

Prince George's County Public Schools
Title I 1003(g) School Improvement Grant (SIG)
Second Quarter Report
Date Submitted April 10, 2012

Part I: Executive Summary

I A. Strengths:

PGCPS has used lessons learned to make the appropriate adjustments to the SIG proposal and to support the turnaround schools. The Turnaround Executive Committee continues to serve as the conduit to channel concerns turnaround schools are facing. Within this report, details are provided to illustrate the commitment from MSDE and the District, and to highlight the growth of the turnaround schools.

Principal growth and development has been the catalyst for much of the growth experienced during the first quarter. In contrast to the first year of turnaround, principals spent the spring and summer of 2011 planning to open school this year. To say the least, they learned a lot about their school communities, and made the appropriate adjustments to improve student results to include school level retreats in which the leadership collaborated to reflect upon the previous year and strategically plan for the upcoming year.

Climate and culture has improved tremendously at each school compared to last school year. The indicators to measure this are suspension and attendance data. Another piece of informal data used to demonstrate improvement in climate and culture are the reductions in parental concerns. Each school principal has worked very closely with their school community to share the vision of each school.

The turnaround director focused on improving teacher support for SY12. With the large number of new, non-tenured, and alternative certified teachers, it was essential to ensure teachers received training in generic pedagogy and job-embedded professional development in the content area. This has occurred most consistently in mathematics and reading. In addition, interviews were held and candidates were selected to expand the turnaround office to improve our ability to support teachers.

The turnaround effort has redefined the role that central office plays in supporting schools. Central office staff is assigned directly to the turnaround schools. Turnaround schools receive priority in facility needs, curriculum support and staffing. The Teachers' Association is in direct contact with the turnaround leadership in terms of creative and collaborative solutions.

2nd Quarter

The expansion of the turnaround office occurred October 31, 2011. The new positions included the following: 1) Compliance Specialist and 2) Instructional Specialists – Reading, Mathematics, and Student Services. The teams, Turnaround Office and Principals, officially met to determine strategy for the anticipated work.

Human Resources re-organized the service model for Turnaround Schools to include having one dedicated staffing specialist working directly with the schools. She and the turnaround director met to determine a course of action to support the schools to include working with the Prince George’s County Educator’s Association to develop a human capital strategy to recruit and retain highly effective teachers by offering financial and non-financial incentives.

I B. Areas for Improvement:

Staffing continues to be a major concern for the turnaround schools. We will continue to work closely with Human Resources to attract and retain highly effective educators.

While staffing continues to be a major concern, the focus on instruction needs to improve. The team has discussed the possibility of creating “pockets of excellence” in which there is model teaching. However, collaborative planning needs to be tightened and there needs to be stronger monitoring of instruction. Teacher evaluations also need to be a central part of the monitoring process.

Part II. Monitoring

II A. Turnaround Director’s Monitoring of SIG Schools

The first quarter saw a dramatic change in each of the turnaround schools. The school leadership teams worked diligently over the summer planning for the opening of school to include individual school retreats. Furthermore, a large contingency of staff participated in professional development offerings to include Advancement via Individual Determination *AVID*, Positive Behavior Incentives and Supports *PBIS*, *RELA*, and the inaugural Turnaround Symposium which included Skillful Teacher sessions provided by Research for Better Teaching, and Family and Community Engagement sessions provided by Mid-Atlantic Equity Consortium.

During initial goal-setting conferences with Principals, they all selected the following as priorities for SY2012:

- Monitor the Alignment of Curriculum, Instruction, and Assessment
- Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers
- Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

Equally impressive were the Summer Academies for students at Benjamin Stoddert, Drew Freeman, and G. James Gholson Middle Schools. The Summer Academies were designed to provide new students an opportunity to engage in transition activities in order to acculturate them to their new school environments.

Parental engagement at each school site increased during the first quarter to include wide spread attendance at Back-to-School Nights. Mid-Atlantic Equity Consortium is the Turnaround Schools partner for family and community engagement: They have dedicated space in each school. Mid-Atlantic worked closely with each school team to provide support, establish partnerships, and secure speakers for the event. In each instance, the Turnaround Principals did an excellent job of conveying the vision and mission of their respective school sites and encouraging parental participation. Mid-Atlantic continued to work with each school site to develop monthly activities for parents.

Performance planning for the 2011-2012 school year will continue to occur quarterly; however, due to the expansion of the Turnaround Office, Instructional Specialist will be able to consistently support Instructional Lead Teachers and content teachers in the areas of Reading / Language Arts and Mathematics. The initial work of the Instructional Specialist was to work closely with the Instructional Lead Teachers to develop a comprehensive needs assessment for each teacher. Afterwards, a thorough analysis of the school data coupled with informal observations and the completed needs assessment informed the work of the Instructional Specialist moving forward.

Turnaround Principal Meetings – During the first quarter, Turnaround Principals’ Meetings focused on the following:

August – Individual conferences were held with each principal to set goals for SY12 to include student achievement, discipline, and attendance. Furthermore, these meetings were used as an opportunity to provide Principals an opportunity to reflect on last school year, and begin the process of determining targets for SY12.

September – This was the first meeting with the entire group of Turnaround Principals. During this session, we focused on Performance Management Analysis and Process Planning *PMAPP*. Next, procedures for Extended Learning Opportunities were provided to each principal. Finally, there was a discussion of upcoming leadership development seminars provided by Research for Better Teaching.

During the second quarter, Turnaround Principals’ Meetings focused on the following:

November – *PMAPP* was held with the SIG I school to allow each school an opportunity to share their 1st quarter data, discuss strategies, and network with colleagues around best practices. The data is included in the subsequent tables and charts.

This was the second opportunity for principals to meet during the month of November. The meeting allowed Turnaround Principals to interact directly with the newly appointed/selected instructional specialists. Each specialist was able to provide principals the results of an initial needs assessment of teachers (reading and mathematics) and the type of support they should expect to see. In addition, principals were able to share their

thoughts around elementary school articulation. Finally, an activity was conducted to determine the best course of action to re-align 1.4 million dollars of SIG I funds.

December – The team, Turnaround Principals, Director, and Chief Academic Officer, participated in a trip to Harlem Children’s Zone HCZ to gather best practices around programs and strategies to best support children in most challenged communities. The officials from HCZ provided historical context around their beginnings and overview of their major programs to increase student achievement to include after-school programs, community partnerships, baby-college, etc...

January – During this meeting, the Turnaround Director met with the principals to discuss the forum for The Turnaround Cabinet Forum to be held May 18th. This is an opportunity for principals to interact with executive cabinet to present their work and collaborate to find resolution to the most common concerns. This type of professional engagement supports Mass Insight’s theory around district’s ability to act in times of constant unrest. The principals have collaborated with Mid-Atlantic to develop an agenda which supports an “all in” approach to support turnaround schools.

AVID – Each school was successful in establishing an AVID Team and participating in the summer AVID professional development sessions held in Atlanta, Georgia in June 2011. This was the schools’ first opportunity to participate in the program and has proven essential to each schools’ mission to develop college and career ready students. There is evidence at each school of many of the AVID strategies to include the use of Cornell Notes.

On November 30, 2011, the turnaround director met with the district coordinator for AVID and Denise Rupert, Director for Eastern Division of AVID, to discuss program implementation, technical assistance, and the anticipated summer 2012 conference. Both are committed to visiting each school during the month of January to meet with the principals to better understand the schools’ vision for AVID.

Research for Better Teaching – Skillful Teacher and Leadership Development – Research for Better Teaching has provided significant support to school staff in the areas of pedagogy and leadership development. Professional development and coaching sessions have occurred to increase staff instructional capacity in writing mastery objectives, developing a repertoire of skills, and attribution theory.

Sessions continue to occur at each school. Each school has a consultant which works closely with the principals to customize the delivery of professional development to meet the needs of the staff. Leadership Development has occurred October 13, 2011, December 1, 2011, and January 12, 2012.

PBIS – Each school team worked closely with Douglass Gaither to determine their individual school needs. As a result, each team registered and attended the two-day PBIS Conference **July 21 and July 22, 2011**. PBIS is a major driver in shifting the culture and climate in each of the schools. Subsequently, Mr. Gaither provided technical assistance (implementation) at each school location during the month of September. Furthermore, Coaching sessions were provided in September and October.

Mr. Gaither continued to work with schools around this important initiative. Monthly meetings were held in which each school had the opportunity to send representation to further build professional capacity.

MSDE Breakthrough – This division of MSDE continues to work closely with each school, and has developed a schedule to provide targeted job-embedded professional development via collaborative planning, lesson planning and preparation, observation of lesson implementation, and debriefing. The schedule of activities is included in the tables in section IIB: Review of Collaborative Planning with MSDE Leadership Office.

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.

First Quarter

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 9, 2011	November 9, 2011	9/12, 9/19, 10/10, 10/12, 10/17, 10/25	This is on-going work.
Drew Freeman Middle School	November 9, 2011	November 9, 2011	9/8, 9/13, 9/15, 10/6, 10/11, 10/13, 10/26	
Benjamin Stoddert Middle School	November 9, 2011	November 9, 2011	9/1, 9/26, 9/28, 10/5, 10/18, 10/26	
Thurgood Marshall Middle School	November 9, 2011	November 9, 2011	9/20, 9/21, 9/22, 9/27, 10/4, 10/19, 10/24, 10/27	

* Dates based on MSDE Schedule. Dates are subject to change.

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	February 8, 2012	February 8, 2012	11/7, 11/9, 12/5, 12/7, 1/05, 1/10, 1/12, 1/31	This is on-going work.
Drew Freeman Middle School	February 8, 2012	February 8, 2012	11/3, 11/8, 11/9, 11/29, 12/1, 12/6, 12/8, 1/04, 1/09, 1/11, 1/30	
Benjamin Stoddert Middle School	February 8, 2012	February 8, 2012	11/2, 11/28, 11/30, 12/9, 12/12, 12/14, 1/17, 1/19, 1/25	
Thurgood Marshall Middle School	February 8, 2012	February 8, 2012	11/21, 12/13, 12/15, 12/19, 1/03, 1/24, 1/26	

* Dates based on MSDE Schedule. Dates are subject to change.

MSDE and RBT collaborated on December 2, 2011 to discuss progress at each of the schools and to work to develop a common language between to the organizations to further assist the schools.

The CAO and the Turnaround Director speak daily in terms of critical issues to turnaround. This includes data monitoring, constituent concerns, working on developing capacity within the buildings, interfacing with central office staff (HR, transportation, budget).

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. Listed below is a synopsis of the work conducted by the Office of Student Services:

- Conducted overview of middle school guidance responsibilities and counseling plan at the beginning of the school year.
- Provided overview of 2010-11 suspension data for each school and presented suggested alternatives to suspension.
- Provided 2010-11 habitual truancy data for each school.
- Conducted three training sessions for Turnaround Schools Student Services Specialist to include the following:
 - Overview of coordinated student services model
 - Discipline and attendance data for each T/A school
 - Outlined plan for professional development
 - Outlined plan for targeted support
 - Identified resources and procedures for SIT/RTI to ensure consistency across schools
 - Overview of data reports, analysis and action plan development

- Provided training on middle school advisory program
- Conducted parent engagement committee meeting with MAEC and T/A Student Support Specialist
- Participated on interview panel for reading and math instructional coaches
- Office of Student Records and Transfers provided technical assistance for records management to:
 - Benjamin Stoddert
 - Drew Freeman

- Conducted Gang Awareness and Reporting Training at Benjamin Stoddert
- Homeless Office provided housing, clothing and academic intervention services to students at the following schools:
 - Drew Freeman-19
 - G. James Gholson-13
 - Benjamin Stoddert-8
 - Thurgood Marshall-27

- Conducted peer mediation training at G. James Gholson
- Conducted Student Assistance Team training at Benjamin Stoddert
- Conducted PBIS training to PBIS teams
- Conducted monthly training for PBIS coaches
- Provided technical assistance for PBIS implementation

2nd Quarter

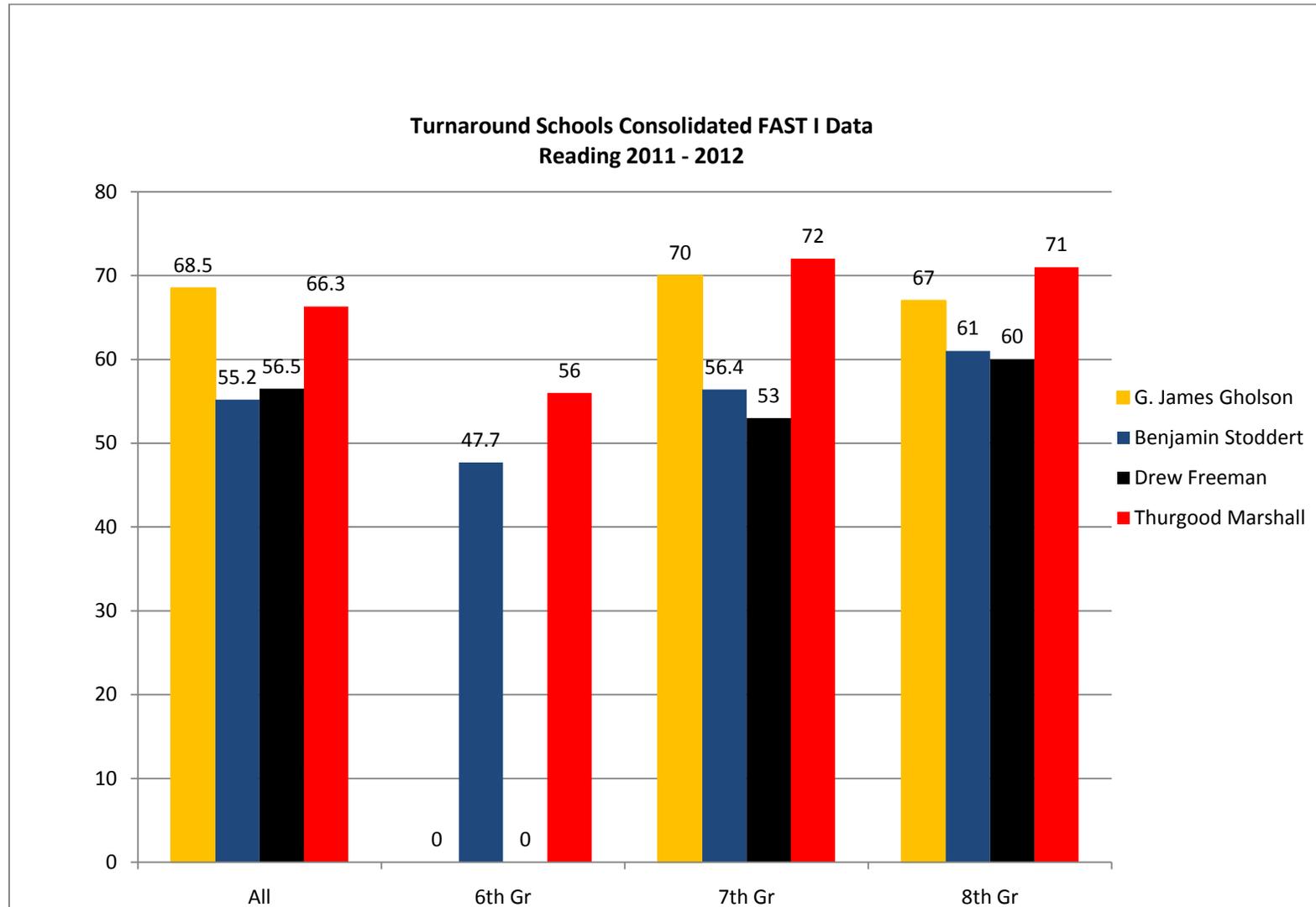
During the second quarter, MSDE Support Services has played an integral role in building the capacity of the Instructional Specialist – Student Services located in the Turnaround Office. More specifically, Lynne Muller provided job-embedded professional development around the instructional specialist roles and responsibilities as they pertain to student services. Much of the work focused on the critical aspects of student services to include SIT, SST, PBIS, and AVID. Furthermore, Lynne observed the work to provide critical feedback for improvement. In addition to providing technical assistance, Lynne encouraged the instructional specialist to develop a strategic plan to support the schools. Lynne continues to work with the instructional specialist to support her growth and the needs of each school.

Part III. Progress

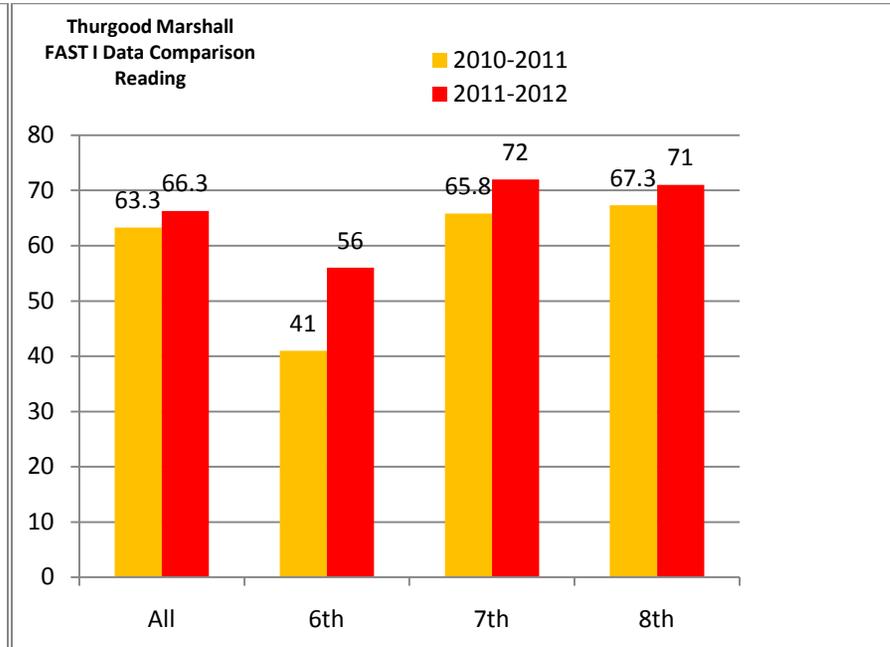
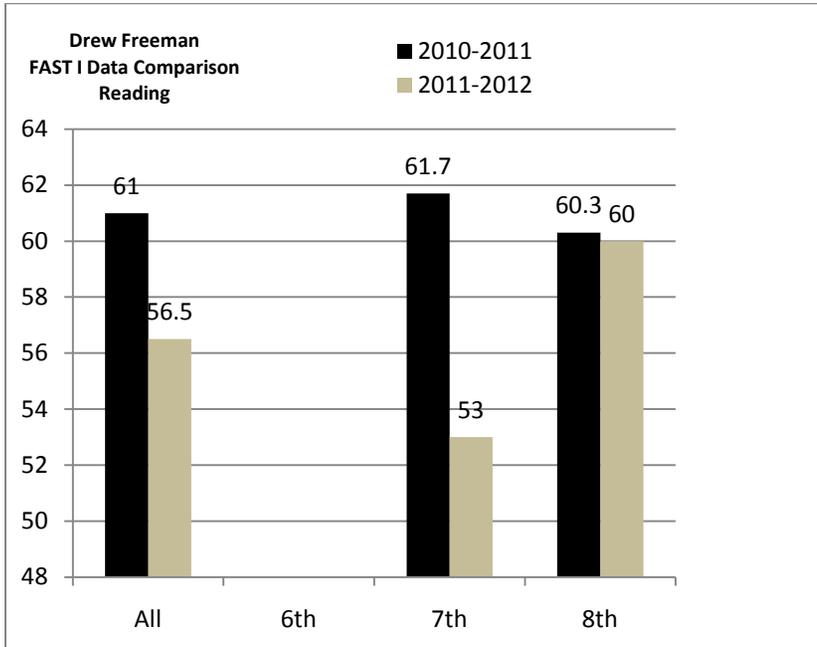
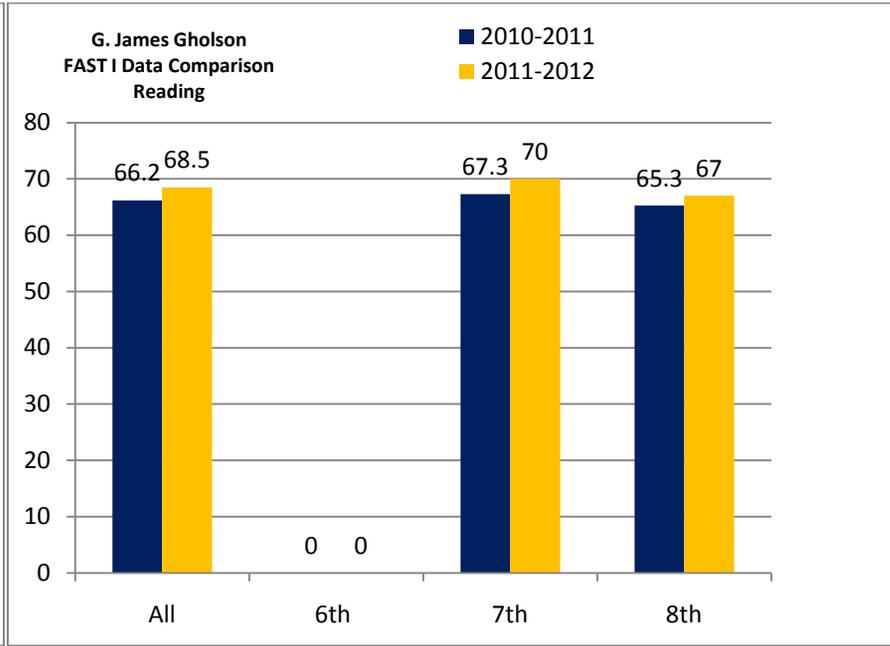
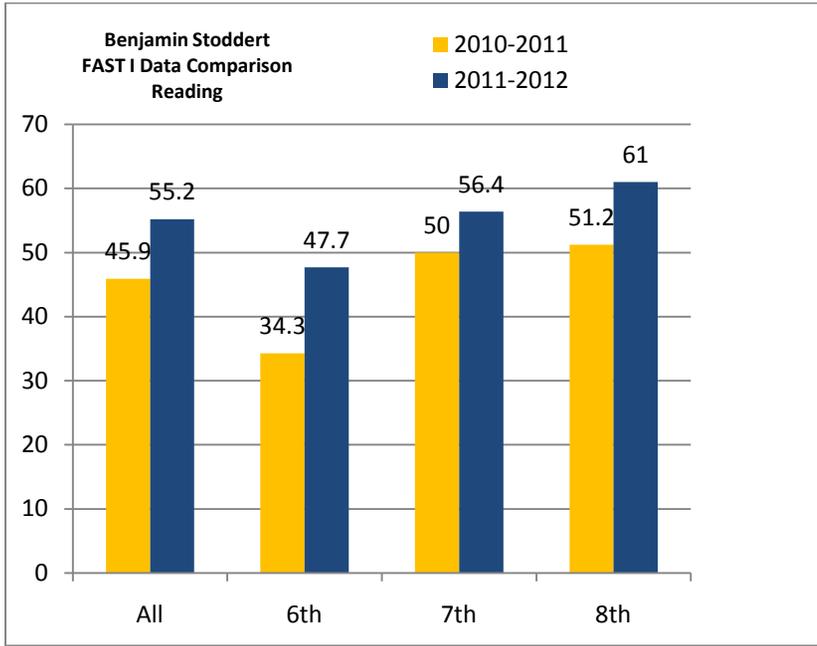
III A. Benchmark Data

IIIA1: Reading Benchmark Data

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



FAST I Benchmark (Reading) Comparison SY11 & SY12



An analysis of the data will be conducted by examining comparative FAST I data from 2010-2011 and, the current school year 2011-2012. In addition, the data will be analyzed by examining student cohort data, i.e. students who were enrolled in schools during the inception of SIG.

Benjamin Stoddert

Student growth in Reading is evident at Benjamin Stoddert. As the table suggests, student achievement for FAST I demonstrated growth at all levels compared to where they began last school year. Comparatively speaking, Benjamin Stoddert experienced growth in all areas:

- All Students – 9.3% increase from last school year
- 6th Grade – 13.4% increase from last school year
- 7th Grade – 6.4% increase from last school year
- 8th Grade – 9.8 % increase from last school year

Cohort data reveals student growth as follows:

- 6th (SY 11) to 7th (SY 12) – 22% growth
- 7th (SY 11) to 8th (SY12) – 11% growth

Drew Freeman

Student reading data demonstrated a slight decline in student achievement based on FAST I data from school year 2011. Staffing is the major factor contributing to the minor decrease in student growth. To assist the cadre of new and inexperienced teachers, the Instructional Specialist from the Turnaround Office will be providing targeted support to the Instructional Lead Teacher and RELA team at Drew Freeman.

Cohort data reveals student growth as follows:

- 7th (SY11) to 8th (SY11) – 7% growth

G. James Gholson

Students experienced slight growth in Reading during the first quarter based on FAST I data from school year 2011. Each area of growth is highlighted below:

- All Students – 2.3% increase
- 7th Grade – 2.7% increase
- 8th Grade – 1.7% increase

Cohort data reveals student data in reading has been relatively consistent from year to year based on FAST I results.

Thurgood Marshall

Thurgood Marshall experienced growth in all areas compared to FAST I data from last school year. The results are as follows:

- All Students – 3% increase
- 6th Grade – 15% increase
- 7th Grade – 6.2% increase
- 8th Grade – 3.7% increase

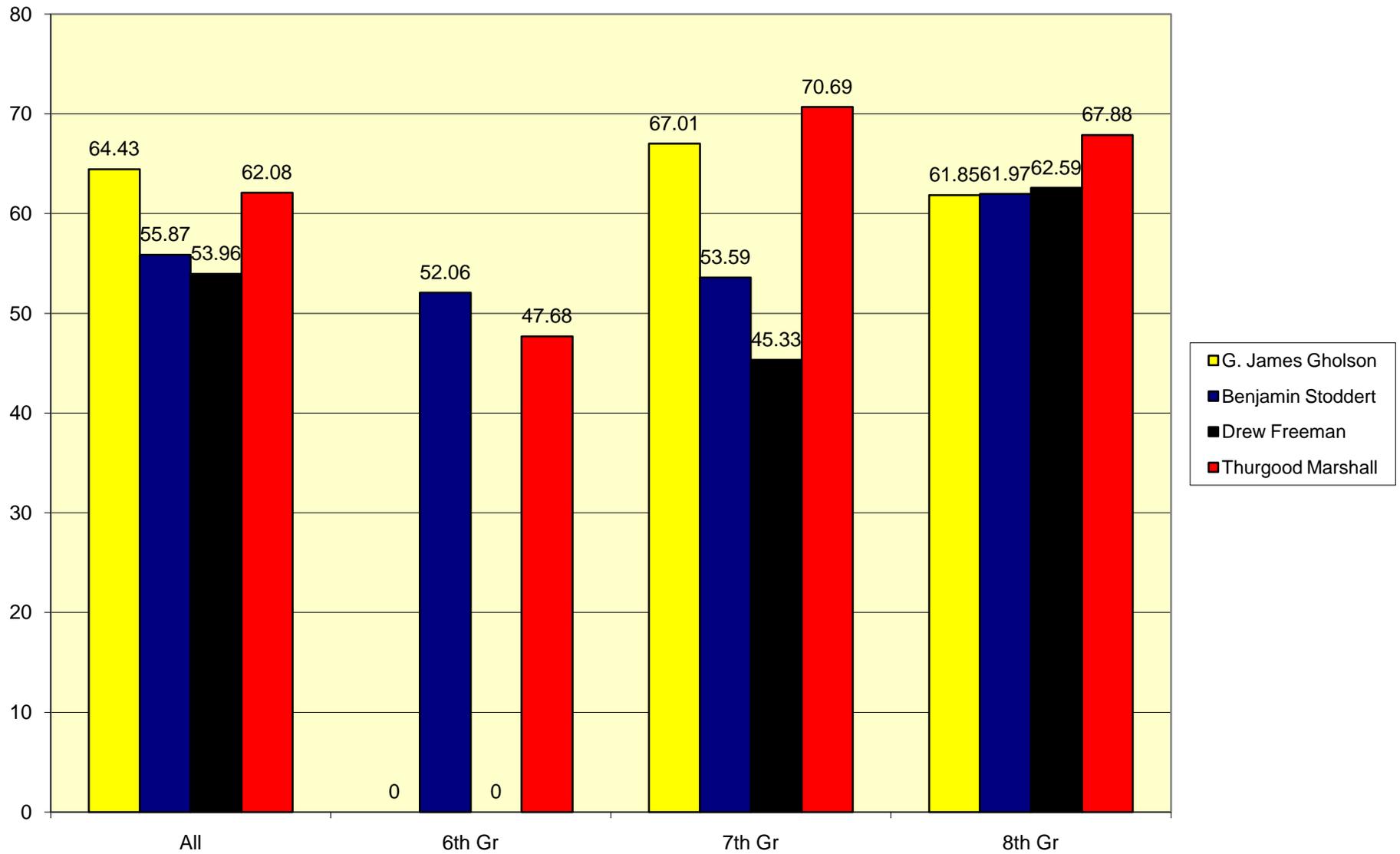
Cohort data reveals consistent growth from year to year. Listed below is the cohort data for Thurgood Marshall:

- 6th (SY11) to 7th (SY12) – 31% increase *
- 7th (SY11) to 8th (SY12) – 5.2% increase

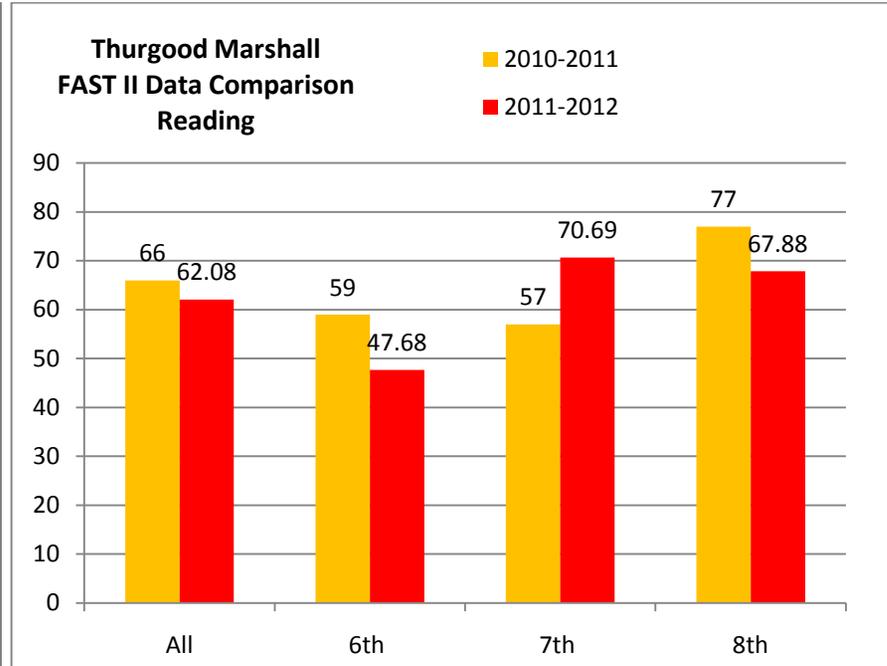
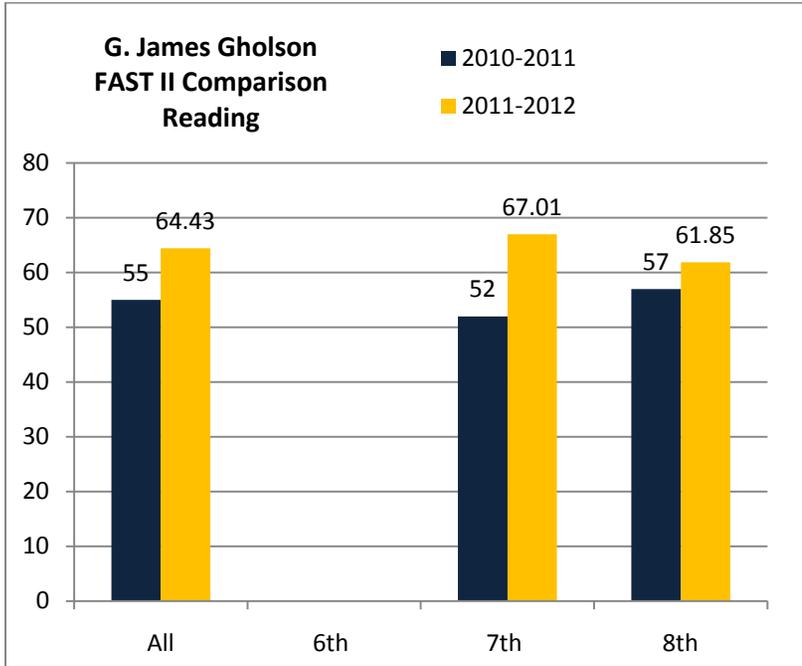
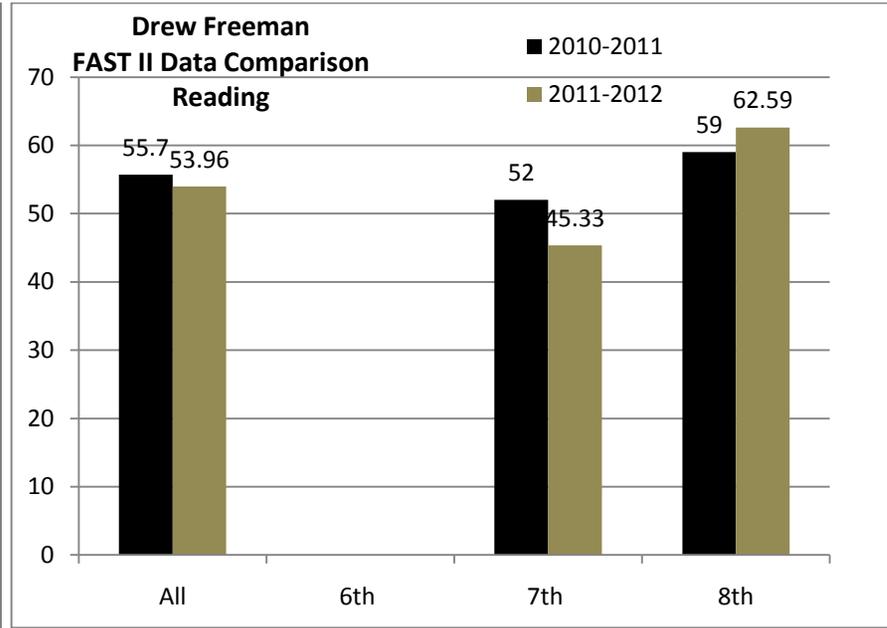
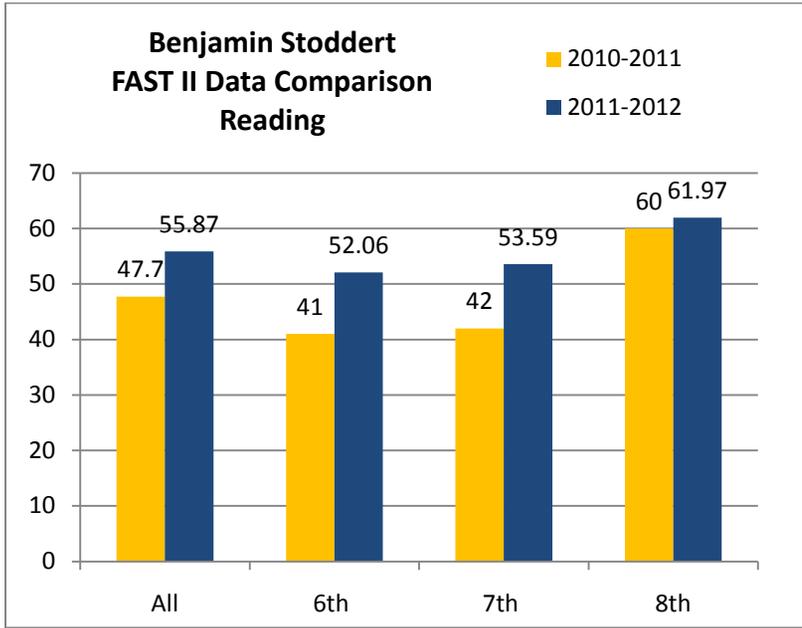
* Thurgood Marshall has traditionally has low enrollment in the 6th grade based on feeder school patterns. A large contingency of students entering the school during the 7th grade are first time students. Data Warehouse is unable to differentiate the two groups in this case.

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

Turnaround Schools Consolidated FAST II Data Reading 2011 - 2012



FAST II Benchmark (Reading) Comparison SY11 & SY12



Reading FAST II:

- All Students – Benjamin Stoddert (8.17 increase), Drew Freeman (-1.74 decrease), G. James Gholson (9.43 decrease), Thurgood Marshall (-3.92 decrease)
- 6th Grade – Benjamin Stoddert (11.0 increase), Thurgood Marshall (-11.32 decrease)
- 7th Grade – Benjamin Stoddert (11.59), Drew Freeman (-6.67), G. James Gholson (15.01), Thurgood Marshall (13.69)
- 8th Grade - Benjamin Stoddert (1.97), Drew Freeman (3.59), G. James Gholson (4.85), Thurgood Marshall (-9.12)

Two of the four schools made considerable gains from FAST II when comparing SY 2010-2011 & SY 2011-2012. The gains in the two schools can be attributed to greater emphasis upon instructionally based programs and enrichment opportunities that target reading language arts concepts and standards. The two schools that had decreases reflect a minimal decrease across the two years which can be attributed to standard error of assessment or assessment administration versus larger instructional implications.

FAST II Student Cohort Comparison SY 2010-2011 to SY 2011-2012

School	Grade / SY	Comparative Percentage (increase or decrease)
Benjamin Stoddert	6 th (2010-2011) – 7 th (2011-2012)	12.59 (increase)
	7 th (2010-2011) – 8 th (2011-2012)	19.97 (increase)
Drew Freeman	7 th (2010-2011) – 8 th (2011-2012)	10.59 (increase)
G. James Gholson	7 th (2010-2011) – 8 th (2011-2012)	9.85 (increase)
Thurgood Marshall	6 th (2010-2011) – 7 th (2011-2012)	11.69 (increase)
	7 th (2010-2011) – 8 th (2011-2012)	10.88 (increase)

Contributing Factors:

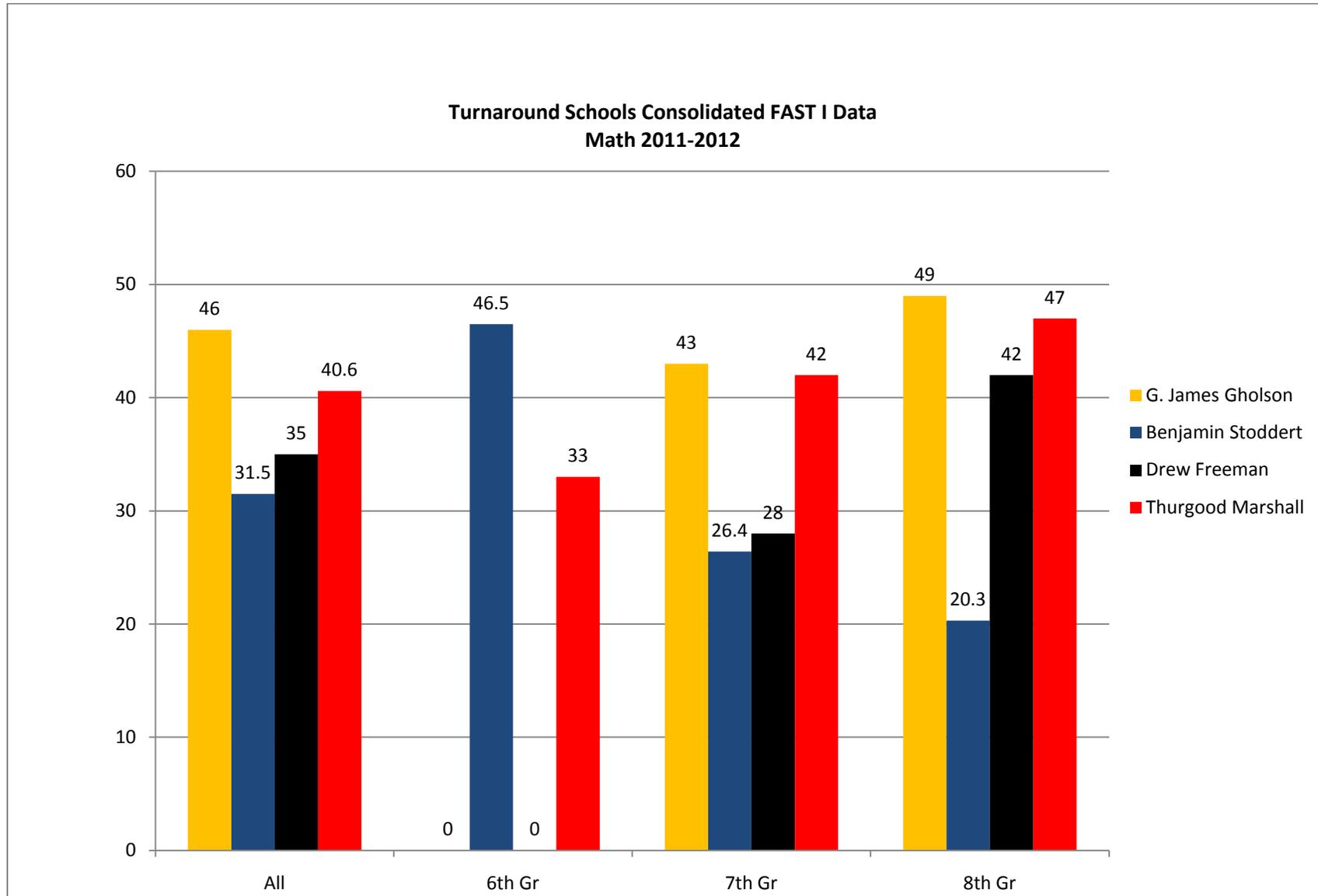
The impressive gains across all school can be directly related to consistent and quality collaborative planning sessions led by the instructional lead teachers and supported by the MSDE partner. Further support was also provided by the newly hired Turnaround Office instructional specialist. The focused attention and targeted approach toward making data driven instruction is the difference between minimal and substantial gains seen within the grade level cohort data. The level of professional growth resulting from the attention to the professional learning community has allowed teacher capacity to lead student achievement. As teacher content knowledge and pedagogy has grown, student gains were made.

Next Steps:

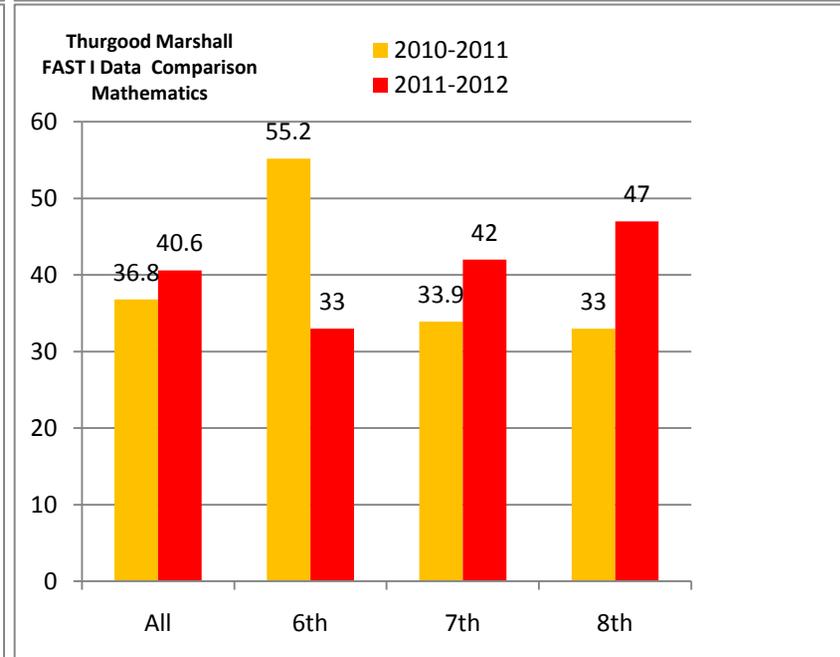
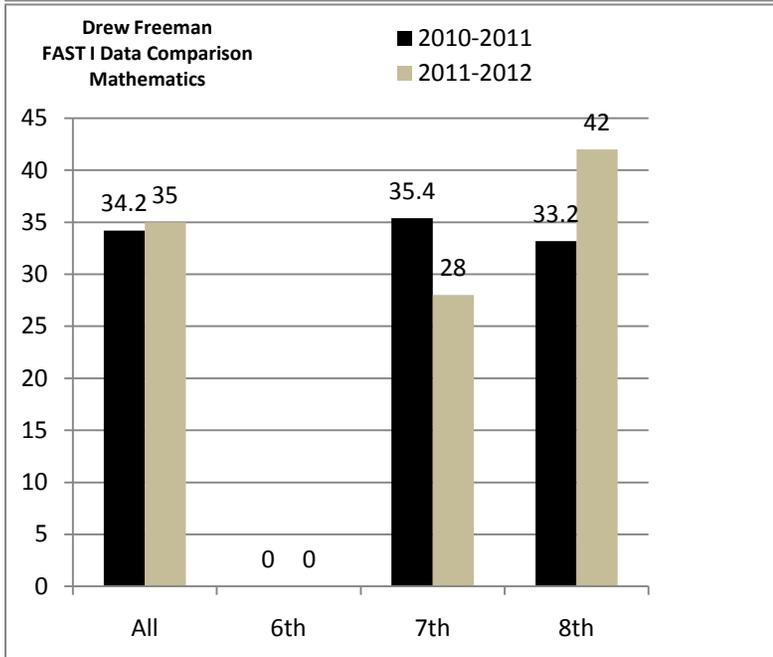
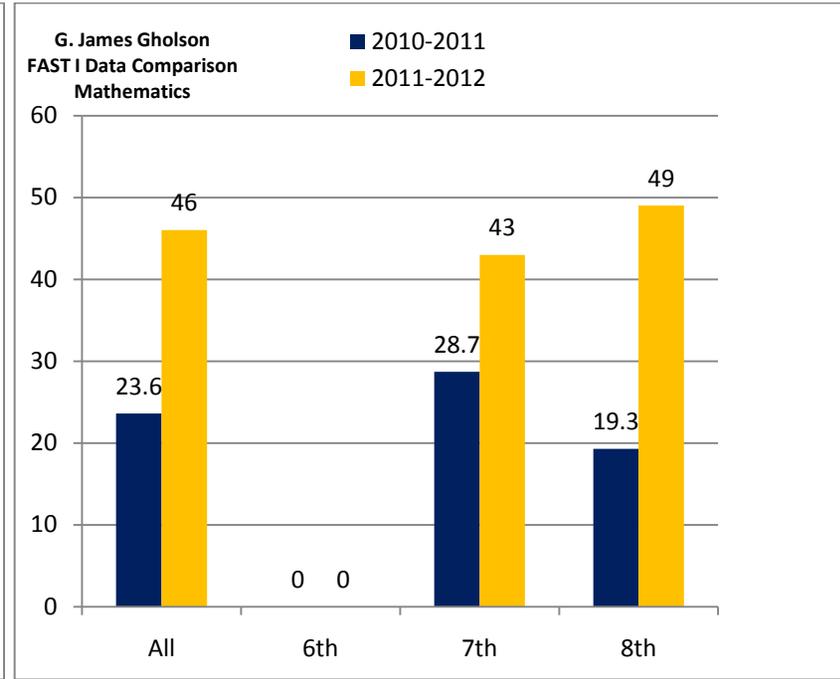
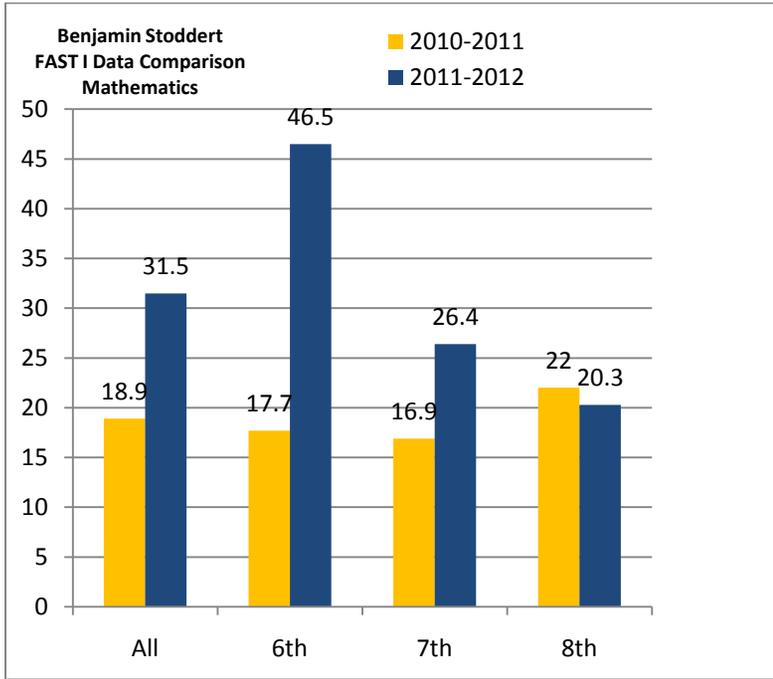
In order to maintain and continue the improvement in reading language arts, the emphasis upon quality collaborative planning needs to continue. Feedback and lesson planning is an important factor in delivering instruction that meets the needs of students on a daily basis. As the professional learning communities foster greater mastery of the craft of teaching, students will benefit and the instructional practices will continue to improve. Each principle has expressed commitment to professional development and collaborative planning that will sustain and extend the growth seen in the student cohort comparison data.

IIIA2. Math Benchmark Data

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



FAST I Benchmark (Mathematics) Comparison SY11 & SY12



Math data will be analyzed consistent with Reading Data, i.e. comparative FAST I data and cohort. Students at all schools continue to demonstrate growth considering mathematics is a major area of concern. It is worth noting the job-embedded professional development provided by MSDE Breakthrough has increased mathematics teachers' capacity to deliver instruction. Please see the analyses below:

Benjamin Stoddert

Students demonstrated significant increases in achievement in all areas with the exception of the eighth grade. The results are as follows:

- All students – 12.6% increase
- 6th Grade – 28.8% increase
- 7th Grade – 9.5% increase

Similarly, cohort data reveals increases at each level. The results are as follows:

- 6th (SY11) to 7th (SY12) – 8.7% increase
- 7th (SY11) to 8th (SY12) – 3.4% increase

During the summer of 2011, Benjamin Stoddert was able to acquire an Instructional Lead Teacher in Mathematics who has extensive experience as an instructional mathematics' coach at the district level. In addition, she was an exceptional teacher with proven results in the classroom.

Drew Freeman

Students experienced growth in two categories: All and 8th Grade. Listed below is the comparative data:

- All students – 1% increase
- 8th Grade – 8.8% increase

In addition to experiencing gains at 8th grade, the first cohort of students experienced growth as well.

- 7th (SY11) to 8th (SY12) – 14% increase

G. James Gholson

Students experienced substantial increases in achievement in all categories. The results are as follows:

- All students – 22.4% increase
- 7th Grade – 14.3 % increase
- 8th Grade – 29.7% increase

Furthermore, cohort data reveals an increase as follows:

- 7th (SY11) to 8th (SY12) – 20.3%

Thurgood Marshall

All areas with the exception of 6th grade experienced growth compared to last school year. The growth is as follows:

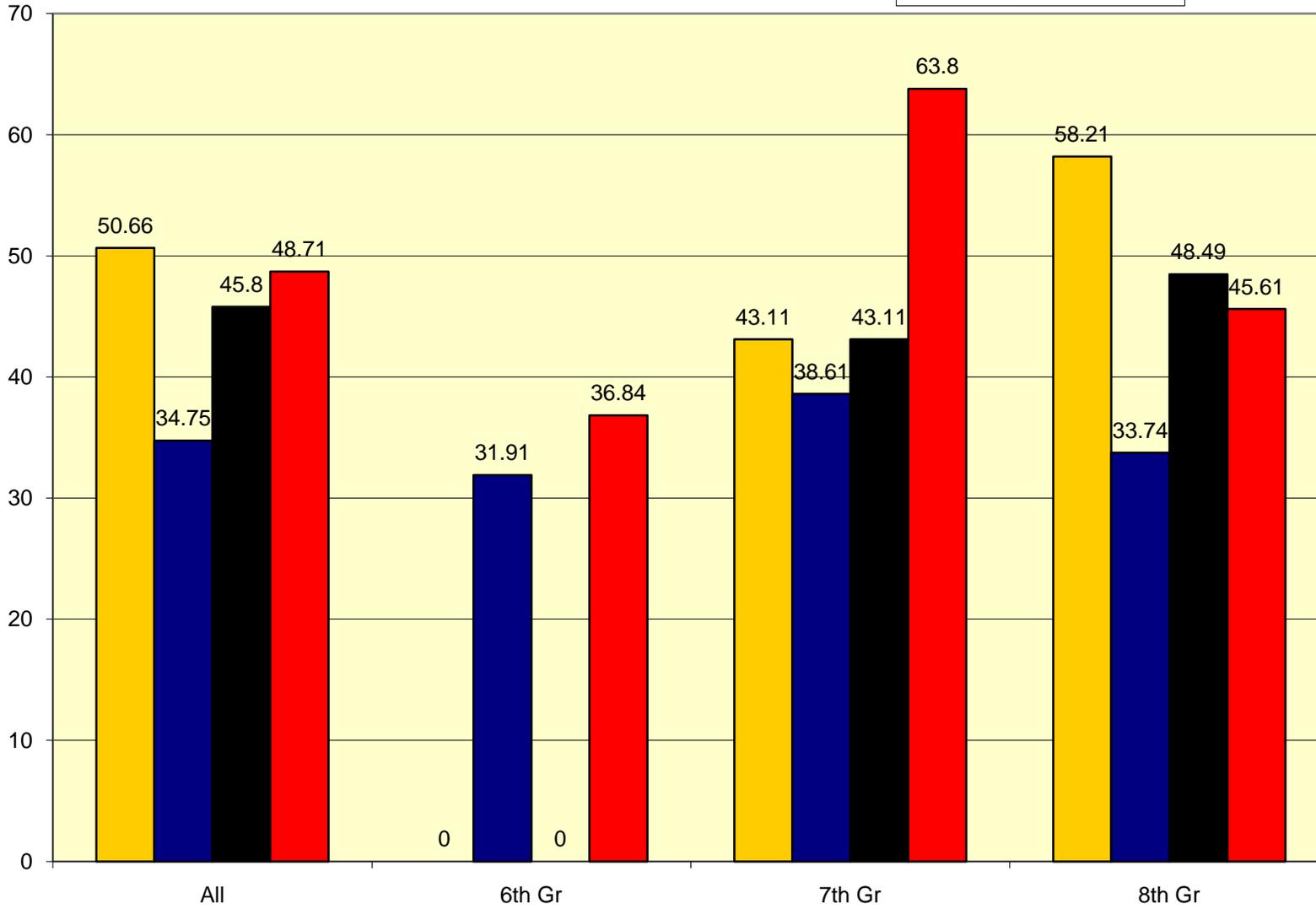
- All students – 3.8% increase
- 7th Grade – 8.1% increase
- 8th Grade – 14% increase

Cohort demonstrated significant growth for current eighth-grade students. The data reveals the following:

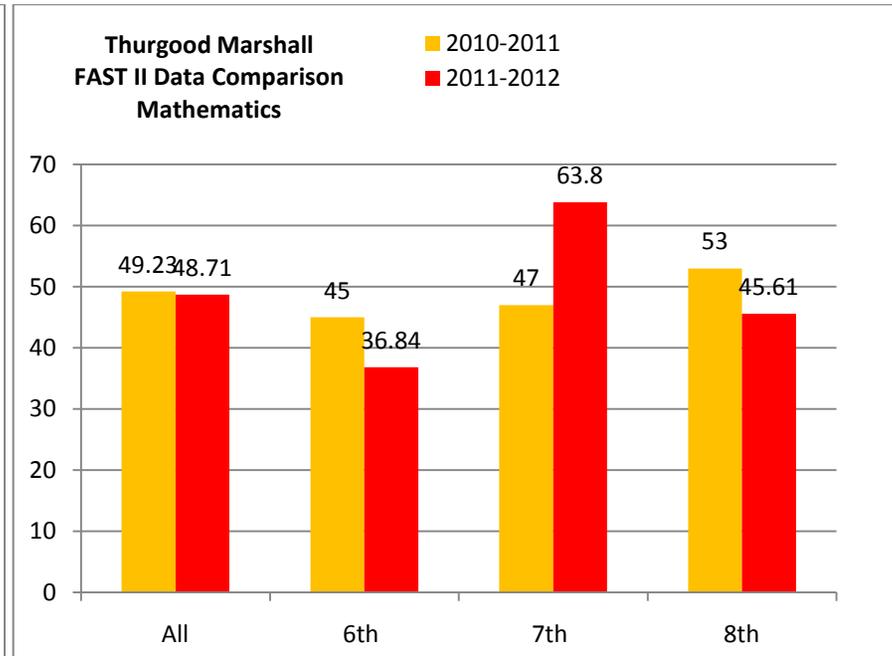
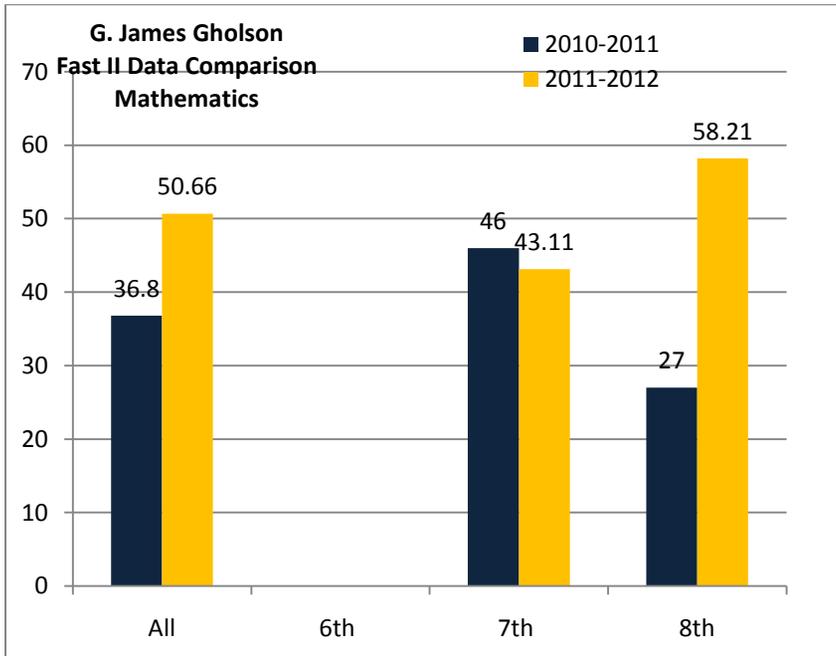
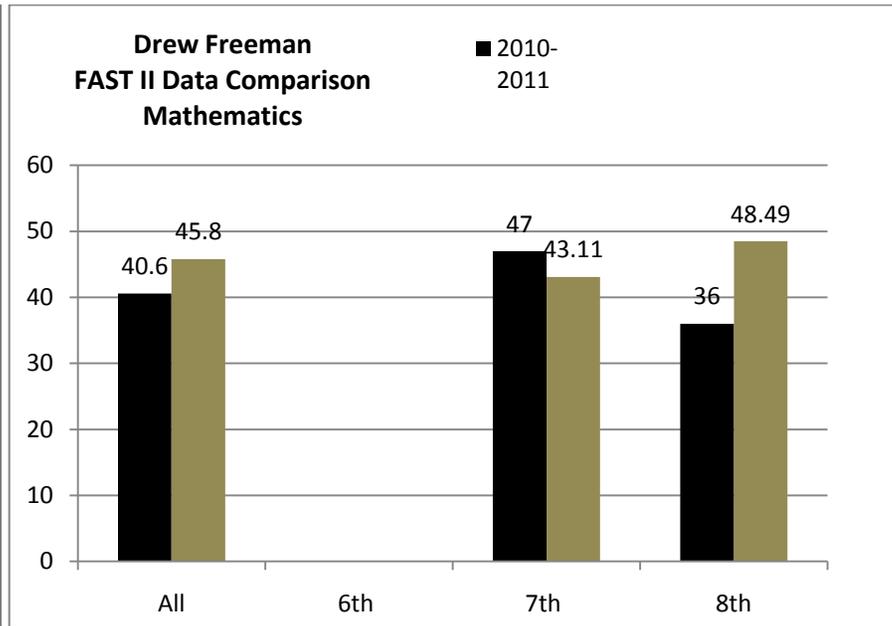
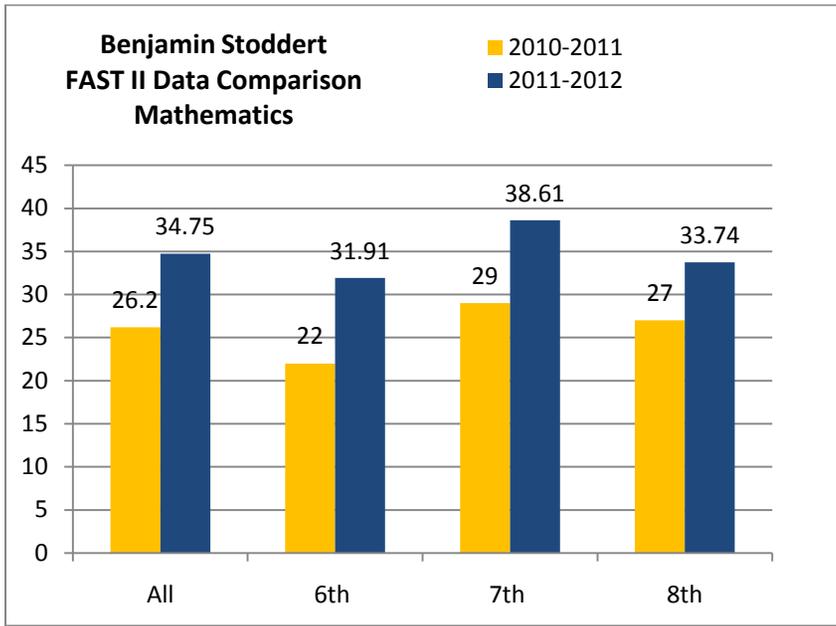
- 7th (SY11) to 8th (SY12) – 13.1% increase

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

**Turnaround Schools Consolidated FAST II Data
Math 2011 - 2012**



FAST II Benchmark (Mathematics) Comparison SY11 & SY12



Mathematics

- All students - Benjamin Stoddert (8.55% increase), Drew Freeman (5.2% increase), G. James Gholson (13.86% increase), and Thurgood Marshall (.52% decrease)
- 6th Grade – Benjamin Stoddert (9.91% increase), Thurgood Marshall (8.16% decrease)
- 7th Grade - Benjamin Stoddert (9.64% increase), Drew Freeman (3.89% decrease), G. James Gholson (2.89% decrease), and Thurgood Marshall (16.8% increase)
- 8th Grade - Benjamin Stoddert (6.74% increase), Drew Freeman (12.49% increase), G. James Gholson (31.27% increase), and Thurgood Marshall (7.39% decrease)

The FAST II Assessment data results show that all students in 75% of the schools demonstrated an increased number of students that scored proficient or advance on each FAST II assessment. This can be attributed to greater emphasis to instructional based programs and effective professional learning communities that support building teacher capacity around content, pedagogy, and developing lessons that support student achievement.

FAST II Student Cohort Comparison SY 2010- 2011 to SY 2011-2012

School	Grade Levels	Comparative Percentage (increase or decrease)
Benjamin Stoddert	6 th (2010-2011) – 7 th (2011-2012)	+16.61% increase
	7 th (2010-2011) – 8 th (2011-2012)	+4.74% increase
Drew Freeman	7 th (2010-2011) – 8 th (2011-2012)	+1.49% increase
G. James Gholson	7 th (2010-2011) – 8 th (2011-2012)	+12.21% increase
Thurgood Marshall	6 th (2010-2011) – 7 th (2011-2012)	+18.8% increase
	7 th (2010-2011) – 8 th (2011-2012)	-1.39% decrease

The student cohort comparison shows that as the students matriculated from grade Attributed to standard error of assessment or test administration

Contributing Factors:

The increases in cohort comparisons are indicative of consistent collaborative planning that included a focus on teachers deepening their knowledge of mathematics content. Using data analysis to inform collaborative planning discussions, teachers were able to reflectively examine student work and alter instruction to meet the needs of students. Overall the data depicts growth with only one exception. The one exception can likely be attributed to the possibly of assessment or assessment administration standard error.

Next Steps:

The range of gains support the current actions of the schools to increase teacher conceptual understanding of content and pedagogy. To further this effort, greater attention will be given to the students in intensive special education mathematics classrooms. The teachers that work with these students will benefit from greater differentiation in collaborative planning and data discussions. Due to the unique needs of this sub-group, differentiation of professional development, collaborative planning outcomes, and dialog about best use of student supports services that link to teaching and learning has the potential to greatly impact student achievement overall.

III B. Attendance

This table shows the Overall Attendance Percentages from the 2008 School Year to Date for the 2011-2012 School Year.

Source: www.mdreportcard.org and PGCPs' Data Warehouse

School	2008	2009	2010	2011	2011-2012 1st Quarter	2011-2012 2nd Quarter
	%	%	%	%	%	%
G. James Gholson Middle School	91.3	93.4	92.3	93.6	96.01	95.18
Drew Freeman Middle School	90.7	92.8	92.3	95.0	95.52	93.97
Benjamin Stoddert Middle School	90.5	93.6	95.1	94.8	95.65	94.50
Thurgood Marshall Middle School	91.0	95.1	94.5	93.1	95.29	94.88

III C. Suspensions

This table shows the number of Suspensions by School for the current School Year 2011-12.

Source: PGCPs' Data Warehouse

School	2010-11 1st Quarter	2011-12 1st Quarter	2010-2011 2nd Quarter	2011-2012 2nd Quarter
G. James Gholson Middle School	59	24	81	87
Drew Freeman Middle School	81	68	107	92
Benjamin Stoddert Middle School	102	65	111	74
Thurgood Marshall Middle School	125	39	166	64

The data for each school represents a significant decrease in student suspension data compared to 1st quarter and 2nd quarter last school year with the exception of G. James Gholson during the 2nd quarter only. This may be attributed to the following:

- In-school suspension coordinators at each school.
- Summer academies to facilitate transition (Benjamin Stoddert, Drew Freeman, and G. James Gholson).
- Addition of student advocates in each school to support climate and culture.
- Organizational structure at to support climate and culture, i.e. dean of students.
- Fully operational student support teams who are familiar with the students and communities they serve.
- Change in leadership (Thurgood Marshall)