



BALTIMORE COUNTY PUBLIC SCHOOLS

WHERE WE WERE...

AND

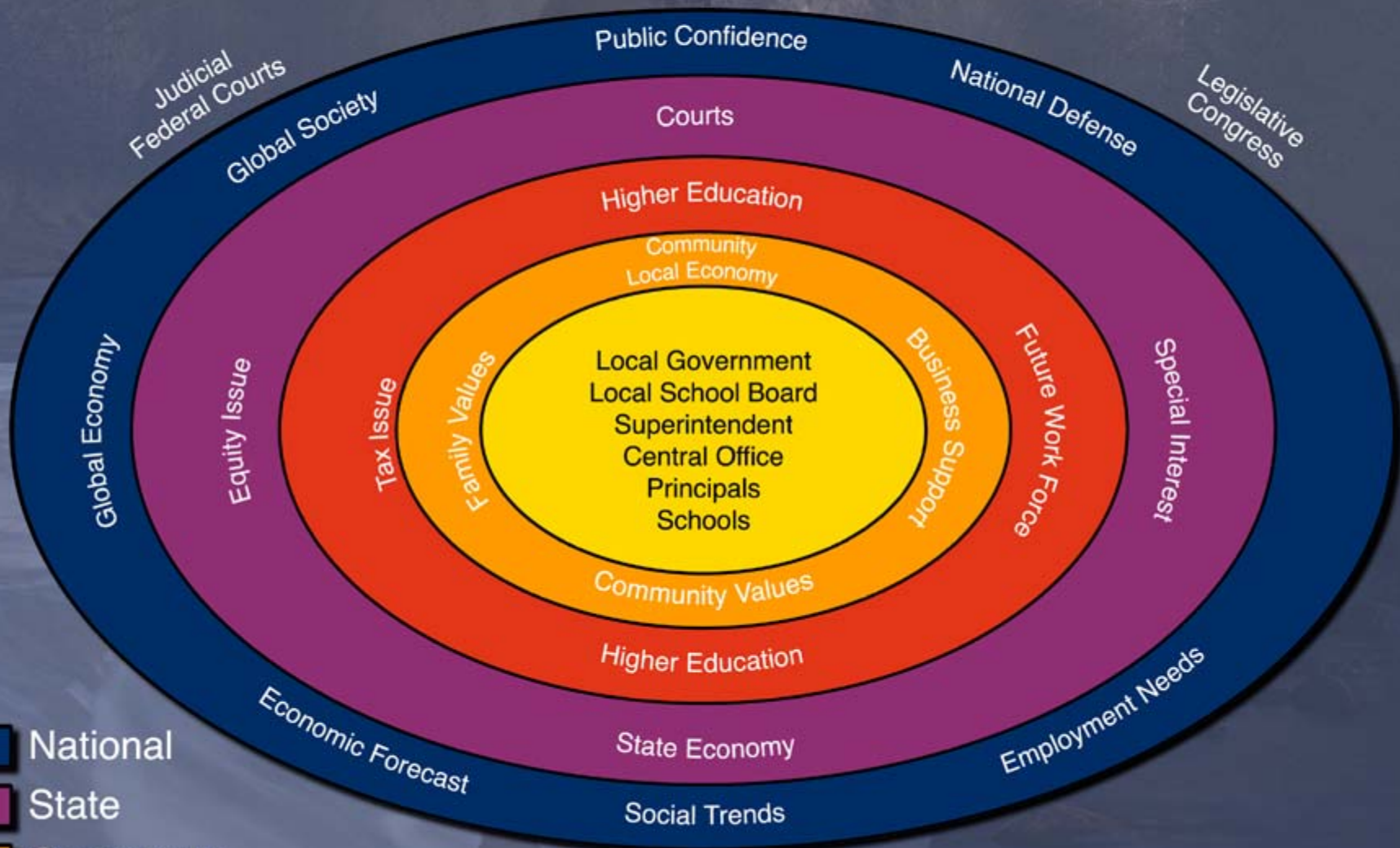
WHERE WE ARE

November 2002

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

Variables That Influence Public Education in America

Executive
President
Secretary of Education



- National
- State
- Community
- Local School Board

SEISMIC SHIFTS

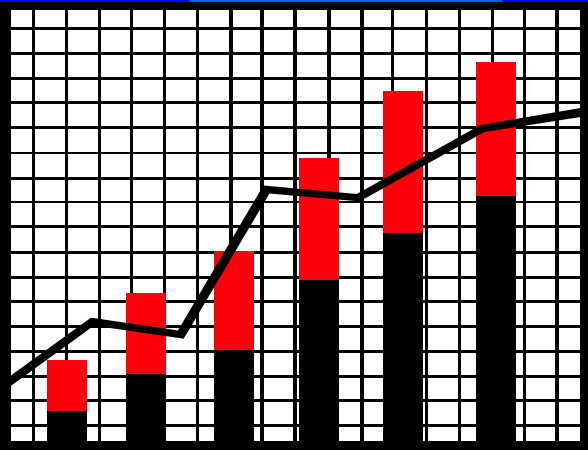
in

Baltimore County

Communities, Families, and Public Schools

WHERE WE WERE...
TO
WHERE WE ARE

COUNTY POPULATION



From

A total County population of 692,134 in 1990

To

A total County population of 754,292 in 2000. (An increase of 9%)

COUNTY MINORITY POPULATION



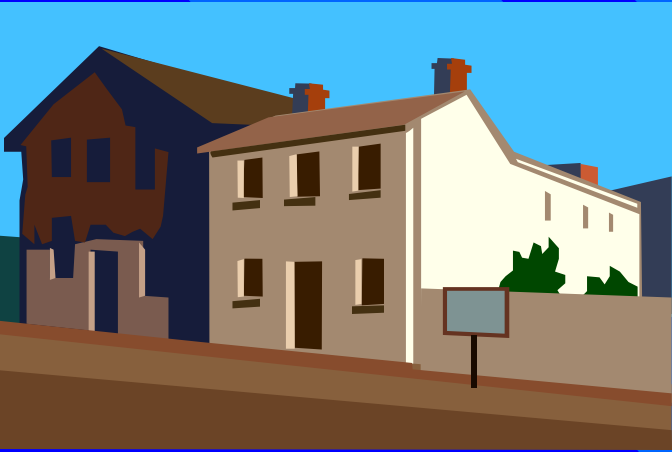
From

A minority population of
84,541 in 1990

To

A minority population of
151,600 in year 2000. (An
increase of 79%)

OCCUPIED HOUSEHOLD UNITS



From

Occupied household units of 281,553 in the year 1990

To

Occupied household units of 313,734 in 2000. (An increase of 11%)

MEDIAN HOUSEHOLD INCOME



From

A median household income of \$44,502 in year 1990

To

A median household income of \$52,868 in year 2000. (An increase of 19%)

PUBLIC SCHOOLS IN COUNTY



From

146 schools in Baltimore
County in the year 1990

To

162 schools in Baltimore
County in the year 2002.

STUDENT ENROLLMENT



From

A student enrollment of 86,841 in the year 1990

To

A student enrollment of 107,322 in the year 2002.
(An increase of 23%)

MINORITY ENROLLMENT



From

A minority enrollment of
18,069 in 1990

To

A minority enrollment of
42,928 in 2002. (An
increase of 138%)

ESOL ENROLLMENT



From

An ESOL enrollment of 873 students in year 1990

To

An ESOL enrollment of 2,123 students in year 2002.
(An increase of 143%)

FREE/REDUCED PRICED MEALS



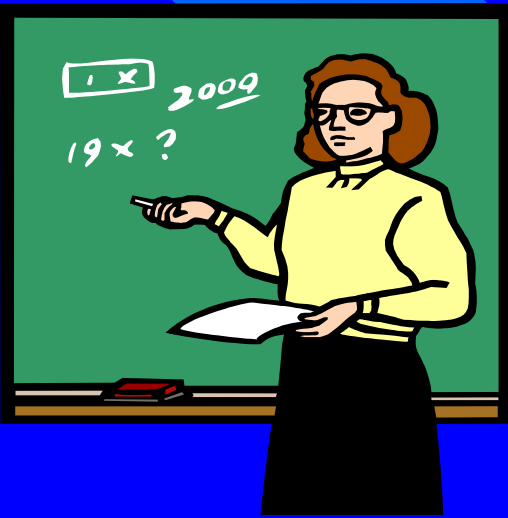
From

12.6% of students receiving
free/reduced priced meals in
1990

To

27.2% of students receiving
free/reduced priced meals in
2002.

TEACHERS



From

A total of 5,300 full time equivalent teachers in 1990

To

A total of 6,989 full time equivalent teachers in 2000.
(An increase of 32%)

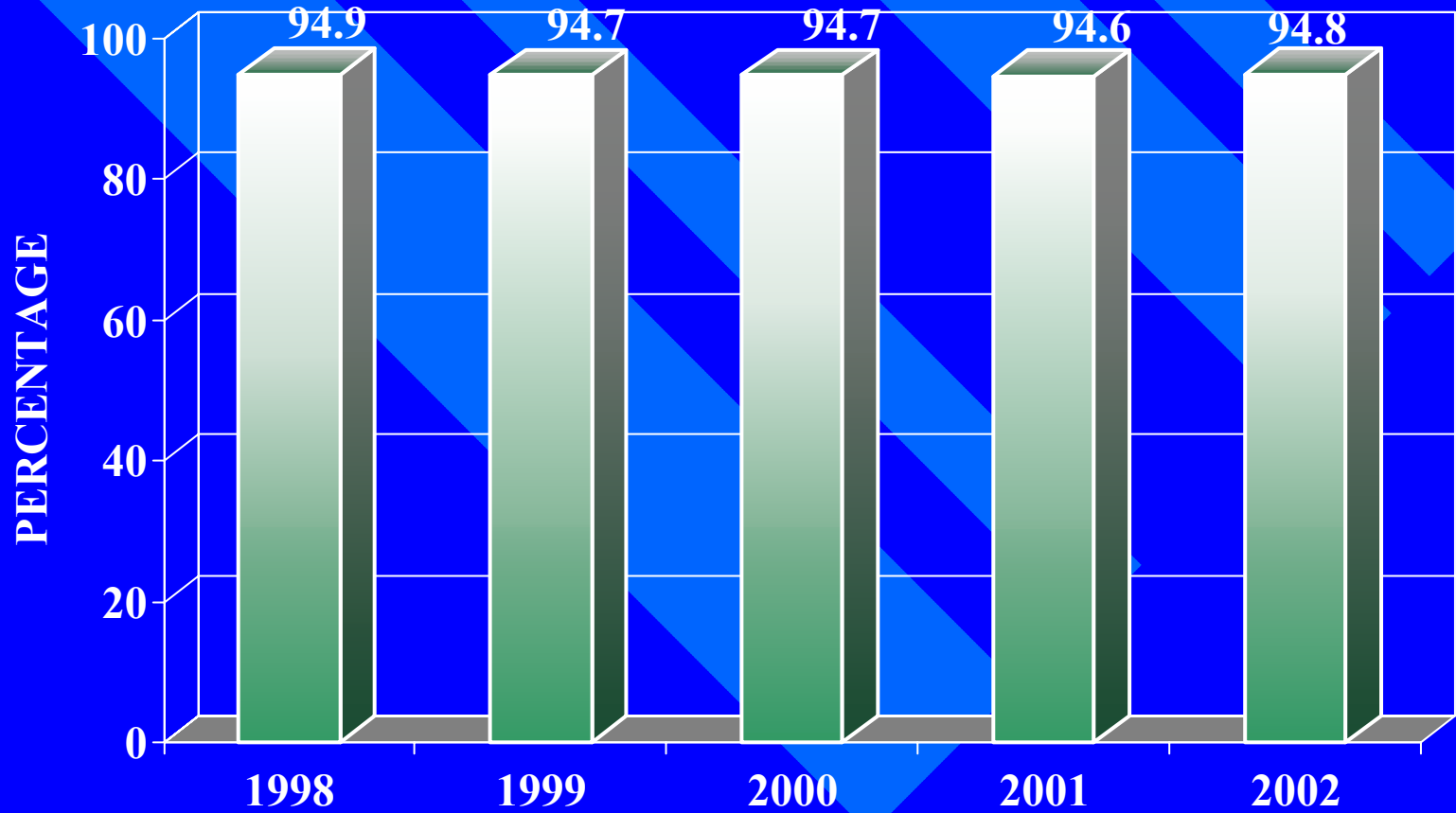
BLUEPRINT FOR PROGRESS

- Key Strategies
 - To increase student achievement by:
 - » Raising Standards
 - » Improving Instruction
 - » Challenging Low Expectations
 - » Enhancing Parental and Community Support
- Indicators of Progress
- Timelines
- Data Warehouse
- Results

AN INDICATOR OF PROGRESS

All schools will have annual
student attendance rates of at
least 94%

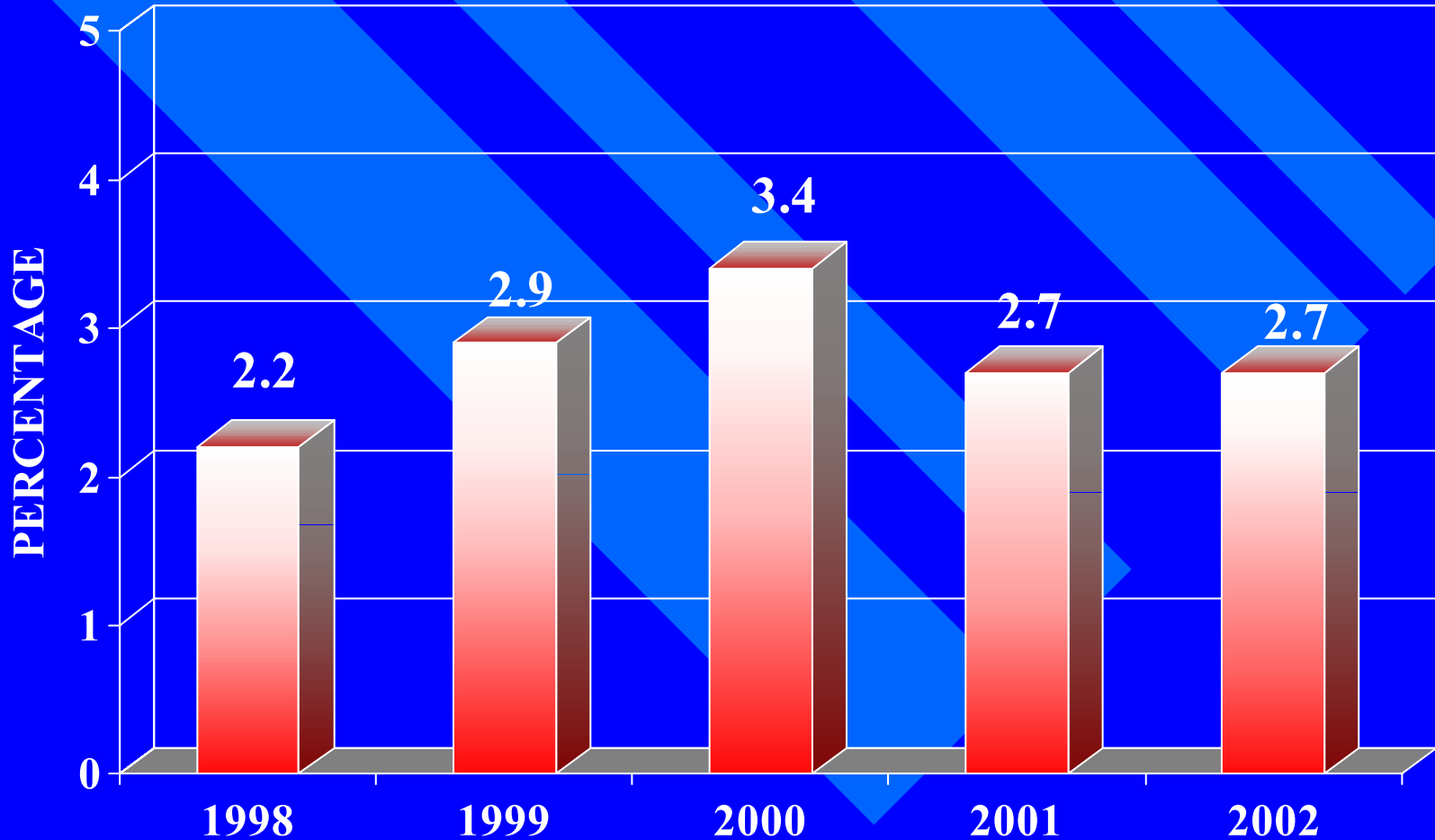
ATTENDANCE



AN INDICATOR OF PROGRESS

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

DROPOUT RATE



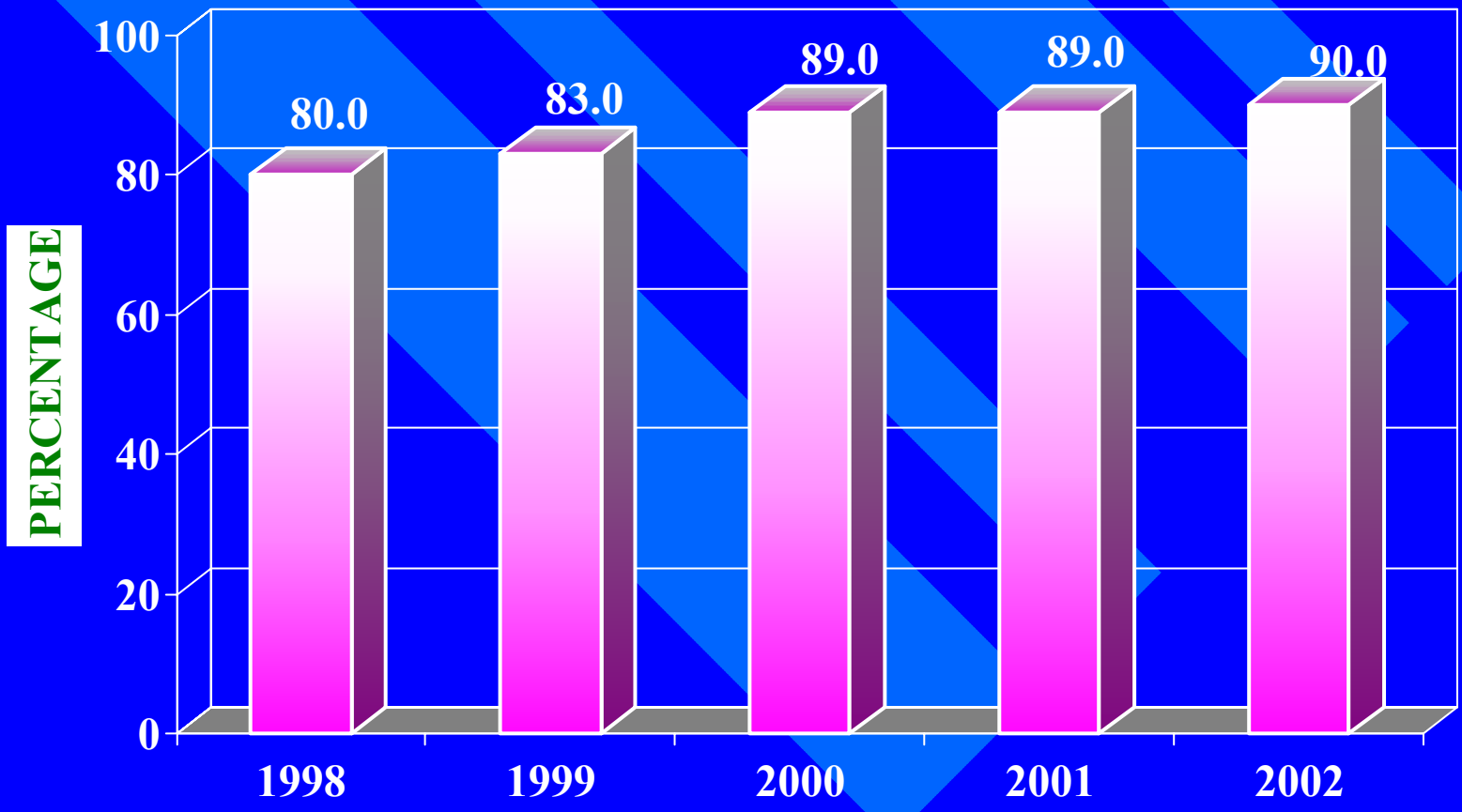
AN INDICATOR OF PROGRESS

All students will score at or above grade level in mathematics and reading, based on the CTBS/5

- National Norm Equivalence of 77%

CTBS GRADE 2 - MATHEMATICS

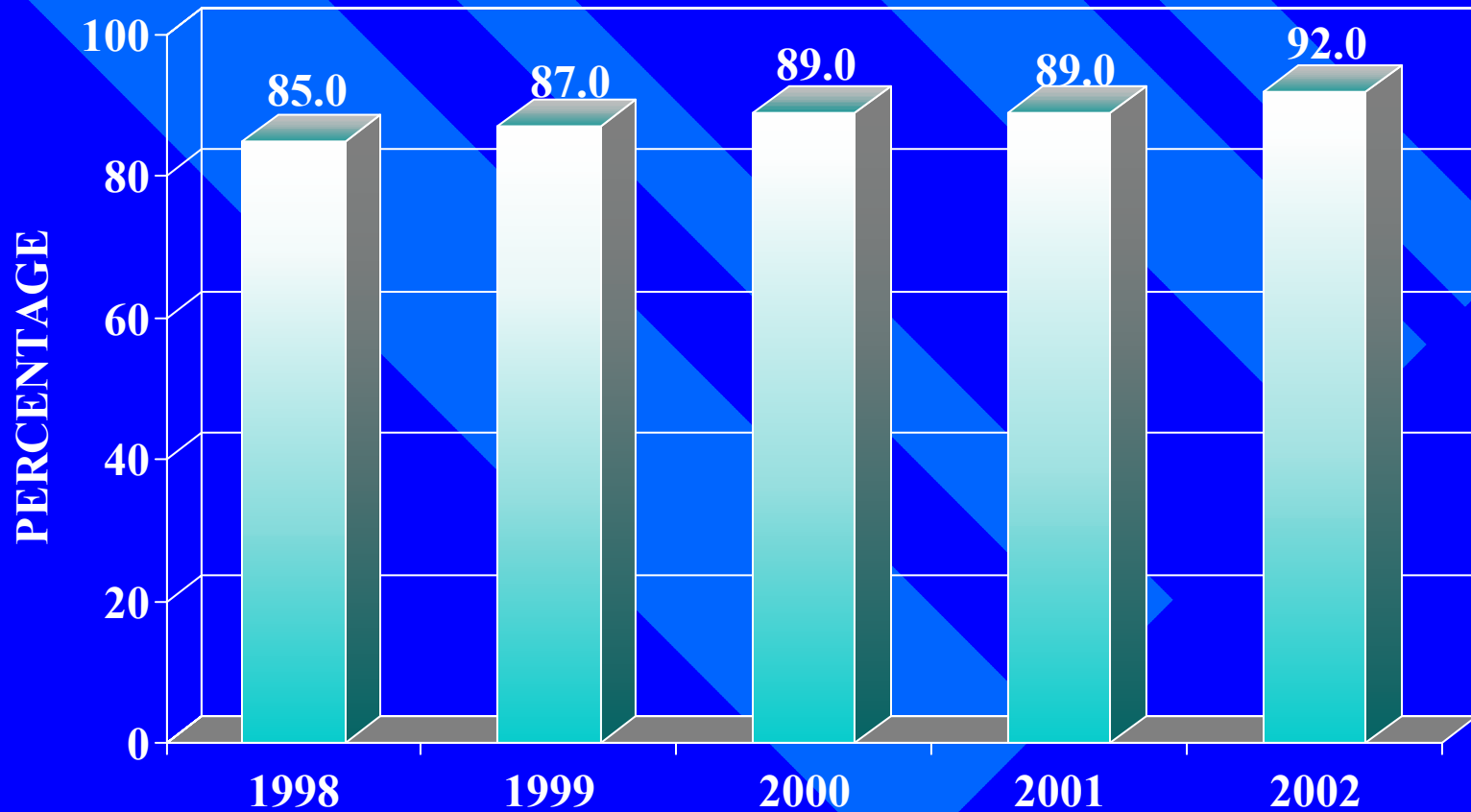
At or Above Grade Level



National Norm Equivalence of 77%

CTBS GRADE 2 - READING

At or Above Grade Level

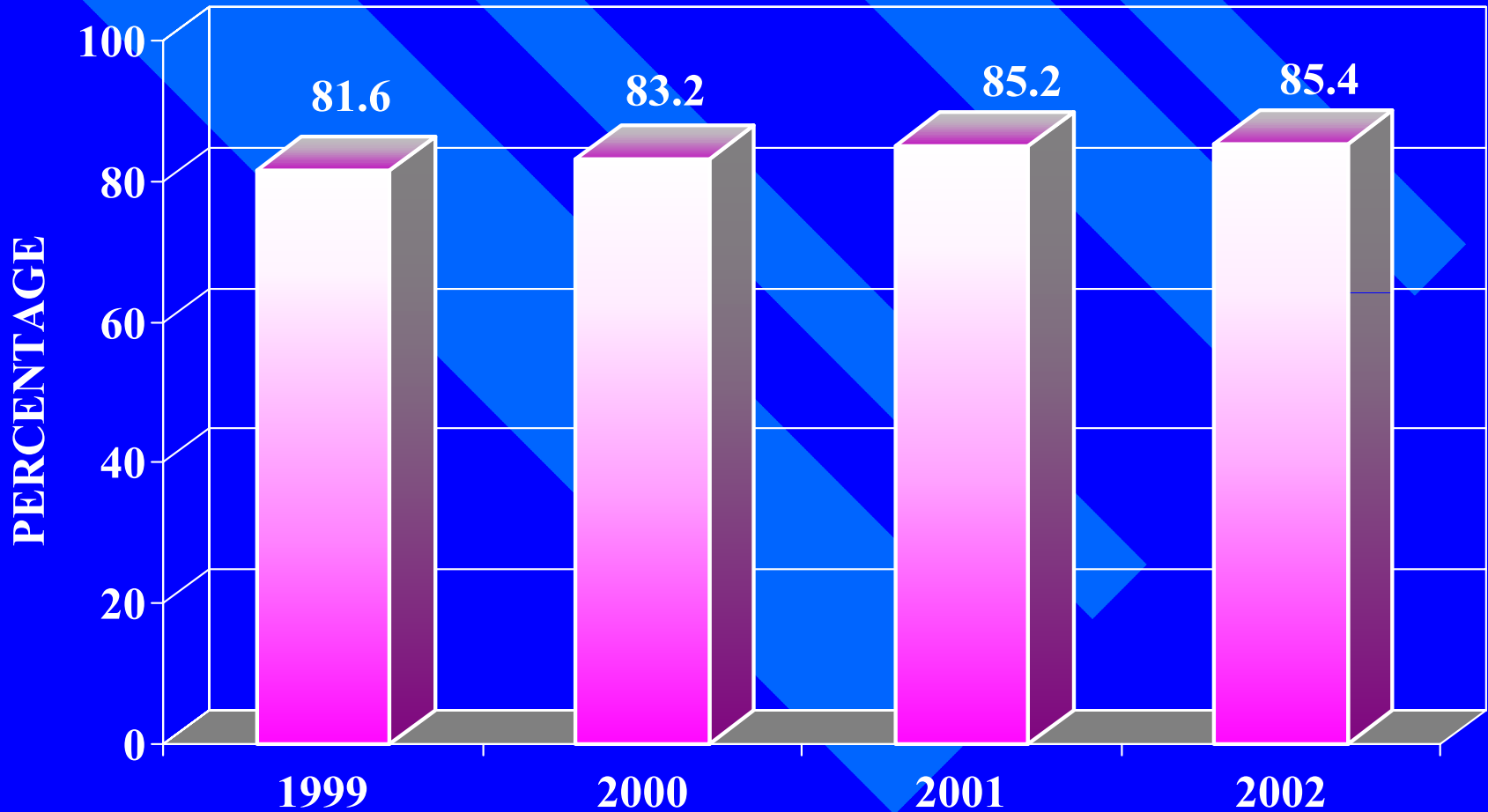


National Norm Equivalence of 77%

BCPS SYSTEM

CTBS GRADE 4 - MATHEMATICS

At or Above Grade Level

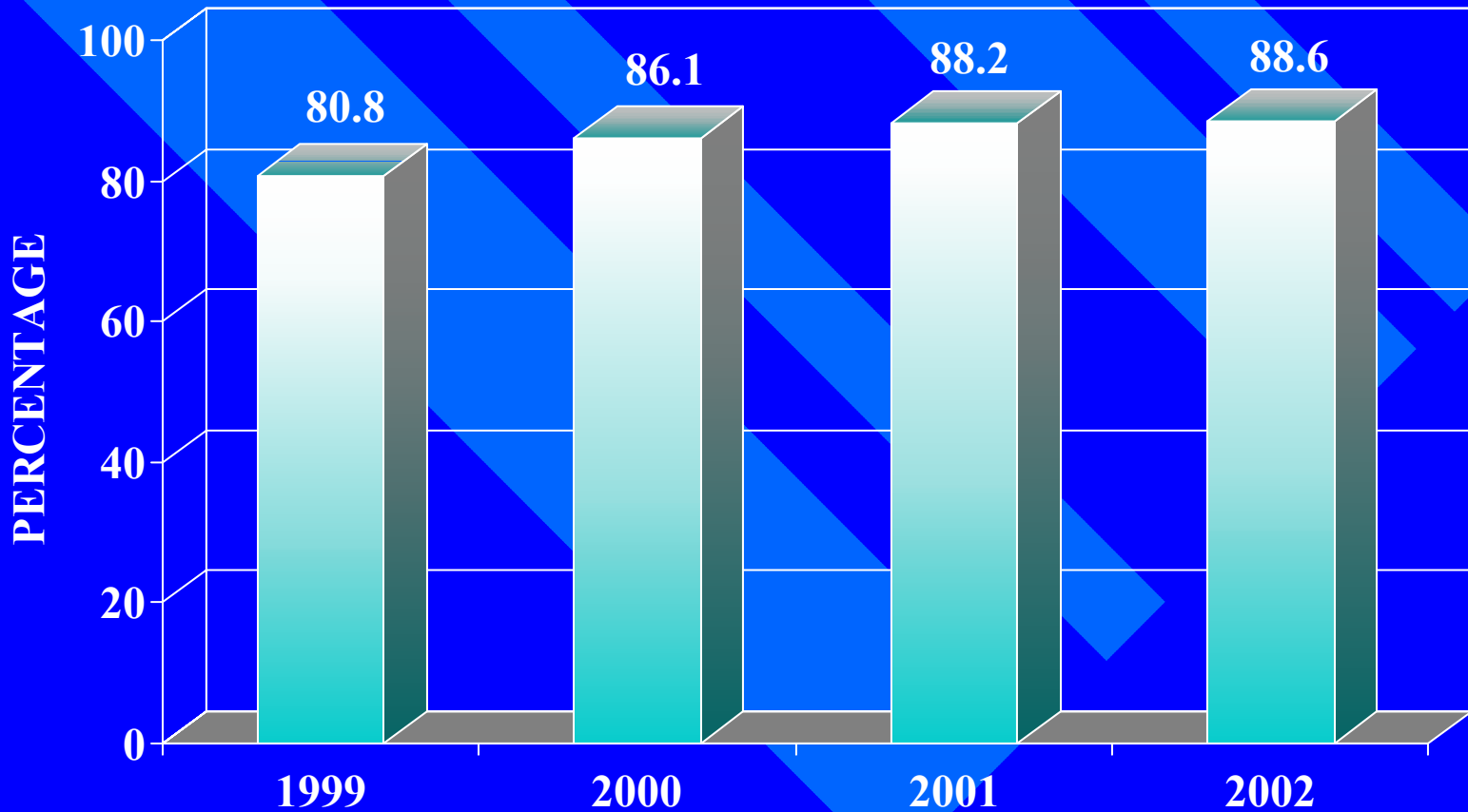


National Norm Equivalence of 77%

BCPS SYSTEM

CTBS GRADE 4 - READING

At or Above Grade Level

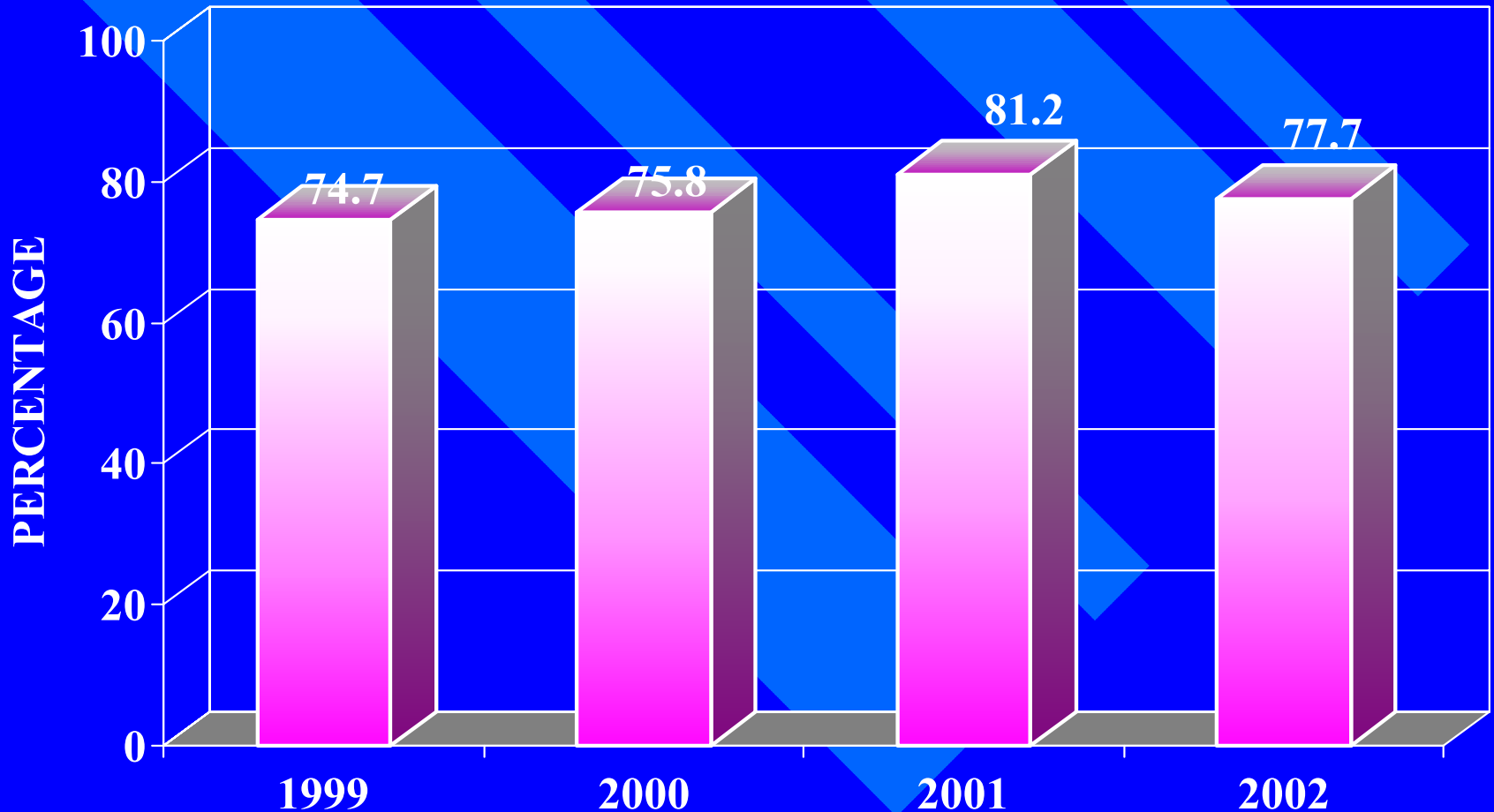


National Norm Equivalence of 77%

BCPS SYSTEM

CTBS GRADE 6 - MATHEMATICS

At or Above Grade Level

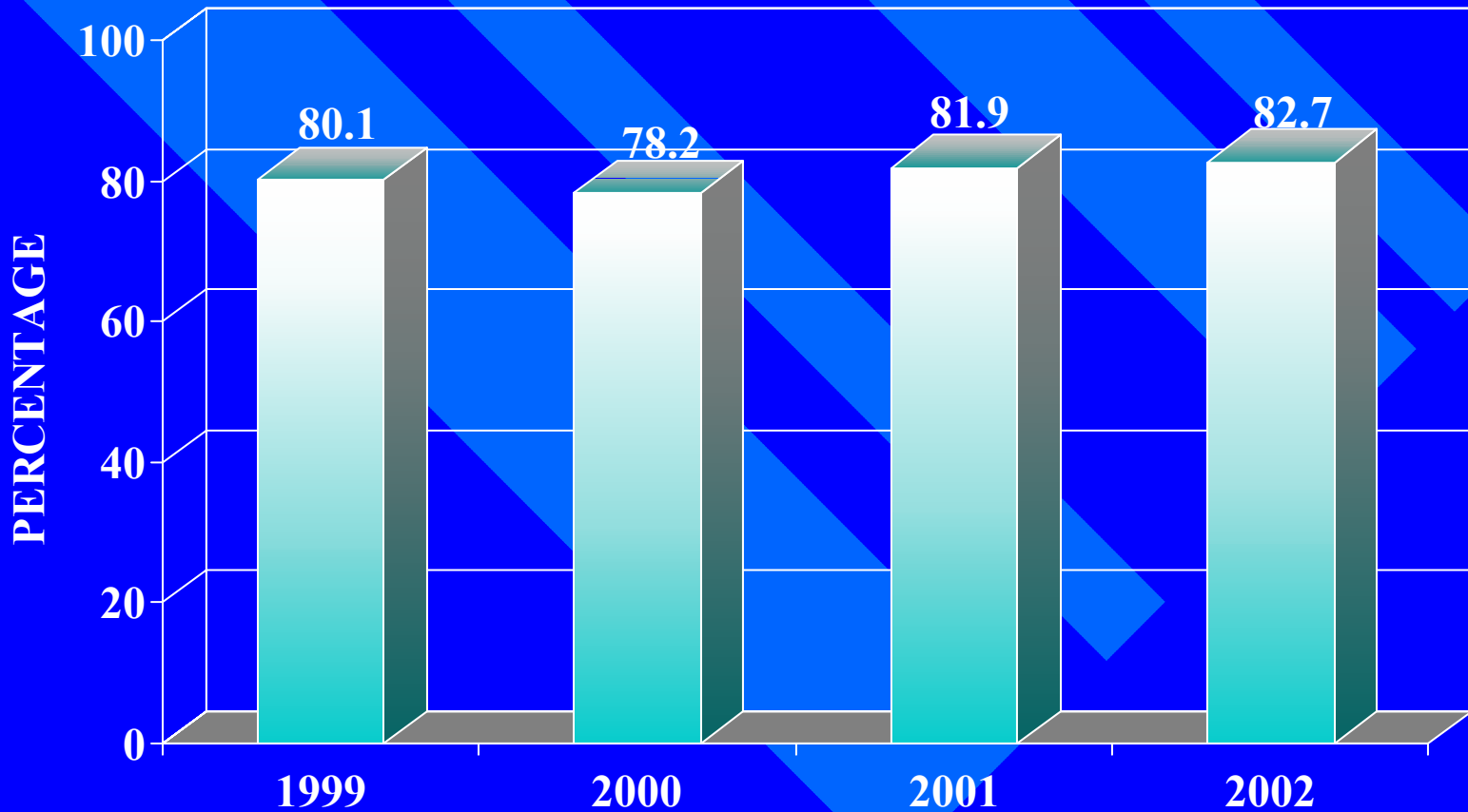


National Norm Equivalence of 77%

BCPS SYSTEM

CTBS GRADE 6 - READING

At or Above Grade Level



National Norm Equivalence of 77%

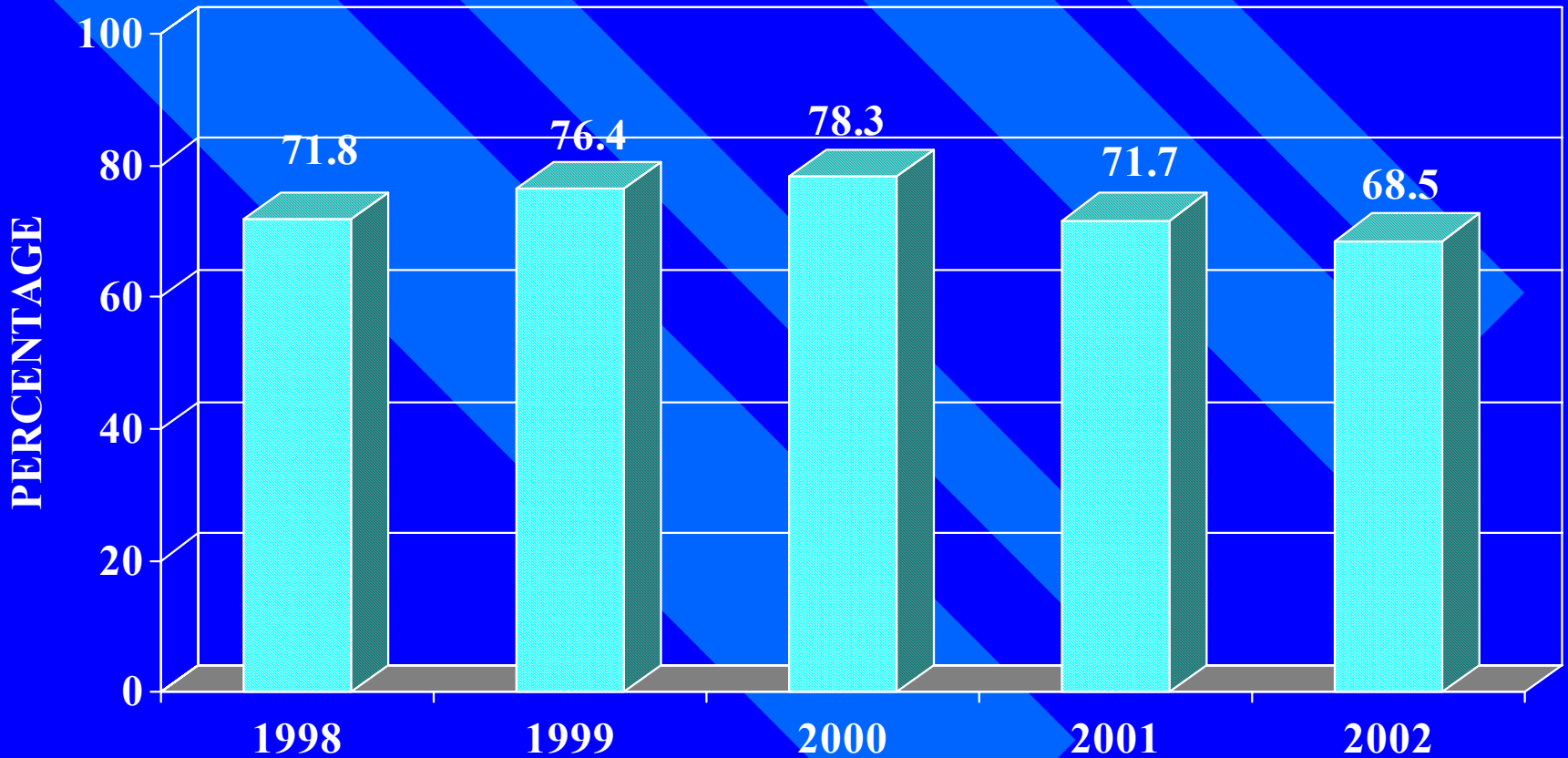
BCPS SYSTEM

AN INDICATOR OF PROGRESS

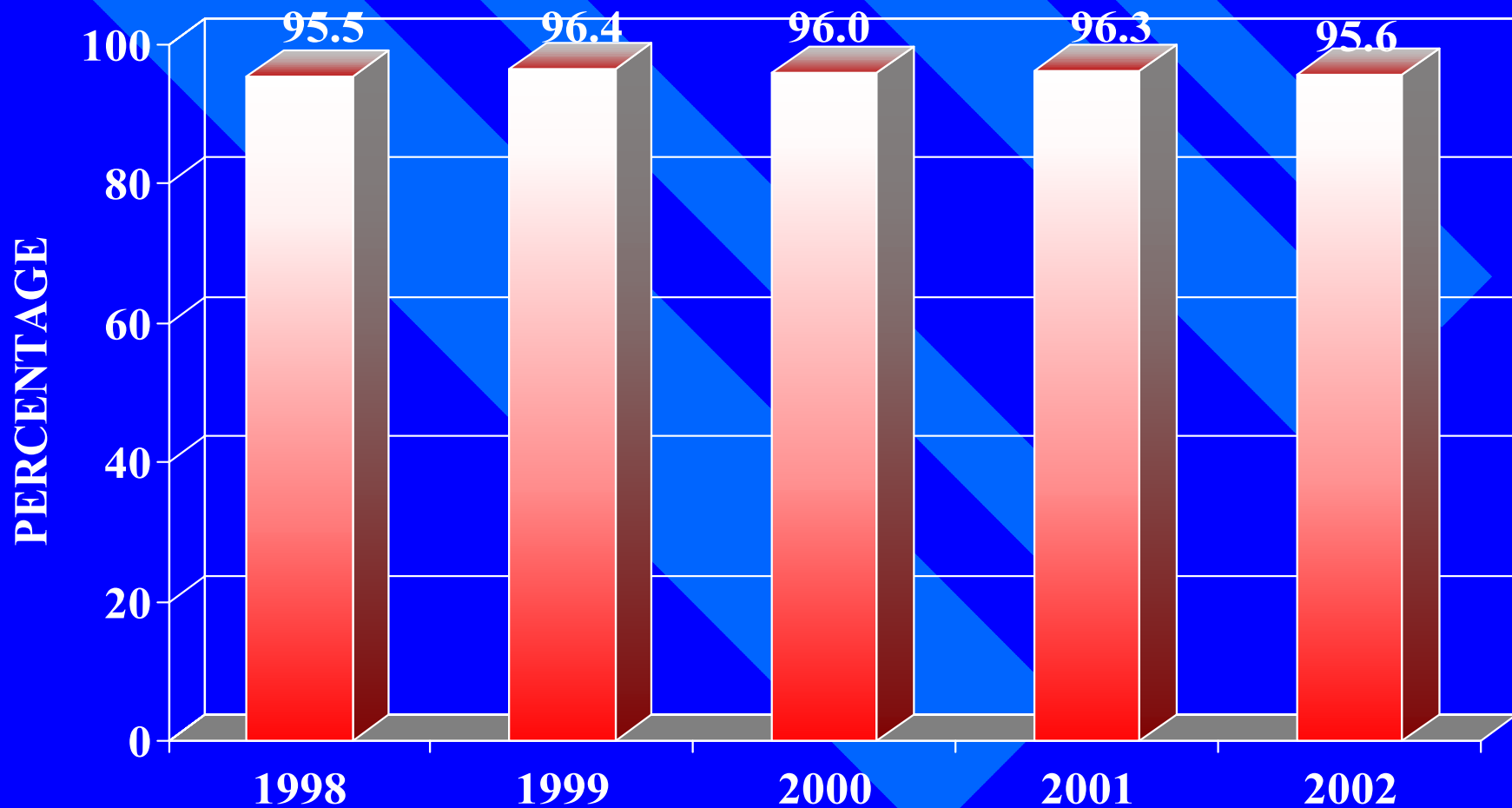
All students will pass the three Maryland Functional Tests by the end of grade 8. (County Standard)

MARYLAND FUNCTIONAL TEST

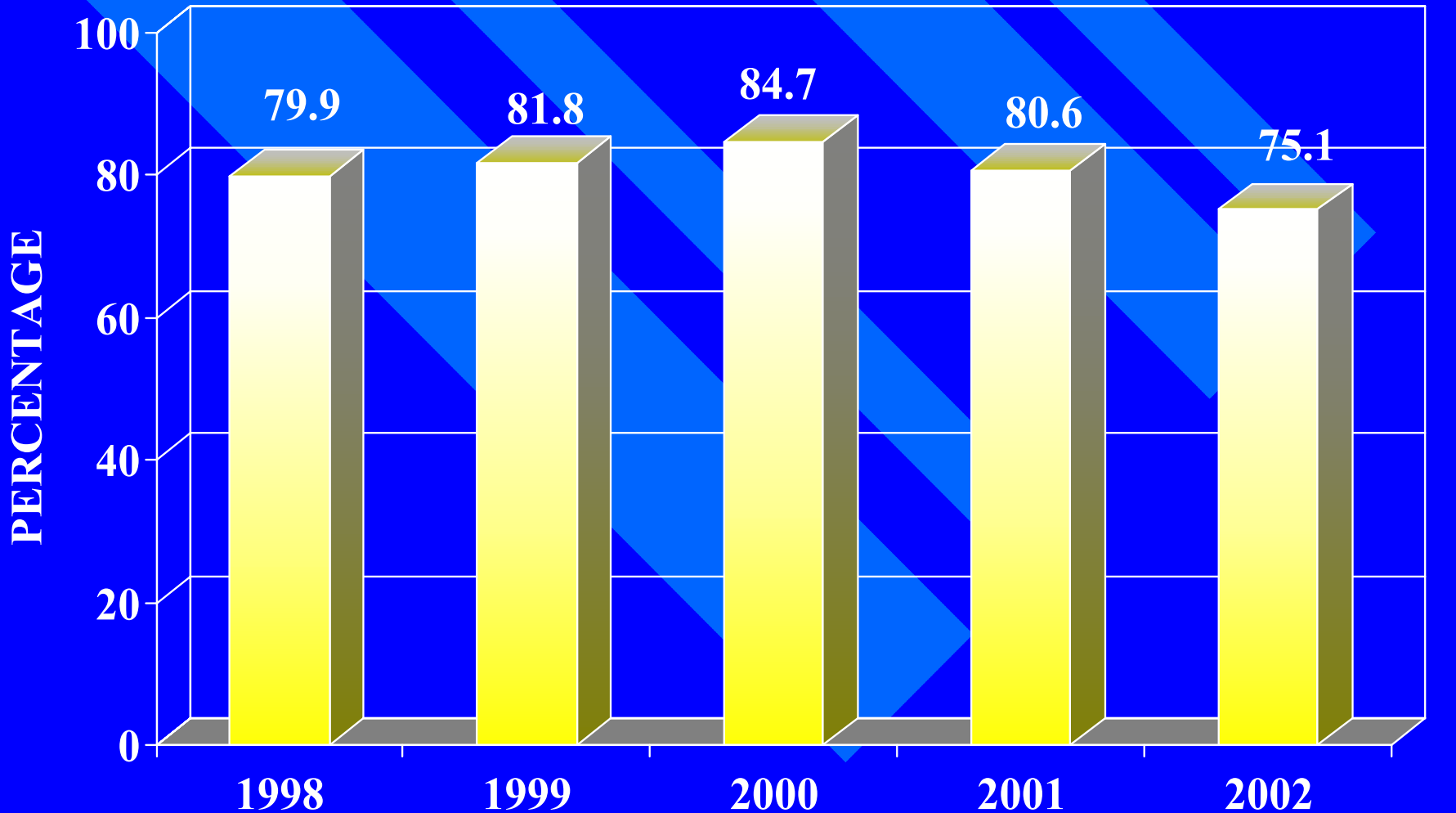
GRADE 8 (Passed All Tests)



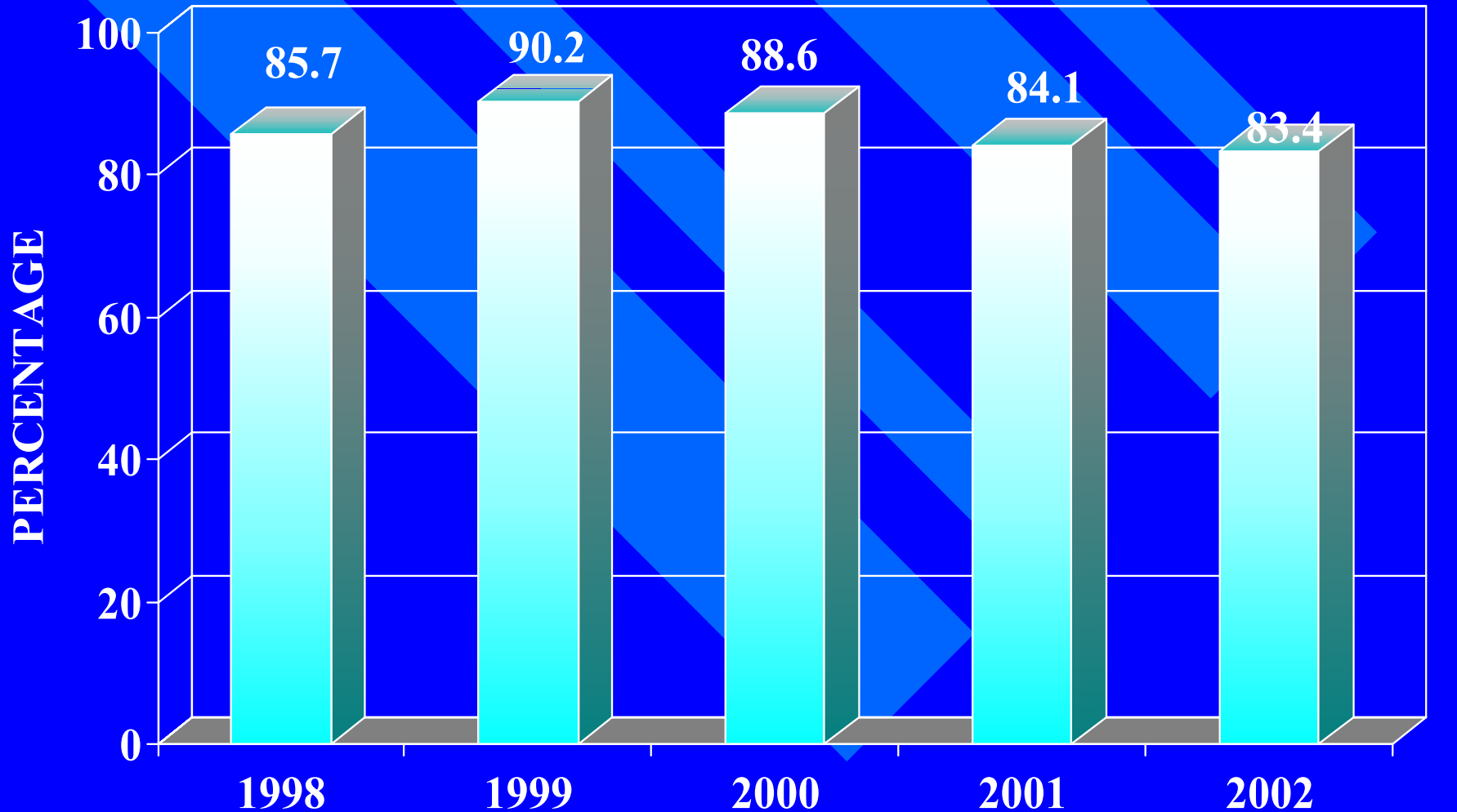
MARYLAND FUNCTIONAL TEST GRADE 8 READING



MARYLAND FUNCTIONAL TEST GRADE 8 MATHEMATICS



MARYLAND FUNCTIONAL TEST GRADE 8 WRITING

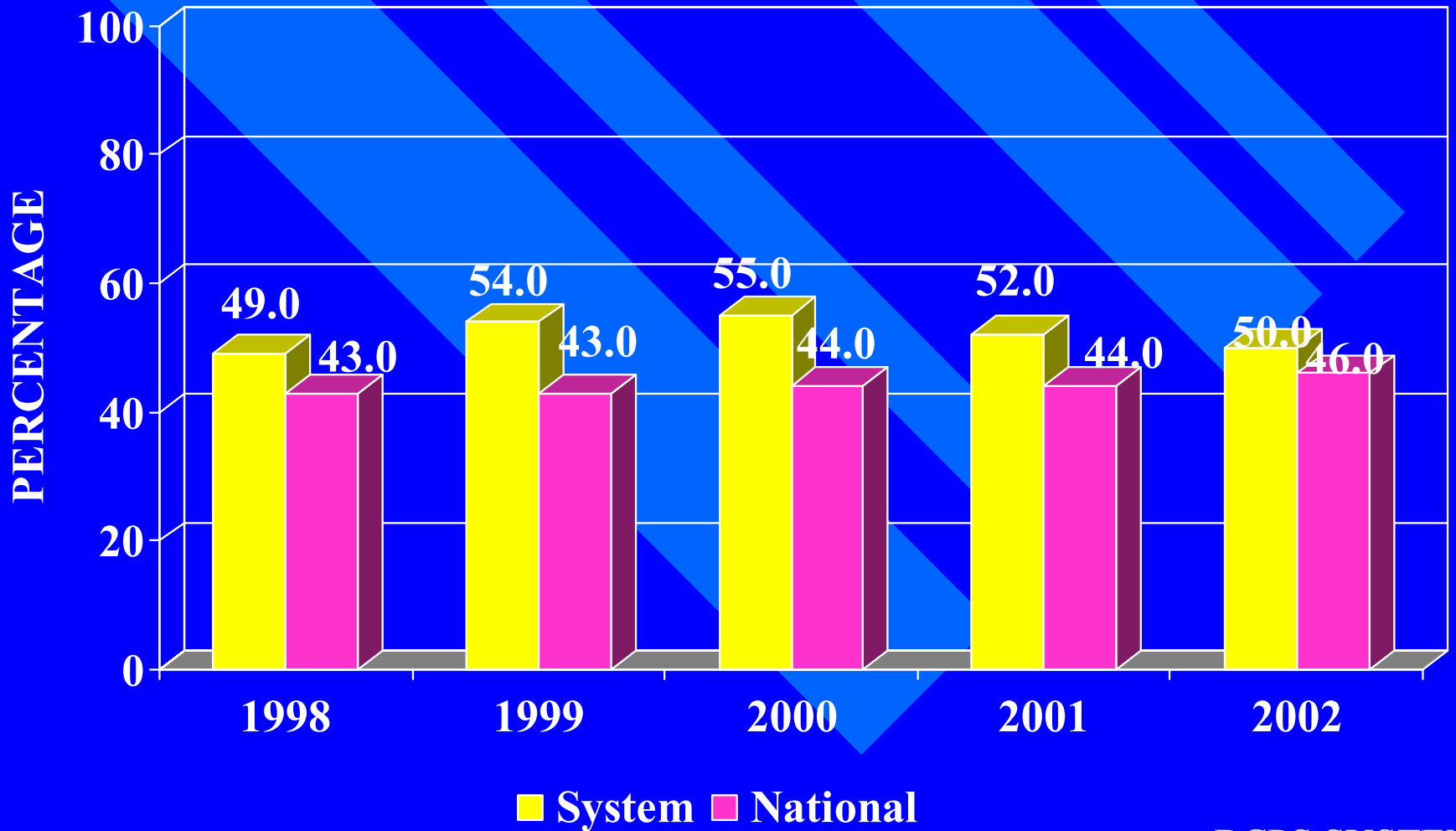


AN INDICATOR OF PROGRESS

All high schools will have:

- participation rates, for the SAT, that exceed the national participation rate

SAT PARTICIPATION RATE GRADE 12

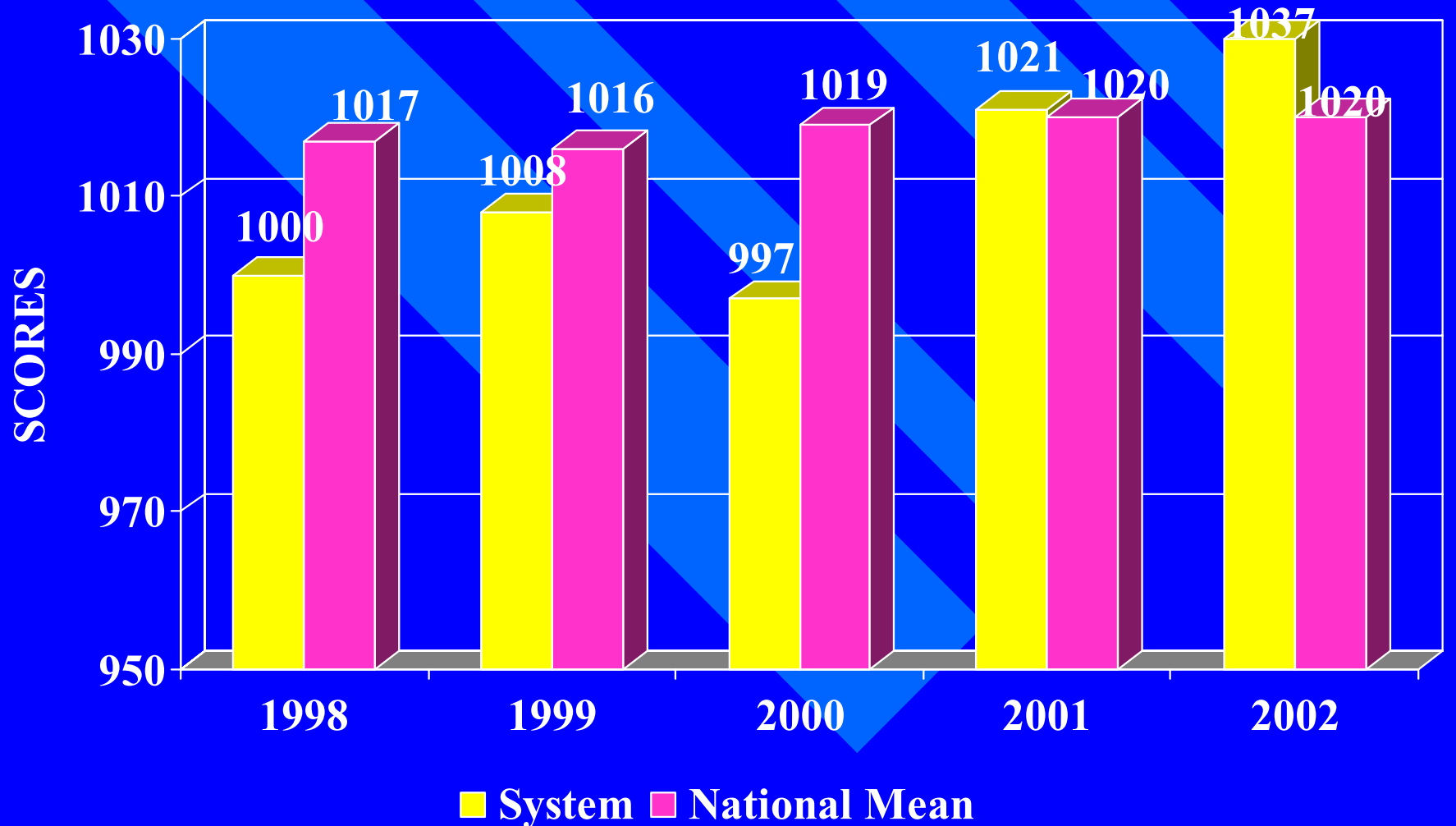


AN INDICATOR OF PROGRESS

All high schools will have:

- mean verbal and mathematics scores, for the SAT, that exceed the national mean verbal and mathematics scores.

SAT COMBINED SCORE GRADE 12

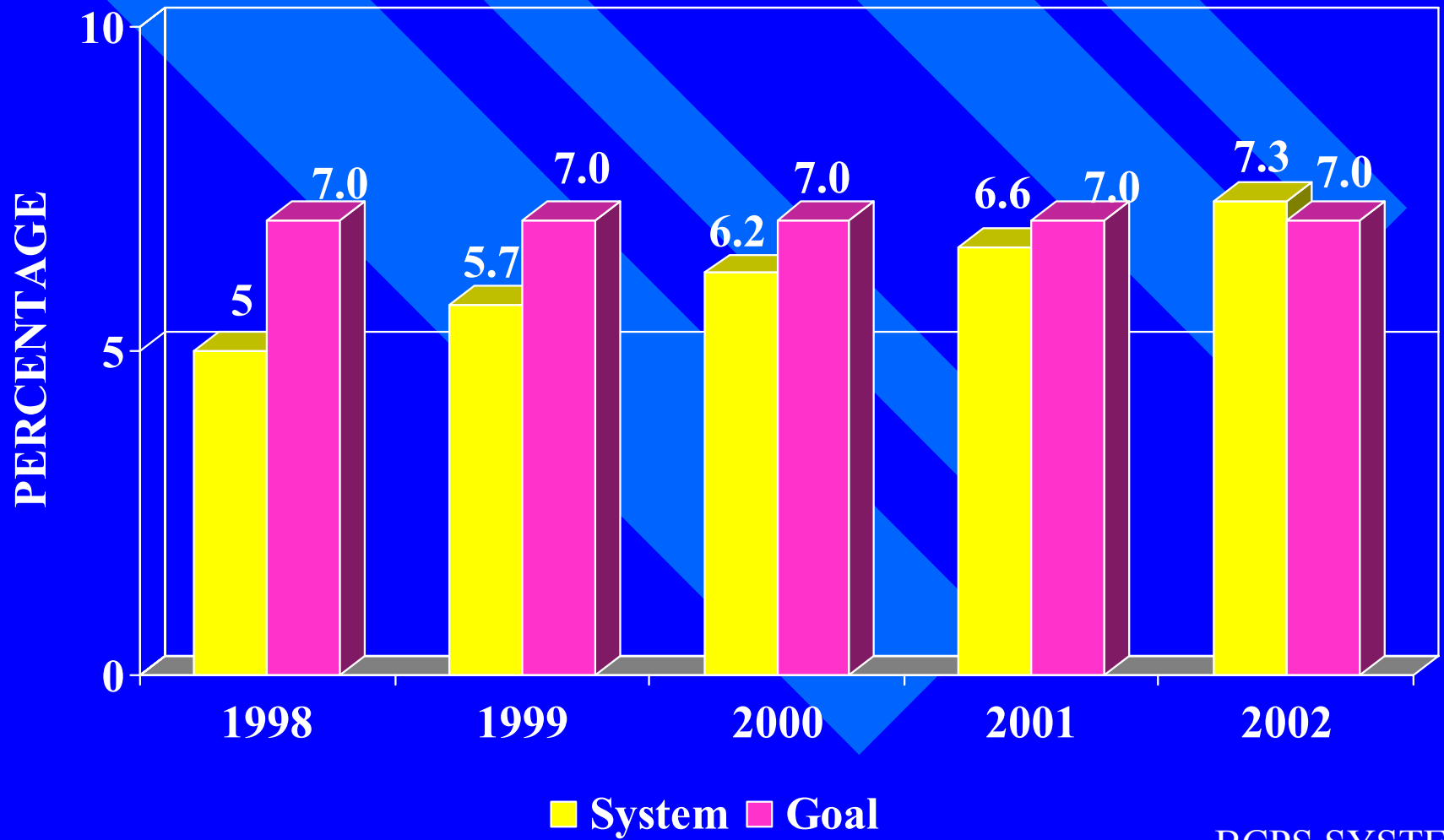


AN INDICATOR OF PROGRESS

All high schools will have:

- participation rates, for Advanced Placement examinations, of at least 7% (County Standard)

AP PARTICIPATION RATE GRADE 12

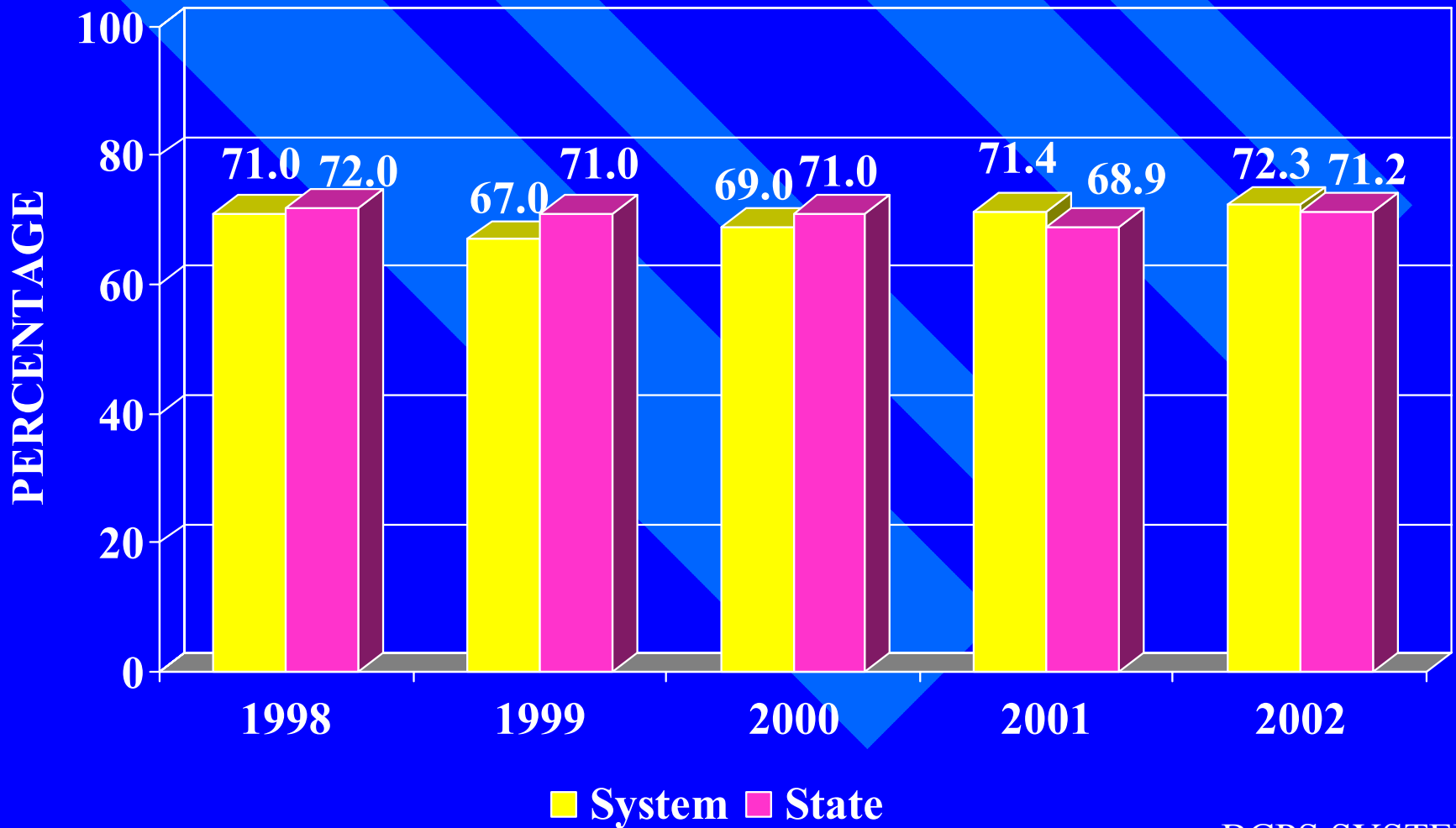


AN INDICATOR OF PROGRESS

All high schools will have:

- mean passing rates, for Advanced Placement examinations, that exceed the national mean passing rate. (County Standard)

AP PASS RATE GRADE 12

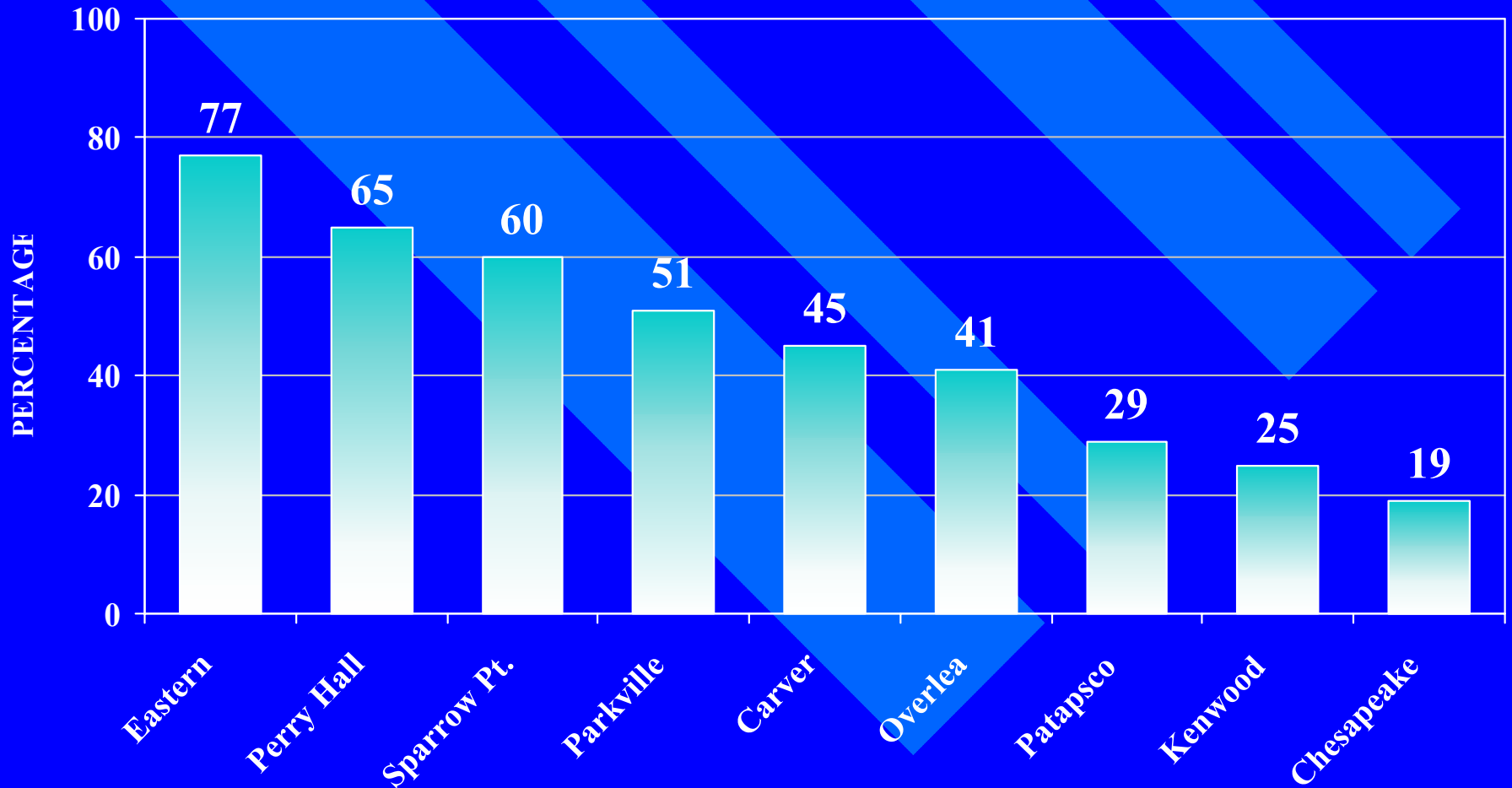


AN INDICATOR OF PROGRESS

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

((HSA) was not available in 2001 - 2002; therefore,
Algebra 1 Unit Results are provided from the County test)

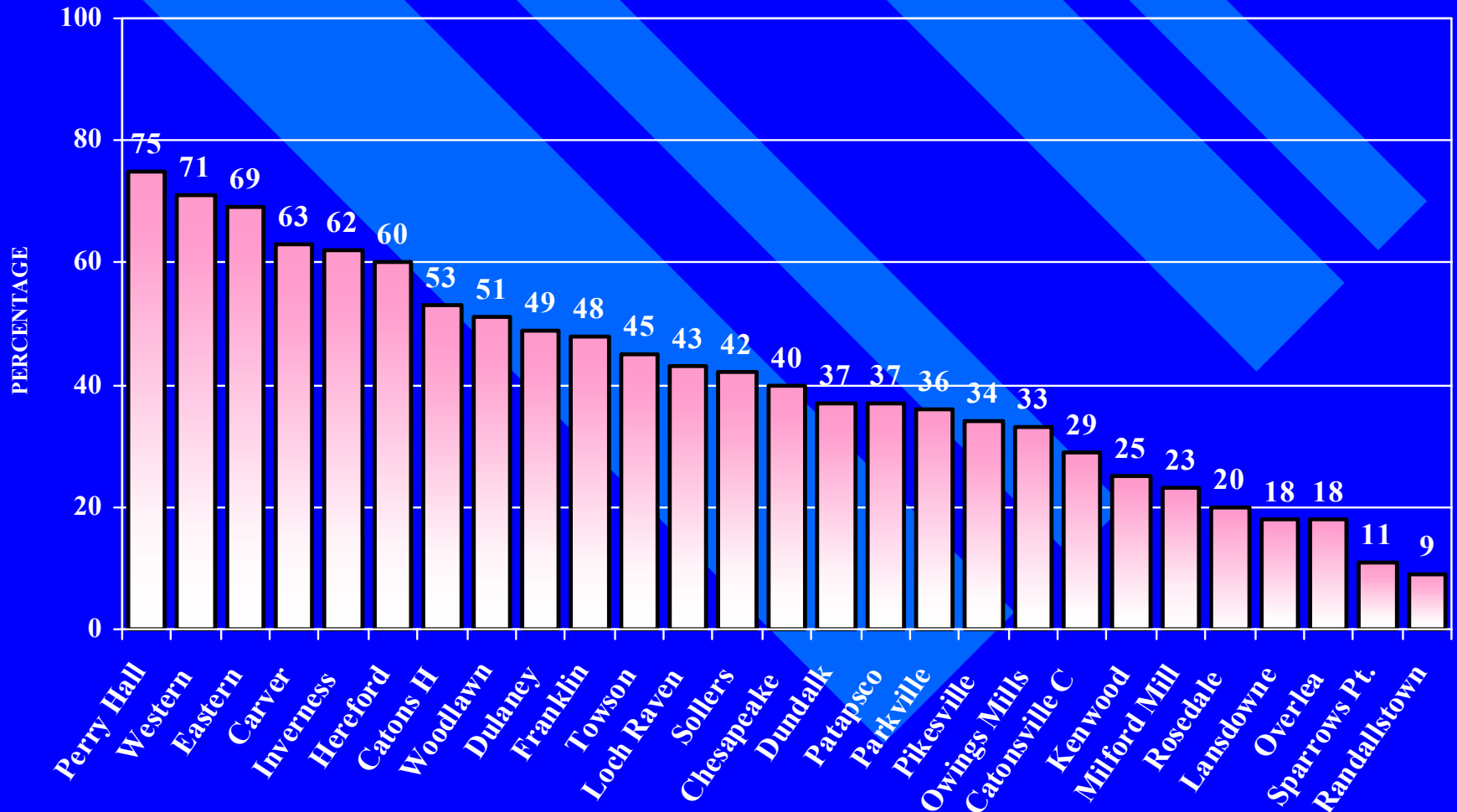
HIGH SCHOOL Algebra I Pass Rates for All Units 2001 - 2002 (With Assistance)



HIGH SCHOOL

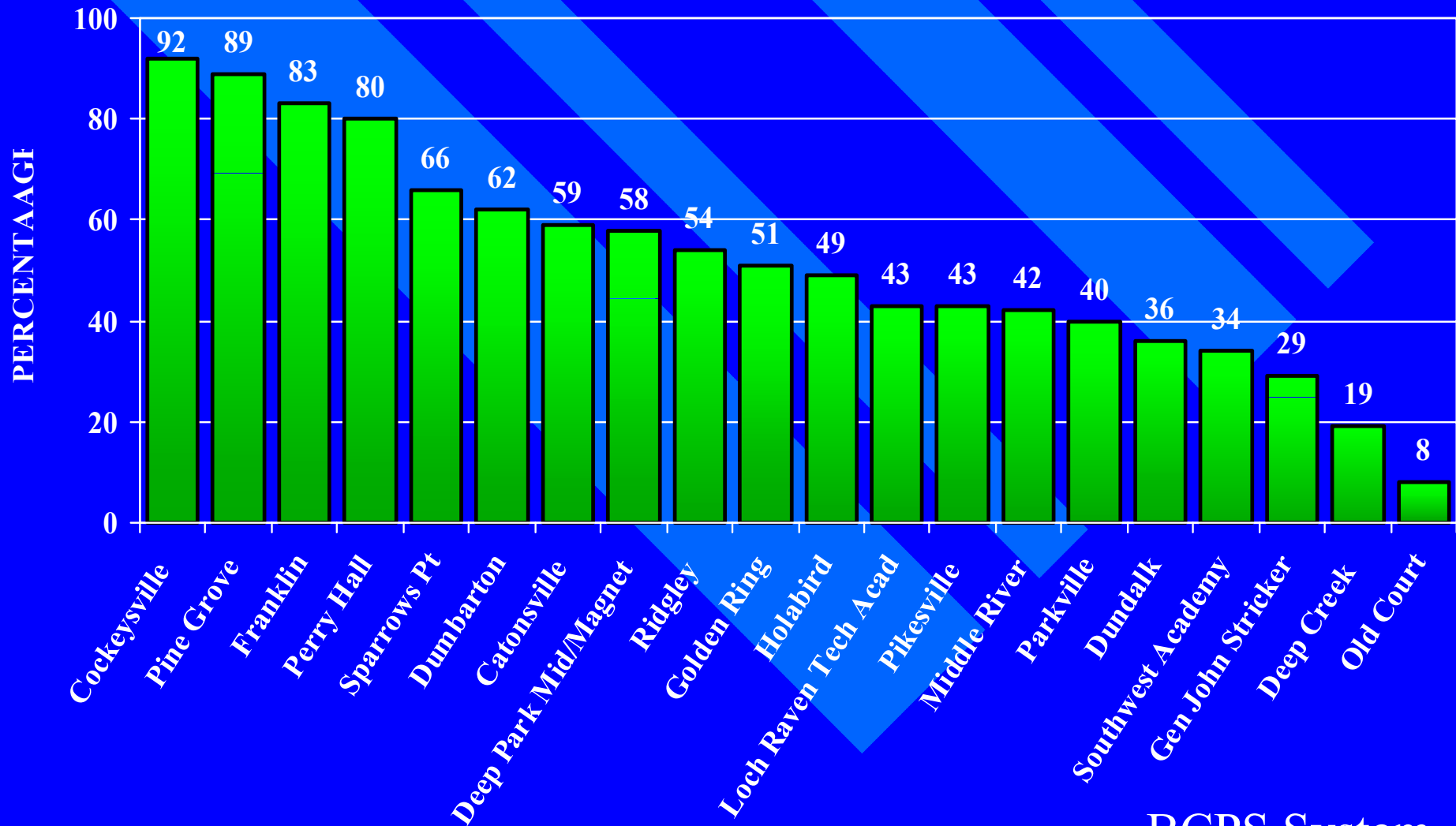
Algebra I Pass Rates for All Units

2001- 2002 (Without Assistance)



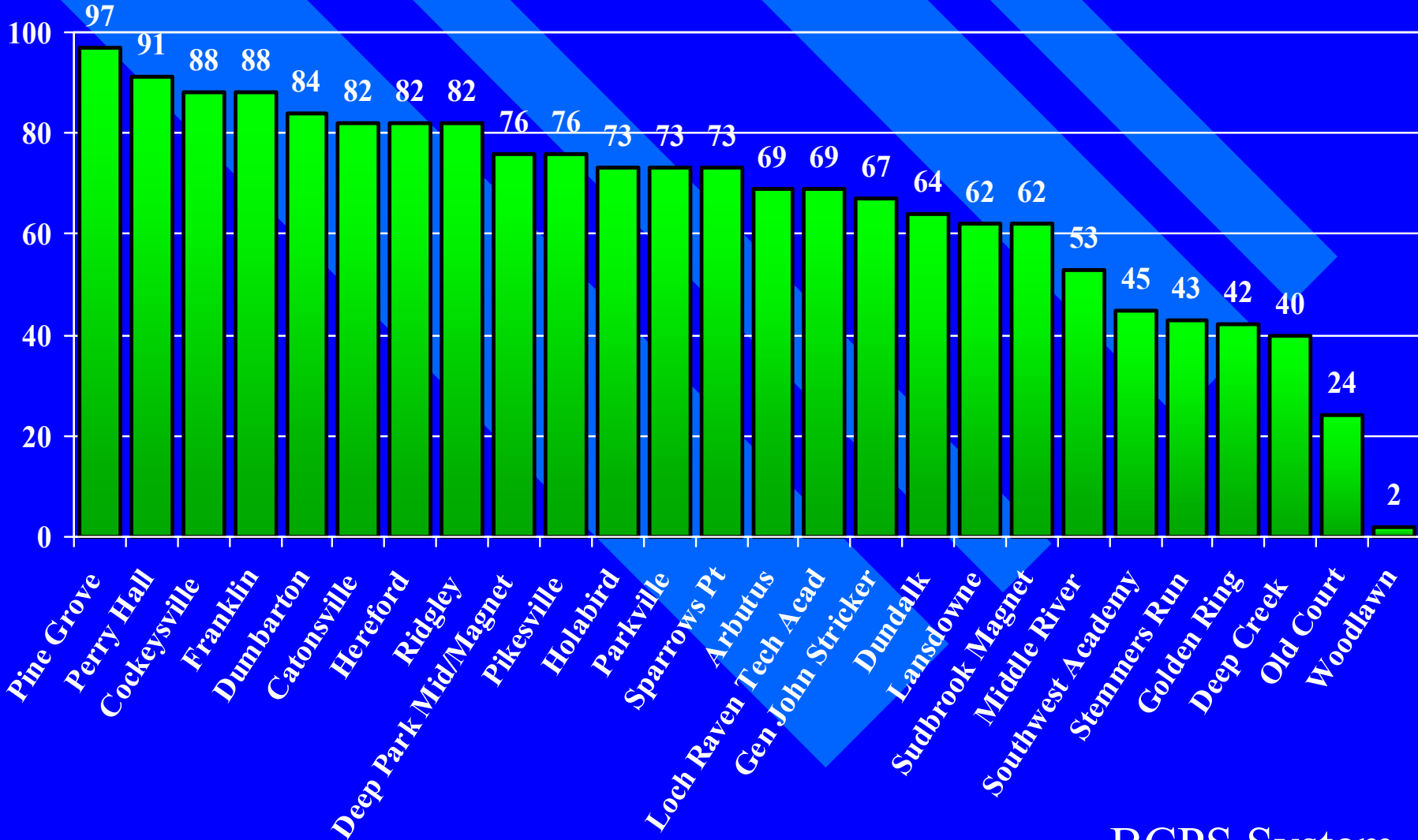
MIDDLE SCHOOL

Algebra I Pass Rates for All Units 2001- 2002 (With Assistance)



MIDDLE SCHOOL

Algebra I Pass Rates for All Units 2001- 2002 (Without Assistance)

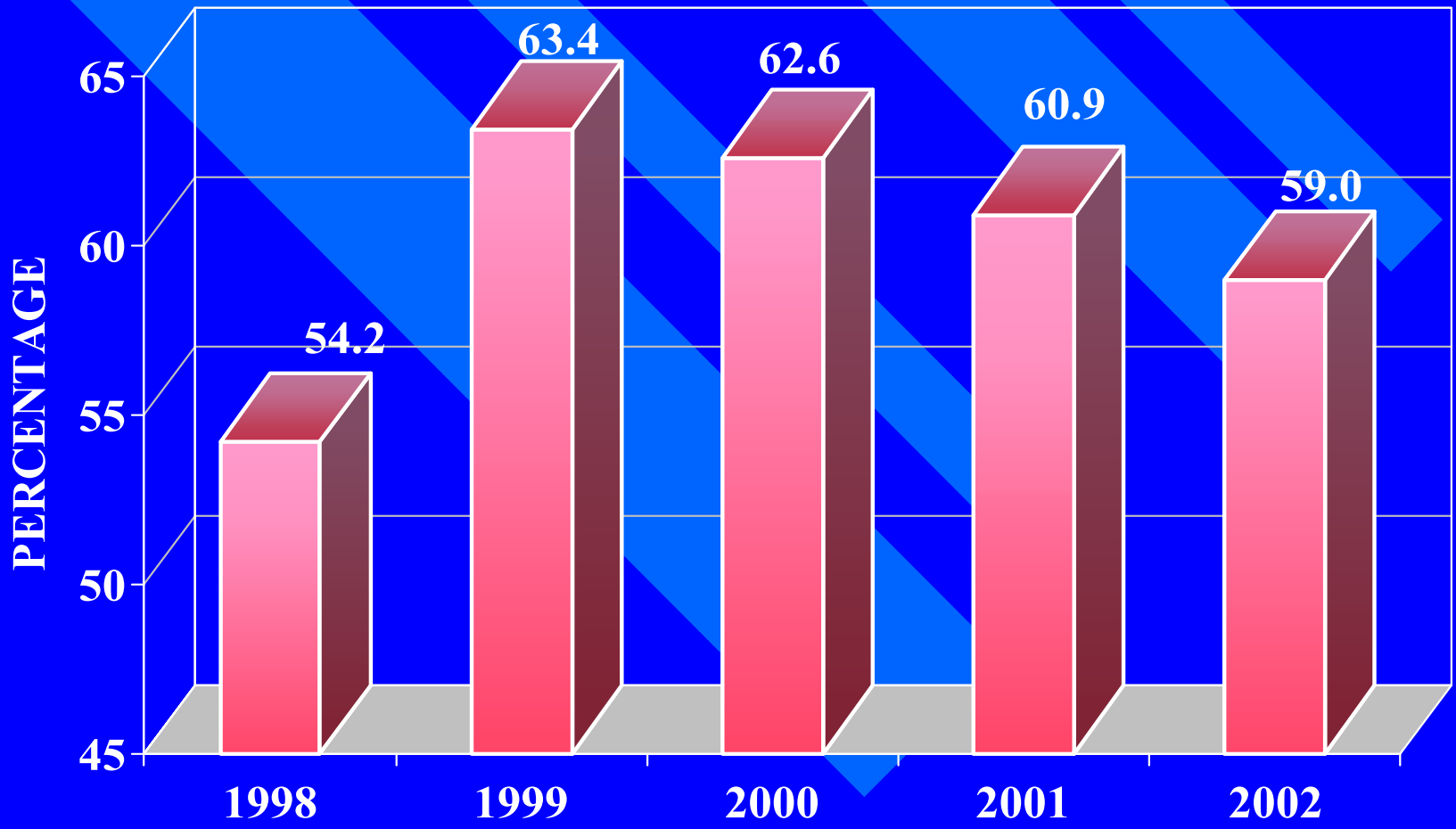


AN INDICATOR OF PROGRESS

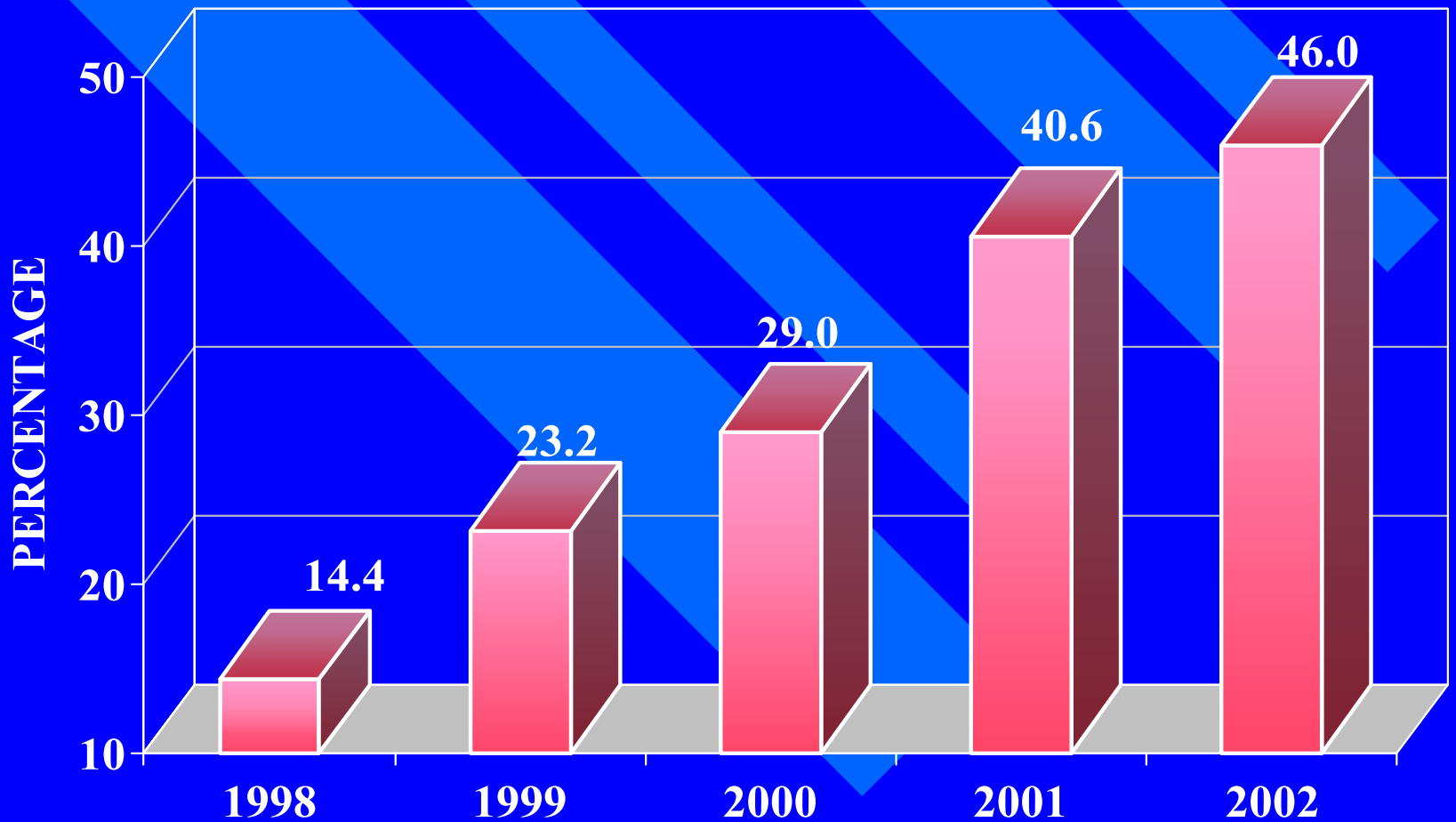
All graduates will meet either the:

- University System of Maryland entrance requirements, or
- Maryland Career and Technology Education Career Completer requirements, or
- Both.

GRADUATES MEETING THE UNIVERSITY OF MARYLAND REQUIREMENTS

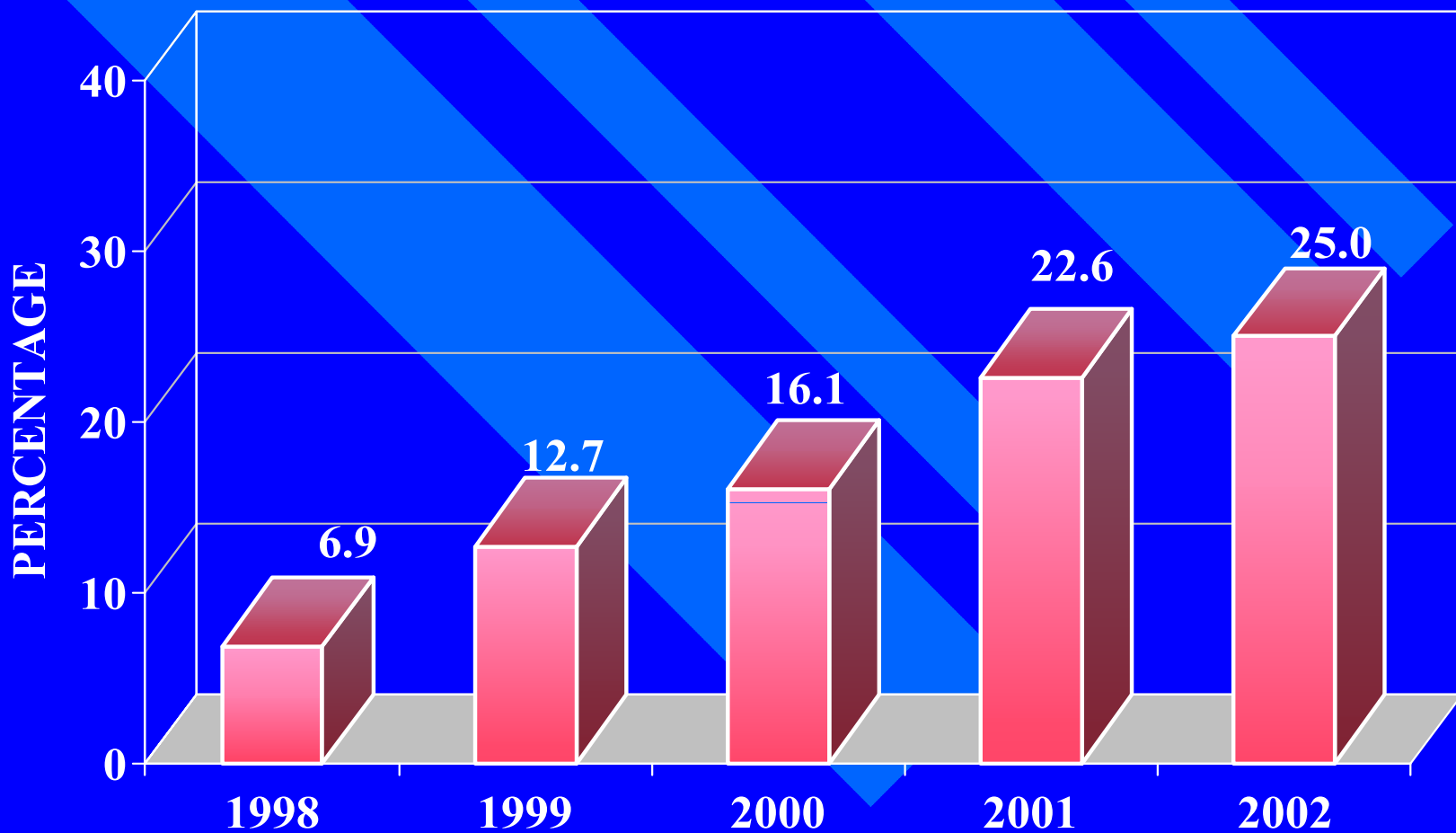


GRADUATES MEETING THE Maryland Career and Technology Education Career Completer



GRADUATES MEETING BOTH

University of Maryland Requirements and
Maryland Career and Technology Education Career Completer



BLUEPRINT FOR PROGRESS TIMELINES

- By 2005, Baltimore County Public Schools will meet or exceed state or county standards.
- Current performance levels suggest that some indicators will be met well before 2005.

DATA WAREHOUSE

STUDENT ACHIEVEMENT

- Provides information at the following levels:
 - System
 - School
 - Classroom
 - Student

DATA TO INFORMATION

- Provides assistance in the decision-making process at the system, school, classroom, and student level to improve instruction.

HOW INFORMATION IS USED

■ System Level

- Professional Development for Teachers, Principals, Assistant Principals, and Department Chairs
- Development of curriculum
- Purchasing of textbooks, materials, and equipment
- Services provided to schools from the many Offices in Central

HOW INFORMATION IS USED

■ SCHOOL LEVEL

- Placement of students
- Teacher assignments
- Organizing for instruction
- Targeting areas that need improvement
- Classroom observations
- Purchase of textbooks, library books, materials, and equipment

HOW INFORMATION IS USED

■ CLASSROOM LEVEL

- Grouping of students for instruction
- Lesson planning
- Pacing the instruction to meet student needs
- Targeting specific concepts and skills that need to be mastered
- Differentiating the curriculum to meet student needs
- Identifying and using the appropriate materials to implement the curriculum
- Parent and teacher conferences

HOW INFORMATION IS USED

■ STUDENT LEVEL

- Identify where the student is at in relationship to the expectations
- Identify the student's needs
- Determine the pacing and level of curriculum for implementation (Modified, regular, or accelerated)
- Lesson Planning
- Targeting specific skills and concepts that need improvement
- Learning style
- Determine if early intervention is needed
- Parent and teacher conferences