

ALP Topic—1 Page Overview
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Current Problem of Practice

Ramsey Middle School has the autonomy as a community partnership school to extend the school day for student contact hours. During the school year of 2015-2016, the school day was extended by 45 minutes five days a week. The student contact time is from 8:30-3:45. This additional time has allowed the schedule to include a literacy class for all students within the school day. Based on multiple assessments, students are placed into different tiers of reading instruction. Students can be scheduled in Read 180, Readers Workshop, and Content Literacy courses. All students on an interdisciplinary team receive the literacy class at the same time. Students are placed into the courses based on data from the Scholastic Reading Inventory (SRI), MAP, and MCA tests. At the end of each quarter, students are monitored through additional administration of the SRI, learning target scores in literacy and language arts classes. As students meet different benchmarks, they move amongst the different courses.

The extended schedule also enables all teachers to receive two preparation periods, one for individual preparation and one period for collaboration within professional learning communities.

Another significant change during the 2015-2016 school year was an increase in enrollment from approximately 630 students in 2014-2105 to 764 students. An additional elementary school consisting of primarily Latino and African American students now feeds into Ramsey.

The “Problem”

Academic gains according to the MCA reading and math tests decreased in overall proficiency. The percentage of students with expected or higher growth in both reading and math also decreased.

Assessment	2015	2016	2017
The MCA Reading Growth Z-Score	0.18	-.06	0.16
MCA Reading Proficiency	65%	55%	62%
MCA Reading Percent with Expected or High Growth	58%	50%	45%

The MCA Math Growth Z-Score	0.40	0.17	0.01
MCA Math Proficiency	67%	59%	59.9%
MCA Math Percent with Expected or High Growth	67%	60%	50.9%

The extended school day increases the school's expenditures, primarily for our Associate Educators and Special Education Assistants, the hourly employees. The teachers have more time embedded for collaboration and planning within the school day and less time before and after school, so it is cost neutral in FTE. Students are appearing fatigued at the end of the day. The question is does the extended day transfer to academic gains for our students?

The Plan

Complete a program evaluation of the literacy program. Create a survey to administer to the community, staff, and students. Compare the proficiency percentages of the 2016 and 2017 MCA proficiency percentages and growth percentages. The result of the evaluation would help determine the school day hours of 2017-2018, along with the master schedule and course offerings.

Data Sources to Measure

Scholastic Reading Inventory scores (quarterly), MCA reading and math scores, survey results, behavior data especially in the afternoon periods, and attendance rates.

Conclusions

Based on the preliminary data from the 2017 MCA assessment, the extended day at Ramsey Middle School has led to an increase in reading proficiency. The additional time was spend in a literacy class for all students. The MCA Reading Growth Z-Score has also increased from 2016. Meanwhile, math scores have essentially maintained in proficiency and Z scores. As a result, Ramsey Middle School, now known as Justice Page Middle School will continue with an extended school day and will also continue to provide additional time spend on literacy for all students.