

**Baltimore City Public Schools**

**Title I 1003g School Improvement Grant I**

**1st Quarterly Report**

**SY2012-2013**

*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 2012-2013 school year (SY2012-13) shows that implementation of the 1003(g) School Improvement Grant (SIG) in Baltimore City Public Schools (City Schools) is on schedule. \*

Strengths:

* The addition of two Academic Content Liaisons that focus exclusively on the middle schools has greatly increased the support these schools are receiving. It has allowed for more targeted coaching and support of teachers in these buildings and closer collaboration with MSDE’s Breakthrough Center.
* City Schools added Teacher Mentors to the Central Support Team. This addition has allowed for increased coordination with the rest of the team.
* All of the schools (four) implementing the “Turnaround Model” have an extended day program. Five out of six schools implementing the “Restart Model” have an extended day program. The extended learning time offers both additional intervention time for students and additional professional development and collaborative planning time for teachers.
* The Office of Turnaround Initiatives has reinstated the monthly principal/operator meeting which has been a successful vehicle in disseminating important information and providing professional development to principals.
* The use of diagnostic assessments has allowed teachers to alter instruction and re-teach necessary concepts to ensure all concepts are fully understood.

Opportunities for Improvement:

* While City Schools has provided additional support to the middle schools, additional capacity building is needed for middle grade teachers about the delivery of instruction.
* The LEA is continuing to work with the Breakthrough Center in the area of student support services to improve school climate and culture in Turnaround Schools.

***\*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**

1. **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.

1. **Monitoring**
2. **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.

The table below shows the number of hours, by support type, that Networks have spent supporting 1003(G) schools thus far during the first quarter of SY2012-2013. The numbers below represent approximately 50-60% of the support provided through the Network teams. 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. The teams have given over 300 days of support to SIG I schools solely since the start of the school year.

Total Turnaround School Support Hours by School and Support Type Provided during the 1st Quarter

*Source: School Support Work Log Application*

*Date Range for Quarter 1: August 27, 2012- October 16, 2012*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Support | 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 | Total by Support Type |
| Quarters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| On Site Support | 130.0 |  |  |  | 171.0 |  |  |  | 238.5 |  |  |  | 137.0 |  |  |  | 173.0 |  |  |  | 120.5 |  |  |  | 171.5 |  |  |  | 1141.5 |  |  |  |
| Off Site Support | 86.5 |  |  |  | 351.0 |  |  |  | 67.0 |  |  |  | 421.0 |  |  |  | 43.5 |  |  |  | 336.0 |  |  |  | 13.5 |  |  |  | 1318.5 |  |  |  |
| Total By School | 216.5 |  |  |  | 522.0 |  |  |  | 305.5 |  |  |  | 558.0 |  |  |  | 216.5 |  |  |  | 456.5 |  |  |  | 185.0 |  |  |  | 2460.0 |  |  |  |

**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.

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
* Turnaround Schools
* Office of Human Capital

City Schools has modified school-based SIG walks at the start of the 2012-2013 school year. Instead of conducting monitoring visits every month, the Central Support team alternates between monitoring and support visits. During the monitoring visits, the Central Support Team conducts classroom walkthroughs and provides comprehensive feedback to the school leadership team. During the support meetings, the Central Support Team reviews the school’s School Improvement Grant (and Corrective Action Plan if applicable) to identify areas of support needed by the school, especially areas identified in the previous month’s monitoring visit. While only one monitoring visit and one support visit have been conducted yet this quarter, principals have expressed their satisfaction with the new format.

The table below shows the frequency and number of completions for each monitoring component. Each SIG I school has received both a monitoring walkthrough and a support meeting during the first quarter. The Office of Turnaround Initiatives has also conducted two monthly trainings/meetings for the Central Support Team.

SIG Monitoring Components for 1003(G) Schools

*Source: Turnaround Schools’ Programmatic Data*

|  |  |  |
| --- | --- | --- |
| SIG Monitoring Components | Frequency | Number completed to date for SY2012-13 |
| CST Training | Monthly | 2 |
| On-Site Monitoring Visits | Monthly | 7 |
|  Pre-Observation Planning |  | 7 |
|  Classroom Observations |  | 7 |
| Post-Observation Debrief |  | 7 |
| Immediate Feedback to School |  | 7 |
| Follow-Up Meetings | As needed | 7 |
| Comprehensive Feedback to Schools | Monthly | 7 |

1. **Progress**

For the 2012-2013 school year, City Schools has modified its assessment calendar. In mathematics, grades three through eight take both Benchmark A and C. For high school mathematics, students take only Benchmark C in addition to midterm and final examinations. For English Language Arts, the elementary grades are assessed using Wireless Generation reading proficiency. Both middle and high school students have taken the RISE assessment. Similar to math, Benchmark C will be the only English Language Arts district Benchmark that students will take.

**Augusta Fells Savage Institute of Visual Arts**

Reading: RISE Diagnostic Assessment

Data Retrieved October 29, 2012

The RISE is a group-administered computerized screening and diagnostic battery for understanding the prevalence and nature of middle grade students' literacy problems. The RISE is carefully designed to fit within a single (45 minute) class period while providing data on six key components: word recognition and decoding; vocabulary; morphology (word formation); sentence processing; reading efficiency; and reading comprehension. Results are provided for each component as scale scores within three proficiency levels (proficient, needs improvement, or warning), providing profiles of students' strengths and weaknesses. Reports are tailored to the needs of different users (e.g. teacher, school, district). The RISE fills a gap between individually-administered diagnostic tests and off-the-shelf assessments. While already proving to be of great value in practice settings, the RISE is still under development and available only to SERP and ETS district partners at this time.

Between 37 and 45 ninth grade students were tested in each category. Only 4-5 tenth grade students were tested in each category.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 9th grade |  | Word Recognition and Decoding Level  | Vocabulary Level | Morphology Level  | Sentence Processing Level  | Efficiency of Basic Reading Comp Level  | Reading Comp Level  |
| Warning | 60.00% | 53.33% | 73.33% | 66.66% | 65.79% | 64.86% |
| Proficiency: Low/Needs Improvement | 26.67% | 28.89% | 8.89% | 16.67% | 21.05% | 21.62% |
| Proficiency: High | 13.33% | 17.78% | 17.78% | 16.67% | 13.16% | 13.52% |
| 10th grade |  | **Word Recognition and Decoding Level**  | **Vocabulary Level** | **Morphology Level**  | **Sentence Processing Level**  | **Efficiency of Basic Reading Comp Level**  | **Reading Comp Level** |
| Warning | 80.00% | 60.00% | 80.00% | 40.00% | 25.00% | 50.00% |
| Proficiency: Low/Needs Improvement | 20.00% | 40.00% | 20.00% | 60.00% | 75.00% | 50.00% |
| Proficiency: High | 00.00% | 00.00% | 00.00% | 00.00% | 00.00% | 00.00% |

Math: Agile Mind Unit 1

Data Retrieved October 22, 2012

Agile Mind's research based mathematics programs are developed in the collaboration with the Charles A Dana Center at the University of Texas at Austin.  Agile Mind is an educational tool that encompasses assignments, formative assessments, test preparation and real-time reporting that are aligned with Common Core Curriculum.   Agile Mind provides several professional supports for the classroom teacher:

* Plan the Course (materials, key concepts, prerequisite skills, language supports, etc.)
* Scope and Sequence (alignment with standards, goals and objectives)
* Advice for Instruction (prepare instruction, deliver instruction, and activity sheets)

Agile Mind uses the internet to deliver tools and services. Baltimore City Public School System currently utilizes the Agile Mind academic resource for opted-in middle schools and high schools.  Middle Schools utilize Grade 6, Grade 7, and Grade 8 Agile Mind math services.  High Schools utilize Grade 9 (Intensified Algebra and Algebra 1 Honors) Agile Mind math services.

In Agile Minds, proficiency is a passing rate of 60% or above. The first unit contains topics that mostly (86%) address sixth and seventh grade Common Core standards. There are three standards that pertain to High School Common Core Standards. Teachers will review/reteach the skills that their students were not successful on and provide students with the opportunity to retake the assessment once the concepts have been retaught.

|  |  |  |
| --- | --- | --- |
| Unit One | Grade Level  | Proficiency Level  |
| Grade Nine (4 sections) | 21.74% proficiency |
| Grade Ten (2 sections) | 32.56% proficiency |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing*** |  |  |
|  |  |  |
|  |  |  |
| **Recruiting highly qualified teachers to fill vacancies** | *Teachers are informed of certification status/ Highly Qualified status* | *Students benefit from teachers that are Highly Qualified*  |
| **Providing opportunities for new teachers to participate in the new teacher’s mentoring program** | *Support and guidance from a tenured teacher*  | *Students benefit from a teachers that are mentored by a tenured teacher* |
| ***Data Use*** |  |  |
| **Data Teams** | *Build teacher capacity on how the data cycle is implemented in the classroom and during content team meetings to support student achievement* | *Teachers can make informed instructional decisions to determine student growth to support student achievement* |
| **ILT meetings/ HSA senior data**  | *To obtain data needed to inform instructional decisions and interventions for seniors for October HSA testing* | *Targeted intervention for success on the HSA* |
| **RISE Data**  | *To obtain baseline data on 9th grade students to inform instructional decisions* | *Teachers can make informed instructional decisions to determine student growth to support student achievement*  |
| **Data Binders** | *Used to track student progress and inform decisions about re-teaching and gives teachers an opportunity to LASW* | *Teacher provides students with feedback for student growth*  |
| **Gates-MacGinities** | *Diagnostic test given to students obtain baseline data to inform instructional decisions* | *Teachers can make informed instructional decisions to determine student growth to support student achievement* |
| ***Scheduling*** |  |  |
| **Relationship/team building advisory period**         | *Teachers build relationship with advisory students by creating success plans*  | *Students are informed about academic progress*  |
| ***30 minute extended day added to schedule*** | *Extended time to instruct students and seek positive student outcomes*  | *Students have extended learning opportunities*  |
|  |  |  |
| ***Professional Development*** |  |  |
| **CCSS Mathematics** | *Build teacher capacity around the knowledge and shifts in CCSS and how the standards can be implemented in the classroom* | *Students have opportunities to apply mathematical skills to increase student achievement*  |
| **CCSS English** | *Build teacher capacity around the knowledge and shifts in CCSS and how the standards can be implemented in the classroom* | *Students are exposed to complex text and use built in vocabulary throughout the lessons*  |
| **SMART Notebook 11 Basics Training** | *Build teacher capacity via the use of technology training on the Smartboard* | *By engaging students in the lessons via technology usage*  |
| **MSDE Breakthrough Center Math/ ELA (weekly PD)** | *Building math and ELA teacher capacity with PD around lesson planning and implementation* | *Increase student engagement* |
| **Data Teams** | *Building teacher capacity around using data as a re-teaching tool and planning for instruction* | *Students benefit from re-teaching/reassessment*  |
|  **PBES** | *Informing teachers of BCPSS evaluation process* | *Students benefit from teacher training*  |
| **Structured Argumentation Skills and Strategies (SASS)** | *Building teacher capacity to infuse CCSS,SASS and the Instructional Framework to increase student engagement* | *Students benefit from teacher training* |
| **Instructional Strategies /Cornell notes**  | *Building teacher capacity around consistent instructional strategy that can be used in all content areas* | *Students can take notes to increase knowledge of subject matter content*  |
|  |  |  |
| ***Family and Community Engagement*** |  |  |
| **Back to School Night ( 2 meetings**)     | *To increase parental involvement*  | *To increase parental involvement*  |
| **Budget meeting** | *To increase knowledge of budgetary cuts* | *n/a* |
| **PTSO ( 2 meetings)** | *To increase parental involvement* | *To increase parental involvement* |
| **Parent portal training**  | *To increase parental involvement* | *To increase parental involvement* |
| ***School Climate and Culture*** |  |  |
| **Visionary Leaders Team Building**  | *Strategies to used in the classroom to promote a positive climate*  | *Students will benefit academically from a positive classroom climate*  |
| ***PBIS*** | *Build capacity around a school wide culture and climate*  | *Students will benefit academically from a positive classroom climate* |
| ***After school clubs*** | *To offer extended learning opportunities to students*  | *Extended learning opportunities for students*  |
| ***School sports teams*** | *Build capacity around a school wide culture and climate* | *Students will benefit from a positive school climate* |

**Baltimore IT Academy**

Reading: MAP Test

Baltimore IT Academy will administer the MAP test during the second quarter.

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. Baltimore IT Academy saw the highest proficiency levels from incoming sixth graders.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grade Six | Grade Seven | Grade Eight |
| School Name | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| Baltimore IT Academy  | 81.90% | 14.60% | 3.50% | 89.40% | 7.10% | 3.50% | 86.88% | 11.48% | 1.64% |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing*** |  |  |
| BIT Academy continues to work with both the Office of Human Capital and Chesapeake Lighthouse Foundation to address staffing vacancies. The one math vacancy has now been filled and the teacher will begin at Baltimore IT Academy on November 5, 2012. The school also intends to contract with a company to provide reading specialist services.  | Filling all staff vacancies will increase the quality of instruction and attention given to students.  | A full staff will help support attention to individual student needs.  |
| ***Data Use*** |  |  |
| During the first quarter, the most recent report cards of the students from last year, two week summer academy teacher observations, teacher observations from the previous school year, MSA scores along with the BIT Student Entrance Assessment were utilized for identifying student needs. | The activities allowed the school to come up with homogeneous groups through the student rosters which allowed the teachers to differentiate more effectively when addressing the students who have similar needs.  | Students were able to receive more attention and support from their individual subject area teachers. |
| ***Scheduling*** |  |  |
| ·Scheduling was conducted based on the data collected and analyzed by the staff. | Due to the tight level of staffing, all teachers have a full course loads. All teachers have required planning sessions along with additional planning and instructional opportunities which are compensated separately. | Increased number of math, reading and IT courses will bring the focus back on the school’s mission. |
| ***Professional Development*** |  |  |
| A week long summer PD session was conducted for the entire staff. | A week long summer PD session allowed staff to have better understanding of the CCSS as a team.  | Students were introduced to improved instruction and teachers who were all on the same page regarding addressing the academic needs of students through the CCSS. |
| ***Family and Community Engagement*** |  |  |
|  2 back to school night sessions and two Parent Task Force Sessions were held. 84 families showed up. | Teachers were introduced to better parental support than what they had in the past. | Students began to see more parents in the building for school wide activities. |
| ***School Climate and Culture*** |  |  |
| 5 Non-negotiables were identified and promoted. | Teachers were able to teach in a more safe and structured learning environment. | Students were able to learn in a more safe and structured learning environment. |
| ***Governance (Operator Run Schools)*** |  |  |
| The operator conducted weekly meetings along with biweekly visits. | The operator had further access to the staff to help provide staff input for higher decision making.  | More resources were made available for the students through more supported staff. |

**Booker T. Washington Middle School**

Reading: RISE Diagnostic Assessment

Data Retrieved October 29, 2012

The RISE is a group-administered computerized screening and diagnostic battery for understanding the prevalence and nature of middle grade students' literacy problems. The RISE is carefully designed to fit within a single (45 minute) class period while providing data on six key components: word recognition and decoding; vocabulary; morphology (word formation); sentence processing; reading efficiency; and reading comprehension. Results are provided for each component as scale scores within three proficiency levels (proficient, needs improvement, or warning), providing profiles of students' strengths and weaknesses. Reports are tailored to the needs of different users (e.g. teacher, school, district). The RISE fills a gap between individually-administered diagnostic tests and off-the-shelf assessments. While already proving to be of great value in practice settings, the RISE is still under development and available only to SERP and ETS district partners at this time.

Between twenty-three and eighty-three six graders, forty-three and seventy-eight seven graders and forty-one and seventy-four eighth graders were tested.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6th grade |  | Word Recognition and Decoding Level  | Vocabulary Level | Morphology Level  | Sentence Processing Level  | Efficiency of Basic Reading Comp Level  | Reading Comp Level  |
| Warning | 32.53% | 20.78% | 37.68% | 39.22% | 37.14% | 52.17% |
| Proficiency: Low/Needs Improvement | 44.58% | 57.14% | 49.28% | 50.98% | 48.57% | 34.78% |
| Proficiency: High | 22.89%  | 22.08% | 13.04% | 9.80% | 14.29% | 13.05% |
| 7th grade |  | **Word Recognition and Decoding Level**  | **Vocabulary Level** | **Morphology Level**  | **Sentence Processing Level**  | **Efficiency of Basic Reading Comp Level**  | **Reading Comp Level** |
| Warning | 52.56% | 70.83% | 65.22% | 67.16% | 60.00% | 48.84% |
| Proficiency: Low/Needs Improvement | 38.46% | 20.83% | 26.09% | 31.34% | 12.86% | 51.16% |
| Proficiency: High | 8.98% | 8.34% | 8.69% | 1.50% | 17.14% | 00.00% |
| 8th grade |  | **Word Recognition and Decoding Level**  | **Vocabulary Level** | **Morphology Level**  | **Sentence Processing Level**  | **Efficiency of Basic Reading Comp Level**  | **Reading Comp Level** |
| Warning | 41.89% | 54.93% | 48.53% | 43.75% | 43.28% | 43.90% |
| Proficiency: Low/Needs Improvement | 35.14% | 36.62% | 30.88% | 43.75% | 23.88% | 36.59% |
| Proficiency: High | 22.97% | 8.45% | 20.59% | 12.50% | 32.84% | 19.51% |

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. Booker T. Washington Middle School saw the highest proficiency levels from incoming sixth grade students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grade Six | Grade Seven | Grade Eight |
| School Name | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| Booker T. Washington Middle School  | 88.57% | 11.43% | 0.00% | 92.70% | 7.30% | 0.00% | 92.30% | 6.60% | 1.10% |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing*** |  |  |
|         Team Building* Community Tour
 |  Teachers were brought back a week prior to the start of school to participate in two days of teambuilding activities. Teachers were able to tour the community as well as meet community partners. Teachers also learned to work together in order to achieve a common goal. |  Teachers were able to see the community in which students are from. This allowed them to relate to students in order to build relationships. Teachers learned how to work together which can be incorporated in the classroom. |
| **Data Use** |   |   |
|         Data Analysis PD * Data analysis of Benchmark A
 |  Teachers were able to analyze MSA data for all students. Teachers have also created action plans based on the Benchmark Data. | Data analysis has helped teachers create intervention groups and strategically map out the skills that need to be retaught.  |
| **Scheduling** |   |   |
|         Extended Day Schedule |  This year teachers have not only a planning period, but a period that allows BTW to host job-embedded PD. The PD sessions are designed to support teachers in areas of need such as planning for arts integration, technology (effective use of smartboards), developing FBAs &BIP, etc. |  These activities will help with increasing rigor and engagement, as well as reducing distractions in the classroom due behavior management. |
| **Professional Development** |   |   |
|         Data Analysis* Arts Integration
* Smart Board Training
* Developing a FBA & a BIP
 |  Strategies learned in professional development have increased teachers’ skill set in order to become more effective teachers. | Strategies learned increased rigor in classroom and helped teachers build relationships with students. |
| **Family and Community Engagement** |  |  |
|          Parent Workshops | The school is bringing families and staff together to learn how to effectively communicate with one another. Additionally, many of the workshops this year we be centered around empowering parents to know academic standards and planning learning activities at home; and learning about and accessing resources within the community. |  Parents will be able to access websites for academic tutorials in order to assist students with homework and preparing for State assessments.  |
| **School Climate and Culture** |   |   |
|          Positive Behavior Intervention & Supports (PBIS)* Weekly PBIS Store
* Monthly Events
* Field Trips
* Ravens Game Tickets
* TIME organization (Mental/Emotional Support)
* Partnerships with Choice, Union Baptist, University of Maryland, etc.
* SST/504 Training
* Weekly Classroom Management Tips & Resources
 |  Using PBIS as a framework, the school will provide teachers with classroom management supports that focus on reducing classroom disruptions and ultimately suspensions. Teachers receive support based on weekly referrals that determine the support. Grade-level teams receive incentives based on expectations and guidelines.  |  Through the reduction of off-task behaviors, minor incident referrals, and office referrals, students will gain instructional time. As students become invested and engaged in the classroom, then their response to education will yield higher results.  |

**Calverton Elementary/Middle School**

Reading: Fountas and Pinnell Diagnostic

Data Retrieved October 12, 2012

The Fountas & Pinnell Benchmark Assessment System (BAS) seamlessly and gracefully links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the F&P Text Level Gradient™.

|  |  |  |
| --- | --- | --- |
| Calverton #075 |   | Independent Reading Level  |
| Below Kindergarten | Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade |
| Grade | 1 | 23.1% | 51.3% | 23.1% | 2.6% | 0.0% | 0.0% | 0.0% | 0.0% |
| 2 | 0.0% | 20.7% | 67.0% | 10.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| 3 | 0.0% | 20.7% | 44.8% | 31.0% | 3.5% | 0.0% | 0.0% | 0.0% |
| 4 | 0.0% | 0.0% | 0.0% | 15.2% | 21.2% | 36.4% | 24.2% | 3.0% |
| 5 | 0.0% | 0.0% | 0.0% | 4.0% | 20.0% | 44.0% | 32.0% | 0.0% |

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. In the elementary grades, Calverton Elementary/Middle School saw its highest proficiency rates in grade four. In the middle grades, seventh graders scored 23.53% proficient or advanced.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School Name | Grade Three | Grade Four | Grade Five | Grade Six | Grade Seven | Grade Eight |
| Basic | Proficient | Advanced | Basic Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| Calverton Elementary/Middle School  | 33.33 | 53.33 | 1.33 | 16.67 | 58.33 | 25.00 | 70.80 | 29.20 | 0.00 | 96.08 | 3.92 | 0.00 | 76.47 | 19.12 | 4.41 | 92.40 | 6.60 | 1.00 |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing*** |  |  |
| * Increased Highly Qualified Percentage of Teachers
* Partnership with Urban Teacher Center
* Content Area Instructional Support Teachers
 | Teachers with highly qualified status were recruited again this year to ensure that the content knowledge was sufficient for individuals providing direct instruction to students was substantial. New teachers from the teacher preparation programs, including the Urban Teacher Center, have been selected to instruct students, which also increased the status of status.Instructional support teachers in each content area are part of the staff, and support teachers in planning, instruction, data analysis, technology integration, and student support strategies. | Students are engaged in lessons and activities that are taught by qualified staff. In addition, the planning and instructional support from the instructional support teachers ensures that students are provided with rigorous lessons, aligned to the Common Core and Instructional Framework for City Schools. Aligning lessons and instruction to the CC and Framework provides students with multiple strategies and cooperative activities to improve retention and mastery of schools to increase achievement. |
| **Data Use** |   |   |
| * Daily Formative Assessments
* Weekly Data Talks
* Student Data Goal Setting
 | Teachers provide students with daily formative assessment at the conclusion of each lesson. This allows teachers to develop meaningful and strategic lesson plans for students each day. Teachers also participate in weekly data analysis of the formative assessments and unit assessments developed by the teams with the Friendship Data Coach. Teachers analyze data and determine a student centered problem and problem of teacher practice to solve the issue. Teachers also conduct goal setting conferences with students regarding the daily and weekly data. | Students are able to set goals and learn about learning issues that may impede their progress. Student groups are developed based on the data analysis and teachers are able to provide students with the appropriate interventions after reviewing data. |
| **Scheduling** |   |   |
| * Daily Common Planning Periods for Teachers
 | All teachers have a common planning period daily. Teachers in grade level teams plan and analyze student data to better assist the students that they teach. Special educators have common planning period daily with the general educators to support planning for content and strategies. | Students benefit from lesson plans that are strategically developed to meet their individual needs based on data. Students in both general and special education benefit from plans that have been developed to include the appropriate accommodations and modifications for students, and that allow students with IEPs to participate effectively with their general education peers as they transition from special education to general education. |
| **Professional Development** |   |   |
| * Early Professional Development (Summer)
* Professional Development Fridays (Weekly)
* After-school and Saturday Teacher Trainings
* New Teacher PLC (Professional Learning Community)
 | Teachers participated in early professional development prior to the commencement of school to learn several strategies and initiatives to include in planning, instruction, culture and student support. This provided a strong foundation to begin the school year, especially for new teachers and teachers new to the school.Teachers participate in weekly Friday professional development sessions. In these sessions and strict cycle of professional learning is used to allow for effective practice/implementation, monitoring, support, and mastery are acquired.Teachers participated in after school and Saturday professional development with administrators and instructional support teachers to secure additional support with planning and instructional practices. | Students benefit academically from the improved planning and instruction from teachers and the incorporation of research-based instructional practices and strategies provided from professional development, including differentiation of instruction, cooperative learning, effective use of graphic organizers, etc… |
| **Family and Community Engagement** |  |  |
| * Monthly School –Family Council Meetings
* Coordinator for Parent, Student, Family Involvement and Engagement
* Parent Liaison
* Parent Professional Development
* Multiple Parent/Student/Community Activities
* Compass Learning Program
 | The coordinator for parent involvement initiatives develops and implements the activities to engage parents, students and the community in the learning process and school program. The support from the parent liaison is essential to this work as well. Parents are provided with parent professional development to assist in supporting volunteer work, chaperoning, and in school and at home tutoring. Compass Learning, an enrichment and tutoring program, is free and accessible at home for all students and assists with mastery of reading, math, writing, and reading skills. | The parent professional development assists parents with supporting students at home with reading and math skills for home assignments or projects. Students benefit from the support from parents at home as tutors. Students also benefit from the community partners that support mentoring for boys and girls. Compass Learning creates an electronic portfolio for each student, and students are able to access the program and work from their backpacks to improve reading and math skills. Biology and algebra are also provided free in this program for students in grades 7 and 8. |
| **School Climate and Culture** |   |   |
| * Positive Behavior Intervention Systems & Supports (PBIS)
* Assertive Discipline
* Real-Time Coaching
* University of Maryland Mental Health Program
 | All staff members have been trained in PBIS and Assertive Discipline strategies to engage, re-direct, refocus and motivate students to meet social and school expectations. Real time coaching allows the teacher to receive support for classroom management from a qualified management coach using a headset device. Teachers are able to learn how to maintain classroom management and focus students within the learning environment as they teach. The University of Maryland Mental Health Program assists students and families with issues in both home and school. Certified counselors provide children with services needed to deal with crisis and de-escalate negative behaviors. UMd also provides conflict resolution for students.  | The students benefit from having a safe and conducive learning environment. Classrooms that have a calm culture and positive relationships have students that are comfortable in the learning environment. In addition, students who improve their behavior and social skills are able to focus on learning and achieving goals. Teachers who are better able to manage their classrooms and build positive rapport are able to create lessons that are more engaging for students. |
| **Governance (Operator Run Schools)** |   |   |
| * Friendship Professional Development for School Leaders
* Friendship Math Coach
* Friendship Data Coach
 | School leaders and teachers are provided with professional development and coaching on data analysis, and observations. In addition, the Friendship coaches support teachers on literacy, mathematics, and classroom management. |  Students benefit from the professional development provided to teachers and leadership via the instructional improvements and integration of best practices.  |

**Commodore John Rodgers Elementary/Middle School**

Reading: Wireless Generation Diagnostic

Data Retrieved October 12, 2012

mCLASS®:Reading 3D™ is a validated, research-based assessment that combines what educators want and need — quick indicators of early skill development and deeper observations of student interaction with authentic text.  mCLASS:Reading 3D combines the DIBELS Next Screening (The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are brief but powerful measures of the critical skills that underlie early reading success. Supported by two decades of sophisticated research, these simple assessments predict how well children are likely to be doing in reading comprehension by the end of third grade) and Progress Monitoring in the five Big Ideas in Beginning Reading with an invaluable TRC diagnostic inventory. It fuses the best assessment practices across pedagogical approaches, incorporating focus on phonics, phonemic awareness, and fluency with depth in print concepts, Reading Records, and comprehension measures.

|  |  |  |
| --- | --- | --- |
| Commodore John Rodgers | Composite Score | Proficiency Level |
|  | Well Below Benchmark | Below Benchmark | Benchmark | Far Below Proficient | Below Proficient | Proficient | Above Proficient | No Proficiency Level  |
| Kindergarten | 8.0% | 8.0% | 84.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| First Grade | 56.0% | 9.0% | 35.0% | 3.0% | 79.0% | 12.0% | 6.0% | 0.0% |
| Second Grade | 31.0% | 13.0% | 56.0% | 43.0% | 13.0% | 27.0% | 17.0% | 0.0% |
| Third Grade | 45.0% | 13.0% | 42.0% | 45.0% | 13.0% | 25.0% | 17.0% | 0.0% |
| Fourth Grade | 36.0% | 16.0% | 48.0% | 44.0% | 8.0% | 10.0% | 38.0% | 0.0% |

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. In the elementary grades, students in grade four had the highest proficiency levels. For the middle grades, eighth graders at Commodore John Rodgers Elementary/Middle School scored 17.78% proficiency on mathematics Benchmark A.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School Name | Grade Three | Grade Four | Grade Five | Grade Six | Grade Seven | Grade Eight |
| Basic | Proficient | Advanced | Basic Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| Commodore John Rodgers Elementary/Middle School  | 43.75 | 45.83 | 10.42 | 29.17 | 52.08 | 18.75 | 76.92 | 21.15 | 1.92 | 87.93 | 10.34 | 1.72 | 82.36 | 17.64 | 0.00 | 82.22 | 17.78 | 0.00 |

|  |  |  |
| --- | --- | --- |
|  ***Activities*** | ***How Activities Supported Teacher Growth*** |  ***How ActivitiSuies Supported Student Achievement*** |
| ***Staffing*** |  |  |
| * **Special Education—**Staffing of Inclusion Teachers for every grade level.
* **Early Childhood**—Staffing of para-educator assistance for all Pre-Kindergarten and Kindergarten classrooms
* **Experience Corps**—An additional “volunteer” staffs every classroom in grades PreK-3rd grade to provide support to the teacher.
 | * Teachers are able to co-plan and co-teach lessons to support the inclusion initiative. Our partnership with MCIE allows teachers to receive training on best practices and protocols in working with students.
* Teachers are able to use assistants to break up ratio of students to adults, plan multiple small group activities, and assess individual progress in a more effective manner.
* Teachers are able to use “volunteers” to support classroom activities.
 | * All students have the benefit of 2 teachers in a classroom for many lessons. There is more flexibility for small group instruction that is specifically targeted for individual levels.
* The smaller class ratio allows for small group instruction and individual attention at this critical age.
* Students are able to get an increase in support with respect to making academic and behavioral progress.
 |
| ***Data Use*** |  |  |
| * **Lesson Planning**—staff work together in teams to analyze data to plan small group lessons together.
* **Team Meetings**—staff work together to analyze all relevant data (achievement, attendance, discipline, etc.) to make SST referrals, schedule parent conferences, and make individual plans tailored to each student.
* **STAR**—staff work as an entire school to improve measures around discipline and attendance.
 | * Teachers are trained on the use of data, analyzing trends, and making appropriate plans in response to the data.
* Teachers are able to collaborate and work together to meet the needs of our students.
* Teachers get trained on strategies to improve data.
 | * Students are able to receive small group instruction that is appropriately meeting needs.
* Students are able to get the support and attention they need dictated by the data attached to their performance and situation.
* Students have better rates of attendance and lower rates of suspension.
 |
| ***Scheduling*** |  |  |
| * **Collaborative Planning Time**
* **Friday Schedule**
 | * Teachers get to work with colleagues.
* Time is built into the schedule to address projects, self-reflection activities, and team-building.
 | * Students are able to get a daily enrichment block, while teachers are able to strategically plan in a collaborative manner.
* Students have time to address projects/ SLCs.
 |
| ***Professional Development*** |  |  |
| * **Video Observation Strand—**Staff work with colleagues to analyze data, plan lessons, implement lessons, and debrief lessons using video observations.
* **Friday PD Planning Strands—**Staff get weekly training/workshops/work time to make plans around the school-wide initiatives of student support, inclusion, content area, technology, and arts integration.
 | * Staff works collaboratively with colleagues to improve practice.
* Staff is able to get training on an as needed basis from vendors and staff members.
 | * Student achievement rises with a focused analysis of data and professional practice on the part of teachers.
* Students are able to be presented with more appropriate activities and lessons that reflect student needs.
 |
| ***Family and Community Engagement*** |  |  |
| * **Back to School Night**
* **School Family Council**
* **PTO**
* **After-School Program Meetings**
* **Facilities Study**
 | * Teachers are able to network with families and seek support for classroom work.
 | * By engaging families, growth increases due to students getting support both at school and at home.
 |
| ***School Climate and Culture*** |  |  |
| * **Commodore Collegiates**
* **Reflection Room**
* **Student-Led Conferences**
 | * As a positive incentive, student leaders are selected each month to be recognized with families and community members at a monthly breakfast and a reward field trip that is coordinated with Johns Hopkins.
* Teachers are able to assign a consequence and stabilize the environment in the classroom.
* Teachers are able to get students to take more ownership over their work and performance.
 | * Students are motivated to achieve and display positive behaviors with this incentive program.
* Students are able to get support around behavioral and emotional needs.
* Students are able to present their progress to families and staff.
 |
| ***Governance (Operator Run Schools)*** |  |  |
| * **Partnership Support-** Secure funds and resources for students and staff.
* **After School Program**
* **Field Work/ Enrichment Activities**
 | * The operator provides resources and

 funds to help teachers achieve goals in  the classroom. * Living Classrooms operates an after

 school program and enrichment activities  that supports work that staff is doing in  the classroom.  | * Students are able to utilize much needed resources

 provided by the operator. * The after school program provides opportunities and

 structures for students and families beyond the  traditional school day. * Enrichment activities provide real-life and hands on experiences for students outside of the traditional classroom.
 |

**Garrison Middle School**

Reading: Scholastic Reading Inventory

Garrison Middle School has chosen to administer the Scholastic Reading Inventory as a diagnostic reading assessment. The school will administer the first test during the second quarter.

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. At Garrison Middle School, incoming sixth graders had the highest proficiency levels.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grade Six | Grade Seven | Grade Eight |
| School Name | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| Garrison Middle School  | 84.60% | 15.40% | 0.00% | 91.50% | 8.50% | 0.00% | 87.50% | 12.50% | 0.00% |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing***  |  |  |
| **Garrison has designated a Staff Associate to support and coordinate supervision and behavior intervention.  In addition we have an Education Associate to support teachers and assessment and an Instructional Coach to work directly with instructional program implementation and develop teacher practice.** | Teachers are supported in both behavior management and instructional practice development. | Two critical areas are supported through Garrison’s staffing plan.  Teacher effectiveness is increased and the amount of time spend on instruction is increased through behavior management support. |
| ***Data Use*** |  |  |
| **Garrison has administered the District Writing Assessment and will administer the Scholastic Reading Inventory. As soon as the writing assessments are available the Leadership Team will conduct an analysis and create a plan to help build teacher capacity and craft an instructional response to support student skill development.** | Teachers become much more knowledgeable about teaching the specific strengths and areas of need of students and are able to focus their planning and development in areas which will more effectively address those needs. | Instruction which addresses students’ specific needs and level of development is key to closing the achievement gap. |
| ***Scheduling*** |  |  |
| **Garrison has added 30 minutes to the instructional day and has designed the master schedule to provide common planning time for those teachers who are teaching the same subject.** | Having common planning time by content has allowed teachers to collaborate on program development and delivery as all teachers share a common grade. In addition this structure has supported our emphasis on literacy development across the curriculum. | Common planning and planning to support literacy supports higher levels of curricular coherence and added instructional time to address critical skill gaps for students.  Garrison students will benefit from additional literacy skill development. |
| ***Professional Development*** |  |  |
| * **Literacy Across the Curriculum**
* **Restorative Practices**
 | Garrison, in collaboration with MSDE’s Breakthrough Center has emphasized developing teachers’ practice specifically in the use of Text Annotation and Close Analytic Reading.  Using these strategies across the curriculum helps ensure that Garrison’s students are developing literacy skills in all classes. In addition students’ content knowledge development is increased as they are more able to effectively engage with more complex text. Garrison is also is the process of training staff members to implement Restorative Practices. Given the significant social-emotional needs on the majority of Garrison students this is a key strategy to increase to students’ availability for learning.  Positive peer and student adult relationships increase students’ motivation for learning. | Both areas will provide students with additional skills both to accelerate their academic achievement and support the development of a learning environment which is more conducive to learning. |
| ***Family and Community Engagement*** |  |  |
|  | Garrison is in the process of implementing a Student Ambassador Program.  This program is designed to increase both student and parent engagement with the school.  Student Ambassadors will have a regular role in educating parents about Garrison Programs.  Having a cohort of student ambassadors is designed to create a group of parents to regularly engage with both students and other parents, creating more meaningful opportunities for parents to be involved. | Creating stronger links between the school and home will positively impact students and the school as a whole. |
| ***School Climate and Culture*** |  |  |
| * **Restorative Practices**
 | Through use of Restorative Practices and continued implementation of PBIS Garrison has set the goal of reducing the suspension rate by 40%. | Students in an environment in which there are meaningful relationships with adults and their peers support high levels of attendance, lower suspension rates and increased motivation. |
| ***Governance (Operator Run Schools)*** |  |  |
|  | Global’s Education Change Leader is working strategically to align and coordinate improvement activities to ensure all parties working in support of Garrison have common goals and aligned approaches.  Strategic planning with the site leader, the site leadership team, the network support team and the Breakthrough Center support team is critical to this process. | Students ultimately benefit from experiencing an effective coherent instructional program.  Having an experienced educator who has been successful in effectively educating students with academic challenges like those at Garrison is invaluable to the process. |

**William C. March Middle School**

Reading: RISE Diagnostic Assessment

Data Retrieved October 29, 2012

The RISE is a group-administered computerized screening and diagnostic battery for understanding the prevalence and nature of middle grade students' literacy problems. The RISE is carefully designed to fit within a single (45 minute) class period while providing data on six key components: word recognition and decoding; vocabulary; morphology (word formation); sentence processing; reading efficiency; and reading comprehension. Results are provided for each component as scale scores within three proficiency levels (proficient, needs improvement, or warning), providing profiles of students' strengths and weaknesses. Reports are tailored to the needs of different users (e.g. teacher, school, district). The RISE fills a gap between individually-administered diagnostic tests and off-the-shelf assessments. While already proving to be of great value in practice settings, the RISE is still under development and available only to SERP and ETS district partners at this time.

Between thirty-four and thirty-six six graders, thirty-nine and forty-eight seven graders and fifty and fifty-seven eighth graders were tested.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6th grade |  | Word Recognition and Decoding Level  | Vocabulary Level | Morphology Level  | Sentence Processing Level  | Efficiency of Basic Reading Comp Level  | Reading Comp Level  |
| Warning | 50.00% | 36.11% | 38.89% | 52.78% | 66.67% | 38.23% |
| Proficiency: Low/Needs Improvement | 38.89% | 41.67% | 47.22% | 33.33% | 19.44% | 52.94% |
| Proficiency: High | 11.01% | 22.22% | 13.89% | 13.89% | 13.89% | 8.83% |
| 7th grade |  | **Word Recognition and Decoding Level**  | **Vocabulary Level** | **Morphology Level**  | **Sentence Processing Level**  | **Efficiency of Basic Reading Comp Level**  | **Reading Comp Level** |
| Warning | 65.90% | 70.21% | 61.36% | 63.63% | 58.33% | 58.97% |
| Proficiency: Low/Needs Improvement | 29.55% | 21.28% | 36.36% | 29.55% | 22.92% | 38.46% |
| Proficiency: High | 4.55% | 8.51% | 2.28% | 6.82% | 18.75% | 2.57% |
| 8th grade |  | **Word Recognition and Decoding Level**  | **Vocabulary Level** | **Morphology Level**  | **Sentence Processing Level**  | **Efficiency of Basic Reading Comp Level**  | **Reading Comp Level** |
| Warning | 60.00% | 70.91% | 68.42% | 66.67% | 70.90% | 62.00% |
| Proficiency: Low/Needs Improvement | 32.72% | 25.45% | 26.32% | 28.07% | 23.63% | 30.00% |
| Proficiency: High | 7.28% | 3.64% | 5.26% | 5.86% | 5.47% | 8.00% |

Math: Benchmark A

Data Retrieved October 17, 2012

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. It is important to note that the Mathematics Benchmark A is a diagnostic measure of how students performed on material learned during SY2011-12 and as such serve as an indicator of the level of proficiency students attained for skills learned during that school year. Benchmark A was administered to grades three through eight between September 7-14, 2012. At William C. March Middle School, seventh graders had the highest proficiency levels at 12.0%.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grade Six | Grade Seven | Grade Eight |
| School Name | Basic | Proficient | Advanced | Basic  | Proficient | Advanced | Basic | Proficient | Advanced |
| William C. March Middle School  | 95.00% | 5.00% | 0.00% | 88.00% | 12.00% | 0.00% | 100.00% | 00.00% | 00.00% |

|  |  |  |
| --- | --- | --- |
| ***Activities*** | ***How Activities Supported Teacher Growth*** | ***How Activities Supported Student Achievement*** |
| ***Staffing*** |   |  |
| * **Conten**t- each team is fully staffed in the core areas. Each team has SPAR teachers who provided extra instruction.
* **Special Education-** each team is serviced by special educators, using the Inclusion model.
* **Coaching-** there are two full-time coaches on staff for ELA/Social Studies and Math/Science.
 | * Each content teacher has common planning time scheduled that allows for collaboration with the coaches and JHU instructional facilitators.
* Planning time is included in the schedule to allow for co-planning with the content teachers as well as collaborative planning with content coaches and JHU facilitators.
* The coaches provide instructional support through modeling and observations, professional development in content , and guidance in implementing MSDE and BCPSS standards
 | * Students have benefited from instructional strategies that the teachers are sharing through peer observations and the examination of student work across the content areas.
* SPED students are provided focused support they need to succeed in an instructional setting that is new for some of them.  By working with the content teachers, the SPED instructors are able to closely monitor the students' IEP requirements and provide modification strategies.
* The coaches have increased focus on assisting teachers with integrating high-yield strategies into daily instruction.
 |
| ***Data Use*** |   |   |
| * **Teaming-** Each team meets twice weekly. On Wednesdays the agenda includes discussions focused on team initiatives, data, content sharing, IB Unit Planning, and community/family outreach.
* **EWI-** once weekly each team also holds meetings that focuses on Early Warning Indicators (EWI) for targeted students. Teachers are provided data regularly that addresses  attendance, behavior, and course performance (ABCs)
 | * Teachers have been able to identify and plan activities to strengthen the team by increasing opportunities for student support.
* The EWI meetings provide individual student data updates on targeted students. The teachers work as a team to set students' goals, determine interventions, and   identify staff or "champions" to  provide support and follow-up for the individual students.
 | * Students have an opportunity to explore a real-world situation from various perspectives and content areas.
* Students who are getting off track or have fallen off track are provided with targeted individualized performance plans designed to help them to achieve.
* 1st Quarter suspension rates and course failures are declining.  The school wide attendance has significantly increased, as a result of the focus on the chronic absentees.
 |
| ***Scheduling*** |   |   |
| * Daily Block scheduling ·
* Common content planning
* Math and Reading Labs
 | * Teachers have numerous opportunities during each week to learn skills that will improve instructional practice through collaborative and team planning
* The weekly Wednesday PD's are structured in cycles that focus on Reading and Math. Every staff member who serves students (teacher, hall monitor, para, etc.) is required to attend and participate in the *PD* sessions and demonstrate how they are able to implement the strategies with students.
 | * The extended periods allow time for students to learn, practice, and apply new skills
* There is sufficient time for teachers to address the needs of particular students.
* Students are beginning to experience opportunities to demonstrate common skills across content areas
* Students are provided with additional math instruction 2-3 times per week. This allows for pre-teaching and remediation
 |
| ***Professional Development*** |   |   |
| * Weekly Wednesday PD
* Staff has engaged in peer reviews and classroom observation.
 | * The weekly Wednesday PDs are structured in cycles that focus on writing, inquiry, collaboration, and reading. Every staff member who services students, directly or indirectly, (teachers, paras, hall monitors, etc.) is expected to attend and participate in each PD session demonstrate and practice how they implement the strategies with students.   Non- instructional staff has become aware of ways to reinforce what is being taught in the classrooms.
 | * Effective instructional practices and tools are evident in based on learning walks and observations
* There is evidence of school-wide commitment to promote student growth.
 |
| ***Family and Community Engagement*** |   |   |
| * The School/Family Council meets monthly
* Back to School Night was extremely successful.
* Numerous family orientations have been conducted by the principal with parents and guardians.  This was an opportunity to learn about the goals for the school year, instruction focus, and planned activities/ events.
* Several parents have signed- up  for the **"180 Days of March"** volunteer campaign.
* Monthly newsletters are sent home with students and posted on the website
* The school website is current and includes information regarding school program
* Parent link has been used 6 times this school year to inform parents and community about school activities.
 | * The teachers have noticed an increase in the number of parents who want to be actively involved in the school.
* The environment for parents is more welcoming. Teachers are less hesitant to invite them to visit and conference.
 | * Students are becoming accustomed to seeing their parents and friend’s parents in the school on a daily basis
* Students are communicating with parents about school events and encouraging attendance
 |
| ***School Climate and Culture*** |   |   |
| * The overall school climate and tone are significantly improved, with much fewer students in the hallways and being sent out of class·
* During the weekly team meetings and PD sessions,  strategies for establishing and maintaining a positive climate are regular agenda items
* The Behavior Modification Room has been revised.
* The IB Program has been enhanced
* PBIS incentives continue to be utilized throughout the school.
 | * There are fewer external distractions that impact teaching and learning.
* Support regularly provided for students who demonstrate undesirable or inappropriate behavior.
* *E*ach floor now has a person in charge to who assists the principal and teams with disciplinary issues
* *T*eachers who struggle with classroom management   are support by their team leaders and the coaches.
* *T*he school has initiated numerous opportunities for all students to be rewarded for demonstrating positive behavior (field trips, IBs (International Bucks) for school store,etc.)
* The IB model has provided more opportunities for teachers to work collaboratively in planning interdisciplinary units and lessons.
 | * The majority of the students are demonstrating that they want to stay on track. Fewer are being suspended, and more are coming to school.
* Students are more involved in school activities*.* They are consistently attempting to earn IBs and Country of the Month currency in order to participate in school-wide events*.*
 |
| ***Governance (Operator Run Schools)*** |   |   |
| * The School's Leadership Team (SLT) meets bi-weekly. Includes the principal,  community leaders, team leaders, and representatives from the operator
* The Instructional Leadership Team consists of the administration, the coaches, and the JHU instructional facilitators. It meets on the alternate weeks from the SLT.
* The SLT focuses on the organizational structure, identifying , gains, needs, resources, and Network and JHU support.
* The ILT focuses on the instructional program in order to support the academic, social, and emotional growth of all students.
 | * The school's administrative team was expanded to include a community leader for each team.  This has greatly enhanced the ability of the principal to be able to conduct regular Learning Walks, observations, provide teacher support, and monitor instruction.
* The teachers have received benefit from the additional support provided through the planning of both leadership teams.
 | * The improved organization of the school and increased focus on quality instruction, targeted leadership, and student engagement has created a more productive climate that is focused on student achievement.
 |

1. **Enrollment**

Student Enrollment Data

*Source: City Schools’ Student Management System (SMS)*

Data Retrieved October 19, 2012

|  |  |
| --- | --- |
| School Name | SY12-13 Enrollment |
| **All** | **Regular** | **Students with Disabilities** |
| Augusta Fells Institute of Visual Arts | 424 | 308 | 116 |
| Baltimore IT Academy | 327 | 250 | 77 |
| Booker T. Washington Middle School  | 358 | 273 | 85 |
| Calverton Elementary/Middle School | 713 | 543 | 170 |
| Commodore John Rodgers Elementary/Middle School | 548 | 470 | 78 |
| Garrison Middle School | 162 | 116 | 46 |
| William C. March Middle School | 178 | 135 | 43 |

1. **Attendance**

Attendance Data Versus Targets

*Source: City Schools’ Student Management System (SMS)*

Fourth Quarter Data as of June 11, 2012

In the first quarter of 2012-2013, two of seven SIG I schools have already met their attendance target for the school year. Booker T. Washington Middle School, Calverton Elementary/Middle School and Garrison Middle School are in reach of their target. While high school AMO targets have not been released, attendance at Augusta Fells Institute of Visual Arts is low. The Student Support Liaison from the Central Support Team has met with members of the attendance team to outline a plan to engage and re-engage the students with low attendance, no shows, and chronic absences. In addition, the school has a community partner group that began some case work with the identified students and will also conduct home visits.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | EOY 2010 | EOY 2011 | EOY 2012 | 2012-13 1st Quarter | 2012-13 2nd Quarter | 2012-13 3rd Quarter | 2011-12 4th Quarter | 2012-2013Targets |
| School | % | % | % | % | % | % | % | % |
| Calverton Elementary/Middle | 88.99 | 93.70 | 94.20 | 93.40 |  |  |  | 93.9 |
| Commodore John Rodgers Elementary/Middle | 90.86 | 94.10 | 94.60 | 94.28 |  |  |  | 93.8 |
| Baltimore IT Academy (Chinquapin Middle) | 93.00 | 92.30 | 95.00 | 95.66 |  |  |  | 93.8 |
| Garrison Middle | 93.20 | 86.70 | 88.80 | 93.32 |  |  |  | 93.8 |
| William C. March Middle | 90.21 | 92.60 | 84.90 | 86.76 |  |  |  | 93.8 |
| Augusta Fells Savage Institute of Visual Arts | 81.02 | 76.20 | 79.50 | 68.55 |  |  |  | TBD |
| Booker T. Washington Middle | 91.07 | 94.20 | 90.00 | 90.77 |  |  |  | 93.8 |

1. **Chronic Absences**

Chronic Absence Percentages for 1st,2nd, 3rd, and 4th Quarters

*Source: City Schools’ Student Management System (SMS)*

Data Retrieved October 19, 2012

|  |  |
| --- | --- |
| School Name | SY12-13 Chronic Absences |
| **All %** | **Regular %** | **Students with Disabilities %** |
| Augusta Fells Institute of Visual Arts | 65.57 | 65.58 | 65.52 |
| Baltimore IT Academy | 14.98 | 12.40 | 23.38 |
| Booker T. Washington Middle School  | 26.82 | 25.27 | 31.76 |
| Calverton Elementary/Middle School | 20.06 | 17.13 | 29.41 |
| Commodore John Rodgers Elementary/Middle School | 19.16 | 18.51 | 23.08 |
| Garrison Middle School | 21.60 | 19.83 | 26.09 |
| William C. March Middle School | 27.53 | 31.11 | 16.28 |

1. **SST Minutes and Documents**

Table 9. Students referred to SST By School and Reason in 2012-13 School Year

*Source: City Schools’ Student Management System (SMS)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Reason | Number ofStudents Q1\* | Number ofStudents Q2\*\* | Number ofStudents Q3\*\*\* | Number ofStudents Q4\*\*\*\* |
| School |  |  |  |  |  |
| Calverton Elementary/Middle | Attendance |  |  |  |  |
| Behavior |  |  |  |  |
| Academic |  |  |  |  |
| Commodore John Rodgers Elementary/Middle | Academic |  |  |  |  |
| N/A |  |  |  |  |
| Baltimore IT Academy (Chinquapin Middle) | Academic |  |  |  |  |
| Garrison Middle | Academic | 4 |  |  |  |
| Behavior | 6 |  |  |  |
| Attendance | 2 |  |  |  |
| William C. March Middle | Behavior |  |  |  |  |
| Augusta Fells Savage Institute of Visual Arts | Attendance |  |  |  |  |
| Behavior |  |  |  |  |
| Academic |  |  |  |  |
| N/A |  |  |  |  |
| Booker T. Washington Middle | Academic |  |  |  |  |
| Behavior |  |  |  |  |
| N/A |  |  |  |  |
|  | As of  |

1. **Suspensions**

The table below shows the number of suspensions for each 1003(G) school for the first quarter of SY2012-13 and the number of suspensions for the corresponding quarter of SY2011-12.

Suspensions are down in six of the seven SIG I schools compared to the first quarter of SY2011-2012. Suspensions at Baltimore IT Academy increased from the first quarter, however, the school did not record any suspensions during the first quarter of the last school year in an attempt to handle disciplinary action in a different manner.

Number of Suspensions by School for School Year 2011-12 as Compared to 1st, 2nd, and 3rd, 4th Quarters of School Year 2012-13

*Source: City Schools’ Student Management System (SMS)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | 2011-12 1st Quarter | 2012-13 1st Quarter\* | *Change from 2011-2012 and 2012-13 1st Quarter* | 2011-12 2nd Quarter | 2012-13 2nd Quarter\*\* | *Change from 2011-12and 2012-13 2nd Quarter* | 2011-12 3rd Quarter | 2012-13 3rdQuarter\*\*\* | *Change from 2011-12 and* *2012-13 3rd Quarter* | 2011-124thQuarter | 2012-20134thQuarter\*\*\*\* | *Change from**2011-12 and**2012-13**4th Quarter\*\*\*\** |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Calverton Elementary/Middle | 8 | 3 | -5 | 18 |  |  | 13 |  |  | 7 |  |  |
| Commodore John Rodgers Elementary/Middle | 35 | 8 | -27 | 33 |  |  | 22 |  |  | 26 |  |  |
| Baltimore IT Academy (Chinquapin Middle) | 0 | 15 | +15 | 38 |  |  | 53 |  |  | 37 |  |  |
| Garrison Middle | 43 | 13 | -30 | 76 |  |  | 101 |  |  | 42 |  |  |
| William C. March Middle | 25 | 6 | -19 | 32 |  |  | 64 |  |  |  |  |  |
| Augusta Fells Savage Institute of Visual Arts | 13 | 2 | -11 | 9 |  |  | 8 |  |  | 27 |  |  |
| Booker T. Washington Middle | 84 | 33 | -51 | 121 |  |  | 52 |  |  | 75 |  |  |

\*