

BALTIMORE CITY --- PUBLIC SCHOOLS

**Baltimore City Public Schools
Title I 1003g School Improvement Grant I
3rd 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, second and third 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 (City Schools) is on schedule. *

Strengths:

- The structure of the Networks and Executive Directors continues to be a positive asset for assisting Turnaround Schools. Additionally, principal professional learning communities have allowed principals to share best practices and learn from one another in a collaborative environment.
- Friendship Preparatory Academy at Calverton has produced positive gains across the board with the help of SIG funds. In addition to increased benchmark scores and student attendance rates, Friendship Preparatory Academy at Calverton is 100% in compliance with all special education mandates and expectations.
- Augusta Fells Savage Institute of Visual Arts has improved school climate and culture by offering a variety of clubs and teams for students to engage in. NFL New York Jets football player Aaron Maybin recently visited Augusta Fells to complete a wall mural with the students as part of his Project Mayhem, a non-profit organization that promotes arts in schools. Thirty-five students, parents and community members completed the project. Additionally, the Augusta Fells Savage Institute of Visual Arts Advanced Placement Photography class was featured in March in the Baltimore Brew, a daily online journal featuring independent reporting and informed commentary about greater Baltimore. The class also worked on the school's website which was the featured website of the month for Baltimore City Public Schools.

Opportunities for Improvement:

- Recruiting and maintaining high quality personnel continues to be an area of need for Baltimore City Public Schools. Mid-year vacancies and locating highly qualified teachers in certain subject areas have been concerns. Recruitment efforts for SY2012-2013 will be increased in order to fill vacancies in Turnaround Schools with the highest quality staff.
- The Turnaround Office together with the Executive Directors and Network Facilitators are working with principals to ensure that all SIG schools have extended day learning opportunities for SY2012-2013.
- Currently, the Academic Content Liaisons (ACLs) within the Network structures have duties that span several Networks, which makes follow up and consistency difficult. This plan will be restructured in SY2012-2013 to give schools more targeted support.

**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.

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 from the third quarter moving forward.

Table 1 shows the number of hours, by support type, that Networks have spent supporting 1003(G) schools thus far during the third 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. Considering 45 days in a quarter, Networks spent more than 158 days supporting SIG I schools in Quarter 3.

Table 1. Total Turnaround School Support Hours by School and Support Type Provided during the 3rd Quarter

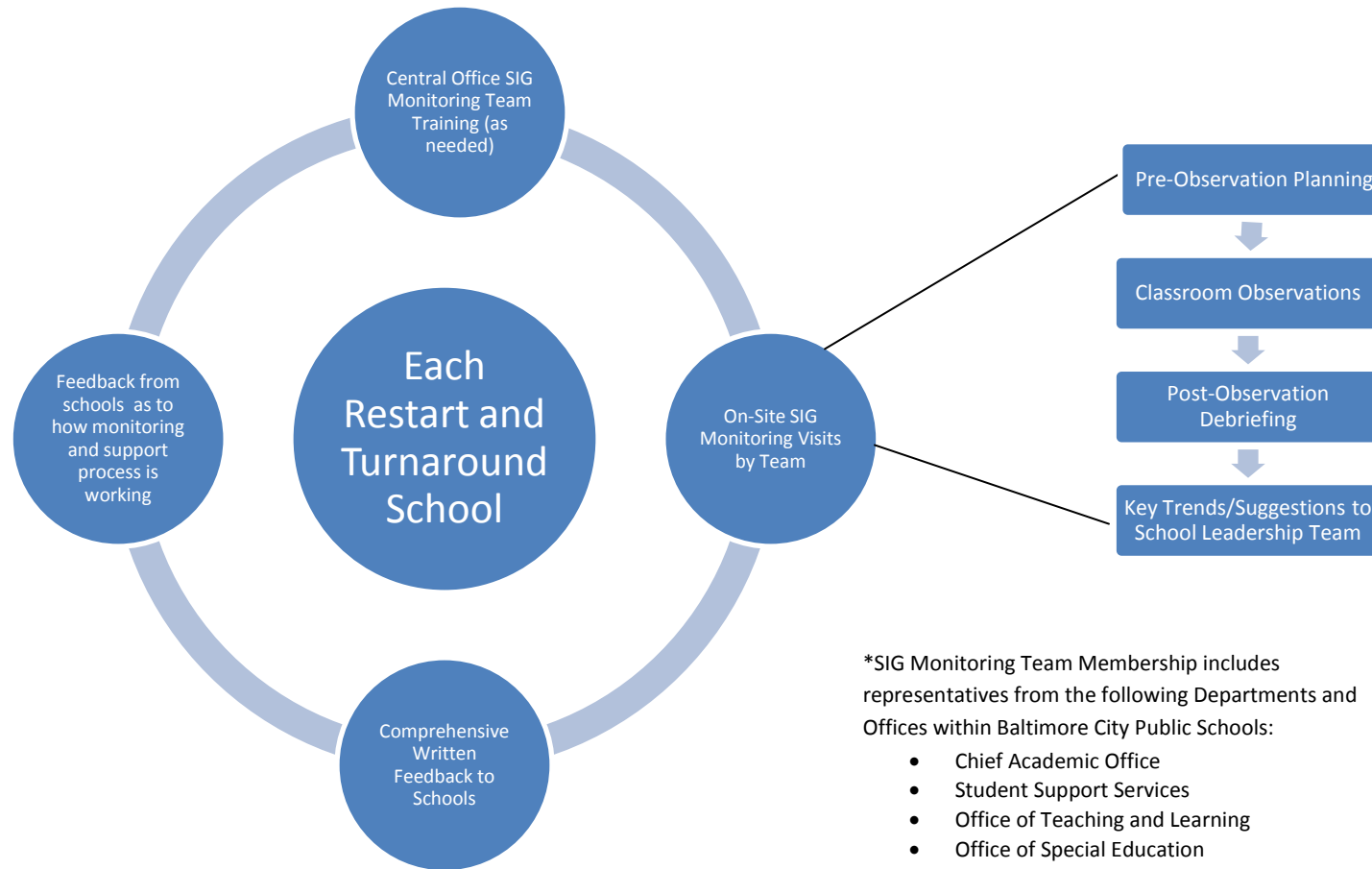
Source: School Support Work Log Application

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	
	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4
<u>On Site Support</u>	125.12		183.54		88.13		164.99		108.44		157.89		133.28		961.39	
<u>Off Site Support</u>	24.6		44.87		20.7		63.15		33.68		42.5		76.33		305.83	
Total by School	149.72		228.41		108.83		228.14		142.12		200.39		209.61		1267.22	
<i>*Q3 range: 1/20/12-3/23/12</i>																

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

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

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

SIG Monitoring Components	Frequency	Number completed to date for SY2011-12
CST Training	Monthly	70
On-Site Monitoring Visits	Monthly	30
Pre-Observation Planning		30
Classroom Observations		30
Post-Observation Debrief		30
Immediate Feedback to School		30
Follow-Up Meetings	As needed	30
Comprehensive Feedback to Schools	Monthly	70
<i>No SIG visits were conducted in March due to MSA testing.</i>		

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 C was taken on January 16, 2012.

Table 3. Benchmark C 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 Schools--Grade Level and Test														
		C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
								C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta
6	Advanced	11.66%	11.79%	0.13%	2.06%	2.86%	0.80%	2.04%	6.85%	4.81%	3.13%	0.96%	-2.17%	3.92%	1.7%	-2.22%	0%	1.69%	1.69%
	Proficient	38.75%	40.38%	1.63%	23.09%	26.72%	3.63%	18.37%	13.70%	-4.67%	21.90%	26.92%	5.02%	31.37%	23.7%	-7.67%	5.48%	23.73%	18.25%
	Basic	49.59%	47.82%	-1.77%	74.85%	70.42%	-4.43%	79.59%	79.45%	-0.14%	75.78%	72.12%	-3.66%	64.71%	74.6%	9.89%	94.52%	74.58%	-19.94%
7	Advanced	8.33%	13.71%	5.38%	0.57%	6.21%	5.64%	0%	6.90%	6.90%	0%	9.32%	9.32%	0%	1.6%	1.6%	0%	1.64%	1.64%
	Proficient	41.48%	44.1%	2.62%	25.52%	29.51%	3.99%	36.62%	24.14%	-12.48%	17.39%	33.05%	15.66%	24.72%	21.3%	-3.42%	9.68%	21.31%	11.63%
	Basic	50.19%	42.19%	-8.0%	73.91%	64.27%	-9.64%	63.38%	68.97%	5.59%	82.61%	57.63%	-24.98%	75.28%	77.0%	1.42%	90.32%	77.05%	-13.27%
8	Advanced	10.26%	12.68%	2.42%	2.97%	4.64%	1.67%	1.72%	2.35%	0.63%	0%	2.41%	2.41%	1.28%	4.2%	2.92%	1.25%	4.23%	2.98%
	Proficient	47.17%	47.44%	0.27%	35.17%	33.27%	-1.90%	27.59%	44.71%	17.12%	32.14%	27.71%	-4.43%	35.90%	31.0%	-4.9%	18.75%	30.99%	12.24%
	Basic	42.57%	39.87%	-2.70%	61.86%	62.09%	0.23%	70.69%	52.94%	-17.75%	67.86%	69.88%	2.02%	62.82%	64.8%	1.98	80.00%	64.79%	-15.21%

While the Turnaround Schools have yet to meet district averages, there is improvement across the board in Benchmark C Reading results. Compared to Benchmark C results in SY2010-2011, more students in Turnaround Schools have moved from proficient to advanced. Most notably, seventh grade students in Turnaround Schools have improved a total of 9.64% moving from both basic to proficient and proficient to advanced in reading.

Student reading scores at Baltimore IT Academy have also improved. More students have moved from proficient to advanced in every grade compared to last year. Eighth graders at Baltimore IT Academy have shown particular growth. Over seventeen percent of eighth grade students have moved from basic to proficient from the same test last year.

Table 3. Benchmark C Reading Results, Turnaround Schools SY2010-2011 and SY2011-2012 (continued)

At Booker T. Washington Middle School, seventh and eighth grade students showed an increase in the number of students moving from proficient to advanced in reading. Sixth and seventh graders also showed growth moving from basic to proficient. Most notably, seventh graders at Booker T. Washington Middle School have improved a total of 25.01% since last year. Booker T. Washington Middle School is working closely to analyze benchmark data at a higher level to alter instruction accordingly. After Benchmark B results, the school administered intervention groups based on scores. This targeted approach to data analysis will help teachers identify and cater to areas of most need.

Garrison Middle School demonstrated improvement in seventh and eighth grade reading as well. More students moved from proficient to advanced than last year. When reviewing benchmark data for Garrison Middle School, one must take student demographics into consideration. Garrison is a relatively small school with approximately three hundred students enrolled. Disregarding the ED PRIDE program at Garrison Middle School, 33.33% of students are special education students. Student mobility is also a concern. Nearly thirty children entered the school mid-year and nearly as many withdrew. Furthermore, 42.2% of students are overage by one year or more. Qualitative data from Garrison Middle School also demonstrates the improvements being made at the school.

Lastly, William C. March Middle School also earned improvements in all grades in reading. Particularly, sixth graders improved nearly 20% from the same test last year. The Network Team has also noticed improvements during SIG monitoring walks at William C. March Middle School. The principal and the operator have forged a positive partnership focusing on moving the results of the school forward.

Table 4. Benchmark C 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 Schools--Grade Level and Test			Baltimore IT Academy			Booker T. Washington Middle School			Garrison Middle School			William C. March Middle School		
		C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta
		6	Advanced	20.8%	21.17%	0.37%	14.12%	11.25%	-2.87%	7.0%	7.69%	0.69%	6.3%	5.10%	-1.2%	6.2%	1.67%	-4.53%	1.5%
	Proficient	28.9%	29.49%	0.59%	23.14%	23.05%	-0.09%	11.6%	23.08%	11.48%	30.2%	14.29%	-15.91%	23.1%	18.33%	-4.77%	13.4%	8.82%	-4.58%
	Basic	50.3%	49.34%	-0.96%	62.75%	65.70%	2.95%	81.4%	69.23%	-12.17%	63.5%	80.61%	17.11%	70.8%	80.0%	9.20%	85.1%	85.29%	0.19%
7	Advanced	7.8%	7.43%	-0.37%	1.16%	0.78%	-0.38%	0%	0%	0%	0%	0%	0%	2.4%	0%	-2.4%	0%	0%	0%
	Proficient	19.0%	20.63%	1.63%	8.30%	14.51%	6.21%	15.9%	14.81%	-1.09%	1.1%	10.34%	9.24%	2.4%	5.66%	3.26%	8.5%	1.3%	-7.2%
	Basic	73.2%	71.95%	-1.25%	90.54%	84.71%	-5.83%	84.1%	85.19%	1.09%	98.9%	89.66%	-9.24%	95.2%	94.34%	-0.86%	91.5%	98.7%	7.2%
8	Advanced	5.0%	4.23%	-0.77%	1.22%	1.21%	-0.01%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Proficient	17.9%	16.5%	-1.40%	9.35%	13.74%	4.39%	7.8%	10.47%	2.67%	6.1%	1.3%	-4.8%	2.2%	2.33%	0.13%	5.6%	2.3%	-3.3%
	Basic	77.1%	79.28%	2.18%	89.43%	85.05%	-4.38%	92.2%	89.53%	-2.67%	93.9%	98.7%	4.8%	97.8%	97.67%	-0.13%	94.4%	97.7%	3.3%

While there were some improvements in Benchmark C Math results, the data does not demonstrate the same magnitude of improvements as Benchmark C Reading results.

However, there was incremental improvement moving students from basic to proficient in both the seventh and eighth grade. Eighth graders at Baltimore IT Academy, and seventh graders at Booker T. Washington Middle School all demonstrated slight improvements in moving students scoring basic to proficient compared to last year. Sixth grade students at William C. March Middle School made significant strides moving from proficient to advanced.

As reported in the Quarter 2 report, Baltimore IT Academy continues to utilize the DIGITS program which is helping to provide interactive math lessons using the Prometheus boards. It also allows teachers to differentiate homework according to skill level.

Table 5. Benchmark C 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 Schools--Grade Level and Test			Schools					
								Commodore John Rogers Elem/Middle School			Calverton Elem/Middle School		
		C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta
3	Advanced	16.03%	15.29%	-0.74%	9.82%	23.85%	14.03%	13.73%	28.57%	14.84%	7.14%	34.48%	27.34%
	Proficient	40.42%	41.58%	1.16%	30.36%	41.28%	10.92%	27.45%	44.90%	17.45%	35.71%	62.07%	26.36%
	Basic	43.55%	43.12%	2.7%	59.82%	34.86%	-24.96%	58.82%	26.53%	-32.29%	57.14%	3.45%	-53.69%
4	Advanced	7.81%	12.03%	4.22%	1.01%	14.0%	12.99%	0%	16.33%	16.33%	3.45%	4.55%	1.10%
	Proficient	36.13%	41.14%	5.01%	29.29%	45.0%	15.71%	40.62%	53.06%	12.44%	34.48%	45.45%	10.97%
	Basic	56.07%	46.83%	-9.24%	69.70%	41.0%	-28.7%	59.38%	30.61%	-28.77%	62.07%	50.0%	-12.07%
5	Advanced	15.70%	18.52%	2.82%	11.49%	6.48%	-5.01%	2.44%	7.89%	5.45%	42.86%	10.81%	-32.05%
	Proficient	36.80%	39.45%	2.65%	29.89%	38.89%	9.0%	24.39%	42.11%	17.72%	42.86%	51.35%	8.67%
	Basic	47.50%	42.03%	-5.47%	58.62%	54.63%	-3.99%	73.17%	50.0%	-23.17%	14.28%	37.84%	23.56%
6	Advanced	11.66%	11.79%	0.13%	2.06%	2.86%	0.80%	0%	3.45%	3.45%	1.63%	3.3%	1.67%
	Proficient	38.75%	40.38%	1.63%	23.09%	26.72%	3.63%	39.39%	37.93%	-1.46%	29.27%	29.8%	0.53%
	Basic	49.59%	47.82%	-1.77%	74.85%	70.42%	-4.43%	60.61%	58.62%	-1.99%	69.11%	66.9%	-2.21%
7	Advanced	8.33%	13.71%	5.38%	0.57%	6.21%	5.64%	0%	4.35%	4.35%	1.55%	8.96%	7.41%
	Proficient	41.48%	44.1%	2.62%	25.52%	29.51%	3.99%	39.39%	52.17%	12.78%	30.23%	30.60%	0.37%
	Basic	50.19%	42.19%	-8.0%	73.91%	64.27%	-9.64%	60.61%	43.48%	-17.13%	68.22%	60.45%	-7.77%
8	Advanced	10.26%	12.68%	2.42%	2.97%	4.64%	1.67%	0%	13.9%	13.9%	8.27%	7.3%	-0.97%
	Proficient	47.17%	47.44%	0.27%	35.17%	33.27%	-1.90%	35.0%	52.8%	17.8%	46.62%	34.1%	-12.52%
	Basic	42.57%	39.87%	-2.70%	61.86%	62.09%	0.23%	65.0%	33.3%	-31.7%	45.11%	58.5%	13.39%

While this report has already touched on the data for sixth, seventh and eighth grade Turnaround Schools averages on Benchmark C results, attention should also be paid to improvements in third, fourth and fifth grade scores. Turnaround School averages surpassed district averages in third and fourth grade. Third and fourth graders improved approximately 25% from SY2010-2011 Benchmark C results. Data shows improvements in fifth graders moving from basic to proficient as well.

Table 5. Benchmark C Reading Results, Turnaround Schools SY2010-2011 and SY2011-2012 (continued)

Commodore John Rodgers Elementary/Middle School is demonstrating significant improvements in reading. In grades three through five, student data demonstrates more than 25 percentage point increases, moving students from both basic to proficient and proficient to advanced. Data for the middle school grades at Commodore John Rodgers Elementary/Middle School is equally as impressive. For example, eighth grade scores rose a total of 31.7% from Benchmark C results in SY2010-2011. Much of the school's success in reading may be attributable to its literacy intervention block. Commodore John Rodgers Elementary/Middle School is using its extended learning time to provide intensive instruction in literacy to students grouped by skill level.

Calverton Elementary/Middle School has demonstrated similar achievement. Third grade scores advanced 53.69% from last year, moving students from both the basic score group to proficient and the proficient score group to advanced. While improvements in the middle grades are not as drastic, incremental improvements show growth in these grades. Calverton Elementary/Middle School is using a variety of language software to complement the curriculum. These programs are being used in all grade levels to enhance classroom activities.

Table 6. Benchmark C 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		
		C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta	C 2010	C 2011	2010-2011 Delta
3	Advanced	25.43%	27.73%	2.3%	16.67%	36.45%	19.78%	27.45%	48.0%	20.55%	6.90%	42.86%	35.96%
	Proficient	43.5%	42.01%	-1.49%	37.25%	44.86%	7.61%	45.10%	32.0%	-13.10%	31.03%	50.0%	18.97%
	Basic	31.07%	30.26%	-0.81%	46.07%	18.69%	-27.38%	27.45%	20.0%	-7.45%	62.07%	7.14%	-54.93%
4	Advanced	14.17%	18.48%	4.31%	13.0%	9.80%	-3.2%	27.27%	16.0%	-11.27%	3.33%	9.09%	5.76%
	Proficient	35.90%	37.0%	1.1%	31.0%	25.49%	-5.51%	33.33%	32.0%	-1.33%	43.33%	22.73%	-20.6%
	Basic	49.93%	44.52%	-5.41%	56.0%	64.71%	8.71%	39.39%	52.0%	12.61%	52.33%	68.18%	15.85%
5	Advanced	17.88%	21.89%	4.01%	8.04%	21.36%	13.32%	2.70%	11.11%	8.41%	20.0%	26.32%	6.32%
	Proficient	34.40%	32.16%	-2.24%	34.48%	35.92%	1.44%	27.03%	27.78%	0.75%	52.0%	50.0%	-2.0%
	Basic	47.72%	45.95%	-1.77%	57.47%	42.72%	-14.75%	70.27%	61.11%	-9.16%	28.0%	23.68%	-4.32%
6	Advanced	20.8%	21.17%	0.37%	14.12%	11.25%	-2.87%	5.0%	1.64%	-3.36%	33.1%	26.67%	-6.34%
	Proficient	28.9%	29.49%	0.59%	23.14%	23.05%	-0.09%	7.5%	46.43%	38.93%	28.9%	28.48%	-0.42%
	Basic	50.3%	49.34%	-0.96%	62.75%	65.70%	2.95%	87.5%	51.79%	-35.71%	38%	44.85%	6.85%
7	Advanced	7.8%	7.43%	-0.37%	1.16%	0.78%	-0.38%	0%	0%	0%	3.0%	3.0%	0%
	Proficient	19.0%	20.63%	1.63%	8.30%	14.51%	6.21%	11.5%	15.2%	3.7%	13.3%	27.6%	14.3%
	Basic	73.2%	71.95%	-1.25%	90.54%	84.71%	-5.83%	88.5%	84.8%	-3.7%	83.7%	69.4%	-14.3
8	Advanced	5.0%	4.23%	-0.77%	1.22%	1.21%	-0.01%	0%	0%	0%	4.7%	4.8%	0.1%
	Proficient	17.9%	16.5%	-1.40%	9.35%	13.74%	4.39%	5.0%	5.9%	0.9%	22.0%	41.3%	19.3%
	Basic	77.1%	79.28%	2.18%	89.43%	85.05%	-4.38%	95.0%	94.1%	-0.9%	73.2%	54.0%	-19.2%

While this report has already discussed the Benchmark C Math results for grades six through eight, attention should also be paid to data from grades three through five. Overall, Turnaround Schools are showing improvements in these grades. Turnaround Schools are close to meeting district averages in several grades. Additionally, third grade scores have improved over 27%.

Table 6. Benchmark C Math Results, Turnaround Schools SY2010-2011 and SY2011-2012 (continued)

At Commodore John Rodgers Elementary/Middle School, notable improvements in math include 20.55% of third graders who moved from proficient to advanced compared to SY2010-2011 and 40% of sixth graders who moved from either basic to proficient or proficient to advanced since last year.

Calverton Elementary/Middle School has also shown strong gains in math. Most notably, almost 55% of third graders moved up from basic to proficient or proficient to advanced compared to the last school year. Additionally, 19.3% of eighth graders moved from basic to proficient compared to last year's Benchmark C results.

Both Commodore John Rodgers Elementary/Middle School and Calverton Elementary/Middle School are utilizing a program developed out of City Schools' Math Office. Through this program, students go through self-directed activities overseen by teachers. These activities are used to help teachers identify areas that need to be re-examined for greater student understanding.

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 7 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. Log-ins have decreased throughout the school year. This database is used to access curriculum documents which are probably needed less throughout the school year, which may explain the decrease in log-ins. City Schools is examining other indicators that might more appropriately demonstrate how data is used to inform instruction and will submit them to MSDE for possible inclusion in future quarterly reports.

Table 7. 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			
<i>Note: Quarter 1 Dates are 8/16/11 - 11/11/11; Quarter 2 Dates are 1/11/11 - 1/21/12</i>	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	14		43	11	6		51	26	23		69	19	11		29	18	7		55	14	0		83	27	9	
Number of Administrators Logging in	5	4	3		4	4	3		10	6	6		7	2	2		3	4	3		6	4	0		7	8	2	
Average Number of Logins by Administrator(s)	10.6	4	4.67		10.8	2.8	2		5.1	4.3	3.8		9.9	9.5	5.5		9.7	4.5	2.3		9.2	3.5	0		11.9	3.4	4.5	
Number of Logins by Teachers and other Staff	529	200	222		429	163	178		765	315	331		628	251	249		335	154	199		806	328	401		578	167	215	
Number of Teachers and other Staff in School Logging in	35	29	30		23	18	19		41	33	35		27	21	22		21	20	20		24	20	24		34	27	31	
Percent of Teachers in School Logging in*	58%	45%	35% 6		26%	21%	20%		39%	32%	31%		38%	30%	30%		60%	57%	57%		73%	61%	73%		77%	61%	70%	
Average Number of Logins by Teachers	15.1	6.9	7.4		18.7	9.1	9.3		18.7	9.5	9.5		23.3	12.0	11.4		16.0	7.7	9.95		33.6	16.4	16.7		17	6.2	6.9	

**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 3/22/12. 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 8. Attendance Data Versus Targets

Source: City Schools' Student Management System (SMS)

Third quarter data as of March 21, 2012.

Year	2009	2010	2011-12 1 st Quarter	2011-12 2 nd Quarter	2011-12 3 rd Quarter	2011-2012 Targets
School	%	%	%	%	%	%
Calverton Elementary/Middle	87.3	90.96	94.73	93.33	94.2	92.5
Commodore John Rodgers Elementary/Middle	90.2	88.99	95.34	92.72	94.5	91.5
Baltimore IT Academy (Chinquapin Middle)	92.9	93.27	95.56	93.53	93.9	93.3
Garrison Middle	95.1	93.21	89.5	87.11	87.2	93.6
William C. March Middle	89.5	90.21	86.7	81.06	81.6	92.1
Augusta Fells Savage Institute of Visual Arts	75.1	81.02	74.6	72.76	75.2	83.2
Booker T. Washington Middle	82.7	91.07	84.98	87.96	89.2	92.5

Attendance has improved for all seven SIG I schools in Quarter 3. Three of seven schools have met their targets for SY2011-2012. Of the four that have yet to meet their targets, Booker T. Washington Middle School is 3.3% away from its target; Augusta Fells Savage Institute of Visual Arts is 8% away from its target; William C. March Middle School is 10.5% away from its target; and Garrison Middle School is 6.4% away from its target. While William C. March Middle School has yet to meet its target for SY2011-2012, it is showing continual improvement. In January, attendance at William C. March Middle School was 79.1%. In February, the attendance increased to 82.1% and in March, the number jumped to 83.6%. The district is collaborating with Augusta Fells Savage Institute of Visual Arts on a specific plan for attendance with imbedded accountability plans. City Schools will continue to provide on-going support to Augusta Fells in the area of attendance.

C. SST Minutes and Documents

Table 9. 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	0	1	0	
	Behavior	12	2	0	
	Academic	8	0	0	
Commodore John Rodgers Elementary/Middle	Academic	0	1	2	
Baltimore IT Academy (Chinquapin Middle)	Academic	0	8	0	
Garrison Middle	Academic	0	17	1	
	Behavior	7	36	3	
William C. March Middle	Behavior	0	0	3	
Augusta Fells Savage Institute of Visual Arts	Attendance	4	4	0	
	Behavior	12	16	5	
	N/A	0	0	1	
Booker T. Washington Middle	Academic	4	3	1	
	Behavior	2	6	3	
	N/A	0	0	2	
<i>As of 10/22/11; **As of 1/18/12; *** As of 3/28/12; **** As of 6/30/12</i>					

D. Suspensions

Table 10 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.

Table 10. 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- 11and 2011- 12 2 nd Quarter	2010- 11 3 rd Quarter	2011-12 3 rd Quarter***	Change from 2010- 11and 2011- 12 3 rd Quarter	2010-11 4 th Quarter****	2011- 12 4 th Quarter	Change from 2010-11 and 2011-12 4 th Quarter****
School												
Calverton Elementary/Middle	10	8	-2	14	18	+4	13	13	0	13		
Commodore John Rodgers Elementary/Middle	35	35	0	40	33	-7	39	22	-17	37		
Baltimore IT Academy (Chinquapin Middle)	34	0	-34	41	38	-3	45	53	+8	49		
Garrison Middle	43	43	0	44	76	+32	43	101	+58	60		
William C. March Middle	40	15	-25	92	32	-60	110	64	-46	102		
Augusta Fells Savage Institute of Visual Arts	13	13	0	16	9	-7	23	8	-15	16		
Booker T. Washington Middle	3	84	+81	30	121	+91	33	52	+19	66		

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

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

Third quarter suspension data for SIG I schools demonstrates improvements in several schools. Calverton Elementary/Middle School has the same suspension rate as it did in the same quarter of SY2010-2011 and has decreased slightly from the previous quarter. Overall, Calverton remains consistent with its suspension numbers. Commodore John Rodgers decreased both from the same quarter of the previous school year and from Quarter 2. Data from Baltimore IT Academy shows an increase from both Quarter 2 and Quarter 3 of SY2010-2011 as they continue to reform behavior management at the school. Garrison Middle School is also taking control of the school climate. Its data increased from both Quarter 2 and Quarter 3 of SY2010-2011. While William C. March Middle School demonstrated a decrease in suspensions from Quarter 3 of SY2010-2011, it has also shown an increase from Quarter 2. Augusta Fells Savage Institute of Visual Arts has shown fewer suspensions in this quarter compared to the last and compared to the same quarter in the previous school year. Lastly, Booker T. Washington Middle School's data shows an increase from the same quarter last year, but a significant decrease from last quarter.

Figure 2. Number of Suspensions by School for Quarter 3 School Year 2010-11 as Compared to Quarter 3 of School Year 2011-2012

