BALTIMORE COUNTY PUBLIC SCHOOLS

# *BLUEPRINT FOR PROGRESS*

# REPORT ON RESULTS

# FOR

# SCHOOL YEAR

# 2001 - 2002

**OCTOBER 2002**

**REPORT ON RESULTS FOR SCHOOL YEAR 2001-2002**

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# SECTION I

# INDICATORS

# OF

# STUDENT ACHIEVEMENT PROGRESS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## RESULTS REPORT – 2001 - 2002
## EXECUTIVE SUMMARY

In his first year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the *Blueprint for Progress*, a document that outlined the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, the *Blueprint for Progress* has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. This report documents our progress as a school system after the second year of following the guidelines in the *Blueprint for Progress*.

Section I examines student performance data for the 16 Indicators of Student Achievement Progress. Most performance data are presented over time and are disaggregated by race/ethnicity and by gender. While continuous improvement in all areas is the goal of the system, the results in terms of meeting the goals are in two categories—Indicators of Progress and Work in Progress.

Operational and assessment definitions are on pages 120-121.

**INDICATORS OF PROGRESS**:

1. Progress continues to be made toward meeting the goal of "on or above" grade level in grades 2, 4, and 6 - both in reading and in math.
2. The attendance rate for the system exceeds the State Standard.
3. Student achievement improved on all nationally normed tests administered in 2001-2002. (Comprehensive Tests of Basic Skills (CTBS), Advanced Placement (AP), SAT).
4. SAT scores - Verbal and Math - have increased over the last two years.
5. Advanced Placement Tests - both the number of students taking the Advanced Placement Tests and the percent of students passing Advanced Placement Tests have increased over the last two years.
6. Pass rates for the Maryland Functional Reading Test and the Maryland Writing Test remain high.
7. Gains have been made to close the achievement gap as differences in student achievement by race/ethnicity are small in the areas of basic skills as measured by the CTBS "on or above" grade level and on the Maryland Functional Reading Test and the Maryland Writing Test.
8. The dropout rate continues to meet the State Standard.
9. Differences in student participation by race/ethnicity, as measured by the attendance rate and the dropout rate, are small.
10. The proportion of graduates meeting the University System of Maryland entrance requirements, the Career and Technology Education requirements, or both sets of requirements increased in 2001-2002.
11. Both the number of parent volunteers and the number of volunteer hours increased.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

**Executive Summary** (Continued)

12. Parents are more satisfied with the schools their children attend than two years ago.
    Parent involvement, as measured by Parent Teacher Association, has increased at the high school level.

**WORK IN PROGRESS:**

- Differences in student achievement by race/ethnicity on SAT, Advanced Placement, and Maryland Functional Math Test remain large.
- Math achievement is the most consistent subject matter in which differences by race/ethnicity remain large - as measured by SAT, Advanced Placement, Maryland Functional Math Test, and Systemwide end-of-course exams in Algebra I and Geometry.
- Pass rates on the three Maryland Functional Tests declined this past year - the declines in Reading and Writing were very small.
- Parent involvement, as measured by PTA membership, has declined at the elementary and middle school levels.

Section 2 highlights examples of the 16 Key Strategies outlined in the *Blueprint for Progress* as they were implemented throughout the school system during 2001-2002. These approaches to improvement were designed to ensure focus on results and are aligned to the goals of the Baltimore County Public Schools:

- To improve achievement for all students
- To maintain a safe and orderly learning environment
- To use resources effectively and efficiently.

Following examples of strategies implemented in 2001-2002 are descriptions of the work in progress to improve student achievement in 2002-2003. Strategies for improvement are also aligned to the school system priorities.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## All schools will have annual student attendance rates of at least 94% (State Standard).

**What is Measured?**

Average daily attendance is measured for Baltimore County Public Schools (BCPS) elementary, middle, and high schools by level, race/ethnicity, gender, and system from 1998 – 1999 through to 2001 – 2002.

**What Does the Data Show?**

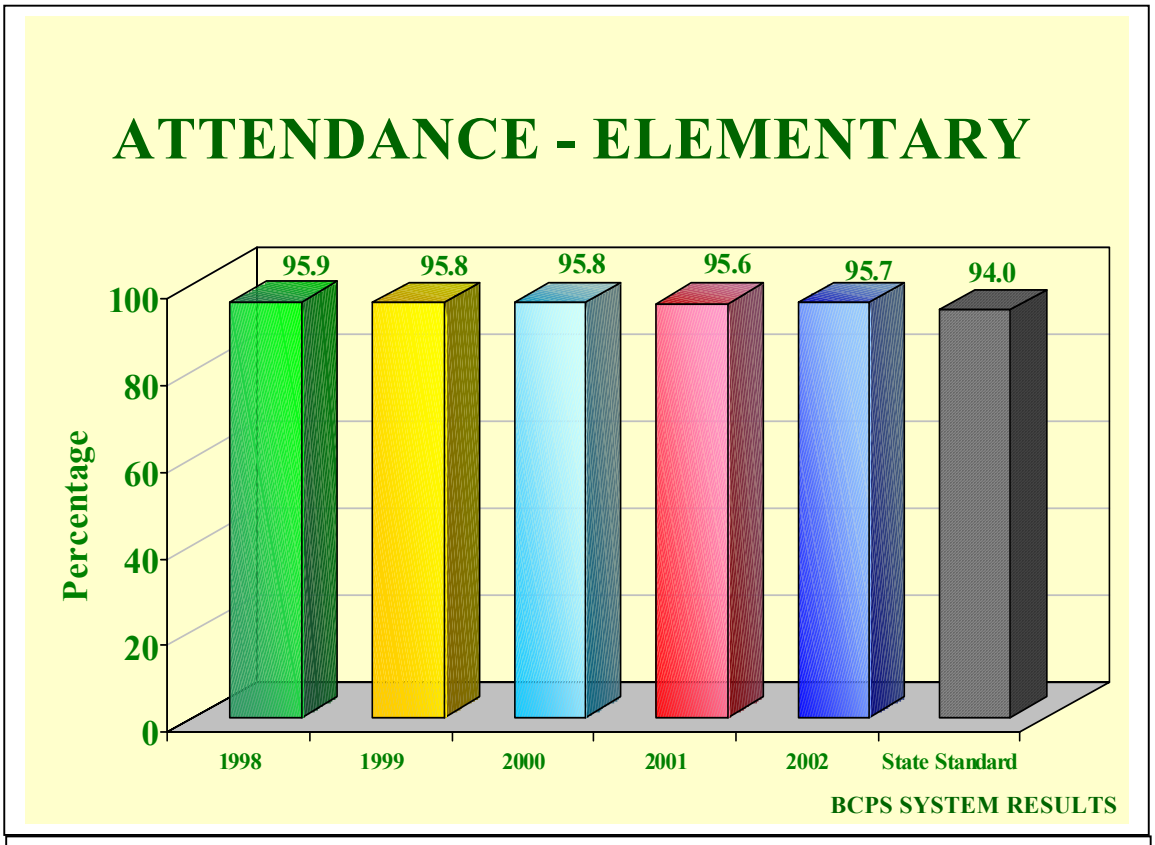
The average systemwide attendance rate exceeded the State Standard for the past five years.

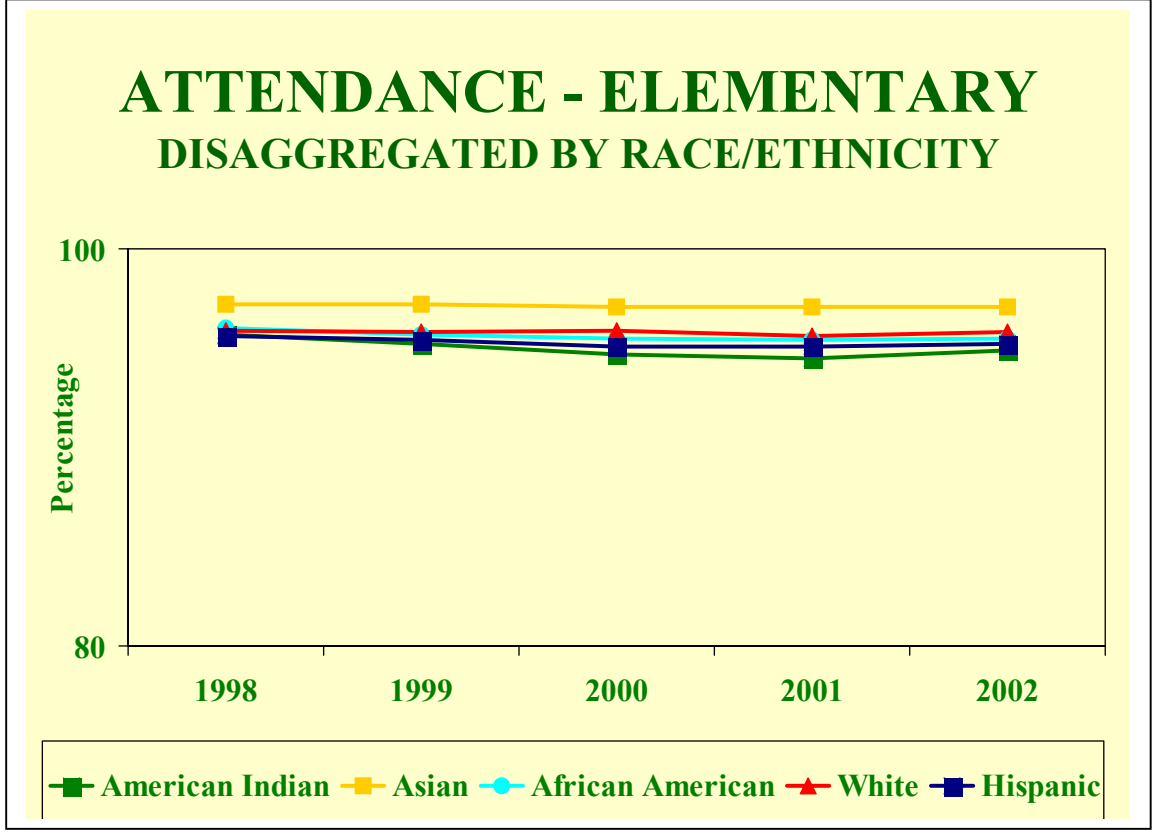
**Results for 2001 – 2002**

- The systemwide attendance rate of 94.8% is above the State Standard.
- The system, disaggregated data by gender is 94.7% for males and 94.8% for females which indicates very little difference.
    - Gender data, at the elementary school level, is 95.7% for both male and female.
    - Gender data, at the middle school level, is 94.7% for females which is higher than the 94.2% for males.
    - Gender data, at the high school level, for both males and females is 93.8%.
- The system data by race/ethnicity, indicate that all races have met the State Standard.

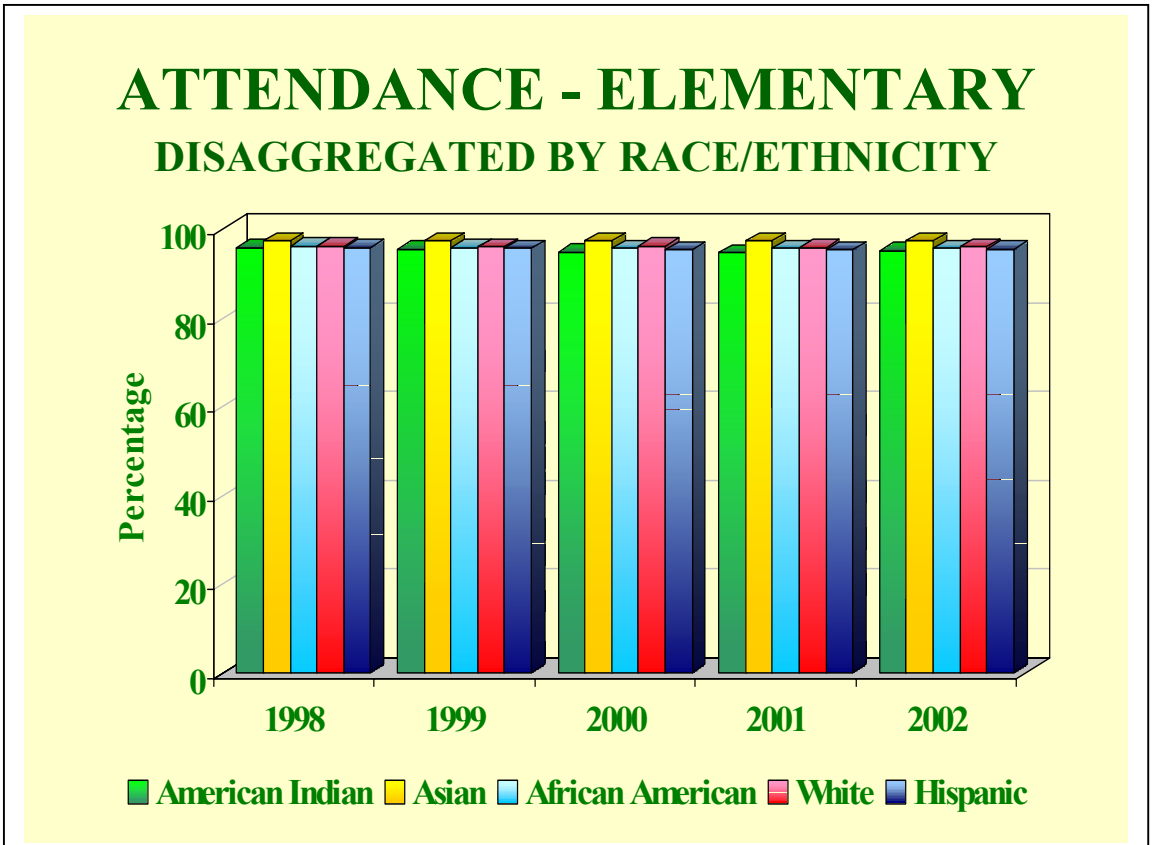
**Note:**
The following 8 pages contain detailed graphs of attendance data.

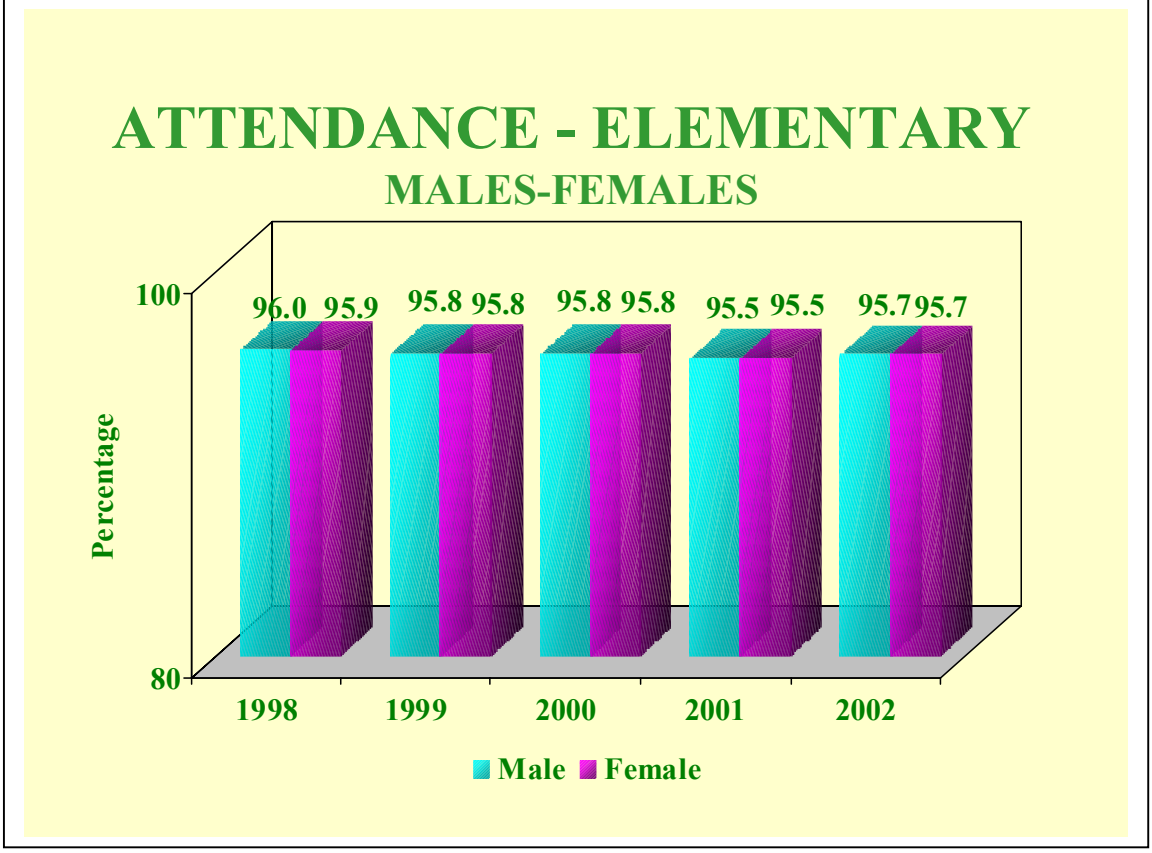
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



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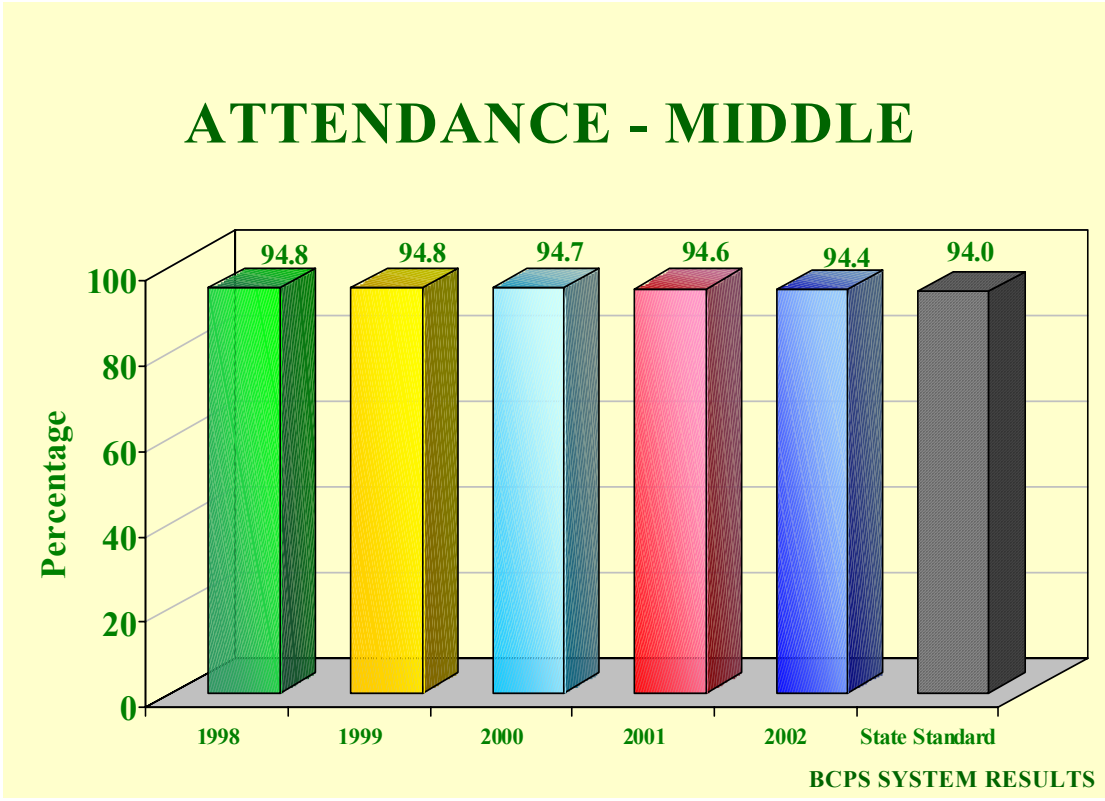


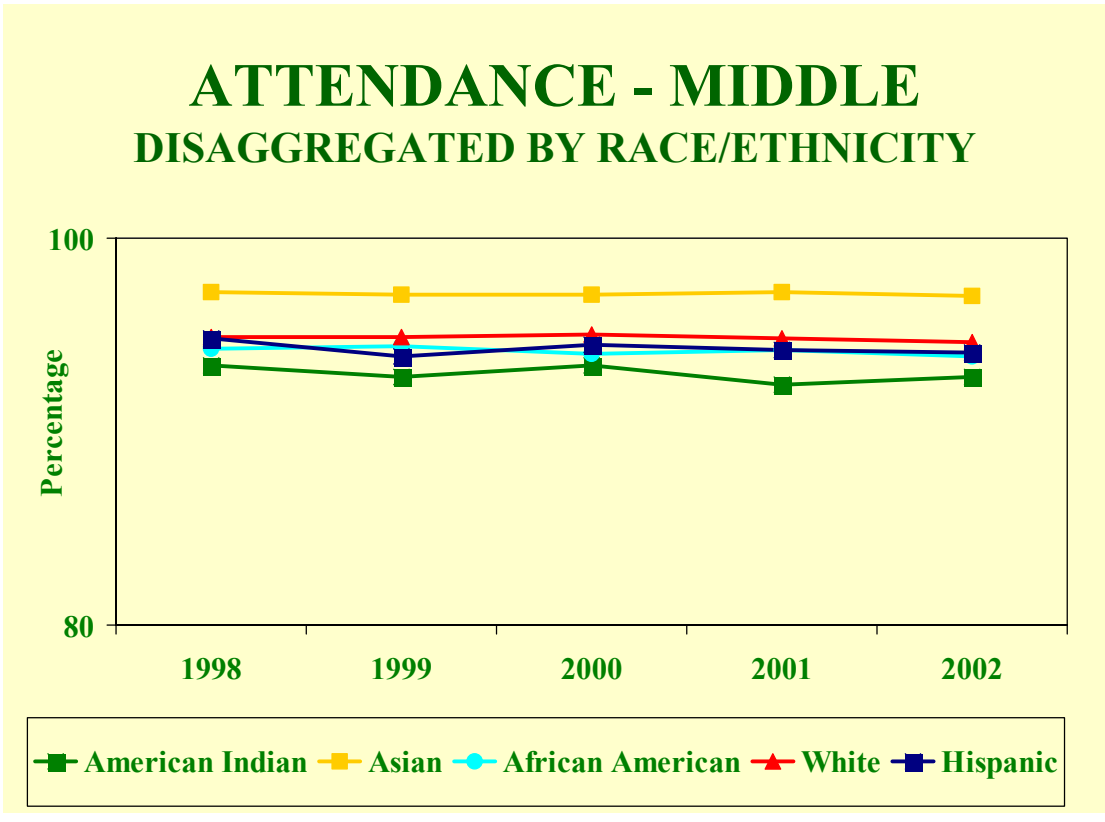

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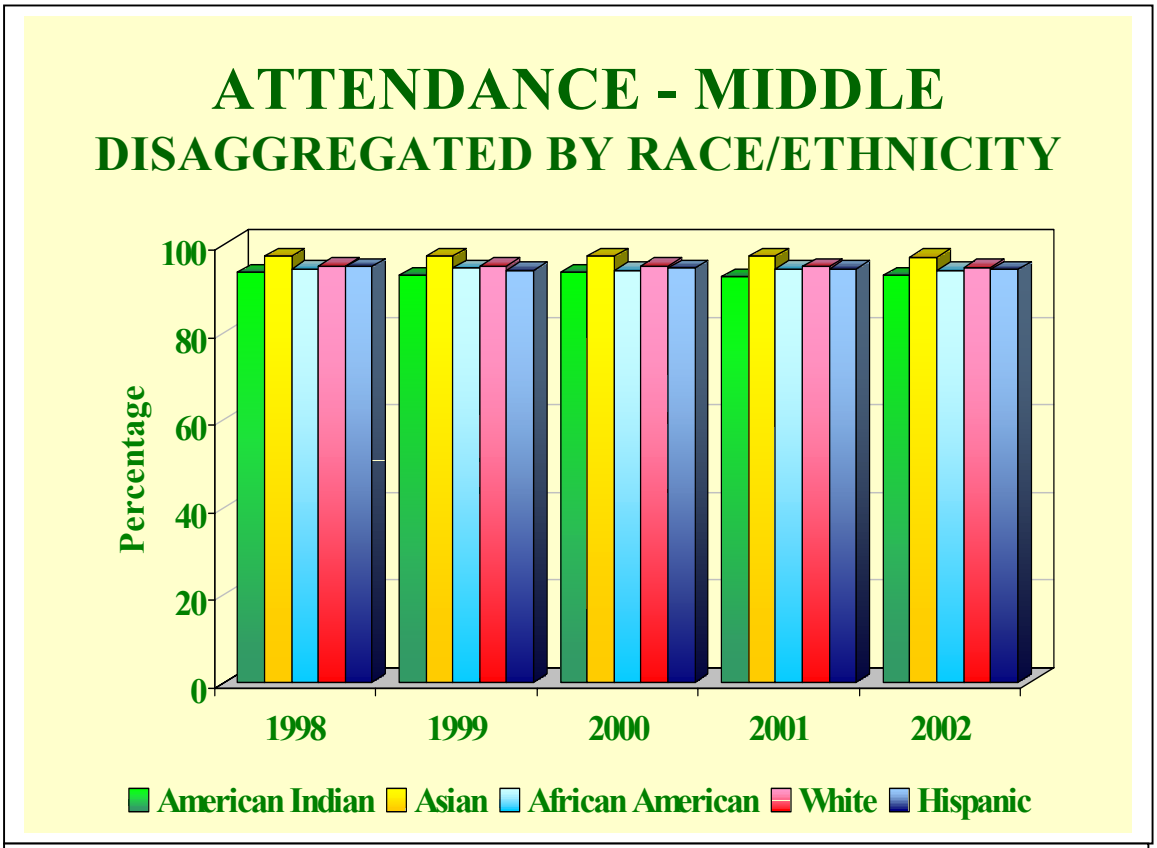


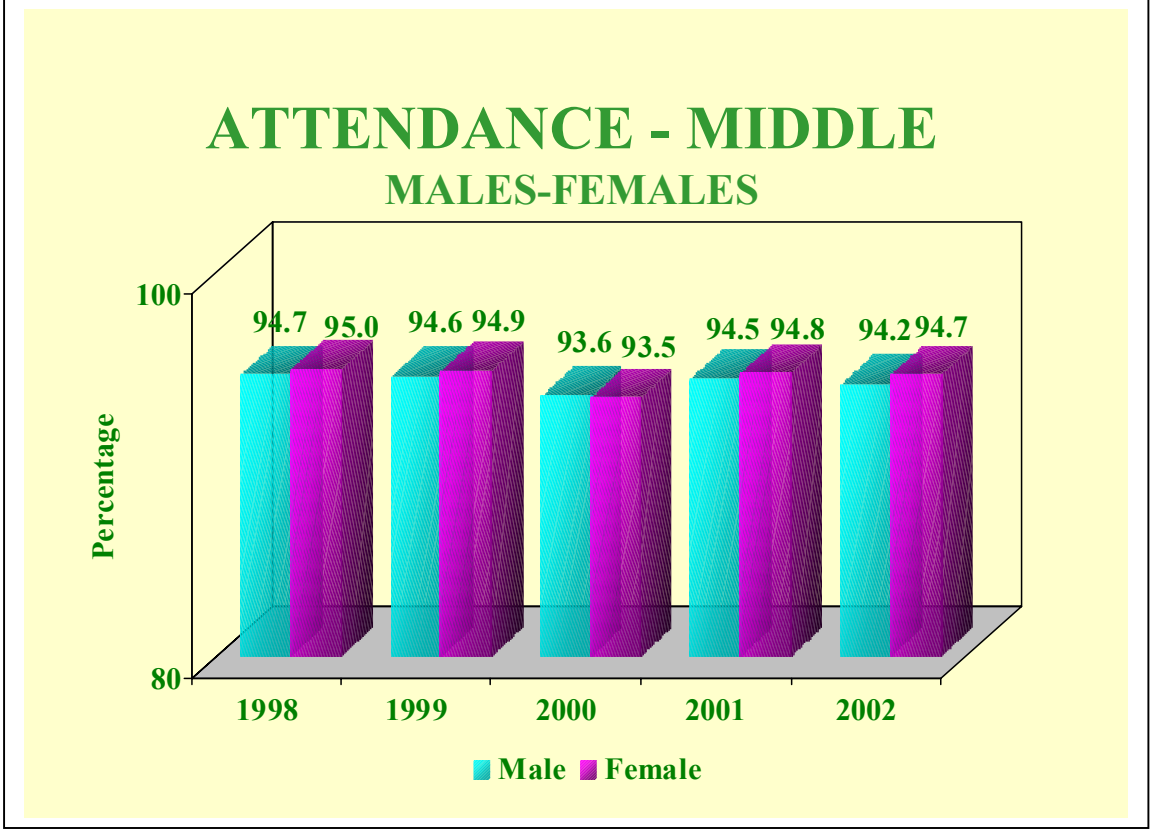

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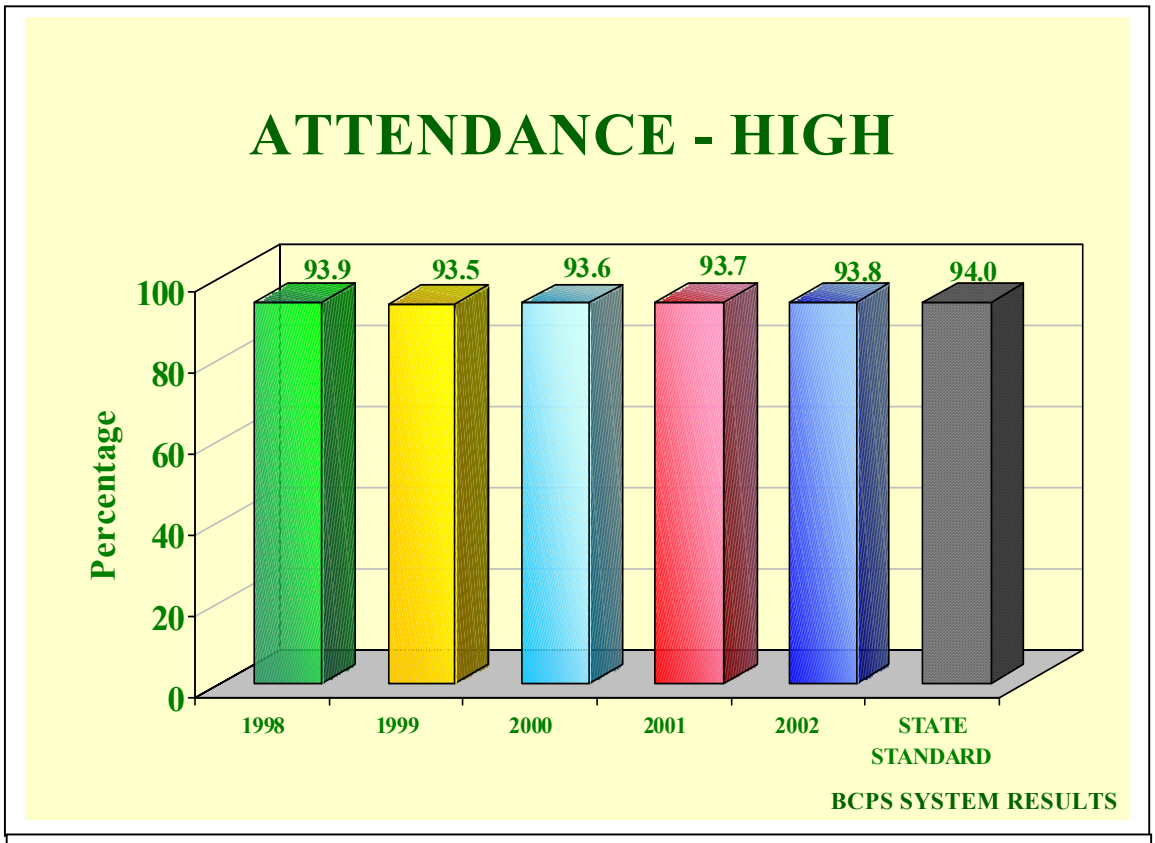


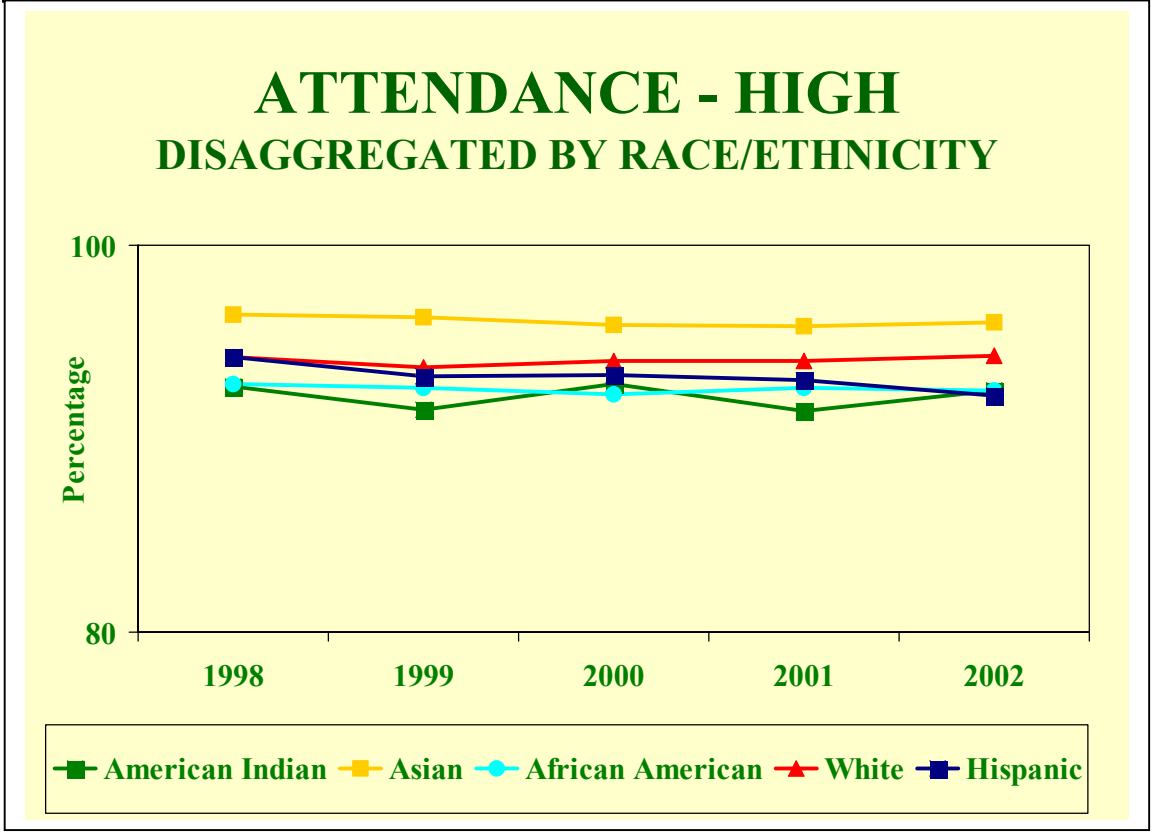

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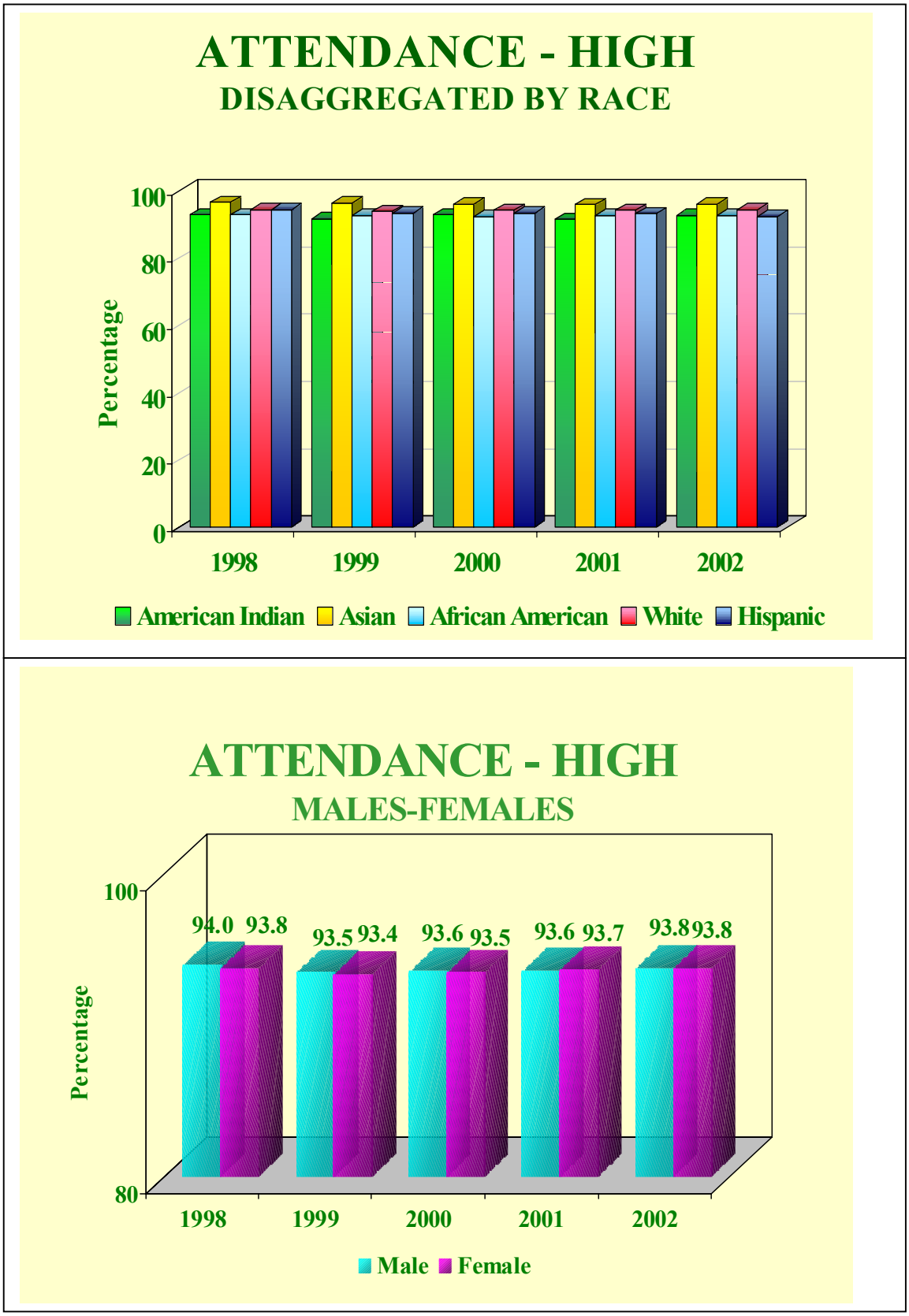
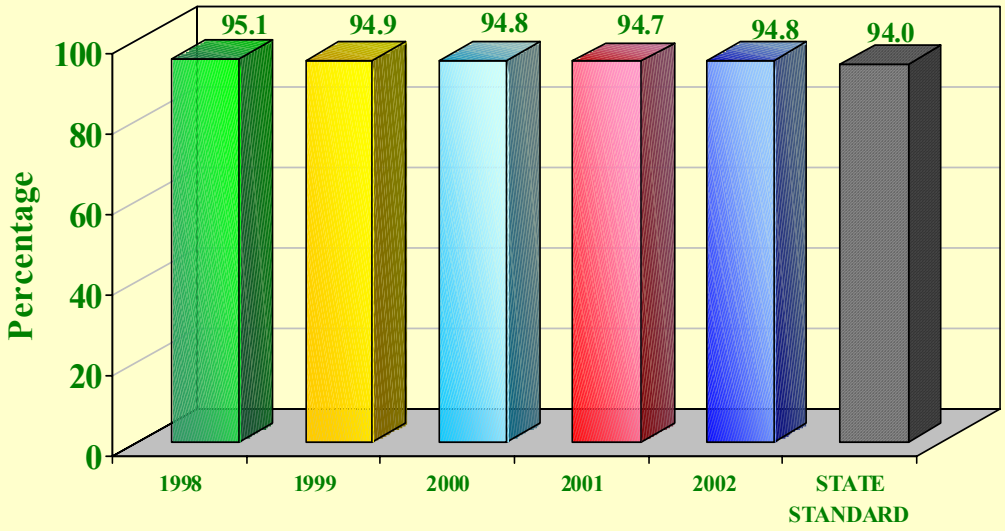
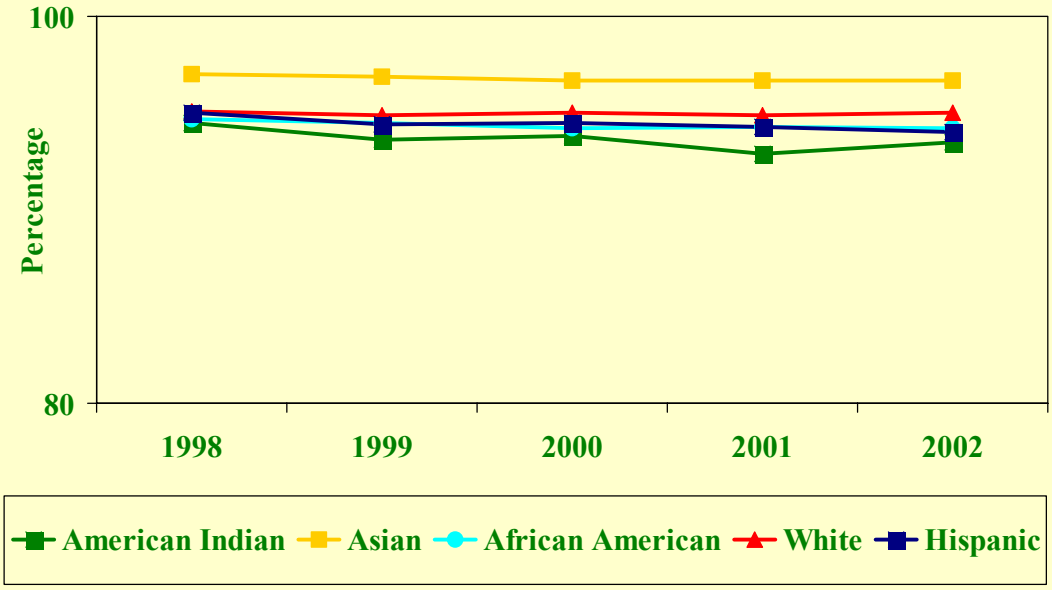


## ATTENDANCE – GRADES 1 - 12



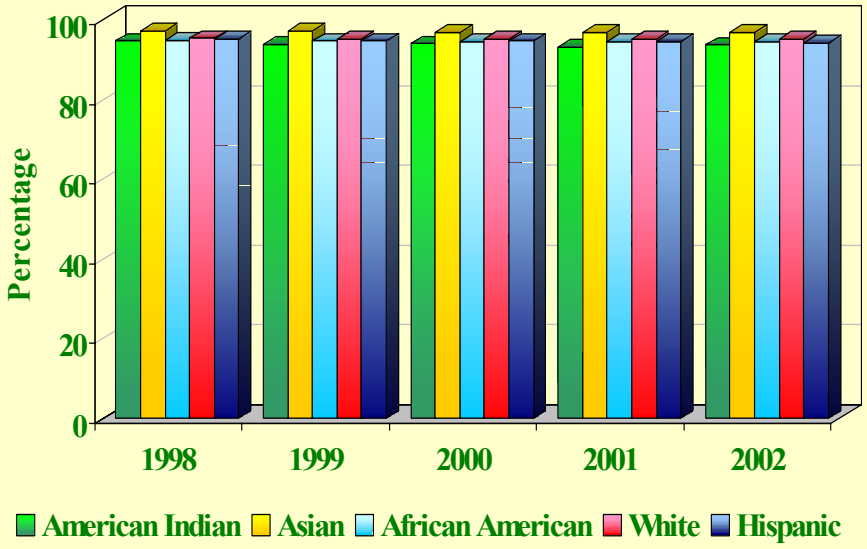

BCPS SYSTEM RESULTS

## ATTENDANCE – GRADES 1 - 12
### DISAGGREGATED BY RACE/ETHNICITY

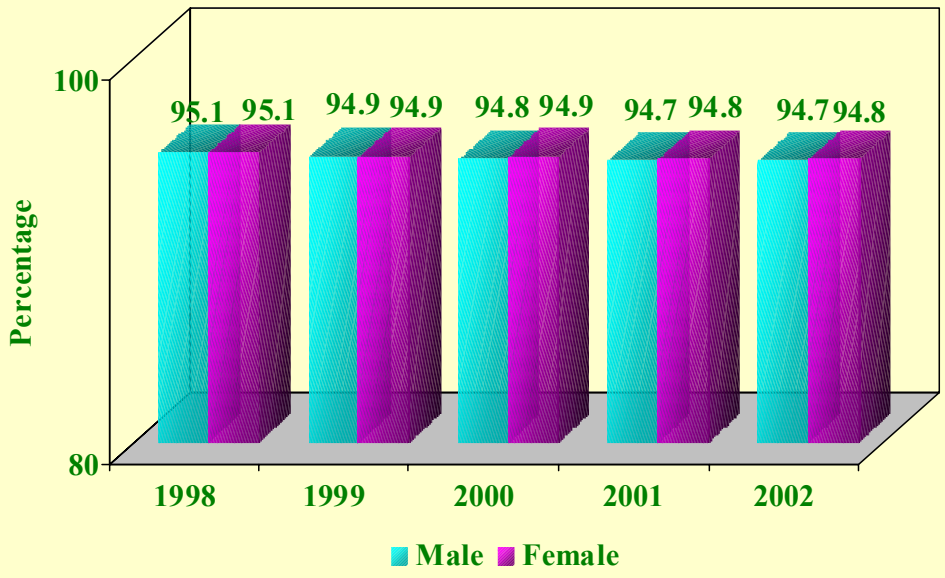


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## ATTENDANCE – GRADES 1 - 12
### DISAGGREGATED BY RACE/ETHNICITY




## ATTENDANCE – GRADES 1 - 12
### MALES-FEMALES



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All students will score at or above grade level in reading and mathematics, based on the Comprehensive Test of Basic Skills/5 (County Standard).

**What is Measured?**

- The percentages of BCPS students tested in grades 2, 4, and 6 who scored in stanines 4 – 9 (national percentile of 23 or higher, the top 77% of the national norm student sample) are compared to the national normative value of 77%.

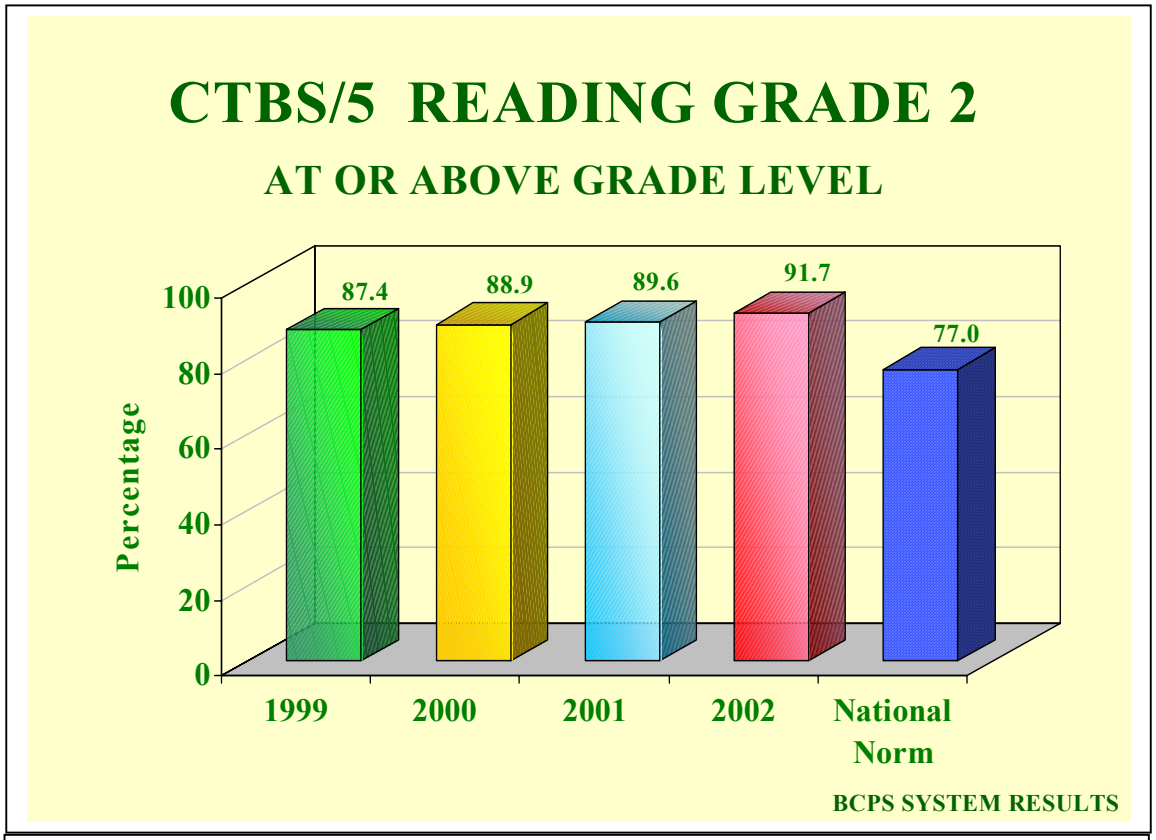
**Results for 2001-2002**

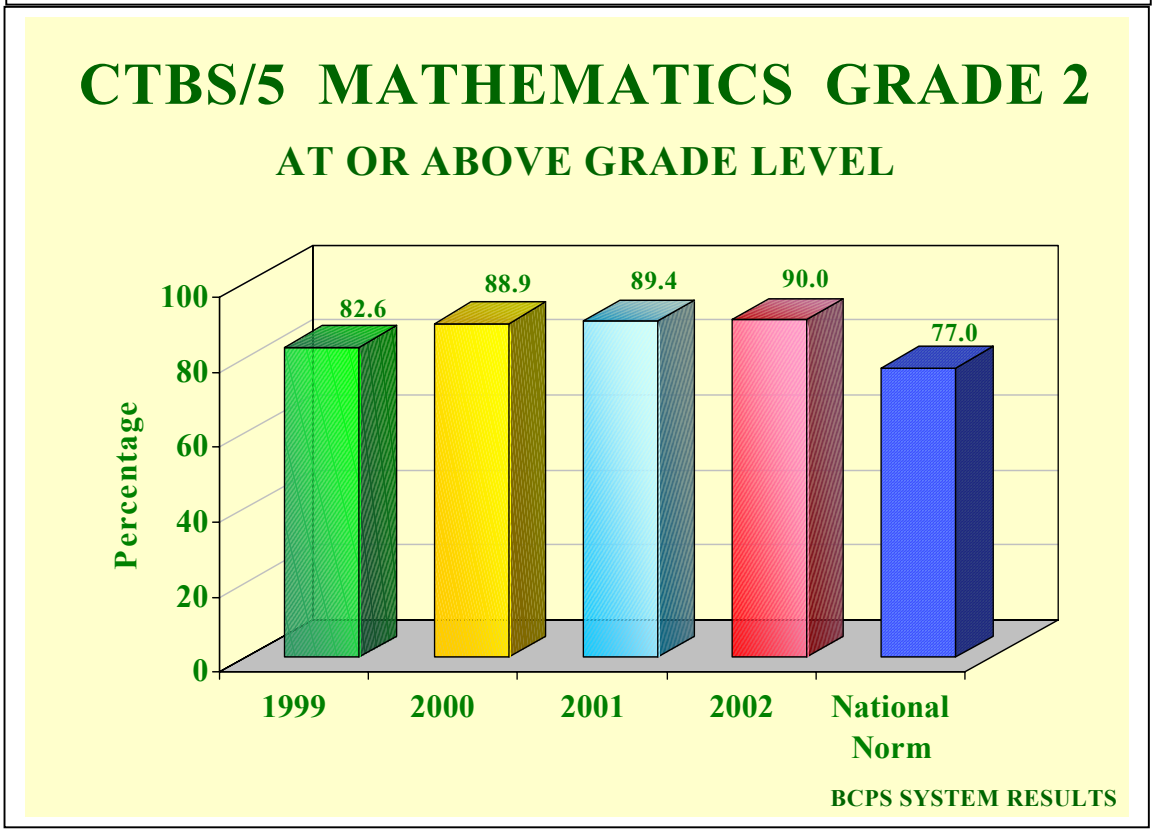
- Over time, and across all three grades, there have been small increases and decreases in disaggregated CTBS reading and mathematics scores. In grades 2 and 4, mathematics and reading scores for African-American students increased each year from the three previous years. The range of mathematics scores among the various student groups remains the greatest in the 6th grade. Also, in the 6th grade, the gap between the percentages of students performing at or above grade level in mathematics in 2001-2002 is nearly 30 percentage points.
- In 2000-01, the CTBS reading and mathematics scores of students enrolled in grades 2, 4, and 6 exceeded the national norm of 77%. This year, 2001-2002, CTBS grade-level reading scores for grades 2, 4, and 6 were 91.7%, 88.6%, and 82.7%, respectively; grade level mathematics scores for grades 2, 4, and 6 were 90.0%, 85.4%, and 77.7%, respectively.
- CTBS grade-level reading scores for students in all three grades have been consistently higher than the grade-level mathematics scores.
- The percentage of students exceeding the national norm for the CTBS reading test have consistently increased for all three grades. For grade 2, the increases in reading have been approximately 1 –2 percentage points between the years 1999 and 2002. For grade 2 the increases in mathematics have been approximately ½ to 4½ percentages points between the years 1999 and 2002.
- With one exception, the percentages of students meeting reading and mathematics standards across all grade levels have increased since 1999. This year, there was a nearly 4 percent point drop in 6th grade mathematics scores (77.7%) from the previous year (81.2%).
- When the 2001-2002 data are disaggregated by gender, it may be noted that female students in all three grades consistently outperform male students in reading and mathematics. However, both groups of students meet the county standard. The 2nd grade reading and math scores have been increasing each year for both female and male students. The 4th grade reading and math scores have been consistently increasing each year for the male students. The CTBS mathematics and reading scores of female 4th grade students increased each of the three previously reported school years and remained stable for 2001-2002. Female and male 6th grade students increased their reading and mathematics scores between 1999 and 2001.

**Note:**

The following 16 pages contain detailed graphs of CTBS/5 data.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

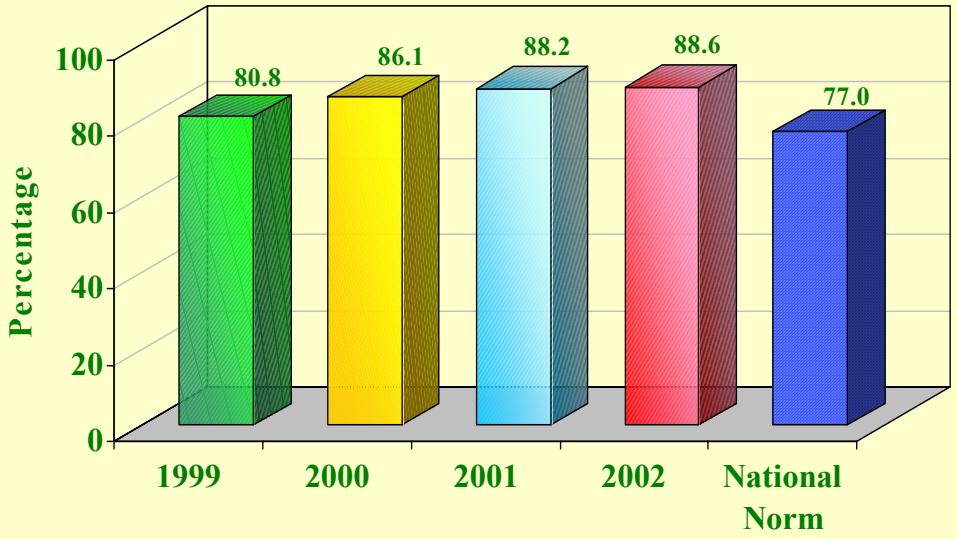


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CTBS/5 READING GRADE 4

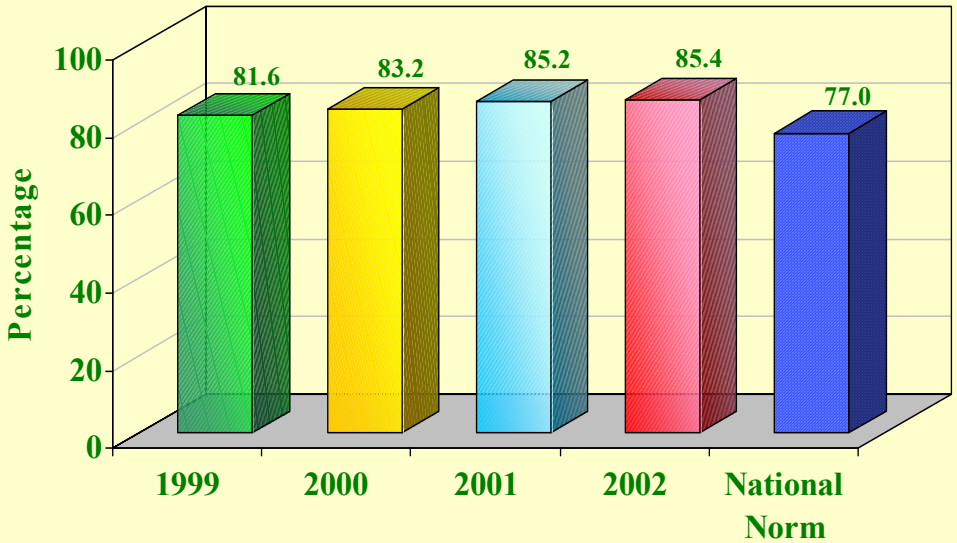
### AT OR ABOVE GRADE LEVEL




BCPS SYSTEM RESULTS

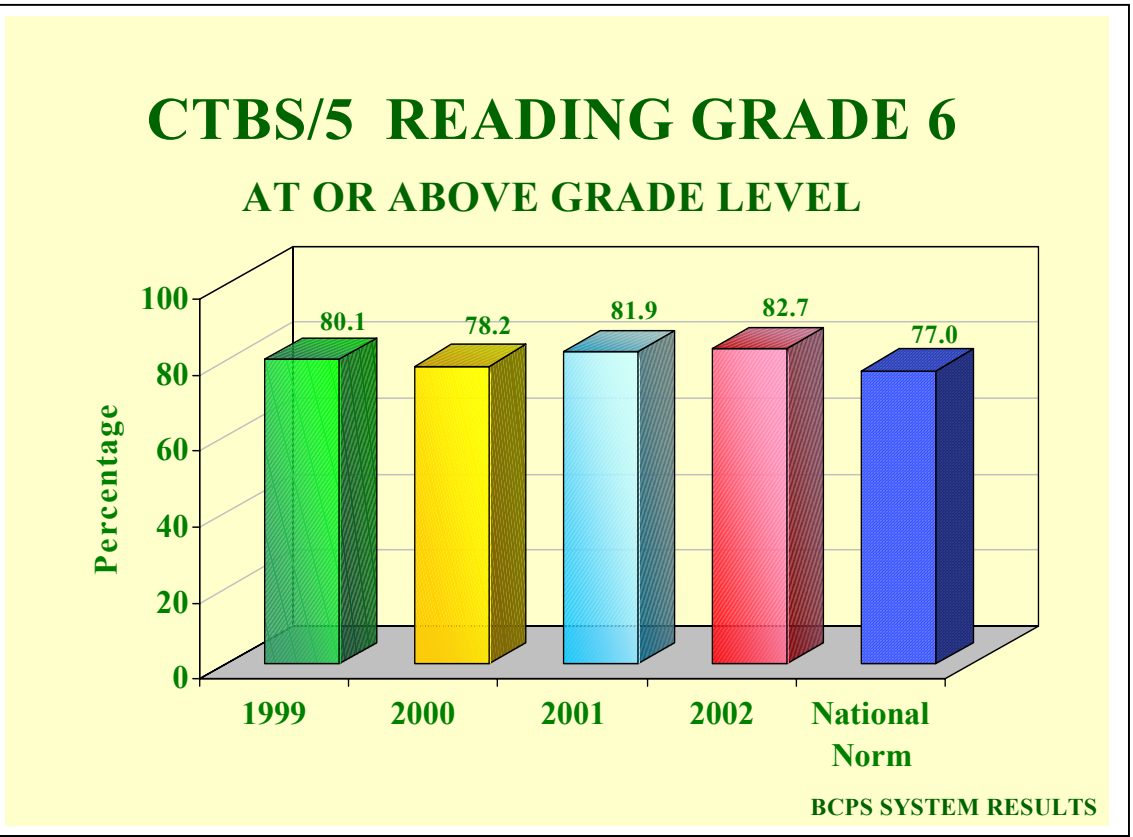
## CTBS/5 MATHEMATICS GRADE 4

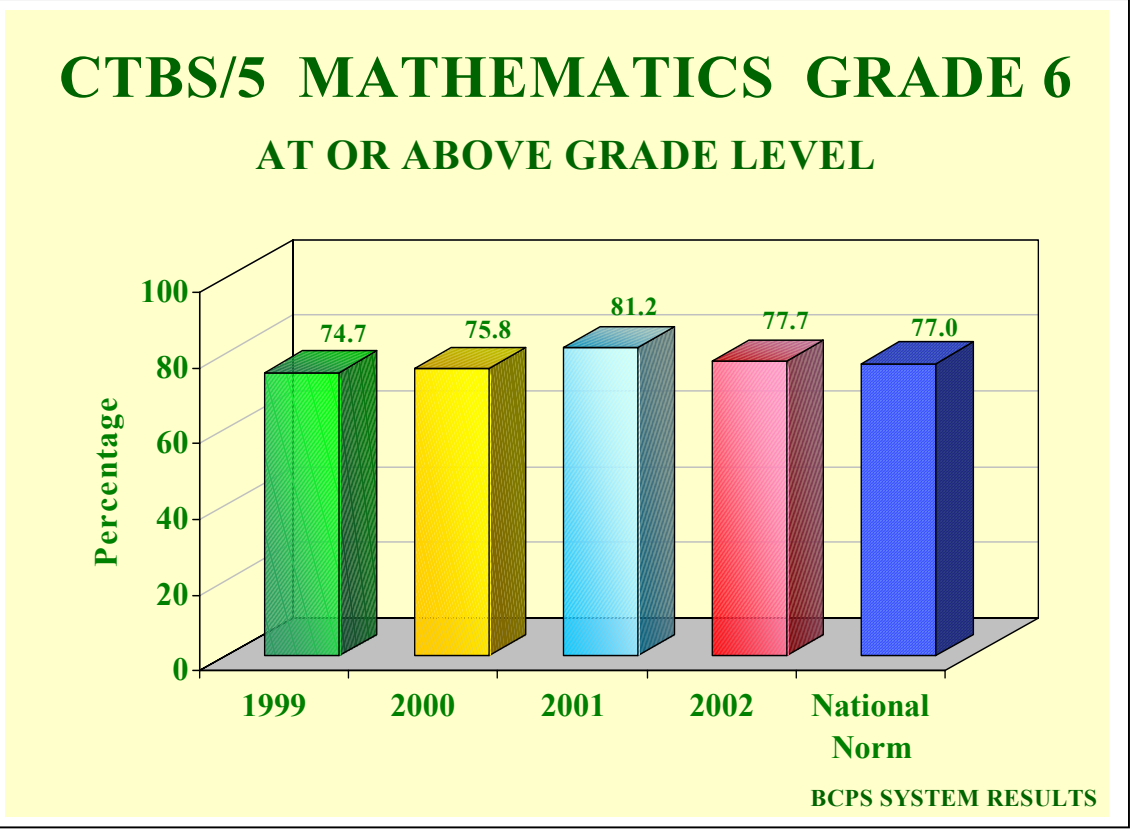
### AT OR ABOVE GRADE LEVEL



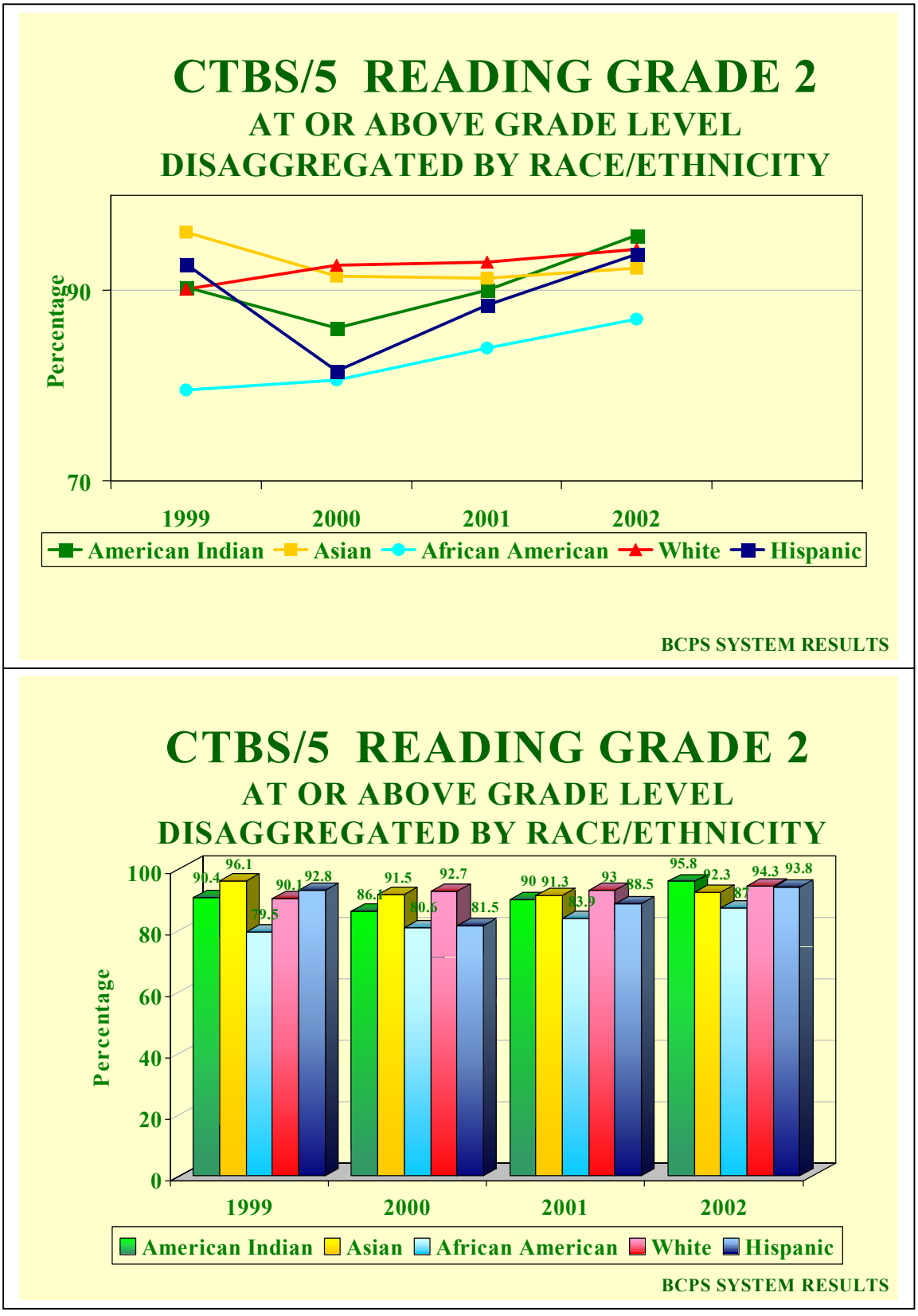

BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

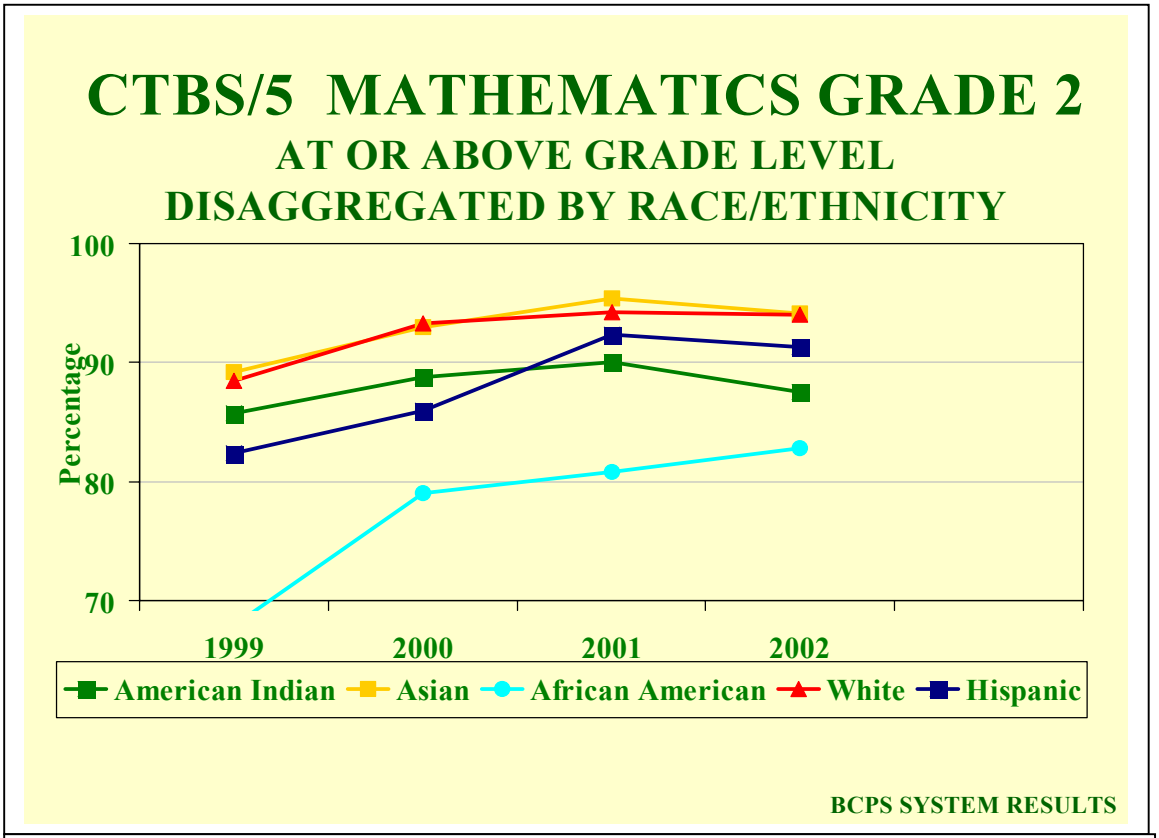


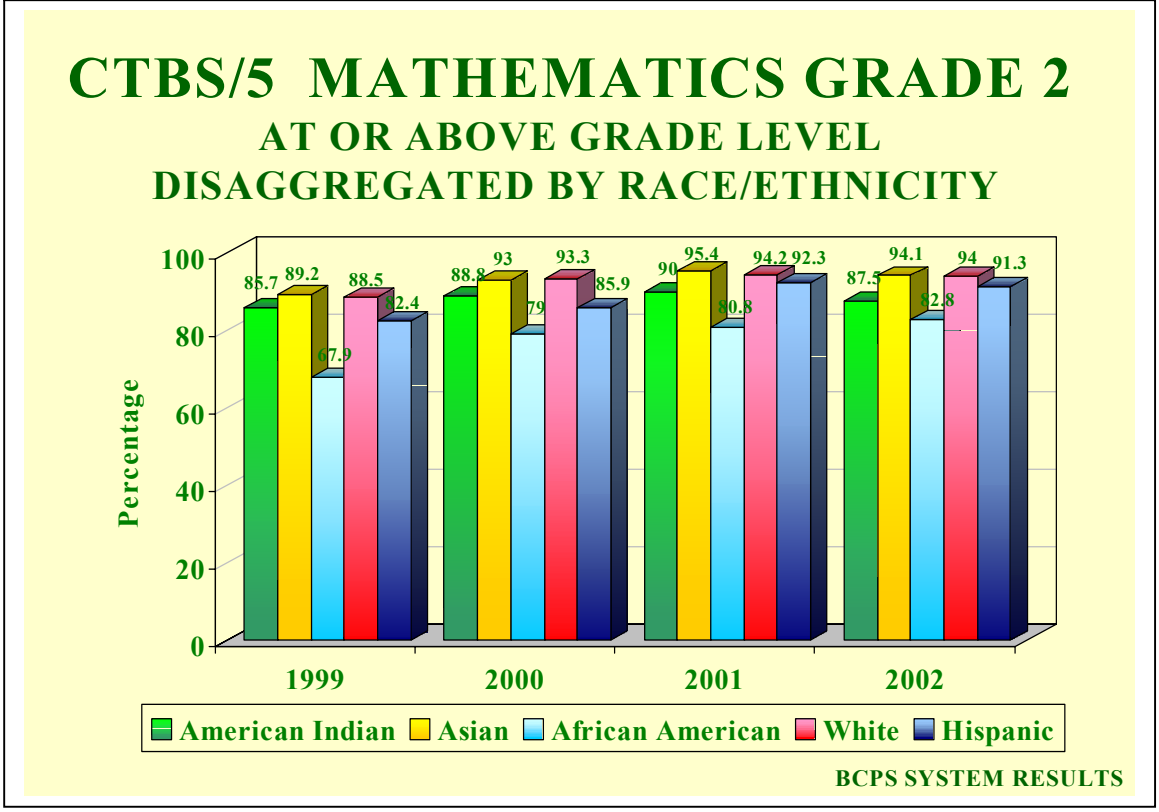



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



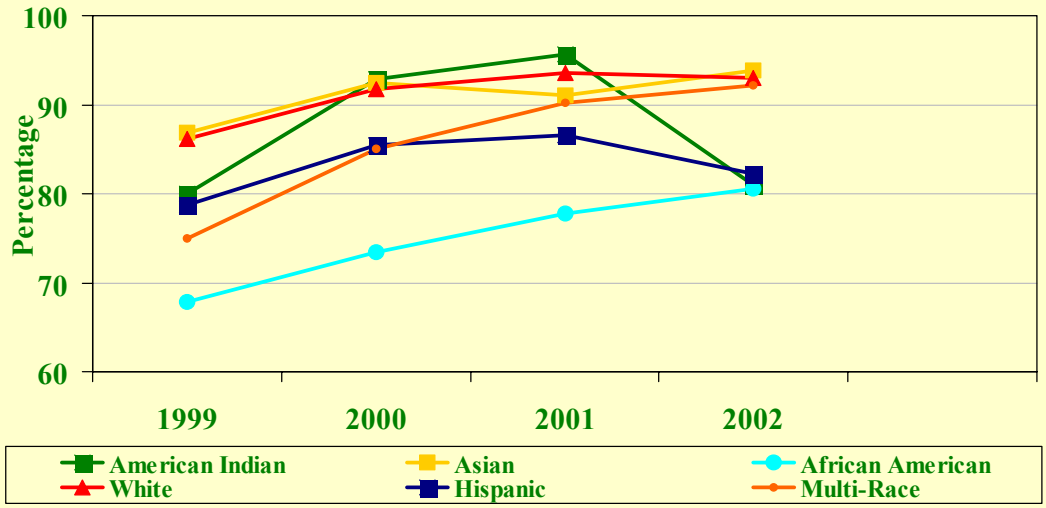
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



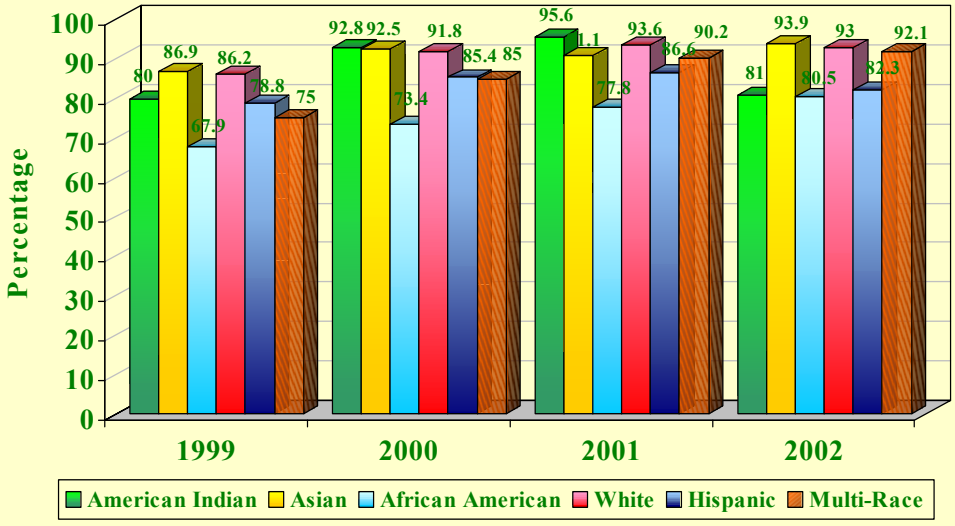
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CTBS/5 READING GRADE 4
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

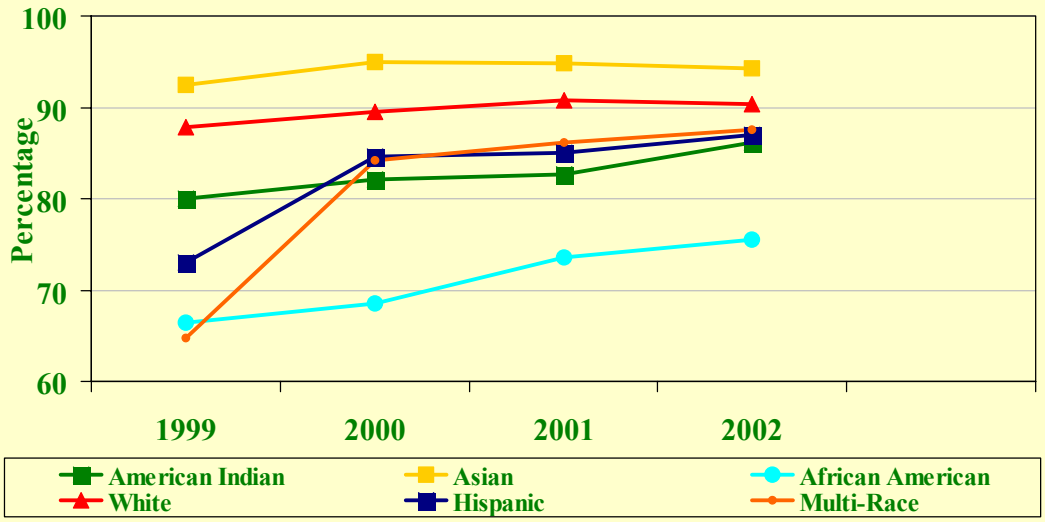
## CTBS/5 READING GRADE 4
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

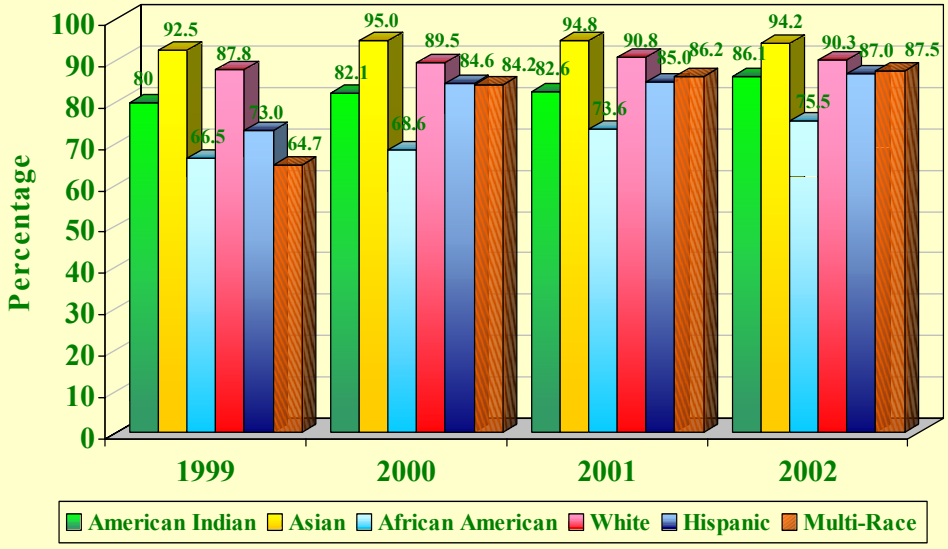
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CTBS/5 MATHEMATICS GRADE 4
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

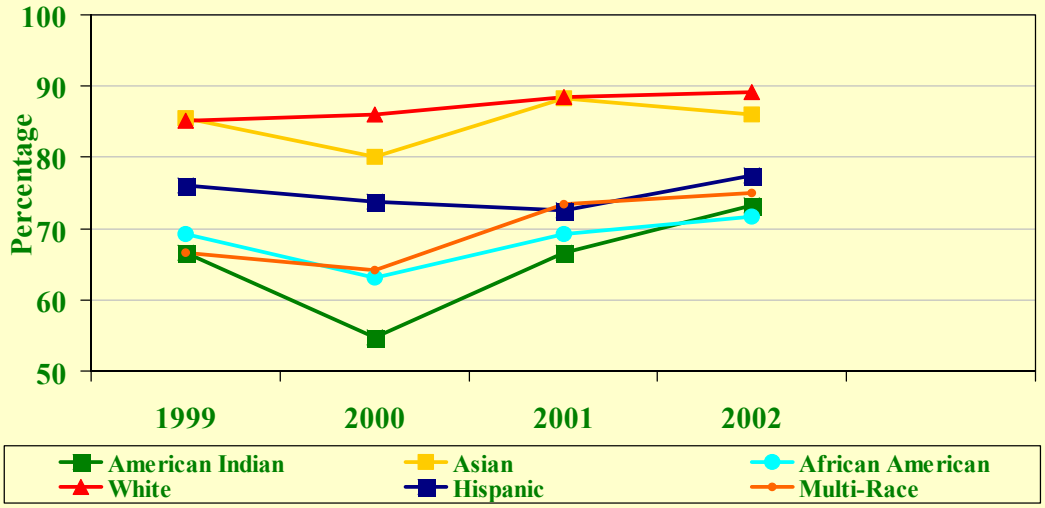
## CTBS/5 MATHEMATICS GRADE 4
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

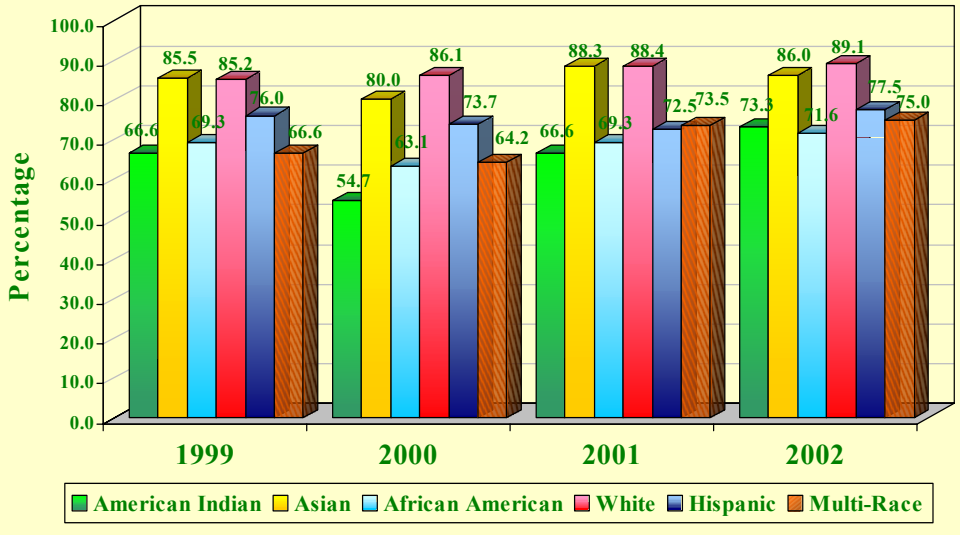
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CTBS/5 READING GRADE 6
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

## CTBS/5 READING GRADE 6
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CTBS/5 MATHEMATICS GRADE 6
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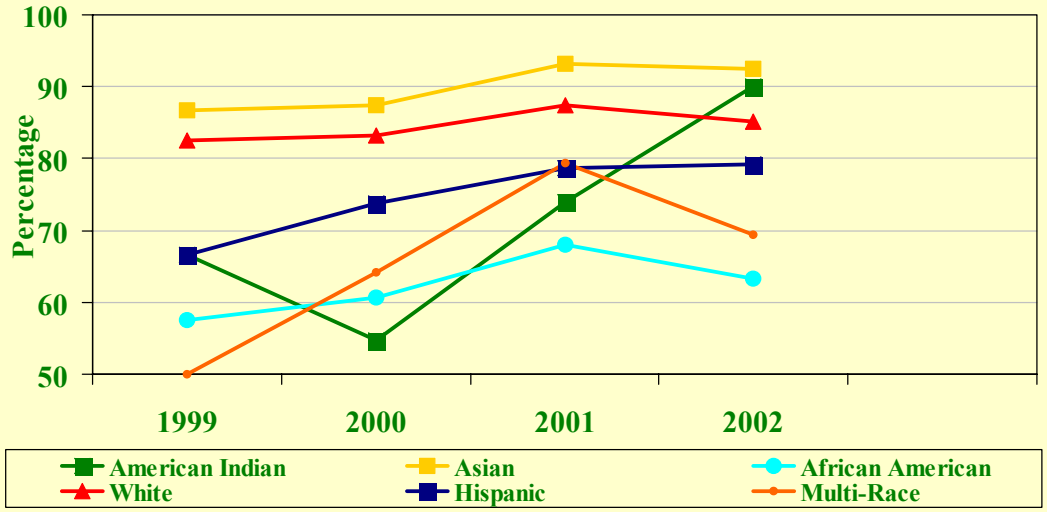


BCPS SYSTEM RESULTS

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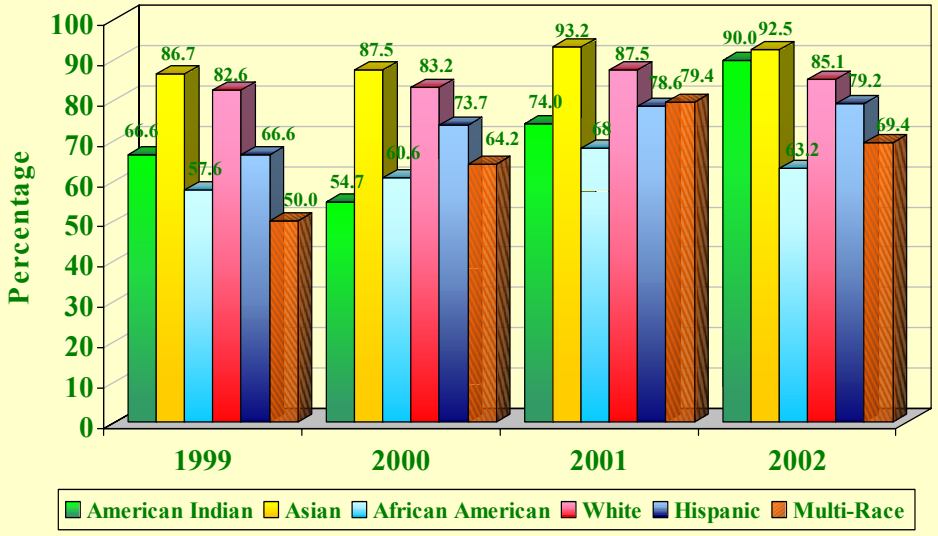
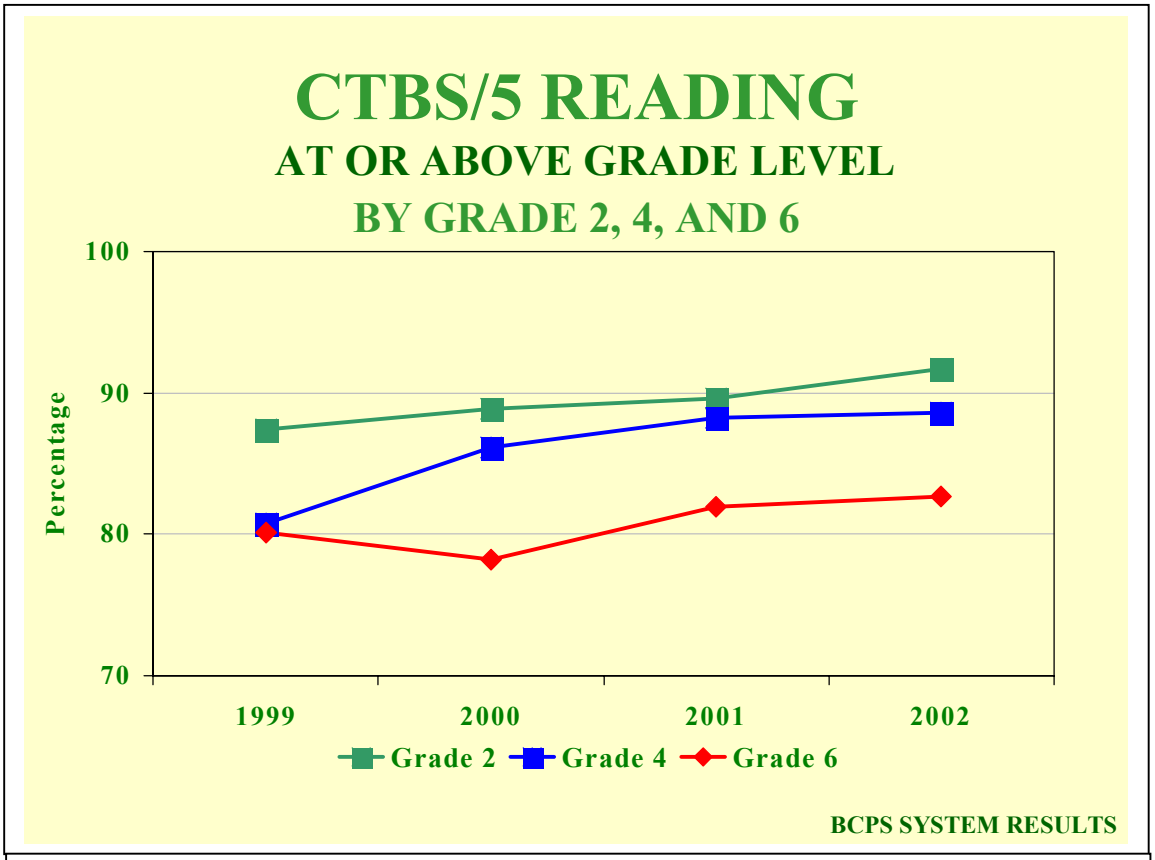
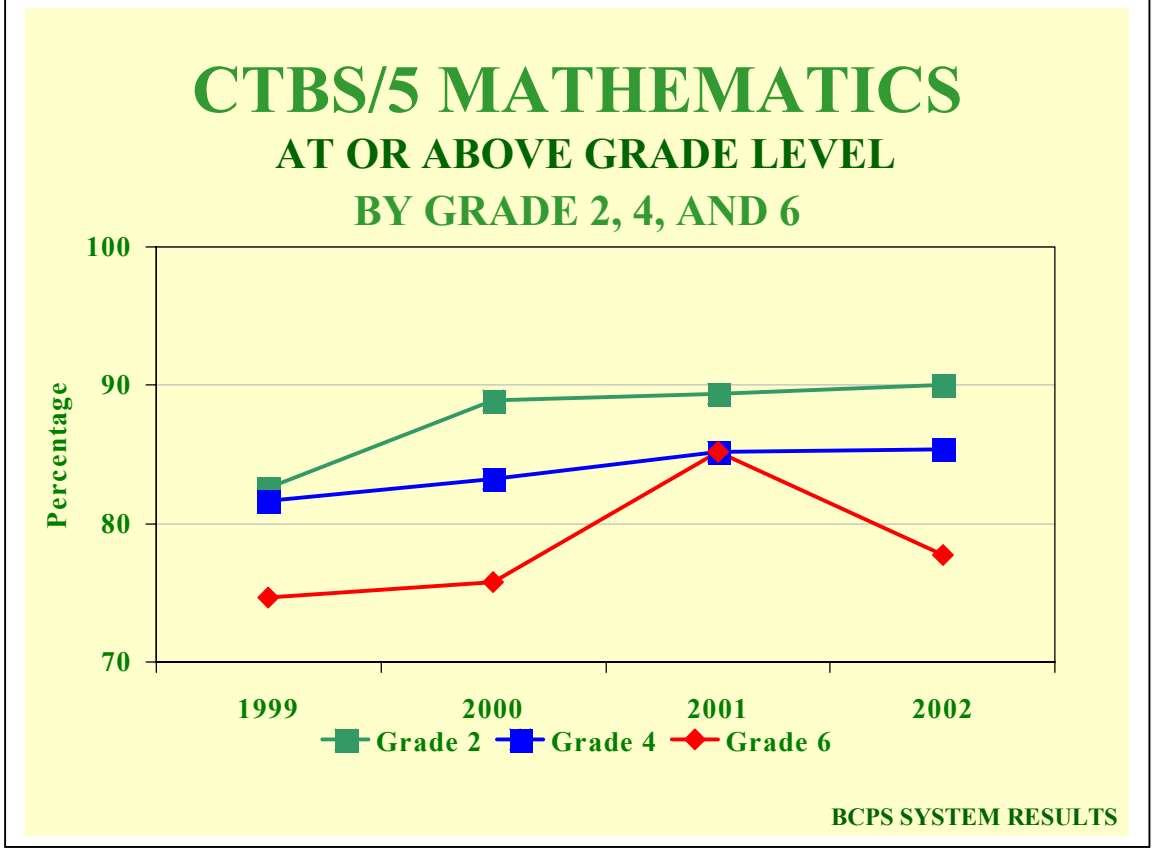
### AT OR ABOVE GRADE LEVEL
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



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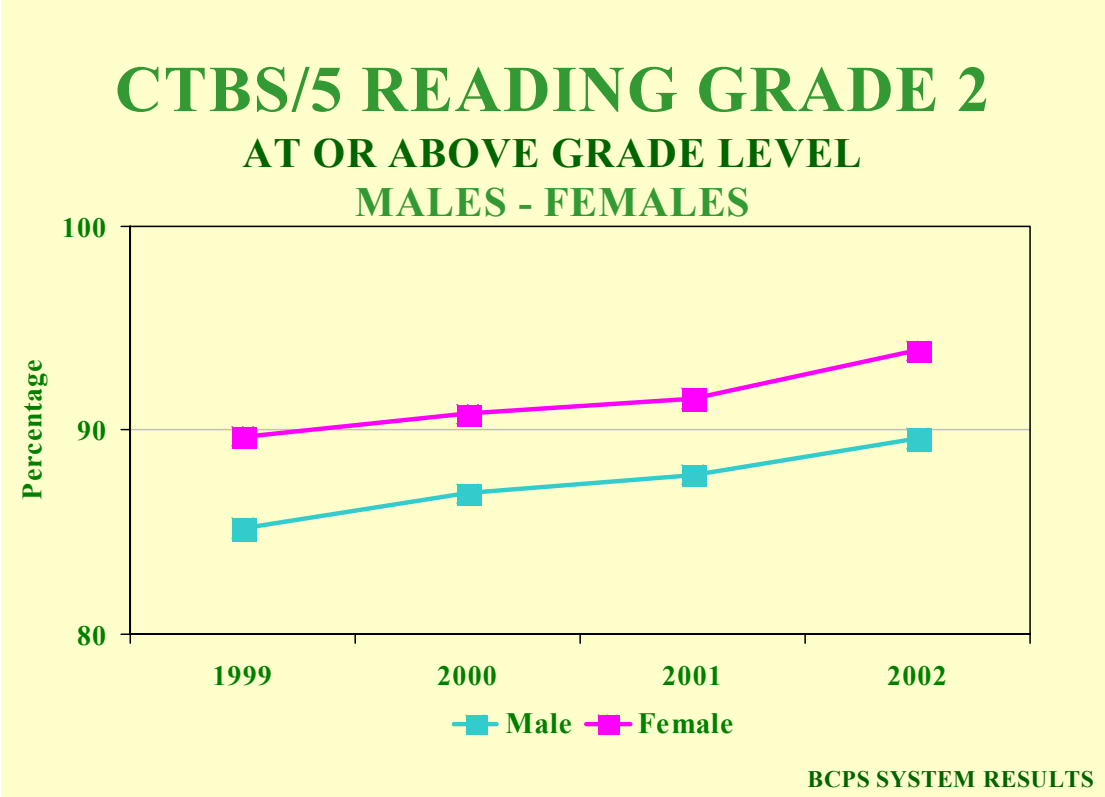

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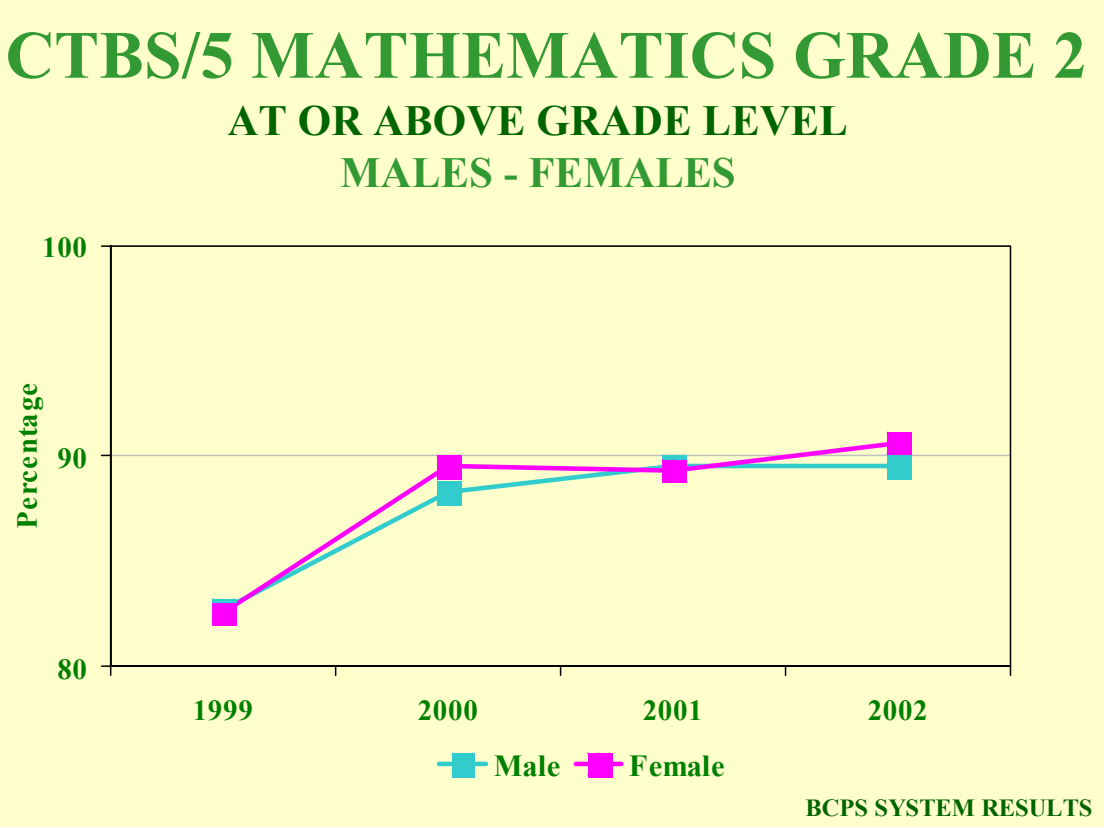


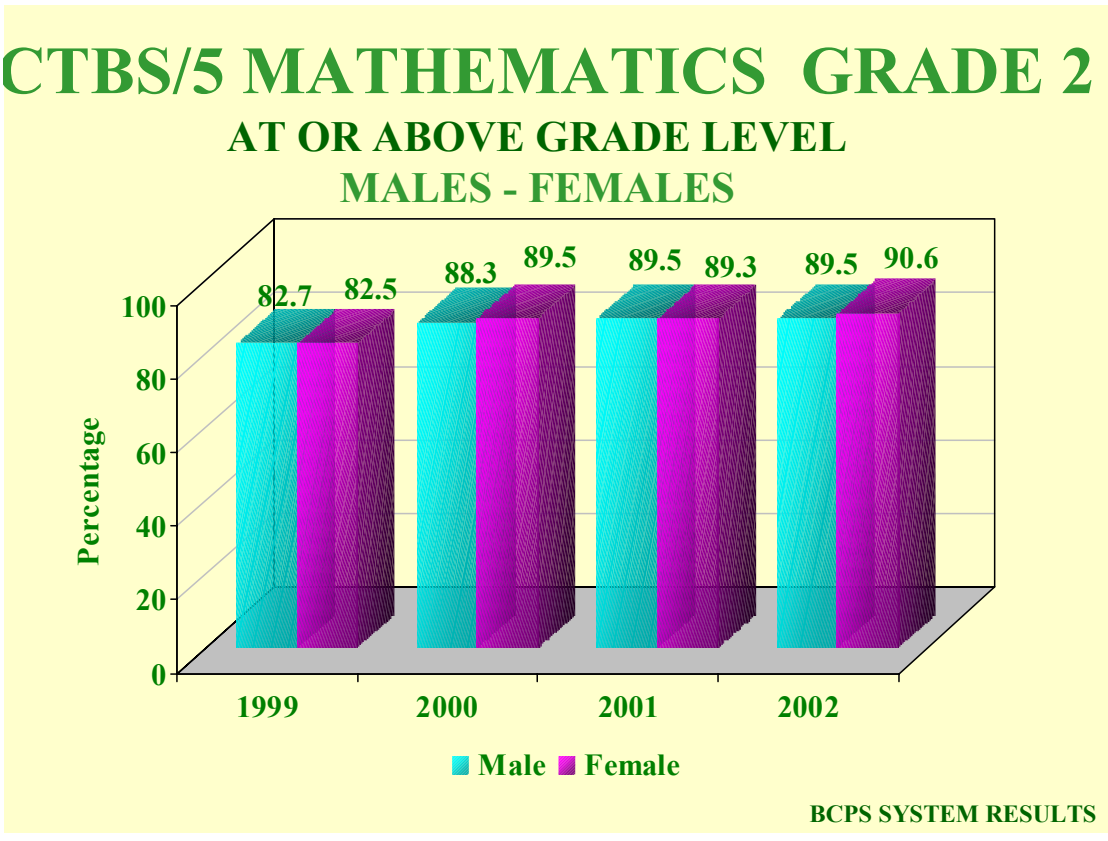

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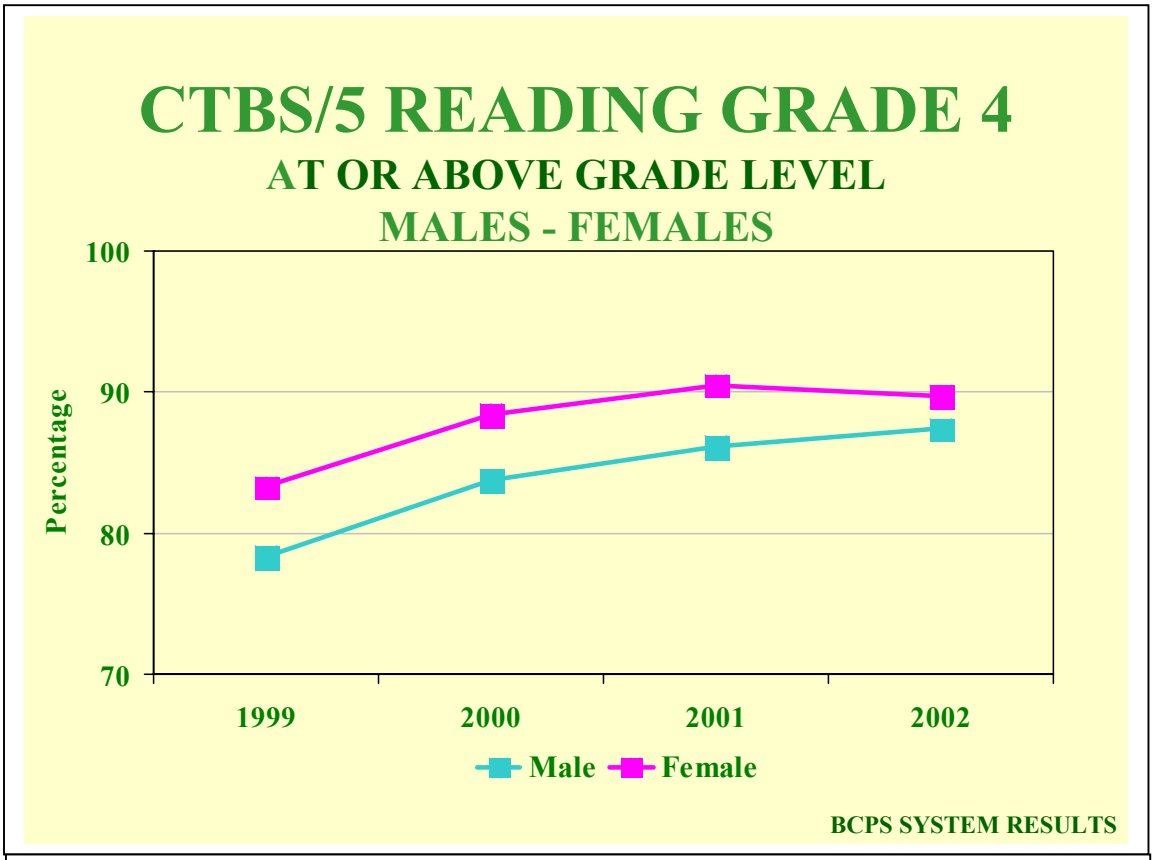
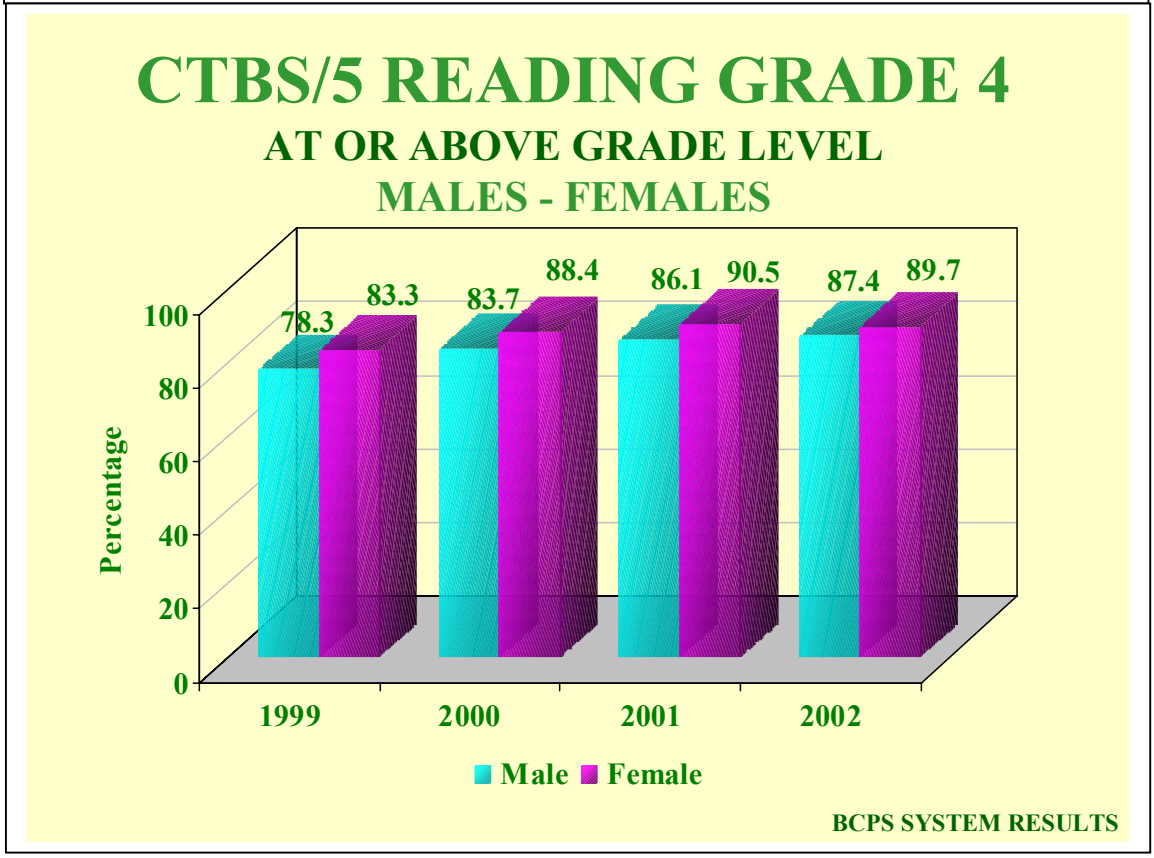
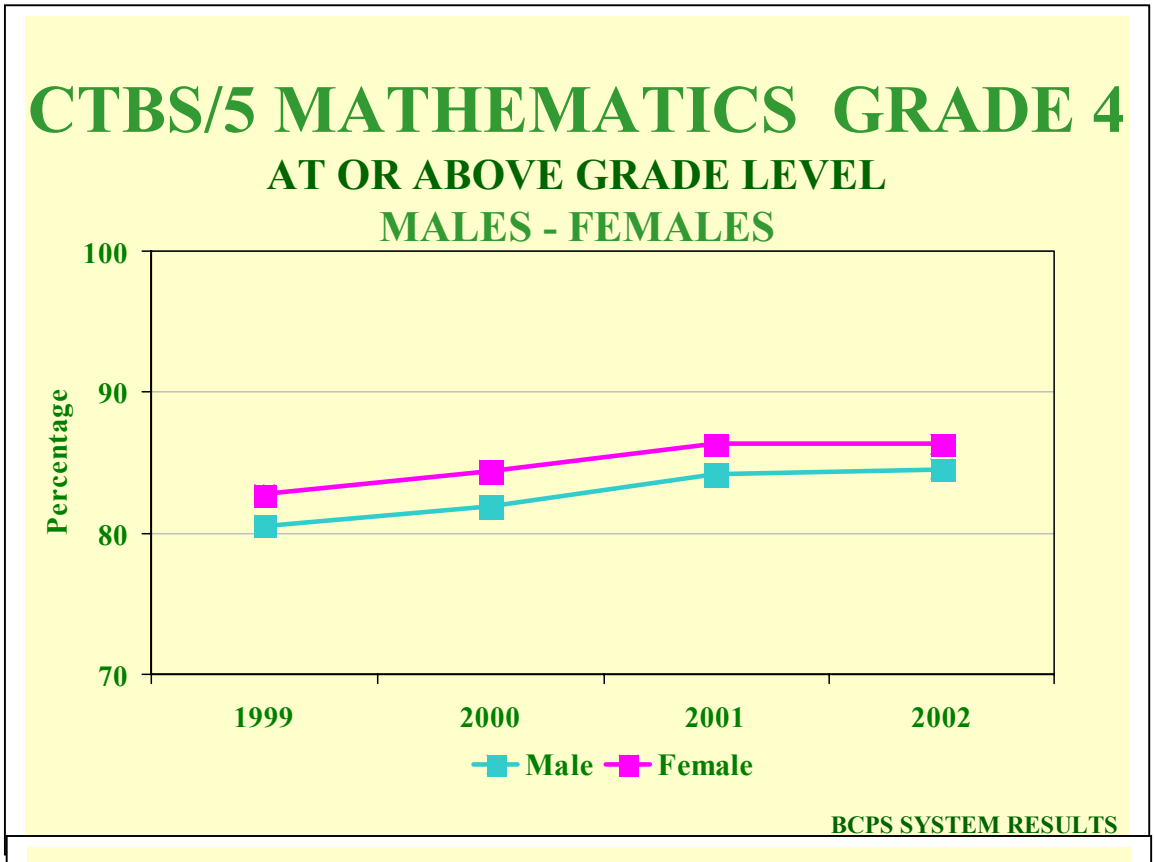
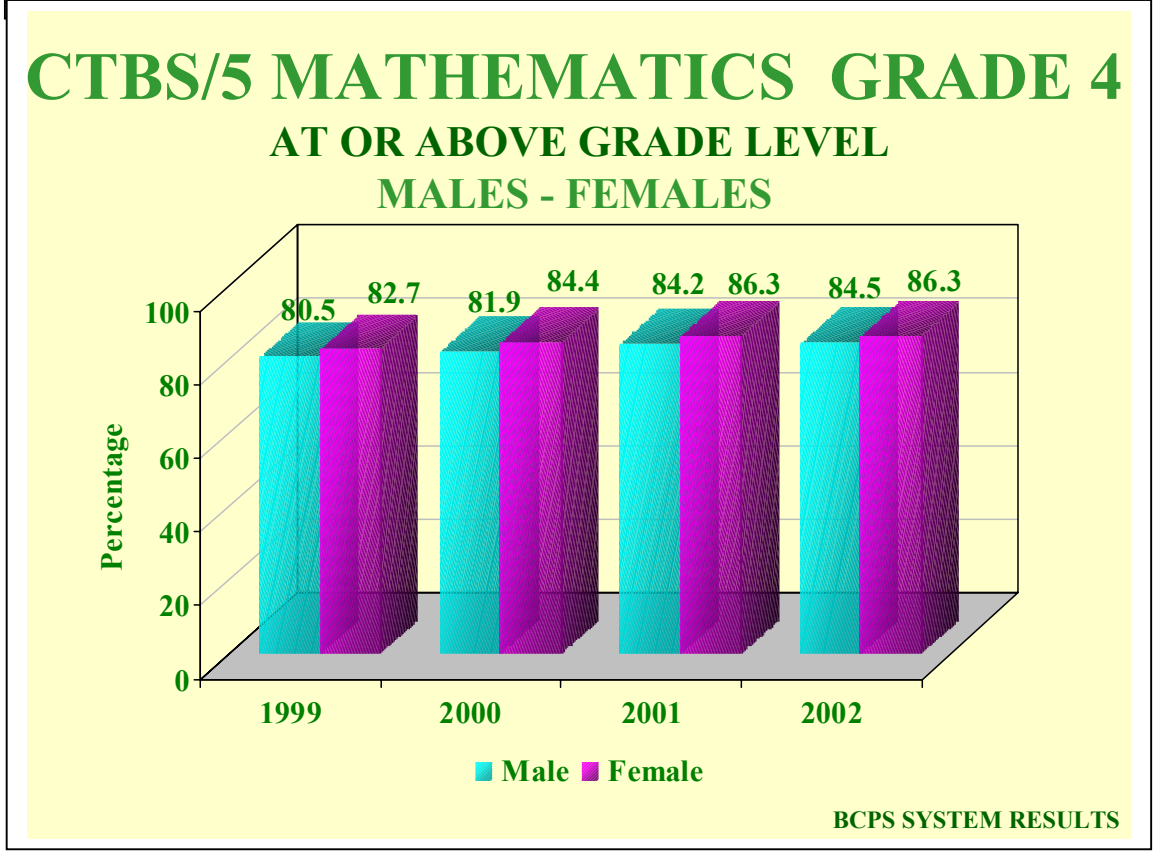


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



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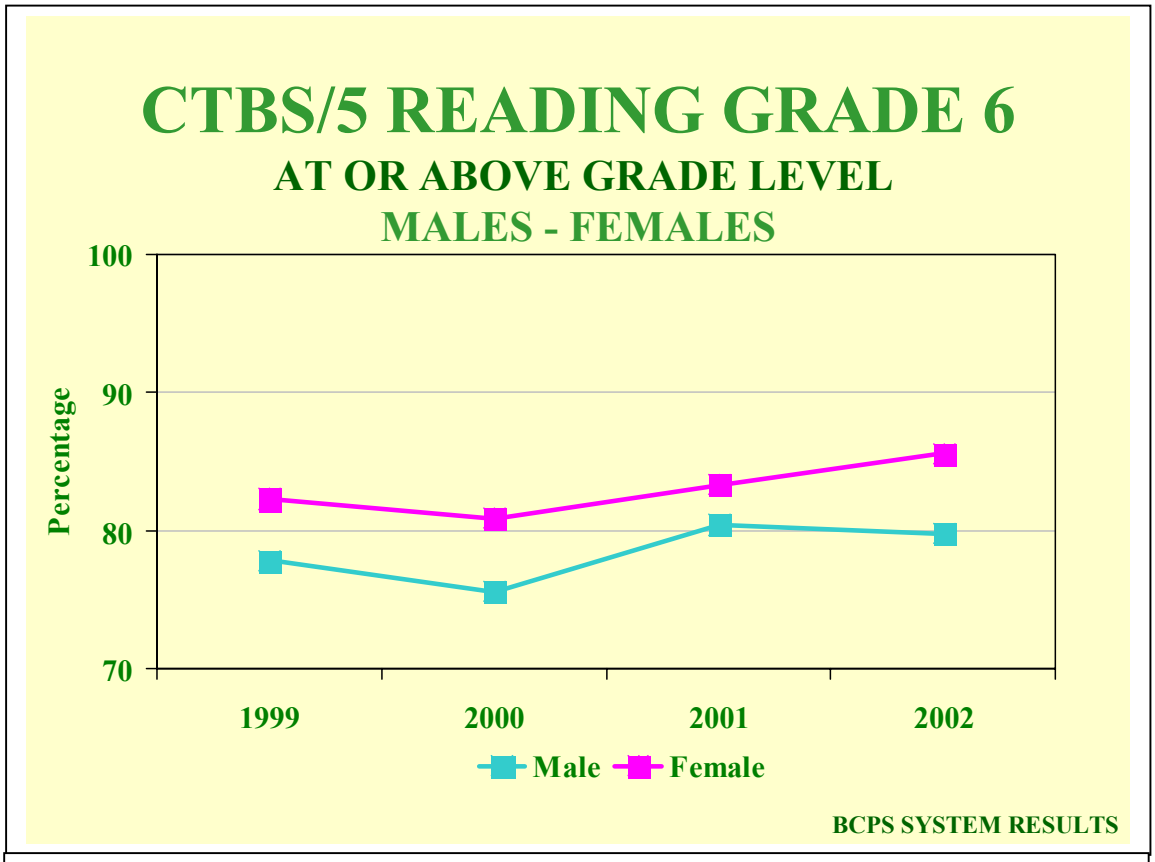
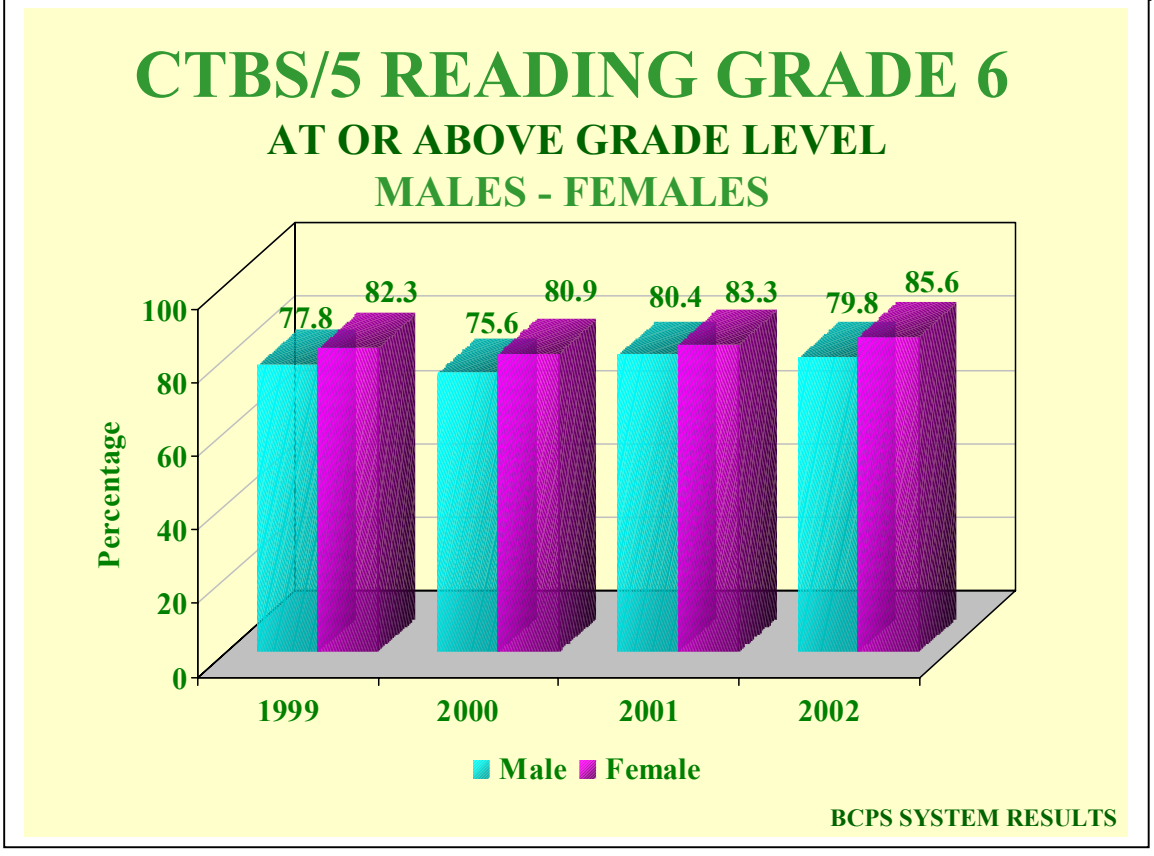
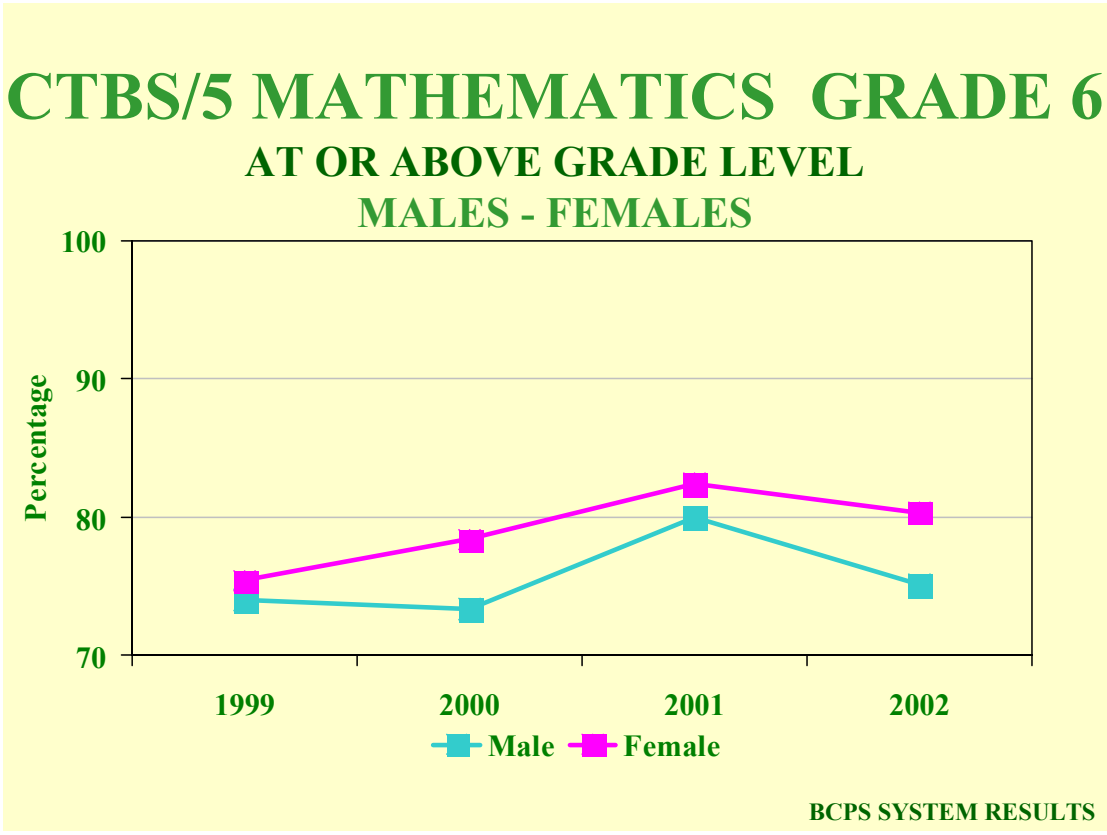
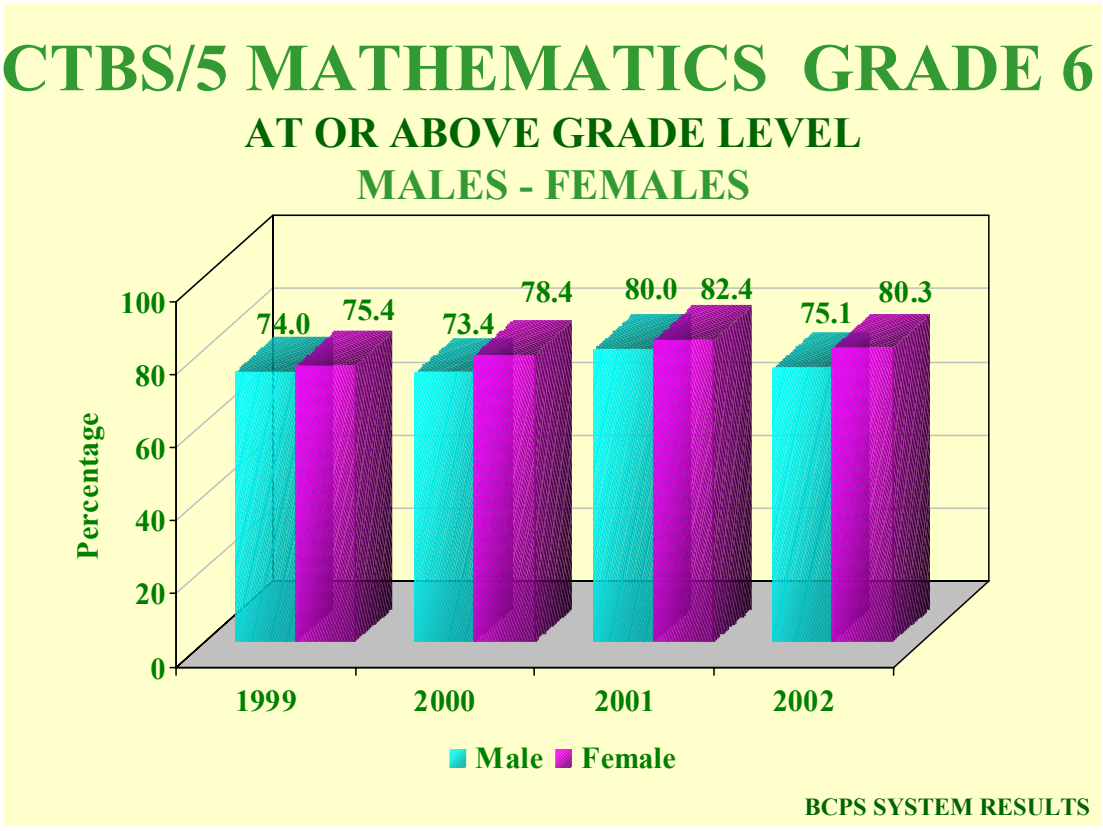


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All schools will score at least 100 on the School Performance Index, which incorporates all subjects measured on the Maryland School Performance Assessment Program – MSPAP (State Standard).

**What is Measured**?

The School Performance Index (SPI) measures the overall degree of attainment of the various indicators identified in the Maryland School Performance Program (MSPP). An SPI of 100 means that overall the school has reached the state standards for satisfactory student achievement. Exceeding the state standards earns a school an SPI greater than 100.

**What Does it Show**?

The 2001-2002 data are embargoed until released by the Maryland State Department of Education (MSDE).

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program – IMAP (State Standard).

**What is Measured?**

This indicator is measured by student performance on assessments that parallel the MSPAP which are tailored for students with documented special needs.

**What Does it Show**?

MSDE did not establish state standards for IMAP in 2001-2002. Special education students exempted from the MSPAP were tested with the IMAP during 2001-2002.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All students will meet system-defined grade level expectations prior to promotion (County Standard).

The *No Child Left Behind Act* as well as State's Voluntary Curriculum Framework will have to be considered in establishing grade level expectations and in determining the Adequate Yearly Progress of students and schools.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All students will pass the three Maryland Functional Tests by the end of grade 8 (County Standard).

**What is Measured?**

The percentage of 2001-2002 eighth grade students who passed the three Maryland Functional Tests (reading, mathematics, writing) is reflected in the data.
Baltimore County Public Schools has established a local standard of passing the Functional Tests by the end of grade 8, whereas, MSDE's standard is established for grades 9 and 11.

**What Does the Data Show?**

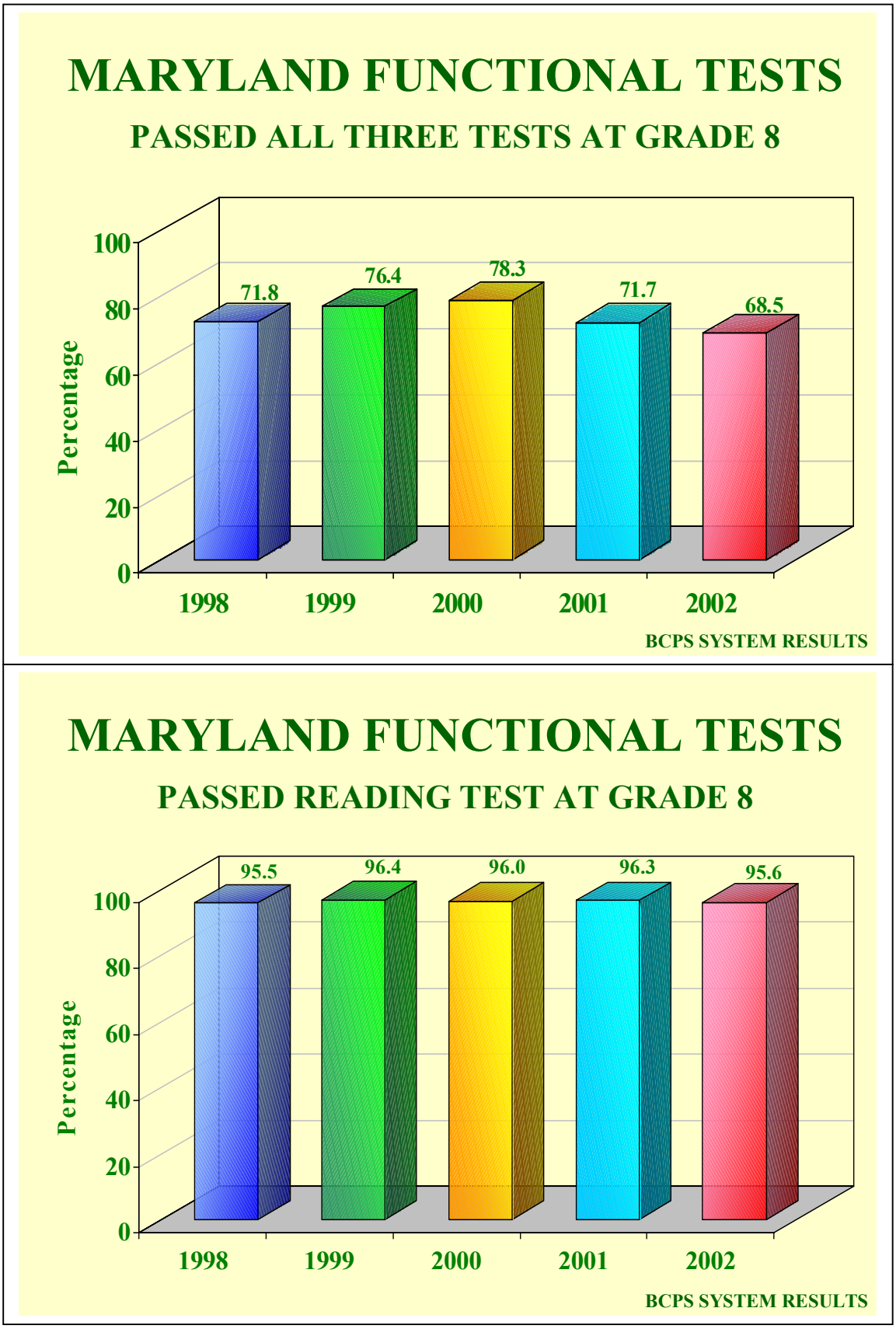
Results, also shown by gender and by race/ethnicity, are compared to the state standards for each test. Results are shown for the past five years.

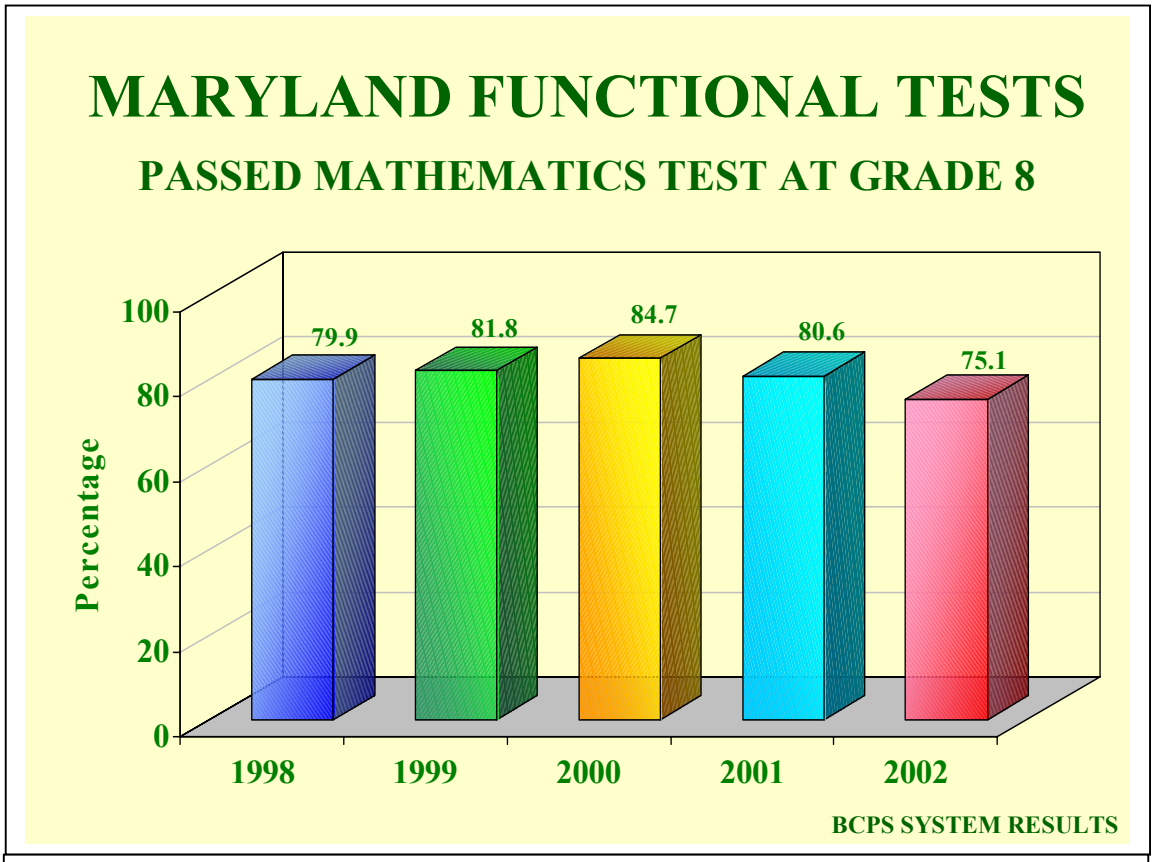
**Results for 2001-2002**

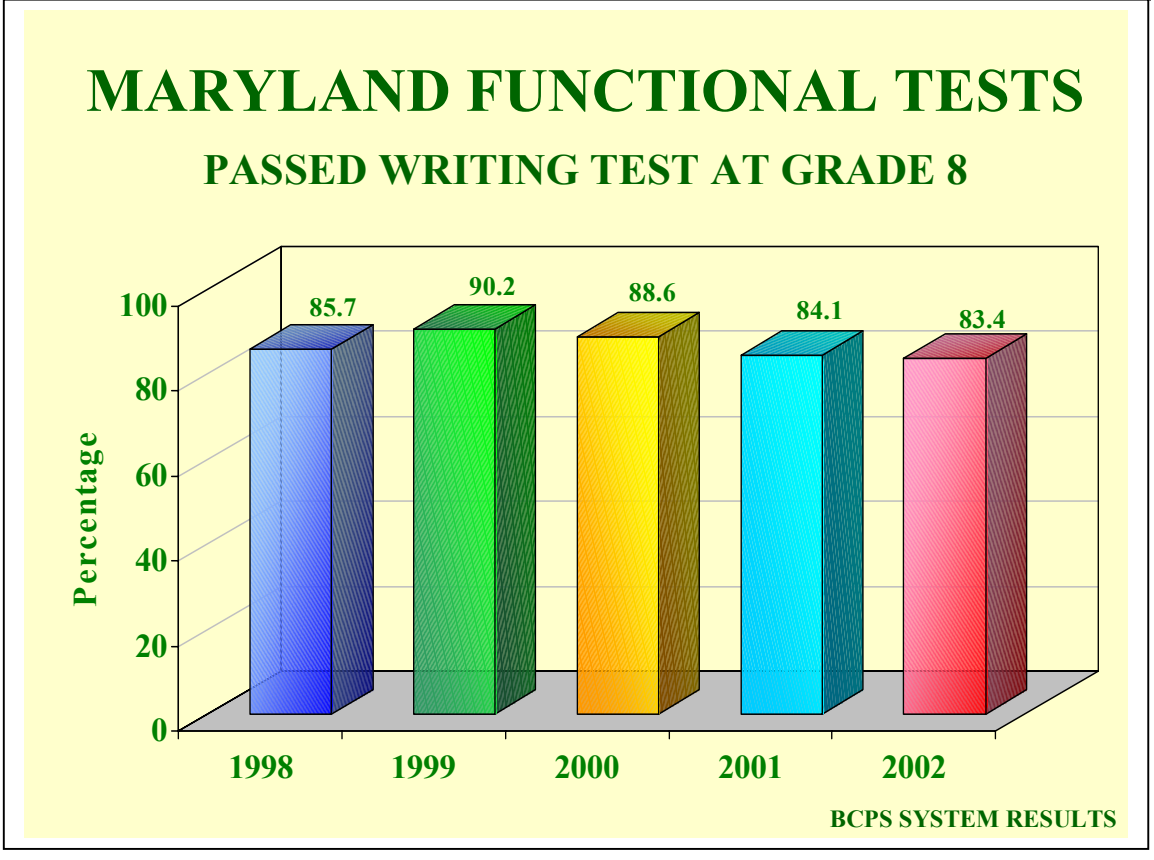
- This year, as for the four previous years, the goal of a 100% pass rate as established by County standards was not met. The percent of students who passed all three Maryland Functional Tests (MFT) decreased to 68.5 % from the previous two years. In 2000, the percent passing was 78.3% and in 2001 the percent passing was 71.7%.
- The pass rates for the reading exams were the highest this year (95.6%) and the goal of 100% was nearly met. The pass rate for the writing and mathematics functional tests were 83.4% and 75.1%, respectively. Both pass rates for 2002 were lower than recorded in the four previous years.
- When comparing this year's pass rates with the previous year, MFT pass rates declined in all three subjects. The greatest decline occurred in mathematics (from 80.6% in 2001 to 75.1% in 2002). Reading and writing pass rates were more stable; each decreased less than 1 percentage point from the previous year.
- When data are disaggregated by race/ethnicity, the variation in pass rates range from 92.4% to 97.7% for reading (approximately 5 percentage points), 58.5% to 84.6% for mathematics (approximately 26 percentage points) and 52.1% to 78.3% for writing (approximately 26 percentage points).

**Note:**
The following 10 pages contain detailed graphs of Maryland Functional Test information.

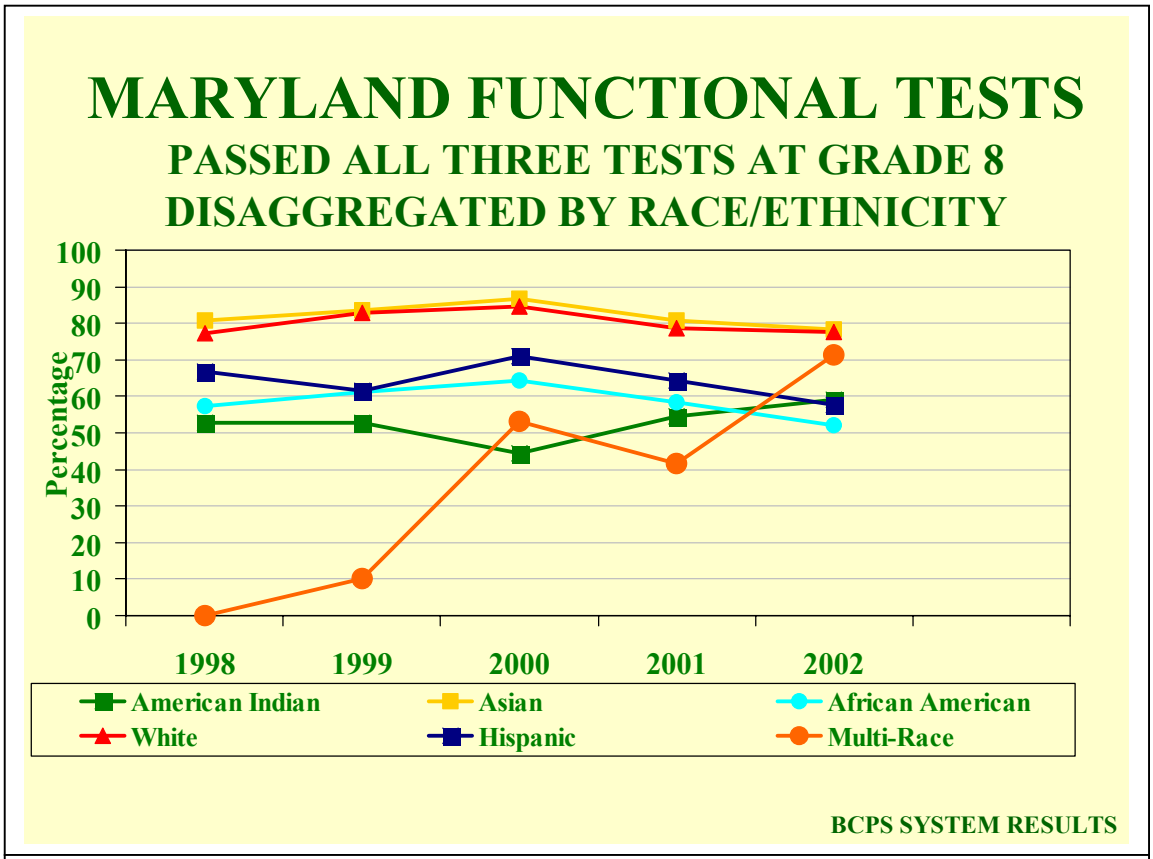
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

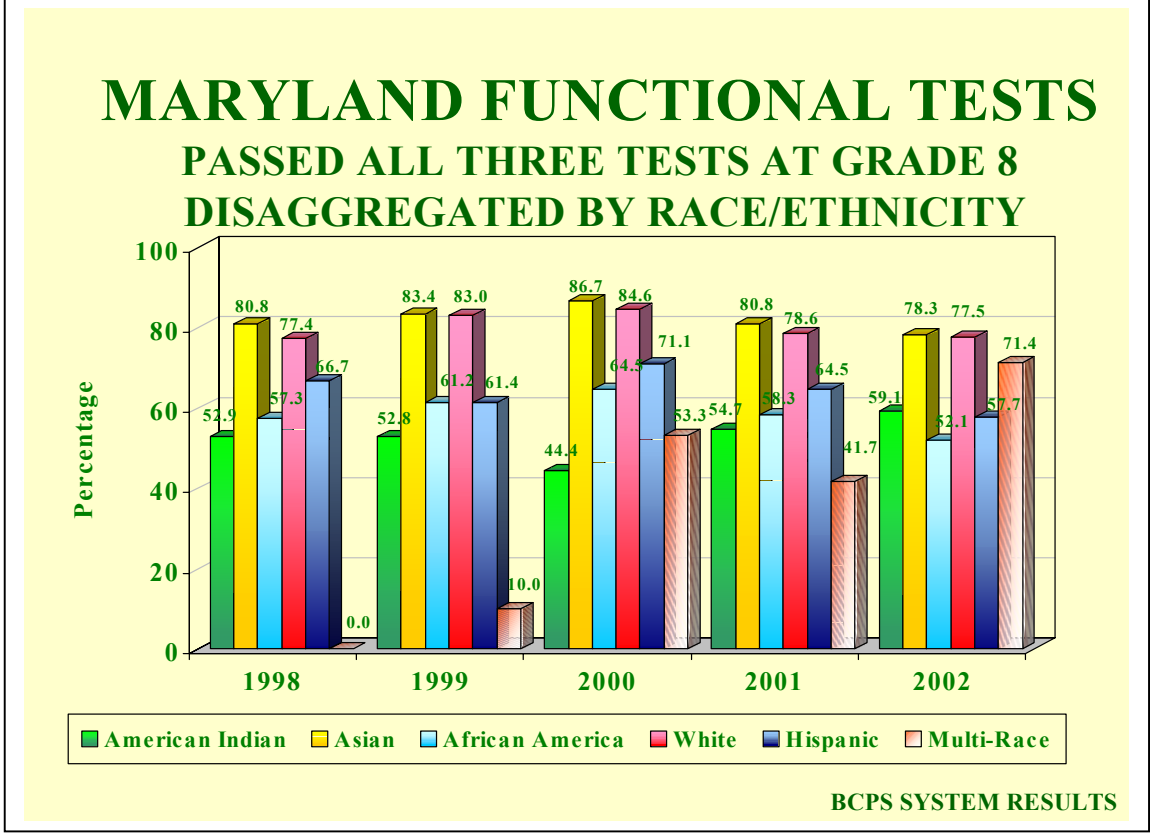



MARYLAND FUNCTIONAL TESTS
PASSED MATHEMATICS TEST AT GRADE 8
Percentage
100
80
60
40
20
0
79.9
81.8
84.7
80.6
75.1
1998
1999
2000
2001
2002
BCPS SYSTEM RESULTS

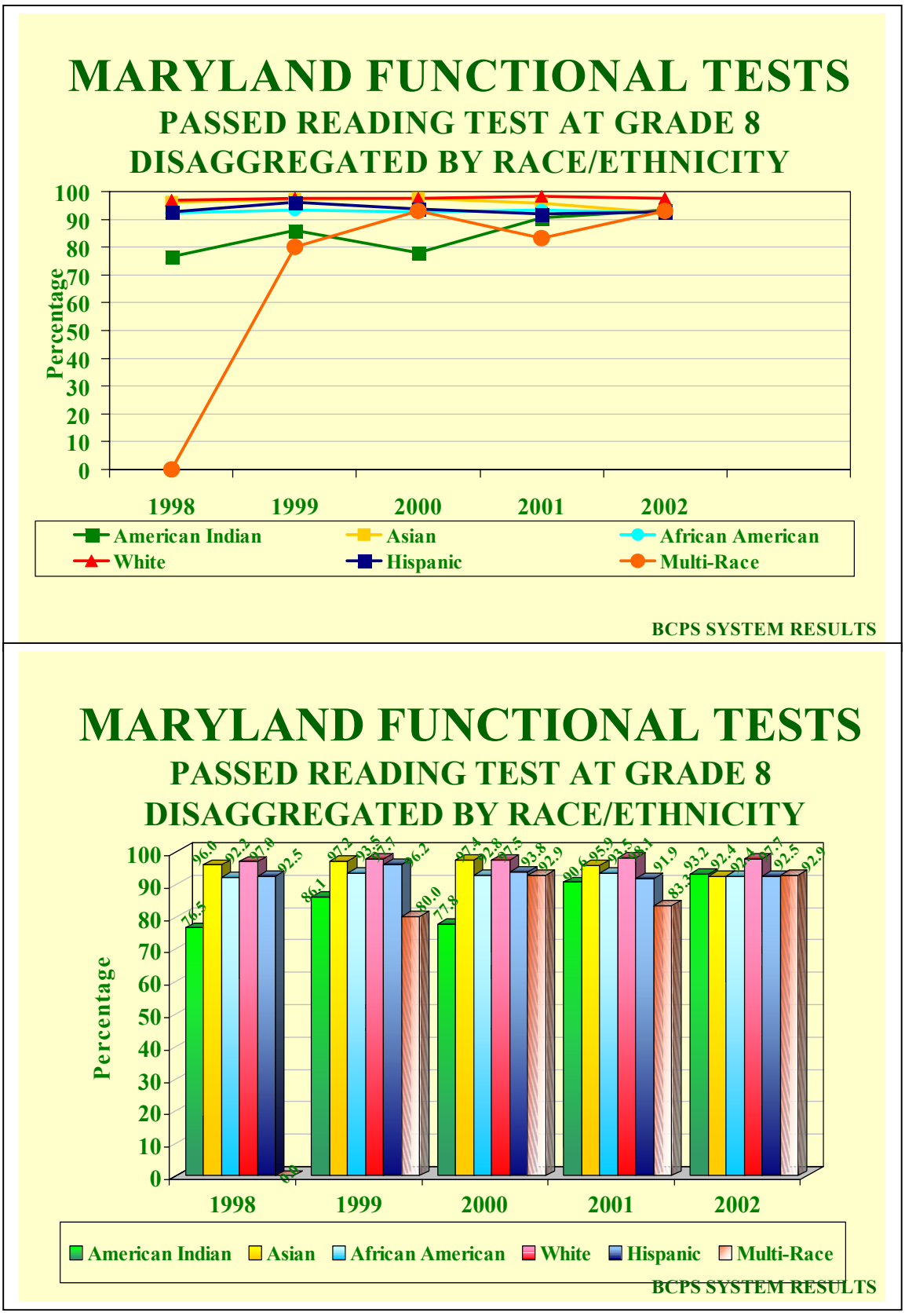

MARYLAND FUNCTIONAL TESTS
PASSED WRITING TEST AT GRADE 8
Percentage
100
80
60
40
20
0
85.7
90.2
88.6
84.1
83.4
1998
1999
2000
2001
2002
BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



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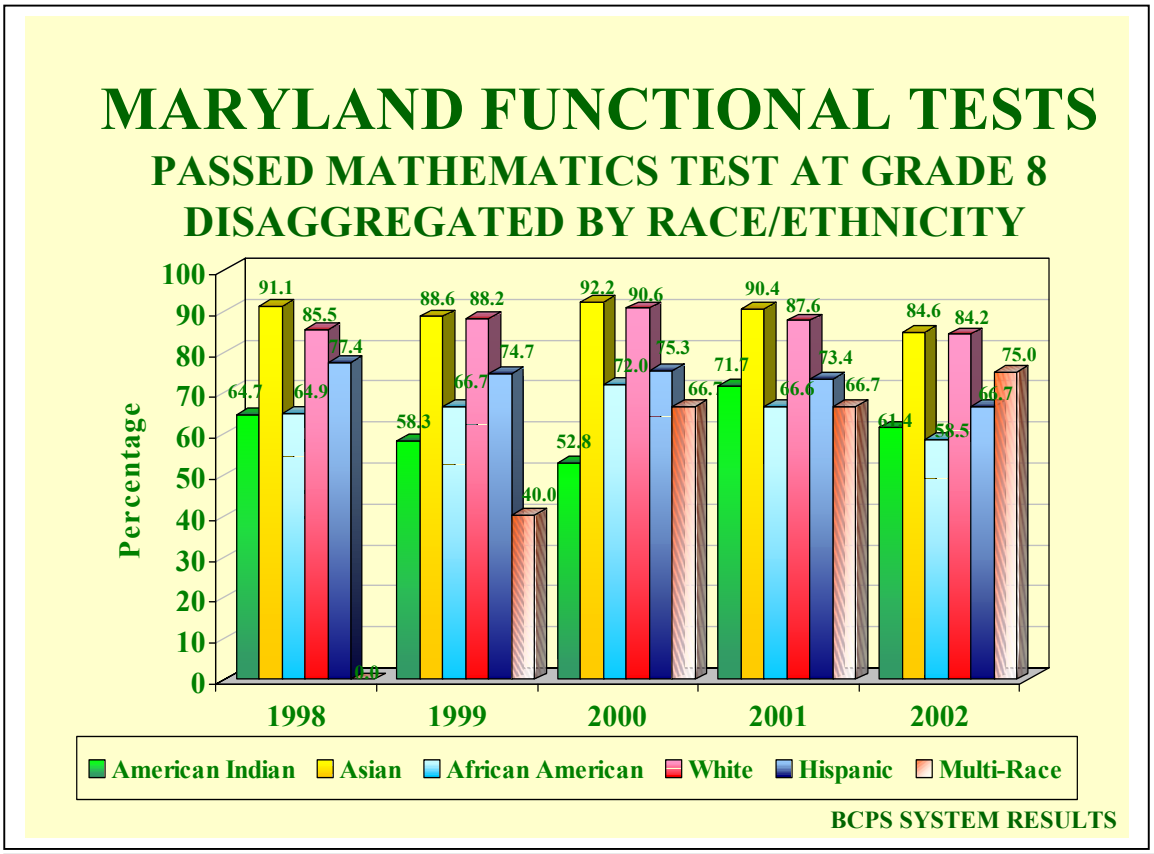


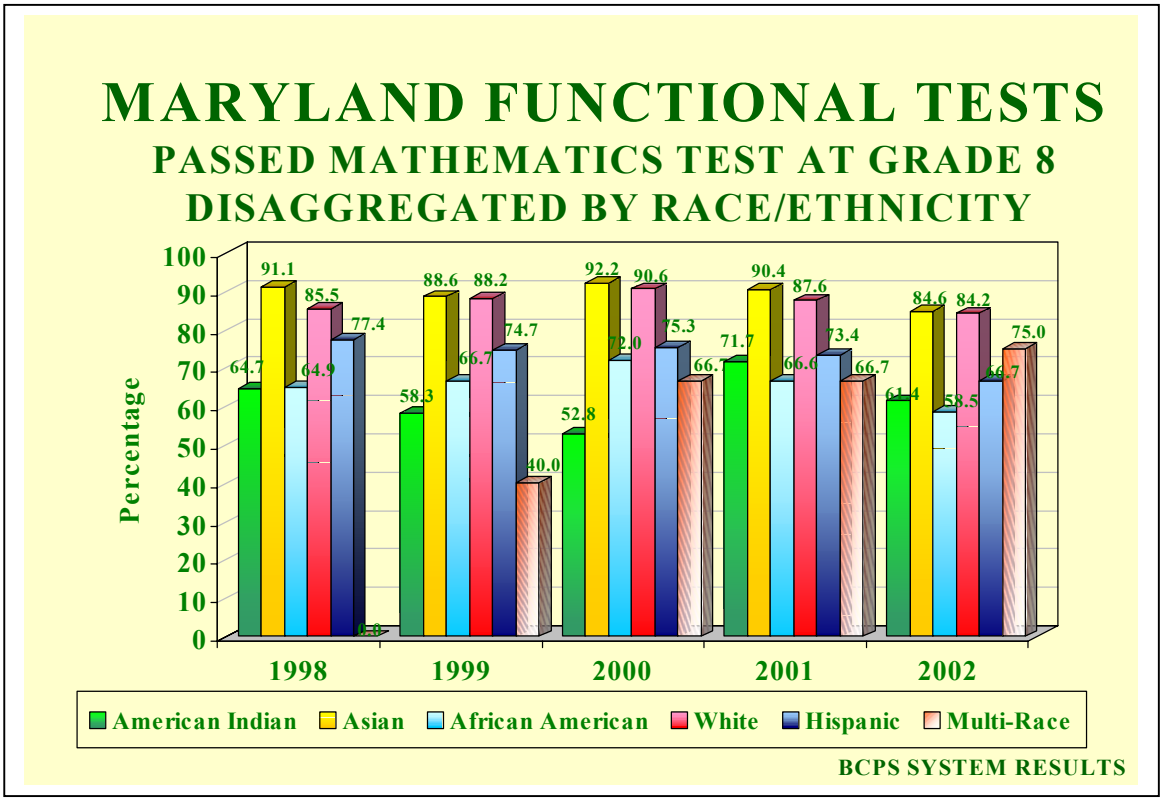

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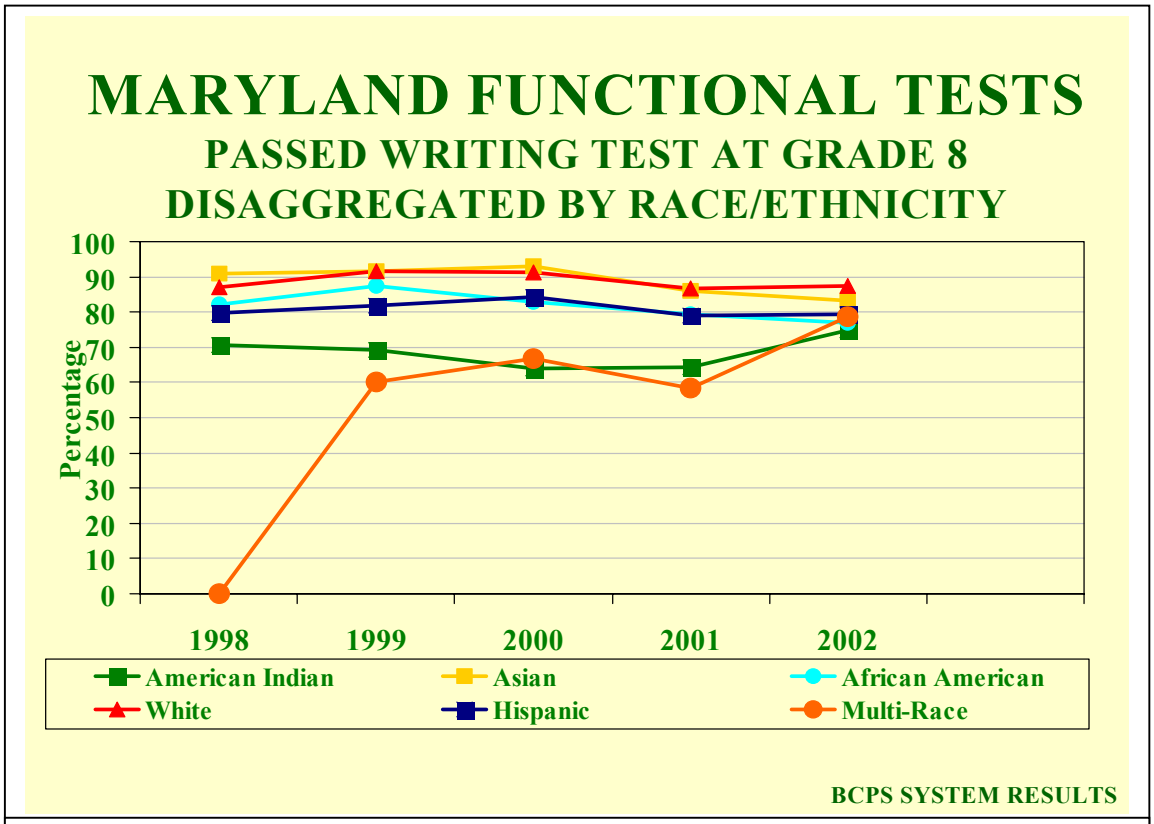


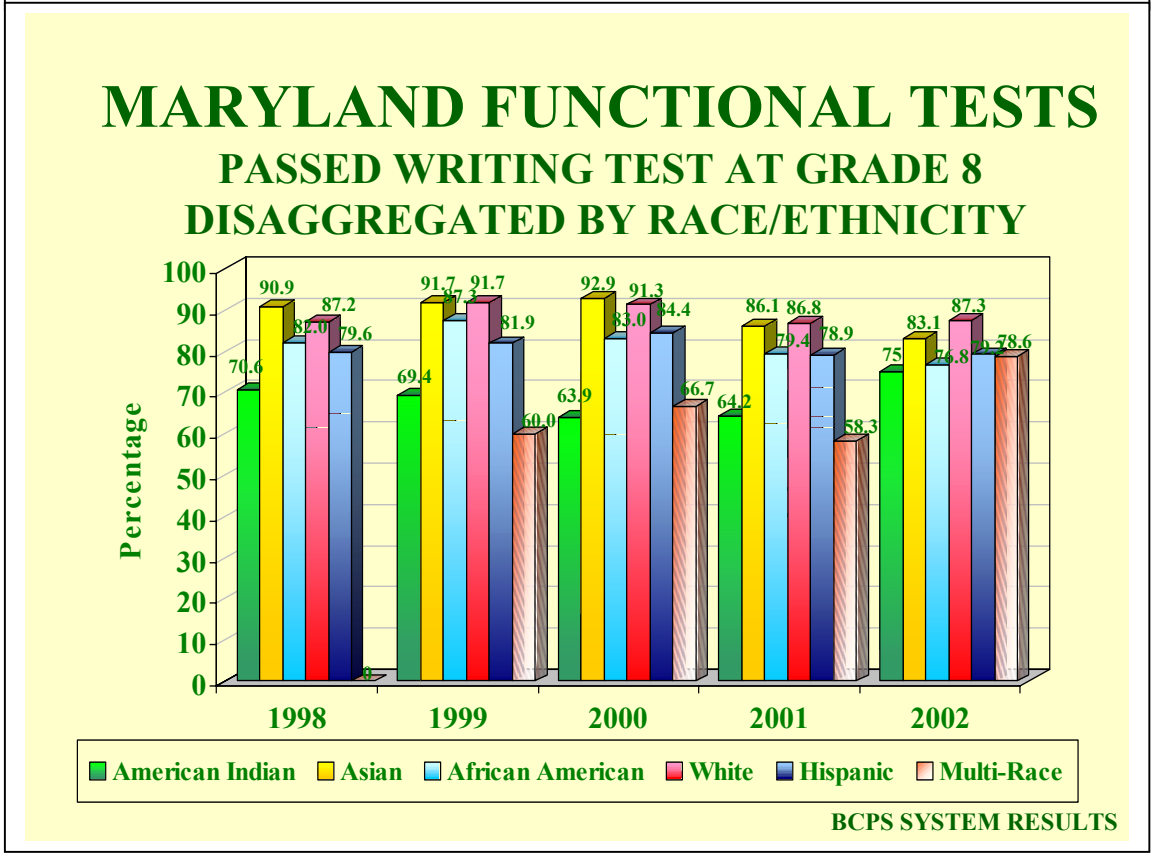

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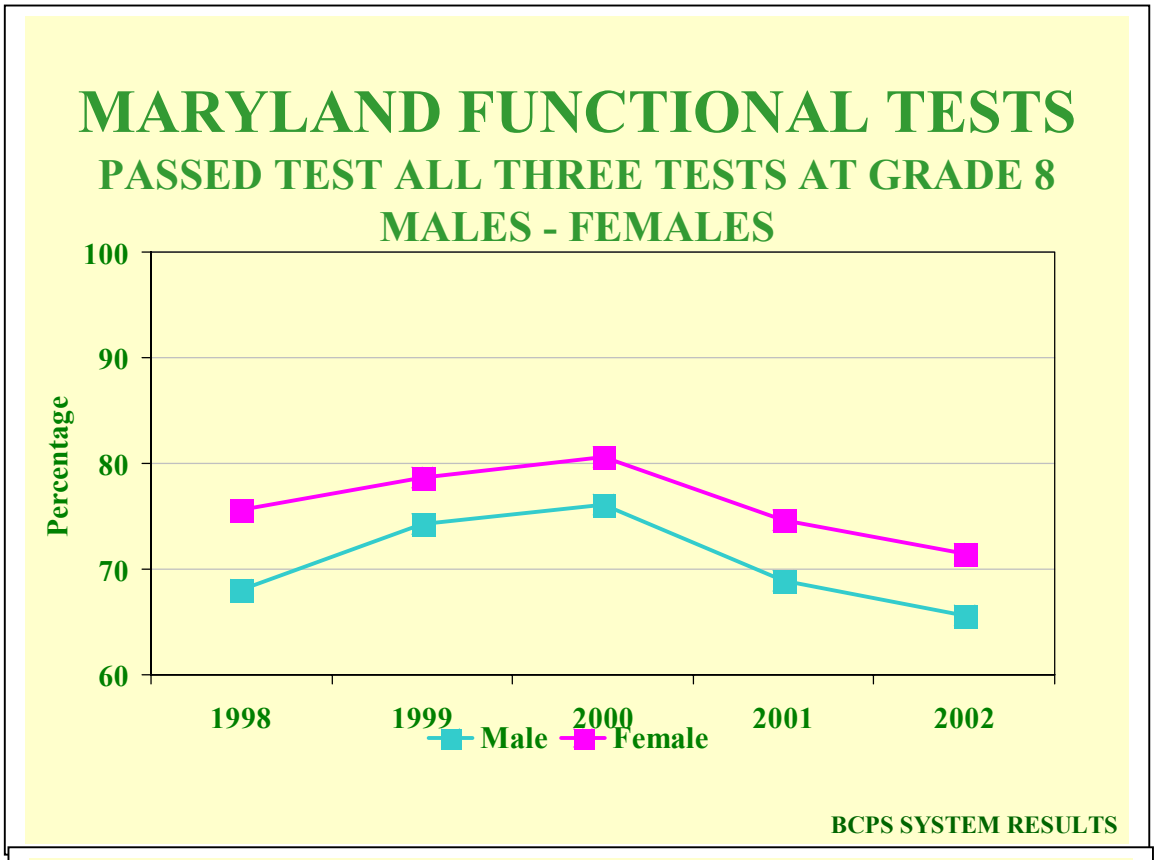


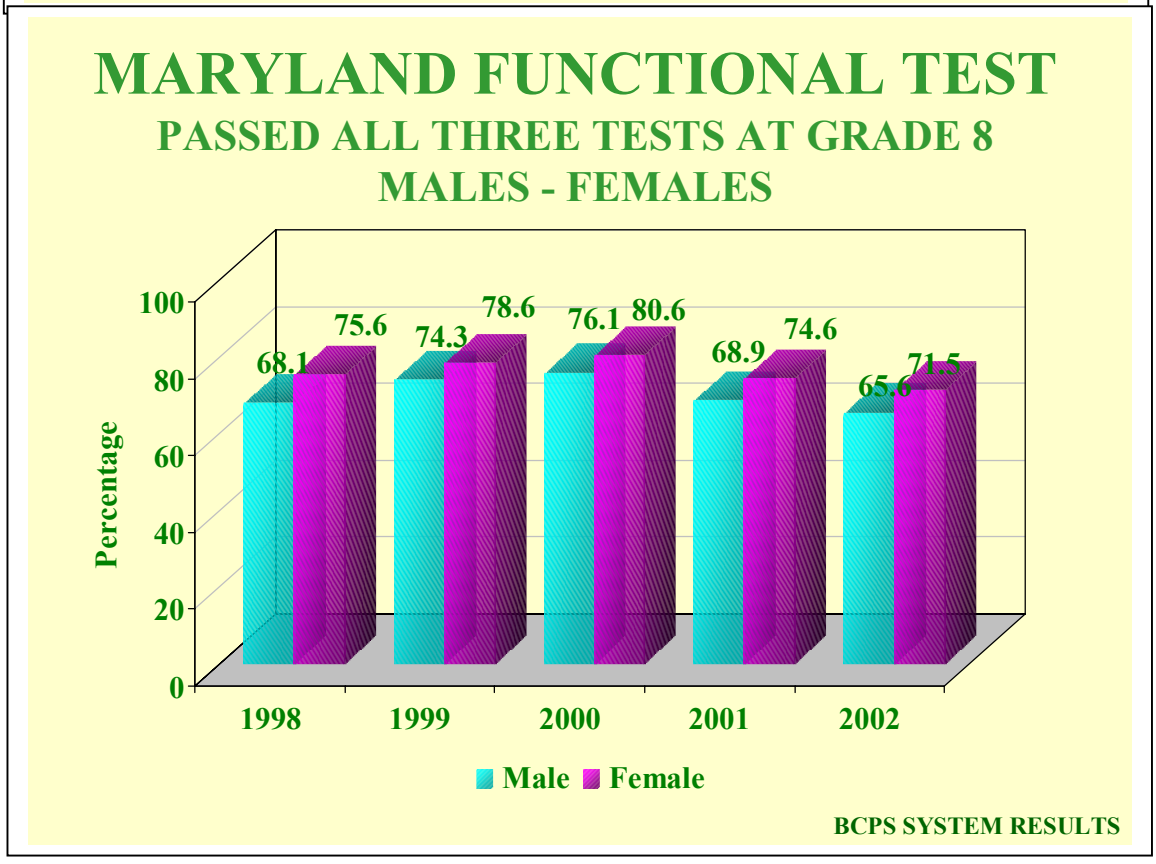

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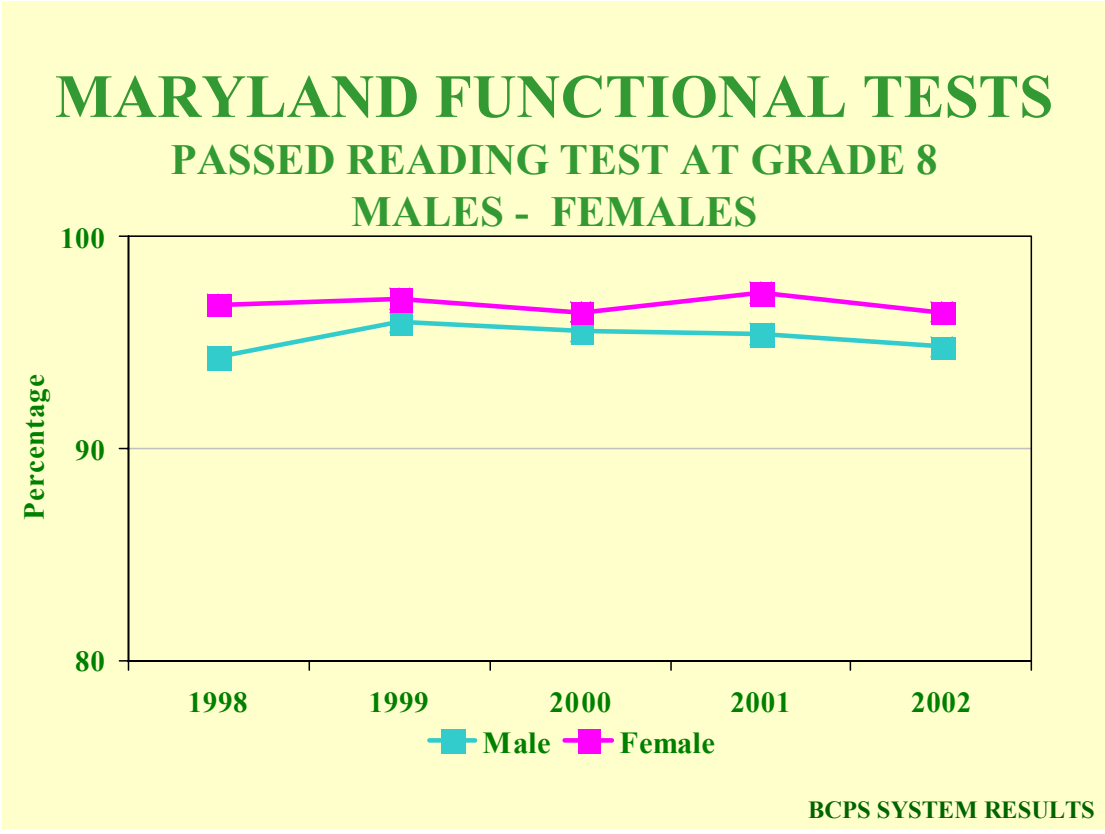


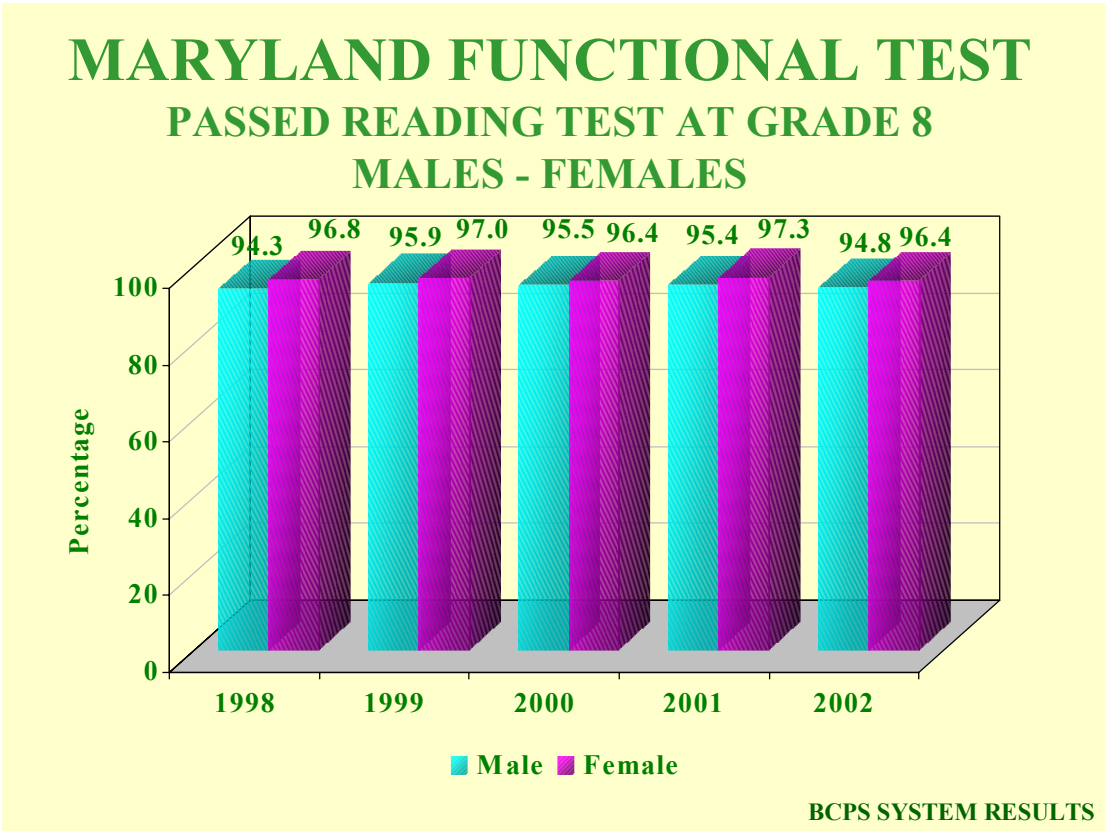

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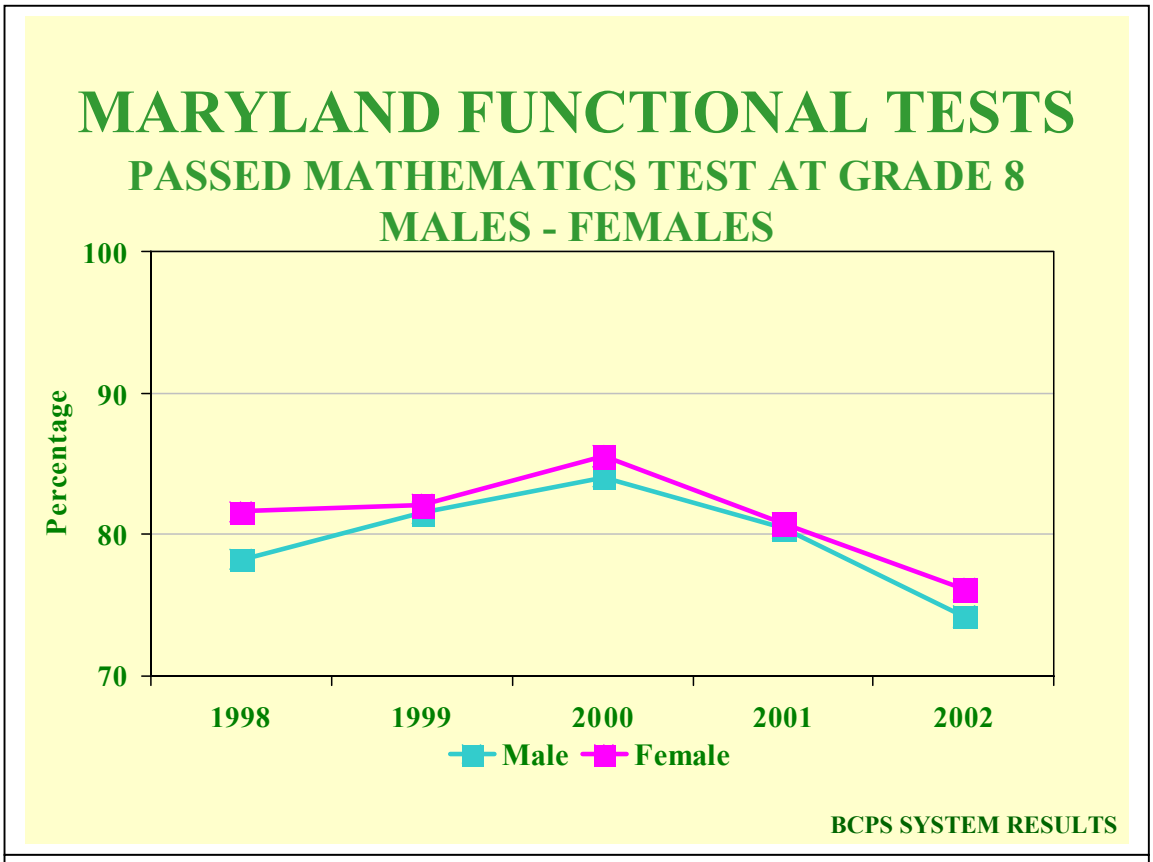


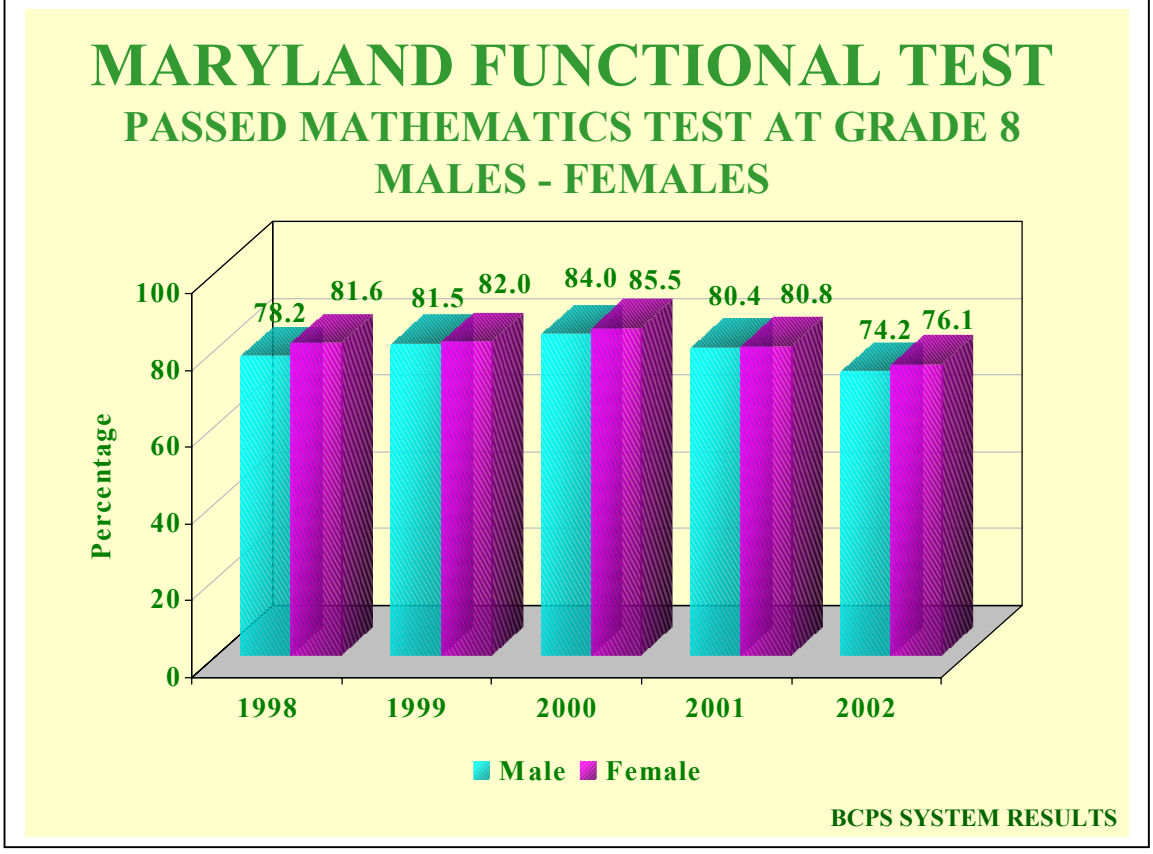

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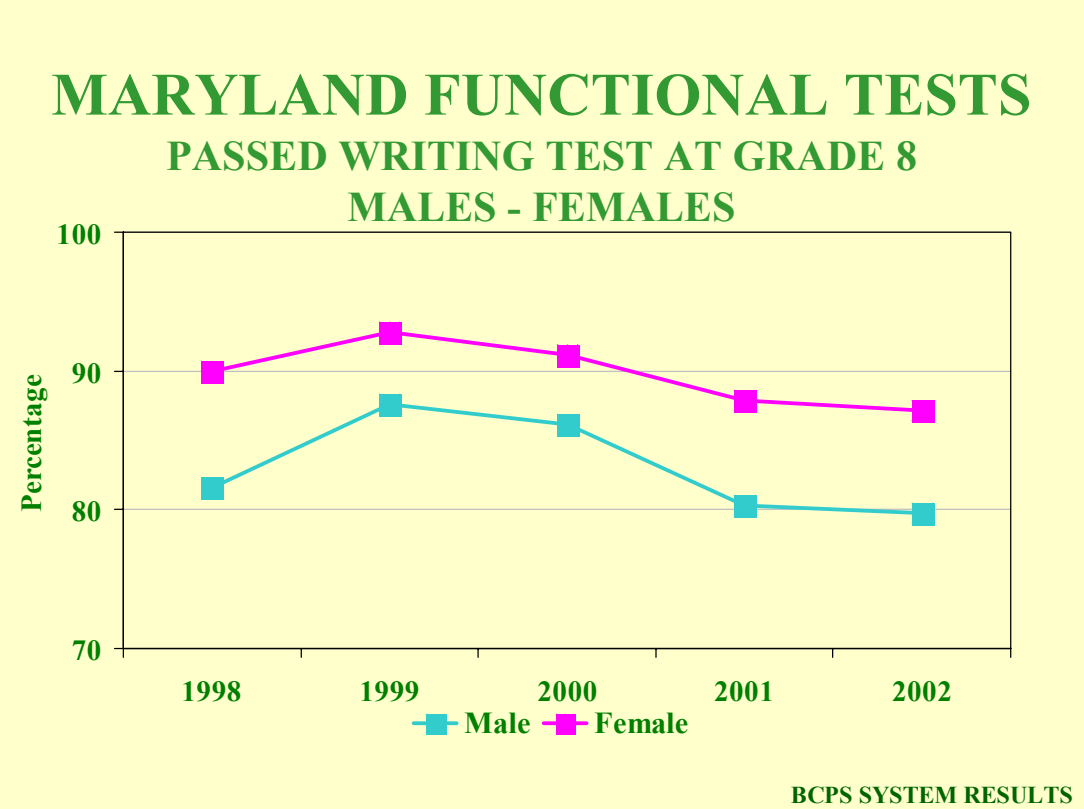
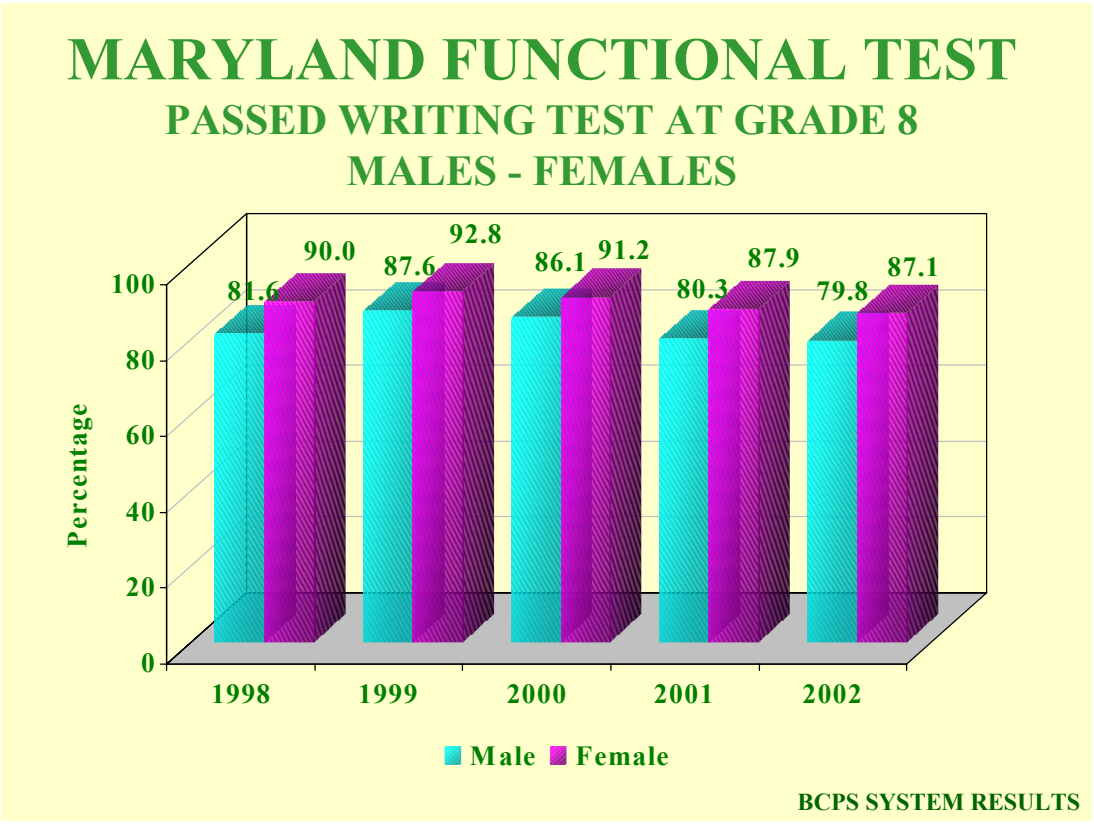


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All high schools will have annual dropout rates of less than 3% (State Standard).

**What is Measured?**

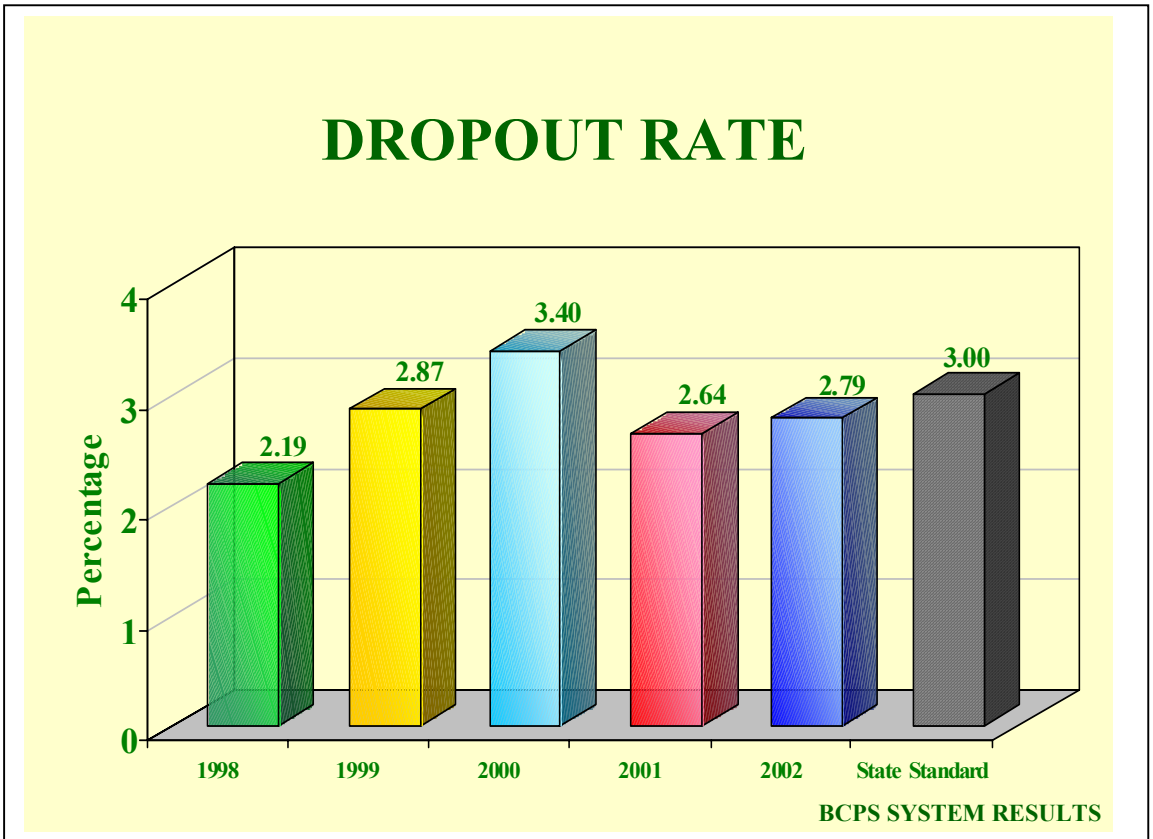
This indicator is measured by the percent of $9^{th}$-$12^{th}$ grade students who dropped out of school during 2001-2002. That is, the students were not pursuing a Maryland high school diploma. Dropout rates, also shown by gender and by race/ethnicity, are compared to the state standard of three percent. Results are shown for the past five years.

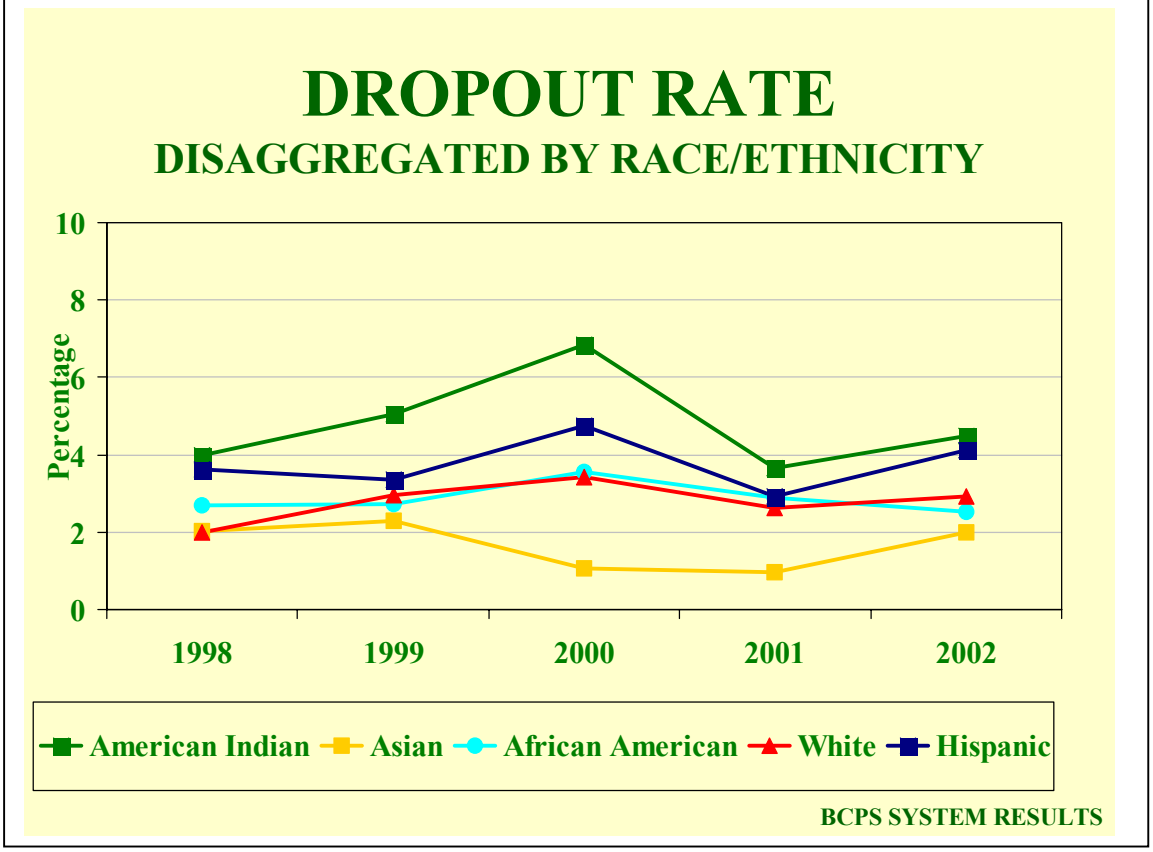
**Results 2001-2002**

- During the 2001-2002 school year, 2.79% of students in grades 9-12 stopped pursuing a Maryland diploma. This figure is better than the state goal of no more than a 3% dropout rate, although higher than the 2000-01 rate of 2.64%.
- BCPS has met the state goal in four out of the last five years.
- When disaggregated by gender, females in grades 9-12 drop out at lower rates than males (females, 2.31% v. males, 3.26%).
- Over the past five years, females have met the state goal of no more than 3% dropouts. Males, however, met the goal only once, in 1997-98.
- When disaggregated by race/ethnicity, the dropout rates for African-American students in grades 9-12 was lower than the rate for white students in 2001-2002 (African-American, 2.51% v. whites, 2.93%).
- African-American students met the state goal of no more than 3% dropouts four out of the past five years.
- White students also met the state goal four out of the last five years.
- Asian students in grades 9-12 have lower dropout rates than whites or African-American students and have met the state goal each of the past five years.
- In 2001-2002, Asian students dropped out at a rate of 1.98%.

**Note:**
The following 2 pages contain detailed graphs of dropout information.

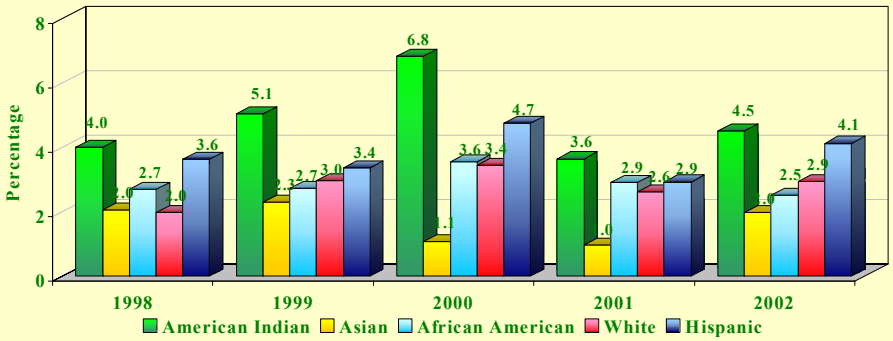
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# DROPOUT RATE

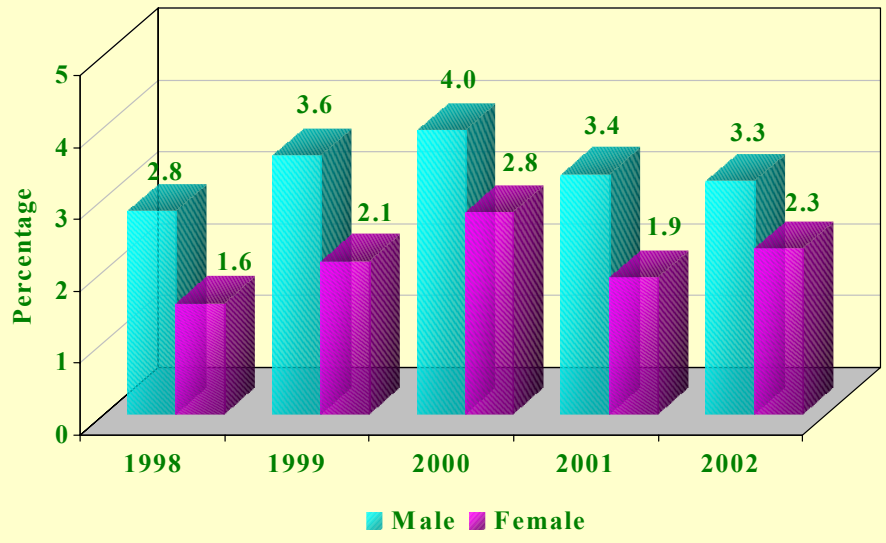
## DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# DROPOUT RATE

## MALES - FEMALES




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9 (County Standard).

The state has not yet established a standard for this test.
Baltimore County Public Schools has developed its own Algebra 1 final exam, using the High School Assessment format.

**What is Measured?**

This indicator is measured by the percent of BCPS students who took the course and passed the county Algebra I final exam by the end of grade 9 in 2001-2002. Pass rates, also shown by gender and by race/ethnicity, are compared with the county standard. Results are shown for three years.

**Results for 2001-2002**

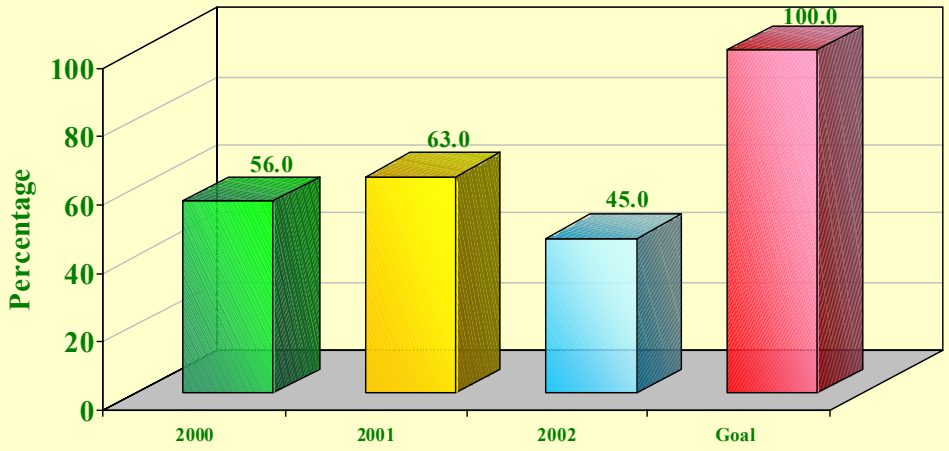
In 2002, the percentage of students passing the final exam dropped 18 percentage points from the previous year. The pass rate for students enrolled in Algebra 1 was 45% in 2002 and 63% in 2001. There was little difference in pass rates of females (46%) and males (44%). When the 2002 data are disaggregated, it can be noted that pass rates dropped for all groups except Asian students. The drop in pass rates for all other groups ranged from 13 to 21 percentage points.

When 2002 data are compared over time, it can be noted that the gains made from 2000 to 2001 have been reversed for all groups except Asian students. Between 2000 and 2002, the percentage of Asian students passing the Algebra I final exam increased by 11 percentage points; for Hispanic students, the pass rate remained unchanged. For all other groups, the decline in 2002 pass rates from 2000 pass rates ranged from 7 to 19 points. (The declines were 19, 15, and 7 percentage points for American Indian, African American, and white students, respectively.)

**Note:**
The following 2 pages contain detailed graphs of Algebra I data.

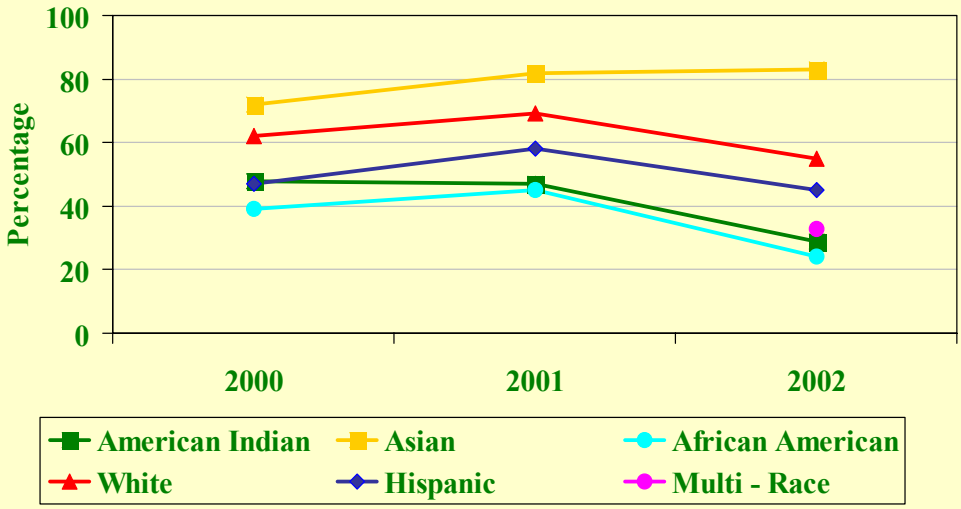
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## ALGEBRA I FINAL EXAM



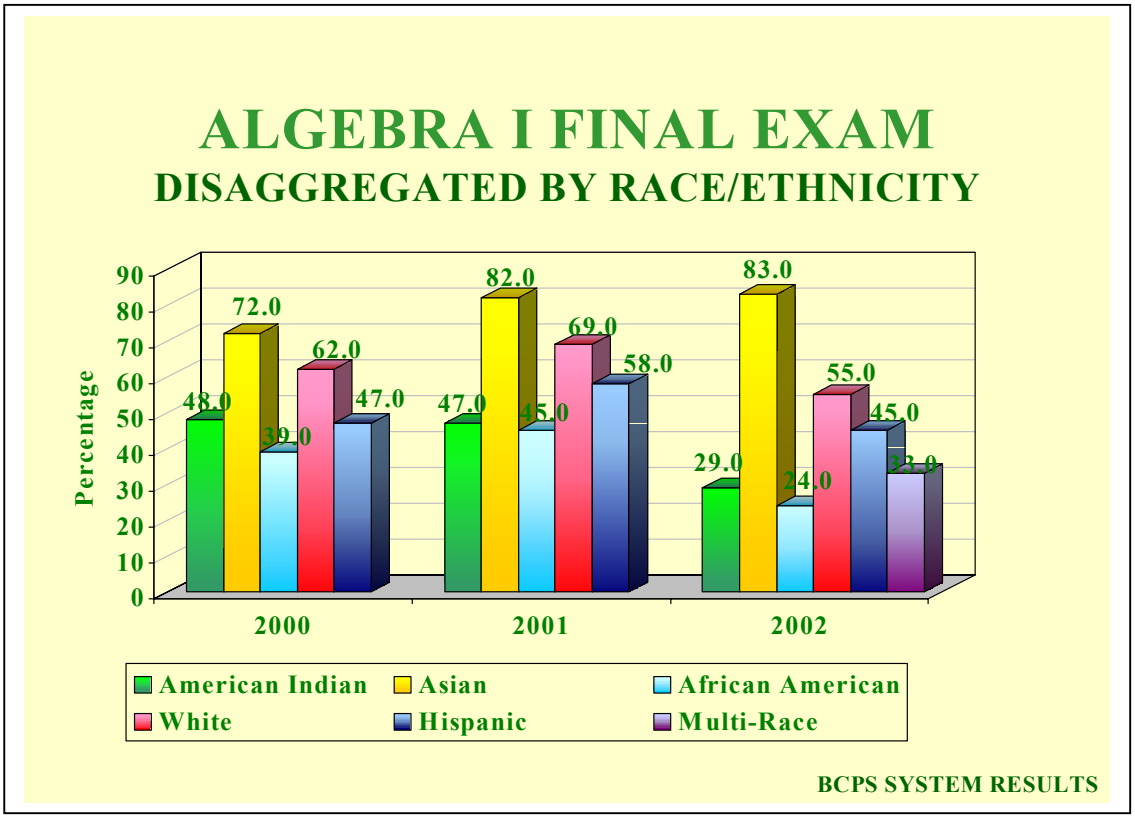

BCPS SYSTEM RESULTS

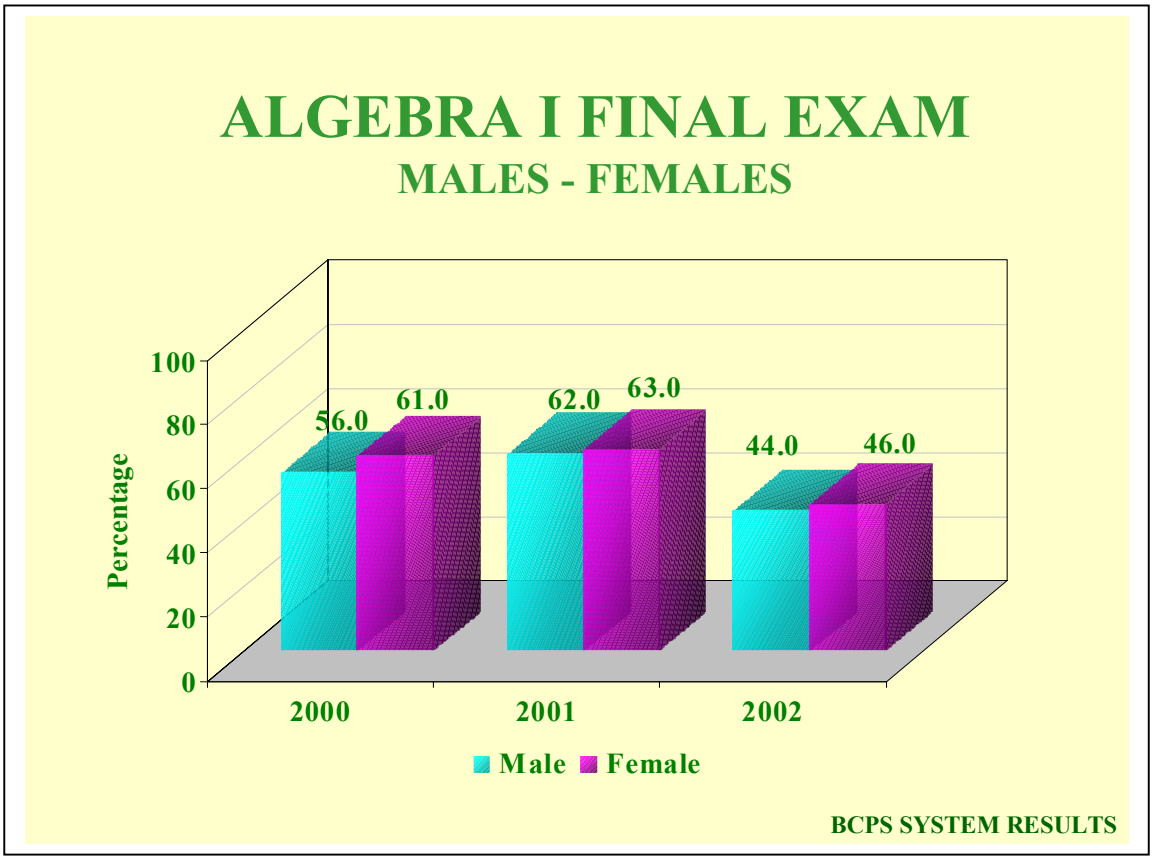
## ALGEBRA I FINAL EXAM
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All students enrolled in Biology, English 9, Government, and Geometry will pass the Maryland High School Assessment for the course on the first attempt (State Standard).

**What is Measured?**

This indicator is measured by the percent of BCPS students who took one or more of these courses and passed the county final exams. Pass rates, also shown by gender and by race/ethnicity, are compared to the county standard. Results are shown for the past three years.

**Results 2001-2002**

In 2001-2002, 66% enrolled in American government, 68% enrolled in biology, 88% enrolled in English 9 and 57% enrolled in geometry passed the final exam. When data are compared for the past three years, the percentage of students passing the previously named final exams increased for all except English 9. (Scores for geometry are reported for the first time in 2002.)

**Biology**

In 2001-2002, 68% of students passed the final exam. The pass rates represent a 6-point increase from the previous year (2001) and an 8-point increase from 2000. The pass rate for female students was 71% and for male students, 65%. When data are disaggregated by race/ethnicity, pass rates by student group range from 47%-78%. When compared to the previous year (2001), pass rates increased for all groups.

**English**

The percentage of students who passed the English 9 exam in 2001-2002 (88%) decreased from previous years. In 2001, the pass rate was 90% and in 2002 the pass rate was 91%. The 2002 pass rate for female students was 88% and the pass rate was 85% for male students. The 2002 pass rates range from 79% to 95% among student groups when data are disaggregated. Pass rates were most stable for students representing Asian and white groups.

**American Government**

The rate of students passing the American government final exam in 2002 (66%) increased 2 percentage points from the previous year (64%). In 2002, the pass rate for female students was 69% and the pass rate for male students was 63%. Overall, students are improving their pass rates for this exam. When data are disaggregated by race/ethnicity, pass rates for all student groups in 2002 range from 52% to 85%. Over the past three years, the pass rates have been increasing for most students.

**Geometry**

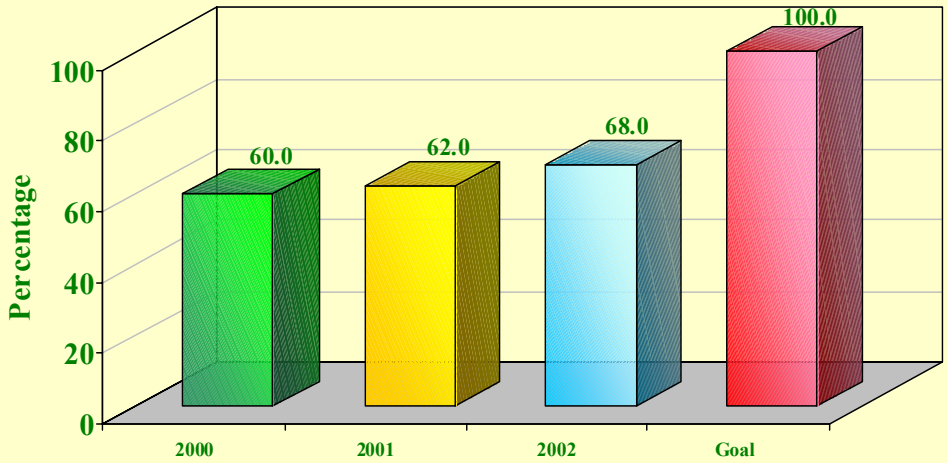
Geometry pass rates were reported for the first time in 2002. The pass rate for 2002 was 57% for all students and 57% for both male and female students. The pass rates ranged from 35% to 75% for all disaggregated groups. The strongest pass rates were for Asian (75%) and the weakest pass rates were for African American students (44%).

**Note:**

The following 8 pages contain detailed graphs of final exams data.

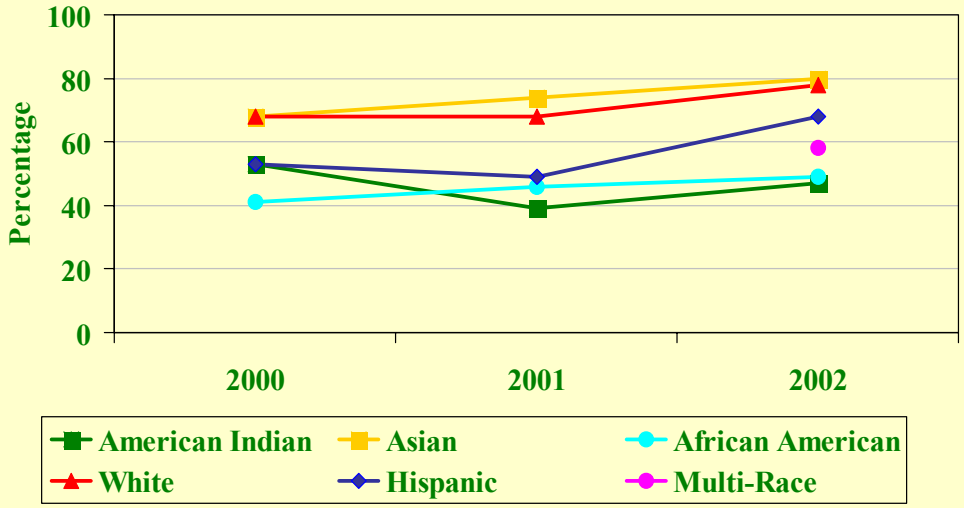
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## BIOLOGY FINAL EXAM



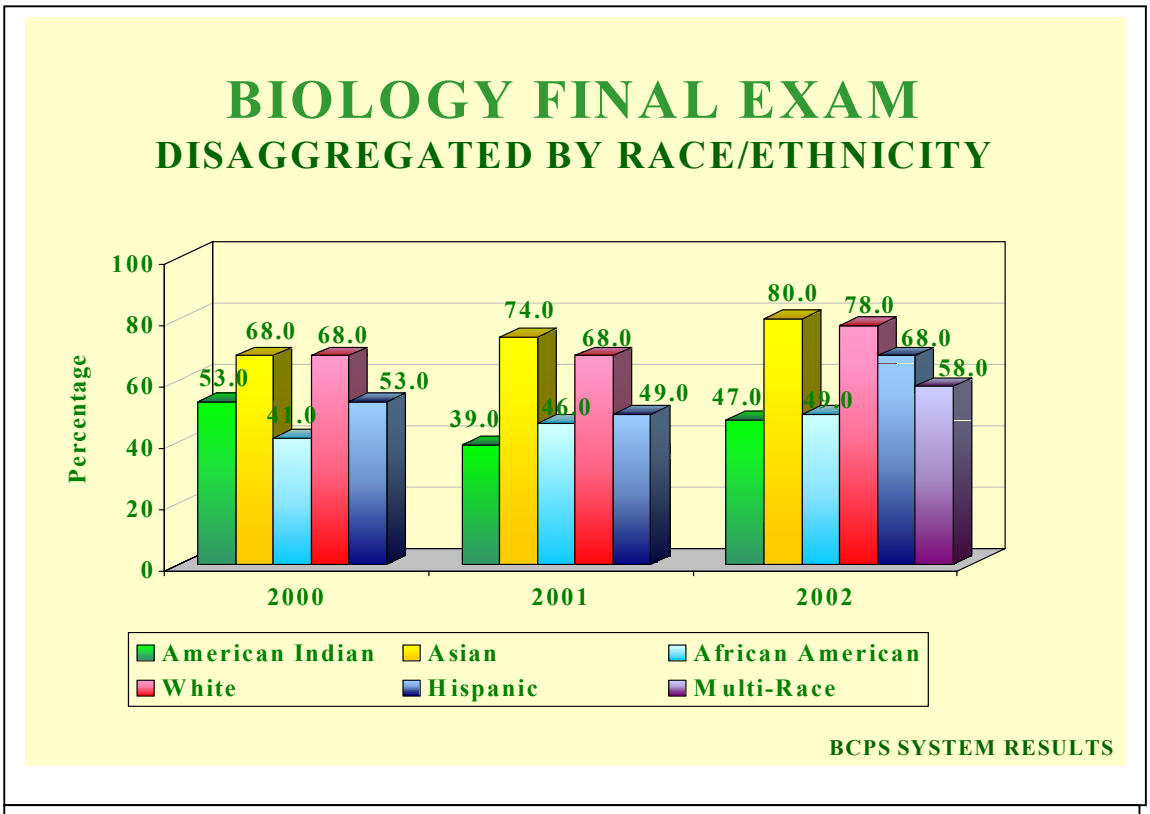

BCPS SYSTEM RESULTS

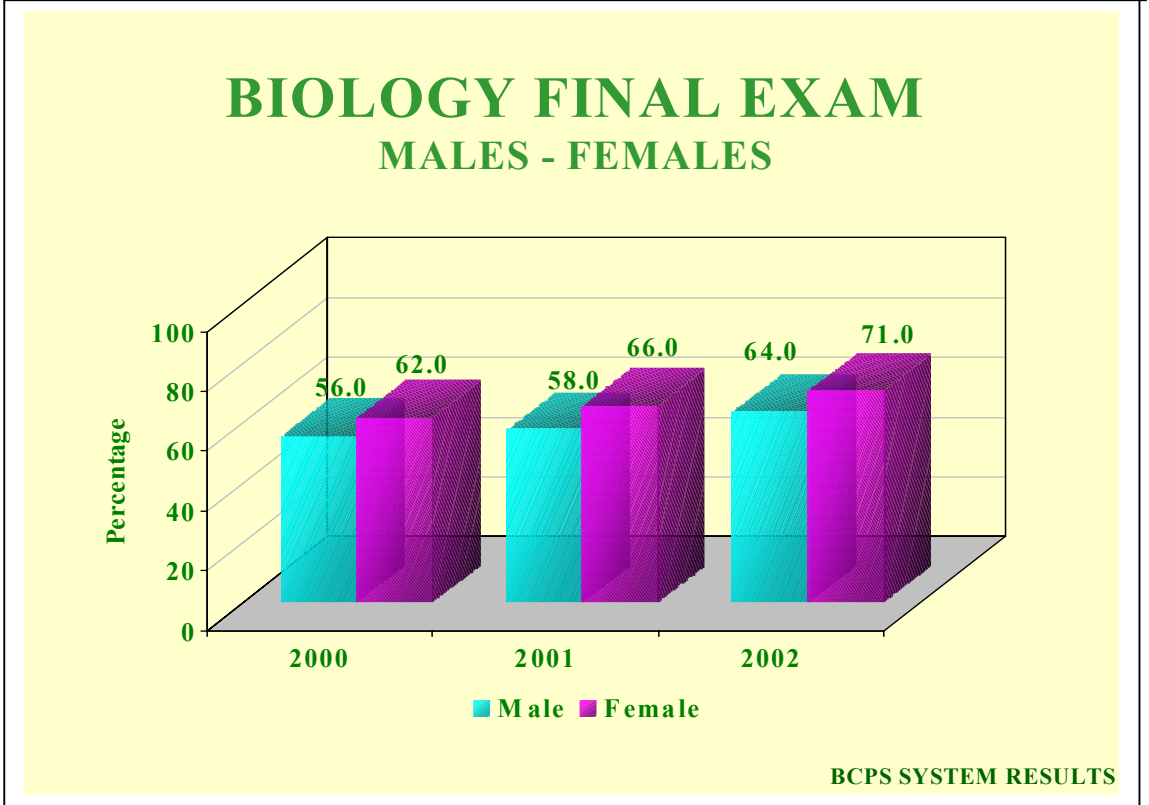
## BIOLOGY FINAL EXAM
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

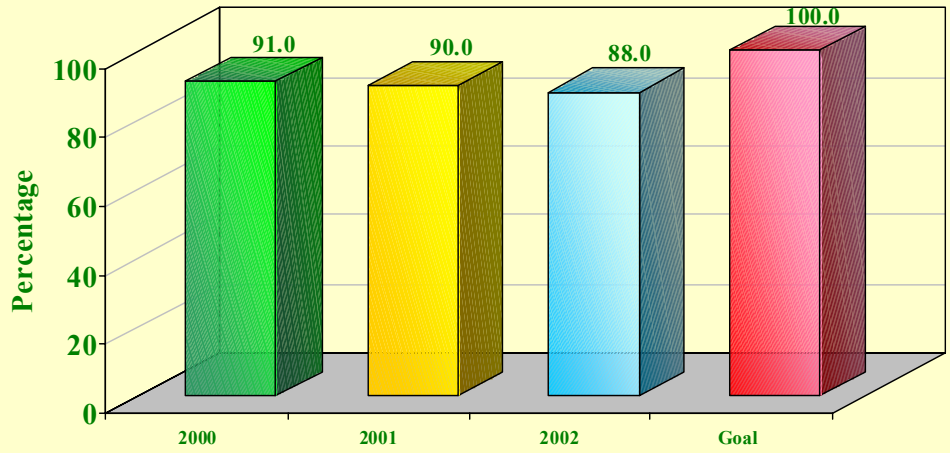
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



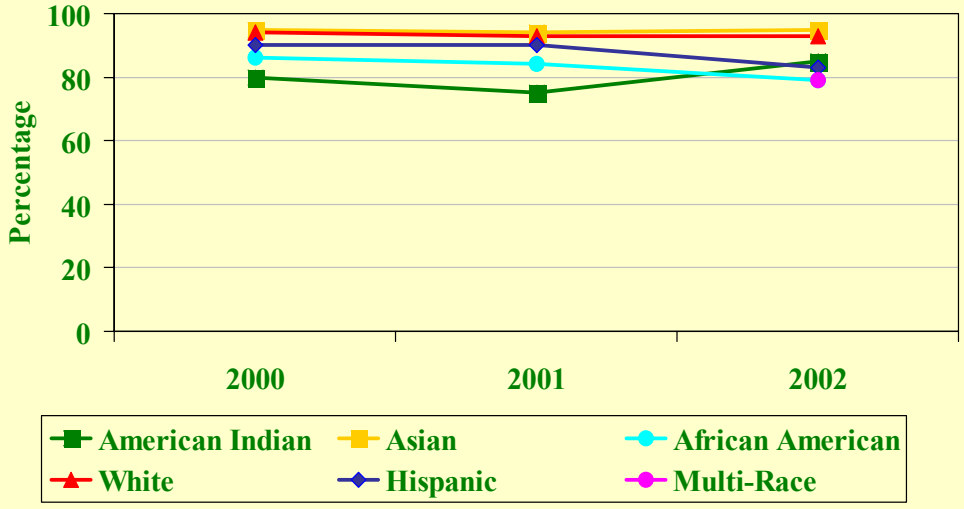
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## ENGLISH 9 FINAL EXAM



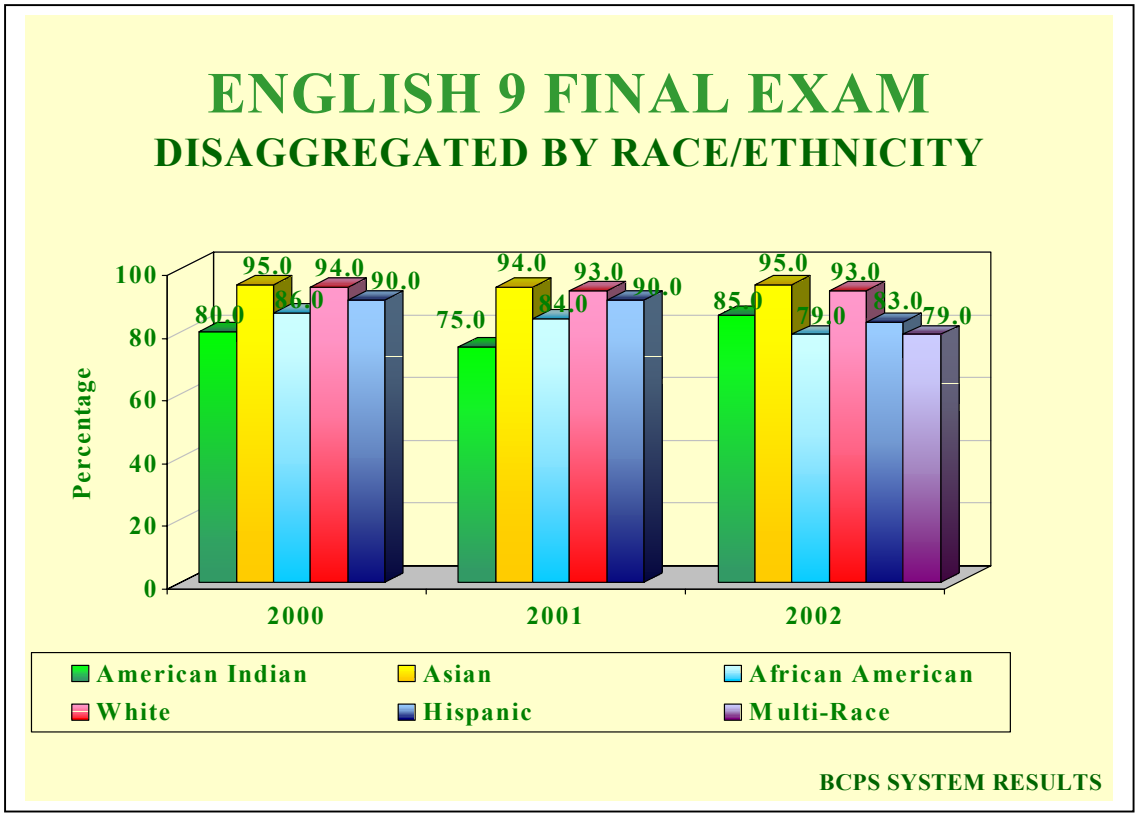

BCPS SYSTEM RESULTS

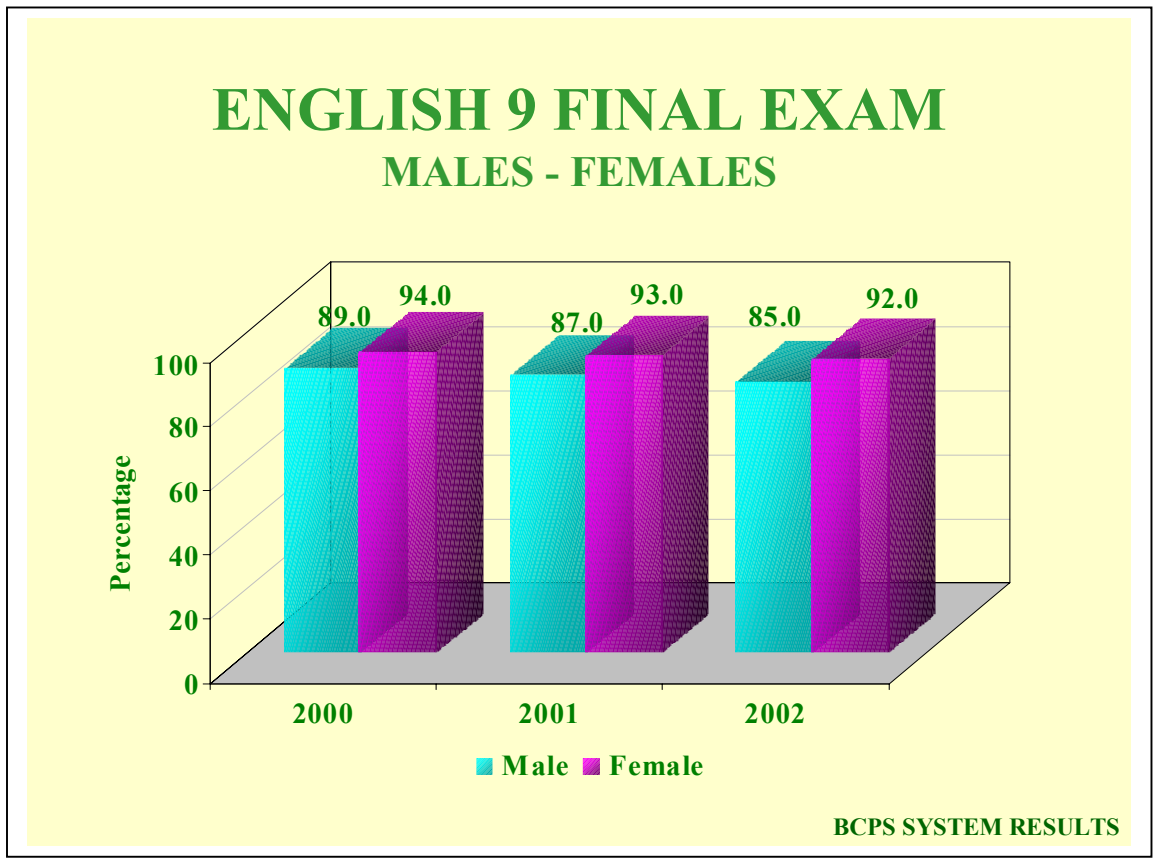
## ENGLISH 9 FINAL EXAM
### DISAGGREGATED BY RACE/ETHNICITY



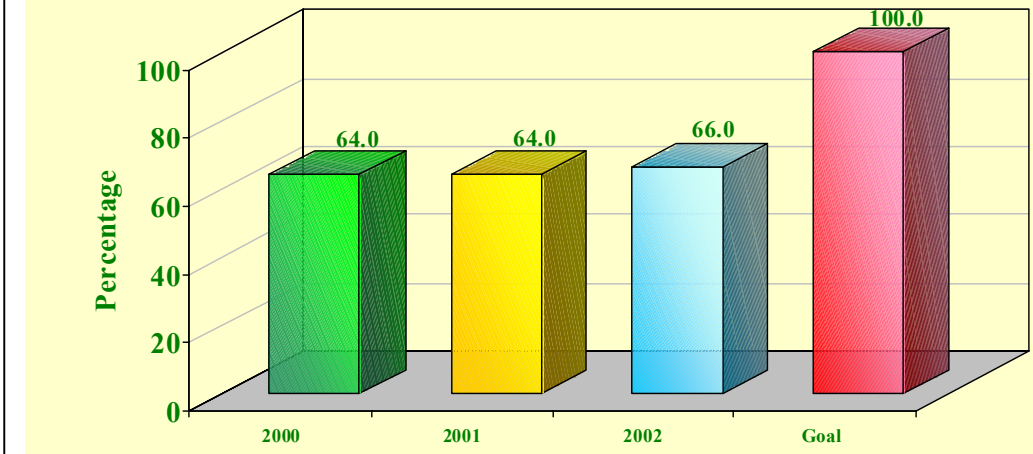

BCPS SYSTEM RESULTS

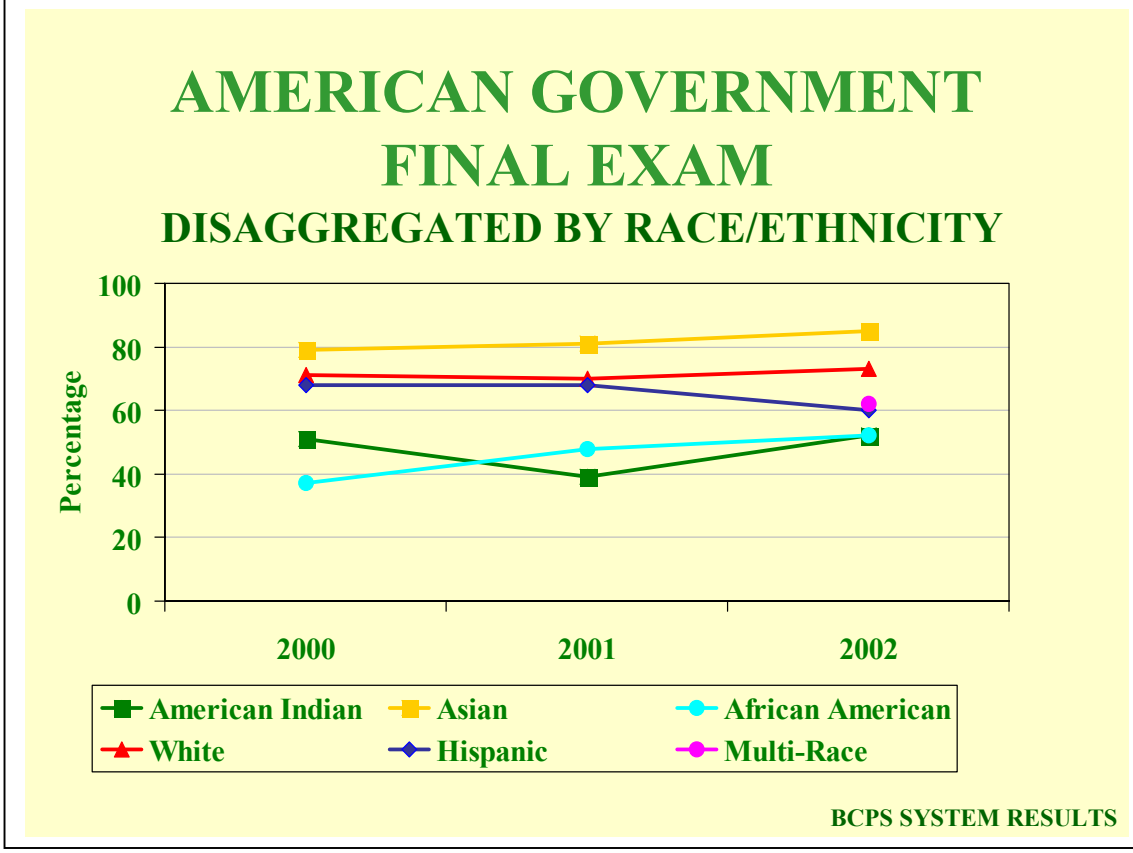
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



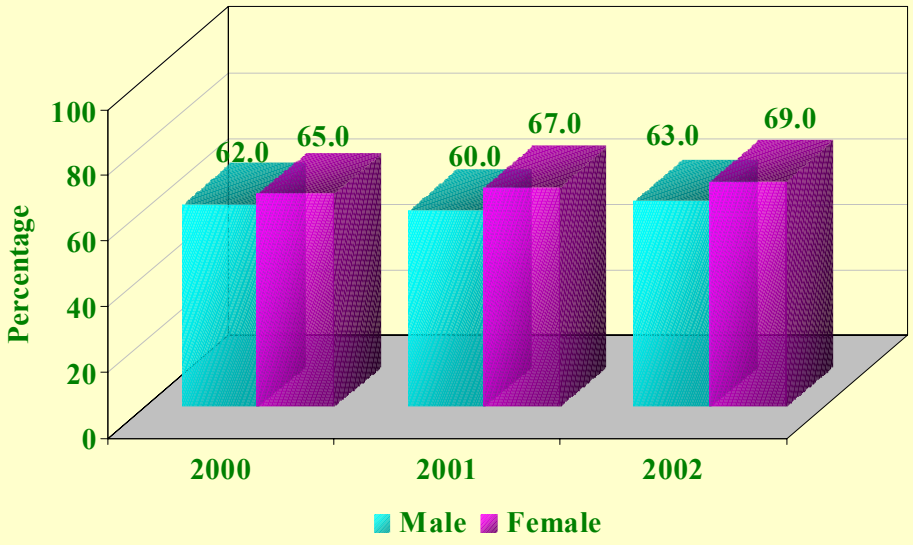
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# AMERICAN GOVERNMENT FINAL EXAM

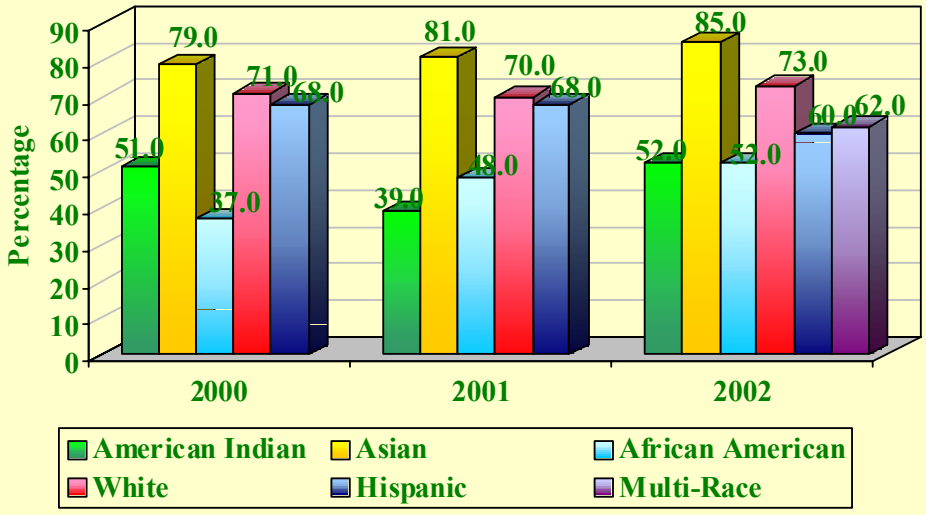
## MALES - FEMALES




BCPS SYSTEM RESULTS

# AMERICAN GOVERNMENT FINAL EXAM

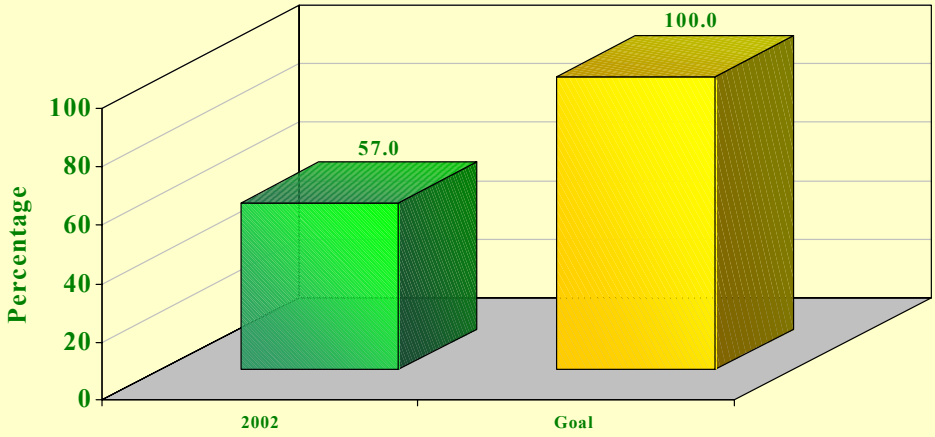
## DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

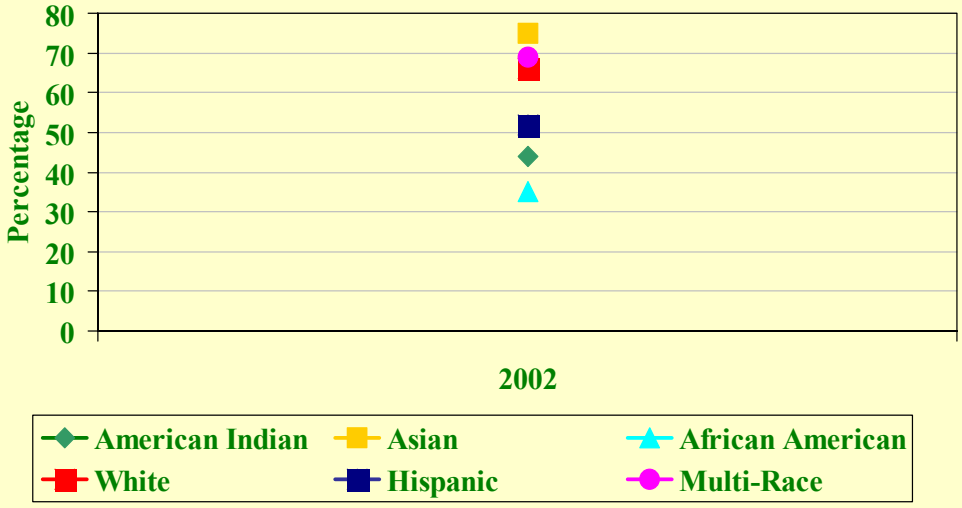
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## GEOMETRY FINAL EXAM



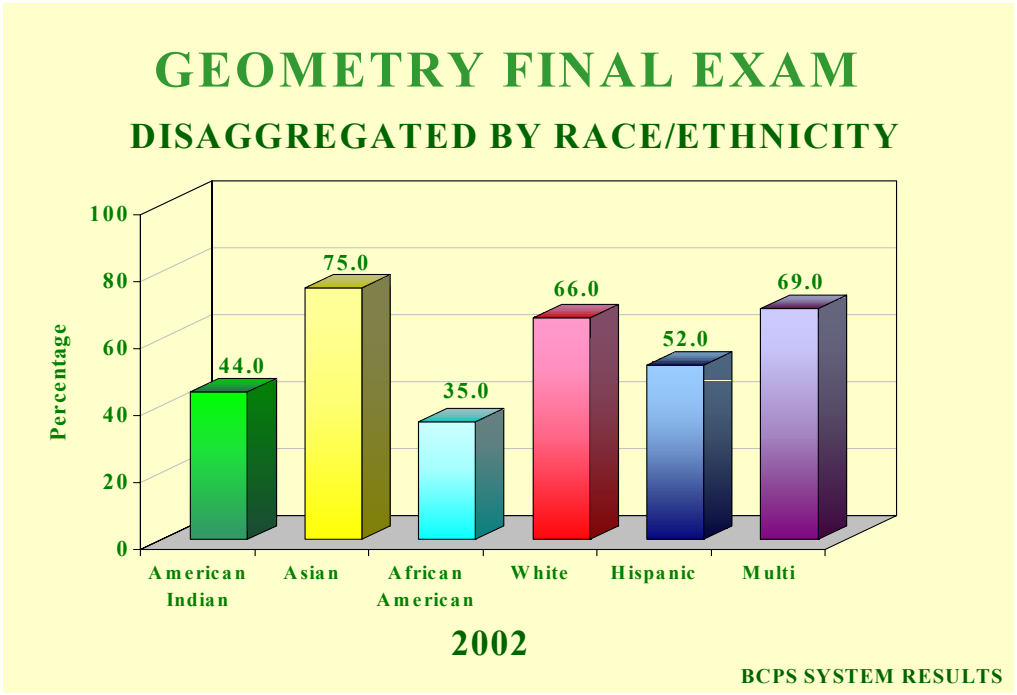

BCPS SYSTEM RESULTS

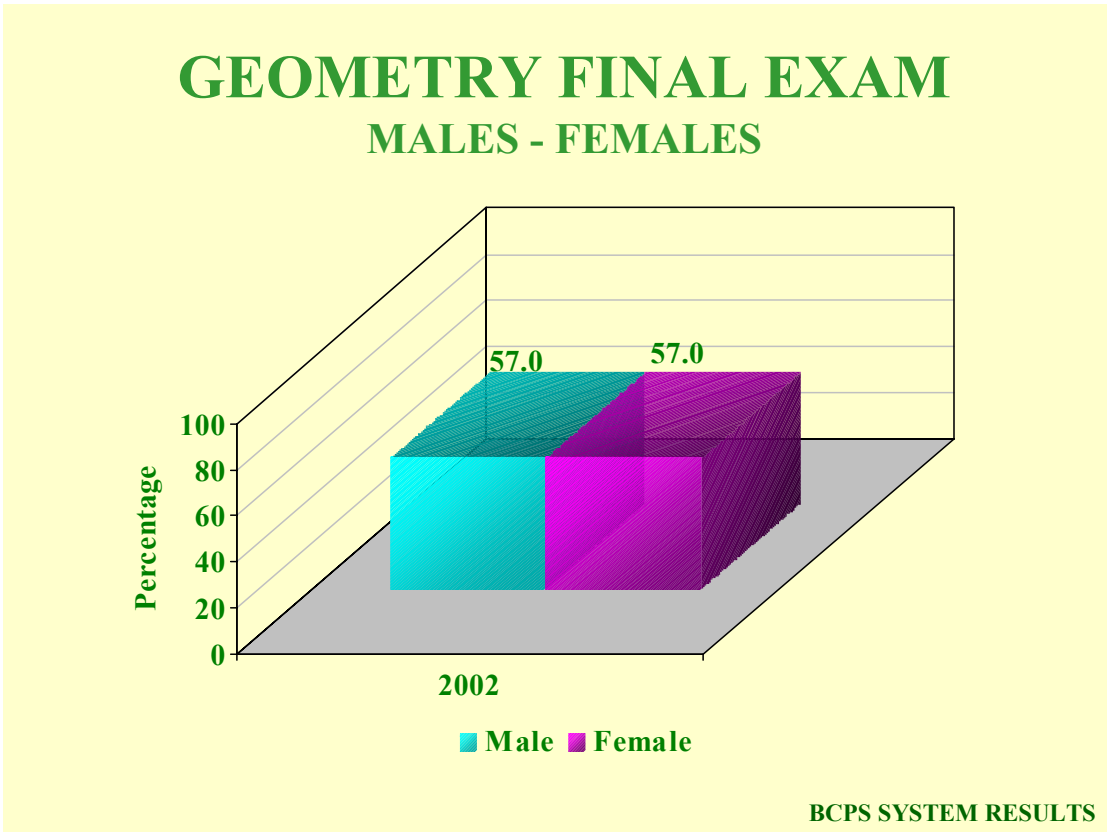
## GEOMETRY FINAL EXAM
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## All high schools will have participation rates of at least 7% and mean passing rates for Advanced Placement examinations that exceed the national mean passing rate (County Standard).

**What is Measured?**

The participation rate is the percent of grades 9-12 students who took at least one AP exam during 2001-2002. Passing rate is the percent of AP exams that achieved scores of 3, 4, or 5 out of 5 for exams taken during 2001-2002. Results shown by gender and race/ethnicity, are compared to the county standards.

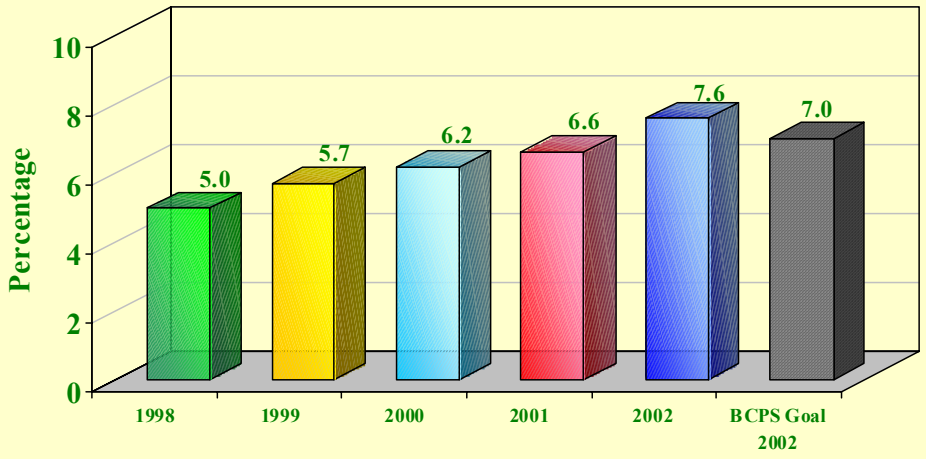
**Results for 2001-2002**

- In 2001-2002 students passed 71.8% of their AP exams, compared with a global pass rate of 63.0%.
- The 2001-2002 pass rate was the fourth consecutive annual increase for BCPS.
- When subdivided by gender, 75% of the AP exams taken by males in 2001-2002 were passed compared with 69% of the exams taken by females. The gender difference has been relatively consistent for the past five years.
- When subdivided by race/ethnicity, 75% of the AP exams taken by white students in 2001-2002 were passed compared with 72% of the exams taken by Asian students, and 37% of the exams taken by African-American students. The racial differences have been relatively consistent over the past five years.
- In 2001-2002, the AP participation rate reached 7.3% for students, exceeding the county goal for the first time.
- When subdivided by gender, 6.6% of males in grades 9-12 and 8.5% of the females in grades 9-12 took one or more AP exams. The female participation rate has exceeded the county goal of 7% for three consecutive years. The male participation rate, while not yet reaching the goal of 7%, has shown annual increases for the past five years.

**Note:**
The following 4 pages contain detailed graphs of Advanced Placement data.

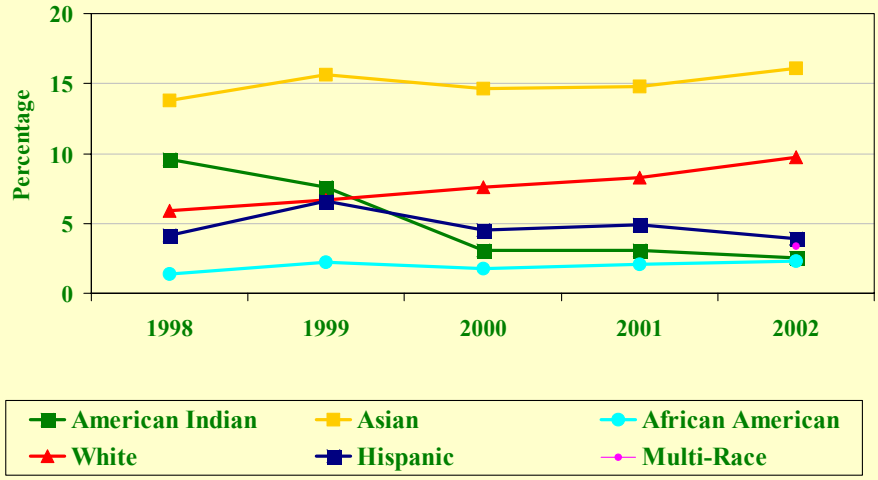
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## ADVANCED PLACEMENT PARTICIPATION RATE




BCPS SYSTEM RESUL

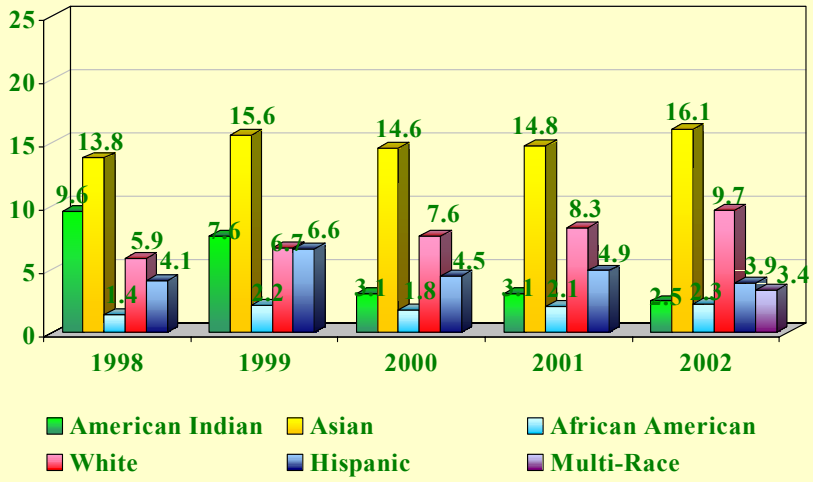
## ADVANCED PLACEMENT PARTICIPATION RATE
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

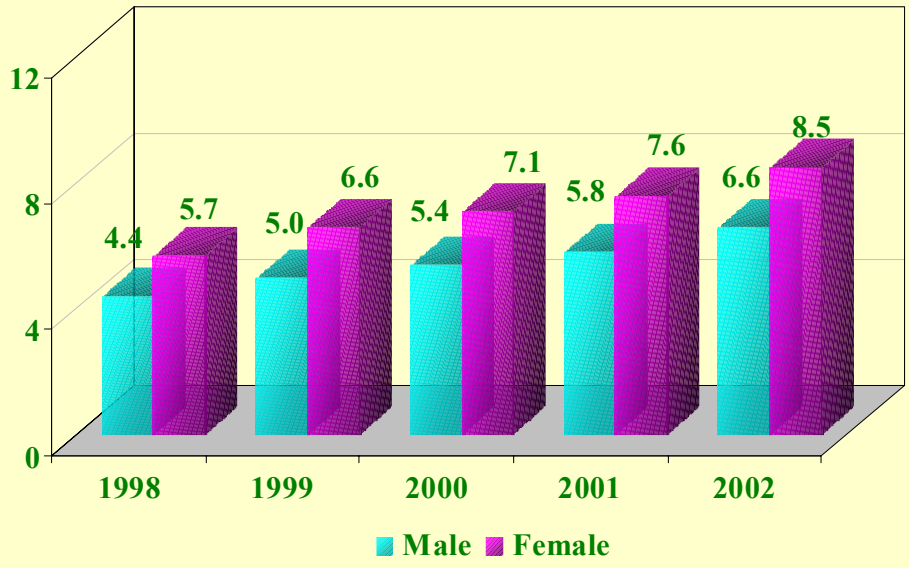
# ADVANCED PLACEMENT PARTICIPATION RATE

## DISAGGREGATED BY RACE/ETHNICITY




# ADVANCED PLACEMENT PARTICIPATION RATE

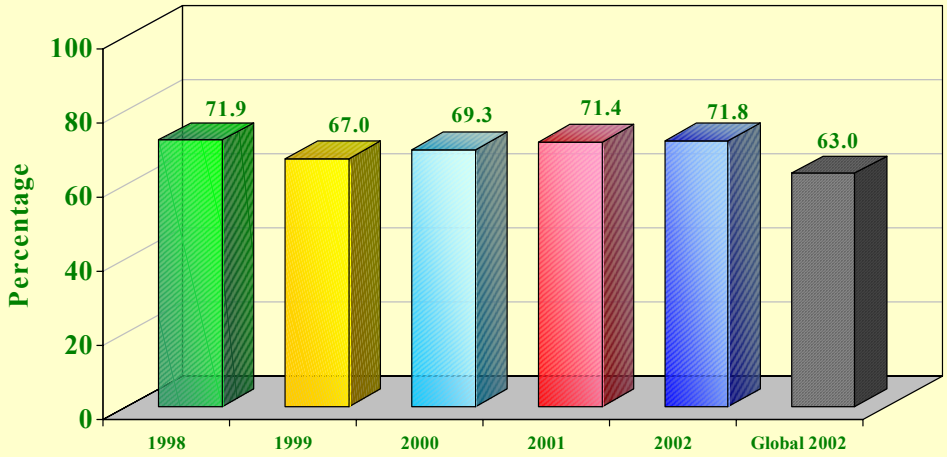
## MALES -FEMALES




BCPS SYSTEM RESULTS

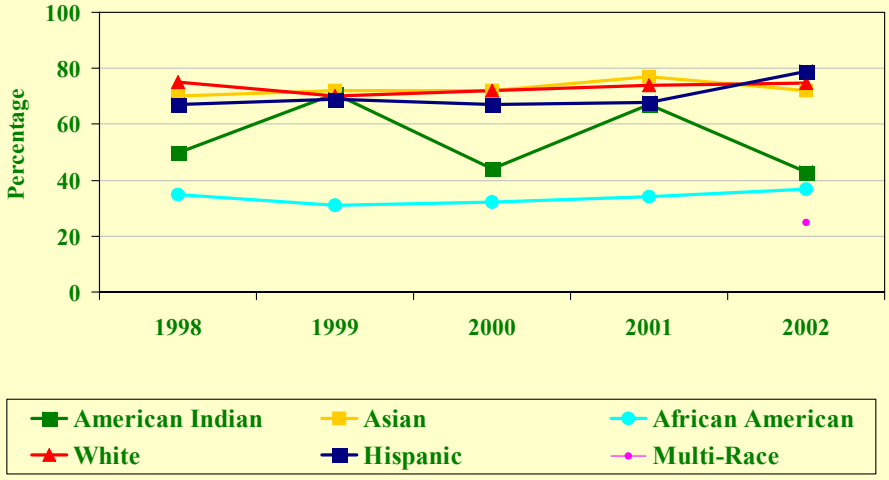
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## ADVANCED PLACEMENT PERCENT PASSED



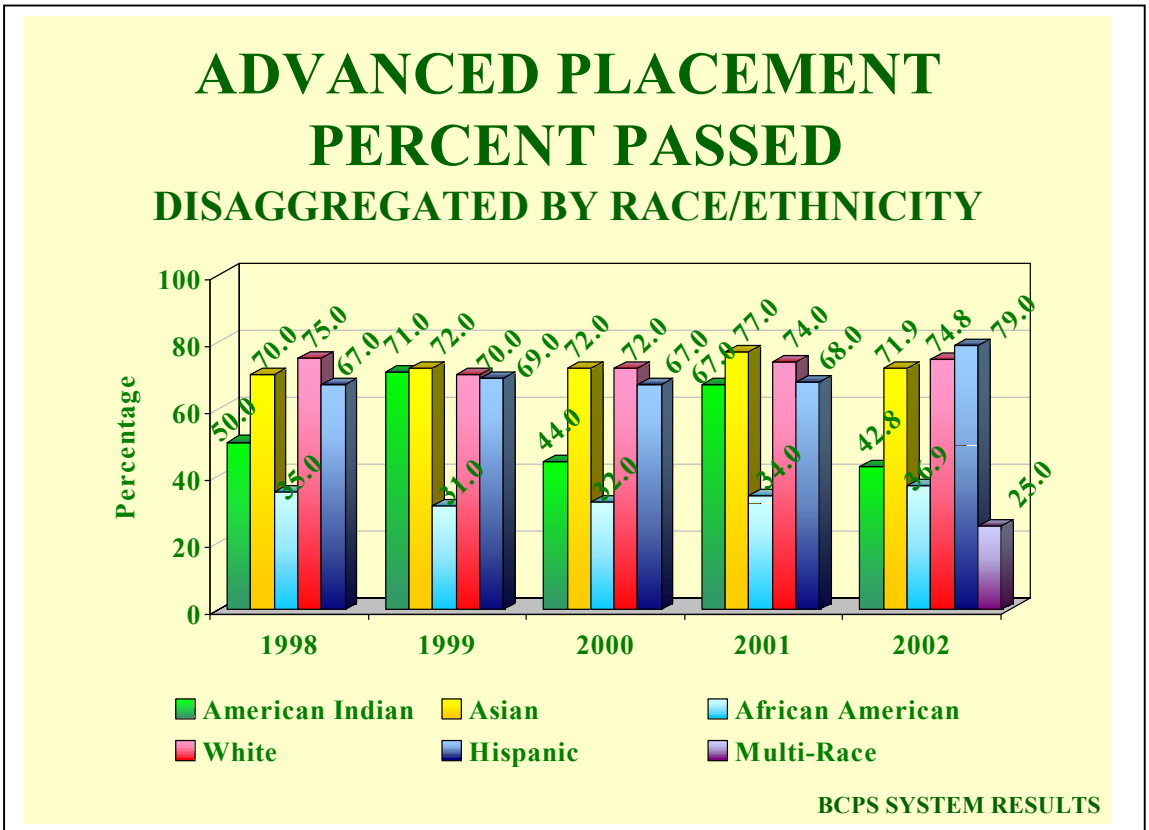

BCPS SYSTEM RESULTS

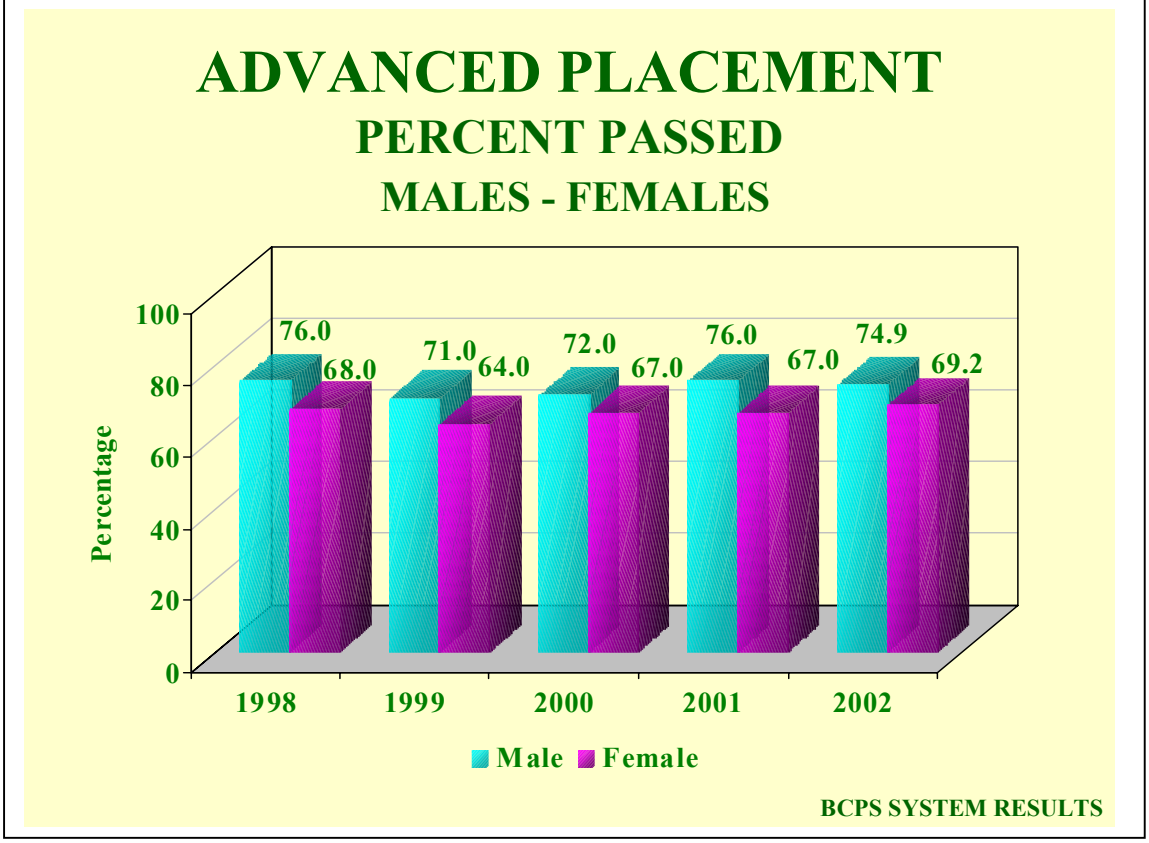
## ADVANCED PLACEMENT PERCENT PASSED
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All high schools will have participation rates and mean verbal and mathematics scores for the SAT that exceed the national participation rate and mean verbal and mathematics scores (County Standard).

**What is Measured?**

SAT combined verbal and mathematics scores are measured. The participation rate is the percent of 12th grade students in 2001-2002 who took the SAT sometime during their high school career. The mean SAT verbal and math scores are the average SAT scores for seniors in the class of 2002. If a student took the SAT more than once, College Board includes only the most recent administration. Results, also shown by gender and race/ethnicity, are compared with the county standard. Results are shown for the past five years.

**Results for 2001-2002**

SAT scores for the class of 2002 increased over 2001 by 9 points in verbal and by 11 points in math to reach levels of 515 in verbal and 526 in math. These gains followed the growth in scores in 2001 over 2000 by 10 points in verbal and by 14 points in math. This two-year jump succeeded a period of level or declining scores. The class of 2000 had dropped below the national average; the class of 2002 exceeded the national average, thus meeting the county goal. When sub-grouped by gender, males in the class of 2002 scored somewhat higher than females in verbal (518 v. 512) and considerably higher in math (547 v. 508). Over the past five years, verbal scores by gender have been relatively close, with females scoring slightly higher in 1998 and virtually the same in 2000. The difference in verbal scores between females and males increased in 2001 and 2002. In math, males have scored consistently higher than females over the last five years. In 1998, the difference was 27 points (516 v. 489), while in 2002 the difference was 39 points (547 v. 508).

When sub-grouped by race/ethnicity, white students score the highest on the SAT verbal, followed by Asian students, and then by African-American students (class of 2002: white, 540; Asian, 516; African-American, 440). On the SAT math, Asian students score highest, followed by white students, and then by African-American students (class of 2002: Asian, 575; white, 556; African-American, 426). The scores of white, Asian, and African-American students have increased since 1998 (Verbal: 18 points for African-American students, 14 points for white students, and 21 points for Asian students. Math: 24 points for African-American students, 25 points for white students, and 13 points for Asian students). The gap between the races in SAT scores, however, has remained virtually the same this year, amounting to 100 verbal points between African-American and white students and 130 math points between African-American and white students.

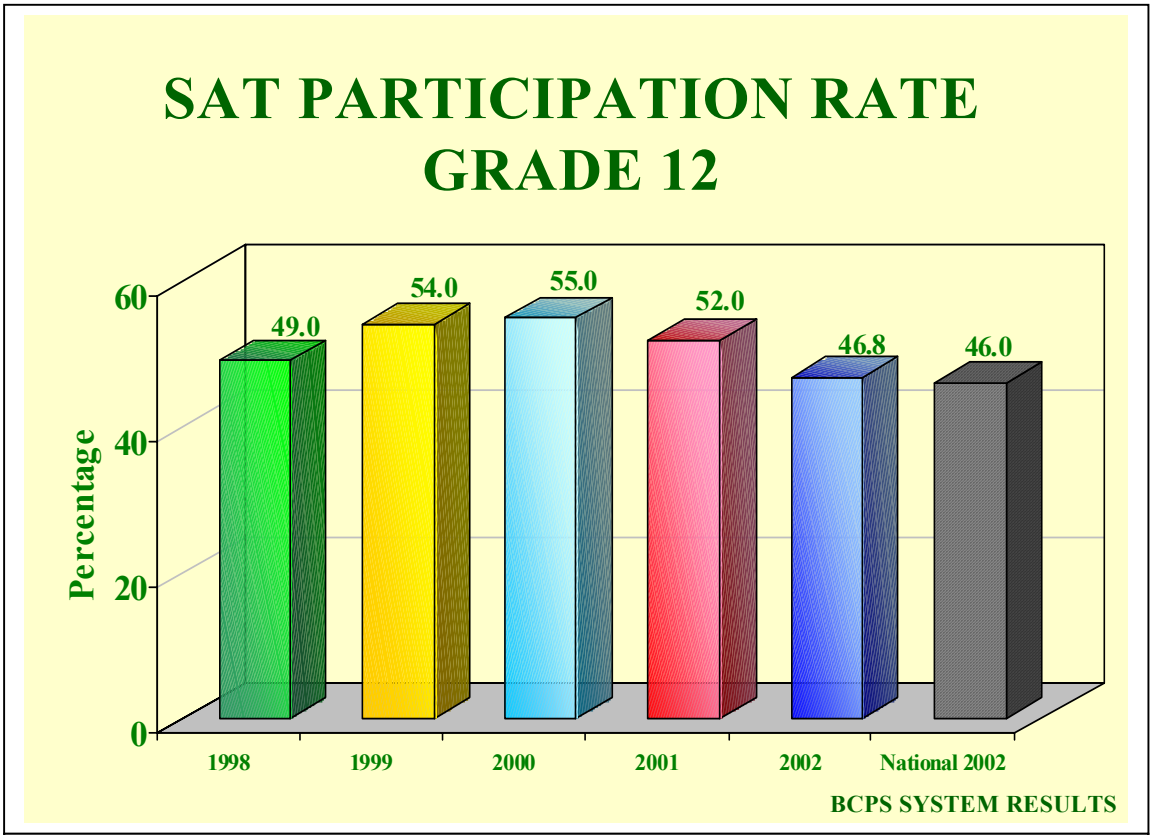
SAT participation rates continue to exceed the national average, with the class of 2002 at 47% compared with the national rate of 46% (rounded to whole numbers). BCPS participation rates after reaching 55% with the class of 2000 have declined the past two years. The class of 2002 had a lower rate than the class of 1998 (47% v. 49%). When sub-grouped by gender, female participation rates have been consistently higher than

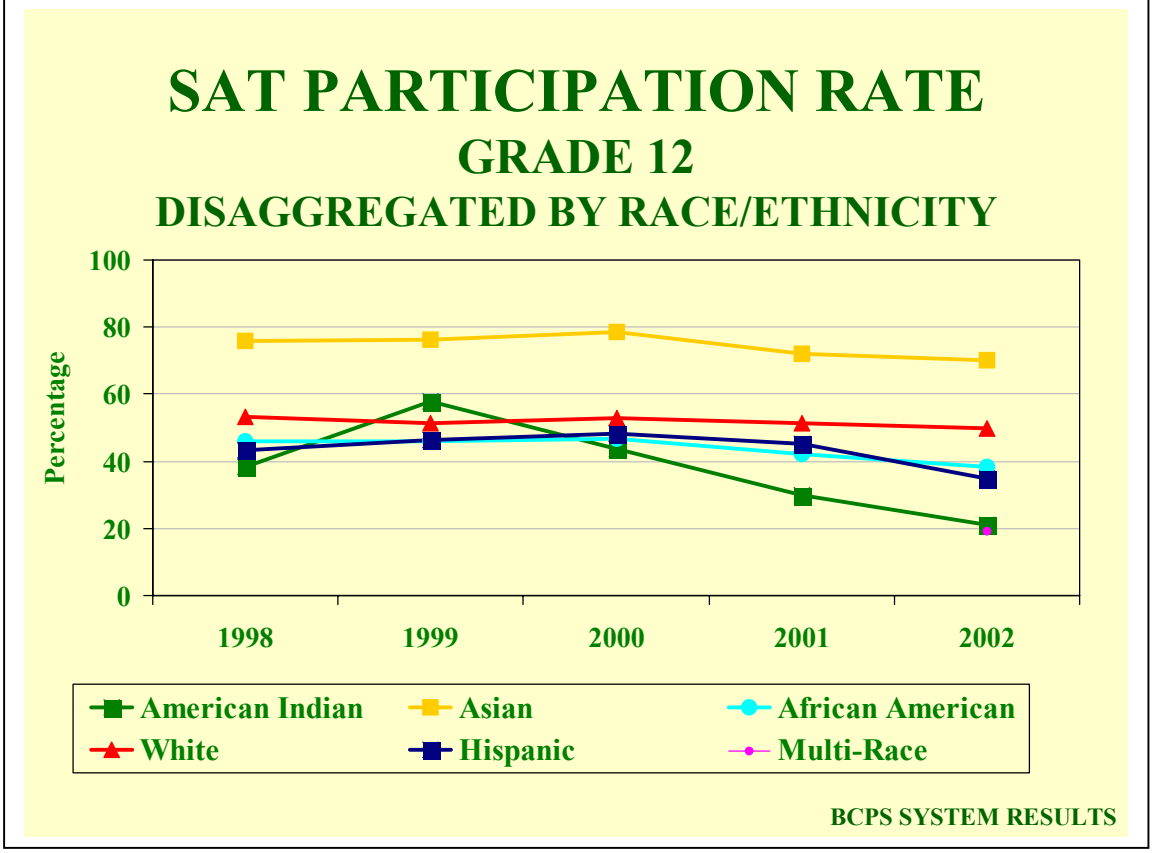
SAT Indicators (Continued)

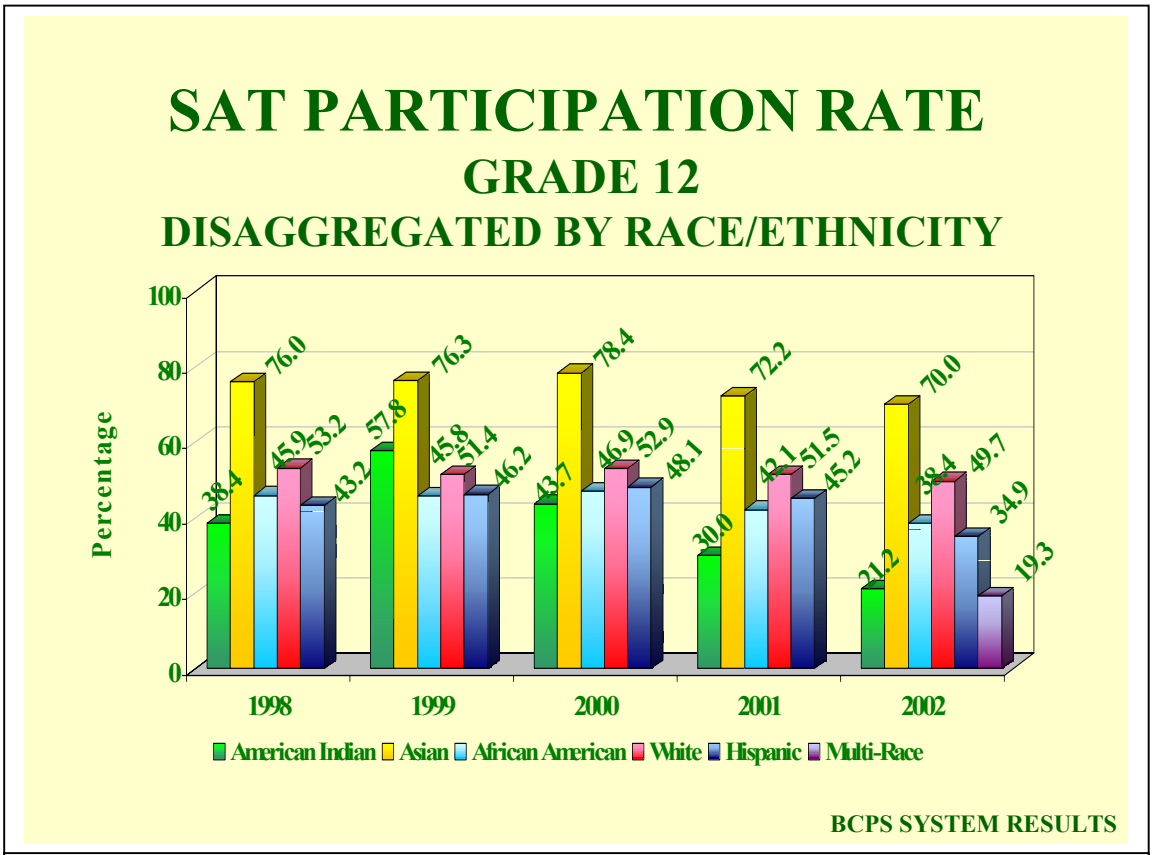
male participation rates. Females in the class of 2002 had a 51% participation rate compared with 43% for males. When sub-grouped by race/ethnicity, Asian students have had the highest participation rates, followed by white students, and then by African-American students. In the class of 2002, Asian students had a 70% participation rate, white students had a 50% participation rate, and African-American students had a 38% participation rate. All three races showed declines in participation rates since 1998.

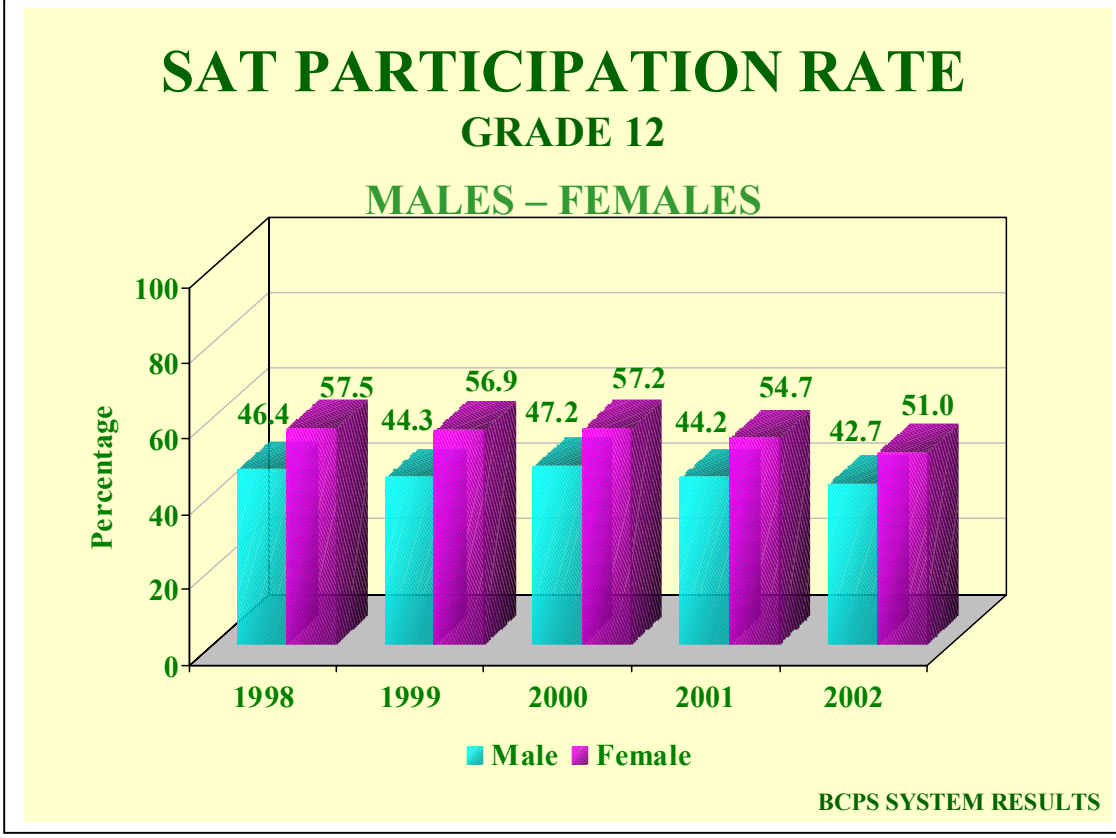
**Note:** The following 8 pages contain detailed graphs of SAT data.

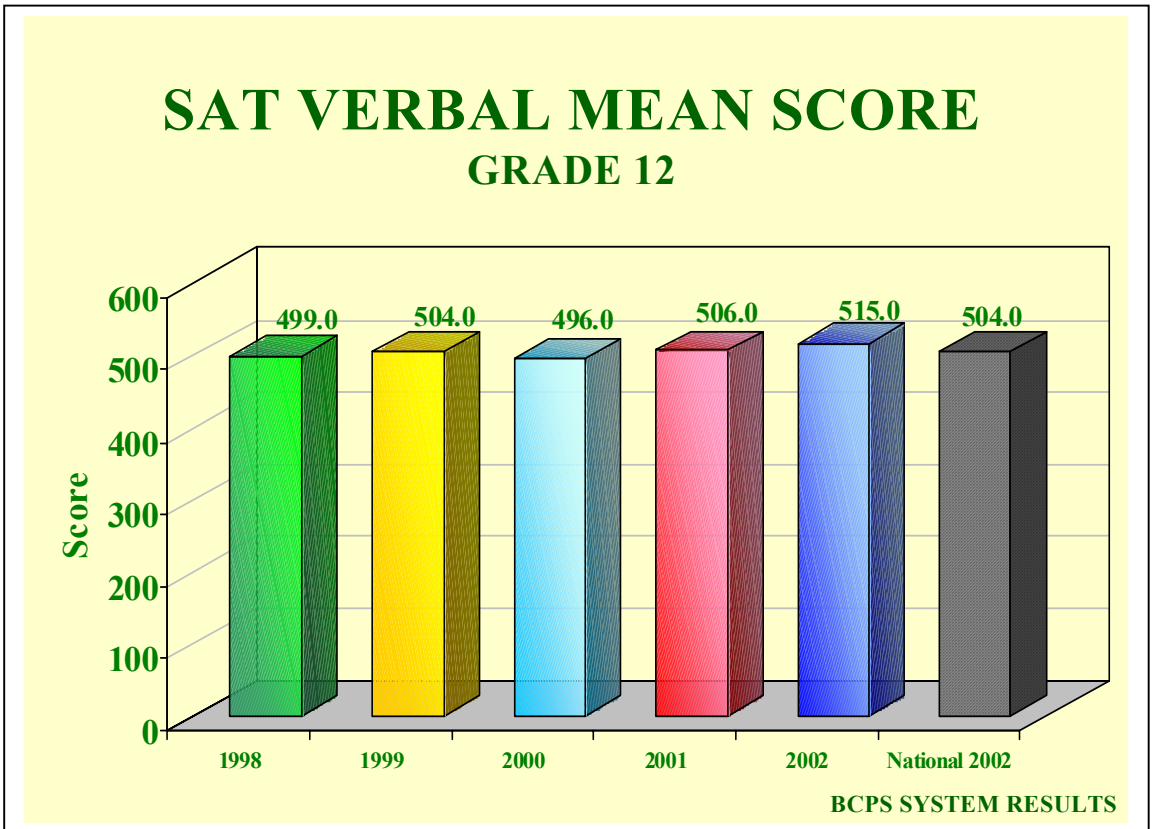
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

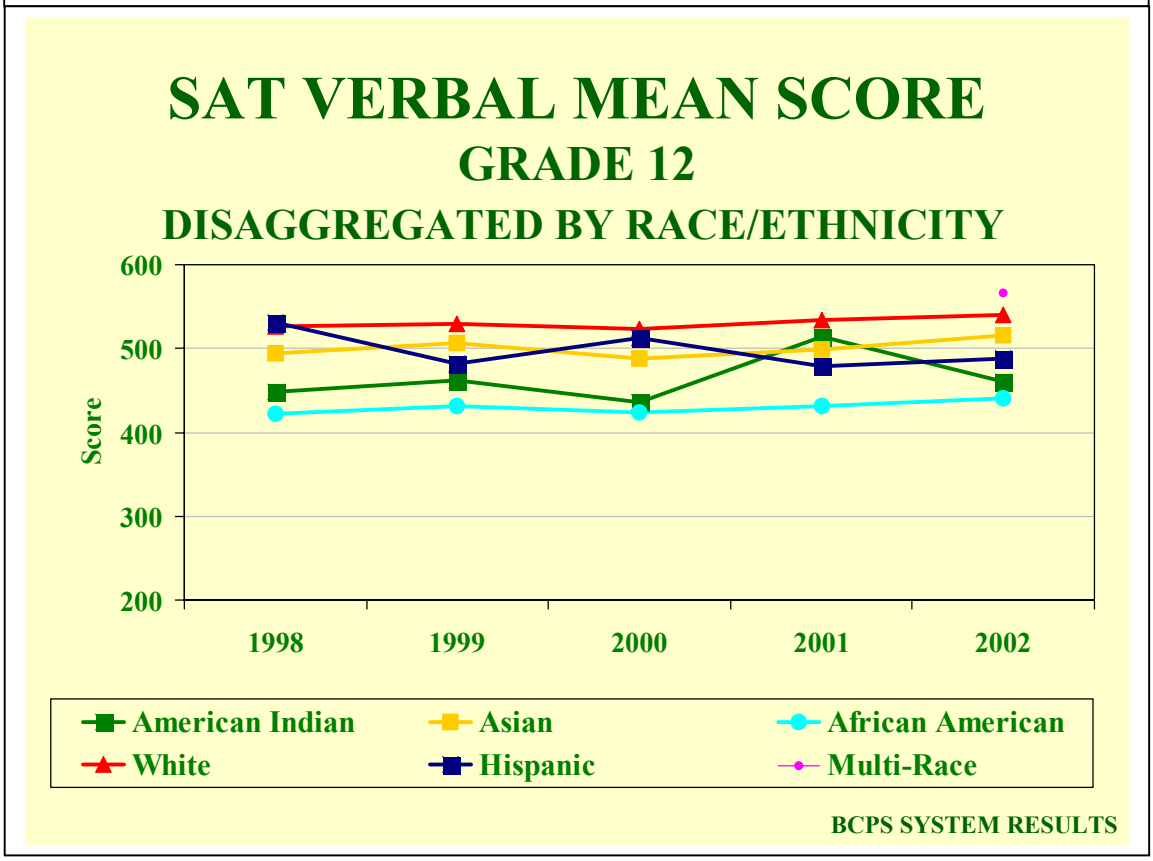


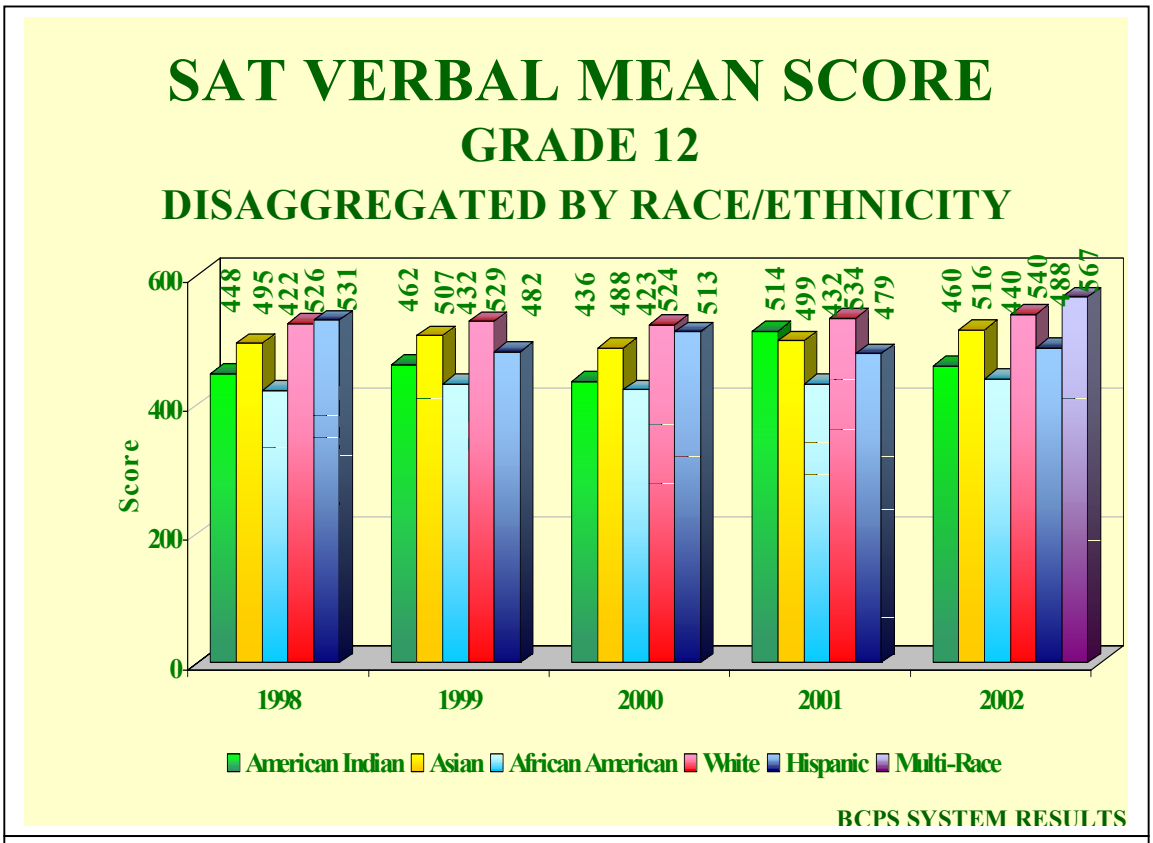



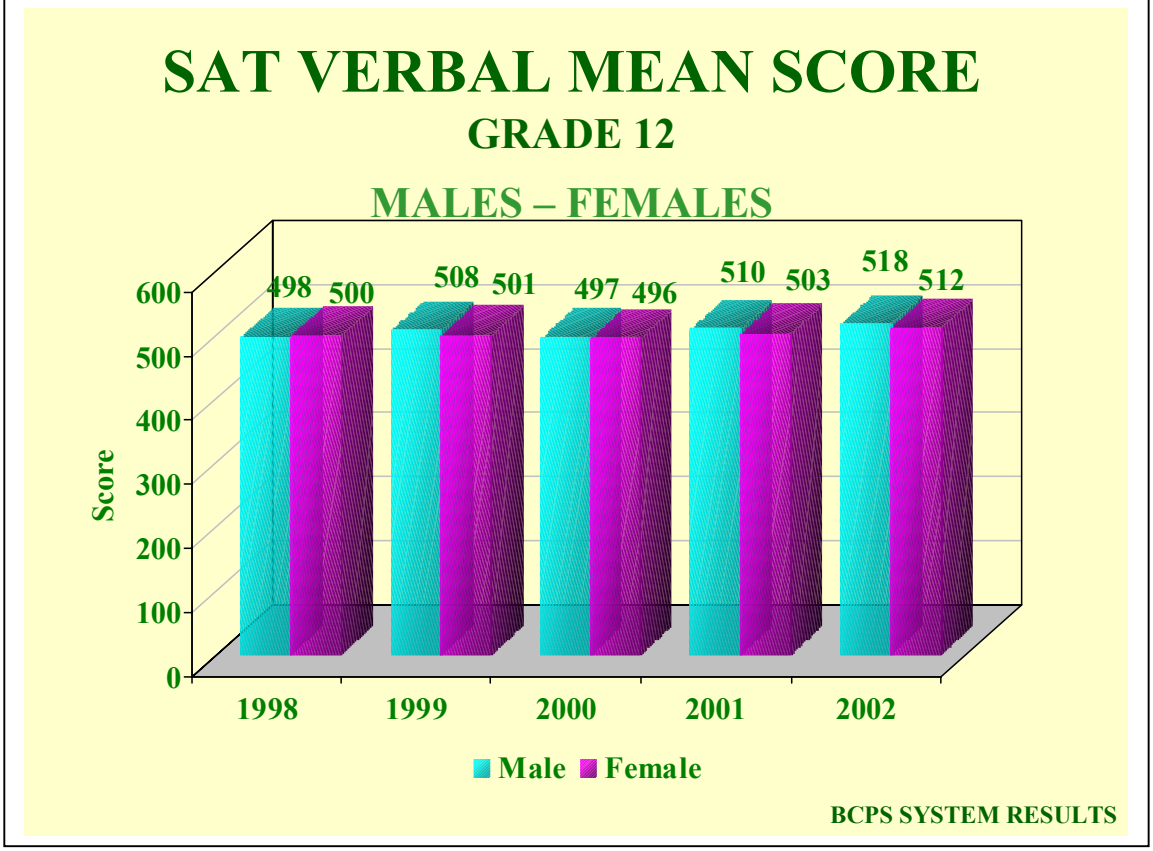

SAT PARTICIPATION RATE
GRADE 12
DISAGGREGATED BY RACE/ETHNICITY
Percentage
100
80
60
40
20
0
38.4
76.0
45.9
53.2
43.2
57.8
76.3
45.8
51.4
46.2
43.7
78.4
46.9
52.9
48.1
30.0
72.2
42.1
51.5
45.2
21.2
70.0
38.4
49.7
34.9
19.3
1998
1999
2000
2001
2002
American Indian
Asian
African American
White
Hispanic
Multi-Race
BCPS SYSTEM RESULTS


SAT PARTICIPATION RATE
GRADE 12
MALES – FEMALES
Percentage
100
80
60
40
20
0
46.4
57.5
44.3
56.9
47.2
57.2
44.2
54.7
42.7
51.0
1998
1999
2000
2001
2002
Male
Female
BCPS SYSTEM RESULTS

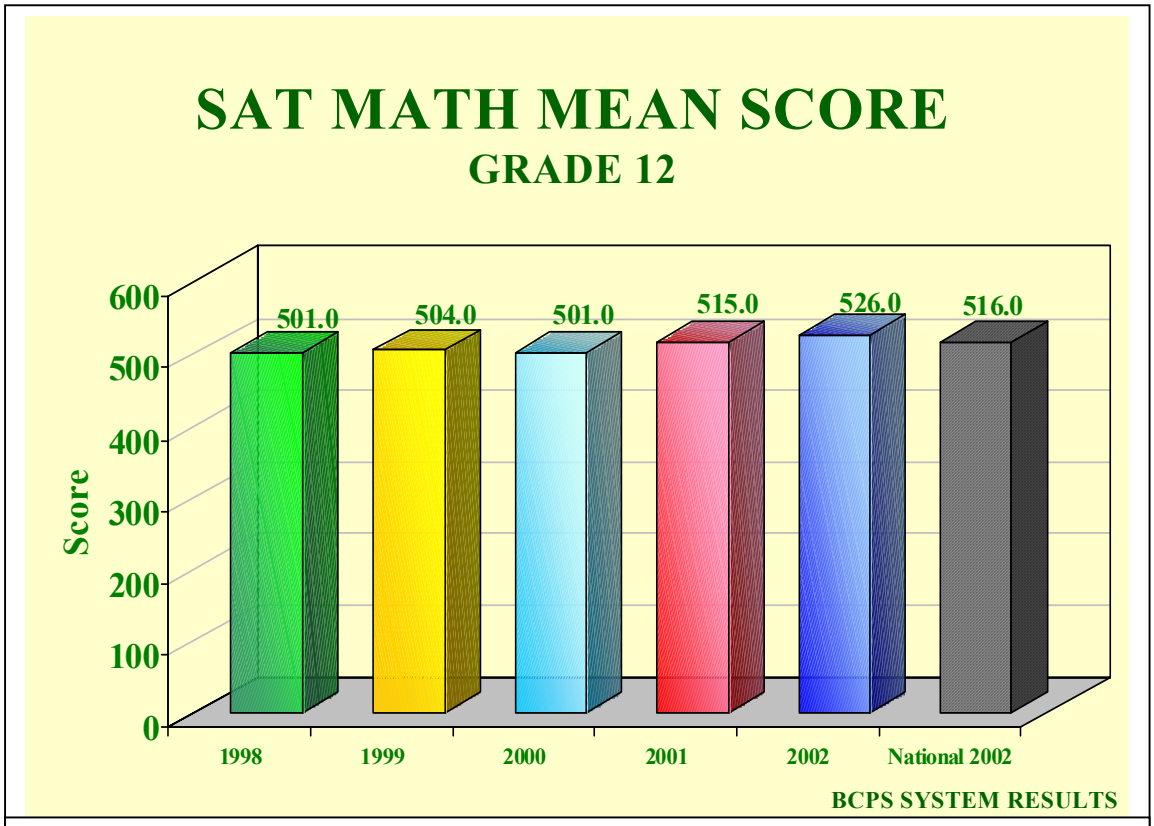

SAT VERBAL MEAN SCORE
GRADE 12
Score
600
500
400
300
200
100
0
499.0
504.0
496.0
506.0
515.0
504.0
1998
1999
2000
2001
2002
National 2002
BCPS SYSTEM RESULTS

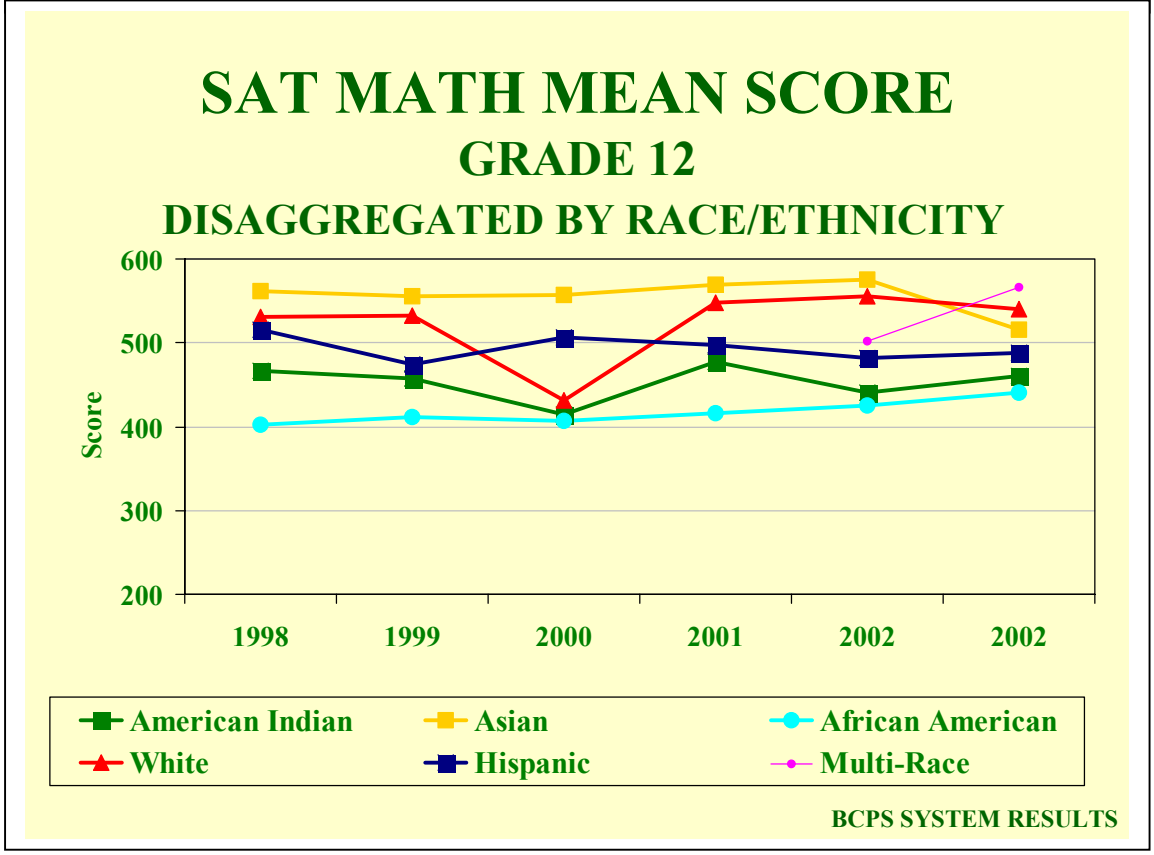

SAT VERBAL MEAN SCORE
GRADE 12
DISAGGREGATED BY RACE/ETHNICITY
Score
600
500
400
300
200
1998
1999
2000
2001
2002
American Indian
Asian
African American
White
Hispanic
Multi-Race
BCPS SYSTEM RESULTS


SAT VERBAL MEAN SCORE
GRADE 12
DISAGGREGATED BY RACE/ETHNICITY
Score
600
400
200
0
448 495 422 526 531
462 507 432 529 482
436 488 423 524 513
514 499 432 534 479
460 516 440 540 488 567
1998
1999
2000
2001
2002
American Indian
Asian
African American
White
Hispanic
Multi-Race
BCPS SYSTEM RESULTS

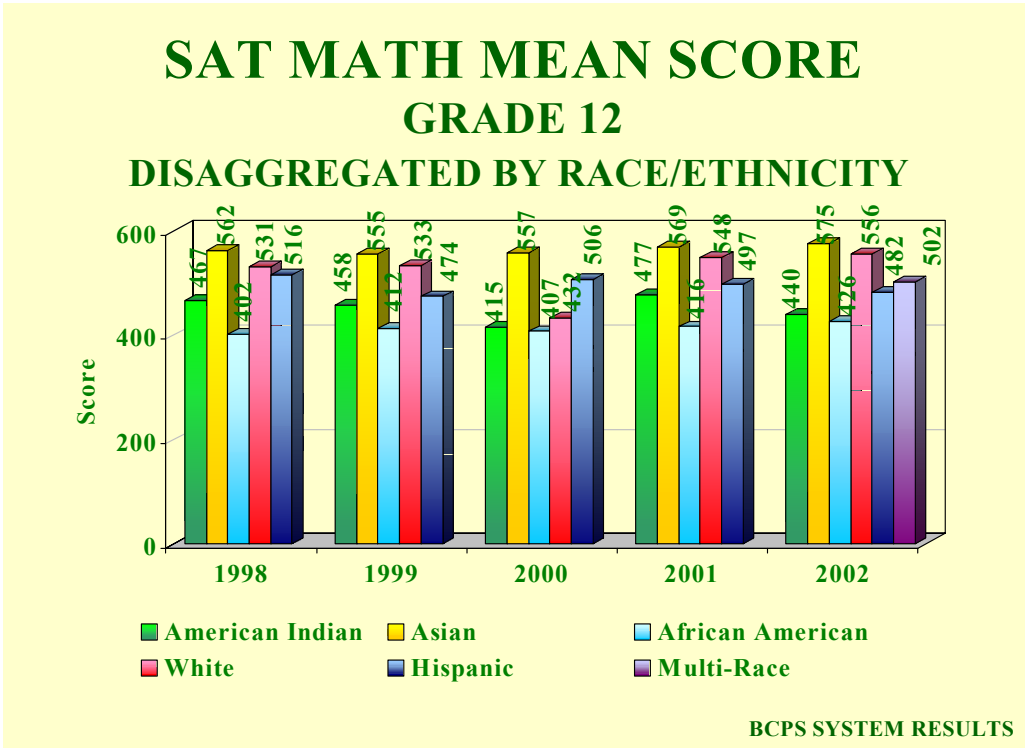

SAT VERBAL MEAN SCORE
GRADE 12
MALES – FEMALES
Score
600
500
400
300
200
100
0
498 500
508 501
497 496
510 503
518 512
1998
1999
2000
2001
2002
Male
Female
BCPS SYSTEM RESULTS

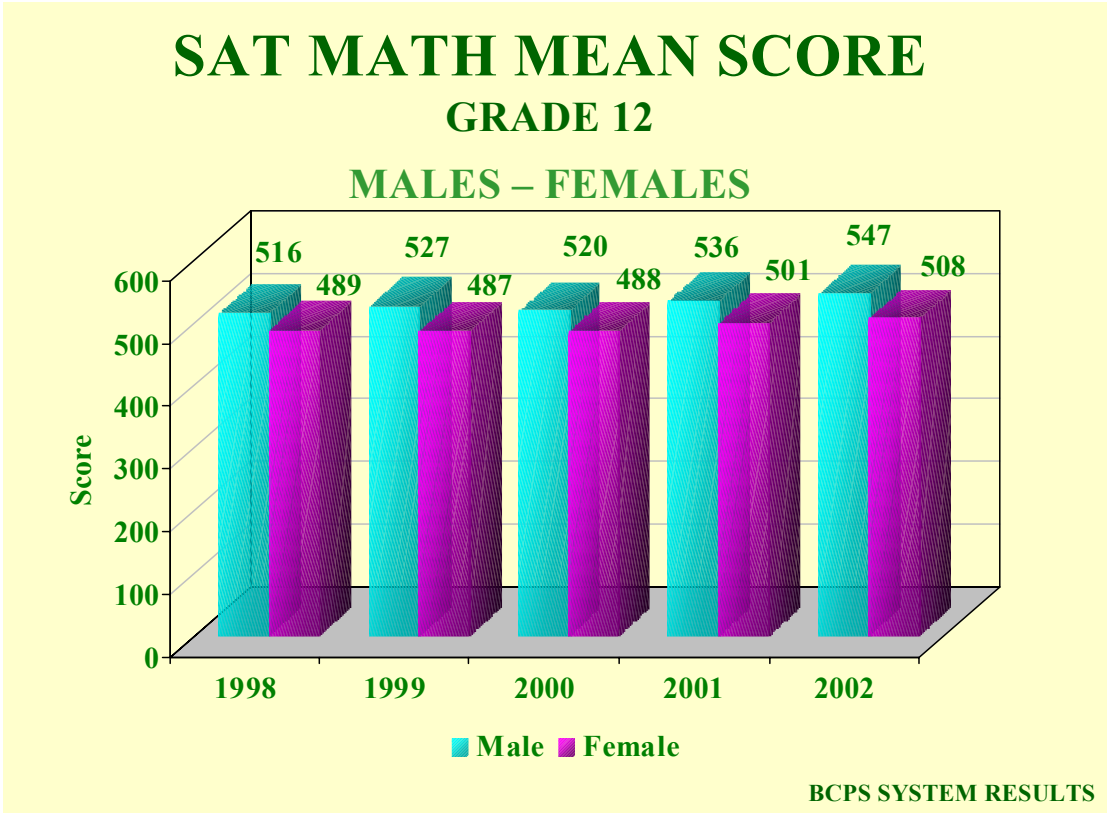
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

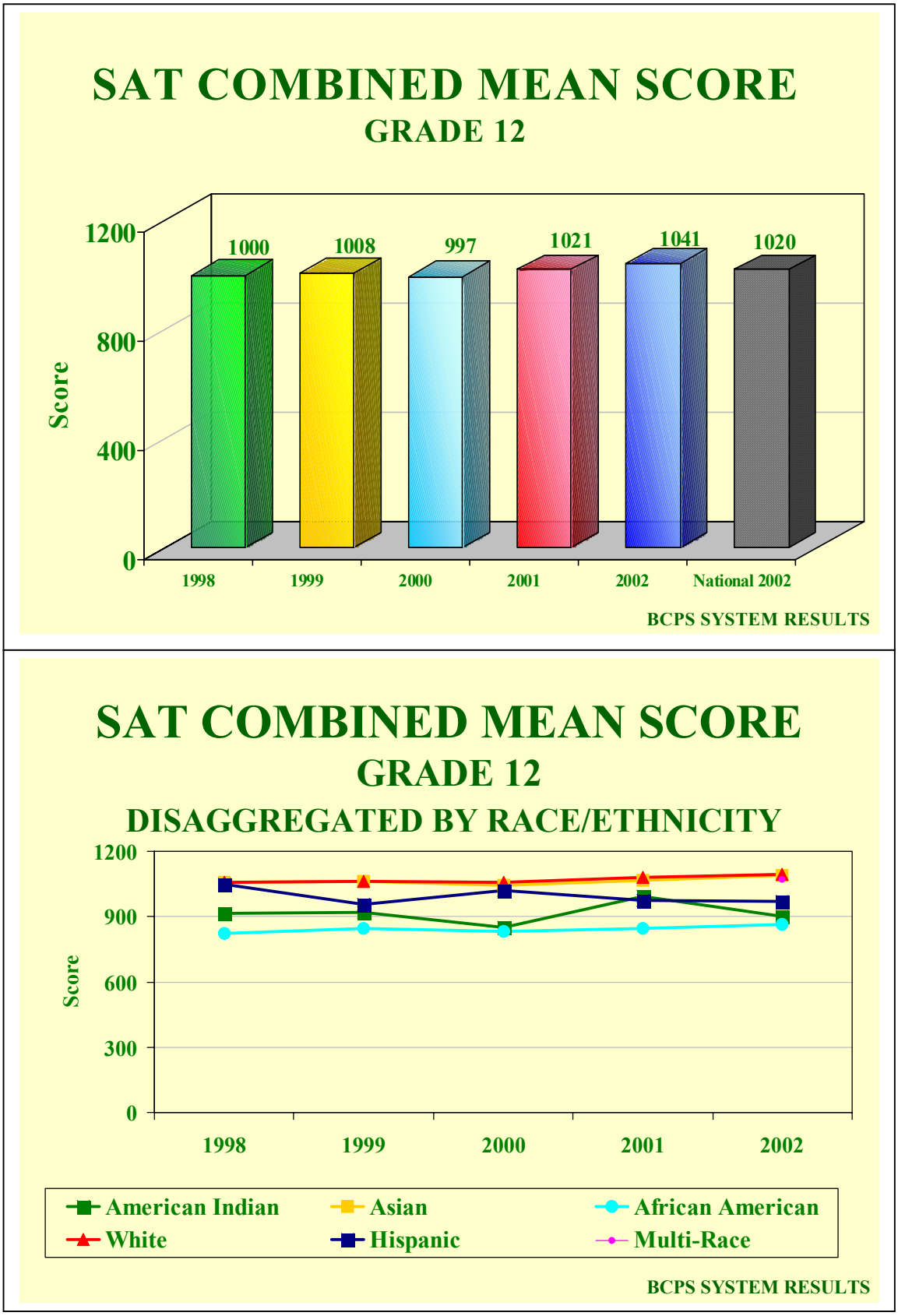


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

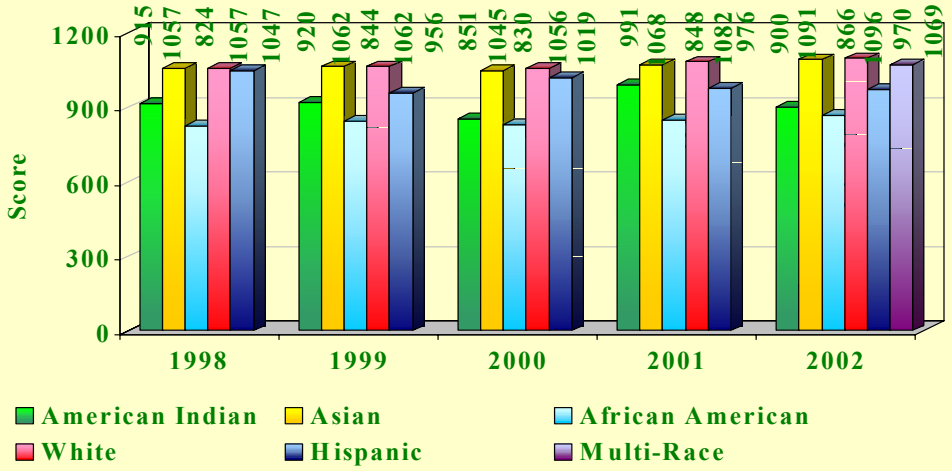



SAT COMBINED MEAN SCORE
GRADE 12
Score
1200
800
400
0
1000
1008
997
1021
1041
1020
1998
1999
2000
2001
2002
National 2002
BCPS SYSTEM RESULTS
SAT COMBINED MEAN SCORE
GRADE 12
DISAGGREGATED BY RACE/ETHNICITY
Score
1200
900
600
300
0
1998
1999
2000
2001
2002
American Indian
Asian
African American
White
Hispanic
Multi-Race
BCPS SYSTEM RESULTS

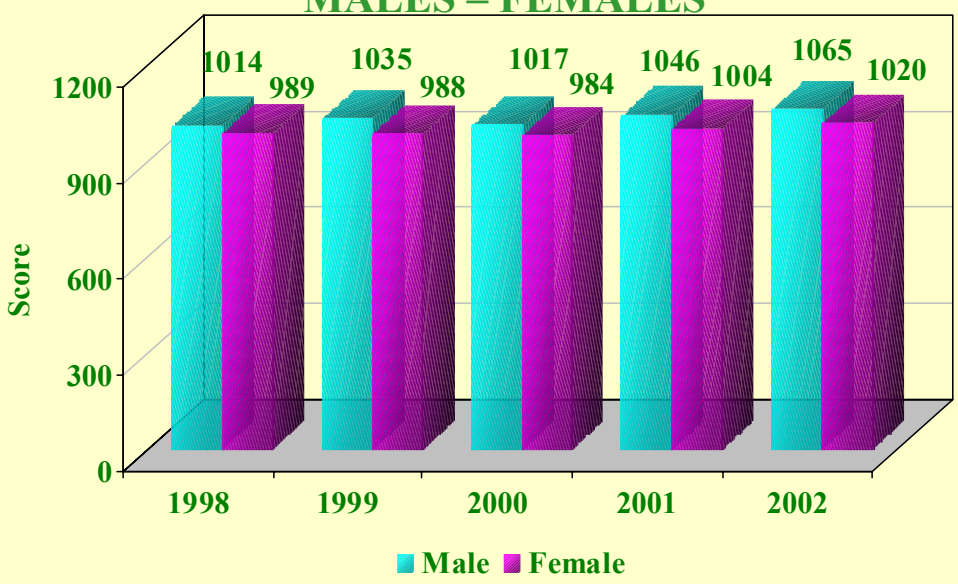
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## SAT COMBINED MEAN SCORE
### GRADE 12
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

## SAT COMBINED MEAN SCORE
### GRADE 12
### MALES – FEMALES




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

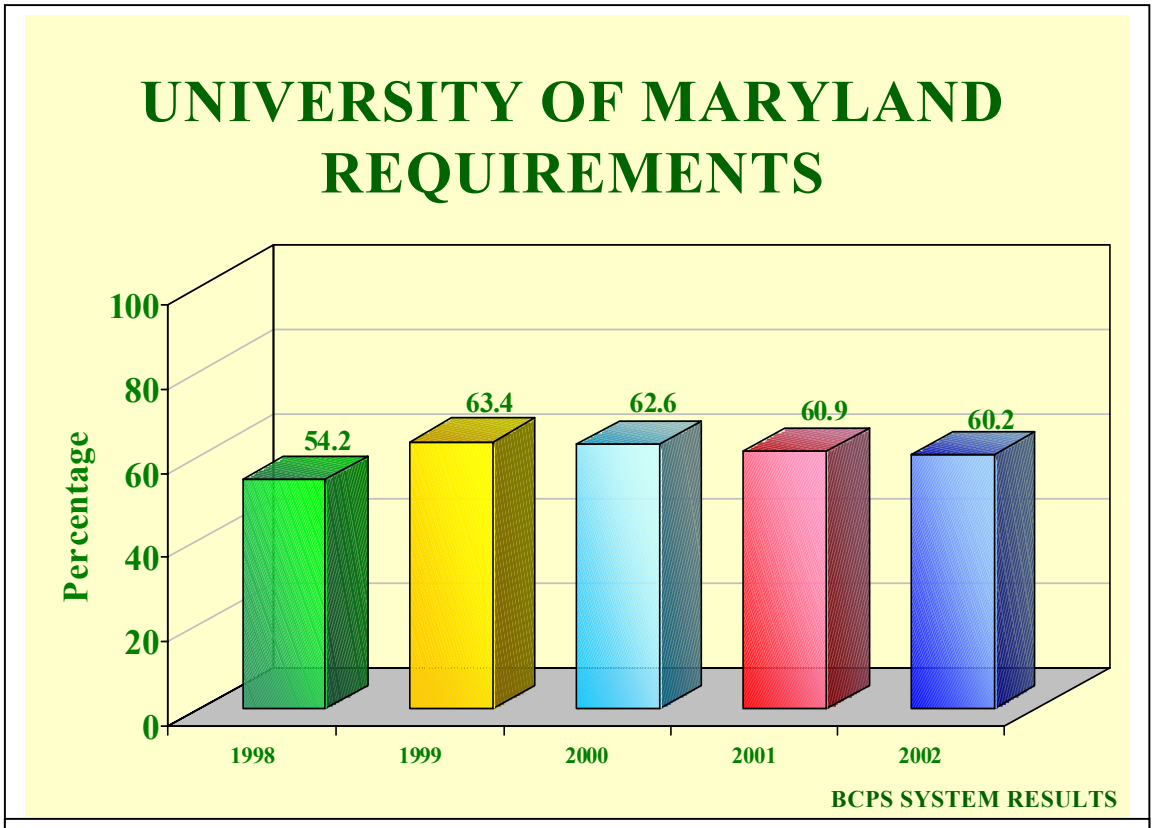
All graduates will meet either the University of Maryland (UM) entrance requirements or the Maryland career and technology education career completer requirements or both (County Standard).

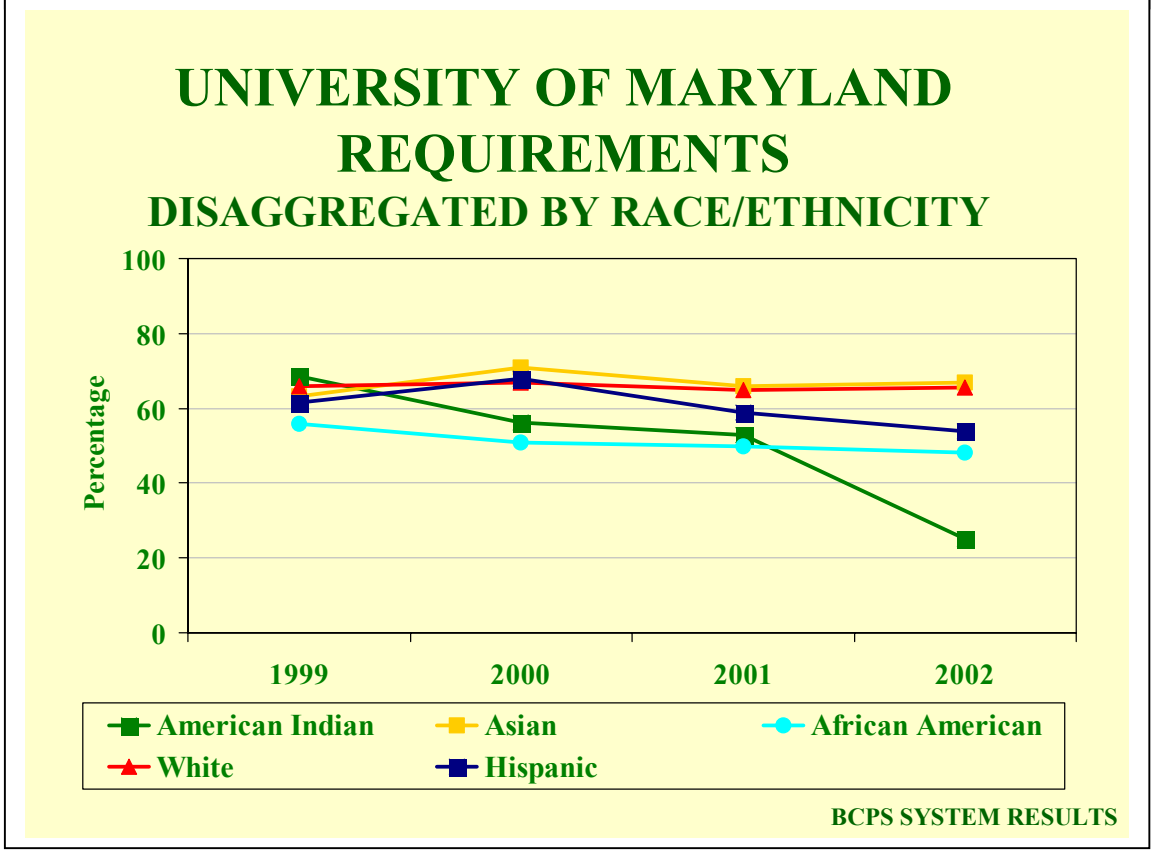
**What is measured**?
This indicator is measured by the percent of 2001-2002 twelfth graders meeting the course requirements needed to enter the University of Maryland (UM) system. Results, also shown by gender and by race/ethnicity, are compared with the county standard. Data are compiled over the past four years.

**Results for 2001-2002**
Eighty-two percent of the class of 2002 (rounded to whole numbers) attained UM entrance requirements, career and technology requirements, or both. The class of 1999 reached 74%. The completion rate for the requirements increased each of the past four years. In addition, the portion of students completing both UM and Career and Technology Education (CTE) requirements has doubled since 1999 (13% in 1999 to 26% in 2002). Also, the proportion completing UM requirements, either singly or in combination with CTE, was 61% in 1999 and 56% in 2002. This decrease occurred because the percent completing CTE doubled over the past four years. When sub-grouped by gender, females attain higher completion rates than males. Females in the class of 2002 had an 85% completion rate compared with 78% for males. Both genders showed increases over the past four years. Both genders had approximately doubled the percentages for completing both UM and CTE requirements. When sub-grouped by race/ethnicity, white students have the highest rates, followed by Asian and African-American students whose total completion rates (UM, CTE, or both) are similar. Whites in the class of 2002 had an 85% completion rate, Asians had a 78% rate, and African-Americans had a 75% rate. Asian students lead in the percentage attaining UM requirements, either singly or in combination with CTE (67%), followed by white students (60%), and then African-American students (48%). All three races have increased their participation rates since 1999.

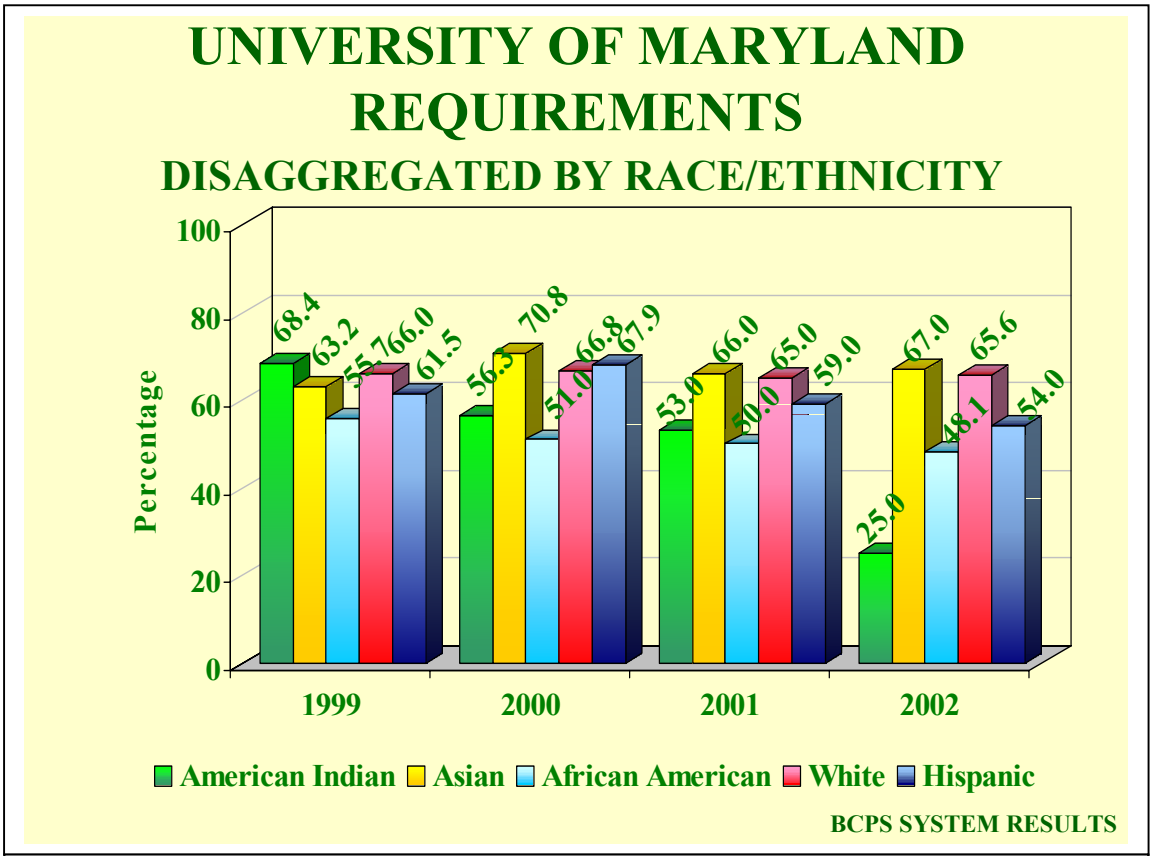
**Note:**
The following 6 pages contain detailed graphs of UM entrance data.

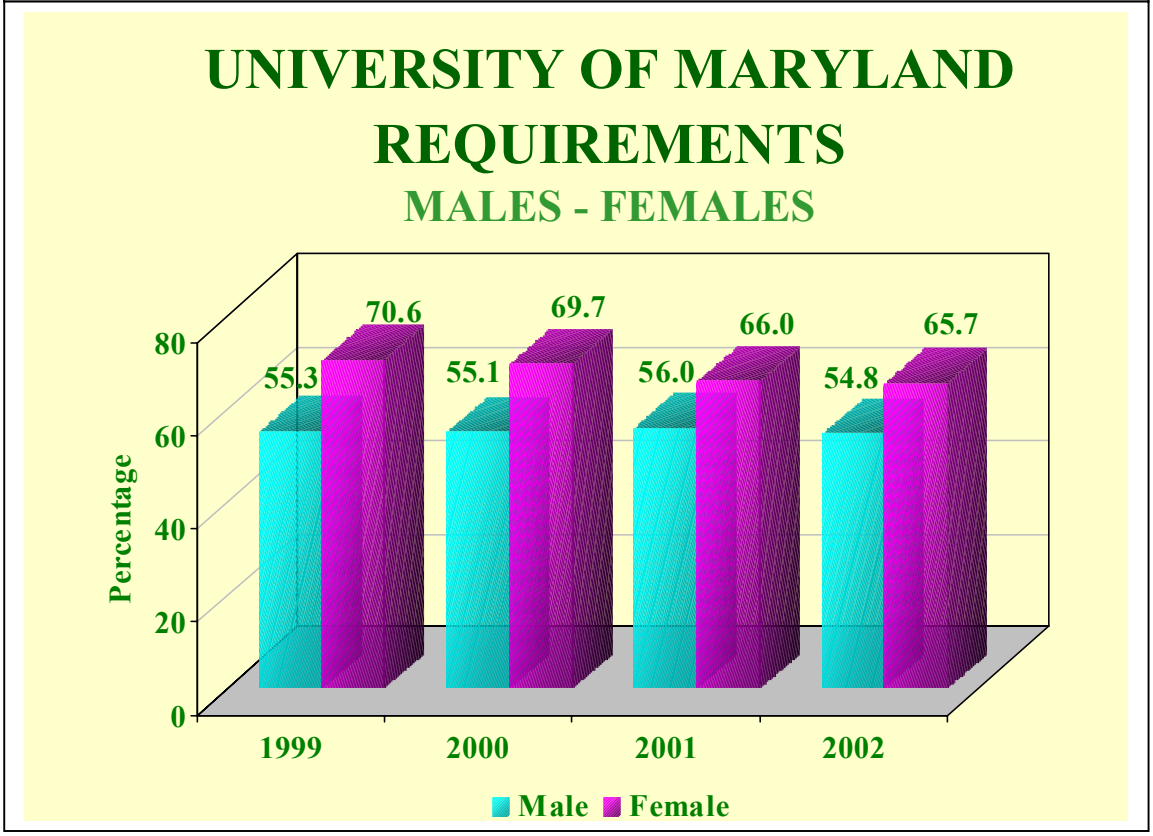
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



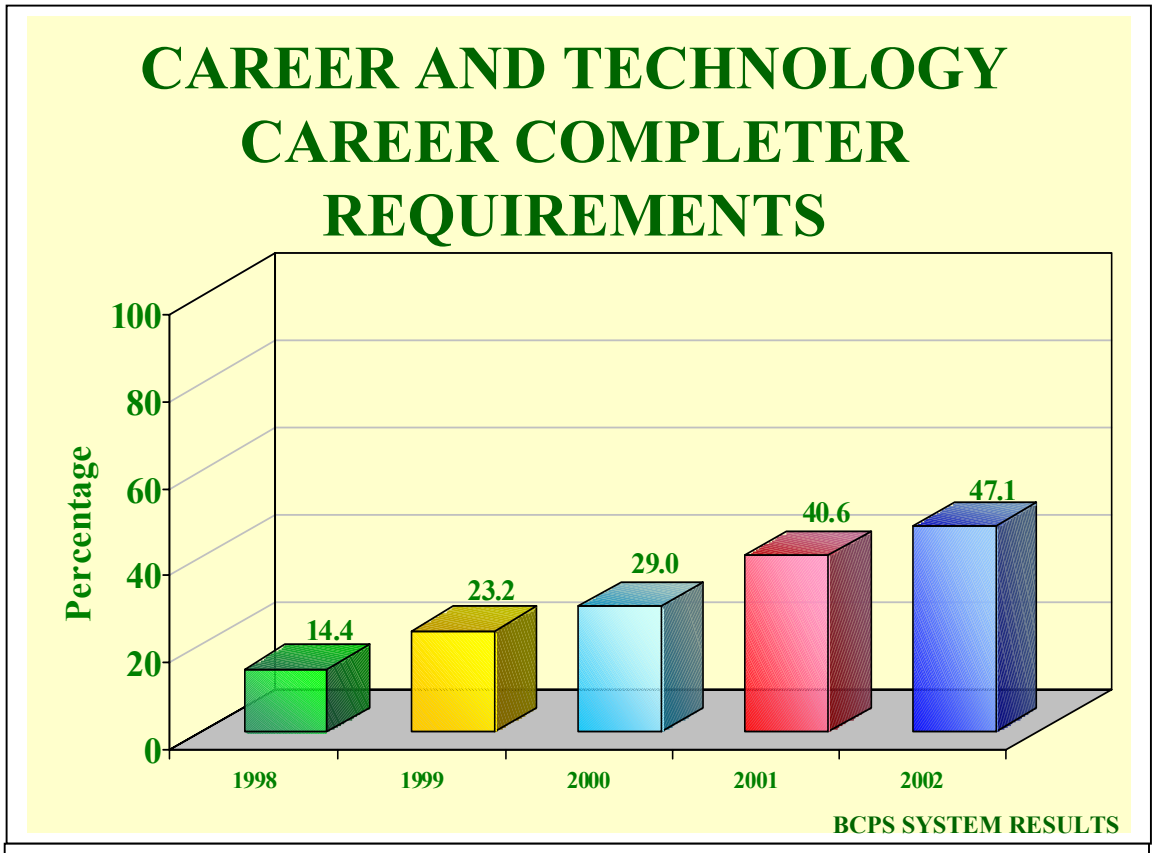



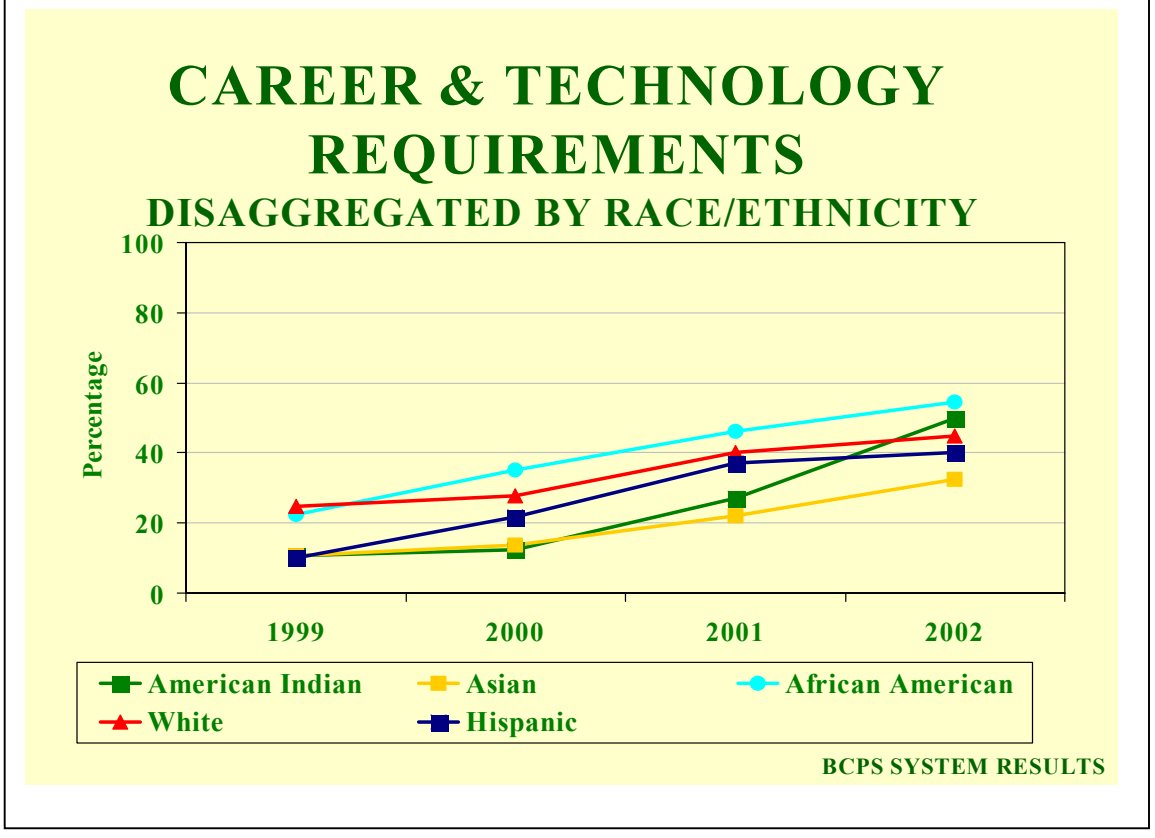
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS



# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

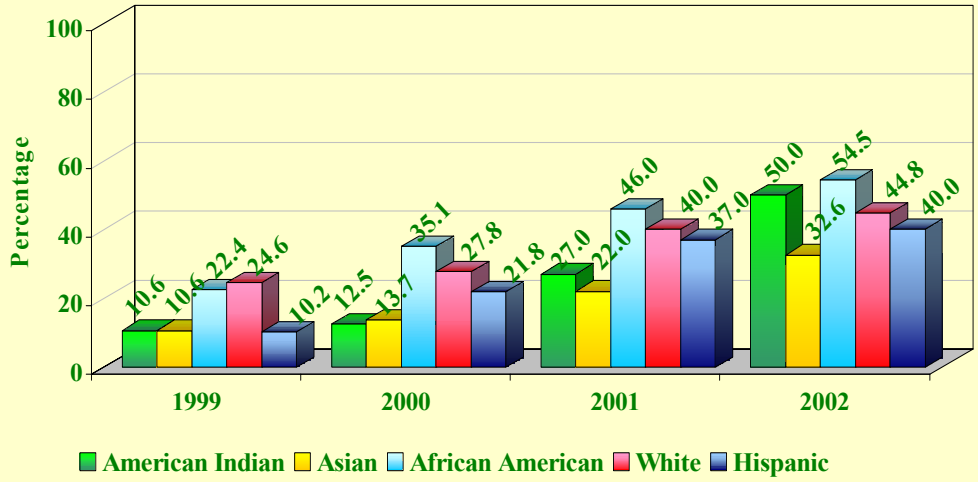


# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## CAREER & TECHNOLOGY REQUIREMENTS

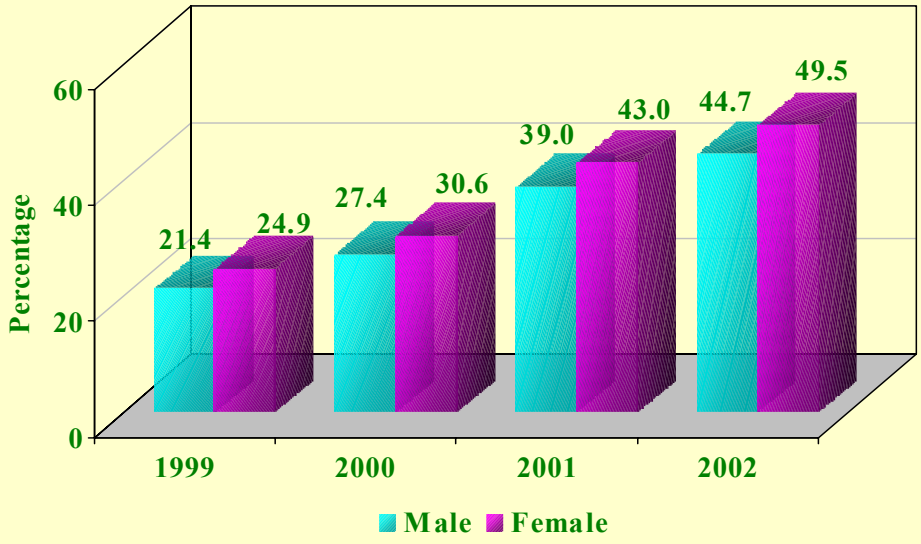
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

## CAREER & TECHNOLOGY REQUIREMENTS

### MALES - FEMALES

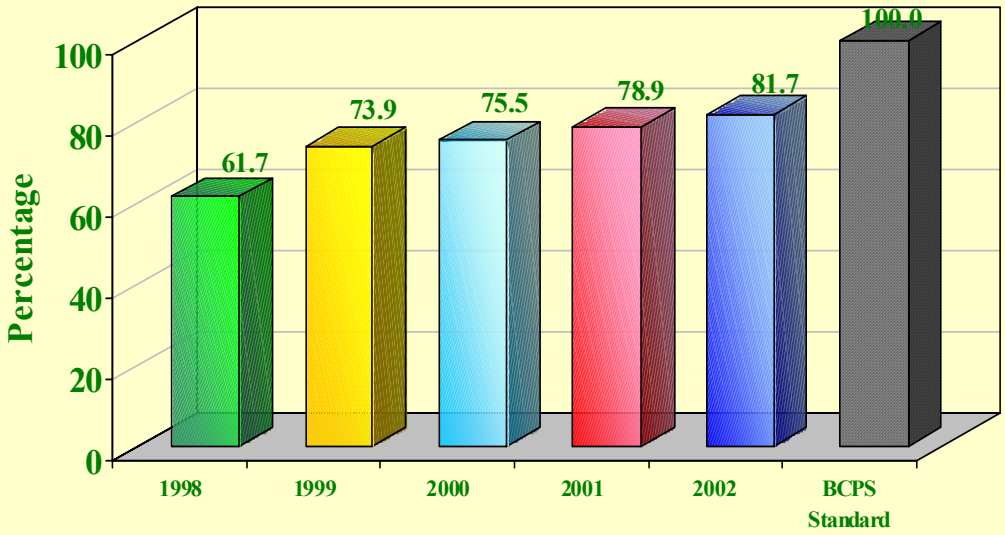



BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## UNIVERSITY OF MARYLAND OR CAREER AND TECHNOLOGY

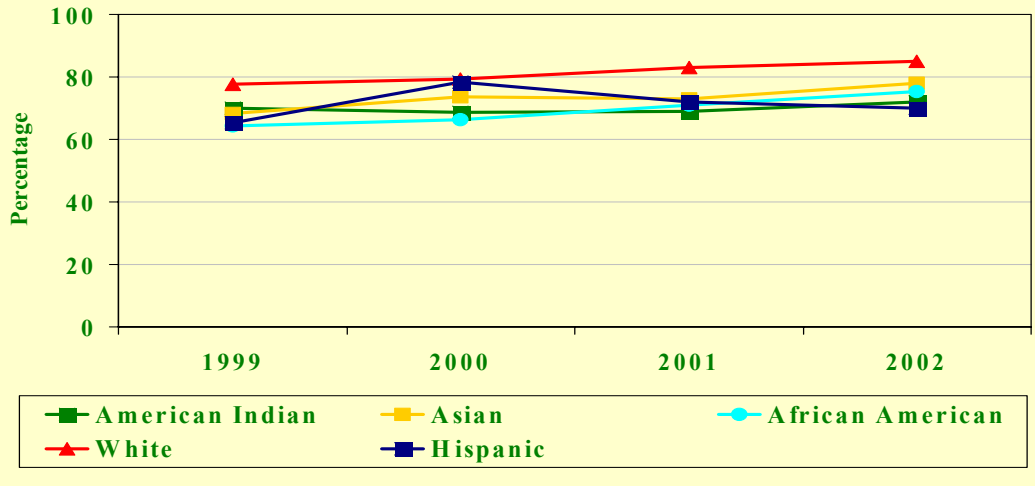
### MEETING ONE OR BOTH




BCPS SYSTEM RESULTS

## UNIVERSITY OF MARYLAND OR CAREER AND TECHNOLOGY

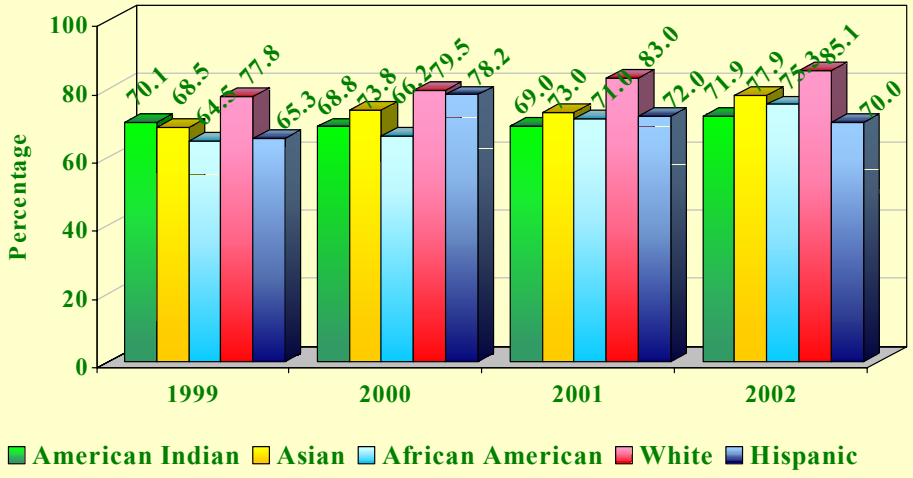
### MEETING ONE OR BOTH
### DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# UNIVERSITY OF MARYLAND OR CAREER AND TECHNOLOGY

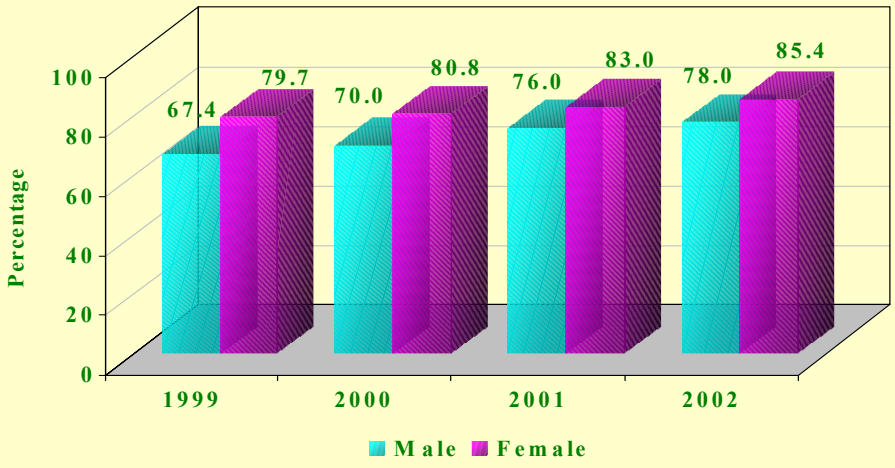
## MEETING ONE OR BOTH
## DISAGGREGATED BY RACE/ETHNICITY




BCPS SYSTEM RESULTS

# UNIVERSITY OF MARYLAND OR CAREER AND TECHNOLOGY

## MEETING ONE OR BOTH
## MALES - FEMALES




BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

In all schools, Parent Teacher Association (PTA) membership will reach 100% (County Standard).

**What is measured?**

This indicator is measured by the percent of families who belong to the PTA, shown for elementary, middle, and high schools, for the past three years, based on data provided by the Maryland PTA Association.

The percent of parents participating regularly in PTA activities was derived from a BCPS biannual random sample survey of parents/guardians. Results are shown for 1999-2000 and for 2001-2002. The 2002 surveys were distributed to a random sample of 500 parents of elementary students, 500 parents of middle school students, and 500 parents of high school students. Special students were included proportionately within the three samples. Approximately one-third of the surveys were returned from each level. The 2000 survey was distributed to one randomly chosen class in one grade per school. This resulted in 1100 elementary surveys, 1350 middle school surveys, 1350 high school surveys, and 50 special school surveys. While the overall return rate was about 30%, returns varied by level (43% elementary, 26% middle, 20% high school). The sampling used in 2002 was more efficient and more effective.

**Results for 2001-2002**

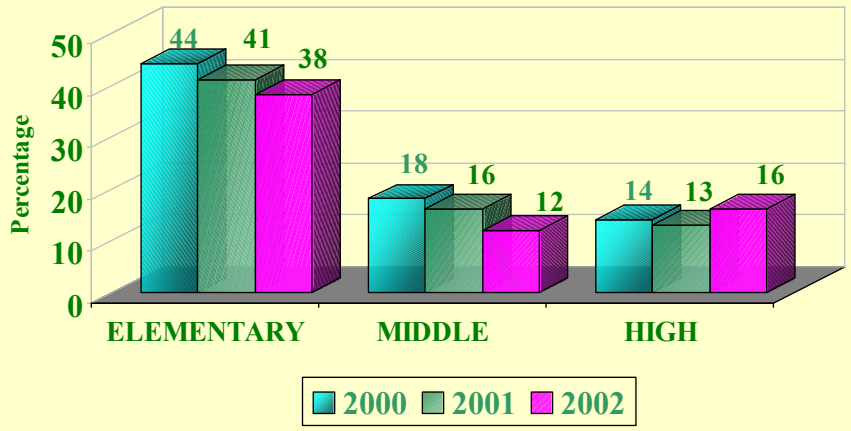
The highest levels of PTA membership continue to occur at elementary schools, with lower levels at secondary schools.

A majority of parents at all levels report that they participate regularly in various PTA activities. The largest numbers occur in elementary schools (80%) followed by middle schools (63%), and high schools (59%). The results for 2001-2002 are higher than for 1999-00 (17% elementary, 5% middle, 9% high school).

**Note:**
The following 2 pages contain detailed graphs of PTA data

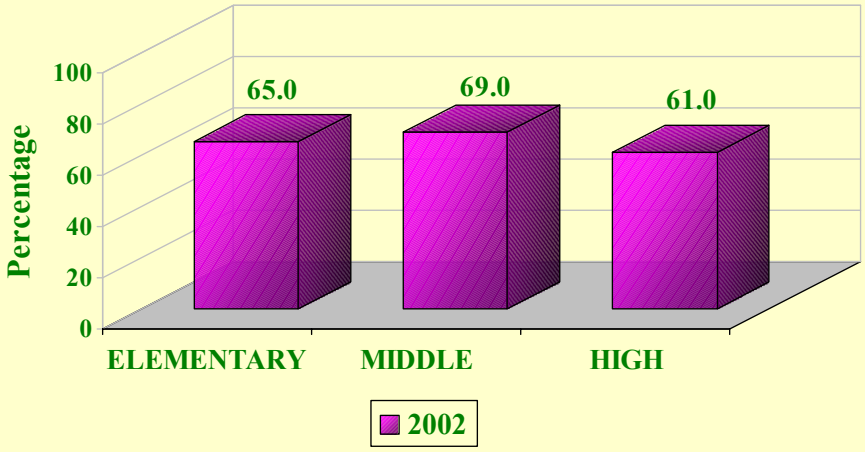
# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## PTA MEMBERSHIP
### SCHOOL LEVEL




BCPS SYSTEM RESULTS

## 12. Do you belong to the PTA?
Percentage of Positive Responses



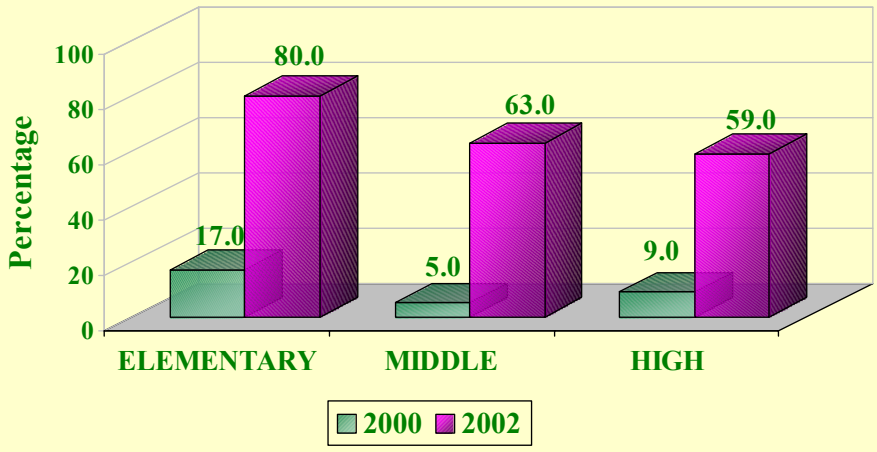

Baseline Data Source: Parent Satisfaction Survey

BCPS SYSTEM RESULTS

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## 13. Do you participate in PTA sponsored activities?

**Percentage of Positive Responses**




Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

In all schools, the number of parents and community members engaged in improving student achievement as volunteers, tutors, mentors, and partners in education will increase at least 10% annually (County Standard).

**What is Measured?**

The 1999-2000 school year provided baseline data for this Indicator of Progress. The Parent Satisfaction Survey, administered in 2002, is the source of this data. The number of volunteers and the number of volunteer hours are measured.

**Results for 2001-2002**

With 151 schools reporting, 13 more than in the baseline year, the volunteer data for 2001-2002 show that BCPS met standards for both number of volunteers and number of hours contributed. The total number of volunteers reported in 2001-2002 was 20,474, a 67.6% increase. All levels reported an increase in numbers of volunteers.

The total number of volunteer hours in 2001-2002 was 376,620, a 16% increase for the system. At every level, the total number of volunteer hours increased.

- 13.4% increase at the elementary school level
- 14.8% increase at the middle school level
- 51.4% increase at the high school level

The percentage of parents reporting that they perceive a partnership with the school has increased at all three levels.

The percentage of parents that attend student performances and social events has increased at all three levels.

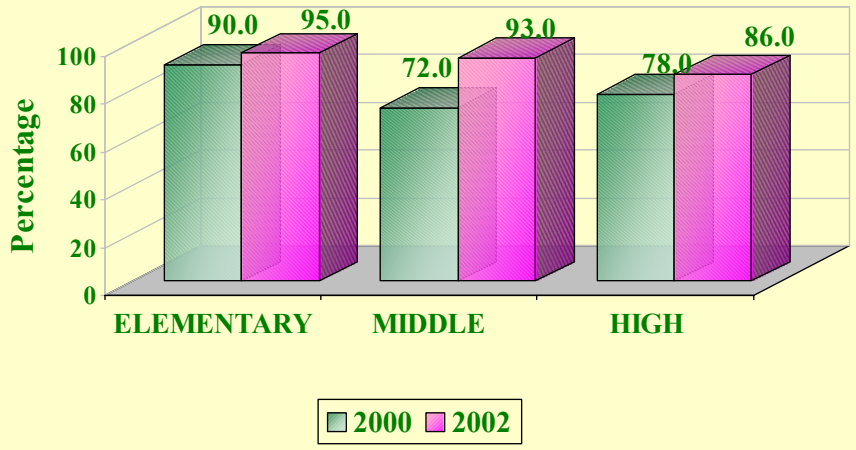
The increases in numbers of volunteer and volunteer hours reflect a number of factors:

- increased attention to the comprehensive collection of volunteer data
- a 9% increase in the number of schools reporting data
- increased appreciation of the importance of volunteers in supporting student achievement and school success
- increased effort on the part of schools and parents to promote parent and community involvement

**Note:**
The following 4 pages contain detailed graphs of parent data.
The volunteer numbers and hours are on pages 91 – 92.

## 3. Does the school see parents as important partners?

**Percentage of Positive Responses**

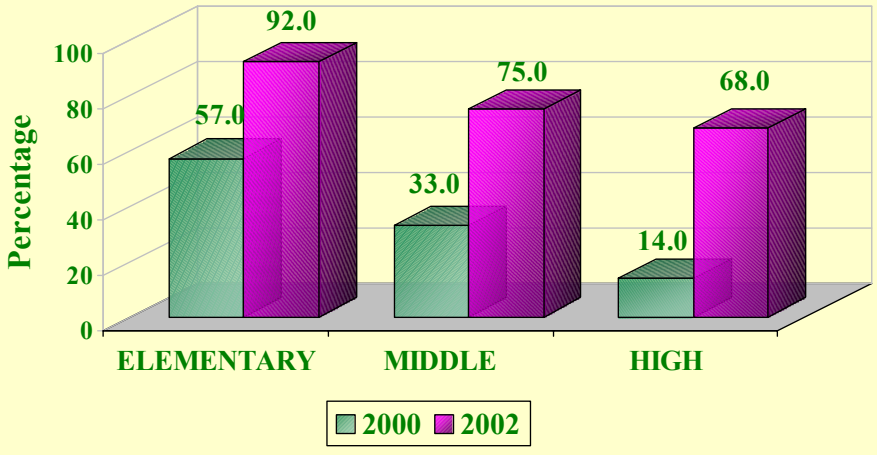



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 8. Do you attend family social events at the school ?

**Percentage of Positive Responses**

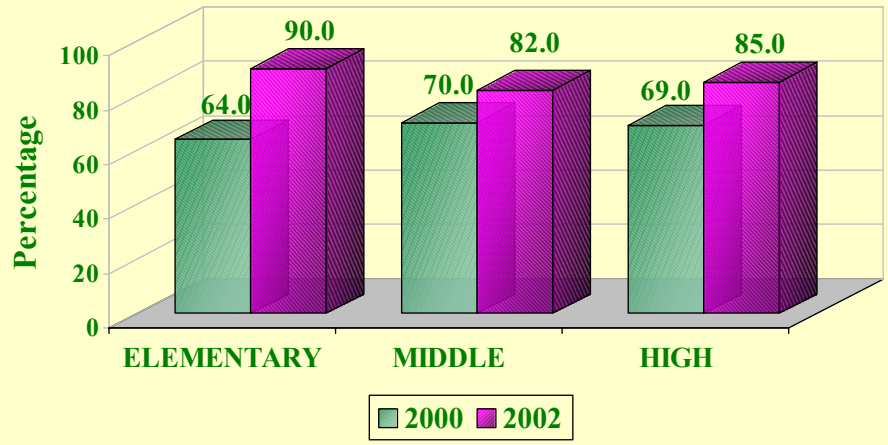



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 9. Do you attend student performance and sports events at the school ?

**Percentage of Positive Responses**

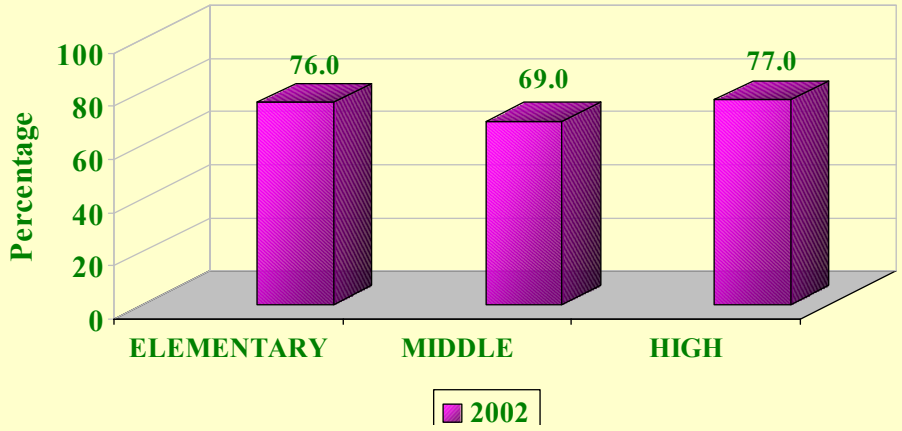



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 10. Do you attend parent information programs when offered at school?

**Percentage of Positive Responses**



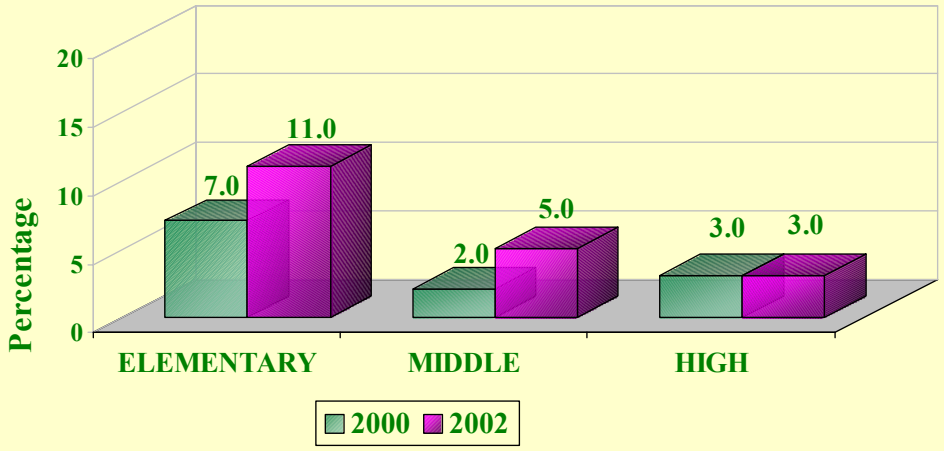

Source: Parent Satisfaction Survey

**Baseline Data**

**BCPS SYSTEM RESULTS**

## 14. Do you serve on the School Improvement Team for the school?

**Percentage of Positive Responses**

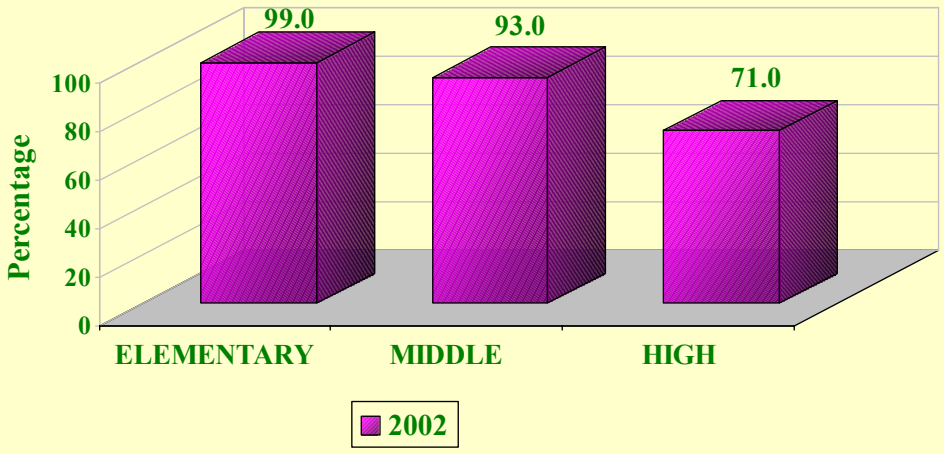



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 16. Do you check your child's homework?

**Percentage of Positive Responses**



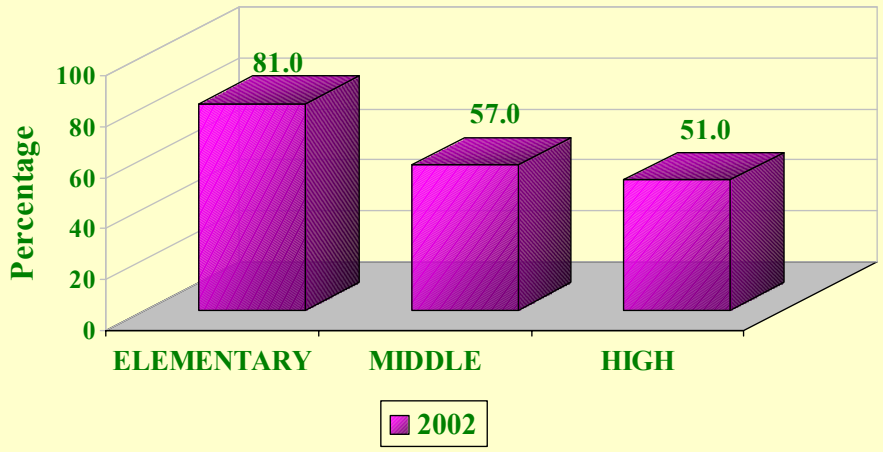

**Baseline Data** Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## 22. Have you been asked to get involved in your child's education?

**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## In all schools, the number of hours donated by parents, business persons, and community members to improve student achievement will increase at least 10% annually (County Standard).

**What is Measured?**

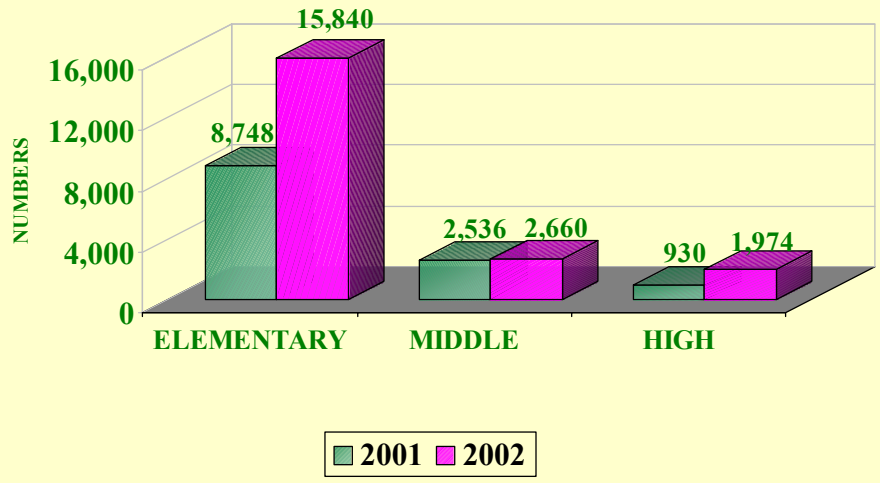
This indicator is measured by the systemwide total number of volunteers and volunteer hours.

**Results for 2001-2002**

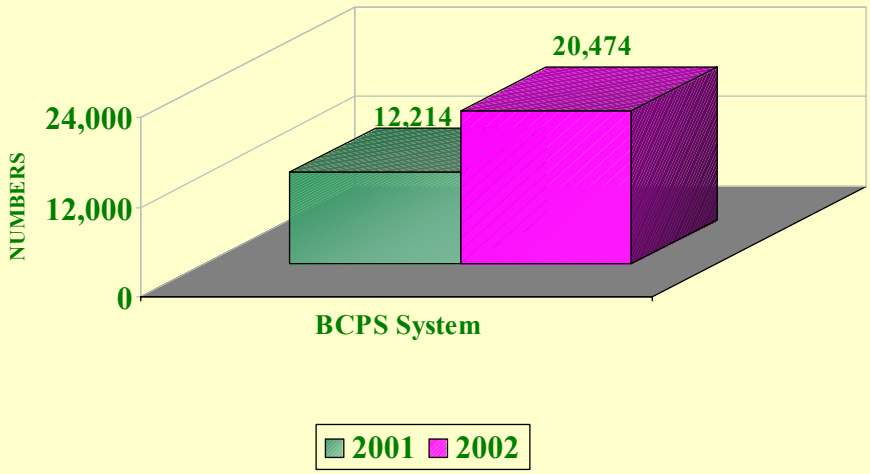
- The combined overall increase for volunteers at every level was 68% (20,474 from 12,214).
- The number of volunteers increased by 78% at the elementary school level comparing 2002 to 2001 (15,840 from 8,748).
- The number of volunteers increased by 5% at the middle school level (2,660 from 2,536).
- The number of volunteers increased by 112% at the high school level (1,974 from 930).
- The number of volunteers continues to be largest in the elementary school and decreases at the middle and high school levels.
- Elementary and high schools exceeded the goal of a 10% annual increase.
- At all levels, the goals of a 10% annual increase for number of volunteer hours was exceeded.
- Hours volunteered at the elementary school level increased by 13% (306,844 from 270,498).
- Hours volunteered at the middle school level increased by 15% (38,767 from 33,755).
- Hours volunteered at the high school level increased by 51% (31,009 from 20,486).
- The number of hours volunteered is highest in the elementary schools and decreases almost by a factor of 10 at the middle and high schools.

**Note:**
The following 3 pages contain detailed graphs of volunteer data.

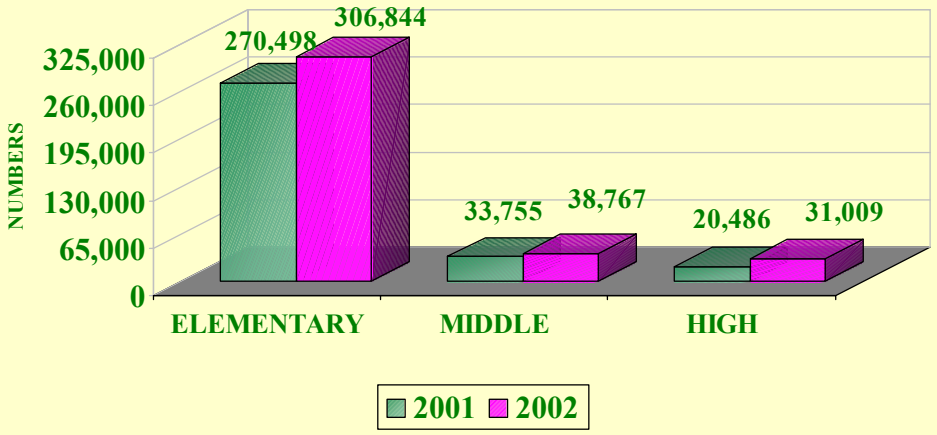
## NUMBER OF VOLUNTEERS
### DISAGGREGATED BY SCHOOL LEVEL



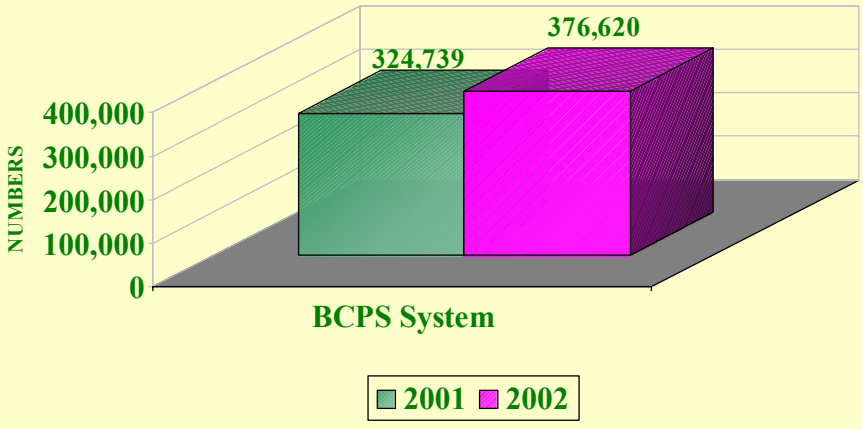

## NUMBER OF VOLUNTEERS
### BCPS SYSTEM



## NUMBER OF VOLUNTEER HOURS
### DISAGGREGATED BY SCHOOL LEVEL

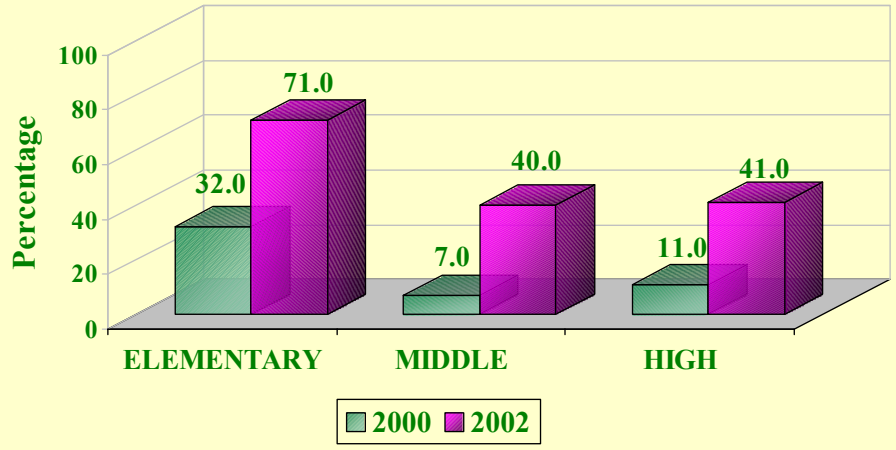



## NUMBER OF VOLUNTEER HOURS
### BCPS SYSTEM



## 11. Do you volunteer your time at the school?

**Percentage of Positive Responses**




Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

All parents will express satisfaction with the quality of their children's school. (County Standard)

**What is Measured?**

This indicator measures the percent of parents answering "yes" to questions on a biannual survey mailed to a representative sample of 500 parents at elementary schools, 500 parents at middle schools, and 500 parents at high schools. Special schools and alternative school parents are included in the samples at their respective levels.

The 2002 surveys were distributed to a random sample of 500 parents of elementary students, 500 parents of middle school students, and 500 parents of high school students. Special students were included proportionately within the three samples. Approximately one-third of the surveys were returned from each level. The 2000 survey was distributed to one randomly chosen class in one grade per school. This resulted in 1100 elementary surveys, 1350 middle school surveys, 1350 high school surveys, and 50 special school surveys. While the overall return rate was about 30%, returns varied by level (43% elementary, 26% middle, 20% high school). The sampling used in 2002 was more efficient and more effective than the 2000 survey.

**Results for 2001-2002**

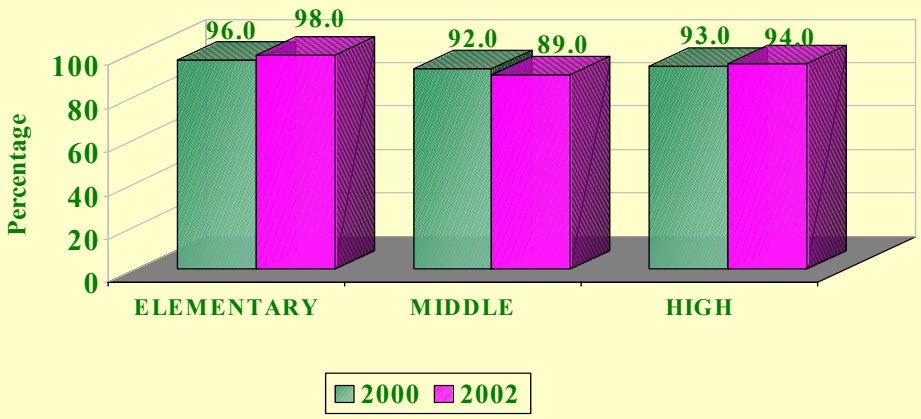
- The results for 2002 are even more positive than for 2000. The survey allows us to show the percentage of parents indicating satisfaction with their schools with a margin error of 7%.
- The "yes" answers at the elementary school level were all in the 90% range with improvements in school staff contacting parents and school staff treating families with respect.
- Middle school "yes" answers were in the 80% - 90% range, higher than the numbers for 2000 that were in the 50% - 80% range.
- High school results were similar to the middle schools and showed large positive gains in 2002 compared with 2000.
- Parent satisfaction has improved as measured by the Parent Survey.

**Note:**
The following 8 pages contain detailed graphs of parent satisfaction data.

# INDICATORS OF STUDENT ACHIEVEMENT PROGRESS

## 1. Do you feel welcome in your child's school?

**Percentage of Positive Responses**

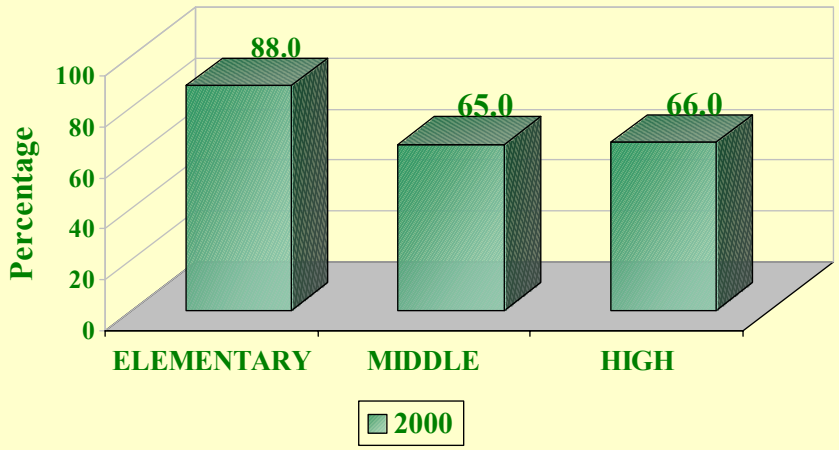



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 2. Do you think that the teachers care about your child? (1999)

**Percentage of Positive Responses**

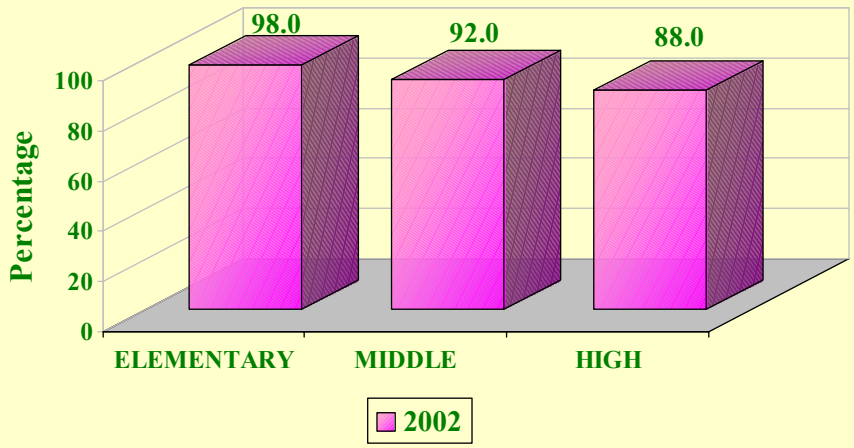



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 2. Do you think the teachers care about your child's success? (2002)

**Percentage of Positive Responses**



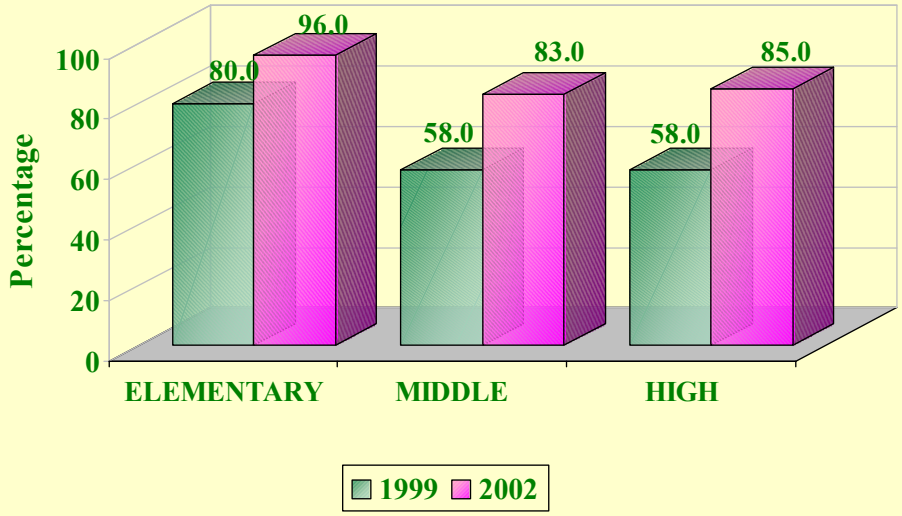

**Baseline Data**

Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 4. Do school staff contact you when needed?

**Percentage of Positive Responses**

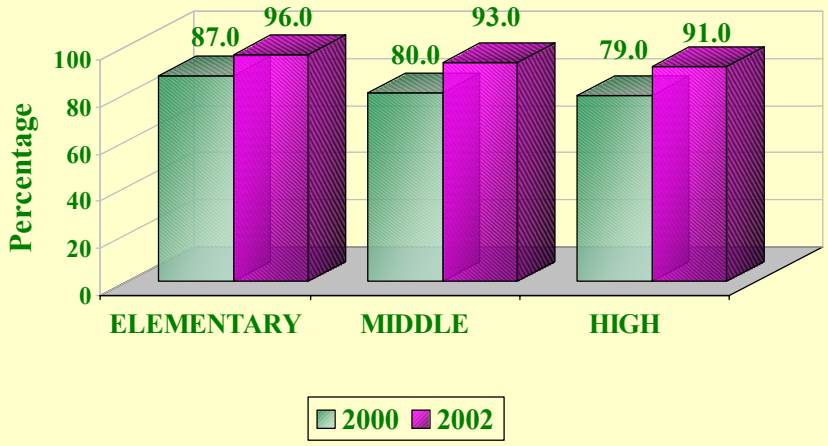



Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULT**

## 5. Do you feel school staff treat families with respect?

Percentage of Positive Responses

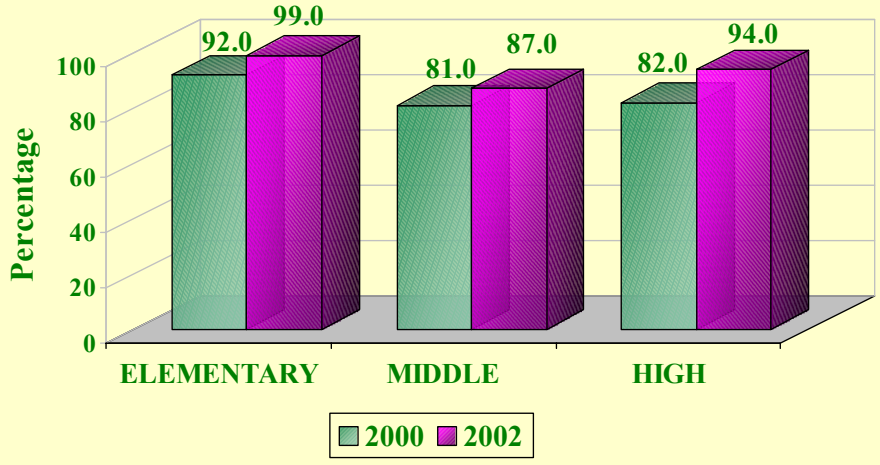



Source: Parent Satisfaction Survey

BCPS SYSTEM RESULTS

## 6. Do you think this is a good school ?

Percentage of Positive Responses

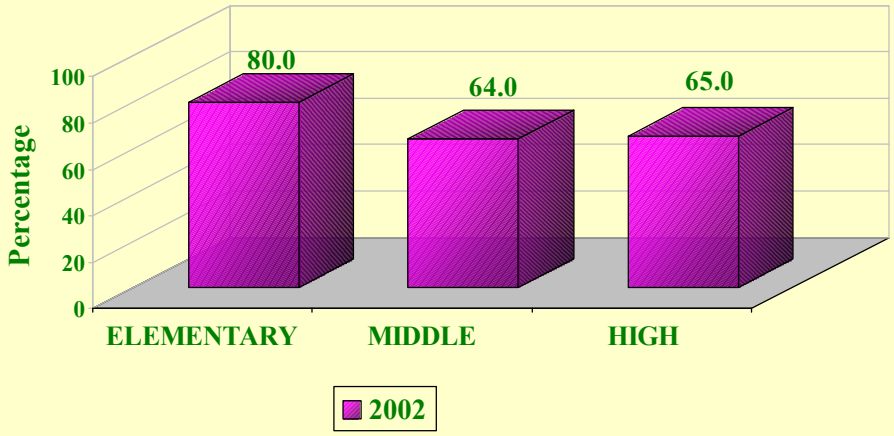



Source: Parent Satisfaction Survey

BCPS SYSTEM RESULTS

## 15. Do you have enough information to support learning at home?

**Percentage of Positive Responses**

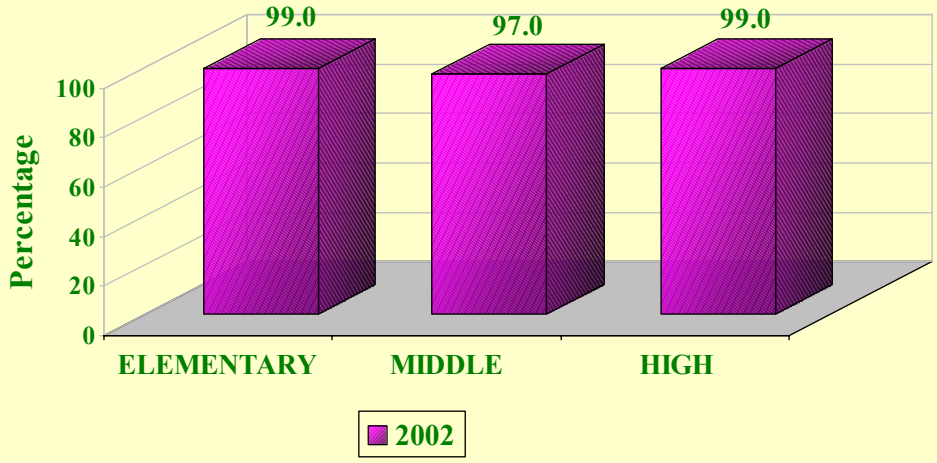



**Baseline Data** Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 17. Are you clear about what is expected of your child regarding behavior?

**Percentage of Positive Responses**

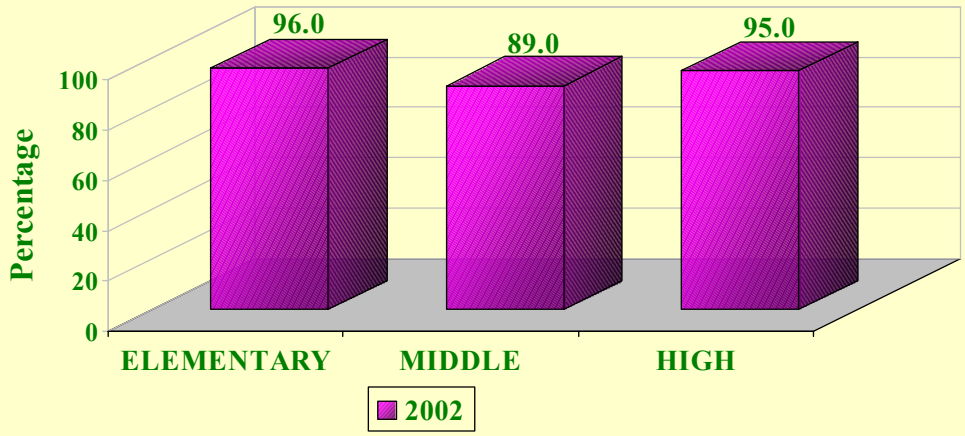



**Baseline Data** Source: Parent Satisfaction Survey

**BCPS SYSTEM RESULTS**

## 18. Are you clear about what is expected of your child for academic success?

**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

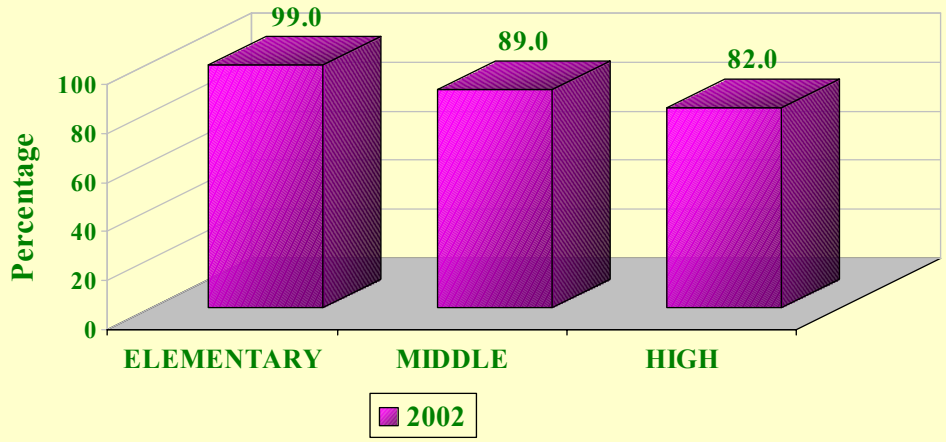
## 19. Do you feel your child is challenged by his/her class work?

**Percentage of Positive Responses**

**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

## 23. Have you talked personally with your child's teacher?

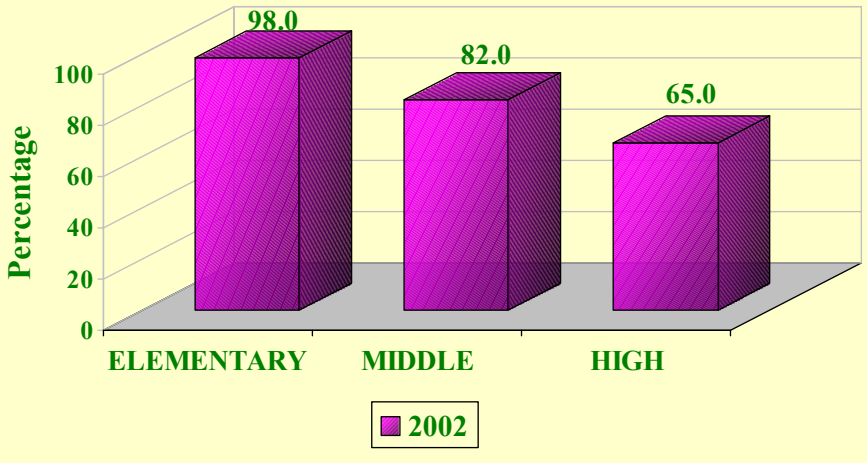
**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

## 24. Have you participated in a parent-teacher conference at the school ?

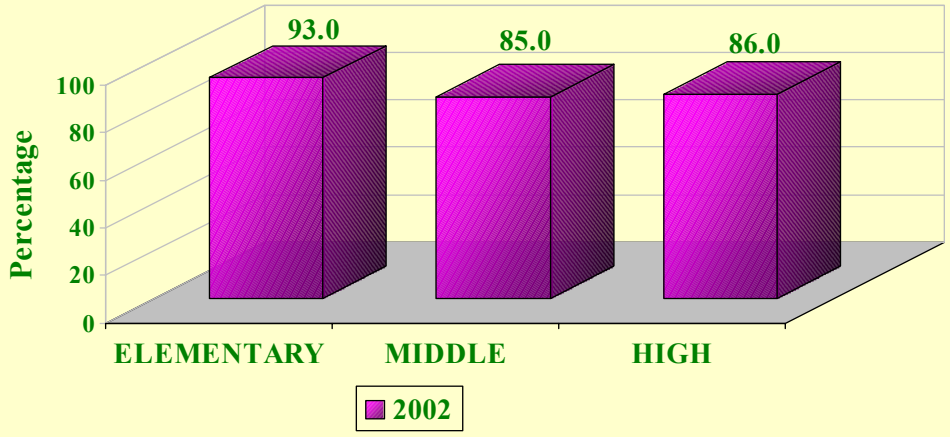
**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

## 26. Do you feel school personnel respond positively to parents' concerns?

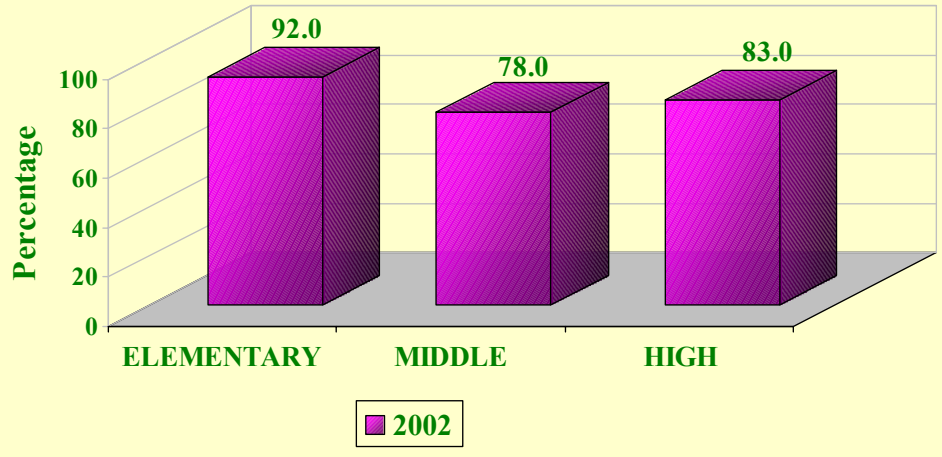
**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

## 27. Do you feel the school communicates clearly with parents?

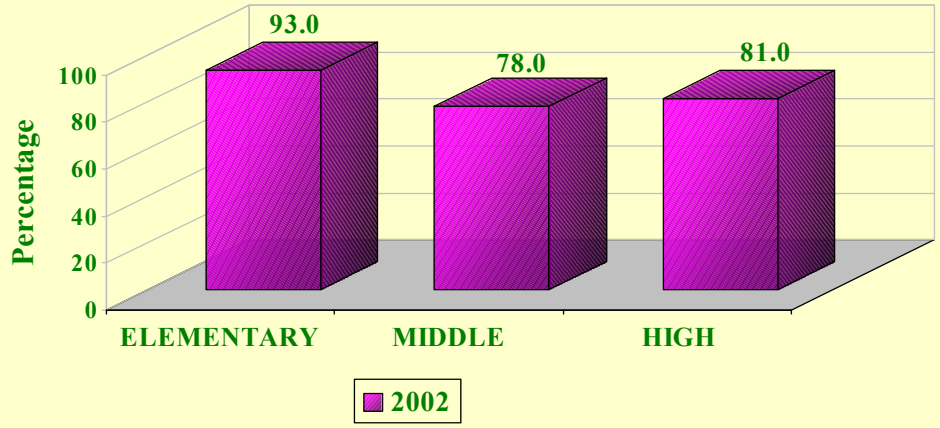
**Percentage of Positive Responses**




**Baseline Data** Source: Parent Satisfaction Survey **BCPS SYSTEM RESULTS**

## 28. Do you feel the school communicates in a timely manner with parents?

**Percentage of Positive Responses**



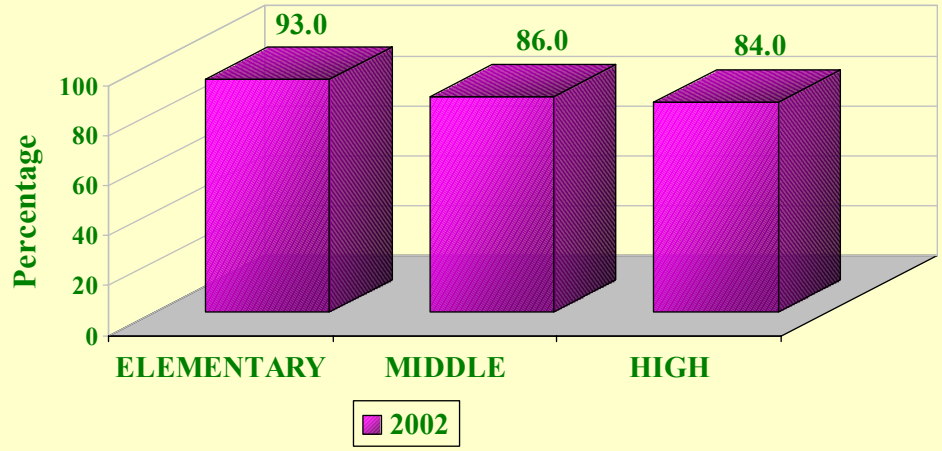

Source: Parent Satisfaction Survey

**Baseline Data**

**BCPS SYSTEM RESULTS**

## 29. Are you pleased with the quality of education your child is receiving?

**Percentage of Positive Responses**




**Baseline Data**

**BCPS SYSTEM RESULTS**

# SECTION II

# KEY STRATEGIES

## KEY STRATEGIES AND CONCLUSIONS:
## A PLAN FOR CONTINUOUS IMPROVEMENTS

Section II includes 16 Key Strategies outlining major system indicators of progress and work in progress in the areas of:

1. High School Expectations and Quality Instruction
2. Alignment Implementation of the Essential Curriculum
3. Implementation of Researched-based Instructional Practices
4. Promotion of a Multicultural Curriculum
5. Development and Implementation of Countywide Formative Milestone Assessments
6. Technology Integration
7. Heightened Communication and Stakeholder Involvement
8. Student Behavior Expectations
9. Promotion of Positive Student Values
10. Student Support Services
11. Quality Work Force
12. Differentiated Professional Development
13. Organizational Performance of Baltimore County Public Schools
14. Maintenance of Facilities
15. Effective and Efficient Auxiliary Services
16. Community and Legislative Support.

The *Blueprint for Progress* reverberates the message and intent of the *No Child Left Behind Act* [NCLB] January 2002. Academic achievement for all students is imperative.

Each key strategy includes indicators of progress and a delineation of the work in progress for the 2002-03 school year. These strategies also outline the programs of the school system to ensure continuous improvement for every child, every classroom, and every school, by:

- Emphasizing the best instructional practices and models for student engagement with focus on Reading, Writing, Mathematics, and Science;
- Committing to hiring qualified teachers and placing experienced/qualified staff in low performing schools;
- Emphasizing continuous professional development based on teacher/student needs;
- Using accountability to improve student achievement and narrow achievement gaps among students of different racial, ethnic, and economic backgrounds, inclusive of students with disabilities and limited English proficiency;
- Continuing to focus on full integration and use of technology as a teaching tool to enhance classroom instruction; and
- Expanding opportunities for more meaningful involvement of parents in their children's education at home and at school.

# KEY STRATEGIES

1. Set high and consistent expectations and institutionalize continuous feedback processes and support systems to ensure that quality daily instruction and continually increasing student achievement occur in all schools.

**INDICATORS OF PROGRESS 2001-2002**

- The partnership with The College Board has focused systemwide efforts leading to increases on SAT and AP scores for two consecutive years. All 10th and selected 9th graders took the PSAT for the second consecutive year. PSAT results and AP Potential software were utilized to identify students who demonstrated potential to succeed in AP courses resulting in increased student participation in AP and in more challenging courses. A professional development model for CTE teachers was implemented enabling teachers to use SAT strategies.
- Executive Directors of Schools monitor quarterly and yearly school data to ensure progress towards specific goals is met and to access appropriate interventions and support services needed to improve student achievement.
- An Academic Intervention Team provided support to increase student achievement in identified schools.
- Testtrax was utilized systemwide to analyze student achievement results.
- A model for service that categorized all schools by achievement needs was implemented.
- Support for differentiated instruction was initiated at all grade levels and in all subject areas.
- A revised supplemental grant allocation process focused on alignment with the *Blueprint for Progress.*

**WORK IN PROGRESS**

- The College Board Partnership is expanding to include Math Building Success workshops for middle and high schools, as well as College Ed, an early college awareness program at the middle school level.
- Testtrax will be expanded by adding data sets for increased formative assessments used to adjust teacher instruction for student mastery.
- Systemwide access to revised IEP goals will be available on a newly implemented computerized system.
- Title I funds will be used to provide 10 resource teachers to support the implementation of the Gifted and Talented Program in 20 Title I elementary schools.
- Systemwide training will provide teachers with the skills needed to use the Essential Curriculum for students with IEPs, and students in inclusion classrooms..

# KEY STRATEGIES

## 2. Focus on the consistent and systematic implementation of the Essential Curriculum in all content areas as revised and aligned with the Maryland Content Standards, Learning Outcomes, and Core Learning Goals.

**INDICATORS OF PROGRESS 2001-2002**

- A Reading Screening Procedure was developed and implemented as a result of the Middle School Task Force providing exit criteria from Grade 6 Reading to enter either World Languages or Grade 7 Reading.
- Consistent reading materials were introduced in all elementary schools. Internal and external evaluations were conducted to assess the effectiveness of the first year of implementation of the new reading materials.
- Individualized self-paced learning guides were developed for alternative school students taking Algebra II, Consumer Math, Government, and Economics.
- The elementary Gifted and Talented Education Mathematics curriculum was integrated into the Elementary Mathematics curriculum.
- The Gifted and Talented Education Language Arts curriculum for grades 4 and 5 was aligned with the elementary reading materials and the MSDE Content Standards.
- Training for the implementation of the new reading materials was provided for all elementary schools. Specific strategies to meet the needs of our diverse student population, including gifted and talented students, students receiving ESOL services, students with educational disabilities, and minority students, were delineated.

**WORK IN PROGRESS**

- Curriculum alignment at all levels will include an engaging model for instruction emphasizing reading, writing, math, and science.
- A Mathematics Program for Pre-kindergarten will be implemented.
- Selected program proposals will be revised to reflect state and national standards.
- The Essential Curriculum will continually be aligned to revised state content standards.

# KEY STRATEGIES

3. Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligence.

**INDICATORS OF PROGRESS 2001-2002**

- A resource of 81 web-based Online Research Models was developed to support the Essential Curriculum.
- The Technology Integration Institute integrated technology into the Essential Curriculum.
- An online process was instituted to align all professional development activities with the Indicators of Student Achievement Progress.
- Twenty-five professional development schools partnered with local universities to improve instructional practices among pre-service interns and teachers.
- BCPS, in conjunction with Johns Hopkins University, completed a research study on the use of audio texts. The findings indicated student learning and access to content were enhanced by the use of this technology.
- The *Wilson Reading Series*, a research-based program, was added to the classroom materials for students with IEPs.

**WORK IN PROGRESS**

- All new and revised curriculum will include differentiation suggestions to assist teachers in meeting the learning needs of students.
- Additional school-based mathematics resource teachers have been placed in 21 elementary schools to support teachers in their understanding of the content and methods of teaching.
- Feedback and information from Wake Forest University and the *Wilson Reading Series* will be used to improve the reading program of students in self-contained special education classes.

# KEY STRATEGIES

## 4. Promote a multicultural perspective in curriculum and instructional strategies.

**INDICATORS OF PROGRESS 2001-2002**

- A review of the GT Education referral and review procedures was conducted.
- Data are being used to address over-representation of minority students in special education and under-representation of these students in gifted programs, AP, SAT, etc..
- Multiple resources were provided to school staff to increase their understanding of the diverse cultures in the system. Examples include: *Cultural Contexts for Learning, Matching Teaching Styles to Learning Styles in the Diverse Classroom,* and *Color Our Children Carefully.* Resources for professionals and parents include *Crossroads, Multicultural Connections,* and the *Parent/Guardian Rights and Responsibilities* brochure.
- Multicultural perspectives are embedded in the Essential Curriculum.

**WORK IN PROGRESS**

- Technology will be used to analyze the performance of students with educational disabilities.
- Staff development training will be provided to principals and IEP chairmen on the over-representation of African American students being identified with the disabilities of Mentally Retarded and Emotionally Disturbed.
- The implementation of the University of Maryland Baltimore County Urban Teacher Education/BCPS intern program was formalized. Under this program, interns are trained in BCPS schools with the agreement that they will teach for at least four years upon graduation with a Master's Degree.
- An action plan will be developed and submitted to MSDE on the elimination of the over-representation of African American students in special education.
- An in-service course, *"Sharing our Heritage: A Multicultural Approach to Children's Literature,"* is being developed.
- A team will continue to support curriculum writers to differentiate instructional strategies in the Essential Curriculum.
- Two online in-service courses entitled *Multi-Cultural Studies* and *The Special Learner* will be implemented.

# KEY STRATEGIES

## 5. Develop and implement countywide formative milestone assessments, aligned with curriculum and instruction, that will enable staff to make more informed instructional decisions based on student achievement data.

**INDICATORS OF PROGRESS 2001-2002**

- Quarterly Reading Milestone Assessments were implemented in grades 2-8. The results of these assessments were utilized to assess student progress and provide data to adjust planning for instruction.
- The development and inclusion of embedded assessments were developed and included in curriculum guides which provided formative feedback for instruction.
- Systemwide unit assessments were developed and implemented for Pre-Algebra 7 and 8, Algebra I, Geometry, Biology, and Chemistry. Results were utilized to help monitor student progress and establish assessment standards for teachers.

**WORK IN PROGRESS**

- Oral fluency, grades 1 – 3 will be field-tested with a sample of students.
- Mathematics, grades 1 – 6 end-of-unit assessments will be field-tested systemwide.
- Reading Benchmarks Progress Tests will be utilized in grades 1 – 6 to assess student progress in reading.
- Algebra I and Biology assessments will be used by teachers and principals to assess student progress, group students, and provide data to planning for instruction.
- A Geometry assessment will be added for the 2002-2003 school year.

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# KEY STRATEGIES

## 6. Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.

**INDICATORS OF PROGRESS 2001-2002**

- A website was created to enhance communication between and among staff members and stakeholders.
- Technology Integration Institutes, focused on teaching reading and writing across the curriculum, were attended by over 700 teachers.
- A systemwide planning document, *Framework for Technology Implementation 2002-2005,* was developed.
- A ratio of five students to one computer was maintained by BCPS.
- A systemwide web-based process for annual staffing allocations was developed and implemented.
- A web-based High School Assessment (HSA) Unit Testing system was developed to collect test performance data for Algebra and Biology.
- Services were provided to schools and offices to design and maintain over 250 websites.

**WORK IN PROGRESS**

- A web-based IEP system will be implemented to enhance the effective creation of IEPs; track special education data and system compliance; and provide information among schools, families, and offices.
- The training and development of liaisons as school-based instructional leaders in technology integration will continue.
- A process for the review and evaluation of instructional software will continue.
- A technology integration resource teacher will be assigned to each geographic area to provide assistance to schools in integrating technology into the Essential Curriculum.
- A data warehouse is being developed to assist data driven decision-making.
- A process to ensure data reliability and consistency will be developed.

# KEY STRATEGIES

7. Implement systemwide processes to strengthen communication among schools, homes and the community, and among the components of the school system in order to foster greater understanding, increased involvement, greater accountability, and to ensure a quality organization.

**INDICATORS OF PROGRESS** 2001-2002

- A tri-fold entitled *Communicating with the Board of Education* was developed and given to local PTA presidents and advisory groups to clarify opportunities for public engagement.
- A communication audit was conducted by The National School Public Relations Association in December 2001.
- The BCPS website was recognized in January 2002, by The Jeffersonian as "changed and drastically improved," with many new features to assist the public in accessing information.
- In its second season, "The Superintendent's Journal," produced and broadcast on The Education Channel, had the dual focus of quality classroom experiences and support for parents and families to help students learn at home.
- "The Superintendent's Journal" received a Telly Award in the non-broadcast TV or Cable program information category. The Telly Awards, founded in 1980, showcase outstanding non-network and cable commercials, film, and video productions around the country.

**WORK IN PROGRESS**

- An annual strategic communications/marketing plan for the school system will be developed by January 2003.
- A Key Communicator Network, composed of parents and community members, will be formed to facilitate the sharing of information about system initiatives and major educational issues.
- A web page for advisory councils, the BCPS Education Foundation, and Baltimore County Student Councils will be added to the website.
- A new, bi-weekly news show will air on Channel 73 to provide timely information to the public regarding the Board of Education and the school system.

# KEY STRATEGIES

## 8. Intensify efforts to ensure that all students understand and practice behavior expectations identified in the *Student Handbook* and school codes of conduct.

**INDICATORS OF PROGRESS 2001-2002**

- The sixth Safe Schools Conference "Building Bridges: Cooperative Discipline in the Teaching and Learning Environment" was attended by over 600 school-based administrators.
- The Policy 5550 - Student Conduct was revised.
- Schools received grant funds for instructional and support activities designed to help reduce misbehavior and substance abuse.
- Inservice courses on student behavior management were provided for schools.
- A three-day Discipline Institute for administrators was held.

**WORK IN PROGRESS**

- Peer mediation programs developed by school counselors will continue to expand.
- The Discipline Institute will be offered during the summer of 2003.
- The *No Child Left Behind* concept of "persistently dangerous" schools will be analyzed and support and training will be provided to schools to improve student behavior.
- The School Resource Officer Program in the six priority middle schools will be introduced.
- Six school resource officers will be added at the middle school level.
- Five additional schools will be added to the 13 others to be trained in the Positive Behavior Intervention System. This model will be evaluated statewide by Johns Hopkins University and the Maryland State Department of Education.

# KEY STRATEGIES

## 9. Implement programs that will develop in students a strong values system and promote positive behavior and ethical decision-making.

### INDICATORS OF PROGRESS 2001-2002

- The *Essential Guidance Program (PreK-12)* was revised to reflect goals, values, beliefs, indicators, and strategies found in the *Blueprint for Progress*.
- Training and support to all schools in the development and implementation of character education/behavior management plans were provided.
- Procedures for consultation and assessment of students regarding the threat of harm were drafted and presented at the October 2001 Safe Schools Conference. They developed into an interdisciplinary "Student Threat Management Process."

### WORK IN PROGRESS

- A professional development program will be provided to school counselors focusing information on aggressive and violent behavior.
- There will be increased collaboration with community mental health providers to expand unduplicated services to schools, students, and families.
- Implementation of additional peer mediation and student mentoring programs will reinforce positive behavior, values, and academic success.
- Threat management training will be provided to all mental health professionals and administrators in schools.
- The 2002 Safe Schools Conference focused on safety and violence prevention.

# KEY STRATEGIES

## 10. Provide the necessary student support services that will enable all students to maximize their educational opportunities.

**INDICATORS OF PROGRESS 2001-2002**

- The Student Support Services Model was designed by developing a framework of services, connecting the services to the *Blueprint for Progress*, and presenting the model to principals. The Student Support Team Model was implemented in schools in the fall of 2002.
- Health concerns, expressed by parents and staff about school buildings and air quality, were addressed.
- Education and support for students and their families in dealing with homeless situations was provided and new procedures reflecting the Mckinney-Vento laws were drafted.
- Systemwide training to help staff in the identification and reporting of child abuse and neglect was provided.
- Counselors assisted students in planning to incorporate course selection that has the best potential to prepare students to meet expectations for participating in the SAT.
- Grant funds were used in a compliant manner to provide additional services to homeless students and to provide a dental sealant program for students in Title I schools.

**WORK IN PROGRESS**

- Counselors will continue the use of AP Potential data in order to identify students who should be enrolling in higher level courses.
- Staff development on the Student Services Team Model will continue.
- Additional services to students and families will continue.
- Supports needed by students will be identified to make successful transitions.
- Grant funds will be allocated for a pupil personnel worker designated to coordinate educational support for homeless students and supplemental support for schools whose students participate in the Title I Public School Transfer Options process.
- Evaluate the Instructional Support Team (IST) model being implemented.

# KEY STRATEGIES

## 11. Recruit and maintain a quality work force and provide for the needs of employees.

**INDICATORS OF PROGRESS 2001-2002**

- In 2001, a total of 1120.2 certified staff were hired. That total includes teachers, social workers, nurses, and psychologists. This number of new hires has steadily increased since 1996 when 866 professional positions were filled. In 1999, 927 teachers were hired and in 2000, 1046 teachers were hired.
- In 2002, due to successful recruiting efforts, the number of vacancies when schools opened was 13.1; compared to 13.6 vacancies in 2001.
- The number of minority new hires as of September 30, 2002 was 165, or 16.5% of all new hires. This is a drop from 18.7% in 2001.
- A Position Management and Maintenance Team was established in March 2002. This team has implemented a central and an improved staffing allocation process.

**WORK IN PROGRESS**

- Negotiations will take place with all employee groups during the school year.
- Increased emphasis will be placed on identifying, recruiting, and hiring "highly qualified" teachers in accordance with *No Child Left Behind* legislation. Principals from Title I schools and under achieving and/or high turnover schools will be actively solicited as recruiters.
- Data will be more readily available and useful through expanded reporting via the internet.

# KEY STRATEGIES

## 12. Provide differentiated professional development for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services.

**INDICATORS OF PROGRESS 2001-2002**

- A systemwide professional development calendar was designed, posted electronically and implemented.
- Training was provided to support professional development schools as learning communities. University partners and school-based personnel participated.
- Parents and the community members were provided opportunities to increase involvement through the Parentmobile and resource centers.
- Teacher Leader and Aspiring Leader Modules provided training opportunities and activities for classroom teachers who aspire to leadership positions.
- The Administrative Induction and Support Program provided training for all administrators new to the roles of principal and assistant principal.

**WORK IN PROGRESS**

- The Leadership Enhancement program will be extended to include additional training opportunities for all assistant principals.
- The organization of Curriculum Workshops will be reviewed and refined.

# KEY STRATEGIES

13. Assess the organizational performance of the Baltimore County Public Schools against world-class standards; identify strengths and opportunities for improvement; and put needed processes in place to address organizational, management, communication, and other identified gaps.

**INDICATORS OF PROGRESS 2001-2002**

- A Position Management Team was established in the Human Resources Department.
- The hiring of a Grant Writer was completed.
- The Office of Student Data was moved to the Department of Information Technology.
- The design and development of a Data Warehouse was started to enable the System to have consistent and reliable data.
- A Communications Audit was conducted to assess internal and external communications.
- An evaluation of the implementation of the new reading program was conducted.

**WORK IN PROGRESS**

- The evaluation of the implementation of the new reading series will be provided to the Board of Education in October 2002.
- In response to one of the recommendations from the Communications Audit, a Chief Communications Officer will be hired by September 2002. (This action took place as planned.)
- A Communication/Marketing Plan will be designed and developed by January 2003.
- The work on the Data Warehouse will continue. There will be an expansion to the design work of 2001 – 2002 with the development of a new student information system.
- An evaluation of the Magnet School Program is being conducted.
- The Office of Research, Assessment, and Evaluation is inventorying all programs and establishing criteria and timelines from which programs will be evaluated.

# KEY STRATEGIES

## 14. Provide safe and well-maintained facilities that will enhance the implementation of instructional programs.

### INDICATORS OF PROGRESS 2001-2002

- The Emergency Procedures Manual was revised and updated to include a comprehensive crisis response plan developed collaboratively with Baltimore County Fire, Health, and Police Departments. Training was provided to all staff members identified as part of the Critical Incident Response Team (CIRT).
- Phase I of the major maintenance renovation projects at 45 elementary schools was completed.
- A new cafeteria addition at Stoneleigh Elementary School ($2.5 million) and a 623-student addition at Woodlawn High School ($13 million) were completed.
- The design phase for bidding major maintenance renovations at the first five middle schools was initiated.
- Construction on thirty-two (32) projects funded under the State Aging School Program for Fiscal Year 2002 ($2.7 million) was designed, formally bid, and completed.
- A total of 13,963 work requests associated with building maintenance were completed. Security panels at 24 schools were upgraded, security lighting at three schools was installed, roofing systems at ten schools were replaced, athletic fields at four schools were reconstructed, 24 portable classrooms were relocated, and 68,388 square feet of concrete at 75 schools was repaired or replaced.

### WORK IN PROGRESS

- Critical systems are substantially completed at the 43 Phase II elementary schools under renovation. A total of $237 million of capital improvements have been completed at these 88 schools.
- The centralized filing/informational systems will be improved to increase productivity.
- Comprehensive standards will be developed for evaluating the ability of existing facilities to provide the necessary infrastructure needed for the delivery of the Essential Curriculum.
- The Emergency Procedures Manual has been updated and essential staff are receiving training as part of a systemwide crisis management team.
- New Town High School is under construction and is scheduled to open in August 2003.
- Conduct a systemwide review and plan to assess the impact of building facilities on instructional programs.

# KEY STRATEGIES

## 15. Provide quality fiscal, transportation, food, information management, and other support services which will contribute to the effectiveness and efficiency of the organization and improve the quality of services to students and schools.

**INDICATORS OF PROGRESS 2001-2002**

- Financial statements for the fiscal year ended June 30, 2002 and were prepared in accordance with the new reporting guidelines established by the Governmental Accounting Standards Board.
- Two national awards were received related to preparation of the Comprehensive Annual Financial Report for FY01.
- Thirteen new catalogs were added to the electronic online catalog order system.
- Use of the budget information system was expanded to include online data entry by offices, schools, and major grants.
- The Universal Breakfast Program was implemented at Woodlawn Middle School, bringing the total number of participating schools to 19.
- The goals for participation of students increased in the breakfast, lunch, and a` la carte meals.
- The Office of Food and Nutrition Services met its goal of reducing the fund balance as required by MSDE.
- The Distribution Center assumed responsibility for the storage, reproduction, and distribution of all curriculum guides.
- The number of cases managed and monitored through the Integrated Disability Management Program increased to 960.
- There were 2193 workers' compensation cases managed and monitored.

**WORK IN PROGRESS**

- The school system will implement the *Vendor Self Service* system to provide for internet-based vendor registration for bids and web-based advertising, distribution, and collection of bid information.
- The ProCure™ procurement card management software will be implemented which is designed to provide for electronic procurement card logs, automated matching of logged items to actual charges from VISA, electronic approvals by Account Managers, elimination of multiple cards for a single cardholder, and improved reporting, monitoring, and audit of procurement card activity.
- The budgeting process will integrate general fund and grant funding requests and approvals.
- The Office of Food and Nutrition Service will reduce food costs by 2%.
- The use of online services for entering and processing Supply Requisitions will increase.
- The planning process will be enhanced through application of a new GIS system
- The number of behavior referrals on school buses will be reduced through the expanded use of video cameras.
- All curriculum materials will be accessible via the Internet.

# KEY STRATEGIES

## 16. Maintain community and legislative support for the school system and obtain the funding levels necessary to provide quality educational opportunities in all schools.

**INDICATORS OF PROGRESS 2001-2002**

- The Baltimore County Executive and County Council provided nearly $559.5 million in County funds to education, an increase of over $21.5 million from last year and more than $33.3 million above the State's required funding. In addition, $91.7 million was appropriated from local funds for Capital projects.
- Operating Budget Requests were presented in a format which aligned system priorities with budget requests.
- The school system worked closely with the PTA Council, Advisory Councils, and other parent/community groups to increase awareness of system priorities.

**WORK IN PROGRESS**

- Continue to communicate with advisory groups in the development of the FY04 budget.
- Continue Board of Education meetings with legislators concerning the needs of the school system.

# DEFINITIONS

**I. Advanced Placement (AP) Participation Rate**

1. Assessment, Research, & Testing calculates the BCPS participation rate using the grades 9-12 enrollment as the denominator. The County Standard of 7% participation was set in 2000.

**II. Advanced Placement (AP) Pass Rates**

1. Students receive a rating of 1(lowest) through 5 (highest) on their AP exam, depending on the comparison with the AP national norm.
   A rating of 3, 4, or 5 constitutes "passing."
   The College Board reports the number and percentage of AP exams passed.
   Some students may take more than one exam.

**III. At or Above Grade Level**

1. The definition of stanines, listed below, indicates that the top 77% of the national norms comprise stanines 4 – 9, the range that BCPS calls "at or above grade level."

**IV. Mean**

1. The statistical mean is commonly called the mathematical average of a group of numbers. To find the mean of a group of numbers, add the numbers together and divide by how many numbers were added together. The mean identifies what score each person would have if all were equal.

   A. Example:

   - If the total payroll of a department was $500 thousand and there were 10 employees, the mean (average) salary would be $50 thousand.

**V. Median**

1. A median designates the middle point in a series of values.

A. Example:

- If the median test score was 76, then half of the students scored lower than 76 and half scored higher.

**VI. National Norm**

1. A representative national sample of students who take the test under standardized conditions is the national norm. The results from the national sample become the benchmarks or norms to compare students' results. The normative data generate score types, such as percentiles, stanines, grade equivalents, and scale scores.

# DEFINITIONS

## VII. SAT

1. The norm group is comprised of a representative national sample of high school students, applying for college, who take the test under standardized conditions. The SAT uses a derived normative score, which is theoretically centered at 500. There is a standard deviation of 100 for each of the SAT-I exams, which are verbal and mathematics.

   The approximate normal distribution of the population of applicants results in:
   - 68 % of the population scoring within 100 points of 500 (400 – 600).
   - 95% of the population scoring within 200 points of 500 (300 – 700).
   - 100% of the population scoring within 300 points of 500 (200 – 800). The scores are truncated at 200 and 800.

   A. Example:

   - A score of 300 is, approximately, at the 2nd percentile.
   - A score of 400 is, approximately, at the 16th percentile.
   - A score of 500 is at the 50th percentile.
   - A score of 600 is, approximately, at the 84th percentile.
   - A score of 700 is, approximately, at the 98th percentile.
   - A score of 800 is, approximately, at the 99th percentile.

**Note:**
Trial items are imbedded within the real SATs taken by students throughout the year. These items help to norm future versions of the exam, as well as link results to past SATs. In this way the ability needed to reach a certain level on the SAT is kept constant, even if some versions appear to be easier or harder than other versions.

## VIII. Stanine

1. A stanine is a standard score that ranks students from 1 (lowest) to 9 (highest) depending on their position compared with national norms. Stanines compare students' performance with their national peers.

   - Stanines 1 – 3 are the bottom 23% of the national norms,
   - Stanines 4 – 6 are the middle 54% of the national norms, and
   - Stanines 7 – 9 are the top 23% of the national norms

   Therefore, when we define "at or above grade level" as stanines 4-9, this range encompasses the top 77% of the national norms.