

**Resolution to Support the Achievement and Success of Black & Hispanic Students
In Durham Public Schools**

Whereas, the Durham Public Schools Board of Education passed a resolution in support of Black boys and young men in April of 2016; and

Whereas, the Durham Public Schools Board of Education established an Office of Equity Affairs in 2017 to further support equity in education with the mission of ensuring that students experience educational equity in grades pre-K-12 regardless of race or ethnicity; and

Whereas, Durham Public Schools (DPS) is a school district that serves a majority Black and Hispanic student population, and

Whereas, despite these and other efforts, Black and Hispanic students' educational outcomes remain persistently below that of their non-Black and Hispanic counterparts, and

Whereas, in the 2021-2022 school year, 58% of DPS students were not proficient in reading according to the North Carolina End of Grade assessment, including 66% of Black students and 70% of Hispanic students.; and

Whereas, in 2021-2022, 59% of DPS students were not proficient in math according to the North Carolina End of Grade assessment, including 70% of Black students and 61% of Hispanic students; and

Whereas, in the 2022-2023 school year, Black and Hispanic students demonstrated a significant improvement in math and reading scores; with every sub-group of students demonstrating gains, exemplifying what we already knew—that our students are successfully learning; and

Whereas, Durham Public Schools is a growth-mindset school district for individual students and school communities and in 2022-23, 88.2% of our schools met or exceeded growth, outperforming our peer districts, and

Whereas, the Durham Public Schools Board of Education has made continuous efforts to advance educational equity by establishing the Office of Equity Affairs, annually approving the C.R.O.W.N.. Act, Black Lives Matter at School, and National Mentoring Month resolutions; and

Whereas, the Durham Public Schools Board of Education is united in working together with our families and community to eliminate systemic inequities for Black and Hispanic students and wants to accelerate this most urgent work;

Now Therefore Be it Resolved, that the Durham Public Schools Board of Education directs the Superintendent or his designee to develop and lead a Superintendent's Black and Hispanic Family Advisory Council with the purpose of providing guidance and input on matters related to increasing educational opportunities and outcomes for Black and Hispanic students in the school district; and

Be it Further Resolved, that the Superintendent's Black and Hispanic Family Advisory Council will be selected by the Board of Education by Fall 2024 and consist of members of the DPS community including students, guardians or parents of students who identify as Black, Hispanic, or Latinx, intentionally including intersectionality with other marginalized identities such as limited English proficient ("LEP")

students, immigrant students, exceptional children (“EC”), LGBTQIA+ students, low-income, and working-class families; and

Be it Further Resolved, that the Superintendent’s Black and Hispanic Family Advisory Council will work with the Superintendent and the Board of Education to develop and annually review and refine Durham Public School’s Black and Hispanic Student Achievement Plan, the goal of which will be to improve student academic opportunities and outcomes, in alignment with the district’s Strategic Plan; and

Be it Further Resolved, that the Superintendent or his designee will by December 2023:

Present the 2023-2024 "Durham Public School’s Black and Hispanic Student Achievement Plan," which will lay the groundwork for the final plan and will include:

1. 2022-2023 data demonstrating progress—at the school and district-level—towards the following goals identified in the 2023-2028 Strategic Plan:
 - a. Priority 1, Goals 1A-1F
 - b. Priority 2, Goals 2B-2D
 - c. Where not otherwise specified, all data will be disaggregated by race, ethnicity, and LEP status.
2. SMART interim goals that the district is using to monitor progress towards achieving Strategic Plan Goals 1A-1F and Goals 2B-2D.
3. Strategies currently underway—at the school and the district-level—to work towards Strategic Plan goals 1A-1F and Goals 2B-2D with a focus on Black and/or Hispanic students.
4. Resources allocated—at the school and district-level—for each of the aforementioned strategies.
5. Methods that the district is using to evaluate effectiveness of the aforementioned strategies.

Be it Further Resolved, that success of the Black and Hispanic Student Achievement Plan will be continually monitored and evaluated by the Superintendent, the Board, and the Black and Hispanic Family Advisory Council, based on the aforementioned key metrics, at least annually.

Signed this _____ day of _____, 2023.