

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** October 25, 2005

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **REPORT ON RESULTS**

**ORIGINATOR:** Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

**RESOURCE  
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**INFORMATION**

The Results Report summarizes progress towards the achievement of the goals and performance indicators outlined in the *Blueprint for Progress*. The *Blueprint for Progress* reflects characteristics that all parents would want for their child's academic experience. This report provides charts and verbal analysis on the 57 indicators contained in the *Blueprint for Progress*. This document is produced annually and is presented to the Board of Education in October each year.

Websites:

*Blueprint for Progress* <http://www.bcps.org/offices/super/pdf/Blueprint-for-Progress.pdf>  
Master Plan [http://www.bcps.org/system/master\\_plan/MPUpdates.pdf](http://www.bcps.org/system/master_plan/MPUpdates.pdf)

Attachment I - Executive Summary  
Attachment II - PowerPoint  
Attachment III - MSDE Annual Measurable Objectives  
Attachment IV – 2005 SAT and Advanced Placement Maps

**EXECUTIVE SUMMARY 2004–2005**  
***2004-2005 REPORT ON RESULTS***

**HISTORY**

The *Report on Results* summarizes progress toward the achievement of the goals and performance indicators outlined in the *Blueprint for Progress*. The *Blueprint for Progress* reflects characteristics that all parents would want for their child's academic experience. The *Blueprint for Progress* was developed by the Superintendent of the Baltimore County Public Schools in conjunction with community stakeholders and school system leaders and employees and was approved by the Board of Education. The *Blueprint for Progress* is the foundational document that guides the vision of the school system with a focus on steady improvement toward achieving the goals and performance indicators. The *Blueprint for Progress* has undergone two revisions since its original adoption by the Baltimore County Board of Education on November 21, 2000. The *Blueprint* was revised during the 2002–2003 school year to include the requirements of the No Child Left Behind Act of 2001, the Bridge to Excellence in Public Schools Act, and the recommendations of the Visionary Panel for Better Schools. The *Blueprint* underwent additional revision in 2005 to reflect changes to the Maryland Accountability Plan.

The *Blueprint for Progress* contains eight broadly defined performance goals and fifty-seven performance indicators, all based on state and BCPS standards. Goals two through eight were developed to support goal one: *By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.* The performance indicators are measurable objectives that underlie and support the achievement of the eight performance goals. The *Report on Results* systematically examines each performance indicator against measurable criteria to determine the degree of progress achieved for each school year.

The *Report on Results* examines the major goals and performance indicators through disaggregation of data, when that information is available. When disaggregated information is presented in the *Report on Results*, it follows the Maryland Accountability Plan format and No Child Left Behind requirements. The information in the *Report on Results* is presented in both graphic and narrative formats.

The foundation of the Maryland Accountability Plan is Adequate Yearly Progress (AYP). AYP measures the performance of all schools and school systems in the State of Maryland in thirty-eight separate areas. The thirty-eight measures of accountability under the No Child Left Behind Act require separate AYP decisions in reading and math, by subgroup and race/ethnicity, for all schools. The Maryland State Department of Education established Annual Measurable Objectives (AMO), annual targets for achievement, so that local school systems can determine their progress toward meeting the goal of 100% of students achieving proficient/advanced by 2014. The comprehensive reporting format employed by the MSDE allows for the disaggregation and analysis of data by racial/ethnic groups, economically disadvantaged students (FARM), students receiving special education services, and those who are English Language Learners (ELL).

The vision of the Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens and to be successful in college and the workplace. BCPS believes that all students can and will learn and achieve when the following necessary conditions for learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. The *Report on Results* shows that the vision of BCPS is being achieved through the implementation of the *Blueprint for Progress*, as student performance continues to improve while substantial demographic changes occur, including significant increases in the minority and English Language Learner populations and changing socio-economic conditions. A comprehensive analysis of student achievement data clearly indicate a strong trend of continuous improvement; however, achievement gaps remain. Addressing these performance gaps through consistent implementation of the *Blueprint for Progress* is vital to ensuring the success of *all* students. A brief summary of the highlights of the *Report on Results* and opportunities for growth follows.

### **SUMMARY OF RESULTS**

***Goal 1 – By 2012 all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.***

- Notable increases in student performance have been achieved on the **Maryland School Assessments (MSA)**. Maryland School Assessment (MSA) scores have risen consistently for the past three years. In 2004-05 scores remained consistent or increased in all grades tested in reading and mathematics.
- The percentage of diploma-bound students achieving proficient/advanced on the **MSA in reading** continues to increase. In grades 3, 5, and 8 (the only grades for which trend data are available), the percentages of students achieving proficiency have increased by 18, 9, and 9 percentage points, respectively, from 2002-03 to 2004-05. The following student groups have evidenced improvement on MSA reading from 2002-03 to 2004-05: African American, White, Hispanic, FARM, and Special Education. In 2004-05, all grades exceeded the grade level AMO by at least 13.5 percentage points.
- The percentage of diploma-bound students achieving proficient/advanced on the **MSA in mathematics** continues to increase in grades 3 – 8. In grades 3, 5, and 8 (the elementary and middle school grades for which trend data are available), the percentages of students achieving proficiency have increased by 12, 18, and 13 percentage points, respectively, from 2002-03 to 2004-05. The following student groups evidenced improvement on MSA mathematics from 2002-03 to 2004-05: African American, White, Hispanic, FARM, and Special Education. In 2004-05, all elementary and middle school grades tested exceeded the AMO by at least 19 percentage points. The following grade 10 student groups improved performance on MSA Mathematics from 2002-03 to 2004-05: American Indian, Asian, African American, FARM, Special Education, and ELL. In 2004-05, grade 10 students, as a group, met the AMO.
- Student performance on the **MSA** demonstrates continuous improvement in reading and math; however, challenges remain. Cohort data indicate that as students approach the upper elementary grades and middle school, the rate of improvement slows. Students who require special education services have experienced improvement; however, they

must be provided access to the core curriculum in the least restrictive environment. BCPS met the state AMO of 40.6% of students passing the MSA in geometry in 2004-05; however, 59.3% of students need to acquire the skills and knowledge necessary to pass prior to graduation.

- A high percentage of students taking the **ALT-MSA** scored in the proficient or advanced category in both reading and mathematics. In reading, 87.5% of students taking the ALT-MSA scored in the proficient or advanced category, an increase of 26 percentage points from 2002-03 to 2004-05. In mathematics, 83.6% scored in the proficient or advanced category, an increase of 22 percentage points from 2002-03 to 2004-05.
- Nearly all students (93.8%) had earned at least one **fine arts credit** by the end of grade 12 in 2004-2005.
- **Advanced Placement (AP)** participation has continued to increase from a baseline of 1.7% in 1989-90 to 10.2% in 2004-05. The increase from 8.6% in 2003-04 to 10.2% in 2004-05 was 1.6 percentage points. During this period of dramatic increase in participation, pass rates have remained above the global pass rate of 60% and the BCPS pass rate goal of 70%. The systemwide pass rate for 2004-05 is 71%, and it has remained constant since 2003-04. Determined efforts to support improvement in the AP participation and pass rates will continue. In 2004-05, 3 high schools had participation rates of 21% – 29%; 3 had participation rates of 14% – 21%; 7 had participation rates of 7% – 14%; and 11 had participation rates of 0.1% – 7%. In 2004-05, 11 high schools had pass rates of 70% – 99%; 3 had pass rates of 50% – 70%; 2 had pass rates of 25% – 50%; and 8 had pass rates of 1% – 25%.
- The rate of student participation in the **SAT** has risen for four years; 55% of grade 12 students took the SAT in 2004-05. This figure exceeds the 2005 national participation rate of 49%. SAT scores have remained strong, near or exceeding the national average, for five consecutive years. Concerted efforts to support improvement in the participation and pass rates of all students will continue. In 2004-05, 6 high schools had participation rates of 75% – 90%; 4 had participation rates of 60% – 75%; 3 had participation rates of 50% – 60%; 5 had participation rates of 30% – 50%; and 5 had participation rates of 1% – 30%. In 2004-05, 3 high schools had combined scores of 1,100 – 1,150; 7 had combined scores of 1,050 – 1,100; 2 had combined scores of 1,000 – 1,050; 4 had combined scores of 950 – 1,000; 2 had combined scores of 900 – 950; and 5 had combined scores of 790 – 900.
- The **Accuplacer** test enables students to enroll in college level courses at two-year colleges. In 2005, 73.1% of students taking the Accuplacer test in English scored “College Ready” or “On Track.”
- Among 2004 high school graduates, 68.9% of students identified as **career and technology education** completers had an overall GPA that met or exceeded state standards. Among this same population, 78.0% had a technical GPA that met or exceeded state standards.

***Goal 2 – By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies***

- The rate of English Language Learners scoring in the proficient or advanced category on MSA mathematics exceeded the BCPS standard of 50.0%. This includes students who

have been receiving ESOL (English Speakers of Other Languages) services for one to three years. Continuing to support English Language Learners in acquiring the English language skills required to increase comprehension continues to be a priority.

- The percentage of ESOL students successfully meeting exit criteria for English proficiency increased by 6.5 percentage points from 2003-04 to 2004-05.

***Goal 3 – By 2005-2006, all students will be taught by highly qualified teachers.***

- The percentage of highly qualified teachers in 2004-05 was 87.0%. The percentage of highly qualified middle school mathematics teachers has risen from 31.9% in 2003-04 to 79.4% in 2004-05. The percentage of newly-hired teachers in Title I schools was 84.2% in 2004-05, an increase of 12.8 percentage points since 2002-03.
- The percentage of highly qualified paraprofessionals has nearly doubled from 45.1% in 2002-03 to 80.6% in 2004-05.

***Goal 4 – All students will be educated in school environments that are safe and conducive to learning.***

- 79% of stakeholders surveyed reported satisfaction with academics.
- 77% of stakeholders surveyed reported satisfaction with a safe and orderly environment.
- 76% of stakeholders surveyed reported satisfaction with the amount of parent/guardian involvement.

***Goal 5 – All students will graduate from high school.***

- The graduation rate in Baltimore County in 2004-05 was 84.8% and above the AMO of 83.2%. Continuing efforts to improve the systemwide graduation rate are required, as there has been a 3.4 percentage point decrease since 2002-2003. Among BCPS graduates, 87.1% met University of Maryland entrance requirements or career and technology career completer requirements in 2004-05, which was 10.8 percentage points higher than the rate for 2003-04 graduates and is the highest rate achieved since 2000-01.

***Goal 6 – Engage parents/guardians, business, and community members in the educational process.***

- In 2005, of schools reporting the data, 69.0% of elementary schools, 58.0% of middle schools, and 74.0% of high schools increased the number of parent/student/teacher conferences by at least 10.0% compared to the previous year.
- In 2005, of schools reporting the data, 47.0% of elementary schools, 59.0% of middle schools, and 62.0% of high schools increased the number of volunteers/tutors by at least 10.0% compared to the previous year.

***Goal 7 – Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.***

- All schools used school level data to develop a local results report based upon an analysis of student achievement and other data.

***Goal 8 – All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.***

- The BCPS standard of student to computer ratio of 5 to 1 was exceeded in 2005, with a ratio of 3.5 students to each computer.
- The Wide Area Network (WAN), Enterprise Systems (ES), and the telephone system operated effectively 99.0% of the time; exceeding the county standard of 98.0%.

## **OPPORTUNITIES FOR GROWTH**

As the *Report on Results* indicates, the *Blueprint for Progress* has been successful in providing a framework for continuously increasing student achievement. However, the following areas of opportunities for growth exist:

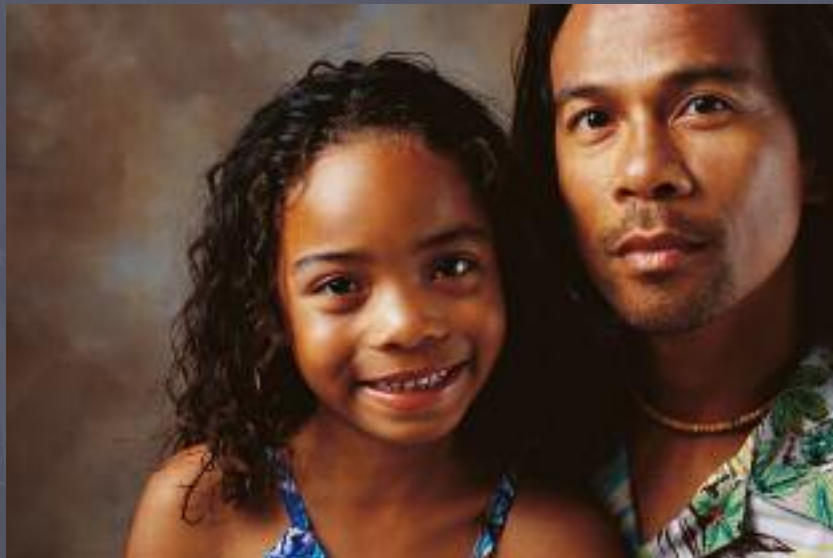
- Increasing course rigor and improving the achievement of students in middle and high schools to ensure that ***all*** students pass the HSA and that the AP participation and pass rates increase.
- Improving the consistency and implementation of the Voluntary State Curriculum, Core Learning Goals, and the BCPS Essential Curriculum to ensure that ***all*** students are successful on the MSA, HSA, AP, and SAT.
- Maintaining focus on providing programs and interventions that will move ***all*** students to proficient/advanced in reading/language arts and mathematics on the MSA.

To address these areas, BCPS has taken action steps including the following: eliminating 206 low-level/obsolete courses and maintaining a commitment to increasing the rigor of the instructional program through the curriculum revision process in grades PreK – 12; focusing the system on high school reform including conducting the 2005 High School Summit; implementing AVID (Advancement Via Individual Determination) and other programs to prepare more students to be college-ready; revamping the Algebra I curriculum to ensure access to all students, including special education students; continuing early intervention including prekindergarten, full-day kindergarten, and inclusion; implementing Education That is Multicultural strategies including addressing learning styles and students' cultural and linguistic diversity; enhancing opportunities for parent and community involvement; replacing ELL tutors with certified ELL teachers; supporting programs to assist teachers and paraprofessionals to become highly qualified; and providing alternative and intervention programs to address acceleration, transition, and other student needs.

Additional details of results in each goal area are available in the full *2004-2005 Report on Results*. Additional information about the *Blueprint for Progress* strategies and activities being implemented to address the aforementioned opportunities for growth are available in the 2005-2006 Master Plan. The Baltimore County Public Schools are committed to continuing the consistent implementation of the *Blueprint for Progress* and Master Plan. BCPS students are performing at the highest levels in the history of the school system – standards continue to be raised, achievement continues to improve, and BCPS will continue to stay the course.



# *Report on Results*



Annual Report to the Board of Education  
October 25, 2005

# *Report on Results*

- ▶ Provides a detailed view of the progress made on Baltimore County Public Schools' *Blueprint for Progress*
- ▶ Provides an opportunity to examine trends over the past three to five years
- ▶ Provides written analysis on all 57 indicators



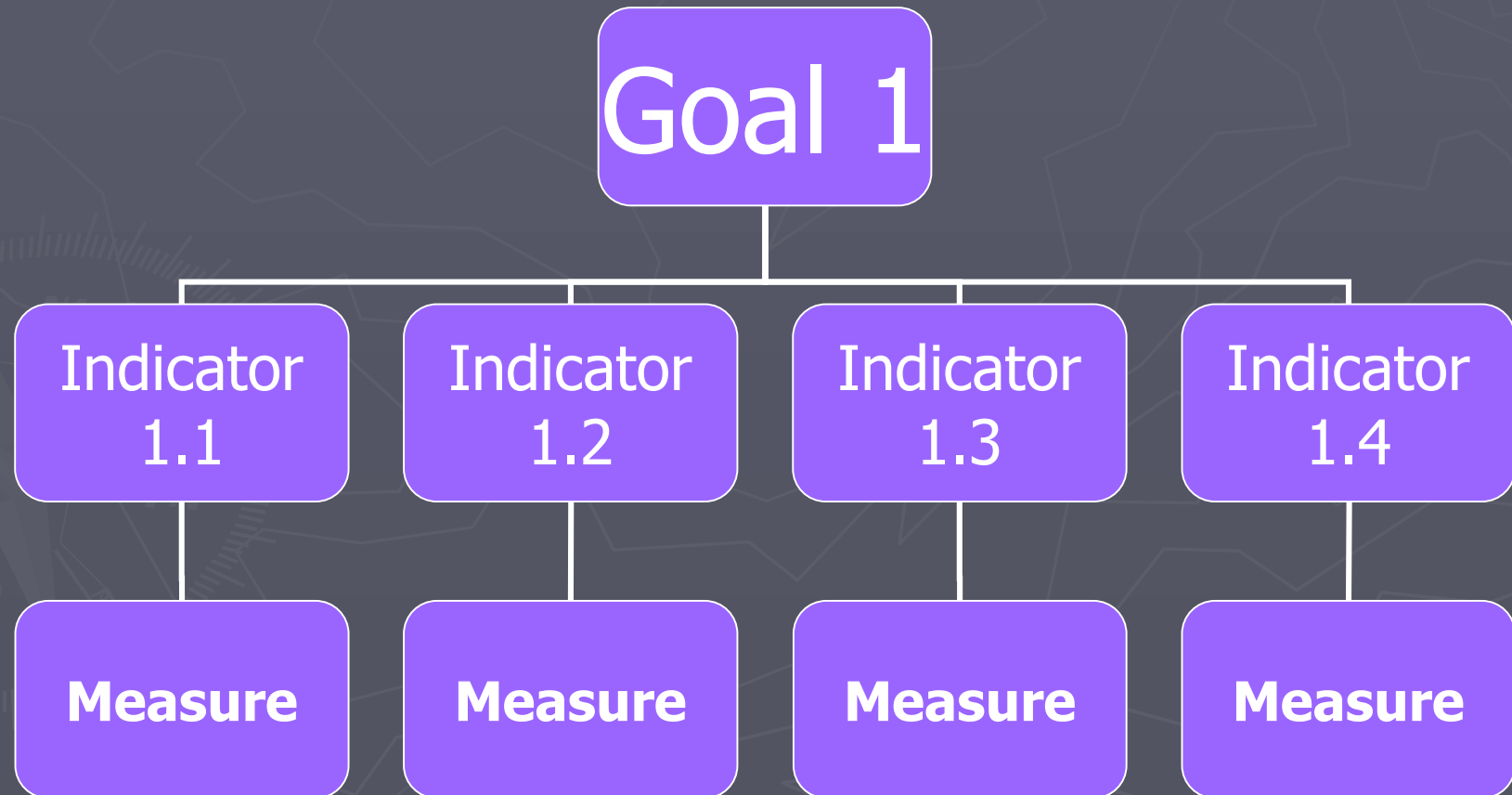


# *Report on Results*



# *Report on Results*

Each goal is supported by several indicators



# Example

- ▶ Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts, mathematics, science, and social studies.

③Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Geometry will meet or exceed Maryland School Assessment (MSA) standards.

- ▶ Measure: Percentage of students scoring in the advanced or proficient categories on the Maryland School Assessments.

# Adequate Yearly Progress

- ▶ Adequate Yearly Progress (AYP) is determined by school and system level results for:
  - ③ Mathematics
  - ③ Reading
  - ③ Attendance
  - ③ Graduation
- ▶ Each of these areas is examined in the *Report on Results*.

# Annual Measurable Objective

- ▶ Annual Measurable Objective (AMO) is the target percentage that subgroups must meet in order for them to make Adequate Yearly Progress or AYP.
- ▶ AMOs are determined by the Maryland State Department of Education for reading, mathematics, attendance, and graduation.
- ▶ BCPS has exceeded the 2005 grade level AMOs.

# Achievement Results

## ► Maryland School Assessments

- ③ Mathematics and Reading
- ③ Including students who take the ALT-MSA
- ③ Indicators 1.1 and 1.5

## ► High School Assessments

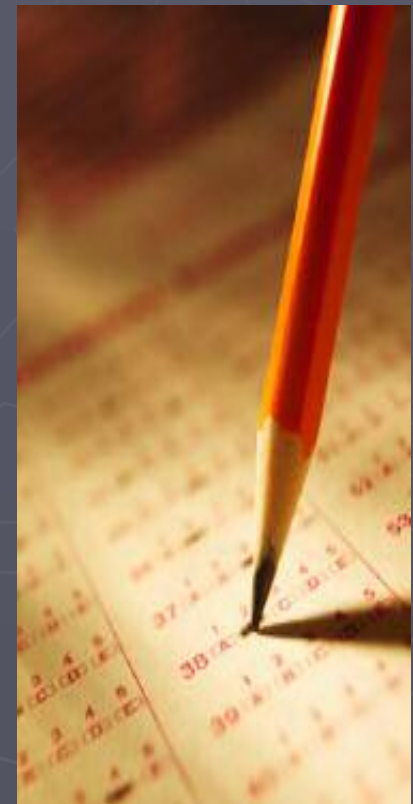
- ③ Indicator 1.12

## ► SAT

- ③ Indicators 1.17 and 1.18

## ► Advanced Placement Tests

- ③ Indicator 1.14



# Maryland School Assessments

## ▶ Three performance categories

1. Advanced
2. Proficient
3. Basic



## ▶ Subgroups, schools, and school systems are held accountable for the percentage of students that score in the advanced and proficient categories combined.

- ③ It is this percentage that must meet or surpass each Annual Measurable Objective.

# Subgroups

The *Report on Results* examines the achievement of students in the following subgroups:

## ► Racial/Ethnicity

- ③ American Indian
- ③ Asian
- ③ African American
- ③ White
- ③ Hispanic

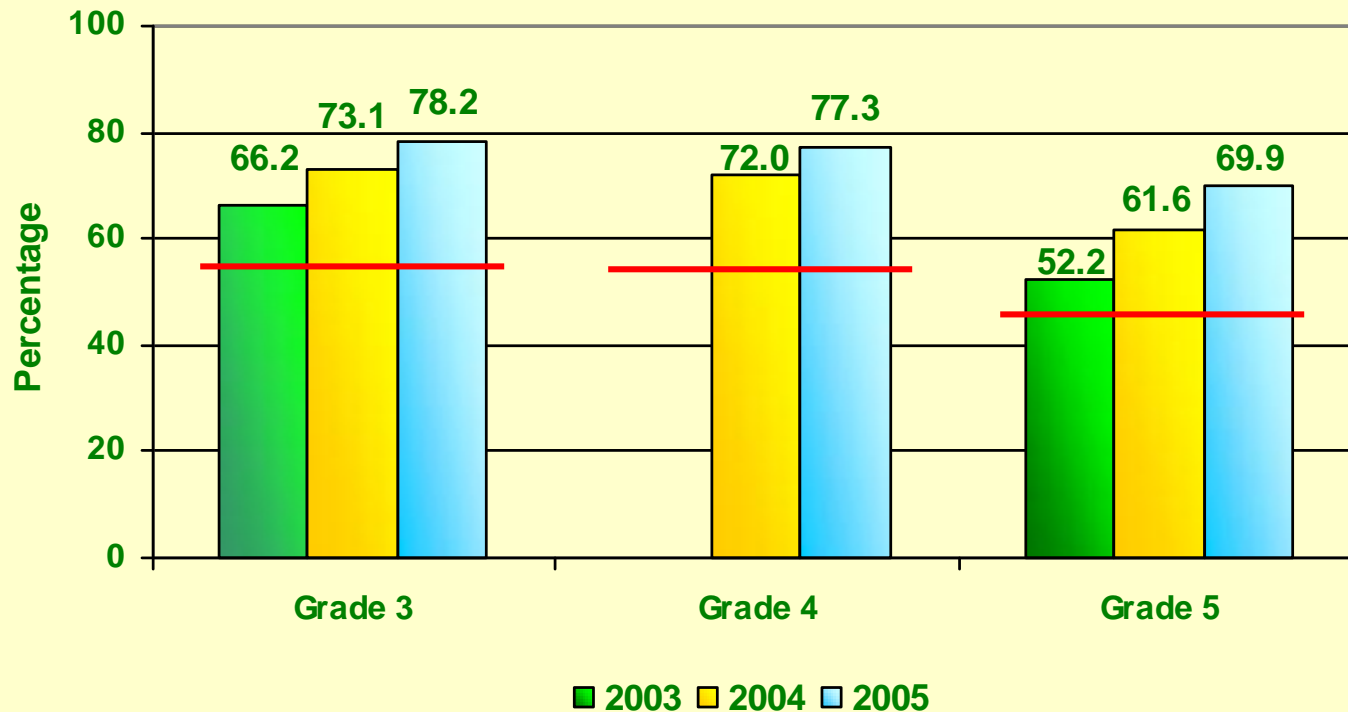
## ► Special Areas

- ③ English Language Learners (ESOL)
- ③ Free and Reduced Lunch
- ③ Special Education
- ③ Gifted and Talented



# Maryland School Assessments Elementary Schools

## MSA Elementary Schools - Mathematics Proficient or Advanced

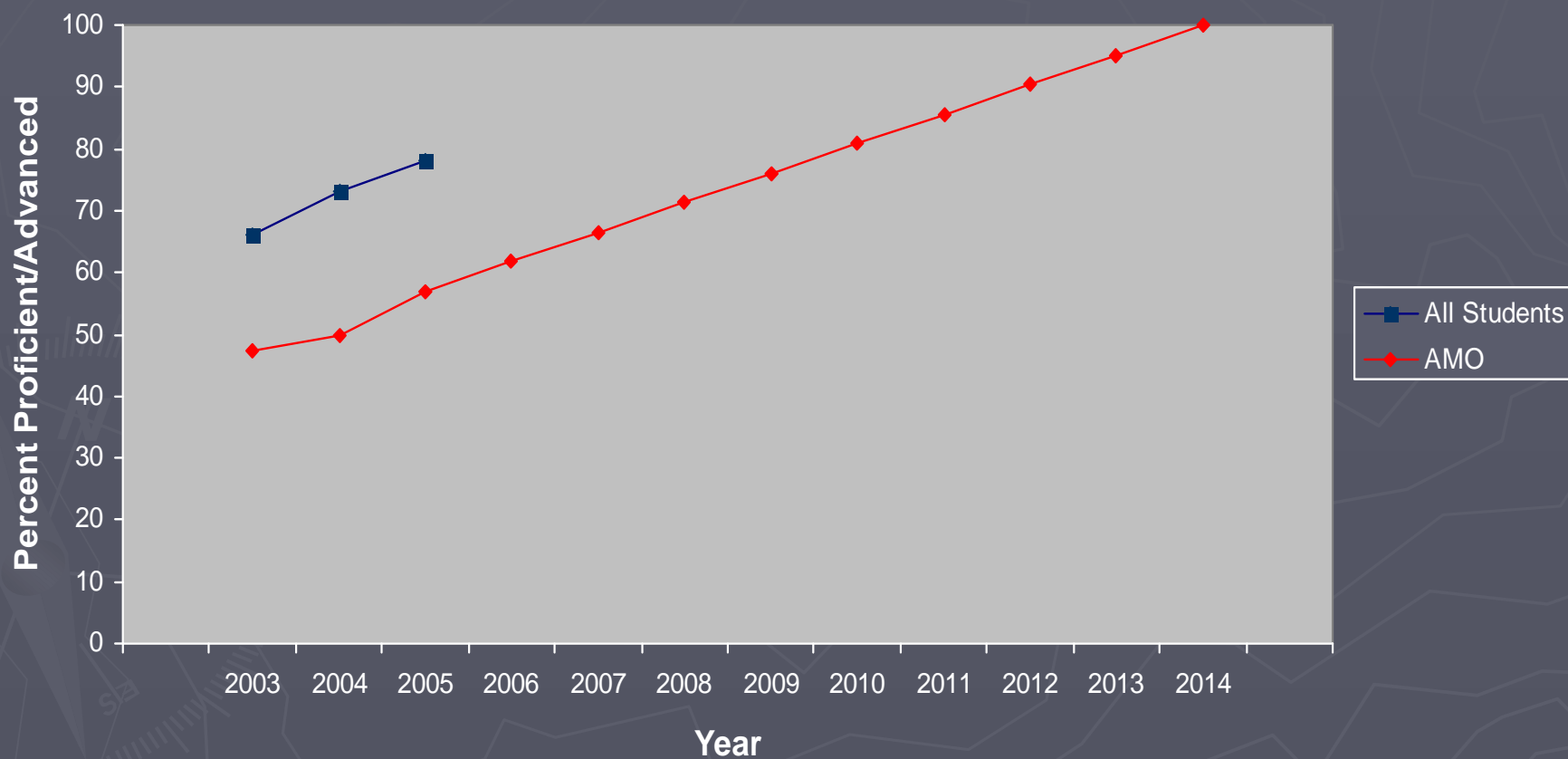


— 2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1

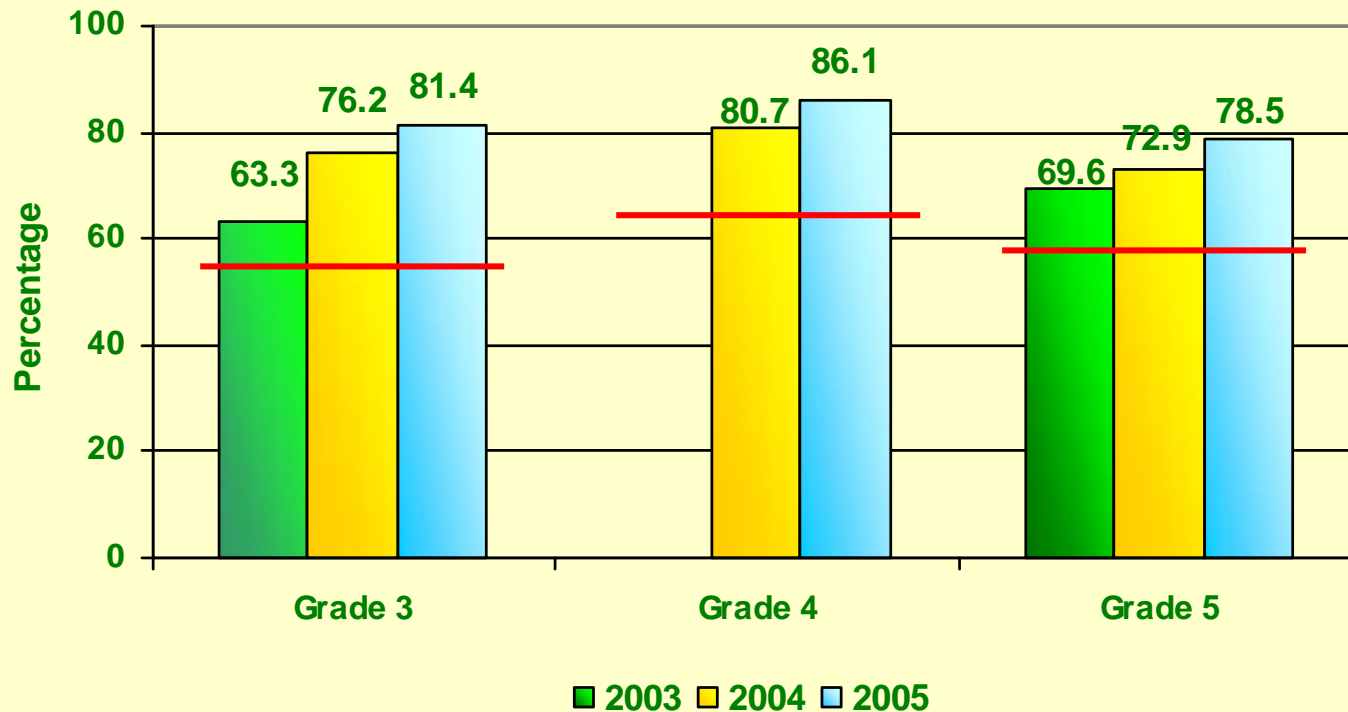
# Third Grade Mathematics

Maryland School Assessment



# Maryland School Assessments Elementary Schools

## MSA Elementary Schools - Reading Proficient or Advanced

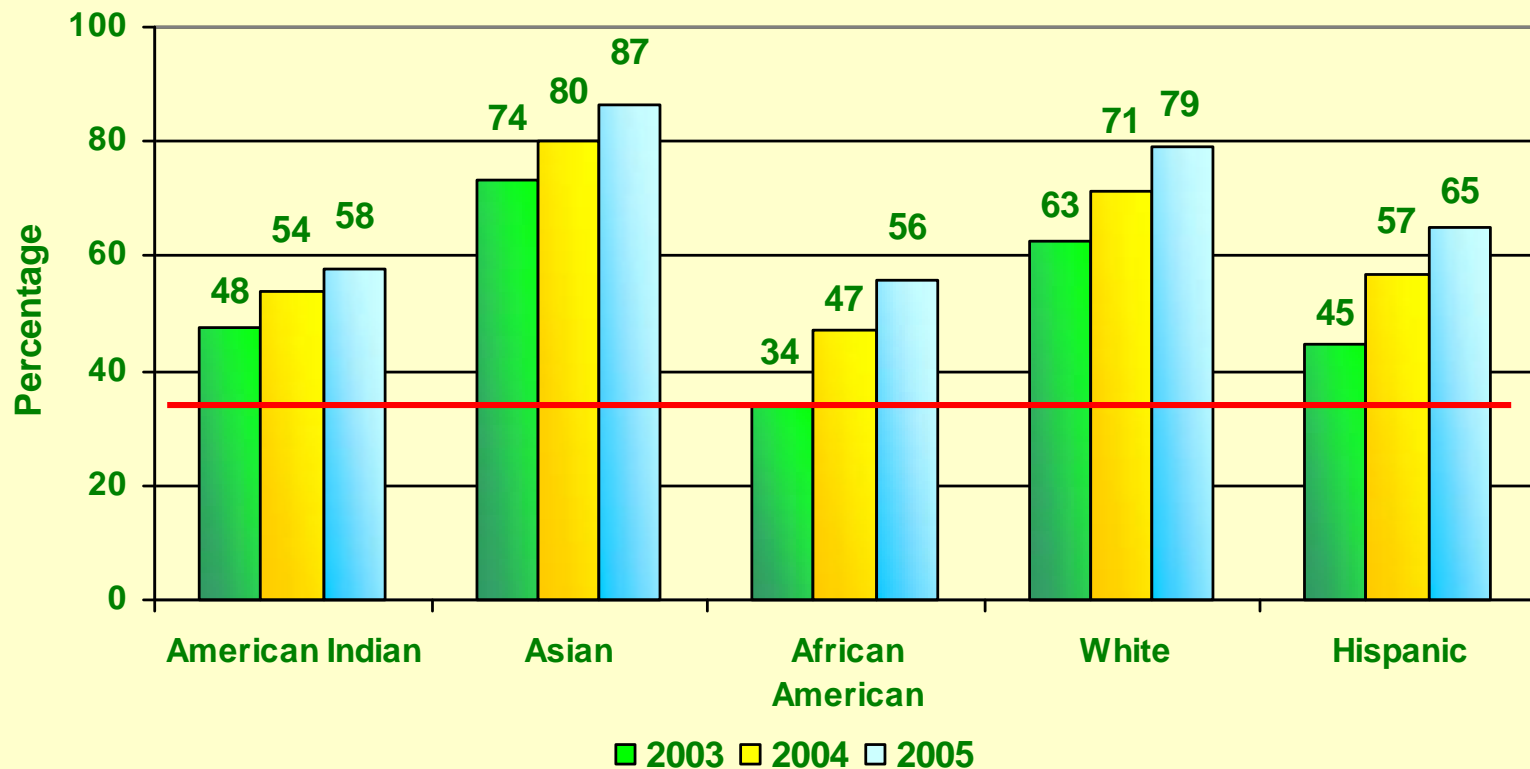


— 2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1

# Achievement Growth

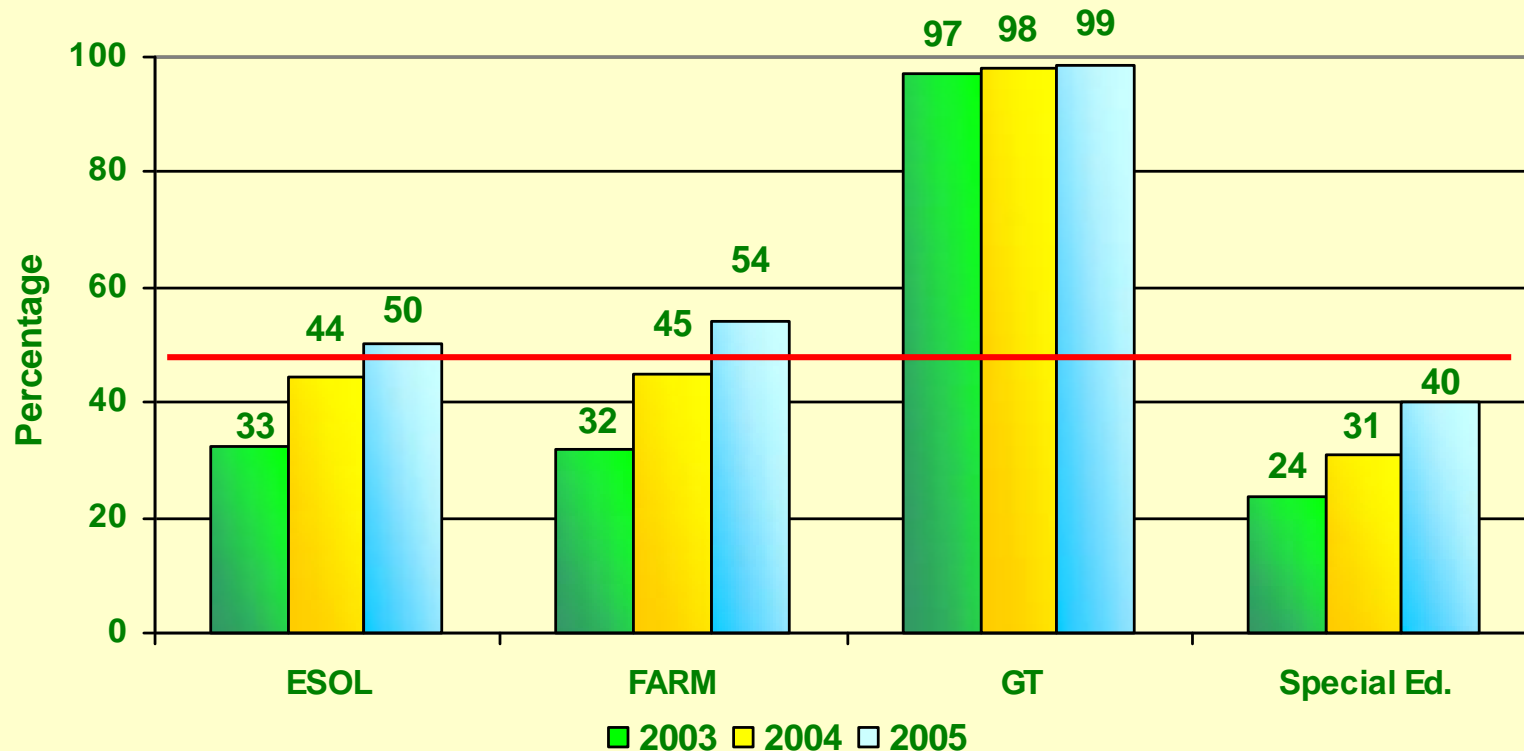
## MSA Grade 5 - Math Proficient or Advanced by Race/Ethnicity



— 2005 Grade level AMO  
BCPS System Results for Performance Indicator 1.1

# Achievement Growth

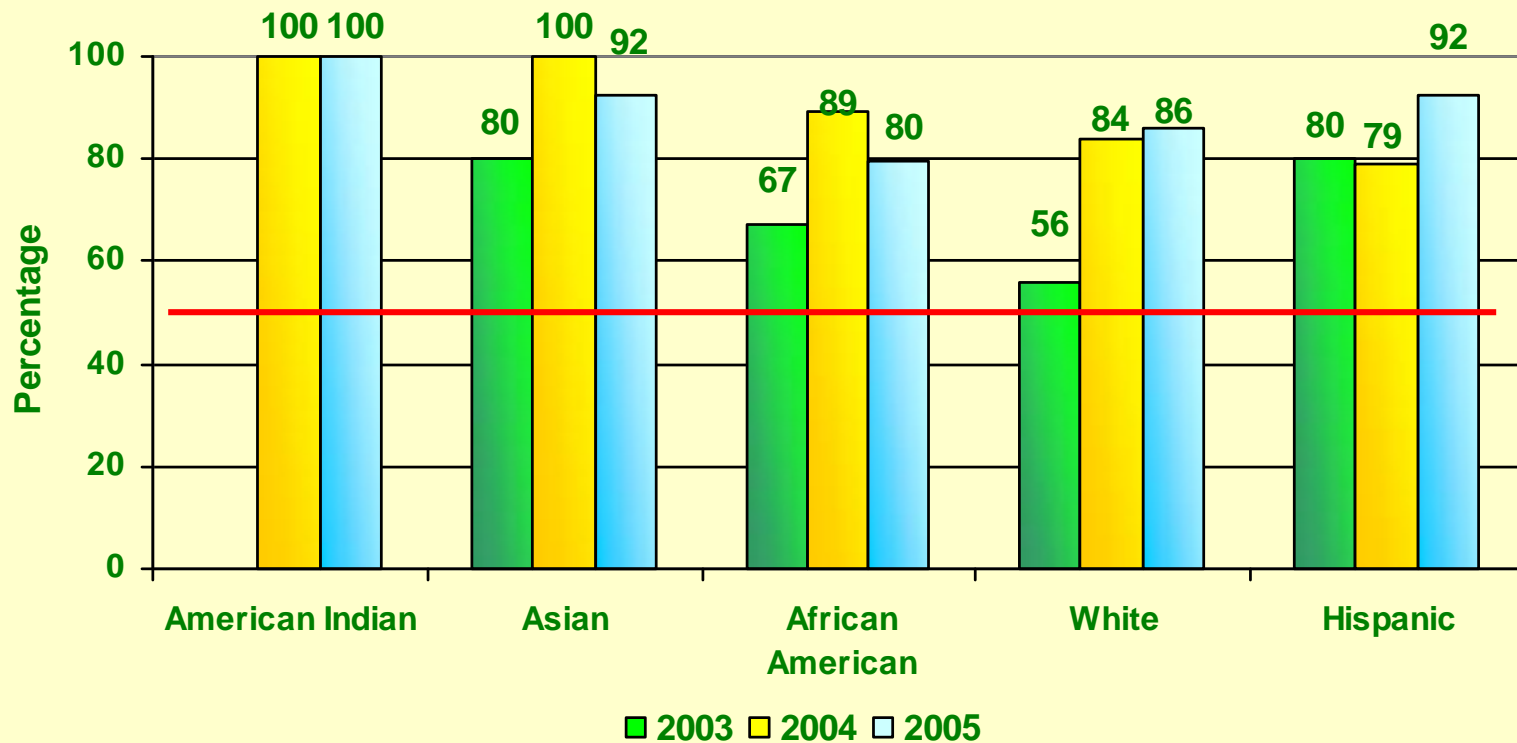
## MSA Grade 5 - Math Proficient or Advanced by Subgroup



— 2005 Grade level AMO  
BCPS System Results for Performance Indicator 1.1

# Achievement Growth

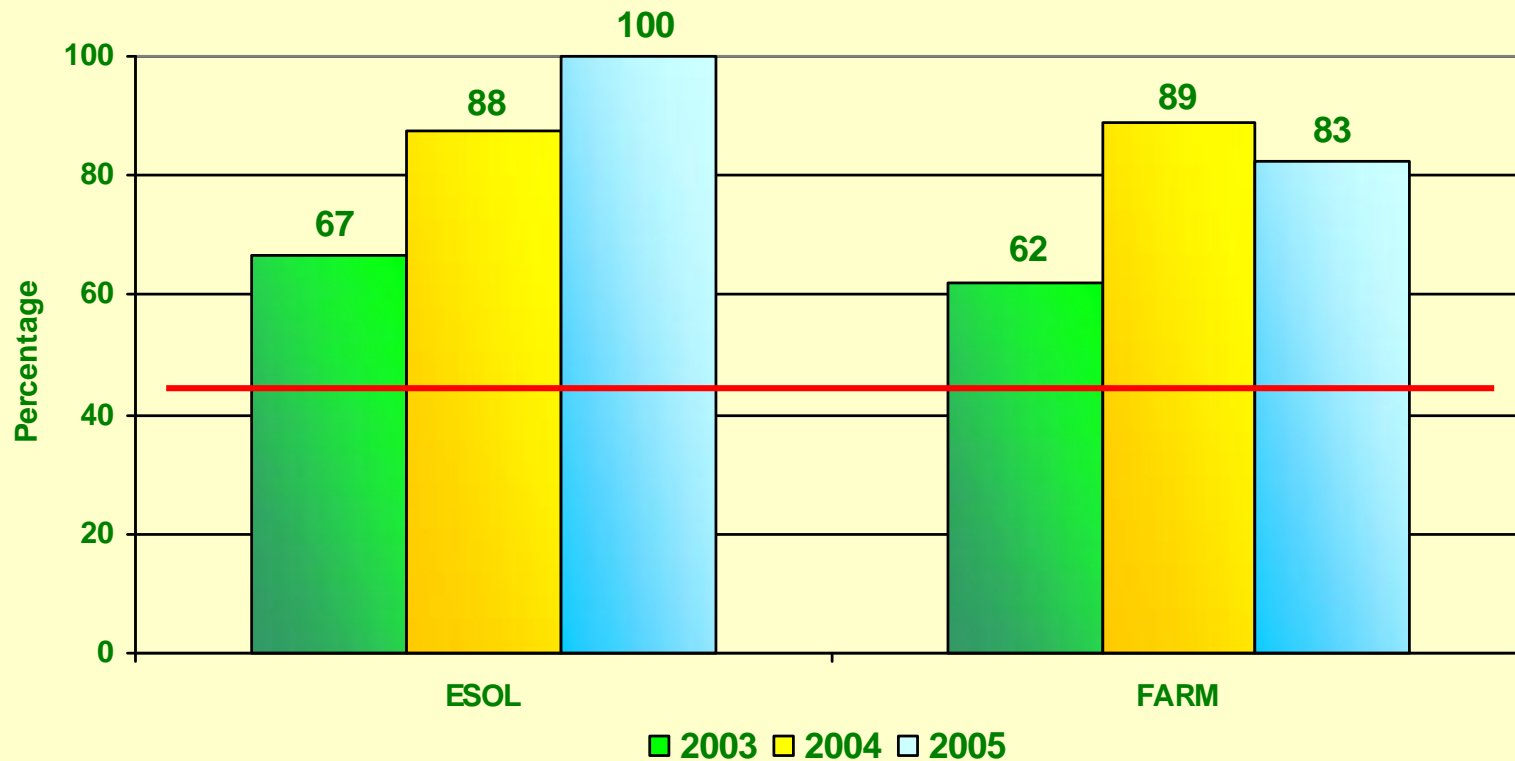
## ALT-MSA Grade 3 to 10 - Math Proficient or Advanced by Race/Ethnicity



— 2005 Grade level AMO  
BCPS System Results for Performance Indicator 1.5

# Achievement Growth

## ALT-MSA Grade 3 to 10 - Math Proficient or Advanced by Subgroup

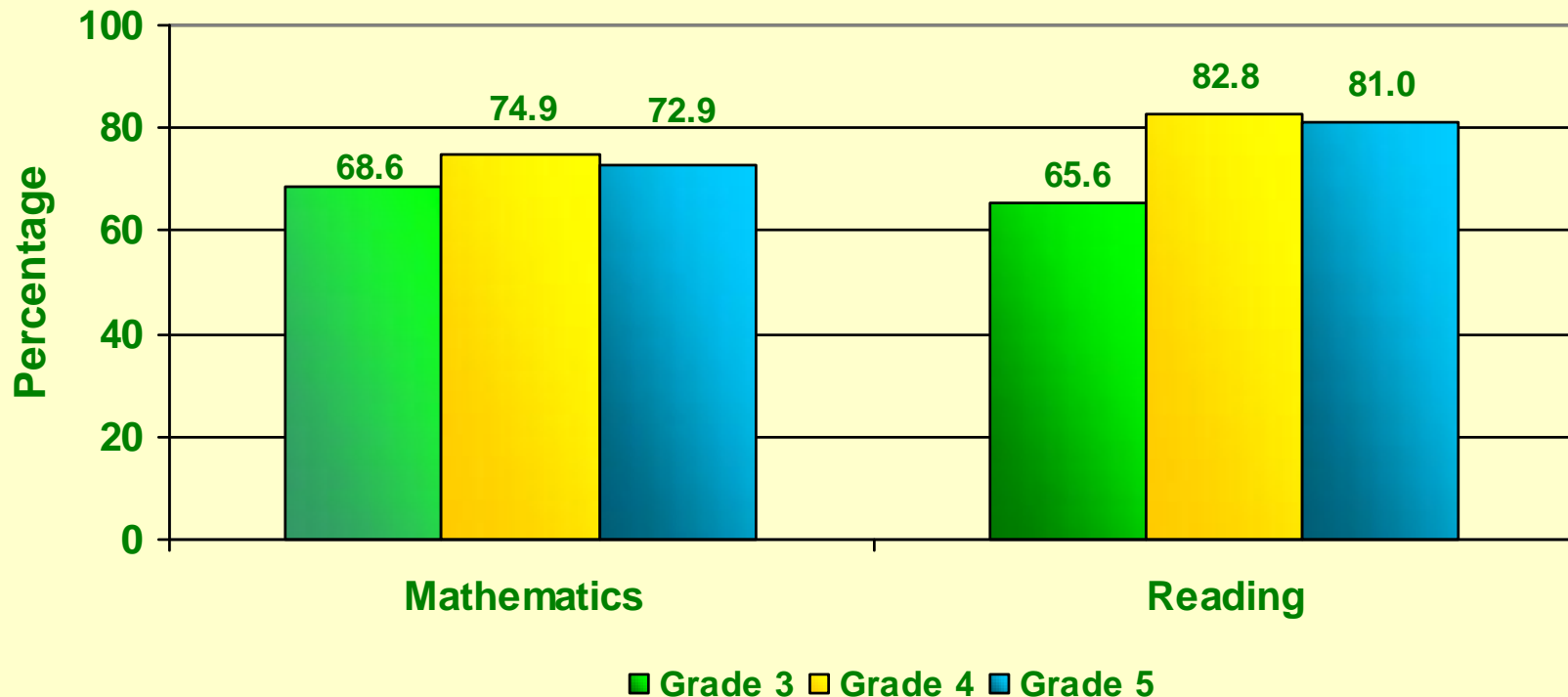


— 2005 Grade level AMO

BCPS System Results for Performance Indicator 1.5

# Maryland School Assessments Elementary Schools

## MSA Elementary Schools - Grade 3 Cohort of 2003 Proficient or Advanced



Cohort n = 6353

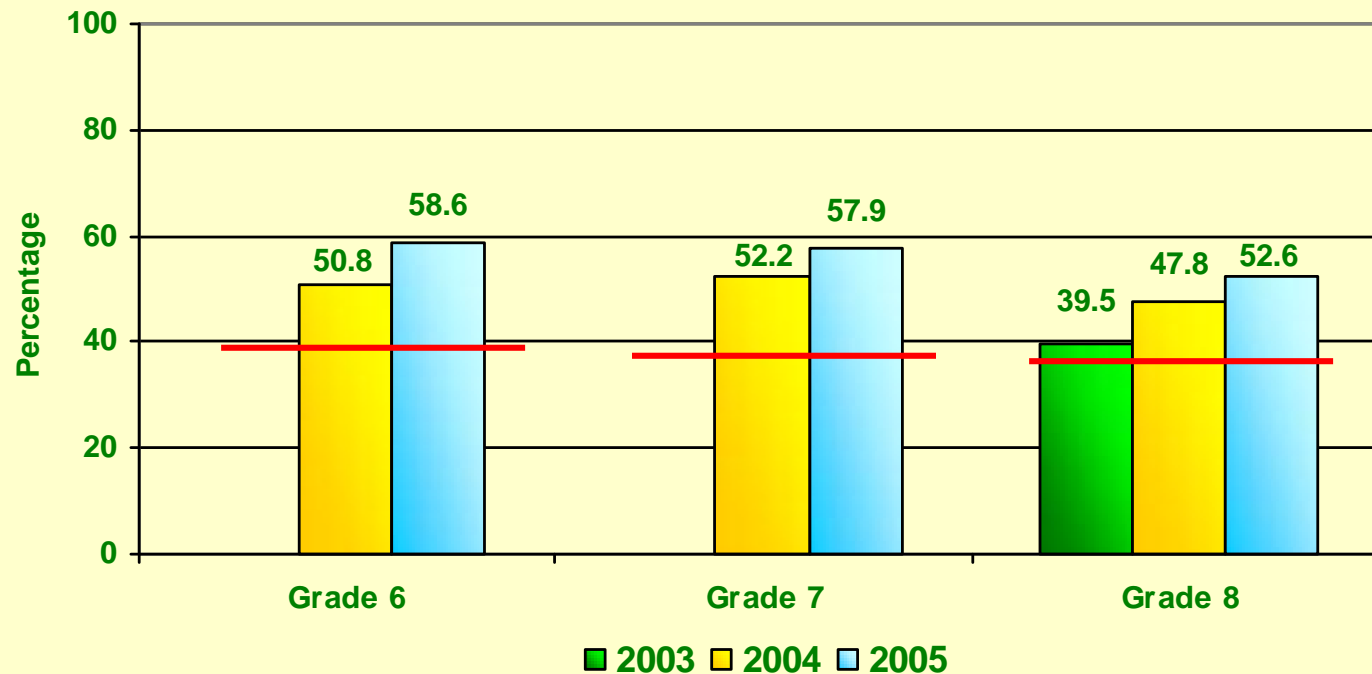
BCPS System Results for Performance Indicator 1.1

Total n = 7501



# Maryland School Assessments Middle Schools

## MSA Middle Schools - Mathematics Proficient or Advanced

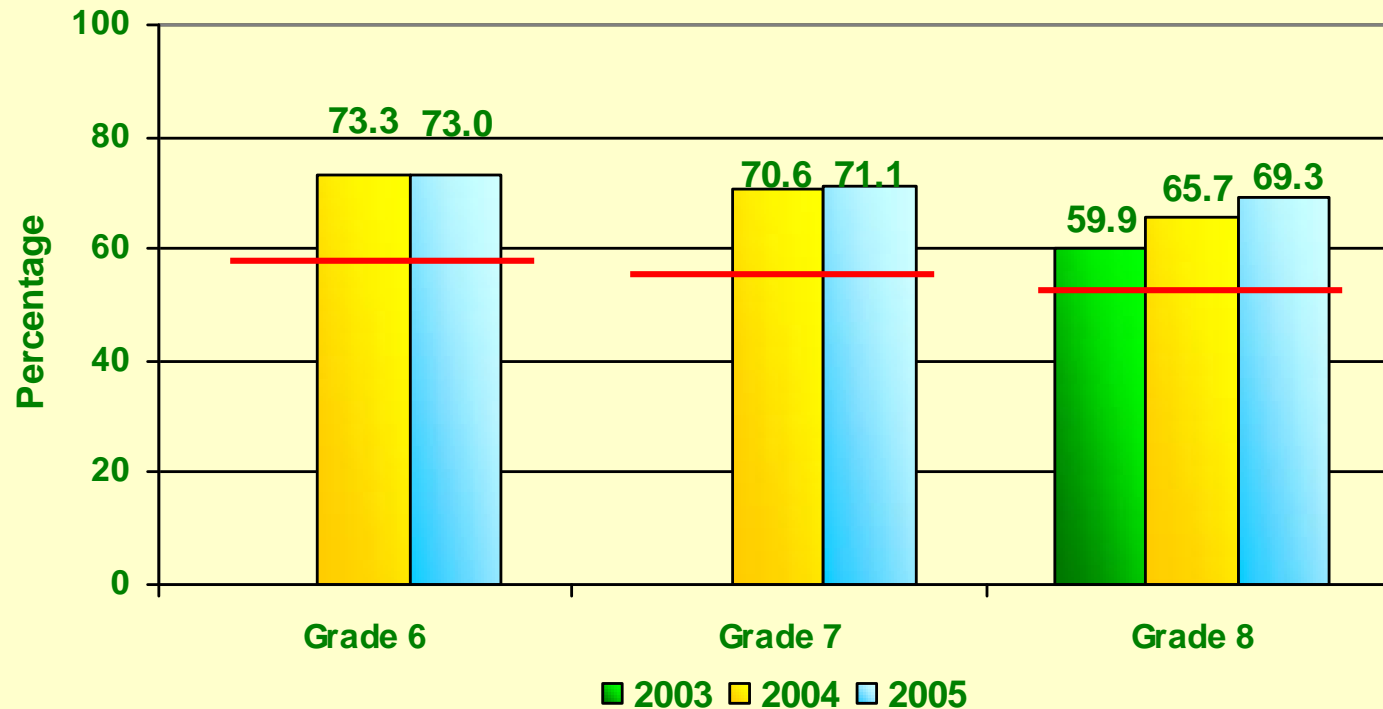


— 2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1

# Maryland School Assessments Middle Schools

## MSA Middle Schools - Reading Proficient or Advanced

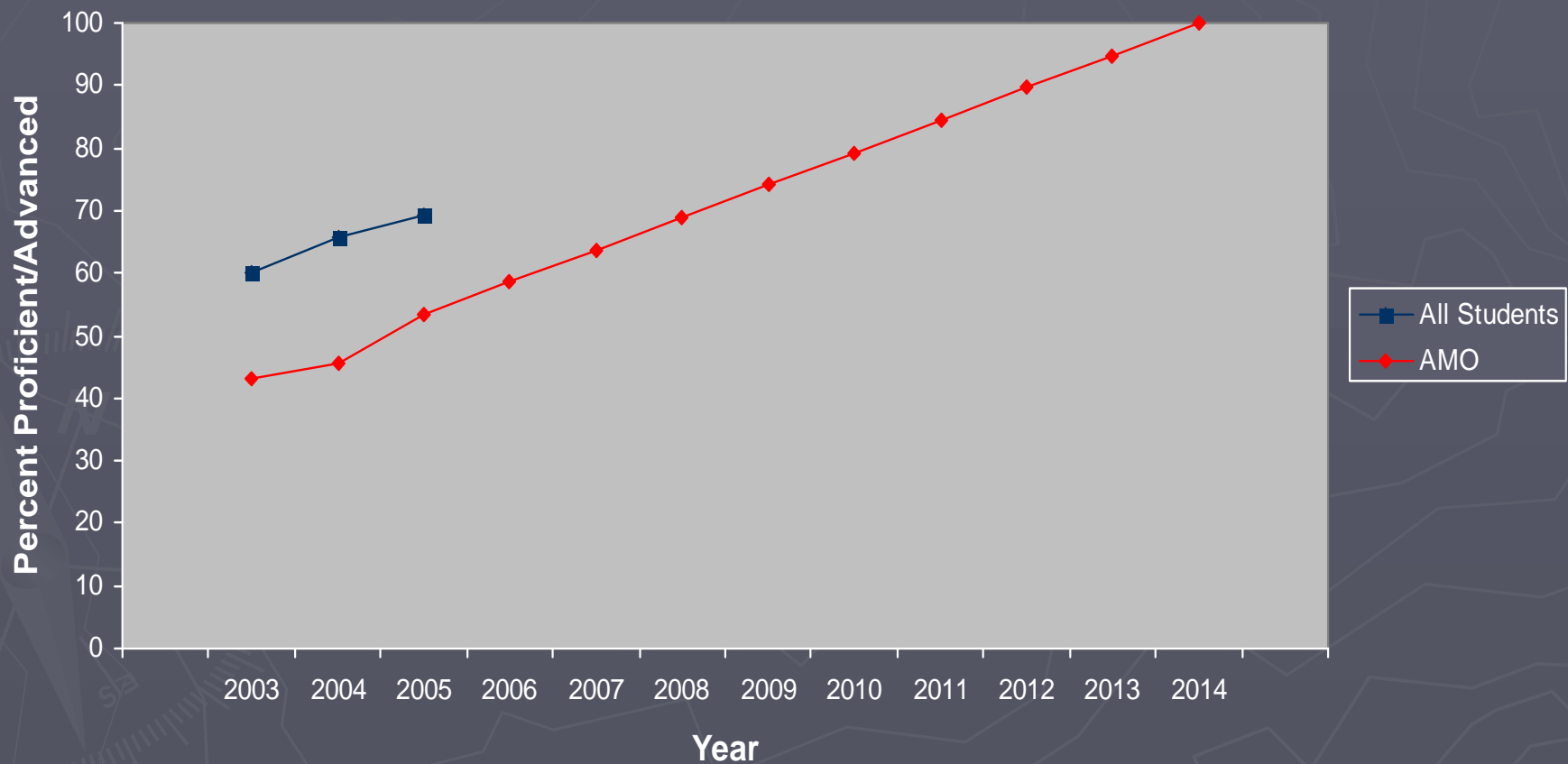


— 2005 Grade level AMO

BCPS System Results for Performance Indicator 1.1

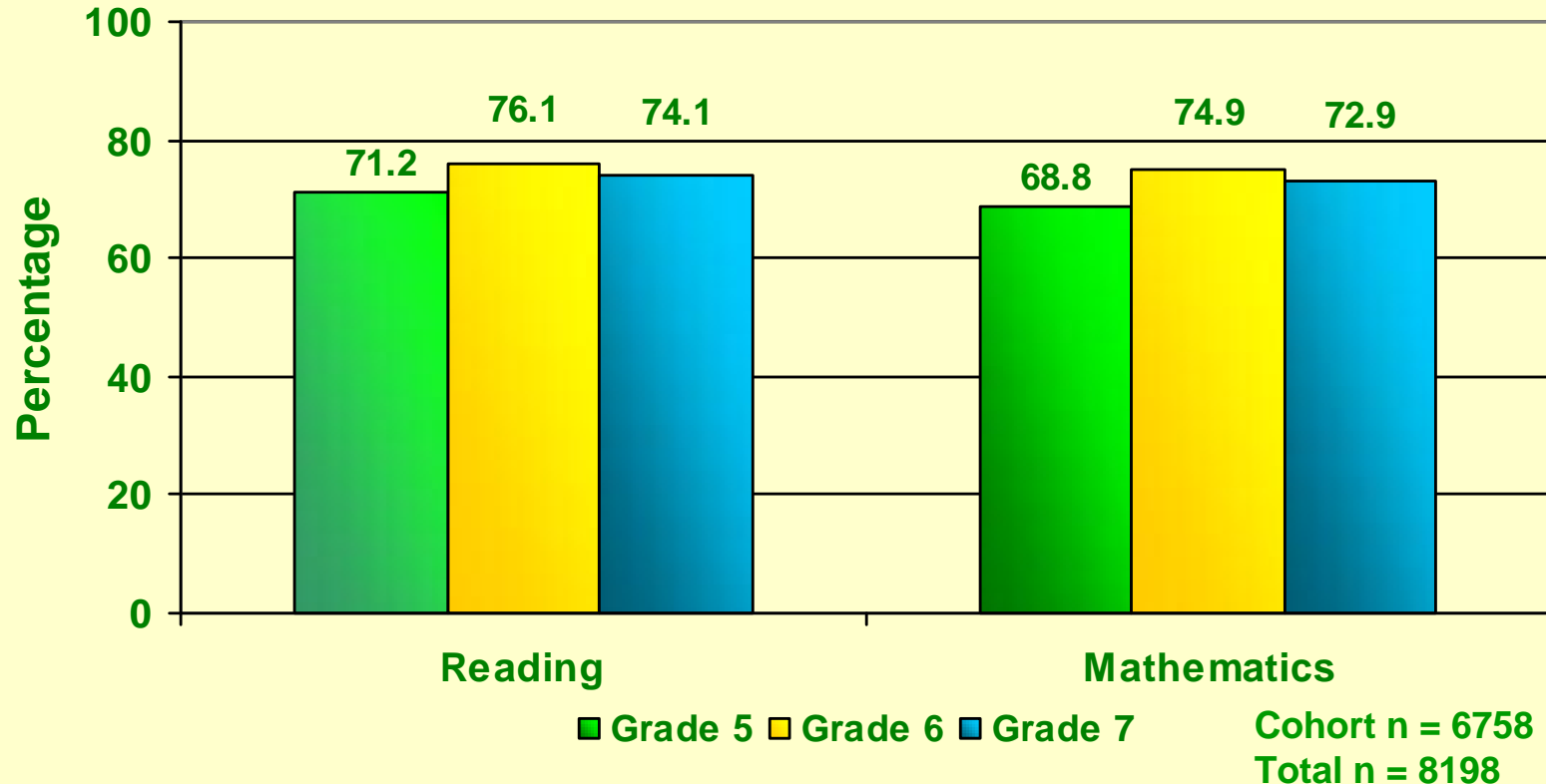
# Eighth Grade Reading

Maryland School Assessment



# Maryland School Assessments Middle Schools

## Grade 5 Cohort of 2003 Proficient or Advanced



BCPS System Results for Performance Indicator 1.1

# High School Assessments

- ③ Prior to the 2005 – 2006 school year, students were required to take the High School Assessments.
- ③ Beginning with the high school graduating class of 2009 (current grade 9 students), students are required to take and pass the HSAs to earn their diplomas.



# MSA and HSA

## MSA

- ⌚ Linked to requirements from No Child Left Behind Act
- ⌚ Three proficiency levels

## HSA

- ⌚ Linked to Maryland graduation requirements
- ⌚ Pass/Fail

English 10 and Algebra serve the purposes of both MSA and HSA.

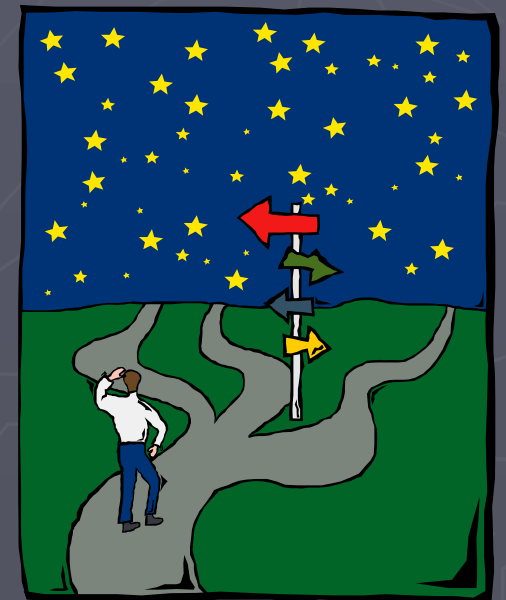
③ **Both** are used to determine AYP for high schools and the school system.

③ **Both** are a requirement for high school graduation.

# HSA and High School Graduation

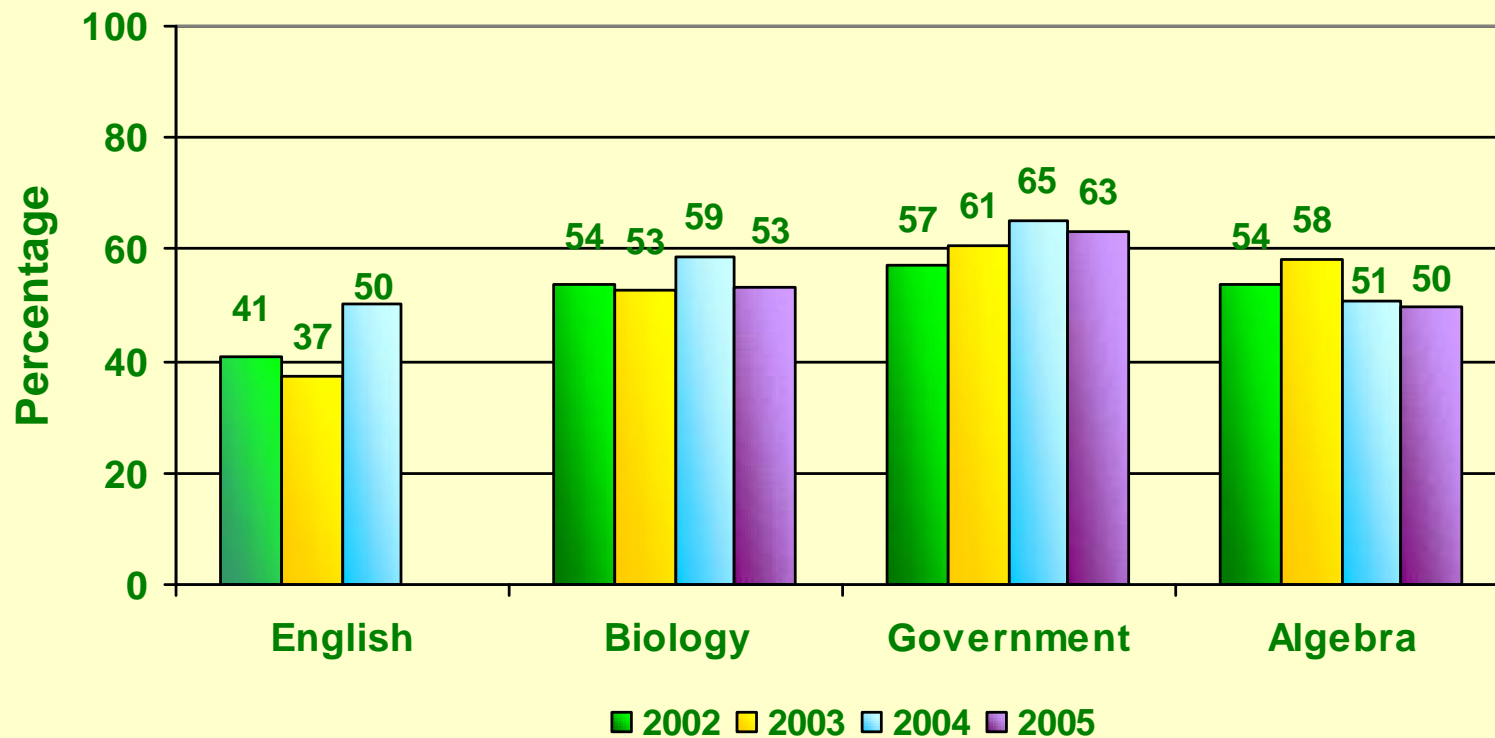
To meet the graduation requirement of passing the High School Assessments, students must:

1. Pass all four HSAs, or
2. Earn at least the minimum score on all four HSAs and earn the minimum combined score.



# High School Assessments

## High School Assessments Pass Rates for First Time Test Takers

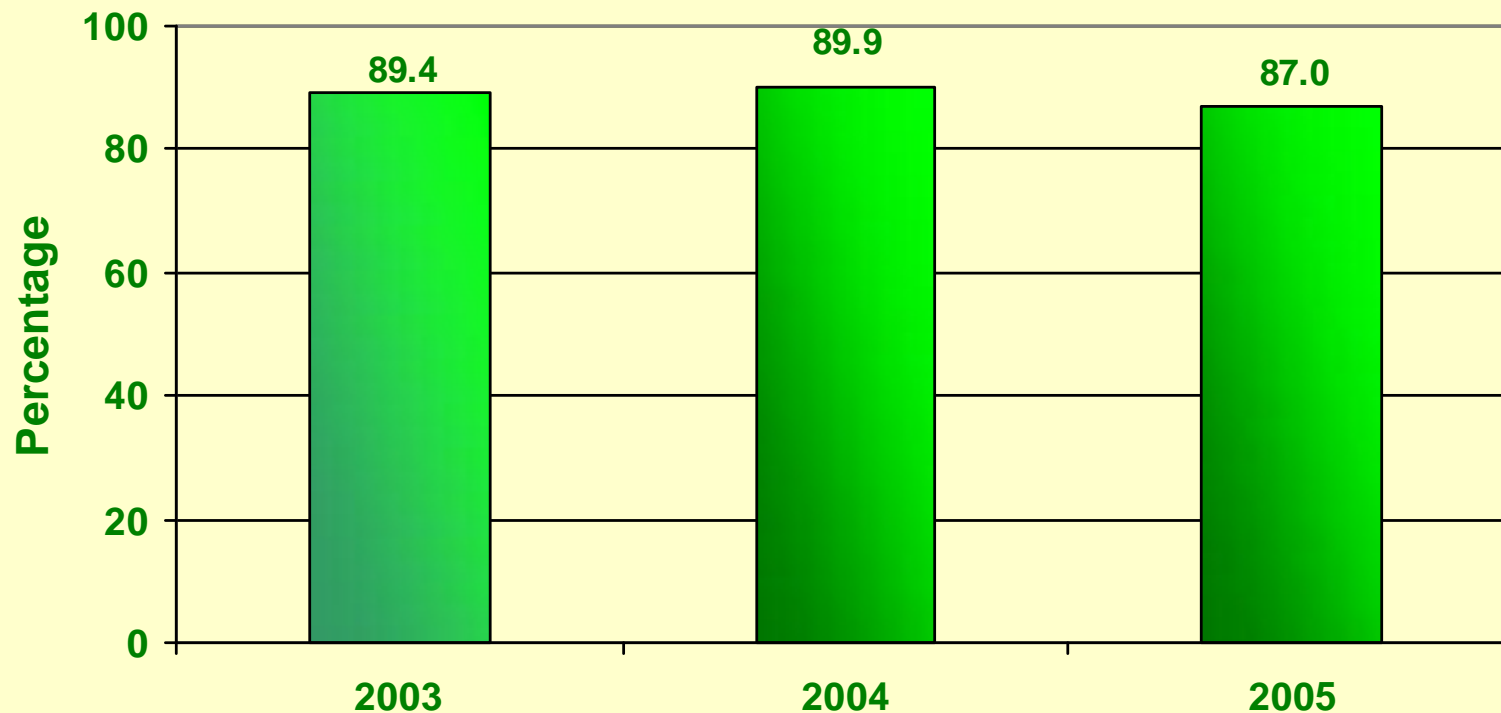


BCPS System Results for Performance Indicator 1.12



# Highly Qualified Teachers

## Percentage of Highly Qualified Teachers



BCPS System Results for Performance Indicator 3.1

# Highly Qualified Teachers

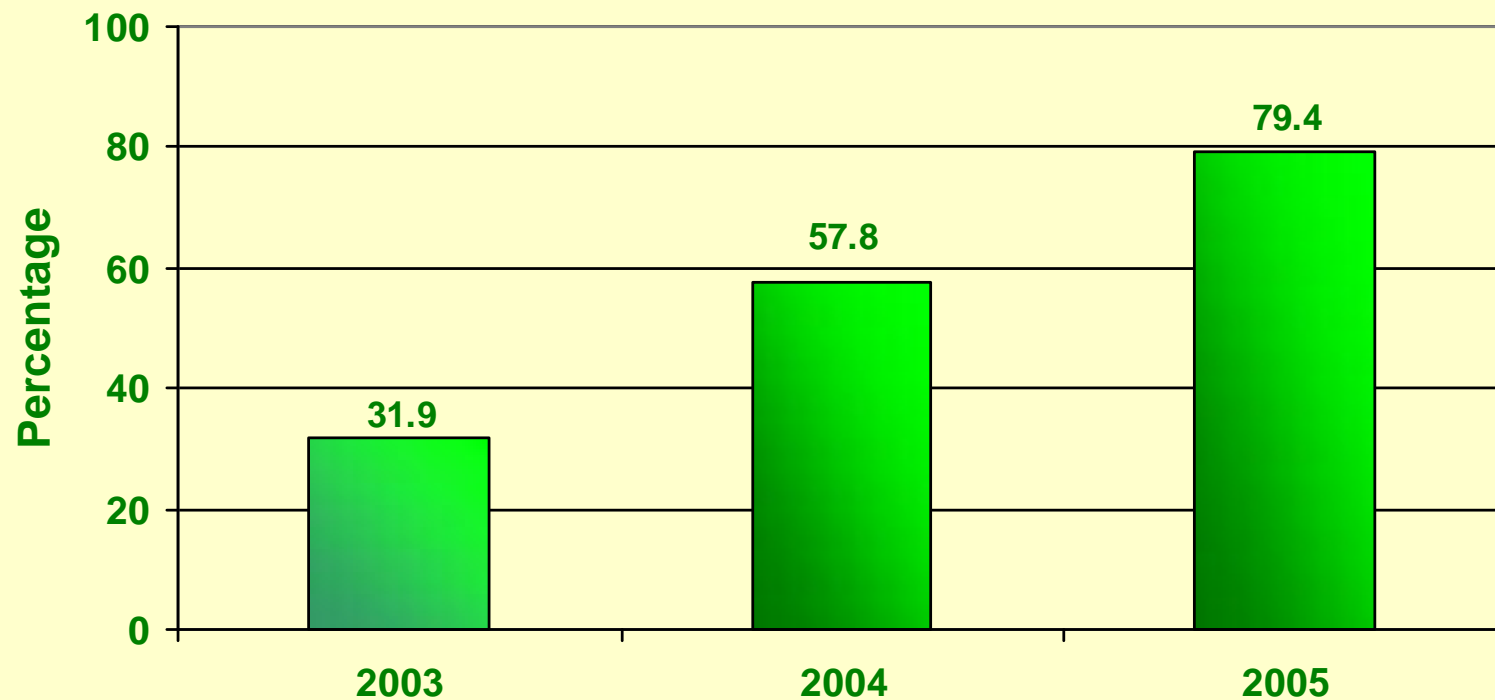
## Percentage of Highly Qualified Title 1 Teachers



BCPS System Results for Performance Indicator 3.4

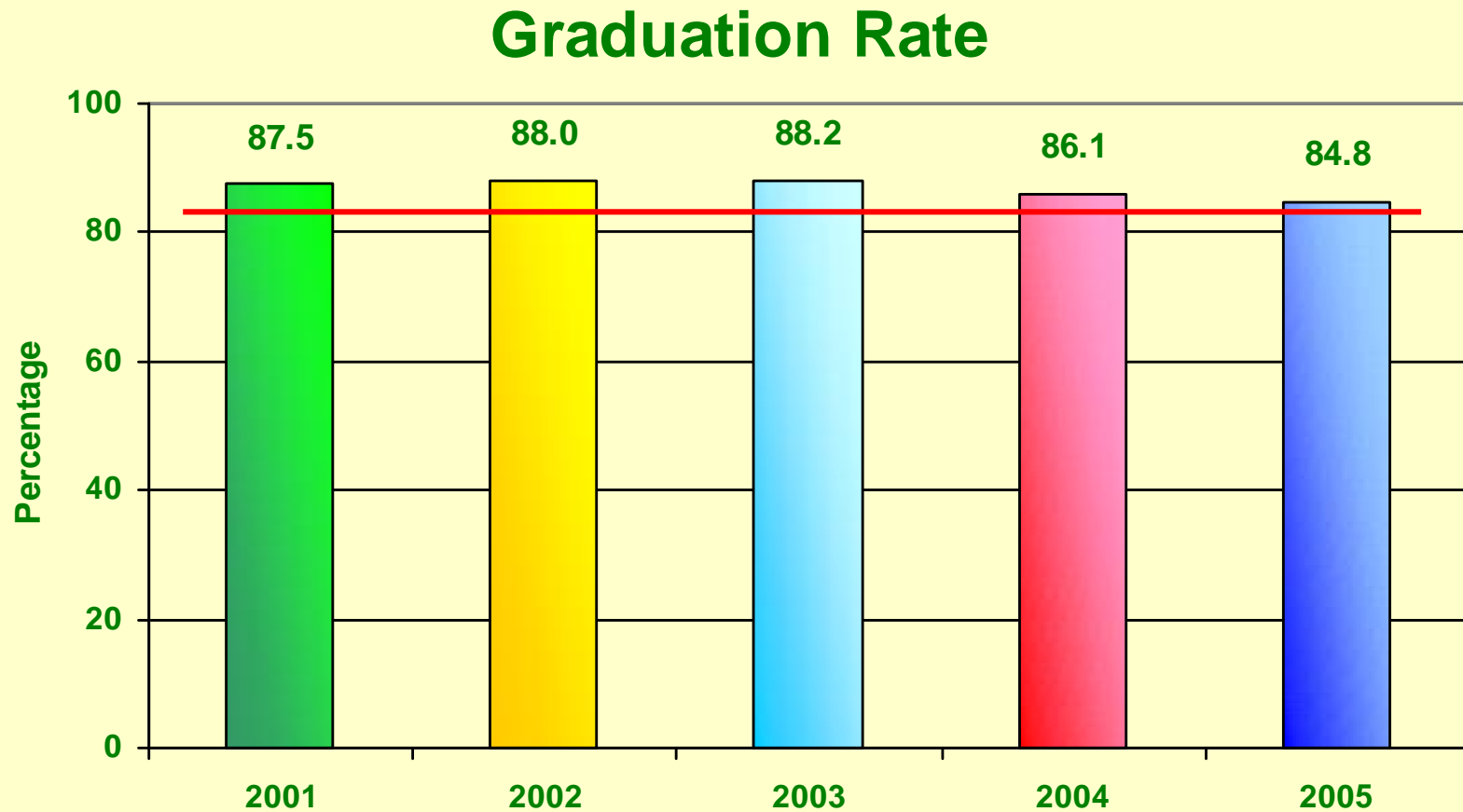
# Highly Qualified Teachers

## Highly Qualified Middle School Mathematics Teachers



BCPS System Results for Performance Indicator 3.3

# Graduation Rate

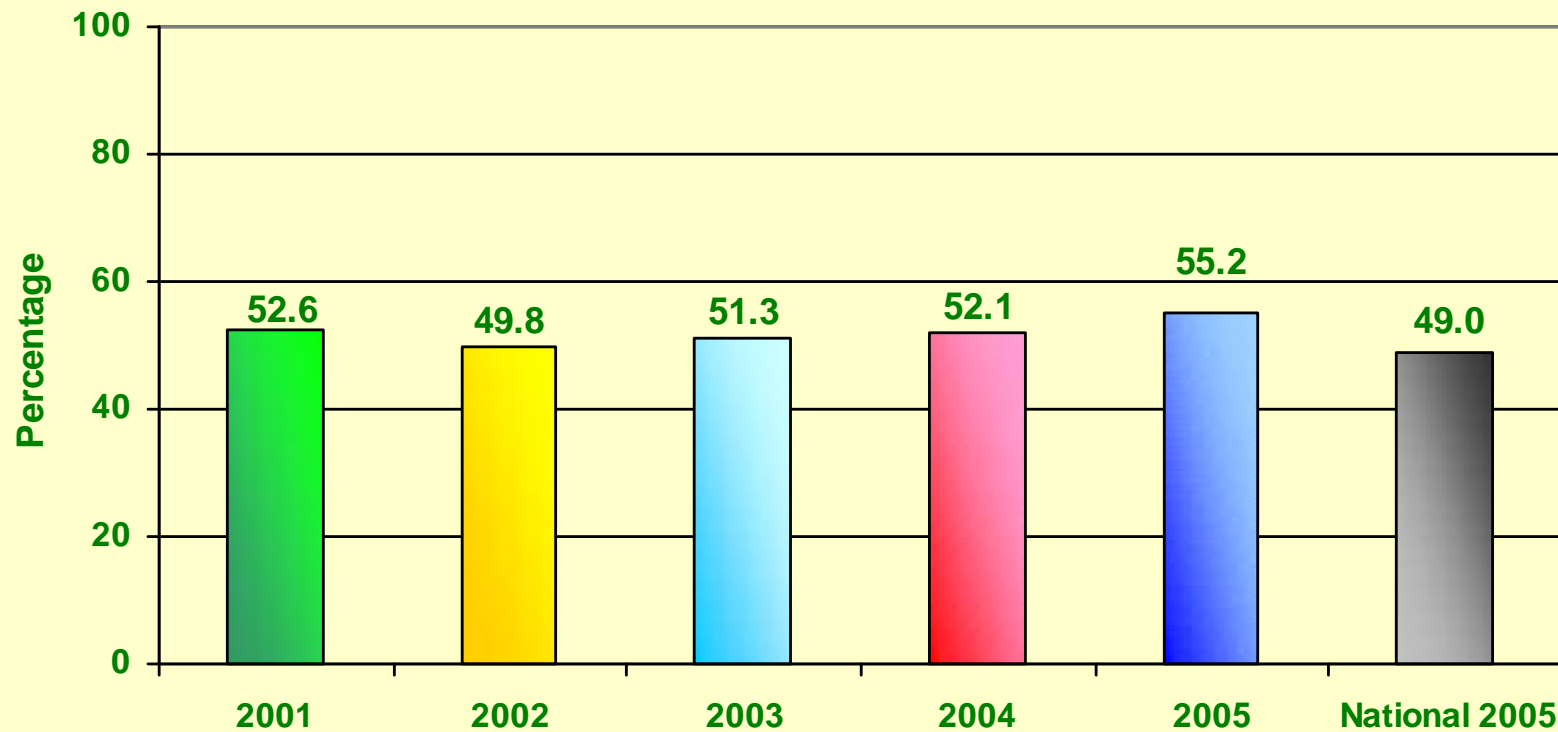


— 2005 State AMO

BCPS System Results for Performance Indicator 5.1

# SAT

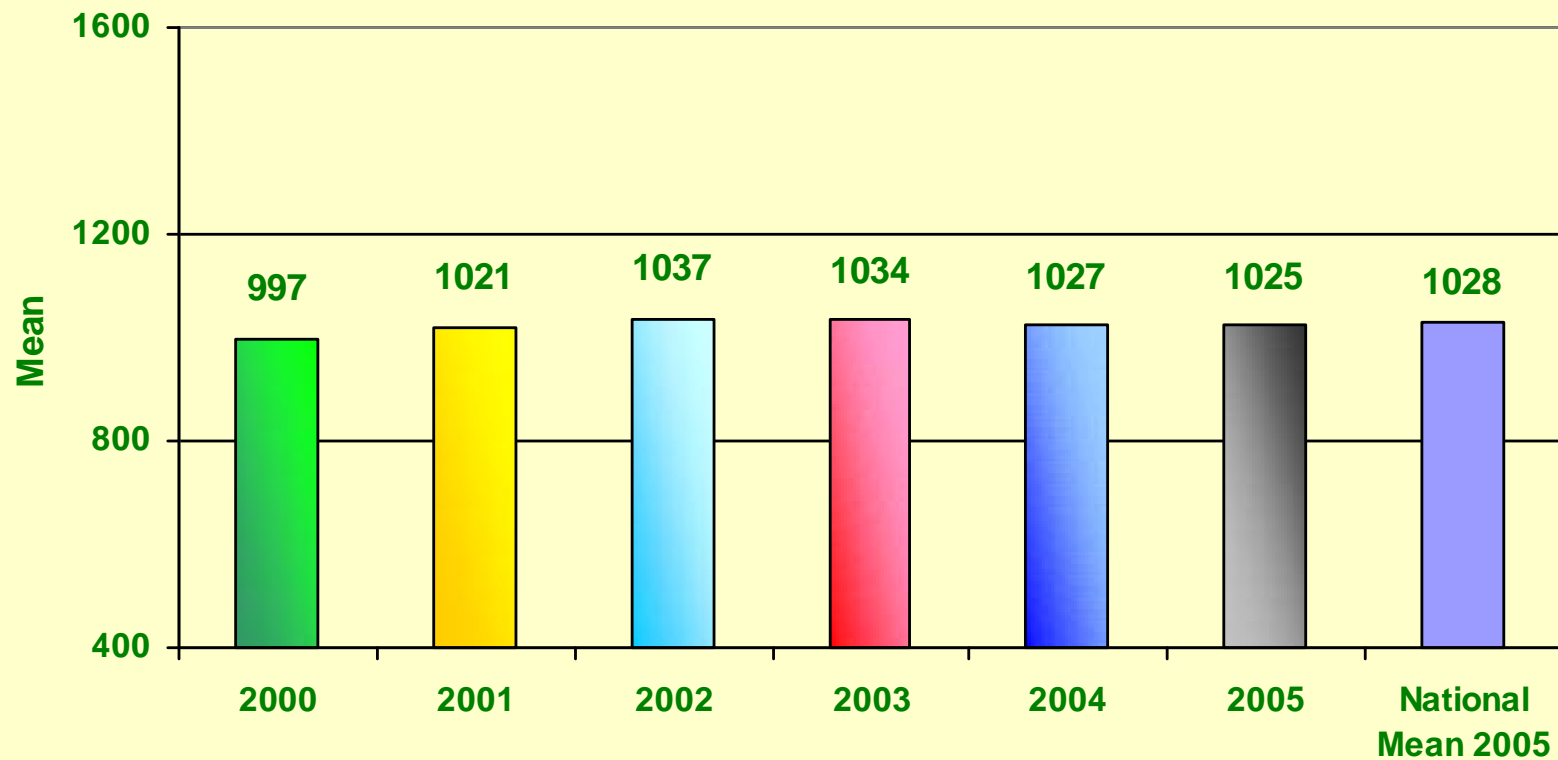
## SAT Participation Rate



BCPS System Results For Performance Indicator 1.17

# SAT

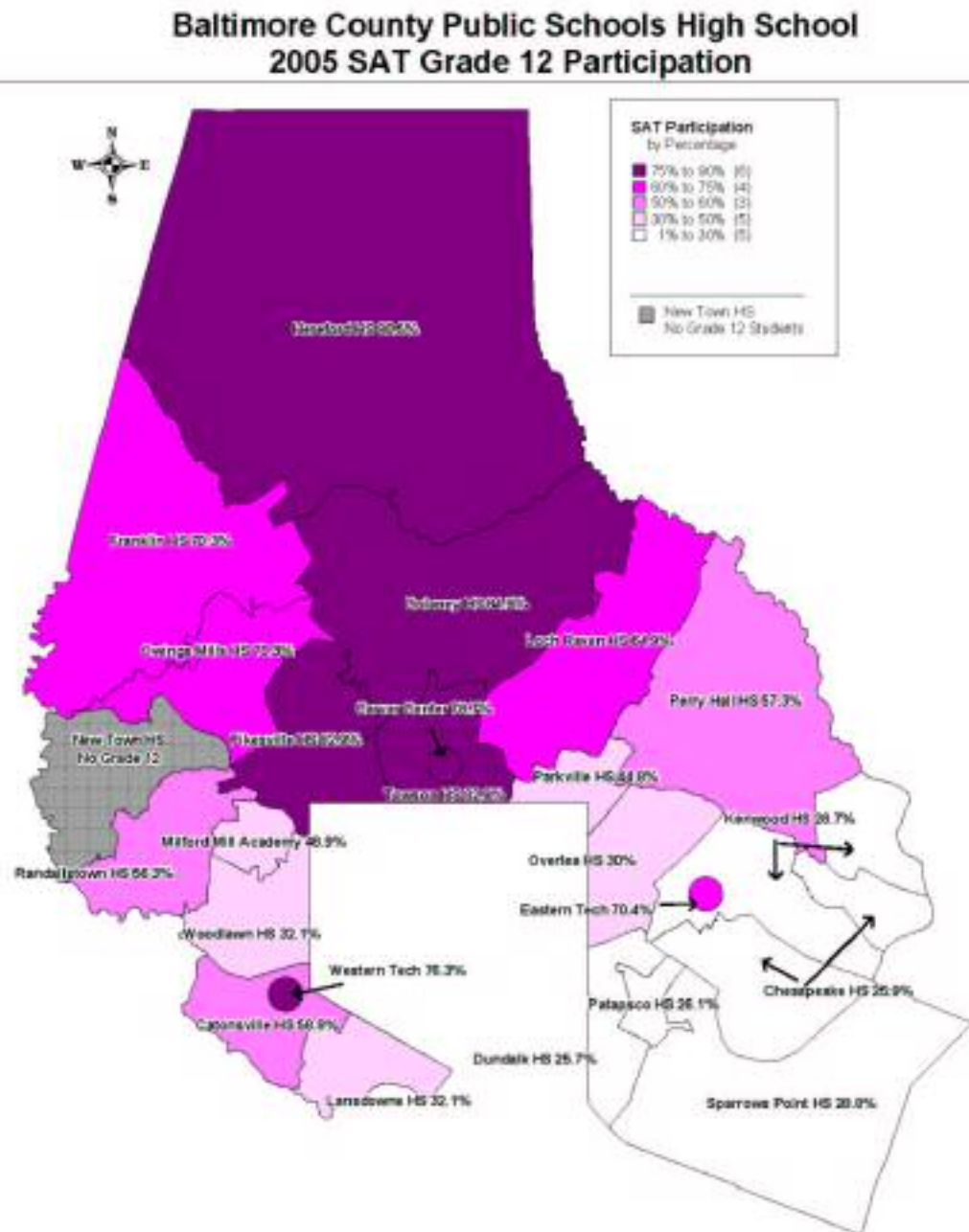
## SAT Combined Scores



BCPS System Results for Performance Indicator 1.18

# SAT

## Participation Map



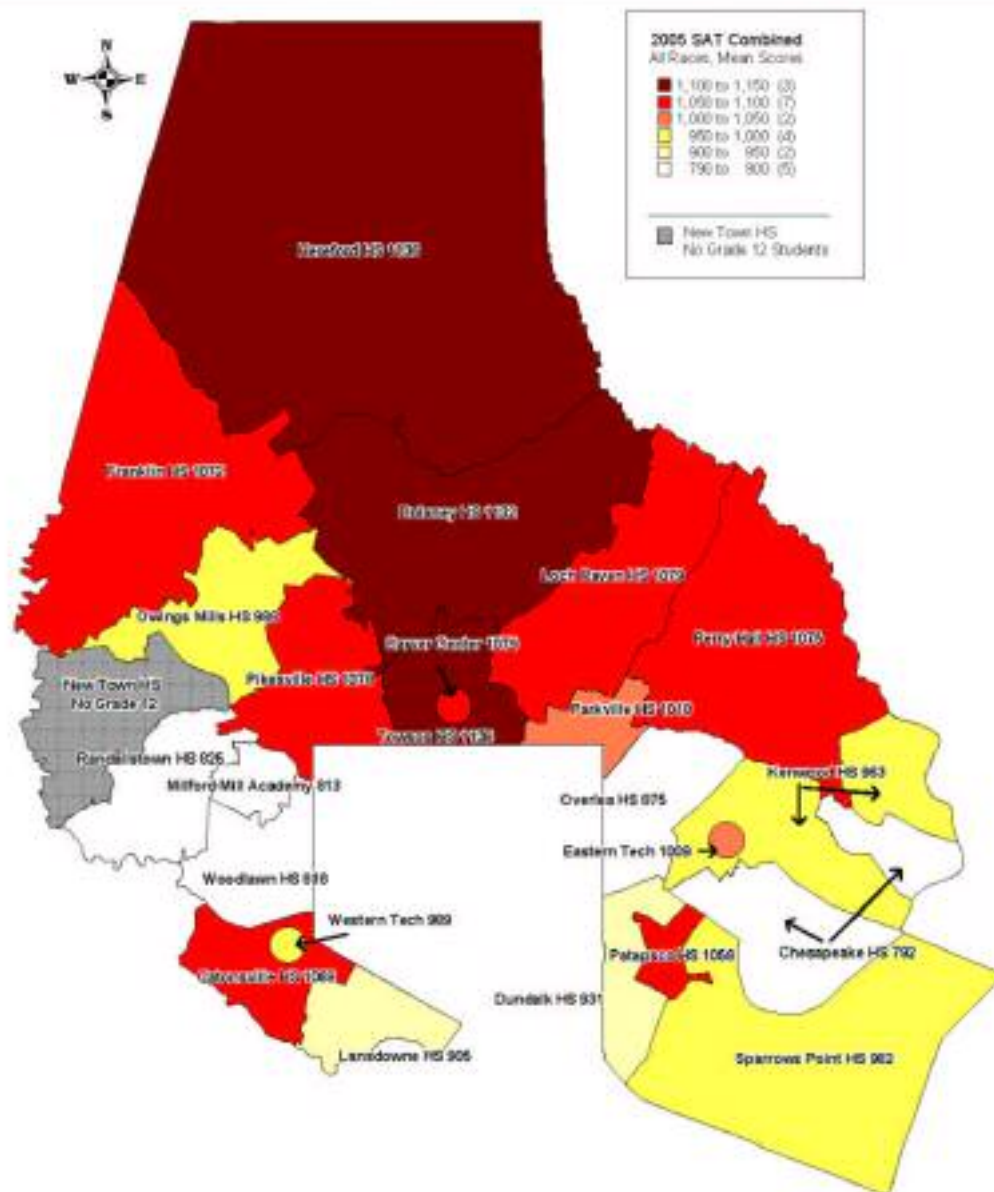
Performance Indicator 1.17

Prepared by the Baltimore County Public Schools  
Office of Strategic Planning, October 2005

# SAT

## Combined Scores

### Baltimore County Public Schools High School 2005 SAT Grade 12 Combined Mean Scores



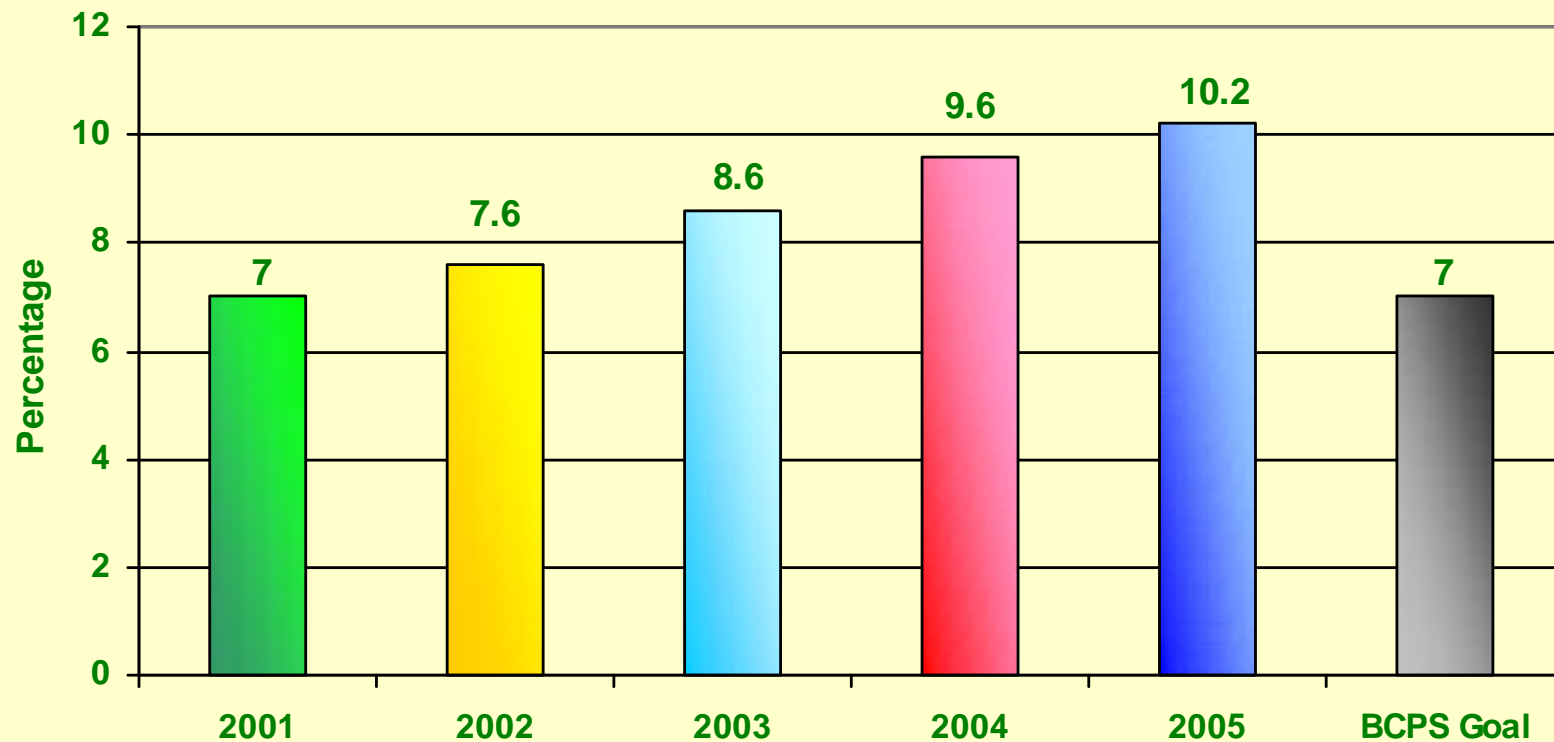
Performance Indicator 1.18

Prepared by the Baltimore County Public Schools  
Office of Strategic Planning, October 2005



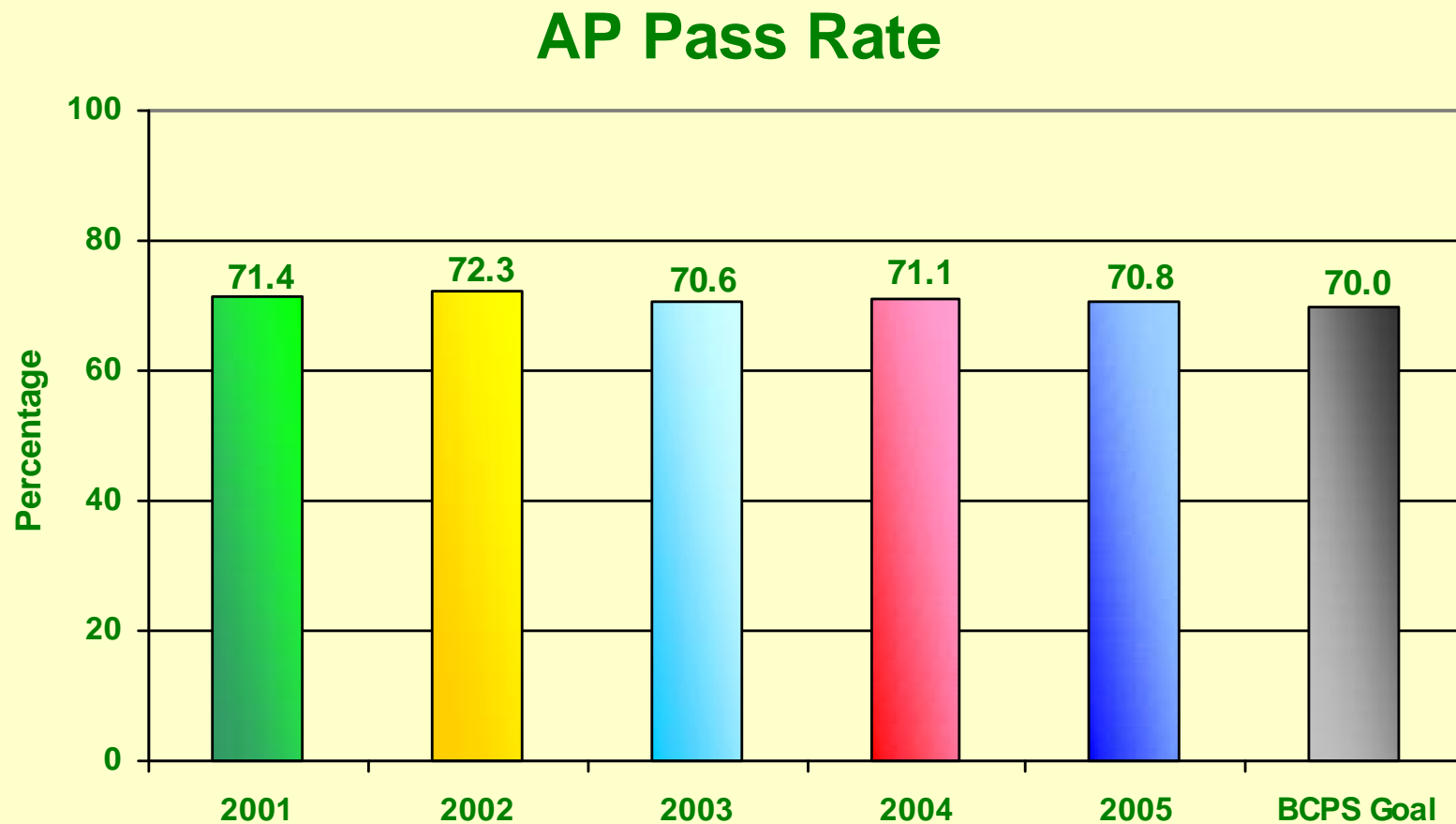
# Advanced Placement Tests

## AP Participation Rate



BCPS System Results for Performance Indicator 1.13

# Advanced Placement Tests



BCPS System Results for Performance Indicator 1.14

# Advanced Placement Tests

One of the greatest achievements in Baltimore County Public Schools is the steady pass rate for students taking Advanced Placement Tests while, at the same time, the participation rate has increased.

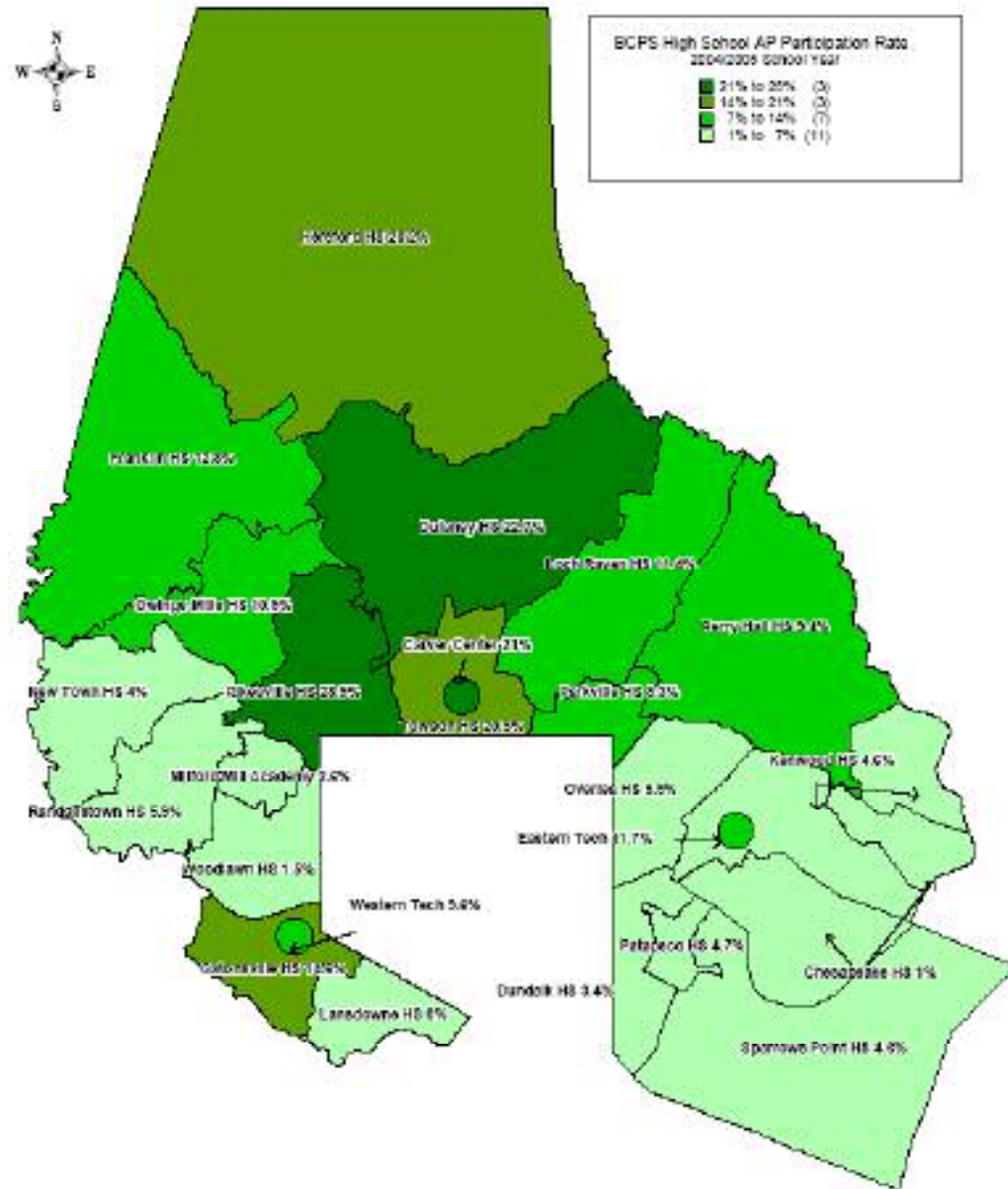


# Advanced Placement Tests

## Participation Map

Performance Indicator 1.13

Baltimore County Public Schools 2004/2005 High School  
Advanced Placement (AP) Participation Rates



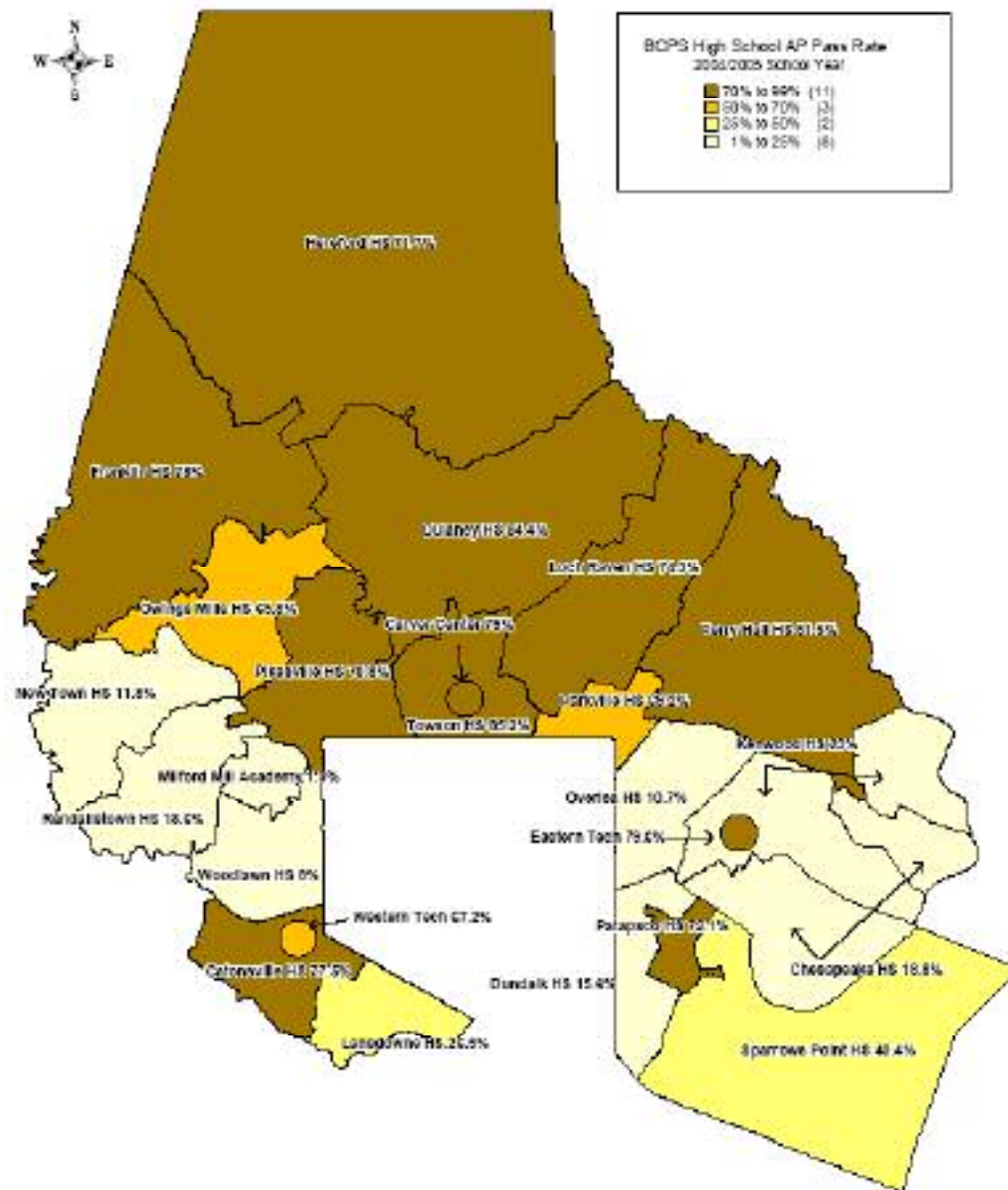
Prepared by the Baltimore County Public Schools  
Office of Strategic Planning, October 2005

# Advanced Placement Tests

## Pass Rate Map

Performance Indicator 1.14

Baltimore County Public Schools 2004/2005 High School Advanced Placement (AP) Pass Rates



Prepared by the Baltimore County Public Schools  
Office of Strategic Planning, October 2005

# In Summary

- ▶ **Maryland School Assessments** – three years of systemwide increases
- ▶ **ALT-MSA** – scores continue to increase
- ▶ **Advanced Placement** – increased student participation and pass rates
- ▶ **SAT** – increased student participation and scores have remained strong
- ▶ **Highly Qualified Teachers** – increased overall, Title I, and middle school Mathematics teachers



# Opportunities for Growth

- ▶ Increase rigor for all students
- ▶ Ensure all student groups attain proficiency
- ▶ Improve pass rates on HSA for all student groups
- ▶ Improve AP and SAT participation and scores in targeted schools
- ▶ Continue efforts to ensure highly qualified teachers in core content areas

*Education belongs to all of us. School success depends on the combined efforts of visionary leadership, strong principals, effective teachers, hardworking students, active parents, and supportive communities. We are extremely fortunate in Baltimore County to have all these ingredients for continued progress.*

Joe A. Hairston  
Superintendent, Baltimore County Public Schools



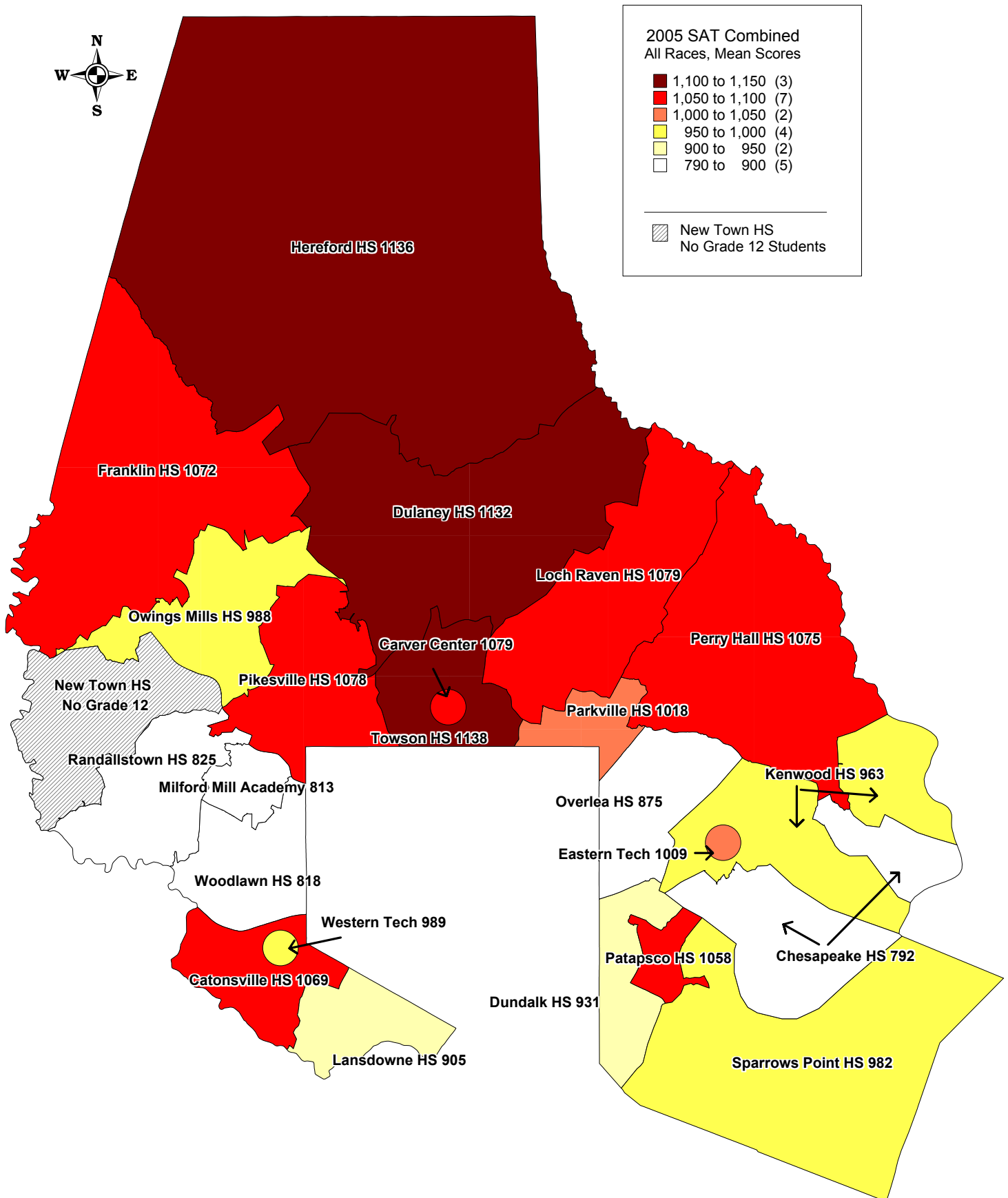
[illegible]

**Attachment III – MSDE Annual  
Measurable Objectives**

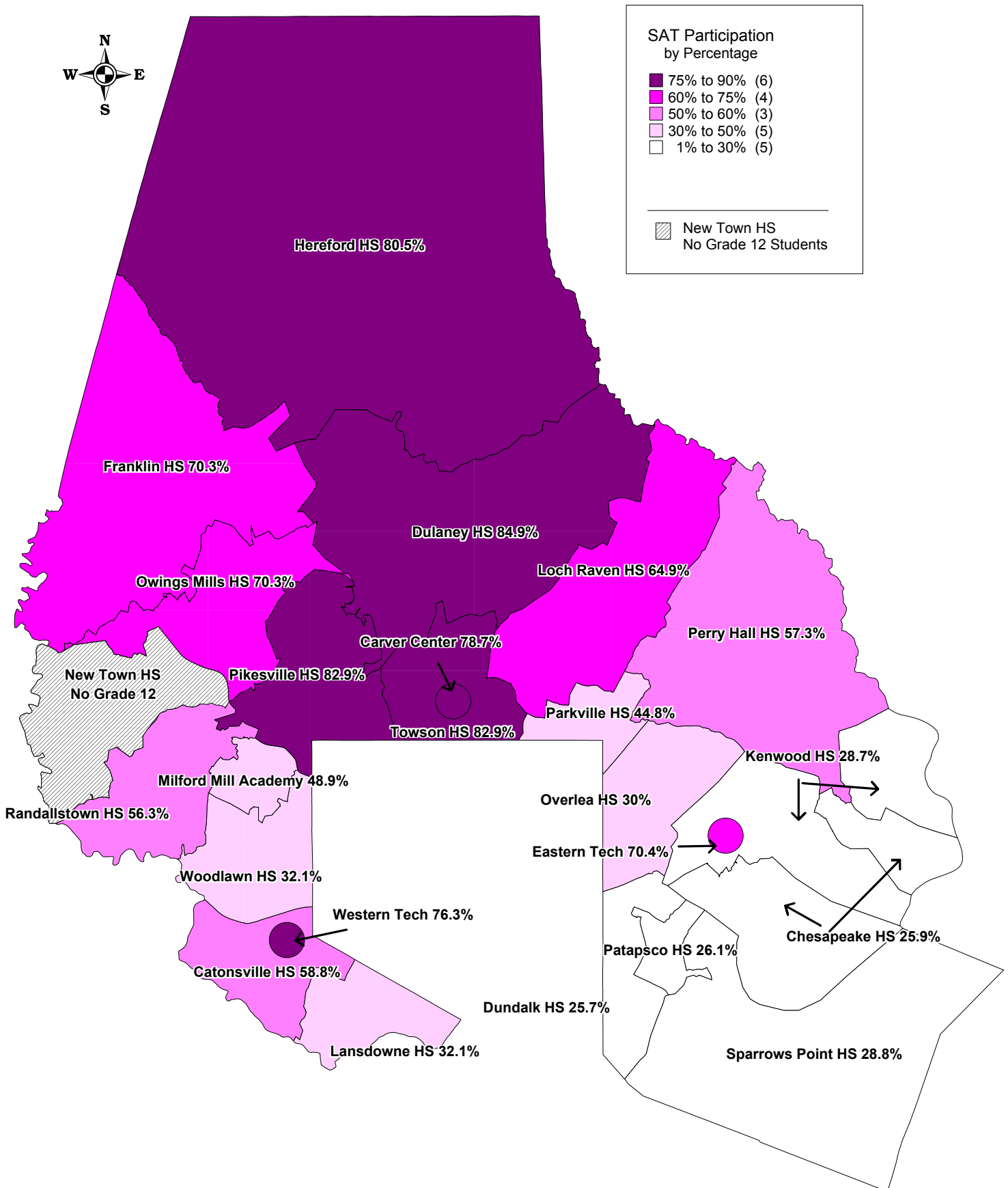
**Graduation**

Year	
2003	80.99
2004	80.99
2005	83.24
2006	83.24
2007	83.24
2008	85.50
2009	85.50
2010	85.50
2011	87.75
2012	87.75
2013	87.75
2014	90.00

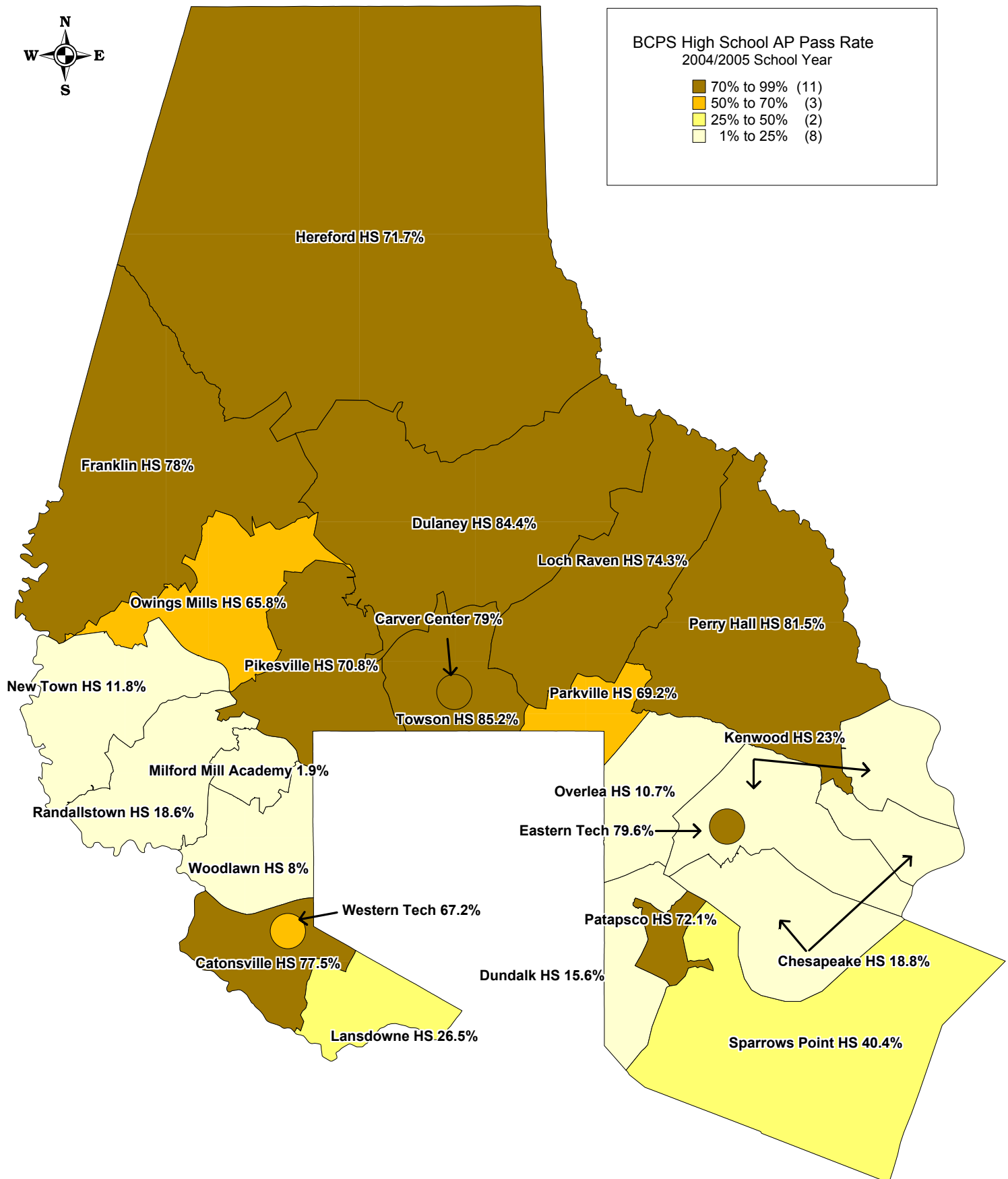
# Baltimore County Public Schools High School 2005 SAT Grade 12 Combined Mean Scores



# Baltimore County Public Schools High School 2005 SAT Grade 12 Participation



# Baltimore County Public Schools 2004/2005 High School Advanced Placement (AP) Pass Rates



# Baltimore County Public Schools 2004/2005 High School Advanced Placement (AP) Participation Rates



BCPS High School AP Participation Rate  
2004/2005 School Year

- 21% to 28% (3)
- 14% to 21% (3)
- 7% to 14% (7)
- 1% to 7% (11)

