

Priority 1: Increase Academic Achievement

Goal 1A: By 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.

Baseline Data

75 percent of DPS schools (39 of 52) met or exceeded growth in 2016-17.

Benchmarks

- **2018-19:** 75 percent (39 of 52) will meet or exceed growth.
- **2019-20:** 79 percent (41 of 52) will meet or exceed growth.
- **2020-21:** 83 percent (43 of 52) will meet or exceed growth.
- **2021-22:** 87 percent (45 of 52) will meet or exceed growth.
- **2022-23:** 90 percent (47 of 52) will meet or exceed growth.

Strategies

1. Implement a school-based support model including literacy, math, and teaching and learning coaches to increase school accountability and improvement efforts.
2. Provide teachers with rich, culturally reflective of student demographics, and standards-based core curricula, coaching, and professional development to ensure high quality instruction for all students.
3. Deliver robust, differentiated, culturally responsive, and customized professional learning to strengthen and sustain leadership capacity among principals and all staff.
4. Develop diverse and robust career pathways for all students and provide increased guidance and resources for equitable access for all students.
5. Provide all district and school leaders as well as instructional staff with updated technology and professional development on how to utilize the devices for blended learning opportunities.

Goal 1B: By 2023, at least 60 percent of all DPS students will achieve grade level proficiency as measured by End-of-Grade and End-of-Course testing.

Baseline Data

46.4 percent of students achieved grade level proficiency in 2016-17.

Benchmarks

- **2018-19:** 49 percent will meet or exceed state targets for reading and math.

- **2019-20:** 51 percent will meet or exceed state targets for reading and math.
- **2020-21:** 54 percent will meet or exceed state targets for reading and math.
- **2021-22:** 57 percent will meet or exceed state targets for reading and math.
- **2022-23:** 60 percent will meet or exceed state targets for reading and math.

Strategies

1. Adopt and implement with fidelity in all schools a reading, math, and science curriculum with equitable access to print and electronic resources.
2. Establish and monitor individual student achievement goals using a centralized data dashboard and design instruction to accelerate growth for every student.
3. Increase school based instructional support utilizing literacy, math, and teaching and learning coaches to ensure the fidelity of curriculum implementation for all students.
4. Create and implement a tiered plan of support that provides standardized intervention strategies that are designed to supplement or enhance core instruction.

Our schools and students’ academic performance is evaluated by the state in two ways. **Proficiency** is a measure of whether our students are *meeting the standards of success* in grades, subjects, or courses. **Growth** is a measure of *how much progress has been made* from year to year regardless of whether standards have been met.

Goal 1C: By 2023, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent.

Baseline Data

The current four-year graduation rate is 81.4 percent. The 2016-17 graduation rate for Black males is 77 percent, for Hispanic males is 63.9 percent, and for Hispanic females is 77.5 percent.

Benchmarks

- **2018-19:** 82.4 percent of students will graduate on cohort.
- **2019-20:** 84.4 percent of students will graduate on cohort.
- **2020-21:** 86.4 percent of students will graduate on cohort.
- **2021-22:** 88.4 percent of students will graduate on cohort.
- **2022-23:** 90 percent of students will graduate on cohort.

Strategies

1. Identify barriers to graduation for Black males, and Hispanic males and females.
2. Develop a centralized Early Warning Tracking System, beginning at elementary school, that identifies students who are at risk of disconnecting from school.
3. Implement systems, structures, and processes related to students and staffing to dismantle barriers to graduation.
4. Ensure every student develops their four-year plan upon entry into high school. Regular advisement will be provided and the plan will be revised as appropriate based on multiple data points.

5. Increase the number of CTE completers in all high schools.

Goal 1D: By 2023, 100 percent of all teachers, leaders, and staff will use technology as a tool for accelerating and personalizing student learning.

Baseline Data

During the 2018-19 school year, DPS will systematically collect data to determine the baseline measure for the use of technology in accelerating and personalizing student learning and establish a tool to assess ongoing progress toward the 2023 goal.

Benchmarks

- **2018-19:** Determine the baseline percentage of teachers, leaders, and staff currently using technology as a tool for accelerating and personalizing student learning, and establish equal-increment benchmarks for Years 2-4 in order to reach 100 percent by 2021-22.
- **2019-20:** Incremental benchmark according to 2018-19 calculation
- **2020-21:** Incremental benchmark according to 2018-19 calculation
- **2021-22:** Incremental benchmark according to 2018-19 calculation
- **2022-23:** 100 percent of all teachers, leaders and staff will use technology as a tool for accelerating and personalizing student learning.

Strategies

1. **Professional Development:** Establish and implement professional learning opportunities designed to support the new state Digital Learning Competencies licensure requirement for all certified staff.
2. **Professional Learning:** Offer ongoing professional learning opportunities to increase the engagement of students with technology to support learning across all content areas.
3. **Leadership:** Implement a process to standardize technology devices for every certified staff member.
 - a. School-Based: administrators and teachers
 - b. Central Office: directors and above
4. **Content and Instruction:** Fully implement with fidelity the use of the district identified Learning Management System (LMS) for staff and students.
5. **Technology Infrastructure and Devices:** Ensure that our technology and infrastructure are supported with sufficient networking capacity.
6. **Data and Assessment:** Utilize the measures of the NC Digital Learning Plan progress rubric to ensure every student engages with technology to support learning during the school day.