Navigating Transitions, Crossing Boundaries, Moving to the Future

May 2 & 3, 2018
Baltimore, MD
GETTING MOVING AND STAYING MOVING – WHAT DOES IT TAKE?
AGENDA – May 3, 2018

8:00 a.m. Breakfast
8:30 a.m. Getting Moving and Staying Moving – What Does It Take?
8:45 a.m. EWS 2.0 as a Tool for Getting Moving and Staying Moving
9:30 a.m. Planning for Getting Moving and Staying Moving in Your Own Community
10:15 a.m. Break
10:30 a.m. Next Steps for PAS
11:30 a.m. Theresa D. Jones, Chief Accountability and Achievement Officer, Baltimore City Schools, MD
11:50 a.m. Closure
12:15 a.m. Box lunch and shuttle van to airport and train station
GETTING MOVING AND STAYING MOVING – WHAT DOES IT TAKE?

MR. BRIAN STOCKTON, CHIEF OF STAFF, SHELBY COUNTY SCHOOLS, TN
What is Peer Power?

“Peer Power marries the benefits of the traditional one-room schoolhouse, where older kids taught younger kids, with performance-based financial incentives. As we have proven, our system works. Indeed it works very well.”

~ Charles McVean
McVean Trading & Investments
East High Graduate & Peer Power Founder
Peer Power is a privately funded tutoring program for students in grades 6 through 12 which aims to inspire and equip students to create better lives and brighter futures for themselves through education.
Peer Power Foundation employs University of Memphis students, referred to as Success Coaches, to tutor fellow scholars, in various academic subjects, primarily in algebra, science, and fundamental literacy. In addition to developing academic relationships, Success Coaches also teach personal characteristics such as work ethic and respect through practice, patience, and persistence.

- Starting wage $11.50/hour
- Flexible work schedule
- 1.1 million hours of tutoring
Structure: The program operates through a not-for-profit foundation at each school. The Principal and faculty are active partners. Faculty connect the classroom with the extended learning program.
According to Whitehaven Principal Dr. Vincent Hunter, short run program assessment displayed:

- Increased students self-esteem
- Lowered test anxiety
- Increased attendance rate among scholars
- Reduction in discipline infractions among scholars
- Increased number of advanced scores on Algebra 1 end-of-course exam
Peer Power
A learning revolution

Whitehaven High School
Total Scholarship Amount

<table>
<thead>
<tr>
<th>School Year</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$55,000,000</td>
</tr>
<tr>
<td>2</td>
<td>$63,000,000</td>
</tr>
<tr>
<td>3</td>
<td>$88,000,000</td>
</tr>
<tr>
<td>4</td>
<td>$107,000,000</td>
</tr>
<tr>
<td>5</td>
<td>$150,000,000</td>
</tr>
</tbody>
</table>

*Memphis Model Fully Implemented
Whitehaven High School Graduation Rates

Graduation Rates (%)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88.2</td>
</tr>
<tr>
<td>2</td>
<td>84.7</td>
</tr>
<tr>
<td>3</td>
<td>85.3</td>
</tr>
<tr>
<td>4</td>
<td>89.17</td>
</tr>
<tr>
<td>5</td>
<td>91.7</td>
</tr>
</tbody>
</table>

*Memphis Model
Average Graduation Rate
Peer Power Schools vs. SCS Cohort

Graduation Rate (%)

School Year

1 2 3 4 5

59.6 59.2 60.40 69.87 77.71 80.63

Series1 Series2
Average Attendance Rate
Peer Power School vs. SCS Cohorts

School Year

Attendance Rate (%)
Average ACT Score
Whitehaven High School

*Memphis Model Fully Implemented

Average ACT Score
Peer Power Schools vs. SCS Cohorts*

**Series1**

**Series2**
Peer Power
A learning revolution

Champions: Local business and civic leaders provide the financial, leadership and mentorship necessary for the success of the scholars, tutors and program.

Peer Power programs are operated by a local, independent 501(c)3 foundation. This structure maximizes local control, community involvement, and satisfaction, while changing the lives of many public school children.
Peer Power
A learning revolution

On average, Peer Power classrooms have between 2-3 Success Coaches at any given class period.

On average, the **student-to-teacher ratio** is **reduced** from approximately **28: 1** to **roughly 7:1**
EWS 2.0 AS A TOOL FOR GETTING MOVING AND STAYING MOVING

ORIENTATION TO EWS 2.0 THEORY OF ACTION: INDICATORS – ANALYSIS – ACTION – TEAMS AND LEADERS
PLANNING FOR GETTING MOVING AND STAYING MOVING IN YOUR OWN COMMUNITY

- TABLE TALK, GROUP WORK, AND FACILITATED CONTRIBUTIONS
- APPLYING EWS 2.0 IN YOUR COMMUNITY
BREAK

10:15 a.m. – 10:30 a.m.
NEXT STEPS FOR PAS
NEXT STEPS FOR PAS

- Continuing or reconstituting workgroups? Forming place-based and/or thematic workgroups?
- Trying PAS – piloting pieces – telling your story
- Data dives
- A national dissemination meeting: fall 2019?
THERESA D. JONES

CHIEF ACHIEVEMENT AND ACCOUNTABILITY OFFICER, BALTIMORE CITY SCHOOLS, MD
City Schools at a Glance
SY 2017-18

Student Enrollment (PreK-12): 80,592
- 42,864 students in grades pre-k–5
- 16,964 students in grades 6–8
- 20,764 students in grades 9–12

Student Demographics
- 80.1 percent African American
- 10.4 percent Hispanic/Latinx
- 8.7 percent White
- 6.6 percent English language learner
- 14.7 percent Student with Disabilities
- Community Eligibility Provision District
  - 55.1 percent low income (based on direct certification)

- Full-Time Teachers: 4,871

- FY 2018 Budget: $1.31 billion

Schools and Programs: 177
- 1 pre-k/kindergarten school
- 49 elementary schools
- 75 elementary/middle schools
- 7 middle schools
- 14 middle/high schools
- 24 high schools
- 1 elementary/middle/high school
- 6 programs (not schools)
  These include 34 charter schools, along with additional schools operated under contract through “alternative governance” structures
4-Year Graduation Rates by LEA, 2016 and 2017

Series 1: 70.7, 87.6, 89.1, 89.2, 93.2, 89.8, 81.4
Series 2: 70.7, 87.7, 88.5, 89.0, 92.3, 89.5, 82.7

BUILDING A GENERATION
CITY SCHOOLS’ BLUEPRINT FOR SUCCESS
4-Year Dropout Rates by LEA, 2016 and 2017

<table>
<thead>
<tr>
<th>LEA</th>
<th>Series 1</th>
<th>Series 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13.9</td>
<td>13.9</td>
</tr>
<tr>
<td>2</td>
<td>8.0</td>
<td>8.2</td>
</tr>
<tr>
<td>3</td>
<td>7.5</td>
<td>7.7</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>4.0</td>
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<td>5.7</td>
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</tr>
<tr>
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<td>13.9</td>
<td>13.4</td>
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4-Year Graduation and Dropout Rates for City Schools, 2013-2017

Series 1:
- Year 1: 68.5%
- Year 2: 69.7%
- Year 3: 69.5%
- Year 4: 70.7%
- Year 5: 70.7%

Series 2:
- Year 1: 12.1%
- Year 2: 10.9%
- Year 3: 13.2%
- Year 4: 13.9%
- Year 5: 15.9%
### City Schools 4-Year Graduation Rates by Student Group, 2016-2017

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2016</th>
<th>2017</th>
<th>Graduation Rate Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>5,131</td>
<td>70.7%</td>
<td>5,237</td>
</tr>
<tr>
<td>African American</td>
<td>4,411</td>
<td>71.1%</td>
<td>4,424</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>266</td>
<td>60.2%</td>
<td>369</td>
</tr>
<tr>
<td>White</td>
<td>360</td>
<td>70.3%</td>
<td>355</td>
</tr>
<tr>
<td>SWD</td>
<td>837</td>
<td>47.6%</td>
<td>796</td>
</tr>
<tr>
<td>EL</td>
<td>119</td>
<td>58.8%</td>
<td>217</td>
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### City Schools 4-Year Dropout Rates by Student Group, 2016-2017

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Vision

City Schools students graduate ready to change their communities and the world for the better.

Leadership
City Schools staff engage in learning and development to improve outcomes for students.

Literacy
Students gain complex knowledge, deep conceptual understanding, and the ability to write well and express themselves powerfully.

Student Wholeness
Students reach their potential as schools meet their academic, social and emotional needs.

BUILDING A GENERATION
CITY SCHOOLS’ BLUEPRINT FOR SUCCESS
### Early Identification of At-Risk Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>• Student attends school less than 90.0% of the time (Attendance Tiers 2 and 3).</td>
</tr>
<tr>
<td>Behavior</td>
<td>• Student exhibits one or more suspensions in any given quarter, semester or year.</td>
</tr>
<tr>
<td>Course Performance</td>
<td>• EITHER: Student has failed 1 or more core courses: Math, English, Social Studies, or Science.</td>
</tr>
<tr>
<td></td>
<td>• OR Students’ grade point average in their core courses is less than 2.0.</td>
</tr>
<tr>
<td>Life Circumstances</td>
<td>• Student is experiencing ongoing life trauma: poverty, incarceration, teenage parenting, homelessness, substance abuse</td>
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BUILDING A GENERATION:
CITY SCHOOLS’ BLUEPRINT FOR SUCCESS

BALTIMORE CITY PUBLIC SCHOOLS
Questions or Comments

Theresa D. Jones
Chief Achievement and Accountability Officer

tdjones@bcps.k12.md.us
CLOSURE

12:15 p.m. Box lunch and shuttle van to airport and train station