Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December 7, 2010

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: 2010 Annual Report on *Our Call to Action: Pursuit of Excellence*

Executive Summary

The Montgomery County Public Schools (MCPS) 2010 Annual Report on *Our Call to Action: Pursuit of Excellence*, details the district's progress in fulfilling its commitment to giving every student the opportunity to learn at the highest levels and graduate high school prepared for college and the world of work. *Our Call to Action: Pursuit of Excellence,* the district's strategic plan, is the catalyst for continuous improvement and guides the work of staff members, students, parents, and the community. Its focus is on developing and implementing strategies and initiatives in the areas of curriculum, instruction, assessment, professional development, family and community partnerships, high-quality business services, and greater operational effectiveness. The annual report provides a comprehensive accounting of the school system's performance on the established milestones and data points set forth in the 2009–2014 strategic plan.

Background

Strategic Plan Documents

Our Call to Action: Pursuit of Excellence guides the work of MCPS, provides a framework for monitoring the effectiveness of both academic and operational reforms, and identifies opportunities for continued improvement.

The plan's five goals—Ensure Success for Every Student, Provide an Effective Instructional Program, Strengthen Productive Partnerships for Education, Create a Positive Work Environment in a Self-renewing Organization, and Provide High-quality Business Services that are Essential to the Educational Success of Students—align with the Montgomery County Board

of Education's guiding tenets and core governance policies. Within each goal, the established milestones and data points are the rubric for monitoring system performance.

The annual report on *Our Call to Action* is the accountability document used to monitor progress toward attaining the Board's strategic goals. This report details the school system's significant progress toward meeting milestones within each of the identified five goal areas. Specific data points measure progress toward meeting the milestones and available baseline and trend data are presented for each data point. The baseline year of 2000 was established in alignment with the initial adoption of *Our Call to Action*. In some instances, data are not available for the 2000 baseline year, and the baseline year for those data points is the first year for which the data were available. In other instances an assessment measure may have changed and, as a result, a new baseline year was established to reflect the change in the measure.

Monitoring and Accountability

Schools, offices, and the executive leadership team regularly monitor the strategic plan milestones and data points, assess the effectiveness of academic and operational reforms, identify opportunities for improvement, and pinpoint strategies, initiatives, and interventions to effect positive performance. The results are improved teaching and learning, increased student achievement, greater operational effectiveness, and high-quality business services. The annual report provides a comprehensive and detailed description of data that are critical for the Board of Education, the superintendent of schools, all employees, and the community in accomplishing the expected outcomes of the strategic plan. Periodic reports to the Board of Education and the public throughout the year provide the performance status on many of the strategic plan data points prior to the publication of the annual report.

Student and district performance targets reflect the requirements of national, state, and local accountability mandates. During the 2009–2010 school year, M-Stat teams reviewed existing targets and provided recommendations to be implemented in 2011. This target review process considered the impact of current participation and performance targets, as well as the performance levels associated with the *Seven Keys to College Readiness* framework. As a result, new targets were established for 2010–2011 and will be reported in next year's annual report.

Additionally, this is the final edition of the annual report that addresses racial/ethnic groups under the current race codes. Beginning in 2010–2011, the new race codes established by the federal government will be in place and reflected in the annual report.

Structure of the Strategic Plan and the Annual Report

Below is a summary of the five goal areas of the strategic plan and a sampling of data points included in the annual report to measure progress toward achieving these goals.

Goal 1: Ensure Success for Every Student. The achievement of individual and groups of students is the focus of the first goal. M-Stat and Achievement Steering Committees are examples of strategies that support systemic monitoring of school and system performance. The annual report provides examples of achievement results in the following areas:

- Maryland School Assessments (MSA)
- High School Assessments
- Algebra 1–successful course completion by the end of Grade 8
- SAT participation and performance
- Suspension
- Graduation rate

Goal 2: Provide an Effective Instructional Program. Goal 2 addresses the programmatic aspects of systemic school reform. Performance in this area is enhanced by standards-based curriculum and assessments, strategies that support the delivery of services for students with disabilities, and access to a continuum of accelerated and enriched instruction for highly able students. Examples of achievement in Goal 2 are reflected by the following data points:

- MCPS Assessment Program in Primary Reading (AP-PR)
- Advanced Math in Grade 5 proficiency
- Advanced Placement (AP) and International Baccalaureate test participation and performance
- Ineligibility for extracurricular activities

Goal 3: Strengthen Productive Partnerships for Education. Goal 3 focuses on strengthening family-school partnerships and supporting parents as full partners and effective advocates in their child's education. MCPS employs strategies to provide clear information to parents in multiple formats and languages. These strategies aim to make schools welcoming to parents and include them in decisions regarding their child's education. Data in Goal 3 of the annual report include the following data points:

- Attendance at and evaluation of systemwide parent workshops and meetings
- Edline activation
- Volunteerism
- District and local school partnerships

Goal 4: Create a Positive Work Environment in a Self-renewing Organization. Building the capacity of staff to work efficiently and effectively in achieving the school system's goal of ensuring that all students succeed at high levels and are college ready is the focus of this goal. Critical work in these areas includes efforts to build the knowledge and skills of all staff through high-quality professional development; implementation of the professional growth systems for

all employees; and strategies to recruit, hire, and retain high-quality candidates. Examples of performance in Goal 4 are reflected in the annual report through the following data points:
- Professional growth systems
- Diversity in the workforce
- Staff who receive high-quality professional development

Goal 5: Provide High-quality Business Services that are Essential to the Educational Success of Students. A comprehensive infrastructure of high-quality business services that are essential to the educational success of students is integral to efficiently managing and operating a school system of 200 schools, more than 144,000 students, and more than 21,000 employees. Organizational effectiveness is measured through the following data points:

- Customer results
- Human resources results
- Financial results
- Organizational results

Highlights of Continuous Strategic Improvements

As the district enters the 12th year of reform that began with the Early Success Performance Plan, moved to achievement in high school, and now is focused on middle schools, the overall trend data in the 2010 Annual Report continue to provide strong evidence of the effectiveness of our strategies and initiatives detailed in *Our Call to Action: Pursuit of Excellence.* The data confirm gains in student performance and improved operational functioning during a period of considerable demographic and economic change in MCPS. The data also identify areas in which improvements are necessary to increase the performance of all students and enhance the effective operations of all schools and offices.

Student performance data in Goal 1, *Ensure Success for Every Student*, and Goal 2, *Provide an Effective Instructional Program*, show that MCPS continues to increase the achievement level for all students while accelerating the rate of achievement for African American and Hispanic students, as well as for students receiving special services as follows:

- Since the baseline year of 2002, the number of kindergarten, Grade 1, and Grade 2 students at or above benchmark on MCPS AP-PR has steadily improved, reflecting a significant decrease in the performance gap. These gains were realized even as the kindergarten and Grade 2 benchmarks increased in rigor. From the baseline year of 2002 to 2010, benchmark attainment increased 32.7 percentage points among kindergarten students, 25.4 percentage points among students in Grade 1, and 19.9 percentage points among students in Grade 2. Among students in Grade 1, the most notable gains were among the English for Speakers of Other Languages (ESOL), Free and Reduced-price

Meal Systems (FARMS), Hispanic, and African American subgroups, with gains of 41.3, 35.9, 35.4, and 32.1 percentage points, respectively.

- Since the baseline year of 2004, the percentage of students scoring proficient and advanced scores on the elementary reading MSA increased 12.0 percentage points to 90.5 percent. Significant gains among African American students (19.0 percentage points) and Hispanic students (23.5 percentage points), and students receiving special education (19.3 percentage points), ESOL (36.1 percentage points), and FARMS services (23.0 percentage points) indicate great progress toward closing the achievement gap in early literacy.

- Six-year increases in the percentage of students who scored proficient or advanced on the middle school reading MSA were seen among all students (14.0 percentage points) and all subgroups. Gains among African American and Hispanic students, as well as students receiving FARMS services, nearly double the gains for students overall, at 24.8, 25.9, and 27.5 percentage points, respectively. Even greater percentage point gains were seen among students receiving special education (30.2) and ESOL (30.4) services.

- Also noteworthy are the six-year gains across all subgroups in the attainment of Key 2, Advanced Reading MSA in Grades 3–8. In 2010, 43.0 percent of elementary students and 56.8 percent of middle school students earned advanced scores on the reading MSA, representing six year percentage point gains of 16.3 and 18.8, respectively. At the middle school level, six year percentage point gains among African American students (22.3) and Hispanic students (19.7), and students receiving FARMS services (19.4) outpaced students overall.

- Since the baseline year of 2001, Grade 8 Algebra 1 or higher-level mathematics completion by all students has increased by 24.7 percentage points. The rate of increase was 4.6 percentage points greater for African American students (29.3), 7.7 percentage points greater for Hispanic students (32.4), and 4.3 percentage points greater for students receiving FARMS services (29.0).

- Since 2000, the number of Advanced Placement (AP) exams taken has more than tripled, from 8,492 in 2000 to 29,672 in 2010. MCPS is a national leader in AP test taking for traditionally underrepresented groups. Tests taken by African American and Hispanic students increased eightfold from approximately 400 tests taken in 2000 to more than 3,000 tests taken by each group in 2010. The number of test takers receiving FARMS services showed similar gains from 257 tests taken in 2000 to 2,831 in 2010.

- Due to increased access and preparation, AP exam scores of 3 or higher have more than tripled from 7,026 in 2000 to 21,284 in 2010. Gains were more than fivefold for African American (267 to 1,518) and Hispanic (316 to 1,695) subgroups; and more than sevenfold for the FARMS (174 to 1,308) subgroup.

- Since the baseline year of 2006, average SAT scores have increased 19 points to 1653, showing progress toward attainment of Key 7 (1650 on the SAT or 24 on the ACT). While SAT scores vary among subgroups, significant gains have been realized among ESOL (111 points), FARMS (62 points), Asian American (59 points), African American (45 points), and Hispanic (42 points) subgroups.

- The percentage of special education students receiving services in the general education environment has increased by 25.0 percentage points since the 2000 baseline year (41.6 percent), bringing the percentage of students in Least Restrictive Environment A to 66.6 percent in 2010. The gap in this area has nearly closed, with gains for African American and Hispanic students of 32.0 and 38.3 percentage points, respectively, since 2000.

Next Steps

The results in the MCPS 2010 Annual Report on *Our Call to Action: Pursuit of Excellence* underscore our success in nurturing a culture of continuous improvement that is sustained by effective partnerships, a high-quality workforce, and strong family and community involvement. We remain committed to shared accountability and, through our reform efforts, we expect continued progress toward meeting our overall goals. Bringing about change in a school system as large as MCPS is a complex process that requires deliberative, data-driven decision making, collaboration, and real partnerships with parents, employee associations, and the larger community.

This report highlights many accomplishments. The coordinated systemic reform efforts are showing results and indications are that the school system is moving in the right direction. However, the report also illuminates areas where work remains to be done.

The MCPS website provides public reporting of student performance data and other key reports. An online version of the MCPS 2010 Annual Report on *Our Call to Action: Pursuit of Excellence* will be posted on the MCPS website after the December 7, 2010, Board of Education meeting.

At the table for today's discussion are Dr. Renee A. Foose, associate superintendent for shared accountability; Ms. Jody A. Leleck, special advisor to the deputy superintendent of schools; and Dr. Frank H. Stetson, chief school performance officer. Additional executive staff members are in the audience and are available to answer questions.
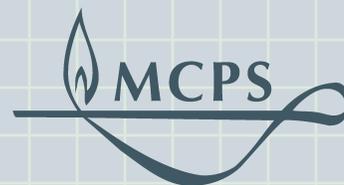
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Attachment

2010

Annual Report on Our Call to Action

Montgomery County Public Schools

MCPS

Rockville, Maryland

Letter to
come

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Montgomery County Public Schools

GUIDING TENETS

CORE VALUES

- MCPS is committed to doing whatever it takes to ensure that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- Student outcomes shall not be predictable by race or ethnicity.
- MCPS has high expectations for all students, believing that all children can learn at high levels.
- Every student is a unique learner and MCPS will tailor instruction to meet the learning needs of each student.
- A comprehensive early years' program is critical for students to acquire the knowledge and skills to be successful in reading, writing, and mathematics.
- The pursuit of excellence for all students requires providing our neediest students with the extra support necessary to attain rigorous targets.
- MCPS demonstrates commitment to continuous improvement by reviewing, evaluating and improving our work and monitoring student performance data.
- MCPS is committed to a culture of respect that includes fair treatment, honesty, openness, and integrity.

MISSION

To provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning.

VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

SYSTEM GOALS

- Ensure success for every student
- Provide an effective instructional program
- Strengthen productive partnerships for education
- Create a positive work environment in a self-renewing organization
- Provide high-quality business services that are essential to the educational success of students

BOARD OF EDUCATION ACADEMIC PRIORITIES

- Organize and optimize resources for improved academic results
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement
- Develop, expand, and deliver literacy-based initiatives from prekindergarten through Grade 12
- Develop, pilot, and expand improvements in secondary content, instruction, and programs that support students' active engagement in learning
- Use student, staff, school, and system performance data to monitor and improve student achievement
- Foster and sustain systems that support and improve employee effectiveness, in partnership with MCPS employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

CRITICAL QUESTIONS

- What do students need to know and be able to do?
- How will we know they have learned it?
- What will we do when they haven't?
- What will we do when they already know it?

ANNUAL REPORT on Our Call to Action

In June 2010, the Board of Education updated *Our Call to Action: Pursuit of Excellence*—The Strategic Plan for the Montgomery County Public Schools (MCPS). This update, while remaining focused on the core mission of providing every student with a high-quality, world-class education, intensified the system's focus to ensure that student performance is not predictable by race. The strategic plan provides an accountability structure for measuring academic performance and operational effectiveness, as well as a framework for identifying opportunities for improvements.

Together, the plan's five goals—Ensure Success for Every Student, Provide an Effective Instructional Program, Strengthen Productive Partnerships for Education, Create a Positive Work Environment in a Self-Renewing Organization, and Provide High-Quality Business Services that are Essential to the Educational Success of Students—align with the Board of Education's core governance policies and provide the basis for monitoring the progress of ongoing reform and improvement efforts. Within each goal, the milestones set clear expectations for outcomes. Within a milestone, data points measure progress toward meeting the milestone and are the rubric for monitoring performance.

This document represents the seventh annual report of progress on *Our Call to Action: Pursuit of Excellence* and details the school system's progress within each of the five goal areas. It provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan and provides continued reporting of the targets established for selected data points. By and large, there has been significant progress in all goal areas, and the overall trend provides solid evidence of the efficacy of the system of strategies, initiatives, and implementation schedules detailed in *Our Call to Action: Pursuit of Excellence* and reflected in the operating and capital budgets.

The district's sustained focus on equitable access, rigor, and college readiness for all students has yielded record-setting performance along the pre-K through Grade 12 spectrum, including reading attainment among our youngest learners, successful completion of Algebra 1 by Grade 8, and performance on Advanced Placement (AP), International Baccalaureate (IB), and SAT exams.

Many of the strategic data points have associated student and district performance targets. Both the student and district performance targets reflect the requirements of national, state, and local accountability mandates and take into consideration where MCPS wants our students to be each year. The student performance targets represent the percentage of students expected to meet or exceed a specified level of performance; while the district performance targets represent the number or percentage of schools expected to meet a performance target. When the targets were put into place, 2010 was the final year for which targets were set; resulting in an expectation that 100 percent of schools would meet current district performance targets.

Student and district performance targets for 2010 pertain to the following data points:

- Meeting benchmark on Grade 2 MCPS Assessment Program in Primary Reading (AP-PR)
- Successful completion of Advanced Math or higher by the end of Grade 5
- Proficient or advanced rates for elementary, middle, and high school students on the mathematics and reading Maryland School Assessment (MSA)
- Successful completion of Algebra 1 by the end of Grade 8
- Passing rate for middle school Algebra High School Assessment (HSA) test takers
- Successful completion of Algebra 1 by the end of Grade 9
- Successful completion of Geometry by the end of Grade 10
- Enrollment in at least one Honors or AP course
- SAT/ACT participation and performance for graduating students
- PSAT participation for Grade 10 students
- AP and IB examination participation and performance for graduating seniors
- Ineligibility for extracurricular activities
- Suspension rates for elementary, middle, and high school students
- Graduation rate

Monitoring student and district performance targets, as well as performance on all the data points in *Our Call to Action: Pursuit of Excellence* is essential to addressing the achievement gap. By closely examining district, school, and student data, instructional programs can be tailored to help every child succeed. This ongoing review and monitoring allows for improved teaching and learning, implementation of successful practices, development of new strategies, deployment of processes to address student needs, and alignment of resources.

While a review of the performance on student and district targets identifies areas where additional effort and focus are needed, a review of overall results indicates significant progress in all goal areas. Goal 1, *Ensure Success for Every Student,* focuses on the achievement of both individual and groups of students. The percentage of elementary and middle school students earning an advanced score on the MSA continued to increase for both reading and mathematics. Since the baseline year of 2001, Grade 8 algebra or higher-level mathematics completion by all students has increased by nearly 25 percentage points, with even higher rates of increase among African American and Hispanic students, and students receiving Free and Reduced-price Meals System (FARMS) services. More students than ever are college ready with an average SAT score of 1653 and significant one-year score increases among all racial/ethnic groups and groups receiving special services.

Goal 2, *Provide an Effective Instructional Program,* focuses on the programmatic aspects of systemic school reform. A number of key strategic reform efforts are ensuring a consistent, congruent continuum of curriculum, instruction, and

assessment essential for student achievement. The development and implementation of a standards-based curriculum is central to these programmatic reform efforts. In 2010, 91.7 percent of kindergarten students were reading at or above the benchmark. Nearly 80 percent of high school students were enrolled in at least one Honors, AP, or IB course; and more than half of 2010 graduates left MCPS with an AP or IB score accepted by many institutions for college credit.

Goal 3, *Strengthen Productive Partnerships for Education,* focuses on the dynamic relationship between MCPS as an institution and the community. The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. Numerous community volunteers continue to mentor, tutor, and share their knowledge and expertise to support learning and enrich the instructional program. More than 42,000 parents participated in nearly 900 workshops designed to provide parents with information about the MCPS curriculum, programs, and initiatives and to share strategies for helping their children's learning. Additionally, more than 1,400 parents and community members served on 66 advisory groups, helping to identify and prioritize needs and issues, and providing valuable stakeholder feedback.

Goal 4, *Create a Positive Work Environment in a Self-Renewing Organization,* focuses on creating a professional growth system that provides the foundation for a professional learning community where employees are afforded time, support, and opportunity for continuous growth and improvement. More than 400 novice and underperforming teachers received intensive support and guidance from consulting teachers. Among school administrators, 100 percent of new principals and 83 percent of principal interns met standard. Among the 71 supporting services employees referred to the performance improvement process, 66 were retained and 5 separated. And most impressively, schools participating in the Professional Learning Communities Institute continue to show exceptional growth in student performance as well as narrowing gaps between groups of students.

Goal 5, *Provide High-Quality Business Services That Are Essential to the Educational Success of Students,* focuses on providing the key business services essential to the educational success of students. The business and financial operations of the school system continue to utilize the Baldrige National Quality Program and Six Sigma processes to focus on business results to effectively measure and manage organizational performance. A family of measures, encompassing customer results, financial results, human resources results, and organizational results, drive business decisions, process improvements, and other organizational initiatives that make the business and financial operations more productive, efficient, and effective in meeting customers' needs and expectations.

This report highlights many accomplishments. The coordinated systemic reform efforts are showing results while also illuminating areas where work remains to be done. However, indications are that the school system is moving in the right direction. Bringing about change in a school system this large and diverse is a complex process that requires deliberative, data-driven decision making, collaboration, and real partnerships with parents, employee associations, and the larger community. The Annual Report provides a monitoring tool to help meet the challenge of sustaining recent performance gains while assessing the effectiveness of academic and operational reforms and identifying opportunities for improvement.

GOAL 1:
Ensure Success for Every Student

The mission of Montgomery County Public Schools (MCPS) is to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. This mission requires that each student be provided with access to rigorous curriculum and support toward successful educational outcomes. Goal 1 establishes the expectation that every student achieves or exceeds the performance standards set by the district.

Goal 1 encompasses the following milestones and accompanying data points:

Milestone	Data Points, page
M All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.	✱ Maryland School Assessments (MSA), p. 2 ✱ High School Final Exams, p. 11 ✱ English Proficiency Assessments for ESOL students (Language Assessment System Links), p. 12 ✱ High School Assessments (HSA), p. 26
M All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.	✱ Algebra Successful Course Completion by the End of Grade 8, p. 13 ✱ Algebra Successful Course Completion by the End of Grade 9, p. 14 ✱ Geometry Successful Course Completion by the End of Grade 10, p. 15
M All schools will increase participation and performance of all students taking the SAT/ACT.	✱ SAT/ACT Participation and Performance, p. 17 ✱ PSAT Participation, p. 20
M All schools will eliminate the disproportionate suspension rate of African American and Hispanic students, and students receiving special education services.	✱ Suspension Data, p. 21
M All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	✱ Student, Parent, and Staff Survey Results, p. 24
M All schools will meet or exceed the state's graduation requirements.	✱ Graduation Rate, p. 25 ✱ High School Assessments (HSA), p. 26
M All graduates will be prepared for postsecondary education and employment.	✱ University System of Maryland Requirements, p. 29 ✱ Completion of Career and Technology Education Program, p. 29

Milestone: All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Maryland School Assessments (MSA)

The *No Child Left Behind Act of 2001* (NCLB) requires each state to administer annual assessments to demonstrate student proficiency in reading and mathematics in Grades 3 through 8 and at least once in Grades 9 through 12. The Maryland State Department of Education (MSDE) developed the Maryland School Assessments (MSA) in 2003 to assess elementary and middle school students and the High School Assessments (HSA) to assess high school students.

Adequate Yearly Progress

In accordance with NCLB, schools and districts must demonstrate progress toward performance standards each year. This measure, known as Adequate Yearly Progress (AYP), reflects participation and proficiency targets, known as Annual Measurable Objectives (AMOs) in reading and mathematics for all students and all subgroups. AYP also reflects attendance targets for elementary and middle schools and graduation targets for high schools, both of which are reported as separate data points in this publication. The participation AMO for the MSA and HSA is 95 percent for all students and subgroups. The proficiency AMOs reflect the percentage of students who score proficient or advanced (range includes basic, proficient, and advanced). Each year MSDE sets progressively higher performance AMOs based on each school's grade-level structure (e.g., K–2, K–5, 6–8, 9–12, K–12).

MSDE also allows for two alternate proficiency targets—safe harbor and confidence interval—which enable schools and districts to make AYP without meeting all of the AMOs. Safe harbor allows a school to make AYP if the school meets a) all performance targets in the aggregate, b) the participation target in the aggregate and for each subgroup, c) the attendance or graduation rate target in the aggregate and in the subgroup that did not meet the proficiency target, and d) the percentage of students achieving below the proficient level in the subgroup that did not meet decreases by 10 percent. The confidence interval establishes a proficiency rate target below the AMO, allowing for a margin of error. If the number of students in a subgroup is small, the measurement of proficiency rates is less precise, and one is less confident that they accurately reflect true proficiency rates. Thus, as a subgroup size becomes smaller, the confidence interval becomes larger and the subgroup's AYP proficiency target is adjusted much lower than the AMO; as the subgroup size becomes larger, the confidence interval becomes smaller and the subgroup's AYP proficiency target is adjusted slightly lower than the AMO.

District AYP is determined by school system performance at the elementary, middle, and high school levels. A district fails to attain AYP if a target is missed in the same content area (reading or mathematics) for all three levels (elementary, middle, and high).

Alternate and Modified Assessments

The Alternate MSA (Alt-MSA), Modified MSA (Mod-MSA) and Modified HSA (Mod-HSA) are available to students who receive special education services and meet the criteria for participation. The Alt-MSA has been available at all levels since spring 2004; the Mod-HSA has been available since 2008, and the Mod-MSA became available to middle school students in 2009 and elementary school students in 2010.

AYP Definitions of Limited English Proficiency and Special Education

For calculating AYP proficiency, the limited English proficient (LEP) subgroup includes both students receiving English for Speakers of Other Languages (ESOL) services at the time of testing and students who exited ESOL within the last two years. The special education subgroup includes students receiving services at the time of testing and students who exited special education within the last two years. For calculating participation, the LEP and special education subgroups include only students receiving services at the time of the assessment.

District AYP Proficiency Rates— Elementary

MSDE calculates elementary school AYP proficiency rates in reading and mathematics for the district overall as well as for individual schools. The 2010 AMOs expected elementary proficiency rates of 81.2 percent for reading and 79.4 percent for mathematics. Figure A-1 provides information on elementary AYP proficiency rates for the district in 2010. Figures A-2 and A-3 provide district-level trend data on AYP proficiency rates for 2005 (the baseline year) and from 2008 to 2010. Table A-1 provides a summary of the number of elementary schools meeting AYP proficiency targets for 2009 and 2010.
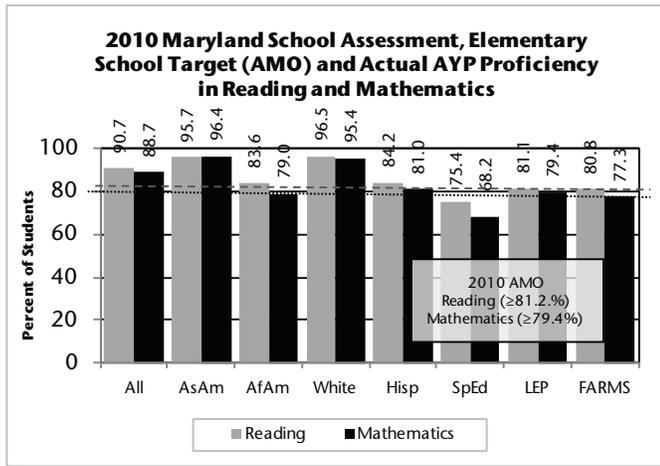
In 2010, elementary school students overall, and students in the Asian American, African American, White, and Hispanic subgroups met or exceeded the reading AMO (Figure A-1). All students, and students in the Asian American, White, Hispanic, and LEP subgroups met or exceeded the mathematics AMO.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Figure A-1

2010 Maryland School Assessment, Elementary School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics

2010 AMO
Reading (≥81.2%)
Mathematics (≥79.4%)

■ Reading ■ Mathematics

From 2005 to 2010, the percentage of elementary school students earning a proficient or advanced score in reading increased for all subgroups. (Note: MSDE did not provide AYP data aggregated across all tested grade levels until 2005. Therefore, 2005 is used as the baseline year for reporting AYP proficiency.) Since the baseline year of 2005, gains of greater than 15 percentage points were obtained by students in the LEP, FARMS, Hispanic, and special education subgroups. Three-year trend data indicate that from 2008 to 2010, students with limited English proficiency achieved three-year gains of more than three percentage points (3.4). Students receiving FARMS services attained three-year gains of 1.5 percentage points, and African American and Hispanic students' proficiency rates climbed by 1.4 and 1.3 percentage points, respectively (Figure A-2).

Figure A-2

2005, 2008–2010 Maryland School Assessment, Elementary AYP Reading Proficiency by Racial/Ethnic Group and Special Services

■ 2005 ■ 2008 ■ 2009 ■ 2010

The percentage of students earning a proficient or advanced score in mathematics also increased for all subgroups from 2005 to 2010. Since the baseline year of 2005, gains of greater than 13 percentage points were obtained by students in the African American, FARMS, LEP, and special education subgroups. From 2008 to 2010, students with limited English proficiency made the greatest three-year gains (4.1 percentage points), followed by students receiving special education services (3.8 percentage points) or FARMS services (3.1 percentage points). Additionally, African American and Hispanic students made three-year gains that surpassed students overall (2.9 and 1.5 percentage points, respectively) (Figure A-3).

Figure A-3

2005, 2008–2010 Maryland School Assessment, Elementary AYP Mathematics Proficiency by Racial/Ethnic Group and Special Services

■ 2005 ■ 2008 ■ 2009 ■ 2010

Each individual elementary school must meet reading and mathematics proficiency targets—through AMOs, safe harbor, or confidence interval—for all students and for each subgroup. In 2010, all MCPS elementary schools met the reading proficiency target for all students and for the Asian American, African American, and White subgroups. Two schools did not meet the target for the Hispanic subgroup; six schools did not meet the target for the LEP subgroup; seven did not meet the target for the FARMS subgroup; and sixteen schools did not meet the target for the special education subgroup.

All schools met the mathematics proficiency target for students overall and for the Asian American and White subgroups. Two schools did not meet the mathematics target for the African American and Hispanic subgroups; five schools did not meet the target for the FARMS subgroup; seven schools did not meet the target for the LEP subgroup; and twelve schools did not meet the target for the special education subgroup (Table A-1).

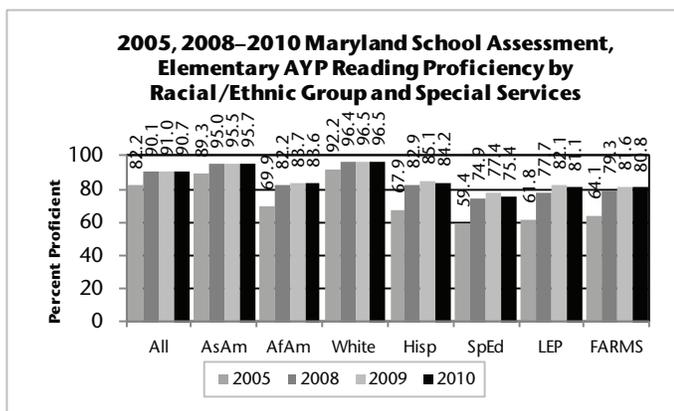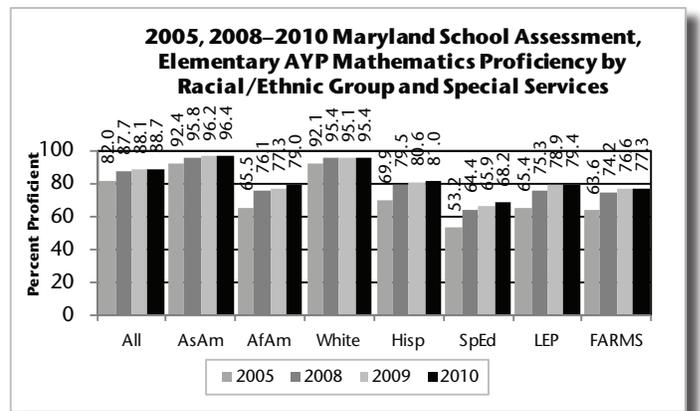**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Table A-1

	Number of Elementary Schools Meeting Reading and Mathematics Proficiency Targets in 2009 and 2010							
	Reading				**Mathematics**			
	2009		**2010**		**2009**		**2010**	
Subgroup	**Total Schools #**	**Meeting Proficiency Target #**	**Total Schools #**	**Meeting Proficiency Target #**	**Total Schools #**	**Meeting Proficiency Target #**	**Total Schools #**	**Meeting Proficiency Target #**
All students	130	130	131	131	130	130	131	131
Asian American	128	128	130	130	128	128	130	130
African American	127	127	129	129	127	126	129	127
White	129	129	129	129	129	129	129	129
Hispanic	130	130	130	128	130	130	130	128
Special Education	130	130	131	115	130	128	131	119
LEP	126	126	129	123	126	126	129	122
FARMS	123	123	124	117	123	122	124	119

Note: Total schools considered in each subgroup varies; schools with fewer than five students in a subgroup are not included in AYP calculations for that subgroup. The Annual Measurable Objectives (AMOs) for K–5 elementary schools for reading were 76.5% in 2009 and 81.2% in 2010; and for mathematics were 74.2% in 2009 and 79.4% in 2010. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.

District AYP Proficiency Rates—Middle School

As with elementary schools, MSDE calculates middle school AYP proficiency rates for the district overall, as well as for individual middle schools. The 2010 AMOs expected middle school (Grades 6–8) proficiency rates of 80.8 percent for reading and 71.4 percent for mathematics. Figure A-4 provides information on overall middle school student AYP proficiency rates for the district in 2010. Figures A-5 and A-6 provide district level trend data on AYP proficiency rates for 2005 (the baseline year) and from 2008 to 2010. Table A-2 provides a summary of the number of middle schools meeting AYP proficiency targets for 2009 and 2010.

In 2010, middle school students overall, and students in the Asian American, African American, and White subgroups met or exceeded the reading AMO. All students and students in the Asian American and White subgroups met or exceeded the mathematics AMO (Figure A-4).

From 2005 to 2010, the percentage of middle school students earning a proficient or advanced score in reading increased for all subgroups. From 2008 to 2010, three-year gains of more than 12 percentage points were noted for students in the LEP subgroup (12.6 percentage points). Students in the FARMS, Hispanic, special education, and African American subgroups also made three-year gains that outpaced students overall (6.9, 6.2, 6.1, and 4.7 percentage points, respectively) (Figure A-5).

Figure A-4

2010 Maryland School Assessment, Middle School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics

Figure A-5

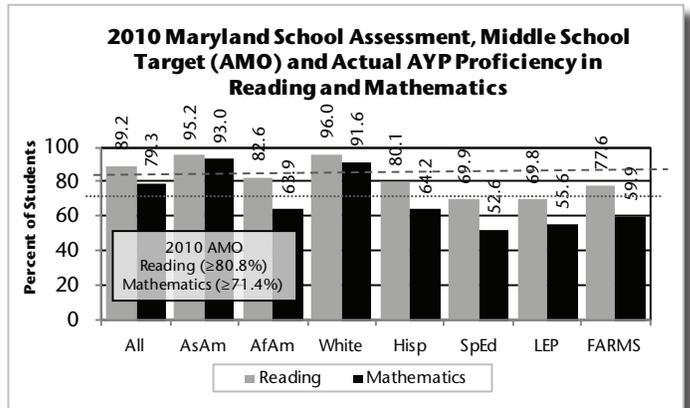2005, 2008–2010 Maryland School Assessment, Middle School Reading AYP Proficiency by Racial/Ethnic Group and Special Services

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The percentage of middle school students earning a proficient or advanced score in mathematics also increased for all subgroups from 2005 to 2010. From 2008 to 2010, the African American subgroup made the greatest three-year gain (4.6 percentage points) followed by students receiving FARMS (3.9 percentage points) and special education (3.5 percentage points) services and students with limited English proficiency (3.0 percentage points) (Figure A-6).

Figure A-6

2005, 2008–2010 Maryland School Assessment, Middle School Mathematics AYP Proficiency by Racial/Ethnic Group and Special Services

In addition to meeting AYP proficiency targets for the district overall, each individual middle school must meet reading and mathematics proficiency targets—through AMOs, safe harbor, or confidence interval—for all students and for each subgroup. In 2010, all middle schools met the reading proficiency target for all students and for the Asian American, White, and Hispanic subgroups (Table A-2). One middle school did not meet the reading proficiency target for the African American subgroup; two did not meet the target for the FARMS subgroup; three did not meet the target for the LEP subgroup; and six did not meet the target for the special education subgroup. In mathematics, all middle schools met the proficiency target for the Asian American and White subgroups. Two middle schools did not meet the mathematics proficiency target for all students; four middle schools did not meet the target for the African American subgroup; five middle schools did not meet the target for the Hispanic subgroup; six middle schools did not meet the target for the FARMS subgroup; eight middle schools did not meet the target for the special education subgroup; and nine middle schools did not meet the target for the LEP subgroup.

Table A-2

	Number of Middle Schools Meeting Reading and Mathematics Proficiency Targets in 2009 and 2010							
	Reading				Mathematics			
	2009		2010		2009		2010	
Subgroup	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #
All students	38	38	38	38	38	38	38	36
Asian American	38	38	37	37	38	38	37	37
African American	38	38	38	37	38	37	38	34
White	38	38	38	38	38	38	38	38
Hispanic	38	38	38	38	38	34	38	33
Special Education	38	34	38	32	38	30	38	30
LEP	38	37	38	35	38	34	38	29
FARMS	38	36	38	36	38	30	38	32

Note: Total schools considered in each subgroup varies; schools with fewer than five students in a subgroup are not included in AYP calculations for that subgroup. The Annual Measurable Objectives (AMOs) for Grade 6–8 middle schools for reading were 75.9% in 2009 and 80.8% in 2010; and for mathematics were 64.3% in 2009 and 71.4% in 2010. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.
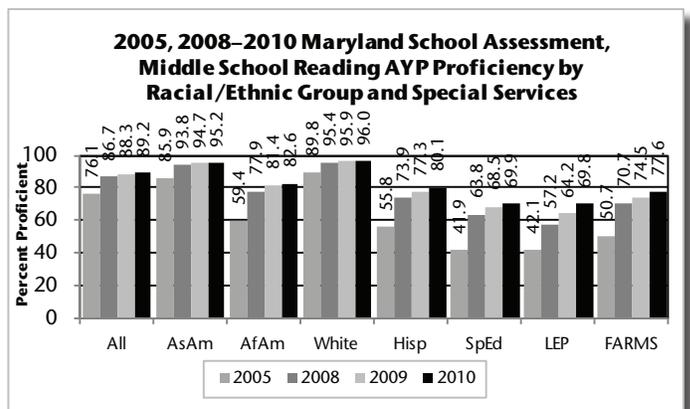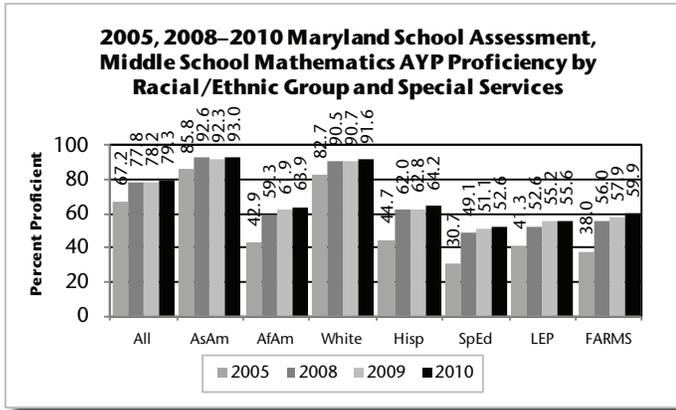
GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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District AYP Proficiency Rates—High School

At the high school level, the Algebra and English 10 HSAs are used to determine AYP calculations. In 2010, AYP calculations considered Grade 12 students' highest earned HSA or Mod-HSA scores or scores from approved substitute exams (e.g., select Advanced Placement or International Baccalaureate assessment scores), and Alt-MSA scores of high school students who took this assessment in 2010. Due to significant changes in the calculation of high school AYP in 2009, results cannot be compared to years prior to 2009.

The 2010 AMOs expected high school proficiency rates of 72.7 percent for reading and 64.9 percent for mathematics. Students overall, and students in the Asian American, African American, White, and Hispanic subgroups met or exceeded the reading AMO. Students overall and students in the Asian American, African American, White, Hispanic, LEP, and FARMS subgroups met or exceeded the 2010 mathematics AMO (Figure A-7).

Figure A-7

2010 Maryland School Assessment, High School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics
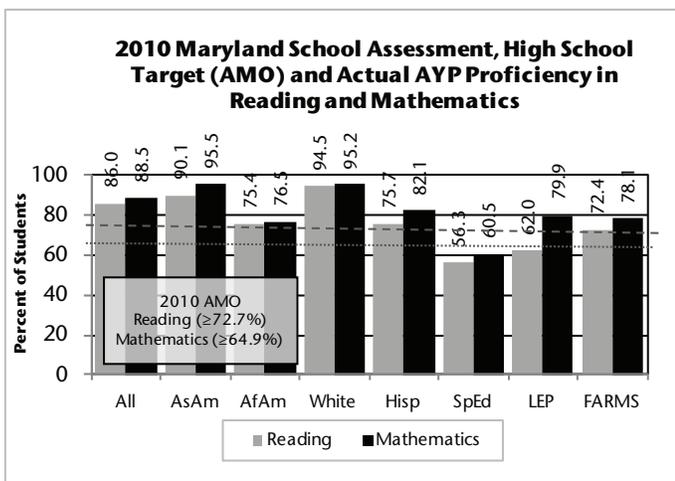
From 2009 to 2010, the percentage of high school students overall earning a proficient or advanced score in reading decreased slightly (-1.2 percentage points). The rate for the Asian American subgroup declined 1.4 percentage points. The rate for the African American subgroup remained unchanged, and the rates for the White and FARMS subgroups declined by less than one percentage point. The rates for the special education and LEP subgroups declined 5.1 and 4.3 percentage points, respectively (Figure A-8).

Figure A-8

2009–2010 Maryland School Assessment, High School Reading AYP Proficiency by Racial/Ethnic Group and Special Services

The percentage of high school students earning a proficient or advanced score in mathematics also decreased (-1.4 percentage points) from 2009 to 2010. The rates for the Asian American, White, and Hispanic subgroups each declined by one percentage point or less. The rate for the African American subgroup declined 1.7 percentage points. The special education subgroup experienced a rate decline of 6.3 percentage points from 2009 to 2010, and the rates for the LEP and FARMS subgroups declined by 2.6 and 2.3 percentage points, respectively (Figure A-9).

Figure A-9

2009–2010 Maryland School Assessment, High School Mathematics AYP Proficiency by Racial/Ethnic Group and Special Services
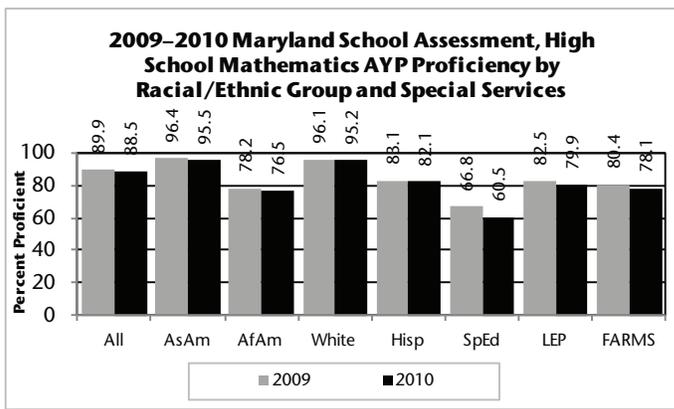
In 2010, all MCPS high schools met the reading proficiency target for students overall and for students in the Asian American, African American, White, and Hispanic subgroups. One school did not meet the reading proficiency target for the FARMS subgroup; three schools did not meet the target for the LEP subgroup; and seven schools did not meet the target for the special education subgroup. All schools met the mathematics proficiency target for students overall and for students in the Asian American, African American, White, Hispanic, LEP, and FARMS subgroups. Five schools did not meet the mathematics target for the special education subgroup (Table A-3).
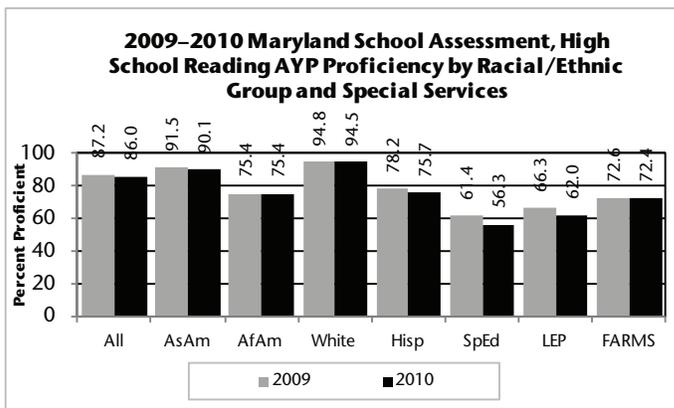
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Table A-3

	Number of High Schools Meeting Reading and Mathematics Proficiency Targets in 2009 and 2010							
	Reading				Mathematics			
	2009		2010		2009		2010	
Subgroup	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #
All students	25	25	25	25	25	25	25	25
Asian American	25	25	25	25	25	25	25	25
African American	25	25	25	25	25	25	25	25
White	25	25	25	25	25	25	25	25
Hispanic	24	24	25	25	24	24	25	25
Special Education	25	24	25	18	25	25	25	20
LEP	22	21	23	20	24	24	23	23
FARMS	25	25	25	24	25	25	25	25

Note: Total schools considered in each subgroup varies; schools with fewer than five students in a subgroup are not included in AYP calculations for that subgroup. The Annual Measurable Objectives (AMOs) for high schools for reading were 65.8% in 2009 and 72.7% in 2010; and for mathematics were 56.1% in 2009 and 64.9% in 2010. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.

District AYP Proficiency Rates—K–12

Reading and mathematics proficiency rates at the district level combine results from the MSA, Mod-MSA, HSA, Mod-HSA, and Alt-MSA across all grade levels. The 2010 AMOs expected proficiency rates of 79.8 percent for reading and 73.9 percent for mathematics, for students in grades K–12. All students, and the Asian American, African American, White, and Hispanic subgroups met or exceeded the reading AMO. All students, and the Asian American and White subgroups met or exceeded the mathematics AMO (Figure A-10).

Figure A-10

2010 Maryland School Assessment, District Target (AMO) and Actual AYP Proficiency in Reading and Mathematics
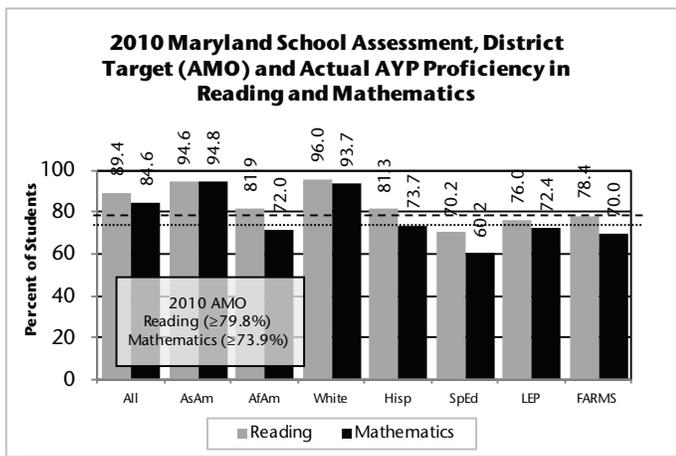
Advanced Scores MSA

MSDE reports percentages of students performing at the advanced, proficient, and basic levels by district, school, and subgroup. These results include all students who participated in the MSA or Mod-MSA (but not Alt-MSA), regardless of their inclusion in AYP determinations. The special education and ESOL subgroups include only students who were receiving services at the time of testing, whereas AYP statistics also include students exited from special education or ESOL services within the last two years. Although MSDE does not use advanced scores on the MSAs for accountability (AYP) purposes, MCPS monitors these data to further refine our understanding of student progress in reading and mathematics.

Elementary School MSA Results

Figures A-11 through A-14 present the percentages of all MSA or Mod-MSA test takers in Grades 3, 4, and 5 who earned scores in the advanced, proficient, and basic performance ranges for 2004 (the baseline year) and 2008 to 2010. (Note: 2004 was the first year that Grades 3 through 8 were tested.) The percentage of elementary school students earning either a proficient or advanced score in reading increased from 2004 to 2010 for students overall and all subgroups, and trends in the percentage of students earning advanced scores also increased. In 2010, 43.0 percent of all students scored advanced, an increase of 2.5 percentage points over 2008, and 16.3 percentage points over 2004. Since 2008, increases of 4.0 percentage points were observed for the African American subgroup and 1.4 percentage points for the Hispanic subgroup. In 2010, more than one half of students in the Asian American and White subgroups scored advanced in reading (Figure A-11).

MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Figure A-11


2004, 2008–2010 Maryland School Assessment
Elementary Reading Performance
by Racial/Ethnic Group

Since the baseline year of 2004, the percentage of students achieving an advanced score in reading increased by 12.7 percentage points for the FARMS subgroup, 10.8 percentage points for the special education subgroup, and 6.6 percentage points for the ESOL subgroup. Three-year trends from 2008 to 2010 also show increases in the percentage of elementary school students earning advanced reading scores for the FARMS and special education subgroups (2.4 and 1.7 percentage points, respectively) (Figure A-12).

Figure A-12

2004, 2008–2010 Maryland School Assessment
Elementary Reading Performance
by Special Services
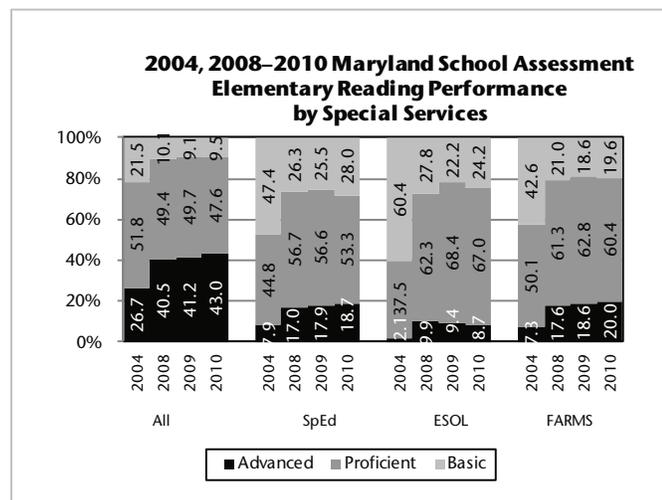
Upward trends also were observed in the percentage of elementary school students earning advanced scores in mathematics since the baseline year and from 2008 to 2010. In 2010, 42.0 percent of all students earned an advanced score in mathematics, an increase of 3.1 percentage points over 2008, and 12.0 percentage points over 2004. Since 2008, the percentage of advanced

scores increased for the Asian American (4.2 percentage points), African American (4.1 percentage points), Hispanic (3.1 percentage points), and White (2.8 percentage points) subgroups. More than one half of students in the Asian American and White subgroups scored advanced in mathematics (Figure A-13).

Figure A-13

2004, 2008–2010 Maryland School Assessment
Elementary Mathematics Performance
by Racial/Ethnic Group
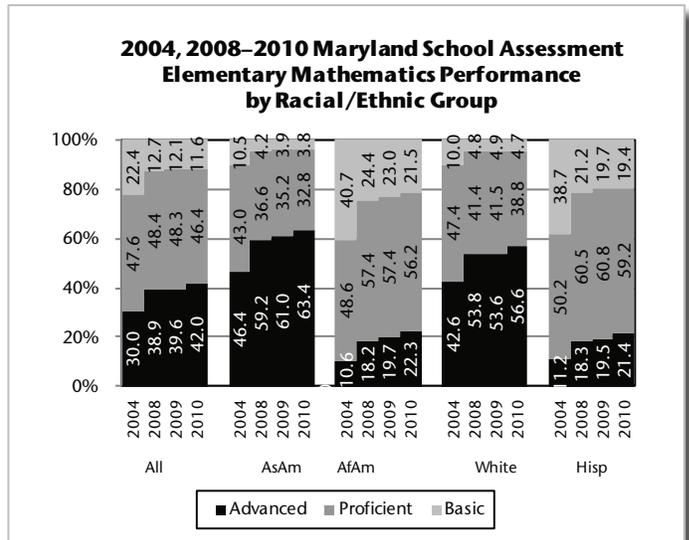
From 2004 to 2010, students in the FARMS subgroup increased their advanced scores by 9.9 percentage points; the ESOL subgroup increased by 6.4 percentage points, and the special education subgroup increased by 4.8 percentage points. Since 2008, the percentage of advanced scores in mathematics increased 3.8 percentage points for the FARMS subgroup and 1.4 percentage points for the ESOL subgroup. The special education subgroup was unchanged from 2008 to 2010 (Figure A-14).

Figure A-14
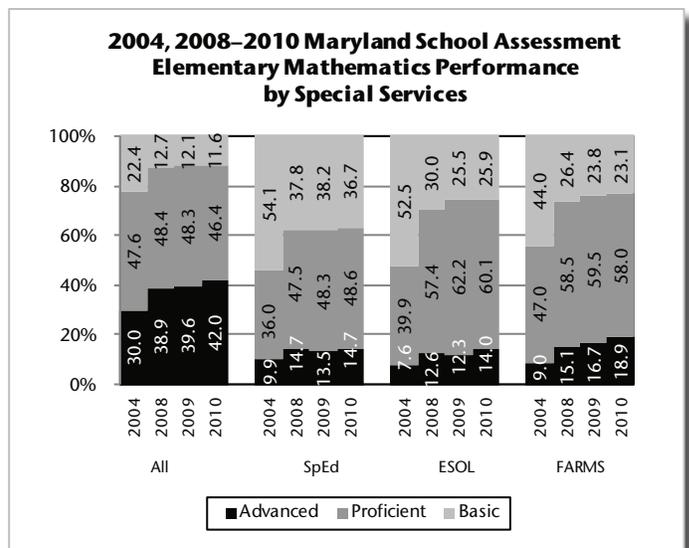
2004, 2008–2010 Maryland School Assessment
Elementary Mathematics Performance
by Special Services

Middle School MSA Results

As with elementary level MSA data, MCPS monitors the advanced, proficient, and basic performance of middle school students in reading and mathematics. For these descriptive statistics, the rules for calculating the proportion of advanced, proficient, and basic scores for middle school students are the same as for elementary school students.
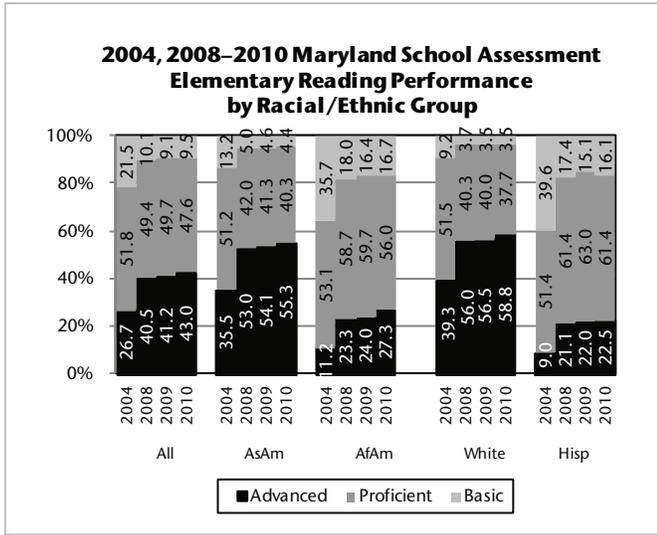
Figures A-15 through A-18 present the percentages of all MSA or Mod-MSA test takers in Grades 6, 7, and 8 who earned scores in the advanced, proficient, and basic performance ranges for 2004 (the baseline year) and 2008 to 2010. The percentage of middle school students earning an advanced score in reading increased since 2004 and from 2008 to 2010 for students overall and all subgroups. Overall, in 2010, 56.8 percent of middle school students earned an advanced score in reading, an increase of 3.4 percentage points from 2008 and 18.8 percentage points from 2004. Since 2008, the percentage of students scoring advanced increased for the Asian American (4.7 percentage points), African American (5.6 percentage points), White (1.6 percentage points), and Hispanic (6.8 percentage points) subgroups. Since the baseline year, the percentage of African American and Hispanic students attaining an advanced score more than doubled (22.3 and 19.7 percentage point increases, respectively) (Figure A-15).

Figure A-15

2004, 2008–2010 Maryland School Assessment Middle School Reading Performance by Racial/Ethnic Group

Since 2004, the percentage of students in the ESOL subgroup earning an advanced score in reading increased by 8.7 percentage points, while the percentage of students in the special education and FARMS subgroups scoring advanced increased by 11.9 and 19.4 percentage points, respectively. From 2008 to 2010, the percentage of students scoring advanced in reading increased for the special education (1.5 percentage points), ESOL (3.8 percentage points), and FARMS (6.9 percentage points) subgroups (Figure A-16).

Figure A-16

2004, 2008–2010 Maryland School Assessment Middle School Reading Performance by Special Services
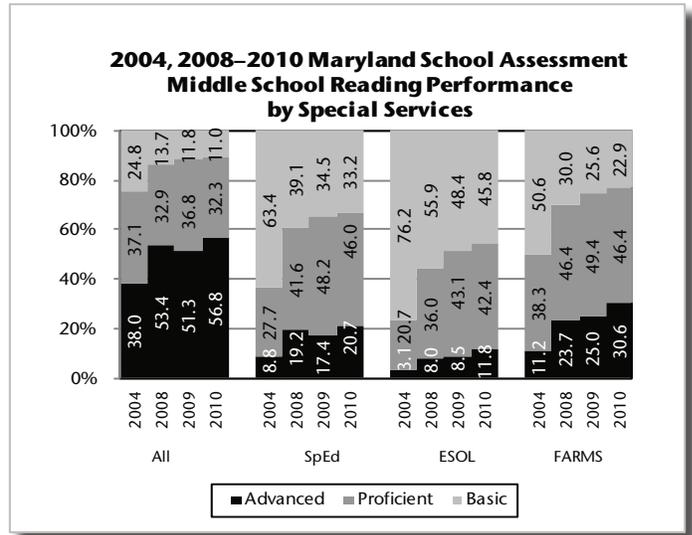
Since the baseline year of 2004, the percentage of students in the African American and Hispanic subgroups earning an advanced score in mathematics increased by 10.4 and 7.8 percentage points, respectively. Since 2008, the percentage of students earning an advanced score in mathematics decreased slightly for students overall (-0.5 percentage points) and for the Asian American (-1.0 percentage point) and Hispanic subgroups (-0.9 percentage points). There were slight increases in the percentage of students scoring advanced from 2008 to 2010 in the African American (0.6 percentage points) and White (0.8 percentage points) subgroups. In 2010, more than one half of Asian American and White students earned an advanced score in mathematics (Figure A-17).

Figure A-17
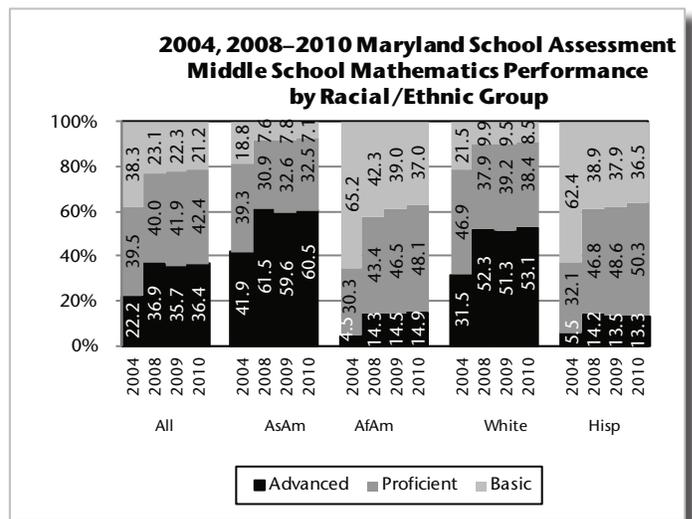
2004, 2008–2010 Maryland School Assessment Middle School Mathematics Performance by Racial/Ethnic Group

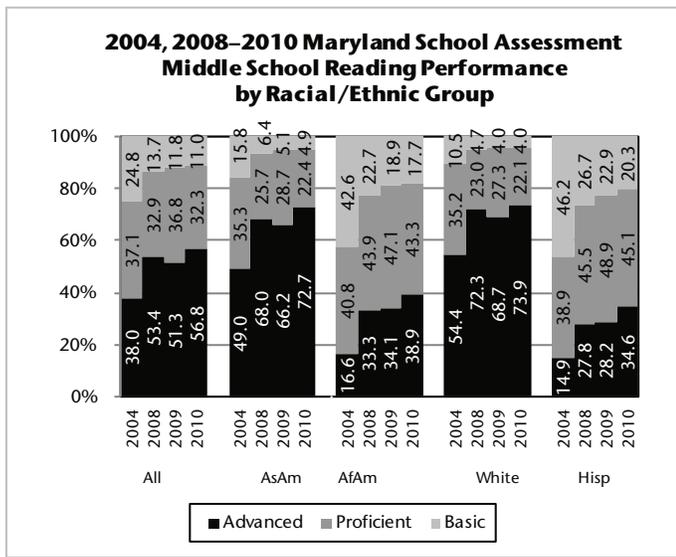**GOAL 1** *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Since the baseline year of 2004, the percentage of students attaining an advanced score in mathematics increased for students in the FARMS (7.0 percentage points), special education (4.8 percentage points), and ESOL (2.7 percentage points) subgroups (Figure A-18).

Figure A-18
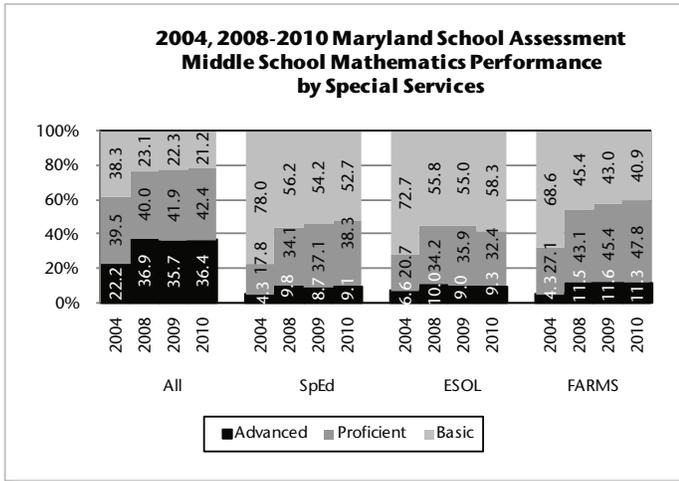
2004, 2008-2010 Maryland School Assessment
Middle School Mathematics Performance
by Special Services

MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

DATA ★ POINT
High School Final Exams

The MCPS Office of Curriculum and Instructional Programs produces semester A and semester B examinations for Algebra 1, Biology, English 10, and National/State/Local Government (NSL). These examinations assess student mastery of content standards in each of the four subject areas covered by the Maryland High School Assessments (HSA). The examinations are administered at the end of each semester to all students enrolled in these courses and account for 25 percent of students' final semester course grades.

The MCPS final examinations have three primary purposes:

1. To provide a valid and uniform assessment of student attainment of learning outcomes
2. To allow meaningful comparisons of student groups
3. To better prepare students for high-stakes statewide assessments

Trend data for the final examinations are not included in this report because the examinations are revised every year. Comparisons between years or between semesters are not valid because the exams are not equated for difficulty between Semester A exams and Semester B exams, nor are they equated for difficulty between years. Results are reported for course enrollees, including middle school students, who took the examinations (test takers) in either semester A or semester B of the 2009–2010 school year.

More than two-thirds of all test takers passed the semester examinations in every course. Each of the subject areas consists of semester A and semester B courses. For semester A courses, the percentages of all test takers who passed the

2009–2010 final examinations were 70.3 percent in Algebra 1A, 74.6 percent in Biology A, 76.6 percent in English 10 A, and 85.5 percent in NSL A. For semester B courses, the percentages of all test takers who passed the final examinations were 70.7 percent in Algebra 1B, 83.6 percent in Biology B, 86.5 percent in English 10 B, and 89.4 percent in NSL B (Figure B-1).

Figure B-1

Percentage of All Students Passing Countywide Semester Final Examinations for Four HSA Courses in 2009–2010

The performance by student groups on the final examinations varied considerably (Table B-1). Asian American and White students exceeded the overall MCPS percentage passing rate in all courses. African American and Hispanic students were below the overall county passing rate in all courses. Students who received special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services performed below the overall county passing rate in all courses (Table B-1).

Table B-1

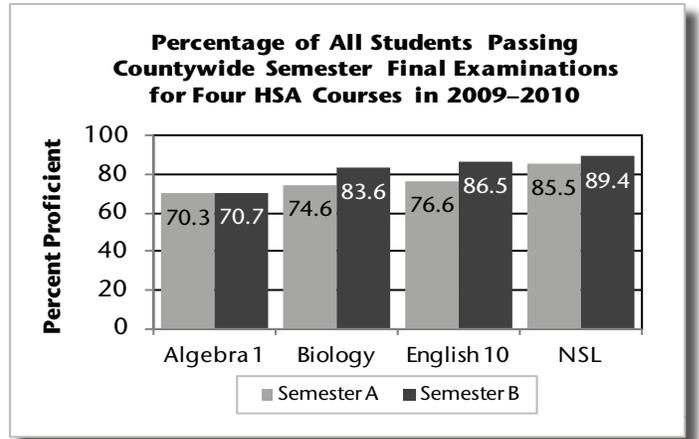| Percentage of Students Passing Countywide Semester Final Examinations for Four HSA Courses in 2010								
	Algebra 1		Biology		English 10		NSL	
	Algebra A	Algebra B	Biology A	Biology B	English 10 A	English 10 B	NSL A	NSL B
All MCPS	**70.3**	**70.7**	**74.6**	**83.6**	**76.6**	**86.5**	**85.5**	**89.4**
Asian American	90.5	89.6	88.1	93.9	87.5	94.5	92.8	97.0
African American	55.5	55.9	58.4	70.3	61.0	77.6	77.4	82.4
White	86.9	87.9	90.2	95.2	91.7	95.3	94.8	96.4
Hispanic	54.0	51.8	58.5	70.4	59.7	74.3	73.5	78.8
Male	66.5	67.8	73.5	81.3	72.1	83.6	83.7	87.4
Female	74.6	73.8	75.8	85.9	81.4	89.5	87.3	91.4
Special Ed.	42.8	41.1	47.9	54.6	46.7	62.6	64.1	72.6
ESOL	47.2	45.0	57.8	67.1	41.7	62.5	67.5	76.7
FARMS	52.7	51.3	55.1	66.2	55.7	71.1	71.3	76.9

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MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

DATA ★ POINT

Language Assessment System Links

According to the federal *No Child Left Behind Act of 2001,* school districts that receive Title III funding are accountable for meeting Annual Measurable Achievement Objectives (AMAOs) for students with limited English proficiency (LEP). The state-mandated assessment for English language proficiency is the Language Assessment System Links (LAS-Links), published by CTB/McGraw-Hill.

LAS-Links assesses English language skills and proficiency of students with limited English proficiency from kindergarten to Grade 12. The assessment is composed of four subtests—Listening, Speaking, Reading, and Writing. Student results are reported as scale scores and proficiency levels for each subtest, and overall scale and proficiency scores are calculated from comprehension-based items from the Listening and Reading subtests.

In 2009, the Maryland State Department of Education (MSDE) defined *progress* toward English language proficiency (AMAO I) as an increase of 15 scale score points on a student's overall composite score from spring to spring LAS-Links administrations. MSDE also defined a student as having *attained* English language proficiency (AMAO II) if he or she scored at proficiency level 5 (advanced) overall and received proficiency scores of 4 (high intermediate) or higher on all four LAS-Links subtests.

In order for a local school system to meet AMAO I in 2010, MSDE required 58 percent of students with limited English proficiency to demonstrate progress toward proficiency. In MCPS, 75.9 percent of students met this standard (Figure C-1).

Figure C-1

Percentage Meeting Annual Measurable Achievement Objective 1
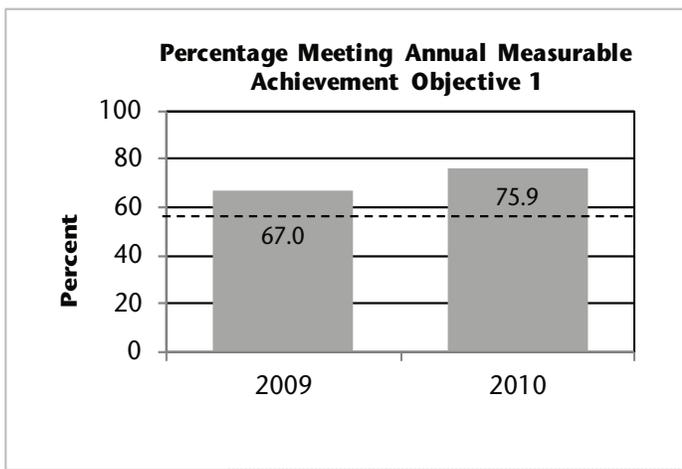
In order for a local school system to meet the AMAO II target in 2010, MSDE required at least 16 percent of students with limited English proficiency to attain proficiency. In MCPS, 19.8 percent of students met this standard (Figure C-2).

Figure C-2
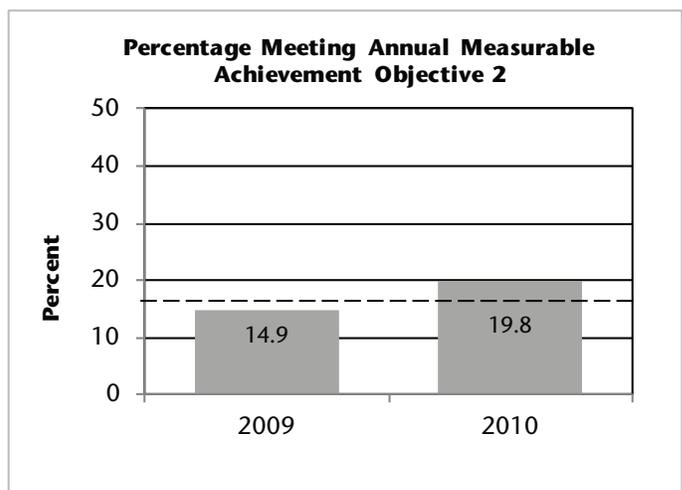
Percentage Meeting Annual Measurable Achievement Objective 2

Milestone: All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

DATA ★ POINT

Algebra and Geometry Completion

Algebra Successful Course Completion by the End of Grade 8

To prepare all students to live and work in the highly technological environment of the 21st century, MCPS encourages all students to pursue higher-level mathematics and science courses. Success in Algebra 1 is necessary to gain access to higher-level mathematics and science courses, as well as to prepare for the mathematics section of the SAT.

Between the baseline year of 2001 and 2010, the rate for successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 8 at all comprehensive middle schools increased by 24.7 percentage points for all students (Figure D-1).

Figure D-1

Grade 8 Algebra or Higher-Level Mathematics Completion
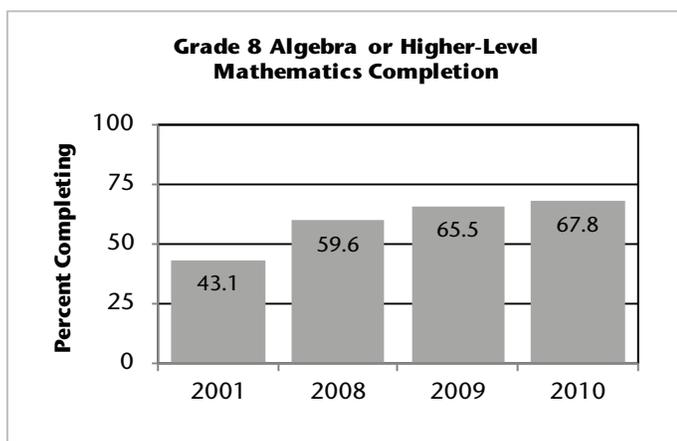
The Grade 8 overall completion rate within racial/ethnic groups has steadily increased for each group of students since the baseline year of 2001, with gains of 24 percentage points or more (Figure D-2).

Figure D-2

Grade 8 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group
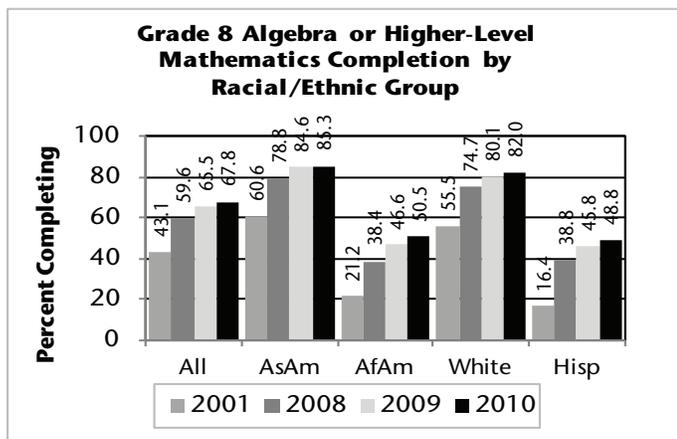
The Grade 8 completion rates for male and female students have increased by 24 percentage points and 25 percentage points, respectively, since the baseline year of 2001. Among students receiving special services, those receiving Free and Reduced-price Meals System (FARMS) services made the greatest gains since 2001 (29 percentage points), followed by students receiving special education services (17 percentage points) and students receiving English for Speakers of Other Languages (ESOL) services (11 percentage points) (Figure D-3).

Figure D-3

Grade 8 Algebra or Higher-Level Mathematics Completion by Gender and Special Services
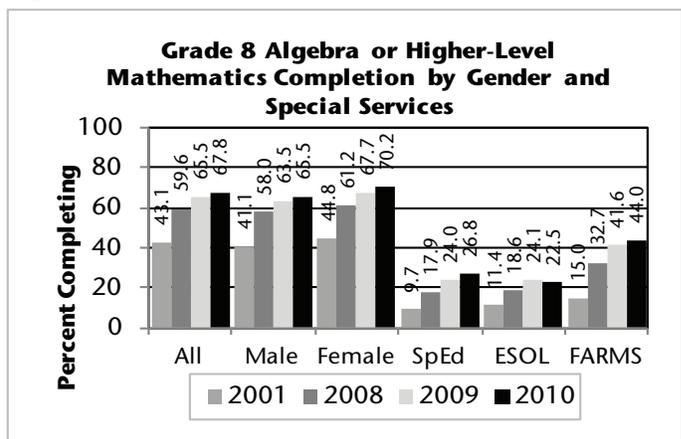
Grade 8 Algebra 1: Student Performance and District Targets

The 2010 district target expected 80.0 percent of all Grade 8 students and all groups of Grade 8 students to successfully complete Algebra 1 or higher-level mathematics. During the 2009–2010 school year, Asian American and White students met the target. The completion rate for all students was below the target by approximately 12 percentage points (Figure D-4).

Figure D-4

2010 Target and Actual Percentage of Grade 8 Students Successfully Completing Algebra or Higher-Level Mathematics
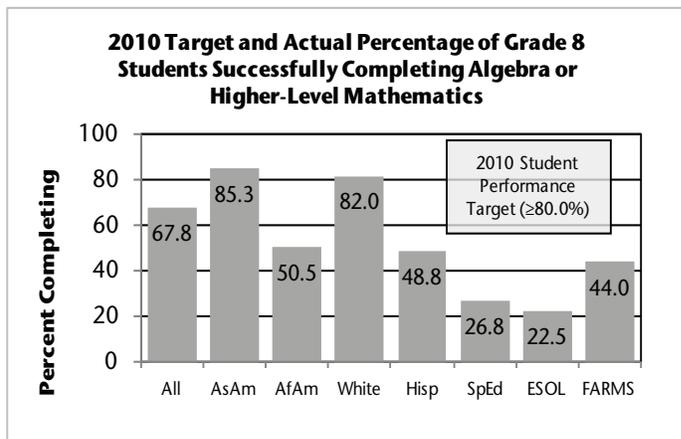
The 2010 district target expected 38 out of 38 middle schools to have 80.0 percent of all students and student groups successfully complete Algebra 1 or higher-level mathematics

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

by the end of Grade 8. The target was not met for all students nor any student group during the 2009–2010 school year. In 2010, 25 out of 38 middle schools met the target for Asian American students, 21 out of 38 middle schools met the target for White students; 5 out of 38 middle schools met the target for all students, and one middle school met the target for Hispanic students, while no middle school met the target for African American students or students receiving special education, ESOL, or FARMS services (Table D-1).

Table D-1

Target and Actual Number of Schools With Grade 8 Algebra Completion Rate At or Above Expectation			
	2008	**2009**	**2010**
Total Comprehensive Middle Schools*	38	38	38
Target	29	33	38
	Actual	Actual	Actual
All Students	10	10	5
Asian American	31	31	25
African American	0	1	0
White	29	29	21
Hispanic	2	1	1
Special Education	0	0	0
ESOL	1	2	0
FARMS	0	0	0

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

## Algebra Successful Course Completion by the End of Grade 9

Between the baseline year of 2001 and 2010, the rate for successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 9 at all comprehensive high schools increased by 10.0 percentage points for all students (Figure D-5).

Figure D-5

Grade 9 Algebra or Higher-Level Mathematics Completion
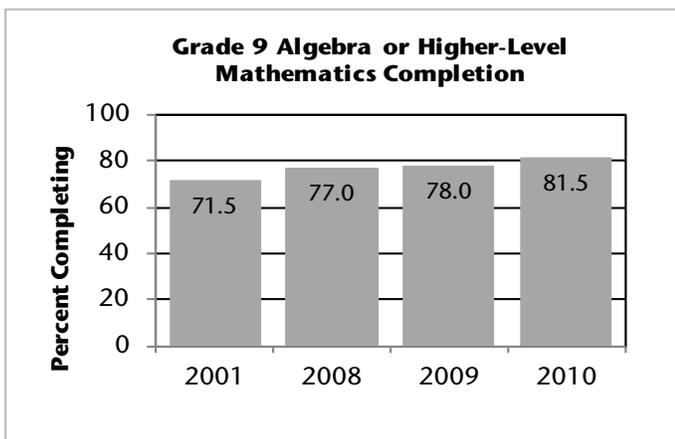
The overall completion rate within racial/ethnic groups held steady for all groups of students since the baseline year of 2001. The largest gains were made by African American and Hispanic students with increases of 23.5 percentage points each (Figure D-6).

Figure D-6

Grade 9 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group
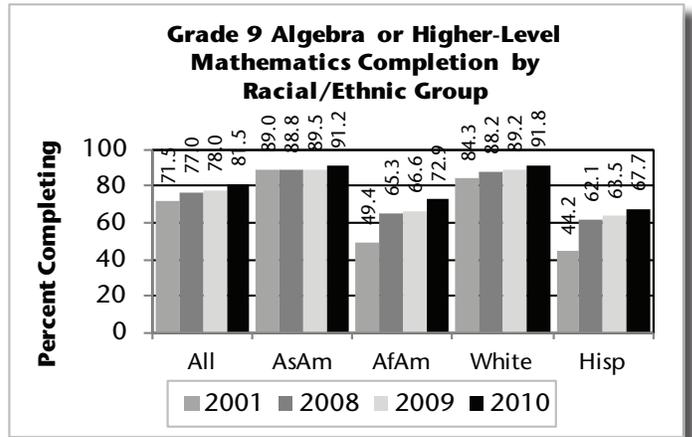
Between the baseline year of 2001 and 2010, the completion rate for both male and female students increased by 10 percentage points. Among students receiving special services, those receiving FARMS services made the greatest gains (25 percentage points), followed by students receiving special education or ESOL services with gains of 22 and 14 percentage points, respectively (Figure D-7).

Figure D-7

Grade 9 Algebra or Higher-Level Mathematics Completion by Gender and Special Services

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

## Grade 9 Algebra 1: Student Performance and District Targets

The 2010 district target expected 100.0 percent of all Grade 9 students and all groups of Grade 9 students enrolled in MCPS comprehensive high schools to successfully complete Algebra 1 or higher-level mathematics. During the 2009-2010 school year, Asian American and White students missed the target by 8.8 percentage points and 8.2 percentage points, respectively. African American and Hispanic students missed the target by 27.1 and 32.3 percentage points, respectively. Students who received special education, ESOL, or FARMS services missed the target by more than 33 percentage points. The successful completion rate for all students was 18.5 percentage points below the target (Figure D-8).

Figure D-8

2010 Target and Actual Percentage of Grade 9 Students Successfully Completing Algebra or Higher-Level Mathematics

The 2010 district target expected 25 out of 25 comprehensive high schools to have 100.0 percent of all students and student groups successfully complete Algebra 1 by the end of Grade 9. During the 2009–2010 school year, 1 out of 25 high schools met the target for Asian American or special education students (Table D-2). However, no school met the target for all students, White, African American, Hispanic, ESOL, or FARMS subgroups.

Table D-2

Target and Actual Number of Schools With Grade 9 Algebra Completion Rate At or Above Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools*	25	25	25
Target	19	22	25
	Actual	Actual	Actual
All Students	**2**	**0**	**0**
Asian American	10	4	1
African American	1	1	0
White	7	3	0
Hispanic	2	0	0
Special Education	0	1	1
ESOL	0	1	0
FARMS	2	0	0

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

## Geometry Successful Course Completion by the End of Grade 10

Between the baseline year of 2004 and 2010, the rate for successful completion of geometry or higher-level mathematics by the end of Grade 10 at all comprehensive high schools increased by 9.3 percentage points for all students (Figure D-9).

Figure D-9

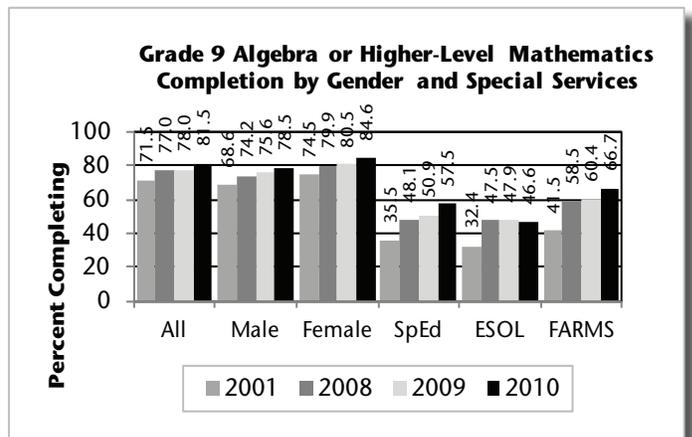
Grade 10 Geometry Completion
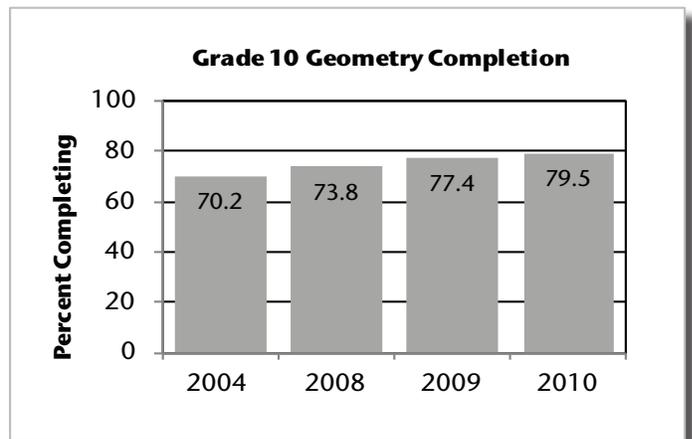
The increase in the completion rate for African American and Hispanic students since the baseline year of 2004 was approximately two times the increase in the completion rate for all students since the baseline year. The completion rate for African American students increased by 20.2 percentage points, and for Hispanic students the rate increased by 18.5 percentage points (Figure D-10).

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

Figure D-10

Grade 10 Geometry Completion by Racial/Ethnic Group
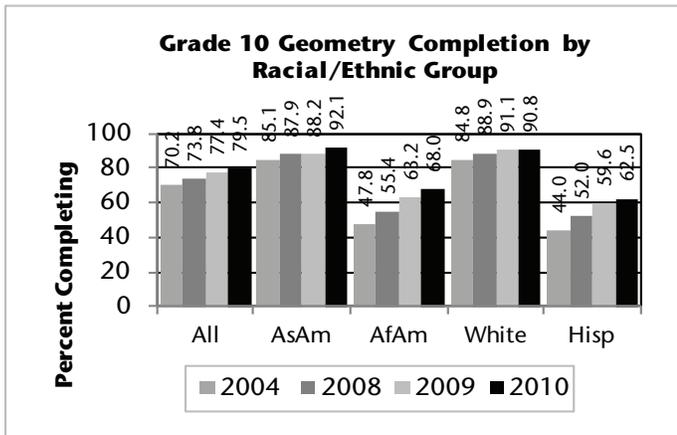
Male and female students showed similar increases in successful completion of geometry between the baseline year of 2004 and 2010 (8.9 and 9.8 percentage points, respectively). Among students receiving special services, the completion rate of students receiving FARMS services increased 20.0 percentage points between 2004 and 2010. Students receiving special education or ESOL services also showed notable increases of 14.8 and 12.5 percentage points, respectively, since 2004 (Figure D-11).

Figure D-11
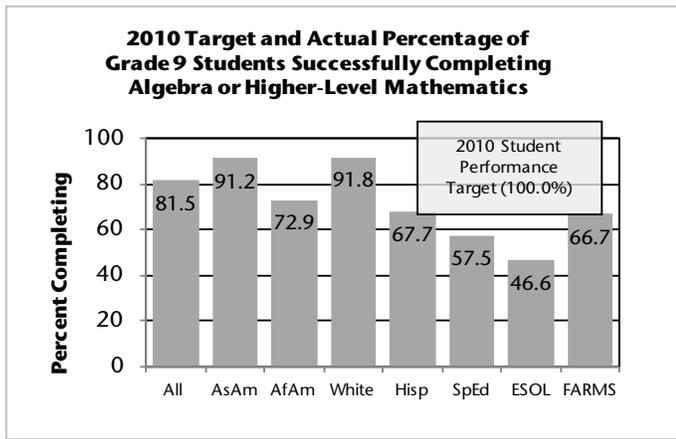

Grade 10 Geometry Completion by Gender and Special Services
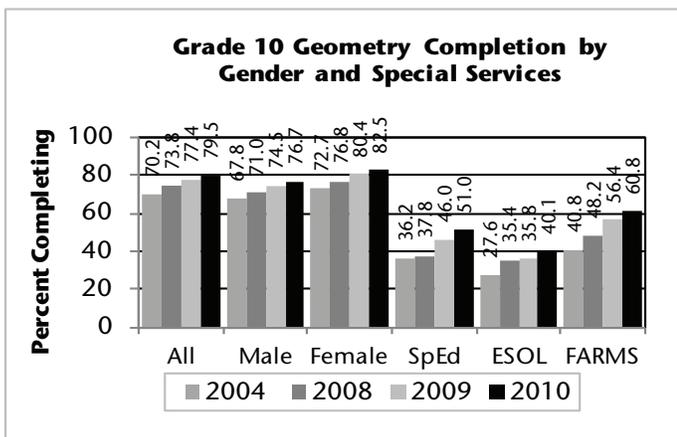
Grade 10 Geometry: Student Performance and District Targets

The 2010 district target expected 100.0 percent of all Grade 10 students and all groups of Grade 10 students to successfully complete geometry or higher-level mathematics. During the 2009–2010 school year, Asian American students missed the target by 7.9 percentage points while White students missed the target by 9.2 percentage points. African American and Hispanic students missed the target by 32.0 and 37.5 percentage points, respectively. Students who received special education, ESOL, or FARMS services missed the target by more than 39 percentage

points. The completion rate for all students was 20.5 percentage points below the target (Figure D-12).

Figure D-12
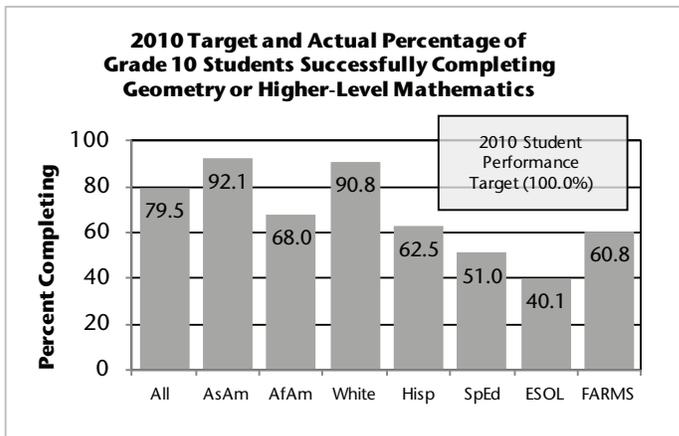
2010 Target and Actual Percentage of Grade 10 Students Successfully Completing Geometry or Higher-Level Mathematics

The 2010 district target expected 25 out of 25 comprehensive high schools to have 100.0 percent of all students and student groups successfully complete geometry by the end of Grade 10. The target was not met for all students nor for any of the student groups. During the 2009–2010 school year, 2 out of 25 high schools met the target for Asian American students, and 1 out of 25 met the target for African American students. No school met the target for all students, White students, Hispanic students, or students receiving special education, ESOL, or FARMS services (Table D-3).

Table D-3

Target and Actual Number of Schools With Grade 10 Geometry Completion Rate At or Above Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools*	25	25	25
Target	19	22	25
	Actual	**Actual**	**Actual**
All Students	3	2	0
Asian American	10	4	2
African American	0	1	1
White	14	3	0
Hispanic	2	1	0
Special Education	0	1	0
ESOL	0	0	0
FARMS	0	0	0

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

Milestone: All schools will increase participation and performance of all students taking the SAT/ACT.

DATA ★ POINT

SAT/ACT Participation and Performance

The SAT is a measure of student readiness for college-level work. MCPS is committed to improving SAT performance among all students as a means to ensure opportunities for further academic pursuits after high school. Information about SAT performance can be used to design preparation programs for students and influence classroom activities in all disciplines.

SAT/ACT Participation

Over the past several years, increasing numbers of MCPS graduates have taken the ACT in addition to, or in lieu of, the SAT. For this reason, MCPS began to monitor participation on both tests. In 2010, 77.3 percent of the June graduates took either the SAT, the ACT, or both (Table E-1). The highest participation rate was seen among Asian American students, while the lowest participation rate was among students receiving English for Speakers of Other Languages (ESOL) services. From 2006 to 2010, the participation rate of SAT/ACT for African American and White students increased by 2.0 and 2.3 percentage points, respectively.

Table E-1

Participation in a College Preparation Test (SAT and/or ACT) By June Graduates				
	Percent			
	2006	**2008**	**2009**	**2010**
All	**78.0**	**77.2**	**81.2**	**77.3**
Asian American	88.8	87.0	90.6	86.9
African American	68.2	71.7	77.2	70.2
White	84.5	83.7	88.3	86.8
Hispanic	55.3	56.4	59.9	53.1
Male	75.2	74.4	78.4	74.4
Female	80.6	80.0	84.0	80.2
Special Education	48.8	46.8	53.9	43.8
ESOL	37.5	45.5	43.3	26.8
FARMS	56.6	60.1	62.9	56.3

Student Participation and District Targets

The 2010 district target expected 80.0 percent of all June graduates and all groups of June graduates to participate in either the SAT or ACT. While Asian American, White, and female students met the target rate of participation, the target was not met by all students, male, African American, and Hispanic students or by students who received special education, ESOL, or Free and Reduced-priced Meals System (FARMS) services (Figure E-1).

Figure E-1
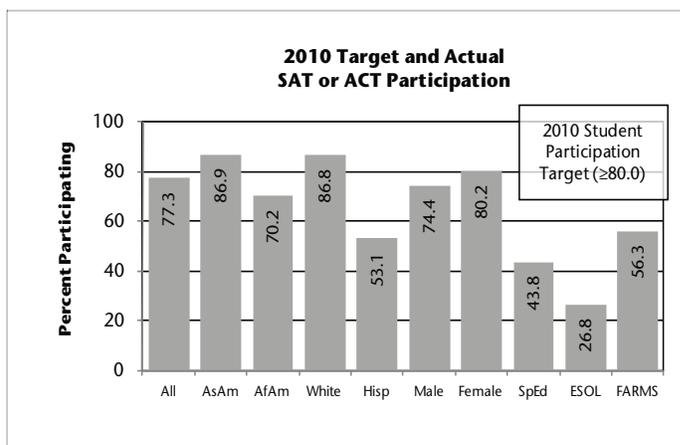
The 2010 district target expected all comprehensive high schools with June graduating classes to have at least 80.0 percent of all graduating students and all student groups of graduating students take at least one SAT or ACT exam. In 2010, seven high schools had at least 80.0 percent of all students participating in the SAT or ACT (Table E-2). Seventeen high schools had at least 80.0 percent of Asian American students and nineteen schools had at least 80.0 percent of White students participating in the SAT and ACT. Five and three high schools had at least 80.0 percent of African American and Hispanic students, respectively, meet the participation target rate. While one high school had at least 80.0 percent of students who received special education services, and two schools had at least 80.0 percent of students who received FARMS services participate in the SAT or ACT, no high school had at least 80.0 percent of students who received ESOL services meet the target.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All schools will increase participation and performance of all students taking the SAT/ACT.

Table E-2

Target and Actual Number of Comprehensive High Schools With SAT/ACT Participation At or Above Expectation				
	2006[1]	**2008**	**2009**	**2010**
Total Comprehensive High Schools[1]	**23[2]**	**25**	**25**	**25**
Target	**12**	**19**	**22**	**25**
	Actual	**Actual**	**Actual**	**Actual**
All Students	**13**	**9**	**16**	**7**
Asian American	22	20	22	17
African American	2	3	11	5
White	19	16	23	19
Hispanic	3	3	3	3
Special Education	1	1	2	1
ESOL	0	0	2	0
FARMS	1	0	2	2

1. 23 out of 25 high schools served Grade 12 students in 2006.
2. Total schools used for determining district target vary; schools with fewer than five test takers in a group are not included.

SAT Performance

The Class of 2010 was the fifth graduating class to take the new SAT comprised of three subtests: critical reading, mathematics, and writing. The 2010 results were used to monitor improvements in SAT/ACT participation and SAT performance, and to compare with the results of the Class of 2006, the first graduating class to take the new SAT (Figure E-2).

Figure E-2
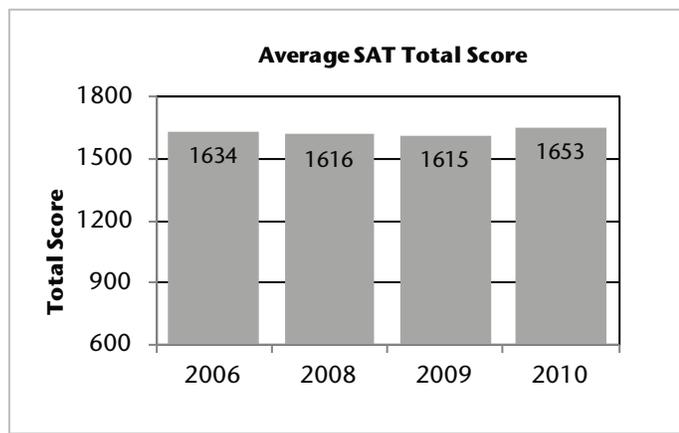
In 2010, the mean SAT combined score was 1769 for Asian American students, 1405 for African American students, 1748 for White students, and 1452 for Hispanic students. The mean SAT combined score of all racial/ethnic groups increased 19 points from 1634 in 2006 to 1653 in 2010. Similarly, mean combined scores for each racial/ethnic group increased over 2006 scores. African American and Hispanic students' mean SAT combined scores were 45 and 42 points higher, respectively, than those of their counterparts in the Class of 2006. Asian American and White students improved their mean SAT combined scores by 59 and 13 points compared with their peers in the Class of 2006 (Figure E-3a).

Figure E-3a
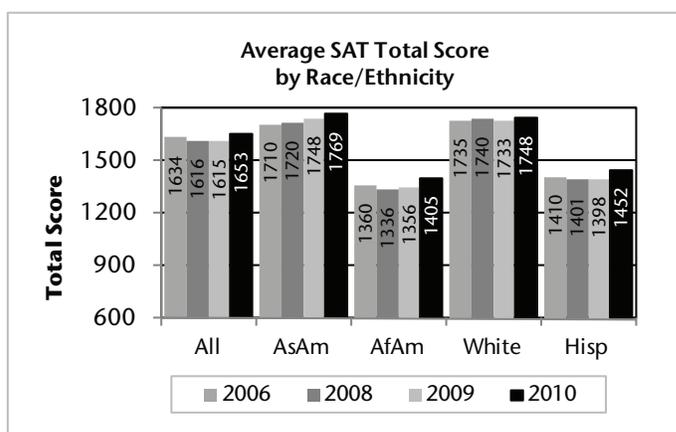
In 2010, the mean SAT combined score for male and female students was 1665 and 1642, respectively. The mean SAT combined score was 1374 for students who received special education services, 1259 for students who received ESOL services, and 1378 for students who received FARMS services. The mean SAT combined scores of female students and those who received special education, ESOL, or FARMS services were below the district average of 1653 (Figure E-3b). This year, the mean SAT combined score for male and female students was 17 and 21 points higher than scores of the male and female students in the Class of 2006. Students who received ESOL and FARMS services improved their mean SAT combined score by 111 and 62 points compared with their peers in the Class of 2006.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

**MILESTONE** All schools will increase participation and performance of all students taking the SAT/ACT.

Figure E-3b

Average SAT Total Score by Gender and Special Services

2006 ■ 2008 ■ 2009 ■ 2010
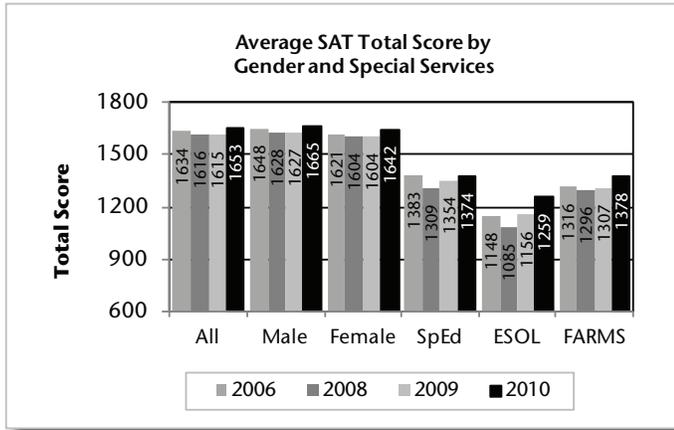
Student Performance and District Target

The 2010 district target expected the mean SAT combined score for June graduates and all groups of June graduates who participated in the SAT to be 1650 or higher. For the 2010 school year, the mean SAT combined scores for all students was higher than the performance target. Asian American and White students met the target, but African American and Hispanic students did not meet the target (Figure E-4). Male students met the target, while female students and students who received special education, ESOL, or FARMS services did not meet the target.

Figure E-4

2010 Target and Actual Average SAT Total Score by Racial/Ethnic Group, Gender and Special Services

2010 Student Performance Target (≥1650)

The 2010 district target expected all comprehensive high schools with June graduating classes to have a mean SAT combined score of 1650 for all graduating students and all student groups of graduating students who participated in the test. For 2010, 13 high schools met the target for Asian American students and 15 high schools met the target for White students (Table E-3). Eight schools met the target for all students, one school met the target for African American students, two schools met the target for Hispanic students, and no school met the target for students who received special education, ESOL, or FARMS services.

Table E-3

Target and Actual Number of Comprehensive High Schools With SAT/ACT Participation At or Above Expectation				
	2006[1]	**2008**	**2009**	**2010**
Total Comprehensive High Schools[2]	23	25	25	25
Target	12	19	22	25
	Actual	**Actual**	**Actual**	**Actual**
All Students	13	8	8	8
Asian American	22	10	16	13
African American	2	0	0	1
White	19	14	14	15
Hispanic	3	2	2	2
Special Education	1	0	0	0
ESOL	0	0	0	0
FARMS	1	0	0	0

1. 23 out of 25 high schools served Grade 12 students in 2006.
2. Total schools used for determining district target vary; schools with fewer than five test takers in a group are not included.

GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

MILESTONE All schools will increase participation and performance of all students taking the SAT/ACT.

DATA ★ POINT

PSAT Participation

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and the National Merit Scholarship Corp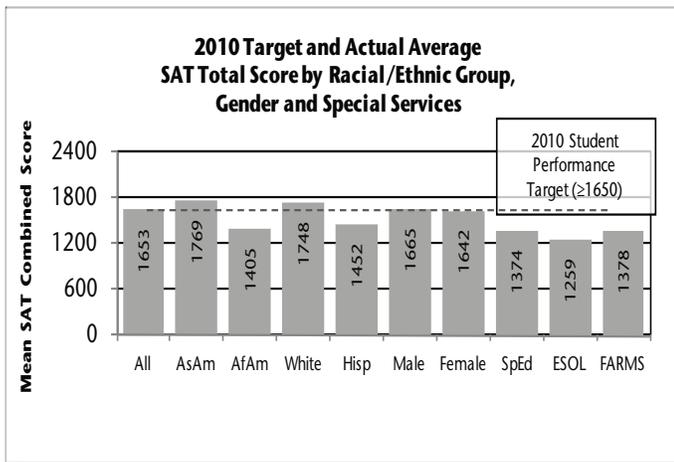oration. The goal of the PSAT/NMSQT is to measure skills in critical reading, mathematics, problem solving, and writing. Grade 11 PSAT results are used to qualify for the National Merit Scholarship program.

MCPS pays for Grade 10 administration of the PSAT so that all students have the opportunity to participate in the test prior to Grade 11. MCPS uses PSAT scores to encourage more rigorous course taking among students who have the potential to perform well in Honors-level and Advanced Placement (AP) courses but have not been recognized through other identification processes. These Grade 10 PSAT scores are included with other student data in HAPIT (Honors AP Identification Tool) to identify students who have the capability to participate in rigorous courses. Participation also familiarizes students with the kinds of questions and the exact directions they will see on the SAT, the more commonly used college admissions test taken by MCPS students.

Grade 10 PSAT Student Performance and District Targets

All eligible Grade 10 students are offered the opportunity to take the PSAT, and the 2010 district target expected 95.0 percent of all eligible Grade 10 students and student groups to participate. In 2010, Asian American students met the target (Figure G-1), and the participation rate among Asian American students was the highest of all student groups. From 2007 to 2010, the participation rate increased 2.1 percentage points for students receiving English for Speakers of Other Languages (ESOL) services. The participation rate also increased slightly for Asian American students and students receiving special education services (Table G-1).

Figure G-1
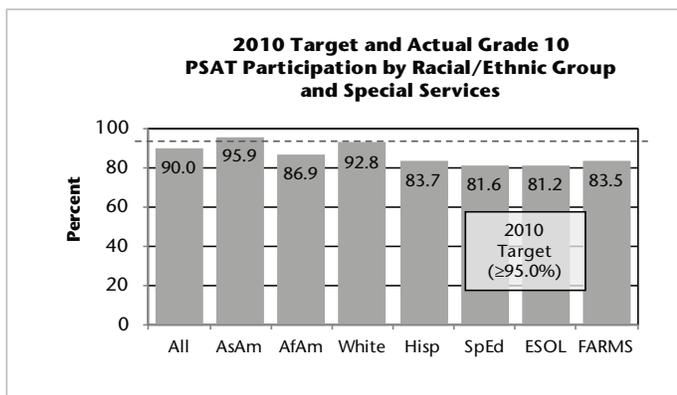
Table G-1

Grade 10 PSAT Participation				
	Percent			
	2007[1]	**2008**[2]	**2009**[3]	**2010**[4]
All Students	**91.2**	**91.7**	**92.3**	**90.0**
Asian American	95.8	96.6	97.6	95.9
African American	87.3	88.1	88.9	86.9
White	94.3	95.1	95.4	92.8
Hispanic	84.7	84.4	86.1	83.7
Male	90.2	91.2	91.5	89.1
Female	92.1	92.3	93.2	90.9
Special Education	81.0	81.3	84.6	81.6
ESOL	79.1	85.2	87.6	81.2
FARMS	84.0	85.1	84.8	83.5

1. The 2007 PSAT was administered in October 2006.
2. The 2008 PSAT was administered in October 2007.
3. The 2009 PSAT was administered in October 2008.
4. The 2010 PSAT was administered in October 2009.

The 2010 district target expected all 25 comprehensive high schools to have at least 95.0 percent of all eligible Grade 10 students and student groups take the PSAT (Table G-2). For 2010, the target of 95.0 percent participation was not met by all 25 comprehensive high schools.

Table G-2

District Target and Actual Number of Comprehensive High Schools With PSAT Participation by Grade 10 Students At or Above Expectation				
	2007[1]	**2008**[2]	**2009**[3]	**2010**[4]
Total Comprehensive High Schools	**25**	**25**	**25**	**25**
Target	**15**	**17**	**22**	**25**
	Actual	**Actual**	**Actual**	**Actual**
All Students	**15**	**13**	**13**	**4**
Asian American	23	22	22	16
African American	7	7	7	6
White	22	20	20	6
Hispanic	4	7	5	4
Special Education	3	2	3	0
ESOL	6	4	6	4
FARMS	3	5	1	0

Note: Total schools used for determining district target vary; schools with fewer than five students in a group are not included.
1. 2007 references data for the PSAT administered in October 2006.
2. 2008 references data for the PSAT administered in October 2007.
3. 2009 references data for the PSAT administered in October 2008.
4. 2010 references data for the PSAT administered in October 2009.

Milestone: All schools will eliminate the disproportionate suspension rate of African American and Hispanic students, and students receiving special education services.

DATA ★ POINT
Suspension Data

MCPS is committed to creating and maintaining learning environments in all schools that are safe and conducive to learning. Of greatest importance to every child's learning is access to a rigorous curriculum, which is accomplished through regular attendance and participation. MCPS has initiated strategies that both encourage attendance and participation and work toward reducing suspensions. Among the strategies are the implementation of character education programs as well as models that help students learn about the consequences of conflict, exercising self-discipline, and developing self-management skills. MCPS is committed to eliminating all disproportionate suspension rates for African American and Hispanic students, and students receiving special education services. In 2008, MCPS presented a suspension report to the Montgomery County Board of Education. An M-Stat team was formed to provide a systematic means of monitoring the progress toward meeting the strategic plan goal of eliminating disproportionate suspension rates and to strategically share best practices.

In 2010, the rate of out-of-school suspensions of at least one day decreased by 1.5 percentage points from 2008 (Figure H-1).

Figure H-1
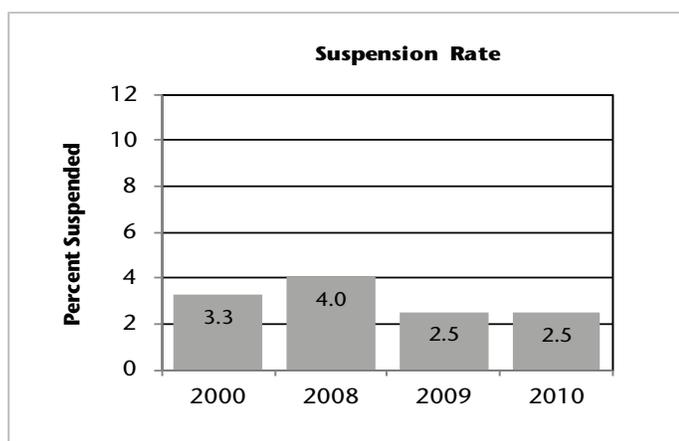
The suspension rate for all racial/ethnic groups remained stable in 2010, compared to 2009, and was below that of the baseline year of 2000. (Figure H-2).

Figure H-2
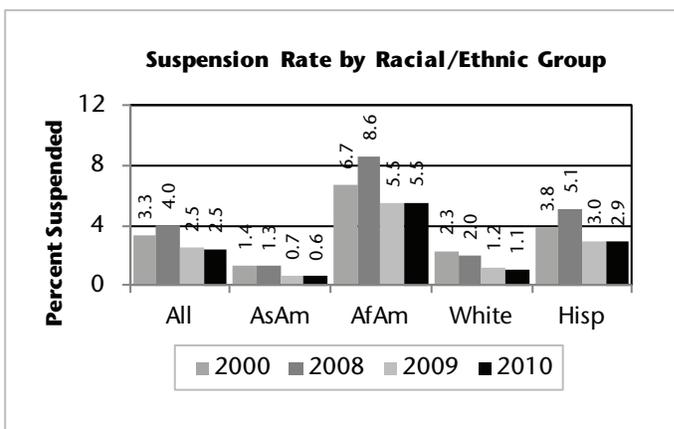
During the 2009–2010 school year, male students continued to be suspended at a higher rate than female students. Students who received special education services also continued to be suspended at a higher rate than students receiving English for Speakers of Other Languages (ESOL) and Free and Reduced-price Meals System (FARMS) services (Figure H-3).

Figure H-3
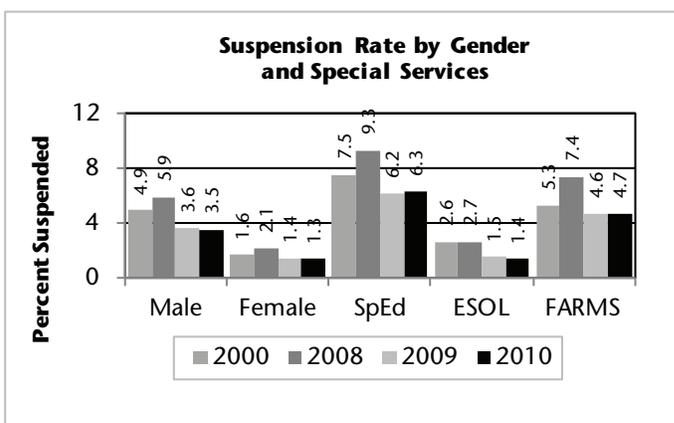
Elementary School Suspension Rate: Student Performance and District Target

The 2010 district target expected the suspension rates at elementary schools for all students and all groups of students to be at or below 1.3 percent. During the 2009–2010 school year, the suspension rates for all students, Asian American, White, Hispanic, and students receiving ESOL and FARMS services were at or below 1.3 percent (Figure H-4).

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.

Figure H-4

2010 Target and Actual Suspension Rate for Elementary School Students by Racial/Ethnic Group and Special Services

Middle School Suspension Rate: Student Performance and District Targets

The 2010 district target expected the suspension rate at middle schools for all students and student groups to be at or below 6.5 percent. During the 2009–2010 school year, the suspension rate for all students, Asian American, White, Hispanic, and students receiving ESOL services was at or below 6.5 percent (Figure H-5).

Figure H-5

2010 Target and Actual Suspension Rate for Middle School Students by Racial/Ethnic Group and Special Services

The 2010 district target expected 131 out of 131 elementary schools to have a suspension rate of 1.3 percent or lower for all students and student groups. During the 2009–2010 school year, the target was not met. However, 114 out of 131 elementary schools had a suspension rate at or below 1.3 percent for all students, 125 elementary schools met the target for Asian American students, 123 met the target for students receiving ESOL services, 119 elementary schools had a suspension rate at or below 1.3 percent for White students, 112 met the target for Hispanic students, 90 met the target for students receiving FARMS services, 89 met the target for African American students, and 69 met the target for students receiving special education services (Table H-1).

The 2010 district target expected 38 out of 38 middle schools to have a suspension rate of 6.5 percent or lower for all students and student groups. During the 2009–2010 school year, 31 out of 38 middle schools had a suspension rate at or below 6.7 percent for all students, 37 middle schools met the target for Asian American and White students, 30 met the target for Hispanic students, 25 met the target for students receiving ESOL services, 16 met the target for African American students, 15 met the target for students receiving special education services, and 11 met the target for students receiving FARMS services (Table H-2).

Table H-1

Target and Actual Number of Elementary Schools At or Below the Expected Suspension Rate			
	2008	**2009**	**2010**
Total Comprehensive Elementary Schools*	130	130	131
Target	**111**	**120**	**131**
	Actual	**Actual**	**Actual**
All Students	**82**	**107**	**114**
Asian American	112	124	125
African American	47	82	89
White	98	113	119
Hispanic	90	105	112
Special Education	47	73	69
ESOL	97	110	123
FARMS	51	85	90

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.

Table H-2

Target and Actual Number of Middle Schools At or Below the Expected Suspension Rate			
	2008	**2009**	**2010**
Total Comprehensive Middle Schools*	**38**	**38**	**38**
Target	**29**	**33**	**38**
	Actual	**Actual**	**Actual**
All students	**23**	**35**	**31**
Asian American	36	38	37
African American	6	16	16
White	35	38	37
Hispanic	21	31	30
Special Education	10	17	15
ESOL	23	31	25
FARMS	9	23	11

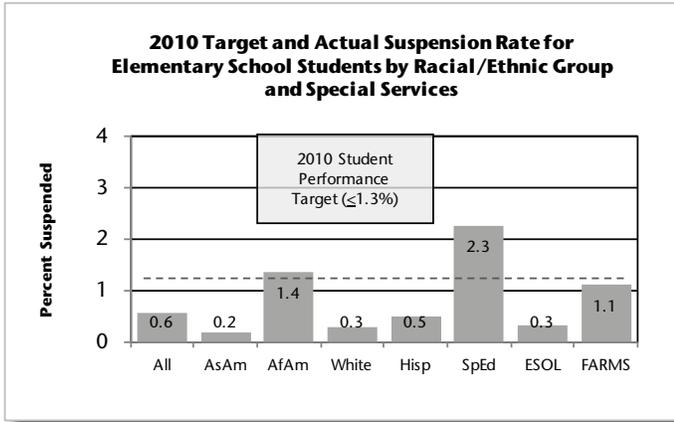*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

High School Suspension Rate: Student Performance and District Targets

The 2010 district target expected the suspension rate at comprehensive high schools for all students and student groups to be at or below 6.5 percent. During the 2009–2010 school year, the suspension rate at high schools for all students, Asian American, White, Hispanic, and students receiving ESOL services was below 6.5 percent (Figure H-6).

Figure H-6

2010 Target and Actual Suspension Rate for High School Students by Racial/Ethnic Group and Special Services
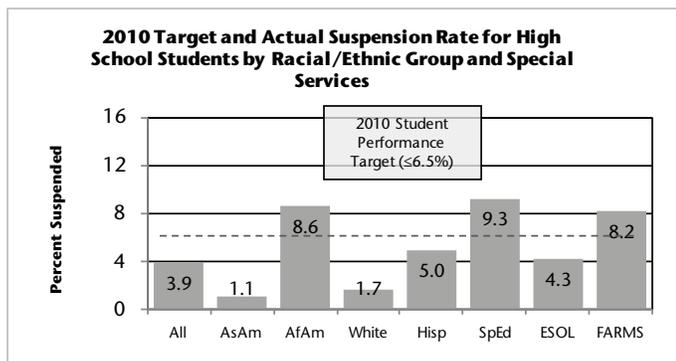
The 2010 district target expected 25 out of 25 comprehensive high schools to have a suspension rate of 6.5 percent or lower for all students and student groups. During the 2009–2010 school year, 23 out of 25 high schools had a suspension rate below 6.5 percent for all students, all 25 high schools met the target for Asian American and White students, 19 met the target for Hispanic students, 16 met the target for students receiving ESOL services, 7 met the target for students receiving special education services and students receiving FARMS services, and 6 met the target for African American students (Table H-3).

Table H-3

Target and Actual Number of High Schools At or Below the Expected Suspension Rate			
	2008	**2009**	**2010**
Total Comprehensive High Schools*	**25**	**25**	**25**
Target	**19**	**22**	**25**
	Actual	**Actual**	**Actual**
All students	**11**	**23**	**23**
Asian American	25	25	25
African American	2	7	6
White	22	25	25
Hispanic	9	20	19
Special Education	3	7	7
ESOL	14	18	16
FARMS	1	8	7

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

Milestone: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

DATA ★ POINT

Student, Parent, and Staff Survey Results

The Surveys of School Environment (SSE) provide information about how students, parents, and staff perceive their school environment. Results are used to monitor continuous improvement aligned with the MCPS implementation of the Baldrige process for school improvement planning and continuous improvement. The perception of school safety is an important component in addressing these objectives.

Students responding to the SSE were asked to indicate their agreement with the statement, "I feel safe at school." Between 2006 and 2010, responses of elementary, middle, and high school students held steady at high levels (Table I-1). Middle school students' agreement with the statement changed little since the base year (1.1 percentage point increase). High school students' agreement with the statement increased slightly from the base year (2.1 percentage point increase). Elementary school students' agreement statement decreased slightly from 90.2 percent in 2006 to 88.2 percent in 2010.

Table I-1

Student Perception of School Safety—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	90.2	86.7	89.6	88.2
Middle Schools	77.7	77.6	80.8	78.8
High Schools	74.9	78.3	78.0	77.0

Note: The survey was not administered in 2008.

Question Wording: Students: "I feel safe at school."

Parents responding to the SSE were asked to indicate their agreement with the statement, "My child feels safe at school." Parents of elementary students reported consistently high levels of agreement with the statement, virtually unchanged from 96.6 percent in 2006 to 96.8 in 2010 (Table I-2). Responses of parents of middle and high school students held steady at high levels between 2006 and 2010, increasing 2.9 percentage points and 2.3 percentage points, respectively.

Table I-2

Parent Perception of School Safety—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	96.6	96.3	96.1	96.8
Middle Schools	89.2	91.7	89.5	92.1
High Schools	89.2	91.8	87.4	91.5

Note: The survey was not administered in 2008.

Question Wording: Parents: "My child feels safe at school."

School staff responding to the SSE were asked to indicate their agreement with the statement, "This school is a safe place to work." During the 2009-2010 school year, elementary school staff indicated the highest level of perceived safety at 97.3 percent, a slight increase of 2 percentage points over the baseline year (Table I-3). Between 2006 and 2010, similarly high level responses of middle and high school staff member's perceived safety rose 4.2 percentage points and 9.2 percentage points, respectively.

Table I-3

Staff Perception of School Safety—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	95.3	96.1	96.5	97.3
Middle Schools	88.1	87.4	94.1	92.3
High Schools	82.4	89.0	89.7	91.6

Note: The survey was not administered in 2008.

Question Wording: Staff: "This school is a safe place to work."

Milestone: All schools will meet or exceed the state's graduation requirements.

Graduation Rate

The high school graduation rate is an important performance measure and is at least as important as test scores in assessing the performance of our school system. The Maryland State Department of Education (MSDE) includes the high school graduation rate as a component of Adequate Yearly Progress (AYP).

The graduation rate is calculated by MSDE for an estimated cohort group. It is calculated by dividing the number of high school graduates by the sum of students in that class who dropped out in each of the previous four years plus the number of high school graduates.

MSDE has stated that by 2014 all high schools, school systems, and the state should reach a graduation rate of 90 percent. The standard applies to all students, not individual groups of students. In order to reach that standard by 2014, MSDE sets annual measurable objectives (AMOs) that have ranged from 83.2 percent in 2006 to 85.5 percent for the years 2008, 2009, and 2010. From 2006 to 2010, MCPS consistently exceeded the state's AMO for graduation rate, most recently with a 90.0 graduation rate for all students in the Class of 2010 (Figure J-1).

Figure J-1
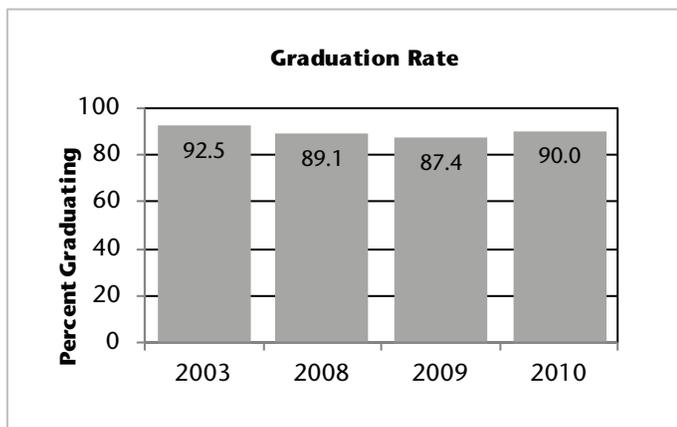
MSDE began calculating the graduation rate by student group in 2003. Among student groups, the 2010 graduation rate for Asian American and White students exceeded 90 percent (Figure J-2). From 2003 to 2010, the graduation rate for all students decreased by 2.5 percentage points. The graduation rate for White students held steady at a higher rate, and the graduation rate for Asian American students increased 1.5 percentage points. The graduation rate for African American students decreased 1.1 percentage points from 2003, but in 2010, increased 4.2 percentage points over 2009. For Hispanic students, the graduation rate decreased 8.6 percentage points from 2003 to 2010, but in 2010, increased 2.1 percentage points over 2009.

Figure J-2
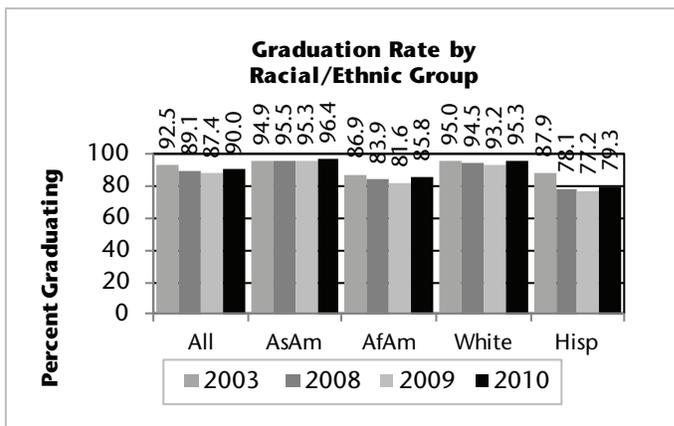
From 2003 to 2010, graduation rates decreased among students receiving special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services (Figure J-3). This decrease may be related to more accurate reporting of the special services for summer withdrawals. In 2010, the graduation rate increased 0.6 percentage points for students receiving special education services and 2.6 percentage points for students receiving FARMS services, over 2009.

Figure J-3
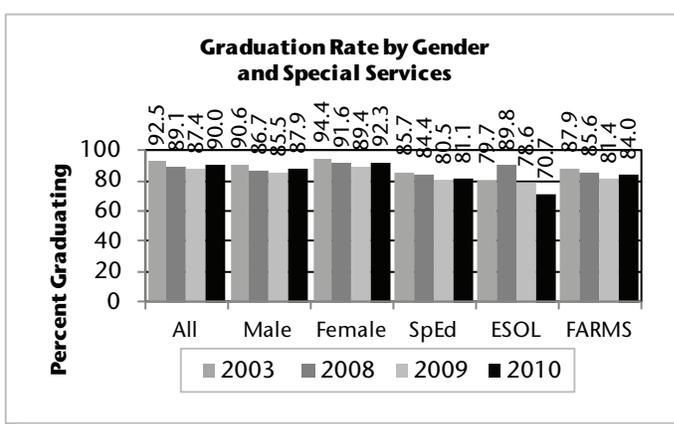
Graduation Rate Student Performance and District Target

The MCPS 2010 district target expected all students and student groups to have a graduation rate of at least 96.0 percent (Figure J-4). For the 2010 school year, Asian American students were the only subgroup that met the target.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE   All schools will meet or exceed the state's graduation requirements.

Figure J-4

2010 Target and Actual Graduation Rate
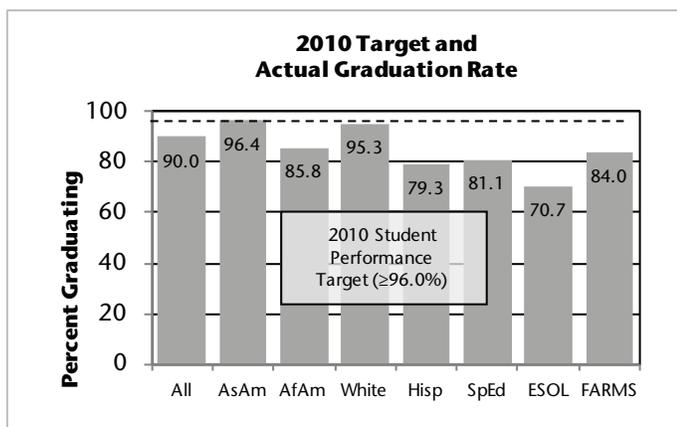
The 2010 district target expected 25 MCPS comprehensive high schools to have a graduation rate of 96.0 percent for all students and student groups. During 2010, the target was not met. Sixteen comprehensive high schools had a graduation rate of at least 96.0 percent for Asian American students; 11 comprehensive high schools had a graduation rate of at least 96.0 percent for White students. Four schools had a graduation rate of more than 96.0 percent for all students, two schools met the expected rate for African American and Hispanic students, one school met the expected rate for students receiving special education and ESOL services; and no schools met the expected rate for students receiving FARMS services (Table J-1).

Table J-1

Target and Actual Number of Schools with Graduation Rate At or Above Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools[1]	25	25	25
Target	19	22	25
	Actual	**Actual**	**Actual**
All students	**8**	**4**	**4**
Asian American	16	14	16
African American	2	0	2
White	17	8	11
Hispanic	3	4	2
Special Education	6	3	1
ESOL	7	4	1
FARMS	2	3	0

1. Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

High School Assessments

The High School Assessments (HSA) and Modified High School Assessments (Mod-HSA) are used to measure student achievement in Algebra 1, Biology, English, and Government. Passing the HSAs is a Maryland State Department of Education (MSDE) graduation requirement for students who enrolled in Grade 9 for the first time in or after fall 2005 (Class of 2009). MSDE allows students to meet the overall HSA graduation requirement in three ways: 1) obtain passing scores on the four HSAs/Mod-HSAs; 2) obtain a combined score of at least 1602 on the four HSAs/Mod-HSAs; or 3) use the Bridge Plan for Academic Validation (Bridge Plan projects) to meet the passing requirement. Additionally, MSDE allows waivers to be granted to students who meet all other graduation requirements but were prevented from meeting the HSA requirement due to extenuating circumstances.

In 2010, MSDE reported statistics on how Grade 12 students met the HSA graduation requirement and how they performed on subject-area HSAs/Mod-HSAs. These analyses included only Grade 12 students who first enrolled in Grade 9 in or after fall 2005. Figure K-1 presents the overall and subgroup percentages of graduating seniors who met the HSA graduation requirement by 1) passing all four assessments, 2) earning a combined score of 1602 or higher, 3) completing one or more Bridge Plan projects, or 4) receiving a waiver. Students who received passing HSA scores via Advanced Placement/International Baccalaureate (AP/IB) exams or transferred course credit are included in these statistics. Students are included in special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) subgroups if they were receiving these services at the end of Grade 12 or at the time of test administration. Overall, 81.8 percent of students met the HSA graduation requirement by passing all four exams, 12.5 percent met using the combined score option, 4.9 percent met using the Bridge Plan, and 0.7 percent received a waiver (Figure K-1). From 2009 to 2010, the percentage of all students using Bridge Plan projects to meet graduation requirements increased by 1.9 percentage points (from 3.0 percent in 2009 to 4.9 percent in 2010). While waivers and Bridge Plan projects are options that enable students to meet the HSA graduation requirement, their use has a negative impact on Adequate Yearly Progress (AYP) calculations. Students receiving special education or ESOL services were the least likely to pass all four exams and were the most likely to access the Bridge or waiver options to meet the HSA graduation requirement. Staff remains committed to preparing all students for success on the HSAs while providing alternatives that appropriately address individual needs.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All schools will meet or exceed the state's graduation requirements.

Figure K-1

Percentage of 2010 Diploma Graduates Who Met HSA Graduation Requirements by Different Methods, by Racial/Ethnic Group and Special Services
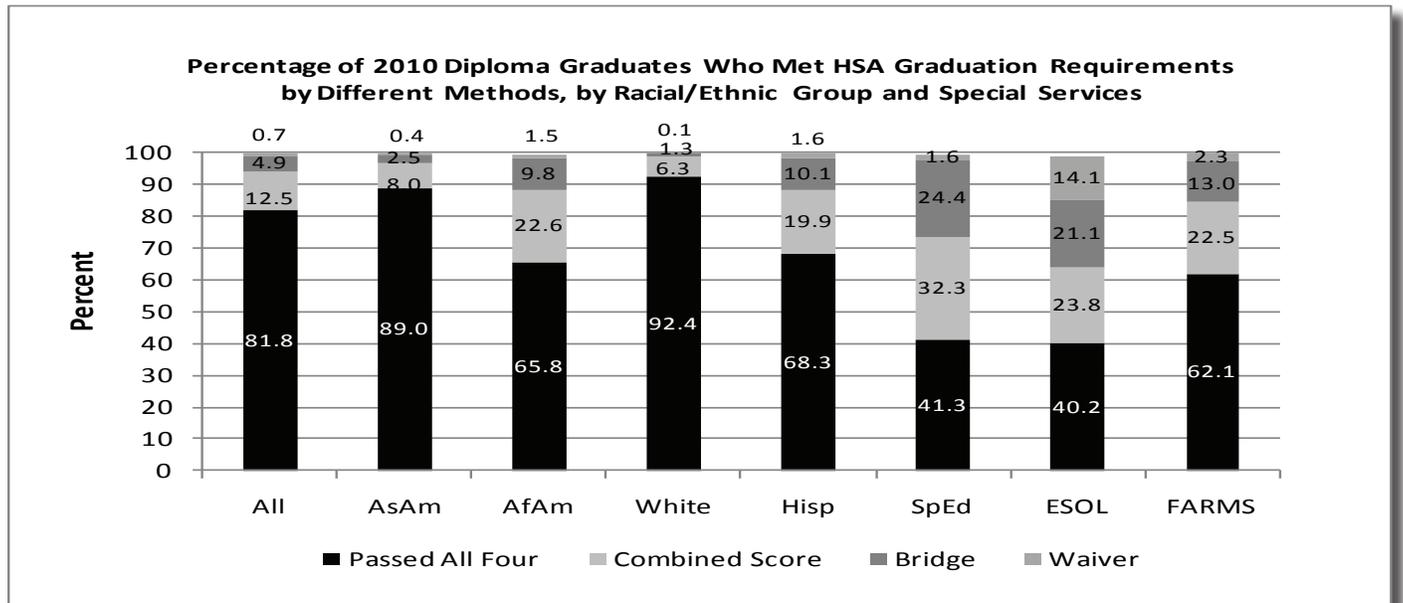
Figures K-2, K-3, K-4, and K-5 present the HSA/Mod-HSA pass rates of test takers in each subject area for Grade 12 students required to meet the HSA graduation requirement. For those who took an HSA/Mod-HSA more than once, the highest score was retained for analyses. Statistics include only students who took the subject-area HSA/Mod-HSA.

Overall, 2010 results indicate high pass rates among all test takers: 91.2 percent for Algebra, 91.6 percent for Biology, 88.4 percent for English, and 95.4 percent for Government. For Asian American and White students, pass rates exceeded 90 percent across all subject areas. Pass rates for African American students ranged from 91.8 percent in Government to 78.7 percent in English. Pass rates for Hispanic students ranged from 90.1 percent in Government to 79.2 percent in English. Across all subject areas, pass rates for most subgroups declined less than one percentage point from 2009 to 2010. Larger decreases in pass rates occurred among students receiving special education or ESOL services.

Figure K-2

2009-2010 Grade 12 High School Assessment Pass Rates in Algebra by Racial/Ethnic and Service Groups (Test Takers Only)

Figure K-3

2009-2010 Grade 12 High School Assessment Pass Rates in Biology by Racial/Ethnic and Service Groups (Test Takers Only)

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All schools will meet or exceed the state's graduation requirements.

Figure K-4

2009-2010 Grade 12 High School Assessment Pass Rates in English by Racial/Ethnic and Service Groups (Test Takers Only)

Group	2009	2010
All	89.0	88.4
AsAm	92.6	91.2
AfAm	77.9	78.7
White	96.1	95.7
Hisp	80.1	79.2
SpEd	65.0	60.1
ESOL	53.3	46.0
FARMS	73.4	75.1

Figure K-5

2009-2010 Grade 12 High School Assessment Pass Rates in Government by Racial/Ethnic and Service Groups (Test Takers Only)

Group	2009	2010
All	96.2	95.4
AsAm	97.6	97.5
AfAm	92.4	91.8
White	99.0	98.6
Hisp	92.0	90.1
SpEd	83.7	79.5
ESOL	73.2	71.3
FARMS	89.3	88.0

Milestone: All graduates will be prepared for postsecondary education and employment.

University System of Maryland Requirements

and

Completion of Career and Technology Education Program

The Maryland State Department of Education (MSDE) designates three categories of high school program completion by graduating seniors. The three categories are: 1) completing course requirements for admission to the University System of Maryland; 2) completing an approved Career and Technology Education (CTE) program; or 3) completing course requirements for admission to the University System of Maryland and completing an approved CTE program.

Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent of a C or better, accumulated course credits in English (4 credits), social studies (3 credits), biological and physical sciences (3 credits), mathematics (3 credits), foreign language or advanced technology (2 credits), and a high school diploma.

CTE programs designated by MSDE represent the full range of career opportunities for students. The following are the 11 MCPS career clusters: Art, Humanities, Media, and Communications; Biosciences and Medicine; Business Management and Finance; Construction and Development; Education, Training, and Child Studies; Engineering, Scientific Research, and Manufacturing Technologies; Environmental, Agricultural, and Natural Resources; Human and Consumer Services, Hospitality and Tourism; Information Technologies; Law, Government, Public Safety, and Administration; and Transportation, Distribution, and Logistics.

The percentage of all MCPS graduates meeting course requirements for the University of Maryland system increased 10.4 percentage points from 2009 to 2010. Among racial/ethnic subgroups, the largest one-year gains were observed among African American students and Hispanic students, whose completion rates increased 13.2 and 12.6 percentage points, respectively, from 2009 to 2010 (Figure L-1). Even larger one-year gains were observed among students receiving Free and Reduced-price Meals System (FARMS) services (23.9 percentage points), students receiving English for Speakers of Other Languages (ESOL) services (20.1 percentage points), and students receiving special education services (17.0 percentage points) from 2009–2010 (Figure L-2).

Trend data comparing the most current year (2010) to the base year (2004) showed the rate of all MCPS graduates meeting

University of Maryland entrance requirements increased by 2.3 percentage points; and the rates for Hispanic and African American students increased by 9.0 percentage points and 5.2 percentage points, respectively. The rates for Asian American and White students showed an increase from the prior year, but fell below the baseline year by 8.1 percentage points and 2.9 percentage points, respectively (Figure L-1).

Figure L-1

Percentage of Graduates Meeting University System of Maryland Course Requirements by Racial/Ethnic Group
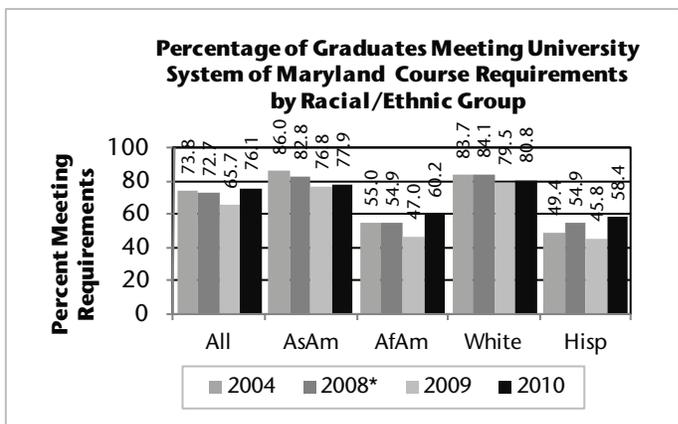
* Summer graduates were not included in the 2008 data.

Among students receiving special services, trend data from the base year showed the rate of students receiving FARMS services meeting University of Maryland entrance requirements increased 13.4 percentage points from 2004 to 2010; and the rates for students receiving ESOL or special education services increased 12.3 percentage points and 9.8 percentage points, respectively (Figure L-2).
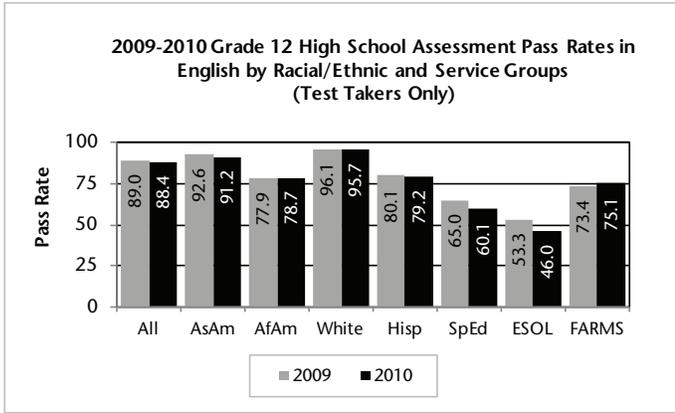
The percentage of male and female graduates meeting course requirements to the University System of Maryland have fluctuated from 2004 through 2010, and male graduates remain slightly below the baseline year by 1.4 percentage points, and female graduates remain 3.1 percentage points below the baseline year (Figure L-2).

Figure L-2

Percentage of Graduates Meeting University System of Maryland Course Requirements by Gender and Special Services
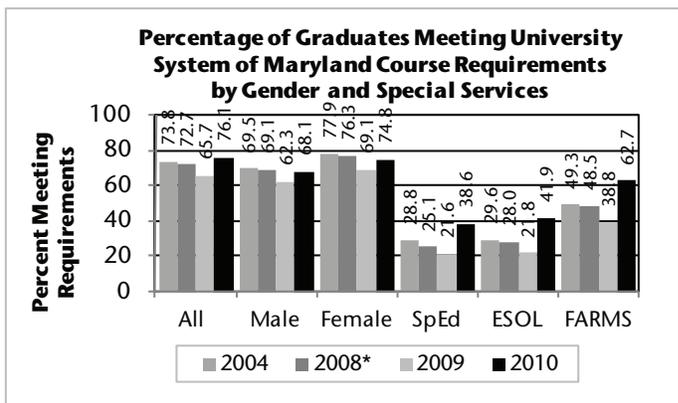
* Summer graduates were not included in the 2008 data.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All graduates will be prepared for postsecondary education and employment.

Among all 2010 graduates, 4.7 percent completed a CTE program, while an additional 2.3 percent completed a CTE program and met the University System of Maryland (USM) course requirements (Table L-1). Among students receiving special services, 11.8 percent of graduates receiving special education services and 9.4 percent of graduates receiving FARMS services completed a CTE program or completed a CTE program and also met USM course requirements. Among racial/ethnic groups, 9.2 percent of Hispanic and 7.0 percent of African American graduates completed a CTE program or completed a CTE program and also met USM course requirements. Males (7.6 percent) were more likely to complete a CTE program or complete a CTE program and also meet USM course requirements than females (5.5 percent).

Table L-1

2010 Graduate Completion Status by Racial/Ethnic Group and Special Services				
Subgroup	**% Meeting USM Entrance Requirements**	**% Meeting USM Entrance Requirements and Completed CTE Program**	**% Completed CTE Program**	**% Meeting Diploma/Certificate Requirements Only**
All Students	73.8	2.3	4.7	19.2
Asian American	77.2	0.7	4.7	17.4
African American	56.8	3.4	3.6	36.2
White	79.3	1.5	4.2	15.0
Hispanic	54.8	3.6	5.6	36.0
Male	65.2	2.9	4.7	27.2
Female	73.4	1.4	4.1	21.1
Special Education	36.4	2.2	9.6	51.8
ESOL	41.3	0.6	2.2	55.9
FARMS	57.5	5.2	4.2	33.1

GOAL 2:
Provide an Effective Instructional Program

Providing a world-class education is dependent upon the creation and implementation of a rigorous curriculum, an effective instructional delivery system, and a high-quality assessment program. A consistent, congruent continuum of curriculum, instruction, and assessment is essential to student achievement. Through systemic programmatic reform in the school system, Montgomery County Public Schools (MCPS) has designed and developed an infrastructure for supporting student achievement.

Goal 2 encompasses the following milestones and accompanying data points:

Milestone	Data Points, page
M All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.	✴ Enrollment in Prekindergarten, p. 32 ✴ TerraNova 2 in Grade 2, p. 33 ✴ MCPS Assessment Program in Primary Reading (Kindergarten to Grade 2), p. 34 ✴ Mathematics Unit Assessments (Grade 2), p. 37
M All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.	✴ Gifted and Talented Screening (Grade 2), p. 38 ✴ Advanced Mathematics in Grade 5 Proficiency, p. 40 ✴ Honors, Advanced Placement, International Baccalaureate, and Other College-level Course Enrollment, p. 42 ✴ AP/IB Exams Participation and Performance, p. 44
M MCPS will eliminate the disproportionate representation of African American and Hispanic students in special education.	✴ Special Education Enrollment Data, p. 48
M All schools will provide students with disabilities access to the general education environment, to the maximum extent appropriate.	✴ Special Education Students Receiving Services in General Education, p. 50
M All schools will achieve or exceed local and state standards for attendance.	✴ Attendance Rate, p. 51 ✴ Dropout Rate, p. 52 ✴ Ineligibility for Extracurricular Activities, p. 53

Milestone: All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.

Enrollment in Prekindergarten

A high-quality prekindergarten program contributes to academic achievement in kindergarten and provides the foundation for success throughout elementary school. MCPS is committed to increasing prekindergarten opportunities to ensure that students most at risk receive the benefit of the Early Success Performance Plan.

During the 2009–2010 school year, over 3,400 children were served in MCPS pre-K programs (including special education preschool programs) as well as in federal Head Start. The number of children enrolled in MCPS preschool programs, based on the September 30 enrollment data for each year, has steadily increased to 3,426 since the baseline year of 2000. Overall, this represents an increase of more than 50 percent (Figure M-1).

Figure M-1
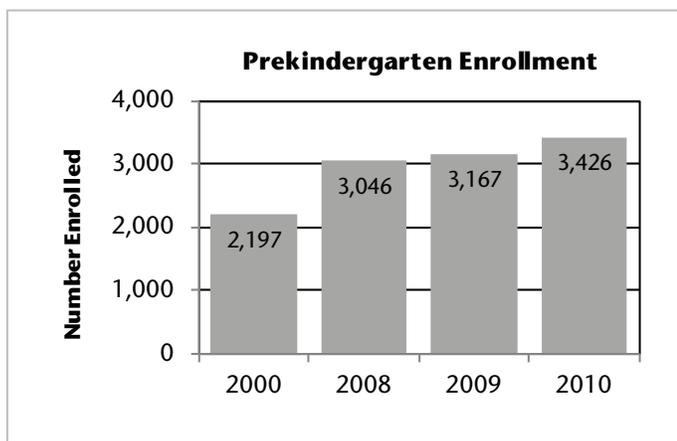
The racial/ethnic composition of prekindergarten programs has shifted since the baseline year of 2000 (Figure M-2). In 2010, Hispanic students represented 47.6 percent of the prekindergarten population, an increase of 10.3 percentage points since the baseline year. White students represented 11.6 percent of the prekindergarten population, a decrease of 7.0 percentage points since the baseline year. Asian American students represented 10.2 percent of the prekindergarten population, a decrease of 4.4 percentage points since the baseline year. The percentage of African American prekindergarten students remained relatively stable over the same time period. Programs continue to

be provided at those schools with the greatest concentration of poverty and special needs. From 2000 to 2010, the percentages of prekindergarten students receiving special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services increased by 8.1 percentage points, 8.9 percentage points, and 15.4 percentage points, respectively (Figure M-3).

Figure M-2

Figure M-3

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.

DATA ★ POINT

TerraNova 2 in Grade 2

MCPS administered the TerraNova Second Edition (TN/2) Complete Battery to Grade 2 students in 2007, 2008, 2009, and 2010. The TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation. It provides scores for each of these skill areas as well as a composite score. Results are reported using normal curve equivalent (NCE) scores, a metric that allows comparisons of groups of students over time. The TN/2 also allows for the comparison of MCPS Grade 2 student performance with students nationwide. The TN/2 composite index is the average NCE scores for the reading, language, and mathematics tests. It is a reliable indicator of overall student performance.

In 2010, 72.5 percent of all students, 85.8 percent of Asian American, 59.5 percent of African American, 87.9 percent of White, and 50.7 percent of Hispanic students scored at or above the 50th NCE. On average, a larger percentage of MCPS Grade 2 female students met the benchmark than male students (76.3 and 68.7 percent, respectively). Fewer than half of students who received services for special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) scored at or above the 50th NCE. Changes in performance from 2009 to 2010 varied—performance for all students and White students remained stable; performance increased slightly for African American, Hispanic, and female students, as well as students receiving ESOL or FARMS services. Performance decreased slightly for Asian American and male students, as well as for students receiving special education services (Figures N-1 and N-2).

Figure N-2

Grade 2 TerraNova Composite Scores At or Above the 50th Normal Curve Equivalent by Gender and Special Services from 2007 to 2010
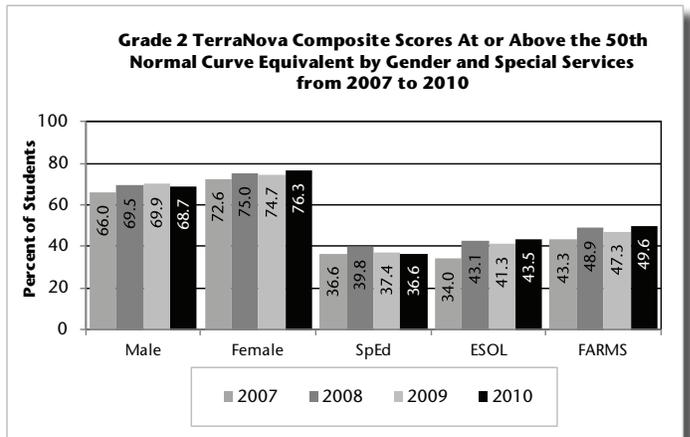
Note: 2009 data for ESOL students vary slightly from the 2009 Annual Report due to updates after publication.

Figure N-1

Grade 2 TerraNova Composite Scores At or Above the 50th Normal Curve Equivalent by Racial/Ethnic Group from 2007 to 2010

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.

DATA ★ POINT

MCPS Assessment Program in Primary Reading (Kindergarten to Grade 2)

The MCPS Assessment Program in Primary Reading (MCPS AP-PR) is a combination of a locally developed assessment and a nationally norm-referenced assessment that provides formative information to help teachers and administrators focus on instruction and monitor students' reading progress from kindergarten through Grade 2. The goal of this assessment program is to provide continuous feedback on students' reading development, including accuracy, oral reading fluency, and comprehension. The MCPS AP-PR consists of two components—foundational reading skills and reading proficiency.

Starting in 2009, the kindergarten end-of-year text-reading benchmark was for students to read a Level 4 text with 90 percent or higher accuracy and score 2 out of 3 on an oral retell. The Grade 1 end-of-year benchmark was for students to read a Level 16 text with 90 percent or higher accuracy and achieve a score of 4 or higher on oral comprehension. The Grade 2 benchmark was for students to read a Level M text with 90 percent or higher accuracy, a score of 4 or higher on oral comprehension, and a score of 2 or 3 for each of two written comprehension questions that represent understanding of the text.

In 2010, 91.7 percent of students achieved the kindergarten benchmark. Grade 1 student performance increased from 83.2 percent in 2009 to 85.4 percent in 2010. Grade 2 student performance remained steady at 72.9 percent in 2010 (Figure O-1).

Figure O-1

Percentage of Students At or Above Benchmark in Reading on MCPS Assessment Program by Grade

2002 ■ 2008 ■ 2009 ■ 2010

Note: Grade-level benchmarks were revised in different years; therefore availability of trend data varies by grade level. The kindergarten benchmark was increased in 2009, and the Grade 2 benchmark was revised in 2006.

Kindergarten

In 2009, the kindergarten end-of-year reading benchmark was increased from Level 3 to Level 4 text. In 2010, more than 90 percent of female, Asian American, and White students were reading at text Level 4 or higher (Figures O-2 and O-3). However, kindergarten benchmark attainment among African American students (89.6 percent), Hispanic students (83.9 percent), students who received special education (66.8 percent), English for Speakers of Other Languages (ESOL) (86.2 percent), and Free and Reduced-price Meals System (FARMS) (84.3 percent) services remained below the district average (91.7 percent).

Figure O-2

Percentage of 2009–2010 Kindergarten Students At or Above Benchmark in Reading on MCPS Assessment Program by Racial/Ethnic Group

Figure O-3

Percentage of 2009–2010 Kindergarten Students At or Above Benchmark in Reading on MCPS Assessment Program by Gender and Special Services
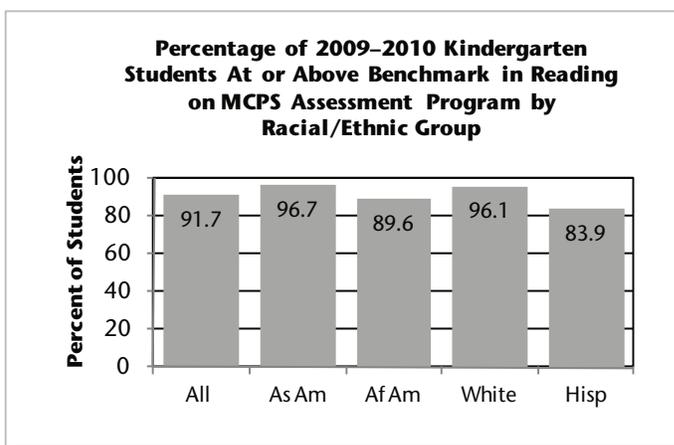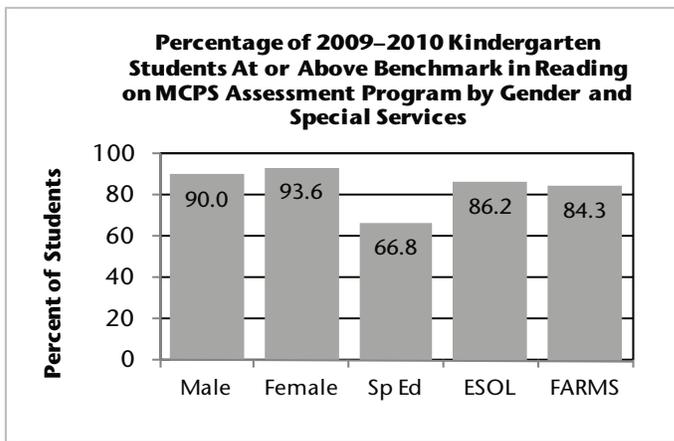
Grade 1

Figures O-4 and O-5 show that the percentages of all Grade 1 students and student groups who met the benchmark increased from 2009 to 2010. Since 2002, the percentages of all students meeting the benchmark increased from 60.0 percent in 2002 to 85.4 percent in 2010. There has been improvement for all student groups from 2002 to 2010.
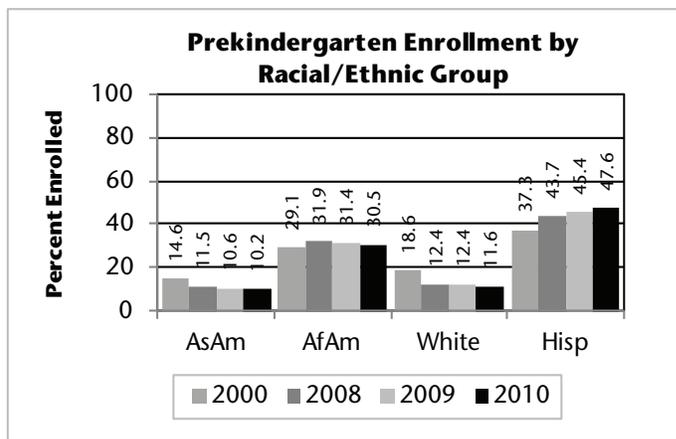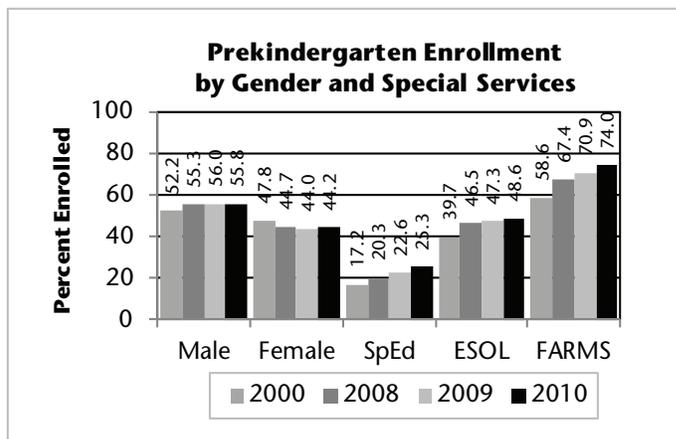
GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.
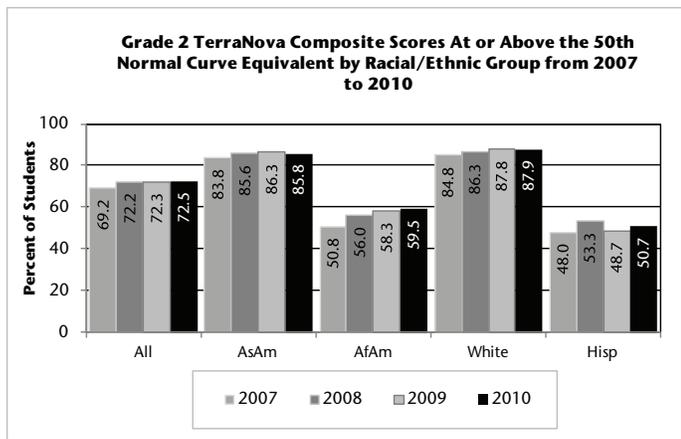
Figure O-4

Percentage of Grade 1 Students At or Above Benchmark in Reading on MCPS Assessment Program by Racial/Ethnic Group

Figure O-5

Percentage of Grade 1 Students At or Above Benchmark in Reading on MCPS Assessment Program by Gender and Special Services

Grade 2

A new baseline for the Grade 2 reading benchmark was established in 2006. During the 2009–2010 school year, 72.9 percent of Grade 2 students met the benchmark. Between the baseline year of 2006 and 2010, the rate at which all students achieved the benchmark increased by 11.6 percentage points. Among racial/ethnic groups, African American and Hispanic students demonstrated the greatest gains since 2006 of 13.6 percentage points and 13.4 percentage points, respectively. While the rate for White and Asian American students achieving the benchmark held steady at high levels (82.2 percent and 81.2 percent, respectively), African American and Hispanic students continued to make gains of 5.2 percentage points and 4 percentage points, respectively, over the past 3 years (Figure O-6).

Figure O-6

Percentage of Grade 2 Students At or Above Benchmark in Reading on MCPS Assessment Program by Racial/Ethnic Group

Between the baseline year of 2006 and 2010, students receiving ESOL or FARMS services achieved the greatest gains in achievement of the Grade 2 reading benchmark, increasing 25.0 and 14.4 percentage points, respectively. During the 2009–2010 school year, 69.2 percent of male students achieved the benchmark, an improvement of 10.1 percentage points over 2006, but relatively stable since 2008. In 2010, 76.7 percent of female students achieved the benchmark, an improvement of 13 percentages points over 2006, and continued gains of 4.5 percentages points over 2008. About 32.0 percent of students who received special education services, 52 percent of students who received ESOL services, and 57.4 percent of students who received FARMS services met the Grade 2 benchmark in 2010 (Figure O-7).

Figure O-7

Percentage of Grade 2 Students At or Above Benchmark in Reading on MCPS Assessment Program by Gender and Special Services

MCPS Assessment Program in Reading Grade 2 Student Performance and District Target

The 2010 district target expected 90 percent of all students and student groups to meet benchmark in Grade 2 reading (Figure O-8). For 2010, the target was not met by all students or by any student groups.

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.
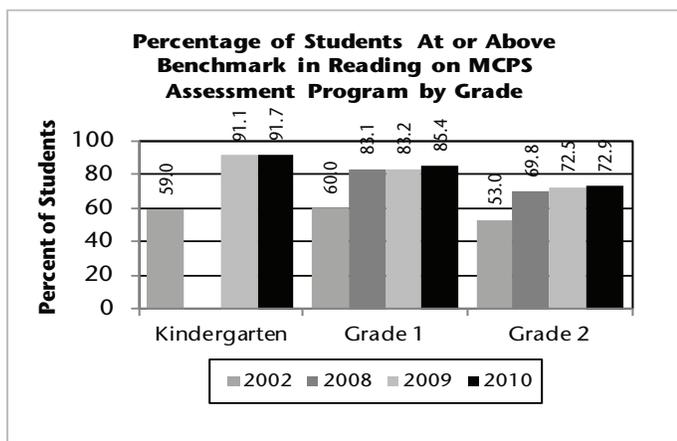
Figure O-8

2010 Target and Actual Grade 2 Students At or Above Benchmark

(Values: All 72.9, AsAm 81.2, AfAm 65.5, White 82.2, Hisp 59.0, Male 69.2, Female 76.7, SpEd 31.9, ESOL 52.0, FARMS 57.4)

2010 Student Performance Target (≥90%)
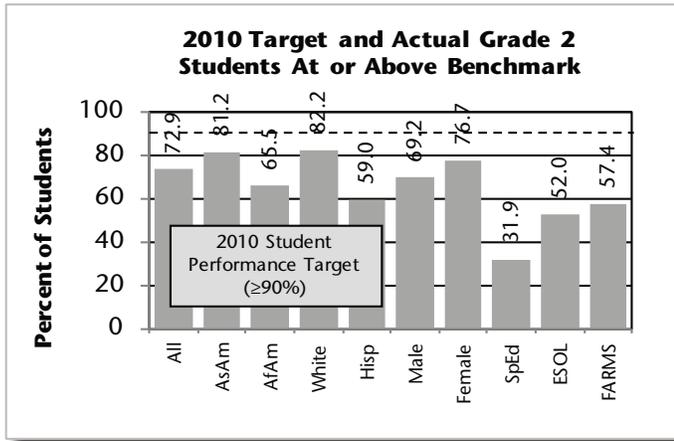
The 2010 district target expected all 122 elementary schools serving Grade 2 students and participating in the MCPS AP-PR to have 90 percent of all students and student groups meeting benchmark.

During the 2009–2010 school year, 12 out of the 122 schools met the target for all students (Table O-1). Of the 107 schools with five or more Asian American Grade 2 students, 27 met the target; of the 99 schools with five or more African American Grade 2 students, 3 met the target; of the 115 schools with five or more White Grade 2 students, 29 met the target; of the 107 schools with five or more Hispanic Grade 2 students, 4 met the target; of the 93 schools with five or more special education Grade 2 students, 2 met the target; of the 106 schools with five or more ESOL Grade 2 students, none met the target; and of the 102 schools with five or more Grade 2 students receiving FARMS services, 1 met the target.

Table O-1

District Target and Actual Number of Schools with Percentage of Grade 2 Students Meeting Benchmark At or Above Expectations						
	2008		**2009**		**2010**	
Total Comprehensive Elementary Schools[1]	119[2]	*N* Schools with Greater than 5	119[2]	*N* Schools with Greater than 5	122[2]	*N* Schools with Greater than 5
Target	100		109		122	
	Actual		**Actual**		**Actual**	
All students	**28**	**119**	**17**	**119**	**12**	**122**
Asian American	45	105	46	102	27	107
African American	15	100	10	98	3	99
White	51	114	36	110	29	115
Hispanic	12	103	6	96	4	107
Special Education	2	93	2	94	2	93
ESOL	4	96	5	105	0	106
FARMS	3	99	2	100	1	102

1. Total schools used for determining district target vary. Schools with fewer than five students in a group are not included.
2. Elementary schools with Grade 2 students participating in MCPS AP-PR program.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.
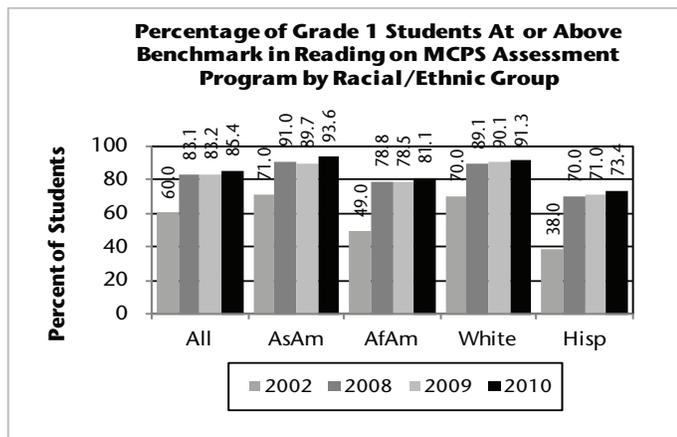
DATA ★ POINT

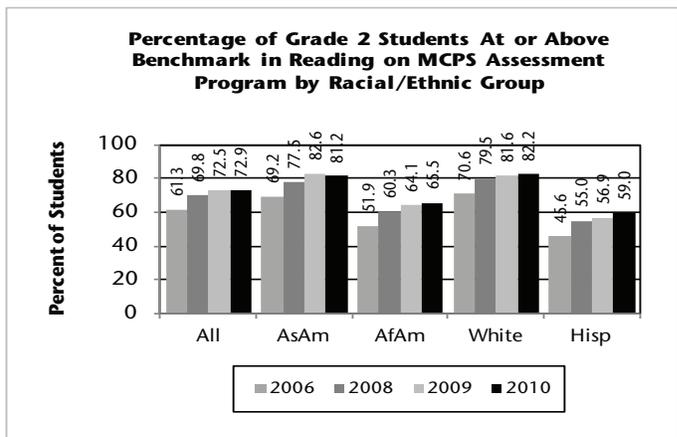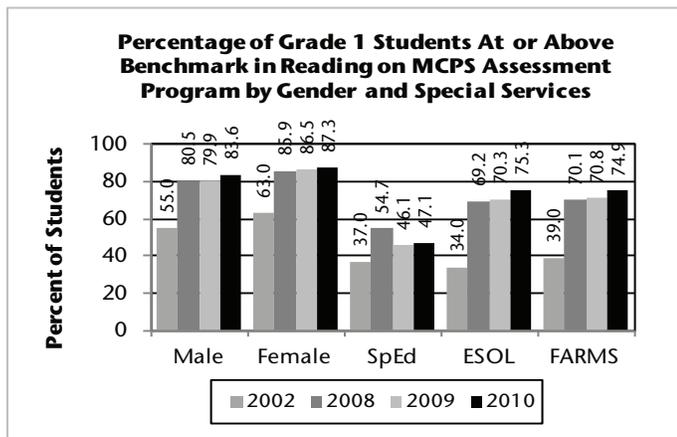## Mathematics Unit Assessments (Grade 2)

The MCPS Assessment Program was designed to align with the written and taught curriculum. The assessments were developed to measure a student's progress toward mastery of specific content knowledge, skills, and strategies. The primary use of the data collected from these assessments is to inform instruction and monitor student learning progress.

Each unit assessment measures a student's level of understanding of mathematics content taught in that unit. Summary information is reported based on the student's performance over the course of all units taught in a school year. In 2007, a grade-appropriate performance benchmark was set by MCPS educators based on items completed correctly across all units. In Grade 2, the on-grade proficiency benchmark for math unit assessments is 105 out of 136 possible points. Results are reported for Grade 2 students enrolled in Math 2. Results do not include proficiency for Grade 2 students enrolled in other mathematics courses.

In 2010, 77.1 percent of all Grade 2 students enrolled in Math 2 scored proficient on the Math 2 unit assessments, about the same percentage as in 2009 and 4.2 percentage points higher compared with 2008. Examining results by subgroup suggests a closing of the achievement gap between high and low performing groups. The percentage of African American students scoring proficient increased 6.8 percentage points (from 62.2 percent in 2008 to 69.0 percent in 2010), and the percentage of Hispanic students scoring proficient increased 4.9 percentage points (from 65.4 percent in 2008 to 70.3 percent in 2010). The percentage of White and Asian American students scoring proficient increased by 4.6 and 5.5 percentage points, respectively, over 2008 (Figure P-1).
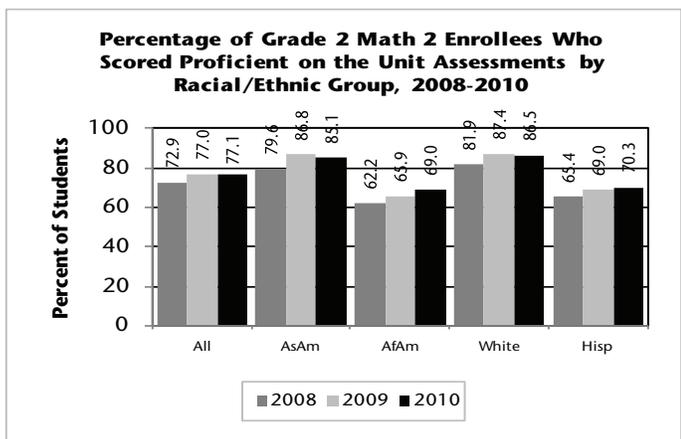
The proficiency rate among 2010 Math 2 enrollees receiving special education, English for Speakers of Other Languages (ESOL), and Free and Reduced-price Meals System (FARMS) services increased compared with 2008. Students receiving special education services showed a 28.3-point increase (56.5 percent scored proficient in 2010, compared with 28.2 percent in 2008) (Figure P-2). Students receiving ESOL services showed a 7.1-point increase (67.2 percent scored proficient in 2010, compared with 60.1 percent in 2008). Students receiving FARMS services showed a 6.9 percentage point increase (68.5 percent scored proficient in 2010, compared with 61.6 percent in 2008).

Figure P-2
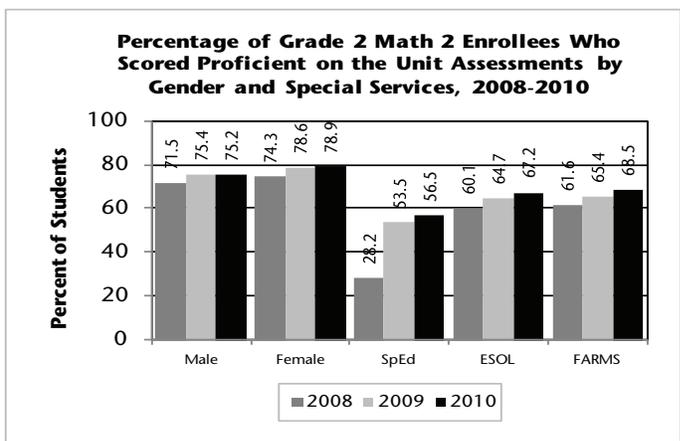
Percentage of Grade 2 Math 2 Enrollees Who Scored Proficient on the Unit Assessments by Gender and Special Services, 2008-2010

Figure P-1

Percentage of Grade 2 Math 2 Enrollees Who Scored Proficient on the Unit Assessments by Racial/Ethnic Group, 2008-2010

Milestone: All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic Students.

DATA ★ POINT

Gifted and Talented Screening (Grade 2)

MCPS provides a continuum of accelerated and enriched instructional programming and services aligned with the standards published by the National Association for Gifted Children. These levels of service include, but are not limited to, school-based services such as accelerated and enriched coursework, elementary center programs, middle and high school magnet programs, and the International Baccalaureate program. MCPS also provides center programs for students who are identified as gifted and talented and learning disabled (GT/LD) as well as programs and services through Title I and the Program of Assessment, Diagnosis, and Instruction (PADI) that support students whose strengths may be masked by language, poverty, experience, or disability. However, students do not need to be identified as gifted and talented in order to receive gifted and talented services or to apply to a special program.

All students are screened for gifted and talented services in the spring of their Grade 2 year to ensure that the gifts of all students are revealed, documented, and matched with rigorous instruction throughout their years in MCPS. Multiple criteria are used, including parent, teacher, and staff input; MCPS achievement/performance data; and standardized assessment data. The parent surveys are mailed home to all families of Grade 2 students and are available in translation. The Office of School Performance, the Office of Shared Accountability, and the Division of Accelerated and Enriched Instruction (AEI) monitor the global screening process, and analyze student identification and performance.

The percentage of the screened population of students identified as needing acceleration and enrichment fell slightly from 38.7 percent in 2009 to 38.3 percent in 2010 (Table Q-1).

Multiyear data indicate that among students identified as gifted and talented, African American and Hispanic students continue to be underrepresented, while White and Asian American students continue to be overrepresented (Table Q-2). This pattern suggests that additional steps must be taken to reach equitable identification results. The data collected for the global screening process meet only the narrow scope of recommended instructional services and the application of a label to students. The data do not inform the system as to the extent to which accelerated and enriched instructional programming is available among schools and provided to students. To analyze equity in delivery of advanced instructional programming among schools, MCPS is working to establish a stronger data collection system focused on delivery of services in addition to identification and recommendation for services. Steps have been made in this direction with the collection of Mathematics 6 in Grade 5 and Algebra 1 in Grade 8 data and the current development of advanced-level reading benchmarks. Additional data points are necessary to form a more comprehensive analysis.

During the 2009–2010 school year, central offices and 31 elementary schools collaborated to develop and pilot the Student Instructional Program Placement and Implementation (SIPPI) process which establishes a common course placement and articulation process and expands the review of global screening data, parent communication, and a system for monitoring recommendations for instruction. The pilot year, 2009–2010, established baseline quantitative data for the identification of services recommended for students entering Grade 3 in 31 schools. As SIPPI expands to all elementary schools in the 2010–2011 school year, future reports will contain these results. Additional efforts include communicating clear expectations for accelerated and enriched instruction to school staff and parents, identifying additional data points to monitor progress of advanced learners, and expanding the primary talent development model through revision of the elementary school curriculum. The talent development model helps to nurture and reveal students' strengths before they proceed through the identification process.

Table Q-1

Grade 2 Students Screened and Percentage Identified as Gifted and Talented		
Year	**Number Screened**	**Percent Identified**
2002	9,658	36.0
2008	9,632	40.9
2009	9,609	38.7
2010*	10,405	38.3

*In 2009–2010, 31 elementary schools participated in the SIPPI pilot.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

Table Q-2

	2008				2009				2010*			
	Screened		**Identified**		**Screened**		**Identified**		**Screened**		**Identified**	
	N	Percent	*N*	Percent	*N*	Percent	*N*	Percent	*N*	Percent	*N*	Percent
All Students	9,632		3,940	40.9	9,609		3,722	38.7	10,405		3,981	38.3
Asian American	1,568	16.3	934	23.7	1,575	16.4	882	23.7	1,778	17.1	1,019	25.6
African American	2,155	22.4	535	13.6	2,096	21.8	501	13.5	2,205	21.2	532	13.4
White	3,806	39.5	1,997	50.7	3,725	38.8	1,901	51.1	3,888	37.4	1,936	48.6
Hispanic	2,083	21.6	463	11.8	2,183	22.7	430	11.6	2,513	24.2	488	12.3
Special Education	898	9.3	181	4.6	837	8.7	117	3.1	905	8.7	125	3.1
ESOL	1,698	17.6	288	7.3	1,878	19.5	273	7.3	2,202	21.2	334	8.4
FARMS	2,835	29.4	581	14.7	2,943	30.6	507	13.6	3532	33.9	674	16.9

Table caption (spanning header): **Number and Percentage of Grade 2 Students Screened and Identified in 2008 through 2010 by Race/Ethnicity and Services Provided (Percentage Relative to Screened or Identified for Entire County)**

Note. Due to small numbers, statistics for Native American students are not shown separately, but they are included in totals.

*In 2009–2010, 31 elementary schools participated in the SIPPI pilot.

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DATA ★ POINT

Advanced Mathematics in Grade 5 Proficiency

MCPS is committed to providing an aligned, high-quality curriculum from prekindergarten through Grade 12. This effort is designed to ensure that all students in every school receive the proper foundation and sequence of essential skills and knowledge that will prepare them for success in the next grade. Ultimately, the school system's objective is to prepare all students to be successful after high school—in college, other postsecondary studies, or a career. To achieve this goal, MCPS strives to have students take advanced mathematics in elementary school so they can be prepared for completion of Algebra I or higher-level mathematics by the end of Grade 8, as well as for enrollment in Honors and Advanced Placement courses in middle and high school.

Participation in Mathematics 6 or Higher

During the 2009–2010 school year, 54.4 percent of all Grade 5 students participated in Mathematics 6 or higher (Figure R-1). All racial/ethnic groups increased participation in Mathematics 6 or higher by 15 percentage points or more between 2006 and 2010. In 2010, 38.8 percent of African American students and 33.5 percent of Hispanic students participated in Mathematics 6 or higher, compared with only 21.1 percent and 18.1 percent, respectively, in 2006. Further, 74.9 percent of Asian American students and 67.5 percent of White students participated in Mathematics 6 or higher in 2010, compared with 57.7 percent and 49.4 percent, respectively, in 2006.

Figure R-1

Grade 5 Student Participation in Mathematics 6 or Higher-level Mathematics Course by Race/Ethnicity, 2006, 2008–2010

For students receiving special education services, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services, participation rates were 19.3 percent, 15.1 percent, and 31.3, respectively, in 2010 (Figure R-2). In 2010, the participation rate among students receiving special education or FARMS services almost doubled, compared with 2006 rates (19.3 percent in 2010 vs. 10.8 percent in 2006 and 31.3 percent in 2010 vs. 16.4 percent in 2006, respectively). Among students receiving ESOL services, the participation rate more than doubled, compared with 2006 (15.1 percent in 2010 vs. 6.9 percent in 2006).

Figure R-2

Grade 5 Student Participation in Mathematics 6 or Higher-level Mathematics Course by Gender and Special Services, 2006, 2008–2010

Performance in Mathematics 6 or Higher

Successful completion of mathematics courses was measured in two different ways. For students participating in Mathematics 6, Mathematics 7, and Algebra Prep, proficiency standards were determined by performance on all MCPS mathematics unit on-grade-level assessments. For students participating in Investigations in Mathematics (IM) or Algebra I, proficiency standards were defined as receiving a final letter grade of D or above.

In 2010, 49.0 percent of Grade 5 students successfully completed Mathematics 6 or higher courses (Figure R-3). Asian American and White students had the highest successful completion rates, with 70.1 percent and 63.3 percent, respectively. Almost one-third (31.8 percent) of African American and 27.1 percent of Hispanic students successfully completed Mathematics 6 or higher. Less than 25 percent of students receiving special education, ESOL, or FARMS services successfully completed Mathematics 6 or higher in Grade 5 (Figure R-4).

All student groups showed increases in proficiency between 2006 and 2010, with gains ranging from 6.2 percentage points to 20.0 percentage points. In 2010, 31.8 percent of African American and 27.1 percent of Hispanic students successfully completed Mathematics 6 or higher, compared with only

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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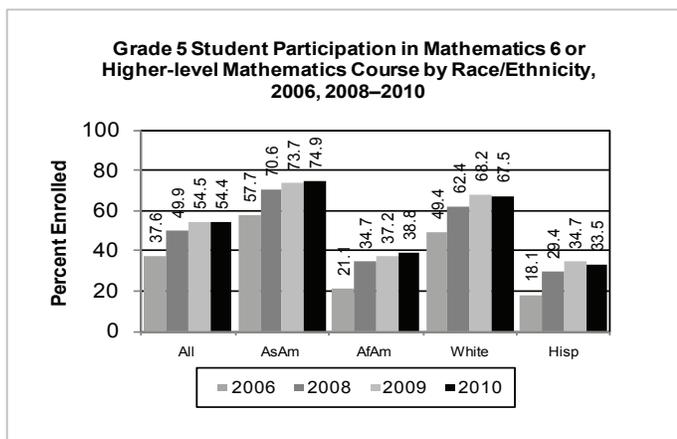15.2 percent and 13.4 percent, respectively in 2006. Further, 70.1 percent of Asian American students and 63.3 percent of White students successfully completed Mathematics 6 or higher in 2010, compared with 52.1 percent and 43.3 percent, respectively, in 2006. In 2010, the proficiency rates among students receiving FARMS or ESOL services more than doubled compared with 2006 rates (FARMS, 24.8 percent in 2010 vs. 11.5 percent in 2006; ESOL, 10.9 percent in 2010 vs. 4.7 percent in 2006).

Figure R-3

Grade 5 Students Proficient in Mathematics 6 or Higher-Level Mathematics by Race/Ethnicity, 2006, 2008–2010

Figure R-4

Grade 5 Students Proficient in Mathematics 6 or Higher-Level Mathematics by Gender and Special Services, 2006, 2008–2010
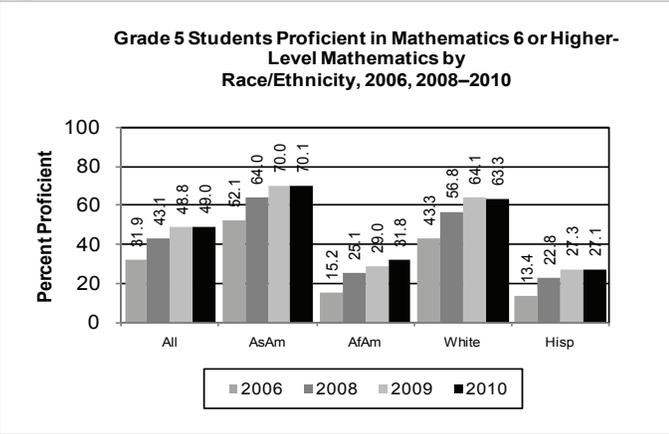
Grade 5 Performance in Mathematics 6: Student Performance and District Targets

The 2010 district target expected 45.0 percent of all Grade 5 students and student groups to be proficient in Mathematics 6 or higher-level mathematics (Figure R–5). The target was met for all students, Asian American, and White students, with proficiency rates of 49.0 percent, 70.1 percent, and 63.3 percent, respectively.

Figure R-5

2010 Target and Actual Grade 5 Students Proficient in Mathematics 6 or Higher-Level Mathematics
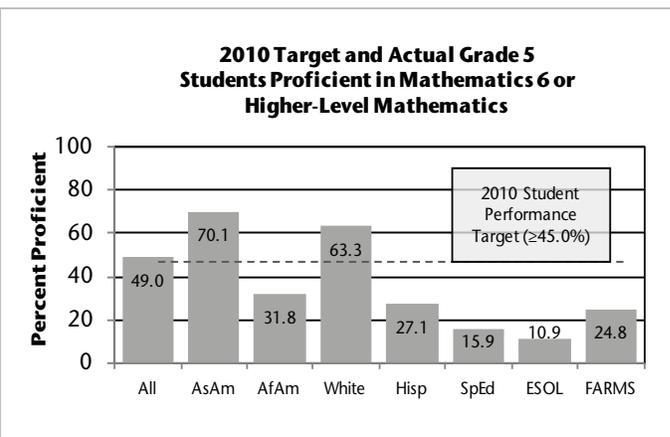
The 2010 district target expected 119 out of 123 elementary schools serving Grade 5 students to have 45.0 percent or greater of all Grade 5 students and student groups proficient in Mathematics 6 or higher by the end of Grade 5. During the 2009–2010 school year, 67 out of 123 elementary schools met the target for all students. The number of schools meeting the target for Asian American, African American, White and Hispanic students and students receiving ESOL or FARMS services increased from 2006 to 2010. In 2010, 93 schools met the target for Asian American students, 19 met the target for African American students, 92 schools met the target for White students, 16 schools met the target for Hispanic students, 5 schools met the target for students receiving special education services, 2 met the target for students receiving ESOL services, and 7 schools met the target for students receiving FARMS services (Table R-1).

Table R-1

Target and Actual Number of Schools With Math 6 Proficiency Rate At or Above Expectation				
	2006	**2008**	**2009**	**2010**
Total Comprehensive Elementary Schools[1]	118[2]	122[2]	123[2]	123[2]
Target	59	89	104	119
	Actual	**Actual**	**Actual**	**Actual**
All Students	**59**	**74**	**81**	**67**
Asian American	83	93	97	93
African American	14	18	16	19
White	87	96	103	92
Hispanic	11	20	25	16
Special Education	8	8	5	5
ESOL	1	3	1	2
FARMS	2	8	7	7

1. Total schools used for determining district target vary; schools with fewer than five students in a group are not included.
2. Number of elementary schools serving Grade 5 students.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

DATA ★ POINT

Honors, Advanced Placement, International Baccalaureate, and Other College-level Course Enrollment[1]

MCPS has undertaken efforts designed to prepare and encourage more students to challenge themselves academically and take the most rigorous courses. Various systemwide and individual school initiatives have opened enrollment and encouraged more diverse student participation in Honors, Advanced Placement (AP), International Baccalaureate (IB), and other college-level courses. Initiatives include creating a positive school climate that communicates high expectations for all students, informing and educating parents about rigorous academic programs, motivating students to participate in challenging coursework, monitoring student progress, employing nontraditional methods of identification, and removing barriers to the recruitment and selection of students for enrollment in Honors, AP, IB, and other college-level courses.

Between the baseline year of 2001 and 2010, the percentage of students in Grades 9–12 enrolled in Honors, AP, IB, and other college-level courses rose steadily (Figure S-1).

Figure S-1

Honors, AP, IB, and other college-level courses increased since the baseline year of 2001 in each racial/ethnic group. Enrollment rates for African American and Hispanic students rose significantly between 2001 and 2010, increasing by approximately 30 percentage points. During the 2009–2010 school year, Asian American and White students continued to enroll at consistently high rates (Figure S-2).
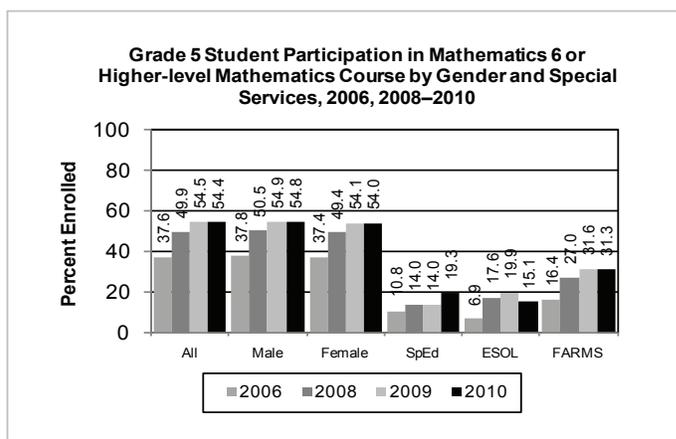
Figure S-2
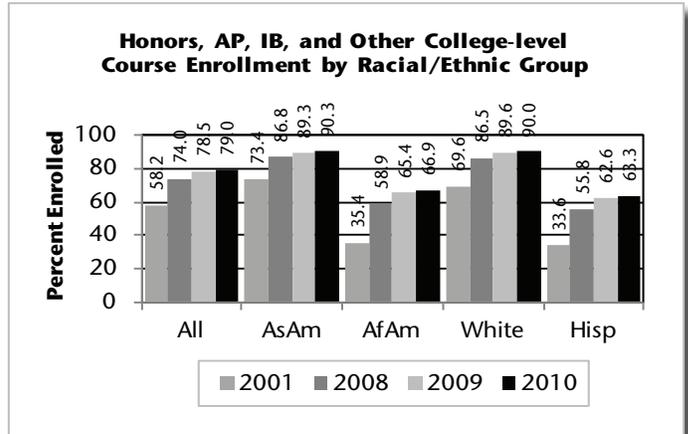
Honors, AP, IB, and other college-level enrollment rates for students receiving special education, English for Speakers of Other Languages (ESOL), and Free and Reduced-price Meals System (FARMS) services more than doubled between 2001 and 2010. Enrollment among students receiving FARMS and ESOL services increased by 32.1 and 23.3 percentage points, respectively, between 2001 and 2010 (Figure S-3).

Enrollment rates in Honors, AP, IB, and other college-level courses increased for both female and male students, reaching 83.1 percent for female students and 75.0 percent for male students in 2010, an increase of 19.9 and 21.6 percentage points, respectively, since 2001 (Figure S-3).

Figure S-3
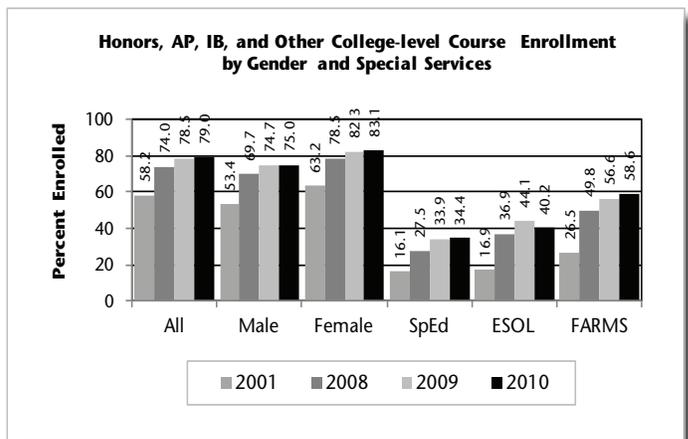
[1]Dual enrollment courses are not included and will be included beginning in 2011.

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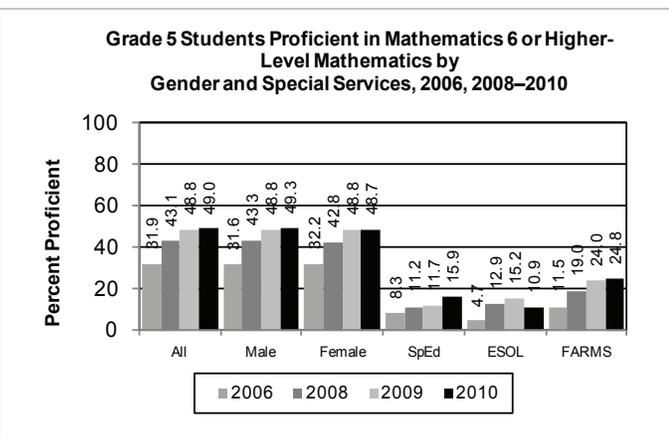
MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

Honors, AP, IB, and Other College-level Enrollment Student Performance and District Targets

The 2010 district target expected 75.0 percent of all students and student groups to be enrolled in at least one Honors, AP, IB, or other college-level course (Figure S-4). During the 2009–2010 school year, all students, Asian American, and White students met the target in at least one Honors, AP, IB, or other college-level course.

Figure S-4
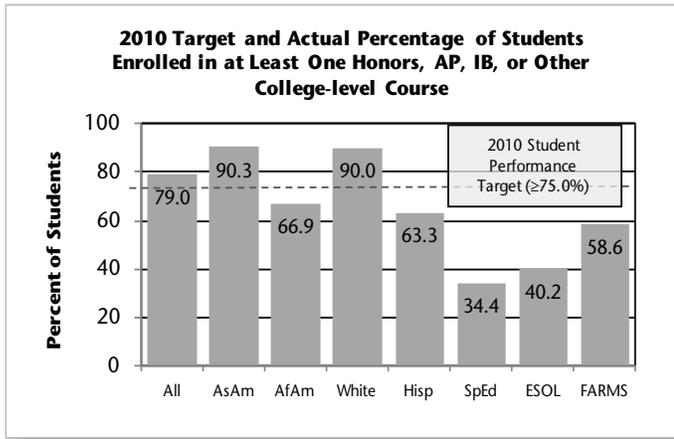
The 2010 district target expected 25 out of 25 comprehensive high schools to have 75.0 percent of all students and student groups enrolled in at least one Honors, AP, IB, or other college-level course. During the 2009–2010 school year, 25 out of 25 high schools met the target for Asian American students (Table S-1). Twenty-four schools met the target for White students, 15 schools met the target for all students, 8 met the target for Hispanic students, 5 met the target for African American students, 4 met the target for student receiving FARMS services, 3 met the target for student receiving ESOL services, and no school met the target for students receiving special education services.

Table S-1

Target and Actual Number of High Schools With Enrollment in at Least One Honors, Advanced Placement, International Baccalaureate, or Other College-level Course at or Above Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools*	25	25	25
Target	19	22	25
	Actual	**Actual**	**Actual**
All Students	15	14	15
Asian American	25	25	25
African American	3	5	5
White	24	25	24
Hispanic	5	8	8
Special Education	0	0	0
ESOL	1	1	3
FARMS	1	2	4

* Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

DATA ★ POINT

AP/IB Exams Participation and Performance

The Advanced Placement (AP) and International Baccalaureate (IB) exams measure student readiness for college-level work and are used by colleges for possible course credit and advanced placement. Students who earn AP exam scores of 3 or higher or IB exam scores of 4 or higher may receive college credit or advanced placement upon entry to college.

Annual AP Exam Participation and Performance—Grades 9 Through 12

Annual reports produced by the College Board provide a summary of participation and performance on AP exams.

Between 2000 and 2010, the number of AP exams taken by MCPS students more than tripled, and the number of AP exams for which students earned a score of 3 or higher also more than tripled (Table T-1). Between 2009 and 2010, increases in the number of AP exams taken and the number of AP exam scores of 3 or higher were observed for all racial/ethnic groups. For students receiving special services, the number of exams taken by students receiving special education or English for Speakers of Other Languages (ESOL) services declined from 2009 to 2010 as did the number of tests with a score of 3 or higher. For students receiving Free and Reduced-price Meals System (FARMS) services, the number of exams taken and the number of exams receiving a score of 3 or higher increased from 2009 to 2010.

Table T-1

	2000		2008		2009		2010	
The Number of AP Exams Taken and Number of AP Exam Scores of 3 or Higher by Test Year and Student Group								
Student Group	*N* **AP Exams Taken**	*N* **AP Scores of 3 or Higher**	*N* **AP Exams Taken**	*N* **AP Scores of 3 or Higher**	*N* **AP Exams Taken**	*N* **AP Scores of 3 or Higher**	*N* **AP Exams Taken**	*N* **AP Scores of 3 or Higher**
All students	**8,492**	**7,026**	**25,921**	**18,306**	**28,575**	**20,648**	**29,854**	**21,419**
Asian American	2,040	1,632	6,813	5,017	7,693	5,894	7,940	6,127
African American	398	267	2,510	1,152	2,877	1,369	3,309	1,527
White	5,646	4,798	14,149	10,763	15,145	11,797	15,427	12,015
Hispanic	389	316	2,379	1,336	2,789	1,542	3,111	1,708
Male	3,898	3,263	12,154	8,843	13,577	10,157	14,089	10,441
Female	4,594	3,763	13,767	9,463	14,998	10,491	15,765	10,978
Special Education	125	98	348	226	469	303	440	276
ESOL	85	69	282	219	284	205	249	181
FARMS	257	174	1,780	811	2,113	979	2,845	1,315

Note: American Indian students are not reported separately due to small group size but are included with all students.

Many students take more than one AP exam annually. In 2010, 15,425 MCPS high school students took at least one AP exam. This was a notable increase (more than three times higher) from the 4,596 students who took at least one exam in 2000 (Table T-2). Increases in the number of students participating in AP exams were greatest among African American and Hispanic students. More than seven times the number of African American and Hispanic students and more than

ten times the number of students receiving FARMS services took at least one AP exam in 2010 compared with 2000.

In 2010, 72.8 percent of the AP test takers earned at least one AP exam score of 3 or higher compared with 85.2 percent of AP exam takers in 2000. The decreases in AP exam performance observed for all groups between 2000 and 2010 were not unusual given the large increases in AP exam participation.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.
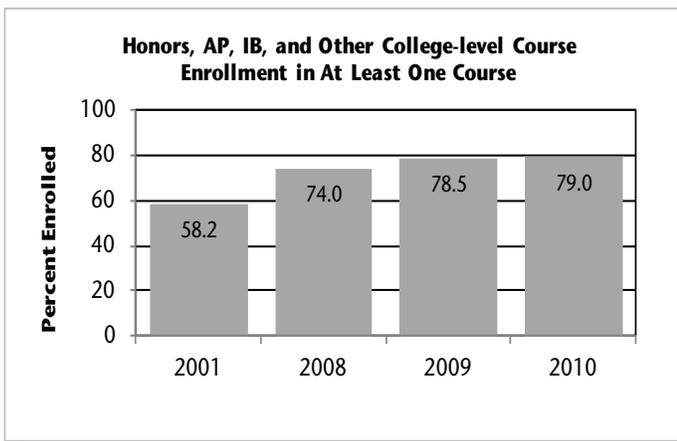
Table T-2

	2000		2008		2009		2010	
Student Group	**N Took At Least 1 AP Exam**	**% Earned At Least 1 AP Score of 3 or Higher**	**N Took At Least 1 AP Exam**	**% Earned At Least 1 AP Score of 3 or Higher**	**N Took At Least 1 AP Exam**	**% Earned At Least 1 AP Score of 3 or Higher**	**N Took At Least 1 AP Exam**	**% Earned At Least 1 AP Score of 3 or Higher**
All students	4,596	85.2	13,568	73.1	14,673	74.0	15,425	72.8
Asian American	997	85.2	3,050	76.0	3,341	78.5	3,502	77.8
African American	272	69.9	1,558	49.5	1,747	50.4	2,035	48.3
White	3,066	86.5	7,452	78.9	7,875	80.3	8,019	79.8
Hispanic	250	87.2	1,474	63.0	1,674	60.3	1,833	60.1
Male	2,001	86.7	6,221	74.4	6,756	76.5	7,089	74.4
Female	2,595	84.2	7,347	72.0	7,917	71.9	8,336	71.4
Special Ed.	89	76.4	228	64.9	304	63.2	292	62.0
ESOL	60	85.0	231	79.7	235	74.0	218	76.6
FARMS	160	73.8	1,112	52.3	1,337	51.6	1,743	50.6

Table title: The Number of Students Who Took At Least One AP Exam and Percentage of Test Takers Who Earned One or More AP Exam Scores of 3 or Higher by Test Year and Student Group

Note: American Indian students are not reported separately due to small group size but are included with all students.

AP/IB Exam Participation and Performance—June Graduates

AP/IB participation rates are also calculated for the percentage of June graduates taking one or more AP and/or IB exams at any time during high school. AP/IB performance is measured by the percentage of graduates achieving at least one score of 3 or higher on at least one AP exam and/or at least one score of 4 or higher on at least one IB exam. Complete IB exam data first became available for graduates in the MCPS Class of 2005. Among the MCPS Class of 2010, 6,678 graduates (66.4 percent) took at least one AP and/or IB exam, compared with 4,870 (53.9 percent) graduates in the MCPS Class of 2005 (Table T-3). This change represents an increase in both the absolute number and percentage of graduates who took at least one AP and/or IB exam.

The increase in the percentage of graduates taking at least one AP and/or IB exam occurred for all graduates and all graduate subgroups from 2005 to 2010 (Table T-3).

Table T-3

	2005		2008		2009		2010	
Student Group	**N Took**	**% Took**	**N Took**	**% Took**	**N Took**	**% Took**	**N Took**	**% Took**
All Graduates	4,870	53.9	6,115	61.9	6,368	64.8	6,678	66.4
Asian American	1,016	71.1	1,194	78.9	1,304	82.7	1,382	80.3
African American	555	29.4	797	38.0	873	41.5	985	44.8
White	2,825	63.0	3,353	72.4	3,259	74.8	3,371	77.4
Hispanic	463	38.6	753	47.0	915	52.0	924	53.0
Male	2,191	49.4	2,774	56.7	2,915	59.7	3,179	62.1
Female	2,679	58.3	3,341	67.0	3,453	69.8	3,499	70.9
Special Education	108	15.7	117	14.8	175	23.2	163	20.0
ESOL	117	28.0	100	31.2	124	36.0	104	33.1
FARMS	288	32.6	569	38.7	697	42.0	882	45.2

Table title: Number and Percentage of Graduates Taking At Least One AP Exam and/or At Least One IB Exam by Graduation Class and Student Group

Note: American Indian graduates are not reported separately due to small group size but are included with all students.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

AP exam scores of 3 or higher (out of a possible total score of 5) or IB exams with scores of 4 or higher (out of a possible total score of 7) may qualify students for college credit or advanced placement upon entry to college. The percentage of graduates who earned at least one score of 3 or higher on an AP exam and/or one score of 4 or higher on an IB exam increased 7.1 percentage points from 2005 to 2010 (Figure T-1).

Figure T-1

Graduates Earning a Score of 3 or Higher on at Least One AP Exam or 4 or Higher on at Least One IB Exam

2005	2008	2009	2010
44.0	47.4	49.5	51.1
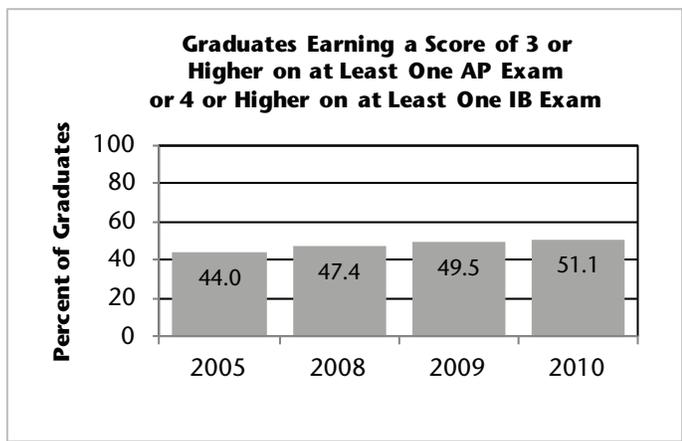
From 2005 to 2010, an increase in success was seen across all students and student groups (Figure T-2 and Figure T-3).

Figure T-2
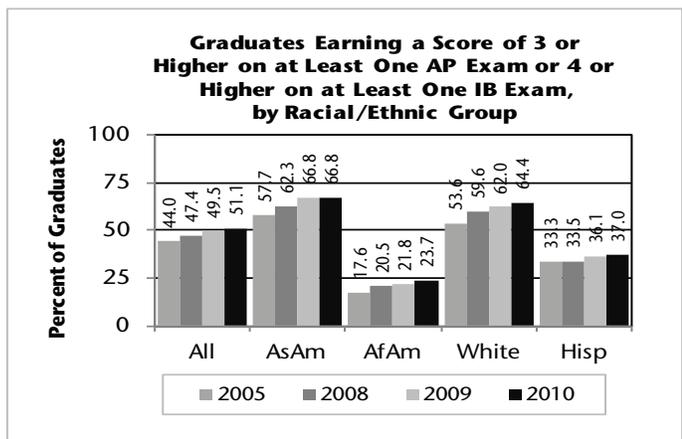
Graduates Earning a Score of 3 or Higher on at Least One AP Exam or 4 or Higher on at Least One IB Exam, by Racial/Ethnic Group

Note: American Indian graduates are not reported separately due to small group size but are included with all students.

Figure T-3
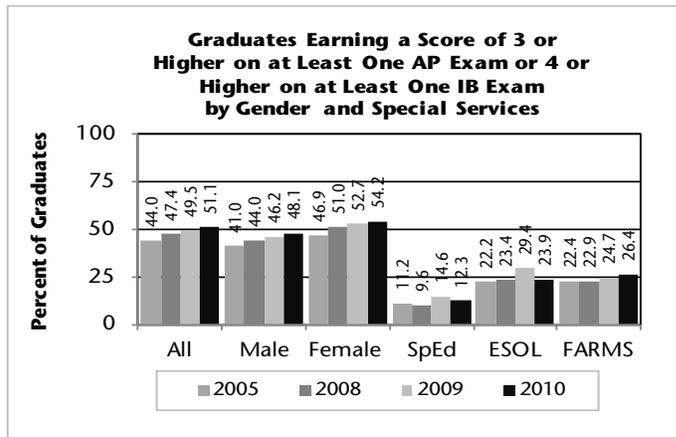
Graduates Earning a Score of 3 or Higher on at Least One AP Exam or 4 or Higher on at Least One IB Exam by Gender and Special Services

AP/IB Exam Participation and District Target—June Graduates

The 2010 district target expected 70.0 percent of all June graduating seniors in MCPS comprehensive high schools to take at least one AP or IB exam. In 2010, the target was met for Asian American and White graduates. The target was not met for all graduates, African American and Hispanic graduates, or graduates who received special education, ESOL, or FARMS services (Figure T-4).

Figure T-4

Target and Actual Number of Students Participating in AP/IB Exams, by Racial/Ethnic Group and Special Services, Class of 2010
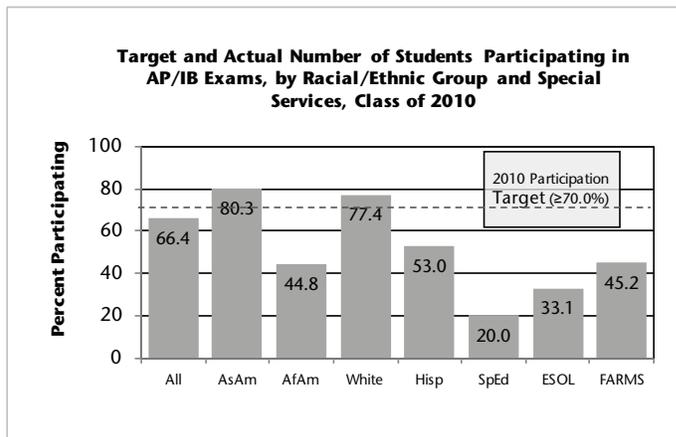
The 2010 district target expected 25 out of the 25 comprehensive high schools to have at least 70.0 percent of all graduating seniors and subgroups of graduating seniors participate in an AP or IB exam. Of the 25 comprehensive high schools with graduating classes, 7 met the target for all graduates, 20 high schools met the target for Asian American graduates, no high school met the target for African American graduates, 17 high schools met the expectation for White graduates and 4 high schools met the target for Hispanic graduates. In addition, no high school met the target for graduates receiving special education, ESOL, or FARMS services (Table T-4).

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

Table T-4

District Target and Actual Number of High Schools with Graduating Seniors Meeting AP/IB Participation Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools	25	25	25
Target	19[1]	22[1]	25[1]
	Actual	**Actual**	**Actual**
All Graduates	**7**	**8**	**7**
Asian American	23	24	20
African American	0	2	0
White	18	19	17
Hispanic	5	4	4
Special Education	0	0	0
ESOL	2	1	0
FARMS	0	2	0

1. Total schools used for determining district target vary; schools with fewer than five graduates in a group are not included.

AP/IB Exam Performance and District Target—June Graduates

The 2010 district target expected 65.0 percent of all June graduating seniors and all graduate subgroups in comprehensive high schools to earn a 3 or higher on an AP exam or a 4 or higher on an IB exam. In 2010, the target was met for Asian American graduates (Figure T-5).

Figure T-5
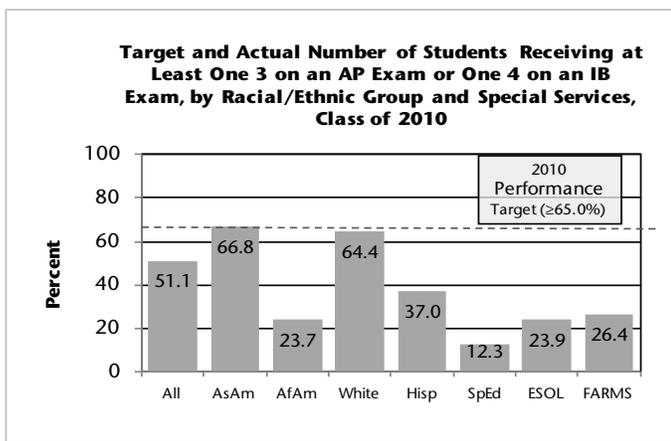
The 2010 district target expected at least 65.0 percent of all graduating seniors and all graduate subgroups in the 25 comprehensive high schools to earn a 3 or higher on an AP exam or a 4 or higher on an IB exam.

In 2010, the district target was not met by any high school. Of the 25 high schools, 6 met the target for all graduates, 8 met the target for Asian American graduates, no school met the target for African American graduates, 9 met the target for White graduates, and 2 met the target for Hispanic graduates. No high school met the target for graduates receiving special education, ESOL, or FARMS services (Table T-5).

Table T-5

District Target and Actual Number of High Schools with Graduating Seniors Meeting AP/IB Performance Expectation			
	2008	**2009**	**2010**
Total Comprehensive High Schools	25	25	25
Target	19[1]	22[1]	25[1]
	Actual	**Actual**	**Actual**
All Graduates	**6**	**6**	**6**
Asian American	11	14	8
African American	0	0	0
White	10	10	9
Hispanic	4	3	2
Special Education	0	0	0
ESOL	0	1	0
FARMS	0	1	0

1. Total schools used for determining district target vary; schools with fewer than five graduates in a group are not included.

Milestone: MCPS will eliminate the disproportionate representation of African American and Hispanic students in special education.

Special Education Enrollment Data

MCPS is committed to eliminating the disproportionate representation of African American and Hispanic students in special education. The Office of Special Education and Student Services is working to identify current practices and policies that may be contributing to the disproportionate identification of African American and Hispanic students in special education. The enrollment of students with disabilities is captured in the annual census count that occurs on the last Friday in October of each year. On October 30, 2009, there were 16,857 students receiving special education services in MCPS. This number assists MSDE in evaluating priorities and allocating federal resources. The percentage of MCPS students receiving special education services has remained relatively stable between the baseline year of 2000 and 2010, decreasing 0.5 percentage points from 12.4 percent in 2000 to 11.9 percent in 2010 (Figure U-1).

Figure U-1

Students Receiving Special Education Services
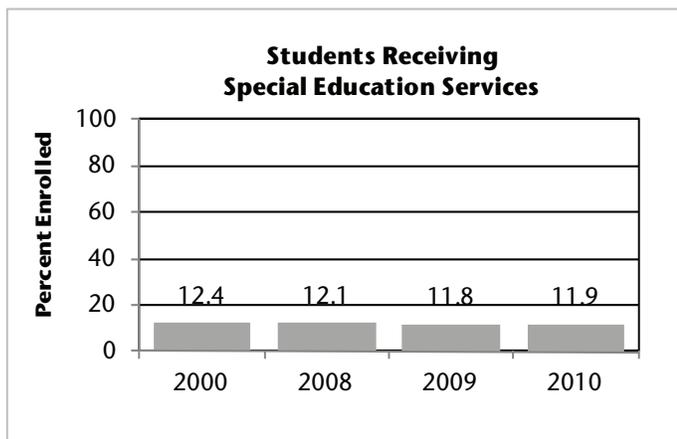
In 2010, African American students represented 23.2 percent of students enrolled in MCPS and 28.4 percent of the population of students receiving special education services, an over-representation of 5.2 percentage points. While this over-representation has declined since the baseline year of 2000, African American students continue to be identified for special education services at rates that are higher than for each of the other racial/ethnic groups (Figure U-2).

Figure U-2

2000–2010 Special Education and Total MCPS Enrollment by Racial/Ethnic Group
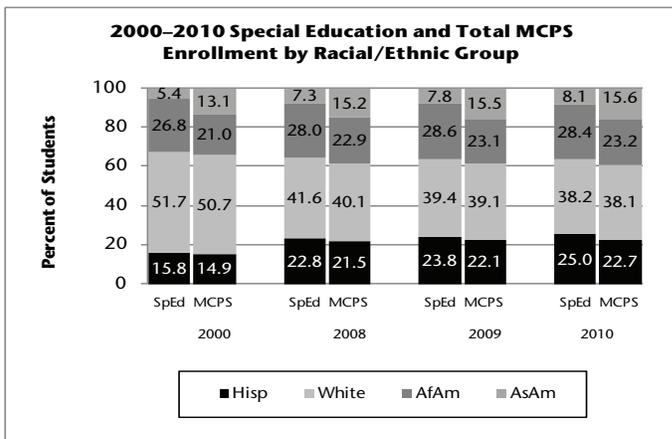
The percentage of male students receiving special education services was higher than the percentage of male students within MCPS, while the percentage of female students receiving special education services was lower than the percentage of female students overall (Figure U-3). The percentage of students receiving Free and Reduced-price Meals System (FARMS) services in special education was higher than the percentage of students receiving FARMS services in MCPS as a whole. The percentage of students receiving English for Speakers of Other Languages (ESOL) services in special education was lower than the percentage of students receiving ESOL services in MCPS (Figure U-3). These percentages remained fairly consistent from 2000 to 2010.

Figure U-3

2000–2010 Special Education and Total MCPS Enrollment by Gender and Service Group
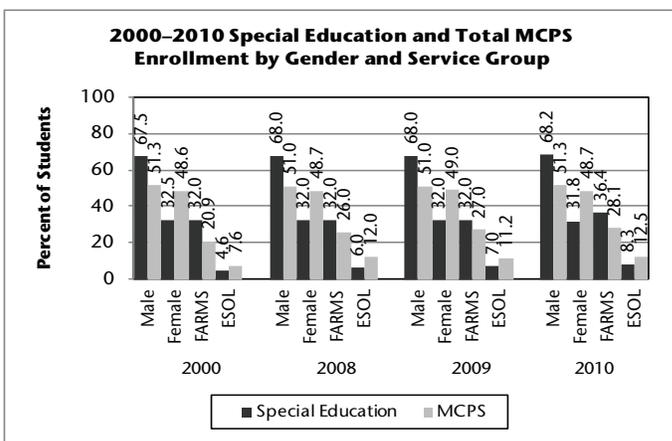
GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE MCPS will eliminate the disproportionate representation of African American and Hispanic students in special education.

MSDE collects and analyzes data annually to determine if significant disproportionality based on race and ethnicity is occurring in school districts across Maryland. Calculation of disproportionality for identification of students is based on the weighted risk ratio. Maryland has determined that a weighted risk ratio of 1.5 or higher indicates significant disproportionality in the area of identification. During the 2009–2010 school year, African American students were disproportionately represented in the disability categories of intellectual disability, formerly known as mental retardation (1.9), emotional disturbance (2.3), and specific learning disabilities (1.6) (Figure U-4).

Figure U-4
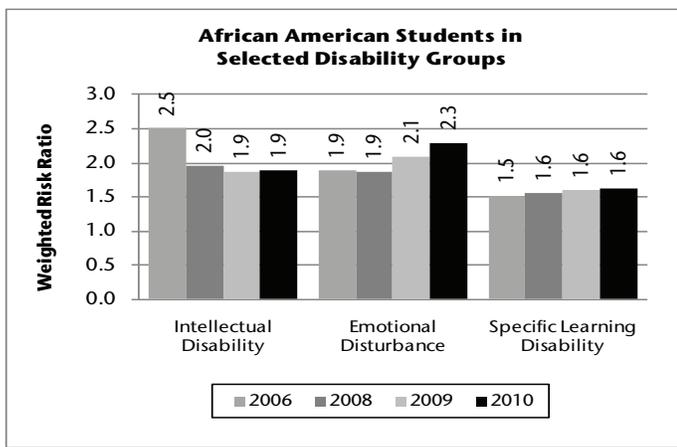
Note: Prior to 2006 data were not calculated using the weighted risk ratio.

Milestone: All schools will provide students with disabilities access to the general education environment, to the maximum extent appropriate.

Special Education Students Receiving Services in General Education

MCPS is committed to providing opportunities for students with disabilities to receive instruction in the least restrictive environment (LRE). Best practices are being implemented to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful in less restrictive settings. MCPS is working toward providing access to rigorous, high-quality instruction for students with disabilities and meeting the MSDE-mandated targets to increase LRE A (more students with disabilities in general education classes) and decrease LRE C (fewer students in self-contained classrooms for more than 60 percent of the school day). It is assumed that as LRE C decreases, students will transition into less restrictive settings (LRE A will increase).

The percentage of students receiving special education services in general education increased by 25 percentage points between the baseline year 2000 and 2010, bringing the percentage of students in LRE A to 66.6 percent (Figure V-1). This represents significant progress for a school system as large as MCPS. It is important to note that MCPS succeeded on two levels at meeting state targets: the LRE A rate must be above the 61.61 percent state target, and the MCPS rate was 66.6 percent; and conversely the LRE C rate must be below the 15.86 percent state target, and the MCPS rate was 12.7 percent.

Figure V-1
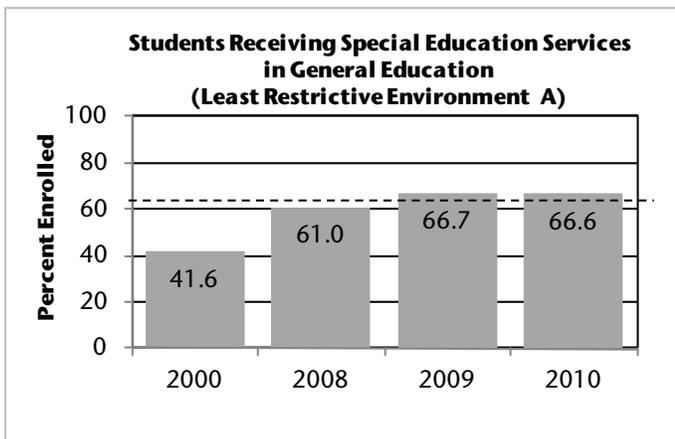
LRE A consistently increased since the baseline year of 2000 for all racial/ethnic groups. The greatest increases are for African American (32.0 percentage points) and Hispanic (38.3 percentage points) students (Figure V-2).

Figure V-2
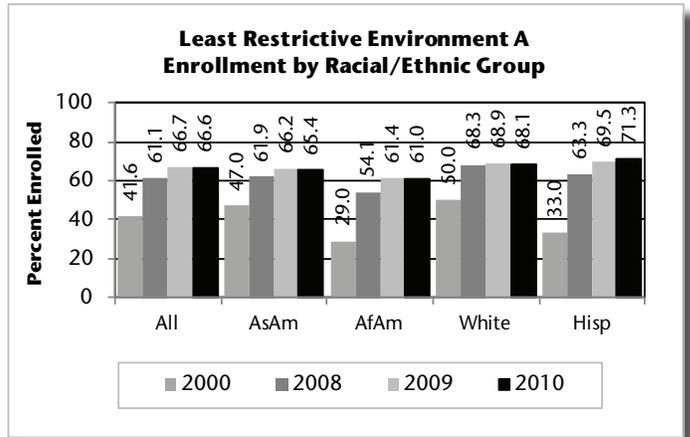
Figure V-3
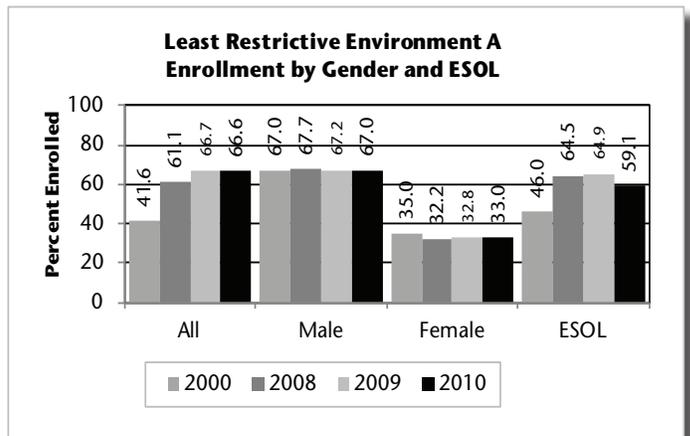
Milestone: All schools will achieve or exceed local and state standards for attendance.

DATA ★ POINT

Attendance Rate

MCPS is committed to the belief that there is a relationship among regular attendance, academic achievement, and students' successful completion of a rigorous educational program. Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities, which are required for students to obtain optimum learning benefits from the school experience and necessary for effective instruction and evaluation.

Attendance also is a critical component of the *No Child Left Behind Act of 2001* (NCLB). Under NCLB, attendance rates are reported for subgroups of students at the elementary and middle school levels. Attendance rates for students at all school levels are considered when determining an individual school's attainment of Adequate Yearly Progress (AYP), and a satisfactory attendance rate within a subgroup can help a school meet AYP under certain conditions, known as "Safe Harbor" provisions.

The Maryland State Department of Education (MSDE) has set 94 percent as the standard for satisfactory attendance for all students in Grades 1 through 12. From 2000 to 2010, MCPS consistently met the MSDE satisfactory standard for attendance for all students, males, females, and all racial/ethnic groups. Further, MCPS met the MSDE target for students receiving English for Speakers of Other Languages (ESOL) or Free and Reduced-price Meals System (FARMS) services from 2002 to 2010 and from 2004 to 2010, respectively (data were not generated for students receiving ESOL or FARMS services prior to 2002). The attendance rate for students receiving special education services held steady at similarly high levels from 2000 to 2010, although decreasing less than half a percent below the target from 2009 to 2010 (Figures W-1 and W-2).

Figure W-2

Figure W-2: Attendance Rate by Gender and Special Services
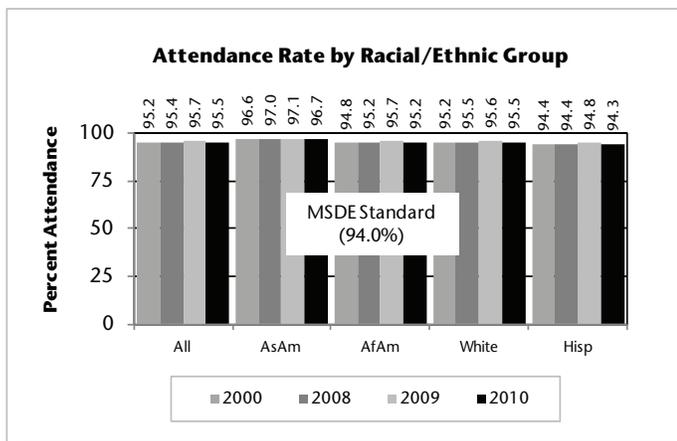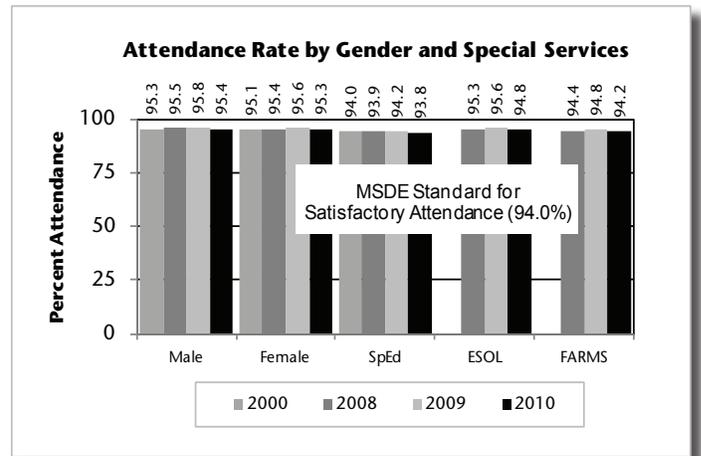
Note: Attendance data were not generated for students receiving ESOL and FARMS services prior to 2002.

Figure W-1

Figure W-1: Attendance Rate by Racial/Ethnic Group

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All schools will achieve or exceed local and state standards for attendance.

DATA ★ POINT

Dropout Rate

A core value of MCPS is that every child can learn and succeed. Monitoring the dropout rate provides evidence of how well we are fulfilling the vision that a high-quality education is the fundamental right of every child.

A dropout is any student who leaves school for any reason, except death, before graduation or completion of a Maryland-approved educational program and who is not known to have enrolled in another school or state-approved educational program during the current school year. The following figures show the dropout rates at the county level. These rates are calculated by dividing the number of dropouts by the total number of students in Grades 9–12.

Dropout rates increased by approximately one percentage point between 2000 and 2008 and decreased from 2008 to 2010 (Figure X-1).

Figure X-1
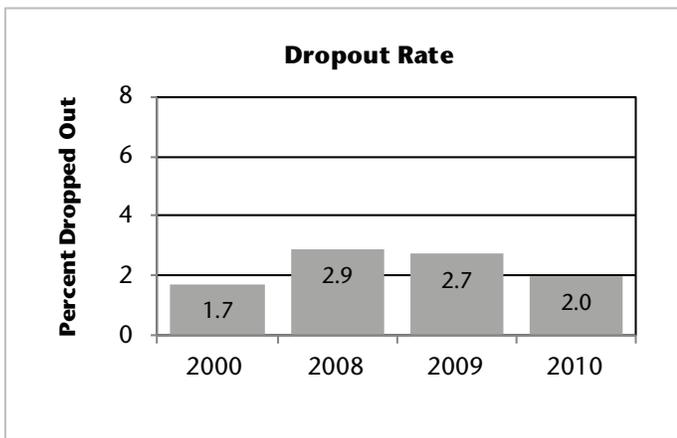
Dropout Rate

County-level data for the 2009–2010 school year show that the dropout rate for all students and groups of students ranged from a low of 0.7 percent for Asian American students to a high of 3.7 percent for Hispanic students. Since 2000, dropout rates for African American and Hispanic students have been consistently higher than for Asian American and White students. From 2009 to 2010, there were fewer dropouts for all students and for each racial/ethnic group, with Hispanic students showing the largest percentage point decrease in the student dropout rate (Figure X-2).

Figure X-2

Dropout Rate by Racial/Ethnic Group
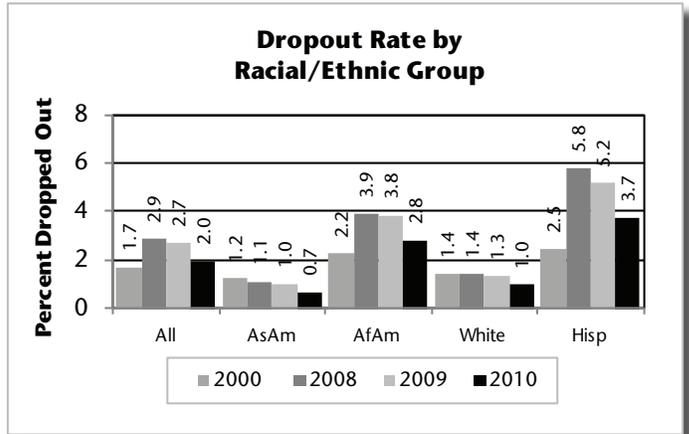
During the 2009–2010 school year, dropout rates for male and female students decreased by at least 0.5 percentage points. Of the other student groups, students receiving Free and Reduced-price Meals System (FARMS) services had the largest percentage point decrease (1.5) in dropout rate (Figure X-3). Note that seemingly significant fluctuations in data can occur because of the small number of students in the special services categories.

Figure X-3

Dropout Rate by Gender and Special Services
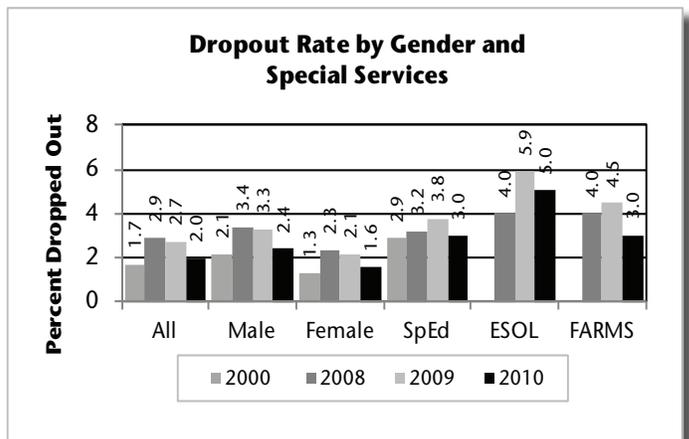
Note: Dropout data were not generated for students receiving ESOL and FARMS services prior to 2002.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All schools will achieve or exceed local and state standards for attendance.

DATA ★ POINT

Ineligibility for Extracurricular Activities

MCPS believes an effective instructional program includes extracurricular activities that contribute to a well-rounded education and offers middle and high school students opportunities to participate in a variety of athletic and nonathletic extracurricular activities throughout the school year. Certain extracurricular activities require academic eligibility. However, there is an expectation that there are extracurricular activities with open enrollment in all MCPS high schools, thereby creating opportunities for all students to participate regardless of academic eligibility. In order to participate in extracurricular activities that require academic eligibility, students must maintain a marking period average of 2.0 or higher and fail no more than one course per marking period. Students who do not meet these academic standards are ineligible to participate in some extracurricular activities during the subsequent marking period.

Data are reported for the percentage of middle school and high school students ineligible for 3 or 4 marking periods within a school year. During 2010, 5.3 percent of all middle school students (Table Y-1) and 12.5 percent of all high school students (Table Y-2) were ineligible for extracurricular activities. African American and Hispanic students had higher ineligibility rates than Asian American and White students in both middle and high schools. Male students were ineligible at a higher rate than female students in middle and high schools. Among all middle and high school students, students receiving Free and Reduced-price Meal System (FARMS) or special education services had higher rates of ineligibility than students receiving English for Speakers of Other Languages (ESOL) services.

From 2008 to 2010, ineligibility rates decreased in middle and high schools for all students, as well as for all student groups except high school students receiving ESOL services. For middle school students, the greatest percentage point decrease in ineligibility occurred among students receiving FARMS (-6.9) or special education (-6.2) services, and African American (-6.4) and Hispanic (-4.9) students (Table Y-1). Similarly, for high school students, the greatest percentage point decrease in ineligibility occurred among students receiving FARMS (-4.2) or special education (-2.1 percent) services, and African American (-3.9) and Hispanic (-2.2) students (Table Y-2).

Table Y-1

Middle School Academic Ineligibility in School Years 2008, 2009, and 2010										
	2008			**2009**			**2010**			**Percentage Point Change in Ineligibility**
	N	**% Always Eligible**	**% Ineligible 3 or 4 MP***	*N*	**% Always Eligible**	**% Ineligible 3 or 4 MP***	*N*	**% Always Eligible**	**% Ineligible 3 or 4 MP***	
All	**28,277**	**80.8**	**8.0**	**28,373**	**82.4**	**6.6**	**28,642**	**84.9**	**5.3**	**-2.7**
Asian American	4,345	93.0	2.1	4,449	94.9	1.1	4,573	96.3	0.9	-1.2
African American	6,197	65.2	16.5	6,412	69.5	12.3	6,641	73.4	10.1	-6.4
White	12,103	92.3	2.3	11,611	92.6	2.0	11,374	94.0	1.6	-0.7
Hispanic	5,554	63.9	15.3	5,823	66.7	13.7	5,970	71.8	10.4	-4.9
Male	14,416	75.7	10.8	14,516	77.7	9.1	14,596	80.4	7.4	-3.4
Female	13,861	86.2	5.0	13,857	87.4	4.1	14,046	89.6	3.0	-2.0
Special Education	3,415	61.1	18.6	3,244	62.8	15.7	3,206	69.3	12.4	-6.2
ESOL	816	71.6	11.9	532	75.2	7.9	655	77.1	9.5	-2.4
FARMS	6,901	58.9	19.0	7,373	62.8	15.7	8,128	68.2	12.1	-6.9

*MP = Marking Period.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All schools will achieve or exceed local and state standards for attendance.

Table Y-2

	2008			**2009**			**2010**			**Percentage Point Change in Ineligibility**
High School Academic Ineligibility in School Years 2008, 2009, and 2010										
	N	**% Always Eligible**	**% Ineligible 3 or 4 MP***	*N*	**% Always Eligible**	**% Ineligible 3 or 4 MP***	*N*	**% Always Eligible**	**% Ineligible 3 or 4 MP***	
All	**40,599**	**70.9**	**14.0**	**40,760**	**72.2**	**13.0**	**41,673**	**73.1**	**12.5**	**-1.5**
Asian American	6,246	84.2	6.0	6,420	85.8	5.1	6,537	87.9	4.4	-1.6
African American	9,101	53.2	24.9	9,227	56.3	21.4	9,572	57.5	21.0	-3.9
White	17,858	83.8	5.8	17,307	85.1	5.6	17,104	86.4	4.8	-1.0
Hispanic	7,279	50.3	27.2	7,700	50.9	26.1	8,355	52.0	25.0	-2.2
Male	20,653	66.0	16.9	20,763	67.2	16.1	21,280	68.1	15.6	-1.3
Female	19,946	76.1	11.0	19,997	77.4	9.7	20,393	78.2	9.3	-1.7
Special Education	4,068	49.3	28.0	3,953	50.4	27.0	4,348	52.9	25.9	-2.1
ESOL	1,703	60.2	20.5	1,550	61.9	20.3	1,786	60.9	20.8	0.3
FARMS	7,439	47.4	29.4	8,123	49.2	26.9	9,650	51.6	25.2	-4.2

*MP = Marking Period.

Middle School Ineligibility Rate: Student and District Targets

The 2010 district target expected the middle school ineligibility rate for all students and student groups to be at or below 12.7 percent. For 2010, all students and student groups met the target (Figure Y-1).

Figure Y-1
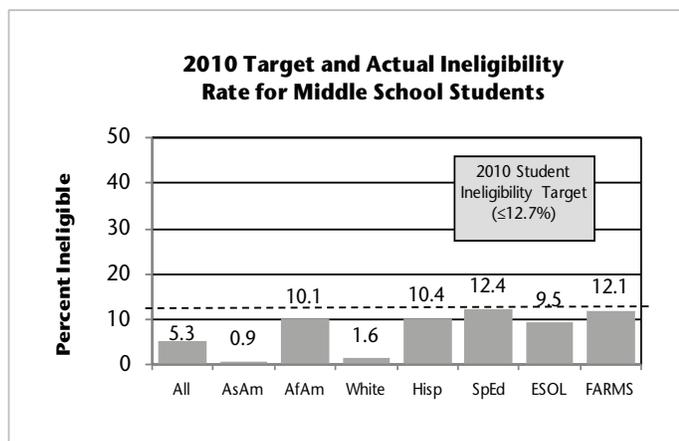
The 2010 district target expected 8 out of 38 comprehensive middle schools to have an ineligibility rate of 12.7 percent or lower for all students and student groups. For 2010, 35 out of 38 middle schools had an ineligibility rate at or below 12.7 percent for all students. All 38 middle schools met the expectation for White students. Thirty-seven out of 38 middle schools met the expectation for Asian American students. Twenty-nine schools met the expectation for African American and Hispanic students, 26 schools met the expectation for students receiving ESOL services, and 24 schools met the expectation for students receiving FARMS or special education services (Table Y-3).

Table Y-3

Number of Middle Schools At or Below the Ineligibility Rate Target		
	2009	**2010**
Total Comprehensive Middle Schools	38	38
Target	8	8
	Actual	**Actual**
All Students	**32**	**35**
Asian American	38	37
African American	21	29
White	37	38
Hispanic	25	29
Special Education	16	24
ESOL	27	26
FARMS	18	24

Note: Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE   All schools will achieve or exceed local and state standards for attendance.

High School Ineligibility Rate: Student and District Targets

The 2010 district target expected the high school ineligibility rates for all students and student groups to be at or below 22 percent. For 2010, the ineligibility rates for all students, Asian American, African American, and White students, as well as students receiving ESOL services were below 22 percent (Figure Y-2). Three groups, students receiving special education or FARMS services, as well as Hispanic students, did not meet the target.

Figure Y-2

2010 Target and Actual Ineligibility Rate for High School Students
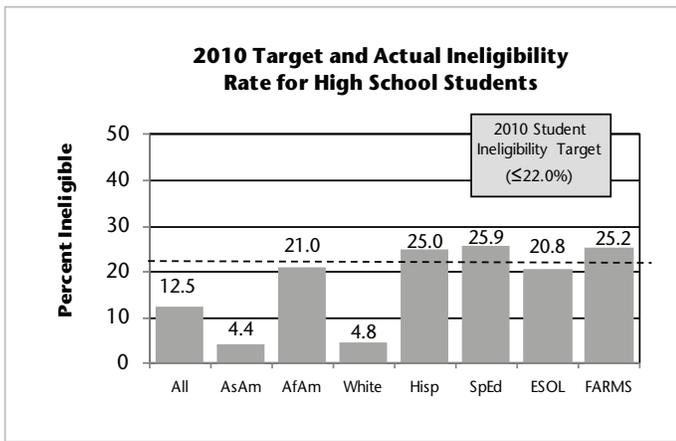
The 2010 district target expected 5 out of 25 comprehensive high schools to have an ineligibility rate of 22 percent or lower for all students and student groups. For 2010, 23 out of 25 high schools had an ineligibility rate at or below 22 percent for all students. All 25 high schools met the expectation for Asian American students and White students. Sixteen schools met the expectation for African American students, 12 schools met the expectation for Hispanic students and for students receiving ESOL services, 11 schools met the expectation for students receiving FARMS services, and 9 schools met the expectation for students receiving special education services (Table Y-4).

Table Y-4

District Target and Actual Number of High Schools At or Below the Expected Ineligibility Rate		
	2009	**2010**
Total Comprehensive High Schools	25	25
Target	5	5
	Actual	**Actual**
All Students	**24**	**23**
Asian American	25	25
African American	14	16
White	25	25
Hispanic	12	12
Special Education	9	9
ESOL	13	12
FARMS	9	11

Note: Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

GOAL 3:
Strengthen Productive Partnerships for Education

Montgomery County Public Schools (MCPS) is committed to building and maintaining strong relationships with a broad range of stakeholders, including parents and civic, business, and community groups, in support of student achievement and employee excellence. These dynamic relationships advance the MCPS mission to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. MCPS successes are the essential catalyst for a countywide commitment to education. The critical role external stakeholders play in MCPS and the role MCPS plays in the broader community provide the infrastructure for shared responsibility and accountability.

Goal 3 encompasses the following milestones and accompanying data points:

Milestone	Data Points, page
M The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.	✶ Parent Satisfaction Survey Results, p. 58 ✶ Attendance at and Evaluation of Systemwide Parent Workshops and Meetings, p. 59 ✶ Results from Publication Feedback Cards, p. 60 ✶ Edline Activation, p. 60
M The district has processes in place for stakeholder input in systemwide policy development, strategic planning, budget development, and implementation of district initiatives.	✶ Participation in Board of Education and Systemwide Meetings, Hearings, and Community Forums , p. 61 ✶ Representation on Board of Education and Systemwide Work Groups and Advisory Committees, p. 61 ✶ Results from Feedback Cards and Online Survey, p. 62
M All schools are welcoming to our diverse student and parent communities and provide varied opportunities for engaging parents as partners.	✶ Parent and Student Satisfaction Survey Results, p. 63 ✶ Parent Participation on School Improvement Teams, p. 63 ✶ Volunteer Data, p. 64
M The district and local schools collaborate with county agencies and parent, student, civic, business, and community organizations to support student success.	✶ District and Local School Partnership Data, p. 65

Milestone: The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.

Parent Satisfaction Survey Results

The parent results of the Survey of School Environment (SSE) provide the school community with important data that inform the work of the School Improvement Team. Systemwide results for 2010 indicate that 80 percent or more of parents who responded feel positive about teacher-parent communication and school-home communication, the highest level reported since 2006 (Tables Z-1–Z-4). For all four survey items, parents of elementary school students reported the highest agreement levels, followed by parents of middle school and high school students.

About 80 percent or more of parents agreed that teachers keep them informed about their child's progress, with the highest agreement reported among parents of elementary school students (91.7 percent), followed by parents of middle and high school students (83.9 percent and 79.6 percent, respectively). The percentage of parents of high school students indicating that teachers keep them informed about their child's progress increased 4.6 percentage points (from 75.0 percent in 2009 to 79.6 percent in 2010). Among parents of elementary school students, agreement levels increased 3.4 percentage points (from 88.3 percent in 2009 to 91.7 percent in 2010), and parents of middle school students agreement levels increased 2.0 percentage points (from 81.9 percent in 2009 to 83.9 percent in 2010).

About 89 percent or more of parents agreed that there is an atmosphere of open communication at their child's school, with the highest agreement reported among parents of elementary school students (92.0 percent), followed by parents of middle and high school students (89.5 percent, and 88.6 percent, respectively). The percentage of parents of high school students indicating that there is an atmosphere of open communication at their child's school increased 8.1 percentage points (from 80.5 percent in 2009 to 88.6 percent in 2010). Among parents of elementary school students, agreement levels increased 6.0 percentage points (from 86.0 percent in 2009 to 92.0 percent in 2010), and parents of middle school students agreement levels increased 4.5 percentage points (from 85.0 percent in 2009 to 89.5 percent in 2010).

About 92 percent or more of parents agreed that the school does a good job of getting important school information to parents, with the highest agreement reported among parents of elementary school students (95.2 percent), followed by parents of middle and high school students (92.4 percent and 92.2 percent, respectively). The percentage of parents of high school students indicating that the school does a good job of getting important school information to parents increased 7.5 percentage points (from 84.7 percent in 2009 to 92.2 percent in 2010). Among parents of elementary school students agreement levels increased 4.5 percentage points (from 90.7 percent in 2009 to 95.2 percent in 2010), and parents of middle school

students agreement levels increased 5.0 percentage points (from 87.4 percent in 2009 to 92.4 percent in 2010).

About 94 percent or more of parents agreed that the school does a good job informing parents about meetings and special school events, with the highest agreement reported among parents of elementary school students (96.7 percent), followed by parents of middle and high school students (94.1 percent and 93.8 percent, respectively). The percentage of parents of high school students indicating that the school does a good job informing parents about meetings and special school events increased 5.5 percentage points (from 88.3 percent in 2009 to 93.9 percent in 2010). Among parents of elementary school students agreement levels increased 2.9 percentage points (from 93.8 percent in 2009 to 96.7 percent in 2010).

Table Z-1

My Child's Teacher Keeps Me Informed About My Child's Progress in School—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	91.3	90.9	88.3	91.7
Middle Schools	82.3	83.0	81.9	83.9
High Schools	77.5	79.0	75.0	79.6

Note: The survey was not administered in 2008.

Table Z-2

There Is an Atmosphere of Open Communication at My Child's School—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	90.8	90.8	86.0	92.0
Middle Schools	87.3	87.1	85.0	89.5
High Schools	85.9	86.7	80.5	88.6

Note: The survey was not administered in 2008.

Table Z-3

The School Does a Good Job of Getting Important School Information to Parents—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	93.6	94.7	90.7	95.2
Middle Schools	89.0	90.1	87.4	92.4
High Schools	88.8	91.8	84.7	92.2

Note: The survey was not administered in 2008.

Table Z-4

The School Does a Good Job of Informing Me About Meetings and Special School Events—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	95.7	96.6	93.8	96.7
Middle Schools	89.9	91.9	90.0	94.1
High Schools	89.3	93.1	88.3	93.8

Note: The survey was not administered in 2008.

GOAL 3 *STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION*

MILESTONE The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.

DATA ★ POINT

Attendance at and Evaluation of Systemwide Parent Workshops and Meetings

In order to be effective partners in their children's education, parents must have access to timely, relevant, and accurate information about school system policies, programs, and activities. Local schools, in collaboration with their school parent teacher association and other parent organizations, conduct numerous parent workshops and informational sessions throughout the year. At the district level, the school system also offers many workshops for parents to keep them informed about the educational program. During 2009–2010, central services staff conducted almost 900 parent workshops involving more than 42,000 parents, more than double the number of parents that participated in 2007. In addition, 68 percent of the presentations were delivered or interpreted in other languages during 2009–2010 (Table AA-1), up from 18 percent in 2007. These workshops focused on providing parents with information about the MCPS curriculum, sharing strategies for how they can help with their child's learning at home, and tips for advocating for their child.

The quality and usefulness of such workshops and forums is measured by feedback collected after the workshop or forum. A review of the survey data, as well as feedback gathered from parents and staff through surveys, focus groups, and advisory committees, help identify the areas in which MCPS can strengthen community engagement in specific and targeted ways.

There are two questions universally posed in surveys—did the workshop assist in understanding the subject, and was the information presented in a way that was easy to understand. Nearly all workshop participants responded positively to both the content and presentations (Table AA-2). In addition, data collected on other topics workshop participants would like to learn more about are used to plan future workshops.

Table AA-1

Parent Workshops and Meetings				
	2007	**2008**	**2009**	**2010**
Number of district-level workshops	556	529	944	892
Number of parents participating in district-level workshops	17,519	35,033	39,446	42,050
Percentage of district-level workshops made available in languages other than English	18.0	57.3	66.8	67.8

Table AA-2

Evaluations of Parent Workshops and Meetings				
Evaluation Question	**Percent of Parents Who Agree**			
	2007	**2008**	**2009**	**2010**
The workshop/forum helped with understanding the topic of the workshop/forum	98.0	98.8	98.2	99.5
Information/material was clearly presented and easy to understand	98.0	99.5	99.4	99.3

GOAL 3 *STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION*

MILESTONE The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.

DATA ★ POINT

Results from Publication Feedback Cards

In a school system as large and complex as MCPS, it is important for families to receive information that is practical, informative, and easy to understand. It also is important to provide as many informal and formal avenues as possible for parents to communicate with their local schools and the school district so that they can voice their opinions or concerns about issues. The purpose of feedback cards is to give parents another way to communicate with the school system and to let school officials know whether informational materials meet their needs. Postage-paid feedback cards are inserted into systemwide publications such as the *Parent (Elementary Curriculum) Guides, Getting Set, Options*, and others.

In 2010, as online feedback increased (see Table FF-1), the number of feedback cards received was much lower than previous years. This reduction is due to the school system's shift to providing more information online and reducing the number of publications provided in print. Additionally, using feedback provided by the community during the previous year, some publications were suspended. Elimination of the targeted publications resulted in an increase in the percentage of respondents giving the remaining publications satisfactory or very satisfactory ratings. MCPS continues to include translated feedback cards in all publications that contain feedback cards and will continue the evaluation process for publications based on feedback received.

Table BB-1

Results from Publication Feedback Cards				
	2007	2008	2009	2010
Number of publication feedback cards received	456	1,460	840	120
Percentage of respondents who said the publication helped give them a better understanding of the publication's subject	81.6	94.6	72.9	96.6
Percentage of respondents who felt the publication was easy to read and understand	86.8	96.9	85.2	97.5

DATA ★ POINT

Edline Activation

Edline is a password protected Web-based system that allows middle and high school students and parents to review grades regularly. Student grades are published automatically to Edline, Sunday through Thursday nights, and secondary teachers also can post class materials, assignments, due dates, course expectations, and Web links for their classes. Families without Internet access may use public computers to access Edline. Teachers also continue to use other means to communicate student progress.

During the 2006–2007 school year, 52 secondary schools began using Edline as part of their school's communication and parent outreach efforts (Table CC-1). As schools have encouraged students to use the service, the number of students who activated Edline accounts rose from 37,350 in 2007 to 66,802 in 2010. The number of parents who activated an account dropped in 2009 due to a change in the system—previously parents with more than one child had multiple accounts, and beginning in 2009 parents could access all of their children's records with a single account. Since 2007, the number of parents activating an Edline account more than doubled with 46,119 parents utilizing Edline in 2010.

Table CC-1

Edline Data				
		Secondary Schools using Edline	Students with an Edline Account	Parents with an Edline Account
2007	N	52	37,350	22,429
	%	81.0	59.4	35.6
2008	N	66	56,437	49,835
	%	100.0	74.5	62.0
2009	N	66	66,807	44,511
	%	100.0	87.0	54.4
2010	N	66	66,802	46,119
	%	100.0	88.7	57.5

Milestone: The district has processes in place for stakeholder input in systemwide policy development, strategic planning, budget development, and implementation of district initiatives.

Participation in Board of Education and Systemwide Meetings, Hearings, and Community Forums

The Montgomery County Board of Education (Board) and superintendent of schools have established multiple processes to engage stakeholders in decision making, including the development of policies, the MCPS strategic plan, and the operating and capital budgets. The Board schedules annual meetings with the Montgomery County Region of Student Councils, Montgomery County Junior Council, Student Government Association presidents, Montgomery County Council of PTAs, Montgomery County Association of Administrators and Principals, Montgomery County Education Association, SEIU Local 500, and PTA clusters (the latter on a rotating basis). The Board also gathers informally with other elected and appointed officials as well as education, civic, and community organizations. The Board holds hearings on the operating budget, the capital budget and Capital Improvements Program, and proposed school boundary changes. In addition, the Board conducts strategic planning/operating budget forums in which parents, students, staff, and community members participate and provide feedback. The Board provides time at its business meetings for the public to comment on educational issues and other matters. During 2009–2010, the Board received input from 183 stakeholders at public hearings and 67 people provided testimony at Board meetings during public comments (Table DD-1).

In accordance with Policy BFA, *Policysetting*, the Board involves stakeholders in the development or revision of policies and provides opportunities for citizens and staff to comment. This feedback is considered before the Board takes final action on the policy. During 2009–2010, the Board received community input on Policy ABC, *Parent and Family Involvement*; Policy JHF, *Bullying, Harassment, or Intimidation*; Policy GIG, *Funding Retirement/Pension System*; Policy GIH, *Funding Other Postemployment Benefits*; and Policy IED, *Framework and Structure of High School Education*.

Table DD-1

Public Testimony				
Number of Persons	**2007**	**2008**	**2009**	**2010**
Providing testimony at Board public hearings	217	221	172	183
Providing testimony at Board meetings during public comments	137	59	117	67
Participating in Board Strategic Plan forums	161	442	225	140
Providing comments on public policy	126	19	17	38

Representation on Board of Education and Systemwide Work Groups and Advisory Committees

The Board of Education is empowered by state law to create citizen advisory committees to advise the Board, facilitate activities and programs in the school system, and recommend possible changes in Board policy. Committees may be ongoing or created for special purposes on a short-term basis. Currently, there are four Board advisory committees: Ethics Panel, Family Life and Human Development Advisory Committee, Collaboration Board for Career and Technology Education, and Special Education Continuous Improvement Advisory Committee. MCPS also has advisory groups that report to the superintendent of schools and provide a mechanism for meaningful two-way communication on new and ongoing initiatives. On occasion, these committees present information to the Board of Education. Each advisory committee operates in a way unique to its purpose as defined by its charge. The charge determines if there is a need for a short- or a long-term advisory committee.

Over the past four years, the number of systemwide work groups and advisory committees has increased by 16 percent. The number of parents and community members participating increased by 93 percent, reflecting MCPS efforts to bring representation to a wider range of circumstances in which parent participation helps shape the work of the school system (Table EE-1).

Table EE-1

Systemwide Work Groups and Advisory Committees				
	2007	**2008**	**2009**	**2010**
Number of Advisory Committees	57	60	67	66
Number of parent/community members participating	735	1,165	840	1,415
Number of students participating	52	94	57	37

MILESTONE | The district has processes in place for stakeholder input in systemwide policy development, strategic planning, budget development, and implementation of district initiatives.

DATA ★ POINT

Results from Feedback Cards and Online Survey

MCPS has increased its emphasis on meaningful two-way communication with parents. In a school system as large and complex as MCPS, it is important to provide as many informal and formal avenues as possible for parents to communicate with local schools and the school district. Parents voice concerns through PTAs, letters, e-mails, phone calls, and testimony before the Board of Education. In addition, feedback cards and the online survey are two methods available to parents to comment on the strategic plan, operating budget, special initiatives, and topics they would like to learn more about.

The online survey is a cost-effective method for gathering feedback from parents and other stakeholders. In 2010, MCPS modified the online survey based on stakeholder input and made efforts to increase participation. Due to the success of this strategy, the number of online surveys submitted significantly increased in 2010. MCPS will continue to encourage students, staff, parents, and the community to provide input electronically.

Blue TIP (Tell It Please) feedback cards are distributed to schools and made available to Board of Education and district staff to distribute at stakeholder meetings. Feedback cards are available in six languages. Due to the increase in online communication and a decrease in the number of large systemwide forums, the number of blue TIP cards significantly decreased in 2010.

Table FF-1

Feedback Cards and Online Surveys				
	2007	2008	2009	2010
Number of blue TIP cards received on strategic plan/operating budget	480	152	106	19
Number of online surveys received	196	19	7	155

Data collected from feedback cards and online surveys are reviewed by the Board of Education, the superintendent of schools, and executive staff, as well as appropriate office staff. This information helps to guide the work on the MCPS strategic plan and operating budget.

Milestone: All schools are welcoming to our diverse student and parent communities and provide varied opportunities for engaging parents as partners.

Parent and Student Satisfaction Survey Results

Parents are better able to support their children's learning, and students are more engaged in their learning when their schools are inviting and welcoming and sensitive to the unique cultural diversity of their community. The Surveys of School Environment give parents and students the opportunity to express how they perceive their school environment. Each school community reviews its data, and the School Improvement Team may include goals to address specific areas of concern that arise from survey results in the School Improvement Plan. Community superintendents from the Office of School Performance also consider the survey results as they support and advise principals.

Systemwide results for 2010 indicate that 93.3 percent or more of parents who responded feel positive about their school's environment and feel welcome at their school (Table GG-1). Results represent an increase of four percentage points or more for all school levels, compared with 2009 results.

In 2010, 79.3 percent or more of students from all grade levels agreed with the statement, "I feel welcomed at this school" (Table GG-2). The percentage of students agreeing with this statement is consistent with the previous three surveys for each school level.

Table GG-1

Parent Satisfaction Survey I Feel Welcomed at This School—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	94.3	94.2	90.9	95.0
Middle Schools	92.0	91.9	88.6	93.3
High Schools	90.4	90.3	86.6	93.3

Note: The survey was not administered in 2008.

Table GG-2

Student Satisfaction Survey I Feel Welcomed at This School—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	87.9	87.7	88.0	86.3
Middle Schools	77.1	78.8	81.7	79.3
High Schools	77.7	79.3	81.6	79.6

Note: The survey was not administered in 2008.

Parent Participation on School Improvement Teams

Each MCPS school is required to have a School Improvement Team (SIT). The team should include representatives from all stakeholder groups (parents, professional staff, supporting services staff, and students in Grades 3–12). Many parents have attended training on strategic planning with school staff. The purpose of the SIT is to identify measurable goals, objectives, strategies, and action plans for the school's strategic plan and review and monitor those plans throughout the year.

Using the Baldrige-guided School Improvement Plan and the *Framework for Improving Teaching and Learning*, the SIT defines, designs, and deploys the school improvement plan, reviewing the data at least quarterly. State and county assessments are the primary sources of data. Other data may include program interventions, the *Surveys of School Environment*, formative and unit assessments, attendance and suspension records. Summative data become available in the summer and are used by the SIT in preparation for leadership week.

In 2010, 93 percent of schools had at least one parent on the School Improvement Team. A total of 499 parents participated in School Improvement Teams.

Table HH-1

Parent Participation on School Improvement Teams			
	2008	**2009**	**2010**
Percent of schools with at least one parent on the School Improvement Team	96.0	88.4	93.0
Number of parents participating in School Improvement Teams	643	518	499

Note: 2008 is the first year for reporting these data in the *Annual Report.*

GOAL 3 *STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION*

MILESTONE All schools are welcoming to our diverse student and parent communities and provide varied opportunities for engaging parents as partners

DATA ★ POINT

Volunteer Data

In compliance with Board of Education Policy ABA, *Community Involvement*; Policy ABC, *Parent and Family Involvement*; and MCPS Regulation IRB-RA, *Use of Volunteer Services*, MCPS is committed to the role of parents as valued partners in their children's education. This partnership includes supporting and encouraging parental volunteer opportunities, and participation in the development of school improvement plans. Each year, schools are requested to collect and report volunteer data as one measure of parental involvement. Local school volunteer coordinators report actual numbers of volunteers and volunteer hours.

Over the last three years, the number of school volunteers increased by 67 percent to 65,697 (Table II-1). During the same period, the total number of volunteer hours reported also increased by 34 percent to 523,774. The Department of Family and Community Partnerships continues to improve and refine assistance and information it provides to schools in order to increase volunteer recruitment and participation.

Table II-1

School Volunteer Data			
	2008	**2009**	**2010**
Percentage of school volunteer coordinators reporting data	70.0	83.4	88.5
Number of school volunteers reported	39,392	57,791	65,697
Total number of volunteer hours reported	392,321	426,054	523,774

Milestone: The district and local schools collaborate with county agencies and parent, student, civic, business, and community organizations to support student success.

DATA ★ POINT

District and Local School Partnership Data

Partnerships link programs and activities to student learning and play a vital role in the school improvement plan. Our partnerships increase the connection within a community; create support, trust, and respect; and increase the quality of teaching and learning in the schools. The collaborative approach can be unique to the school's community and may change over time as the community grows and evolves. Partnerships provide opportunities for involvement in community schools and for businesses to support public education. School partners find that these relationships create access to a broader spectrum of caring community members.

Successful partnerships rely on consistent communication between schools and their partners. Additionally, there must be adequate resources and support from top-level leadership, opportunities for volunteers to work directly with students, committed and dedicated people, a shared vision with identified goals, recognition to volunteers and school staff, and regular evaluations of the partnerships.

Over the past four years, schools reporting business or community partnerships increased by 10 percentage points (Table JJ-1). Additionally, the number of partnerships reported in all schools increased nearly fivefold, from 181 in 2007 to 850 in 2010.

Table JJ-1

MCPS Partnership Data				
	2007	**2008**	**2009**	**2010**
Percentage of schools reporting business or community partnerships	80	97	87	90
Number of partnerships reported in schools	181	629	808	850

GOAL 4:
Create a Positive Work Environment in a Self-renewing Organization

Montgomery County Public Schools (MCPS) responds to the needs of its employees, including teachers, principals, support professionals, senior, and central office staff. As a world-class school system, MCPS recruits, hires, and retains the best qualified educators, administrators, and support professionals, and equips them with the skills, technology, leadership, supervision, feedback, and professional development opportunities needed to consistently perform at the highest possible levels. Staff achievements are celebrated and a positive work environment in partnership with employee organizations is promoted.

Goal 4 encompasses the following milestones and accompanying data points:

Milestone	Data Points, page
M All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.	✶ Teacher Professional Growth System Data, p. 68 ✶ Administrative and Supervisory Professional Growth System Data, p. 73 ✶ Supporting Services Professional Growth System Data, p. 75 ✶ Staff Who Receive High-Quality Professional Development, p. 77
M Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.	✶ Diversity in Workforce, p. 81 ✶ Highly Qualified Teachers, p. 83 ✶ Highly Qualified Paraeducators, p. 83
M All offices and departments have strategic plans that are aligned with *Our Call to Action: Pursuit of Excellence.*	✶ Office and Department Strategic Plans, p. 84
M All schools develop school improvement plans that address the needs of all *No Child Left Behind* subgroups using the Baldrige-guided School Improvement Planning Process.	✶ School Improvement Plans, p. 85
M The work environment promotes employee well-being, satisfaction, and positive morale.	✶ Staff Survey Data on School and Office Environment, p. 86
M MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.	✶ Employee Recognition Data, p. 87

Milestone: All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Teacher Professional Growth System Data

The Professional Growth System (PGS) for teachers is an integral part of Goal 4 of *Our Call to Action: Pursuit of Excellence*. The Teacher PGS is consistent with the teacher quality movement and the expectations of the *No Child Left Behind* legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development as well as a Peer Assistance and Review (PAR) program with consulting teachers, Studying Skillful Teaching coursework to ensure consistent language, and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a system approach to aligning hiring, induction, mentoring, professional development, support systems, and evaluation processes. The training and development programs for teachers are research based, job embedded, and results oriented.

This data point provides information on the components of the Teacher PGS, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers
- Teachers who were nonrenewed, resigned, or dismissed as a result of PAR
- Teachers who were successfully released to the professional growth cycle following their participation in PAR
- Teachers who participated in Studying Skillful Teaching coursework
- Teachers who participated in curriculum implementation training
- Support for new teachers through induction and mentoring
- Teachers who achieve National Board Certification

Teachers Supported by Consulting Teachers

Consulting teachers (CT) provide intensive, individualized instructional support and resources to novice teachers and teachers who have been identified as needing to improve. CT caseloads are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming. Since the baseline year of 2006, CTs have served 2,919 teachers, of which 354 were identified as underperforming teachers and 2,565 were novice teachers (Table KK-1). The number of CT clients declined from 2006–2010 as the number of new teachers hired was reduced. Over the same period of time, the number of CTs was reduced. Caseloads for individual CTs ranged from 16 to 19 clients from 2006–2010. The trend over the last four years indicates that the percentage

of teachers identified for PAR support is decreasing and the total number of clients is also decreasing, due to reductions in hiring.

Table KK-1

Consulting Teacher Caseloads, 2006 and 2008–2010				
	2006	**2008**	**2009**	**2010**
Novice	727	527	404	366
Underperforming	52	76	67	59
Total	779	603	471	425

During 2010, 229 elementary and 137 secondary novice teachers were assigned a consulting teacher. In addition, 32 elementary and 27 secondary teachers were identified as underperforming and also were assigned consulting teachers (Table KK-2).

Table KK-2

Consulting Teacher Caseloads by School Level, 2010			
	Elementary	**Secondary**	**Total**
Novice	229	137	366
Underperforming	32	27	59
Total	261	164	425

Teachers Who Were Nonrenewed, Resigned, or Dismissed as a Result of PAR

The PAR panel reviews data collected by consulting teachers monthly, including formal observation reports and final summative reports. In addition, the panel provides suggestions for interventions and supports for the client teachers. The PAR panel then uses information from consulting teachers, as well as from principals and the teachers themselves, to make recommendations to the superintendent of schools regarding the employment status of the client. Teachers who meet standard after a year in the program are placed in the professional growth system. Teachers who do not meet standard are recommended for nonrenewal or dismissal, depending on whether they are on probation or tenured, or for a second year of PAR support. Some teachers in PAR choose to resign prior to a PAR panel recommendation. Since the baseline year of 2006, 53 teachers have been recommended for dismissal, 196 teachers have resigned, and 70 teachers have been recommended for nonrenewal by the PAR panel (Table KK-3). Increases in the number of teachers provided with PAR panel support indicate greater action on the part of principals and supervisors to implement the Teacher PGS. Each year a significant number of novice and underperforming teachers demonstrate that they are meeting standard and are released to the regular professional growth cycle for teachers.

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table KK-3

Peer Assistance and Review Panel Data, 2006 and 2008–2010				
	2006	**2008**	**2009**	**2010**
Recommended for Dismissal	9	7	13	15
Resigned	31	54	39	27
Recommended for Nonrenewal	4	15	20	17
Total	38	76	72	59

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Coursework

The Center for Skillful Teaching and Leading equips teachers, administrators, and paraeducators with a common vocabulary about student learning and achievement. Courses are based on the essential belief of high expectations for all students. Based on research, participants who take these courses increase their repertoire of instructional strategies and match their instruction to student needs and learning styles. Four areas of study include motivation, management, curriculum planning, and instructional strategies. Participants must demonstrate proficiency through a course project and can earn 3 graduate credits. Studying Skillful Teaching (SST) 1 is highly encouraged for all teachers. In 2009–2010, 399 participants enrolled in SST1. SST2 is an action-research course which examines the obstacles to student learning. Both SST1 and SST2 are required courses for staff development teachers. In 2009–2010, 278 teachers enrolled in SST2. Observing and Analyzing Teaching (OAT) 1 is a required course for resource teachers, administrators, and aspiring administrators. This course focuses on instructional leadership, teacher observations, and the post-observation conferencing about student learning and the teacher's professional growth. Successful participants are able to write an observation report using Skillful Teaching vocabulary, evidence, claims, interpretations, and judgments. In 2010, 135 teachers completed OAT1. OAT2 is a required course for resource teachers, content specialists, and administrators. This course crosswalks the language of Studying Skillful Teaching with six standards of the professional growth system in order to write meaningful teacher improvement plans and evaluations. Participants in OAT2 also build their skills in post-observation conferencing and coaching mediocre teachers. In 2010, 141 principals and instructional leaders completed the OAT2 course (Table KK-4).

Table KK-4

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Coursework, 2004 and 2008–2010				
Course Title	**2004**	**2008**	**2009**	**2010**
Studying Skillful Teaching 1	708	508	514	399
Studying Skillful Teaching 2	145	230	272	278
Observing and Analyzing Teaching 1	186	198	178	135
Observing and Analyzing Teaching 2	151	63	145	141
Total Per Year	1,190	999	1,109	953

Curriculum Implementation Training

In addition to job-embedded coaching for teams and school-based leaders, curriculum implementation focused on specific professional development experiences that support Montgomery County Public Schools' (MCPS) strategic plan.

Elementary Schools

To build the capacity of elementary teachers to help students achieve the data points of K–2 reading benchmarks, reading by Grade 3, advanced mathematics in Grade 5, and to promote equitable instruction for all learners, the following professional development was provided to staff: Standards-based teaching and learning and the Online Achievement and Reporting System (OARS) professional development was provided to teachers and core teams in the 25 elementary schools currently implementing the program. All elementary reading specialists received professional development to improve writing instruction for Grade 1 students and to refine reading instruction for all students to meet K-2 reading benchmarks. In addition, they participated in a professional book study focused on direct vocabulary instruction to enhance reading comprehension. Through participation in this training, reading specialists were empowered to provide this training to staff in their schools. Mathematics content coaches participated in professional development designed to deepen their knowledge of measurement and statistics, including connections to other mathematics content and the application of this knowledge to instructional planning. Below is a sample professional development offering that aligns with or supports data points or targets in *Our Call to Action* (Table KK-5).

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Table KK-5

Elementary School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Math Content Coaches	Math Content Coaches	I have a better understanding of the importance of connecting content and a sense of relevance to students.	37	37	100
		I have increased my understanding of ways to support external assessment readiness as part of instruction.	35	34	97

Middle Schools

To build the capacity of middle school teachers to help students achieve the data point of Algebra 1 or higher by Grade 8 and to promote equitable instruction for all learners, the following professional development took place: Leadership training was provided to principals and leadership teams in Phase I and Phase II schools participating in the Middle School Initiative.   Professional development also was provided for teachers in several leadership positions, including team leaders. Teachers new to READ 180, a reading intervention program in middle and high schools, were provided with training which enabled them to implement the program. Best Practices for Effective Co-teaching professional development was provided for general education and special education co-teachers, speech pathologists, and paraeducators in order to support student success in general education classrooms. Below is a sample professional development offering that aligns with or supports data points or targets in *Our Call to Action* (Table KK-6).

Table KK-6

Middle School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Best Practices for Co-teaching	New Grades 6,7, 8 general and special education teachers, resource teachers for special education, and speech pathologists in the general education setting	Opportunities were provided to process and reflect upon the application of knowledge and skills.	51	49	96
		Describe effective and equitable instructional practice(s) to promote access and progress of diverse adolescent learners.	35	34	97

High School

To build the capacity of high school teachers to help students achieve the data point of honors/Advanced Placement (AP/passing the High School Assessments, PSAT/SAT/ACT participation/performance, and to promote equitable instruction for all learners, the following professional development took place: Best Practices for Effective Coteaching was provided for general education and special education coteachers, speech pathologists, and paraeducators in order to support student success in general education classrooms. Below is a sample professional development offering that aligns with or supports data points or targets in Our Call to Action (Table KK-7).

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

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Table KK-7

High School Professional Development Offering					
Course	Audience	Evaluation Question	Total No. Who Responded to the Question	Agree/ Strongly Agree 2009-2010	
				N	%
Best Practices for Co-teaching	New Grades 6,7, 8 general and special education teachers, resource teachers for special education, and speech pathologists in the general education setting	Opportunities were provided to process and reflect upon the application of knowledge and skills.	51	49	96
		Describe effective and equitable instructional practice(s) to promote access and progress of diverse adolescent learners.	35	34	97

Support for New Teachers through Induction and Mentoring

The New Teacher Induction (NTI) program is a nationally recognized program that provides comprehensive induction to teachers new to MCPS. The primary goal of the NTI program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice. Supporting new teachers is crucial, and research indicates that comprehensive induction programs increase teacher retention (NCTAF, 2005). Comprehensive teacher induction programs provide year-long intensive and structured support for new teachers, weekly meetings for new teachers with trained mentors, ongoing classroom observations and constructive feedback, and monthly professional development sessions (USDE, June 2009). The Onboarding experience begins with a mandatory course that is delivered by a cross-functional team. The Onboarding course focuses on several themes including: the story of MCPS through the last six decades, the values of MCPS and our commitment to the community, the opportunities for employee growth within the organization, and our work with equity and excellence with a commitment to continuous improvement. The number of teachers who have attended the four-day New Educator Orientation (NEO) has been consistent with the number of teachers hired annually. Over the last four years, 90 percent of the new educators under contract for the opening of the new school year voluntarily participated in NEO. New teachers also participate in modules and professional development sessions that address specific topics, including classroom management, addressing the needs of students with special needs, and planning for instruction (Table KK-8).

In addition to the support provided to novice teachers, MCPS has systems to support teachers who are new to MCPS but who have experience teaching in other systems. These teachers are assigned an experienced MCPS teacher who serves as a mentor. Mentors develop their mentoring skills through participation in a course titled Mentoring the New Teacher. Mentors also support second year and third year probationary teachers and long-term substitutes. The number of mentors and the number of teachers served by mentors declined from 2008 to 2010 due to a decrease in the number of teachers hired by MCPS in those school years (Table KK-8).

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Table KK-8

Induction and Mentoring Programs for New Teachers				
INDUCTION ACTIVITIES	2004	2008	2009	2010
New Educator Orientation (NEO)				
August Orientation Participants	678	537	467	308
February Late Hire Orientation Participants	77	66	N/A*	N/A*
Professional Development (New Teachers)				
New Teachers Taking NTT Modules (01, 02, 03)	75	145	159	62
Number of New Teachers Attending Professional Development Workshops	257	173	138	122
Teacher Mentors				
Number of Mentors	151	324	180	223
Number of Teachers New to MCPS Supported by Mentors	247	335	257	235
Professional Development (Mentors)				
Mentors Completing TOT-02 and TOT-03 (Training Courses for Mentors)	263	195	175	202

*In 2009 and 2010, February NEO was cancelled due to MCPS operating budget restrictions.

Educators Certified by the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do. The MCPS National Board instructional specialist actively recruits educators year round for this rigorous and meaningful professional growth experience. In addition to recruiting candidates, the National Board instructional specialist provides support to educators during their candidacy by facilitating ongoing analysis of and reflection on practices in collaborative settings. For the educators who have achieved certification, the National Board instructional specialist provides continued professional development opportunities.

Teachers achieve certification after completing a rigorous series of assessments that include teaching portfolios, student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning. Candidates also complete a series of written exercises that probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

In 2010, 87 MCPS teachers achieved National Board Certification for the first time. With 500 National Board Certified teachers (NBCTs) overall, Montgomery County far surpasses all other counties in Maryland with more than twice the number of NBCTs than the next closest district. MCPS ranked seventh nationwide for the number of National Board Certified Teachers in 2010 and twelfth nationwide for cumulative total of National Board Certified educators.

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DATA ★ POINT

Administrative and Supervisory Professional Growth System Data

The Administrative and Supervisory Professional Growth System (A&S PGS) establishes the expectation of having a high-quality administrator in every administrative position. The A&S PGS includes six components of attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and is based on a philosophy of lifelong learning, self-reflection, and critical thinking. Six leadership standards have been established for principals. Derived from these principals' standards are leadership standards for assistant principals, assistant school administrators, and coordinators of school-based programs. Six leadership standards established for central services administrators and business and operations administrators are aligned with the leadership standards for executive staff.

This data point provides information on the components of the professional growth system. Specifically, it addresses the following:
- Principals supported by consulting principals
- Principals referred to the Peer Assistance and Review Panel
- Administrators who completed the data course
- Principal appointments
- Performance on the A&S PGS standards

Principals Supported by Consulting Principals

In 2010, 20 novice principals, including seven acting principals and three principals new to a level, were supported by consulting principals, and they all met standard in their performance appraisals.

Principals Referred to the Peer Assistance and Review Panel

One principal was referred to the Peer Assistance and Review (PAR) panel and continues in the evaluation support cycle receiving support of a consulting principal for 2011. One assistant principal and one business and operations administrator continued in the evaluation support cycle receiving the support of consulting principals during the 2009–2010 school year and met standards on their evaluations.

Administrators Who Completed the MCPS Data Course: Instructional Leadership through Data-Driven Decision Making

One cohort of principals took the MCPS data course in 2010. Each course involved four sessions of three and one half hours each. One principal, three assistant principals, one coordinator, two staff development teachers, and one instructional data assistant successfully completed the course. To date, 210 administrative personnel have completed the course (including those who completed the parallel MSDE course). Of those participants, 158 are current principals in MCPS.

Principal Appointments

In 2010, 100 percent, or 12 elementary principalships and acting principalships were awarded to internal candidates who successfully completed the MCPS Elementary Leadership Development Program (Figure LL-1).

Figure LL-1

Elementary Principal Appointees

(Percent)
- 2006: 79.0 / 21.0
- 2008: 95.0 / 5.0
- 2009: 100.0 / 0.0
- 2010: 100.0 / 0.0

■ Appointees who completed the MCPS Elementary Leadership Development Program

■ Other candidates appointed as principals
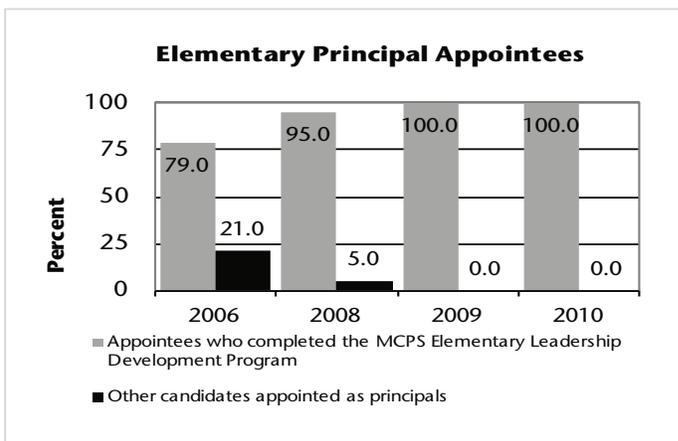
In 2010, four secondary principalships were awarded to the four candidates who successfully completed the Secondary Leadership Development Program, which is 100 percent (Figure LL-2).

Figure LL-2

Secondary Principal Appointees

(Percent)
- 2006: 92.0 / 8.0
- 2008: 86.0 / 14.0
- 2009: 100.0 / 0.0
- 2010: 100.0 / 0.0

■ Appointees who completed the MCPS Leadership Development Program

■ Other candidates appointed as principals
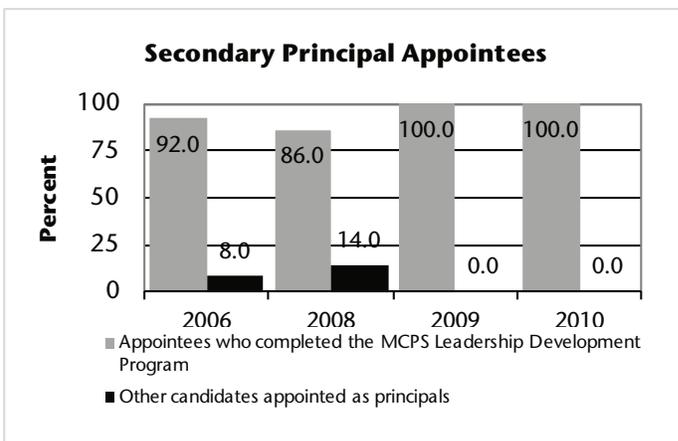
Performance on the A&S PGS Standards

The development of elementary and secondary administrators to become assistant principals and principals is a significant aspect of the A&S PGS. The Elementary and Secondary Leadership Development programs involve all of the components of the A&S PGS and focus on the leadership standards.

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

The work of the Elementary and Secondary Leadership Development programs is informed and driven by the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence,* specifically the goal of providing all employees with high-quality professional development opportunities to promote individual and organizational effectiveness. The work is differentiated to meet the individual needs of developing administrators, interns, and new principals and is aligned with the goals and initiatives of the MCPS Strategic Plan (Figures LL-3 and LL-4).

Figure LL-3

Elementary New Principals, Interns, and Assistant Principals Who Met Standard

Figure LL-4

Secondary New Principals, Interns, and Assistant Principals Who Met Standard

Note: The secondary internship program was implemented in the 2007–2008 school year and therefore, data are not available for prior years.

In 2010, the following were met:
- One hundred percent (9/9) of new secondary principals met standard.
- Eight-three percent (5/6) of secondary principal interns met standard. The one intern who did not complete the program exited the program and is an assistant principal.
- One hundred percent (23/23) of secondary AP2s met standard.
- Ninety-four percent (15/16) of secondary AP1s met standard. One secondary AP1 returned to a teaching position.

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In 2010, the following were met:
- One hundred percent (5/5) of new elementary principals met standard.
- Eighty-three percent (5/6) of elementary principal interns met standard on their final evaluation. The one intern who did not complete the program had to withdraw due to health concerns.
- Seventy-eight percent (7/9) of elementary assistant principal 2s (AP2s) met standard. Both assistant principals who were not successful exited the program to return to a teaching position.
- Ninety-two percent (12/13) of the elementary assistant principal 1s (AP1s) met standard. One AP1 will receive additional support and be evaluated during the 2010–2011 school year.

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DATA ★ POINT

Supporting Services Professional Growth System Data

The Supporting Services Professional Growth System (SSPGS) recognizes the roles of supporting services employees as multifaceted, dynamic, and integral to supporting high-quality teaching and learning. The SSPGS establishes an infrastructure that describes the skills and knowledge required for supporting services employees to assist in building learning communities for students and staff. Similar to the professional growth systems for teachers and administrative and supervisory personnel, the purpose of the SSPGS is to institute a comprehensive system for recruiting, staffing, evaluating, developing, recognizing, and retaining high-quality supporting services employees in all of our schools and offices. The SSPGS clearly outlines employee expectations for the professional development and evaluation process. The professional growth system for supporting services employees includes the following:

- A competency-based professional development and evaluation plan for all supporting services staff
- Core competencies for each supporting services job classification
- Training and development programs aligned with the competencies
- A performance improvement process (PIP) through the Peer Assistance and Review (PAR) program
- Career ladder opportunities

Performance Improvement Process

One component of the SSPGS is the Performance Improvement Process (PIP), which provides underperforming supporting services employees with an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. There are several options to address issues of underperformance, including a six-month Peer Assistance and Review (PAR) program, a 90-day special evaluation, the opportunity for reassignment to a previously held position at which the employee was successful, and resignation.

Professional growth consultants (PGCs) coordinate and provide intensive, individualized support and resources to underperforming supporting services employees. Caseloads are dependent upon the number of supporting services employees not meeting one or more competency(ies) on a formal evaluation or based on a documented history of underperformance. Since 2006, PGCs have handled 357 referrals to PIP (Table MM-1). This number reflects the referrals from all schools and offices.

Table MM-1

Referrals to the Performance Improvement Process				
	2006	**2008**	**2009**	**2010**
Employees referred	72	83	66	71
Employees retained	59	65	61	66
Employees separated	13	18	5	5

Primarily, PGCs fulfill their roles of providing intensive, individualized support to underperforming supporting services employees. The intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress, and document professional growth for each client. Over the five-year implementation of the SSPGS, PGCs have spent an average of 72.3 hours for each client that has completed the six-month PAR program. PGCs embed the concepts and ideologies of the *MCPS Organizational Culture of Respect* and the *Framework for Equity and Excellence* in working with their clients. As noted in the *Framework for Equity and Excellence*, in order to maintain focus and momentum, measurements must be identified and employed to monitor system progress in promoting equity and excellence. In examining equitable workplace practices, cumulative referral data suggest that African American employees are referred at a disproportionate rate compared to colleagues of other races. However, retention and separation rates show small differences when compared by race which supports the equitable process PGCs execute with supporting services staff referred to PIP. In addition to providing support to clients, PGCs have provided over 31,000 hours of face-to-face training time to assist the professional development of supporting services employees and administrators/supervisors.

Professional Development Plans (PDPs) are mandatory for all supporting services employees. To assist employees and supervisors in the completion of PDPs, electronic, interactive tutorials were created and posted on the SSPGS website.

Administrative complaints filed by Service Employees International Union (SEIU) Local 500 related to the evaluation process have been significantly reduced since the implementation of the SSPGS. In the three years prior to the SSPGS, an average of 18 grievances were filed each year. Only one administrative complaint was filed over the past two years (Table MM-2).

Table MM-2

SEIU Administrative Complaints Related to the Evaluation Process				
	2002	**2008**	**2009**	**2010**
Complaints filed	27	9	0	1

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Supporting Services Training and Development Program

The Supporting Services Training and Development (SSTD) program provides professional development experiences aligned with the seven core competencies identified in the SSPGS. Total attendance in these in-service trainings for 2010 was 3,821.

In 2010 there were several areas of particular focus: increasing the computer literacy level of all support professionals, providing English instruction to employees with limited English proficiency, enhancing the skills of our instructional data assistants (IDAs), and improving the management of school independent activity funds.

In 2010 we offered fewer face-to-face computer classes and delivered 16 computer training webinars. While reducing costs in transportation, training space, and time taken away from work, the webinars were highly rated by the participants. Ninety-eight percent of webinar participants say they would attend another webinar. The SSTD team, Office of Human Resources and Development (OHRD) staff, and the Technology Consulting team collaborated to pilot a new training model called Open Labs to assist supporting services staff who are beginner computer users while avoiding the cost of engaging outside training vendors. Two hundred forty-two participants learned to create their profiles in MCPS Careers at Open Labs.

The Workplace English program provides English instruction to MCPS employees with limited English proficiency. To date, 305 employees have participated in the Workplace English program since it began in 2008. Increasing the ability of staff to communicate clearly in English enhances student safety, improves customer service to the community, and enables employee professional growth, increasing eligibility for promotion.

The SSTD team collaborated with the Department of Technology Consulting and the Office of the Chief Technology Officer to provide training for IDAs. Attendance totaled 527 for classes including Filemaker Pro, *my*MCPS, Data Warehouse, Collecting and Displaying Data, Data Monitoring Tools, OASIS, Excel, and PowerPoint. In addition to attending courses, IDAs share best practices for disaggregating and sharing data that informs student instruction.

Enhancing the skills of school financial agents and their administrators was a major focus in 2010. To date, 412 school financial agents and 475 administrators have completed School Finance Basic Training. Cash Management for Sponsors, the first of a series of school finance webinars, was designed and delivered this year.

DATA ★ POINT

Staff Who Receive High-Quality Professional Development

While the state of Maryland no longer requires a report on high-quality professional development, MCPS believes it is an important component of our strategic plan. Building the capacity of staff to meet student needs is critical in our efforts to achieve the goals of the MCPS strategic plan. Therefore, this data point has been redefined to include information on high-quality professional development that is building the capacity of individuals and school teams to ensure student success.

Professional Learning Communities Institute

The Professional Learning Communities Institute (PLCI) is an innovative professional development initiative designed to increase student achievement in selected schools by building the school improvement capacity of each school's leadership team. Through participation in the PLCI, leadership team members, including administrators, teachers, supporting services employees, and parents develop the skills and knowledge that will enable them to create and sustain high-performing professional learning communities in their schools. PLCI participants read and debrief case studies, engage in reflective discussions, examine their own practices, and analyze data to inform decision making. Teams are provided with structured professional development, ongoing support from PLCI staff, and enhanced school improvement funding. The PLCI experience helps teams to examine their own values and belief systems and empowers them to establish and communicate high expectations for all students. The PLCI builds the capacity of all school leaders to make instructional decisions that lead to increased student achievement.

Every year, a new cohort of schools is selected to participate in the PLCI. Selected schools make a commitment to participate in the institute for two and one half years. Currently, a cohort includes four to seven elementary schools and two to six secondary schools. As of December 2010, 31 elementary schools and 11 middle schools will have completed the PLCI program. Another 19 schools will be participating in PLCI during 2010–2011.

School Implementation of PLCI Budget Resources

Each PLCI school has the opportunity to apply for up to $3,500 in additional Baldrige-guided School Improvement Plan funds to support their school improvement efforts. PLCI staff collaborates with the Office of School Performance to develop modified procedures, forms, and resources to support this process. All PLCI schools develop a budget to support academic intervention, teacher collaboration, parent outreach, and other strategies adopted through their PLCI discussions and school improvement plan.

Impact on Student Learning

The mission of the PLCI is to increase student achievement in all PLCI schools and eliminate disparities in student achievement. One way PLCI staff pursue this mission is to build the capacity of the school leadership team's members to implement beliefs, attitudes, strategies, and processes that will result in all students learning at a high level. These school leadership team members engage in self-assessment, reflection, and discussion, thereby developing a clearer understanding of themselves and their students.

Results from state assessments have consistently shown that schools that participate in PLCI demonstrate exceptional growth in student achievement as well as narrowing the gaps between groups of students. For example, scores on the 2010 Maryland School Assessment (MSA) show the progress made by the six middle schools participating in Cohort IV, which began in 2008. Student performance improved on all tests and in all racial/ethnic groups. PLCI staff and the participating school teams will continue to analyze student data in order to ensure continuous improvement in all areas (Tables OO-1, OO-2, and OO-3).

Table OO-1

Professional Learning Communities Institute Cohort IV Middle Schools Percentage of Students Scoring Advanced or Proficient on the MSA, 2008–2010				
	2008	2009	2010	Change 2008–2010
Grade 6 Reading	83.8	87.5	91.3	+7.5
Grade 7 Reading	83.2	88.4	88.4	+5.2
Grade 8 Reading	77.4	86.7	84.4	+7.0
Grade 6 Math	78.7	79.8	80.3	+1.6
Grade 7 Math	70.7	77.4	76.0	+5.3
Grade 8 Math	69.4	79.4	72.2	+2.8

Table OO-2

Professional Learning Communities Institute Cohort IV Middle Schools Percentage of Students Scoring Advanced or Proficient on the Reading MSA, 2008–2010 by Race/Ethnicity				
	2008	2009	2010	Change 2008–2010
Asian American	87.4	93.1	94.1	+6.7
African American	76.0	85.0	83.9	+7.9
White	94.8	97.8	97.7	+2.9
Hispanic	70.5	78.2	79.4	+8.9

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table OO-3

Professional Learning Communities Institute Cohort IV Middle Schools Percentage of Students Scoring Advanced or Proficient on the Mathematics MSA, 2008–2010 by Race/Ethnicity				
	2008	**2009**	**2010**	**Change 2008–2010**
Asian American	85.4	91.7	87.6	+2.2
African American	62.2	69.2	68.2	+6.0
White	94.8	97.8	97.7	+2.9
Hispanic	58.8	66.0	62.0	+3.2

In addition to the student achievement data points, PLCI staff collects perceptual data through the use of the PLCI team survey. The survey is administered to the school leadership teams six times over two years. The survey explores the evidence of professional learning community characteristics present in the school. The survey uses a seven-point Likert scale ranging from Strongly Agree (7) to Strongly Disagree (1). Higher scores on the survey indicate stronger agreement with the survey statements. The following survey items are of significant importance in support of eliminating disparities in student achievement: Q1: "Currently at our school, all staff members believe that the fundamental purpose of our school is to achieve high levels of learning for all students," and Q2: "Currently at our school, all staff members demonstrate the belief that all students can learn." Teachers do this through setting high expectations for all students. The leadership teams show growth in their belief that all students can learn at high levels and an increase in the actions and activities to promote that belief (Figures OO-1 and OO-2).

Figure OO-1
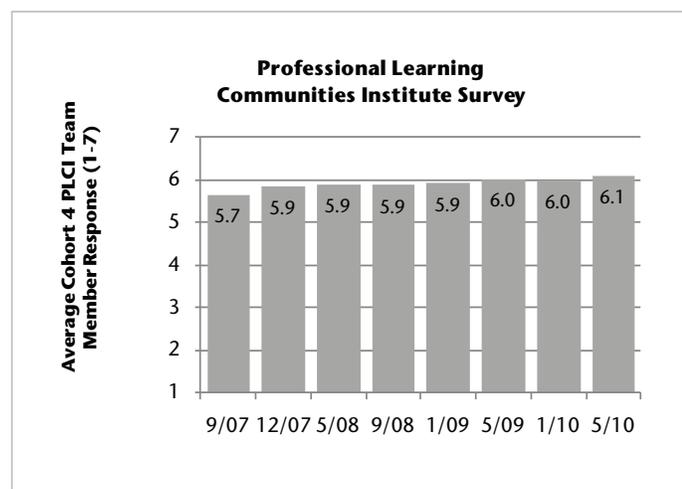
Professional Learning Communities Institute Survey

Question Wording: "Currently at our school, all staff members believe that the fundamental purpose of our school is to achieve high levels of learning for all students."

Figure OO-2

Professional Learning Communities Institute Survey
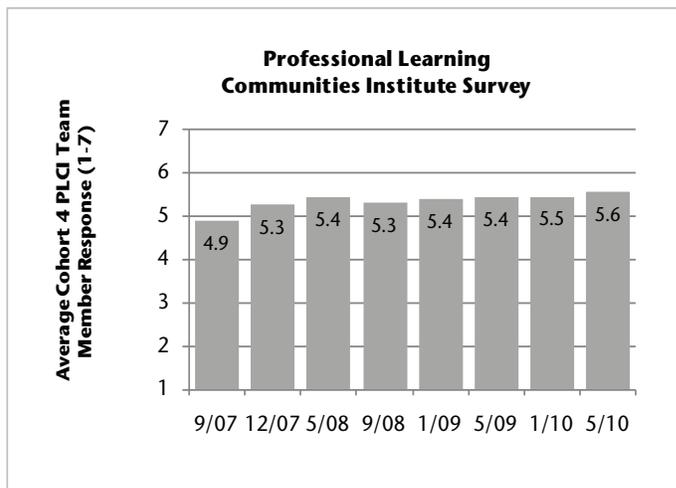
Question Wording: "Currently at our school, all staff members demonstrate the belief that all students can learn. Teachers do this through setting high expectations for all students."

Staff Development Teacher Training

Training for staff development teachers (SDTs) at all levels was differentiated and focused on the following areas during the 2009–2010 school year:

- For SDTs new to their positions: a nine-day course beginning in the summer and throughout the year occurred for the seventh year. Content included understanding the roles and responsibilities of their positions based on the job description and the standards for performance, coaching skills, professional development plans, professional learning communities, effective teams, developing comprehensive professional development plans, and the school improvement process.
- For SDTs in the second year in their positions: a three-day course throughout the year occurred for the sixth year. Content included action planning to support the school improvement planning process; the study of race and equity as it applies to the impact on teaching and learning; understanding the change process in order to support staff members as catalysts for change; using student, school, and system data to inform classroom instruction; and coaching skills.
- For elementary, middle, and high school SDTs: training included the study of race and equity as it impacts teaching and learning and the creation of professional development programs that are aligned with the school improvement plans (SIP) and can be monitored to determine impact on both teachers and students.
- For middle school SDTs: differentiated professional development included follow-up to middle school reform training, including content on the adolescent learner, collaborative planning, and rigorous instruction.

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

- For all SDTs: an annual SDT conference was held in which SDTs applied to present and were chosen based on content and the quality of their application. SDTs are the only presenters on this day, sharing best practices with their peers on a multitude of topics.
- Voluntary "skill builders" were also offered to SDTs in order to differentiate training based on both individual school and individual SDT need. Those training sessions during the 2009–2010 school year included deep understanding of math content in the elementary grades, facilitation skills, trainer skills, and facilitative leadership.

In addition to the professional development that is provided to SDTs, each of the 210 SDTs in the system is assigned a staff development specialist from the Staff Development Teacher Project Team in the Office of Organizational Development (OOD). The staff development specialist serves as a personal coach for the SDT, supporting his/her work in the school building to implement improvement plans and create results for staff and students. Priority is given to SDTs who are in their first few years in the position or who are struggling in one or more performance standards as well as to SDTs in schools that are underperforming.

Evaluation of the SDT Project

Each year SDTs are required to administer a feedback survey to the teachers in their buildings in order to reflect on their practice and inform improvement. In 2010, 6,978 teachers in 190 schools completed the surveys. Below are selected results from the compilation of survey responses. The data also are available disaggregated by elementary, middle, and high school responses.

Table OO-4

The SDT in my school …	Percentage of Teachers Who Strongly Agreed/ Agreed with the Item		Percentage of Teachers Who Strongly Disagreed/ Disagreed with the Item	
	2009	**2010**	**2009**	**2010**
Communicates high expectations for me as a teacher.	93%	93%	3%	3%
Models effective instructional strategies (e.g., during team or staff meetings, trainings, working with teachers in the classroom, workshops).	89%	90%	6%	4%
Provides support for me to work toward meeting our school improvement goals.	85%	86%	7%	9%
Provides information on MCPS expectations and initiatives (e.g., grading and reporting, teacher professional growth system, curriculum implementation, race and equity, etc.).	93%	91%	4%	4%
Supports the use of data to inform instruction to meet students' needs.	94%	91%	4%	3%
Supports our school in the study of race and equity (training, study groups, discussion groups, etc.).	95%	88%	3%	3%

Note: There was another category of response—no basis to assess—which is not reported here; therefore, each total will not equal 100%.

School Leadership Teams Institute

The School Leadership Teams Institute (SLTI) offers school leadership teams the opportunity to participate in high-quality professional development on effective team collaboration and empowerment. Each workshop is designed to allow leadership teams enough time to apply the new strategies, skills, and processes to their specific, real-time needs and interests. The enduring understandings for SLTI are as follows:

- Effective school leadership teams drive high-quality teaching and learning.
- Collaborative decision making is the cornerstone of highly effective leadership.

A primary purpose of SLTI is to support school leadership teams in their school improvement process, from development through implementation and monitoring. A key to an effective school leadership team is a belief in the concept of shared or distributive leadership coupled with a commitment to what research says is the true work of school leadership teams. SLTI workshops build the capacity of the leadership team, and thereby contribute to improved school performance and student achievement. Current workshops developed by SLTI include the following:

- Shared Leadership: A Team Examination of Collaboration and Empowerment
- Effective School Leadership Teams
- Facilitation of Effective Meetings
- Skillful Team Collaboration

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Feedback collected at SLTI sessions consistently shows that a high percentage of participants (96–99%) report that the workshop was relevant to the work of their leadership team. They also report their belief that as a result of this workshop their leadership team will be better able to conduct the important and relevant work of a collaborative school leadership team. Learning data also is collected in the workshops with high levels of learning data reported in all workshops. Staff development specialists are available to coach and support individual school leadership teams following their participation in these workshops in order to implement new learning.

Equity Initiatives Unit

The Equity Initiatives Unit (EIU) in the Office of Human Resources and Development continues to focus on: 1) building leadership staff capacity to lead for equity; 2) developing products, resources, and tools to support school and office efforts to eliminate racial disparities in student achievement; and 3) providing direct training consultation, and other services to promote study and dialogue about the impact of race and ethnicity on teaching and learning. Schools receiving EIU support must commit to at least a year-long training and development program that is aligned to an equity goal in the SIP. Requests from schools for this long-term support have risen from 5 in 2005 to 50 in 2010. Between July 2009 and June 2010 the team provided more than 750 hours of professional development, benefiting over 1,000 staff members.

The EUI has developed several new tools to support the provision of equity in schools. The *Equitable Classroom Practices* document which describes 27 specific, observable, and measureable teacher behaviors and practices that communicate high expectations to all students was revised to incorporate research that supports the use of the strategies with African American and Hispanic students. Technology-based training modules for each of these 27 practices are nearing completion. A school assessment for cultural competence is also under development to assist schools to determine strengths and areas for improvement for equity.

The EIU also works with job-alike groups and other MCPS offices to build the capacity of staff to incorporate race and equity into their work with client groups. The superintendent's administrative and supervisory meeting with principals and central office staff continues to focus on race and equity. Specific clusters of school-based and individual staff development teachers are supported in their equity work with direct training, consultations, planning assistance, and the provision of resources. Human relations in-service course instructors receive session-by-session training plans and all required supplementary materials to support the implementation of high-quality course delivery. EIU supports system initiatives such as the Disproportionality Project Team, the Hiring for Excellence and Equity Project Team, the Hispanic and Asian Leadership Project Team, and the Algebra M-Stat. In 2010, the EIU planned and hosted the annual spring conference for the Maryland Multicultural Coalition/Maryland Chapter of the National Association for Multicultural Education for educators from across the state and is actively engaged in a partnership with McDaniel College to establish an equity certificate program for MCPS teachers.

Milestone: Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

Diversity in Workforce

The Board of Education is committed to workforce diversity in employment. The Board believes that there are significant educational benefits for student exposure to a diverse workforce, promoting an understanding of diversity and enriching the exchange of ideas. As an equal opportunity employer and in order to reflect our community, it is critical to monitor and make efforts to provide for diversity when there is evidence of significant underrepresentation of a particular group in the workforce (Board of Education Policy GBA, *Workforce Diversity).*

This data point provides information about the diversity of the MCPS workforce. It reports the gender and racial make-up of administrators, teachers, and supporting services employees during fiscal years 2008, 2009, and 2010. The data point also provides longitudinal information including racial and gender data for the 2000 baseline year and similar data for fiscal years 2008, 2009, and 2010.

During FY 2010, there were 22,229 employees, of whom 65.4 percent (14,535) were White, 18.5 percent (4,111) were African American, 8.9 percent (1,977) were Hispanic, and 6.9 percent (1,537) were Asian American. Female employees represented 74.0 percent (16,450) of all employees and 26.0 percent (5,779) were male (Table PP-1).

White and African American employees comprised a greater percentage of all positions in MCPS in 2010. Approximately 61.6 percent (502) of administrators were White and 31.2 percent (254) of administrators were African American. The majority of teacher positions, 78.2 percent (9,132), were held by White employees. Approximately 24.7 percent (2,314) of supporting services employees were African American. A total

of 15.0 percent (1,402) of supporting services employees were Hispanic and 10.3 percent (968) were Asian American.

During 2010, more females were employed in positions within each of the three employee work groups (i.e., administrators, teachers, and supporting services). Females comprised 80.1 percent (9,352) of teachers, 67.0 percent (6,265) of supporting services, and 63.4 percent (517) of administrators. Males comprised 19.9 percent (2,321) of teachers, 33.0 percent (3,090) of supporting services employees, and 36.6 percent (298) of administrators.

The percentage of African American administrators increased by 5.5 percent between the 2000 baseline year and 2010, the percentage of Asian American administrators increased by 1.9 percent, and the percentage of Hispanic administrators decreased by 1.7 percent during this time period (Table PP-2).

Between 2000 and 2010, the percentage of African American teachers increased by 1.1 percentage points, the percentage of Hispanic teachers increased by 1.2 percentage points, and the percentage of Asian American teachers increased by 1.7 percentage points (Table PP-3).

The percentage of Asian American employees holding supporting services positions has increased 5.7 percentage points from 4.6 percent during the 2000 baseline year to 10.3 percent during 2010. The percentage of Hispanic employees holding supporting services positions has increased by 6.9 percentage points from 8.1 percent during 2000 to 15.0 percent during 2010. The percentage of White employees holding supporting services positions decreased by 11.6 percentage points from 61.1 percent in 2000 to 49.5 percent in 2010. The percentage of African American employees in supporting services positions decreased by 1.2 percentage points from 25.9 percent in 2000 to 24.7 percent in 2010 (Table PP-4).

Table PP-1

Workforce Diversity—Percentage Gender and Racial Composition, 2009–2010						
	Asian American	African American	White	Hispanic	Male	Female
Administrators	3.9	31.2	61.6	2.9	36.6	63.4
Other Professionals	3.4	19.7	69.4	7.3	18.1	81.9
Supporting Services	10.3	24.7	49.5	15.0	33.0	67.0
Teachers	4.5	12.6	78.2	4.5	19.9	80.1
Total Workforce	6.9	18.5	65.4	8.9	26.0	74.0

Table PP-2

Administrator Diversity—Percentage Gender and Racial Composition, 2000, 2008–2010						
Year	Asian American	African American	White	Hispanic	Male	Female
2000	2.0	25.7	67.3	4.6	40.9	59.1
2008	3.1	31.9	61.6	3.0	36.5	63.5
2009	3.2	32.6	60.6	3.2	36.7	63.3
2010	3.9	31.2	61.6	2.9	36.6	63.4

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

MILESTONE Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

Table PP-3

Teacher Diversity—Percentage Gender and Racial Composition 2000, 2008–2010						
	Asian American	African American	White	Hispanic	Male	Female
2000	2.8	11.5	81.9	3.3	20.3	79.7
2008	4.2	12.6	79.0	4.0	20.1	79.9
2009	4.3	12.8	78.4	4.2	20.0	80.0
2010	4.5	12.6	78.2	4.5	19.9	80.1

Table PP-4

Supporting Services—Diversity Percentage Gender and Racial Composition 2000, 2008–2010						
	Asian American	African American	White	Hispanic	Male	Female
2000	4.6	25.9	61.1	8.1	32.0	68.0
2008	9.8	25.1	50.4	14.3	32.8	67.2
2009	10.1	24.6	49.9	14.9	32.8	67.2
2010	10.3	24.7	49.5	15.0	33.0	67.0

GOAL 4 *CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION*

MILESTONE Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

Highly Qualified Teachers

The federal *No Child Left Behind* (NCLB) legislation requires MCPS to ensure that all teachers of core academic subjects meet the requirements to be designated "highly qualified." Highly qualified teacher refers to a teacher who holds full state certification and has passed the state licensing examinations, or is an experienced teacher with an advanced professional certificate in the core academic subject he/she is teaching, or has an academic major in the core academic subject he/she is teaching, or has qualified through the High, Objective, Uniform State Standard of Evaluation (HOUSSE) rubric. The HOUSSE rubric remains an option for special education teachers until FY 2014. For purposes of NCLB reporting, a class is considered as taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification and the highly qualified designation. Core academic subjects are art, music, dance, drama/theatre, early childhood, elementary (including immersion), English, foreign language, mathematics, reading and language arts, science, and social studies.

Of the 34,324 core academic subject classes taught by MCPS teachers as of December 1, 2009, 96.8 percent (33,219) were taught by teachers who were designated highly qualified, and 3.2 percent (1,105) were taught by teachers who were not yet designated highly qualified (Figure QQ-1). The percentage of core academic subject classes being taught by highly qualified teachers has increased by 22.2 percentage points since December 1, 2004, when 74.6 percent of core academic subject classes were being taught by teachers who were designated highly qualified.

Figure QQ-1
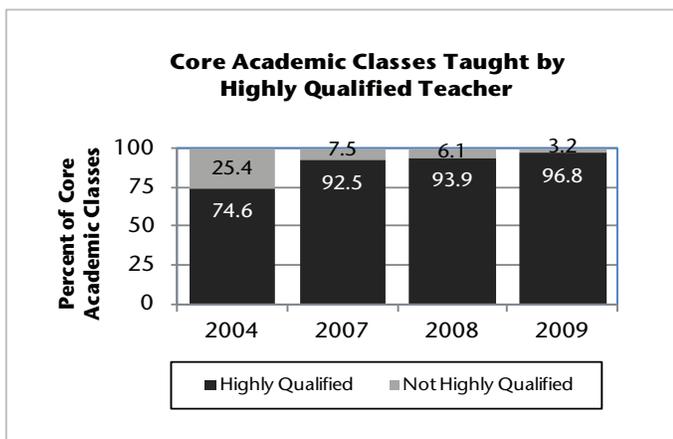
The Office of Human Resources and Development staff continues to review the designations of all teachers who are teaching in the core academic areas and to work with school administrators to ensure that teachers are assigned to classes in areas for which they are certified.

Highly Qualified Paraeducators

In accordance with the *No Child Left Behind Act of 2001*, MCPS ensured that all paraeducators employed in Title I schools met the requirements to be designated "highly qualified (HQ)" by June 30, 2006. For paraeducators to be designated as "highly qualified," the Maryland State Department of Education provides the following three options—pass the PRAXIS Para-Pro Assessment with a score of 455 or greater, have a minimum of 48 college credits, or hold a two-year degree or higher. Systemwide, 1,922 of 2,476 active MCPS paraeducators are designated highly qualified. The HQ designation is not required for paraeducators working in non-Title I schools; however, the remaining 554 paraeducators who are not currently HQ are encouraged to participate in professional development opportunities to work toward HQ status. MCPS offers support for the Para-Pro Assessment and tuition reimbursement for college-level courses.

Milestone: All offices and departments have strategic plans that are aligned with *Our Call to Action: Pursuit of Excellence.*

DATA ★ POINT

Office and Department Strategic Plans

All MCPS offices and departments develop strategic plans based on the milestones, data points, and targets established for the district. Each office and department identifies its own goals, strategies, performance measures, and monitoring and evaluation cycles needed to: 1) support the needs of their stakeholders, 2) align with the system's strategic objectives and expectations, and 3) ensure that equitable practices permeate each school and office. Office and department strategic plans are then used to develop action plans for daily operations and decision making, as needed, to accomplish strategic objectives. Upgrades and improved efficiencies in MCPS programs, offerings, and services are evidence of strategic and action plan deployment and implementation.

In addition, all MCPS offices and departments identify key processes that support their strategic plans. These processes have been mapped, with offices and departments determining the inputs, guides, outputs, and enablers (IGOE) for the key processes as well as the interdependency and interrelationships with other offices and departments. Offices and departments also monitor in-process and outcome measures for efficiency and effectiveness of each key process on a quarterly basis and communicate their progress to key stakeholders.

Milestone: All schools develop school improvement plans that address the needs of all *No Child Left Behind* subgroups using the Baldrige-guided School Improvement Planning Process.

DATA ★ POINT

School Improvement Plans

MCPS has adopted the Baldrige Education Criteria for Performance Excellence as the model for continuous improvement for all offices and schools. The current school improvement process has been designed to reflect the components of the Baldrige Education Criteria for Performance Excellence. The goal is to identify the elements of school improvement and organizational development that must be supported in every school in order to promote high levels of student achievement. Schools are expected to implement the school improvement plan model using the "Look Fors" from the MCPS *Framework for Improving Teaching and Learning* and the Baldrige Education Criteria for Performance Excellence. In order for this process to be successful, the entire staff and representatives from all stakeholder groups must be engaged. Leadership teams from all schools have been trained in the Baldrige-guided School Improvement process, and every school has a school improvement plan (SIP) that is aligned with *Our Call to Action: Pursuit of Excellence*, the strategic plan for MCPS. All schools submit a Linkages Chart which contains the Baldrige categories and includes specific questions that must be answered during the school improvement planning process. Schools submit their responses to the questions with specific action plans for accomplishing SIP processes and goals to the Office of School Performance (OSP). Additionally, action plans are developed to ensure attainment of identified performance targets and to incorporate processes to systematically monitor progress. OSP staff review each SIP, provide structured feedback using a standardized rubric, and conduct school visits throughout the year to provide support and monitor progress.

Milestone: The work environment promotes employee well-being, satisfaction, and positive morale.

DATA ★ POINT

Staff Survey Data on School and Office Environment

The Staff Survey of School Environment provides information about school staff's satisfaction with their job and their school. Survey results for 2010 show that more than 92 percent of elementary, middle, and high school staff are satisfied with their jobs (Table SS-1). School staff's satisfaction with their jobs has held steady for the past four years. (The survey was not administered in 2008.)

Table SS-1

I Get Satisfaction From My Work—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	94.4	95.5	94.8	95.8
Middle Schools	91.3	90.8	91.5	92.4
High Schools	92.7	94.0	93.4	93.6

Note: The survey was not administered in 2008.

Results of the 2010 Staff Survey of School Environment show that more than 80 percent of elementary, middle, and high school staff would recommend their schools as a good place to work (Table SS-2). In 2010, the percentage of middle school staff indicating they agreed that their school is a good place to work increased compared with 2006 (76.6 percent in 2006 vs. 80.4 percent in 2010). Among high school staff, 84.1 percent indicated that their school is a good place to work compared with 76.4 percent in 2006.

Table SS-2

I Would Recommend My School as a Good Place to Work—Percentage Agreement				
	2006	**2007**	**2009**	**2010**
Elementary Schools	83.2	85.7	80.9	83.5
Middle Schools	76.6	76.8	79.6	80.4
High Schools	76.4	83.2	79.5	84.1

Note: The survey was not administered in 2008.

The Non-School-based Survey of Work Environment provides information from employees, whose jobs are budgeted to an MCPS central or field office, about their satisfaction with their work location and job. The survey was administered in spring 2004, fall 2006, and spring 2009. Results from the 2009 Non-School-based Survey of Work Environment show that 88.7 percent of employees who responded to the survey reported that they would recommend their workplace as a good place to work, compared to 78.9 percent in 2004 (Figure SS-1). Also, in 2009, 84.8 percent of non-school-based employees reported they were satisfied with their jobs in MCPS, compared to 83.6 percent in 2004 (Figure SS-2). The next administration of the survey will be in spring 2011.

Figure SS-1

I Would Recommend My Workplace as a Good Place to Work

Figure SS-2

I Am Satisfied With My Job
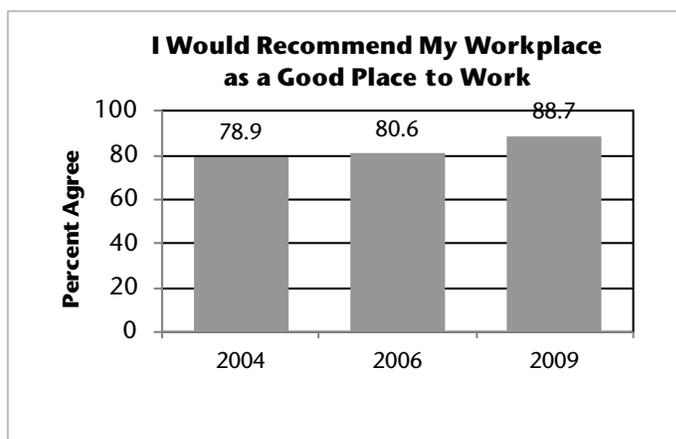
Milestone: MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.

DATA ★ POINT
Employee Recognition Data

MCPS is committed to fostering and sustaining systems that support and improve employee effectiveness. MCPS recognizes staff efforts and achievements in pursuit of system goals and related priorities. This data point reports the number of employees recognized during systemwide recognition events held during 2010 (Table TT-1).

Table TT-1

Number of Employees Recognized for their Efforts in Pursuit of System Goals			
	2008	**2009**	**2010**
Administrative and Supervisory/Teachers/Supporting Services			
Above and Beyond the Call of Duty (ABCD) Award	28	26	9
Board of Education Annual Distinguished Service Awards	5	6	6
Retirement Reception	173	119	185
Years of Service Recognition—15, 25, 35 years	745	938	911
Administrative and Supervisory			
Superintendent's Red Hat Award	43	29	32
Teachers			
Career and Technology Education (CTE) Teacher Awards of Excellence	18	18	*
Greenblatt Award for Veteran and First-Year Teachers	4	4	4
National Board Certification for Professional Teaching Standards	74	100	87
Shirley J. Lowery "Thank you for Teaching" Award	**	2	1
Supporting Services			
Energy Conservation Performance Awards–School Plant Operations	72	76	101
Perfect Attendance–Bus Operators and Attendants	40	44	42
Perfect Attendance–Food Safety and Food Preparation	69	43	62
Safe Driving Awards for Bus Operators–5, 10, 15, 20, 20+ years of accident-free driving	153	156	190
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation Staff–5, 10, 15, 20, 20+ years	172	176	227
Total	**1,596**	**1,737**	**1,857**

*This event was not held in 2010.
**The Shirley J. Lowery "Thank You for Teaching" Award began in 2009; therefore no data are reported for prior years.

In addition, MCPS facilitated the nomination process for awards that honored individual MCPS staff members during 2010 including:

- Agnes Meyer Outstanding Teacher Award (*The Washington Post*)—Teacher
- Distinguished Educational Leadership Award (*The Washington Post*)—Administrative and Supervisory
- Edward Shirley Award for Excellence in Educational Administration and Supervision—Administrative and Supervisory
- English for Speakers of Other Languages (ESOL) Principal of the Year Award—Administrative and Supervisory
- Mark Mann Excellence and Harmony Award—Administrative and Supervisory
- Montgomery County Teacher of the Year (part of Maryland Teacher of the Year from the Maryland State Department of Education)—Teacher
- NASSP Principal of the Year—Administrative and Supervisory
- Outstanding ESOL Teacher Award—Teacher
- Supporting Services Employee of the Year—Supporting Services

GOAL 5:
Provide High-quality Business Services that Are Essential to the Educational Success of Students

During 2009–2010, successfully managing and operating a school system of 200 schools, more than 141,000 students, and more than 22,000 employees requires a comprehensive infrastructure of key business services. These services are provided by employees who work behind the scenes to ensure that teachers, students, and principals have the resources, materials, services, and facilities they need for successful instruction and effective schools and office operations.

Key business services provide support that is essential to the educational success of students. The Board, through its approval of the annual budget, dedicates financial, capital, and human resources that support business services and the instructional program.

Goal 5 encompasses the following milestones and accompanying data points:

Milestone	Data Point, page
M All business services will meet or exceed customers' needs, requirements, and reasonable expectations.	✱ Customer Results, p. 91
M Systems are in place to recruit, support, and retain highly qualified business services personnel.	✱ Human Resources Results, p. 92
M All business functions plan, develop, secure, and effectively manage fiscal resources, in compliance with internal and external accountability requirements to support the education of students.	✱ Financial Results, p. 95
M All business functions effectively and efficiently deliver the highest quality products, resources, and business services essential to the educational success of students.	✱ Organizational Results, p. 97

MCPS uses a systematic method called the Process Design and Improvement Process (PDIP) to improve the overall operational performance of key business services. PDIP establishes the structure for determining requirements; integrating feedback from customers, suppliers, unions, and stakeholders; ensuring organizational agility; maintaining focus on organizational performance results; decreasing waste and increasing customer value; and improving efficiency and effectiveness through innovation and management by data. This systematic process incorporates strategies, which include Plan Do Study Act (PDSA) and value stream mapping to create a model for improving existing processes and the design of new processes.

A major component of PDIP is process adjustment through the review and analysis of rework, errors, and audit/inspection results with the objective of preventing recurrence of similar errors in the future.

Business leaders use improvement strategies, performance data, and scheduled periodic process reviews using PDIP with staff, customers, suppliers, stakeholders, and partners to monitor, evaluate, keep current, and enhance key business services to obtain better performance.

Family of Measures

The business and financial operations of the school system are utilizing the Baldrige National Quality Program to focus on business results to effectively measure and manage organizational performance. Senior leaders in the Office of the Chief Operating Officer collaborated to develop a family of performance measures. The family of measures currently encompasses four major categories of business results—Customer Results, Financial Results, Human Resources Results, and Organizational Results. A new Baldrige category, Leadership and Social Responsibility Results, is being developed. Taken together, these diverse performance measurements help to drive business decisions and process improvements and other organizational initiatives that make the business and financial operations more productive, efficient, and effective in meeting customers' needs and expectations, and supporting schools.

Process Design/Improvements Process
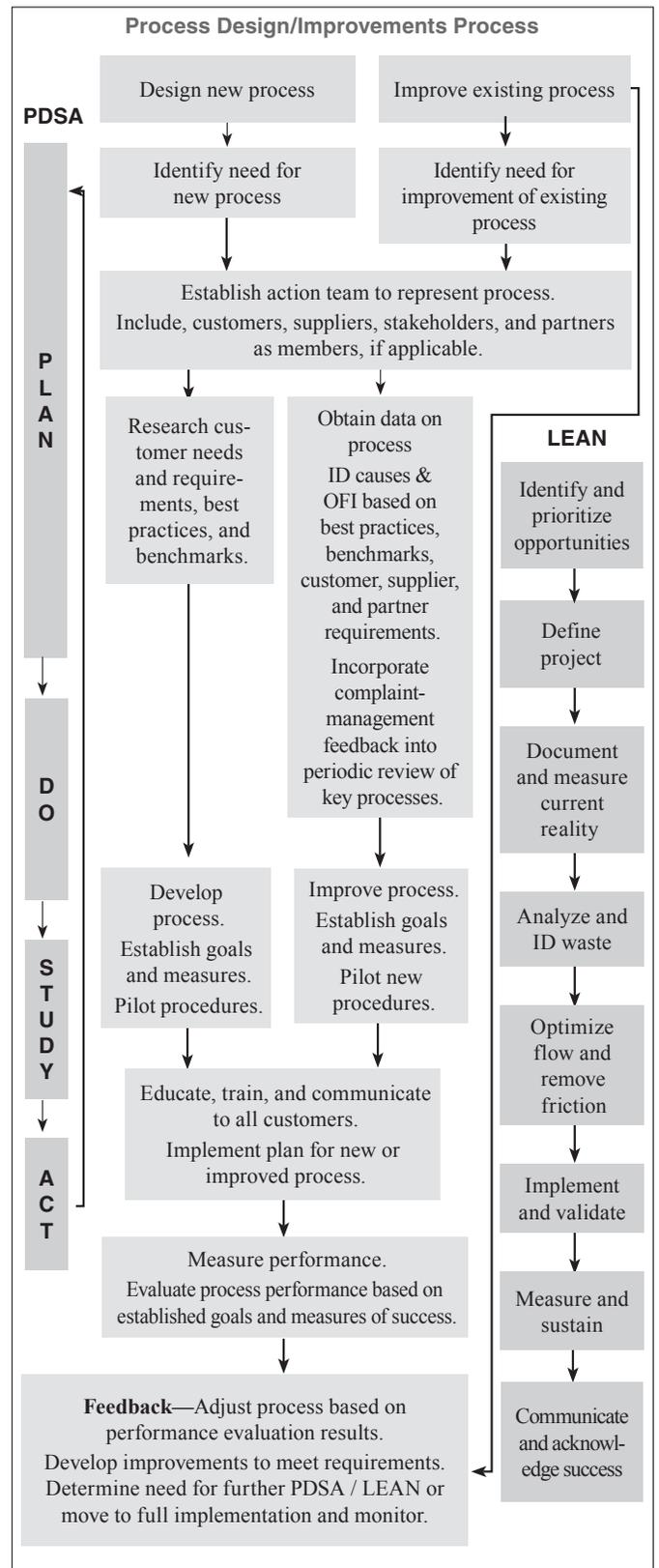
Milestone: All business services will meet or exceed customers' needs, requirements, and reasonable expectations.

DATA ★ POINT

Customer Results

The Division of Maintenance monitors customer satisfaction levels with the timeliness and quality of maintenance and repair services on a scale of 1 (poor) to 5 (excellent). Raw data are gathered through an annual electronic survey of school principals and other selected school staff and recorded as Very Pleased (5), Pleased (4), Neutral (3), Not Very Pleased (2), and Not Pleased at All (1). Space is allocated for comments. Results are analyzed for the three supporting maintenance depots and then consolidated for the Division of Maintenance. Overall ratings for quality and timeliness average 4.0. Depot managers use the "Not Very Pleased" and "Not Pleased at All" results (with associated comments) to schedule follow-up visits to schools to directly resolve complaints and concerns noted in the surveys (Figure UU-1).

Figure UU-1

Division of Maintenance
Principals' Satisfaction Survey
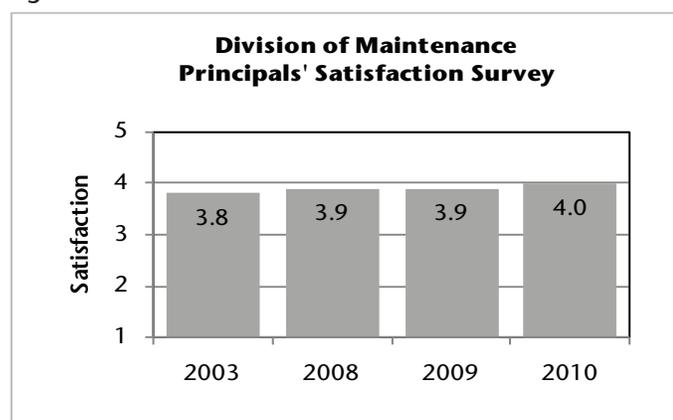
The Department of Materials Management (DMM) provides a forum for school staff to give feedback on products, services, and best practices. Designed to continuously listen, learn, and improve products and services, in FY 2010, DMM addressed 94 percent of more than 504 focus group issues.

The Office of the Chief Operating Officer (OCOO) uses the data from the surveys of supporting services to determine the student and parent levels of satisfaction in four major categories—Food and Nutrition, Facilities—Custodial, Safety and Security, and Transportation. Results vary from elementary to middle to high schools. The highest levels of satisfaction are at the elementary school level for both parents and students with lower levels in middle and high schools. The data are analyzed by each department, and processes are evaluated and refined. New processes may be developed based on the feedback from parents and students. Generally, parents' responses were more positive than students' responses. Reported are the overall levels of satisfaction with the major categories in the surveys of supporting services for both parents and students. The numbers in the tables are the percentage of students and parents who responded to the survey, indicating their level of satisfaction with the services provided (Tables UU-1, UU-2, UU-3, and UU-4). Results are drawn from the Surveys of Supporting Services, available at surveyresults.mcpsmd.org.

Table UU-1

Food and Nutrition, Level of Satisfaction			
	2007	**2009**	**2010**
Elementary School Students	65.0	72.3	62.7
Elementary School Parents	68.6	71.9	74.7
Middle School Students	57.1	65.5	55.7
Middle School Parents	64.6	68.6	69.0
High School Students	44.2	45.8	41.0
High School Parents	63.6	63.8	66.2

Note: No surveys were administered in 2008.

Table UU-2

Facilities—Custodial, Level of Satisfaction			
	2007	**2009**	**2010**
Elementary School Students	79.5	82.1	79.4
Elementary School Parents	94.0	94.7	96.3
Middle School Students	68.9	72.5	70.5
Middle School Parents	91.8	92.7	94.4
High School Students	67.0	69.3	68.0
High School Parents	86.5	87.0	92.4

Table UU-3

Safety and Security, Level of Satisfaction			
	2007	**2009**	**2010**
Elementary School Students	91.2	91.1	89.0
Elementary School Parents	95.7	95.0	97.5
Middle School Students	81.0	84.3	81.7
Middle School Parents	93.3	92.7	95.1
High School Students	80.2	80.7	79.6
High School Parents	91.5	89.6	91.5

Note: Results are based on the Surveys of Supporting Services.

Table UU-4

Transportation, Level of Satisfaction			
	2007	**2009**	**2010**
Elementary School Students	86.4	88.2	85.6
Elementary School Parents	91.4	92.5	94.8
Middle School Students	75.6	77.2	77.6
Middle School Parents	86.8	87.9	91.9
High School Students	78.4	81.8	83.2
High School Parents	90.2	88.5	94.6

Milestone: Systems are in place to recruit, support, and retain highly qualified business services personnel.

DATA ★ POINT

Human Resources Results

The school system actively recruits and seeks to retain a highly qualified workforce that reflects the diversity of the community and the diversity of perspective and employs individuals with the skills and attitudes required to be successful in Montgomery County Public Schools. The quality of an organization's products and services hinges significantly on the quality, attitude, performance, and job satisfaction of its workforce. Fostering an organizational culture of high expectations for all students requires equitable practices in all workplaces. It also requires the commitment to high expectations for all staff, cultural competence, and positive relationships with all students, staff, parents, and community members, regardless of race, ethnicity, or background.

Grievances

In 2010, the total number of grievances for both SEIU Local 500 and MCEA rose after significantly decreasing in 2009. For both groups, the number of grievances granted declined and the number settled remained low. The combined count of grievances settled or granted declined despite the increase in total grievances. This indicates that MCPS employment practices continue to adhere to contractual expectations (See Figures VV-1 and VV-2). Because there were so few administrative- and supervisory-level grievances no analysis was warranted.

Figure VV-1
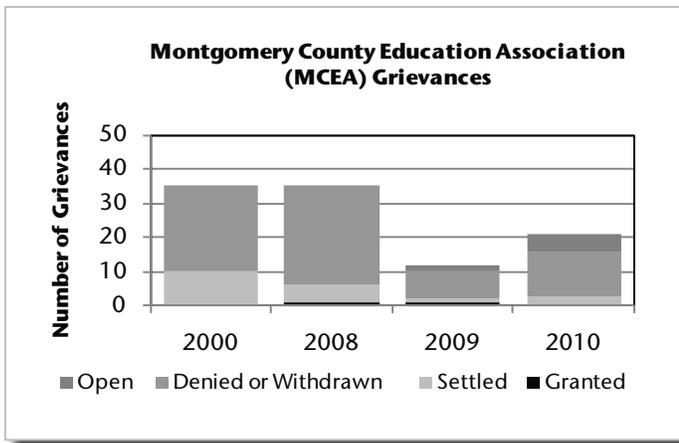
Figure VV-2
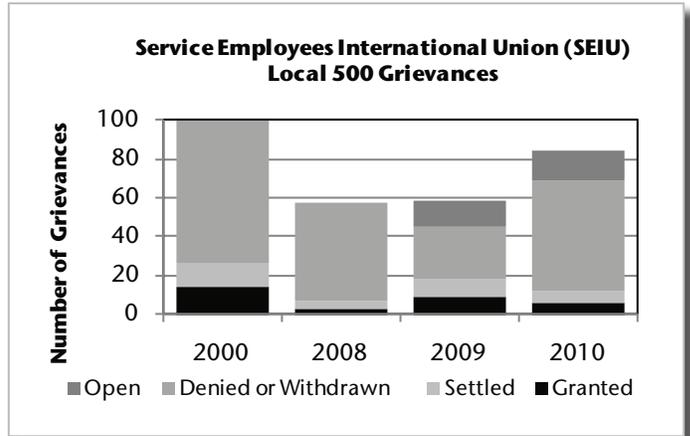
Leadership Training for Supporting Services

National survey results indicate that leadership is one of the most critical issues in business organizations. The director of the Division of Maintenance developed and implemented three levels of leadership training: a basic course for frontline employees and new supervisors, an intermediate course for employees who have completed the basic course but still are not assigned to supervisory positions, and an advanced course for incumbent managers and supervisors who have completed introductory levels of training. Course attendance is mandatory for supervisors and voluntary for frontline employees. Courses are updated and taught annually based on actual need or demand.

The Division of Food and Nutrition Services (DFNS) cafeteria managers have a minimum of three training days during the year. They receive training at the start of the school year to review new information for the year, two hours of food safety refresher training, and other training in the fall and winter/spring, as indicated on the manager survey instrument. DFNS staff members who aspire to become cafeteria managers or staff newly placed into a manager's position can attend a weeklong Today's Manager training that is held in June every year. This training reviews the basic components of managerial responsibilities, covering areas such as human resources, financial management, customer satisfaction, menu planning, ordering and inventory management, marketing, and professional development (Figure VV-3).

GOAL 5 *PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS*

MILESTONE Systems are in place to recruit, support, and retain highly qualified business services personnel.

Figure VV-3

Division of Food and Nutrition Services Today's Manager Training

Number of Participants

2000: 22; 2008: 27; 2009: 27; 2010: 32
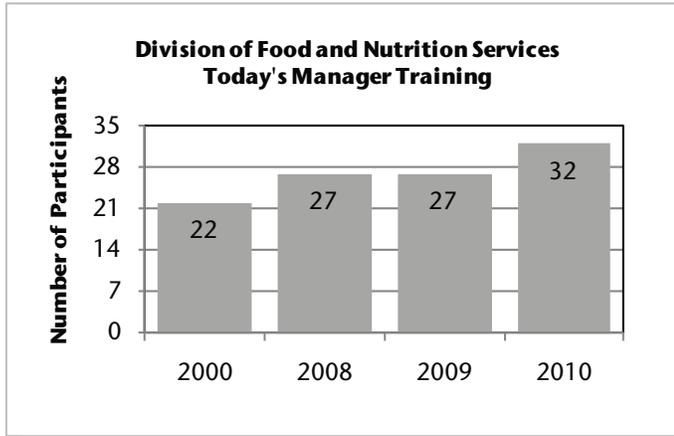
The Division of School Plant Operations provides introductory- and advanced-level supervisory and leadership courses. Each of these courses is offered three times a year and provides 20 to 40 hours of instruction. The instructional plan and materials are designed to build and improve the supervisory skills of current building service managers and to prepare other employees interested in being promoted into these positions. Successful completion of the introductory-level course is required for building service managers and assistant managers. Training includes how to plan, schedule, and organize work; time, material, and process management techniques; and effective communication. Participants also learn how to conduct an effective interview, motivate and influence employees, and implement the Supporting Services Professional Growth System (Figure VV-4).

Figure VV-4

School Plant Operations Supervisory Leadership Training

Employees Trained

2002: 50; 2008: 153; 2009: 115; 2010: 129

Employee Turnover and Retention

These data report employee turnover and retention rates. Turnover rates reflect numbers and percentages of employees who retire or terminate employment during each fiscal year. Retention rates reflect the numbers and percentages of administrators and principals, business and operations administrators, teachers, and supporting services staff who are retained as MCPS employees. The data point provides longitudinal information for fiscal years 2004 through 2010.

In 2010, there were 724 administrators, of whom 675 were retained and continued employment with MCPS. Of the 49 administrators who ended active service with MCPS, 33 retired and 16 terminated employment (Table VV-1). During this same time period, there were 97 business and operations administrators, of whom 89.7 percent continued employment with MCPS (Table VV-2). Of the ten business and operations administrators who ended active service with MCPS, nine retired and one terminated employment. Additionally, there were 12,016 teachers, of whom 95 percent continued employment with MCPS (Table VV-3). Of the 600 teachers who ended active service with MCPS, 263 retired and 337 terminated employment. In 2010, there were 9,415 supporting services employees, of whom 94.8 percent continued employment with MCPS (Table VV-4). Of the supporting services employees who ended active service with MCPS, 237 retired and 255 terminated employment.

Table VV-1

Administrators: Turnover and Retention					
Fiscal Year	Number of Administrators*	Turnover		Retention	
		Number	%	Number	%
2004	634	46	7.3	588	92.7
2005	649	49	7.6	600	92.4
2006	692	48	6.9	644	93.1
2007	736	49	6.7	687	93.3
2008	747	54	7.2	693	92.8
2009	728	28	3.8	700	96.2
2010	724	49	6.8	675	93.2

*Total number of administrators is based upon a snapshot taken in the fall of each fiscal year.

Table VV-2

Business and Operations Administrators: Turnover and Retention					
Fiscal Year	Number of Administrators*	Turnover		Retention	
		Number	%	Number	%
2008	86	**	**	**	**
2009	93	4	4.3	89	95.7
2010	97	10	10.3	87	89.7

*Total number of administrators is based upon a snapshot taken in the fall of each fiscal year.

**Business and Operations Administrators were added as an employee unit in FY 2008. Therefore, FY 2009 is the first reporting year for which turnover data are available.

GOAL 5 *PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS*

MILESTONE Systems are in place to recruit, support, and retain highly qualified business services personnel.

Table VV-3

Teachers: Turnover and Retention					
Fiscal Year	Number of Teachers*	Turnover		Retention	
		Number	%	Number	%
2004	11,226	884	7.9	10,342	92.1
2005	11,346	875	7.7	10,471	92.3
2006	11,665	812	7.0	10,853	93.0
2007	11,929	913	7.7	11,016	92.3
2008	11,929	776	6.5	11,153	93.5
2009	11,905	546	4.6	11,359	95.4
2010	12,016	600	5.0	11,416	95.0

*Total number of teachers is based upon a snapshot taken in the fall of each fiscal year.

Table VV-4

Supporting Services: Turnover and Retention					
Fiscal Year	Number of Supporting Services Employees*	Turnover		Retention	
		Number	%	Number	%
2004	8,641	638	7.4	8,003	92.6
2005	8,831	735	8.3	8,101	91.7
2006	9,080	718	7.9	8,365	92.1
2007	9.323	695	7.5	8,628	92.5
2008	9,523	579	6.1	8,944	93.9
2009	9,383	436	4.6	8,947	95.4
2010	9,415	492	5.2	8,923	94.8

*Total number of supporting services employees is based upon a snapshot taken in the fall of each fiscal year.

Milestone: All business functions plan, develop, secure, and effectively manage fiscal resources, in compliance with internal and external accountability requirements to support the education of students.

DATA ★ POINT
Financial Results

Measuring financial aspects of a business is critical to ensuring that the costs of doing business are responsibly managed. MCPS strives to find comparable benchmarks to determine effectiveness and efficiency. The figure below compares the per-piece transaction cost of mail service for MCPS with the United States Postal Service (USPS). Over time, MCPS has outperformed the USPS (Figure WW-1).

Figure WW-1

Cost of Mail Services
(2010 cost per piece target: 23¢)
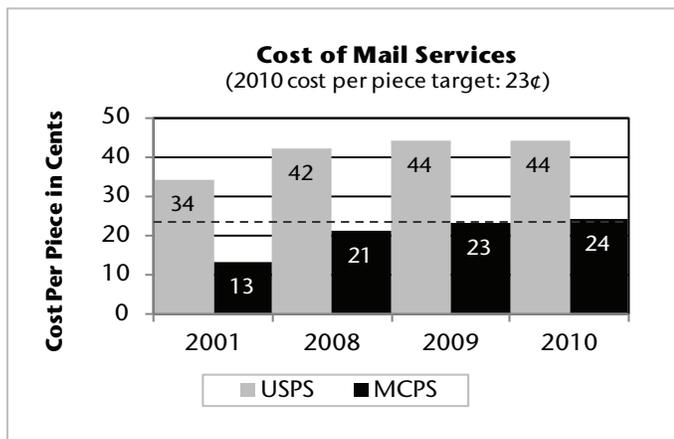
The Purchasing Card Program streamlines the process of making low-dollar purchases and reduces the number of hours spent by all staff processing paper purchase orders. Therefore, based on the number of transactions, the amount of time saved equates to a savings of more than $1.7 million per year (Figure WW-2).

Figure WW-2

Purchase Card Dollar Volume
(2010 Target 5.0)
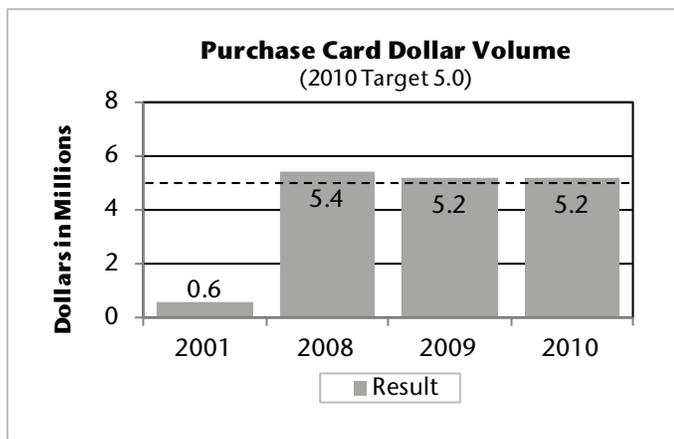
Cost avoidance measures the cost savings from investments in the School Energy and Recycling Team (SERT) conservation programs. Monthly utility bills are analyzed against a baseline to determine the amount of savings achieved by the programs. The baseline is formed from energy consumption from previous years and adjusted for variations in weather and facility floor area. Cost avoidance from summer peak load management has become significant and is included in the total for this year. The cost avoidance for 2010 is $4.8 million (Figure WW-3).

Figure WW-3

Cost Avoidance Measures—School Energy and Recycling Team (SERT) Program
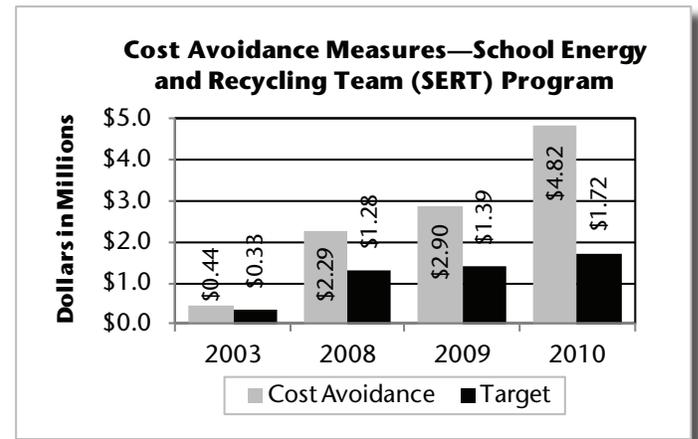
Internal and external fiscal accountability is governed by federal and state statutes and the *Code of Maryland Administrative Regulations* (COMAR), county charter, and Board policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental Accounting, Auditing, and Financial Reporting; and state and federal rules and regulations regarding the *Freedom of Information Act.* During the past 29 years, MCPS has been recognized by the Association of School Business Officials (ASBO) with the Certificate of Excellence in Financial Reporting Award for accounting excellence. Approximately 10 percent of the 14,000 school districts in the United States receive the ASBO award on a yearly basis. MCPS has been awarded the Government Finance Officers Association certificate of achievement for excellence in financial reporting for six consecutive years.

Budgeted cost per square foot is a financial performance measure used throughout the facilities management realm to reflect organizational funding for maintenance, repair, and other facility-related services. A standard measurement of costs for facility maintenance and repair is cost-per-square foot of facility floor space. The budgeted cost per square foot chart displays the total maintenance budget divided by the total floor space. The trend line shows a small decrease, primarily due to reductions in personnel (Figure WW-4).

**GOAL 5** *PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS*

MILESTONE All business functions plan, develop, secure, and effectively manage fiscal resources, in compliance with internal and external accountability requirements to support the education of students.

Figure WW-4
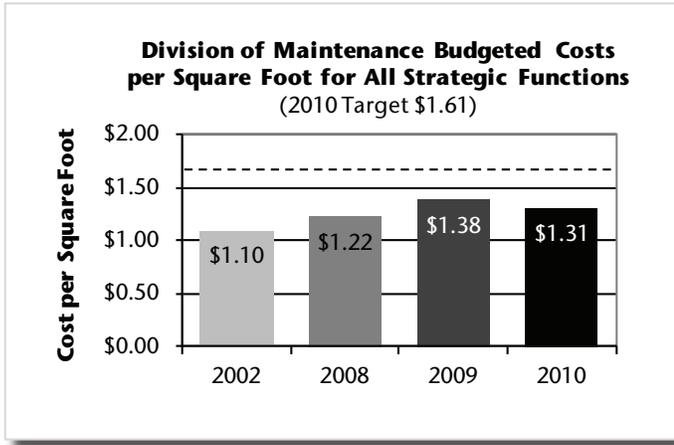
Division of Maintenance Budgeted Costs per Square Foot for All Strategic Functions (2010 Target $1.61)

Milestone: All business functions effectively and efficiently deliver the highest quality products, resources, and business services essential to the educational success of students.

DATA ★ POINT
Organizational Results

This category of business results is the most diverse of all because it requires each business unit to measure and evaluate the efficiency and effectiveness of business operations unique to the respective organizations. Measures may examine such things as responsiveness to customer requests for support, efficiencies with which customer orders are processed or delivered, or the effective use of available time by employees.

- Controlling food costs is a direct measure of organizational effectiveness. Many factors, such as competitive pricing from vendors, menu mix, portion control, reducing waste, checking orders, utilizing USDA commodities, and eliminating theft, have a role in controlling food costs (Figure XX-1).

Figure XX-1

Food Costs Below Industry Standards
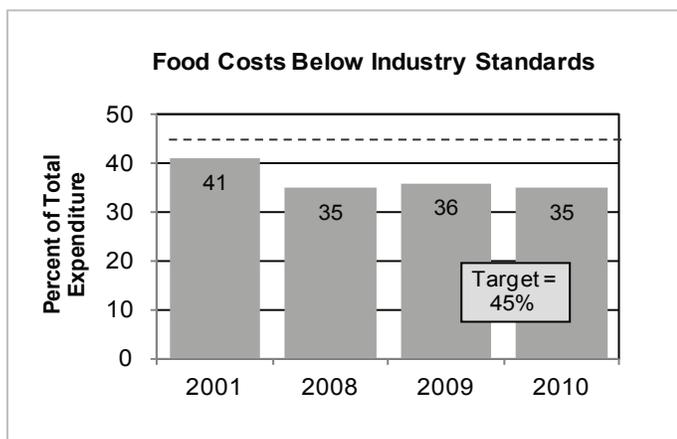
- Copy-Plus is a program that provides document preparation and delivery services exclusively to school staff. Its purpose is to reduce the time required by teachers to prepare classroom and homework documents and allow more time to prepare for instruction. Data analysis has determined that every 2,500 pages produced by Copy-Plus will save one hour of school staff time. In 2010, Copy-Plus printed and delivered 116 million copies which equates to 46,400 hours of school staff time.
- TeamWorks is a program that provides high-volume copier equipment and maintenance service to all schools and 17 central service departments. Its purpose is to improve efficiency and effectiveness of document preparation occurring systemwide. In 2010, the first year of TeamWorks operations, the 286 copiers within the program averaged 48,900 copies between service repair calls.

- In 2003, 4 buses out of a fleet of 1,200 buses were pulled out of service for more than 24 hours through state inspections for safety-related faults; in 2010, only 1 bus out of a fleet of 1,271 inspected was pulled out of service for more than 24 hours through state inspections for safety-related faults.

Preventable school bus accidents are those in which the bus operator failed to do everything he/she reasonably could have done to avoid the accident. Measures are in place to increase safe practice diligence on the part of MCPS bus operators (Figure XX-2).

Industrywide comparisons are based on a per-million-mile accident rate. In 2008, MCPS buses were involved in 2.58 preventable accidents per million miles traveled, and in 2009, MCPS buses were involved in 2.60 preventable accidents per million miles traveled. In 2010, MCPS buses were involved in 3.26 preventable accidents per million miles traveled. While the total number of accidents did not change significantly, the number that were determined to be preventable increased by 10. This increase is likely due to the snow storms in 2010.

Figure XX-2

Preventable School Bus Accidents
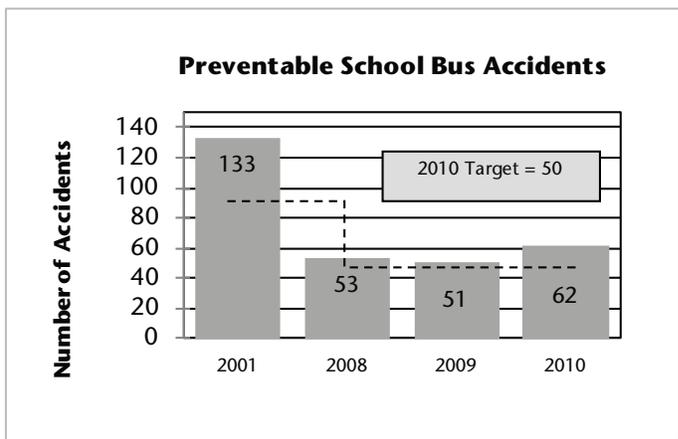
MCPS Energy Consumption

MCPS school buildings consume various types of energy including electricity, natural gas, fuel oil, and propane. To determine how much energy the school system consumes altogether, these types of energy are converted to common units of heat energy known as British Thermal Units (BTUs). The amount of energy consumption can then be totaled. The total energy consumption is then normalized to account for annual changes in the number and size of buildings. Normalization is accomplished by dividing the total energy consumption by the total floor area of the school system. "BTUs per square foot" is a common measurement for benchmarking energy use and represents the overall intensity of energy use in MCPS facilities (Figure XX-3). This measure contains variations due to weather.

MILESTONE All business functions effectively and efficiently deliver the highest quality products, resources, and business services essential to the educational success of students.

Figure XX-3

MCPS Energy Consumption
(BTUs per square foot)
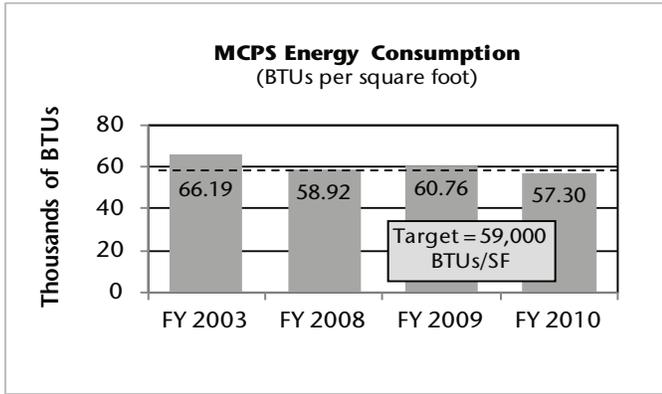
Square footage of facilities maintained is not a performance measure but is an important facilities statistic that reflects growth in overall maintenance workload. As new schools are constructed and old schools are expanded, the additional floor space created (measured in square feet) reflects the additional mechanical, electrical, and building components and systems that will require maintenance and repair services. The chart reflects significant growth in square footage during recent fiscal years. Growth in square footage is correlated with other statistics, such as budgeted resources, staffing levels, completed work order production, and backlog of maintenance and repair work in order to help develop recommendations for future program funding and staffing as well as productivity improvements. Square footage also is used as a "denominator" in developing performance measures, such as the "cost per square foot" for performing various maintenance services, which can then be benchmarked against other organizations, provided that equivalent services can be accurately compared (Figure XX-4).
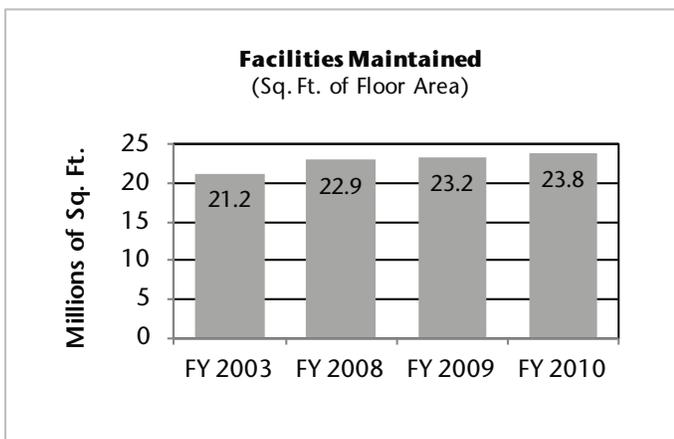
Accurate student enrollment forecasts provide support for capital improvement requests for additional classrooms and new school facilities as well as for determining the number of classroom teachers and other instructional staff needed. MCPS has maintained forecast accuracy levels of nearly 99.0 percent or above in most years, including 2010 (Figure XX-5).

Figure XX-5

Annual Student Enrollment
Forecast Effectiveness

Figure XX-4

Facilities Maintained
(Sq. Ft. of Floor Area)

Student Performance Targets

Data Point	2006 Target	2006 Actual	2006 Target Met	2007 Target	2007 Actual	2007 Target Met	2008 Target	2008 Actual	2008 Target Met	2009 Target	2009 Actual	2009 Target Met	2010 Target	2010 Actual	2010 Target Met
MCPS Assessment Program in Primary Reading (Grade 2)															
All Students	No targets set			≥79.4%	64.4%		≥82.9%	69.8%		≥86.5%	72.5%		≥90.0%	72.9%	
Asian American					73.7%			77.5%			82.6%			81.2%	
African American					53.6%			60.3%			64.1%			65.5%	
White					74.9%			79.5%			81.6%			82.2%	
Hispanic					47.8%			55.0%			56.9%			59.0%	
SpEd					30.6%			37.1%			32.0%			31.9%	
ESOL					34.2%			43.9%			52.5%			52.0%	
FARMS					45.7%			52.8%			56.4%			57.4%	
Mathematics 6 Proficiency															
All Students	≥29.4%	31.9%	✓	≥33.3%	38.6%	✓	≥37.2%	43.1%	✓	≥41.1%	48.8%	✓	≥45.0%	49.0%	✓
Asian American		52.1%	✓		59.6%	✓		64.0%	✓		70.0%	✓		70.1%	✓
African American		15.2%			18.4%			25.1%			29.0%			31.8%	
White		43.3%	✓		53.1%	✓		56.8%	✓		64.1%	✓		63.3%	✓
Hispanic		13.4%			16.9%			22.8%			27.3%			27.1%	
SpEd		8.3%			10.5%			11.2%			11.7%			15.9%	
ESOL		4.7%			7.1%			12.9%			15.2%			10.9%	
FARMS		11.5%			13.8%			19.0%			24.0%			24.8%	
ES MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥62.5%	83.5%	✓	≥67.2%	86.4%	✓	≥71.8%	90.1%	✓	≥76.5%	91.0%	✓	≥81.2%	90.7%	✓
Asian American		90.5%	✓		92.7%	✓		95.0%	✓		95.5%	✓		95.7%	✓
African American		71.4%	✓		76.5%	✓		82.2%	✓		83.7%	✓		83.6%	✓
White		92.7%	✓		94.4%	✓		96.4%	✓		96.5%	✓		96.5%	✓
Hispanic		72.4%	✓		76.6%	✓		82.9%	✓		85.1%	✓		84.2%	✓
SpEd		62.3%	✓		67.8%	✓		74.9%	✓		77.4%	✓		75.4%	
LEP		65.4%	✓		70.9%	✓		77.7%	✓		82.1%	✓		81.1%	✓
FARMS		67.8%	✓		72.5%	✓		79.3%	✓		81.6%	✓		80.8%	✓
ES MSA Math—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥58.8%	83.8%	✓	≥63.9%	85.9%	✓	≥69.1%	87.7%	✓	≥74.2%	88.1%	✓	≥79.4%	88.7%	✓
Asian American		93.6%	✓		95.0%	✓		95.8%	✓		96.2%	✓		96.4%	✓
African American		68.4%	✓		72.6%	✓		76.1%	✓		77.3%	✓		79.0%	✓
White		93.5%	✓		94.1%	✓		95.4%	✓		95.1%	✓		95.4%	✓
Hispanic		73.6%	✓		76.8%	✓		79.5%	✓		80.6%	✓		81.0%	✓
SpEd		56.5%			60.7%	✓		64.4%	✓		65.9%			68.2%	✓
LEP		69.0%	✓		72.4%	✓		75.3%	✓		78.9%	✓		79.4%	✓
FARMS		67.3%	✓		71.3%	✓		74.2%	✓		76.6%	✓		77.3%	
Elementary School Suspension Rate															
All Students	≤1.3%	1.5%		≤1.3%	1.4%		≤1.3%	1.2%	✓	≤1.3%	0.6%	✓	≤1.3%	0.6%	✓
Asian American		0.4%	✓		0.4%	✓		0.4%	✓		0.1%	✓		0.2%	✓
African American		3.7%			3.2%			3.0%			1.5%			1.4%	
White		0.6%	✓		0.6%	✓		0.6%	✓		0.3%	✓		0.3%	✓
Hispanic		1.5%			1.5%			1.2%	✓		0.7%	✓		0.5%	✓
SpEd		4.0%			3.7%			3.7%			2.2%			2.3%	
ESOL		1.3%	✓		1.2%	✓		0.8%	✓		0.5%	✓		0.3%	✓
FARMS		3.0%			2.8%			2.4%			1.3%	✓		1.1%	✓
MS MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥61.5%	76.9%	✓	≥66.3%	80.8%	✓	≥71.1%	86.7%	✓	≥75.9%	88.3%	✓	≥80.8%	89.2%	✓
Asian American		86.5%	✓		89.5%	✓		93.8%	✓		94.7%	✓		95.2%	✓
African American		62.3%	✓		68.1%	✓		77.9%	✓		81.4%	✓		82.6%	✓
White		89.8%	✓		92.6%	✓		95.4%	✓		95.9%	✓		96.0%	✓
Hispanic		57.3%			63.8%	✓		73.9%	✓		77.3%	✓		80.1%	✓
SpEd		42.7%			51.3%	✓		63.8%	✓		68.5%	✓		69.9%	
LEP		43.9%			48.4%	✓		57.2%	✓		64.2%	✓		69.8%	✓
FARMS		52.9%			59.2%	✓		70.7%	✓		74.5%	✓		77.6%	✓

Student Performance Targets

Data Point	2006 Target	2006 Actual	2006 Target Met	2007 Target	2007 Actual	2007 Target Met	2008 Target	2008 Actual	2008 Target Met	2009 Target	2009 Actual	2009 Target Met	2010 Target	2010 Actual	2010 Target Met
MS MSA Math—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥42.9%	71.5%	✓	≥50.0%	73.7%	✓	≥57.2%	77.8%	✓	≥64.3%	78.2%	✓	≥71.4%	79.3%	✓
Asian American		87.6%	✓		89.6%	✓		92.6%	✓		92.3%	✓		93.0%	✓
African American		48.9%	✓		52.7%	✓		59.3%	✓		61.9%			63.9%	
White		86.2%	✓		88.0%	✓		90.5%	✓		90.7%	✓		91.6%	✓
Hispanic		52.4%	✓		55.7%	✓		62.0%	✓		62.8%	✓		64.2%	
SpEd		35.0%			43.1%	✓		49.1%	✓		51.1%			52.6%	
LEP		45.8%	✓		47.0%			52.6%	✓		55.2%			55.6%	
FARMS		45.4%	✓		49.5%	✓		56.0%	✓		57.9%			59.9%	
Grade 8 Algebra—Percentage Completing															
All Students	≥54.6%	49.4%		≥61.0%	55.9%		≥67.3%	59.6%		≥73.7%	65.5%		≥80.0%	67.8%	
Asian American		72.3%	✓		78.6%	✓		78.8%	✓		84.6%	✓		85.3%	✓
African American		25.5%			33.1%			38.4%			46.6%			50.5%	
White		64.3%	✓		71.4%	✓		74.7%	✓		80.1%	✓		82.0%	✓
Hispanic		26.2%			32.6%			38.8%			45.8%			48.8%	
SpEd		11.7%			15.5%			17.9%			24.0%			26.8%	
ESOL		15.1%			19.7%			18.6%			24.1%			22.6%	
FARMS		21.7%			28.5%			32.7%			41.6%			44.0%	
Algebra 1 High School Assessment—Percent Passing in Middle School															
All Students	100.0%	97.0%		100.0%	95.2%		100.0%	95.4%		100.0%	92.3%		100.0%	89.6%	
Asian American		98.7%			97.4%			97.6%			97.6%			96.1%	
African American		91.8%			86.4%			89.8%			81.9%			78.8%	
White		98.6%			98.6%			98.6%			97.6%			96.5%	
Hispanic		92.5%			89.4%			88.8%			84.4%			78.3%	
SpEd		90.2%			88.8%			89.2%			73.1%			73.3%	
ESOL		86.5%			81.1%			79.1%			76.9%			79.1%	
FARMS		91.8%			85.2%			86.8%			82.2%			0.0%	
Middle School Suspension Rate															
All Students	≤7.4%	7.7%		≤7.2%	7.4%		≤7.0%	6.4%	✓	≤6.7%	3.7%	✓	≤6.5%	3.9%	✓
Asian American		2.8%	✓		2.7%	✓		2.0%	✓		1.1%	✓		0.9%	✓
African American		17.0%			16.3%			13.5%			8.2%			8.3%	
White		3.4%	✓		3.1%	✓		3.1%	✓		1.5%	✓		1.8%	✓
Hispanic		9.9%			9.3%			8.4%			4.7%	✓		4.9%	✓
SpEd		15.7%			15.2%			13.1%			8.5%			9.2%	
ESOL		7.6%			8.0%			8.3%			3.8%	✓		4.8%	✓
FARMS		15.9%			15.2%			12.6%			7.5%			7.7%	
Middle School Ineligibility Rate															
All Students		No targets set			No targets set			No targets set		≤12.7%	6.6%	✓	≤12.7%	5.3%	✓
Asian American											1.1%	✓		0.9%	✓
African American											12.3%	✓		10.1%	✓
White											2.0%	✓		1.6%	✓
Hispanic											13.7%			10.4%	✓
SpEd											15.7%			12.4%	✓
ESOL											7.9%	✓		9.5%	✓
FARMS											15.7%			12.1%	✓
Grade 9 Algebra—Percentage Completing															
All Students	≥81.4%	75.4%		≥86.1%	76.5%		≥90.7%	77.0%		≥95.4%	78.0%		100.0%	81.5%	
Asian American		90.0%	✓		91.1%	✓		88.8%			89.5%			91.2%	
African American		58.9%			61.3%			65.3%			66.6%			72.9%	
White		89.9%	✓		90.8%	✓		88.2%			89.2%			91.8%	
Hispanic		55.2%			55.7%			62.1%			63.5%			67.7%	
SpEd		42.8%			41.7%			48.1%			50.9%			57.5%	
ESOL		39.2%			39.6%			47.5%			47.9%			46.6%	
FARMS		49.8%			51.8%			58.5%			60.4%			66.7%	

Student Performance Targets

Data Point	2006 Target	2006 Actual	2006 Met	2007 Target	2007 Actual	2007 Met	2008 Target	2008 Actual	2008 Met	2009 Target	2009 Actual	2009 Met	2010 Target	2010 Actual	2010 Met
Grade 10 Geometry—Percentage Completing															
All Students	≥76.6%	71.7%		≥82.4%	72.7%		≥88.3%	73.8%		≥94.1%	77.4%		100.0%	79.5%	
Asian American		86.3%	✓		86.5%	✓		87.9%			88.2%			92.1%	
African American		51.8%			52.9%			55.4%			63.2%			68.0%	
White		86.6%	✓		88.5%	✓		88.9%	✓		91.1%			90.8%	
Hispanic		48.7%			50.4%			52.0%			59.6%			62.5%	
SpEd		37.7%			38.1%			37.8%			46.0%			51.0%	
ESOL		30.8%			31.5%			35.4%			35.8%			40.1%	
FARMS		45.5%			45.1%			48.2%			56.4%			60.8%	
Honors/AP Enrollment—At least one course															
All Students	≥68.4%	69.7%	✓	≥70.1%	71.8%	✓	≥71.7%	74.0%	✓	≥73.4%	78.5%	✓	≥75.0%	79.0%	✓
Asian American		84.4%	✓		85.8%	✓		86.8%	✓		89.3%	✓		90.3%	✓
African American		50.7%			53.6%			58.9%			65.4%			66.9%	
White		82.3%	✓		84.5%	✓		86.5%	✓		89.6%	✓		90.0%	✓
Hispanic		49.2%			52.9%			55.8%			62.6%			63.3%	
SpEd		23.3%			23.7%			27.5%			33.9%			34.4%	
ESOL		28.1%			31.9%			36.9%			44.1%			40.2%	
FARMS		41.6%			44.9%			49.8%			56.6%			58.6%	
Grade 10 PSAT—Percentage Participating															
All Students	No targets set			≥91.2%	91.2%	✓	≥92.5%	91.7%		≥93.7%	92.3%		≥95.0%	90.0%	
Asian American					95.8%	✓		96.6%	✓		97.6%	✓		95.9%	✓
African American					87.3%			88.1%			88.9%			86.9%	
White					94.3%	✓		95.1%	✓		95.4%	✓		92.8%	
Hispanic					84.7%			84.4%			86.1%			83.7%	
SpEd					81.0%			81.3%			84.6%			81.6%	
ESOL					79.1%			85.2%			87.6%			81.2%	
FARMS					84.0%			85.1%			84.8%			83.5%	
HS MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥45.3%	70.4%	✓	≥52.2%	77.6%	✓	≥59.0%	86.3%	✓	≥65.8%	87.2%	✓	≥72.7%	86.0%	✓
Asian American		81.6%	✓		84.4%	✓		92.1%	✓		91.5%	✓		90.1%	✓
African American		48.0%	✓		60.2%	✓		72.5%	✓		75.4%	✓		0.0%	✓
White		83.5%	✓		91.5%	✓		94.2%	✓		94.8%	✓		94.5%	✓
Hispanic		53.7%	✓		60.5%	✓		76.3%	✓		78.2%	✓		75.7%	✓
SpEd		29.8%			46.5%	✓		55.7%			61.4%			56.3%	
LEP		45.9%	✓		38.7%			68.9%	✓		66.3%	✓		62.0%	
FARMS		44.5%	✓		53.3%	✓		69.2%	✓		72.6%	✓		72.4%	✓
HS MSA Mathematics—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥29.8%	77.1%	✓	≥38.6%	79.5%	✓	≥47.3%	88.1%	✓	≥56.1%	89.9%	✓	≥64.9%	88.5%	✓
Asian American		90.1%	✓		90.8%	✓		95.7%	✓		96.4%	✓		95.5%	✓
African American		57.4%	✓		61.2%	✓		74.1%	✓		78.2%	✓		76.5%	✓
White		89.7%	✓		91.9%	✓		95.8%	✓		96.1%	✓		95.2%	✓
Hispanic		60.8%	✓		66.1%	✓		79.1%	✓		83.1%	✓		82.1%	✓
SpEd		45.2%	✓		44.9%	✓		60.5%	✓		66.8%	✓		60.5%	
LEP		49.4%	✓		59.0%	✓		67.8%	✓		82.5%	✓		79.9%	✓
FARMS		48.2%	✓		60.8%	✓		75.5%	✓		80.4%	✓		78.1%	✓
SAT/ACT Participation															
All Students	≥77.2%	78.0%	✓	≥77.9%	80.0%	✓	≥78.6%	77.2%		≥79.3%	81.2%	✓	≥80.0%	77.3%	
Asian American		88.8%	✓		89.7%	✓		87.0%	✓		90.6%	✓		86.9%	✓
African American		68.2%			73.7%			71.7%			77.2%			70.2%	
White		84.5%	✓		86.8%	✓		83.7%	✓		88.3%	✓		86.8%	✓
Hispanic		55.3%			57.4%			56.4%			59.9%			53.1%	
SpEd		48.8%			49.1%			46.8%			53.9%			43.8%	
ESOL		37.5%			40.3%			45.5%			43.3%			26.8%	
FARMS		56.6%			62.8%			60.1%			62.9%			56.3%	

Student Performance Targets

Data Point	2006 Target	2006 Actual	2006 Target Met	2007 Target	2007 Actual	2007 Target Met	2008 Target	2008 Actual	2008 Target Met	2009 Target	2009 Actual	2009 Target Met	2010 Target	2010 Actual	2010 Target Met
SAT Performance															
All Students	≥1634	1634	✓	≥1638	1624		≥1642	1616		≥1646	1615		≥1650	1653	✓
Asian American		1710	✓		1706	✓		1720	✓		1748	✓		1769	✓
African American		1360			1357			1336			1356			1405	
White		1735	✓		1736	✓		1740	✓		1733	✓		1748	✓
Hispanic		1410			1418			1401			1398			1452	
SpEd		1383			1353			1309			1354			1374	
ESOL		1148			1127			1085			1156			1259	
FARMS		1316			1315			1296			1307			1378	
AP/IB Exam Participation															
All Students	≥56.1%	56.1%	✓	≥59.6%	60.6%	✓	≥63.0%	61.9%		≥66.5%	64.8%		≥70.0%	66.4%	
Asian American		75.0%	✓		76.3%	✓		78.9%	✓		82.7%	✓		80.3%	✓
African American		28.0%			35.0%			38.0%			41.5%			44.8%	
White		65.0%	✓		70.5%	✓		72.4%	✓		74.8%	✓		77.4%	✓
Hispanic		42.1%			48.5%			47.0%			52.0%			53.0%	
SpEd		17.9%			18.2%			14.8%			23.2%			20.0%	
ESOL		24.7%			34.4%			31.2%			36.0%			33.1%	
FARMS		33.5%			39.6%			38.7%			42.0%			45.2%	
AP/IB Exam Performance															
All Students	≥42.2%	45.7%	✓	≥52.4%	47.0%		≥56.6%	47.4%		≥60.8%	49.5%		≥65.0%	51.1%	
Asian American		60.5%	✓		61.4%	✓		62.3%	✓		66.8%	✓		66.8%	✓
African American		16.8%			19.4%			20.5%			21.8%			23.7%	
White		55.6%	✓		58.0%	✓		59.6%	✓		62.0%	✓		64.4%	
Hispanic		33.9%			36.0%			33.5%			36.1%			37.0%	
SpEd		13.1%			11.7%			9.6%			14.6%			12.3%	
ESOL		20.7%			26.9%			23.4%			29.4%			23.9%	
FARMS		23.6%			25.5%			22.9%			24.7%			26.4%	
Graduation Rate															
All Students	≥92.4%	91.6%		≥93.3%	90.4%		≥94.2%	89.1%		≥95.1%	87.4%		≥96.0%	90.0%	
Asian American		96.5%	✓		95.6%	✓		95.5%	✓		95.3%	✓		96.4%	✓
African American		87.6%			87.2%			83.9%			81.6%			85.8%	
White		95.2%	✓		94.0%	✓		94.5%	✓		93.2%			95.3%	
Hispanic		81.3%			80.6%			78.1%			77.2%			79.3%	
SpEd		88.4%			88.3%			84.4%			80.5%			81.1%	
ESOL		94.2%	✓		89.6%			89.8%			78.6%			70.7%	
FARMS		89.4%			88.6%			85.6%			81.4%			84.0%	
High School Suspension Rate															
All Students	≤6.5%	6.7%		≤6.5%	6.6%		≤6.5%	6.0%	✓	≤6.5%	4.1%	✓	≤6.5%	3.9%	✓
Asian American		2.4%	✓		2.3%	✓		2.0%	✓		1.2%	✓		1.1%	✓
African American		14.6%			13.3%			12.1%			8.4%			8.6%	
White		3.3%	✓		3.4%	✓		2.9%	✓		2.2%	✓		1.7%	✓
Hispanic		9.4%			9.4%			8.3%			5.1%	✓		5.0%	✓
SpEd		15.3%			14.2%			13.7%			9.1%			9.3%	
ESOL		7.5%			7.8%			5.6%	✓		4.2%	✓		4.3%	✓
FARMS		14.1%			13.0%			11.7%			8.3%			8.2%	
High School Ineligibility Rate															
All Students	No targets set			No targets set			No targets set			≤22.0%	13.0%	✓	≤22.0%	12.5%	✓
Asian American											5.1%	✓		4.4%	✓
African American											21.4%	✓		21.0%	✓
White											5.6%	✓		4.8%	✓
Hispanic											26.1%			25.0%	
SpEd											27.0%			25.9%	
ESOL											20.3%	✓		20.8%	✓
FARMS											26.9%			25.2%	

District Performance Targets

Data Point	2006 Target	Actual	Target Met	2007 Target	Actual	Target Met	2008 Target	Actual	Target Met	2009 Target	Actual	Target Met	2010 Target	Actual	Target Met
MCPS Assessment Program in Primary Reading (Grade 2)															
All Students	No targets set			At least 90 ES with 79.4% at benchmark	25		At least 100 ES with 82.9% at benchmark	28		At least 119 ES with 86.5% at benchmark	17		All 122 eligible ES with 90.0% at benchmark[a]	12	
Asian American					40			45			46			27	
African American					11			15			10			3	
White					48			51			36			29	
Hispanic					5			12			6			4	
SpEd					3			2			2			2	
ESOL					4			4			5			0	
FARMS					3			3			2			1	
Mathematics 6 Proficiency															
All Students	At least 59 ES with 29.4% successfully completing Math 6	59	✓	At least 74 ES with 33.3% successfully completing Math 6	66		At least 89 ES with 37.2% successfully completing Math 6	74		At least 104 ES with 41.1% successfully completing Math 6	81		All 123 eligible ES with 45.0% successfully completing Math 6[b]	67	
Asian American		83	✓		83	✓		93	✓		97	✓*		93	✓*
African American		14			11			18			16			19	
White		87	✓		102	✓		96	✓		103	✓*		92	✓*
Hispanic		11			18			20			25			16	
SpEd		8			7			8			5			5	
ESOL		1			4			3			1			2	
FARMS		2			8			8			7			7	
ES MSA Reading—Percentage at or above Proficient															
All Students	All ES with 62.5% proficient in reading, or met confidence interval or safe harbor	125	✓	All ES with 67.2% proficient in reading, or met confidence interval or safe harbor	128	✓	All ES with 71.8% proficient in reading, or met confidence interval or safe harbor	130	✓	All ES with 76.5% proficient in reading, or met confidence interval or safe harbor	130	✓	All ES with 81.2% proficient in reading, or met confidence interval or safe harbor	131	✓
Asian American		121	✓*		124	✓*		128	✓*		128	✓*		130	✓*
African American		123	✓*		124	✓*		126	✓*		127	✓*		129	✓*
White		121	✓*		126	✓*		128	✓*		129	✓*		129	✓*
Hispanic		124	✓*		128	✓		130	✓		130	✓		128	
SpEd		122			126			128			130	✓		115	
LEP		119			124			126			126	✓*		123	
FARMS		119	✓*		122	✓*		122	✓*		123	✓*		117	
ES MSA Math—Percentage at or above Proficient															
All Students	All ES with 58.8% proficient in math, or met confidence interval or safe harbor	125	✓	All ES with 63.9% proficient in math, or met confidence interval or safe harbor	128	✓	All ES with 69.1% proficient in math, or met confidence interval or safe harbor	130	✓	All ES with 74.2% proficient in math, or met confidence interval or safe harbor	130	✓	All ES with 79.4% proficient in math, or met confidence interval or safe harbor	131	✓
Asian American		121	✓*		124	✓*		128	✓*		128	✓*		130	✓*
African American		123	✓*		124	✓*		126	✓*		126			127	
White		121	✓*		126	✓*		128	✓*		129	✓*		129	✓*
Hispanic		124	✓*		128	✓		129			130	✓		128	
SpEd		116			124			128			128			119	
LEP		121			125			124			126	✓*		122	
FARMS		119	✓*		122	✓*		121			122			119	
Elementary School Suspension Rate															
All Students	At least 88 ES with suspension rate no higher than 1.3%	78		At least 100 ES with suspension rate no higher than 1.3%	84		At least 111 ES with suspension rate no higher than 1.3%	82		At least 120 ES with suspension rate no higher than 1.3%	107		All ES with suspension rate no higher than 1.3%	114	
Asian American		111	✓		110	✓		112	✓		124	✓		125	
African American		45			58			47			82			89	
White		94	✓		98			98			113			119	
Hispanic		90	✓		87			90			105			112	
SpEd		41			48			47			73			69	
ESOL		86			94			97			110			123	
FARMS		55			59			51			85			90	
MS MSA Reading—Percentage at or above Proficient															
All Students	All MS with 61.5% proficient in reading, or met confidence interval or safe harbor	38	✓	All MS with 66.3% proficient in reading, or met confidence interval or safe harbor	38	✓	All MS with 71.1% proficient in reading, or met confidence interval or safe harbor	38	✓	All MS with 75.9% proficient in reading, or met confidence interval or safe harbor	38	✓	All MS with 80.8% proficient in reading, or met confidence interval or safe harbor	38	✓
Asian American		38	✓		38	✓		38	✓		38	✓		37	✓*
African American		38	✓		36			38	✓		38	✓		37	
White		38	✓		38	✓		38	✓		38	✓		38	✓
Hispanic		32			37			38	✓		38	✓		38	✓
SpEd		22			32			36			34			32	
LEP		29			32			36			37			35	
FARMS		27			34			38	✓		36			36	

a All schools that serve Grade 2 students.
b All schools that serve Grade 5 students.
* The number of schools meeting a target may be less than the target number due to schools enrolling less than 5 in a subgroup.

District Performance Targets

Data Point	2006 Target	2006 Actual	2006 Target Met	2007 Target	2007 Actual	2007 Target Met	2008 Target	2008 Actual	2008 Target Met	2009 Target	2009 Actual	2009 Target Met	2010 Target	2010 Actual	2010 Target Met
MS MSA Math—Percentage at or above Proficient															
All Students	All MS with 42.9% proficient in math, or met confidence interval or safe harbor	38	✓	All MS with 50.0% proficient in math, or met confidence interval or safe harbor	38	✓	All MS with 57.2% proficient in math, or met confidence interval or safe harbor	38	✓	All MS with 64.3% proficient in math, or met confidence interval or safe harbor	38	✓	All MS with 71.4% proficient in math, or met confidence interval or safe harbor	36	
Asian American		38	✓		38	✓		38	✓		38	✓		37	✓*
African American		38	✓		37			37			37			34	
White		38	✓		38	✓		38	✓		38	✓		38	✓
Hispanic		38	✓		38	✓		38	✓		34			33	
SpEd		29			33			34			30			30	
LEP		36			35			37			34			29	
FARMS		38	✓		35			38	✓		30			32	
Grade 8 Algebra—Percentage Completing															
All Students	At least 19 MS with 54.6% completing Algebra	10		At least 24 MS with 61% completing Algebra	13		At least 29 MS with 67.3% completing Algebra	10		At least 33 MS with 73.7% completing Algebra	10		All MS with 80% completing Algebra	5	
Asian American		32	✓		31	✓		31	✓		31			25	
African American		0			1			0			1			0	
White		31	✓		29	✓		29	✓		29			21	
Hispanic		2			1			2			1			1	
SpEd		0			0			0			0			0	
ESOL		1			1			1			2			0	
FARMS		0			0			0			0			0	
Algebra 1 High School Assessment—Percent Passing in Middle School															
All Students	All MS with 100% test takers passing Algebra HSA	7		All MS with 100% test takers passing Algebra HSA	6		All MS with 100% test takers passing Algebra HSA	6		All MS with 100% test takers passing Algebra HSA	1		All MS with 100% test takers passing Algebra HSA	0	
Asian American		26			17			18			19			11	
African American		11			9			7			5			3	
White		15			15			14			6			5	
Hispanic		16			13			13			14			7	
SpEd		8			12			12			11			4	
ESOL		3			4			4			7			5	
FARMS		12			9			10			8			2	
Middle School Suspension Rate															
All Students	At least 19 MS with suspension rate no higher than 7.4%	19	✓	At least 24 MS with suspension rate no higher than 7.2%	19		At least 29 MS with suspension rate no higher than 7.0%	23		At least 33 MS with suspension rate no higher than 6.7%	35	✓	All MS with suspension rate no higher than 6.5%	31	
Asian American		33	✓		33	✓		36	✓		38	✓		37	✓*
African American		4			6			6			16			16	
White		34	✓		33	✓		35	✓		38	✓		37	
Hispanic		15			16			21			31			30	
SpEd		5			6			10			17			15	
ESOL		19	✓		20			23			31	✓*		25	
FARMS		5			7			9			23			11	
Middle School Ineligibility Rate															
All Students	No targets set			No targets set			No targets set			At least 8 MS with ineligibility rate no higher than 12.7%	32	✓	At least 8 MS with ineligibility rate no higher than 12.7%	35	✓
Asian American											38	✓		37	✓
African American											21	✓		29	✓
White											37	✓		38	✓
Hispanic											25	✓		29	✓
SpEd											16	✓		24	✓
ESOL											27	✓		26	✓
FARMS											18	✓		24	✓
Grade 9 Algebra—Percentage Completing															
All Students	At least 12 HS with 81.4% completing Algebra	9		At least 16 HS with 86.1% completing Algebra	6		At least 19 HS with 90.7% completing Algebra	2		At least 22 HS with 95.4% completing Algebra	0		All HS with 100.0% completing Algebra	0	
Asian American		22	✓		18	✓		10			4			1	
African American		1			1			1			1			0	
White		20	✓		18	✓		7			3			0	
Hispanic		3			3			2			0			0	
SpEd		0			0			0			1			1	
ESOL		1			0			0			1			0	
FARMS		1			0			2			0			0	

* The number of schools meeting a target may be less than the target number due to schools enrolling less than 5 in a subgroup.

District Performance Targets

Data Point	2006 Target	Actual	Target Met	2007 Target	Actual	Target Met	2008 Target	Actual	Target Met	2009 Target	Actual	Target Met	2010 Target	Actual	Target Met
Grade 10 Geometry—Percentage Completing															
All Students	At least 12 HS with 76.6% completing Geometry	10		At least 16 HS with 82.4% completing Geometry	6		At least 19 HS with 88.3% completing Geometry	3		At least 22 HS with 94.1% completing Geometry	2		All HS with 100% completing Geometry	0	
Asian American		20	✓		16	✓		10			4			2	
African American		1			1			0			1			1	
White		20	✓		18	✓		14			3			0	
Hispanic		2			1			2			1			0	
SpEd		1			0			0			1			0	
ESOL		0			0			0			0			0	
FARMS		1			1			0			0			0	
Honors/AP Enrollment—At least one course															
All Students	At least 12 HS with 68.4% enrolled in Honors/AP	9		At least 16 HS with 70.1% enrolled in Honors/AP	11		At least 19 HS with 71.7% enrolled in Honors/AP	15		At least 22 HS with 73.4% enrolled in Honors/AP	14		All HS with 75% enrolled in Honors/AP	15	
Asian American		23	✓		24	✓		25	✓		25	✓		25	✓
African American		1			1			3			5			5	
White		23	✓		25	✓		24	✓		25	✓		24	
Hispanic		5			5			5			8			8	
SpEd		0			1			0			0			0	
ESOL		0			0			1			1			3	
FARMS		1			1			1			2			4	
Grade 10 PSAT—Percentage Participating															
All Students	No targets set			At least 15 HS with 91.2% GR10 students taking the PSAT	15	✓	At least 17 HS with 92.5% of GR10 students taking the PSAT	13		At least 22 HS with 93.7% of GR10 students taking the PSAT	13	✓	All HS with 95.0% of GR10 students taking the PSAT	4	
Asian American					23	✓		22	✓		22	✓		16	
African American					7			7			7			6	
White					22	✓		20	✓		20			6	
Hispanic					6			7			5			4	
SpEd					4			2			3			0	
ESOL					6			4			6			4	
FARMS					3			5			1			0	
HS MSA Reading—Percentage at or above Proficient															
All Students	All 24 HS with 45.3% proficient in reading, or met confidence interval or safe harbor	24	✓	All HS with 52.2% proficient in reading, or met confidence interval or safe harbor	25	✓	All HS with 59.0% proficient in reading, or met confidence interval or safe harbor	25	✓	All HS with 65.8% proficient in reading, or met confidence interval or safe harbor	25	✓	All HS with 72.7% proficient in reading, or met confidence interval or safe harbor	25	✓
Asian American		24	✓		25	✓		25	✓		25	✓		25	✓
African American		24	✓		25	✓		25	✓		25	✓		25	✓
White		24	✓		25	✓		25	✓		25	✓		25	✓
Hispanic		24	✓		25	✓		24	✓*		24	✓*		25	✓
SpEd		20			22			24			24			18	
LEP		22	✓*		17			17	✓*		21			20	
FARMS		24	✓		25	✓		25	✓		25	✓		24	
HS MSA Math—Percentage at or above Proficient															
All Students	All 24 HS with 29.8% proficient in math, or met confidence interval or safe harbor	24	✓	All HS with 38.6% proficient in math, or met confidence interval or safe harbor	25	✓	All HS with 47.3% proficient in math, or met confidence interval or safe harbor	25	✓	All HS with 56.1% proficient in math, or met confidence interval or safe harbor	25	✓	All HS with 64.9% proficient in math, or met confidence interval or safe harbor	25	✓
Asian American		24	✓		25	✓		25	✓		25	✓		25	✓
African American		24	✓		25	✓		25	✓		25	✓		25	✓
White		24	✓		25	✓		25	✓		25	✓		25	✓
Hispanic		23	✓*		25	✓		24	✓*		24	✓*		25	✓
SpEd		24	✓		23			25	✓		25	✓		20	
LEP		23	✓*		23	✓*		22	✓*		24	✓*		23	✓*
FARMS		24	✓		25	✓		25	✓		25	✓		25	✓
SAT/ACT Participation															
All Students	At least 12 HS with 77.2% taking the SAT or ACT	13	✓	At least 14 HS with 77.9% taking the SAT or ACT	15	✓	At least 19 HS with 78.6% taking the SAT or ACT	9		At least 22 HS with 79.3% taking the SAT or ACT	16		All HS with 80.0% taking the SAT or ACT	7	
Asian American		22	✓		22	✓		20	✓		22	✓		17	
African American		2			6			3			11			5	
White		19	✓		22	✓		16			23	✓		19	
Hispanic		3			3			3			3			3	
SpEd		1			1			1			2			1	
ESOL		0			1			0			2			0	
FARMS		1			3			0			2			2	

* The number of schools meeting a target may be less than the target number due to schools enrolling less than 5 in a subgroup.

District Performance Targets

Data Point	2006 Target	Actual	Target Met	2007 Target	Actual	Target Met	2008 Target	Actual	Target Met	2009 Target	Actual	Target Met	2010 Target	Actual	Target Met
SAT Performance															
All Students	At least 12 HS with mean SAT score of 1634 or higher	7		At least 14 HS with mean SAT score of 1638 or higher	8		At least 19 HS with mean SAT score of 1642 or higher	8		At least 22 HS with mean SAT score of 1646 or higher	8		All HS with mean SAT score of 1650 or higher	8	
Asian American		11			11			10			16			13	
African American		0			0			0			0			1	
White		16	✓		17	✓		14			14			15	
Hispanic		3			2			2			2			2	
SpEd		0			1			0			0			0	
ESOL		0			0			0			0			0	
FARMS		0			0			0			0			0	
AP/IB Exam Participation															
All Students	At least 12 HS with 56.1% taking an AP or IB exam	6		At least 14 HS with 59.6% taking an AP or IB exam	10		At least 19 HS with 63.0% taking an AP or IB exam	7		At least 22 HS with 66.5% taking an AP or IB exam	8		All HS with 70.0% taking an AP or IB exam	7	
Asian American		21	✓		21	✓		23	✓		24	✓		20	
African American		0			0			0			2			0	
White		15	✓		18	✓		18			19			17	
Hispanic		4			6			5			4			4	
SpEd		0			0			0			0			0	
ESOL		1			2			2			1			0	
FARMS		1			3			0			2			0	
AP/IB Exam Performance															
All Students	At least 12 HS with 42.2% receiving 3 or better on AP exam or 4 or better on IB exam	9		At least 14 HS with 52.4% receiving 3 or better on AP exam or 4 or better on IB exam	7		At least 19 HS with 56.6% receiving 3 or better on AP exam or 4 or better on IB exam	6		At least 22 HS with 60.8% receiving 3 or better on AP exam or 4 or better on IB exam	6		All HS with 65.0% receiving 3 or better on AP exam or 4 or better on IB exam	6	
Asian American		18	✓		13			11			14			8	
African American		0			0			0			0			0	
White		17	✓		13			10			10			9	
Hispanic		7			4			4			3			2	
SpEd		1			0			0			0			0	
ESOL		1			1			0			1			0	
FARMS		1			1			0			1			0	
Graduation Rate															
All Students	At least 12 HS with 92.4% graduation rate	13	✓	At least 15 HS with 93.3% graduation rate	11		At least 19 HS with 94.2% graduation rate	8		At least 22 HS with 95.1% graduation rate	4		All HS with 96.0% graduation rate	4	
Asian American		22	✓		20	✓		16			14			16	
African American		8			6			2			0			2	
White		20	✓		15	✓		17			8			11	
Hispanic		4			6			3			4			2	
SpEd		8			9			6			3			1	
ESOL		11	✓*		6			7			4			1	
FARMS		12	✓		5			2			3			0	
High School Suspension Rate															
All Students	At least 12 HS with suspension rate no higher than 6.5%	10		At least 16 HS with suspension rate no higher than 6.5%	12		At least 19 HS with suspension rate no higher than 6.5%	11		At least 22 HS with suspension rate no higher than 6.5%	23	✓	All HS with suspension rate no higher than 6.5%	23	
Asian American		23	✓		24	✓		25	✓		25	✓		25	✓
African American		0			2			2			7			6	
White		23	✓		20	✓		22	✓		25	✓		25	✓
Hispanic		7			11			9			20			19	
SpEd		1			2			3			7			7	
ESOL		10	✓*		11			14			18	✓*		16	
FARMS		0			0			1			8			7	
High School Ineligibility Rate															
All Students	No targets set			No targets set			No targets set			At least 5 HS with ineligibility rate no higher than 22.0%	24	✓	At least 5 HS with ineligibility rate no higher than 22.0%	23	✓
Asian American											25	✓		25	✓
African American											14	✓		16	✓
White											25	✓		25	✓
Hispanic											12	✓		12	✓
SpEd											9	✓		9	✓
ESOL											13	✓		12	✓
FARMS											9	✓		11	✓

* The number of schools meeting a target may be less than the target number due to schools enrolling less than 5 in a subgroup.

Glossary

Term	Definition	Source
ACT®	The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science, that results in a composite score with a range of 1 to 36. The Writing Test, which is optional, measures skill in planning and writing a short essay.	ACT® website
Adequate Yearly Progress/ System Improvement Status	Adequate Yearly Progress (AYP) is the gain that schools, school systems, and states must make each year in accordance with the federal *No Child Left Behind Act of 2001* (NCLB). To make AYP, schools and school systems in Maryland must meet the Annual Measurable Objective (AMO), or target, for all students and all student subgroups for each of the following measures: Maryland School Assessment (MSA) mathematics participation, MSA mathematics proficiency, MSA reading participation, MSA reading proficiency, graduation rate (high school only), and attendance (elementary and middle school only). MSAs administered in Grades 3–8, and high school (Algebra and English High School Assessment exams) are used for AYP. AYP subgroups include each racial/ethnic group, students receiving special education services, students receiving Free and Reduced-price Meals System, and students receiving English for Speakers of Other Languages (ESOL) services.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/
Advanced Placement Exams (AP Tests)	Advanced Placement (AP) exams are part of a College Board program available to high school students. Scores on these exams can be used by students to earn credit or advanced standing in college. Usually a minimum score of 3 is needed to achieve this goal.	MCPS Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 or a higher-level mathematics course by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools.	MCPS Office of Shared Accountability
Alternate Maryland School Assessment (ALT-MSA)	The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the Individualized Education Program (IEP) process it has been determined they cannot participate in the Maryland School Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/
Annual Measurable Achievement Objectives (AMAO)	AMAOs are set annually by the Maryland State Department of Education that specify the percentage of ESOL students yearly who are expected to progress toward English language proficiency (AMAO I), attain English language proficiency (AMAO II), and demonstrate adequate yearly progress in reading and math at the county level (AMAO III).	MCPS Division of ESOL/Bilingual Programs / Office of Curriculum and Instructional Programs
Annual Measurable Objectives (AMO)	State established performance targets that assess the progress of student subgroups, schools, school districts, and the state annually. These targets, or annual measurable objectives, are set for reading, mathematics, attendance, and graduation rate.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/
Attendance Rate	The attendance rate is calculated by dividing the aggregate number of students in attendance by the aggregate number of students in membership from the first day of school to March 15. The attendance rate is reported for the previous school year.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/
Dropout Rate	The dropout rate is the number of dropouts divided by the total number of students in Grades 9–12 served by the school. A dropout is any student who leaves school for any reason, except death, before graduation or completion of a Maryland approved educational program and is not known to have enrolled in another school or Maryland approved educational program.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/

Term	Definition	Source
ESOL	The percentage of students participating in English for Speakers of Other Languages (ESOL) classes, as of October 31, 2009, compared with the official enrollment as of September 30, 2009. This percentage may differ from the ESOL percentage reported in the requested FY 2011 Capital Budget, due to different "as of" reporting dates.	MCPS Division of ESOL/Bilingual Programs / Office of Curriculum and Instructional Programs
Equity	High expectations and access to meaningful and relevant learning for all students so that outcomes are not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability.	MCPS Strategic Plan, Our Call to Action: Pursuit of Excellence
Excellence	Excellence is achieved through high standards that ensure that all students are college or career ready as high school graduates.	MCPS Strategic Plan, Our Call to Action: Pursuit of Excellence
FARMS	The percentage of students receiving Free and Reduced-priced Meals System (FARMS) services as of October 31, 2009, compared with the official enrollment as of September 30, 2009. This percentage may differ from the FARMS percentage reported in the requested FY 2011 Capital Budget due to "as of" reporting dates.	Division of Food & Nutrition Services
Highly Qualified Teachers	"Highly qualified" is a specific term defined by the *No Child Left Behind Act of 2001* (NCLB). The law outlines a list of minimum requirements both in content knowledge and teaching skills to meet the "highly qualified" status. The law requires teachers to have a bachelor's degree and full state certification and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.	MCPS Office of Shared Accountability
Honors/AP/IB/ College-Level Enrollment	Honors/Advanced Placement (AP), International Baccalaureate (IB), and college-level courses provide rigorous and challenging studies for students who are capable of or motivated to pursue rigorous and challenging instruction. These courses are detailed in the MCPS High School Course Bulletin. The Honors/AP/IB, and college-level enrollment rate is the number of students enrolled in at least one Honors/AP/IB, or college-level course, divided by the total number of students.	MCPS Office of Curriculum and Instructional Programs
Ineligibility	Secondary students must maintain a marking period average of 2.0 or higher and fail no more than one course per marking period in order to be eligible to participate in specific extracurricular activities, including interscholastic athletics, school student government offices, class offices, and designated activities listed as nonathletic and athletic stipends. The ineligibility rate is the percentage of middle or high school students who are not eligible for designated extracurricular activities three or four marking periods in a school year.	IQD-RA, *Academic Eligibility for High School Students Who Participate in Extracurricular Activities*
Language Assessment System-Links (LAS-Links)	LAS Links Placement Test is the state-mandated test of English language proficiency administered to Grade K–12 English language learners (ELLs) entering MCPS. Assessment results are used by ELL Teams to help make decisions as to each student's participation in the ESOL program.	MCPS Division of ESOL/Bilingual Programs / Office of Curriculum and Instructional Programs
Least Restrictive Environment (LRE)	Least Restrictive Environment (LRE) refers to the mandate in the *Individuals with Disabilities Education Act* (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.	MCPS Office of Special Education and Student Services

Term	Definition	Source
Limited English Proficient (LEP)	Limited English Proficient (LEP), as defined by AYP percent proficiency, includes both Redesignated English Language Learners (RELL) who exited ESOL within the previous two years and current ESOL students. LEP participation rate only includes ESOL students. 2010 RELL students include those who exited ESOL after June 1, 2008.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/ Division of ESOL/Bilingual Programs
Maryland High School Assessment	The Maryland High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. These courses currently include Algebra/Data Analysis, Biology, English, and Government.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/
Maryland School Assessment	The Maryland School Assessment (MSA) measures student achievement in reading, mathematics, and science. Schools at a Glance reports Grades 3–8 reading and mathematics performance and High School Assessment results in English 10 and Algebra for high school students. Percentage proficient includes students at or above the proficient level (proficient + advanced).	MCPS *Schools at a Glance*
SAT	The SAT is a college entrance exam accepted by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400.	MCPS Office of Shared Accountability
SPED	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: 1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and 2) instruction in physical education.	Individuals with Disabilities Education Act 2004 Regulations
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.	MCPS Office of Shared Accountability
TerraNova Comprehensive Tests of Basic Skills Second Edition	The *TerraNova* Second Edition (TN/2) is a nationally normed assessment administered to MCPS Grade 2 students in the spring. The TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation.	MCPS Office of Shared Accountability
University System of Maryland Entrance Requirements	MSDE calculates the percent of students meeting the University System of Maryland entrance requirements. Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), Social Studies (3 credits), biological and physical sciences (3 credits), mathematics (3 credits), language or advanced technology (2 credits), and a high school diploma.	*MSDE Maryland Report Card* at http://www.mdreportcard.org/ University System of Maryland at http://www.usmd.edu

Index of Data Points

MCPS At a Glance

Our school system

- 144,064 students for 2010–2011
- Largest school system in Maryland
- 16th largest school system in the United States
- Students from 164 countries speaking 184 languages
- 200 schools
  - 131 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 34 National Blue Ribbon Schools

Our students

- Demographics (2010–2011)
  - 37.2 percent White
  - 23.4 percent African American
  - 23.4 percent Hispanic
  - 15.7 percent Asian American
  - 0.3 percent Native American
- 30.7 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.9 percent receive special education services
- 13.0 percent participate in English for Speakers of Other Languages (ESOL)
- 1653 average combined SAT score, 139 and 151 points above national and state averages, respectively
- 149 National Merit Finalists
- $231.9 million in scholarships, Class of 2010

System resources

- $2.104 billion FY 2010 Operating Budget
- $1.386 billion six-year Capital Improvements Program (FY 2011–2016)
- 22,229 employees
- 11,673 teachers
- 85.4 percent of teachers have a master's degree or equivalent

MONTGOMERY COUNTY PUBLIC SCHOOLS

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