

Minutes
SW Education Advisory Meeting
Riverview Elementary School
September 21, 2005

Council Attendees: Brian Bailey, Elizabeth Lee, Sharon Loving, Sam Macer, Lisa Orens, Susan Wilken

Others in attendance: Tom DeHart (Lansdowne HS Principal), Kate Delker (Hillcrest Parent), Kiki Geis (Lansdowne MS Principal), Gerald Judd (PTA AVP), Ken Lockette (Lansdowne MS AP), Penny McCrimmon (NW area parent), David Parker (Catonsville MS AP), Cindy Saathoff (Hillcrest Parent), Dawn Wade (Leadership through Athletics), Don Weglein (Western Principal), Riverview Staff (Thomas Small, Principal; Anna Marie Costello, AP; Susan Nelson, AP)

Tour begun at 7:09 pm. Led by Principal, Tom Small complete at 7:45 pm. Structure built in 1950's, later addition; mirror structure to Woodmoor ES. Air conditioning in contained areas only (e.g. library). Over 500 students, 2 assistant principals, partly due to Title 1 status. Class size generally in low 20's; three of most grade levels, 4 full day kindergarten, 3 Pre-K. Highest transfer ratio in county at 43%; about 84% of student population is approved for free/reduces lunch. LCC is "Literary Communication Center" to help highlight multimedia focus: announcements done by students in television studio. Business partners include Marty Resnick and Michael Phelps; international partnership with United Kingdom.

Meeting called to order 7:53 pm by Lisa Orens.

- I. Lisa introduced Susan Wilken, Assistant to SW Area Assistant Superintendent. Susan apologized for Dr. Rodriguez' absence but he was attending BOE operational budget meeting.
 - A. New Administrative Staffing: few new assignments indicate stability
 1. New Principals at four schools: Winfield ES, Woodbridge ES, Windsor Mill Middle, Maiden Choice.
 2. New Assistant Principals at seven schools: Arbutus ES, Dogwood ES, Featherbed Lane ES, Woodlawn MS, Catonsville HS, Woodlawn HS, Maiden Choice.
 - B. Projected enrollment in SW is decreasing.

Sam Macer questioned: Given Title 1 transfer option parents have questioned why no school in the southwest area was offered and it was explained that it was a capacity issue. Susan indicated she had no frame of reference to respond. Sharon Loving questioned if we could get a response. Susan responded that the Title 1 office could be contacted. Sam remarked that Title 1 was represented at the parent meeting and that they indicated the decision was made by Strategic Planning.

[Per follow up email from Susan: "Per Lisa Williams, Supervisor, Title I Office, schools were excluded from receivership for three reasons:

 - Their projected enrollments were at 90% capacity
 - They were a Magnet status school
 - They were in alert or school improvement status"]
- C. Performance status
 1. "Local Attention": One school did not meet AYP (Featherbed ES)
 2. "School Improvement year 1" (has not met AYP for 2 consecutive years): Three SW schools in this category (Arbutus MS, Lansdowne MS and Southwest Academy)

Elizabeth Lee questioned: Do parent have the option to transfer from these schools at this point?
Tom DeHart indicated letters had been sent to parents and a meeting was held during the summer; one parent attended and chose not to transfer. Ken Lockette added that the transfer option closed July 1.

Lisa questioned if a school like Catonsville Elementary who receives large influxes of foster children is considered for different number calculations regarding test scores as they pertain to AYP. Susan responded that students entering after September 30, while tested, are not included in

any statistical calculations for the school; they are counted for the County if they are enrolled from September 30 until the time of testing.

Sharon questioned whether new middle school at Windsor Mill has the potential to impact AYP for school such as Southwest Academy should there be an enrollment shift. Susan indicated there will be an impact and it should be a positive one.

3. “Corrective Action”: One school is currently in this status (Woodlawn MS)

Sam questioned if Woodlawn MS does not make AYP this year, what options will there be? Susan indicated she was unsure but would get back to him with an answer.

[Per follow up email from Susan:

“At least **one** of the following alternative governance structures must be selected per the Maryland State Department of Education’s directions:

- Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school.
- Re-open the school as a public charter school
- Implement one of the following major restructuring of the school’s governance that is consistent with the principals of restructuring. **If this option is selected, one of the following (a-e) must be selected:**

a.) **Temporarily suspend the office of the school principalship.** Have the Central Office take over the administration of the school through the appointment of a central office administrator to govern the school.

b.) **Appoint/employ independent “turn-around specialist” for the school.** This person would have limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Qualifications of the position would be determined by MSDE. Specific powers of the specialist would be determined by the Local Board of education.

c.) **Close the school and reopen as a complete school of choice within the government of the school system.** The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a State appointed monitor/coach to assist the school in developing its focused, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer work with the staff)

d.) **Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials.

e.) **Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.”]

- D. Lansdowne MS is in the first year of implementation of its new magnet program, “Center for Career and Professional Studies”
- E. The Bridge Center is operational and is a program for student in transition; it is not a “school”. To date, there have been 32 students, 69% from the SW.
- F. Windsor Mill MS

Sam questioned geographic setting of this school; how are Southwest Academy student supposed to be included from so far a distance? Susan indicated seven schools were present for a meeting discussing where impact should lie once construction is complete. Elizabeth request list of schools be shared with Advisory Council. [Per follow up email from Susan, seven (7) schools are Southwest Academy, Woodlawn Middle, Old Court Middle, Pikesville Middle, Deer park Middle, Sudbrook Magnet Middle, Windsor Mill Middle.]

II. New Business

A. New Student member: Christina Parr, Catonsville HS

B. Parent Concern: relocatables

1. Hillcrest ES: Kate Delker and Cindy Saathoff voiced concerns about safety and security at Hillcrest Elementary School. Relocatables are used for 3rd grade homerooms. The students transition up to 6 times daily for different academic subjects. There appears to be a nearly constant flow of students in and out of the relocatables.

a. Safety and security

- i. Hillcrest has a locked system. Children have to use a key to go into the main building for restroom office or emergency needs
- ii. Had been using a buddy system, principal eliminated it, now an adult is required to retrieve the children at the door.
- iii. Inclement weather could result in a student being injured
- iv. Stray animals could be dangerous
- v. Relocatables are visible from the parking lot

b. Impact on learning

- i. Teachers have to help retrieve students from relocatables, disrupting instructional and planning time
- ii. Students losing instructional time going back and forth

c. Parents Requests

- i. Make the trailers secure
- ii. Install a video camera and buzzer
- iii. Enclose the area with a fence
- iv. Use the relocatables for classes that don't need to transition as much, or use them for the teachers lounge and Reading Reduction

2. Woodbridge ES: Student was sent alone to go into the building to use the restroom. She saw a man and fled and hid. (Note: Parent documentation attached.)

3. When asked if they thought that the 4th or 5th grades should use the relocatables, Kate said the 4th and 5th graders transition more than the 3rd graders.

4. The parents are waiting to hear from Charles Jenkins regarding their concerns. Sam Macer suggested they try to find out if other schools are experiencing the same concerns. He also recommended they contact Joe Pallozzi. Penny McCrimmon suggested they also check with New Town.

C. Volunteer Opportunities:

1. Calendar Committee

2. Windsor Mill Middle School Boundary Committee

a. Sam wants to attend; Sharon responded to Susan's email invitation with a request for inclusion.

b. Dates have not been set

[Per follow up email from Susan:

- | | | |
|--|-------------|----------------------------|
| • Meeting 1 – Nov. 2, 2005 | 5:30-7:30pm | Southwest Academy, Library |
| • Meeting 2 – Nov. 16, 2005 | 5:30-7:30pm | Southwest Academy, Library |
| • Meeting 3 – Dec. 7, 2005
(snow date – Dec. 14, 2005) | 5:30-7:30pm | Southwest Academy, Library |
| • Meeting 4 – Dec. 21, 2005
(snow date – January 4, 2006) | 5:30-7:30pm | Southwest Academy, Library |

- Public Forum – Jan 18, 2006 Time: TBA Location: TBA
- Meeting 5 – Feb. 1, 2006 6-7pm Southwest Academy, Library
(snow date – Feb. 8, 2006)

III. Old Business

- A. Student members still needed: Woodlawn and Lansdowne
- B. Group Homes: Penny McCrimmon explained that Delegate Daniel Morhaim is proposing changes in the way group homes are regulated. Proposal indicates there should be a procurement process, including:
 - Homes would have contracts
 - Records would follow children within 3 days of arrival at the home
 - Foster parents would be required to participate in PTA
 - Children would be kept as close as possible to their home school
 - Number of children in a facility would have limit
- C. SWEAC Goals:
 1. Each member plans one meeting
 2. Each member liaisons with specific schools
 3. Increase SWEAC presence at BOE meetings
- D. Back to School night meetings
 1. Council members received copies of the Educational Advisory Council brochure to give to schools
 2. Council members received copies of an article and the SWAEAC schedule to ask principals to include in their newsletter
- E. Communications policy
 1. Woodlawn Middle School students not allowed to have cell phones
 2. BCPS policy is that cell phones are allowed in lockers or backpacks and are not to be on while school is in session
 3. Susan will contact the Woodlawn MS Principal
- F. Dr. Fine and community concerns
 1. Brian Bailey has been attending meetings with Dr. Eric Fine addressing concerns at the Woodlawn Health Center
 - a. Dr. Fine cited a report by Johns Hopkins for the Essex area.
 - i. Wants the BOE to reevaluate their relationship with the Health Department
 - ii. Baltimore City Schools work together
 - b. BCPS uses the State curriculum for health
 - c. Teen pregnancy rate is higher in Lansdowne, Baltimore Highland and Riverview areas than in Baltimore City
 - d. Highest among 14 and 15 year olds
 2. Brian suggested that the Sex Education curriculum include more information about HIV and other sexually transmitted diseases.
 - a. Given the high pregnancy rate among 14 and 15 year olds, he feels that 11th grade is too late to teach about HIV and STDs
 - b. Programs should be customized to the needs of specific areas

Lisa asked that the SWAEAC be invited to school events

Meeting adjourned at 9:15 pm.

Respectfully submitted,
Sharon Loving and Lisa Orens
Secretary and Chair, SW Education Advisory Council

Reading 2005 Grade 3 (Percent of Students Scoring Proficient & Advanced)		Reading 2005 Grade 4 (Percent of Students Scoring Proficient & Advanced)		Reading 2005 Grade 5 (Percent of Students Scoring Proficient & Advanced)	
School Name	Percent	School Name	Percent	School Name	Percent
Westchester ES	93.0	Lansdowne ES	96.8	Westchester ES	92.4
Westowne ES	92.8	Westchester ES	95.4	Westowne ES	89.3
Lansdowne ES	90.7	Westowne ES	95.3	Lansdowne ES	88.9
Arbutus ES	89.1	Hillcrest ES	93.3	Woodbridge ES	88.0
Hillcrest ES	87.9	Chadwick ES	91.3	Hillcrest ES	87.0
Relay ES	86.1	Arbutus ES	91.1	Arbutus ES	86.8
Halethorpe ES	84.1	Relay ES	90.5	Catonsville ES	85.5
BCPS	81.4	Woodbridge ES	87.3	Relay ES	79.2
Catonsville ES	78.9	BCPS	86.1	BCPS	78.6
Chadwick ES	75.7	Catonsville ES	82.6	*Powhatan ES	75.5
Dogwood ES	72.3	Halethorpe ES	82.0	Chadwick ES	73.7
*Winfield ES	72.3	*Hebville ES	81.6	Halethorpe ES	71.8
Woodbridge ES	72.7	Balto Highlands ES	79.8	Johnnycake ES	69.8
*Featherbed ES	69.9	Dogwood ES	75.5	*Hebville ES	66.3
Balto Highlands ES	69.5	*Woodmoor ES	73.9	Woodmoor ES	65.0
*Powhatan ES	66.7	*Powhatan ES	72.1	Riverview ES	64.3
Ed Heights ES	65.4	Riverview ES	71.0	Ed Heights ES	59.4
Johnnycake ES	64.7	Johnnycake ES	68.7	Balto Highlands ES	58.8
*Woodmoor ES	63.9	*Featherbed Lane ES	68.3	Dogwood ES	57.4
*Hebville ES	63.7	Ed Heights ES	67.0	Winfield ES	53.4
Riverview ES	61.3	*Winfield ES	59.7	*Featherbed Lane ES	50.8

Math 2005 Grade 3 (Percent of Students Scoring Proficient & Advanced)		Math 2005 Grade 4 (Percent of Students Scoring Proficient & Advanced)		Math 2005 Grade 5 (Percent of Students Scoring Proficient & Advanced)	
School Name	Percent	School Name	Percent	School Name	Percent
Westowne ES	92.9	Westchester ES	91.9	Westchester ES	89.1
Hillcrest ES	86.8	Hillcrest ES	89.5	Westowne ES	85.7
Arbutus ES	83.7	Relay ES	87.3	Hillcrest ES	79.6
Westchester ES	83.5	Arbutus ES	86.8	Chadwick ES	75.8
Lansdowne ES	78.5	Chadwick ES	84.1	Arbutus ES	75.4
Relay ES	78.4	Westowne ES	81.2	Lansdowne ES	74.1
BCPS	78.2	BCPS	77.2	Woodbridge ES	74.0
Catonsville ES	77.4	Woodbridge ES	76.2	Catonsville ES	72.5
Chadwick ES	75.7	Lansdowne ES	74.2	Relay ES	70.8
Halethorpe ES	71.5	Balto Highlands ES	69.6	BCPS	70.0
Dogwood ES	69.4	Catonsville ES	68.0	*Powhatan ES	69.4
Johnnycake ES	67.0	*Featherbed Lane ES	67.5	Johnnycake ES	65.8
*Powhatan ES	66.7	Riverview ES	67.1	Halethorpe ES	56.3
Riverview ES	65.4	Dogwood ES	64.3	Balto Highlands ES	53.8
*Winfield ES	64.7	Johnnycake ES	64.0	Riverview ES	51.4
Ed Heights ES	63.6	*Hebbsville ES	63.2	Dogwood ES	49.1
Woodbridge ES	62.1	Halethorpe ES	55.8	Ed Heights ES	46.6
Balto Highlands ES	60.9	*Woodmoor ES	54.4	*Hebbsville ES	43.0
*Hebbsville ES	56.1	*Winfield ES	53.8	*Woodmoor ES	40.4
*Featherbed Lane ES	52.2	Ed Heights ES	50.9	*Featherbed Lane ES	36.0
*Woodmoor ES	49.1	*Powhatan ES	46.6	*Winfield ES	38.3

**2005 MSA Middle School
Reading and Math % Proficient or Above
Ranked from Highest Performing to Least**

6th Grade – Reading	6th Grade – Math
Catonsville MS - 85%	Catonsville MS - 74.2%
Arbutus MS - 75%	Arbutus MS - 60.4%
* Woodlawn MS - 57.7%	Lansdowne MS - 43.1%
* Southwest Academy - 57.4%	* Woodlawn MS - 35.5%
Lansdowne MS - 56%	* Southwest Academy - 33.0%
7th Grade – Reading	7th Grade Math
Catonsville MS – 87.3%	Catonsville MS - 84.8%
Arbutus MS - 71.9%	Arbutus MS - 58.2%
*Southwest Academy - 57.2%	*Southwest Academy - 35.1%
Lansdowne MS – 48.6%	Lansdowne MS - 29.8%
*Woodlawn - 43.1%	*Woodlawn MS - 28.7%
8th Grade – Reading	8th Grade – Math
Catonsville Ms – 80.6%	Catonsville MS – 69.0%
Arbutus MS – 71.3%	Arbutus MS – 46.0%
Lansdowne MS – 56.8%	Lansdowne MS – 42.1%
*Southwest Academy – 51.3%	*Southwest Academy – 28.9%
*Woodlawn MS – 43.5%	*Woodlawn MS 24.6%

* 4th Councilmanic District Schools

Biology			
School Name	All	African American	White
Catonsville HS	51.9% (-7%)	25% (-13.2%)	72.1% (-4.2%)
Lansdowne HS	33.6% (-8.7%)	24.1% (-8.8%)	36.3% (-8.2%)
Western HS	65.4% (-19.5%)	58.6% (-21%)	77.5% (-11.1%)
Woodlawn HS	33.8% (-1.9%)	31.1% (-1.3%)	46.7% (-11%)
Government			
School Name	All	African American	White
Catonsville HS	67.9% (+0.4%)	39.8% (-9.1%)	77.6% (+3.5%)
Lansdowne HS	47.9% (-1.8%)	35.9% (-1.4%)	50.4% (-2.7%)
Western HS	89.8% (-0.1%)	88.7% (+0.5%)	94.0% (+3.2%)
Woodlawn HS	40.4% (-4%)	40.9% (-2.4%)	44.4% (-17.1%)
Algebra			
School Name	All	African American	White
Catonsville HS	22.3% (-14.3%)	15.5% (-13.1%)	26.9% (-16.4%)
Lansdowne HS	13.0% (-4.5%)	7.1% (-3.0%)	13.6% (-5.6%)
Western HS	49.6% (2.7%)	41.0% (0.2%)	62.5% (+11.2%)
Woodlawn HS	12.0% (0.2%)	11.5% (+0.2%)	0% (-21.7%)
Graduation Rate			
School Name	All	African American	White
Catonsville HS	85.68% (+2.04%)	87.80% (+16.37%)	84.48% (-1.75%)
Lansdowne HS	75.52% (-3.08%)	81.13% (8.72%)	70.69% (-5.61%)
Western HS	98.76% (no change)	98.10% (-0.93%)	99.07% (+0.7%)
Woodlawn HS	89.95% (-3.41%)	89.2% (-3.96%)	100% (+9.09%)
Drop Out Rate			
School Name	All	African American	White
Catonsville HS	3.08% (-0.84%)	3.25% (-1.06%)	3.07% (-1.0%)
Lansdowne HS	5.73% (-0.68%)	5.54% (+0.9%)	5.80% (-0.86%)
Western HS	0.73% (+0.1%)	0.90% (-0.5%)	0.70% (+0.29%)
Woodlawn HS	4.88% (+0.43%)	4.59% (+0.05%)	7.22% (+3.01%)
Attendance Rate			
School Name	All	African American	White
Catonsville HS	94.8% (-0.02%)	93.8% (-0.1%)	95.1% (-0.1%)
Lansdowne HS	91.5% (-0.7%)	92.9% (+0.4%)	90.9% (-1.2%)
Western HS	96.5% (-0.4%)	97.0% (-0.1%)	95.6% (-0.9%)
Woodlawn HS	88.6% (+0.6%)	88.7% (+0.8%)	86.8% (+1%)

**Southwest Area Educational Advisory Council Meeting
September 21, 2005**

As requested, below are the answers to the questions that I needed additional time to research. Please disseminate for me.

Why were no schools in the southwest area identified to receive students from Woodlawn M and Lansdowne M under the Title I transfer option policy?

Per Lisa Williams, Supervisor, Title I Office, schools were excluded from receivership for three reasons:

- Their projected enrollments were at 90% capacity
- They were a Magnet status school
- They were in alert or school improvement status

What happens to Woodlawn Middle next year in the event that it does not meet AYP and subsequently moves into Restructuring Year 2?

At least **one** of the following alternative governance structures must be selected per the Maryland State Department of Education's directions:

- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school.
- Re-open the school as a public charter school
- Implement one of the following major restructuring of the school's governance that is consistent with the principals of restructuring. **If this option is selected, one of the following (a-e) must be selected:**
 - a.) *Temporarily suspend the office of the school principalship.* Have the Central Office take over the administration of the school through the appointment of a central office administrator to govern the school.
 - b.) *Appoint/employ independent "turn-around specialist" for the school.* This person would have limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Qualifications of the position would be determined by MSDE. Specific powers of the specialist would be determined by the Local Board of education.
 - c.) *Close the school and reopen as a complete school of choice within the government of the school system.* The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a State appointed monitor/coach to assist the school in developing its focused, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and

would be on contract for no less than 100 school days (may include summer work with the staff)

d.) **Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials.

e.) **Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.

What 7 middle schools will be involved in the Boundary Change Process for Windsor Mill Middle?

- Pikesville Middle
- Southwest Academy
- Old Court Middle
- Deer park Middle
- Woodlawn Middle
- Sudbrook Magnet Middle
- Windsor Mill Middle

What are the meeting dates and times for the Community Boundary Process for Windsor Mill Middle?

- Meeting 1 – Nov. 2, 2005 5:30-7:30pm Southwest Academy, Library
- Meeting 2 – Nov. 16, 2005 5:30-7:30pm Southwest Academy, Library
- Meeting 3 – Dec. 7, 2005 5:30-7:30pm Southwest Academy, Library
(snow date – Dec. 14, 2005)
- Meeting 4 – Dec. 21, 2005 5:30-7:30pm Southwest Academy, Library
(snow date – January 4, 2006)
- Public Forum – January 18, 2006 Time: TBA Location: TBA
- Meeting 5 – Feb. 1, 2006 6-7pm Southwest Academy, Library
(snow date – Feb. 8, 2006)