BALTIM⊗RE'S PR⊗MISE

Every Child. Infinite Possibilities.

2015 Baseline Report to the Community
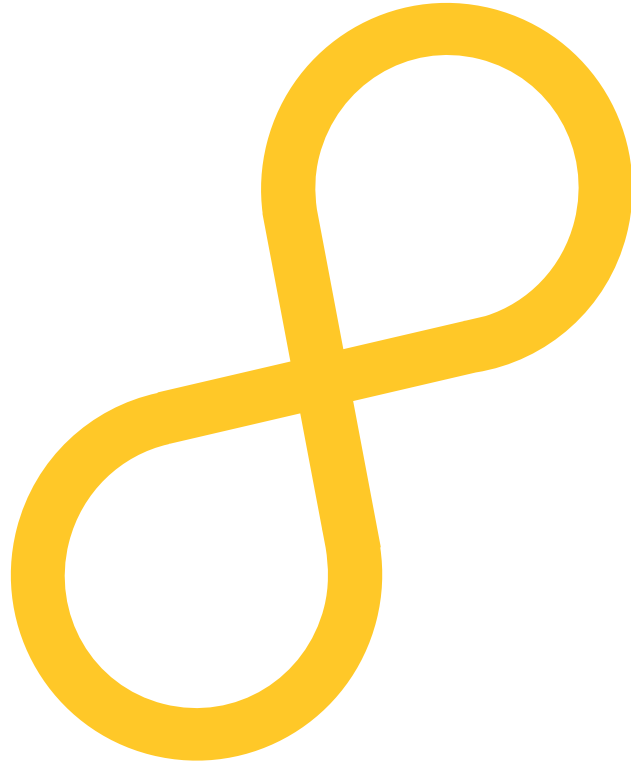
About Baltimore's Promise

Baltimore's Promise is a collaborative dedicated to improving outcomes for the City's youth. It is focused on building a culture of shared accountability and collaboration across Baltimore City. Baltimore's Promise is unique – a unified effort led by a group of dedicated leaders from the private, philanthropic, nonprofit, higher education, business, and government sectors. Its organizers envision a City where all children and youth enter early adulthood healthy, educated, and well-equipped to lead productive careers and lives. Baltimore's Promise is committed to helping the City's children succeed from cradle to career by coordinating, informing, and guiding the efforts of a diverse group of individuals and entities all focused on helping Baltimore's young people fulfill their great potential.

A Call for Action

Baltimore is a vibrant city, home to more than 600,000 people who want and need their city to be the best possible place to raise healthy, well-prepared children. Importantly, Baltimore is also home to scores of community leaders who are committed to their City and eager to be part of a transformational solution that benefits all children and young people.

Like many American cities, Baltimore has experienced a daunting combination of challenges during the past several decades, including population decline, deterioration of the economic base, loss of corporate headquarters, as well as increasing poverty and crime. The challenges facing Baltimore's residents fall disproportionately on our children, who experience multiple threats to their health and well-being that severely constrain their opportunities and potential.

In the fall of 2012, foundation and business leaders throughout Baltimore began a new discussion around the idea of working together on behalf of our City's children. The discussion focused on innovative ways the community could come together to support children's health and education from birth through the time when they are college and/or career-ready. This broad cradle-to-career focus is similar in intent to many collective impact strategies in cities across the United States. The scope of this effort is substantial. Baltimore City is responsible for the education of more than 85,000 students in Grades K-12, approximately 10% of all public school students in Maryland. Today, more than 200 stakeholders — including the school district, higher education institutions, foundations, businesses, nonprofits, and community and faith leaders — are engaged to build a broad basis of support for our commitment to work together to benefit our children.

This engagement led to the creation of Baltimore's Promise, a collaborative dedicated to improving outcomes for the City's youth.

The organization's board is composed of:

Diane Bell-McKoy
CEO, Associated Black Charities

Michael Cryor
Chair, One Baltimore

Ronald Daniels
President, Johns Hopkins University

Robert Embry
President & CEO, Abell Foundation

Donald C. Fry
President, Greater Baltimore Committee

Mark Furst
President & CEO, United Way of Central Maryland

Matthew Gallagher
President & CEO, Goldseker Foundation

Mark and **Traci Lerner**
Founding Partners, Chesapeake Partners

Patrick McCarthy
President & CEO, The Annie E. Casey Foundation

Van T. Mitchell
Secretary, Maryland Department of Health & Mental Hygiene

Rachel Garbow Monroe
President & CEO, Harry and Jeanette Weinberg Foundation

Jay Perman
President, University of Maryland, Baltimore

The Honorable Stephanie Rawlings-Blake
Mayor, City of Baltimore

Jan Rivitz
President & CEO, The Straus Foundation

Brian Rogers
Chairman, T. Rowe Price

Gregory Thornton
CEO, Baltimore City Public Schools

Leana Wen
Commissioner, Baltimore City Health Department

Thomas Wilcox
President & CEO, Baltimore Community Foundation

David Wilson
President, Morgan State University

Mark Lerner and **Rachel Garbow Monroe**
serve as the Co-Chairs of Baltimore's Promise.

Patrick McCarthy serves as Vice Chair.

The organization's staff is composed of:

Thomasina L. Hiers, Executive Director
Laura Jahromi, Program Assistant
Al Passarella, Director of Data Analysis

Baltimore's Promise was created to serve as a backbone organization, independent and solely dedicated to guiding this work. Specifically, the mission of Baltimore's Promise is to coordinate strategy, identify quality programs, support alignment activities, establish shared measures for meaningful results, build public will, and advance policy on behalf of Baltimore City's youth.

Snapshot
Baltimore City

Dubbed a "city of neighborhoods," Baltimore, Maryland's largest city, has a population that is vastly different from the State overall.

Baltimore City Demographic Profile
POPULATION INDICATORS

	Maryland	*Baltimore*
Total Population	*5,928,814*	*622,104*
Total Population Under 18	*1,344,457*	*131,276*
Total Population 18 and Over	*4,584,357*	*490,828*

GENDER, RACE, ETHNICITY INDICATORS

	Maryland	*Baltimore*
Asian	*6.0%*	*3.1%*
Black or African American	*29.6%*	*62.9%*
Hispanic	*9.0%*	*4.6%*
Two or More Races	*2.9%*	*2.1%*
White	*57.6%*	*30.2%*
Female Head of Household Families with Children 17 & Under	*7.6%*	*9.9%*

EDUCATIONAL ATTAINMENT

	Maryland	Baltimore
Less Than High School	*6.7%*	*12.8%*
High School Graduate or Higher	*89.1%*	*81.8%*
Bachelor's Degree or Higher	*37.4%*	*28.7%*

ECONOMIC INDICATORS

	Maryland	Baltimore
Labor Force Participation	68.6%	61.6%
Unemployment Rate (BLS)	6.0%	8.5%
Median Household Income	$72,483	$42,266
Population in Poverty	10.1%	23.3%
Population 17 and Under in Poverty	13.6%	33.5%

HOUSING & COMMUNITY INDICATORS

	Maryland	Baltimore
Renter-Occupied Housing	33.5%	53.8%
Vacant Housing	10.1%	17.5%
Violent Crime Rate (per 100,000)	467.5	1406.4

Snapshot
Baltimore City Public Schools

Baltimore City Public School (BCPS) students — roughly 10% of Maryland's total public school population — differ demographically from their public school peers throughout the state, with a larger percentage of minority students, more mobility, and a greater number living in poverty.

BCPS Demographic Profile
STUDENT POPULATION INDICATORS

	Maryland	Baltimore
Total Enrollment	866,169	84,730
Asian	6.1%	1.0%
Black or African American	34.9%	83.8%
Hispanic	13.6%	6.2%
Native American	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.1%	0.2%
Two or More Races	4.1%	0.4%
White	40.9%	8.0%

STUDENT STABILITY INDICATORS

	Maryland	Baltimore
Average Daily Attendance (Middle)	95.4%	93.5%
Average Daily Attendance (High)	92.7%	81.8%
Student Mobility (Elementary)	19.5%	32.2%
Student Mobility (Middle)	17.2%	28.6%
Student Mobility (High)	18.8%	36.0%

STUDENTS RECEIVING SPECIAL SERVICES

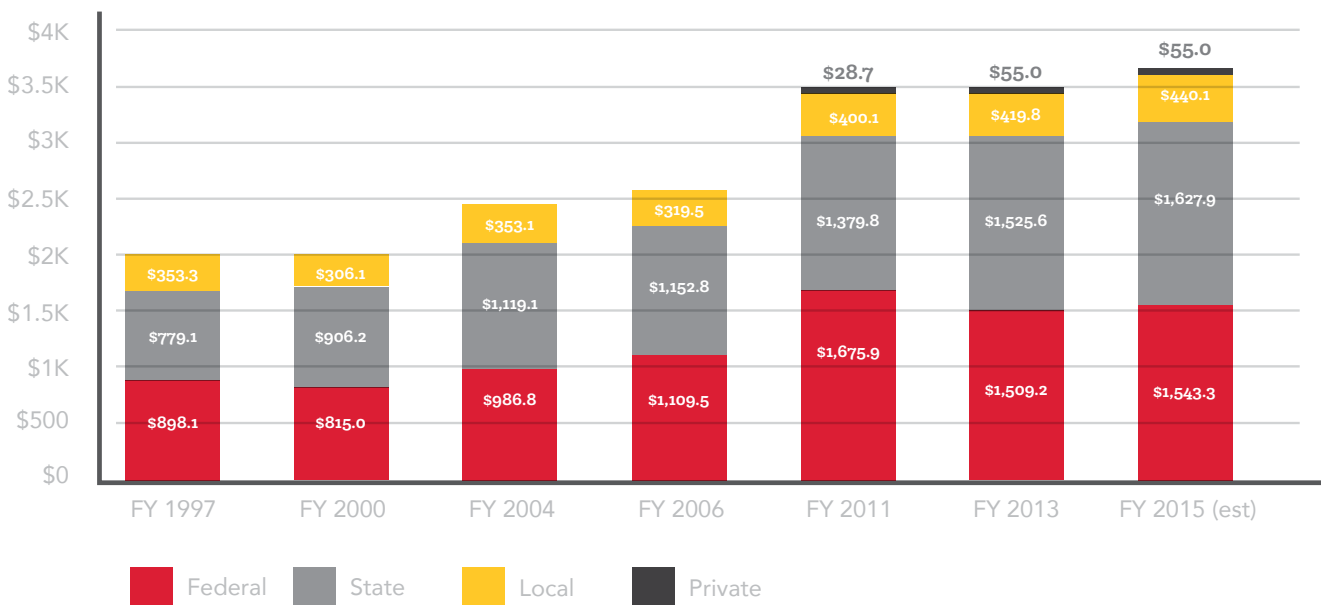|	Maryland	Baltimore
Free and Reduced Price Meals (FARMS)	45.3%	85.7%
Special Education	11.2%	15.5%
Federal Dollars for Low-Income Schools (Title 1)	19.8%	57.3%

Source| 2014 Maryland School Report Card

Snapshot
Financial Landscape

Baltimore is a city of significant assets. Baltimore's cradle-to-career continuum received public and private investments totaling $3.51 billion in fiscal year 2013, a 1% increase compared to the $3.47 billion in fiscal year 2011. These investments support a range of programs and services for Baltimore's youth, including early childhood programming, education and special education, health care, employment services, and crime prevention. The investments also include funding associated with so-called "deep end" services provided by systems not typically accessed by the general public, such as juvenile justice and foster care.

Cradle-to-Career Investments in Baltimore City by Funding Source

	FY 1997	FY 2000	FY 2004	FY 2006	FY 2011	FY 2013	FY 2015 (est)
Private					$28.7	$55.0	$55.0
Local	$353.3	$306.1	$353.1	$319.5	$400.1	$419.8	$440.1
State	$779.1	$906.2	$1,119.1	$1,152.8	$1,379.8	$1,525.6	$1,627.9
Federal	$898.1	$815.0	$986.8	$1,109.5	$1,675.9	$1,509.2	$1,543.3

Legend: ■ Federal ■ State ■ Local ■ Private

Source| Baltimore City's Investments in Children and Families; Financing Review 2014. (Note: Private Investments Were Not Surveyed or Reported Until FY 2011; FY 2015 Private Spending Not Available; Estimate Uses FY 2013 Investments)

Together, we envision a Baltimore where activities are funded and evaluated based on how well they support our children's well-being, and are accountable not only for the dollars we invest, but for the results we produce. We have an opportunity to align our human and financial resources toward effective practices to improve outcomes and opportunities for youth. Baltimore's Promise has five ambitious goals for the City's youth as they transition along each part of the cradle-to-career continuum:

- Babies are born healthy

- Children enter Kindergarten ready to succeed in school

- Children and youth achieve at grade level in school

- Youth graduate high school prepared for the next step without remediation

- Youth earn quality post-secondary credentials or receive training and are career ready

Key Indicators — What Matters

It is essential for partners to define community-level outcomes and use them as the basis for shared accountability. This includes creating an environment for partners to select outcomes, define indicators, collect data, share information, and conduct analyses to monitor progress and drive quality improvement. Data are used to continually identify, adopt, and scale up practices to improve outcomes. Data are also used to improve the efficiency and effectiveness of policies and systems.
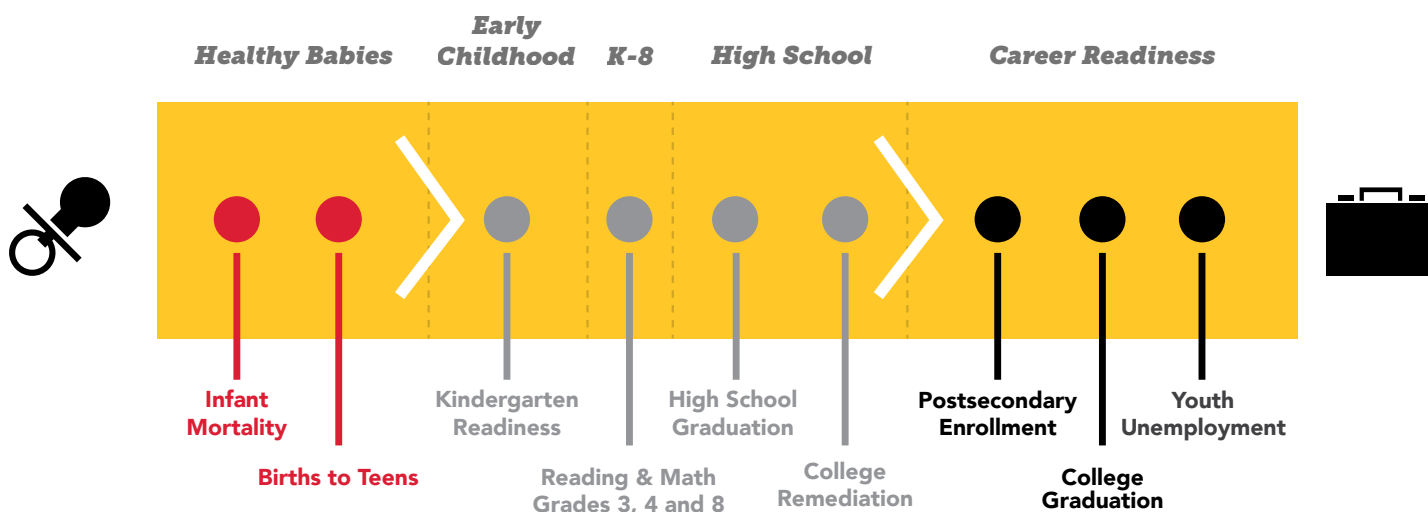
The Institute for Innovation & Implementation at the University of Maryland, Baltimore School of Social Work conducted a best practices and financing review around the specified outcome areas identified by Baltimore's Promise. This review, Baltimore City's Investments in Children and Families: A Review of Outcomes, Best Practices, and Financing, was built upon similar studies conducted during the past decade in Baltimore City.

The initial research identified indicators used to measure the success of efforts addressing the five outcome areas for Baltimore's Promise. The study also defined common risk and protective factors that were highly associated with those indicators. With the indicators and related risk and protective factors established, a more targeted approach was undertaken to help understand the "story behind the baseline," or a deeper understanding of the indicators and what they portray. The review also examined questions related to policy and funding, with an analysis of relevant federal, state, and local operational spending in FY '13. The indicators included in this report represent the starting point for the collective impact work of Baltimore's Promise.

The work of Baltimore's Promise has also been informed by research conducted by the Annie E. Casey Foundation, Laying the Groundwork for Collective Impact: Early-stage Advice for Multi-Sector Collaborations. This research has helped to build a better understanding of the attributes, activities, structures, and experiences of other Collective Impact efforts. The report captures responses from leaders associated with those efforts, including key lessons learned, promising community practices, and early stage advice to optimize the work of Baltimore's Promise.

A copy of both of these reports can be found at **www.baltimorespromise.org**.

Cradle-to-Career Continuum

Healthy Babies | Early Childhood | K-8 | High School | Career Readiness

Infant Mortality · Births to Teens · Kindergarten Readiness · Reading & Math Grades 3, 4 and 8 · High School Graduation · College Remediation · Postsecondary Enrollment · College Graduation · Youth Unemployment
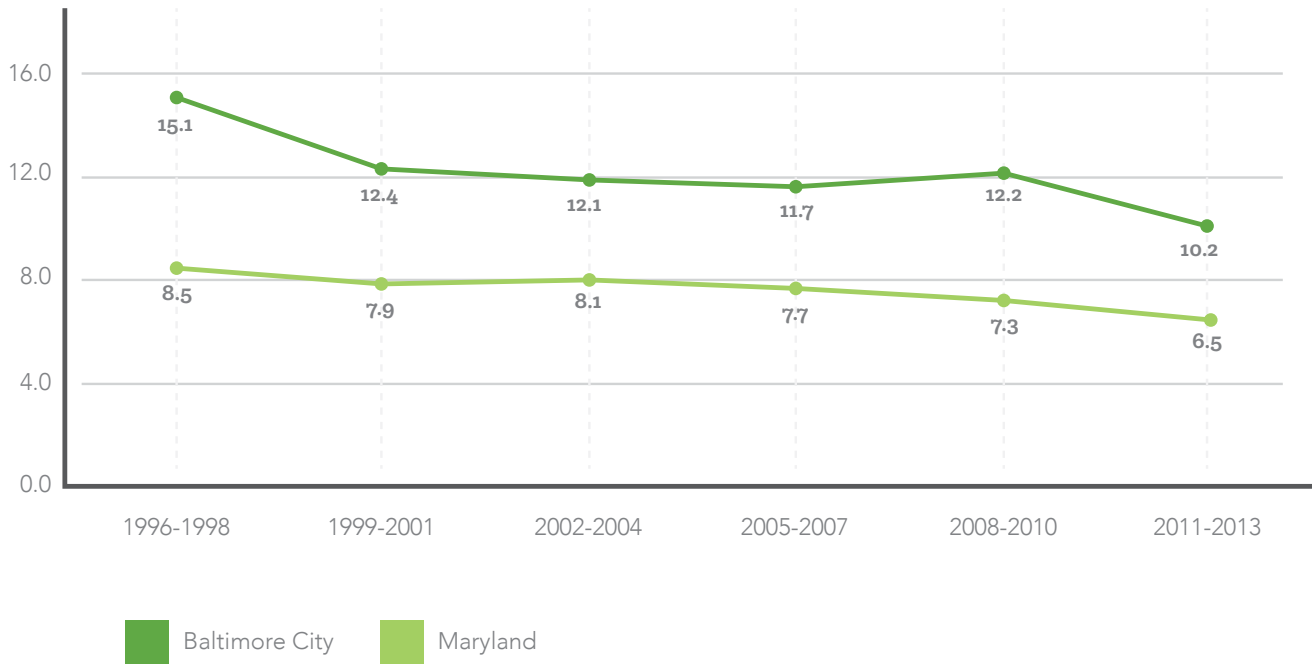
OUTCOME 1:
Babies are Born Healthy

The seeds for adult success are planted prior to birth and are impacted by several factors. Health conditions affect a child's ability to learn and develop, starting in the earliest days and months of life. Since 2000, Baltimore City has averaged 9,300 births per year, with a recorded low of 8,812 births in 2013. Baltimore's Promise has identified infant mortality and low birthweight as our key indicators for this outcome and will monitor factors such as teenage pregnancy that affect the health of Baltimore's babies.

Infant Mortality

Defined as deaths of infants less than one year old per 1,000 live births, infant mortality is, according to the Maryland Department of Health and Mental Hygiene (DHMH), one of the most critical indicators of the overall health of a population. Baltimore City continues to make strides toward reducing the infant mortality rate with a 28% decline since 2009.
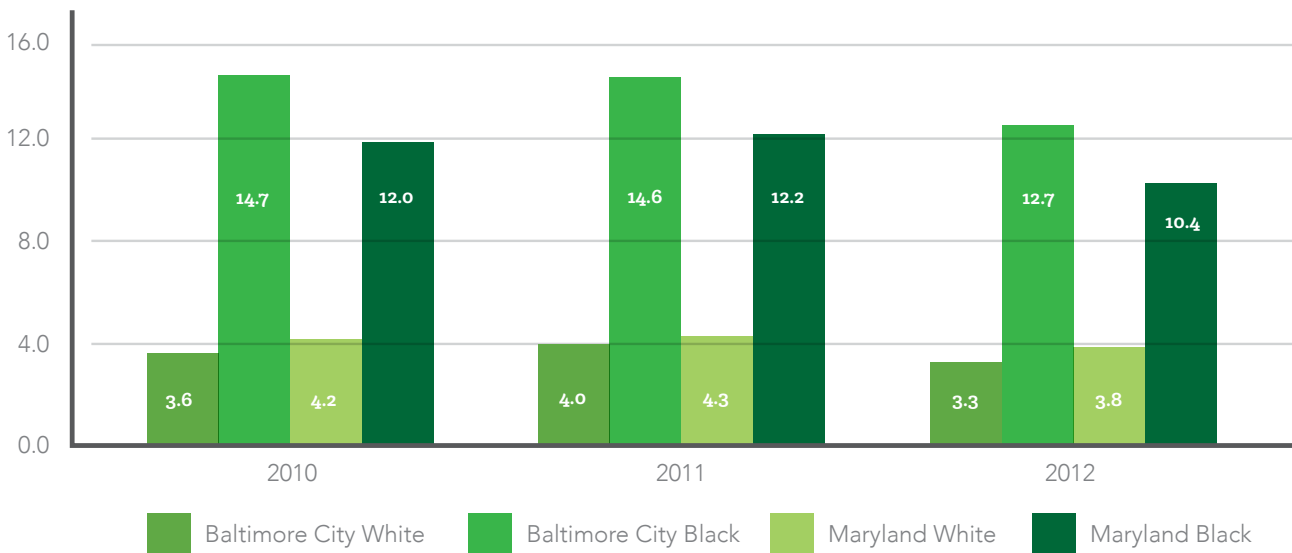
Infant Mortality (Rate/1000 births) 3-year Rolling Average
(Baltimore City & Maryland)

Baltimore City: 15.1 (1996-1998), 12.4 (1999-2001), 12.1 (2002-2004), 11.7 (2005-2007), 12.2 (2008-2010), 10.2 (2011-2013)

Maryland: 8.5 (1996-1998), 7.9 (1999-2001), 8.1 (2002-2004), 7.7 (2005-2007), 7.3 (2008-2010), 6.5 (2011-2013)

Legend: ■ Baltimore City   ■ Maryland

A closer examination of this data highlights racial disparities where Black babies are at much greater risk than their White counterparts in both Baltimore City and Maryland overall.

Infant Mortality Racial Disparities (Rate/1000 Births)
(Baltimore City & Maryland)

	2010	2011	2012
Baltimore City White	3.6	4.0	3.3
Baltimore City Black	14.7	14.6	12.7
Maryland White	4.2	4.3	3.8
Maryland Black	12.0	12.2	10.4

Legend: ■ Baltimore City White   ■ Baltimore City Black   ■ Maryland White   ■ Maryland Black

Low-Weight Births

Children born at low birthweight, defined as less than 5.5 pounds, tend to have lower cognitive scores, increased incidence of ADHD, and more behavioral problems at school age.[i] Additionally, being born at low birthweight increases the chances of mortality and morbidity, with one study showing survival rates under 20% for babies born under 1.10 pounds.[ii] Research shows that mothers who receive early and consistent prenatal health care are more likely to give birth to babies born at a healthy weight.[iii] Baltimore City mothers continue to have a higher percentage of babies born at a low birthweight compared to the State's average.

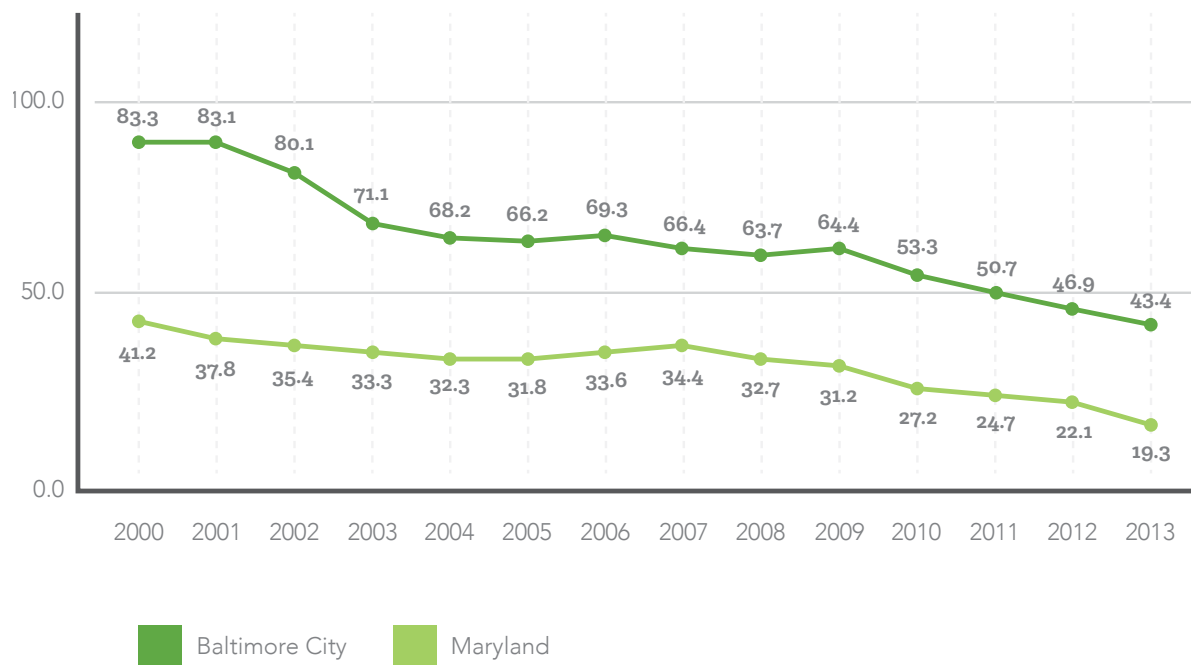## *Low Birthweight Deliveries* (Baltimore City & Maryland)
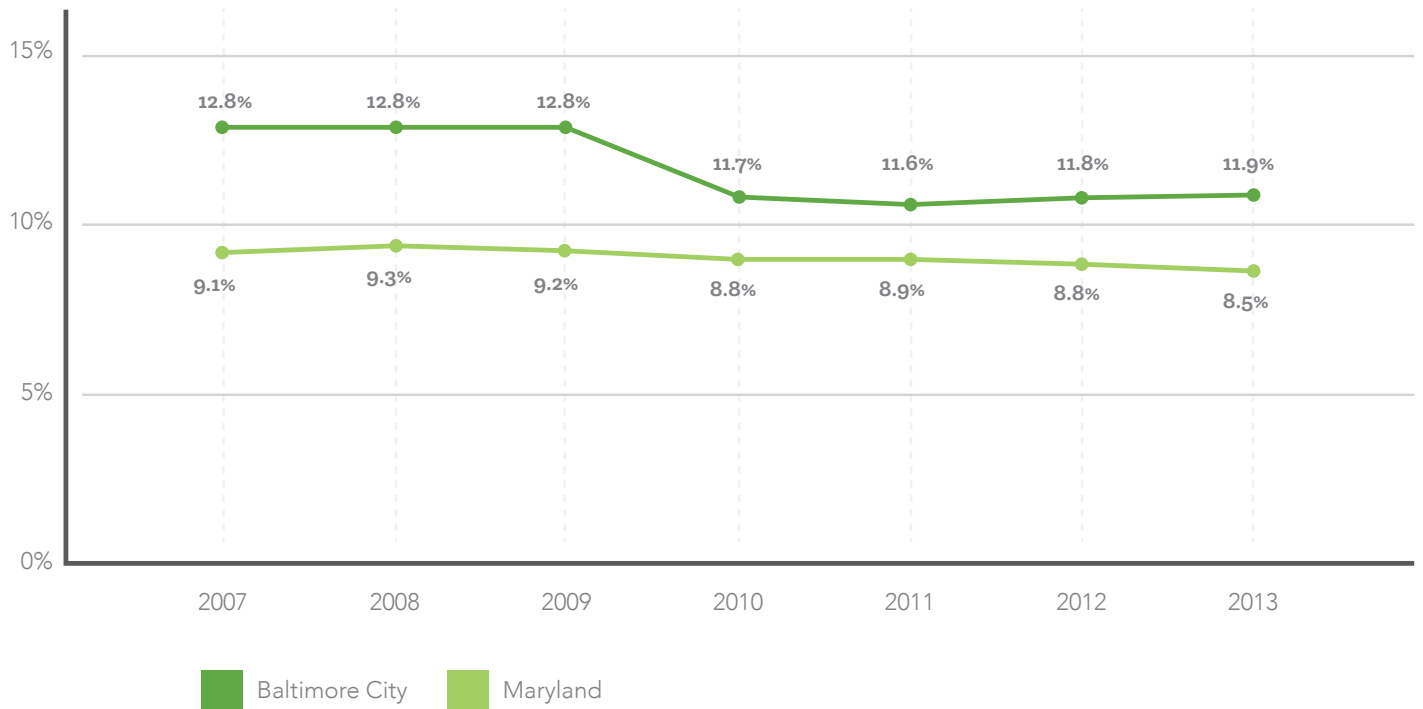
Source| *DHMH Vital Statistics Administration – Annual Reports*

Births To Teens

Pregnancy is inherently associated with risks; however, research has identified age as a contributing factor to poor birth outcomes, [IV] with babies born to teen mothers being more likely to have poor birth outcomes, such as higher risk of preterm birth, low birthweight, and infant mortality.[V] In Baltimore City, teen births have decreased dramatically since the late 1990s, but remain higher than the State's average. Reducing the number of teen births is a key component to increasing successful birth outcomes.

Teen Birth Rate per 1,000 Teenaged Residents
(Baltimore City & Maryland)

Baltimore City values: 83.3 (2000), 83.1 (2001), 80.1 (2002), 71.1 (2003), 68.2 (2004), 66.2 (2005), 69.3 (2006), 66.4 (2007), 63.7 (2008), 64.4 (2009), 53.3 (2010), 50.7 (2011), 46.9 (2012), 43.4 (2013)

Maryland values: 41.2 (2000), 37.8 (2001), 35.4 (2002), 33.3 (2003), 32.3 (2004), 31.8 (2005), 33.6 (2006), 34.4 (2007), 32.7 (2008), 31.2 (2009), 27.2 (2010), 24.7 (2011), 22.1 (2012), 19.3 (2013)

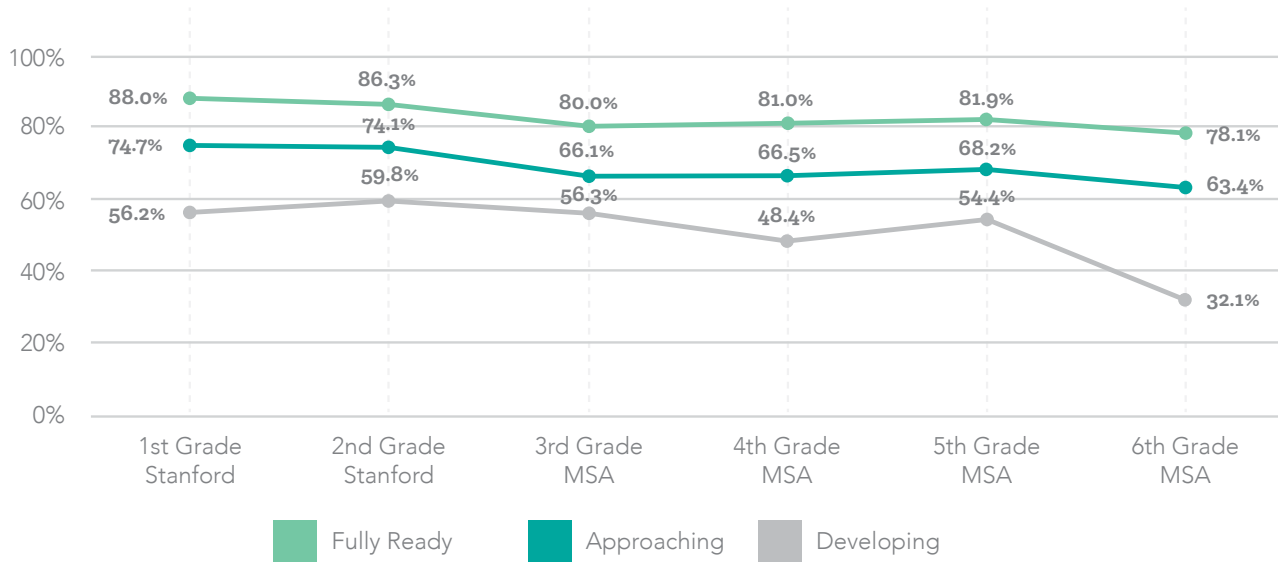Legend: ■ Baltimore City   ■ Maryland

OUTCOME 2:

Children Enter Kindergarten Ready to Succeed in School

Research has shown that up through the age of five, children rapidly develop foundational capabilities on which subsequent development builds.[VI] Additional studies have shown that children who are ready for Kindergarten are twice as likely as those who are not to complete middle school with strong academic and social skills.[VII] This trend is evident in Baltimore City, where a longitudinal study demonstrated that students who entered school ready to learn in Kindergarten continued to achieve well into 6th grade compared to their counterparts who continued to lag behind in math.[VIII]

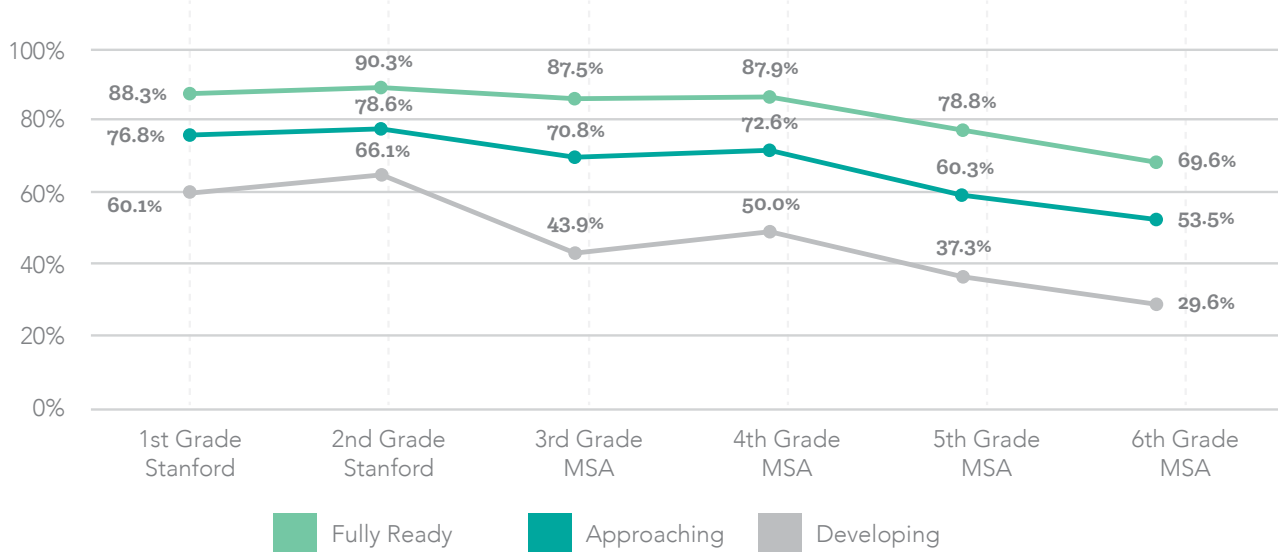## Reading Performance for Students who Started Kindergarten in 2007

(First through Sixth Grade)

Source| Baltimore City Public Schools: Maryland Model for School Readiness SY2013-14 Results Presentation

Math Performance for Students who Started Kindergarten in 2007
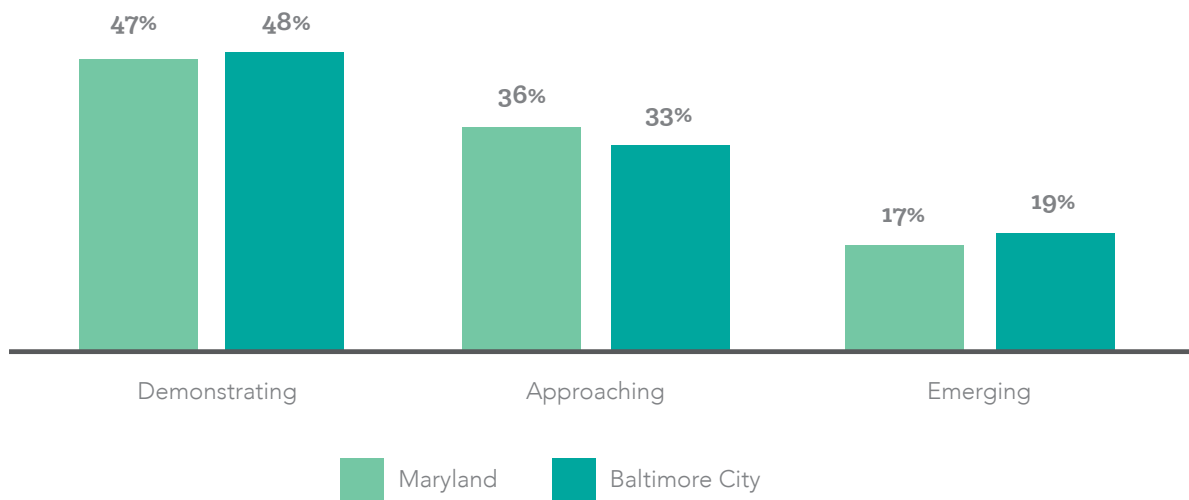
(First through Sixth Grade)

Source| Baltimore City Public Schools: Maryland Model for School Readiness SY2013-14 Results Presentation

In general, readiness is measured by formal assessment tools and defined as a child's skills, behaviors, or attributes in relation to the expectations of individual classrooms or schools. Though progress has been made, Baltimore City's Kindergarteners have lagged behind their State counterparts. In 2014-2015 however, the results of the inaugural Kindergarten Readiness Assessment (KRA), which measures Kindergarten readiness in a more rigorous assessment tied to new Maryland College and Career Standards, shows that Baltimore City students are performing slightly better than the state average.

Baltimore's Promise has identified scores on formal assessments as a key indicator of a child's readiness for Kindergarten and will monitor factors, such as participation in formal early childhood programs, to learn more about ensuring children are ready to succeed in school.

2014-2015 KRA: Assessment Results
(Baltimore City & Maryland)

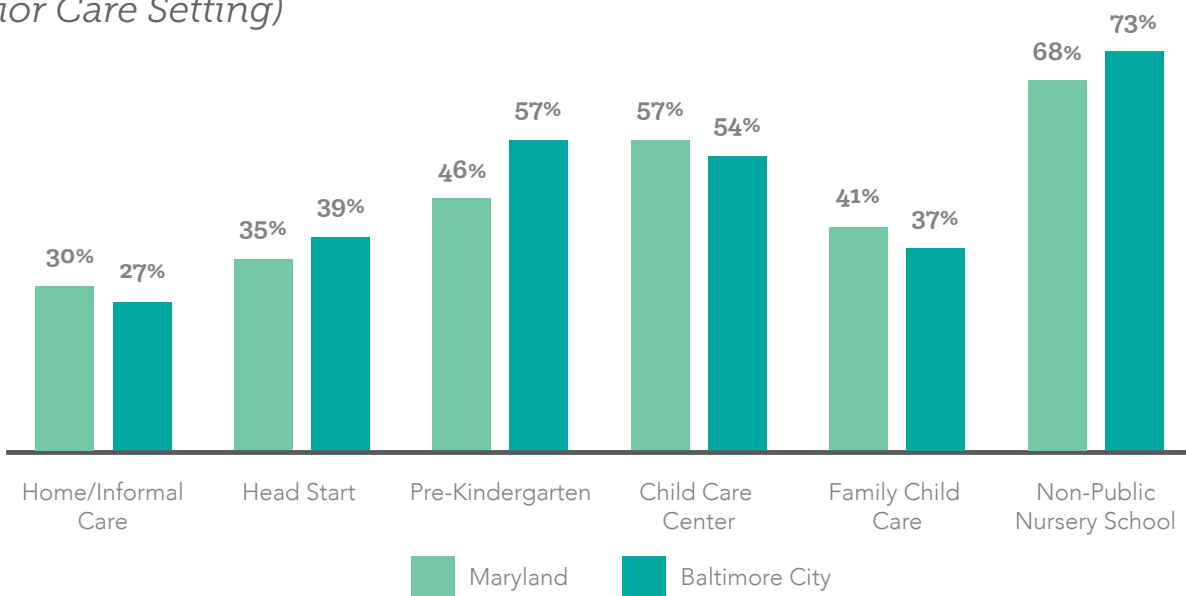|	Demonstrating	Approaching	Emerging
Maryland	47%	36%	17%
Baltimore City	48%	33%	19%

Legend: Maryland, Baltimore City

Source| Maryland State Department of Education: 2014-2015 Readiness Matters Report

Early Childhood Program Participation

Participation in early childhood programs plays a key role in helping to prepare students for Kindergarten. The data below indicate that formal care, such as Pre-Kindergarten, may positively affect Kindergarten readiness levels.

2014-2015 KRA: Percentage of Students Demonstrating Readiness
(By Prior Care Setting)

Prior Care Setting	Maryland	Baltimore City
Home/Informal Care	30%	27%
Head Start	35%	39%
Pre-Kindergarten	46%	57%
Child Care Center	57%	54%
Family Child Care	41%	37%
Non-Public Nursery School	68%	73%

Source| Maryland State Department of Education: 2014-2015 Readiness Matters Report

OUTCOME 3:
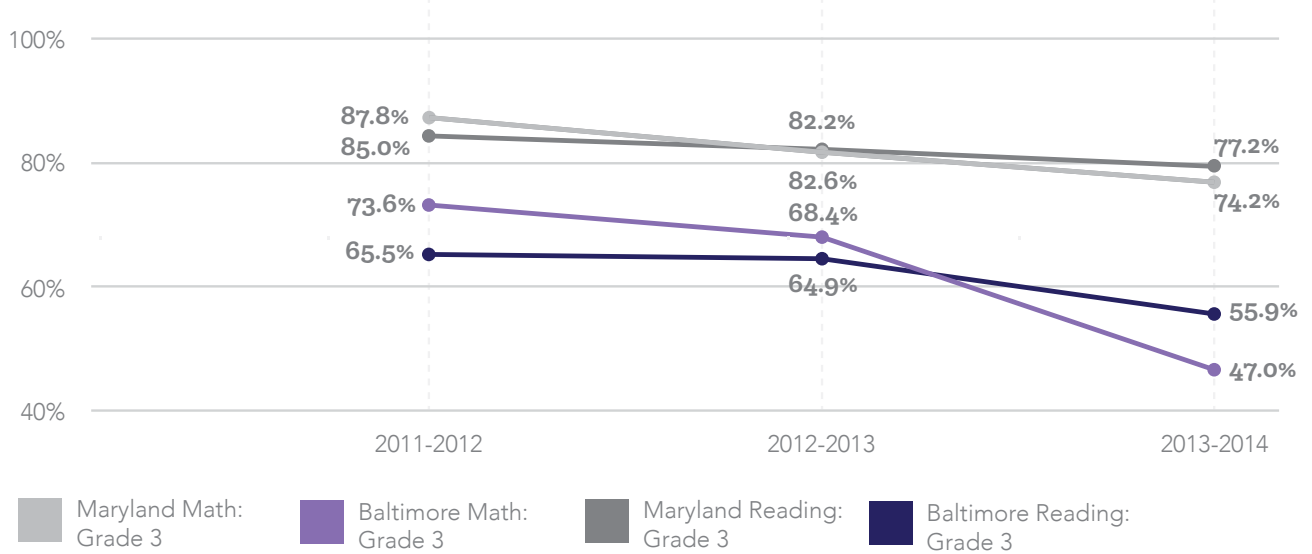### Children and Youth Achieve at Grade Level in School

Academic success is linked to increased high school graduation rates, college graduation, and adult outcomes such as income and employment.[IX] Reading achievement predicts the likelihood of graduating from high school and attending college, as well as career success.[X] Students who cannot read at grade level by 3rd grade are four times less likely to graduate from high school on time than children who can.[XI] Likewise, mathematics competence is related to higher rates of high school graduation, higher levels of employability, and higher earnings in adulthood. Middle school performance is a critical "mile marker" toward completion of high school, with one study finding 8th grade achievement to have a greater impact on college and career readiness than any achievement gains made during high school.[XII] Baltimore's Promise has identified standardized test scores as a key indicator of grade level achievement and will monitor factors, such as school climate, to gauge further impact on academic success.

Reading And Math Proficiency

Below are data from both the annual Maryland State Assessment (MSA) and bi-annual National Assessment of Educational Progress (NAEP), comparing Baltimore City students to their counterparts throughout the State. Since the 2009-2010 school year, math and reading levels on the MSA have remained relatively static, with a precipitous drop in scores in the 2013-2014 school year. The Maryland State Department of Education and local school systems across the state observed that the decreases were not unexpected due to the transition to the Common Core Standards.[XIII] There have been modest increases in NAEP reading and math levels for 4th and 8th grade students, with 8th grade scores remaining static in 2013.

MSA Grade 3 Proficient and Above
(Baltimore City and Maryland)

Legend:
- Maryland Math: Grade 3
- Baltimore Math: Grade 3
- Maryland Reading: Grade 3
- Baltimore Reading: Grade 3

Data points:
- 87.8%, 82.2%, 77.2%
- 85.0%, 82.6%, 74.2%
- 73.6%, 68.4%, 55.9%
- 65.5%, 64.9%, 47.0%

Source| Maryland State Department of Education: Maryland Report Card

MSA Grade 8 Proficient and Above
(Baltimore City and Maryland)

Legend:
- Maryland Reading: Grade 8
- Baltimore Reading: Grade 8
- Maryland Math: Grade 8
- Baltimore Math: Grade 8

Data points:
- 80.8%, 81.0%, 76.9%
- 69.3%, 67.0%, 58.7%
- 58.8%, 62.0%, 54.7%
- 39.5%, 37.9%, 28.5%

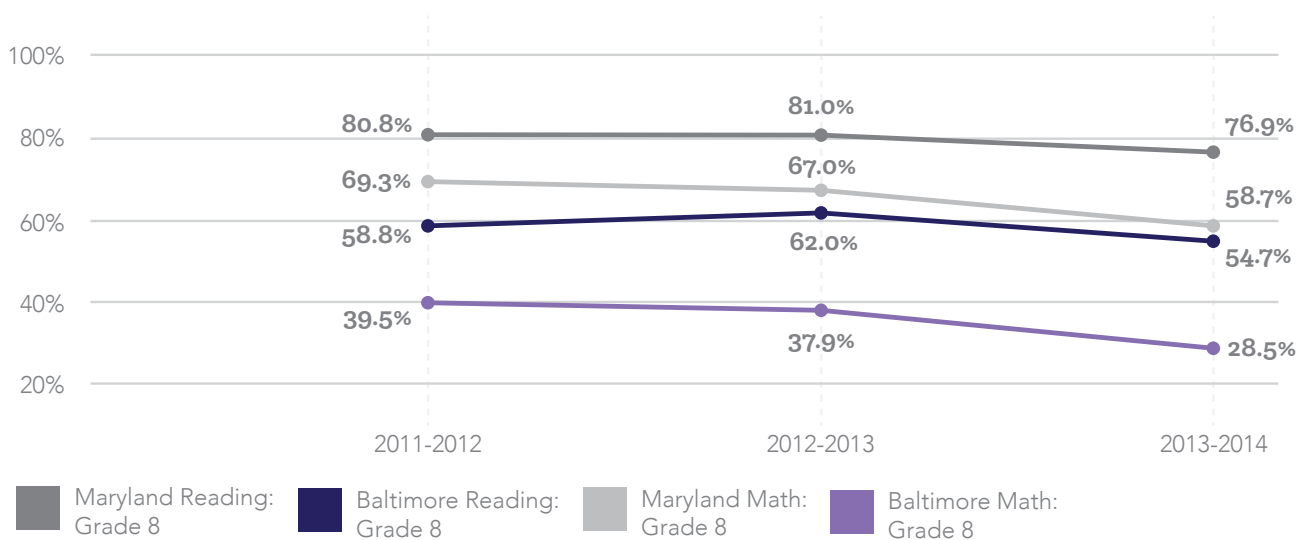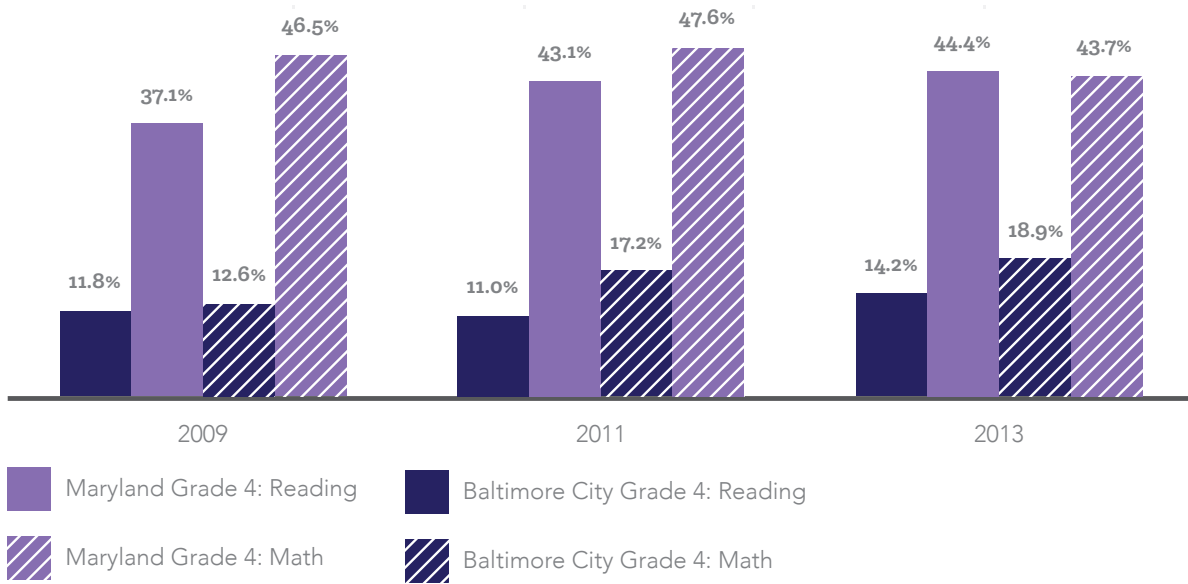*Source| Maryland State Department of Education: Maryland Report Card*

NAEP Grade 4 Proficient and Above
(Baltimore City and Maryland)

Grouped bar chart for 2009, 2011, 2013.

2009: 11.8%, 37.1%, 12.6%, 46.5%
2011: 11.0%, 43.1%, 17.2%, 47.6%
2013: 14.2%, 44.4%, 18.9%, 43.7%

Legend:
- Maryland Grade 4: Reading
- Baltimore City Grade 4: Reading
- Maryland Grade 4: Math
- Baltimore City Grade 4: Math

NAEP Grade 8 Proficient and Above
(Baltimore City and Maryland)

Grouped bar chart for 2009, 2011, 2013.

2009: 9.7%, 35.6%, 9.9%, 40.1%
2011: 11.9%, 39.9%, 13.1%, 40.5%
2013: 15.7%, 42.2%, 12.8%, 37.4%

Legend:
- Maryland Grade 8: Reading
- Baltimore City Grade 8: Reading
- Maryland Grade 8: Math
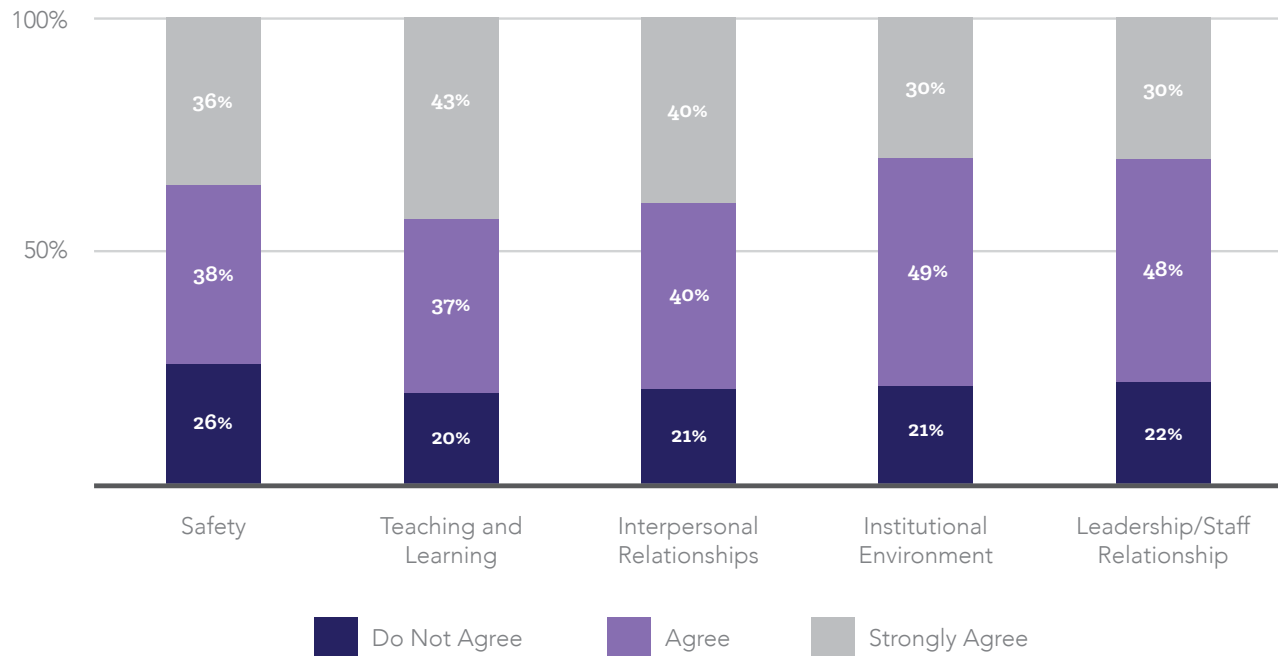- Baltimore City Grade 8: Math
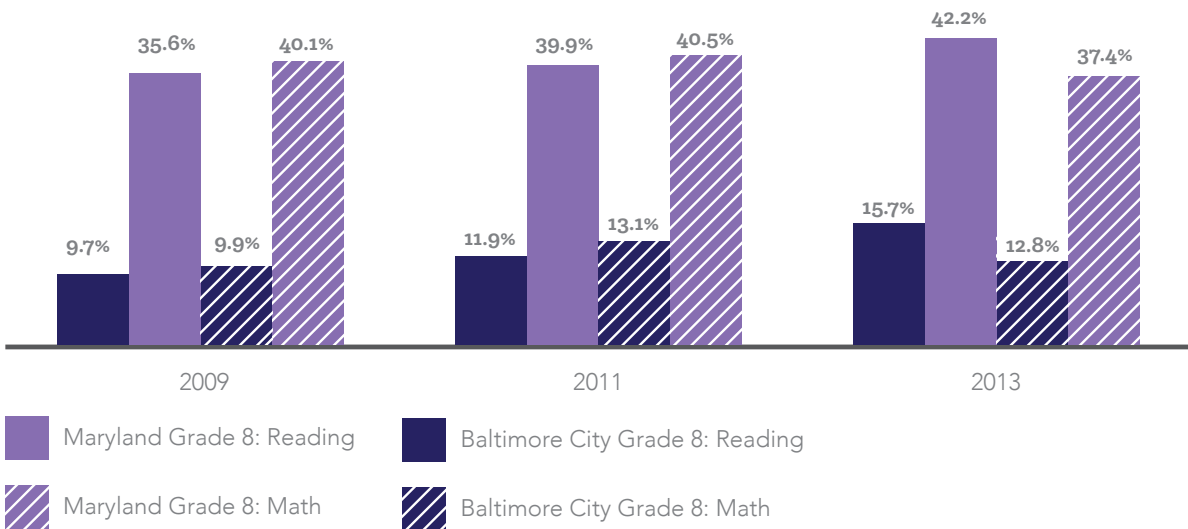
School Climate

A growing body of research shows the importance of how parents, children, and teachers view their school environment — often referred to as school climate. Common themes among schools that studies identified as having positive climates include decreases in student absenteeism,[XIV] greater levels of academic achievement, higher levels of student self-esteem, and an increased commitment to the school from the greater school community.[XV] Additionally, a positive school climate has been shown to have a powerful impact in preventing high-risk behaviors among students.[XVI]

In a 2014 report, the Baltimore Education Research Consortium (BERC) examined the measures for school climate used by BCPS and aligned them with indicators proposed by the National School Climate Center (NSCC). BERC created The Organizational Health Tool, which combines the staff and student responses from the School Survey and the Student Survey on Teacher Practice to capture adult and student concerns regarding climate across the school, classroom, and instruction.[XVII] The tool provides an integrated snapshot of student and teacher perceptions about key areas in order to characterize school climate and serve as a starting point to identify areas where changes in practice, such as sense of safety in schools and impression of student-teacher relationships, could increase positive student engagement in schools. In the chart below, "Agree" and "Strongly Agree" responses reflect an individual's positive perception of that domain. For example, a respondent agrees that s/he feels safe, has positive interpersonal relationships, and so forth. Conversely, "Do Not Agree" reflects a negative perception of that domain.

Organizational Health Tool for School Districts
(Baltimore City Public Schools 2012-2013)

	Safety	Teaching and Learning	Interpersonal Relationships	Institutional Environment	Leadership/Staff Relationship
Strongly Agree	36%	43%	40%	30%	30%
Agree	38%	37%	40%	49%	48%
Do Not Agree	26%	20%	21%	21%	22%

Source| BERC: Measuring School Climate- Using Existing Data Tools on Climate and Effectiveness to Inform School Organizational Health

OUTCOME 4:
Youth Graduate from High School Prepared for the Next Step Without Remediation

High school graduation is a strong predictor of lifelong success and positively affects an individual's life. Nationally, individuals without a high school diploma over the age of 16 face a 14% unemployment rate, according to a recent summary of Department of Labor data. [XVIII] For those between the ages of 16 and 19 years, more than one in four cannot find jobs. Though the percentage of students graduating in four years has been steadily improving, the performance of Baltimore City students is significantly below the statewide average.
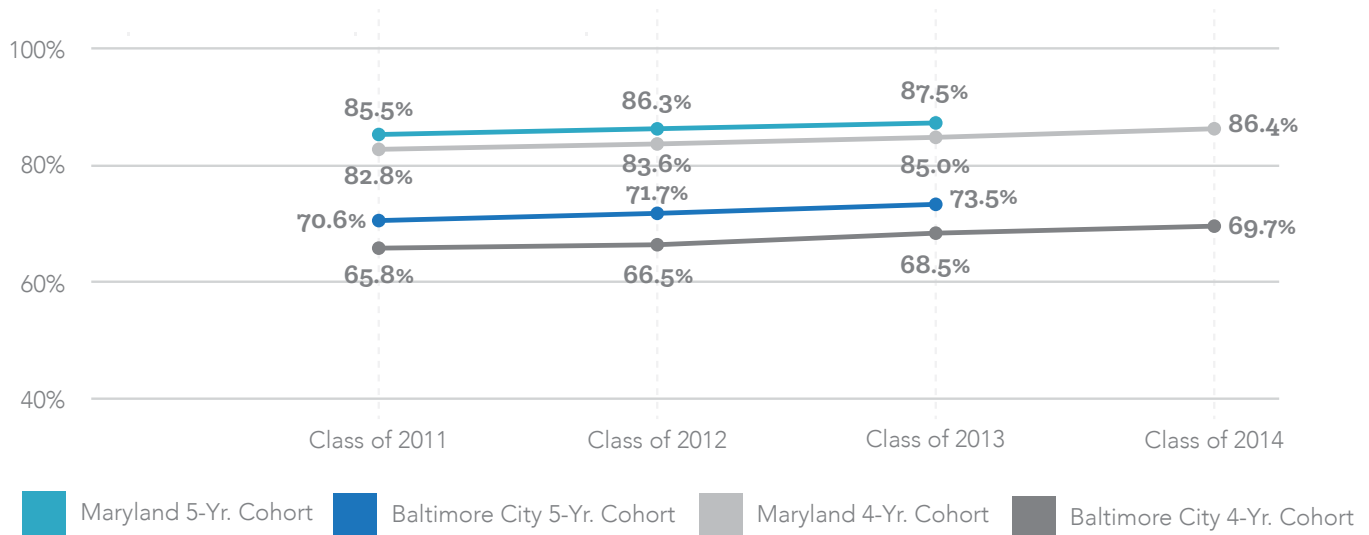
Baltimore's Promise has identified the high school graduation rate, as well as whether or not students have received the preparation necessary to succeed in college, as the key indicators for this outcome area.

High School Graduation

Baltimore City continues to see improved high school graduation rates for both the four-year and five-year cohorts. However, Baltimore City still trails the State by a significant margin.

Baltimore City & Maryland Graduation Rate

Legend:
- Maryland 5-Yr. Cohort
- Baltimore City 5-Yr. Cohort
- Maryland 4-Yr. Cohort
- Baltimore City 4-Yr. Cohort

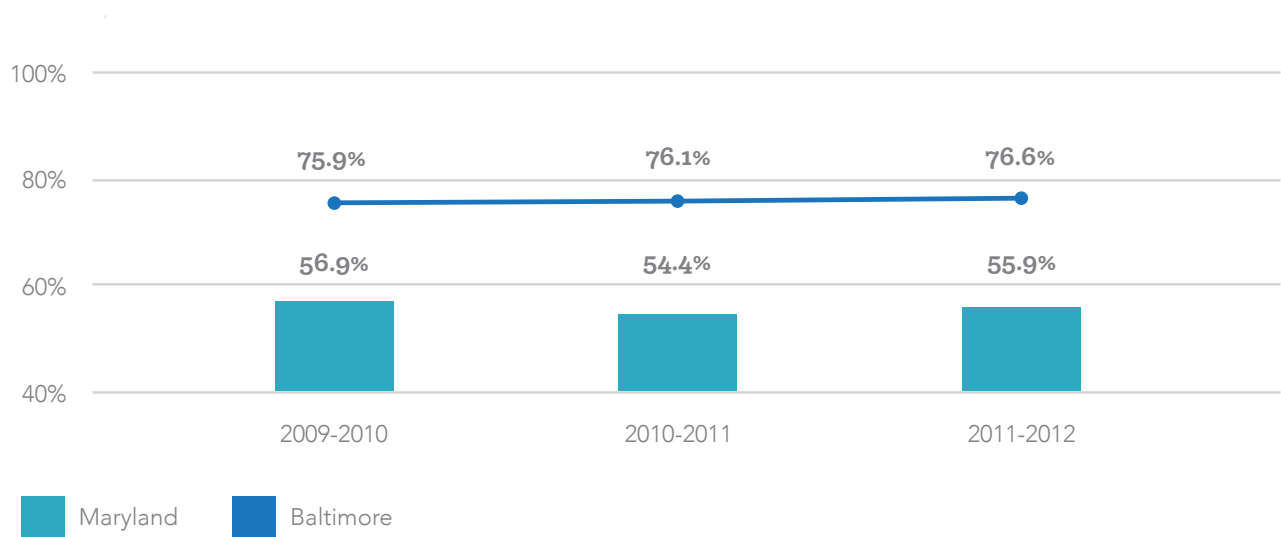|	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Maryland 5-Yr. Cohort	85.5%	86.3%	87.5%	
Maryland 4-Yr. Cohort	82.8%	83.6%	85.0%	86.4%
Baltimore City 5-Yr. Cohort	70.6%	71.7%	73.5%	
Baltimore City 4-Yr. Cohort	65.8%	66.5%	68.5%	69.7%

Source| Maryland State Department of Education: Maryland Report Card

Post-Secondary Education Remediation

Though high school graduation rates have increased, data show that a majority of the City's public school graduates are unprepared for college. Three-fourths of students who enroll in college require remediation or courses during the summer or first semester designed to bring their performance in core academic skills up to par; statewide, slightly more than half require this kind of instruction. These figures do not tell the whole story of remediation rates however. Each institution of higher education requires different scores on the Accuplacer examination to avoid taking remedial courses. The charts below illustrate the minimum scores on the Accuplacer examination to avoid remediation at schools with the highest enrollment of Baltimore City Public Schools graduates and the percent of Baltimore City graduates requiring remedial instruction at those schools.

Remediation Rates of Recent High School Graduates
(Baltimore City & Maryland)

	2009-2010	2010-2011	2011-2012
Baltimore	75.9%	76.1%	76.6%
Maryland	56.9%	54.4%	55.9%

Legend: Maryland, Baltimore

Source| Maryland Higher Education Commission 2013-2015 Databook

College Selectivity (Percent of Applications Accepted) and Accuplacer Score Required for College Credit-Bearing Courses: Baltimore City Class of 2011 Enrolled In Maryland College Fall 2011

Maryland College	% App. Accepted	Enrolled	Math			Reading			Writing		
			Score Required	Assessed	% Needed Dev.	Score Required	Assessed	% Needed Dev.	Score Required	Assessed	% Needed Dev.
Community College of Baltimore County	NR	417	45 (CM), 70 (EA)	391	95.1%	79	292	70.5%	90	292	70.5%
Baltimore City Community College	NR	354	45 (CM)	341	99.7%	80	213	62.3%	90	285	83.6%
Anne Arundel Community College	NR	21	45 (CM), 82 (EA)	19	90.5%	68	9	42.9%	73	5	23.8%
Alleghany	63.3%	17	45 (CM), 60 (EA)	17	100%	79	16	94.1%	90	16	94.1%
Four Year College											
Coppin	34.9%	118	109 (EA)	60	100%	88	Own	_	Own	_	_
Morgan St.	57.6%	103	Major Dependent	50	48.5%	89	98	_	98	_	_
University of MD Eastern Shore	57.5%	45	63 (CM), 108 (EA)	_	_	Own	Own	_	Own	_	_
Towson	52.2%	37	109 (EA)	22	100%	80	Own	56.0%	Own	0	0
Bowie	48.1%	36	45 (CM), 75 (EA)	28	87.5%	72	Own	100%	Own	12	37.5%
Frostburg St.	59.2%	34	Own	11	32.4%	Own	Own	_	Own	0	0%
Stevenson	_	22	_	_	_	_	_	100%	_	0	0%
University of MD College Park	16.8%	15	Own	15	26.7%	None	None	_	None	+	+
Capitol College	_	11	_	7	63.3%	_	_	_	_	5	45.5%

OUTCOME 5:
Youth Earn Quality Post-Secondary Credential or Receive Training and are Career Ready
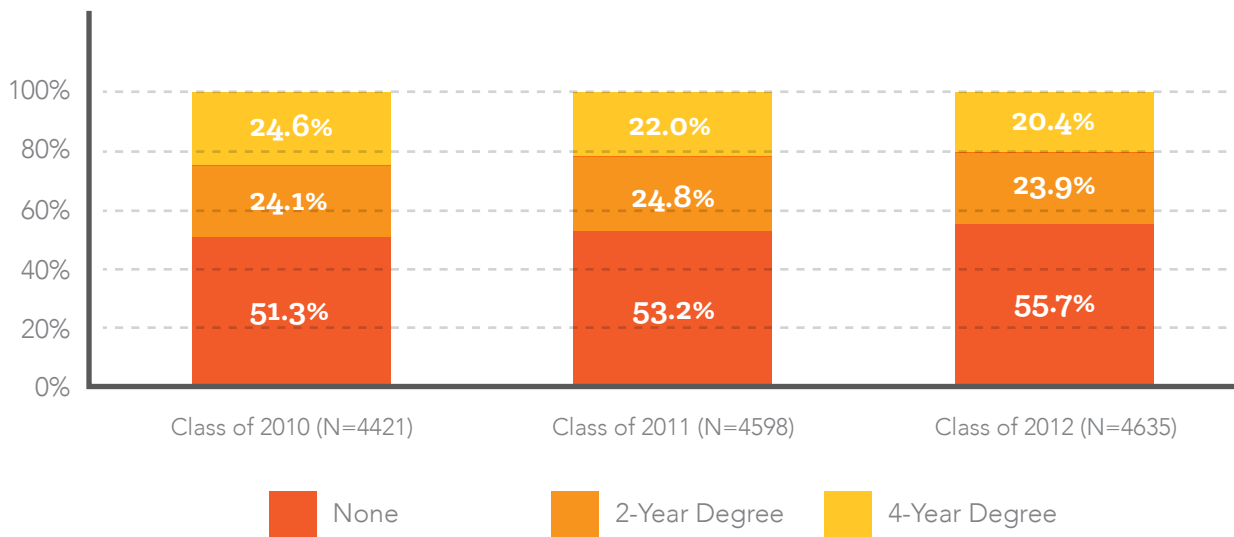
Educational attainment can be a telling factor about the existing social inequality in an area, with those who are less educated more likely to live in poverty and experience unemployment.[XIX] A bachelor's degree has also been linked with longer life expectancy, lower incarceration rates, and greater civic engagement.[XX] Similarly, an individual with appropriate training (via apprenticeships or formal skills training programs) has increased chances of securing employment and earning a living wage.[XXI] A recent U.S. Census report shows that individuals with professional certifications or licenses earn more than individuals without those credentials at each level of education below a bachelor's degree.[XXII] Providing youth with the skills, knowledge, and experience relevant to the current demand for workers will help to ensure that those youth will have the opportunity to begin successful careers and earn a living wage.

In return, employers gain access to a wider pipeline of well-trained talent. The lack of focus on older youth, especially those disconnected from school and/or work, poses a tremendous opportunity to define challenges and implement solutions. Baltimore's Promise has identified college enrollment, degree completion, and Opportunity Youth as our key indicators for this outcome area.
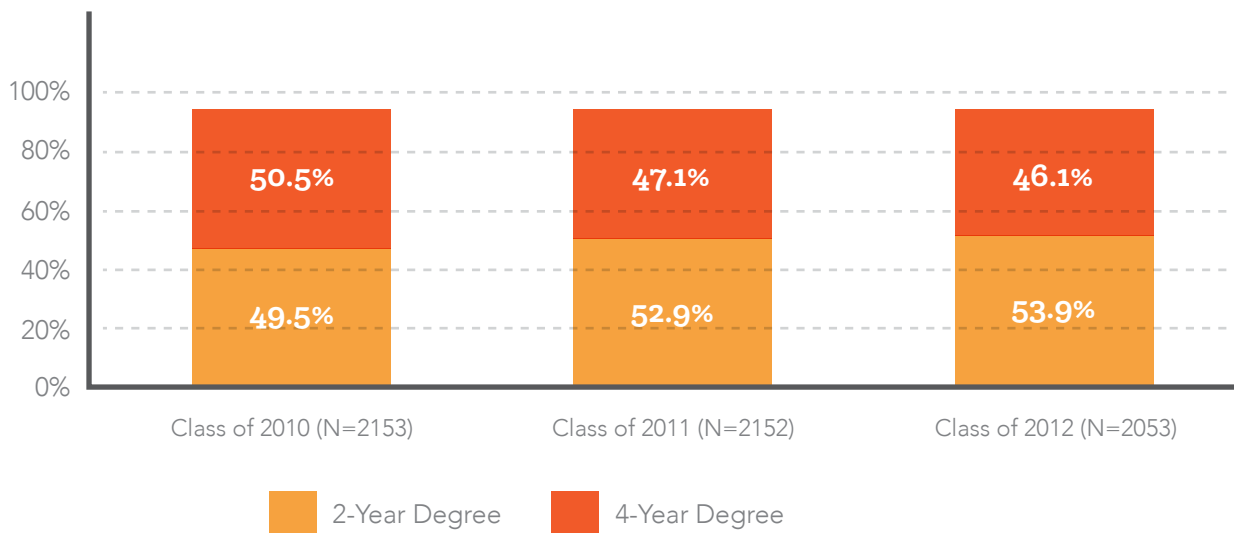
College Enrollment

In 2012, approximately half of the City's high school graduates enrolled in either a two-year or a four-year institution. Among those graduates who enroll in a postsecondary institution, the percentage of graduates enrolling in a two-year institution has increased.

Percentage of Baltimore City High School Graduates Who Enroll in College the Fall After Graduation
(By Institution Type)

	Class of 2010 (N=4421)	Class of 2011 (N=4598)	Class of 2012 (N=4635)
4-Year Degree	24.6%	22.0%	20.4%
2-Year Degree	24.1%	24.8%	23.9%
None	51.3%	53.2%	55.7%

■ None ■ 2-Year Degree ■ 4-Year Degree

Source| BERC: College Enrollment and Degree Completion for Baltimore City Graduates through the Class of 2012

Percentage of Baltimore City Students Enrolled in College the Fall After Graduation *(By Institution Type)*

|	Class of 2010 (N=2153)	Class of 2011 (N=2152)	Class of 2012 (N=2053)
4-Year Degree	50.5%	47.1%	46.1%
2-Year Degree	49.5%	52.9%	53.9%

■ 2-Year Degree ■ 4-Year Degree

Source| BERC: College Enrollment and Degree Completion for Baltimore City Graduates through the Class of 2012

Degree Completion

Additionally, Baltimore City Public Schools (BCPS) graduates who enroll in college struggle to complete degrees. An analysis conducted by the Baltimore Education Research Consortium shows "that among BCPS graduates who enrolled in college that first fall, 28.6% of the Class of 2004, 28.3% of the Class of 2005, and 32.4% of the Class of 2006 graduated with a degree after six years. The vast majority of the degrees earned were four-year degrees, with approximately 4% earning a two-year degree."[XXIII]

Percentage of BCPS Graduates Completing Degrees Among Those Enrolled the Fall After Graduation *(Classes 2004 through 2006)*
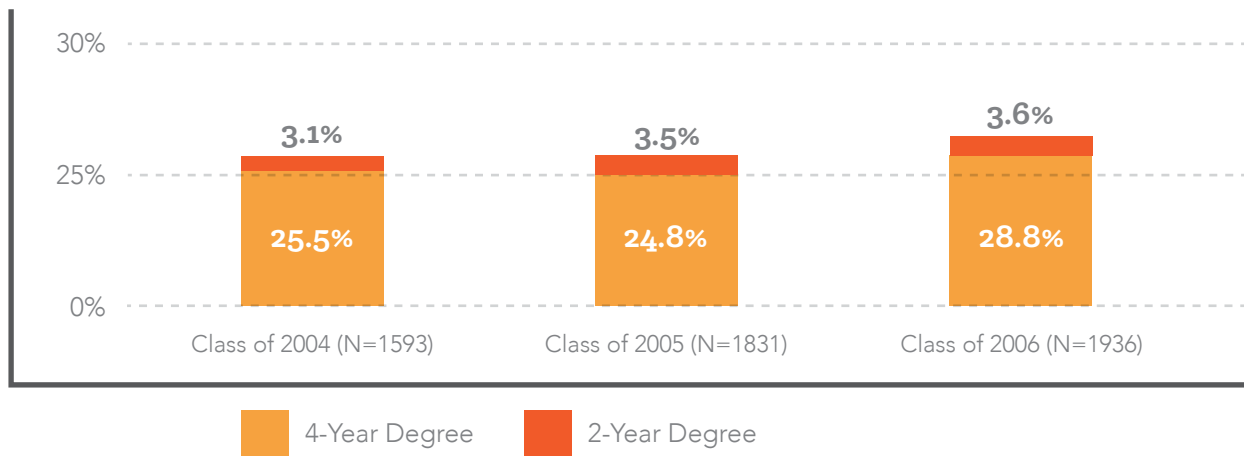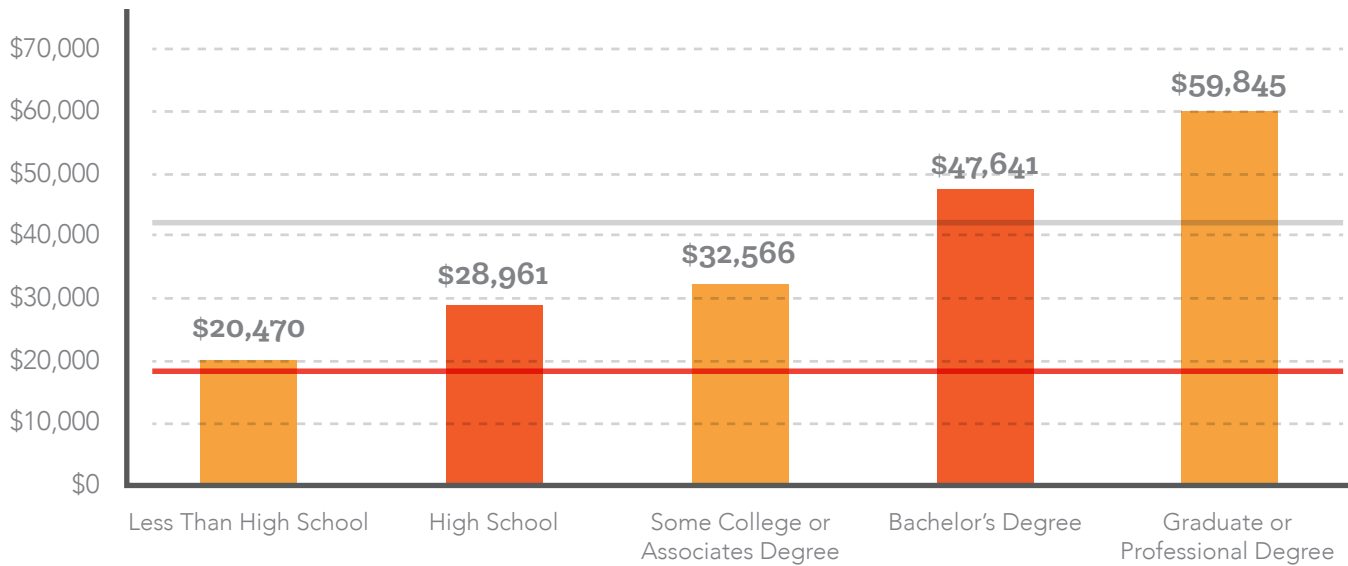

Source| BERC: College Enrollment and Degree Completion for Baltimore City Graduates through the Class of 2012

The Impact of Education

Post-secondary education and skills training can improve a wide range of life outcomes. Recent studies show that as many as 78% of future jobs will require training and/or education beyond a high school diploma.[XXIV] Additionally, annual earnings increase significantly as individuals attain post-secondary education. For example, those who have earned a bachelor's degree make, on average, nearly twice as much as those who possess only a high school diploma.
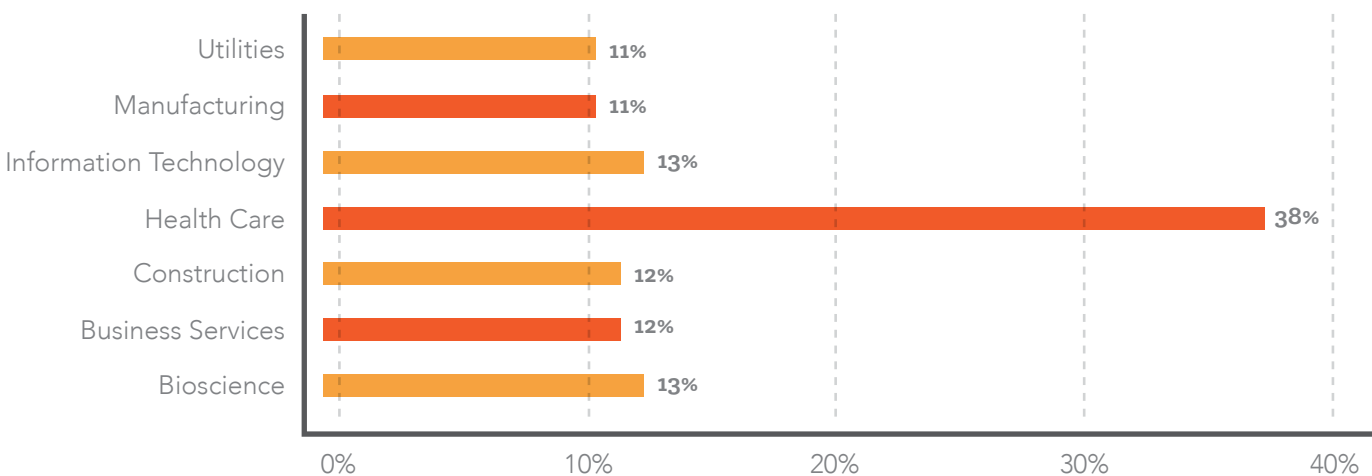
Annual Income by Education

(Federal Poverty Level & MIT Living Wage)

Education Level	Income
Less Than High School	$20,470
High School	$28,961
Some College or Associates Degree	$32,566
Bachelor's Degree	$47,641
Graduate or Professional Degree	$59,845

Source| U.S. Census, American Community Survey, three-year estimates, 2011 – 2013 for income by education; Massachusetts Institute of Technology (MIT) Living Wage Calculator for Living Wage standard; and U.S. Census, Poverty Thresholds for 2013 by Size of Family and Number of Related Children Under 18 Years

In the Baltimore City region, careers in health care comprise the largest share of mid-skilled job opportunities, defined as jobs requiring skills above a high school diploma but less than a bachelor's degree.

## Share of Mid-Skilled Jobs Requiring Post-Secondary Education Less Than a Bachelor's Degree

Sector	Share
Utilities	11%
Manufacturing	11%
Information Technology	13%
Health Care	38%
Construction	12%
Business Services	12%
Bioscience	13%

Source| Baltimore Regional Talent Development Pipeline Study 2013

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Opportunity Youth

Providing youth with the skills, knowledge, and experience relevant to the current demand and need for workers will help to ensure that those youth will have the opportunity to begin successful careers and earn a living wage. The percentage of Baltimore City youth who are not attending school, not working, and do not possess a post-secondary degree is higher than their State counterparts.

Young Adults 18-24: Not Attending School, Not Working, and No Degree Beyond High School *(Baltimore City & Maryland)*

Legend: Baltimore City, Maryland
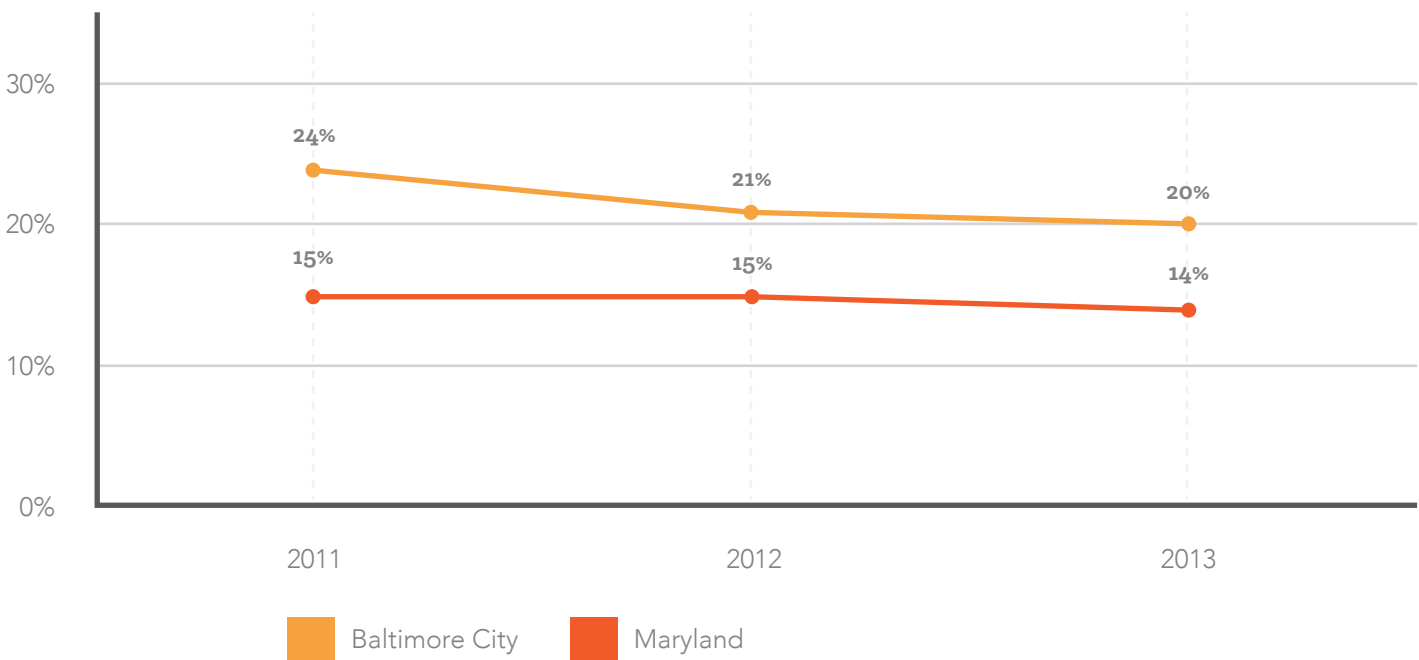
Source| Kids Count Data Center; American Community Survey

Next Steps

A sustained effort is needed to create and maintain forward momentum. Baltimore's Promise was formed to engage a multitude of stakeholders with a variety of views to arrive at a transformational solution that benefits children and youth. To this end, Baltimore's Promise will:

• Convene stakeholders to align budgetary and strategic priorities;

• Ensure effective data analyses and evaluation strategies are incorporated into this work; and

• Support, link to, and/or build on existing work to avoid duplication and redundancy, using a rational and data-driven decision-making process.

This Baseline Report is a starting point for the work of Baltimore's Promise. It represents only some of the data being used to form an initial understanding of needs, as well as the strategies to address those needs. Behind these data is additional information that gives an even deeper understanding of those needs and where "bright spots" or best practices already exist in our community and can be replicated. As this work takes shape, Baltimore's Promise has begun convening subject-matter experts in work groups related to each ambitious outcome. Baltimore's Promise is also convening a work group of data experts to support evaluation and analysis. Roughly 115 experts — who represent a diverse cross section of funders, providers, policymakers, advocates, and community and faith leaders — used the data in this report to frame initial recommendations for further study and action, as outlined below. In the coming months, using these recommendations as a guide, the work groups will develop and establish consensus around concrete short- and long-term action steps that will begin to move the needle on the key indicators.

Recommendation #1 (Outcome 1: Babies Are Born Healthy):
Propose an automatic cross-check system for all pregnant women who are uninsured or on Medicaid and visit a hospital emergency department to determine if they have prenatal risk assessment filed with the City. This could be done through Maryland's Health Information Exchange. The Baltimore City Health Department (BCHD) would then be able to reach out immediately to women who are not in obstetrics care, which in turn would set in motion the process of care and risk assessment.

Recommendation #2 (Outcome 1: Babies Are Born Healthy)
Work with Maryland's Department of Health and Mental Hygiene (DHMH) to create as soon possible an easy online path to generate Prenatal Risk Assessments through the state's Health Information Exchange. The online path would include a feedback measure that would ensure that providers who fill out the prenatal risk assessment are aware of where women are in the process. The feedback measure would also provide data on the source of Prenatal Risk Assessments.

Recommendation #3 (Outcome 1: Babies Are Born Healthy)
Propose a citywide policy that no granting agency, public or private, will make a grant for health to an organization that does not have a written policy on promoting smoking cessation. This policy should, at a minimum, prominently provide information on services available to Marylanders through the quitline. This should include all organizations that provide instructions on child safety seats.

Recommendation #4 (Outcome 1: Babies Are Born Healthy)
Request free airtime on local radio and TV stations for the B'More for Healthy Babies Safe Sleep Public Service Announcements. This request should be premised on the results of the campaign and the likelihood that further dissemination will save more lives.

Recommendation #5 (Outcome 1: Babies Are Born Healthy)
Propose that all substance use disorder treatment programs in the City screen patients for interest in family planning and have the capability to refer clients to receive family planning services.

Recommendation #6 (Outcome 1: Babies Are Born Healthy)
Write a letter of support, upon request, to BCHD and Baltimore City Public Schools (BCPS) in support of their proposed plan for improved reproductive health education.

Recommendation #7 (Outcome 1: Babies Are Born Healthy)
Endorse the proposal by B'More for Healthy Babies for expansion of Nurse-Family Partnership in the City within federally qualified health centers and embrace the concept of reaching all first-time teen parents with evidence-based home visiting.

Recommendation #8 (Outcome 1: Babies Are Born Healthy)
In support of the Intimate Partner Violence (IPV) project led by DHMH, write to all of the hospitals, clinics, and emergency rooms in Baltimore City to request that validated routine IPV screenings are offered to all patients at every possible visit. The current three-question screening supported by DHMH should be included. The letter should be co-signed with the local and state health departments, which can offer trainings that provide compelling health care data related to the importance of IPV screening and mechanisms for referral.

Recommendation #9 (Outcome 1: Babies Are Born Healthy) Leadership from B'More for Healthy Babies was actively involved in the work group and strongly endorsed the following recommendations:

- Endorse a separate process to explore the identification of sustainable funding opportunities to support B'More for Healthy Babies. This should include both a short-term goal to maintain and stabilize existing infrastructure and a long-term goal to sustain initiatives in the years to come. This process should identify all untapped opportunities for reimbursable services, engage with entities that will benefit financially as progress is made, and consider unique and dedicated funding sources.

- Revamp the B'More for Healthy Babies Steering Committee to include participants from the Healthy Babies work group who are not already members. It is also recommended that moving forward, the B'More for Healthy Babies Steering Committee and the Healthy Babies work group would become one and the same.

Recommendation #10 (Outcome 2: Kindergarten Readiness)
Focus on human capital: Explore opportunities to create a system of quality professional development and training, including expanding the number of high-quality professionals available in early education and increasing access to and engagement of informal care providers to improve their quality/encourage them to become licensed.

Recommendation #11 (Outcome 2: Kindergarten Readiness)
Explore opportunities to expand the number of seats/slots available across all early childhood programs, including expanding the slots to full-day/full-year opportunities.

Recommendation #12 (Outcome 2: Kindergarten Readiness)
Focus on coordination: Improve data quality, collection, and sharing to improve service delivery, coordination, and outcomes.

Recommendation #13 (Outcome 3: Grade Level Achievement)
Explore opportunities to align and expand quality individualized interventions to improve achievement. This includes enhancing and expanding: school-based academic interventions in both math and literacy, such as tutoring; health and behavioral health interventions; and quality out-of-school time (OST) programs, including both afterschool and summer.

Recommendation #14 (Outcome 3: Grade Level Achievement)
Collaborate with the Baltimore City Public Schools' central office to identify opportunities to support long-term capacity building strategies that improve human capital.

Recommendation #15 (Outcome 3: Grade Level Achievement & Outcome 4: High School Graduation)
Create and leverage effective partnerships between schools and external entities, including community-based organizations and institutions (e.g. Baltimore Behavioral Health Systems and the Baltimore City Department of Social Services).

Recommendation #16 (Outcome 4: High School Graduation):
Explore opportunities to strengthen and expand career exploration and training programs, including Career Technology Education (CTE) programs, work-based learning, and connection to industry partners.

Recommendation #17 (Outcome 4: High School Graduation):
Explore opportunities to enhance college/career advising, both in school and out of school.

Recommendation #18 (Outcome 4: High School Graduation):
Explore opportunities to expand and coordinate long-term mentoring opportunities.

Recommendation #19 (Outcome 5: Career Readiness)
Increase college completion rates by implementing a large-scale, guaranteed scholarship model for four-year colleges/universities. The scholarship model should include the following criteria:

- Student must attend four-year college or university (either in-state or out-of-state, public or private) full-time. Student eligibility will be determined by family income (must be 150% of Pell eligibility).

- Student must be a City resident, graduate from Baltimore City Public Schools (BCPS), and have attended BCPS for the last four-years.

- Student Grade Point Average (GPA) should not be used to determine eligibility.

- Student must make satisfactory academic progress to maintain the scholarship.

- Scholarship would cover tuition plus fees, room and board, and other costs of full-time attendance.

- The scholarship amount should be variable and related to the average cost of full-time tuition at a Maryland public university (currently $8,600 per year). Additional financial analysis and modeling is needed to determine the amount of funds needed, in addition to tuition and fees. As part of this analysis, the possibility of having students borrow a percentage of the total cost of college (e.g. up to 15%) will also be explored.

- This scholarship program should function as a middle-dollar scholarship or a last-dollar scholarship, taking advantage of and factoring in Pell funds and other state/public grants awarded.

Further research will be conducted to understand:

- Strategies that provide wrap-around support addressing academic and non-academic needs during the high school advising/matching phase, transition from high school to college matriculation, and year-to-year retention during college.
- The impact of tuition guarantees on the population of students who attend community colleges to pursue associate degrees and/or transfer to four-year institutions.

Recommendation #20 (Outcome 5: Career Readiness)
Improve the quality of data collected on training completion, job placement, job retention, and wages. Develop a mechanism to inform consumers and policymakers about outcomes related to workforce training.

Recommendation #21 (Outcome 5: Career Readiness)
Expand opportunities for tuition/supports for credentialing programs in conjunction with expansion of existing effective training programs and the creation of new training programs.

Recommendation #22 (Data Analysis and Evaluation)
A sixth work group composed of data experts to support evaluation and analysis was also convened. The Data Analysis and Evaluation work group will:

- Support the development and release of the Baltimore's Promise Baseline Report and subsequent annual reports.
- Provide ongoing data support to the strategic outcome area workgroups and related action teams.
- Assist Baltimore's Promise with securing appropriate data, and developing data sharing agreements with gatekeeper agencies.
- Promote consistent data disaggregation by race, ethnicity, and gender.
- Encourage the use of additional research methods (e.g. qualitative analysis) to contextualize data.
- Explore opportunities in Baltimore to create an Integrated Data System (IDS).

Baseline Scorecard

To measure the improvement in our collective achievement, we need a very clear understanding of our starting point. Though detailed in the preceding pages, the tables below provide a transparent framework across each key indicator and will be used to help track progress for each outcome area. This report provides information on benchmarks and on trends, which reflect changes in the data during the past three years. Target community goals for each indicator will be established in 2015. Subsequent scorecards will reflect progress from this Baseline Report.

The change over time figures are percentage point changes and do not reflect percentage changes. All data provided are for Maryland and Baltimore City. Data sources are identified within each outcome section and additional details about the measures are provided there as well. Arrows are used to indicate a numerical increase (▲) or decrease (▼). Changes in green show that the indicator has been moving in the right direction. Changes in red show that the indicator has been moving in the wrong direction. Changes in black show no movement.

OUTCOME 1:
Babies are Born Healthy

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Infant Mortality Rate	Infant deaths per 1,000 live births	2013	6.6	10.7	▼ 0.7
Low Birthweight	% of births with infants weighing ≤ 5.5 lbs.	2013	8.5%	11.9%	▲ .2
Teen Birth Rate	Live births per 1,000 females aged 15-19	2013	19.3	43.4	▼ 9.9

OUTCOME 2:
Children Enter Kindergarten Ready To Learn And Succeed

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Kindergarten Assessment	% of students with a composite score of demonstrating	2014	47%	48%	N/A

OUTCOME 3:
Children and Youth Achieve at Grade Level in School

Maryland State Assessment (MSA) Reading

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Grade 3	% of student reaching advanced or proficient levels	2014	77.2%	55.9%	▼ 13.5
Grade 8	% of student reaching advanced or proficient levels	2014	76.9%	54.7%	▼ 6.7

MSA Math

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Grade 3	% of student reaching advanced or proficient levels	2014	74.2%	47.0%	▼ 26.4
Grade 8	% of student reaching advanced or proficient levels	2014	58.7%	28.5%	▼ 6.6

OUTCOME 3:
Children and Youth Achieve at Grade Level in School

National Assessment of Educational Progress (NAEP) Reading

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Grade 4	% of student reaching advanced or proficient levels	2013	44.4%	14.2%	▲ 2.4
Grade 8	% of student reaching advanced or proficient levels	2013	42.2%	15.7%	▲ 6

NAEP Math

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Grade 3	% of student reaching advanced or proficient levels	2013	43.7%	18.9%	▲ 6.3
Grade 8	% of student reaching advanced or proficient levels	2013	37.4%	12.8%	▲ 2.9

OUTCOME 4:
Youth Graduate from High School Prepared for the Next Step Without Remediation

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
4-Year Adjusted Cohort High School (HS) Graduation Rate Grade 8	% of students within the cohort who graduate within 4 years of HS enrollment	Class of 2014	85.0%	69.6%	▲ 3.1
5-Year Adjusted Cohort HS Graduation Rate	% of students within the cohort who graduate within 5 years of HS enrollment	Class of 2013	87.5%	73.5%	▲ 6.8
College Remediation Rate	% of recent HS graduates who needed to take remediation courses in college	Class of 2012	55.9%	76.6%	▲ 0.7

OUTCOME 5:
Youth Earn A Post-Secondary Credential or Receive Training and are Career Ready

		Year	Maryland	Baltimore	Three-Year Change in Baltimore
Post-Secondary Enrollment	% of students who received a diploma and enrolled in any post-secondary institution within 12 months after HS graduation	2013	66.9%	49.5%	▼ 3.1
6-Year College Graduation Rate for MD 4-Year Public Institution (Statewide)	% of undergraduates in a cohort that graduated within 6 years of enrollment	2012	61.6%	43.7%	N/A
Youth Unemployment Rate	% of youths (16-24) who are currently in the labor force and unemployed	2009-2013	18.7%	26.5%	▲ 1.3

Baltimore City Demographic Profile

Source| Violent Crime Rate: 2013 Maryland Uniform Crime Report| Unemployment Rate: Bureau of Labor Statistics October 2014| All other indicators: 2013 American Community Survey One-Year Estimates

Total Population: The population count or estimate used as the starting point in the estimates process (January 1- December 1).

Total Population Under 18: The population count or estimate used as the starting point in the estimates process (January 1- December 1) for all individuals under 18.

Total Population Over 18: The population count or estimate used as the starting point in the estimates process (January 1- December 1) for all individuals over 18.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American: A person having origins in any of the Black racial groups of Africa.

Hispanic: People who classified themselves as Spanish, Hispanic, or Latino. The terms "Hispanic," "Latino," and "Spanish" are used interchangeably. People who identify their origin as Spanish, Hispanic, or Latino may be of any race; thus, the percent Hispanic should not be added to percentages for racial categories.

Two or More Races: People who reported more than one of the six race categories, and this term is used in Census.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Female Head of Household Families with Children 17 & Under: A family with a female householder and no spouse of householder present with a never married child under 18 years who is a son or daughter by birth, a stepchild, or an adopted child of the householder.

Less than High School Diploma: People of compulsory school attendance age or above who were not enrolled in school and were not high school graduates.

High School Graduate or Higher: People whose highest degree was a high school diploma or its equivalent, people who attended college but did not receive a degree, and people who received an associate's, bachelor's, master's, or professional or doctorate degree. People who reported completing the 12th grade but not receiving a diploma are not included.

Bachelor's Degree or Higher: People whose highest degree was a Bachelor's Degree, and people who received a master's, or professional or doctorate degree.

Labor Force Participation: The proportion of the population that is in the labor force.

Unemployment Rate (Bureau of Labor Statistics): The number of unemployed as a percentage of the labor force (the sum of the employed and unemployed).

Median Household Income: The income of the householder and all other individuals 15 years old and over in the household, whether they are related to the householder or not. Because many households consist of only one person, average household income is usually less than average family income.

Population Below Poverty: The share of all people who live in families with incomes below the federal poverty level. The federal poverty definition consists of a series of thresholds based on family size and composition. In calendar year 2013, a family of two adults and two children fell in the "poverty" category if their annual income fell below $23,624. Poverty status is not determined for people in military barracks, institutional quarters, or for unrelated individuals under age 15 (such as foster children). The data are based on income received in the 12 months prior to the survey.

Population 17 & Under Below Poverty: The share of children under age 18 who live in families with incomes below the federal poverty level.

Renter-Occupied Housing: All occupied housing units, which are not owner-occupied, whether they are rented or occupied without payment of rent.

Vacant Housing: A housing unit is vacant if no one is living in it at the time of interview. Units occupied at the time of interview entirely by persons who are staying two months or less and who have a more permanent residence elsewhere are considered to be temporarily occupied, and are classified as "vacant."

Violent Crime Rate: The incidence of violent crime, defined in the UCR Program as those offenses that involve force or threat of force against the resident population.

Baltimore City Public Schools Demographic Profile

Source| All Indicators: 2014 Maryland School Report Card

Total Enrollment: The number of students enrolled in school as of September 30. The number includes un-graded special education and pre-kindergarten students.

Average Daily Attendance (Elementary): The percent average daily attendance of elementary students (grades 1 through 5), including ungraded special education students under age 11. Summer school is excluded.

Average Daily Attendance (Middle): The percent average daily attendance of middle school students (grades 6 through 8), including ungraded special education students age 11 through 13. Summer school is excluded.

Average Daily Attendance (High): The percent average daily attendance of high school students (grades 9 through 12) including ungraded special education students ages 14 and over. Summer school is excluded.

Student Mobility: The number and percentage of students entering (transferring in or re-entering) or with-drawing (transfers and terminations) for any reason school during the September to June school year after the first day of school. Data are reported at elementary (kindergarten through grade 5), middle (grades 6 through 8) and high (grades 9 through 12) school levels. The percentage of entrants is calculated by dividing the num-ber of entrants by the average daily membership. The percentage of withdrawals is calculated by dividing the number of withdrawals by the average daily membership. The student mobility percentage is calculated by dividing the sum of entrants and withdrawals by the average daily membership.

Free and Reduced Price Meals (FARMS): The percent average daily attendance of high school students (grades 9 through 12) including ungraded special education students ages 14 and over. Summer school is excluded.

Special Education: The number and percentage of special education program participants - students with disabilities who have current Individualized Education Plans (IEPs).

Federal Dollars for Low-Income Schools (Title I): The number and percentage of students receiving Title I services of the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988).

OUTCOME 1:
Babies Born Healthy
Source | All Indicators: Department of Health and Mental Hygiene
Vital Statistics Administration (DHMH) Annual Reports

Infant Mortality Rate: The deaths of infants less than one year old per 1,000 live births.

Infant Mortality Racial Disparities: The deaths of infants less than one year old per 1,000 live births, by race/ethnicity.

Low Birthweight Deliveries: A birthweight of a live born infant of less than 2,500 g (5 pounds 8 ounces) regardless of gestational age.

Teen Birth Rate: The birth rate for 15-19 year olds per 1,000 live births.

OUTCOME 2:
Children Enter Kindergarten Ready to Succeed in School
Source | Reading and Math Performance: Maryland Model for School
Readiness (MMSR) SY 2013-2014 Presentation by Baltimore City Public
Schools Maryland State Department of Education: 2014-2015
Readiness Matters Report

Percent Ready for Kindergarten (MMRS): Reporting of the scores reflects the percentage of students who have reached one of the following levels of readiness:

• **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.

• **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.

• **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

Percent Ready for Kindergarten (KRA): Reporting of the scores reflects the percentage of students who have reached one of the following levels of readiness:

• **Demonstrating Readiness:** Student demonstrates foundational skills and behavior that prepare him/her for curriculum based on Kindergarten standards.

• **Approaching Readiness:** Student demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on Kindergarten standards.

• **Emerging Readiness:** Student demonstrates limited foundational skills and behavior that prepare him/her for curriculum based on Kindergarten standards

Outcome 3:
Children and Youth Achieve at Grade Level in School

Source | MSA Scores: Maryland School Report Card |NAEP Scores: National Center for Education Statistics | School Climate: Baltimore Education Research Consortium Measuring School Climate-Using Existing Data Tools on Climate and Effectiveness to Inform Organizational Health report.

MSA Proficient or Above (Grades 3 and 8): The Maryland School Assessment (MSA) requires students in grades 3 through 8 to demonstrate what they know about reading, math, and science. The MSA test measures basic as well as higher level skills. The MSA test produces a score that describes how well a student masters the reading, math, and science content specified in the Maryland Content Standards. Each child will receive a score in each content area that will categorize their performance as basic, proficient, or advanced.

National Assessment for Educational Progress (NAEP) (Grades 4 and 8): Sponsored by the Department of Education, NAEP assessments have been conducted periodically (typically bi-annually) in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects measuring academic achievement of elementary and secondary students. NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district levels. NAEP assesses a representative sample of students each year, rather than the entire population of students. For Baltimore City and Maryland, the sample sizes are as follows:

Year/Grade/Content	Maryland	Baltimore
2013 Grade 4 Reading:	4,500	1,500
2013 Grade 4 Math:	4,300	1,400
2013 Grade 8 Reading:	4,000	1,300
2013 Grade 8 Math:	3,800	1,100
2011 Grade 4 Reading:	4,900	1,500
2011 Grade 4 Math:	4,700	1,500
2011 Grade 8 Reading:	3,700	1,100
2011 Grade 8 Math:	3,800	1,100
2009 Grade 4 Reading:	4,000	1,400
2009 Grade 4 Math:	3,600	1,200
2009 Grade 8 Reading:	3,500	1,000
2009 Grade 8 Math:	3,500	1,100

Organizational Health Tool for Schools and Districts: A school climate measurement tool that combines staff and student responses from the School Survey and the Student Survey on Teacher Practice to capture adult and student concerns regarding climate across the school, classroom, and instruction.

Outcome 4:

Youth Graduate from High School Prepared for the Next Step without Remediation

Source| 4 & 5-year Cohort Graduation Rates: Maryland School Report Card/Remediation Rates of Recent High School Graduates: Maryland Higher Education Commission 2013-2015 Databook/ College Selectivity and Accuplacer Scoring: Baltimore Education Research Consortium Indicators of College Readiness: A Comparison of High School and College Measures report.

Four-Year Adjusted Cohort Graduation Rate: The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Five-Year Adjusted Cohort Graduation Rate: The number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Remediation Rates: The aggregate percentage of all students requiring remedial coursework.

Outcome 5:

Youth Earn Quality Post-Secondary Credential or Receive Training and are Career Ready

Source| College Enrollment: Baltimore Education Research Consortium College Enrollment and Degree Completion for Baltimore City Graduates through the Class of 2012 report /Annual Income by Education: U.S. Census, American Community Survey, three year estimates, 2011 – 2013 for income by education; Massachusetts Institute of Technology (MIT) Living Wage Calculator for Living Wage standard; and U.S. Census, Poverty Thresholds for 2013 by Size of Family and Number of Related Children Under 18 Years / Share of Mid-Skilled Jobs: Baltimore Regional Talent Development Pipeline Study 2013/Disengaged Youth: Population Reference Bureau analysis of American Community Survey

Opportunity Youth: The percent of youth, 18-24, who are not attending school, not working, and possess no degree beyond high school.

Baseline Scorecard (Data Sources only)

Infant Mortality: Department of Health and Mental Hygiene Vital Statistics Administration (DHMH) Annual Reports: 2011-2013

Low Birthweight: Department of Health and Mental Hygiene Vital Statistics Administration (DHMH) Annual Reports: 2011-2013

Teen Birth Rate: Department of Health and Mental Hygiene Vital Statistics Administration (DHMH) Annual Reports: 2011-2013

Kindergarten Assessment: Maryland Department of Education: Getting Ready Reports 2011-2012 through 2013-2014

Maryland State Assessment (MSA-Reading and Math): 2014 Maryland Report Card

National Assessment of Educational Progress (NAEP-Reading and Math): National Center for Education Statistics

Adjusted Graduation Cohort (4- and 5-year): 2014 Maryland Report Card

College Remediation Rate: Maryland Higher Education Commission (MHEC) 2013-2015 Databook

Post-Secondary Enrollment: 2014 Maryland Report Card

6-Year College Graduation Rate for MD 4-Year Public Institutions (Statewide): For Maryland- Retention and Graduation Rates at Maryland Four-Year Institutions. (2014) Maryland Higher Education Commission. Figures recorded are for first-time, full-time students for the cohort Class of 2006| For Baltimore: Durham, R. E., Bettencourt, A., & Connolly, F. (2013). College enrollment and degree completion from Baltimore City Graduates through the Class of 2012 pg. 18; Table 7. 43.7% represents the 6-year college graduation rate for the BCPS class of 2006; Graduates Completing Degrees by First Enrolled Institution Fall after Graduation.

Youth Unemployment Rate: 2013 American Community Survey 3-Year estimates
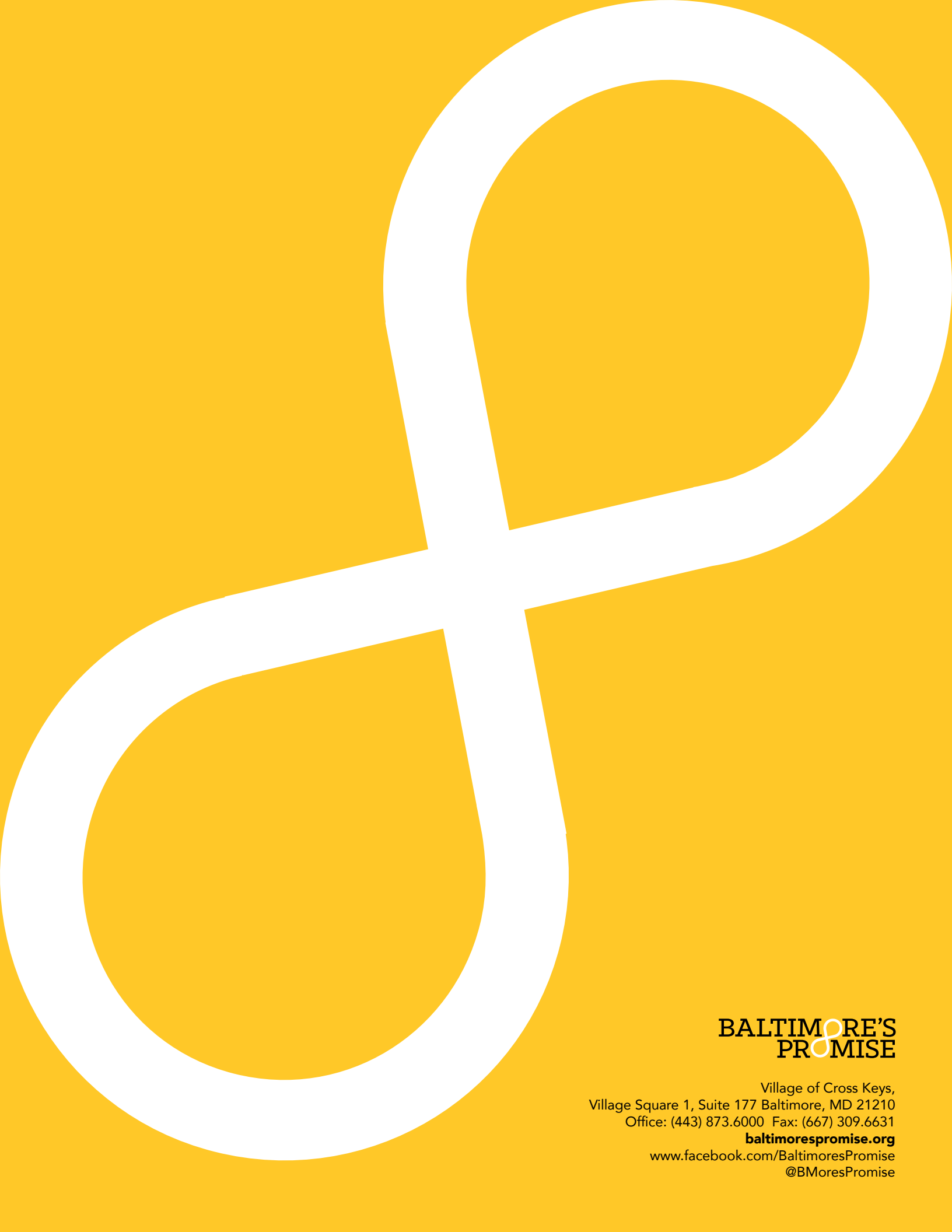
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Notes:

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