

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Follow-up on the Annual *Report on Results***

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

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
Jerry Dalton, Director of Accountability, Research, and Testing
Gary Brager, Supervisor of Accountability, Research, and Testing

INFORMATION

That the Board of Education review the *Report on Results* for 2002-2003.

Background Information: 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 schools 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. The *Blueprint for Progress* was revised during the 2002-2003 school year and adopted by the Board of Education on January 14, 2003, to meet the accountability requirements of the “No Child Left Behind” (NCLB) Act of January 8, 2002, and to address the recommendations of the Visionary Panel for Better Schools. The *Report on Results* for school year 2002-2003 is Baltimore County Public Schools’ annual accountability document used to measure student achievement and system progress towards high expectations as outlined in the *Blueprint for Progress*.

Report on Results
Board Meeting – November 4, 2003

The 2002-2003 Blueprint *Report on Results*, **Performance Indicator 1.8**, “Students in grades 2-6 will achieve grade level standards on the reading Benchmark assessments,” was measured by the percent of students in grades 2-6 reaching grade level on Benchmark tests.

Baltimore County Public Schools piloted Houghton Mifflin’s Benchmark Progress Tests for grades 1-5 and for grade 6 during the school year 2002-2003 as a replacement for the BCPS Reading Milestone assessments. The intention was to provide ongoing data regarding the progress of each student in the reading program.

The Benchmark Progress Tests assess basic reading comprehension. Students are provided with authentic reading selections that include narrative and expository text. The assessment measures growth over time and can be given at the beginning, middle, and end of the year. It uses both constructed responses and selected responses. Results yield students’ reading levels compared to a national sample.

During the 2002-03 school year numerous focus groups were held with teachers, administrators, and professional organizations to gather information concerning the implementation of the Houghton Mifflin Benchmark Assessments. The overwhelming response from administrators and teachers was to remove the current Houghton Mifflin Benchmark Assessments from the testing calendar. The following reasons were noted:

- Time consuming to administer
- Format confusing for students
- Cumbersome to score which resulted in the information not being used diagnostically

It is recommended that throughout the 2003-2004 school year, schools administer the Houghton Mifflin, *A Legacy of Literacy’s* Integrated Theme Tests. The Integrated Theme Tests align with the reading materials and assess the skills and strategies taught throughout the series. The tests are intended to provide teachers with data to effectively plan instruction and to match the strengths and needs of the students. In addition, the test aligns with the format of MSA.

This year the Benchmark data will be used only in January and May at the sixth grade level as one of the criteria for determining placement in reading or world languages for grade 7. With the adoption of a new sixth grade reading series, the Benchmark Tests will no longer be needed and will therefore be discontinued in 2004-2005. Sixth grade students will be assessed with the internal skills assessments that accompany the sixth grade reading series. **The formula for reporting the Benchmark data for Indicator 1.8 has been corrected and the revised graphs are included.**

Performance Goal 4, “All students will be educated in school environments that are safe and conducive to learning,” is composed of three performance indicators: 4.1, “All schools and school communities will maintain safe, orderly, nurturing environments,” 4.2, “All schools will have published expectations of student behavior and parental responsibilities and involvement,” and 4.3, “Staff, students, parents, and community members will be provided opportunities to

express satisfaction with the learning environment, climate, and school facilities. In the *Report on Results* for Indicators 4.1 and 4.3, the forthcoming data actually refer to baseline information that is scheduled to be collected in 2003-04, as described in the Baltimore County Public Schools Master Plan.

Performance Indicator 4.1 will be measured by the following (Master Plan pages in parentheses) assessments that will provide a comprehensive picture of Baltimore County Public School safety. The **bolded** data will be placed in the Data Warehouse during the next month representing 2002-2003 data. All other data points will be collected during this school year (2003-2004) to be included in the 2003-2004 *Report on Results*.

- Feedback instrument completed by school administrators rating services received from BCPS central staff related to grounds, maintenance, and custodial services (189-190)
- **Fire drill performance based on BCFD ratings (189-190)**
- Accidents at CTE sites based on BCPS data warehouse information (191-192)
- **Suspensions/expulsions at BCPS schools, time trends data from the BCPS Data Warehouse (191-194)**
- Number of SADD programs in BCPS schools, data from the BCPS Data Warehouse (191-192)
- Number of identified BCPS schools with security card readers installed, data from the BCPS Data Warehouse (192)
- Number of active Student Support teams at BCPS schools, data from the BCPS Data Warehouse (193-196)
- Number of partnerships involved in the delivery of services to students and families, data from the BCPS Data Warehouse (193-196)
- Number of BCPS secondary schools participating in the Maryland Student Assistance Program, data from the BCPS Data Warehouse (193-196)
- **Number of BCPS schools and sites with emergency plans posted on the BCPS intranet, data from the BCPS Data Warehouse (195-198)**
- **Number of schools and sites that practice required security drills, data from the BCPS Data Warehouse (195-198)**
- Number of new BCPS applicants who are fingerprinted, data from the BCPS Data Warehouse (197-198)
- Number of required background checks completed prior to employment, data from the BCPS Data Warehouse, (199-200)
- **Number of BCPS schools participating in the Safe Schools Conference, data from the BCPS Data Warehouse (199-200).**

Performance Indicator 4.2, in addition to the counting of schools with published expectations to families presented in the 2002-2003 *Report on Results* will add an awareness instrument during 2003-2004 for baseline data to measure (1) the percentage of staff, students, and parents who are aware of students' rights, responsibilities, and behavior expectations; and the percentage of staff, students, and parents who are aware of school learning environment, climate, and facilities (195-196).

Performance Indicator 4.3 also will be measured by (1) the percentage of staff, students, and parents who are aware of students' rights, responsibilities, and behavior expectations; and the percentage of staff, students, and parents who are aware of school learning environment, climate, and facilities (198-199), using the awareness survey from Performance Indicator 4.2.

Under the Unsafe School Option of *No Child Left Behind*, the criteria for identification as "Persistently Dangerous" is:

- 2.5 percent of a school's September 30th enrollment is long-term suspended or expelled for more than 10 days
- The school must make the list three consecutive years to be labeled as 'Persistently Dangerous.'

*As a result of schools' efforts to assist students with behavior problems, strong interventions, rapid enrollment of students into alternative programs, and good case management from pupil personnel workers, no comprehensive Baltimore County School exceeded the 2.5 percent threshold in the 2002-2003 school year. Two alternative schools did exceed, but they are exempt from the process. MSDE decided that alternative schools are not part of this identification. Student Support Services will continue to assist schools in addressing behavior and discipline, support the alternative program enrollment process, and monitor this process so that no school is identified as unsafe. Currently, the Office of Student Support Services is placing information in the Data Warehouse on suspensions, expulsions, fire drill performance, the number of schools/sites with emergency plans posted, the number of schools/sites that practice required security drills, and the number of schools participating in the Safe Schools Conference. A full report will be made to the Board in the near future.

*The Maryland State Department of Education will confirm this data in the near future. Since we send them this information, it should reflect the same findings.

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.8

1.8 Students in grades 2 - 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)

What is measured?

Percent of students in grades 2-6 reaching grade level on benchmark tests

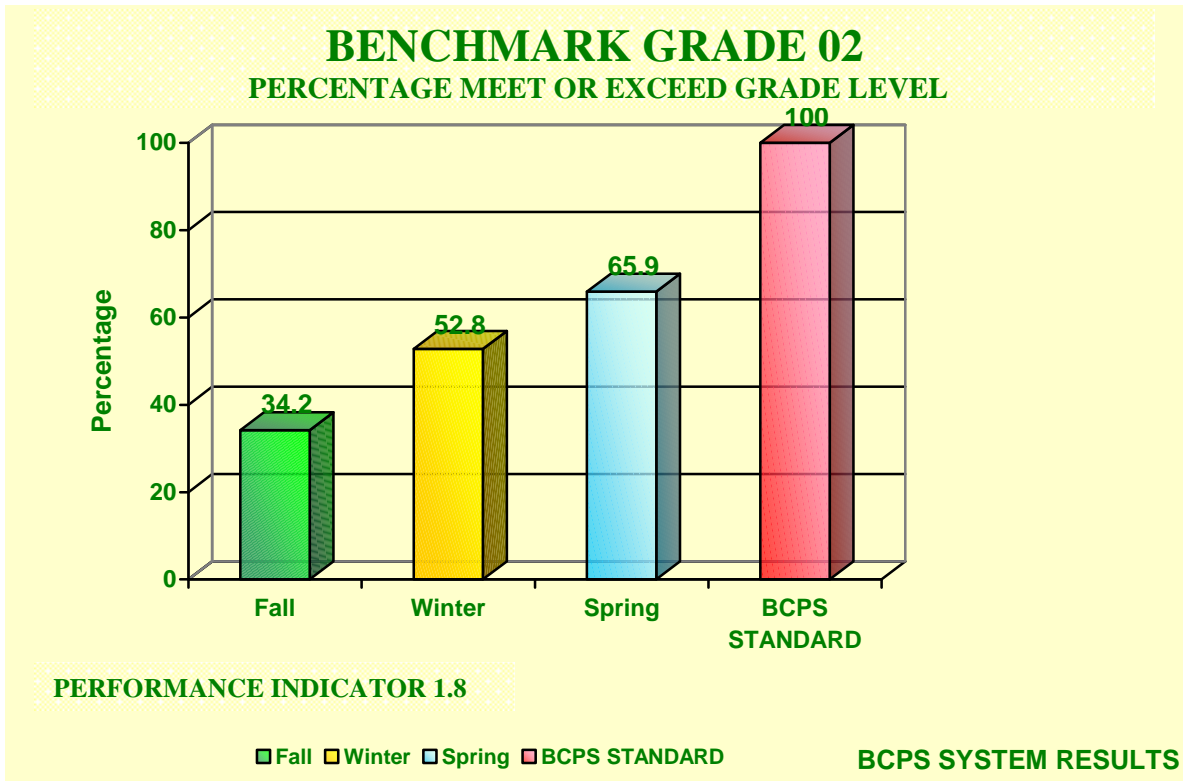
Results for 2002-2003

- 60.8% of BCPS students in grades 2-6 (combined) met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 60.8% was a gain of 23.1% more students than in the fall 2002 assessment of the *Benchmarks*, when 37.7% of BCPS students in grades 2-6 met or exceeded grade level standards. Results varied by grade level on the spring 2003 *Benchmarks* from a low of 54.8% in 3rd grade to a high of 70.3% in 4th grade.
- 65.9% of BCPS students in grade 2 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 65.9% was a gain of 31.7% more students than in the fall 2002 assessment of the *Benchmarks* when 34.2% of BCPS students met or exceeded grade level standards.
- 54.8% of BCPS students in grade 3 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 54.8% was a gain of 25.9% more students than in the fall 2002 assessment of the *Benchmarks* when 28.9% of BCPS students met or exceeded grade level standards.
- 70.3% of BCPS students in grade 4 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 70.3% was a gain of 23.9% more students than in the fall 2002 assessment of the *Benchmarks* when 46.4% of BCPS students met or exceeded grade level standards.
- 57.8% of BCPS students in grade 5 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 57.8% was a gain of 20.8% more students

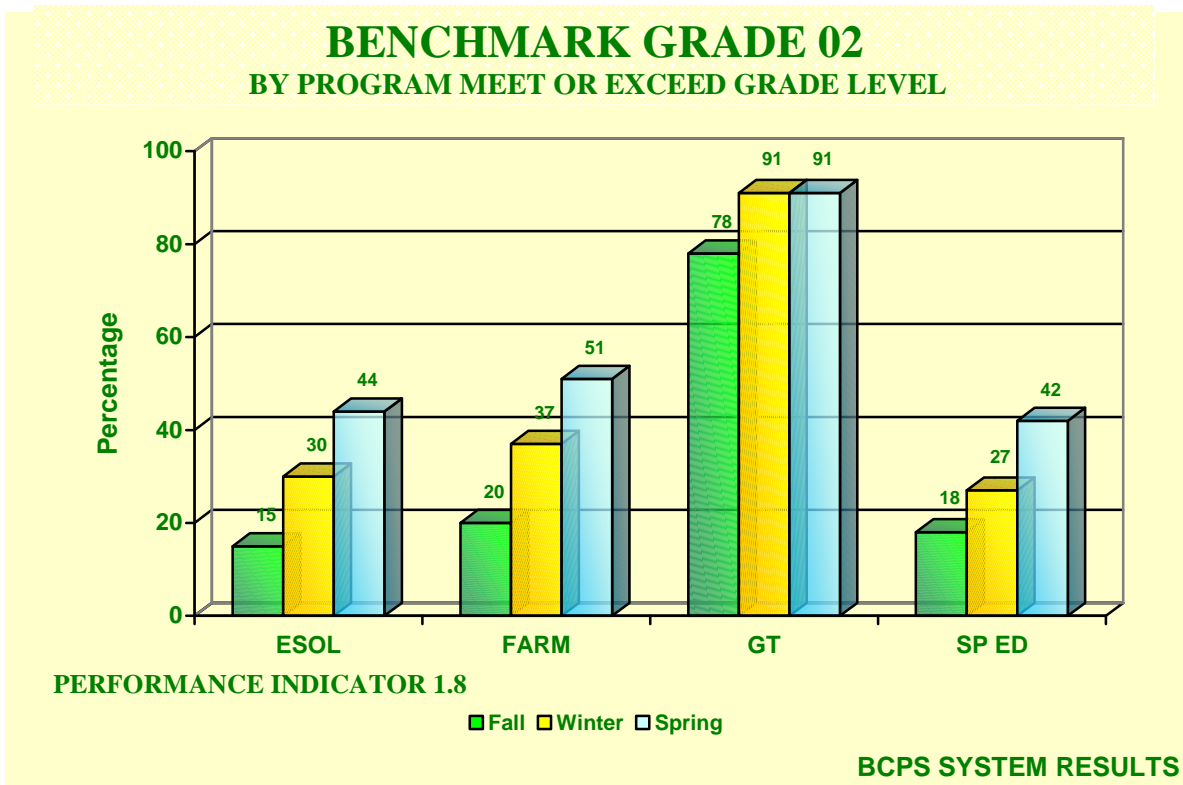
than in the fall 2002 assessment of the *Benchmarks* when 37.0% of BCPS students met or exceeded grade level standards.

- 55.2% of BCPS students in grade 6 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 55.2% was a gain of 13.4% more students than in the fall 2002 assessment of the *Benchmarks* when 41.8% of BCPS students met or exceeded grade level standards.
- When disaggregated by subgroup, all of the subgroups showed gains from the fall 2002 to the spring 2003 *Benchmarks*. The subgroups had different percentages of students that met or exceeded grade level standards in spring 2003 primarily because the subgroups started the year with different levels of achievement. Percentages are summarized for grades 2-6 combined. ESOL students had 12.2% in fall 2002 compared with 41.8% in spring 2003, a gain of 29.6%. FARMS students had 20.8% in fall 2002 compared with 43.6% in spring 2003, a gain of 22.8%. GT students had 81.8% in fall 2002 compared with 93.6% in spring 2003, a gain of 11.8%. Special Ed students had 15.6% in fall 2002 compared with 30.6% in spring 2003, a gain of 15.0%.
- When disaggregated by race, all races made gains from fall 2002 to spring 2003 on the *Benchmarks*. Percentages are summarized for grades 2-6 combined. The race groups had different spring 2003 results primarily because they started the year with different scores. African-American students had 22.8% meet or exceed grade level standards on the *Benchmarks* in fall 2002 compared with 47.0% in the spring 2003, a gain of 24.2%. White students had 45.4% in the fall 2002 compared with 69.2% in the spring 2003, a gain of 23.8%.
- When disaggregated by gender, males and females made gains from fall 2002 to spring 2003 on the *Benchmarks*. Percentages are summarized for grades 2-6 combined. Higher percentages of females than males met or exceeded grade level standards on the *Benchmarks* in spring 2003 primarily because females had higher percentages in fall 2002. Males had 34.2% in fall 2002 compared with 56.2% in spring 2003, a gain of 22.0%. Females had 41.4% in fall 2002 compared with 65.4% in spring 2003, a gain of 24.0%.

INDICATORS OF STUDENT ACHIEVEMENT

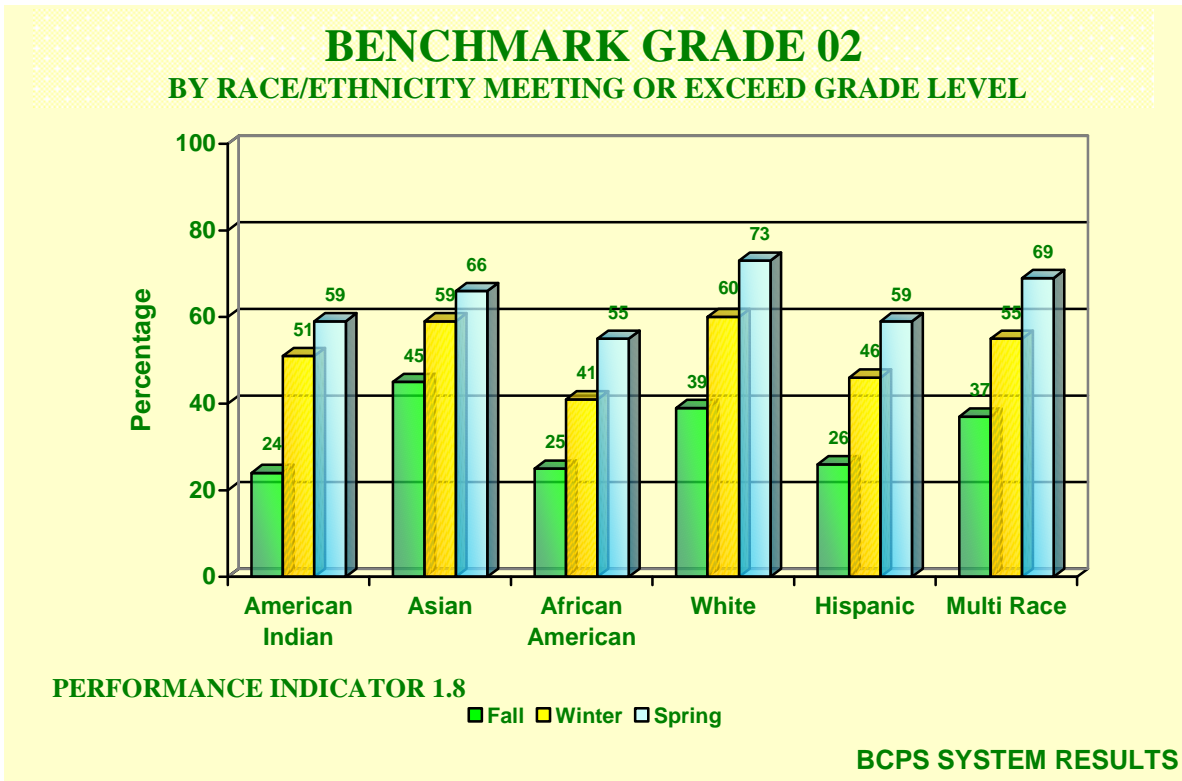


BENCHMARK GRADE 02 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

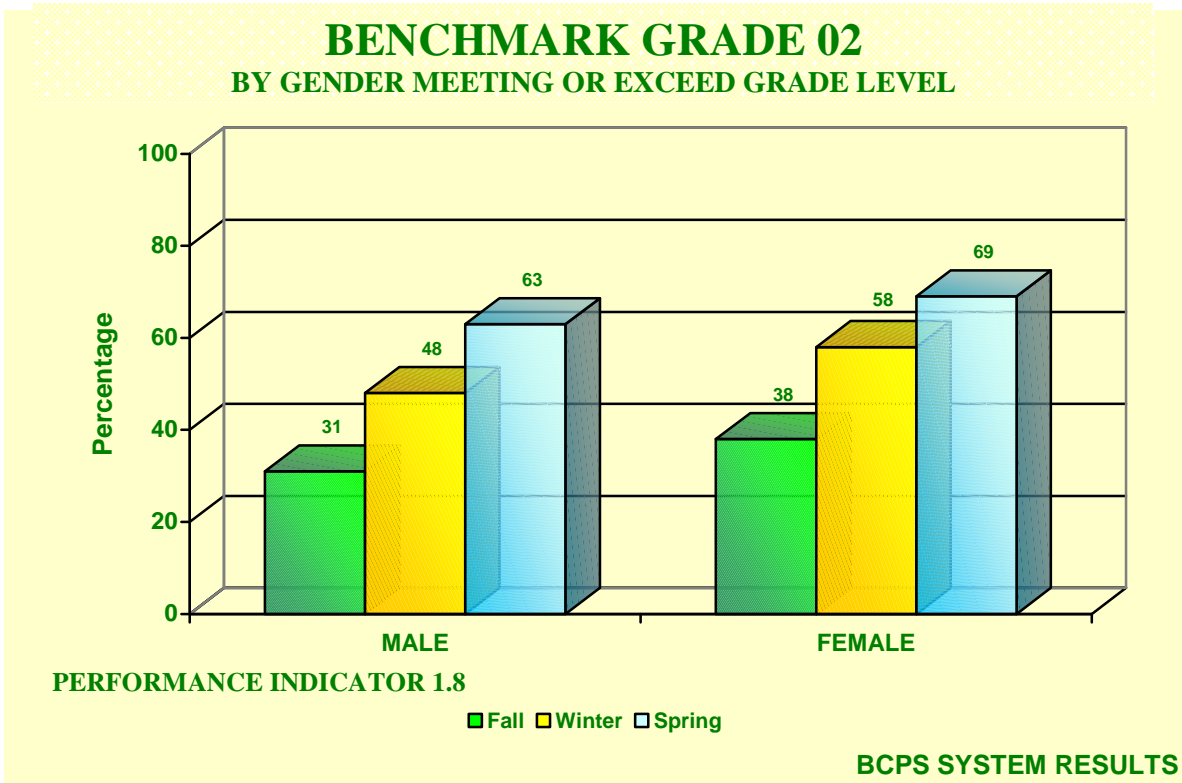


BENCHMARK GRADE 02 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

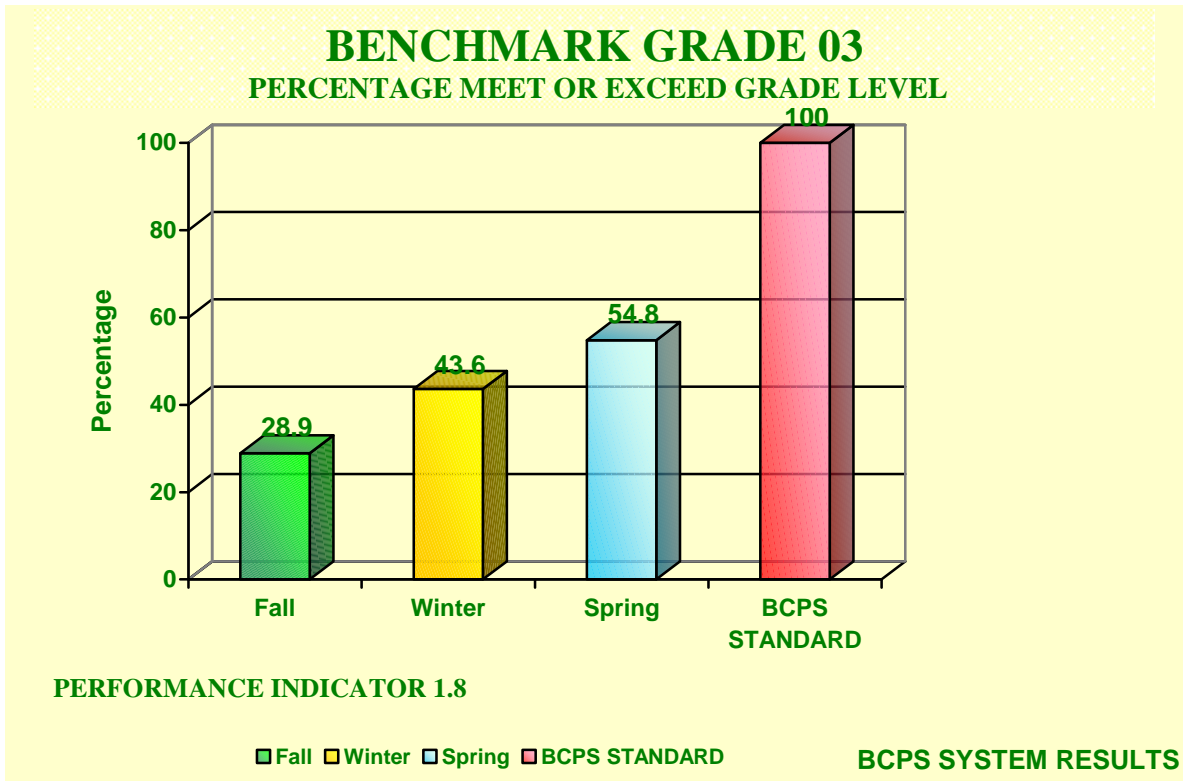


BENCHMARK GRADE 02 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

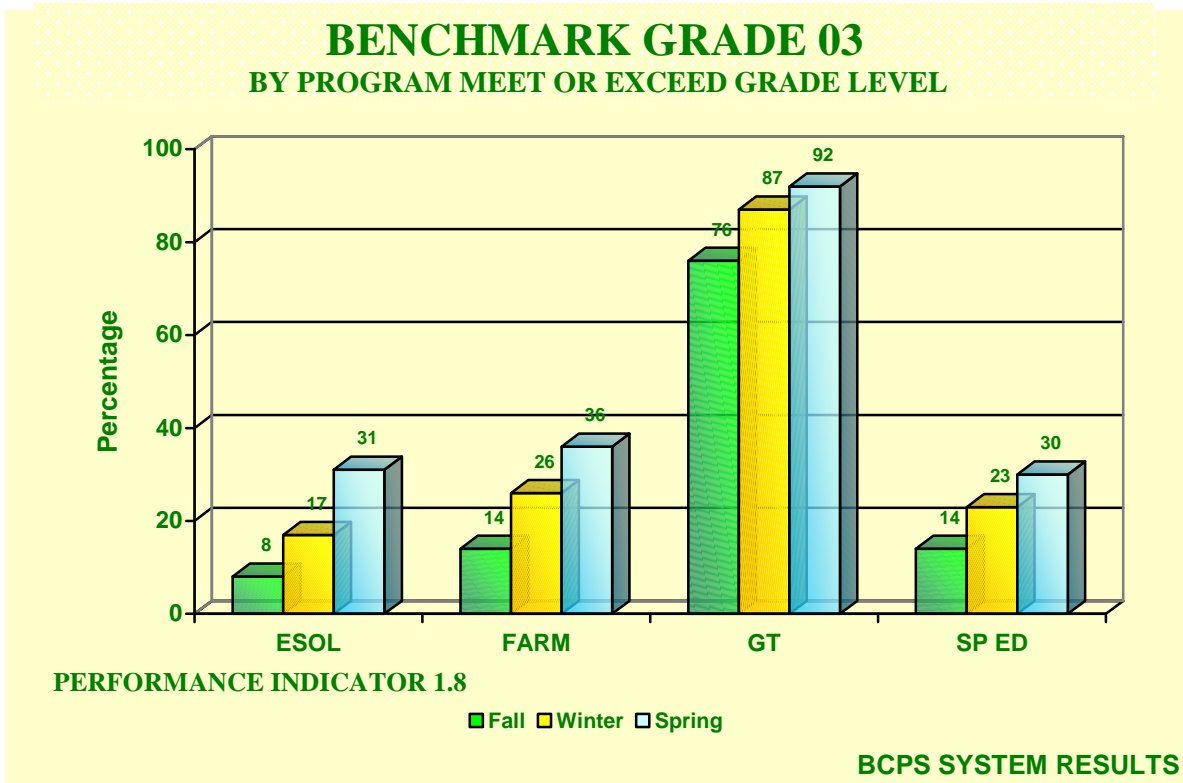


BENCHMARK GRADE 02 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

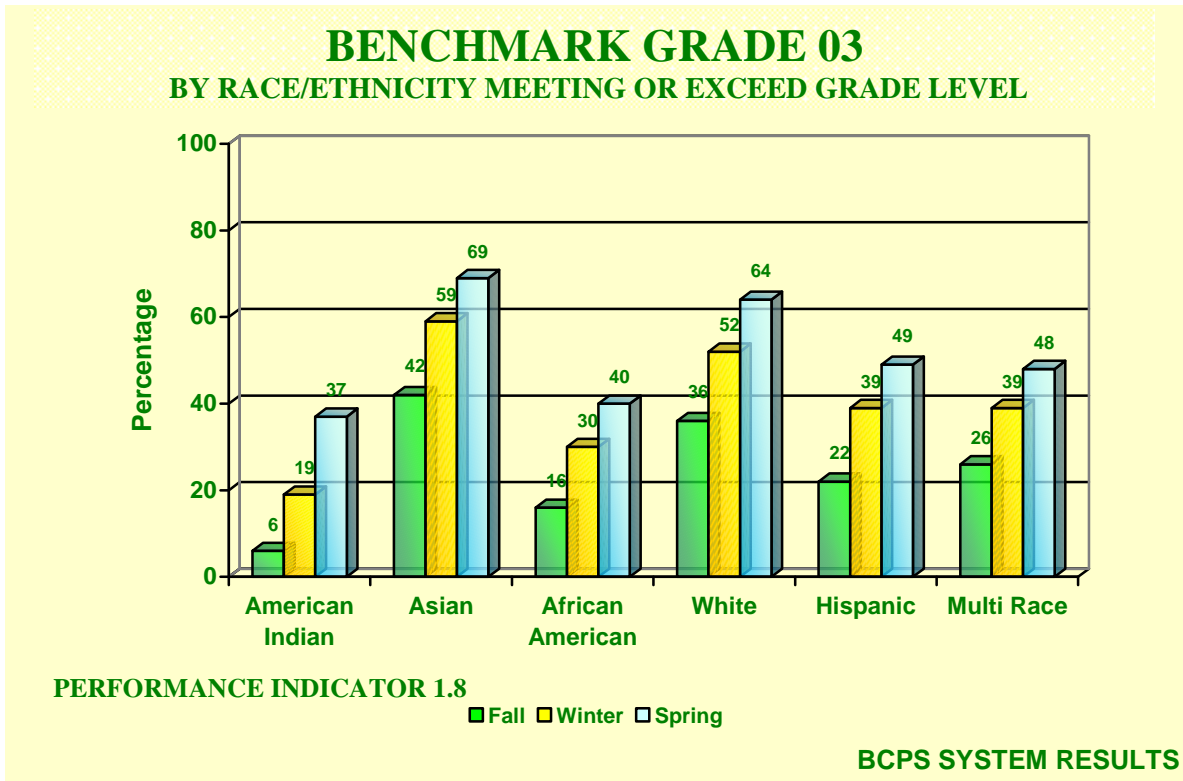


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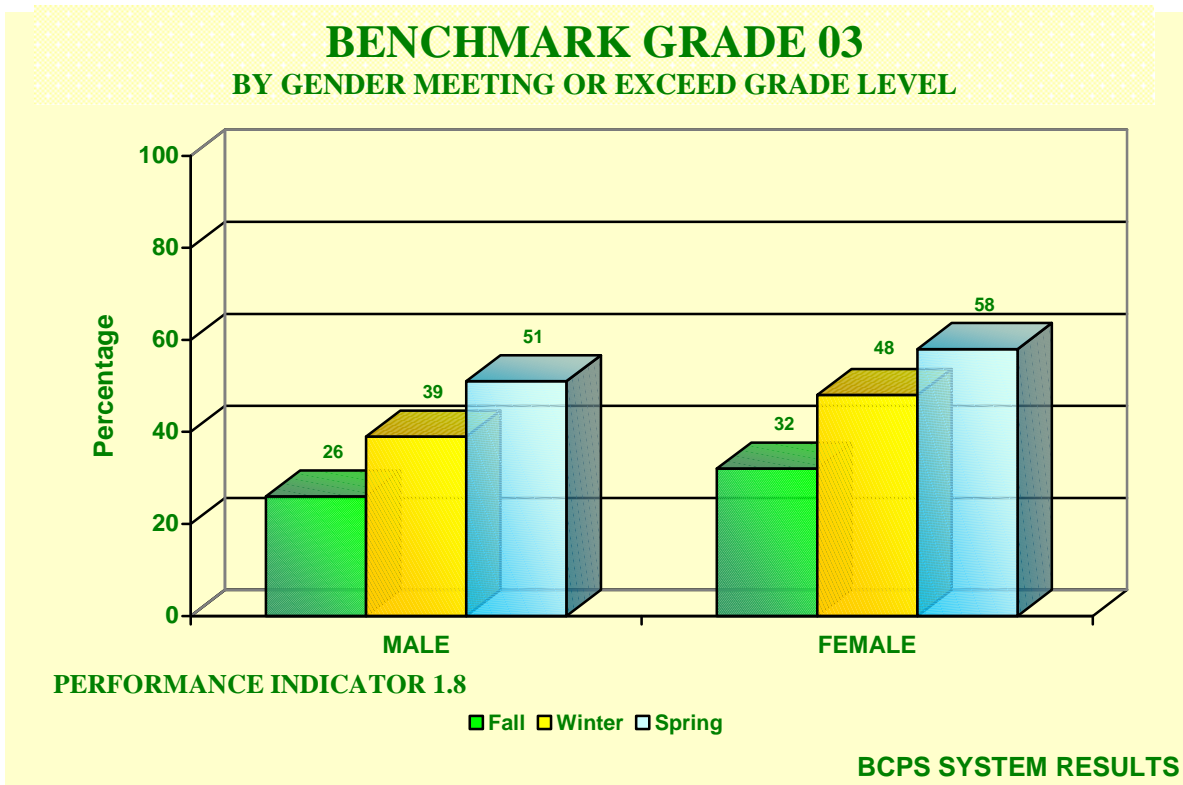


BENCHMARK GRADE 03 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

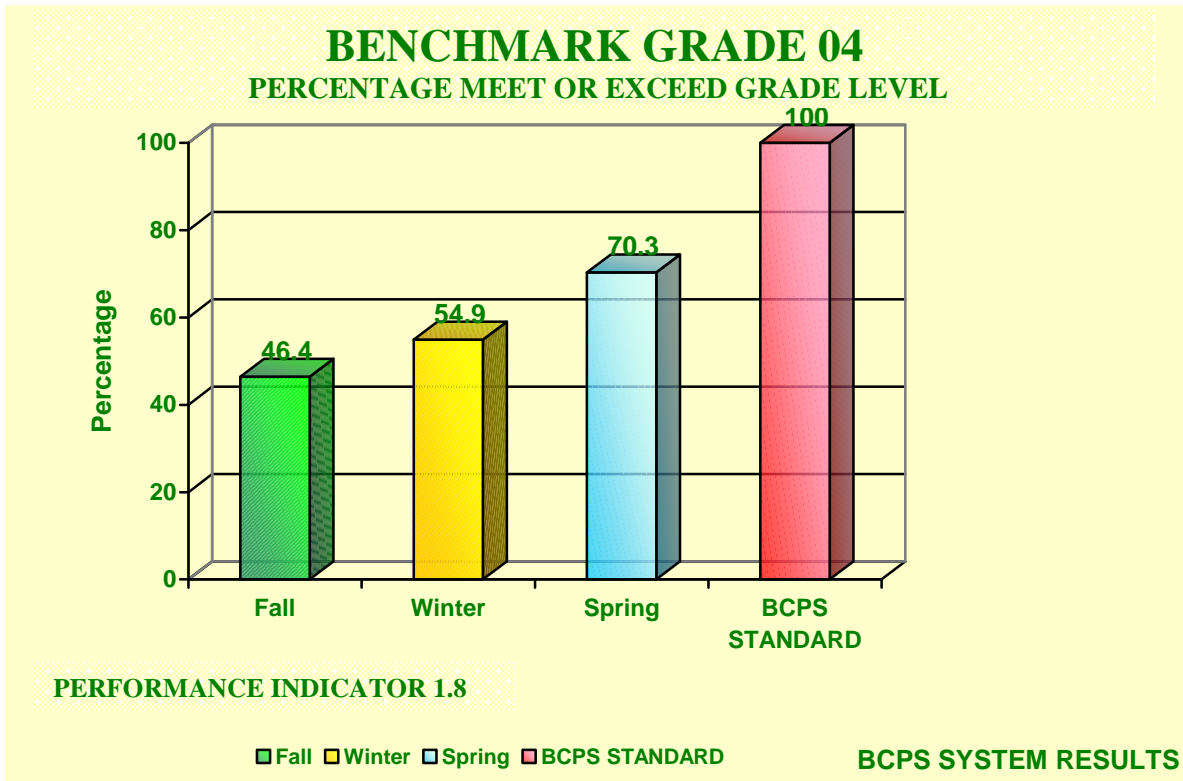


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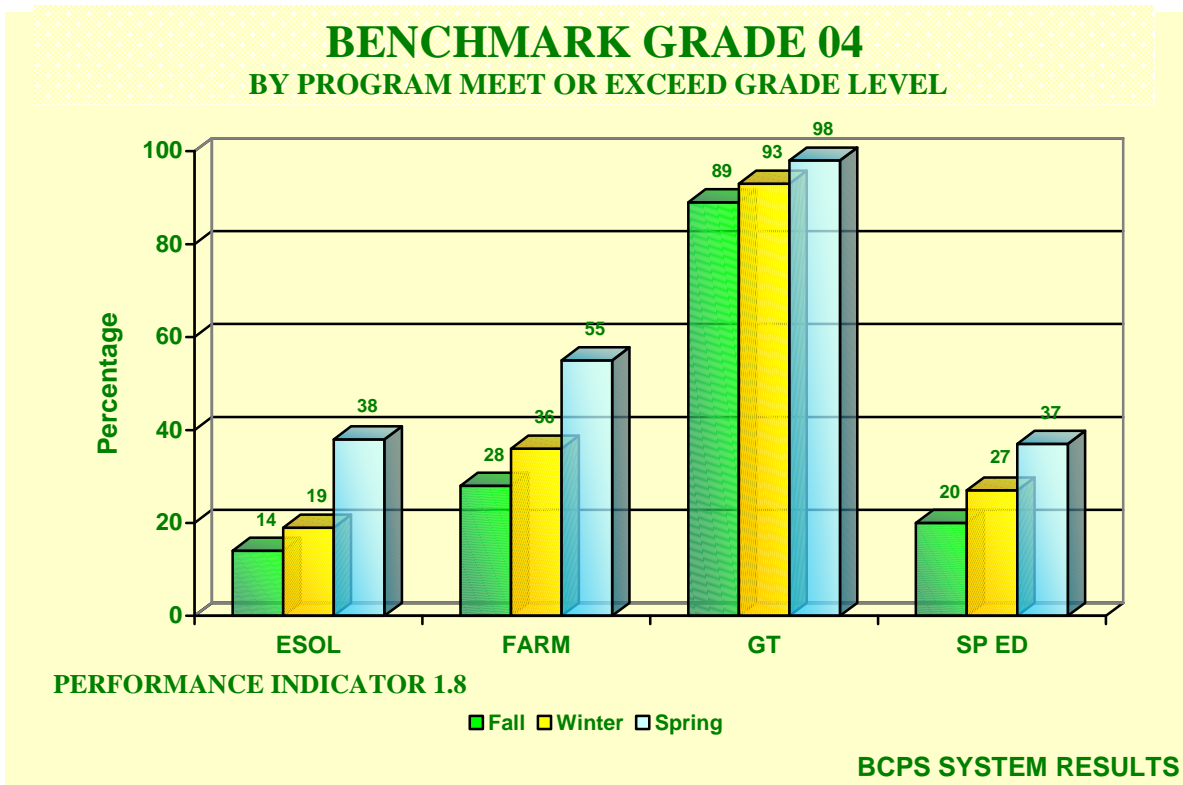


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INDICATORS OF STUDENT ACHIEVEMENT

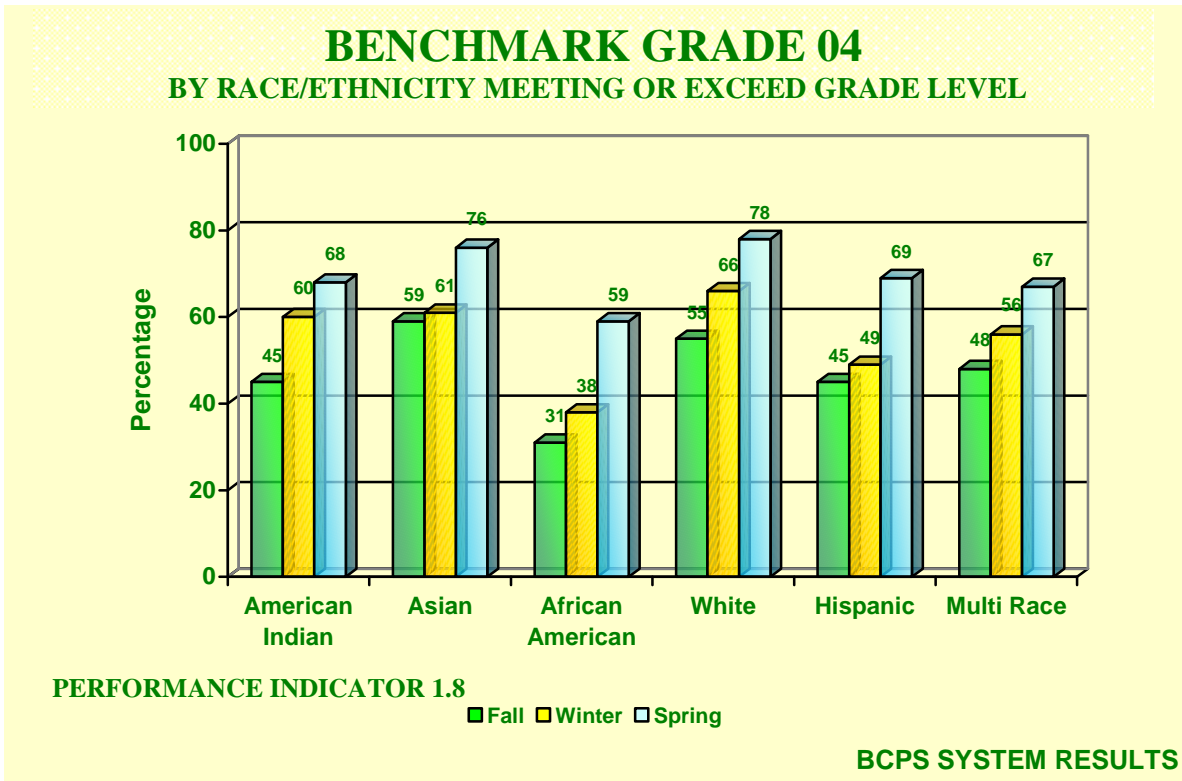


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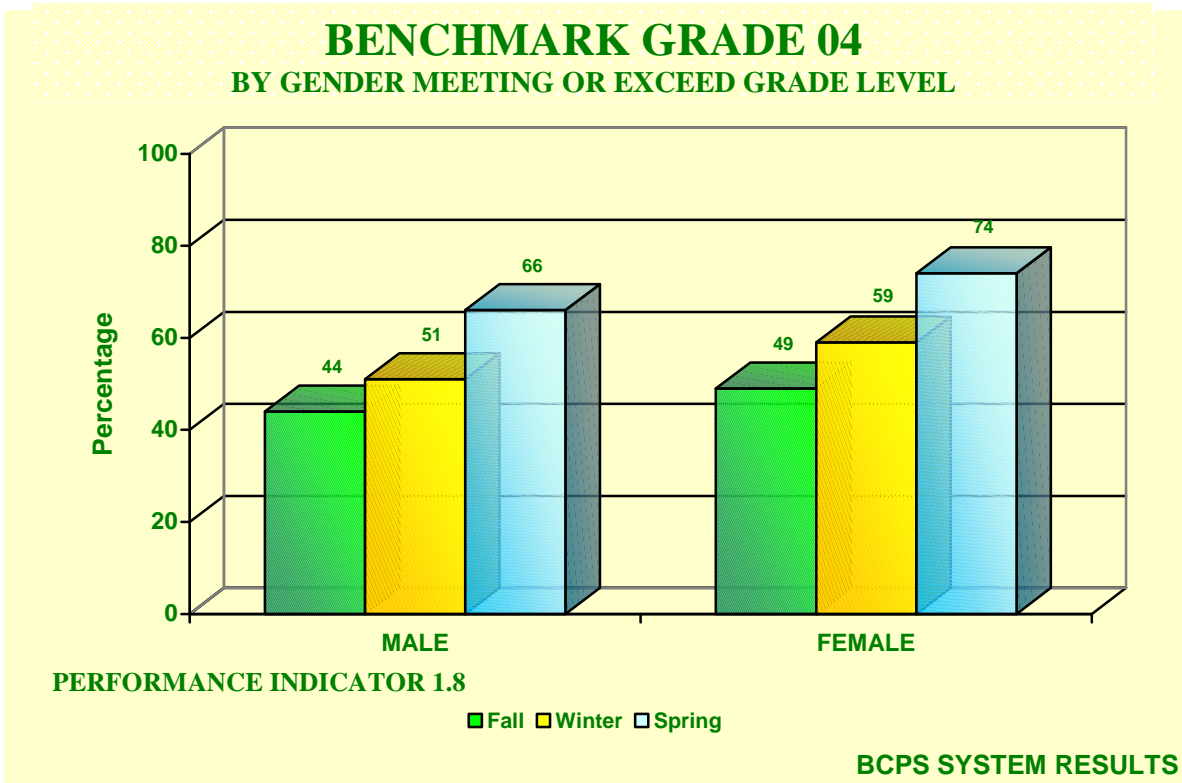


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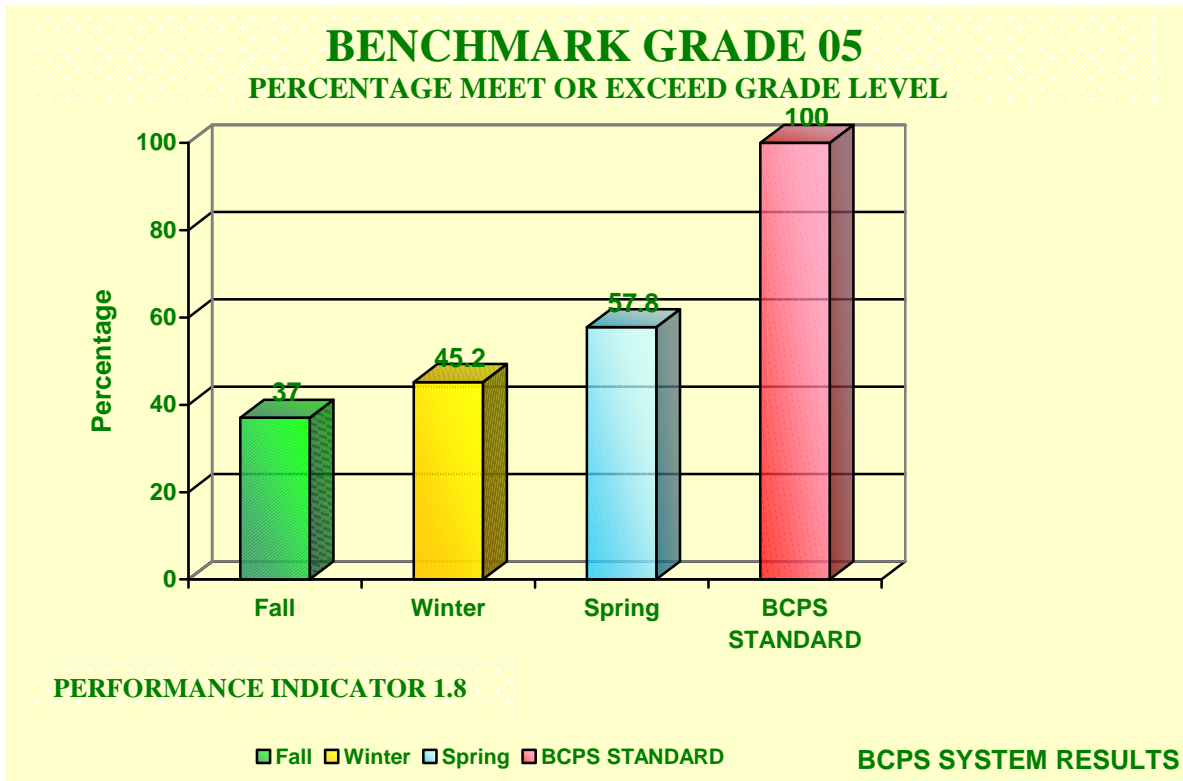


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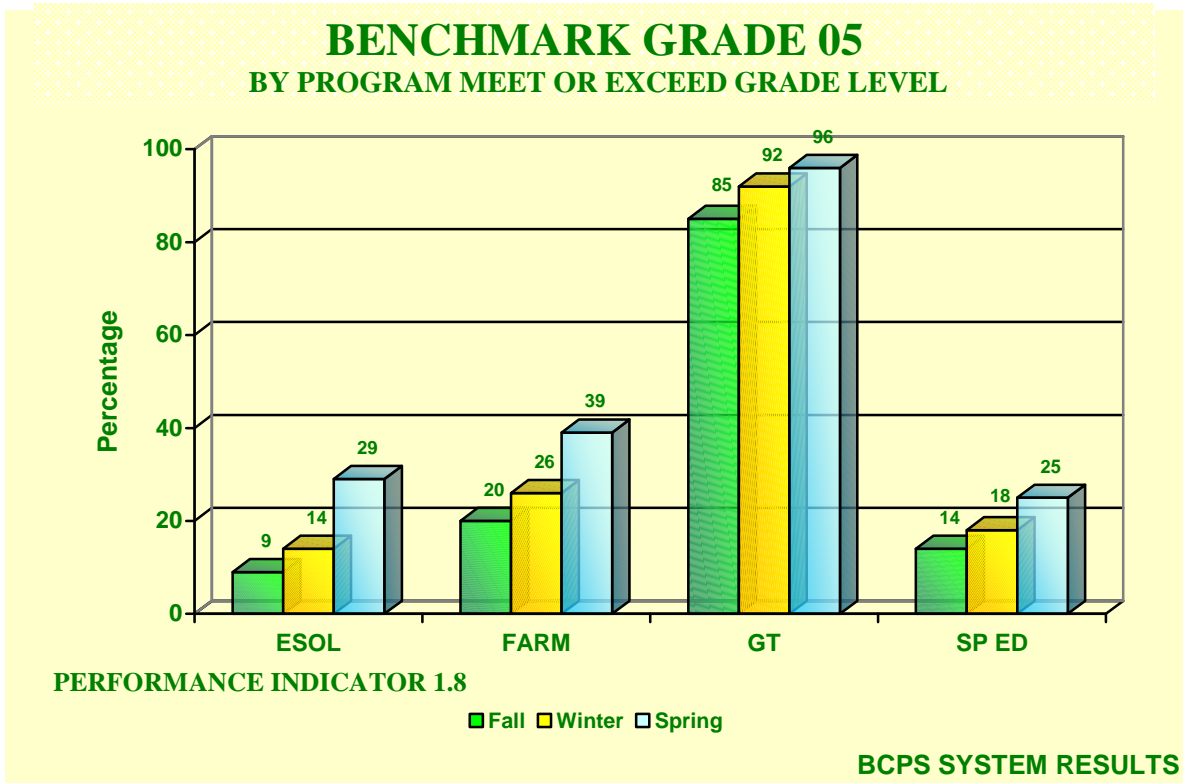


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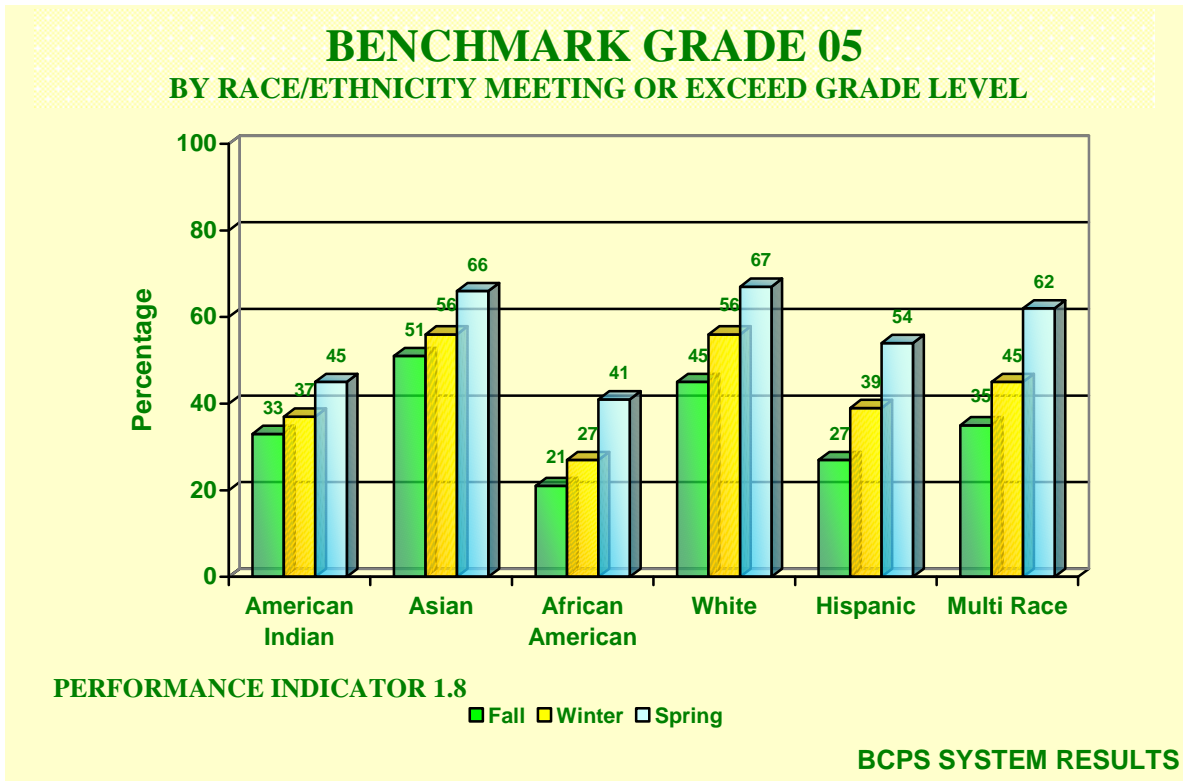


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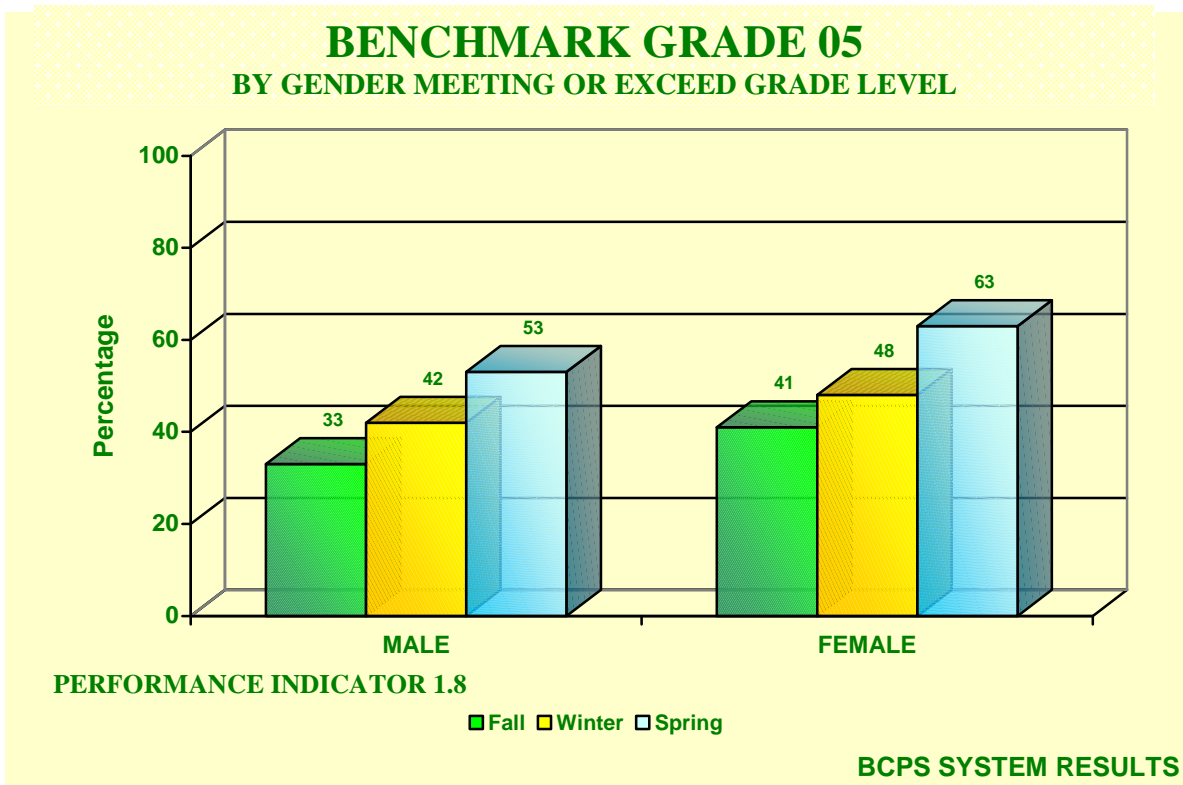


BENCHMARK GRADE 05 BY PROGRAM MEET OR EXCEED GRADE LEVEL

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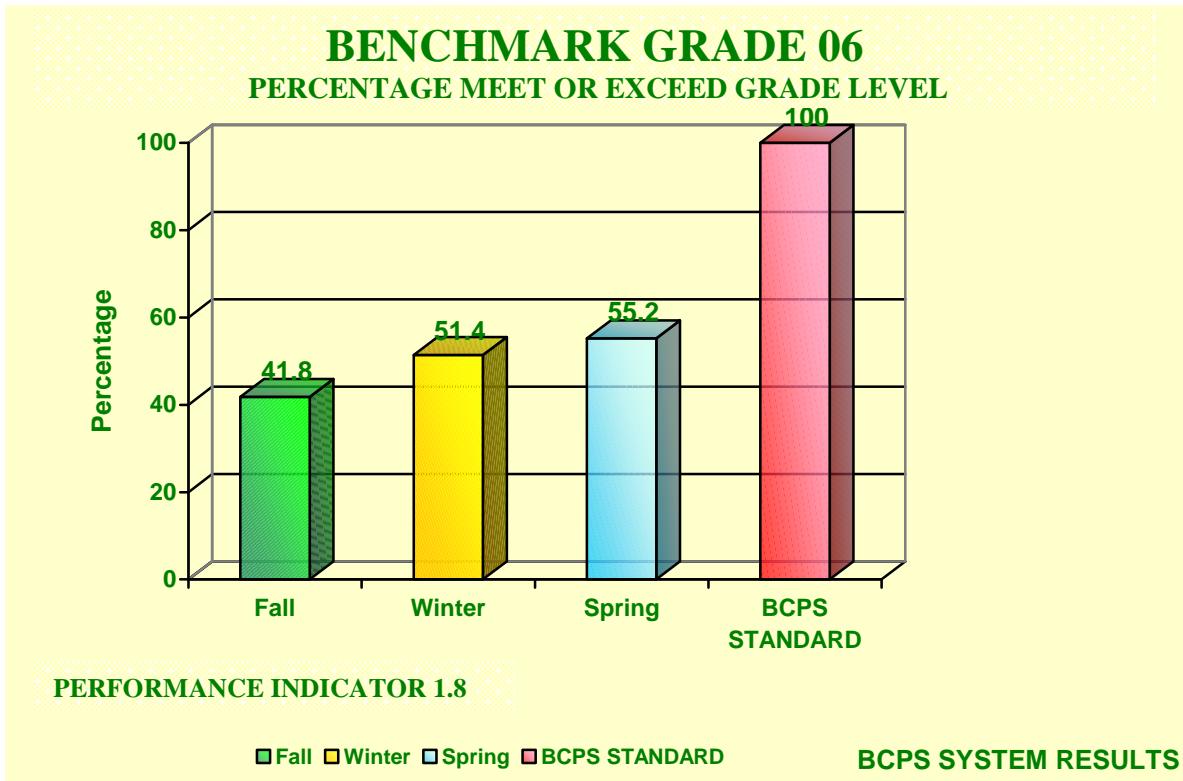


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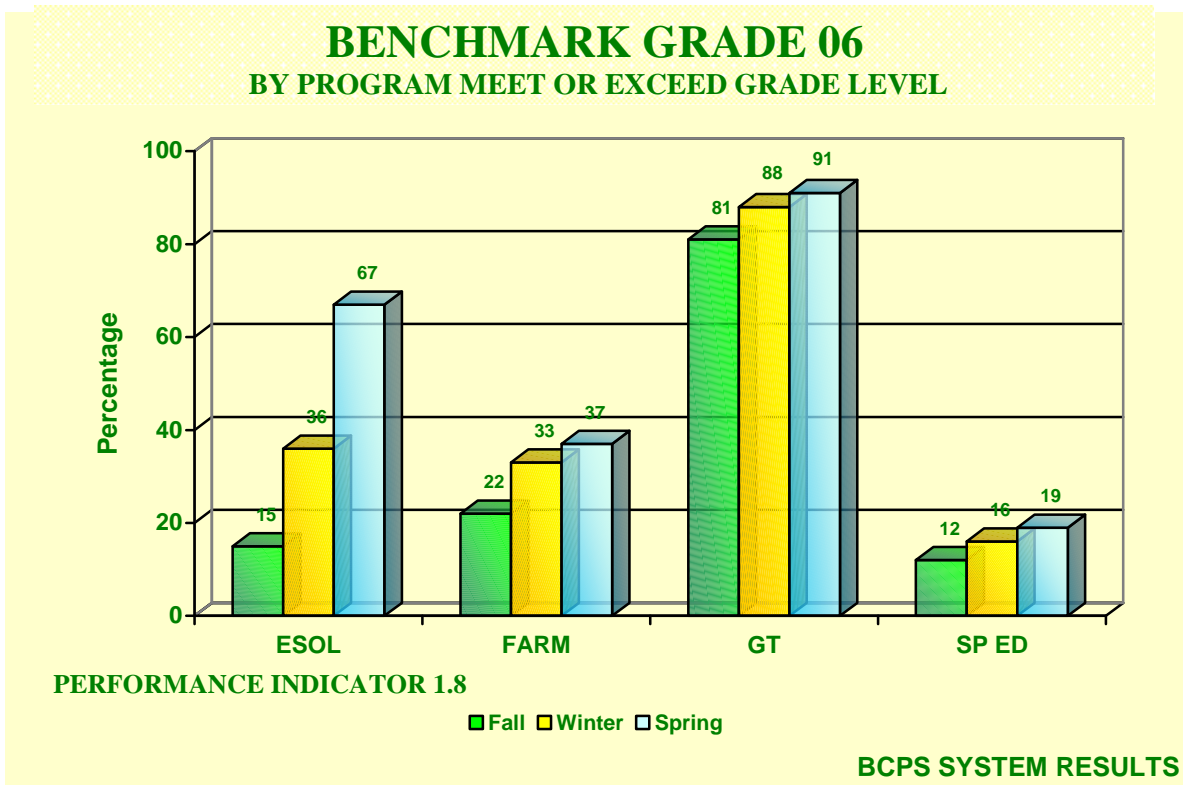


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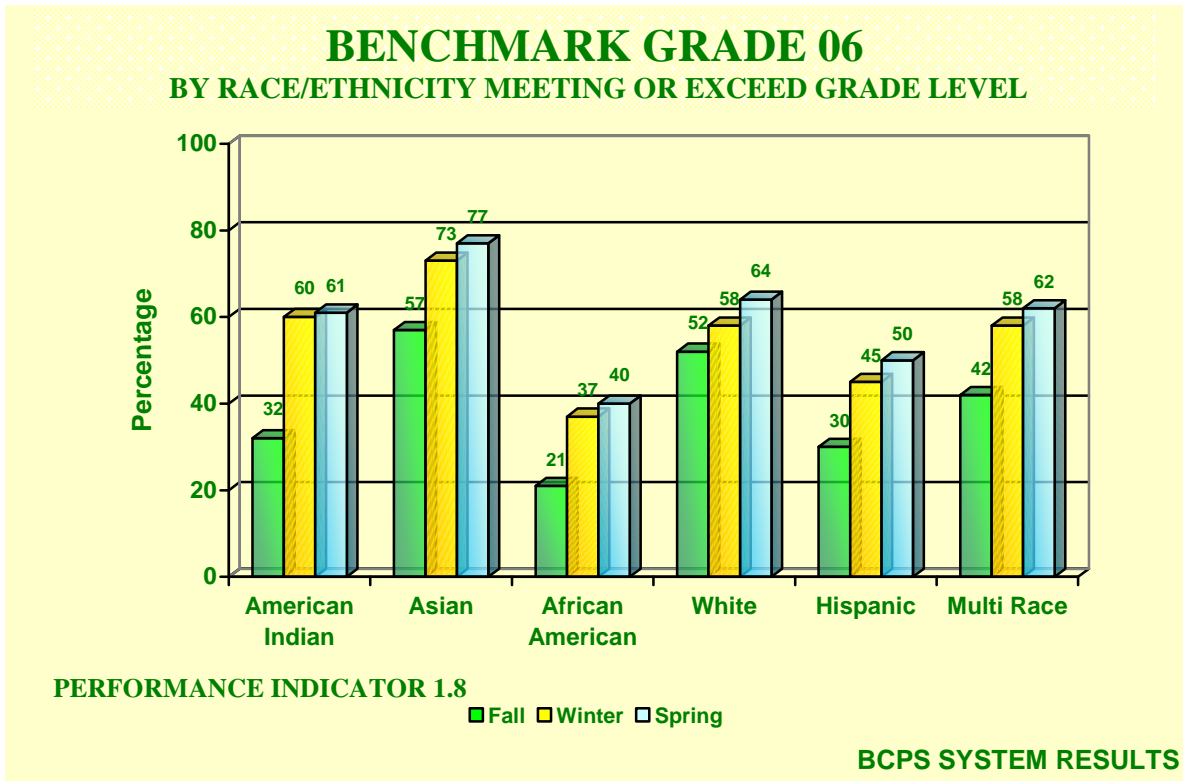


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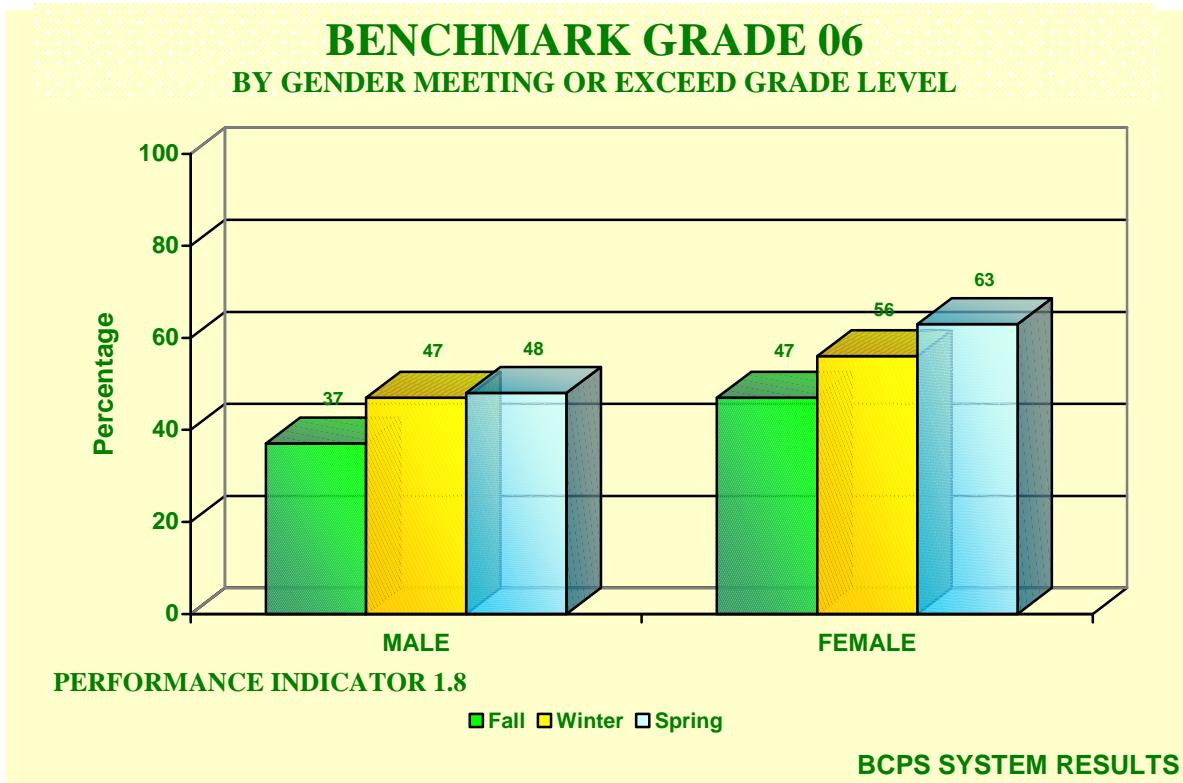


BENCHMARK GRADE 06 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT



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