

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 8, 2005

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON 2004 MARYLAND SCHOOL PERFORMANCE PROGRAM**

ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum & Instruction

PERSON(S): Dr. Beverly Pish, Director, Accountability, Research, and Testing
Mr. Peter Cincotta, Resource Teacher, Accountability, Research, and Testing

INFORMATION

That the Board of Education review the Maryland School Performance Report for Baltimore County Public Schools for 2004.

Appendix I – Executive Summary
Appendix II – Maryland State Assessment Results

Executive Summary

Maryland School Performance Program Report, 2004

The *Maryland School Performance Program Report* provides data on the Maryland School Assessments (MSA) in reading and mathematics along with attendance and graduation data. Alternative Maryland School Assessment data (Alt-MSA) is also provided. A small percentage of our students take the Alt-MSA. Additionally, data is presented on Teacher Certification rates and Adequate Yearly Progress (AYP) status.

Baltimore County Public School students attained reading proficiency rates on the MSA that exceeded the proficiency rates for the state of Maryland at every grade level (grades 3 to 8 and grade 10). MSA proficiency rates for BCPS students in reading also increased from 2003 levels.

Similarly, the mathematics proficiency rates on the MSA exceeded the proficiency rates for the state of Maryland at nearly every grade level from grades 3 to grade 8. MSA proficiency rates for BCPS students in mathematics also increased from 2003 levels. The high school mathematics test in Geometry experienced a slight increase in the proficiency rate for BCPS students from 2003 to 2004.

Students taking the Alt-MSA attained proficiency rates significantly higher than those for the state of Maryland at every grade level for both reading and mathematics.

Attendance rates are reported by school level. BCPS attendance rates exceeded Maryland State attendance rates at every school level (elementary, middle, and high). Attendance rates remained steady from 2003 to 2004 for BCPS students.

Similarly, the graduation rate reported for BCPS students surpassed the Maryland State graduation rate in 2004.

Teacher Certification rates increased slightly among BCPS teachers from 2003 to 2004. The percentage of both Advanced Professional Certificates (APC) and Standard Professional Certificates (SPC) rose. BCPS teachers have higher APC and SPC rates than the state of Maryland.

Baltimore County Public Schools met Adequate Yearly Progress for every student subgroup in reading and mathematics. AYP was also met for attendance and graduation on the county level.

Individual school data in the Maryland School Performance Program Report is compared with county and state data.

Baltimore County

LEA#: 03

MARYLAND SCHOOL ASSESSMENT (MSA)

The Maryland School Assessment (MSA) is a test that measures student achievement in reading in grades 3-8 and 10. Results on the MSA are reported as the percent of students who scored at three levels of achievement: Basic, Proficient, or Advanced. Most special education students take the MSA with the same special help, or accommodations, they receive in the regular classroom. All students should be achieving at the Proficient or Advanced standard as indicated below:

Basic: Students at this level are unable to read and understand literature and passages of information that are written for students in their grade.

Proficient: Students at this level can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.

Advanced: Students at this level can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

Students in grades 4, 6, and 7 took the MSA for the first time in 2003-2004.

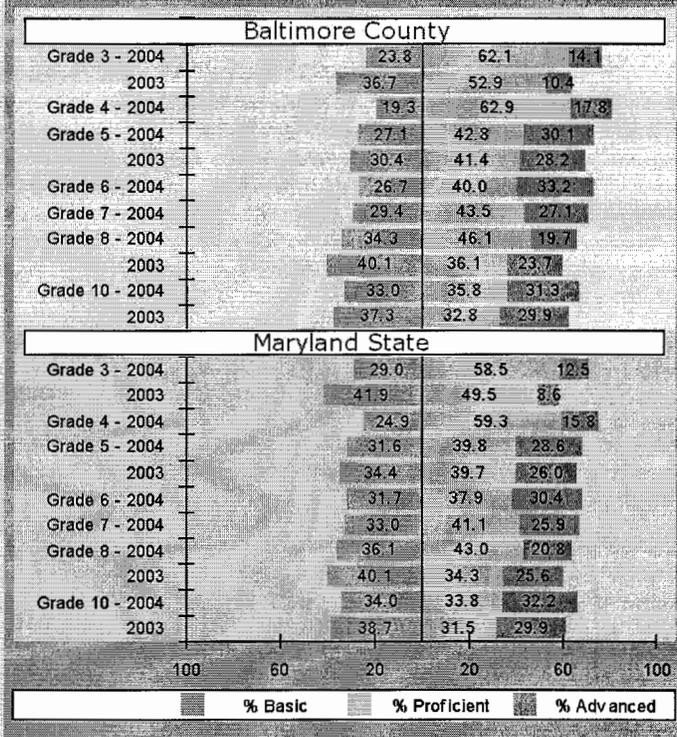
ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

About one percent of Maryland students are not able to take the MSA because of their severe disability. These students take the ALT-MSA, which is specially designed to measure their progress.

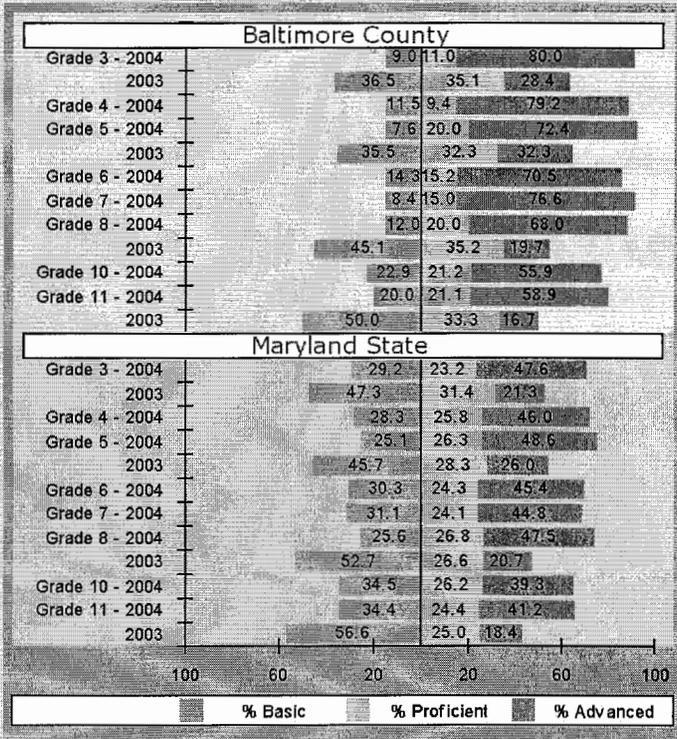
Performance on the ALT-MSA is reported as the percent of students in each grade who achieved the Basic, Proficient, and Advanced standard.

Students in grades 4, 6, and 7 took the ALT-MSA for the first time in 2003-2004.

MSA Proficiency Levels



ALT-MSA Proficiency Levels



Baltimore County

LEA#: 03

MARYLAND SCHOOL ASSESSMENT (MSA)

The Maryland School Assessment (MSA) is a test that measures student achievement in mathematics in grades 3-8 and 10 (geometry). Most special education students take the MSA with the same special help, or accommodations, they receive in the regular classroom. Students in grades 4, 6, and 7 took the MSA for the first time in 2003-2004.

The mathematics test is based on the Maryland Mathematics Content Standards and the Geometry Core Learning Goals that define what students in Maryland should know and be able to do at each grade level. The Maryland Mathematics Content Standards and the Geometry Core Learning Goals are available at www.mdk12.org.

Results on the MSA are reported as the percent of students who scored at three levels of achievement: Basic, Proficient, and Advanced. All students should be achieving at the Proficient or Advanced standard as indicated below.

Mathematics:

Basic: Students at this level show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.

Proficient: Students at this level show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.

Advanced: Students at this level show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

Geometry:

Basic: Students at this level show they have only partially mastered the skills and concepts defined in the Maryland Geometry Core Learning Goals.

Proficient: Students at this level show they have an understanding of fundamental geometry skills and concepts and can generally solve entry-level problems in geometry.

Advanced: Students at this level can regularly solve complex geometry problems and demonstrate superior ability to reason mathematically.

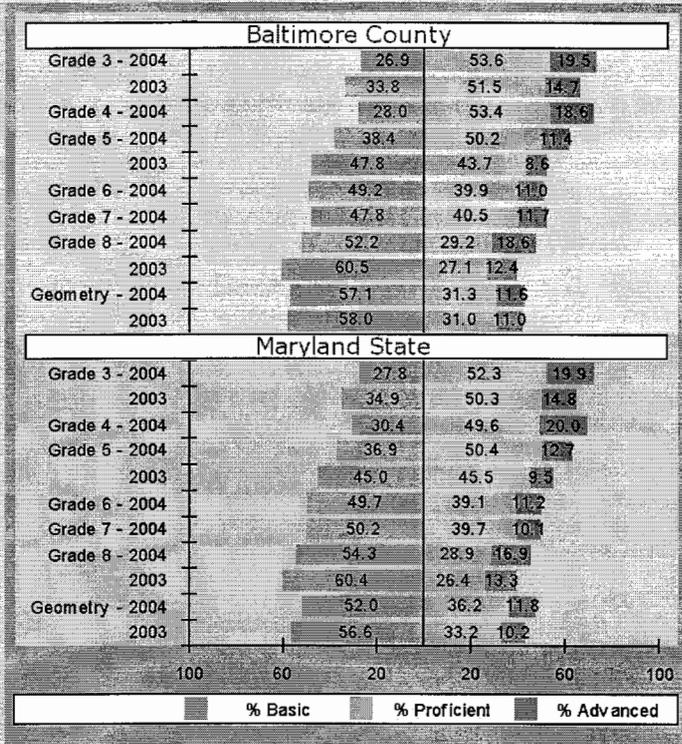
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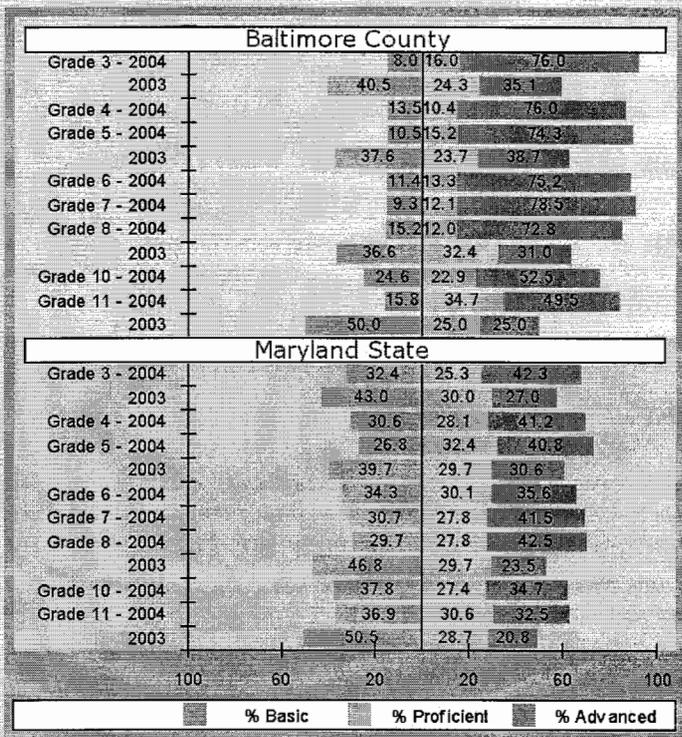
Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, and Advanced standard.

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MSA Proficiency Levels



ALT-MSA Proficiency Levels



Baltimore County

LEA#: 03

ADEQUATE YEARLY PROGRESS (AYP)

Each year, schools, school systems, and the state must show that students are making progress in reading, mathematics, and one other measure. The other measure, or performance standard, for elementary and middle schools is attendance. For high schools, it is graduation rate.

By the end of the school year 2013-2014, the federal No Child Left Behind (NCLB) Act requires that 100% of students be proficient or above proficient in reading/language arts and mathematics. Elementary and middle schools must achieve an attendance rate of 94% and high schools must achieve a graduation rate of 90%.

Schools, school systems, and the state must achieve certain performance targets each year in order to reach the 2013-2014 goals. A school, school system, or state that meets all of the performance targets achieves Adequate Yearly Progress. Schools and school systems that do not achieve Adequate Yearly Progress for two or more consecutive years are identified for improvement. For more information, check the Web site at www.mdreportcard.org.

Results In Nine Categories

The reading and mathematics results for students are reported in nine different categories:

- All students
- Three special services groups:
 1. Students who are receiving free or reduced price meals
 2. Students receiving special education services
 3. Students who know no or very little English (called limited English proficient)
- Five racial/ethnic groups:
 1. American Indian/Alaskan Native
 2. Asian/Pacific Islander
 3. African American
 4. White (not of Hispanic origin)
 5. Hispanic.

Results for these groups, the disaggregated data, may be found on the Web site of the Maryland State Department of Education at www.mdreportcard.org.

For schools to make AYP, they must meet the yearly targets for reading and mathematics in all nine categories. Elementary and middle schools must also meet the target for attendance, and high schools must meet the target for graduation rate. School systems and the state must meet the yearly targets in reading and mathematics in all nine categories and must meet both the attendance and graduation targets for all students.

Adequate Yearly Progress

2004 AYP

All indicators must be "Met" to make AYP.

	Attendance Rate		Graduation Rate	
	Met	Met	Met	Met
All Students	Met	Met	Met	Met

	Percent Proficient		Participation Rate	
	Reading	Mathematics	Reading	Mathematics
All Students	Met	Met	Met	Met
American Indian/Alaskan Native	Met	Met	Met	Met
Asian/Pacific Islander	Met	Met	Met	Met
African American	Met	Met	Met	Met
White (not of Hispanic origin)	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
Free/Reduced Meals	Met	Met	Met	Met
Special Education	Met	Met	Met	Met
Limited English Proficient	Met	Met	Met	Met

Participation Rate

The participation rate refers to the students who take the Maryland School Assessment (MSA) or the Alternate Maryland School Assessment (ALT-MSA). It is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95% of the students who are enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate.

Baltimore County

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ATTENDANCE RATE

Attendance Rate is a required AYP measure for elementary and middle schools. The Attendance Rate represents the percentage of students who were present in school for at least half of the average school day during the school year. The performance standard for the Attendance Rate for AYP is 94%.

GRADUATION RATE

Graduation Rate is a required AYP measure for high schools. Graduation Rate is the percentage of students who receive a Maryland high school diploma during a specific school year. The Maryland performance standard for Graduation Rate is 90%. Yearly targets are set for Graduation Rate so that by 2013-2014 all schools will meet the 90% Graduation Rate.

In some cases, schools may make AYP by increasing their Graduation Rate from the previous year even though they do not achieve their yearly target. For additional information, see the Maryland State Department of Education Web site at www.mdreportcard.org.

MARYLAND TEACHER CERTIFICATION

Maryland is required to report the percentage of teachers who have teacher certification to teach in the state. The percentage of teachers reported in each of the categories is based on the number of teachers who have teaching certificates and are teaching core academic subjects as defined by the federal NCLB Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Teachers who are teaching other subjects are not included in these totals.

Three professional certificates are available in Maryland: Standard Professional Certificate I and II and an Advanced Professional Certificate.

Standard Professional Certificate I and II

The Standard Professional Certificate I is issued to an applicant who meets all certification requirements and is employed by a local school system or by an accredited non-public school in Maryland. The Standard Professional Certificate II requires three years of satisfactory, professional school-related experience plus six hours of acceptable credit and a professional development plan that shows how the teacher is working toward the Advanced Professional Certificate.

Advanced Professional Certificate

The Advanced Professional Certificate requires verification of three years of full-time professional school-related experience; six semester hours of acceptable credit; and a master's degree or a minimum of 36 semester hours of post-baccalaureate course work, which must include at least 21 hours of graduate credit. The remaining 15 semester hours may include graduate or undergraduate course work and/or Maryland State Department of Education Continuing Professional Development (CPD) credits or the attainment of National Board Certification and a minimum of 12 semester hours of approved graduate course work earned after the bachelor's degree.

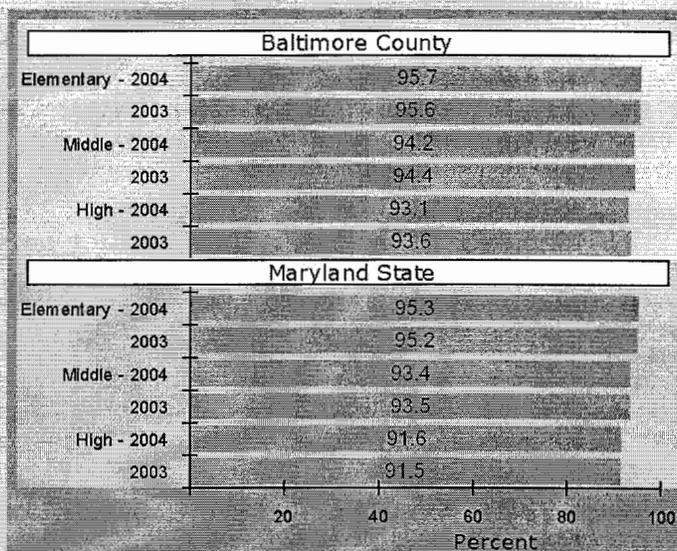
Resident Teacher Certificate

The Resident Teacher Certificate is issued to an applicant who has been selected by a local school system in a specialized program.

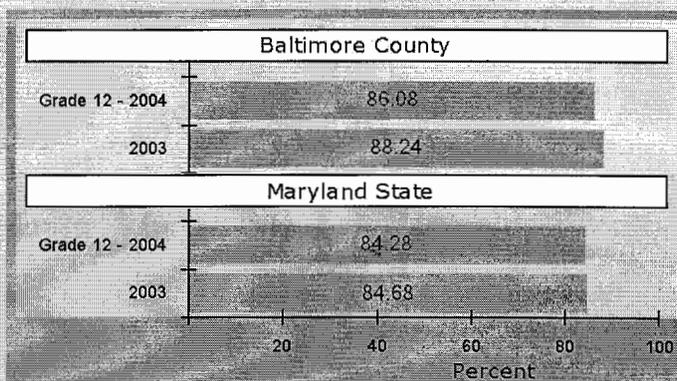
Conditional Certificate

The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who is employed in a local school system but does not meet all certification requirements.

Attendance Rate



Graduation Rate



Maryland Teacher Certification

Percent of Teachers with	Advanced Professional Certificate	Standard Professional Certificate	Conditional Teacher Certificate	Resident Teacher Certificate
Baltimore County				
2004	49.3	37.5	7.6	0.0
2003	48.7	36.6	7.8	0.0
Maryland State				
2004	48.9	36.5	8.8	0.7
2003	47.1	34.3	11.6	0.1

For data on highly qualified teachers, check the Web site at www.mdreportcard.org.