



Durham School of the Arts Advisory Program

2019-2020 Academic Year

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NCSU Cohort



Durham School of the Arts-Mission Statement

“The mission of Durham School of the Arts is to enable students from diverse backgrounds to realize their **individual academic potential** and **creative capacities** through a rigorous academic program emphasizing **excellence in the visual and performing arts.**”



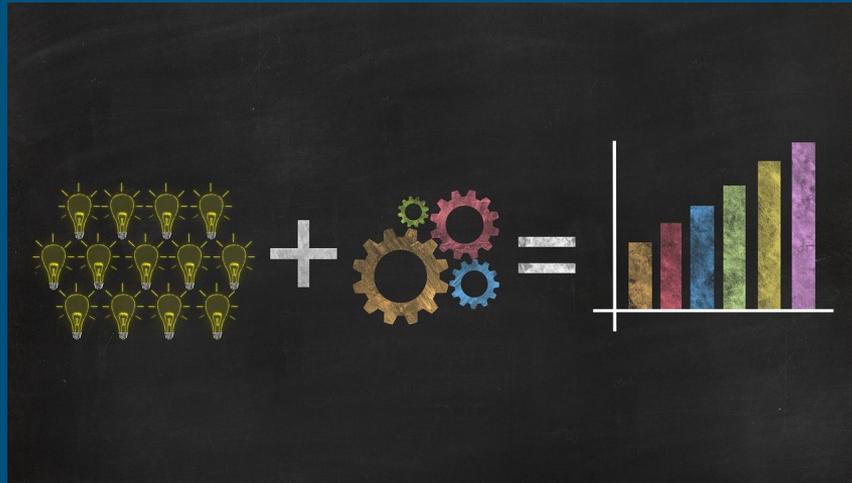
The Problem

How can we offer time during the school day to provide **advising/mentoring** to ensure that targeted 9th grade students **successfully transition** to high school?



The Solution

The Durham School of the Arts (DSA) Advisory Program



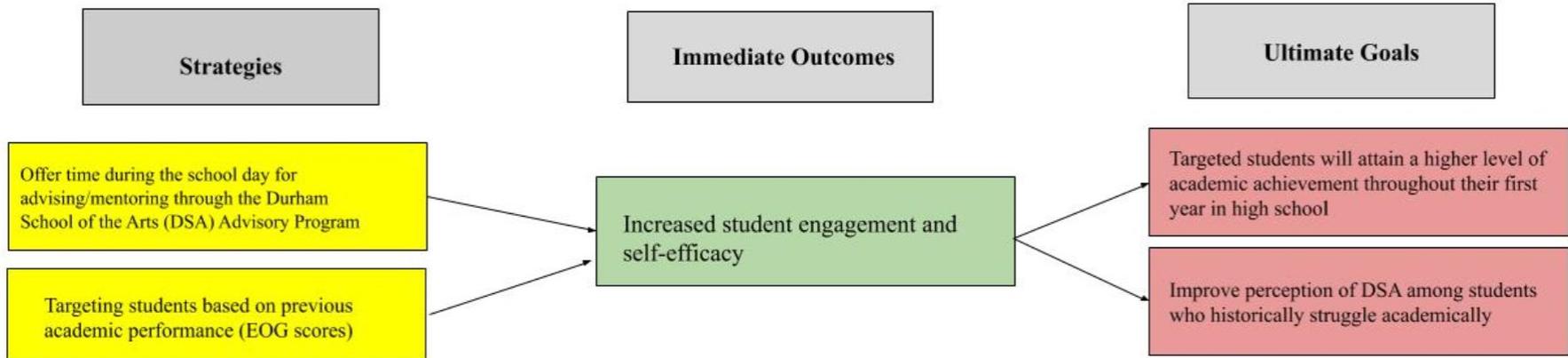
Assumptions

- Focused and intentional advising/mentoring will provide an **extra layer of support** for targeted 9th grade students who may struggle academically.
- This program will result in targeted students attaining a **higher level of academic achievement** throughout their first year of high school.

Logic Model Overview

Durham School of the Arts Advisory Program

The focus of Mr. Do's Problem of Practice is to analyze the effectiveness of the Durham School of the Arts Advisory Program. This pilot program is for current 9th grade students who earned below a 4 on either the Math or Reading EOG in 8th grade. There are currently 134 students and 15 teachers (10 female teachers and 5 male teachers) participating in the program. Students are assigned to a group based on the gender in which they identify (students who identify as male have a male advisor and students who identify as female have a female advisor). Teachers meet with their students (ten in total) once per week on Tuesdays to provide advising to ensure that students are successful throughout the academic year.



Resources and Requirements

- Starts at the beginning of the 2019-2020 academic year
- Does not require transportation
- Supervised by teachers
- Does not take away time from classes



Resources and Requirements

- Access to classrooms
- Grant money for periodic celebrations
- Allocate school funds to compensate advisors
- Advising Curriculum (still under review)
- Don Jones (Assistant Principal) and Harrison Do (Principal Resident) will monitor the program

The DSA Advisory Program

- Pilot program is for current **9th grade students** who earned below a 4 on either the Math or Reading EOG in 8th grade.
- There are currently **134 students** and **15 teachers** (10 female teachers and 5 male teachers) participating in the program.

The DSA Advisory Program

- Students are assigned to a group based on the gender in which they identify
- Teachers meet with their students (ten in total) once per week on Tuesdays to provide advising/mentoring



Desired Outputs

- Weekly meetings in which advisors provide **academic advising/mentoring** to targeted students



Desired Outcomes

- **Short-Term Outcomes**

- Students will have the opportunity to **monitor academic progress** by reviewing PowerSchool report with advisor
- Advisor and student will design a **plan of action** to make up assignments, turn in missing work, and study for formative and summative assessments
- Advisories participate in **group discussions** focusing on issues that are relevant to high school students

Desired Outcomes

- **Longer-Term Outcomes**
 - Students who historically struggle academically will have a more **positive perception** of DSA
 - Targeted students will attain high levels of **academic achievement** throughout their high school career

Desired Impact

- The intended impact of the DSA Advisory Program is that targeted students will **successfully complete the 9th grade** and thus increase the likelihood that they **graduate with their cohort.**



Evaluation and Evaluation Questions

- **Who** was the DSA Program intended to benefit?
- **What** was the DSA Advisory Program intended to do?
- **When** did the advisories take place? When did the desired changes start to occur?
- **Why** is the effort important to the DSA community?
- **How** is the effort intended to affect the desired changes?

Original questions are from the Problem of Practice: Project Description

Evaluation and Evaluation Questions

- Continue to collect **academic, attendance,** and, **discipline data**
- After Winter Break, have students and advisors complete a **survey** (still in draft phase) using Google Forms

What does the data tell us?

9th Grade Advisory Reflection after Quarter #1

(Table reflects the # of students failing a core class)

| | 18-19 | 19-20 | Year to Year Difference | PR1 | |
|-------|-------|-------|-------------------------|----------------|----|
| Grade | PR1 | PR1 | | 9th Grade Only | |
| 9 | 55 | 78 | 23 | Advisory | 50 |
| 10 | 39 | 55 | 16 | Non-Advisory | 28 |
| 11 | 32 | 27 | -5 | Total | 78 |
| 12 | 30 | 24 | -6 | | |
| | 156 | 184 | 28 | | |
| | | | | | |
| | 18-19 | 19-20 | Year to Year Difference | Q1 | |
| Grade | Q1 | Q1 | | 9th Grade Only | |
| 9 | 45 | 40 | -5 | Advisory | 29 |
| 10 | 26 | 42 | 16 | Non-Advisory | 11 |
| 11 | 30 | 19 | -11 | Total | 40 |
| 12 | 13 | 15 | 2 | | |
| | 114 | 116 | 2 | | |

(PR-Progress Report; Q1-End of 1st Quarter)

Next steps

- Continue to collect **quantitative and qualitative data**
- Provide **advising/mentoring resources** to advisors
- Organize events to allow teachers and students to **celebrate successes**
- Continue to have **restorative conversations** and possibly assign **lunch detention** to students who continuously skip advisory

Questions?

