afterschool Program
- Scholarships
- Summer Camps
- Tutoring

- **Services**

- Connections to community resources and services
- Clothing
- Personal hygiene supplies
- Backpack Buddies (Food)
- School supplies
- Graduation caps and gowns
- Holiday “adoptions”

# Backpack Buddies Program with Faith Community

**Calvary Baptist (Merrick Moore) 25 students**

**Farrington Road (Creekside) 10 students**

**Union Baptist (Fayetteville Street) 20 Students**



## **S.O.A.R.**

**(Students are Obtaining Skills, Achieving Academic Success, and Realizing their Potential)**

- Exemplified multi-departmental and community collaboration (Homeless Program, Community Education, Title I, business and community partners)
- Operated 7-weeks of summer academic tutoring and enrichment
- Sustained academic success (no summer loss)



## **S.O.A.R.** (continued)



**Parent Involvement**

- Engaged parents
- Implemented Positive Behavior Intervention System for students and parents (improved behaviors)
- Developed coping skills (social skills group)



# SOAR Graduation Day



*Recognized as a model program in North Carolina;  
Staff invited to present at the Regional  
North Carolina Homeless Education Program*

A large sunburst graphic with many thin rays emanating from a central point, set against a light blue background.

# Discussion



*One Vision. One Durham.*

Date: March 4, 2014

**Durham Public Schools  
Support Services Committee  
PRECIS**

**Agenda Item:** Superintendent Search Process

**Staff Liaison Present:** Hugh Osteen

**Phone #:** 919.560.3831

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**Main Points:**

- Several Proposals have been received and forwarded to Board members.
- The Board will need to discuss the merits of each proposal.
- The Board will need to discuss its own preferences for timeline, cost, input and final agreement.
- Administration submits this for information.

**Fiscal Implications:**

- None

**Strategic Plan Alignment:**

- None

**Purpose**

**Information**

**Discussion**

**Reviewed by:**

**Finance**     N/A    

**Attorney**     N/A