

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 25, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **UPDATE ON THE TRANSITION TEAM REPORT AND THE
REPORT ON RESULTS**

ORIGINATOR: Thomas Rhoades, Executive Director, Research, Accountability, and
Assessment

**RESOURCE
PERSONS:** Mandi Dietrich, Director, Special Projects

INFORMATION

To inform the Board of Education of the structure and initiatives established to improve student achievement based on the Transition Team Report completed in 2000 prior to my assuming the role of Superintendent of Baltimore County Public Schools.

To information the Board of Education of the purpose and content of the annual *Blueprint for Progress: Report on Results*. In addition, the Benchmark Performance Report: Quarter1, will be presented as an example of a strategy used to monitor progress toward achieving the goals and indicators in the *Blueprint for Progress* on an ongoing basis.

Attachment I – Executive Summary on Transition Team Report and *Report on Results*
Attachment II – “*Demography, Immigration, and the Future of the American Economy,*”
Trends Magazine
Attachment III – Transition Team Report
Attachment IV – “All Means All” – A Timeline
Attachment V – Service Model
Attachment VI – PowerPoint Presentation
Attachment VII – Report on Results
Attachment VIII – 2010-2011 Benchmark Performance: Quarter 1

BALTIMORE COUNTY PUBLIC SCHOOLS
EXECUTIVE SUMMARY
Transition Team Report

Prior to assuming the role of superintendent, Dr. Joe A. Hairston appointed a transition team to examine specific areas of Baltimore County Public Schools and make recommendations that the team believed would benefit the system and assist in accomplishing its mission of improving achievement for all students. A key element in the report was the identification of the changing demographics in Baltimore County Public Schools and the need to ensure that the system was poised to continue to improve student achievement regardless of the rapidly changing makeup of the student population. Additionally, the transition report identified that the organization within the school system was fragmented and hindered the ability of the school system to adequately service the schools. Dr. Hairston reorganized the school system and established two divisions, each led by a deputy superintendent: Curriculum and Instruction and Business Services. The purpose of the reorganization was not only to decrease the fragmentation but to implement Dr. Hairston's Service Model for Schools. The service model demonstrated his commitment to focusing all the efforts of the system on schools to improve student achievement.

The need to focus all school system initiatives on those that support student achievement is a common theme in the transition report's recommendations. In 2000, Dr. Hairston introduced the *Blueprint for Progress*, which clearly focuses the school system's direction and goals and is the foundation for the system's Master Plan. The *Blueprint for Progress* has established and continues to establish a focused direction for the school system in improving student achievement for all students. The report also stressed the importance of accountability to all stakeholders. In 2002, Dr. Hairston began reporting to the community the progress being made toward reaching the *Blueprint for Progress* objectives via the annual *Report on Results*.

As a result of the *Blueprint for Progress*, the superintendent implemented a host of initiatives in order to improve student achievement for all students. Examples of these initiatives include: eliminating low-level courses, implementing Advancement Via Individual Determination (AVID), increasing student access to Advanced Placement and other academic acceleration programs, implementing Project SEED, establishing the College Gateway Program, and implanting the Chinese Program in high schools.

The transition report very clearly stated that instructional decisions should be data driven and that all system leadership must have access to student data in order to track student achievement. In 2000, Dr. Hairston initiated a plan to create a technology infrastructure to connect all schools and offices with an up-to-date, fully-supported, universal computing platform. The establishment of this infrastructure was necessary so that educators would have equal access to student data. With the creation of this infrastructure, in 2001 Dr. Hairston created the data warehouse and began integration of all data collection and reporting programs including Cognos and the student information system which makes information on student achievement at the system, school, classroom, and individual student level available to educators. To further support teachers in having access to data for instructional decision making, Dr. Hairston began the systemwide use

of an electronically graded short-cycle and benchmark testing program, *AssessTrax*, which assists teachers in quickly assessing and adjusting instruction.

The report examined additional issues involving teacher recruitment and retention, professional development, and ensuring equity of teaching staff in schools with a high percentage of students on free and reduced-priced meals. All of these areas have been addressed by the superintendent who went beyond the recommendations of the report to support teachers and administrators as they work with all students.

The transition report covered certain aspects of the school system but did not examine all areas which needed review. With the initiatives and changes to the organizational structure put in place by the superintendent as listed in the attached timeline, Baltimore County Public Schools' accomplishments are indicators that improving achievement for all students remains the top priority.

EXECUTIVE SUMMARY

Blueprint for Progress: Report on Results 2009-2010 and Benchmarks Performance Report

The *Blueprint for Progress* is the foundational document that unites staff, students, families, and community stakeholders with a common vision that describes the quality of education that the system is committed to providing to all students. The Blueprint contains eight broad goals and specific performance indicators based upon state and school system standards. Goal one is focused on all students meeting high standards in English/reading/writing, mathematics, science, and social studies. Goals two through eight were developed to support Goal 1. Each year since 2001 the *Blueprint for Progress: Report on Results* has been published to summarize the progress made toward achieving the performance goals and indicators outlined in the *Blueprint for Progress*.

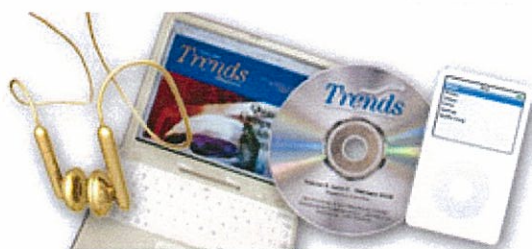
The *Blueprint for Progress: Report on Results* is the system's own report card, published by the system to review past performance, celebrate successes, and act upon areas requiring improvement. This year's *Blueprint for Progress: Report on Results* presents trend data based upon the measures used to determine progress toward achieving the Blueprint's goals and indicators. The report includes system-level results for all indicators and disaggregated student group data for many. Additional data, including disaggregated data, are available in the *Supplement to the Report on Results*. The graphs in the report summarize system-level results in percentages related to each measure. The numbers that compose the percentages may be found in the *Supplement to the Report on Results*.

Baltimore County Public Schools, like all public school systems, has been influenced by significant shifts demographically, socially, and economically. The *Blueprint for Progress: Report on Results* shows clearly that Baltimore County Public Schools continues to achieve significant improvements in student and organizational performance while facing increasing challenges. The report demonstrates the very positive outcomes of the continued focus on the *Blueprint for Progress*. In addition to the annual *Report on Results*, there are many structures in place within the system to ensure that progress is monitored on an ongoing basis. One of those structures is the benchmark assessment program developed to provide ongoing information about student performance.

Benchmark assessments are administered system wide in Grades 3 – 10 in English/ language arts, mathematics, science, and social studies to determine student progress toward achieving curriculum standards and to provide information about student performance on Maryland School Assessments (MSA) and High School Assessments (HSA). The results are available online at once so that teachers and school administrators may monitor and adjust teaching and learning immediately. System and school level results are used by administrators and system leadership to monitor performance and focus supports appropriately. The assessment system functions at every level as an early warning system that improvements or changes are required. The *Benchmark Performance: Executive Report* is produced at the end of each quarter to provide system-level results for each grade level and content area.



DEMOGRAPHY



Demography, Immigration, and the Future of the American Economy

Published: January 2011

Obviously, the United States needs to get better control of its borders and enforce whatever laws we put in place. But, contrary to what many people now believe, research by the *National Research Council* under the auspices of the National Academy of Sciences showed that immigration is actually good for the U.S. economy.¹

Immigrants add about \$10 billion to the economy annually. Meanwhile, immigration negatively affects the incomes and employment opportunities of only a small subset of American citizens — those in unskilled jobs with inherently low wages. In other words, the overwhelming majority of Americans enjoy a more robust economy as a direct result of immigration, because it increases the supply of labor and lowers the prices of goods and services.



About 800,000 people immigrate legally to the United States each year. Another 300,000 come here illegally each year. About 43 percent of the combined total of 1.1 million immigrants originate in Latin America and the Caribbean. About 25 percent are from Canada and Europe, and another 25 percent are from Asia. The remaining 6 to 7 percent come from all other nations.

Immigrants with lower skill levels provide cheap labor. Without immigrant labor, some industries — such as textiles, agriculture, and restaurants — couldn't survive without huge price increases. Domestic services wouldn't exist on the scale we see today without that population of laborers either. Those workers compete with each other and with Americans who have not graduated from high school.

Over their lifetimes, most new immigrants will add considerably more to the government treasury, in terms of taxes, than they will receive in public services. According to a recent article in *Forbes*,² it is the very diversity of the U.S. population that gives America the unique strength and resilience it will need to recapture the momentum that enabled its greatness in the first place. That article cites "the diversity of human experience and connections that drive America's post-racial economy," and goes on to say, "If the U.S. wants to retain its pre-eminence, it needs to go with what makes it a great country: its protean national and increasingly post-racial business culture."

But the *big* impact of immigration and increased diversity is happening at the highest levels of business, the professions, and the sciences. To see the future of business, all we need to do is take a look at American business schools. Up to half of all business students at Stanford, MIT, Wharton, the University of Chicago, and Berkeley are foreigners. They are the next wave of American entrepreneurs and business leaders.

Consider this: In the 15 years prior to 2005, one-fourth of all venture-backed companies were founded by immigrants. Of the 2007 Fortune 100 companies, 14 had CEOs that were born outside of the United States. Eight natives of India are CEOs of American companies with more than \$2 billion in sales, including Citicorp, Adobe Systems, and PepsiCo. Meanwhile, Coca-Cola is run by a native of Turkey, and Kellogg's CEO is from Australia. The man many expect to take over Berkshire Hathaway when Warren Buffet retires is a former Tiananmen Square activist named Li Lu.

Immigrants are 60 percent more likely than native-born Americans to start a new business. This could be anything from a high-tech start-up to the vast array of small retail shops, restaurants, garment factories, trucking lines, and food-processing businesses now in operation by immigrants. Foreigners run banks, insurance agencies, funeral homes, and grocery stores. They find needs in their communities and quickly fill them.

This is nothing new. A.P. Giannini was the son of Italian immigrants, born in San Jose, California, in 1870. While working as a produce dealer, he discovered that banks refused to do business with him or the farmers that were his clients, so he

opened The Bank of Italy in a San Francisco saloon in 1904. With it, he pioneered "branch banking" and the company's name was eventually changed to The Bank of America.

Clearly, this is not some recent phenomenon. In fact, the farther back in America's history you go, the more you find that immigrants are the ones who founded the companies that became the backbone of the economy.

The key point is that this trend is *not* seen in other countries. In 2005, the United States naturalized more new citizens than any other nation. By contrast, the next nine countries in line after the U.S. did not have a combined total as large. Along with the highest birth rate of any advanced economy, our extraordinary ability to attract, retain, and leverage talented immigrants more than offsets the demographic hurdles we share with other advanced economies.

Speaking of demographic hurdles, Japan and Russia have already been devastated by aging and shrinking populations. The EU and China will be hit hard, beginning in the coming decade. But fortunately for both the EU and the United States, the reality may be much better than the original projections by demographers indicated.

Recent research published in the journal *Science*³ shows that increased life expectancy and advances in medicine mean that the American population will have an *effective* age that is a lot younger than simple chronological measurements would indicate. Using a new metric known as the *adult disability dependency ratio* (ADDR), America's population will be quite a bit "younger" than many other nations where the average chronological age is actually lower. ADDR measures the ratio of those who need care to those who can give care, and it shows that the speed of aging in the U.S. has been lowered by as much as 80 percent when compared with simple chronological measurements.

Immigration will also lower the average age of the U.S. population, which is expected to grow to 387 million by mid-century, or 124 million more than today. Two-thirds of that growth will be due to immigration, with about 85 million Latin Americans in the country by 2050. The number of children in kindergarten through eighth grade will increase by 17 million. So there will be a fresh new population of young people entering the United States going forward.

How do we see this trend playing out? We offer the following three forecasts:

First, America's position in the global economy will remain robust. Because of the unique combination of entrepreneurial spirit, optimism, and youth, America's workers from the top to the bottom are better positioned to prosper going forward. Moreover, because of the unique mixture of ethnicities in America, its workers and leaders are already starting from an advantage when it comes to dealing with other cultures. The very diversity that characterizes America will allow the nation to thrive in the global marketplace in ways that other homogenized nations just can't imagine doing. This represents the best model for national business success in the 21st century.

Second, advances in medicine and technology, along with increased immigration, will keep America's population working longer if not actually staying younger. As people in good health age, they will not want to retire. They may represent a whole new wave of entrepreneurial activity as they leave life-long jobs and start new businesses. At the same time, youthful immigrants will be starting businesses at every level, from the corner grocery store to the global corporation.

Third, the United States will increasingly manage its immigration policies to maximize economic value. While immigration continues make a positive contribution to our society, it's becoming increasingly obvious that policies over the past half century have been suboptimal. Too many people with few marketable skills, and even criminal backgrounds, enter the country. Meanwhile, we place artificial limits on the influx of highly-skilled professionals. In the coming decade, there will be a serious push to seal the border with Mexico and institute a formal "guest worker" program. At the same time, legislation aimed at attracting "the best and the brightest" from the around the world will be enacted. This two-fold approach will enable the United States to reinforce its historical competitive advantage.

References

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2. *Forbes.com*, August 31, 2010, "America's 21st-Century Business Model," by Joel Kotkin. © Copyright by Forbes.com LLC. All rights reserved. <http://www.forbes.com>
3. *Science*, September 10, 2010, Vol. 329, No. 5997, "Remeasuring Aging," by Warren C. Sanderson and Sergei Scherbov. © Copyright 2010 the American Association for the Advancement of Science. All rights reserved. <http://www.sciencemag.org>

TRANSITION TEAM REPORT

**For the Superintendent of
The Baltimore County Public Schools**

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TRANSITION TEAM REPORT

INTRODUCTION

Our Charge

The report of the Transition Team is provided to Dr. Hairston as one of many vehicles for gathering information and perspectives as he assumes the leadership of Baltimore County Public Schools ("BCPS"). Dr. Hairston asked the Transition Team to examine and provide recommendations to him in a number of key areas: curriculum, instruction and student assessment; business and facilities operations; and human resources. In addition, he requested the Team to identify any "hot spots" or issues that had to be addressed immediately and to recommend any organizational changes that the Team believed might assist the BCPS in accomplishing its major mission – improving achievement for all students. Dr. Hairston made clear when he asked the Transition Team to provide him input in determining priorities for his superintendency that he did not want an evaluation of the school system or a status report on the BCPS.

The Transition Team consisted of the following individuals: Robert Peterkin, Department Chairman at the Harvard University Graduate School of Education and former superintendent in Milwaukee, Wisconsin and Cambridge, Massachusetts; Maree Sneed, a lawyer who represents school districts throughout the nation on a variety of issues, including those involving educational equity, and a former teacher and principal; Katheryn Gemberling, former deputy superintendent

in Montgomery (Maryland) County Public Schools; and Phil Rohr, former deputy superintendent in the School District of Palm Beach County (Florida).

In carrying out our work, the Team conducted interviews with Board members, central, area and school personnel, visited schools and reviewed selected documents and data. The BCPS staff and Board were open and candid in their willingness to share their knowledge and perceptions of the BCPS. The report contains findings from these interviews, site visits and documents and recommendations in each of the areas identified by Dr. Hairston for his consideration. Although each member of the Team focused on different facets of the Baltimore County Public Schools, the final report represents the combined and collective viewpoint of the entire Team.

It should be noted that we were not asked nor did we review in depth either special education or technology. Based on our work, however, it became clear that an extensive review is needed of both of these areas during the 2000-01 school year.

An Overview of What We Found

Based on our work, a very consistent history of the Baltimore County Public Schools emerges from our interviews. According to staff, during the seventies and the eighties, the BCPS operated from a strong and powerful central office structure. The instructional program for the BCPS, for example, was directed and delivered from a strong central staff. This staff not only developed curriculum, but also implemented curriculum, assigned staff to schools and shared in the evaluation of school instructional personnel.

In the early nineties, the Board appointed a new superintendent who created a 180-degree shift in how the BCPS operated. The central instructional leadership structure was dramatically reduced not only in staff and resources, but also in influence and responsibility. The BCPS moved to site-based management and school-based instructional decision-making. Program was developed by teachers and principals and monitored by the area office staff.

In the mid-nineties, the Board appointed another superintendent. This superintendent moved toward more centralized leadership for determining and monitoring the instructional program. Under this administration, there was not a return to the type of central control experienced in the seventies and eighties, but rather, a division of responsibility in which central instructional staff had the responsibility for curriculum development and area staff had responsibility for monitoring implementation in schools.

Since the seventies, the business side of the BCPS also experienced a series of reorganizations. These changes, like the changes on the instructional side of the BCPS, detracted from the capacity of the system to deliver services to students effectively and contributed to systems operations falling behind in incorporating new business techniques and technologies.

During the same time period the enrollment in the BCPS also has undergone significant change. For example, for the 1985-86 school year, the BCPS had approximately 80,600 students, which included 15% of the students being eligible for Free and Reduced Meals ("FARMS"). The racial composition of the students in

1985-86 was approximately 82% White, approximately 15% African American, and approximately 3% Asian. By the 1999-2000 school year, the enrollment had increased to approximately 106,700, with approximately 27% of the students being eligible for FARMS. For that school year, the enrollment was approximately 64% White, approximately 30% African American, approximately 2% Hispanic and approximately 4% Asian.

Despite the changes at the top level, the increases in enrollment and demographic shifts, the Baltimore County Public Schools is perceived as a good school system, but staff and Board agree that it can be better. The BCPS staff is keenly aware that many factors are contributing to a more rapidly changing environment in which staff will work and students will learn. Some of these factors are beyond the control of the staff, but many are directly dependent upon them. Shared accountability throughout the system for achieving common goals will determine the quality of the schools and the achievement of its students. The staff and the Board want students to achieve their potential and, perhaps equally important, they want to achieve their own.

The question before the new superintendent is how well does the current structure function of BCPS, and what can be done to achieve the shared goal of improving student achievement in Baltimore County Public Schools?

I. CURRICULUM, INSTRUCTION AND STUDENT ASSESSMENT

This section makes findings in the areas of curriculum development, curriculum implementation, assessment and staff development. It also provides recommendations to address these findings.

A. Findings

1. Curriculum Development

- a. Baltimore County Public Schools has a system-wide K-12 Program of Studies called the Essential Curriculum. The Program of Studies identifies clearly what students should know and be able to do at each grade level. It incorporates the Maryland Learning Outcomes.
- b. Multiple additional resource materials have been developed to support the Essential Curriculum. One of the most comprehensive documents is the K-5 Reading Resource Guide.
- c. Curriculum development work is ongoing and includes all content areas. This work is done primarily during the summer by paying teachers a per diem salary to write curriculum. There is concern that the days allocated are not adequate to meet the curriculum needs and that competition with summer school employment depletes available teacher talent.

- d. Curriculum development includes a wide range of content and focus. It is not clear how priorities for the development work are established and how they align with BCPS achievement objectives.
- e. Although there is complete agreement that the BCPS has a countywide curriculum, there is concern that, in spite of its quality, it may not serve the client (teacher) as well as it could. Suggestions were made frequently that the documents could be made more user friendly, in particular, for new and inexperienced teachers.
- f. Principals and area staff cited the need to include milestone assessments and exemplars of student work in curriculum documents to define clear expectations for student performance.
- g. Concern was expressed that the curriculum needs more content depth and focus aligned with the system's achievement objectives. Some referred to the curriculum as "a mile wide and an inch deep."
- h. Principals and area staff cited a need for more instructional strategies aligned with MSPAP.
- i. Principals and area staff cited the need for more instructional strategies for use with students who are not successful with traditional teaching methods.

- j. The issue of providing an instructional program that values and embraces diversity also was raised. Multiculturalism is referenced in curriculum documents, but the actual infusion of multiple perspectives is most often left to the teacher.

2. Curriculum Implementation

- a. Prevailing opinion from all perspectives indicates that implementation of curriculum is inconsistent. Reasons cited for this inconsistency include "cultural wars" between central and area staff, lack of adequate curriculum personnel, lack of shared accountability, and range of expertise of staff.
- b. Complete curriculum implementation requires that teachers pull from multiple, district-developed sources, as well as develop much on their own. This can be difficult, particularly for inexperienced teachers.
- c. To improve consistency within the elementary mathematics program, the McGraw Hill Mathematics Program, Grades 1-5, was adopted system-wide.
- d. There is confusion about the curriculum balance that provides clear supports for teachers who need it but that does not restrict the creativity of strong teachers.
- e. Principals take seriously the role of instructional leader. They exhibited knowledge of the Essential Curriculum, as well as

effective instruction. They also seek to increase their knowledge and skills, as well as those of their staff.

- f. Principals express that they feel strongly that responsibility for quality control lies exclusively with them and that the task is overwhelming if not impossible. They believe that the system holds them accountable, but does not support them in sharing that accountability with teachers. For example, principals were told that improved test scores were the system's only priority. When teacher climate surveys were negative, principals were "called on the carpet" for putting too much pressure on teachers.
- g. Both area and central staff acknowledge that a systemic structure for quality assurance needs to be put into place other than the traditional supervisory model of classroom observations.

3. Assessment

- a. Countywide final examinations are given in academic courses at the high school level.
- b. Although examinations are administered from the district level, there does not appear to be a consistent method for gathering results centrally to analyze system and school data for sharing with area staff and principals.

- c. No county assessment infrastructure exists for K-8 beyond MSPAP.
- d. There is not currently in place a set of measures that monitor individual student progress in learning the established curriculum. Measures are being developed in reading and math.
- e. System-generated assessments, rubrics and exemplars of student work that define performance standards are not included in curriculum documents.

4. Staff development

- a. Training is considered by almost all interviewed to be critical to implementing an effective instructional program.
- b. The mentor model for providing new teacher support receives widespread support. Principals raved about the impact on instruction.
- c. The mentor program also is perceived as a great "farm team" for training school administrators.
- d. The achievement facilitator program receives mixed reviews. Concern that the training messages were not always consistent from school to school makes the effectiveness of the model too dependent on the expertise of the facilitator.

- e. The issue of finding time for teacher training that doesn't take away student instructional time remains a concern, but the need for more training is uniformly acknowledged.
- f. There also is debate whether training should be voluntary or mandatory.
- g. Secondary instructional leaders -- central, area and school-based -- cite the importance of department heads in middle and high schools as the content experts and staff development source. The issue of adequate release time for these department heads is also a mutual concern.

B. Recommendations

1. Determine clear focus for priority student achievement objectives.
Limit instructional initiatives to support these priorities.
2. Use these priorities as the model for District alignment and strategic planning.
3. Organize curriculum documents to provide single source user-friendly document for teachers. Teachers are currently expected to pull together curriculum from multiple sources.
4. Provide in one document what teachers need to know to make their students successful at a particular grade level. This document should include standards, strategies, assessments and interventions.

5. Use these documents to serve as a training framework for new teachers and their mentors. Input should be gathered from principals and teachers (experienced as well as first and second year teachers) to help determine the best format.
6. Develop models for infusion of multi-culturalism and multiple perspectives into the Essential Curriculum rather than leaving that to the teacher.
7. Consider bringing the Minority Achievement Officer into Department of Educational Services to help align multicultural infusion throughout the curriculum.
8. Develop milestone assessments, rubrics, and student exemplars for inclusion in curriculum documents of all academic content areas K-12.
9. Develop an item bank of assessments to measure student progress quarterly to provide diagnostic information to teachers and principals.
10. Develop end-of-year system-wide assessment instruments that provide data for principals and district leadership to improve student achievement and evaluate program effectiveness.
11. Use funds allocated for summer curriculum development to outsource to teachers curriculum writing assignments. Pay teachers based on the completion of the project rather than paying for a fixed number of days in the summer. Allow teachers to set their own working schedule and use telecommunications to minimize group meeting requirements.

Consideration would need to be given to working with TABCO leadership to alter contract guidelines, if needed. Advantages include: reduction of competition with summer school; payment for product rather than time; quality control of finished work; flexibility for teachers to work in location of choice; options to hire retired teachers or part time teachers to increase talent pool; and distribution of development work throughout year to allow central staff to coordinate priorities.

12. Mandate training for system instructional priorities. Flexibility could be provided through a variety of compensations, such as direct payment for training, an option for certification or graduate credit. establishment of a permanent substitute team that goes from school to school to provide release time for training and on-line competency based training.

II. SHARED ACCOUNTABILITY FOR STUDENT ACHIEVEMENT

Improving student achievement is the mission of public schools. The BCPS seeks to deliver this mission for all students. Some gains have been made in recent years, but much remains to be done. When key results for student achievement are examined, much of the evidence points to unmet potential. Certainly, the student achievement results for BCPS are not bad, but it seems reasonable to expect more from this community. A major source of the untapped potential seems to lie in a lack of effective alignment of central and area staff in providing consistent instructional leadership for schools. The following findings summarize key student results, as well as issues of central and area coordination.

A. Findings

1. Key Results

- a. In 1999, the SAT average of 1008 of BCPS students was at the national and state averages, with only a little over half of the students taking the examination. This is significantly lower than the participation rate for Maryland of 65%. The participation rates of BCPS students have been steady over the last five years. The difference in participation between African American and White students is less than 5 points. The greater range in participation by far is found from school-to-school from a low of 22% to a high of 88%. There is a significant difference

system-wide in mean scores of White students at 1062 and African American students at 844. Mean score differences between races vary widely from school-to-school from less than 100 points to almost 300 points.

- b. The Advanced Placement examination participation rate has almost tripled during the nineties. The greatest participation growth occurred with African American students, but they still participate at about one-tenth the rate of White students. The overall passing rate has decreased 13 points to current low of 67. This is below the state pass rate of 71%. Passing rate of White students in BCPS is more than double that of African American students.
- c. Only half of the BCPS graduates complete the University of Maryland admission requirements. That is significantly below the state average of close to 60%.
- d. The MSPAP scores of BCPS students have improved significantly over the decade with some plateau effect in recent years. Overall, BCPS students average five to six points above the state averages in most tests.
- e. The CTBS scores of BCPS students have improved over the three-year administration. The greatest improvement has been in the early grades. Second grade scores in particular are well

above the state average and show promise for long-term improvement.

- f. African American CTBS scores are close to 30 points below those of whites in reading and language arts and are close to 40 points below in math. The greatest differences are found between African American and White males.
- g. Achievement objectives have been established for elementary, middle and high schools. These objectives identify growth targets, as well as targets for reducing the achievement gap between whites and African Americans. It is not clear from the documents how the targets were determined.

2. Central and Area Coordination

- a. There was consistent input that coordination and collaboration among central staff and between central and area staff needs to be improved significantly if BCPS is going to achieve its student achievement goals.
- b. The concept of role division (*i.e.* central develops; area implements) receives little support from instructional staff as actually working well.
- c. An effective instructional program requires the alignment of area-based staff together with central curriculum, assessment

and training staff toward common instructional goals. There appears to be much support for such collaboration.

- d. Frequent mention was made of the need to formalize the coordination of curriculum, assessment and staff development rather than depend on personal initiatives to develop collaborative relations.
- e. The polarization and confusion caused by central-control management versus site-based management continues to impede district cohesion.
- f. There is strong agreement from all perspectives that the "do your own thing" approach to instruction is not an effective model, especially in a time of heavy accountability from the State of Maryland. That does not mean that there is support for a return to what was perceived as lock-step instructional control, but principals and teachers are open to strong guidance and direction from central and area leadership. This is particularly true in the area of milestone assessments and student work exemplars.

B. Recommendations

1. Develop an accountability plan specifically designed to monitor, report and raise student achievement.

2. Identify priority student achievement objectives for clear focus and alignment.
3. Limit instructional initiatives to support these priorities. Use these priorities as the model for alignment and strategic planning in BCPS. (See Appendix A for discussion of strategic planning and school improvement.)
4. Develop cross-functional teams among area and central instructional staff to provide intense intervention supports for targeted schools. There is not adequate staff to provide such teams for all schools nor do all schools need such support.
5. Develop a comprehensive student achievement database. Provide access to student information for district, area and school leaders.
6. Train all central, area and school-based leadership on making data-driven instructional decisions. Disaggregate and analyze student achievement data by socio-economic level, gender, race and ethnicity at the District, area, school and classroom level. Determine patterns and trends of key student results.
7. Analyze student achievement data to identify outlying schools. Area and central staff should coordinate focused efforts to assist identified school staff in planning and implementing the school improvement plans. Careful monitoring of the effectiveness of these plans can also have system-wide impact for determining successful strategies.

8. Organize instructional leadership for the system under a deputy for instruction to provide coherent focus and direction for the county. Include area offices, curriculum and instruction, student services, assessment and staff development on this leadership team. This team would have the major responsibility for establishing the district-wide strategic plan to achieve student achievement goals. (See Appendix B for discussion of leadership and school improvement.)

III. EQUITY

There is a commitment to providing equity in all of the schools in the District. There also seems to be a consensus that equity does not mean that every school gets exactly the same resources. There is, however, a concern whether all schools are being provided equitable resources or whether all facilities are equitable.

A. Findings

1. Achievement gaps between White and African American students remain significant as noted in key results.
2. Student achievement also correlates highly with the socio-economic status of students, as measured by whether students are eligible to receive Free or Reduced Meals.
3. Schools with higher percentages of students eligible for FARMS experience much greater teacher turnover, including voluntary transfers, than do schools with lower percentages of students eligible for FARMS.
4. New teachers are disproportionately assigned to schools with higher percentages of student eligible for FARMS and schools with high minority enrollment. More than one principal pointed out that more than 50% of the staff at a school are non-tenured teachers. The resulting supervisory load is overwhelming. The mentor program is considered a tremendous support, but the evaluation responsibilities still fall to the principal.

5. There are strongly held perceptions that magnet school funding should be studied and evaluated in terms of the effectiveness of the investment. Some feel magnet schools receive unfair advantage. Others claim that the magnet funding is inadequate to implement the programs in line with expectations. Some question whether the magnet programs are serving their purpose. The answer to these questions requires more intensive study than is possible in the transition effort.
6. The need for differentiated staffing for economically-impacted schools was cited frequently. According to staff, equal is not equitable.
7. Additional support for social needs through social workers, increased counselors, psychologists and pupil personnel workers was identified as source to address some of the equity issues.
8. Staff report that facility inequities — old buildings versus new ones, portables versus additions, outdated technology versus state-of-the-art technology — are perceived as directly related to economics and community influence.
9. There is need for access to comprehensive student data by central, area and school-based leaders. The capacity to determine successful strategies and interventions for reducing the achievement gap and in increasing student achievement in general is directly dependent on the capacity to access and analyze disaggregated data.

10. It was not clear that there is a system-wide sense of shared accountability for closing the achievement between African American and White students or between the economically disadvantaged and the economically advantaged. In fact, staff express concern about long-standing inequities.

B. Recommendations

1. Consider a study of the magnet programs in BCPS. Such a study should determine: whether the programs have the appropriate funds to provide unique and attractive programs; whether the magnets are drawing diverse enrollments and improving achievement for the students involved; whether there is equal access for all students to magnet programs and whether some programs should be replicated or discontinued. If a determination is made to significantly revise existing progress or to implement new programs, Dr. Hairston should consider recommending to the Board that BCPS apply for federal magnet funds for the 2001-02 through 2003-04 school years. The application for such funds is due on December 22, 2000.
2. Evaluate the current area office structure to determine whether the BCBS currently has the appropriate number of areas to serve students and whether the current area configurations still make sense from an educational and equity perspective. The evaluation also should focus on the relationship of the area offices and central curriculum office to

determine if these offices are appropriately structured to assist in the system-wide effort for quality education and equity.

3. Consider adopting a weighted student formula to provide equitable resources in the schools. The Seattle Public Schools has a model that the BCPS might want to consider. (See Appendix C.)
4. Develop plan for stabilizing staff turnover in identified schools.

Consider recruitment incentives for experienced and highly successful teachers. These incentives could be in the form of additional resources for instruction, professional development opportunities, and innovative program initiatives, as well as direct monetary incentives. Pilot the plan in a limited number of schools to determine whether student results improve before expanding to other schools. (See Appendix D for additional possible strategies for reducing teacher turnover.)
5. Consider conducting an equity audit to determine whether students have equitable access to programs. This audit might include reviewing data on: the number of students identified for and participating in gifted programs systemwide and by school, disaggregated by race and ethnicity, FARMS and English Language Learners ("ELL"); the number of students taking Advanced Placement and honors classes systemwide and by school, disaggregated by race and ethnicity, FARMS and ELL students; and on the number of students in special education programs systemwide and by program, disaggregated by

race and ethnicity, FARMS and ELL students. Other areas that might
by analyzed in such an audit are discipline, grouping practices and
resource allocations.

IV. DEPARTMENT OF PERSONNEL

Our review of the Department of Personnel focused on instructional personnel primarily because of the concern nationally regarding the difficulty in attracting and retaining instructional staff. Other sections of the report identify areas where there is a critical need to hire and retain non-instructional staff.

A. Findings

1. While the BCPS in previous years has had success in filling vacant teaching positions, staff expressed concern that this will be more difficult for the 2000-01 school year and for subsequent years and that the quality in the teachers being hired may not be as high as in previous years. According to staff, this may be due in part to teaching salaries in the BCPS being somewhat lower than several surrounding school districts. In addition, there is concern that the "incentive" package for new teachers may not be as competitive as it once was because other districts have added incentives to their packages.
2. The District does not have a recruitment plan. When we asked for such a plan, it was acknowledged that there was no such plan. We, however, were provided a series of documents that provide evidence of the recruitment efforts of the BCPS. For example, the BCPS has a recruitment schedule that lists the colleges and universities to be visited, the dates of each visit, the persons who will make the visit and

the cost of visit. We also were provided a letter to applicants about a \$1000 interest-free loan.

3. Staff consistently reports that implementation of the AMS Human Resource System is behind schedule and the BCPS is now so dependent on its implementation that there is concern that the AMS Human Resource System will not be able to support hiring, transfers and benefits processing for the beginning of the 2000-01 school year.
4. There is a wide-spread concern that a significant number of teachers are transferring out of schools that have high percentages of poor and minority students to schools that have lower percentages of poor and minority students. As staff is aware, the research shows that high teacher turnover can have a negative effect on achievement. The Department of Personnel has only limited involvement in dealing with this issue. Based on current practice, for example, an area superintendent who may be losing a teacher in his or her area has little or no control over the transfer. The superintendent, however, is empowered through the teacher contract and Board policy to assign faculty and administration in the best interest of the school system.
5. It would appear from the information available to us that the human resource functions are fragmented. That is, most of the personnel decisions are made by the area office or by the principal, with little or no input from the Department of Personnel. This may, in part, account

for the lack of accountability for monitoring transfers of faculty from schools with high percentages of poor and minority students to those schools with lower percentages of poor and minority students and the lack of diversity in the administration and faculty in some schools.

6. In late May and early June of 1999, we accessed the Department of Personnel's section of the BCPS' web site and found that it was incomplete and had out-of-date information. For example, the salary schedule and the "critical need areas" were for the 1998-99 school year. The Office of Director, Secondary Education, Classified, Clerical and Technology Employment, Public Services and Certification and Services were "under construction," according to the web site. The only administrative job opportunity posted on the web site was for the Associate Superintendent, Division of Physical Facilities, which was posted in the summer of 1999. The Department of Personnel reports that it has given more current data to the department responsible for the web site.
7. According to staff, it is a priority of the BCPS to hire, promote and retain minority teachers and administrators. Staff consistently expressed the view that it was important for the BCPS to provide diverse administrations and faculties at schools because of the educational benefits to all students. The BCPS has an Office of Equal Employment Opportunity Office, which is responsible for publishing an

annual workforce survey. The purpose of the survey is to report progress on the District's goal of "increas[ing] minority representation in all schools and offices." According to the 1999-2000 Work Force Survey:

- 15.4% of the employees in the BCPS were minority;
 - the minority representation in school-based professional personnel was 12.3%, ranging from a low of 5.8% in the Central area to 21.4% in the Southwest area. At the principal level, 16.9% of the principals were members of minority groups, a decline from 17.5% for the 1998-99 school year. The percentage of minority assistant principals increased slightly from 24.5% in 1998-99 to 24.9% in 1999-2000; and
 - for the 1998-99 and 1999-2000 school years, there were a significant number of schools that had no minority faculty – one school in the Southeast Area, nine schools in the Central area, four schools in the Northeast area and five schools in the Southeast area. The number of schools without minority faculty has been relatively consistent for the last few years.
8. There are a number of schools that have a low percentage of White students and no minority staff. Similarly, there are schools that have a high percentage of minority students and a comparatively high percentage of minority faculty.

9. There is a concern that there is no "farm team" to replace the principals and administrators that may retire in the next few years.

B. Recommendations

1. Given how competitive the recruitment process is among school districts, the BCPS should consider developing a recruitment plan and providing an adequate budget to carry out the plan. At a minimum, the plan should identify the projected number of vacancies, the areas of critical shortage, the proposed recruitment schedule and recruitment strategies -- particularly strategies to recruit minority applicants and applicants in areas of critical shortage.
2. Ensure that minority teachers and administrators have access to opportunities in specialized areas, such as special education, gifted and talented programs, magnet programs, and honors and advanced placement classes.
3. Establish a balance between school-based selection of teachers and the system-wide goal of providing diverse faculties in schools by:
monitoring the hiring patterns of individual schools and area offices
and intervening with schools and area offices that demonstrate the inability to hire diverse faculties.
4. Consider the assignment of diverse administrative teams in all schools.
5. Reassess the role of human resources so that it is designed to deal with the following issues: attracting, hiring and retaining teachers and

administrators; providing diverse administrations and faculties at schools; promoting access and hiring of minority administrators; providing the Department of Professional Development with data on workforce availability and training needs for teacher and administrator candidates.

6. Update the web site so that it provides up-to-date professional opportunities available in the BCPS and gives more current comprehensive information to applicants. This may help the BCPS with its recruiting efforts, particularly since many applicants now rely heavily on the Internet to learn about school districts and employment opportunities in the districts. It is possible that additional resources may need to be allocated to the Instructional Technology Department, which is currently responsible for the web site, in order to implement this recommendation.

V. DIVISION OF FISCAL SERVICES

This section contains findings and recommendations in the areas of budget, finance, technology, transportation and food services. Many of the "businesses" that the system operates are in the Division of Fiscal Services.

A. Findings

1. The organization of the Division was established in July of 1999. The Chief Financial Officer ("CFO") is really more a chief operating officer with technology, transportation, food and nutrition services, and distribution and print services reporting to the CFO, as well as the Controller's Office and the Office of Management and Budget.
2. The implementation of the American Management System ("AMS") Advantage systems project, which includes major finance and human resources software, has had, and will continue to have, a major impact on this division as well as the Department of Personnel.
3. No one person or division is responsible for the new AMS system, making the successful implementation of the new payroll and human resources modules this fall uncertain. AMS is run on the county's mainframe. Funding for AMS appears to be insufficient in FY 2001.
4. Difficulty in filling bus driver and cafeteria workers positions is an important issue, particularly bus drivers.
5. The purchasing office, which reports to the Controller, has limited technology or the latest purchasing practices.

6. Food and Nutrition Services appears to be well managed.
7. The Office of Management and Budget has improved the operating budget document, but changes to the development process are needed to involve more heavily senior management. the budget office and the Board early in decision-making.
8. The capital budget development process needs to involve more heavily senior management and the Board in decision-making and the budget document needs to be made more "user-friendly."
9. The benefits area needs review, given the cost of benefits and the recent 18% increase. Organizationally, it is in OMB. It is a paper-driven operation, which leads to inefficiencies.
10. The transportation office is managing a huge business, with only a minimal number of mid-level managers and supervisors. The difficulty in attracting bus drivers is reaching a critical level, although an initiative for this coming school year to hire full-time drivers with benefits should help. Some of the bus lots provide minimal facilities and parking. On-time performance is being affected.
11. The Office of Technology needs improvement. Responsibilities appear uncertain in the areas of AMS implementation, wiring, networking, distribution of computers and staff development.
12. The lack of administrative hookups in schools is a real concern, especially with the new payroll system and, hopefully, with

improvements in purchasing processes. Even now, principals have great difficulty in accessing data, either student or administrative.

13. Staff in schools and central offices believe that there are inequities in the distribution of computers to schools.

B. Recommendations

1. Create a deputy superintendent or chief operating officer ("COO") position to manage all business and finance functions.
2. Give the CFO responsibility for budget and finance only.
3. Provide for the benefits office to report directly to the CFO. This is important because of the size of the budget for the benefits office and its importance to BCPS employees.
4. Consider creating a chief information officer, who should report directly to the COO. This is critical because of the importance of technology both instructionally and administratively.
5. Designate one person to be responsible for the implementation of the AMS system and create an executive committee to review status and make decisions with system-wide implications.
6. Delay implementation of the payroll system until the system can be assured that it will be properly implemented.
7. To assure successful implementation of the human resources and payroll systems, additional support from AMS is necessary in FY 01, including additional funding in the system's budget.

8. Redesign the budget development and review process to require that new initiatives be submitted to OMB and considered early in the process. This will help alleviate problems that have occurred in the past with new initiatives or programs being approved without knowledge of the full cost or impact on other offices. The budget process should be clearly understood by the Board and should involve the Board as early as possible.
9. Institute and implement more state-of-the-art practices and procedures for purchasing. This should include online purchasing, catalogs, and direct purchases. This will result in saving a great deal of time in schools and offices, reducing paperwork and saving money.
10. Initiate a capital improvement program ("CIP") development, review, and approval process. It appears that not enough consideration is being given to what is needed educationally and physically.
11. Develop a new, more informative CIP document.
12. Establish standards for hardware and software.
13. Initiate a strong recruitment program for bus drivers.
14. Undertake a review of management and supervisory staffing in transportation quickly. Any additional staffing appropriately recommended should be a high priority.

15. Consider replicating in low performing schools the universal breakfast program that has been implemented in six schools. This could be part of the superintendent's initiative to improve student achievement.
16. Consider an outside review of the health benefits plans as costs are increasing dramatically. Plan redesign to assure efficiency may be necessary.

VI. DIVISION OF PHYSICAL FACILITIES

The Division of Physical Facilities manages a very large and aggressive construction program, as well as maintenance and custodial operations. Below are the findings and recommendations for the Division of Physical Facilities.

A. Findings

1. The current associate superintendent started in this position this past fall.
2. The Division of Physical Facilities has recently reorganized and is filling positions.
3. The capital budget has grown dramatically and its implementation is a major undertaking.
4. In February 2000, the Board employed 3D/I as program manager for its FY 2000, \$100+ million major maintenance projects' implementation. The success of this program for FY 2000 and subsequent years (the total program over five years is estimated to be approximately \$500 million) is critical. It is not an overstatement to say that the school system's perceived success is tied to this program's implementation.
5. Maintenance is not delivered as efficiently or effectively as it should be. For example, one depot serves the entire system. School and central office staff questioned how equitably maintenance is provided to schools throughout BCPS.

6. The work order system is archaic and does not serve schools well.
7. There is no strong preventative maintenance program.
8. Custodial operations appear to be underfunded. There has been a significant square foot increase in the past five years, but the number of custodians has remained approximately the same. School and central office staff expressed concerns about the cleanliness of the schools.
9. Relationships with the county government and the State Interagency Committee for Public School Construction ("IAC") have recently improved dramatically.

B. Recommendations

1. Consider extending the contract with 3D/I to the FY2001 projects as soon as possible to take advantage of summer months.
2. Extend the reporting systems 3D/I is using to the new school, addition, and modernization projects. The reporting systems are a model in conveying a great deal of information in an easy to read format.
3. Shift cost of positions that support implementation of the capital budget from the operating budget to the capital budget. This is completely legitimate, and is typical nationally. This represents 31 positions and \$1.7 million FY 2000.
4. Ensure that the Division of Physical Facilities staff is more heavily involved in development of the six-year capital improvements program.

5. Review in depth the maintenance program and consider the improvements detailed below.
 - a. Consider changes in maintenance work assignments to maximize time spent in schools.
 - b. Develop two to three maintenance depots in other parts of the county so that there is less travel time. This would yield far greater efficiency.
 - c. Implement a computerized maintenance management system. This will greatly improve communications with schools.
 - d. Give strong consideration to selectively privatizing some trades, such as painting.
6. Review custodial operations in depth; additional custodial positions may be necessary.
7. Develop a more comprehensive energy management program.
8. Develop a "real" preventative maintenance program that is appropriately staffed and funded. In the long run, this will save money and reduce the number of emergencies.

VII. OVERALL ORGANIZATION

Issues involving organizational structure and coordination have been discussed in other sections of the report. It is worth repeating some of these overall points. Broader findings reinforced specific findings stated earlier. The recommendations provided in this section summarize the issues and are consistent with other structural recommendations already made.

A. Findings

1. There is a concern that the direction of the BCPS is mainly being set by the area office. This may be due in part to the up-coming change at the superintendent level and the fact that the deputy superintendent position was vacant until very recently.
2. The five areas appear to operate more as separate systems rather than as part of a larger system. This is true even when it comes to changing attendance boundaries, where it is reported that seldom, if ever, would a new boundary line be proposed and approved that would cross an area dividing line. In addition, it was reported that there is overcrowding in some schools in the Northwest and under-utilization of some schools in the Southeast.
3. As compared with the demographics for the entire system, two of the areas have significantly higher percentages of minority and poor students and three have significantly lower percentages of minority and poor students.

4. Several expressed a concern that school-based management had gone too far. It was reported that the BCPS had begun centralizing some functions. There is no research on the national level that supports that a causal relationship between school-based management and student achievement or that it results in improvement in teaching and learning conditions.
5. Much concern was expressed that the job of superintendent is so overwhelming, especially in the initial year, that no one person can handle all the demands. It was reiterated frequently that in such a complex system the superintendent needs more executive level direct assistance.

B. RECOMMENDATIONS

1. Consider having a two-deputy system – one in charge of the instructional side of the house and the other in charge of the operational side of the house. Consolidate all business functions under the deputy superintendent for operations or the chief operations officer, including the Division of Fiscal Services, the Division of Physical Facilities, Department of Personnel. Consolidate all educational functions under the deputy superintendent for instruction or the chief academic officer, including the Division of Educational Support Services, Minority Achievement, the Professional Development Department, and the area offices.

2. Consider having the following departments continue to report directly to the superintendent: Business and Parent Relations; Governmental and Staff Relations; Communications and Media and Policy and Legal Matters.
3. Consider adding the following functions to the Division of Education Support Services: Minority Achievement; Multicultural and Athletics.
4. Maintain Educational Accountability in the superintendent's office for first year and consider moving to the deputy superintendent office for instruction thereafter. Reporting to the superintendent or the deputy will continue to demonstrate the system's eagerness to be accountable for student success by maintaining the office at the highest level in the organization. Eventually, the accountability effort should become engrained throughout the system.
5. Provide senior executive level assistance to the superintendent, such as a chief of staff. This individual should support the efficient operation of the system by attending to the myriad of details and the need for ongoing communication to and from the office of the superintendent. The superintendent must concentrate on the bigger picture as he charts the system's course.
6. Ensure that the focus of deputies and superintendent is to find a way to meld abilities and responsiveness of the area and central offices into one unified force to support teaching and learning in the school system.

Given our recommendation that Dr. Hairston find a way to meld the abilities and responsibilities of the area and central offices. we recommend that, after that analysis, Dr. Hairston determine if the areas should be determined solely by geography or should be consider other rationale for determining organizational design. Such considerations could be thematic focus, diversity, academic need and parental choice.

VIII. SHARED ACCOUNTABILITY: BOARD AND SUPERINTENDENT

An effective partnership between the Board of Education and the superintendent requires a sense of trust, open communication and shared accountability for achieving the vision. This vision must clearly place student achievement first and foremost. It is the joint responsibility of the Board and the superintendent to commit all resources, human and other, to achieving the desired student results. It is also essential that both partners share accountability to the public for providing the highest quality education possible for all students. (See Appendix E.)

A. Findings

1. Some reported that the roles, functions and communication lines between the Board and the superintendent were not clear. Due to a perception by Board members that they were not involved in system decisions earlier in their formation, members indicated that they had to seek information from other sources than the superintendent's office. Examples of this lack of communication between the Board and the superintendent included late involvement in the budget process, hearing first about critical issues from the media or getting information that appeared to be "filtered" by the administration.
2. Based on the documents provided to the transition team and interviews, none of the goals of BCPS are student outcome goals.

3. According to several individuals, during the last several years, there has been an improvement in the relationship between the County Executive and the BCPS.
4. It was noted that public relations could be improved. Some interviewed expressed concern that the BCPS did not get much positive press, despite the achievements of its students. Others indicated that they received calls from the press on an issue but had no idea about the details, and as a result felt unprepared to respond adequately.
5. There is a need to establish better working relationships and partnerships between the BCPS and higher education.

B. Recommendations

1. Consider having the Board and the superintendent jointly develop a limited number of student outcome goals and focus decision-making and resources toward achieving these goals.
2. Consider having the Board and the superintendent devote significant time to defining what the role and function of the Board and the superintendent should be and to developing rules for how the Board and the superintendent will communicate. This could be done at a series of retreats or an extended meeting.
3. Consider having the Board and superintendent determine the position of BCPS on school-based management and to define what functions

will become central or area office functions and those that will remain school-based functions.

4. Consider developing a strategic plan for public information that speaks to the accomplishments of the BCPS' students, staff and schools.

Baltimore County Public Schools

"All Means All" – A Timeline

2000

- Introduced the *Blueprint for Progress*, an articulation of the school system's direction and goals and the foundation for the system's Master Plan.
- Established the College Board Partnership giving all Baltimore County Public Schools Grade 9 and Grade 10 students the opportunity to take the PSAT/NMSQT free of charge to help identify students for Advanced Placement coursework (through AP Potential) and other higher-level coursework. College Board Partnership would grow to include CollegeEd and SAT online preparation available to all students.
- Deployed over 8,400 new computers to schools to replace outdated Macintosh and Dell GX 100 series models.
- Initiated plan to create a districtwide, high-speed, Windows-based technology infrastructure, an \$11 million investment to connect all schools and offices with an up-to-date, fully-supported, universal computing platform.

2001

- Initiated the annual Principals' Academy, a conference designed by principals to support "business, bonding, and belief" among BCPS principals.
- Announced a new partnership with Towson University to establish Professional Development Schools focused on training early childhood and special education teachers. The program began at three schools and by 2010 had been expanded to 72 schools and multiple teaching disciplines.
- Created the Data Warehouse and began integration of all data collection and reporting programs including Cognos and the student information system in order to make information on student achievement at the system, school, classroom, and individual student level available to educators.
- Initiated a multi-year effort to eliminate low-level courses, establish a districtwide culture of higher expectations, and increase access to rigorous instruction for all students.
- Began offering online Web-based professional development and continuing education for teachers and administrators through CaseNEX.

A National Perspective

February 1997 In his State of the Union address, President Clinton urges states to take more action and responsibility by challenging them to adopt high national standards and test all fourth graders in reading and all eighth graders in math by 1999

1997 Education Week develops an annual state-by-state analysis, *Quality Counts: A Report Card on the Condition of Public Education*, to measure student achievement, standards and assessment, teaching quality, school climate and resources. This first report claims "despite 15 years of earnest efforts to improve public schools and raise student achievement, states haven't made much progress."

2001 Twenty-two of 45 states have adopted standards promoted by Goals 2000 and set forth in *A Nation At Risk* requiring high school students to take at least four years of English, three years of math, three years of science, three years of history /social studies, half a year of computer science and two years of a foreign language (for college bound students); six other states allow more "local control" at the district level in determining curriculum standards. In 1982 only 2% of graduates met these standards.

2002

- Began reporting to the community the progress being made toward reaching *Blueprint for Progress* objectives via the annual *Report on Results*.
- Began implementation of AVID (Advancement Via Individual Determination) initiative in six Baltimore County Public Schools high schools with 119 students. From 2002 to 2007, the program expanded to include all high schools, supporting underachieving students and students from low-income families to succeed on a college-readiness track. In 2008, AVID served 1612 BCPS high school students.

2003

- Began a multi-year expansion of access by more students to the Primary Talent Development program, gifted and talented coursework, Advanced Placement, and other academic acceleration programs. From 2003 to 2008, the average Advanced Placement courses offered in each high school grew to over 16.
- Implemented Project SEED to support mathematics instruction.

2004

- Expanded teacher recruitment effort supported by new recruitment CD, outreach to double the number of teaching colleges and universities, increased incentives, and greater participation by school principals, resulting in a dramatic jump from 2004 to present in the number of highly qualified teachers hired by BCPS.
- Began the first of what would become a four-year effort to restructure salaries and provide teacher and staff raises to support recruitment and retention of high-quality staff.
- Launched a 24-hour online access to the school system's Manual of Policies and Regulations on the BCPS Web site.
- Held first-ever Baltimore County Elementary Science, Technology, Engineering, and Mathematics Fair, with 76 schools participating.
- Established Superintendent's Student Advisory Board, a group of six student leaders selected each school year to meet monthly with the superintendent. The group was recognized in 2006 as being the only such advisory board in the region

2005

- Instituted teacher transfer procedure to support improved quality and stability in priority and Title I schools that allowed teachers to transfer only when a suitable highly qualified replacement could be recruited.

A National Perspective

January 2002 No Child Left Behind Act is signed by President George Bush and calls for greater accountability of student performance by requiring states to issue annual report cards on school performance and statewide results. Among other provisions it promotes stronger reading programs and pushes for improved teacher quality.

Source:

<http://www.ed.gov/news/presreleases/2002/01/01082002.html>

2002 Though the National Assessment of Educational Progress (NAEP) has been in existence since 1969 with voluntary participation, beginning with the 2002-2003 school year states that want to receive Title I grants from the federal government must participate in the biennial fourth grade and eighth grade NAEP reading and mathematics assessments. Similarly, school districts that receive Title I funds and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at fourth and eighth grades.

Source:

<http://nces.ed.gov/nationsreportcard/FAQ.asp>

- Presented Maryland's first local High School Summit hosting over 500 BCPS educators and administrators from across the state.
- Expanded graduation requirements to include Algebra II.
- Opened the Bridge Center, a transitional program for at-risk students entering the school system.
- Initiated the Good News Ambassadors program to create a well-trained cadre of school-based staff to facilitate the flow of positive news stories and other information that provides evidence of school and school system success.
- Entered into a partnership with UMBC, under a National Science Foundation Grant, that addresses the issue of recruiting and retaining high-quality teachers in science, technology, engineering, and mathematics.
- Began offering an automated telephone calling system Connect-ED™ for use by all schools, giving principals a powerful school-to-home communication tool.
- Initiated the Chinese Cultural Exchange Program for teachers.

2006

- Invited Phi Delta Kappa to conduct a curriculum management audit. As a response to that audit, which found the school system lacking in alignment among the written, taught, and assessed curriculum, the school system began the implementation of a dynamic online teaching and learning management system called the Articulated Instruction Module.
- Transformed one high school – Chesapeake – into the district's first schoolwide STEM (science, technology, engineering, and mathematics) Academy, supported by the first-ever grant for such an effort given by MSDE.
- Opened the Baltimore area's first student-run credit union branch: the Owl Branch of First Financial Federal Credit Union, at Dundalk High School. A joint venture between Baltimore County Public Schools, Dundalk High School, and First Financial, the credit union provides Dundalk High students and staff with a unique educational experience in financial literacy.
- Began using a learning preference inventory with students to support improved classroom instruction and differentiation.

2007

- Established the College Gateway Partnership in cooperation with Community College of Baltimore County, an initiative that enabled every eighth-grade student from nine designated middle schools (a total of 2,000 students during the 2007-2008 school year) to spend a day on a college campus participating in classes taught by Baltimore County Public Schools and CCBC faculty. The initiative is designed to

A National Perspective

February 2005 At the National Education Summit, the nation's governors, executives and education leaders discuss an agenda for high school improvement that includes ways to strengthen graduation requirements, support students in achieving higher standards and improve high school and college data accountability systems.

Source: <http://www.nga.org>

support students in understanding that higher education is within their reach.

- Began a systemwide use of electronically graded short-cycle and benchmark testing program, *AssessTrax*, with robust data compilation program designed to help teachers quickly assess and adjust instruction.
- Completed implementation of full-day kindergarten.
- Hosted first-ever BCPS Secondary STEM Fair (for Science, Technology, Engineering, and Mathematics). More than 200 Baltimore County middle and high school students participated displaying their scientific knowledge and competing in a variety of science, technology, engineering, and math challenges.
- Formed a partnership with Lockheed Martin to link Chesapeake High School students and teachers to scientists and engineers in the company's Littoral Ships & Systems (LS&S) line of business in Middle River. The partnership with Lockheed Martin connects the corporation to Chesapeake's Concepts of Physical Science course and Project Lead the Way, an engineering course. Collaborations between Chesapeake teachers and Lockheed Martin scientists and engineers, including summer externships at the company for teachers, help ensure that students' classroom work is relevant to industry standards and challenges.
- Installed in all schools Safari Montage which provides on demand access of instructional resources using a Web-based platform.
- Established the Crossroads Center, offering intensive reading and mathematics instruction to students at risk for dropping out of school.
- Included students in the Chinese Cultural Exchange Program.

2008

- Initiated the internationally recognized process management and improvement initiative ISO 9000.
- Began co-teaching in core subject areas to better support classroom inclusion for special education students.
- Developed comprehensive profiles on all schools for public access on the BCPS Web site.

2009

- Opened state-of-the-art and nationally acclaimed Virtual Learning Environment at Chesapeake High School in partnership with Lockheed Martin, Northrop Grumman, Johns Hopkins University School of Education Center for Technology in Education, and The JHU Applied Physics Lab.

February 2009 Congress passes and President Barack Obama signs the *American Recovery and Reinvestment Act of 2009*, investing heavily in education including \$5 billion for early learning programs and \$77 billion for reforms to strengthen elementary and secondary education, including \$48.6 billion to stabilize state education budgets and to encourage states to:

- Improve teacher effectiveness and ensure all schools have highly-qualified teachers;
- Make progress toward college and career-ready standards and rigorous assessments;
- Improve achievement in low-performing schools,
- Gather information to improve student learning, teacher performance, and college and career readiness through enhanced data systems.

The Act also provides \$5 billion in competitive funds to spur innovation and chart ambitious reform and over \$30 billion to address college affordability and improve access to higher education.

Source:

<http://www.whitehouse.gov/issues/education>

July 2009 President Barack Obama issues the "Race to the Top" challenge to reshape America's educational system to better engage and prepare our students for success in a competitive 21st century economy and workplace.

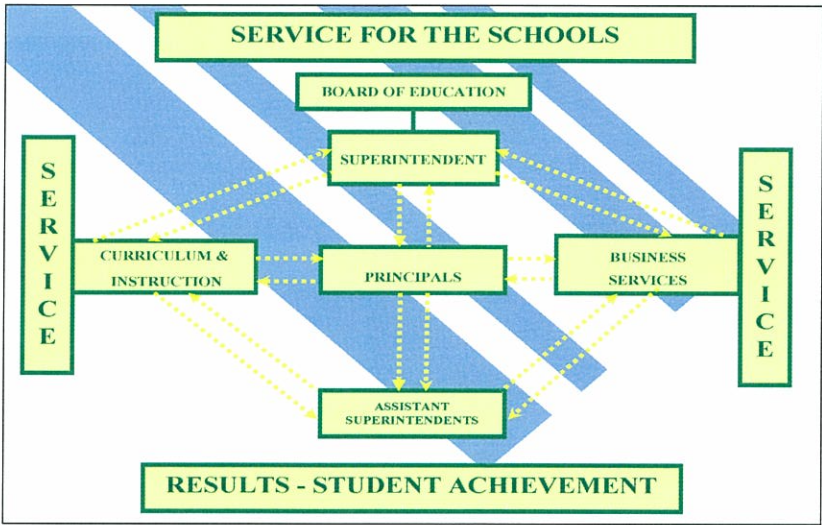
Source:

<http://www.whitehouse.gov/the-press-office/fact-sheet->

- Developed Project L.i.V.E. (Learning in Virtual Environments) which challenged students to develop video games to teach specific aspects of the BCPS curriculum.

2010

- Restructured the supervision of schools from geographic areas to a programmatic approach to support systemwide rather than areawide collaboration.
- Expanded the middle school College Gateway Program to include Morgan University. Middle school students have the opportunity to spend a day on a four-year university campus. Inclusion of a four-year university expands the original program established in 2007.
- Developed the Education, Assessment, and Student Information (easi) System which provides teachers with a single source dashboard for all student and curricular information.
- Initiated a Dual Degree Program in partnership with CCBC, which allows for students in three high schools to earn an Associate of Arts degree while attending high school.
- Increased district's bandwidth from 145Mbps to 500 Mbps.
- Improved ratio of students to computers from 11:1 to 3:1.
- Implemented the Chinese Program in high schools. In school year 2010, the program is in 10 high schools.
- Started converting all BCPS curriculum to a digital format.
- Started piloting e-textbooks.



*Blueprint for Progress:
Report on Results
2009 – 2010*

and

*2010 – 2011 Benchmark
Performance Report: Quarter 1*

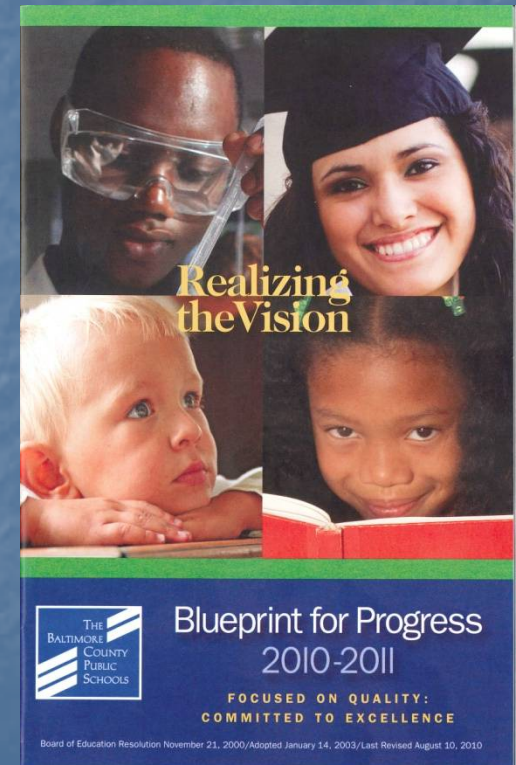


**Report to the Board of Education
of Baltimore County**

January 25, 2011

Focus and Direction

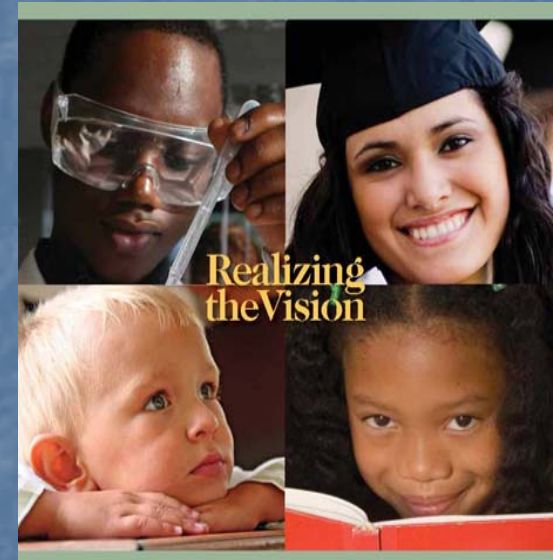
BCPS continues to respond to the rapidly changing environment to prepare **ALL** students for successful futures as life-long learners by maintaining our focus on performance through the ***Blueprint for Progress.***



Blueprint for Progress: Report on Results



- ✓ Everything in the blueprint is reported quantitatively and explained.
- ✓ The report includes goals, indicators, measures, and performance results.



Blueprint for Progress:
Report on Results
2009-2010
FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE

MSA At A Glance



Reading and Mathematics

- 2010 highest performance ever
- Gains in reading and mathematics
- Gaps among most groups narrowing over time
- Opportunities for improving performance

HSA At A Glance



English and Algebra/Data Analysis

- 2010 highest performance ever
- Gaps among most groups narrowing
- Opportunities for improving performance

HSA At A Glance



• Government and Biology

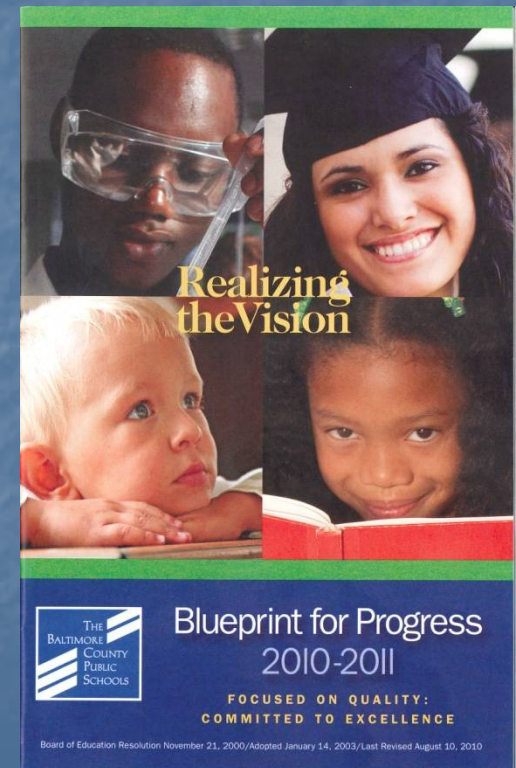
- Sustaining gains and increasing achievement overall
- Gaps among most groups narrowing
- Opportunities for improving performance

MSA and HSA Gains



- Curriculum: research-based strategies
- Intervention and acceleration
- High-quality professional development
- Collaboration and co-teaching
- Short-cycle and benchmark assessments
 - Monitoring and analyzing student performance
 - Adjusting instruction immediately

Continuous Progress Monitoring



Benchmark Assessments



- Formal pilot in 2006
- Three-year phase-in plan
 - Full implementation 2008-2009
- Reliability and validity studies, summer 2009
- Grades 3 – 10
- English/Language Arts, Mathematics, Science, Social Studies

2010 – 2011 Benchmark Performance Report: Quarter 1



- System results at a glance
- System, grade, and content area results
- Disaggregated by NCLB and other student groups
- School-level results online immediately

Benchmark Results: English/Language Arts



- Student groups performing at or above system average in Grades 3 – 10:
 - GT
 - Female
 - White
 - Asian

Benchmark Results: English/Language Arts



- Student groups performing below system average in Grades 3 – 10:
 - LEP
 - Special Education
 - FARMS
 - African American
 - Male
 - Latino/Hispanic

Benchmark Results: Science/Biology*



- Student groups performing at or above system average in Grades 6, 8, and Biology:
 - GT
 - Asian
 - American Indian/Alaskan Native
- Student groups performing below system average in Grades 6, 8, and Biology:
 - Special Education
 - FARMS
 - African American

*Scores for GT not available for Grades 8 and Bio.

Benchmark Results: Social Studies/Government*



- Student groups performing at or above system average in Grades 4, 5 and Government:
 - GT
 - Asian
 - American Indian/Alaskan Native

*Scores for GT not available for Grades 4 and 5

Benchmark Results: Social Studies/Government*



- Student groups performing below system average in Grades 4, 5, Government:
 - LEP
 - Special Education
 - FARMS
 - African American
 - Latino/Hispanic

*Scores for GT not available for Grades 4 and 5

Benchmark Results: Mathematics



- First-quarter results only
- No report yet available

From a teacher's perspective:

assessTrax Objective Analysis Page - Microsoft Internet Explorer provided by Baltimore County Public Schools

http://assesstrax.bcps.org/assesstrax/at-res-obj.asp?SI=757331463&V=X&Y=C&T=C&S=1&L=C&RL=11000051&RV=D&RO=8FC=Y&DTX=75733146320110118140415.dtx&RS

File Edit View Favorites Tools Help

assessTrax Objective Analysis Page

assessTrax
student performance reporting

tests explorer reports support main logout

Baltimore County Public Schools
OBJECTIVE ANALYSIS

Use this page to view the objective analysis for this test. Click the button beside an objective for further analysis. Click the desired option button below to process.

Selected Test Information		Summary Level
Test:	11000051 -- Gr6 Lang Arts BMA 1	Summarize results at the following level: (page will refresh automatically)
Admin:	2010-11 -- Quarter 1 -- 10/11/2010	
Area:	Middle	
School:	Cockeysville Middle	
Class:		Objective

Sel	Objective	#Ques	Avg Percentage Score	Pts Scored	Pts Poss	Std's Tested
<input type="radio"/>	SC 1.D.3.a Use context to determine the meanings of words -Assessment Limits: Above grade-level words used in context, Words with multiple meanings, Connotations	1	50.0	12	24	24
<input type="radio"/>	SC 2.A.2.c Use informational aids - Assessment Limits: Introductions and overviews, Materials lists, Timelines, Captions, Glossed words, Labels, Numbered steps.	1	75.0	18	24	24
<input type="radio"/>	SC 2.A.4.a Identify and explain the author's/text's purpose and intended audience -Assessment Limits: Purpose of the author or the text or a portion of the text.	2	60.4	29	48	24
<input type="radio"/>	SC 2.A.4.c State and support main ideas and messages -Assessment Limits: The whole text or a portion of the text	1	50.0	12	24	24
<input type="radio"/>	SC 2.A.4.d Summarize or paraphrase -Assessment Limits: The text or a portion of the text	2	39.6	19	48	24
<input type="radio"/>	SC 2.A.4.e Identify and explain information not related to the main idea -Assessment Limits: Information in the text that is peripheral to the main idea	1	58.3	14	24	24
<input type="radio"/>	SC 2.A.6.e Identify and explain information not included in the text -Assessment Limits: Information that would enhance or clarify the reader's understanding of	1	55.6	40	72	24
<input type="radio"/>	SC 3.A.2.b Identify and explain how graphic aids contribute to meaning - Assessment Limits: Illustrations; Punctuation; Print features	1	41.7	10	24	24
<input type="radio"/>	SC 3.A.3.d Analyze characterization -Assessment Limits: What characters say, do, and think; Characters' motivations; What other characters say about them; How ot	5	51.2	86	168	24
<input type="radio"/>	SC 3.A.3.e Identify and explain relationships between and among characters, setting, and events - Assessment Limits: Connections between and among characters; Con	2	50.0	24	48	24
<input type="radio"/>	SC 3.A.6.a Analyze main ideas and universal themes -Assessment Limits: In the text or a portion of the text; Literal versus interpretive meanings of a text or a	2	43.8	21	48	24
<input type="radio"/>	SC 3.A.6.b Analyze similar themes across multiple texts -Assessment Limits: Messages, morals, or lessons learned across texts	1	45.8	11	24	24
<input type="radio"/>	SC 3.A.6.d Summarize -Assessment Limits: The text or a portion of the text	1	66.7	16	24	24
<input type="radio"/>	SC 3.A.6.f Explain the implications of the text for the reader and/or society -Assessment Limits: Ideas and issues of a text that may have implications for the r	1	29.2	7	24	24
<input type="radio"/>	SC 3.A.7.c Identify and explain figurative language that contributes to meaning -Assessment Limits: Figurative language in increasingly complex text; Connections	1	29.2	7	24	24
<input type="radio"/>	SC 3.A.7.e Analyze how repetition and exaggeration contribute to meaning -Assessment Limits: Connections between repetition and/or exaggeration and meaning	1	45.8	11	24	24

Internet 100%

2009-2010 Highlights of Results

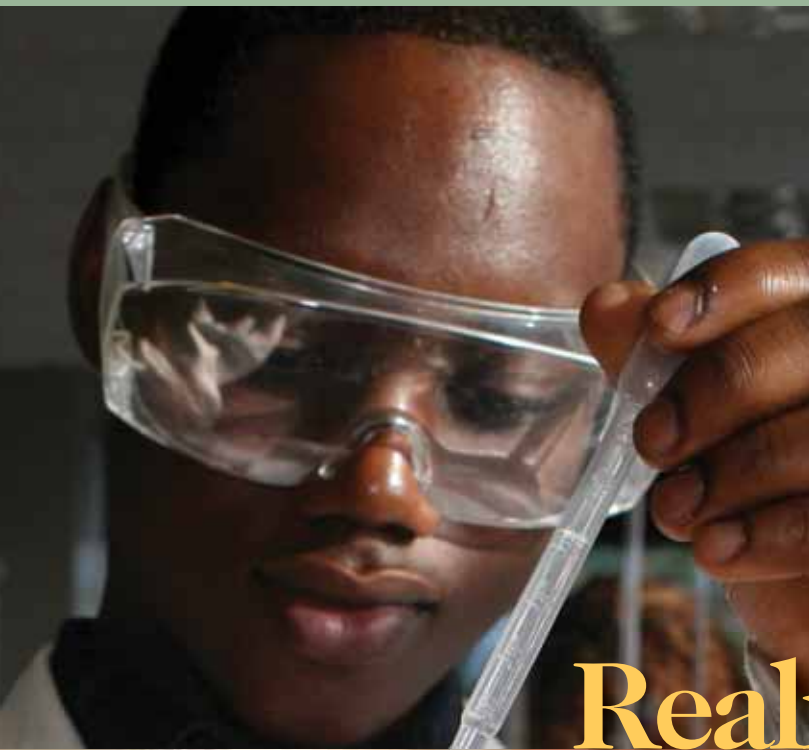
- Elementary and middle school reading and mathematics Maryland School Assessment (MSA) scores have risen to their highest levels in five years.
- The rate of English language learners achieving proficiency on the 2010 reading and mathematics MSA was 65% and 72%, respectively. This represents a 13 percentage point gain in reading since 2006 and a 16 percentage point gain in mathematics since 2006. Students who received ESOL (English for Speakers of Other Languages) services for one to three years are included.
- By the end of Grade 12, 100% of the Class of 2010 graduates met the high school assessment (HSA) graduation requirement; 88% of all students passed the HSA in Algebra/Data Analysis, 92% in Government, 86% in English, and 85% in Biology.
- Advanced Placement (AP) participation has continued to increase from 11% in 2006 to 16% in 2010, the highest level in five years.
- The average number of Advanced Placement (AP) courses offered in each high school increased to 17, and schools achieved dramatic annual increases in both student participation and passing of AP exams.
- For the Class of 2010, 67% of BCPS high schools met or exceeded the national SAT participation rate compared to 63% for the Class of 2009.
- The percentage of highly qualified teachers increased from 94% in 2006 to 98% in 2010, and the percentage of highly qualified paraprofessionals increased from 89% in 2006 to 97% in 2010.
- The percentage of highly qualified middle school mathematics teachers increased from 98% in 2006 to 99% in 2010.
- The percentage of newly hired highly qualified teachers in Title I schools was sustained at 100% from 2009 to 2010.
- The system-level high school graduation rate increased from 83% in 2006 to 86% in 2010, which was above the Annual Measurable Objective (AMO) of 85.5%.
- The 2010 systemwide dropout rate decreased to 3%, a five-year low.
- In 2010, teachers, administrators, and clerical staff had access to at least one computer; and the ratio of students to computers was 3.5 to 1.
- Through the College Board partnership, BCPS continued to make pre-college testing, information, and support available to all students.
- Advancement Via Individual Determination (AVID), a college preparatory program for students in the "academic middle," was implemented effectively in 22 high schools and 8 middle schools.



Blueprint for Progress: Report on Results 2009 – 2010



Questions/Discussion



Realizing the Vision



Blueprint for Progress:

Report on Results 2009-2010

**FOCUSED ON QUALITY:
COMMITTED TO EXCELLENCE**

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Assistant Superintendent
Elementary Schools Zone 3

Blueprint for Progress:
Report on Results
for School Year
2009–2010



6901 N. Charles Street
Towson, Maryland 21204

Blueprint for Progress:
Report on Results
for School Year
2009–2010



Dr. Joe A. Hairston, Superintendent

Message from the Superintendent

I am pleased to present Baltimore County Public School system's ***Blueprint for Progress: Report on Results, 2009-2010***. This report, published annually since 2001, shows the school system's progress toward achieving the performance goals and indicators set forth in the *Blueprint for Progress*. The *Blueprint for Progress* is the system's foundational document that unites staff, students, families, and community stakeholders with a common vision which describes the quality of education that we are committed to providing to all students.

The information in the *Report on Results* illustrates the school system's successes, challenges, and next steps in response to standards and expectations established in the *Blueprint for Progress*. As I predicted in 2000, public school systems have been influenced by significant shifts demographically, socially, and economically. It was in anticipation of these changes that the *Blueprint for Progress* was created. Baltimore County Public Schools is committed to providing a rigorous, high quality, comprehensive educational program for all students. Periodically, adjustments are made to help strengthen the curriculum and enhance the instructional climate within our schools to ensure that students are ready for college and careers.

As you review this report, you will see that while we have faced increasing challenges, we have achieved significant improvements in student and organizational performance. The report also demonstrates positive outcomes of our continued focus on the *Blueprint for Progress* in effectively educating our students. Consistent implementation of the *Blueprint for Progress* is the key.

Please note that for many indicators additional results, including disaggregated data, are provided in the *Supplement to the Blueprint for Progress: Report on Results, 2009-2010*. Both documents are available on the school system's website at www.bcps.org.

Joe A. Hairston, Ed.D.
Superintendent

2009-2010 Highlights of Results

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- The rate of English language learners achieving proficiency on the 2010 reading and mathematics MSA was 65% and 72%, respectively. This represents a 13 percentage point gain in reading since 2006 and a 16 percentage point gain in mathematics since 2006. Students who received ESOL (English for Speakers of Other Languages) services for one to three years are included.
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QuickFacts 2010-2011

The *2009–2010 Report on Results* presents student performance disaggregated results for student groups including race/ethnicity, free and reduced price meal services (FARMS), special education, and limited English proficient. In response to federal requirements, the race/ethnicity student subgroups reported in the *2009–2010 Report on Results* have changed for the 2010–2011 school year as indicated below.

Size:

- ◆ **27th largest school system in the U.S.**
- ◆ **3rd largest in Maryland**

Student Population:

- ◆ **104,331 students** (as of 9/30/10)
- ◆ **0.38% American Indian or Alaskan Native**
- ◆ **5.99% Asian**
- ◆ **38.78% Black or African American**
- ◆ **0.06% Native Hawaiian or Other Pacific Islander**
- ◆ **45.92% White**
- ◆ **2.95% Multi-Racial**
- ◆ **5.92% Hispanic or Latino**
- ◆ **43.35% FARMS**
(Free and Reduced Price Meal Services)
- ◆ **21.34% Gifted and Talented**
- ◆ **3.63% LEP (Limited English Proficient)**
- ◆ **1.14% LEP (Limited English Proficient) Exited***
- ◆ **11.29% Special Education**
- ◆ **0.93% Special Education Exited***

*The “exited” are the students who still count in the program for AYP purposes, but are not currently receiving services.

Schools:

- ◆ **106 elementary**
- ◆ **27 middle**
- ◆ **24 high**
- ◆ **4 special education**
- ◆ **10 centers**
- ◆ **2 programs**

Budget:

- ◆ **\$1.4 billion budget, FY2011**

Employees:

- ◆ **17,000 employees**
(including 8,850 classroom teachers)

Table of Contents

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

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Engage parents/guardians, business, and community members in the educational process.

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Performance Goal 7

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

Performance Indicator:

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(continued on next page)

Blueprint for Progress:
Report on Results
for School Year
2009–2010



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Performance Goal 8

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

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A close-up photograph of a young Black male student in a laboratory setting. He is wearing a white lab coat over a dark shirt and clear safety goggles. He is holding a glass Erlenmeyer flask with a pink liquid in his left hand and a plastic pipette in his right hand, dispensing liquid into the flask. The background is slightly blurred, showing other lab equipment.

Performance Goal I

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.



Performance Goal 1

Performance Indicator I.1

ALL DIPLOMA-BOUND STUDENTS IN GRADES 3–8 AND STUDENTS ENROLLED IN ENGLISH 10 AND ALGEBRA I WILL MEET OR EXCEED MARYLAND SCHOOL ASSESSMENT (MSA) STANDARDS, AND STUDENTS ENROLLED IN ENGLISH 10 AND ALGEBRA I WILL PASS THE HIGH SCHOOL ASSESSMENTS (HSA). (STATE STANDARD)

What is measured?

Percentage of students in affected grades scoring proficient or advanced on each MSA (not counting exemptions)

Results for 2009-2010

Chart I.1.1 – Elementary School Reading and Mathematics MSA Percentage Proficient or Advanced

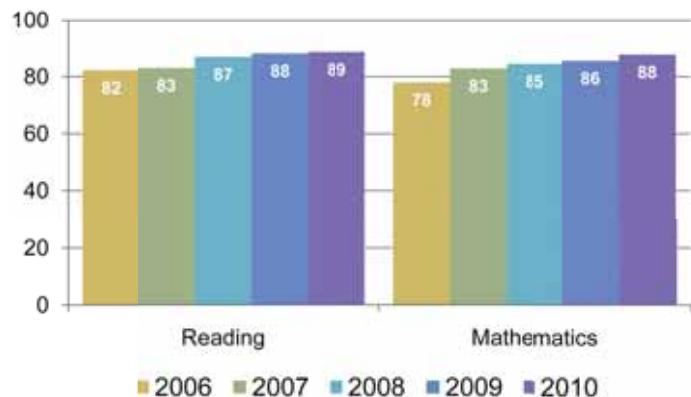


Chart I.1.2 – Elementary School Reading MSA Percentage Proficient or Advanced – Race/Ethnicity

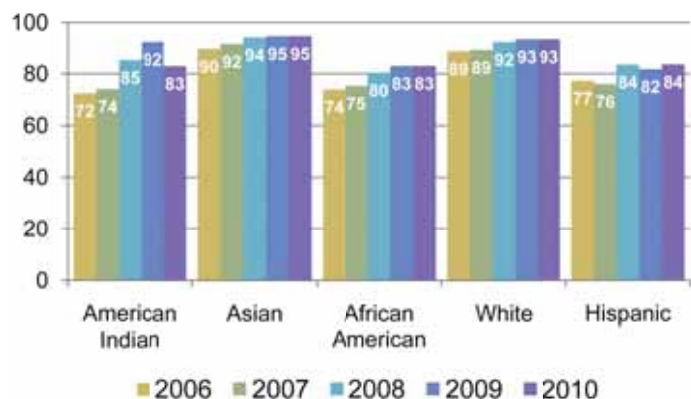


Chart I.1.3 – Elementary School Mathematics MSA Percentage Proficient or Advanced – Race/Ethnicity

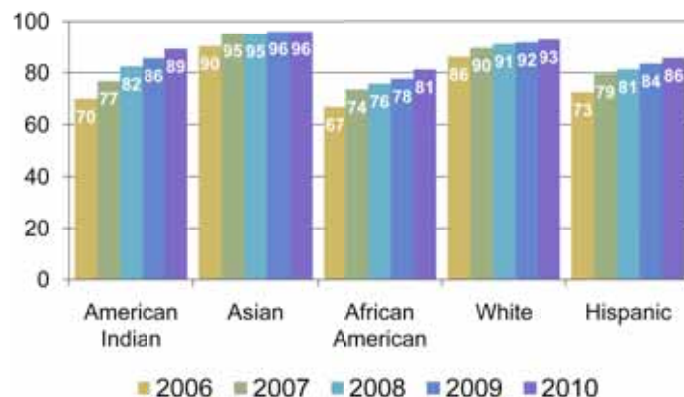


Chart I.1.4 – Elementary School Reading MSA Percentage Proficient or Advanced – Student Group

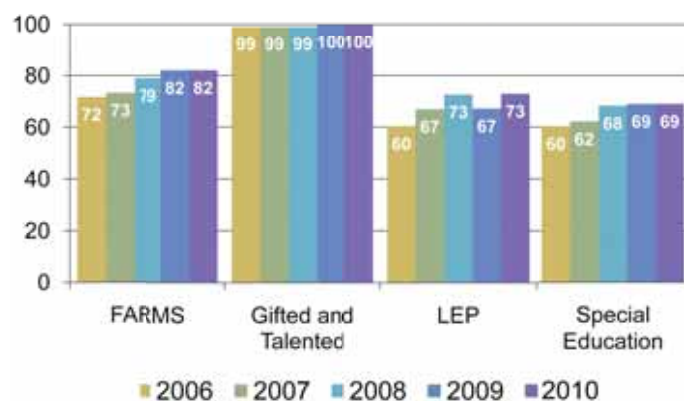


Chart I.1.5 – Elementary School Mathematics MSA Percentage Proficient or Advanced – Student Group

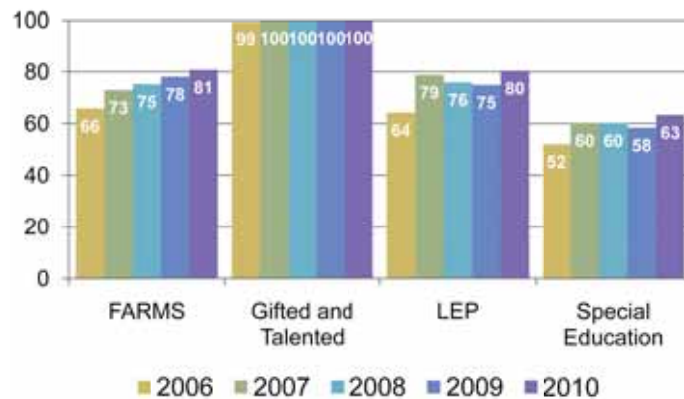


Chart I.I.6 – Middle School Reading and Mathematics MSA Percentage Proficient or Advanced

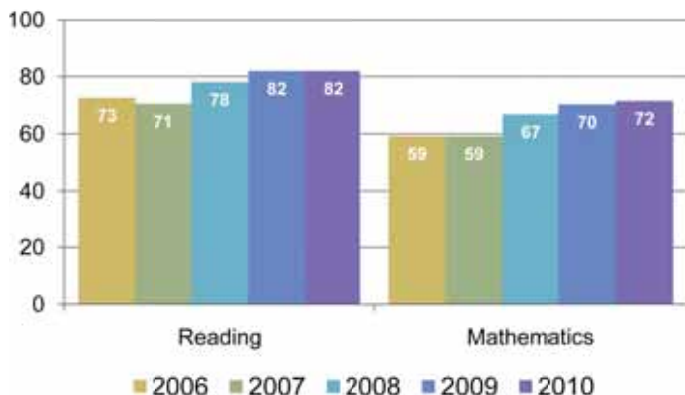


Chart I.I.9 – Middle School Reading MSA Percentage Proficient or Advanced – Student Group

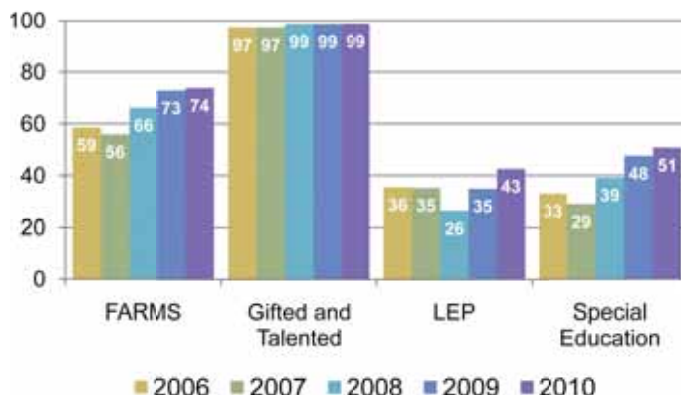


Chart I.I.7 – Middle School Reading MSA Percentage Proficient or Advanced – Race/Ethnicity

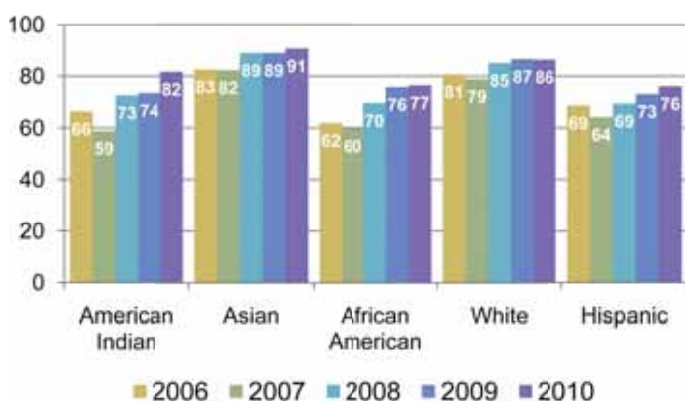


Chart I.I.10 – Middle School Mathematics MSA Percentage Proficient or Advanced – Student Group

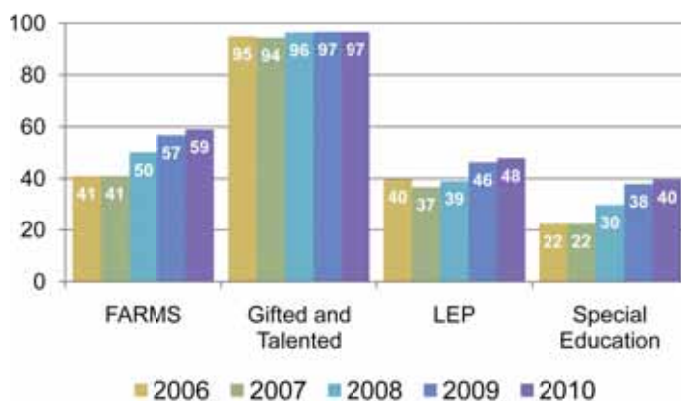


Chart I.I.8 – Middle School Mathematics MSA Percentage Proficient or Advanced – Race/Ethnicity

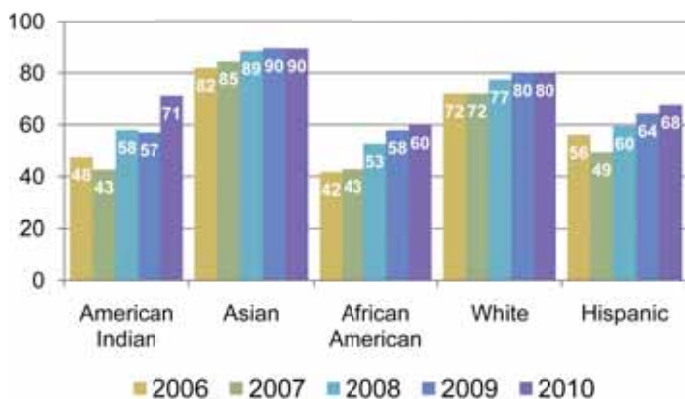
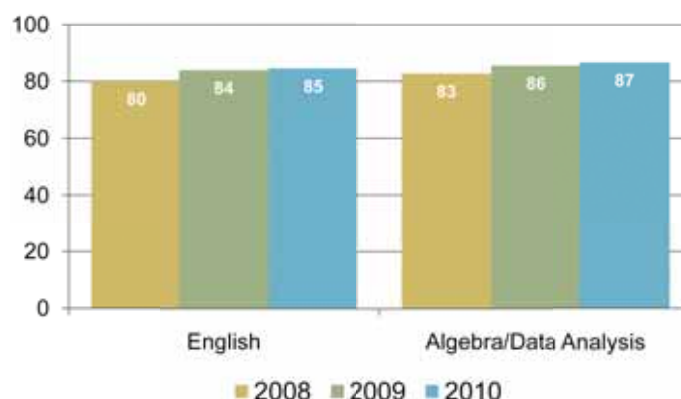


Chart I.I.11 – High School English and Algebra/Data Analysis MSA Percentage Proficient or Advanced – Grade I2 Cohorts



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Chart I.I.I.2 – High School English MSA
Percentage Proficient or Advanced – Race/Ethnicity
Grade 12 Cohorts

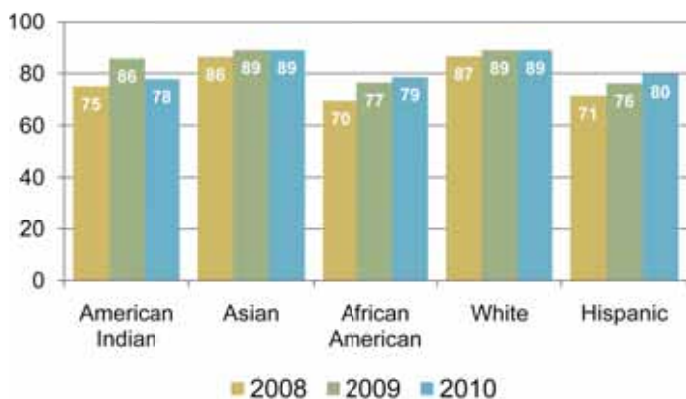


Chart I.I.I.3 – High School Algebra/Data Analysis MSA
Percentage Proficient or Advanced – Race/Ethnicity
Grade 12 Cohorts

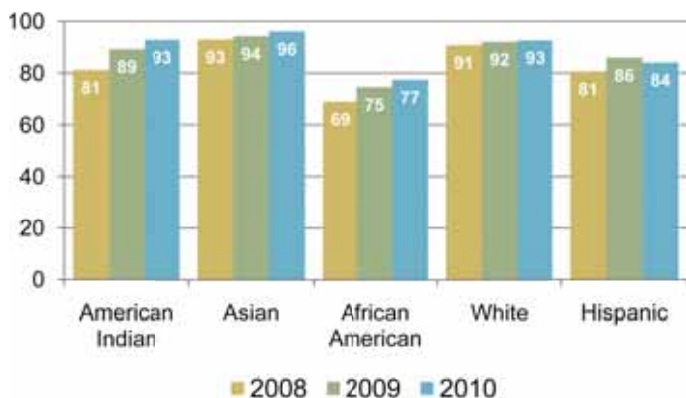


Chart I.I.I.4 – High School English MSA
Percentage Proficient or Advanced – Student Group
Grade 12 Cohorts

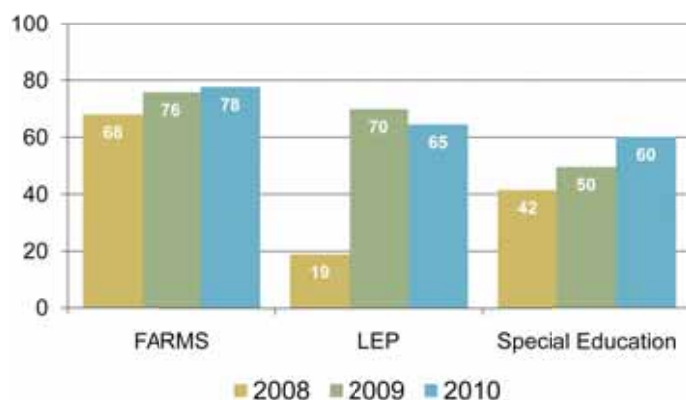
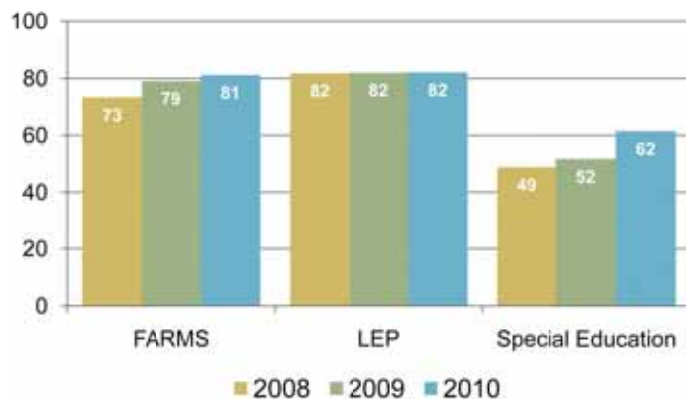


Chart I.I.I.5 – High School Algebra/Data Analysis MSA
Percentage Proficient or Advanced – Student Group
Grade 12 Cohorts



The percentage of elementary and middle school students in grades 3 through 8 scoring proficient or advanced on the reading and mathematics MSA has continued to increase over the past five years. Since 2009, all racial/ethnic and student subgroups' performance remained stable or increased in the percentage of students scoring proficient or advanced with the exception of the White student subgroup, which had a minimal decrease of one percentage point on the middle school reading MSA, and the American Indian student subgroup, which decreased by nine percentage points on the elementary reading MSA. Performance gaps among racial/ethnic student subgroups are narrowing over time, although performance gaps among LEP, Special Education, and other student groups persist.

The percentage of high school students scoring proficient or advanced on the English and Algebra/Data Analysis MSA continued to increase over the past three years. Since 2009, the percentage of all racial/ethnic and student subgroups scoring proficient or advanced remained stable or increased with the exception of the American Indian and LEP subgroups on the English MSA and the Hispanic subgroup on the Algebra/Data Analysis MSA. Performance gaps among most student groups are narrowing over time, although there is still a significant gap between the performance of the Special Education subgroup and all other groups.

MSA – Reading (Elementary)

Several factors contributed to the increases in the percentage of elementary school students scoring at the proficient or advanced level on the reading MSA. Teachers continued to receive high quality professional development on the implementation of research-based components of early literacy. The three-tier intervention model continued to provide a framework that allowed for targeted small group instruction. Challenges included providing early intervention for struggling students through the Response to Intervention model and providing for collaboration and co-teaching between general education and special education teachers.

MSA – Mathematics (Elementary)

The continued implementation and monitoring of the revised elementary mathematics program is the most significant contributing factor in the

increased percentage of students in most subgroups scoring proficient or advanced at the elementary level. The accompanying curriculum planning grids provided alignment to the State Curriculum (SC). Short-cycle and benchmark assessments provided teachers with immediate feedback about student performance on an ongoing basis and modeled the expectations of the MSA for teachers and students. Quarterly content trainings at each grade level were provided for teachers to help them use the curriculum planning grids and analyze data to ensure effective implementation. Additional professional development was provided on the supplement to the elementary curriculum guide developed to provide additional differentiation strategies for teachers of students receiving special education services.

MSA – Reading (Middle)

Multiple factors contributed to the consistent or improved progress on the middle school reading MSA, including the countywide implementation of short-cycle and benchmark assessments. These assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to modify instruction. Teachers continued to receive high quality professional development on the implementation of research-based instructional practices. BCPS continued to implement a comprehensive reading acceleration program to address the needs of students who were reading two or more years below grade level. In addition, SpringBoard, a Pre-AP curriculum from College Board, continued to be implemented in all Grade 8 English language arts classes.

MSA – Mathematics (Middle)

Several factors contributed to the increases in the percentage of students scoring at the proficient or advanced level in most subgroups at the middle school level. The continued monitoring of the implementation of the middle school program, Algebraic Thinking, in grades 6, 7, and 8 was a significant contributing factor. This program, which is aligned to the SC, provided supports for students scoring in the basic or low proficient range. Short-cycle and benchmark assessments provided teachers with immediate feedback about student performance on an ongoing basis and modeled the expectations of the MSA. Additional supports continued to be provided through MSA resource guides available at each middle school grade level.

MSA – English

Multiple factors contributed to the consistent or improved progress on high school MSA reading and HSA English. The increase in students in the Grade 12 cohort scoring at the proficient or advanced levels may be attributed to several factors including the countywide implementation of short-cycle and benchmark assessments. In addition, in 2010 a co-teaching model and co-teaching professional development were implemented for high school English and special education teachers. BCPS continued to implement a comprehensive reading acceleration program to address the needs of students who were reading below grade level. An additional factor which contributed to the increase in scores was the participation of county teachers in the Governor's Academy for English.

MSA – Algebra/Data Analysis

The continued increase in the percentage of students passing the Algebra/Data Analysis HSA reflects the continued implementation and monitoring of a revised Algebra I curriculum, the professional development opportunities provided for Grade 9 Algebra I teachers to help bridge students from the middle school Algebraic Thinking program, and the continued implementation of short-cycle and benchmark assessments in Algebra I. In addition, this increase can be attributed to continuing the practice of developing an HSA Intervention Plan for each student who did not pass the HSA by Grade 11. This plan included diagnostic assessments, 60 hours of instructional resources, practice problems for students in pull-out programs, after-school settings, and home assignments, and use of the HSA Review Packet; a one-half credit review course, Mathematics Modeling: Applications to Algebra, was available for students who had passed Algebra I but had not passed the HSA. The increase in the number of students receiving special education services who passed the Algebra/Data Analysis HSA by the end of Grade 12 can be attributed to providing support in both inclusion settings and in the courses, Algebra and Data Analysis Adapted and Algebraic Functions Adapted, intended for diploma-bound students who were recommended through the IEP team process. Professional development was provided for these teachers including content training for special education teachers who did not have a mathematics content background teaching or were co-teaching this course.

Next Steps: 2010-2011 Master Plan

MSA – Reading (Elementary)

- Continue to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings as well as best practices for co-teaching models and differentiated instruction. Provide intensive professional development and resources to reading specialists and teachers that target rigorous comprehension strategy instruction.
- Continue to use early childhood screening and progress monitoring tools to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure.
- Continue to implement in all elementary schools the comprehensive Response to Intervention model (RTI) to provide ongoing assessment, early identification, and support for students who are at risk of reading failure. Continue to use research-based interventions to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.
- Continue to support the 100 Book Challenge in order to strengthen students' application of skills and give students access to a wide range of fiction and non-fiction reading materials. Continue to support and implement the Motivational Reading Project in 37 Title I schools in order to strengthen students' application of expository reading skills and strategies, research, and inquiry-based writing.

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MSA – Reading (Middle)

- Continue to provide collaborative professional development among general, ESOL, gifted and talented, and special education educators. Intensify and target professional development for these groups in best practices for culturally responsive education, co-teaching models, differentiated instruction, and content-specific instruction.
- Continue to revise the English language arts and reading curricula to include culturally responsive education, research-based best practices, and alignment with the Common Core Standards.
- Continue to use data to revise and implement reading/ language arts 6, 7, and 8 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.
- Continue to implement reading interventions in grades 6, 7, and 8 that address the needs of the students scoring one to two years below grade level as well as a research-based intervention to meet the needs of the students who are reading two or more years below grade level.

MSA – Mathematics (Elementary and Middle)

- Continue to monitor the effective implementation of both the elementary mathematics program and the middle school program, Algebraic Thinking, to ensure that all students are receiving curricula aligned to the MSA.
- Continue to provide support to schools identified with large numbers of students scoring basic, particularly those with low performing subgroups.
- Continue to identify the challenges for students receiving special education services at both the elementary and middle school levels and implement strategies to improve their achievement.
- Continue to use short-cycle and benchmark assessment results to monitor student progress, identify strengths and needs, and plan for targeted instruction; and provide school-based support on the analysis of short-cycle and benchmark assessment results to help teachers plan targeted instruction.
- Continue to provide ongoing professional development for administrators and teachers on providing rigorous instruction, differentiation strategies, and raising expectations for student achievement.

MSA – English

- Continue to provide collaborative professional development among general, ESOL, gifted and talented, and special education educators. Intensify and target professional development for these groups in best practices for culturally responsive education, co-teaching models, differentiated instruction, and content-specific instruction.
- Continue to revise the English curricula to include culturally responsive teaching and learning, research-based best practices, and alignment with the Common Core Standards.
- Continue to use student achievement data to revise and implement the grades 9 and 10 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.
- Continue to provide teachers and administrators with professional development to support the implementation of the identified acceleration curricula as well as the system-approved research-based interventions for students who are reading two or more years below grade level.

MSA – Algebra/Data Analysis

- Continue to monitor the effective implementation of the Algebra I curriculum, especially in schools not performing at the expected level.
- Continue to use short-cycle and benchmark assessments to monitor student progress and identify strengths and needs in planning for targeted instruction.
- Continue to monitor the Algebraic Thinking program in all middle school grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs an alternative method of teaching and learning foundational algebraic concepts for students who are typically on a path to take Algebra I in Grade 9. A bridge program of professional development will be continued for Algebra I teachers to ensure the smooth transition of concept development of algebra concepts for students leaving Grade 8 in Algebraic Thinking Part 2 and entering Algebra I in Grade 9.
- Continue to monitor the implementation of Algebra and Data Analysis Adapted and Algebraic Functions Adapted for identified students receiving special education services and English language learners and to make recommendations for changes to improve the implementation of the curriculum.
- Continue to provide Algebra I teachers with HSA materials to support individualized help for students who are not progressing towards proficiency on the Algebra/Data Analysis HSA, and continue to implement the HSA online course for Algebra/Data Analysis for use in identified classrooms and as a professional development course for teachers.
- Continue to work with Algebra I teachers to provide unit-by-unit planning targets and support.

Performance Indicator 1.2

ALL GRADE 10 DIPLOMA-BOUND STUDENTS WILL PARTICIPATE IN THE PSAT. (BCPS STANDARD)

What is measured?

Percentage of diploma-bound students in Grade 10 taking PSAT, without exemptions

Results for 2009-2010

Chart 1.2.1 – PSAT Participation Rate Grade 10

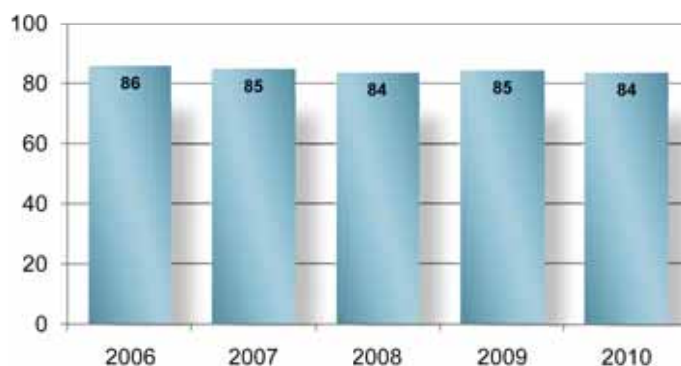


Chart I.2.2 – PSAT Participation Rate Grade 10 – Race/Ethnicity

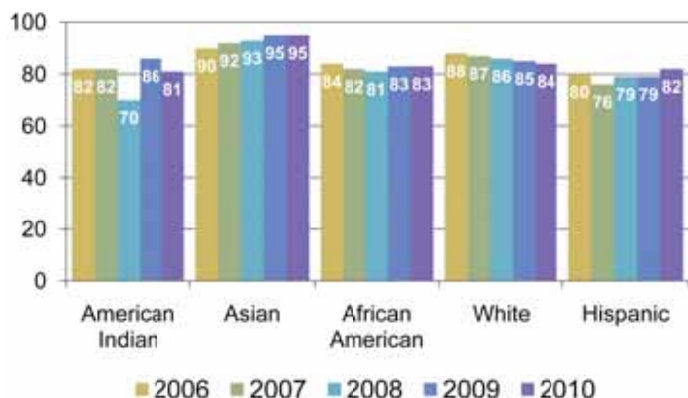
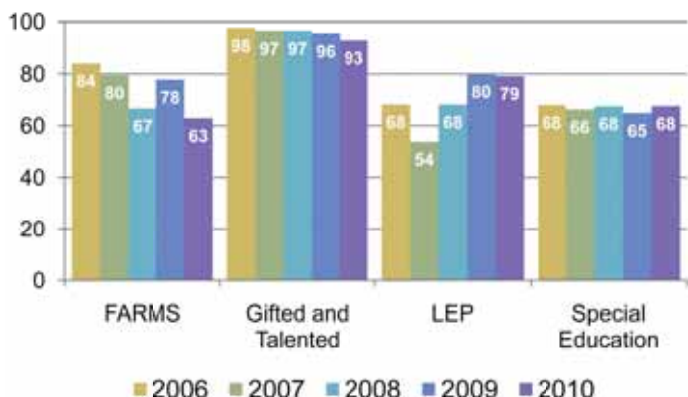


Chart I.2.3 – PSAT Participation Rate Grade 10 – Student Group



The PSAT participation rate for Grade 10 students has remained relatively stable from 2006 to 2010, ranging between 84% and 86%. The BCPS goal is to have 100% of students in Grade 10 take the PSAT. A participation gap persists between the Asian student subgroup and all other racial/ethnic subgroups. The percentage of students receiving free and reduced price meal services (FARMS) who have taken the PSAT has decreased from 84% in 2006 to 63% in 2010. Students in the FARMS, LEP, and Special Education subgroups have consistently scored lower than other student groups. Many Grade 10 students took the PSAT in Grade 9, which may account for declines within some Grade 10 student groups.

Next Steps: 2010-2011 Master Plan

- Expand college readiness support to all grades in the middle school.
- Identify and analyze student data that will indicate on what grade level each student took the PSAT.
- Continue to communicate via various media to students and parents/guardians the importance of PSAT for rigorous instruction, college readiness, and college success.



Performance Indicator I.3

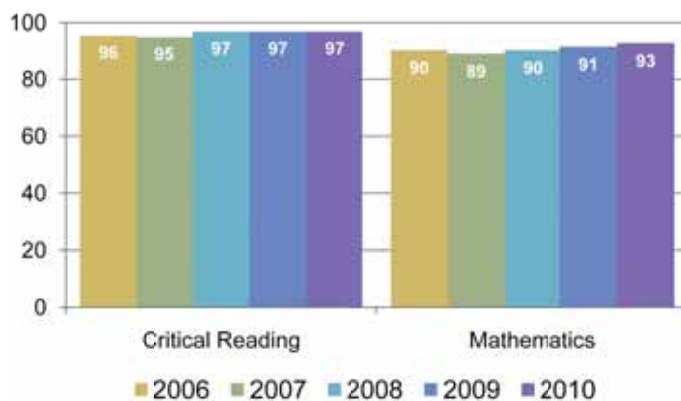
ALL STUDENTS SCORING A 55 OR ABOVE ON CRITICAL READING/MATHEMATICS PSAT WILL ENROLL IN HONORS OR GIFTED AND TALENTED LEVEL COURSES. (BCPS STANDARD)

What is measured?

Percentage of students scoring 55 or above on the critical reading/mathematics PSAT who enroll in honors or gifted and talented level courses in grades 10-12

Results for 2009-2010

Chart I.3.1 – Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT



The percentage of students who scored 55 or higher on the PSAT who were enrolled in honors or gifted and talented courses increased from 2006 to 2010. Factors that contributed to the increased percentage included the countywide implementation of short-cycle and benchmark assessments and initiatives targeted to increase parent/guardian and student awareness of honors and gifted and talented course offerings.

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Next Steps: 2010-2011 Master Plan

- Continue to monitor placement of students in standard, honors, and gifted and talented courses; provide academic counseling for students in standard courses who are eligible for honors or gifted and talented course enrollment; and communicate with parents/guardians regarding PSAT data-based eligibility for student enrollment in honors and gifted and talented classes.
- Continue to provide targeted professional development among general, honors, and gifted and talented educators as well as parent/guardian and student awareness of honors and gifted and talented courses.
- Continue to use data to revise and monitor the implementation of the honors and gifted and talented curricula in order to ensure alignment among the tested, written, and taught curricula.

Performance Indicator I.4

ALL STUDENTS WHO EARN A CERTIFICATE OF ATTENDANCE WILL HAVE DOCUMENTED EVIDENCE OF THEIR ATTAINMENT OF KNOWLEDGE AND SKILLS WITHIN THEIR PRESCRIBED PROGRAMS. (STATE STANDARD)

What is measured?

Percentage of students who attained a Certificate of Attendance and met or exceeded state standards for the Alternate Maryland School Assessment (Alt-MSA)

Results for 2009-2010

Chart I.4.1 – Received Certificate of Attendance Percentage Proficient or Advanced on Alt-MSA

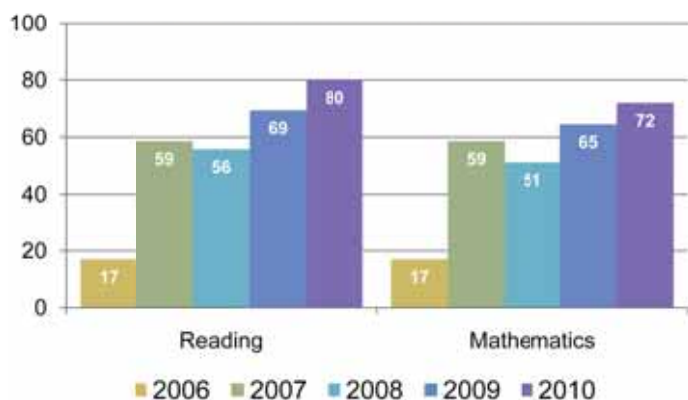
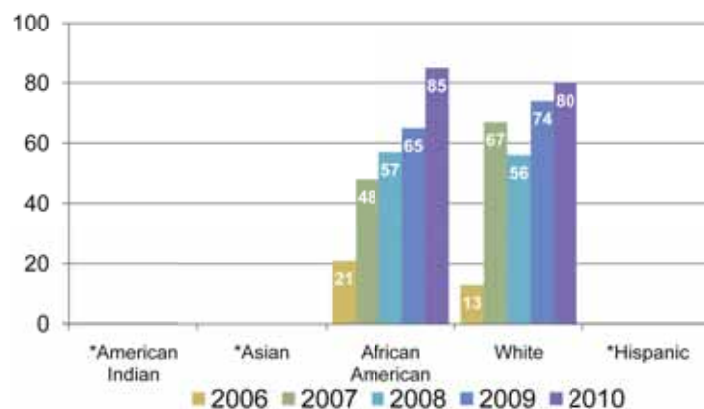


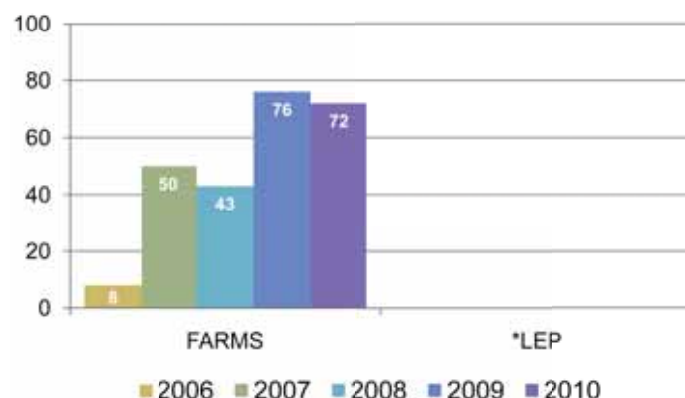
Chart I.4.2 – Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA – Race/Ethnicity



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

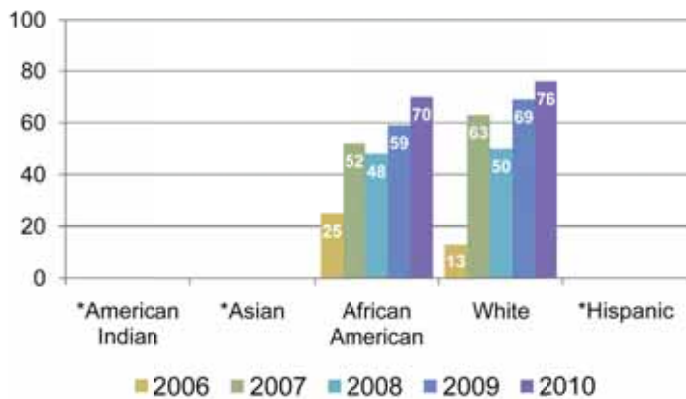


Chart I.4.3 – Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA – Student Group



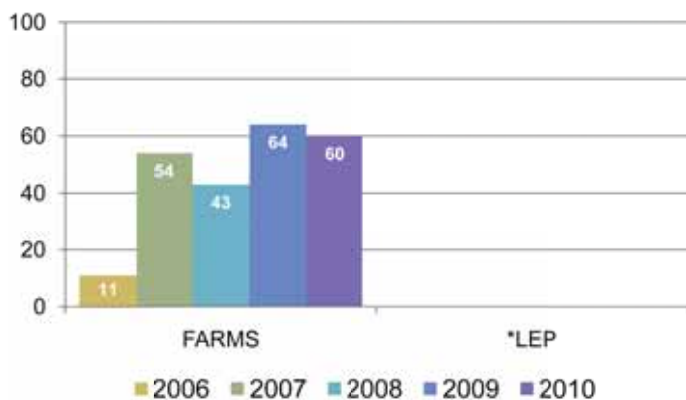
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.4.4 – Received Certificate of Attendance
Percentage Proficient or Advanced on Mathematics Alt-MSA –
Race/Ethnicity**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.4.5 – Received Certificate of Attendance
Percentage Proficient or Advanced on Mathematics Alt-MSA –
Student Group**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

The percentage of students enrolled in programs that led to a Certificate of Attendance who received a passing score on both the reading and mathematics Alt-MSA continued to increase with an 11 percentage point increase and a 7 percentage point increase, respectively, from 2009 to 2010. This continual improvement is in line with the state goal of all students having documented evidence of their knowledge and skills. Over the past five years, increases on both the reading and mathematics Alt-MSA scores have also been consistent across racial/ethnic sub-groups and for students receiving free and reduced price meal services.

Professional development and consistent school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals continued in order to help align IEP goals and daily instruction with the Alt-MSA. In addition, ongoing data collection

and analysis techniques continued to be shared with parents/guardians and professionals who worked with students who participated in the Alt-MSA. Artifacts for Alt-MSA portfolios and supplementary curriculum that support the State Curriculum for students participating in the Alt-MSA continued to be developed.

Next Steps: 2010-2011 Master Plan

- Continue to provide professional development and school-based technical assistance in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals.
- Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods.
- Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis and on mandated assessments.

Performance Indicator I.5

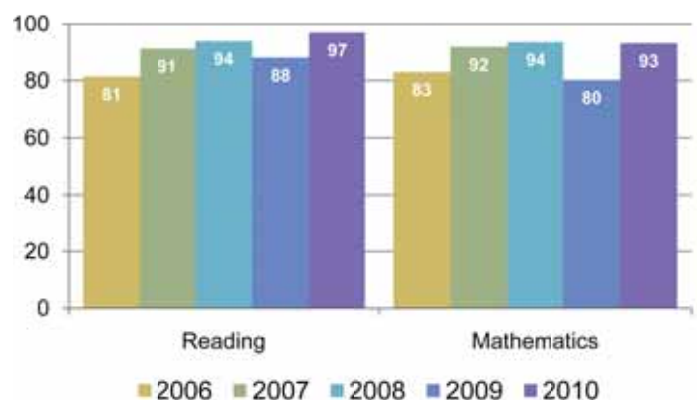
ALL PARTICIPATING SPECIAL EDUCATION STUDENTS WILL MEET OR EXCEED STATE STANDARDS FOR THE ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA). (STATE STANDARD)

What is measured?

Percentage of participating students scoring proficient or advanced on the Alt-MSA

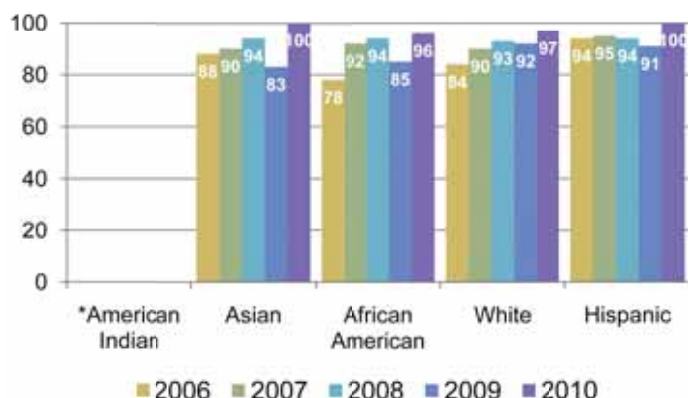
Results for 2009-2010

**Chart I.5.1 – Grades 3 to 10 Reading and Mathematics Alt-MSA
Percentage Proficient or Advanced**



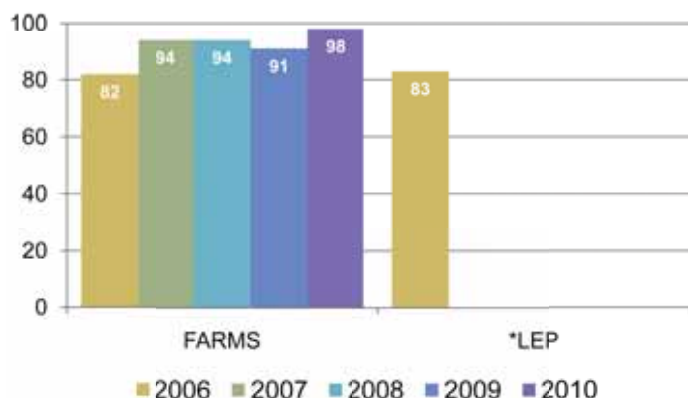
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**Chart I.5.2 – Grades 3 to 10 Reading Alt-MSA
Percentage Proficient or Advanced – Race/Ethnicity**



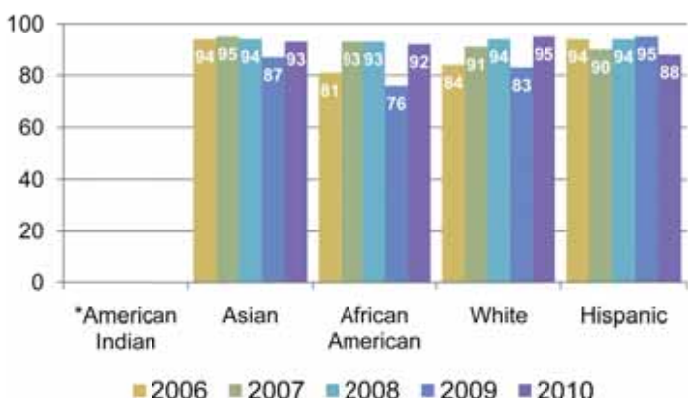
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.5.3 – Grades 3 to 10 Reading Alt-MSA
Percentage Proficient or Advanced – Student Group**



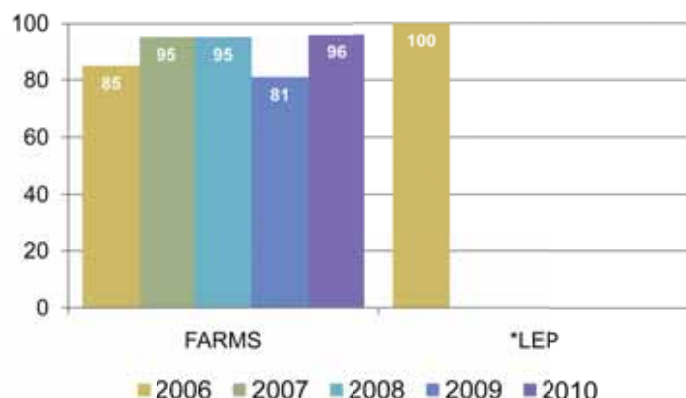
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.5.4 – Grades 3 to 10 Mathematics Alt-MSA
Percentage Proficient or Advanced – Race/Ethnicity**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.5.5 – Grades 3 to 10 Mathematics Alt-MSA
Percentage Proficient or Advanced – Student Group**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

BCPS continues to surpass the state standard of 70.0% of students receiving special education services scoring proficient or advanced on the Alt-MSA. From 2006 to 2010, the percentage of students scoring proficient has increased in both reading and mathematics with an increase of 16 percentage points in reading and 10 percentage points in mathematics. From 2009 to 2010, the percentage of students who scored proficient or advanced on the reading and mathematics Alt-MSA increased for all student and racial/ethnic subgroups with the exception of the Hispanic student subgroup on the mathematics Alt-MSA.

Professional development and consistent school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals continued in order to help align IEP goals and daily instruction with the Alt-MSA. In addition, ongoing data collection and analysis techniques continued to be shared with parents/guardians and professionals who worked with students who participated in the Alt-MSA. Artifacts for Alt-MSA portfolios and supplementary curriculum that support the State Curriculum for students participating in the Alt-MSA continued to be developed.

Next Steps: 2010-2011 Master Plan

- Continue to provide professional development and school-based technical assistance in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals.
- Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods.
- Continue to provide professional development in the effective implementation and monitoring of accommodations in daily instruction and on mandated assessments.

Performance Indicator I.6

ALL ELIGIBLE PREKINDERGARTEN STUDENTS WILL HAVE ACCESS TO A PREKINDERGARTEN PROGRAM BY THE 2007–2008 SCHOOL YEAR. (STATE STANDARD)

What is measured?

Percentage of eligible prekindergarten students having access to prekindergarten programs

Results for 2009-2010

One hundred percent of eligible prekindergarten students were provided access to a program during school year 2009-2010.

Next Steps:

- Continue to monitor and provide access in future years.

Performance Indicator I.7

ALL ELEMENTARY SCHOOLS WILL HAVE FULL-DAY KINDERGARTEN BY THE 2007–2008 SCHOOL YEAR. (STATE STANDARD)

What is measured?

Percentage of schools having full-day kindergarten classes

Results for 2009-2010

Since 2008, BCPS has met the state standard by ensuring that all elementary schools have full-day kindergarten classes.

Next Steps:

- Continue to monitor.

Performance Indicator I.8

STUDENTS IN GRADES 2–6 WILL ACHIEVE GRADE-LEVEL STANDARDS ON READING ASSESSMENTS. (BCPS STANDARD)

What is measured?

Percentage of students in grades 2–6 reaching grade-level standards on reading assessments

Results for 2009-2010

No data yet available.



Performance Indicator I.9

EACH MIDDLE SCHOOL WILL MEET OR EXCEED THE COUNTY BENCHMARK MEASURE FOR THE STUDENT PARTICIPATION RATE IN ALGEBRA I. (BCPS STANDARD)

What is measured?

Percentage of students in Grade 8 who have taken Algebra I in middle school

Results for 2009-2010

Chart I.9.1 – Middle School Algebra I Percentage Enrolled by the End of Grade 8

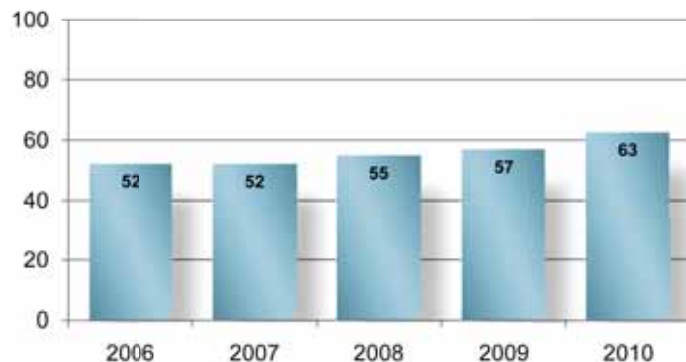
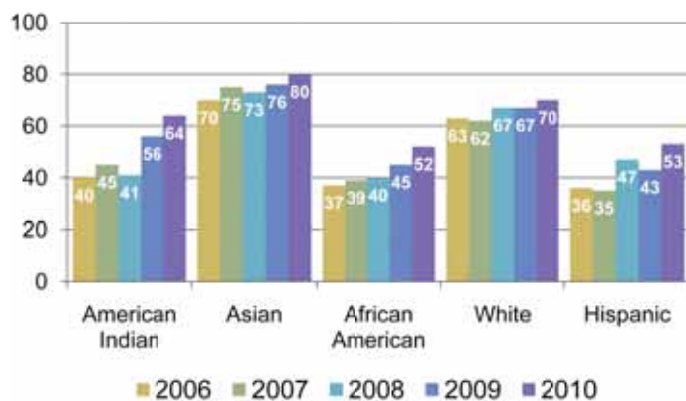
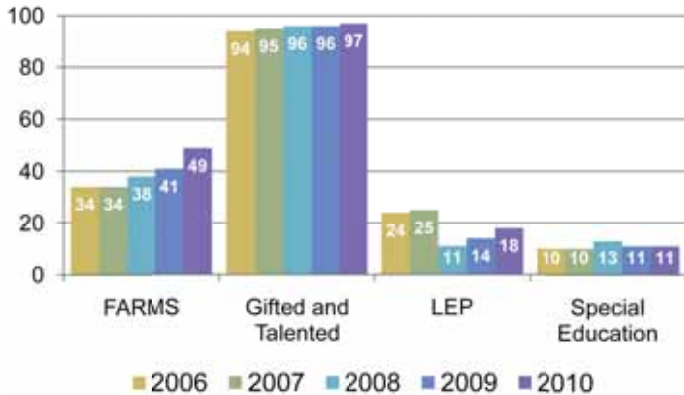


Chart I.9.2 – Middle School Algebra I Percentage Enrolled by the End of Grade 8 – Race/Ethnicity



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**Chart I.9.3 – Middle School Algebra I
Percentage Enrolled by the End of Grade 8 – Student Group**



Baltimore County Public Schools continues to progress toward the BCPS standard of having all students take Algebra I by the end of Grade 8 with an increase of 6 percentage points over the previous year and an increase of 11 percentage points since 2006. All racial/ethnic student subgroups improved performance in both the one-year (2009-2010) and five-year (2006-2010) periods.

In addition, the participation rates for the FARMS, Gifted and Talented, and LEP student groups increased from 2009 to 2010. The Special Education student group's participation rate remained relatively stable. While some performance gaps among student groups are narrowing, others persist.

Continued attention remained on placing students in Algebra I at the middle school level. At the end of the school year, a benchmark assessment was administered to students in Grade 7 to determine potential placement in Algebra I in Grade 8. In addition, diagnostic and readiness tests were used to ensure that any middle school student who demonstrated readiness for Algebra I was placed in the course. Several programs were in place to provide support for students who were not in a pre-algebra class but had demonstrated potential for Algebra I through their performance in a mathematics class. The program Algebra with Assistance and a summer school course, Pre-Algebra, have supported the placement of additional middle school students into Algebra I.

Next Steps: 2010-2011 Master Plan

- Continue to support the Algebra with Assistance program during the school year and to offer the Pre-Algebra summer school course.
- Continue to administer a diagnostic benchmark during the fourth quarter for all students at the middle school level. Attention will be given to those middle schools where a lower percentage of students is enrolled in Algebra I in Grade 8.
- Continue to support the implementation of the elementary mathematics curriculum that includes additional opportunities to build the foundation for Algebra I prior to middle school.



Performance Indicator I.10

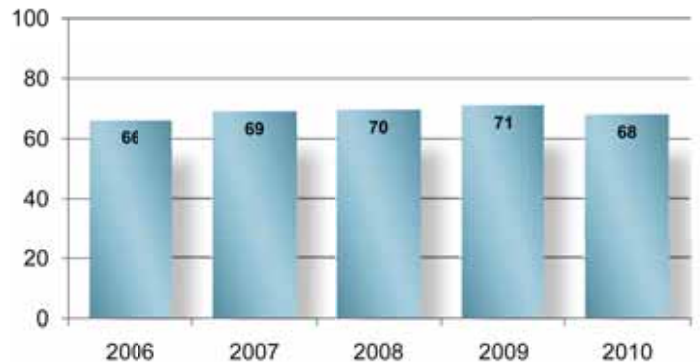
ALL STUDENTS WILL PASS THE ALGEBRA/DATA ANALYSIS MARYLAND HIGH SCHOOL ASSESSMENT (HSA) BY THE END OF GRADE 9. (BCPS STANDARD)

What is measured?

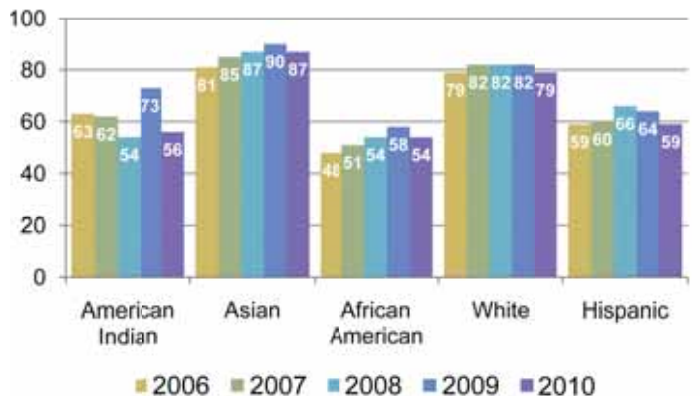
Percentage of students (less exemptions) passing Algebra/Data Analysis HSA by the end of Grade 9

Results for 2009-2010

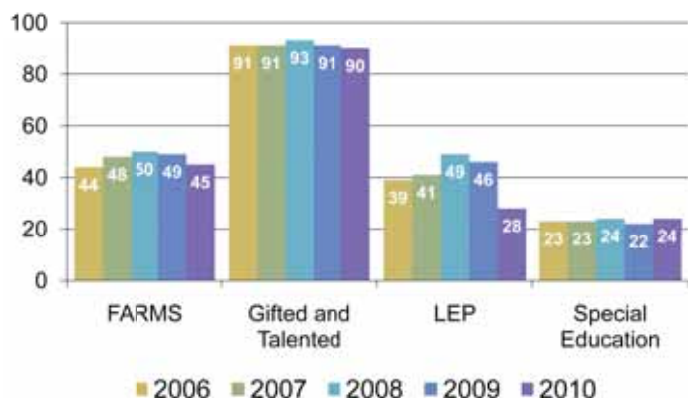
**Chart I.10.1 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 9**



**Chart I.10.2 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 9 – Race/Ethnicity**



**Chart I.10.3 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 9 – Student Group**



After three years of improving performance and moving towards the BCPS standard of 100%, the percentage of Grade 9 students passing the Algebra/Data Analysis HSA decreased by three percentage points in 2010 as compared to 2009. Between 2009 and 2010, decreases were also noted for all racial/ethnic subgroups and for FARMS, Gifted and Talented, and LEP student subgroups. Students receiving special education services showed a slight increase that may be attributed to continued implementation of the course Algebra and Data Analysis Adapted. The course is intended for diploma-bound students in Grade 9 who were recommended through the IEP team process. Classrooms were monitored to ensure effective curriculum implementation and provide content training for special education teachers who may not have a mathematics background.

Students in Grade 9 Algebra I classes have typically been in the Algebraic Thinking middle school program in grades 6-8. Grade 9 Algebra I teachers were provided with professional development on the methodology of the Algebraic Thinking program in order to help students learn algebraic concepts prior to Algebra I. The Algebraic Thinking program was monitored at the middle school level for integrity of implementation. Short-cycle and benchmark assessments were revised to mirror the questions and style of the HSA and to provide teachers with a detailed opportunity to analyze each student's progress towards mastery of the indicators embedded in the Core Learning Goals (CLG). Additional HSA practice problems were given to teachers to use with students who did not show progress towards mastering the CLG.

Schools continued to conduct awareness sessions to inform students and parents/guardians of the requirements for graduation including the requirement to pass the Algebra/Data Analysis HSA. In addition, teachers continued to refine their implementation of the Algebra I curriculum. Teachers were provided additional opportunities to receive professional development about the instructional strategies in the curriculum. Algebra I classrooms were monitored for effective implementation of the curriculum.

Next Steps: 2010-2011 Master Plan

- Continue to monitor Algebra I and the short-cycle and benchmark assessment program at each high school to ensure effective implementation. Analyze assessment results for all subgroups in order to support teachers in schools where student achievement is not progressing. Provide professional development opportunities throughout the year for Algebra I teachers to improve understanding of the curriculum and instructional strategies for all learners.
- Continue to monitor the middle school program Algebraic Thinking in all grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs alternative methods of teaching and learning foundational algebraic concepts for students who are likely to take Algebra I in Grade 9.
- Continue to support and monitor the implementation of the Algebra and Data Analysis Adapted course for students at the high school level recommended through the IEP team process and for recommended English language learners (ELL). Review the existing curriculum and instructional strategies to ensure that teachers are meeting the needs of students receiving special education services and ELL who are enrolled in this course. Provide professional development opportunities throughout the year for the teachers of this course to improve understanding of the curriculum and instructional strategies.
- Continue to work with the Office of Special Education on the co-teaching initiative to ensure that special and general education teachers have opportunities to effectively co-plan and co-teach in Algebra I classrooms.



Performance Indicator I.11

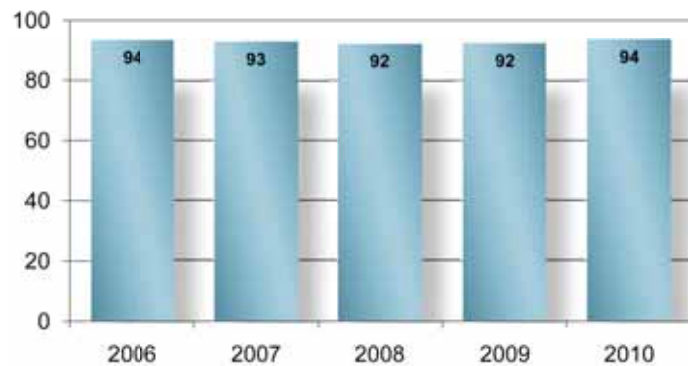
ALL STUDENTS WILL ACQUIRE ONE FINE ARTS CREDIT BY PASSING A COURSE THAT IS DRIVEN BY THE MARYLAND CONTENT STANDARDS. (STATE STANDARD)

What is measured?

Percentage of Grade 12 students who have at least one fine arts credit by the end of Grade 12

Results for 2009-2010

Chart I.11.1 – Percentage of Students with at least One Fine Arts Credit



The percentage of students who have acquired one credit in fine arts has remained relatively stable over the last five years. For 2010, 94% of students have fulfilled the requirement, which moves closer than the three preceding years in meeting the state standard of 100%.

Next Steps: 2010-2011 Master Plan

- Conduct additional research to identify actions that would assist the remaining 6% of Grade 12 students in meeting the fine arts credit requirement.
- Provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students.
- Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction.

Performance Indicator I.12

ALL STUDENTS SUCCESSFULLY COMPLETING ALGEBRA I, BIOLOGY, ENGLISH 10, AND GOVERNMENT COURSES WILL PASS THE MARYLAND HIGH SCHOOL ASSESSMENTS ON THEIR FIRST ATTEMPT. (BCPS STANDARD)

What is measured?

Percentage of students by cohort group who pass the corresponding high school assessments

Results for 2009-2010

Chart I.12.1 – HSA by Content Areas Percentage Passed by the End of Grade 12

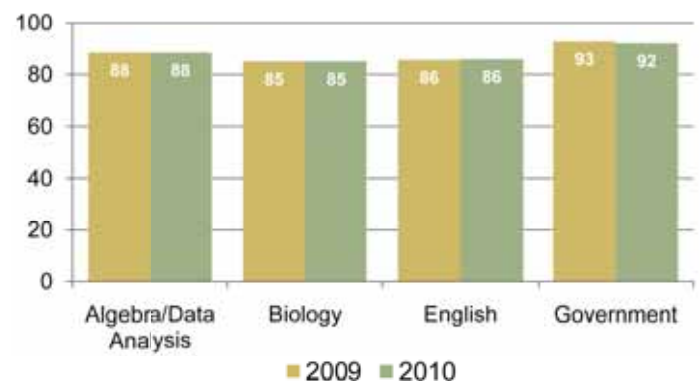


Chart I.12.2 – Algebra/Data Analysis HSA Percentage Passed by the End of Grade 12 – Race/Ethnicity

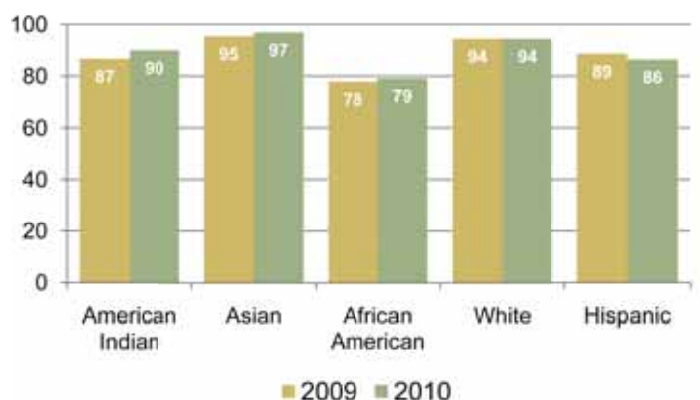


Chart I.12.3 – Biology HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity

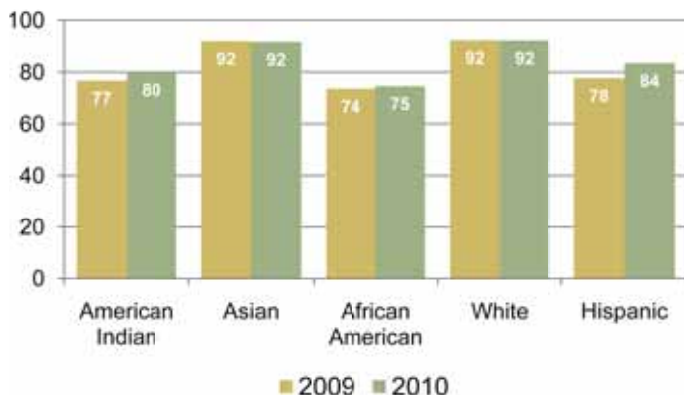


Chart I.12.6 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 12 – Student Group

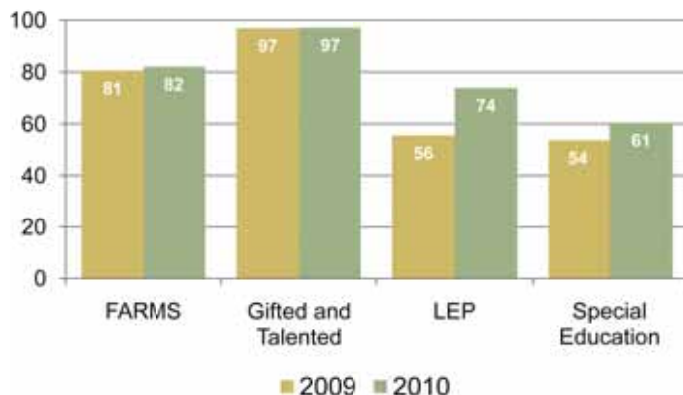


Chart I.12.4 – English HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity

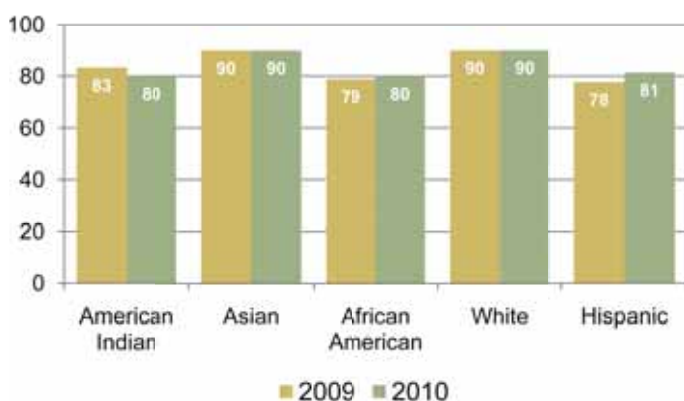


Chart I.12.7 – Biology HSA
Percentage Passed by the End of Grade 12 – Student Group

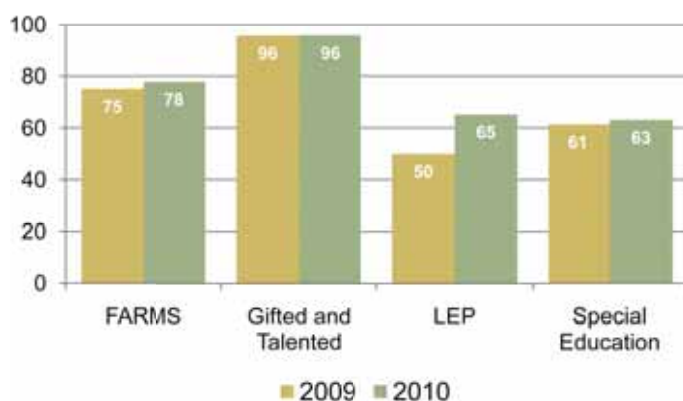


Chart I.12.5 – Government HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity

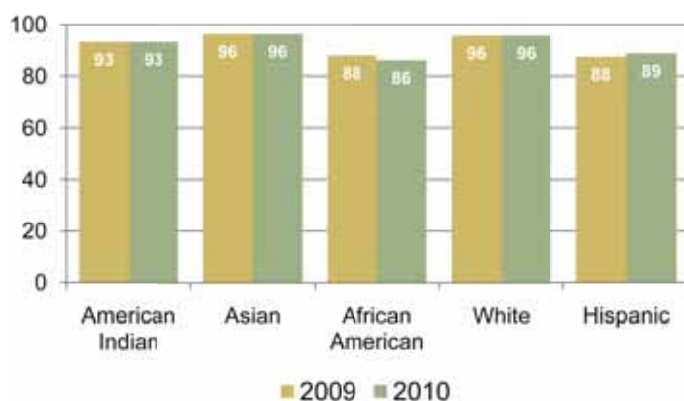
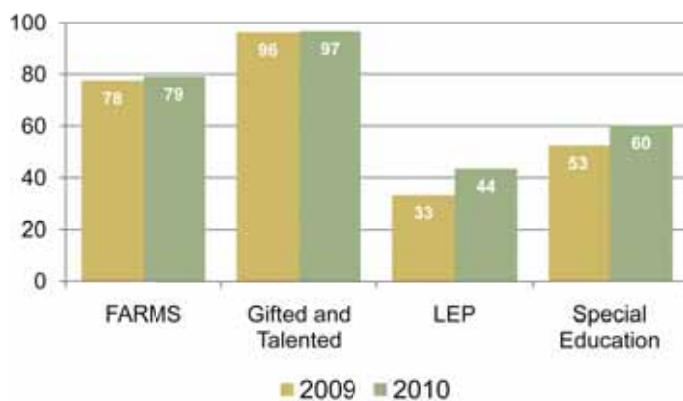
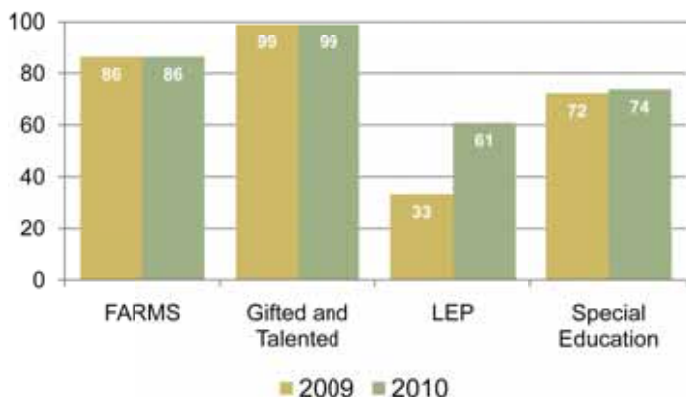


Chart I.12.8 – English HSA
Percentage Passed by the End of Grade 12 – Student Group



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**Chart I.12.9 – Government HSA
Percentage Passed by the End of Grade 12 – Student Group**



BCPS continues to make progress toward meeting the BCPS standard of 100 percent of students passing each High School Assessment on the first attempt. In 2010, students demonstrated consistent or improved performance with the exception of a minimal decrease on the Government HSA. From 2009 to 2010, increases were evident in most subgroups on the Biology HSA with a significant 15% increase by English language learners and minimal decreases by the Hispanic subgroup on the Algebra/Data Analysis HSA, the American Indian subgroup on the English HSA, and the African American subgroup on the Government HSA. While there were significant increases in achievement, performance gaps persist among the African American, Hispanic, Special Education, and LEP student subgroups' and other subgroups' performance in several of the tested areas.

Algebra/Data Analysis

The overall stability and increases in the percentage of students passing the HSA by the end of Grade 12 can be attributed to the development of an HSA Intervention Plan for each student who did not pass the Algebra/Data Analysis HSA after the first attempt. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able to use with these students in pull-out programs, after-school settings, and home assignments. In addition, schools continued to use the comprehensive HSA Review Packet that was developed for use with those students who needed additional practice opportunities. A one-half credit course, Mathematics Modeling: Applications to Algebra, was available for students who had passed Algebra I but had not passed the HSA. Achievement gaps among student groups continue to be a focus area.

Biology

Increases in passing rates for the subgroup populations can be attributed to interventions utilizing the comprehensive HSA Student Review Guide, implementation of Contemporary Problems in Biology, a one-half credit course for students who needed remedial assistance for the Biology HSA, collaboration with the Offices of Special Education and World Languages to design professional development highlighting instructional practices appropriate for students with IEPs and English language learners, participation by teachers in the Maryland Governor's Academy

for Biology and the Biology Summer Institutes offered by BCPS, and continued assistance provided to individual teachers by staff from the Office of Science. Achievement gaps among student groups continue to be a focus area.

English

The consistent performance overall on the English HSA may be attributed to several factors including the countywide implementation of short-cycle and benchmark assessments. These assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to modify instruction. In addition, a co-teaching model and co-teaching professional development were implemented for high school English and special education teachers in 2010. Further, BCPS continued to implement a comprehensive reading acceleration program to address the needs of students who were reading below grade level. An additional factor which contributed to the increase in scores was the participation of county teachers in the Governor's Academy for English. Achievement gaps among student groups continue to be a focus area.

Government

Maintaining a high pass rate for the Government HSA may be attributed to effective instructional practices for first-time test takers and strategic interventions for students who were not initially successful. Students enrolled in American Government completed a course that was aligned with the Government Core Learning Goals and applied knowledge using higher-level thinking skills and systematic writing programs. Teachers used short-cycle and benchmark assessment results to monitor progress and inform instruction. Students who did not pass on the first attempt were prepared to re-test by participating in pull-out programs, after-school sessions, and home assignments. Principles of Government, a one-half credit course designed to assist non-masters of the Government HSA, was offered in 21 schools in 2010. Representatives from the Offices of Social Studies, Special Education, and World Languages participated in school-based grade level teams, mentored teachers, assisted with the interpretation and application of assessment data, and provided formal training sessions. Achievement gaps among student groups continue to be a focus area.

Next Steps: 2010-2011 Master Plan

Algebra and Data Analysis

- Continue to monitor the implementation of the mathematics course entitled Modeling: Applications to Algebra and provide professional development for teachers implementing the course; and continue to implement the middle school program, Algebraic Thinking, in all grades for students who scored basic or were in the lower one-third of the proficiency range on the MSA to improve pass rates of students taking the HSA for the first time in Grade 9.
- Review the existing curricula and instructional strategies in Algebra and Data Analysis Adapted and Algebraic Functions Adapted to ensure the needs of students receiving special education services and English language learners who are enrolled in these courses are being met. Continue to provide professional development opportunities

for the teachers of these courses to ensure understanding of the curriculum and use of effective instructional strategies.

- Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.
- Continue to provide curriculum and professional development for teachers of Algebra I students enrolled in Evening School, Saturday School, and Summer School.

Biology

- Continue to monitor the implementation of the revised biology curriculum, short-cycle and benchmark assessment program, and the HSA Student Review Guide; and continue to monitor student progress, identify areas of weakness/content misconceptions, and make informed instructional decisions through analysis of short-cycle and benchmark results.
- Continue to train science department chairs in data analysis and program implementation; and continue to improve teacher effectiveness and increase student performance by providing ongoing professional development for biology teachers in content, best instructional practices, classroom management, data analysis, and implementation of instructional technology.
- Continue to implement Contemporary Problems in Biology (CPIB) for students who have passed the biology course but failed the Biology HSA.
- Continue to partner with the Offices of Special Education, World Languages, and other curriculum offices to design programs and interventions appropriate for all students including interventions specifically designed for students with IEPs and English language learners.
- Continue to assist schools in the implementation of the Bridge Plan for Academic Validation for students who are not successful on the Biology HSA.

English

- Continue to provide collaborative professional development among general, gifted and talented, and special education teachers to ensure the success of students with disabilities in inclusive and self-contained settings.
- Intensify and target professional development for special education, general education, and ESOL teachers in best practices for co-teaching models and differentiated instruction.
- Continue to provide and target professional development on culturally responsive education for special education and general education teachers.
- Continue to revise the English curricula for culturally responsive education and research-based best practices.

Government

- Continue to provide professional development for American Government teachers through after-school workshops, representation on grade-level teams in underperforming schools, and mentoring for general, ELL, and special education teachers in order to ensure the success of all students.

- Continue to use short-cycle and benchmark assessment results in American Government to identify students' strengths and weaknesses, inform instruction, and reinforce the use of writing to maintain rigor and prepare students for success.
- Continue to support students who do not pass the HSA by ensuring that teachers implement appropriate instructional strategies, including using the Re-teaching Manual for American Government, and by enrolling students in Principles of Government.

Performance Indicator I.13

ALL HIGH SCHOOLS WILL MEET OR EXCEED THE NATIONAL AVERAGE OF A 7.0% PARTICIPATION RATE ON THE ADVANCED PLACEMENT (AP) EXAMINATIONS. (BCPS STANDARD)

What is measured?

Percentage of high schools with at least a 7.0% participation rate on the Advanced Placement (AP) examinations

Results for 2009-2010

Chart I.13.1 – Advanced Placement Participation Rate Percentage of Schools that Met or Exceeded National Average

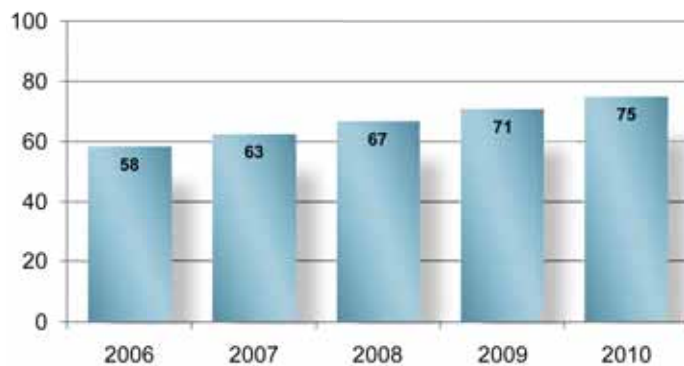
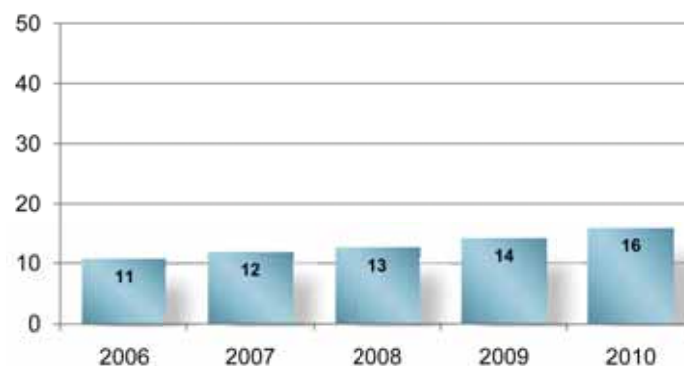
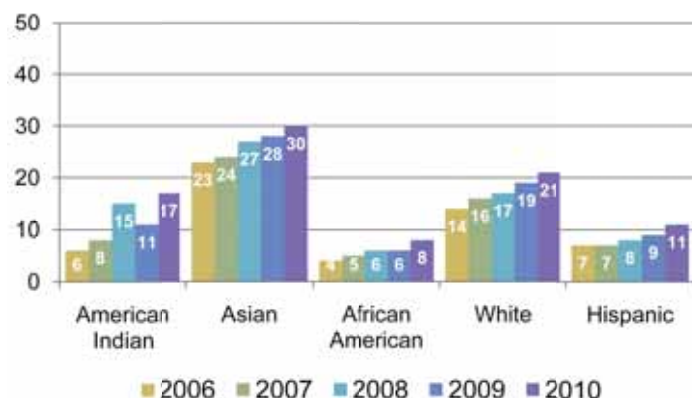


Chart I.13.2 – Advanced Placement Participation Rate Percentage of Students

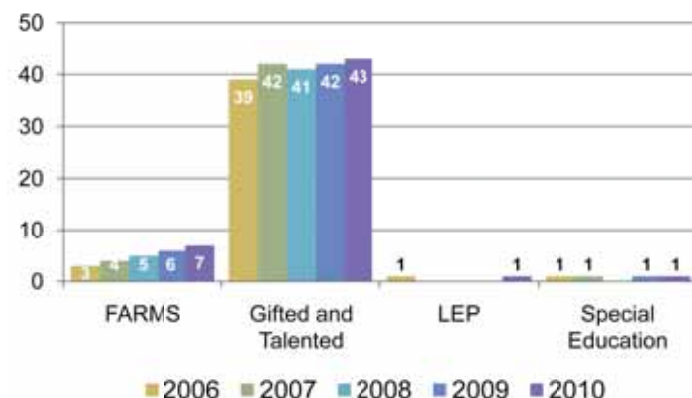


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**Chart I.I3.3 – Advanced Placement Participation Rate
Percentage of Students – Race/Ethnicity**



**Chart I.I3.4 – Advanced Placement Participation Rate
Percentage of Students – Student Group**



In 2010, the majority of high schools continued to meet or exceed the national participation rate on the AP examinations. The BCPS systemwide student AP participation rate was 16%, and 18 of 24 high schools, or 75%, exceeded the national participation rate. The participation rate increased for all racial/ethnic subgroups and remained stable or increased for all student subgroups; however, there continue to be significant gaps among student groups. Multiple factors contributed to the higher participation rates and included expanded Pre-AP academic preparation in middle schools with courses such as CollegeEd and SpringBoard English and programs such as Advancement via Individual Determination (AVID). With increased counseling and increased application of the PSAT/AP Potential Roster tool, more high school students enrolled in AP courses during earlier grades. An additional factor may be attributed to initiatives targeted to increase parent/guardian and student awareness. BCPS will continue to implement strategies to increase overall participation and narrow gaps among student groups.

Next Steps: 2010-2011 Master Plan

- Continue to use the PSAT/AP Potential Roster Tool to identify students who are eligible to enroll in AP courses.
- Collaborate with middle and high school assistant superintendents, mathematics and English/language arts staff, and AVID/College Board staff to plan strategies that will increase college readiness programs at the middle school level.
- Continue to counsel and communicate to students and parents/guardians the benefits of enrolling in AP courses and taking AP examinations for college readiness and success.

Performance Indicator I.I4

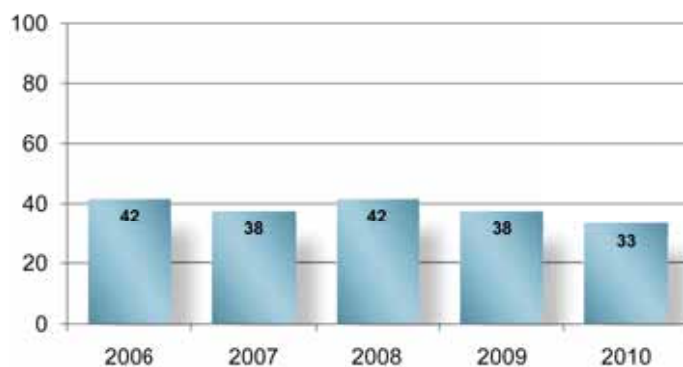
ALL HIGH SCHOOLS WILL HAVE AT LEAST 70.0% OF THEIR STUDENTS WHO TAKE ADVANCED PLACEMENT (AP) EXAMINATIONS ACHIEVE PASSING SCORES. (BCPS STANDARD)

What is measured?

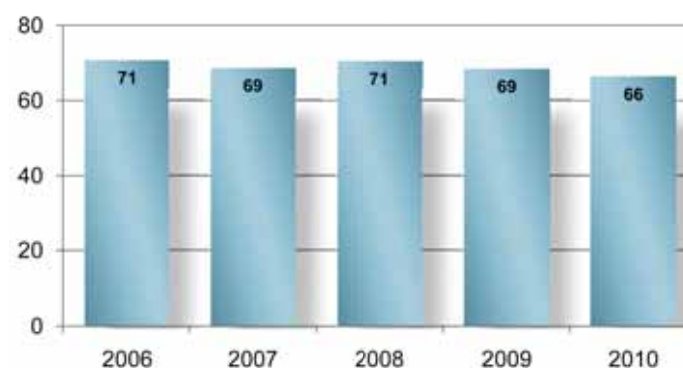
Percentage of high schools with at least a 70.0% AP pass rate (scores of 3, 4, or 5)

Results for 2009-2010

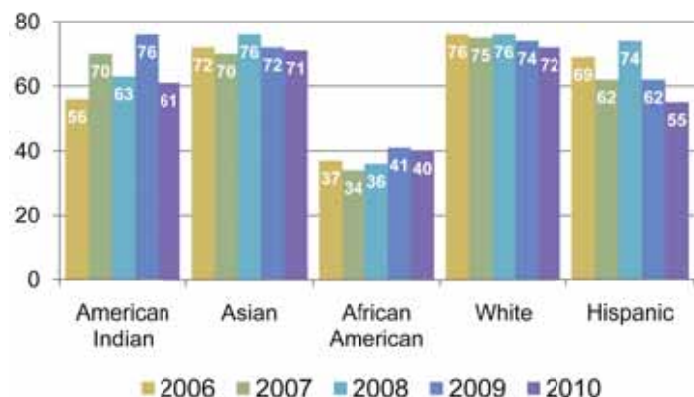
**Chart I.I4.1 – Advanced Placement Pass Rate
Percentage of Schools with at least 70% Pass Rate**



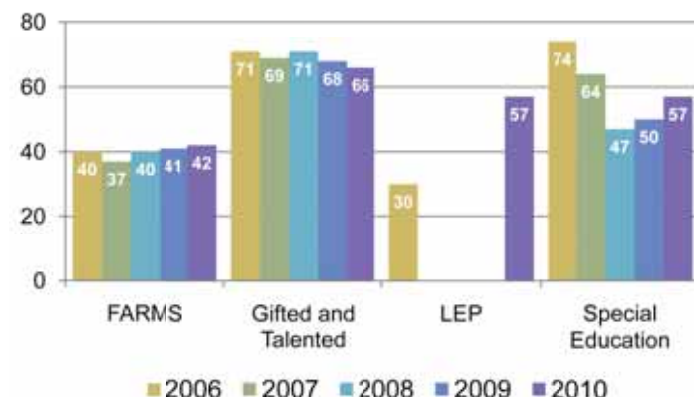
**Chart I.I4.2 – Advanced Placement Pass Rate
Percentage of Tests Passed**



**Chart I.I4.3 – Advanced Placement Pass Rate
Percentage of Tests Passed – Race/Ethnicity**



**Chart I.I4.4 – Advanced Placement Pass Rate
Percentage of Tests Passed – Student Group**



In 2010, a third of BCPS high schools had at least 70% of students pass Advanced Placement exams. The percentage of tests passed has remained at or above 66% since 2006. There continue to be gaps in performance among student groups.

Factors that have contributed to the AP pass rates included expanded Pre-AP academic preparation in middle schools with courses such as CollegeEd and SpringBoard English, programs such as Advancement via Individual Determination (AVID), and professional development offerings on AP strategies and the use of data to guide instruction. Persistent gaps in student groups' performance are being addressed, as indicated below.

Next Steps: 2010-2011 Master Plan

- Increase vertical teaming for college readiness support and rigorous instruction between middle and high schools. Additionally, continue to collaborate with middle and high school assistant superintendents, mathematics and English/language arts staff, and AVID/College Board staff to plan strategies to increase college readiness programs at the middle school level.
- Continue to analyze data to improve differentiated instruction and to ensure that all students are participating in rigorous instructional programs.

- Continue to recruit highly effective teachers for AP instruction.
- Continue to offer professional development and training in BCPS and AP Summer Institute-Goucher College.

Performance Indicators I.I5 and I.I6

I.I5 – ALL STUDENTS WHO PARTICIPATE IN THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM WILL COMPLETE THE IB DIPLOMA REQUIREMENTS. (BCPS STANDARD)

What is measured?

Percentage of IB students who participate and complete the IB diploma requirements

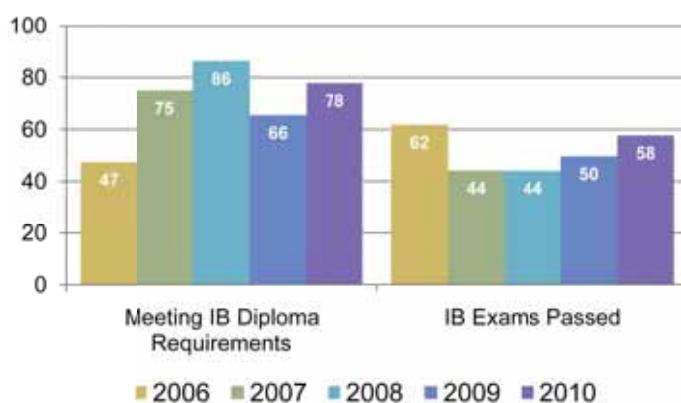
I.I6 – SEVENTY-FIVE PERCENT OF STUDENTS PARTICIPATING IN THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM WILL MEET OR EXCEED THE PASSING SCORE FOR ALL IB EXAMINATIONS. (BCPS STANDARD)

What is measured?

Percentage of IB students with passing scores of four through seven points on IB examinations

Results for 2009-2010

**Chart I.I5.I – International Baccalaureate Program
Percentage of Students Meeting IB Diploma Requirements
Percentage of IB Exams Passed**



In 2010, nearly eight in ten students (78%) who participated in IB programs completed the IB diploma requirements, 22 percentage points from the BCPS standard of 100%. The percentage of IB students meeting or exceeding the passing score on IB examinations has increased by 14 percentage points over the past three years to 58% in 2010, 17 percentage points from the BCPS standard of 75%.

The increase in both the number of students passing the IB examinations and the number of students completing the IB diploma

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requirements over the previous year can be attributed to the continuation of ongoing professional development for IB teachers and to the implementation of new strategies to increase student performance. During the 2009-2010 school year, IB world language and English teachers were provided subject-specific professional development. IB teachers were also provided professional development regarding the integration of new technology into instruction. Some of the new strategies employed to increase student performance included:

- Providing students with 24/7 access to laptops for completing assignments and accessing instructional materials and content-based tutorials, and providing parents/guardians with 24/7 access to their children's academic performance.
- Increasing teacher use of IB-produced instructional materials and IB online curriculum content.
- Increasing teacher mentoring of students and monitoring of student progress and performance.
- Providing ongoing one-on-one counseling and study skills sessions for IB students.
- Providing summer course work to maintain and enhance learning.
- Facilitating communication between current IB students and IB program alumni.

Next Steps: 2010-2011 Master Plan

- Continue to implement activities that provide exposure to rigorous coursework and 24/7 online information resources for grades 9 and 10 students and their parents/guardians.
- Continue to identify and provide professional development and research-based instructional strategies for new IB teachers and professional development updates for current IB teachers and coordinators to increase student achievement.
- Continue to analyze the effectiveness of activities designed to improve student performance on individual IB exams; modify, as needed; and continue to research and implement additional strategies.

Performance Indicator I.17

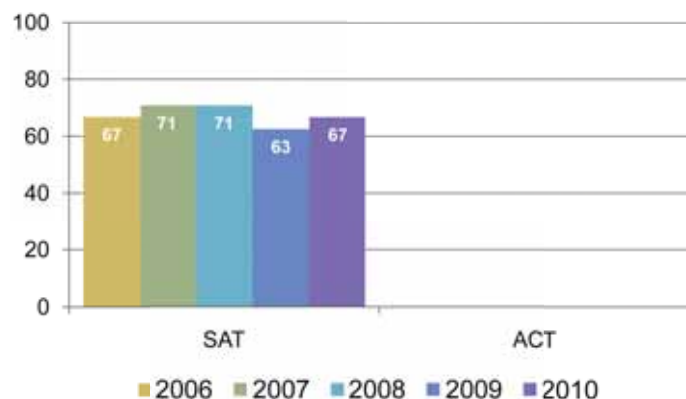
ALL HIGH SCHOOLS WILL MEET OR EXCEED THE NATIONAL AVERAGE FOR PARTICIPATION IN THE SAT OR THE ACT. (BCPS STANDARD)

What is measured?

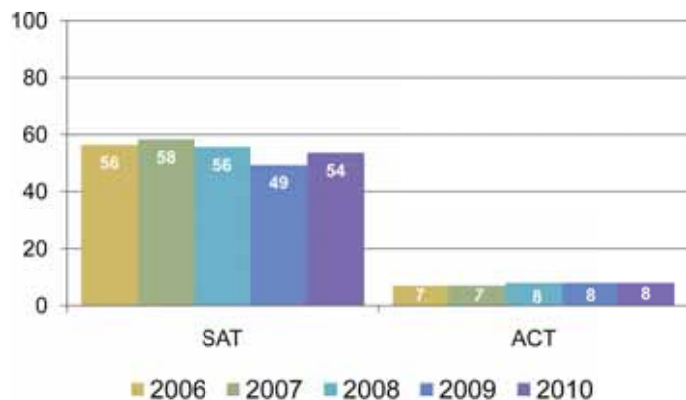
Percentage of high schools with SAT or ACT participation rates that meet or exceed the national average

Results for 2009-2010

**Chart I.17.1 – SAT and ACT Participation Rates
Percentage of Schools that Met or Exceeded National Average**



**Chart I.17.2 – SAT and ACT Participation Rates
Percentage of Students Participating**



**Chart I.17.3 – SAT Participation Rate – Race/Ethnicity
Percentage of Students Participating**

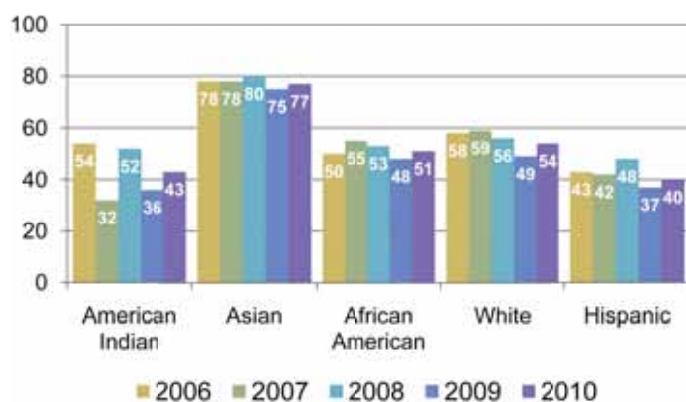


Chart I.17.4 – ACT Participation Rate – Race/Ethnicity Percentage of Students Participating

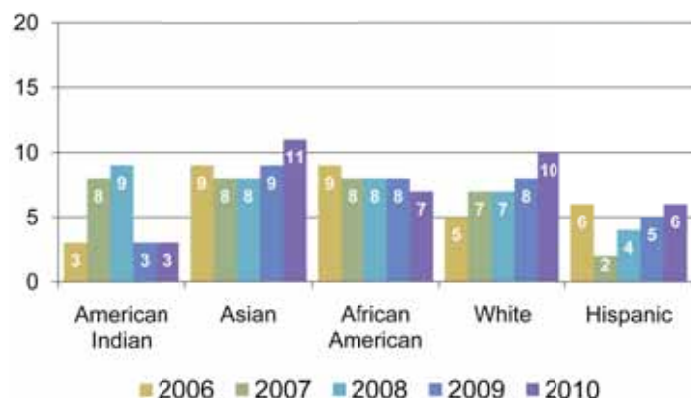


Chart I.17.5 – SAT Participation Rate – Student Group Percentage of Students Participating

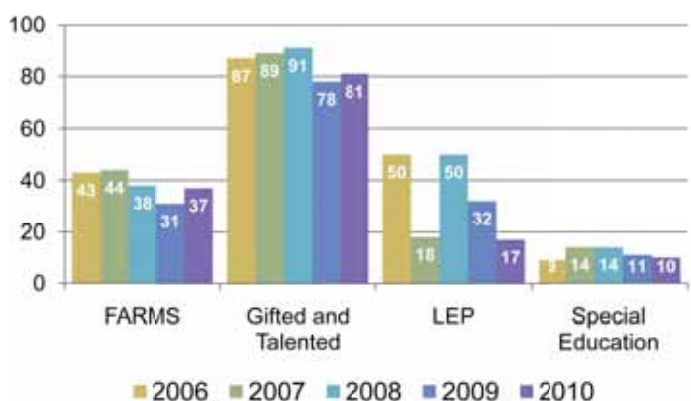
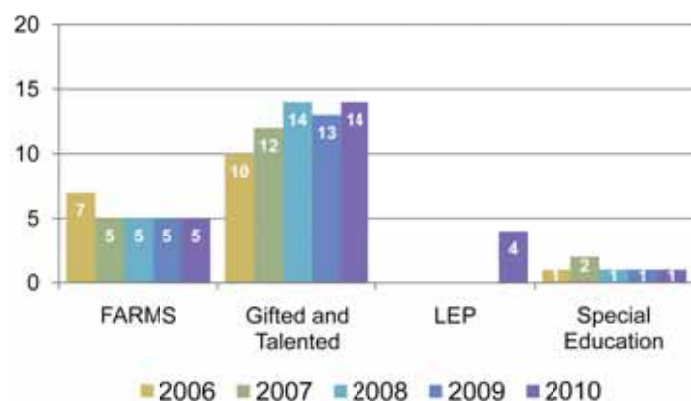


Chart I.17.6 – ACT Participation Rate – Student Group Percentage of Students Participating



In 2010, over two-thirds of Baltimore County Public Schools' high schools met or exceeded the national average for the SAT participation rate, which was 47%. Increases in the SAT participation rate were noted for the overall percentage of participating students and most racial/ethnic and student subgroups when compared to 2009, although gaps among student groups persist. While no high schools met the national ACT participation rate of 47% in 2010, the percentage of students participating remained relatively stable over a five-year period with gaps in participation noted among student groups.

Factors that contributed to the increasing participation rates included SAT strategies that were embedded in revisions to the curriculum and backwards mapped to middle school, professional development for English and mathematics teachers to enhance their use of PSAT results during long-range and daily planning, and workshops for administrators and counselors on the use of PSAT data to improve success on the SAT. In addition, targeted efforts to increase parent/guardian and student awareness of honors and gifted and talented classes were ongoing.

Next Steps: 2010-2011 Master Plan

- Continue to provide academic advising emphasizing "SAT readiness" that is aligned with completion of the appropriate, rigorous English and mathematics courses.
- Continue to provide parent/guardian and student awareness, counseling, and college readiness information regarding the benefits of taking the SAT or ACT.
- Continue to provide targeted professional development among general, honors, gifted and talented, and special education educators on best practices leading to success on the SAT.
- Increase college readiness curricular and experiential support at the middle school level, embedding SAT strategies and skills into English and mathematics curricula.



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Performance Indicator I.18

ALL HIGH SCHOOLS WILL MEET OR EXCEED THE NATIONAL AVERAGE FOR CRITICAL READING, MATHEMATICS, AND WRITING SCORES ON THE SAT OR THE ACT. (BCPS STANDARD)

What is measured?

Percentage of high schools whose verbal and mathematics SAT or composite ACT scores meet or exceed the national average

Results for 2009-2010

Chart I.18.1 – SAT and ACT Mean Scores
Percentage of Schools that Met or Exceeded National Averages

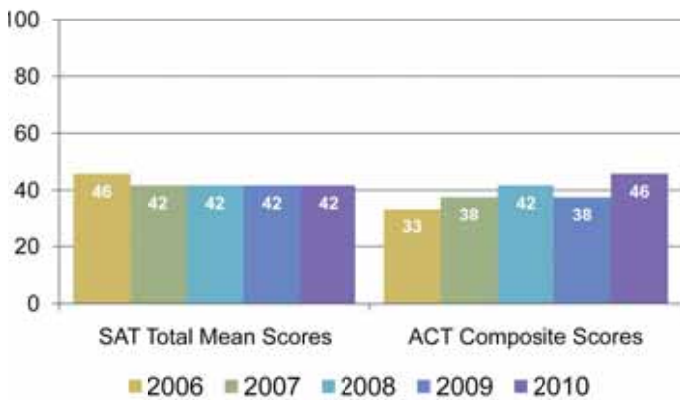


Chart I.18.2 – SAT Total Mean Scores

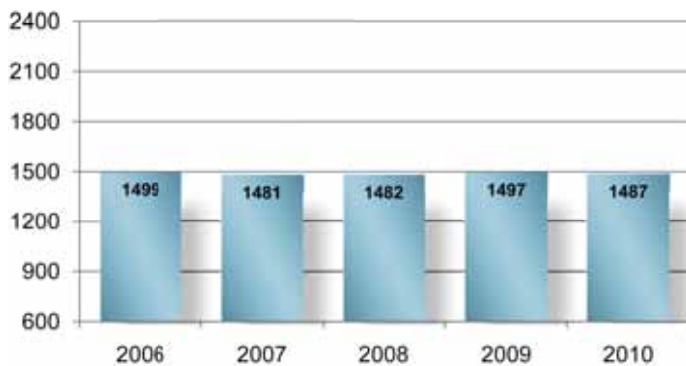


Chart I.18.3 – SAT Total Mean Scores – Race/Ethnicity

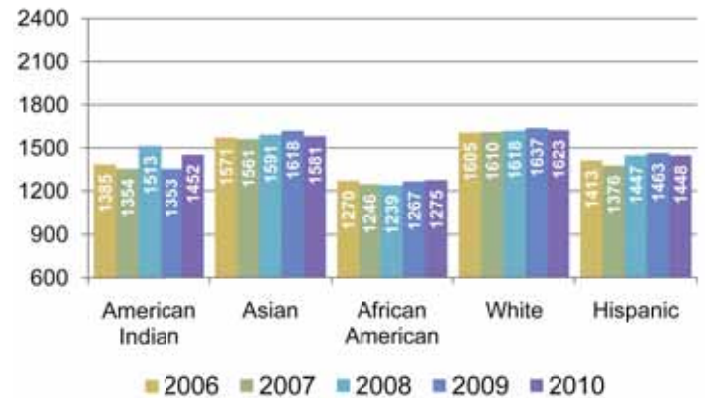


Chart I.18.4 – SAT Total Mean Scores – Student Group

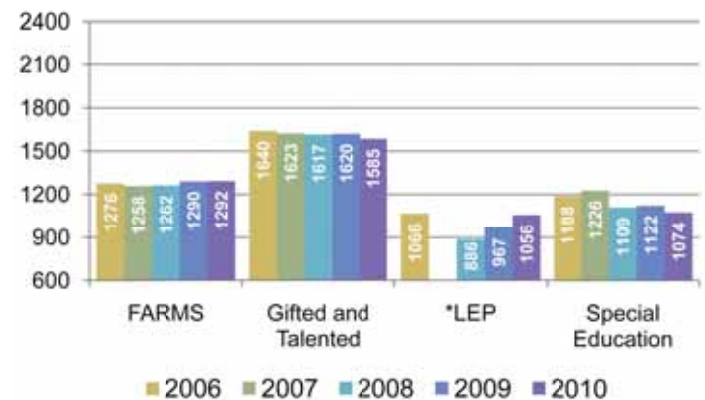


Chart I.18.5 – ACT Composite Scores

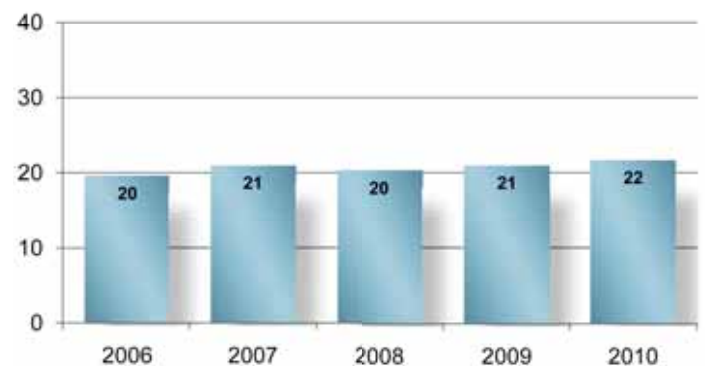
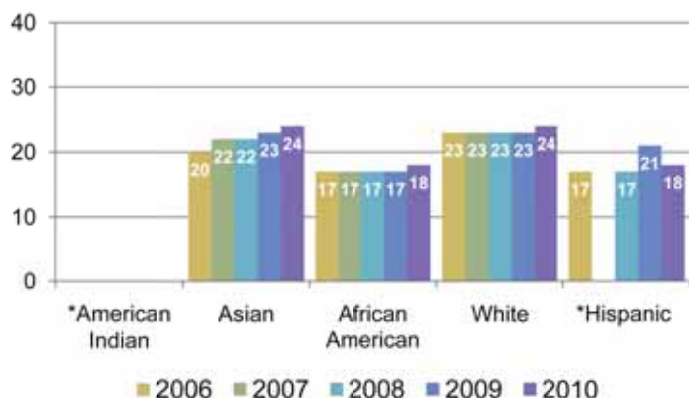
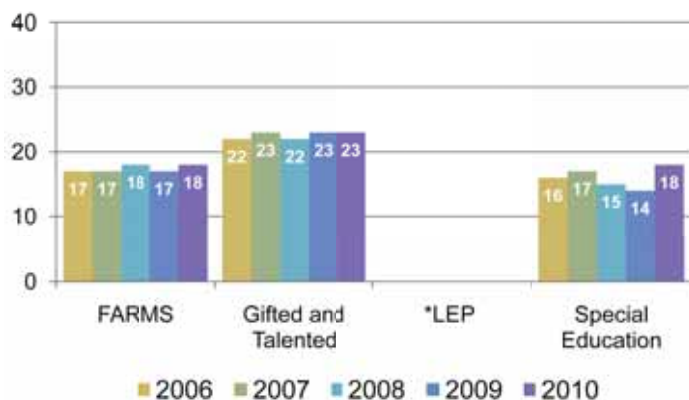


Chart I.18.6 – ACT Composite Scores – Race/Ethnicity



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Chart I.18.7 – ACT Composite Scores – Student Group



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Since 2007, the percentage of high schools whose SAT scores met or exceeded the national average for critical reading, mathematics, and writing continued to remain stable at 42%. From 2009 to 2010, the school system's SAT total mean score decreased by ten points while the American Indian, African American, FARMS, and LEP student subgroups' total mean scores increased. In 2010, the Asian, White, and Gifted and Talented student subgroups met or exceeded the SAT national average score of 1509.

The percentage of high schools whose ACT composite scores met or exceeded the national average increased by 13 percentage points over a five-year period and by 8 percentage points since 2009. In 2010, BCPS' average ACT composite score was 22, which exceeded the national average of 21 and was BCPS' highest score in a five-year period. From 2009 to 2010, the school system's ACT composite scores remained stable or increased for all racial/ethnic and other student subgroups except for the Hispanic subgroup.

The decrease in SAT total mean score may be attributed to the increase in SAT student participation rates and the need to ensure that students complete prerequisite English and mathematics courses for SAT readiness.

Next Steps: 2010-2011 Master Plan

- Establish a systemic strategy to ensure each high school student who registers for the SAT participates in prerequisite English and mathematics courses for SAT readiness.
- Coordinate a systemic plan to provide SAT support tailored to individual school's needs.
- Facilitate professional development and implementation of the new SAT Instructional Support Resources for SAT Prep English and mathematics teachers.
- Reduce the four SAT Prep courses to one SAT Prep English course and one SAT Prep mathematics course.

Performance Indicator I.19

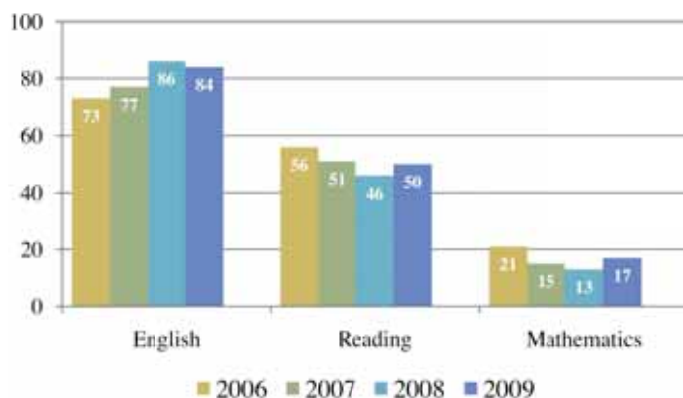
ALL HIGH SCHOOLS WHOSE STUDENTS TAKE THE PLACEMENT TEST WILL MEET OR EXCEED SCORES ON THE ACCUPLACER THAT ENABLE STUDENTS TO ENROLL IN COLLEGE-LEVEL COURSES AT TWO-YEAR COLLEGES. (BCPS STANDARD)

What is measured?

Percentage of students whose Accuplacer scores enable them to enroll in two-year colleges

Results for 2009

Chart I.19.1 – Accuplacer Placement Percentage of Students College Ready or On Track



The 2009 results reflected that 84% of students who took the Accuplacer were college ready or on track for college-level work in English; and 50% were ready for college-level work in reading. While the percentage of students demonstrating readiness for college-level work in mathematics had increased since 2007, performance gaps continued to persist between this subject area and both English and reading.

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Guidance counselors and teachers identified students who generally were not considering entry to college to take the Accuplacer in order to help them realize their potential for college and determine what they needed to do to become college ready. In recent years, the Accuplacer had been given to students in grades 10 and 11 to determine their status for college readiness. It has been determined that administration of the test in Grade 11 provides optimum results in determining student readiness; this change will be reflected in the 2010 Accuplacer data, when available.

Next Steps: 2010-2011 Master Plan

- Secure Accuplacer data from CCBC based on students taking the Accuplacer in their junior year. This should yield more relevant data, especially in mathematics.
- Continue to develop the College Pathways program (formerly College Readiness program) with CCBC partners to meet the needs of students as they prepare to transition to post-secondary education.
- Continue to coordinate the Pre-College reading, writing, mathematics, and science courses with CCBC.
- Continue to infuse the English/language arts curriculum with rigor.

Performance Indicator I.20

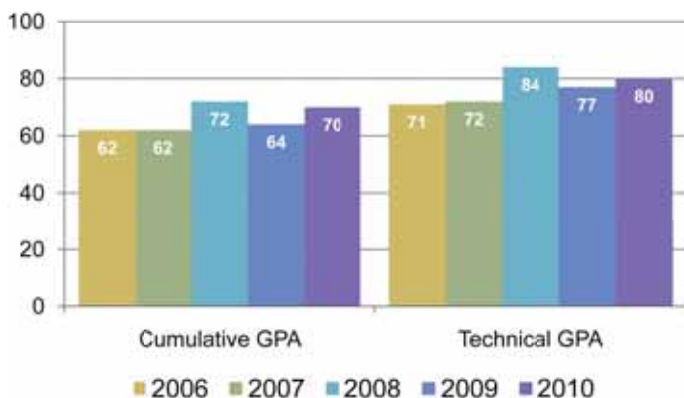
ALL HIGH SCHOOL STUDENTS IDENTIFIED AS CAREER AND TECHNOLOGY EDUCATION CONCENTRATORS WILL MEET OR EXCEED STANDARDS FOR BOTH CUMULATIVE AND TECHNICAL GRADE POINT AVERAGES (GPA). (BCPS STANDARD)

What is measured?

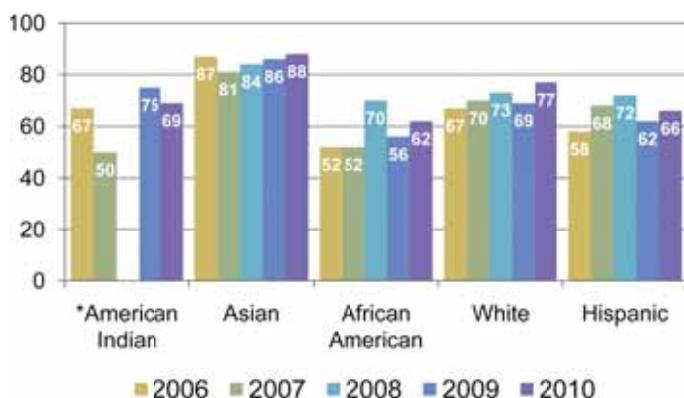
Percentage of students identified as Career and Technology Education concentrators whose cumulative and technical GPAs meet or exceed standards

Results for 2009-2010

**Chart I.20.1 – Career and Technology Education GPAs
Percentage of Students with GPA of 2.0 or Above**

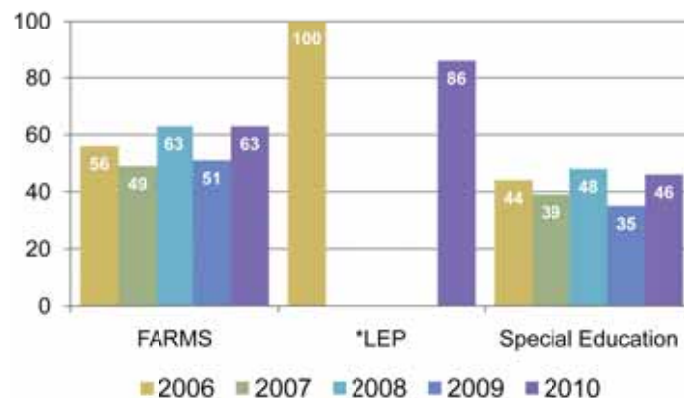


**Chart I.20.2 – Career and Technology Education – Cumulative GPA
Percentage of Students with GPA of 2.0 or Above – Race/Ethnicity**



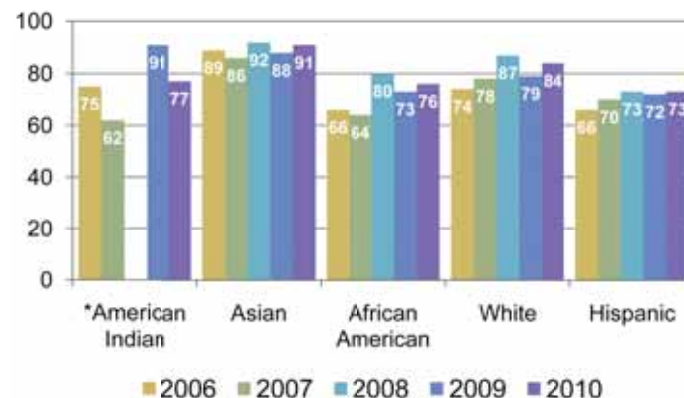
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.20.3 – Career and Technology Education – Cumulative GPA
Percentage of Students with GPA of 2.0 or Above – Student Group**



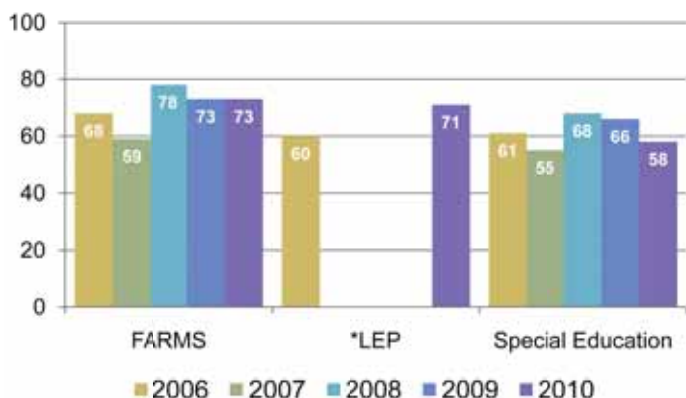
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart I.20.4 – Career and Technology Education – Technical GPA
Percentage of Students with GPA of 2.0 or Above – Race/Ethnicity**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Chart I.20.5 – Career and Technology Education – Technical GPA Percentage of Students with GPA of 2.0 or Above – Student Group



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

BCPS continued to show improvement over a five-year period in the percentage of students identified as Career and Technology concentrators whose cumulative and technical GPAs met or exceeded state standards of 100%. Compared to 2006, in 2010 all racial/ethnic and student groups showed increases with the exception of the percentage of the LEP student group's and the Special Education student group's cumulative and technical GPAs.

The Office of Career and Technology Education (CTE) developed and implemented new MSDE programs of study in all ten of the Maryland Career Clusters. CTE programs have been converted to new MSDE programs of study standards to increase the rigor and relevance of all CTE courses. CTE programs have been matched to industry certifications and standards allowing students to take rigorous and demanding industry certification testing. Related academic skills have been integrated into the new programs of study standards, which students have applied to project-based learning and industry-certification testing. As a result of these efforts, students identified as CTE concentrators have shown academic improvement. Gaps in performance among student groups continue to be an area of focus.

Next Steps: 2010-2011 Master Plan

- Continue to develop and implement new MSDE programs of study in all ten of the Maryland Career Clusters, and continue to convert all CTE programs to meet MSDE programs of study standards in order to increase the rigor and relevance of all CTE courses and programs and to prepare students to take industry-certification exams.
- Continue to participate in annual tech prep work sessions that bring secondary and post-secondary partners together to update existing articulated agreements and/or develop new agreements aligned with new MSDE programs of study.
- Identify students who meet articulation standards so that eligible students can apply for articulated credits and start post-secondary degree programs.

- Work with professional school counselors and the Office of School Counseling and the Office of Magnet Programs to provide updates on CTE programs of study so that access to those programs can be scheduled at the school level.

Performance Indicator I.21

ALL SCHOOLS WILL ACHIEVE AN ATTENDANCE RATE OF AT LEAST 94.0%. (STATE STANDARD)

What is measured?

Percentage of schools achieving at least a 94.0% attendance rate

Results for 2009-2010

Chart I.21.1 – Attendance for All Schools Percentage of Schools that Met or Exceeded State Standard

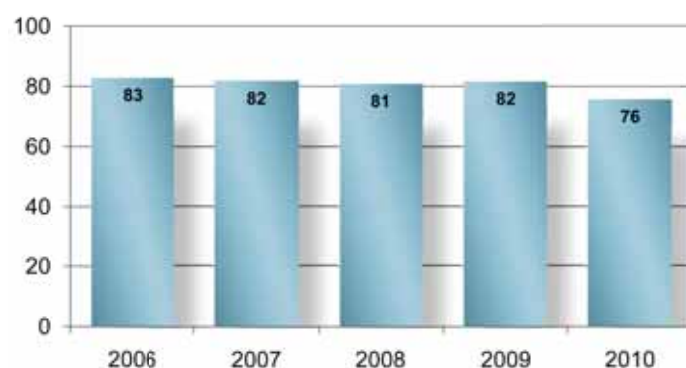
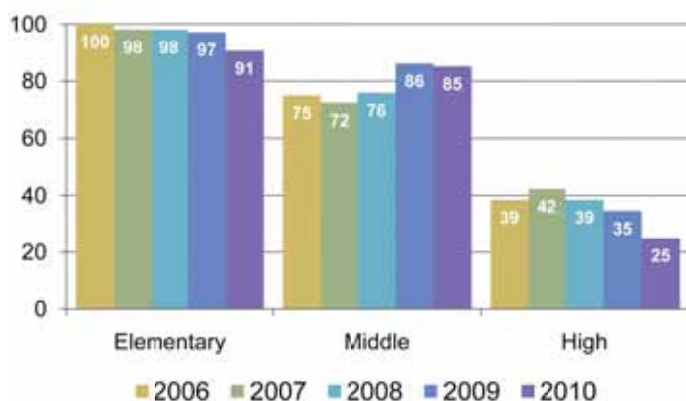


Chart I.21.2 – Attendance by School Type Percentage of Schools that Met or Exceeded State Standard



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For 2010, the percentage of schools that met the state standard of a 94% attendance rate decreased by 6 percentage points as compared to 2009 and by 7 percentage points during the five-year period from 2006 to 2010. A decrease in schools meeting the attendance standard in 2010 as compared to 2009 was noted at each school level: elementary, middle, and high.

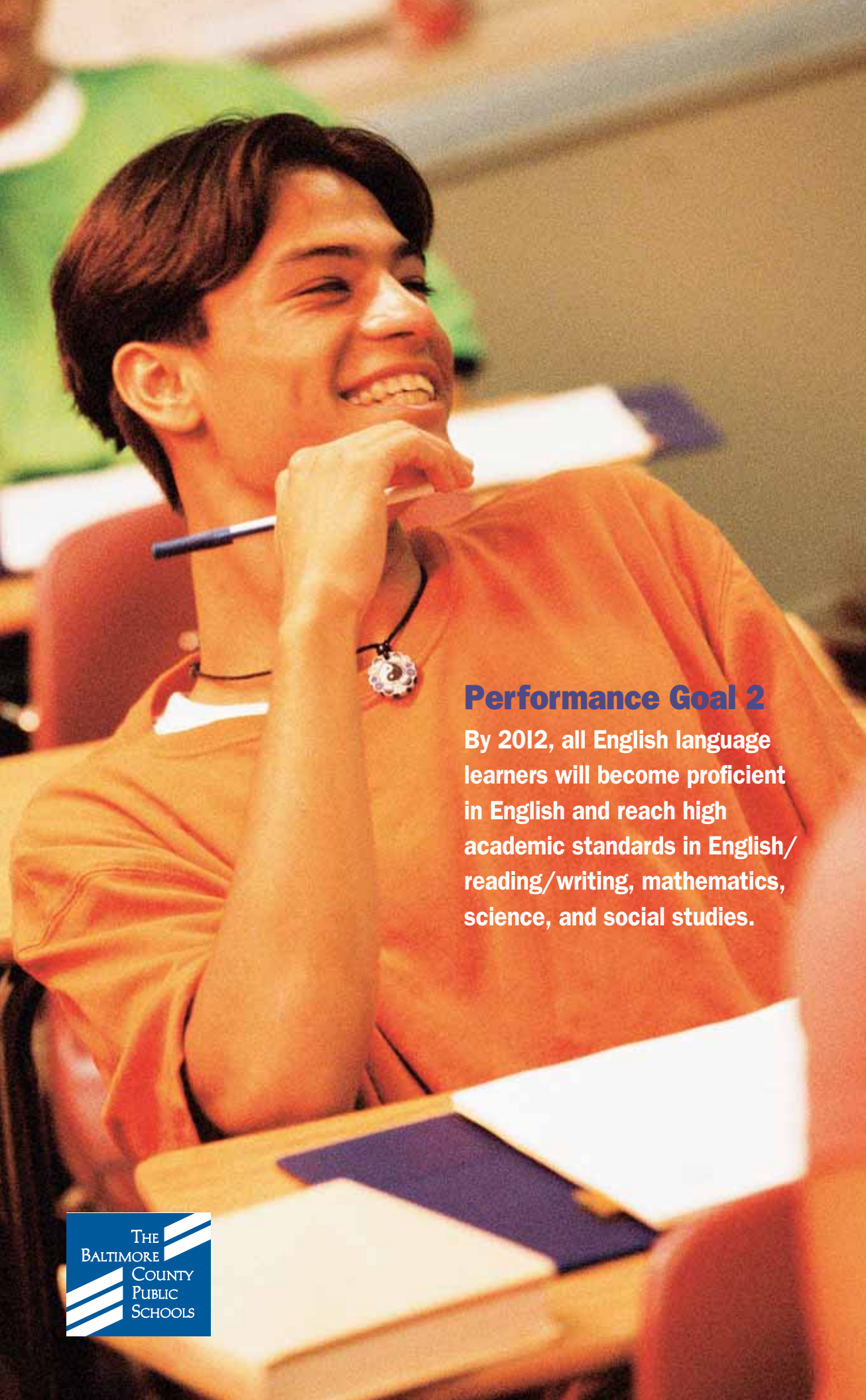
Student attendance was supported by the following programs and interventions: Positive Behavior Interventions and Supports (PBIS), attendance committees, Project Attend, District Court, student support services teams, Achievement Via Individual Determination (AVID), CollegeEd, and Alternative Education. The decline in the attendance rate at the high school level may possibly be attributed to continued dropout prevention efforts that target students with poor attendance.

Next Steps: 2010-2011 Master Plan

- Continue to promote best practices as outlined in the Attendance Manual to increase the use of Positive Behavior Interventions and Supports (PBIS) for schools not meeting the state standard for truancy and to promote access to alternative programs and credit recovery initiatives.
- Expand the utilization of programs to address truancy and dropout rates.
- Pilot the Truancy Court Program in collaboration with the University of Baltimore Law School and the juvenile courts.



Reaching high academic performance



Performance Goal 2

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Indicator 2.1

ALL ENGLISH LANGUAGE LEARNERS RECEIVING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES WILL ATTAIN ENGLISH PROFICIENCY BY THE END OF THEIR FOURTH SCHOOL YEAR. (BCPS STANDARD)

What is measured?

Percentage of English language learners who achieve proficiency on the Language Assessment Scales Links (LAS-Links) assessment by the end of their fourth school year

Results for 2009-2010

Chart 2.1.1 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria

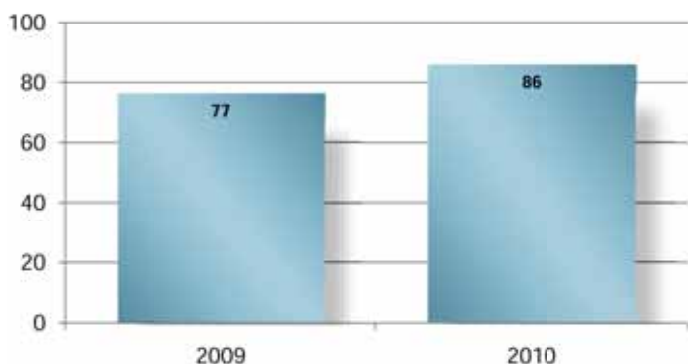
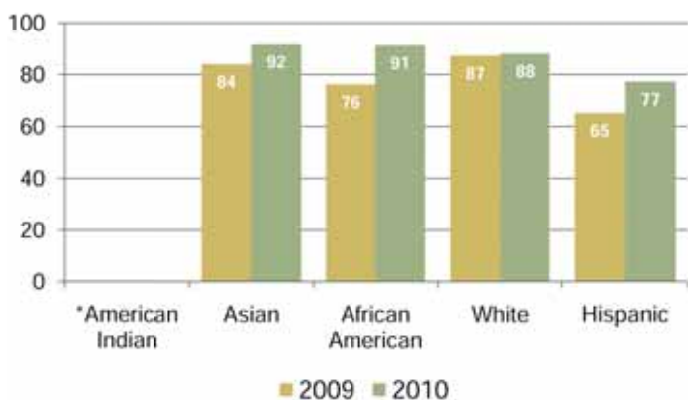


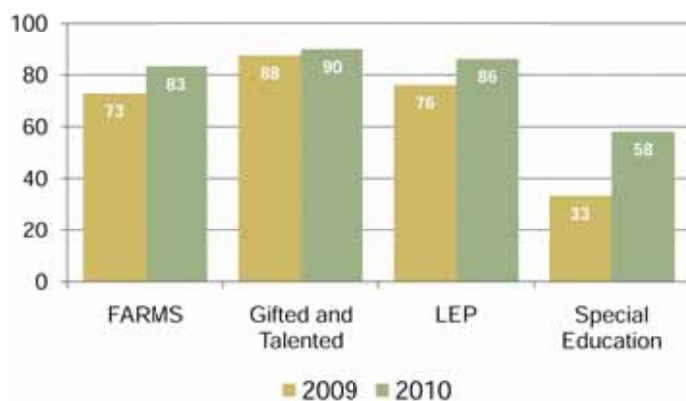
Chart 2.1.2 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria Race/Ethnicity



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.



Chart 2.1.3 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria Student Group



The percentage of English language learners who met the criteria for English proficiency increased in 2010 for students in grades K-12 and reflected progress toward meeting the BCPS standard of 100%. All racial/ethnic and other student groups improved their performance.

The strategies that contributed to the significant increase of English language learners achieving English proficiency included aligning the written, taught, and assessed curricula. Professional development activities were provided for ESOL teachers at all levels. Secondary content teachers received information about the English language learners in their classrooms. Testing coordinators and administrators were included in professional development opportunities. The Division of Curriculum and Instruction staff monitored classroom instruction and encouraged co-teaching in content classes.

Next Steps: 2010-2011 Master Plan

- Continue to provide professional development for non-ESOL staff including school-based administrators, content teachers, and special educators.
- Continue to develop and revise content-based curricula for PreK-12 English language learners.

Performance Indicator 2.2

ALL DIPLOMA-BOUND ENGLISH LANGUAGE LEARNERS WILL MEET OR EXCEED MARYLAND SCHOOL ASSESSMENT (MSA) STANDARDS. (STATE STANDARD)

What is measured?

Percentage of English language learners (ELL) receiving English for Speakers of Other Languages (ESOL) services that meet or exceed state standards for reading and mathematics on the MSA

Results for 2009-2010

Chart 2.2.1 – Reading and Mathematics MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced

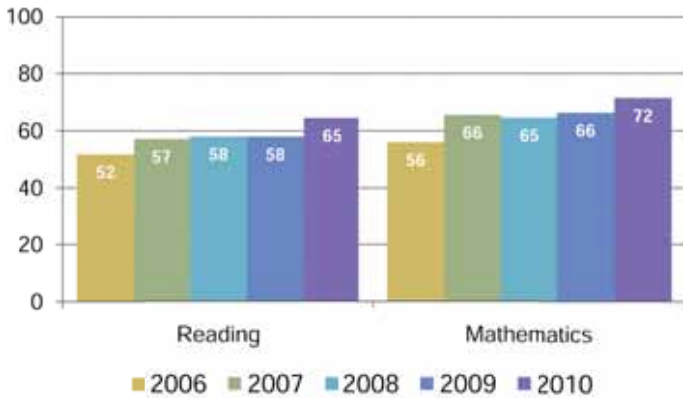
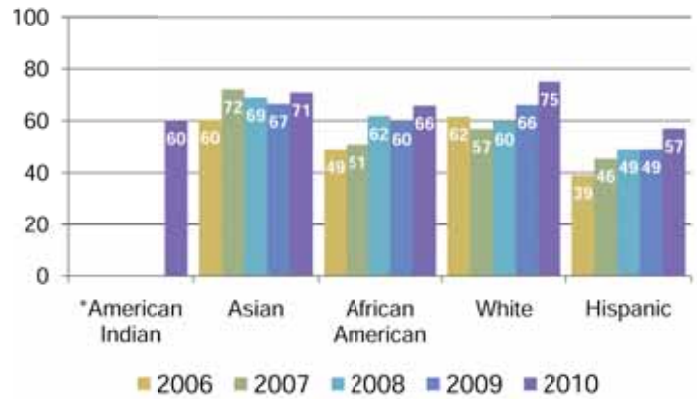
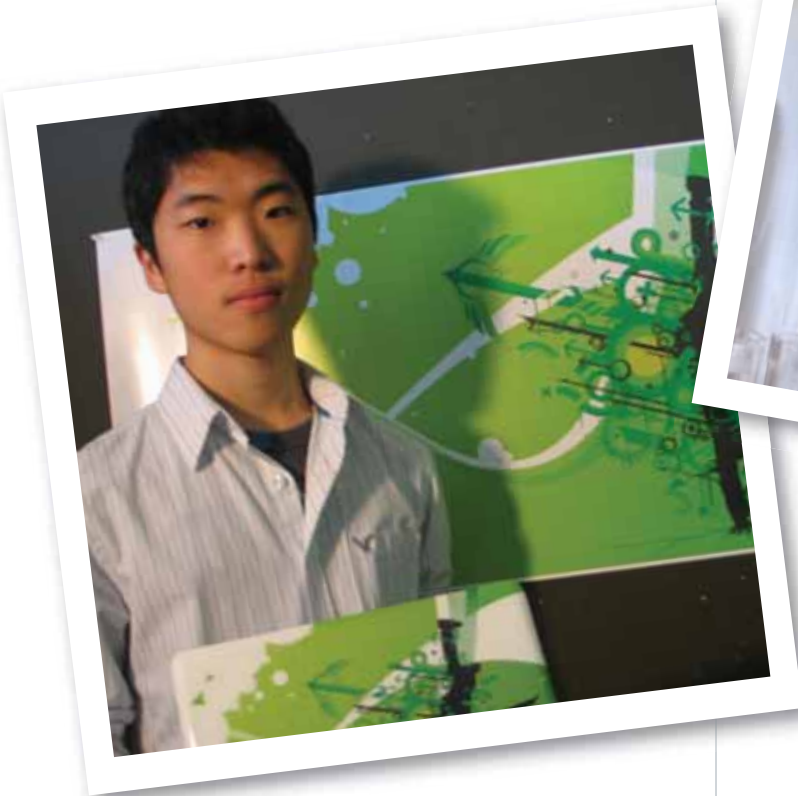


Chart 2.2.2 – Reading MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced – Race/Ethnicity



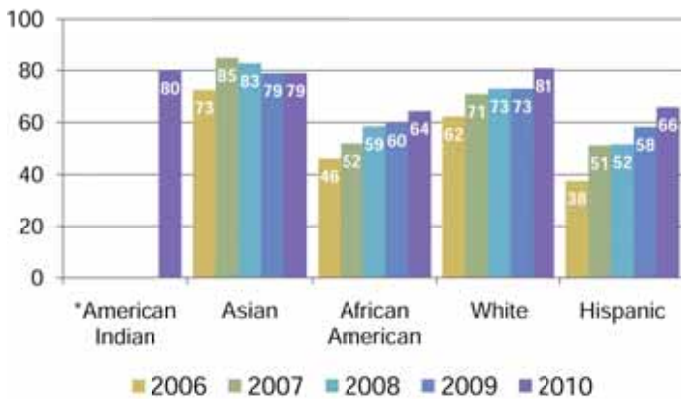
*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

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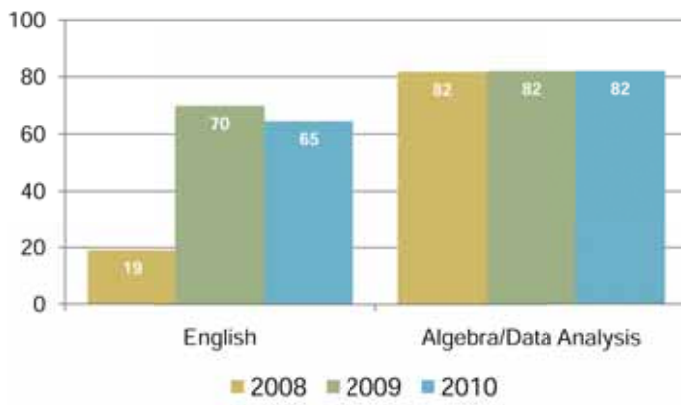
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**Chart 2.2.3 – Mathematics MSA Grades 3–8
Percentage of English Language Learners
Proficient or Advanced – Race/Ethnicity**



*NOTE: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

**Chart 2.2.4 – English and Algebra/Data Analysis MSA
Percentage of English Language Learners
Proficient or Advanced**



The percentage of English language learners (ELL) who attained proficiency on the reading and mathematics MSA increased overall and was at its highest in 2010. Proficiency rates increased in reading for each racial/ethnic student subgroup and in mathematics for African American, White, and Hispanic student subgroups.

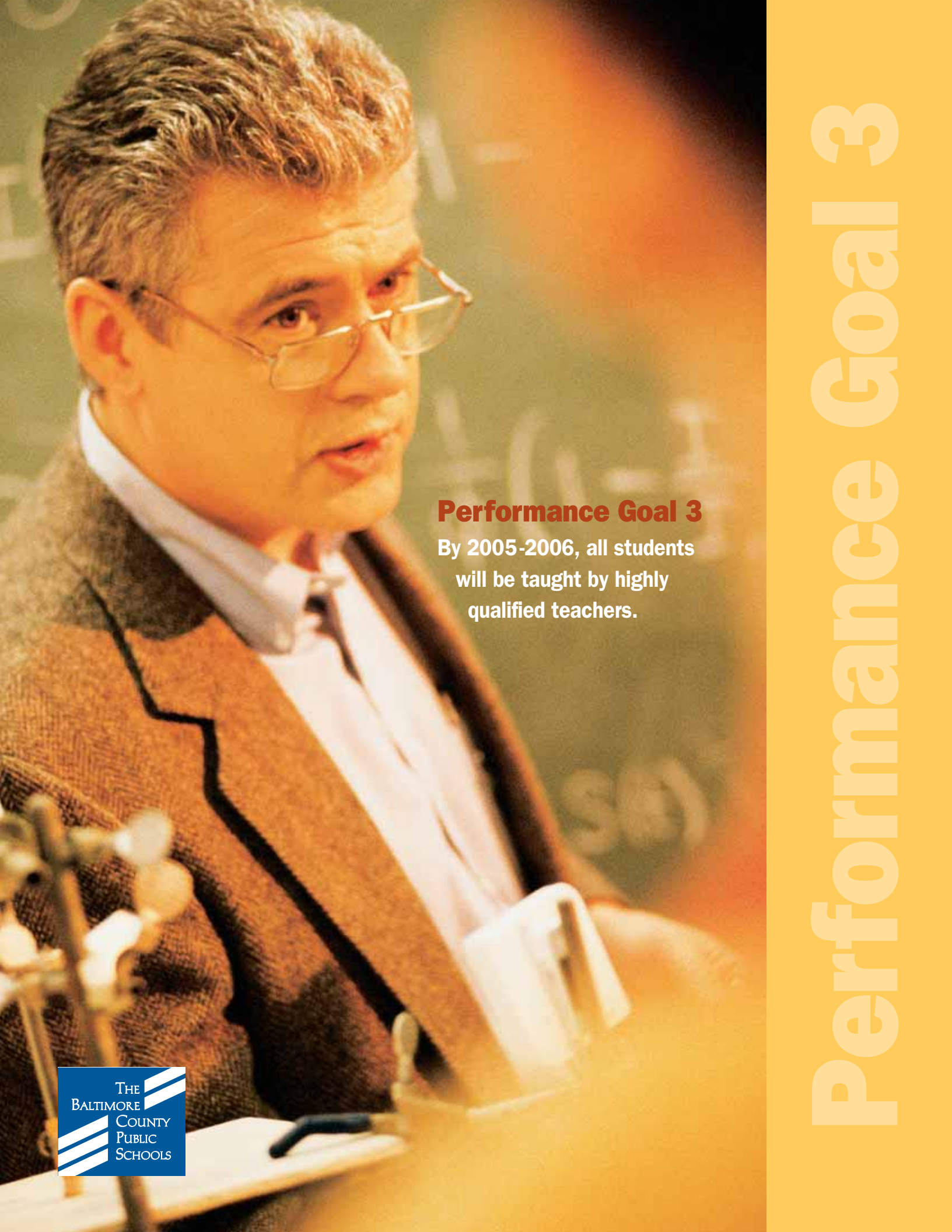
The continued improvement of ELL performance on the elementary and middle school MSA is attributed to the growing number of students entering the program at PreK and kindergarten levels simultaneously with their English speaking peers. The implementation of curricula, PreK through Grade 8, that is closely aligned with the State Curriculum (SC) positively impacted student performance. Students entering in the higher grades, especially the growing number with significantly interrupted formal education, required more time to close learning gaps.

Next Steps: 2010-2011 Master Plan

- Continue to ensure the proper placement of ELL in standard and ESOL classes in order to maximize rigorous instruction at appropriate levels.
- Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA.
- Continue to provide high quality, research-based professional development for BCPS personnel on second language acquisition and differentiation strategies.



High academic standards for English language learners



Performance Goal 3

By 2005-2006, all students
will be taught by highly
qualified teachers.

Performance Goal 3

Performance Indicator 3.1

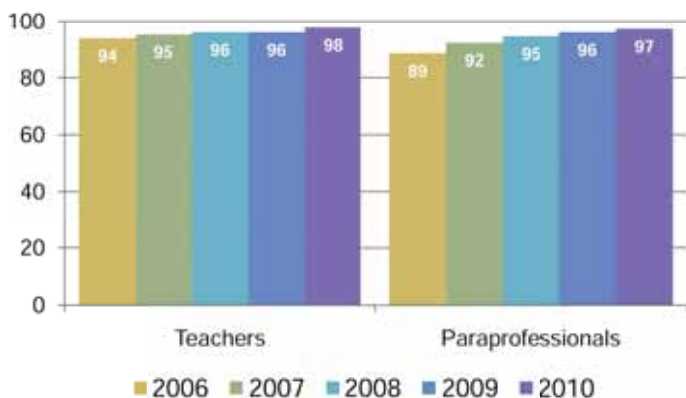
ALL TEACHERS AND PARAPROFESSIONALS WILL MEET THE REQUIREMENTS FOR HIGHLY QUALIFIED, AS DEFINED BY THE NO CHILD LEFT BEHIND AND THE BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS EDUCATION ACTS. (BCPS STANDARD)

What is measured?

Percentage of teachers and paraprofessionals who meet the highly qualified standard

Results for 2009-2010

Chart 3.1.1 – Percentage of Highly Qualified Staff



The percentage of highly qualified teachers and paraprofessionals continues to increase toward the BCPS standard of 100%. The percentage of highly qualified teachers increased by two percentage points compared to 2009, and the percentage of highly qualified paraprofessionals increased by one percentage point compared to 2009.

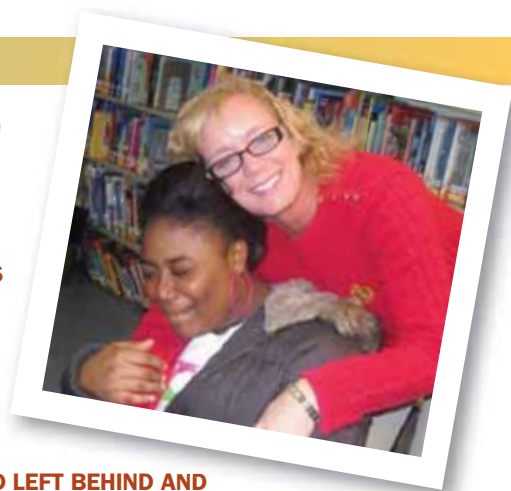
BCPS implemented a number of recruitment strategies focused on increasing the number of highly qualified teachers, especially in Spanish, special education, mathematics, and science. In addition, school visits by staff from the Office of Personnel, collaboration among BCPS offices to provide information regarding college courses, online courses, and college partnerships, and cohort programs for teachers and paraprofessionals contributed to the increase in the percentage of highly qualified staff.

Next Steps: 2010-2011 Master Plan

- Continue to recruit highly qualified teachers in core subject areas.
- Continue to provide professional development opportunities for teachers to meet the requirements of the No Child Left Behind Act (NCLB).
- Continue to provide assistance to paraprofessionals in non-Title I schools who need to meet the requirements of the *Blueprint for Progress*.

Performance Indicator 3.2

ALL TEACHERS AND PARAPROFESSIONALS WILL PARTICIPATE IN HIGH QUALITY DIFFERENTIATED PROFESSIONAL DEVELOPMENT, AS DEFINED BY NO CHILD LEFT BEHIND AND THE MARYLAND PROFESSIONAL DEVELOPMENT STANDARDS. (STATE STANDARD)



What is measured?

The number of teachers and paraprofessionals who receive high quality professional development, as required by No Child Left Behind and defined by MSDE

Results for 2009-2010

Baltimore County Public Schools' teachers and paraprofessionals received high quality professional development during 2010. Specific emphasis was placed on four strategic initiatives: PreK-12 Literacy, PreK-12 Algebraic Thinking, Advancement Via Individual Determination (AVID), and Rigorous Instruction. The PreK-12 Literacy and PreK-12 Algebraic Thinking professional development initiatives helped the All Students subgroup at the middle school level show continuous gains. During 2010, AVID students met the state standard for the annual attendance rate; and AVID students' annual grade point average increased to 2.68. Further, systemwide professional development initiatives in the area of rigorous instruction increased.

Professional development is defined as high quality when it is sustained, content-focused, and research-based. BCPS professional development initiatives included initial workshops, site-based follow up, and specialized coaches to support the delivery of instruction. Participation in the high quality professional development strategic initiatives improved teacher instructional practice and led to gains in student performance.

Next Steps: 2010-2011 Master Plan

- Provide intensive professional development and resources to teachers that focus on rigorous comprehension strategy instruction and support differentiation of instruction with rigorous and engaging instruction.
- Provide collaborative professional development between general and special education teachers in best practices for co-teaching models and differentiated instruction to ensure the success of students in inclusive and self-contained settings.
- Continue to provide ongoing professional development support for the SpringBoard framework within the Grade 8 and Grade 9 curricula and for the language arts curriculum.
- Continue to monitor the implementation of the Algebraic Thinking program in middle schools and the mathematics program in elementary schools.

Performance Indicator 3.3

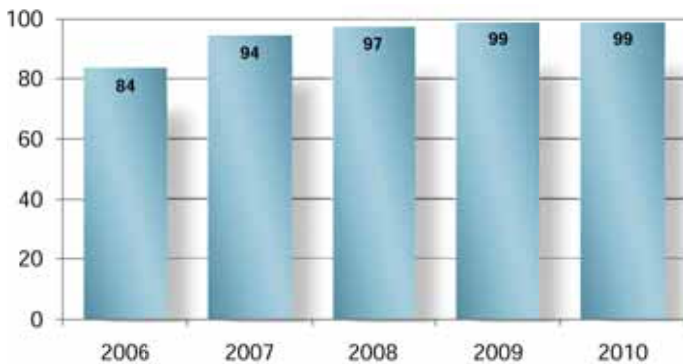
ALL MATHEMATICS TEACHERS IN MIDDLE SCHOOLS WILL DEMONSTRATE CONTENT MASTERY THROUGH COMPREHENSIVE TESTING OR WILL POSSESS A MARYLAND STATE DEPARTMENT OF EDUCATION TEACHING CERTIFICATE WITH AN ENDORSEMENT IN SECONDARY MATHEMATICS. (BCPS STANDARD)

What is measured?

Percentage of middle school mathematics teachers who meet the requirement for highly qualified

Results for 2009-2010

Chart 3.3.1 – Percentage of Highly Qualified Middle School Mathematics Teachers



The percentage of highly qualified middle school mathematics teachers was sustained at 99% from 2009 to 2010. The BCPS standard is 100%.

Several factors contributed to the sustained percentage of highly qualified middle school mathematics teachers. These factors included the continued implementation of system initiatives that targeted the hiring of highly qualified middle school mathematics teachers and the continuation of programs that provided support for teachers seeking highly qualified status. These initiatives included qualification reviews for teachers attaining highly qualified status through the Advanced Professional Certification process, the availability of an eight-hour review session for the Middle School Praxis test, and reimbursement of Praxis test fees for those teachers passing the Middle School Praxis or Praxis II test.

Next Steps: 2010-2011 Master Plan

- Continue all current programs for helping middle school teachers attain highly qualified status.
- Identify middle school teachers not meeting highly qualified status for 2010, and provide individual counsel as to the best path toward attaining highly qualified status.



Performance Indicator 3.4

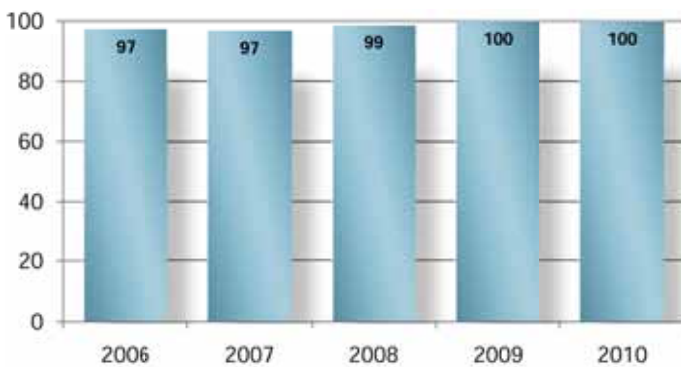
ALL NEW TEACHERS IN TITLE I SCHOOLS WILL MEET THE STANDARD OF HIGHLY QUALIFIED WHEN HIRED. (STATE STANDARD)

What is measured?

Percentage of new Title I teachers hired who are highly qualified, as required by NCLB

Results for 2009-2010

Chart 3.4.I – Percentage of Highly Qualified Title I Teachers



All of the 125 new teachers in Title I schools were highly qualified when hired during 2010, thus continuing to meet the state standard of 100%.

The school system continued to require that a highly qualified core subject teacher replacement be found before a teacher was approved for transfer from a Title I school. In addition, BCPS continued to offer signing bonuses and relocation stipends to teachers in critical shortage areas who selected a Title I or BCPS-identified priority school.

Next Steps: 2010-2011 Master Plan

- Continue to offer relocation reimbursements for highly qualified teachers accepting positions in critical shortage areas in Title I and BCPS-identified priority schools.
- Continue efforts to recruit highly qualified teachers.



Performance Indicator 3.5

ALL PARENTS/GUARDIANS WILL BE ADVISED OF THE QUALIFICATIONS OF THEIR CHILD'S TEACHER AT THE BEGINNING OF EACH SCHOOL YEAR OR UPON REQUEST IF THERE ARE CHANGES TO A TEACHER'S QUALIFICATIONS DURING THE SCHOOL YEAR. (BCPS STANDARD)

What is measured?

Percentage of parents/guardians of students in Title I schools who are notified of their children's teachers' qualifications

Results for 2009-2010

One hundred percent of parents/guardians of students in Title I schools were notified of their children's teachers' qualifications. Subsequently, parents/guardians were notified by letter when a teacher became highly qualified.

Next Steps: 2010-2011 Master Plan

- Continue to notify 100% of parents/guardians of students in Title I schools of their children's teachers' qualifications.

Highly qualified teachers



Performance Goal 4

All students will be
educated in school
environments that
are safe and
conductive to
learning.

Performance Goal 4

Performance Indicator 4.1

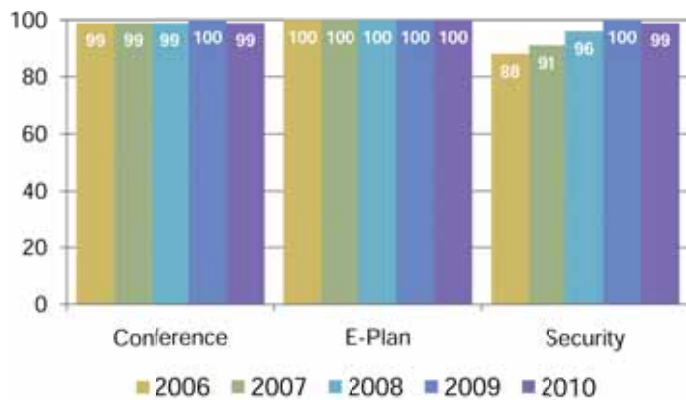
ALL SCHOOLS AND SCHOOL COMMUNITIES WILL MAINTAIN SAFE, ORDERLY, NURTURING ENVIRONMENTS. (BCPS STANDARD)

What is measured?

Percentage of schools participating in programs that support a safe, orderly, and nurturing environment

Results for 2009-2010

**Chart 4.1.1 – Safety and Security
Percentage of Participating Schools**



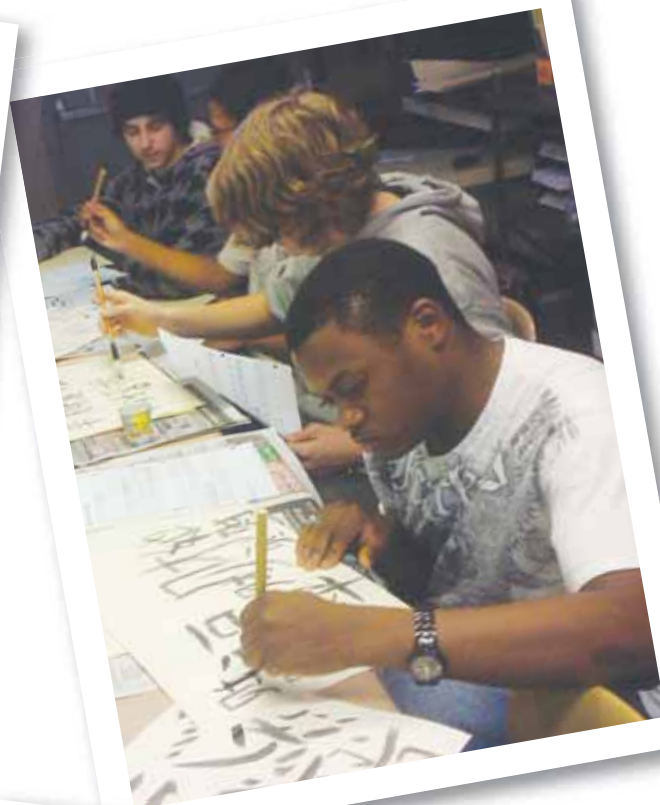
Since 2006, 100% of schools have maintained emergency safety plans. In 2010, 99% of schools participated in the Safe Schools Conference and implemented security measures.

During the 2010 school year, administrators, one school counselor, and one teacher from each school were invited to attend research-based professional development workshops at the 15th Annual Safe Schools Conference. Participants were presented with strategies related to maintaining safe, orderly, and nurturing learning environments for students. All schools and offices continued to post on the intranet their emergency safety plans and drill reports. The reports were examined monthly for completeness and feedback was provided. Schools utilized motion detectors, and additional security systems were installed and updated including buzzer and closed-circuit television systems and ten additional card access systems and/or readers in various schools. Internet Protocol (I.P.) camera systems installed in 16 of the 25 high schools were monitored and serviced. Nine high schools continued to use the analog camera system, and 48 elementary playgrounds have been equipped with camera systems.

Next Steps: 2010-2011 Master Plan

- Continue to provide to school-based administrators, student support staff, teacher and school counselor representatives, and central office staff a research-based professional development conference on positive behavior and school safety; and continue to provide ongoing professional development and training to school-based administrators on positive behavior planning and disciplinary procedures.
- Continue to monitor and provide assistance to schools in updating emergency safety plans and in conducting and recording practice drills each month; and continue to install, service, and upgrade closed-circuit television security systems in schools.
- Continue to provide for school-based staff training on the Student Support Team processes and procedures so that individual student behavior plans may be developed, implemented, and revised to address the behavior needs of individual students.
- Continue to provide for school-based staff strategies designed to prevent and intervene in disruptive student behaviors; and continue to provide training and support to school staff and parents/guardians on prevention strategies for bullying, harassment, intimidation, and gang-like behaviors.





Performance Indicator 4.2

**ALL SCHOOLS WILL HAVE PUBLISHED EXPECTATIONS
OF STUDENT BEHAVIOR AND PARENT/GUARDIAN
RESPONSIBILITIES AND INVOLVEMENT. (BCPS STANDARD)**

What is measured?

Percentage of schools with published expectations and responsibilities for students and parents/guardians

Results for 2009-2010

One hundred percent of schools distributed to all students and parents/guardians the BCPS Student Handbook and its Code of Conduct, which defined behavioral expectations. Administrators reviewed the BCPS Student Handbook with all students at the beginning of the school year or as students new to the school arrived.

Next Steps:

- Continue to monitor.

Performance Indicator 4.3

STAFF, STUDENTS, PARENTS/GUARDIANS, AND COMMUNITY MEMBERS WILL EXPRESS SATISFACTION WITH THE LEARNING ENVIRONMENT, CLIMATE, AND SCHOOL FACILITIES. (BCPS STANDARD)

What is measured?

Percentage of staff, students, parents/guardians, and community members who express satisfaction with the school learning environment, climate, and facilities

Results for 2009-2010

Chart 4.3.1 – Percentage of Surveyed Stakeholders Satisfied Academics in 2010

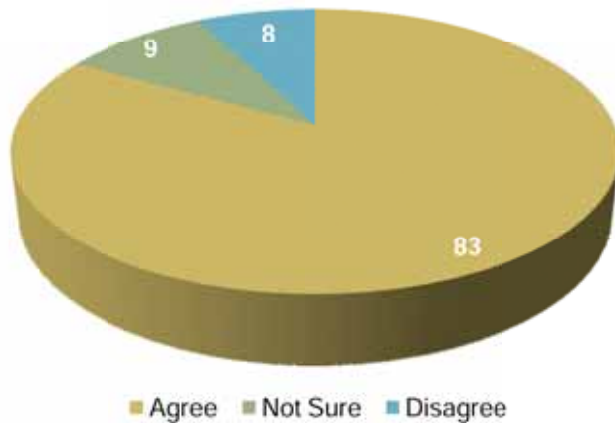


Chart 4.3.2 – Percentage of Surveyed Stakeholders Satisfied Safe and Orderly Environment in 2010

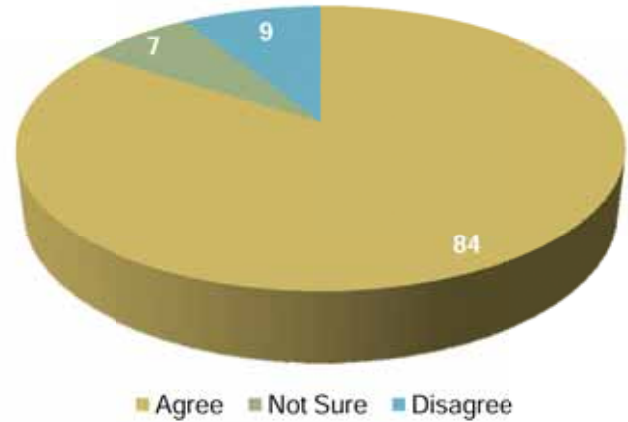
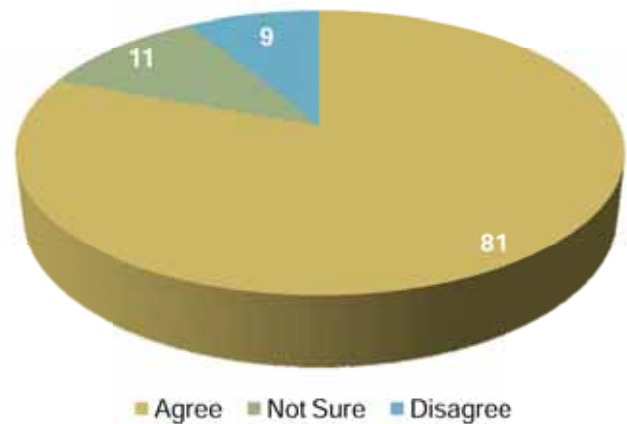


Chart 4.3.3 – Percentage of Surveyed Stakeholders Satisfied Parent/Guardian Involvement in 2010

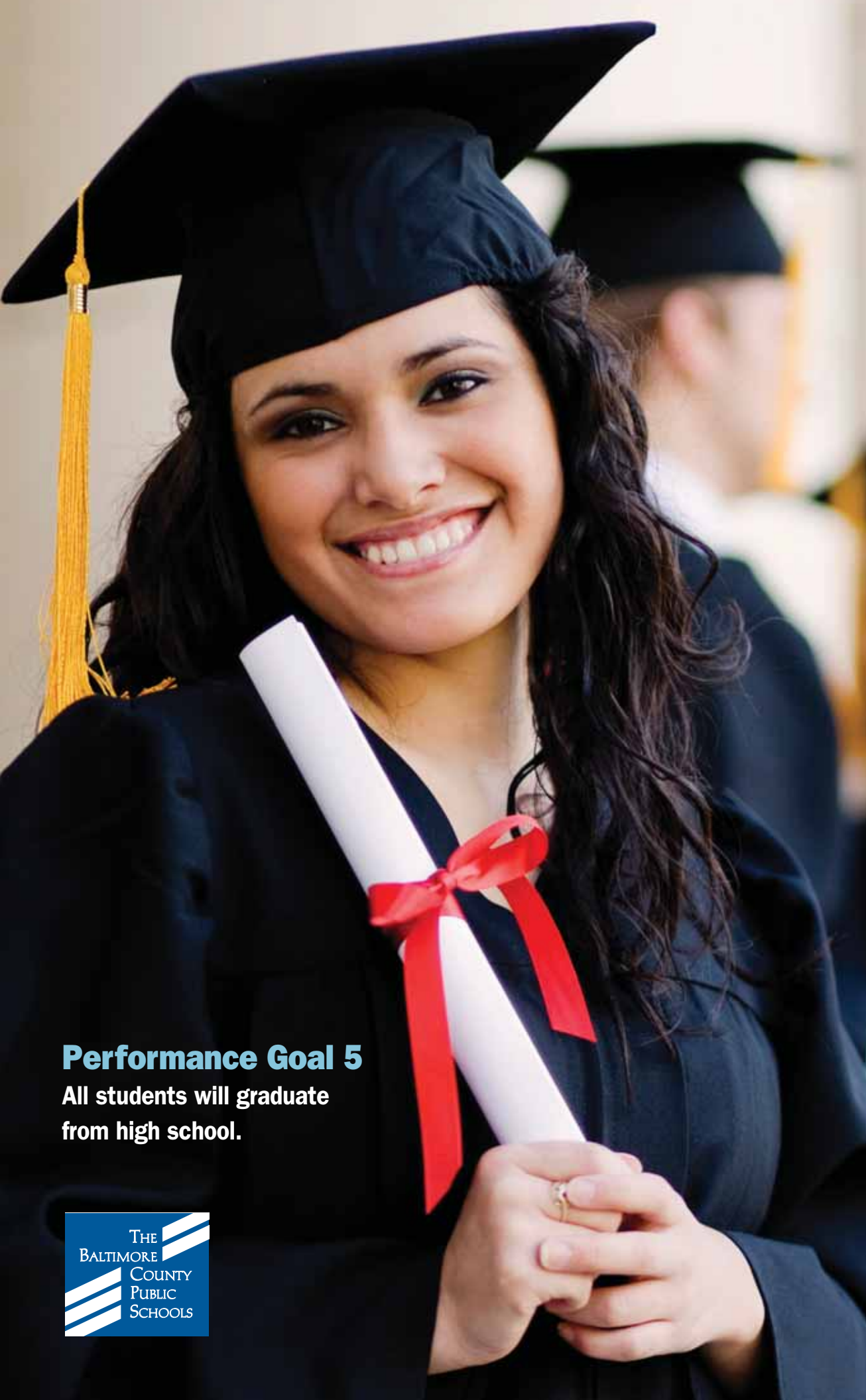


The majority of the 939 stakeholders who responded to the 2010 survey were satisfied with the school system's academics, the safe and orderly environment provided to the students, and the level of parent/guardian involvement.

Next Steps: 2010-2011 Master Plan

- Continue to promote the Online Stakeholder Satisfaction Survey, encourage greater participation, and expand its availability through marketing and promotional activities.

Safe, orderly environments



Performance Goal 5

All students will graduate
from high school.



Performance Goal 5

Performance Indicator 5.1

ALL HIGH SCHOOLS WILL MEET THE GRADUATION RATE ESTABLISHED BY THE STATE. (STATE STANDARD)

What is measured?

The systemwide high school graduation rate

Results for 2009-2010

Chart 5.1.1 – Graduation Rate

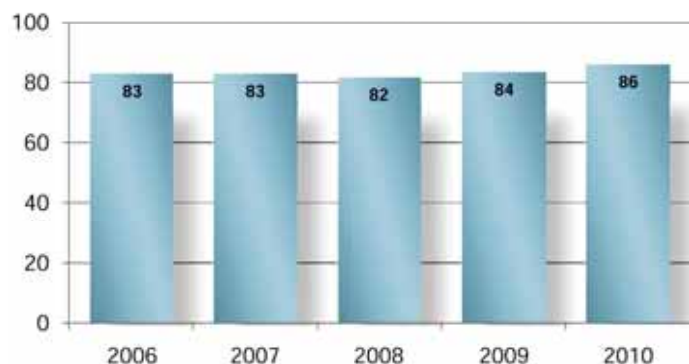
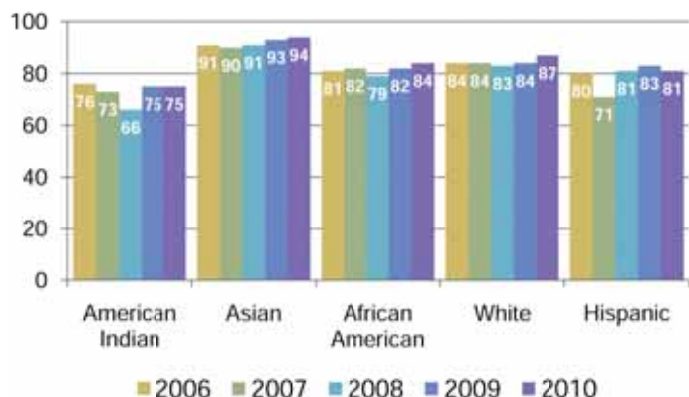


Chart 5.1.2 – Graduation Rate Race/Ethnicity



The systemwide graduation rate in 2010 was 86%. This is two percentage points higher than in 2009, 0.5 percentage points above the 2010 Annual Measurable Objective (AMO) of 85.5%, and the highest rate over the past five years. Graduation rates have continued to improve since 2008, with the largest increase in 2010. Since 2009, all racial/ethnic subgroups improved or remained the same except the Hispanic subgroup, which decreased slightly.

Continued staffing of highly qualified teachers and individual plans that promote student success, e.g. Bridge Plans, partly explain the improvement. Credit recovery and graduation rates have continued to improve as a result of the support provided by the Crossroads Center, alternative high school centers, the Bridge Center, Evening High School, Saturday School, Summer School, and Home and Hospital. Teachers certified in their content areas continued to staff all alternative high school settings allowing students to earn and recoup credits towards graduation. Both the AVID and Maryland's Tomorrow programs remain in place to provide additional supports. In addition, increased academic supports have been provided by the College Readiness partnership between Baltimore County Public Schools and the Community College of Baltimore County.

Next Steps: 2010-2011 Master Plan

- Continue to utilize Advance Path and other programs to promote credit recovery.
- Maintain the College Readiness partnership with the Community College of Baltimore County (CCBC) and continue to use Accuplacer to encourage students to prepare for college.
- Continue to utilize alternative methods to meet the High School Assessment requirement through Evening High School, Summer School, Saturday School, and the Bridge Plan.
- Continue to review and correct coding for withdrawn students, utilize the Exit Interview to encourage students planning to withdraw to remain in school, and provide additional dropout prevention training to student support services personnel.
- Expand programs to assist immigrant families with staying connected to schools and to promote literacy through Early Intervention and Family Literacy.



Performance Indicator 5.2

ALL HIGH SCHOOLS WILL HAVE ANNUAL DROPOUT RATES OF LESS THAN 3.0%. (STATE STANDARD)

What is measured?

The systemwide high school dropout rate

Results for 2009-2010

Chart 5.2.1 – Dropout Rate

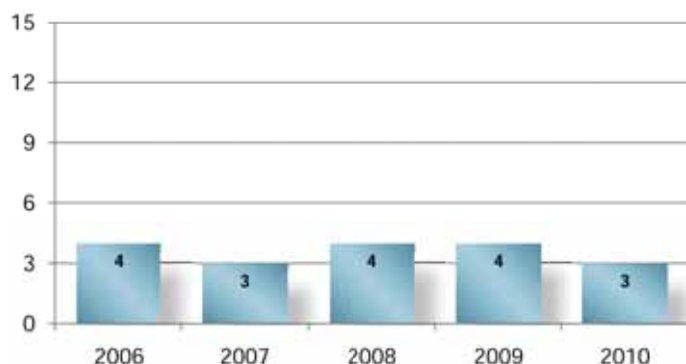
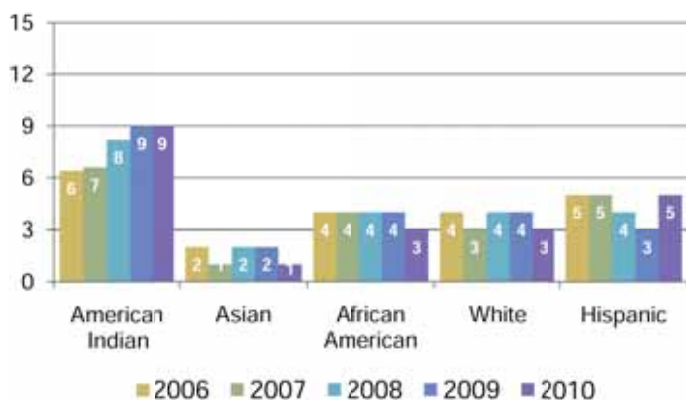


Chart 5.2.2 – Dropout Rate Race/Ethnicity



The systemwide dropout rate decreased from 4% to 3% from 2009 to 2010, which met the state standard of 3%. Asian, African American, and White student subgroups all decreased their dropout rate by one percentage point while the American Indian subgroup remained the same; and the Hispanic subgroup increased by two percentage points from 2009 to 2010.

The systemwide dropout rate decreased as a result of continued efforts to encourage graduation including access to alternative programs, positive behavior interventions, improved school climate, and highly qualified teachers in all content areas. Early intervention programs such as Child Find, Even Start Family Literacy Program,



Home Instruction for Parents of Preschool Youngsters (HIPPPY), Aliza Brandwine Centers (ABC), prekindergarten, and full-day kindergarten have improved academic skills. Other school-based programs, including AVID, Maryland's Tomorrow, and Advance Path, have provided additional support to students at risk for dropping out. In addition, alternative programs such as Evening High School, the Afternoon Group Learning Center, alternative schools, Home and Hospital, the Crossroads Center, and the Bridge Center continued to provide additional support to at-risk students.

Next Steps: 2010-2011 Master Plan

- Continue to maintain accurate records with correct coding of all withdrawn students and provide updated training to records personnel to ensure proper coding and documentation of withdrawn students.
- Continue to monitor attendance, implement appropriate interventions, and utilize Connect-ED to communicate student attendance to parents/guardians.
- Utilize the Exit Interview to encourage students planning to withdraw to remain in school. Promote participation in programs that encourage students to remain connected to schools (i.e., student organizations, clubs, sports teams).
- Continue to provide staff training on the learning styles and needs of students at risk for dropping out of school and utilize pupil personnel workers to intervene with students with attendance and behavior problems who are at risk for dropping out.
- Maintain the relationship with the Community College of Baltimore County for participation in the College Readiness Program.

Performance Indicator 5.3

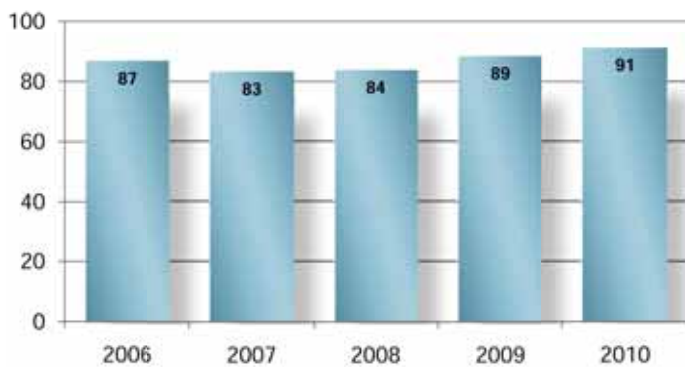
**ALL GRADUATES WILL MEET THE COLLEGE COURSE ENTRANCE REQUIREMENTS FOR THE UNIVERSITY SYSTEM OF MARYLAND OR THE MARYLAND CAREER AND TECHNOLOGY EDUCATION CAREER COMPLETER REQUIREMENTS, OR BOTH.
(STATE STANDARD)**

What is measured?

Percentage of graduates who meet University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both

Results for 2009-2010

**Chart 5.3.1 – University System of Maryland or Career and Technology or Both
Percentage of Students Meeting Requirements**



In 2010, 91% of BCPS graduates met the University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both. This represents an increasing trend toward meeting the state standard of 100%.

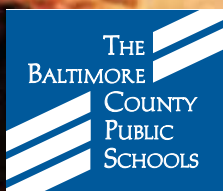
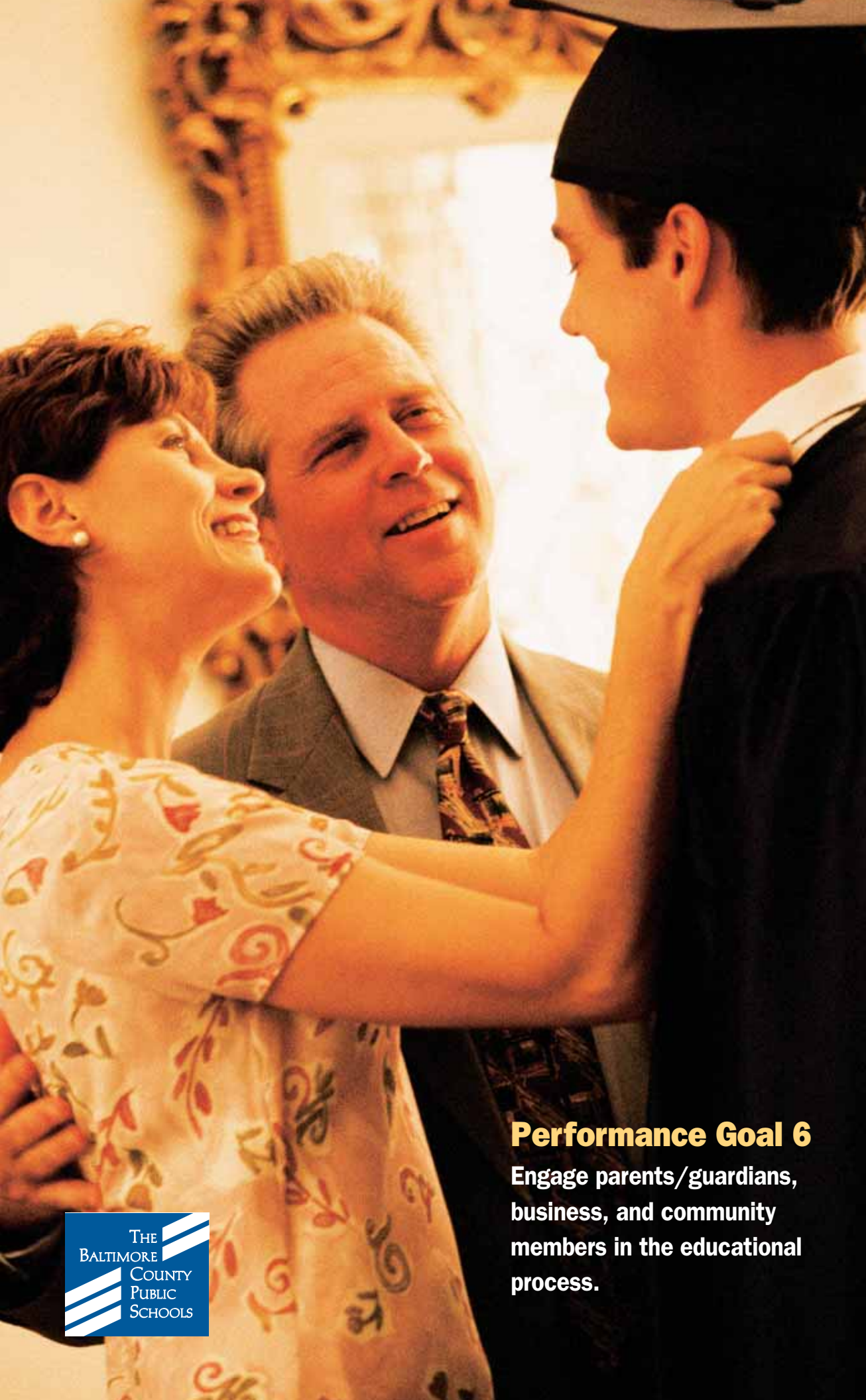
There has been a growing emphasis in Baltimore County Public Schools on preparing students to pursue college upon graduating from high school. With the expansion of the AVID program, college preparedness of students has increased significantly; therefore, more students met the University System of Maryland requirements and/or the Career and Technology Education (CTE) requirements.

Next Steps: 2010-2011 Master Plan

- Offer Career and Technology Education (CTE) programs of study in the ten Maryland State Department of Education (MSDE) clusters.
- Increase opportunities for students (including accommodations for special needs students) to attain industry certifications, to enroll in honors and gifted and talented level courses, and to earn college credits while in high school CTE programs; and enable guidance counselors to schedule students according to needs, current performance, and other individual issues to make students' programs rigorous, relevant, meaningful, and achievable.
- Increase student achievement through comprehensive career information initiatives and by increasing the opportunities for students and educators to participate in work-based internship/externship experiences.
- Convene program advisory committees with representatives from industry, secondary schools, and two-year and four-year colleges to ensure that there is curriculum and program alignment to industry/technical skill standards, academic standards, and skills for success.



All students will graduate



Performance Goal 6

Engage parents/guardians, business, and community members in the educational process.

Performance Goal 6

**Performance
Indicator
6.1**

ALL PARENTS/GUARDIANS WILL HAVE MULTIPLE OPPORTUNITIES TO PARTICIPATE IN HOME-SCHOOL COMMUNICATION. (BCPS STANDARD)

What is measured?

Percentage of schools providing home-school communication to all parents/guardians

**Performance
Indicator
6.2**

INCREASE STUDENT, PARENT/GUARDIAN, AND TEACHER CONFERENCES TO 100% IN ALL SCHOOLS. (BCPS STANDARD)

What is measured?

Percentage of schools increasing the number of student, parent/guardian, and teacher conferences

**Performance
Indicator
6.3**

INCREASE LEARNING OPPORTUNITIES FOR PARENTS/GUARDIANS, STAFF, AND COMMUNITY MEMBERS TO ASSIST IN DEVELOPING AND REFINING THE KNOWLEDGE AND SKILLS NEEDED TO SUPPORT STUDENTS' ACADEMIC ACHIEVEMENT AND RECOGNIZE STUDENTS' SUCCESSES. (BCPS STANDARD)

What is measured?

Percentage of schools increasing learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes

**Performance
Indicator
6.4**

INCREASE PARENT/GUARDIAN ATTENDANCE AT SCHOOL-BASED EVENTS AND ACTIVITIES SUCH AS BACK-TO-SCHOOL NIGHTS AND SCHOOL IMPROVEMENT TEAMS. (BCPS STANDARD)

What is measured?

Percentage of schools increasing parent/guardian attendance at school-based events

**Performance
Indicator
6.5**

INCREASE PARENT/GUARDIAN, SCHOOL, BUSINESS, AND COMMUNITY PARTNERSHIPS. (BCPS STANDARD)

What is measured?

Percentage of schools increasing parent/guardian, school, business, and community partnerships

**Performance
Indicator
6.6**

INCREASE COMMUNICATION AND POSITIVE RELATIONSHIPS WITH PARENTS/GUARDIANS AND COMMUNITY MEMBERS BY DISSEMINATING INFORMATION ABOUT SYSTEM, SCHOOL, AND STUDENT SUCCESSES. (BCPS STANDARD)

What is measured?

Percentage of schools increasing communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes

Results for 2009-2010 One hundred percent of schools have consistently met performance indicators 6.1 through 6.6 since 2006-2007.

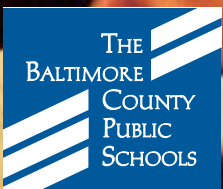
Next Steps: • Continue to effectively and efficiently utilize resources to maintain the standard of 100% for these indicators.

Parent/guardian and community involvement



Performance Goal 7

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



Performance Goal 7

Performance Indicator 7.1

ALL SCHOOLS WILL DEVELOP A RESULTS REVIEW REPORT THAT IS ALIGNED WITH THE SYSTEM'S ANNUAL RESULTS REPORT. (BCPS STANDARD)

What is measured?

The number of schools that are provided with school-level data to develop a school improvement plan

Results for 2009-2010

In 2010, 100% of schools received school-level data and communicated student-level achievement results to the community.

Next Steps: 2010-2011 Master Plan

- Continue to publish (in electronic form and/or hard copy) the *Maryland School Performance Program Report*, which includes state, local, and individual schools' information.
- Continue to develop and implement processes to expand stakeholder input into school improvement plans and communicate school results reports.
- Continue to provide schools with school-specific data from the data warehouse for analysis and development of school improvement plans.
- Continue to ensure that all schools have school improvement teams and monitor their effectiveness.

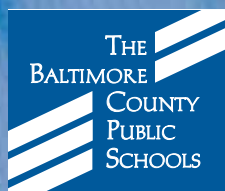


School improvement communication

Performance Goal 8

Performance Goal 8

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





Performance Indicator 8.1

ALL STUDENTS, TEACHERS, AND OFFICE STAFF WILL HAVE ACCESS TO TECHNOLOGY TO SUPPORT STUDENT ACHIEVEMENT, A HIGHLY QUALIFIED TEACHING STAFF, AND STAKEHOLDER INVOLVEMENT IN THE EDUCATIONAL PROCESS. (BCPS STANDARD)

What is measured?

The computer processing unit (CPU) count of MSDE and BCPS standard computers

Results for 2009-2010

The ratio of students to computers was 3.5:1. The ratio of teachers to computers was 1:1. The ratio of administrators to computers was 1:1. The ratio of clerical staff to computers was 1:1.

Next Steps:

- Continue to review solutions that can be used to allow universal access to files and other instructional information by students, teachers and parents/guardians. Recommendations will be based mainly on ease of use, cost effectiveness, and low maintenance requirements.
- Continue to maintain or improve ratios of staff and students to computers.

Performance Indicator 8.2

ALL SCHOOLS AND OFFICES WILL HAVE HIGH-CAPACITY COMPUTERS AT THE RATIO OF: ONE COMPUTER PER FIVE STUDENTS BY 2005; ONE COMPUTER PER SCHOOL-BASED TEACHER, ADMINISTRATOR, AND CLERICAL BY 2006; AND ONE COMPUTER PER CENTRAL OFFICE ADMINISTRATIVE/ SUPERVISORY AND CLERICAL STAFF BY 2007. (BCPS STANDARD)

What is measured?

The computer processing unit (CPU) count of MSDE and BCPS standard computers

Results for 2009-2010

The 2009-2010 inventory indicated that the student to computer ratio was 3.5:1, which exceeded the BCPS standard of at least one computer per five students. The teacher, clerical, administrative, and/or supervisory personnel to computer ratio was 1:1, which continued to meet the BCPS standard.

Next Steps: 2010-2011 Master Plan

- Improve the inventory process for technology in schools and offices; and provide more accurate and updated inventory reports using a combination of an automated data collection and reporting system, the MSDE online inventory, and random physical inventories.
- Continue to provide professional development and support based on the Maryland Teacher Professional Development Standards to school technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources.

Performance Indicator 8.3

THE ANNUAL OPERATING AND CAPITAL BUDGETS WILL BE DEVELOPED AND ADMINISTERED IN A TIMELY AND ACCURATE MANNER. (BCPS STANDARD)

What is measured?

Submission of the operating and capital budgets for board approval by the statutorily required dates

Maintenance of budget to actual variance of 1.0% or less

Receipt of the Association of School Business Officials (ASBO) and Government Finance Officers' Association (GFOA) Meritorious Budget awards on the budget book

Results for 2009-2010

The operating and capital budgets were submitted to the Board of Education by the statutorily required dates.

The budget to actual variance for 2009-2010 was 0.50% for the expected budget.

BCPS received the Association of School Business Officials (ASBO) and the Government Finance Officers' Association (GFOA) Meritorious Budget Award for the 2009-2010 Adopted Budget Book.

All categories of expenditures were at or below the expected budgeted amounts.

Next Steps: 2010-2011 Master Plan

- Continue to work closely with the forecasting committee to monitor accounts throughout the year.

Performance Indicator 8.4

THE DEPARTMENT OF FISCAL SERVICES' STAFF WILL EFFECTIVELY AND EFFICIENTLY PROVIDE TIMELY ACCESS TO FUNCTIONAL INFORMATION. (BCPS STANDARD)

What is measured?

The percentage of end-users who are satisfied with the content of the Comprehensive Annual Financial Report (CAFR)

Results for 2009-2010

Of those that responded, 97.0% of end-users were satisfied with the content of the FY2009 Comprehensive Annual Financial Report (CAFR). Procedures were established and implemented to ensure that the system achieves 100% user satisfaction each year.

Next Steps: 2010-2011 Master Plan

- Continue to distribute user surveys with copies of the CAFR to determine end-user satisfaction with the document.

Performance Indicator 8.5

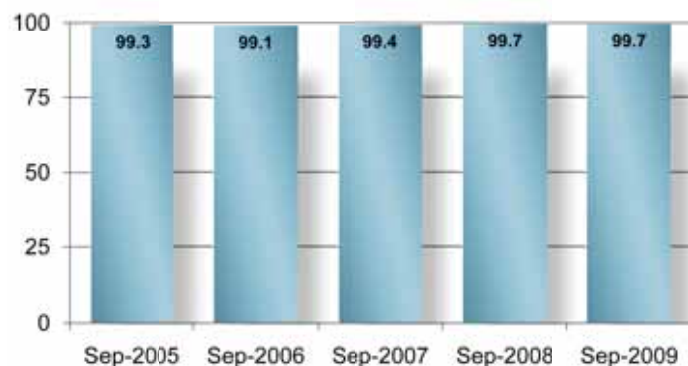
THE STUDENT ENROLLMENT PROJECTIONS WILL HAVE A 99.0% ACCURACY RATE. (BCPS STANDARD)

What is measured?

September 30 annual BCPS enrollment projections

Results for 2009-2010

Chart 8.5.1 – Student Enrollment Projections Accuracy Rate Percentage



The student enrollment projections for September 2009 were 99.7% accurate. The BCPS standard of 99% accuracy has been exceeded in each of the past five years.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.6

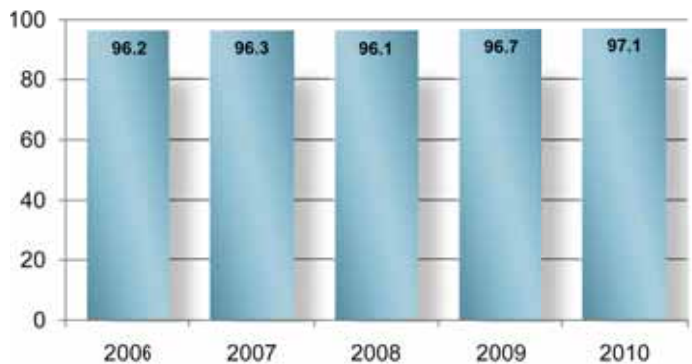
NINETY PERCENT OF BUSES WILL ARRIVE EACH DAY WITHIN THE ESTABLISHED OPENING/CLOSING WINDOW. (BCPS STANDARD)

What is measured?

Percentage of buses arriving at school within the established arrival window

Results for 2009-2010

Chart 8.6.1 – Bus Arrival On-Time Percentage



For the past five years, the percentage of buses arriving within the established arrival window has exceeded the BCPS standard of 90.0%.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.



Performance Indicator 8.7

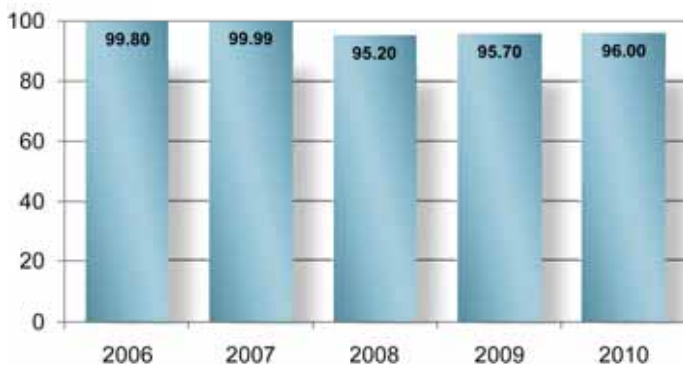
ALL STUDENTS WILL HAVE TOTAL RIDE TIMES OF LESS THAN THREE HOURS PER DAY. (BCPS STANDARD)

What is measured?

Percentage of students' ride time of less than three hours

Results for 2009-2010

Chart 8.7.1 – Students' Ride Time Percentage Less Than Three Hours



Ninety-six percent of student bus riders had a daily total ride time of less than three hours in 2010, which is an increase of 0.30 percentage points from 2009, but less than in 2006 and 2007. The BCPS standard for ride times of less than three hours per day is 100%.

Progress since 2008 may be attributed to an increase in the continuation of feeder school patterns for special education placements. Additionally, a shift in selected program placements assigned students to schools closer to their homes.

Next Steps: 2010-2011 Master Plan

- Continue to work collaboratively with the Office of Special Education, Placement and Birth-to-Five, to recommend schools with appropriate programs that require the shortest bus ride.
- Utilize additional buses and staff members to develop and execute efficient routes for transporting students receiving special education services.



Performance Indicator 8.8

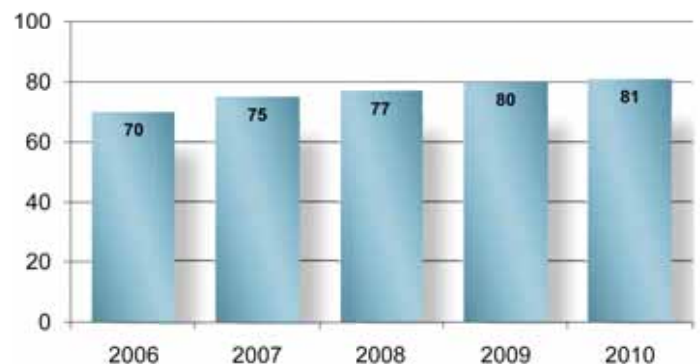
EACH SCHOOL WILL PROVIDE MEAL SERVICE AT OPTIMAL CAPACITY. (BCPS STANDARD)

What is measured?

The percentage of secondary schools meeting optimal meal service capacity

Results for 2009-2010

Chart 8.8.1 – Percentage of Secondary Schools Meeting Maximum Meal Service Capacity



Since 2006, the percentage of secondary schools meeting maximum meal service capacity has continued to increase consistently and move towards the BCPS standard of 100%. Eighty-one percent of secondary schools met the maximum meal service capacity in 2010.

The results represented advances made through capital project funding used to update and renovate cafeteria serving lines.

Next Steps: 2010-2011 Master Plan

- Continue to seek capital project funding to modernize cafeteria serving lines in schools.
- Continue to monitor student meal schedules and meal service and work with school administrators to make appropriate adjustments.

Performance Indicator 8.9

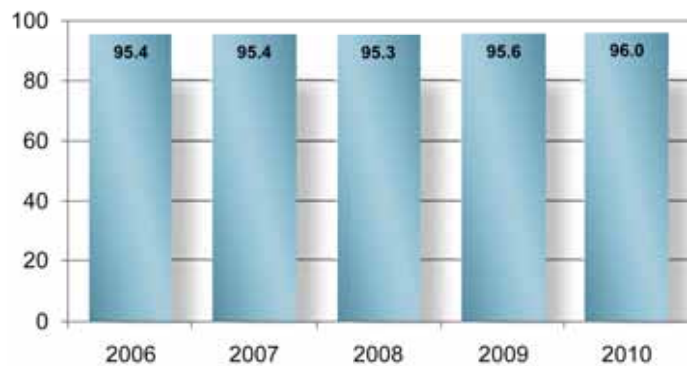
THE BCPS EMPLOYEE ATTENDANCE RATE WILL MEET OR EXCEED THE SYSTEM STANDARD. (BCPS STANDARD)

What is measured?

Employee attendance rate

Results for 2009-2010

Chart 8.9.I – Employee Attendance Rate



The 2010 BCPS employee attendance rate met the system standard of 96.0% and was 0.4 percentage points higher than in 2009.

The Employee Attendance Monitoring Program has been fully implemented for five years. The employee attendance rate was calculated using all employee groups but excluded long-term, approved leaves of absence.

Next Steps: 2010-2011 Master Plan

- Continue to provide all new administrators with training and assistance with implementing the Employee Attendance Monitoring Program.
- Continue to provide intensive case management for employees referred to the Office of Risk Management.
- Disaggregate attendance data to identify which employee groups' attendance has not improved.

Performance Indicator 8.10

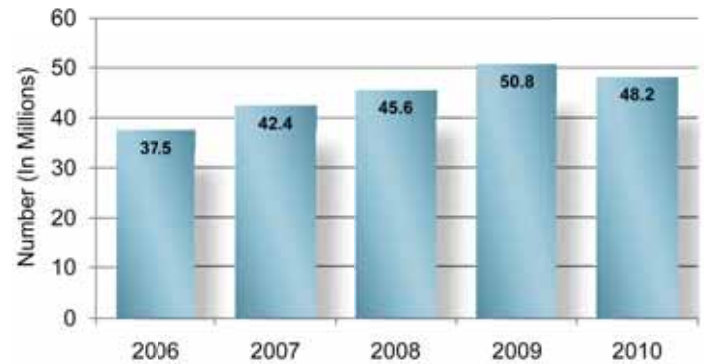
COPY AND PRINT SERVICES WILL OPERATE AT OPTIMAL CAPACITY. (BCPS STANDARD)

What is measured?

Copy and Print Services (CPS) will meet the established standard of 46.7 million impressions (copies)

Results for 2009-2010

Chart 8.10.I – Copy and Print Services Productivity



In 2010, CPS exceeded the established standard despite the decline from 2009. Overall, productivity has increased by 10.7 million copies since 2006.

Next Steps: 2010-2011 Master Plan

- Continue to provide black and white copies to all schools and offices.
- Expand color copy production with a new 80-page per minute digital printer.
- Implement a marketing strategy to obtain additional work from schools and offices.

Performance Indicator 8.11

THE CAPITAL IMPROVEMENT PROGRAM WILL ALIGN WITH THE DISTRIBUTION OF INSTRUCTIONAL PROGRAMS. (BCPS STANDARD)

What is measured?

Submission of the Capital Improvement Program (CIP) to the superintendent for approval prior to the capital budget request

Results for 2009-2010

The 2011 Capital Improvement Program (CIP) was successfully submitted to the superintendent and the Board of Education prior to the capital budget request.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.12

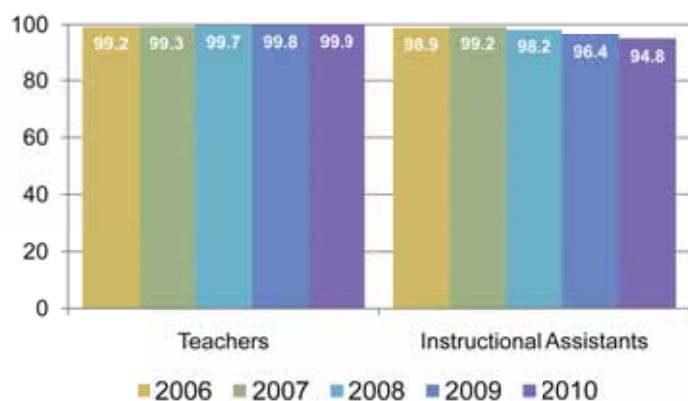
ALL SCHOOLS WILL RECEIVE EQUITABLE STAFFING ALLOCATIONS IN A TIMELY MANNER. (BCPS STANDARD)

What is measured?

Allocation of available school-based positions based on projected enrollment

Results for 2009-2010

Chart 8.12.1 – Percentage of Positions Filled One Week After School Opened



The percentage of teacher positions that were filled based on projected enrollment one week after school opened continued to increase over a five-year period. The percentage of instructional assistant positions that were filled based on projected enrollment one week after school opened has declined slightly since 2007.

The Office of Personnel recruited employees in over 16 states and at 42 colleges and universities. In addition, BCPS offered signing bonuses and relocation stipends for teachers in critical shortage areas who accepted positions in priority schools. Personnel officers also met with principals during staffing meetings in May to discuss potential vacancies. These strategies have resulted in over 99.0% of instructional vacancies being filled for teacher positions.

Next Steps: 2010-2011 Master Plan

- Continue to expand recruitment initiatives (relocation reimbursements, recruitment in different states, and BCPS recruitment fairs) for critical shortage areas in special education, world languages, mathematics, and science.
- Continue to implement the BCPS staffing plan, which emphasizes staffing critical shortage subjects in priority schools.
- Continue the BCPS Student Scholarship Loan Program, which is designed to encourage more students to pursue careers in education, specifically in the areas of mathematics, science, and special education.
- Continue to assist teachers who have not met the requirements to be highly qualified through school visits and collaboration with the Department of Professional Development and institutions of higher education to provide coursework needed to meet the requirements of No Child Left Behind.

Performance Indicator 8.13

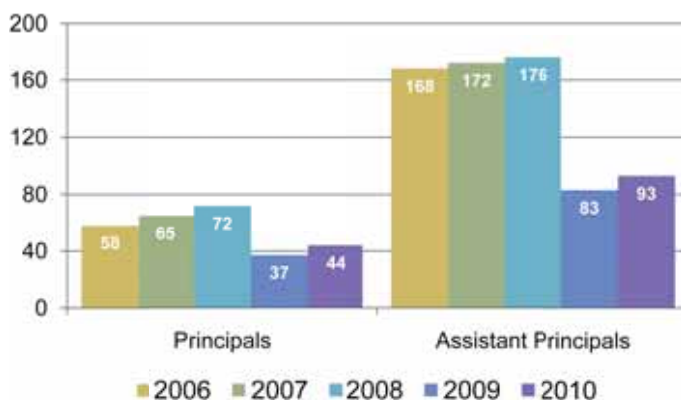
ADMINISTRATIVE APPOINTMENTS WILL BE MADE IN A TIMELY MANNER. (BCPS STANDARD)

What is measured?

The number of qualified applicants in the system's pool of administrators required to meet staffing needs

Results for 2009-2010

Chart 8.13.1 – Total Candidates in Administrative Pool



In 2010, the number of qualified applicants in the system's pool of administrators continued to exceed, and more than doubled, the BCPS standard of a minimum of 20 candidates. There were a total of 93 qualified candidates in the system's pool of assistant principals, which was an increase of 10 qualified candidates over 2009 and more than doubled the BCPS standard of a minimum of 45 candidates.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.14

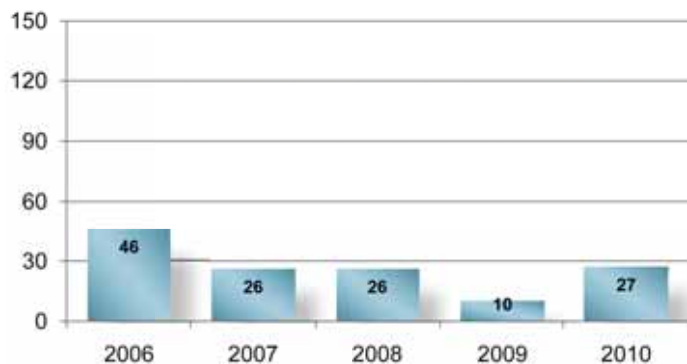
THE NUMBER OF EQUAL EMPLOYMENT OPPORTUNITY (EEO) COMPLAINTS WILL BE REDUCED. (BCPS STANDARD)

What is measured?

The number of EEO complaints

Results for 2009-2010

Chart 8.14.I – Equal Employment Opportunity Complaints

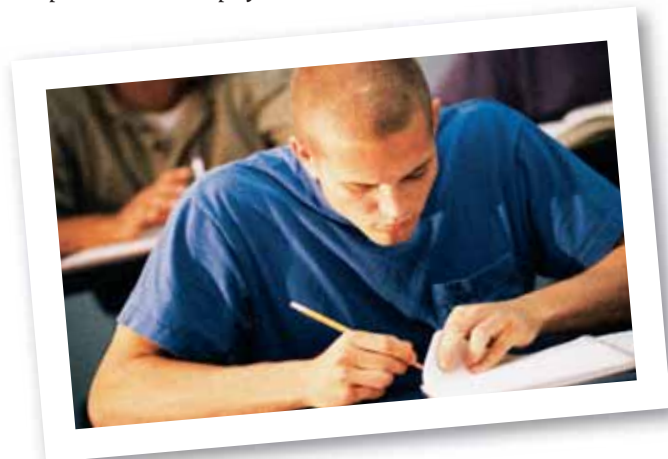


In 2010, there was an increase of 17 EEO complaints over 2009, which did not meet the BCPS standard of at least a 5.0% reduction. However, there has been an overall reduction of 19 complaints since 2006.

The increase in EEO complaints was attributed to several factors; namely, an increase in awareness due to EEO-related training and an increase in referrals from bargaining unit representatives. The data are also consistent with the nationwide trend, which shows an increase in EEO-related complaints filed with both federal and state agencies.

Next Steps: 2010-2011 Master Plan

- Continue to screen all complaints received in the EEO office.
- Analyze trends and types of complaints to determine appropriate strategies to address issues.
- Continue to provide EEO-related trainings to administrators, supervisors, and employees.



Performance Indicator 8.15

ALL ADMINISTRATIVE AND SUPERVISORY PERSONNEL WILL RECEIVE TRAINING SO THAT MASTER AGREEMENTS WILL BE IMPLEMENTED EFFECTIVELY. (BCPS STANDARD)

What is measured?

The number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process

Results for 2009-2010

During the 2009-2010 school year, the system provided training on the topics of negotiations and the appraisal process to school teams, new administrators, incumbent principals, office staff, managers/supervisors in both the Divisions of Business Services and Curriculum and Instruction, and members of the superintendent's staff. A total of 318 managerial/supervisory staff members received training so that the master agreements could be implemented effectively.

Next Steps: 2010-2011 Master Plan

- Continue to train new principals, new assistant principals, members of negotiations teams, superintendent's staff, and managerial/supervisory personnel in the Divisions of Business Services and Curriculum and Instruction and to schedule training with other groups of managers/supervisors within the system.
- Continue to print and distribute new master agreements and/or supplements to all employees that include all language changes negotiated between the Board of Education and the employee organizations and to place a summary of changes to the master agreements in the weekly bulletin for distribution to employees.

Performance Indicator 8.16

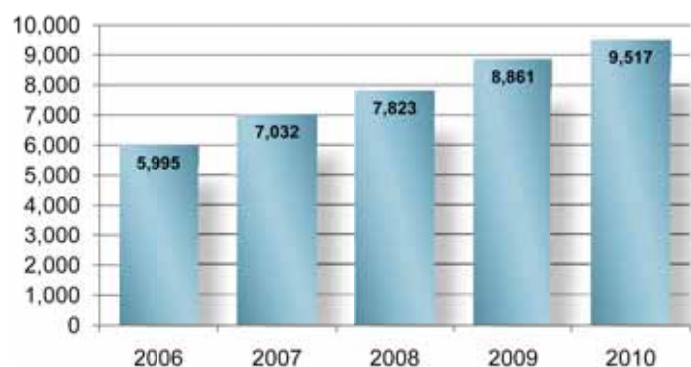
ALL EMPLOYEES AND RETIREES WILL HAVE EFFECTIVE INFORMATION REGARDING EMPLOYEE BENEFITS. (BCPS STANDARD)

What is measured?

The number of employees accessing the Employee Self-Service (ESS) Web site

Results for 2009-2010

Chart 8.16.I – Number of Employees Accessing the Employee Self-Service Web Site



The number of employees accessing the Employee Self-Service (ESS) Web site has continued to increase each year since 2006. In 2010, an increase of 656 employees from the previous year exceeded the BCPS goal of a 5.0% annual increase.

The continued increase is attributed to the encouragement of employees during new hire orientation sessions to access the site for payroll and benefits information, the enhancement of Web-based open enrollment capabilities, and the inclusion of information about the site in employee benefits-related communications.

Next Steps: 2010-2011 Master Plan

- Continue to provide information to employees on the availability of benefits information through utilization of the Web site.
- Continue to monitor use of the ESS Web site on a monthly basis and review the site quarterly to assess the functionality and continued usefulness to employees.
- Initiate the implementation of the upgraded ESS site consistent with the implementation of the American Management System 3.8 Human Resource Information System upgrade.



Performance Indicator 8.17

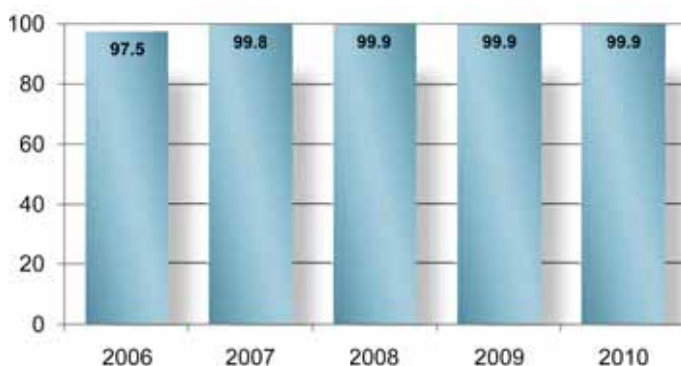
ALL BCPS FACILITIES WILL BE OPERATIONAL IN THE SCHOOL YEAR AT A LEVEL THAT MEETS OR EXCEEDS THE 2002-2003 BASELINE. (BCPS STANDARD)

What is measured?

Percentage of operational facilities that meet or exceed the standard of operational performance of 91.9%

Results for 2009-2010

Chart 8.17.I – Percentage of Operational Schools



Since 2006, the percentage of schools that were operational has increased and exceeded the BCPS standard of 91.9%. School closings and the reasons for the closings were tracked throughout the school years, and the percentage of schools that were operational has remained consistent at 99.9% since 2008.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.18

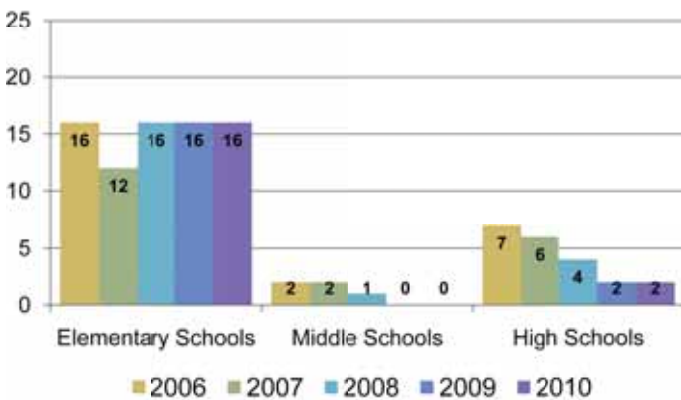
REDUCE THE NUMBER OF SCHOOLS IN WHICH FULL-TIME EQUIVALENT (FTE) ENROLLMENT OF STUDENTS EXCEEDS SEATING CAPACITY (STATE-RATED CAPACITY PLUS AVAILABLE RELOCATABLE SEATS). (BCPS STANDARD)

What is measured?

The number of schools in which full-time equivalent (FTE) enrollment exceeds seating capacity (state-rated capacity plus available relocatable seats)

Results for 2009-2010

Chart 8.18.1 – Number of Schools Exceeding Capacity



Since 2006, the number of elementary schools in which FTE enrollment exceeded seating capacity has remained relatively stable; the number of middle schools has decreased by two resulting in zero middle schools exceeding seating capacity in 2010; and the number of high schools has decreased by five.

Overall, BCPS has reduced the number of schools in which the FTE enrollment exceeds total available seating. This progress was achieved through annual systematic analysis of enrollments, capacity, projections, capital project priorities, and availability of resources. The Office of Strategic Planning implements a progressive approach of recommendations in considering schools with enrollments approaching capacity. Steps in the process include capacity analysis, room use recommendations, use of existing relocatable units, enrollment caps/annexing/redistricting, purchase of new relocatable units, renovations, additions, and capital construction.

Next Steps: 2010-2011 Master Plan

- Use September 30, 2010, enrollment data to analyze current enrollments, capacity, and projection accuracy in fall 2010.
- Hold meetings with the Office of Strategic Planning and all assistant superintendents to discuss relief options and priorities.
- Ensure that projections will undergo annual enrollment updates.



Performance Indicator 8.19

THE WIDE AREA NETWORK, ENTERPRISE SYSTEMS, AND THE TELEPHONE SYSTEM WILL OPERATE EFFECTIVELY 98.0% OF THE TIME. (BCPS STANDARD)

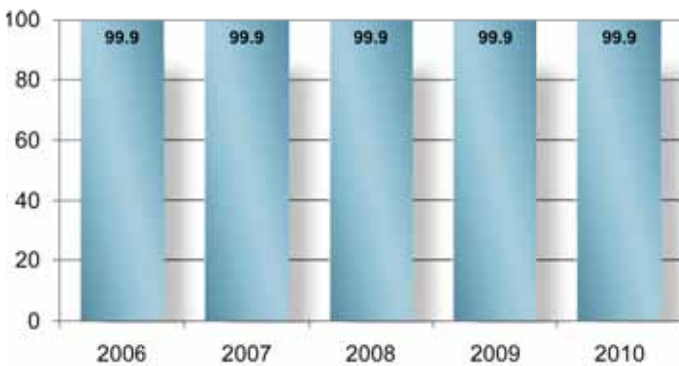
What is measured?

The percentage of time that the Wide Area Network (WAN), the Enterprise Systems (ES), and the telephone system are fully operational and available to users

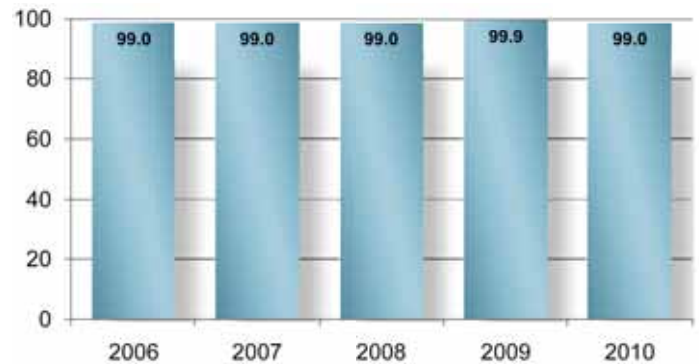
The percentage of employee customer service issues resolved within 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets

Results for 2009-2010

**Chart 8.19.1 – WAN, ES, and Telephone Systems
Percentage of Time Operational**



**Chart 8.19.2 – Employee Customer Service Issues
Percentage Resolved Withing 48 Hours**



Each year since 2006, the WAN, ES, and telephone systems have exceeded the BCPS standard of operating effectively 98.0% of the time. In 2010, 99.0% of customer service issues were resolved within 48 hours with customer satisfaction, which is 1.0 percentage point above the BCPS standard.

Next Steps: 2010-2011 Master Plan

- Change internet providers and increase the district's bandwidth from 145Mbps to 500Mbps in order to provide necessary and reliable access and allow the district to increase the bandwidth from 500Mbps to 1,000Mbps in future years.
- Utilize the shared Disaster Recovery Center, back up financial and human resources data systems following system upgrades, and determine critical system identification and mean time to recovery for these systems.



All students will receive a quality education

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Goal 2

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4

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

Performance Goal 5

All students will graduate from high school.

Performance Goal 6

Engage parents/guardians, business, and community members in the educational process.

Performance Goal 7

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

Performance Goal 8

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





Blueprint for Progress:
Report on Results
for School Year
2009–2010



6901 N. Charles Street
Towson, Maryland 21204



BLUEPRINT FOR PROGRESS

***SUPPLEMENTAL DATA
REPORT ON RESULTS***

2009-2010

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Performance Indicator 1.1 – Elementary School Reading and Mathematics MSA

Table 1.1.1 Elementary School Reading and Mathematics MSA Percentage Proficient or Advanced

Reading AMO for 2010 is 81.2%, Mathematics AMO for 2010 is 79.4%

Year	Test	Proficient or Advanced	Tested	Percent
2006	Reading	18,794	22,830	82.3%
2007	Reading	18,503	22,264	83.1%
2008	Reading	19,204	22,071	87.0%
2009	Reading	19,643	22,265	88.2%
2010	Reading	19,818	22,352	88.7%
2006	Mathematics	17,835	22,854	78.0%
2007	Mathematics	18,473	22,278	82.9%
2008	Mathematics	18,662	22,095	84.5%
2009	Mathematics	19,058	22,272	85.6%
2010	Mathematics	19,632	22,369	87.8%

Table 1.1.2 Elementary School Reading MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2010 is 81.2%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	89	123	72.4%
2007	American Indian	86	116	74.1%
2008	American Indian	93	109	85.3%
2009	American Indian	96	104	92.3%
2010	American Indian	92	111	82.9%
2006	Asian	960	1,072	89.6%
2007	Asian	1,055	1,153	91.5%
2008	Asian	1,154	1,228	94.0%
2009	Asian	1,206	1,276	94.5%
2010	Asian	1,299	1,375	94.5%
2006	African American	6,742	9,117	73.9%
2007	African American	6,773	8,997	75.3%
2008	African American	7,360	9,153	80.4%
2009	African American	7,800	9,458	82.5%
2010	African American	7,804	9,365	83.3%
2006	White	10,386	11,720	88.6%
2007	White	9,914	11,110	89.2%
2008	White	9,770	10,591	92.2%
2009	White	9,703	10,403	93.3%
2010	White	9,651	10,339	93.3%
2006	Hispanic	617	798	77.3%
2007	Hispanic	675	888	76.0%
2008	Hispanic	827	990	83.5%
2009	Hispanic	838	1,024	81.8%
2010	Hispanic	972	1,162	83.6%

Performance Indicator 1.1 – Elementary School Reading and Mathematics MSA

Table 1.1.3 Elementary School Mathematics MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2010 is 79.4%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	86	123	69.9%
2007	American Indian	89	116	76.7%
2008	American Indian	89	108	82.4%
2009	American Indian	89	104	85.6%
2010	American Indian	99	111	89.2%
2006	Asian	972	1,076	90.3%
2007	Asian	1,102	1,158	95.2%
2008	Asian	1,174	1,236	95.0%
2009	Asian	1,225	1,279	95.8%
2010	Asian	1,324	1,377	96.2%
2006	African American	6,093	9,122	66.8%
2007	African American	6,613	8,997	73.5%
2008	African American	6,937	9,158	75.7%
2009	African American	7,345	9,458	77.7%
2010	African American	7,613	9,374	81.2%
2006	White	10,098	11,725	86.1%
2007	White	9,958	11,110	89.6%
2008	White	9,654	10,599	91.1%
2009	White	9,541	10,402	91.7%
2010	White	9,598	10,343	92.8%
2006	Hispanic	586	808	72.5%
2007	Hispanic	711	896	79.4%
2008	Hispanic	808	994	81.3%
2009	Hispanic	858	1,028	83.5%
2010	Hispanic	998	1,164	85.7%

Performance Indicator 1.1 – Elementary School Reading and Mathematics MSA

Table 1.1.4 Elementary School Reading MSA Percentage Proficient or Advanced - Student Group

AMO for 2010 is 81.2%

Year	Group	Proficient or Advanced	Tested	Percent
2006	FARMS	6,205	8,658	71.7%
2007	FARMS	6,142	8,378	73.3%
2008	FARMS	6,985	8,843	79.0%
2009	FARMS	7,893	9,671	81.6%
2010	FARMS	8,276	10,096	82.0%
2006	Gifted and Talented	5,188	5,238	99.0%
2007	Gifted and Talented	5,312	5,363	99.0%
2008	Gifted and Talented	5,253	5,283	99.4%
2009	Gifted and Talented	5,276	5,297	99.6%
2010	Gifted and Talented	5,231	5,240	99.8%
2006	LEP	265	439	60.4%
2007	LEP	379	566	67.0%
2008	LEP	405	558	72.6%
2009	LEP	373	555	67.2%
2010	LEP	550	754	72.9%
2006	Special Education	1,696	2,809	60.4%
2007	Special Education	1,713	2,753	62.2%
2008	Special Education	1,860	2,722	68.3%
2009	Special Education	1,841	2,686	68.5%
2010	Special Education	1,847	2,677	69.0%

Performance Indicator 1.1 – Elementary School Reading and Mathematics MSA

Table 1.1.5 Elementary School Mathematics MSA Percentage Proficient or Advanced - Student Group

AMO for 2010 is 79.4%

Year	Group	Proficient or Advanced	Tested	Percent
2006	FARMS	5,700	8,667	65.8%
2007	FARMS	6,111	8,388	72.9%
2008	FARMS	6,662	8,859	75.2%
2009	FARMS	7,557	9,674	78.1%
2010	FARMS	8,165	10,103	80.8%
2006	Gifted and Talented	5,200	5,239	99.3%
2007	Gifted and Talented	5,339	5,361	99.6%
2008	Gifted and Talented	5,266	5,285	99.6%
2009	Gifted and Talented	5,283	5,298	99.7%
2010	Gifted and Talented	5,230	5,241	99.8%
2006	LEP	296	461	64.2%
2007	LEP	457	580	78.8%
2008	LEP	435	573	75.9%
2009	LEP	423	565	74.9%
2010	LEP	610	759	80.4%
2006	Special Education	1,460	2,807	52.0%
2007	Special Education	1,644	2,750	59.8%
2008	Special Education	1,638	2,721	60.2%
2009	Special Education	1,568	2,684	58.4%
2010	Special Education	1,698	2,683	63.3%

Performance Indicator 1.1 – Middle School Reading and Mathematics MSA

Table 1.1.6 Middle School Reading and Mathematics MSA Percentage Proficient or Advanced

Reading AMO for 2010 is 80.8%, Mathematics AMO for 2010 is 71.4%

Year	Test	Proficient or Advanced	Tested	Percent
2006	Reading	17,656	24,311	72.6%
2007	Reading	16,544	23,475	70.5%
2008	Reading	17,926	22,945	78.1%
2009	Reading	18,350	22,491	81.6%
2010	Reading	18,174	22,160	82.0%
2006	Mathematics	14,474	24,347	59.4%
2007	Mathematics	13,923	23,520	59.2%
2008	Mathematics	15,334	22,956	66.8%
2009	Mathematics	15,814	22,501	70.3%
2010	Mathematics	15,838	22,165	71.5%

Table 1.1.7 Middle School Reading MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2010 is 80.8%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	81	122	66.4%
2007	American Indian	73	124	58.9%
2008	American Indian	85	117	72.6%
2009	American Indian	83	113	73.5%
2010	American Indian	85	104	81.7%
2006	Asian	824	997	82.6%
2007	Asian	837	1,017	82.3%
2008	Asian	970	1,097	88.4%
2009	Asian	1,091	1,226	89.0%
2010	Asian	1,192	1,314	90.7%
2006	African American	6,199	10,007	61.9%
2007	African American	5,890	9,842	59.8%
2008	African American	6,677	9,588	69.6%
2009	African American	7,144	9,420	75.8%
2010	African American	7,174	9,375	76.5%
2006	White	10,074	12,489	80.7%
2007	White	9,238	11,704	78.9%
2008	White	9,585	11,265	85.1%
2009	White	9,351	10,800	86.6%
2010	White	8,970	10,377	86.4%
2006	Hispanic	478	696	68.7%
2007	Hispanic	506	788	64.2%
2008	Hispanic	609	878	69.4%
2009	Hispanic	681	932	73.1%
2010	Hispanic	753	990	76.1%

Performance Indicator 1.1 – Middle School Reading and Mathematics MSA

Table 1.1.8 Middle School Mathematics MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2010 is 71.4%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	58	122	47.5%
2007	American Indian	53	124	42.7%
2008	American Indian	69	119	58.0%
2009	American Indian	65	114	57.0%
2010	American Indian	74	104	71.2%
2006	Asian	822	1,002	82.0%
2007	Asian	865	1,024	84.5%
2008	Asian	975	1,102	88.5%
2009	Asian	1,102	1,230	89.6%
2010	Asian	1,177	1,315	89.5%
2006	African American	4,193	10,030	41.8%
2007	African American	4,234	9,868	42.9%
2008	African American	5,043	9,590	52.6%
2009	African American	5,454	9,418	57.9%
2010	African American	5,606	9,379	59.8%
2006	White	9,009	12,494	72.1%
2007	White	8,379	11,710	71.6%
2008	White	8,723	11,265	77.4%
2009	White	8,590	10,803	79.5%
2010	White	8,312	10,379	80.1%
2006	Hispanic	391	697	56.1%
2007	Hispanic	392	794	49.4%
2008	Hispanic	524	880	59.5%
2009	Hispanic	603	936	64.4%
2010	Hispanic	669	988	67.7%

Performance Indicator 1.1 – Middle School Reading and Mathematics MSA

Table 1.1.9 Middle School Reading MSA Percentage Proficient or Advanced - Student Group

AMO for 2010 is 80.8%

Year	Group	Proficient or Advanced	Tested	Percent
2006	FARMS	5,171	8,829	58.6%
2007	FARMS	4,811	8,610	55.9%
2008	FARMS	5,643	8,530	66.2%
2009	FARMS	6,770	9,304	72.8%
2010	FARMS	7,005	9,486	73.8%
2006	Gifted and Talented	5,671	5,833	97.2%
2007	Gifted and Talented	5,798	6,005	96.6%
2008	Gifted and Talented	6,178	6,272	98.5%
2009	Gifted and Talented	6,251	6,343	98.5%
2010	Gifted and Talented	6,474	6,565	98.6%
2006	LEP	82	231	35.5%
2007	LEP	88	250	35.2%
2008	LEP	66	250	26.4%
2009	LEP	81	232	34.9%
2010	LEP	123	289	42.6%
2006	Special Education	897	2,717	33.0%
2007	Special Education	748	2,579	29.0%
2008	Special Education	935	2,388	39.2%
2009	Special Education	1,140	2,397	47.6%
2010	Special Education	1,238	2,439	50.8%

Performance Indicator 1.1 – Middle School Reading and Mathematics MSA

Table 1.1.10 Middle School Mathematics MSA Percentage Proficient or Advanced - Student Group

AMO for 2010 is 71.4%

Year	Group	Proficient or Advanced	Tested	Percent
2006	FARMS	3,624	8,845	41.0%
2007	FARMS	3,551	8,636	41.1%
2008	FARMS	4,279	8,542	50.1%
2009	FARMS	5,283	9,312	56.7%
2010	FARMS	5,599	9,489	59.0%
2006	Gifted and Talented	5,538	5,836	94.9%
2007	Gifted and Talented	5,674	6,011	94.4%
2008	Gifted and Talented	6,042	6,270	96.4%
2009	Gifted and Talented	6,130	6,345	96.6%
2010	Gifted and Talented	6,348	6,570	96.6%
2006	LEP	93	234	39.7%
2007	LEP	97	264	36.7%
2008	LEP	99	254	39.0%
2009	LEP	112	242	46.3%
2010	LEP	137	286	47.9%
2006	Special Education	592	2,723	21.7%
2007	Special Education	575	2,571	22.4%
2008	Special Education	711	2,393	29.7%
2009	Special Education	907	2,395	37.9%
2010	Special Education	967	2,439	39.6%

Performance Indicator 1.1 – High School English and Algebra Data Analysis MSA

Table 1.1.11 High School English and Algebra/Data Analysis MSA Percentage Proficient or Advanced – Grade 12 Cohorts

English AMO for 2010 is 72.7%, Algebra/Data Analysis AMO for 2010 is 64.9%

Year	Test	Proficient or Advanced	Tested	Percent
2008	English	5,680	7,100	80.0%
2009	English	5,991	7,137	83.9%
2010	English	6,387	7,555	84.5%
2008	Algebra/Data Analysis	5,808	7,027	82.7%
2009	Algebra/Data Analysis	6,035	7,056	85.5%
2010	Algebra/Data Analysis	6,327	7,305	86.6%

Table 1.1.12 High School English MSA Percentage Proficient or Advanced - Race/Ethnicity - Grade 12 Cohorts

AMO for 2010 is 72.7%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2008	American Indian	24	32	75.0%
2009	American Indian	24	28	85.7%
2010	American Indian	21	27	77.8%
2008	Asian	286	331	86.4%
2009	Asian	296	334	88.6%
2010	Asian	333	374	89.0%
2008	African American	1,778	2,559	69.5%
2009	African American	2,016	2,637	76.5%
2010	African American	2,296	2,921	78.6%
2008	White	3,467	4,003	86.6%
2009	White	3,517	3,957	88.9%
2010	White	3,553	4,001	88.8%
2008	Hispanic	125	175	71.4%
2009	Hispanic	138	181	76.2%
2010	Hispanic	184	231	79.7%

Performance Indicator 1.1 – High School English and Algebra Data Analysis MSA

Table 1.1.13 High School Algebra/Data Analysis MSA Percentage Proficient or Advanced - Race/Ethnicity - Grade 12 Cohorts

AMO for 2010 is 64.9%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2008	American Indian	26	32	81.2%
2009	American Indian	25	28	89.3%
2010	American Indian	26	28	92.9%
2008	Asian	292	314	93.0%
2009	Asian	300	318	94.3%
2010	Asian	321	334	96.1%
2008	African American	1,769	2,564	69.0%
2009	African American	1,956	2,623	74.6%
2010	African American	2,217	2,863	77.4%
2008	White	3,580	3,942	90.8%
2009	White	3,600	3,908	92.1%
2010	White	3,583	3,865	92.7%
2008	Hispanic	141	175	80.6%
2009	Hispanic	154	179	86.0%
2010	Hispanic	180	214	84.1%

Table 1.1.14 High School English MSA Percentage Proficient or Advanced - Student Group - Grade 12 Cohorts

AMO for 2010 is 72.7%

Year	Group	Proficient or Advanced	Tested	Percent
2008	FARMS	1,305	1,919	68.0%
2009	FARMS	1,560	2,057	75.8%
2010	FARMS	1,925	2,477	77.7%
2008	LEP	4	21	19.0%
2009	LEP	58	83	69.9%
2010	LEP	89	138	64.5%
2008	Special Education	283	682	41.5%
2009	Special Education	352	710	49.6%
2010	Special Education	488	811	60.2%

Performance Indicator 1.1 – High School English and Algebra Data Analysis MSA

Table 1.1.15 High School Algebra/Data Analysis MSA Percentage Proficient or Advanced - Student Group - Grade 12 Cohorts

AMO for 2010 is 64.9%

Year	Group	Proficient or Advanced	Tested	Percent
2008	FARMS	1,489	2,031	73.3%
2009	FARMS	1,674	2,117	79.1%
2010	FARMS	2,038	2,511	81.2%
2008	LEP	45	55	81.8%
2009	LEP	73	89	82.0%
2010	LEP	110	134	82.1%
2008	Special Education	347	711	48.8%
2009	Special Education	389	753	51.7%
2010	Special Education	498	810	61.5%

Performance Indicator 1.2 – PSAT Participation

Table 1.2.1 PSAT Participation Rate Grade 10

BCPS Standard is 100%

Year	Participation	Enrollment	Percent
2006	7,692	8,940	86.0%
2007	7,414	8,725	85.0%
2008	7,153	8,531	83.8%
2009	6,971	8,246	84.5%
2010	6,800	8,115	83.8%

Table 1.2.2 PSAT Participation Rate Grade 10 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Participation	Enrollment	Percent
2006	American Indian	33	40	82.5%
2007	American Indian	41	50	82.0%
2008	American Indian	32	46	69.6%
2009	American Indian	32	37	86.5%
2010	American Indian	29	36	80.6%
2006	Asian	345	383	90.1%
2007	Asian	357	389	91.8%
2008	Asian	378	408	92.6%
2009	Asian	395	414	95.4%
2010	Asian	399	419	95.2%
2006	African American	2,788	3,326	83.8%
2007	African American	2,778	3,385	82.1%
2008	African American	2,716	3,355	81.0%
2009	African American	2,870	3,456	83.0%
2010	African American	2,851	3,440	82.9%
2006	White	4,342	4,962	87.5%
2007	White	4,049	4,653	87.0%
2008	White	3,792	4,424	85.7%
2009	White	3,421	4,017	85.2%
2010	White	3,240	3,878	83.5%
2006	Hispanic	184	229	80.3%
2007	Hispanic	188	246	76.4%
2008	Hispanic	234	298	78.5%
2009	Hispanic	253	322	78.6%
2010	Hispanic	280	342	81.9%

Performance Indicator 1.2 – PSAT Participation

Table 1.2.3 PSAT Participation Rate Grade 10 - Student Group

BCPS Standard is 100%

Year	Student Group	Participation	Enrollment	Percent
2006	FARMS	1,929	2,293	84.1%
2007	FARMS	1,823	2,293	79.5%
2008	FARMS	1,798	2,694	66.7%
2009	FARMS	2,401	3,088	77.8%
2010	FARMS	1,956	3,111	62.9%
2006	Gifted and Talented	1,940	1,985	97.7%
2007	Gifted and Talented	1,963	2,033	96.6%
2008	Gifted and Talented	1,843	1,908	96.6%
2009	Gifted and Talented	2,002	2,094	95.6%
2010	Gifted and Talented	2,178	2,341	93.0%
2006	LEP	73	107	68.2%
2007	LEP	56	104	53.8%
2008	LEP	88	129	68.2%
2009	LEP	116	145	80.0%
2010	LEP	103	130	79.2%
2006	Special Education	564	829	68.0%
2007	Special Education	609	918	66.3%
2008	Special Education	601	890	67.5%
2009	Special Education	582	897	64.9%
2010	Special Education	573	848	67.6%

Performance Indicator 1.3 – Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT

Table 1.3.1 Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT
BCPS Standard is 100%

Year	Subject Area	GT Enrolled	PSAT \geq 55	Percent
2006	Critical Reading	1,970	2,061	95.6%
2007	Critical Reading	2,312	2,430	95.1%
2008	Critical Reading	1,937	2,001	96.8%
2009	Critical Reading	1,767	1,817	97.2%
2010	Critical Reading	1,871	1,930	96.9%
2006	Mathematics	2,432	2,697	90.2%
2007	Mathematics	2,417	2,717	89.0%
2008	Mathematics	2,292	2,540	90.2%
2009	Mathematics	2,343	2,564	91.4%
2010	Mathematics	1,971	2,126	92.7%

Performance Indicator 1.4 – Received Certificate of Attendance

Table 1.4.1 Received Certificate of Attendance Percentage Proficient or Advanced on Alt-MSA

State Standard is 100%

Year	Test	Proficient or Advanced	Certificate	Percent
2006	Reading	15	88	17.0%
2007	Reading	34	58	58.6%
2008	Reading	24	43	55.8%
2009	Reading	86	124	69.4%
2010	Reading	60	75	80.0%
2006	Mathematics	15	88	17.0%
2007	Mathematics	34	58	58.6%
2008	Mathematics	22	43	51.2%
2009	Mathematics	80	124	64.5%
2010	Mathematics	54	75	72.0%

Table 1.4.2 Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA - Race/Ethnicity

State Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2009	American Indian	*	*	*
2006	Asian	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2006	African American	6	28	21.4%
2007	African American	12	25	48.0%
2008	African American	12	21	57.1%
2009	African American	33	51	64.7%
2010	African American	23	27	85.2%
2006	White	3	24	12.5%
2007	White	20	30	66.7%
2008	White	10	18	55.6%
2009	White	50	68	73.5%
2010	White	36	45	80.0%
2007	Hispanic	*	*	*
2008	Hispanic	*	*	*
2009	Hispanic	*	*	*
2010	Hispanic	*	*	*

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.4 – Received Certificate of Attendance

Table 1.4.3 Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA - Student Group
State Standard is 100%

Year	Program	Proficient or Advanced	Certificate	Percent
2006	FARMS	3	37	8.1%
2007	FARMS	13	26	50.0%
2008	FARMS	9	21	42.9%
2009	FARMS	25	33	75.8%
2010	FARMS	18	25	72.0%
2010	LEP	*	*	*

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.4 – Received Certificate of Attendance

Table 1.4.4 Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA - Race/Ethnicity
State Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2009	American Indian	*	*	*
2006	Asian	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2006	African American	7	28	25.0%
2007	African American	13	25	52.0%
2008	African American	10	21	47.6%
2009	African American	30	51	58.8%
2010	African American	19	27	70.4%
2006	White	3	24	12.5%
2007	White	19	30	63.3%
2008	White	9	18	50.0%
2009	White	47	68	69.1%
2010	White	34	45	75.6%
2007	Hispanic	*	*	*
2008	Hispanic	*	*	*
2009	Hispanic	*	*	*
2010	Hispanic	*	*	*

Table 1.4.5 Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA - Student Group
State Standard is 100%

Year	Program	Proficient or Advanced	Certificate	Percent
2006	FARMS	4	37	10.8%
2007	FARMS	14	26	53.8%
2008	FARMS	9	21	42.9%
2009	FARMS	21	33	63.6%
2010	FARMS	15	25	60.0%
2010	LEP	*	*	*

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.5 – Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.1 Grades 3 to 10 Reading and Mathematics Alt-MSA Percentage Proficient or Advanced

State Standard is 70.0%

Year	Test	Proficient or Advanced	Participation	Percent
2006	Reading	610	749	81.4%
2007	Reading	624	684	91.2%
2008	Reading	624	665	93.8%
2009	Reading	635	721	88.1%
2010	Reading	655	677	96.8%
2006	Mathematics	622	749	83.0%
2007	Mathematics	628	684	91.8%
2008	Mathematics	622	665	93.5%
2009	Mathematics	578	721	80.2%
2010	Mathematics	630	677	93.1%

Table 1.5.2 Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced - Race/Ethnicity

State Standard is 70.0%

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2010	American Indian	*	*	*
2006	Asian	14	16	87.5%
2007	Asian	19	21	90.5%
2008	Asian	17	18	94.4%
2009	Asian	19	23	82.6%
2010	Asian	27	27	100.0%
2006	African American	274	351	78.1%
2007	African American	287	311	92.3%
2008	African American	299	317	94.3%
2009	African American	294	346	85.0%
2010	African American	283	295	95.9%
2006	White	304	363	83.7%
2007	White	296	329	90.0%
2008	White	289	310	93.2%
2009	White	302	328	92.1%
2010	White	319	329	97.0%
2006	Hispanic	16	17	94.1%
2007	Hispanic	19	20	95.0%
2008	Hispanic	17	18	94.4%
2009	Hispanic	20	22	90.9%
2010	Hispanic	24	24	100.0%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.5 – Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.3 Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced - Student Group

State Standard is 70.0%

Year	Group	Proficient or Advanced	Participation	Percent
2006	FARMS	268	327	82.0%
2007	FARMS	304	325	93.5%
2008	FARMS	310	330	93.9%
2009	FARMS	339	373	90.9%
2010	FARMS	333	340	97.9%
2006	LEP	5	6	83.3%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2010	LEP	*	*	*

Table 1.5.4 Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced - Race/Ethnicity

State Standard is 70.0%

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2010	American Indian	*	*	*
2006	Asian	15	16	93.8%
2007	Asian	20	21	95.2%
2008	Asian	17	18	94.4%
2009	Asian	20	23	87.0%
2010	Asian	25	27	92.6%
2006	African American	283	351	80.6%
2007	African American	288	311	92.6%
2008	African American	296	317	93.4%
2009	African American	264	346	76.3%
2010	African American	270	295	91.5%
2006	White	306	363	84.3%
2007	White	299	329	90.9%
2008	White	290	310	93.5%
2009	White	273	328	83.2%
2010	White	312	329	94.8%
2006	Hispanic	16	17	94.1%
2007	Hispanic	18	20	90.0%
2008	Hispanic	17	18	94.4%
2009	Hispanic	21	22	95.5%
2010	Hispanic	21	24	87.5%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.5 – Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.5 Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced - Student Group

State Standard is 70.0%

Year	Group	Proficient or Advanced	Participation	Percent
2006	FARMS	278	327	85.0%
2007	FARMS	308	325	94.8%
2008	FARMS	314	330	95.2%
2009	FARMS	302	373	81.0%
2010	FARMS	325	340	95.6%
2006	LEP	6	6	100.0%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2010	LEP	*	*	*

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.7 – Full-day Kindergarten

Table 1.7.1 Full-day Kindergarten

State Standard is 100% by 2008

Year	Full-day K	School Count	Percent
2006	85	104	81.7%
2007	95	104	91.3%
2008	106	106	100.0%
2009	106	106	100.0%
2010	106	106	100.0%

Performance Indicator 1.9 – Middle School Algebra I

Table 1.9.1 Middle School Algebra I Percentage Enrolled by the End of Grade 8

BCPS Standard is 100%

Year	Participation	Enrollment	Percent
2006	4,458	8,529	52.3%
2007	4,269	8,176	52.2%
2008	4,299	7,815	55.0%
2009	4,412	7,747	57.0%
2010	4,760	7,596	62.7%

Table 1.9.2 Middle School Algebra I Percentage Enrolled by the End of Grade 8 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Participation	Enrollment	Percent
2006	American Indian	16	40	40.0%
2007	American Indian	19	42	45.2%
2008	American Indian	15	37	40.5%
2009	American Indian	20	36	55.6%
2010	American Indian	25	39	64.1%
2006	Asian	260	371	70.1%
2007	Asian	271	359	75.5%
2008	Asian	275	377	72.9%
2009	Asian	312	409	76.3%
2010	Asian	354	441	80.3%
2006	African American	1,258	3,364	37.4%
2007	African American	1,370	3,477	39.4%
2008	African American	1,337	3,317	40.3%
2009	African American	1,430	3,211	44.5%
2010	African American	1,643	3,138	52.4%
2006	White	2,842	4,528	62.8%
2007	White	2,517	4,038	62.3%
2008	White	2,533	3,791	66.8%
2009	White	2,518	3,781	66.6%
2010	White	2,556	3,634	70.3%
2006	Hispanic	82	226	36.3%
2007	Hispanic	92	260	35.4%
2008	Hispanic	139	293	47.4%
2009	Hispanic	132	310	42.6%
2010	Hispanic	182	344	52.9%

Performance Indicator 1.9 – Middle School Algebra I

Table 1.9.3 Middle School Algebra I Percentage Enrolled by the End of Grade 8 - Student Group

BCPS Standard is 100%

Year	Student Group	Participation	Enrollment	Percent
2006	FARMS	983	2,898	33.9%
2007	FARMS	1,012	2,987	33.9%
2008	FARMS	1,070	2,822	37.9%
2009	FARMS	1,226	2,986	41.1%
2010	FARMS	1,554	3,203	48.5%
2006	Gifted and Talented	1,805	1,916	94.2%
2007	Gifted and Talented	1,922	2,022	95.1%
2008	Gifted and Talented	1,993	2,075	96.0%
2009	Gifted and Talented	2,076	2,168	95.8%
2010	Gifted and Talented	2,139	2,213	96.7%
2006	LEP	25	105	23.8%
2007	LEP	31	125	24.8%
2008	LEP	12	114	10.5%
2009	LEP	16	112	14.3%
2010	LEP	22	125	17.6%
2006	Special Education	97	1,012	9.6%
2007	Special Education	97	1,010	9.6%
2008	Special Education	100	787	12.7%
2009	Special Education	80	739	10.8%
2010	Special Education	85	786	10.8%

Performance Indicator 1.10 – Algebra/Data Analysis HSA

Table 1.10.1 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9

BCPS Standard is 100%

Year	Passed	Tested	Percent
2006	5,603	8,446	66.3%
2007	5,664	8,186	69.2%
2008	5,442	7,810	69.7%
2009	5,464	7,672	71.2%
2010	5,238	7,689	68.1%

Table 1.10.2 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Passed	Tested	Percent
2006	American Indian	26	41	63.4%
2007	American Indian	28	45	62.2%
2008	American Indian	25	46	54.3%
2009	American Indian	22	30	73.3%
2010	American Indian	18	32	56.2%
2006	Asian	286	353	81.0%
2007	Asian	311	367	84.7%
2008	Asian	320	369	86.7%
2009	Asian	336	375	89.6%
2010	Asian	360	416	86.5%
2006	African American	1,563	3,264	47.9%
2007	African American	1,646	3,246	50.7%
2008	African American	1,790	3,327	53.8%
2009	African American	1,914	3,305	57.9%
2010	African American	1,723	3,206	53.7%
2006	White	3,605	4,587	78.6%
2007	White	3,539	4,297	82.4%
2008	White	3,134	3,819	82.1%
2009	White	2,991	3,652	81.9%
2010	White	2,950	3,721	79.3%
2006	Hispanic	123	208	59.1%
2007	Hispanic	139	231	60.2%
2008	Hispanic	173	264	65.5%
2009	Hispanic	201	314	64.0%
2010	Hispanic	187	318	58.8%

Performance Indicator 1.10 – Algebra/Data Analysis HSA

Table 1.10.3 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 - Student Group
BCPS Standard is 100%

Year	Program	Passed	Tested	Percent
2006	FARMS	1,176	2,681	43.9%
2007	FARMS	1,346	2,812	47.9%
2008	FARMS	1,554	3,088	50.3%
2009	FARMS	1,595	3,257	49.0%
2010	FARMS	1,595	3,528	45.2%
2006	Gifted and Talented	1,765	1,943	90.8%
2007	Gifted and Talented	1,732	1,909	90.7%
2008	Gifted and Talented	1,861	1,997	93.2%
2009	Gifted and Talented	1,919	2,114	90.8%
2010	Gifted and Talented	2,040	2,273	89.7%
2006	LEP	44	112	39.3%
2007	LEP	48	117	41.0%
2008	LEP	70	142	49.3%
2009	LEP	37	81	45.7%
2010	LEP	34	121	28.1%
2006	Special Education	196	856	22.9%
2007	Special Education	209	900	23.2%
2008	Special Education	214	905	23.6%
2009	Special Education	187	836	22.4%
2010	Special Education	207	849	24.4%

Performance Indicator 1.11 – Percentage of Students with at least One Fine Arts Credit

Table 1.11.1 Percentage of Students with at Least One Fine Arts Credit

State Standard is 100%

Year	Passed Fine Arts	Enrollment	Percent
2006	7,330	7,843	93.5%
2007	7,509	8,080	92.9%
2008	7,651	8,291	92.3%
2009	7,113	7,695	92.4%
2010	7,224	7,710	93.7%

Performance Indicator 1.12 – HSA by Content Areas

Table 1.12.1 HSA by Content Areas - Percentage Passed by the End of Grade 12

BCPS Standard is 100%

Content Area	End of Year	Passed	Enrollment	Percent
Algebra/Data Analysis	2009	6,297	7,177	87.7%
Algebra/Data Analysis	2010	6,751	7,641	88.4%
Biology	2009	6,101	7,177	85.0%
Biology	2010	6,497	7,641	85.0%
English	2009	6,144	7,177	85.6%
English	2010	6,562	7,641	85.9%
Government	2009	6,650	7,177	92.7%
Government	2010	7,030	7,641	92.0%

Table 1.12.2 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian	2009	26	30	86.7%
American Indian	2010	27	30	90.0%
Asian	2009	332	348	95.4%
Asian	2010	374	386	96.9%
African American	2009	2,040	2,623	77.8%
African American	2010	2,344	2,959	79.2%
White	2009	3,736	3,992	93.6%
White	2010	3,797	4,024	94.4%
Hispanic	2009	163	184	88.6%
Hispanic	2010	209	242	86.4%

Table 1.12.3 Biology HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian	2009	23	30	76.7%
American Indian	2010	24	30	80.0%
Asian	2009	320	348	92.0%
Asian	2010	354	386	91.7%
African American	2009	1,930	2,623	73.6%
African American	2010	2,206	2,959	74.6%
White	2009	3,685	3,992	92.3%
White	2010	3,711	4,024	92.2%
Hispanic	2009	143	184	77.7%
Hispanic	2010	202	242	83.5%

Performance Indicator 1.12 – HSA by Content Areas

Table 1.12.4 English HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian	2009	25	30	83.3%
American Indian	2010	24	30	80.0%
Asian	2009	313	348	89.9%
Asian	2010	346	386	89.6%
African American	2009	2,069	2,623	78.9%
African American	2010	2,367	2,959	80.0%
White	2009	3,594	3,992	90.0%
White	2010	3,628	4,024	90.2%
Hispanic	2009	143	184	77.7%
Hispanic	2010	197	242	81.4%

Table 1.12.5 Government HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian	2009	28	30	93.3%
American Indian	2010	28	30	93.3%
Asian	2009	335	348	96.3%
Asian	2010	370	386	95.9%
African American	2009	2,307	2,623	88.0%
African American	2010	2,549	2,959	86.1%
White	2009	3,819	3,992	95.7%
White	2010	3,868	4,024	96.1%
Hispanic	2009	161	184	87.5%
Hispanic	2010	215	242	88.8%

Table 1.12.6 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,323	1,641	80.6%
FARMS	2010	1,702	2,074	82.1%
Gifted and Talented	2009	3,215	3,313	97.0%
Gifted and Talented	2010	3,648	3,755	97.2%
LEP	2009	10	18	55.6%
LEP	2010	34	46	73.9%
Special Education	2009	269	501	53.7%
Special Education	2010	372	615	60.5%

Performance Indicator 1.12 – HSA by Content Areas

Table 1.12.7 Biology HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,232	1,641	75.1%
FARMS	2010	1,613	2,074	77.8%
Gifted and Talented	2009	3,170	3,313	95.7%
Gifted and Talented	2010	3,599	3,755	95.8%
LEP	2009	9	18	50.0%
LEP	2010	30	46	65.2%
Special Education	2009	307	501	61.3%
Special Education	2010	388	615	63.1%

Table 1.12.8 English HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,271	1,641	77.5%
FARMS	2010	1,640	2,074	79.1%
Gifted and Talented	2009	3,187	3,313	96.2%
Gifted and Talented	2010	3,629	3,755	96.6%
LEP	2009	6	18	33.3%
LEP	2010	20	46	43.5%
Special Education	2009	263	501	52.5%
Special Education	2010	371	615	60.3%

Table 1.12.9 Government HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,418	1,641	86.4%
FARMS	2010	1,792	2,074	86.4%
Gifted and Talented	2009	3,281	3,313	99.0%
Gifted and Talented	2010	3,699	3,755	98.5%
LEP	2009	6	18	33.3%
LEP	2010	28	46	60.9%
Special Education	2009	362	501	72.3%
Special Education	2010	454	615	73.8%

Performance Indicator 1.13 – Advanced Placement Participation Rate

Table 1.13.1 Advanced Placement Participation Rate - Percentage of Schools that Met or Exceeded National Average
BCPS Standard is 100%

Year	Exceeding	Schools	Percent
2006	14	24	58.3%
2007	15	24	62.5%
2008	16	24	66.7%
2009	17	24	70.8%
2010	18	24	75.0%

Table 1.13.2 Advanced Placement Participation Rate Percentage of Students
National Average is 7.0%

Year	AP Participation	Enrollment	Percent
2006	3,492	32,530	10.7%
2007	3,882	32,561	11.9%
2008	4,008	31,808	12.6%
2009	4,376	30,879	14.2%
2010	4,868	30,569	15.9%

Performance Indicator 1.13 – Advanced Placement Participation Rate

Table 1.13.3 Advanced Placement Participation Rate Percentage of Students - Race/Ethnicity

National Average is 7.0%

Year	Race/Ethnicity	AP Participation	Enrollment	Percent
2006	American Indian	9	139	6.5%
2007	American Indian	12	148	8.1%
2008	American Indian	20	136	14.7%
2009	American Indian	14	131	10.7%
2010	American Indian	21	124	16.9%
2006	Asian	345	1,512	22.8%
2007	Asian	363	1,529	23.7%
2008	Asian	429	1,582	27.1%
2009	Asian	445	1,603	27.8%
2010	Asian	504	1,685	29.9%
2006	African American	485	11,800	4.1%
2007	African American	626	12,156	5.1%
2008	African American	694	12,382	5.6%
2009	African American	804	12,375	6.5%
2010	African American	944	12,386	7.6%
2006	White	2,587	18,278	14.2%
2007	White	2,805	17,845	15.7%
2008	White	2,774	16,696	16.6%
2009	White	3,005	15,673	19.2%
2010	White	3,239	15,169	21.4%
2006	Hispanic	56	801	7.0%
2007	Hispanic	66	883	7.5%
2008	Hispanic	83	1,012	8.2%
2009	Hispanic	99	1,097	9.0%
2010	Hispanic	138	1,205	11.5%

Performance Indicator 1.13 – Advanced Placement Participation Rate

Table 1.13.4 Advanced Placement Participation Rate Percentage of Students - Student Group

National Average is 7.0%

Year	Student Group	AP Participation	Enrollment	Percent
2006	FARMS	276	8142	3.4%
2007	FARMS	362	8327	4.3%
2008	FARMS	433	8745	5.0%
2009	FARMS	532	9334	5.7%
2010	FARMS	744	10542	7.1%
2006	Gifted and Talented	3,465	8965	38.7%
2007	Gifted and Talented	3,855	9275	41.6%
2008	Gifted and Talented	3,988	9687	41.2%
2009	Gifted and Talented	4,358	10291	42.3%
2010	Gifted and Talented	4,842	11217	43.2%
2006	LEP	4	318	1.3%
2007	LEP	0	335	0.0%
2008	LEP	0	411	0.0%
2009	LEP	1	384	0.3%
2010	LEP	6	462	1.3%
2006	Special Education	19	3111	0.6%
2007	Special Education	22	3154	0.7%
2008	Special Education	14	3092	0.5%
2009	Special Education	19	2936	0.6%
2010	Special Education	22	2885	0.8%

Performance Indicator 1.14 – Advanced Placement Pass Rate

Table 1.14.1 Advanced Placement Pass Rate - Percentage of Schools with at least 70.0% Pass Rate

BCPS Standard is 100%

Year	Schools Exceeding 70.0%	School Count	Percent
2006	10	24	41.7%
2007	9	24	37.5%
2008	10	24	41.7%
2009	9	24	37.5%
2010	8	24	33.3%

Table 1.14.2 Advanced Placement Pass Rate Percentage of Tests Passed

BCPS Standard is 70.0%

Year	Passing	Tested	Percent
2006	5,208	7,352	70.8%
2007	5,532	8,052	68.7%
2008	5,667	8,043	70.5%
2009	6,164	9,002	68.5%
2010	6,506	9,792	66.4%

Performance Indicator 1.14 – Advanced Placement Pass Rate

Table 1.14.3 Advanced Placement Pass Rate Percentage of Tests Passed - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Passed	Tested	Percent
2006	American Indian	10	18	55.6%
2007	American Indian	16	23	69.6%
2008	American Indian	27	43	62.8%
2009	American Indian	22	29	75.9%
2010	American Indian	23	38	60.5%
2006	Asian	588	816	72.1%
2007	Asian	624	888	70.3%
2008	Asian	796	1,049	75.9%
2009	Asian	815	1,135	71.8%
2010	Asian	857	1,212	70.7%
2006	African American	316	854	37.0%
2007	African American	342	1,013	33.8%
2008	African American	386	1,086	35.5%
2009	African American	567	1,378	41.1%
2010	African American	637	1,584	40.2%
2006	White	4,218	5,549	76.0%
2007	White	4,476	6,004	74.6%
2008	White	4,325	5,679	76.2%
2009	White	4,641	6,267	74.1%
2010	White	4,830	6,671	72.4%
2006	Hispanic	71	103	68.9%
2007	Hispanic	71	114	62.3%
2008	Hispanic	124	168	73.8%
2009	Hispanic	113	182	62.1%
2010	Hispanic	140	253	55.3%

Performance Indicator 1.14 – Advanced Placement Pass Rate

Table 1.14.4 Advanced Placement Pass Rate Percentage of Tests Passed - Student Group

BCPS Standard is 100%

Year	Student Group	Passing	Tested	Percent
2006	FARMS	201	502	40.0%
2007	FARMS	232	628	36.9%
2008	FARMS	288	713	40.4%
2009	FARMS	384	929	41.3%
2010	FARMS	540	1287	42.0%
2006	Gifted and Talented	5,189	7322	70.9%
2007	Gifted and Talented	5,518	8021	68.8%
2008	Gifted and Talented	5,646	8007	70.5%
2009	Gifted and Talented	6,152	8982	68.5%
2010	Gifted and Talented	6,484	9752	66.5%
2006	LEP	3	10	30.0%
2009	LEP	*	*	*
2010	LEP	4	7	57.1%
2006	Special Education	23	31	74.2%
2007	Special Education	21	33	63.6%
2008	Special Education	9	19	47.4%
2009	Special Education	14	28	50.0%
2010	Special Education	21	37	56.8%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.15 and 1.16 – International Baccalaureate Program

Table 1.15.1 Percentage of Students Meeting International Baccalaureate Program Diploma Requirements

BCPS Standard is 100%

Year	Diploma Candidates	Grade 12 count	Percentage
2006	18	38	47.4%
2007	21	28	75.0%
2008	44	51	86.3%
2009	19	29	65.5%
2010	21	27	77.8%

Table 1.16.1 Percentage of International Baccalaureate Program Exams Passed

BCPS Standard is 75.0%

Year	Exams Passed	Exams Taken	Percentage Passed
2006	102	165	61.8%
2007	102	231	44.2%
2008	157	356	44.1%
2009	96	193	49.7%
2010	112	194	57.7%

Performance Indicator 1.17 – SAT and ACT Participation Rate

Table 1.17.1 SAT and ACT Participation Rates - Percentage of Schools that Met or Exceeded National Average

National SAT Participation Rate for 2010 is 47.0%

Year	Schools	Exceeding National Avg	Percent
2006	24	16	66.7%
2007	24	17	70.8%
2008	24	17	70.8%
2009	24	15	62.5%
2010	24	16	66.7%

National ACT Participation Rate for 2010 is 47.0%

Year	Schools	Exceeding National Avg	Percent
2006	24	0	0.0%
2007	24	0	0.0%
2008	24	0	0.0%
2009	24	0	0.0%
2010	24	0	0.0%

Table 1.17.2 SAT and ACT Participation Rates Percentage of Students Participating

National SAT Participation Rate for 2010 is 47.0%

Year	Tested	Enrolled	Participation
2006	4,319	7,664	56.4%
2007	4,519	7,755	58.3%
2008	4,449	8,003	55.6%
2009	3,749	7,604	49.3%
2010	4,110	7,675	53.6%

National ACT Participation Rate for 2010 is 47.0%

Year	Tested	Enrolled	Participation
2006	512	7,664	6.7%
2007	553	7,755	7.1%
2008	618	8,003	7.7%
2009	600	7,604	7.9%
2010	646	7,675	8.4%

Performance Indicator 1.17 – SAT Participation Rate

Table 1.17.3 SAT Participation Rate - Race/Ethnicity Percentage of Students Participating

National SAT Participation Rate for 2010 is 47.0%

Year	Race/Ethnicity	Tested	Enrolled	Participation
2006	American Indian	20	37	54.1%
2007	American Indian	8	25	32.0%
2008	American Indian	17	33	51.5%
2009	American Indian	13	36	36.1%
2010	American Indian	15	35	42.9%
2006	Asian	301	388	77.6%
2007	Asian	270	348	77.6%
2008	Asian	310	386	80.3%
2009	Asian	281	374	75.1%
2010	Asian	298	389	76.6%
2006	African American	1,273	2,564	49.6%
2007	African American	1,512	2,731	55.4%
2008	African American	1,539	2,930	52.5%
2009	African American	1,348	2,832	47.6%
2010	African American	1,499	2,949	50.8%
2006	White	2,612	4,521	57.8%
2007	White	2,621	4,480	58.5%
2008	White	2,481	4,459	55.6%
2009	White	2,018	4,156	48.6%
2010	White	2,193	4,059	54.0%
2006	Hispanic	66	154	42.9%
2007	Hispanic	71	169	42.0%
2008	Hispanic	93	195	47.7%
2009	Hispanic	77	206	37.4%
2010	Hispanic	96	243	39.5%

Performance Indicator 1.17 – ACT Participation Rate

Table 1.17.4 ACT Participation Rate - Race/Ethnicity Percentage of Students Participating

National ACT Participation Rate for 2010 is 47.0%

Year	Race/Ethnicity	Tested	Enrolled	Participation
2006	American Indian	1	37	2.7%
2007	American Indian	2	25	8.0%
2008	American Indian	3	33	9.1%
2009	American Indian	1	36	2.8%
2010	American Indian	1	35	2.9%
2006	Asian	33	388	8.5%
2007	Asian	28	348	8.0%
2008	Asian	29	386	7.5%
2009	Asian	33	374	8.8%
2010	Asian	41	389	10.5%
2006	African American	239	2,564	9.3%
2007	African American	215	2,731	7.9%
2008	African American	245	2,930	8.4%
2009	African American	220	2,832	7.8%
2010	African American	195	2,949	6.6%
2006	White	224	4,521	5.0%
2007	White	305	4,480	6.8%
2008	White	322	4,459	7.2%
2009	White	335	4,156	8.1%
2010	White	395	4,059	9.7%
2006	Hispanic	9	154	5.8%
2007	Hispanic	3	169	1.8%
2008	Hispanic	7	195	3.6%
2009	Hispanic	11	206	5.3%
2010	Hispanic	14	243	5.8%

Performance Indicator 1.17 – SAT Participation Rate

Table 1.17.5 SAT Participation Rate - Student Group Percentage of Students Participating

National SAT Participation Rate for 2010 is 47.0%

Year	Program	Tested	Enrolled	Participation
2006	FARMS	596	1,389	42.9%
2007	FARMS	670	1,506	44.5%
2008	FARMS	741	1,937	38.3%
2009	FARMS	649	2,108	30.8%
2010	FARMS	845	2,301	36.7%
2006	Gifted and Talented	2,511	2,872	87.4%
2007	Gifted and Talented	2,634	2,953	89.2%
2008	Gifted and Talented	2,765	3,050	90.7%
2009	Gifted and Talented	2,538	3,272	77.6%
2010	Gifted and Talented	3,013	3,709	81.2%
2006	LEP	5	10	50.0%
2007	LEP	3	17	17.6%
2008	LEP	10	20	50.0%
2009	LEP	12	38	31.6%
2010	LEP	14	81	17.3%
2006	Special Education	59	683	8.6%
2007	Special Education	96	689	13.9%
2008	Special Education	96	663	14.5%
2009	Special Education	75	667	11.2%
2010	Special Education	72	721	10.0%

Performance Indicator 1.17 – ACT Participation Rate

Table 1.17.6 ACT Participation Rate - Student Group Percentage of Students Participating

National ACT Participation Rate for 2010 is 47.0%

Year	Program	Tested	Enrolled	Participation
2006	FARMS	91	1,389	6.6%
2007	FARMS	79	1,506	5.2%
2008	FARMS	97	1,937	5.0%
2009	FARMS	106	2,108	5.0%
2010	FARMS	111	2,301	4.8%
2006	Gifted and Talented	284	2,872	9.9%
2007	Gifted and Talented	352	2,953	11.9%
2008	Gifted and Talented	413	3,050	13.5%
2009	Gifted and Talented	427	3,272	13.1%
2010	Gifted and Talented	529	3,709	14.3%
2006	LEP	0	10	0.0%
2007	LEP	0	17	0.0%
2008	LEP	0	20	0.0%
2009	LEP	0	38	0.0%
2010	LEP	3	81	3.7%
2006	Special Education	7	683	1.0%
2007	Special Education	17	689	2.5%
2008	Special Education	7	663	1.1%
2009	Special Education	9	667	1.3%
2010	Special Education	10	721	1.4%

Performance Indicator 1.18 – SAT and ACT Scores

Table 1.18.1 SAT and ACT Mean Scores - Percentage of Schools that Met or Exceeded National Averages

National SAT Mean Total Scores for 2010 is 1509

Year	Schools	Exceeding National Avg	Percent
2006	24	11	45.8%
2007	24	10	41.7%
2008	24	10	41.7%
2009	24	10	41.7%
2010	24	10	41.7%

National ACT Mean Composite Scores for 2010 is 21.0

Year	Schools	Exceeding National Avg	Percent
2006	24	8	33.3%
2007	24	9	37.5%
2008	24	10	41.7%
2009	24	9	37.5%
2010	24	11	45.8%

Performance Indicator 1.18 – SAT Scores

Table 1.18.2 SAT Total Mean Scores

National SAT Mean Total Scores for 2010 is 1509

Year	Tested	Verbal	Math	Writing	Total Scores
2006	4,319	497	506	496	1499
2007	4,519	491	497	493	1481
2008	4,449	491	496	495	1482
2009	3,749	496	502	499	1497
2010	4,110	493	500	494	1487

Table 1.18.3 SAT Total Mean Scores - Race/Ethnicity

National SAT Mean Total Scores for 2010 is 1509

Year	Race/Ethnicity	Tested	Verbal	Math	Writing	Total Scores
2006	American Indian	20	455	461	469	1385
2007	American Indian	8	424	489	441	1354
2008	American Indian	17	516	509	488	1513
2009	American Indian	13	458	424	471	1353
2010	American Indian	15	487	490	475	1452
2006	Asian	301	501	562	508	1571
2007	Asian	270	499	555	507	1561
2008	Asian	310	505	567	519	1591
2009	Asian	281	519	568	531	1618
2010	Asian	298	505	557	519	1581
2006	African American	1,273	430	417	423	1270
2007	African American	1,512	422	403	421	1246
2008	African American	1,539	419	400	420	1239
2009	African American	1,348	426	414	427	1267
2010	African American	1,499	430	420	425	1275
2006	White	2,612	530	544	531	1605
2007	White	2,621	530	545	535	1610
2008	White	2,481	534	546	538	1618
2009	White	2,018	541	554	542	1637
2010	White	2,193	536	548	539	1623
2006	Hispanic	66	468	478	467	1413
2007	Hispanic	71	454	460	462	1376
2008	Hispanic	93	477	488	482	1447
2009	Hispanic	77	493	482	488	1463
2010	Hispanic	96	477	490	481	1448

Performance Indicator 1.18 – SAT Scores

Table 1.18.4 SAT Total Mean Scores - Student Group

National SAT Mean Total Scores for 2010 is 1509

Year	Program	Tested	Verbal	Math	Writing	Total Scores
2006	FARMS	596	427	425	424	1276
2007	FARMS	670	419	419	420	1258
2008	FARMS	741	422	418	422	1262
2009	FARMS	649	427	428	435	1290
2010	FARMS	845	432	431	429	1292
2006	Gifted and Talented	2,511	541	556	543	1640
2007	Gifted and Talented	2,634	536	546	541	1623
2008	Gifted and Talented	2,765	534	543	540	1617
2009	Gifted and Talented	2,538	536	544	540	1620
2010	Gifted and Talented	3,013	524	534	527	1585
2006	LEP	5	328	406	332	1066
2007	LEP	*	*	*	*	*
2008	LEP	10	278	299	309	886
2009	LEP	12	299	360	308	967
2010	LEP	14	318	387	351	1056
2006	Special Education	59	408	399	381	1188
2007	Special Education	96	422	405	399	1226
2008	Special Education	96	375	372	362	1109
2009	Special Education	75	377	375	370	1122
2010	Special Education	72	369	353	352	1074

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.18 – ACT Scores

Table 1.18.5 ACT Composite Scores

National ACT Mean Composite Scores for 2010 is 21.0

Year	Tested	Composite Score
2006	512	19.6
2007	553	20.5
2008	618	20.3
2009	632	21.0
2010	677	21.7

Table 1.18.6 ACT Composite Scores - Race/Ethnicity

National ACT Mean Composite Scores for 2010 is 21.0

Year	Race/Ethnicity	Tested	Composite Score
2006	American Indian	*	*
2007	American Indian	*	*
2008	American Indian	*	*
2009	American Indian	*	*
2010	American Indian	*	*
2006	Asian	33	20.0
2007	Asian	28	22.0
2008	Asian	29	22.0
2009	Asian	33	23.0
2010	Asian	41	24.0
2006	African American	239	17.0
2007	African American	215	17.0
2008	African American	245	17.0
2009	African American	220	17.0
2010	African American	195	18.0
2006	White	224	23.0
2007	White	305	23.0
2008	White	322	23.0
2009	White	335	23.0
2010	White	395	24.0
2006	Hispanic	9	17.0
2007	Hispanic	*	*
2008	Hispanic	7	17.0
2009	Hispanic	11	21.0
2010	Hispanic	14	18.0

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.18 – ACT Scores

Table 1.18.7 ACT Composite Scores - Student Group

National ACT Mean Composite Scores for 2010 is 21.0

Year	Program	Tested	Composite Score
2006	FARMS	91	17.0
2007	FARMS	79	17.0
2008	FARMS	97	18.0
2009	FARMS	106	17.0
2010	FARMS	111	18.0
2006	Gifted and Talented	284	22.0
2007	Gifted and Talented	352	23.0
2008	Gifted and Talented	413	22.0
2009	Gifted and Talented	427	23.0
2010	Gifted and Talented	529	23.0
2010	LEP	*	*
2006	Special Education	7	16.0
2007	Special Education	17	17.0
2008	Special Education	7	15.0
2009	Special Education	9	14.0
2010	Special Education	10	18.0

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups..

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.1 Accuplacer Placement Percentage of Students College Ready or On Track

BCPS Standard is 100%

Year	Subject Area	Ready/On Track	Tested	Percent
2006	English	884	1,217	72.6%
2007	English	738	959	77.0%
2008	English	591	690	85.7%
2009	English	457	541	84.5%
2010	English	459	508	90.4%
2006	Reading	689	1,229	56.1%
2007	Reading	464	916	50.7%
2008	Reading	309	674	45.8%
2009	Reading	259	521	49.7%
2010	Reading	368	511	72.0%
2006	Mathematics	245	1,176	20.8%
2007	Mathematics	124	847	14.6%
2008	Mathematics	76	581	13.1%
2009	Mathematics	73	437	16.7%
2010	Mathematics	206	510	40.4%

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.2 Accuplacer English Placement Percentage of Students College Ready or On Track - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2006	American Indian	5	8	62.5%
2007	American Indian	6	6	100.0%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2006	Asian	19	35	54.3%
2007	Asian	16	23	69.6%
2008	Asian	20	23	87.0%
2009	Asian	18	26	69.2%
2006	African American	330	460	71.7%
2007	African American	320	405	79.0%
2008	African American	235	269	87.4%
2009	African American	199	237	84.0%
2006	White	512	689	74.3%
2007	White	383	509	75.2%
2008	White	321	379	84.7%
2009	White	230	265	86.8%
2006	Hispanic	16	21	76.2%
2007	Hispanic	9	12	75.0%
2008	Hispanic	11	15	73.3%
2009	Hispanic	9	12	75.0%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.3 Accuplacer English Placement Percentage of Students College Ready or On Track - Student Group
BCPS Standard is 100%

Year	Program	Ready/On Track	Tested	Percent
2006	FARMS	221	330	67.0%
2007	FARMS	173	246	70.3%
2008	FARMS	159	194	82.0%
2009	FARMS	145	188	77.1%
2006	Gifted and Talented	294	326	90.2%
2007	Gifted and Talented	198	207	95.7%
2008	Gifted and Talented	174	178	97.8%
2009	Gifted and Talented	169	183	92.3%
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2006	Special Education	11	69	15.9%
2007	Special Education	35	82	42.7%
2008	Special Education	14	45	31.1%
2009	Special Education	14	33	42.4%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.4 Accuplacer Reading Placement Percentage of Students College Ready or On Track - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2006	American Indian	3	8	37.5%
2007	American Indian	2	6	33.3%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2006	Asian	12	35	34.3%
2007	Asian	10	21	47.6%
2008	Asian	12	23	52.2%
2009	Asian	6	21	28.6%
2006	African American	231	472	48.9%
2007	African American	188	387	48.6%
2008	African American	111	261	42.5%
2009	African American	119	233	51.1%
2006	White	430	689	62.4%
2007	White	254	486	52.3%
2008	White	177	371	47.7%
2009	White	129	254	50.8%
2006	Hispanic	10	21	47.6%
2007	Hispanic	6	12	50.0%
2008	Hispanic	6	15	40.0%
2009	Hispanic	4	12	33.3%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.5 Accuplacer Reading Placement Percentage of Students College Ready or On Track - Student Group
BCPS Standard is 100%

Year	Program	Ready/On Track	Tested	Percent
2006	FARMS	154	337	45.7%
2007	FARMS	91	233	39.1%
2008	FARMS	75	190	39.5%
2009	FARMS	77	187	41.2%
2006	Gifted and Talented	264	328	80.5%
2007	Gifted and Talented	149	199	74.9%
2008	Gifted and Talented	125	175	71.4%
2009	Gifted and Talented	119	178	66.9%
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2006	Special Education	11	69	15.9%
2007	Special Education	13	81	16.0%
2008	Special Education	7	45	15.6%
2009	Special Education	3	31	9.7%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.6 Accuplacer Mathematics Placement Percentage of Students College Ready or On Track - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2006	American Indian	0	8	0.0%
2007	American Indian	0	5	0.0%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2006	Asian	12	34	35.3%
2007	Asian	2	13	15.4%
2008	Asian	4	17	23.5%
2009	Asian	3	12	25.0%
2006	African American	53	442	12.0%
2007	African American	65	381	17.1%
2008	African American	25	239	10.5%
2009	African American	33	207	15.9%
2006	White	176	668	26.3%
2007	White	52	434	12.0%
2008	White	45	307	14.7%
2009	White	36	207	17.4%
2006	Hispanic	3	20	15.0%
2007	Hispanic	2	11	18.2%
2008	Hispanic	1	15	6.7%
2009	Hispanic	1	10	10.0%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.7 Accuplacer Mathematics Placement Percentage of Students College Ready or On Track - Student Group
BCPS Standard is 100%

Year	Program	Ready/On Track	Tested	Percent
2006	FARMS	46	322	14.3%
2007	FARMS	32	239	13.4%
2008	FARMS	22	177	12.4%
2009	FARMS	23	167	13.8%
2006	Gifted and Talented	135	315	42.9%
2007	Gifted and Talented	59	186	31.7%
2008	Gifted and Talented	36	140	25.7%
2009	Gifted and Talented	41	143	28.7%
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2006	Special Education	2	67	3.0%
2007	Special Education	3	80	3.8%
2008	Special Education	1	43	2.3%
2009	Special Education	3	27	11.1%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.20 – Career and Technology

Table 1.20.1 Career and Technology Education GPAs Percentage of Students with GPA of 2.0 or Above

State Standard is 100%

Year	GPA	Met or Exceeded	Students	Percent
2006	Cumulative	869	1,411	61.6%
2007	Cumulative	973	1,557	62.5%
2008	Cumulative	1,323	1,826	72.5%
2009	Cumulative	1,182	1,839	64.3%
2010	Cumulative	1,428	2,029	70.4%
2006	Technical	996	1,396	71.3%
2007	Technical	1,099	1,531	71.8%
2008	Technical	1,571	1,869	84.1%
2009	Technical	1,301	1,686	77.2%
2010	Technical	1,627	2,029	80.2%

Table 1.20.2 Career and Technology Education Cumulative GPA Percentage of Students with GPA of 2.0 or Above - Race/Ethnicity

State Standard is 100%

Year	Race/Ethnicity	Met or Exceeded	Students	Percent
2006	American Indian	8	12	66.7%
2007	American Indian	4	8	50.0%
2008	American Indian	*	*	*
2009	American Indian	9	12	75.0%
2010	American Indian	9	13	69.2%
2006	Asian	55	63	87.3%
2007	Asian	59	73	80.8%
2008	Asian	38	45	84.4%
2009	Asian	25	29	86.2%
2010	Asian	59	67	88.1%
2006	African American	293	564	52.0%
2007	African American	352	673	52.3%
2008	African American	483	689	70.1%
2009	African American	391	695	56.3%
2010	African American	542	878	61.7%
2006	White	491	734	66.9%
2007	White	535	769	69.6%
2008	White	778	1,060	73.4%
2009	White	729	1,058	68.9%
2010	White	789	1,027	76.8%
2006	Hispanic	22	38	57.9%
2007	Hispanic	23	34	67.6%
2008	Hispanic	21	29	72.4%
2009	Hispanic	28	45	62.2%
2010	Hispanic	29	44	65.9%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.20 – Career and Technology

Table 1.20.3 Career and Technology Education Cumulative GPA - Percentage of Students with GPA of 2.0 or Above – Student Group

State Standard is 100%

Year	Program	Met or Exceeded	Students	Percent
2006	FARMS	191	343	55.7%
2007	FARMS	183	376	48.7%
2008	FARMS	284	452	62.8%
2009	FARMS	314	616	51.0%
2010	FARMS	406	642	63.2%
2006	LEP	5	5	100.0%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	0	0	
2010	LEP	6	7	85.7%
2006	Special Education	86	197	43.7%
2007	Special Education	72	183	39.3%
2008	Special Education	89	186	47.8%
2009	Special Education	84	237	35.4%
2010	Special Education	103	225	45.8%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.20 – Career and Technology

Table 1.20.4 Career and Technology Education Technical GPA Percentage of Students with GPA of 2.0 or Above - Race/Ethnicity

State Standard is 100%

Year	Race/Ethnicity	Met or Exceeded	Students	Percent
2006	American Indian	9	12	75.0%
2007	American Indian	5	8	62.5%
2008	American Indian	*	*	*
2009	American Indian	10	11	90.9%
2010	American Indian	10	13	76.9%
2006	Asian	56	63	88.9%
2007	Asian	63	73	86.3%
2008	Asian	45	49	91.8%
2009	Asian	21	24	87.5%
2010	Asian	61	67	91.0%
2006	African American	369	556	66.4%
2007	African American	422	661	63.8%
2008	African American	568	712	79.8%
2009	African American	457	625	73.1%
2010	African American	666	878	75.9%
2006	White	537	727	73.9%
2007	White	586	756	77.5%
2008	White	933	1,075	86.8%
2009	White	787	990	79.5%
2010	White	858	1,027	83.5%
2006	Hispanic	25	38	65.8%
2007	Hispanic	23	33	69.7%
2008	Hispanic	22	30	73.3%
2009	Hispanic	26	36	72.2%
2010	Hispanic	32	44	72.7%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.20 – Career and Technology

Table 1.20.5 Career and Technology Education Technical GPA Percentage of Students with GPA of 2.0 or Above – Student Group

State Standard is 100%

Year	Program	Met or Exceeded	Students	Percent
2006	FARMS	232	342	67.8%
2007	FARMS	219	369	59.3%
2008	FARMS	362	464	78.0%
2009	FARMS	401	552	72.6%
2010	FARMS	469	642	73.1%
2006	LEP	3	5	60.0%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	0	0	
2010	LEP	5	7	71.4%
2006	Special Education	120	197	60.9%
2007	Special Education	96	174	55.2%
2008	Special Education	133	197	67.5%
2009	Special Education	149	225	66.2%
2010	Special Education	130	225	57.8%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 1.21 – Attendance

Table 1.21.1 Attendance for All Schools - Percentage of Schools that Met or Exceeded State Standard

BCPS Standard is 100%

Year	Met Attendance Rate	Total Schools	Percent
2006	137	165	83.0%
2007	136	166	81.9%
2008	136	168	81.0%
2009	139	170	81.8%
2010	129	170	75.9%

Table 1.21.2 Attendance by School Type - Percentage of Schools that Met or Exceeded State Standard

BCPS Standard is 100%

School Level	Year	Met Attendance Rate	Total Schools	Percent
Elementary	2006	104	104	100.0%
Elementary	2007	102	104	98.1%
Elementary	2008	102	104	98.1%
Elementary	2009	104	107	97.2%
Elementary	2010	97	107	90.7%
Middle	2006	21	28	75.0%
Middle	2007	21	29	72.4%
Middle	2008	22	29	75.9%
Middle	2009	25	29	86.2%
Middle	2010	23	27	85.2%
High	2006	10	26	38.5%
High	2007	11	26	42.3%
High	2008	10	26	38.5%
High	2009	9	26	34.6%
High	2010	6	24	25.0%

Performance Indicator 2.1 – LAS Links

Table 2.1.1 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria

BCPS Standard is 100%

Year	Proficient	Tested	Percent
2009	410	536	76.5%
2010	819	951	86.1%

Table 2.1.2 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient	Tested	Percent
2009	American Indian	*	*	*
2010	American Indian	*	*	*
2009	Asian	184	219	84.0%
2010	Asian	341	372	91.7%
2009	African American	61	80	76.2%
2010	African American	116	127	91.3%
2009	White	48	55	87.3%
2010	White	96	109	88.1%
2009	Hispanic	116	178	65.2%
2010	Hispanic	262	339	77.3%

Table 2.1.3 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria - Student Group

BCPS Standard is 100%

Year	Program	Proficient	Tested	Percent
2009	FARMS	213	292	72.9%
2010	FARMS	470	564	83.3%
2009	Gifted and Talented	22	25	88.0%
2010	Gifted and Talented	36	40	90.0%
2009	LEP	402	528	76.1%
2010	LEP	814	944	86.2%
2009	Special Education	7	21	33.3%
2010	Special Education	25	43	58.1%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.1 Reading and Mathematics MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced

BCPS Standard is 100%

Year	Test	Proficient or Advanced	Tested	Percent
2006	Reading	347	670	51.8%
2007	Reading	467	816	57.2%
2008	Reading	471	808	58.3%
2009	Reading	454	787	57.7%
2010	Reading	673	1,043	64.5%
2006	Mathematics	389	695	56.0%
2007	Mathematics	554	844	65.6%
2008	Mathematics	534	827	64.6%
2009	Mathematics	535	807	66.3%
2010	Mathematics	747	1,045	71.5%

Table 2.2.2 Reading MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2010	American Indian	3	5	60.0%
2006	Asian	168	278	60.4%
2007	Asian	214	297	72.1%
2008	Asian	177	257	68.9%
2009	Asian	163	245	66.5%
2010	Asian	245	346	70.8%
2006	African American	50	102	49.0%
2007	African American	62	122	50.8%
2008	African American	84	136	61.8%
2009	African American	83	139	59.7%
2010	African American	104	158	65.8%
2006	White	45	73	61.6%
2007	White	46	81	56.8%
2008	White	40	67	59.7%
2009	White	41	62	66.1%
2010	White	69	92	75.0%
2006	Hispanic	84	215	39.1%
2007	Hispanic	143	314	45.5%
2008	Hispanic	170	347	49.0%
2009	Hispanic	167	341	49.0%
2010	Hispanic	252	442	57.0%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.3 Mathematics MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2010	American Indian	4	5	80.0%
2006	Asian	206	284	72.5%
2007	Asian	259	305	84.9%
2008	Asian	222	268	82.8%
2009	Asian	200	252	79.4%
2010	Asian	274	346	79.2%
2006	African American	49	106	46.2%
2007	African American	65	125	52.0%
2008	African American	79	135	58.5%
2009	African American	85	142	59.9%
2010	African American	103	160	64.4%
2006	White	48	77	62.3%
2007	White	61	86	70.9%
2008	White	51	70	72.9%
2009	White	46	63	73.0%
2010	White	76	94	80.9%
2006	Hispanic	85	226	37.6%
2007	Hispanic	167	326	51.2%
2008	Hispanic	182	353	51.6%
2009	Hispanic	204	350	58.3%
2010	Hispanic	290	440	65.9%

*Note: The Maryland State Department of Education does not report data for student groups of fewer than five students; therefore, the chart does not reflect percentage data for these groups.

Performance Indicator 2.2 – English and Algebra/Data Analysis MSA

Table 2.2.4 English and Algebra/Data Analysis MSA Percentage of English Language Learners Proficient or Advanced
BCPS Standard is 100%

Year	Test	Proficient or Advanced	Tested	Percent
2008	English	4	21	19.0%
2009	English	58	83	69.9%
2010	English	89	138	64.5%
2008	Algebra/Data Analysis	45	55	81.8%
2009	Algebra/Data Analysis	73	89	82.0%
2010	Algebra/Data Analysis	110	134	82.1%

Performance Indicator 3.1 – 3.4 – Highly Qualified Staff

Table 3.1.1 Percentage of Highly Qualified Staff

BCPS Standard is 100%

Year	Staff Type	Highly Qualified	Total Teachers	Percent Highly Qualified
2006	Teachers	6,534	6,957	93.9%
2007	Teachers	6,779	7,120	95.2%
2008	Teachers	6,787	7,100	95.6%
2009	Teachers	6,842	7,095	96.4%
2010	Teachers	6,946	7,110	97.7%
2006	Paraprofessionals	847	956	88.6%
2007	Paraprofessionals	905	981	92.3%
2008	Paraprofessionals	938	992	94.6%
2009	Paraprofessionals	969	1,009	96.0%
2010	Paraprofessionals	998	1,027	97.2%

Table 3.3.1 Percentage of Highly Qualified Middle School Mathematics Teachers

BCPS Standard is 100%

Year	Total Teachers	Highly Qualified	Not Highly Qualified	Percent Highly Qualified
2006	237	198	39	83.5%
2007	250	236	14	94.4%
2008	274	267	7	97.4%
2009	269	266	3	98.9%
2010	257	256	1	99.6%

Table 3.4.1 Percentage of Highly Qualified Title I Teachers

State Standard is 100%

Year	New Highly Qualified	Total New Teachers	Percent Highly Qualified
2006	187	192	97.4%
2007	224	231	97.0%
2008	178	180	98.9%
2009	147	147	100.0%
2010	125	125	100.0%

Performance Indicator 4.1 – Safety and Security

Table 4.1.1 Safety and Security Percentage of Participating Schools

BCPS Standard is 100%

Year	Program	Schools	Participating	Percent
2006	Conference	163	162	99.4%
2007	Conference	164	163	99.4%
2008	Conference	166	165	99.4%
2009	Conference	167	167	100.0%
2010	Conference	168	167	99.4%
2006	E-Plan	163	163	100.0%
2007	E-Plan	163	163	100.0%
2008	E-Plan	165	165	100.0%
2009	E-Plan	167	167	100.0%
2010	E-Plan	168	168	100.0%
2006	Security	163	143	87.7%
2007	Security	164	150	91.5%
2008	Security	166	159	95.8%
2009	Security	167	167	100.0%
2010	Security	168	167	99.4%

Performance Indicator 5.1 – Graduation Rate

Table 5.1.1 Graduation Rate

AMO for 2010 is 85.5%

Year	Dropouts	Graduates	Graduation Rate
2006	1,548	7,331	82.6%
2007	1,486	7,415	83.3%
2008	1,669	7,526	81.8%
2009	1,432	7,305	83.6%
2010	1,187	7,352	86.1%

Table 5.1.2 Graduation Rate - Race/Ethnicity

AMO for 2010 is 85.5%

Year	Race/Ethnicity	Dropouts	Graduates	Graduation Rate
2006	American Indian	13	42	76.4%
2007	American Indian	9	24	72.7%
2008	American Indian	13	25	65.8%
2009	American Indian	10	30	75.0%
2010	American Indian	9	27	75.0%
2006	Asian	38	386	91.0%
2007	Asian	39	350	90.0%
2008	Asian	38	376	90.8%
2009	Asian	29	373	92.8%
2010	Asian	27	389	93.5%
2006	African American	556	2,425	81.3%
2007	African American	579	2,574	81.6%
2008	African American	715	2,702	79.1%
2009	African American	615	2,711	81.5%
2010	African American	513	2,781	84.4%
2006	White	829	4,327	83.9%
2007	White	794	4,307	84.4%
2008	White	858	4,234	83.2%
2009	White	738	3,999	84.4%
2010	White	584	3,919	87.0%
2006	Hispanic	37	151	80.3%
2007	Hispanic	65	160	71.1%
2008	Hispanic	45	189	80.8%
2009	Hispanic	40	192	82.8%
2010	Hispanic	54	236	81.4%

Performance Indicator 5.2 – Dropout Rate

Table 5.2.1 Dropout Rate

State Standard is 3.0%

Year	Dropouts	Enrollment	Dropout Rate
2006	1,560	37,817	4.1%
2007	1,290	37,968	3.4%
2008	1,626	37,520	4.3%
2009	1,347	36,036	3.7%
2010	1,068	35,097	3.0%

Table 5.2.2 Dropout Rate by Race/Ethnicity

State Standard is 3.0%

Year	Race/Ethnicity	Dropouts	Enrollment	Dropout Rate
2006	American Indian	12	188	6.4%
2007	American Indian	13	198	6.6%
2008	American Indian	15	182	8.2%
2009	American Indian	15	167	9.0%
2010	American Indian	14	163	8.6%
2006	Asian	39	1,678	2.3%
2007	Asian	23	1,695	1.4%
2008	Asian	27	1,761	1.5%
2009	Asian	29	1,770	1.6%
2010	Asian	10	1,811	0.6%
2006	African American	629	14,380	4.4%
2007	African American	546	15,016	3.6%
2008	African American	684	15,377	4.4%
2009	African American	611	15,201	4.0%
2010	African American	497	14,879	3.3%
2006	White	832	20,609	4.0%
2007	White	657	19,981	3.3%
2008	White	850	19,003	4.5%
2009	White	649	17,582	3.7%
2010	White	475	16,789	2.8%
2006	Hispanic	48	962	5.0%
2007	Hispanic	51	1,078	4.7%
2008	Hispanic	50	1,197	4.2%
2009	Hispanic	43	1,316	3.3%
2010	Hispanic	72	1,455	4.9%

Performance Indicator 5.3 – University of Maryland or Career and Technology

Table 5.3.1 University System of Maryland or Career and Technology or Both Percentage of Students Meeting Requirements

State Standard is 100%

Year	Completed	Graduates	Percent
2006	6,404	7,372	86.9%
2007	6,233	7,472	83.4%
2008	6,352	7,570	83.9%
2009	6,535	7,380	88.6%
2010	6,757	7,394	91.4%

Performance Indicator 6.1 – Percentage of Schools That Met the Indicator

Table 6.1.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Table 6.2.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	151	92.6%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Table 6.3.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Table 6.4.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	161	98.8%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Table 6.5.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Performance Indicator 6.1 – Percentage of Schools That Met the Indicator

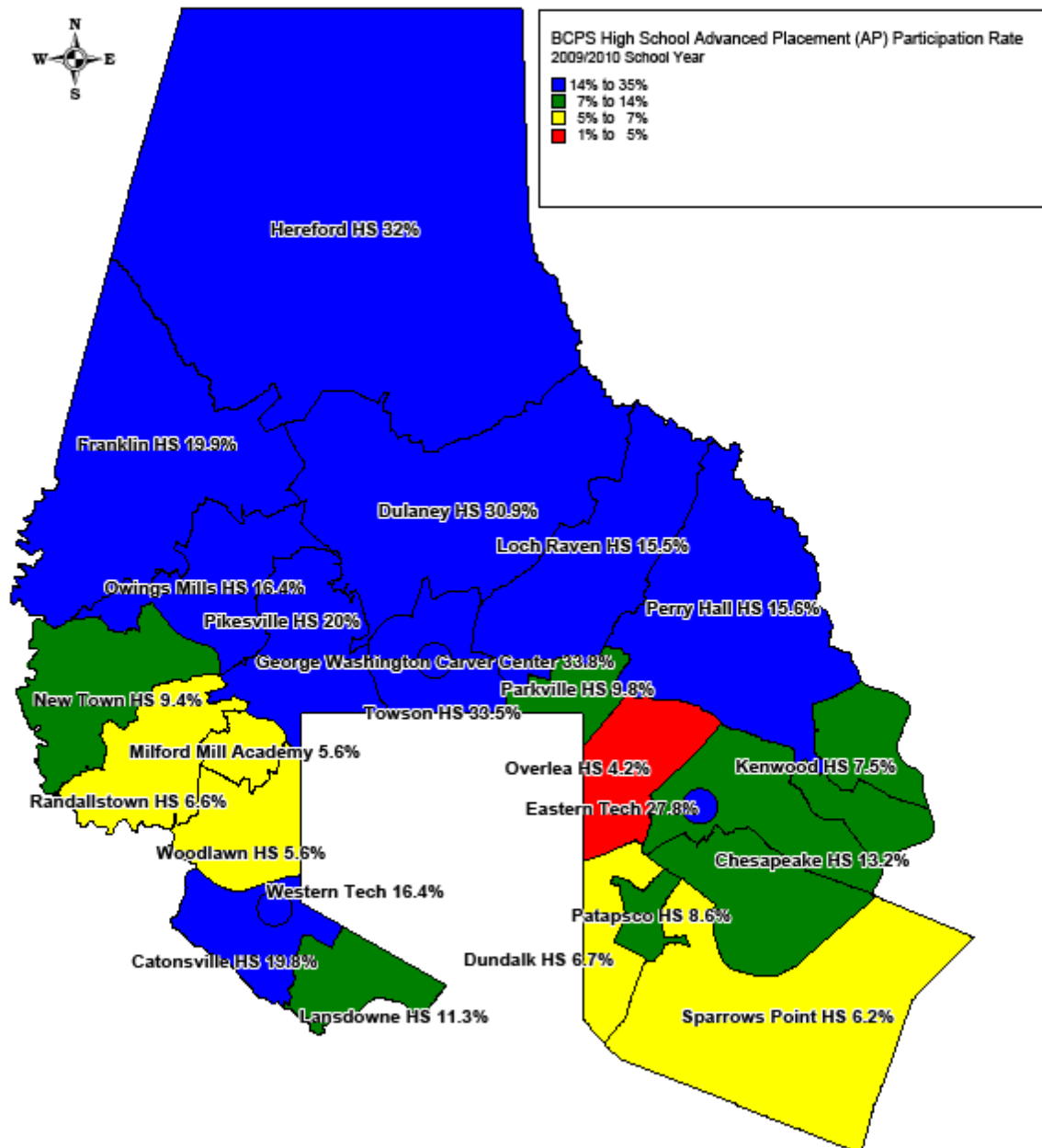
Table 6.6.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%

Advanced Placement (AP) Exam Participation

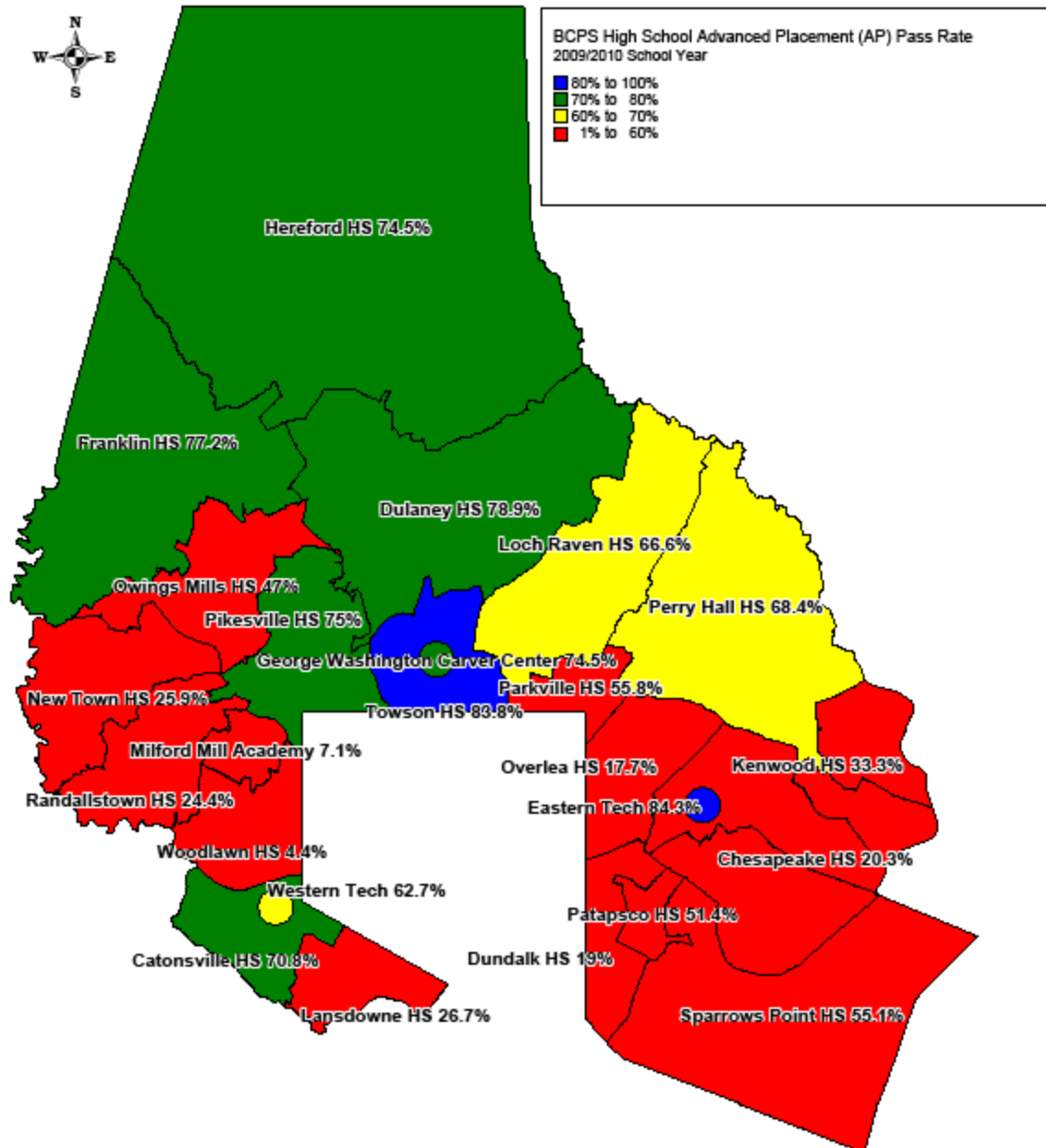
BCPS High School Advanced Placement (AP) Exam Participation Rate



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2010

Advanced Placement (AP) Exam Pass Rate

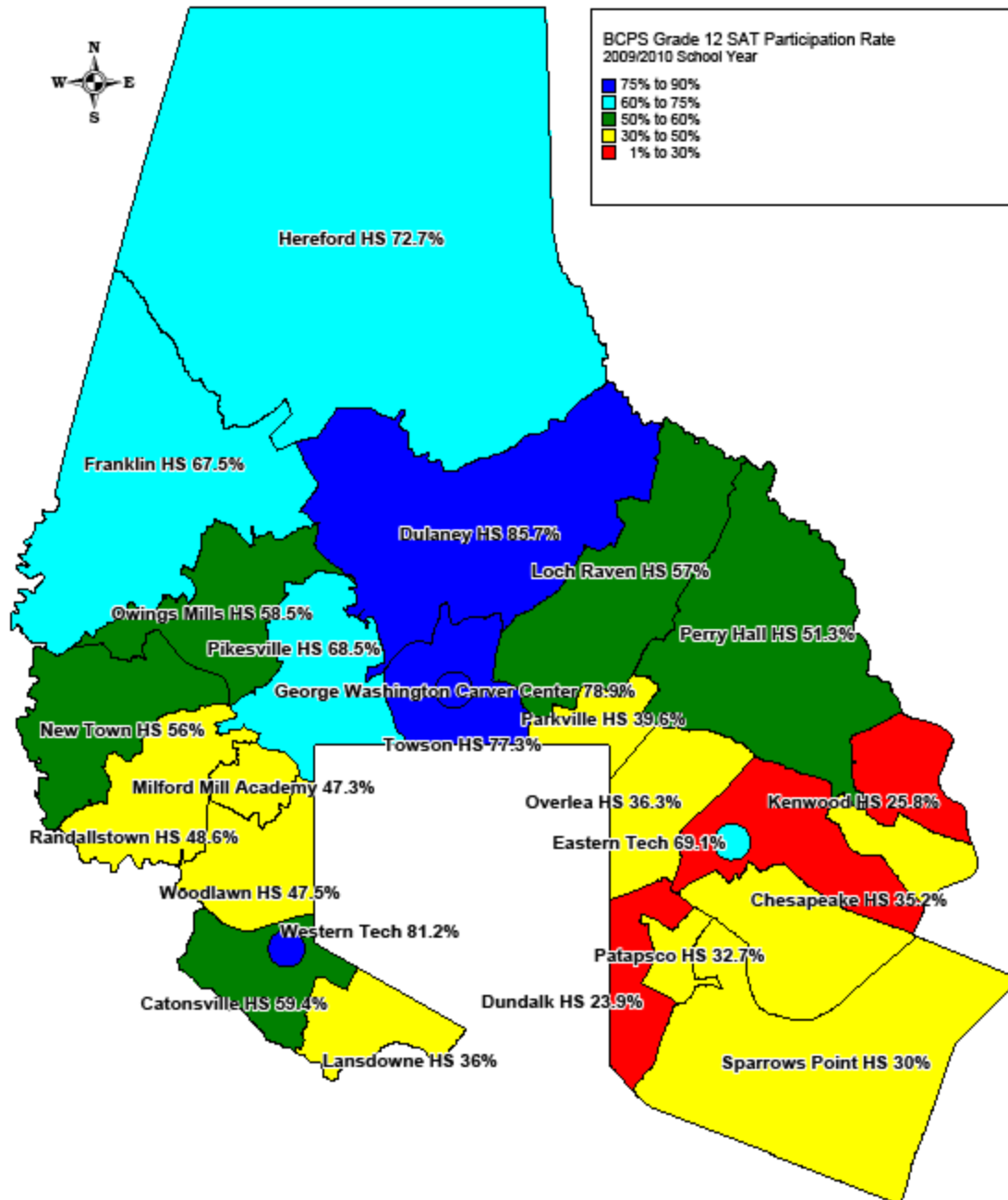
BCPS High School Advanced Placement (AP) Exam Pass Rate



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2010

Grade 12 SAT Participation Rate

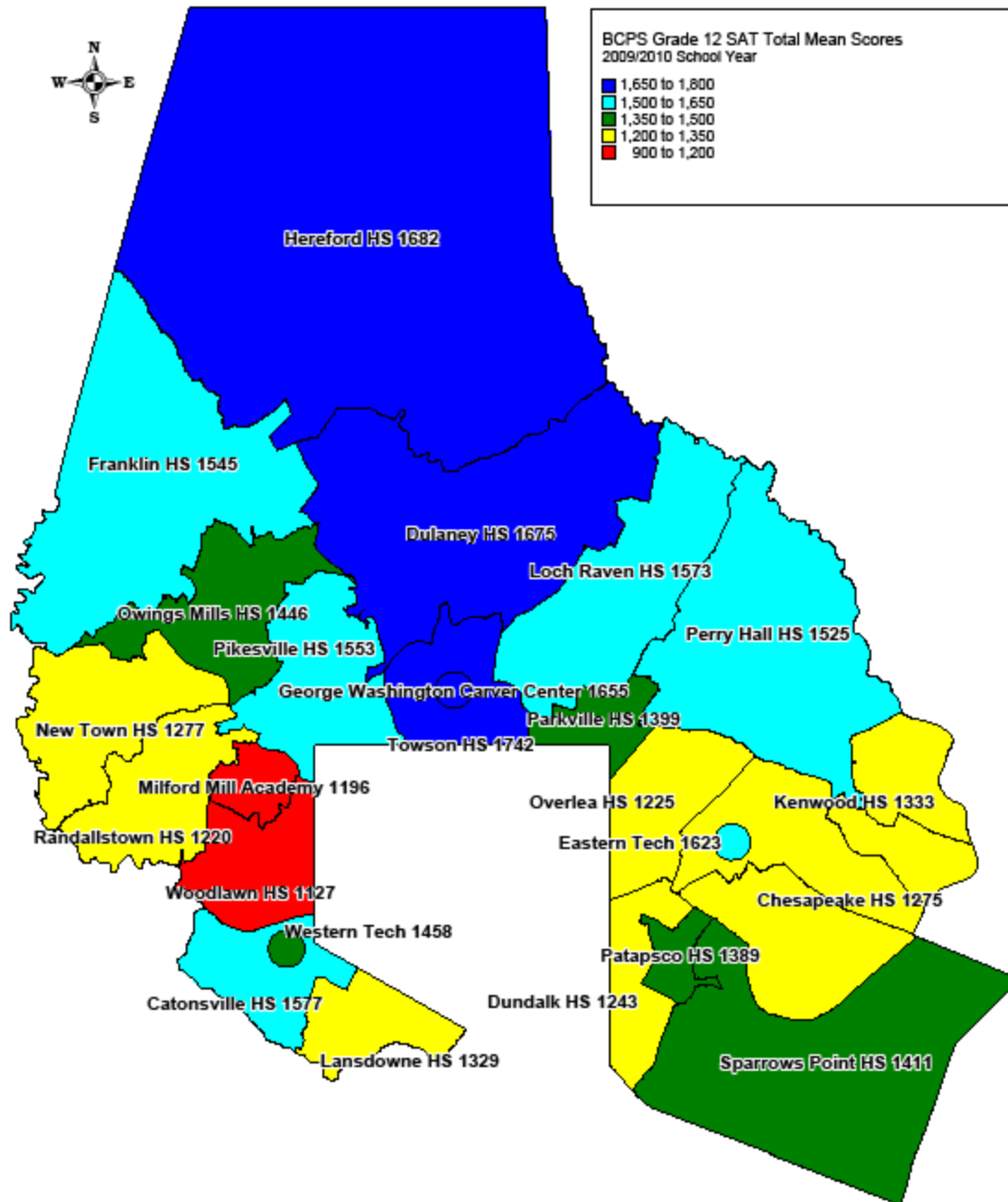
Baltimore County Public Schools Grade 12 SAT Participation Rate



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2010

Grade 12 SAT Total Mean Scores (Critical Reading + Math + Writing)

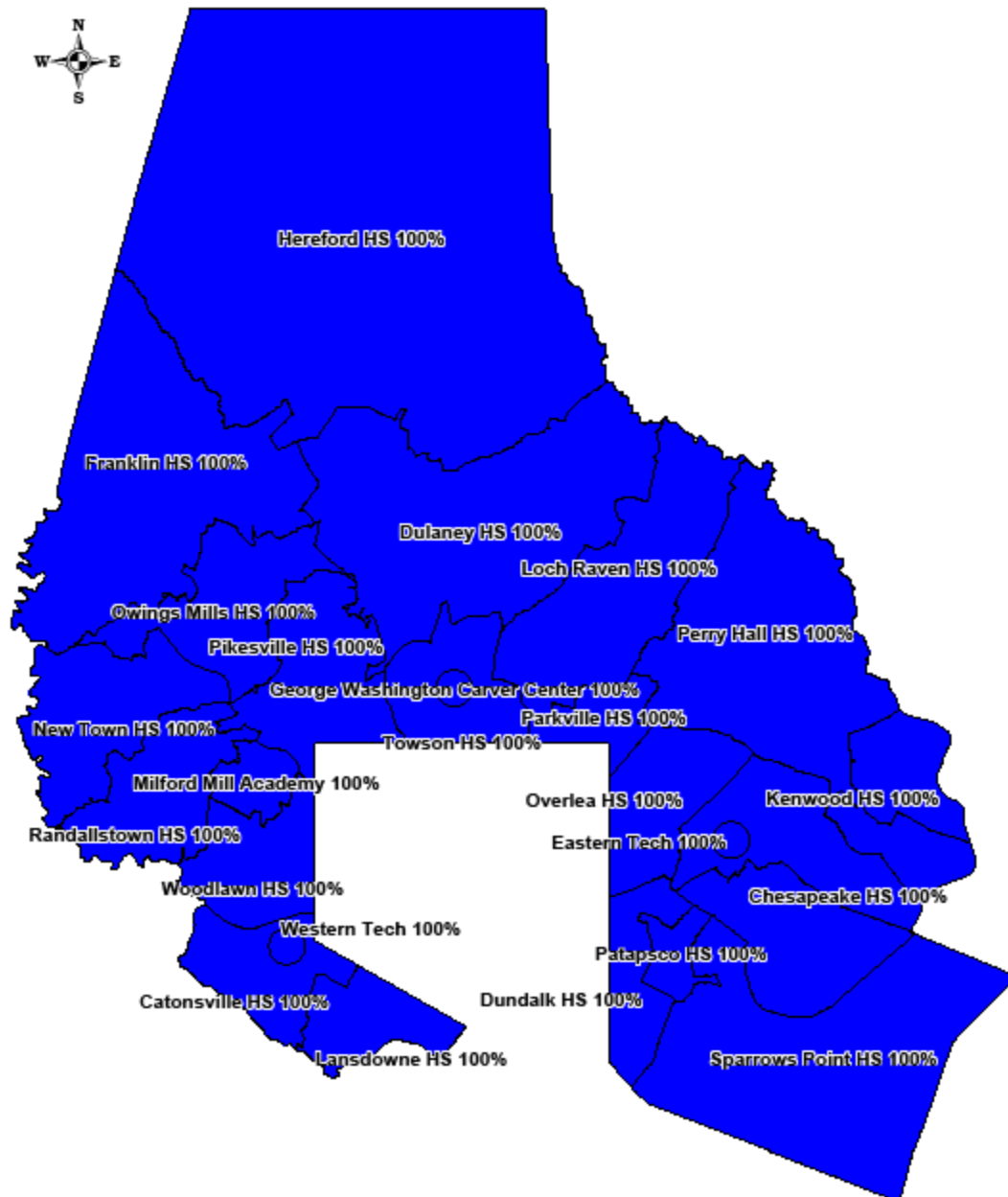
Baltimore County Public Schools Grade 12 SAT Total Mean Scores (Critical Reading + Math + Writing)




Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2010

Class of 2010 – Percentage Meeting All Requirements Including HSA

Class of 2010, Percent of Students Meeting All Requirements Including the High School Assessment Requirement



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2010



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2010-2011 Benchmark Performance: Quarter 1

Executive Report

As of December 22, 2010

Revised January 10, 2011

Baltimore County Public Schools
Office of Special Projects

BALTIMORE COUNTY PUBLIC SCHOOLS

EXECUTIVE REPORT

2010-2011 Benchmark Performance Report

As of December 22, 2010

INTRODUCTION

The Baltimore County Public Schools' (BCPS) *Blueprint for Progress*, adopted by the Board of Education in 2000, contains standards for accountability that reflect high expectations for all students. The Blueprint guides the vision of the school system with a focus on steady improvement toward achieving the goals and indicators. The performance goals and indicators included in the *Blueprint for Progress* are based upon state and system standards. Goal 1 states that by 2012, all students will reach high standards as established by the Baltimore County Public Schools and state performance level standards in English/reading/writing, mathematics, science, and social studies.

All of the performance indicators for goal one are measures designed to help determine student and system progress toward meeting the standards, which include a strong focus on continuous progress. One important component of monitoring progress is analyzing student achievement. *Blueprint for Progress* Goal 1 Performance Indicator 1.1 states that, "by 2012, all diploma-bound students in grades 3-8, and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA)." In 2006, BCPS began administering benchmark assessments to determine students' progress relative to Indicator 1.1. This report contains summary data of benchmark results for grades 3 through 10 in the content areas assessed by MSA and HSA: English/reading/writing, mathematics, science, and social studies.

BENCHMARK ASSESSMENT RESULTS

Benchmark assessments (BMA) are periodic assessments aligned with the BCPS and state curricula that are used to determine how students are performing in relationship to the BCPS curriculum and to success on MSA and HSA. The results are available immediately to help teachers and school administrators make decisions about teaching and learning. In addition, as part of ongoing systemwide analysis of achievement results, the results are used to monitor, refine, and evaluate the curriculum; determine areas for professional development; and target supports to students, staff, and schools. The results are useful for parents/guardians, teachers, principals, and curriculum and other district offices, as we all work to ensure that all students meet the high standards set forth in the *Blueprint for Progress*.

This report includes the system's average student scores for benchmarks for each assessed grade level and content area. The disaggregated data are useful for analyzing how various student groups are performing relative to the system average. The data are disaggregated to show the average score for particular student groups including groups listed below:

- | | |
|-------------------------------|---------------------------------|
| - Racial/Ethnic groups | - Special Education |
| - Limited English Proficiency | - Female/Male |
| - Gifted and Talented | - Free and Reduced Meal Service |

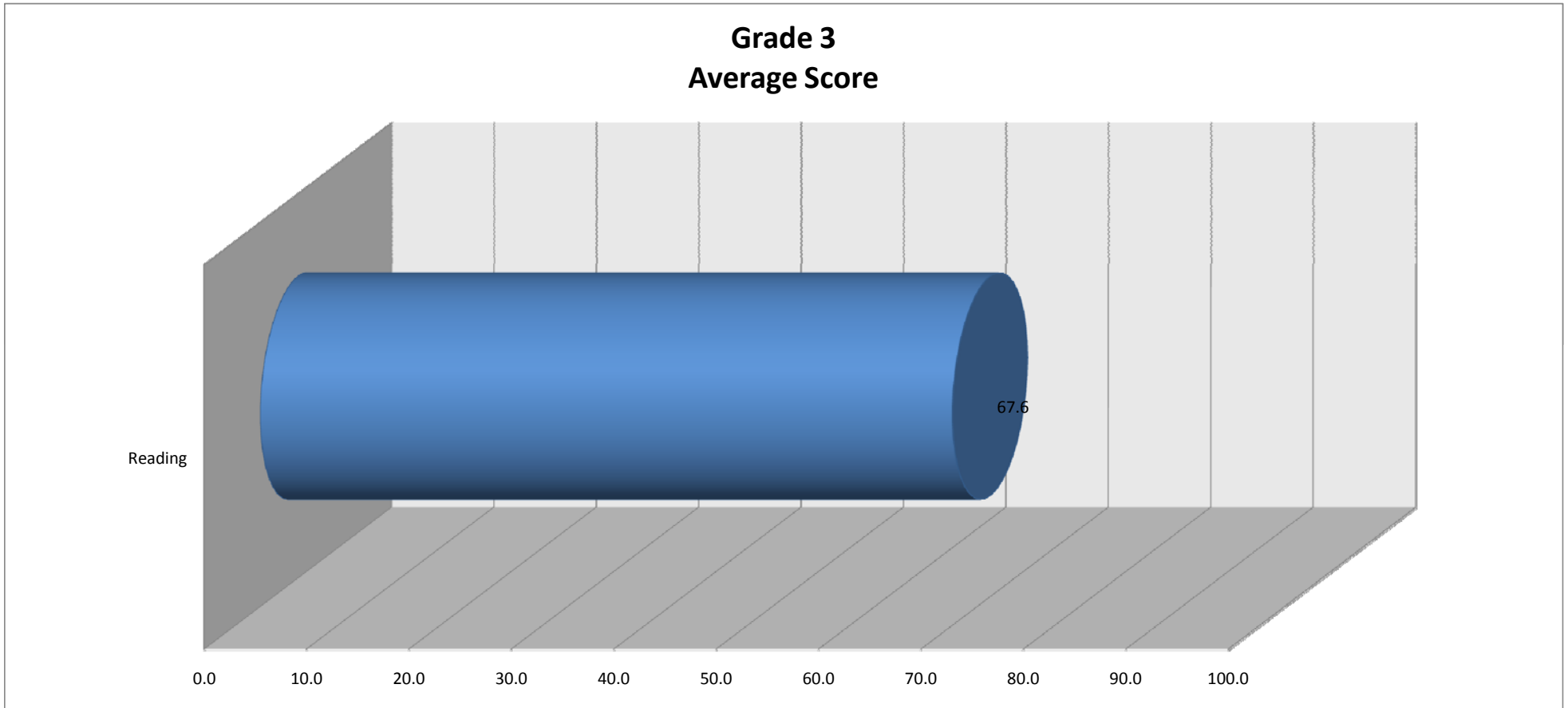
It is important to note that results may not be available for every school or that only partial results may be available. For example, there are no mathematics results in this report, as no benchmark administration windows closed during the first quarter. At the elementary school level, science and social studies are taught at various times during the year. Therefore, the benchmarks are administered at varying times. At the high school level, schools may offer some courses on a semester schedule so the scores for all students will not be available until the end of the year.

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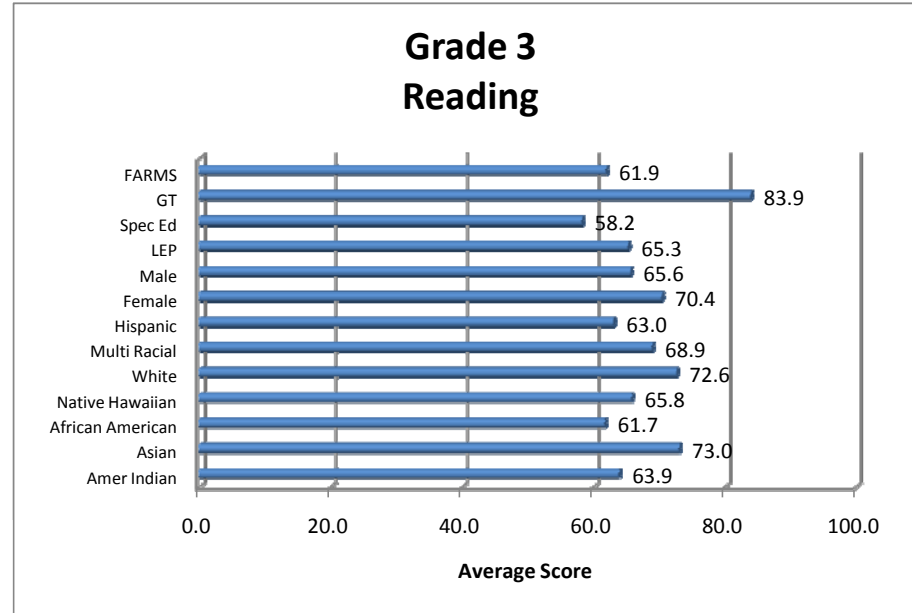
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**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 3**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Reading	67.6	63.9	73.0	61.7	65.8	72.6	68.9	63.0	70.4	65.6	65.3	58.2	83.9	61.9

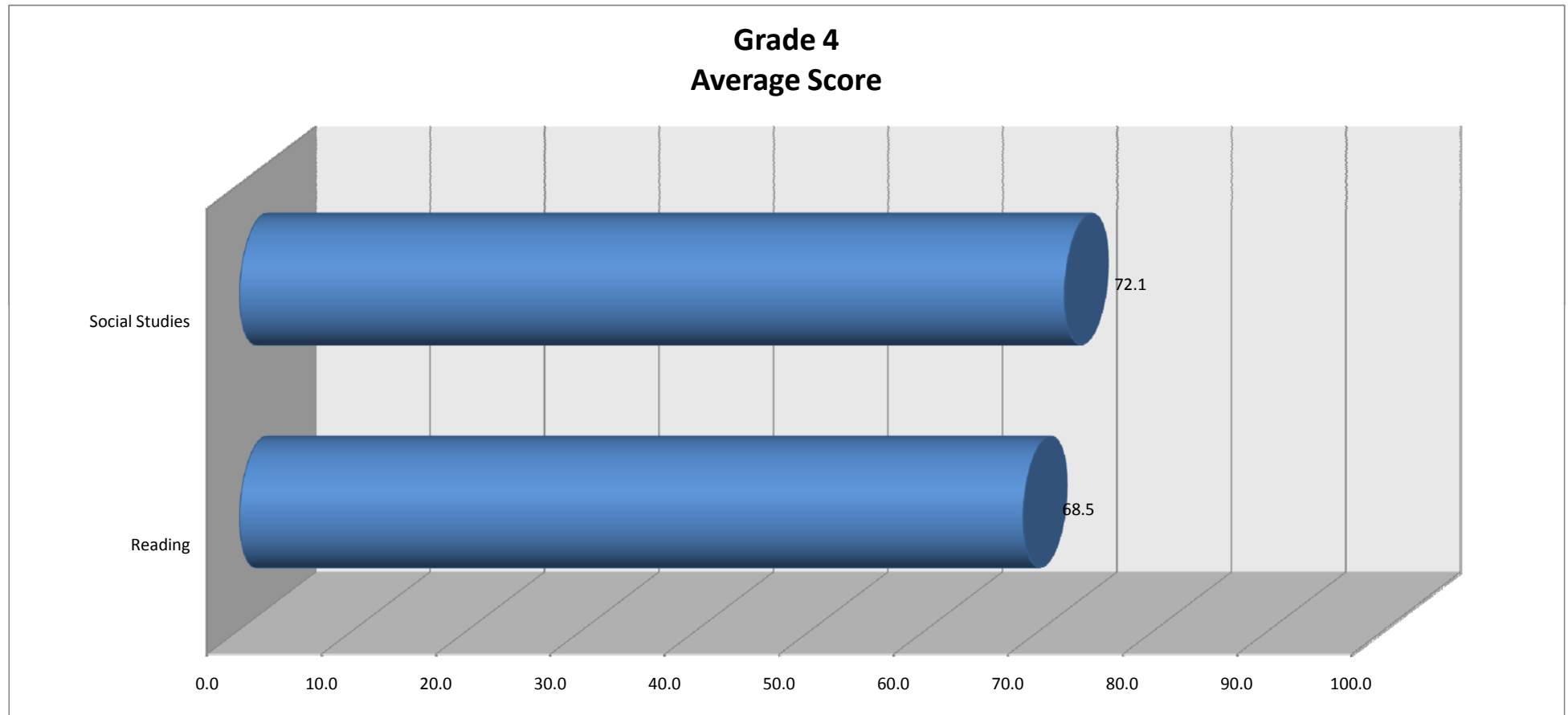


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 3**



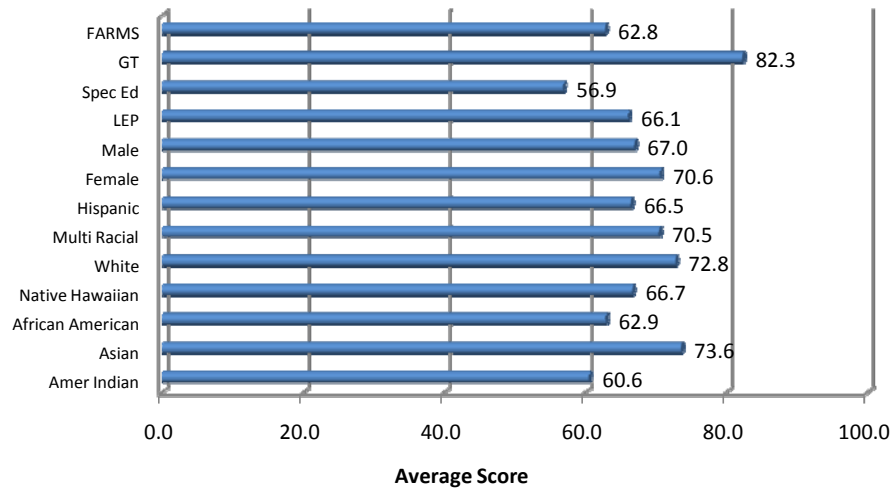
**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 4**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Reading	68.5	60.6	73.6	62.9	66.7	72.8	70.5	66.5	70.6	67.0	66.1	56.9	82.3	62.8
Social Studies	72.1	72.2	77.5	63.4	N/A	76.0	72.2	66.9	72.9	71.6	67.7	60.1	N/A	64.0

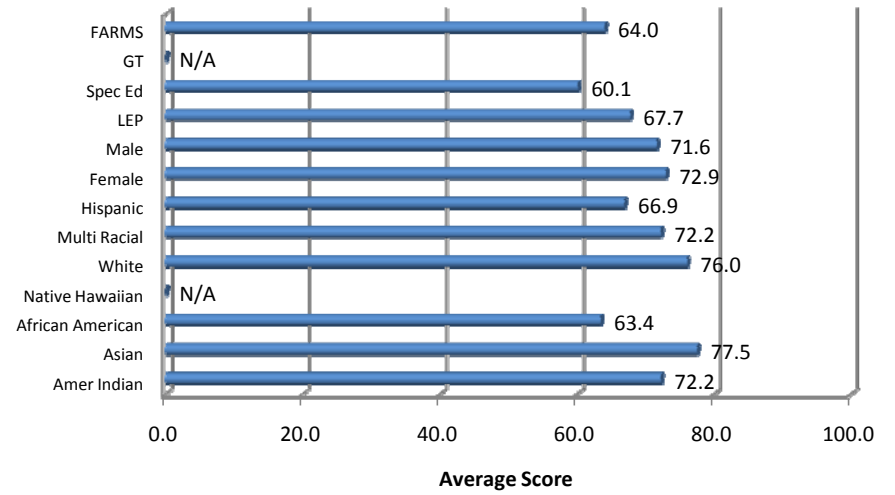


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 4**

Grade 4 Reading

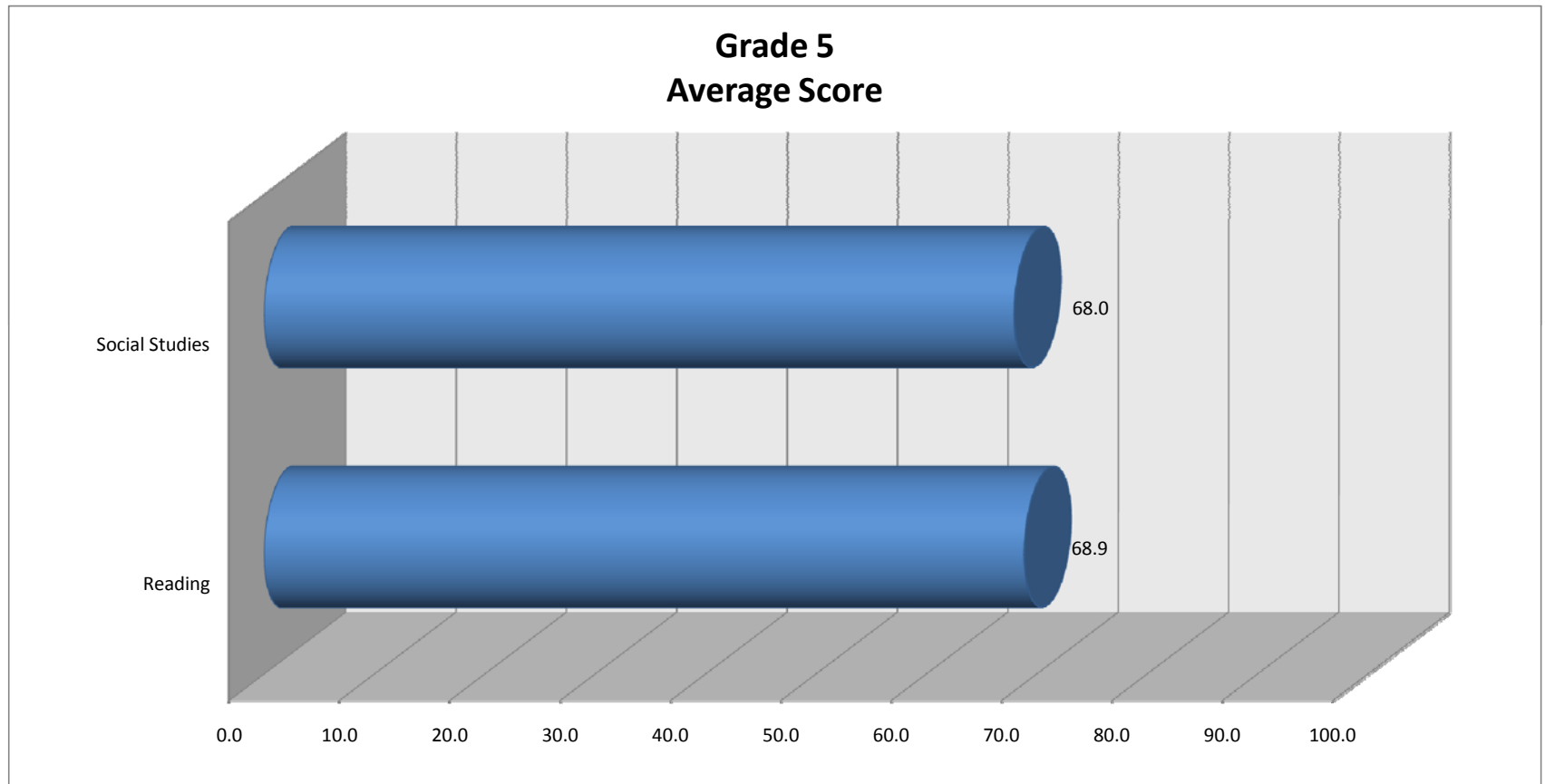


Grade 4 Social Studies



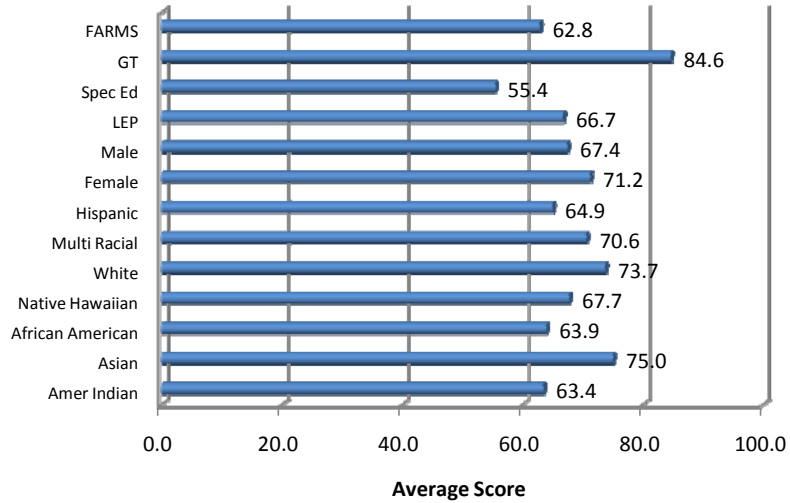
**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 5**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Reading	68.9	63.4	75.0	63.9	67.7	73.7	70.6	64.9	71.2	67.4	66.7	55.4	84.6	62.8
Social Studies	68.0	70.4	72.4	61.3	33.3	73.0	65.5	64.7	67.9	68.4	67.2	54.4	N/A	59.7

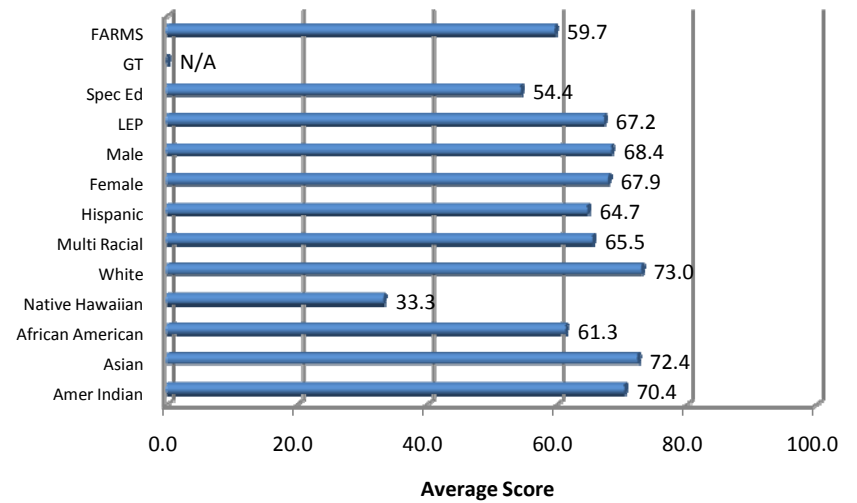


Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 5

Grade 5 Reading

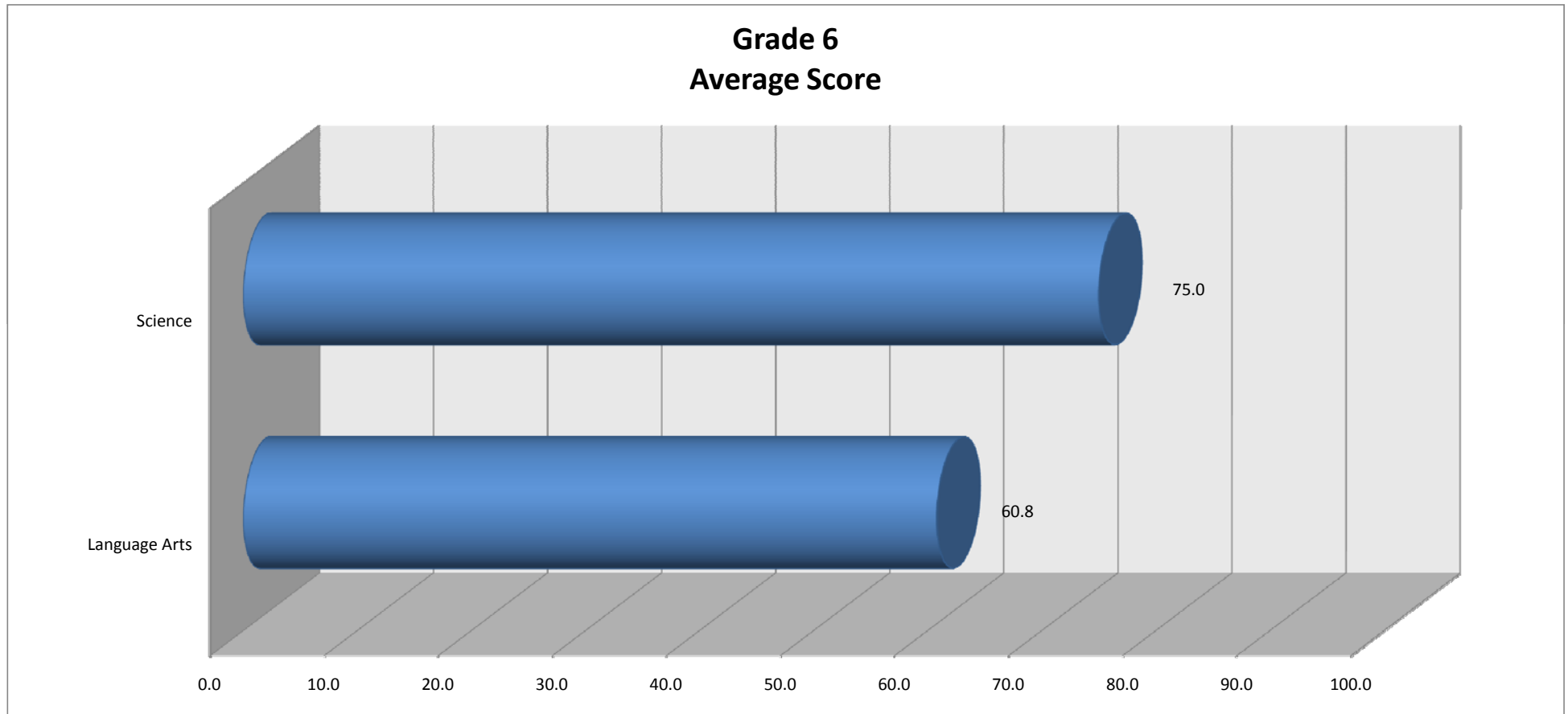


Grade 5 Social Studies



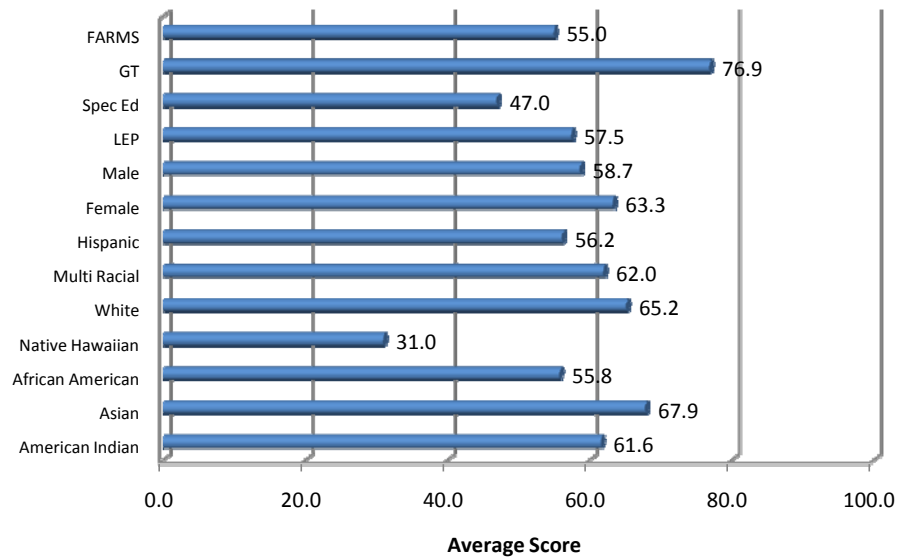
Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 6

Subject	Average Score	American Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Language Arts	60.8	61.6	67.9	55.8	31.0	65.2	62.0	56.2	63.3	58.7	57.5	47.0	76.9	55.0
Science	75.0	80.8	81.9	70.5	22.2	79.1	74.0	71.5	76.0	74.4	73.8	62.1	84.5	70.0

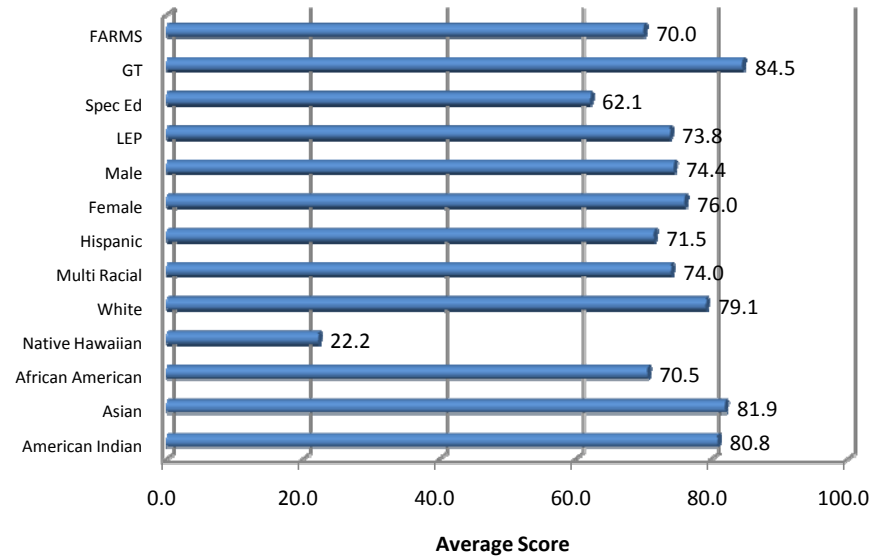


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 6**

Grade 6 Language Arts

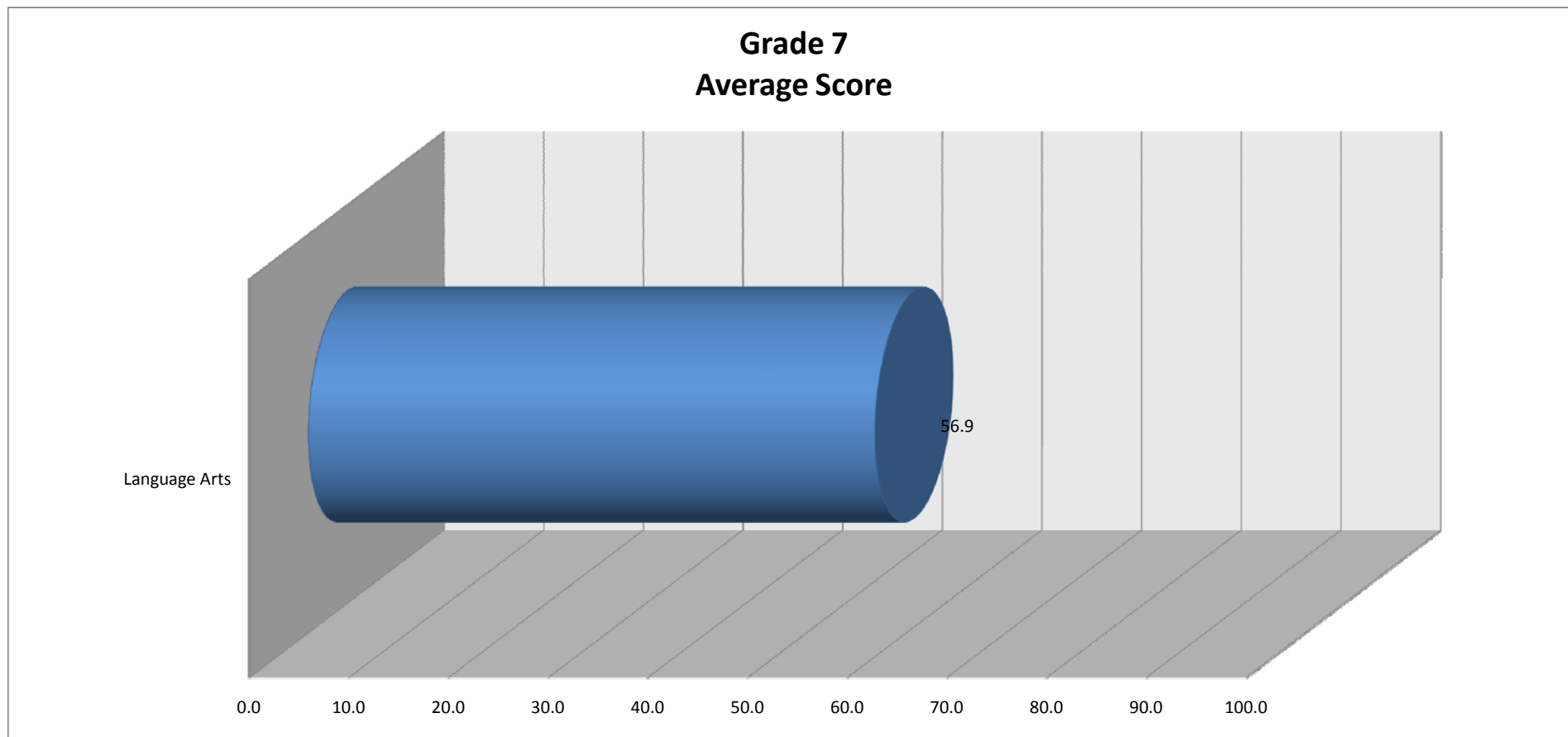


Grade 6 Science

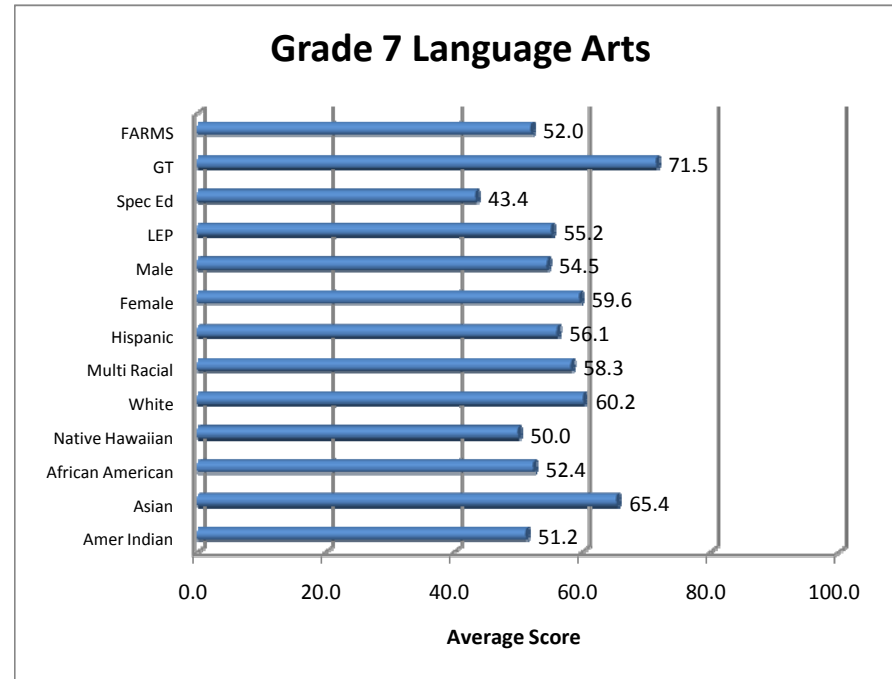


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 7**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Language Arts	56.9	51.2	65.4	52.4	50.0	60.2	58.3	56.1	59.6	54.5	55.2	43.4	71.5	52.0

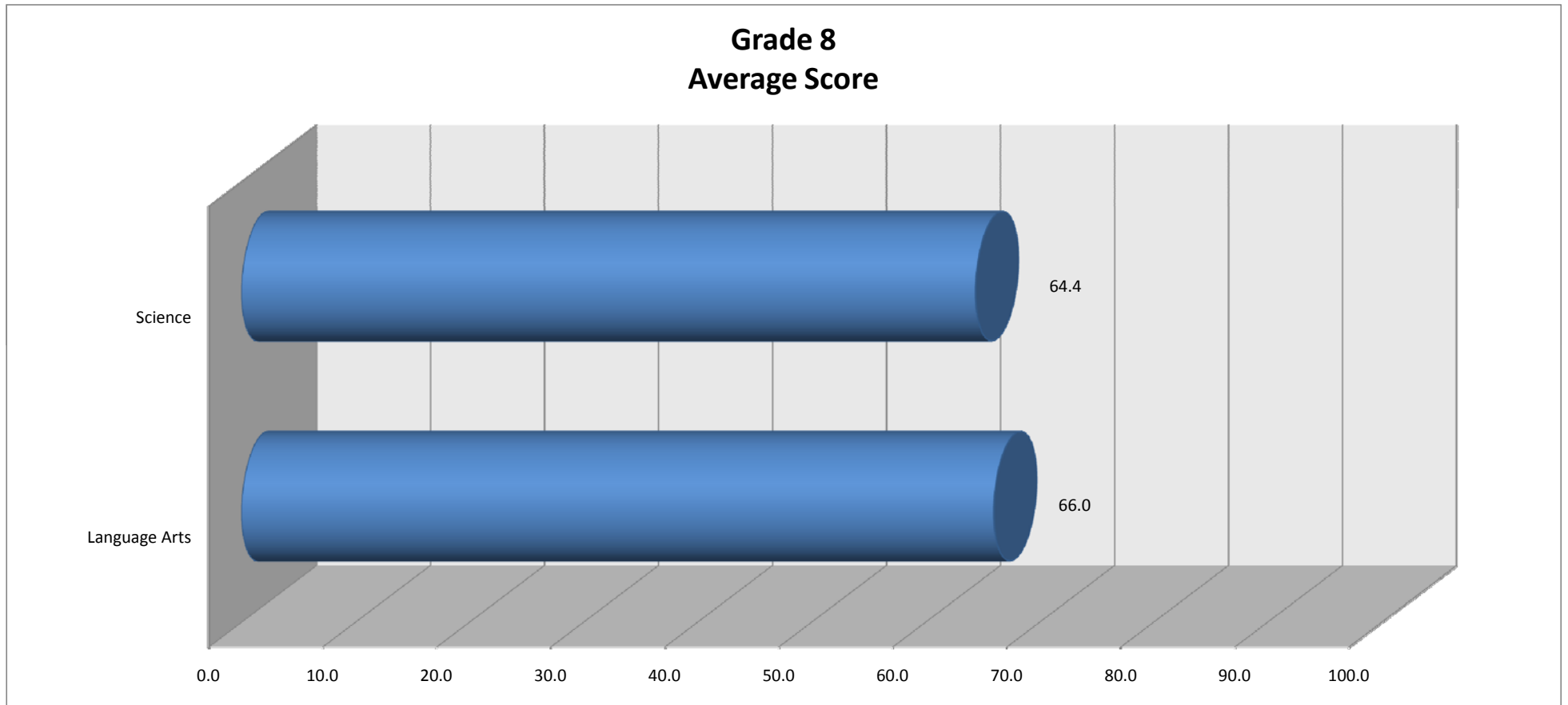


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 7**



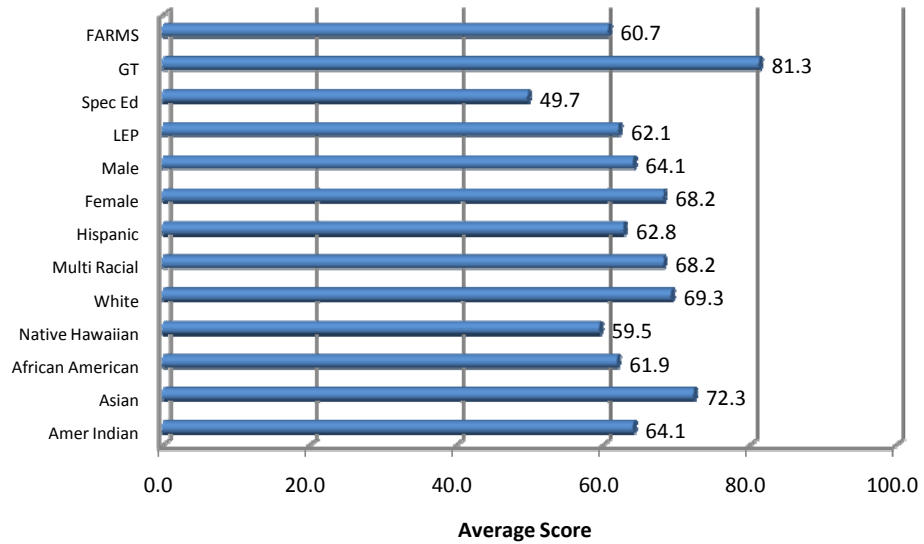
**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 8**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Language Arts	66.0	64.1	72.3	61.9	59.5	69.3	68.2	62.8	68.2	64.1	62.1	49.7	81.3	60.7
Science	64.4	70.7	71.1	58.0	60.0	70.1	66.8	64.8	64.3	64.9	65.0	54.8	N/A	60.6

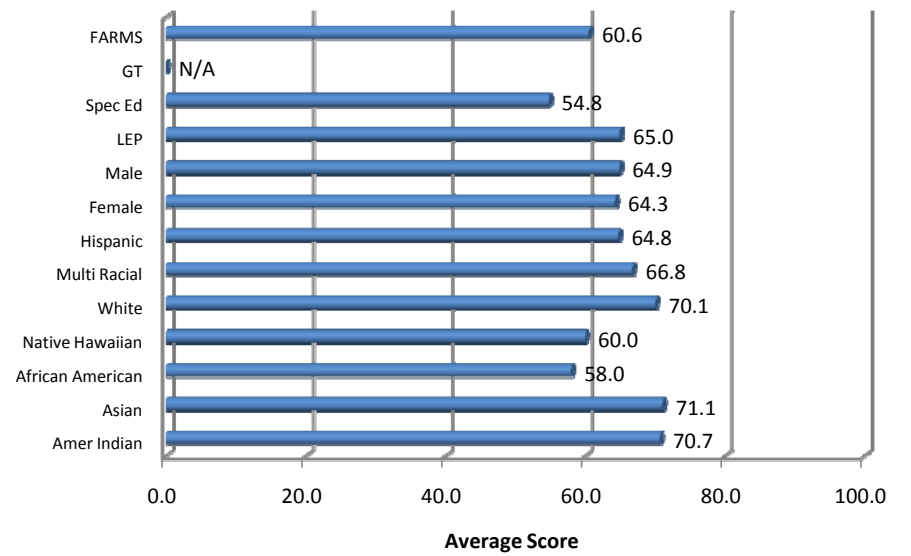


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
Grade 8**

Grade 8 Language Arts

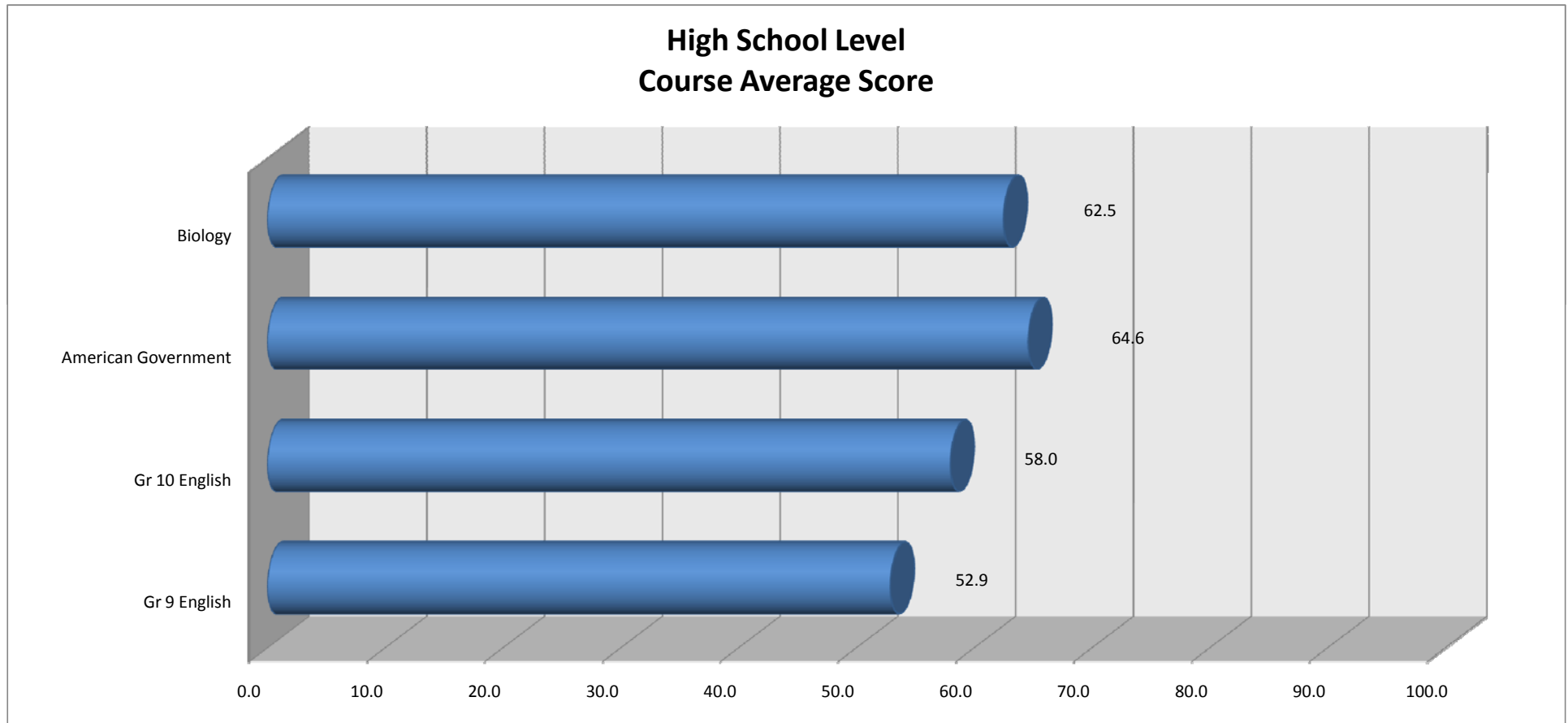


Grade 8 Science



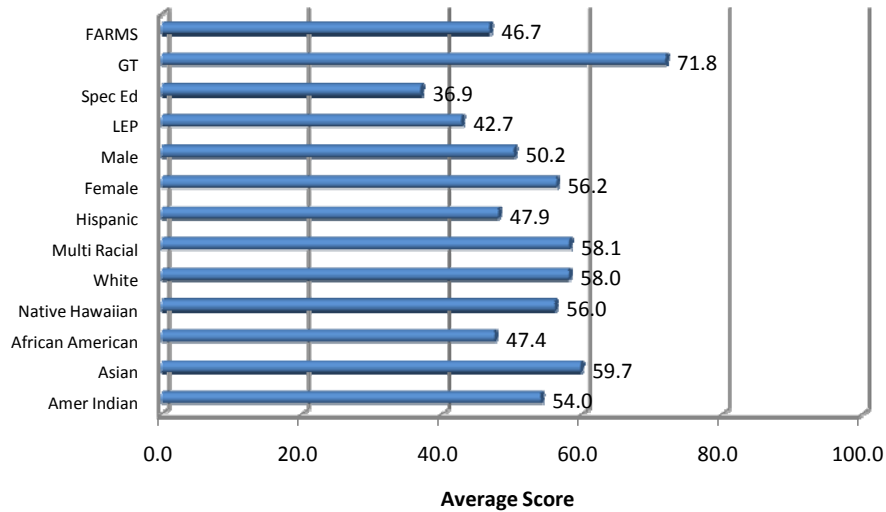
**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
High School**

Subject	Average Score	Amer Indian	Asian	African American	Native Hawaiian	White	Multi Racial	Hispanic	Female	Male	LEP	Spec Ed	GT	FARMS
Gr 9 English	52.9	54.0	59.7	47.4	56.0	58.0	58.1	47.9	56.2	50.2	42.7	36.9	71.8	46.7
Gr 10 English	58.0	58.8	64.1	53.2	53.3	62.1	56.4	52.8	61.3	55.2	48.6	40.5	75.7	51.8
American Government	64.6	76.3	76.9	61.4	N/A	66.6	68.0	61.5	64.7	64.7	65.5	57.2	73.5	60.7
Biology	62.5	63.7	71.7	57.0	82.8	67.8	69.9	60.0	63.6	61.7	57.6	49.5	N/A	56.7

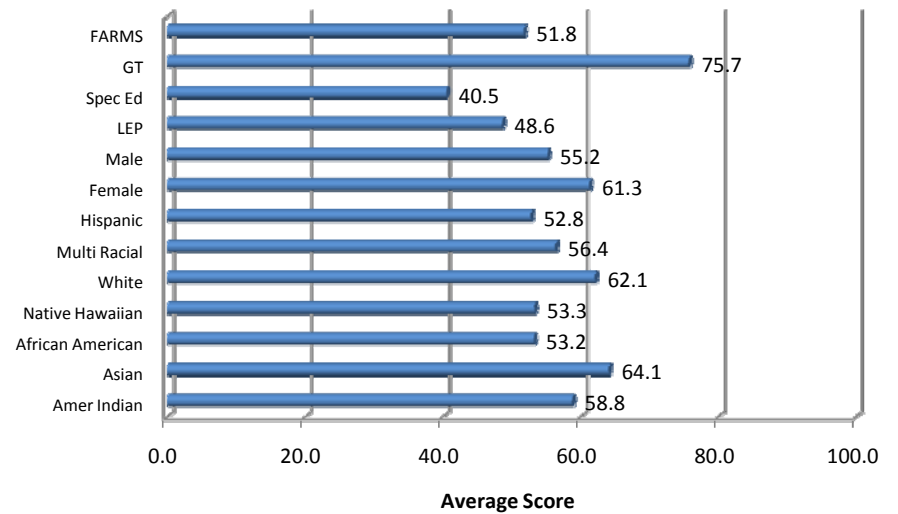


**Baltimore County Public Schools
Quarter 1 Benchmark Status 2010-2011
High School**

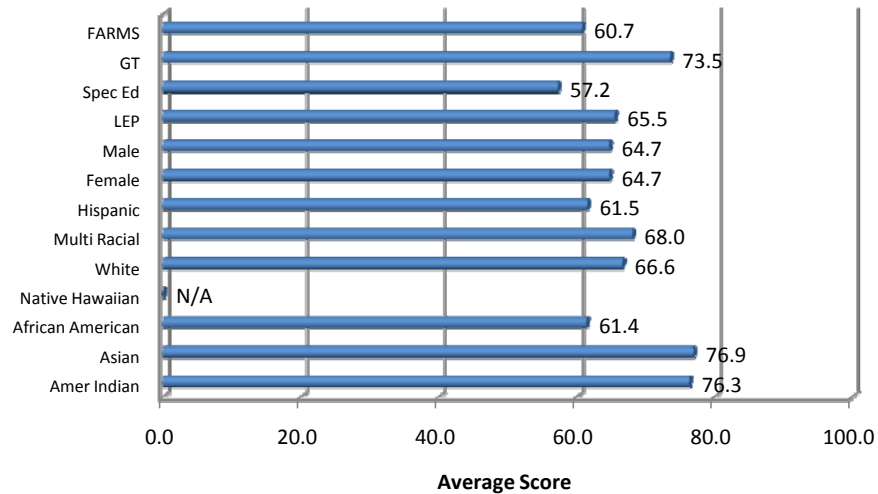
Grade 9 English



Grade 10 English



High School American Government



High School Biology

