

BALTIMORE CITY --- PUBLIC SCHOOLS

**Baltimore City Public Schools
Title I 1003g School Improvement Grant I
1st Quarterly Report
SY2011-12**

*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 quarter of the 2011-2012 school year (SY2011-12) shows that implementation of the 1003(g) School Improvement Grant (SIG) in Baltimore City Public Schools (BCPS) is on schedule. *

Strengths:

- Baltimore City Public Schools (City Schools) recognizes that each school in the district has its own unique learning environment. During the quarter, City Schools adapted the SIG monitoring templates to reflect the specific needs of each school. This change will allow City Schools to provide higher quality, more targeted assistance to growth areas in each school, increasing student achievement.
- Before the 2011-2012 school year, City Schools made key organizational changes to better position the district office to support schools and help make sure that they succeed. During this process, many services were moved from the district office to the school support networks. Those individuals monitor SIG schools are now the same individuals offering technical assistance to the schools. This change has allowed for a stronger ability to develop and hold school leaders accountable for providing essential services to students and has increased communication between all parties involved.
- Under the new network configuration, SIG schools are organized into smaller, more focused network teams allowing more intensive support. The team consists of a Human Capital Specialist, two Family Community Engagement Specialists, a Data Analyst, a Department of Social Services Family Preservation Caseworker, two Special Education Liaisons, two Student Support Liaisons and two Facilitators.

Opportunities for Improvement:

- The Turnaround Office within Baltimore City Public Schools has experienced a high level of turnover in the quarter. Transition plans must be developed for outgoing staff. Additionally, City Schools must work diligently to fill in any gaps to ensure that all schools continue to be offered a high level of support. Recruiting is under way to replace outgoing positions.

**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 15 or 16. 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 quarter of SY2011-2012. 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.

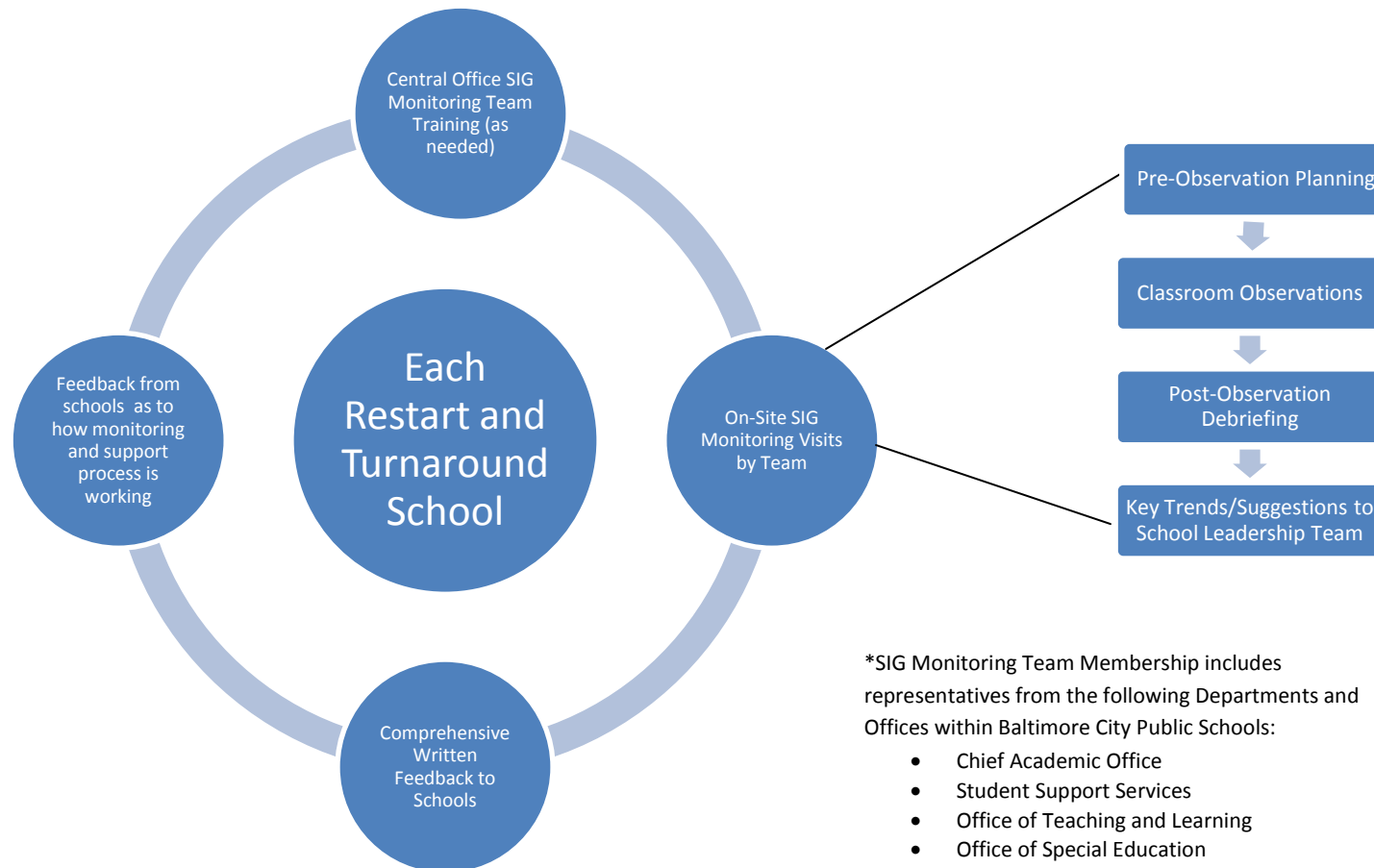
*Before the 2011-2012 school year, Baltimore City Public Schools made key organizational changes that better position the district office to support schools. This reorganization increases the capacity of the school support networks currently charged with supporting schools by moving many more district office employees and services to the networks, where they can work closely with schools to ensure effective support tied directly to school-specific needs. New positions to evaluate and coach school leaders were created to improve the ability to develop and support school leaders in providing the great schools that students and communities deserve. This function becomes even more important with the passage of the new contracts with administrators, teachers and school personnel, which tie evaluation and compensation to how schools and students are performing.

During this reorganization, certain functions were transferred to the networks in order to increase transparency and accountability. One such function is the collection of data on the total turnaround school support hours by school and support type. During the transition, this data was not tracked as systems were being updated to reflect the new structure. Data collection resumed in January of 2012 and will be reflected in subsequent quarterly reports. While previous reports reflected support from both the Central Office and the networks, forthcoming data will focus exclusively on network support and should not be directly compared to previous years' data.

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



*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.

Table 1 shows the frequency and number of completions for each monitoring component.

Table 1. SIG Monitoring Components for 1003(G) Schools

Source: Turnaround Schools' Programmatic Data – SY2011 – 2012 to Date

SIG Monitoring Components	Frequency	Number completed to date for SY2011-12
CST Training	Monthly	28
On-Site Monitoring Visits	Monthly	13
Pre-Observation Planning		13
Classroom Observations		13
Post-Observation Debrief		13
Immediate Feedback to School		13
Follow-Up Meetings	As needed	28
Comprehensive Feedback to Schools	Monthly	13

III. Progress

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 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.

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 are the first tests during SY2010-11 which assess how students are performing on skills taught during a nine week teaching period for the current school year. Third benchmark tests are 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 1. MSA Reading Results, Turnaround Schools 2009-2011 w/District and Turnaround Average (Data Updated 9/20/11)

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			Garrison Middle			William C. March		
		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%	54.4%	47.6%	54.5%	-	-	52.0%	64.5%	58.0%	54.4%	52.2%	49.1%	59.7%	52.1%	57.6%	67.0%
	Proficient	50.0%	51.9%	47.1%	41.9%	44.8%	39.64%	-	-	42.0%	31.2%	38%	35.2%	44.2%	44.8%	31.3%	44.4%	38.6%	31.9%
	Advance	18.4%	21.7%	18.5%	3.7%	7.6%	5.86%	-	-	6.0%	4.3%	4.0%	10.4%	3.5%	6.0%	9.0%	3.5%	3.8%	1.1%

	d	%	%	%	%	%	%			%	%	%	%	%	%	%	%	%	%
Grade 7	Basic	34.2	33.5	32.7	53.4%	54.3	56.99	-	-	45.3	48.6%	66.0%	63.8%	55.1	54.9	58.4	57.8%	53.5%	66.1%
		%	%	%		%	%			%				%	%	%			
	Proficient	45.5	41.6	48.2	37.8%	38.6	38.78	-	-	45.3	34.2%	30.9%	35.1%	35.6	35.2	37.6	32.5%	37.0%	31.4%
		%	%	%		%	%			%				%	%	%			
	Advanced	20.3	25.0	19.1	8.7%	7.1	4.23	-	-	9.3%	17.1%	3.2%	1.1%	9.3	9.8	4.0	9.6%	9.4%	2.5%
		%	%	%		%	%							%	%	%			
Grade 8	Basic	38.4	38.5	38.6	56.2%	60.3	61.60	-	-	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	36.7%	31.6	31.42	-	-	33.8	29.9%	21.7%	27.3%	39.1	35.0	28.6	39.5%	28.9%	36.4%
		%	%	%		%	%			%				%	%	%			
	Advanced	17.1	21.3	19.8	7.0%	8.1	6.98	-	-	7.4%	5.4%	6.2%	4.0%	6.0	11.5	6.7	7.2%	11.3%	9.3%
		%	%	%		%	%							%	%	%			

2011 MSA Reading baseline results for Baltimore IT Academy demonstrates scores lower than district averages in all grade levels for students scoring proficient/advanced. Booker T. Washington Middle School shows modest gains across all grade levels for students scoring proficient/advanced in reading when compared to the percentage of students scoring proficient or advanced in SY2010. Sixth grade students at Booker T. Washington Middle School demonstrated the most significant gains. Garrison Middle School exceeded the Turnaround School average in reading, but shows little improvement when compared to SY2010 scores. William C. March Middle School demonstrates an increase in eighth graders scoring proficient/advanced from SY2010-2011. 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 (Data Updated 9/20/11)

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	91.0	76.0	55.6	-	-	70.8	73.7%	83.0%	96.8%	71.4	77.8	91.8	68.8%	62.1%	87.90
		%	%	%	%	%	5%			%				%	%	%			%
	Proficient	44.0	50.4	49.0	7.85	19.2	39.7	-	-	20.8	23.2%	17.0%	2.1%	25.9	22.2	8.20	29.2%	34.1%	10.60
		%	%	%	%	%	5%			%				%	%	%			%
	Advanced	14.1	14.9	12.7	1.15	4.7	4.6	-	-	8.3%	3.2%	0.0%	1.10%	2.7	0.0	0.00	2.1%	3.8%	1.50%
		%	%	%	%	%	%							%	%	%			

Grade 7	Basic	56.0 %	49.2 %	51.0 %	95.2 5%	88.9 8	77.8 2%	-	-	88.0 %	80.6%	86.5%	87.5%	80.5 %	75.4 %	89.6 %	71.0%	72.0%	90.90 %
	Proficient	37.3 %	42.2 %	41.2 %	16.4 %	4.75 %	9.65 %	-	-	10.0 %	19.4%	13.5%	7.3%	19.5 %	22.9 %	10.4 %	27.8%	25.6%	9.10%
	Advanced	6.8 %	8.5 %	7.8 %	0.0 %	1.4 %	0.51 %	-	-	2.0%	0.0%	0.0%	5.2%	0.0 %	1.7 %	0.00 %	1.2%	2.4%	0.0%
Grade 8	Basic	60.8 %	61.1 %	64.9 %	90.8 %	80.8 %	84.6 3%	-	-	65.0 %	85.2%	92.3%	92.6%	73.1 %	85.8 %	96.2 %	79.5%	71.9%	84.80 %
	Proficient	28.7 %	28.6 %	25.5 %	9.2 %	18.4 5	13.9 5%	-	-	22.5 %	12.3%	7.7%	5.9%	23.3 %	13.5 %	3.80 %	17.9%	21.9%	12.20 %
	Advanced	10.5 %	10.3 %	9.7 %	0% %	0.8 %	1.42 %	-	-	12.5 %	2.5%	0.0%	1.5%	3.7 %	0.6 %	0.00 %	2.6%	6.3%	0.00%

2011 MSA Math 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. MSA results suggest that improvement is needed at both Booker T. Washington Middle School, Garrison Middle School and William C. March Middle School. Increases in performance are notable but when compared to district averages results demonstrate opportunity for growth in all Turnaround schools.

Table 3. MSA Reading Results, Turnaround Schools 2009-2011 w/District and Turnaround Average (Data Updated 9/20/11)

Source: City Schools' Data Link

MSA Reading Results, Turnaround Schools 2009-2011

Grade	Academic Year	District Average			Turnaround Schools			Commodore John Rodgers			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%	38.29%	50%	64%	32.7%	43.8%	54.8%	21.4%
	Proficient	65.2%	63.7%	62.3%	53.2%	39.0%	57.14%	50%	36%	59.6%	56.3%	41.9%	78.6%
	Advanced	11.5%	10.0%	7.1%	0.0%	1.6%	4.47%	0%	0%	7.7%	0%	3.2%	0.0%
Grade 4	Basic	22.1%	24.0%	26.8%	30.9%	24.9%	47.62%	36.7%	40.6%	40.0%	25%	9.1%	37.5%
	Proficient	65.9%	62.6%	62.6%	63.4%	57.7%	44.76%	60%	56.3%	48.6%	66.7%	59.1%	50.0%
	Advanced	12.0%	13.4%	10.6%	5.8%	17.5%	7.17%	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%	43.15%	40%	33.3%	41.9%	18.5%	7.7%	38.5%
	Proficient	49.2%	46.8%	48.6%	53.4%	51.7%	45.26%	40%	61.1%	51.2%	66.7%	42.3%	42.3%
	Advanced	33.1%	34.3%	27.5%	17.4%	27.8%	11.59%	20%	5.6%	7.0%	14.8%	50%	19.2%

Grade 6	Basic	31.6%	26.4%	34.4%	54.4%	47.6%	54.5%	66.7%	46.4%	47.9%	36.4%	27%	48.7%
	Proficient	50.0%	51.9%	47.1%	41.9%	44.8%	39.64%	33.3%	42.9%	43.8%	56.6%	59.5%	48.0%
	Advanced	18.4%	21.7%	18.5%	3.7%	7.6%	5.86%	0%	10.7%	8.3%	7.1%	13.5%	3.3%
Grade 7	Basic	34.2%	33.5%	32.7%	53.4%	54.3%	56.99%	56.8%	46.2%	31.4%	48.9%	50.8%	55.8%
	Proficient	45.5%	41.6%	48.2%	37.8%	38.6%	38.78%	43.2%	46.2%	57.1%	43.7%	43.9%	40.1%
	Advanced	20.3%	25.0%	19.1%	8.7%	7.1%	4.23%	0%	7.7%	11.4%	7.4%	5.3%	4.2%
Grade 8	Basic	38.4%	38.5%	38.6%	56.2%	60.3%	61.60%	54.8%	64.7%	47.4%	53.5%	51.4%	62%
	Proficient	44.5%	40.2%	41.6%	36.7%	31.6%	31.42%	37.1%	35.3%	47.4%	38.1%	37.2%	31%
	Advanced	17.1%	21.3%	19.8%	7.0%	8.1%	6.98%	8.1%	0%	5.3%	8.4%	11.5%	7%

MSA Reading results demonstrate gains from SY2010 results for both Commodore John Rodgers Elementary/Middle School and Calverton Elementary/Middle School. Both schools surpass the percentage of students proficient/advanced the Turnaround School and District average in some grades. 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.

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%	41.3%	54.5%	42.47%	31.3%	33.3%	20.8%	37.5%	58.1%	60.7%
	Proficient	57.2%	56.7%	55.7%	46.75%	36.4%	45.13%	68.8%	66.7%	56.6%	56.3%	38.7%	35.7%
	Advanced	20.9%	22.8%	17.6%	11.95%	9.10%	12.4%	0.0%	0.0%	22.6%	6.3%	3.2%	3.6%
Grade 4	Basic	16.6%	15.8%	20.9%	62.65%	48.05%	35.85%	40.0%	15.6%	19.4%	21.7%	27.3%	34.4%
	Proficient	50.5%	51.6%	50.7%	32.4%	36.15%	47.17%	53.3%	81.3%	47.2%	60.9%	63.6%	62.5%
	Advanced	32.9%	32.6%	28.4%	4.95%	15.75%	16.98%	6.7%	3.1%	33.3%	17.4%	9.1%	3.1%
Grade 5	Basic	25.4%	26.0%	35.2%	86.5%	71.8%	51.06%	63.0%	44.4%	60.5%	51.9%	15.4%	48.0%
	Proficient	58.9%	61.1%	57.6%	9.4%	22.4%	46.80%	37.0%	55.6%	39.5%	48.1%	65.4%	48.0%
	Advanced	15.7%	12.9%	7.2%	4.1%	5.8%	2.14%	0.0%	0.0%	0.0%	0.0%	19.2%	4.0%
Grade 6	Basic	41.9%	34.7%	38.3%	91.0%	76.05%	55.65%	81.8%	60.7%	58.3%	66.7%	46.3%	44.7%

	Proficient	44.0%	50.4%	49%	7.85%	19.2%	39.75%	18.2%	39.3%	37.5%	31.3%	51.9%	48.7%
	Advanced	14.1%	14.9%	12.7%	1.15%	4.7%	4.6%	0.0%	0.0%	4.2%	2.0%	1.9%	6.7%
Grade 7	Basic	56.0%	49.2%	51%	95.25%	88.98	77.82%	81.1%	74.1%	63.6%	75.8%	65.4%	72.6%
	Proficient	37.3%	42.2%	41.2%	16.4%	4.75%	9.65%	18.9%	25.9%	36.4%	24.2%	33.8%	27.4%
	Advanced	6.8%	8.5%	7.8%	0.0%	1.4%	0.51%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%
Grade 8	Basic	60.8%	61.1%	64.9%	90.8%	80.8%	84.63%	75.4%	90.6%	90.0%	78.2%	75.2%	81.1%
	Proficient	28.7%	28.6%	25.5%	9.2%	18.45	13.95%	19.7%	9.4%	10.0%	20.8%	20.7%	18.2%
	Advanced	10.5%	10.3%	9.7%	0%	0.8%	1.42%	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.

Table 5-7. HSA Results, Turnaround Schools 2009-2011 w/District Average

Source: City Schools' Data Link

HSA English Results, Turnaround Schools 2009-2011

Grade	Academic Year	District Average			Turnaround Schools			Augusta Fells		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9	Pass	25.1%	26.8%	24.4%	15.6%	17.9%	34.1%	17.1%	25%	31%
Grade 10	Pass	45.8%	42.9%	41.9%	24%	24.4%	18.7%	28.9%	23.4%	28.9%
Grade 11	Pass	17.9%	17.8%	16.3%	12.9%	12.5%	11.0%	12.0%	12.0%	8.4%
Grade 12	Pass	13.8%	12.3%	14.4%	11.5%	8.4%	9.0%	16.7%	12.5%	6.9%

HSA Math Results, Turnaround Schools 2009-2011

Grade	Academic Year	District Average			Turnaround Schools			Augusta Fells		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9	Basic	31.8%	23.2%	17.7%	10.9%	17.7%	20.2%	13.8%	19.4%	
Grade 10	Basic	17.5%	9.7%	6.4%	6.2%	12.0%	7.5%	4.8%	13.7%	
Grade 11	Basic	13.2%	10.6%	6.1%	5.3%	8.1%	4.2%	6.1%	6.2%	
Grade 12	Basic	11.0%	7.6%	4.0%	5.9%	10.4%	5.1%	4.0%	10.3%	

HSA Science Results, Turnaround Schools 2009-2011

Grade	Academic Year	District Average			Turnaround Schools			Augusta Fells		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9	Basic	63.8%	59.3%	12.5%	21.3%	19.0%	12.5%	20.8%	11.1%	
Grade 10	Basic	38.8%	35.1%	18.2%	25.8%	24%	14.3%	28.6%	35%	
Grade 11	Basic	38.8%	34.5%	25.9%	29.3%	9%	37.1%	40.6%	9.2%	
Grade 12	Basic	12.5%	12.6%	8.6%	8.4%	8.2%	14.0%	14.8%	11.1%	

Augusta Fells shows improvement in grades 9 and 10 for MSA English. However, Augusta Fells falls behind both the Turnaround Schools and District averages. Conversely, Algebra scores at Augusta Fells have improved in every grade from last school year. In most cases, these scores surpass the Turnaround School averages. Science is recognized as an area of improvement for Augusta Fells.

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 6 includes the number of teachers and administrators who have logged into the system thus far for SY2011-12, the average number of logins by administrators and teachers, and the percentage of teachers from each school who have logged in.

Quarter 1 of SY 2011-2012 marks a significant increase in the use of the TSS from SY2010-2011. While all schools are recording an increase in the number of logins and number of individuals logging in to the system, the percentage of teachers in the school logging in appears to have dropped, presumably due to the way in which the definition of teacher was interpreted.

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

	COMMODORE JOHN RODGERS ELEM/MIDDLE				GARRISON MIDDLE				CALVERTON ELEM/MIDDLE				BOOKER T. WASHINGTON MIDDLE				WILLIAM C. MARCH MIDDLE				BALTIMORE IT	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
<i>Note: Quarter 1 Dates are 8/16/11 – 11/11/11; Quarter 2 Dates are 1/11/11 – 1/21/12</i>																						
Number of Logins by Administrator(s)	53				43				51				69				29				55	
Number of Administrators Logging in	5				4				10				7				3				6	
Average Number of Logins by Administrator(s)	10.6				10.8				5.1				9.9				9.7				9.2	
Number of Logins by Teachers and other Staff	529				429				765				628				335				806	
Number of Teachers and other Staff in School Logging in	35				23				41				27				21				24	
Percent of Teachers in School Logging in*	58%				26%				39%				38%				60%				73%	
Average Number of Logins by Teachers	15.1				18.7				18.7				23.3				16.0				33.6	

*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 2/1/12. 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.

B. Attendance

Source: City Schools' Student Management System (SMS)

Year	2009	2010		2011-12 1 st Quarter*	2011-12 2 nd Quarter**	2011-12 3 rd Quarter***	2011-12 4 th Quarter****
School	%	%		%	%	%	%
Calverton Elementary/Middle	87.3	90.96		94.73			
Commodore John Rodgers Elementary/Middle	90.2	88.99		95.34			
Baltimore IT Academy (Chinquapin Middle)	92.9	93.27		95.56			
Garrison Middle	95.1	93.21		89.5			
William C. March Middle	89.5	90.21		86.7			
Augusta Fells Savage Institute of Visual Arts	75.1	81.02		74.6			
Booker T. Washington Middle	82.7	91.07		84.98			

C. SST Minutes and Documents

Table 8. Students referred to SST By School and Reason in 2011-12 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				
	Behavior	12			
	Academic	8			
	No Parent Consent				
Commodore John Rodgers Elementary/Middle	N/A				
Baltimore IT Academy (Chinquapin Middle)	N/A				
Garrison Middle School	Behavior	7			
William C. March Middle	N/A				
Augusta Fells Savage Institute of Visual Art	Attendance	4			
	Behavior	12			
Booker T. Washington Middle	Academic	4			
	Behavior	2			
As of 10/22/11; **As of 1/18/12; *** As of 3/30/12; **** As of 6/30/12					

Calverton Elementary/Middle School and Augusta Fells Savage Institute of Visual Art both show a sharp increase in the number of students referred to SST compared to the 2010-2011 school year. Eight students from Calverton were referred in the first quarter for academic reasons. No students were previously referred in the 2010-2011 school year for academic reasons. Commodore John Rodgers and William C. March Middle School continue to see low numbers of referrals; neither school referred any students in the first quarter. Likewise, Baltimore IT Academy had no referrals in the first quarter nor for the entire 2010-2011 SY. Booker T. Washington reports 6 referrals surpassing the entire school year last year.

D. Suspensions

Table 9 shows the number of suspensions for each 1003(G) school for the first and second quarters of SY2011-12 and the number of suspensions for the corresponding quarters of SY2010-11; figure 2 shows the information in a graphical format. The number of suspensions at the majority of 1003(G) schools decreased from the first quarter in SY2010-2011 to the first quarter in SY2011-2012.

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	2010-11 1 st Quarter *	2011-12 1 st Quarter *	Change from 2010-2011 and 2011-12 1 st Quarter	2010-11 2 nd Quarter **	2011-12 2 nd Quarter **	Change from 2010-11 and 2011-12 2 nd Quarter	2010-11 3 rd Quarter	2011-12 3 rd Quarter ***	Change from 2010-11 and 2011-12 3 rd Quarter	2010-11 4th Quarter ****	2011-12 4 th Quarter	Change from 2010-11 and 2011-12 4th Quarter *****	Change from 2010-11 and 2011-12 4th Quarter
School													
Calverton Elementary/Middle	10	8	-2	14			13			13			
Commodore John Rodgers Elementary/Middle	35	35	0	40			39			37			
Baltimore IT Academy (Chinquapin Middle)	34	0	-34	41			45			49			
Garrison Middle	43	43	0	44			43			60			
William C. March Middle	40	15	-25	92			110			102			
Augusta Fells Savage Institute of Visual Arts	13	13	0	16			23			16			
Booker T. Washington Middle	3	84	+81				33			66			

* as of 11/5/11; **as of 1/21/12; ***as of 3/30/12, ****as of 6/30/12

Figure 2. Number of Suspensions by School for School Year 2010-11 as Compared to 1st Quarter of School Year 2011-12

