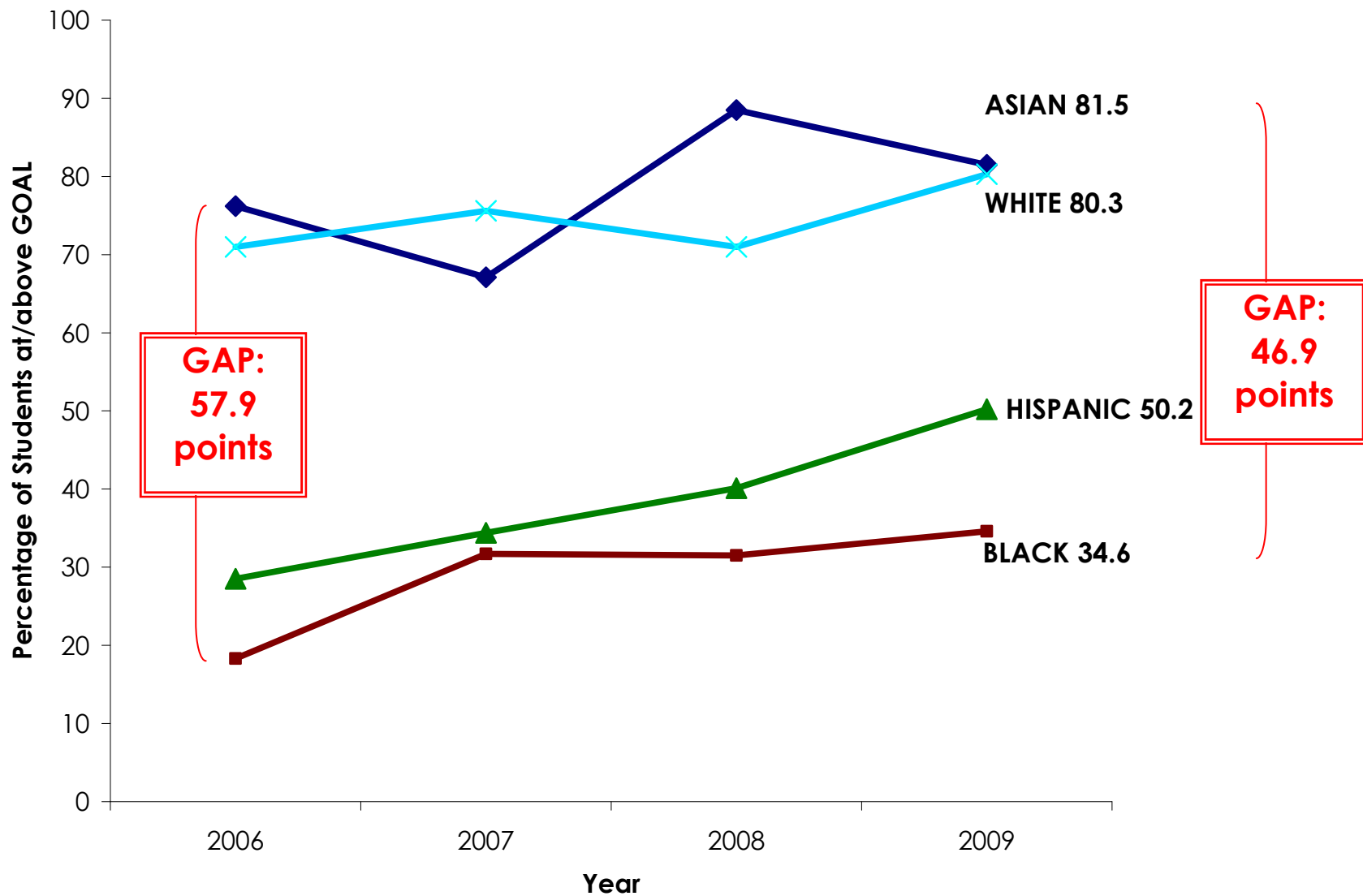


Middle School Transformation

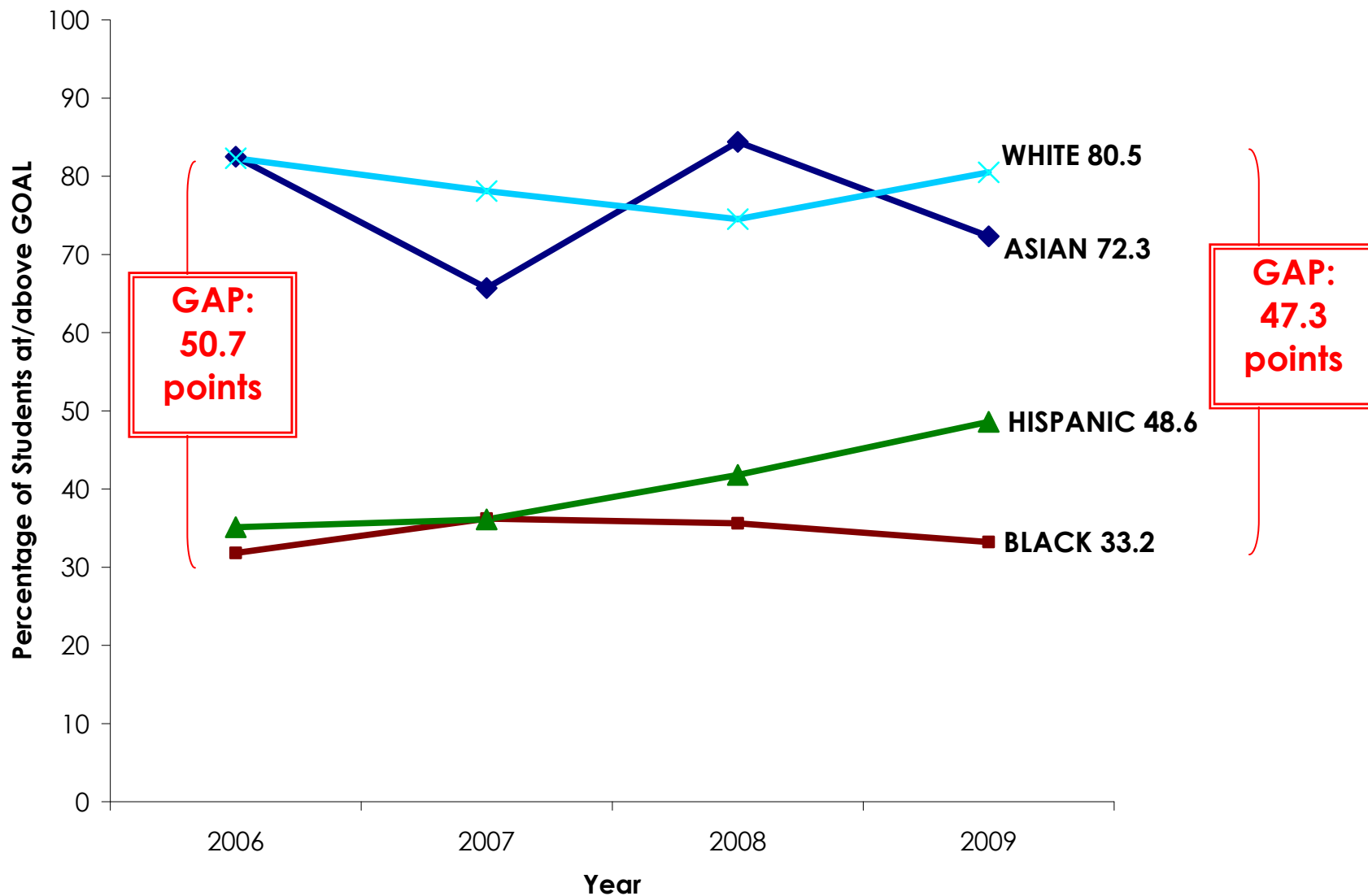
JANUARY 2010



Grade 6 MATH—CT Mastery Test



Grade 6 READING—CT Mastery Test



COMPONENTS:

1. Increased instructional time
2. Standards-based, high-level curriculum, instruction & assessment for all students
3. Professional Development
4. Academic Enrichment period
5. Efficacy
6. Advisory period
7. Standard criteria for placement into College Prep and Honors (elimination of low-level classes)

Strategic District Improvement Plan MIDDLE SCHOOL TRANSFORMATION

- Three-year plan for improvement in four areas:
 1. Curriculum, Instruction & Assessment
 2. Instructional Grouping/De-Tracking
 3. Professional Learning Communities/Data Teams
 4. School Culture
- Approved by SPS BOE in October 2009 and by State BOE in November 2009
- SDIP Results Indicators to measure progress

Results Indicators

MIDDLE SCHOOL TRANSFORMATION

| IMPLEMENTATION OF ACTION STEPS | IMPROVED STUDENT OUTCOMES |
|--|--|
| √ Completion of curriculum documents communicated and used by all teachers | → Results of Regrouping Assessments |
| √ Maximum participation in professional development | → Demonstrate higher performance on CMT |
| √ Demonstrate implementation of differentiated instructional strategies | → Demonstrate higher performance on District Benchmark Assessments |
| √ Students scheduled according to SPS criteria for placement based on multiple measures | → Report increased positive attitudes towards academics, social/emotional wellbeing, preparation for college |
| POSITIVE CHANGES IN ADULT PRACTICE | → Take four years of math in high school at higher rates |
| √ Demonstrate implementation of curriculum | → Take four years of science in high school at higher rates |
| √ Demonstrate application of professional development within the classroom | → Participate in the SAT at higher rates |
| √ Report increased confidence in de-tracking strategies, student college readiness at higher rates | → Participate in AP coursework at higher rates |
| √ Report increased instructional efficacy at higher rates | → Earn college credit at higher rates |
| √ Provide ongoing feedback about classroom experiences | |

Middle School Reference Guide

- Students enrolled in enrichment
- Course Marks (Grades)
- Attendance
- Discipline

Professional Development

MIDDLE SCHOOL TRANSFORMATION

MATH

- 17.2 days for grade 6 and 7 teachers
- August 2008-November 2009

ENGLISH LANGUAGE ARTS

- 11.4 days fro grades 6-8
- April 2009-November 2009

SCIENCE

- 3.2 days for grades 6-8
- May 2009-November 2009

EFFICACY

- 3 days for grades 6 & 7 teachers
- March 2009-November 2009



Two Dimensional-Measurement—Bumper Cars

- Example: Students study area and perimeter using simple shapes constructed from square tiles and leading to formulas for area and perimeter of rectangles (rectangles are presented in a variety of ways, on grids, off grids, and described by dimensions alone)

Understanding Fraction, Decimals, & Percents

- Example: Students investigate the continued subdivision of a 100-square grid to show 1,000 parts or 10,000 parts, developing strategies to find decimal that falls between two given decimals

Core Novels and Approach

- Minimum two core novels and two formal essays per quarter as well a response to literature and additional modes of writing
- Core novels and book club texts vary in levels of challenge, interest, topic and genre
- Students required to work in small groups, share their understanding, report and share findings in large-group discussions

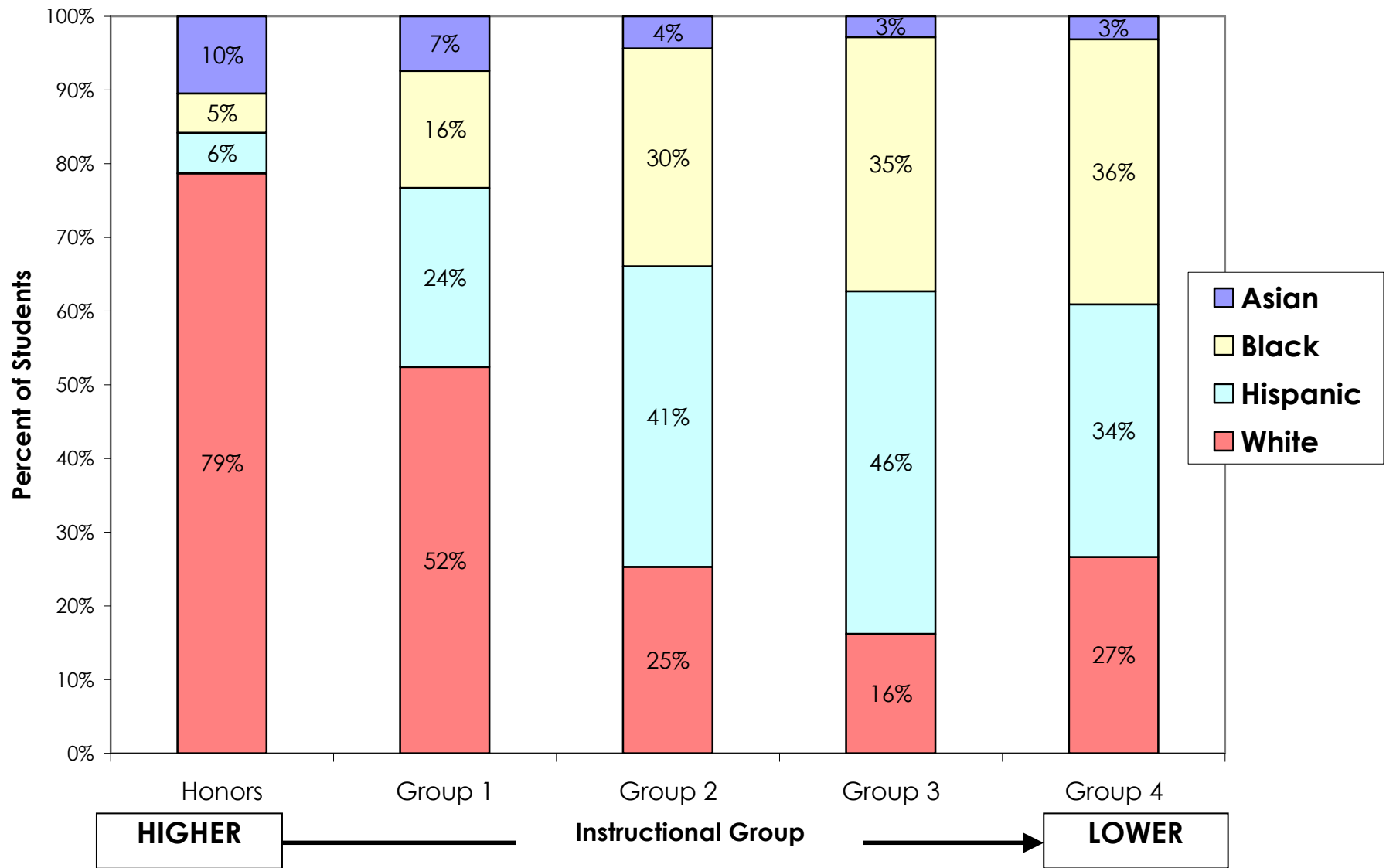
Studying Materials Scientifically

- Example: Students evaluate product safety and effectiveness of several window-cleaning products as they consider the trade-offs of selecting a cleaner for use in a hospital

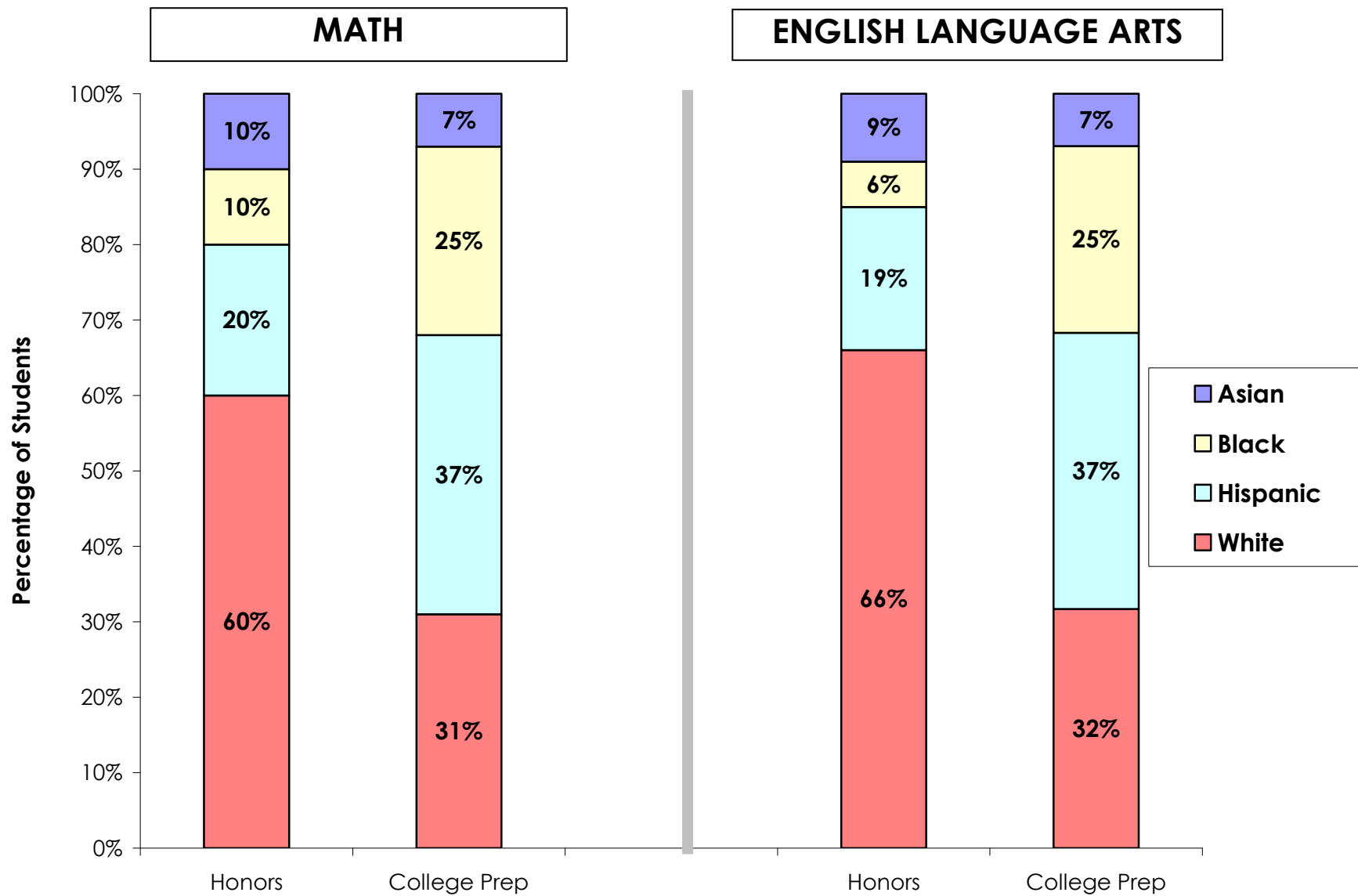
The Chemistry of Materials

- Example: From four proposals, students recommend a computer purchase based on many factors including the environmental impact of the life cycle of the computer chosen

Distribution of Instructional Groups by Ethnicity—Fall 2007



Distribution of Instructional Groups by Ethnicity—Fall 2009



Course Marks (grades)

MIDDLE SCHOOL TRANSFORMATION

ENGLISH LANGUAGE ARTS

| | HONORS | COLLEGE PREP |
|-------------------------|------------|--------------|
| As and Bs | 85% | 52% |
| Cs | 12% | 30% |
| Total As, Bs, Cs | 97% | 82% |

MATH

| | HONORS | COLLEGE PREP |
|-------------------------|------------|--------------|
| As and Bs | 88% | 62% |
| Cs | 10% | 22% |
| Total As, Bs, Cs | 98% | 84% |

Regrouping Results

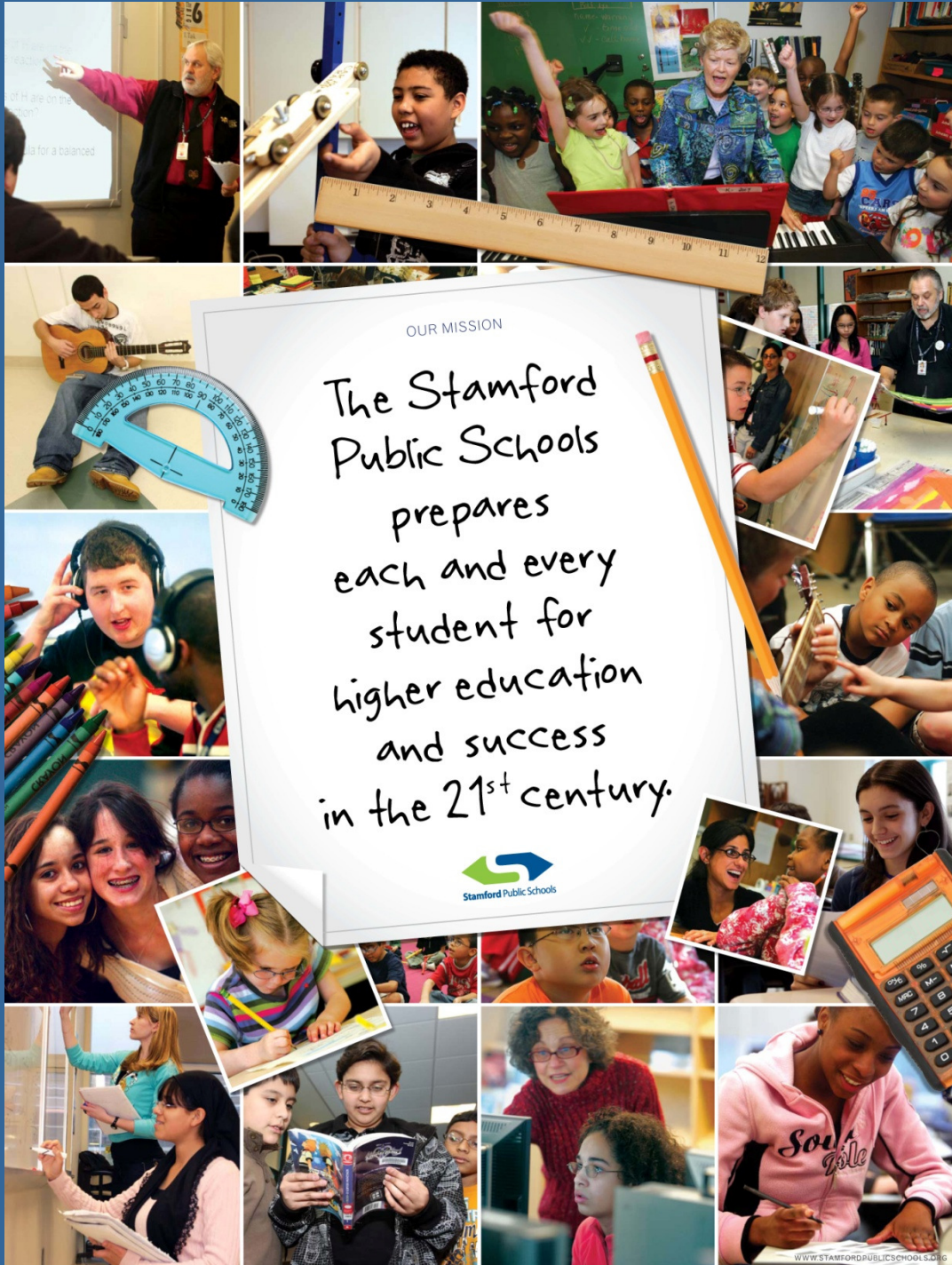
MIDDLE SCHOOL TRANSFORMATION

STUDENTS PARTICIPATING IN REGROUPING ASSESSMENTS

| Content Area | Asian | | Black | | Hispanic | | White | | Total | | Students with Disabilities | | ELL | |
|--------------|-------|----|-------|-----|----------|-----|-------|-----|-------|------|----------------------------|----|-----|----|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Math | 7 | 4% | 37 | 21% | 61 | 35% | 69 | 40% | 174 | 100% | 6 | 3% | 5 | 3% |
| ELA | 6 | 3% | 32 | 18% | 60 | 34% | 77 | 44% | 175 | 100% | 8 | 5% | 2 | 1% |

STUDENTS MEETING ALL REGROUPING CRITERIA—MOVED TO HONORS

| Course Cluster | Asian | | Black | | Hispanic | | White | | Total | | Students with Disabilities | | ELL | |
|------------------------|-------|----|-------|-----|----------|----|-------|-----|-------|------|----------------------------|-----|-----|----|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| ELA/ Social Studies | 0 | 0% | 1 | 11% | 0 | 0% | 8 | 89% | 9 | 100% | 1 | 11% | 0 | 0% |



OUR MISSION

The Stamford
Public Schools
prepares
each and every
student for
higher education
and success
in the 21st century.

