

# BALTIMORE CITY PUBLIC SCHOOLS

1

## Great Schools: 2011 & Beyond Washington Policy Center January 20, 2011

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# City Schools Demographics

2

- 83,800 Students
  - 86.6% African American
  - 83.5% Free and Reduced Meals
  - 7.8% White
  - 3.9% Hispanic
  - 16.6% Special Education
  - 3.2% English Language Learners
- 11,273 Employees
- Nine School Board Members
  - Appointed by the Governor of Maryland and the Mayor of Baltimore

*Preliminary Data from 2010-2011 School Year*

# City Schools Mission and Vision

3

- **MISSION:** Excellence in education for every child at every level.
- **VISION:** Every student will graduate ready to achieve excellence in higher education and the global workforce.

# City Schools Theory of Action

4

- If resources are in the schools:
  - school communities have autonomy over resources;
  - resources are allocated transparently according to a formula based on student population and characteristics; and
  - there is appropriate guidance, support and accountability from central,

then school communities will make improved decisions based on school needs and student achievement will increase.

**Engaged parents and community partners are critical parts of a strong school community**

## Fair Student Funding

*All schools should be funded transparently and equitably, and because schools know best what works for kids, they should have flexibility over resources.*

**City Schools has shifted resources – and decision making over those resources – from its central office to schools.**

Schools controlled 3 percent of their budgets in 2007-08; today they control 81 percent.

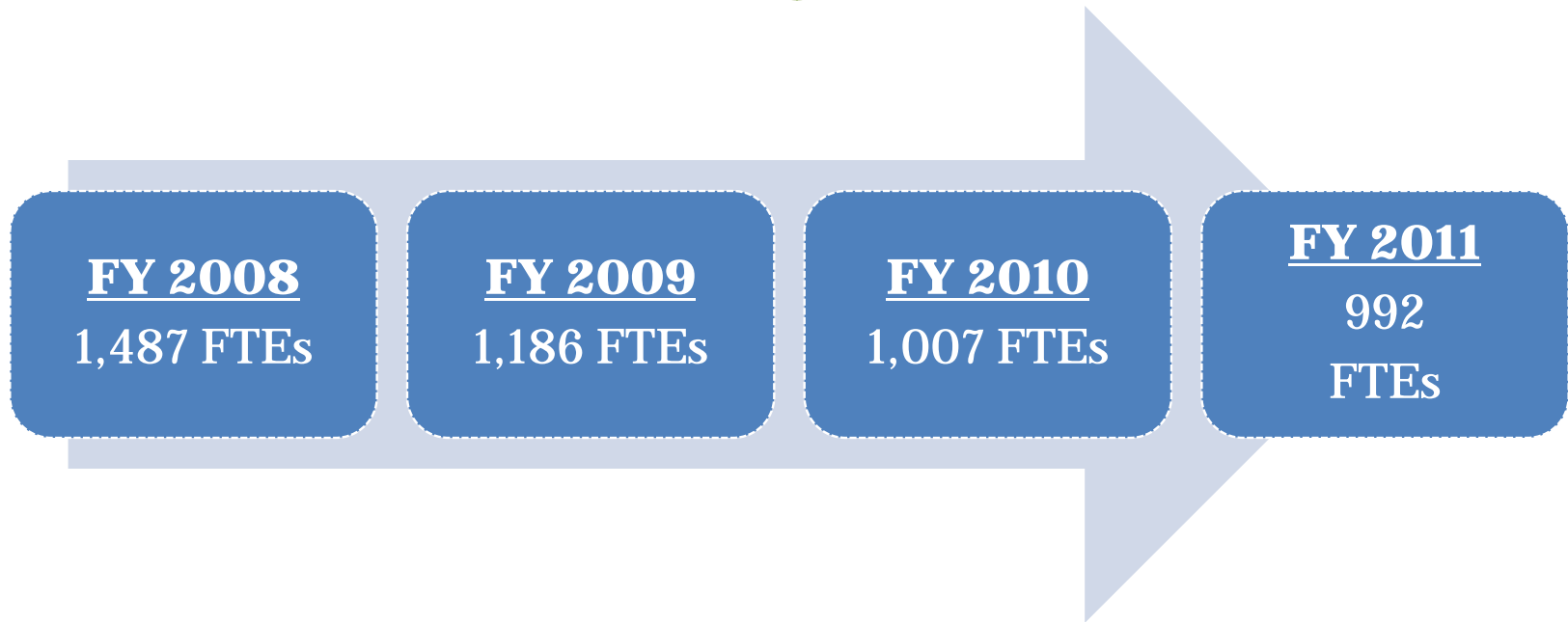


**In exchange for that autonomy, City Schools is holding schools accountable for student achievement.**

Implementing a school-by-school report card and “progress report” to help schools allocate resources strategically & effectively.

# Streamlining the Central Office

6



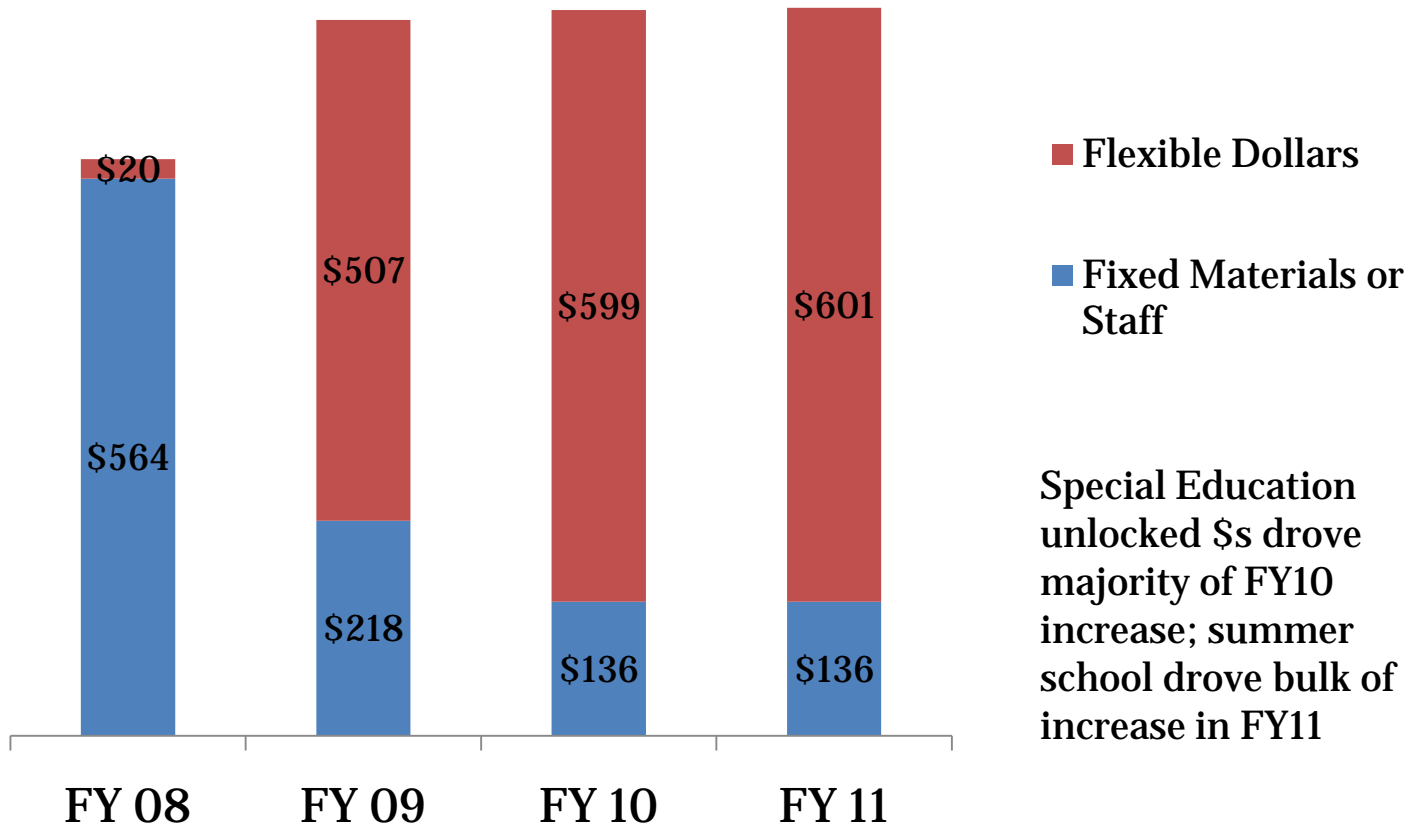
**34% Reduction in central office\* FTEs  
since FY08**

- \* The following positions are backed out of the central office roll-up above:
- Certain school-based operations employees
  - School police

# Shifting the Control of Dollars to Schools

7

## School Based Funding \$M



Special Education unlocked \$s drove majority of FY10 increase; summer school drove bulk of increase in FY11

## School Leadership

The district's Theory of Action makes the role of school leaders an even more important lever for reform to improve student achievement.

City Schools now requires all candidates to go through a rigorous application/interview process to ensure that the most effective individuals are chosen to lead schools.

**Every school leader is interviewed by a panel at the school that includes family and community members. They are also interviewed by the CAO and the CEO.**



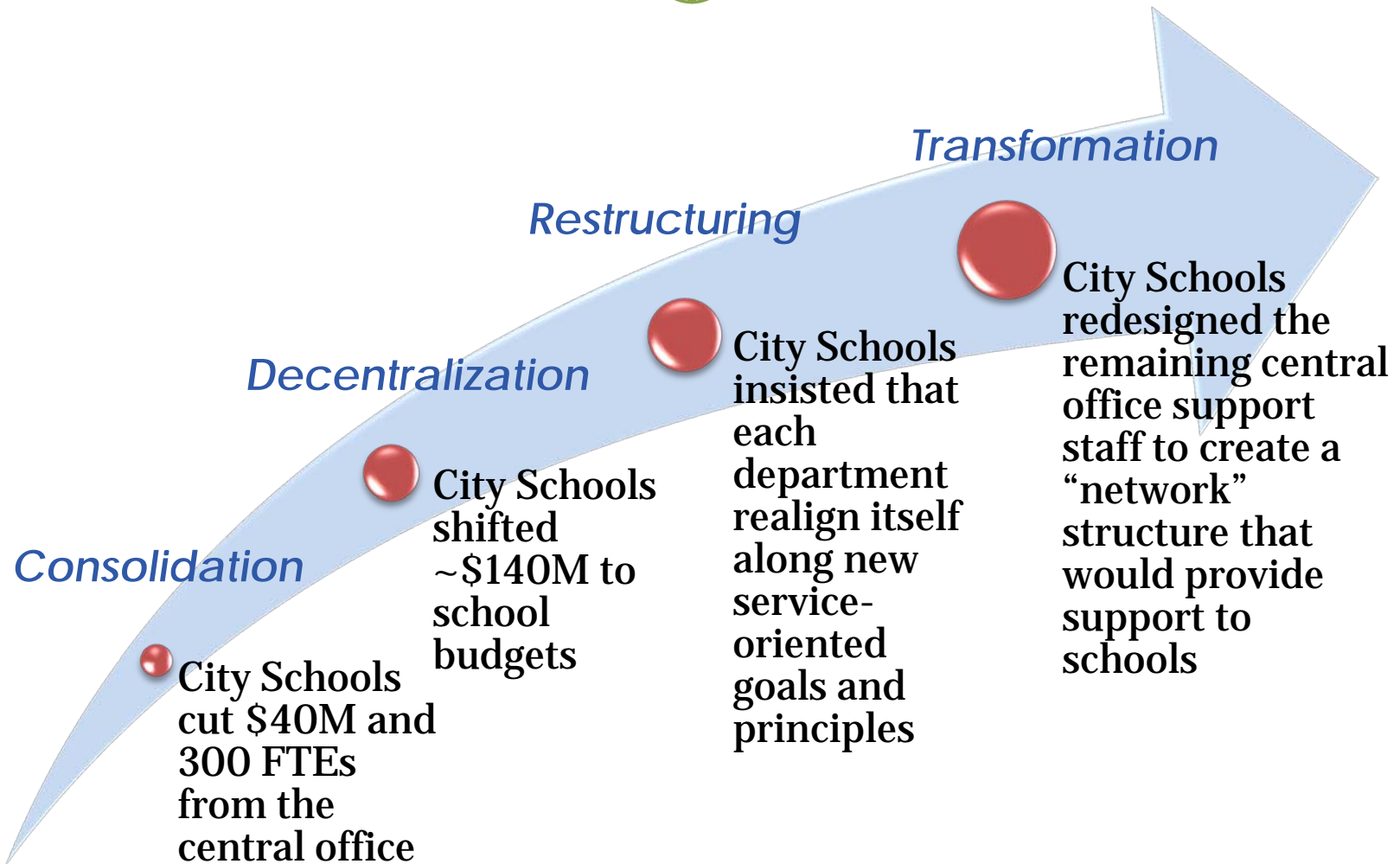
For the most recent school year, City Schools appointed 41 new principals for 201 schools and programs.

City Schools provides monthly professional development for all principals, targeted support for new principals, and creates a learning community for principals through their School Support Networks.



# Empowering School Communities: Central Office Structure in Year 1

9



# School Leadership Profile

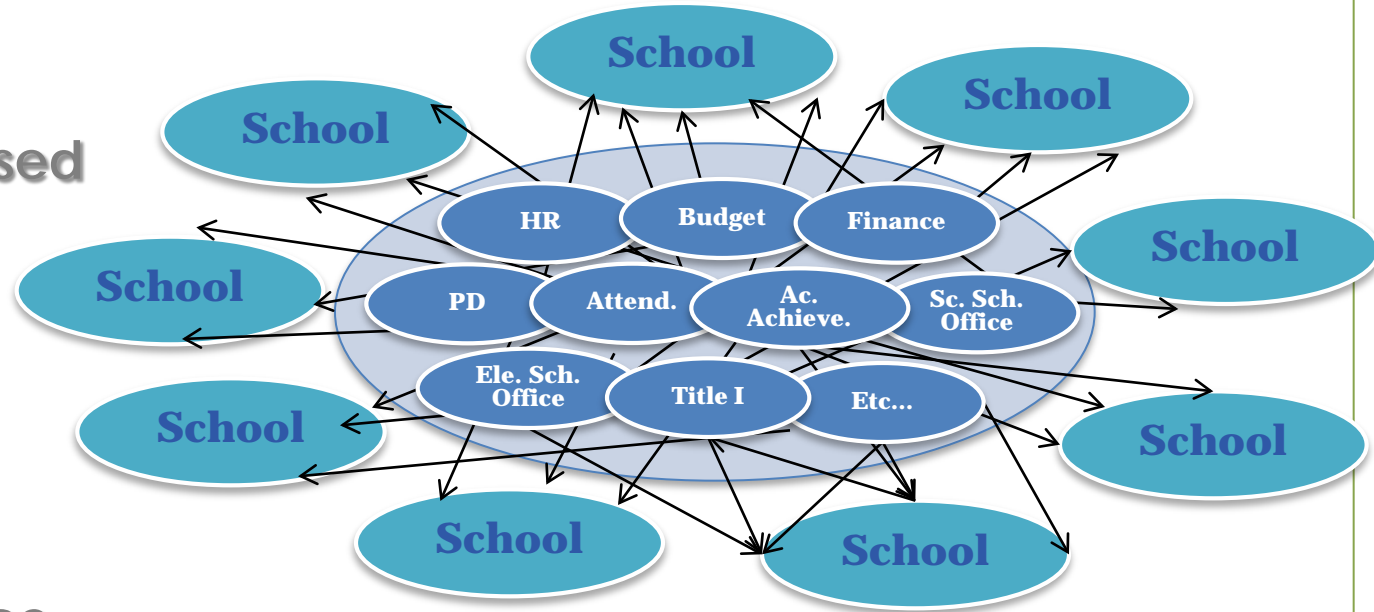
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School Year	Principals Hired
SY04-05	11
SY05-06	41
SY06-07	18
SY07-08	17
SY08-09	39
SY09-10	41
SY10-11 (until Dec. 31)	45
<b>Total</b>	<b>212</b>

**Transformation:** In year 2, City Schools redesigned the remaining central office support staff to create a “network” structure to provide more direct support to schools

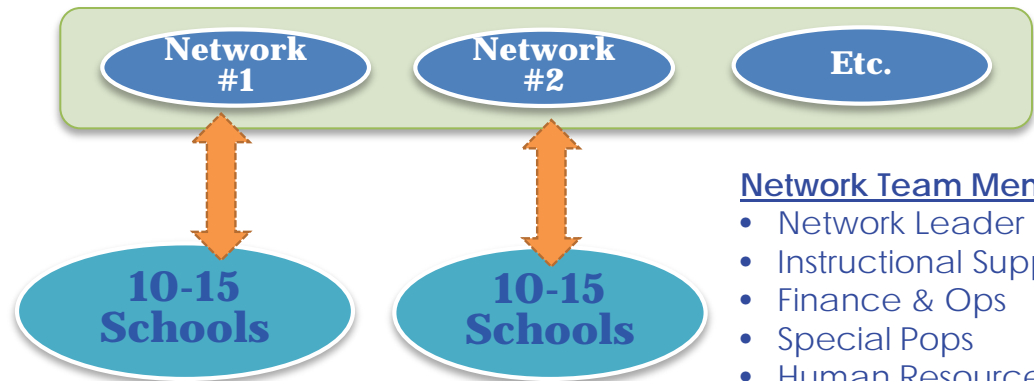
Moving from a compliance-focused organization ...

*Fragmented, often reactive support, far away from the work of schools*



...to a performance-driven organization that supports school-based decision-making:

*Problem-solving, focused teams closer to schools; flexible design to meet the individual needs of schools*

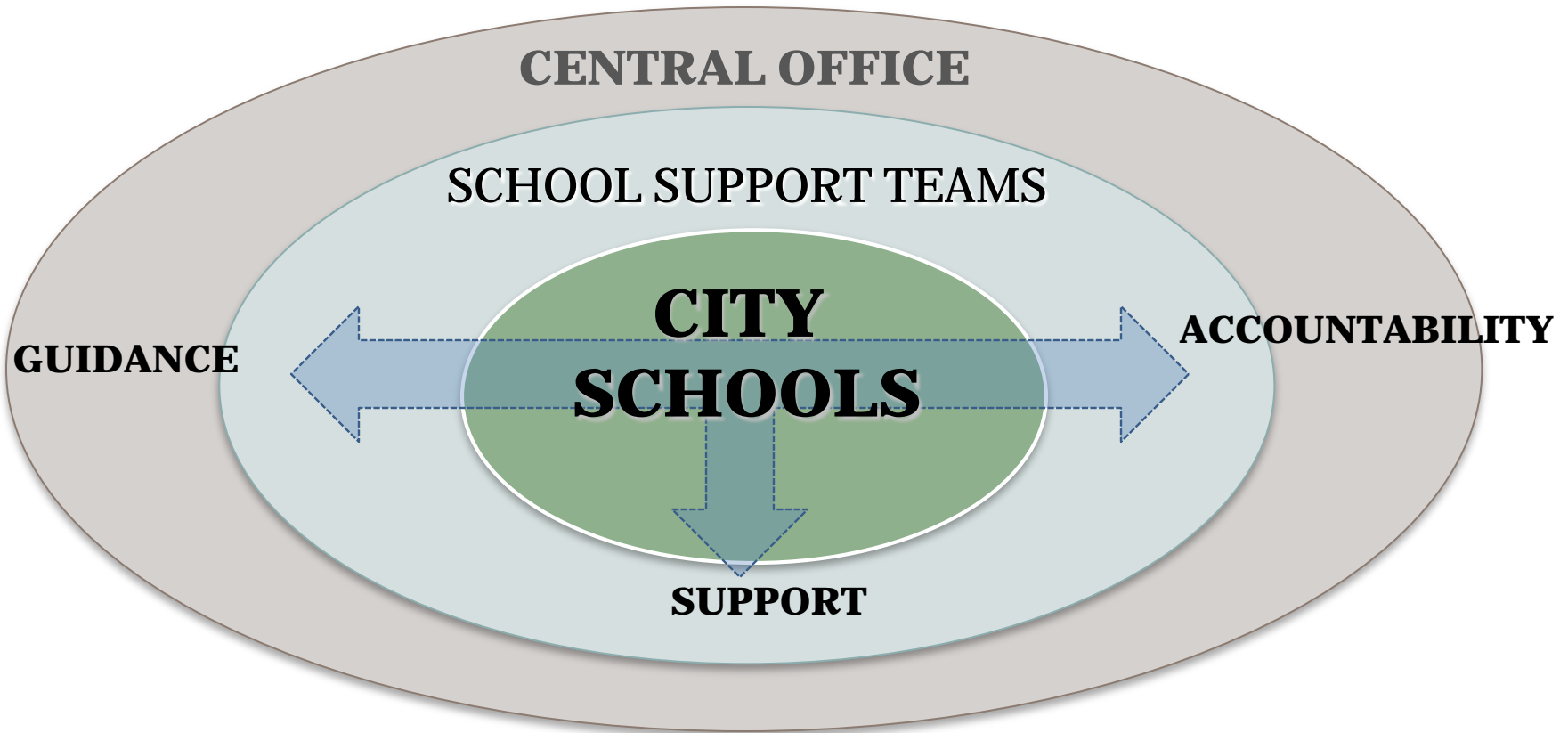


**Network Team Members**

- Network Leader
- Instructional Support
- Finance & Ops
- Special Pops
- Human Resources\*

# School Support Team Model – New Support Arm of Central

12



## Creating Engaged School Communities

*Student achievement is higher when families and communities are treated like partners.*

### Through an improved Family and Community Engagement Policy:

Parents and community members have a larger, clearer role in critical decisions that affect school communities.

- School Budgets
- Principal Selection

The school system is working more strategically to support and inform families.

- Family Institute
- Parent Portal

Hired community organizations to support almost half of all schools to increase Pre-k registration, increase FARM forms, immunization and reduce dropouts.

# Four Principles Guide All That We Do

14

We have great kids in Baltimore City with great potential, and they all deserve great schools. We are working to transform Baltimore City Public Schools into an entire system of great schools.

**Four key principles are driving this transformation:**

A Driving Focus  
on Student  
Outcomes

Expanding  
School-Based  
Options and  
Choices

Providing  
Increased Support  
& Heightened  
Accountability

Engaging Families  
& Communities in  
Our Schools

# Expanding Great Options Guiding Principles

- We are working to create a system of great schools.
- We are transforming or closing schools that don't work for our kids.
- We are creating new options that have strong chances of success, and expanding some programs that are already proving effective.
- We are reviewing our portfolio of buildings to maximize our ability to provide great school options in all areas of the city.

# School Portfolio Management

SY07-08  
to  
SY09-10

- Opened 13 new schools.
- Expanded 3 schools.
- Transformed 7 failing schools, pairing 5 with partner organizations.
- Closed 26 schools, merging 3 with expanding schools and replacing 2 with new schools.
- Relocated 9 schools to better utilize facilities and allow for school expansion.
- Reorganized citywide special education programs, placing classes at 17 additional schools.
- Expanded pre-kindergarten citywide with approximately 800 new seats.
- Expand citywide choice in middle grades by eliminating attendance boundaries for stand-alone middle schools.
- Reformed alternative programs: closed 2, opened 3 new program and redesigned 4.

SY10-11

- Open 4 new schools.
- Expand 1 school.
- Convert one school.
- Recommend turn around in 4 schools and continue turn around work in 8 schools.
- Recommend adding 2 new Turnaround Operators.
- Recommend closing 1 school.

Continue the work until all students in City Schools have the great school options they deserve.



# Identifying the Lowest Performing Schools

- A cross-functional work group considered a wide variety of data to determine which schools were in most need of an intervention:
  - Student achievement trends
  - Student enrollment trends
  - School Climate Survey results from students, staff and parents
  - Previous intervention strategies, such as changes in leadership or prior Expanding Great Options plans
  - Fiscal sustainability
  - Building utilization rate & condition
  - Geographic location & area options
  - School Improvement status

# High School Choice

18

Continued high school choice for all 8<sup>th</sup> graders. The % of students making a choice expanded over the last four years.

For School Year	Applications Received	% Students Making a Choice
2006-2007	6,013	88.3%
2007-2008	5,666	90.7%
2008-2009	5,921	91.2%
2009-2010	5,433	96.8%
2010-2011	5,116	97.8%

NOTE: The percent participation increases even though the applications decrease because the number of 8<sup>th</sup> graders this year dropped by about 400 district-wide (primarily due to birth rate).

# Launched Middle Grade Choice

19


**35% of 5<sup>th</sup> graders chose a school for 6<sup>th</sup> grade.**

Student Group	Priority	Est. # of schools and students*
All 5th-grade students currently attending K-5 elementary schools that are feeder schools for traditional middle schools**	1	36 schools 2,028 5 <sup>th</sup> graders
All 5th-grade students who currently attend K-5 elementary schools that are feeder schools for elementary/middle schools	2	16 schools 688 5 <sup>th</sup> graders
All 5th-grade students who currently attend PreK-8 and K-8 schools; and all 5th-grade students who currently attend charter schools and Transformation Schools***	2	70 schools 3,130 5 <sup>th</sup> graders

\*5<sup>th</sup> grade enrollment as of February 18, 2010

\*\*Also includes two non-zoned charter schools

\*\*\*Includes KIPP with grades 5-8.



# Core Values of Portfolio School Strategy

- Differences among schools are good and necessary as long as they represent efforts to meet distinctive needs of groups of students or disciplined efforts to try new ideas.
- Each school is directly responsible for instruction and therefore must have the flexibility to make choices about their use of time, money, and talent (there are mandated policies that must be followed by all schools i.e. COMAR, NCLB).
- All schools are held equally accountable for performance and fiduciary responsibilities

# History of New School Creation in Baltimore

21

- Past efforts were focused on giving schools autonomy from centralized decision making.
- City Schools has now given autonomy to all schools, as a pre-condition for success.
- New School creation efforts are now focused on new approaches, creating high quality options in all communities, and equity.

# Student Population in Operator-led Schools

22

	<b>SY08</b>	<b>SY09</b>	<b>SY10</b>	<b>SY11</b>
Traditional Schools	71,905	70,412	69,095	65,970
Charter Schools	5,520	7,403	8,361	9,281
Innovation High Schools	1,651	1,393	1,231	838
Transformation Schools	0	800	2,838	5,362
Turnaround Schools (with operators)*	0	0	0	1,833
Other (Contract, “New Schools”)	2,208	2,258	1,341	1,471
	<b>SY08</b>	<b>SY09</b>	<b>SY10</b>	<b>SY11</b>
Percentage of District Enrollment in Traditional Schools	88.5	85.6	83.4	77.8
Percentage of District Enrollment in Operator-led Schools	11.5	14.4	16.6	22.2

\* Does not include one Turnaround School that is also a Transformation School

# Common Characteristics of Non-Traditional Schools

23

## All non-traditional schools:

- participated in a rigorous application and screening process.
- were approved by the Board.
- must adhere to Board policies unless granted a waiver (waivers that have been granted in the past: school calendar and bell schedule, promotion policy, etc).
- must abide by negotiated labor agreements.
- participate in a rigorous renewal process to extend their contract agreement.

# Categories of Operator-Led Schools

24

- **Innovation High Schools** are public high schools of choice and open to all students citywide with no admission testing or screening. City Schools has 2 Innovation High Schools as of SY2010-11.
- **Transformation Schools** are public schools of choice serving grades 6-12 in a middle/high school format, open to all students citywide with no admission testing or screening. City Schools has 13 Transformation Schools as of SY 2010-11.
- **Contract Schools** are schools managed by third party operators, which do not fit into the other categories for a variety of reasons. City Schools has 3 Contract Schools as of SY 2010-11.
- **Charter Schools** are public schools of choice, open to all students citywide with no admission testing or screening. Each school has a charter, or performance contract, detailing its program, goals, and methods of assessment. City Schools has 29 Charter Schools as of SY 2010-11.



# Historical Context: Charter Schools

25

- Charter schools are public schools of choice, open to all students citywide with no admission testing or screening.
- The 2003 Maryland Public Charter School Act allowed for charter schools to open in all 24 school systems.
- Each school has a charter, or performance contract, detailing its program, goals, and methods of assessment.
- Charter schools operate with increased autonomy in exchange for accountability. They are accountable for both academic results and fiscal practices. Charter schools are different from other new school creation pipelines because they are defined through state law and certain autonomies are statutory.
- Baltimore leads the state in charter school creation. City Schools is seen as a model authorizer.

**As of SY2010-2011: 29 Schools**

# Teacher Quality: Where We Are Headed

26

- New State law requires mentoring for new teachers.
- As a result of its competitive position as a leader in the “Race to the Top,” recent changes to MSDE policy include:
  - Tying 50% of teacher evaluation data to student outcomes.
  - Granting tenure after three years instead of two.
- Next steps include:
  - Partnerships with leading teacher recruitment and certification partners that are tying effectiveness to certification decisions.
  - Collaborating with teachers toward a more effective system of formative evaluation and support.
  - Negotiating a cutting edge contract with the BTU that links evaluation to effectiveness.
  - Improving professional development for administrators and teachers to improve link between evaluation system and teacher quality tied to student outcomes.

# What Has Happened Around Highly Qualified Teachers?

27

- Since 2004, the percentage of core academic classes taught by Highly Qualified Teachers has more than doubled.

• 2004	34.3 Percent HQ
• 2005	42.1 Percent HQ
• 2006	46.8 Percent HQ
• 2007	53.0 Percent HQ
• 2008	51.0 Percent HQ
• 2009	68.9 Percent HQ
• 2010	69.5 Percent HQ

# Changing Teacher Population

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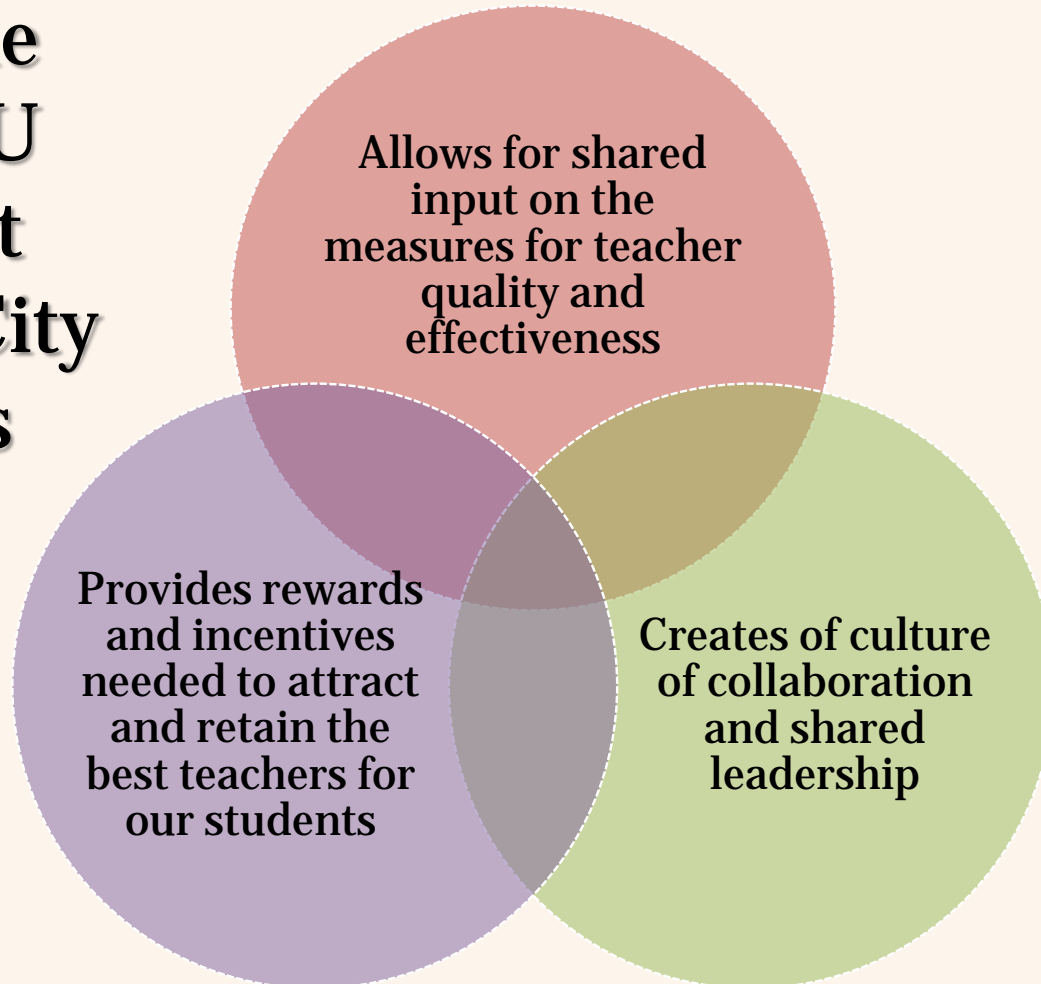
School Year*	Teacher Turnover	Involuntary
SY04-05	635	73
SY05-06	682	93
SY06-07	833	142
SY07-08	926	288
SY08-09	726	248
SY09-10	657	280
<b>Total</b>	<b>4459</b>	<b>1,124</b>

\* School year is defined as Sept 1 to Aug 31.

# City Schools' New Teacher Contract

29

**What the  
new BTU  
contract  
does for City  
Schools**



# Shared Input on Measures for Teacher Effectiveness

30

## MARYLAND STATE LAW

Maryland state law mandates that student performance and test scores will be a part of teacher evaluations.

## LOCAL COLLABORATION

BTU and the board will collaborate to determine the part of teacher evaluation that is not determined by the state to ensure additional measures beyond test scores are included

## EVALUATION IMPACT

Evaluation linked to student growth and effective teacher practice will translate to more AUs and ultimately increased compensation for great teachers.

# Rewards and Incentives to Attract and Retain the Best Teachers

31

- 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.



# Creates a Culture of Collaboration and Shared Leadership

32

- **School-Based Options (SBO)**

- Flexibility to modify the collective bargaining agreement to better meet the needs of schools and students and philosophy of the school community
- Flexibility to collaboratively craft creative solutions specific to individual school's needs
- SBO decisions remain in effect for one year.
- 80% of staff must approve SBO waiver
  - ✦ BTU school rep, BTU president, or CEO can veto proposal.



# Knowledge Management System

33

- Data-driven decision making.
- Data connectivity.
- Data analysis at all levels.
  - Students
  - Classrooms
  - Schools
  - District
- Objective base for understanding real-world progress and challenges.

# City Schools Effectiveness Framework

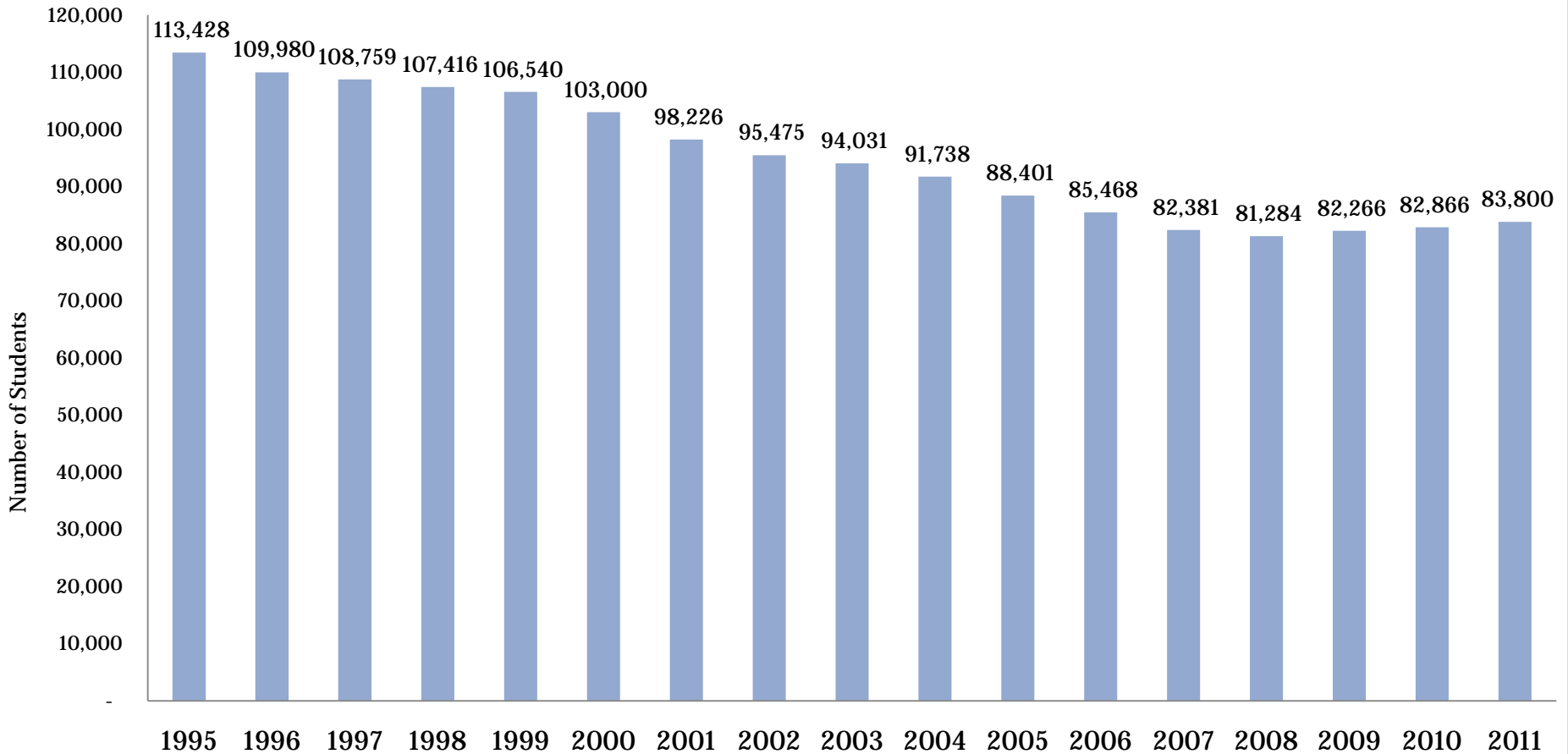
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- **Accountability at All Levels**
  - Standards
  - Evaluation
  - Professional growth system
  - Incentives and consequences
  - Performance management

# Enrollment Trends

## SY '95 to SY '11

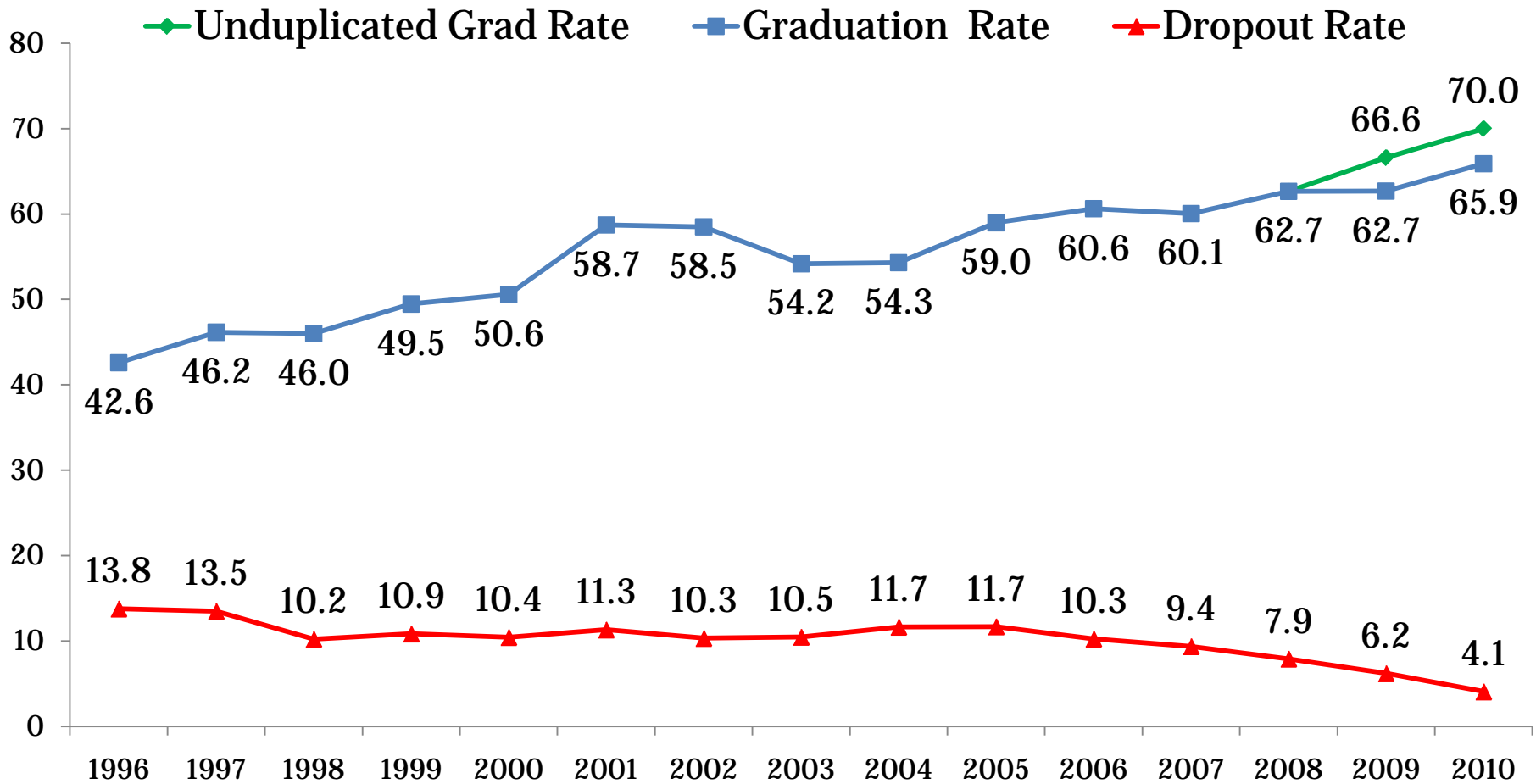
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Note: 2008 includes the return of three Edison Schools

# Graduation & Dropout Rates

36



# Good News from 2009-10

37

**Graduation rate**  
is 66%

**Drop out rate**  
is 4.1%



# African American Males Lead Decrease in Dropout Rate

38

African  
American  
Males-City  
Schools

59%  
Decrease

All  
Students-  
City  
Schools

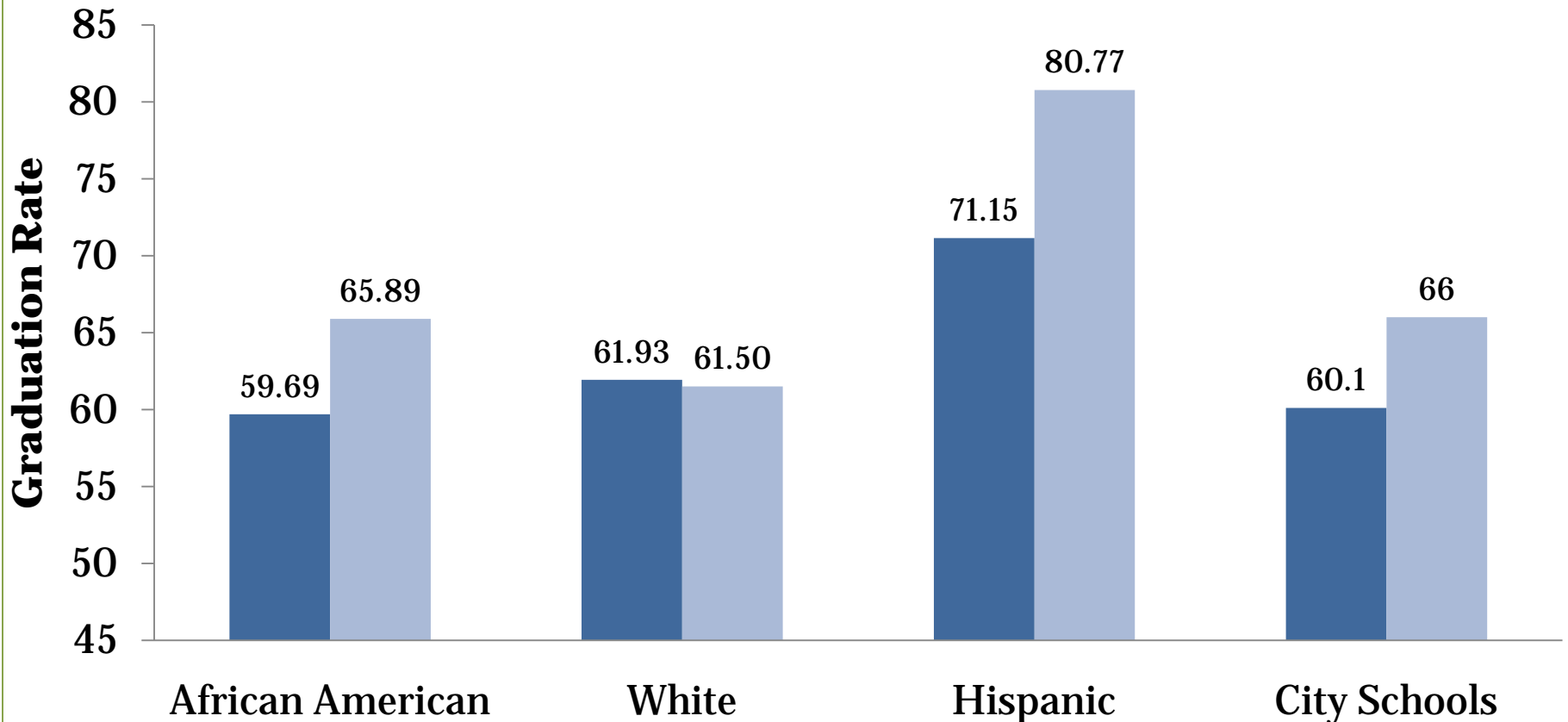
56%  
Decrease

# Graduation Rate

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## Graduation Rate- SY 2006-07 and 2009-10

■ 2007 ■ 2010

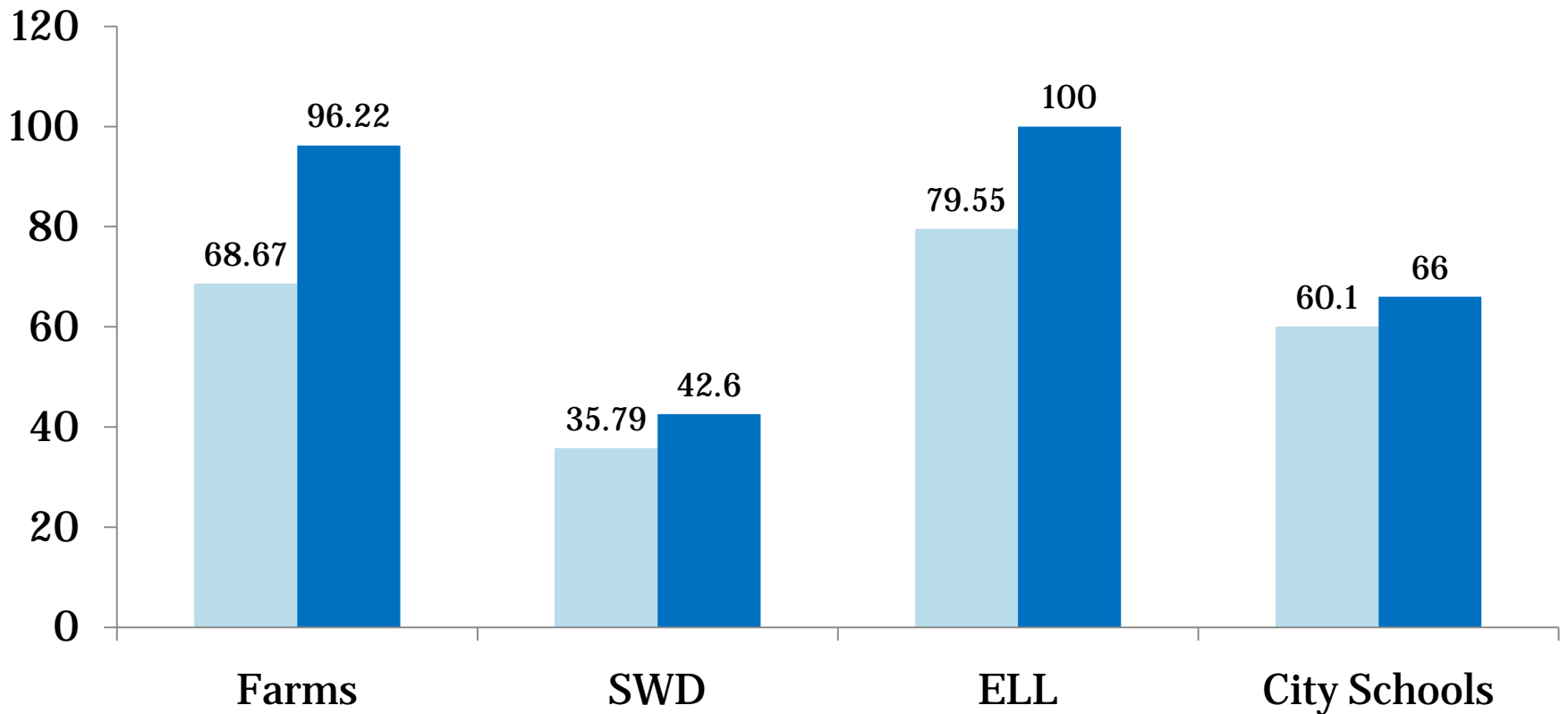


# Graduation Rate

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**SY 2006-07 and 2009-10**

■ 2006-07 ■ 2009-10



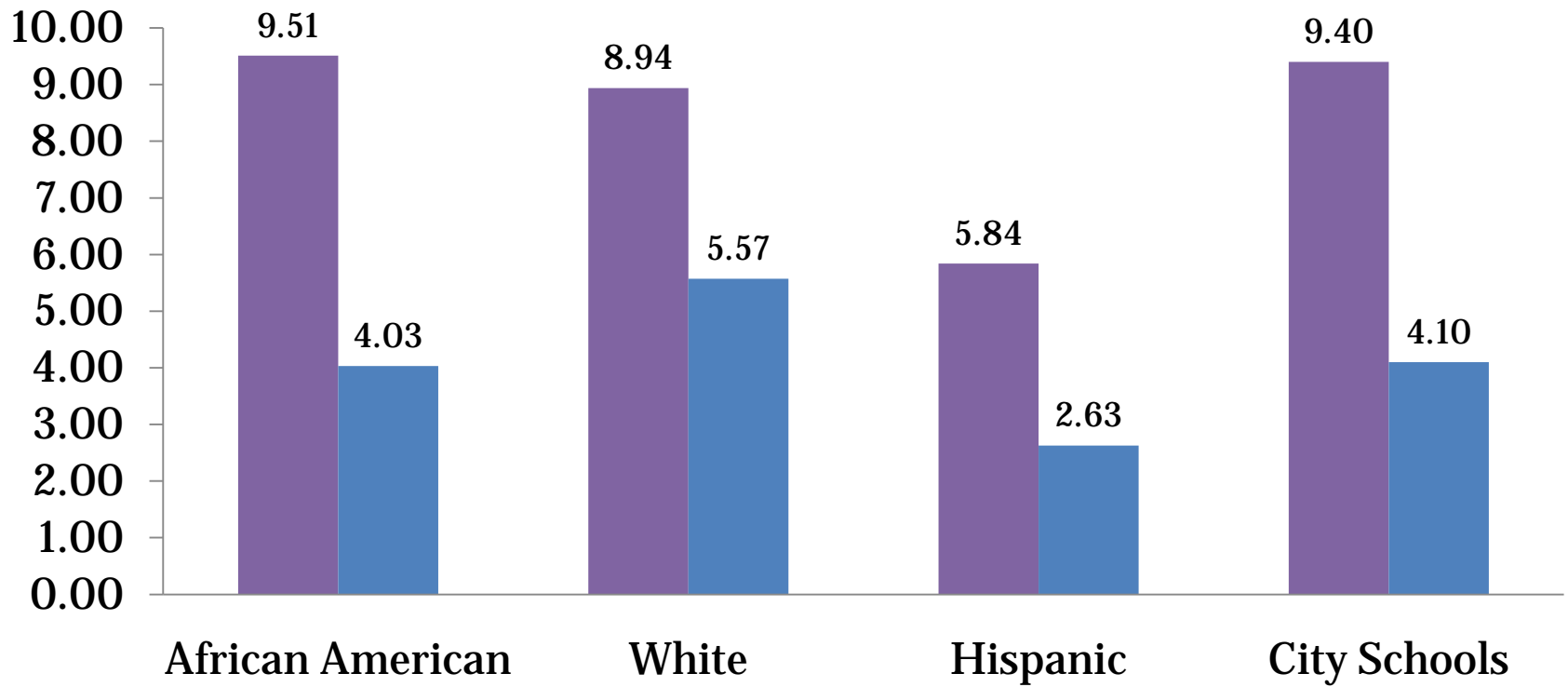


# Dropout Rate

41

## Dropout Rate - SY 2006-07 and 2009-10

■ 2007 ■ 2010



# Eliminating Achievement Gaps 2004 – 2010\*

42

	Reading Gap	Mathematics Gap
<b>African American Students</b>	Narrowed by nearly 29 percent	Narrowed by 13.5 percent
<b>Hispanic Students</b>	Narrowed by nearly 72 percent	<b>Eliminated in 2010</b>
<b>Students With Disabilities</b>	Narrowed by 37 percent	Narrowed by 12.5 percent
<b>English Language Learner Students</b>	Narrowed by 50 percent	<b>Eliminated in 2008</b>

\*All statistics based on MSA Test results for grades 3-8.

# Student Achievement Since 2004

43

- School Readiness (MMSR) has more than doubled since 2004
  - Increase of more than 137 percent
- Grades 1 and 2 achieved significant gains on Stanford 10 since 2004

	Reading	Math
Grade 1	+44.7 percent	+52.2 percent
Grade 2	+41.6 percent	+52.5 percent

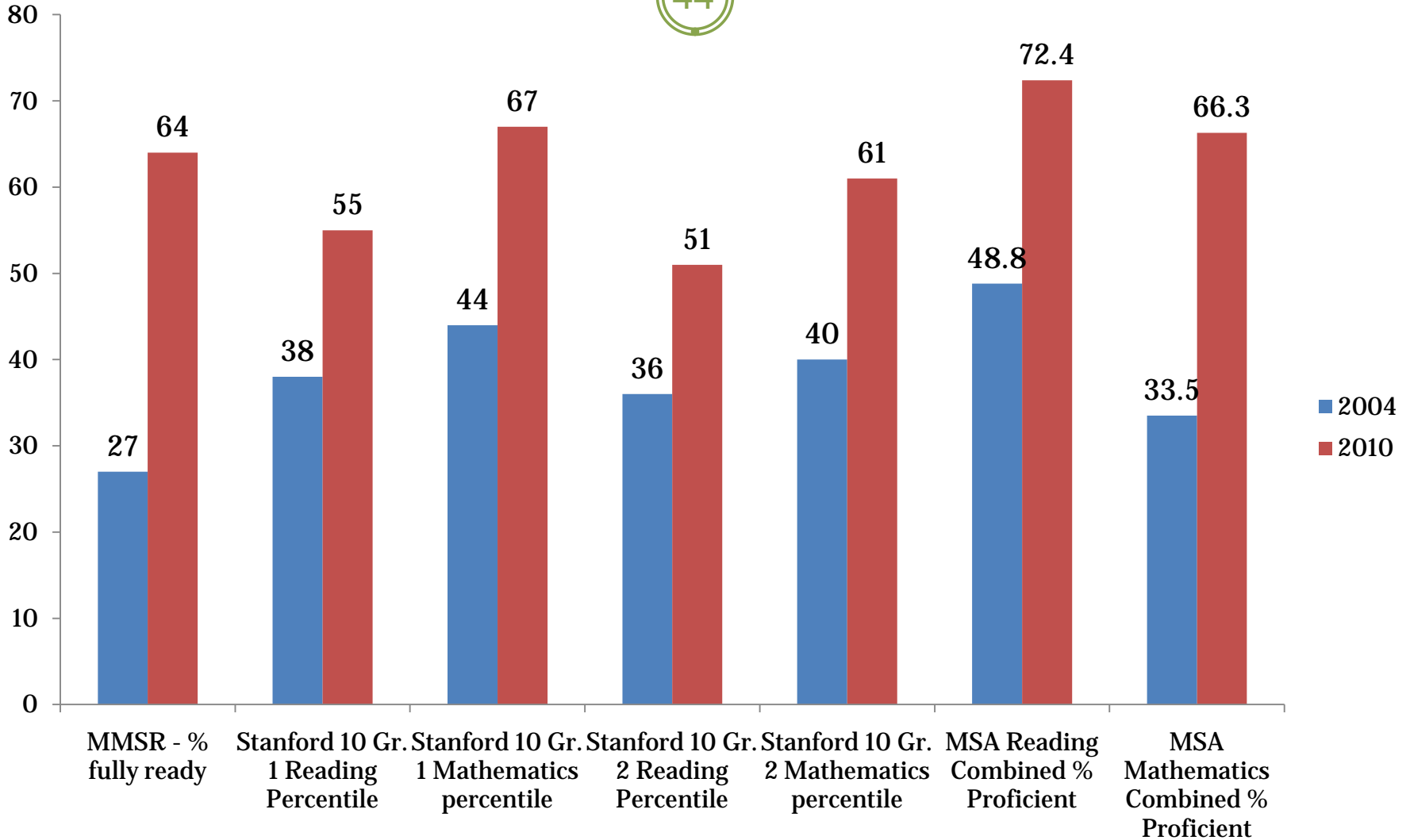
- Grades 3 to 8 made significant progress on Maryland School Assessments since 2004

Reading	Math
+48.3 percent	+97.9 percent

- More than doubled the number of High School Assessments passed since 2005
- More than doubled the number of students enrolled in Advance Placement classes since 2004

# Student Achievement Since 2004

44



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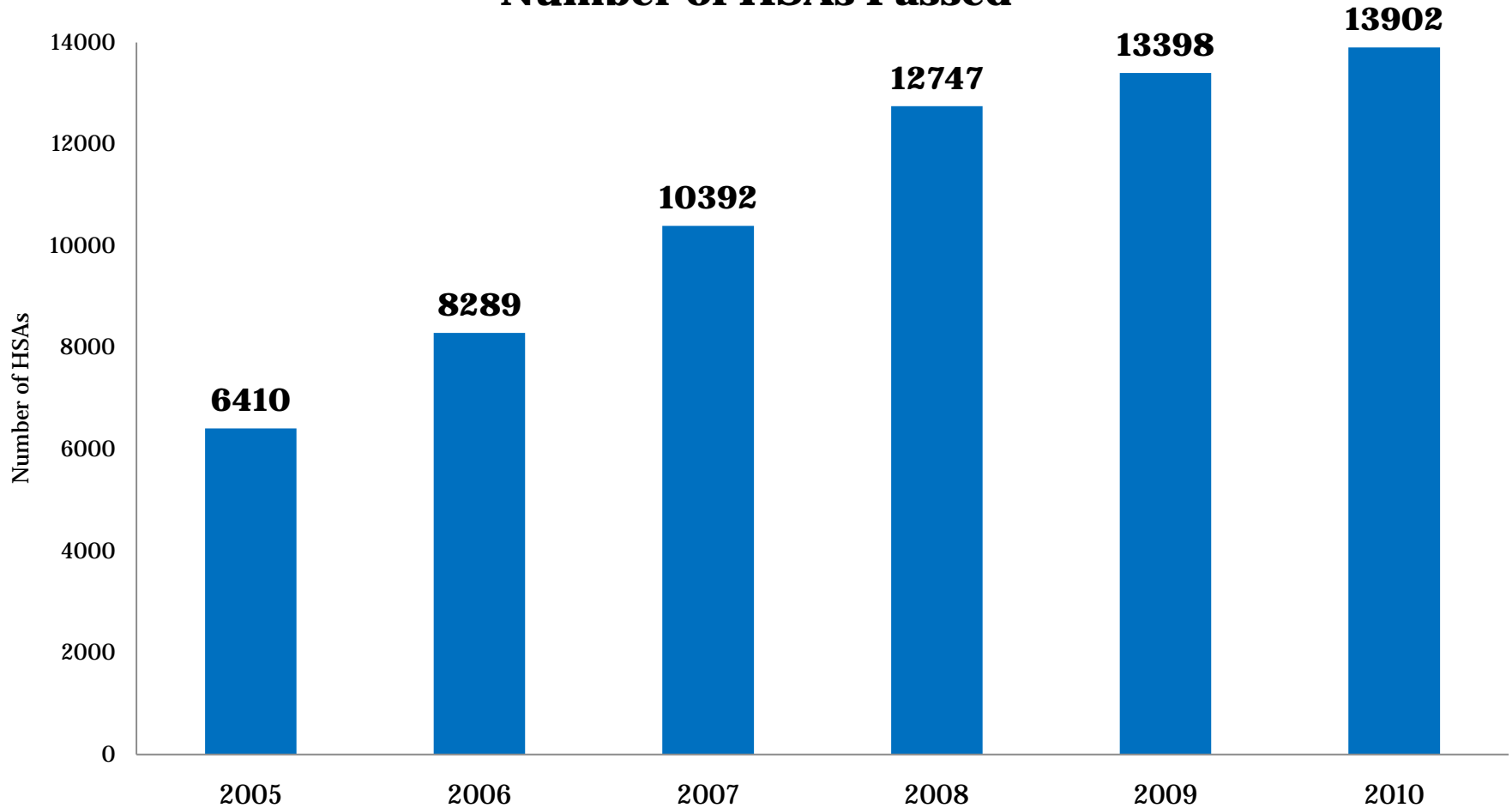
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# High School Assessments

45

## Comprehensive School Year Performance (Highest Score) Number of HSAs Passed



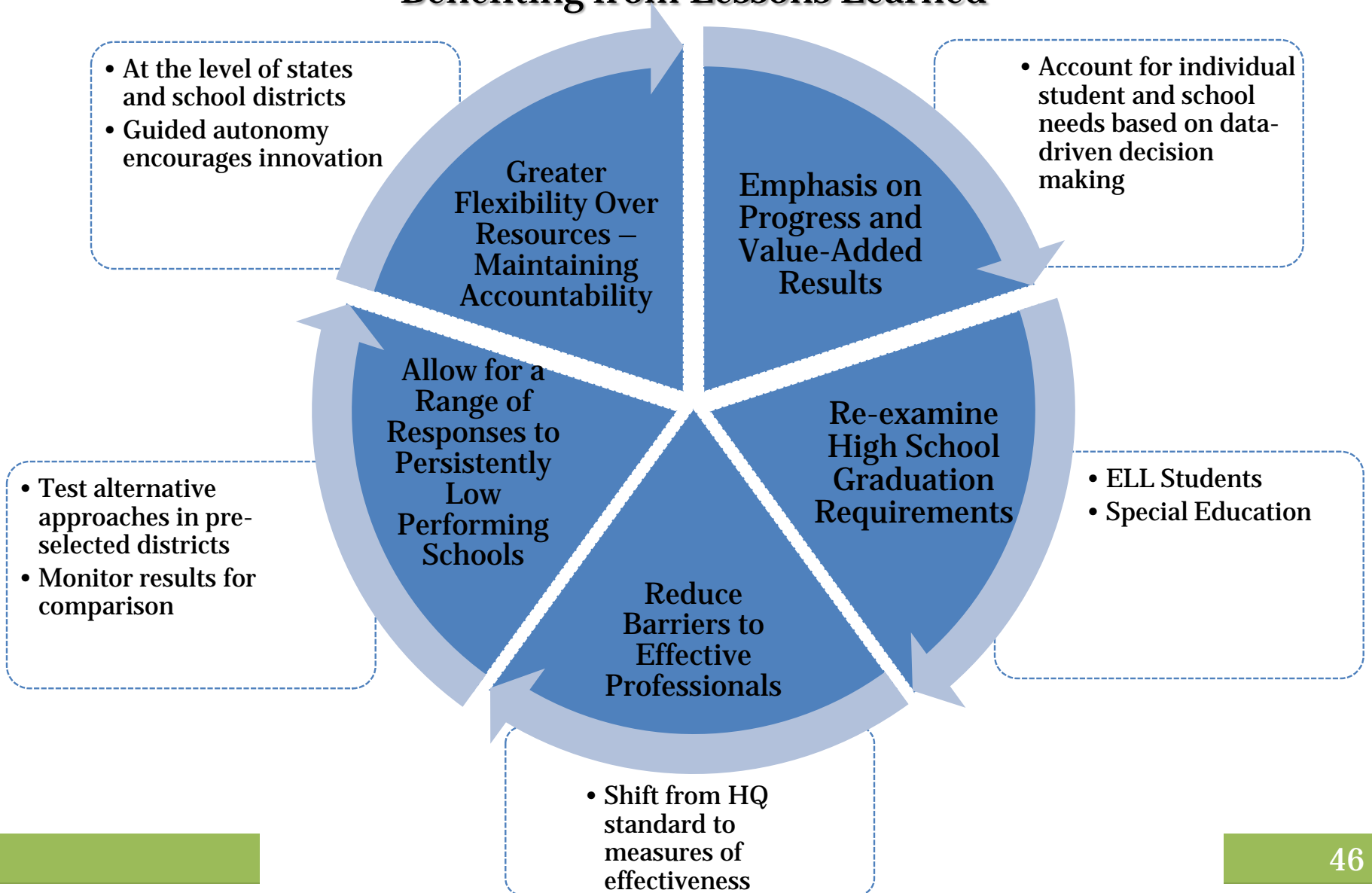
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# What We Need to Do Next

## Building on Previous Accomplishments Benefiting from Lessons Learned



# GREAT KIDS GREAT SCHOOLS

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