Baltimore City Public Schools

Title I 1003g School Improvement Grant I

2nd 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 and second quarters of the 2011-2012 school year (SY2011-12) show that implementation of the 1003(g) School Improvement Grant (SIG) in Baltimore City Public Schools is on schedule. *

Strengths:

- City Schools continues to foster relationships with community partners in order to utilize community resources to increase outcomes in school climate and culture as well as academic performance. For example, Augusta Fells Savage Institute of Visual Arts, in partnership with the Druid Heights Community Development Corporation has started a successful after school program. Students are provided academic enrichment and service learning opportunities. Participation in the program is high and parents of children participating in the program are attending meetings and events related to the program. The network team has also seen increased parental involvement in other school-wide activities as well as a result.

Opportunities for Improvement:

- Many of the principals in SIG schools are either new principals or are new to City Schools. The Executive Directors, network teams and Office of Turnaround Schools are committed to providing additional support and resources in terms of leadership skills, district initiatives, and instructional framework in order to promote a positive school culture and increase achievement.

- While Human Capital has encouraged a tighter selection process for teachers in Turnaround Schools, City Schools must continue to foster a more targeted approach to hiring in order to ensure that high quality, experienced leaders are working with our lowest performing schools.

- City Schools continually looks for ways to support SIG schools with budget management and spending according to the provisions of the grant.

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, second, and third quarters of SY2011-12. 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
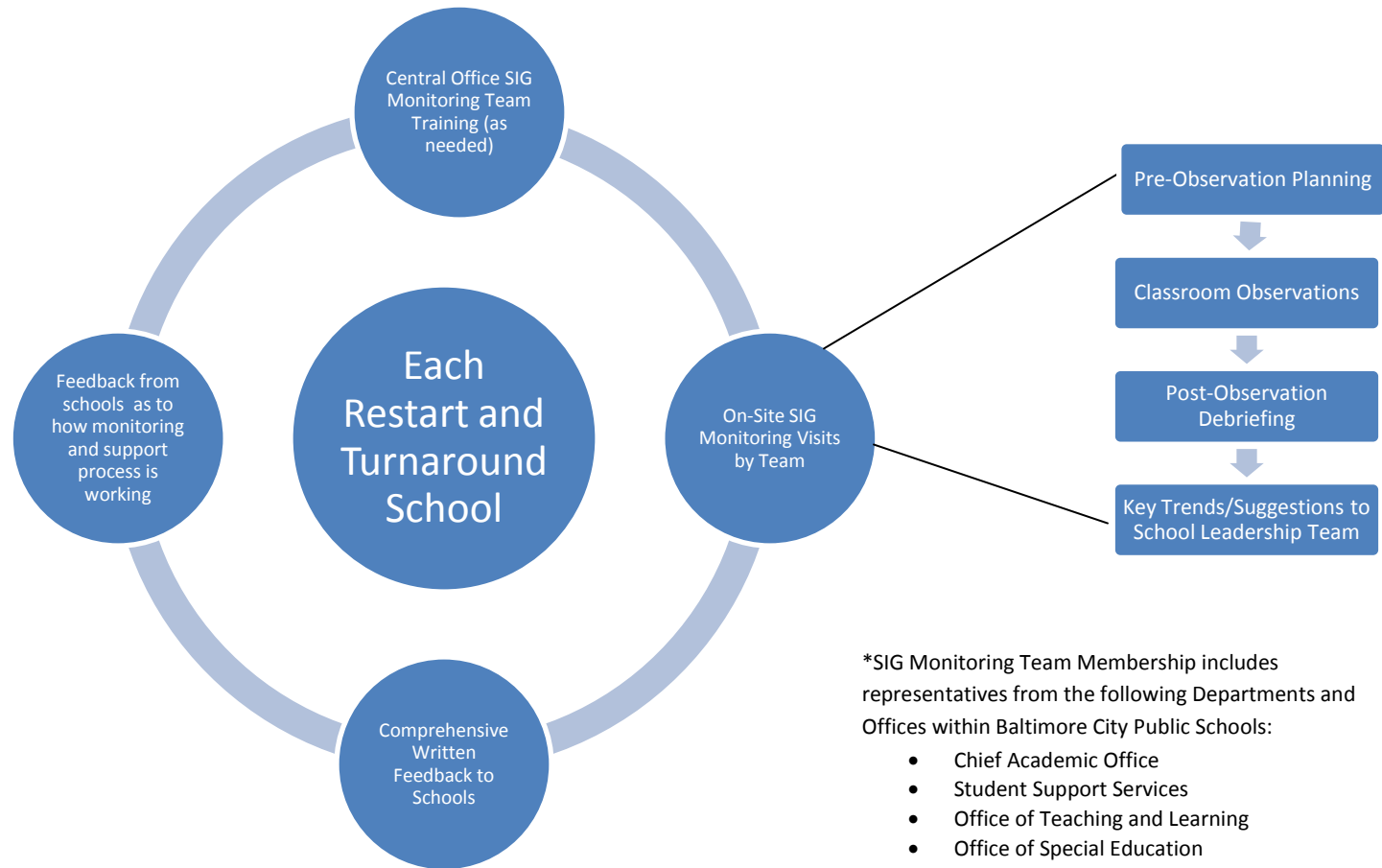
*SIG Monitoring Team Membership includes representatives from the following Departments and Offices within Baltimore City Public Schools:

- 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	56
On-Site Monitoring Visits	Monthly	26
Pre-Observation Planning		26
Classroom Observations		26
Post-Observation Debrief		26
Immediate Feedback to School		26
Follow-Up Meetings	As needed	56
Comprehensive Feedback to Schools	Monthly	26

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. Benchmark B was taken on October 17, 2011.

Table 1. Benchmark B Reading Results, Turnaround Schools SY2010-2011 and SY2011-2012
Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools - Grade Level and Test			Average for Turnaround Middle Schools--Grade Level and Test			Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
		B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/2011	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta
6	Advanced	11.70%	9.13%	-2.57%	1.80%	2.67%	0.87%	3.03%	2.67%	-0.36%	0.83%	4.30%	3.47%	3.45%	3.70%	0.25%	0.00%	0.00%	0.00%
	Proficient	29.00%	24.44%	-4.56%	22.00%	10.37%	-11.63%	30.30%	10.67%	-19.63%	25.62%	10.75%	-14.87%	20.69%	11.11%	-9.58%	16.50%	8.93%	-7.57%
	Basic	59.30%	66.43%	7.13%	76.20%	86.97%	10.77%	66.67%	86.67%	20.00%	73.55%	84.95%	11.40%	75.86%	85.19%	9.33%	83.50%	91.07%	7.57%
7	Advanced	12.70%	7.39%	-5.31%	1.28%	0.87%	-0.41%	1.52%	0.00%	-1.52%	3.30%	0.00%	-3.30%	3.46%	2.13%	-1.33%	0.00%	1.33%	1.33%
	Proficient	34.60%	32.15%	-2.45%	14.60%	20.95%	6.35%	16.67%	18.87%	2.20%	6.60%	33.00%	26.40%	31.03%	21.27%	-9.76%	11.43%	10.67%	-0.76%
	Basic	52.80%	60.46%	7.66%	84.13%	78.18%	-5.95%	81.81%	81.13%	-0.68%	90.10%	67.00%	-23.10%	65.51%	76.60%	11.09%	88.57%	88.00%	-0.57%
8	Advanced	10.90%	0.00%	-10.90%	1.33%	0.00%	-1.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Proficient	36.20%	35.35%	-0.85%	18.65%	17.53%	-1.12%	16.67%	28.00%	11.33%	20.48%	17.72%	-2.76%	24.00%	9.52%	-14.48%	12.63%	14.89%	2.26%
	Basic	52.90%	64.65%	11.75%	80.03%	82.47%	2.44%	83.33%	72.00%	-11.33%	79.52%	82.28%	2.76%	76.00%	90.48%	14.48%	87.37%	85.11%	-2.26%

Overall, Turnaround Middle Schools fall below district averages in Reading. However, several schools made gains from SY2010-2011 to SY2011-2012. Baltimore IT Academy is on par with its middle school peers, but still below district averages. Eleven percent of eighth graders at Baltimore IT Academy moved from basic to proficient in SY2011-2012 compared to last year. Small gains were also made for seventh graders moving from basic to proficient. Booker T. Washington is surpassing its peer middle school averages. The number of sixth grade students in the advanced category increased by 3.47% compared to SY2010-2011. SY2011-2012 also saw large gains for seventh graders at Booker T. Washington Middle School moving from basic to advanced. Garrison Middle School continues

Table 1. Benchmark B Reading Results, Turnaround Schools SY2010-2011 and SY2011-2012 (continued)

to struggle, but is hoping to see gains in Benchmark C data. Lastly, there were no seventh graders scoring in the advanced category at William C. March Middle School last year, while there was 1.33% this year. William C. March Middle School also produced slight gains for eighth graders moving from basic to proficient.

Table 2. Benchmark B Math Results, Turnaround Schools SY2010-2011 and SY2011-2012
Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools - Grade Level and Test			Average for Turnaround Middle Schools--Grade Level and Test			Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
		B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/2011	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta	B 10/26/10	B 10/17/11	2010-2011 Delta
6	Advanced	12.80%	11.50%	-1.30%	2.05%	2.73%	0.68%	5.40%	8.33%	2.93%	3.13%	1.05%	-2.08%	0.00%	0.00%	0.00%	0.00%	1.52%	1.52%
	Proficient	26.40%	19.73%	-6.67%	14.20%	10.43%	-3.77%	7.10%	20.83%	13.73%	31.25%	2.11%	-29.14%	13.24%	8.16%	-5.08%	9.67%	10.61%	0.94%
	Basic	60.70%	68.77%	8.07%	83.73%	86.85%	3.12%	87.50%	70.83%	-16.67%	65.62%	96.84%	31.22%	86.76%	91.84%	5.08%	90.32%	87.88%	-2.44%
7	Advanced	9.31%	7.44%	-1.87%	0.30%	1.80%	1.50%	0.00%	2.00%	2.00%	0.00%	5.21%	5.21%	1.20%	0.00%	-1.20%	0.00%	0.00%	0.00%
	Proficient	23.95%	21.32%	-2.63%	6.65%	8.83%	2.18%	11.11%	10.00%	-1.11%	4.40%	7.29%	2.89%	4.82%	8.93%	4.11%	6.12%	9.09%	2.97%
	Basic	66.74%	71.24%	4.50%	93.10%	89.37%	-3.73%	88.89%	88.00%	-0.89%	95.60%	87.50%	-8.10%	93.98%	91.07%	-2.91%	93.88%	90.91%	-2.97%
8	Advanced	11.81%	7.04%	-4.77%	2.28%	3.49%	1.21%	1.40%	12.50%	11.10%	2.38%	1.47%	-0.91%	1.15%	0.00%	-1.15%	4.17%	0.00%	-4.17%
	Proficient	27.37%	23.29%	-4.08%	11.48%	11.81%	0.33%	22.53%	22.50%	-0.03%	8.33%	5.88%	-2.45%	2.30%	3.70%	1.40%	10.42%	15.15%	4.73%
	Basic	60.82%	69.67%	8.85%	86.25%	84.70%	-1.55%	76.07%	65.00%	-11.07%	89.29%	92.65%	3.36%	96.55%	96.30%	-0.25%	85.41%	84.85%	-0.56%

Overall, Turnaround Middle Schools improved in math between SY2010-2011 and SY2011-2012. Baltimore IT Academy has seen tremendous growth from last year to this year. Sixth graders at Baltimore IT Academy made gains in all three achievement groups. Almost 30% of students in sixth grade are scoring proficient or advanced. Slight increases from proficient to advanced were also seen in the seventh grade. Additionally, there were large gains for eighth graders. Thirty-five percent of eighth graders scored proficient or advanced and there was an 11% increase in the advanced category from SY2010-2011 to SY2011-2012. Seventh grade students at Booker T. Washington Middle School also pushed from proficient to advanced. At Garrison Middle School, the number of students scoring proficient in seventh grade nearly doubled from Benchmark B last year. Garrison also saw incremental gains in eighth graders between this year and last year. Lastly, students at William C. March Middle School made slight improvements across all grades. The school is starting to move more students from proficient to advanced.

Table 3. Benchmark B Reading Results, Turnaround Schools SY2010-2011 and SY2011-2012
Source: City Schools' Data Link

Grade	Proficiency Level	District Average for All Schools-Grade Level and Test			Average for Turnaround K-8 Schools--Grade Level and Test			Schools					
								Commodore John Rogers Elem/Middle School			Calverton Elem/Middle School		
		B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011
3	Advanced	12.20%	12.45%	0.25%	6.85%	14.29%	7.44%	4.50%	10.64%	6.14%	10.34%	20.00%	9.66%
	Proficient	40.20%	34.84%	-5.36%	36.99%	50.65%	13.66%	40.90%	44.68%	3.78%	31.03%	60.00%	28.97%
	Basic	47.60%	52.71%	5.11%	56.16%	35.06%	-21.10%	54.50%	44.68%	-9.82%	58.62%	20.00%	-38.62%
4	Advanced	16.40%	13.17%	-3.23%	10.53%	5.48%	-5.05%	3.60%	4.00%	0.40%	17.24%	8.70%	-8.54%
	Proficient	33.50%	31.30%	-2.20%	21.05%	23.29%	2.24%	35.70%	24.00%	-11.70%	6.90%	21.74%	14.84%
	Basic	50.10%	55.54%	5.44%	68.42%	71.23%	2.81%	60.70%	72.00%	11.30%	75.86%	69.56%	-6.30%
5	Advanced	13.60%	11.90%	-1.70%	1.64%	6.58%	4.94%	0.00%	7.90%	7.90%	4.80%	5.26%	0.46%
	Proficient	29.30%	32.45%	3.15%	21.31%	39.47%	18.16%	15.00%	39.47%	24.47%	33.30%	39.47%	6.17%
	Basic	57.10%	55.65%	-1.45%	63.93%	53.95%	-9.98%	85.00%	52.63%	-32.37%	61.90%	55.26%	-6.64%
6	Advanced	11.70%	9.13%	-2.57%	2.02%	0.48%	-1.54%	2.10%	0.00%	-2.10%	2.00%	0.65%	-1.35%
	Proficient	29.00%	24.44%	-4.56%	20.71%	23.67%	2.96%	14.90%	11.54%	-3.36%	22.50%	27.74%	5.24%
	Basic	59.30%	66.43%	7.13%	77.27%	75.85%	-1.42%	83.00%	88.46%	5.46%	75.50%	71.61%	-3.89%
7	Advanced	12.70%	7.39%	-5.31%	4.17%	2.26%	-1.91%	12.50%	4.55%	-7.95%	2.20%	1.50%	-0.70%
	Proficient	34.60%	32.15%	-2.45%	17.86%	28.81%	10.95%	28.10%	34.09%	5.99%	15.40%	27.07%	11.67%
	Basic	52.80%	60.46%	7.66%	77.97%	68.93%	-9.04%	59.40%	61.36%	1.96%	82.40%	71.43%	-10.97%
8	Advanced	10.90%	0.00%	-10.90%	4.46%	2.99%	-1.47%	5.60%	5.71%	0.11%	4.30%	2.28%	-2.02%
	Proficient	36.20%	35.35%	-0.85%	24.20%	26.35%	2.15%	11.10%	34.29%	23.19%	25.90%	24.24%	-1.66%
	Basic	52.90%	64.65%	11.75%	71.34%	70.66%	-0.68%	83.30%	60.00%	-23.30%	69.80%	73.48%	3.68%

Commodore John Rodgers Elementary/Middle School and Calverton Elementary/Middle School both showed exemplary growth in Benchmark B reading results. Many grades in both schools are now on par with district averages. Most notable is the performance of the third and fifth and eighth grade results at Commodore John Rodgers Elementary Middle School and the third, sixth and seventh grade results at Calverton Elementary/Middle School.

Table 4. Benchmark B Math Results, Turnaround Schools SY2010-2011 and SY2011-2012
Source: City Schools' Data Link

| Grade | Proficiency Level | District Average for All Schools--Grade Level and Test | | | Average for Turnaround K-8 Schools--Grade Level and Test | | | Schools | | | | | |
| | | | | | | | | Commodore John Rogers Elem/Middle School | | | Calverton Elem/Middle School | | |
		B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011	B 10/26/10	B 10/17/11	Delta 2010-2011
3	Advanced	21.70%	23.11%	1.41%	9.10%	27.71%	18.61%	18.20%	18.75%	0.55%	0.00%	36.67%	36.67%
	Proficient	38.40%	33.48%	-4.92%	36.40%	42.50%	6.10%	43.20%	41.67%	-1.53%	29.60%	43.33%	13.73%
	Basic	39.90%	43.41%	3.51%	54.50%	29.79%	-24.71%	38.60%	39.58%	0.98%	70.40%	20.00%	-50.40%
4	Advanced	28.60%	14.16%	-14.44%	15.75%	16.53%	0.78%	28.10%	14.00%	-14.10%	3.40%	19.05%	15.65%
	Proficient	34.80%	37.93%	3.13%	36.15%	36.43%	0.28%	34.40%	30.00%	-4.40%	37.90%	42.85%	4.95%
	Basic	36.70%	47.91%	11.21%	48.05%	47.05%	-1.00%	37.50%	56.00%	18.50%	58.60%	38.10%	-20.50%
5	Advanced	17.30%	10.78%	-6.52%	5.80%	10.98%	5.18%	2.90%	3.03%	0.13%	8.70%	18.92%	10.22%
	Proficient	25.70%	26.51%	0.81%	22.40%	15.36%	-7.04%	5.70%	9.09%	3.39%	39.10%	21.62%	-17.48%
	Basic	57.10%	62.71%	5.61%	71.80%	29.73%	-42.07%	91.40%	87.88%	-3.52%	52.20%	59.46%	7.26%
6	Advanced	12.80%	11.50%	-1.30%	4.70%	9.76%	5.06%	2.60%	0%	-2.60%	6.80%	10.74%	3.94%
	Proficient	26.40%	19.73%	-6.67%	19.20%	56.69%	37.49%	10.50%	8.77%	-1.73%	27.90%	22.15%	-5.75%
	Basic	60.70%	68.77%	8.07%	76.05%	34.58%	-41.47%	86.80%	91.23%	-4.43%	65.30%	67.11%	1.81%
7	Advanced	9.40%	7.44%	-1.96%	1.40%	6.55%	5.15%	0.00%	2.13%	2.13%	2.80%	6.62%	3.82%
	Proficient	24.20%	21.32%	-2.88%	9.65%	20.37%	10.72%	6.90%	14.89%	7.99%	12.40%	20.59%	8.19%
	Basic	66.40%	71.24%	4.84%	88.95%	72.01%	-16.94%	93.10%	82.98%	-10.12%	84.80%	72.79%	-12.01%
8	Advanced	11.80%	7.04%	-4.76%	0.80%	3.01%	2.21%	0.00%	2.94%	2.94%	1.60%	6.02%	4.42%
	Proficient	27.40%	23.29%	-4.11%	18.45%	19.93%	1.48%	18.80%	20.59%	1.79%	18.10%	21.05%	2.95%
	Basic	60.80%	69.67%	8.87%	80.80%	77.12%	-3.68%	81.30%	76.47%	-4.83%	80.30%	72.93%	-7.37%

Table 4. Benchmark B Math Results, Turnaround Schools SY2010-2011 and SY2011-2012 (continued)

Overall, Commodore John Rodgers Elementary/Middle and Calverton Elementary/Middle are also making gains in math. Specifically, seventh and eighth graders at Commodore John Rodgers are moving in greater numbers from proficient to advanced. At Calverton, there has been progress in moving students from basic to proficient. Data points of note include scores for third, fourth, seventh and eighth graders.

Table 5. HSA AYP Results with Target Scores
Source: City Schools' Data Link

Benchmark B data for high school students is unavailable. While 2011 data is also not yet available, the following chart represents the 2010 Adequate Yearly Progress (AYP) scores for Augusta Fells Savage Institute of Visual Arts with the school's corresponding targets not previously reported. The AYP score is defined by how many 12th graders, eligible to graduate, have passed the HSA in 12th grade or previous grades (cumulative through high school).

School	English		Algebra I	
	2010	2010-2011 Target Score	2010	2010-2011 Target Score
Augusta Fells	46.6	55.7	44.6	54.4

Table 6-8. HSA Comprehensive Results, Turnaround Schools 2009-2011 w/District Average
Source: City Schools' Data Link

Comprehensive data represents the scores of all students who took the HSA in the given year.

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%	26.0%	17.7%	10.9%	17.7%	20.2%	13.8%	19.4%
Grade 10	**Basic**	17.5%	9.7%	12.1%	6.4%	6.2%	12.0%	7.5%	4.8%	13.7%
Grade 11	**Basic**	13.2%	10.6%	10.0%	6.1%	5.3%	8.1%	4.2%	6.1%	6.2%
Grade 12	**Basic**	11.0%	7.6%	9.2%	4.0%	5.9%	10.4%	5.1%	4.0%	10.3%

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%	63.2%	12.5%	21.3%	19.0%	12.5%	20.8%	11.1%
Grade 10	Basic	38.8%	35.1%	29%	18.2%	25.8%	24.0%	14.3%	28.6%	35.0%
Grade 11	Basic	38.8%	34.5%	24.3%	25.9%	29.3%	9.0%	37.1%	40.6%	9.2%
Grade 12	Basic	12.5%	12.6%	12.3%	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.

Strategic Partnerships

SIG schools are utilizing strategic partnerships to increase student achievement. All SIG schools are working closely with the MSDE Breakthrough Center which has been providing support in leadership and teacher development, coordinated student services and school culture and climate.

Additionally, Commodore John Rodgers is working closely with the Success for All Foundation to help students achieve grade-level performance across the curriculum by supporting programs that are rigorously research-based and tested. Commodore John Rodgers uses its extended day, funded by SIG, to run reading interventions designed by Success for All. For one hour per day, students are grouped according to their language needs and engage in expository writing.

Baltimore IT Academy is utilizing the DIGITS program. This program includes interactive exercises to help students in the areas of science and math. The program, which is often used by teachers at BIT Academy for homework, ranks student ability on a particular topic and adjusts the questions according to the level of the student, essentially differentiating homework.

Lastly, Garrison is using an instructional coach to provide individual support for identified teachers. This coach is providing professional development every two weeks on a variety of topics including planning and scaffolding.

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 SY2011-12, the average number of logins by administrators and teachers, and the percentage of teachers from each school who have logged in.

Data shows a decrease in log-ins from Quarter 1 to Quarter 2 and has been flagged for follow up.

Table 9. 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 ACADEMY				AUGUSTA FELLS SAVAGE INSTITUTE OF VISUAL ARTS HIGH			
Note: Quarter 1 Dates are 8/16/11 – 11/11/11; Quarter 2 Dates are 1/11/11 – 1/21/12	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)	53	16			43	11			51	26			69	19			29	18			55	14			83	27		
Number of Administrators Logging in	5	4			4	4			10	6			7	2			3	4			6	4			7	8		
Average Number of Logins by Administrator(s)	10.6	4			10.8	2.8			5.1	4.3			9.9	9.5			9.7	4.5			9.2	3.5			11.9	3.4		
Number of Logins by Teachers and other Staff	529	200			429	163			765	315			628	251			335	154			806	328			578	167		
Number of Teachers and other Staff in School Logging in	35	29			23	18			41	33			27	21			21	20			24	20			34	27		
Percent of Teachers in School Logging in*	58%	45%			26%	21%			39%	32%			38%	30%			60%	57%			73%	61%			77%	61%		
Average Number of Logins by Teachers	15.1	6.9			18.7	9.1			18.7	9.5			23.3	12.0			16.0	7.7			33.6	16.4			17	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 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

Table 10. Attendance Data Versus Targets
Source: City Schools' Student Management System (SMS)

Year	2009	2010		2011-12 1st Quarter	2011-12 2nd Quarter	2011-2012 Targets
School	%	%		%	%	%
Calverton Elementary/Middle	87.3	90.96		94.73	93.33	92.5
Commodore John Rodgers Elementary/Middle	90.2	88.99		95.34	92.72	91.5
Baltimore IT Academy (Chinquapin Middle)	92.9	93.27		95.56	93.53	93.3
Garrison Middle	95.1	93.21		89.5	87.11	93.6
William C. March Middle	89.5	90.21		86.7	81.06	92.1
Augusta Fells Savage Institute of Visual Arts	75.1	81.02		74.6	72.76	83.2
Booker T. Washington Middle	82.7	91.07		84.98	87.96	92.5

Three of the SIG I schools had already met their 2011-2012 attendance targets by the end of the second quarter. With assistance from the network teams, Turnaround Schools are putting an increased emphasis on attendance. For example, Augusta Fells Savage Institute of Visual Arts has identified that overage and undercredited students are consistently absent. The school leadership is targeting this student population with phone calls, letters and home visits.

C. SST Minutes and Documents

Table 11. 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		1		
	Behavior	12	2		
	Academic	8			
Commodore John Rodgers Elementary/Middle	Academic		1		
Baltimore IT Academy (Chinquapin Middle)	Academic		8		
Garrison Middle	Academic		17		
	Behavior	7	36		
William C. March Middle	N/A				
Augusta Fells Savage Institute of Visual Arts	Attendance	4	4		
	Behavior	12	16		
Booker T. Washington Middle	Academic	4	3		
	Behavior	2	6		
	*As of 10/22/11; **As of 1/18/12; *** As of 3/30/12; **** As of 6/30/12*				

The number of referrals from Calverton Elementary/Middle sharply decreased from 20 in Quarter 1 to 3 in Quarter 2. Commodore John Rodgers reported only one referral in the second quarter while William C. March reported zero for the second quarter in a row. Augusta Fells Savage Institute of Visual Arts and Booker T. Washington Middle experienced slight increases from Quarter 1 to Quarter 2 with Augusta Fells Savage Institute of Visual Arts increasing from 16 in Quarter 1 to 20 in Quarter 2 and Booker T. Washington Middle School increasing from 6 in Quarter 1 to 9 in Quarter 2. Garrison Middle School reported a sharp increase in referrals from 7 in Quarter 1 to 53 in Quarter 2.

D. Suspensions

Table 12 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 increased only slightly. Suspensions typically rise in the months of November to December once the school year is fully underway. Changes in leadership at Booker T. Washington Middle School from last year caused a sharp spike in suspensions this year. Baltimore IT Academy increased from zero suspensions in Quarter 1 to 38 in Quarter 2. At the beginning of the year, the new principal decided to use alternative suspension methods while he got acquainted with the school. In the second quarter, the operator took over behavior management and increased suspensions. The school is working to streamline behavior management for a more consistent approach. The rise in suspensions at Garrison can be attributed to the fact that the school has a new principal and they are working on establishing the school culture. Garrison has set up PBIS for individual students, clusters and grades and is working on increasing quality implementation of these systems at a higher level.

Table 12. 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 1st Quarter*	2011-12 1st Quarter*	*Change from 2010-2011 and 2011-12 1st Quarter*	2010-11 2nd Quarter**	2011-12 2nd Quarter**	*Change from 2010-11and 2011-12 2nd Quarter*	2010-11 3rd Quarter	2011-12 3rd Quarter***	*Change from 2010-11and 2011-12 3rd Quarter*	2010-11 4th Quarter****	2011-2012 4th 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	18	*+4*	13			13			
Commodore John Rodgers Elementary/Middle	35	35	*0*	40	33	*-7*	39			37			
Baltimore IT Academy (Chinquapin Middle)	34	0	*-34*	41	38	*-3*	45			49			
Garrison Middle	43	43	*0*	44	76	*+32*	43			60			
William C. March Middle	40	15	*-25*	92	32	*-60*	110			102			
Augusta Fells Savage Institute of Visual Arts	13	13	*0*	16	9	*-7*	23			16			
Booker T. Washington Middle	3	84	*+81*	30	121	*+91*	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,2nd, and 3rd, and 4th Quarters of School Year 2011-12

SIG I Quarter 2 Suspension Data