



Equity Accountability Model

The MCPS Equity Accountability Model* provides a detailed and focused assessment of school success and publicly monitors and reports all students' performance. The Equity Accountability Model moves beyond the typical state and federal aggregate reporting to performance reporting for specific focus groups of students who have not experienced the same level of access, opportunity or success as other students.

While all students' progress is monitored, an Equity Accountability score for each school is assigned to five focus groups:

Focus Groups				
Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS White/Asian/All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino

Why was the Equity Accountability Model developed?

While the state has a responsibility of establishing rigorous standards for the public schools, education is fundamentally a local responsibility and governed at the local level. A customized MCPS Equity Accountability Model is essential for maintaining the public's trust in the school system and allows MCPS the ability to monitor and report progress on goals unique to the school district.

Components of the Equity Accountability Model

The various components of the Equity Accountability Model will be released at different times based on availability of data. Here is the timeline for release:

- Academic Achievement
- Graduation Rate
- Academic Progress
- Limited English Proficiency
- Students with Disabilities
- Culture and Equity
- Priority Focus

*Reporting Equity Accountability Model Data for Achievement, Progress, Graduation and Students with Disabilities/English Language Learners during the 2018-2019 school year

ENGLISH LANGUAGE LEARNERS (ELL)

The Equity Accountability Model English Language Learners component examines growth in literacy (i.e., reading and writing) of the English Learners served in schools. MSDE uses ACCESS to examine reading, writing, listening, and speaking to measure English language proficiency of English Learners. While reading, writing, listening, and speaking English are all critical to successful acquisition of the English language, MCPS uses the progress in reading and writing, which represents observable skills in the development of disciplinary literacy that can be compared to native English language speakers as students engage with on grade level text material.

Standard for Achievement Component	
90% or above	All English Learners who took ACCESS

MCPS Equity Accountability Sample Report

ELL Component (School A)

Below is a sample school report for the English Language Learners (ELL) Component. In the Equity Accountability Model, MCPS concentrates on Literacy Growth. Literacy Growth is determined using the Literacy Composite score, which is obtained from the WIDA ACCESS test and measures reading and writing. Literacy Growth is the difference between a student’s most recent literacy composite score and their prior year’s score. It is important to note that the length of time students receive ESOL services varies depending on their needs and their time of entry into the program.

	ACCESS Levels 1.0 - 3.9	ACCESS Levels 4.0 or higher	ELL Score
Percent Met Literacy Growth	77.6	92.2	3.5
ELL Assigned Value	3	4	

Keys to Assigned Score				
4	3	2	1	0
90% or Higher	70% - 89%	50% - 69%	35% - 49%	0% - 34%

Keys to Score Color Ranges				
3.6 - 4	2.6 - 3.5	1.6 - 2.5	0.6 - 1.5	≤ 0.5