

Prince George's County Public Schools
Title I 1003(g) School Improvement Grant (SIG)
Second Quarter Report
Date Submitted February 18, 2011

Part I: Executive Summary

I A. Strengths:

Monitoring of the SIG grant continued to improve in the second quarter. The Executive Steering Committee keeps an on-going agenda to address on-going issues. Six months of experience have allowed divisions in the district to anticipate instead of react. For example, Human Resources has been very proactive in recruiting staff for the coming year. In addition, Curriculum and Instruction has been deeply involved in teacher observations.

I B. Areas for Improvement:

To address family engagement, the grant is being revised to add an additional partner, the Mid-Atlantic Equity Forum to increase family engagement. Secondly, the district continues to collaborate with Research for Better Teaching to deliver the Skillful Teacher and Skillful Leader training to build the capacity of our instructional staff and school-based leadership. We believe these partnerships will provide both immediate and long-term benefits in sustaining improvements in the turnaround schools.

Part II. Monitoring

II A. Turnaround Director's Monitoring of SIG Schools

As documented in the first SIG monitoring visit, there was a concentrated emphasis on culture and climate in the four turnaround schools. The turnaround director supported each school's mission to ensure a safe and orderly learning environment. Each school leadership team spent an inordinate amount of time managing students while working closely with professional staff. Although formal co-observations with the Principal and Director were not conducted, informal class visits did occur to gauge professional staff level of capacity and to determine areas of support. Framework for Teaching is the observation tool used at all four turnaround schools. An immediate concern was getting all of the leadership certified in this process. As of November 22, 2010, all members of each leadership team were certified as reported by the Financial Incentives & Rewards for Supervisors and Teachers *FIRST*. Before official certification, each school received a calendar to advise when the Danielson Consultants would conduct the initial diagnostic observations. These observations occurred September 13, 2010 through November 4, 2010.

Performance planning for the 2010-2011 school year has occurred quarterly. The initial performance planning occurred during the summer of 2010 in which the turnaround director met with the turnaround principals individually to review the School Improvement Grant for each school. On August 16, 2010, staff from School Improvement, Tujana White, met with the turnaround principals as a group to provide them an at-a-glance document to capture the SIG. The title of her presentation was *1003G Extrapolation: SIP Development*. The second performance planning occurred November 17, 2011 via our quarterly Performance Management Analysis and Planning Process *PMAPP*. In attendance were members of the Central Support Team, Steering Committee, and Turnaround Principals. The purpose of this meeting was to review the schools' performance data and provide the appropriate supports for each school.

During the first quarter, the turnaround director participated in Leadership Team Meetings at all four turnaround schools as documented in the SIG Monitoring documents.

A review of teacher capacity determined teachers were in need of support around classroom management and rituals and routines. Although professional development was designed for teachers in Reading / Language Arts and Mathematics, teachers were in need of support in the aforementioned areas. As a result, coaches from Resident Teachers and the office in Teacher Leadership provided support through classroom visits and professional development around *Conscious Classroom Management*.

During the second quarter, the turnaround co-observations occurred in conjunction with the Danielson Group. A comprehensive schedule was developed by the *FIRST* office in which members of the Danielson Group worked collaboratively with the schools' leadership teams and the turnaround director, as a part of the Framework for Teaching Observation Process, to collect evidence and calibrate ratings of teacher performance in the areas of planning and preparation, classroom environment, and instruction, . This process provided immediate

professional development in the aforementioned areas for members of the leadership team, and it also encouraged inter-rater reliability when conducting observations. Copies of all co-observations conducted were provided during the SIG monitoring visits.

During December 7 - 9, 2010, the turnaround principals and director visited several schools managed by the Chicago Public Schools and the Academy of Urban School Leadership. Turnaround principals were able to observe successful programs in each school, and conference with principals to learn best practices in the area of turnaround. In addition, the executive team and principals from Academy of Urban School Leadership presented their turnaround model, PASSAGE, and provided comprehensive details around the model. In addition to visiting several of the AUSL schools, the organization provided insight to the professional development model to include extensive tiered training for teachers and Educational Support Personnel: Student Advocates.

Performance planning for the second quarter occurred during the week of February 14, 2011. The process for the second quarter shifted to conducting these meetings with individual schools. It is the intent of the turnaround office to replicate the model used in Chicago to conduct performance planning meetings monthly with individual school leadership teams. Topics will range from academics, student services, family engagement, etc... in an effort to diagnose school problems, and work collaboratively with the Central Support Team, Steering Committee, and MSDE Breakthrough Center to jointly develop resolutions around the problem. A recurring theme during the second quarter performance planning meetings at each school was additional assistance from student services and special education. Student services is needed to work directly with the schools' student services teams to organize SIT meetings, review records, and identify students with 504 plans. Special Education is needed to review student records to ensure compliance, provide professional development in the area of IEP development, and conducting additional training in the co-teaching model. Student achievement in the area of special education was stagnant; therefore, additional work was requested in this area.

The turnaround director began discussion with two potential partners to assist the turnaround schools with providing comprehensive family engagement services and professional development for teachers. Recognizing real family, school, and community engagement is an essential ingredient for effective school reform, Mid-Atlantic Equity Consortium will collaborate with the turnaround schools to improve family engagement in the turnaround schools. They will work closely with each schools leadership and student services team so that we are able to effectively satisfy the requirements of the SIG Requirement 9. The turnaround is director has had several conversations with Research for Better Teaching, the developers of Skillful Teacher and Skillful Leader, to form a full scale professional development partnership with the turnaround schools. The research indicates teachers are most satisfied with their work when they engage in professional development that is meaningful and has an impact on job performance: Skillful Teacher will provide teachers the tools to become effective practitioners, and Skillful Leader will provide our school leadership teams with additional skills and competencies around observation and evaluation.

II B. Chief Academic Officer Monitoring of Turnaround Director

This table shows the dates and number of occurrences for each monitoring activity by the Chief Academic Officer of the Turnaround Director.

Schools	Quarterly Evaluation of test data by school	Quarterly Evaluation of Participation Data (attendance, suspension, etc.)	Review of Collaborative Planning with MSDE Leadership Office	Collaboration with Human Resources (including a review of records for recruitment, salary differentiation, staff evaluations, job descriptions)
G. James Gholson Middle School	November 17, 2010	November 17, 2010	August 23, 2010 September 1, 2010 September 20, 2010 October 25, 2010	During the 1 st quarter, there was an emphasis in all four schools to fill any existing vacancies. Vacancies were reported weekly. Staffing specialists assigned to the schools worked directly with the principals. A meeting was held October 1 st between district and union representatives to discuss extended day, incentives for turnaround teachers, FIRST Participation, Three-year commitment, staffing SY 2011-2012, and an MOU to capture commitments from all parties. On October 22, 2010, HR representative, Bob Gaskins and the turnaround director met to discuss required strategies for the turnaround schools for SY 2011-2012 to include job fairs, early notification of staff, announcements, and postings. In addition,
Drew Freeman Middle School	November 17, 2010	November 17, 2010	August 23, 2010 September 1, 2010 September 20, 2010 October 25, 2010	
Benjamin Stoddert Middle School	November 17, 2010	November 17, 2010	August 23, 2010 September 1, 2010 September 20, 2010 October 25, 2010	
Thurgood Marshall Middle School	November 17, 2010	November 17, 2010	August 23, 2010 September 1, 2010 September 20, 2010 October 25, 2010	

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G. James Gholson Middle School	February 17, 2010	February 17, 2010	December 6, 2010 December 20, 2010 January 14, 2011 January 21, 2011	The second quarter work with Human Resources focused on staffing for SY 2011-2012. The emphasis was on early identification of a pipeline of talent to serve in our schools. This work began November 13, 2010 at the Teach for America Networking and Career Fair. The turnaround office was present to meet with potential teachers and the leadership from TFA to discuss our needs for the upcoming school year. On November 19, 2010, the turnaround director and the president of PGCEA met to discuss teacher incentives in the turnaround schools and early notification for those who desire to transfer at the conclusion of the 2010-2011 SY. On December 6, 2010, the turnaround director and HR Representative, Bob Gaskins, met to discuss the recruitment plan, external and internal job fair, for turnaround schools. In addition, the conducted a comprehensive review of Section 3 of the SIG Feedback Form. On December 13, 2010, a joint meeting was with the HR Office, turnaround office, curriculum & instruction, and turnaround principals to plan for the external job fair for turnaround schools. On December 20, 2010, a follow-up meeting was held to discuss the turnaround job fair, and specific duties were delegated.
Drew Freeman Middle School	February 15, 2011	February 15, 2011	December 6, 2010 December 20, 2010 January 14, 2011 January 21, 2011	
Benjamin Stoddert Middle School	February 18, 2010	February 18, 2010	December 6, 2010 December 20, 2010 January 14, 2011 January 21, 2011	
Thurgood Marshall Middle School	February 17, 2010	February 17, 2010	December 6, 2010 December 20, 2010 January 14, 2011 January 21, 2011	

II C. Office of Student Services and Department of School Improvement monitoring of SIG schools

The Office of Student Services works closely with the members of each school's student services team to provide professional development in a number of areas. On September 7, 2010, members of the student services team, Elizabeth Sessoms, Janice Briscoe, and Robert Anderson, collaborated with the Turnaround Director to update the job description for the school social worker, and discuss the role the social worker would perform in the turnaround schools. After several drafts, the turnaround director met with the social workers on September 21, 2010 from all four schools to discuss the following:

- Social Worker Job Description
- Family Engagement
- Positive Behavior Intervention and Support *PBIS*
- Prince George's County Government Services
- Resources for Students and Parents

Subsequently, members from the Office of Student Services participated in the September 27, 2010 Turnaround Principals' Meeting in which they acquainted the team with services provided by their office for Professional School Counselors, Social Workers, and Pupil Personnel Workers. During this meeting, the student services team provided principals with a calendar in which they would offer professional development to members of each schools' student services' team. Furthermore, members of the office of student services requested meeting dates to visit the schools.

Recognizing the need for additional information from Prince George's County Government, the turnaround director invited representatives from the following offices to provide orientation to the turnaround social workers' team on October 8, 2010:

- Prince George's County Division of Student Services – Lavette Sims
- Prince George's County Division of Family Services – Gena Greenhood and Judy DuBose
- Prince George's County Division of Youth Strategies - Willie Clements

Each division representative discussed the services provided by their office, and disseminated literature to the social workers and members from the office of student services. Subsequent meetings with the social workers became the responsibility of the office of student services.

Professional School Counselors have participated in several Professional Development sessions sponsored by the office of student services. The September meeting focused on Professional School Counselors roles and responsibilities. The October 2010 meeting focused on the following areas:

- Goals / Expectations

- Bullying, Harassment, and Intimidation
- Home and Hospital Teaching

After reviewing comprehensive student discipline data in the turnaround schools, it was suggested by Diane Powell that the student services team administer the Olweus Student Survey. The Olweus Student Survey focuses on the aspects of bullying and provides schools data to implement a comprehensive prevention program. [1st Quarter]

During the second quarter, the Office of Student Services continued to work with professional school counselors, social workers, pupil personnel workers, and dedicated psychologists at each of the turnaround schools.

Professional School Counselors participated in the following professional development during the second quarter:

November 2010	December 2010	January 2011
Section 504	Lottery Application Process	Drop-out Prevention Initiative
Child Abuse and Neglect	Grading and Reporting	Personal Education Plans
International School Counseling Office	Functional Behavior Assessment	Overview of Career Cruising
Safe and Drug Free Schools		University of Maryland Educational Opportunity Center
Homeless Education		

The Social Workers met with representatives from the office of student services on December 3, 2010, December 10, 2010, December 21, 2010, and January 14, 2011. These meetings provide social workers with opportunities to discuss successes and challenges at the school level while receiving professional development in the areas of parent engagement, the role of the social worker, and coordinating work with the school-based psychologists. The office of student services has worked collaboratively with social workers to develop data sheets that track their work on a monthly basis.

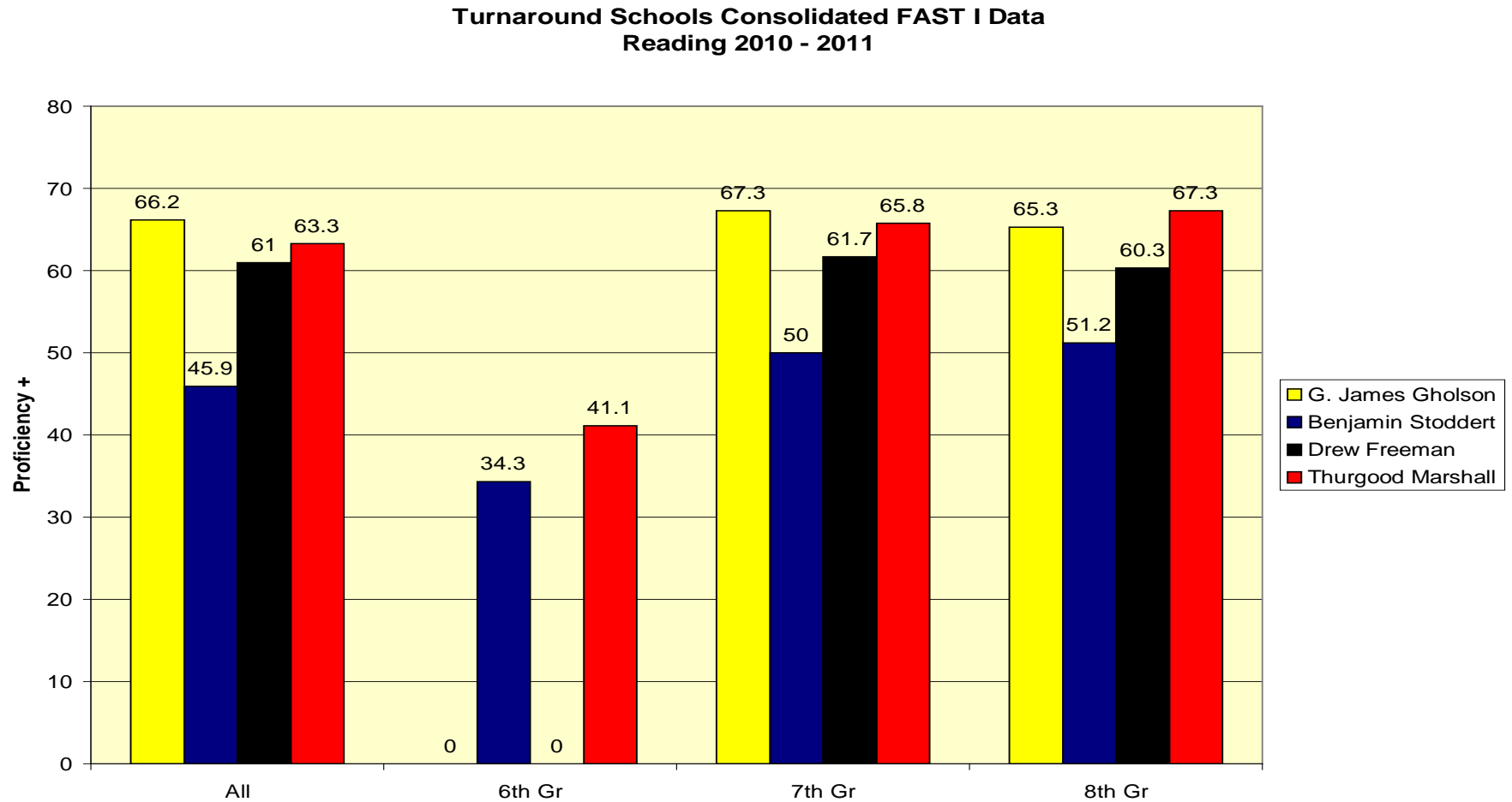
The Olweus Survey was administered to approximately 2,300 students in the four turnaround schools during the month of December 2010. At the conclusion of the survey, each school received a comprehensive report of the findings and a power point presentation to share with staff, parents, and students. [2nd Quarter]

Part III. Progress

III A. Benchmark Data

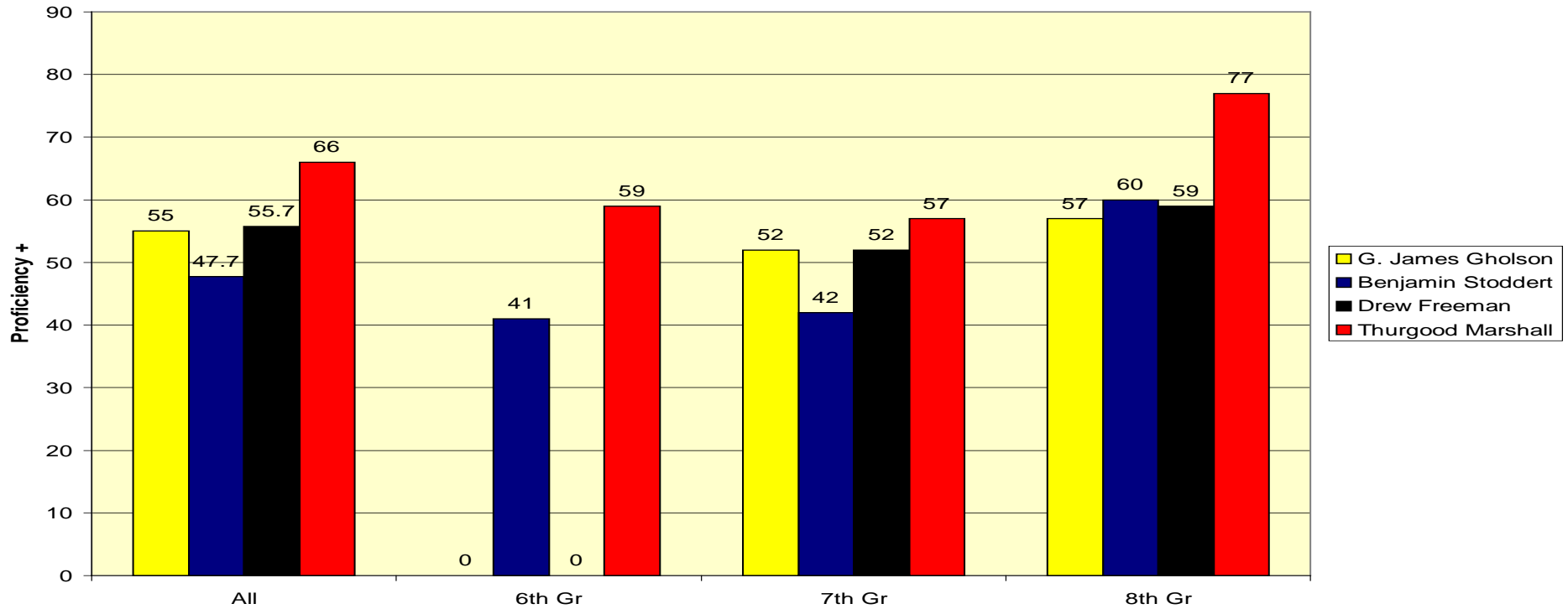
IIIA1: Reading Benchmark Data

This chart shows the *Quarter 1* Reading Benchmark Results By School and Grade Level.



This chart shows the *Quarter 2 Reading Benchmark Results By School and Grade Level.*

**Turnaround Schools Consolidated FAST II Data
Reading 2011**



Reading

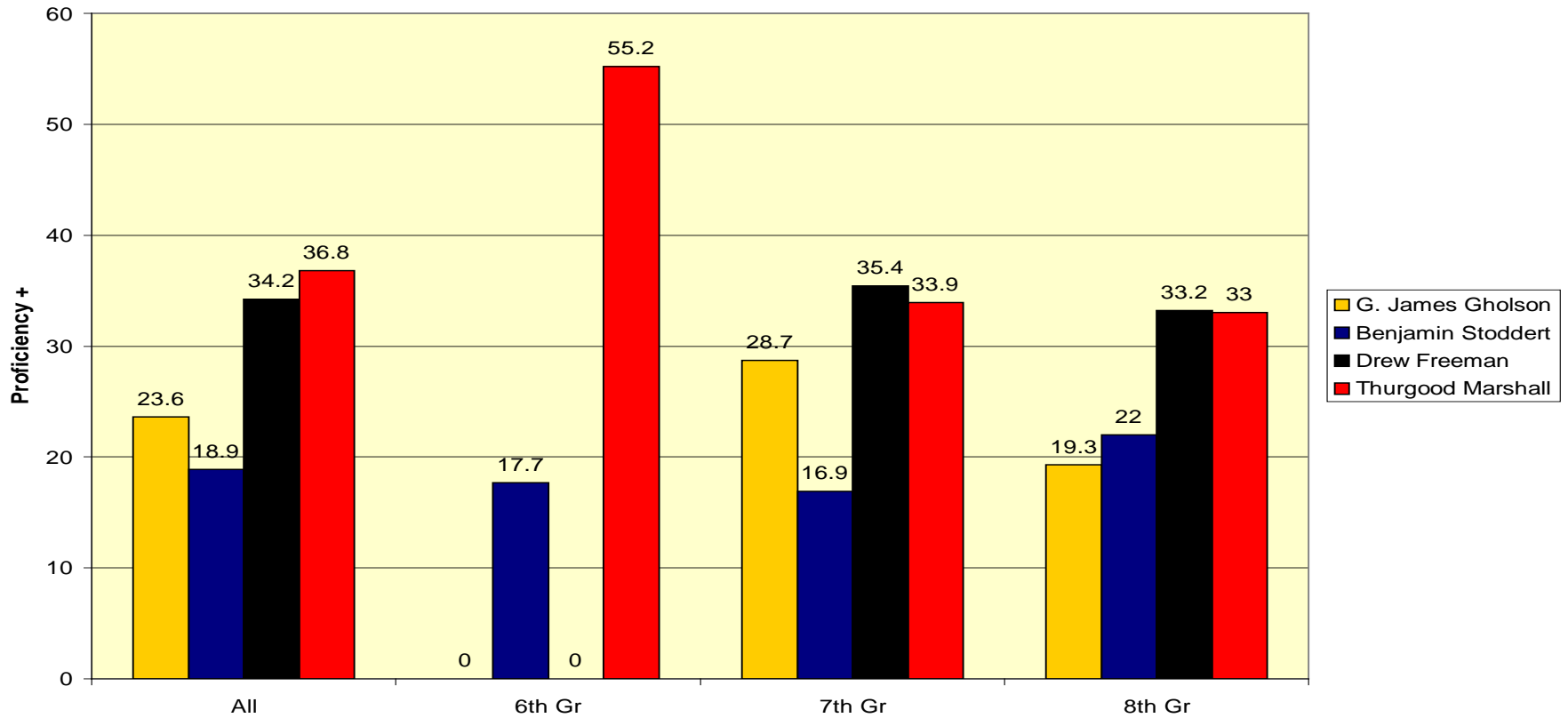
- All Students - Gholson (11.2 % decrease), Stoddert (1.8% increase), Freeman (5.3% decrease), and Marshall (2.7% decrease)
- 6th Grade - Stoddert (6.7% increase), Marshall (17.9% increase)
- 7th Grade - Gholson (15.3% decrease), Stoddert (8% decrease), Freeman (9.7% decrease), and Marshall (8.8 decrease)
- 8th Grade - Gholson (8.3% decrease), Stoddert (8.8% increase), Freeman (same), Marshall (9.7% increase)

In December of 2010, all schools in the County received achievement targets for the 2nd quarter. Thurgood Marshall made significant gains in 6th Grade and 8th Grade Reading and met or exceeded their 2nd quarter achievement targets. Also, Benjamin Stoddert made significant gains in each area with the exception of 7th Grade reading; however, they were able to meet their achievement target for 8th grade reading.

IIIA2. Math Benchmark Data

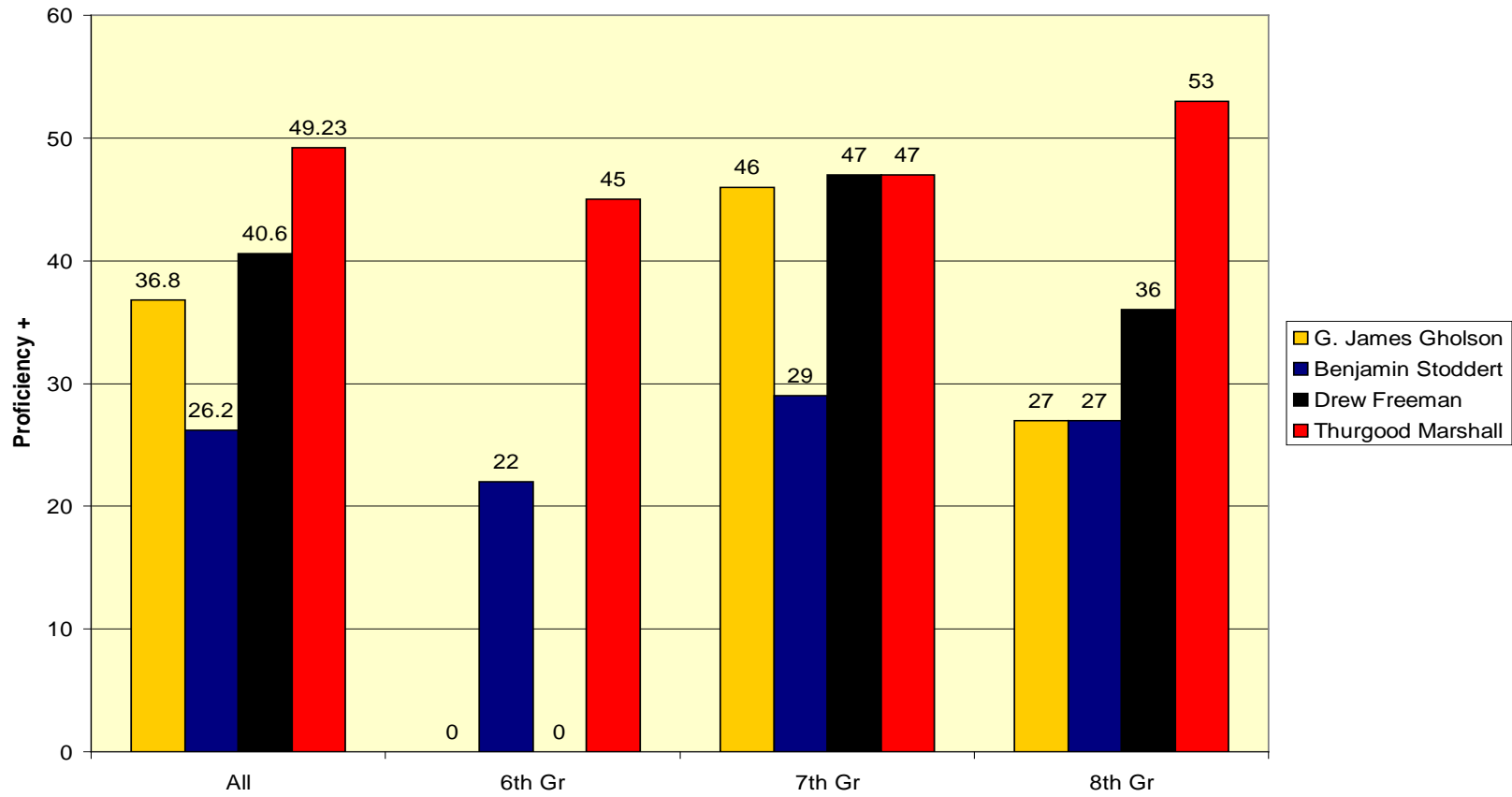
This chart shows the *Quarter 1* Math Benchmark Results By School and Grade Level.

Turnaround Schools Consolidated FAST I Data
Math 2010 - 2011



This chart shows the *Quarter 2 Math Benchmark Results By School and Grade Level.*

Turnaround Schools Consolidated FAST II Data
Math 2011



Mathematics' achievement at all four schools increased. The results are as follows:

- All students - Gholson (13.2% increase), Stoddert (7.3% increase), Freeman (6.4% increase), and Marshall (12.6% increase)
- 6th Grade - Stoddert (4.3% increase), Marshall (10.2% decrease)
- 7th Grade - Gholson (17.3% increase), Stoddert (12.1% increase), Freeman (11.6% increase), and Marshall (13.1% increase)
- 8th Grade - Gholson (7.7% increase), Stoddert (5% increase), Freeman (2.8% increase), Marshall (20% increase)

Each school attributed their success during the 2nd quarter to teachers' focus on individual student data. In addition, members from the mathematics' office have been working closely with the ILTs in each school to assist with collaborative planning. During collaborative planning, common assessments have been formulated which are reflective of the standard and emulate the type of questions encountered on the MSA.

Consistent with Reading, each school received achievement targets for 2nd quarter. Thurgood Marshall met or exceeded their targets in 7th Grade and 8th Grade. G. James Gholson met their target in 7th Grade. Drew Freeman barely missed the target in 7th Grade mathematics; however, they continue to demonstrate growth.

III B. Attendance

This table shows the Overall Attendance Percentages from the 2008 School Year to Date for the 2010- 2011 School Year.

Source: www.mdreportcard.org and PGCPS' SchoolMAX

School	2008	2009	2010	2010-11 1st Quarter	2010-11 2nd Quarter
	%	%	%	%	%
G. James Gholson Middle School	91.3	93.4	92.3	94.1	91.9
Drew Freeman Middle School	90.7	92.8	92.3	94.96	96.9
Benjamin Stoddert Middle School	90.5	93.6	95.1	96.62	94.2
Thurgood Marshall Middle School	91.0	95.1	94.5	94.1	93.4

III C. Suspensions

This table shows the number of Suspensions by School for the current School Year 2010-11.

Source: PGCPs' SchoolMAX

School	2009-10 1st Quarter	2010-11 1st Quarter	2009-10 2nd Quarter	2010-11 2nd Quarter
G. James Gholson Middle School	n/a	59	n/a	81
Drew Freeman Middle School	n/a	81	n/a	107
Benjamin Stoddert Middle School	n/a	102	n/a	111
Thurgood Marshall Middle School	n/a	125	n/a	166