



Curriculum & Instruction Department Summary of Data 2010-2011

Dr. Craig Witherspoon, Superintendent

Dr. Martha S. Barber, Chief Academic Officer

Dr. Rosalva Bermúdez-Ballín, ESL Program Specialist

Dr. Kecia T. Chapman, Director of Testing

Dr. Patricia Cox, Special Education Program Specialist

Anthony L. Gardner, Career and Technical Education Director

Dr. Sandra C. Harrell, Reading / Language Arts 6-12 Director

Dr. Spencer W. Horn, Science Director

Jacqueline A. Jackson, Social Studies Program Specialist

Beverly K. Kimes, Mathematics Director

Wendolyn Knight, Professional Development Program Specialist

Dr. Dimple J. Martin, Reading / Language Arts K-5 Director

Cherrye F. Parker, School Improvement Specialist

Arlene B. Williams, Research & Data Coordinator

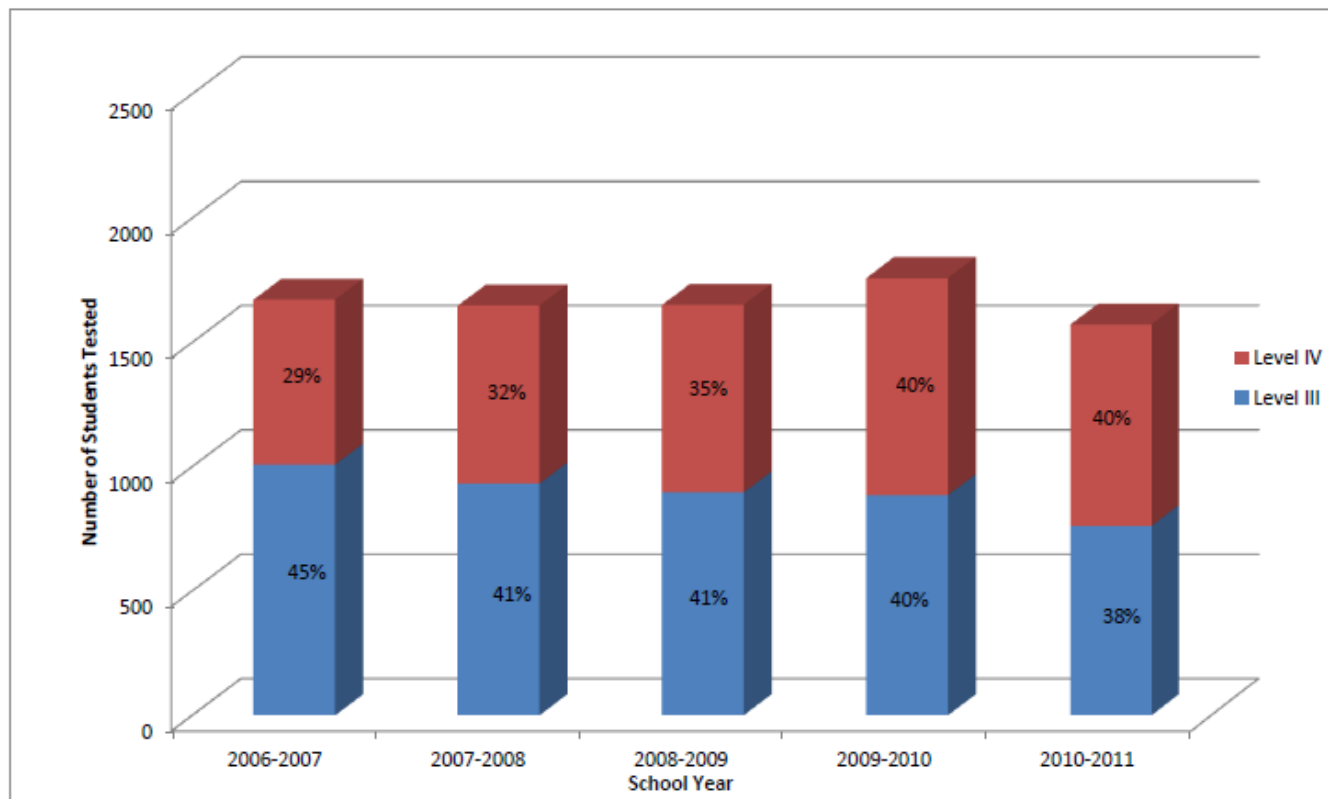
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

US anthropologist (1901 - 1978)

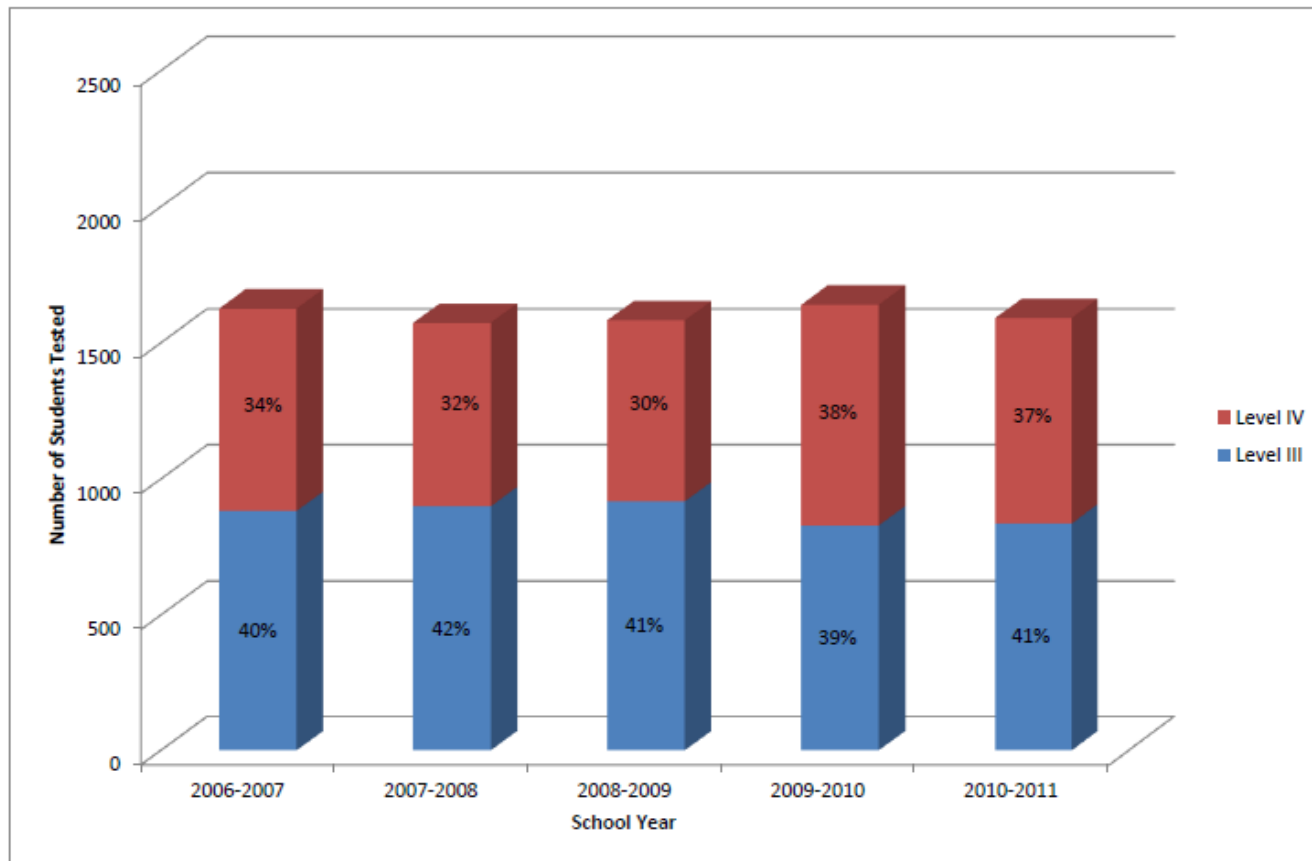
Birmingham City Schools
Department of Reading/Language Arts, K – 5

ARMT Proficiency Comparison Data
2006 – 2011
Third Grade



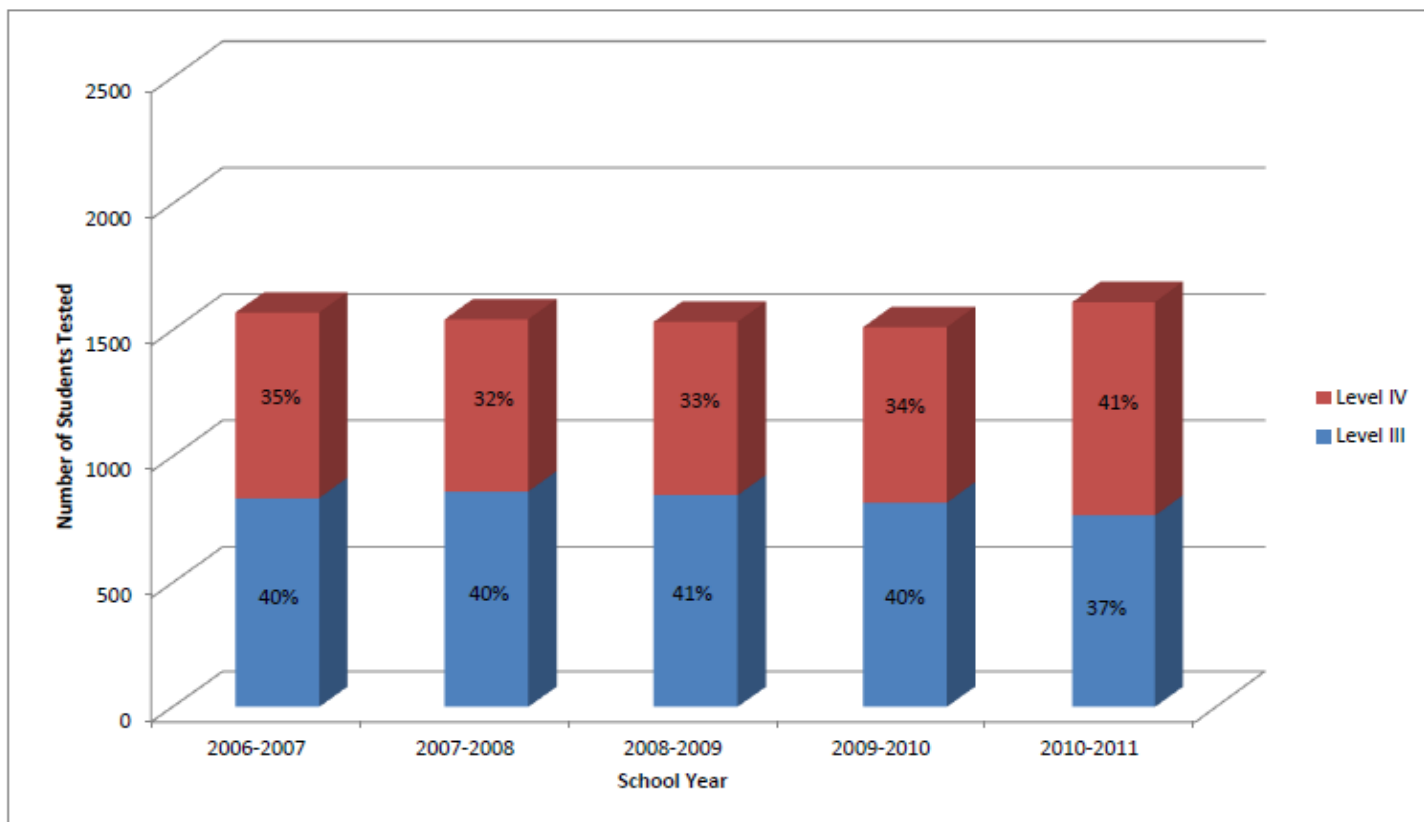
Birmingham City Schools
Department of Reading/Language Arts, K – 5

ARMT Proficiency Comparison Data
2006 – 2011
Fourth Grade



Birmingham City Schools
Department of Reading/Language Arts, K – 5

ARMT Proficiency Comparison Data
2006 – 2011
Fifth Grade



Birmingham City Schools
Department of Reading/Language Arts, K – 5

ARMT Data 2010 – 2011
District Hot Spots



Grade 3

Strategies to comprehend literacy/recreational materials

Grade 4

Use strategies to comprehend functional and textual/informational materials

Grade 5

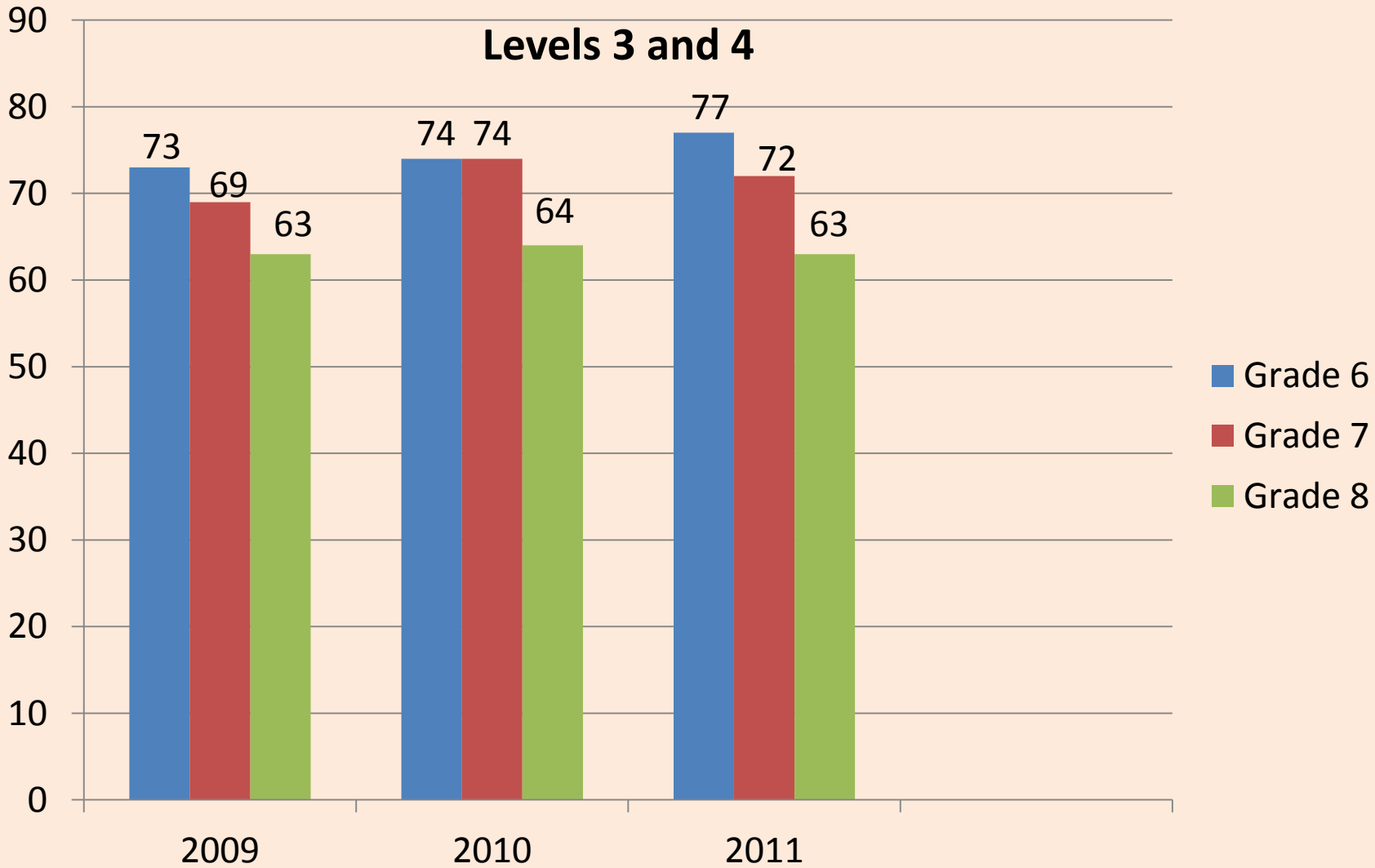
Use strategies to comprehend functional and textual/informational materials

Interventions to Address Data

- Professional Learning Communities (PLC) Process
- Reading Coaches Professional Development Plan 2011-2012
- Reading & Special Educational Professional Development Plan 2011-2012
- Response to Instruction (RTI) Framework
- Targeted Job-embedded Professional Development

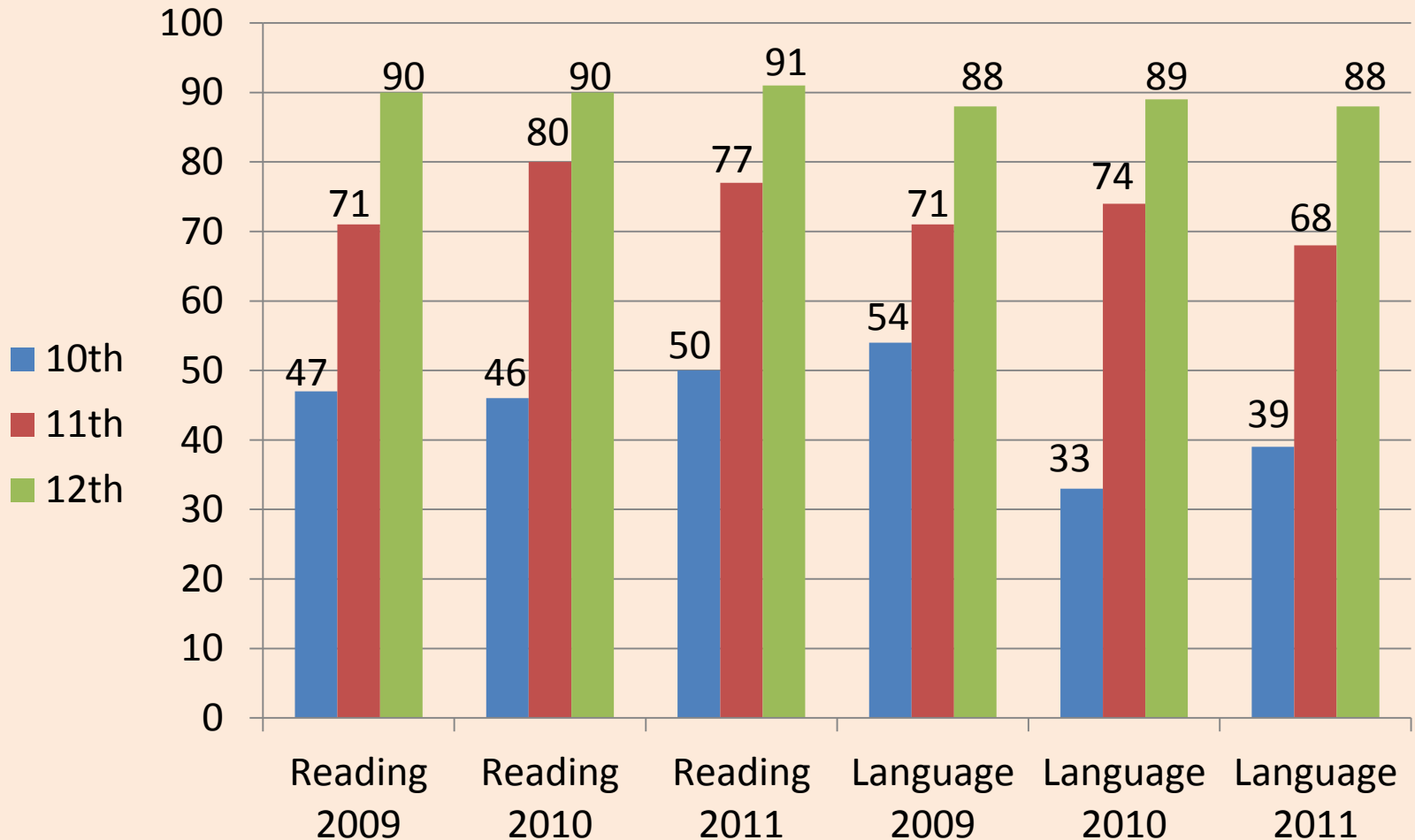


ARMT READING 2009, 2010, AND 2011



AHSGE READING and LANGUAGE 2009, 2010, AND 2011

Levels 3 and 4



READING/LANGUAGE ARTS, 6-12

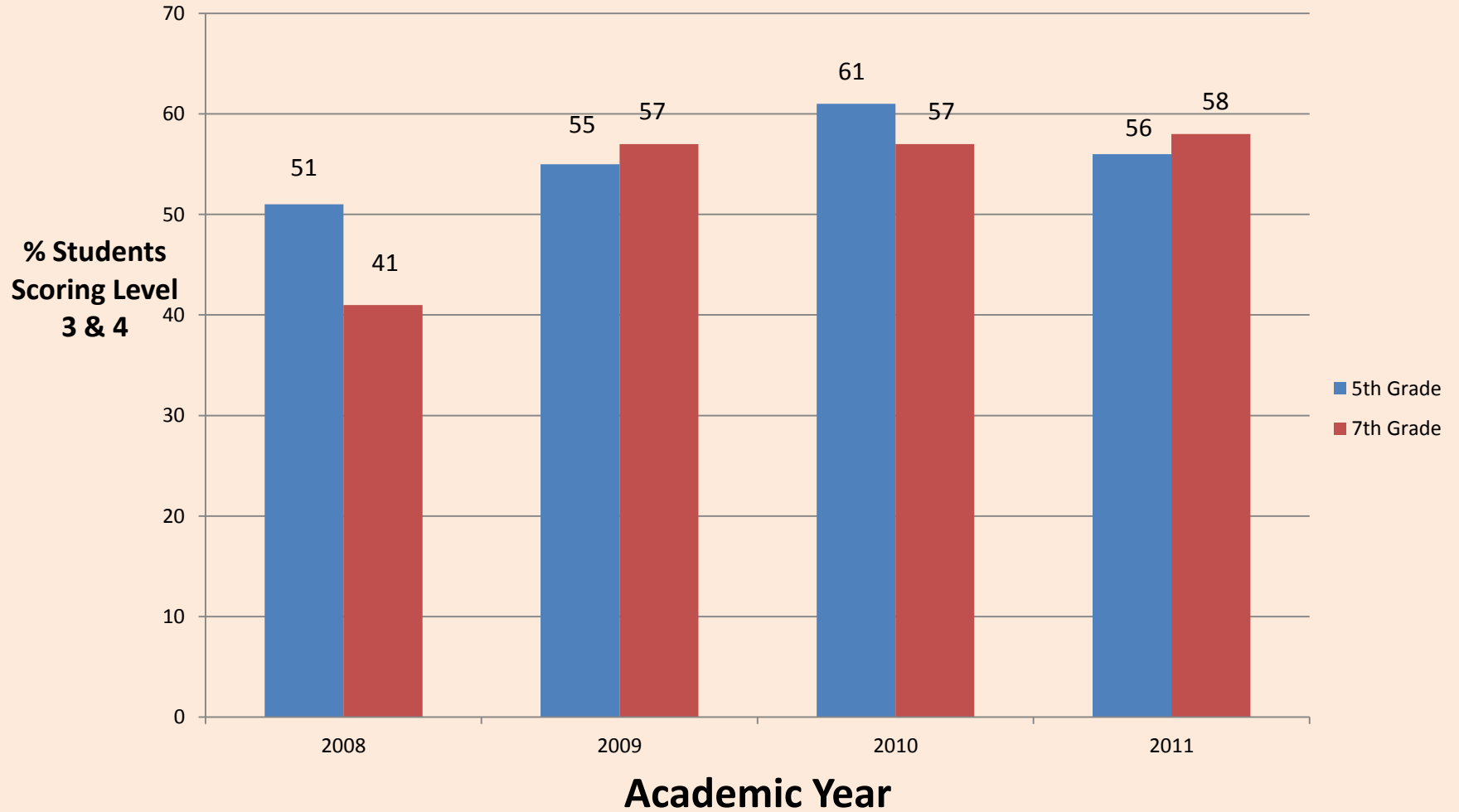
AREAS OF CONCERN

- Increased benchmarking of all tested AHSGE reading and language objectives needed
- Instructional pacing documents need benchmark assessments.
- Writing in response to reading needs to be increased.
- Under populated reading intervention classes need more eligible students enrolled.
- Additional individualized IEP based reading skill mastery instruction for special education students in general education classes and for those enrolled in intervention classes (Rtl Tier III or continuous support) is needed.

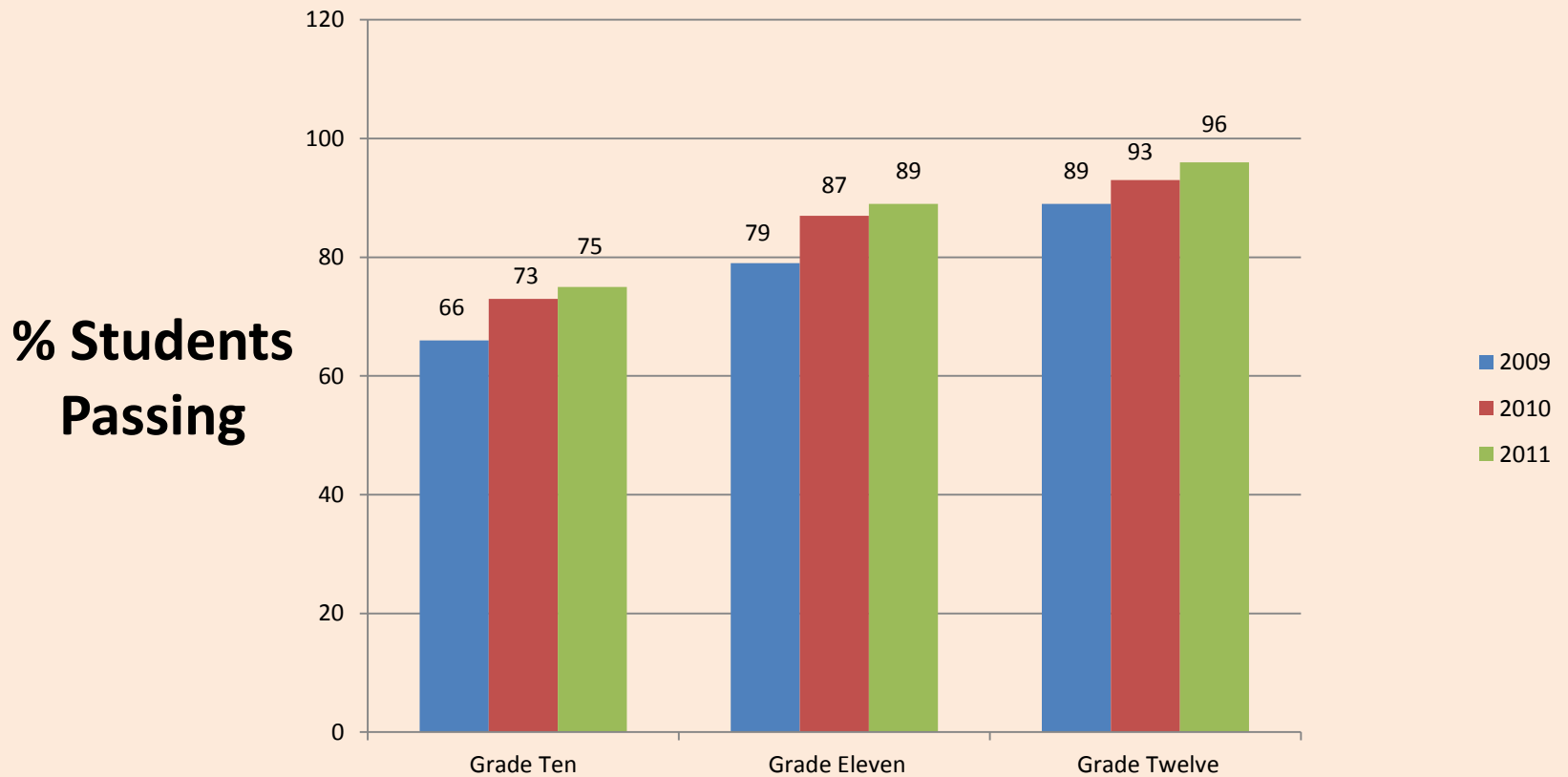
Reading/Language Arts 6-12 Interventions

- RLA 6-12 staff will model ways to reteach groups of similar AHSGE objectives.
- RLA 6-12 staff will collaborate with teachers to develop curriculum pacing benchmarks.
- RLA 6-12 and Special Education will collaborate on increasing intervention class enrollment of eligible students.
- RLA 6-12 staff will be assigned to make twice weekly support visits to schools that did not make AYP and to provide embedded professional development in accordance with the school's CIP (Continuous Improvement Plan).
- RLA 6-12 will collaborate with the SDE and BCS content directors on strategic teaching across content areas with a heavy emphasis on peer coaching and on RtI (Response to Instruction).

Science Department Alabama Science Assessment Results



Science Department High School Science Graduation Exam Results



Science

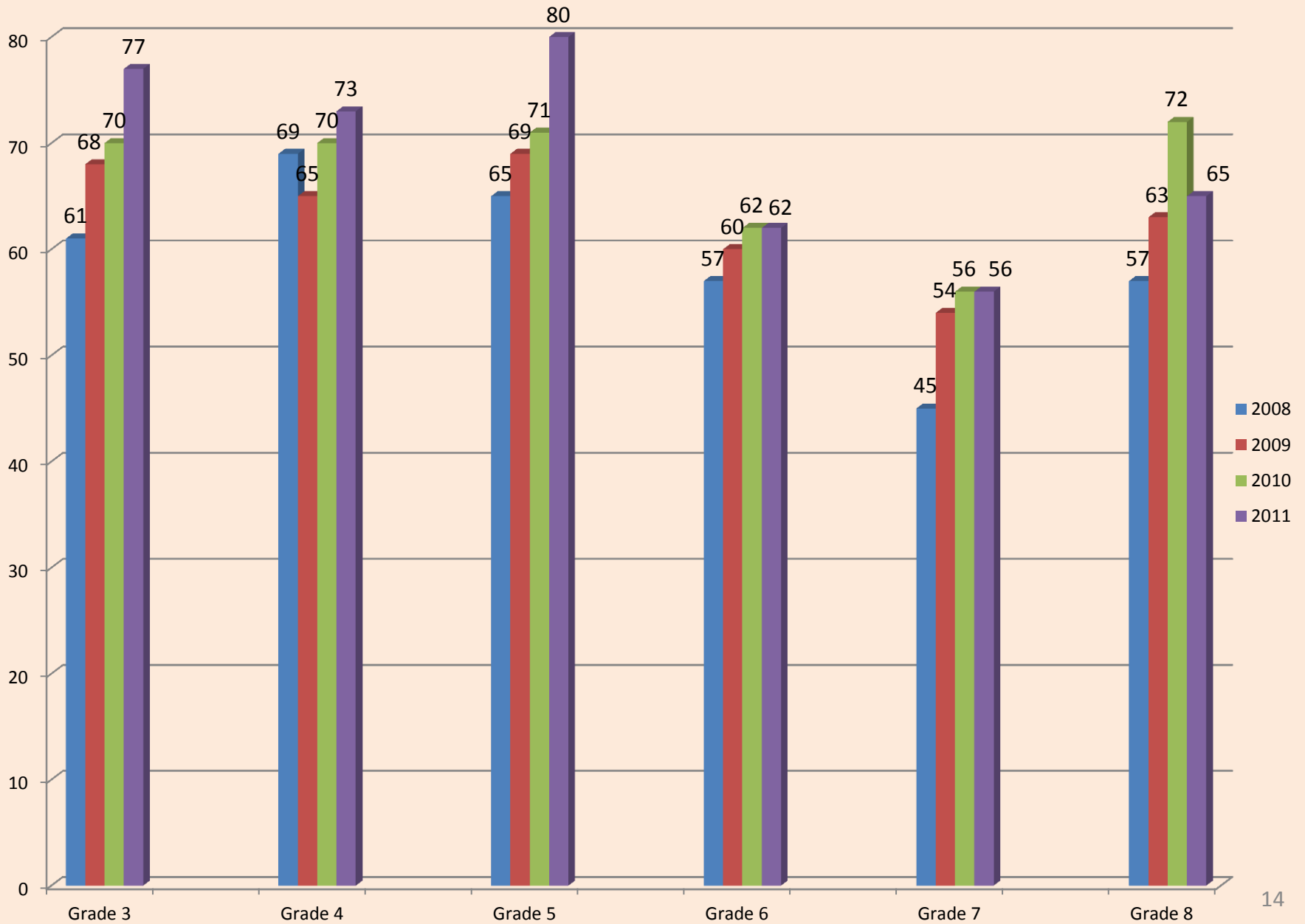
Areas of Concern

- Content -specific professional development.
- Utilization of hands-on and inquiry-based instruction.
- Dedicated daily science instruction (Elementary).
- Continued identification and integration of field-based experiences.
- Utilization of technology in science courses.

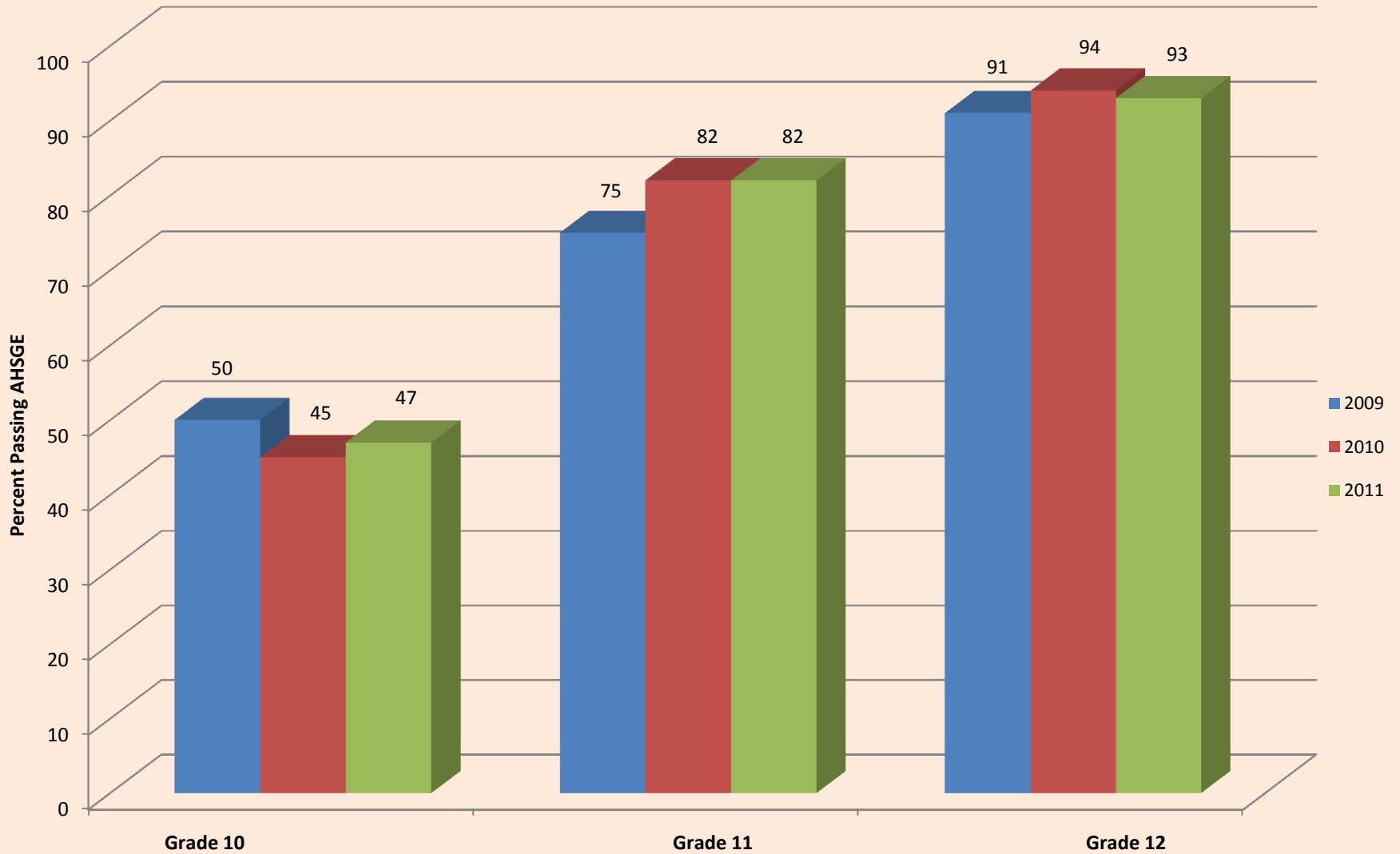
Science Interventions

- Implementation of vertical teams.
- Utilization of Laying the Foundation strategies.
- Advanced Placement teacher training.
- Field-based experiences:
 - McWane Molecular/Biotechnology Genius Lab, Genetics/Microbiology Institute, Labwork, Trails of Africa ZooSchool, Birmingham Botanical Gardens, Ruffner Mountain
- Establishment of Pre-AP and AP courses.
- Teacher and student research internships.

Mathematics ARMT DATA 2008-2011 Percent Scoring in Levels 3 & 4



Percent Passing AHSGE Mathematics 2009-2011



Mathematics

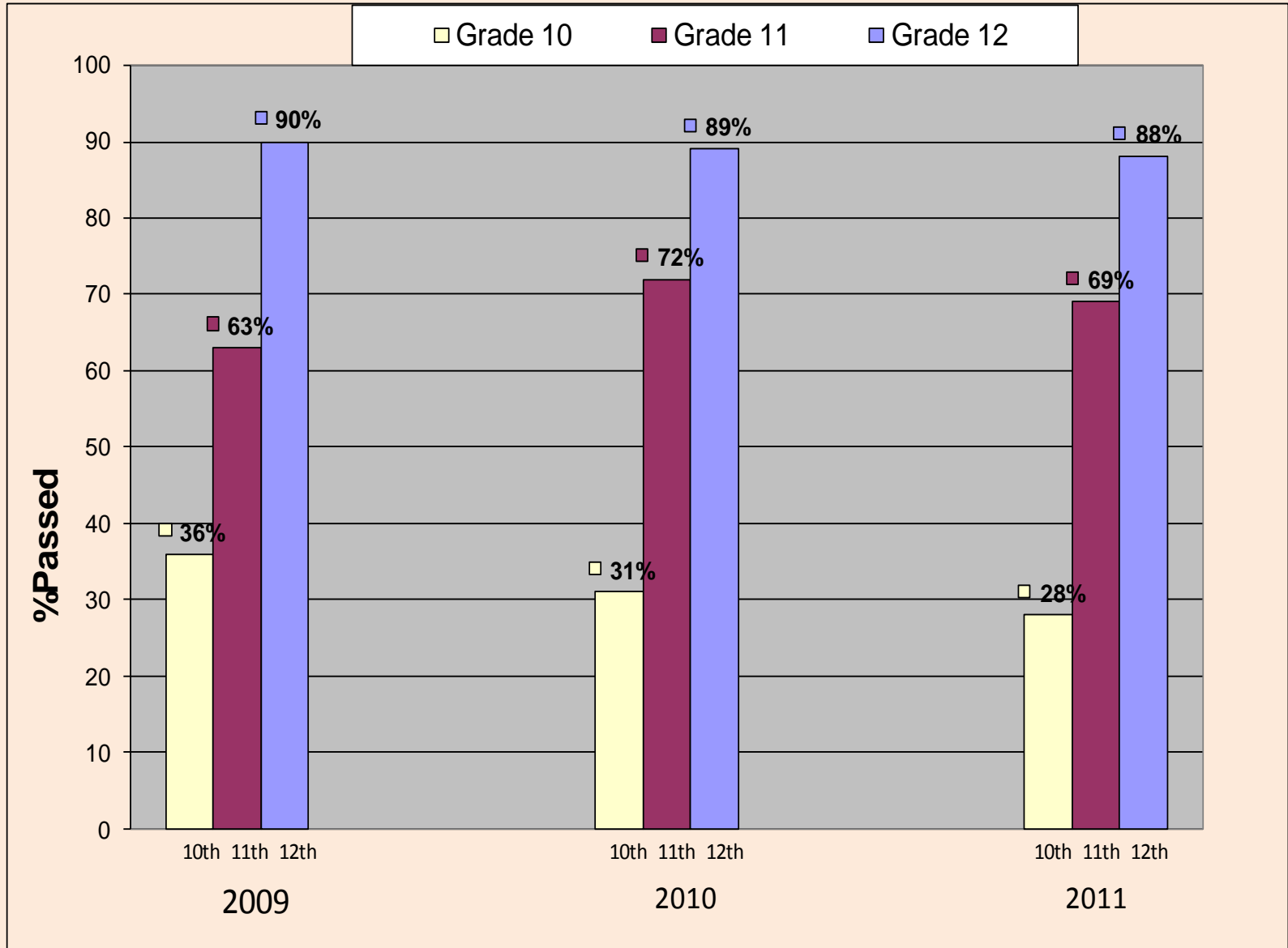
Areas of Concern

- Transitioning to the new Mathematics Course of Study (Common Core State Standards) to be implemented 2012-2013.
- Introduction of the Mathematics Practice Standards which focus on more hands-on learning experiences.
- Assisting teachers in infusing technology into all courses.
- Assisting teachers working on alternative certification.
- Increasing rigor in the mathematics classrooms while guaranteeing the mastery of basic facts.

Mathematics Interventions

- Implementing the Common Core State Standards (CCSS) in Grades K-2 this year.
- Introduction to CCSS to all teachers.
- Continuing the development of vertical teams.
- Continuing to focus on Laying the Foundation strategies.
- Providing PD activities focused on content and pedagogy.
- Continuing Advanced Placement teacher training.
- Strengthening of Pre-AP and AP courses.

Social Science AHSGE



Teaching American History Grant

Objectives	Year 1	Year 2	Year 3
1. Student's knowledge of American history will increase	Met	Met in grades 6 & 11	Met in 10th grade only
2. Teachers knowledge of American history will increase	Met	Met	Met
3. Teachers approaches to teaching American history will improve.	Met	Met	Met
% of teachers completing 75% of attendance requirements	67% completed at least 75% of attendance requirements	100% completed at least 75% of attendance requirements	88% completed at least 75% of attendance requirements

Social Science

Areas of Concern

- Low passing scores on 10th grade AHSGE.
10th grade students have not completed U. S. History.
- Decline in passing rate for 10th grade AHSGE from 2009-2011.
- Less than 75% passing rate for 11th grade AHSGE.
- Reduction in 75% participation rate among TAH teacher participants.

Teacher Turnover and changes in grade level assignments impact consistent teacher participation.

Social Science Interventions

- Assist 9th - 12th grade teachers in AHSGE PREP activities with strategies (including test-taking skills) and relevant content.
- Prepare data meetings with teachers of grades 9 -12 to analyze AHSGE scores for their school to reveal areas of weakness in student AHSGE content knowledge.
- Recruit new teachers for the TAH professional development grant – focusing on 1st year and non-tenured teachers.

SPECIAL EDUCATION

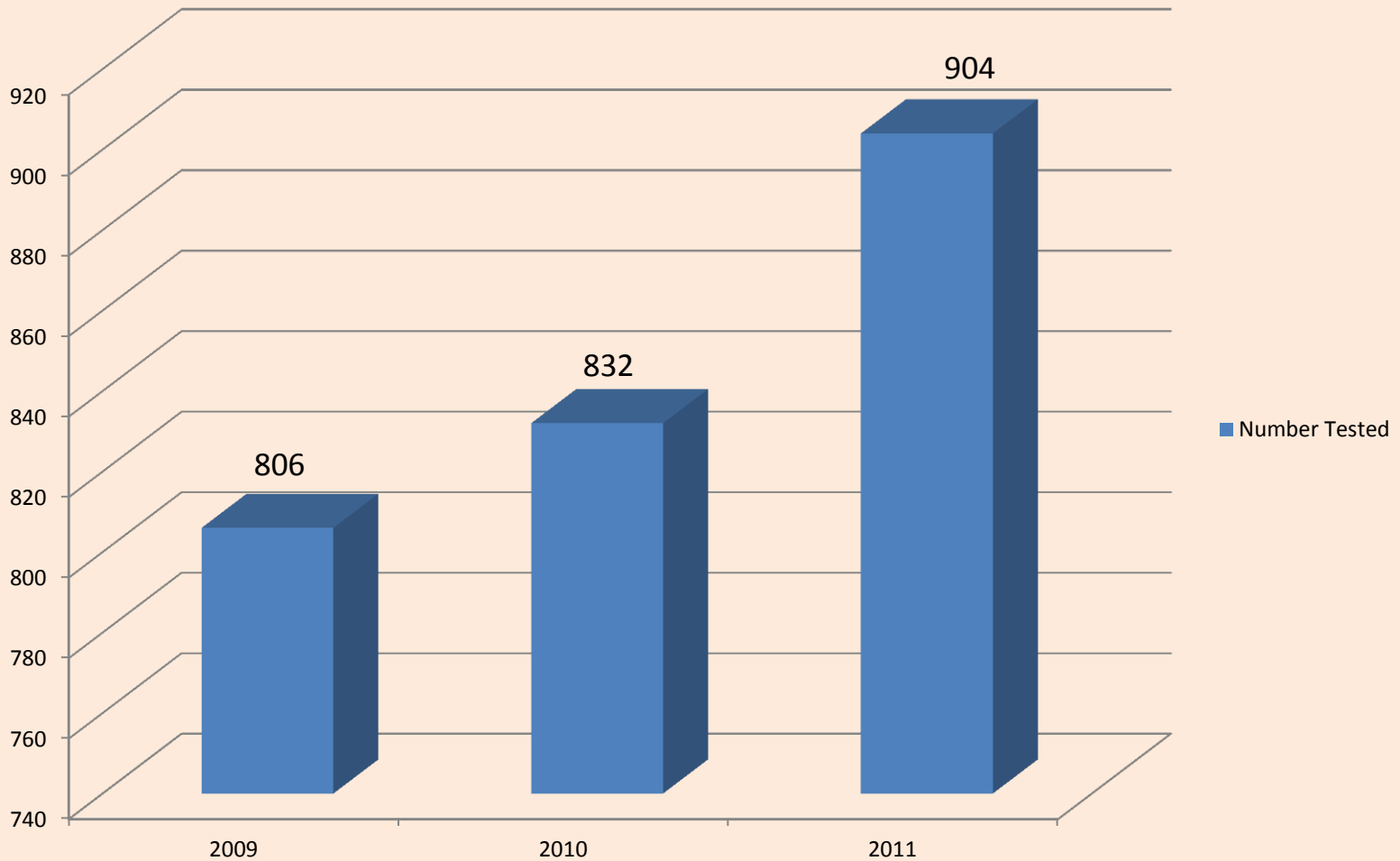
- 17 schools (31%) did not make AYP.
- 10 of the 17 (65%) were due to reading in the area of special education in schools with a subgroup (40+ special needs students).
- Indicator 11 (initial referral process) 96% compliant.
- Indicator 12 (Transition) 98% compliant.
- Indicator 13 (Pre-school) 100% compliant.
- Currently, the district is in compliance with all re-evaluations.

Special Education Intervention

- Assist with interpreting data to address individual student needs.
- Embedded training with schools with significant needs.
- Collaboration with the Reading Department to address the needs of students with disabilities in the district in order to improve achievement and test scores.
- District and school-based training for general education and special education teachers focusing on differentiated instruction and collaboration.

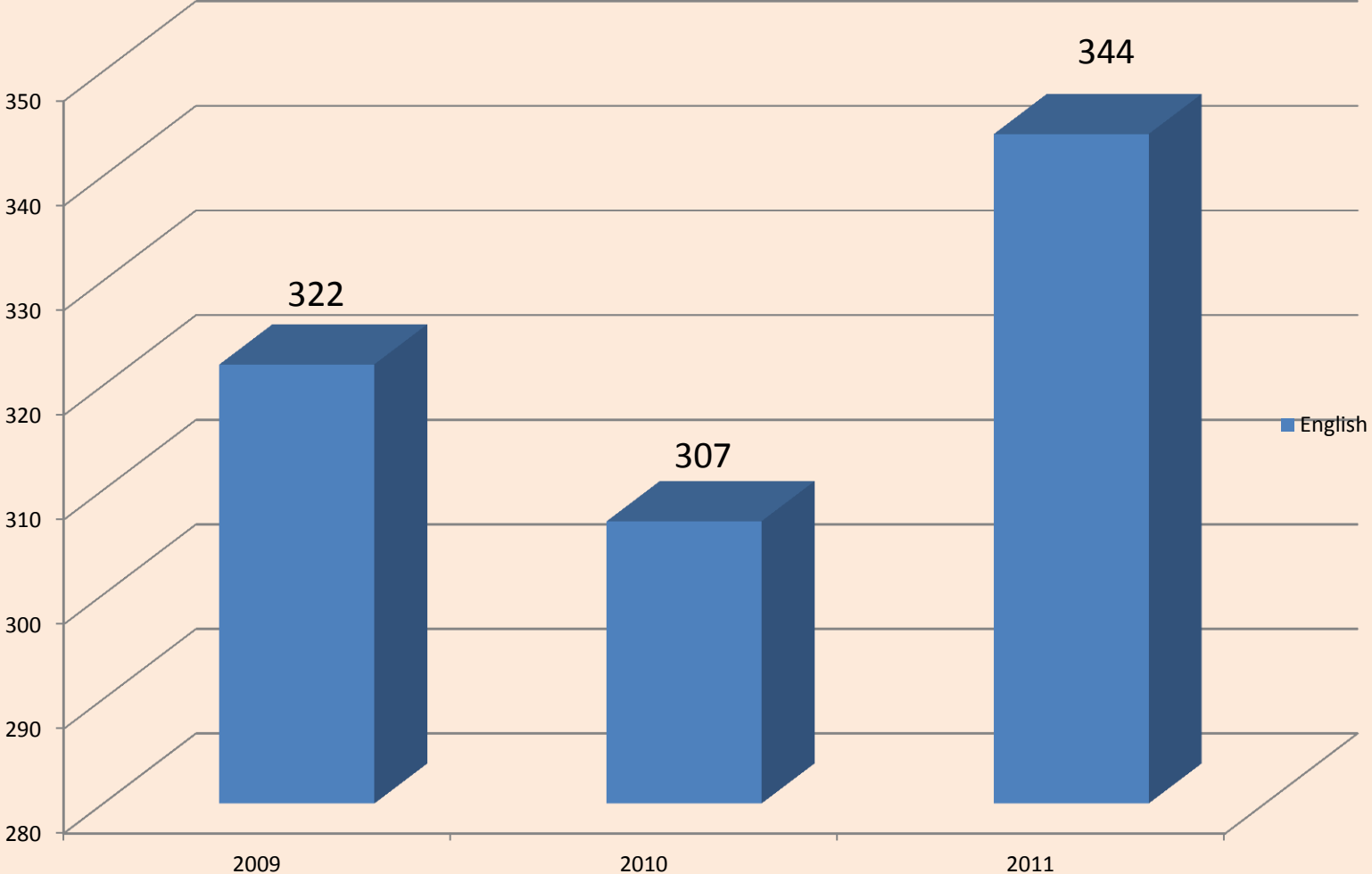
Number of Students Taking ACT

Number Tested



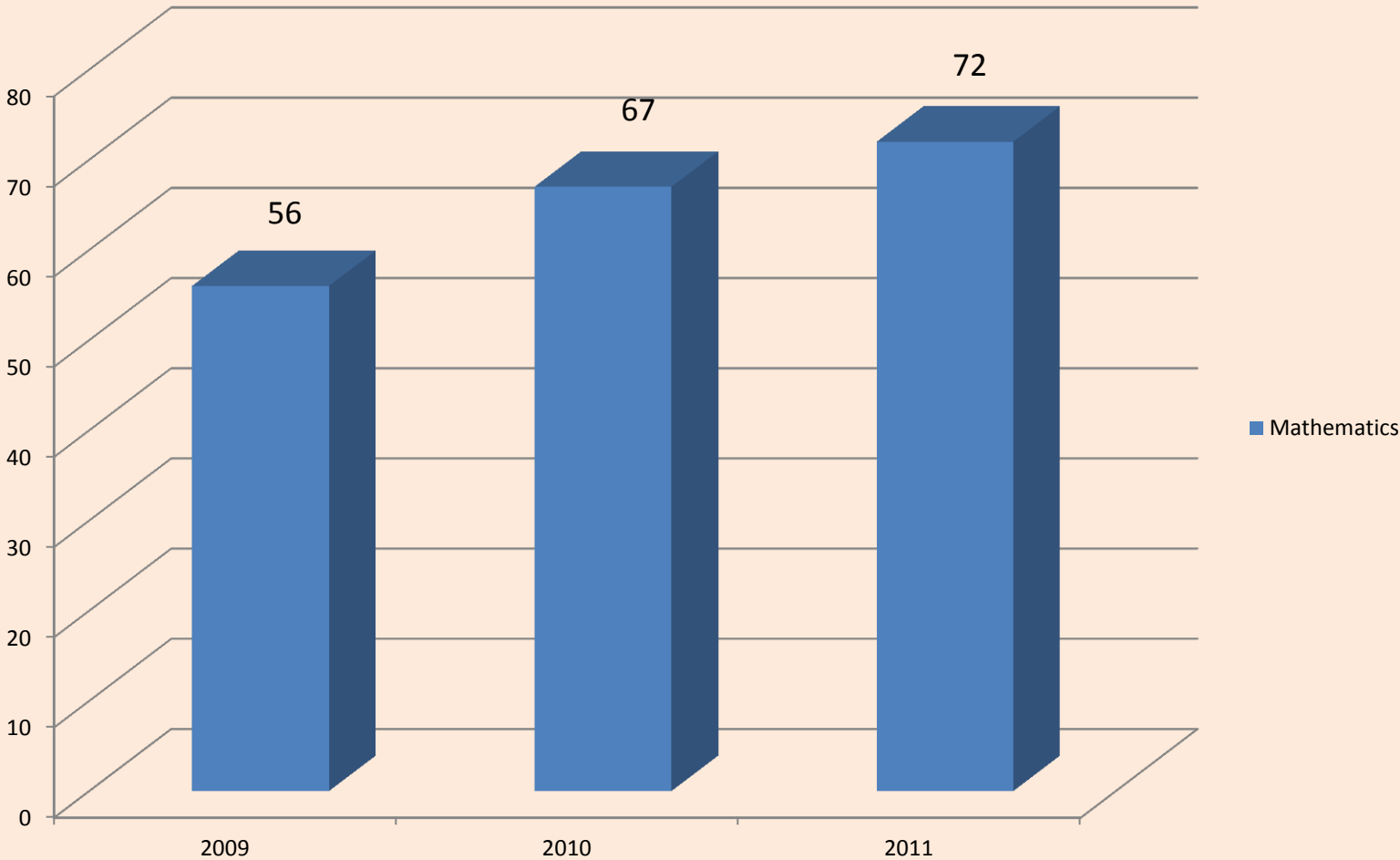
Number of Students Meeting College Readiness Benchmarks

English



Number of Students Meeting College Readiness Benchmarks

Mathematics



Career and Technical Education

- BCS offers 13 of the 16 National Career Clusters.
- Within the 13 Clusters, BCS offers 23 Pathways.
- During the 2010-2011 academic year, CTE served 9,395 students in grades 7-12.
- 219 CTE students attempted credentialing exams in their area of study and 209 or 90.8% of the students passed the program credentials.
- 726 CTE students were designated “Concentrators” (completed 2 sequenced CTE courses).
- 305 CTE students were considered “Completers” (completed 3 sequenced CTE courses).



How did we do?
Where are we going?

K-8 Birmingham City Schools Not Making AYP

Elementary Schools	K-8 Schools	Middle Schools
Brown: Reading and Mathematics (All students and F/R)	Hudson: Reading (Special Education)	Green Acres: Reading and Mathematics (Special Education) and Attendance Rate School Improvement Year 1
Hemphill: Attendance Rate	Wenonah (Jones Valley): Reading and Mathematics (Special Education) School Improvement Year 1	Bush: Reading and Mathematics (Special Education) School Improvement Year 1
Gate City (Oliver): Reading (All students and F/R)	Whatley: Reading and Mathematics (Special Education) School Improvement Year 2	Ossie Ware Mitchell: Reading and Mathematics (Special Education) School Improvement Year 1
	Wylam: Reading (All students and F/R)	Putnam: Reading (All students, Special Education and F/R) School Improvement Year 1
	Glenn (Bush Hills Academy): Reading (All students and F/R)	Smith: Reading (Special Education)

High Schools Not Making AYP

High School	Area of Concern	Status
Huffman	All students and Special Education Reading and Mathematics	School Improvement Year 3
Jackson Olin	All Students Reading	School Improvement Year 3
Parker	All students & Free/Reduced Reading	School Improvement Year 1 Delay
Woodlawn	All Students, Special Education, Free/Reduced Reading and Mathematics	NOT in School Improvement

Schools in School Improvement

- Year 1 Delay: Parker High
- Year 2 Delay: Carver High
- Year 1: Bush Middle, Green Acres Middle, Hudson K-8, Ossie Ware Mitchell Middle, Putnam Middle, Wenonah (Jones Valley) K-8
- Year 2: Whatley K-8
- Year 3: Huffman High, Jackson-Olin High

Generally Speaking

75% of BCS Schools made AYP for 2010-2011.

69% of BCS Schools made AYP for 2011-2012.

*Note:

Two Schools came out of school Improvement:

Wenonah High School

Robinson Elementary School

Performance by Grade Spans

- BCS matched the state on the percentage of schools that made AYP for two consecutive years.
- Grades 3-5 met 93.1% of their goals.
- Grades 6-8 met 92.59% of their goals.
- Grades 9-12 met 70.59% of their goals.



Where do we go from here?

- All schools will update their Continuous Improvement Plans (CIPs).
- The district will update the LEA Improvement Plan (LIP).
- The focus will be on individual student achievement.
- The district is developing a score card for BCS
- The district is developing Response to Instruction Plan.

Where do we go from here?

- Schools will enhance the use of problem solving teams.
- Data discussions on students will be held weekly.
- Special education staff will work more collaboratively with general education staff.
- District Collaborative Teams will be assigned to support schools.
- BCS will focus on all students taking the ACT prior to 12th grade with emphasis on students meeting and exceeding benchmarks.

*If your actions inspire
others to dream more,
learn more, do more and
become more, you are a
leader.*

John Quincy Adams