BALTIMORE CITY
PUBLIC SCHOOLS

Baltimore City Public Schools
Title I 1003g School Improvement Grant
1st Quarterly Report
SY2010-11

The contents of this report align with the quarterly reporting metrics approved in the 1003 (G) application Baltimore City Schools submitted to the Maryland State Department of Education.

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Executive Summary

Data from the first quarter of the 2010-2011 school year (SY2010-11) show that implementation of the 1003(g) School Improvement Grant (SIG) in Baltimore City Public Schools is largely on schedule and that schools are on track to make targeted performance goals for this year. It is important to note that much of the data presented in this report is tentative and/or preliminary and as such is highly subject to change. Data will be updated to reflect any changes during subsequent quarterly reports.

Strengths:

Monitoring

- 1003(G) schools have received almost 2500 hours of School Networks' support this school year.
- Monthly monitoring and support visits from the SIG Central Office Support Team are on-schedule and ongoing.

Progress

- 1003(G) schools in general are showing progress in each of the required areas of the models - each of the Turnaround schools have completed requirements in four of nine areas, and all of the Restart schools have completed student and staff profile requirements.
- Preliminary data show improvements in attendance rates at many 1003(G) schools for SY2010-11

Opportunities for Improvement:

Progress

- Attendance at Augusta Fells Savage High School
- Reducing the number of needed support hours at externally operated Restart schools.
- Addressing gaps in availability of certain data
- Addressing School Climate and Culture

Quarterly Report

I. Overview

This report reviews the required information pursuant to the Baltimore City Public Schools submission of the 1003 (g) School Improvement Grant. The report is formatted to give an overview of each section of data.

II. Monitoring

A. Bi-Weekly School Support Visits

All seven of Baltimore City's 1003(G) schools have been strategically assigned to School Support Networks 10 or 11. These Networks have an additional team member assigned to support the academic needs of the schools, and the clustering of these schools into common Networks allows for additional collaboration opportunities at monthly Network meetings. Table 1 shows the number of hours, by support type, that Networks have spent supporting 1003(G) schools during part of the first quarter of SY2010-11. Examples of on-site support provided by School Support Networks include facilitation of in-school professional development activities, informal classroom observations, coordinating resources, and operational support. Examples of off-site support provided by School Support Networks include conducting or planning for professional development across schools, reviewing school plans, and reviewing school data for planning purposes. Examples of Central Office support provided by School Support Networks include planning for internal meetings, attending departmental meetings, and administrative support.

Table 1. Total Turnaround School Support Hours by School and Support Type Provided from 9/2010 to 11/19/10

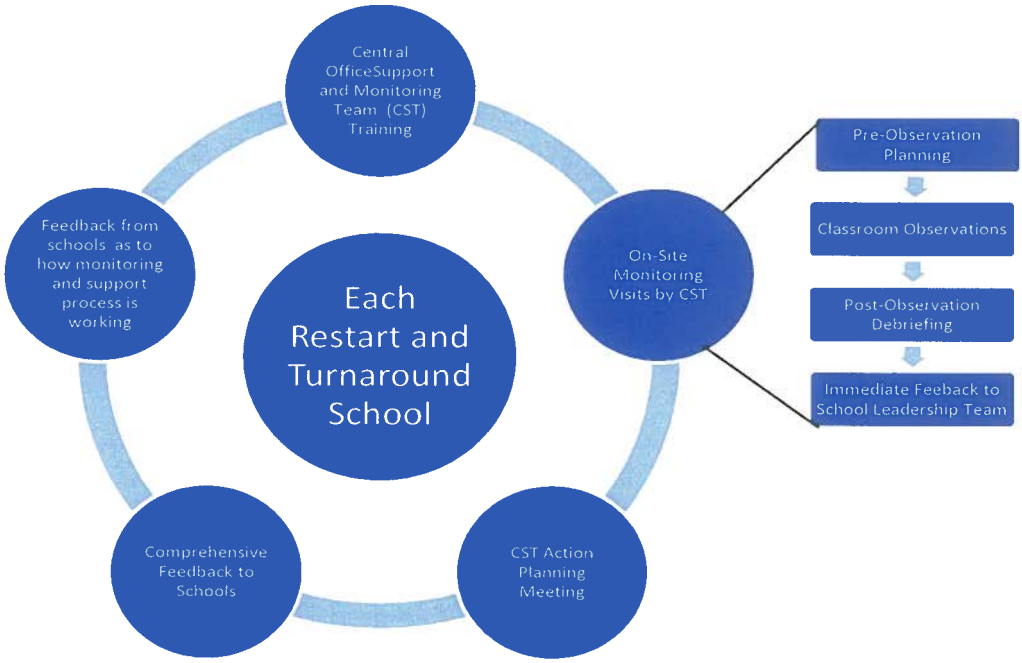
Source: School Support Work Log Application

TYPE OF SUPPORT	COMMODORE JOHN RODGERS ELEM/MIDDLE	GARRISON MIDDLE	CALVERTON ELEMENTARY/MIDDLE	BOOKER T. WASHINGTON MIDDLE	WILLIAM C. MARCH MIDDLE	BALTIMORE IT ACADEMY	AUGUSTA FELLS SAVAGE INSTITUTE OF VISUAL ARTS HIGH	Total by Support Type
On Site Support	60	111	55.5	182	107.5	137	126	779
Off Site Support	195.5	236.5	195.5	219	210	227.5	280	1564
Central Office Support	12.5	18	15	8.5	23.5	9.5	12.5	99.5
Total by School	268	365.5	266	409.5	341	374	418.5	2442.5

B. Monthly Monitoring Visits From Turnaround Project Staff

The Turnaround Schools Director, Beth Nolan, along with the Central Office Support Team (CST) which has been formed to monitor the 1003g School Improvement Grant (SIG) schools, has completed two of nine rounds of scheduled monthly SIG monitoring visits. The monthly monitoring consists of several major components, including on-site visits to each of the seven 1003(G) schools, follow-up meetings of the CST, and the feedback loop to the school leadership teams. Figure 1 illustrates the monthly SIG monitoring process.

Figure 1. SIG Central Office Support Team Monthly Monitoring and Report Cycle



*CST Membership includes representatives from the following Departments and Offices within Baltimore City Public Schools:

- Chief Academic Office
- Student Support Services
- Office of Teaching and Learning
- Office of Special Education
- School Support Networks
- Office of Federal Programs/Title I
- Chief of Staff Office
- Turnaround Schools
- Office of New Initiatives
- Office of Human Capital
- Office of Assessment and Accountability

Table 2 shows the frequency and number of completions for each monitoring component.

Table 2. SIG Monitoring Components for 1003(G) Schools

Source: Turnaround Schools' Programmatic Data

CST SIG Monitoring Components	Frequency	Number completed to date for SY2010-11
CST Training	Monthly	3
On-Site Monitoring Visits	Monthly	14 (two per school)
CST Pre-Observation Planning		14 (two per school)
CST Classroom Observations		14 (two per school)
CST Post-Observation Debrief		14 (two per school)
Immediate Feedback to School		14 (two per school)
CST Follow-Up Meetings	Monthly	3
Comprehensive Feedback to Schools	Monthly	14 (two per school)

III. Progress

A. Adequate Yearly Progress (AYP) Results for 2010

The needs assessment for each of the seven 1003(G) schools in the School Improvement Grant (SIG) application reported the AYP results for SY2008-09. AYP results for SY2009-10 were reported after final submission of the grant application and so were not included. Those results, as well as AYP for SY2009-10, are presented in Table 3. Overall, AYP results did not change for the majority of schools across categories. Calverton Elementary/Middle, Chinquapin Middle (now Baltimore IT Academy), and Garrison Middle had no change in AYP status in any category. Of the schools that did have changes in AYP results from SY2008-09 to SY2009-10, some showed improvements while others did not. Examples include Commodore John Rodgers Elementary/Middle, which did not meet AYP for Math Participation in SY2009-10 though they did meet it for SY 2008-09. In SY2009-10 they met AYP for Attendance which marks an improvement from SY 2008-09. William C. March Middle met AYP for Math Participation in SY2009-10, also an improvement from SY2008-09. Augusta Fells Savage Institute of Visual Arts High did not meet AYP for Reading Proficiency in SY2009-10, a change from SY2008-09. Booker T. Washington met AYP for Attendance in SY2009-10, showing improvement from SY2008-09.

Table 3. AYP Results for SY2008-09 and SY2009-10

Source: www.mdreportcard.org

	Reading				Math				Attendance		Graduation	
	% Proficient		Participation Rate		% Proficient		Participation Rate					
Year	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
School												
Calverton Elementary/Middle	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Met	Met	N/A	N/A
Commodore John Rodgers Elementary/Middle	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Not Met	Not Met	Met	N/A	N/A
Baltimore IT Academy (Chinquapin Middle)	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Met	Met	N/A	N/A
Garrison Middle	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Met	Met	N/A	N/A
William C. March Middle	Not Met	Not Met	Met	Met	Not Met	Not Met	Not Met	Met	Met	Met	N/A	N/A
Augusta Fells Savage Institute of Visual Arts	Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	N/A	N/A	Not Met	Not Met
Booker T. Washington Middle	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Met	N/A	N/A
Color Code Key:	Negative change from SY2009-10 to SY2010-11						Positive change from SY2009-10 to SY2010-11					

B. Benchmark Data *(please note – {1} high schools do not give first benchmark; and {2} schools do not give Science benchmarks during the first quarter.)*

First benchmarks for SY2010-11 were given at Baltimore City Schools on September 7, 2010. Second benchmarks were given on October 26, 2010. Data for 1003(G) middle schools' reading and math first and second benchmarks by school, test date, grade, and proficiency level are presented in Tables 4 and 5. Data for 1003(G) elementary/middle schools' reading and math first and second benchmarks are presented in Tables 6 and 7. It is important to note that the first benchmarks (given on September 7) are a measure of how students performed on material learned during SY2009-10 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. The second benchmarks (given on October 26) are the first tests during SY2010-11 which assess how students are performing on skills taught during the current school year, and will act as a baseline with which to compare subsequent quarterly benchmarks given throughout the remainder of the school year. Brief analyses of the data follow each table.

Table 4. Middle School First and Second Reading Benchmark Results By School and Grade Level
Source: City Schools' Data Link

Grade	Proficiency Level	School							
		Baltimore IT Academy		Booker T. Washington Middle School		Garrison Middle School		William C. March Middle School	
		9/7/2010	10/26/2010	9/7/2010	10/26/2010	9/7/2010	10/26/2010	9/7/2010	10/26/2010
6	Advanced	10.60%	0.00%	12.80%	3.80%	11.90%	3.40%	9.50%	0.00%
	Proficient	19.10%	30.30%	29.10%	23.50%	20.30%	18.60%	21.40%	15.60%
	Basic	70.20%	69.70%	58.20%	72.70%	67.80%	78.00%	69.00%	84.40%
7	Advanced	7.40%	1.50%	9.70%	1.20%	14.10%	2.40%	9.60%	0.00%
	Proficient	26.50%	16.90%	30.10%	7.00%	40.20%	22.60%	20.90%	11.90%
	Basic	66.20%	81.50%	60.20%	91.90%	45.70%	75.00%	69.60%	88.10%
8	Advanced	0.00%	1.60%	11.40%	3.70%	10.80%	0.00%	6.30%	0.00%
	Proficient	3.60%	16.40%	15.90%	20.70%	25.80%	25.00%	12.60%	12.50%
	Basic	96.40%	82.00%	72.70%	75.60%	63.40%	75.00%	81.10%	87.50%

If the first and second Reading benchmarks are compared, there was a drop in percent advanced proficiency level across grades in 1003(G) middle schools, indicating that students have a higher rate of proficiency with SY2009-10 reading skills than they have yet acquired with newly

learned SY2010-11 reading skills. Data from the second benchmark show that the majority of students across grades in 1003(G) middle schools are performing at a basic or proficient proficiency level in Reading, and very few students are performing at the advanced level.

Table 5. Middle School First and Second Mathematics Benchmark Results By School and Grade Level
Source: City Schools' Data Link

Grade	Proficiency Level	School							
		Baltimore IT Academy		Booker T. Washington Middle School		Garrison Middle School		William C. March Middle School	
		9/7/2010	10/26/2010	9/7/2010	10/26/2010	9/7/2010	10/26/2010	9/7/2010	10/26/2010
6	Advanced	2.10%	5.30%	1.40%	2.90%	0.00%	0.00%	0.00%	0.00%
	Proficient	10.40%	7.00%	10.60%	29.40%	3.40%	10.60%	3.40%	9.80%
	Basic	87.50%	87.70%	88.00%	67.60%	96.60%	89.40%	96.60%	90.20%
7	Advanced	2.40%	0.00%	0.00%	0.00%	0.00%	1.20%	0.00%	0.00%
	Proficient	3.60%	11.30%	5.30%	4.70%	7.30%	4.70%	9.30%	5.90%
	Basic	94.00%	88.80%	94.70%	95.30%	92.70%	94.20%	90.70%	94.10%
8	Advanced	0.00%	1.40%	0.00%	2.40%	0.00%	1.20%	1.00%	4.10%
	Proficient	5.50%	22.50%	2.30%	8.50%	10.80%	4.70%	8.80%	10.20%
	Basic	94.50%	76.10%	97.70%	89.00%	89.20%	94.20%	90.20%	85.70%

A large majority of students across grades and schools are performing at the basic proficiency level on the mathematics benchmarks. This represents a significant opportunity for growth in moving students from basic to proficient over the period of the 1003(G) grant.

Table 6. Elementary/Middle School First and Second Reading Benchmark Results By School and Grade Level

Source: City Schools' Data Link

		School			
		Commodore John Rogers Elem School		Calverton Middle School	
Grade	Proficiency Level	9/7/2010	10/26/2010	9/7/2010	10/26/2010
1	Advanced	81.40%	34.10%	76.20%	20.00%
	Proficient	14.00%	31.80%	14.30%	48.00%
	Basic	4.70%	34.10%	9.50%	32.00%
2	Advanced	8.30%	14.00%	69.00%	33.30%
	Proficient	44.40%	34.90%	10.30%	46.70%
	Basic	47.20%	51.20%	20.70%	20.00%
3	Advanced	33.30%	4.50%	29.60%	10.70%
	Proficient	31.10%	40.90%	37.00%	32.10%
	Basic	35.60%	54.50%	33.30%	57.10%
4	Advanced	12.10%	3.60%	25.00%	16.70%
	Proficient	21.20%	35.70%	32.10%	6.70%
	Basic	66.70%	60.70%	42.90%	76.70%
5	Advanced	9.50%	0.00%	20.00%	4.80%
	Proficient	45.20%	15.00%	35.00%	33.30%
	Basic	45.20%	85.00%	45.00%	61.90%
6	Advanced	2.60%	2.10%	5.50%	2.00%
	Proficient	21.10%	14.90%	28.10%	22.50%
	Basic	76.30%	83.00%	66.40%	75.50%
7	Advanced	12.00%	12.50%	12.20%	2.20%
	Proficient	44.00%	28.10%	25.20%	15.40%
	Basic	44.00%	59.40%	62.60%	82.40%
8	Advanced	0.00%	5.60%	4.70%	4.30%
	Proficient	22.20%	11.10%	19.50%	25.90%
	Basic	77.80%	83.30%	75.80%	69.80%

The reading benchmark data for 1003(G) elementary/middle schools show that students in elementary grades are demonstrating higher rates of advanced and proficient proficiency levels than are the middle grades. The results for the middle grades in the elementary/middle schools are similar to those for the middle schools results in Table 4 above.

Table 7. Elementary/Middle School First and Second Mathematics Benchmark Results By School and Grade Level

Source: City Schools' Data Link

Grade	Proficiency Level	School			
		Commodore John Rogers Elem School		Calverton Middle School	
		9/7/2010	10/26/2010	9/7/2010	10/26/2010
1	Advanced	51.30%	33.30%	89.30%	40.90%
	Proficient	30.80%	44.40%	7.10%	22.70%
	Basic	17.90%	22.20%	3.60%	36.40%
2	Advanced	22.70%	16.70%	64.30%	51.70%
	Proficient	22.70%	33.30%	21.40%	37.90%
	Basic	54.50%	50.00%	14.30%	10.30%
3	Advanced	10.90%	18.20%	13.00%	0.00%
	Proficient	45.70%	43.20%	47.80%	29.60%
	Basic	43.50%	38.60%	39.10%	70.40%
4	Advanced	3.00%	28.10%	6.90%	3.40%
	Proficient	30.30%	34.40%	34.50%	37.90%
	Basic	66.70%	37.50%	58.60%	58.60%
5	Advanced	2.60%	2.90%	5.60%	8.70%
	Proficient	7.70%	5.70%	11.10%	39.10%
	Basic	89.70%	91.40%	83.30%	52.20%
6	Advanced	0.00%	2.60%	2.30%	6.80%
	Proficient	4.90%	10.50%	10.80%	27.90%
	Basic	95.10%	86.80%	86.90%	65.30%
7	Advanced	0.00%	0.00%	0.00%	2.80%
	Proficient	0.00%	6.90%	9.50%	12.40%
	Basic	100.00%	93.10%	90.50%	84.80%
8	Advanced	0.00%	0.00%	0.00%	1.60%
	Proficient	10.50%	18.80%	7.90%	18.10%
	Basic	89.50%	81.30%	92.10%	80.30%

As in the results of the Reading benchmarks for the 1003(G) elementary/middle schools, the Mathematics benchmark data show that students in elementary grades are demonstrating higher rates of advanced and proficient proficiency levels in mathematics than are the middle grades. Third through fifth grades at Calverton have a lower proportion of students scoring at advanced levels than do first and second grades; at Commodore John Rodgers, a large majority of students in fifth through eighth grades are scoring at the basic level.

C. Frequency of Teachers and Administrators Accessing Electronic Data Display System

The Electronic Data Display System, or Teacher Student Support System (TSS), is Baltimore City Public Schools' Blackboard site and is the warehouse for information and collaboration amongst teachers, students, and other staff throughout Baltimore City Schools. All curriculum documents and resources, all links to educational databases and resources for implementation of state curriculum, and portals to other City Schools' data systems are linked through TSS. Table 8 includes the number of teachers and administrators who have logged into the system thus far for SY2010-11, the average number of logins by administrators and teachers, and the percentage of teachers from each school who have logged in. In subsequent quarterly reports, the data source for this section will shift to City Schools' Data Link, which may provide a more useful capture of teacher and administrator activity around the use of data and curricular tools to improve student performance.

Table 8. Number and Average of Teacher and Administrator Logins to TSS System as of 11/11/10
Source: City Schools' Teacher Support System

	COMMODORE JOHN RODGERS ELEM/MIDDLE	GARRISON MIDDLE	CALVERTON ELEMENTARY/MIDDLE	BOOKER T. WASHINGTON MIDDLE	WILLIAM C. MARCH MIDDLE	BALTIMORE IT ACADEMY	AUGUSTA FELLS SAVAGE INSTITUTE OF VISUAL ARTS HIGH
Number of Logins by Administrator(s)	12	0	3	4	14	3	0
Number of Administrators Logging in	2	0	1	2	1	2	0
Average Number of Logins by Administrator(s)	6	0	3	2	14	1.5	0
Number of Logins by Teachers and other Staff	198	186	352	230	134	135	261
Number of Teachers and other Staff in School Logging in	28	26	30	31	24	9	32
Percent of Teachers in School Logging in*	71.8%	92.8%	58.8%	100%	72.7%	47.3*	86.5%
Average Number of Logins by Teachers	7.1	7.2	11.7	7.4	5.6	15	8.2

**Derived from the number of teachers and other staff logging in divided by the number of staff at the school with "Teacher" in job title as of 11/24/10. Staff other than those with "Teacher" in the job title may be logging in, so this percentage may represent a higher rate of teacher logins than what is actually occurring.*

D. **Use of Parent Portal** – This data is not available for the first quarter of SY2010-11. It will be reported for the second quarter of SY2010-11 in the Quarter 2 SIG report.

E. **Attendance**

Table 9 shows preliminary attendance rates at the seven 1003(G) schools as of the first quarter of SY2010-11. According to this preliminary data, reported attendance rates for SY2010-11 show an improvement from SY2009-10 final attendance rates at the majority of schools, including Calverton Elementary/Middle, Commodore John Rodgers Elementary/Middle, William C. March Middle, and Booker T. Washington Middle. Attendance appears to have fallen at Augusta Fells Savage High from last school year, and the school leadership team is working with its School Support Network to implement an attendance plan.

Table 9. Overall Attendance 2007-Year to Date 2010[1]

Source: City Schools' Student Management System (SMS)

Year	2007	2008	2009	2010 Year to Date*
School	**%**	**%**	**%**	**%**
Calverton Elementary/Middle	87.4	86.4	87.3	94.8
Commodore John Rodgers Elementary/Middle	90.5	91.0	90.2	94.2
Baltimore IT Academy (Chinquapin Middle)	87.8	90.8	92.9	95.7
Garrison Middle	90.4	90.6	95.1	86.7
William C. March Middle	90.0	86.8	89.5	90.4
Augusta Fells Savage Institute of Visual Arts	70.4	72.4	75.1	69.7
Booker T. Washington Middle	78.3	85.9	82.7	98.1
**Preliminary data as of 11/4/10*				

[1] Please note that the attendance data presented here for Baltimore IT Academy and Booker T. Washington Middle School are subject to change due to the unanticipated frequency of substitutes in those schools. Substitutes typically do not enter attendance and this may account for fluctuation in the attendance rates for the first quarter of SY2010-11 as the attendance data is updated and rectified on a quarterly basis. The rectification process was ongoing at the time this data was compiled.

F. SST Minutes and Documents

Table 10. Students referred to SST By School and Reason in 2010-11 School Year*
Source: City Schools' Student Management System (SMS)

Year	Reason	Number of Students
School		
Calverton Elementary/Middle	Attendance	2
	Behavior	1
Commodore John Rodgers Elementary/Middle	N/A	0
Baltimore IT Academy (Chinquapin Middle)	N/A	0
Garrison Middle	Academic	1
	Behavior	2
	No Reason Entered	1
William C. March Middle	N/A	0
Augusta Fells Savage Institute of Visual Arts	N/A	0
Booker T. Washington Middle	N/A	0
**As of 10/22/10*		

G. Suspensions

Table 11 shows the number of suspensions for each 1003(G) school for the first quarter of SY2010-11 and the number of suspensions for the corresponding quarter of SY2009-10. The number of suspensions at the majority of 1003(G) schools increased from the first quarter of SY2009-10 to the first quarter of SY2010-11. This pattern is not surprising considering the systemic changes in school climate and culture that occur in Restart and Turnaround schools as new school leadership teams enforce new rules and expectations.

Table 11. Number of Suspensions by School for School Year 2010-11 as Compared to 1st Quarter of School Year 2009-10
Source: City Schools' Student Management System (SMS)

Year	2009-10 1st Quarter (ended 11/5/09)	2010-11*
School		
Calverton Elementary/Middle	13	10
Commodore John Rodgers Elementary/Middle	6	35
Baltimore IT Academy (Chinquapin Middle)	31	34
Garrison Middle	23	43
William C. March Middle	19	40
Augusta Fells Savage Institute of Visual Arts	18	13
Booker T. Washington Middle	17	3
**** as of 11/5/10***		

H. Progress Toward School Improvement Strategies for Upcoming School Year as Defined by Operators

1003(G) schools have specific requirements that must be addressed in their reform models. Schools using the Restart model have twelve areas that must be addressed: student profile; staff profile; student achievement; rigorous curriculum; instructional program; assessments; school culture and climate; student, family and community support; professional development; organizational structure and resources; comprehensive and effective planning; and effective leadership. Schools using the Turnaround model have nine areas that must be addressed: assessments; student, family and community support; professional development; replace the principal and grant new principal sufficient operational flexibility; replace 50% of the staff; financial incentives for staff; creation of a turnaround office within the LEA; data-based decision making; extended learning; and social/emotional support for students. The tables below give an overview of the progress of the five externally operated Restart schools on each of the twelve Restart model requirements (Table 12) and the progress of the two internally operated Turnaround schools on each of the Turnaround model's nine requirements (Table 13). Figure 2 is a rubric which defines the terms used to describe progress in Tables 12 and 13.

Figure 2: Rubric for Quarterly Progress on Model Requirements

Score	Criteria
Complete	All of the strategies/steps to address the area of the Turnaround/Restart model requirement for this school year have been completed.
Highly Evident	More than 75% of the strategies/steps to address the area of the Turnaround/Restart model requirement for this school year have been implemented.
Partial Evidence	Between 50% and 75% of the strategies/steps to address the area of the Turnaround/Restart model requirement for this school year have been implemented.
Emerging Evidence	Less than 50% of the strategies/steps to address the area of the Turnaround/Restart model requirement for this school year have been implemented.
No Evidence	None of the strategies/steps to address the identified area of the Turnaround/Restart model requirement for this school year have been implemented.

Table 12. Restart Schools' First Quarter Progress on Restart Model Requirement Strategies

Source: Turnaround Schools' Programmatic Data

School	Operator	Student Profile	Staff Profile	Student Achievement	Rigorous Curriculum	Instructional Program	Assessments	School Climate & Culture	Student, Family & Community Support	Professional Development	Organizational Structure and Resources	Comprehensive and Effective Planning	Effective Leadership
Commodore John Rodgers #027	Living Classrooms Foundation	Complete	Complete	Highly Evident	Partial Evidence	Highly Evident	Partial Evidence	Partial Evidence	Partial Evidence	Emerging	Partial Evidence	Partial Evidence	Partial Evidence
Garrison Middle School #042	Global Partnership Schools	Highly Evident	Partial Evidence	Partial Evidence	Emerging	Emerging	Partial Evidence	Partial Evidence	Emerging	Partial Evidence	Emerging	Emerging	Emerging
Calverton Elementary Middle School #075	Friendship Schools	Complete	Complete	Complete	Complete	Partial Evidence	Emerging	Highly Evident	Partial Evidence	Partial Evidence	Partial Evidence	Partial Evidence	Partial Evidence
William C. March Middle School #263	Johns Hopkins University Talent Development	Partial Evidence	Complete	Partial Evidence	Emerging	Emerging	Emerging	Emerging	Emerging	Partial Evidence	Partial Evidence	Emerging	Emerging
Baltimore IT Academy	Baltimore IT	Complete	Partial Evidence	Emerging	Emerging	Emerging	Emerging	Emerging	No Evidence	Emerging	Emerging	Complete	Emerging

Table 13. Turnaround Schools' First Quarter Progress on Turnaround Model Requirement Strategies

Source: Turnaround Schools' Programmatic Data

School	Assessments	Student, Family & Community Support	Professional Development	Replace the principal and grant the principal sufficient operational flexibility	Replace 50% of the staff	Financial Incentives for staff	Turnaround Office	Data-based decision making	Extended Learning	Social/ Emotional Support for Students
Booker T. Washington Middle School #130	Partial Evidence	Partial Evidence	Partial Evidence	Complete	Complete	Complete	Complete	Partial Evidence	Partial Evidence	Partial Evidence
Augusta Fells Savage High School #430	Partial Evidence	Partial Evidence	Partial Evidence	Complete	Complete	Complete	Complete	Partial Evidence	Emerging	Partial Evidence

Schools in general are showing progress in each of the required areas of the models. Each of the Turnaround schools have completed requirements in four of nine areas, and the majority of the Restart schools have completed student or staff profile requirements. As Table 1 shows, the two Elementary/Middle Restart schools are making strong progress in most areas, and each have just one area where evidence is at the emergent stage. The other Restart schools have several areas for which progress remains at the emergent stage. Garrison Middle School shows emerging evidence in the areas of rigorous curriculum; instructional program; student, family, and community support; organizational structure and resources; comprehensive and effective planning; and effective leadership.

William C. March Middle and Baltimore IT Academy show emerging evidence in most areas; Baltimore IT shows no evidence in student, family, and community support. City Schools' Central Office is targeting additional supports to external operators around these areas in these schools. Examples of additional support include assistance with Positive Behavioral Interventions and Supports (PBIS) training and implementation as well as assignment of additional staff to address school climate and culture; the creation and implementation of support plans to address student achievement concerns identified through first quarter benchmark results by School Support Network academic liaisons in conjunction with the Office of Teaching and Learning; and staffing adjustments and strategic support from the Chief Academic Officer's (CAO) office through the use of principal mentors to address effective leadership.