

Section II: Progress Report (Evidence of Need)

A. Narrative Discussion

Data Overview

For 2005-2006, Frederick Douglass High School was in year two of school improvement. As a result of low performance on standardized state assessments, Frederick Douglass High School was identified as a school in school improvement in October 2004. Prince George's County has addressed the need for ALL students to receive rigorous instructional program with the development of the *Curriculum Framework Progress Guides*. These are designed to drive all students' learning and are aligned with the indicators within the Voluntary State Curriculum for both reading and mathematics. Benchmarks for the assessed areas, Local/State/National Government, Algebra 1, Biology, English 10, are given at the end of each quarter. In addition, other sources of data, including systemic and in-house qualitative and quantitative data are used to drive instructional decision making.

In 2005-2006, Frederick Douglass did not meet AYP in reading in the Special Education and FARMS subgroups, and in mathematics, the school did not meet AYP for all students and for the sub-groups of African-American students, Special Education, and FARMS students. Initial MSA and HSA results for 2005-2006 show a significant increase in achievement in all four assessed areas.

Discussion of Reading Data

The 2006 MSA scores in reading show an increase of 39.9% from 36.9% to 46.8%, representing the two years the English 2 assessment has been administered. The most significant increase was our African-American students who increased 10.5 percentage points, from 35.4% passing to 45.9%. Our white students increased 1.5% (54.5% to 56%), and our Hispanic students decreased from 77% to 70%. We had enough Asian/Pacific Islander students to receive a subgroup score of 33% for 2006. Our Special Education students continue to be a challenge as they dropped from 5% passing to 0% passing, exclusive of our ALT-MSA students who all passed. Our free and reduced meal students had an increase of 2.4% from 25.9% to 27.4%. Our 504 students decreased significantly from 23.1% to 10%. There were not enough American Indian, Asian, and limited English proficiency students to receive a score of their proficiency in the area of reading.

Contributing Factors

There was an increase in our reading scores from the 2005 to the 2006 school year. This can be attributed to a school wide focus of having all 9th graders take English 9 daily instead of every other day, as well as Accelerated Learning sections of English 10. This additional time on task was used to address deficient skills in reading based on benchmark scores and teacher made assessments. The Diagnostic Prescriptive Model was used to analyze and adjust instruction based on student's academic needs. In addition, the English department had a common planning period which allowed them to meet during school weekly to discuss implementation of the English curriculum and pedagogy techniques to ensure all students were successful in English. Our school-wide reading initiative of reading across the content areas provided additional opportunities to practice reading and language use strategies in other courses outside of English. The decrease in scores by our special education students and 504 students is of concern and may be attributable to the number of provisional teachers in English and Special Education (3 each) and for the large number of teachers with three or fewer years of teaching experience (8 in English and 9 in Special Education).

Next Steps

We will continue to offer English 9 daily for all 9th grade students for the 2005-2006 school year. We will also offer 5 sections of English 10 daily for a students who have been identified based on benchmark scores as needing additional time on task. The English department will also have a common planning period during the school day to continue to discuss implementation of the English curriculum and pedagogy techniques to ensure all students are successful in English. The special educators that teach English will also be a part of the weekly English meetings to ensure there is a continuous alignment with the prescribed curriculum and the taught curriculum. Professional development will focus on effective co-teaching strategies, collaboration, and active learning strategies, with a focus on technology. After careful review of all special education IEPs we believe that our current student population is appropriately placed. Close scrutiny will be placed on the incoming files for all 9th grade special education students

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to ensure all recommendations for instruction are adhered. Added emphasis has been placed on hiring and assigning our most appropriately qualified teachers to work with the H.S.A. and preparatory courses.

Discussion of Mathematics Data

Scores in Algebra showed a dramatic increase of 19.7% from 17.1% in 2005 to 36.8% in 2006. In 2006, there was an increase in all of the race/ethnicity subgroups assessed. The subgroup with the largest gain was our Hispanic students who had an increase of 27.8% from 22.2% to 50%. Our African American students improved with an 18.7% increase from 16.6% to 35.3%. Our white students had an increase of 18.1% from 24% to 42.1%. Our special education students had a slight decrease of 51.1% from 3.8% to 2.7%, exclusive of our ALT-MSA students, who all passed. Our 504 students had a dramatic increase from 0% passing in 2005 to 46.2% passing in 2006. Our FARMS students had a significant increase of 12.8% from 17.9% to 30.7%. There were not enough American Indian, Asian, and limited English proficiency students to receive a score of their proficiency in the area of Algebra.

Contributing Factors

The increases in the Algebra scores can be attributed to a school wide focus of having all 9th graders take Algebra 1 daily instead of every other day. Having an Accelerated Learning course for the 10th grade Algebra 1 students also impacted student achievement. This additional time on task was used to address deficient skills in mathematics based on benchmark scores and teacher made assessments. The Diagnostic Prescriptive Model was used to analyze and adjust instruction based on student's academic needs. In addition, the Mathematics Department had a common planning period which allowed them to meet during school weekly to discuss implementation of the mathematics curriculum and pedagogy techniques to ensure all students were successful in mathematics. The priorities of teacher pacing and monitoring of student progress helped to support student achievement.

Next Steps

We will continue to offer Algebra 1 and the Accelerated Learning course for targeted 9th and 10th grade students for the 2006-2007 school year. Two sections will have the ITV component, two sections will be co-taught classes with special educators, and two will be intensive courses. The Algebra 1 teachers will meet weekly, and the Mathematics Department will meet after school bi-weekly to discuss implementation of the mathematics curriculum and pedagogy techniques to ensure all students are successful in Algebra and the other mathematics courses. The special educators that teach Algebra will also be a part of the mathematics meetings to ensure there is a continuous alignment with the prescribed curriculum and the taught curriculum. In addition, we will encourage that students eligible for the Twilight Algebra 1 courses will have the appropriate access and information, as well as providing activity buses to assist with transportation. Teachers will engage in all available professional development activities at the school and district level, and the department will work closely with the Regional Resource Teacher for mathematics.

Discussion of HSA Data for Local/State/National Government (LSN) and Biology

HSA scores in LSN show an increase of 15.8% from 37.5% to 53.3% from 2005 to 2006. There continues to be significant increases in all of the ethnicity and race subgroups assessed (African American, White, Hispanic), as well as success with our Asian/Pacific Islander students who passed with 71.4%, the first time their numbers were large enough to count as a subgroup. Additional subgroups that demonstrated an increase were special education (0% passing in 2005 to 7.1% passing in 2006) and FARMS (increase of 14% points to 39%). The only subgroup that decreased was our 504 students who dropped from 37.5% to 15.4% on the Government HSA. There were not enough LEP students to be counted as a subgroup.

HSA scores in Biology show an increase from 32.9% to 42.5%, a gain of 9.6 percentage points from 2005 to 2006. There was an increase in all of the assessed race/ ethnicity subgroups with the exception of our Hispanic students who dropped from 62.5% to 50%. This included a 62% passing rate by our Asian/Pacific Islander students. The largest gain was by our African American students with a 19.3% gain from 22.2% to 41.5%. All of the other assessed subgroups demonstrated increases: special education (1.6% to 2.1%), 504 students (18.2% to 23.1%), and FARMS

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with a significant jump (15.8% to 30.8%). There were not enough American Indian and limited English proficiency students to receive a score of their proficiency in the area of biology.

Contributing Factors

For LSN the increases can be attributed to improved communication within the department concerning the implementation of the social studies curriculum and pedagogy techniques to ensure all students were successful in LSN. Use of The Diagnostic Prescriptive Model to analyze and adjust instruction based on student's academic needs for LSN was begun, and can be further used. Teachers who taught the LSN courses were highly qualified. With constant communication and data analysis between department members continued increases should occur on the government assessment. Better communication between counselors, special educators, and teachers could help the 504 student population improvement. For biology, the increase can be attributed to increased collaboration and planning by the biology teachers.

Next Steps

A member of the administrative team will attend all Social Studies department meetings, held biweekly, to ensure there is discussion and implementation of the government curriculum and pedagogy techniques to ensure all students are successful in government. The LSN teachers, including special educators, will meet weekly to discuss pacing and share instructional strategies. There will be evidence of the use of the Diagnostic Prescriptive Model to analyze and adjust instruction based on student's academic needs. An administrator will attend the Science department meetings, and the majority of the Science department will have a common planning period during the school day to continue to discuss implementation of the science curriculum and pedagogy techniques to ensure all students are successful in biology. The special educators that teach biology will also be a part of the weekly biology meetings to ensure there is a continuous alignment with the prescribed curriculum and the taught curriculum.

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B. MSA Data Form
High School

Long Range Goal

By 2013- 2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Goal 1 Students will reach high standards in core curricular areas.

HSA

School Year Goal

High School Assessment

By June 2007, the percent of students in HSA courses who achieve a satisfactory score on the High School Assessments (HSA) will meet or exceed the PGCPs and State averages.

Subgroups	English 2			Biology			Government			Algebra		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
All Students	39.2	36.9	46.8	25.5	24.6	43.1	44.2	37.5	53.3	24.5	17.1	36.8
Am. Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	33.3	*
Asian/Pacific Islander	*	*	33.3	*	*	62.5	*	*	71.4	*	12.5	*
African American	37.4	35.4	45.9	24.7	22.2	41.5	42.6	33.3	52.4	22.0	16.6	35.3
White	65.5	54.5	56.0	40.0	56.5	64.3	70.6	*	61.5	48.3	24.0	42.1
Hispanic	62.5	77.8	70.0	11.1	62.5	50.0	57.1	*	60.0	*	22.2	50.0
Special Education	1.8	5.0	0	4.5	1.6	201	5.9	0	7.1	16.1	3.8	2.7
Free & Reduced Meals	25.2	25.9	27.4	18.7	15.8	30.8	28.1	25	39.0	24.2	17.9	30.7
Limited English Proficient	*	36.9	46.9	*	*	*	*	*	*	*	*	*

School Year Objective 1

HSA

a. The percent of students who attain a passing scale score or higher on the following HSA assessments will increase as follows:

English II, by 8.2% Biology, by 7.9% Algebra, by 8.2%
 Government, 7.3%

Objective 1 Milestone

HSA

At the end of each quarter, students enrolled in HSA courses will achieve a satisfactory score on the PGCPs benchmark assessments at the following rates:

English	1 st Quarter	<u>30%</u>	2 nd Quarter	<u>40%</u>	3 rd Quarter	<u>50%</u>	4 th Quarter	<u>60%</u>
Biology	1 st Quarter	<u>30%</u>	2 nd Quarter	<u>40%</u>	3 rd Quarter	<u>50%</u>	4 th Quarter	<u>60%</u>
Government	1 st Quarter	<u>30%</u>	2 nd Quarter	<u>40%</u>	3 rd Quarter	<u>50%</u>	4 th Quarter	<u>60%</u>
Algebra	1 st Quarter	<u>30%</u>	2 nd Quarter	<u>40%</u>	3 rd Quarter	<u>50%</u>	4 th Quarter	<u>60%</u>

Objective 1 Evaluation

HSA

a. PGCPs documents will verify the percent of students who attained grades of C or higher in the following core curricular areas:

English II 50% Biology 40% Government 60% Algebra 40%

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High School

Long Range Goal

By 2013- 2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Goal 1 Students will reach high standards in core curricular areas.

MSA: Reading & Mathematics

Two Year Goal

All students and all subgroups enrolled in English 10 and Algebra I (in the aggregate*) in Frederick Douglass High School School will meet MSDE intermediate goal for 2007 in reading and mathematics.
 (*Aggregate comprises all students whose performance is included in AYP calculations.)

Annual Measurable Objective (2005-2006 School Year)

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2005-2006 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check , did not meet AYP.
 (Please check all subgroups where AYP was not met.)

	03-04	04-05	05-06
All Students	<input type="checkbox"/>	<input type="checkbox"/>	TBD
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective (2005-2006 School Year)

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2005-2006 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check , did not meet AYP.
 (Please check all subgroups where AYP was not met.)

	03-04	04-05	05-06
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TBD
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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High School

Annual Measurable Objective Milestone

Reading & Mathematics

70% of the students enrolled in English/Language Arts 10 and/or Algebra I will achieve a satisfactory score (70% or above) on an end of quarter assessment.

Annual Measurable Objective Evaluation

Reading & Mathematics

All students and all subgroups (in the aggregate) will meet AYP in reading and mathematics on the 2005 – 2006 Maryland School Assessment...

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

School Year Objective 1

Objective 1:

- | | | | | | |
|----|---|------|-----------------|-----|----|
| A. | By June 2007, the number of discipline referrals will decrease from | 204 | in June 2006 to | 180 | . |
| B. | By June 2007, the number of students suspended will decrease from | 449 | in June 2006 to | 404 | . |
| C. | By June 2007, average daily student attendance will increase from | 92.0 | in June 2006 to | 94 | %. |

Objective 1 Milestone

- | | | | |
|----|--|----|---|
| A. | At the end of each month, the percent of students receiving discipline referrals will decrease | 5% | below the same month of the previous year(s). |
| B. | At the end of each month, the number of students suspended will decrease by | 5% | below the same month of the previous year(s). |
| C. | At the end of each month, the daily average attendance of students will increase by | 1% | |

Objective 1 Evaluation

- | | | | |
|----|---|----|--|
| A. | PGCPS summary reports of discipline referrals will document an aggregate decrease of | 5% | in the number of students receiving discipline referrals for each ESEA subgroup. |
| B. | PGCPS summary reports of the number of students suspended will document a decrease of | 5% | In the number of students suspended. |
| C. | School system data will document the average daily attendance rate for students as 94% or higher and the dropout rate as 3.0% or lower. | | |

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High School

Goal 5: All students will graduate from high school.

School Year Objective 1

A. By June 2007, the dropout rate will remain below .2%; from 2.01% in June 2006 to 1.71% the state standard and decrease
 B. The percent of 12th grade students who complete a sequence of qualified "rigorous" courses will increase by 20%.

Objective 1 Milestone

At mid-year, 70% of 12th grade students enrolled in the requisite courses for graduation will achieve a GPA of 2.0 or above.

Objective 1 Evaluation

A. The Maryland Report Card will document the graduation rate of 12th grade students as 90%
 B. The Maryland Report Card will document the percentage of 12th grade students completing a sequence of "rigorous" courses as 85%.

School Year

SAT

AP

A. The average score of all 12th grade SAT takers will increase from June 2006 by a total of 40 points, 20 on the verbal and 20 points on the quantitative.
 B. The number and percent of AP exam scores of "3" or higher will increase from 6 students or 3% in June 2006 to 30 students or 27% in June 2007.

SAT Milestone

AP Milestone

A. The average pre-post test SAT score of students enrolled in the SAT prep courses will increase points, 50 on the verbal 50 on the quantitative.
 B. The average score on AP exams used as midterm or final examinations in AP classes will equal or exceed the distribution of grades of "B" or higher in the following courses:

Art Studio		English Lit.	√	Physics C	
Biology	√	Euro. History	√	Psychology	√
Calculus, AB	√	French V		Spanish V	
Chemistry	√	Physics B		World History	√
English Lang	√	Computer Science			

SAT Evaluation

AP Evaluation

A. School system data will document the average increase in SAT scores of grade 12 students enrolled in the SAT prep course as 40 points, 20 points on the verbal and 20 points on the quantitative.
 B. The AP test results will document the number and percent of students who scored "3" or higher on the AP examinations as 30 students or 27%.