

BALTIMORE CITY --- PUBLIC SCHOOLS

**Baltimore City Public Schools
Title I 1003g School Improvement Grant
3rd 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.

Executive Summary

Data from the first, second, and third quarters of the 2010-2011 school year (SY2010-11) show that implementation of the 1003(g) School Improvement Grant (SIG) in Baltimore City Public Schools (BCPS) is on schedule. **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

- The SIG Monitoring Process by BCPS has been updated in response to feedback from the schools – this has strengthened the partnership between the LEA and the schools and has fostered a greater sense of teamwork between Central Office Turnaround staff and school leadership teams.

Progress

- Based on the Priority Plans developed last quarter the five secondary schools have participated in conversations around implementation of the plans. The conversations have yielded additional supports from Central Office to ensure that plans are implemented. While plans have been adjusted we are still moving towards complete implementation.

Opportunities for Improvement:

Monitoring

- As we begin to establish solid climates and cultures in the buildings our focus has a more multi-faceted approach increasing the number of aspects of academic programming, including rigorous, student-led instruction in SIG schools.

Progress

- Due to a tiered roll-out of BCPS' new data-monitoring system, Data Link, not all functions of the system are available to the Central Office and to schools. As a result, accurate comparisons of SY2009-10 benchmark data and SY2010-11 benchmark data are not yet possible and it is unlikely that it is problem will be resolved by the fourth quarter of SY2010-11. There are some high level data loading decisions that are being made now that will impact the loading of historic benchmark data and its' inclusion in the overall plan will not be fully implemented this school year.

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 thus far during the first, second, and third quarters 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.

Overall, there were more support hours logged during the third quarter (Q3) than there were for the first quarter (Q1) and second (Q2) quarters; this is most likely due to several factors. Some of this includes the test preparation for MSA as well as the implementation of Priority Plans.

Table 1. Total Turnaround School Support Hours by School and Support Type Provided during 1st*, 2nd, and 3rd Quarters

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		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
On Site Support	60	33	36	111	67.5	92.5	55.5	44	34	182	115.5	122	107.5	88	79.5	137	106	99	126	93	79	779	547	542
Off Site Support	195.5	112	161	236.5	133.5	162	195.5	107	144	219	136.5	183	210	124.5	171	227.5	118	155	280	114	129.5	1564	845.5	1105.5
Central Office Support	12.5	0	0	18	0	0	15	0	0	8.5	0	0	23.5	0	0	9.5	0	0	12.5	0.0	0	99.5	0	0
Total by School	268	145	197	365.5	201	254.5	266	151	178	409.5	252	305	341	212.5	250.5	374	224	254	418.5	207	208.5	2442.5	1392.5	1647.5

**1st Quarter refers to 9/2010 – 11/19/10; 2nd Quarter refers to 11/20/10 – 1/21/11, 3rd Quarter refers to 1/22/11 – 3/30/11*

The data for Q1 contains 15 actual days from the second quarter due to a reporting run error that cannot be reversed, so this has skewed the Q1 numbers to be larger.

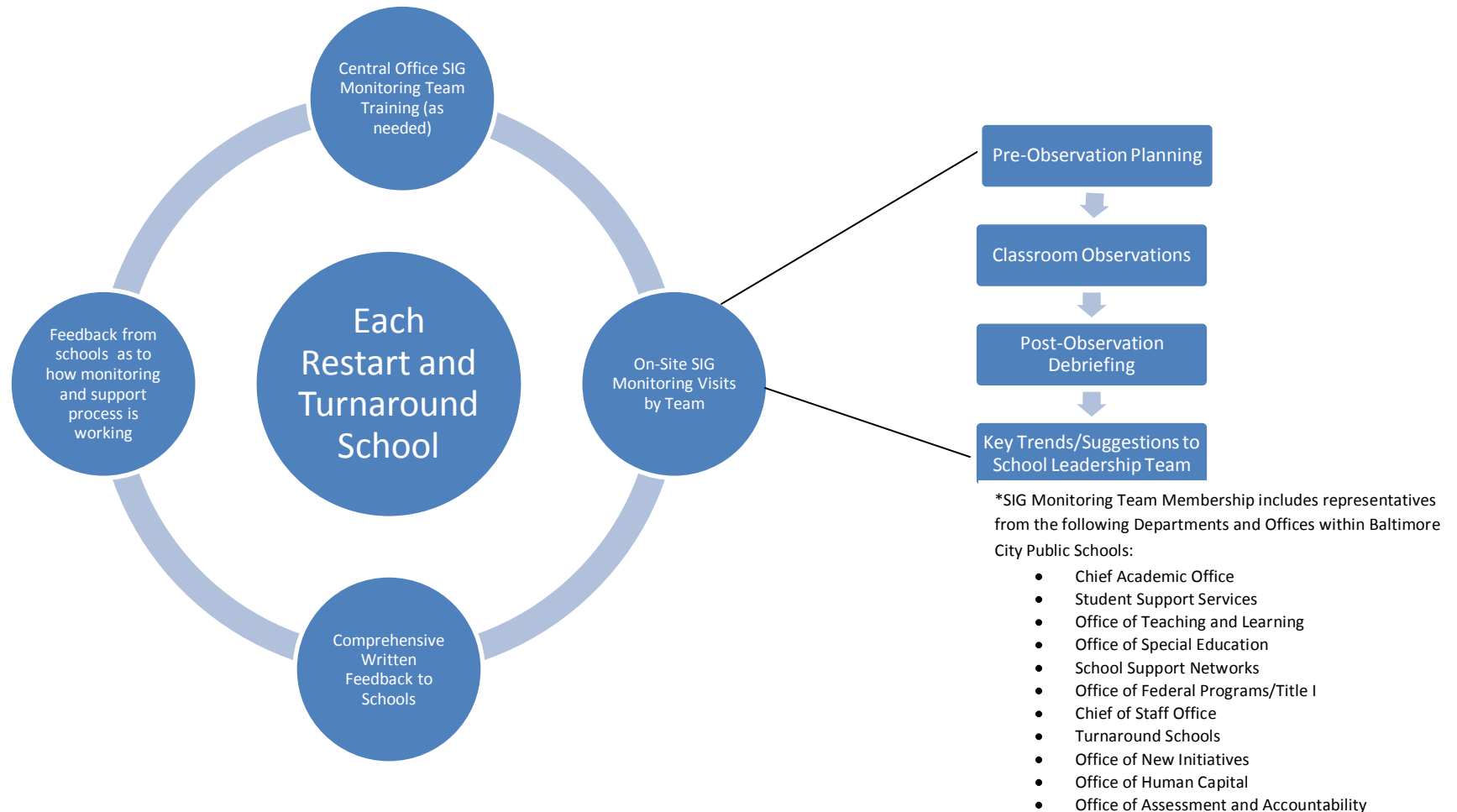
It is possible that there were fewer support hours logged during the second quarter because, as the school year was already underway, schools may have needed slightly less support than during the first quarter. School closings and delays due to inclement weather during the second quarter might also have been a factor.

Additionally, although it was the intent to track central office support using this application, Turnaround is looking for a more user-friendly process that is complimentary to work demands.

Monthly Monitoring Visits From Turnaround Project Staff

The monthly monitoring consists of several major components, including on-site visits to each of the seven 1003(G) schools, training and meetings of the Central Office SIG Monitoring Team (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



We are striving to make the SIG monitoring in Baltimore City Public Schools a dynamic process that is responsive to the implementation needs of our schools. To this end, a fundamental component of the SIG monitoring process is the continual feedback loop. Feedback from key SIG stakeholders (including school leadership teams, restart operators, SIG Monitoring Team members, and LEA leadership) is solicited at multiple points during the monthly monitoring cycle. During the third quarter of SY2010-11, this feedback resulted in updates and revisions to monitoring tools and processes designed to improve the effectiveness of the SIG Monitoring Team and associated supports for schools. Principals were given greater flexibility in identifying focal points for school observations; the classroom observation tool used by SIG Monitoring Team members was updated to allow a more comprehensive capture of evidence related to monitoring goals; and the manner in which key trends and suggested next steps are communicated to school leadership teams was streamlined. Additionally, this quarter schools were able to opt out of one of the monitoring visits due to the strain of the MSA testing window.

The SIG Monitoring Team has completed eight of nine rounds of scheduled monthly SIG monitoring visits. Table 2 (next page) 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 – SY2010 – 2011 to Date

SIG Monitoring Components	Frequency	Number completed to date for SY2010-11
CST Training	Monthly	4
On-Site Monitoring Visits	Monthly	43 (Feb/March opt-out option*)
Pre-Observation Planning		43 (Feb/March opt-out option*)
Classroom Observations		43 (Feb/March opt-out option*)
Post-Observation Debrief		43 (Feb/March opt-out option*)
Immediate Feedback to School		43 (Feb/March opt-out option*)
Follow-Up Meetings	As needed	4 (Feb/March opt-out option*)
Comprehensive Feedback to Schools	Monthly	43 (Feb/March opt-out option*)

**Due to MSA testing and MSDE monitoring, the Turnaround Office extended a choice to Turnaround School principals as to whether they wanted to have only one BCPS SIG Monitoring visit during the February-March monitoring block.*

III. Progress

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

The benchmark tests align with the City Schools Curriculum and pacing guides for the first and second benchmark. The third benchmark is a comprehensive review of all tested standards on the MSA. Benchmark data is used to supplement the district’s understanding of student learning, to inform instruction and instructional planning, identify professional development opportunities for teachers, and gauge progress on short academic goals at specific times during a curriculum sequence. City Schools also uses benchmark data to identify struggling students and/or skills that necessitate re-teaching, particularly items that are aligned with Maryland’s Standards. Because they have a variety of origins, benchmark and common assessments do not usually meet the rigorous criteria for reliability and validity achieved by external assessments. When done well, however, they can model the content, format, and rigor of the high-stakes external assessments and may be predictors of student performance on them.

The first benchmarks for SY2010-11 were given at Baltimore City Schools on September 7, 2010. Second benchmarks were given on October 26, 2010. Third benchmarks were given on January 24, 2011. Data for 1003(G) middle schools’ reading and math first, second, and third benchmarks by school, test date, grade, and proficiency level are presented in Tables 3 and 4. Data for 1003(G) elementary/middle schools’ reading and math first (A), second (B), and third (C) benchmarks are presented in Tables 5 and 6.

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 the previous school year. The second benchmark is the first to test standards covered during SY2010-11 which assess how students are performing on skills taught during a nine week teaching period for the current school year. The third benchmark test is administered as a mock Maryland State Assessment (MSA), comprehensively covering the entire tested skills content. Therefore students may be tested on skills that may not have been taught yet and may actually appear in the curriculum and be acquired at the point in time after the mock test is administered. **Therefore, the formative data from the three respective quarters should not be used comparatively.**

The MSA meets the requirements of the federal No Child Left Behind Act and assesses the Maryland content standards for in reading, mathematics, and science. The reading and mathematics tests are administered annually to students in grades 3 through 8. The science assessment is administered annually in grades 5 and 8. The MSA test, a summative assessment, is the best comparative data to use when assessing overall student academic growth and progress. However, third quarter data/mock MSAs are commonly used as a high-quality predictor of how well students will perform on the MSA.

Table 3. Middle School First (A), Second (B), Third (C) Quarter Reading Benchmark Results By School and Grade Level w/District Average

Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools - Grade Level and Test			Average for Turnaround Schools--Grade Level and Test			Schools											
		A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
								A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11
6	Advanced	21.00%	11.70%	11.70%	11.20%	1.80%	2.30%	10.60%	0.00%	2.10%	12.80%	3.80%	3.20%	11.90%	3.40%	3.90%	9.50%	0.00%	0.00%
	Proficient	29.80%	29.00%	38.60%	22.48%	22.00%	18.80%	19.10%	30.30%	18.80%	29.10%	23.50%	21.40%	20.30%	18.60%	29.40%	21.40%	15.60%	5.60%
	Basic	49.20%	59.30%	49.70%	66.30%	76.20%	78.93%	70.20%	69.70%	79.20%	58.20%	72.70%	75.40%	67.80%	78.00%	66.70%	69.00%	84.40%	94.40%
7	Advanced	25.40%	12.70%	8.40%	10.20%	1.28%	0.00%	7.40%	1.50%	0.00%	9.70%	1.20%	0.00%	14.10%	2.40%	0.00%	9.60%	0.00%	0.00%
	Proficient	35.20%	34.60%	41.70%	29.43%	14.60%	22.38%	26.50%	16.90%	36.60%	30.10%	7.00%	18.00%	40.20%	22.60%	25.30%	20.90%	11.90%	9.60%
	Basic	39.30%	52.80%	49.90%	60.43%	84.13%	77.63%	66.20%	81.50%	63.40%	60.20%	91.90%	82.00%	45.70%	75.00%	74.70%	69.60%	88.10%	90.40%
8	Advanced	19.90%	10.90%	10.30%	7.13%	1.33%	1.05%	0.00%	1.60%	1.70%	11.40%	3.70%	0.00%	10.80%	0.00%	1.30%	6.30%	0.00%	1.20%
	Proficient	29.00%	36.20%	46.80%	14.48%	18.65%	28.08%	3.60%	16.40%	27.10%	15.90%	20.70%	30.30%	25.80%	25.00%	36.80%	12.60%	12.50%	18.10%
	Basic	51.10%	52.90%	42.90%	78.40%	80.03%	70.85%	96.40%	82.00%	71.20%	72.70%	75.60%	69.70%	63.40%	75.00%	61.80%	81.10%	87.50%	80.70%

There was a drop in the number of students who were identified as advanced and proficient in reading across grades in 1003(G) middle schools in the third quarter. However, the data represents a significant opportunity for growth in moving students more students from basic to proficient over the period of the 1003(G) grant.

Table 4. Middle School First (A), Second (B), Third (C) Quarter Mathematics Benchmark Results By School and Grade Level w/ District Average

Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools - Grade Level and Test			Average for Turnaround Schools-- Grade Level and Test			Schools											
		A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
								A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11
6	Advanced	4.40%	12.80%	20.80%	0.88%	2.05%	5.35%	2.10%	5.30%	7.00%	1.40%	2.90%	6.60%	0.00%	0.00%	6.30%	0.00%	0.00%	1.50%
	Proficient	17.60%	26.40%	28.60%	6.95%	14.20%	19.93%	10.40%	7.00%	11.60%	10.60%	29.40%	31.10%	3.40%	10.60%	23.40%	3.40%	9.80%	13.60%
	Basic	78.00%	60.70%	50.70%	92.18%	83.73%	74.70%	87.50%	87.70%	81.40%	88.00%	67.60%	62.30%	96.60%	89.40%	70.30%	96.60%	90.20%	84.80%
7	Advanced	5.40%	9.40%	7.80%	0.60%	0.30%	0.60%	2.40%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.20%	2.40%	0.00%	0.00%	0.00%
	Proficient	18.30%	24.20%	19.20%	6.38%	6.65%	6.95%	3.60%	11.30%	15.90%	5.30%	4.70%	1.10%	7.30%	4.70%	2.40%	9.30%	5.90%	8.40%
	Basic	76.30%	66.40%	73.00%	93.03%	93.10%	92.48%	94.00%	88.80%	84.10%	94.70%	95.30%	98.90%	92.70%	94.20%	95.30%	90.70%	94.10%	91.60%
8	Advanced	6.50%	11.80%	5.00%	0.25%	2.28%	0.00%	0.00%	1.40%	0.00%	0.00%	2.40%	0.00%	0.00%	1.20%	0.00%	1.00%	4.10%	0.00%
	Proficient	17.60%	27.40%	17.80%	6.85%	11.48%	5.28%	5.50%	22.50%	7.80%	2.30%	8.50%	5.70%	10.80%	4.70%	2.20%	8.80%	10.20%	5.40%
	Basic	75.80%	60.80%	77.20%	92.90%	86.25%	94.73%	94.50%	76.10%	92.20%	97.70%	89.00%	94.30%	89.20%	94.20%	97.80%	90.20%	85.70%	94.60%

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 5. Elementary/Middle School First (A), Second (B), Third (C) Quarter Reading Benchmark Results By School and Grade Level w/District Average_Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools- Grade Level and Test			Average for Turnaround Schools--Grade Level and Test			Schools					
		A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11	Commodore John Rogers Elem/Middle School			Calverton Elem/Middle School		
								A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11
1	Advanced	87.20%	54.60%	61.20%	78.80%	27.05%	39.60%	81.40%	34.10%	42.20%	76.20%	20.00%	37.00%
	Proficient	8.90%	27.80%	26.90%	14.15%	39.90%	34.45%	14.00%	31.80%	35.60%	14.30%	48.00%	33.30%
	Basic	3.80%	17.60%	11.80%	7.10%	33.05%	25.90%	4.70%	34.10%	22.20%	9.50%	32.00%	29.60%
2	Advanced	35.10%	27.20%	32.20%	38.65%	23.65%	31.90%	8.30%	14.00%	20.90%	69.00%	33.30%	42.90%
	Proficient	35.90%	38.60%	39.60%	27.35%	40.80%	45.25%	44.40%	34.90%	51.20%	10.30%	46.70%	39.30%
	Basic	29.00%	34.20%	28.20%	33.95%	35.60%	22.90%	47.20%	51.20%	27.90%	20.70%	20.00%	17.90%
3	Advanced	49.80%	12.20%	15.90%	31.45%	7.60%	10.55%	33.30%	4.50%	13.70%	29.60%	10.70%	7.40%
	Proficient	30.20%	40.20%	40.20%	34.05%	36.50%	32.25%	31.10%	40.90%	27.50%	37.00%	32.10%	37.00%
	Basic	20.00%	47.60%	43.90%	34.45%	55.80%	57.20%	35.60%	54.50%	58.80%	33.30%	57.10%	55.60%
4	Advanced	29.00%	16.40%	7.80%	18.55%	10.15%	1.70%	12.10%	3.60%	0.00%	25.00%	16.70%	3.40%
	Proficient	31.20%	33.50%	36.10%	26.65%	21.20%	35.80%	21.20%	35.70%	40.60%	32.10%	6.70%	31.00%
	Basic	39.80%	50.10%	56.10%	54.80%	68.70%	62.45%	66.70%	60.70%	59.40%	42.90%	76.70%	65.50%
5	Advanced	28.30%	13.60%	15.90%	14.75%	2.40%	21.65%	9.50%	0.00%	2.40%	20.00%	4.80%	40.90%
	Proficient	40.40%	29.30%	37.00%	40.10%	24.15%	34.95%	45.20%	15.00%	24.40%	35.00%	33.30%	45.50%
	Basic	31.30%	57.10%	47.10%	45.10%	73.45%	43.40%	45.20%	85.00%	73.20%	45.00%	61.90%	13.60%
6	Advanced	21.00%	11.70%	11.70%	4.05%	2.05%	0.80%	2.60%	2.10%	0.00%	5.50%	2.00%	1.60%
	Proficient	29.80%	29.00%	38.60%	24.60%	18.70%	33.75%	21.10%	14.90%	38.20%	28.10%	22.50%	29.30%
	Basic	49.20%	59.30%	49.70%	71.35%	79.25%	65.45%	76.30%	83.00%	61.80%	66.40%	75.50%	69.10%
7	Advanced	25.40%	12.70%	8.40%	12.10%	7.35%	0.80%	12.00%	12.50%	0.00%	12.20%	2.20%	1.60%
	Proficient	35.20%	34.60%	41.70%	34.60%	21.75%	34.60%	44.00%	28.10%	38.70%	25.20%	15.40%	30.50%
	Basic	39.30%	52.80%	49.90%	53.30%	70.90%	64.65%	44.00%	59.40%	61.30%	62.60%	82.40%	68.00%
8	Advanced	19.90%	10.90%	10.30%	2.35%	4.95%	4.05%	0.00%	5.60%	0.00%	4.70%	4.30%	8.10%
	Proficient	29.00%	36.20%	46.80%	20.85%	18.50%	40.45%	22.20%	11.10%	35.00%	19.50%	25.90%	45.90%

	Basic	51.10%	52.90%	42.90%	76.80%	76.55%	55.45%	77.80%	83.30%	65.00%	75.80%	69.80%	45.90%

The benchmark tests align with the City Schools Curriculum and pacing guides for the first, second, and third benchmark. Benchmark data is used to supplement the district’s understanding of student learning, to inform instruction and instructional planning, identify professional development opportunities for teachers, and gauge progress on short term academic goals at specific times during a curriculum sequence. City Schools also uses benchmark data to identify struggling students and/or skills that necessitate re-teaching, particularly items that are aligned with Maryland’s Standards. Because they have a variety of origins, benchmark and common assessments do not usually meet the rigorous criteria for reliability and validity achieved by external assessments. When done well, however, they can model the content, format, and rigor of the high-stakes external assessments and may be predictors of student performance on them.

The third benchmark test is administered as a mock Maryland State Assessment (MSA), comprehensively covering the entire tested skills content. Therefore students may be tested on skills that may not have been taught yet and may actually appear in the curriculum and be acquired at the point in time after the mock test is administered. **Therefore, the formative data from the three respective quarters should not be used comparatively.** The MSA meets the requirements of the federal No Child Left Behind Act and assesses the Maryland content standards for in reading, mathematics, and science. The reading and mathematics tests are administered annually to students in grades 3 through 8. The science assessment is administered annually in grades 5 and 8. The MSA test, a summative assessment, is the best comparative data to use when assessing overall student academic growth and progress. However, third quarter data/mock MSAs are commonly used as a high-quality predictor of how well students will perform on the MSA.

The reading benchmark data for 1003(G) elementary/middle schools show students in elementary grades are yet demonstrating higher rates of advanced and proficient proficiency levels than are the middle grades.

For the third quarter, Commodore John Rogers and Calverton have a higher portion of students scoring at advanced and proficient levels in first and second grade compared to the number of students at basic level in reading. Likewise, Calverton has a higher number of students performing at advanced and proficient levels for fifth grade compared to the number of students performing basic level.

Table 6. Elementary/Middle School First (A), Second (B), Third (C) Quarter Mathematics Benchmark Results By School and Grade Level w/District Average Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools--Grade Level and Test			Average for Turnaround Schools--Grade Level and Test			School					
		A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/20	B 10/26/10	C 1/24/11	Commodore John Rogers Elem/Middle School			Calverton Elem/Middle School		
								A 9/7/10	B 10/26/10	C 1/24/11	A 9/7/10	B 10/26/10	C 1/24/11
1	Advanced	60.60%	54.00%	35.50%	70.30%	37.10%	7.25%	51.30%	33.30%	4.50%	89.30%	40.90%	10.00%
	Proficient	22.40%	31.70%	35.90%	18.95%	33.55%	41.60%	30.80%	44.40%	43.20%	7.10%	22.70%	40.00%
	Basic	17.10%	14.40%	28.60%	10.75%	29.30%	51.15%	17.90%	22.20%	52.30%	3.60%	36.40%	50.00%
2	Advanced	32.20%	36.70%	41.20%	43.50%	34.20%	36.10%	22.70%	16.70%	18.60%	64.30%	51.70%	53.60%
	Proficient	45.90%	35.70%	38.10%	22.05%	35.60%	35.25%	22.70%	33.30%	41.90%	21.40%	37.90%	28.60%
	Basic	21.80%	27.50%	20.70%	34.40%	30.15%	28.70%	54.50%	50.00%	39.50%	14.30%	10.30%	17.90%
3	Advanced	26.00%	21.70%	25.40%	11.95%	9.10%	17.30%	10.90%	18.20%	27.50%	13.00%	0.00%	7.10%
	Proficient	43.40%	38.40%	43.40%	46.75%	36.40%	38.60%	45.70%	43.20%	45.10%	47.80%	29.60%	32.10%
	Basic	30.60%	39.90%	31.20%	41.30%	54.50%	44.10%	43.50%	38.60%	27.50%	39.10%	70.40%	60.70%
4	Advanced	19.90%	28.60%	14.20%	4.95%	15.75%	15.25%	3.00%	28.10%	27.30%	6.90%	3.40%	3.20%
	Proficient	36.20%	34.80%	35.70%	32.40%	36.15%	36.00%	30.30%	34.40%	33.30%	34.50%	37.90%	38.70%
	Basic	43.90%	36.70%	50.20%	62.65%	48.05%	48.75%	66.70%	37.50%	39.40%	58.60%	58.60%	58.10%
5	Advanced	8.00%	17.30%	18.10%	4.10%	5.80%	11.35%	2.60%	2.90%	2.70%	5.60%	8.70%	20.00%
	Proficient	28.20%	25.70%	34.40%	9.40%	22.40%	41.50%	7.70%	5.70%	27.00%	11.10%	39.10%	56.00%
	Basic	63.70%	57.10%	47.50%	86.50%	71.80%	47.15%	89.70%	91.40%	70.30%	83.30%	52.20%	24.00%
6	Advanced	4.40%	12.80%	20.80%	1.15%	4.70%	19.00%	0.00%	2.60%	4.90%	2.30%	6.80%	33.10%
	Proficient	17.60%	26.40%	28.60%	7.85%	19.20%	18.10%	4.90%	10.50%	7.30%	10.80%	27.90%	28.90%
	Basic	78.00%	60.70%	50.70%	91.00%	76.05%	62.90%	95.10%	86.80%	87.80%	86.90%	65.30%	38.00%
7	Advanced	5.40%	9.40%	7.80%	0.00%	1.40%	1.50%	0.00%	0.00%	0.00%	0.00%	2.80%	3.00%
	Proficient	18.30%	24.20%	19.20%	4.75%	9.65%	12.95%	0.00%	6.90%	12.50%	9.50%	12.40%	13.40%
	Basic	76.30%	66.40%	73.00%	95.25%	88.95%	85.55%	100.00%	93.10%	87.50%	90.50%	84.80%	83.60%
8	Advanced	6.50%	11.80%	5.00%	0.00%	0.80%	2.35%	0.00%	0.00%	0.00%	0.00%	1.60%	4.70%
	Proficient	17.60%	27.40%	17.80%	9.20%	18.45%	13.45%	10.50%	18.80%	5.00%	7.90%	18.10%	21.90%

BALTIMORE CITY PUBLIC SCHOOLS 1003 (G) QUARTER 3 REPORT

NOTE- All data included in this report is tentative and/or preliminary and should be noted as such.

	Basic	75.80%	60.80%	77.20%	90.80%	80.80%	84.20%	89.50%	81.30%	95.00%	92.10%	80.30%	73.40%
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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.

For third quarter, Commodore John Rogers has a higher portion of students performing at the advanced and proficient level in mathematics for second, third, and fourth grade compared to the percentage of students performing at basic in mathematics. Likewise, there is a noticeable increase for in the percentage of students achieving advanced and proficient in fifth and sixth grade at Calverton during the third quarter.

Table 7. Elementary/Middle School Science Benchmark Results by School and Grade Level – 1/10/11 w/District Average

Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools- Grade Level and Test		Average for Turnaround Schools-- Grade Level and Test		School									
		A 11/8/2010	B 1/10/2011	A 11/8/2010	B 1/10/2011	Baltimore IT Academy	Calverton Elementary/Middle School		Commodore John Rodgers Elem/Middle School	Booker T. Washington Middle School		Garrison Middle School		William C. March Middle School	
							A 11/8/2010	B 1/10/2011		A 11/8/2010	B 1/10/2011	A 11/8/2010	B 1/10/2011	A 11/8/2010	B 1/10/2011
5	Advanced	1.40%	2.30%	0.00%	5.00%		0.00%	5.00%			0.00%		0.00%		0.00%
	Proficient	12.90%	14.10%	21.10%	45.00%		21.10%	45.00%			0.00%		0.00%		0.00%
	Basic	85.70%	83.60%	78.90%	50.00%		78.90%	50.00%			0.00%		0.00%		0.00%
8	Advanced	0.70%	2.50%	0.00%	0.00%		0.00%	0.00%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Proficient	8.20%	12.80%	0.25%	1.28%		0.00%	1.70%		0.00%	0.00%	0.00%	0.00%	1.00%	3.40%
	Basic	91.10%	84.80%	99.75%	98.73%		100.00%	98.30%		100.00%	100.00%	100.00%	100.00%	99.00%	96.60%

An fifth and eighth grade Science Benchmark was administered in some middle and elementary/middle schools during the week of 11/8/10 and 1/10/11. Table7 shows the results.

As noted above, benchmarks were not administered across all classes and subjects so the data displayed here is not representative of all students in all subjects at the school. However, it should be noted that Calverton's 5th grade is outperforming the district average.

B. 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 11 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 houses all of the benchmark data for BCPS as well as all of the materials in TSS, may provide a more useful capture of teacher and administrator activity around the use of data and curricular tools to improve student performance. City Schools will be including curriculum and the embedded resources in the Data Link structure before the end of the school year.

Table 11. Number and Average of Teacher and Administrator Logins to TSS System for 1st, 2nd, 3rd Quarters

Source: City Schools’ Teacher Support System

	COMMODORE JOHN RODGERS ELEM/MIDDLE			GARRISON MIDDLE			CALVERTON ELEM/MIDDLE			BOOKER T. WASHINGTON MIDDLE			WILLIAM C. MARCH MIDDLE			BALTIMORE IT ACADEMY			AUGUSTA FELS SAVAGE INSTITUTE OF VISUAL ARTS HIGH		
<i>Note: Quarter 1 Dates are 8/16/10 – 11/11/10; Quarter 2 Dates are 1/11/10 – 1/21/11</i>	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Number of Logins by Administrator(s)	12	15	7	0	3	17	3	4	2	4	12	0	14	5	4	3	5	8	0	11	20
Number of Administrators Logging in	2	2	1	0	2	3	1	3	1	2	2	0	1	1	2	2	3	2	0	3	3
Average Number of Logins by Administrator(s)	6	7.5	7	0	1.5	5.6	3	1.3	2	2	6	0	14	5	2	1.5	1.7	4	0	3.7	6.6
Number of Logins by Teachers and other Staff	198	252	203	186	180	101	352	524	181	230	313	126	134	328	112	135	243	132	261	261	120
Number of Teachers and other Staff in School Logging in	28	24	19	26	24	20	30	31	27	31	22	19	24	31	22	9	14	17	32	33	22
Percent of Teachers in School Logging in*	71.8%	61.5%	48.7%	92.8%	85.7%	74.1%	58.8%	60.8%	54.0%	100%	70.9%	70.9%	72.7%	93.9%	57.8%	47.3%	73.6%	85.0%	86.5%	89.2%	56.4%
Average Number of Logins by Teachers	7.1	10.5	10.7	7.2	7.5	5.1	11.7	16.9	6.7	7.4	14.2	6.6	5.6	10.6	5.1	15	17.4	7.8	8.2	7.9	5.5

*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.

C. Attendance

Table 12 shows *preliminary* attendance rates at the seven 1003(G) schools as of the first, second and third quarters of SY2010-11. According to this 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 that is tied to their priority plan.

Table 12. Overall Attendance 2007-Year to Date 2010¹

Source: City Schools' Student Management System (SMS)

Year	2007	2008	2009	2010-11 1 st Quarter*	2010-11 2 nd Quarter**	2010-11 3 rd Quarter***
School	%	%	%	%	%	%
Calverton Elementary/Middle	87.4	86.4	87.3	94.8	93.09%	93.59%
Commodore John Rodgers Elementary/Middle	90.5	91.0	90.2	94.2	94.62%	93.84%
Baltimore IT Academy (Chinquapin Middle)	87.8	90.8	92.9	95.7	92.82%	91.76%
Garrison Middle	90.4	90.6	95.1	86.7	86.96%	86.88%
William C. March Middle	90.0	86.8	89.5	90.4	90.92%	90.53%
Augusta Fells Savage Institute of Visual Arts	70.4	72.4	75.1	69.7	72.49%	73.09%
Booker T. Washington Middle	78.3	85.9	82.7	98.1	93.68%	93.52%
<p>*Preliminary cumulative data as of 11/4/10 **Preliminary cumulative data as of 1/24/11 ***Preliminary cumulative data as of 3/30/11</p>						

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.

D. SST Minutes and Documents

Table 13. 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 Q1*	Number of Students Q2**	Number of Students Q3***
School				
Calverton Elementary/Middle	Attendance	2	2	0
	Behavior	1	1	0
Commodore John Rodgers Elementary/Middle	N/A	0	0	0
	No Parent Consent	0	0	1
Baltimore IT Academy (Chinquapin Middle)	N/A	0	0	0
Garrison Middle	Academic	1	1	0
	Behavior	2	16	12
	Attendance	0	0	2
	No Reason Entered	1	1	0
William C. March Middle	Relationships	0	1	0
	No Reason Entered	0	1	0
Augusta Fells Savage Institute of Visual Arts	N/A	0	0	0
	Attendance	0	0	1
	Health	0	0	1
	Behavior	0	0	1
Booker T. Washington Middle	No Parent Consent	0	0	1
	Behavior	0	1	1
As of 10/22/10; **As of 1/18/11; *** As of 3/30/11				

E. Suspensions

Table 14 shows the number of suspensions for each 1003(G) school for the first, second, and third quarters of SY2010-11 and the number of suspensions for the corresponding quarters of SY2009-10; figure 2 shows the information in a graphical format. The number of suspensions at the majority of 1003(G) schools increased. 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. Alternative programs have been put in place to change student behaviors but this is a long change process. It should be noted that operators are required to address the substantial changes in suspension rates in the schools they operate.

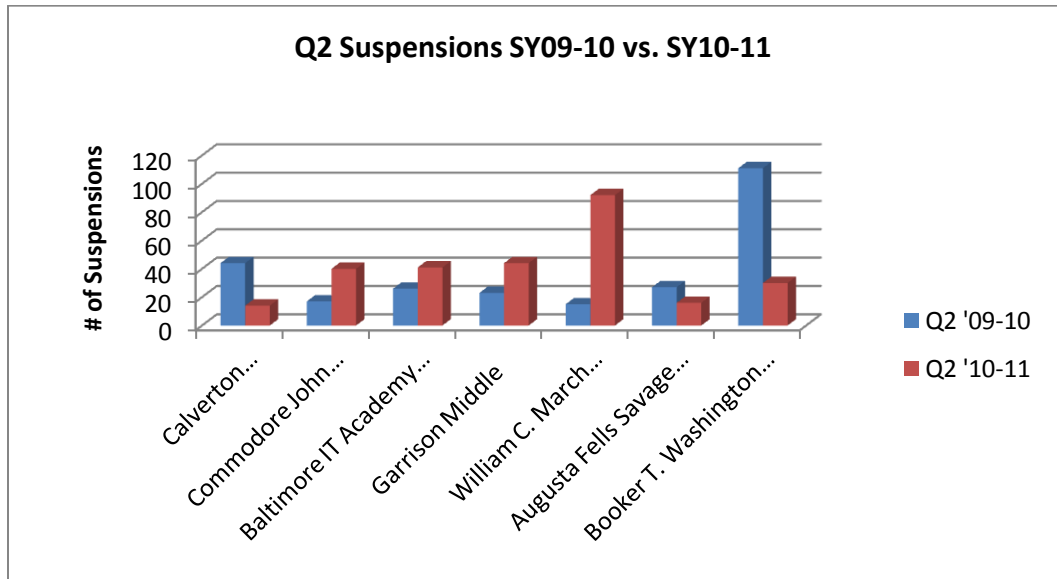
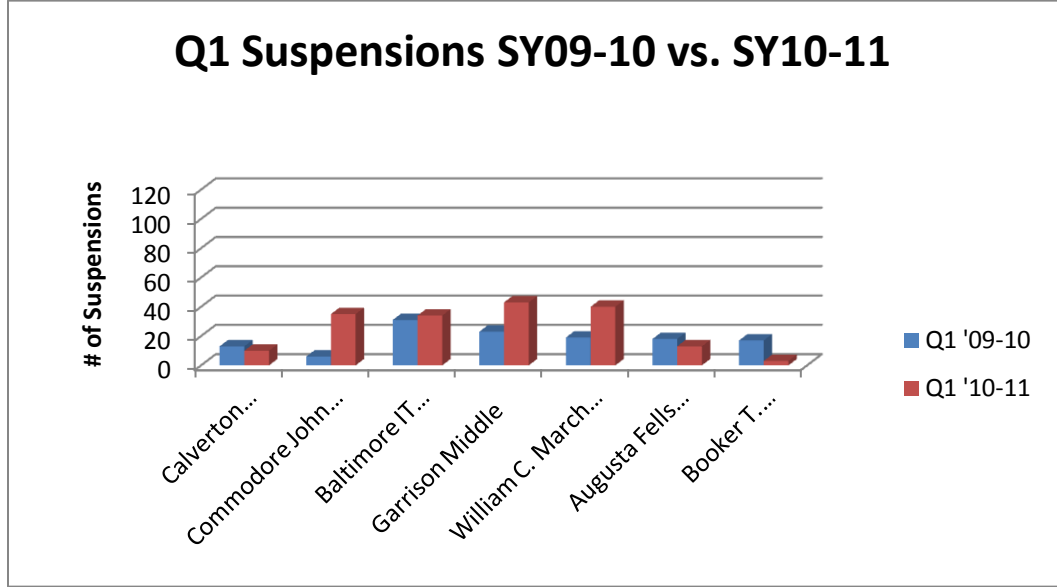
Table 14. Number of Suspensions by School for School Year 2010-11 as Compared to 1st, 2nd, and 3rd Quarters of School Year 2009-10

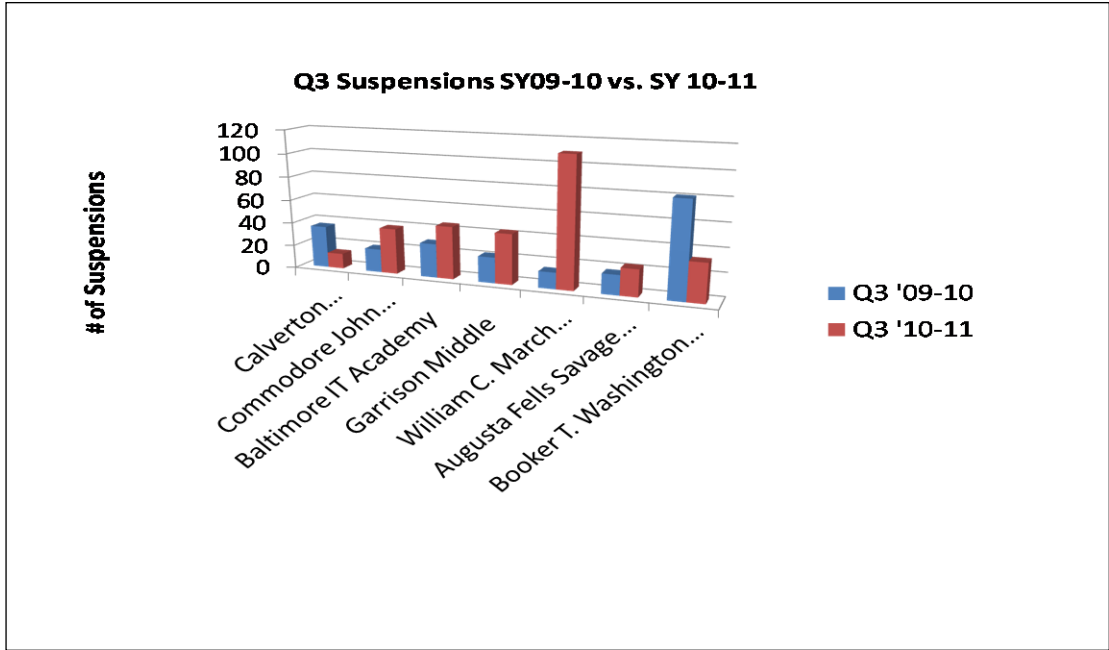
Source: City Schools' Student Management System (SMS)

Year	2009-10 1 st Quarter	2010-11 1 st Quarter*	Change from 2009-10 and 2010-11 1 st Quarter	2009-10 2 nd Quarter	2010-11 2 nd Quarter**	Change from 2009- 10 and 2010-11 2 nd Quarter	2009-10 3 rd Quarter	2010-11 3 rd Quarter***	Change from 2009-10 and 2010-11 3 rd Quarter
School									
Calverton Elementary/Middle	13	10	-3	44	14	-30	36	13	-23
Commodore John Rodgers Elementary/Middle	6	35	29	17	40	23	20	39	19
Baltimore IT Academy (Chinquapin Middle)	31	34	3	26	41	15	29	45	19
Garrison Middle	23	43	20	23	44	21	22	43	21
William C. March Middle	19	40	21	15	92	77	14	110	96
Augusta Fells Savage Institute of Visual Arts	18	13	-5	27	16	-11	17	23	6
Booker T. Washington Middle	17	3	-14	111	30	-81	81	33	-48

* as of 11/5/10; **as of 1/21/11; ***as of 3/30/11

Figure 2. Number of Suspensions by School for School Year 2010-11 as Compared to 1st, 2nd, and 3rd Quarters of School Year 2009-10





F. 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 15b) and the progress of the two internally operated Turnaround schools on each of the Turnaround model’s nine requirements (Table 15c). Table 15a is a rubric which defines the terms used to describe progress.

Table 15a. Rubric for Year-to-Date Progress on Implementation of Model Requirement Strategies

Score	Criteria
Full Implementation	All of the strategies/steps to address the area of the Turnaround/Restart model requirement for this school year have been completed.
High Implementation	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 Implementation	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 Implementation	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 Implementation	None of the strategies/steps to address the identified area of the Turnaround/Restart model requirement for this school year have been implemented.

Table 15b. Restart Schools’ Year-to Date Progress on Restart Model Requirement Strategies

Source: Turnaround Schools’ Programmatic Data

School	Operator	Student Achievement	Rigorous Curriculum	Instructional Program	Assessments	School Climate & Culture
Commodore John Rodgers #027	Living Classrooms Foundation	High implementation	Partial Implementation	High Implementation	Partial Implementation	Partial Implementation
Garrison Middle School #042	Global Partnership Schools	Partial Implementation	Emerging	Emerging	Partial Implementation	Partial Implementation
Calverton Elementary Middle School #075	Friendship Schools	Full Implementation	Full Implementation	Partial Implementation	Emerging	High Implementation
William C. March Middle School #263	Johns Hopkins University Talent Development	Partial Implementation	Emerging	Emerging	Emerging	Emerging
Baltimore IT Academy	Baltimore IT	Emerging	Emerging	Emerging	Emerging	Emerging

Table 15b. continued:

School	Operator	Student, Family & Community Support	Professional Development	Organizational Structure and Resources	Comprehensive and Effective Planning	Effective Leadership
Commodore John Rodgers #027	Living Classrooms Foundation	Partial Implementation	Emerging	Partial Implementation	Partial Implementation	Partial Implementation
Garrison Middle School #042	Global Partnership Schools	Emerging	Partial Implementation	Emerging	Emerging	Emerging
Calverton Elementary Middle School #075	Friendship Schools	Partial Implementation	Partial Implementation	Partial Implementation	Partial Implementation	Partial Implementation
William C. March Middle School #263	Johns Hopkins University Talent Development	Emerging	Partial Implementation	Partial Implementation	Emerging	Emerging
Baltimore IT Academy	Baltimore IT	No Implementation	Emerging	Emerging	Full Implementation	Emerging

Table 15c. Turnaround Schools' Year-to-Date 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 Implementation	Partial Implementation	Partial Implementation	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Partial Implementation	Partial Implementation	Partial Implementation
Augusta Fells Savage High School #430	Partial Implementation	Partial Implementation	High Implementation	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Partial Implementation	Emerging	Partial Implementation

Schools in general have made progress in each of the required areas of the models so far this school year. Each of the Turnaround schools have completed implementation of all strategies in requirements for four of nine areas, and the majority of the Restart schools have completed implementation of strategies to fulfill student or staff profile requirements. As Table 15b shows, the two Elementary/Middle Restart schools are making strong progress toward implementation in most requirement areas, and each have just one requirement area where implementation of strategies is at the emergent stage. The other Restart schools have several requirement areas for which implementation progress remains at the emergent stage. City Schools' Central Office continues to target additional supports to external operators around these areas in these schools.

G. Priority Plans

City Schools’ Central Office continues to target additional supports to restart and turnaround schools in targeted areas in these schools. The two Turnaround schools and three of the Restart schools participated in a leadership and strategic planning retreat in January, facilitated by the Turnaround Office and WrightWay Consulting, Inc. The retreat was designed to assist schools in developing concrete, actionable strategies to fully implementation Turnaround and Restart model strategies. Five schools secondary schools participated in the retreat and drafted priority plans, and these are their target areas:

Turnaround Secondary Schools High Priority Areas

School	High Priority Area	Objective
Augusta Fells Savage	Attendance	Implement and monitor policies, processes and procedures as measured by change from 1 st semester (70%) to 2 nd semester (83%)
Baltimore IT	Behavior Management	Implement consistency in consequences, recognition, uniform policy and classroom management
Booker T. Washington	Behavior Management	To Institutionalize behavior management by decreasing classroom management behaviors and increasing instructional time by 10%
Garrison	Attendance	Develop and fully implement transparent processes and systems that address chronic tardiness and absenteeism resulting in a 7% decrease in student attendance
William C. March	Instruction	Increase student instructional time by 10%; review and discuss data for implications and adjustments improving student achievement

H. New Leaders for New Schools

New Leaders for New Schools (NLNS) supports City Schools by providing tools, resources, and human capital to assist in the forward progression and transformation of Turnaround Schools. To bolster their commitment, NLNS is in the emerging stage of developing “mini tools” around:

- School diagnostic
- Leadership trajectory
- Leadership team standards
- Leadership team assessment

- Individual leadership team member assessment
- Data-driven rubrics

Guided by NLNS's *Deep Dive Diagnostic Rubric*, they will continue formulate "mini tools" and strategies for consistent and quality classroom practices, routines, and teaching strategies through three core leadership areas: 1) leadership capacity development, 2) leadership team capacity building, and 3) continuing priority goal to support student achievement.