

Defining Success: A Description of Cecil County's Desired Outcomes

The convergence of several factors provided the impetus for the Cecil County Board of Education to revisit and thoroughly revise its guiding documents and its process for monitoring the performance of the entire school system. In historical order, the *No Child Left Behind Act of 2001* started the series of events. NCLB, with its emphasis on the achievement of all children under the direction of highly qualified staff, caused the Cecil County lay leaders and professional staff to review documents and processes that have guided the district for the prior ten years. A significant study of the Baldrige Criteria for Excellence in Education contributed as well, causing district leaders to broaden its definitions of the organization's success beyond student test scores. Finally, Maryland's *Bridge to Excellence in Public Schools Act (2002)* provided the mechanism to implement the changes recommended by the Thornton Commission on School Funding, the Visionary Panel for Better Schools and the report prepared by Achieve, Inc. As a result of all of these factors, the Cecil County Board of Education went "back to the drawing board" to create a new Mission statement, revise its Core Values, revisit its Vision and draft new system goals. The Mission, Values and Vision are included earlier in the Strategic Plan.

Three (3) goals and eleven (11) objectives emerged from the public discussions that were conducted by the Board of Education over the six-month period from November 2002 to April 2003. Two (2) additional objectives have subsequently been added to yield a total now of thirteen (13). When our system's previous list of five (5) goals were viewed in perspective of the required five (5) goals from the elementary and Secondary Education Act, the Board realized that we could do something more comprehensive than to simply add five and five to yield ten goals. The three goals that emerged were amplified by a series of objectives that give further definition and direction to the system's efforts.

The influence of the Baldrige study committee came to the fore when the writing teams began to ask, “How will we measure our progress toward these goals and objectives?” We established criteria to use when deciding which indicators to include. These selection factors included the following questions.

- Is it a requirement of MSDE or ESEA?
- Is the data currently on hand or must we create a new collection process?
- Do we have a baseline measure? Can we reasonably get one?
- Does the indicator directly relate to the objective?
- Is the indicator stated clearly enough for anyone else to understand and collect?

The result of this process is a list of over 50 precise measurements, called **indicators** in the plan. Most of these measures are driven by data that is currently collected by the system or designed in the implementation of the new Maryland School Assessment Program. Those indicators that are tied to the ESEA goals are identified both in the total list below and in a summary chart that follows the list. Baseline and target (1 year and 5 years hence, for example) performances for each of the indicators are clearly defined in the next segment of the plan called “Measuring Success.”

Goals, Objectives and Indicators for the Cecil County Public Schools 2005-10

****ESEA indicates a federally required indicator.**

GOAL 1: All students will meet or exceed high academic standards.

Objective 1.1 Students will meet or exceed state proficiency levels in tested areas.

Indicators (disaggregated by race, gender, income, disability and English language proficiency)

- 1.1.a Percentage of students at/above proficient on Maryland School Assessment in Reading (grades 3-8 and 10), Math (grades 3-8); and Algebra I ****ESEA**
- 1.1.b Percentage of students at/above proficient in High School Assessments:
 - English 10
 - Biology
 - Algebra I
 - Government
- 1.1.c Percentage of students scoring proficient on Alternative Maryland School Assessment
- 1.1.d Percentage of all kindergarten students at readiness stages of MMSR

Objective 1.2 Students will graduate from high school prepared for college and/or the world of work.

Indicators (disaggregated by race, gender, income, disability and English language proficiency)

- 1.2.a High school drop out rate ****ESEA**
- 1.2.b Percentage of students who graduate with a regular diploma ****ESEA**
- 1.2.c Percentage of graduates meeting University System of Maryland requirements

- 1.2.d Percentage graduates who have CTE and meet University System of Maryland requirements
- 1.2.e Percentage graduates completing Career/Technology Education programs
- 1.2.f Number of Students with Disabilities Earning Certificate of Completion
- 1.2.g Mean score of SATs by school and subgroups
- 1.2.h Percentage students taking SAT by end of Senior year
- 1.2.i Percentage AP students scoring 3 or higher
- 1.2.j Percentage passing Algebra I or Algebra IB by end of grade 9
- 1.2.k Grade point average of CTE students at “concentrator” course level
- 1.2.l Participation and completion of CTE programs by under represented and non-traditional students

Objective 1.3 Students will enroll in rigorous academic programs.

Indicators (disaggregated by race, gender, income, disability and English language proficiency)

- 1.3.a Number enrolled in Advanced Placement courses
- 1.3.b Percentage enrolled in Honors classes
- 1.3.c Number of students enrolled in classes with articulation agreements for college credit
- 1.3.d Percent students in grades 11, 12 enrolled in CTE completer classes

Objective 1.4 All students will use technology to enhance their learning.

Indicator (disaggregated by school)

- 1.4.a. Percentage of student technology usage standards met at each high school.

GOAL 2: All students will learn in safe, secure and inviting environments.

Objective 2.1 Students will abstain from violent and disruptive behaviors.

Indicators (disaggregated by race, gender, income, disability and English language proficiency)

- 2.1.a Percent of students with extended suspension or expulsion for violent behaviors (arson, firearms, other guns, explosives, drugs, other weapons, physical or sexual assault on students or staff)
- 2.1.b Number of schools identified as “persistently dangerous” **ESEA

Objective 2.2 Students will abstain from harmful behaviors associated with substance abuse.

Indicators

- 2.2.a Percent of students suspended for drug / alcohol offenses (any length suspension)
- 2.2.b Maryland Adolescent Survey results
- 2.2.c Law enforcement agency citations, arrests and detentions

Objective 2.3 All schools will demonstrate a readiness to address emergency situations.

Indicators:

- 2.3.a Presence of approved CERT plans
- 2.3.b Percent of schools in compliance with Safe School criteria
- 2.3.c Percent of schools meeting emergency drill requirements

Objective 2.4 Parents and guardians will support the Cecil County Public Schools

Indicators:

- 2.4.a Satisfaction surveys
- 2.4.b Numbers of parents who participate in school events

Objective 2.5 Students will support the Cecil County Public Schools.

Indicators:

- 2.5.a Satisfaction surveys
- 2.5.b Student attendance data

Goal 3: All students will benefit from effective and efficient support and services provided by a learning organization.

Objective 3.1 Students will be taught by highly qualified professional and support staff.

Indicators: (disaggregated by school: comparing wealthier to poorer schools)

- 3.1.a Percentage of highly qualified paraprofessionals in Title I schools **ESEA
- 3.1.b Percentage of classes taught by highly qualified teachers (by school) **ESEA
- 3.1.c Disaggregated report of staff ethnicity
- 3.1.d Percentage of teachers in Title I schools who are highly qualified, as assigned **ESEA
- 3.1.e Percentage of new teachers in mentoring relationships
- 3.1.f Percentage of teachers receiving high quality professional development **ESEA

Objective 3.2 Students will learn in clean, well maintained and instructionally conducive facilities.

Indicators:

- 3.2.a Ratings of Facility Inspections conducted by local and state observers
- 3.2.b Number of building improvement completed (e.g. Capitol Improvement Plan)
- 3.2.c Percentage of work orders completed by type

Objective 3.3 Students and staff will have access to high quality, productive support services.
(Sub-Objectives)

3.3.1 Students and staff will have access to high quality, productive technology.

Indicators:

- 3.3.1.a Ratio of students to high end computers
- 3.3.1.b Time required to complete priority technology work orders

3.3.2 Students and staff will have access to current and complete curriculum manuals and recent copyright teaching materials.

Indicators

- 3.3.2.a Revision dates of curriculum manuals
- 3.3.2.b Copyright dates of major textbooks

3.3.3 Students and staff will have access to high quality, productive business systems and services enabling financial accountability and fiscal responsibility.

Indicators

- 3.3.3.a Number of financial transactions by type.
- 3.3.3.b Number of audit exceptions cited
- 3.3.3.c Number of payroll exceptions

3.3.4 All students, regardless of economic circumstance, will have access to high quality, appealing, cost-effective breakfasts and lunches that meet USDA nutritional requirements.

Indicators

- 3.3.4.a Meal Equivalents Per Labor Hour (MEPLH)
- 3.3.4.b Average Participation (*Percentage of Enrollment*) for Breakfast / Lunch
- 3.3.4.c Percentage of ala carte beverages and food items offered for sale at meal times that meet guidelines of nutritional value
- 3.3.4.d Availability of online credit card payment to students' meal accounts.
- 3.3.4.e Percent of reimbursable lunch entrees that qualify as healthy choices based on established nutritional guidelines

3.3.5 Students will be transported to and from school and activities safely, efficiently and professionally.

Indicators

- 3.3.5.a Number of preventable accidents
- 3.3.5.b Percent of on-time arrivals
- 3.3.5.c Percent of satisfactory on-the-road observations
- 3.3.5.d Cost per eligible student for transportation services

Cecil County Public School Master Plan And Elementary and Secondary Education Act Goals

Rather than adopt the ESEA goals and indicators as separate performance targets as presented in the guidance to preparing a Bridge to Excellence Master Plan, we have incorporated the five ESEA goals and corresponding eleven indicators within the structure of our document. This table clarifies the location of each ESEA target.

ESEA Goals and <i>Indicators</i>	Location within CCPS document
Goal 1: 100% proficiency in reading and math by 2014	Goal 1: All students will meet or exceed high academic standards. Obj. 1.1 Students will meet or exceed state proficiency levels in tested areas.
<i>Ind 1.1 Percentage of students who are at/above proficient level in reading.</i>	<i>Ind. 1.1.a Percentage of students meeting proficient on Maryland School Assessment (Reading Grades 3-8, 10)</i>
<i>Ind 1.2 Percentage of students who are at/above proficient in math</i>	<i>Above and.... Ind 1.1.a and.b Percentage of students meeting proficient on Maryland School Assessment (Math Grades 3-8, Geometry)</i>
Goal 2: All LEP students will become proficient in English as well as reading and math	Goal 1: All students will meet or exceed high academic standards. (Disaggregated) Obj. 1.1 Students will meet or exceed state proficiency levels in tested areas.
<i>Ind. 2.1 percentage of LEP students proficient in English by end of year</i>	<i>Indicator of Effectiveness for the Strategy: To provide a continuum of service to ESOL students</i>
<i>Ind. 2.3 Percentage of LEP students proficient in math</i>	<i>Ind 1.1.a and b Percentage of students meeting proficient on Maryland School Assessment (Math Grades 3-8, Geometry)</i>
Goal 3: All students will be taught by highly qualified teachers	Goal 3: All students will benefit from effective and efficient support and services provided by a learning organization. Obj. 3.1 Students will be taught by highly qualified professional and support staff.
<i>Ind. 3.1 Percentage of classes being taught by highly qualified teachers (aggregate vs. high poverty schools)</i>	<i>Ind. 3.1b Percentage of classes being taught by highly qualified teachers (aggregate vs. high poverty schools)</i>

ESEA Goals and Indicators	Location within CCPS document
<i>Ind. 3.2 Percentage of teachers receiving high quality professional development</i>	<i>Ind. 3.1.f Percentage of teachers receiving high quality professional development</i>
<i>Ind. 3.2 Percentage of paraprofessionals in Title I programs who are qualified</i>	<i>Ind. 3.1.a Percentage of paraprofessionals in Title I programs who are qualified</i>
Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.	Goal 2: All students will learn in safe, secure and inviting environments. Obj. 2.1 Students will abstain from violent and disruptive behaviors. Obj. 2.2 Students will abstain from harmful behaviors associated with substance abuse.
<i>Ind. 4.1 The number of persistently dangerous schools</i>	<i>Ind. 2.1.b The number of schools identified as persistently dangerous.</i>
Goal 5: All students will graduate from high school	Goal 1: All students will meet or exceed high academic standards. Obj. 1.2 Students will graduate from high school prepared for college and/or the world of work.
<i>Ind. 5.1 Percentage of students who graduate with a regular diploma</i>	<i>Ind. 1.2.b Percentage of students who graduate with a regular diploma</i>
<i>Ind. 5.2 Percentage of students who drop out of high school</i>	<i>Ind. 2.1.a Percentage of students who drop out of high school</i>