Exhibit Z

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: December 6, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **COMPREHENSIVE REPORT ON HIGH SCHOOLS**

ORIGINATOR: Barbara E. Walker, Assistant Superintendent, High schools

RESOURCE PERSON(S): Abbey Campbell, Assistant to Assistant Superintendent, High schools

INFORMATION

That the Board of Education receives the Comprehensive Report on High Schools.

Attachment I - Executive Summary
Attachment II - PowerPoint Presentation

Comprehensive Report on High Schools
Executive Summary

The *Blueprint for Progress* provides the direction and guidance for the school system in ensuring that all students perform at high academic levels. The *Blueprint for Progress* is built on the foundation of clear standards, quality instruction, and individual accountability to address the learning needs for a diverse student population in preparation for college and workforce readiness.

Approximately 31,000 students are currently served at the high school level. Of the 28 schools, one is a half day magnet school, two are alternative schools for high school students, and one alternative school is for students in grades 7-10 who need a program to build social and academic skills. Three full day schools and one half day school are pure magnet programs, eleven schools have a comprehensive program and magnet programs, and ten serve only their zoned students. Three high schools hold state Blue Ribbon status and two hold National Blue Ribbon status. Trend data shows that as minority enrollment steadily rises, Caucasian enrollment continues to decrease. This demographic inversion mirrors Baltimore County's census data. Increases in poverty also mirror the local economic condition, with increases in student eligibility for receiving free and reduced-priced meals rising over twenty percentage points from 2003 to 2010.

Student achievement continues to improve; we do have areas where focused acceleration is needed. There is an opportunity gap evident for African American students, which is more pronounced in Algebra than reading. Vertical teaming initiatives that look at early interventions in elementary and middle schools are being implemented that will give high school teachers more information about students' strengths and needs to close the gap. Special education students lag behind other subgroups although they have made substantial gains during the past three years. The use of teaching strategies such as co-teaching is believed to have supported this growth. LEP students continue to fluctuate in reading. It is interesting to note that poverty does not seem to be a negative achievement factor for high school students. SAT and AP participation and performance highlight the fact that our students understand that education will not end at high school, and they want to be prepared for the next step.

The high school program is designed to give students as many opportunities as possible to explore career opportunities and areas of interest as they complete the coursework required by MSDE and BCPS to earn a high school diploma. Infusion of critical reading and writing has been implemented in high schools as a strategy to increase rigor in all classes and support the twenty-first century skills. There has been an increased emphasis with students and families that a high school diploma is not a terminal degree. Schools are working to back-map skills needed to be successful in an advanced placement class in order to prepare more students for the opportunity to take a college-level course in high school. There has been an increased emphasis on writing that is supported with a systemic writing process and required writing assignments in all grades.

The high school mathematics program includes two algebra courses and one geometry course to meet graduation requirements. In addition, students may choose electives in trigonometry, advanced algebra, pre-calculus, calculus, AP Statistics, and AP Calculus AB and BC. Special

education students with specific math disabilities take Algebra Data Analysis and Algebraic Functions which are designed to support their math achievement.

The science curriculum includes content in the areas of biology, chemistry, physics, earth science, and environmental science. All high school science classes include a lab component. Both GT and AP courses are available in biology, chemistry, and physics. Environmental science is offered at the AP level.

Social studies courses include American Government, World History, United States History, and economics. GT courses are available in American Government and World History. AP courses are available in all four content areas.

The remaining graduation requirements include a year of physical education, fine arts, technology, and half a credit of health. The remaining credits are earned through a completer program of world language and/or a magnet or CTE program. Students have a variety of electives available in all areas to further pursue academic interests.

High schools continue to work on differentiation and interventions to help all students learn and be prepared for more rigorous courses. The goal is that every student who enters BCPS will leave with a diploma or Certificate of Attendance.

Comprehensive Report on High Schools

Presented to the Board of Education
Baltimore County Public Schools

December 6, 2011

The Baltimore County Public Schools

Preparing for Life After High School

- What does it mean to be college and career ready?

- What are 21st Century skills?
  - Collaborate
  - Create
  - Lead
  - Problem Solve
  - Read, Write, and Think Critically

The Baltimore County Public Schools

BCPS High Schools

- 24 high schools
- 3 alternative centers
- 1 half-day technical program

- How are all high schools the same?
  - All offer core curricula that provide courses to meet MSDE and BCPS graduation requirements.

- How are all high schools unique?
  - Each offers a different selection of magnet and/or CTE completer programs

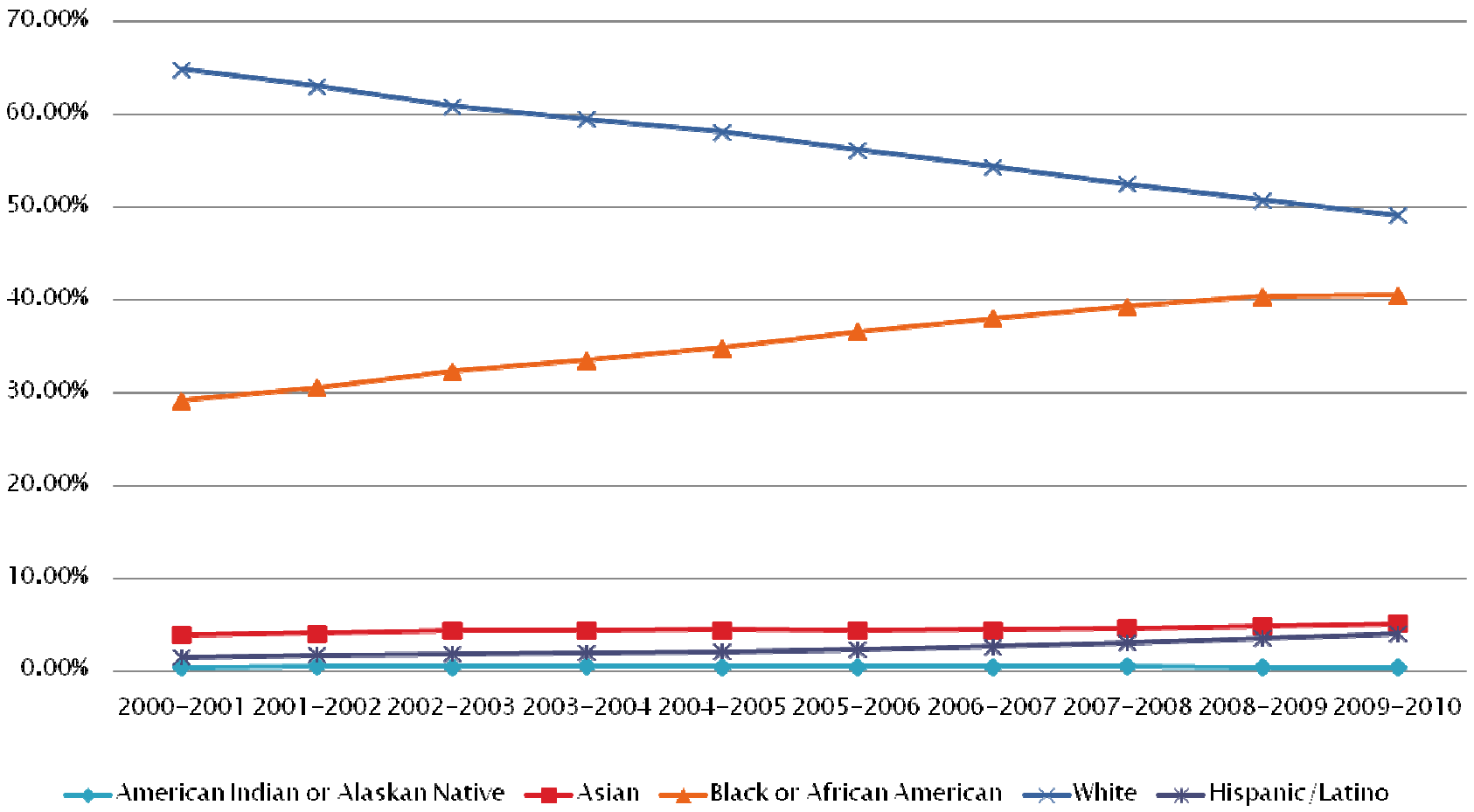
BCPS High Schools

- 3 magnet high schools and 1 half-day technical magnet program
- 10 comprehensive high schools with CTE programs
- 11 comprehensive high schools with magnet and CTE programs

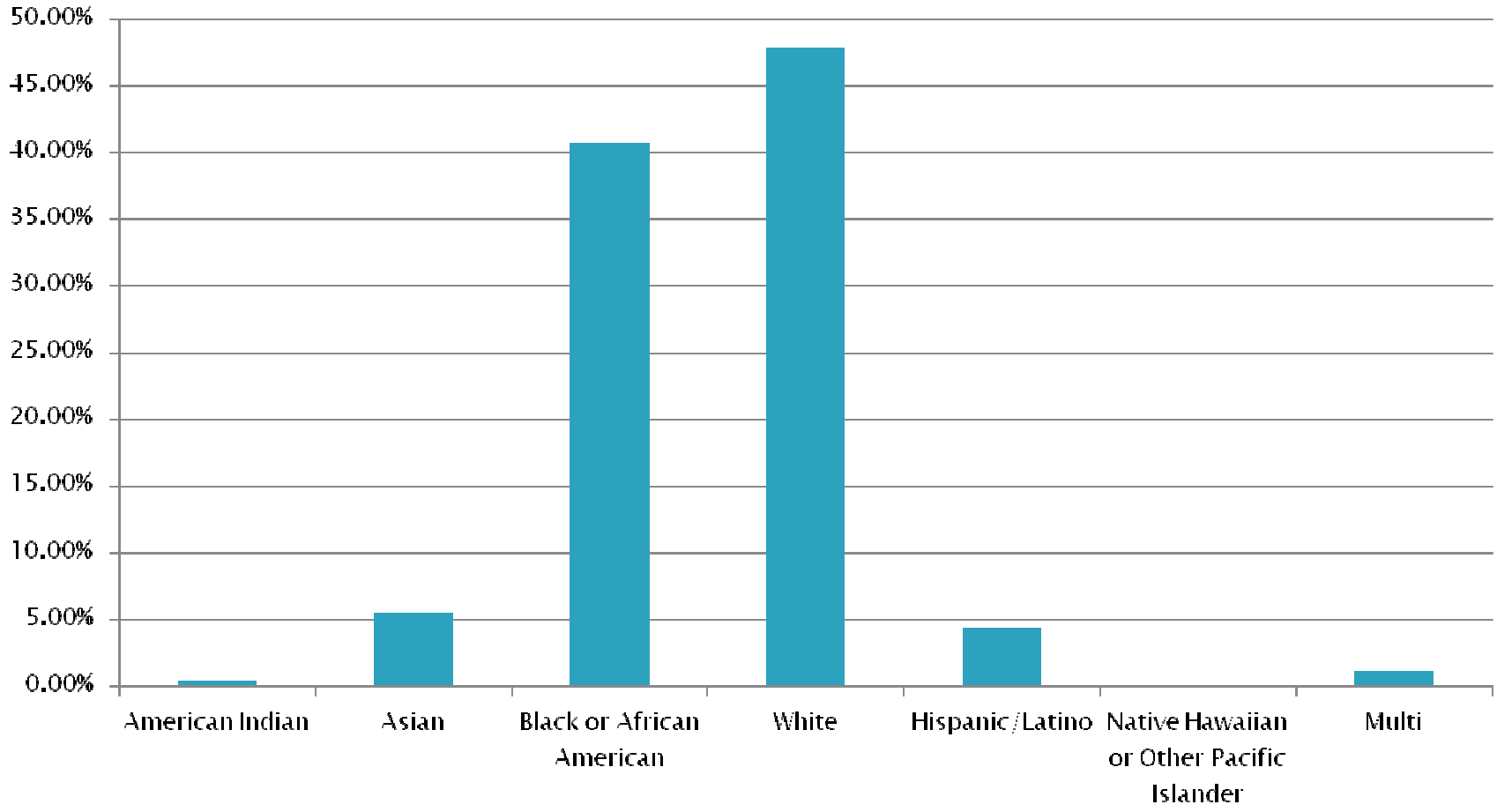
Leadership Skills

- AVID
- Parallel Enrollment Program
- Internship
- Dual Diploma to Degree

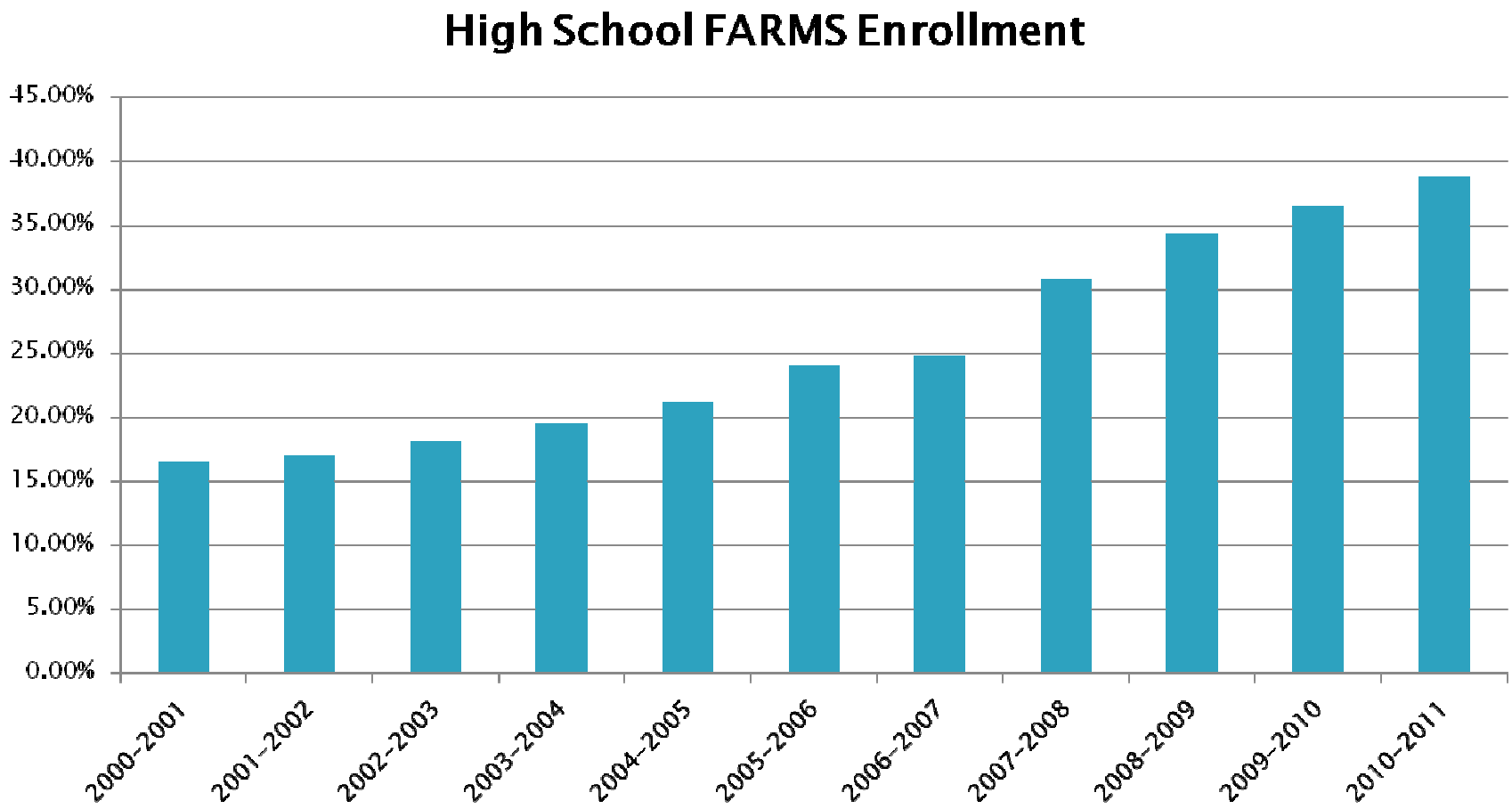
High School Enrollment



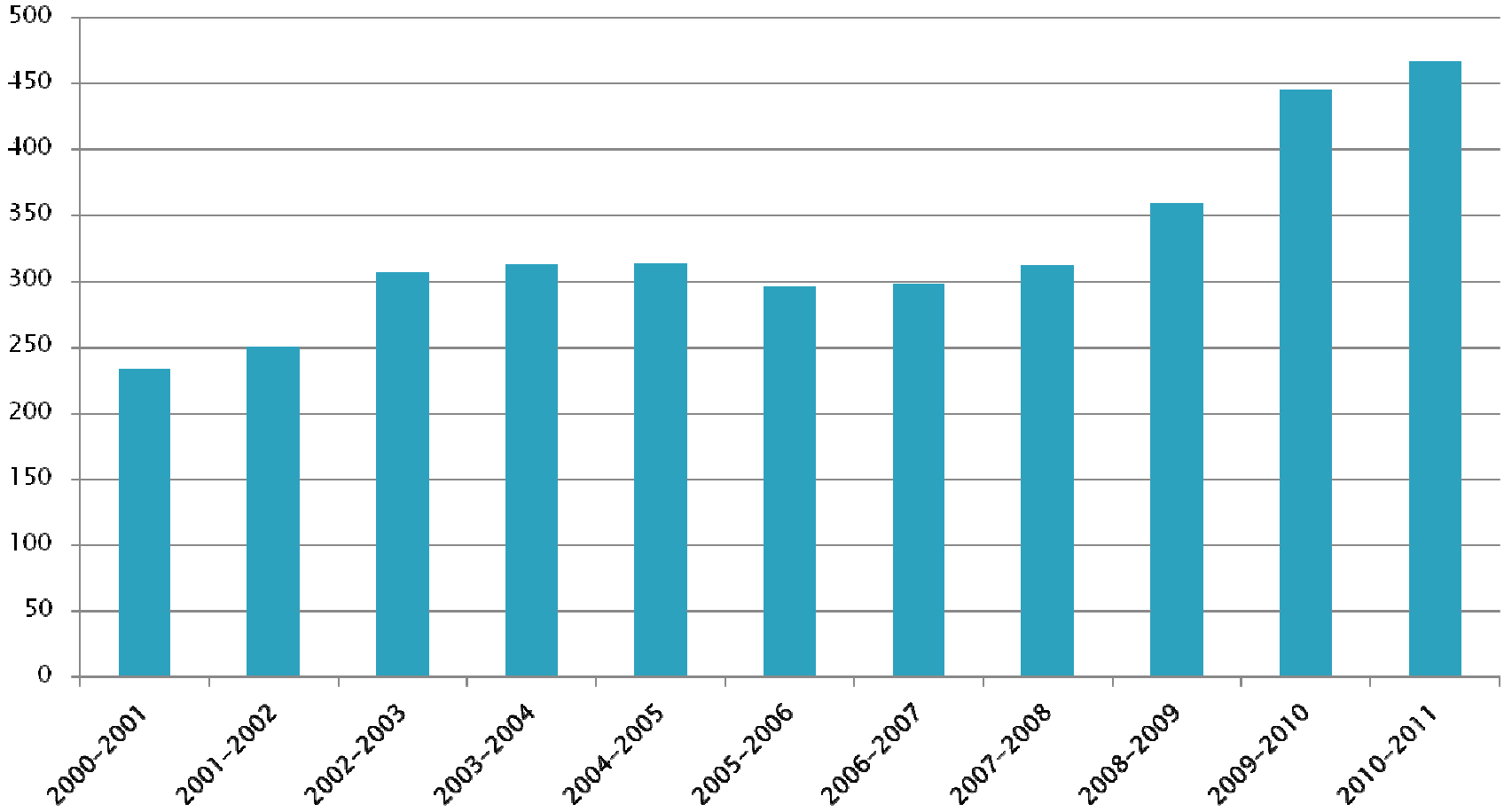
High School Enrollment 2010-2011



High School FARMS Enrollment



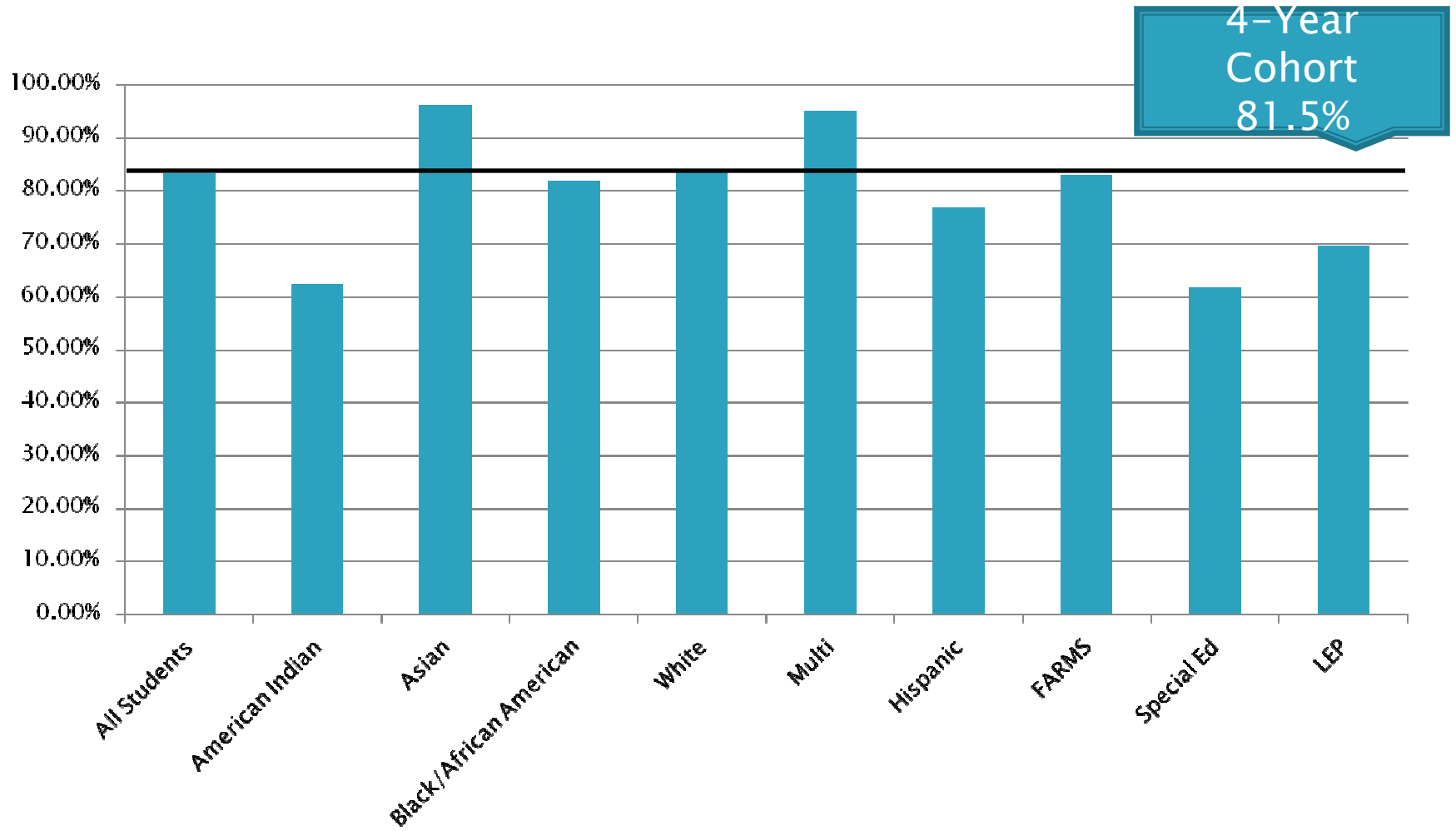
High School LEP Enrollment



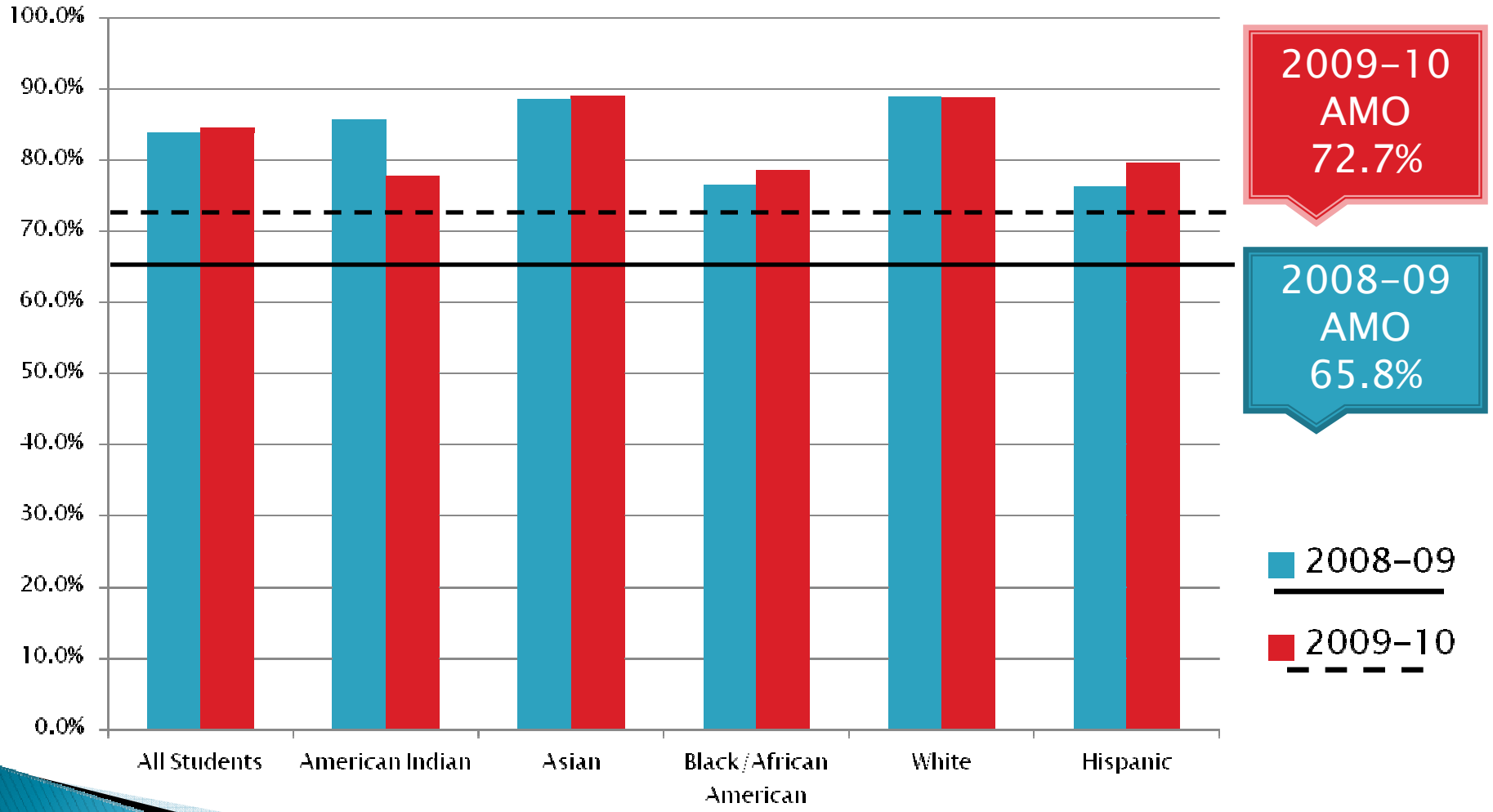
How Are High Schools Evaluated?

- Graduation Rate
  (Goal 5, Performance Indicator 5.1)
- HSA Algebra I and English 10 results
  (Goal 1, Performance Indicator, 1.1)
- PSAT participation and achievement
  (Goal 1, Performance Indicators 1.2, 1.3)
- SAT participation and achievement score
  (Goal 1, Performance Indicators 1.17, 1.18)
- AP participation and achievement score
  (Goal 1, Performance Indicators 1.13, 1.14)

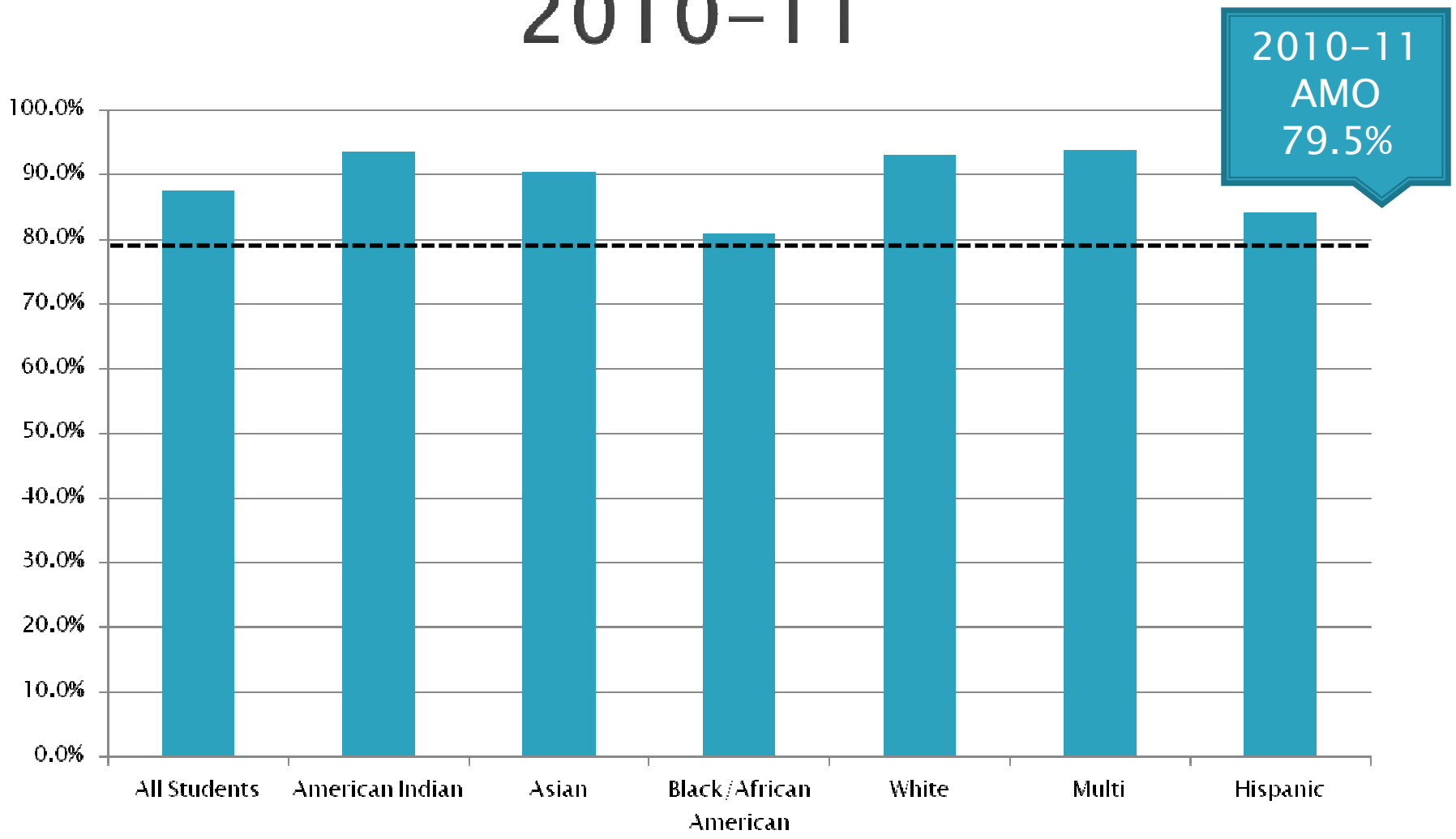
2011 Graduation Data



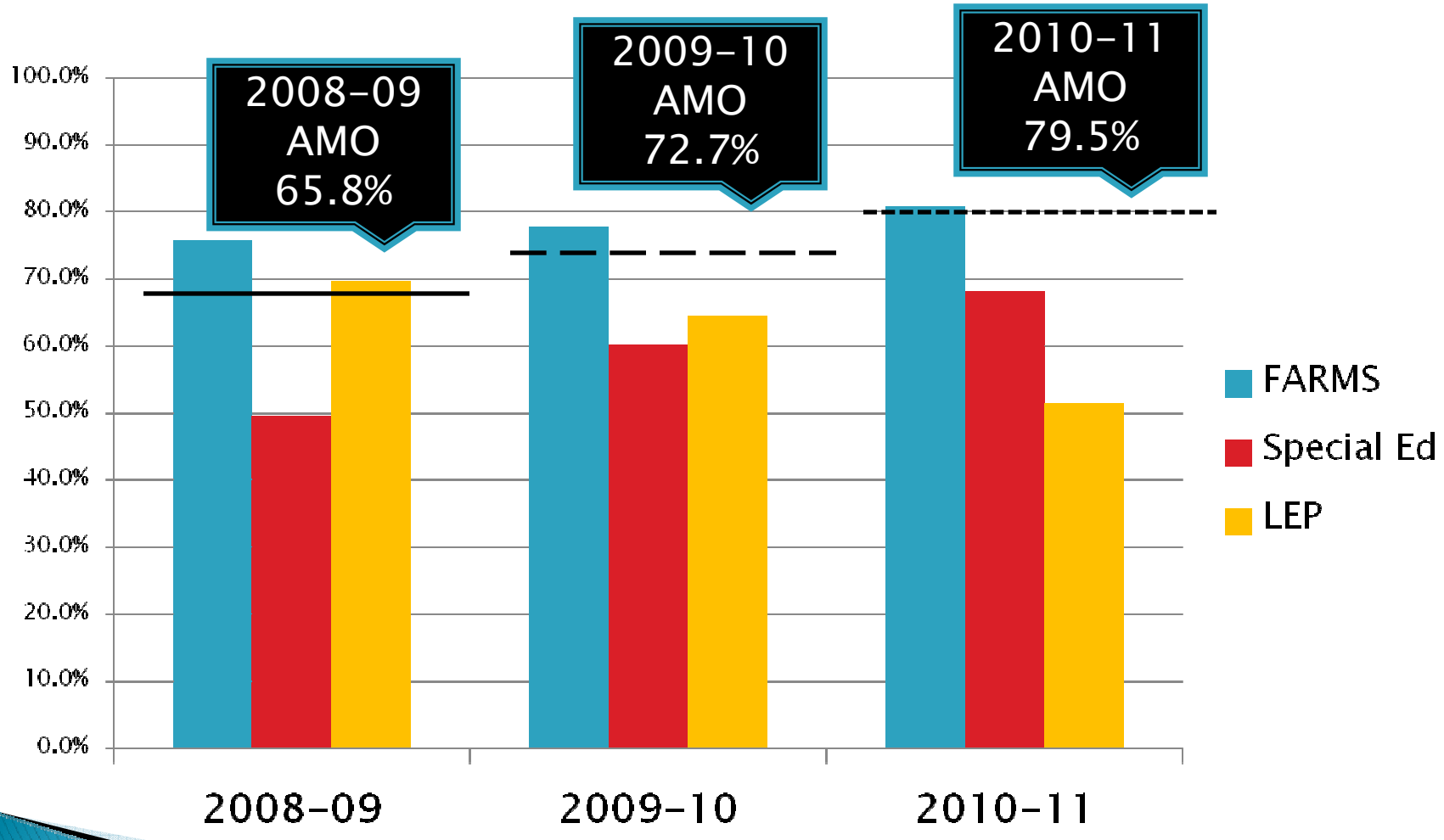
English HSA Performance 2008–09 and 2009–10



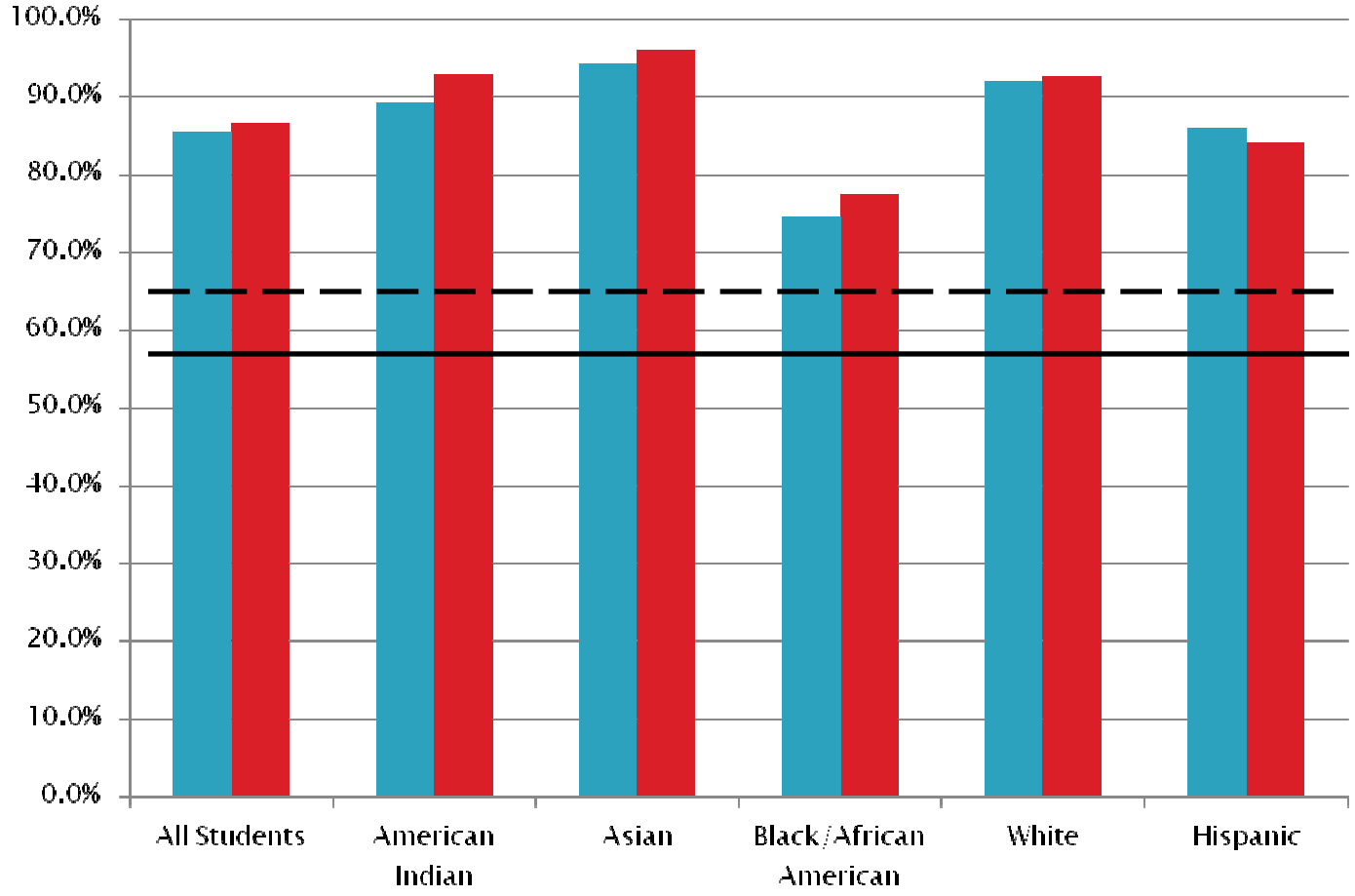
English HSA Performance 2010–11



English HSA Performance by Subgroup 2009-2011



Algebra HSA Performance



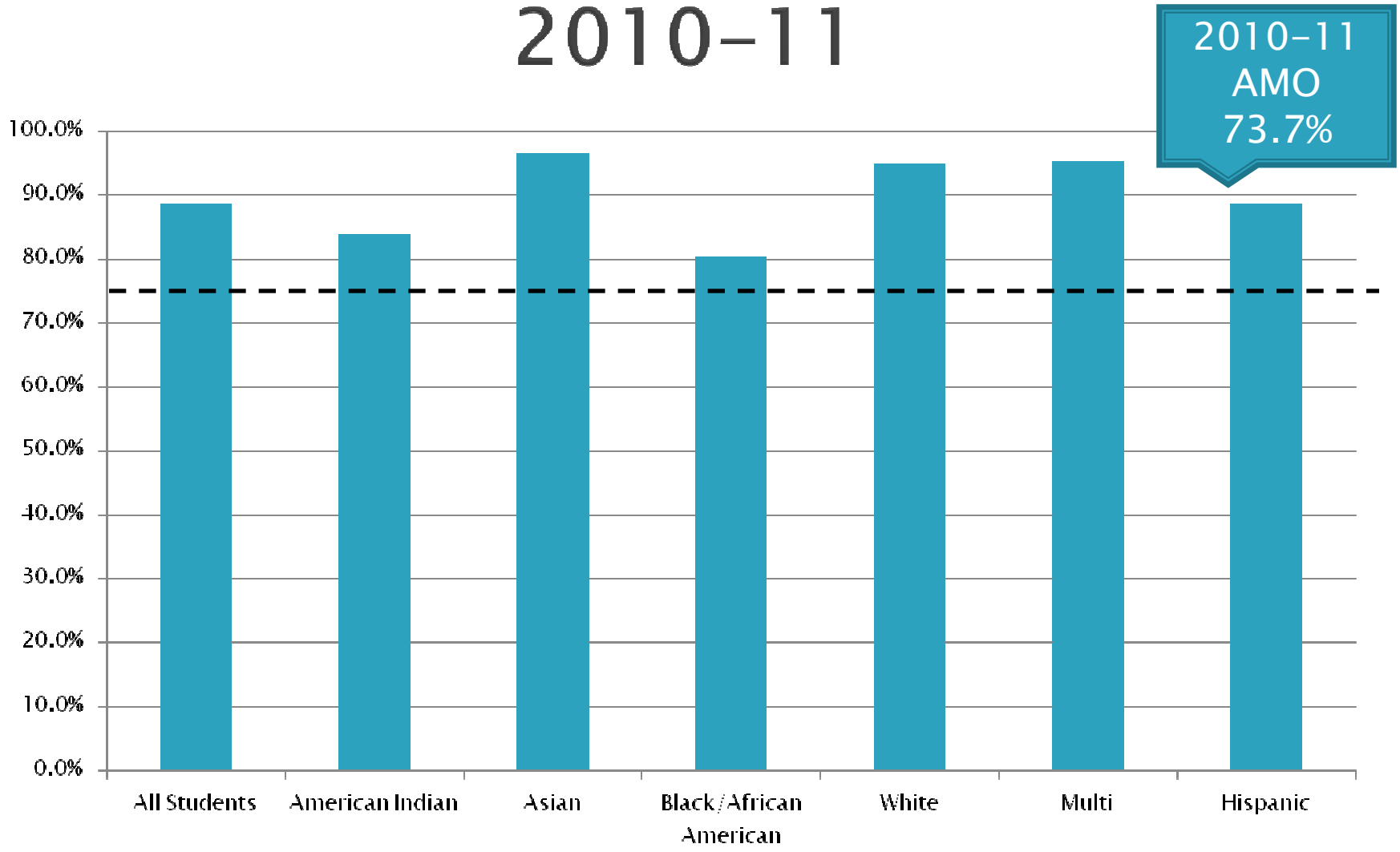
2009-10 AMO 64.9%

2008-09 AMO 56.1%

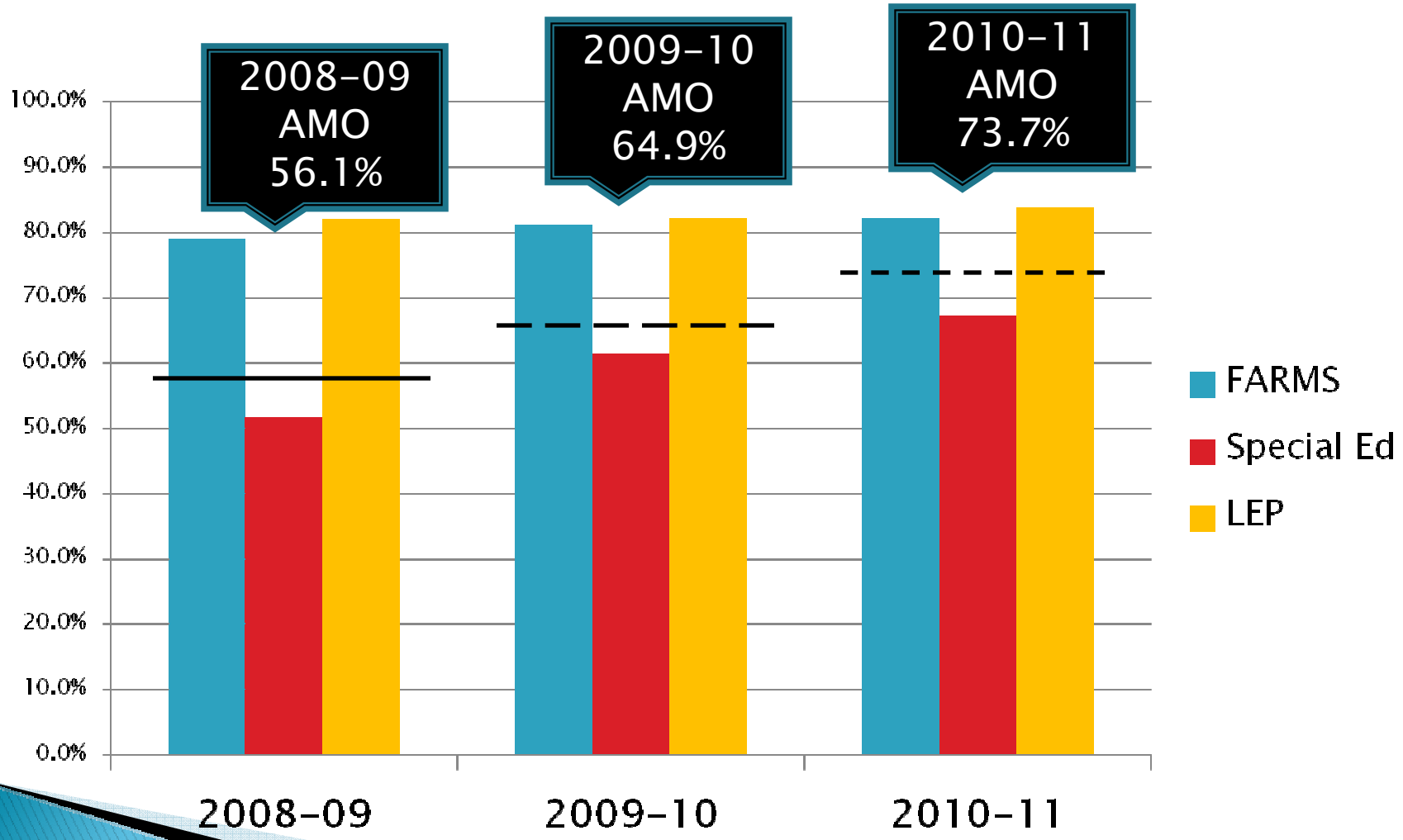
2008-09

2009-10

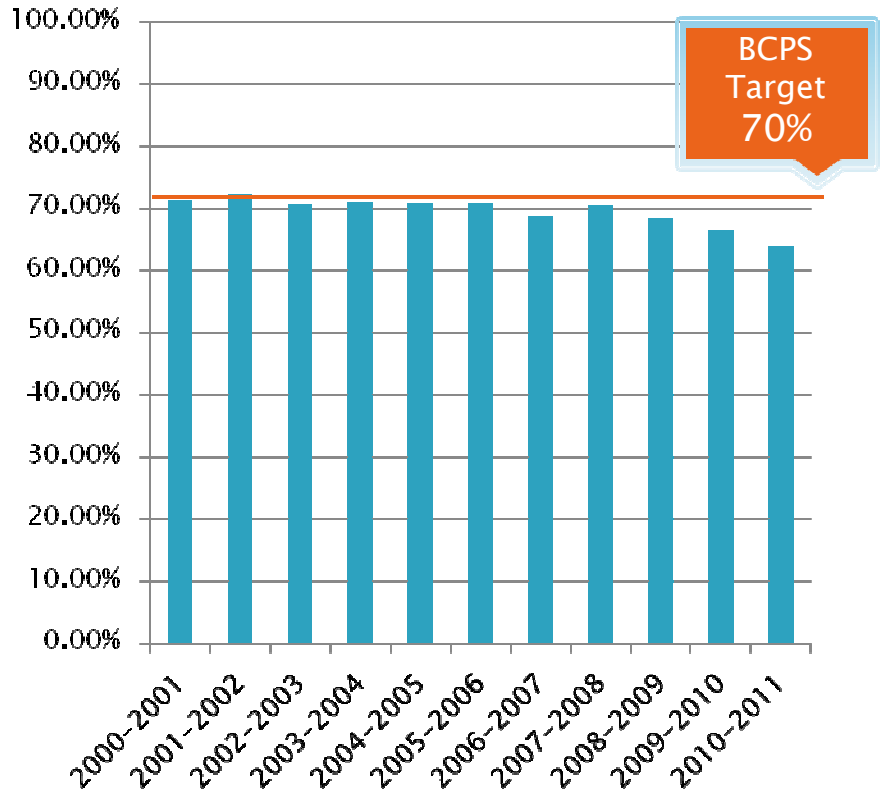
Algebra HSA Performance 2010-11



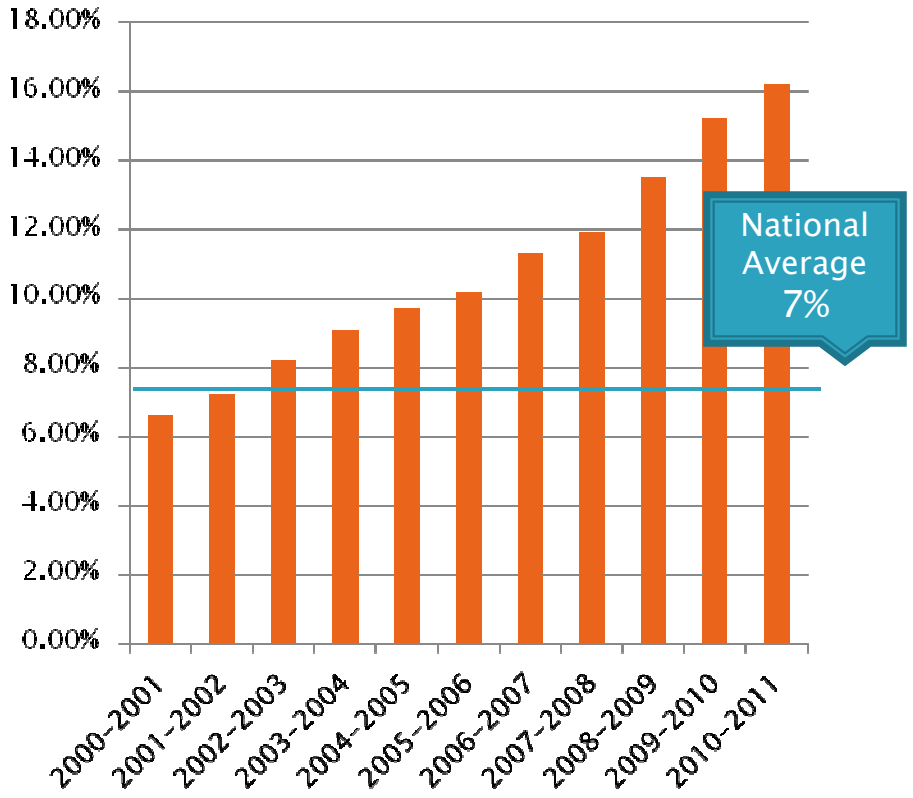
Algebra HSA Performance by Subgroup



Advanced Placement Performance and Participation

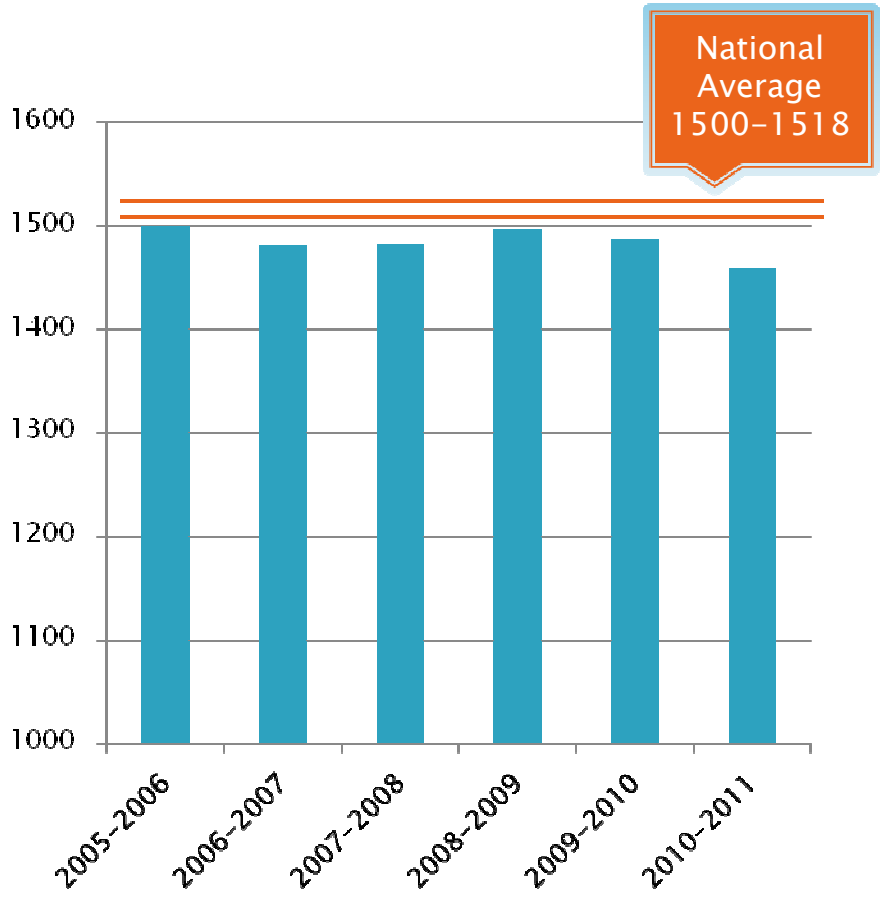


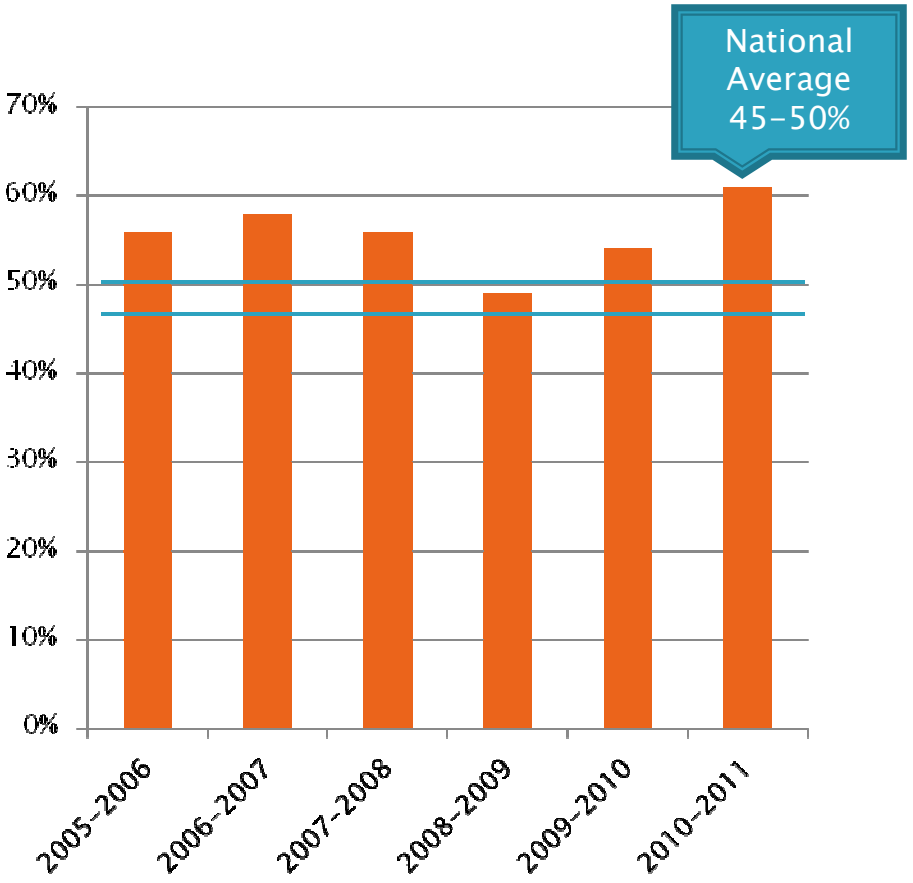
Pass Rate



Participation Rate

SAT Performance and Participation



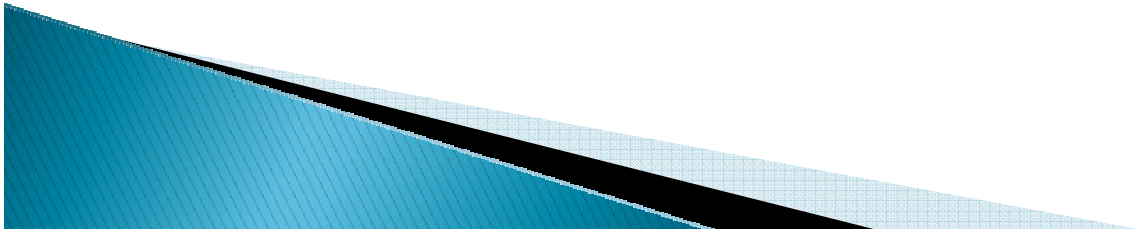


Performance

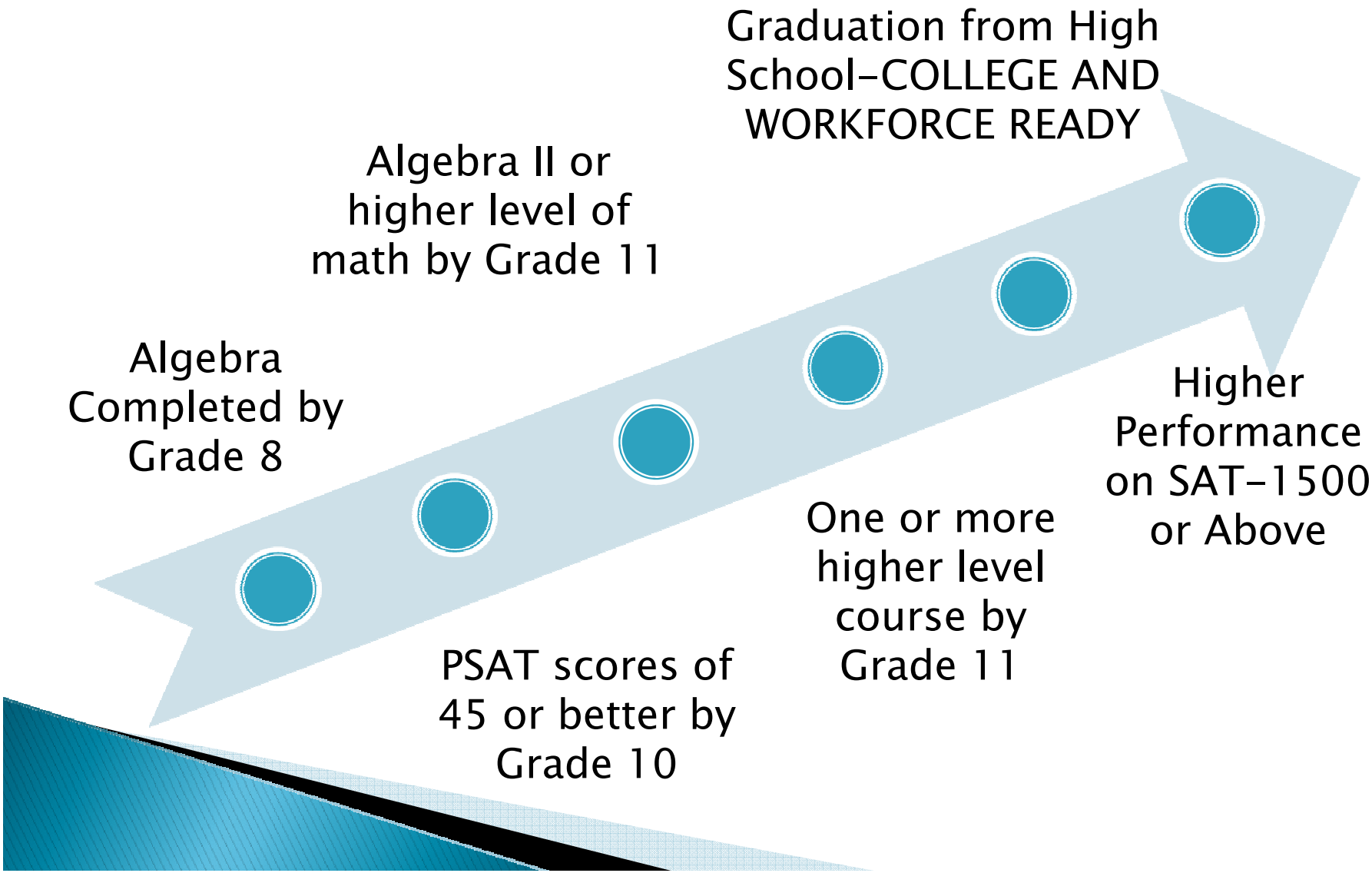
Participation

Common Core State Standards

- College and workforce ready standards
- Nationally and internationally benchmarked
- Transdisciplinary



College and Workforce Readiness Continuum



College and Workforce Readiness Doesn't End at 2:30

- Collaboration
- Creativity
- Critical Thinking
- Leadership
- Problem Solving

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BALTIMORE COUNTY PUBLIC SCHOOLS
High Schools
August-September
Organizational Planning
•Data Collection
•Assessing Achievement
•Goals Conferences
•Identification of focused areas for improvement
HSA performance
PSAT performance
SAT performance
AP performance
January
PHASE 1
October - November
Developing Staff/Program
•School Visits
•Formal/Informal Observations
•Appraisal Process
•Leadership Teams
•Data Dialogue
•Professional Development
February - March - April
PHASE 2
December
Assessing School Productivity
•Data Collection and Analysis
•Assessing Achievement
•Mid-Year conferences
•Appraisal Process
•Progress Monitoring
•Principal Performance
•Leadership Team Performance
May
PHASE 3
REPLANNING