

Eric J. Smith

Superintendent
Anne Arundel County Public Schools

Nominated by
Mary Catherine Swanson

DR. ERIC J. SMITH, ED.D.

SUPERINTENDENT, ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Appointed Superintendent of Anne Arundel County Public Schools in Annapolis, Maryland on July 1, 2002, Dr. Eric J. Smith has initiated an overhaul of instruction, curriculum, and organizational structure to ensure quality public education for every child in the 41st largest school district in the nation.

In his first six months as Anne Arundel's superintendent, Dr. Smith established three major goals for the school system to achieve by 2007: accelerate academic achievement of all students, create a safe learning environment that promotes accelerated achievement, and promote community partnerships that support academics. To support accelerated learning for every student, Dr. Smith has proposed new or expanded programs such as *Open Court* reading in grades 1-8, the *International Baccalaureate* course of studies, and a full complement of *Advanced Placement* courses in all high schools. In addition, he plans to standardize math and reading textbooks for grades 1-8 countywide, and implement block scheduling in all county secondary schools to increase learning opportunities. This school year, he implemented *Open Court*, a research-based reading program, in 14 elementary schools with high student mobility rates, concentrations of disadvantaged youngsters, and students for whom English is a second language. The successful phonics-based reading program will be expanded to all county elementary schools as funds become available.

Previously superintendent of Charlotte-Mecklenburg Schools (CMS), he has been recognized across the country as a leader in providing quality public education for all children. Most recently, he received the 2002 Harold W. McGraw, Jr. Prize in Education, which is awarded to educators whose innovations and leadership have raised the bar for the field of education. He also was named Superintendent of the Year by the North Carolina Association of School Administrators and was one of four finalists for the National Superintendent of the Year. In 2001, Dr. Smith was named the country's top urban educator by the Council of the Great City Schools, and he has received numerous honors and awards from other leading education groups. In addition, he was awarded the Humanitarian of the Year Award by the Charlotte Chapter of the National Conference for Community and Justice.

Under his leadership, the Charlotte-Mecklenburg School District became nationally recognized for dramatically improving student achievement and for starting innovative programs in early childhood education and college access programs. As part of the district's first major strategic planning effort, Dr. Smith established four major goals: increasing student achievement, providing safe and orderly schools, increasing community collaboration, and creating effective and efficient support operations. As part of this initiative, CMS developed clear, measurable standards for excellence and equity in personnel, curriculum, facilities, materials and supplies, media centers and co-curricular activities. He lowered class sizes and provided additional resources and support for schools that have high concentrations of students who live in poverty.

As a result, test scores rose throughout the district with CMS students posting an 11 percentage point gain on North Carolina's challenging end-of-grade reading tests. African-American students showed the greatest gains, posting a remarkable 46 percent increase in reading scores and a 48 percent increase in the number of minority students who successfully completed geometry prior to the 11th grade. More students are also taking—and succeeding in—the most difficult courses, with more than 46% of CMS high school students enrolling in at least one or more Advanced Placement (AP) or International Baccalaureate (IB) courses prior to graduation. Last year, an unprecedented 6,339 CMS students sat for Advanced Placement exams. Last year, 97 seniors earned the Advanced Placement diploma and 158 seniors were awarded the International Baccalaureate diploma.

These gains also cut across race and income levels. In 1991, only 77 African-American students enrolled in college-level courses; last year, more than 1,277 participated. Dr. Smith also garnered national recognition for spearheading the highly successful, literacy based preschool program called "Bright Beginnings." This research-backed program is helping at-risk four-year-olds enter kindergarten on par with their more affluent peers.

ERIC J. SMITH

20 Eastern Avenue
Annapolis, MD 21403
Home: 410-267-0603
Home Email: caroler@comcast.net
Office: 410-222-5303

PROFESSIONAL EXPERIENCE

Anne Arundel County Public Schools (AACPS)
Annapolis, MD

July 2002 - Present

SUPERINTENDENT

The fifth largest school system in Maryland and the 41st largest in the nation, AACPS has a student population of approximately 75,000, a teaching staff of 5,250, an operating budget of \$571MM, and 116 schools. The school board has eight members including a student member with full voting privileges.

Charlotte-Mecklenburg Schools (CMS)
Charlotte, NC

1996 – June 2002

The largest district in the state, CMS enrolls 105,000 students, has an operating budget of \$767MM, a capital budget of \$860MM, and 145 schools. Minority / majority ratio is 53% / 47%. The board has seven members elected by district and two elected at-large.

SUPERINTENDENT

Significant accomplishments included:

- Increased Academic Achievement
 - 46% of the 2001 graduates completed at least one AP or IB course, up from 31% in 1996; 26% of African American graduates passed at least one AP or IB course, up from 11% in 1996;
 - 7,800 advanced placement exams were taken by CMS students in 2001, up from 2,000 exams administered in 1996, a 380% increase;
 - 66% of the 10th grade class completed geometry in 2001, up from 54% in 1996; 48% of the African American 10th graders completed geometry, up from 31% in 1996;
 - 86% of fifth graders were reading at or above grade level in 2001, up from 59% in 1996; African American fifth graders showed the greatest gains, increasing from 35% in 1996 to 79% in 2001;
 - dropout rate fell to 6.6% in 2001, down from 9.6% in 1996
- created and implemented a 3,000-student nationally recognized pre-kindergarten program;
- developed a clearly defined school safety program resulting in a significant improvement in school safety;
- restructured business operations, implementing a balanced score card management system to achieve measurable service goals resulting in major reform of the finance and facility services;

**Volusia County School District
Daytona Beach, FL**

1986 - 1990

(enrollment: 50,000 students; operating budget: \$217MM; minority / majority ratio:
45% / 55%)

CHIEF OFFICER FOR MANAGEMENT PLANNING

1988 – 1990

Significant accomplishments included:

- restructured the district's staff development program;
- held responsibility for the district's legislative agenda;
- developed procedures for reporting standardized test data in a disaggregated format;
- developed and managed the district strategic planning process.

REGIONAL ASSISTANT SUPERINTENDENT

1986 – 1988

Significant accomplishments included:

- implemented the International Baccalaureate program in two high schools;
- led the transition from junior high to middle schools;
- managed one-third of the school district.

**Orange County School District
Orlando, FL**

1972 - 1986

**PRINCIPAL
Winter Park High School**

1982 - 1986

Significant accomplishments included:

- recognized by the National Education Association as one of the top eight schools in the nation;
- implemented the International Baccalaureate program.

**ASSISTANT PRINCIPAL
Oak Ridge High School**

1979 - 1982

Significant accomplishments included:

- served as assistant principal for curriculum and instruction;
- held responsibility for master schedule, teacher evaluation and in-service.

**TEACHER
Union Park Junior High School**

1972 – 1979

Significant accomplishments included:

- served as science department chairperson;
- taught mathematics and science.

Harvard University; Associate in Education, 1998-1999

Community in Schools – Charlotte, NC; Board of Trustees, 1998 – 2002

Arts and Science Council – Mecklenburg County; Board of Directors, 1996 – 2002

“Break the Mold” Award, Business Week, 1995

COMMUNITY SERVICE

1994

Chairman
United Way Campaign – Virginia Peninsula

1995

Chairman
United Way Campaign – Virginia Peninsula

2001

Education Chairman
Arthritis Foundation – Carolinas Joint Walk to Cure Arthritis

2002

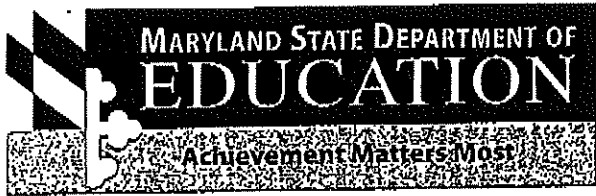
Participant
Opening Bell Ceremony NYSE

2003

Honorary Chairman
American Cancer Society Relay for Life – Anne Arundel County

Rotary Club Member
Virginia, North Carolina, Maryland

Our focus must remain on continued improvement of achievement for every child, and this growth in achievement must be verifiable and respected by those who observe, evaluate, and depend on our work



Nancy S. Grasmick
 State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

June 25, 2003

Ms. Jane W. Beckett-Donohue
 Anne Arundel County Public Schools
 2644 Riva Road
 Annapolis, Maryland 21401

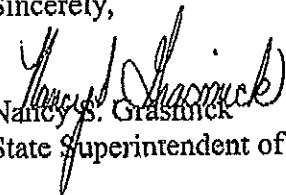
Dear Mrs. Beckett-Donohue:

Thank you for the opportunity to add my endorsement to the nomination of Dr. Eric Smith, superintendent of Anne Arundel County Public Schools, for the Brock International Prize in Education. It has been my privilege as Maryland State Superintendent of Schools to work with Dr. Smith since his appointment as superintendent in Anne Arundel County July 1, 2002.

Dr. Smith's deep commitment to children and their education is clearly evident in the work he is doing in the local school system to close the minority achievement gaps and accelerate the academic achievement of all students. Dr. Smith is providing strong leadership for Anne Arundel County Public Schools as he focuses on implementing research-based reading programs for students in grades one through eight and on increasing academic opportunities for high school students through the International Baccalaureate course of studies and Advanced Placement courses in all high schools. His organizational skills, talent, enthusiasm, and dedication will most assuredly help create the kind of local school system that builds pride among parents, teachers, students, and the community.

Thank you for the opportunity to share this information with you.

Sincerely,


 Nancy S. Grasmick
 State Superintendent of Schools

NSG:ss

June 11, 2003

Jane W. Beckett-Donohue
Public Information Officer
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Dear Ms. Beckett-Donohue:

It is an honor to support the nomination of Dr. Eric J. Smith, former Superintendent of Charlotte-Mecklenburg Schools (CMS), for the Brock International Prize in Education. I worked closely with Eric when he was Superintendent here in North Carolina and he is a personal friend.

North Carolina has been one of the leading states in improving student performance. Eric's work, particularly his efforts in and success with reducing the achievement gap has contributed to North Carolina's overall performance. During Eric's leadership of the largest district in North Carolina, our minority students in the CMS, especially African-American students, consistently posted significant gains in test scores and they took (and succeeded in) advanced placement courses at far greater rates than prior to Eric's tenure. In fact, the Council of Great City Schools picked Charlotte-Mecklenburg Schools under Eric Smith's leadership as one of the top four school systems in the U.S. in improving reading and math and narrowing the racially-identifiable achievement gap. Eric also clearly recognized the need for early childhood education to prepare children for success in school. And, he also established programs for minority students to gain access to higher education where none had previously existed.

Based on my experience as governor, I know that business involvement in education is critical to the success of any education agenda. Eric was a leader in the development of business-education partnerships on behalf of the Charlotte-Mecklenburg schools.

I believe that Dr. Eric Smith is an education leader who is as deserving of the Brock International Prize. His efforts to change schools and get results have

James B. Hunt, Jr.
Chairman

Judith A. Rizzo
Executive Director

Molly Broad
University of North Carolina, ex officio

Eli Broad
Broad Foundation

John Engler
Governor of Michigan, 1991-2003

Joel Fleishman
Duke University

Karl Haycock
Education Trust

James E. Holshouser
Governor of North Carolina, 1973-1977

Robert Ingram
GlaxoSmithKline

Barbara A. Kelley
National Board for
Professional Teaching Standards

Thomas W. Lambeth
Z. Smith Reynolds Foundation

Charles Miller
Meridian National, Inc.

Paul E. Patton
Governor of Kentucky, 1995-

William Raspberry
Washington Post

Diane Ravitch
New York University

Joseph H. Reich
beginning with children, Inc.

Benjamin Ruffin
Ruffin Group

Edward B. Rust, Jr.
State Farm Insurance Companies

Ted Sanders
Education Commission of the States

Tom Vander Ark
Bill & Melinda Gates Foundation

Robert Wehling
National Board for Professional
Teaching Standards

J. Bradley Wilson
Blue Cross/Blue Shield of
North Carolina, ex officio



DEPARTMENT OF THE ARMY
HEADQUARTERS FORT GEORGE G. MEADE
4551 LLEWELLYN AVENUE
FORT GEORGE G. MEADE, MARYLAND 20755-5000

June 9, 2003

Brock International Prize in Education Judging Panel

Dear Panelists,

I am pleased to commend Dr. Eric J. Smith for the Brock International Prize in Education. Dr. Smith's programs to accelerate academic learning have directly improved the "art and science" of education and have benefited communities across the country. As a local community leader, I consider us extremely fortunate to have Dr. Smith as the Superintendent of our county public schools.

Dr. Smith's results speak for themselves. He has a history of dramatically increasing test scores and inspiring greater student participation in advance placement courses. He has also proven himself adept at involving communities in the education process through business and community partnerships and volunteer programs. Evidence of his national impact include awards from the National Superintendent of the Year competition, the Council of Great City Schools, and the National Conference for Community and Justice, not to mention the great number of young people he has positively influenced through his good work.

Dr. Smith is deserving of this award, and I strongly encourage your favorable consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "John W. Ives", is written over the typed name.

John W. Ives
Colonel, United States Army
Fort George G. Meade Installation Commander



American Association of School Administrators

June 10, 2003

Dear Brock International Prize Jurors:

I am extremely pleased to learn that the AVID Center has nominated Dr. Eric J. Smith for the Brock International Prize in Education, and it is an honor to write a letter of commendation for him. As the Executive Director of the largest and oldest organization of school district leaders, and as a former urban superintendent, I have seen up close the work of the best superintendents in our nation. And unquestionably, Eric Smith is one of them.

Eric's colleagues clearly share this view. He was named the North Carolina Superintendent of the Year by the AASA affiliate in that state, and was a finalist for the 2002 national competition. When AASA embarked on a nationwide study to chronicle the work of superintendents who have lifted achievement for disadvantaged children, Eric Smith was the first name put forward by a blue ribbon panel of urban superintendents, researchers, and search consultants. We wanted to focus on superintendent practice and its impact on children, the system, and the field of education – exactly the attributes the Brock International Prize in Education honors.

We found many outstanding examples of system-wide change initiated by Eric when he headed the Charlotte-Mecklenburg (NC) schools. The AASA research team focused on only two, which will soon be shared widely with superintendents and those who aspire to be nationwide. These two practices are stellar examples of efforts to close the achievement gap-- a pre-school literacy program called *Bright Beginnings* and a middle school and high school effort to enroll many more minority and poor students into demanding Advanced Placement and International Baccalaureate coursework. The data on the initiatives and the outcomes for children speak for themselves and to Eric's commitment to not only level the playing field in Charlotte public schools, but to significantly raise the bar for all children.

Our case study research team visited Charlotte and talked at length to administrators, principals, teachers, corporate leaders, and parents about Eric Smith and the impact his work was having. What we found over and over again is that this man uniquely combines a clear, sharp, sense of the system's direction with the capacity to inspire, energize, and support students and adults. Eric sets high expectations, helps people reach those expectations and then rewards them when they do. Speaking on Smith's energy, spirit and infectious attitude, a local foundation president who worked closely with him told us, "I can't do my work unless I can sit down with Eric Smith and get a dose of energy and courage from him...he has a way of making you believe anything is possible."

I cannot imagine a more appropriate recipient of the Brock International Prize in Education than Eric J. Smith. Please do not hesitate to contact me if I can provide additional information to you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul D. Houston', written in a cursive style.

Paul D. Houston
Executive Director

McGuireWoods LLP
1750 Tysons Boulevard
Suite 1800
McLean, VA 22102-4215
Phone: 703.712.5000
Fax: 703.712.5050
www.mcguirewoods.com

James W. Dyke, Jr.
Direct: 703.712.5449

McGUIREWOODS

jdyke@mcguirewoods.com
Direct Fax: 703.712.5221

June 10, 2003

To Whom it May Concern:

This letter is written to support the nomination of Dr. Eric Smith for the prestigious Brock International Prize in Education.

I've known Eric over thirteen years and can say without a doubt there is no finer educator committed to the success of all children. He symbolizes for me the perfect superintendent and educator.

I've had the honor of serving on the State Board of Education in Virginia from 1985 through 1990 and as Virginia's Secretary of Education from 1990 through 1993. Since then I have been an active advocate for education as both a business leader and a practicing attorney. I have worked with Dr. Smith in each of these capacities and have always been impressed by his energy, drive and his unwillingness to accept any roadblocks in his path to educating all children and especially closing the achievement gap between minority and non-minority students.

Eric has always been a trailblazer and one dedicated to doing what's right for students, no matter what the opposition may be. That sometimes ruffles feathers but it's always the right thing to do.

From reviewing material about the Brock Prize, I assume you look for people whose contributions make a difference in children's lives and the quality of their educational experience. People who take the tough stands if it's right for the students. People who are willing to lead the charge to reform our educational system so that every child has a change to succeed. If that's your criteria, there is no finer candidate than Eric Smith. From personal experience, I can attest to his skills, leadership and dedication. You could find no other person more worthy of this honor.

I'm available to elaborate on these issues if necessary. I can be reached at (703) 712-5449 or at jdyke@mcguirewoods.com.

Thanks for allowing me to voice my support for an outstanding educator and my friend.

Sincerely,


James W. Dyke, Jr.

JWDjr/lec



Gaston Caperton
PRESIDENT

June 16, 2003

Jane W. Beckett-Donohue
Public Information Officer
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Dear Ms. Beckett-Donohue:

I am sorry for my late reply. I have been out of the office traveling, I hope that I am not too late to include my letter of Commendation.

I can think of no one better qualified for this great honor, than Eric Smith.

As one of the nation's most successful superintendents, we at the College Board are honored that he serves as our Chairman. I have worked with Eric as he served as a trustee and now Chair of our trustees. His wisdom and leadership has been very important to the success of the College Board.

Please call me if I can provide more information.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is fluid and cursive, with a large initial "G" and "C".

Gaston Caperton

Rod Paige

Nomination for the Brock International Prize in Education Eric J. Smith

I have known Eric Smith as an exemplary superintendent for over six years. His focus on system-wide reform enabled the students of Charlotte-Mecklenburg to improve their academic achievement significantly. Eric is a committed educator who has demonstrated that large county districts that encompass urban, rural and suburban schools can make a difference in the lives of children. Of all the large district superintendents, Eric stood out as one willing to take bold steps to improve education. For example, he ignored the usual practice of doling out the Title I dollars to schools for the usual programs, and, instead, he used those funds to create the Bright Beginnings program to start four-year-olds on the path to success. The achievement levels of those children provide proof of the wisdom of that decision.

Perhaps the highest testament to the work that Eric has done is the phenomenal growth in the achievement of African-American students under his tenure in Charlotte. An incredible 46 percent increase in reading scores on the state-mandated assessment means that those students will have a different and better future than they might have under a leader less committed and less dedicated to the premise that no child should be left behind. The changes Eric made in Charlotte led to greater numbers of students enrolled in more rigorous academic courses in high school, including large numbers of African-American students previously not enrolled in such courses. While enrollment in college-level courses increased for all student groups, the rate of participation for African-American students went from 77 students in 1991 to more than 1,277 in 2001.

I endorse Eric's nomination for the Brock International Prize in Education as one of the new heroes of American education. His efforts, especially his implementation of district-wide literacy and mathematics programs and his work to reform high schools, are a model for other large districts to consider. During his work in Charlotte and now in Anne Arundel County Public Schools, Eric works with his school board and his community to bring new resources, both human and monetary, into the district and to involve all constituents in the education of the city's children. I believe that he has done an excellent job in providing leadership and commitment to the Charlotte-Mecklenburg Schools, and I already see the evidence of excellence in his approach to the Anne Arundel County Public Schools as well.



Rod Paige

*To close the achievement gap between all racial groups,
we must have the same high expectations for all students.*

*. If we don't believe in our students - all students -
why should our students believe in themselves?*

RECENT PRESENTATIONS

2003

MARCH

Topic: "Closing Achievement Gaps"

Presenter

Connecticut Summit on Overidentification and
Disproportion in Special Education Conference
Cromwell, Connecticut

APRIL

Topic: "Academic Rigor: Opportunity, Access & Support"

Keynote Speaker

AVID Conference
San Francisco, California

Topic: "Closing the Achievement Gap: A Question of Whether We Have the Will"

Opening Speaker

Urban Education Task Force - California State University - Northridge
Northridge, California

Topic: "Using Project Management in Eliminating the Achievement Gap"

Keynote Speaker

District Leaders Seminar Series –
Center for Educational Leadership- University of Washington
Seattle, Washington

Topic: "Closing the Achievement Gap: Policies and Strategies"

Presenter

Superintendent's Forum:
Superintendents Making It Happen – University of Maryland
College Park, Maryland

*We need to raise the floor and raise the ceiling
in terms of expectations for our students.*

AWARDS & HONORS

1999

Top Management Award
Outstanding Community Service
Presented by CSME

2000

DECEMBER 7

Richard R. Green Award
"Outstanding Urban Educator of the Year"
Presented by Council of Great City Schools and ServiceMaster Education Management Services

NOVEMBER 10

Appreciation – Diligent Supporter
Presented by North Carolina Outward Bound School "Mountaineer" Program

Regional Superintendent of the Year
Presented by Regional Superintendents Association

2001

FEBRUARY 17

Leadership for Learning
Presented by American Association of School Administrators

APRIL 5

Humanitarian Award
Presented by National Conference for Community and Justice – Charlotte Region

Order of the Long Leaf Pine
Presented by the State of North Carolina, Governor's Office

2002

FEBRUARY 15

Innovative Leadership Award

FEBRUARY 16

North Carolina State Superintendent of the Year
Presented by American Association of School Administrators and Aramark ServiceMaster Facility Services

SEPTEMBER 24

The Harold W. McGraw, Jr. Prize in Education
"for dedication to raising academic achievement among students from diverse racial, ethnic, and socio-economic backgrounds by emphasizing high standards and accountability."
Presented by the McGraw-Hill Companies

2003

Recognition – A catalyst for institutional change
Presented by QEM Network

*I say bring on the children.
We have an opportunity here to make a statement
about young people - from the low-income
to the affluent, from all races - to make a statement
that public education can and will be successful*

Goals

of the Anne Arundel County Public Schools

Academic
Achievement

Safe and Orderly
Environment

Community
Collaboration

Anne Arundel County Public Schools

2002-07

Eric J. Smith, Ed.D., *Superintendent of Schools*

BELIEFS



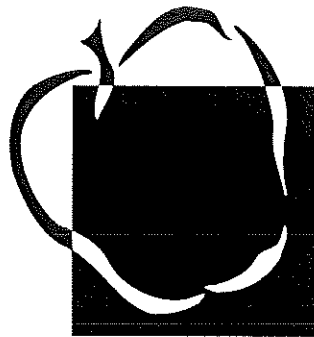
We believe that...

- All children will learn the curriculum defined by the State of Maryland, and they will learn at a high level.
- “Sweat equity” is important - effort is often more important than innate ability.
- There is an assumption made in America that high performing students will “get it anyway,” when in fact, they need to be challenged and pushed just as much as all other children.
- What goes on in the classroom can be the variable that allows young people to overcome hardships that are sometimes imposed upon them by home and community.
- The bell curve does not work. I believe in the “J” curve.
- If we cannot educate children to a high level, then public schools should go out of business.
- Teachers have the ability in large part (and the desire) to educate children to a high level, but school systems have an obligation to quantify and specify the nature of work they are to do. Without that, we will fail.
- Equity is not the same thing as “equal.” For some students, more is needed to achieve the same result.
- Everyone is accountable.
- Data is critically important.
- Assessment is necessary.
- Research and research-based decisions are an integral part of the educational process.
- Educators have a huge capacity to change lives for the better.
- Young people will rise to the expectations we place on them.
- Safe and orderly learning environments are necessary to support student achievement.
- Communication on all issues at all levels is vital to the operation of a successful school system.
- Public education will not survive without public support.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

ERIC J. SMITH, ED.D., SUPERINTENDENT OF SCHOOLS

PROJECT
MANAGEMENT
CHARTERS



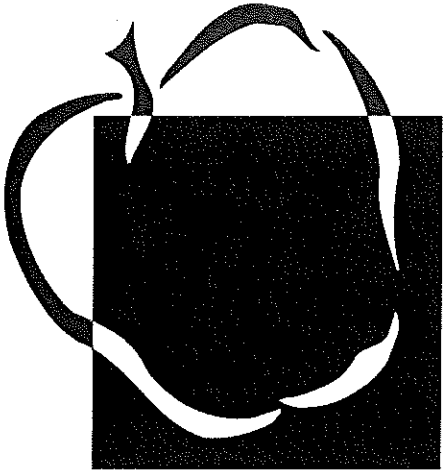
ANNE ARUNDEL

COUNTY PUBLIC SCHOOLS

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Charter updates to the Board of Education as of March 2003
Next update to BOE May 21, 2003



ANNE
ARUNDEL

COUNTY PUBLIC SCHOOLS

for every child

Project Management Charters

Anne Arundel County Public Schools has committed to new, exciting goals in the areas of: *Academic Achievement, Safe and Orderly Schools, and Community Collaboration.*

In order to reach these goals, a systematic structure for managing these projects has been implemented. A group of district leaders, called the Project Management Oversight Committee (PMOC), acts as a governing body to set strategies, monitor progress, and resolve issues.

This new project management system fosters cross-departmental collaboration, provides a common framework, and helps to create and maintain a quality-oriented organization.

Each project has a Charter, which is a contract between the project team and the PMOC that documents the work, timing, and resources required. This document also lists:

Milestones

key dates for completing specific parts of the work

Sponsor

the PMOC member who guides the project

Project Manager & Process Manager

the managers responsible for making the project successful

The current projects are shown here. Many of the projects are large and complex. For that reason, only the milestones that occur in the current academic year are listed.

Goals 2002-07

Anne Arundel County Public Schools will...

Academic Achievement

... accelerate achievement for all students and minimize the achievement disparities among all groups of students.

- 85% of students in grades 2, 3, 4, 5, 6, 8, and 10 will perform at the "proficient" level in reading, mathematics, and writing, as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization Act.
- 45% of students will successfully complete Algebra I by the end of eighth grade.
- 20% of students will compete in regional, state, and/or national co-curricular competitions by the end of eleventh grade.
- 40% of high school seniors will have completed at least one Advanced Placement course, and 70% of those students will perform at a level of 3 or better on AP examinations by graduation.

Safe and Orderly Environment

... create a safe learning environment that promotes accelerated achievement.

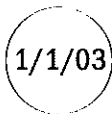
- 95% of students, parents, and faculty responding to an annual climate survey will indicate that they feel safe at school and believe students are well behaved.
- 100% of schools will be "safe," in accordance with the definition to be determined by MSDE in compliance with the *No Child Left Behind Act*.

Community Collaboration

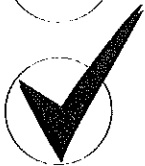
... establish community partnerships to promote accelerated achievement in a welcoming school environment.

- 95% of parents and community members responding to an annual survey will indicate that schools communicate effectively and that school environments are welcoming.
- The number of community academic/business partnerships and volunteer programs directly supporting academic achievement will increase by 10% over baseline. (2002-03 school year)

KEY OF SYMBOLS



Milestone completion date



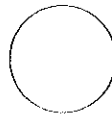
Milestone completed



Progress being made on Milestone



Requires Board of Education (BOE) Action



Milestone in danger of missing completion date

READING/WRITING K-12

Sponsor

Nancy Mann, *Asst. Superintendent for Instruction*

Project Manager

Ruth Bowman, *Coordinator, Reading & Language Arts*

Process Manager

Pat Gronkiewicz, *Supervisor, Carver Staff Development Ctr.*

MILESTONES

Elementary/Open Court Reading ©2002

Determine the level of implementation and timeline



Complete teacher/administrator training plan



Begin administrator/teacher training



Deliver materials of instruction to schools



Develop plan for monitoring Open Court Reading



Align program with Content Standards/Assessment



To Advance Learning/ Reading & Writing K-12

Identify resources and training necessary



Develop a plan to improve student achievement in critical reading and writing in grades 6-10



Analyze requirements of the Maryland Content Standards and state assessments



Complete timeline in collaboration with Accelerated and Advanced Studies Charter



Begin administrator/teacher training in new middle school English language arts program



Begin assessment plan for monitoring implementation



Create program evaluation plan



Interventions/ Reading & Writing K-12

Begin identification of effective intervention programs to assist students who are performing below grade level



Determine initial level of implementation and timeline



Complete teacher/administrator training plan



Deliver materials of instruction to schools



Provide initial teacher/administrator training



Develop a plan for monitoring implementation






Begin student data analysis



MATHEMATICS K-12

Sponsor Nancy Mann, *Asst. Superintendent for Instruction*
Project Manager Kathryn Kubic, *Acting Coordinator, Mathematics*
Process Manager Joy Donlin, *Resource Teacher, Mathematics*

MILESTONES

- | | |
|--|---|
| Align curriculum & assessments with The Maryland Content Standards | 7/15/03 |
| Develop a target plan for achieving the "proficiency" level on state assessments | 7/16/03 |
| Develop a target plan for moving students achieving
• at "nearing proficiency" to "proficiency"
• at "proficiency" to "advanced" on CTBS and MSA | 8/15/03 |
| Align algebra & geometry assessments with the Core Learning Goals | 8/31/03 |
| Align CTBS, MSA, HSA and SAT Instruction, grades K-12 | 8/31/03 |
| Collect and analyze PSAT mathematics data |  |
| Incorporate SAT Item instruction into curriculum | 7/15/03 |
| Evaluate assessment results on CTBS, MSA, HSA, SAT, and AP | 8/31/03 |
| Identify pathways to prepare students for AP and IB courses | 8/31/03 |
| Develop a targeted academic intervention plan | 8/31/03 |
| Develop a plan to recruit, hire, and train "highly qualified" teachers |  |
| Deliver staff development to increase teacher capacity | 8/11/03 |
| Deliver training to increase leadership capacity | 6/1/03 |
| Identify resources to support programs in all schools |  |
| Develop a plan to communicate Mathematics charter goals to all stake holders | 6/15/03 |
| Disseminate grade/course expectations for students grades K-12 | 8/25/03 |
| Disseminate special program offerings for students grades K-12 | 8/31/03 |

AP - Advanced Placement; CTBS - Comprehensive Test of Basic Skills; HSA - High School Assessment;
 MSA - Middle School Assessment; PSAT - Preliminary Scholastic Achievement Test;
 SAT - Scholastic Achievement Test

ACCELERATED & ADVANCED STUDIES

Sponsor
Project Manager
Process Manager

Nancy Mann, *Asst. Superintendent for Instruction*
Mary Gable, *Director, High Schools*
Lynn Whittington, *Acting Director, Curriculum*

MILESTONES

International Baccalaureate (IB)

Develop implementation timeline for IB

3/31/03

Begin teacher/administrator training for IB



Develop student application

5/31/03

Disseminate IB information



Develop transportation plan

6/30/03

Advanced Placement

Identify criteria for AP Certified Schools



Develop application, school recognition, and school readiness survey

2/28/03

Identify student support mechanisms & materials of instruction

6/30/03

Begin teacher/administrator training

3/1/03

Provide for funding for AP examinations

6/30/03

P/SAT

Determine standards for AP Potential



Develop program to assist students using Score Plus PSAT results

3/31/03

Gifted/Talented Programs

Develop identification procedures

6/30/03

Implement collaborative model for elementary G/T education

6/30/03

Identify staffing models for delivery of service

6/30/03

Develop teacher/administrator training plan

6/30/03

Special Education

Analyze least restrictive environment data

6/30/03

Develop plan to serve more students in home school

6/30/03





Develop COMAR-mandated Special Education staffing plan



CO-CURRICULAR

Sponsor Gregory V. Nourse, Assoc. Superintendent, Bus. & Mgmt. Svcs.
Project Manager Ken Nichols, Director, Middle Schools
Process Manager Colleen Rigot, Coordinator, Music

MILESTONES











Develop co-curricular definition	
Seek concurrence on co-curricular definition	
Hold kick-off meeting for charter members	
Develop community survey questions	2/15/03
Develop school-based survey questions	2/15/03
Collect survey data	
Analyze survey data	4/15/03
Draw conclusions from survey data	5/15/03
Develop "core" program listings	6/15/03
Establish "core" program needs and timeline	8/1/03
Seek concurrence on "core" program needs and timeline	8/15/03
Develop communication plan	8/15/03 <small>ongoing</small>
Develop partnerships in support of "core" programs	9/15/03 <small>ongoing</small>
Seek personnel and resources for "core" programs	11/15/03 <small>ongoing</small>
Design SASI (student database) coding system	11/15/04
Develop staff training for program and SASI input	3/15/04
Implement staff training	8/15/04
Provide supplemental support to FY03-04 co-curricular activities	8/1/04
Initiate "core" programs	10/1/04 <small>ongoing</small>
Evaluate "core" programs	5/15/04 <small>ongoing</small>
Make program adjustments	8/15/04 <small>ongoing</small>
Expand program initiatives	9/15/04 <small>ongoing</small>

ORGANIZATION EFFICIENCY & EFFECTIVENESS












Sponsor Gregory V. Nourse, Assoc. Superintendent, Bus. & Mgmt. Svcs.
Project Manager Bob Leib, Director, Business & Government Services
Process Manager Kathleen Orndorff, Senior Budget Analyst
 Teresa Tudor, Senior Business & Project Manager

MILESTONES

Medicaid Charter

- Present charter to PMOC for approval 
- Kick-off presentation for OEE- Medicaid Charter Service Integration Team 
- Analysis of current Medicaid billing process 
- Document baseline Medicaid data 
- Develop alternative strategies matrix and timelines  4/30/03
- Review and rate alternative strategies  5/5/03
- Seek PMOC concurrence on alternative strategies and preliminary plan  5/6/03
- Launch alternative strategy  5/11/03
- Train relevant staff on new strategy and changes  6/15/03
- Coordinate and review post-implementation tasks  9/2/03

Internal/External Communication Systems Charter

- Kick-off presentation for OEE-Communication Systems Charter Service Integration Team 
- Appraise current communications infrastructure and current usage of communication devices 
- Canvas other County offices and other LEAs for information on their communications systems 
- Investigate new technologies  4/5/03
- Evaluate needs/wants of school employees, BOE employees, and wider school community to determine "true" need  6/15/03
- Identify the improvement in the current communication system that can be most easily implemented and would have the most immediate and beneficial consequence  7/11/03
- Develop and review alternative communication system strategies  8/13/03
- Seek PMOC concurrence on alternative strategies  9/2/03
- Develop preliminary comprehensive, cost-effective one-year and three-year communications plan  9/16/03
- Seek PMOC concurrence on preliminary one- and three-year communications plan  9/30/03
- Implement PMOC approved alternative strategy  10/1/03

SAFE & ORDERLY ENVIRONMENT

Sponsor

Ken Lawson, Assoc. Superintendent, Instruction & Student Services

Project Manager

Barbara Schwartz, Coordinator, Psychological Services

Process Manager

Florie Bozzella, Senior Investigator

MILESTONES

Create Safe School Oversight Committee



Develop role of School Security Officer



Develop role of facilities safety consultant



Develop template for Safe School Teams

3/03/03

Develop survey instrument



Collect discipline data from 2001-2002



Collect & analyze employee discipline data



Create Safe School Teams In schools

3/31/03

Give data to schools with action plan guide

3/31/03

Have teams analyze discipline data for consistent adherence to Code of Student Conduct

4/30/03

Propose revisions to Code of Student Conduct

4/30/03

Share and practice crisis Intervention Plan

4/30/03

Have schools analyze data & create action plans

4/30/03

Collect & analyze survey data

5/01/03

Have teams review data and develop action plans

5/30/03

Complete training by "Why Try" consultant

6/30/03

Train in positive Behavior Intervention

6/30/03

Submit action plans to directors

7/18/03

Review MSDE definition of "Safe Schools" and implications for action

8/11/03

8/15/03

PARENT COMMUNICATION

Sponsor
Project Manager
Process Manager

Jane Beckett-Donohue, Public Information Officer
Georgiana Maszczenski, Volunteer Services Administrator
Maneka Wado, Public Information Officer

MILESTONES

Define survey process



Hire surveyor



Complete survey instrument



Collect survey data



Complete analysis of feedback from survey



Complete standardized communication plan



Complete definition of focus group process



Complete focus groups



Complete analysis of feedback from focus groups



Complete school climate checklist



Design customer service training



Deliver customer service training



Complete "Straw Man" assessment of training



Implement assessment



COMMUNITY COLLABORATION

Sponsor Jane Beckett-Donohue, *Public Information Officer*
Project Manager Sherry Yaniga, *Coordinator, Business Partnerships*
Process Manager Dorothy Brown, *Teacher Specialist, Career & Technology Ed.*

MILESTONES

- Partner with 21st Century Education Foundation to manage survey process 
- Develop the Request For Proposal to manage the survey process 
- Identify Service Integration Team members, meet, and assign tasks 
- Design a baseline survey of current partnerships 
- Conduct baseline survey and analyze results 
- Investigate new and successful partner activity 
- Recruit new businesses for bulldbridges.net 
- Design and distribute "how to partner" handbook 
- Develop partnership expansion strategy 
- Generate monthly reports on partner activity 
- Train school personnel in partner development 
- Recruit Chambers to assist with development 
- Highlight new programs as models for duplication 
- Train principals and other involved parties to develop new partners 
- Identify schools and clusters in need of partners 
- Begin to establish new partners for 2003-2004 
- Train individuals from these areas in development 
- Design and implement bb.net reporting upgrades 
- Develop alternative strategies for areas in need 
- Review reporting mechanism for increased use 
- Maintain and expand Business Advisory Boards 
- Recognize schools for outstanding partnerships 
- Conduct a recognition program for partner businesses 
- Generate an annual report 



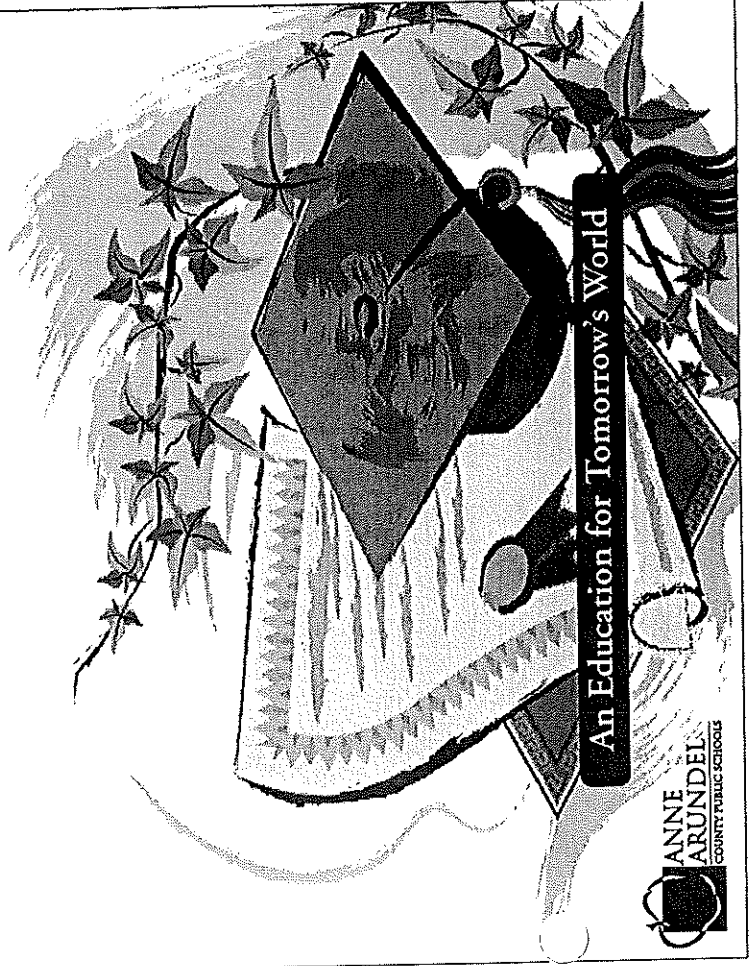
ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

THE

Extended Learning Program

in

Anne Arundel County Public Schools



Annapolis and Old Mill High Schools are pleased to offer the *Extended Learning Program (ELP)*, a rigorous pre-university program for academically able and motivated students, which is preparation for the *International Baccalaureate Diploma Programme*.

Current eighth grade students apply for selection into a two-year program beginning in the 2003-2004 school year. It is our hope that this program will be followed by the two-year *International Baccalaureate Diploma Programme*, pending authorization by the International Baccalaureate Organization.

This booklet has been provided to answer questions parents and students may have about both the *Extended Learning Program* at Annapolis and Old Mill High Schools, and the *International Baccalaureate Program*.



What is the *Extended Learning Program (ELP)*?

The *Extended Learning Program* is a rigorous pre-university program for academically able and motivated students entering grade 9 in 2003-04 (to be extended to grade 10 in 2004-05). This program will prepare students for the two-year *International Baccalaureate Diploma Programme* in grades 11 and 12 (pending authorization from the International Baccalaureate Organization). Students in this accelerated course of study are enrolled in English, foreign language, social studies, science, mathematics, and elective courses. Prior to the end of the *ELP*, students formally apply for admission into the *IB Diploma Programme*, if authorization is granted.

What is the *International Baccalaureate*?

Established in 1965 in Switzerland, the International Baccalaureate (*IB*) is designed to provide an internationally recognized pre-university course of study for high school students and to foster global understanding and sensitivity. *IB* is a registered foundation under Swiss law governed by an elected Council with a curriculum board that oversees the development of the study areas and examinations. This prestigious academic program is offered at over 1080 schools in 113 countries around the world.

What are the goals of the *International Baccalaureate Programme*?

- To provide a comprehensive, demanding sequence of pre-college courses to highly academically capable & committed high school students.
- To provide for an education of the whole person.
- To provide an environment for learning how to learn & apply knowledge.
- To provide for international awareness and appreciation of diverse cultures and attitudes.
- To provide encouragement for students, to be informed, to be tolerant, and to be willing to communicate readily with others.
- To enhance student awareness of global issues.
- To develop critical thinking, decision making, & communication skills.

What are the benefits for students?

The *IB Programme* is recognized by colleges and universities throughout the world. Participation and diligence in the *IB Programme* has led to awards and scholarships for *IB* students. In addition, the breadth and intensity of the program has prepared them well for pursuits in college, employment, and internships. The official policies of colleges and universities in North America are cited on the International Baccalaureate website (www.ibo.org).

What is the authorization process for AACPS?

Annapolis and Old Mill High Schools will be formally applying for the *International Baccalaureate Programme* in June, 2004 to be International Baccalaureate high schools with full authority to award an *IB Diploma* in June, 2007. Teams of teachers from Annapolis and Old Mill High Schools have received introductory training and will be completing the application.

Where do Students in the Extended Learning Program go to school?

The *Extended Learning Program* is located at Annapolis and Old Mill High Schools. Students who are accepted into the program will attend the *ELP* site assigned to their home schools.

<i>ELP School:</i>	<i>Annapolis High School</i>	<i>Old Mill High School</i>
Home High School:	Arundel HS	Chesapeake HS
	Broadneck HS	Glen Burnie HS
	South River HS	Northeast HS
	Southern HS	North County HS
		Meade HS
		Severna Park HS

How do students get to those schools?

Bus transportation is provided from identified consolidated bus stops within the home school attendance boundaries. Additional information on transportation will be available on the Anne Arundel County Public Schools website (www.aacps.org).

Who is eligible?

To be eligible for the *Extended Learning Program*, 8th grade students must have:

- earned a minimum of a 3.0 grade point average for grade 7 and the first semester of grade 8
- completed Algebra I and the first year of a foreign language by the end of grade 8 with a minimum grade of a B
- passed the Maryland Functional Tests (reading, mathematics, and writing)
- scored in stanines 6, 7, 8, or 9 on the CTBS reading, language arts, and mathematics tests

How are students selected?

Students submit a completed application form, 7th and 8th grade report cards, and a copy of their test data card (available from their guidance counselor) to the principal of their assigned *ELP* school.

Qualified students are accepted into the program. If the number of qualified applicants exceeds the number of available positions, students will be randomly selected for the program from the pool of eligible candidates.

What is the proposed process for students?

- Students will apply for the *Extended Learning Program* beginning with grade 9 in 2003-2004.
- Students successful in this program will be prepared for the *International Baccalaureate Diploma Programme* for grades 11 and 12, pending authorization by the International Baccalaureate Organization.
- Successful graduates of the authorized *IB Diploma Programme* who have fulfilled all Maryland High School graduation requirements will receive a *Maryland High School Diploma*, a *Certificate of Merit*, and an *International Baccalaureate Diploma* (pending authorization).

What is the *IB Diploma Programme*?

The IB curriculum is a demanding liberal arts course of study in Grades 11 and 12. The program consists of standard and higher level courses in six subject groups:

1. **Language A1**
A study of world literature taught in the student's first language (English)
2. **Language B**
A language course taught in a school-learned language including the classical languages
3. **Individuals & Societies**
Classes may be available in:
 - History
 - Geography
 - Economics
 - Philosophy
 - Psychology
 - Anthropology
 - Information Technology
 - Business & Management
4. **Experimental Sciences**
Classes may be available in:
 - Biology
 - Chemistry
 - Physics
 - Environmental Systems
 - Design Technology
5. **Mathematics**
Classes may be available in:
 - Mathematics Studies
 - Mathematics Methods
 - Mathematics Higher Level
 - Further Mathematics
 - Computer Science
6. **The Arts & Electives**
Classes may be available in:
 - Visual Arts
 - Music
 - Theatre

To be eligible for the *IB Diploma*, a student must successfully meet the following requirements in Grades 11 and 12:

- Complete at least one course and the *IB* examination requirements for each of the six *IB* subject groups. Students must complete work in 3 higher level disciplines and 3 standard level disciplines.
- Write an *Extended Essay* (an original, independent 4,000-word research and writing project).
- Complete the *Theory of Knowledge* course (An interdisciplinary course to stimulate critical reflection upon the knowledge and experience gained both in and out of the classroom.)
- Complete 150 hours of *Creativity, Action, and Service (CAS)* activities in grades 11 and 12. (Participation in theatre productions, sports, and community service activities that encourage students to share their energies and talents with others outside the academic structure.)

Where can I find more information?

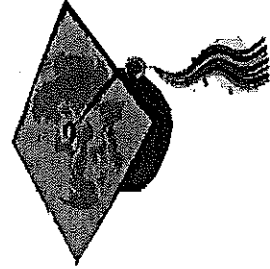
For more information on the *Extended Learning Program* in Anne Arundel County, contact the principal of your *ELP* School:

Joyce Smith	Adlen Liverman
Annapolis High School	Old Mill High School
2700 Riva Road	600 Patriot Lane
Annapolis, MD 21401	Millersville, MD 21108
410-266-5240	410-969-9010

For background information on the *International Baccalaureate Programme*, visit the website:
www.ibo.org

For the most current information about transportation and information specific to Anne Arundel County Public Schools, visit the Anne Arundel County Public Schools website:

www.aacps.org





ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

Eric J. Smith, Ed.D.
Superintendent of Schools

The Anne Arundel County Public School System does not discriminate on the basis of race, sex, age, national origin, religion, disability, sexual orientation, or familial status in matters affecting employment or in providing access to programs. Questions regarding nondiscrimination should be directed to Mr. Leslie N. Stanton, *Specialist in Human Relations*, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401. (410) 222-5318; TDD (410) 222-5500.

www.aacps.org

2594/86 (New 10/02)/DPS/SG

THE
**International
Baccalaureate**
Programme

in
Anne Arundel County Public Schools

Draft 3/20/03

An Education for Tomorrow's World



Draft 3/20/03

What is the International Baccalaureate?

Established in 1965 in Switzerland, the International Baccalaureate (IB) is designed to provide an internationally recognized pre-university course of study for high school students and to foster global understanding and sensitivity. IB is a registered foundation under Swiss law governed by an elected Council with a curriculum board that oversees the development of the study areas and examinations. This prestigious academic program is offered at over 1182 schools in 101 countries around the world.

What are the goals of the Program?

- To provide a comprehensive, demanding sequence of pre-college courses to highly academically capable and committed high school students.
- To provide for an education of the whole person.
- To provide an environment for learning how to learn and apply knowledge.
- To provide for international awareness and appreciation of diverse cultures and attitudes.
- To provide encouragement for students, to be informed, to be tolerant, and to be willing to communicate readily with others.
- To enhance student awareness of global issues.
- To develop critical thinking, decision making, and communication skills.

What are the benefits for students?

The IB program is recognized by colleges and universities throughout the world. Participation and diligence in the IB program has led to awards and scholarships for IB students. In addition, the breadth and intensity of the program has prepared them well for pursuits in college, employment, and internships. The official policies of colleges and universities in North America are cited on the International Baccalaureate website (www.ibo.org).

How is AACPS implementing the IB Program?

- Students will participate in the *Pre-IB Program*, beginning with grade 9 in 2003-2004.
- Students successful in the *Pre-IB Program* will enter the *International Baccalaureate Diploma Programme* for grades 11 and 12.

- Successful graduates of the approved *IB Diploma Programme* who have fulfilled all Maryland High School graduation requirements will receive a *Maryland High School Diploma*, a *Certificate of Merit*, and an *International Baccalaureate Diploma*.

Where do IB Students go to school?

The pending AACPS program is located at Annapolis and Old Mill High Schools. Both Annapolis and Old Mill High Schools will be formally applying in June 2004, to be International Baccalaureate high schools with full authority to award an IB diploma in June 2007. Students who are accepted into the program will attend the IB site assigned to their home schools.

Annapolis High School

Arundel HS
Broadneck HS
South River HS
Southern HS

Old Mill High School

Chesapeake HS
Glen Burnie HS
Northeast HS
North County HS
Meade HS
Severna Park HS

How do students get to those schools?

Bus transportation is provided from identified consolidated bus stops within the home school attendance boundaries. Additional information on transportation will be available on the Anne Arundel County Public Schools website (www.aacps.org).

Who is eligible?

To be eligible for the Pre-IB program, students must have:

- earned a minimum of a 3.0 grade point average for grade 7 and the first semester of grade 8.
- completed Algebra I and the first year of a foreign language by the end of grade 8 with a minimum grade of a B
- passed the Maryland Functional Tests (reading, mathematics, and writing)
- scored in stanines 8 and 9 on the CTBS reading, language arts, and mathematics tests.

Draft 3/20/03

How are students selected?

Students submit a completed application form, 7th and 8th grade report cards, and a copy of their test data card (available from their guidance counselor) to the principal of their IB school.

Qualified students are accepted into the program. If the number of qualified applicants exceeds the number of available positions, students will be randomly selected for the program from the pool of eligible candidates.

What is the Pre-IB Program?

A *Pre-IB Program* is offered to students in Grades 9 and 10 to prepare them for the two-year *IB Diploma Program*. Students in this accelerated course of study are enrolled in English, foreign language, social studies, science, and mathematics. The *IB* objectives and topics are integrated into the AACPS curriculum for these *Pre-IB* courses. Prior to the end of the *Pre-IB Program*, students formally apply for admission into the *IB Diploma Program*.

What is the IB Diploma Program?

The IB curriculum is a demanding liberal arts course of study in Grades 11 and 12. The program consists of standard and higher level courses in six subject groups:

1. **Language A**
A study of world literature taught in the student's first language (English)
2. **Language B**
A language course taught in a school-learned language including the classical languages
3. **Individuals & Societies**
Classes may be available in:
 - History
 - Geography
 - Economics
 - Philosophy
 - Psychology
 - Anthropology
 - Information Technology
 - Business & Management
4. **Experimental Sciences**
Classes may be available in:
 - Biology
 - Chemistry
 - Physics
 - Environmental Systems
 - Design Technology
5. **Mathematics**
Classes may be available in:
 - Mathematics Studies
 - Mathematics Methods
 - Mathematics Higher Level
 - Further Mathematics
 - Computer Science
6. **The Arts & Electives**
Classes may be available in:
 - Visual Arts
 - Music
 - Theatre

To be eligible for the *IB Diploma*, a student must successfully meet the following requirements in Grades 11 and 12:

- Complete at least one course and the IB examination requirements for each of the six IB subject groups. Students must complete work in 3 higher level disciplines and 3 standard level disciplines.
- Write an *Extended Essay* (an original, independent 4,000-word research and writing project).
- Complete the *Theory of Knowledge* course (An interdisciplinary course to stimulate critical reflection upon the knowledge and experience gained both in and out of the classroom.)
- Complete 150 hours of *Creativity, Action, and Service (CAS)* activities in grades 11 and 12. (Participation in theatre productions, sports, and community service activities that encourage students to share their energies and talents with others outside the academic structure.)

Where can I find more information?

Joyce Smith
Annapolis High School
2700 Riva Road
Annapolis, MD 21401

Arlen Liverman
Old Mill High School
600 Patriot Lane
Millersville, MD 21108

International Baccalaureate Program website
www.ibo.org

For the most current information about transportation and information specific to Anne Arundel County Public Schools, visit the Anne Arundel County Public Schools website:

www.aacps.org
and click on "*Pre-IB Program*"

AP

Certified High Schools

Anne Arundel County Public Schools

Eric J. Smith, Ed.D.
Superintendent of Schools

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<i>Levels of AP Recognition</i>	• 4
II: Program Support	5
III: Professional Development	6
IV: Student Access and Support	7
AP Diploma Endorsement	8

AP Certified High Schools

The *Advanced Placement® Certified Schools Program (APCS)* in Anne Arundel County Public Schools is a certification and recognition program established by the school system and designed to reward high schools that offer a high quality *Advanced Placement® (AP) Program*. The program measures a high school's successful implementation of the *Anne Arundel County Advanced Placement® Diploma Program*. The award program identifies to the public that the high school conducts a high quality and rigorous *Advanced Placement® Diploma Program*. This program offers a defined number of core *Advanced Placement®* courses, program support, provides for initial and on going teacher preparation/professional development and student access and support for participation in the *Advanced Placement® Diploma Program*. This program is a local program, established by and sanctioned by the Anne Arundel County Public Schools

The APCS program encourages a high school to work toward earning recognition by meeting the following four criteria:

I: Required Course Offerings

The high school offers a defined number of *Advanced Placement®* courses within its curriculum in five domains:

Languages, Mathematics, Natural Sciences, Social Studies, and Computer Science & Fine Arts leading to the *Advanced Placement®* Diploma.

II: Program Support

The high school provides Pacesetter classes, AVID, Vertical Teams and appropriate *Advanced Placement®* instructional materials.

III: Professional Development

The high school faculty and staff shows evidence of participation in *Advanced Degree* preparation, *Advanced Placement®* training, and AVID, Pacesetter and Vertical Team training.

IV: Student Access and Support

The high school offers its students a specific pre-AP® curriculum, Pacesetter courses, AVID classes, and appropriate guidance services. In addition, students will have full access to all AP and honors courses limited only by natural course sequence requirements.

I Required Course Offerings

Content Domains	Core AP Courses	Choice AP Courses
Languages	English Language & Composition English Literature & Composition French Language Spanish Language	French Literature Spanish Literature Latin-Vergil Latin Literature German Language
Social Studies	US History European History <i>and</i> Two from the Social Studies Choice AP Courses	Macro Economics Micro Economics Government & Politics— <i>Comparative</i> Government & Politics— <i>US</i> Human Geography Psychology World History
Mathematics	Calculus AB Statistics	Calculus BC
Natural Sciences	Biology Chemistry Physics B Environmental Science	Physics C
Computer Science & Fine Arts	Computer Science A <i>and</i> Two from the Fine Arts Choice AP Courses	Computer Science AB Fine Arts: Art History Studio Art (<i>Drawing, 2D, 3D</i>) Music Theory

Levels of AP Recognition

Based on the course offerings, high schools will choose to be recognized as *AP Distinguished*, *AP Certified*, or *AP Recognized High Schools*.

High Schools must demonstrate evidence of the implementation of a support system for staff and students to build the capacity for increased enrollment, student achievement, and instructional improvement in AP courses.

	Number of Core and Choice AP Courses from the Required Course Offering List	% of seniors who have completed at least one AP Course	% of these students who scored a 3 or better
AP Distinguished	24	60	80
AP Certified	17	40	70
AP Recognized	12	30	50

II Program Support

Having identified students with readiness and potential for AP course work, high schools will show evidence of implementation of academic support programs that include:

- *Pacesetter classes in Foreign Language and Mathematics. Additionally, schools must build toward offering all Pacesetter programs.*
- *Vertical Teaming where it exists as defined by the College Board.*
- *AVID*
- *Advanced Placement instructional materials, including past exams, scoring strategies and rubrics where applicable, lab manuals, hardware, software, course materials, etc.*



Professional Development

Expectation	Recognized	Certified	Distinguished
AP teachers have a declared major and/or certification in their AP area of instruction	All	All	All
AP teachers shall hold a masters' Degree or higher	40%	60%	80%
Each AP teacher shall participate in on-going training by attending an AP institute in their area of instruction every 3 years	50%	70%	90%
New AP teachers shall attend a 3-5 day AP training institute in their area of instruction within 1 year of assignment	70%	70%	90%
Pacesetter teachers have received Pacesetter training in their area of instruction within two years of assignment	70%	70%	90%
AVID teachers will have received AVID training within two years of program funding	70%	70%	90%
Vertical Team participants have received VT Training within 2 years of program funding and school implementation.	70%	70%	90%
Teachers of honors courses will have received Pre-AP® skills training within 3 years	70%	70%	90%
Principals attend College Board professional development workshops every 3 years	100%	100%	100%
Assistant Principals, and Guidance Counselors attend College Board professional development workshops every 3 years	70%	70%	90%

IV Student Access and Support

Expectation	Recognized	Certified	Distinguished
All students (8th –11th grade) will be counseled about the requirements for the AP Diploma	100%	100%	100%
Prior to course selection, students' (Grades 9-11) PSAT scores are reviewed by counselors and teachers and appropriate course placement suggested	100%	100%	100%
Students will have full access to all AP and honors courses limited only by natural course sequence requirements.	100%	100%	100%
Student support programs such as <i>Guidance programs, Academic tutoring, Freshman Scholars Mentoring, AP Informational Nights for Parents, etc.</i> are instituted for under-represented honors/AP students and parents	Three or more student programs per year and one parent program per semester	At least one parent and one student program per semester	At least one parent and one student program per year

AP Diploma Endorsement

Anne Arundel County Public Schools believe that students who engage in a rigorous program should be recognized for their efforts. To provide this recognition, Anne Arundel County Public Schools has developed an AP Diploma Endorsement. The AP Diploma Endorsement will begin with the class of 2005.

AP Diploma Endorsement

In order to earn this AP Diploma Endorsement, a student must:

- *Take at least one AP course in 4 of the 5 domains,*
- *Earn a total of 5 AP credits,*
- *Earn a C or better in each course; and*
- *Sit for each AP exam*

www.aacps.org

The Anne Arundel County Public School System does not discriminate on the basis of race, sex, age, national origin, religion, disability, sexual orientation, or familial status in matters affecting employment or in providing access to programs. Questions regarding nondiscrimination should be directed to Mr. Leslie N. Stanton, *Specialist in Human Relations*, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401. (410) 222-5318; TDD (410) 222-5500.

Anne Arundel County Public Schools
Eric J. Smith, Ed.D.
Superintendent of Schools

CHARLOTTE-MECKLENBURG SCHOOLS – 2001-2002

- At the third grade level, 78% of students performed at or above grade level in reading as compared to 75% the previous year. Reading scores for African-American students jumped from 60% on grade level last year to 66%.
- At the sixth grade level, 71% of students scored at or above grade level in reading – up from 66% in 2000-2001.
- For sixth grade African-American students in mathematics, the percent of students on grade level increased from 63% the previous year to 76%.
- At the seventh grade level, students receiving free and reduced lunch jumped from 47% on grade level reading the previous year to 53%.
- At the eighth grade level, 80% of students performed on grade level in math – up from 74% the previous year.
- African-American enrollment in AP courses increased by 30% with 1,657 students taking AP courses. In 1995-96, 431 African-American students were enrolled in AP courses.
- 41% of students who took an AP exam earned scores of 3 or better – as compared to 38% the previous year.
- 87% of students who took IB exams scored 4 or better.
- 82% of diploma candidates received the IB diploma.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS – 2002-2003

- In grade 2, student achievement in reading, language, and mathematics increased by 1.3, 1.8 and 4.0 NCE points, respectively, while in grade 4 these scores increased by 1.9, 2.4 and 4.4 NCE points, respectively.
- Countywide reading comprehension and language scores for students in grade 7 increased by 1.8 and 2.4 NCE points, respectively. This gain is particularly noteworthy given the transition to a reading/language arts block schedule in middle schools beginning with the 2001-02 school year.
- An analysis of the current year's CTBS countywide results in grades 2 and 4 by race indicates that student achievement in reading comprehension increased among Asian, African-American, Native American, and white students in reading comprehension in grade 2. In grade 4, there were similar increases in reading comprehension among African-American, Hispanic, Native American, and white students. The mathematics total scores on the CTBS also increased across all racial groups from 2002 to 2003.

If the school system fails to address the instruction and organization required to teach children of poverty, if the system misses the mark, if you come in with cancer and I treat you for tuberculosis, did you fail?

Education Week

American Education's Newspaper of Record

May 30, 2001

Test Scores Up in Urban Districts, Report Says

By Robert C. Johnston
Education Week

Washington

Test scores in many of America's urban school districts are inching upward at rates that often outpace those of their states as a whole, according to a report released here last week by a national advocacy group for city schools.

The 55 urban districts in the study showed more progress in mathematics than in reading on statewide tests. And while white students continue to score much higher than their black and Hispanic peers, the gap may be narrowing, concludes the analysis, which is described as one of the most comprehensive of its kind.

"We want to make it crystal clear that urban schools want and expect results," said Michael Casserly, the executive director of the Washington-based Council of the Great City Schools, which compiled the report. "We believe in our kids, and we are not afraid to be held accountable."

For More Information

Read the executive summary of "Beating the Odds," from the Council of the Great City Schools.

Memphis was the only member of the group to back out of the project, citing concerns over how its performance data were going to be interpreted by the report's researchers.

While noting that the council's findings were "preliminary and leavened with caution," the report hails several encouraging results—even as per-pupil spending in city schools dropped below the national average for the first time in decades.

Math scores on state exams rose in 92 percent of the districts in half or more of all grade levels tested. Math scores rose faster in cities than they did statewide in 44 percent of the grades.

In the 22 cities for which data by race and ethnicity were available, the achievement gaps between black, Hispanic, and white students narrowed in more than half the 4th grades tested.

In reading, meanwhile, the study found that 80 percent of the participating districts had increased their scores in more than half the grades tested, and 41 percent of all grades in the city systems

outpaced state gains.

Still, the gaps between racial groups often remained large. While Florida's Miami-Dade County district cut 4 points from the black-white reading gap for elementary school students from 1998 to 2000, a 40-point gap remained in 2000.

Cautions Noted

The report does not compare the cities, because they take different state tests, and scores are reported differently. Instead, it compares district and state scores, calculates annual changes by grade level over two to seven years, depending on how long the tests have been given, and contrasts those trends.

For example, eight districts posted average math scores last year in half or more of the grades tested that were the same as or higher than their state averages. They were Albuquerque, N.M.; Broward, Hillsborough, and Orange counties in Florida; Portland, Ore.; San Diego; San Francisco; and Seattle.

Albuquerque, Hillsborough and Orange counties, and San Francisco had higher average math scores than their states in all grades tested last year.

But San Francisco was one of a few California districts to exclude students who were learning English from taking the state exam.

"San Francisco's scores were skewed higher for several reasons, one of which was the exclusion for students who were learning English," said Steve Rees, the editor and publisher of School Wise Press, a San Francisco-based company that provides comparative school data for parents.

In the 22 city systems with racial and ethnic breakdowns of tests results, some 68 percent of 4th grades narrowed the black-white achievement gap in reading, while 59 percent chipped away at that gap between Hispanics and whites. Reading scores tended to be lower on average than math results, and needed to be looked at more cautiously because they were not corroborated by other studies, the report notes.

Studies of trends on the ACT college-entrance exam and the National Assessment of Educational Progress by the council found national gains in math achievement in city schools, Mr. Casserly said.

"We're behind national and state averages," he added. "Still, the math gains are significant and real."

Four percent of the city districts saw all grade levels improve faster than the state rate in math, while the proportion in reading was 6 percent.

Meanwhile, the city districts that raised reading and math scores in every grade tested included Baltimore; Birmingham, Ala.; Boston; Dallas; Fort Worth, Texas; Fresno, Calif.; Milwaukee; Minneapolis; Los Angeles; Portland, Ore.; Sacramento, Calif.; San Diego; Seattle; and St. Paul, Minn.

'Stay the Course'

The Charlotte-Mecklenburg, N.C., school system was one of the stars of the report. The 105,000-student district raised reading and math scores in grades 3-8 between 1997 and 2000, while making strides in closing achievement gaps between minority and white students.

Eric J. Smith, the district's superintendent, said at a May 22 press briefing here that the largest gains came after the first year that the tests were given—which is not unusual, as students become accustomed to exams. Still, he pointed out, gains have also risen each subsequent year.

More important, perhaps, is that the report shows comparable improvements in the numbers of Charlotte-Mecklenburg students taking Advanced Placement classes and other, more rigorous academic offerings.

"We saw a big tick the first year," Mr. Smith said. "I'd say this exact phenomenon is why districts need to stay the course on accountability so there are no false reads."

Secretary of Education Rod Paige, who also appeared at the press conference, said: "We have pockets of excellence. But pockets of excellence won't get the job done."

The Houston district, where Mr. Paige was superintendent before coming to Washington, was also cited for rising scores. The education secretary touted President Bush's plan to require annual testing for all students in grades 3-8 as a way to bolster performance in more schools.

Traits that seem to propel urban systems forward, the report says, include setting fewer and clearer goals, establishing high academic standards, stabilizing leadership, improving teacher training, and using data to set incentives and consequences for performance.

"The recommendations are right on the money," said Kati Haycock, the executive director of the Education Trust, a Washington group that advocates high academic standards for poor and minority students. "It's a good report, and we're delighted they are putting the numbers out there."

On the Web

"Hope for Urban Education," 1999, from the U. S. Department of Education, discusses 9 urban districts that are succeeding in raising student achievement

Urban school leaders from the Council of the Great City Schools wrote a letter to the new president in October 2000 detailing the needs of urban districts that they hoped he would address during his presidency.

A digest from the Clearinghouse on Urban Education, "Can Performance-Based Assessments Improve Urban Schooling?," looks at the implications of assessment for urban students.

Education Week

American Education's Newspaper of Record

September 5, 2001

Charlotte District, Still in Limbo, Presses Ahead With Choice Plan

By Karla Scoon Reid
Education Week

The Charlotte-Mecklenburg, N.C., school district is moving forward with yet another student-assignment plan, despite being left in legal limbo waiting for a ruling in its 30-year-old desegregation case.

Although the school choice plan, which will go into effect next fall, will not assign students based on their race, district leaders say it can be adjusted if a federal appeals court finds that the 108,000-student district is not yet desegregated. The school board approved the plan on an 8-1 vote on July 31.

Days following the board's action, a University of North Carolina at Charlotte professor released research concluding that the district remains racially segregated and also segregates students through high school academic tracks.

Superintendent Eric J. Smith said the debate surrounding the case and the uncertainty about which student-assignment plan will be enacted has been a distraction.

"[It's] been a very emotional journey for parents and leaders in the community on all sides of the issue, because it reaches back to the history and a lot personal experiences that people have had here in Charlotte," Mr. Smith said in an interview late last month.



**Eric
Smith**

A school choice plan that was supposed to take effect this fall was scrapped last December, after a three-judge panel of the U.S. Court of Appeals for the 4th Circuit, in Richmond, Va., overturned a lower-court ruling that would have ended mandatory busing. (["In Wake of Ruling, Charlotte Votes to Drop Choice Plan,"](#) Dec. 13, 2000.)

It was a landmark 1971 U.S. Supreme Court decision in the Charlotte-Mecklenburg case that cleared the way nationally for large-scale student reassignment and busing as a remedy for racially segregated schools.

At a Glance:

Charlotte-Mecklenburg, N.C., Schools

Enrollment: 108,000 projected for 2001-02 in pre-K- 12.

Superintendent: Eric J. Smith

Racial makeup: 47 percent white, 42 percent African-American, 6 percent Hispanic, 4 percent Asian-American, 1 percent American-Indian or multiracial

Number of Schools: 141

Number of magnet schools: 45

Student Options

This year could be the district's last under its raced-based student-assignment plan, in use for decades. The plan for next year divides the district's 141 schools into four geographic choice zones, allowing students to attend any of the schools in their assigned zone, with transportation provided.

Eric J. Becoats, the district's chief officer for demographics and planning, said the plan includes "student-assignment priorities" not racial goals to try to ensure that schools don't have a concentration of low-income students or students who perform below grade level.

That information on students' family income and academic performance also will help maintain and increase the diversity of Charlotte's schools, Mr. Becoats said. The choice zones themselves were drawn to mirror closely the district's racial makeup, which is 47 percent white, 42 percent African-American, 6 percent Hispanic, 4 percent Asian-American, and 1 percent American Indian or multiracial. Some of the school system's 45 magnet schools will increase their enrollments as well.

No matter how the federal appeals court rules, Mr. Smith believes the district won't have time to shift gears again. A school showcase to inform parents of their options is scheduled for Dec. 1, and students must start registering for high school courses in February.

That's why the district is moving forward with two plans simultaneously, the superintendent said. If the court finds that the district is still segregated, the economic and academic priorities will be replaced by racial and ethnic priorities for student assignment.

Still, it is possible that any of the parties involved in the case the black parents who support the district's desegregation efforts, or the white parents who challenged the use of busing and magnet programs could use the courts to halt either plan.

Mr. Smith said: "One of the big challenges for communities like Charlotte is to keep people together and maintain the confidence of the public."

Two Forms of Segregation

Highlighting the district's gains in minority student achievement could prove more difficult in the wake of the new UNCC research. The study is critical of the segregation that it says harms Charlotte-Mecklenburg's students.

"Under the Smith administration, the school system has turned its attention to [racial] inequities," acknowledged Roslyn Arlin Mickelson, a professor of sociology at the university and the study's author. "However, the deep structure of segregation remains. So as long as second-generation segregation in the form of ability grouping and tracking exists, it will be nearly impossible to reduce the race gap in course placement, achievement, and test scores."

Her findings in "Subverting Swann: First- and Second-Generation Segregation in the Charlotte-Mecklenburg Schools" were published in the Summer 2001 issue of the *American Educational Research Journal*. The study's title refers to the Supreme Court's ruling in *Swann v. Charlotte-Mecklenburg Board of Education*, the desegregation suit.

Ms. Mickelson found that high school students who had attended segregated elementary schools

earned lower grades and test scores than their classmates who had attended integrated elementary schools.

And although some Charlotte-Mecklenburg schools are desegregated, they often are resegregated by academic track, she found, so that black students are enrolled in the lowest academic tracks while the more challenging courses are effectively reserved for white students.

"The absence of a direct approach to dealing with unconscious and conscious racist practices and attitudes in the classrooms, corridors, and administration offices contributes to what I'm finding," she said in a recent interview.

District officials dispute Ms. Mickelson's conclusions, arguing they don't fairly portray Charlotte-Mecklenburg's present or future.

Research Disputed

Susan A. Agruso, the assistant superintendent for instructional accountability, said the study focused on students who graduated almost five years ago. The district has shown that schools don't have to be desegregated for students to achieve academically, she said.

The district is ensuring that all schools are equitably financed and have the courses, textbooks, supplies, and other materials needed to be able to teach their students. By the end of this school year, she said, all 16 high schools will offer the core Advanced Placement or International Baccalaureate classes to students.

The proportion of African-American graduating students taking at least one AP or IB course increased from 14 percent in 1996 to 24.4 percent in 2001.

Superintendent Smith stressed that he is not an advocate of segregated schools. But he said claiming that desegregating schools is the only way to achieve educational success would "write off major urban cities."

On the Web

Read the U.S. Court of Appeals' opinion in [Terry Belk v. Charlotte-Mecklenburg Board of Education](#), regarding desegregation efforts in the Charlotte-Mecklenburg school district. Posted courtesy of Emory University School of Law.

"[The Desegregation Journey: A Timeline of events](#)," is part of a [special series](#) documenting the desegregation movement in North Carolina, from the [Charlotte Observer](#).

The [Charlotte-Mecklenburg](#) schools district provides information and resources on the school district, including [news](#), [school performance](#) reports, and updates on [community partnerships](#). Members of the [Charlotte-Mecklenburg Board of Education](#) are also presented.



washingtonpost.com
Studying His Schools

New Chief Immersed in Data, Budget, Introductions

By Darragh Johnson
Washington Post Staff Writer
Thursday, July 11, 2002; Page AA03

Yesterday, new schools superintendent Eric J. Smith sat in on his first school board meeting, publicly inaugurating his reign over the county's schools.

Smith officially started work a week and a half ago, and he has already met with County Executive Janet S. Owens and the Blue Ribbon panel she created to look into school construction spending. He agrees with Owens that Anne Arundel's school construction costs deserve closer scrutiny.

He has been poring over the school district's budget, which his predecessor, interim superintendent Ken Lawson, warned was likely to be too meager to see the school system through the next school year.

Smith has been studying data, data and more data on test scores, third-grade reading levels and how well black, white, Hispanic and Asian students compare with each other academically. And he's also looking at high-versus low-income students and boys versus girls to determine how they match up.

Smith, 52, came to Anne Arundel from Charlotte, N.C., where he won national recognition for narrowing the achievement gap between minority and white students. While superintendents around the country talk grandiosely about accomplishing that feat, very few have figured out how to do it. Smith is one of the few who has had some success and for that promise, the Anne Arundel Board of Education is paying him an unprecedented \$300,000 annual pay package, a sum that includes a yearly bonus of as much as \$19,700, a Ford Taurus and a cell phone.

This week, too, Smith began meeting with community leaders to discuss their views on Anne Arundel public education. Each board member gave him a list of four people to talk with, and he has followed through, catching up with some of those individuals in their kitchens and living rooms.

Last week, Smith sat down and talked with The Washington Post about his plans and aspirations for Anne Arundel students.

Q Let's start with expectations for your first year on the job. What are your initial priorities?

A It's been a real good couple of days. I've had a chance to review some of the data so far: [Comprehensive Test of Basic Skills] scores and achievement in reading and math, and a whole battery of tests from the College Boards: PSAT, SAT and Advanced Placement. And so I've got a very, very, very preliminary review of some instructional issues.

What's the data telling you?

Well. There's a big spread. I think this is a very good school system, but I think there's certainly some areas to work on with some schools that are underachieving and so forth.

So, what do you do about that — about that big spread where some schools do well, and others don't?

I start digging deeper, in terms of how we structure the system. Do we know how to teach kids how to read? Are we advocating a particular approach?

What is surprising, and I was telling my wife this last night: The more things are different, the more they're the same. And one would not think, I would not think, that dealing with Charlotte — 100,000 kids in a fairly urbanized system and a high minority population — and dealing with Anne Arundel means you're looking at some of the same issues. There are consistencies that need to be evaluated.

What do you mean, “marking time”?

I looked at the spread on the schools, and one of the schools was listed up at the top of the pack. How do I know they're doing well? Yes, on the rank order, they're doing better than the rest. But how do I know they're doing well? How do I know there's a value added in that school — that it's not just that this population of students comes to school with a wealth of outside experiences. How do we send them home at the end of the day with mom and dad saying, Wow! That school is really doing a great job with my child. You know, Look what we're doing today! This is dazzling!

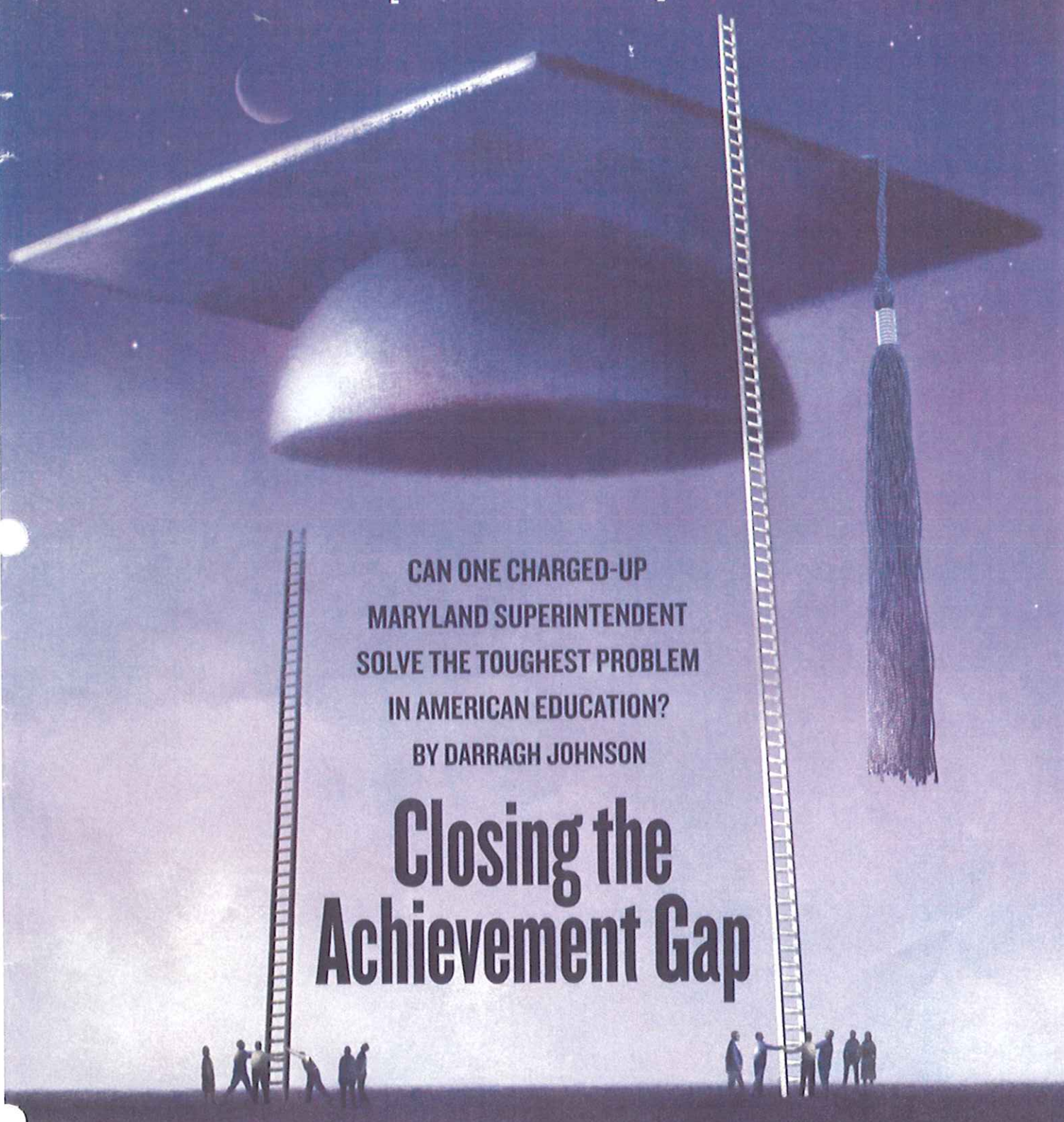
Let's talk about standardized testing in general. You've said you're “anxiously awaiting” the high school assessments — which every Maryland student will be required to pass to graduate. Why?

An assessment program helps to give definition to what is valued in the state curriculum. An assessment system defines what the state expects children to know and be able to do. And it tells us, and parents, and reporters, and taxpayers, whether or not we're getting the job done. It's a critically important piece for us.

The Washington Post Magazine

NOVEMBER 10, 2002

[The Education Review]



CAN ONE CHARGED-UP
MARYLAND SUPERINTENDENT
SOLVE THE TOUGHEST PROBLEM
IN AMERICAN EDUCATION?
BY DARRAGH JOHNSON

Closing the Achievement Gap

PLUS: Should scholarships be yanked for poor performance? ■ The war over the schoolhouse outhouse



[PUBLIC SCHOOLS]

A CLASSROOM CRUSADE

ERIC SMITH is looking at the numbers—the long skinny columns, the black squiggling type, the pages after pages of test scores. He reads these numbers the way others read novels, and in them he sees stories. He sees drama. He sees conflict.

“Look at this!” he cries, stabbing at the bottom few numbers—the dismal 28.8, the bleak 18.0, the mortifying 14.5 that show hundreds of Anne Arundel County students can barely read, write or do basic math.

The new school superintendent leans forward in his chair, hunching his shoulders over the conference table in his Annapolis corner office. It's only Day Two of his command over Maryland's fifth-largest school system, but for Smith, there is no time to lose.

“Look at this!” he repeats and jabs his pencil at the pages of scores on the Comprehensive Test of Basic Skills.

The premier percentiles top the list. They belong to schools near Anne Arundel's coastline, where neighborhoods are shaded by leafy trees and many homes boast boat slips. These are communities where parents have law degrees and PhDs, and the children are overwhelmingly affluent and white. Here, students' math and reading skills are among the very best in the country.

In the past, school leaders have focused on

ERIC SMITH WANTS TO PROVE HE CAN ELIMINATE THE ACHIEVEMENT GAP THAT DIVIDES BLACKS AND HISPANICS FROM ASIANS AND WHITES. HIS STINT IN MARYLAND WILL PUT HIM TO THE TEST

BY DARRAGH JOHNSON

PHOTOGRAPHS BY D.A. PETERSON

gap. By the time those students hit grade 8, they are three years behind. And as they reach grade 12, if they do so at all, the Education Trust reports, those students are about four years behind other young people. Which is to say, by the time many black and Hispanic students get to their senior year of high school, they are performing in English, math and science at the same level as white and Asian eighth-graders.

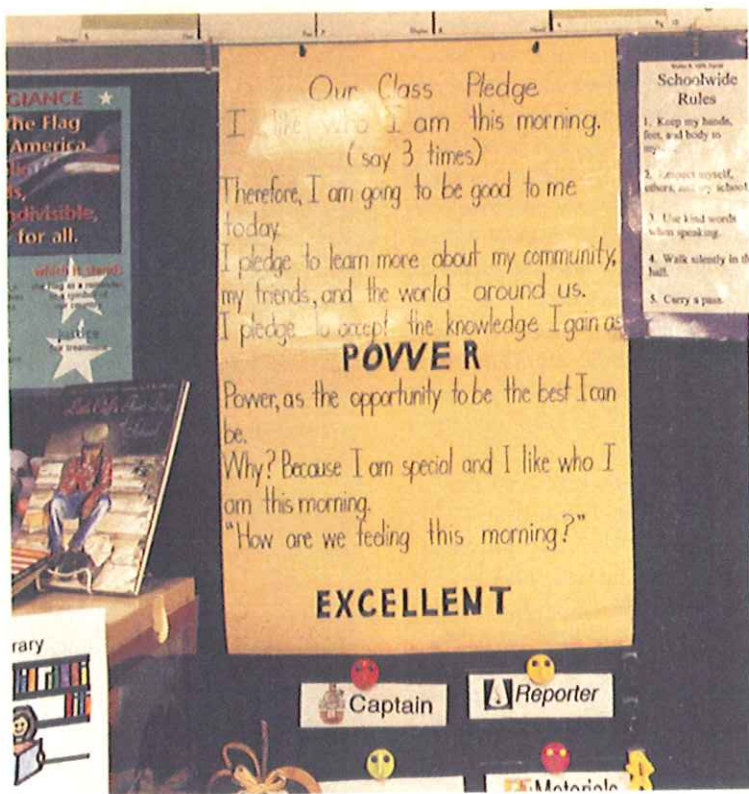
Last spring's scores on the Scholastic Assessment Test provide a glimpse of the academic chasm among college-bound students. White high schoolers across the country scored an average 1060 out of a possible 1600 on the widely used entrance exam, while Asian students

did even better, posting an average of 1070. But black students lagged behind with an average of 857, and Hispanic students scored an average of 910. Locally, those gaps were even bigger. In Virginia, black students scored 210 points behind white students—848 to 1058. In Maryland, the divide was 244 points, with black students scoring 848, whites scoring 1092. In the District, where the majority of students are black, black students trailed whites by 424 points—819 to 1243.

Explanations abound for these differences. Some educators argue the test is culturally biased. Others point to the significance of expectations. John Ogbu, a professor at the University of California at Berkeley, has written extensively about the fact that Korean students in Japan perform poorly in Japanese schools, where Koreans are seen as slow and inept. But American educators expect Koreans to perform as well as other Asian students, and on the whole, Koreans do very well in American schools.

In the United States, it's black and Hispanic students who are often viewed—consciously or unconsciously—as slow and inept. They are underrepresented in gifted and talented programs and overrepresented in special education. Relatively few take the higher-level courses that prepare students for college. At Annapolis High School, for example, black students made up 48 percent of the student body last year, but only 14 percent of those taking Advanced Placement courses.

And even when minority students sign up for classes that help them get ahead—rather than just get by—they often are not



Inspiring words at Mills-Parole, where Smith installed new math and reading programs.

pushed as hard as the white students, many educators acknowledge. Montgomery County had a vivid encounter with this phenomenon three years ago when people discovered that an algebra test given to all high school students wasn't being scored the same everywhere.

So at high schools like Einstein, where the majority of students are black or Hispanic, test takers passed if they got 35 out of 100 correct. Yet at schools like Wootton, where whites and Asians are in the majority, students had to get 58 out of 100 correct to pass.

How, parents and school board members wondered at the time, does a school system really educate its minority students when it's telling

them, "It's okay not to know some things"? And what happens when those Einstein students—who were basically taught only a fraction of their counterparts' curriculum—show up for the SATs, where all students are scored the same?

Montgomery Superintendent Jerry Weast got rid of the double standard, but the situation still infuriates him.

"It's wrong," he howls when the subject is brought up. "Wrong!"

Like many concerned about the achievement gap, Weast has declared war on low expectations. On the wall behind his desk hangs a framed quote cross-stitched by his wife, "because I use it so often," he says. It reads: "Argue for your limitations, and sure enough, they're yours."

By mollicoddling black and Hispanic algebra students, Weast says, their teachers "argued for their limitations" and were "condemning them to failure."

That is the achievement gap, and school systems "ignore it at their own peril," Weast says. "It doesn't only hurt the children. It will hurt the entire school district. I've seen it happen over and over again."

Nonwhite students are now in the majority in some suburban school systems and their percentage is growing in others. Montgomery is now 47 percent white, while Fairfax County is 55 percent white. But even school systems like Anne Arundel, where 73 percent of its 76,000 students are white, can no longer hide the poor performance of minority students behind a healthy "overall" picture of county test scores. The No Child Left Behind Act,

SCHOOL SYSTEMS IGNORE THE ACHIEVEMENT GAP 'AT THEIR OWN PERIL,' SAYS MONTGOMERY COUNTY SUPERINTENDENT JERRY WEAST.

Smith

CONTINUED FROM PAGE 27

efforts to improve instruction and narrow the achievement gap.

Before Smith showed up, said middle school principal Dot Dae, "if you worked in [well-to-do] southeast Charlotte, you had it made. If you didn't, you got the leftovers."

Many high schools were battlegrounds of violence and anger, where success happened in spite of the environment—not because of it. One of these was East Mecklenburg High. "You didn't want your child to go here," acknowledged Ron Thompson, the school's principal until a recent promotion. "My preacher didn't let his daughter go here."

All that changed with Smith.

Last spring, before Smith left Charlotte for Anne Arundel, he and Thompson roamed the bright halls of East Meck and stopped in Tracey Petree's classroom. During the 2000-2001 school year, Petree, a young teacher with long dark hair and a sharp, we-don't-mess-around intensity, taught only the best students and the advanced courses. But last year, encouraged by her principal, she took charge of a remedial program. In her classroom at 8:30 a.m. were 21 students, most of whom were reading at a third-grade level.

"How's it going?" Smith asked eagerly, looking around the room.

"Great!" Petree grinned. She gestured at one of the students and whispered, "He went from failing my English class to making a C."

Smith raised his eyebrows, impressed. Such stories rejuvenate him. "How much decoding challenge do they have?" he asked, lapsing into education-ese for "sounding out words."

"Oh, a lot," Petree said. "A lot."

They murmured about the pros and cons of the program she is using. Smith has complained loudly about the difficulty of finding learn-to-read programs for high school students, and Petree has had to adapt primary-grade techniques for her students, many of whom are 6 feet tall and shave every morning.

"It's a silly program at first, but they get over it," she said.

"It's elementary-ish," he agreed. "But that's what they missed."

Smith can chat curriculum and instruction better than most—he got his PhD in it. And this expertise, he believes, helps him dissect what's wrong in America's classrooms, and what's needed to fix them.

As he and Thompson walked out of

Petree's class, the principal noted, "Most students, at that level, they get the worst teachers."

"You can't be successful if you have weak teachers with weak kids," Smith agreed.

Even so, Smith knew he couldn't boost programs for poor, black students at the expense of white, affluent students. Parents wouldn't stand for it. So he made sure all students benefited from the changes he was making, which included pushing the AP program into all high schools, boosting the county's IB offerings and retooling the gifted and talented program in grades K through 8.

And East Meck—where last year 33 percent of the students were black and one-fifth lived at or below the poverty level, where six years ago the enrollment dropped from 1,900 to 1,100 students because so many of them were fleeing—is, today, bragging that 86 percent of the seniors completed college preparation work, including Algebra II and two years of a foreign language.

And this year, under the district's new school-choice program, so many students selected East Meck as their top pick that nearly 400 of them had to be turned away.

Today, the number of AP tests taken has more than doubled, jumping from 4,079 in 1996 to 10,506 last year, while the number of the tests taken by African Americans has quadrupled from 431 to 1,657. And half of the 2002 graduating class completed at least one AP or IB class.

"That goal," Smith said wryly, "turned out to be too low."

He fell short on other goals: Only 75 percent of third-graders were reading at grade level by 2001—not the 85 percent promised. And only 66 percent of all students finished geometry by the end of 10th grade—9 percentage points short of the goal.

African American students made major gains across the board on test scores; for example, the percentage reading at or above grade level jumped from 39 percent to 60 percent in third grade, and from 35 percent to 76 percent in fifth grade. But they didn't close the gap with white students to less than 10 percentage points, something else Smith promised to do.

In his defense, he said, these were goals designed to "dramatically move the school system." He had no interest in "wimpy goals—goals that don't inspire. What does it say," he asked, shaking his head, "to say, 'We're going to gain in reading by 5 percent?'"

Critics complain that Smith's obsession with compiling data and driving up test scores has forced creativity out of the classroom, and some Charlotte parents like

Anita Alley, whose son is in high school, grumble, "I think they concentrate more on getting test scores up than on really getting the kids to learn something."

Hordes of teachers and principals left the system as Smith threw his weight around, dictating how they would do their jobs. "He stepped on a lot of toes," said Stan Frazier, principal of a Charlotte elementary school.

Charlotte school board President Arthur Griffin also thinks some of Smith's accomplishments have been overblown. "He didn't close the gap," Griffin noted. "He narrowed it somewhat, but there hasn't been a school district in the country that has closed it."

Smith makes no apologies for giving schools their marching orders or for his relentless quest for numbers. Even last year, as his successes in Charlotte were mounting, he continued to sift through the data, looking for weaknesses in the instructional program—and finding them. His most notable discovery: Black students' math scores on the SAT had slipped slightly, after years of staying stagnant. Which didn't make sense, because on other tests, Charlotte's black students' scores "had been going up radically," Smith noted. His conclusion: "Something was broken in the pipeline." He demanded more data. And soon he realized that, contrary to everything he'd been preaching, white students far outnumbered blacks in advanced middle-school math classes—by a ratio of nearly three to one.

Which infuriated him. Black students could do the work. Their test scores had proved it. This was another insidious example of the latent, low expectations he'd been fighting for the last five years.

Promptly, he tore up the schedules of 8,000 middle schoolers and started reassigning them. *He can't really be ripping up a summer's worth of scheduling and starting over*, teachers gasped when they heard. *This can't be happening*, parents wailed when they called his office.

But to Smith, this was a no-brainer. "We aren't waiting another year," he told the flood of dissenters. "These kids' educations start now."

When black middle schoolers were tested on math at the end of last year, the number scoring at or above grade level rose 5 to 12 percentage points, depending on the grade tested.

PACING THE FLOOR, in front of a roomful of educators, Smith looks like a bookish William Hurt, but he's talking like a fired-up preacher man.

Education Week

American Education's Newspaper of Record

November 27, 2002

Good-Bye to the Gentleman's C

By Eric J. Smith
Education Week

There's good news and bad news this year for the teachers, administrators, and superintendents in our schools. The good news is that most Americans today have more faith in their public schools than they do in two other American institutions big business and organized religion. The bad news is that this isn't saying much.

Many schools are just as mediocre as the public perceives them to be. But these schools *can* be better.

Despite decades of ballyhooed reform, Americans' opinion of public education has remained constant, according to the latest Gallup "confidence" index, released in June. At present, we're considered more trustworthy than HMOs, but less estimable than the military or the presidency. In short, we're in the middle, neither loathed nor lauded, just as we have been for years. Think of it as the equivalent of a Gentleman's C.

The sad truth is that perhaps we deserve it. Many schools are just as mediocre as the public perceives them to be. But these schools aren't forever doomed to middle-of-the-road performance. They *can* be better.

Why some school systems improve and others don't is a subject I've been thinking about as I moved from the Charlotte- Mecklenburg County school system in North Carolina, where I was the superintendent for six years, to the Anne Arundel County Public Schools, Maryland's fifth-largest district.

In Charlotte, we managed to turn around a 109,000-student district that was awash in lawsuits, appeals, and court decisions on desegregation issues. When I arrived, only 35 percent of African-American 5th graders read at grade level. I actually met kids who had never heard their first and last names pronounced until they came to school, because they had been known only by nicknames at home. By the end of the 2000-01 school year, 78 percent of African-American 5th graders scored at or above grade level in reading. The percentage of 5th graders scoring at grade level in math shot up from 66 percent to 79 percent.

How did this dramatic progress occur? And what lessons are contained therein for other districts? There are no magic formulas, but here are my "back of the envelope" conclusions. Every school system *must* have the following:

¥ Leadership;

¥ Measurable standards for excellence;

¥ A clear strategy to achieve these standards; *and, most importantly,*

¥ Commitment from all involved parents, teachers, administrators, and members of the community.

In Charlotte, I decided that while our district might be troubled, we could not afford to tolerate failure. It was that simple. We established five clear goals: increasing student achievement, providing safe schools, improving community collaboration, achieving equity, and enhancing business operations. And then we wasted no time in making each one a reality.

To get kids off to a good start, we launched a literacy-based preschool program called Bright Beginnings. We lowered class sizes, and provided inexperienced teachers with instructional assistance and subsidized master's-degree programs. Using the twin carrots of financial incentives and better working conditions, we recruited new teachers to low-performing schools. Both moves paid dividends in the classroom.

**The best way—
perhaps the only
way—to improve
schools is through
goals, standards,
commitment,
leadership.**

While raising the floor, we also raised the ceiling. Enrollment in Advanced Placement courses increased by over 150 percent, and we encouraged students to participate in the International Baccalaureate program, regarded by many as the most challenging curriculum offered in the United States. Between 1996 and 1999, the number of Charlotte-Mecklenburg students taking International Baccalaureate exams more than doubled. On a majority of those tests, students scored high enough to earn college credit.

At every step of the way, local parents, political leaders, and businesses were our allies. We raised over \$17 million in business and community partnerships, and an astounding 33,000 volunteers every year gave us their time, talent, and expertise. In short, all of us were committed to excellence, and together, we made a conscious decision not to settle for that Gentleman's C.

Since joining the Anne Arundel County school district on July 1, I have worked with staff members to establish ambitious goals, such as ensuring that 85 percent of 3rd graders will be reading at grade level; increasing the number of 8th grade students enrolling in and successfully completing Algebra 1; improving SAT performance; and increasing participation in Advanced Placement courses.

The difficulty of these standards, and the timetable by which we intend to achieve them, have shocked those used to a more deliberate pace. But to me, this is the best way—perhaps the *only* way to improve schools. Goals, standards, commitment, leadership—the words have a corporate, management-by-objectives ring. But education isn't a business. It's a profoundly human process. We're not churning out widgets, after all. Schools *do* have a profit-and-loss statement, and we see it every day in our students' ability, or inability, to learn and to experience success. Each of us should be held accountable for what that statement says.

Eric J. Smith, the superintendent of the Anne Arundel County Public Schools in Maryland, is a recipient of this year's Harold W. McGraw Jr. Prize in Education.

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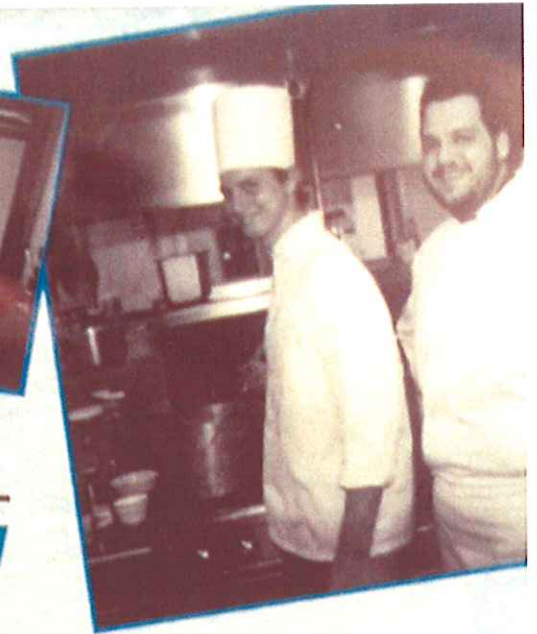
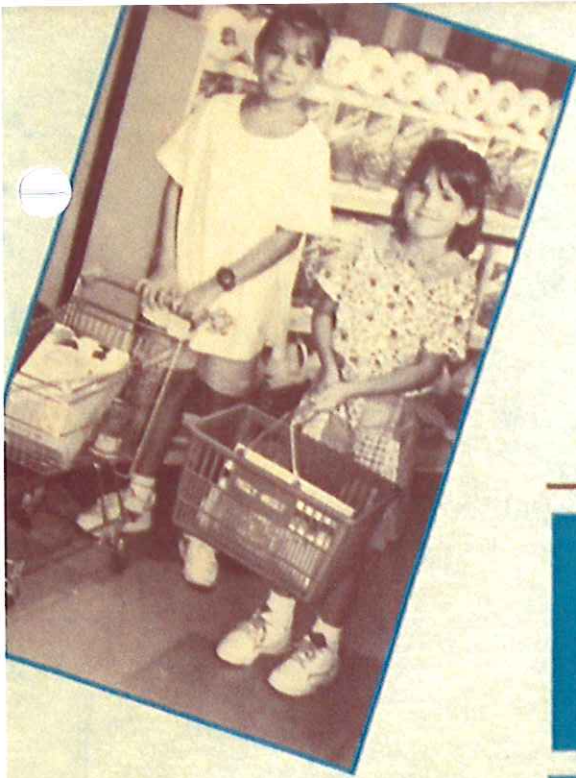
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*Despite the myriad of challenges facing educators today,
I still have a firm belief that
school systems have incredible power.*



BREAK THE MOLD SCHOOLS:

Urban, Rural, Suburban



IDEAS FOR INSTRUCTIONAL INNOVATION

Sponsored by BusinessWeek and McGraw-Hill Educational Publishing Group in cooperation with American Association of School Administrators



STUDENTS POISED FOR SUCCESS

There are many in the Newport News community who pitch in to help the students at An Achievable Dream, including teachers, parents, large and small businesses, soldiers, civic groups, and the city government. And of course, the students help each other.

These students come to the school from all over the city. How are they chosen? They all must be eligible for free or reduced-price lunches, and they cannot be more than a year below grade level in reading. Students are selected based on the number and severity of other risk factors such as living in a single-parent home or problems with decision making, self concept or relationships.

After a year at the school, students score near or above the national average on reading, math, and language tests. Their discipline problems decrease. More importantly, students want to achieve more, and they understand better what it will take to accomplish their goals.

FAMILY INVOLVEMENT

Since its beginning, An Achievable Dream has encouraged parents to become involved in their children's education. Parents sign contracts agreeing to "support the school, make homework a priority, communicate with teachers, and be involved with the school at least eight hours a month." The school supports parents by providing GED and computer training, and by providing workshops in parenting, education, budgeting, and health.

THE ELEMENTS OF SUCCESS

One element of the school's success is its strong, committed, racially diverse faculty. There is one staff member for every eleven students. These faculty members are committed to helping these students find the tools for success.

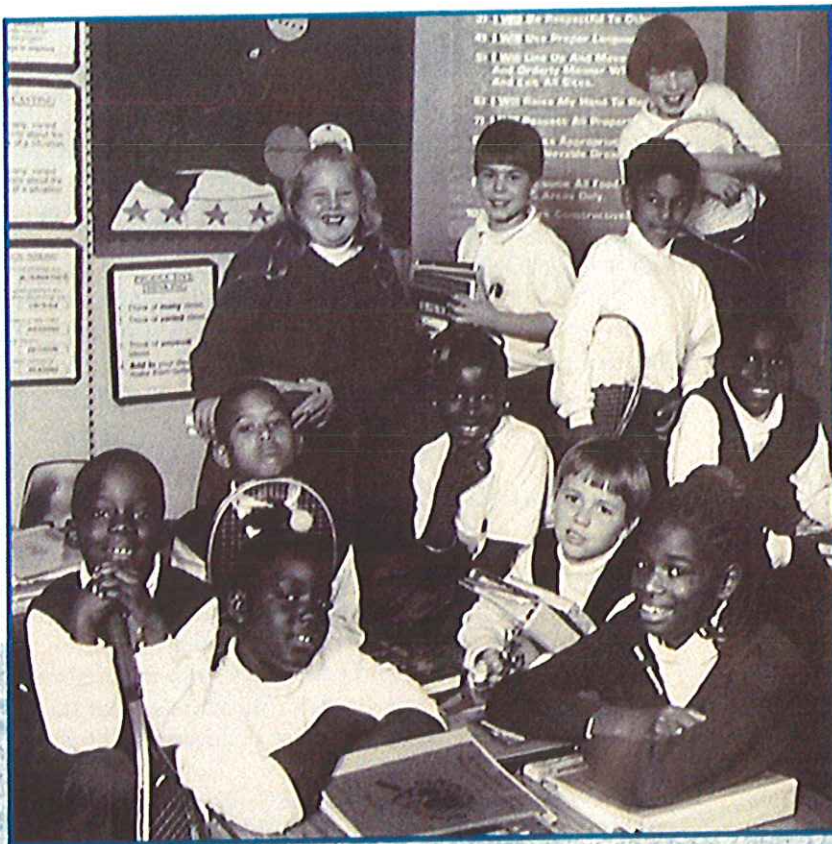
The private sector helps to provide the raw materials for success, contributing \$1,800 per child annually in cash and in-kind services. Businesses supply the money for the extended school day and year, the extensive staff and par-

ent programs, and teacher's aides. In the privately funded Macintosh lab, students can work on twenty-five networked computers complete with Internet access.

Because of the strong commitment of the school's staff, the business community, and the local government, students at An Achievable Dream Magnet School are preparing to beat the odds and meet the challenges of tomorrow.

For more Information:

Jacob M. Wilson, III, Principal
An Achievable Dream School
726 16th Street
Newport News, VA 23607
Telephone (804) 928-6740
Fax; (804) 247-1720
Superintendent: Eric J. Smith, Ed.D.



An Achievable Dream helps children who are at risk of failure to achieve the dream that should be every child's birthright.



Bright Beginnings:

An Effective Literacy-Focused
PreK Program for Educationally
Disadvantaged Four-Year-Old Children

By: Eric J. Smith • Barbara J. Pellin • Susan A. Agruso

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