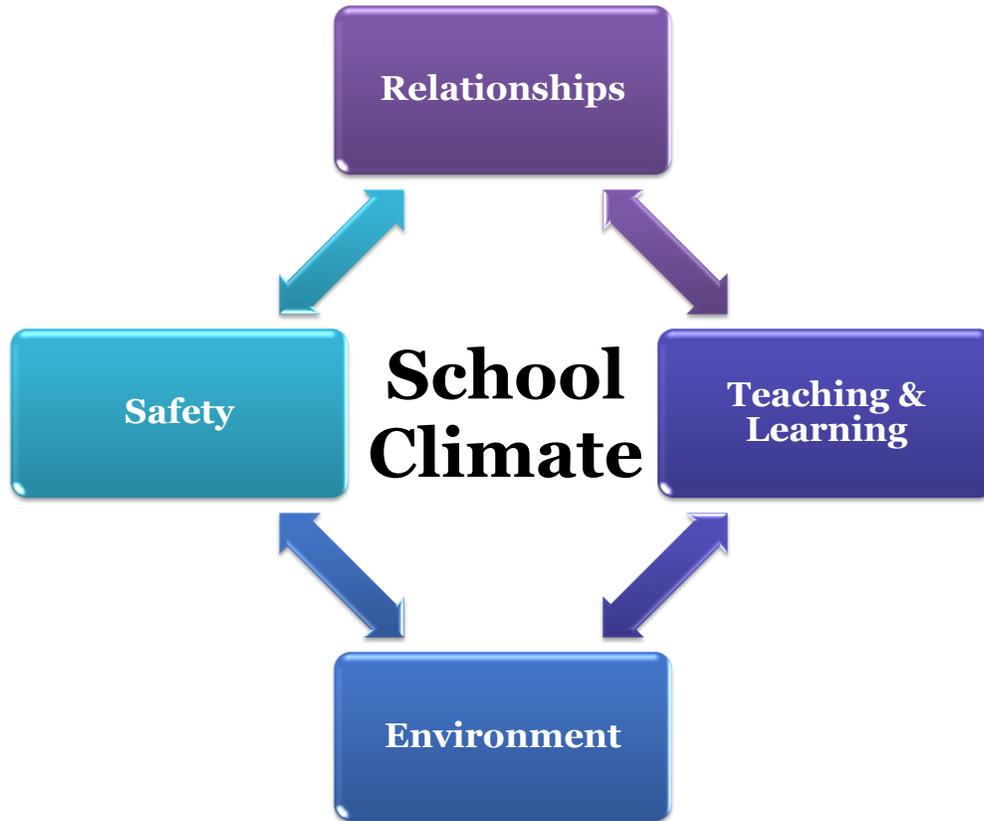


Climate Report

Year-to-Date (YTD) comparison
(SY1314 v. SY1415)



This report displays indicators that reflect, or show the impact of, the four components of school climate:

Relationships

Are your students experiencing positive relationships with their peers and adults that help them want to come to school? Are the adults in your school modeling positive behaviors that help students learn to respond appropriately to difficult situations?

Teaching & Learning

Is the classroom environment supportive and engaging enough to help students *want* to come to school and be active learners?

Safety

Do your students feel physically, mentally, and emotionally safe enough to *want* to come to school and be active learners and positive participating members of the school community?

Environment

Does the environment reflect a strong investment in the school and help students *want* to come to school?

School Climate Indicators

School # **999**
 School Name **Sample School**
 Data **Enrollment, Withdrawals, and Transfers**
 Data as-of **9/9/9999**

Are students enrolling in your school? Are they staying?

<p style="text-align: center;">Current Enrollment compared to same point in time last year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>School Year 2013-2014</td> <td>270</td> </tr> <tr> <td>School Year 2014-2015</td> <td>320</td> </tr> </tbody> </table>	School Year	Enrollment	School Year 2013-2014	270	School Year 2014-2015	320	<p style="text-align: center;"><i>Has your enrollment moved significantly in either direction compared to the prior year? If so, why?</i></p> <p>Is enrollment higher? You might see a jump in other areas below. Enrollment increase, however, plays only <i>one</i> part in change and is not necessarily the entire explanation.</p> <p>Is enrollment lower? Why?</p>
School Year	Enrollment						
School Year 2013-2014	270						
School Year 2014-2015	320						

<p style="text-align: center;">Total # of Withdrawals compared to same point in time last year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School Year</th> <th>Withdrawals</th> </tr> </thead> <tbody> <tr> <td>School Year 2013-2014</td> <td>0</td> </tr> <tr> <td>School Year 2014-2015</td> <td>0</td> </tr> </tbody> </table>	School Year	Withdrawals	School Year 2013-2014	0	School Year 2014-2015	0	<p style="text-align: center;"><i>How many students in your school have withdrawn from the District?</i></p> <p>Do you know the details of why the student withdrew?</p> <p>What resources/supports or alternatives were offered to the student before the withdrawal?</p> <p>What re-engagement strategies did you implement to bring the student back to your school?</p> <p>Were all steps of due diligence performed before the withdrawal?</p>
School Year	Withdrawals						
School Year 2013-2014	0						
School Year 2014-2015	0						

<p style="text-align: center;">Total # of City Schools Transfers SY1415 only</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td># of Exits to Other City Schools (T10)</td> <td>40</td> </tr> <tr> <td># of Entries from Other City Schools (E10 and R10)</td> <td>47</td> </tr> </tbody> </table>	Category	Count	# of Exits to Other City Schools (T10)	40	# of Entries from Other City Schools (E10 and R10)	47	<p style="text-align: center;"><i>How many students have transferred <u>out of</u> your school to go to another school in the District (i.e. T10 in SMS)?</i></p> <p>Why did your students leave your school?</p> <p style="text-align: center;"><i>How many students have transferred <u>into</u> your school from other schools in the District (i.e. R10 and E10 in SMS)?</i></p> <p>Have they stayed?</p>
Category	Count						
# of Exits to Other City Schools (T10)	40						
# of Entries from Other City Schools (E10 and R10)	47						

SOURCE: Enrollment, Withdrawals, and Transfers = Unofficial SMS
 NOTE: Withdrawals = W43 (Death) and W85 (21 before start of school year) are *not* included.
 NOTE: Transfers = Only transfers that occurred on or after 9/2/14 are included in this analysis.

School Climate Indicators

School # 999
School Name Sample School
Data Out-of-School Suspensions and Expulsions
Data as-of 9/9/9999

Are Alternatives-to-Suspension involving "student voice" in place in your school?
Are these interventions working?

<p>Total # Suspension Incidents compared to same point in time last year</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Student Group</th> <th>School Year 2013-2014</th> <th>School Year 2014-2015</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>11</td> <td>6</td> </tr> <tr> <td>Students with Disabilities</td> <td>4</td> <td>2</td> </tr> <tr> <td>General Education Students</td> <td>7</td> <td>4</td> </tr> </tbody> </table>	Student Group	School Year 2013-2014	School Year 2014-2015	All Students	11	6	Students with Disabilities	4	2	General Education Students	7	4	<p><i>How many times have your students been suspended at your school?</i></p> <p>How did the SWD and GE Students move?</p> <p>Have both student groups moved up? What has happened in your school overall that was different from the prior year that would make student and adult behaviors more disruptive?</p> <p>Have both student groups moved down? Great job! Think about what has happened in your school overall that allowed for students and adults to have positive relationships. Keep doing that!</p> <p>Have they move in different directions? What is different about the higher group than the prior year? For example, were there new teachers who need more support/training?</p>
Student Group	School Year 2013-2014	School Year 2014-2015											
All Students	11	6											
Students with Disabilities	4	2											
General Education Students	7	4											

<p>Total # Suspended Students compared to same point in time last year</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School Year</th> <th>Total # Suspended Students</th> </tr> </thead> <tbody> <tr> <td>School Year 2013-2014</td> <td>9</td> </tr> <tr> <td>School Year 2014-2015</td> <td>6</td> </tr> </tbody> </table>	School Year	Total # Suspended Students	School Year 2013-2014	9	School Year 2014-2015	6	<p><i>How many students have been suspended at your school?</i></p> <p>Have more students been suspended this year?</p> <p>Yes? What is different from the prior year? What Alternatives-to-Suspension are being implemented to reverse this trend?</p> <p>No? Great job! How/Why did your preventative strategies work?</p>
School Year	Total # Suspended Students						
School Year 2013-2014	9						
School Year 2014-2015	6						

<p># Students with Multiple Suspensions compared to same point in time last year</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School Year</th> <th># Students with Multiple Suspensions</th> </tr> </thead> <tbody> <tr> <td>School Year 2013-2014</td> <td>2</td> </tr> <tr> <td>School Year 2014-2015</td> <td>0</td> </tr> </tbody> </table>	School Year	# Students with Multiple Suspensions	School Year 2013-2014	2	School Year 2014-2015	0	<p><i>How many students have been suspended more than once at your school?</i></p> <p>How does this compare to the prior year?</p> <p>What supports were in place before the suspensions were given?</p> <p>What supports will be provided going forward?</p>
School Year	# Students with Multiple Suspensions						
School Year 2013-2014	2						
School Year 2014-2015	0						

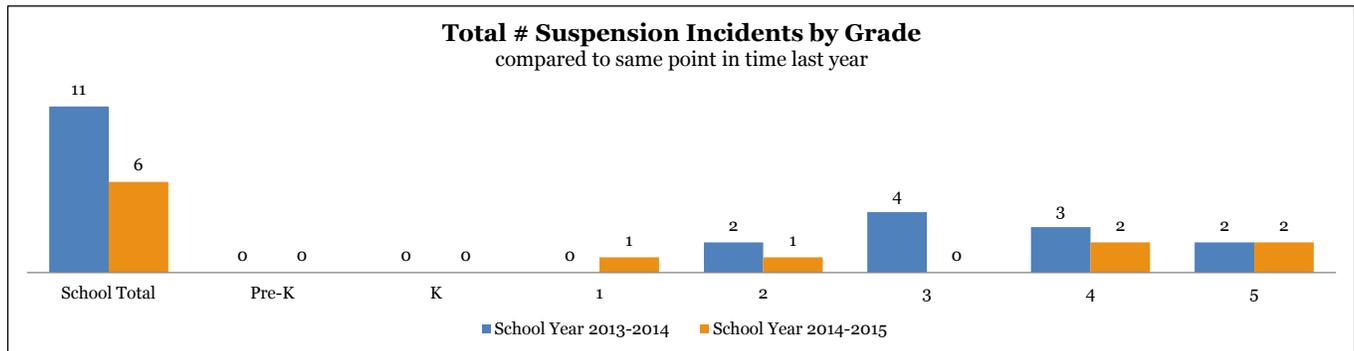
<p>Total # Days Excluded due to Suspensions (SY1415 only)</p>	<p>17</p>	<p><i>How many days were your students excluded from your school due to suspensions?</i></p>
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SOURCE: SY1314 Suspensions = Official MSDE Files; SY1415 Suspensions = Unofficial SMS
 NOTE: # Students with Multiple Suspensions - Only students who are suspended multiple times *by this school* are included in the analysis. There may be students enrolled in this school who have suspensions from other schools but only one at your school - they are *not* included here.

School Climate Indicators

School # **999**
 School Name **Sample School**
 Data **Out-of-School Suspensions and Expulsions**
 Data as-of **9/9/9999**

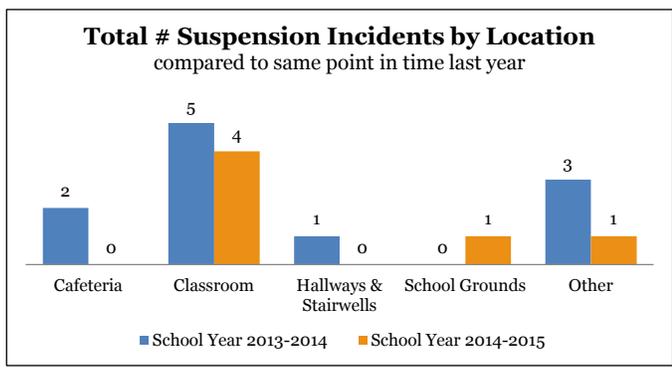
Are Alternatives-to-Suspension involving "student voice" in place in your school?
Are these interventions working?



How many times have your students in each grade suspended at your school?

Which grade shows the **greatest increase**? What's different with this grade level compared to last year? Less staff? Enrollment increase? Other? Were any Alternatives-to-Suspension implemented?

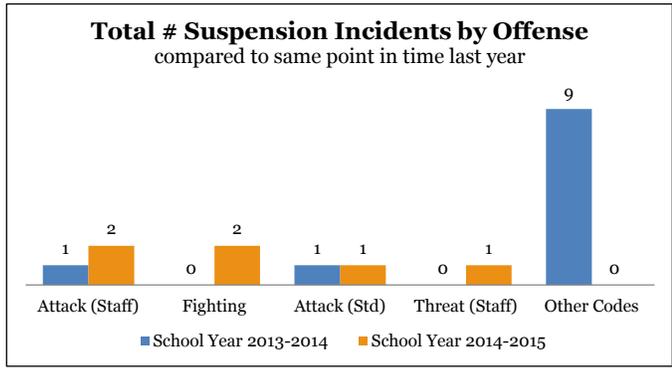
Which grade shows the **greatest decrease**? What's different with this grade level compared to last year? More staff? Have any Alternatives-to-Suspension been implemented? Have any preventative practices like de-escalation tactics been implemented? Can these effective strategies be applied to other grades?



Where have the suspendable acts happened?

Which location shows the **greatest increase**? What's different at this location compared to the prior year? Less staff assigned there? Something else?

Which location shows the **greatest decrease**? What's different at this location compared to the prior year? More staff there? Something else? Can this difference be applied to other locations?



What have the most frequent suspensions been for?

What offense shows the **greatest increase**? Why? Are preventative strategies in place in your school, like Mindfulness or de-escalation tactics?

What offense shows the **greatest decrease**? What could be helping this decrease? Can those same strategies be applied to other student and adult behaviors?

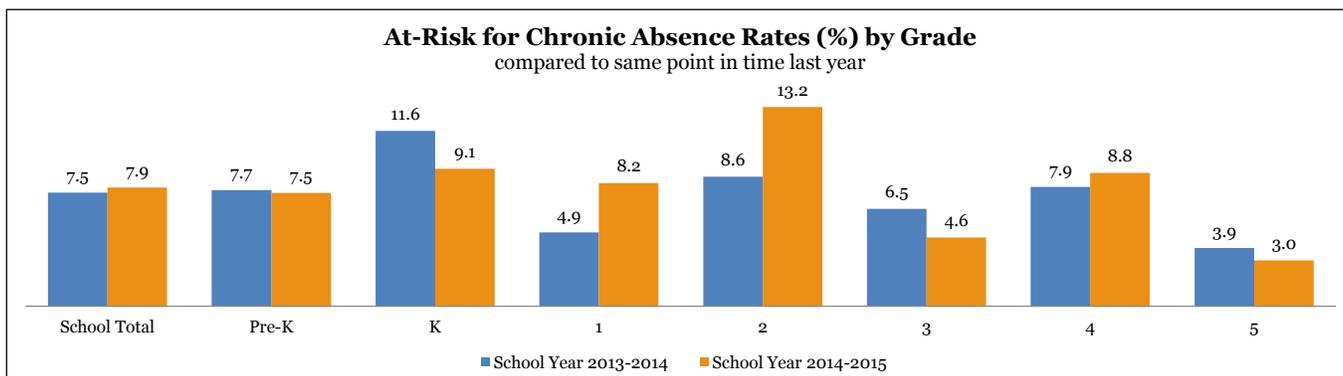
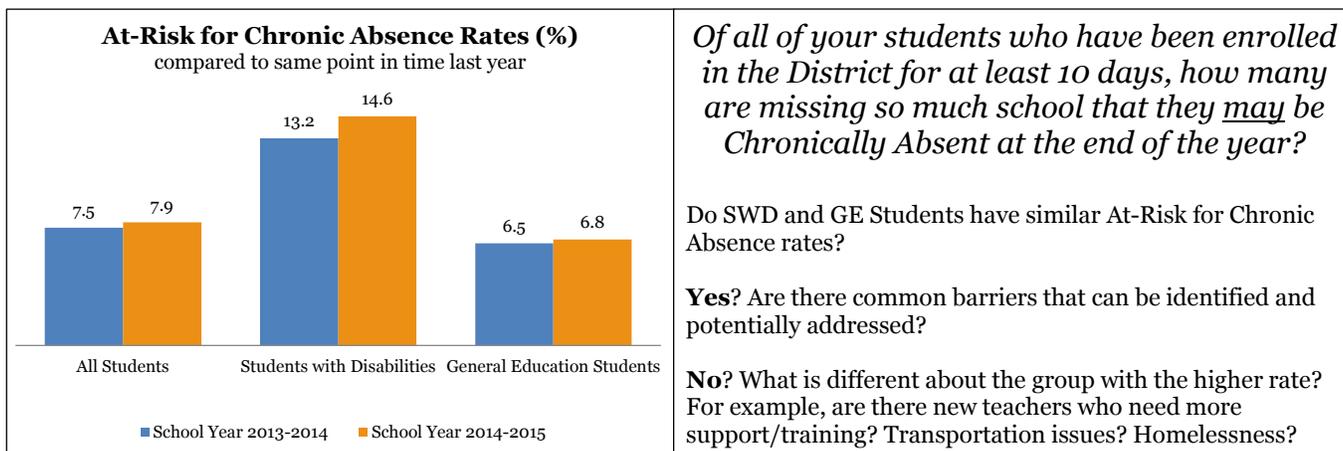
SOURCE: SY1314 Suspensions = Official MSDE Files; SY1415 Suspensions = Unofficial SMS

School Climate Indicators

School # **999**
 School Name **Sample School**
 Data **At-Risk for Chronic Absence**
 Data as of **9/9/9999**

How many of your students are facing significant barriers to attendance?

The At-Risk for Chronic Absence calculation was designed to help identify students who have trouble with attendance. The methodology of the calculation does not lend itself for use as a valid staff performance evaluation measure.



Of all of your students who have been enrolled in the District for at least 10 days, how many are missing so much school that they may be Chronically Absent at the end of the year?

Which grade has the **highest rate**? Why? What's different with this grade level compared to the others? Are there high numbers of substitute teachers for that grade?

Which grade has the **lowest rate**? Why? What's different with this grade level compared to the others? Can this difference be applied to other grades to help bring those students to school?

Year-to-Date (YTD) Unsubmitted Attendance Rate (as-of 6/18/14)	0.0	The Unsubmitted Attendance Rate shows how much of your school's attendance that was <u>not</u> properly submitted in SMS. <i>This number should be as close to 0% as possible.</i>
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NOTE: City School's "At-risk for Chronic Absence" is defined differently from "Official EOY Chronic Absence." For more details on the calculations, please refer to the video tutorial at: <http://www.bcpss.org/bbeswebdav/institution/C.S.Tech/Academic/ARCA%20tutorial/player.html>
 SOURCE: At-Risk for Chronic Absence = Unofficial SMS data
 SOURCE: Unsubmitted Attendance = Unofficial SMS data

School Climate Indicators

School # **999**
 School Name **Sample School**
 Data Annual School Survey - select results

How did your students and staff feel about relationships and safety in your school?

Data show the percentage of respondents who **agree** with the given statement.

STUDENTS	SY1314 Response Rate (%)	90.0	SY1213	SY1314
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Students respect each other.	35.0	35.0
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I feel like I belong at this school.	50.0	65.0
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I feel safe at this school.	50.0	60.0
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Students picking on/bullying other students is not a problem at this school.	20.0	25.0
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STAFF	SY1314 Response Rate (%)	80.0	SY1213	SY1314
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The school administration supports the staff in performing their duties.	47.0	53.0
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Staff feel safe at this school.	73.0	65.0
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*The data show how the respondents **feel**; they reflect the students' and staff's perceptions of your school and may not align with your feelings or perceptions.*

How do you feel about these results? Do they align with your perceptions? Are they consistent or inconsistent with other data on your school's climate?

What can you do to address your students' and staff's concerns?

SOURCE: Annual School Survey, 2013 and 2014
 NOTE: Data highlighted in red identify those questions where less than 50% of the respondents agreed.
 NOTE: You can find the complete results of your School Survey at: <http://www.baltimorecityschools.org/site/Default.aspx?PageID=24842>