



AGENDA
Durham Public Schools Board of Education
Support Services Committee
December 3, 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. Committee Meeting Minutes
 - I. October 29, 2013
6. Reports
 - I. Magic Johnson Bridgescape Academy Update
 - II. Read To Achieve Update
 - III. PLC Early-Release 2014-2015
 - IV. Summary of Follow Up Items
 - V. 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 #: 560-2774

Main Points:

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

- October 29, 2013

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
December 3, 2013

The Support Services Committee met on Tuesday, October 29, 2013 in the Fuller Administration Building, 511 Cleveland Street, Durham, North Carolina.

Board Members Present

Omega Parker, Chair; Leigh Bordley, Vice-Chair; Natalie Beyer, Heidi Carter, and Nancy Cox. Ms. Bordley presided over the meeting; Ms. Parker needed to be excused early from the meeting.

Administrators Present

Dr. Debbie Pitman, Assistant Superintendent of Student, Family and Community Services; Jim Key, Area Superintendent for High Schools; Pamela Taylor, Student Services Coordinator; Michelle Smith, Director of Student Services; Theresa McGowan, Prevention Services Coordinator; and Dr. Eric Becoats, Superintendent.

Attorney Present

Benita Jones

Call to Order/Moment of Silence

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

Agenda Review and Approval

The agenda was approved as presented.

Public Comment

There was no public comment.

Approval of Minutes

The minutes were approved as printed.

Committee Reports

District and School Transformation Update

Public Comment: None

Bill McNeal provided an update on school and district transformation, including the purpose of the DPS transformation team, work strategies, and elements of progress. Mr. McNeal introduced the members of the DPS transformation team – Laurie Carr, Kendra Marsh, Michelle Robinson, Michael Taranto, Alisa McLean, Dan Davis, Christine Kreider, Jane Wright and Jamie Stroud. Mr. McNeal listed the DPS transformation priority schools and provided information on the ways in which members of the transformation team support these schools and staff. Several of the transformation team members provided details about their day-to-day roles

as transformation supports to the schools. In addition Mr. McNeal provided highlights of progress in the district, including performance composite gains, graduation rates and proficiency comparison with DPS and other NC top school districts.

This report was presented for information. Board members had a full discussion regarding this update and there were no follow-up items requested.

Student Support Updates

Public Comment: None

Dr. Debbie Pitman, Dr. Kristin Bell, Michelle Smith, and Theresa McGowan provided an update on supports provided to DPS students including the redesign of character education, programs and strategies in response to suspension, and alternative to suspension centers. The updates also included information on anti-bully strategies, the restorative justice pilot and positive behavior intervention and supports. The administration also highlighted professional development opportunities for school administration, staff and parents. The Administration provided an update on alternative to suspension programs and community partnerships, which included an announcement regarding the Second Chance Academy, established to serve middle school students, in lieu of short-term suspensions. This program will be located at W. G. Pearson Middle School. In addition a short-term suspension intervention program, serving secondary school students on short-term suspensions, will be located at Lakeview School. The Administration wrapped up their presentation by providing dates for the upcoming community conversations on suspension.

This report was presented for information only. Board members had a full discussion regarding this update and administration will provide responses to the follow up items as requested. This item will be placed on the agenda at the full Board meeting in November for information.

Summary of Follow-Up Items

- 1) Provide Community Conversation questions to the Board of Education members.
- 2) Send PBIS State Recognition Status to Board of Education members.
- 3) The Administration will research social/emotional learning models to infuse into the whole school culture. The Board requested that DPS Administration explore what other districts are doing with Social Emotional Learning and make recommendations to the Board on whether DPS needs “new” policy or curriculum or programs.
- 4) Provide Summary Report on number of students served by Second Chance Academy (End of Year).

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



One Vision. One Durham.

Date: December 3, 2013

**Durham Public Schools
Support Services Committee
PRECIS**

Agenda Items: Magic Johnson Bridgescape Academy (MJBA) Update

Staff Liaison Present: James Key
Dan Gilfort

Phone #: 919-560-2597
919-560-2219

Main Points:

- Administration will provide an update on the progress of the Magic Johnson Bridgescape Academy Drop-Out Recovery program implemented in August 2012. The update will include the following:
 - MJBA highlights from the 2012-13 school year
 - The results from an external evaluation
 - MJBA highlights from the 2013-14 school year.
- A member of the Edison Learning organization will provide an update on what Edison is doing to provide ongoing support for MJBA students.

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 rate as measured by state data.

Purpose

Information

Discussion

Reviewed by:

Finance _____

Attorney:

Magic Johnson Bridgescape Academy Update

**Support Services Committee
December 3, 2013**

James F. Key, II

Area Superintendent for High Schools

Dan Gilfort

Principal for Holton Career and Resource Center

Magic Johnson Bridgescape Academy Highlights for 2012-13

- Magic Johnson Bridgescape Academy served a total of 178 students in 2012-13
- 82 students remained with the program through July 2013
- A total of 13 students graduated in 2013
- 110 students enrolled in August 2013 with 46 potential graduates for 2013-14

Magic Johnson Bridgescape Academy External Evaluation Process

- Contracted with Duke University Center for Child and Family Policy to conduct external evaluation
- Evaluation provided by Dr. Desiree Murray
- Evaluation occurred from October 22, 2012 through September 30, 2013

Magic Johnson Bridgescape Academy External Evaluation Procedures

- Program observed in November 2012, March, and July 2013
- Staff interviews conducted in November 2012, February, and June 2013
- Student Focus Groups conducted in December 2012 and May 2013

Magic Johnson Bridgescape Academy External Evaluation Procedures

- Surveys administered to students in February and June 2013
- Interviews with students who dropped out conducted in March-May 2013
- Student transcripts were analyzed in January and September 2013

Magic Johnson Bridgescape Academy External Evaluation Feedback

Summary of Year One Challenges

- Staff turnover including first director (replaced in December 2012)
- Inconsistent student attendance due to transportation, child care needs, work scheduling conflicts
- Inconsistent communication of expectations

Magic Johnson Bridgescape Academy External Evaluation Feedback

Summary of Year One Challenges

- 10:30am-2:30pm and 2:30pm-6:30pm hours not optimal for students nor staff
- Orientation program lacked rigor
- Students with unmet mental health challenges
- Students struggle with online math curriculum

Magic Johnson Bridgescape Academy External Evaluation Feedback

Immediate Responses to Challenges in Year One

- Hours changed to 8:00a.m. – 12:00p.m. and 11:00a.m. - 3:00p.m.
- Developed a more rigorous three-day orientation program
- New director hired in December 2012
- Implemented consistent communication of expectations to include weekly ConnectEd messages, effective In-School-Suspension program, rewards vs. consequences incentive programs, advisor-advisee program

Magic Johnson Bridgescape Academy External Evaluation Feedback

Immediate Responses to Challenges in Year One

- Attendance tracked more systemically with Truancy Court implemented during second semester
- DATA bus passes available for all students
- 20 Minutes of Silent Sustained Reading required each day
- Cornell Notes taught and used by students
- Breakfast and lunch available for students

Magic Johnson Bridgescape Academy External Evaluation Feedback

Recommended Areas for Improvement

- Offer Day-Care services for MJBA students
- Offer Substance Abuse counseling
- Secure a second counselor to support mental health needs
- Establish reasonable progress indicators for students such as a 70% attendance rate and earning two credits per semester

Magic Johnson Bridgescape Academy External Evaluation Feedback

Recommended Areas for Improvement

- Provide additional training to teachers on the “blended learning” model especially for math
- Provide teachers training for interpreting transcripts to enhance their roles as advisors
- Develop improved means for engaging and involving parents

Magic Johnson Bridgescape Academy External Evaluation Feedback

Conclusions

- The MJBA program underwent significant change during year one specifically during first semester
- New programs such as this typically take 2-4 years to achieve full benefits
- Most changes were viewed positively and served to strengthen the program
- Students who were committed to the program attended on average 73% of the time

Magic Johnson Bridgescape Academy External Evaluation Feedback

Conclusions

- Students who remained enrolled for more than five months increased their GPA and earned credits more quickly than they did at their previous school
- Data indicates that year one improvements will continue with strong leadership and staffing

Magic Johnson Bridgescape Academy Highlights for 2013-14

- Magic Monday's: students recognized for improved academics and attendance
- Weekly Perfect Attendance Awards
- Casual Friday's: no uniform on Friday's
- Advisor-Advisee program based on Performance Learning Center model

Magic Johnson Bridgescape Academy Highlights for 2013-14

- Advisory Stars: students who complete the most lessons within a week qualify for additional privileges
- Advisory of the Week competition
- Sticker Stars: each student is publicly acknowledged for each credit earned
- Graduation Wall of Fame: pictures of recent graduates displayed as inspiration to current students and staff

Edison Learning Update

Chris Wilberding, Presenter

- How “Friends of Magic” Supports Magic Johnson Bridgescape Academies
- Internship Program
- Scholarship Program
- Friends of Magic Volunteers

Discussion



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Date: December 3, 2013

**Durham Public Schools
Support Services Committee
PRECIS**

Agenda Items: Read to Achieve Update

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

Phone #: 919.560.3874

Main Points:

- Administration will provide an update on the components of 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

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Discussion

Reviewed by:

Finance _____

Attorney:

Read to Achieve Overview Support Services Committee December 3, 2013

Dr. Stacey Wilson-Norman
Deputy Superintendent for Academics Services

North Carolina Read to Achieve

- Adopted July 2012 (state budget act)
- 7 basic components
- Effective at the beginning of the school year 2013-2014

Basic Components

Comprehensive
Plan

Developmental
Screening

Early Grade
Reading
Proficiency

Elimination of
Social Promotion

Reading
Development for
Retained Students

Notification to
Parents and
Guardian

Accountability
Measure Process

Component 1: Comprehensive Plan for Reading Achievement

- Improve reading achievement
- Effective reading instructional practices based on current empirical research
- Stakeholder input
- Standard Course of Study / Common Core
- Teacher licensure and renewal standards
- Teacher education



Component 2: Developmental Screening and Kindergarten Entry Assessment (2014-2015)

- 5 essential domains
 - Language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development
- Early language, literacy, math within 30 days

Component 3: Facilitating Early Grade Reading Proficiency

- Formative, diagnostic assessments K-3
- Instructional supports and services for difficulties in reading development
- Formative, diagnostic data to identify root causes of reading development deficiency
- Adopted by State Board of Education in August 2012

mClass Reading 3D

- Formative and Diagnostic
- 2 components
 - DIBELS Next (universal screener)
 - TRC (Text Reading Comprehension)

Component 4: Elimination of Social Promotion

- Retention after 3rd grade
- Good cause exemptions
- Superintendent approves exemptions
- Teacher sends justification and documentation of good cause to principal
- Principal makes initial determination of retention then sends in writing to Superintendent

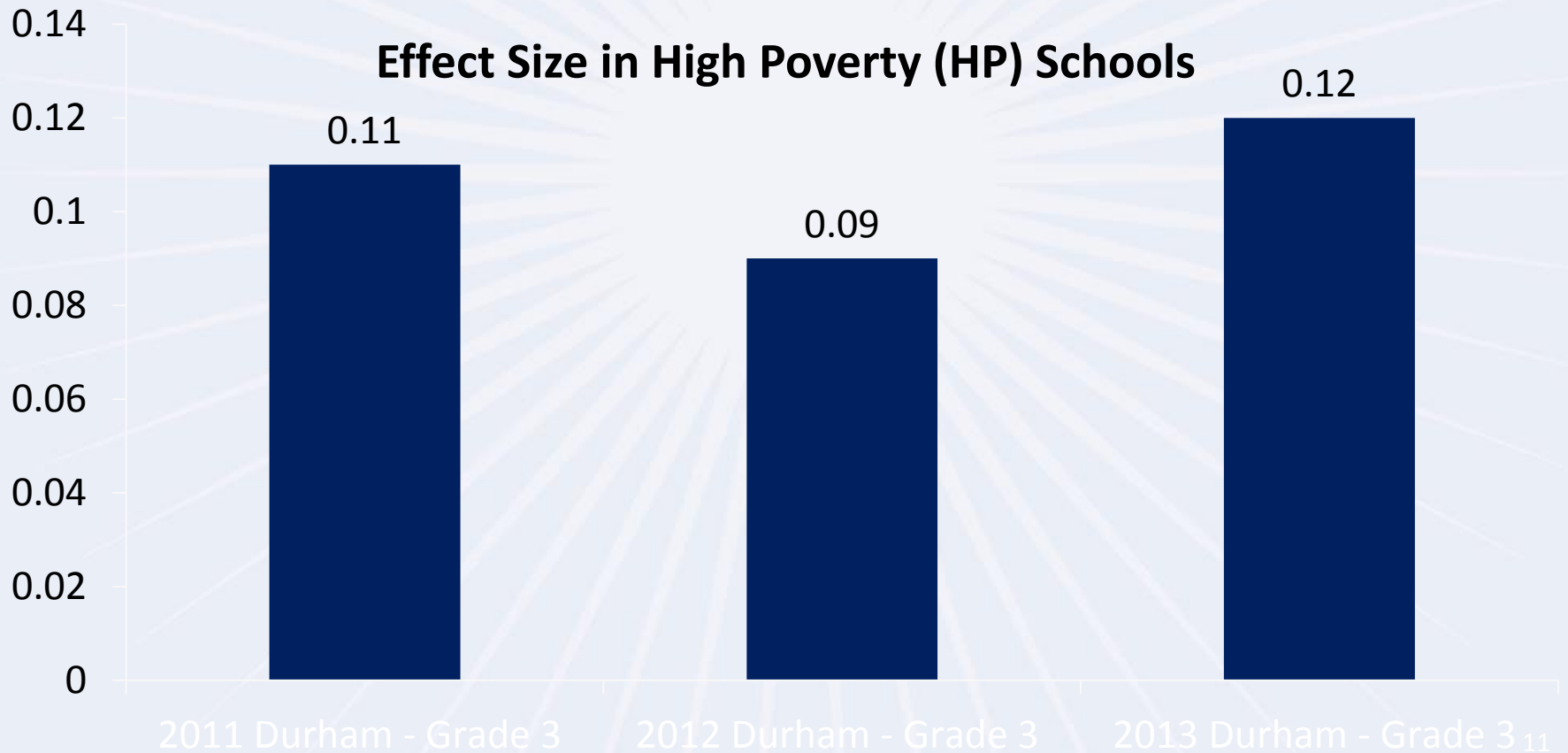
Good Cause Exemptions

- Limited English Proficient students
- Students with IEPs that include alternate assessments and reading interventions based on the extended content standards
- Proficiency on an alternate assessment after EOG or summer reading camp
- Proficiency through a reading portfolio
- Previously retained more than once

Project READS Data Review

- Students participating in READS are exempt from Read to Achieve
- READS grant ends in fall 2014

Durham Results Over 3 Years - (ES = .05 statistically significant)



Component 5 : Successful Reading Development for Retained Students

- Summer reading camps
- Teacher: positive student outcomes in reading
- 3/4 Transition class
- Accelerated class
- Mid-year promotion

Component 6: Notification to Parents and Guardians

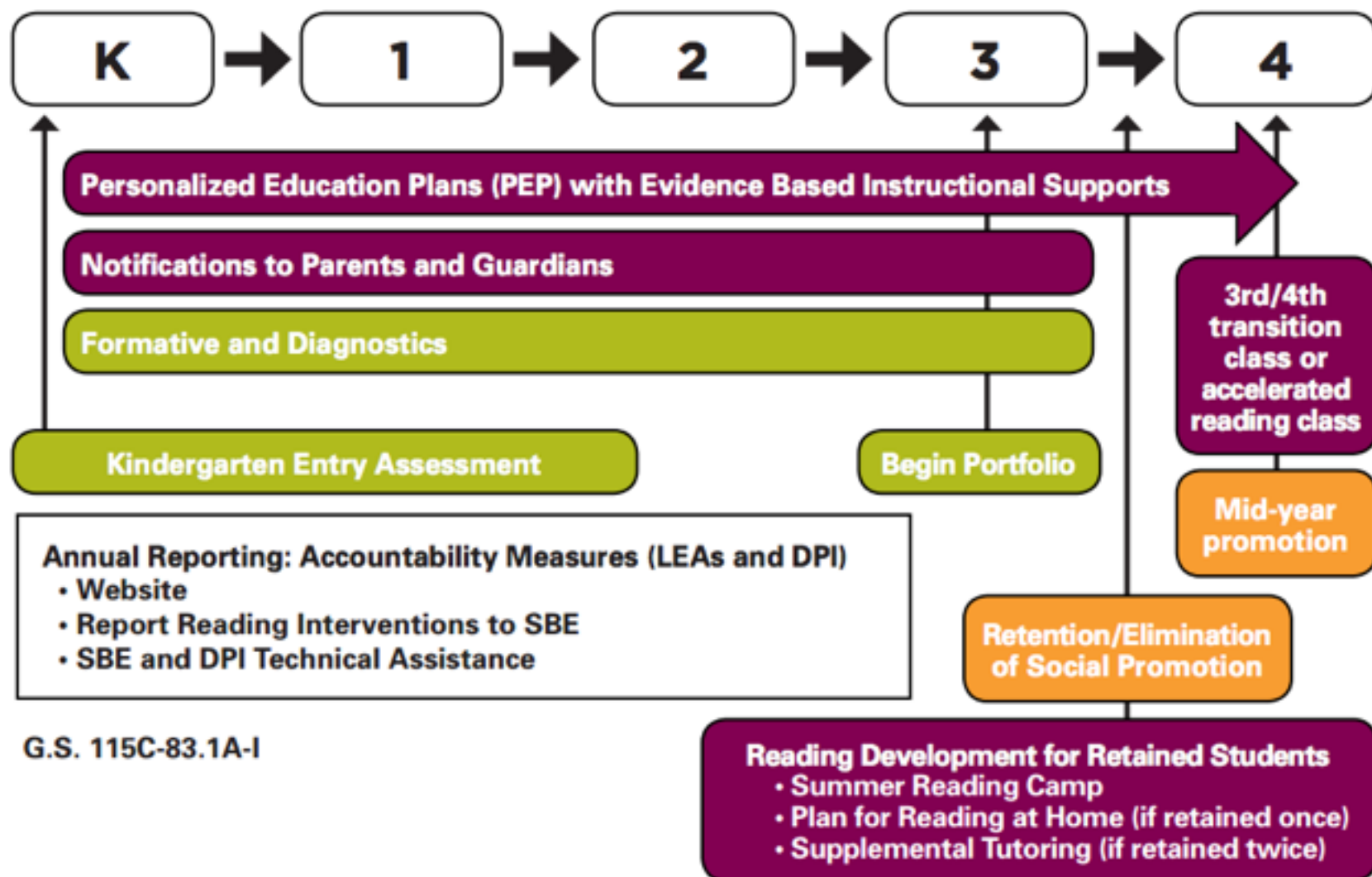
- Timely
- In writing
 - Not eligible for good cause exemption
 - Interventions used
- Monthly reports on reading progress

Component 7: Accountability Measures

- LEA Accountability
 - Published numbers of proficient, not proficient, Read to Achieve Test, retained, exemptions
- Local Boards
 - Reports sent to State Board including interventions used
 - SBE and DPI provide technical assistance

North Carolina Read to Achieve Program Grade Level Implementation Plan

Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.



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: December 3, 2013

**Durham Public Schools
Support Services Committee
PRECIS**

Agenda Items: PLC Early-Release 2014-2015

Staff Liaison Present: Dr. Debbie Pitman, Ph.D.
James F. Key, II

Phone #: 919-560-2554
919-560-2597

Main Points:

- Administration will provide a proposal to add five additional PLC Early-Release Days for 2014-15.
- New standards, assessments, and expectations have made it necessary to provide teachers more professional time to collaborate and share within PLC Teams.
- Administration will share rationale for proposing additional PLC Early-Release Dates.
- Administration will introduce proposed PLC Early-Release dates for the 2014-15 school year.
- Administration will share school level expectations for PLC Early-Release days.

Fiscal Implications:

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

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Finance _____

Attorney:

Professional Learning Communities Early-Release Day Proposed Calendar for 2014-15

Support Services Committee December 3, 2013

Dr. Debbie Pitman

Assistant Superintendent

James F. Key, II

Area Superintendent for High Schools

Rationale for Increasing Number of PLC Early-Release Days

- Standards have changed in all grade levels and courses
- Teachers are preparing students for new assessments
- The state has added five new NC Final Exams to middle school and fifteen new NC Final Exams to high school
- The assessments are more rigorous and require a higher percentage of correct answers to be deemed “proficient”
- Teachers need more time to analyze data, unpack new standards, develop common assessments, and create and share lesson plans

NC READY Accountability Model Indicators

Elementary/Middle



- EOG: Mathematics (3-8)
- EOG: ELA/Reading (3-8)
- EOG: Science (5 & 8)
- EOCs (Middle)

High Schools



- EOC Math I
- EOC: English II
- EOC: Biology
- The ACT
- ACT WorkKeys
- Math Course Rigor
- Cohort Graduation Rate

College
and
Career
Readiness
Indicators

Proposed PLC Early-Release Days for 2014-15

Year-Round Calendar

Approved Scheduled Dates

August 6, 2014; *February 11, 2015; *April 29, 2015

Additional Dates

September 17, 2014; *November 19, 2014; December 10, 2014

January 28, 2015; March 11, 2015

*District-Wide PLC Meetings Reserved for 6-12 Schools.

Proposed PLC Early-Release Days for 2014-15

Specialty High Schools Calendar

Approved Scheduled Dates

September 17, 2014; *February 11, 2015; *April 29, 2015

Additional Dates

August 20, 2014; October 15, 2014; *November 19, 2014;
December 10, 2014; January 28, 2015;

*District-Wide PLC Meetings Reserved for 6-12 Schools.

Proposed PLC Early-Release Days for 2014-15

Traditional Calendar

Approved Scheduled Dates

September 17, 2014; *February 11, 2015; *April 29, 2015

Additional Dates

October 15, 2014; *November 19, 2014; December 10, 2014;
January 28, 2015; March 11, 2015

*District-Wide PLC Meetings Reserved for 6-12 Schools.

PLC EARLY-RELEASE DAY EXPECTATIONS

- Participation in PLC Early-Release Day meetings is mandatory for all DPS teachers and staff.
- K-5 After-School programs would continue to operate on PLC Early-Release Days. 6-8 After-School programs would not operate on PLC Early-Release Days as many of the 6-8 After-School staff members are middle school teachers and would be unavailable to work on these days.
- Teachers would be expected to meet in PLC teams until at least 4:00 p.m. for schools that dismiss at 12:30 p.m. and at least 5:00 p.m. for schools that dismiss at 1:30 p.m.
- No after-school activities (such as athletic practices) will begin earlier than 4:15 p.m. on PLC Early-Release Days. No Middle School athletic events will be played on PLC Early-Release Days.

Summary

PLC Early Release 2014-15	Approved Year Round	Proposed YR	Approved Specialty HS	Proposed Specialty HS	Approved TRAD	Proposed TRAD
August	Aug 6			<i>Aug 20</i>		
September		<i>Sept 17</i>	Sept 17		Sept 17	
October				<i>Oct 15</i>		<i>October 15</i>
November		<i>*Nov 19</i>		<i>*Nov 19</i>		<i>*Nov 19</i>
December		<i>Dec 10</i>		<i>Dec 10</i>		<i>Dec 10</i>
January		<i>Jan 28</i>		<i>Jan 28</i>		<i>Jan 28</i>
February	<i>*Feb 11</i>		<i>*Feb 11</i>		<i>*Feb 11</i>	
March		<i>Mar 11</i>				<i>Mar 11</i>
April	<i>*April 29</i>		<i>*April 29</i>		<i>*April 29</i>	
May						

* District-wide PLC Meetings reserved for 6-12 schools

Discussion