

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 27, 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, Assistant Superintendent, Southwest Area

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 March 27, 2007

Staffing Update:

Woodlawn Middle School (WMS) is allocated a total of 72.5 full-time equivalent (FTE) positions. As of March, 16 2007, WMS has one vacancy (1.0) Special Education Inclusion grade 8.

Completed School-wide Professional Development Activity:

- *SCA Horizontal Teaming Data Analysis- Mathematics- January 24, 2007*
- *SCA Horizontal Teaming Reading & Language Arts –February 20, 2007*
- *MSA Preparation- March 5, 2007*

College Board Update:

- Conference call with College Board/Pre-AP February 27, 2007

Governance:

- **Action Teams:** All Action Teams met on Monday, February 12, 2007. The Action Teams are comprised of administrators, teachers, support services staff, ESS, parents, and community stakeholders. All members of the Action Teams, have input, and are involved in the decision-making. The Action Teams include:
 - Professional Development Team
 - Safe & Orderly Team
 - Curriculum & Instruction Team
 - Parent Involvement Team
- **Principal’s Cabinet:** The Principal’s Cabinet continues to meet to plan calendar the school-wide career fair, and Earth Day Clean Up.
- **Community Taskforce:** The Community Taskforce met on Wednesday, February 28, 2007. Agenda items include:
 - Action Team Reports
 - Short –cycle assessment overview
 - MSA Preparation Update
 - Focus Plan Reading and Math

Instructional Process: Short-Cycle Assessments

Short-Cycle Assessment (SCA) implementation:

Woodlawn Middle School Short-Cycle Assessment #5 Report

Date administered: December 15, 2006 (Mathematics) & February 13, 2007 (Language Arts/Reading):

Subject / Grade	Time (min)	Number questions	Number students in Acceleration group	Number students in Re-teach group	Number of students in Enrichment group	Total number of students tested
Lang/ Read/ 6	40/40		85	58	51	128
Algebraic Th. Found/ 6	40	15	78	69	45	192
Math GT/ 6	40	13	0	0	20	20

Date administered: December 18, 2006 (Mathematics) & February 13, 2007 (Language Arts):

Subject / Grade	Time (min)	Number questions	Number students in Acceleration group	Number students in Re-teach group	Number of students in Enrichment group	Total number of students tested
Language/ 7	40		163	41	26	230
Algebraic Thinking /7	40	17	65	37	13	115
Pre-Algebra/ 7	40	15	78	20	7	105
Math GT/ 7	40	13	0	0	25	25

Date administered: December 19, 2006 (Mathematics) & February 13, 2007 (Language Arts):

Subject / Grade	Time (min)	Number questions	Number students in Acceleration group	Number students in Re-teach group	Number of students in Enrichment group	Total number of students tested
Language/ 8	40		130	36	53	219
Pre-Algebra / 8	40	15	64	45	0	109
Algebra1 / 8	40	13	46	46	22	114
Algebra2 /8	40	14	0	0	22	22

Short-Cycle Assessment Pre/Post Test Data

MATHEMATICS SHORT-CYCLE #5 DATA

GRADE 6

Algebraic Thinking Foundations

Deficient Skill: Simple Probability

	Number of students tested	Number of correct responses on SCA	Number of correct responses on post test
Algebraic Foundation	192	41	92

Next step(s): conversion of fractions, decimals and percents

GRADE 7

Algebraic Thinking Part 1

Deficient Skill: Evaluate equations with rational numbers

Pre-Algebra

Deficient Skill: Calculate the slope of a graphed line

Algebra 1

Deficient Skill: Calculate the annual rate of change

	Number of students tested	Number of correct responses on SCA	Number of correct responses on post test
Algebraic Thinking	115	7	28
Pre-Algebra	105	11	43
Algebra 1	25	18	23

Next step(s): additional practice with the additive inverse, division, and fractional operations

GRADE 8

Pre-Algebra grade 8

Deficient Skill: Calculate the slope of a graphed line

Algebra

Deficient Skill: Calculate the annual rate of change

	Number of students tested	Number of correct responses on SCA	Number of correct responses on post test
Pre-Algebra	109	21	39
Algebra	114	18	57

Next step(s): additional practice with inverse operations and fractional operations

RESULTS OF CYCLE #5 EXTENDED TIME INTERVENTION:

All courses experienced an increase in the percentage of students who could correctly answer the “deficient skill” question after the Extended Time intervention.

COURSE	PERCENTAGE OF INCREASE
Algebraic Thinking Foundation	+ 27%
Algebraic Thinking part 1	+ 18%
Pre-Algebra grade 7	+ 31%
Algebra 1 grade 7	+ 20%
Pre-Algebra grade 8	+ 17%
Algebra 1 grade 8	+ 34%

Next Steps

Math:

- Algebraic Foundations and Algebraic Thinking teachers will continue to utilize Assess Trax’s pre-slugged Scantron forms to administer the SCA to their students.
- SCA data will continue to be collected, analyzed and organized to properly place students in an enrichment, a re-teach or an acceleration group during WMS extended time.
- Math teachers will continue to use the data from the SCA to identify the most deficit skill and create lessons that deconstruct that skill. The lessons will begin with basic concepts or procedures and advance to more challenging applications of that deficit skill.
- Math teachers will continue to contribute to the WMS Acceleration, Re-teach and Enrichment (ARE) Video Library. The WMS ARE Video Library is a collection of videos, on the shared drive, of math teachers modeling mathematical concepts and procedures to provide a refresher, or “booster”, course for non-math teacher who must teach math lessons during extended time.
- At the end of the rotation cycle, students will continue to be given post assessments to determine if they have mastered the deficit skill.
- Teachers will continue to be notified of students who failed to demonstrate mastery on the deficit skill on the post assessments. Teachers will utilize in-class and after-school interventions to help those students.

LANGUAGE ARTS SHORT-CYCLE #4/5 DATA

Deficient Skills:

Grade 6: 1.D.3 Understand, acquire, and new use vocabulary (use context to determine meanings of words.)

Grade 7: 5.A.2 Differentiate grammatically complete sentences from non-sentences, including fused sentences.

Grade 8: 1.D.3 Use context to determine the meanings of words (multiple meanings, connotations)

Grade	Number of students tested SCA	Number of correct responses on SCA	PCT	Number of students tested SC Post Test	Number of correct responses on Post Test	PCT	DIFF
6 th Grade	124	61	49%	101	98	97%	+48
7 th Grade (SC#6)	71	35	49%	62	52	84%	+35
8 th Grade	87	32	37%	79	76	96%	+59