

**Bridge to Excellence  
Baltimore City Public Schools  
Master Plan - Draft**

**December 6, 2012**

**GREAT KIDS  
GREAT SCHOOLS**

**2012 Master Plan Annual Update**

**(Include this page as a cover to the submission indicated below.)**

**Master Plan Annual Update Part I**

**December 6, 2012**

**Local School System Submitting this Report:**  
Baltimore City Public Schools

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**WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.**

**\*Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**

*John D. Adams*

\_\_\_\_\_  
**Signature of Local Superintendent of Schools  
or Chief Executive Officer**

12/6/12  
\_\_\_\_\_  
**Date**

*Sharon Steele*

\_\_\_\_\_  
**Signature of Local Point of Contact**

12/6/12  
\_\_\_\_\_  
**Date**

## Local Planning Team Members

**Use this page to identify the members of the school system's Bridge to Excellence/Race to the Top planning team. Please include affiliation or title where applicable.**

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## SECTION A

### Executive Summary

Introduction:

The goal of the Baltimore City Schools 2012 Bridge to Excellence Master Plan Update continues to be to guide the school system and its students, in partnership with its many interested and supportive stakeholders, to the attainment of its Vision and Mission. In 2012 the City Schools Board of School Commissioners modified the Vision, Mission, and Goals. These modifications, which align with City Schools Essentials—a set of values that define what is important in the work of the district—provide the strategic context for planning to sustain and accelerate progress in student achievement.

Vision and Mission of Baltimore City Public Schools

Every student will graduate ready to achieve excellence in higher education and the global workforce  
Excellence in education for every child at every level

Board Aspirational Goals	Board Priorities
1) All students will achieve high standards and annual growth that leads them to graduate, prepared to be independent, creative, contributing members of society.	1) City Schools will have quality curricula and instruction that provide rigor, engage students, raise the bar and deliver targeted interventions to increase learning
2) All students will benefit from transformational leadership at all levels of the organization that ensures the success of district initiatives and sustains a culture of excellence that leads to academic success	2a) City Schools will create an environment where staff find meaning and feel supported in the pursuit of improved student achievement 2b) City Schools will excel in recruiting, developing, and retaining highly effective staff at all levels

**3) All students will learn in environments that embody a culture and climate of excellence, mutual respect, and safety.**

**3a) City Schools will have a respectful culture and climate, and a collaborative environment that supports student achievement.**  
**3b) City Schools will have high-quality, modernized facilities that show respect for staff and students.**

**4) All students will benefit from increased family and community engagement that builds resources and opportunities for student success.**

**4a) City Schools and all schools will partner with families, communities and the public & private sectors to foster shared ownership of schools and to collectively create opportunities for student success**  
**4b) City Schools and all schools will more deeply engage parents in their students' learning**

**5) All students will benefit from predictable, reliable, transparent management processes and systems that build internal and external trust and contribute positively to school outcomes**

**5) City Schools will be good stewards of the district resources and provide excellent customer service through innovative, integrated, responsive management practices**

**6) All students will benefit from great schools that meet the needs of students and communities**

**6) City Schools will increase the portfolio of great schools of all types at all levels and in all areas of the city, providing all families attractive options, bolstering public confidence and strengthening the contribution of public schools to the city's success**

The 2012 Update reflects Baltimore City Public Schools' theory of action for accelerating the achievement of students. The theory of action that guides these efforts is if resources are in the schools, school communities have autonomy over resources, resources are allocated transparently--based on student population and characteristics--and central office provides appropriate guidance, support, and accountability, then school communities will continue to make decisions that accelerate student achievement.

The end of school year 2011-2012 marked the fifth year of implementation of this theory of action. During this time the focus of the district office has been:

- Implementing fair student funding across district
- Schools have budget autonomy over budgets and decision making;
- Prior to the introduction of fair student funding in FY 09, principals had control over approximately 3percent of their budget. That figure is over 80 percent today.
- Creating school options, expanding school choice

- School portfolio spans many school types; all middle and high school students choose their schools
- Implementing landmark contracts with teachers, administrators, paraprofessionals
- Meaningfully engaging families and communities
- Implementing Common Core State Standards
- Exploring 21<sup>st</sup> century school facilities

SY 2012 saw student enrollment increase for the fourth consecutive year after nearly a decade of decline. Enrollment reached 84,212 which is a 3.6 percent increase since 2007-08. Attendance at the elementary and middle grades continued to show growth; and chronic absenteeism is down by five percentage points since 2007-08. In addition, kids are spending more time in school as a result of declining suspensions. City Schools continues to see higher reading and math scores for children who attend Pre-K and consider increasing Pre-K enrollment to be an indication of improved achievement in the future. Currently, 73 out of every 100 kindergarten students enter school ready to learn, compared to 58 out of 100 in 2007-2008.

On the 2012 Maryland State Assessment Baltimore City saw an overall increase in math and decrease in reading. Math scores rose to 63.4 percent and reading decreased by 1.7 points to 67.3. Within the bands of basic, proficient and advanced, however, City Schools notes growth over time. Fewer students are basic and more students attain proficient or advanced each year. Within the proficient and advanced bands, the mean score has increased for both reading in math across grade levels.

High School Assessment data showed slight decreases in performance of students scoring proficient or advanced from the previous year in all three tested areas (Algebra, English and Biology), however, the graduation rate continues to rise, reaching 71.9 percent while the dropout rate is now 4.2 percent.

In the 2012-2013 school year, the focus of City Schools continues to be transformation of classrooms by ensuring that excellent teaching and learning is taking place in every classroom and that all students are achieving at their potential. Going into 2012-13, the district will support this work with three key areas of focus:

- Strengthening the instructional core
- Engaging families and communities in ways that impact and support improvements in student outcomes
- Improving facilities to transform the learning experience of students

## BUDGET NARRATIVE

### a. System Priorities

#### Fair Student Funding

In SY 2008-2009 City Schools' fiscal reform moved the majority of resources and decision-making authority from central administration to the schools. This initiative gave schools per pupil funding and more flexibility over allocating resources, with the goal of shaping school-based programs to meet student needs within a framework of support, guidance and accountability. Under Fair Student Funding in FY 2009, schools went from controlling just 3 percent of their resources in 2008 to 81 percent in FY 2010. This was done through a redistribution of funding continued with "unlocking" more centrally held funds, including special education dollars, further eliminating central office positions, and redeploying positions to schools.

As schools have received more resources and assumed more responsibility under Fair Student Funding, the administrative role of City Schools' district office has become more targeted to focus on three key functions, delineated in the theory of action: guiding schools, supporting schools and holding schools accountable for student achievement. Two major initiatives support this effort: the School Support Networks (Networks) and the School Accountability Framework. In 2011-2012, a district office reorganization solidified this role by creating 16 School Support Networks, each with a team of 10 staff members to work with school leaders and teachers in support of academic and operational activities and community engagement. A newly appointed School Support Networks Officer reports directly to the CEO and oversees this work. In addition, the district has put an Executive Director at the helm of each of the 16 Networks with their primary role being support of the school leaders. The School Accountability Framework is a system designed to increase accountability for schools and those who support schools. The process includes development of a baseline data tool and other accountability tools to enable schools, central administration and the community to know how a school is performing across the district and in comparison with a peer group of schools serving similar student populations. A high priority in City Schools' reform has been the Expanding Great Options initiative, which has built the portfolio of quality school options for students. Specifically through Expanding Great Options since 2009-10, City Schools has:

- Opened 13 new schools;
- Relocated 9 schools;
- Launched turnarounds at 13 schools;
- Closed 14 low-performing schools, merging or replacing 5 with successful schools.

#### New Teacher Contract

Baltimore City Public Schools is proud to be a national example of innovation and partnerships by creating a new teacher contract based on 4 core beliefs:

- Recognition of the teacher's role in school reform

- The value of teachers role in student achievement and school improvement
- The need for incentives and rewards to attract and retain the best teachers
- The necessity of a culture that promotes collaboration and shared leadership within schools

The new contract aims to retain the best teachers for students, grow them professionally and attract the best talent to Baltimore. This is happening through significant increases in compensation, creating a strong incentive to retain existing and attract new great teachers, eliminating steps in favor of “earn as you grow” or “self-pacing” concept, eliminating increases based solely on advanced degrees and will move City Schools from the bottom quartile to the top quartile in teacher compensation throughout state. The contract creates new career pathways to reward and recognize teachers and education professionals excelling in their field both in terms of student outcomes and teacher practice with four pathways. Intervals within a pathway are connected to evaluation, approved teacher growth opportunities, added professional responsibilities and are based on improved student achievement instead of years of experience. Finally, the contract establishes a system of checks and balances among principals and teachers to ensure all are working towards the same goal of student achievement. This is done through the Joint Oversight Committee, Professional Peer Review Committee, Joint Governing Panel, and the creation of other subcommittees as needed. In 2011-2012 City Schools will be making major strides in the implementation of the school leader evaluation, as well as continuing to grow teachers along the career pathway.

#### Effectiveness Work

In order to support quality teaching, City Schools is implementing an Instructional Framework and Rubric this school year. City Schools’ Instructional Framework and Rubric:

- Create a common language about what constitutes excellent teaching and how it looks
- Provide guidance in designing and implementing quality instruction for each student
- Ensure an alignment of school resources, priorities and teacher supports
- Elevate the work of the Common Core State Standards and the City Schools’ academic priorities of Rigor, Engagement and Intervention
- In SY 2011-2012 the Instructional Framework and Rubric was used to provide meaningful feedback, support, and development to teachers around the seven focus Key Actions, and a focus group of schools implemented a pilot of the evaluation. In the long term, the Instructional Framework is intended to create alignment of professional learning and evaluation systems to the Instructional Framework and Rubric Increased inter-rater reliability in observing and evaluating teacher instruction. In school year 2012-2013 all schools will use the evaluation in a low stakes manner.
- Common Core State Standards

City Schools’ academic priorities, rigor, engagement and intervention align our work to implement Common Core State Standards (CCSS). City Schools completed the second of a four-year transition to the Common Core State Standards. Long-term development plans have been outlined for school leaders, teachers, and Central Office staff to provide a deeper understanding of the curricular and pedagogical changes required for



successful implementation. Strategic partnerships have been developed to help lead City Schools in this work. By the end of SY 2013-2014, instruction at all schools will be aligned to meet the demands of the CCSS. In order to successfully accomplish this, schools must:

- Evaluate current instructional practices and expectations,
- Analyze student data and resource/development needs to meet expectations,
- Ensure that essential content is not “skipped” and students miss critical learning

School leaders have created an initial Action Planning tool outlining their school’s transition process to the CCSS. Teachers have implemented district-led literacy assessments to diagnosis student performance as the foundation for implementing the ELA/literacy standards. Select Teacher Leaders and teachers on school leadership teams have received CCSS professional development equivalent to that provided to school leaders. In SY 2011-2012 all City Schools teachers attended professional development on Common Core Math, ELA/Literacy Standards, PARCC assessments, and attended the Maryland State Department of Education’s Educator Effectiveness Academies. Currently, City Schools is hiring Educational Associates to be Curriculum Writers for Common Core which will align with the state’s work in this area.

#### Turning Around Low Performing Schools

In SY 2012 City Schools and the Maryland State Department of Education continued collaboration in accessing federal funding for low-performing schools through the Title I School Improvement Grant, the Breakthrough Center, and Maryland’s award in the Race to the Top grant competition. The additional resources from these federal initiatives is assisting City Schools to implement its aggressive reform agenda, and to achieve its vision for every student to graduate ready to achieve excellence in higher education and the global workforce.

#### Engaging Families and Communities

80 percent of students’ time is spent outside of school. This means families and communities are essential to student attendance. A few key initiatives City Schools is embracing include:

- The Family Institute is a resource to help parents support their student’s learning across the curriculum
  - School Everyday: volunteers and faith institutions to reach out to families identified by the school outside school hours
- A major focus of the district has been improving access and communication with the community so that families can be involved in their students’ learning and participate in the choices offered. Resources we utilize to do this include:
- Parent Portal and School websites
  - Student produced shows on Career and Technology Education
  - Family Information Calendar
  - Education Channel 77
  - Registration and School Choice information

City Schools is also working to increase the activity of parent and community groups.

## RE CITY PUBLIC SCHOOLS

### Improving Facilities to Transform the Classroom

Baltimore City Public Schools conducted a comprehensive analysis of the state of its school facilities and confirmed that the physical environment in which students are being educated is a obstacle to kids reaching their full potential. The average building is over 40 years old, and the overall inventory of school buildings is the oldest in the state. In order to continue to see academic progress in Baltimore, a major investment in school facilities is necessary. City Schools' current backlog of capital investment has been estimated at \$2.8 billion, with a detailed assessment now underway to determine this figure with precision. Over the past five years, capital funding from the state has averaged \$36 million per year and from the city \$19 million, for a total of \$55 million per year. This means that the capital funds available under the current system are barely able to patch the deferred maintenance and constantly growing needs of aging buildings and equipment, let alone make the improvements our students deserve. There is another reason for decisive action now. This is a time of historically low interest rates and construction costs, as well as historically high unemployment. The costs of a major investment in facilities will be significantly lower, and the benefits to the economy greater, now than they would be if we delay action. This challenge calls for a new approach. The fundamental components of City Schools' School Modernization and Renovation Transformation (SMART) plan is a strategy to invest energetically now in providing all City Schools students with the buildings they deserve.

The fundamental components of the SMART plan to modernize every public school building in Baltimore City in about eight years are as follows:

- Leverage flexible and predictable streams of funding to make possible a major investment in facilities in a relatively short period of time.
- Begin with existing resources. Existing streams of revenue—if provided flexibly and predictably—could make possible immediately over \$1 billion of school construction investment.
- Look to additional revenue streams in the future to address the entire need. For example, the Mayor has proposed sources for additional revenues that would be dedicated to school construction.
- Adopt proven and effective financing structures that would be specifically chosen, based on expert advice, to maximize cost savings to City Schools.
- Utilize enhanced construction management expertise in a targeted way to maximize efficiency, best practices and economies of scale.
- Develop a detailed plan, based on extensive community engagement, for prioritizing and sequencing school investments to maximize the impact on student achievement.

**b. Fiscal Outlook**

Revenue Analysis

FY12 revenues met expectations as anticipated in the Master Plan Update for 2011. The FY12 revenue was anticipated to be \$1,272,251,593 and in fact was \$1,386,928,994.

**Analysis of Actual Expenditures**

**Local Goal: All students will achieve high standards and graduate ready to succeed (NCLB Goals 1, 2, and 5)**

Title I funds provided resources to schools to support academic achievement for low-income students across the district. Increased expenditures in these line items allowed for more services to be provided and for more schools and students to be impacted across the district.

**Local Goal: All students will be taught by highly qualified, effective teachers (NCLB Goal 3)**

Title II funds were used to provide professional development to teachers and school leaders districtwide, through monthly leadership academies, monthly literacy instruction sessions, and summer professional development on the Common Core standards.

**Local Goal: All students will benefit from the implementation of effective management systems that maximize available resources.**

The district invested funds in new software to modernize and streamline the budgeting process and align it with our existing Human Capital system. Additionally, the district invested in new servers to allow our office and schools to use technology safely and securely in a way that promotes student growth. Additionally, funds were set aside for Disaster Recovery to minimize the impact of unexpected calamities on instruction and smooth running systems.

c. Climate Changes

City Schools prioritized its FY'12 budget appropriation to sustain the activities that were covered by State Fiscal Stabilization Funds (SFSF) on a one-time basis. As a District, we have targeted the use of American Recovery and Reinvestment Act (ARRA) funds to strategic, one-time expenses and investments whenever possible so that future operational expenses will not have to be absorbed by the General Funds after ARRA funds expire. City Schools will continue to seek additional funding opportunities and services via competitive grants, establishing partnerships, and foundational support. These additional and alternative resources will assist City Schools meet and address the needs of our students, teachers, and others as a substitute to SFSF once the funds expire.

**Goal Progress:**

**a. Race to the Top Scope of Work**

**Standards and Assessments:**

**Project 1 Formative Assessments and Common Core State Standards Implementation**

Participating schools continue to utilize the formative literacy assessments, RISE, STEP and Wireless. During the New Teacher Institute, new teachers, building representatives, and principals received training on STEP and Wireless assessment tools. Literacy reps continue the work of analyzing data from diagnostic assessments, and training has expanded to include Executive Directors for Principal Support, Academic Content Liaisons, and Special Education Liaisons. Data sessions include identifying trends, and focusing supports to schools based on beginning of year and middle of year data.

Professional development for STEP has focused on guided reading, record keeping and content development. The Office of Teaching and Learning worked with consultants to create a professional development module on independent reading and utilizing classroom libraries. Training continues to focus on utilizing assessment and diagnostic data.

Professional development for teachers has also focused on Common Core Units of Study for K-5 and Literacy Design Collaborative Modules. Academic Content Liaisons are now developing Achievement Unit specific courses to grade level and content level. School year '12-'13 and Project Year 3 will more explicitly include Common Core State Standards as the districts creates curriculum aligned with MSDE's guidelines. Professional development days have been dedicated to Common Core and training on the assessment.

**Data Systems:**

**Project 2 Hardware and Systems Infrastructure**

Not only does technology empower students to take control of their own learning, it also provides teachers and other stakeholders opportunities to collect authentic data and to examine it in a variety of ways in order to make better, more personalized instructional decisions. City Schools recognizes that the district has begun to look more critically at systems and infrastructure changes that must be made in order to support more robust data collection and analysis tools.

Significant upgrades to the district's overall network have been made in order to provide schools and offices with increased bandwidth and additional equipment. 153 schools have been upgraded to a high-speed fiber connection, with the remaining 47 schools being projected to be

updated by January, 2013. Wireless connectivity has been made available in 82 schools, with 28 of those giving building wide access to a wireless network. An additional 22 schools will have partial wireless access in the near future. Equipment has been made available to an increased number of classrooms and students in order to better take advantage of the enhanced connectivity. City Schools has utilized Race to the Top Grant funds to purchase mobile, wireless carts for 156 schools, with another 40 waiting to receive them through Year 3 funds. These carts contain 30 netbook and a wireless access point. This allows teachers to use a closed wireless network in the classroom as they provide students with opportunities to interact with online resources provide them with more access to state of the art technology tools. These opportunities are meant to provide students with ample opportunities to become comfortable with the technologies that will be used for the PARCC Assessments so that technology will not become a hindrance to success.

City Schools also recognizes that while one additional laptop cart is useful in schools, it does not fully close the gap that schools have as they prepare for the PARCC. To that end, City Schools has asked to identify what programmatic needs they have as related to instructional technologies through a sub grant for portion a of the Year 3 funds. Additionally, the district will be using locally budgeted funds to bring a virtual desktop environment to classrooms to increase available equipment for students.

In addition to providing increased access for students, the upgrades to the network, the expanded wireless capabilities, and increased equipment availability will ensure that teachers have access to data collection and analysis tools that are necessary to inform good instructional decisions and will support all efforts around data systems.

### **Project 3 Data Analysis Training for Teachers, School Leaders, Parents**

The Leadership and Learning Center has been selected as a partner for Data Driven Decision Making. The district established a cross-functional team of district leader stakeholders to design the roll out of the work with a detailed project management plan. Key central office personnel were trained and certified in Decision Making for Results and Data Teams provided by The Leadership and Learning Center. 40 38 schools are participated in spring and summer training. Live and online training modules have been created for teachers and school leaders for using the district wide data warehouse system called Data Link. The first cohort will be implementing data cycles in SY '12-'13 and a new cohort of 40 schools will begin training this fall.

### Teachers and Leaders:

### **Projects 4 and 5 Educator Evaluation and Tool Design; Training and Communications for Evaluation System**

In the beginning of the grant, projects 4 and 5 were largely interrelated and interdependent with their work. City Schools has hired the Director of Teacher Effectiveness, Effectiveness Analyst, Effectiveness Program Evaluator, Director – School Evaluation, and two Human Capital Strategists to help manage City Schools teacher, school leader, and school effectiveness work. A Human Capital strategist has been promoted and will soon be replaced. The district is still undergoing a search for the Executive Director of Teacher and School Leader Effectiveness that would reside in

the Office of Human Capital and would be responsible for implementing the new evaluation system built by a cross-functional team and vetted through multiple stakeholders.

Major successes in year 2 included the revision to the Instructional Framework and in depth professional development to teachers and principals on the Instructional Framework.

City Schools met it's next phase of the teacher effectiveness work which was to offer ~~has been~~ professional development on the framework and rubric. City Schools conducted three week-long PD sessions for 467 school leaders (principals and assistant principals) to roll-out and began norming on the Instructional Framework and Rubric. 7 monthly norming professional development sessions have taken place for school leaders on the City Schools Instructional Framework throughout the 2011-2012 school year. City Schools held a 15 hour professional development overview for over 1,200 teachers on the Instructional Framework and Rubric and conducted a district-wide Peer Observation with principals using the Instructional Framework and Rubric. The district ~~has begun~~ began infusing the Instructional Framework practices into content centered professional development sessions focusing on Common Core implementation.

Under the principal's evaluation work, in year 2, City Schools developed its School Leader Effectiveness work with support from SchoolWorks an independent consultant, and a principal workgroup. The four domains are: highly effective instruction, talented people, engaged families and communities and strategic leadership. The framework and rubric allows the Executive Director to capture the areas of strengths and improvement of principals. Within each of the four domains, there are sub-indicators, which further explain the expectations of the school leader.

7

In Year 2, City Schools also conducted the Teacher Evaluation Pilot and developed its Value Add Modeling. City Schools selected seven schools to take part in the MSDE Teacher Evaluation Pilot using City Schools Instructional Framework and value add modeling. District office staff met monthly with pilot principals to discuss teacher evaluation implementation issues and worked with American Institutes of Research (AIR) to develop a value add model using feedback from a 25 member advisory group. City Schools is currently developing Student Learning Objectives to be used to measure student growth in non-tested grades. In addition, City Schools has convened a Educator Support and Evaluation Committee (ESEC) to provide advice on certain evaluation proposals and strategies for engaging educators. City Schools is partnering with BTU to coordinate teacher forums and focus groups with teachers to share information and gather stakeholder feedback. City Schools will develop and implement a communications strategy in collaboration with external consultants and ESEC in order to inform and engage key stakeholders about the new evaluation system. The goal of Year 3 is for City Schools' teachers to experience all components of the proposed teacher evaluation system in a no-stakes environment to inform final decisions made about the evaluation system.

Moving forward, Projects 4 and 5 are becoming more distinct as the Effectiveness work transitions from development to communications, the Engagement Office works with families around Common Core and VAM development is undertaken by the Office of Achievement and Accountability.

#### **Project 6 Technology Supports for Education System**

City Schools has implemented the performance management module in the district's Oracle platform, the Oracle Performance Management System (OPMS), to allow entry and tracking of all observation and/or evaluation data for all members of the Baltimore Teachers Union (BTU) and the Public School Administrators and Supervisors Association (PSASA). In Year 2, OPMS went live for 8,000 employees and highlighted the first time that City Schools was able to see live completion data for all teacher and school leader observations and/or evaluation with a set of comprehensive reports at the district level. Year 2 also included the development of a link between OPMS and the City Schools core Oracle system which included the development a salary automation process which calculated Achievement Units (AUs) for the appropriate evaluation rating and also applied evaluation ratings to employee's Oracle assignments. In Year 3, OPMS was enhanced to include new features requested by teachers and school leaders regarding the entry and collection of observation and evaluation data and continued to be available to collect all BTU and PSASA members observations and evaluations. Year 3 also includes the development of the requirements for the upcoming evaluation Field Test in Year 4 for teachers and school leaders. Integration amongst all Human Capital systems remains a priority in Year 3 and in developing the phased requirements for Year 4 to allow for complex data analysis and manipulation and cross-collaboration between the Office of Human Capital and the Office of Achievement and Accountability.

#### **Project 7 Contract Implementation System**

City Schools has a collaborative process with the Teachers' and Administrators' Unions. The model for collaborative decision-making enables the district to build policies around evaluation that are supported, holistic, and creative. City Schools is taking risks evaluation systems. The contract implementation teams have developed policies, processes, and infrastructures in order to carry out the new agreements/contracts (BTU, PSASA) and are meeting contract deliverables collaboratively. Professionals are progressing on new salary scales and have multiple avenues in which to do so. The first group of teachers, totaling 100, was selected to the Model Career Pathway. In May 2012. The Professional Peer Review Committee is currently scoring the profiles of the 2<sup>nd</sup> cohort of Model teacher candidates. The Joint oversight Committee is in the process of approving a revised peer review rubric which will be used beginning January 2013. In addition to pathway movement, teachers have access to 118 AU-bearing PD opportunities. City Schools is now implementing the school leader Framework and the Administrator's contract. School leaders now have opportunities to earn Leadership Units and move intervals within their career pathways by participating in approved action-based research activities and earning effective evaluations.

#### **Project 8 Educator and School Leader Supports**



This project is fully staffed, including the Executive Directors for Principal Support and District Mentors. City Schools has developed and published a Professional Development Standards and Evaluation guide that is the foundation for PD in City Schools. In school year 2011-2012 the LEA created and revised all Professional Development offerings, loaded all courses in the Professional Growth System and managed registration and completions for teachers. Over 80 new courses have been developed and over 35,000 registrations and completions of PD have been tracked in the Professional Growth System since it went live. Site Based Mentors who support teachers in years 1-3 have been identified and trained. A tracking system which logs all interactions between new teachers and mentors has been developed and implemented. During the summer of 2012, we expanded supports for new teachers to include a 2 week Professional Learning for New Teachers during the New Teacher Institute. Over 400 teachers engaged in this opportunity and learned the district expectations for curriculum and instruction and began planning for their year. New Teachers also engaged in 2 days of site based PD to learn the school based structures and meet with their Principal and Mentor at the school site prior to the start of the year. The district has released the SY 12-13 course guide of all professional development offerings for teachers and school teams. The guide contains over 50 total course offerings, broken down by role, content area, and grade level bands. This guide includes courses that are approved for Achievement Units (AUs) as well as training for staff members. All AU courses have been aligned to the Common Core State Standards and the implementation of those standards in the classroom. We have participated in all mentoring academies offered by MSDE and shared insight on our program with other districts and what is working well. In August 2012, the district provided PD to 6,000 teachers on Common Core and training on Common Core assessments.

#### **Project 10 Data System Enhancements for the Professional Development Planning Tool**

Project 10 is fully staffed with the hiring of two Program Evaluators and an Analyst. The district developed and launched the City Schools Professional Growth System, which allows for posting of opportunities, registration, course management, marking of completions, and awarding of Achievement Units. Over 35,000 individual registrations have been logged in the system since it was launched. City Schools developed and published a Professional Development Standards and Evaluation guide that has been the foundation for PD that is loaded in the Professional Growth System. City Schools created a system to survey teachers and report perception data on the usefulness of PD to teacher development. All courses are loaded in the Professional Development System which manages registration and completions for teachers. Phase 2 of the upgrade to the Professional Growth System that includes salary automation, external learning, and the streamlining of existing processes is complete. Phase 3 of the development is also complete. This included the revisions of automated email messages and improved communication mechanisms that provide teachers with more detailed information about the professional learning opportunity as they register. The rollout of Project CYCLE (Capturing Your Classroom, a Learning Experience) continued in the fall. Training was developed and completed with all teachers and mentors participating in the project. Tests of the cameras were completed in classrooms and cameras have been distributed to begin videotaping. The 2 week cycles of taping and feedback are scheduled to begin in December.

### Low-achieving Schools

#### **Project 11 Turnaround Schools**

This project is fully staffed with a business manager, grant specialist and two network facilitators. The LEA and State work very closely through the Breakthrough Center. The LEA is helping the state to identify areas of targeted support in the Turnaround Schools and identified feeder schools. The LEA also coordinates school-based activities with the state. Through the Breakthrough Center, the LEA and state have a very close relationship and are coordinating activities to provide essential assistance to the LEA's lowest performing schools. Most recently, City Schools and MSDE are partnering to better coordinate the physical activities support provided to Turnaround Schools.

### Core Content Areas

In acknowledgment of the challenges which City Schools still faces in fulfilling its mission of excellence for every child at every level, the district has framed its strategic academic work on three key instructional priorities: rigor, engagement, and intervention. These academic priorities are the focus of instruction across all content areas and all student subgroups, but especially to address the needs of achievement gap seen among African American males.

#### **Maryland's Accountability System**

Baltimore City Public Schools is addressing the new accountability system in compliance with the flexibility waiver by identifying the Reward, Priority and Focus schools and providing appropriate supports to each school in each tier. Support to schools primarily comes in the form of the School Support Networks, supplemented by district professional development and school-based professional development. City Schools is continuing to frame the expectations for all schools in terms of the three academic priorities – rigor, engagement and intervention.

#### **Rigor**

City Schools is focused on developing a common set of expectations for what constitutes rigorous teaching and learning in all classrooms across the district through development a deep understanding of the Common Core State Standards. In 2010-2011 City Schools began implementation of the internationally benchmarked and research- based Common Core State Standards, which will increase the depth of instruction and classroom learning. In SY 2011-2012 the district will continue to provide systemic, subject-specific professional development for teachers to increase capacity for effective instruction in all schools. Raising expectations for all City Schools students is a necessary condition to increasing achievement and reducing the gap between Baltimore City and other districts.

**Engagement**

In City Schools engagement means differentiated approaches to teaching and expectations for student involvement in the work of their classrooms. Refocusing instruction to be engaging to different students is one strategy for addressing the achievement gap, particularly evidenced by African American males, in order to achieve “buy-in” to academics through variety in teaching. This is seen by

- Capturing student interest in learning using effective instructional strategies.
- Providing instruction that challenges students to become responsible for and invested in their learning.
- Differentiated classroom instruction and focus on research-based teaching strategies.

**Intervention**

Intervention requires an understanding of the academic needs of students through the use of data followed by the development of systems to support individualized learning needs. City Schools educators are being trained to identify students’ needs and adapt the techniques employed to reach students’ potential. City Schools does this by:

- Implementing system-wide response to intervention strategies.
- Implementing integrated academic and behavior intervention strategies.
- Providing a continuum of instructional supports for students.

For the 2012-2013 school year, City Schools will further embed these priorities within instruction through the use of the following artifacts: tasks, questions and feedback. The table below describes the interrelationship of the priorities and artifacts.

	TASKS	QUESTIONS	FEEDBACK
RIGOR	Is the work complex and grounded in substantive content?	Do questions challenge students to pursue higher order thinking?	Does feedback challenge students to engage with the complexity of the work?
ENGAGEMENT	Are students active participants? Do students engage with each other in academic work?	Do students have the opportunity to engage each other in academic talk?	Does feedback provide students with an opportunity to revise their responses?
INTERVENTION	Do students receive differentiated tasks?	Do questions help support student understanding and extend student learning?	Does feedback translate into student learning?

Master Plan reports on the priorities of each content area, highlighting the challenges as well as adjustments for the coming school year as they relate to City Schools' Race to the Top work. However two main district priorities around which other core areas are framed are literacy assessments and STEM initiatives. To sharpen the focus on literacy in SY 2011-2012, City Schools will focus on data-driven decision making to inform instruction and intervention. This will be done using data gained from schools' participation in the WIRELESS 3D Generation, STEP and RISE programs that will be used to analyze students' strengths and target areas of student needs. Furthermore, data will be used to move from observation and assessment to texts and teaching and to align curriculum with CCSS and the Maryland State Curriculum Frameworks. The district's work around STEM includes the use of Teacher Assisted Instruction (T.A.I) as a supplement to "Math Works." This pedagogical strategy allows students to enhance their computation skills. TAI offers differentiated instruction by allowing students to perform on their individual skill level. In SY 2011-2012 City Schools will launch the elementary STEM curriculum units in 35 schools. The program integrates science content, engineering challenges, non-fictional literature, scientific journaling, and technology.

**b. Cross Cutting Themes and Specific Student Groups in Bridge to Excellence**

Education that is Multicultural

City Schools considers the strengths of its education to be that curriculum is inclusive; we have increased numbers of diverse students in Advanced Placement Courses and enhanced program of support for Advanced Placement Students and Teachers. In addition, curriculum is inclusive of special education and ESOL teachers in secondary literacy professional development. The district's goals for the 2012-2013 school year are as follows:

- 1) Continue to provide inclusive curriculum
- 2) Include cultural proficiency into professional development sessions
- 3) Expand supports for AP students and teachers

**English Language Learners**

Students learning English as a new language met the AMAO I target. The data show that sixty-nine percent of students who were in City Schools for the spring testing window in both 2010 and 2011 improved their proficiency scores by at least fifteen points. Challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing. Language learning takes time, and LEP students continue to demonstrate the most difficulties with producing writing that meets standards set for native speakers. Other noteworthy scores are in listening. It will be necessary to help teachers learn how to improve listening skills as tested on the new WIDA Assessment during the 2011-2012 school year.

**In the 2011-2012 school year, LEAs in the state of Maryland administered a new English language proficiency assessment, ACCESS for ELLs. In the summer of 2012 a linking study was conducted by MSDE of ELL students, but that data has not yet been released to City Schools and no AMAOs have been set.**

### **Career and Technology Education**

City Schools has prioritized college and career readiness for all students. This will be done through:

- Increased Advanced Placement courses in high schools.
- Increased college enrollment by requiring that all seniors complete at least one college application and a FAFSA.
- Support District-wide agreement with College Board Testing to pay for PSAT for all 10<sup>th</sup> and 11<sup>th</sup> grade students and SAT for all 11<sup>th</sup> and 12<sup>th</sup> grade students. The diagnostic received will assist in providing remediation for students.
- Offer all 10<sup>th</sup> graders the Accuplacer diagnostic test during the 2011-2012 school year to assist in providing the necessary remediation for students.
- Encourage schools to offer the services of the College Bound Foundation, College Summit and AVID to CTE students.

### **Early Learning**

City Schools has identified several key initiatives to ensure that students are fully ready for school in the 2010-2011 school year a few of which include:

- Pre-kindergarten and kindergarten Curriculum Development.
- Professional development on MMSR.
- Professional development consistent with the Office of the Chief Academic Officer's (CAO) academic goals.
- Improvement of the pre-kindergarten and kindergarten registration and eligibility procedures.

### **Special Education**

City Schools' approach to addressing the special education achievement gap is to continue to increase access to general education classes, and use the special educator/general educator co-teaching model and collaborative planning to address the individual needs of all students. Increasing the effectiveness of inclusion classrooms is a high priority as well as identifying the needs of individual high school students with special needs to develop strategies to work toward graduation and prepare them with skills for opportunities past high school.

**Closing the Achievement Gap for Student Groups: FARMS, African American Males, English Language Learners, and Special Education Students**

Continuing to narrow the achievement gap across all disciplines is a priority for Baltimore City Public Schools. Our students come from diverse backgrounds, however, City Schools recognizes that due to a large number of African American students from low income families, heightened expectations along with increased supports for students is needed on the whole rather than a targeted approach that other districts may employ. In the 2010-2011 school year High School Assessment scores declined overall from previous years and these specific populations experienced greater declines. Providing choice to families in choosing their children's schools remains a high priority for City Schools in order to identify the environment where students' diverse needs can best be addressed.

#### **FARMS**

Baltimore City Public Schools has a FARMS population of 83.9 percent of all students. For this reason we offer the same opportunities for all students. A major effort in the district is to increase enrollment in Pre-K as our data reflects heightened performance on MSA in later years for students who attended pre-K. City Schools believes investment in early childhood education is an important strategy for reducing the gap between students of different socioeconomic classes.

#### **African American Males**

City Schools is focused on raising achievement for African American males through a number of avenues including Education that is Multicultural initiatives. Responsiveness to the needs of our students is a priority in our professional development for teachers which includes framing the content and instruction in culturally relevant ways. Our Great Kids Come Back program reaches out to students who have dropped out to return to school and complete high school. In support of an expanding portfolio of school choices for Baltimore City residents, City Schools offers two all-male schools – Bluford Drew Jemison STEM Academy which serves grades 6-8 and Bluford Drew Jemison STEM Academy West which serves grades 6-10 but is expanding through grade 12. These schools capture a critical group of students at a critical point in their academic careers. An additional initiative supported by City Schools is the Black Male Identity Project founded by the Open Society Institute is one City Schools continues to promote. This program uses the arts to educate and create a dialogue in the community about celebrating, building and emphasizing the different meanings and images of black boys and men.

#### **English Language Learners**

See above

#### **Special Education Students**

City Schools is focused on increasing the effectiveness of inclusion classrooms through the joint work between Teaching and Learning and Special Education. Namely, our academic content liaisons and special education liaisons on each Network are working in parallel to improve outcomes for students with disabilities. Systemic professional development opportunities focused on inclusive practices that have been approved for Achievement Units (AUs), are available to support both general and special educators along with their school based teams in order to support the instructional needs of students with disabilities in their schools. The Academic team within the Office of Special Education, in collaboration with Network Liaisons and the Office of Teaching and Learning, is utilizing data to strategically support teachers and schools with the

instructional lift for students with disabilities across the continuum of placements in the least restrictive environment. Additionally, City Schools is taking a closer look at high school students who are identified as students with disabilities to ensure that they are prepared to graduate and or exit schools with the appropriate skills to enable them to be productive citizens. City Schools is conducting audits to ensure that these students are on course to receive credits thus enabling them to be eligible for graduation.

**I.B**  
**FINANCE SECTION**

**Introduction**

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

**Background**

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This focus is indicated in the Executive Summary and the supporting tables.

**Components**

1. The Executive Summary (I.A) provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes information typically found in a budget narrative.
  - a. **Supporting Budget Tables**
    - i. Current Year Variance Table: the budgetary plan for FY 2013.
    - ii. Prior Year Variance Table: a comparative look at the FY 2012 plan versus actual events.
  - b. **Race to the Top Scope of Work Grant Documents**
    - i. Summary C-125
    - ii. C-125 forms for Years 2-4
  - c. **Race to the Top Project Budget Workbooks**
  
2. **Resource Allocation Discussions are included in the content analysis throughout the 2012 Master Plan Update.** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources, ARRA funds and Race to the Top funds.



Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.

3. **Analyzing Questions** are included for the Prior Year Variance Tables, the uses of ARRA funds, and monitoring progress with Race to the Top.

### Instructions

#### **Supporting Budget Tables**

For the **Current Year Variance Table**, LEAs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal ARRA revenue and regular federal Title I and IDEA funds should be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- Expenditures are reported based on the corresponding section of Race to the Top and the reform assurance area. LEAs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, include unrestricted (State and/or Local funds), restricted (non-ARRA) or ARRA. For ARRA funds include the ARRA federal CFDA number.

The **Prior Year Variance Table** is intended to provide a comparative analysis between the plan and the actual events in the prior year. LEAs will update the pre-populated tables with actual data (revenue, expenditure, and FTE).

- The Prior Year Variance table (plan v. actual for FY 2011). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. All Federal ARRA revenue and regular federal Title I and IDEA funds should be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- The expenditure data is presented as planned compared to realized expenditures and shown by the corresponding section of Race to the Top and the reform assurance area, mandatory costs and other categories. This table also includes planned and actual FTE at the expenditure level and includes the fund source. For fund source, include unrestricted (State and/or Local funds), restricted (non-ARRA) or ARRA. For ARRA funds include the ARRA federal CFDA number.

#### **Race to the Top Scope of Work Grant Documents**

LEAs should review the **Transition between Project Years** guidance distributed by the MSDE Office of Finance and included in Appendix H. LEAs should submit the grant documents and project budgets based on all four years of the grant.

- For the Grant Documents, LEAs should submit a C-125 workbook containing five spreadsheets, a summary and one for each of the four years of the grant. These forms should be completed using amended, approved grant documents as of 9/30/2012.
- Each participating LEA should submit a completed project budget for each approved Race to the Top project in the LEA's Scope of Work. The project budget workbooks should be submitted, using amended, approved documents as of 9/30/12. Any technical adjustments necessary after submission of the final project year amendment can be incorporated into the project budgets submitted with the Master Plan Annual Update following the LEA Project Budget Amendment guidance. LEAs should use the most recent approved indirect cost rate.

**Resource Allocation Discussions are included in the content analysis throughout the 2012 Master Plan Update.**

Throughout the Master Plan Annual Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. LEAs are asked to identify challenges and then specifically, describe the changes or adjustments that will be made to ensure sufficient progress. Include timelines where appropriate and a discussion of corresponding resource allocations.

In their responses, LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number and grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.

**Analyzing Questions**

Please respond to the following questions using the information provided in the Prior Year Variance Table. Questions 3-6 below are based on the school system's use of State Fiscal Stabilization Funds. Question 7 is based on all ARRA funds.

## Revenue and Expenditure Analysis

1. **Did actual FY 2012 revenue meet expectations as anticipated in the Master Plan Update for 2011? If not, identify the changes and the impact any changes had on the FY 2012 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

FY12 revenues met expectations as anticipated in the Master Plan Update for 2011. The FY12 revenue was anticipated to be \$1,272,251,593 and in fact was \$1,386,928,994.

2. **Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.**

In those cases where planned revenue was reduced, some staff reduction was necessary. We adjusted programs by expanding the responsibilities and function of the remaining staff. Additional support was provided in part by grants that exceeded the planned revenue.

3. **Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless of whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)**

We did not receive any new funds under the ARRA FSFS program in FY12, however we carried over funds from FY10 (#378,705 and FY11 (\$6,696,507).

- a. FY10 Contracts related to Parks & People Foundation for the Super Kids Summer Camp.
- b. FY11 for school nurses, student support services, Baltimore City Health Department, Transportation, and instructional and professional development materials.

4. **If the State Fiscal Stabilization (SFS) funds were used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.**

State Fiscal Stabilization funds were not used for construction projects in FY12.

5. **Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. Since the SFSF funds have expired, is there a need for a plan of sustainability? If so, please briefly describe the plan.**

One-time use of SFSF by City Schools includes payment for remaining expenses related to the planned purchase and/or procurement of Technology –

- a. Data warehouse system - \$6 million
- b. Pre-Kindergarten initiative (classroom renovations and expansion and salaries of Teachers and Paras) \$21 million
- c. Textbooks \$4.9 million
- d. Student Transportation \$12.5 million

**6. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.**

City Schools prioritized its FY'12 budget appropriation to sustain the activities that were covered by SFSF on a one-time basis. As referenced in the answer to questions 3 and 5, Baltimore city Schools spent \$2.2M on transportation of Disabled Students in order to improve access to buses and support field trips designed for these students.

**7. How has the potential “funding cliff” impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?**

In areas where Baltimore City Schools faced a funding cliff subsequent discussions involved:

- a. Seeking funding opportunities from foundations and/or other sources.
- b. Expanding partnerships with local colleges and universities.
- c. Establishing partnerships with local businesses and corporations.
- d. Building internal capacities and improving operational efficiencies.

## RACE TO THE TOP MONITORING QUESTIONS

**1. Is a balance available in any project at the end of Project Year 2? If so, please provide the reason for the balance for each project.**

Project 1 – A large portion of consulting funds was not spent by the conclusion of Year 2. With over \$1.7 million in consulting, much of which was not moved into Year 3 Project 1 until late June, it was not enough time to properly utilize all funds. Additionally a portion of the \$60,000 in supplies will be unspent because not all newly hired positions were filled so laptops were not purchased.

Project 2 – Project 2 does not have a significant balance remaining at the end of Year 2.

Project 3 – Project 3 may need to carry over some consulting and supplies funds, though it will be due only to the difference in cost estimation and actual spending.

Project 4 – An end of year amendment was submitted to move unspent salary funds into consulting to pay the interim work of the Director of Effectiveness, and the remainder moved into Year 3.

Project 5 – In anticipation of the delayed work of printing the evaluation guide and initiating family engagement work, the district submitted an amendment to move dollars into Year 3. The amount that was left in Year 2 was also not entirely spent and will need to be amended in Year 3.

Project 6 – A small amount of salary dollars is unspent as the Program Evaluator left the district in late July. Some consulting dollars will be unspent due to discrepancy between estimation and actual expenditures.

Project 7 – Salary dollars were not be entirely spent as only 100 teachers were selected to become model teachers.

Project 8 – Some consulting dollars will remain due to lower than anticipated spending and will need to move into Year 3.

Project 10 – Very little is unspent in Project 10.

Project 11 – A small amount will be unspent because the amount reserved to pay for mileage expenses for staff to travel to schools is covered by another funding source, this will need to be amended.

Project 12 – Once the amendment is approved to move consulting funds to Year 3 and adjust the Communications Specialist salary this project will be fully spent.

**2. How did the availability of unused funds at the conclusion of Project Year 2 impact the LEA's planning for Project Year 3 and beyond?**

In most cases, the unused funds were a result of the late loading of the amendment approved in June. A significant influx of money hit projects at that time which also coincided with the change in the district's Fiscal Year. The budget tool had difficult differentiating between the fiscal year and grant year and took time to be properly loaded. Looking forward to Year 3 we do not anticipate major changes to the work but rather that the funds will need to be amended to year 3 but remain associated with the same work. In cases where the costs came in under budget, the district will assess where other activities may need enhancements and reallocation of dollars will be considered to support that shift.

**3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?**

City Schools evaluated the influx of unspent Year 1 funds and decided to amend the grant to strategically realign with the appropriate offices and fund the work that will move forward the achievement of all students. A primary example is Project 1. Project 1 was originally focused on common formative assessments with the implementation of literacy assessments – RISE, STEP and Wireless. The successful implementation of these programs led the district to step up implementation of Common Core State Standards across grades and support this work with additional funds. Project 1 is hiring Educational Specialists to write curriculum aligned with Common Core and the Maryland State Department of Education's guidelines. This project also brings in consultants to assist the Education Specialists with this work and partner with others to roll out curriculum to schools. In Project 2, which originally funded only laptop carts to schools, will give schools an opportunity to present proposals for other kinds of technology needs in Year 3. Project 7 funds have been adjusted to support the additional work of the PSASA JGP. Originally, the focus was on implementation of the teacher contract, however, as the Joint Governing Panel successfully implements the teacher contract, there is a need to support the contract implementation on the school leader side. Having part time staff is not sufficient to properly execute the contract and meet timelines and so two full time PSASA JGP staff persons will be hired to ensure the work stays on track. In Project 8 the district has added a component of videotaping classroom lessons to best utilize the talent pool and allow teachers to learn from great practices. City Schools revised projects in Year 2 creating new positions some of which were not hired immediately. In addition, at this point in the grant, the district is also seeing a need to replace staff due to turnover. This continual need to address staffing requires the use of a contracted recruiter who can find candidates with the appropriate skills to fit within the organization and accomplish the work. In Project 12, these funds were not utilized in Year 2 due to delays in the approval of the contract, however, it is on track to be approved and put into place in the fall of 2012. This adjustment will ensure that the staff are in place to accomplish the goals and activities of the grant.

**4. What will the LEA do differently in Project Year 3 as a result of lessons learned in implementing Project Year 2?**

The following are key lessons from year 2:

- Strategic Amending – During the transition between Years 1 and 2, City Schools submitted an amendment within the Master Plan, the approval of which delayed the work in Year 2. This year, City Schools submitted an amendment prior to the end of Year 2 which will ensure that projects are properly set up to continue work and spending as needed in Year 2 and avoid having outstanding amendments.
- Addressing Budget Tool for Hiring – City Schools was inefficient in staffing positions that were approved in amendment 30 06. A major reason for this delay was because the district’s change in fiscal year coincided with the amendment approval which complicated the creation of positions, and technical issues with the district’s new budgeting system which did not allow personnel to be hired on an FY 12 cost string since the grant year would not end until September 30<sup>th</sup>.

**5. Does the LEA anticipate any challenges in implementing Project Year 3? If so, please identify the challenges at the grant and project level, if applicable?**

City Schools does not anticipate any major challenges implementing Project Year 3. Based on amendments during Year 2 the projects are well aligned to the appropriate offices and management has shifted based on progress to date. The projects also have been updated to reflect the progress of the work and changed needs within the Scope of Work. Some unspent funds will need to be amended into Year 3, however, each project has the resources it needs to begin Year 3 activities on 10/1/13.

**Section A**

**Goal(s) for Project 12: Success Factors**

- Implement all aspects of City Schools' Scope of Work aligned with the State's Race to the Top application.
- Manage, disburse, and track City Schools' share of RTTT funding in a transparent and efficient manner.
- Participate in state and national evaluations of RTTT.
- Leverage external start-up support to begin implementation immediately.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<b>MOU Requirements: (No)</b>						
<b>Additional Required Activities:</b>						
1. Cooperate with national and statewide evaluation.	(A)(2)		December 10 – Expiration of Grant	Jennifer Bell- Ellwanger Achievement & Accountability Officer	Deadlines and benchmarks for state and national evaluations are met.	N



## Section B Standards and Assessments

### I. Race to the Top Scope of Work Update

#### **Section (B)(1): Adoption of Common Standards**

Baltimore City Public Schools will adopt and implement the Common Core Standards as required by the State of Maryland.

#### **Section (B)(2): Adoption of Common Assessments**

Baltimore City Public Schools will adopt and implement new assessments aligned with the Common Core Standards as required by the State of Maryland.

#### **Section (B)(3): Transition to Common Standards and Assessments**

As the State and the nation prepare for the Common Core Standards and aligned assessments, Baltimore City Public Schools will place its students on an accelerated trajectory for mastery of the kinds of skills required by the Common Core. In particular, because 21<sup>st</sup>-century literacy skills will be needed for students to master the new standards, the district's lowest-achieving readers will need intensive interventions, and the on- and above-grade level readers will need to enhance their ability to read and think critically. City Schools looks forward to using the state-created formative assessments to assess student mastery in content areas in all grades. However, both to prepare for the raised standards and to improve students' basic reading skills quickly, City Schools needs to help teachers develop skills in using data to drive instruction and to equip teachers to undertake intensive literacy interventions.

In Year 1 City Schools-acquired scientifically-based literacy assessments, STEP and 3D Wireless Generation, in grades PreK-3 and in the middle grades that will provide teachers and school leaders with in-depth formative and predictive data to inform instruction. City Schools chose to begin the literacy assessment work in grades PreK-3 because it is critical for teachers in the early grades to use these tools to help beginning readers form a strong foundation for continued literacy development, to identify achievement gaps, and to plan timely intervention. PreK-3

teachers already have a knowledge base in good literacy instruction, but they need professional development on how to administer the assessments, interpret the results, and provide appropriate interventions based on the results.

As for the middle grades, although middle grade and secondary teachers readily identify that students have deficiencies in reading and will acknowledge that struggling readers also struggle with course content, they have not traditionally had the tools or the responsibility for ensuring integration of literacy strategies across content. However, with the Common Core Standards and the focus on STEM, teachers in all content areas will need to have the tools and skills to incorporate literacy into the content. In Year 1 City Schools adopted RISE as the literacy tool for middle grades students.

Literacy assessments will give teachers valid results that identify which instructional strategies lead to higher student achievement. During the four years of implementation, 36,000 City Schools students (43 percent of the school population) will take these assessments. By focusing on individual student literacy development needs, City Schools will use this portion of Race to the Top funding to support the transition to the enhanced standards and high-quality assessments being developed by the State as well as City School's Master Plan Progress Goal 1 – ensuring that all students achieve high standards and graduate ready to succeed.

The reason that City Schools is choosing to focus Race to the Top dollars on literacy is because the district currently is engaged in a number of initiatives to further mathematics and STEM instruction through other grants. These efforts will help City Schools find expert math teachers to mentor other teachers, set up professional learning communities, create and implement STEM units, and provide extended learning time in mathematics. Please see Appendix A for a complete list of math and STEM-related City Schools projects.

Beginning in years 3 and 4 two additional Academic Content Liaisons will be hired to work directly with the Directors of Math and Literacy to provide additional support to schools in strengthening both the literacy diagnostics and mathematics.

At the end of Year 2 and through the conclusion of the grant, City Schools will employ Educational Associates who will be classroom teachers, who are hired at the district level to serve as curriculum writers, in conjunction with the district's consultants and MSDE. They will also be the resident experts who will be involved in training teachers on Common Core throughout the district. Funding that was initially set aside to provide stipends or pay substitutes while teachers participated in the state Educator Effectiveness Academies will now be used to leverage the work done in the state's academies through additional, rigorous professional development on Common Core State Standards at the district level.

### **The Assessments**

Because City Schools is committed to giving its school leaders choice, while ensuring that a certain level of rigor is met through the assessments, the district has selected two scientifically-based assessment programs from which schools can choose – STEP and Wireless. Both are administered in one-on-one settings, assess students' emergent literacy skills and reading comprehension within and across grade levels, and set grade-level and skill-based benchmarks for mastery. Both provide extensive three-year professional development on how to translate the information from the assessments into classroom practice and interventions. One program equips teachers with handheld devices to administer the assessment and submit results, while the other is paper-based. Both produce reports that provide teachers and school leaders with timely and actionable data. This data eventually will link with City Schools' fully integrated and comprehensive student data system. City Schools carefully selected these two programs because both assess similar domains of literacy, and all teachers, regardless of which assessment they administer, will be able to analyze and act on results district-wide even if students move between schools.

In SY12-13, City Schools is expanding the use of reading diagnostics. In the elementary grades, the Wireless assessment is being expanded to be used in grade 4 for all students who scored below level on the end of year (EOY) diagnostic. This decision was made to ensure that students who continue to struggle in grade 4 will be monitored and provided with the appropriate support. Additionally, all teachers will progress monitor between testing windows to track growth and identify shortfalls so that teachers can strategically plan daily instruction based on current student needs.

The RISE assessment will continue to be used in grades 6 - 9, and has been expanded to grades 5 and 10. Additionally, student profiles have been identified based on unique RISE scores, and specific interventions are being provided for schools, along with a list of specific resources that are designed to support students based on their profile. Professional development will be offered for teachers around each of the profiles and suggested interventions. This will provide additional support for secondary teachers in the area of literacy, and this will better prepare teachers to differentiate instruction. Teachers will be able to access RISE scores, including individual profiles, through City Schools Data Link.

### **Professional Development**

City Schools is committed to ensuring that these assessments become real tools to drive instruction on a day-to-day basis. As schools develop the skills to administer the assessments, district office professional development will turn very quickly to the data-driven instruction cycle and the interventions teachers should be providing.

Professional development is focused on monitoring student progress through informal classroom assessments on an at-least monthly basis. Consultants from the assessment companies, working with City Schools, are customizing professional development to ensure that all individuals working with instruction in the school understand the data and can use the information to adjust instruction. Professional development sessions will prepare teachers to use assessment data to lead differentiated small reading groups, to use a leveled library meaningfully for both independent and guided reading time, and to improve both fluency and comprehension. Consultants also will work with teachers to adjust instruction for the highest-level readers so that they raise their level of comprehension to think critically, make connections between texts, and synthesize knowledge to develop new ideas and evaluate existing concepts. Entering Year 2 of the assessment, training is focused on using the data gathered from the assessment window to generate reports with detailed information about student strengths and weaknesses and how to use the data to focus on instruction.

Beginning in the summer of 2012, City Schools will expand this project beyond literacy assessments to encompass the full implementation of Common Core State Standards in literacy and math. In the first phase of this project, implementing literacy assessments allowed schools and the

district to identify students' strengths and weaknesses. The next step is to develop curriculum around Common Core. This will entail recruiting teachers to serve as Curriculum Writers Teacher Fellows from July 2012 through August 2014 who will be the resident experts on Common Core curriculum development, aligned with the Maryland State framework. Additional support to schools will be provided through two Academic Content Liaisons (ACL) in the areas of math and English/Language Arts supporting the curriculum work, as well as providing content and grade specific coaching support. This work will build on the Maryland State Educator Effectiveness Academies.

City Schools curriculum work is well underway. Instructional Models for literacy and mathematics were unveiled to school leaders at the Summer Leadership Academy in June 2012. These models will provide the backbone of City Schools' transition to the Common Core. The models provide content specific best practices in the areas of literacy and math, as well as a frame for what daily instruction should look like. In August 2012 teachers attended systemic professional development that provided an overview of the instructional models. Going forward, all City Schools professional development in the areas of literacy and math will be grounded in the Instructional Model.

In addition to creating the Instructional Models, City Schools has begun rolling out Common Core aligned curriculum in the areas of math and ELA. A full math curriculum roll out is happening for grades 1 and 2, and individual units are being rolled out throughout the year in ELA and math for all other grades. Teachers are being supported through systemic professional development, the Works professional learning communities, achievement unit (AU) bearing content courses, and network support staff. Specifically, EDs, facilitators, ACLs and SELs have all received training on the instructional models and are using the instructional models in their support to teachers and school teams.

### **Technology & Infrastructure**

In addition to the professional development for school-based staff members, City Schools'-district office will integrate literacy more deeply and broadly. Literacy assessment data is housed in the Student Data Link portal that also will hold all student data, so that the Office of Achievement and Accountability can draw links between student literacy, student performance on the Common Core assessments, and school-based practices. Schools that elect the Wireless Generation assessment received netbooks for each teacher in grades where the assessment is administered. These netbooks will be used by teachers to administer the one-on-one assessments and upload data to both Wireless Generation and City Schools Data Link. In addition, the netbooks have all the capabilities of other district issued laptops, therefore providing teachers who previously

had no computer, access to a computer for all work purposes. Each school received licenses to access not only the assessments but also software, called “What’s Next” that enables the teacher to immediately identify strategies for individual students needs once the diagnostic assessment is completed. This software will provide support to teachers with determining how to meet the instructional needs of their students based on their current assessment data. It will prevent teachers from having to make guess and assumptions about the types of activities they should offer for specific student needs by providing research-based resources and strategies for implementation in the classroom. “What’s Next” will serve as a coaching mechanism that teachers can access at any time.

Parents will access this information through the Parent Portal on the Data Link as well. And as further described in the narrative and action plan for Section D, City Schools plans has enhanced its data systems to better link professional development to teacher practice, so formative assessment data will be one factor in helping target professional development opportunities to teachers.

Two central office staff members focus on driving this work forward – one on the data side who will analyze the data from around the city and report on students’ literacy development, and one on the administration and intervention side (paid for through other grant sources) who will work with existing networks and instructional staff to better develop systems for reading intervention. District office staff members will be trained to support teachers and principals use their common planning time to analyze data and adjust instruction. The district hired one Director-level individual, funded through Race to the Top, to be the primary liaison with the state on all Common Core activities, including the Academies.

#### **Areas of Alignment with the State**

City Schools has decided to fund its own system of formative assessments – specifically geared to the core components of literacy ahead of the State’s standards-based formative assessment timeline as outlined in Section (B)(3) of the Race to the Top application. The district will be able to share any lessons learned with the State. City Schools embraces the planned expansion of the existing Online Instructional Toolkit and will ensure that its teachers know about the curricular and multi-media instructional resources that are available. In addition, City Schools supports the

Educator Instructional Improvement Academies and will arrange for funds to pay for substitutes (if needed) when teachers and other staff attend the Academies (see Section D -- Scope of Work).

**Conclusion**

Few skills are as fundamental as literacy. With Race to the Top funding, City Schools teachers will have a suite of formative assessments in the early and middle grades to diagnose any problems; assistance from in-house professional development and external sources; and data systems that link assessment results with professional development. These enhancements will enable City Schools to meet its goals of 86.9% proficient or advanced on the Maryland School Assessment, thereby contributing to the State's stated achievement goals in its Race to the Top application.

**ACTION PLAN: SECTION B**

**Goal(s) for Project 1: Formative Assessments**

- Improve student achievement by equipping teachers with literacy assessments that give timely and actionable data, professional development and strategies for multiple tiers of intervention.
- Improve teachers' ability to use data from assessments to adjust instruction and meet students' individual needs so that all students have 21<sup>st</sup>-century literacy skills.
- Prepare teachers, students, and schools to administer and take computer-based assessments in preparation for the Common Core assessments.
- Create a one-stop shop for teachers, principals, parents, and central office staff that holds student achievement data from Common Core assessments, as well as literacy assessments, so that all stakeholders can monitor and adjust according to data.

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<b>MOU Requirements: (Yes) Activities to Implement MOU Requirements</b>	(B)(3)					Y denotes that other grant sources will be used
<ol style="list-style-type: none"> <li>Continue supporting current teachers and principals, and train new teachers and principals administer assessments.                             <ul style="list-style-type: none"> <li></li> </ul> </li> </ol>	(B)(3)	1	August 2012 – August 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning	All schools implementing assessments will utilize the assessments. All new teachers and principals will be trained on the assessments upon hire.	N
<ol style="list-style-type: none"> <li>Conduct quarterly trainings for teachers and school leaders on how to use assessments to provide appropriate interventions with monthly progress monitoring</li> </ol>	(B)(3)	1	September 2012 – September 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning & Kim Hoffmann, Interim Executive Director of Special Education	Assessments provide schools and the district the following data points: 1) Kindergarten: alphabet knowledge, phonological awareness, letter writing/name writing, and print awareness; 2) 1 <sup>st</sup> grade: letter name fluency, phoneme segmentation, oral reading fluency and	Y



						comprehension ( <u>independent reading level</u> ); 3) 2 <sup>nd</sup> grade: oral reading fluency and comprehension ( <u>independent reading level</u> ); 4) 3 <sup>rd</sup> grade: comprehension ( <u>independent reading level</u> ); and 5) 6 <sup>th</sup> – 9 <sup>th</sup> grade: Comprehension, reading level (Lexiles).  1,500 teachers have attended trainings. All teachers and principals in schools administering assessments are able to provide text levels (PreK-3) and Lexiles (6-9) for 100% of assessed students.  100% of assessed students are receiving interventions. 100% of schools administering assessments conduct at least monthly progress monitoring of 100% of assessed students.	
4. Continue to provide coaching & support to schools and teachers on how to use the data from assessments to drive instruction as well as how to provide appropriate interventions.	(B)(3)	September 2012 – September 2013	Jarrold Bolte, Interim Executive Director of Teaching & Learning, Keith Dysarz, Director of Teacher Effectiveness and Common Core Kim Hoffmann, Interim Executive Director of Special Education			All schools implementing assessments will have school based literacy representatives; School-based Literacy Representatives work with all teachers at their school to support providing interventions for students. By 2014, 85% of students will have Lexile scores in their grade range as indicated in the Common Core standards.	Y
5. Hire and train 6 Educational Associates who will become resident experts in math and ELA to serve as	(B) (3)	June 2012 – August -2013	Keith Dysarz, Director of Teacher Effectiveness and	1		Hiring of staff by Teaching and Learning and Human Capital Revised curriculum units and text	N

curriculum writers for Common Core State Standards to be used district wide. These staff members will be responsible for all curriculum writing efforts in mathematics and ELA by coordinating the creation, revision and implementation of curriculum units.				Common Core Implementation; Jarrod Bolte, Interim Executive Director of Teaching and Learning	exemplars available for implementation	
6. Hire 2 Academic Content Liaisons to provide academic support to schools in math and ELA on Common Core around units of study.	(B) (3)	1	June 2012 – August 2014	Jarrod Bolte, Interim Executive Director of Teaching and Learning	Hiring of staff by Teaching and Learning and Human Capital	N
7. Utilize consultants to guide curriculum writing process	(B) (3)	1	June 2012 – September 2013	Keith Dysarz, Director of Teacher Effectiveness and Common Core Implementation; Jarrod Bolte, Interim Executive Director of Teaching and Learning	Contracts signed with consultant for specified work	N
8. Implement fully aligned literacy and math curriculum in grades PreK/K	(B)(3)	1	September 2012 – June 2013	Jarrod Bolte, Interim Executive Director of Teaching and Learning	100% of schools opting-in to district Common Core supports implement the curriculum.  90% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
9. Implement 4 CCSS text exemplar lesson sets with detailed lesson plans in grades 1-5	(B)(3)	1	September 2012 – June 2013	Jarrod Bolte, Interim Executive Director of Teaching and Learning	100% of schools opting-in to district Common Core supports implement the curriculum.  80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y

10. Implement 4 Literacy Design Collaborative (LDC) Modules (2 informational, 1 argumentative, 1 narrative) in grades 6-12	(B)(3)	1	September 2012 – June 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning	100% of schools opting-in to district Common Core supports implement the curriculum.  80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
11. Implement 1 Literacy Design Collaborative (LDC) Module in science and social studies in grades 6-8, Chemistry, Biology, US Government, US History, and World History	(B)(3)	1	September 2012 – June 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning	100% of schools opting-in to district Common Core supports implement the curriculum.  80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
12. Implement fully aligned Common Core math curriculum and assessments in grades 1-2	(B)(3)	1	September 2012 – June 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning; Tiffany Reid, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum.  75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y
13. Implement aligned Common Core math units and assessments in grades 3-5	(B)(3)	1	September 2012 – June 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning; Tiffany Reid, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum.  75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y

14. Implement Agile Mind resources and PD to support Common Core curriculum transition in grades 6-9 and Algebra I	(B)(3)	1	September 2012 – June 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning; Tiffany Reid, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum.  75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y
15. Conduct systemic review of instructional materials/resources that align to the Common Core State Standards and City Schools Instructional Models for Literacy and Mathematics	(B)(3)	1	December 2012 – June 2013	Keith Dysarz, Director of Teacher Effectiveness and Common Core Implementation; Jarrod Bolte, Interim Executive Director of Teaching and Learning	Guidance on purchasing instructional materials/resources distributed to schools.	N
16. Continue to offer professional development opportunities focused on the Common Core instructional shifts and City Schools Instructional Models for Literacy and Mathematics	(B)(3)	1	July 2012 – August 2013	Jarrold Bolte, Interim Executive Director of Teaching and Learning	70% of the teachers attending district PD report that it is impacting their instruction centered on the Common Core instructional shifts.	Y
<b>Optional Activities</b>						
1. Begin to set up technology infrastructure for Common Core assessments.	(B)(2) and (B)(3)		January 2012- September 2012	David Goldsborough, IT Support Systems Manager	Each school will have two computer labs.	N
<b>Future Activities</b>						
1. Full Implementation of Universal Design for Learning (UDL)			September 2013 – September 2014	Amy Rosenkrans, Director of Humanities	UDL audit of all City Schools curriculum  Professional development on UDL embedded into existing PD opportunities for teachers	Y
2. Revise curriculum units and			July 2013 –	Jarrold Bolte, Interim	Curriculum revisions based on	Y

assessments implemented in SY12-13			September 2014	Executive Director of Teaching and Learning	feedback received in SY12-13	
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## Maryland's New Accountability Plan

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the ambitious, but achievable, annual measurable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, student growth, and preparing students to be college and career ready.

### **Reward\*, Focus\*, and Priority\*\* Schools**

\*designations relate to Title I schools only

\*\*designation relates to Title I or Title I eligible

Maryland school systems consist of the following:

	Number of Schools	Number of LEAs
Reward	30	9
Focus	41	15
Priority	21	2

### **Reward Schools:**

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA). Schools that are determined to be High Performing Reward Schools (Category 1) will have met the Annual Measurable Objectives for all subgroups for two consecutive years. High Performing Reward schools must also have a 10percent or less achievement gap between students in subgroups and the rest of the student body. High Performing Reward schools will receive additional recognition based on their performance. Of the schools that are considered High Performing Reward Schools, those that are in the top 10percent of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests, will be designated as Distinguished High Performing Reward Schools. In addition, if a High Performing Reward School has improved its performance, and the school is made up of 50percent or more economically disadvantaged students, it will receive the title of a Superlative High Performing Reward School.

High Progress Reward Schools are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I schools. A list of reward schools can be found in Table 2 of Maryland's ESEA Flexibility Request Application (pgs 129-132) at [http://www.marylandpublicschools.org/MSDE/programs/esea\\_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525)

1. Describe the LEA's strategies to recognize Reward schools (if applicable).

The Executive Director for Principal Support and Network Facilitator will make it a priority to acknowledge the successes of reward schools within his/her network. In recognition of these schools and as an opportunity to learn from them, City Schools will ask principals and the instructional leadership teams at Reward Schools to serve as models in areas of strength. City Schools holds monthly Leadership Academies in addition to systemic professional development and school leaders, as well as individuals or groups of teachers, at highly performing schools are a valuable resource for sharing promising practices and leading professional development of their peers. In this way, the district will recognize the accomplishments of high performing schools and also use their talents to improve the instructional practices of schools citywide.

**Focus Schools:**

Focus Schools are the ten percent of all Title I schools having the largest gap between the “all students” subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60percent or lower. These schools are unique in that they do not require whole school reform measures, rather they require school interventions that will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Many of these students in the focus schools have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that the LEA deems necessary.

**Note: Questions related to planning and support for Focus Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents.**

**Priority Schools:**

Priority Schools are the five percent of all Title I schools or School Improvement Grant (SIG) schools that are the lowest achieving on MSA. These schools have not reached adequate performance standards in reading and mathematics for the “all students” subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved “turnaround models” or they can develop their own measures to improve the school. If schools choose to use their own model they must address the seven turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

The Maryland State Department of Education expects that school districts with Priority Schools will use a certain portion of their Title I funding from the federal government to implement their choice of turnaround models or turnaround plans for intervention. Maryland has identified 21 Priority Schools. Sixteen of the Priority Schools are currently being served with funds from Title I, Section 1003(g). The additional five schools will be served using Title I, Part A funds reserved by the district. All Priority Schools are eligible to receive between \$50,000 and \$2 million per year for the next three years to help execute their turnaround models or interventions. Since these Priority Schools will take additional measures of attention and support, it is expected that these schools will implement multifaceted plans for school reform including recruiting staff, enriching instructional programs, professional development, and developing a system of accountability that will help turnaround models and intervention measures. All Priority Schools will be monitored by the LEA and MSDE.

**Note: Questions related to planning and support for Priority Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents**

**2012 Annual Measurable Objectives (AMOs)**

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

**LEA Level AMO Analysis for Reading and Mathematics:**

- 1. Based on available trend data, describe the challenges in Reading/Language Arts. In your response, identify challenges in terms of subgroups.**

The 2012 MSA data shows a 3% decrease in literacy district wide. Though overall there was a decrease, grade 4 presented a 2.2% increase from SY 2011. When analyzing data, there is a dramatic increase of 10.9% between grade 3 and 4. However, Grade 3 had a significant drop of almost 4%. Middle grades continue to struggle with Grade 7 posting a 5.3% decrease. There is also a drastic decrease between Grades 5 and 6.

Most subgroups posted a decrease in reading. General education students had an average decrease of 2.6% and students with disabilities posted a similar decrease. When analyzing FARMS and non-FARM students, both groups experienced a similar drop. The subgroup that demonstrates the largest challenges is English Language Learners (ELL). Across grades there is on average a 21.7% discrepancy between ELL students and non-ELL students. ELL students had a 5.8% decrease from 2011 to 2012.



**2. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.**

MSA data shows obvious challenges amongst African American students, students with disabilities, and ELL students. These groups make up the vast majority of City Schools' students, and there is much overlap amongst the African American and SWD subgroups. Knowing that the majority of our students are facing challenges, City Schools Office of Teaching and Learning structures all of its supports to specifically meet the needs of these students and their teachers. Specifically, support is being provided around planning, differentiation, small group instruction, and data analysis to ensure that all teachers have the resources they need to identify where their students are academically and provide individualized and small group instruction to ensure that all students' needs are met.

ELL students represent a small, dynamic subgroup in City Schools. As a group, ELL students are more transient than other students, and many students are able to "graduate" from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend sessions for ELA and mathematics, as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

In June, the Model of Effective Literacy Instruction was rolled out to all schools in the district. This model, structured around the gradual release of responsibility and grounded in best practices in comprehensive literacy, is used as a guide to ensure that the components of effective literacy instruction are present in all of our literacy classrooms. The model provides opportunities for explicit teaching targeted around grade level standards, and also provides differentiated opportunities for small group instruction. Teachers will identify their groups and target instruction based on data from literacy diagnostic assessments. City Schools has been using reading diagnostics for the past three years, but a persistent gap has been that teachers have struggled to design differentiated content based on their students' data. The Model of Effective Literacy Instruction specifically addresses this gap by providing a model that is grade band specific for teachers to use to strategically plan daily instruction based on student diagnostic data. By growing teacher practice around small group instruction and differentiation, teachers will be better able to identify the needs of all of their students, and target instruction accordingly.

Professional Development was held for 800 participants during the Summer Leadership Academy in the summer of 2012. This group included principals, instructional leaders, and teachers. During this time, participants got an introduction to the Model of Effective Literacy Instruction. This work continued over the summer with deep dive sessions available to school leaders. In August all teachers had the opportunity to attend grade level literacy professional development sessions that introduced them to the Model of Effective Literacy Instruction and provided direct guidance and support around the components of the Model. Moving forward, the Model will serve as an anchor to all curriculum design and professional development in the district. In addition, all Literacy ACL support to teachers and school teams is grounded in the Model. Schools receive additional exposure and support around the Model in monthly Executive Director (ED)/ACL meetings, during which a portion of the meeting time is spent on the Model with school ILTs.

## **Professional Development**

In the 2012-13 school year, the Office of Teaching and Learning will continue to hold focused professional development for all educators which includes general education, special education, ELL, school based staff developers and literacy representatives. Professional development is being strategically organized to allow ESOL and Special Education teachers to attend content sessions with general educators; this is being done in response to drops gaps in student achievement amongst these subgroups. This systemic professional development will also benefit general educators as best practice pedagogy regarding the planning and implementation of accommodations and supplementary aids and services will be embedded in order to support teachers who provide direct service for students with disabilities and ELL students in the general education environment. The Office of Special Education, in collaboration with Teaching and Learning, began the roll-out of the Supplementary Aids and Services & Program Modifications (SAS/PM) project. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Components include: Systemic Professional Development for all school based staff, embedding of SAS/PM within ongoing PD opportunities (e.g. Literacy and Reading Works), resource development, support clinics, school specific support and ongoing monitoring.

The Office of Teaching and Learning will also ensure that the appropriate materials and data analysis are used and that content and pedagogy are strengthened through professional development opportunities. In terms of non-systemic professional development, we will be offering Thursday evening and Saturday morning Literacy Works that addresses content and pedagogy. Literacy Academic Content Liaisons and Special Education Liaisons will build capacity of school based literacy leaders by facilitating the planning and delivery of these sessions and coaching school based leaders that facilitate in best practices around professional development and literacy instruction. During these sessions, teachers will focus on the 4 four instructional elements of the new models that were launched during the Summer Leadership Academy in June 2012. These sessions began in September.

Professional development opportunities will be available for the web-based software tool, City Schools Data Link. City Schools Data Link facilitates the collection, reporting, and analysis of assessment. The reports derived from City School Data Link will identify where student support is needed and promote data driven instruction. Schools have been given protocols using the Doug Reeves model to support data driven instruction.

Additionally, each school has selected a literacy representative. Monthly literacy representative meetings will be held to continue the work begun at the CAO's academy with explicit instruction, word study, gradual release of responsibility and text complexity. This will all be grounded in Common Core and the analysis of student data from current literacy assessments such as Wireless, STEP, and RISE. Specifically, literacy reps will receive professional development around deepening teachers' understandings of developmental behaviors of readers at differing levels. This knowledge will help them better support teachers in identify specific needs of students and targeting instruction to meet those needs. For example, an elementary literacy rep will analyze data during a collaborative team planning meeting and identify a group of students with common needs. Then they will work with the teacher level team to align the needs to the standards and plan developmentally appropriate small group activities.

## **Curriculum Support**

Grades 1-5 have revised scope and sequence. Grades 1-5 will be receiving text exemplar lesson plans in October. These lessons will build around an exemplar text from Common Core. They will be composed of best practices in literacy and demonstrate the necessary shift for common core. Schools will receive 4 text exemplar units this year, one per quarter. Literacy ACLs will support teachers in implementing each unit, and systemic PD will be offered around the units.

For Grades 6-8 schools will be using the Literacy Design Collaborative (LDC) Modules. These modules are content based and aligned to Common Core standards. Literacy ACLs will support teachers in implementing each unit, and systemic PD will be offered around the units.

### **Assessments**

Schools will continue to use literacy assessments Wireless, STEP and/or RISE. Support will be provided through EDs, ACLs and SELs around implementing the assessments, analyzing the data, and determining next steps for students based on their unique assessment results. Starting this year students will be progress monitored between the BOY, MOY and EOY testing windows. Progress monitoring will be done strategically to ensure that students who are struggling receive additional attention and support, while students who are on grade level or above continue to receive instruction that will support their needs. Student level data is being analyzed using the Doug Reeves model during Literacy Representative meetings, ILT meetings, and school based collaborative planning meetings.

**3. Based on available trend data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.**

The 2012 MSA data shows that district wide math scores had a 2 percentage point increase, which continues the upward trend seen in Baltimore City since 2007. Even though there was an increase, there are still areas of concern for certain grade levels. Middle grades show most progress but there is the greatest need for continued growth in math. Data analysis shows that there is a drastic decrease between Grades 5 and 6, which sets up a discouraging prediction for struggling math proficiency in middle grades.

Subgroup analysis shows that most subgroups posted an increase in mathematics. General Ed students had a 2 point gain and students with disabilities had a 1percentage point gain. When analyzing FARMs and non-FARM students, we see that non-FARM students had slightly better results: FARM students had a 2.3 percentage point gain and non-FARM students had a 2.8 point gain. The subgroup that had the biggest challenges was the English Language Learners versus the Non-English Language Learners. ELL students had a 3.6% decrease from 2011 to 2012.

**4. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.**

MSA data shows obvious challenges amongst African American students, students with disabilities, and ELL students. These groups make up the vast majority of City Schools' students, and there is much overlap amongst the African American and SWD subgroups. Knowing that the majority of our students are facing challenges, City Schools Office of Teaching and Learning structures all of its supports to

specifically meet the needs of these students and their teachers. Specifically, support is being provided around planning, differentiation, small group instruction, and data analysis to ensure that all teachers have the resources they need to identify where their students are academically and provide individualized and small group instruction to ensure that all students' needs are met.

City Schools is once again offering a district funded Saturday School program called Take 10. Take 10 focuses on increasing Math MSA scores by targeting students who score basic or within 20 point of basic to attend a Saturday program from January through March. Schools are identified for Saturday school based on their MSA math results and the identified improvement need of the students. Participating schools will receive lesson materials that target 10 math skills per grade on which students have historically scored low. We are also targeting schools that have high ELL populations to address the decrease in MSA math scores by providing more focused math instruction to this subgroup.

While most subgroups showed increases in SY11-12, ELL students continue to lose ground. ELL students represent a small, dynamic subgroup in City Schools. As a group, ELL students are more transient than other students, and many students are able to "graduate" from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include:

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend sessions for ELA and mathematics, as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

ESOL teachers are being included in the piloting and feedback process around the creation of new math curriculum units. Additionally, math ACLs provide support to general educators, special educators and ESOL educators around the collaborative planning process.

In June 2012, a Math Instructional Model was rolled out to all schools in the district. This model is used as a guide to ensure all the components are present in an effective mathematics classroom. Professional Development was held for 800 participants during the CAO leadership academy. This group included principals, instructional leaders, and teachers. This work continued over the summer with deep dive sessions available to school leaders. The work continued in August through systemic professional development.

### **Professional Development**

In the 2012-13 school year, the Office of Teaching and Learning will continue focused professional development of ESOL teachers, general and special education teachers, and school-based professional developers of mathematics to ensure that the appropriate materials and data analysis are used and that content and pedagogy are strengthened. Professional development is being strategically organized to allow teachers of ELL and Special Education to attend math content sessions with general educators; this is being done in response to drops in student achievement amongst these subgroups. This systemic professional development will also benefit general educators as best practice pedagogy regarding the planning and implementation of accommodations and supplementary aids and services will be embedded in order to support teachers who provide direct service for students with disabilities and ELL students in the general education environment. The Office of Special Education, in collaboration with Teaching and Learning, began the roll-out of the Supplementary Aids and Services & Program Modifications (SAS/PM) project. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Components include: Systemic Professional Development for all school based staff, embedding of SAS/PM within ongoing PD opportunities (e.g. Mathematics Works), resource development, support clinics, school specific support and ongoing monitoring.

Additionally, each school has selected a math representative. Monthly math representative meetings will be held to ensure a more structured use of collaborative planning time is used in each school. These meetings will be focusing on the Teaching New Concepts component of our Math Instructional Model. The role of the Math Representative is to bring back information and professional development that they receive during the monthly meetings and deliver it to their staff.

Professional development opportunities will be available for the web-based software tool, City Schools Data Link. City Schools Data Link facilitates the collection, reporting, and analysis of assessment. The reports derived from City Schools Data Link will identify where student support is needed and promote data driven instruction. Schools have been given protocols using the Doug Reeves model to support data driven instruction. The Doug Reeves model is used in collaborative planning sessions led by ACLs and Math Reps. During these sessions teachers look at pre and post assessment data to help inform instruction. Pre-assessment data helps teachers map out units and develop strategies to ensure student success. Post-assessment data is analyzed and used to inform instruction for the review component of the math instructional model. During this time, teachers can pull small groups based on data. City Schools also offers optional Saturday courses from Math Solutions by Marilyn Burns that addresses content and pedagogy. Teachers will focus on big domains outlined in Common Core beginning this fall. During these sessions teachers have developed instructional strategies that lead to conceptual understanding and help unpack standards in the Common Core curriculum. This opportunity was offered 3 times during the summer in the form of weeklong sessions, and during the school year on Saturdays.

City Schools offers MathWorks sessions monthly on Thursday and Saturday. These sessions address content and pedagogy that relates to upcoming units within the City Schools math curriculum. Teachers discuss instructional strategies that fit within the teaching new concepts and ongoing practice sections of the instructional model. After each session teachers implement instructional strategies discussed in their classroom. At the next session, they bring back artifacts from their implementation to share with the group.

## **Curriculum**

Grades 1 and 2 will be supplied with Common Core Units of Study as we transition to full implementation of Common Core. These units entail teaching resources, problem solving tasks, and pre and post assessments that can be used in Data Cycle meetings as detailed above.

For Grades 3 – 5, four Common Core units of study will be supplied during the school year. One unit will be developed in Quarters 1 and 2. Two units will be developed for the 4<sup>th</sup> quarter.

Grades 6 – 8 have made significant changes to transition to Common Core. 91 schools will be using Agile Mind as their Common Core resource. The Office of Teaching and Learning will supply MSA focus units to be used as another instructional tool throughout the course of the school year. This will ensure that all skills have been mastered and taught before the MSA testing window.

In terms of assessments, Grades 1 and 2 have unit pre and post assessments to guide their instructional decisions. Grades 3 – 8 will have two benchmarks used for formative and summative purposes: Benchmark A given in September and Benchmark C given in January. These benchmarks will cover MSC skills for MSA purposes. In addition to benchmarks, the Office of Teaching and Learning will supply pre and post assessments for each unit.

## **Science**

- 1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.**

All students in the aggregate in grade 5 posted a one-year gain of 2.5 percentage points from 36.1 percent proficient or advanced in SY 2010-2011 to 38.6 percent proficient or advanced in SY 2011-2012, and a two-year decrease of 0.8 percentage points from 39.4 percent proficient or advanced in SY 2009-2010.

The following results reflect detailed performance of all student groups in the Grade 5 Science grade band grouping:

African American students posted a one-year gain of 2.4 percentage points from 33.2 percent proficient or advanced in SY 2010-2011 to 35.6 percent proficient or advanced in SY 2011-2012. The African American male population also posted a one-year gain of 3.3 percentage points from 31.6 percent proficient or advanced in SY 2010-2011 to 34.9 percent proficient or advanced in SY 2011-2012. The female population within this subgroup also posted one-year gain of 1.5 percentage points from 34.8 percent proficient or advanced in SY 2010-2011 to 36.3 percent proficient or advanced in SY 2011-2012.

American Indian students posted a one-year decrease of 3.9 percentage points from 33.2 percent proficient or advanced in SY 2010-2011 to 29.4 percent proficient or advanced in SY 2012-2012.

FARMS students posted a one-year gain of 2.1 percentage points from 32.9 percent proficient or advanced in SY 2010-2011 to 35.0 percent proficient or advanced in SY 2011-2012. This subgroup also posted a two-year decrease of 1.8 percentage points from 36.8 percent proficient or advanced in SY 2009-2010.

Limited English Proficient students posted a one-year gain of 10.9 percentage points from 14.3 percent proficient or advanced in SY 2010-2011 to 25.2 percent proficient or advanced in SY 2011-2012. This subgroup, however, posted a two-year gain of 5.6 percentage points from 19.6 percent proficient or advanced in SY 2009-2010.

Special Education students posted a one-year gain of 3.8 percentage points from 15.6 percent proficient or advanced in SY 2010-2011 to 19.4 percent proficient or advanced in SY 2011-2012. This subgroup also posted a two-year loss of 6.0 percentage points from 25.4 percent proficient or advanced in SY 2009-2010.

Hispanic students in grade 5 posted a one-year gain of 4.7 percentage points from 44.0 percent proficient or advanced in SY 2010-2011 to 48.7 percent proficient or advanced in SY 2011-2012. The male population within this subgroup posted a one-year gain of 9.7 percentage points from 43.8 percent proficient or advanced in SY 2010-2011 to 53.5 percent proficient or advanced in SY 2011-2012. However, the female population within this subgroup posted one-year loss of 0.1 percentage points from 44.3 percent proficient or advanced in SY 2010-2011 to 44.2 percent proficient or advanced in SY 2011-2012.

White students in grade 5 posted a one-year gain of 4.1 percentage points from 59.0 percent proficient or advanced in SY 2010-2011 to 63.1 percent proficient or advanced in SY 2011-2012. The male population within this subgroup posted a one-year decline of 1.8 percentage points from 59.9 percent proficient or advanced in SY 2010-2011 to 58.1 percent proficient or advanced in SY 2011-2012. The female population within this subgroup posted one-year gain of 10.1 percentage points from 58.2 percent proficient or advanced in SY 2010-2011 to 68.3 percent proficient or advanced in SY 2011-2012.

City Schools is in critical need of highly-qualified and effective science teachers within the district, especially at the elementary level. One challenge is that reading and mathematics are more heavily emphasized than science. City Schools notes that it can be challenging to engage boys with science instruction and a goal for the district is to create better quality and quantity of hands-on science materials improve strategies for teachers to engage them in activity-based instruction. This is shown to have the most effect on males' achievement scores in science.

Another challenge is the need for teacher preparation programs to focus on science curriculum and the time restraints on professional development also contributes to teachers' inability to implement science as a basic component of the elementary curriculum. City Schools teachers of science must become familiar with various effective instructional strategies and interventions to accelerate student learning. As a result, science teachers will need professional development opportunities that focus on secondary pedagogical knowledge offered through various universities.

Teachers need to be exposed to experiences that will enable them to use inquiry based hands-on activities to promote skill development, selecting content and methods appropriate for their students, and for designing classroom environments that promote positive attitudes toward science and

technology. To address the need of the special needs student population, teachers need to collaborate with special educators in elementary schools in the co-teaching model. Further, elementary schools have not yet been fully equipped with hands-on instructional materials for science instruction.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

#### Curriculum/Program

The Office of Teaching and Learning, in collaboration with the Office of Special Education, will continue to provide guidance and support to schools through a variety of initiatives that assist in building capacity of administrators, teachers, and school-based professional developers. Due to increased program choice at the school level, the Office of STEM education will provide curriculum units that merge the spiraled elementary science curriculum with the integrated interdisciplinary elementary STEM curriculum units for grades K-5. The curriculum is aligned to the Common Core State Standards for Literacy and Mathematics Science content, engineering design process, informational text, science notebooking and technology. A special emphasis was placed on engaging the Special Education and Limited English Proficient population in scientific inquiry.

#### Professional Development

The Office of Teaching and Learning, in collaboration with the Office of Special Education, will continue to provide guidance and support to schools to ensure that appropriate content, pedagogical practices, materials and data analysis are implemented and strengthened through professional development. ESOL, general and special educators and school-based professional developers of science can participate in professional development opportunities that are systemic and school based throughout the school year in order to ensure all students have access to rigorous grade level curriculum.

#### Elementary STEM Certification Program

City schools has partnered with the University of Notre Dame to develop an Elementary STEM Certification Program for in-service teachers. Each year 24 elementary teachers are selected to take part in the three year graduate certificate program. As a result of teacher participation in the cohort teachers will build science content knowledge, as well as pedagogy. Participants in the program are supported by Science Academic Liaison to ensure coursework is implemented in the classroom.

#### STEM Works Professional Learning Community

Science Teacher Leaders and Master STEM Teachers in grades K-5 host monthly grade level collaborative planning sessions. The foci of the sessions require teachers to design and share lessons science lessons that are aligned to the Maryland State Science Standards, Common Core State Standards for Literacy and Mathematics, discuss best instructional practices, create and analyze common formative assessments.

#### Life Science and Environmental Science Academy



This project will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development will include Life and Environmental Science content embedded in inquiry-based pedagogy, science notebooking, and project based learning. The training will be distributed over a 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. Science Academic Liaisons will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills with students.

#### Earth Science Excavated Academy

This project will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development will include Earth and Space content embedded in inquiry-based pedagogy and science notebooking. The training will be distributed over 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. Science Academic Liaisons will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills with students.

#### Environmental Literacy Academy

This program will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development includes Environment Literacy content embedded in inquiry-based pedagogy and project based outdoor field experiences. The training will be distributed over 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. Classroom-based coaching and mentoring will support all participants to apply their increased content knowledge and skills with students.

#### Chesapeake Bay Summer Institute

This project will support professional development for teachers elementary and middle schools in Baltimore City. The professional development will include Life and Environmental Science content embedded in inquiry-based pedagogy, science notebooking, and project based learning. The training will be distributed over a 12 months and will consist of a five day field immersion course investigating the health of the Chesapeake Bay watershed and its implications for teachers and students. Science Academic Liaisons will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills with students.

#### Collaboration: District Office Supports

District office supports to schools include directors, coordinators, and educational specialists from the Office of Special Education, directors, coordinators, educational specialists, and academic content liaisons from the Office of Teaching and Learning, and special education liaisons from the Office of School Support Networks who work to ensure appropriate systems and structures are in place that support the district academic priorities and maintain compliance so that school communities create the conditions for adults to serve students with disabilities in the manner in which they are entitled and deserve within the least restrictive environment. District office personnel works to increase the expertise of schools in order to allow students with disabilities to have access to rigorous instruction

through technical assistance, onsite planning, observations, coaching and feedback at the classroom and school team level in order to support the achievement across the continuum of placements.

#### Fair Student Funding:

Fair Student Funding has provided principals with the flexibility to purchase and allocate funds based on their individual student population and professional development needs of their teachers as students are moved to general education classes. Professional development provided to schools will address the needs of the special educators as well as the needs of the general educator. School-based and systemic training will be conducted with both general and special educators in the areas of collaboration and co-teaching.

#### Access to general education curriculum

City Schools is committed to creating high expectations and access to the Maryland State (general education) curriculum for students with disabilities across the continuum of placements in the least restrictive environment. City Schools continues to support schools regarding inclusive practices, as evident by the continual rise in students who receive their services inside the general education setting.

City Schools' commitment to create high expectations and access to the general education curriculum for students with disabilities is also embodied in One Year Plus (OYP). Through the OYP concept, IEP teams and service providers create standard based IEP's that support students in meeting grade level standards and making more than one year's growth in twelve months in identified academic content areas. The OYP concept is not meant to guarantee a specific amount of progress for a student beyond what is stated in IDEA. The OYP initiative began in SY11/12, the focus for SY12/13 will include ensuring IEP teams are utilizing literacy assessments to determine the Present Level of Academic Achievement and Functional Performance (PLAAFP), identify appropriate accommodations, supplementary aids and services and services in order to reduce the gap between the PLAAFP and assigned grade level standards for students who receive special education services and are pursuing a diploma. OYP, coupled, with City Schools focus on Supplementary Aids and Services in SY1/14 ensures that students have access to the general education curriculum and the supports they need for continued success.

#### Assessments

The Office of STEM will continue to revise and edit new benchmark assessments that will be administered to general and special education students twice in grades 5 and 8. The use of Datalink will provide teachers and administrators with student results to analyze and determine instructional strategies/interventions to address individual student needs. All of these results will also be used by the Office of Teaching and Learning to plan appropriate content-focused professional development based on systemic and individual school information. The Office of Teaching and Learning has created pre/post assessments, as well as 24 unit assessments for schools implementing the interdisciplinary STEM Program. Mid-year and end of the year assessments will also be available to grades 3-5.

#### Resources

The Office of Teaching and Learning, in collaboration with the Office of Special Education, will provide guidance for schools on which instructional materials are needed to conduct laboratory investigations for grades 6-8. Additional support in FY 2011 includes the following: curriculum writers (general

education teachers, special education teachers, and school-based professional developers) and Science Academic Liaisons who will assist with the development of a core curriculum, revision of new assessments, and expansion of professional development efforts to meet the needs of all levels of the educational organization. Science Academic Liaisons will provide site based services to teachers in assisting with instructional planning.

Science Fair: City Schools aim at doubling participation of K-8 schools in city-wide STEM Fair and Morgan State University Science, Math, and Engineering Fair.

Planned Initiatives to Support Student Achievement in Science MSA:

The Office of Teaching and Learning will work with Maryland Loaner Lab to ensure increase of Baltimore City participation to 100percent.

City Schools will select elementary school teachers to participate in STEM training (supported by NSF grant).

20 teachers (9 elementary and 11 middle schools) will participate in a 1 year MSP Academy that will focus on Environmental Science Academy. During the summer teachers will take part in a week long academy co-facilitated by IHE and district instructional coach. During the academic year cohort members will meet once a month and participate bimonthly planning sessions at school sites with BCPS Instructional Coach. (MSP Grant)

City schools will implement NAEP Academies for grade bands k-4 and 5-8. The foci of the academies are Earth/Space, Life, and Physical Science as identified in the 2009 NAEP Science Framework. (MSDE grant)

A third cohort of 24 teachers of grades 5-8 will participate in the Notre Dame K-8 STEM certification program.

City schools will continue to implement the interdisciplinary STEM Units.

City schools will partner with "Y" of Central Maryland to develop a FIRST Lego League (FLL) program for 4<sup>th</sup> and 5<sup>th</sup> grade students. Teachers will receive year long training on FLL and effective robotics training.

City Schools will conduct a gap analysis of the Next Generation Science Standards to the current City Schools Science Curriculum.

## Social Studies

Legislation passed by the Maryland General Assembly during the 2012 legislative session modifies §5-401 of the Annotated Code of Maryland to require that Social Studies be included among the core academic subject areas included in the Master Plan update. Use the table below to report the system's goals and objectives, implementation strategies, methods for measuring progress, and implementation timelines for the current school year. Expand the table as needed.

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
<b>Elementary</b>			
Curriculum	Review & Revise Grade 3 Environmental Literacy needs to be addressed UDL to be addressed	Complete by July 2013	Completion of revised curriculum
	Review & Revise Grade 4 Environmental Literacy needs to be addressed UDL to be addressed	Complete by July 2013	Completion of revised curriculum
	Review & Revise Grade 5 Environmental Literacy needs to be addressed UDL to be addressed	Complete by July 2013	Completion of revised curriculum
Professional Development	Children's Literature Workshop Series (Topics include Presidents, Elections, Slavery & Emancipation, and Civil Rights Movements)	Monthly	Workshop evaluations
	Teaching Third Grade Social Studies AU Course	Fall 2012	Workshop evaluations
	Personal Finance AU Course	Fall 2012 & Spring 2013	Workshop evaluations
	Social Studies Works (Grades 1-5)	Monthly	Workshop Evaluations
Assessment	NA		

## Maryland High School Assessment (HSA)

### English High School Assessment

1. **Based on available trend data, describe the challenges in English. In your response, identify challenges in terms of subgroups.**

City schools' data continues to demonstrate performance differences between subgroups, with considerable gaps between the white (non-Hispanic) subgroup and all other identified subgroups. The white (non-Hispanic) subgroup posted an 85.2% pass rate, slightly up from 84.6% in 2011. The black/ African-American subgroup posted a 63.4% pass rate, slightly down from 64.6% in 2011. The Hispanic/ Latino subgroup posted a 48.6% pass rate, down from 58.2% in 2011. This data illustrates challenges for the black/ African American and Hispanic/ Latino subgroups.

Considerable gaps in achievement are evident in the Special Education and LEP student data. 65.7% of all students tested were proficient; however, only 32.3% of all Special Education students and only 7.9percent of all LEP students were proficient. FARM student data shows that 60.3percent of all FARM students are proficient. This data reveals significant challenges for the Special Education, FARM, and LEP subgroups.

2. **Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

The district has prioritized rigor, engagement, and intervention, and has allocated resources to support achievement of all students on the English HSA. To date, there are five high school Academic Content Liaisons (ACLs) for literacy and six high school Special Education Liaisons (SELs) that provide direct, on-site literacy support to school, including classroom observations, collaborative planning, team meetings, and professional development. Areas of focus for liaison support include but are not limited to text complexity, text-dependent questioning, close reading, and small group instruction. Literacy liaisons work with teachers, instructional support teams, department heads, and administrators to support overall literacy instruction across content areas. SELs have an added focus on the utilization of individualized accommodations and supplementary aids and services that support access to rigorous, grade level curriculum within the least restrictive environment. The Office of Special Education, in collaboration with Teaching and Learning, began the roll-out of the Supplementary Aids and Services & Program Modifications (SAS/PM) project. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Components include: Systemic Professional Development for all school based staff, embedding of SAS/PM within ongoing PD opportunities, resource development, support clinics, school specific support and ongoing monitoring.

Additionally, the Literacy ACLs and SELs have provided support around curriculum and curricular resources. The district has partnered with the Literacy Design Collaborative (LDC) to develop Common Core-aligned, summative writing assessments across contents and grade levels. This year, high school students will complete four LDC writing modules over the course of the year. These writing modules will culminate in completed process papers, which will serve as common writing assessments across the

district. These common writing assessments will support teachers in identifying strengths and areas for growth around student writing, and will drive instruction, re-teaching, and team meetings.

In addition to the writing modules, high schools were supported with core unit texts (purchased for all students), and well as unit plans, sample lesson plans, and resource guides. These resources were delivered at district-wide PD at the start of the 2012 school year. Resources have also been posted on the internal Blackboard site for City Schools.

The LDC Initiative has included district leadership, general educators, special educators, and ESOL educators in the planning and implementation of the LDC Modules. Both ESOL educators and special educators are expected to attend systemic LDC professional development and are expected to implement LDC modules in their classrooms. In addition to systemic professional development, City Schools has created an AU bearing course that enables teachers to take the preexisting modules and modify for their specific student population. This course was designed and facilitated in conjunction with ESOL and Special Education offices.

Schools have selected Literacy Representatives that act as liaisons between the district literacy liaisons and school-based staff. Literacy Representatives will attend monthly Professional Development sessions presented by district staff around the district literacy priorities. Literacy Representatives will also be supported by district liaisons on site to support literacy in all content areas. Literacy Representatives support adherence to City Schools' assessment calendar for the 2012-2013 school year, serve as the liaison between school colleagues and the Office of Teaching and Learning, and regularly communicate key information to school administrators and faculty.

In addition to systemic professional development, teachers also have the opportunity to attend English Works. English Works is a professional learning community where teachers meet to discuss content and best practices. There will be separate sessions for English I, English II, English III/IV, and AP/ Advanced English. Teachers will have the opportunity to deepen content and pedagogical knowledge during these sessions, which will be structured around the LDC writing modules and supporting curriculum units and resources. Works sessions occur monthly from September through May.

LDC teachers also had the opportunity to be a part of the LDC Academy. This academy, which took place during the week of June 25-29, with 3 follow-up sessions scheduled for the school year, focused on the strands of text dependent questioning, argument writing, and cultural relevancy. The strand of cultural relevancy included workshops by Principal Baruti Kafele on the "elimination of the attitude gap" and Dr. Anne Charity Hudley (William & Mary) and Dr. Christine Mallinson (UMBC) on "English Language Variation in Our Classrooms."

City Schools began the first stages of implementation of Universal Design for Learning (UDL) across all content areas. Starting in the fall of 2012, City Schools began training all relevant district office staff, including Network staff and content staff from the Office of Teaching and Learning and the Office of Special Education.

## Maryland High School Assessment (HSA)

### English High School Assessment

Based on the examination of 2011 High School Assessment (HSA) results for English:

**1. Identify any additional challenges that are evident.**

Many students arrive to high school without mastery in the prerequisite skills and knowledge necessary to be successful in the high school English curriculum, as evidenced from our RISE data. This data indicates that between 21 percent and 25 percent of our Grade 6-9 students proficient in the following areas: Efficiency of Basic Reading Comprehension, Morphological Awareness, Reading Comprehension, Sentence Processing, Vocabulary, and Word Recognition and Decoding reading. Between 42 percent and 47 percent of our students are identified as “Needs Improvement” in these areas, and between 30 percent to 33 percent of students are identified as “Warning.” This requires many teachers to begin instruction at the developmental or remedial stage. Many secondary teachers are not prepared or proficient in teaching basic reading skills, thus are not able to provide those students sufficient support.

**2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

The district continues to utilize the RISE (Reading Inventory and Scholastic Evaluation) literacy diagnostic assessment, which provides data on six key components: word recognition and decoding; vocabulary; morphology (word formation); sentence processing; reading efficiency; and reading comprehension. Schools assess students in grades 5-10 to deepen understanding around challenges involving literacy and determine interventions. This is a change from last years’ testing of student is Grades 6-9. The RISE is give in the beginning, middle, and end-of-year, and data analysis is supported through central office-based literacy liaisons and school-based literacy representatives. This school year, City Schools has implemented a Secondary Literacy Focus Group that will be examining the current RISE literacy assessment data and identifying intervention programs for students that are not reading proficiently. Additionally, City Schools is creating a document that will support teachers with identifying appropriate interventions for students based on their unique RISE score. Preliminary data analysis has shown that there are five different profiles of students in each grade level. Based on this data, specific interventions are being provided for schools, along with a list of specific resources that are designed to support students based on their profile. Professional development will be offered for teachers around each of the profiles and suggested interventions. This will provide additional support for secondary teachers in the area of literacy, and this will better prepare teachers to differentiate instruction for all students across all subgroups. Teachers will be able to access RISE scores, including individual profiles, through City Schools Data Link.

As the district shifts to full implementation of CCSS, we have partnered with the Baltimore Urban Debate League (BUDL) in order to develop teachers around argument writing and instruction. This year, BUDL will offer credit-bearing courses for teachers to take in order to deepen their understanding of argument

and support them in teaching argument in speaking and writing in the classroom. District office personnel within the Office of Teaching and Learning, Special Education and Networks participated in development sessions during summer 2012 in order to support schools.



## **Algebra/Data Analysis**

- 1. Based on available trend data, describe the challenges in Algebra/Data Analysis. In your response, identify challenges in terms of subgroups.**

An analysis of HSA results from 2012 shows relative decline for all students since 2011. The total number of students passing the HSA in 2012 declined from 3202 in 2011 to 3083 in 2012; with the percentage of students scoring Advanced or Proficient declined from 61.8 percent down to 57.9 percent respectively. There was a 3 percent increase in the overall number of students taking the exam. Hispanic and African American students continue to trail their Caucasian and American Indian counterparts by more than 10 percentage points. The Hispanic subgroup has shown the greatest increase in the number of students passing the exam (8.3 percentage points); whereas Asian students have shown a decline in their passing rate 14.2 percentage points. Conversely, the number of Caucasian students passing the exam has increased by 5 percentage points.

Regarding Special Education students, the subgroup composed of Caucasian and African American students increased their passing rate by 12.4 and 1.6 percentage points respectively from 2011 to 2012. Conversely, the subgroup of Hispanic students receiving Special Education services saw their scores decrease by 15 percentage points.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

Baltimore City Schools serves a student population comprised of 86% African American and 4.6% Hispanic/Latino for a total of 90.6% of the student population. Additionally, 15.5% of Baltimore City School's student population receives for special education services. The theory of action undergirding the adjustments being made for 2012-2013 are aimed at improving all students' success rate on the HSA Algebra/Data Analysis for 90.6% of the student population we serve.

In order to increase the academic achievement of our student population, Baltimore City Schools has adopted a new web-based curriculum resource developed by the Charles A. Dana Center and customized by Agile-Mind to meet not only the Common Core State Standards for Mathematics (CCSS-M) but also the Core Learning Goals (CLGs) assessed by the HSA. This new curriculum resource allows for greater student engagement through the use of animations and other interactive features and provides a number of advantages over the traditional paper-based curriculum. Chief among them are instructional design features designed to convey and develop conceptual understanding of mathematical ideas prior to the development of procedural proficiency. Additionally, students have an opportunity to practice and assess their progress. This resource is available for students in grades 8 and 9, where the majority sits for the HSA Algebra/Data Analysis exam.

In recognition of the struggles faced by incoming 9<sup>th</sup> graders in the study of Algebra, especially the African American, ELL, and Special Education subgroups, the district has adopted a new course of study called Intensified Algebra I. Eighth grade students, who continue to demonstrate basic proficiency with math skills as they exit middle school, are enrolled in the Intensified Algebra I course in preparation for the HSA Algebra/Data Analysis.

Intensified Algebra I was specifically designed to support the academic development of students who have struggled in middle-school mathematics and are not ready to engage in Algebra I without further supports. Developed by Agile Mind, Intensified Algebra I builds academic success in mathematics while delivering explicit instruction that supports students' development of study habits and skills that fosters academic success in

mathematics. This course has been deployed successfully in other jurisdictions and has demonstrated the ability to support students' achievement of an on-grade academic performance for students whose academic performance is behind that expected for the grade-level by about two years.

Additionally, to increase the likelihood that students will succeed in this new course, and to support teachers with their daily instruction, a new assessment scheme utilizing formative concept assessments continues to be used to measure mastery of each CLG. The intent is to provide teachers with objective and actionable data to allow for teachers to make instructional adjustment in a timelier timeframe. Review and remediation are a part of the instructional model and teachers are expected to use data from their formative assessments to differentiate instruction. Moreover, student performance tasks provide another measure of student performance to inform instructional practice and differentiate instruction. This data review process is supported by ACLs during content collaborative planning meetings. In addition to supporting teachers, training has been provided to Executive Directors and Facilitators to ensure that they are capable of supporting their schools in the use of data driven instructional decision making. By providing access to timely data, teachers and network support staff are able to address performance gaps and provide remediation and extra support for students who are not performing at an optimum level. Utilizing this data review process ensures that students that need the most support are able to receive interventions in a timely fashion to ensure that they do not fall far behind.

By providing a specific course of study designed to support struggling students (Intensified Algebra I), built around the development of meta-cognitive skills that promote the learning of mathematics and requires extended contact time (90-minute classes), it is expected that students will be able to demonstrate better academic performance in the HSA Algebra/Data Analysis. Moreover, it is expected that student subgroups will demonstrate academic achievement comparable to their Caucasian counterpart who arrived in grade 9 with a more solid mathematical foundation, as measured by the End-of-Course assessment. Both courses meet and exceed the expectations of the current state standards, including those set by the "optional" topics in the VSC that are the critical skills needed for students to complete Algebra I.

## **Biology**

- 1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.**

City Schools' data continues to demonstrate performance differences between subgroups, with considerable gaps between the white (non-Hispanic) subgroup and all other identified subgroups. The white (non-Hispanic) subgroup posted an 87.3% pass rate, up from 82.3% in 2011. The black/ African-American subgroup posted a 57.7% pass rate, slightly down from 60.6% in 2011. The Hispanic/ Latino subgroup posted a 68.5% pass rate, down from 73.3% in 2011. This data illustrates challenges for the black/ African American and Hispanic/ Latino subgroups. The Special Education sub-group demonstrated an increase from 25.7% in 2011 to 31.4% in 2012. The number of FARMS students performing at Proficient and Advanced levels went from 58.8% in 2011 to 63.9% in 2012.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

**Baltimore City Public Schools will implement several district and school level initiatives to increase the number of students who pass the Biology HSA. All initiatives will target the African American and Free and Reduced Meal populations, as these groups represent 87.6 and 74.5 percent of the total student population, respectively. Initiatives are differentiated to meet the needs of first time test takers, as well as students who have earned biology course credit, but still need to meet the Biology HSA requirement. ELL students represent a small, dynamic subgroup in City Schools. As a group, ELL students are more transient than other students, and many students are able to "graduate" from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include:**

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend relevant content specific sessions as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

ESOL teachers are being included in the piloting and feedback process around LDC modules for biology. Additionally, science ACLs provide support to general educators, special educators and ESOL educators around the collaborative planning process.

The following actions will increase the number of students passing the Biology HSA after initial testing: Schools will use HSA sub-scores to identify student weaknesses and begin targeted interventions to help students prepare for the October and January HSA administrations. Specifically, African American, ELL and FARMS students - who demonstrate a need for intensified support - will benefit from teacher collaborations to create differentiated mini lessons using individual student data. Students will receive intensified supports during six week cycles aligned to testing windows. Supports will occur during after- school and Saturday HSA review sessions.

Bridge projects will not be released until late September to help schools focus on preparing students to pass the Biology HSA. Instead of monitoring Bridge Projects, teachers will create intervention groups using HSA sub-scores and provide biology mastery support by utilizing common instructional strategies that aid students in mastering biological concepts. This will begin to reverse the upward trend of students meeting the graduation requirement via Bridge, rather than passing the Biology HSA.

The following actions will increase the total number of students who pass the Biology HSA: Biology teachers will participate in yearlong, bi-weekly data team meetings to collaboratively analyze interim assessment data (standards and item analysis levels), reflect on teaching practices, and identify specific instructional strategies to correct student misconceptions and guide student learning toward increased achievement.

Biology teachers will be encouraged to administer a standards-aligned pre-assessment to all students in order to capture baseline student data and show evidence of individual student growth on benchmark assessments provided throughout the year.

Teachers will empower students to take personal responsibility for their learning by using assessment data to create academic goals and action plans, and evaluate progress via student lead conferences.

Science Academic Content Liaisons (ACLs) will provide specialized support to schools to aid in effective implementation of high yield instructional strategies and develop teachers' content and pedagogical expertise. Science ACLs will provide materials to support teachers in implementing rigorous, inquiry based labs and lessons via the STEM resource center.

Biology WORKS sessions have been restructured to help teachers become more proficient in data driven instructional practices and creating and implementing rigorous, inquiry based 5E lessons that are aligned to standards and promote critical thinking and real world problem solving.

The 2012 Biology Governor's Academy was restructured to help teachers integrate research and argumentative writing in the Biology curriculum, in addition to strengthen students' critical and analytical thinking skills through inquiry based learning.

Teacher development and highly effective teaching practices have been incentivized through the newly enhanced teacher contract, which offers highly effective and effective teachers higher salaries and diverse opportunities for career advancement. Model Teachers and Teacher Leaders also grow teacher capacity in their schools, helping to support teacher development throughout the district.

Teachers and support staff have been normed in the structure and use of City Schools' instructional framework and rubric that define highly effective instruction in the district and enable timely, specific feedback to teachers to support their continued development.

Teachers will continue to be educated about the PK-12 Life Science strand that runs through the entire curriculum, so they better understand the skills that undergird Biology success. K-8 science teachers will continue to engage in multiple summer learning opportunities tied to STEM-related topics in order to better prepare students for science instruction at the high school level.

## **Strands**

Each school will receive data on whether they met their targets for the School Progress Index in achievement, closing the achievement gap, student growth (in ES and MS) and college and career readiness (in HS). Based on this information, schools will fall into strands for both SEA and LEA support. There are 5 strands (1-5) with 1 being the highest and 5 the lowest. Schools are grouped by strands so that school systems are uniquely poised to provide systemic support to schools that may share similar challenges.

How will the system organize internally to support schools in Strands 1-5? (e.g. What is the system's plan to review quality School Improvement Plans? What is the system's plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?). Descriptions of these strands can be found on pages 94 to 101 in Maryland's ESEA Flexibility Request:

[http://www.marylandpublicschools.org/MSDE/programs/esea\\_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525)

In the last two years, City Schools has made it the district's priority to improve the way schools receive support from the district office. This happened by a complete reorganization of the district office, the creation of the Student Support Networks and enhancements to these supports based on continual feedback. This structure is well-suited to providing the kinds of supports schools need based on the revised categorization of schools by Strand.

Every school in the LEA is organized into one of sixteen School Support Networks. Each network is led by a Facilitator who serves as a point person for the needs of the school – administrative, instructional, operational, etc. The Network supports also consists of Academic Content Liaisons in math, literacy, social studies and science, a Student Support Liaison, Special Education Liaison, a Human Capital liaison and Family and Community Engagement Specialist.

In addition to the network staff, each Network has an Executive Director for Principal Support whose primary mission is to support principals on matters of instructional support and coaching of teachers. Schools are grouped according to grade band and need, but not by strand. This means that each Network has a mixture of schools performing at various levels, also with different strengths and weaknesses.

Each school developed a School Improvement Plan in conjunction with the Executive Director which serves as a roadmap for the school's success. This plan is no longer a document that is drafted over the summer, approved and referred to infrequently. Each school has revised its School Improvement Plan numerous times and has received the message that it is to be used as a living document that guides the practices and instruction of the school day in and day out. The use of data to inform decision-making at the administrative level, with regard to Human Capital decisions, and for teachers to adjust instruction individually is a key element of school improvement in City Schools.

Because of the increased number of people who are in school buildings daily, working directly with principals and teachers, we know our schools intimately, and can differentiate the support provided. This also means that Facilitators and EDs can use the leaders from the schools in their Network to support one another. The ED, Facilitator or ACL can easily transfer knowledge, ideas and strategies that have been successful at one school to another in the Network, and grouping schools by Network at professional development allows for direct sharing between schools. Schools in Strand 1 will be exemplars, and Schools in Strand 5 stand to receive additional

resources. However, Schools in Strands 2-4 will be primarily supported through their Network Staff who will also rely on information sharing to see growth across these schools.

## **ADDRESSING SPECIFIC STUDENT GROUPS**

### **Limited English Proficient Students**

For the 2012 Submission Only: In the 2011-2012 school year, LEAs in the state of Maryland administered a new English language proficiency assessment, ACCESS for ELLs, from February 26 – March 23, 2012.

In the summer of 2012, a linking study will be conducted of ELL student results on the new ACCESS for ELLs as compared to results on the LAS Links, our previous English proficiency assessment, for domain scores (reading, writing, listening, and speaking) and composite scores. The next step includes analyzing the results of this study with the goal of setting AMAO 1 and AMAO 2 targets for 2012 through the 2015-2016 school year.

For the AMAO 1 calculation of ELL students new to the state of Maryland in the 2011-2012 school year, data point one becomes the first administration of ACCESS for ELLs.

For the AMAO 2 calculation, exit criteria for the 2011-2012 school year is an overall score of 5.0 on the ACCESS for ELLs. These criteria will be revisited by a committee this summer or early fall and revised if deemed necessary.

As a result of the steps indicated above, LEAs will not have AMAO 1 or AMAO 2 targets available during the time the 2012-2013 Master Plan is being completed. Therefore, LEAs will submit information on the performance of limited English proficient students for AMAO 1, AMAO 2, and AMAO 3 when the targets have been set for the 2012 administration of the ACCESS for ELLs. LEAs will be notified when the targets are available and respond directly to the Title III Office at MSDE.

The following information first provides the No Child Left Behind Goal for the performance of English language learners. This is followed by a description of the annual measurable achievement objectives (AMAOs) derived from ELL student performance in (1) making progress learning English, (2) attaining proficiency in English, and (3) meeting the overall AMO target for limited English proficient students. This is followed by the action required on the part of any LEAs who fail to meet these targets.

**No Child Left Behind Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**No Child Left Behind Indicator 2.1:** The percentage of limited English proficient students who have attained English proficiency by the end of the school year.

**No Child Left Behind Indicator 2.2:** The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

**No Child Left Behind Indicator 2.3:** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Measurable Objective (AMO) targets. School systems are asked to analyze their data on the following Annual Measurable Achievement Objectives (AMAOs):

AMAO 1 is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the ACCESS for ELLs assessment. This measure and its target for 2012 have yet to be defined.

AMAO 2 is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the ACCESS for ELLs assessment: 5.0 (bridging or advanced) or higher. The AMAO 2 target for school year 2011-2012 has yet to be defined.

AMAO 3 represents Adequate Yearly Progress of LEAs for the Limited English Proficient student subgroup. The AMAO 3 target for school year 2011-12 has yet to be defined pending approval of Maryland's ESEA Flexibility Waiver Request.

The No Child Left Behind regulations require that an improvement plan is in place based on the conditions outlined below for any local school systems that failed to make progress on the AMAOs.

For any fiscal year. The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

For two or three consecutive years. The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.

For four consecutive years. The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

Based on examination of available local data, there are challenges that need to be met to ensure that students learning English as a new language continue to make progress in English and academic content areas. City Schools is home to many newly arrived students each year, with various levels of proficiency and prior schooling in their home countries. We also enroll refugee students from non Spanish speaking backgrounds who speak Nepali, Arabic, Tigrina, Amharic and Swahili. This has created a challenge in providing information to parents in a language they can understand.

Comparisons of various subgroup characteristics show that our population of English Learners (ELs) has a poverty level that is comparable to the total City Schools student population. The EL population has a higher attendance percentage and a smaller percentage of students who are also receiving Special Education services. Over the past five years, 74- 78percent of students who remain in City Schools for 3 or more consistent years have been able to meet the MSDE exit criteria on LAS testing. City Schools ELs surpassed the AMAO progress targets each of the past 5 years.

City School Academic Priorities of Rigor, Engagement and Intervention serve as a foundation to improve instruction for all students. These key concepts inform instruction and provide the framework for school leaders



to be able to improve literacy skills in all content areas. Improvement for ESOL Program activities for 2012-2013 will continue to build on professional development and training offerings to ensure that all school system staff:

Use EL student data to inform instruction and develop individual EL plans that target language learning needs. These targeted language learning needs are specific for long term ELs (those who continue to be identified for more than 5 years), and are more urgent for the 11-18percent of ELs who did not make progress in previous years and

Improve English to Speakers of Other Languages (ESOL) classes use MSDE Standards for ELs to improve class content for students in beginning levels as well.

Data systems will be improved to ensure that a transparent and accessible set of data points will be available. Ensure collaboration among school teams.

a. Provide access to specific information on students' linguistic and cultural backgrounds to build accommodations for language learners beyond their targeted English language support classes.

b. Create sustained opportunities for professional development for Special Educators, Student Support Teams, and ESOL Educators to ensure that students receive appropriate interventions and services to meet their needs.

c. Develop curriculum guides, tools and resources for school teams to use as they collaborate, drawing connections for newcomer academic programming and students with priority needs.

## **Career and Technology Education**

The Bridge to Excellence legislation requires that the Master Plan “shall include goals, objectives, and strategies for the performance of students enrolled in Career and Technology Education (CTE) programs.

Please respond to the following prompts:

- 1. Describe the schools system’s progress on the implementation on the expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.**

### Progress on CTE Expansion

Over the past four years, City Schools has made tremendous progress to expand Career Technology and Education. In School Year 2011-2012, Career and Technology education enrollment increased to 8180, an increase of 18.5percent. City Schools has continued to make systemic changes to increase student achievement. As new and smaller transformational schools are opened, the older larger schools are being reorganized. The portfolio of schools includes specific schools for the individual needs and interests of students. There are traditional, entrance criteria, innovation, charter, performing arts, alternative, transformational, and career and technology education. Career and Technology Education programs are options that schools can select for all middle grades and high schools in Baltimore City.

The Career and Technology Education (CTE) five (5) year plan for Baltimore City includes program upgrades, increased student enrollment and an increase in the number of students who take industry certification exams and become credentialed. Baltimore City is adding programs at five high schools and four middle schools, transitioning current local Program of Study and Model Program to Maryland POS and expanding existing program offerings for the 2012-2013 school year. Within the current 34 CTE schools, there will be 6 additional pathways and 7 new courses in 4 schools. Also one (1) new school will offer a CTE program next year. Academy of College and Career Exploration will introduce CTE programs that align with their missions. We are adding PLTW Engineering at Edmondson-Westside, Dental & PLTW Bio-Medical sciences at Vivien T. Thomas Medical Arts Academy, Manufacturing Engineering Technologies and PLTW-Pre-Engineering (2012-2014) at Carver; Cisco Networking at Western High School and Homeland Security at Heritage High School.

The outreach to the middle grades includes the addition of four (4) schools that will offer Gateway to Technology (GTT) as part of the middle grades initiative to interest students in math and science-based careers. The new GTT schools are Calverton Middle School, Cherry Hill Elementary Middle, Baltimore IT Academy and Garrison Middle ( Planning year 2012-2013). There are now a total of ten schools offering GTT. The six from the 2011-2012 school year include Calverton, Garrison, North East Middle, Bluford Drew Jemison STEM Academy West, Bluford Drew Jemison MST Academy Middle schools, and the Maryland Academy of Technology and Health Sciences Middle/High School.

In support of the CTE expansion, City Schools allocated federal stimulus construction funds for 12 high schools (Baltimore Antioch Diploma Plus, Baltimore Liberation Diploma Plus, Benjamin Franklin High at Masonville Cove, Carver Vocational Technical High School, Excel Academy at Francis M. Wood, Forest Park, Heritage, Maritime Industries Academy, National Academy Foundation, Mergenthaler Vocational-Technical, Patterson, REACH, and W.E.B. Dubois.) that have upgraded or added CTE programs during the 2011-2012 school year. The schools are located throughout the district in ideal geographic locations to provide more students with access to additional

CTE programs. Local School Improvement Funds and monies allocated by Principals under Fair Student Funding are also used to upgrade and maintain CTE programs throughout the district.

As a part of continuous program improvement, in 2011-2012, the Office of Learning to Work/Career and Technology Education has merged with the Office of Guidance. CTE, The Great Kids Farm, Guidance and JROTC all fall under the Office of Learning to Work, Career and Technology Education. The Office of Learning to Work consists of a Director, (1) Business Manager and (1) Office Assistant; the CTE Office consists of (1) CTE Coordinator, (1) LTW Coordinator, (1) Tech Prep Coordinator, (1) Career and College Readiness Specialist, (2) Educational Associates, and (1) Data Analyst; the Office of Guidance consists of a Director and (2) Educational Specialists; (3) Farm staff and the JROTC Office consists of (1) Coordinator. CTE is now able to more effectively reach more students and offer more opportunities for all students including, students with disabilities and non-traditional students.

### Industry Certification and Early College Credit

Career and Technology Education develops on-going, active and effective partnerships with business and industry, the community, workforce agencies, and post-secondary education associates, that provide consistent and relevant advice on current and changing labor markets, emerging technical skills, course content, expected student outcomes, curriculum development, technology, and other industry specific issues. Career and Technology Education relies heavily upon its Local Advisory Committee (LAC) and Program Advisory Committee (PAC) program guidance. The committee's reviewed the entire spectrum of programs examining the number of students served, distribution of programs in the system, and the quality of the programs. The LTW-CTE staff conducted an audit of all program pathways by visiting each school. The staff verified courses, course numbers, numbers of students in a program, and identified professional development and upgrades to equipment and to curriculum. Programs such as Cisco and Project Lead the Way Pre Engineering that require higher levels of math and science, technology and performance-based instruction were recommended for expansion by the LAC and the PAC. The PAC for Graphic and Printing Communication Technology advised LTW-CTE to move to digital file technology. The Automotive Technologies program at Mervo earned NATEF certification in September 2011. Carver is in the process of working toward offset press operations accreditation from The Graphic Arts Education and Research Foundation (GAERF). Students who earned certification increased by 114.12 percent

City Schools supports the implementation of Career and Technology Education programs by first strengthening teacher preparation and by supporting industry-recognized standards, assessments, and credentials for students. Systemic professional development and content-specific training support both teacher and student technical skill attainment. Also CTE supports the continued integration of secondary and postsecondary Career and Technical Education curriculum with the learning standards and postsecondary academic requirements respectively, while placing particular emphasis on Science, Technology, Engineering, and Mathematics (STEM) as one way to boost technical and workplace skill attainment.

In School Year 2011-2012, City Schools increased their performance in Technical Skills Attainment by 45.92 percentage points from the previous year. CTE has mandated where applicable, that all students must sit for an industry certification. To ensure the continued success of our students, CTE has provided schools with Summer Boot camps, After School Enrichment programs, and onsite consultants.

City Schools designs programs that lead to industry certification and articulation agreements with postsecondary institutions based on the input of key stakeholders. The development of CTE programs is guided by the Local Advisory Council and the Program Advisory Committees, both of which include representatives from business

and industry, labor organizations, representatives of special populations, parents and teachers. Our stakeholders ensure that programs align with industry standards and postsecondary requirements.

Our stakeholders are instrumental in assisting CTE develop programs and students that are ready for all aspects of the industry. By covering all aspects of the industry, students learn career skills that are not limited to a narrowly defined job task. Work-Based Learning experiences that are aligned to POS help students to better analyze and solve problems facing an industry by applying what is learned in the classroom to the world of work. CTE students are equipped to leave high school prepared to develop the skills to change career goals or to cope with labor market changes. By teaching all aspects of an industry, students learn transferrable skills such as how to plan, manage and assess how accounting and financial decisions impact an industry. CTE completers develop technical skills and learn about the principles of technology to expand career and post secondary options. The importance of personal work habits learned in the classroom and on the job reinforce student learning and prepare students to understand and adapt to changes when they leave school and throughout their careers.

A major strategy of the CTE Office is to create dual enrollment/dual credit courses for purposes of accelerating the high school graduation rate and career and college options for 11th and 12th grade students. Evidence of effectiveness for this strategy is an increase in the percent of students who are dually enrolled and earning dual credits by 5 percentage points.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Program of Student, including students who are members of special population?

To ensure access to CTE programs and the success for all students including members of special populations, teachers are provided with continuous support and professional development. Educational Specialists are providing technical assistance to teachers and schools through visitations, observations and professional development training for all CTE teachers and support teachers implementing strategies from all professional development sessions. Additionally, to eliminate performance gaps CTE continues to work with the Office of Teaching and Learning to provide guidance to instructional programs, ensuring that schools make adequate progress and students receive rigorous and relevant content. Staff in Teaching and Learning will continue to collaborate with LTW-CTE to provide professional development to schools, helping them to determine alignment of instruction to curriculum, understand The Common Core and its application to CTE. The Teaching and Learning staff provides guidance on the various forms of assessment to identify performance gaps and to inform instruction and promote student achievement.

Career and Technology Education continues to partner with Humanim, Inc.– Start on Success (SOS), a program created to assist developmentally disabled youth to participate in a supported work-based learning experience and ultimately support them in transitioning to post-secondary training or obtaining employment. The program offers paid internships, tailored educational experiences, and involvement with caring adults as teachers, mentors, and supervisors. The program offers students an early introduction to the workplace and enables them to learn skills that will allow for a future of independence and self sufficiency. It also demonstrates to employers that these young people can become a highly valued resource in the workplace

City Schools is committed to recruiting the most qualified teachers for CTE Schools. As a result City Schools is proud to be a national example of innovation and partnerships by creating a new teacher contract. The contract is based on 4 core beliefs:

- Recognition of the teacher’s role in school reform
- The value of teachers’ role in student achievement and school improvement
- The need for incentives and rewards to attract and retain the best teachers

- The necessity of a culture that promotes collaboration and shared leadership within schools

The new contract aims to retain the best teachers for students, grow them professionally and attract the best talent to Baltimore. This will be done through significant increases in compensation, creating a strong incentive to retain existing and attract new great teachers, eliminating steps in favor of “earn as you grow” or “self-pacing” concept, eliminating increases based solely on advanced degrees and will move City Schools from the bottom quartile to the top quartile in teacher compensation throughout state. The contract creates new career pathways to reward and recognize teachers and education professionals excelling in their field both in terms of student outcomes and teacher practice with four pathways. Intervals within a pathway are connected to evaluation, approved teacher growth opportunities, added professional responsibilities and are based on improved student achievement instead of years of experience. Finally, the contract establishes a system of checks and balances among principals and teachers to ensure all are working towards the same goal of student achievement. This is done through the Joint Oversight Committee, Professional Peer Review Committee, Joint Governing Panel, and the creation of other subcommittees as needed.

3. Describe the school systems strategies for increasing the number of CTE enrollees who become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators and completers.

For school year 2011-2012, City Schools CTE enrollment was 8180, an increase of 18.5percent from the previous school year of 6901 students. Also, there were a total of 175 CTE programs, 34 high schools offering CTE, and 4 middle schools offering Gateway to Technology. The number of concentrators has increased from 1199 to 1478; and the number of completers has increased from 945 to 1021

In SY 2011-2012, all career pathways displayed an increase in enrollment from the previous year. There were three in particular that made significant gains. Manufacturing, Engineering, and Technology increased enrollment from 140 to 415 students, an increase of 196.43percent. Health and Biosciences increased enrollment from 704 to 1080 students, an increase of 53.41percent. Arts, Media, and Communications increased enrollment from 520 to 718 students, an increase of 38.08percent.

Information Technology increased enrollment by 37.69percent; Consumer Services, Hospitality, and Tourism increased by 19.22percent, Transportation Technologies increased enrollment by 18.85percent; Human Resources Services increased enrollment by 16.34percent; Business Management and Finance increased enrollment by 13.35percent; Construction and Development increased enrollment by 10.15percent, and Career Research and Development slightly increased by .91percent

The increase in City Schools CTE enrollment is attributed to the increase in the number of schools offer CTE programs, the expansion of CTE programs at existing CTE schools, and maximizing the number of students who enroll into existing CTE programs.

In SY 2011-2012, five new schools began offering CTE programming, Augusta Fells Savage Institute of Visual Arts High, Bluford Drew Jemison Stem Academy West, Benjamin Franklin High at Masonville Cove, W.E.B. DuBois High, and Maritime Industries Academy High. This yielded a total of 445 new students participating in CTE and a total of seven new programs, (1) Interactive Media Productions, (2) IT Networking Academy – CISCO, (1) Computer Engineering Technician – Design Technician, (2) Project Lead the Way – Pre Engineering, and (1) Business Management.

In addition to expanding into new schools, City Schools has increased the number of programs offered at existing CTE schools and maximized the number of students who enroll into CTE programs. As a result, the following schools have made significant increased in CTE enrollment: Mergenthaler increased enrollment by 207 students;

Patterson increased enrollment by 138 students; Digital Harbor increased enrollment by 134 students; Paul Lawrence Dunbar increased enrollment by 129 students; National Academy Foundation increased enrollment by 119 students; Vivien T. Thomas increased enrollment by 109 students; and Edmondson increased enrollment by 100 students

4. CTE improvement plans are required if a local school system does not meet at least 90percent of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If you school system did not meet one or more Core Indicators of Performance, please respond to the following:

Placement (5S1) was not met by at least 90percent. The local placement target core indicator was 82.26percent (777/944). In 2011, Baltimore City's performance percentage for placement was 71.08percent (671/944).

To have achieved 90percent of the 5S1 indicator, an additional 106 CTE concentrators needed to enter post secondary, employment or the military. Baltimore City's performance of 71.08percent failed to meet the standard of 82.26percent by 11.18percent.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that would enable students to have more postsecondary placement options. Specifically the data reveals that the percentage of CTE concentrators who met the placement indicator is low in the following 5 career clusters: C&D (63.51percent), H&B (67.69percent), TT (70.00percent), IT (73.13percent) and BMF (73.15percent).

To increase the placement percentage indicator, the Director of the Office of Learning to Work (LTW) and the Coordinator for Career and Technology Education (CTE) will meet with principals, teachers and stakeholders during the SY 12/13 school year to discuss how schools can meet the Perkins indicator for placement. Teachers and counselors will receive CTE program updates during summer professional development in August.

During the school year, the Learning to Work (LTW) Office will work closely with staff in the Office of School Counseling to educate CTE students about how CTE programs align at the postsecondary level. Specific interventions include:

- Seeking input from postsecondary faculty to identify postsecondary expectations and requirements
- Communicating postsecondary expectations and requirements to students
- Identifying gaps in students' college readiness and the plans needed to remediate gaps in readiness
- Implementing strategies to support students' attainment of college and career readiness
- Inviting postsecondary partners to present information on degrees and programs
- Facilitating student visits to postsecondary institutions to connect with program instructors and counselors
- Scheduling individualized career/educational planning meetings with CTE students
- Scheduling meetings between students and postsecondary advisors
- Revisiting and revising student transition plans to include postsecondary components
- Evaluating the placement process with postsecondary partners to document the number of students enrolled and the number of students who receive articulated credits

The LTW Office will work closely with staff in the Office of Achievement and Accountability (ANA) and in the Office of Engagement to collect data from the Baltimore City Graduation Survey as one way to document placement after graduation. Staff in the ANA department develops the Graduation Survey tool. The survey is disseminated via multiple communication channels (web, email, mail) to students after graduation.

LTW will work with ANA and with the Office of Engagement to collect the placement data that is received from students after graduation. In addition, LTW will work with ANA, the Office of Engagement and staff in the Office of School Counseling to develop and disseminate a new survey tool tailored to CTE students. The survey tool for CTE students will be tailored to help the LTW Office to better document the following:

- Postsecondary education participation (community college, technical school, four-year college/university, apprenticeship or military)
- Articulated credits earned and awarded
- Postsecondary certifications or licenses awarded
- Employment status, employer and job title

LTW will work closely with staff at City Schools and will seek technical assistance from the Maryland State Department of Education (MSDE) to enhance our efforts to follow up and document student placement. The LTW office will work closely with the Student and Assessment Services Branch at MSDE and with ANA at Baltimore City Public Schools to ensure that our efforts to follow up and document student placement is implemented as uniformly as possible.

The Office of Learning to Work will use the data from the Graduation Survey and from the new CTE survey tool to create a longitudinal data system to more effectively follow students' progress as they enter postsecondary education, become employed or join the military.

The Learning to Work Office is developing follow up services for students (B2: Professional Development, and Strategy Worksheet B3: Career Development) to increase the placement percentage (5S1) indicator for SY 12/13 that will increase the number of students who enter postsecondary education, are employed or who enter the military by 11.18percent to meet our local target of 82.26percent (777/944).

#### Nontraditional Completion Improvement Plan

Nontraditional Completion (6S2) was not met by at least 90percent. The local nontraditional completion target core indicator was 31.90percent (380/1190). In 2011, Baltimore City's performance percentage for nontraditional completion was 28.66percent (341/1190).

To have achieved 90percent of the 6S2 indicator, an additional 39 CTE concentrators needed to complete participation in a nontraditional pathway program. Baltimore City's performance of 28.66percent failed to meet the standard of 31.90percent by 3.24percent.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that would enable more students enrolled in nontraditional pathways to complete the programs. Specifically the data reveals that the percentage of CTE concentrators who met the nontraditional indicator is low in the following 4 career clusters: C&D (7.37percent), H&B (10.95percent), IT (24.53percent), and H&B (25.26percent).

To increase the nontraditional completion percentage indicator, the Director of the Office of Learning to Work (LTW) and the Coordinator for Career and Technology Education (CTE) will meet with principals, teachers and stakeholders during the SY 12/13 school year to discuss how schools can meet the Perkins indicator for nontraditional completion. Teachers and counselors will receive CTE program updates during summer professional development in August.

The Office of Learning to Work (LTW) will work with staff in the Office of School Counseling and with staff in the Office of Engagement to educate students and the community about the benefits of completing a nontraditional pathway program. The LTW Office will work with all stakeholders to develop professional development opportunities to educate teachers, counselors, administrators, staff and community stakeholders about the benefits of nontraditional programs. Specific interventions include:

- Analyzing nontraditional performance data
- Understanding how nontraditional careers will impact student lives
- Identifying root causes to identify why students are not completing nontraditional pathways
- Identifying instructional strategies and best practices to support program completion for students enrolled in nontraditional pathways
- Evaluating school and curriculum materials for gender bias and positive nontraditional images
- Developing strategies to recruit/interest middle school students in nontraditional careers
- Developing/identifying tools to educate all stakeholders about nontraditional career options. Staff will work to create a student/parent guide with a career ladder outlining the jobs in the nontraditional career pathways. In addition to salary information, the career ladder will highlight the qualifications/education needed for employment in nontraditional jobs
- Developing tools to assist students who choose nontraditional careers. Without proper program support, nontraditional students may leave the pathway when difficulties arise
- Identifying nontraditional role models/industry leaders to support participation in nontraditional pathways. Activities for the role models includes: career speakers, job shadowing, internships, field trips, and mentoring
- Discussing strategies to develop nontraditional student support groups and peer counseling to encourage students enrolled in nontraditional pathways to become program completers
- Developing strategies to educate parents and other community stakeholders about the benefits of nontraditional program completion. Choosing a nontraditional career offers a number of benefits that include:
  - Greater job satisfaction
  - Higher salaries and better benefits
  - Better advancement opportunities with established career ladders
  - Opportunities to continue learning new information and skills

LTW will work closely with staff at City Schools and will seek technical assistance from the Maryland State Department of Education (MSDE) to enhance our efforts to increase the percentage of students completing nontraditional pathway programs.

The Learning to Work Office is developing retention strategies (B2: Professional Development, and Strategy Worksheet B3: Career Development) to increase the nontraditional percentage (6S2) indicator for SY 12/13 that will increase the number of students who complete nontraditional programs by 3.24percent to meet our local target of 31.90percent (380/1190).



## Early Learning

### **A. Based on the examination of 2011-2012 MMSR Kindergarten Assessment Data:**

- 1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Baltimore City Public Schools (City Schools) readiness data reveal that 73 percent of kindergarteners were fully ready for school in SY2011-2012, up by 43 percentage points since 2001-2002. Twenty-three percent were approaching readiness, indicating that they require targeted instructional support to successfully meet kindergarten expectations, and 4 percent were developing readiness and do not demonstrate the skills, behaviors, and abilities required for kindergarten. Seventy-seven percent of the City Schools pre-kindergarten students were entering kindergarten fully ready to learn and were better prepared than their peers coming from any other setting. Sixty-four percent of kindergarteners were fully ready for school in Language and Literacy, up from 21 percent in 2001-2002. Sixty-five percent of kindergarteners were fully ready for school in Mathematical Thinking, up from 18 percent in 2001-2002, and 57 percent of kindergarteners were fully ready for school in Scientific Thinking, up from 12 percent in 2001-2002.

City Schools has identified several key initiatives to increase the amount of students entering kindergarten fully ready for school and to support students who are entering kindergarten less than fully ready in the 2010-2011 school year:

- Reorganization of Early Learning Office (ELO) to Office of Early Learning Programs, Birth through Five (ELP)
- Pre-kindergarten and kindergarten Curriculum Development
- Discover with Me curriculum development
- Let's Grow curriculum development
- Professional development on the Maryland Model for School Readiness (MMSR)
- Professional development consistent with Chief Academic Officer's (CAO) initiatives
- Realignment of preschool special education programs with an emphasis on inclusion
- Formation of Special Education Early Development (SEED) team
- PreK at Play
- Development of curriculum and professional development for Infants and Toddlers special education home teachers

## Reorganization of the Early Learning Office (ELO) to the Office of Early Learning Programs, Birth through Five (ELP)

City Schools has reorganized the regular education and special education early learning departments to bring the two under one office, now called the Office of Early Learning Programs, Birth through Five (ELP). With this reorganization, both preschool special education and the City Schools side of Infants and Toddlers have moved from the Office of Special Education to the Office of Teaching and Learning. ELP now oversees all of the City Schools programs for children ages zero through five, and is responsible for curriculum, professional development, and offering quality programming to all early learners. City Schools can now better serve all of our young learners through integrated programs, curriculum, and professional development.

### Pre-kindergarten and kindergarten curriculum development

Over the past year, ELP completed the first phase of the development of a comprehensive pre-kindergarten and kindergarten curriculum that is aligned with the Common Core State Standards. A group of outstanding Baltimore City pre-kindergarten and kindergarten teacher leaders, in partnership with early childhood curriculum specialist Dr. Barbara Wasik from the Center for the Social Organization of Schools (CSOS), designed and developed a 10 unit, theme-based curriculum in the areas of literacy and mathematics. Science and social studies content are woven throughout the lessons and activities. In response to the CAO's three initiatives of providing academic rigor, purposeful student engagement, and timely intervention and supports, the curriculum offers differentiated instruction that emphasizes oral language development, promote higher level thinking skills, and engages students in using informational text. Over the summer, the group of curriculum writers concentrated on adding enrichment activities to the literacy curriculum and re-formatting the math curriculum to offer more explicit guidance for pre-kindergarten and kindergarten teachers implementing the curriculum.

### Discover with Me Curriculum Development

City Schools offers 18 inclusive three year-old programs for children with IEPs and typically developing peers called Discover with Me. Over this past summer, ELP began to write an in-depth curriculum for the Discover with Me programs, utilizing a Montessori approach and classic Montessori materials. Written by an ELP staff member who is a certified Montessori teacher and a team of outstanding early childhood special educators, this curriculum is designed to promote self-regulation, concentration, independence, and critical thinking skills through the investigation and exploration. In addition, the curriculum has a strong focus on oral language development, and developmentally-informed literacy activities and practice are embedded throughout the lessons. The Discover with Me curriculum will be showcased this fall in all City Schools preschool special education programs for three year-olds.

### Let's Grow Curriculum Development

City Schools has expanded its offering of small, inclusive classes for children with autism from one class for three year-olds to an additional class for four and five year-olds. These programs, called Let's Grow, are based on curriculum developed by the Center for Autism Related Disorders (CARD) at the Kennedy Krieger Institute. ELP has received a Technical Assistance grant from the Maryland State Department of Education (MSDE) to support ongoing assistance and consulting from CARD to increase the amount of research-based strategies used in these programs. CARD staff will be working closely with the teachers of the two Let's Grow programs, providing ongoing technical assistance and coaching on best practices for working with children with autism.

## Professional Development on the Maryland Model for School Readiness (MMSR)

ELP provided three trainings to pre-kindergarten and kindergarten teachers throughout the district on norms and expectations for the MMSR assessment. Staff spoke in depth about setting the platform for children to demonstrate their skills, as related to the MMSR exemplars. Teacher leaders showed videos of examples of classroom activities that targeted the skills assessed by the MMSR.

## Professional Development Consistent with the CAO's Initiatives

ELP provided the following professional development opportunities for teachers of grades PreK through 3<sup>rd</sup>, as well as preschool special educators:

**Literacy Academy I:** Provides a current review of research on developing phonological awareness and pre-reading skills in young children. Pre-reading skills objectives, strategies for implementation in the classroom, and assessment of student progress are sequentially presented. Participants are provided an opportunity to create appropriate teaching materials, games, and activities for use in the classroom with students (i.e. "Make It- Take It activities).

**Literacy Academy II:** Literacy Academy II explores the connection between phonological awareness and word-solving strategies. Participants learn methods and strategies for providing multisensory early reading instruction in the classroom. Participants are provided an opportunity to create appropriate teaching materials, games, and activities for use in the classroom with students (i.e. "Make It- Take It activities).

**Oral Language Academy:** Participants learn why developing oral language in young children is important and how oral language can be fostered by using open-ended questioning techniques. In addition, participants understand how to incorporate open-ended language in literacy, science, and social studies through intentional read-alouds of fiction and non-fiction texts.

**Ramps & Pathways:** Provides professional development for PreK and K teachers on a curriculum focusing on Science, Technology, Engineering, and Math (STEM). The curriculum addresses the need for better physical science instruction in the early grades, specifically designed to be both intellectually rigorous and developmentally appropriate, building on young children's natural curiosity.

**Early Learning Liaisons:** A PreK or K teacher liaison is chosen by each principal to attend monthly meetings sponsored by the Office of Early Learning Programs, Birth through Five. The content of these meetings will reflect the priorities of City Schools initiatives. Liaisons are required to attend all meetings in order to develop a professional learning community.

**Reading Academy:** An introductory level course to expose participants to a balanced literacy approach within their comprehensive literacy instruction.

**Informational Reading & Writing Institute:** Provides teachers with an understanding of the importance of using informational text in the early childhood classroom. Participants learn classroom strategies for helping children become consumers and creators of informational text.

**Math WORKS:** Professional Learning Communities dedicated to examining upcoming math curriculum content and discussing best teaching practices at each grade level. The Works sessions are grade level and content area specific.

**Literacy WORKS:** Professional Learning Communities dedicated to examining upcoming literacy curriculum content and discussing best teaching practices at each grade level. The Works sessions are grade level and content area specific.

**MINDWING:** Provides teachers with tools to foster young children's oral language development necessary for progress in social communication. Uses children's literature with Braidy the StoryBraid to create lessons to improve listening comprehension, generate WH questions, encourage emergent writing, and increase the use of language features.

### **Realignment of Preschool Special Education Programs with an Emphasis on Inclusion**

All schools housing citywide preschool special education programs held re-evaluation meetings to consider appropriate services for each student for the following school year. Special education Leads from ELP observed children and provided input to teams. Out of this process, approximately 150 students are transitioning from citywide programs to pre-kindergarten and kindergarten for SY2012-2013. In addition, a group of citywide preschool special educators and paraeducators are being re-assigned from working in self-contained citywide programs to supporting children with Individualized Education Programs (IEPs) in pre-kindergarten and kindergarten programs.

### **Formation of Special Education Early Development (SEED) Team**

With the realignment of preschool special education, ELP formed a team of special educators to offer a new service delivery model for children with IEPs in pre-kindergarten and kindergarten. Working with researchers from the University of Toledo, ELP will be implementing the Collaborative Consultation Model (CCM), a model that supports classroom teachers in providing children with distributed practice by embedding IEP goals and objectives throughout the regular school day. The team of SEED teachers has been trained over the summer to work in schools to support classroom teachers on using tools, matrices, and data to plan for opportunities to embed goals and objectives. Research has shown that children learn better if they are able to practice SMART goals and objectives in short spurts throughout the day, through distributed practice, rather than in a concentrated pull out session in which they receive direct service from a special educator. CCM will be implemented using a triad approach in which the classroom teacher, school-based special educator, and school-based Speech and Language Pathologist (SLP) will meet as a team to plan for the children with IEPs. The SEED teachers will attend all meetings at first, and then gradually release responsibility to the school-based staff throughout the year to build capacity at the school level. CCM will be implemented solely in pre-kindergarten classes in SY2012-2013, with the intention of expanding the program to kindergarten classes the following school year.

### **Pre-K at Play**

Pre-K at Play, a nationally-recognized program, is part of ELP's efforts to further the CAO's initiatives of student engagement and to strengthen our students' prior knowledge through exposing them to new cultural, historical, artistic, athletic, and educational experiences. This is a day when the entire city of Baltimore opens its doors to our four-year-olds to "play" at Baltimore City's most treasured institutions at the same time, on the same day. All

Baltimore City Schools Pre-K students attended field trips to a wide range of cultural, educational, historical, or athletic institutions within the city. These coordinated events created a city-wide energy, enthusiasm, and support for our youngest learners. Another effective way to help families build their children's prior knowledge is to participate in a Summer Passport to Learning. This will be provided to parents of Pre-K students and will list participating institutions and venues that donate admission for 1 extra day in the summer for a parent and child. This passport would provide guidance to Pre-K families on great places to take a family outing in order to keep learning alive and growing in the summer months.

#### Development of Curriculum and Professional Development for Infants and Toddlers Special Education Home Teachers

ELP is conducting weekly professional development sessions with the team of teachers who provide special instruction to qualifying children ages zero to three or four (if on the Extended IFSP). The team will explore outside resources for curriculum and service delivery, as well as reading and discussing relevant articles. Staff from ELP will work closely with the teachers to develop tools and protocols based on best practices that will support the teachers in coaching parents on how to work on their child's outcomes at home.

#### **2. Describe how the school system is working in collaboration with other early childhood partners/program (i.e. Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten "ready to learn"?**

City Schools has taken major steps to work collaboratively with other early childhood partners/programs. As was mentioned above, the inclusion of Preschool Special Education and the City Schools side of Infants and Toddlers under the large umbrella of Early Learning Programs, Birth through Five has allowed for the realignment and reintegration of programs, both horizontally across different programs and vertically between different programs, to create seamless transitions and a continuum of services. In addition to this reorganization, City Schools is working collaboratively on the following initiatives:

#### Baltimore City Head Start, City Schools/Baltimore City Head Start Memorandum of Understanding

A Memorandum of Understanding (MOU) between the agencies outlines three major goals: (1) curricular consistency, (2) effective transition, and (3) coordinated space planning to maximize city-wide access to preschool programs for three- and four-year-old children. City Schools partners with Head Start and allows 17 pre-Kindergarten classes to co-locate. The Early Learning Director, Charlene Iannone-Campbell, serves on the Baltimore City Head Start Governing Board.

#### Countdown to Kindergarten Initiatives

City Schools continues to work collaboratively with the Countdown to Kindergarten partners to help foster more young children entering school ready to learn. Countdown to Kindergarten will continue to provide information to parents, early childhood programs, churches, schools and community organizations on what can be done to improve children's school readiness.

#### Bright and Ready Program

City Schools has entered into MOUs with Port Discovery Children's Museum and Enoch Pratt Free Library to offer inclusive programming for three year-olds with IEPs on-site at these two locations. The Bright and Ready

program was created to provide a continuum of services for children with IEPs, based on options that are available for typically-developing children. Not all typically-developing children are in schools; some might spend time in museums and libraries instead. In addition, Bright and Ready offers parents of children with IEPs one- and two-day options for services, instead of the standard five days per week in school-based program. A special educator and paraeducator are based at the sites and offer services directly to students within the environment of the library or the museum. City Schools staff plan collaboratively with museum and library staff to maximize use of the resources available at the locations while adapting activities to address IEP goals and objectives of the attending students.

#### University Partnership for i3 Grant

City Schools is partnering with Dr. Barbara Wasik from CSOS at Johns Hopkins University (JHU) on developing an online professional development tool for early educators. Dr. Wasik and her staff have formed three cohorts of teachers to function as Advisory, Demonstration, or Pilot teachers to develop video-based professional development content that will be used to create an interactive website that teachers can use to learn best practices for teaching oral language development and phonological awareness. The three cohorts of teachers will provide the content for the videos, assess the videos, and pilot the online content to help fine-tune the website. The completed website will be available as a professional development tool for all City Schools teachers.

#### Pre-kindergarten and Kindergarten Attendance Initiative

Recognizing the systemic problem of low attendance in the early grades, City Schools has partnered with local nonprofit and philanthropy agencies to provide professional development for pre-kindergarten and kindergarten teachers on creative ways of offering a beginning of school year orientation for families. One Hundred teachers attended a two-hour professional development session at the beginning of August, in which they learned strategies and best practices for supporting families with attendance. The teachers will re-convene at the end of September to conduct short presentations on their orientations.

#### **B. Based on the examination of the 2011-2012 Public Prekindergarten Enrollment Data (Table 8.3)**

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early childhood Development Early Learning Office for the school year 2011-2012.**

Edits were made to correct inaccuracies, please see table 8.3

- 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.**

City Schools has revised its pre-kindergarten registration policies to ensure that all eligible children are enrolled in public pre-Kindergarten programs, in compliance with COMAR 13A.6.02. These include:

- Streamlining priority codes by moving from six priorities to three. This change was instituted in an effort to simplify the pre-kindergarten registration process so that:
- Schools and parents more easily understand what priority code their children fall under and what the concomitant responsibilities are for the school and the parents.
- There are fewer barriers to registration, as parents have less requirements for demonstrating the priority code that their children fall under.
- Revising the pre-kindergarten early admission procedures and requirements so that our policy is in compliance with state regulations and is more inclusive toward academically needy children.

- City Schools opened the window for early admission to pre-kindergarten by extending the deadline for turning 4 to October 15<sup>th</sup>. In addition, City Schools eliminated the testing requirement for early admission and replaced it with a checklist that parents can use to demonstrate academic need.
  - Registration and enrollment of all Pre-K students was moved to the Office of Enrollment, Choice, and Transfers in order to assist parents and schools with finding placements for eligible children. In the 2010-2011 SY, there were no waiting lists of income-eligible Pre-K children who wanted to come to Pre-K. Seats in Pre-K classrooms were approximately 98percent occupied.
- 3. Describe any policies the school system has put in place to work collaboratively with other early learning and development program to provide a prekindergarten program for all eligible children.**

#### Downtown Baltimore Child Care Center (DBCC) MOA

DBCC, a high-quality child care center located in downtown Baltimore, has received a grant from MSDE to operate a City Schools pre-kindergarten program for SY2012-2013. This class will serve children living within the zone of Furman L. Templeton, and will provide programming from 7am to 6pm, Monday through Friday. DBCC will incorporate the City Schools pre-kindergarten curriculum into their programming, and will offer a high-quality pre-kindergarten experience. This partnership has been entered into as part of the Preschool for All Business Plan.

## Gifted and Talented Programs

The Annotated Code of Maryland §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.”

COMAR 13A.04.07 Gifted and Talented Education establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements

COMAR 13A.04.07 §06 specifies that local school systems shall in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

The school system’s Master Plan Update on the Gifted and Talented Program will report the system’s progress on these three goals from COMAR 13A.04.07:

<p><b>Goal 1. Student Identification</b> Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07 §.02 (A)].</p>
<p><b>Goal 2. Programs and Services</b> Each local school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [13A.04.07 §.03 (A)].</p>
<p><b>Goal 3 . Professional Development</b> Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.</p>

Use the chart below to report the school system’s 2011-2012 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the 2011-2012 initiatives for gifted and talented students which support the implementation of the COMAR 13A.04.07 Gifted and Talented Education.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met,



				Partially Met, Not Met)
<p><b>Student Identification</b></p> <p>Reference COMAR 13A.04.07 §.02, A-F.</p>	<p><b>Objective:</b> Baltimore City schools will provide multiple opportunities for students to be identified and encompass all students in the identification process.</p> <p><b>Strategies:</b> Students should meet three of the following multi-criteria to be eligible for advanced services: There needs to be at least three indicators for eligibility. Standardized testing (Advanced) Report grades (90percent or above on content classes) Recommendation/Nomination (Parent, Teacher, Student) Benchmark Data (RISE, STEP, Wireless) City Wide Choice Program (Advanced Academics) Primary Talent Development</p>	2011-2012	Number of students identified to receive advanced instruction	Not Met
<p><b>Programs and Services</b></p> <p>Reference COMAR 13A.04.07 §.03, A-C.</p>	<p><b>Objectives:</b> All schools must provide rigorous programming for all students. Schools must plan to nurture the gifts and talents of gifted students through the development of an Advanced Learner Program. This program should provide students with advanced opportunities beyond the standard curriculum.</p> <p><b>Strategies:</b> Middle School Honors Curriculum developed and piloted at schools.</p> <p>Primary Talent Development initiative</p>	2011-2012	<p>Range of progress made in courses. Teacher feedback about courses and curriculum. REPI Coding of students were documented.</p>	<p>Partially Met</p> <p>Partially Met</p>
<p><b>Professional Development</b></p> <p>Reference COMAR</p>	<p><b>Objective:</b> The District will provide professional development for staff who work with gifted education.</p> <p><b>Strategies:</b> Monthly professional</p>	2011-2012	Number of teachers attending Professional Development or enrolled in courses	Partially Met

13A.04.07 §.04, A-B.	development to support implementation of honors courses. Training and PD for teachers implementing PTD Training and PD for the implementation of Junior Great Books, Center for Gifted Education at the College of William and Mary Literacy,		for gifted and talented education.	
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**2011- 2012 Gifted and Talented Enrollment**

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (§ .01); that “the identification process shall be used to identify students for participation in the programs and services” [§ .02 (D)]; and that “each school system shall review the effectiveness of its identification process” [§ .02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified at each grade level.

This data was not collected by the District.

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students													
Hispanic/Latino of any race													
American Indian or Alaskan Native													
Asian													
Black or African American													
Native Hawaiian or other Pacific Islander													
White													
Two or more races													
Special Education													
Limited English Proficient (LEP)													
Free/Reduced Meals FARMS													

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Baltimore City Public Schools

ETMA Contact Person: Amy Rosenkrans

Title/Position: Director of Humanities

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Date completed: August 27, 2012

**BRIDGE TO EXCELLENCE  
CROSS-CUTTING THEME  
EDUCATION THAT IS MULTICULTURAL (ETM)**

**INTRODUCTION**

The Compliance Status Report on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

**GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT**

**REQUIRED COMPONENTS**

The completion of the Maryland Local School System (LSS) Compliance Status Report for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.

The Compliance Status Report form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.

The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201  
These materials may be submitted as hard copies or digitalized and submitted on a disk.

A copy of the Local School System's (LSS) ETM vision and mission statement

A list of ETM mandatory and/or ETM voluntary courses offered

A list of Professional Development ETMA workshops or seminars provided during the school year

## **ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY**

**After completion of the Maryland Local School System Compliance Status Report: Education That is Multicultural (ETMA) form, provide the following summary information.**

**1. List your Local School System's major ETMA strengths identified**

The district has a curriculum that is inclusive and has increased numbers of diverse students in Advanced Placement Courses. Another accomplishment is the enhancements to the program of support for Advanced Placement Students and Teachers and inclusion of special education and ESOL teachers in secondary literacy professional development

**2. List your Local School System's major ETMA areas identified that need improvement**

Inclusion of cultural proficiency into professional development sessions remains a need. City Schools would also benefit from separate Professional Development Courses for cultural proficiency.

**3. List your three major Local School System ETMA goals for the next school year**

- 1) City Schools will continue to provide inclusive curriculum.
- 2) City Schools will include cultural proficiency into professional development sessions.
- 3) City Schools will expand supports for AP students and teachers.

**4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions**

Mission/Vision/Leadership	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
<p>THE LSS HAS A WRITTEN MISSION OR VISION STATEMENT THAT INCLUDES A STATED COMMITMENT TO:</p> <ul style="list-style-type: none"> <li>Diversity</li> <li>Education that is Multicultural</li> <li>Accelerating and enhancing student achievement</li> <li>Eliminating student achievement gaps</li> </ul>			X			Practices are evident, policies are in place, and results are increasing
<p>The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.</p>		X				
<p>A CULTURALLY DIVERSE GROUP (INCLUDING THE LSS ETM LIAISON) ACTIVELY ENGAGES IN THE DEVELOPMENT OF THE BRIDGE TO EXCELLENCE (BTE) OR OTHER MANAGEMENT PLAN.</p>			X			
<p>THE BRIDGE TO EXCELLENCE MASTER PLAN INCLUDES SPECIFIC REFERENCES (CROSS-CUTTING THEMES) RELATED TO EDUCATION THAT IS MULTICULTURAL AND MINORITY ACHIEVEMENT INITIATIVES.</p>			X			

Curriculum	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.				X		Practices are evident, policies are in place, and results are increasing
Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				X		
Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				X		
Multiple cultural perspectives of history are represented.				X		
As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:						
valuing one's own heritage.				X		
valuing the richness of cultural diversity and commonality.				X		
valuing the uniqueness of cultures other than one's own.				X		
being aware of and sensitive to individual differences within cultural groups.				X		
addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, religion, gender, language, socio-economic status, age, and individuals with disabilities.				X		
Curricular infusion of Education that is			X			



Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.

School Climate	Beginning				Embedding		Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing		
The LSS has a written policy and procedure addressing bullying and harassment.					X		
The LSS addresses how all schools promote the following aspects of an inclusive climate:							
in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					X		
that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					X		
that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					X		
in which diverse linguistic patterns are respected.					X		
in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.					X		
that reflects relationships of mutual respect.					X		
that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X		
that includes multicultural assemblies, programs, and speakers.			X				

Instruction	Beginning				Embedding		Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing		
Access and Grouping All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					X		
A committed demonstration of high expectations for all students is visible.							
Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.			X				
All schools assure that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment.					X		
Highly qualified/effective and certified teachers are assigned to low-achieving schools.			X				
Teachers already working in low-achieving schools are certificated and highly qualified/effective.			X				
All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.			X				
All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:							
advanced placement courses					X		
gifted and talented programs			X				

special initiatives such as grants and/or pilot programs such as STEM					X			
student organizations and extracurricular activities							X	
student recognition programs and performances							X	
All schools ensure that all students have access to instructional technology.					X			
Instructional Activities					X			
All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.					X			
All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.					X			
All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.			X					
All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					X			
Achievement Disparities					X			
All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					X			
All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					X			
All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.					X			
All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.							X	

	Beginning	Embedding	Sustaining
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Staff Development	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
ETMA staff development includes involvement of all staff: (check all that apply) Administrators <input checked="" type="checkbox"/> X central office staff <input type="checkbox"/> X teachers <input checked="" type="checkbox"/> X support staff <input type="checkbox"/> instructional assistants/para-educators <input type="checkbox"/> substitutes <input type="checkbox"/> bus drivers <input type="checkbox"/> custodians <input type="checkbox"/> cafeteria workers <input type="checkbox"/> volunteers <input type="checkbox"/>		X			
Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.			X		
The LSS coordinates and facilitates ETMA programs and activities:					
Voluntary ETM courses are offered (attach a list of courses)		X			
Mandatory ETM courses are offered (attach a list of courses)	X				
ETMA workshops or seminars are provided during the year (attach a list of programs)		X			
The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
explores attitudes and beliefs about their own cultural identity.		X			

identifies equity strategies, techniques, and materials appropriate for their work assignment. All schools provide training:	X					
in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.	X					
to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.	X					
to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.	X					
to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.	X					
to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.	X					
All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.				X		
All schools provide professional development workshops and courses that include an ETMA focus.	X					
All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.				X		

Instructional Resources & Materials	Beginning				Embedding		Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing		
LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.	X						
The LSS uses resource organizations that promote cultural and ethnic understanding.			X				
The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.				X			
Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.							
All schools incorporate multicultural instructional materials in all subject areas.			X				
All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.			X				
All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.		X					
All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).			X				
All schools have a process for selection of							

instructional resources that includes the following criteria:							
materials that avoid stereotyping and bias.						X	
materials that reflect the diverse experiences of cultural groups and individuals.						X	
individuals from diverse backgrounds were involved in the review and selection of materials.						X	
All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.						X	



	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
<b>Physical Environment</b>				Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
All schools are barrier free and accessible for people with disabilities.			X		
The physical environment in all schools reflects diversity and inclusiveness in displays and materials.				X	

	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
<b>Policies</b>				Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.				X	
The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.				X	
The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.				X	
School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.				X	

<p>All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).</p>				<p>X</p>	
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Assessments	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing	
<p>All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.</p>			X			
<p>The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.</p>			X			
<p>All schools use a multiplicity of opportunities and formats for students to show what they know.</p>			X			
<p>The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.</p>			X			
<p>The LSS requires that teachers allow multiple opportunities for students to recover failing</p>			X			

assessment and/or assignment grades.						
The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.			X			
The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.			X			
The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.			X			

	Beginning			Embedding		Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing	
<b>Community Outreach</b>						
The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:						
families from diverse backgrounds.			X			
community members from diverse backgrounds.			X			
resource organizations that reflect diversity.			X			
Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.				X		
All school functions are held in facilities that are accessible to individuals with disabilities.			X			

**Individuals contributing to the completion of the Compliance Report**

Print Name	Job Title
Amy Rosenkrans	Director of Humanities
Jill Basye-Featherston	ESOL Coordinator
Michael Haugh	Office of Student Support and Safety

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**Narrative: Section C – Data Systems to Inform Instruction**

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**Section C(1): Building a Statewide Longitudinal Data System**

Baltimore City Public Schools (City Schools) supports the State of Maryland's efforts to create a longitudinal data system.

**Section C(2): Accessing and Using State Data**

City Schools supports the State's efforts to build a series of dashboards to enable stronger access to and use of data.

**Section C(3): Using Data to Inform Instruction**

Maryland's Race to the Top application describes a nine-step instructional improvement process that embraces technology as a tool to help students learn. Like all districts, Baltimore City Public Schools will have to: 1) make substantial investments to its data infrastructure and hardware to ensure that vision becomes a reality; and 2) ensure that teachers, leaders, and parents are equipped to use that data infrastructure and hardware for students' benefit.

**Hardware and Systems Infrastructure Upgrades**

An examination of the district's infrastructure and hardware indicates that upgrades must be undertaken to facilitate the delivery of the Online Instructional Toolkit (OIT) and the Longitudinal Data System (LDS), which enable teachers to access student achievement data and to develop formative assessments and learning activities that support student achievement. In order to align with the MSDE Technology Projects in the Maryland Race to the Top Scope of Work, City Schools has been working to develop and improve the overall technology infrastructure within our schools and district. This will provide a strong backbone of support for all other City Schools RTTT projects and resources.

To that end, it is crucial that students and teachers have uninterrupted, high-speed connectivity as they access these resources. This requires that the City Schools bandwidth must be improved at schools. Currently, 153 schools participating in this project have a high-speed, fiber connection to the City Schools network. The remaining 47 participating schools have a copper-based frame relay circuit which impedes students' abilities to access high-quality online resources due to the limited throughput available on the technology. These 47 schools, however, are projected to be upgraded with enhanced bandwidth by January of 2013. This district in-kind contribution to the overall project will ensure that all schools are prepared to incorporate online assessments and resources.

Additionally, the district is utilizing other grant funds to ensure that the administrative areas of 22 additional schools have wireless access to the Internet. While the ideal would be to ensure that schools have a full wireless implementation, this was not financially feasible. Instead, each of these 22 sites will have wireless access in the main office, media centers and selected testing areas.

In addition to high-speed connectivity, teachers and students need to have state-of-the-art equipment in order to access the OIT and LDS to interact with formative and summative assessments and to engage in instructional activities that support the integration of STEM and literacy

into their classrooms. All teachers currently have access to a computer work station that allows them to utilize these resources. This district in-kind contribution to the overall project ensures that teachers are able to access the OIT and LDS. City Schools' biggest challenge is to provide students in all schools with an equal opportunity to access computer technology on an ongoing and frequent basis. The distribution of high-quality computers depends upon the investment that individual schools have made to supplement the programs that City Schools has implemented over the years, in many cases leading to a disparity of resources. This disparity of distribution is at the heart of City Schools' desire to ensure that all students have a daily opportunity to engage computing technology in their classrooms. Regular access to computers will allow students to foster the skills needed to become comfortable enough with computers so that the technology does not impede their achievement in an online assessment environment

Because the need for high-quality computers is so widespread and costly, City Schools proposed to use the Race to the Top funds to assist schools in providing the high-quality computing environment to foster classroom instruction and the use of online assessments for monitoring student progress. The funds from this portion of the grant are being used to offer schools the opportunity to obtain wireless mobile technology that can be used in a variety of instructional settings. The district is offering schools that need financial assistance the opportunity to obtain carts that include 30 notebook computers and a wireless access point at a 75 percent reduction in their costs. RTTT dollars fund 75 percent of the total cost of the carts, notebook computers, and wireless access points. The schools contribute only 25 percent in order to obtain this valuable resource. The cost-sharing structure allows City Schools to expand the number of carts available for distribution. Schools that invest their own funds into technology have a track record of using the technology to enhance the instructional program. City Schools believes this partnership also will increase the ownership interest each school has in this effort to improve student interaction with instructional technology. This program gives teachers throughout each school the opportunity to use the mobile notebook carts to infuse instructional technology resources and formative assessments into their classrooms. Doing so will ensure that students are comfortable and proficient with the equipment and will lessen the likelihood that technology will impede the online assessment process.

Using this model, grant funded mobile/wireless carts were purchased for 156 schools, and an additional 40 schools will receive them during Year 3, for a total of 196 schools. Knowing that one mobile/wireless laptop cart is not enough to ensure students have a rich and rigorous experience with technology on a regular basis, the district is supplementing the available technologies through locally budgeted funding of additional equipment. A virtual desktop environment will be implemented in schools that will be identified in Year 3.

In addition to the purchase of equipment, City Schools has allocated a portion of Year 3 funds to create a sub-grant for which schools could apply. This gave them the opportunity to request additional resources in order fill technology gaps and to ensure that teachers were better able to use existing technologies to support the instructional process. Many grants were written to include the need for a mobile/wireless cart to ensure that students had ample opportunity to engage with Agile Mind, a mathematics course delivery system that provides students with hands-on activities, tools and assessments that are based on Common Core standards.

Regarding costs associated with this project, such as upgrades, replacements, ongoing maintenance, City Schools will identify general funds to support these expenses. The new infrastructure and hardware places minimal additional burden on existing staff, and City Schools does not plan to use RTTT funds to hire additional personnel to maintain the new infrastructure and hardware. (City Schools hosts servers and applications in its own data center, which is more cost-effective.)

Professional development will be a key to the program's success. Technology Leaders are designated by each of the receiving schools and attend monthly training activities to provide them with resources and strategies to train teachers at the school level. Introducing mobile computer technology into the classroom will be effective only if the teachers feel they are well-prepared to manage and integrate the use of the computers in their classroom. To ensure that the teachers are comfortable with the introduction of the mobile notebooks into their classroom, it is critical that each school identify and send a technology leader to monthly professional development sessions that explore topics such as managing the mobile carts, accessing the OIT, LDS, and implementing online curriculum and instructional resources. Because frequent and regular use of technology in the classroom will develop a greater degree of familiarity with the use of the computers, City Schools also will use the mobile notebook carts in its efforts to provide targeted formative assessments in literacy for K-3 and 6-9 students. School-based professional development will be provided to equip classroom teachers in the use of resources available to bring all levels of technology integration into the daily classroom routine. The school-based professional development will be designed and conducted by members of the Teaching and Learning staff to provide exposure through a variety of content areas. This professional development will take place during the school day and not be subject to stipends or substitute payments. After-school professional development for teachers will be developed around the topics shared with the school based Technology Leaders and will lead to the accumulation of Achievement Units that demonstrate personal growth among staff.

Additionally, ITD staff are providing ongoing support and training for schools who have participated in the grant. Staff visits to schools have been happening since schools began receiving carts to ensure that teachers are comfortable with the technology as a tool. These visits will continue throughout the life of the grant and beyond as needed. Face-to-face training sessions are also being offered and are scheduled in the Professional Growth System, where teachers can register to attend the sessions. Other training materials and resources are made available online so that teachers can access them as needed.

#### **Data Analysis Training for School Leaders, Teachers, and Parents**

Within the current high-stakes accountability movement, student achievement data have become a central focus for instructional decisions given that teachers and school leaders are held accountable for student performance. Teachers and school leaders in Baltimore need to take strategic steps in their analysis and use of student data to become effective decision-makers who are empowered to tailor instruction to meet the academic needs of all students. This project will design and deliver a leading model/approach for school leader and teacher data literacy, data analysis, and the use of both formal and informal assessment data to inform instructional decision-making through a collaborative inquiry process. City Schools' inquiry framework focuses on teams of teachers and administrators taking responsibility for student outcomes, which can

look different in different schools. The goal in all cases is to support and build on each team member's professionalism, and to inspire each team's creative and self-motivated exercise of responsibility for accelerating student learning. This will be modeled after the Decision Making for Results and Data Teams inquiry process developed by The Leadership and Learning Center. City Schools calls the entire model the Data Driven Instructional Teams model (DDIT).

The professional development began in the fall of Year 2 and will run to the end of Year 4. The focus of district staff in Year 3 is to train and support Instructional Leadership Teams (ILTs) and teacher collaborative data teams in using the DDIT model with fidelity. Support throughout that school year will focus primarily on school leaders who will empower their staff to lead the inquiry process at schools. In Year 2, a cross-office team of central office staff received the two-day foundational training on the DDIT model. These staff included: Executive Directors of Principal Support (EDs) from the Academic Office, School Achievement Trainers and Specialists from the Office of Achievement and Accountability, and targeted staff from the School Support Networks Office. In addition, the model was embedded inside the School Performance Plan so that schools would have a detailed plan of action to meet goals. In Year 3, a subset of this staff successfully completed the three-day certification training. Certification allows staff to deliver future training and provide onsite coaching to sustain the model after Year 4.

DDIT training has been rolling out to schools in cohorts. Following training, schools receive onsite coaching from the district cross-office team as well as experts from the Leadership and Learning Center. The Executive Directors and Networks assisted in the identification of the schools in each cohort. In Year 2 (spring 2012) Cohort 1 was trained. It consisted of 38 schools representative of all school levels and all School Support Networks (2-3 schools per network). Cohort 2, consisting of an additional 38 schools, was trained in Year 3 (fall 2012). A third cohort will be trained in spring 2013. Remaining schools will be trained in phases over the next two years.

In Year 3, in addition to being trained and certified in the DDIT model, the School Achievement Trainers will provide additional training to build capacity in district data teams (EDs, Networks and other district staff), as well as school data teams via evening trainings and office hours for school staff to receive individualized support. The Trainers will help district and school teams leverage Baltimore's assessments, Data Link (the City Schools instructional management system), and School's Performance Plans to effectively inform their decision making and practice. A key hallmark of this professional development will be the creation of Model Data Classrooms and Schools. These classrooms and schools will become learning laboratories for teachers and school leaders and the source of City Schools' multi-media case studies. In Year 3, the Trainers with support from the cross-office teams will be gathering data around school implementation to identify the model classrooms and school. Identification is done through observations and onsite coaching using the DDIT rubrics.

The professional development that impacts parents will support school leaders and teachers' ability to share achievement data and other data with parents to equip them with ways to support achievement at home and engage them in the school's future. School leaders will receive training, presentation templates and guidelines on how to present school-wide achievement data and other relevant data, supported by central office School Achievement Specialists, to communicate to parents the results of City Schools' assessments so that parents understand how their child tested in comparison to school, district, and state measures, and leave with specific areas of focus to support their child at home.



### **Areas of Alignment with the State**

The improvements to the City Schools' technology infrastructure and expansion of available equipment will ensure that the district can support all efforts to use data to drive instruction, including the various dashboards. These activities align with the State's goal to ensure that teachers, leaders, and parents are equipped to use that data infrastructure and hardware for students' benefit (C)(3). The State's Educator Instructional Improvement Academies will contain training on the use of data as well as on various dashboards and other tools of the technology infrastructure that all districts will have, as described in Sections C and D of the Race to the Top application. City Schools supports the State's efforts in this regard, and the training described in this Scope of Work will complement this work and the State's vision. City Schools also will cooperate with the State's efforts to survey LEAs to determine which data elements each district has and which ones they require, as described in Section (C)(3)(i) of the application. Finally, City Schools has existing protocols for researchers to access its data, and the district will support the State's efforts in making data available to researchers in accord with state and federal privacy laws, as described in Section (C)(3)(iii) of the application.

### **Conclusion**

City Schools' Scope of Work for Section C approaches data systems both in terms of access (ensuring that teachers and schools will have up-to-date hardware and equipment) and of use (ensuring that teachers, leaders, and parents know how to analyze, use, and ask questions about student data). Race to the Top funding will provide dollars to 116 schools so that all of them are able to access online data resources quickly. These dollars also will help fund specialized training for teachers and leaders in order to build their capacity to analyze student data through an inquiry process, and City Schools will work to align this training with the state's efforts at the Educator Instructional Improvement Academies.

### **Action Plan: Section C**

- Goal(s) for Project 3: Data Analysis Training for School Leaders, Teachers, and Parents**
1. By the end of year 4, all City Schools will have high functioning Instructional Leadership Teams and teacher-led Collaborative Teams that use data effectively to drive decision making and increase student achievement according to our Data Driven Instructional Team rubrics and observations.
  2. By the end of year 4, City Schools will have a set of 25 schools that exemplify the DDIT process where other schools can learn best practices for implementation.
  3. By the end of year 4, City Schools will have a cross-functional team of 75 certified, resident experts within Central Office and schools who will serve to increase and sustain fidelity to the model.
  4. By the end of year 4, Central Office staff, primarily School Support Network and Executive Directors, will all be deeply embedded in support of DDIT by building capacity of school leaders, facilitating effective Instructional Leadership Team meetings, and improving the quality of school performance planning and goal setting to improve instruction and student achievement.

Section C: Data Systems to Support Instruction	Correlation to State Plan <b>(C)(3)(i-iii)</b>	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<b>MOU Requirements: (Yes) Activities to Implement MOU Requirements</b>						
1. Deliver DDIT training to central office support staff	(C)(3)(ii)	3	October 2011 – May 2013	Office of Achievement and Accountability, Lisette Morris and Ditanyan Sye  Academic Office, School Support Networks	<ul style="list-style-type: none"> <li>The percentage of identified central office staff receiving DDIT training will increase from 30% to 100% by August 2012 as measured by sign in sheets at offered DDIT trainings.</li> <li>Central office data teams are established and collect cause data (adult actions) to make more informed district decisions as measured by the completion of district office plans.</li> <li>80% of participants are highly satisfied with the quality of the PD as measured in the PD survey.</li> <li>80% of participants agree that they will be able to apply what they learned as measured in the PD survey.</li> </ul>	N
2. Deliver DDIT training to	(C)(3)(ii)	3	February	Office of	<ul style="list-style-type: none"> <li>All selected cohort 1</li> </ul>	N

<p><b>Cohort 1 (38 schools) including the Principal and members of their Instructional Leadership Team</b></p>			<p><b>2012</b></p>	<p><b>Achievement and Accountability, Lisette Morris and Ditanyan Sye Schools</b></p>	<p>schools will attend DDIT training April 23-24 as measured by sign in sheets.</p> <ul style="list-style-type: none"> <li>80% of schools are rated proficient in implementing the DDIT model as measured through the onsite coaching rubric.</li> </ul>	
<p><b>3. Certify key personnel in schools and central offices to sustain training and support beyond year 4.</b></p>	<p>(C)(3)(ii)</p>	<p>3</p>	<p>March 2012 – May 2013</p>	<p>Office of Achievement and Accountability and Leadership and Learning Center</p>	<ul style="list-style-type: none"> <li>Survey tells us that 90% of participants agree that certification training increased their understanding of this model.</li> <li>Survey tells us that 90% of participants agree that certification training.</li> <li>80% of schools are rated proficient in implementing the DDIT model as measured through the onsite coaching rubric.</li> </ul>	
<p><b>6. Implement school-based coaching to support DDIT cycles with Instructional Leadership Teams and Teacher Collaborative Data Teams.</b></p>	<p>(C)(3)(ii)</p>	<p>3</p>	<p>March 2012 – June 2014</p>	<p>School Achievement Specialists, School Support Network representatives, and Content Experts from the Academic Office; district</p>	<ul style="list-style-type: none"> <li>All schools within cohorts will receive onsite coaching visits as measured by online registration at time of offering</li> <li>Survey will tell us that 90% of schools find the coaching visits effective.</li> </ul>	<p>N</p>

7. Set up model data classrooms and schools.	(C)(3)(ii)	3	January 2013 – June 2014	School Achievement Trainers and Data Facilitation Coordinator, Knowledge Management Department, Office of Achievement and Accountability	<ul style="list-style-type: none"> <li>80% of schools are rated proficient in implementing the DDIT model as measured through the onsite coaching rubric.</li> <li>Model data classrooms and schools will be identified by June 2013 as measured by rubrics.</li> <li>At least 25 schools new to the DDIT model will conduct observations of model schools and classrooms by October 2013.</li> </ul>	
1. Translate professional development modules into achievement units for teachers and leadership units for administrators	(C)(3)(ii)	3	November 2011 – June 2012	School Achievement Trainers and Content Specialists from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> <li>All modules meet criteria for credit earning achievement units.</li> </ul>	N
2. Design and implement a study to measure the impact of this PD on teacher development and student achievement	(C)(3)(ii) and (D)(5)	3	October 2013 – September 2014	Office of Achievement and Accountability	<ul style="list-style-type: none"> <li>Study shows high levels of change in teacher and school leader practice in regards to data.</li> </ul>	N

10. Provide high-speed fiber connection to the City Schools' network.	(C)(3)(i)	2	January 2011 – July 2012	Bert Ross, Director Classroom Support Systems ITD  Jessica Delahunty, Operational Support Specialist ITD	<ul style="list-style-type: none"> <li>All City Schools have fiber connection to the City Schools' network. The minimum connection standard for each school will be 10Mbps.</li> </ul>	N
11. Conduct an on-site survey of all participating City Schools to determine the schools' need for mobile carts equipped with wireless notebooks and wireless access points.	(C)(3)(i)	2	January 2011 – April 2011	Bert Ross, Director Classroom Support Systems ITD  Jessica Delahunty, Operational Support Specialist ITD	<ul style="list-style-type: none"> <li>All participating City Schools have been visited and a survey completed for each school that describes that number of computer labs and/or mobile wireless carts that are capable of accessing online instructional resources, and any formative and summative assessments.</li> </ul>	N
12. Provide teachers and students with computers via the 30 notebook mobile computer carts with wireless access to the City Schools network to access the OIT, LDS, and online formative and summative assessments.	(C)(3)(i)	2	January 2011 – July 2012	Bert Ross, Director Classroom Support Systems ITD  Jessica Delahunty, Operational Support Specialist ITD	<ul style="list-style-type: none"> <li>A minimum of 116 schools have been provided with a minimum of 233 mobile carts equipped with 30 notebook computers and a wireless access point per cart. Distribution of the carts to schools will depend upon the results of the on-site survey of computer labs and/or</li> </ul>	N

						mobile cart and the schools' fiber connection status to City Schools' network.	
13. Implement school-based technology leader professional development and ongoing support (Year 1).	(C)(3)(i)	2 3	January 2011 – September 2011	Bert Ross, Director Classroom Support Systems ITD	<ul style="list-style-type: none"> <li>Monthly professional development provided to the identified technology leaders at the 82 schools that are currently connected to the City Schools' network via high speed fiber connection.</li> </ul>	N	
14. Implement school-based technology leader professional development and ongoing support (Year 2).	(C)(3)(i)	2 3	October 2011 – September 2012	Bert Ross, Director Classroom Support Systems ITD	<ul style="list-style-type: none"> <li>Monthly professional development provided to the identified technology leaders at the 34 schools that are currently in the process of being connected to the City Schools' network via high speed fiber connection.</li> </ul>		
15. Implement school-based technology leader professional development and ongoing support (Year 3).	(C)(3)(i)	2 3	October 2012 – September 2013	Bert Ross, Director Classroom Support Systems ITD	<ul style="list-style-type: none"> <li>Monthly professional development provided to the identified technology leaders at the 77 schools that are currently scheduled to be connected to the City Schools' network via high speed fiber connection by June 30, 2012.</li> </ul>		
16. Implement school selected activities to provide training and	(C)(3)(i)	2 3	October 2012 –	Bert Ross, Director Classroom	<ul style="list-style-type: none"> <li>School visits to ensure schools are completing</li> </ul>		

to fill holes in classroom technologies (Year 3)		September 2013	Support Systems ITD	activities in the submitted sub-grants action plans. <ul style="list-style-type: none"> <li>School-based monthly professional development as identified in the individual school sub-grant professional development plans.</li> </ul>	
Optional Activities:					
None					

**Year 3**

- Allocate \$500,000 to schools who have been invited to participate to fill holes in classroom technology in Year 3. Schools may have other needs besides an additional laptop cart.



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**Narrative: Section D – Great Teachers & Leaders**

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**Section (D)(1): Providing High-Quality Pathways for Aspiring Teachers and Principals**

Baltimore City Public Schools (City Schools) will support the Maryland State Department of Education's (MSDE) efforts to strengthen high-quality alternative preparation programs for teachers and principals to help ensure more equitable distribution of effective educators. City Schools' long-standing commitment to alternative pathways is evidenced by the Maryland Approved Alternative Preparation Programs (MAAPPs) it has initiated to directly employ highly qualified teachers in critical shortage areas within the district's high-needs schools. During the 2008-2009 school year, the Baltimore City Teacher Residency partnership with The New Teacher Project as well as with Teach for America (TFA), produced 119 and 182 teachers respectively. Moreover, the KIPP School of Baltimore partnered with the College of Notre Dame in 2009-2010 to form a MAAPP. Additionally, City Schools will actively participate in the state's expansion of New Leaders for New Schools, in training cohorts of new principal candidates for the district.

**Section (D)(2): Improving Teacher and Principal Effectiveness Based on Performance Goals and Objectives**

City Schools is responsible for providing a high-quality education to more than 82,000 84,000 students in 204 schools and programs. City Schools can only rise to the top, preparing every child for college and/or a career, by significantly improving academic achievement for all students. And because research is clear that effective teachers and principals are at the heart of boosting student achievement, City Schools is devising an entirely new way of recruiting and hiring, developing and supporting, evaluating and differentiating, and retaining and rewarding effective educators and school leaders. Central to this change is the design and implementation of new "effectiveness frameworks" that will better measure how well teachers, principals, and schools are contributing to growth in student achievement.

**Guiding Principles**

City Schools will develop and implement a comprehensive, rigorous, transparent, and fair annual evaluation system for all educators and school leaders through its effectiveness framework that:

- Complies with the State Framework for new teacher and principal evaluation systems;
- Incorporates measures of student learning and growth at various levels (i.e., individual, school, and district);
- Is based on professional standards developed for all subgroups of educators and school leaders;
- Uses multiple quantitative (e.g., student growth) and qualitative (e.g., observational data) measures that are locally agreed upon, fair, valid, reliable, and useful;
- Reflects research and emerging evidence-based best practices; and
- Is informed and developed by the best combined thinking and expertise of City Schools' educators and school leaders around what defines excellent teaching and learning.

In Year 1 City Schools created effectiveness frameworks to provide a common language and create a feedback mechanism for City Schools' process of fairly and accurately evaluating teachers-school leaders and school performance. The results of the evaluation will connect educators and schools with targeted professional development and supports, and inform incentives and accountability outcomes for both teachers and schools leaders. As City Schools enters Year 3, the Instructional Framework has been modified and the revised 2.0 version was introduced to principals and instructional leadership teams at the Summer Leadership Institute in June 2012.

**Components of the Evaluation**

The Maryland State Department of Education (MSDE) has adopted regulations that require 50 percent of evaluations to be based on student learning and growth measures. This year local district leaders and representatives from Baltimore Teachers Union (BTU) are participating in-MSDE Educator Effectiveness Field Test, and City Schools participated as one of seven districts in MSDE's pilot of the evaluation system in 2011-2012.

In the field test (year 3), City Schools will use three student growth measures to evaluate teachers and school leaders: (1) City Schools' Value-Added Model; (2) student learning objectives (SLOs); and (3) a school index comprised of certain school-wide data points. These measures are described in detail in the chart below:

Component	Subjects/Grades	Description	Rationale
Value-Added Model (VAM)	Applies to teachers in grades 2-8 (Math and ELA); all HSA subjects (Algebra, English, Biology, Government)	A predictive student growth model that uses 2 years of student MSA data and adjusts for contextual factors at the student- and school-level.	VAM provides longitudinal achievement data and controls for factors outside the teacher's control. VAM is cost-effective because it can be used to measure student growth for approximately 40% of our teachers.
Student Learning Objectives (SLOs)	Applies to teachers in non-tested grades and subjects ONLY in SY12-13.	SLOs are specific, rigorous, long-term goals for group of students that teachers and administrators create for their instructional efforts and evaluation purposes.	SLOs are flexible: they can apply to a variety of content areas and they utilize existing assessment resources. SLOs reinforce professional practices, such as use of data, monitoring student progress, and differentiated instruction.
School Index	Applies to ALL teachers	A school index includes school-wide data on indicators such as school-wide VAM scores,	All teachers and administrators in a building are responsible for improving certain student

		attendance, school climate, and college/career readiness.	outcomes.
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City Schools piloted its Value-Added model last year (Year 2). This year, the model will be implemented district-wide for the field test. The model may include different controlling variables and attribution rules, but overall, the model will be substantially similar to the model developed for the pilot. When we reviewed the results from the pilot, we found that the model differentiated teachers based on their contributions to student learning. Additionally, we found that Value-Added scores were generally correlated with the other measures of teacher effectiveness used in the pilot.

Because the Value-Added model only applies to teachers in tested areas (i.e. those grades and subjects connected to content assesses by MSA, HSA and Stanford 10 exams), City Schools is rolling out student learning objectives (SLOs) to measure student growth in non-tested grade and subjects this year. Where possible, SLOs will be created centrally by workgroups comprised of teachers and district content experts in each non-tested area. City Schools plans to build an “SLO bank” that teachers can use to select the SLOs that will be used for their evaluations. We are currently developing the tools and templates needed to support SLO implementation, with a rollout planned for January 2013.

For the remaining 50 percent of the evaluation, MSDE requires LEAs to measure educators’ professional practices. City Schools has developed Effectiveness Frameworks for teachers, school leaders and schools. The Instructional Framework defines highly effective teaching practices in Baltimore City. Like other teaching frameworks, the Instructional Framework is used by observers to provide teachers with specific, actionable feedback on their teaching practices following classroom observations. The Instructional Framework is divided into three domains: Plan, Teach, and Reflect & Adjust. Each domain contains a set of key indicators, the skills and practices of highly effective teachers. The Framework is accompanied by a Rubric, which describes what the indicator looks like across a four-point scale (Highly Effective, Effective, Developing and Ineffective). The Instructional Framework and Rubric were developed and piloted last year. City Schools has rolled out revised versions of the Framework and Rubric for the field test.

For the 2012-2013 field test, City Schools is also implementing two additional measures of professional practice: a Professional Responsibilities Checklist and Student Surveys. The Professional Responsibilities Checklist describes the non-instructional functions of effective teachers, including attendance, on-time arrival, and testing integrity. City Schools will administer student surveys this spring. Although we are still finalizing the form and content of the survey, we expect that it will be substantially similar to the Tripod survey instrument that was used during the Gates Foundation’s MET Project.

City Schools is developing student growth measures that align with both Race to the Top and the Maryland State Education Reform Act of 2010. First, we have developed a Value-Added Model, which predicts student growth as measured by MSA and HSA exams, based on the student’s

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## Section D Great Teachers and Leaders

prior test scores, and controlling for certain variables impacting student performance. Our Value-Added Model permits City Schools to measure a teacher's contribution to student growth for approximately 40-45% of our teacher population, providing they teach in a grade or subject that is relevant to the HSA or MSA.

For the remaining teachers in non-tested grades and subjects, City Schools is implementing a Student Learning Objectives (SLOs) model for the field test. SLOs are specific, rigorous, long-term goals for students that teachers and principals create for their instructional efforts and evaluation purposes. City Schools plan to bring together teams of teachers from across the district in each non-tested grade or subject to draft "exemplar" SLOs that utilize assessment resources that are already used widely in the district. SLOs will allow City Schools to measure student growth for all teachers that will not receive Value-Added estimates.

Developing growth measures, standards, and tools for classroom teachers (i.e., Pre-K, elementary, secondary, special education, alternative program, English for Speakers of Other Languages and co-teachers) and school leaders is a priority for the district. Ultimately, however, the effectiveness frameworks and evaluation systems will be developed to evaluate all subgroups of educators (e.g., audiologists, guidance counselors, librarians, etc.). We are using the information from the field test to help inform the creation of evaluation systems that can evaluate all subgroups of educators. This approach clearly aligns with Maryland's Race to the Top application.

City Schools is several of the measures and tools described above in 8 schools during the 2011-2012 school year. During the pilot, City Schools met with teachers and principals at pilot schools and used their feedback measures, tools, training, communications, and processes for the new evaluation system. City Schools is using the results from the pilot to help inform the implementation of this year's field test and inform union conversations and the committee meetings being conducted with a select group of teachers and principals.

Similar to the teacher evaluation model, the principal evaluation must consist of quantitative and qualitative components. On the quantitative side, 50% of the school leader evaluation will be determined by student growth. The remaining 50% will be based on measures of professional practice, which is in line with the MSDE model. City Schools' principal evaluation work is in the development phase, as we used data gathered and discussions had about the teacher evaluation system to inform the next steps with the principal evaluation work. In year 2 of the grant, City Schools, in collaboration with SchoolWorks, an education consulting firm, developed a school leadership framework and supporting rubric, which outlines and evaluates a school leader's performance in four key domains. The four domains are: highly effective instruction, talented people, engaged families and communities and strategic leadership. The framework and rubric allows the Executive Director to capture the areas of strengths and improvement of principals. Within each of the four domains, there are sub-indicators, which further explain the expectations of the school leader. Similar to the rubric used with instructional framework, the school leadership rubric provides ratings for each of the indicators within the four domains. Possible ratings include: Level 1 (ineffective), Level 2 (developing), Level 3 (effective) or Level 4 (highly effective). The criterion for each rating outlines specific examples as to how the rating is derived. City Schools plans to introduce both the leadership framework and the rubric to principals this year through a field test and next year at full scale.

Alongside field testing the school leadership framework and rubric, City Schools plans to pilot multiple measures for the principal evaluation system. While still in the early phases of finalizing the field test, City Schools is considering the following measures:

**Quantitative Components:**

1. **Data-Based Goal Setting:** A process using goals from a School Performance Plan that principals currently set with Executive Directors on an annual basis. **Note:** We see opportunities to align this work with SLOs used to evaluate teachers.
2. **School-wide index:** Identical to the School Index used to evaluate teachers .
3. **Student Achievement/Growth Measure:** While the specific metrics are under discussion, it will account for 50% of the school leader's evaluation. Possible metrics could include the School Performance Plan (SPP), school index (as noted) and student growth.

**Qualitative Components:**

1. **Evaluation by Executive Directors using the School Leader Framework:** City Schools plans to create a revised evaluation form aligned with the newly developed School Leader Framework for the SY12-13 field test.
2. **Principal feedback survey:** Potential principal surveys that would serve as a 360 assessment of a principal's effectiveness. Surveys will collect feedback from teachers, EDs and/or other stakeholders. These would be field tested with principals during SY12-13.

**Implementation, Communications, and Engagement**

Implementation: To prepare for implementation of the new evaluation system by 2013-2014, City Schools will hire several key positions to manage the development of the teacher and principal effectiveness work. These positions are responsible for, project managing the evaluation design and operations work needed for implementation. The design work will include: leading the stakeholder feedback process and standards development; developing Value-Added and Student Learning Objective models to measure ~~lead~~ student growth; writing rubrics/tools for qualitative measures; recommending algorithm or decision-matrix for determining overall evaluation ratings; making revisions to tools and algorithm based on pilot and additional focus group feedback; writing evaluation guidebooks/training materials; and helping design all communications materials. Operations work will include: coordinating and implementing training for ~~ef~~ central office staff, principals, assistant principals, teachers, and other school-based staff; tracking and analyzing evaluation-related data producing preliminary and final evaluation reports for employees; and fulfilling internal evaluation data requests.

In year 2, City Schools determined that the positions originally envisioned in the RTTT proposal would need to be revised in order to target its recruitment efforts and ensure that highly qualified candidates filled director level positions. As such, the Director of School Leader Effectiveness position was redefined to focus solely on the development of the evaluation tools for the teachers, school leaders, and schools. This position is now called the Director of School Evaluation. This position was filled in October 2012. The district has hired also for the Director of Teacher Effectiveness and is in the process of recruiting for the Executive Director of Teacher and School Leader Effectiveness that will reside in Human Capital. This position will be responsible for developing, refining, and implementing the operational components of the evaluation system described above. The district has hired for one program evaluator for the effectiveness work, and one analyst to support analytics and reporting needs of the effectiveness work.

City Schools has hired, an outside vendor, Education First Consulting, to assist with managing the complex systems being developed to evaluate teachers and school leaders. Education First has experience working with states and districts across the country to design and implement new educator evaluation systems. Education First will help to establish essential processes and tools for implementing and effectively using the new evaluation system as highlighted in the BTU contract (<http://md.aft.org/btu/index.cfm?action=article&articleid=4374f7ca-a0d6-4adc-8aad-6cb53a3c321e>).

Communications and Engagement: Educator involvement and feedback is critical to the success and reliability of the City Schools' new evaluation process. City Schools-in partnership with the Baltimore Teachers Union, established a Joint Oversight Committee and a Joint Governing Panel as its primary means of engagement and decision-making for input on the district's new evaluation system. The Joint Oversight Committee provides oversight of all the planning, development, and implementation of the district's new career ladder system, the Baltimore Professional Practices and Student Learning Program (BPPSLP), including guidance concerning the educational and professional activities that will be evaluated for effectiveness, as well as addressing any administrative and infrastructure capacity issues in the district. Moreover, the Joint Governing Panel consists of eight full-time positions (four appointed by BTU and four appointed by the Baltimore City Board of School Commissioners; only two will continue after the grant), and has developed Achievement Units (AUs) consistent with the standards for system support and professional development, as described later in this section. More detailed information about the responsibilities of the Joint Oversight Committee and Joint Governing Panel are outlined in the tentative agreement: <http://md.aft.org/btu/index.cfm?action=article&articleid=999f26a-824e-420c-94e3-59278d9bab52>. In addition to the 8 Joint Governing Panel members, 1 FTE has been retained as a Contract Implementation Specialist to provide project management and oversight to JGP and JOC. This person is also be responsible for managing the overall workflow of the JGP and communicating needs and concerns to district offices. Beginning Spring 2012, the PSASA JGP, will provide implementation of the school leader contract. The district will hire two full time staff persons to ensure successful implementation in a timely manner.

The Office of Human Capital is responsible for the implementation of several key components of the BTU contract, namely communications with teachers and educators regarding human capital decisions centered on the career pathway model. To ensure the compensation framework is clearly understood and that concerns regarding movement along the career pathway are addressed, the Office of Human Capital has established a Career Pathway Service Center (CPSC) that was initially intended to be open to educators and administrators during only the first year of the

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## Section D Great Teachers and Leaders

grant. However, at the conclusion of year 1, the decision was made to retain the CPSC as they play a vital role in ongoing communication with educators about both contract updates and their progression on the new pathways. CPSC is responsible for providing consultation sessions and career pathway information regarding educator placement on the pathway and movement along the pathway as well as reviewing and providing preliminary approval and rejection of AU requests. In addition, Human Capital will hire a Compensation and Contract Implementation Manager and two Specialists to support with both career pathway communications and seamless transitions along and across pathways. Finally, the Joint Oversight Committee with the use of Race to the Top funds has engaged a communications expert who has developed and is implementing a multimodal communications plan to ensure that educators are aware of how the contract and pathway work has impacted teacher advancement and leadership.

The district has formed partnerships with educators, school leaders, union representatives, other relevant stakeholders, and leading experts to help develop, pilot, and refine all locally developed qualitative and quantitative measures and tools for the evaluation system. Focus groups conducted across the district gathered stakeholder feedback to inform these phases of work, and stakeholder work groups are developing standards for effective educators and school leaders as well as the measures and tools to assess those standards. City Schools will develop and implement a communications strategy to inform and engage key stakeholders about the new evaluation system and its components by:

- Leveraging partnerships, especially with the local bargaining units and key leadership to provide information to and gather ongoing feedback from teachers and principals throughout the development, final approval, and implementation phases of the new evaluation system;
- Using a mix of communications vehicles, including web-based/electronic direct communication, focus groups, affinity group meetings, and traditional collateral materials; and
- Using examples (both anecdotal and data-driven) from participating field test/pilot schools and districts to provide evidence of success and highlight the evaluation system's potential for lasting change.

#### Use of the New Evaluation System

City Schools anticipates a fully operational evaluation system, including measures for student growth, for all educators by the 2013-2014 school year. The district will use data and research to inform human capital decisions including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation. The new evaluation system will lay the groundwork for the district to provide real and meaningful professional growth options for educators and school leaders. The Education Reform Act of 2010 also requires that personnel decisions – including promotion, retention, tenure, and compensation – be based in part on the new evaluations, and City Schools has long been working to better align evaluations with personnel decisions. Race to the Top funding will accelerate and deepen these efforts, as described in this section.

**Supporting Struggling and New Teachers:** Baltimore City Schools is providing professional development and extra support-for educators identified as needing additional help. The district will make available professional development opportunities that support the growth of struggling teachers with new learning and follow up at the schools site to implement new skills. City Schools has continued to implement a new teacher

induction and mentoring program for new teachers that includes New Teacher Institutes, Site Based Mentoring Supports and ongoing learning of content and strategies for teachers in year 1-3. This is further described-in (D)(5).

Helping Principals Succeed as Evaluators: The success of the school system depends on the effective training of evaluators. City Schools has hired ~~fourteen~~ ~~of sixteen~~ fifteen Executive Directors for Principal Support who provide additional supports to City Schools' 198 principals in the form of mentoring and coaching primarily around instruction, feedback to teachers and evaluating staff. Local funds are being used to fund a series of professional learning experiences (e.g., online opportunities, off-site professional development course work and on-site, job-embedded sessions) for school leaders and their supervisors that build leadership skills and promote leadership actions in the schools. Part of these experiences will include rigorous training and ongoing support for all principal and educator evaluators so that they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to teachers. During the School Year 2012 – 2013, principals and qualified observers will participate in ongoing development around the Instructional Framework. This Development will include a certification process in which participants view teaching videos and rate teachers using the Instructional Framework. This certification process will prepare them to observe and provide feedback to teachers at their school site.

Linking Compensation to Effectiveness: City Schools has begun implementation of a new educator compensation system jointly developed with the BTU, which links compensation with differentiated job responsibilities, professional growth, and student outcomes. City Schools and BTU are in agreement that old barriers of linking salary to time in the classroom and educational attainments should be removed (as Race to the Top has urged states and districts to do). Instead, the new system, which the district and union are committed to jointly implementing is performance-based: It links teacher compensation to job responsibilities (Career Pathways) and Achievement Units (AUs) linked to student outcomes and professional development specifically identified to improving student achievement (Intervals). Teacher compensation is now based on how well teachers teach and students learn. In addition, through the new career ladder that encourages and rewards leadership, teachers are able to advance in their profession and grow into a range of teacher leader roles, and development opportunities along the Career Pathways that the district has established. As of year 3, the district offers 118 AU-bearing PD opportunities. Beginning in the fall of 2011 (Year 2), the Joint Oversight Committee released the peer review process for becoming a Model teacher based on learner achievement, instruction and support, professional development and growth, and leadership. In May of 2012, 100 teachers successfully completed the process and now have the designation of Model teacher. In the fall of 2012 (year 3), the JOC hired AIR to conduct an analysis of the peer review rubric and offer revisions that will be used in the spring of 2013. By the end of year 3, the JOC expects 2 additional cohorts of Model teachers. In addition, the JOC will release peer review criteria for both movement from the Standard to Professional and Model to Lead pathways. The Office of Human Capital and the Career Pathway Service Center (CPSC) will assist educators in understanding their placement and movement along the career pathways.

- City Schools has established four new Career Pathways for teachers and educators in the district: Standard, Professional, Model and Lead:
- Standard Teacher: Early career teachers advance as they gain content knowledge, pedagogical content knowledge, earn AUs, and are successfully evaluated;



- Professional Teacher: Teachers who enter the district with multiple successful years in the classroom, have progressed through the Standard pathway or have been evaluated successfully by the Professional Peer Review Committee;
- Model Teacher: Teachers who receive successful evaluations, who demonstrate evidence of student learning, and leadership; and who serve as models to improve the practice of other teachers in the district; and
- Lead Teacher: Teachers who consistently demonstrate outstanding evidence of student learning, who receive consistently outstanding evaluations, who have a record of leadership, and who have extensive experience with professional development and school and classroom data.

In order for teachers to move between Career Pathways, they must demonstrate effective and highly effective performance in multiple ways – through ratings on their annual evaluations, professional learning activities they have engaged in, student work evidence, as well as student test scores. To move to the highest levels, the Model and Lead Pathways, a teacher must obtain approval by the Professional Peer Review Committee. The Professional Peer Review Committee participates in extensive training to ensure they understand the scoring tool and the process of norming evidence. The Joint Governing Panel has developed the processes and protocols used for scoring and reporting peer review scores for candidate profiles. The JOC must ultimately approve any recommended candidates.

Race to the Top funds have allowed City Schools to fund the initial placement of educators onto the model pathway in years 1 and 2. According to current City Schools’ estimates, in 2012 – 13 approximately:

- 4087 teachers are on the Professional Pathway (68%);
- 613 (10%) teachers are currently on the Model Pathway. There are 2 opportunities in year 3 for teachers to participate in the peer review process. All educators on the Professional pathway can apply to become Model. The success rate is about 40%
- 1 Lead Teacher Pathway; and
- 1293 teachers (22%) on the Standard Pathway

Race to the Top funds will be used to support these differentiated, performance-based pathways for teachers in years 2-4. Only teachers who meet performance benchmarks will be able to access the new pathways funded by RTT dollars. General funds will be used to further support and continue the new compensation system during and beyond this grant.

Differentiated compensation for principals consisting of pathways has been negotiated with the Baltimore City Public School Administrators and Supervisors Association (PSASA) as well.

- City Schools has established four new Career Pathways for principals in the district: Standard, Professional, Transformational, and Distinguished:
- Standard Principal: Beginning Administrators, with access to additional supports for development of core instructional leadership skills and key school operation tasks
  - Professional Principal: Administrators focusing on development of strategic leadership skills and improving student achievement
  - Transformational Principal: Administrators with demonstrated success in school achievement and leadership effectiveness; will play leadership roles (e.g. mentoring peers, creating and leading PD, or serving at chronically low-performing schools)

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## Section D Great Teachers and Leaders

- Distinguished Principal: Exceptional leaders with demonstrated success in improving chronically low performing schools or consistently exceeding effective leadership expectations

Through the new PSASA contract, the PSASA JOC composed of City Schools and PSASA leadership will establish criteria and processes by which principals will move within and across leadership pathways. These criteria will align with the School Leader Framework. In addition, principals have an opportunity to earn Leadership Units for approved professional development.

Removing Ineffective Educators and School Leaders: Under the new evaluation system, City Schools will follow the State's guidance regarding removing ineffective teachers and principals after they have had ample support and opportunities for improvement, including additional supports and professional development.

Assessing Evaluation Data and Informing Professional Development:

To support the new evaluation system, the district has designed an online portfolio portals for educators and school leaders. This platform went live in SY 2011- 12 and provides a variety of functions, including the collection of evaluation and performance data (e.g., observations, growth measures, etc.) as well as access to the evaluation data for evaluators and those who are evaluated. This information will be linked to professional development opportunities in SY 2012 - 13, including the AUs that will be provided by City Schools to support teachers in their area(s) of need, as described later in this section.

Further, once the new educator evaluation system is in place, the district will publish data each year on educator evaluation data, methods, procedures, and results.

**Section (D)(3): Ensuring Equitable Distribution of Effective Teachers and Principals**

Baltimore City Schools will support locally negotiated financial incentives to reward educators rated "highly effective" who take assignments in the district's low-achieving schools, including educators in STEM, special education, and ELL and in Tier I and Tier II schools. This program is embedded in the framework of the contract between City Schools and BTU, and it will be designed in conjunction with the incentive program authorized under the Education Reform Act of 2010, once MSDE issues appropriate regulations and guidance regarding matching funds. In addition, once the new evaluation system is in place, the district will prohibit educators rated "unsatisfactory" or "ineffective" for two years in a row from working and/or filling vacancies in the district's persistently low-achieving schools. Additionally, City Schools will seek to participate in the MSDE's Teach for Maryland Consortium as well as Officers to Principals preparation program to help to support educators and schools leaders for work in the district's neediest schools.

**Section (D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs**

Baltimore City Public Schools will support MSDE's efforts to improve teacher and principal preparation programs.

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**Section D Great Teachers and Leaders**

**Section (D)(5): Providing Effective Support to Teachers and Principals**

Baltimore City Public Schools' staff will actively participate in the various MSDE-sponsored activities and funnel lessons learned and new approaches into site-based professional development opportunities throughout the district. State-led activities that will build capacity in City Schools include:

- Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives;
- Induction Program Academies, including City Schools' local Induction Program
- Priority Schools Academy, including principals from the district's persistently lowest-achieving schools;
- Maryland's Principals' Academies, for appropriate principals in their first five years;
- Aspiring Leaders' Academy; and
- Executive Officers Network, for City Schools' Executive Officers.

Continuing in School Year 2012-2013, City Schools is implementing a new teacher induction and mentoring program for new teachers in compliance with all the requirements of COMAR 13A.07.01, as noted in (D)(2). This includes school-based mentoring for all non-tenured teachers, New Teacher Institutes for teachers in years 1, 2, and 3, and courses to develop and improve skills. The district will provide training and development for school-based mentors at each site through access to Mentor Forums, the Mentor WORKS, and Mentor Professional Learning Communities (PLCs), although the mentor position will be funded by each school in accordance with Fair Student Funding (FSF) guidance.

Existing staff will oversee the induction program and struggling teachers, monitor compliance and teacher progress, work with Baltimore City Teaching Residency (BCTR) and Teach for America (TFA), and assist in the development of courses and institutes. City Schools is using Race to the Top funds to fund one full-time mentor coordinator, along with one full-time struggling teacher coordinator for the district. In addition, the district has hired a coordinator of school-based mentoring, along with three full-time District mentors who will work with high priority schools; through these efforts, City Schools expects to intensely support more than 30 percent of all teachers over the next three years. These District mentors directly support school-based mentors at those sites (paid for by the district) to build capacity, and provide feedback and job-embedded support to mentors. An analyst was also hired using Race to the Top funds to support the work of the full-time mentor coordinator and the three coordinators. The work of these individuals will be sustained beyond the life of the grant. Currently district discussions are determining the ongoing costs associated with this work. The district is committed to sustaining and providing consistency of the work as initiated through the RTTT funded years.

Principals now receive a high level of support through the creation of Executive Directors for Principal Support positions, whose responsibilities are to advise, assist, and support principals across the district. 16 positions have been created, 6 of which are funded through Race to the Top. Fifteen of the sixteen positions have been filled. Where appropriate, new or struggling principals will be assigned a principal mentor. Local funds will be used to support a series of professional learning experiences for school leaders and their supervisors that are directly tied to the standards for effective school leaders developed under the City Schools' effectiveness framework, as mentioned earlier in (D)(2).

## **Evaluation of Professional Development**

Teachers earn Achievement Units for participation in City Schools' professional development activities, a component of their evaluation, which necessitates an improved system for tracking professional development. City Schools has aligned the professional development offerings with student achievement goals and outcomes for the current year. We have implemented a data system to enroll teachers in district-offered professional development to track completions and Achievement Units earned. The project team has built this new platform off of the Oracle Learning Management Module to fulfill these requirements.

To meet the need of alignment of professional development offerings to student achievement, City Schools developed a new Professional Growth System. This solution is built on a framework of identifying instructional needs, addressing the needs through professional development, monitoring teachers' completion of professional development, and evaluating the effects of professional development. City Schools will formalize the professional development components and align these to student learning outcomes. The teacher portfolio of professional development may then be used to inform evaluation and compensation levels, consistent with locally bargained agreements. The Professional Growth System may gone through multiple phases since the initial launch, with each phase providing additional improvements based on the feedback provided by teachers and staff that utilize the platform. In 2013 the system will be reviewed during a fourth phase of the project to continue improving functionality and connectivity with other district platforms and data management structures.

City Schools trained teachers, principals, and supporting district offices to use the tracking system. Principals will monitor teacher completion of professional development courses and suggest opportunities based on teacher evaluation and student achievement outcomes. As this new professional development data comes in, City Schools will use available data including teacher feedback, surveys, and student results and other measurements to make decisions about professional development offerings as a formalized review and revision process. Once available, City Schools will align the professional development offerings to work within the MSDE courses offered on the OIT so that City Schools' system may be able to "talk" to the this tracking format.

Although the State's application discussed plans to track professional development through the OIT, City Schools has decided to use Race to the Top dollars to develop a local tracking system and capture video of exemplary classroom teaching for professional development and coaching – partly because existing data systems make it possible to do this quickly, and partly because Race to the Top places a premium on teacher development and growth. As such, Project CYCLE (Capturing Your Classroom: A Learning Experience) is being piloted currently in 7 schools. This project provides opportunities for teachers to use innovative video technology in the classroom coupled with targeted mentoring strategies to reflect on and improve their instructional practice. This pilot program will go through the 2013-14 school year and will be evaluated for its impact on teaching and learning in the pilot schools. Continuation and possible scale-up of this project are being considered by the district. Funding for continued efforts beyond RTTT will be sought through partnerships with outside foundations, universities, and other non-profit organizations.

## **Areas of Alignment with the State**

## **Section D Great Teachers and Leaders**

City Schools' proposals for Section D are well-aligned with the State's Race to the Top application. As Section (D)(2) requires, new evaluations will be developed that blend the State's growth requirements with local flexibility; City Schools will use the evaluations for major decisions such as tenure, compensation, professional development suggestions, movement up the career ladder, and dismissal. City Schools also will use the evaluations to ensure that only teachers/leaders who are rated "effective" and higher under the new evaluation system will be allowed to fill vacancies in low-achieving schools, as suggested in Sections (D)(2), (D)(3), and (E)(2). Enhancements to City Schools' data systems will allow it to offer, tailor, track, and evaluate professional development for teachers, parallel with and hopefully linking to the State's similar efforts in Section (D)(5).

### **Conclusion**

There is no greater responsibility the district has than to ensure that effective, dedicated, and motivated teachers and leaders work in City Schools. The district's plans are aligned with the State's Race to the Top application on issues of evaluation, compensation, and career development. City Schools is seeking Race to the Top funds to enact many of these proposals as described above, in conjunction with local revenue sources. The district believes that the proposals in this section, combined with others in the entire Scope of Work, will enable it to meet its ultimate student achievement goals.

### **ACTION PLAN: SECTION D**

#### **Goal(s) for Projects 4-9: Effective Framework for Educators and School Leaders**

- Develop and implement a rigorous, transparent and fair annual evaluation system for all educators that:
  - Complies with the State Framework;
  - Incorporates measures of student learning and growth;
  - Uses multiple measures that are locally agreed upon, fair, valid, reliable, and useful; and
  - Reflects research and evidence-based best practices, as well as the best combined thinking of City Schools' educators around what defines excellent teaching and learning.
- Use evaluation results to inform human capital decisions, including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation.
- Implement an induction and mentoring system that complies with the state regulations of COMAR.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i - iv) (D)(3)(i - ii) (D)(5)(i - ii)					Note: "Y" denotes support through general funds, federal grants, or private sources
1. Analyze data collected from the 2011-2012 Teacher Evaluation Pilot.	(D)(2)(i)	4	June 2012- August 2012	Jennifer Bell- Ellwanger, Achievement and Accountability Officer	Measures of educator effectiveness that: (i) differentiate based on performance; and (ii) correlate with student growth.	N
2. Hire Director of Evaluation	(D)(2)(ii)	4	May 2012 – August 2012	Jennifer Bell- Ellwanger, Chief Achievement and Accountability Officer	Dr. Ryan Balch is the Director of Teacher Effectiveness and Evaluation.	Y
3. Participate in State field test and training for the new educator evaluation system to develop student growth measures, data systems, and evaluation instruments. This will be done at all Baltimore City Schools.	(D)(2)(i), (D)(2)(ii)		September 2012 July 2013	-Kim Lewis, Chief Human Capital Officer  Jennifer Bell- Ellwanger, Chief Achievement & Accountability Officer  Sonja Brookins Santelises, Chief Academic Officer	Information from pilot process will help ensure the fairness, reliability and rigor of the new system.  Student growth measures, data system, and evaluation instruments refined	N

<p>4. Family Community Engagement Office will work with consultant to develop an engagement curriculum for teachers and parent leaders focused on relationships for student success. Particular focus areas include Common Core and accessing and understanding student data by parents.</p>	(D) (5)	5	September 2012	DeRay McKesson, Special Assistant to the Chief Human Capital Officer Michael Sarbanes, Director of Communications and Engagement	Execution of contract; training of key staff.	N
<p>5. Use consultant to train youth at 5 schools to be technology coaches for parents</p>	(D)(5)	5	October 2012- September 2013	Michael Sarbanes	Hire consultant, train students, track time spent with parents.	N
<p>6. Train 50 teachers at 6 focus schools to initiate a campaign with families and communities focused on a particular school priority.</p>	(D)(5)	5	October 2012 – September 2013	Michael Sarbanes	Hire consultant, choose schools, train teachers, create committee	N
<p>7. Design or purchase technology solutions both hardware and software for collecting evaluation and performance data (i.e. observations, portfolios, classroom video) for evaluation and compensation system users (i.e. principals, teachers) including qualitative measures and the calculation of growth measures.</p>	(D)(2)(ii)	6	October 2010 – June 2012	Sonja Brookins-Santelises, Chief Academic Officer Shashikanth Buddula, Manager, IT Support Systems	Technology solution for data collection established.	Y
<p>Phase 2 – Integration of academic evaluations with compensation workbench for any salary adjustments relevant to the outcome of the</p>			January 2012	Shasi Buddula, Manager IT Support Systems	Created academic evaluations that align to the District Goals set forth in the Union Contracts as they align to the Race to the Top Grant	Y

evaluation.									
8. Fund the contract for the student performance system (Data Link) development	(D)(2)(ii)	6	June 2012 – June 2013	David Goldsborough, Director of IT Support Systems	Payment of contract	N			
9. Refining algorithms to compute student growth estimates (from VAM or SLOs) as a part of the evaluation rating.	(D)(2)(ii)	4	October 2011- March 2013	Jennifer Bell- Ellwanger, Chief Achievement & Accountability Officer Sonja Brookins Santelises Shashikanth Buddula, Manager, IT Support Systems	Accurate evaluation score across all components generated.	N			
10. Establish and refine internal procedures and protocols for conducting and implementing local educator evaluations (i.e. frequency of evaluation, who will serve as evaluators, etc.) in conjunction with the City Schools/BTU Joint Governing Committee.	(D)(2)(iii)	7	November 2011- September 2012	Kim Lewis, Chief Human Capital Officer Mike Frist, Chief Financial Officer	Mutual agreement with BTU and PSASA on the set of procedures and protocols established.	Y			
11. Create online educator and school leader portfolio portals to link evaluation, student achievement, professional development, and human resources data so that educators and managers can easily access information. The creation of the Data Warehouse will also facilitate access and convenience of this data.	(D)(2)	6	January- 2011 – January 2013	Shashikanth Buddula, Manager, IT Support Systems	Online portal connecting various data points created. The Data Warehouse work will take place in Years 2 and 3.	Y			



12. Develop materials and provide foundational training for evaluators, and those who are evaluated, and relevant central office staff on new educator evaluation system.	(D)(2)(iii)	5	July 2012 – September 2013	Molly Rath, Director of Communications Kim Lewis , Chief Human Capital Officer Sonja Brookins-Santelises, CAO Jennifer Bell-Ellwanger, Chief Achievement & Accountability Officer	Evaluators demonstrate effective evaluations of educators. Completion of pilot evaluation guide and distribution to all teachers and stakeholders.	Y
13. Use data and research to inform, develop & implement procedures to inform human capital decisions including, but not limited to, professional development, hiring, assignment, promotion, tenure, dismissal, grievance and compensation.	(D)(2)(iv)	7	December 2012 – June 2013 (develop)	Jennifer Bell-Ellwanger, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis , Chief Human Capital Officer	Locally agreed upon set of procedures developed. Use of procedures by district staff.	Y
14. Utilize three Human Capital temporary positions to complete the work of CPSC.	(D)(2)	7	October 2012-September 2014	Nakeia Drummond, Contract Implementation Specialist Kim Lewis, Chief Human Capital Officer DeRay McKesson,	Continue to fund, monitor staff progress	N

15. Hire a Compensation and Contract Implementation Manager and two Compensation and Contract Implementation Specialists to manage development and use of tools necessary to implementation of relevant contracts, such as Performance-Based Evaluation Systems, to ensure tools leveraged to increase student achievement.	(D)(2)	7	June 2012 – September 2014	Special Asst to HC Officer Nakeia Drummond, Contract Implementation Specialist Kim Lewis, Chief Human Capital Officer DeRay McKesson, Special Asst to HC Officer	Hire, monitor progress	N
16. Hire 2 full time staff persons for PSASA JGP	(D)(2)	7	October 2012 – September 2014	Nakeia Drummond	Hire, monitor progress of implementation of the PSASA contract	Y
17. Provide professional development and support to supervisors to assist educators in establishing individual professional development plan and identifying learning needs.	(D)(2)	5	February 2012 – September 2012, ongoing	Tisha Edwards, Chief of Staff Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis, Chief Human Capital Officer	Observational measures of supervisors completed. Educators' professional development plans completed.	Y
18. Provide professional development and extra support, including mentor, for educators -particularly those who are identified as needing additional support.	(D)(2)(iv)	8	November 2011 – ongoing	Jarrod Bolte, Director of Teacher Support and Development	Observe mentors working with and providing feedback to educators to determine effectiveness in enhancing educators' performance. Data on educators' meeting	Y

<p>19. Adopt and implement incentive program to support locally negotiated financial incentives to reward educators rated "highly effective" who take assignments in low-achieving schools, including support educators in STEM, special education and ELL and Tier I and Tier II schools.</p>	(D)(3)		Spring 2013	<p>Jennifer Bell- Ellwanger, Chief Achievement &amp; Accountability Officer</p> <p>Sonja Brookins-Santelises, Chief Academic Officer</p> <p>Kim Lewis , Chief Human Capital Officer</p>	<p>educator effectiveness metrics in evaluation.</p> <p>Data on educator evaluation ratings compared across all schools in district</p>	Y
<p>20. Prohibit educators rated "unsatisfactory" or "ineffective" for two consecutive years from working and/or filling vacancies in the district's persistently low-achieving schools.</p>	(D)(3)		2012-2014, ongoing	<p>Jennifer Bell- Ellwanger, Chief Achievement &amp; Accountability Officer</p> <p>Sonja Brookins-Santelises, CAO</p> <p>Kim Lewis , Chief Human Capital Officer</p> <p>Tisha Edwards, Chief of Staff</p>	<p>Data on educator evaluation ratings collected.</p>	N
<p>21. Publish district data on educator evaluation data, methods, procedures and results.</p>	(D)(2)(iv)		August 2013	<p>Jennifer Bell- Ellwanger, Chief Achievement &amp; Accountability Officer</p> <p>Kim Lewis , Chief</p>	<p>Public report of aggregated educator evaluation released.</p>	N

22. Continue to develop, implement and refine the new teacher induction and mentoring program based on feedback and evaluations of the first Institute. Continue the work of the district mentors through the duration of the grant	(D)(2)(iv)	8	October 2011-September 2014	Human Capital Officer Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis, Chief Human Capital Officer Jarrod Bolte, Director of Teacher Support and Development	Syllabus for the induction program completed Feedback from new teachers regarding the effectiveness of the training is written and new teacher evaluations and new teacher retention data completed Feedback and monitoring of the mentoring work, revisions and refinement of the work.	Y
23. Participate in Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives	(D)(5)	9	2012-2013 (face-to-face)	Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis, Chief Human Capital Officer	Appropriate designated staff will attend all MSDE sessions.	Y
24. Attend State Induction Academies for local Program Coordinators and mentors. Coordinator of Site Based Mentoring, Director of Teacher Support and Development along with Site-based Mentors attended.	(D)(5)	9	Dates TBD by MSDE	Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis, Chief Human Capital Officer	Appropriate staff will attend all MSDE sessions.	Y
25. Participate in MSDE's Priority Schools and Maryland's Principals' Academies for appropriate principals.	(D)(5)		Dates TBD by MSDE	Sonja Brookins-Santelises, Chief Academic Officer Kim Lewis, Chief Human Capital Officer	Appropriate staff will attend all MSDE sessions.	Y

26. Attend MSDE's Aspiring Leaders' Academy and Executive Officer professional development opportunities.	(D)(5)			Dates TBD by MSDE	Principals Kim Lewis, Chief Human Capital Officer Executive Officers	Appropriate staff will attend all MSDE sessions.	Y
<b>Optional Activities:</b>							
1. Develop, implement communications strategy to inform stakeholders about new educator evaluation system.	(D)(2)	5		July 2012- June 2013	Molly Rath, Director of Communications		Y

### Year 3 Activities

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Career Pathway Services Center	(D)(2)(iv)	7	March 2011 - September 2014	Kim Lewis, Chief Human Capital Officer	Continued operation of the Career Pathway Service Center for addressing teacher and educator questions and concerns regarding the Career Pathway model and AU requests.	Y
2. Communications to teachers around contract and evaluation implementation	(D)(2)(iv)	7	September 2012- September 2014	Kim Lewis, Chief Human Capital Officer	Implement multimodal communication activities to ensure that teachers are informed of contract and evaluation progress and opportunities available to them.	Y
4. Hire Consultants around the human capital work associated with the teacher contract	(D)(2)(iv)	7	August 2011- September 2012	Jennifer Bell-Elwanger, Chief Achievement and Accountability Officer	Support the complex systems associated with the evaluation of the teacher contract as well as the sourcing and recruiting of candidates for key positions.	Y

**Year 4 Activities**

- Continue to implement new performance-based compensation system jointly developed with BTU, which ties compensation with job responsibilities, development, and student outcomes
- Implement the district-wide new educator evaluation system that includes measures of student learning and growth, as well as other factors, and use it annually to evaluate all educators, this will occur by the 2013-2014 school year.
- Continue supports provided through City Schools Induction and Mentoring programs

**Goal(s) for Project 10: Data Systems Enhancement**

- Professional development will be aligned to student achievement goals and outcomes.
- The effectiveness of professional development offerings will be evaluated in correlation to student achievement, when possible.
- Professional development offerings will be captured, organized, evaluated as Achievement Units and applied to the new teacher effectiveness and compensation model.
- Classroom Teaching will be captured and made accessible to teachers as part of their professional learning and coaching cycles for growth.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: YES/NO
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(5)(i - ii)					
6. Working with Joint Oversight Committee and Joint Governing Panel to align Professional Development system to Achievement Units and align with the criteria established.	(D)(5)(i - ii)	10	June 2011 – June 2012	Sonja Brookins-Santelises, Chief Academic Officer  Jennifer Bell-Ellwanger, Chief Achievement & Accountability Officer	By June 2012, the catalog components will be organized into a logical system with assigned units. As sections become available they will be posted into the catalog system. The catalogue is now organized by Achievement Units and Courses.	N
10. Create and test a metric to link professional development activities	(D)(5)(ii)	10	January 2011 – June 2012	Jennifer Bell-Ellwanger, Chief	By June 2012-2013, a performance metric will be	N

to student achievement outcomes and to inform teacher effectiveness measures.			2013	Achievement & Accountability Officer Kim Lewis , Chief Human Capital Officer Sonja Brooks-Santelises, Chief Academic Officer	designed and tested.	
11. Establish the reporting capabilities between professional development units and student outcomes within the data warehouse.	(D)(5)(ii)	10	By January 2013	Jennifer Bell- Ellwanger, Chief Achievement & Accountability Officer Jerome Olberton, Chief Information Technology Officer	By January 2013, capacity for building reports to analyze the effectiveness of professional development activities and pathways will be developed and tested.	N
12. Cameras and software for Professional Development and Coaching installed and accessible (Project CYCLE pilot project)	(D)(5)(i-ii)	10	September 2012- November 2012	Sonja Santelises, Chief Academic Officer	Set up of cameras and software for Coaching and professional development	N
13. Implementation of Classroom coaching and Video Capture. (Project CYCLE pilot project)	(D)(5)(i-ii)	10	September 2012 –2013	Sonja Santelises Chief Academic Officer	Teachers and mentors will engage in bi-weekly cycles of development using video technology and standards-aligned mentoring strategies Pilot project will engage teachers and mentors during the 2012-13 school year. Pilot project will be evaluated	N
<b>Optional Activities:</b>						

1. All PD activities will be linked with Human Capital databases to inform teacher performance portfolios.	(D)(5)(i – ii)		January 2011 – January 2012 <del>2012</del> 2013	Kim Lewis , Chief Human Capital Officer  Jennifer Bell- Ellwanger, Chief Achievement & Accountability Officer  Jerome Oberlton, Chief Information Technology Officer	By January 2012, systems will be organized to create a link between Human Capital and Professional Development.	N
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**Year 4 Activities**

- Make recommendations for revisions of professional development components and pathways, by June 2014.
- Provide a formalized review process for professional development components and pathways based on multiple data sources. By June 2013.
- Establish the reporting capabilities between professional development units and student outcomes within the data warehouse.
- Possible scale-up and continued implementation and evaluation of Project CYCLE.



### Highly Qualified Staff

#### **No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

#### Plans for Reaching the 100percent Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.<sup>1</sup> In this section, each LSS should address the factors that prevent the district from attaining the HQT benchmark goals. Please see the instructions on the next page.

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<sup>1</sup> Section 2141(a) of the Elementary and Secondary Education Act.

**Instructions:**

1. Complete data tables 6.1 – 6.7.
2. Review the criteria associated with each table on the next two pages.
3. If the school system did not meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to all prompts for each criterion not met.
4. If the school system has met all of the criteria in the following data tables, no additional written response is required.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers As of SY 11-12</p> <p>73.9percent of all CAS courses were taught by Highly Qualified Teachers</p>	<p>The percentage of CAS is 94percent HQT or higher.</p>	<p>1. Describe where challenges are evident.</p> <p>The percentage of Highly Qualified courses has increased 4.4percent sin SY 09-10. Although there has been slight gains over the last three years, and lack of significant improvement in the CAS taught by HQT continues to be the result of: (1) the subject and grade level assignment of HQ eligible staff by principals in schools; (2) effective business system integration between the certification database and the scheduling database, and (3) correct assignments not being properly identified in the scheduling database.</p> <p>The increased principal autonomy through Fair Student Funding can create scenarios where principals agree to use teachers for specific subject areas, but are later found to assign teachers into classes or grade levels that make the teacher non-HQ. These actions at the school level counterbalance the district's efforts to provide a pool of HQ candidates for assignment to schools. Additionally, data tracking software currently used to assign staff to schools/positions does not include HQ data, making it more difficult for appropriate assignments to be made.</p>

		<p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u>.</p> <p>The Office of Human Capital implemented a new candidate-by-candidate approval process for new hires which includes a thorough credential review to ensure that each new hire is ineligible for Highly Qualified staff in schools.</p> <p>Additionally, timely Student Management System (SMS) snapshots will be used to validate all assignments in accordance with NCLB criteria. The reports will be shared with the Title I Office and relevant School Support Network staff. Human Capital Specialists in conjunction with the Highly Qualified Specialist will identify discrepancies and share information with school leaders. Specialists will work with schools using monthly nonHQ reports to help make improvements in Highly Qualified percentages.</p>
<p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools</p> <p>As of SY 11-12 47 percent of all CAS courses were taught by Highly Qualified Teachers in Title I Schools</p>	<p>The percentage of CAS in Title I schools is 100percent HQT.</p>	<p>1. Describe where challenges are evident.</p> <p>Challenges outlined for all schools are the same for Title I schools.</p> <p>2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.</p> <p>To address this challenge, the Certification Team has a dedicated HQ Specialist who monitors the HQ status of Title 1 employees. The HQ Specialist routinely reports school specific HQ data to principals and school leaders.</p> <p>To ensure that principals and other school leaders responsible for teaching assignments and course scheduling are trained to make the right decisions as they schedule classes, professional development and a variety of guidance documents were implemented prior to school opening. These initiatives were offered in order to provide a sound understanding of how grade level and content certificated employees should be assigned.</p>

		<p>Additionally, workshops for new principals will continue to be held regarding HQT placement requirements throughout this school year. City Schools will illustrate how it is giving a higher priority in placing HQT in its Title I schools for the 2012-2013 school year by developing internal controls to monitor Title I HQT compliance. The Office of Human Capital will: (1) implemented a new candidate-by-candidate approval process for new hires which includes a thorough credential review to ensure that each new hire ineligible for Highly Qualified staff in both non-Title I and Title I schools; (2) Monitor the voluntary transfer process in accordance with published guidelines. The guidelines allow teacher transfers between Title I schools and restricts HQT transfers out of Title I schools to non-Title I schools; (3) Monitor staff assignments by Human Capital Specialists along with the Highly Qualified Specialist to ensure adherence to NCLB and highly qualified requirements; (4) Collaborate with ITD and SMS division on developing a project plan to notify schools of any non-Highly Qualified instances each month.</p>
<p>6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason  There are a total of 5,164 courses not taught by NHQ teachers.  Expired Certificates: 745  Invalid Grade Level for Certificate: 181  Testing Requirements on Met: 640  Invalid Subject for Certification: 2,576  Missing Certification Information: 755  Conditional Certificate: 267</p>	<p>The combined percentage total of NHQT across all reasons is less than 10percent.</p>	<p>1. Describe where challenges are evident.  A lack of improvement in the CAS taught by HQT continues to be the result of: (1) school leadership's knowledge of HQ when assigning eligible staff to subject and grade level placements; (2) effective business system integration between the certification database and the scheduling database; (3) correct teacher assignments in the classroom not properly identified in the scheduling database; (4) not timely processing of certification documents.</p> <p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u>.  Office of Human Capital implemented a new process for hiring teachers for all schools which includes checks and hard-stops to prevent the hiring of non-Highly Qualified staff.</p>

		<p>To ensure that principals and other school leaders responsible for assignments and scheduling are trained to make the right decisions as they schedule classes, professional development and a variety of guidance documents were implemented prior to school opening.</p> <p>Lastly, Certification Specialists have satisfactorily completed the Certified Authorized Partner (CAP) training program and internship through MSDE. As a CAP, Specialists are authorized to review certification credentials and issue MSDE certificates according to regulatory requirements.</p>
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary Schools High Poverty and Low Poverty Schools.</p>	<p>The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).</p>	<p>1. Describe where challenges are evident.</p> <p>For the 2011-2012 school year the percentage of HQ teachers in high poverty schools at the elementary level was greater than its low poverty counterparts. At the secondary level however, the reverse is true. Only 63percent of CAS in high poverty schools are taught by HQT compared to 78percent in low poverty schools. There are challenges with recruiting HQT at the secondary level. For example, the pool of certified HQ candidates is significantly greater at the elementary level, than at the content-specific secondary level. As a district we have difficulty recruiting HQT for foreign language, special education, math and vocational education subjects. Additionally, the traditional challenges that come with teaching in a high-poverty school, such as lower student attendance rates and working conditions, for example, have an impact on the ability to recruit and retain HQT for those schools.</p> <p>2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.</p> <p>We attribute the progress to having highly qualified teachers in the classroom to such programs as Baltimore City Teacher Residency, Teach for America, Urban Teacher Center, City Schools' voluntary transfer policy, and</p>

<p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.</p>		<p>partnerships with local colleges to support the Paraprofessional to Teacher Program; the Paraprofessional to Teacher Program enables paraprofessionals to transition into certified and highly qualified teachers. Additionally, we've engaged in comprehensive recruitment practices which have placed highly qualified teachers in positions throughout Baltimore City Schools.</p> <p>The reorganization of the Office of Human Capital includes a new teacher effectiveness team, which will provide additional capacity, and therefore the ability to more effectively recruit HQT and monitor the equitable distribution of HQT across the district. The expansion of the school support networks has also provided direct support to schools as needed.</p> <p>The following program strategies and activities proved to be successful and will therefore continue for the 2012/2013 school year: 1) HC specialists will monitor the HQ status of title I school staff through the examination of HQ reports; 2) HC specialists will guide school principals in the correct placement of teachers into positions that align with their specific certification areas; 3) Through the collaboration with TFA, UTC and BCTR we were able to staff hard to fill positions which in the past were challenging to fill. These efforts again resulted in starting the school year with the one of lowest percentages of teacher vacancies in recent years; 4) Tailor the recruitment plan to address hard to fill positions such as foreign language, STEM and vocational subject areas across the district; 5) HC staff will attend targeted job fairs to recruit for specific content area needs.</p>
<p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>The percentage of inexperienced HQT in CAS in high-poverty schools is not greater than the percentage of experienced HQT in CAS in low-poverty schools.</p>	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident. The percentage of inexperienced HQT in CAS in high poverty schools is greater than the percentage of inexperienced HQT in CAS in low poverty schools.</li> <li>2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence</li> </ol>

		<p>does the school system have that strategies are in place are having the intended effect?</p> <p>Identifying highly qualified teachers in the areas of foreign language STEM and vocational subject areas has presented a challenge to BCPS. Increasing the number of HC Specialists and utilizing our partnerships with Baltimore City Teacher Residency, Teach for America and Urban Teacher Center has proven to be effective strategies. As a result the district started the school year with one of the lowest percentage of teacher vacancies in recent years and more highly qualified teachers instructing in classes.</p> <p>Additionally, during the voluntary transfer process, City Schools highlighted the higher poverty schools during the registration process as one way to encourage more experienced staff to transfer into these schools.</p> <p>In an effort to support highly qualified teachers, we will continue to provide professional development opportunities, and maintain strong partnerships with our pipeline programs. Utilizing these resources will identify and support the development of more highly qualified teachers for Baltimore City Public Schools.</p>
<p>6.6: Attrition Rates</p>	<p>Total overall attrition is less than 10percent</p>	<p>1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?</p> <p>Baltimore City Public Schools has implemented the following programs to address staff retention. The New Teacher Institute, for example, is a crucial opportunity for teachers new to Baltimore City Public Schools to learn the necessary information and skills to successfully begin a teaching career in the district. Additionally, the new BTU contract encourages teachers to participate in professional development opportunities in order to advance. The district also offers systemic professional development opportunities,</p>

		<p>and ensures that all new teachers have mentors to support their continued growth and development. These programs ensure that teachers are supported in the delivery of quality instruction to all students. Additional professional development opportunities are provided through the implementation of the new BTU contract to help teachers maintain their HQ status. The district's tuition reimbursement program also allows teachers to take the courses that they need in order to keep their certification active.</p>
<p>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools 100percent qualified Paraeducators are assigned to Title I schools.</p>	<p>Percentage of qualified paraprofessionals in Title I schools is 100percent</p>	<p>1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.</p> <p>The Office of Human Capital will conduct internal monitoring for paraeducator placement on a monthly bases. Any non qualified paraeducators will have 14 business days to provide documentation or will be moved to a non-instructional position.</p> <p>Human Capital Specialists will only consider applicants for paraprofessional positions who meet highly qualified requirements. All applicants must complete the on line application and submit Para Pro score reports or official transcripts. No applicant will be moved to "recommended" and hired without review of substantiating documentation demonstrating highly qualified status.</p>



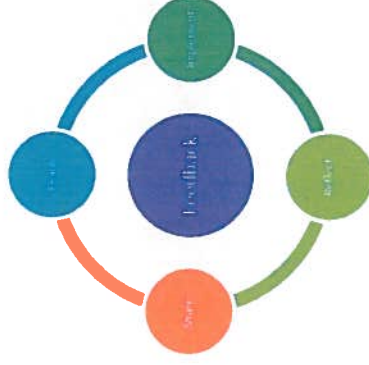
## High Quality Professional Development

### No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

Please provide your District Professional Development Plan (or the pertinent pages from your website).

Professional Development for teachers and administrators in City Schools has undergone a major revision over the past year and we are poised to build on the successes of the last year in our work for School Year 2011-2012. Below are links to online documents and web pages where professional development opportunities are advertised and accessible to employees throughout the year. Individuals register for course offerings through a portal called the Professional Growth System which is the tool we use to track participation and completion as well as Achievement Units earned. Achievement Units can be earned for completion of Professional Development activities and result in pay increases every time an individual's bank reaches 12. This is the implementation of a provision in the teacher contract that allows teachers to gain increases in base pay for Professional Development opportunities they are completing.

All Professional Development in City Schools must meet minimum of development that includes Learning, Implementation, also be connected to the larger work of the district and focused on make a clear distinction between Professional Development that other opportunities we consider "Training" which is shorter term a task, not focused on long term growth. More information about how these processes work can be found in the Professional



requirements and follow a complete cycle Reflection, Sharing, and Feedback. It must improving teaching and learning. We meets these minimum requirements and and teachers individuals how to complete our Professional Development model and Development Guide through this link.

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/5619/PDStandardsGuide-FINAL-053012.pdf>

Additional information about Professional Development in City Schools can be found on the Teacher Support and Development Homepage <http://www.baltimorecityschools.org/Page/16907>

Professional Development Opportunities are posted under the Professional Growth tab of City Schools Inside and are accessible through the following link. <http://www.baltimorecityschools.org/domain/241>

We also have a shared vision with schools that the best professional learning happens at the school site with peers and in an environment that is supporting to a teacher's professional growth. During the school performance planning process this year, schools were asked to identify goals for teacher professional growth and also develop the plan for implementation. Schools submitted those plans along with the plans for multiple 6-8 week Professional Cycles of Learning that will engage teachers in full learning cycles that focus on improving teaching and learning.

**In a brief narrative, describe how your plan addresses:**

**1. Underperforming Populations**

In the former life of School Improvement, Title I schools set-aside 10percent of their school based budgets for professional development. Although MSDE's waiver on School Improvement doesn't require this anymore, many schools still earmark a portion of their funds in this manner. Professional development include job-embedded content training for which teachers are provided stipends, consultants who support content development, etc.

**2. Transition to the new Maryland Common Core State Curriculum**

City Schools has made a major investment in the professional learning of our teachers specific to the knowledge teachers must have to implement the Common Core State Standards in the classroom. This summer we provided week long academies to teachers specific to their grade level and content area that focused on the content and teaching strategies to make the shift to the Common Core. A complete list of the summer PD opportunities can be found on City Schools Inside under the Professional Growth Tab. <http://www.baltimorecityschools.org/domain/241>

Schools also opted-in to district Common Core Supports that include basic and advanced courses focused on content and strategies. These courses run throughout the year and meet the requirements for our AU courses. They are self selected by the teachers, and in many cases teams of teachers from the same school engage in this learning together. A full list of these offerings can be found on City Schools Inside under the Professional Growth tab. <http://www.baltimorecityschools.org/domain/241>

A major emphasis has been placed on developing school leaders and Instructional Leadership Teams on the rigors of the Common Core and the leadership actions necessary to improve teaching at the school. Over the summer, teams from each school participated in a weeklong Leadership Institute sponsored by the CAO's office. During that time teachers and leaders were engaged in learning about the instructional shifts of the Common Core and how those shifts play out in instruction for the year. This learning will continue and build throughout the year as Instructional Leadership Teams from schools meet together monthly to share learning, learn new information and plan further implementation at their site.

### **3. Transition to the new teacher and principal evaluation system**

City Schools has developed an Instructional Framework and Rubric that exemplify the key actions for effective instruction in the classroom. This Framework and Rubric has become the focus of development efforts and is the key tool used to measure effectiveness of teachers from classroom observations. As we transition to a new teacher evaluation system, there is a need for the key actions of the Instructional Framework to be deeply understood and internalized by teachers in their day to day instruction. Over the past year, teachers took part in a 15 hour AU course focused the Instructional Framework and how that framework is actualized in the classroom. In the spring of 2012 the Instructional Framework was revised with the rigor of the Common Core in mind. Professional development was also revised and was redesigned to focus on the 9 Key Actions in the Teach domain. A 15 hour course will be offered for each of the 9 Key Actions to build teacher knowledge of the Framework and how it is actualized in the classroom.

We are also in the process of revising professional development course content for select AU courses in literacy and math to reflect the Key Actions of the Instructional Framework. This revision will help to connect the expectations for teaching to the content and rigor needed for instruction using the Common Core State Standards.

City Schools is also engaged in a project under the Race to the Top Grant to capture video of instruction and provide coaching to teachers to improve. This project is focused on utilizing the Instructional Framework as a development tool that can help to improve teacher effectiveness in the classroom.

## Teacher Induction

COMAR regarding teacher induction/mentoring and new reporting requirements are part of the Master Plan process were approved by the State Board of Education in 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

1. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.

City Schools' Comprehensive Teacher Induction Program is components. These components are designed to build year period, prior to achieving tenure, and engage them in overall effectiveness.

### New Teacher Institute

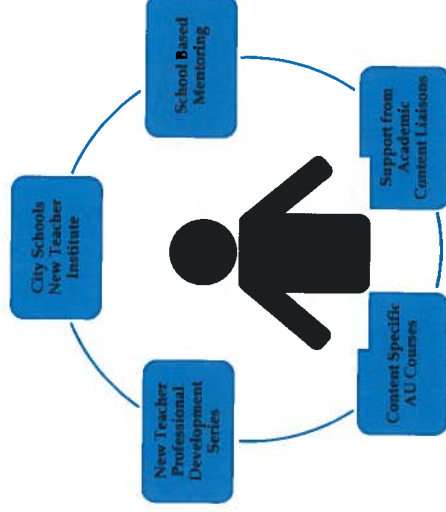
City Schools provides a twelve-day New Teacher Institute the necessary skills to begin a teaching career in City three parts that included an optional week focusing on processes and training on literacy assessments that are for all beginning teachers that introduces them to the city, Framework, and Classroom Management, and two days at and administrator.

### New Teacher Professional Development Series

Throughout the year, teachers are offered additional professional development that aligns with the specific needs of each grade level. Once a month, teams of teachers meet to develop collaborative solutions to common classroom challenges such as classroom management, engaging families, delivering explicit lessons and utilizing the City Schools Instructional Framework as a reflective tool to examine instructional practices. One hundred twenty-five (125) teachers successful completed this year-long commitment during the 2011-2012 School Year.

### Support from Academic Content Liaisons (ACL)

The structure of City Schools' central supports to schools allows for Academic Content Liaisons in literacy and math to work with groups of schools and teachers within the network structure. New teachers are able to access direct classroom support from ACLs who provide a host of



strategically broken down into 5 skills of early career teachers over a 3 multiple types of learning to improve

during which first year teachers learn Schools. The institute is composed of special education strategies and used in elementary school,, one week the curriculum, the instructional the school with a site-based mentor

supports including assistance with planning, modeling of lessons, and analysis of data. This support does not replace the supports of the Site-Based or District mentors, but rather provides the specific content expertise to the teacher.

#### Content Specific Achievement Unit (AU) courses

Over the past year, City Schools has developed over 60 courses that teachers can take to build skills in their subject area or grade level. These courses are geared toward improving teaching and learning and engaging teachers in a Cycle of Development that includes Learning, Implementation at their school site, Reflection, Sharing with others and Feedback from colleagues to improve instruction. These courses are conducted with both new and veteran teachers in the class, which allows new teachers to engage with experienced teachers in deep learning and sharing of practice.

Over the past 3 years, we have steadily built a system of site-based mentoring at each school for new teachers in years 1-3. This system includes processes for selection and identification, extensive professional development for mentors, time for new teachers to meet with and work with mentors, support focused on new teacher goals, and processes to track and measure the effectiveness of mentor supports in schools. Each new teacher works with a mentor for their first 3 years in the classroom with the overall goal of improving teacher effectiveness and retention in the classroom.

#### Standards for Effective Mentoring

City Schools Instructional Mentoring program is built on standards and expectations for highly effective mentoring. These standards were developed using a combination of research from the City Schools New Teacher Institute, experience and feedback from City Schools Site-based Mentors, and other district standards and expectation for teacher development. One set of standards highlights the significance of intentional learning experiences that move beginning teachers from understanding of theory and pedagogy to application and the second set of standards highlight the role of the mentor in building a culture of support for teaching and learning. Site-based mentors utilize the standards and expectations to assess current practices through a needs assessment on a quarterly basis. All professional development opportunities for mentors are aligned to the standards and expectations.

#### Mentoring Support Structure

City Schools has a variety of supports for mentoring. Within the Office of Teacher Support and Development, there is a Coordinator of Site-Based Mentoring and three District Mentors who are dedicated to providing professional development for site-based mentors, collaborating with mentors/coaches from alternative certification programs and providing school based support to mentors. All four positions are funded under the Race to the Top Grant. Over the course of the year, there are four different professional development series offered by this team. Each individual opportunity allows mentors to engage in professional learning for 15-20 hours. Each opportunity follows a coaching cycle that requires

participants to put theory into practice in a safe environment with new teachers in the schools. The various offerings allow each mentor in the district to select an opportunity that is most meaningful to his/her current level of performance as a mentor, the needs of the teachers and the goals of the school community.

Any school can receive support from a District Mentor; however, schools with high teacher turnover and a high percentage of new teachers are our highest priority and receive consistent, strategic support from a District Mentor. In these schools, the District Mentor visits the school at least twice a month to provide specific feedback to the Site-based mentor on his/her ability to impact the practice of beginning teachers. All supports are aligned to an action plan that is assessed quarterly. A school with District Mentor support can expect the following: two visits a month, a monthly update on best practices and pertinent information, arrangement of learning walks/peer observations, and quarterly goal setting.

Additional information about Mentoring and New Teacher Induction in City Schools can be found at the following websites:

Site Based Mentoring <http://www.baltimorecityschools.org/Page/16919>

New Teacher Support <http://www.baltimorecityschools.org/Page/16920>

City Schools currently employs 1600 new teachers in years 1-3, and there are 225 identified site-based mentors. This 1 to 9 mentor to teacher ratio allows new teachers the opportunity for frequent interaction with an instructional mentor. Based on TELL survey data, new teachers reported that the most common supports offered by a mentor were addressing student or classroom behavioral issues and reflecting on the effectiveness of my teaching.

**1. Data Regarding the Scope of Mentoring, including the number of probationary teachers and the number of mentors who have been assigned; and**

There are 1200 probationary teachers in years 1-3 and 225 mentors who provide support at the school site.

**2. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.**

Effectiveness of Induction/Mentoring: City Schools measures the effectiveness of Induction and Mentoring in three ways. First, we look at the retention data of our beginning teachers as a district and at the school level. Current data shows that we are retaining 65percent of teachers for three years, which is slightly higher than the national average for other urban districts, which is 56percent. There is still great variability in the 3 year retention data for each school, with some schools reaching 100percent retention and others much less. Our focus at this point is utilizing site specific data to target our efforts for teacher support and development to schools in which there is a high teacher turnover. By doing this, we look to stabilize the work force at school sites which will allow for greater reform to take hold. According to TELL Survey Data, 69percent of our teachers feel that the school administration makes a sustained effort to support new teacher development, indicating that our Induction/Mentoring programs must be clearly connected to the work of the school administrators.

The second measure of effectiveness for New Teacher Induction/Mentoring is the number, type and quality of support captured in the mentor work log. This online application captures the consistent, strategic supports that site-based mentors provide to all beginning teachers. By analyzing the work log, we can see the amount of time each beginning teacher interacts with a mentor, the type of supports provided to the new teacher, the focus of the interaction and the teacher rating of this support. During the 2012-2013 School Year, 2687 interactions were logged in the work log, demonstrating the various types of new teacher professional development, classroom observations, and one-on-one support new teachers received from Site-based mentors.

Finally, we learn from every professional learning opportunity in which mentors and beginning teachers engage. Through participant feedback and evaluation, City Schools analyzes the effectiveness of professional learning by looking at participant satisfaction with facilitation, relevance of the content covered and the probability of transferring the skill or strategy covered into practice. In the most recent professional development opportunity for Site-Based Mentors, 87.5percent of the participants left the week-long academy feeling fully prepared to create an effective structure for new teacher support at their school site. Data such as this allows the district to be responsive to the needs of the 12.5percent of the participants not yet prepared by visiting schools and providing direct support to those in need.

**Persistently Dangerous Schools**

- No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- **No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.**

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½percent) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

- 1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status.**

Schools placed on the Watch List for persistently dangerous received written notification that included the types of offenses that occurred in the school that resulted in inclusion on the list. School leadership teams were advised to implement interventions and strategies to address the behaviors to prevent the schools from moving into probationary status. The following schools were required to submit Corrective Action Plans (CAPs) due to their status as either a probationary or persistently dangerous school:

School #	School Name	Status
42	Garrison Middle	Persistently Dangerous
343	Baltimore Civitas Middle/High	Persistently Dangerous
344	Baltimore Rising Star Academy @ Laurence G. Paquin	Persistently Dangerous
431	Maritime Industries Academy High	Persistently Dangerous
4	Steuart Hill Academic Academy	Probationary Status
239	Benjamin Franklin High @ Masonville Cove	Probationary Status
263	William C. March Middle	Probationary Status
429	Vivien T. Thomas Medical Arts Academy High	Probationary Status



Baltimore City Public Schools (City Schools) utilizes a weekly stat process to identify schools in need of assistance based on suspension data. Multi-disciplinary teams are sent to the schools with high rates of suspension to examine the climate of the school and management procedures in place to address student behavior. School administrators are queried to determine what is needed to support the school. A plan is developed and implemented with support from Network staff.

Much of the work around improving climate and culture at City Schools has been done through revisions to the Code of Conduct. Code of Conduct underwent a major revision in 2007-2008 and has been revised annually since then. The focus of the work was to provide positive interventions and responses that would address student behavior in the educational setting and keep students in school. Code of Conduct Committee comprised of school-based, central office, parents, and community partners (including Open Society Institute, the Maryland Disability Law Center and the ACLU) reviewed Code of Conduct and recommended revisions.

To better support all schools before they enter Persistently Dangerous status, there is an increased focus on prevention and interventions at City Schools that includes:

- Use of alternatives to suspension, such as community conferencing, restorative justice, parent conference, peer mediation, etc.
- Expanded use of:
  - Student Support Teams (SST) in every school.
  - Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP) for all students with severe and/or chronic disciplinary incidents.
  - Targeted mental health services will be provided to 106 schools in SY12/13.
  - PBIS will be provided to 95 schools in SY12/13.
  - Maintained Parent Safety Line for parents and students to report incidents of bullying, harassment and intimidation.
  - School-wide coordinated bullying prevention and intervention programs.
- Professional Development for Staff by internal and external partners on:
  - Code of Conduct - Student Support Liaisons provide schools with professional development on discipline related policies and procedures. The Administrator's Student Discipline Handbook provides schools with step by step instructions on implementing the Code of Conduct. The City Schools website includes the handbook, Code of Conduct lessons to be used by teachers in the classroom, and City Schools suspension policies and regulations.
  - Gang Awareness - City Schools School Police offer a presentation on gang awareness to school communities. Presentations have been made to school staff, students, and community and parent groups. The City Schools website for school administrators includes the Gangs-Current Trends power point, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Gang Awareness Handbook, and the Parent's Guide to Gangs pamphlet.

- Bullying – Principals, Assistant Principals and other school support staff receive training on bullying every year. Student Support Liaisons work with schools to ensure that bullying/harassment policies and procedures are understood and followed. City Schools continues to update its internal bullying/harassment website that includes bullying resources and professional development information that school administrators can share with their staff.
- Student Support Teams (SST) – Professional Development on student support teams is provided throughout the year to address student issues/concerns around academic, behavior and /or social-emotional health that includes:
  - Enhancing the implementation and fidelity of student support teams through district-level, school-level and individual professional development.
  - Data Management of the SST and 504 Processes within the Student Management System (SMS), including enhancements to the Student Support Team and 504 modules to improve accuracy and fidelity of information reported.
  - Expanding the School Mental Health Initiative.
  - Central Student Support Team (CSST) for schools in need of additional supports and students in need of additional supports and alternative placements.

Attendance

Based on the Examination of the Attendance Data:

Cumulative Attendance Rate:

Grade	SY06/07	SY07/08	SY08/09	SY09/10	SY10/11	SY11/12
Elementary	94.1	94.3	94.7	93.6	94.1	93.7
Middle	88.3	90.2	92.7	93.2	93.6	93.3
High	82.7	83.6	83.5	82.6	82.3	81.2

Chronically Absent Student Rate:

District	SY06/07	SY07/08	SY08/09	SY09/10	SY10/11	SY11/12
District	27.6	24.7	22.5	23.8	24.7	22.5

Chronically absent students are students who missed more than 20 days of school and were enrolled for more than half of the school year.

Final Suspension Count by School Year:

District	SY06/07	SY07/08	SY08/09	SY09/10	SY10/11	SY11/12
District	16,752	14,744	11,059	9,712	11,068	11,394

Note: Prior to SY10/11, Asian/Pacific Islander was a single demographic group.

Subgroups by Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All students	Elementary	93.5	93.6	94.1	94.1	94.3	94.7	93.6	92.9	93.7
	Middle	86.6	86.5	87.6	88.2	88.3	90.2	92.7	93.2	93.1
	High	80.4	79.9	82.3	83.6	82.7	83.6	83.5	82.6	82.4
African American	Elementary	93.5	93.7	94.2	94.2	94.1	94.4	94.7	93.6	92.8
	Middle	86.6	86.5	87.8	88.2	88.3	90.2	92.8	93.4	93.2
	High	80.1	79.4	82.0	83.3	82.4	83.4	83.3	82.3	82.1
American	Elementary	90.4	89.3	91.7	92.4	93.0	93.7	93.6	92.7	92.5
	Middle	85.5	83.8	81.4	80.6	85.3	84.9	87.7	91.4	91.3
	High	82.7	82.8	84.0	84.0	80.1	77.3	83.9	88.1	91.7
American Indian/Alaskan Native	Elementary	96.0	96.2	95.7	95.6	96.2	95.6	96.2	95.3	95.2
	Middle	92.1	93.3	94.3	94.9	93.6	93.8	96.7	95.3	96.5
	High	88.5	88.0	90.9	90.4	89.9	91.1	90.2	90.4	88.5
Asian*	Elementary	94.8	95.1	94.6	94.4	95.1	95.4	95.7	95.1	95.0
	Middle	86.1	88.4	88.6	91.5	90.9	92.2	93.9	94.5	94.4
	High	84.4	84.1	82.1	83.5	84.8	85.6	85.1	82.7	81.2
Hispanic	Elementary	92.8	92.8	93.1	93.2	93.3	93.9	94.1	93.3	93.0
	Middle	86.7	86.4	85.4	87.3	87.3	89	91.1	91.2	91.6
	High	82.9	84.0	85.1	86.0	85.2	86.3	86.7	84.5	84.6
Hispanic Origin)	Elementary	96.0	96.2	95.7	95.6	96.2	95.6	96.2	95.3	93.4
	Middle	92.1	93.3	94.3	94.9	93.6	93.8	96.7	95.3	95.5
	High	88.5	88.0	90.9	90.4	89.9	91.1	90.2	90.4	91.6
Native Hawaiian/Pacific Islander*	Elementary	93.3	93.3	94.3	94.9	93.6	93.8	96.7	95.3	95.5
	Middle	88.0	88.0	90.9	90.4	89.9	91.1	90.2	90.4	91.6
	High	93.3	93.4	94.0	93.9	93.9	94.3	94.5	93.6	92.8
Free/Reduced Meals (FARMS)	Elementary	87.0	86.4	87.7	88.1	87.8	90.5	92.8	93.2	93.0
	Middle	95.6	95.5	95.0	95.2	95.6	95.9	96.3	95.5	95.6
	High	90.5	90.7	89.7	91.1	91.7	93.5	95.1	94.5	95.2
English Language Learner (ELL)	Elementary	90.5	86.2	85.7	87.9	90.2	92.8	93.5	92.4	91.6
	Middle	92.2	91.9	92.7	92.7	92.4	92.8	93.5	92.4	91.6
	High	83.3	82.8	83.9	84.5	84.9	87.1	90.6	91.2	90.9
Special Education	Elementary	72.5	71.2	73.7	75.6	74.9	76.6	80.8	77.0	76.8
	Middle	92.2	91.9	92.7	92.7	92.4	92.8	93.5	92.4	91.6
	High	83.3	82.8	83.9	84.5	84.9	87.1	90.6	91.2	90.9

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
  - Cumulative attendance is lowest at the high school level. The attendance rate for high school students is only 81.2percent, compared to 93.7percent for elementary school students and 93.3percent for middle school students.
  - Compared to SY06/07, cumulative attendance has increased by 5.0 percentage points for middle school students. However, cumulative attendance has declined by 0.4 percentage points for elementary school students, and 1.5 percentage points for high school students.
  - Chronic absenteeism continues to improve, with 5.1 percentage points fewer students chronically absent in SY11/12 than in SY06/07.
  - Suspensions have declined by 5,358 since SY06/07.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)
  - Baltimore City Public Schools (City Schools) utilizes a weekly stat process (Attendance Stat) to identify schools in need of assistance based on suspension and attendance data. Multi-disciplinary teams are sent to the schools with high rates of suspension and/or poor attendance to examine the climate of the school and management procedures in place to address student behavior. School administrators are queried to determine what is needed to support the school. A plan is developed and implemented with support from Network staff.
  - More focus on positive supports rather than punitive strategies/actions.
  - Better monitoring of attendance data in SMS, TSS and Principals' Dashboard.
  - Use data to predict student issues in other areas such as discipline, mental health, on-time graduation.
  - Emphasizing the importance of attending school from the first day of school through a variety of modalities, including public communications.
  - Connecting student attendance to achievement and academic outcomes.
  - Investigating reasons for high rates of school absence as well as identifying policies and resources necessary to increase the number of students who attend school.
  - Researching universal best practices and trends of urban school districts similar to City Schools. Targeting efforts on identification of students with chronic absences and those in transition grades (students transitioning from elementary to middle grades and middle to high school grades).
  - Increasing early and consistent communication to parents through ParentLink automated system, sending letters regarding the number of student absences, scheduling conferences to discuss strategies and interventions, and increasing the numbers of visits to student homes.
  - Continuing to focus on monitoring both truant students and students with chronic absences as a means to increase student achievement.

- Utilizing the Student Support, IEP, and Network Staff teams to provide interventions, strategies and community resources.
- Training teachers on effective engagement strategies and early academic intervention.
- Increasing partnerships with faith based organizations, local businesses, community groups and organizations.
- Developing incentives programs in every school on a monthly, quarterly, and semester basis to promote academic success and regular school attendance.
- Community resources and after school programs to provide families with additional needed support and tools for getting children to school regularly.

City Schools has seen significant improvement in increasing the numbers of students who graduate. This has been done through a number of strategies including:

- Expanded middle and high school options so that more students have an easier middle to high school transition
- Increased access to advanced academic, alternative and accelerator programs

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Based on the Examination of Graduation and Dropout Rate Data:

Graduation and dropout rates are now part of the Maryland School Progress Index.

Dropout Rate (4-year adjusted cohort)	Class of 2010	Class of 2011
LEP	5.7	9.8
FARMS	8.5	8.9
Special Education	37.6	30.7
White	33.1	23.0
Hispanic	18.8	25.8
Black or African/American	23.3	16.8
Asian	5.4	11.5
American Indian/Alaskan Native	29.4	41.2
All Students	23.8	17.4

Graduation Rate (4-year adjusted cohort)	Class of 2010	Class of 2011
LEP	80.0	75.4
FARMS	72.6	64.7
Special Education	34.4	39.2
White	60.0	64.8
Hispanic	73.3	65.0
Black or African/American	61.2	65.9
Asian	89.2	69.2
American Indian/Alaskan Native	64.7	52.9
All Students	61.5	65.8

- > No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.
- > No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

No Child Left Behind Goal 5: All students will graduate from high school.

Graduation and Dropout Rates (4-Year Cohort)

- Many schools are partnering with community-based organizations that pair those students who may be most marginally connected to school and vulnerable to gangs and other negative influences with youth specialists.
  - We also see results in decreasing dropouts. Strategies employed include:
    - Dropout Prevention is focused on systemic, school based, and community based collaborations:
    - Weekly monitoring of student withdrawal data.
    - Engage students in the learning process so that they stay in school.
    - Ensure that concerted efforts are made to contact students and parents of students that have dropped out.
  - Development of new and revised school options for students in danger of dropping out of school (coverage and under-credited)
    - Increased focus on attendance and truancy
    - Continued implementation of attendance reporting system in SMS
    - City Schools withdrawals are reviewed on a weekly basis, identification and monitoring of chronically absent students
    - Attendance hearings held at central office
    - Bridge Projects
      - Dropout rates declined by 6.4 percentage points among all students, and by 6.9 percentage points among students receiving special education services. However, students receiving special education services remain more likely to dropout than the general student population.
  - However, challenges persist. Attendance is lowest at the high school level. The attendance rate for high school students is only 81.2 percent, compared to the district average of 90.1 percent. For the second straight year, suspensions have increased. There were 17 percent more suspensions in SY11/12 (11,394) than in SY09/10 (9,712), and 3 percent more suspensions than in SY10/11 (11,068). Suspensions continue to be a significant source of absences for students.
  - 2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.
- City Schools continues to make changes and adjustments and the school and district level. These include:
- Continue taking attendance each period at the secondary level
  - Increased focus on Attendance Strategies at the school level including utilization of ParentLink for phone calls, DSS network staff visiting student homes, and improved processes for early identification



- Conducting a monthly spot audit of withdrawal data to ensure that schools are in compliance with protocol of student/parent meeting, phone call, registered mail, and home visit documentation
  - Utilizing joint Attendance and Safety STAT process to merge data and share information
  - Students are identified as at risk of becoming chronically absent and are referred individually to Student Support Teams (SST) due to their risk of becoming chronically absent
  - Referrals are made to the State's Attorney office for parents of chronically truant students who are under 16
  - Making early dismissals a top priority for students, staff and networks
- City Schools continues to develop the Expanding Great Options Programs through the following means:
- Increasing efforts to meet the academic and socio-emotional needs of students including flexible scheduling (includes twilght, evening shifts, and extended year programming)
  - Providing additional guidance for schools on Twilght programs
  - Offering review credit opportunities after the school day to help students recover credits from courses which they have previously failed.
  - More focus on: students "at risk" of dropping out due to poor academic performance (high school and middle school) students who have dropped out of school and desire to return to school to earn a diploma (middle and high schools). "At risk" students display the following warning signs as early as late elementary and middle school:
    - Poor attendance
    - Behavior
    - Course Failure
  - Expanding Great Options has developed a subcommittee to provide recommendations on improving the Alternative Options Programs (AOP) offerings available in City Schools that target over-age, under-credited students.
- Determining Root Causes for Dropout
- Dropping out is not a singular event in a student's life but a culmination of a series of events that can begin as elementary school. The following factors have been shown to effect dropouts and graduations rates.
- Teacher Effectiveness
    - Studies show that teacher effectiveness has a greater impact on student achievement than any other reform under a school's control. The qualifications, professional development, preparation, mentoring and coaching of teachers have great bearing on creating and retention of effective teachers.
  - Parent Engagement
    - Research shows that students with involved parents, regardless of family income or background, are more likely to do better in school, graduate from high school and attend college.
  - Lack of Graduation Pathways and Dropout Recovery for Over-Age and Under-Credited Youth
    - Students that are over-age and under-credited often need additional supports and structures that a traditional learning environment cannot provide. Alternative education options are a good way of re-engaging youth that fall in this category.

- New efforts include working to refine AOP offerings to meet student needs and ensure effective programming.
- Dropout prevention and re-engagement of withdrawn students from SY11/12 will continue in SY12/13. Efforts to expand re-engagement processes year long will be initiated.

**Narrative: Section E – Turning Around the Lowest-Achieving Schools**

**Section (E)(1): Authority to Intervene in Low-Achieving Districts and Schools**

Baltimore City Public Schools supports the state's laws and regulations regarding intervention in low-achieving districts and schools.

**Section (E)(2): Turning Around the Lowest-Achieving Schools**

Baltimore City Public Schools is deeply committed to ensuring that all of its students attend high-quality schools, and the City is making decisive progress toward that goal. Among the signature efforts is Expanding Great Options, a cross-functional, data-driven effort that engages representatives from nearly every central office department as well as school communities and partners. Since 2008, the initiative has opened 13 schools, closed 12 schools, relocated nine schools, expanded four schools, launched turnaround efforts at seven schools, reorganized citywide special education programs, added 800 new pre-kindergarten seats, and expanded district-wide choice to middle grades.

The district's first cohort of turnaround schools are in the third of three years implementing whole-school reform models, while the second cohort is in the second of three years of implementation funded through Title I 1003(g) School Improvement Grant funds. The first cohort of schools includes Booker T. Washington Middle and Augusta Fells Savage High who are implementing the federal "turnaround" model, and Calverton Elementary/Middle, Commodore John Rodgers Elementary/Middle, Garrison Middle, William C. March Middle, and Baltimore IT (formerly Chinguapin Middle) who are implementing the "restart" model. Among the second cohort, Frederick Douglass High School and Benjamin Franklin High School at Masonville Cove are both implementing the "turnaround" model while Cherry Hill Elementary/Middle School is implementing the "restart" model.

Though City Schools has made substantial progress through Expanding Great Options over the past two years, the district will not be satisfied until every school meets and even exceeds expectations. To that end, City Schools has begun to target additional persistently low-achieving schools by identifying feeder patterns to current turnaround schools. As a result, the district has identified nine additional schools to receive targeted support. These schools include: Moravia Park Primary School, Harford Heights Elementary School, Samuel Coleridge Taylor Elementary School, Patapsco Elementary/Middle School, James Mosher Elementary School, Alexander Hamilton Elementary School, Lockerman Bundy Elementary School, Patterson High School and Gilmor Elementary School. These supports are paid for through general funds. In Year 3 of Race to the Top, City Schools is focusing Race to the Top resources on the Breakthrough Center feeder schools through professional and leadership development.

Throughout the four-year implementation of Maryland's Race to the Top grant, the district's seven turnaround schools and nine identified feeder schools will engage in the supports accessible to them through the Breakthrough Center initiative led by the Maryland State Department of Education (MSDE).

In Year 1 of Race to the Top, City Schools entered into a Partnership Agreement with MSDE to codify this alignment and participate with the Breakthrough Center and assign roles/responsibilities. The agreement focuses on creating the conditions for reform necessary for each school to access and successfully implement supports needed for school improvement. This agreement will be updated collaboratively between City Schools and the Breakthrough Center during the 2012-2013 school year to reflect the changing landscape of Turnaround Schools. In January 2011 Baltimore City Public Schools' Board of Commissioners approved turnaround models for all identified schools. Academic outcome targets for these schools were defined by the 1003(g) School Improvement Grant. During the

**Section E' Turning Around Lowest Performing Schools**

2012-2013 school year, these targets were amended to reflect the AMOs developed through Maryland's ESEA Flexibility Plan. In the remainder of the School Improvement grant and Race to the Top, the LEA will target resources for growth areas where outcomes were not met, structuring services to the specific needs of each Breakthrough Center school. This work is coordinated by two School Support Network Team Leads, both funded primarily through Race to the Top dollars. Because each Turnaround School Network Team includes one school that is not eligible for RTTT supports, 0.9 of each Team Facilitator are funded through Race to the Top dollars and 0.1 are funded through non-grant dollars. The Team Facilitators will carefully track time and work logs to account for their split-funding.

The Network Teams provide direct support to schools, and the Team Facilitator organizes all support services provided by Network Team members and by district offices. In the Turnaround School networks, the Facilitator is responsible for ensuring that all services within our chronically lowest-performing schools are aligned with the school's strategic plans, including plans that are memorialized and funded through School Improvement Grant or Race to the Top. The Team Facilitator and the Student Services Liaison, is responsible for connecting Breakthrough Center schools to opportunities for technical assistance or professional development related to student support services, including PBIS training and implementation. The Team Facilitators will play support roles to our schools, but will work closely with the Executive Director for Principal Support and with the Turnaround Director and Specialist to ensure that all services and supports are provided in accordance with the parameters of any applicable grants. The Network Academic Content Liaisons are responsible for providing and planning professional and technical assistance to administrators and teachers in areas related to the implementation of instructional support for teachers and paraprofessionals, monitoring the alignment and implementation of curriculum with national, state and local standards, identifying barriers to success and assisting with strategies for improvement, and offering training for school level staff on the use of diagnostic, formative, and daily assessment tools. All staff is monitored through Baltimore City Public School's performance management system and connect regularly with the Network team as well as content area teams such as Teaching and Learning for the Academic Content Liaisons.

City Schools is committed to providing the best possible support to our chronically lowest-performing schools, and we believe strongly that the expanded, fully dedicated support structure of the Network Teams will be a key component to their success. The Team Facilitator will play the critical role of ensuring all services and supports for these schools are aligned to their plans and priorities, and that all services are coordinated for efficient and effective implementation.

Recognizing that a challenge faced by schools in the Breakthrough Center at the middle and high school level is that students are unprepared and below grade level, an initiative for the Turnaround Schools office is to identify and work with feeder schools. In Year 1 feeder schools were identified and needs assessments are being performed to better prepare students for success in upper grades. In Years 2 and 3, City Schools will continue to provide targeted support to feeder schools in the areas of instruction, student support, physical fitness and leadership development.

City Schools' Office of Human Capital is making deliberate efforts to staff the district's lowest-performing schools with high-quality teachers and leaders, including consideration of promising new candidates from Teach for America, and New Leaders for New Schools. City Schools is offering financial incentives (as available through state application process) to attract highly effective teachers and leaders; and removal of persistently unsatisfactory or ineffective teachers or leaders. To ensure that the current teachers in need of assistance receive sufficient support, the Office of Teaching and Learning is coordinating assignment of additional teacher mentors to City Schools' lowest performing schools (funded through Section D's scope of work). Teacher support provided by mentors will be tracked to determine if support can be linked to improvements in the individual teachers' areas of need. Where possible, these efforts will be aligned with key

provisions in the State's Race to the Top application (e.g., prohibiting teachers and leaders rated as "ineffective" under the new statewide evaluation from filling vacancies in the identified persistently lowest-achieving schools).

In addition to the two School Support Network Team Facilitators and supplemental teacher mentors, City Schools will encourage schools identified as having access to the Breakthrough Center to allocate portions of their school-based budgets to several positions or services that align with key areas identified in Maryland's Race to the Top application. These areas include school operational management (allowing the principal to focus on instructional leadership), family and community engagement, student health services, and coordination of student support services. Central leadership also will prioritize these schools, according to their needs, to receive supplemental services funded centrally or coordinated through external partners that align with any of the same key areas. If needed, City Schools also will consider re-purposing central office positions to best meet school needs. For example, in Year 3, the Turnaround Office has funded two additional Academic Content Liaisons to directly support the district's lowest performing middle schools. City Schools looks forward to working with MSDE staff designated in the areas outlined above to identify resources and expertise for its lowest-performing schools.

Also, these schools will have access to funds for extended learning opportunities through the Breakthrough Center. Two Turnaround Schools were awarded grants through the 21<sup>st</sup> Century Learning Communities in spring 2012. This grants ~~to~~ funds after-school or weekend programming that will allow students who need additional support to receive it beyond the regular school day.

The school and student supports available via the Breakthrough Center will ensure that students have better opportunities for academic success. City Schools will monitor service delivery and school outcomes, including student-level outcomes (attendance, suspension, academic performance, etc.) and teacher effectiveness ratings. These outcomes will largely inform whether the services and programs continue after 2014. In addition, schools receiving Title I 1003(g) School Improvement Grant funds have specific targets for improvements in student achievement linked to the turnaround strategies specified within the grant.

#### Areas of Alignment with the State

City Schools supports the State's efforts to identify persistently lowest-achieving schools and is devoting two staff members to assisting schools with access to the Breakthrough Center supports with services provided by MSDE. The goal is to provide coordination among the many Breakthrough Center services to ensure that turnaround efforts are streamlined, organized, and effective.

#### Conclusion

City Schools' aggressive moves in recent years to accelerate the achievement of the district's most struggling students have resulted in seven schools receiving federal School Improvement Grants and four schools being impacted this year in the Expanding Great Options initiative. Those 19 schools will participate in the State's Breakthrough Center as outlined in the Race to the Top application. A Grant Management Specialist will be partially funded with Race to the Top funds to help coordinate services, along with the Business Manager, from district offices and from the Breakthrough Center, which could include expertise and resources for extended learning options, school health services, human resources assistance, and family engagement, among other things. Coordination of student services in the Breakthrough Center will be paramount. In addition, City Schools will work to prevent teachers and leaders rated "ineffective" under the forthcoming statewide teacher evaluation from filling vacancies in persistently-lowest achieving schools, as called for in the State's Race to the Top application.

Action Plan: Section E

Goal(s) for Project 11: School Turnaround Activities

- Improve teacher quality and student achievement at Breakthrough **Zone** Center schools by participating in high-quality professional development and providing school support that is aligned with outcomes of robust needs assessments.
- Improve teacher and leadership quality at persistently low performing schools by ensuring highly effective teachers and leaders are available and assigned to these schools.
- Accelerate school improvement by sharing best practices among schools and districts and by maximizing external expertise as appropriate.
- Accelerate student achievement at Breakthrough **Zone** Center schools through extended learning opportunities and improvement in school climate and student support services.

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>MOU Requirements: (Yes) Activities to Implement MOU Requirements</p> <p>1. City Schools is collaborating with the Breakthrough Center to develop a partnership agreement that builds on the agreement currently in place and is reflective of the ever-changing landscape of Turnaround schools.</p>	(E)(2)(iii)	11	September 2012- August 2013	<p>Tisha Edwards, Chief of Staff</p> <p>Sonja Brookins-Santelises, Chief Academic Officer</p> <p>Office of Turnaround Initiatives</p> <p>Breakthrough Center Team</p>	<p>A signed MOU will be established and reviewed annually to ensure fidelity to the terms of the agreement and consider revisions as appropriate.</p>	N
<p>2. Booker T. Washington, Calverton, Commodore John</p>	(E)(2)(iii)	11	September 2012- June	<p>Kim Ferguson, Director of</p>	<ul style="list-style-type: none"> <li>• Academic outcome targets are defined in the 1003(g)</li> </ul>	Y

<p>Rodgers, Garrison, William C. March, Baltimore IT (former Chinquapin), Frederick Douglass, Cherry Hill, Benjamin Franklin at Masonville Cove and Augusta Fells Savage will continue implementation of turnaround strategies as outlined and funded through the 1003(g) School Improvement Grant. Remaining life of grant LEA has pushed in additional targeted resources for growth in areas where outcomes were not met. In Year 2 and 3 we will tailor supports based on current outcomes.</p>			2013	<p>Turnaround Initiatives Kate Dachille, Specialist, Office of Turnaround Initiatives</p>	<p>School Improvement Grant application and in contracts with restart operators.</p> <ul style="list-style-type: none"> <li>Regular oversight by district and state leadership is described in the 1003(g) Grant application and will ensure implementation of strategies with fidelity.</li> </ul>	Y
<p>3. Feeder Schools will be provided with targeted support through the Breakthrough Center in the areas of instruction, professional development, physical activity, student support, and leadership development.</p>	(E)(2)(ii)	11	September 2012-June 2013	<p>Breakthrough Center Office of Turnaround Initiatives Network Facilitators</p>	<ul style="list-style-type: none"> <li>Regular oversight by district and state leadership is will ensure implementation of strategies with fidelity.</li> <li>MSA scores, school climate surveys</li> </ul>	Y
<p>4. City Schools will ensure efforts are made to staff Breakthrough Center schools with high quality teachers and leaders, including:</p> <ul style="list-style-type: none"> <li>Consideration of promising new candidates from Teach for America and New Leaders for New Schools</li> <li>Offering financial incentives</li> </ul>	(E)(2)(ii)	11	September 2012- August 2013	<p>Wendy Gigler, Human Capital Specialist Office of Turnaround Initiatives</p>	<ul style="list-style-type: none"> <li>Only highly effective and promising new candidates will be hired at Breakthrough Center schools (when new evaluation is in place).</li> <li>Teachers with two unsatisfactory or ineffective ratings will be prohibited</li> </ul>	N

Section E Turning Around Lowest Performing Schools

<p>(as available through state application process) to attract highly effective teachers and leaders; and</p> <ul style="list-style-type: none"> <li>• Removal of persistently unsatisfactory or ineffective teachers or leaders.</li> </ul>					<p>from assignments at Breakthrough-Center schools.</p>	
<p>5. Teachers in need of assistance in Breakthrough Center schools are being matched with teacher mentors at a ratio of no more than five teachers to each mentor. Mentors will be funded through the City Schools scope of work for Section D.</p>	(E)(2)(ii)	11	<p>September 2012- June 2013</p>	<p>Jarrod Bolte, Director of Teacher Effectiveness Meredith DeGemmis, Coordinator, Office of Teaching and Learning</p>	<p>Teacher support provided by mentors will be tracked to determine if support can be linked to improvements in the individual teachers' areas of need.</p>	N
<p>6. Schools applied for 21<sup>st</sup> century learning communities and are implementing activities as outlined in the grant award. The Turnaround Office will support additional schools in applying during Spring 2013.</p>	(E)(2)(ii)	11	<p>September 2012-June 2013</p>	<p>Office of Turnaround Initiatives</p>	<p>Specific performance measures are identified in individual grant awards.</p>	Y
<p>7. Based on the outcomes of the needs assessments, Breakthrough Center schools will be prioritized to receive supplemental student health services funded centrally or coordinated through the City Health Department or other</p>	(E)(2)(iii)	11	<p>September 2012- June 2013</p>	<p>Network Student Support Liaisons</p>	<p>Provision of supplemental health services will be tracked to determine if services can be linked to decreased student absences.</p>	N



external partners (depending on availability).						
8. Based on the outcomes of the needs assessments, Breakthrough Center schools will be prioritized to receive supplemental family and community engagement services funded centrally or coordinated through external partners (depending on availability).	(E)(2)(ii)	11	September 2012- June 2013	Network Family and Community Engagement Specialists	Provision of supplemental family and community engagement services will be tracked to determine if services can be linked to increased family and community involvement.	N
9. Based on the outcomes of the needs assessments and audits of student service coordination, Breakthrough Center schools will receive additional support in coordinating student support services. Positions within the Office of Student Support & Safety or School Support Networks have been re-purposed to provide direct support in the coordination of student services at targeted schools.	(E)(2)(ii)	11	September 2012- June 2013	Network Student Support Liaisons	Provision of student support coordination services will be tracked to determine if services can be linked to improved delivery of student supports and improved student outcomes, such as improved attendance, fewer referrals or suspensions, or improved academic outcomes.	N
10. In coordination with the Breakthrough Center, schools will be invited to recommend potential leaders to participate in an aspiring leader's institute.	(E)(2)(ii)	11	September 2012- June 2013	Office of Turnaround Initiatives	Evaluations will be conducted at aspiring leader's institute to measure effectiveness. Leaders will be coached and observed.	Y
11. Through the Breakthrough	(E)(2)(ii)	11	September	Office of	School-based physical fitness	Y

**Section E Turning Around Lowest Performing Schools**

Center partnership, schools have received physical education equipment and will test the physical education of their students during the school year. Schools will also organize wellness teams to develop wellness policies for the school.			2012-June 2013	Turnaround Initiatives	data will be collected through Fitness Gram or the Presidential Fitness Challenge. School based wellness teams will be monitored by the Race to the Top Physical Education Coordinator.	
Optional Activities:						
1. The Office of Turnaround Initiatives are is organizing all support services provided to Breakthrough Zææ-Center schools by Network Team members and by district offices. In the Turnaround School networks, the Facilitator will also be responsible for ensuring that all services within our chronically lowest-performing schools are aligned with the school's strategic plans, including plans that are memorialized and funded through School Improvement Grant or Race to the Top. The Team Facilitator and other Network Team members dedicated to student services will be responsible for functions that were previously described for the Breakthrough Zææ Center and Student Services Liaisons, including connecting Breakthrough Zææ Center schools to opportunities for technical	(E)(2)(ii)	11	September 2012-June 2013	Kim Ferguson, Director of Turnaround Initiatives Kate Dachille, Specialist, Office of Turnaround Initiatives Dawn Shirey, Network 16 Facilitator Deonne Medley, Network 15 Facilitator	The Specialist will ensure adherence to terms of our Race to the Top scope of work, including school participation in agreed upon services and delivery of support as needed. Requests for policy flexibility will be submitted for the CEO's review as needed.	

<p>assistance or professional development. The Network Facilitators will play support roles to our schools, but will work closely with the Executive Director for Principal Support and with the Turnaround Director to ensure that all services and supports are provided in accordance with the parameters of any applicable grants.</p>						
<p>2. Hire .25 Grant Management Specialist and .25 Business Manager</p>	<p>(E)(2)(ii)</p>	<p>11</p>	<p>September 2012-June 2013</p>	<p>Kate Dachille, Specialist, Office of Turnaround Initiatives Deborah Oliver, Business Manager, Office of Turnaround Initiatives</p>	<p>These positions are responsible for ensuring that all grant monitoring and reporting requirements are met and ensure that all funds are spent appropriately.</p>	<p>N</p>

<p>3. Schools in the Breakthrough Center will be encouraged to use school-based funds as needed to purchase:</p> <ul style="list-style-type: none"> <li>• Sufficient administrative and operational support so principals can focus on instructional leadership;</li> <li>• Family engagement liaisons;</li> <li>• Student health services; and</li> <li>• A position dedicated to coordinating student services within the school and through after-school programming.</li> </ul>	(E)(2)(ii)	11	September 2012-June 2013	Office of Turnaround Initiatives	Schools may purchase additional supports as appropriate.	N
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### **Year 3 Activities**

Many of the efforts in Section E - Turning Around Lowest Performing Schools, are regular, annual processes. Needs assessments will be conducted on an ongoing basis and will be used to adapt supports provided to schools. Needs assessments will also tell us if any additional schools must be supported and the effectiveness of efforts. Efforts that will be heavily emphasized in Year 3 are the support of feeder schools. Activities include:

- Enrolling Assistant Principals or Academic Deans with potential from Breakthrough Center schools and feeder schools in the Aspiring Principal's Institute.
- Enrolling promising teachers from Breakthrough Center schools and feeder schools in the Breakthrough Center's Aspiring Leaders Institute.
- Providing feeder school teachers with instructional feedback, coaching, and professional development to improve practice.
- Organizing wellness teams within schools to develop school wellness policies and goals in collaboration with the MSDE Physical Activity Specialist.
- Assisting feeder schools with the development of a 20<sup>th</sup> Century grant proposal for after school programming.
- Providing training and professional development on student services to decrease suspensions and other offenses while increasing attendance and engagement.

Additionally, City Schools is working to transition the first cohort of Turnaround Schools receiving Title I 1003(g) School Improvement Grant funds into Priority schools as the grant sunsets on June 30, 2013.

**Action Plan: Section F**

**Goal(s) for Charter Conversions (no project number because there is not an associated budget):**

- City Schools will successfully convert two low-performing schools in restructuring to charter schools through partnership with existing, high-performing charter schools, using state-allocated Race to the Top start-up funds.

Section F: General	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Status
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(F)(2)						
1. Identify low-performing schools to become “fresh-start” charter schools	(F)(2)(ii)		December 2011 – June 2012	Allison Perkins-Cohen, Office of New Initiatives Director	Schools will be identified and approved by MSDE.	N	Identified one of the two fresh start schools.
3. Work with the Office of School Innovation to facilitate the sharing of best practices, coaching, mentoring, and capacity building between partner schools	(F)(2)(ii)		October 2011 – September 2012	Allison Perkins Cohen, Office of New Initiatives Director	“Fresh-start” charter schools will open successfully and demonstrate academic and operational growth within the first year.	TBD*	The sub grants were approved by MSDE and both schools are implementing the proposals.

**Years 3-4 Activity**

- As an activity that will span the life of the grant, the Office of New Initiatives will work with the Office of School Innovation to facilitate the sharing of best practices, coaching, mentoring, and capacity building between partner schools

On June 28, 2011 the Baltimore City Public Schools Board of School Commissioners passed a new Policy and Administrative Regulation governing the creation of charter schools. The Administrative Regulation contains guidelines requiring schools to adhere to the high standards set forth by the School Board. These include:

**Section F General**

- a. A statement of intent to comply with applicable federal, State, and local laws and regulations and the Board's public charter school policy.
- b. The applicant's vision of public charter school expectations and mission. The primary mission must remain focused on student academic achievement.
- a. A description of any special or unique educational focus to be implemented.
- b. Strategies for developing and delivering educational programs including curriculum, staffing patterns and grade levels.
- c. patterns and grade levels.
- d. Specific educational results including student academic outcomes and how they will be measured.
- e. Specific plans for meeting or exceeding current accountability provisions of Baltimore City Public Schools and state law and regulations.
- f. Schools and state law and regulations.
- g. Student admission procedures and a recruitment plan that identifies how the school will reach out to all students (specifically those in the community it will be located, students in group homes, etc).
- h. A facilities plan that describes the type of facilities, possible location, and the characteristics of the facility that will be needed to ensure the appropriate implementation of the proposed education program. The plan should also include the requirements to ensure accessibility consistent with the Americans with Disabilities Act. Final charter approval would be contingent upon the acquisition of the appropriate facilities consistent with the facilities plan.
- i. A defined management and administrative structure that will be in place for the public charter school.
- j. The proposed duration of the charter and a plan, which provides legal accountability for the operation of the public charter school.
- k. operation of the public charter school.
- l. Demonstration of financial solvency for the duration of the charter and accountability for the use of funds and resources as addressed in the budget section of the public charter school application.
- m. A plan which provides programmatic accountability for the length of the charter.

City Schools will commit to accessing start-up funds to convert two low-performing schools into charter schools and pair them with high-performing charter schools for technical assistance during the transition.

## **Office of New Initiatives: Expanding Great Options**

The Office of New Initiatives (ONI) serves as the office that coordinates many of the Baltimore City Public Schools (City Schools) reform efforts through Expanding Great Options – an initiative designed to ensure that all students in City Schools have strong public school options. This office promotes choice and partnerships, allowing schools to develop new, autonomous school designs while seeking greater accountability for outcomes and engaging the community in decision making. ONI coordinates City Schools’ efforts related to Charter Schools, New and Innovation High Schools, Transformation Schools as well as decisions related to options for improving, transitioning or closing persistently low performing schools. In doing so, ONI plays a pivotal role in City Schools’ management of its portfolio of schools working in close concert with the Chief Academic Officer, Office of Achievement and Accountability and the School Support Networks.

### **Expanding Great Options**

Through Expanding Great Options, the district conducts a rigorous annual review of its 204 schools and programs, placing academic performance within the context of enrollment trends, facilities needs, the range of options for families in a given geographic area and opportunities for new school creation. Based on this analysis, City Schools determines which schools are meeting the needs of students and which schools are not—and what actions it as a district can take to provide a higher quality academic experience for students in low-performing schools.

In three years of Expanding Great Options, City Schools has worked to create better school options for students and families by strengthening low-performing schools, expanding the reach of high-performing schools, creating new and specialized schools with strong chances of success, leveraging the expertise and resources of outside organizations to operate or partner with schools, and closing low-performing schools with poor prospects of improvement. This work has touched dozens of schools, either directly (such as schools that are relocated) or indirectly (such as schools that have received students from closing schools), and thousands of students have been afforded better academic experiences as a result. Specifically through Expanding Great Options since 2009-10, City Schools has:

- Opened 13 new schools;
- Relocated 9 schools;
- Launched turnarounds at 13 schools;
- Closed 14 low-performing schools, merging or replacing 5 with successful schools.

To enable students and families to take advantage of these better school options, City Schools has also increased the number of pre-kindergarten seats and implemented school choice for middle and high school students.

### **The Ten Year Plan**

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## **Section F General**



In order to build on the reform efforts described above and to have a clearer picture of the structural challenges that have slowed or impeded our progress in certain areas, City Schools commissioned a comprehensive report on the physical condition and educational adequacy of our school buildings during school year 2011-12. The findings from the report conducted by the Jacobs Project Management Company are an important additional resource for the EGO process and the development of a 10 year plan.

Included in our core goal of offering all of our students and families high-quality options is the ability to offer school campuses that support quality 21<sup>st</sup> teaching and learning.

Some important findings from the report:

- 69 percent, more than two-thirds, or 125 out of 182, of school campuses received a rating of very poor condition
- 27 percent, more than a quarter, 50 out of 182 school campuses, received ratings that deem the campuses as candidates for replacement or surplus
- 97 percent of our school buildings were built prior to 1985 with 23percent of them being built prior to 1946
- 34 percent of the space or more than a third is currently going unused
- 55 percent is the average educational adequacy of our school buildings which means the building are failing to meet the educational needs of the students

This fall with the support of key stakeholders, City Schools will deliver a 10 year plan to the legislature that addresses these challenges and provides a blue print for creating 21<sup>st</sup> century school buildings and right sizing the district.

#### Funding Analysis

Since 2009, City Schools has recognized the need to refine its model for Fair Student Funding for traditional schools and to devolve more funds to the schools. Getting the funding formula right for all schools and devolving as much funding as possible to schools will allow City Schools the flexibility to make the right decisions for students while providing school leaders the autonomy to deliver results.

In the 2011-12 school year, City Schools began the hard work of conducting a funding analysis with the help of a third party partner to analyze district school spending to determine the value of services provided by City Schools to charter and non-charter schools and to build the internal infrastructure to do this analysis internally in the future. This work will help identify what spending can remain directed by central office to schools and what spending can be devolved to schools to ensure that all funds are spent most effectively, efficiently, and flexibly. City Schools recognizes the need to ensure that the maximum levels of sustainable funds are available to all Baltimore schools, school leaders and school communities.

To provide all students with quality educational choices, City Schools is working to optimize its ability to use all educational tools and school models available to it as a portfolio district. One way to increase equity, efficacy and efficiency is through offering some services through a fee for service model. In 2011-12, City School identified 8 services that lend themselves to this model and will be offered on a fee for service basis in FY13. Five of the services apply only to charter schools because the funding for these services is part of the charter per pupil amount. Three of the services which are special education services apply to all schools because special education funding is distributed in the same way across all school types. The services are:

- The Works - a monthly Professional Learning Community (PLC) that is offered to teachers throughout the year. Teachers who participate receive instruction and collaboration around content skills and strategies.
- Benchmark Creation - Benchmark assessments are created and printed by the district and administered quarterly.
- High School Credit and Recovery - Courses are offered during the summer for students who need to recover credits. Students can take a maximum of two courses per summer.
- Elementary Summer School (K-3) - The K-3 summer reading program will be offered at school sites across the district. Students who participate will receive in depth reading instruction in the morning.
- Middle Grades Summer School (5-8) - The middle grades summer program will be offered at school sites across the district. Students who participate will receive in depth math instruction in the morning and enrichment opportunities including arts, STEM, and youth development in the afternoon.
- Summer Special Ed Staff Coverage - Schools are required to develop a plan and to budget for conducting required Individualized Education Program (IEP) meetings during the summer.
- Special Ed Prevention Plans - Provision of assessments and/or related services for students when school-based staff unavailable to provide assessment/service. If a school must submit a prevention plan during the summer months, they must budget for the cost of the needed services.
- Make-Up Services (formerly called Compensatory Services) – Recognizing that it is preferable that schools deliver the required make-up service for instructional services (after school hours) missed and attributable to the school, if the delivery of make-up services to student, after school hours, cannot be completed by the school, then the Office of Special Education will arrange for the tutoring services at the current contracted rate.

## The Portfolio

Charter Schools: Maryland passed Charter School legislation in April 2003 and the City Schools policy was developed by November 2003. In December 2004, the Baltimore City Board of School Commissioners expanded its commitment to innovation and choice by approving its first 12 charter school applications. Charter schools offer the school system opportunities to partner with stakeholders in a unique relationship that provides public funds to leverage the resources of organizations such as cooperatives of teachers, parents, and community groups, non-profit organizations and universities. Baltimore City's charter school partners range from Coppin University to the

Living Classrooms Foundation to the Patterson Park Neighborhood Association. Baltimore now has 33 charter schools serving about 11,000 students (an increase in around 3,000 students) and in May (is that the right date) approved another 2 new charters to open in SY 2013-14 and 2014-15. Nearly 16 percent of Baltimore's public schools are charter schools.

Ensuring Quality Schools of Choice: City Schools has received a total of 10 charter applications to open new schools between July 1, 2011 and June 1, 2012. Two applications were approved. Creative City Public Charter School is scheduled to open in 2013-2014 school year and Baltimore Collegiate School for Boys is scheduled to open in the 2014-15 school year. Each applicant goes through a written application screening by City Schools staff and the New and Charter School Advisory Board. Then all applicants are interviewed. The Board of Commissioners holds a public forum in early Spring and then votes on each application in late Spring/early Summer, in accordance with the state mandated 120 day review period. Charter schools sign an initial five year contract with the district. Each charter school has an intensive two day site visit in year one, covering domains including governance, fidelity to mission, instructional program, stakeholder satisfaction, and operational viability, and then completes an accountability plan.

Accountability and Renewal for Schools of Choice: In year five, the charter schools submit an application for renewal. This year's renewal process has changed from previous years. City Schools recognized the need to create a better renewal process that ensured consistency, predictability, fairness, rigor and transparency. Accordingly, in November of 2011, City Schools convened a working group – the Renewal Stakeholders Working Group – to develop the new renewal process. The work group consisted of members nominated by the Baltimore Charter Coalition and Supporting Public Schools of Choice (SPSOC) and included operators representing a diverse group of schools in terms of mission and vision, population served and grade configuration, City Schools' staff and other stakeholders. Each school is reviewed based on the following metrics Student Achievement, School Climate and School Management consistent with charter law and Board policy. The renewal decisions are made by evaluating a variety of measures that include both quantitative and qualitative data. The Board of School Commissioners considers the application, analysis of the school's performance and feedback from the Advisory Board and votes to grant a full renewal (a new five year contract), a partial renewal (3 year extension of contract or non-renewal.

Transformation Schools: In 2008, the City Schools unveiled a plan to start up to 24 new secondary schools (grades 6-12) in four years. This decision was based on an analysis of current middle schools needs. The goals for these schools are to serve three populations of students: college-prep programs will ensure college readiness, acceptance and success; school-to-career programs focus options that link closely with community employment needs and opportunities; alternative/dropout prevention programs will provide alternative education options that particularly address the issues of over age/under-credited students and students at risk. All of the Transformation Schools are citywide schools of choice with no admissions criteria. Transformation Schools, like Innovation High Schools, are operated by governing boards comprised of external stakeholders that range from Universities (Johns Hopkins) to non-profit organizations (Civic Works). There are currently 15 Transformation Schools in Baltimore serving over 6,200 students.

Alternative Schools: In 2008, City Schools launched its Great Kids Come Back initiative to help students whose educational experiences have been derailed because of particular life circumstances an opportunity to restart or reengage in their education. The alternative schools and programs that already existed were strengthened and additional schools and programs were started to help students attain a high school diploma or its equivalency while continuing to work toward their life goals. These small schools often offer credit recovery, job readiness training, and individualized instruction. They feature smaller class sizes and more adult support. There are nine accelerator options in Baltimore serving over 2000 kids. This initiative has been working to help more students graduate from high school. City Schools' annual graduation leaver rate has increased by 11.9percent in the last 5 years from 60percent in 2007 to 71.9percent in 2011. Fewer students are dropping—4.2percent in 2011 compared to 9.4percent in 2007.

City Schools recognized the need to have a diverse portfolio of school options to match the diverse needs of our student population. The above schools represent many of the new school types developed as part of City Schools' reform strategy. In addition to these schools, the portfolio contains a mix of additional school types including—traditional schools, CTE schools, entrance criteria schools, and early learning centers to name a few.

Sch Type	Sch #	School Name	Address	Zip	Telephone	2012-2013 Grades
CHARTER	8	City Springs**	100 S. Caroline St.	21231	410-396-9165	Pre-K - 8
CHARTER	23	General Wolfe**	245 S. Wolfe St.	21231	410-396-9140	Pre-K - 5
CHARTER	47	Hampstead Hill Academy**	500 S. Linwood Ave.	21224	410-396-9146	Pre-K - 8
CHARTER	63	Rosemont**	2777 Prestman St.	21216	410-396-0574	Pre-K - 8
CHARTER	97	Collington Square**	1409 N. Collington Ave.	21213	410-396-9198	Pre-K - 8
CHARTER	262	Empowerment Academy	851 Braddish Ave.	21216	443-984-2381	pre-K-8
CHARTER	321	Midtown Academy**	1398 Mt. Royal Terrace	21217	410-225-3257	K-8
CHARTER	323	The Crossroads School**	802 South Caroline St.	21231	410-685-0295	6 to 8
CHARTER	324	KIPP Ujima Village Academy**	4701 Greenspring Ave.	21209	410-545-3669	5 to 8
CHARTER	325	Connexions	2801 N. Dukeland St.	21216	443-984-1418	6 to 12
CHARTER	326	City Neighbors Charter School	4301 Raspe Ave.	21206	410-325-2627	K to 8
CHARTER	327	Patterson Park Public Charter	27 North Lakewood Ave.	21224	410-558-1230	Pre-K-8
CHARTER	328	Southwest Baltimore	1300 Herkimer St	21223	443-984-3385	K to 8

			Charter					
CHARTER	329	Inner Harbor East Academy	200 N. Central Ave.	21202	410-537-5890	pre-K to 8		
CHARTER	330	Northwood Appold Community Academy	4417 Loch Raven Blvd.	21212	410-323-9546	K to 5		
CHARTER	331	Maryland Academy of Technology & Health Sciences	2801 N. Dukeland St.	21216	410-545-0955	6 to 12		
CHARTER	332	The Green School	2851 Kentucky Ave.	21213	410-488-5312	K to 5		
CHARTER	333	Independence School Local I	1250 W. 36th St.	21211	410-467-1090	9-12		
CHARTER	334	Bluford Drew Jemison MST Academy	1130 N. Caroline St.	21213	410-276-3095	6-8		
CHARTER	335	Baltimore International Academy	4410 Frankford Ave.	21206	410-426-3650	K-8		
CHARTER	336	Baltimore Montessori Public Charter School	1600 Guilford Ave.	21202	410-528-5393	pre-K to 5		
CHARTER	337	Aiya Public Charter School	2800 Brendan Avenue	21213	410-485-2102	6-8		
CHARTER	346	City Neighbors Hamilton	5609 Sefton Avenue	21214	443-642-2052	K-5		
CHARTER	347	KIPP Harmony	4701 Greenspring Ave.	21209	443-642-2027	K-3		
CHARTER	348	Baltimore Leadership School for Young Women (BLSYW)	128 W. Franklin Street	21201	443-642-2048	6 to 9		
CHARTER	423	Baltimore Freedom Academy**	1601 E. Lombard St.	21231	443-642-2158	6-12		
CHARTER	432	Coppin Academy**	2500 W. North Avenue	21217	410-951-2602	9 to 12		
CONTRACT SCHOOL	368	East Baltimore Community School	1101 N. Wolfe Street	21213	443-642-2060	K-3 & 5 -7		
CONTRACT SCHOOL	44	Montebello	2040 E. 32nd St	21218	410-235-4801	Pre-K - 8		
INNOVATION HIGH	428	Baltimore Talent Development	1500 Harlem Avenue	21217	443-984-2744	9 to 12		
INNOVATION HIGH	433	Renaissance	1301 McCulloh Street	21217	443-984-3164	9 to 12		
INNOVATION HIGH/ TRANSFORMATION	422	New Era Academy	2700 Seamon Ave.	21225	443-984-2415	6-12		
INNOVATION HIGH/ TRANSFORMATION	427	Academy for College and	1300 W.36th Street	21211	410-396-7607	6-12		

Section F General

NEW SCHOOL INITIATIVE	15	Career Exploration (ACCE)							
NEW SCHOOL INITIATIVE	322	Stadium New Song Academy	1300 Gorsuch Ave. 1385 N. Gilmore Street	21218 21217	443-984-2682 410-728-2091	6-8 Pre-K - 8			
TRANSFORMATION	338	Friendship Academy of Science & Technology	801 S. Highland Avenue	21224	443-642-3182	6 to 12			
TRANSFORMATION	339	Friendship Academy of Engineering & Technology	2500 E. Northern Pkwy.	21214	443-642-5616	6 to 12			
TRANSFORMATION	341	REACH1 Partnership School	2801 Saint Lo Drive	21213	443-642-2291	6 to 12			
TRANSFORMATION	342	KASA	201 North Bend Road	21229	443-642-2670	6 to 12			
TRANSFORMATION	343	The CIVITAS School	2000 Edgewood	21215	443-642-2938	6 to 12			
TRANSFORMATION	349	NACA Freedom and Democracy Academy II	2500 E. Northern Pkwy.	21214	443-642-2031	6 to 9			
TRANSFORMATION	364	Bluford Drew Jemison STEM Academy West	2000 Edgewood St.	21215	443-642-2110	6 to 11			
TRANSFORMATION	365	Baltimore Liberation Diploma Plus High School	2801 N Dukeland Street	21216	443-642-2055	ages 15-21 (over age and undercredited)			
TRANSFORMATION	366	Baltimore Antioch Diploma Plus High School	2555 Harford Road	21218	443-642-2021	ages 14-21 (over age and undercredited)			
TRANSFORMATION	367	Baltimore Community High School	6820 Fait Avenue	21224	443-642-2035	ages 15-21 (over age and undercredited)			
CHARTER	373	Tunbridge Elementary School	5504 York Road	21212	410-323-8692	Pre-K-5			
CHARTER	376	City Neighbors High School	5609 Sefton Avenue	21214	443-642-2119	11-Sep			
TRANSFORMATION	377	Green Street Academy	201 North Bend Road	21229	443-642-2068	6 to 8			
TRANSFORMATION	378	Baltimore IT Academy	900 Woodbourne Ave.	21212	443-642-2067	6 to 8			
Type	School #	School Name	Address	Restart Operator	Grades				
RESTART SCHOOL	27	Commodore John Rodgers	100 N. Chester Street	Living Classrooms	Pre-K-8				
RESTART SCHOOL	75	Calverton E/M		Friendship	Pre-K-8				

			1100 Whitmore Ave	Schools			
RESTART SCHOOL	42	Garrison Middle School	3910 Barrington Road	Global Partnership Schools	6-8		
RESTART SCHOOL	263	March Middle School	2050 N. Wolfe St	Hopkins/Talent Development	6-8		
<b>Sch Type</b>	<b>Sch #</b>	<b>School Name</b>	<b>Address</b>	<b>Zip</b>	<b>Telephone</b>	<b>2011-2012 Grades</b>	
CHARTER	125	Furman L. Templeton Roots and Branches School	1200 N. PenNew School Initiativeyvania Ave.	21217	410-396-0882	Pre K-5	
CHARTER	379	Monarch Academy Public Charter School	1807 Harlem Avenue	21217	443-642-2320	K-3	
CHARTER	381	Baltimore Montessori Public Charter Middle School	1200 N. Fremont Ave.	21217	443-642-2402	K-5	
CHARTER	383	Baltimore Design School	1600 Guilford Ave.	21202	410-528-5393	6-8	
<b>TRANSFORMATION</b>	<b>382</b>	<b>Baltimore Design School</b>	<b>1101 Winston Ave.</b>	<b>21212</b>	<b>443-642-2311</b>	<b>6-8</b>	

## Family Engagement

### 1. Describe how the LSS shares information with parents about student academic standards, assessments and data (e.g., publications, website, workshops, etc.).

City Schools uses a variety of tools to share information with parents about student academic standards, assessments, and data with parents. These include print correspondence, publications and other print materials, three district websites (for public and employees), school websites, Parent Portal, automated calls through Parent Link and Channel 77.

As of September 2010, all schools and programs have websites. A new content management system was installed that is very easy for all employees to use. Departments within the district office can now easily manage and maintain their sections of the district website. Information on the district site is current and provides up-to-date information on student academic standards, assessments, and data.

Each school has a unique website with important information such as school progress data and key contact information, along with the capacity to link to students' grades and attendance and more. Websites include a prominent link to a school profile that includes testing and climate survey data, which are maintained and updated by the district office.

In spring 2012, the communications office reviewed all school websites and provided schools with recommendations on how to improve and maximize their websites. These recommendations included ways schools can strategically use websites as a communication tool to tell their story and to engage students and families in ways that increase student achievement. The communications office will continue to work closely with web managers at each school in 2012-13, providing training, support and guidance for the school websites.

Parent Portal provides parents with a range of tools to help them support their children's education. This year, City Schools will continue to expand the features of this tool to include grades on individual assignments, quarterly grades, disciplinary actions and attendance and other important information for parents online. Parent usage increase dramatically during the 2011-12 school year. As of June 2012, there were 3,452 parent users who had accessed Parent Portal over 38,730 times during the school year. Teachers are also able to post assignments. Parents can receive email alerts on their students' progress and school performance so they are able to better support their children's academic success. Through Parent Portal parents also have online access to resources and tools that support their children's learning, including links to Encyclopedia Britannica, the Library of Congress, National Geographic and the Black History Center.

In addition to these tools, all schools, excluding alternative and special programs, must have one or more annual meetings during the school year to discuss yearly school and student progress data, school performance plans to increase the academic achievement of all students, financial program information and schools' implementation of their family and community engagement plans. This requirement is governed by City



Schools' Family & Community Engagement Policy and requires that schools present parents with the latest information about student academic standards, assessments and data.

The Engagement Office worked with many other district offices to create and distribute a wide range of communications to all families in 2011-12, including the following:

- 2011-12 Family Information Calendar: A month-by-month calendar to the school year, highlighting testing dates, parent-teacher conference windows, holidays, early release days and more, and providing information about academic and other programming with each monthly display page.
- 2011-12 Family Handbook and Directory: A guide with need-to-know information for families about school and district services, programs and policies, along with a complete school and district office directory.
- 2011-12 Code of Conduct: A publication detailing the school district's expectations and policies concerning student conduct, along with student, parent and staff rights and responsibilities.
- 2011-12 Free and Reduced Price Meals (FARMS) application packet: An information packet outlining discounted meal services, with instructions, an application and fliers promoting return of the form.
- Family Menu: A monthly newsletter for parents featuring articles and information about promoting learning at home, tips and resources for health and nutrition, district news and school lunch menus.
- Summer Jump campaign: A multipronged communications campaign to inform students and families about summer learning options and encourage them to enroll, including a program catalog distributed to all students and a series of fliers and postcards sent to targeted students (along with accompanying online, radio, social media and other promotion).
- 2012-13 Budget campaign: A multipronged communications campaign to inform school communities about budget issues and to encourage their involvement in school budget development, including fliers, a budget companion and book (along with online, video and other components).
- Fliers: A wide range of fliers produced throughout the school year to alert families to various programs, initiatives, forums, events and opportunities.

In addition to system-wide communications, some families received communications specific to their children's school or grade levels. These communications included:

- Your Pre-k and Kindergarten Registration Guide: A guide for families about the importance of early learning and opportunities available at City Schools, including school registration information.
- Choose Your School: A publication providing an overview of school options and next steps for families with students entering middle or high school in 2012-13.

- Expanding Great Options: A range of communications to families with students enrolled in schools being recommended for grade reconfiguration or closure, including reports, slide presentations, fliers, letters and voicemail calls.

In 2011-2012, City Schools used Global Connect as a tool for school communities to communicate effectively with families. Through a simple automated phone call, schools are able to deliver information easily and effectively to families. From July 2011 to June 2012, Global Connect was widely used at both the district and school levels: the system was used by schools to reach families a total of 6,279 times (165 schools used the program at least once in 2011-12). Schools often use Global Connect to announce school closings or upcoming events. City Schools' district office also uses Global Connect to let families know about public Board hearings and work sessions, community forums, various academic program opportunities, attendance drives, back to school reminders, testing dates, etc.

Finally, Education Channel 77 provides an important opportunity for City Schools to share information with parents and community members. Much of Channel 77 programming doubles as content for City Schools' websites. Continued funding by The Gary I. Strausberg Children's Cable Education Fund supports City Schools' growing emphasis on original, local content that is largely developed with student participation. The following signature programs were new or continued this year:

- Career and Technology Education Student-Produced Shows: New for the 2011-12 school-year, students in the Career and Technology Education Arts, Media and Communications career pathway now showcase their classroom video productions on Channel 77. Typical videos cover a wide range of topics and formats – public service announcements, commercials, music videos, short and longer format television shows and more. Twenty-seven completed productions (approximately 3 hours of original programming) aired on Channel 77 during the 2011-12 school-year.
- Great Kids Up Close: Great Kids Up Close is a new television series hosted by students and produced by staff and students. Each episode features several stories about students and different school-based activities throughout the year. Seven new 30-minute shows were produced in 2011-12.
- Your News: This City Schools news program is produced and developed by students. Seven new 30-minute shows in 2011-12 covered a range of topics, including after-school programs, student activities, student accomplishments, parent recognition, school events and other subjects.
- Our School: This news magazine show (60 Minutes-style, hosted by students) covers school community events, student athletes, student scholars and school volunteers. Three new 30-minute shows were produced during the 2011-12 school year.
- Parent Page: This program features parents' discussions about issues relevant to raising children and helping them succeed in school. Two new 30-minute shows were produced in 2011-12.
- School Board Meetings: Channel 77 continues to air recorded and live public meetings of the Baltimore City Board of School Commissioners. Ranging from two to four hours in duration, these recorded meetings repeat weekly on the station.

**2. Does the LSS provide professional development to instructional and non-instructional staff, grades pre-K-12, on working with parents? If yes, please describe. (ex. New teacher/staff training, administrative meetings, district-wide conferences/workshops, etc.)**

City Schools provides a series of professional development opportunities to instruction and non-instructional staff on engaging parents for all grade levels. Family & Community Engagement Specialists on the School Support Network Teams support individual school communities and provide opportunities for differentiated family and community engagement professional development. Common tasks for Family & Community Engagement Specialists during the 2011-2012 school year included:

- Making school visits to support school-level engagement strategies. On average, Community Engagement staff visit Title I schools at least twice a month and visit non-Title I schools at least quarterly.
- Conducting Family and Community Engagement Policy trainings.
- Conducting School-Parent Compact reviews.
- Supporting the effective spending of Title I Parent Allocation Funds.
- Providing Fair Student Funding budget workshops and assisting schools in gathering parent and community input.
- Training for organized parent group leaders.
- Providing Advisory Team training and assistance to School Family Councils.
- Building partnerships and connecting resources.
- Facilitating volunteer processing and recruitment.
- Working with schools and district office departments to address and resolve parent issues identified through the City Schools Connect or other means.
- Offering additional technical assistance to school staff and parents through Family and Community Engagement specialists and The Family Institute course offerings.
- Providing Family and Community Engagement binder training and monitoring. The binder documents and presents information about what the school is doing to engage families and communities.
- Providing other training as requested.

In addition to the work of the Family & Community Engagement Specialists, the Family Institute was launched in the 2008-2009 school year as a means for City Schools to provide consistent structured learning opportunities, and supports to families and staff, around issues of parent and community engagement. The Family Institute offers a yearlong calendar of courses, trainings, peer-to-peer learning opportunities and other programs that empower and educate parents and school staff. It also provides necessary trainings to schools to help them meet federal and state parent involvement requirements. School-based staff were trained to facilitate two programs for families: Raising A Reader, an evidence-based family engagement model which engages families in home-based literacy practices, and the Chicago Parent Program, an innovative and culturally rich educational module that helps parents learn new skills for raising young children. In addition, staff participated in such offerings as

**Promoting Social-Emotional Competence: Protecting Children from Bullying, The Effects of Media on Our Children, and Promoting Positive Self-Image and Esteem in Children.**

## School Modernization and Renovation Transformation (SMART) Strategy

### BALTIMORE CITY'S KIDS DESERVE A DIFFERENT APPROACH TO SCHOOL CONSTRUCTION—NOW

Baltimore City Public Schools students have made dramatic progress in recent years. Achievement is up across the board since 2007, with 18.5 percent more students scoring proficient or advanced in reading and 25 percent more in math on the Maryland School Assessment (MSA) tests in 2011 compared with 2007. Graduation is at an all-time high, and dropouts are down by 56 percent over the same time period. Meanwhile, enrollment has increased each year for the past four years, reversing a four-decade pattern of decline. And as more and more students are engaged and succeeding in school, juvenile crime in Baltimore has plummeted by almost 70 percent.

But this progress has been achieved in spite of the poor quality of the facilities in which students learn and teachers teach every day. Rather than being a source of support to the learning environment, the physical condition of too many buildings is an obstacle in the way of students' achieving their full potential. Research—and common sense—make it clear that buildings matter for learning. City Schools' building inventory is the oldest in the state, with the average age of school buildings at almost 40 years. Heating systems in many buildings are unreliable, resulting in classrooms being too hot or too cold. Half of schools lack air conditioning, forcing closures and undermining productivity in the warm months of the school year and during summer learning. The windows in many schools have turned opaque with age; many don't shut properly, while others do not open. As STEM subjects (science, technology, engineering and mathematics) become ever more important, the vast majority of schools lack adequate science classrooms. Rising student interest in career and technical education outstrips current seats in those programs, and providing more of those hands-on learning opportunities will require a significant facilities investment. And after years of population shifts, many schools need to be expanded to accept higher enrollment, while others are seriously underutilized and may make sense to close.

The urgency of the current discussion around school construction in Baltimore City is based on the realization that under the current system of funding school construction, the vast majority of our students will never have the chance to learn in high-quality, state-of-the-art school buildings. City Schools' current backlog of capital investment has been estimated at \$2.8 billion, with a detailed assessment now underway to determine this figure with precision. Over the past five years, capital funding from the state has averaged \$36 million per year and from the city \$19 million, for a total of \$55 million per year. This means that the capital funds available under the current system are barely able to patch the deferred maintenance and constantly growing needs of aging buildings and equipment, let alone make the improvements our students deserve. Meanwhile, dilapidated systems cost more each year to patch or replace piecemeal in response to emergency breakdowns—such as a boiler failing in mid-winter. These systems also cost more to operate, pulling more and more operating funds away from direct classroom expenditures and toward facilities. The older the facilities get, the more significant this drain will become. In effect, the current approach provides money enough only for band-aids, but cannot ever provide enough to make our facilities healthy.

There is another reason for decisive action now. This is a time of historically low interest rates and construction costs, as well as historically high unemployment. The costs of a major investment in facilities will be significantly lower, and the benefits to the economy greater, now than they would be if we delay action.

This challenge calls for a new approach. Outlined below are the fundamental components of City Schools' School Modernization and Renovation Transformation (SMART) plan, a strategy to invest energetically now in providing all City Schools students with the buildings they deserve. This approach is practical, prudent and urgently needed for us to do justice to our students' futures—now.

The fundamental components of the SMART plan to modernize every public school building in Baltimore City over a ten year period are as follows:

- Leverage flexible and predictable streams of funding to make possible a major investment in facilities in a relatively short period of time.
- Begin with existing resources. Existing streams of revenue—if provided flexibly and predictably—could make possible immediately over \$1 billion of school construction investment.
- Look to additional revenue streams in the future to address the entire need. For example, the Mayor has proposed sources for additional revenues that would be dedicated to school construction.
- Adopt proven and effective financing structures that would be specifically chosen, based on expert advice, to maximize cost savings to City Schools.
- Utilize enhanced construction management expertise in a targeted way to maximize efficiency, best practices and economies of scale.
- Develop a detailed plan, based on extensive community engagement, for prioritizing and sequencing school investments to maximize the impact on student achievement.