Baltimore City Public Schools: Keeping Students On Track to Graduate

March 28, 2023

Agenda

Discuss our current context

Provide an overview of Baltimore City Public Schools Overall High School Strategy
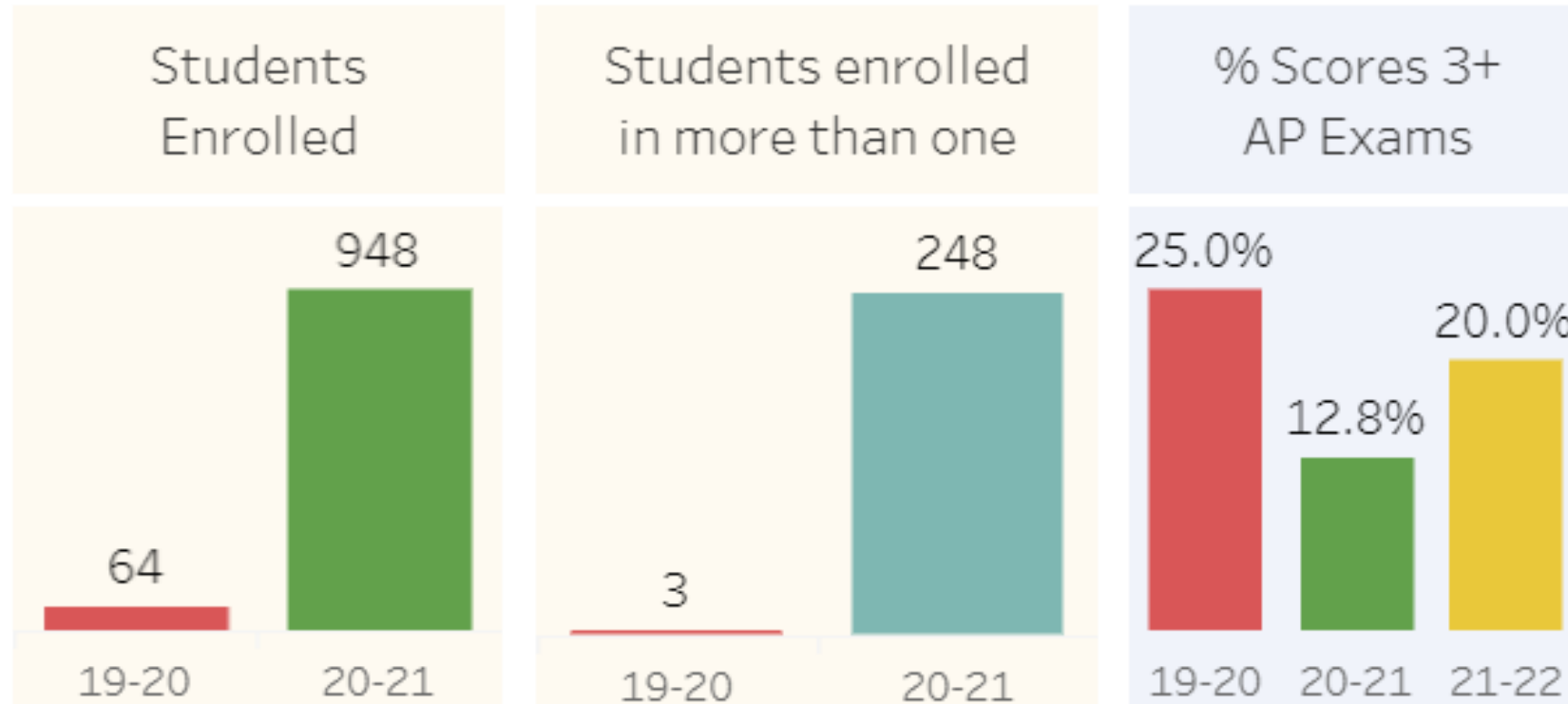
Define On Track to Graduate and why districts focus on Grade 9

Provide an overview of On Track by the end of Grade 9 in Baltimore City Public Schools

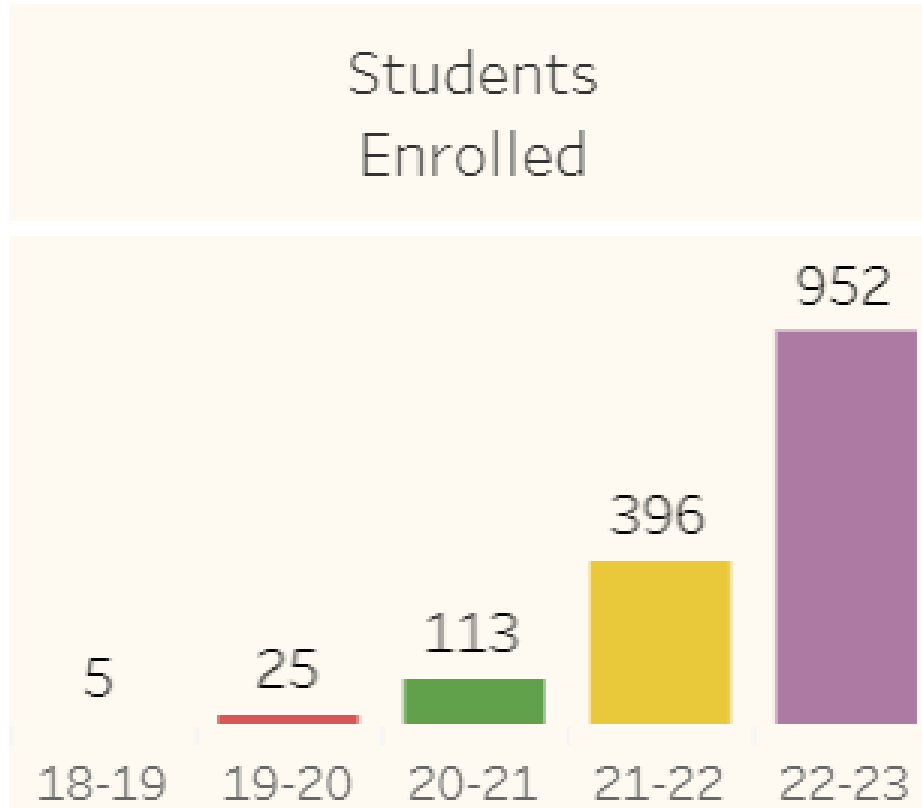# Our Students are Finding Success

AP Courses

Students Enrolled	Students enrolled in more than one	% Scores 3+ AP Exams
948	248	25.0%
64	3	12.8% 20.0%
19-20 20-21	19-20 20-21	19-20 20-21 21-22

Our Students are Finding Success

Dual Enrollment

Students Enrolled				
5	25	113	396	952
18-19	19-20	20-21	21-22	22-23

Our Students are Finding Success

College Application Process

Applied	52.8%
Applied4+ Colleges	27.1%
Applied Local Match	20.6%
Applied FAFSA	36.5%
Accepted	33.0%
Attending per Naviance	2.4%
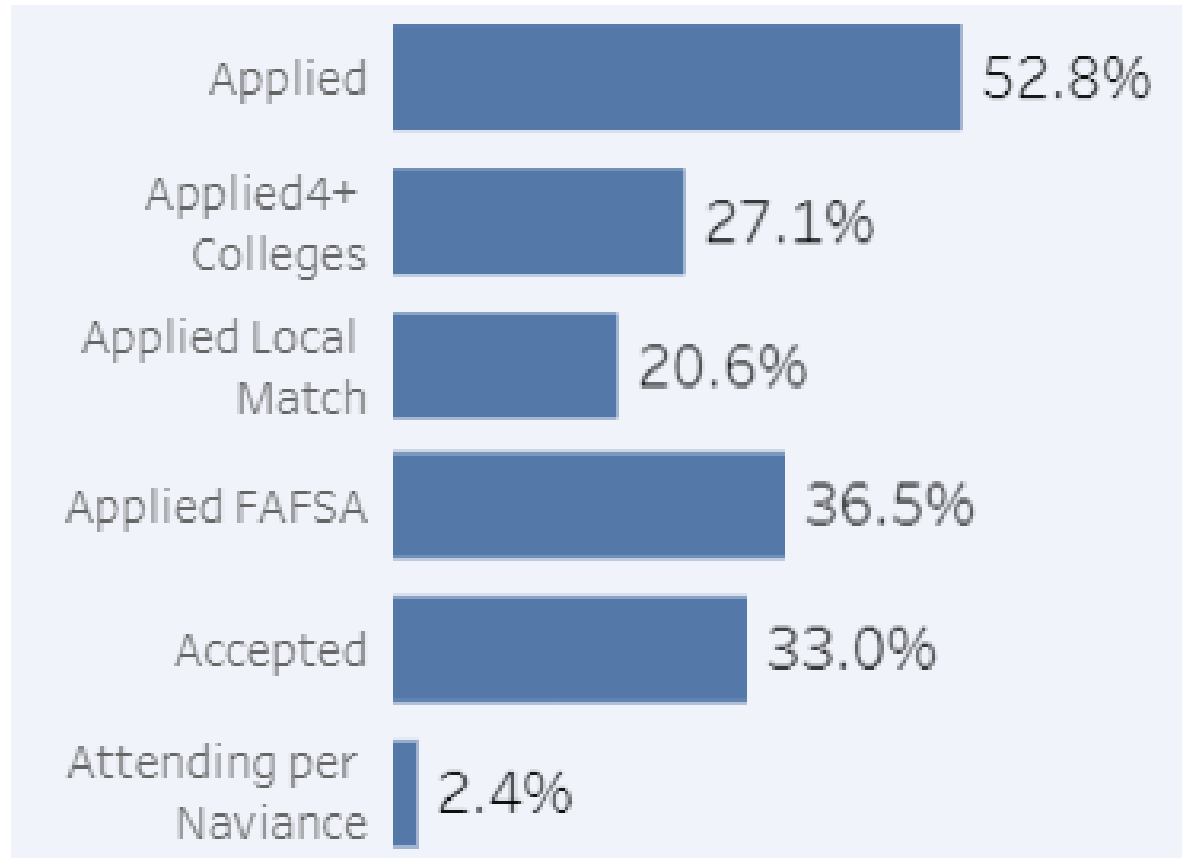
Baltimore City Public Schools High School Strategy

Defining and Preparing for **"Success"**	Develop a "Portrait of a Graduate" to define post-secondary readiness Provide high school focused professional learning designed to support students in meeting definition of success.
Grade 9 Success	Ninth Grade Academies On Track to Graduate
High School Persistence	7-Year Post-Secondary Plans and Post-Secondary Advisors Flexible options to acquire original and recovered credit (reimagining time and place) First Generation College Student Support
Enhanced Wellness and Safety	Wholeness Coordination (Physical, Mental, and Emotional Health, Attendance) Student Engagement Safety and Security Infrastructure
Central Office and High School Organizational Structures	Centralized office staff and system policy is organized to support the work of high schools and their students. Staff positions to support the schools operations in alignment to enrollment. Staff positions to support key focus areas for academics, attendance, and wellness.

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Our Pathway Forward

High School Persistence	• 7-Year Post-Secondary Plans and Post-Secondary Advisors • Flexible options to acquire original and recovered credit (reimagining time and place) • First Generation College Student Support
Enhanced Wellness and Safety	• Wholeness Coordination (Physical, Mental, and Emotional Health, Attendance) • Student Engagement • Safety and Security Infrastructure
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Portrait of a Graduate

What is a portrait of a graduate?
A Portrait of a Graduate is developed through a process that engages the education system and the broader community—educators, students, elected officials, community members, families— to to build a unifying, collective vision for your students.

When complete, the portrait will hopefully answer the following questions:
- What are the hopes, dreams, and aspirations that our community has for its students?
- What are the skills and mindsets our children need for success in this rapidly changing, complex world?
- What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school systems?

On Track to Graduate by the End of Grade 9

Definition in The Blueprint for Maryland's Future

A Freshman who is on track to graduate:
- Earns at least five credits at the end of the 9th Grade year,
- Fails no more than one semester of core course, and
- Attends school more than 90% of the time.
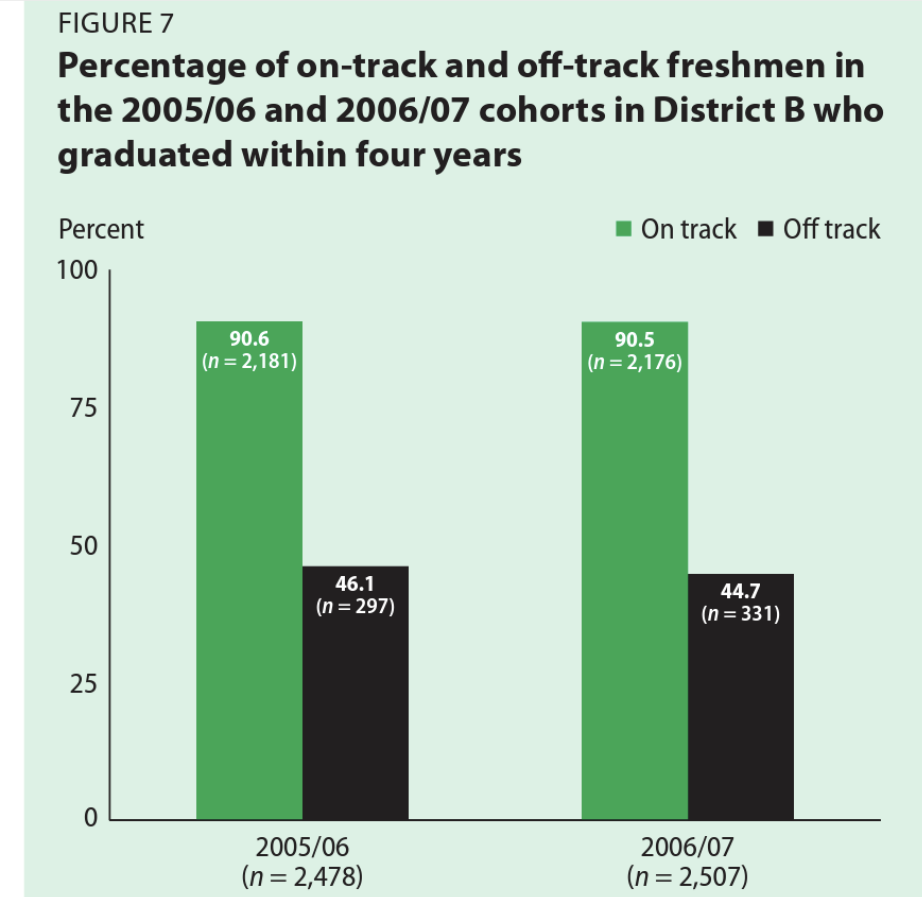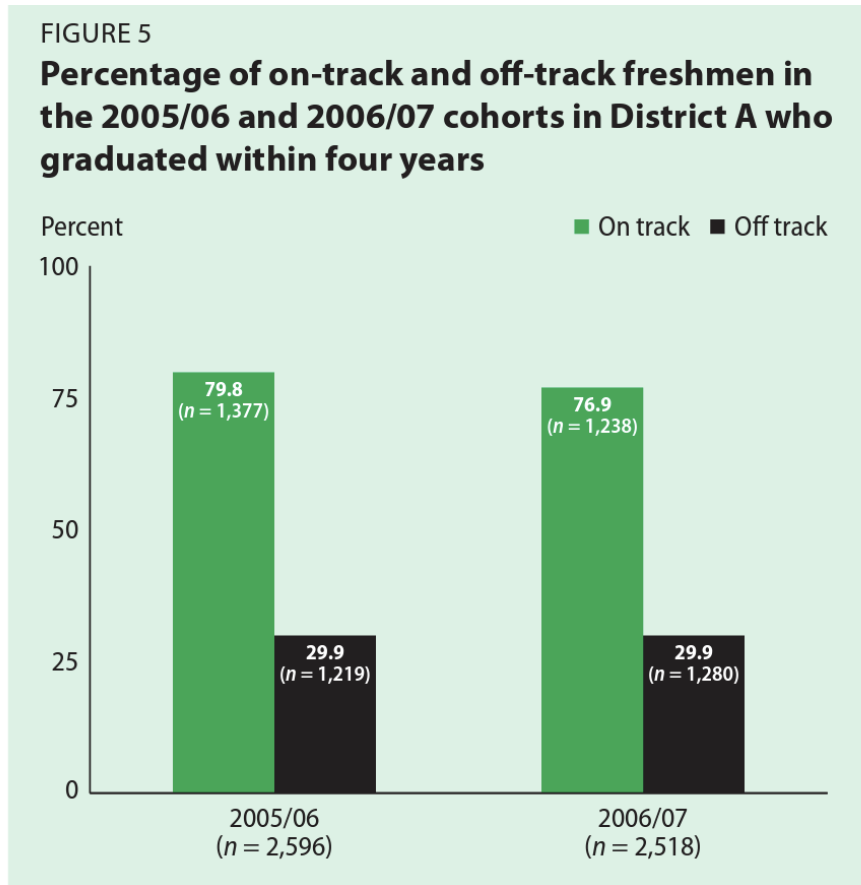
Why focus on Grade 9?

Figure 2

Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year

Students entering high school in September 1999
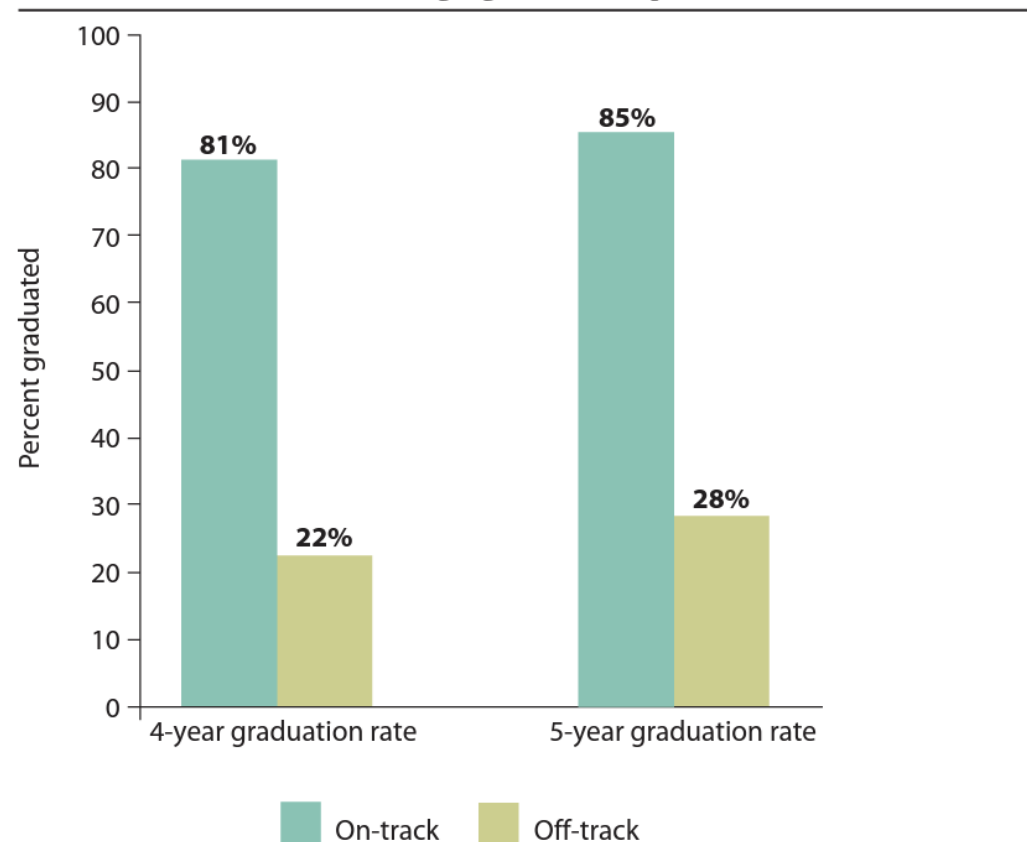
Ninth-Grade Success and College Readiness | Network for College Success | The University of Chicago. (n.d.). Retrieved March 22, 2023, from https://ncs.uchicago.edu/page/ninth-grade-success and-college-readiness

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Why focus on Grade 9?

This study controlled for gender, race/ethnicity, IEP status, free or reduced-price lunch status (District B only), age, grade 8 assessment test scores, and cohort.

FIGURE 5
Percentage of on-track and off-track freshmen in the 2005/06 and 2006/07 cohorts in District A who graduated within four years

Percent / On track / Off track

79.8 ($n = 1,377$)
76.9 ($n = 1,238$)
29.9 ($n = 1,219$)
29.9 ($n = 1,280$)

2005/06 ($n = 2,596$)
2006/07 ($n = 2,518$)

FIGURE 7
Percentage of on-track and off-track freshmen in the 2005/06 and 2006/07 cohorts in District B who graduated within four years

Percent / On track / Off track

90.6 ($n = 2,181$)
90.5 ($n = 2,176$)
46.1 ($n = 297$)
44.7 ($n = 331$)

2005/06 ($n = 2,478$)
2006/07 ($n = 2,507$)

Norbury, H., Wong, M., Wan, M., Reese, K., Dhillon, S., and Gerdeman, R. (2012). *Using the freshman on-track indicator to predict graduation in two urban districts in the Midwest Region.* (Issues & Answers Report, REL 2012–No.134). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

Why focus on Grade 9?

"The ninth-grade year is critical for students and a predictor of high school graduation. Falling behind during this crucial year means a student not only begins to lag in credit accumulation and academics, but causes personal discouragement that leads to absenteeism, personal feelings of stress, and disconnection from school. These other non-academic factors become forces against graduation. Finally, absenteeism and grades remain crucial to a student staying on track for graduation. A student's connection to school is tied to both of these factors." – Ritter, 2015

On Track to Graduate by the End of Grade 9

Where we have been…

Our definition of On Track by GR. 9:
- ✓ Earning 5 credits
- ✓ Earning a GPA of 2.3+
- ✓ Attending 95% of school days

- Launched in 2019 with two parallel groups of schools.
- A Continuous Improvement Network with 12 schools and our other high schools were supported by a district team.

On Track to Graduate by the End of Grade 9

What we have learned…

- Systems and structures matters
- Leadership matters
- Teams need time and actionable, timely data
- Teams need professional learning on using and acting on data with research-based protocols
- Rapid cycles of improvement allow iterative improvement

On Track to Graduate by the End of Grade 9

Where we are headed…

- Taking what we have learned from our improvement network and from research to develop a process for all high schools
- All high schools will have a position to lead and drive the work for Grade 9 students
- District office is being re-organized to be able to provide better support to schools and their Grade 9 cohort. This will include building capacity of our school-based leaders

Questions and Discussion