

Challenging our Students to Achieve: *the new state standards and DPS*

Presentation to the DPS Community
2013-14 School Year

How far we've come:

One Vision. One Durham.

- DPS has already challenged ourselves to raise our standards through our *One Vision. One Durham.* Strategic Plan
- Graduation rate in 2012-13 was just under 80% - up nearly 10 points in just four years
- This summer, 81% of our graduates planned to go on to higher education
- We have been on track to meet many of our strategic plan targets, but now the way we evaluate our targets have changed (new state standards)

IN THE NEWS:

The future
is now

Triangle & Co.
newsobserver.com/news

Upping its cool

A Durham advertising agency has added Mentos mints and gum to its client roster. 4B



**Random violence:
Fear for all**



Commentary
Barry Saunders

My schoolmate from Rockingham didn't want to talk, and I understood. Who would under these circumstances?

His son was killed four days ago - kidnapped, robbed and shot after stopping at a gas station in Fayetteville to ask for directions.

Police said Errol Williams, 27, of Rockingham, was killed around 4:45 a.m. Sunday as he tried to escape three men who minutes earlier had driven away from the station with him.

Fayetteville Police spokesman Lt. Todd Joyce said Kelly Eugene Elliott, 31, is the suspected gunman and is wanted on murder, kidnapping and robbery charges. Anthony Solomon Porter and Eric Lamont Phillips are "known associates" of Elliott but have not been identified.

State test pass rates could fall

Fewer students expected to meet newly adopted standards

By LYNN BONNER
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Superintendents and local school board members are bracing themselves for the release of standardized test scores next month that will show a sharp drop in the number of students who passed.

The State Board of Education is scheduled Thursday to set passing scores for students who took standardized tests last spring that were based on new, tougher education standards, including Common Core

standards for English language arts and math. If they adopt the scores the state Department of Public Instruction recommends, thousands of students who thought they were doing pretty well in school just a year ago - and their parents - will learn they failed the latest round of tests.

The board and its advisers debated how to cushion the blow for teachers, students and parents. Some advisers also worried public school critics will use the scores as a stick to further pummel public education.

Mark Edwards, superintendent of the Mooresville Graded School District and the national superintendent of the year, said the drop will hurt morale in schools and lend

fuel to criticism that public schools are failing.

"We have critics ready to come after us," said Edwards, an adviser to the state board. He recommended that the board adopt a graduated system that would allow more students to pass while teachers get used to the new standards.

"Putting it in the context of everything else that's going on, this is a tremendous blow to our teachers," said A.L. Collins, State Board of Education vice chairman. "They worked extremely hard."

He questioned whether students' poor performance could be pinned on a flawed rollout of the new standards.

Test performance dives when the state changes tests. Last school year, tests changed as all public schools in North Carolina adopted more rigorous education standards. Other states that changed standards and tests, such as New York and Kentucky, also saw more students fail.

The scores will show that student proficiency dropped dramatically, especially in math. For example, about 48 percent of third-graders will have passed the end-of-grade math test with the proposed score, compared with 77 percent passing in 2011-12. On the eighth-grade math test, about 35 percent will

SEE TESTS, PAGE 7B

PARALLEL COMPUTING



What are the new state standards?

- North Carolina adopted new standards for curriculum and teaching that will better prepare our students for graduating and moving into college or a career.
- These are state requirements.
- The standards raise the bar for teaching and learning in Durham Public Schools and across North Carolina.

The standards...

- Were adopted K-12, in all subjects
- Are clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills

Will better prepare each student, no matter where he or she is on the learning spectrum, for college, a career, and life.

What does this mean for teachers?

- New, more rigorous curricula
- Better ways to assess what a student has learned and how well he/she understood it

What does this mean for students?

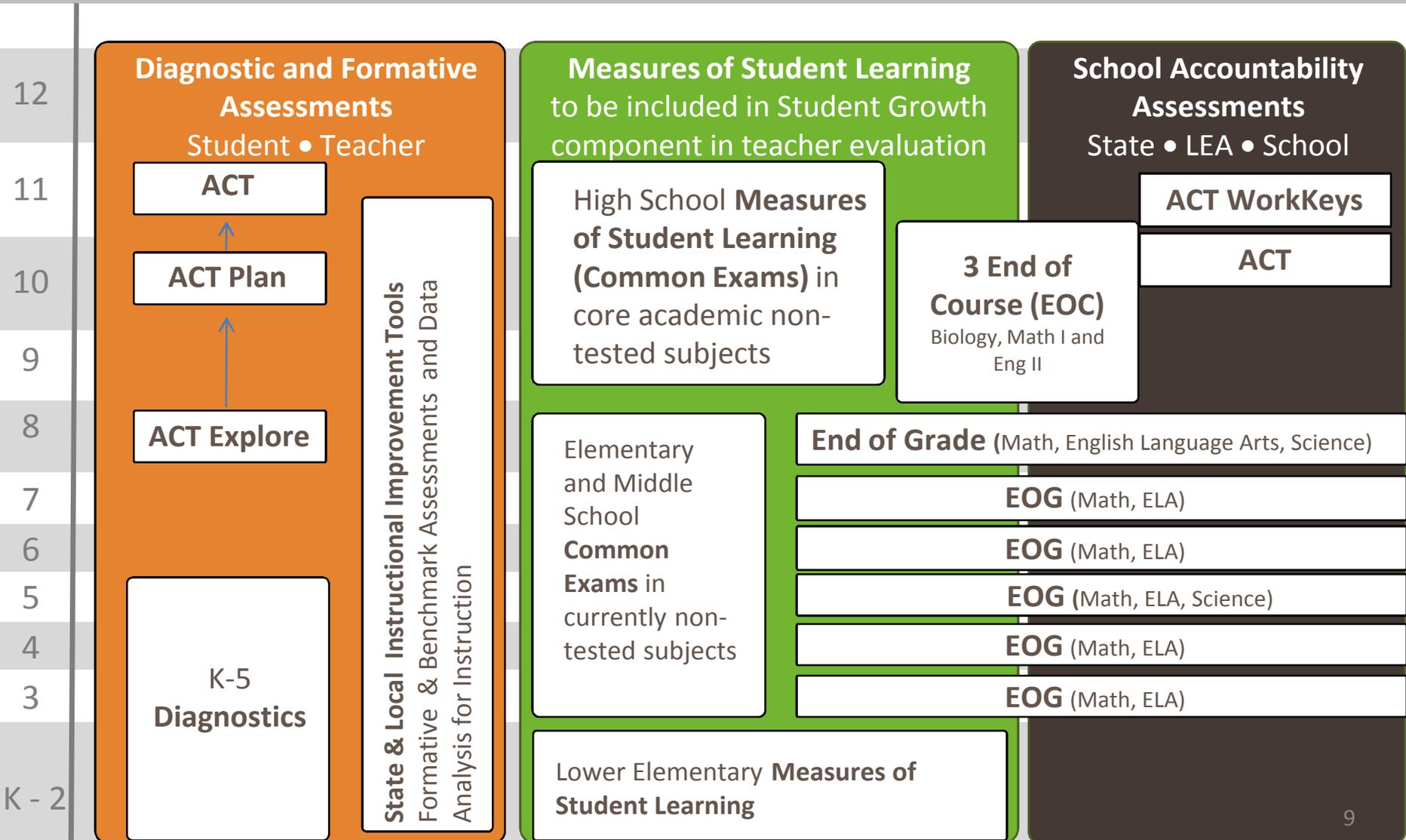
- More rigorous lessons
- More critical thinking
- More integrated learning
- More accountability

A better foundation for success in life – for furthering their education or moving into a career

What does this mean for parents and the community?

- Better prepared students
- More rigorous learning experience
- More critical thinking
- Individualized learning and personalized instruction

What is North Carolina's Testing Program?



How do we administer the assessments?

Online

All End of Course Assessments
(Math I, English II, & Biology)

End of Grade 5 & 8 Science

- NCEXTEND2 Alternate Assessments
- NCEXTEND2 Reading and Math 3-8
- NCEXTEND2 Science 5 & 8
- NCEXTEND2 Math I, English II & Biology

Paper/Pencil

End of Grade
Reading and Math 3-8

- NCDPI recommends online administration, but paper/pencil will be available for all assessments

How are schools held accountable?

**Elementary
and Middle
Schools**

**High
Schools**

Status Indicators

“this year”

- End of Grade 3-8 Math
- End of Grade 3-8 ELA
- End of Grade 5 & 8 Science
- End of Course
- ACT
- Graduation Rates
- Math Course Rigor
- ACT WorkKeys
- Graduation Project

Growth Indicators

*“combined
individual student’s
growth”*

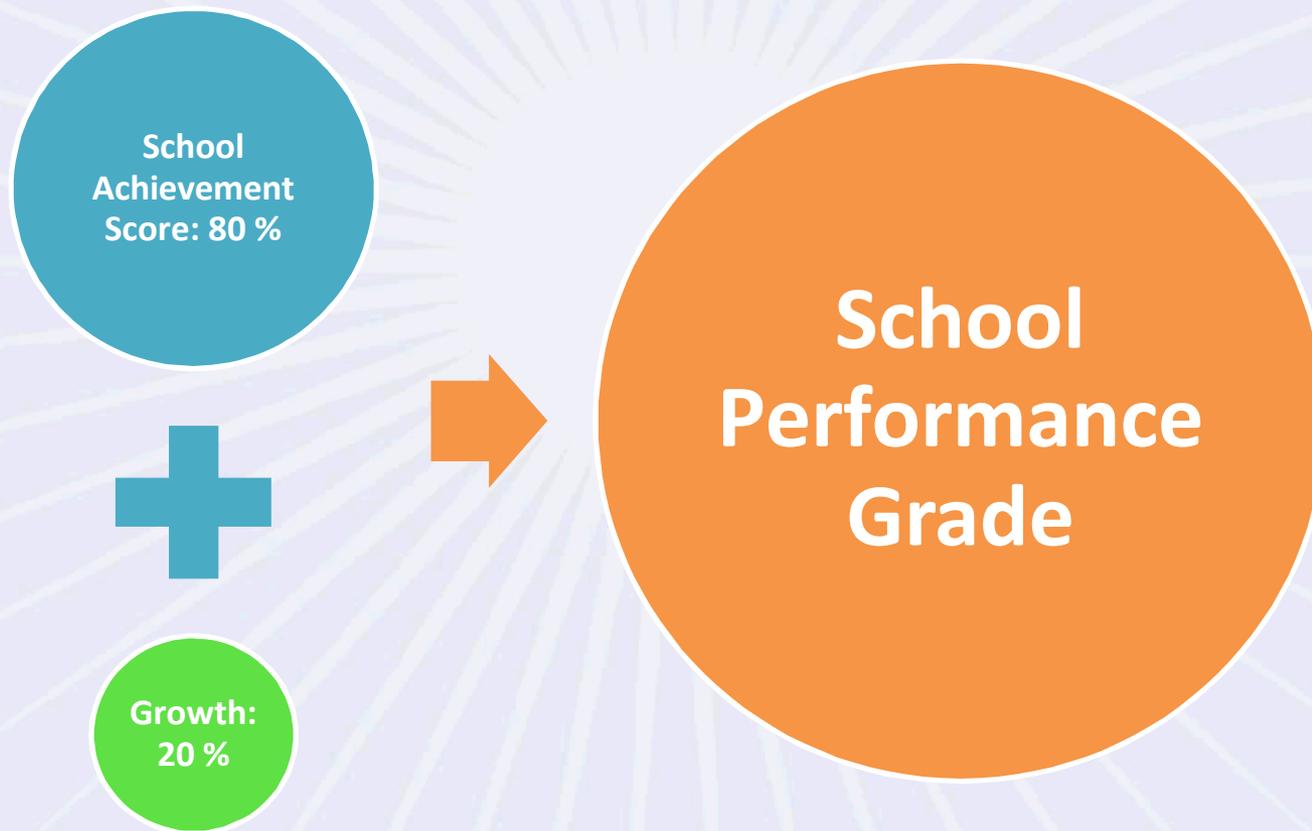
- EVAAS Growth
School-wide
- EVAAS Growth
School-wide

Progress Indicators

*“trend over time
for groups of
students”*

- Δ End of Grade
3-8 Math
- Δ End of Grade
3-8 ELA
- Δ End of Grade
5 & 8 Science
- Δ End of Course
- Δ ACT
- Δ Graduation Rates
- Δ Math Course Rigor
- Δ ACT WorkKeys

School Performance Grades



What does this mean for DPS?

- Students held to higher standards = performance results will dip
- In years past, school districts across the state have seen performance levels drop for a year or two immediately after standards change
- Teachers adjust... students are challenged
- After the initial dip performance, scores begin to rise again

Reading & Math Performance: 1992-93 to 2011-12

The North Carolina State Testing Results, 2011-12

Figure 1. 1992-93 to 2011-12 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students At or Above Level III in **Both** Reading and Mathematics
Grades 3-8



Notes: *N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114-187. From 2002-03 to 2006-07, the end-of-grade reading scale score range was 216-290. From 2007-08 and beyond, the end-of-grade reading scale score range is ≤ 330 to ≥ 370 .

Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208. From 2000-01 to 2004-05, the end-of-grade mathematics scale score range was 218-310. From 2005-06 and beyond, the end-of-grade mathematics scale score range is ≤ 328 to ≥ 386 .

The "Percent At or Above Level III in **Both** Reading and Mathematics" is calculated by dividing the number of students passing **both** reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in **both** reading and mathematics, therefore, the data do **not** include students tested **only** in reading **or** mathematics **or** taking alternate assessments.

End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included starting in 2008-09.

Data received from LEAs and charter schools after September 6, 2012 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

How is DPS rising to meet the standards?

- Invest in a quality education for all children
- Focus on being an innovative, proactive organization
- New standards help us identify areas of need
- New exams will show us how to better teach the diverse students who attend DPS

How are we communicating?

- Presentations to community groups, partners, faith-based organizations, PTA
- Evening info sessions for parents and families
- Media outreach, information and FAQs on website, and Channel 4

Questions and Discussion