BALTIMORE CITY
PUBLIC SCHOOLS

Baltimore City Public Schools
Title I 1003g School Improvement Grant
4th 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.

<u>**Executive Summary**</u>

Data from the first, second, third and fourth 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) opportunities for reflections, adjustments and improvement*.

<u>Lesson Learned/Confirmed</u>

1. **Teachers Matter:** In several cases schools worked with long term substitutes over the course of the year. It has been a priority to have schools fully staffed for the SY 2011-20102 by July 29, 2011. The priority has been to recruit individuals who understand the complex and unique needs in turnaround schools.

2. **Leadership Matters**: Principal and Operator leadership defines the success of the implementation of a turnaround plan. This year, three of seven schools will change principals: Baltimore IT Academy and William C. March will name their third principal since August 2010 this summer; Garrison is in the process of naming their second principal. Finding and supporting transformational leaders is a challenge, particularly if they are new to the BCPSS. This year the district partnered with New Leaders for New Schools for leadership support, but has found that it needs to be expanded. Additionally, we found that this year the EMOs needed additional support and technical assistance around building supportive relationships with their principals.

3. **EMOs/Operators Matter**: City Schools have found over the course of this year that the ability of the EMO to implement their plan is essential to the success of the turnaround work. While there has been growth in a variety of ways at each school, three of our EMOs (Johns Hopkins, Baltimore IT, and Global Partnership Schools) have created Corrective Action Plans (CAP) to identify additional strategies for more rapid implementation of their reform model that will yield positive results for students. The work with operators has shown a need for a clearer student support structure that is defined and understood by all adults in the building. This structure must address the social, emotional as well as the academic needs of every child.

<u>Opportunities for Improvement:</u>
Support Structures

- Through the reorganization of City Schools Support Structures the turnaround schools will have more targeted support. There will be two Turnaround Networks. Each network will have an Executive Director of Principal Support. Additionally, the staff on the networks along with the Turnaround Office and the Executive Directors will modify their practices to specifically meet the needs of the Turnaround Schools. The schools will also receive additional support to ensure that mentoring of new staff is occurring. There will be additional academic support liaisons for the turnaround schools as well. This will ensure school staff has the support necessary to meet the ambitious results for the 2011-2012

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school year.   Additionally, the student support liaisons will also support systemic implementation of supports for students at each school.

Progress

- Within these new support structures the Turnaround Director and Executive Directors of Principal Support will work closely with the EMOs and principals to ensure that systems and structures are in place for the school to have a cohesive plan for growth.

- Additionally, three EMOs (Johns Hopkins University, Global Partnership Schools and Baltimore IT Academy) will have targeted growth goals. While we recognize the level of autonomy operators receive, we also want to ensure that schools are meeting the agreed upon targets. The Corrective Action Plans (CAP) will focus the support that is needed for each school and operator.

*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.

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.

Table 1. Total Turnaround School Support Hours by School and Support Type Provided during 1st*, 2nd, 3rd, and 4th 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	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
On Site Support	60	33	36	178	111	67.5	92.5	342.5	55.5	44	34	206.5	182	115.5	122	602	107.5	88	79.5	360.5	137	106	99	410	126	93	79	376.5	779	547	542	2476
Off Site Support	195.5	112	161	660	236.5	133.5	162	723	195.5	107	144	592.5	219	136.5	183	680	210	124.5	171	649	227.5	118	155	644.5	280	114	129.5	679.5	1564	845.5	1105.5	4628.5
Central Office Support	12.5	0	0	12.5	18	0	0	18	15	0	0	15	8.5	0	0	8.5	23.5	0	0	23.5	9.5	0	0	9.5	12.5	0.0	0	12.5	99.5	0	0	99.5
Total by School	268	145	197	850.5	365.5	201	254.5	1083.5	266	151	178	814	409.5	252	305	1290.5	341	212.5	250.5	1033	374	224	254	1064	418.5	207	208.5	1068.5	2442.5	1392.5	1647.5	7204

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; 4th Quarter refers to 3/31/11 – 6/30/11

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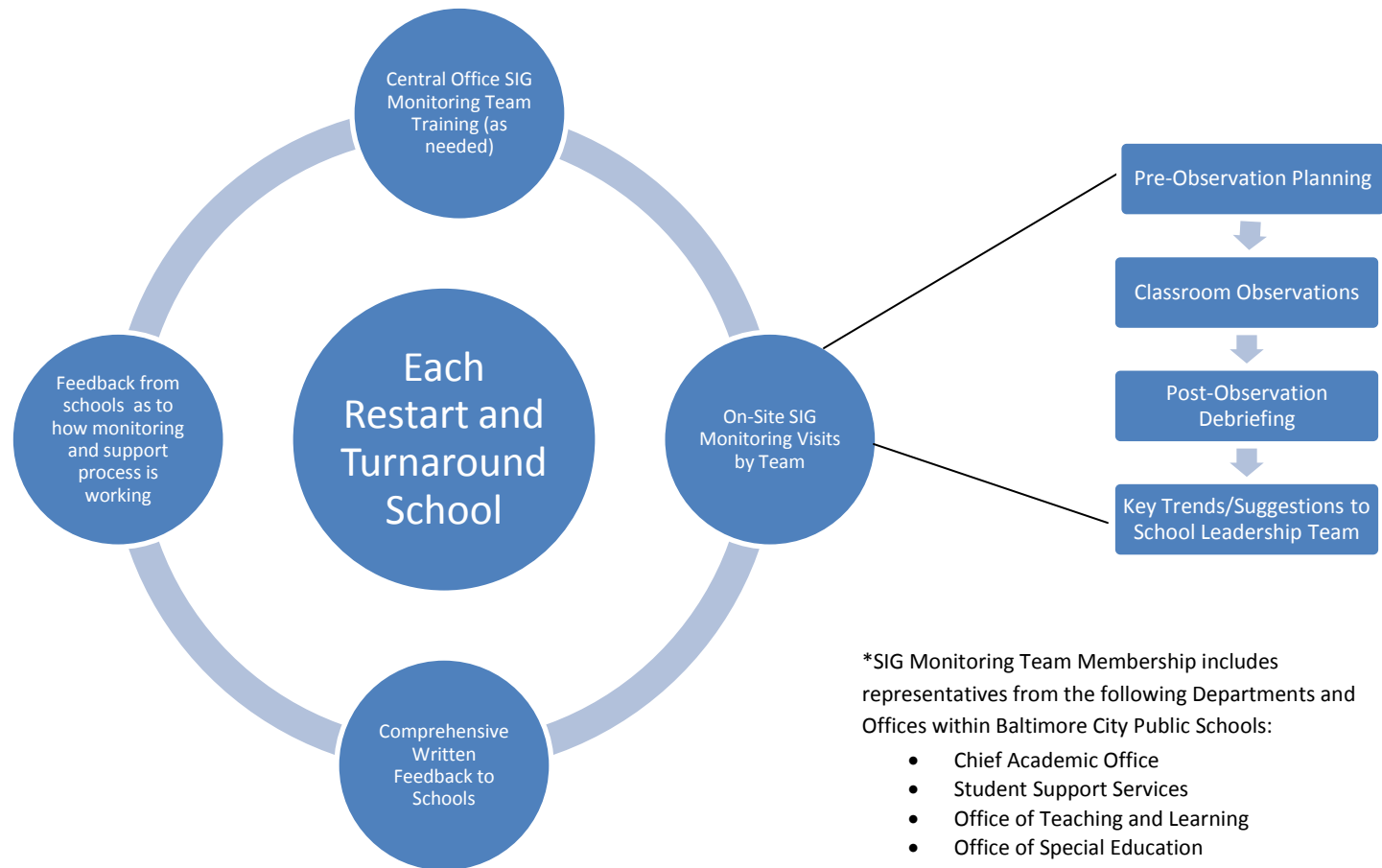
It is possible that there were fewer support hours logged during the second quarter because, as the school year was already underway, schools may have needed slightly less support than during the first quarter. School closings and delays due to inclement weather during the second quarter might also have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

Central Office SIG Monitoring Team Training (as needed)

Feedback from schools as to how monitoring and support process is working

Each Restart and Turnaround School

On-Site SIG Monitoring Visits by Team

Comprehensive Written Feedback to Schools

Pre-Observation Planning

Classroom Observations

Post-Observation Debriefing

Key Trends/Suggestions to School Leadership Team

*SIG Monitoring Team 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

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.

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	46 (Feb/March opt-out option*)
Pre-Observation Planning		46 (Feb/March opt-out option*)
Classroom Observations		46 (Feb/March opt-out option*)
Post-Observation Debrief		46 (Feb/March opt-out option*)
Immediate Feedback to School		46 (Feb/March opt-out option*)
Follow-Up Meetings	As needed	46 (Feb/March opt-out option*)
Comprehensive Feedback to Schools	Monthly	46 (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.		

Table 1. MSA Reading results, Turnaround schools 2009-2011 w/District and Turnaround Average

Source: City Schools' Data Link

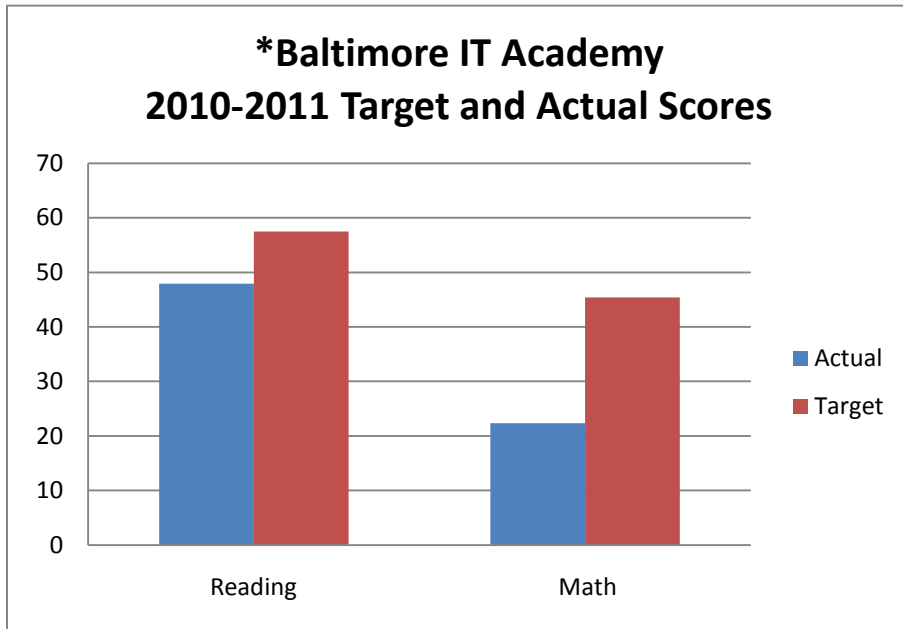| MSA Reading results, Turnaround schools 2009-2011																			
Grade	Academic Year	District Average			Turnaround Schools			Baltimore IT Academy			Booker T. Washington Middle			Garrison Middle			William C. March Middle		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 6	Basic	31.6%	26.4%	34.3%	47.1%	42.2%	46.8%			52%	64.5%	58%	54.4%	52.2%	49.1%	59.7%	52.1%	57.6%	67%
	Proficient	50.0%	51.9%	47.1%	30.6%	32.9%	30.7%			42%	31.2%	38%	35.2%	44.2%	44.8%	31.3%	44.4%	38.6%	31.9%
	Advanced	18.4%	21.7%	18.5%	2.3%	4.9%	5.8%			6%	4.3%	4%	10.4%	3.5%	6%	9%	3.5%	3.8%	1.1%
Grade 7	Basic	34.2%	33.5%	32.7%	43.7%	44.1%	44.2%			45.3%	48.6%	66%	63.8%	55.1%	54.9%	58.4%	57.8%	53.5%	66.1%
	Proficient	45.5%	41.6%	48.2%	29.1%	29.9%	34.4%			45.3%	34.2%	30.9%	35.1%	35.6%	35.2%	37.6%	32.5%	37%	31.4%
	Advanced	20.3%	25.0%	19.1%	7.2%	6.0%	4.7%			9.3%	17.1%	3.2%	1.1%	9.3%	9.8%	4%	9.6%	9.4%	2.5%
Grade 8	Basic	38.4%	38.5%	38.6%	45.5%	50.0%	49.0%			58.8%	64.7%	72.1%	68.7%	54.8%	53.5%	64.8%	53.3%	59.7%	54.2%
	Proficient	44.5%	40.2%	41.6%	29.1%	24.2%	28.9%			33.8%	29.9%	21.7%	27.3%	39.1%	35%	28.6%	39.5%	28.9%	36.4%
	Advanced	17.1%	21.3%	19.8%	5.3%	5.8%	5.5%			7.4%	5.4%	6.2%	4%	6%	11.5%	6.7%	7.2%	11.3%	9.3%

2011 MSA Reading results for Turnaround schools demonstrate a baseline score for Baltimore IT Academy lower than district averages in all grade levels for students scoring proficient/advanced. Booker T. Washington Middle show modest gains across all grade levels for students scoring proficient/advanced in math when compared to the percentage of student scoring proficient/advanced in SY 2010. Sixth grade students at Booker T. Washington Middle School demonstrated the most the most significant gains. Likewise, Garrison Middle School show modest gains across all grade levels for students scoring proficient/advanced in math when compared to the percentage of student scoring proficient/advanced in SY 2010. William C. March demonstrates an increase in eight graders scoring proficient/advanced from SY 2010 – 2011. Increases in performance at Turnaround Schools are notable but when compared to district averages there is opportunity for growth.

Table 2. MSA Math results, Turnaround schools 2009-2011 w/District and Turnaround Average
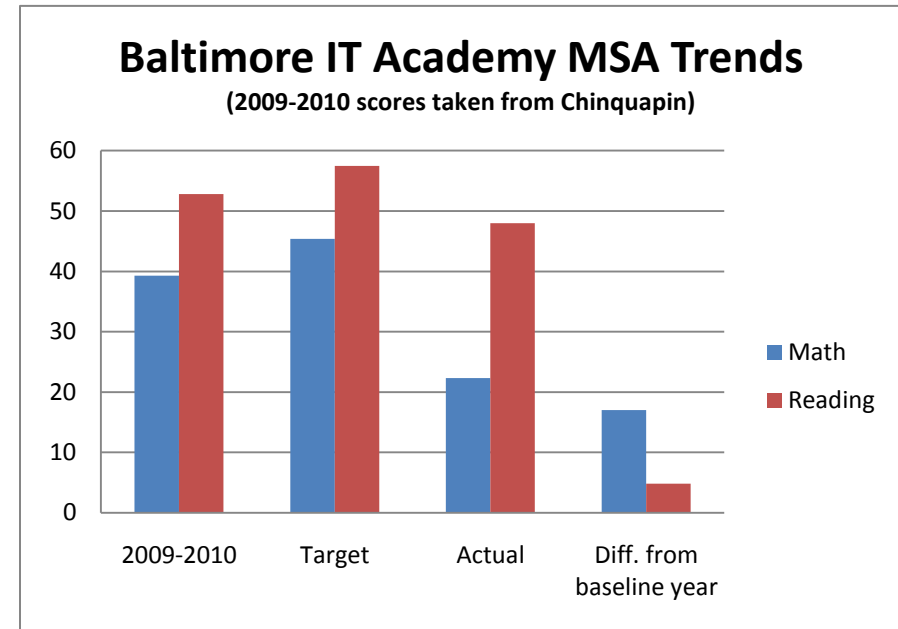*Source: City Schools' Data Link*

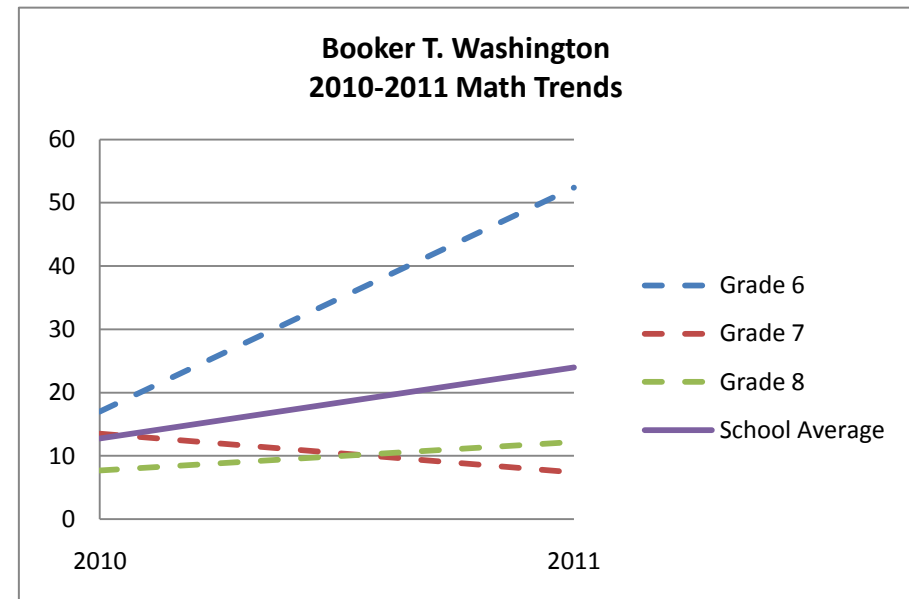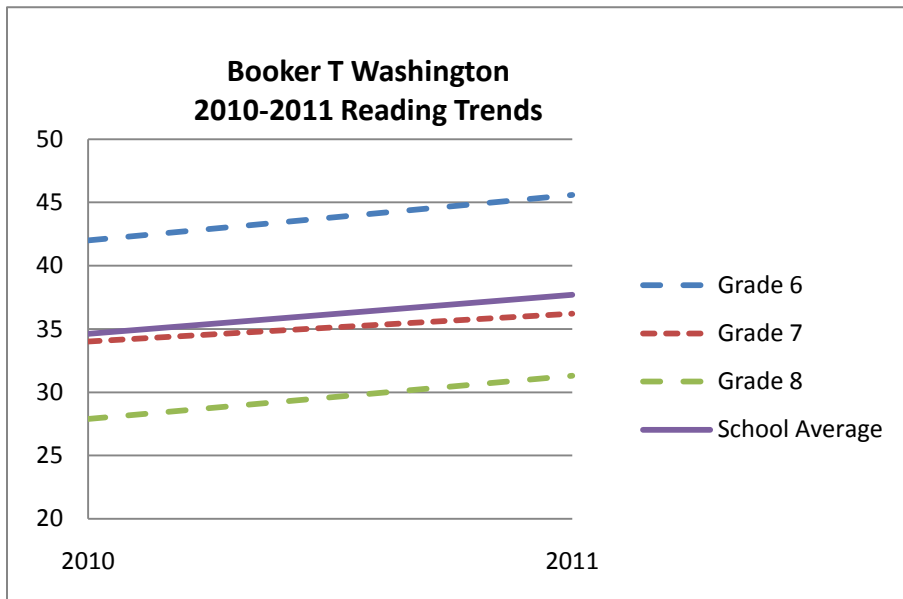| MSA Math results, Turnaround schools 2009-2011																				
Grade	Academic Year	District Average			Turnaround Schools			Baltimore IT Academy			Booker T. Washington Middle			Garrison Middle			William C. March Middle		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 6	Basic	41.9%	34.7%	38.3%	58.7%	53.6%	59.6%			70.0%	73.7%	83.0%	47.6%	71.4%	77.8%	62.1%	68.8%	62.1%	74.7%
	Proficient	44.0%	50.4%	49.0%	19.7%	26.1%	36.7%			26.0%	23.2%	17.0%	46.0%	25.9%	22.2%	37.9%	29.2%	34.1%	24.2%
	Advanced	14.1%	14.9%	12.7%	1.6%	0.4%	3.7%			4.0%	3.2%	0.0%	6.5%	2.7%	0.0%	0.0%	2.1%	3.8%	1.0%
Grade 7	Basic	56.0%	49.2%	51.0%	63.6%	60.3%	77.2%			73.3%	80.6%	86.5%	92.6%	80.5%	75.4%	85.6%	71.0%	72.0%	75.4%
	Proficient	37.3%	42.2%	41.2%	16.4%	19.2%	22.3%			26.7%	19.4%	13.5%	7.4%	19.5%	22.9%	12.4%	27.8%	25.6%	23.7%
	Advanced	6.8%	8.5%	7.8%	0.0%	0.5%	0.5%			0.0%	0.0%	0.0%	0.0%	0.0%	1.7%	2.1%	1.2%	2.4%	0.8%
Grade 8	Basic	60.8%	61.1%	64.9%	62.4%	68.8%	86.2%			89.7%	85.2%	92.3%	87.8%	73.1%	85.8%	87.9%	79.5%	71.9%	80.9%
	Proficient	28.7%	28.6%	25.5%	15.2%	10.3%	12.6%			7.4%	12.3%	7.7%	11.2%	23.3%	13.5%	11.2%	17.9%	21.9%	17.3%
	Advanced				2.4%	0.9%	1.2%			2.9%	2.5%	0.0%	1.0%	3.7%	0.6%	0.9%	2.6%	6.3%	1.8%

2011 MSA Math results for 1003(g) schools demonstrate a baseline score for Baltimore IT Academy lower than district averages in all grade levels for students scoring proficient/advanced. MSA results show increases in Math for sixth and eighth graders at Booker T. Washington scoring proficient/advanced, and an increase in Math scores for sixth graders at Garrison Middle. William C. March MSA Math averages are higher than the average 1003(g) school for seventh and eighth grade Math. Increases in performance are notable but when compared to district averages results demonstrate opportunity for growth in all Turnaround schools.

*Baltimore IT Academy 2010-2011 Target and Actual Scores

*Year-to-year trend data is not yet available for Baltimore IT

Baltimore IT Academy MSA Trends
(2009-2010 scores taken from Chinquapin)

*Year-to-year trend data is not yet available for Baltimore IT

Booker T Washington 2010-2011 Reading Trends

Booker T. Washington 2010-2011 Math Trends

Garrison
2010-2011 Reading Trends

— Grade 6
-- Grade 7
-- Grade 8
━ School Average

Garrison
2010-2011 Math Trends

— Grade 6
-- Grade 7
-- Grade 8
━ School Average

William C. March
2010-2011 Reading Trends

-- Grade 6
-- Grade 7
-- Grade 8
— School Average

William C. March
2010-2011 Math Trends
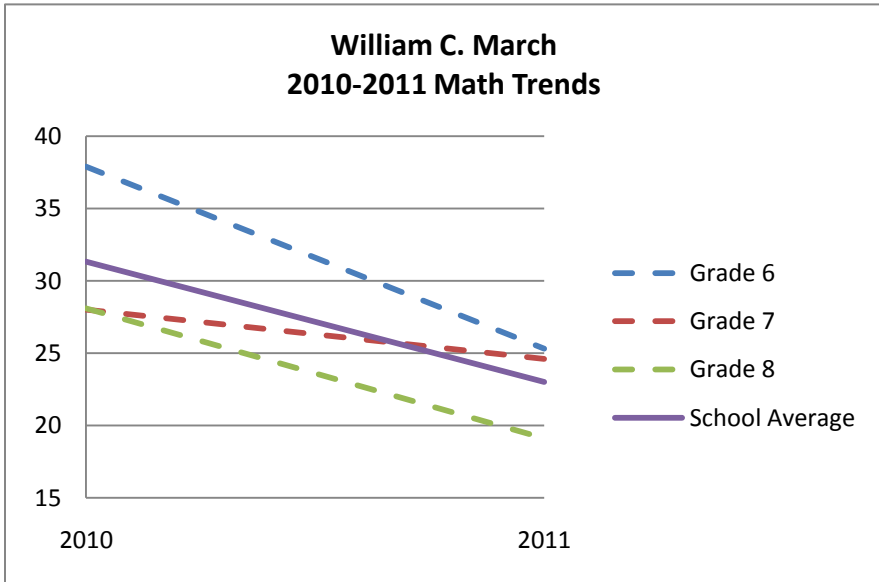
-- Grade 6
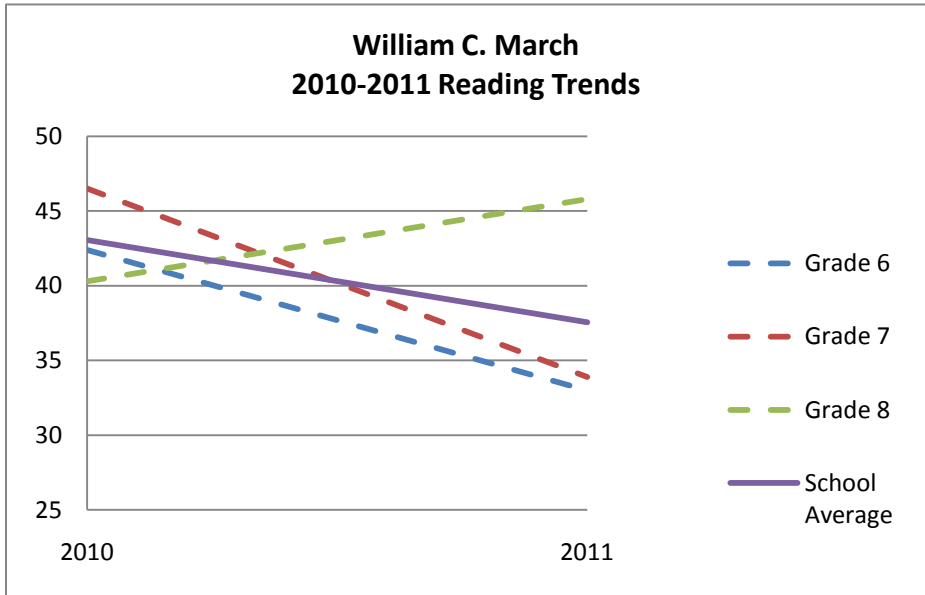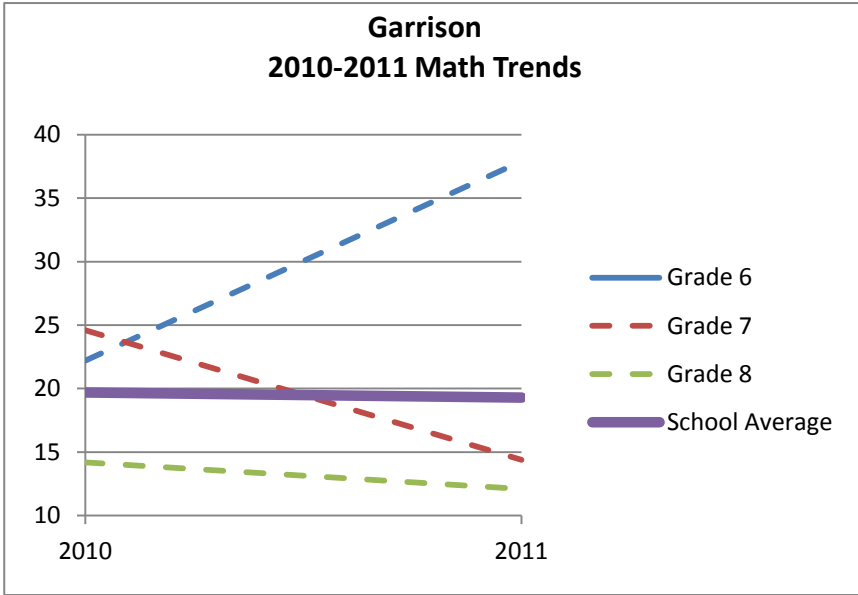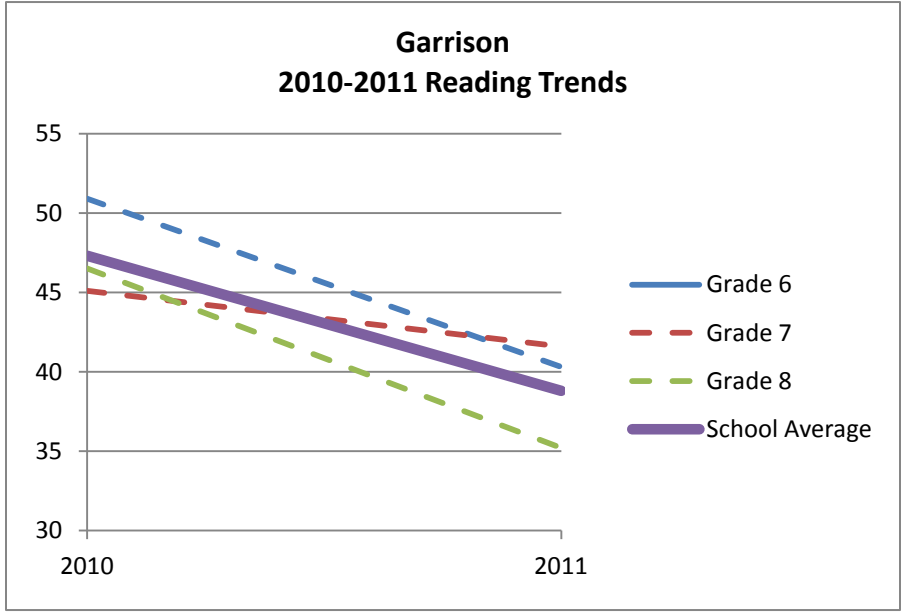-- Grade 7
-- Grade 8
— School Average

Table 3. MSA Reading results, Turnaround schools 2009-2011 w/District and Turnaround Average
Source: City Schools' Data Link

		MSA Reading results, Turnaround schools 2009-2011											
Grade	Academic Year	District Average			Turnaround Schools			Commodore John Rogers			Calverton Middle		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 3	Basic	23.3%	26.4%	30.6%	46.9%	59.4%	27.1%	50%	64%	32.7%	43.8%	54.8%	21.4%
	Proficient	65.2%	63.7%	62.3%	53.2%	39.0%	69.1%	50%	36%	59.6%	56.3%	41.9%	78.6%
	Advanced	11.5%	10.0%	7.1%	0.0%	1.6%	3.9%	0%	0%	7.7%	0%	3.2%	0%
Grade 4	Basic	22.1%	24.0%	26.8%	30.9%	24.9%	38.8%	36.7%	40.6%	40%	25%	9.1%	37.5%
	Proficient	65.9%	62.6%	62.6%	63.4%	57.7%	49.3%	60%	56.3%	48.6%	66.7%	59.1%	50%
	Advanced	12.0%	13.4%	10.6%	5.8%	17.5%	12.0%	3.3%	3.1%	11.4%	8.3%	31.8%	12.5%
Grade 5	Basic	17.7%	18.9%	23.9%	29.3%	20.5%	40.2%	40%	33.3%	41.9%	18.5%	7.7%	38.5%
	Proficient	49.2%	46.8%	48.5%	53.4%	51.7%	46.8%	40%	61.1%	51.2%	66.7%	42.3%	42.3%
	Advanced	33.1%	34.3%	27.5%	17.4%	27.8%	13.1%	20%	5.6%	7%	14.8%	50%	19.2%
Grade 6	Basic	31.6%	26.4%	34.3%	54.4%	47.6%	55.0%	66.7%	46.4%	47.9%	36.4%	27%	48.7%
	Proficient	50.0%	51.9%	47.1%	41.9%	44.8%	38.7%	33.3%	42.9%	43.8%	56.6%	59.5%	48%
	Advanced	18.4%	21.7%	18.5%	3.7%	7.6%	6.4%	0%	10.7%	8.3%	7.1%	13.5%	3.3%
Grade 7	Basic	34.2%	33.5%	32.7%	53.4%	54.3%	53.5%	56.8%	46.2%	31.4%	48.9%	50.8%	55.8%
	Proficient	45.5%	41.6%	48.2%	37.8%	38.6%	41.1%	43.2%	46.2%	57.1%	43.7%	43.9%	40.1%
	Advanced	20.3%	25.0%	19.1%	8.7%	7.1%	5.4%	0%	7.7%	11.4%	7.4%	5.3%	4.1%
Grade 8	Basic	38.4%	38.5%	38.6%	56.2%	60.3%	59.3%	54.8%	64.7%	47.4%	53.5%	51.4%	62%
	Proficient	44.5%	40.2%	41.6%	36.7%	31.6%	34.1%	37.1%	35.3%	47.4%	38.1%	37.2%	31%
	Advanced	17.1%	21.3%	19.8%	7.0%	8.1%	6.6%	8.1%	0%	5.3%	8.4%	11.5%	7%

MSA test scores demonstrate increases in proficient/advanced Reading scores for third, seventh, and eighth grades at Commodore John Rogers, as well as an increase in proficient/advanced reading scores for third grade students at Calverton. Trends at both schools show a general increase in the percentage of students who score basic as their grade levels increase. Increases in performance are notable but when compared to district averages results demonstrate opportunity for growth through the 1003(g) grant.
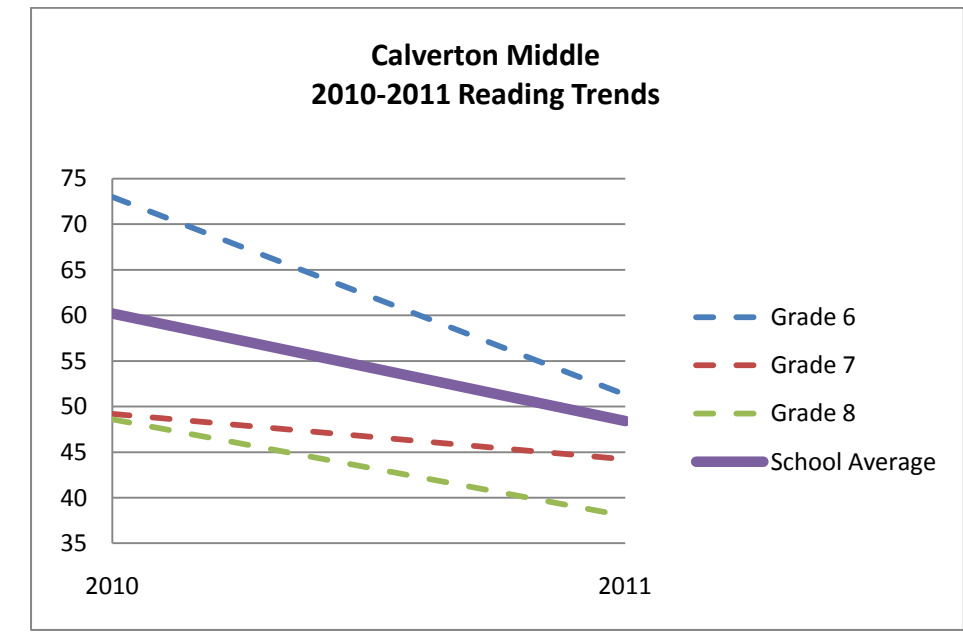
Commodore John Rogers Elementary 2010-2011 Reading Trends — Line chart with Grade 3, Grade 4, Grade 5, and School Average from 2010 to 2011.

Commodore John Rogers Middle 2010-2011 Reading Trends — Line chart with Grade 6, Grade 7, Grade 8, and School Average from 2010 to 2011.

Calverton Elementary 2010-2011 Reading Trends — Line chart with Grade 3, Grade 4, Grade 5, and School Average from 2010 to 2011.

Calverton Middle 2010-2011 Reading Trends — Line chart with Grade 6, Grade 7, Grade 8, and School Average from 2010 to 2011.
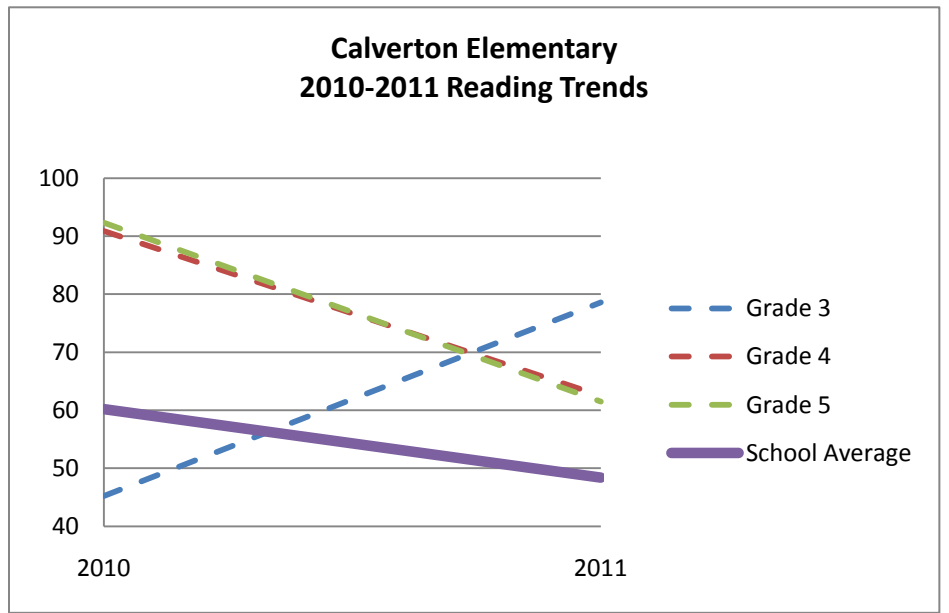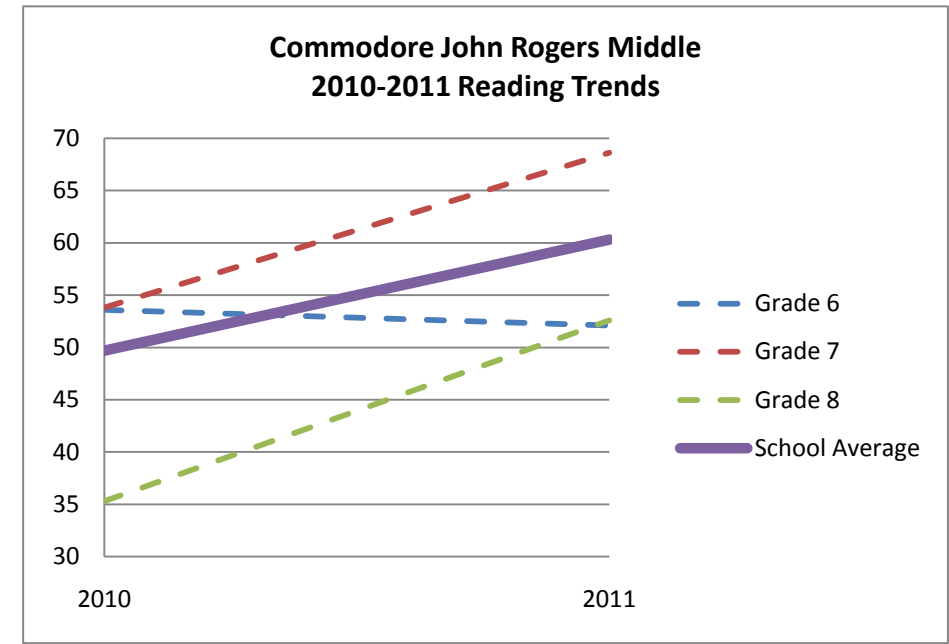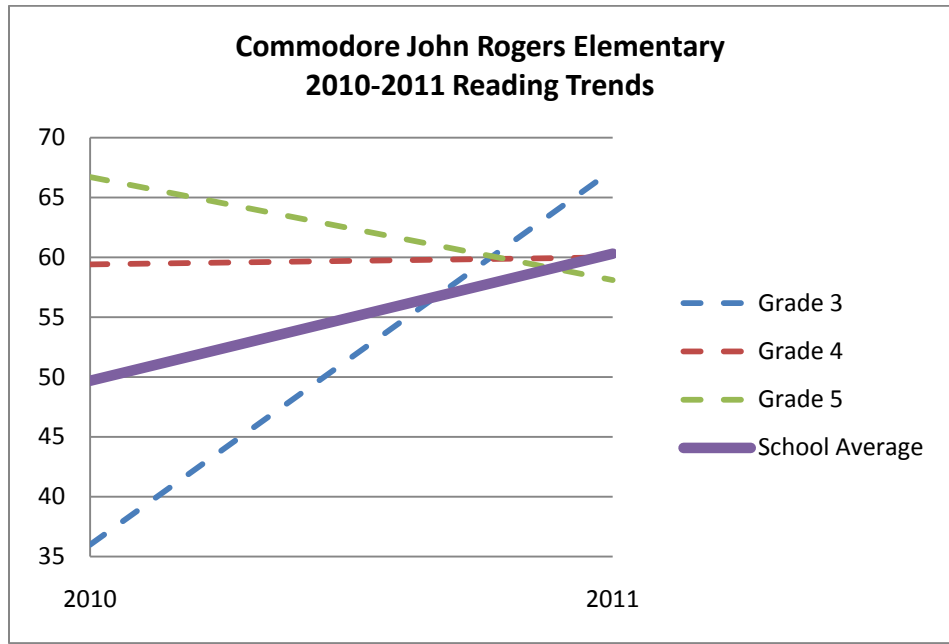
Table 4. MSA Math results, Turnaround schools 2009-2011 w/District and Turnaround Average
Source: City Schools' Data Link

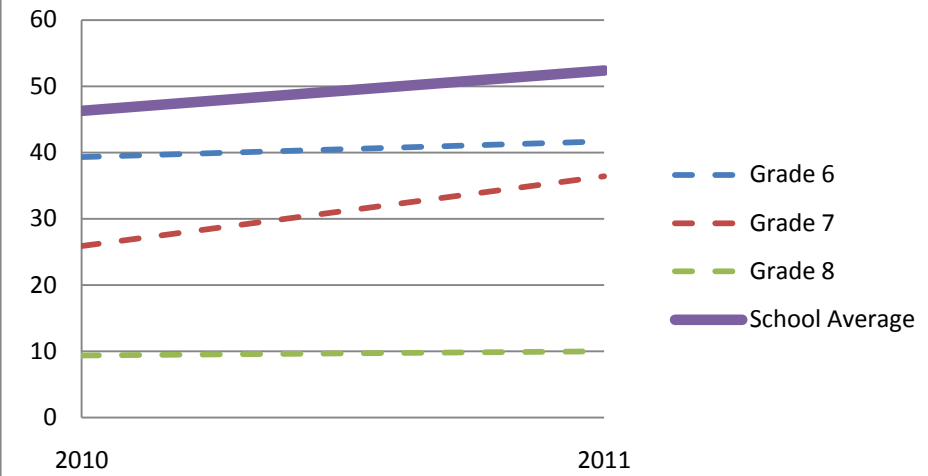| MSA Math results, Turnaround schools 2009-2011													
Grade	Academic Year	District Average			Turnaround Schools			Commodore John Rogers			Calverton Middle		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 3	Basic	22.0%	20.5%	26.6%	34.4%	45.7%	40.8%	31.3%	33.3%	20.8%	37.5%	58.1%	60.7%
	Proficient	57.2%	56.7%	55.7%	62.6%	52.7%	46.2%	68.8%	66.7%	56.6%	56.3%	38.7%	35.7%
	Advanced	20.9%	22.8%	17.6%	3.2%	1.6%	13.1%	0.0%	0.0%	22.6%	6.3%	3.2%	3.6%
Grade 4	Basic	16.6%	15.8%	20.9%	30.9%	21.5%	26.9%	40.0%	15.6%	19.4%	21.7%	27.3%	34.4%
	Proficient	50.5%	51.6%	50.7%	57.1%	72.5%	54.9%	53.3%	81.3%	47.2%	60.9%	63.6%	62.5%
	Advanced	32.9%	32.6%	28.4%	12.1%	6.1%	18.2%	6.7%	3.1%	33.3%	17.4%	9.1%	3.1%
Grade 5	Basic	25.4%	26.0%	35.2%	57.5%	29.9%	54.3%	63.0%	44.4%	60.5%	51.9%	15.4%	48.0%
	Proficient	58.9%	61.1%	57.6%	42.6%	60.5%	43.8%	37.0%	55.6%	39.5%	48.1%	65.4%	48.0%
	Advanced	15.7%	12.9%	7.2%	0.0%	9.6%	2.0%	0.0%	0.0%	0.0%	0.0%	19.2%	4.0%
Grade 6	Basic	41.9%	34.7%	38.3%	58.7%	53.6%	59.6%	81.8%	60.7%	58.3%	66.7%	46.3%	44.7%
	Proficient	44.0%	50.4%	49.0%	19.7%	26.1%	36.7%	18.2%	39.3%	37.5%	31.3%	51.9%	48.7%
	Advanced	14.1%	14.9%	12.7%	1.6%	0.4%	3.7%	0.0%	0.0%	4.2%	2.0%	1.9%	6.7%
Grade 7	Basic	56.0%	49.2%	51.0%	63.6%	60.3%	77.2%	81.1%	74.1%	63.6%	75.8%	65.4%	72.6%
	Proficient	37.3%	42.2%	41.2%	16.4%	19.2%	22.3%	18.9%	25.9%	36.4%	24.2%	33.8%	27.4%
	Advanced	6.8%	8.5%	7.8%	0.0%	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%
Grade 8	Basic	60.8%	61.1%	64.9%	62.4%	68.8%	86.2%	75.4%	90.6%	90.0%	78.2%	75.2%	81.1%
	Proficient	28.7%	28.6%	25.5%	15.2%	10.3%	12.6%	19.7%	9.4%	10.0%	20.8%	20.7%	18.2%
	Advanced				2.4%	0.9%	1.2%	4.9%	0.0%	0.0%	1.0%	4.1%	0.7%

MSA test scores demonstrate significant increases in proficient/advanced math scores for 3rd, 4th, and 7th grades at Commodore John Rogers, as well as an increase in proficient/advanced math scores for sixth grade students at Calverton.
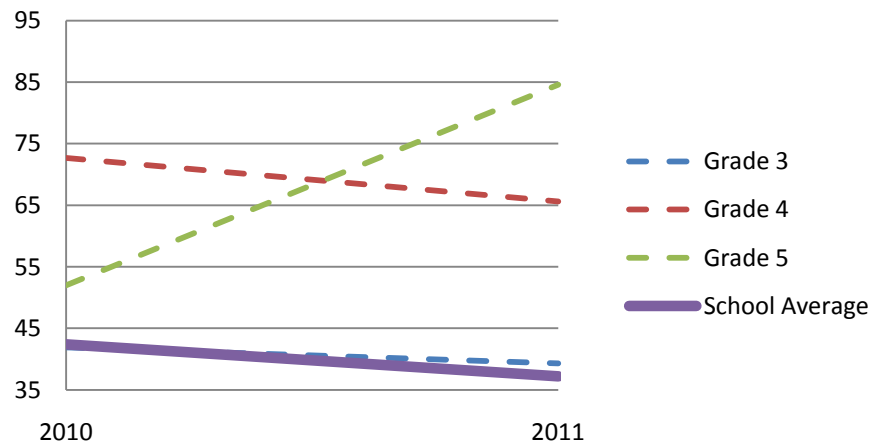
Commodore John Rogers Elementary 2010-2011 Math Trends
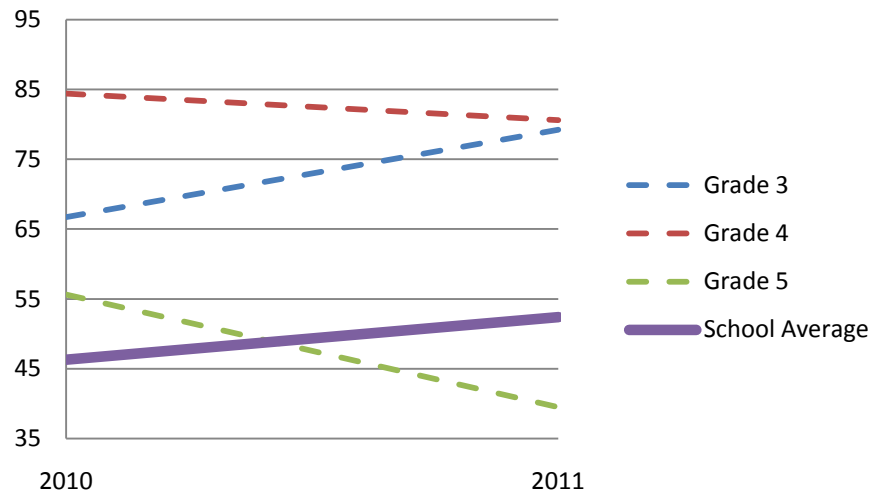
Commodore John Rogers Middle 2010-2011 Math Trends

Calverton Elementary Math Scores 2010-2011 Math Trends

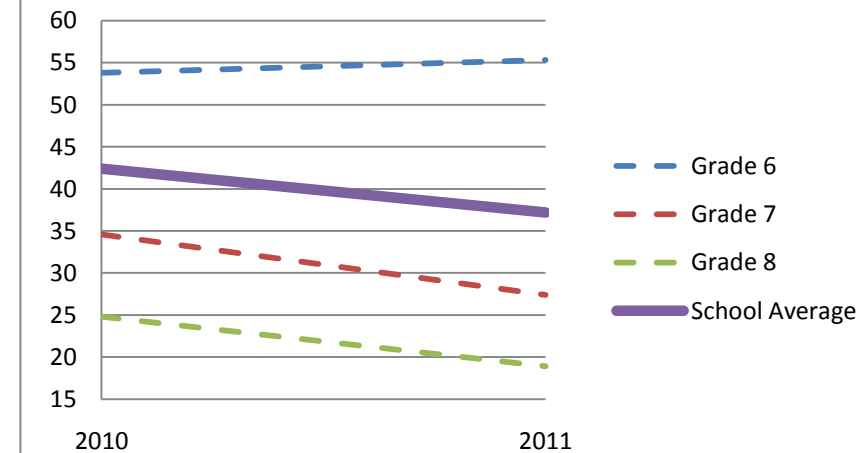Calverton Middle 2010-2011 Math Trends

Table 5. HSA Math, Biology, English, and Government results, Augusta Fells Savage High School 2009-2011 w/District and Turnaround Average

	Augusta Fells High School HSA Pass Rates 2009-2011					
	2009		**2010**		**2011**	
HSA Algebra	**Augusta Fells**	**District**	**Augusta Fells**	**District**	**Augusta Fells**	**District**
	11.7	26.6	10.1	27	19.9	27.2
HSA Biology	**Augusta Fells**	**District**	**Augusta Fells**	**District**	**Augusta Fells**	**District**
	27.2	27.5	34.6	42.7	23.7	36.1
HSA English	**Augusta Fells**	**District**	**Augusta Fells**	**District**	**Augusta Fells**	**District**
	19.3	20.7	22.1	37.2	23.2	36
HSA Government	**Augusta Fells**	**District**	**Augusta Fells**	**District**	**Augusta Fells**	**District**
	21.4	29.6	41.4	49	27.1	44.9
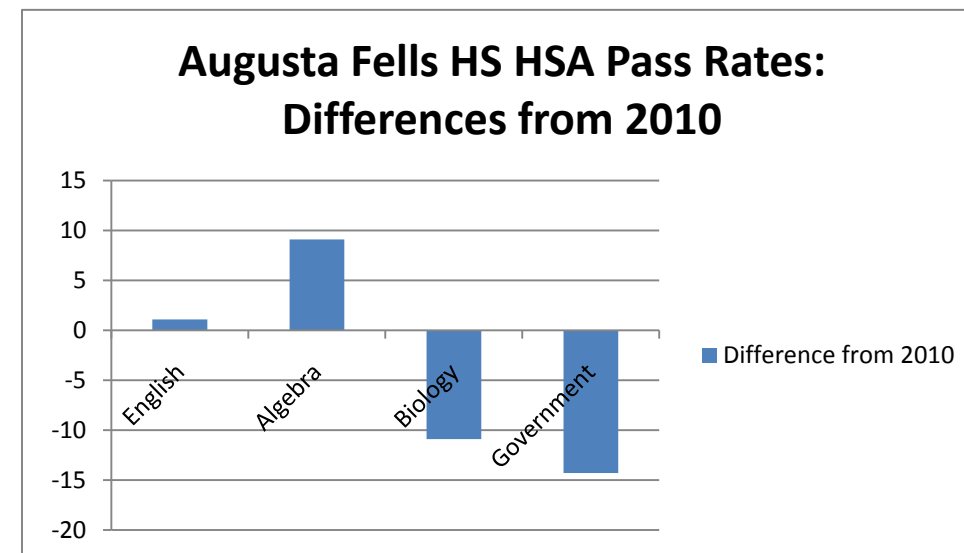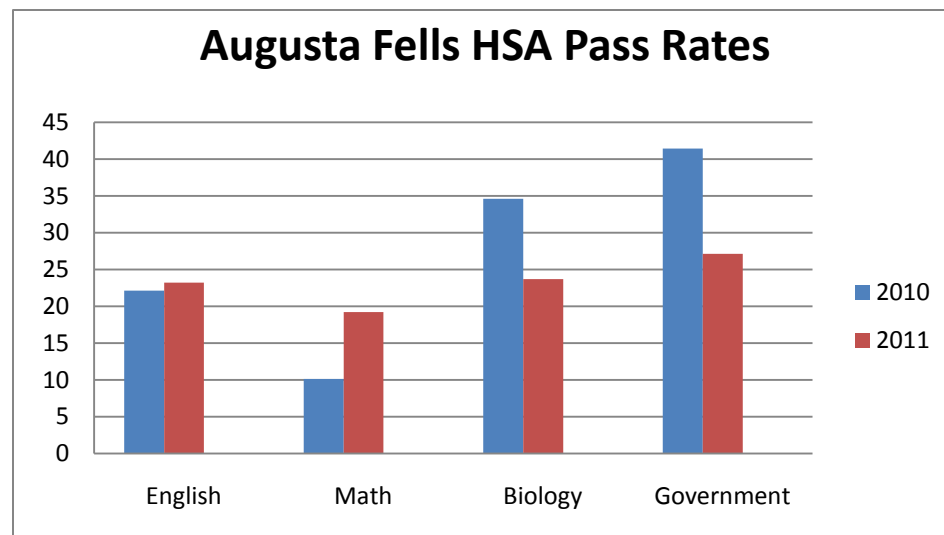
2011 MSA data indicates Augusta Fells Savage High School has seen increases in Algebra, Biology, and Government from the 2009 pass rates. From the 2010 scores, improvements can be seen in both Algebra and English. All categories are below the district average, which indicates potential room for growth.

A. 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 9 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 6. Number and Average of Teacher and Administrator Logins to TSS System for 1st, 2nd, 3rd, and 4th Quarters
Source: City Schools' Teacher Support System

Note: Quarter 1 Dates are 8/16/10 – 11/11/10; Quarter 2 Dates are 1/11/10 – 1/21/11	COMMODORE JOHN RODGERS ELEM/MIDDLE				GARRISON MIDDLE				CALVERTON ELEM/MIDDLE				BOOKER T. WASHINGTON MIDDLE				WILLIAM C. MARCH MIDDLE				BALTIMORE IT ACADEMY				AUGUSTA FELLS SAVAGE INSTITUTE OF VISUAL ARTS HIGH			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Number of Logins by Administrator(s)	12	15	7	15	0	3	17	28	3	4	2	5	4	12	0	15	14	5	4	15	3	5	8	10	0	11	20	30
Number of Administrators Logging in	2	2	1	2	0	2	3	3	1	3	1	3	2	2	0	2	1	1	2	2	2	3	2	2	0	3	3	4
Average Number of Logins by Administrator(s)	6	7.5	7	7.5	0	1.5	5.6	9.3	3	1.3	2	1.6	2	6	0	7.5	14	5	2	7.5	1.5	1.7	4	5	0	3.7	6.6	7.5
Number of Logins by Teachers and other Staff	198	252	203	302	186	180	101	143	352	524	181	313	230	313	126	193	134	328	112	189	135	243	132	269	261	261	120	154
Number of Teachers and other Staff in School Logging in	28	24	19	26	26	24	20	27	30	31	27	34	31	22	19	20	24	31	22	34	9	14	17	17	32	33	22	25
Percent of Teachers in School Logging in*	71.8%	61.5%	48.7%	56.5%	92.8%	85.7%	74.1%	96.4%	58.8%	60.8%	54.0%	63.0%	100%	70.9%	70.9%	40%	72.7%	93.9%	57.8%	94.4%	47.3%	73.6%	85.0%	60.7%	86.5%	89.2%	56.4%	54.3%
Average Number of Logins by Teachers	7.1	10.5	10.7	11.6	7.2	7.5	5.1	5.3	11.7	16.9	6.7	9.2	7.4	14.2	6.6	9.6	5.6	10.6	5.1	5.5	15	17.4	7.8	15.8	8.2	7.9	5.5	6.2

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.

A. Attendance

Table 10 shows preliminary attendance rates at the seven 1003(G) schools for first, second, third, and fourth 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, and Booker T. Washington Middle. Attendance have fallen from quarter three to quarter four at Garrison Middle, William C. March Middle, Baltimore IT, and Augusta Fells Savage.

Table 7. Overall Attendance 2007-Year to Date 2010[1]
Source: City Schools' Student Management System (SMS)

Year	2007	2008	2009	2010-11 1st Quarter*	2010-11 2nd Quarter**	2010-11 3rd Quarter***	2010-11 4th Quarter****
School	%	%	%	%	%	%	%
Calverton Elementary/Middle	87.4	86.4	87.3	94.8	93.09%	93.59%	93.87%
Commodore John Rodgers Elementary/Middle	90.5	91.0	90.2	94.2	94.62%	93.84%	93.57%
Baltimore IT Academy (Chinquapin Middle)	87.8	90.8	92.9	95.7	92.82%	91.76%	92.78%
Garrison Middle	90.4	90.6	95.1	86.7	86.96%	86.88%	85.53%
William C. March Middle	90.0	86.8	89.5	90.4	90.92%	90.53%	88.90%
Augusta Fells Savage Institute of Visual Arts	70.4	72.4	75.1	69.7	72.49%	73.09%	72.80%
Booker T. Washington Middle	78.3	85.9	82.7	98.1	93.68%	93.52%	92.62%
Preliminary cumulative data as of 11/4/10 ***Preliminary cumulative data as of 1/24/11* ****Preliminary cumulative data as of 3/30/11* ********Preliminary cumulative data as of 7/6/11*							

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[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.

B. SST Minutes and Documents

Table 8. 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***	Number of Students Q4****
School					
Calverton Elementary/Middle	Attendance	2	2	0	0
	Behavior	1	1	0	1
	Academic	0	0	0	1
	No Parent Consent	0	0	0	1
Commodore John Rodgers Elementary/Middle	N/A	0	0	0	0
	No Parent Consent	0	0	1	0
	Behavior & Academic	0	0	0	1
Baltimore IT Academy (Chinquapin Middle)	N/A	0	0	0	0
Garrison Middle	Academic	1	1	0	0
	Behavior	2	16	12	3
	Attendance	0	0	2	2
	No Reason Entered	1	1	0	0
William C. March Middle	Relationships	0	1	0	0
	No Reason Entered	0	1	0	0
	No Parent Consent	0	0	0	1
Augusta Fells Savage Institute of Visual Arts	N/A	0	0	0	0
	Attendance	0	0	1	0
	Health	0	0	1	0
	Behavior	0	0	1	0
	Academic	0	0	0	4
	No Parent Consent	0	0	1	3
Booker T. Washington Middle	Behavior	0	1	1	1
	No Reason Entered	0	0	0	1
	As of 10/22/10; **As of 1/18/11; *** As of 3/30/11; **** As of 6/30/11				

C. Suspensions

Table 12 shows the number of suspensions for each 1003(G) school for the first and second 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 from the first quarter of SY2009-10 to the first quarter of SY2010-11 and from the first quarter to the second quarter of the current school year. 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. William C. March Middle showed a significant increase in the number of suspensions during the fourth quarter of the current school year, from 21 in SY 2009-2010 to 102 in SY 2010-2011. Alternative programs have been put in place to change student behaviors but more interventions are needed to address behavior in this school.

Table 9. Number of Suspensions by School for School Year 2010-11 as Compared to 1st, 2nd, and 3rd, 4th Quarters of School Year 2009-10
Source: City Schools' Student Management System (SMS)

Year	2009-10 1st Quarter	2010-11 1st Quarter*	Change from 2009-10 and 2010-11 1st Quarter	2009-10 2nd Quarter	2010-11 2nd Quarter**	Change from 2009-10 and 2010-11 2nd Quarter	2009-10 3rd Quarter	2010-11 3rd Quarter***	Change from 2009-10 and 2010-11 3rd Quarter	2009-10 4th Quarter	2010-11 4th Quarter****	Change from 2009-10 and 2010-11 4th Quarter
School												
Calverton Elementary/Middle	13	10	-3	44	14	-30	36	13	-23	29	13	-16
Commodore John Rodgers Elementary/Middle	6	35	29	17	40	23	20	39	19	44	37	-7
Baltimore IT Academy (Chinquapin Middle)	31	34	3	26	41	15	29	45	19	17	49	-32
Garrison Middle	23	43	20	23	44	21	22	43	21	48	60	12
William C. March Middle	19	40	21	15	92	77	14	110	96	21	102	81
Augusta Fells Savage Institute of Visual Arts	18	13	-5	27	16	-11	17	23	6	13	16	3
Booker T. Washington Middle	17	3	-14	111	30	-81	81	33	-48	125	66	-59
*** as of 11/5/10; **as of 1/21/11; ***as of 3/30/11, ****as of 6/30/11***												

Figure 2. Number of Suspensions by School for School Year 2010-11 as Compared to 1st, 2nd, and 3rd, and 4th Quarters of School Year 2009-10

Q3 Suspensions SY09-10 vs. SY 10-11

Q4 Suspensions SY09-10 vs. SY 10-11