



Stamford Public Schools  
**PROGRESS REPORT ON MIDDLE SCHOOL  
TRANSFORMATION**

January 2010

## INTRODUCTION

This report summarizes progress through December 2009 on the implementation of Stamford Public Schools (SPS) Middle School Transformation strategies. SPS launched its K-12 de-tracking strategies with **Middle School Transformation** during the 2009-10 school year. Extensive content and efficacy professional development was provided to all grade 6 teachers during the 2008-09 school year. The hallmarks of Middle School Transformation include: (a) more heterogeneous grouping through differentiated placement in English Language Arts/Social Studies and Math/Science; (b) regular Advisory periods; and (c) teachers, administrators, parents and students developing *efficacy*—the belief that students become smart through hard work and dedication, not innate ability. Continued de-tracking at the elementary and high school levels will roll out over the next several years. The Middle School Transformation work, as the first strategy of our de-tracking work K-12, is featured in the Strategic District Improvement Plan (SDIP):

### DE-TRACKING/INSTRUCTIONAL GROUPING

*Vision: By 2014, SPS will eliminate low-level non-standards-based instruction to ensure that all students are prepared for success in higher education and the 21st century.*

#### STRATEGIES

1. Implement more heterogeneous grouping through differentiated placement in English Language Arts/Social Studies and Math/Science in all SPS **middle schools**;
2. Eliminate/reduce traditional ability grouping and increase small, flexible grouping in grades K-5; and
3. Reduce number of low-level high school courses and increase participation of all students in AP and Honors courses.

Information in this report is organized by the salient SDIP *results indicators* that apply to Middle School Transformation—the key interim data points tracked over time. Four SPS middle schools are implementing the Transformation strategies: Cloonan, Dolan, Rippowam and Turn of River. The following table shows all of the results indicators that relate to all three of the De-Tracking/instructional grouping strategies. The results indicators that are reflected in this report are checked (√):

### Strategic District Improvement Plan Results Indicators

| EVIDENCE OF IMPLEMENTATION OF SDIP ACTION STEPS |  |
|---|--|
| √   | A1: Completion of curriculum documents (units of study, pacing guides, DBAs) communicated and used by all teachers                                 |
| √   | A2: Maximum participation in PD (differentiation of instructional strategies; curriculum content; efficacy)  |
|   | A3: Review of Program of Studies, course offerings and class rosters, student demographic and academic data (AR)                                   |
| √   | A4: Students are scheduled according to SPS criteria for placement based on multiple measures  |
| EVIDENCE OF POSITIVE CHANGES IN ADULT PRACTICE  |  |
| √   | B1: Evidence of curriculum implementation collected through observing instructional practice   |
| √   | B2: Teacher, school administrators and paraprofessional survey results: increasing support of de-tracking, confidence in student college readiness |
| √   | B3: Evidence of application of professional development within the classroom and building (AR)   |

## EVIDENCE OF IMPROVED STUDENT OUTCOMES

|   |  |
|---|--|
|   | C1: Increasing rates of students scoring at/above GOAL on CMT and CAPT   |
|   | C2: Increasing rates of students scoring at/above PROFICIENT on CMT and CAPT   |
|   | C3: Regular review of District Benchmark Assessment results, according to SPS guidelines for appropriate use of data, with increasing rates of students performing at/above standard   |
|   | C4: Increased student efficacy, engagement in academic challenge and college readiness as measured by student survey data and student focus groups   |
| √ | C5: Results of regrouping assessments at the end of the first and second quarters and analysis of movement from College Prep to Honors classes in middle school grades   |
|   | C6: Increasing student participation over time and accelerated participation of subgroups: <ul style="list-style-type: none"> <li>• Number of students enrolled in AP courses (SP)</li> <li>• Number of graduates eligible for college credit (SP)</li> <li>• Number of graduates taking four years of science (SP)</li> <li>• Number of graduates taking four years of Math (SP)</li> </ul> |
|   | C7: Increasing student participation in Project Opening Doors support sessions   |

Furthermore, this report includes additional indicators that were reported in the Middle School Transformation Reference Guide (Spring 2009, page 26):

- ✓ Number of students enrolled in each enrichment period by level
- ✓ Course Marks (Grades)
- ✓ Attendance
- ✓ Discipline
- ✓ Professional development evaluation data (see page 7, Results Indicator A2: Maximum Participation In Professional Development)

## EVIDENCE OF IMPLEMENTATION OF STRATEGIC DISTRICT IMPROVEMENT PLAN ACTION STEPS

### RESULTS INDICATOR A1: COMPLETION OF CURRICULUM DOCUMENTS COMMUNICATED AND USED BY ALL TEACHERS

The table below includes the key components of SPS curriculum, by content area: Math, English Language Arts and Science.

| GRADE/<br>COURSE                | VISION STATEMENT  | SPS STANDARDS AND<br>EXPECTED<br>PERFORMANCE<br>(GRADE-LEVEL<br>EXPECTATIONS)                                  | UNITS OF STUDY/<br>CURRICULUM<br>GUIDES   | PACING GUIDES  | DISTRICT<br>BENCHMARK<br>ASSESSMENTS  | ADDITIONAL TEACHER<br>RESOURCES   |
|---------------------------------|---|--|---|--|---|---|
| <b>MATH</b>                     |   |  |   |  |   |   |
| <b>6</b>                        | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed May 2008 &amp; August 2009</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2009</li> </ul>                   | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed week of 08/24/09</li> </ul>   | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed week of 08/24/09</li> </ul>  | <ul style="list-style-type: none"> <li>Quarter 1 distributed 10/29/09</li> <li>Quarter 3 to be distributed week of 03/15/10</li> </ul>              | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2008 (grade 6) or August 2009 (grade 7): Additional Practice &amp; Skills book; Special Needs Handbook; Implementing &amp; Teaching Guide; Parent Guide; Teaching Transparency Book; Student Express CD; Teacher Express CD</li> </ul> |
| <b>7</b>                        | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed May 2008 &amp; August 2009</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2009</li> </ul>                   | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed week of 08/24/09</li> </ul>   | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed week of 08/24/09</li> </ul>  | <ul style="list-style-type: none"> <li>Quarter 1 distributed 10/29/09</li> <li>Quarter 3 to be distributed week of 03/15/10</li> </ul>              | <ul style="list-style-type: none"> <li>“What the Math Classroom Looks Like” to promote consistency and communicate expectations distributed in October 2008</li> </ul>  |
| <b>8<br/>(PRE-<br/>ALGEBRA)</b> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed May 2008 &amp; August 2009</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2008 &amp; August 2009</li> </ul> | <ul style="list-style-type: none"> <li>Using previous curriculum</li> <li>Emerging: revised curriculum to be distributed August 2010</li> </ul> | <ul style="list-style-type: none"> <li>Distributed week of 08/24/09 for previous curriculum</li> <li>Emerging: revised curriculum to be distributed August 2010</li> </ul> | <ul style="list-style-type: none"> <li>NA for 2009-2010 school year</li> <li>Emerging: Quarter 1 and Quarter 3 assessments for 2010-2011</li> </ul> |   |

| GRADE/<br>COURSE             | VISION STATEMENT   | SPS STANDARDS AND<br>EXPECTED<br>PERFORMANCE<br>(GRADE-LEVEL<br>EXPECTATIONS)                      | UNITS OF STUDY/<br>CURRICULUM<br>GUIDES   | PACING GUIDES  | DISTRICT<br>BENCHMARK<br>ASSESSMENTS   | ADDITIONAL TEACHER<br>RESOURCES   |
|------------------------------|--|--|---|--|--|---|
| <b>ENGLISH LANGUAGE ARTS</b> |  |  |   |  |  |   |
| 6                            | <ul style="list-style-type: none"> <li>• Distributed in August 2008</li> <li>• Revised as of 11/09 (will be distributed in spring 2010)</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> </ul> | <ul style="list-style-type: none"> <li>• Emerging: Language Arts Curriculum Committee will meet in December and January to complete the units of study</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> <li>• Emerging*</li> </ul> <p>*includes two books and two formal writing pieces per quarter</p> | <ul style="list-style-type: none"> <li>• Developing and piloting benchmark assessments in 2009-2010</li> </ul> | <ul style="list-style-type: none"> <li>• Booklists updated and distributed June 2009</li> <li>• Core novels and book club books distributed in January 2008</li> <li>• Grade-level professional library distributed in September 2008</li> <li>• "What the ELA Classroom Looks Like" to promote consistency and communicate expectations distributed in October 2008</li> </ul> |
| 7                            | <ul style="list-style-type: none"> <li>• Distributed in August 2008</li> <li>• Revised as of 11/09 (will be distributed in spring 2010)</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> </ul> | <ul style="list-style-type: none"> <li>• Emerging: Language Arts Curriculum Committee will meet in December and January to complete the units of study</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> <li>• Emerging*</li> </ul> <p>*includes two books and two formal writing pieces per quarter</p> | <ul style="list-style-type: none"> <li>• Developing and piloting benchmark assessments in 2009-2010</li> </ul> |   |
| 8                            | <ul style="list-style-type: none"> <li>• Distributed in August 2008</li> <li>• Revised as of 11/09 (will be distributed in spring 2010)</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> </ul> | <ul style="list-style-type: none"> <li>• Emerging: Language Arts Curriculum Committee will meet in December and January to complete the units of study</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum binder distributed in December 2008</li> <li>• Emerging*</li> </ul> <p>*includes two books and two formal writing pieces per quarter</p> | <ul style="list-style-type: none"> <li>• Developing and piloting benchmark assessments in 2009-2010</li> </ul> |   |

| GRADE/<br>COURSE | VISION STATEMENT   | SPS STANDARDS AND<br>EXPECTED<br>PERFORMANCE<br>(GRADE-LEVEL<br>EXPECTATIONS)                     | UNITS OF STUDY/<br>CURRICULUM<br>GUIDES  | PACING GUIDES  | DISTRICT<br>BENCHMARK<br>ASSESSMENTS  | ADDITIONAL TEACHER<br>RESOURCES   |
|------------------|--|---|--|--|---|---|
| <b>SCIENCE</b>   |  |   |  |  |   |   |
| <b>6</b>         | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2009 on CD</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>In BOE Science public folder</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed on 8/27/09 on CD</li> </ul>  | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed on 8/27/09 on CD</li> </ul>                                      | <ul style="list-style-type: none"> <li>Completed</li> <li>To be distributed one week prior to testing for quarter 3 in March</li> </ul> | <ul style="list-style-type: none"> <li>Resources on Literacy, Differentiating Instruction, Science Notebooks distributed on 8/27/09 on CD</li> <li>"What the Grade 6 Science Classroom Looks Like" to promote consistency and communicate expectations distributed in September 2009</li> </ul> |
| <b>7</b>         | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2009 on CD</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>In BOE Science public folder</li> </ul> | <ul style="list-style-type: none"> <li>Distributed August 2008</li> <li>Existing curriculum guides distributed to teachers new to grade 7 for 2009-10</li> <li>Under revision for 2010-11</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed on 8/27/09</li> <li>Revised and redistributed 9/21/09</li> </ul> | <ul style="list-style-type: none"> <li>In development</li> </ul>  | <ul style="list-style-type: none"> <li>In development</li> <li>"What the Science Classroom Looks Like" for Grades 7 &amp; 8 to promote consistency and communicate expectations distributed in September 2009</li> </ul>  |
| <b>8</b>         | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed August 2009 on CD</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>In BOE Science public folder</li> </ul> | <ul style="list-style-type: none"> <li>Distributed August 2008</li> <li>Existing curriculum guides distributed to teachers new to grade 8 for 2009-10</li> <li>Under revision for 2010-11</li> </ul> | <ul style="list-style-type: none"> <li>Completed</li> <li>Distributed on 8/27/09</li> </ul>  | <ul style="list-style-type: none"> <li>In development</li> </ul>  |   |

**RESULTS INDICATOR A2: MAXIMUM PARTICIPATION IN PROFESSIONAL DEVELOPMENT**

The professional development included below reflects training in the core content (including differentiation strategies of core content) and efficacy. All professional development for grades 6, 7 and 8 are reported for 2008-09 and through the first quarter of the 2009-10 school year, when the Middle School Transformation began in grade 6. The professional development for teachers and administrators in grades 7 & 8 supports educators to implement the SPS core curricula in math, English Language Arts and science and prepares them to implement additional Transformation strategies in 2010-11 (grade 7) and 2011-12 (grade 8). For required sessions, participation was generally close to 100% for most sessions.

| TYPE OF PD<br>(REQUIRED unless noted<br>"VOLUNTARY")   | PD Date   | Participation<br>N  | Participation<br>%  | Description/<br>Next Steps  |
|--|---|---|---|---|
| <b>MATH</b>  |   |   |   |   |
| Grade 6 (Core, SPED, ELL teachers)<br><i>(six hours, full day with substitutes)</i><br><br>NOTE: 08/27/2009 & 11/03/2009 included grade 6 & 8 teachers | 08/26/08<br>09/25/08<br>11/04/08<br>12/17/08<br>01/21/09<br>02/11/09<br>03/18/09<br>08/27/09<br>11/03/09  | 30<br>28<br>25<br>24<br>27<br>20<br>24<br>39<br>38                        | 100%<br>100%<br>89%<br>86%<br>96%<br>71%<br>86%<br>98%<br>95% | <ul style="list-style-type: none"> <li>Implementation of curriculum and DI strategies learned/discussed at PD Training</li> </ul>   |
| Grade 6 course-alike meetings<br><i>(1-2 hours after school)</i>   | 10/14/09  | 30  | 100%  | <ul style="list-style-type: none"> <li>Discussion of how to score of assessments, notebooks, etc.</li> <li>Upcoming PD dates: 01/20/10; 03/17/10; 04/21/10; 05/12/10</li> </ul>   |
| Grade 6 technical Assistance Days with feedback from CMP consultant<br><i>(during school day, no substitutes)</i>                                      | <b>TOR:</b><br>09/09/09<br>10/02/09<br><b>Cloonan:</b><br>09/11/09<br>10/14/09<br>11/20/09<br><b>Rippowam:</b><br>09/18/09<br>10/28/09<br>11/19/09<br><b>Scofield:</b><br>09/17/09<br>10/18/09<br>11/18/09<br><b>Dolan:</b><br>09/25/09<br>10/07/09<br><b>Rogers:</b><br>11/04/09 | <i>(consultants modeling and/or co-teaching in individual classrooms)</i> | NA  | <ul style="list-style-type: none"> <li>Consultant sends school next steps. Math Coach helps with next steps. Math Admin monitors next steps.</li> <li>Upcoming PD dates:<br/> <b>TOR:</b> 01/02/10, 05/05/10, TBD<br/> <b>Cloonan:</b> 03/31/10, 05/12/10<br/> <b>Rippowam:</b> 01/15/10, 05/06/10<br/> <b>Scofield:</b> 01/06/10, 05/20/10<br/> <b>Dolan:</b> 12/02/09, 03/10/10, 05/26/10<br/> <b>Rogers:</b> TBD                 </li> </ul> |

| <b>TYPE OF PD</b><br><b>(REQUIRED unless noted</b><br><b>"VOLUNTARY")</b>   | <b>PD Date</b>                   | <b>Participation</b><br><b>N</b> | <b>Participation</b><br><b>%</b> | <b>Description/</b><br><b>Next Steps</b>  |
|---|----------------------------------|----------------------------------|----------------------------------|---|
| Grade 7 (Core, SPED, ELL teachers)  | 02/17/09<br>08/26/09<br>11/03/09 | 29<br>19<br>22                   | 100%<br>83%<br>95%               | <ul style="list-style-type: none"> <li>• Implementation of curriculum and DI strategies learned/discussed at PD Training</li> <li>• Upcoming PD dates: 12/16/09; 01/20/10; 03/17/10; 04/21/10 (during the school day with substitutes)</li> </ul>       |
| Grade 8 (Core, SPED, ELL teachers)<br><br>NOTE: 08/27/2009 & 11/03/2009 include grade 6 & 8 teachers              | 08/26/09<br>11/03/09             | 39<br>38                         | 98%<br>95%                       | <ul style="list-style-type: none"> <li>• Implementation of multiple ways to assess students</li> <li>• Implementation of curriculum and DI strategies learned/discussed at PD Training</li> <li>• Upcoming PD dates: 03/19/10; 04/23/10; TBD</li> </ul> |
| Grade 8 Course alike meetings   | 10/14/09                         | 10                               | 100%                             | <ul style="list-style-type: none"> <li>• Discussion of how to implement curriculum, scoring of assessments, notebooks, etc.</li> <li>• Upcoming PD dates: 01/20/10; 03/17/10; 04/21/10; 05/12/10 (during the school day with substitutes)</li> </ul>    |
| Middle School Math Committee  | 11/17/09<br>12/15/09             | 10                               | 91%                              | <ul style="list-style-type: none"> <li>• Curriculum &amp; assessment writing and revisions</li> <li>• Upcoming PD dates: 02/02/10; 03/02/10; 04/20/10; 05/04/10; 05/25/10</li> </ul>  |
| <b>ENGLISH LANGUAGE ARTS</b>  |                                  |                                  |                                  |   |
| Book Club Training for New Teachers<br><i>(full day with substitutes)</i>   | 9/16/09<br>10/7/09               | 26<br>31                         | 100%<br>100%                     | <ul style="list-style-type: none"> <li>• Monitor the implementation of the book club model and provide additional support as necessary</li> </ul>   |
| Writing in the Persuasive Mode (grade 7 and 8)<br><i>(full day, District PD day)</i>                              | 11/4/09                          | 44                               | 91%                              | <ul style="list-style-type: none"> <li>• Scoring the direct assessment of writing</li> </ul>  |
| Writing in the Expository Mode (grade 6)<br><i>(full day, District PD day)</i>                                    | 11/4/09                          | 24                               | 87%                              | <ul style="list-style-type: none"> <li>• Scoring the direct assessment of writing</li> </ul>  |
| Beyond Book Clubs<br><i>(full day, District PD day)</i>   | 11/4/09                          | 68                               | 90%                              | <ul style="list-style-type: none"> <li>• Apply new strategies</li> <li>• Administrators monitor implementation</li> <li>• Assessment</li> <li>• CMT strategies</li> </ul>   |
| How Does the ELA Curriculum Prepare Students for the CMT<br><i>(course-alike after school meeting for 1 hour)</i> | 12/10/09                         | 75                               | 86%                              |   |

| <b>TYPE OF PD</b><br><b>(REQUIRED unless noted</b><br><b>"VOLUNTARY")</b>  | <b>PD Date</b>   | <b>Participation</b><br><b>N</b>             | <b>Participation</b><br><b>%</b>                             | <b>Description/<br/>Next Steps</b>  |
|--|--|--|--|---|
| Becoming Familiar with the Direct Assessment of Writing: Expectations, Scoring, Identifying Student Need<br><i>(after school early release 2 hour meeting)</i> | 12/18/09   | 85   | 88%  | <ul style="list-style-type: none"> <li>Identifying student need based on direct assessment of writing score</li> </ul>  |
| Identifying Student Need: Direct Assessment of Writing<br><i>(course-alike after school 11 hour meeting)</i>   | 1/14/09  | 75   | 86%  | <ul style="list-style-type: none"> <li>Adjust teaching and advance students in writing</li> </ul>   |
| Strategies for Deeper Reading<br><i>(after school early release 2 hour meeting)</i>  | 1/21/09  | 80   | 90%  | <ul style="list-style-type: none"> <li>Engaging all students in a core novel</li> </ul>   |
| Teaching a Core Novel in a Student-Centered ELA Classroom<br><i>(after school early release 2 hour meeting)</i>  | 3/11/09<br>3/18/09   | 75   | 89%  | <ul style="list-style-type: none"> <li>Assessment</li> <li>Strategies for students and teachers</li> </ul>  |
| Assessment: Formative and Summative<br><i>(after school early release 2 hour meeting)</i>  | 4/8/09<br>4/15/09  | 67   | 83%  | <ul style="list-style-type: none"> <li>Write assessments into the curriculum</li> <li>Teachers identify students need through formative assessments and adjust teaching before the summative assessment</li> </ul>                                  |
| The AE Classroom<br><i>(full day with substitutes)</i>   | 5/19/09  | 21   | 100%   | <ul style="list-style-type: none"> <li>Develop a theory of action, grading, vocabulary, resources</li> </ul>  |
| Curriculum Committee Meeting<br><i>(2 hour meeting after school)</i>   | 4/16/09<br>4/30/09<br>5/14/09<br>5/21/09<br>5/28/09<br>6/1/09<br>6/4/09<br>6/11/09 | 13<br>13<br>13<br>13<br>13<br>13<br>13<br>13 | 100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100% | <ul style="list-style-type: none"> <li>Curriculum writing</li> </ul>  |
| Curriculum Committee Meeting<br><i>(2 hour meeting after school)</i>   | 6/25/09-<br>6/30/09<br>12/3/09   | 11<br>11                                     | 100%<br>100%   | <ul style="list-style-type: none"> <li>Write units of study</li> <li>Reconvene in fall to continue the writing</li> <li>Continuing the focus questions and suggested mini-lessons</li> </ul>  |
| Grade 6 Boot Camp<br><i>(voluntary)</i>  | 8/25/09  | 9  | 23%  | <ul style="list-style-type: none"> <li>Teachers practice differentiation instructional strategies within the content area</li> <li>School administrators monitor to see that teachers are using differentiation instructional strategies</li> </ul> |
| Grades 6 – 8 Informal Writing Leading to Formal Writing<br><i>(full day District PD day)</i>   | 8/27/09  | 80   | 92%  | <ul style="list-style-type: none"> <li>Revision and Conferencing</li> </ul>   |

| TYPE OF PD<br>(REQUIRED unless noted<br>"VOLUNTARY")  | PD Date  | Participation<br>N | Participation<br>% | Description/<br>Next Steps  |
|---|----------|--------------------|--------------------|---|
| Book Club Training for New ELA Teachers<br>(full day with substitutes)  | 9/21/09  | 18                 | 100%               | <ul style="list-style-type: none"> <li>Monitor the implementation of the book club model and provide additional support as necessary</li> </ul>   |
| Grades 6 – 8 Expectations for the MS ELA Classroom<br>(course-alike after school 11 hour meeting)   | 10/14/09 | By school          | 90%                | <ul style="list-style-type: none"> <li>Revision and Conferencing</li> </ul>   |
| Grades 6 – 8 Revision through Conferencing<br>(full day District PD day)  | 11/3/09  | 80                 | 65%                | <ul style="list-style-type: none"> <li>Editing</li> <li>Differentiation strategies and the writing process</li> <li>Assessment</li> </ul>   |
| <b>SCIENCE</b>  |          |                    |                    |   |
| Grade 6 training introduction to the program and training on first module: studying materials scientifically<br>(full day with substitutes) | 5/19/09  | 28                 | 85%                |   |
| Grade 6 training on second module: the chemistry of materials<br>(full day District PD day)   | 8/27/09  | 20                 | 91%                |   |
| Grade 6 training on third module: water<br>(full day District PD day)   | 11/3/09  | 15                 | 75%                | <ul style="list-style-type: none"> <li>Upcoming PD dates:<br/>01/20/10 (fourth module: energy)<br/>03/17/10 (fifth module: weather and atmosphere)<br/>04/21/10 (sixth module: ecology)</li> </ul>  |
| Grade 6 progress review<br>(after school)   | 10/14/09 | 15                 | 94%                | <ul style="list-style-type: none"> <li>Upcoming PD: 06/09/10 (program feedback from first year of implementation (survey))</li> </ul>   |
| Grade 7 & 8 Review Draft Science Curriculum Guides for Units New to Grade Levels<br>(after school for 1 hour)                               | 10/14/09 | 10                 | 50%                | <ul style="list-style-type: none"> <li>Teachers work toward completing their two SciPacks online content modules (voluntary)</li> <li>Upcoming PD: 01/20/10; 03/17/10; 04/21/10; 04/28/10 (grade 7 first module); 05/125/10 (grade 8 first module)</li> </ul> |
| Grade 7 & 8 SciPacks training for online science content modules (voluntary)  | 11/3/09  | 21                 | 78%                | <ul style="list-style-type: none"> <li>Teachers work toward completing their two SciPacks online content modules</li> <li>Upcoming PD: 01/20/10; 03/17/10; 04/21/10; 04/28/10 (grade 7 first module); 05/125/10 (grade 8 first module)</li> </ul>             |

| <b>TYPE OF PD</b><br><b>(REQUIRED unless noted</b><br><b>"VOLUNTARY")</b> | <b>PD Date</b>  | <b>Participation</b><br><b>N</b> | <b>Participation</b><br><b>%</b> | <b>Description/<br/>Next Steps</b>  |
|---|---|----------------------------------|----------------------------------|---|
| Grade 6 Boot Camp<br>(voluntary)  | 8/25/09   | 11                               | 35%                              | <ul style="list-style-type: none"> <li>Teachers practice differentiation instructional strategies within the content area</li> <li>School administrators monitor to see that teachers are using differentiation instructional strategies</li> </ul>   |
| Curriculum Committee Meetings<br>(voluntary)                              | 3/23/08<br>5/11/09<br>5/27/09<br>6/8/09<br>6/10/09<br>6/29/09<br>6/30/09<br>7/1-7/10/09 | 7-10                             | 80-100%                          | <ul style="list-style-type: none"> <li>Curriculum &amp; assessment writing</li> <li>Revise grade 7 &amp; 8 draft curriculum guides; develop grade 7 &amp; 8 pacing guides and assessments</li> <li>Upcoming PD: 2/27/10, 3/8/10, 3/22/10, 4/19/10, 5/3/10, 5/17/10, 6/7/10, 6/21-6/25/10</li> </ul> |
| <b>EFFICACY</b>   |   |                                  |                                  |   |
| Efficacy Training for Central Office Staff                                | 3/18/09   | 19                               | 95%                              | <ul style="list-style-type: none"> <li>Overview of Efficacy Institute Mission and the Self-Directed Improvement System (SDIS)</li> </ul>  |
| Efficacy Training for Leaders   | 3/19/09 or 3/20/09  | 43                               | 100%*                            | <ul style="list-style-type: none"> <li>Two-day Leadership Training <ul style="list-style-type: none"> <li>Establishing the Mission</li> <li>Installing the (SDIS)</li> </ul> </li> </ul>  |
| Efficacy Training for Leaders   | 3/24/09 or 3/25/09  | 43                               | 100%*                            | <ul style="list-style-type: none"> <li>Two-day Leadership Training <ul style="list-style-type: none"> <li>Establishing the Mission</li> <li>Installing the (SDIS)</li> </ul> </li> </ul>  |
| Efficacy Institute for Middle School Teachers (6 <sup>th</sup> grade)     | 4/6/09 or 4/7/09  | 47                               | 90%*                             | <ul style="list-style-type: none"> <li>Achieving the Mission: Proficiency for ALL Children</li> </ul>   |
| Efficacy Institute for Middle School Teachers (6 <sup>th</sup> grade)     | 4/13/09 or 4/14/09  | 46                               | 88%*                             | <ul style="list-style-type: none"> <li>Installing the SDIS</li> </ul>   |
| Efficacy Institute for Middle School Teachers (6 <sup>th</sup> grade)     | 4/28/09 or 4/29/09  | 66                               | 127%*                            | <ul style="list-style-type: none"> <li>Motivating Students to Get Smarter</li> </ul>  |
| Efficacy Institute Overview for 7 <sup>th</sup> grade teachers            | 6/8/09  | 40                               | 100%                             | <ul style="list-style-type: none"> <li>Overview of Efficacy Institute Mission and the Self-Directed Improvement System (SDIS)</li> </ul>  |
| Efficacy Institute Support/Technical Assistance                           | 6/8/09<br>6/9/09  | 20-40                            | N/A                              | <ul style="list-style-type: none"> <li>Efficacy Institute support and technical assistance for grade 6 teachers and administrators at Cloonan, Dolan, Rippowam &amp; TOR</li> </ul>   |
| Efficacy Institute for 7 <sup>th</sup> Grade Teachers                     | 10/1/09 or 10/2/09  | 112                              | 100%                             | <ul style="list-style-type: none"> <li>Achieving the Mission: Proficiency for ALL Children</li> </ul>   |
| Efficacy Institute for 7 <sup>th</sup> Grade Teachers                     | 10/8/09 or 10/9/09  | 43                               | 92%*                             | <ul style="list-style-type: none"> <li>Installing the SDIS</li> </ul>   |
| Efficacy Institute for 7 <sup>th</sup> Grade Teachers 1                   | 10/28/09 or 10/29/09  | 33                               | 100%*                            | <ul style="list-style-type: none"> <li>Motivating Students to Get Smarter</li> </ul>  |

\* Multiple opportunities were offered to ensure full participation

**RESULTS INDICATOR A4: STUDENTS ARE SCHEDULED ACCORDING TO SPS CRITERIA FOR PLACEMENT BASED ON MULTIPLE MEASURES**

For the first time, consistent district criteria were used to place grade 6 students according to results from the following assessments: the Connecticut Mastery Test (CMT), the Otis Lennon School Ability Test (OLSAT) and the Naglieri Nonverbal Ability Test (Naglieri). Also for the first time, students' Math and English Language Arts assessment results were evaluated separately to allow for different levels of support or acceleration for students in different content areas. Placement in social studies follows English Language Arts placement and placement in Science follows Math placement. The results of these three assessments are reported differently.

Grade 6 students were placed into one of two groups, College Prep or Honors, for Math/Science and for English Language Arts/Social Studies. All students are engaged in standards-based curricula that will prepare them to be college ready upon graduation. Students in Honors classes participate in a deeper exploration of College Prep topics and units of study and are expected to move more quickly through the College Prep curriculum, which will allow for extensions of problems and prompts. The criteria for placement into the College Prep and Honors groups for Math/Science and English Language Arts/Social Studies were applied as follows:

**Criteria for Grade 6 Placement, September 2009**

| <b>MATH/SCIENCE</b>                         |  |   |
|---|--|---|
| <b>Instructional Group</b>                  | <b>Math CMT Performance Level Criterion</b>    | <b>OLSAT and Naglieri Criterion</b>   |
| Honors                                      | 5  | All OLSAT and Naglieri percentile ranks   |
|   | 4  | Scoring at or above the 70 <sup>th</sup> percentile on both OLSAT and Naglieri  |
| College Prep                                | 4  | Scoring below the 70 <sup>th</sup> percentile on one or both OLSAT and Naglieri |
|   | 3  | All OLSAT and Naglieri percentile ranks   |
|   | 2  | All OLSAT and Naglieri percentile ranks   |
|   | 1  | All OLSAT and Naglieri percentile ranks   |
| <b>ENGLISH LANGUAGE ARTS/SOCIAL STUDIES</b> |  |   |
| <b>Instructional Group</b>                  | <b>Reading CMT Performance Level Criterion</b> | <b>OLSAT and Naglieri Criterion</b>   |
| Honors                                      | 5  | All OLSAT and Naglieri percentile ranks   |
|   | 4  | Scoring at or above the 60 <sup>th</sup> percentile on both OLSAT and Naglieri  |
| College Prep                                | 4  | Scoring below the 60 <sup>th</sup> percentile on one or both OLSAT and Naglieri |
|   | 3  | All OLSAT and Naglieri percentile ranks   |
|   | 2  | All OLSAT and Naglieri percentile ranks   |
|   | 1  | All OLSAT and Naglieri percentile ranks   |

Initial grade 6 placement into College Prep and Honors for September 2009 was as follows:

**Grade 6 Student Placement into College Prep and Honors, September 2009**

| Course/Group                 | Asian |     | Black |     | Hispanic |     | White |     | Total | Students with Disabilities |    | ELL |     |
|------------------------------|-------|-----|-------|-----|----------|-----|-------|-----|-------|----------------------------|----|-----|-----|
|                              | N     | %   | N     | %   | N        | %   | N     | %   |       | N                          | %  | N   | %   |
| <b>Math</b>                  |       |     |       |     |          |     |       |     |       |                            |    |     |     |
| College Prep                 | 45    | 7%  | 164   | 25% | 250      | 37% | 209   | 31% | 668   | 1                          | -  | -   | -   |
| Honors                       | 17    | 10% | 18    | 10% | 36       | 20% | 106   | 60% | 177   | 1                          | 1% | -   | -   |
|                              |       |     |       |     |          |     |       |     |       |                            |    |     |     |
| <b>English Language Arts</b> |       |     |       |     |          |     |       |     |       |                            |    |     |     |
| College Prep                 | 49    | 7%  | 174   | 25% | 261      | 37% | 224   | 32% | 708   | 24                         | 3% | 78  | 11% |
| Honors                       | 13    | 9%  | 8     | 6%  | 26       | 19% | 91    | 66% | 138   | 1                          | 1% | -   | -   |

## EVIDENCE OF POSITIVE CHANGES IN ADULT PRACTICE

Collecting, standardizing and analyzing data about positive changes in adult instructional practice is an area of our work that is still emerging. The chart below includes the evidence we are currently collecting to begin to understand how practice is changing according to the changes in curriculum & instruction and professional development. The status of each results indicator is noted according to the rubric below:

- EMERGING:** work is in the beginning stages, planning and development of practices and data collection is beginning to take shape
- IN PROGRESS:** implementation of observational practices is underway, many educators are learning about, practicing and collecting data on ways to observe changes in adult behavior
- PROFICIENT:** most educators are using observational practices well and regularly, most educators are collecting and responding to data about positive changes in adult practice

| SDIP Results Indicator   | Internal Champion   | Status   | Evidence  | Next Steps   |
|--|---|--|---|--|
| B1: Evidence of curriculum implementation collected through observing instructional practice | <ul style="list-style-type: none"> <li>• Assistant Superintendent for Curriculum &amp; Instruction</li> <li>• Director for Literacy &amp; Social Studies</li> <li>• Director for Math &amp; Science</li> <li>• Director of Research</li> </ul> <p><i>With support and monitoring by school principals</i></p> | <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-weight: bold; font-size: 1.2em;">Emerging</span> </div> <p style="text-align: center;">In Progress</p> <p style="text-align: center;">Completed</p> | <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• SIP monitoring templates indicate implementation of instructional strategies</li> <li>• Math Coaches monitor implementation through classroom observation and tracking sheets</li> <li>• Technical Assistance/classroom visit reports from Connected Math Program experts</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Classroom visits by C&amp;I and school literacy administrators</li> <li>• SIP monitoring templates indicate implementation of instructional strategies</li> <li>• Feedback from administrators at principals' meetings; feedback from literacy administrators at literacy meetings</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• School science administrators' feedback to Central Office leaders</li> </ul> <p><b>Efficacy:</b></p> <ul style="list-style-type: none"> <li>• School administrators provide feedback</li> <li>• Efficacy Institute provides feedback to school and Central Office leaders during technical assistance days observing efficacy practices</li> </ul> | <ul style="list-style-type: none"> <li>• Develop systems and standards across content areas (District Data Team, Senior Leadership Team), including developing monitoring tools and processes where they don't exist</li> <li>• Continue collecting and debriefing SIP monitoring templates</li> <li>• Continue to build capacity of instructional leadership in content areas in each school</li> </ul> |

| SDIP Results Indicator  | Internal Champion  | Status   | Evidence   | Next Steps   |
|---|--|--|--|--|
| <p>B2: Evidence of application of professional development within the classroom and building (AR)<sup>1</sup></p> | <ul style="list-style-type: none"> <li>• Assistant Superintendent for Curriculum &amp; Instruction</li> <li>• Director for Literacy &amp; Social Studies</li> <li>• Director for Math &amp; Science</li> <li>• Director of Research</li> <li>• Director of School Improvement &amp; Professional Development</li> </ul> <p><i>With support and monitoring by school principals</i></p> | <p style="text-align: center;"><b>Emerging</b></p> <p>In Progress</p> <p>Completed</p> | <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• SIP monitoring templates indicate application of professional development (curriculum and school-based)</li> <li>• Math Coaches monitor implementation through classroom observation and tracking sheets</li> <li>• Technical Assistance/classroom visit reports from Connected Math Program experts</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Classroom visits by C&amp;I and school literacy administrators</li> <li>• SIP monitoring templates indicate application of professional development (curriculum and school-based)</li> <li>• Teacher feedback after workshops and at workshops</li> <li>• School literacy administrator feedback at literacy administrator meetings</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Written feedback from grade-alike district meetings with grade 6 science teachers and verbal feedback about pacing and implementation of program</li> <li>• C&amp;I monitoring grade 7 &amp; 8 science teachers' progress on SciPacks, online science content modules</li> <li>• Percent completion rate of science content modules (SciPacks) for grade 7 &amp; 8 teachers (voluntary; due in January and April 2010)</li> </ul> <p><b>Efficacy:</b></p> <ul style="list-style-type: none"> <li>• School administrators provide feedback</li> <li>• Efficacy Institute provides feedback to school and Central Office leaders during technical assistance days observing efficacy practices</li> </ul> | <ul style="list-style-type: none"> <li>• Develop systems and standards across content areas (District Data Team, Senior Leadership Team), including developing monitoring tools and processes where they don't exist</li> <li>• Continue collecting and debriefing SIP monitoring templates and Professional Learning Plans</li> <li>• Continue to build capacity of instructional leadership in content areas in each school</li> </ul> |

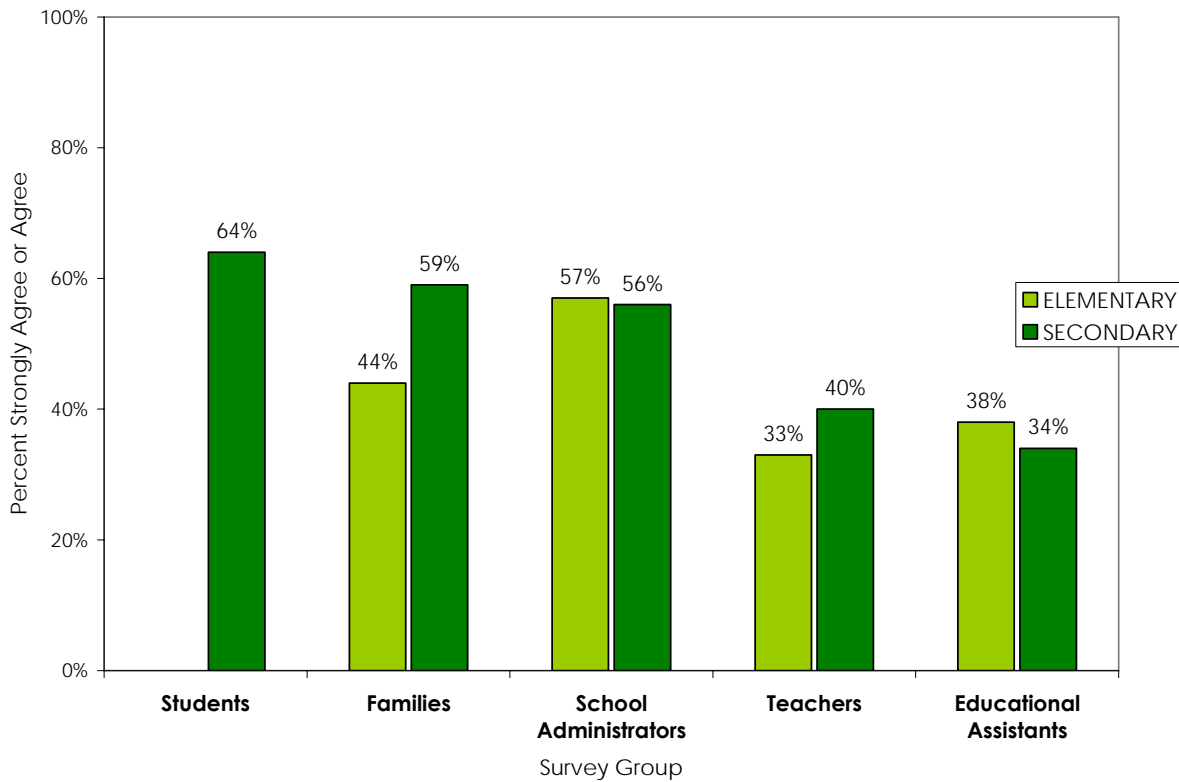
<sup>1</sup> This results indicator is also an "Achievable Result" agreed upon by the Systems Leadership Council in their work with the Panasonic Foundation/CT Center for School Change.

**RESULTS INDICATOR B3: TEACHER, SCHOOL ADMINISTRATORS AND PARAPROFESSIONAL SURVEY RESULTS: INCREASING SUPPORT OF DE-TRACKING, CONFIDENCE IN STUDENT COLLEGE READINESS**

The first series of district-wide surveys was administered in Spring 2009 to students (grades 7 & 10), teachers, paraeducators (educational assistants), school administrators and families. The Spring 2009 surveys of teachers, paraeducators and school administrators did not ask specific about Middle School Transformation or de-tracking, however future surveys will incorporate survey questions related to de-tracking and instructional grouping (pending funding for surveys). We do know that 54% of families at Cloonan, Dolan, Rippowam and Turn of River strongly agreed or agreed that the way students are grouped for instruction is appropriate.

The Spring 2009 district-wide surveys provide baseline information about student and adult feelings about student college readiness:

**Students Will be Prepared to go to College**



Focus groups of teachers (grade 6 and grade 7) and middle school administrators are scheduled for December 16-17, 2009. The results of these focus groups will be reported and shared as soon as possible, likely in January 2010.

## EVIDENCE OF IMPROVED STUDENT OUTCOMES

### RESULTS INDICATOR C5: RESULTS OF REGROUPING ASSESSMENTS AT THE END OF THE FIRST AND SECOND QUARTERS AND ANALYSIS OF MOVEMENT FROM COLLEGE PREP TO HONORS CLASSES

Highlights from the Quarter I Regrouping Assessments in English Language Arts and Math, administered in November 2009, are included below.

1. Criteria for advancement from College Prep to Honors includes: scoring Level 4 on the CMT in Spring 2009 (grade 5); passing the Regrouping Assessment (95% or more correct items); receiving course marks of "A" in English Language Arts/Social Studies or Math/Science; receiving teacher recommendations in English/Social Studies or Math/Science (see Middle School Transformation Reference Guide pgs 22-23).
2. A total of 175 sixth graders took the Regrouping Assessment in English Language Arts; 174 took the Regrouping Assessment in Math. Some students took were eligible for both assessments. In sum, 266 students took one or both regrouping assessment(s).
3. By race/ethnicity, sixth grade participants in the Regrouping Assessments included:

| 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% |

4. Of the sixth graders participating in the Regrouping Assessments, grades of A (in both Math/Science and ELA/Social Studies) were received as follows:

| Course Cluster      | Asian |     | Black |     | Hispanic |     | White |     | Total |      | Students with Disabilities |    | ELL |    |
|---------------------|-------|-----|-------|-----|----------|-----|-------|-----|-------|------|----------------------------|----|-----|----|
|                     | N     | %   | N     | %   | N        | %   | N     | %   | N     | %    | N                          | %  | N   | %  |
| Math/ Science       | 5     | 11% | 6     | 13% | 13       | 28% | 23    | 49% | 47    | 100% | 3                          | 6% | 0   | 0% |
| ELA/ Social Studies | 4     | 11% | 3     | 8%  | 8        | 22% | 22    | 59% | 37    | 100% | 1                          | 3% | 0   | 0% |

5. Of the sixth graders participating in the Regrouping Assessments, students recommended for Honors (in both Math/Science and ELA/Social Studies) included:

| Course Cluster      | Asian |    | Black |     | Hispanic |     | White |     | Total |      | Students with Disabilities |    | ELL |    |
|---------------------|-------|----|-------|-----|----------|-----|-------|-----|-------|------|----------------------------|----|-----|----|
|                     | N     | %  | N     | %   | N        | %   | N     | %   | N     | %    | N                          | %  | N   | %  |
| Math/ Science       | 4     | 9% | 5     | 11% | 14       | 32% | 21    | 48% | 44    | 100% | 3                          | 7% | 0   | 0% |
| ELA/ Social Studies | 3     | 9% | 2     | 6%  | 7        | 21% | 21    | 64% | 33    | 100% | 1                          | 3% | 0   | 0% |

6. A total of 31 sixth graders (17.7%) passed the Regrouping Assessment in English Language Arts. By race/ethnicity these students include:

| Course Cluster      | Asian |    | Black |     | Hispanic |     | White |     | Total |      | Students with Disabilities |    | ELL |    |
|---------------------|-------|----|-------|-----|----------|-----|-------|-----|-------|------|----------------------------|----|-----|----|
|                     | N     | %  | N     | %   | N        | %   | N     | %   | N     | %    | N                          | %  | N   | %  |
| ELA/ Social Studies | 0     | 0% | 3     | 10% | 12       | 39% | 16    | 52% | 31    | 100% | 1                          | 3% | 0   | 0% |

7. No sixth graders passed the Regrouping Assessment in Math.

8. A total of nine sixth graders (5.1%) advanced from College Prep to Honors in English Language Arts. By race/ethnicity these students include:

| 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% |

## ADDITIONAL INDICATORS FROM MIDDLE SCHOOL REFERENCE GUIDE

### ✓ MONITOR INSTRUCTIONAL SUPPORT FROM CENTRAL OFFICE

The chart below includes many of the ways that Central Office supports schools to learn, implement and monitor the instructional strategies in core content areas, efficacy and Professional Learning Communities.

**Central Office Support in 2009-10**

| <b>CENTRAL OFFICE SUPPORT</b>  | <b>CORE CONTENT</b> | <b>EFFICACY</b> | <b>PLCs</b> |
|--|---------------------|-----------------|-------------|
| Conducted classroom visits   | √                   | √               | √           |
| Incorporated teacher feedback from professional development evaluations to improve support                             | √                   | √               | √           |
| Developed annual professional development calendar   | √                   | √               | √           |
| Led Principals' Meetings   | √                   | √               | √           |
| Led development of standards-based core curriculum aligned to the Plan for Curriculum Management, Design, and Delivery | √                   |                 |             |
| Supported School Improvement Plan development, revision and monitoring   | √                   |                 | √           |
| Supported Professional Learning Plan development, revision and monitoring  | √                   |                 | √           |
| Led monthly core content meetings  | √                   |                 | √           |
| Led grade-alike meetings   | √                   |                 | √           |
| Convened PLC Steering Committee and PD Council   |                     |                 | √           |
| Worked with school content administrators (one admin per school designated to English Language Arts or Math)           | √                   |                 | √           |
| Developed District Benchmark Assessment system   | √                   |                 | √           |
| Developed and led PLC Facilitators' Training (Levels I & II)   |                     |                 | √           |

✓ **NUMBER OF STUDENTS ENROLLED IN EACH ENRICHMENT PERIOD BY LEVEL**

100% of all grade 6 students are enrolled in Academic Enrichment.

✓ **COURSE MARKS (GRADES)**

Course marks (grades) are one indicator of students' achievement. The graphs below show the percentage of students by instructional group achieving grades—A, B, C, D, F or Incomplete—in core courses and Academic Enrichment courses.

**ENGLISH LANGUAGE ARTS—COLLEGE PREP**

| Student Demographics       | A          |            | B          |            | C          |            | D         |            | F         |           | Incomplete |           | Passing  |   | Total N    |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|-----------|------------|-----------|----------|---|------------|
|                            | N          | %          | N          | %          | N          | %          | N         | %          | N         | %         | N          | %         | N        | % |            |
| Asian                      | 22         | 45%        | 13         | 27%        | 11         | 22%        | 3         | 6%         | -         | -         | -          | -         | -        | - | 49         |
| Black                      | 19         | 11%        | 44         | 25%        | 58         | 33%        | 35        | 20%        | 17        | 10%       | 1          | 1%        | -        | - | 174        |
| Hispanic                   | 42         | 16%        | 85         | 33%        | 83         | 32%        | 33        | 13%        | 13        | 5%        | 4          | 2%        | 1        | - | 261        |
| White                      | 71         | 32%        | 71         | 32%        | 63         | 28%        | 17        | 7%         | 2         | 1%        | -          | -         | -        | - | 224        |
| <b>Total</b>               | <b>154</b> | <b>22%</b> | <b>213</b> | <b>30%</b> | <b>215</b> | <b>30%</b> | <b>88</b> | <b>12%</b> | <b>32</b> | <b>5%</b> | <b>5</b>   | <b>1%</b> | <b>1</b> | - | <b>708</b> |
| Students with Disabilities | 1          | 4%         | 2          | 8%         | 16         | 67%        | 3         | 13%        | 2         | 8%        | -          | -         | -        | - | 24         |
| ELL                        | 5          | 6%         | 27         | 35%        | 23         | 30%        | 15        | 19%        | 7         | 9%        | 1          | 1%        | -        | - | 78         |

**ENGLISH LANGUAGE ARTS—HONORS**

| Student Demographics       | A         |            | B         |            | C         |            | D        |           | F        |           | Incomplete |           | Passing |   | Total N    |
|----------------------------|-----------|------------|-----------|------------|-----------|------------|----------|-----------|----------|-----------|------------|-----------|---------|---|------------|
|                            | N         | %          | N         | %          | N         | %          | N        | %         | N        | %         | N          | %         | N       | % |            |
| Asian                      | 8         | 62%        | 3         | 23%        | 2         | 15%        | -        | -         | -        | -         | -          | -         | -       | - | 13         |
| Black                      | 3         | 38%        | 4         | 50%        | 1         | 13%        | -        | -         | -        | -         | -          | -         | -       | - | 8          |
| Hispanic                   | 5         | 19%        | 17        | 65%        | 2         | 8%         | -        | -         | 1        | 4         | -          | 4         | -       | - | 26         |
| White                      | 41        | 45%        | 37        | 41%        | 11        | 12%        | 2        | 2%        | -        | -         | -          | -         | -       | - | 91         |
| <b>Total</b>               | <b>57</b> | <b>41%</b> | <b>61</b> | <b>44%</b> | <b>16</b> | <b>12%</b> | <b>2</b> | <b>1%</b> | <b>1</b> | <b>1%</b> | <b>1</b>   | <b>1%</b> | -       | - | <b>138</b> |
| Students with Disabilities | -         | -          | -         | -          | 1         | 100        | -        | -         | -        | -         | -          | -         | -       | - | 1          |
| ELL                        | -         | -          | -         | -          | -         | -          | -        | -         | -        | -         | -          | -         | -       | - | -          |

**SOCIAL STUDIES—COLLEGE PREP**

| Student Demographics       | A          |            | B          |            | C          |            | D         |           | F         |           | Incomplete |           | Passing  |    | Total N    |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|------------|-----------|----------|----|------------|
|                            | N          | %          | N          | %          | N          | %          | N         | %         | N         | %         | N          | %         | N        | %  |            |
| Asian                      | 32         | 65%        | 13         | 27%        | 4          | 8%         | -         | -         | -         | -         | -          | -         | -        | -  | <b>49</b>  |
| Black                      | 29         | 17%        | 50         | 29%        | 51         | 29%        | 31        | 18%       | 10        | 6%        | 3          | 2%        | -        | -  | <b>174</b> |
| Hispanic                   | 65         | 25%        | 94         | 36%        | 74         | 28%        | 18        | 7%        | 4         | 2%        | 4          | 2%        | 2        | 1% | <b>261</b> |
| White                      | 104        | 46%        | 63         | 28%        | 40         | 18%        | 12        | 5%        | -         | -         | 4          | 2%        | 1        | -  | <b>224</b> |
| <b>Total</b>               | <b>230</b> | <b>33%</b> | <b>220</b> | <b>31%</b> | <b>169</b> | <b>24%</b> | <b>61</b> | <b>9%</b> | <b>14</b> | <b>2%</b> | <b>11</b>  | <b>2%</b> | <b>3</b> | -  | <b>708</b> |
| Students with Disabilities | 1          | 4%         | 3          | 13%        | 15         | 63%        | 2         | 8%        | 1         | 4%        | 1          | 4%        | 1        | 4% | <b>24</b>  |
| ELL                        | 12         | 15%        | 32         | 41%        | 23         | 30%        | 8         | 10%       | 2         | 3%        | -          | -         | 1        | 1% | <b>78</b>  |

**SOCIAL STUDIES—HONORS**

| Student Demographics       | A         |            | B         |            | C         |           | D        |           | F |   | Incomplete |           | Passing |   | Total N    |
|----------------------------|-----------|------------|-----------|------------|-----------|-----------|----------|-----------|---|---|------------|-----------|---------|---|------------|
|                            | N         | %          | N         | %          | N         | %         | N        | %         | N | % | N          | %         | N       | % |            |
| Asian                      | 9         | 69%        | 4         | 31%        | -         | -         | -        | -         | - | - | -          | -         | -       | - | <b>13</b>  |
| Black                      | 4         | 50%        | 1         | 13%        | 3         | 38%       | -        | -         | - | - | -          | -         | -       | - | <b>8</b>   |
| Hispanic                   | 11        | 42%        | 12        | 46%        | 1         | 4%        | 1        | 4%        | - | - | 1          | 4%        | -       | - | <b>26</b>  |
| White                      | 72        | 79%        | 10        | 11%        | 7         | 8%        | 1        | 1%        | - | - | 1          | 1%        | -       | - | <b>91</b>  |
| <b>Total</b>               | <b>96</b> | <b>70%</b> | <b>27</b> | <b>20%</b> | <b>11</b> | <b>8%</b> | <b>2</b> | <b>1%</b> | - | - | <b>2</b>   | <b>1%</b> | -       | - | <b>138</b> |
| Students with Disabilities | -         | -          | 1         | 100%       | -         | -         | -        | -         | - | - | -          | -         | -       | - | <b>1</b>   |
| ELL                        | -         | -          | -         | -          | -         | -         | -        | -         | - | - | -          | -         | -       | - | <b>-</b>   |

**MATH—COLLEGE PREP**

| Student Demographics       | A          |            | B          |            | C          |            | D         |            | F         |           | Incomplete |          | Passing  |          | Total N    |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|-----------|------------|----------|----------|----------|------------|
|                            | N          | %          | N          | %          | N          | %          | N         | %          | N         | %         | N          | %        | N        | %        |            |
| Asian                      | 26         | 58%        | 10         | 22%        | 5          | 11%        | 4         | 9%         | -         | -         | -          | -        | -        | -        | <b>45</b>  |
| Black                      | 28         | 17%        | 50         | 31%        | 50         | 31%        | 22        | 13%        | 14        | 9%        | -          | -        | -        | -        | <b>164</b> |
| Hispanic                   | 46         | 18%        | 94         | 38%        | 54         | 22%        | 35        | 14%        | 17        | 7%        | 2          | 1%       | 2        | 1%       | <b>250</b> |
| White                      | 87         | 42%        | 72         | 34%        | 40         | 19%        | 8         | 4%         | 2         | 1%        | -          | -        | -        | -        | <b>209</b> |
| <b>Total</b>               | <b>187</b> | <b>28%</b> | <b>226</b> | <b>34%</b> | <b>149</b> | <b>22%</b> | <b>69</b> | <b>10%</b> | <b>33</b> | <b>5%</b> | <b>2</b>   | <b>-</b> | <b>2</b> | <b>-</b> | <b>668</b> |
| Students with Disabilities | -          | -          | 11         | 46%        | 11         | 46%        | -         | -          | 1         | 4%        | -          | -        | 1        | 4%       | <b>24</b>  |
| ELL                        | 3          | 4%         | 26         | 34%        | 19         | 25%        | 17        | 22%        | 10        | 13%       | -          | -        | 1        | 1%       | <b>76</b>  |

**MATH—HONORS**

| Student Demographics       | A          |            | B         |            | C         |            | D        |           | F        |           | Incomplete |          | Passing  |          | Total N    |
|----------------------------|------------|------------|-----------|------------|-----------|------------|----------|-----------|----------|-----------|------------|----------|----------|----------|------------|
|                            | N          | %          | N         | %          | N         | %          | N        | %         | N        | %         | N          | %        | N        | %        |            |
| Asian                      | 14         | 82%        | 3         | 18%        | -         | -          | -        | -         | -        | -         | -          | -        | -        | -        | <b>17</b>  |
| Black                      | 8          | 44%        | 5         | 28%        | 3         | 17%        | 1        | 6%        | -        | -         | 1          | 6%       | -        | -        | <b>18</b>  |
| Hispanic                   | 16         | 44%        | 12        | 33%        | 7         | 19%        | 1        | 3%        | -        | -         | -          | -        | -        | -        | <b>36</b>  |
| White                      | 69         | 65%        | 28        | 26%        | 8         | 8%         | 1        | 1%        | -        | -         | -          | -        | -        | -        | <b>106</b> |
| <b>Total</b>               | <b>107</b> | <b>61%</b> | <b>48</b> | <b>27%</b> | <b>18</b> | <b>10%</b> | <b>3</b> | <b>2%</b> | <b>1</b> | <b>1%</b> | <b>-</b>   | <b>-</b> | <b>-</b> | <b>-</b> | <b>177</b> |
| Students with Disabilities | -          | -          | -         | -          | -         | -          | -        | -         | -        | -         | 1          | 1%       | -        | -        | <b>1</b>   |
| ELL                        | 2          | 100%       | -         | -          | -         | -          | -        | -         | -        | -         | -          | -        | -        | -        | <b>2</b>   |

**SCIENCE—COLLEGE PREP**

| Student Demographics       | A          |            | B          |            | C          |            | D         |            | F         |           | Incomplete |           | Passing  |          | Total N    |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|-----------|------------|-----------|----------|----------|------------|
|                            | N          | %          | N          | %          | N          | %          | N         | %          | N         | %         | N          | %         | N        | %        |            |
| Asian                      | 27         | 60%        | 11         | 24%        | 7          | 16%        | -         | -          | -         | -         | -          | -         | -        | -        | <b>45</b>  |
| Black                      | 22         | 13%        | 50         | 31%        | 47         | 29%        | 34        | 21%        | 10        | 6%        | 1          | 1%        | -        | -        | <b>164</b> |
| Hispanic                   | 52         | 21%        | 82         | 33%        | 75         | 30%        | 30        | 12%        | 7         | 3%        | 3          | 1%        | 1        | -        | <b>250</b> |
| White                      | 85         | 41%        | 73         | 35%        | 36         | 17%        | 13        | 6%         | 1         | 1%        | 1          | 1%        | -        | -        | <b>209</b> |
| <b>Total</b>               | <b>186</b> | <b>28%</b> | <b>216</b> | <b>32%</b> | <b>165</b> | <b>25%</b> | <b>77</b> | <b>12%</b> | <b>18</b> | <b>3%</b> | <b>5</b>   | <b>1%</b> | <b>1</b> | <b>-</b> | <b>668</b> |
| Students with Disabilities | 4          | 17%        | 4          | 17%        | 8          | 33%        | 6         | 25%        | 1         | 4%        | 1          | 4%        | -        | -        | <b>24</b>  |
| ELL                        | 12         | 16%        | 22         | 29%        | 24         | 32%        | 15        | 20%        | 2         | 3%        | 1          | 1%        | -        | -        | <b>76</b>  |

**SCIENCE—HONORS**

| Student Demographics       | A         |            | B         |            | C         |            | D        |           | F        |          | Incomplete |           | Passing  |          | Total N    |
|----------------------------|-----------|------------|-----------|------------|-----------|------------|----------|-----------|----------|----------|------------|-----------|----------|----------|------------|
|                            | N         | %          | N         | %          | N         | %          | N        | %         | N        | %        | N          | %         | N        | %        |            |
| Asian                      | 13        | 77%        | 3         | 18%        | 1         | 6%         | -        | -         | -        | -        | -          | -         | -        | -        | <b>17</b>  |
| Black                      | 7         | 39%        | 5         | 28%        | 4         | 22%        | 1        | 6%        | -        | -        | 1          | 6%        | -        | -        | <b>18</b>  |
| Hispanic                   | 14        | 39%        | 16        | 44%        | 4         | 11%        | 2        | 6%        | -        | -        | -          | -         | -        | -        | <b>36</b>  |
| White                      | 65        | 61%        | 30        | 28%        | 9         | 9%         | 2        | 2%        | -        | -        | -          | -         | -        | -        | <b>106</b> |
| <b>Total</b>               | <b>99</b> | <b>56%</b> | <b>54</b> | <b>31%</b> | <b>18</b> | <b>10%</b> | <b>5</b> | <b>3%</b> | <b>-</b> | <b>-</b> | <b>1</b>   | <b>1%</b> | <b>-</b> | <b>-</b> | <b>177</b> |
| Students with Disabilities | -         | -          | -         | -          | -         | -          | -        | -         | -        | -        | 1          | 100%      | -        | -        | <b>1</b>   |
| ELL                        | -         | -          | 2         | 100%       | -         | -          | -        | -         | -        | -        | -          | -         | -        | -        | <b>2</b>   |

✓ **ATTENDANCE**

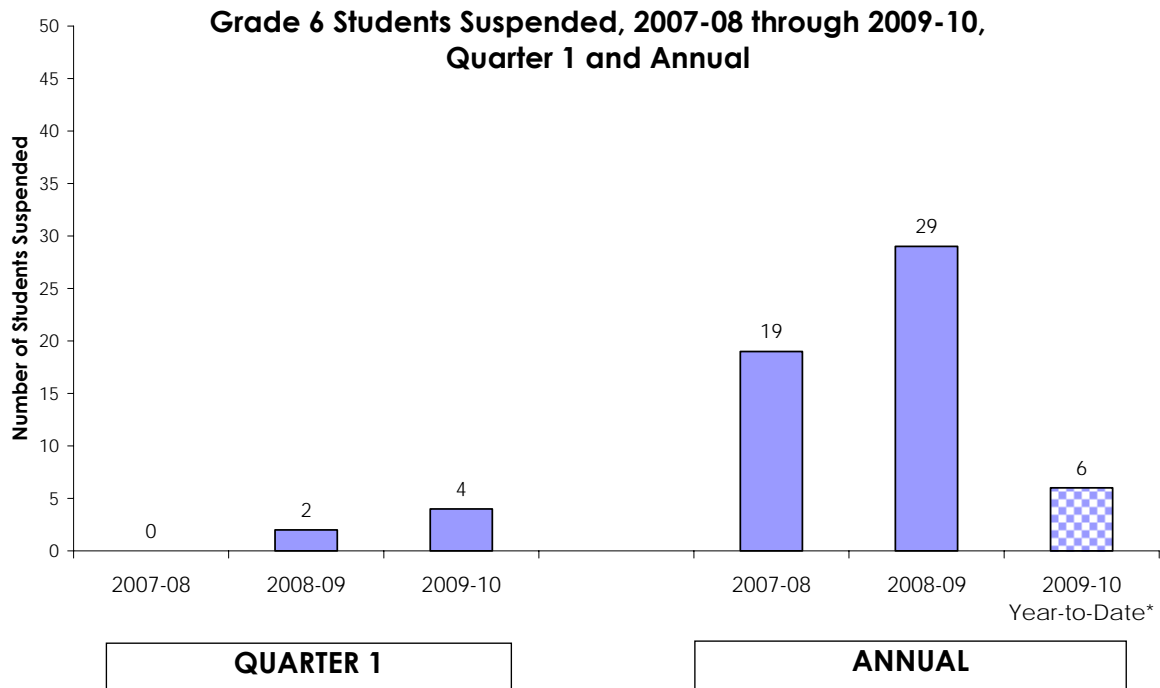
Average daily attendance for the first quarter is reported below by course and instructional group. Attendance remains consistently high.

**Average Daily Attendance for Grade 6 Students, Quarter I, 2009-2010  
by Instructional Group and Course**

| <b>Instructional Group</b> | <b>Asian</b> | <b>Black</b> | <b>Hispanic</b> | <b>White</b> | <b>Students with Disabilities</b> | <b>ELL</b> |
|----------------------------|--------------|--------------|-----------------|--------------|-----------------------------------|------------|
| College Prep               | 97%          | 95%          | 95%             | 95%          | 93%                               | 95%        |
| Honors                     | 98%          | 95%          | 96%             | 96%          | 84%                               | 98%        |

✓ **DISCIPLINE**

The SDIP focuses attention on improved data collection, reporting and response to student behavior incidents, creating an environment that fosters positive student behavior and working with all SPS families as partners in students' success. Measuring student discipline—in the case below, the number of students suspended—is important as schools strive to create positive and supportive cultures so that the highest quality of teaching and learning can flourish.



\* The number of students suspended through November 2009 is reported for 2009-10.