

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** January 23, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** *The Woodlawn Middle School Report* (Staffing, Instructional Process to Improve Student Achievement, pre-planning for the short cycle assessments and extended time, Professional Development, and Governance)

**ORIGINATOR:** Dr. Manuel Rodriguez, Area Assistant Superintendent

**RESOURCE PERSON(S):** Mr. Brian Scriven, Principal, Woodlawn Middle School

**INFORMATION**

This is a status report to the Board of Education on the Woodlawn Middle School Alternative Governance Plan. This monthly report reviews staffing, the instructional process to improve student achievement, pre-planning for the short cycle assessments and extended time, professional development, and governance.

## *Woodlawn Middle School Board of Education Report January 23, 2007*

### **Staffing Update:**

Woodlawn Middle School (WMS) is allocated a total of 72.5 full-time equivalent (FTE) positions. As of January 3, 2007, WMS has one vacancy in Pre-Algebra grade 7; all other staff is Highly Qualified (HQ) teachers in all positions.

### **Professional Development Activity:**

- Library and Technology Module Training- October 30, 2006– Conducted by the office of Library and Technology to train teachers on accessing engaging lesson plans and projects found on the internet.

### **College Board Update:**

- Vertical Teaming Workshop scheduled for WMS feeder pattern social studies and science teachers on January 8, 2007.

### **Governance:**

- **Community Taskforce:** The community taskforce met on Wednesday December 20, 2006. Agenda items included:
  - *New* Acceleration, Reteaching, Enrichment (A.R.E) Video Lesson System
  - Campus Renovation Update
  - MSA Countdown Status
  - Action Team Reports
- **Action Teams:** include the following and they met on Monday December 11, 2006:
  - Professional Development Team
  - Safe & Orderly Team
  - Curriculum & Instruction Team
  - Parent Involvement Team

### **Instructional Process:**

Short-Cycle Assessment (SCA) #3 Reports

**Dates administered: November 3, 2006 (Mathematics) & November 20, 2006 (Language Arts/Reading):**

| <b>Subject / Grade</b> | <b>Time (min)</b> | <b>Number of questions</b> | <b>Number of students in Acceleration group</b> | <b>Number of students in Re-teach group</b> | <b>Number of students in Enrichment group</b> | <b>Total number of students tested</b> |
|------------------------|-------------------|----------------------------|---|---|---|--|
| Lang/ Read/ 6          | 40/ 40            |                            | 96<br>(74L!)(22A)                               | 59  | 52  | 133                                    |
| Algebraic Th. Found/ 6 | 40                | 15                         | 107   | 69  | 37  | 213                                    |
| Math GT/ 6             | 40                | 13                         | 0   | 0   | 19  | 19                                     |

**Dates administered: November 3, 2006 (Mathematics) & November 21, 2006 (Language Arts/Reading):**

| Subject / Grade        | Time (min) | Number of questions | Number of students in Acceleration group | Number of students in Re-teach group | Number of students in Enrichment group | Total Number of students tested |
|------------------------|------------|---------------------|--|--------------------------------------|--|---------------------------------|
| Language/ 7            | 40         |                     | 172<br>(114L!)(58A)                      | 37                                   | 26                                     | 121                             |
| Algebraic Thinking / 7 | 40         | 17                  | 82                                       | 35                                   | 0                                      | 117                             |
| Pre-Algebra/ 7         | 40         | 15                  | 57                                       | 37                                   | 0                                      | 95                              |
| Math GT/ 7             | 40         | 13                  | 0  | 0                                    | 25                                     | 25                              |

**Dates administered: November 3, 2006 (Mathematics) & November 21, 2006 (Language Arts/Reading):**

| Subject / Grade | Time (min) | Number of questions | Number of students in Acceleration group | Number of students in Re-teach group | Number of students in Enrichment group | Total Number of students tested |
|-----------------|------------|---------------------|--|--------------------------------------|--|---------------------------------|
| Language/ 8     | 40         |                     | 176<br>(111L!)(65A)                      | 46                                   | 30                                     | 141                             |
| Pre-Algebra / 8 | 40         | 15                  | 91                                       | 24                                   | 0                                      | 135                             |
| Algebra1 / 8    | 40         | 13                  | 27                                       | 55                                   | 55                                     | 137                             |
| Algebra2 / 8    | 40         | 14                  | 0  | 0                                    | 22                                     | 22                              |

### Short-cycle Assessments

Students in all grades have shown an improvement in **Reading** skills as a result of the extended-time instruction in the following categories: Acceleration, Reteaching, and Enrichment (A.R.E). On the last short-cycle assessment, and based on post-assessment data the sixth grade students demonstrated a 31% improvement, the seventh grade students demonstrated a 52% improvement, and the eighth grade students demonstrated a 48% improvement.

On the last short-cycle post-assessment in **Math** for SCA #3, Algebraic Thinking Foundation students improved by 39%, Algebraic Thinking part 1 students improved by 30%, *Pre-Algebra grade 7* students decreased by 10%, Algebra I grade 7 students improved by 21%, Pre-Algebra grade 8 students improved by 12%, and Algebra I grade 8 students improved by 8%.

### Focus Plan

Data disaggregated from the 2006 MSA state-mandated assessment determined that in **Mathematics** at WMS students' most deficit area in mathematics was on fraction computation. Four hundred and thirty one students were basic; 105 sixth graders (24% of the school's basic students), 162 seventh graders (38%) and 164 eighth graders (38%). After working weekly to increase the students' knowledge of fractions using a five step problem solving activity we find that 41% of the 431 basic students (176 students) have attained a score of 80% or better on the weekly assessments: 50% of sixth graders (53 students), 36% of seventh graders (59 students) and 39% of eighth graders (64 students).

Data disaggregated from the 2006 MSA state-mandated assessment determined that the most deficit **Reading** skill was recognition of the main idea. A total of 323 students were basic; 31% of the school's basic students were sixth graders (102 students), 30% were seventh graders (97 students) and 38% were eighth graders (124 students). After working weekly to increase the students' ability to identify main ideas, 59% of the 323 basic students (192 students) have met attained a score of 80% or better on the weekly assessments: 76% of sixth graders (81 students), 53% of seventh graders (51 students) and 49% of eighth graders (60 students).

As we approach MSA testing, we will continue to maintain rigor as we intensify our efforts to support our focus plan continuum for both math and reading.