

BALTIMORE CITY --- PUBLIC SCHOOLS

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No Child Left Behind 2001-Present: Influence and Impact on Baltimore City Students

Education Committee Informational Hearing
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Objectives

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- Provide information on current status of the Elementary and Secondary Education Act - or No Child Left Behind (NCLB);
- Present summary of MSDE ESEA Flexibility Request
- Share City Schools' initiatives as it relates to the MSDE ESEA Flexibility Request

No Child Left Behind (NCLB)

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No Child Left Behind (NCLB) Act was signed into law January 2002

The purpose of NCLB is to close the achievement gap with

- **Accountability:** Guaranteeing Results
- **Flexibility:** Local Control for Local Challenges
- **Research-Based Reforms:** Proven Methods with Proven Results
- **Parental Options:** High Quality Choices for Parents and Students

Goals of No Child Left Behind

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- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

Calculating AYP in Maryland

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1) **Student Participation on the tests is at least 95 %**

2) **Other Academic Indicator**

- **Attendance rate** for elementary and middle school is not significantly less than 94%.
- **Graduation rate** for high school is at least 85.5%
- Schools must meet the State's requirement for **other academic indicators**
 - If in any particular year the student subgroup does not meet the AMO, the LEA may be considered to have made AYP if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the HSA or MSA for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.

Based on total enrollment

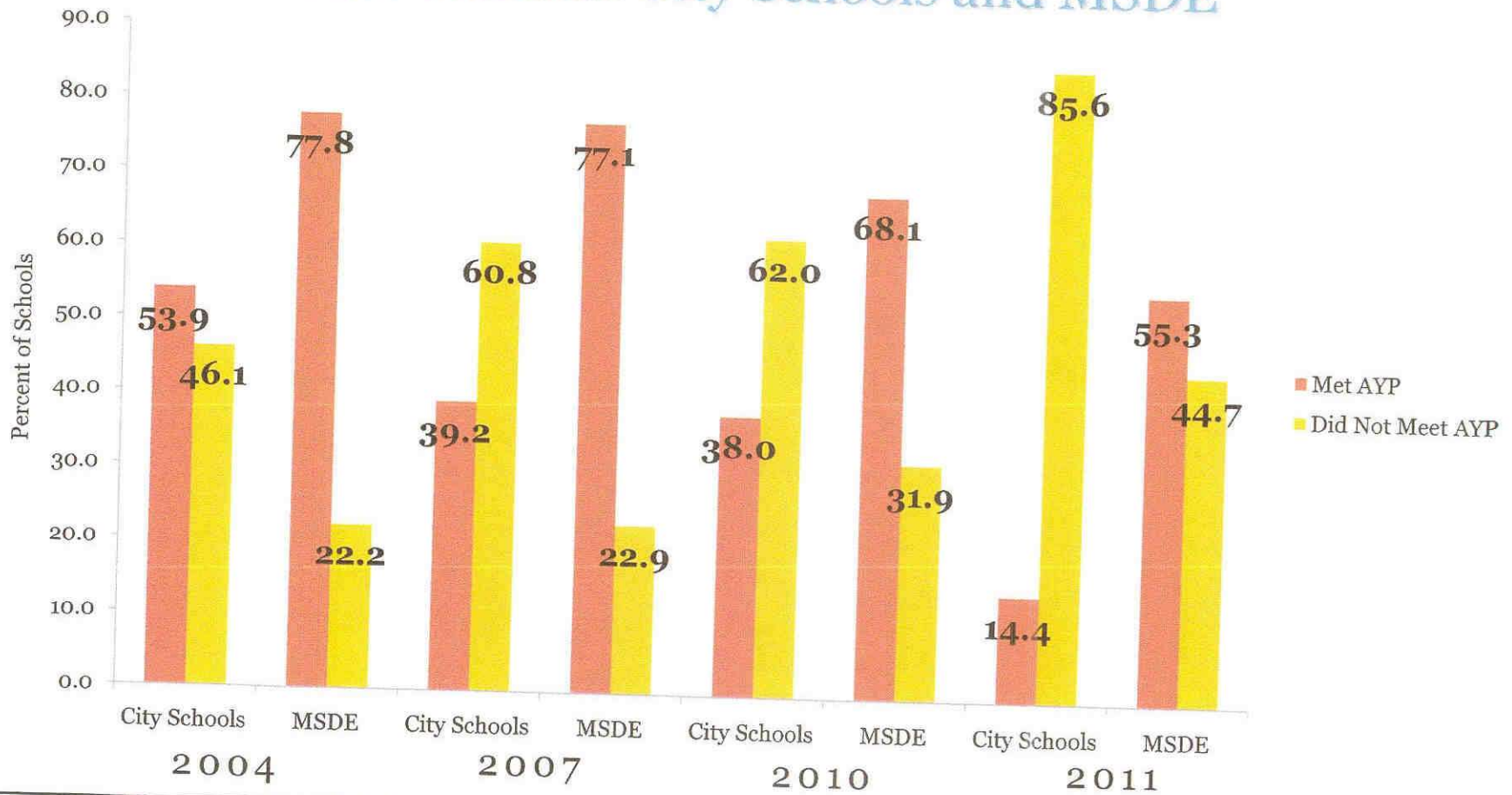
Academic Achievement Indicators:

3) **Reading:** Student performance (for all and by subgroup) on state reading assessment is not significantly less than the state set AMO

4) **Math:** Student performance (for all and by subgroup) on state math assessment is not significantly less than the state set AMO

Based on full academic year

AYP Results: City Schools and MSDE



	2004		2007		2010		2011*	
	Met AYP	Did Not Meet AYP	Met AYP	Did Not Meet AYP	Met AYP	Did Not Meet AYP	Met AYP	Did Not Meet AYP
City Schools	97	83	76	118	71	116	27	160
MSDE	1128	321	1050	311	936	439	761	614


*Note: A product of the drop in the number of schools meeting AYP in 2011 is a result of the AMO increase by subgroup and grades.

80/80 Schools

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Schools with 80 percent FARMs-eligible students and 80 percent of students scoring Proficient or Advanced on the MSA (Reading & Math combined)

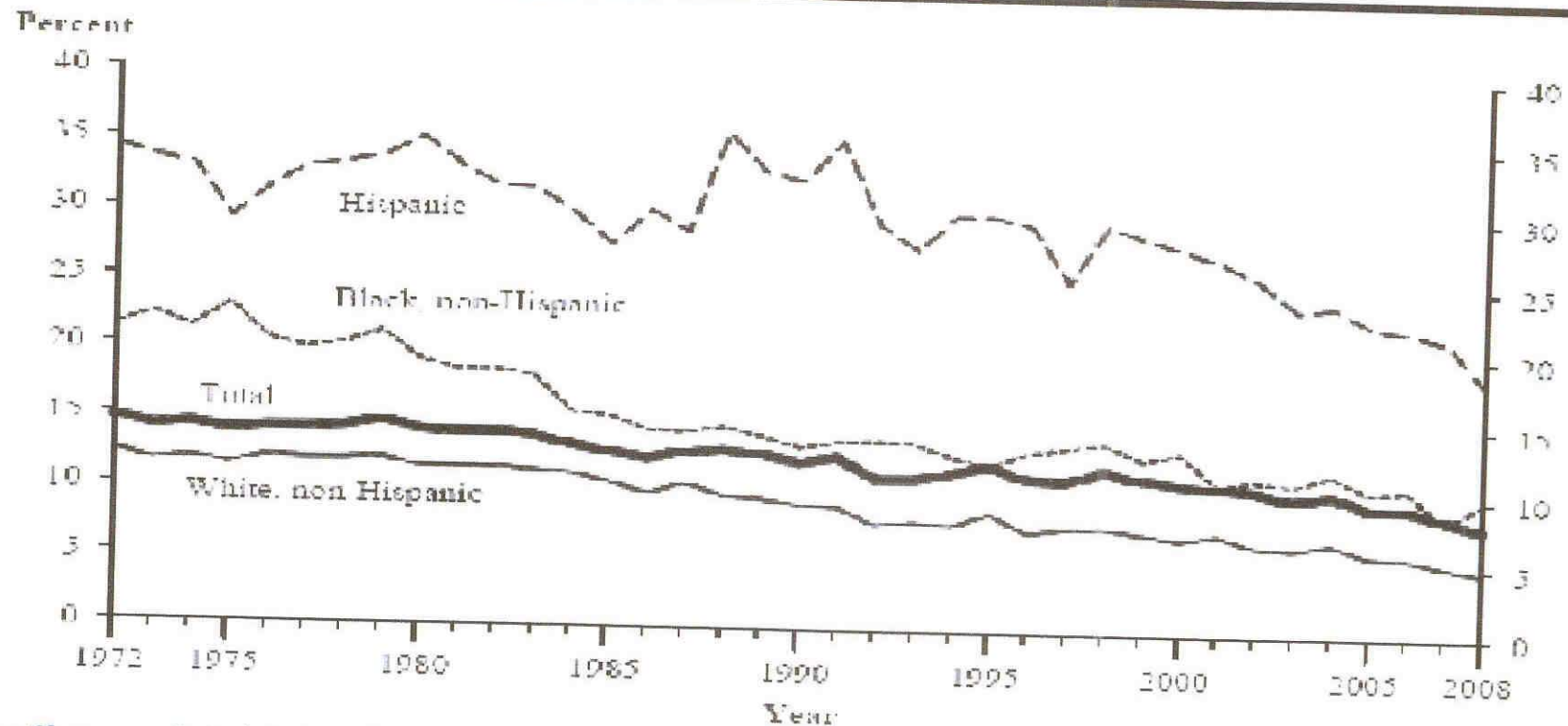
School Number	School Name	FARMs Qualification Rate %	MSA Avg Overall Prof/Adv %	Principal
150	Mary Ann Winterling Elementary	96.9	86.4	Nikia P. Carter
7	Cecil Elementary	93.9	89.0	Roxanne Forr
23	Wolfe Street Academy Elementary	93.6	80.2	Mark Gaither
21	Hilton Elementary	93.4	82.2	Sonya Goodwin
243	Armistead Gardens Elem/Middle	92.0	82.1	Mark Bongiovanni
64	Liberty Elementary	91.5	83.0	Joseph Manko
211	Gardenville Elementary	91.1	81.3	Tammie McIntire-Miller
213	Govans Elementary	90.0	82.8	Linda Taylor
60	Gwynns Falls Elementary	87.8	86.4	Anthony Felder
220	Morrell Park Elementary/Middle	86.6	81.6	Sean Conley
242	Northwood Elementary	85.7	81.0	Erita Adams
324	KIPP Ujima Village Academy Elem/ Middle	85.1	87.3	Shawn Toler
55	Hampden Elem/Middle	83.2	81.8	Judith Thomas
327	Patterson Park Public Charter Elem/Middle	82.2	82.1	Charles Kramer
256	Calvin M. Rodwell Elementary	82.1	83.0	Saundra Spratley Adams
47	Hampstead Hill Academy Elem/Middle	81.7	80.7	Matthew Hornbeck
330	Northwood Appold Community Academy Elementary	80.5	88.2	Mary McCrea

 = School made AYP

Nationally, minority students have higher dropout rates

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Figure 2. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972 through October 2008



Source: Chapman, C., Laird, J., and Kewal Ramani, A. (2010). Trends in High School Dropout and Completion Rates in the United States: 1972–2008 (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

NCLB Provisions for Schools not Meeting Adequate Yearly Progress

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Adequate Yearly Progress: Achieving gains for all subgroups constitutes AYP for the school. If even one subgroup fails to meet its AYP objective, the school fails to meet its AYP objective.

- Year 1:
 - Steps are taken to improve the school
- Year 2:
 - School labeled as “in need of improvement
 - A two-year improvement plan is developed for “targeted” subjects
 - Students given the option to transfer to a higher performing school in the district
- Year 3:
 - Free school-based tutoring and SES provided to struggling students
- Year 4:
 - School labeled as “corrective action”
- Year 5:
 - School-wide restructuring plan developed
- Year 6:
 - School closure, conversion, turnaround (contract) or state education department takeover

No Child Left Behind: Parent Choice

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NCLB Requirements

- If a child attends a Title I school identified by the state for school improvement, corrective action, or restructuring, parents can choose to send the child to another public school that is not so identified
- Districts must let parents know each year if their child is eligible to transfer to another school
- Districts must give parents more than one transfer option if more than one exists.
- Districts must pay for students' transportation costs, giving priority to low-income, low-achieving students if there are not enough funds available to pay for all students.
- The Voluntary Public School Choice Program supports efforts to establish or expand intradistrict, interdistrict, and open enrollment public school choice programs to provide parents, particularly parents whose children attend low-performing public schools, with expanded education options.

City Schools Provisions: Title I Transfer Option (TITO)

- Families receive TITO transfer applications during the summer after AYP data is shared with families
- All TITO transfers are complete before the beginning of the next school year
- Transportation vouchers provided to families to attend higher performing schools
- For SY 2011-2012, 253 students accepted the offer to transfer, 776 students applied for Phase I and Phase II programs

No Child Left Behind: Supplemental Educational Services (SES)

NCLB Requirements

- Low-income families can enroll their child in supplemental educational services if their child attends a Title I school that has been identified by the state as in the second year of improvement, in corrective action, or in restructuring.
- SES refers to free extra academic help, such as tutoring or remedial help, provided to students in subjects such as reading, language arts, and math.
- SES can be provided before or after school, on weekends, or in the summer.
- Districts must also provide parents with a list of state-approved supplemental educational services providers in the area and must let parents choose the provider that will best meet the educational needs of their child.

City Schools Provisions

- Free tutoring provided to eligible students in identified schools beginning in November/December of each year
- Extra academic help (particularly in reading, language arts and mathematics) to students in Title I schools that have failed to make AYP for three or more consecutive years
- Tutoring is delivered by Maryland State Department of Education approved tutoring companies that choose to serve Baltimore City
- In SY 2011-2012, 6,070 students are actively enrolled in SES programs.

NCLB/ESEA Flexibility Request

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Reauthorization of NCLB: While states wait for the reauthorization of No Child Left Behind (also known as the Elementary and Secondary Education Act), the US Department of Education outlined how states can get relief from provisions of NCLB

Goal of the ESEA Flexibility Request : To provide flexibility to State Educational Agencies (SEAs), Local Educational Agencies (LEAs) and schools to better focus on improving student learning and increasing the quality of instruction.

Pillars of the ESEA Flexibility Request

- Voluntary opportunity for SEAs to apply on behalf of itself, LEAs and schools
- Provides flexibility regarding specific requirements of NCLB (2001)
- In return, states must develop rigorous and comprehensive plans to improve outcomes for all students.
- Comprehensive plans must address three principles:
 - College and Career-Ready Expectations for All Students
 - State-Developed Differentiated Recognition, Accountability, and Support and
 - Supporting Effective Instruction and Leadership

Maryland's Response to the ESEA Flexibility Request

- Maryland is applying in the second submission wave
- If approved, the waiver will be granted through end of SY 2013-14
- After 2014, Maryland may request for an extension

MSDE Flexibility Request

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Principle 1: Transitioning to College- and Career-Ready Standards and Assessments

MSDE's Approach

- Adoption and transition to Common Core
- Maryland's membership in WIDA consortium for ELL
- Membership in PARCC

City Schools Context

- City Schools has adopted College- and Career-Ready standards for all students with a focus on English Language Learners and students with disabilities.
- School Year 2013-2014: Full implementation of Common Core Standards
- School Year 2014-2015: Full Implementation of PARCC Assessments

MSDE Flexibility Request

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Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

MSDE's Approach

- Identification, recognition and support of priority, focus and reward schools
- Selection of option of AMOS
- Creation of an Index

City Schools Context

- Priority schools already identified for City Schools (see appendix). Based on MSDE's proposed classification, City Schools' priority schools will not vary greatly
- City Schools has designed appropriate interventions and supports for these Priority schools.
- City Schools is updating its School Accountability Framework for alignment with the new teacher and school leader evaluation systems

MSDE Flexibility Request

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Principle 3: Supporting Effective Instruction and Leadership

MSDE's Approach

- Teacher/Principal Evaluation Framework
- Teacher/Principal State Default Model
- Professional Development/Technical Assistance for use of Student Learning Objectives
- Results of Pilots
- Regulation

City Schools Context

- City Schools is designing and implementing systems and frameworks to evaluate teachers, school leaders, and schools.
- City Schools is designing a Value-Added Model to measure student growth
- City Schools is participating as a MSDE Pilot School District for the teacher evaluation system

Appendix

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- Appendix A: Definition of Focus Schools and Priority Schools
- Appendix B: Definition of Tier I and Tier II Schools
- Appendix C: 2011 City Schools Focus and Priority Schools: Tier I and Tier II Schools

Appendix A: Definition of Focus and Priority Schools

Focus Schools:

- Title I School that over two years has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s); or at high school level, has the largest within-school gaps in graduation rates; or
- A school that has a subgroup(s) with low achievement or, at the high school level, low graduation rates.

Priority Schools:

- Lowest 5 percent of Title I Schools
- Based on achievement of “all students” in proficiency on statewide assessments that are part of the differentiated recognition, accountability, and support system
- Title I-participating or Title I-eligible high school with graduation rate less than 60 percent
- Tier I or Tier II school under the School Improvement Grant

Appendix B: MSDE Definition of Tier I and Tier II Schools

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Tier I Definition of Persistently Lowest-Performing Schools:

- Title I schools (elementary school grade levels Pre-K through five, and middle school grade levels 6-8, and combination schools, PreK-8 at the LEA's discretion)
- The lowest-achieving 5% of the state's Title I schools in improvement, corrective action, or restructuring
- If a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools)
- **Tier I Reports contain:**
 - All Title I schools in School Improvement
 - School measured for AYP

Tier II Definition of Persistently Lowest-Performing Schools:

- Title I eligible secondary schools (middle school grade levels 6-8, combination schools (grades PreK-8 at the LEA's discretion, and high school grades 9-12)
- The lowest 5% of all secondary Title I eligible schools in the State that are eligible for, but do not receive, Title I, Part A funds, with graduation rates below 60% over a number of years
- **Tier II Reports contain:**
 - All non-Title I Secondary schools that are Title I eligible (FARMS \geq 35%)
 - Secondary schools are defined as any school with an Middle or High component
 - School measured for AYP

Appendix C: 2011 City Schools Focus and Priority Schools: Tier I and Tier II Schools

School Name	Tier I	Tier II	2011 School Improvement
Booker T Washington MS	X		
Paul Lawrence Dunbar MS	X		
Calverton ES/MS	X		
William C. March MS	X		
Frances M. Wood Alternative HS			
Augusta Fells Savage HS		X	X
Institute of Business and Entrepreneurship		X	
MATHS Charter HS		X	X
Cherry Hill ES		X	X
Commodore Rodgers ES		X	
Garrison MS	X		