Baltimore County Public Schools

Where We Were...

And

Where We Are

November 2002

Dr. Joe A. Hairston,
Superintendent
SEISMIC SHIFTS
in Baltimore County
Communities, Families, and Public Schools
WHERE WE WERE…

WHERE WE ARE

TO...

TOTO
COUNTY POPULATION

From
A total County population of 692,134 in 1990

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

From

A minority population of 84,541 in 1990

To

A minority population of 151,600 in year 2000. (An increase of 79%)
From Occupied household units of 281,553 in the year 1990
To Occupied household units of 313,734 in 2000. (An increase of 11%)
MEDIAN HOUSEHOLD INCOME

From

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

To

A median household income of $52,868 in year 2000. (An increase of 19%)
PUBLIC SCHOOLS IN COUNTY

From
146 schools in Baltimore County in the year 1990

To
162 schools in Baltimore County in the year 2002.
From
A student enrollment of 86,841 in the year 1990

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

From
A minority enrollment of 18,069 in 1990

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

From

An ESOL enrollment of 873 students in year 1990

To

An ESOL enrollment of 2,123 students in year 2002.
(An increase of 143%)
FREE/REDUCED PRICED MEALS

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

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

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

To

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

- **Key Strategies**
  - To increase student achievement by:
    - » Raising Standards
    - » Improving Instruction
    - » Challenging Low Expectations
    - » Enhancing Parental and Community Support

- **Indicators of Progress**
- **Timelines**
- **Data Warehouse**
- **Results**
AN INDICATOR OF PROGRESS

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

1998: 94.9%
1999: 94.7%
2000: 94.7%
2001: 94.6%
2002: 94.8%

BCPS SYSTEM
AN INDICATOR OF PROGRESS

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

BCPS SYSTEM
AN INDICATOR OF PROGRESS

All students will score at or above grade level in mathematics and reading, based on the CTBS/5 - National Norm Equivalence of 77%
CTBS GRADE 2 - MATHEMATICS
At or Above Grade Level

National Norm Equivalence of 77%
CTBS GRADE 2 - READING
At or Above Grade Level

National Norm Equivalence of 77%
CTBS GRADE 4 - MATHEMATICS

At or Above Grade Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>81.6</td>
</tr>
<tr>
<td>2000</td>
<td>83.2</td>
</tr>
<tr>
<td>2001</td>
<td>85.2</td>
</tr>
<tr>
<td>2002</td>
<td>85.4</td>
</tr>
</tbody>
</table>

National Norm Equivalence of 77%
CTBS GRADE 4 - READING
At or Above Grade Level

National Norm Equivalence of 77%
CTBS GRADE 6 - MATHEMATICS
At or Above Grade Level

National Norm Equivalence of 77%
CTBS GRADE 6 - READING
At or Above Grade Level

National Norm Equivalence of 77%

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>80.1</td>
</tr>
<tr>
<td>2000</td>
<td>78.2</td>
</tr>
<tr>
<td>2001</td>
<td>81.9</td>
</tr>
<tr>
<td>2002</td>
<td>82.7</td>
</tr>
</tbody>
</table>
AN INDICATOR OF PROGRESS

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

All high schools will have:

- participation rates, for the SAT, that exceed the national participation rate
SAT PARTICIPATION RATE
GRADE 12

1998 1999 2000 2001 2002

PERCENTAGE

System National

BCPS SYSTEM
All high schools will have:

- mean verbal and mathematics scores, for the SAT, that exceed the national mean verbal and mathematics scores.
SAT COMBINED SCORE
GRADE 12

SCORES

1998 1999 2000 2001 2002

1000 1008 997 1021 1037

1017 1016 1019 1020 1020

990 970 970

System National Mean

BCPS SYSTEM
An Indicator of Progress

All high schools will have:

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

All high schools will have:

- mean passing rates, for Advanced Placement examinations, that exceed the national mean passing rate. (County Standard)
AP PASS RATE GRADE 12

PERCENTAGE

1998 1999 2000 2001 2002

71.0 72.0 67.0 71.0 71.4 68.9 72.3 71.2

System State

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

((HSA) was not available in 2001 - 2002; therefore, Algebra 1 Unit Results are provided from the County test)
HIGH SCHOOL
Algebra I Pass Rates for All Units
2001 - 2002 (With Assistance)

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>77</td>
</tr>
<tr>
<td>Perry Hall</td>
<td>65</td>
</tr>
<tr>
<td>Sparrow Pt.</td>
<td>60</td>
</tr>
<tr>
<td>Parkville</td>
<td>51</td>
</tr>
<tr>
<td>Carver</td>
<td>45</td>
</tr>
<tr>
<td>Overlea</td>
<td>41</td>
</tr>
<tr>
<td>Parapscio</td>
<td>29</td>
</tr>
<tr>
<td>Kenwood</td>
<td>25</td>
</tr>
<tr>
<td>Chesapeake</td>
<td>19</td>
</tr>
</tbody>
</table>

BCPS SYSTEM
HIGH SCHOOL
Algebra I Pass Rates for All Units
2001-2002 (Without Assistance)

BCPS SYSTEM
MIDDLE SCHOOL
Algebra I Pass Rates for All Units
2001-2002 (With Assistance)

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cockeysville</td>
<td>92</td>
</tr>
<tr>
<td>Pine Grove</td>
<td>89</td>
</tr>
<tr>
<td>Franklin</td>
<td>83</td>
</tr>
<tr>
<td>Perry Hall</td>
<td>80</td>
</tr>
<tr>
<td>Sparrows Pt</td>
<td>66</td>
</tr>
<tr>
<td>Dumbarton</td>
<td>62</td>
</tr>
<tr>
<td>Catonsville</td>
<td>59</td>
</tr>
<tr>
<td>Deep Park Mid/Magnet</td>
<td>58</td>
</tr>
<tr>
<td>Ridgley</td>
<td>54</td>
</tr>
<tr>
<td>Golden Ring</td>
<td>51</td>
</tr>
<tr>
<td>Loch Raven Tech Acad</td>
<td>49</td>
</tr>
<tr>
<td>Pikesville</td>
<td>43</td>
</tr>
<tr>
<td>Middle River</td>
<td>43</td>
</tr>
<tr>
<td>Parkville</td>
<td>42</td>
</tr>
<tr>
<td>Dundalk</td>
<td>40</td>
</tr>
<tr>
<td>Southwest Academy</td>
<td>36</td>
</tr>
<tr>
<td>Gen John Stricker</td>
<td>34</td>
</tr>
<tr>
<td>Deep Creek</td>
<td>29</td>
</tr>
<tr>
<td>Old Court</td>
<td>19</td>
</tr>
<tr>
<td>BCPS System</td>
<td></td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL
Algebra I Pass Rates for All Units
2001-2002 (Without Assistance)

PERCENTAGE

BCPS System
AN INDICATOR OF PROGRESS

All graduates will meet either the:

- University System of Maryland entrance requirements, or
- Maryland Career and Technology Education Career Completer requirements, or
- Both.
GRADUATES MEETING THE UNIVERSITY OF MARYLAND REQUIREMENTS

PERCENTAGE

1998  1999  2000  2001  2002

BCPS SYSTEM
GRADUATES MEETING THE Maryland Career and Technology Education Career Completer

PERCENTAGE

1998 1999 2000 2001 2002

BCPS SYSTEM
GRADUATES MEETING BOTH
University of Maryland Requirements and
Maryland Career and Technology Education Career Completer

PERCENTAGE

1998 1999 2000 2001 2002

BCPS SYSTEM
By 2005, Baltimore County Public Schools will meet or exceed state or county standards.

Current performance levels suggest that some indicators will be met well before 2005.
DATA WAREHOUSE
STUDENT ACHIEVEMENT

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

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

- **System Level**
  - Professional Development for Teachers, Principals, Assistant Principals, and Department Chairs
  - Development of curriculum
  - Purchasing of textbooks, materials, and equipment
  - Services provided to schools from the many Offices in Central
HOW INFORMATION IS USED

- **SCHOOL LEVEL**
  - Placement of students
  - Teacher assignments
  - Organizing for instruction
  - Targeting areas that need improvement
  - Classroom observations
  - Purchase of textbooks, library books, materials, and equipment
HOW INFORMATION IS USED

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

**STUDENT LEVEL**

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