DATE: October 25, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: REPORT ON COMPREHENSIVE REPORT ON ELEMENTARY SCHOOLS

ORIGINATOR: Pat Lawton, Assistant Superintendent, Elementary Schools Zone 2

RESOURCE PERSON(S): Karen Blannard, Assistant Superintendent, Elementary Schools Zone 1
                 Verletta White, Assistant Superintendent, Elementary Schools Zone 3

INFORMATION

That the Board of Education receives a Comprehensive Report on Elementary Schools.

Attachment I - Executive Summary
Attachment II - PowerPoint Presentation
Comprehensive Report on Elementary 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 51,000 students are currently served at the elementary level in 111 schools. Of the 111 elementary schools, four exclusively serve students with severe cognitive disabilities; students who are medically fragile; and students in need of behavioral supports. One school exclusively promotes early childhood learning. Included in the 111 schools are 44 schools that hold Title 1 status and seven schools that include magnet programs. Ten schools have earned the distinguished Blue Ribbon Award; of those, two are Title I schools.

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 10.48% from 2003 to 2010.

Student achievement continues to increase among all subgroups as evidenced by MSA Annual Measurable Objectives (AMO). Additionally, the achievement gap continues to narrow among all subgroups as reported by MSA proficiency by race and subgroup.

The Comprehensive Elementary Program is designed to educate the whole child through rigorous instruction that provides inquiry-based, trans-disciplinary learning opportunities. The primary reading program focuses on “learning to read” which includes systematic phonics instruction, vocabulary development, fluency, and early comprehension skills through small group guided instruction. The intermediate reading program focuses on “reading to learn” where students demonstrate their ability to apply critical comprehension strategies and skills. All teachers at the elementary level are teachers of reading by promoting trans-disciplinary connections, often evidenced in science, social studies, and the related arts. Grammar and written language skills are taught at every grade level and applied in all content areas to provide opportunities for students to demonstrate and express their thinking.

The elementary mathematics program includes algebra, geometry, measurement, statistics, probability, number relationships, and computation skills. Students explore these concepts through problem solving, reasoning, and making connections within the math classroom, as well as all other content areas. The science curriculum includes content in the areas of earth/space science, environmental science, and physical sciences and incorporates the skills and processes of science investigations. Social studies instruction is intended to provide knowledge and skills to ensure students become active, productive citizens within the community. Health lessons provide the functional knowledge and skills to enhance well-being. Technology is infused in all
content areas and provides opportunities for students to conduct research and develop multimedia products to communicate their learning.

Differentiated instruction, implemented in tiered levels of support, has been successful in closing the achievement gap. In addition to the consistent delivery of the core curriculum, supplemental instruction is provided for students in need of acceleration within the core program.
Elementary Schools

- 105 Elementary Schools
- 4 Special Education Schools
- 1 Early Learning Center
- 1 Other

- 45 Title I Schools
- 7 Magnet Schools
- 10 Blue Ribbon Award Schools
Elementary Enrollment 2011

- American Indian or Alaskan Native
- Asian
- Black or African-American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic/Latino
- Two Or More

The graph shows the enrollment percentages for different ethnic categories in 2011.
Increase of 10.49% between 2003 and 2011
2011 Kindergarten Data

- Maryland Model for School Readiness (MMSR)
  85% – Full readiness

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  Kindergarten Composite Score–
  85% – At benchmark
## 2011 MSA Performance

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<tr>
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<th>Reading AMO</th>
<th>Reading BCPS All Students</th>
<th>Math AMO</th>
<th>Math BCPS All Students</th>
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<td><strong>Reading AMO</strong></td>
<td>85.9%</td>
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<td><strong>Reading BCPS All Students</strong></td>
<td>90.3%</td>
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<td><strong>Math AMO</strong></td>
<td>84.5%</td>
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<td><strong>Math BCPS All Students</strong></td>
<td>88.8%</td>
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MSA Reading Performance

- From 66.84% to 90.39%

MSA Math Performance

- From 59.18% to 88.85%
- From 19.76% to 38.20%
- From 11.58% to 38.83%
Reading Proficiency by Subgroup

- GT: from 98.01% to 99.83%
- FARMS: 48.35% to 82.15%
- LEP: 31.1% to 72.94%
- SpEd: 35.52% to 69.92%
Math Proficiency by Race

As AM from 78.84% to 96.22%
Hispanic from 51.26% to 85.89%
White from 69.52% to 93.04%
American Indian or Alaskan Native from 47.44% to 89.19%
Black or African American from 41.60% to 81.38%
Math Proficiency by Subgroups

- GT from 97.38% to 99.79%
- LEP from 40.51% to 80.37%
- SpEd from 33.71% to 64.14%
Blueprint for Progress

Realizing the Vision

Blueprint for Progress 2011-2012
Focused on Quality: Committed to Excellence

Board of Education Resolution November 22, 2011
Adopted January 24, 2012
Last Revised August 30, 2011
Comprehensive Elementary Curriculum

- Health
- Primary Talent Development
- Reading/Language Arts
- Social Studies
- Science
- Mathematics
- Related Arts
Differentiated Instruction

Supplemental Instruction

Core instruction
Supplemental Instruction
Common Core State Standards

- College and workforce ready standards
- Nationally and internationally benchmarked
- Transdisciplinary
College and Workforce Readiness Continuum

45% more likely to complete Algebra 2 by grade 11

76% more likely to complete early algebra

MSA reading ADVANCED one time in grade 3–5

61% more likely to earn at least a 550 on the math subtest of the SAT

Graduation from High School–COLLEGE AND WORKFORCE READY
Baltimore County Public Schools
Elementary Schools

Phase 1
- School Visits
- Principals' Goals Conferences
- School Improvement Plans
- Data Collection and Analysis
- Identification of Targets for AYP/AMO

January
- Organizational Planning

February - March - April
- Formal/Informal Observations
- Appraisal Process
- Leadership Teams
- Data Dialogue
- Instruction Program and Implementation
- Allocation and Use of Resources
- Professional Development

May
- Assessing Achievement
- Data Collection and Analysis
- Appraisal Process
- Progress Monitoring
- Principal Performance
- Leadership Team Performance

August - September
- Organizational Planning
- Developing Staff/Program

October - November
- Organizational Planning
- Developing Staff/Program
- Assessing School Productivity

December
- Organizational Planning
- Developing Staff/Program
- Assessing School Productivity

PHASE 1
- School Visits
- Principals’ Goals Conferences
- School Improvement Plans
- Data Collection and Analysis
- Identification of Targets for AYP/AMO

PHASE 2
- Formal/Informal Observations
- Appraisal Process
- Leadership Teams
- Data Dialogue
- Instruction Program and Implementation
- Allocation and Use of Resources
- Professional Development

PHASE 3
- Assessing Achievement
- Data Collection and Analysis
- Appraisal Process
- Progress Monitoring
- Principal Performance
- Leadership Team Performance

REPLANNING