

Prince George's County Public Schools
Title I 1003(g) School Improvement Grant (SIG)
Third Quarter Report
Date Submitted May 14, 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.

3rd Quarter

After a review of all data points, SIG I schools are making significant progress in all areas to include the implementation and monitoring of targeted professional development, student achievement data based on formative assessments, attendance, and student discipline as determined by a significant decrease in the number of student suspensions.

Instructional Specialists continue to provide school specific support and work closely with MSDE content area coaches to improve teacher performance. MSDE will conduct walk-throughs during the fourth quarter to measure the effectiveness of the work. The fourth quarter monitoring tool will provide a summary of this work.

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.

Although staffing continues to be the major concern for the turnaround schools, great strides were made in the area of financial and non-financial incentives for teachers. Several meetings were held with PGCEA and PGCPSS to discuss this area which culminated in administering the PGCPSS-PGCEA Teacher Satisfaction and Motivation Questionnaire (**Results of the survey are attached**). Additionally,

staff from Human Capital, Dr. Arbogast, TA Director, and PGCEA President, Kenneth Haines participated in a one-day trip to Chicago Public Schools to build the District's and Association's capacity around school Turnaround.

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.

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

February – Middle School Reform was the focus of this month’s meeting. The activities for the day supported the following topics:

- Conceptual Framework for Middle School Reform
- Common Core and the Shifts
- Model Common Core Lesson and Links to Framework for Teaching

- Response to Intervention

PMAPP was held during the month of February to allow each school an opportunity to share their 2nd quarter data, discuss strategies, and network with colleagues around best practices. The data is included in the subsequent tables and charts.

March – Meeting was not held this month due to MSA.

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, January 12, and February 23, 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.

Second 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	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 the organizations to further assist the schools.

Third 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	FAST not administered 3 rd quarter.	April 10, 2012	2/2, 2/7, 2/9, 2/16, 2/21, 3/5, 3/7	This is on-going work.
Drew Freeman Middle School	FAST not administered 3 rd quarter.	April 10, 2012	2/1, 2/6, 2/8, 2/15, 3/1, 3/6, 3/8	
Benjamin Stoddert Middle School	FAST not administered 3 rd quarter.	April 10, 2012	2/22, 2/29, 3/27, 3/29	
Thurgood Marshall Middle School	FAST not administered 3 rd quarter.	April 10, 2012	2/23, 2/27, 2/28, 2/29, 3/26, 3/27, 3/28	

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.

3rd Quarter

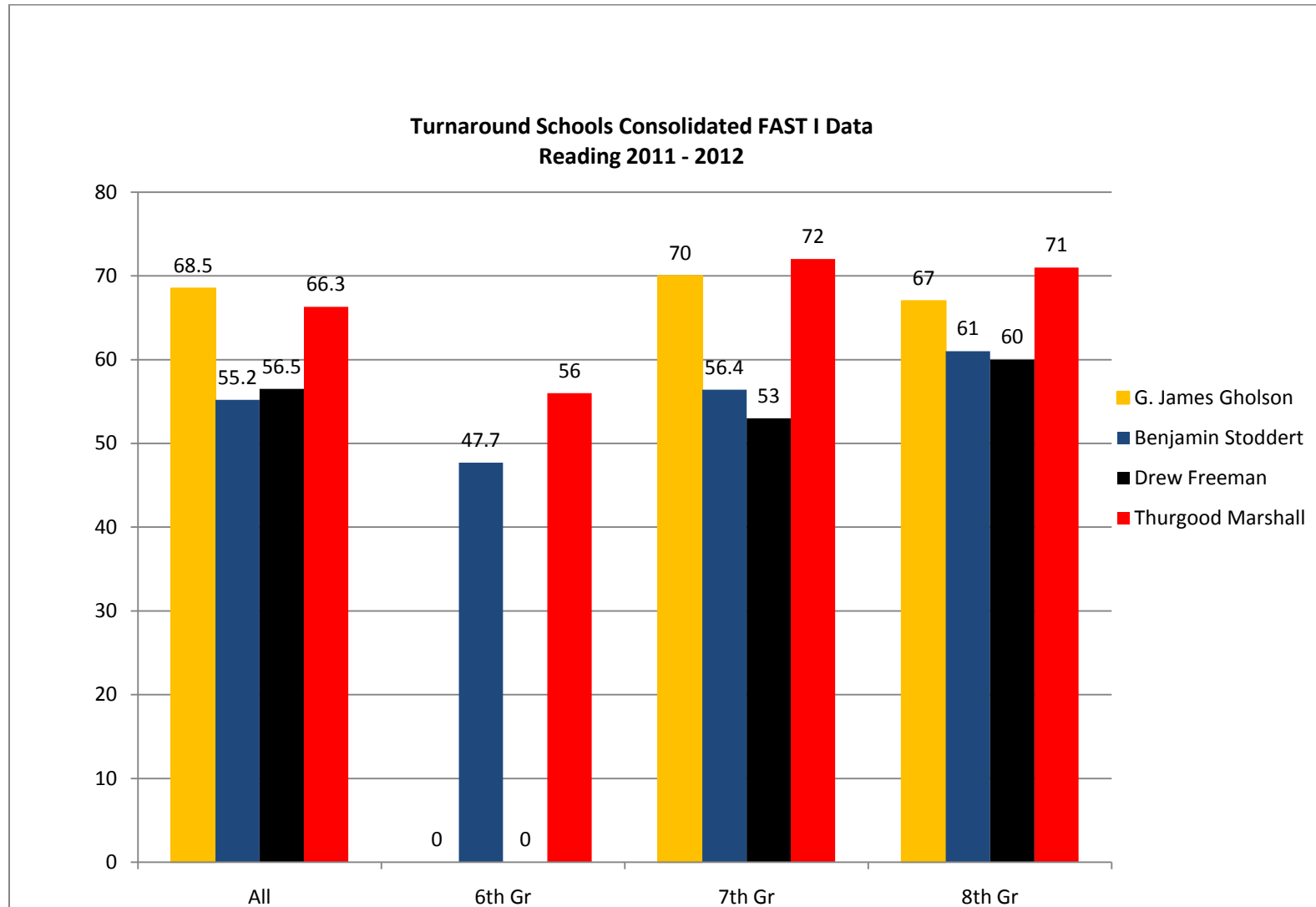
Third Quarter work was pretty much consistent with the second quarter. The student services team from MSDE and members of Mid-Atlantic conducted a planning meeting to develop services for the Sig schools. Much of the work will focus on cultural proficiency as it relates to the middle school learner. Additional services will be provided to support school SIT teams, and effectively implementing Response to Intervention.

Part III. Progress

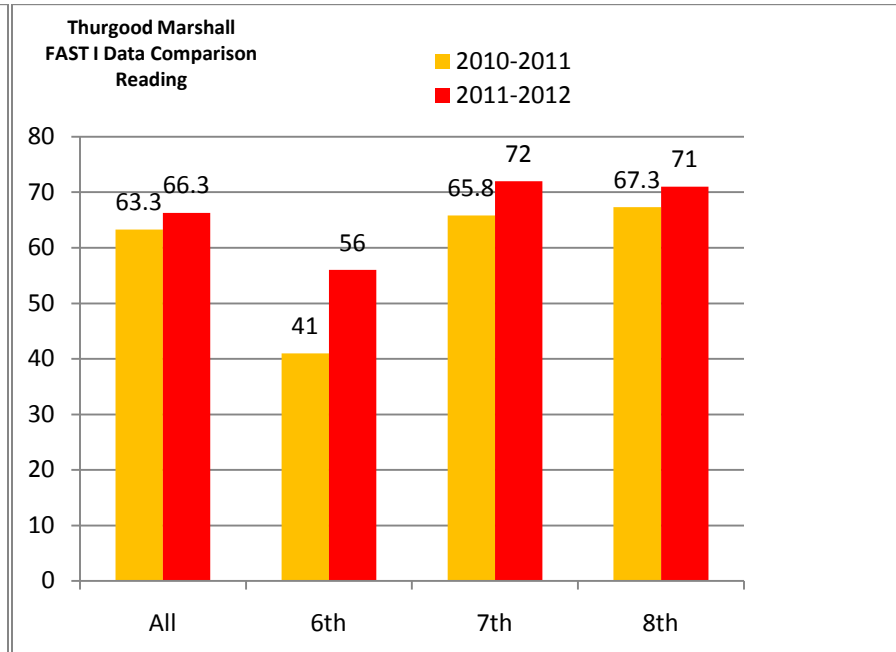
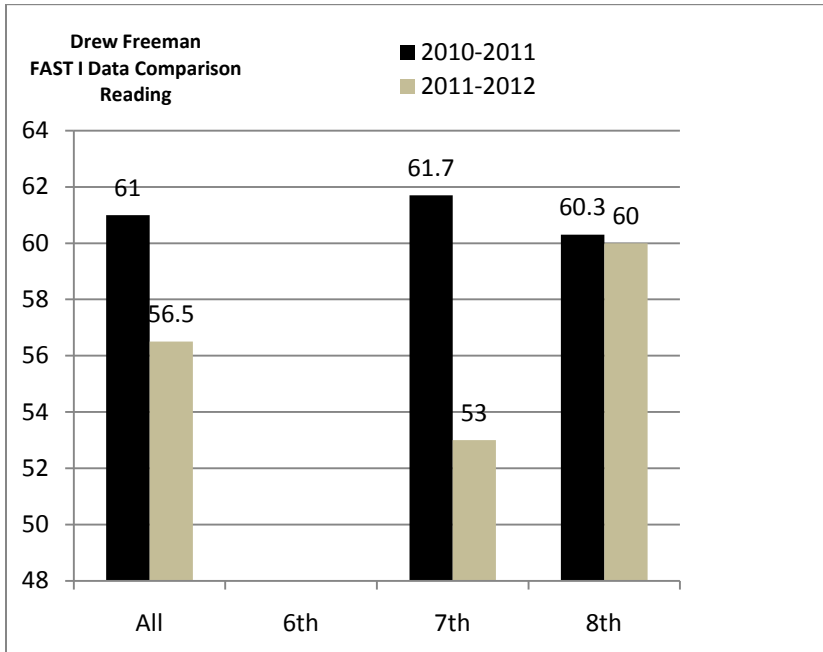
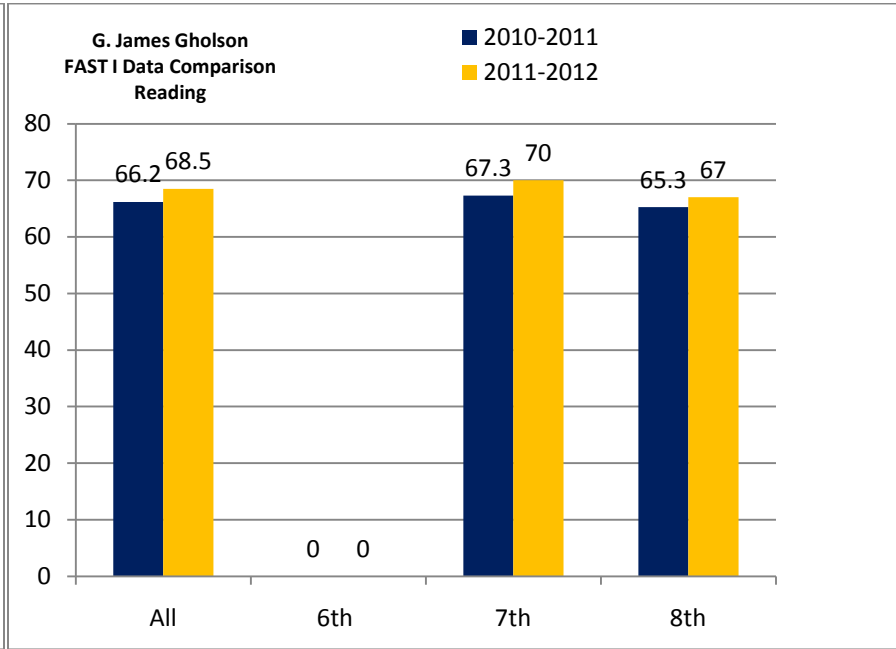
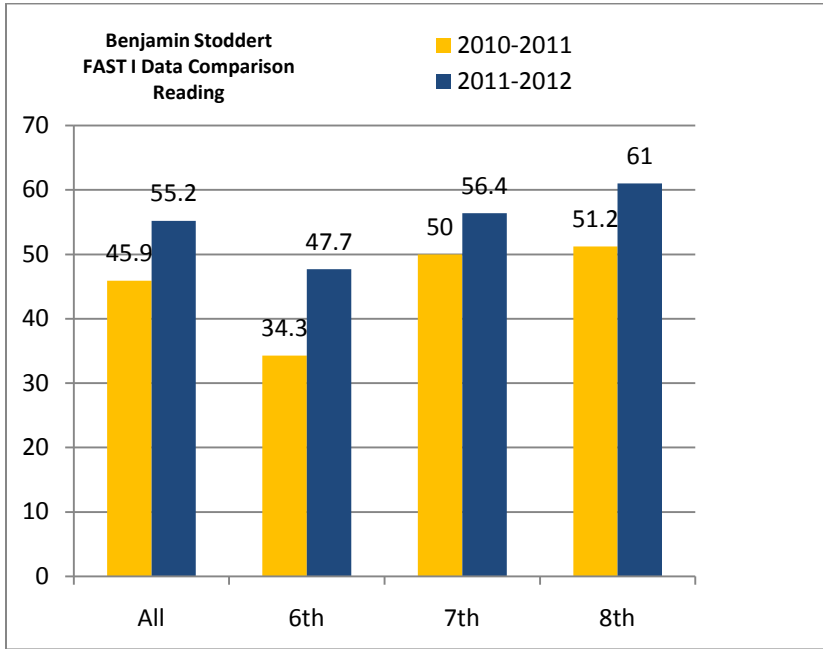
III A. Benchmark Data

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

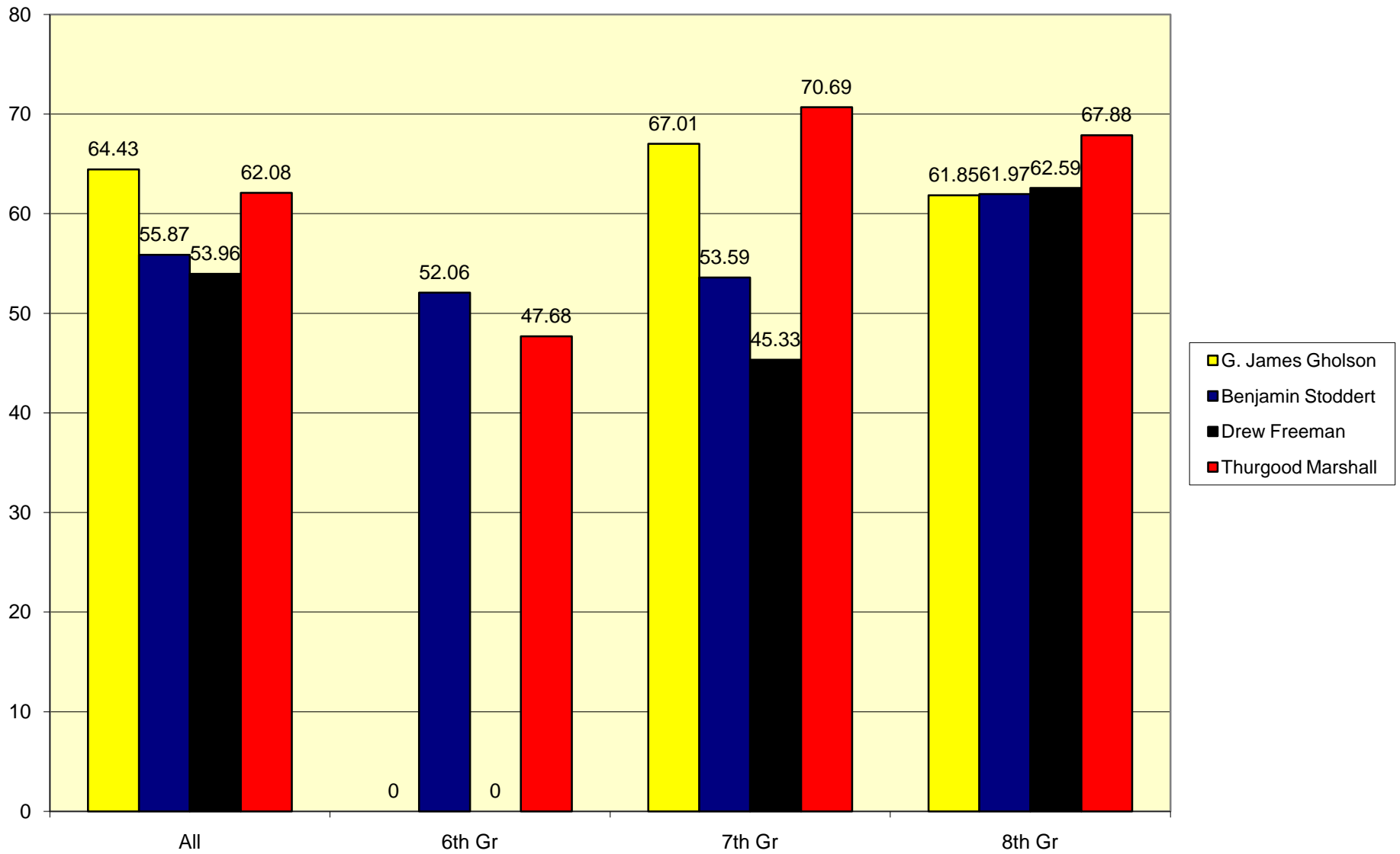
Cohort data reveals consistent growth from year to year. Listed below is the cohort data for Thurgood Marshall:

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

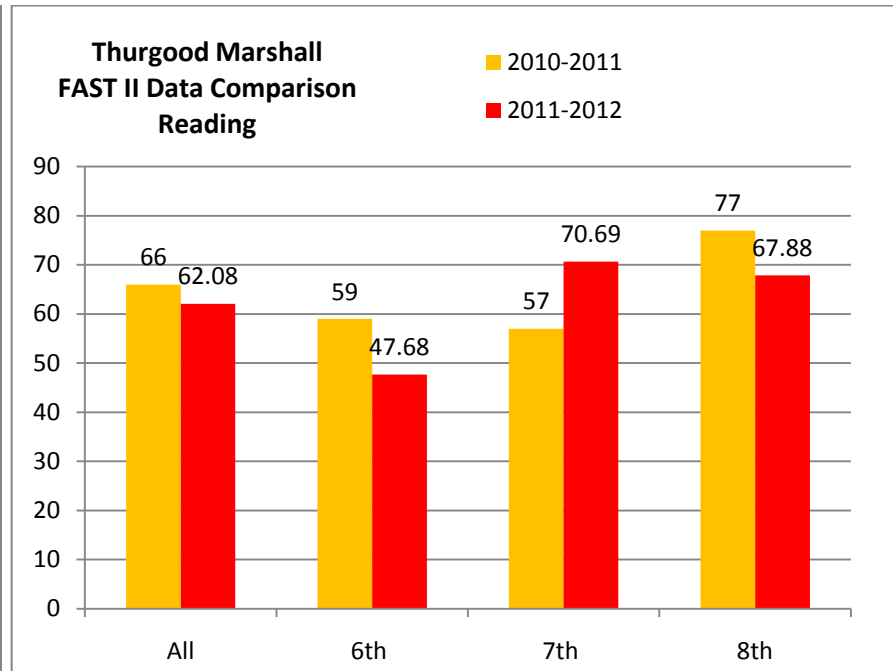
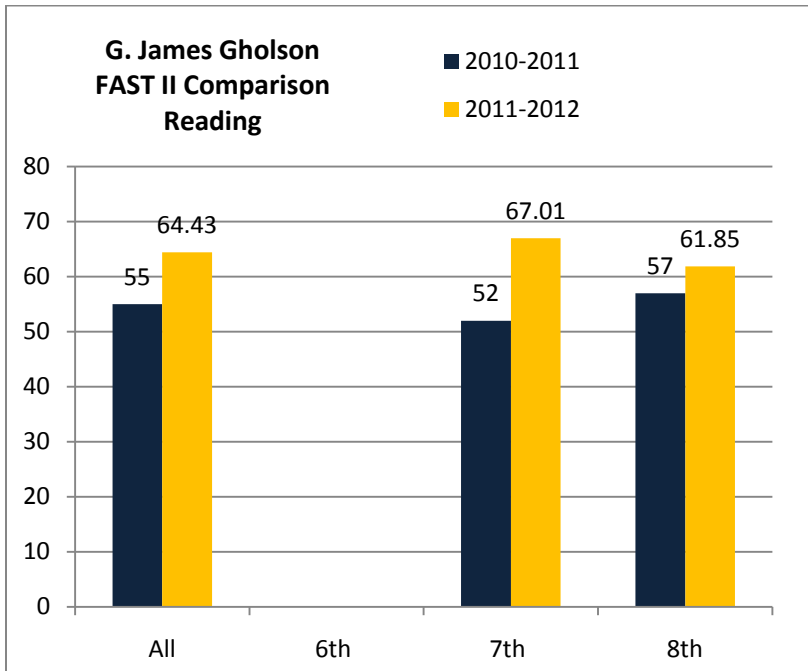
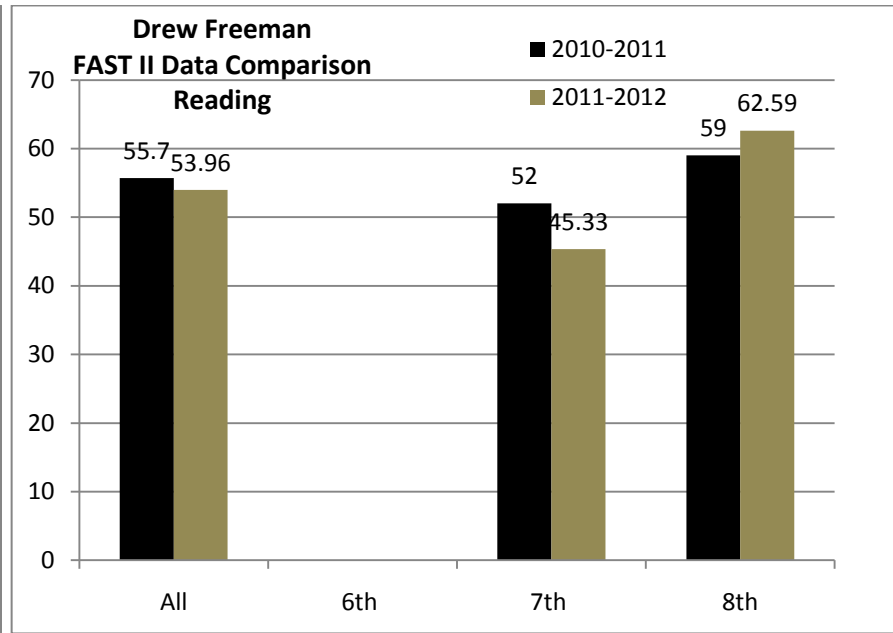
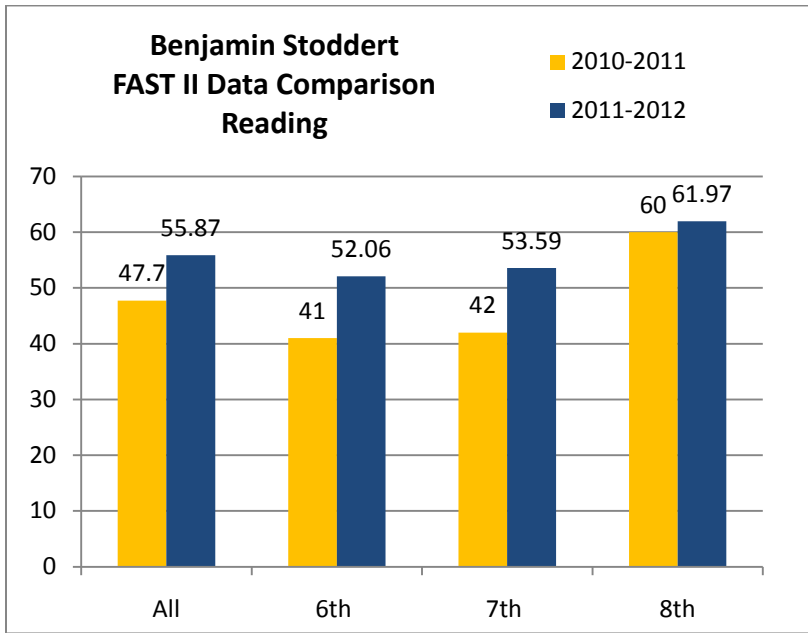
* Thurgood Marshall has traditionally has low enrollment in the 6th grade based on feeder school patterns. A large contingency of students entering the school during the 7th grade are first time students. Data Warehouse is unable to differentiate the two groups in this case.

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.

Reading Third Quarter Analysis

FAST is not given during the third quarter; therefore, an analysis of the work performed during this period to include activities, and how those activities supported teacher growth and student achievement.

SIG 1 Schools:

(Benjamin Stoddert, Drew Freeman, G. J. Gholson, Thurgood Marshall)

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> • MSDE Collaborative Planning Cycles 	Supporting thinking of teachers as they consider the purposeful steps necessary to plan for and implement an accurate think aloud, the use of process steps and the value of looking at student work	Student performance has reflected greater mastery of outcomes across the course of the year in the majority of the student population with specific objectives (informational text and general reading processes)
<ul style="list-style-type: none"> • Extended Learning Opportunities 	Teachers have the opportunity to work with small groups of students and engage in further practice with the best practices and strategies discussed in collaborative planning (partner and school-based)	Students were targeted for inclusion in the ELO programs and through exposure to re-teaching and extended practice opportunities they have gained greater task persistence
<ul style="list-style-type: none"> • School-Based Collaborative Planning 	Through the consistent efforts of the instructional lead teacher, the teachers have reflected upon specific practices that are recognized as valuable to their professional development. The school-based collaborative planning has served as an extension of the planning sessions with the partner	Students are exposed to more focused and aligned instruction that follows the MSDE model for planning and implementation. The result of focused instruction is increased time on task and student work that reflects improves teaching and learning as reflected in student work samples
<ul style="list-style-type: none"> • Lesson Implementation Walk-Through (school-based team) 	The debrief from the instructional walk guides the teachers reflection upon collaborative planning processes and the effectiveness of the practices that are highlighted.	Students are asked questions during instructional walks that show their thoughts around what they are learning is valued and important to what the teachers are learning in the process of improving teaching and learning
<ul style="list-style-type: none"> • Research for Better Teaching Professional Learning 	Specific readings and study of pedagogy and teaching principles have focused teacher attention upon key areas: aligned objectives, think-aloud model,	Student achievement is impacted by improvement of teacher practice and increase rigor in instruction

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
Communities	formative assessment, and questioning techniques	
<ul style="list-style-type: none"> • MSA Practice Assessment (Instructional Focus Task for Teacher Model & Student Practice) <ul style="list-style-type: none"> • Test Sophistication 	The MSDE education specialist and Turnaround Office Instructional Specialist for RELA produced a practice assessment with two reading samples for each genre type and select responses and a BCR for each selection. The assessment was aligned in Edusoft for ease of administration and data collection.	Time spent in modeling how to respond to test items and the instruction provided as a model lead to purposeful student engagement with the practice material in preparation for the MSA. Student qualitative response to how they felt about taking the MSA revealed that they felt prepared and possessed the skill to read the passages and respond to the test items.
<ul style="list-style-type: none"> • Project 50 Professional Learning Community (select cohort) 	The FFT frame focused teacher attention upon the domains utilized in evaluation. Teachers have shown greater reflection in their practice and the cohorts have engaged in discussion that supports deepening of teaching and learning	One aspect of Project 50 has been teacher use of specific techniques (discussion techniques, questioning, classroom environment) that have been evaluated by the lead teachers/coaches in relation to student data. Data collected shows that student engagement is increasing and the learning environment has begun to shift to more student centered practices

School Specific Activities

Benjamin Stoddert Middle School:

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Data Compilation and Analysis 	Lead teacher regularly generated reports from Edusoft from unit assessments and common assessments to inform the instruction re-teaching and pacing decisions	Students were engaged in re-teach lessons when appropriate based on the student data. Student needs were met according to class and small group performance, increasing the likelihood that student growth would be reflected upon MSA
<ul style="list-style-type: none"> Instructional Lead Teacher “Open Calendar” Sign-Up for Classroom Visitation and Side-by-Side Coaching 	Teachers are given the option at each collaborative planning session to sign-up for the lead teacher to come to the classroom for side-by-side or model coaching. Teachers worked directly with the lead teacher to focus on an area they deemed value to their professional practice (from RBT or Project 50 practices)	Students exposed to greater rigor and higher expectations during instruction as measured through formative and summative assessments
<p>Next Steps:</p> <ul style="list-style-type: none"> Align work with MSDE and RBT to instructional practices with the CFPG and the state curriculum Consider shifts and building based practices to address common core Specific work around individual teacher priority needs must be prioritized in order to support specific growth that can manifest in student achievement Differentiated coaching services that extend teacher practice while capitalizing on current student achievement levels 		

Drew Freeman Middle School:

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Reading Is Fundamental (RIF Grant) 	<p>Under the leadership of the lead teacher who wrote and implemented the RIF grant, teachers have learned more about and received quality literature that supports instruction and has been used to support teacher practice with author and literature group study with students</p>	<p>Over 2,000 books have been given away and students have completed hundreds of hours of reading time in order to get more free books. The increased hours of reading lead to increased development of vocabulary, fluency, and comprehension of text.</p>
<ul style="list-style-type: none"> Daily Student Advisories 	<p>Entire staff engages in morning meetings about academic and social issues that impact student learning and personal growth. Adult -student rapport is built and staff are better able to relate to students which translates to growth in teacher knowledge of the adolescent learner</p>	<p>Student engagement has increased given the time spent sustaining climate and culture. As students work in small groups their potential is increased for growth in learning</p>
<ul style="list-style-type: none"> Friday Forum 	<p>The principal guided sessions takes all staff and engages them in professional development around articles and specific study of teaching and learning</p>	<p>The staff take their knowledge into the classrooms as they teach, observe, support, and evaluate instruction so that instructional services remain focused on teaching and learning</p>
<ul style="list-style-type: none"> Lead Teacher Feedback (Instructionally Targeted To Teacher Need) 	<p>Development of Google docs to support the collaborative planning process as well as weekly updates to keep focusing instruction across and within the department</p>	<p>Students gain greater access to targeted and focused instruction</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Continue to align instructional practices with the CFPG and the state curriculum Develop plans for shift to common core through school-based professional development and information sharing sessions that expand teacher knowledge of new approaches and areas of instruction emphasis 		

G. James Gholson Middle School:

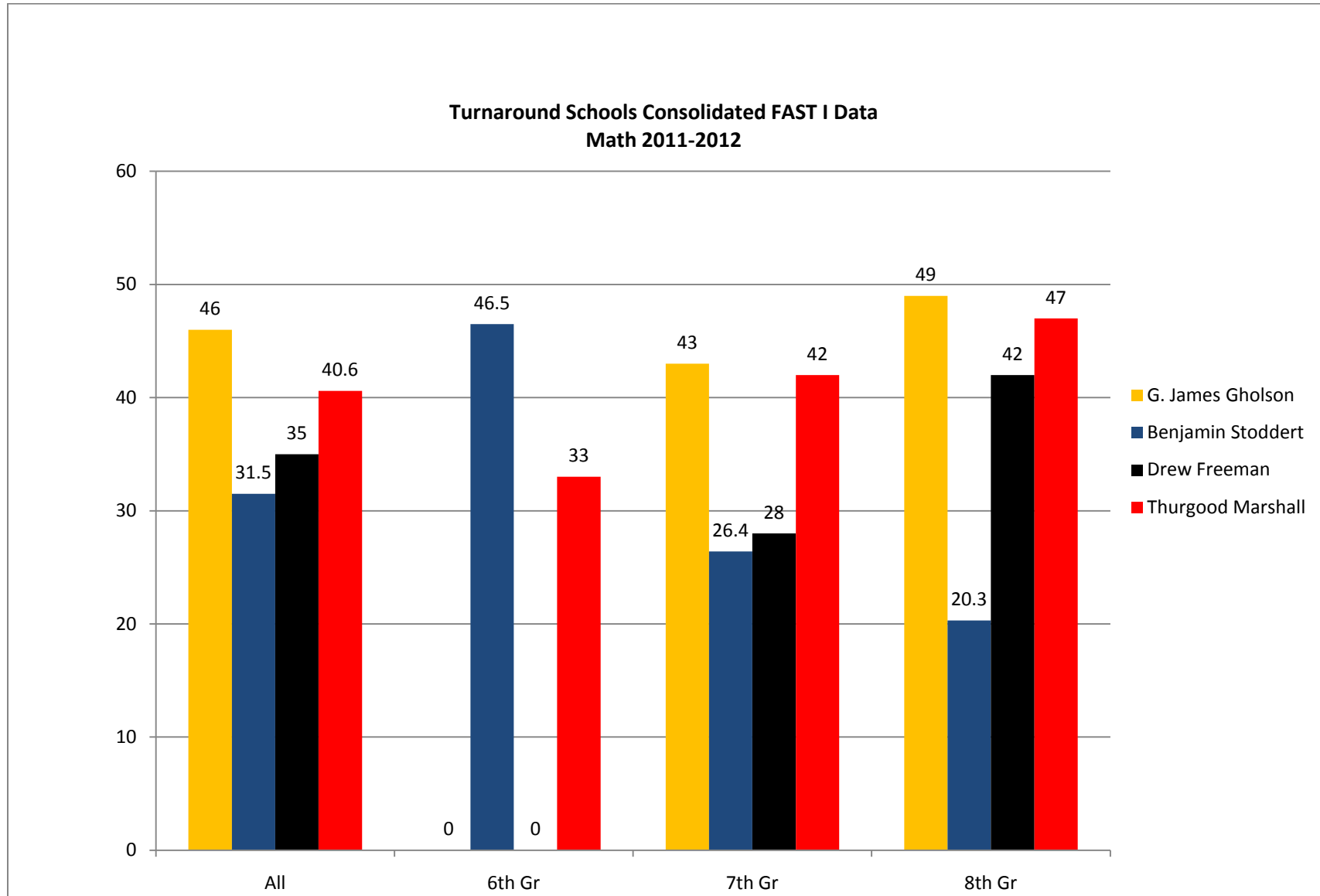
Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Professional Learning Communities (PLC's) 	<p>Under the leadership of the principles, the entire staff is engaged in book study around a variety of topics. The new learning directly impacts teacher pedagogy and practice. The leadership looks for and provides feedback to teachers that support reflection upon the PLC learning's</p>	<p>The differentiation techniques and strategies discussed in the various PLC's transfer to the classrooms and increase the likelihood of meeting student needs beyond the regular curriculum provisions</p>
<ul style="list-style-type: none"> Differentiated Coaching Sessions 	<p>Lead teacher collects specific data about teacher proficiency with pedagogy and instruction focus areas determined by the teachers and principals. From this data, the lead teacher works with teachers to affect change in their instructional practice and then teachers debrief with the lead teacher to determine next steps and further coaching opportunities/needs</p>	<p>Provision of instruction is more rigorous and focused on meeting student needs according to data</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Continue efforts toward strengthening pedagogy and content knowledge Complete lesson video for study and reflection conversations 		

Thurgood Marshall Middle School:

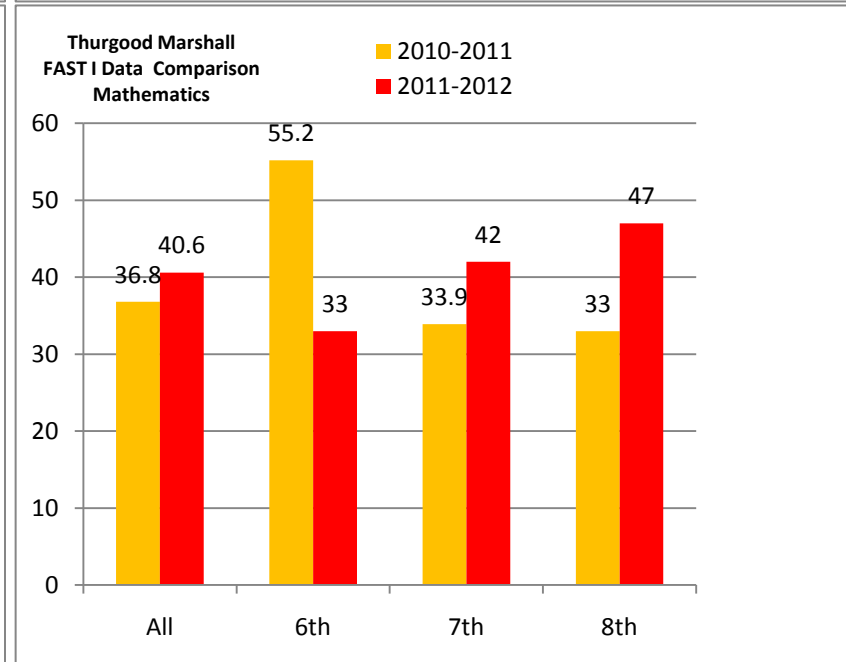
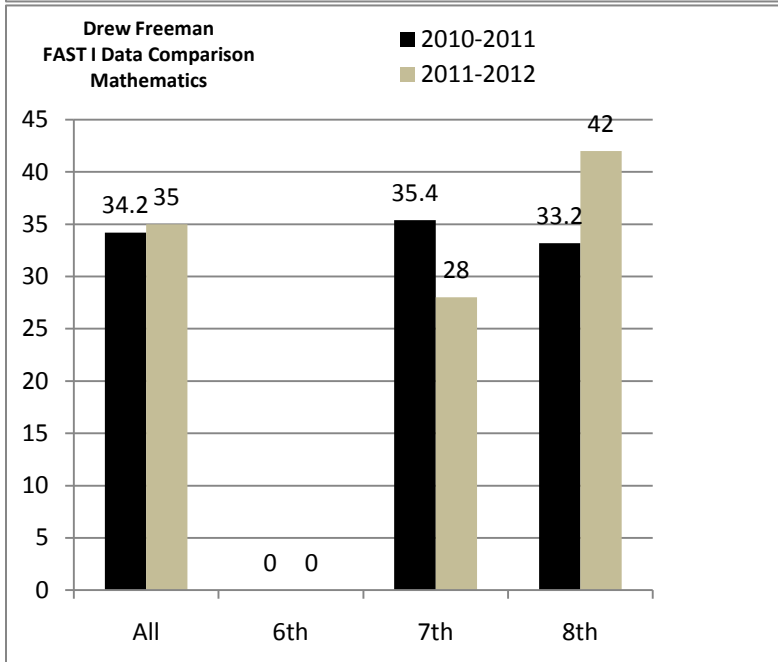
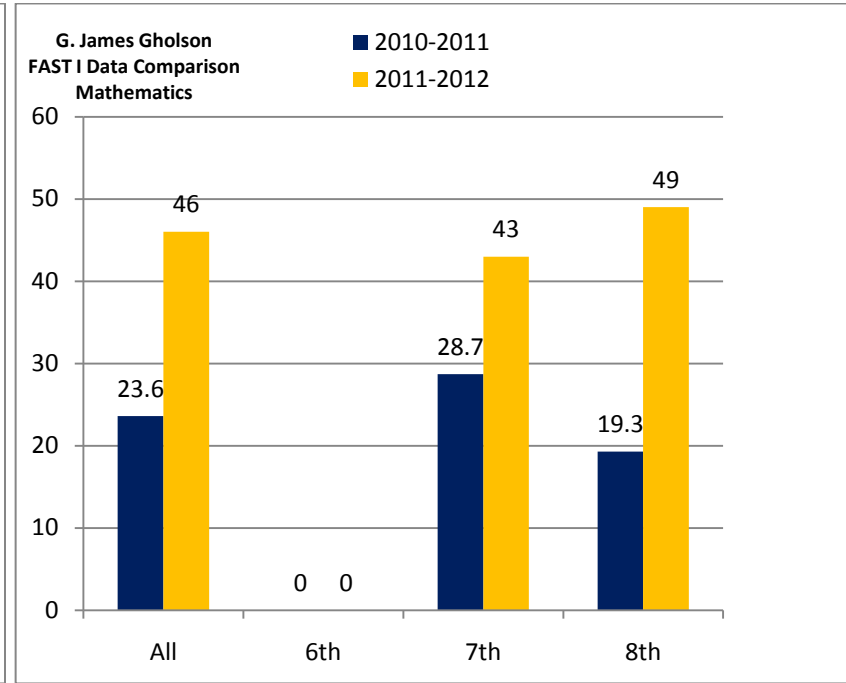
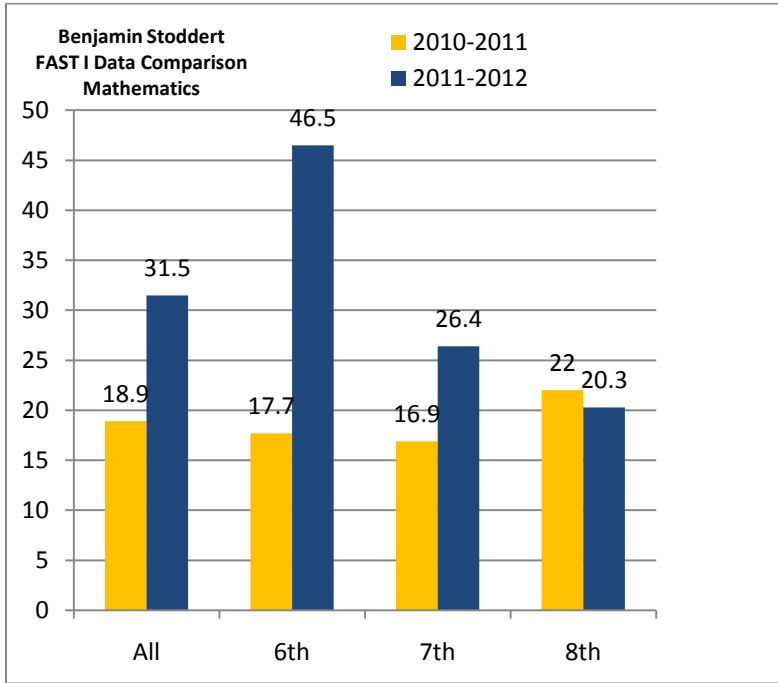
Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Ticket to Read 	<p>Teachers have tracked student reading progress and analyzed data around the importance that independent reading plays in student growth and achievement. Teachers are very supportive of student independent reading which has forced teachers to grapple with ways to keep students engaged in independent reading</p>	<p>Hours of independent reading has increased drastically with the incentive program</p>
<ul style="list-style-type: none"> Curriculum Extension Projects 	<p>RELA teams collaborated and researched ways to extend student learning, thus stretching their thinking around objectives that would be tested on MSA. Each teacher crafted their version of a similar enrichment project across multiple indicators</p>	<p>Student engagement in planning and executing the project completion was very high and the end product demonstrated student proficiency that was exemplary in most cases (performance based learning; artifacts displayed that met and exceeded the standard)</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Align instructional practices with the CFPG and the shift to common core through sharing information with teachers to build their understanding of the change in practices needed and the direction to be taken to smoothly transition during the SY 2012-2013 Differentiate coaching to maximize growth potential of teachers. Given the range of teacher capacity, the lead teacher should jointly establish and engage in specific professional development that supports individual teacher growth. To accomplish this, the administrative team should support the efforts through informal observation, verbal feedback, and follow-up plans that are not accountability driven but offered to scaffold teacher growth 		

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:

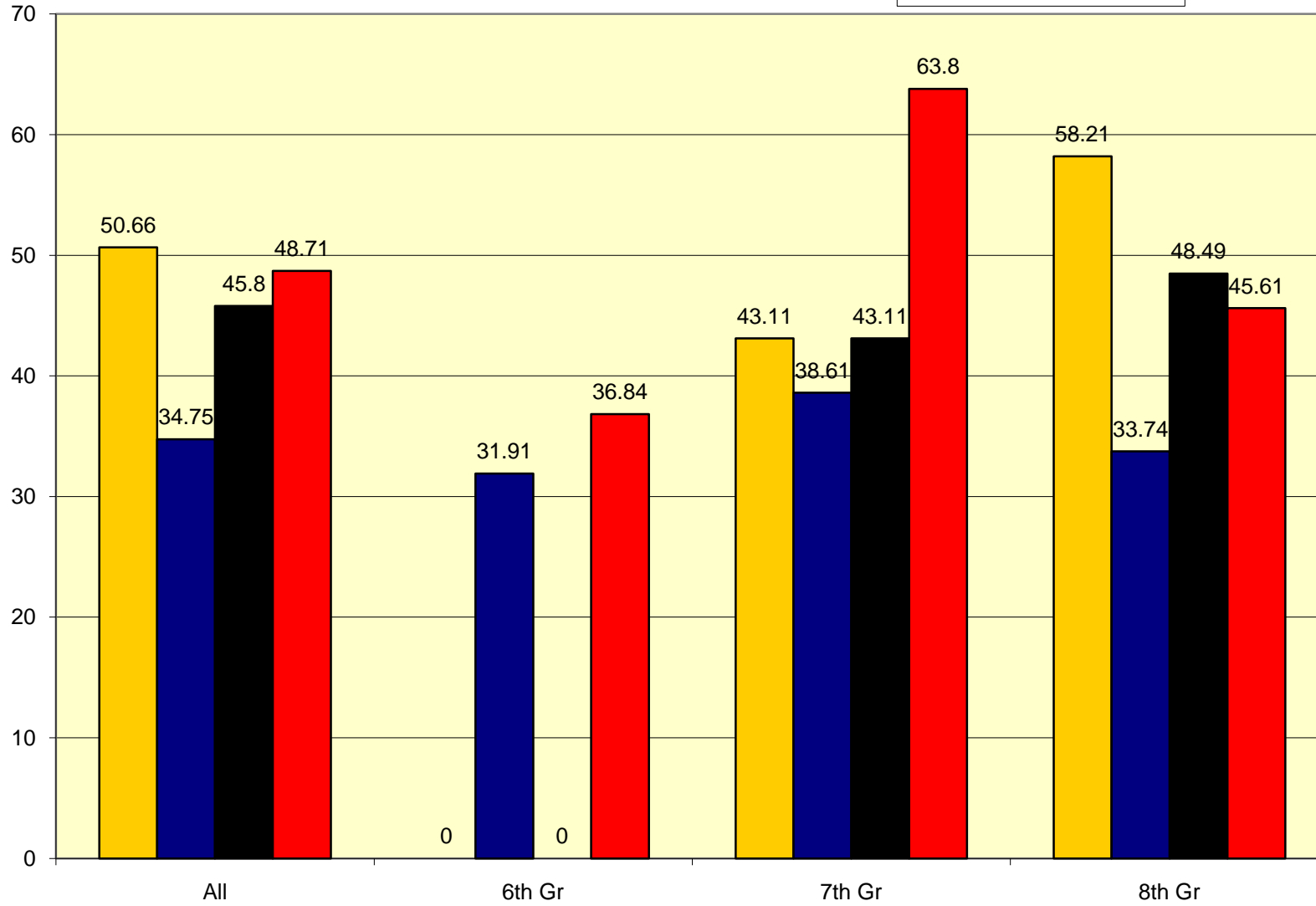
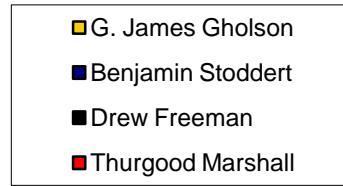
- All students – 3.8% increase
- 7th Grade – 8.1% increase
- 8th Grade – 14% increase

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

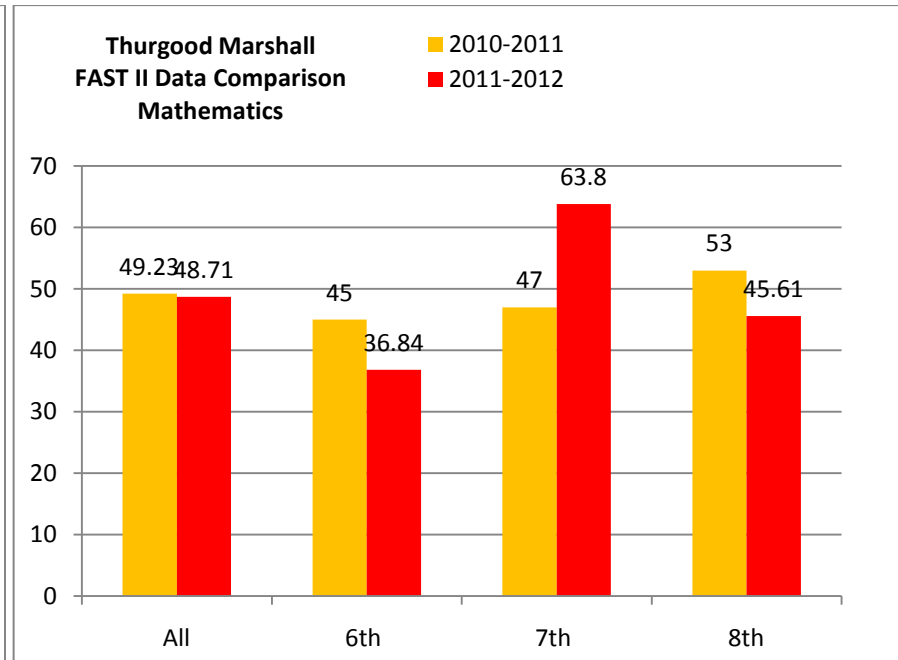
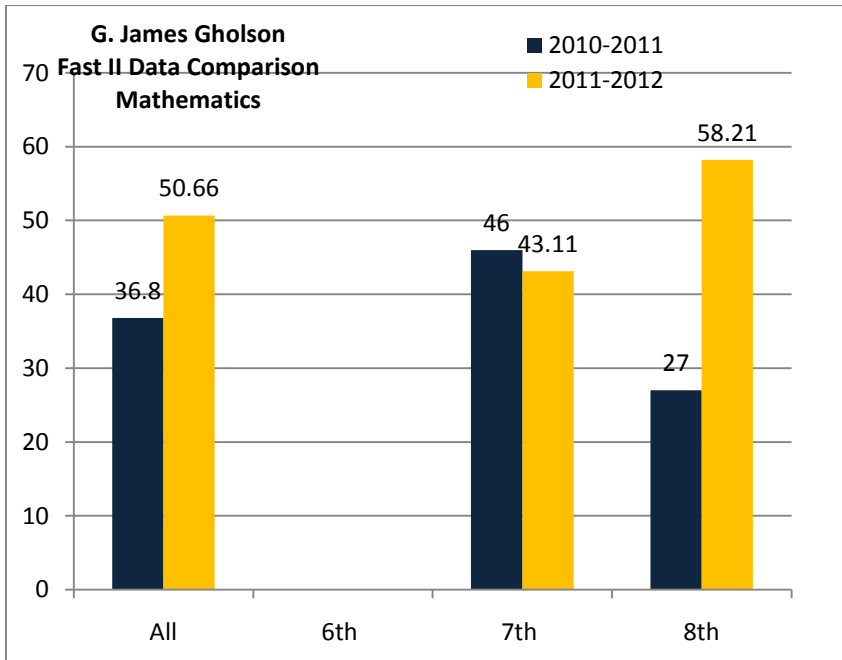
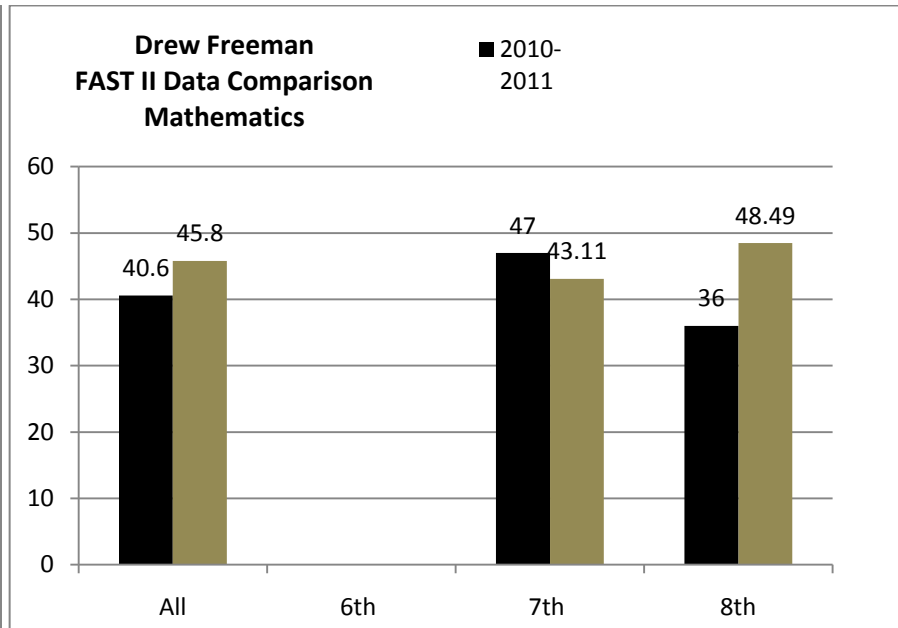
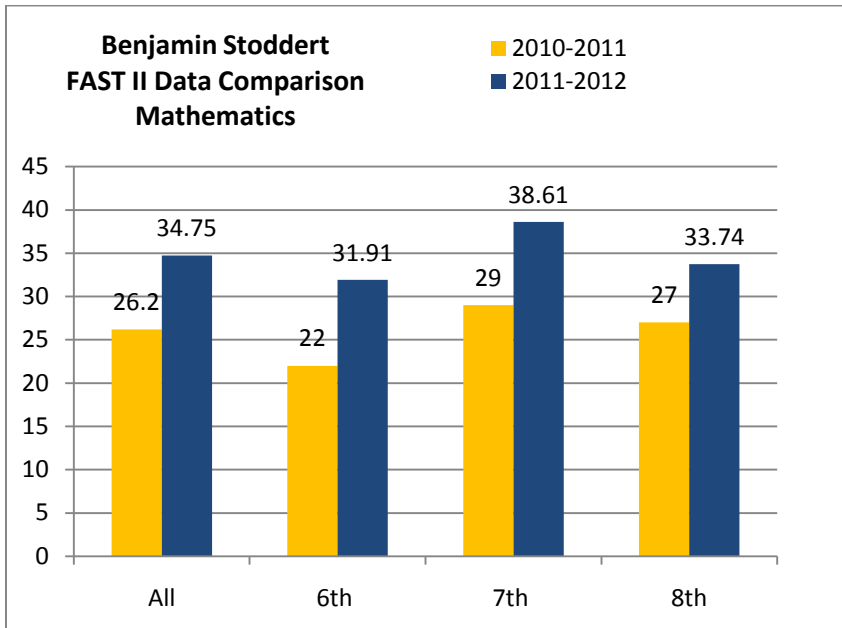
- 7th (SY11) to 8th (SY12) – 13.1% increase

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.

Mathematics Third Quarter Analysis

Consistent with Reading, FAST is not given during the third quarter; therefore, an analysis of the work performed during this period to include activities, and how those activities supported teacher growth and student achievement.

SIG 1 Schools:

(Benjamin Stoddert, Drew Freeman, G. J. Gholson, Thurgood Marshall)

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> MSDE Collaborative Planning Cycles (lesson planning, implementation, & debrief) 	Lessons developed with a focus on using appropriate mathematical language, multiple representations, questioning and discussion techniques, lesson alignment (objectives/instructional rigor), student cognitive engagement,	Incorporating these foci in lessons help students to more fully grasp and understand mathematics concepts rather than relying on procedural activities that most often results in memorization.
<ul style="list-style-type: none"> School Based Collaborative Planning 	The Instructional Lead teachers develop lesson plans with the mathematics teachers that have the same focus as the sessions planned with the partner.	Students are exposed to more instruction that allows them to use appropriate mathematical language, models and manipulatives that support their deep understanding of mathematics, and aligned to state curriculum objectives that results in increased student learning of mathematics.
<ul style="list-style-type: none"> School Based Lesson Implementation Walkthrough 	The walkthroughs provide teachers with feedback on their implemented lesson plans. The feedback given to the teachers inform their instructional practice.	Students are asked questions during instructional walks that show their thoughts around what they are learning is valued and important to what the teachers are learning in the process of improving teaching and learning
<ul style="list-style-type: none"> Research for Better Teaching (select cohort of teachers) 	Specific readings and study of pedagogy and teaching principles have focused teacher attention upon key areas: aligned objectives, think-aloud model, formative assessment, and questioning techniques.	Student achievement is impacted by improvement of teacher practice and increase rigor in instruction
<ul style="list-style-type: none"> Extended Learning Opportunities 	Teachers have the opportunity to work with small groups of students and engage in further practice with the best practices and strategies discussed in collaborative planning	Students were targeted for inclusion in the ELO programs and through exposure to re-teaching and extended practice opportunities they have gained greater task persistence

	(partner and school-based)	
<ul style="list-style-type: none"> Project 50 Professional Learning Community (select cohort of teachers) 	The FFT frame focused teacher attention upon the domains utilized in evaluation. Teachers have shown greater reflection in their practice and the cohorts have engaged in discussion that supports deepening of teaching and learning	One aspect of Project 50 has been teacher use of specific techniques (discussion techniques, questioning, classroom environment) that have been evaluated by the lead teachers/coaches in relation to student data. Data collected shows that student engagement is increasing and the learning environment has begun to shift to more student centered practices
<ul style="list-style-type: none"> Test Sophistication 	During Collaborative planning sessions, the Turnaround Instructional Specialist and the MSDE Program Specialist planned lessons that included the use of MSA item types with a noted focus on Student Produced Response Grids (SPR) in grades 7 and 8.	Time spent in modeling how to respond to test items and the instruction provided as a model lead to purposeful student understanding of the MSA item types.
<ul style="list-style-type: none"> Content Pedagogy Study 	During Collaborative planning sessions, content-based articles, manipulatives, book excerpts, and rich mathematical tasks were used to support the teachers' professional growth in mathematics pedagogy	Student achievement is impacted by improvement of teacher content knowledge and pedagogy
<p>Next Steps:</p> <ul style="list-style-type: none"> Align teacher development activities with school partners, Research for Better Teaching and the Maryland State Department of Education Support teachers' understanding of the shifts in the common core (focus, coherence, and rigor) and their development of lessons that use the Standards of Mathematical Practices Support the teachers' mathematics content knowledge and pedagogy through collaborative planning, differentiated professional development sessions during the teachers' planning periods, and professional development opportunities 		

The activities below represent school level differences in activities.

Benjamin Stoddert Middle School

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> The Instructional lead teacher conducted differentiated professional development 	<p>The differentiated professional development is based on teacher need around content, pedagogy, and the use of manipulatives.</p>	<p>Student achievement is impacted by improvement of teacher practice through specialized professional development</p>
<ul style="list-style-type: none"> Analyzing student work 	<p>Teachers become more reflective about their practice as they look for progress in student work and are able to adjust and differentiate instruction</p>	<p>The result of focused instruction is increased time on task and student work that reflects improves teaching and learning as reflected in student work samples</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> The instructional lead teacher's (ILT) goal is to provide support for the mathematics teachers around the common core's focus on proportional reasoning through an in-depth study of how proportional reasoning spans through the grade levels in the middle school. Develop lessons that incorporate the use of the Standards of Mathematical Practices 		

Drew Freeman Middle School

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Friday Forum 	<p>The principal guided sessions takes all staff and engages them in professional development around articles and specific study of teaching and learning</p>	<p>The staff take their knowledge into the classrooms as they teach, observe, support, and evaluate instruction so that instructional services remain focused on teaching and learning</p>
<ul style="list-style-type: none"> Staff led Student Centered Advisories 	<p>Staff led advisory sessions with students that address academic and social issues. Adult - student rapport is built and staff are better able to relate to students which translates to growth in teacher knowledge of the adolescent learner</p>	<p>Student engagement has increased given the time spent sustaining climate and culture. As students work in small groups their potential is increased for growth in learning</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Provide professional development opportunities that support the teachers' understanding of rigor, the alignment of the instructional activities and use of manipulatives Develop lessons that incorporate the use of the Standards of Mathematical Practices 		

General James Gholson Middle School

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Ramp-Up to MSA 	ILT developed mathematics lessons that reviewed the high impact objectives for MSA	A comprehensive review of the high impact objectives leads to better student understanding
<ul style="list-style-type: none"> Professional Learning Communities 	Teachers created and lead professional learning communities that were based on teacher suggestions.	Teacher growth supports student growth
<p>Next Steps:</p> <ul style="list-style-type: none"> The instructional lead teacher's (ILT) will provide support for the mathematics teachers around the common core's focus on proportional reasoning through an in-depth study of how proportional reasoning spans through the grade levels in the middle school. Develop lessons that incorporate the use of the Standards of Mathematical Practices Collaborative planning sessions will focus on clearly stated, student-friendly lesson objectives that is communicated to students, the use of questions that require students to explain their thinking in both student-to-teacher and student-to-student settings, and the use of manipulative, representations or models to develop conceptual understanding prior to the use of a procedure or process. 		

Thurgood Marshall Middle School

Activities	How Activities Supported Teacher Growth	How Activities Supported Student Achievement
<ul style="list-style-type: none"> Test Sophistication 	During Collaborative planning sessions, the Turnaround Instructional Specialist and the MSDE Program Specialist planned lessons that included the use of MSA item types with a noted focus on Student Produced Response Grids (SPR) in grades 7 and 8.	Time spent in modeling how to respond to test items and the instruction provided as a model lead to purposeful student understanding of the MSA item types.
<ul style="list-style-type: none"> Content Pedagogy Study 	During Collaborative planning sessions, content-based articles, manipulatives, book excerpts, and rich mathematical tasks were used to support the teachers' professional growth in mathematics pedagogy	Student achievement is impacted by improvement of teacher content knowledge and pedagogy
Next Steps: <ul style="list-style-type: none"> Develop lessons that incorporate the use of the Standards of Mathematical Practices Collaborative planning sessions will focus on using appropriate mathematical vocabulary, student engagement- use of mathematical tools to build understanding and requiring students to support answers with reasoning. 		

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 1 st Quarter	2011-2012 2 nd Quarter	2011-2012 3 rd Quarter
	%	%	%	%	%	%	
G. James Gholson Middle School	91.3	93.4	92.3	93.6	96.01	95.18	96.34
Drew Freeman Middle School	90.7	92.8	92.3	95.0	95.52	93.97	95.05
Benjamin Stoddert Middle School	90.5	93.6	95.1	94.8	95.65	94.50	94.63
Thurgood Marshall Middle School	91.0	95.1	94.5	93.1	95.29	94.88	93.78

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 1 st Quarter	2011-12 1 st Quarter	2010-2011 2 nd Quarter	2011-2012 2 nd Quarter	2010-11 3 rd Quarter	2011-2012 3 rd Quarter
G. James Gholson Middle School	59	24	81	87	188	93
Drew Freeman Middle School	81	68	107	92	231	39
Benjamin Stoddert Middle School	102	65	111	74	251	109
Thurgood Marshall Middle School	125	39	166	64	357	51

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)

Suspension data for all four schools demonstrates a significant decrease in time out of school. Schools continue to work towards a climate conducive to learning and teaching. Compared to last year at the same time, schools have **decreased suspensions** as follows:

- G. James Gholson – 38%
- Drew Freeman – 52%
- Benjamin Stoddert – 46%
- Thurgood Marshall – 76%