Blueprint 2.0 Performance Report 2016-2017

Baltimore County Public Schools

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Blueprint 2.0 Performance Report 2016-2017

Dear Team BCPS,

For the 2016-2017 school year, this Performance Report captures student progress toward the goals in the Blueprint 2.0: Our Way Forward strategic plan, as well as outlining strategies to continue preparing students for the future.

Blueprint 2.0 is focused on four goals that were determined in collaboration with the Team BCPS community: academics, safety and security, communication, and organizational effectiveness. Equity is a driving force behind these priorities, in order to help every one of our young people graduate not only globally competitive, but also as globally contributing citizens.

Students today need a deep level of knowledge and skills to prepare for success in college and careers. By 2020, 69 percent of jobs in Maryland will require more than a high school degree. Even in jobs that will remain stable, the skills required to do those jobs well will change in the next few years.

In this report, you will find information about our how we are preparing our students for this future – our strategies, accomplishments, and next steps, organized by Blueprint 2.0 goal area.

**Academics:** Our academic progress spans Kindergarten through high school indicators. In response to the demands of college and careers, our educators are providing high quality, responsive, daily instruction with wraparound supports that meet individual student needs.

**Safety and security:** Every student deserves to learn in a positive and supportive learning environment. Our comprehensive approach includes visitor identification, cameras, controlled entry, annual Safe Schools training, safety drills, and student leadership opportunities such as student-led anti-bullying campaigns.

**Communication:** This report is one way that we are keeping the community informed. We are committed to transparent and open two-way communication through face-to-face events as well as user-friendly online resources.

**Organizational effectiveness:** Education is a people business. We take seriously our responsibility to attract talented staff, invest in our employees, and promote school and office growth through performance management. Providing the resources for modern and safe teaching, learning, and working environments includes the meaningful and responsible use of technology.

I know how fortunate we are to have an involved and supportive community of families, educators, residents, businesses, and elected officials. I invite you to learn more about Blueprint 2.0 and view our results.

Sincerely,
Verletta White
Interim Superintendent
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In order to prepare every student to graduate globally competitive, BCPS continues its work to foster equity and create access and opportunity in two important ways: by implementing a student-centered, technology-enabled learning environment through the Student and Teachers Accessing Tomorrow or S.T.A.T. initiative; and by encouraging proficiency in a second language.

The S.T.A.T. initiative continues to transform teaching and learning processes for both students and teachers. Through S.T.A.T., BCPS provides a rigorous digital curriculum, instructional coaching from S.T.A.T. teachers, 1:1 devices, wireless and broadband infrastructure, and a robust digital ecosystem through BCPS One that provides teachers access to learning systems and other relevant data. Teachers’ access to real-time standards-aligned assessments is enhancing their ability to individualize and differentiate instruction based on student needs, increase rigor for all students, and close persistent academic gaps. BCPS One also provides the first-ever 24/7 access to course assignments, grades, and schedules to parents and students, and is another option for communication between schools and homes.

The Passport Program, which launches conversational Spanish instruction in Grade 4 to give students time to graduate proficient in a second language, is the second important element of the BCPS theory of action. Research shows that second language acquisition supports higher achievement in other subjects, and also provides competitive advantages for both postsecondary education and the workplace. The program, which was expanded to 40 elementary schools in 2016-2017, provides students with weekly face-to-face Spanish instruction coupled with an online, self-paced interactive program. The Passport Program also creates a culture of language learning and cultural awareness for the entire school community.
Blueprint 2.0 Goal Areas

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<tr>
<th>Goal Area 1: Academics</th>
<th>Goal Area 2: Safety and Security</th>
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<tbody>
<tr>
<td>Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.</td>
<td>Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working.</td>
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<th>Goal Area 3: Communication</th>
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<td>Every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities that engages them in building a culture of trust through action and establishes BCPS as a world-class school system.</td>
<td>Baltimore County Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance.</td>
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Goal Area 1: Academics

Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.

In the academics goal area, BCPS is tracking five indicators along the K-12 continuum toward college and career readiness:

- Kindergarten Readiness
- Grade 3 Reading
- Grade 8 Algebra
- SAT
- Graduation and Dropout

Highlighted Accomplishments

Through the S.T.A.T. initiative, Passport Program, and an ongoing commitment to creating engaging, learner-centered environments, BCPS continues to transform the teaching and learning process in its schools. The system provides support to both students and teachers with personalized devices, 24/7 access to a culturally relevant curriculum aligned with Maryland College and Career Readiness Standards, and with the promotion of safe and respectful school communities.
The school library system is one example of a program that excels at meeting the instructional needs of students. During the 2016-2017 school year, BCPS was named the American Association of School Librarians’ (AASL) 2017 National School Library Program of the Year. This award “annually recognizes a single school or district-wide library program that meets the needs of the changing school and library environment, and which is fully integrated into the school's curriculum.” (American Library Association website)

Before the start of the 2016-2017 school year, BCPS hosted a highly successful “Early Entry Day” for rising students in Grades 6 and 9. Current research and best practices on student transitions from elementary to middle school, and middle to high school, indicate that students thrive when they are given an opportunity (in an environment exclusive to them), to meet their teachers, walk through the school building, visit the cafeteria and their future lockers, and begin meeting new classmates.

In the fall of 2016, BCPS celebrated the announcement that George Washington Carver Center for Arts and Technology and Hereford High School had been named 2016 National Blue Ribbon Schools. In total, 23 BCPS schools have earned Maryland Blue Ribbon awards, with 20 of those going on to earn National Blue Ribbon honors. This is the eighth year in a row that BCPS has received a National Blue Ribbon Designation for one or more of its schools.

In February 2017, BCPS held a successful Night of Innovation open house event at four schools to showcase transforming teaching and learning to ensure that all students will be globally competitive graduates. The event showcased the changes occurring in all schools as part of the S.T.A.T. initiative.

BCPS’ promotion of good digital citizenship led to the system being recognized as a Common Sense Digital Citizenship Certified District by Common Sense, a national nonprofit organization dedicated to helping kids and families thrive in a world of digital media and technology. BCPS One, our digital ecosystem that is available anytime, anywhere, continued to be enhanced—offering improved features and tools, and upgrades to existing features, which allow easier access to materials and information for parents, teachers, and staff—while maintaining the strictest adherence to student data privacy.

During the 2016-2017 school year, students continued to be locally, regionally, and internationally recognized for their knowledge, skills, and talent. In February, eight middle and high school students earned gold medals on national world language exams in French and Spanish. Another 81 students joined the national rankings in French, Japanese, and Spanish with silver or bronze medals, while 100 more earned honorable mentions.

Four BCPS students were among 20 Baltimore-area students chosen from more than 3,000 entries in the 30th annual “Champions of Courage” Black History Month Essay Competition, which challenges students in Grades 6 to 12 to write a brief essay about a personal role model who has demonstrated the teachings of Dr. Martin Luther King, Jr. The selected students appeared on local television stations during January and February 2017.
In the spring of 2017, BCPS students were recognized for excellence across the curriculum. Eleven teams representing seven BCPS schools qualified to participate in the VEX Robotics World Championship, sponsored by the Northrop Grumman Foundation. The Alliance for Young Artists and Writers announced that 18 BCPS students were National Medalists in the Scholastic Art & Writing Awards program, in which only one percent of submissions are awarded the distinction of National Medalist.

The system’s commitment to ensuring academic rigor was recognized when the “America’s Most Challenging High Schools” project of The Washington Post named 13 of Baltimore County’s 24 traditional and magnet high schools to its list of the nation’s top schools. From more than 22,000 high schools across the nation, the list spotlights 2,324 high schools, representing the top 12 percent of high schools.

Baltimore County Public Schools students earned a total of 1,888 Advanced Placement (AP) Scholar Awards on the Spring 2017 College Board’s AP exam administration, a 7 percent increase from the number of award earned in the 2015-2016 school year.

The BCPS four-year adjusted cohort graduation rate for the class of 2017 leveled to 89.00% from 89.17% last year. This represents an increase of 2.70 percentage points since 2013. The Black-White gap closed while rates increased for some, but not all, student groups. Overall, the BCPS graduation rate continues to exceed the Maryland state average of 87.67% (from reportcard.msde.maryland.gov).
Indicator: Kindergarten Readiness

Performance Metric: Percentage of Grade K students demonstrating readiness for Kindergarten.

Definition: The total number of Grade K students identified as demonstrating readiness for Kindergarten on the Kindergarten Readiness Assessment (KRA) divided by the total number of students with completed KRA assessments.

In the Kindergarten Readiness Assessment (KRA), which is aligned to the state’s PreK-12 College and Career Ready Standards, students are scored as Emerging, Approaching, or Demonstrating readiness. The overall score is based on individual scores in the areas of Language and Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development. Students scored as Demonstrating show the behaviors and foundations skills necessary for the standards of a Kindergarten curriculum. Students scored as Approaching demonstrate some of the necessary behaviors and foundations skills. Students scored as Emerging demonstrate minimal foundations skills and behaviors.

Moving Forward
BCPS will prepare for students entering the school system by:

- Seeking input regarding individual students' skill levels from child care providers, Head Start, and private preschool/PreK providers to support students in their transition to public PreK/Kindergarten programs.
- Providing curriculum, resources, and professional development to support the social/emotional learning of PreK students based on data provided through the KRA.
- Expanding the professional development opportunities for PreK teachers, particularly in areas of weakness identified by the results of the KRA.
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**Indicator: Grade 3 Reading**

**Performance Metric:** Percentage of Grade 3 students demonstrating on-grade level performance in reading.

**Definition:** The total number of Grade 3 students scoring at or above the 50th percentile of the fall administration of the Measures of Academic Progress (MAP) reading assessment divided by the total number of Grade 3 test-takers.

The MAP reading assessment is delivered online and provides timely results and information about a student’s reading level. MAP is a norm-referenced assessment with over 10 million students as part of a comparison group nationwide. On an assessment such as MAP, the 50th percentile is the point at which 50% of students across the country score at or below. Therefore, when greater than 50 percent of BCPS students score at or above the 50th percentile they are outperforming their peers across the country. With students arriving to BCPS in Grade K with greater needs, more academic gaps must be closed by the time students are expected to read in Grade 3.

![Gr3_3 Fall 2016 to Winter 2017 Administrations: Percentage of Grade 3 Students At or Above the 50th Percentile on MAP Reading](image)

*Data suppressed for any subgroup with student count <10

- Slightly less than half of all Grade 3 students were at or above the 50th percentile in the fall of 2016. By midyear, the majority of student groups showed gains in the percentage of students at or above the 50th percentile. The increases ranged from 5.8 to 10.1 percentage points across student groups.

**Moving Forward**

BCPS will provide the appropriate instructional supports to raise early literacy by:

- Providing professional learning for reading specialists, administrators, S.T.A.T. teachers, and classroom teachers in high leverage strategies and best practices for literacy instruction, including foundational skills, comprehension, writing, and critical thinking.
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- Collaborating with the Office of Special Education and the Office of Early Childhood to provide professional learning and resources for teaching and assessing phonological awareness and phonics in the primary grades.
- Providing resources and professional learning to support the examination of student work and assessment data in collaborative team meetings for student learning progress evaluation; to plan for instruction; to monitor student growth; and to provide targeted interventions.
- Continuing to leverage technology to personalize instruction and provide supports to improve student literacy.
- Addressing the needs of struggling readers through assessment and identifying strategies and resources for planning effective customized instruction.
- Providing differentiated professional learning support for math and literacy curriculum, and to support the progression from PreK to Kindergarten, and from Kindergarten to Grade 1.
- Providing resources and professional learning to support a framework for assessment that highlights areas of strength and weakness linked directly to responsive instruction.
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**Indicator: Grade 8 Algebra**

**Performance Measure:** Percentage of students completing Algebra I with a grade of B or higher by the end of Grade 8.

**Definition:** The number of middle school students, by the end of Grade 8, completing Algebra I with a grade of either B or A divided by the total number of Grade 8 completers for the academic year.

- The percentage of students completing Algebra I with a B or higher increased for the Black or African-American and the Hispanic/Latino student groups, though significant gaps remain in comparison to the White and Asian student groups.
Moving Forward
BCPS will continue to provide the following services and support for the middle school mathematics program by:

- Providing professional development on using the Standards for Mathematical Practice to support literacy in mathematics classrooms.
- Focusing on literacy skills that will grow students’ abilities to analyze and solve context-based mathematics problems.
- Continuing to provide opportunities for school-based collaborative planning and providing professional learning opportunities for elementary and middle school teachers and administrators to build students’ mathematical foundation and readiness for algebra.
- Offering supplemental technology programs and providing learning opportunities during the summer to improve students’ algebra readiness.
- Delivering in-school, structured supports (e.g., accelerated math achievement and math assistance classes) for identified students in middle school.
- Having an ongoing collaboration with the Office of Science to design integrated learning experiences that connect math and science standards.
- Collaborating with local colleges and universities to provide engaging, relevant professional development to enhance mathematical pedagogy across the system.
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**Indicator: SAT**
**Performance Measure:** Participation; Percentage of Grade 11 students participating in SAT Day.
**Definition:** The number of Grade 11 SAT test takers divided by Grade 11 September 30 enrollment.

**Performance Measure:** Average SAT (composite score) for Grade 11 students from SAT Day
**Definition:** The mean Evidence-Based Reading and Writing (EBRW) score of Grade 11 SAT Day participants plus the mean Mathematics score of Grade 11 SAT Day participants.

- Participation has increased since SAT Day began in 2013, from 84.8% to 88.4% in 2017.
- From 2013 to 2017, participation in the Hispanic/Latino, Black or African American and Two or More Races student groups have seen the largest gains in participation.
SAT Day participation rates for students receiving special services increased from 2016 to 2017.
From 2016 to 2017, the total mean score increased by 8 points. The most significant rise in total mean score was for the Black or African American and Special Education student groups, with increases of 15 and 22 points, respectively.

Note: In early 2016, College Board implemented a change in testing format, and thus a change in scale. This change precludes comparative analysis of scores between SAT administrations post-March, 2016 to any earlier administrations.

Moving Forward

BCPS key actions will continue to focus on ways to increase early access to, and improved performance on, the SAT. The system is committed to:

- Developing resources and professional learning supporting literacy development across disciplines to ensure access to complex text in all content areas.
- Piloting a program to provide customized, adaptive instruction aligned to the standards of the redesigned SAT.
- Providing professional learning opportunities for teachers on strategies to incorporate SAT/PSAT style problems into the mathematics classroom as part of daily instruction.
- Offering College Board-sponsored workshops for principals, assistant principals, PSAT/SAT and AP coordinators, department chairs, and school counselors on topics such as PSAT/SAT, AP Score Reporting, and Strategies for Student Success on the SAT.
- Providing students access to Khan Academy via their College Board accounts. Khan Academy provides individualized SAT preparation programs designed to address student strengths and weaknesses.
Indicator: Graduation Rate  
Performance Measure: Percentage of students who graduate within four years of enrolling in high school.  
Definition: This rate is calculated by dividing the number of students who graduate with a regular high school diploma within four years (including the summer following the fourth year of high school) by the total number of students in the cohort. Each year, the cohort size is adjusted as students transfer in and out of a school or district.

- Graduation rates increased for American Indian, Asian, Black/African American, Two or More Races, and all special services student groups.
- The gap has closed between White and Black student groups. The gap between White and Hispanic students has continued at 11.8 percentage points.
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- Students receiving Special Education services had an 8.3 percentage point increase from 2013 to 2017.
- The English Language Learner subgroup had a gain from 2016 to 2017 of 6.4 percentage points, but still lags far behind other student groups.

**Moving Forward**

BCPS is committed to graduating globally competitive, college and career-ready students with 21st century skills by:

- Providing blended learning opportunities, extended day and extended year learning programs, School Programs for the Acceleration and Recovery of Credits (SPARC) and eLearning to help students meet the Maryland High School Assessment requirements and MSDE and BCPS graduation requirements.
- Continuing to provide programs that promote school success and graduation for high-risk students.
- Continuing to offer programs that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers.
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**Indicator: Dropout Rate**

**Performance Measure:** Percentage of students who drop out within four years of enrolling in high school.

**Definition:** The four–year adjusted cohort dropout rate is defined as the number of students who leave school before graduation, for any reason other than death, and are not known to re-enroll in another diploma-bound program within the four-year period, divided by the number of students who form the adjusted cohort.

- The system dropout rate increased from 2016 to 2017, but the 2017 rate remains the second lowest across the last five years.

- The dropout rate for the English Language Learner student group has consistently been the highest across all student groups from 2013 to 2017 and increased 2.5 percentage points from 2016 to 2017.
Moving Forward
BCPS strives to ensure that all students are career and college-ready by graduation, and commits to:

- Holding regular parent/student meetings to discuss student attendance and performance.
- Working with parents to get students enrolled in our Educational Options program.
- Providing ongoing support for administrators to have timely access to early warning indicators.
- Continuing commitment to expanding credit recovery options.
- Holding monthly graduation/dropout meetings and monthly review of data to determine appropriate interventions.
- Conducting home visits to encourage students in danger of dropping out to stay in school and students who have dropped out to return to school.
- Developing the Multi-Tiered System of Support (MTSS) framework to implement in schools to ensure appropriate supports are in place to address the needs of our students.
Goal Area 2: Safety and Security

Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working.

Preparing every student for success in the future depends on positive learning and working environments. Safety and security are a top priority as measured through the following five indicators:

- Suspensions
- Emergency Plans
- Student Safety and Security
- Security Systems
- Student Attendance

Highlighted Accomplishments

In 2016-2017, BCPS continued to increase the number of resources, events, and supports to students and their families through Parent University Courses, behavioral and emotional support resources in schools, and special events such as the “Learning, Laughing, Listening!” event held in the fall of 2016 for parents to learn strategies to help support their children.

In celebration of Attendance Awareness Month in November, 2016 BCPS invited students to develop and submit videos promoting attendance for a contest in which the winning videos were shown on BCPS-TV and the BCPS website.

By the end of the 2016-2017 school year, the Department of School Safety fully implemented a reorganization that supports a comprehensive systemwide framework for safe schools and offices in alignment with the four community zones. Each zone is assigned a school safety manager and back-up manager for each zone who will provide support to schools for all safety related concerns. The system also ensures that each year staff receive high-quality professional development in relevant safety topics such as bullying prevention and response, social media and cyberbullying prevention, substance abuse, and gang awareness. In June 2017, the annual Safe Schools Conference provided professional learning opportunities for 772 participants over a two-day period.

The Superintendent’s Student Advisory Council and the Baltimore County Student Councils coordinated another successful bullying prevention week. The “Bullying: Be Smart, Don’t Start” campaign included numerous activities including guest speakers, student projects, and school-based kick-off events.

In addition to fostering positive school climates and ensuring school safety, BCPS has proven itself a leader in protecting student data privacy. BCPS’ Department of Information Technology provided continuous improvements and enhancements to BCPS One and the BCPS One Student Information System (SIS) during the 2016-2017 school year, expanding access for teachers, staff, and parents to resources through the BCPS One portal, while ensuring the highest levels of
student data privacy. The system’s efforts were recognized by being awarded the prestigious national Trusted Learning Environment (TLE) Seal by the Consortium for School Networking. The TLE Seal, awarded in the spring of 2017 to five school systems, is a mark of distinction that demonstrates a system’s strong commitment to student data privacy and security by meeting a rigorous set of standards.
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**Indicator: Suspensions**

**Performance Measure:** Percentage of students suspended one or more times.

**Definition:** The unique count of students who are suspended one or more times annually divided by the number of students officially enrolled on September 30.

**Performance Measure:** Percentage of suspension incidents that are less than three days.

**Definition:** The number of suspension incidents annually that are less than three days in duration divided by the total number of annual suspension incidents.

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**Percentage of Students Suspended One or More Times by Race**

- **All Students**
- **American Indian**
- **Black or African American**
- **Two or More Races**
- **Hispanic/Latino**

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**Percentage of Students Suspended One or More time by Special Services**

- **Free/Reduced-price Meals**
- **English Language Learner**
- **Special Education**
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- The percentage of students suspended one or more times rose by 0.6 percentage points from 2016 to 2017.

![Percentage of Suspensions Less Than 3 Days](image1.png)

- The percentage of suspensions less than 3 days decreased 1.2 percentage points from 2016 to in 2017.

![Number of Total Annual Suspensions](image2.png)

**Moving Forward**

BCPS promotes a positive school climate and continues to provide behavioral interventions and explore discipline alternatives. As a system, BCPS commits to:

- Delivering professional learning and support for Multi-Tiered System of Supports.
- Promoting a positive school climate through the establishment of a Multi-Tiered System of Supports framework, which aligns supports and resources to allow for a student-centered response.
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- Implementing a professional learning plan to address a trauma-sensitive schools initiative enabling students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically.
- Delivering professional development on restorative practices
Indicator: Student Safety and Security
Performance Measure: Percentage of student survey respondents agreeing that they feel safe and secure at school.

Definition: The percentages are defined as the number of Stakeholder Satisfaction Survey respondents, within each stakeholder group reported (elementary, middle, and high school students) who responded that they “Agree” or “Strongly Agree,” divided by the total number of respondents within the same stakeholder group who responded to that item.

- Although falling slightly in 2017, elementary schools continue to have the highest percentage (greater than 85%) of students reporting they feel safe at school across all surveyed years.

Moving Forward
BCPS continues to encourage safe, positive environments by:

- Emphasizing school climate as focus area for schools in the school progress planning and monitoring process.
- Providing professional development opportunities and ongoing support to assist schools in preventing bullying and cyberbullying.
- Delivering high quality resources to schools to provide character education to students.
- Implementing logical consequences as outlined in the Student Handbook.
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**Indicator: Emergency Plans**

**Performance Measure:** Percentage of schools and office complexes with emergency plans that are 100% complete.

**Definition:** The total number of schools and office complexes with complete emergency plans posted divided by the total number of schools and office complexes.

**Performance Measure:** Percentage of schools meeting system requirements for emergency plan drills.

**Definition:** The total number of drills by school performed divided by the total number of expected drills per school.

- Since 2014, all schools and offices have comprehensive site-based emergency plans posted.
- The percentage of schools meeting all drill requirements has remained consistently high (95% or above) for the last three years.
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- In 2017, 96% of schools systemwide met the rigorous standard for the number of drills required. Of the schools that fell below the system’s goal of 19 drills per school year, 3% of schools performed 75-99% of the expected drills, and only 1% of schools performed less than 75% of the expected drills.

Moving Forward
The safety and security of students is a primary concern for the district, in which 100% of schools and offices have complete emergency plans and rigorous standards for emergency drills. To strengthen its school security, BCPS commits to:

- Presenting a Comprehensive Safety Plan for administrators that will assist them in preparing for, and responding to, emergency situations.
- Communicating a new protocol for responding to active assailants, and providing training to staff on the new protocol.
- Performing quarterly scenario-based drills to enhance school preparedness and emergency planning and providing support to schools to increase emergency preparedness.
- Ensuring the implementation of an athletic event safety plan embedded into school emergency plans for high schools.
- Providing professional development to administrators and school-based staff on evidence-based research regarding school safety, positive behavioral interventions, alternative discipline, and ensuring safe and welcoming learning environments for all students.
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**Indicator: Security Systems**

**Performance Measure:** Percentage of schools with complete security systems in place with comprehensive coverage.

**Definition:** Number of schools equipped with a security system that have all three components of a security system (buzzer system, card scanning ID system, and internet-enabled digital security camera system with full set of cameras) at each level of camera coverage divided by total number of schools.

The rating scale for security camera systems that was established in 2012 was based on the existing technology standards being implemented at that time. Given the prior goal was achieved, a new rating system focused on enhanced building safety and security was developed in 2017. The new rating system better aligns to changes in technology and to the continued investment in, and development of, BCPS’ technology infrastructure during the previous five years. The new rating system focuses not just on the number of cameras installed, but the effectiveness of the cameras related to coverage. Security systems data for 2016-2017 forward will be rated using the definitions below:

**Tier 1** – Entry sequence coverage (front door and to office), main exits coverage, central station monitoring; playground coverage, and coverage of re-locatables, if needed.

**Tier 2** – All of Tier 1, plus gymnasiums, partial exterior coverage, and cafeterias; with 1% to 50% of corridors and exterior areas covered.

**Tier 3** - All of Tiers 1 and 2, plus a majority of exterior coverage, covering 51% to 100% of all corridors.

- By the school year 2016-2017, 100% of schools had buzzer systems, controlled access with scan card entry and exit, CCTV, and centrally monitored camera systems.
- Under the new 2017 rating standard, 65.7% of elementary schools are at Tier 2, while the majority of middle schools and high schools are at Tier 3.
Moving Forward
Each year, BCPS renews its commitment to allocating resources to install, replace, and upgrade security systems in its school facilities. Going forward, the system commits to:

- Continue to expand security camera coverage in school to increase percentages to the highest tier.
- Upgrading existing camera systems in the middle schools and high schools.
- Upgrading door access controllers to accommodate newer software.
- Providing training to staff about upgraded security systems and enhanced technologies.
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**Indicator: Student Attendance**

**Performance Measure:** Percentage of students meeting the 94% attendance standard.

**Definition:** The total number of days an individual student attends a BCPS school divided by the total number of days that student is enrolled. The result of each individual student attendance measure is aggregated to calculate the system level percentages.

- Across all reported years, the Asian student group continues to have the highest percentage of students meeting the attendance standards.
- The percentage of students meeting the attendance standard decreased for all student groups from 2016 to 2017, except for the Pacific Islander student group.
Among students receiving special services, English language learners and students in Advanced Academics have had the highest attendance rates from 2013 to 2017.

Moving Forward
BCPS measures student attendance by a more rigorous standard than what is currently used by, and reported to, the state of Maryland. To continue to foster high levels of student engagement and promote attendance, the school system will continue its commitment to:

- Expanding Project Attend and using Attendance Committees in schools.
- Increasing the use of positive behavioral-support interventions.
- Promoting awareness for all teachers, staff, parents, and students on how student attendance can impact student achievement.
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Goal Area 3: Communication

Every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities that engages them in building a culture of trust through action, and establishes BCPS as a world-class school system.

As BCPS continues to shift to increasingly learner-centered environments, and further expand on its theory of action, ensuring success for all students, support is required from all Team BCPS stakeholders, including students, families, staff, business leaders, local officials, and residents.

Schools and communities depend on each other for adequate resources, a strong workforce, and high property values. Keeping the community united around student success requires effective, ongoing dialogue on a range of issues. BCPS progress in this goal area is being tracked by two indicators:

- Communication
- Access to Information

Highlighted Accomplishments

BCPS, in its commitment to providing open, clear, and timely information to its stakeholders, continues to produce high-quality print and electronic communications, online media, television content, and social media communications. In November 2016, BCPS won eight Awards of Excellence from the Chesapeake Chapter of the National School Public Relations Association (CHESPRA) for the quality of its communications efforts.

In the past year, the district continued its focus on providing timely information and connecting with the school district through various social media sites, press releases, newsletters, and BCPS TV offerings, which continued to be expanded. BCPS provided stakeholders with a chance to provide feedback using the annual stakeholder survey. In 2017, there were more than 81,000 responses from students, staff, parents, and community stakeholders.

For the third year, BCPS continued its successful “Back to School Involves You, Too!” campaign, in which hundreds of BCPS teachers visited White Marsh Mall to receive free school supplies donated by area businesses and citizens. This effort was led by the Education Foundation of Baltimore County Public Schools. The campaign invites community stakeholders to join in celebrating the start of a new school year, and in helping students and their parents prepare for it.

Outreach and engagement is a key focus of BCPS’ communication and outreach offices. The Office of Family and Community Engagement partnered with several stakeholder groups throughout the year to bring resources to both student and parents, also adding to their Parent University course offerings, and supporting the Baltimore County Student Councils to increase the number of events held and lead by student council leaders, and to promote student voices.
In the fall of 2016, students aged 13 and up, and their parents, were given the opportunity to participate in the initial workshop of the “Be What You Want To Be" series, sponsored by BCPS Parent University, BCPS Office of Career and Technology Education, and the Baltimore County Public Library. The free workshops were designed to provide information about career paths in the arts, media, and communication. The workshops provided hands-on learning, along with opportunities to meet and discuss the BCPS career and technology education program with both staff and other students.
Indicator: Communication  
**Performance Measure:** Percentage of stakeholder survey respondents agreeing that communications are open, clear, and timely.

Indicator: Access to Information  
**Performance Measure:** Percentage of stakeholder survey respondents agreeing that information and results data are available and easily accessible.

**Definition:** These percentages are defined as the number of Stakeholder Satisfaction Survey respondents, within each stakeholder group reported (parents, community members, office and school-based staff and administrators) who responded that they “Agree” or “Strongly Agree,” divided by the total number of respondents within the same stakeholder group who responded to that item.

- Since the 2014-2015 school year, the percentage of respondents agreeing that communications are open, clear, and timely has remained stable for each stakeholder group.
- The Parents/Guardians group has had the highest percentage across all surveyed years. The Community Members group showed the largest percentage increase since the survey began, rising 12 percentage points from 2013 to 2017.
Across all surveyed years, the stakeholder groups with the highest percentage of respondents agreeing that information and results data are available and easily accessible were the Parents/Guardians and School-based Staff stakeholder groups.

Moving Forward
Providing opportunities to our students, staff, parents, and community to engage, be informed, and participate as a member of Team BCPS continues to be an important area of focus. As a system, BCPS key actions will continue to focus on:

- Enhancing outreach efforts, supporting business partnerships, and providing opportunities for business partners and community members to support student activities and programs.
- Providing timely, relevant information to stakeholders about BCPS activities and events, and increasing the use of technology and social media to deliver information.
- Identifying new ways to promote student, teacher, and staff achievements and support expanding current recognition activities.
Goal Area 4: Organizational Effectiveness

_Baltimore County Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance._

To prepare every student to graduate globally competitive, BCPS is establishing a foundation of effective and efficient use of resources. Progress in this area is based on five indicators:

- Workforce diversity
- Employee engagement
- School utilization
- Financial resource management
- Transportation efficiency

Highlighted Accomplishments

BCPS continued to improve its performance management system to support high levels of accountability and reporting for both schools and offices. In January 2017, the Board of Education of Baltimore County adopted Performance Management System for Continuous Improvement Policy 3170 to codify its commitment to maximizing the efficiency and effectiveness of the work done in both schools and central offices, ensuring that goals and performance standards are established, and the monitoring and reporting of results.

For the eighteenth consecutive year, the Association of School Business Officials International awarded BCPS its Certificate of Excellence in Financial Reporting for having met or exceeded the program’s high standards for financial reporting and accountability.

In October 2016, BCPS held ribbon-cutting ceremonies at Westowne Elementary, and at the transformation of the previous Bloomsbury Community Center into the new Catonsville Elementary School. These changes have resulted in increased space, state-of-the-art classrooms, and other amenities conducive to the educational environment.

The system’s commitment to its theory of action was evidenced by its investment of resources to continue the roll-out of devices at the secondary level, improve technology infrastructure, and provide enhancements to its robust digital curriculum. The system also supported innovative learning through the creation of a Mobile Innovation Lab. Unveiled in December 2016, the lab is a mobile classroom and “makerspace” built on a school bus. The purpose of the lab is to provide students with an opportunity to learn about coding, programming, robotics, and circuitry in a hands-on environment.

Two new hiring systems reached full implementation during the 2016-2017 school year. One of the systems is used for posting jobs and sourcing applicants to fill vacant positions. This new applicant tracking tool promotes standardization of BCPS’ recruitment and hiring practices. The
system now being used for the employee onboarding process provides new hires immediate access to information and necessary documents. These two new systems substantially changed how work is done in the Department of Human Resources and have improved the speed and accuracy of data captured in the new hire process, supporting the BCPS goal to continually improve customer service and efficiency.

In April 2017, the BCPS One Student Information System (SIS) was enhanced to provide tighter integration with the transportation software currently in use by the Office of Transportation for the assignment of BCPS students to buses and stops. The enhancements will allow school staff to specify morning and afternoon transportation requests, including alternate addressed and non-BCPS provided transportation. The improvements also support the standardization of bus rider and walker designations at each school and the assignment of students to buses and stops, streamlining the work of both school-based and transportation staff.

During the 2016-2017 school year, the school system also provided opportunities to employees to enhance their engagement and well-being. One such opportunity was the successful Wellness Day 5K held for employees and their families, which included a 5K event, a 1K family fun walk, wellness and nutrition classes, and free health assessments.

Throughout the 2016-2017 school year, BCPS continued to implement its plan to reduce energy usage, lower utility costs, and lessen emission levels through the use of a performance-based procurement tool, which is projected to reduce annual energy consumption by 20 percent.

The Maryland Association of Environmental and Outdoor Education (MAEOE) named three BCPS schools as 2017 Maryland Green Schools, and has recertified seven other BCPS schools as part of the nationally recognized Maryland Green Schools program. Schools are selected as Maryland Green Schools after demonstrating a continuous effort to integrate sustainable environmental practices, an environmental education curriculum, professional development, and community engagement into the culture of the school.
Blueprint 2.0 Performance Report 2016-2017

Indicator: Workforce Diversity

Performance Measure: Workforce reported by ethnicity.

Definition: The number of full-time, active status employees by race divided by the total number of full-time, active status employees.

Performance Measure: Percentage of minority hires.

Definition: The number of annual new hires (July to June) by race divided by the total number of annual new hires.

- In 2017, employees of color represented 22.6% of the BCPS workforce, with Black or African American employees representing the largest percentage of employees of color at 18.9%. In the 2016-2017 school year, students of color comprised 60.0% of BCPS’ total student population.¹

- From 2016 to 2017, the percentage of minorities in the BCPS workforce increased by 1.1 percentage points.
In 2017, minority hires were 45.7% of all nonschool-based hires and 31.2% of all school-based hires. Teacher minority hires still lag far behind at only 19.7% of all teacher hires.

From 2013 to 2017, minority hiring for all school-based positions increased by 8.2 percentage points, with teacher minority hires increasing by 4.4 percentage points. Nonschool-based minority hiring increased by 7.8 percentage points.

Moving Forward
In order to enhance BCPS’ ability to recruit and retain a more culturally competent and diverse workforce reflective of its diverse student population and who exhibit high levels of cultural competency, the system continues to engage in the following activities:

- Increasing BCPS Teacher Academy of Maryland (TAM) program sites in order to enhance student interest in teaching at BCPS schools and build a more diverse teacher workforce.
- Increasing diversity recruitment efforts at Historically Black Colleges and Universities (HBCUs) and schools with high numbers of minority candidates and expanding advertising to specific diversity and minority online job sites.
- Expanding partnerships with Morgan State University, Coppin State University, and Bowie State University.
- Increasing minority participation with Maryland Approved Alternative Preparation Programs (MAAPP).
- Continuing participation of administration and staff in professional development on equity and cultural proficiency competencies and coaching of school-based teachers and staff on equity-related issues and cultural competencies.
- Promoting the BCPS brand and the various initiatives that make the school system stand out from other districts and geographic regions.

1-Based on official September 30, 2016 student enrollment count.
**Blueprint 2.0 Performance Report 2016-2017**

**Indicator: Employee Engagement**

**Performance Measure:** Decrease in the percentage of instructional time taught by a substitute teacher (teacher absence)

**Definition:** The number of instructional days taught by a substitute for unplanned teacher absence divided by total number of instructional days for all teacher FTEs per month.

**Performance Measure:** Rate of employee absences

**Definition:** The number of days of employee absence per month divided by average number of employee workdays per month.

- The percentage of teachers with 10 or more days of unplanned absences increased for the second year.

- Since 2012-2013, the absence rate for all employees decreased, with 12-month school-based staff having the largest decrease of 1.3 percentage points.
Indicator: School Utilization

Performance Measure: School utilization as a percentage of school capacity and enrollment.

Definition: Total K-12 full-time equivalent enrollment/Total State Rated Capacity (SRC)

- The enrollment in Baltimore County Public Schools continues to grow, and the number of schools in the county that are overcrowded also continues to grow. In the Southwest and Central areas, where new schools have opened, overcrowding has been significantly reduced.
- One middle school and one high school, both in the Central area, were over 115% capacity in 2016-2017.
From 2016 to 2017, the number of elementary schools over 115% capacity increased by 10%, from 27 to 30 schools.

**Moving Forward**
As enrollment is projected to increase, BCPS continues to implement the capital plan and respond to the needs of its growing student population. BCPS is committed to:

- Providing additional capacity relief in the Central and Northeast areas with new projects in the coming year.
- Continuing to support and explore expansion and improvement opportunities, as needed, to provide appropriate utilization across schools.
- Expanding the work under the *Schools for Our Future* capital plan designed to address overcrowding at the elementary level to also provide relief at the middle school level.
Blueprint 2.0 Performance Report 2016-2017


Performance Measure: Total actual instructional budget as a percentage of the total amended instructional budget

Definition: Total of annual instructional expenditures divided by the total budgeted, and approved, instructional monies.

- In 2017, the variance between the amended (planned) instructional budget and actual instructional expenditures was less than 1%.

- The variance between the amended budget and actual expenditures in the Instructional Salaries and Wages category, which accounts for 65% of the total instructional budget, was less than 1%.
Moving Forward
To accomplish BCPS goals and ensure its mission to help every student graduate career and college-ready, the system has several initiatives that support teaching and learning through the increased efficiency and effectiveness of its business operations. Through the accurate projection of costs and responsible financial resource management, BCPS commits to increased efficiency and effectiveness by:

- Enacting the proposed FY2019 budget that focuses on school climate, literacy, and providing resources to support the accelerating growth in special and English Learner populations.
- Enhancing digital curriculum and reporting solutions in BCPS One.
- Expanding wireless and broadband access in schools to support the S.T.A.T. initiative to transform classrooms into learner-centered environments that prepare students with 21st century skills.
- Strengthening and expanding early childhood education in our community to build early foundations for learning success and eliminate achievement gaps before they occur.
- Continuing progress toward ensuring a healthy, comfortable learning environment through implementation of Schools for Our Future, Baltimore County’s ten-year plan to increase school capacity, air condition all schools by 2019, and repurpose existing facilities.
- Expanding the Passport program to equip students with the critical 21st century skills needed to be globally competitive to ensure that every student has equitable access to learning and develops proficiency in a second language.
**Blueprint 2.0 Performance Report 2016-2017**

**Indicator: Transportation Efficiency**

**Performance Measure:** Percentage of daily school buses arriving within the scheduled arrival window.

**Definition:** The number of total daily buses arriving within the scheduled arrival window divided by the total number of daily buses in operation.

- For the last five years, the on-time arrival percentage has remained at 95% or above.

- From 2016 to 2017, the on-time percentage for each of the geographically designated areas of the county remained 94% or higher, with slight declines in all areas except for the northwest which increased 2.4 percentage points.
Moving Forward
Ensuring that all students arrive on time for their instructional day is a priority for BCPS. To support the goals of achieving 90% on time services and providing all students with a ride time of less than three hours per day, key actions will include:

- Transitioning fully to using a centralized help desk system as the primary tool for customer response and issue tracking.
- Furthering the use of the Automated Vehicle Location (AVL) system to provide detailed information on on-time arrivals, ride times and revised time and mileage reporting procedures.
- Increasing employee morale and engagement through enhanced communication efforts, recognition and professional development opportunities.
- Establishing a steering workgroup to address issues related to rule 3410.
- Implementing the use of bar-coding for the fleet maintenance program to better account for inventory and maintenance costs.
- Continuing routing optimization for special needs students using an electronic routing program, in collaboration with the Office of Special Education.
- Increasing driver recruitment and retention efforts in conjunction with the Office of Staffing and continuing implementation of the Office of Transportation realignment plan.