Exhibit E

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: **August 20, 2013**

TO: **BOARD OF EDUCATION**

FROM: S. Dallas Dance, Superintendent

SUBJECT: **UPDATE ON IMAGINE DISCOVERY PUBLIC CHARTER SCHOOL**

ORIGINATOR: Patricia Lawton, Chief Academic Officer, Curriculum and Instruction
Cathy Allie, Assistant Superintendent, Zone 1

RESOURCE PERSON(S): Roger Plunkett, Executive Director

INFORMATION

That the Board of Education receives the results of an external evaluation between Baltimore County Public Schools and the Imagine Discovery Public Charter School.

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Attachment 1 – PowerPoint
Attachment 2 - Evaluation

Imagine Discovery Public Charter School Evaluation
Executive Summary

On November 7, 2012, the Board of Education signed an amendment to the Memorandum of Understanding for Imagine Discovery Public Charter School (IDPCS). The amendment states that a joint mid-year evaluation between Baltimore County Public Schools and IDPCS will be completed by January 15, 2013, and an end-of-year evaluation by an outside evaluator will be conducted by June 30, 2013.

The end-of-year evaluation was conducted by Westat and focused on student achievement and included the following components:

- MAP: reading and mathematics
- MSA: reading, mathematics, and science
- Gifted and Talented Services
- Special Education Services
- Stanford Achievement Test 10: reading and mathematics
- Student Attendance
- Student Suspensions

Evaluation of the Imagine Discovery Public Charter School

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August 2013

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Background and Purpose of the Report

Westat, a social science research organization in Rockville, Maryland, was asked by the Imagine Discovery Public Charter School (IDPCS) of Baltimore County and the Baltimore County Public Schools (BCPS) to provide an evaluation of IDPCS' current status with regard to a series of educational indicators. The purpose of the evaluation was to examine progress of students attending the charter school, compared to that of students in schools in a similar geographic region in Baltimore County, and identify areas of strength and weaknesses at the school. The analyses for the evaluation were based on the aggregated school/grade-level outcome data provided by IDPCS and BCPS.

IDPCS and BCPS provided Westat with the following data for IDPCS and the comparison schools:[1]

- School and student characteristics data (school enrollment and student gender, race/ethnicity, free and reduced-priced meals eligibility, and special education status);
- Student attendance and suspension rates;
- Maryland State Assessment (MSA) reading, math, and science data;
- Measures of Academic Progress (MAP) reading and math data (only available for Imagine Discovery); and
- Stanford Achievement Test (SAT-10) reading and math data (only available for Imagine Discovery).

In addition, we collected information on IDPCS' student progress plan, special education services, and gifted and talented services. This information was gathered through telephone calls with key staff members at BCPS[2] and IDPCS. A more detailed description of the data and their sources can be found in Appendix A; a more detailed description of IDPCS' student progress plan, special education services, and gifted and talented services can be found in Appendix B.

[1] The comparison schools consist of elementary and middle schools located in the Southwest region of Baltimore County, the same region as Imagine Discovery Public Charter School. The elementary schools are Arbutus Elementary, Baltimore Highlands Elementary, Catonsville Elementary, Chadwick Elementary, Dogwood Elementary, Edmondson Heights Elementary, Featherbed Lane Elementary, Halethorpe Elementary, Hebbville Elementary, Hillcrest Elementary, Johnnycake Elementary, Lansdowne Elementary, Powhatan Elementary, Relay Elementary, Riverview Elementary, Westchester Elementary, Westowne Elementary, Winfield Elementary, Woodbridge Elementary, and Woodmoor Elementary. The middle schools are Arbutus Middle School, Catonsville Middle School, Lansdowne Middle School, Southwest Academy, Windsor Mill Middle School, and Woodlawn Middle School.

[2] The offices that were contacted included BCPS' Department of Special Education and Student Support Services, Office of Gifted and Talented, and Office of the Assistant Superintendent for Elementary Schools.

The report presents descriptive results for the school/grade level outcomes and compares the results for IDPCS to that of the comparison schools. More specifically, the report presents the following:

- Comparisons of school and student characteristics between IDPCS and comparison Southwest schools;
- Comparisons of school attendance rates between IDPCS and Southwest comparison schools;
- Comparisons of student suspension rates between IDPCS and Southwest comparison schools;
- Comparative MSA reading, math, and science performance for IDPCS, comparison Southwest schools, and IDPCS feeder schools;[3]
- MAP reading and math performance for IDPCS students for the 2012–13 school year;
- Trend data for SAT-10 reading and math performance for IDPCS students;
- The status of special education services at IDPCS; and
- The status of gifted and talented services at IDPCS.

The IDPCS plan included school-level target rates for IDPCS for the 2012–13 school year for reading, math, and science on the MSA and student attendance and suspensions. A more detailed description of the target rates established for IDPCS can be found in Appendix B. Throughout the report, where applicable, we provide the target rates established in IDPCS' school progress plan and report on whether the targets were met for the 2012–13 school year. (It should be noted that target rates were set for reading and math on the MAP assessment, but they are not discussed in this report because the measure for the target rate differs from the data we were provided.[4])

[3] MSA data for feeder schools were provided by BCPS. Feeder schools were defined as schools from which IDPCS received 10 or more students in 2012–13. The elementary feeder schools are Chadwick Elementary, Dogwood Elementary, Edmondson Heights Elementary, Featherbed Lane Elementary, Hebbville Elementary, Johnnycake Elementary, Powhatan Elementary, Scotts Branch Elementary, Winfield Elementary, and Woodmoor Elementary. The middle school feeder schools are Deer Park Magnet Middle School, Old Court Middle School, Southwest Academy, and Woodlawn Middle School.

[4] More specifically, the target rates set for the MAP assessment are in terms of the proportion of students who are reading on grade level/performing on grade level for math; the MAP data we have are Rasch UnIT (RIT) performance and associated national percentile rankings.

Findings

The following overall findings emerged from the analyses:

1) **The student population at IDPCS is different from that at other Southwest schools in a number of ways.** The population of elementary school students at IDPCS has a higher concentration of African American students (95 vs. 47 percent), fewer students receive free and reduced-price lunch (46 vs. 60 percent), and fewer students receive special education services (4 vs. 12 percent). Similar percentages are seen for the middle school students at IDPCS and the comparison Southwest schools.

2) **The student attendance rate for IDPCS is high (between 96 and 97 percent for the last three school years).** The student attendance rate for IDPCS students is comparable to student attendance at other Southwest schools. Furthermore, attendance at IDPCS has met the school progress plan target attendance rate of 94 percent for IDPCS over the last three years.

3) **The student suspension rates at the elementary level over the last three years have been higher for IDPCS than other Southwest schools. In contrast, the suspension rates at the middle school level over the last three years have been lower for IDPCS than other Southwest schools.** The student suspension rates for elementary school students at IDPCS have been 8, 4, and 3 percent, respectively, over the last three years, which are bit higher than the suspension rates of 5, 3, and 2 percent for students at other Southwest schools. The student suspension rates for middle school students at IDPCS have been 8, 5, and 10 percent over the last three years, which are lower than the suspension rates of 24, 19, and 14 percent for students at other Southwest schools.

4) **As measured by the Maryland School Assessment, IDPCS students generally scored lower than students at comparison Southwest schools and IDPCS' feeder schools in reading and mathematics. Results for science were mixed. Examination of three-year trends in performance also showed mixed results.** At the elementary level, we found that for reading, both IDCPS and the feeder schools had proficiency scores that were unchanged over time, whereas scores for the Southwest schools declined slightly. For mathematics, IDCPS showed an upward trend, whereas scores for the Southwest schools and feeder schools were flat. For science, scores declines for IDCPS and the feeder schools and were unchanged for the Southwest cluster schools. At the middle school level, we found that for reading, proficiency scores were unchanged over time for all three groups. For mathematics, IDCPS had scores that were flat over time, whereas scores for the Southwest schools and feeder schools declined over time. For science, student performance at IDPCS for 2012–13 was comparable to the performance of students at the other Southwest schools and higher than students at the feeder schools.

5) **On the Maryland School Assessment, IDPCS students at the elementary school level nearly met the target rate for reading and exceeded the target rate for math. At the middle school level, IDPCS students scored lower in reading and math than the target rates.** The percentage of elementary students at IDPCS who scored proficient or advanced on reading was 79 percent, close to the target rate of 83 percent for IDPCS; the percentage of students who scored proficient/advanced on math was 71, exceeding the target rate of 70 percent. The percentage of middle school students at IDPCS who scored proficient or advanced on reading was 70 percent, about 10 points lower than the target rate; the percentage of

students who scored proficient/advanced on math was 41 percent, about 40 points lower than the target rate.

6) **As measured by the Measure of Academic Progress (MAP), IDPCS students in 2012–13 scored poorly on reading and math at the beginning of the school year, and growth over the course of the school year in these two subject areas lagged behind students nationally.** IDPCS students' percentile rankings on MAP reading at the beginning of the school year ranged from 40 to 61 percent; by the end of the school year, the percentile rankings decreased, ranging from 34 to 47 percent. IDPCS students' percentile rankings on MAP math at the beginning of the year ranged from 30 to 52 percent; by the end of the school year, the percentile rankings decreased, ranging from 28 to 45 percent.

7) **As measured by the Stanford Achievement Test, IDPCS students scored well below the national mean score of 50 percent on reading and math for all grade levels with the exception of kindergarten.**

For the special education and gifted and talented services at IDPCS, we found the following:

1) **There were no special compliance issues reported regarding special education services at IDPCS. But it does appear that the school lacks procedures and tools to be able to identify students who may benefit from special education services.**

2) **Currently, IDPCS does not provide gifted and talented services to students at the school. The school also does not currently have procedures in place to identify students for gifted and talented services.**

Before discussing these findings in greater detail, it is important to note that the results presented in this report should be interpreted with some caution. There are limitations associated with the data and the analytic approach that necessitate some caution be taken in interpreting the findings. First, for two of the major assessments (the MAP and the SAT-10), only data for IDPCS were available. No comparison data were available for the comparison Southwest area. Second, for student characteristics, attendance and suspension, the changing grade-level composition for the Imagine Discovery middle school data over time (i.e., 2010–11 data for 6th grade, 2011–12 data for 6th and 7th grades, and 2012–13 data for 6th through 8th grades) makes comparisons between schools and over time difficult. Third, the results presented in the report are based on cross-sectional comparisons of different sets of students across the school years. This approach provides a snapshot (or a partial picture) of how well different cohorts of students are doing at any given point in time. Another approach is to take a longitudinal view and assess how a single cohort (or several cohorts) of students are doing over time. The longitudinal approach allows one to answer the question of whether students are truly improving academic skills over time and is worth considering for future analyses. Fourth, because the data were provided at the aggregate level, statistical tests could not be conducted on comparisons between IDPCS and comparison schools in the Southwest area.

School and Student Characteristics

Table 1a shows the school and student characteristics for IDPCS and the comparison Southwest schools. The results are separated by elementary grade levels (grades K–5) and middle school grade levels (grades 6–8). Table 1b shows the free and reduced-price meals (FARMS) status for IDPCS and comparison Southwest schools. For the FARMS data, grades K–8 at IDPCS are compared to grades K–5 and grades 6–8 at other Southwest schools.[5]

Table 1a. School and student characteristics for IDPCS and comparison Southwest schools for school years 2010–11 through 2012–13, by grade level

Characteristic	IDPCS elementary school (grades K–5)			Southwest elementary schools (grades K–5)		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Mean enrollment[1]	526	499	429	480	493	515
Female	49.4%	49.1%	49.0%	49.5%	49.2%	48.5%
Race/ethnicity						
American Indian or Alaskan Native	0.0	0.0	0.0	0.3	0.3	0.4
Asian	1.1	1.6	1.6	6.9	7.4	7.7
Black or African American	95.1	95.0	94.9	49.0	48.1	47.1
Hispanic or Latino	0.6	0.2	0.5	8.3	8.8	9.1
Native Hawaiian or Other Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.1
White	0.8	0.8	0.7	31.5	31.3	31.2
Two or more races	2.5	2.4	2.3	4.1	4.1	4.4
Special education	5.9	6.0	4.4	12.2	11.9	12.1
	IDPCS middle school (grades 6–8)[2]			**Southwest middle schools (grades 6–8)**		
Mean enrollment[1]	75	124	137	664	668	673
Female	48.0%	53.2%	45.3%	47.4%	47.9%	48.3%
Race/ethnicity						
American Indian or Alaskan Native	0.0	0.0	0.0	0.4	0.2	0.3
Asian	1.3	1.6	2.2	5.2	5.5	5.2
Black or African American	97.3	97.6	97.1	57.9	56.2	54.8
Hispanic or Latino	0.0	0.0	0.0	5.4	6.3	6.4
Native Hawaiian or Other Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
White	1.3	0.8	0.7	28.8	29.5	30.5
Two or more races	0.0	0.0	0.0	1.9	2.3	2.8
Special education	8.0	4.0	3.6	13.7	13.3	13.6

[1]-Reflects enrollment numbers as of September 30 for each of the school years.

[2]-The grades are 6th grade for 2010–11, 6th and 7th grades for 2011–12, and 6th through 8th grades for 2012–13.

SOURCE: Cognos Report/Maryland State Department of Education Enrollment and Student Record.

[5] The FARMS data are shown separately because they were only available in the following configurations for IDPCS: grades K–6 for 2010–11; grades K–7 for 2011–12; and grades K–8 for 2012–13. For the FARMS data, we had to compare these grade configurations for IDPCS to the other Southwest schools grades K–5 and 6–8. Whereas for the other student characteristics shown in Table 1a, we were able to make one-to-one comparisons between IDPCS grades K–5 and 6–8 to the other Southwest schools grades K–5 and 6–8.

Table 1b. Free and reduced-price meals status for IDPCS and comparison Southwest schools for school years 2010–11 through 2012–13

Characteristic	IDPCS school (grades K–8)			Southwest elementary schools (grades K–5)			Southwest middle schools (grades 6–8)		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Free and reduced-price meals eligible[1]	45.4	48.6	46.3	56.6	58.6	59.3	54.9	58.3	59.6

[1]-The free and reduced-priced meals (FARMS) data for the Southwest schools are desegregated by elementary and middle school grade levels as shown; however, for IDPCS, the FARMS data is disaggregated as follows: grades K–6 for 2010–11; grades K–7 for 2011–12; and grades K–8 for 2012–13.

SOURCE: Food and Nutrition Services FARMS data.

At the elementary school level, student enrollment at IDPCS declined from 526 students for the 2010–11 school year to 429 students for the 2012–13 school year. The other Southwest schools, in contrast, saw increasing student enrollment over the same time period; average enrollment increased from 480 students in 2010–11 to 515 students in 2012–13. The racial/ethnic composition of IDPCS elementary school students is markedly different from the other Southwest schools. Most of the elementary students at IDPCS are black/African American (95 percent in 2012–13); 2 percent are considered multi-racial, and the remaining 3 percent fall under other racial/ethnic groupings. In the other Southwest elementary schools for the 2012–13 school year, there is a more diverse mix of race/ethnic groups: about 47 percent of the students are black/African American, 31 percent are white, and 8 percent are Asian. There are fewer low-income students, as indicated by the lower percentage of students who are eligible for free and reduced-priced meals, at IDPCS than other Southwest schools. In 2012–13, 46 percent of students were considered eligible for free and reduced-price meals at IDPCS compared to 59 percent at all other Southwest schools (see Table 1b).[6] There are also fewer special education students at IDPCS than at other Southwest elementary schools. In 2012–13, about 4 percent of elementary school students were special education at IDPCS compared to 12 percent at other Southwest schools.

At the middle school level, student enrollment at IDPCS increased from 75 students for the 2010–11 school year to 137 students for the 2012–13 school year. This time period was the phase-in time for these grade levels (i.e., the grades include 6th grade for 2010–11, 6th and 7th grades for 2011–12, and 6th through 8th grades for 2012–13). Despite the increase in enrollment over time, it is still substantially lower than enrollment at the other Southwest schools; average enrollment at the other schools was 673 students for the 2012–13 school year. Like the elementary school students, the racial/ethnic composition of IDPCS middle school students is markedly different from the other Southwest schools. Most of the

[6] The 46 percent for IDPCS includes both elementary and middle school grades. The free and reduced-price meals data were only available for IDPCS as an overall percentage for all grade levels K–8 for 2012–13.

middle school students at IDPCS are black/African American (97 percent in 2012–13); 2 percent are Asian, and the remaining 1 percent fall under other racial/ethnic groupings. In the other Southwest middle schools for the 2012–13 school year, there is a more diverse mix of race/ethnic groups; about 55 percent of the students are black/African American, 31 percent are white, 6 percent are Hispanic/Latino, and 5 percent are Asian. There are fewer low-income students, as indicated by the lower percentage of students who are eligible for free and reduced-priced meals, at IDPCS than other Southwest schools. In 2012–13, 46 percent of students were considered eligible for free and reduced-price meals at IDPCS compared to 60 percent at all other Southwest schools (see Table 1b).[6] [7] There are also fewer special education students at IDPCS than at other Southwest middle schools. In 2012–13, about 4 percent of middle school students were special education at IDPCS compared to 14 percent at other Southwest schools.

Student Attendance

Student attendance at Imagine Discovery at both the elementary and middle school levels is comparable to student attendance at other Southwest schools (Table 2). Attendance at IDPCS has met the school progress plan target attendance rate of 94 percent for IDPCS over the last three years.[8]

[7] It is worth noting that the updated FARMS results, using data from the Food and Nutrition Services FARMS, shows that there is a lower percentage of free and reduced-price meals eligible K–8 students at IDPCS than grades 6–8 Southwest students while older FARMS results, using data from the Cognos Report/Maryland State Department of Education Student Record, shows that there are roughly about the same percentage of middle school students at IDPCS and other Southwest schools who are eligible for free and reduced-price meals. FARMS data beginning in 2013–14 should be analyzed to determine whether the proportion of FARMS students differs by elementary and middle school grade levels.

[8] According to Imagine Discovery's school progress plan, the student attendance target rate for IDPCS is 94 percent attendance rate across grades 1–8 (see Appendix B). We chose not to average attendance rates across the elementary and middle school grades because of the unequal enrollment sizes between the elementary grades (enrollment of 526, 499, and 429 elementary students over the three years; enrollment of 75, 124 and 137 middle school students over the three years). Averaging attendance rates would produce a fairly inaccurate estimate of the mean. Instead of comparing the target attendance rate to this fairly inaccurate measure of the mean across elementary and middle school grades, we chose to compare the target rate to the individual attendance rate for elementary and middle school grades. While this was not the intended comparison as outlined in the school progress plan, it does provide some useful information about whether student attendance target rates are being met at the elementary and middle school levels at IDPCS. Note that the same logic applies to the remaining assessments that have target rates (i.e., student suspensions and MSA reading, math, and science) contained throughout the rest of the report.

Table 2. Student attendance for IDPCS and comparison Southwest schools for school years 2010–11 through 2012–13, by grade level

School	Attendance rate[1]			3-year trend[2]
	2010–11	2011–12	2012–13	
Elementary				
IDPCS (grades 1–5)	96.3%	96.8%	96.4%	nc
Southwest elementary schools	95.6	95.9	95.3	nc
Middle school				
IDPCS (grades 6–8)[3]	96.9	96.6	95.4	nc
Southwest middle schools	95.4	95.7	95.1	nc

[1]-Attendance rate is the percentage of students in school for at least half of the average school day during the school year.

[2]-Indicates degree of change in attendance rate from 2010–11 through 2012–13: "+" = positive change; "-" = negative change; "nc" = no change.

[3]-The grades includes 6th grade for 2010–11, 6th and 7th grades for 2011–12, and 6th through 8th grades for 2012–13.

SOURCE: Cognos Report/Maryland State Department of Education Attendance Record.

Student Suspensions

Table 3 shows the student suspension rates for Imagine Discovery and the comparison Southwest schools broken down by elementary and middle school levels. Student suspension rates at the elementary level were higher for IDPCS than other Southwest schools, although the rates at IDPCS showed a declining trend over time. In 2010–11, the suspension rate at IDPCS was 8 percent; by 2012–13, the rate was cut by more than half to about 3 percent. In comparison, the suspension rate at other Southwest schools was 5 percent in 2010–11 and decreased to 2 percent by 2012–13.

At the middle school level, student suspension rates were lower at IDPCS than other Southwest schools across the three school years. Suspension rates for IDPCS were 8, 5 and 10 percent across the last three school years. This is in contrast to much higher suspension rates of 24, 19, and 14 percent across the last three school years for other Southwest schools.

The target suspension rate for IDPCS for the 2012–13 year was 3 percent. The suspension rate for IDPCS at the elementary school level (3 percent) met the target, but the suspension rate for middle school (10 percent) exceeded it.

Table 3. Student suspensions for IDPCS and comparison Southwest schools for school years 2010–11 through 2012–13, by grade level

School	School suspension rate[1]			3-year trend[2]
	2010–11	2011–12	2012–13	
Elementary				
IDPCS (grades 1–5)	8.2%	3.9%	3.2%	-
Southwest elementary schools	4.5	3.0	1.6	-
Middle school				
IDPCS (grades 6–8)[3]	8.0	5.4	10.3	+
Southwest middle schools	23.6	18.9	14.2	-

[1]-Suspension rate is the percent of students suspended or expelled one or more times at the school.

[2]-Indicates degree of change in suspension rate from 2010–11 through 2012–13: "+" = positive change; "-" = negative change; "nc" = no change.

[3]-The grades includes 6th grade for 2010–11, 6th and 7th grades for 2011–12, and 6th through 8th grades for 2012–13.

SOURCE: Cognos Report/Maryland State Department of Education Suspension Record.

MSA Reading, Math, and Science

Table 4 compares the Maryland School Assessment performance in reading, math, and science among students from IDPCS, comparison Southwest schools, and IDPCS' feeder schools.[9]

At the elementary level, we found the following:

- For the 2012–13 school year, compared to elementary students at other Southwest schools, IDPCS elementary students performed substantially lower on math and science and somewhat lower on reading. Compared to elementary students at IDPCS' feeder schools, IDPCS students at the elementary level performed lower on math and slightly lower on reading and science.
- Trends over a time were mixed. For reading, both IDCPS and the feeder schools had proficiency scores that were unchanged over time (for IDPCS, the percent of students who were proficient or advanced was 81, 77, and 79 percent across the 3 school years; for IDPCS' feeder schools, it was 83, 83, and 81 percent across the 3 school years), whereas scores for the Southwest schools declined slightly (87, 88, and 84 percent across the 3 school years). For mathematics, IDCPS showed an upward trend (68, 67, and 71 percent of students were proficient or advanced across the 3 school years), whereas scores for the Southwest schools and feeder schools were flat (for IDPCS' feeder schools, 79, 83, and 78 percent across the 3 school years; for the Southwest schools, 85, 88, and 86 percent across the 3 school years). For science, scores declines for IDCPS and the feeder schools (for IDPCS, 46, 43, and 39 percent across the 3 school years; for the feeder

[9] Feeder schools were defined earlier but again, feeder schools were defined as schools from which IDPCS received 10 or more students in 2012–13.

schools, 46, 45, and 41 percent across the 3 school years) and were unchanged for the Southwest cluster schools (60, 60, and 59 percent across the 3 school years).

At the middle school level, we found the following:

- For the 2012–13 school year, compared to students at other Southwest schools, IDPCS students performed substantially lower on math, somewhat lower on reading, and similarly on science. Compared to middle school students at IDPCS' feeder schools, IDPCS middle school students performed lower on math, somewhat lower on reading, and higher on science.
- Trends over time were mixed. For reading, proficiency scores were unchanged over time for all three groups (for IDPCS, the percent of students who were proficient or advanced was 70, 72, and 70 percent across the 3 school years; for IDPCS' feeder schools, it was 77 percent across all 3 school years; for Southwest schools, it was 78, 78, and 77 percent across the 3 school years). For mathematics, IDCPS had scores that were flat over time (41, 39, and 41 percent across the 3 school years), whereas scores for the Southwest schools and feeder schools declined over time (for Southwest schools, 66, 66, and 63 percent across the 3 school years; for the feeder schools, 63, 63, and 59 percent across the 3 school years). For science, data were only available for the 2012–13 school year for IDPCS. The percent of students who were proficient or advanced at IDPCS was 68 percent, which was comparable to the performance of students at the other Southwest schools (66 percent were proficient/advanced) and higher than students at the feeder schools (59 percent). In terms of trends over time, the Southwest schools showed increase in science scores over time (60, 65, and 66 percent across the 3 school years) while scores were flat for the feeder schools (57, 59, and 59 percent across the 3 school years).

The IDPCS target rate for MSA reading for the 2012–13 school year was 82.7 percent scoring proficient or advanced, and the target rate for math was 68.8 percent.[10] IDPCS students at the elementary school level nearly met the target rate for reading and exceeded the target rate for math. The percentage of elementary students who scored proficient or advanced on reading was 79 percent, close to the target rate of 82.7 percent. The percentage who scored proficient or advanced on math was 71 percent, which exceeded the target rate of 68.8 percent. IDPCS students at the middle school level performed substantially below the target rate. The percentage of middle school students who scored proficient or advanced on reading was 70 percent, which was more than 10 points below the target rate. The percentage who scored proficient or advanced on math was 41 percent, which was lower than the target rate by about 40 points.

[10] The target rate for science has not been established at this time.

Table 4. Maryland State Assessment (MSA) reading, math, and science achievement for IDPCS, comparison Southwest schools, and IDPCS feeder schools for school years 2010–11 through 2012–13, by grade level

Assessment and score	IDPCS elementary schools (grades 3–5)			3-year trend[2]	Southwest elementary schools (grades 3–5)			3-year trend[2]	IDPCS feeder elementary schools (grades 3–5)[1]			3-year trend[2]
	2010–11	2011–12	2012–13		2010–11	2011–12	2012–13		2010–11	2011–12	2012–13	
Reading												
Proficient and advanced.....	80.6%	76.8%	79.1%	nc	86.8%	87.8%	84.0%	-	82.8%	83.1%	81.3%	nc
Math												
Proficient and advanced.....	68.1	66.5	71.4	+	84.9	87.6	86.0	nc	79.1	83.0	78.2	nc
Science												
Proficient and advanced.....	45.9	43.2	38.6	-	60.1	60.0	58.9	nc	45.6	45.1	40.6	-
	IDPCS middle school (grades 6–8)[3]				**Southwest middle schools (grades 6–8)**				**IDPCS feeder middle schools (grades 6–8)[4]**			
Reading												
Proficient and advanced.....	70.2%	71.9%	70.2%	nc	78.4%	77.5%	77.3%	nc	77.2%	76.6%	76.8%	nc
Math												
Proficient and advanced.....	40.5	38.6	40.5	nc	66.0	66.3	63.4	-	63.4	63.3	58.7	-
Science												
Proficient and advanced.....	-	-	67.9	Not available	60.0	65.2	66.0	+	56.7	59.1	59.3	nc

[1]-The elementary feeder schools are Chadwick Elementary, Dogwood Elementary, Edmondson Heights Elementary, Featherbed Lane Elementary, Hebbville Elementary, Johnnycake Elementary, Powhatan Elementary, Scotts Branch Elementary, Winfield Elementary, and Woodmoor Elementary.

[2]-Indicates degree of change in MSA reading, math, and science achievement from 2010–11 through 2012–13. "+" = positive change; "-" = negative change; "nc" = no change.

[3]-The grades includes 6th grade for 2010–11, 6th and 7th grades for 2011–12 and 6th through 8th grades for 2012–13. No MSA assessments in science were available at Imagine Discovery for the 2010–11 and 2011–12 school years.

[4]-The middle school feeder schools are Deer Park Magnet Middle School, Old Court Middle School, Southwest Academy, and Woodlawn Middle School.

SOURCE: Cognos Report/Maryland State Department of Education MSA data.

MAP Reading and Math

Table 5 shows IDPCS students' achievement on the Measures of Academic Progress in the areas of reading and math assessed during the 2012–13 school year. The assessment was administered at the beginning, the middle, and the end of the school year. In the table, MAP's Rasch UnIT (RIT) performance scores are shown along with their associated national percentile score. The metric of significance is the national percentile score (or ranking) as it shows how well IDPCS students are doing relative to students nationally. As shown, IDPCS students' percentile rankings in reading at the beginning of the school year were moderate, ranging from a 40 percentile ranking to a 61 percentile ranking across the eighth grade levels. But the rankings trend down from the beginning to the middle of the year; percentile rankings at the middle of the year range from a 36 percentile ranking to a 51 percentile ranking. A further decline in rankings is seen from the middle to the end of the school year; percentile rankings at the end of the year range from a 34 percentile ranking to a 47 percentile ranking.

For math, IDPCS students' percentile rankings at the beginning of the school year were low, ranging from a 30 percentile ranking to a 52 percentile ranking across the grade levels. A similar downward trend from the beginning to the middle of the school year that was seen for reading is also seen for math. The national ranking trends down from the beginning to the middle of the school year such that by the middle of the year, the percentile rankings range from a 31 percentile ranking to a 49 percentile ranking. A further decrease in rankings is seen from the middle to the end of the school year; the end-of-the-year percentile rankings range from a 28 to a 45 percentile score.

Table 5. Measure of Academic Progress (MAP) reading and math for IDPCS for the 2012–13 school year, by grade level

Assessment and grade level	Beginning of year		Middle of year		End of year		3-year trend[1]
	RIT	Percentile	RIT	Percentile	RIT	Percentile	
Reading							
1	164.6	60.5	171.2	50.6	174.0	43.8	-
2	174.0	46.7	179.7	44.0	183.9	39.8	-
3	184.7	41.5	189.1	40.8	189.5	33.9	-
4	196.9	45.2	199.1	43.0	200.6	39.0	-
5	204.3	45.5	208.2	47.3	210.0	47.2	+
6	206.9	40.1	206.8	36.0	210.0	38.0	nc
7	212.4	40.9	213.5	39.5	213.6	37.1	-
8	218.7	49.9	218.2	45.0	219.8	44.8	-

Table 5. Measure of Academic Progress (MAP) reading and math for IDPCS for the 2012–13 school year, by grade level–Continued

Assess-ment and grade level	Beginning of year		Middle of year		End of year		3-year trend[1]
	RIT	Percentile	RIT	Percentile	RIT	Percentile	
Math							
1	163.6	52.3	171.6	49.1	176.6	44.6	-
2	176.0	45.3	181.8	42.6	185.0	37.8	-
3	185.2	37.4	192.7	39.0	195.4	36.0	nc
4	198.9	39.7	201.5	36.0	201.8	29.6	-
5	204.9	33.6	208.5	31.5	211.4	31.9	nc
6	210.5	32.1	212.6	30.7	213.4	28.0	-
7	214.3	29.6	217.5	30.8	221.8	34.4	+
8	221.6	35.5	224.1	34.9	226.6	35.9	nc

RIT = Rasch UnIT.

[1]-Indicates degree of change in MAP reading and math achievement from the beginning to the end of the 2012–13 school year: "+" = positive change; "-" = negative change; "nc" = no change.

SOURCE: Northwest Evaluation Association Grade Report for Imagine Discovery Public Charter School.

Stanford Achievement Test-10 Reading and Math

Table 6 shows reading and math assessment percentile rankings on the Stanford Achievement Test for IDPCS students for the school years 2010–11 through 2012–13. Percentile rankings reflect how well IDPCS students are doing compared to students nationally. For reading achievement, there is no discernible pattern of changes in percentile rankings over the three-year time span. For math achievement, there appears to be a slight increase in percentile rankings from the 2010–11 to the 2012–13 school year. For both reading and math achievement on the SAT-10, percentile scores across the years are well below the mean national score (50 percent) for all grades but kindergarten.

Table 6. Stanford Achievement Test (SAT-10) reading and math for IDPCS for school years 2010–11 through 2012–13, by grade level

Assessment and grade level	2010–11		2011–12		2012–13		3-year trend[1]
	Fall	Spring	Fall	Spring	Fall	Spring	
Reading							
K.....	-	-	-	-	39.0	54.4	+
1	51.6	41.4	51.8	40.2	44.0	37.6	-
2	37.6	37.9	40.9	33.2	43.8	35.6	nc
3	41.6	42.7	37.3	43.1	36.1	37.1	-
4	42.4	46.6	43.8	44.2	42.7	39.6	-
5	37.3	30.9	44.7	34.4	45.4	38.9	+
6	42.0	40.1	37.1	37.3	37.4	37.5	nc
7	-	-	42.0	39.1	39.6	38.8	-
8	-	-	-	-	42.9	39.9	-

Table 6. Stanford Achievement Test (SAT-10) reading and math for IDPCS for school years 2010–11 through 2012–13, by grade level–Continued

Assessment and grade level	2010–11		2011–12		2012–13		3-year trend[1]
	Fall	Spring	Fall	Spring	Fall	Spring	
Reading							
K	-	-	-	-	39.0	54.4	+
1	51.6	41.4	51.8	40.2	44.0	37.6	-
2	37.6	37.9	40.9	33.2	43.8	35.6	nc
3	41.6	42.7	37.3	43.1	36.1	37.1	-
4	42.4	46.6	43.8	44.2	42.7	39.6	-
5	37.3	30.9	44.7	34.4	45.4	38.9	+
6	42.0	40.1	37.1	37.3	37.4	37.5	nc
7	-	-	42.0	39.1	39.6	38.8	-
8	-	-	-	-	42.9	39.9	-

- Data not available for these grade levels.

[1]-Indicates degree of change in SAT-10 reading and math achievement from 2010–11 through 2012–13: "+" = positive change; "-" = negative change; "nc" = no change.

NOTE: Table displays are Normal Curve Equivalent percentiles.

SOURCE: NCS Pearson School Summary Report for Imagine Discovery Public Charter School.

Special Education Services

For the 2012–13 school year, IDPCS did not offer separate special education classes at the school; rather, it served students within the regular classroom setting. All special education students at IDPCS were provided with an Individual Education Plan (IEP). The school employed one special education coordinator who provided instructional support and resources to the regular classroom teachers with special education students in their classroom. For the 2012–13 school year, IDPCS had 19 students with special education needs (three students had speech issues and the other 16 students had other forms of disabilities—all were considered having mild disabilities). As indicated earlier, IDPCS has a lower percentage of student receiving special education services than students at the other Southwest schools (4 percent for elementary and middle school students at IDPCS and 12 and 14 percent for elementary and middle school students at other Southwest schools).

For the 2012–13 school year, no special education compliance issues were reported. There were no instances of not meeting compliance and no complaints to the BCPS' Office of Special Education. In the past, IDPCS utilized prescreening procedures to identify potential special education students as part of the application process for entrance into the school, but that practice no longer exists.

The current principal of IDPCS, who took over at the end of the 2012–13 school year, has acknowledged the that there is a lower proportion of special education students at IDPCS compared to the other schools in the Southwest region. One possible reason for this difference is that IDPCS may not be taking adequate measures to identify students who may benefit from special education services. The school is, however, taking steps to be in a position to be better able to identify students who may benefit from special education services. They include the implementation of procedures for teachers to identify and document potential students who may benefit from special education services and the training of teachers to be able to carry out the identification procedures. In addition, the school has appointed the assistant principal to oversee the special education services at IDPCS beginning in the 2013–14 school year.

Gifted and Talented Services

For the 2012–13 school year, IDPCS did not provide gifted and talented (GT) services to students. The school also did not have procedures in place to identify students for GT services. Assistance in the identification process has been offered by the BCPS' Office of Gifted and Talented in prior years. BCPS has also offered GT facilitator meetings throughout the 2012–13 school year; these meetings provide GT support and resources to schools in Baltimore County. IDPCS representatives attended only one of these meetings during the 2012–13 school year.

The principal of IDPCS has indicated that the school is in the process of creating procedures to assist in the identification of students for GT services. These activities include a teacher review and referral process to identify current students at IDPCS who may benefit from GT services and a parent survey that allows parents to nominate their child for possible inclusion in receiving GT services. GT services are expected to be offered during the 2013–14 school year.

Recommendations

Based on the findings that emerged in the report, we recommend the following:

1) **Monitor the student suspension rate at the middle school grades during the upcoming 2013–14 school year.** The suspension rate at the middle school level increased from 5 percent in 2011–12 to 10 percent in 2012–13. It is not clear whether this is an indication that the suspension rate will be trending upward for the upcoming school year, but it is worth noting that the suspension rate at other Southwest schools has steadily gone down over the last three years. IDPCS may want to closely monitor whether suspensions appear to be increasing during the upcoming school year. If suspensions appear to be on the rise, the school may want to take steps to identify what student behavior problems are occurring in classrooms and to implement strategies/programs to curtail classroom behavior problems.

2) **Evaluate the effectiveness of the math and reading instruction offered to IDPCS students.** All three assessments—the MSA, MAP, and SAT-10—that were examined in this report seem to indicate that relative to students in neighboring Southwest schools and nationally, IDPCS students at both the elementary and middle school grade levels are performing poorly on reading and math. Furthermore, IDPCS students' growth over the course of the 2012–13 school year in these two subject areas lagged behind students nationally. IDPCS should evaluate their instructional programs in reading and mathematics and assess whether teachers are implementing the curriculums effectively in the classroom.

3) **Evaluate the effectiveness of science instruction in elementary grades.** The MSA indicates that elementary school students at IDPCS scored poorly in the area of science. IDPCS should evaluate whether the current science curriculum is the most effective one available for use in elementary classrooms, as well as the quality of program implementation. IDPCS middle school students actually performed well on the MSA for science. Exploring how teachers are utilizing the science curriculum in the middle school grades may suggest effective teaching practices that could transfer over to the elementary classrooms.

4) **Implement procedures to be able to better identify students who may benefit from special education services.** It appears that IDPCS is taking steps to be able to do this beginning of the 2013–14 school year. Progress in this area should continue to be reviewed.

5) **Implement procedures to be able to identify students who may benefit from gifted and talented services.** It appears that IDPCS is taking steps to be able to do this beginning of the 2013–14 school year. Assistance in the identification process has been offered by BCPS in the past, and IDPCS could benefit by collaborating with BCPS in developing identification procedures. Progress in this area should continue to be reviewed.

Appendix A. Data Description and Data Sources

The data for the findings provided in this report were provided by IDPCS and BCPS. Descriptions of each piece of data along with the source of the data are provided below.

School enrollment. School enrollment data were provided by BCPS. The data source is Cognos Report/ Maryland State Department of Education Enrollment Record.

Student characteristics. Student characteristics included gender, race/ethnicity, free and reduced-price meals eligibility, and special education status. The data were provided by BCPS. The data source is Cognos Report/Maryland State Department of Education Student Record.

Student attendance and suspensions. Student attendance is operationalized as the percentage of students in school for at least half of the average school day during the school year. Student suspension rate is the percentage of students suspended or expelled one or more times at the school. Student attendance and suspension data were provided by BCPS. The data source is Cognos Report/Maryland State Department of Education Attendance Record and Suspension Record.

Maryland School Assessment (MSA). The MSA is a state-mandated assessment that tests grades 3 through 8 in reading and mathematics and grades 5 and 8 in science. The MSA test produces a score that describes how well a student masters the reading, math, and science content specified in the Maryland Content Standards. The MSA data were provided by BCPS. The data source is Cognos Report/Maryland State Department of Education MSA data.

Measure of Academic Progress (MAP). The MAP is an assessment that measures student achievement and growth from year to year in the areas of reading and math. The MAP data were provided by IDPCS. The data source is Northwest Evaluation Association Grade Report for Imagine Discovery Public Charter School.

Stanford Achievement Test (SAT-10). The SAT-10 is a standardized achievement test utilized by school districts in the United States for assessing reading and math skills in children from kindergarten through high school. The SAT-10 data were provided by IDPCS. The data source is NCS Pearson School Summary Report for IDPCS.

Appendix B.
Imagine Discovery's School Progress Plan, Special Education Services, and Gifted and Talented Services

Information about IDPCS' progress plan, special education services, and gifted and talented services are found below.

School progress plan for IDPCS. Information about the school progress plan for IDPCS was gathered through phone calls with a staff member from the Office of the Assistant Superintendent for Elementary Schools. A key component of Imagine Discovery's school progress plan is school-level target rates on key educational indicators that the school aimed to achieve for the 2012–13 school year. These target rates include reading, math, and science on the MSA; reading and math on the MAP; and student attendance and suspensions. The following are the target rates, if available, that were set for IDPCS for the 2012–13 school year:

Student attendance rate target: 94 percent attendance rate across grades 1–8 for IDPCS

Student suspension rate target: 3.1 percent suspension rate across grades 1–8 for IDPCS

MSA reading target: 82.7 percent of students scoring proficient or advanced across grades 3–8 for IDPCS
MSA math target: 68.8 percent of students scoring proficient or advanced across grades 3–8 for IDPCS
MSA science target: *not yet set*

MAP K reading target: 82 percent of students reading on grade level for IDPCS
MAP 1st grade reading target: 62 percent of students reading on grade level for IDPCS
MAP 2nd grade reading target: 46 percent of students reading on grade level for IDPCS
MAP 3rd through 8th grade reading target: *not yet set*

MAP K math target: *not yet set*
MAP 1st grade math target: 62 percent of students performing on grade level for IDPCS
MAP 2nd grade math target: 51 percent of students performing on grade level for IDPCS
MAP 3rd through 8th grade math target: *not yet set*

Gifted and talented and special education services at IDPCS. Information about gifted/talented and special education services at IDPCS was gathered through phone calls with staff members from BCPS' Department of Special Education and Student Support Services and Office of Gifted and Talented, as well as the principal at IDPCS.

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Evaluation of the Imagine Discovery Public Charter School

Presented by Henry Tran, Ph.D., Westat

Presented to BCPS Board of Education

August 20, 2013

Comparisons of IDPCS to SW Schools

School Outcomes:

- Student Suspensions
- Maryland State Assessment (MSA) reading, math, and science
- Measures of Academic Progress (MAP) reading and math (for IDPCS)
- Stanford Achievement Test (SAT-10) reading and math (for IDPCS)

Services:

- Special Education Services
- G/T Services

Student Suspensions at IDPCS vs. SW Schools

School	School suspension rate			3-year trend
	2010–11	2011–12	2012–13	
Elementary				
IDPCS (grades 1–5)	8.2%	3.9%	3.2%	-
SW elementary schools	4.5	3.0	1.6	-
Middle school				
IDPCS (grades 6–8)	8.0	5.4	10.3	+
SW middle schools	23.6	18.9	14.2	-

Finding: The student suspension rates at the elementary level over the last 3 years have been higher for IDPCS than other SW schools. In contrast, the suspension rates at the middle school level over the last 3 years have been lower for IDPCS than other SW schools.

MSA Reading, Math, and Science for IDPCS, SW Schools, and IDPCS' Feeder Schools

Assessment and score	IDPCS elementary school (grades 3–5)			3-year trend	Southwest elementary schools (grades 3–5)			3-year trend	IDPCS feeder elementary schools (grades 3–5)			3-year trend
	2010–11	2011–12	2012–13		2010–11	2011–12	2012–13		2010–11	2011–12	2012–13	
Reading												
Proficient and advanced	80.6%	76.8%	79.1%	nc	86.8%	87.8%	84.0%	-	82.8%	83.1%	81.3%	nc
Math												
Proficient and advanced	68.1	66.5	71.4	+	84.9	87.6	86.0	nc	79.1	83.0	78.2	nc
Science												
Proficient and advanced	45.9	43.2	38.6	-	60.1	60.0	58.9	nc	45.6	45.1	40.6	-

Finding: As measured by the Maryland School Assessment, IDPCS students generally scored lower than students at comparison Southwest schools and IDPCS' feeder schools in reading and mathematics. Results for science were mixed. Examination of three-year trends in performance also showed mixed results.

IDPCS' Feeder Schools

Elementary Schools:

- Chadwick Elementary
- Dogwood Elementary
- Edmondson Heights Elementary
- Featherbed Lane Elementary
- Hebbville Elementary
- Johnnycake Elementary
- Powhatan Elementary
- Scotts Branch Elementary
- Winfield Elementary
- Woodmoor Elementary

Middle Schools:

- Deer Park Magnet Middle School
- Old Court Middle School
- Southwest Academy
- Featherbed Lane Elementary
- Woodlawn Middle School

MSA Reading, Math, and Science for IDPCS, SW Schools, and IDPCS' Feeder Schools

Assessment and score	IDPCS middle school (grades 6–8)[1]			3-year trend	Southwest middle schools (grades 6–8)			3-year trend	IDPCS feeder middle schools (grades 6–8)			3-year trend
	2010–11	2011–12	2012–13		2010–11	2011–12	2012–13		2010–11	2011–12	2012–13	
Reading												
Proficient and advanced	70.2%	71.9%	70.2%	nc	78.4%	77.5%	77.3%	nc	77.2%	76.6%	76.8%	nc
Math												
Proficient and advanced	40.5	38.6	40.5	nc	66.0	66.3	63.4	-	63.4	63.3	58.7	-
Science												
Proficient and advanced	-	-	67.9	n/a	60.0	65.2	66.0	+	56.7	59.1	59.3	nc

[1]-The grades includes 6th grade for 2010–11, 6th and 7th grades for 2011–12 and 6th through 8th grades for 2012–13. No MSA assessments in science were available at Imagine Discovery for the 2010–11 and 2011–12 school years.

Finding: As measured by the Maryland School Assessment, IDPCS students generally scored lower than students at comparison Southwest schools and IDPCS' feeder schools in reading and mathematics. Results for science were mixed. Examination of three-year trends in performance also showed mixed results.

MAP Reading for IDPCS, 2012–13 SY

Assessment and grade level	Beginning of year		Middle of year		End of year		3-year trend
	RIT	%ile	RIT	%ile	RIT	%ile	
Reading							
1	164.6	60.5	171.2	50.6	174.0	43.8	-
2	174.0	46.7	179.7	44.0	183.9	39.8	-
3	184.7	41.5	189.1	40.8	189.5	33.9	-
4	196.9	45.2	199.1	43.0	200.6	39.0	-
5	204.3	45.5	208.2	47.3	210.0	47.2	+
6	206.9	40.1	206.8	36.0	210.0	38.0	nc
7	212.4	40.9	213.5	39.5	213.6	37.1	-
8	218.7	49.9	218.2	45.0	219.8	44.8	-

Finding: As measured by MAP, IDPCS students in 2012–13 scored poorly on reading at the beginning of the school year, and growth over the course of the school year in this subject area lagged behind students nationally.

MAP Math for IDPCS, 2012–13 SY

Assessment and grade level	Beginning of year		Middle of year		End of year		3-year trend
	RIT	%ile	RIT	%ile	RIT	%ile	
Math							
1	163.6	52.3	171.6	49.1	176.6	44.6	-
2	176.0	45.3	181.8	42.6	185.0	37.8	-
3	185.2	37.4	192.7	39.0	195.4	36.0	nc
4	198.9	39.7	201.5	36.0	201.8	29.6	-
5	204.9	33.6	208.5	31.5	211.4	31.9	nc
6	210.5	32.1	212.6	30.7	213.4	28.0	-
7	214.3	29.6	217.5	30.8	221.8	34.4	+
8	221.6	35.5	224.1	34.9	226.6	35.9	nc

Finding: As measured by MAP, IDPCS students in 2012–13 scored poorly on math at the beginning of the school year, and growth over the course of the school year in this subject area lagged behind students nationally.

Stanford Achievement Test-10 Reading and Math for IDPCS

Assessment and grade level	2010–11		2011–12		2012–13		3-year trend
	Fall	Spring	Fall	Spring	Fall	Spring	
Reading							
K	-	-	-	-	39.0	54.4	+
1	51.6	41.4	51.8	40.2	44.0	37.6	-
2	37.6	37.9	40.9	33.2	43.8	35.6	nc
3	41.6	42.7	37.3	43.1	36.1	37.1	-
4	42.4	46.6	43.8	44.2	42.7	39.6	-
5	37.3	30.9	44.7	34.4	45.4	38.9	+
6	42.0	40.1	37.1	37.3	37.4	37.5	nc
7	-	-	42.0	39.1	39.6	38.8	-
8	-	-	-	-	42.9	39.9	-

- Data not available for these grade levels.

Finding: As measured by the Stanford Achievement Test-10, IDPCS students scored well below the national mean score of 50 percent on reading and math for all grade levels with the exception of kindergarten.

Stanford Achievement Test-10 Reading and Math for IDPCS

Assessment and grade level	2010–11		2011–12		2012–13		3-year trend
	Fall	Spring	Fall	Spring	Fall	Spring	
Math							
K	-	-	-	-	23.0	49.5	+
1	41.2	47.7	45.0	45.5	35.3	45.3	nc
2	38.8	39.0	41.2	43.8	46.1	44.9	+
3	41.0	40.7	38.9	40.4	40.7	41.9	nc
4	36.5	44.7	38.1	40.6	37.3	36.6	-
5	34.8	32.2	37.8	31.6	39.3	37.6	+
6	39.3	34.6	32.5	36.9	33.0	35.6	nc
7	-	-	34.0	38.6	36.8	41.9	+
8	-	-	-	-	40.1	42.6	nc

- Data not available for these grade levels.

Finding: As measured by the Stanford Achievement Test-10, IDPCS students scored well below the national mean score of 50 percent on reading and math for all grade levels with the exception of kindergarten.

The Status of Special Education at IDPCS

There were no special compliance issues reported regarding special education services at IDPCS for the 2012–13 SY. But it does appear that the school lacks procedures and tools to be able to identify students who may benefit from special education services.

The Status of G/T Services at IDPCS

Currently, IDPCS does not provide gifted and talented services to students at the school. The school also does not currently have procedures in place to identify students for gifted and talented services.

Recommendation #1

Monitor the student suspension rate at the middle school grades during the upcoming 2013–14 school year. The suspension rate at the middle school level increased from 5 percent in 2011–12 to 10 percent in 2012–13. It is not clear whether this is an indication that the suspension rate will be trending upward for the upcoming school year, but it is worth monitoring. If suspensions appear to be on the rise, the school may want to take steps to identify what student behavior problems are occurring in classrooms and to implement strategies/programs to curtail classroom behavior problems.

Recommendation #2

Evaluate the effectiveness of the math and reading instruction offered to IDPCS students. All three assessments—the MSA, MAP, and SAT-10—indicate that relative to students in other SW schools and nationally, IDPCS students at both the elementary/middle school grade levels are performing poorly on reading and math. Furthermore, IDPCS students' growth over the course of the 2012–13 school year in these two subject areas lagged behind students nationally. IDPCS should evaluate their instructional programs in reading and mathematics and assess whether teachers are implementing the curriculums effectively in the classroom.

Recommendation #3

Evaluate the effectiveness of science instruction in elementary grades. The MSA indicates that elementary school students at IDPCS scored poorly in the area of science. IDPCS should evaluate whether the current science curriculum is the most effective one available for use in elementary classrooms, as well as the quality of program implementation. IDPCS middle school students actually performed well on the MSA for science. Exploring how teachers are utilizing the science curriculum in the middle school grades may suggest effective teaching practices that could transfer over to the elementary classrooms.

Recommendation #4

Implement procedures to be able to better identify students who may benefit from special education services. It appears that IDPCS is taking steps to be able to do this beginning of the 2013–14 school year. Progress in this area should continue to be reviewed.

Recommendation #5

Implement procedures to be able to identify students who may benefit from gifted and talented services. It appears that IDPCS is taking steps to be able to do this beginning of the 2013–14 school year. Assistance in the identification process has been offered by BCPS in the past, and IDPCS could benefit by collaborating with BCPS in developing identification procedures. Progress in this area should continue to be reviewed.