

BALTIMORE CITY --- PUBLIC SCHOOLS



City Schools and Pathways to Adult Success

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City Schools At-A-Glance

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- 172 Schools and Programs
- 79,297 Students
 - 78.6% African American
 - 11.3% Hispanic/Latino
 - 7.8% White
 - 1% Asian
 - 0.4% American Indian and Pacific Islander
 - 7.2% English Learner
- 41,496 students in grades pre-k–5
- 17,148 students in grades 6–8
- 20,653 students in grades 9–12
- 4-Year Graduation Rate (Class of 2018): 72.2%
- 52.7 % low income (based on direct certification for programs including Temporary Assistance for Needy Families and Supplemental Nutrition Assistance; City Schools provides free breakfast and lunch to all students and does not collect applications for free and reduced- price meals, with the result that low-income status is under-reported)



On Track for Success?

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- In the fall after graduation, roughly 26% of our graduates were neither working nor in college. (Class of 2009 data)
- Six years after graduation, graduates in the HS class of 2009 were making about \$15,000.

Our Beliefs

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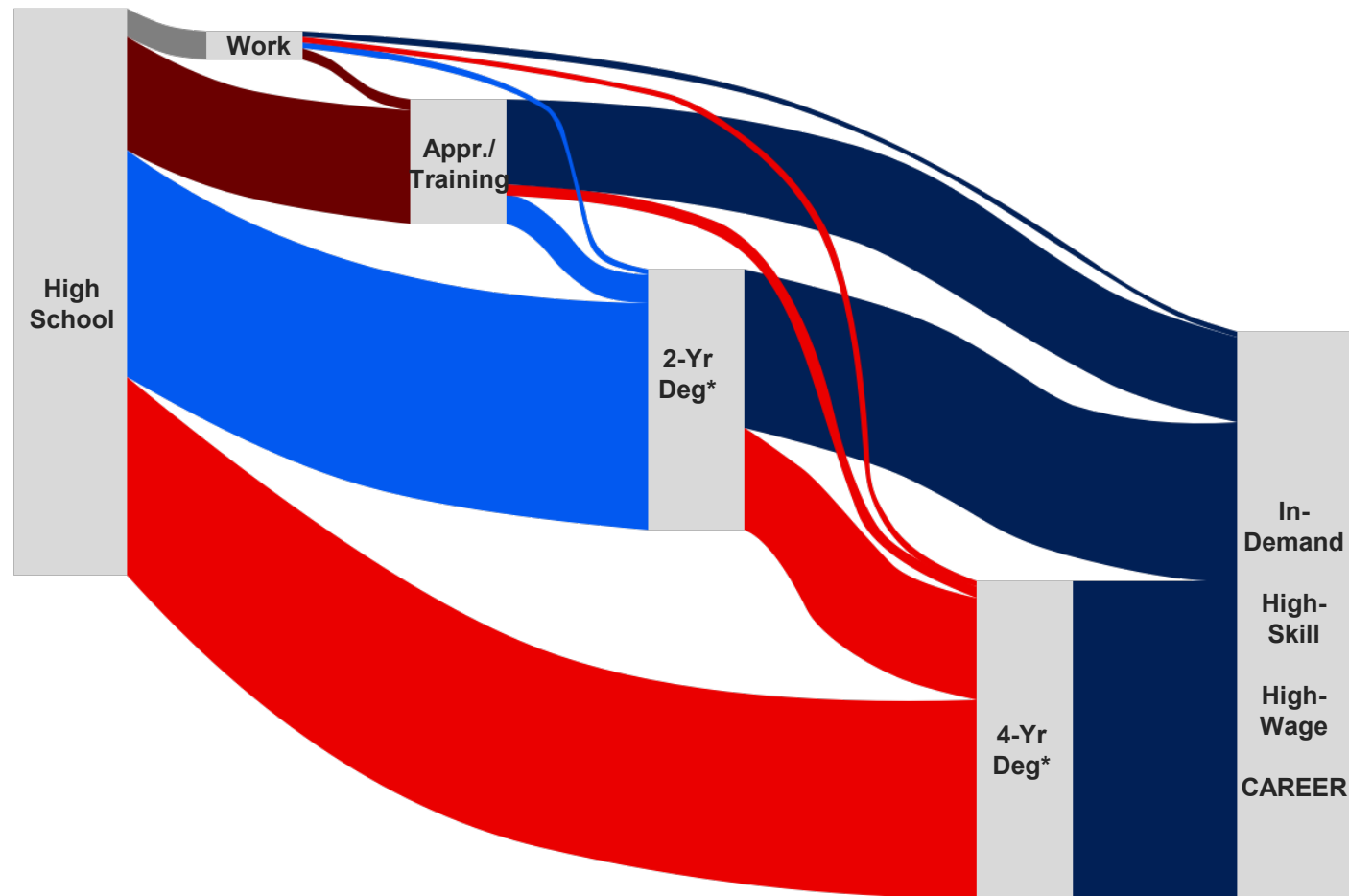


Every student needs an adult to provide guidance and support.

Every student needs an individualized plan that helps them set postsecondary goals and understand how to reach those goals.



There are many paths to a career...



*with or without
full- or part-time work

...and nearly all of them require more education.

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Post-Recession Labor Workforce

After the recession, 99 percent of the jobs added required some sort of post secondary training, leaving students with just a high school diploma behind. ¹

Needed for the Future Workforce

By 2020, nearly two-thirds of all jobs will require some sort of post secondary education.

Distribution of Future Needs

The new 2020 jobs will be evenly divided between those requiring a bachelors degree and those requiring an associate degree or some other sort of job training.

1. Carnevale, Smith, and Strohl. "Recovery: Job Growth and Education Requirements through 2020", Georgetown University Center on Education and the Workforce (June, 2013).
2. Carnevale, Jayasundera, and Gulish. "Recovery: College Haves and Have Nots", Georgetown University Center on Education and the Workforce (June, 2016).

Fund for Educational Excellence and Education Strategy Group's Recommendations

7

1

Prioritize partnerships and communication with regional industry partners

2

Develop course schedules for students that align with their goal

3

Invest in staffing models that make sense

4

Establish program-specific academic prerequisites

5

Locate programming in 2-3 easily accessible centers

Alignment

Increase pathways aligned with in-demand, high-skill, high wage occupations

Quality

Ensure each program of study offers dual enrollment and/or a high value credential

Skill

Partner with employers to build and scale industry-aligned work-based learning

Access

Strengthen student advisement and placement services that govern CTE Enrollment

Equity

Expand student access by placing them in open access schools across the district

Data

Build robust data systems to track student progress

*The Fund's Recommendations were reordered for the purposes of comparison to similar ESG recommendations

College and Career Readiness

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Students will graduate and pursue well-matched postsecondary options aligned to college, career, and citizenship by...

Student Plans

College and
Career
Knowledge

Work-based
Learning

Caring Adults

Student Plan: Theory of Action

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- If students know their interests, their data, and how to achieve their goals in high school and beyond,
 - **then students will be more invested and supported in their academic trajectory and will be more likely to graduate with an in-demand, high-skill, high-wage career.**
- **Leading Indicator:**
 - **100% of City Schools students in grades 6-12 will have an individualized plan aligned with their interests and current performance in relation to either school choice or career aspirations.**
- **CCR Office Action: Student Planning Initiative**

SY 1920 Key Initiative--Student Plans

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Meetings at least 2 times a year to develop plans with students and capture the intermediate steps required to move them toward their goals.

Meetings should be **one-on-one** or in small groups with a consistent adult.

Plans should be kept on file for each student to track progress or changing interests. The **student should get a copy**.

For **6th and 8th graders**, the focus is on **high school choice**, tied to student interest.

For **9th and 12th graders**, the focus is on a **career interest** (whether through college, work, military, or workforce training).

College & Career Knowledge: Theory of Action

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- If students learn college and career-specific knowledge aligned with their interests,
 - **then students will have the knowledge and skills to obtain jobs that pay a family-supporting wage.**
- **Leading Indicators:**
 - **By 2021, City Schools will increase the number of CTE concentrators earning an MSDE-approved, industry-recognized certification by 25 percent.**
 - **By 2021, City Schools will increase the number of CTE concentrators enrolled in CTE pathways by 10 percent.**
- **CCR Office Actions:**
 - **Develop a 4-year CTE plan in response to recommendations of ESG and Fund for Educational Excellence reports**
 - **Implement career readiness curriculum in CTE courses.**

Work-based Learning: Theory of Action

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- If students have the opportunity to explore and engage in the workplace while in high school,
 - **then students will develop the “hard” and “soft” skills needed for employment and be able to make informed decisions about their future career.**
- **Leading Indicator:**
 - **By 2021, 60% of students in grades 9-12 will participate in a career-aligned, quality work-based learning experience.**
- **CCR Office Action:**
 - **Create a comprehensive work-based learning strategy to meet the scale of the need.**

A Comprehensive Work-Based Learning Strategy

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Create a district definition of quality work-based learning and develop tiers of experiences.

Build strong Program Advisory Councils to identify work-based learning opportunities in each pathway.

Develop a school-facing database of current and vetted work-based learning activities.

Create a legal framework to diminish obstacles to work-based opportunities with City Schools.

Improve recruitment of employers and match students and schools to opportunities

Caring Adults: Theory of Action

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- If students are supported by knowledgeable adults who build great relationships with students,
 - **then students will get personalized, relevant advising to support them through their unique middle and high school pathways to post-secondary success.**
- Leading Indicator:
 - **75% of seniors will be appropriately matched to a postsecondary education option, based on City Schools match index.**
- CCR Office Action:
 - **Ensure that schools have trained adults to advise students with accurate, individualized information about high school and post-secondary options, including the development of a citywide mentoring initiative.**

CCR Indicators in Action

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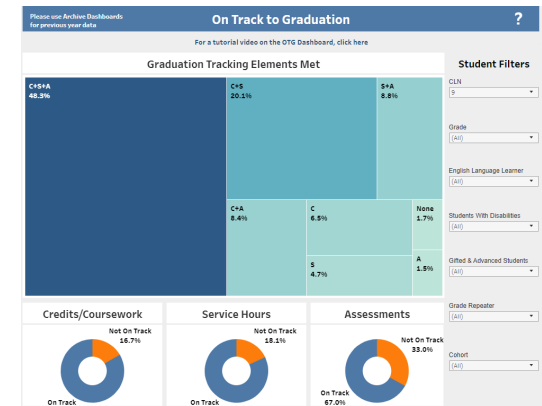
Ninth Grade Initiative
(On Track to Graduation
Dashboard)

Individualized Student
Plans
(College and Career
Readiness Dashboard)

9th Grade Initiative

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- Modeled on the work done in Chicago, we are focusing on supporting our 9th graders by reviewing their attendance, behaviors, and course completions using our Early Warning Indicator dashboard.
- Use the On Track to Graduate dashboard to assess 9th grade progress on course completion, assessments, and service learning hours.
- These resources make it much easier for our newly developed 9th grade teams to focus on interventions, rather than just collecting the data.

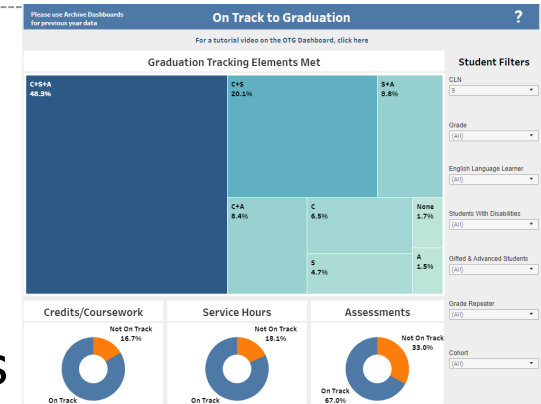


On Track to Graduation (OTG) Dashboard - Overview

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Purpose:

- Identify students not on track for graduation & supports for:
 - Credits, Service hours, Assessments
- Nightly Student Information System updates



Credit Summary

- Credits earned by grade
- Credits earned and schedule

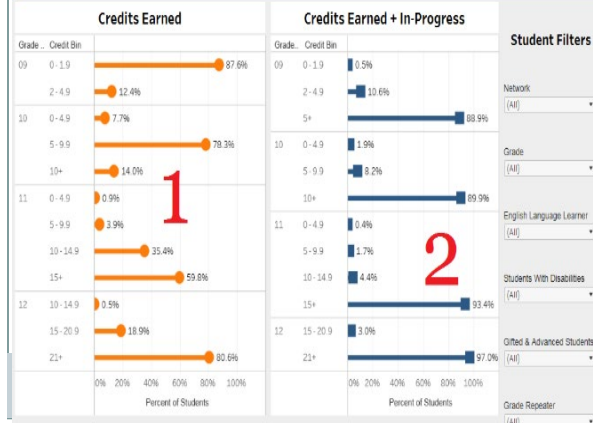
Service Hours

Number of hours by grade

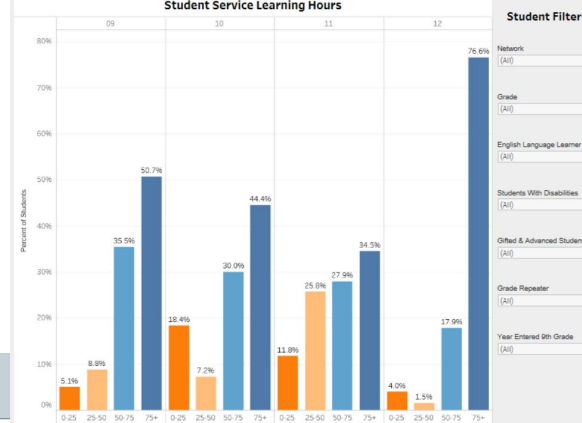
Assessments

- Results across Algebra, English, Science and Government

Credit Summary



Service Learning Hours



Assessments



Making Data Actionable: Using OTG to Assist with School Data Conversations

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1. Look at overall trends by cohort levels.

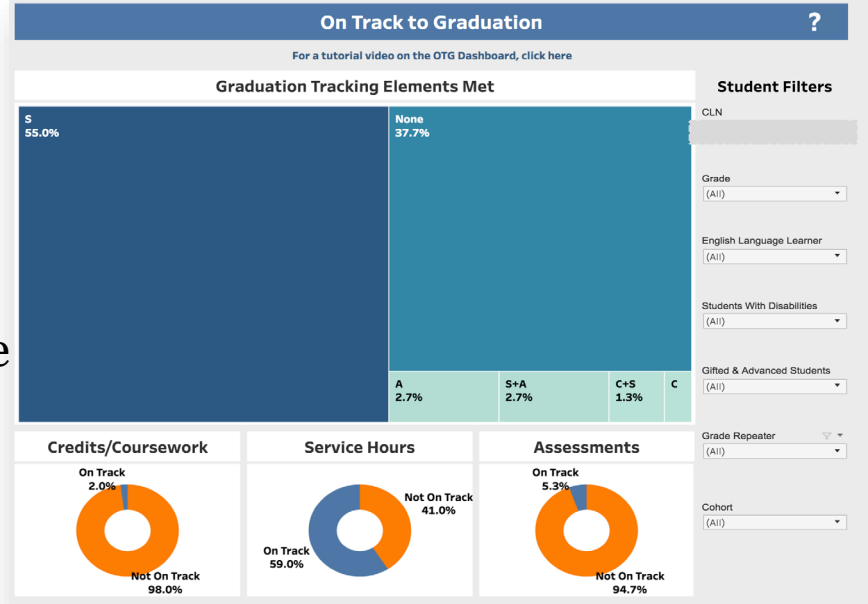
Central Office:

-Track for promotion & retention for principal conversations

2. Focus on specific OTG groups/categories

Schools:

- Who is not scheduled for right Courses?
- In correct remedial classes?
- Who needs to retake Assessments?
- Who needs additional Service hours?



3. Zero in on particular students.

4. Identify actions & track progress.

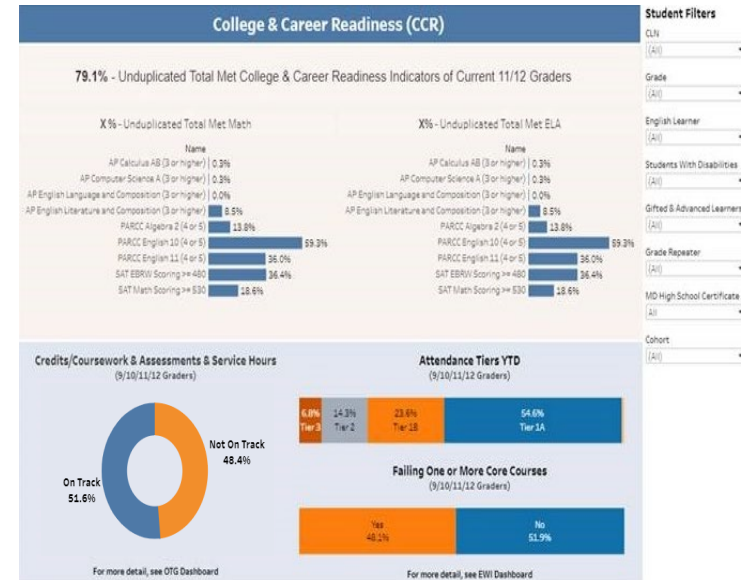
	First Name	Last Name	SWD Flag	Advance/Gifted	ELL Flag	Repeating Grade	Grade Code	Cohort	English 1 Accrued	English 1 In-Progress	English 1 Req	English 2 Accrued
			Yes	No	No	No	09	2017	0.0	1.0	1.0	0.0
			No	No	No	No	12	2014	1.0	0.0	0.0	1.0
			No	No	No	No	12	2015	1.0	0.0	0.0	1.0
			Yes	No	No	No	11	2015	1.0	0.0	0.0	1.0
			No	No	No	No	12	2014	1.0	0.0	0.0	1.0
			No	No	No	No	11	2015	1.0	0.0	0.0	1.0

Individualized Student Plans

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○ In implementing individual student plans, our hope is that:

- ✦ Students will be able to know and share their interests and own their own data (rather than that being the solely the purview of an adult)
- ✦ Students will have conversations with adults that allow them to understand the way that their grades, test scores, CTE certifications, and dual enrollment and AP participation can shape their future options.
- ✦ Our new CCR dashboard allows adults to see overall trends in grades, scores, AP and dual enrollment and use the data to help students determine and pursue their next steps.



College & Career Readiness Dashboard – Home Screen

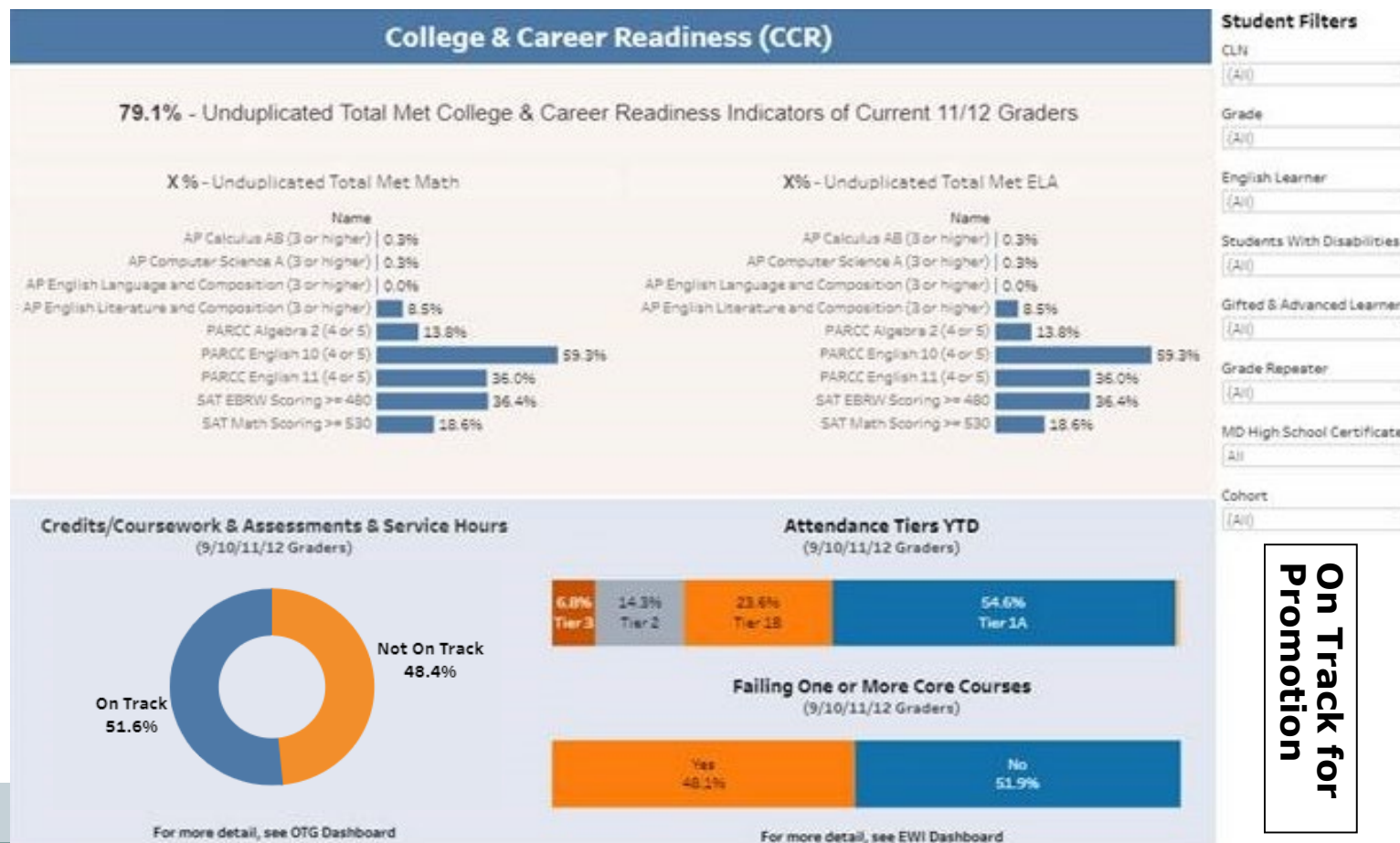
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Purpose:

- Report on CCR metrics and identify students not on track for post-secondary success based on: Assessments (AP, SAT, PARCC, etc.), Enrollments and GPA
- Updated nightly from Student Information System.

On Track for
College & Career

On Track for
Graduation

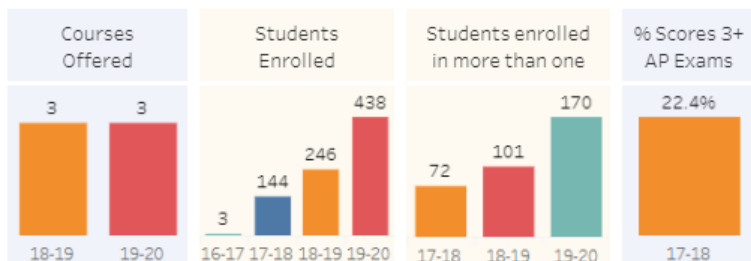


College & Career Readiness Dashboard – Readiness Screen

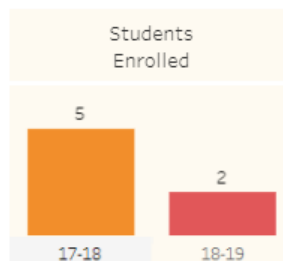
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Readiness Exams and Dual Enrollment

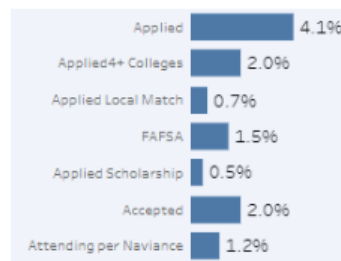
AP Courses



Dual Enrollment



College Application Process



Student Filters

CLN
N9

Grade
All

Students With Disabilities
All

English Learner
All

Gifted & Advanced Learners
All

Grade Repeater
All

MD High School Certificate
All

Cohort
All

AP Potential

Based on PSAT Scores
Cumulative enrollment of AP Potential students

AP Course	AP Enrollment	
	No	Yes
Biology	21	
Calculus AB	823	90
Chemistry	38	
English Lang Composition	191	
English Lit Composition	18	70
Statistics	27	
US Govt & Politics	44	
US History	11	75

PSAT vs GPA

All Student Counts
Hover in table for College Match

Score Range	Cumulative Weighted GPA			
	<2.5	2.5 - 2.9	3.0 - 3.49	3.5 or +
< 750 or no test	8	7	4	14
750 - 999	41	32	42	256
1000 - 1199	4	8	8	142
1200 or +	1	1		40

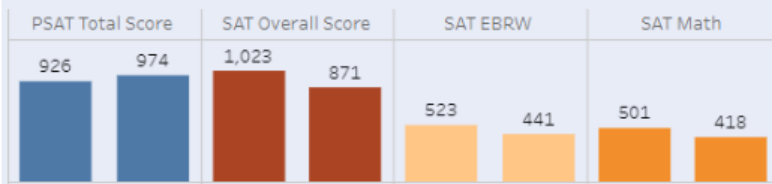
SAT vs GPA

11/12 Student Counts
Hover in table for College Match

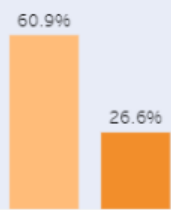
Score Range	Cumulative Weighted GPA			
	<2.5	2.5 - 2.9	3.0 - 3.49	3.5 or +
< 750 or no test	1	2	2	2
750 - 999	17	18	23	91
1000 - 1199	6	9	6	99
1200 or +		1		36

Average Score in Grade Taken

Includes all student's scores in any year at that grade
(Ex. 09 PSAT includes all 9,10, 11 & 12 Graders who took test in 9th grade)



Met CCR Benchmarks



CCR Transition Enrollment and Assessment

ELA Transition Course Needed	61	Math Transition Course Needed	189
ELA Transition Enrolled	0	Math Transition Enrolled	0
ELA Transition Required But Not Enrolled	61	Math Transition Required But Not Enrolled	189
ELA Tested	0	Math Tested	0

Making Data Actionable: Using CCR to Assist with School Data Conversations

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1. Look at overall trends by cohort levels.

-On track for promotion, graduation & CCR?

Central Office:

-Using PSAT to track to student achievement

-Conversations with leaders on curriculum

-Monitor CCR Plan completion

2. Focus on specific CCR data points.

School:

-Have students applied to a best match College?

-Who needs SAT support?

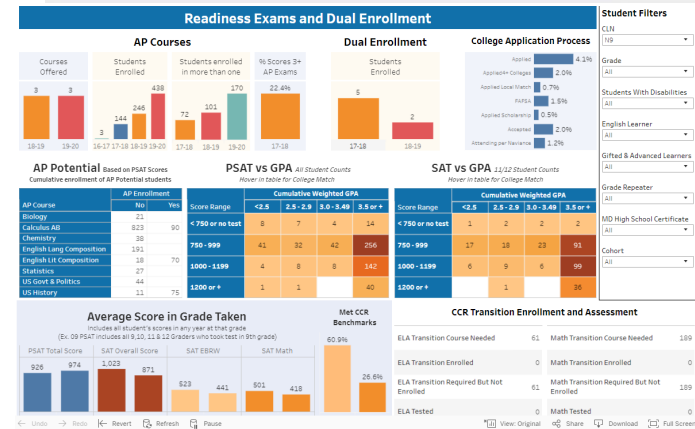
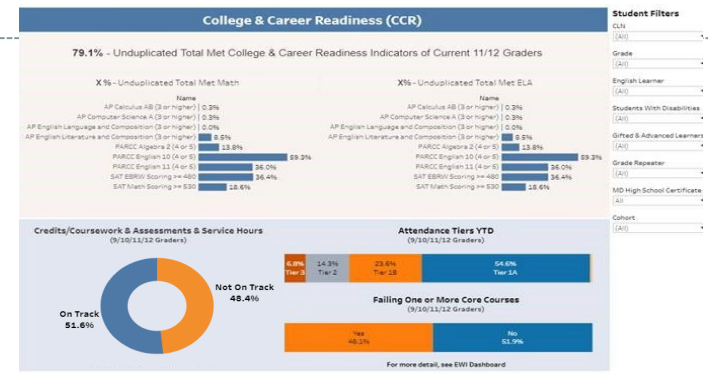
-Who needs course support?

-Monitor student SAT growth

-Tracking vs Student CCR Plan

3. Zero in on student groups & students.

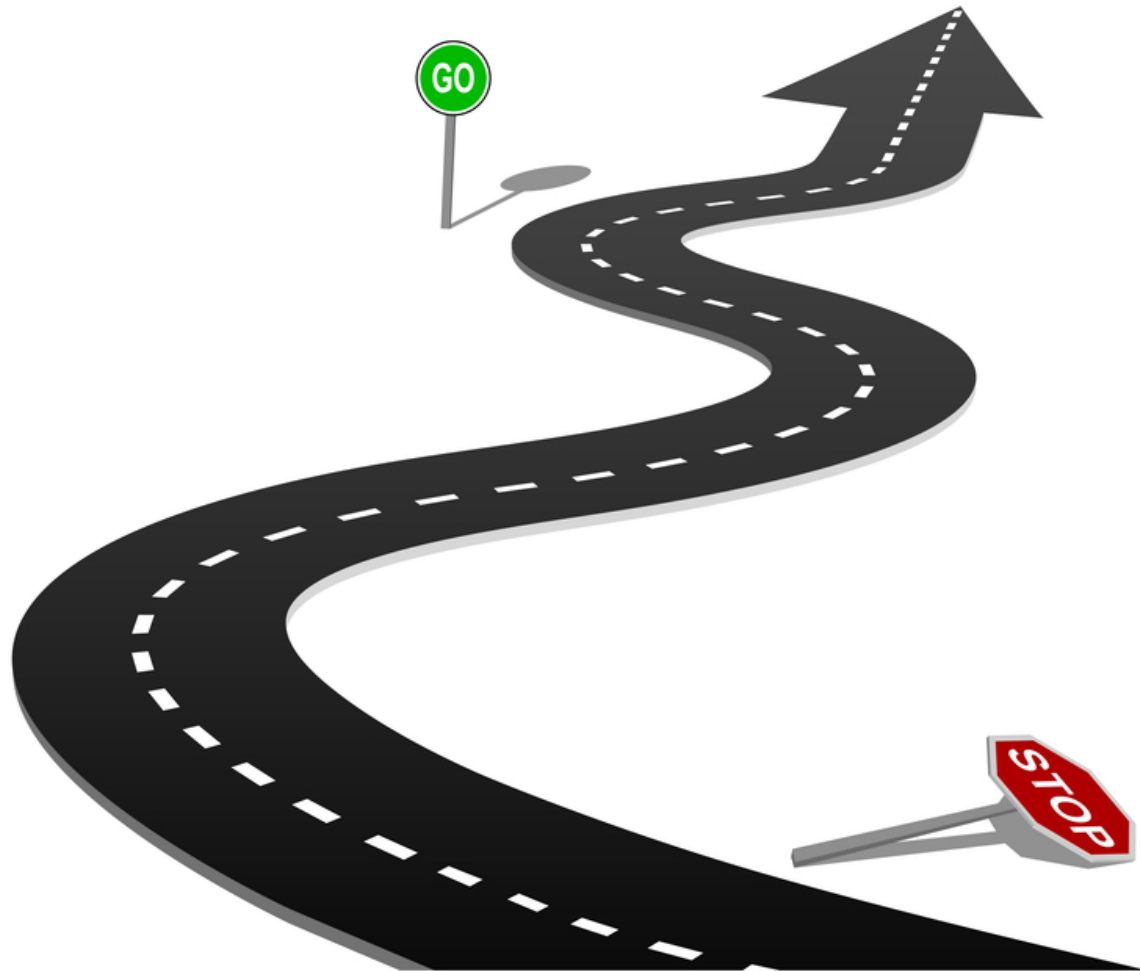
4. Identify actions & and track progress



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		Yes	No	No	No	11	2015	1.0	0.0	0.0	1.0
		No	No	No	No	12	2014	1.0	0.0	0.0	1.0
		No	No	No	No	11	2015	1.0	0.0	0.0	1.0

The Road Ahead

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BALTIMORE CITY
PUBLIC SCHOOLS

Thank You!

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Achievement and Accountability Office

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BALTIMORE CITY

PUBLIC SCHOOLS

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