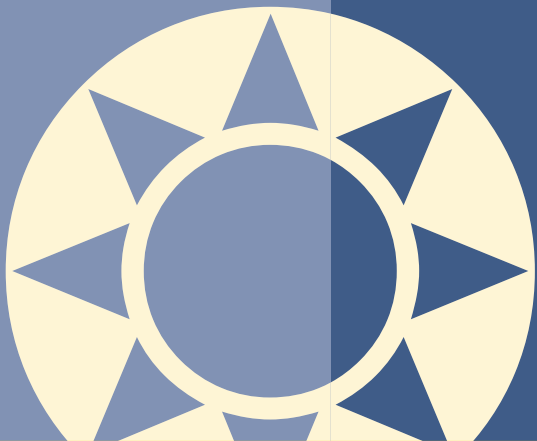


MONTGOMERY COUNTY PUBLIC SCHOOLS

Annual Report on Our Call to Action

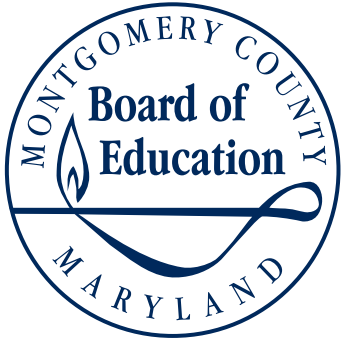
2011



Malcolm Baldrige
National Quality Award

2010 Award Recipient

R O C K V I L L E , M A R Y L A N D



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.

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850 Hungerford Drive
Rockville, Maryland 20850
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Dear Staff, Parents, Guardians, Students, and Community Members:

We are pleased to present our 2011 Annual Report on Montgomery County Public Schools' (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*. Each year, we use this report to assess how our district is performing on dozens of academic, operational and financial measures.

Our Call to Action was developed 12 years ago after extensive input from our staff, students and community members during a time of transition in our leadership and changing demographics within our student population. A collaborative, living document, *Our Call to Action* has served as the foundation for our successful comprehensive school reform efforts and today is allowing MCPS to successfully navigate through another moment of transition in our district's history.

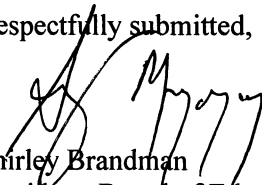
The enrollment of Montgomery County Public Schools continues to grow and has reached an all-time high of nearly 146,500 students—an increase of 9,000 students in just five years. At the same time, we continue to see dramatic shifts in the demographic makeup of our district. The number of students that qualify for Free and Reduced-price Meals (FARMS) has grown to more than 47,300 students—an increase of 33 percent in just five years. In that same span of time, the number of students who require English for Speakers of Other Languages (ESOL) services has grown 19 percent, with most of this growth in our elementary schools. Districtwide, 13.2 percent of our students receive ESOL services, but in our elementary schools, that percentage jumps to 22.5 percent.

Throughout, our staff and community have maintained their commitment to our students and to the strategies outlined in *Our Call to Action*. As a result, the academic performance of MCPS students has remained very high on local, state and national assessments. For instance, in the span of five years, the percentage of kindergarten students reading above grade level has increased from 56 percent to 73 percent and we have seen strong gains among all groups of students. In high school, our students continue to dramatically outperform students in the state of Maryland and the country on important national assessments, such as the SAT, ACT and Advanced Placement (AP) exams. Significant growth in these areas has been realized for our Black or African American and Hispanic/Latino students. In 2011, the number of AP exams taken by Black or African American and Hispanic/Latino students increased 3 percent and 12 percent in one year, respectively, and the percentage of those test takers earning a college-ready score jumped 7 percent for both groups.

While noting these successes, we must continue to confront the reality that there are gaps in performance among our students. There also is too much variance in the quality of teaching and learning from school to school and even classroom to classroom. These gaps and variances have been the topic of much discussion over the past several months, as we have spoken to community members, staff and students.

To ensure that we are remaining strong in our commitment to provide every student an outstanding education, we must remain strong in our commitment to *Our Call to Action*, and take the time to monitor our performance. The Annual Report on our strategic plan provides us with a comprehensive snapshot of our district and our progress toward our vision and goals. The Board and the leadership of MCPS will use these data to inform our conversations about what changes we must make to better serve our staff, students and our citizens. It is our hope that the MCPS community will use this report to hold us accountable for that work in the coming year.

Respectfully submitted,


Shirley Brandman
President, Board of Education



Joshua P. Starr, Ed.D.
Superintendent of Schools

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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 July 2011, 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 eighth 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.

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.

Goal 1, *Ensure Success for Every Student*, focuses on the achievement of both individual and groups of students. The percentage of elementary school students earning an advanced score on the Maryland School Assessment (MSA)


continued to increase for both reading and mathematics, and while the number of middle school students earning an advanced score declined slightly, there also was a decline in the number of students scoring at the basic proficiency level. Following several years of flat performance, Grade 11 Algebra 2 or higher-level mathematics completion by all students has increased by nearly 6.0 percentage points, with high rates of increase among Asian, Black or African American, Hispanic/Latino, and White students. MCPS students continue to set the bar high with a graduation rate of 88.9 percent, well above the Maryland target of 81.5 percent.

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. In 2011, 91.6 percent of kindergarten students were reading at or above the benchmark. More than 80.0 percent of high school students were enrolled in at least one honors, AP, or IB course; and more than half of 2011 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 40,000 parents participated in more than 1,100 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 2,200 parents and community members served on 104 advisory groups, to help identify and prioritize needs and issues, and to provide valuable stakeholder feedback. Beginning with the 2011–2012 school year, Goal 3 has been revised to align with the National Standards for Family-School Partnerships.

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. Almost 400 novice and underperforming teachers received intensive support and guidance from consulting teachers. Among school administrators, 100 percent of new principals and principal interns met standard. Among the 79 supporting services employees referred to the performance improvement process, 76 were retained and 3 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 the business and financial operations of the school system. MCPS continues 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.

MCPS is preparing students for college and career beginning in kindergarten and the Seven Keys to College and Career Readiness are the heart of the school system’s work. The Seven Keys are integrated into the MCPS strategic plan and can be found in this Annual Report. Seven Keys data points are identified by a symbol  and are found on the following pages of this report:

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.

	Key	Goal	Data Point	Page
	Advanced Reading K–2	2	MCPS Assessment in Primary Reading	37
	Advanced Reading K–2	2	TerraNova 2 in Grade 2	35
	Advanced Reading MSA	1	Maryland School Assessments (MSA)	2
	Advanced Math by Grade 5	2	Advanced Mathematics in Grade 5 Proficiency	42
	Algebra 1 by Grade 8	1	Algebra Completion with a “C” or Higher by the End of Grade 8	11
	Algebra 2 by Grade 11	1	Algebra 2 Completion with a “C” or Higher by the End of Grade 11	14
	3 on AP, 4 on IB	2	AP/IB Exams Participation and Performance	45
	1650 SAT, 24 ACT	1	SAT/ACT Participation and Performance	16

Changes to the Reporting of Race and Ethnicity Data

MSDE required all Maryland school systems to begin using new race/ethnicity codes, consistent with federal requirements, effective with the 2010–2011 school year. The federal government developed these new race categories in order to provide a more accurate picture of the nation’s ethnic and racial diversity. The new codes, described below, enable individuals to be identified by ethnic and racial classification in more than one category if they so choose. In the past, codes allowed individuals to be identified by only one racial category.

New Race Codes	Abbreviation
American Indian or Alaskan Native	AM
Asian	AS
Black or African American	BL
Hispanic/Latino	HI
Native Hawaiian or Other Pacific Islander	PI
White	WH
Two or More Races	MU*

*MSDE uses MU, an abbreviation for the term “multiple races,” to represent the Two or More Races category.

There are four major changes in the way that ethnicity and race data will be collected:

- There is now a two-part question on ethnicity and race. This allows individuals to report their heritage more accurately.
- The term “Hispanic” has been changed to “Hispanic or Latino.”
- The racial category “Asian or Pacific Islander” has been separated into two new categories—“Asian” and “Native Hawaiian or Other Pacific Islander.”
- Individuals are able to select one or more races from the five racial groups.

Due to small group size, data for American Indian or Alaskan Native students and Native Hawaiian and Other Pacific Islander students are not shown separately, but they are included in totals.

As a result of these changes, Annual Report data points have a new baseline year, 2010. Additional information about new race/ethnicity codes is available at <http://www.montgomeryschoolsmd.org/info/ethnicityrace/>.

Data Point Modifications

Starting in 2011, the methods for calculating seven data points reported in the Annual Report changed as follows:

- *Graduation Rate* and *Dropout Rate* changed in response to changes in data provided to MCPS by the Maryland State Department of Education.
- *SAT/ACT Participation and Performance* changed as a result of a decision by the College Board to update its definition of “graduates.” The College Board administers the SAT and the PSAT.
- *PSAT Participation* changed as a result of the revision of the MCPS regulation regarding credit attainment, limiting the available data to 2011 only.
- *Algebra 1/Geometry* changed to define successful completion as attaining at least a C in the course, instead of a D, which was the threshold in prior years.
- *Algebra 2*, a new data point, utilizes the same definition of successful completion as *Algebra 1/Geometry*.
- *AP/IB Exam Participation and Performance* changed to align the definition of graduates with the definition of graduates used by the College Board.

Methods for calculating specific data points must be updated periodically to provide increasingly meaningful data. Upon critical analysis, benchmarks are raised, definitions are updated, or criteria for including or excluding students from a data point are sharpened to shed additional focus on areas requiring further 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
<p>M All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.</p>	<ul style="list-style-type: none"> ★ Maryland School Assessments (MSA), p. 2 ★ High School Final Exams, p. 9 ★ English Proficiency Assessments for ESOL students (Language Assessment System Links), p. 10 ★ High School Assessments (HSA), p. 24
<p>M All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.</p>	<ul style="list-style-type: none"> ★ Algebra Successful Course Completion with a “C” or higher by the End of Grade 8, p. 11 ★ Algebra Successful Course Completion with a “C” or higher by the End of Grade 9, p. 12 ★ Geometry Successful Course Completion with a “C” or higher by the End of Grade 10, p. 13
<p>M All students will successfully complete Algebra 2 by the end of Grade 11.</p>	<ul style="list-style-type: none"> ★ Algebra 2 Completion with a “C” or higher by the end of Grade 11, p. 14
<p>M All schools will increase participation and performance of all students taking the SAT/ACT.</p>	<ul style="list-style-type: none"> ★ SAT/ACT Participation and Performance, p. 16 ★ PSAT Participation, p. 19
<p>M All schools will eliminate the disproportionate suspension rate of African American and Hispanic students, and students receiving special education services.</p>	<ul style="list-style-type: none"> ★ Suspension Data, p. 20
<p>M All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p>	<ul style="list-style-type: none"> ★ Student, Parent, and Staff Survey Results, p. 22
<p>M All schools will meet or exceed the state’s graduation requirements.</p>	<ul style="list-style-type: none"> ★ Graduation Rate, p. 23 ★ High School Assessments (HSA), p. 24 ★ Dropout Rate, p. 28 ★ Ineligibility for Extracurricular Activities, p. 29
<p>M All graduates will be prepared for postsecondary education and employment.</p>	<ul style="list-style-type: none"> ★ University System of Maryland Requirements, p. 31 ★ Completion of Career and Technology Education Program, p. 31

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

**DATA ★ POINT**

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 Assessment (MSA) in 2003 to assess elementary and middle school students and the High School Assessment (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 AMOs for the MSA and HSA were 95.0 percent for all students and subgroups. The proficiency AMOs reflect targets for the percentage of students who score proficient or advanced (performance levels include basic, proficient, and advanced) on the MSA or HSA. Each year MSDE sets progressively higher proficiency AMOs based on each school's grade-level structure (e.g., K-2, K-5, 6-8, 9-12, K-12).

To evaluate whether a student subgroup met the AYP proficiency target, MSDE uses a confidence interval around the AMOs that reflects the margin of error for measuring the percentage of proficient students. Thus, groups with a percentage of proficient students at or above the lower band of the confidence interval will meet the AYP proficiency target. Student subgroups with percentages of proficient students below the confidence interval may be eligible to use the safe harbor option to meet AYP proficiency. The safe harbor option allows a subgroup to meet the AYP proficiency target if the subgroup shows improvement as measured by a 10 percent decrease in the percentage of students achieving below the proficient level from the prior year. The safe harbor option is available only to subgroups of a school which a) meets all proficiency targets in the aggregate, b) meets the participation target in the aggregate and for each subgroup, and c) meets the attendance or graduation rate target for the aggregate and for the subgroup that did not meet the AYP proficiency target via the confidence interval. 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 only include students receiving services at the time of the assessment.

District AYP Proficiency Rates—Elementary School

MSDE calculates elementary school AYP proficiency rates in reading and mathematics for the district overall as well as for individual schools. The 2011 AMOs for elementary proficiency rates were 85.9 percent for reading and 84.5 percent for mathematics. Figure A-1 provides information on elementary AYP proficiency rates for the district in 2011. Figures A-2 and A-3 provide district-level trend data on AYP proficiency rates for reading and mathematics from 2010 to 2011 for students overall and for special service groups: special education, LEP, and Free and Reduced-price Meals System (FARMS) services.

Figure A-1 shows the percentages of all students and student subgroups who met the reading or mathematics AYP targets in 2011. In 2011, elementary school students overall, and all subgroups of students met the AYP target for reading (Figure A-1). Students overall, Asian students, White students, and students identified as Two or More Races met the AYP target for mathematics.

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

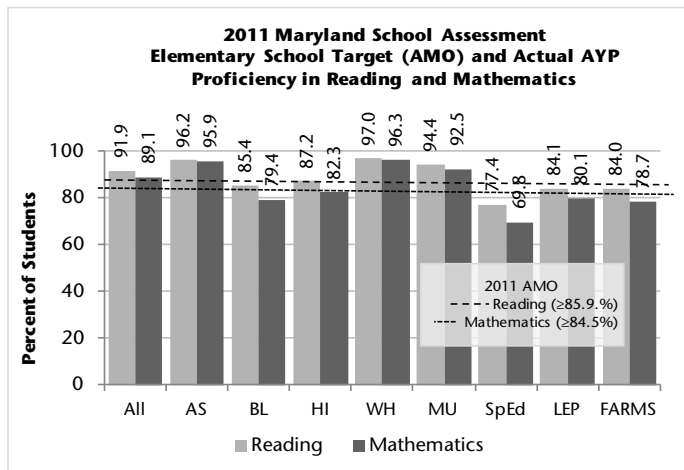
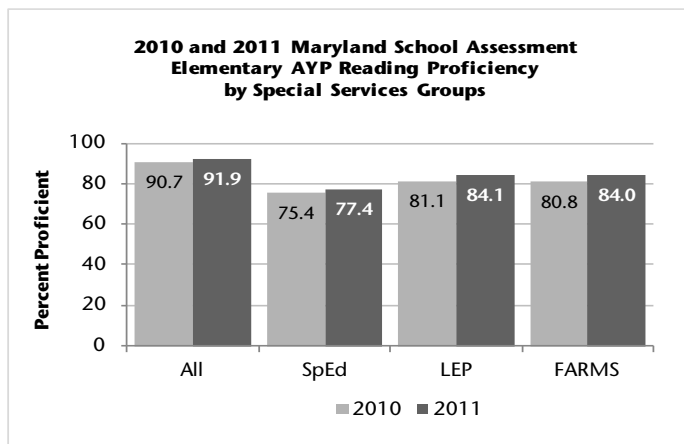


Figure A-2 shows the percentage of elementary students overall and students in service subgroups who earned a proficient or advanced score in reading from 2010 to 2011. From 2010 to 2011, the percentage of elementary school students earning a proficient or advanced score in reading increased for all service subgroups. Trend data indicate that from 2010 to 2011, students in the LEP subgroup achieved gains of 3.0 percentage points, students in the special education subgroup achieved gains of 2.0 percentage points, and students in the FARMS subgroup attained gains of 3.2 percentage points (Figure A-2). Each of the special service subgroups outpaced the gains achieved by students overall (1.2 percentage points) from 2010 to 2011.

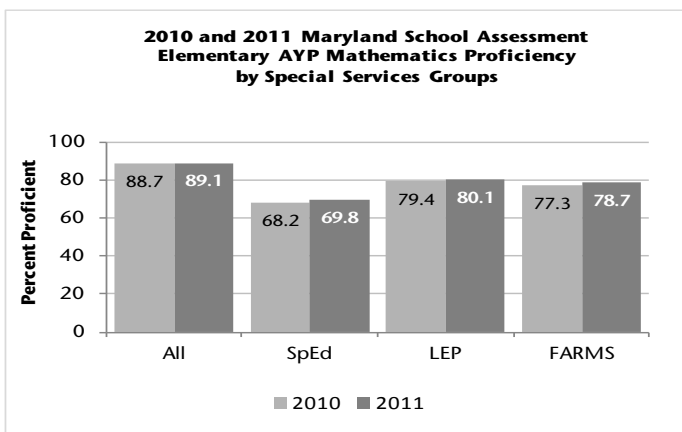
Figure A-2



The percentage of students earning a proficient or advanced score in mathematics also increased for all students and students in special service subgroups from 2010 to 2011. From 2010 to 2011, students in the special education subgroup made the greatest gains (1.6 percentage points), followed by

students receiving FARMS services (1.4 percentage points) and students in the LEP subgroup (0.7 percentage points). Each of the special services subgroups outpaced the gains made by students overall from 2010 to 2011 (Figure A-3).

Figure A-3



District AYP Proficiency Rates—Middle School

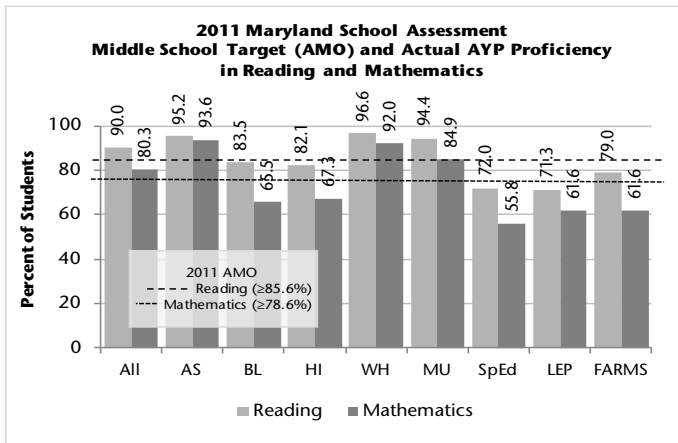
As with elementary schools, MSDE calculates middle school AYP proficiency rates for the district overall, as well as for individual middle schools. The 2011 AMOs for middle school (Grades 6–8) proficiency rates were 85.6 percent for reading and 78.6 percent for mathematics. Figure A-4 provides information on middle school student AYP proficiency rates for the district in 2011. Figures A-5 and A-6 provide district-level trend data on AYP proficiency rates for reading and mathematics from 2010 to 2011 for students overall and for students in special service subgroups.

In 2011, middle school students overall, Asian students, Black or African American students, White students, students identified as Two or More Races, and students in the special education subgroup met the AYP proficiency target for reading. Middle school students overall, Asian students, White students, students identified as Two or More Races, and students in the LEP subgroup met the AYP proficiency target for mathematics (Figure A-4).

GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

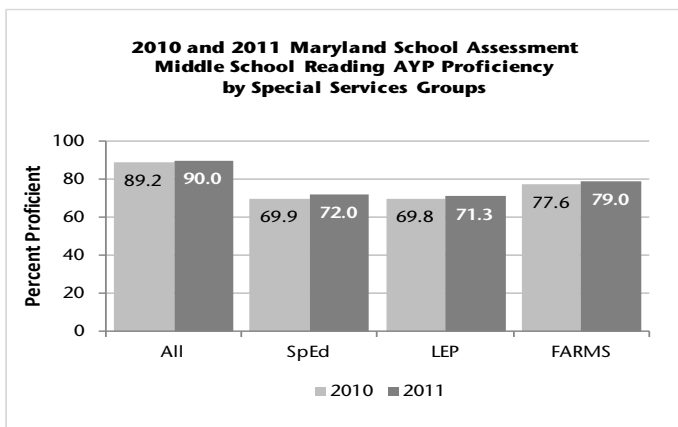
MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.

Figure A-4



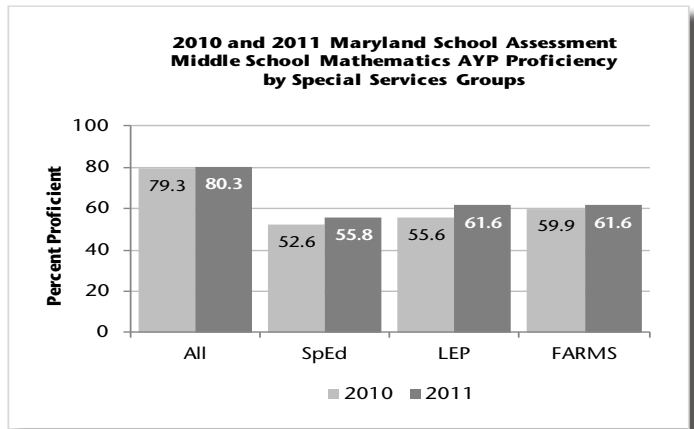
From 2010 to 2011, the percentage of middle school students earning a proficient or advanced score in reading increased for all special service subgroups. Proficiency rates for students in the special education subgroup increased by 2.1 percentage points, and rates for students in the LEP and FARMS subgroups increased by 1.5 and 1.4 percentage points, respectively. Each of the service subgroups outpaced the gains of students overall from 2010 to 2011 (0.8 percentage points) (Figure A-5).

Figure A-5



The percentage of middle school students earning a proficient or advanced score in mathematics increased for all service subgroups from 2010 to 2011. Proficiency rates for students in the LEP subgroup increased by 6.0 percentage points, and rates for students in the special education and FARMS subgroups increased by 3.2 and 1.7 percentage points, respectively. Each of the special service subgroups outpaced the gains of students overall from 2010 to 2011 (1.0 percentage point) (Figure A-6).

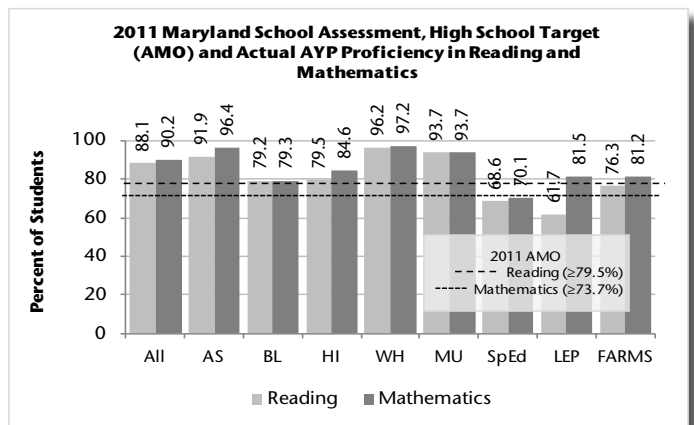
Figure A-6



District AYP Proficiency Rates—High School

At the high school level, the Algebra and English 10 HSAs, and the Alt-MSA are used to determine AYP calculations. AYP calculations include 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). Alt-MSA scores are included in AYP calculations for high school students in the year they took the assessment. The 2011 AMOs for high school proficiency rates were 79.5 percent for reading and 73.7 percent for mathematics. Students overall, Asian students, Black or African American students, Hispanic/Latino students, White students, students identified as Two or More Races, and students in the FARMS subgroups met the AYP proficiency target for reading. Students overall, Asian students, Black or African American students, Hispanic/Latino students, White students, students identified as Two or More Races, and students in the FARMS and LEP subgroups met the AYP proficiency target for mathematics (Figure A-7).

Figure A-7

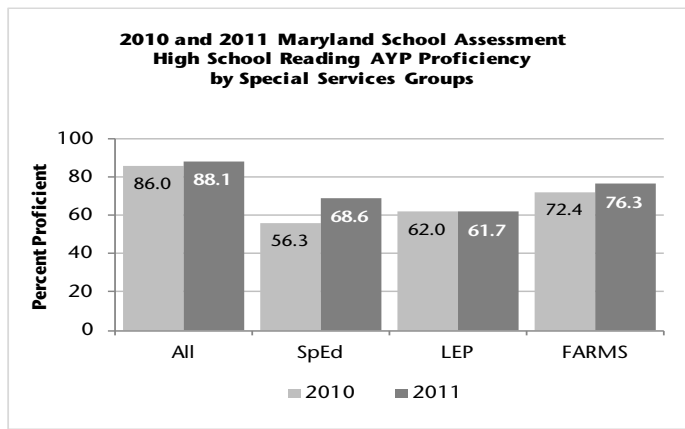


GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

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

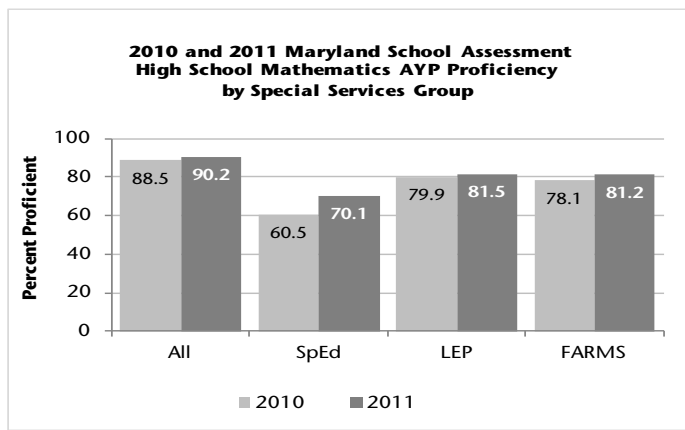
From 2010 to 2011, the percentage of high school students overall earning a proficient or advanced score in reading increased by 2.1 percentage points. Students in the special education subgroup demonstrated the greatest gains in proficiency rates, more than 12.0 percentage points. The FARMS subgroup achieved gains of 3.9 percentage points, while proficiency rates for the LEP subgroup declined slightly (-0.3 percentage points) (Figure A-8).

Figure A-8



The percentage of high school students overall earning a proficient or advanced score in mathematics increased by 1.7 percentage points from 2010 to 2011. Each of the special service subgroups outpaced the growth of the all students category. Proficiency rates for the special education subgroup increased by 9.6 percentage points, and rates for the the FARMS and LEP subgroups increased by 3.1 and 1.6 percentage points, respectively (Figure A-9).

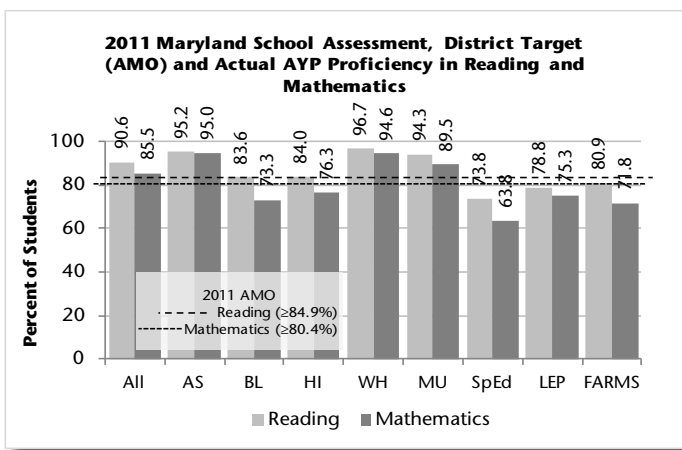
Figure A-9



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 2011 AMOs for proficiency rates were 84.9 percent for reading and 80.4 percent for mathematics, for students in Grades K-12. All students, Asian students, Hispanic/Latino students, White students, students identified as Two or More Races, and students in the FARMS subgroup met the AYP target for reading. All students, Asian students, White students, and students identified as Two or More Races met the AYP target for mathematics (Figure A-10).

Figure A-10



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 only include 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 in 2010 and 2011.

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-11 shows the percentages of Grade 3–5 students, by race and ethnicity, who performed at the advanced, proficient, and basic level in reading in 2011. In 2011, 43.4 percent of all students scored advanced in reading, and more than one half of Asian students, White students, and students identified as Two or More Races scored advanced in reading.

Figure A-11

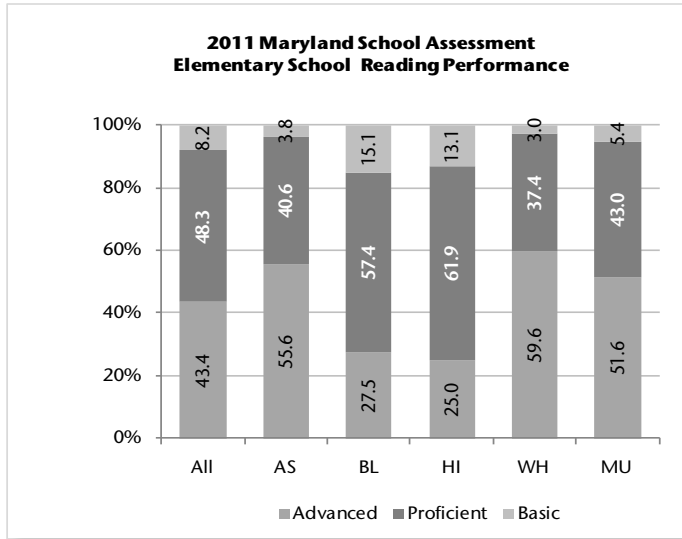


Figure A-12 shows trend data from 2010 to 2011 for students overall and for the special service subgroups. Trends from 2010 to 2011 show increases in the percentage of elementary school students earning advanced reading scores for the FARMS and special education subgroups (1.2 and 0.5 percentage points, respectively) (Figure A-12).

Figure A-12

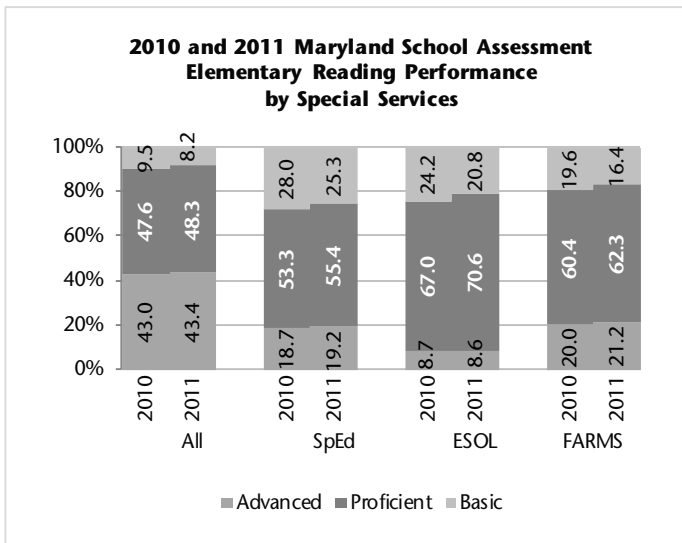
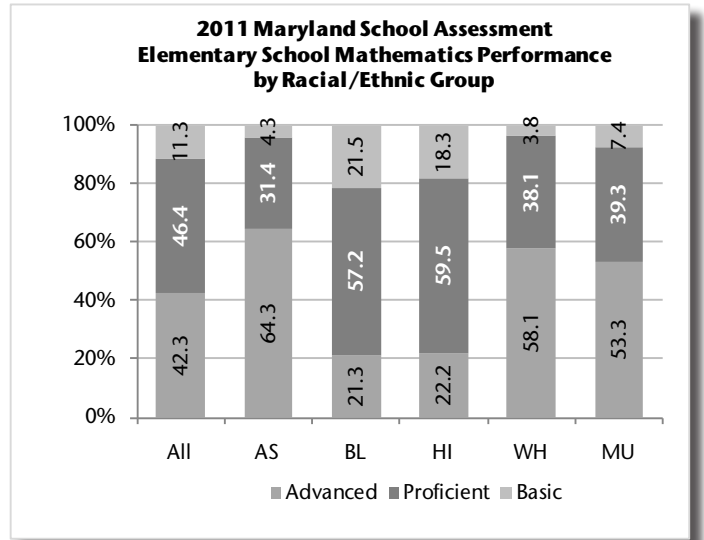


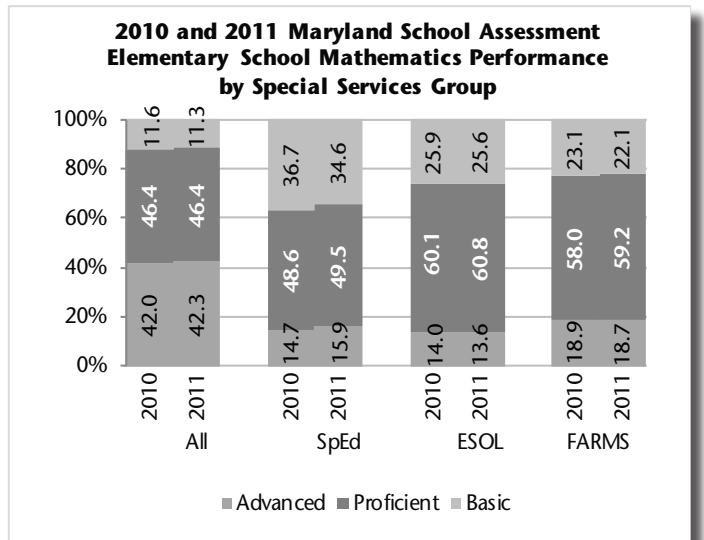
Figure A-13 shows the percentages of Grade 3–5 students, by race and ethnicity, who performed at the advanced, proficient, and basic level in math in 2011. In 2011, 42.3 percent of all students earned an advanced score in mathematics. More than one half of Asian students, White students, and students identified as Two or More Races scored advanced in mathematics (Figure A-13).

Figure A-13



From 2010 to 2011, the percentage of students in the special education subgroup achieving an advanced score in mathematics increased by 1.2 percentage points; advanced score rates for students in the ESOL and FARMS subgroups decreased slightly (-0.4 and -0.2 percentage points, respectively) (Figure A-14).

Figure A-14



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.

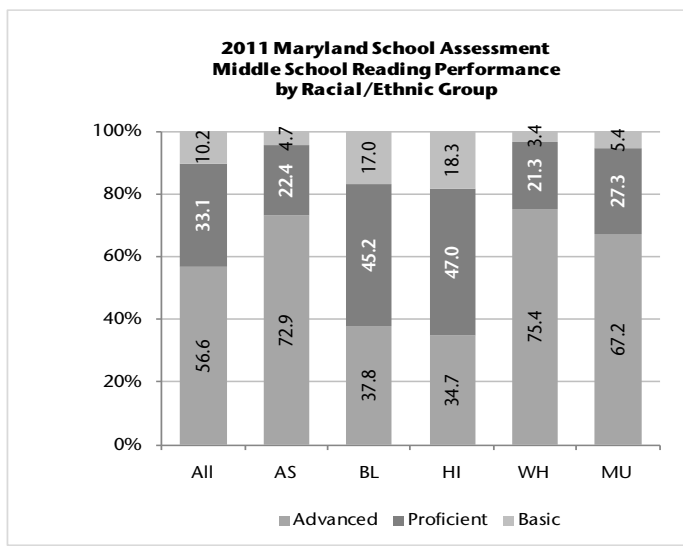
Middle School MSA Results

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 2010 and 2011.

Figure A-15 shows the percentages of middle school students, by race and ethnicity, who performed at the advanced, proficient, and basic level in reading in 2011. In 2011, 56.6 percent of all students scored advanced in reading, and more than 60.0 percent of Asian students, White students, and students identified as Two or More Races scored advanced in reading.

Figure A-15



From 2010 to 2011, the percentage of students in the special education subgroup earning an advanced score in reading increased by 1.2 percentage points, while the percentage of students in the FARMS and ESOL subgroups scoring advanced each decreased by 1.3 percentage points (Figure A-16).

Figure A-16

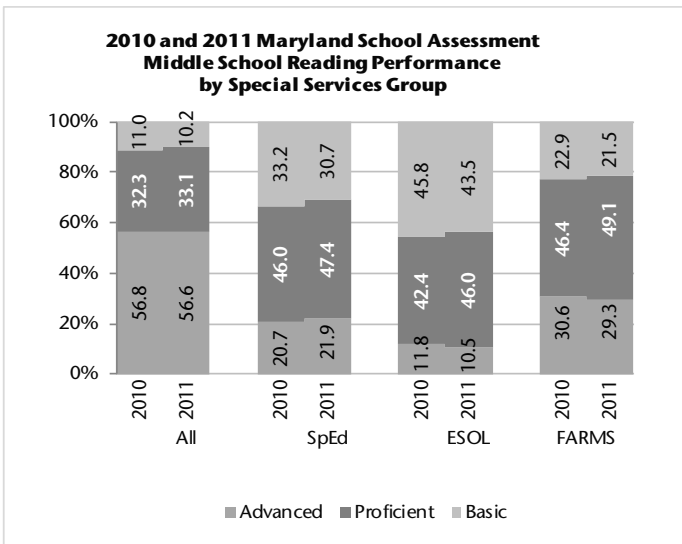
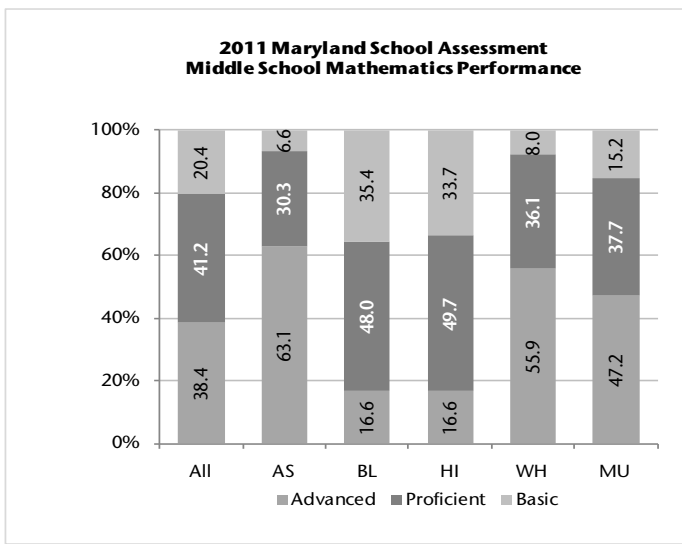


Figure A-17 shows the percentages of Grade 6–8 students, by race and ethnicity, who performed at the advanced, proficient, and basic level in mathematics in 2011. In 2011, 38.4 percent of all students earned an advanced score in mathematics. More than one half of Asian students and White students scored advanced in mathematics (Figure A-17).

Figure A-17

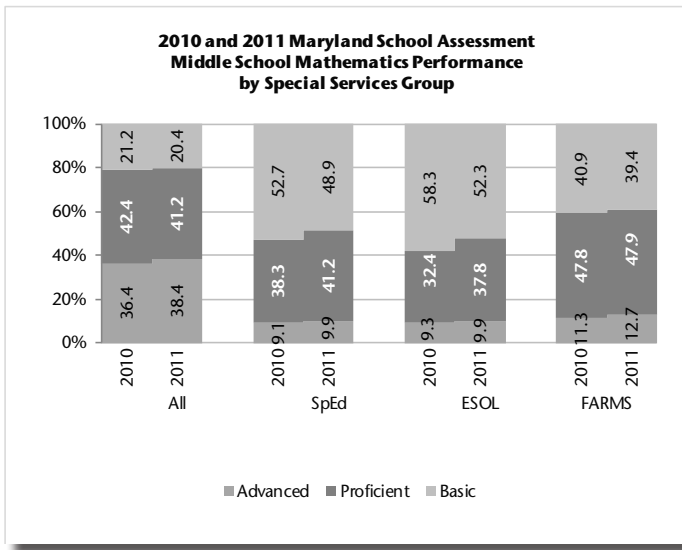


GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

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

From 2010 to 2011, the percentage of students attaining an advanced score in mathematics increased for students in the FARMS subgroup (1.4 percentage points), while the percentage of students in the special education or ESOL subgroups scoring advanced increased 0.8 and 0.6 percentage points, respectively (Figure A-18).

Figure A-18



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.

DATA ★ **POINT**

High School Final Exams

The MCPS Office of Curriculum and Instructional Programs produces semester A and semester B final 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) required for 2011 graduates. The examinations are administered at the end of each semester to all students enrolled in these courses and account for 25.0 percent of students' final semester course grades.

The MCPS final examinations have three primary purposes:

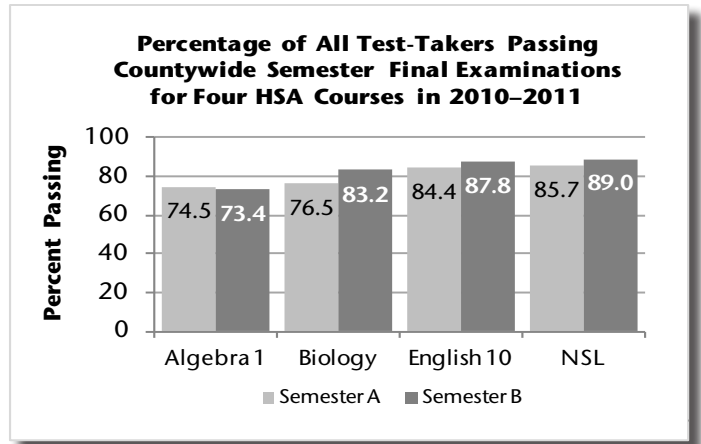
1. To provide a valid and uniform assessment of student attainment of learning outcomes
2. To allow meaningful comparisons of student groups
3. To better prepare students for high-stakes statewide assessments

Trend data for the final examinations are not included because the examinations are revised every year. Comparisons between years or between semesters are not valid because the examinations are not equated for difficulty between semester A examinations and semester B examinations, nor are they equated for difficulty between years. Results are reported for all students, including middle school students, who took one of the examinations (test takers) in either semester A or semester B of the 2010–2011 school year.

More than three quarters of all test takers passed the semester examinations in each course, except for Algebra 1 in which more than two thirds of all test takers passed the semester examinations. 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 2010–2011 final examinations were 74.5 percent in Algebra 1A, 76.5 percent in Biology A, 84.4 percent in English 10 A, and 85.7 percent in NSL A. For semester B courses, the percentages of all test takers who passed the final examinations were 73.4 percent in Algebra 1B, 83.2 percent in Biology B, 87.8 percent in English 10 B, and 89.0 percent in NSL B (Figure B-1).

Figure B-1



The performance by student groups on the final examinations varied considerably (Table B-1). Asian students, White students, and students identified as Two or More Races exceeded the overall MCPS percentage passing rate in all courses. Black or African American students and Hispanic/Latino 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

Percentage of Students Passing Countywide Semester Final Examinations for Four HSA Courses in 2011								
	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	74.5	73.4	76.5	83.2	84.4	87.8	85.7	89.0
Asian	91.9	91.4	91.8	94.8	93.8	95.8	91.9	95.5
Black or African American	61.1	59.2	61.8	69.8	73.3	78.9	78.8	81.5
Hispanic/Latino	59.8	56.2	60.0	70.5	74.4	78.2	75.7	80.4
White	89.3	89.8	91.2	95.2	94.7	96.2	94.1	96.3
Two or More Races	82.8	81.3	83.2	90.0	90.8	93.1	88.8	90.8
Male	71.2	70.6	75.4	80.9	80.7	85.2	84.3	86.8
Female	78.2	76.4	77.7	85.5	88.3	90.6	87.1	91.2
Special Education	44.0	41.1	50.1	58.9	60.5	68.3	68.7	73.5
ESOL	52.8	49.5	54.9	67.2	76.5	83.7	67.1	77.8
FARMS	56.6	54.7	57.4	66.1	71.3	74.2	74.0	77.4

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.

DATA ★ POINT

Language Assessment System Links

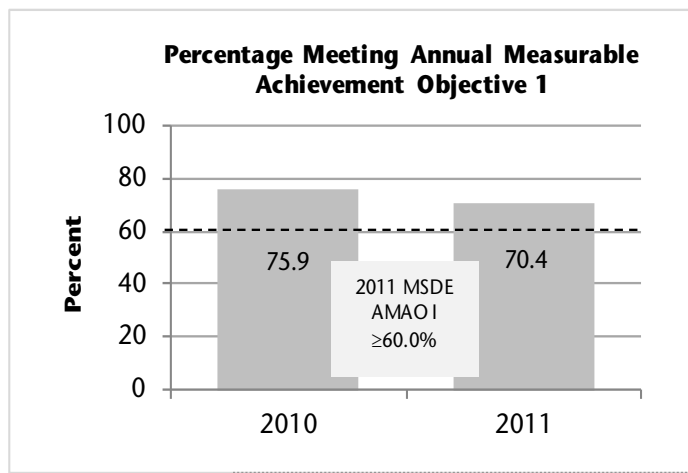
According to the federal *No Child Left Behind Act of 2001*, school districts that receive Title III funding are accountable for meeting Annual Measurable Achievement Objectives (AMAOs) for students with limited English proficiency. The state-mandated assessment for English language proficiency is the 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 they scored at proficiency level 5 (advanced) overall and received proficiency scores of 4 (high intermediate) or higher on all four LAS-Links subtests.

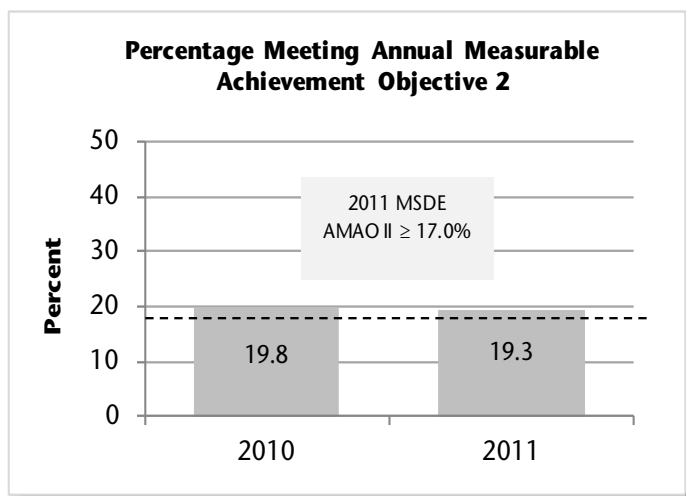
In order for a local school system to meet AMAO I in 2011, MSDE required 60.0 percent of students with limited English proficiency to demonstrate progress toward proficiency. In MCPS, 70.4 percent of students met this standard (Figure C-1).

Figure C-1



In order for a local school system to meet the AMAO II target in 2011, MSDE required at least 17.0 percent of students with limited English proficiency to attain proficiency. In MCPS, 19.3 percent of students met this standard (Figure C-2).

Figure C-2



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

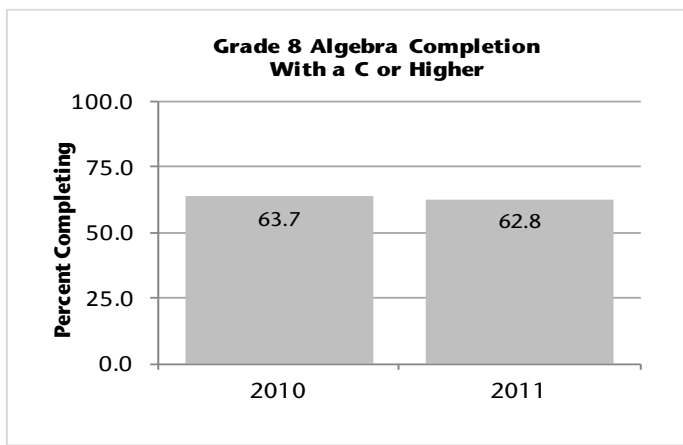
DATA POINT
Algebra and Geometry Completion

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.

Figure D-1 shows the rate of successful completion of Algebra 1 with a grade of C or higher by Grade 8. In prior years, Algebra 1 data were reported based on a rate of passing with a grade of D or higher. This year, 2010 and 2011 data are reported based on the successful completion of the course with a grade of C or higher. Between 2010 and 2011, the rate for successful completion of Algebra 1 by the end of Grade 8 at all middle schools decreased by 0.9 percentage points for all students (Figure D-1).

Figure D-1



For the 2010–2011 school year, 81.9 percent of Asian students, 44.7 percent of Black or African American students, 43.3 percent of Hispanic/Latino students, 79.4 percent of White students, and 68.1 percent of students identified as Two or More Races successfully completed Algebra 1 with a grade of C or higher by the end of Grade 8. Between 2010 and 2011, the completion rate increased by 0.9 percentage points for Black or African American students, remained steady for White students, but fell for students identified as Two or More Races (4.6 percentage points), Asian students (1.4 percentage points), and Hispanic/Latino students (1.2 percentage points) (Figure D-2).

Figure D-2

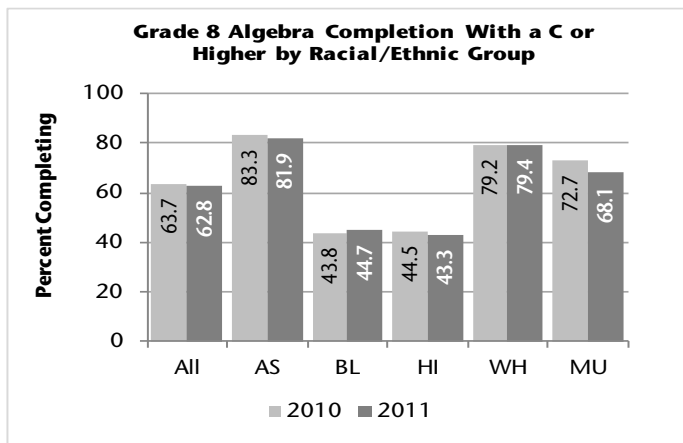
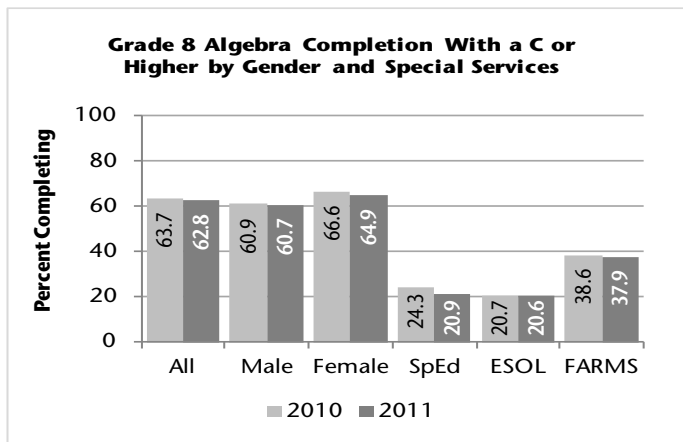


Figure D-3 shows the percentages of students by gender and service subgroups successfully completing Algebra 1 with a C or higher by the end of Grade 8. Successful completion of Algebra 1 with a C or higher by the end of Grade 8 remained steady for male students between 2010 and 2011, but fell 1.7 percentage points for female students. Among students receiving special services, successful completion rates for students receiving English for Speakers of Other Languages (ESOL) services and students receiving Free and Reduced-price Meals System (FARMS) services held steady between 2010 and 2011. The rate of students receiving special education services who completed Algebra 1 with a C or higher by the end of Grade 8 decreased by 3.4 percentage points between 2010 and 2011 (Figure D-3).

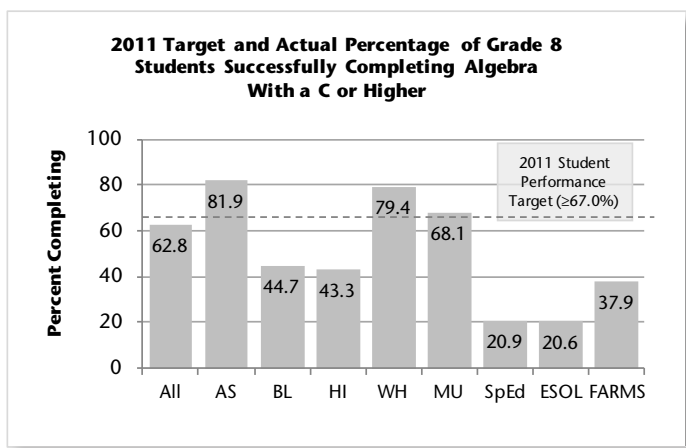
Figure D-3



Grade 8 Algebra 1: District Student Performance Targets

The 2011 district student performance target expected 67.0 percent of all Grade 8 students and all groups of Grade 8 students to successfully complete Algebra 1 with a C or higher by the end of Grade 8. During the 2010–2011 school year, Asian students, White students, and students identified as Two or More Races met the target. The completion rate for all students was below the target by approximately 4.0 percentage points (Figure D-4).

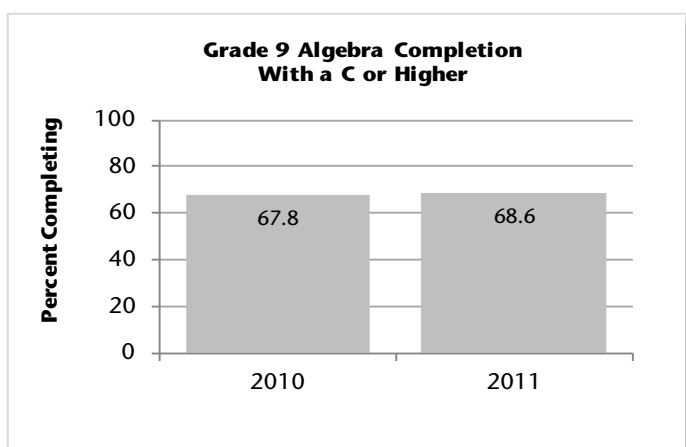
Figure D-4



Algebra Successful Course Completion by the End of Grade 9

Between 2010 and 2011, the rate for successful completion of Algebra 1 with a C or higher by the end of Grade 9 at all high schools increased by 0.8 percentage points for all students (Figure D-5).

Figure D-5



In 2011, 83.4 percent of Asian students, 52.2 percent of Black or African American students, 53.3 percent of Hispanic/Latino students, 85.0 percent of White students, and 78.2 percent of students identified as Two or More Races successfully completed Algebra 1 with a C or higher by the end of Grade 9. Between 2010 and 2011, completion rates increased 2.4 percentage points for White students, 1.8 percentage points for Hispanic/Latino students, and 0.9 percentage points for Black for African American students (Figure D-6).

Figure D-6

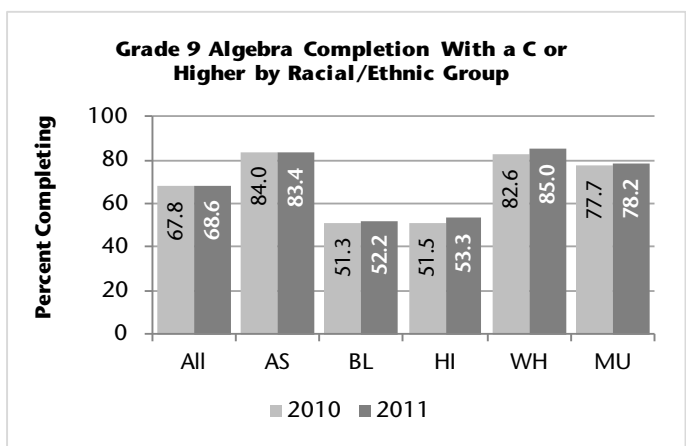


Figure D-7 shows the percentages of students in gender and service subgroups completing Algebra 1 with a C or higher by the end of Grade 9 for the 2009–2010 and 2010–2011 school years. In 2011, 72.9 percent of female and 64.7 percent of male students successfully completed Algebra 1 with a C or higher by the end of Grade 9. Among students receiving special services, 47.2 percent of students receiving FARMS services, 38.5 percent of students receiving special education services, and 31.8 percent of students receiving ESOL services completed Algebra 1 with a C or higher by the end of Grade 9 in 2011. Successful completion rates for Algebra 1 with a C or higher by the end of Grade 9 for students receiving special education services and students receiving ESOL services increased by 0.9 and 0.7 percentage points, respectively between 2010 and 2011 (Figure D-7).

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-7

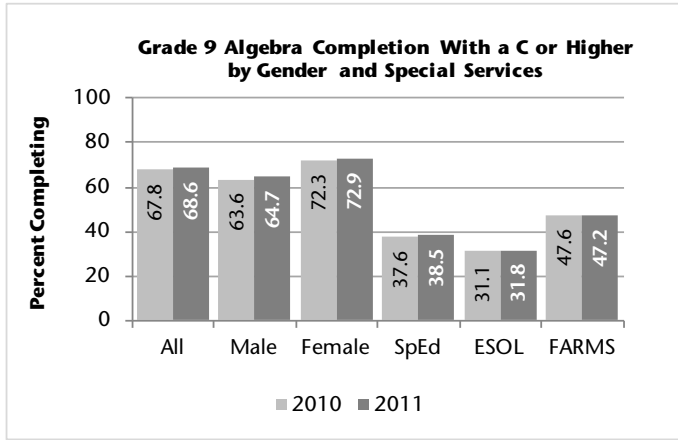
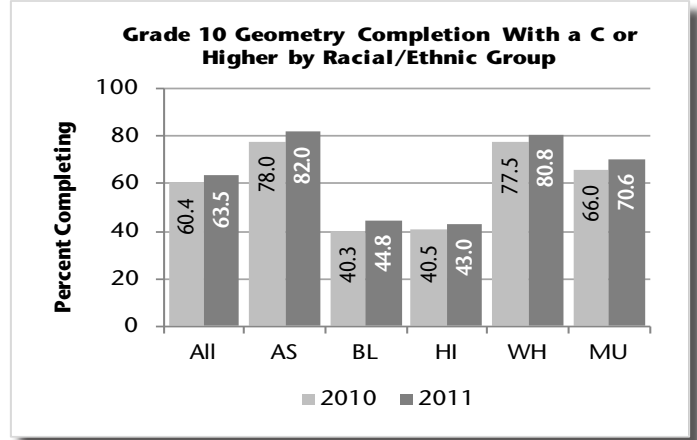


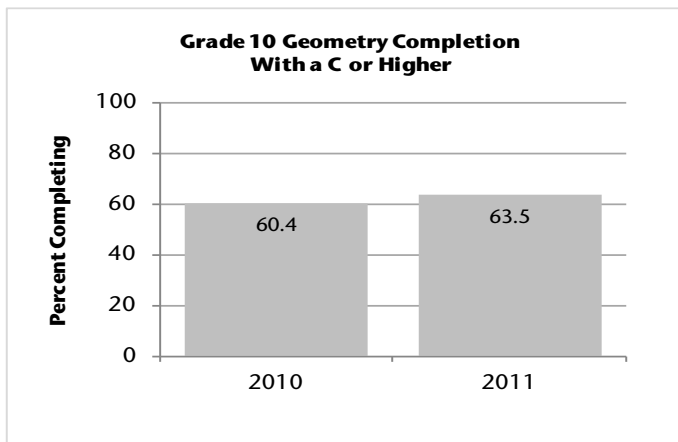
Figure D-9



Geometry Successful Course Completion by the End of Grade 10

Figure D-8 shows the rate of successful completion of Geometry with a grade of C or higher by the end of Grade 10. In prior years, data regarding Geometry were reported based on a rate of passing with a grade of D or higher. This year, 2010 and 2011 data are reported based on the successful completion of the course with a grade of C or higher. From 2010 to 2011, the rate for successful completion of geometry with a C or higher by the end of Grade 10 at all high schools increased by 3.1 percentage points for all students (Figure D-8).

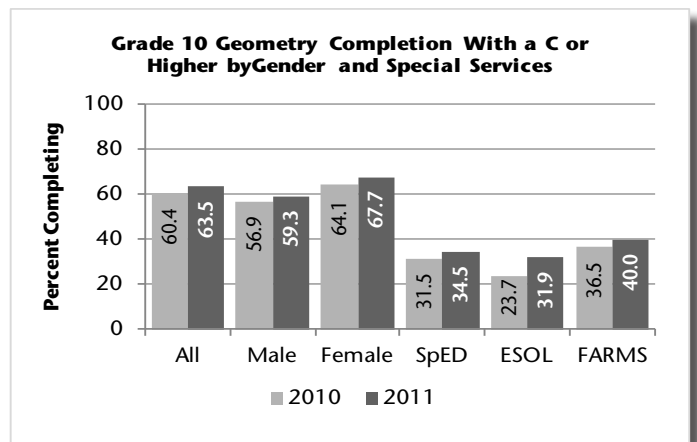
Figure D-8



For the 2010–2011 school year, 82.0 percent of Asian students, 44.8 percent of Black or African American students, 43.0 percent of Hispanic/Latino students, 80.8 percent of White students, and 70.6 percent of students identified as Two or More Races successfully completed Geometry with a C or higher by the end of Grade 10. Between 2010 and 2011, the completion rate increased for all racial/ethnic groups (Figure D-9).

Figure D-10 shows the percentages of students in gender and service subgroups completing Geometry with a C or higher by the end of Grade 10. In 2011, 67.7 percent of female students and 59.3 percent of male students successfully completed Geometry with a C or higher by the end of Grade 10. Among students receiving special services, 40.0 percent of students receiving FARMS services, 34.5 percent of students receiving special education services, and 31.9 percent of students receiving ESOL services successfully completed Geometry by the end of Grade 10. Male students, female students, and students in all three special service subgroups increased their completion rates for Geometry with a C or higher by the end of Grade 10. The largest increase (8.2 percentage points) occurred among students receiving ESOL services (Figure D-10).

Figure D-10



Milestone: All students will successfully complete Algebra 2 by the end of Grade 11.

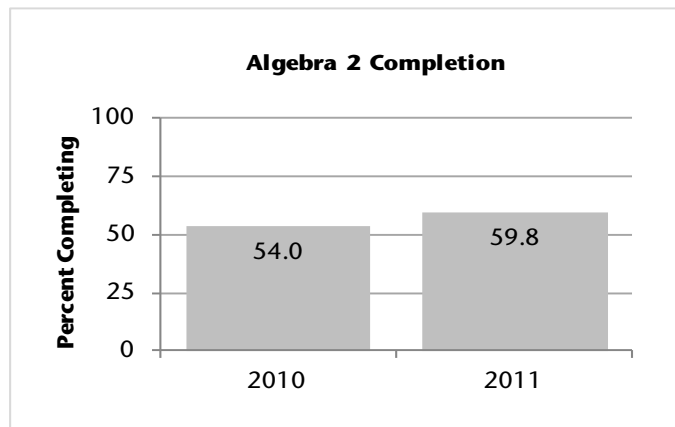
5 DATA POINT
Algebra 2 Completion

Algebra 2 Successful Course Completion by the End of Grade 11

In 2011, MCPS began to report students' completion of Algebra 2 by the end of Grade 11. Research, nationally and within MCPS, indicates that high school students who successfully complete Algebra 2 are less likely to need remediation upon entry to college and more likely to enroll in college, remain in college, and earn a bachelor's degree. Also, research studies have indicated a correlation between Algebra 2 content knowledge and the SAT mathematics section. More importantly, Algebra 2 is one of the required high school courses for college admission in the University System of Maryland and many other colleges.

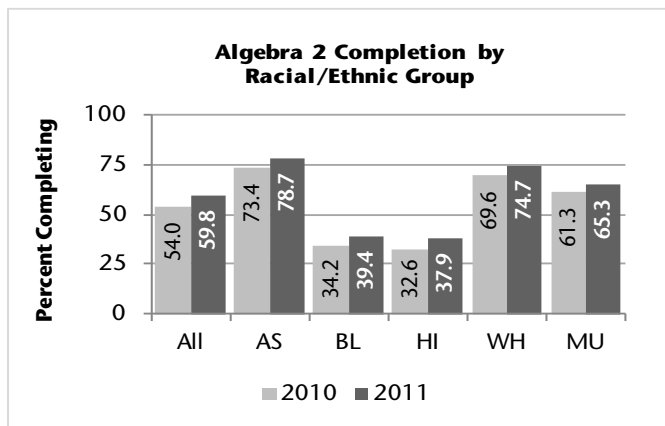
In 2011, 59.8 percent of MCPS students completed Algebra 2 with a course grade of C or higher by the end of Grade 11 (Figure E-1). From 2010 to 2011, the rate for successful completion of Algebra 2 by the end of Grade 11 at all high schools increased by 5.8 percentage points for all students.

Figure E-1



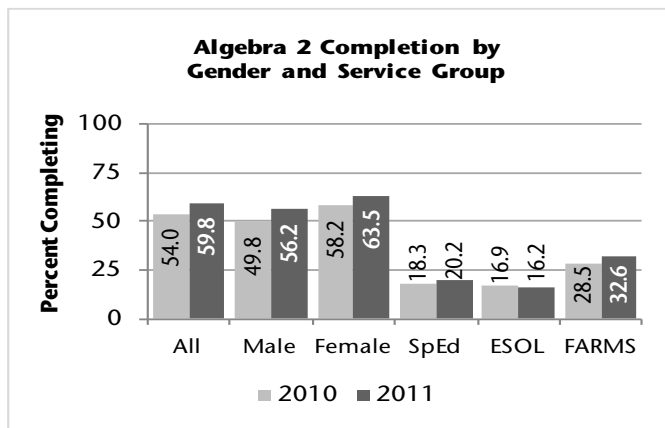
In 2011, 78.7 percent of Asian students, 39.4 percent of Black or African American students, 37.9 percent of Hispanic/Latino students, 74.7 percent of White students, and 65.3 percent of students identified as Two or More Races successfully completed Algebra 2 by the end of Grade 11 (Figure E-2). The 2011 completion rates for students in all racial/ethnic groups increased by more than 5.0 percentage points over 2010, except for students identified as Two or More Races who showed an increase of 4.0 percentage points.

Figure E-2



In 2011, the Algebra 2 completion rates for male and female students were 56.2 and 63.5 percent, respectively. Among students receiving special services, the 2011 completion rates were 32.6 percent for students receiving Free and Reduced-price Meals System (FARMS) services, 16.2 percent for students receiving English for Speakers of Other Languages (ESOL) services, and 20.2 percent for students receiving special education services (Figure E-3). The 2011 Algebra 2 completion rates for male and female students and for those who received special education or FARMS services were higher than their peers in 2010. The completion rate for students who received ESOL services in 2011 was slightly lower than the rate in 2010.

Figure E-3

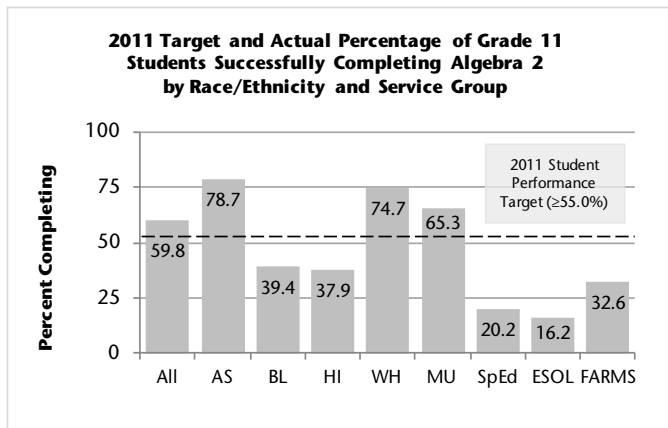


All students will successfully complete Algebra 2 by the end of Grade 11.

Grade 11 Algebra 2: District Student Performance Targets

The 2011 district student performance target expected 55.0 percent of all Grade 11 students and all groups of Grade 11 students to successfully complete Algebra 2. In 2011, the completion rates for all students, Asian students, White students, and students identified as Two or More Races met the target. The successful completion rates for Black or African American students, Hispanic/Latino students, and students who received special services were below the target (Figure E-4).

Figure E-4



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

DATA POINT

7

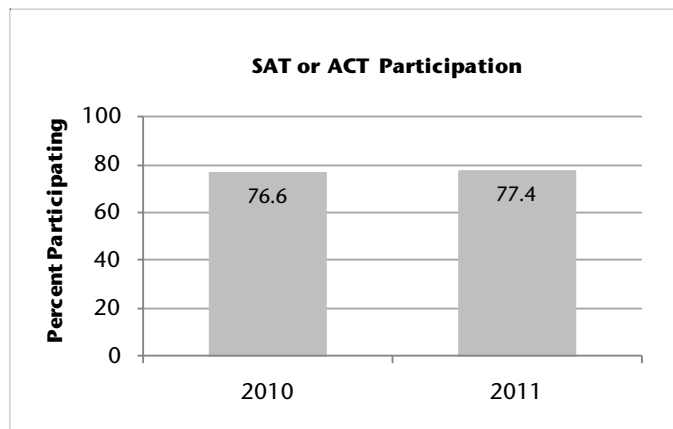
SAT/ACT Participation and Performance

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

SAT/ACT Participation

While the SAT has historically been the test most commonly taken by MCPS graduates in preparation for college applications, increasing numbers of MCPS graduates have taken the ACT over the past several years in addition to, or in lieu of, the SAT. For this reason, MCPS began to monitor participation in both tests. However there are important distinctions between the participation rate published in this report and rates published in previous years. Starting in 2011, the method MCPS used for calculating SAT/ACT participation changed in two ways. The College Board, which administers the SAT, changed its participation rules to include students who took the SAT after March 2011, because College Board findings indicated that more students were taking the SAT in May and June. Further, MCPS included all students graduating during the 2010–2011 school year, instead of just those students graduating in June. While the ACT is not administered by the College Board, MCPS used the same rules to calculate the ACT participation rate. Using the new calculation method to look back at participation rates from 2010 to 2011, the SAT/ACT participation rate increased from 76.6 percent in 2010 to 77.4 percent in 2011 (Figure F-1).

Figure F-1



Figures F-2 and F-3 show the participation rates for all graduates and subgroups of graduates. The highest participation rate was observed among Asian students (88.3%), while the lowest participation rate was among students receiving English for Speakers of Other Languages (ESOL) services (28.7%). Between 2010 and 2011, participation rates for all racial/ethnic groups increased, while the rate for students identified as Two or More Races decreased 1.1 percentage points (Figure F-2). The SAT/ACT participation rates for male and female students increased 1.1 and 0.3 percentage points, respectively, from 2010 to 2011 (Figure F-3). Among students receiving special services, the 2011 SAT/ACT participation rate for students receiving special education services was 3.2 percentage points higher than the 2010 rate. The 2011 SAT/ACT participation rates for students receiving ESOL services or Free and Reduced-price Meals System (FARMS) services were 0.5 and 1.7 percentage points higher, respectively, than the 2010 rates.

Figure F-2

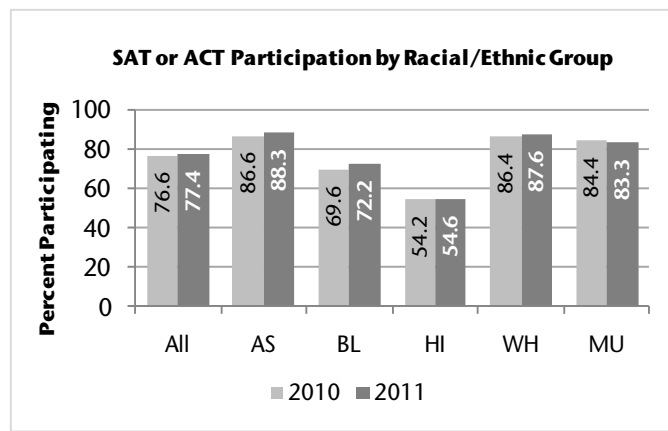
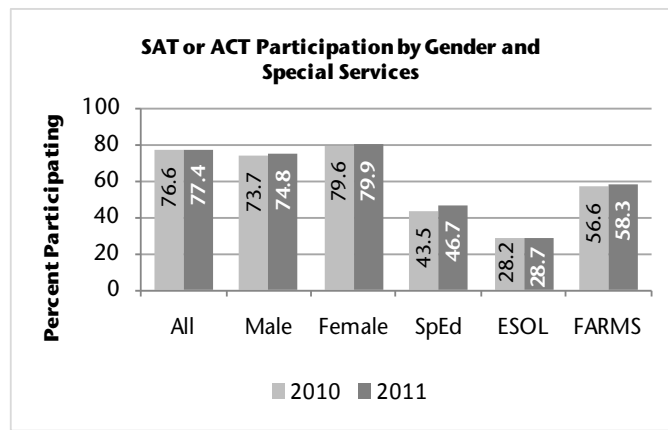


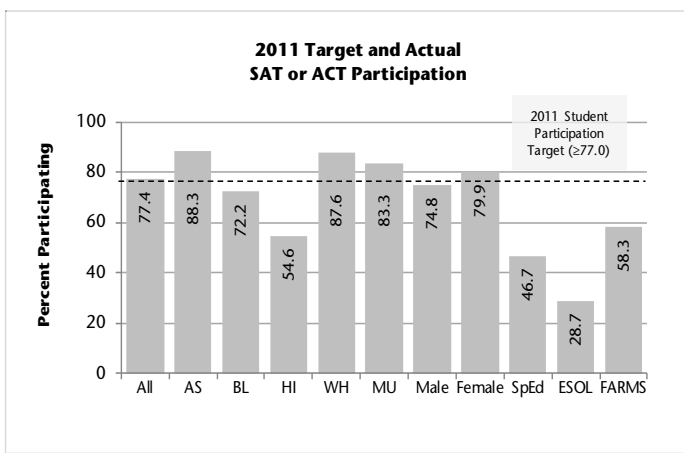
Figure F-3



District Student Participation Target

The 2011 district student participation target expected 77.0 percent of all graduates and all subgroups of graduates to participate in the SAT, the ACT, or both. While all students, Asian students, White students, students identified as Two or More Races, and female students met the target rate of participation, the target was not met by Black or African American students, Hispanic/Latino students, male students, nor was the target met by students who received special education, ESOL, or FARMS services (Figure F-4).

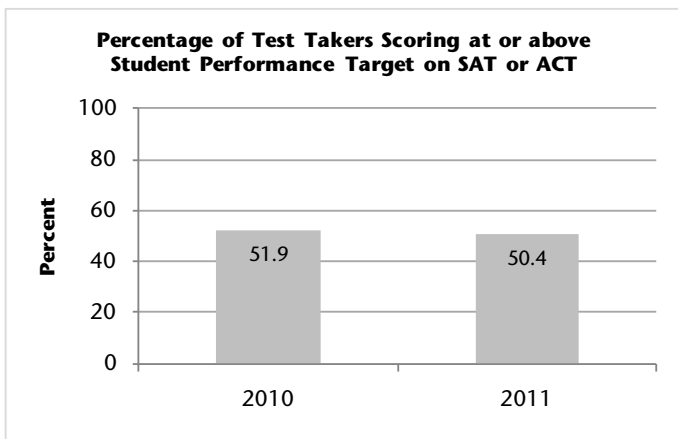
Figure F-4



SAT/ACT Performance

In 2011, the method MCPS used for calculating the performance rate changed from methods used in previous years in three ways: the calculation included ACT (not just the SAT); it considered the highest score in one test administration (not the score from the most recent test administration); and it included only those test takers graduating during the 2010–2011 school year (as opposed to all test takers during the school year). Figure F-5 shows the percentage of graduating test takers who scored at or above the Student Performance Target on either the SAT, the ACT, or both. The performance target for the SAT was a combined score of 1650 out of a possible 2400 points on the three subtests: critical reading, mathematics, and writing. The performance target for the ACT was a composite score of 24 out of a possible 36 points on the four subtests: English, mathematics, social science, and biology. Using the new calculation method, the SAT/ACT performance rate decreased from 51.9 percent in 2010 to 50.4 percent in 2011.

Figure F-5



District Student Performance Target

In 2011, the MCPS student performance target expected 62.0 percent of all graduates and all subgroups of graduates to score at least 1650 on the SAT or at least 24 on the ACT. Figure F-6 shows the percentage of all graduating test takers and graduating test takers in racial/ethnic subgroups scoring at or above the target in 2011. While Asian students and White students met the target rate of performance, the target was not met by all students, Black or African American students, Hispanic/Latino students, and students identified as Two or More Races (Figure F-6). Between 2010 and 2011, the target performance rates for Black or African American students, Hispanic/Latino students, and students identified as Two or More Races increased 0.3, 0.7, and 1.1 percentage points, respectively.

Figure F-6

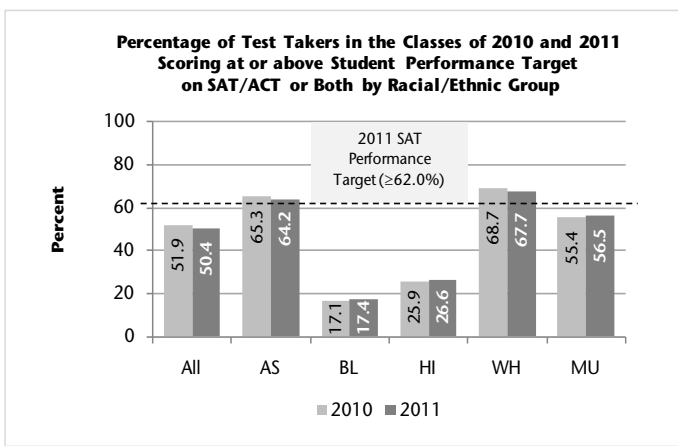
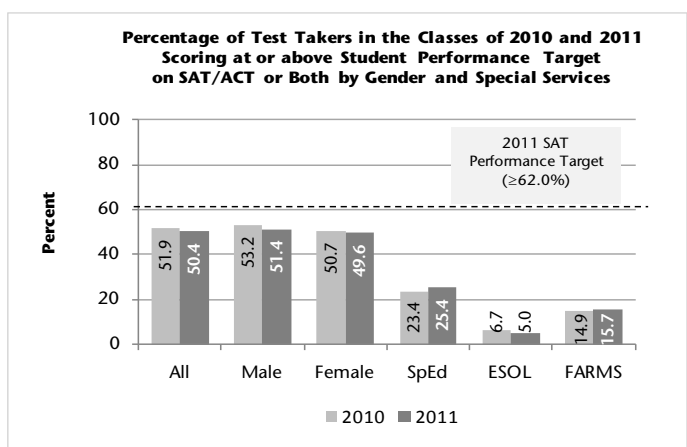


Figure F-7 shows the percentage of all graduating test takers and graduating test takers by gender and service subgroups scoring at or above the target during the 2011 school year. Neither male nor female students, nor students who received special education, ESOL, or FARMS services met the target performance rate (Figure F-7). The performance rates for male and female students, and students who received ESOL services decreased from 2010 to 2011. The performance rates for students receiving special education or FARMS services increased 2.0 and 0.8 percentage points, respectively, between 2010 and 2011.

Figure F-7



DATA ★ **POINT**

PSAT Participation

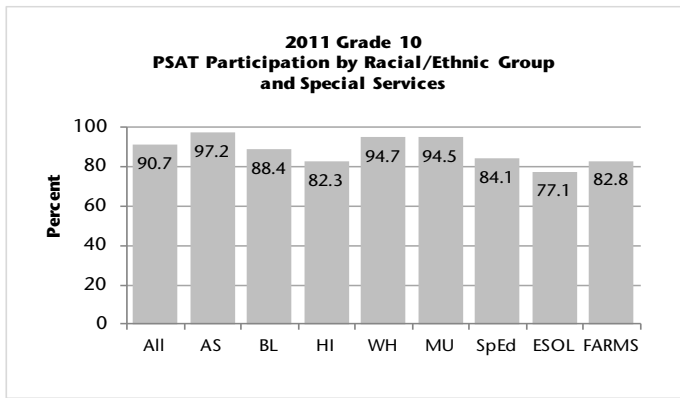
The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and the National Merit Scholarship Corporation. The goal of the PSAT/NMSQT is to measure skills in critical reading, mathematics, problem solving, and writing. Grade 11 PSAT results 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 self-selected or 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.

All eligible Grade 10 students are offered the opportunity to take the PSAT. In 2011, 90.7 percent of all eligible Grade 10 students participated in the PSAT. Of all student groups, the participation rate among Asian students was the highest (97.2%) followed by White students (94.7%) and students identified as Two or More Races (94.5%) (Figure G-1). The participation rates for Black or African American students and Hispanic/Latino students were 88.4 percent and 82.3 percent, respectively. The participation rate was below 85.0 percent for students receiving special education, English for Speakers of Other Languages, and Free and Reduced-price Meals System services.

Starting in 2011, the method MCPS used for calculating PSAT participation changed to align with revisions to MCPS Regulation JEB-RA, *Placement, Promotion, Acceleration, and Retention of Students*. Some students repeating Grade 10 as a result of the revision had PSAT scores from the prior year. Scores for Grade 10 repeaters who took the PSAT in the prior year but did not test the current year were included in the participation rate calculation. As a result, rates from years prior to 2010–2011 cannot be reconstructed and are not directly comparable to the current year.

Figure G-1



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

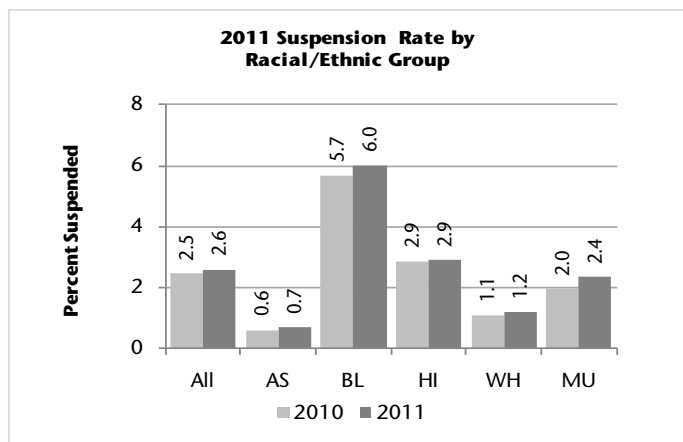
DATA ★ **POINT**

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 character education programs as well as model programs 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 Black or African American students, Hispanic/Latino 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 share best practices strategically.

In 2011, the suspension rate for all students was 2.6 percent, 0.7 percent for Asian students, 6.0 percent for Black or African American students, 2.9 percent for Hispanic/Latino students, 1.2 percent for White students, and 2.4 percent for students identified as Two or More Races. From 2010 to 2011, suspension rates for all students and students in all racial/ethnic groups held steady, rising no more than half of one percent (Figure H-1).

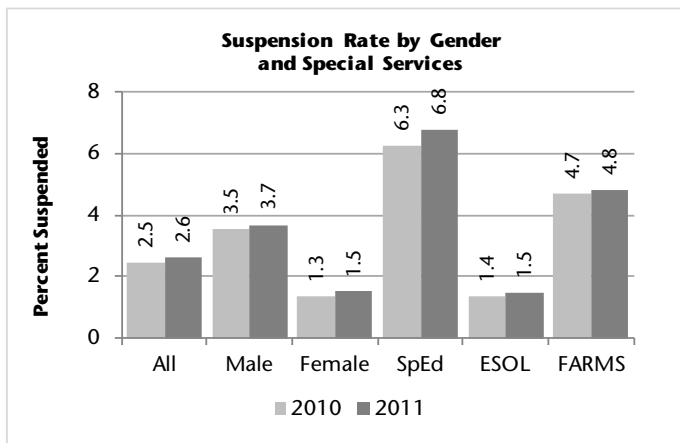
Figure H-1



During the 2010–2011 school year, male students were suspended at a higher rate than female students. Students who received special education services were suspended at a rate 4.2 percentage points higher than the rate for all students.

From 2010 to 2011, suspension rates for students of both genders and students receiving special services held steady, rising no more than 0.1 to 0.2 percentage points in all subgroups, except for special education which increased 0.5 percentage points (Figure H-2).

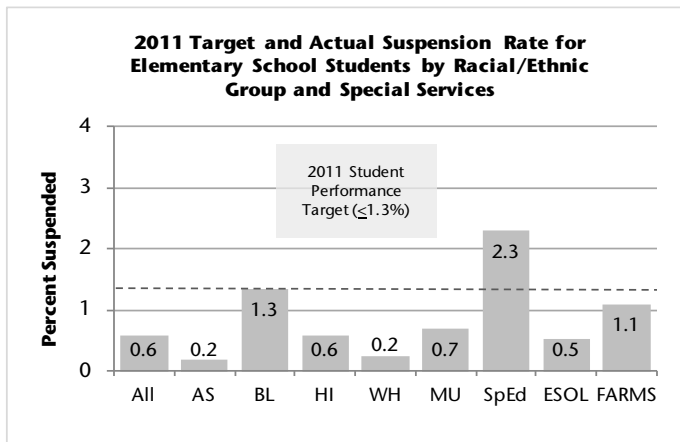
Figure H-2



Elementary School Suspension Rate: District Student Performance Target

The 2011 district target expected the suspension rate at elementary schools for all students and all groups of students to be at or below 1.3 percent. In 2011, the suspension rates for all students, Asian students, Black or African American students, Hispanic/Latino students, White students, students identified as Two or More Races, and students receiving English for Speakers of Other Languages (ESOL) or Free and Reduced-price Meals System (FARMS) services were at or below 1.3 percent (Figure H-3). The suspension rate for students receiving special education services (2.3%) exceeded the district elementary school target.

Figure H-3



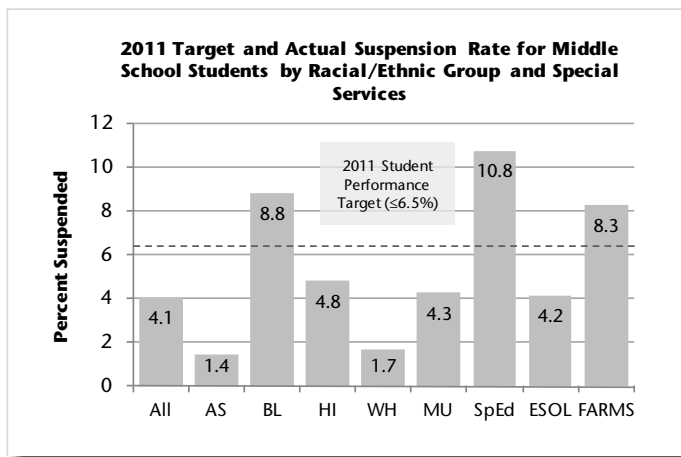
GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

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

Middle School Suspension Rate: District Student Performance Target

The 2011 district student performance target expected the suspension rate at middle schools for all students and student groups to be at or below 6.5 percent. During the 2010–2011 school year, the suspension rates for all students, Asian students, Hispanic/Latino students, White students, students identified as Two or More Races, and students receiving ESOL services were at or below 6.5 percent (Figure H-4). The suspension rates for Black or African American students (8.8%) and students receiving special education (10.8%) and FARMS (8.3%) services exceeded the district middle school target.

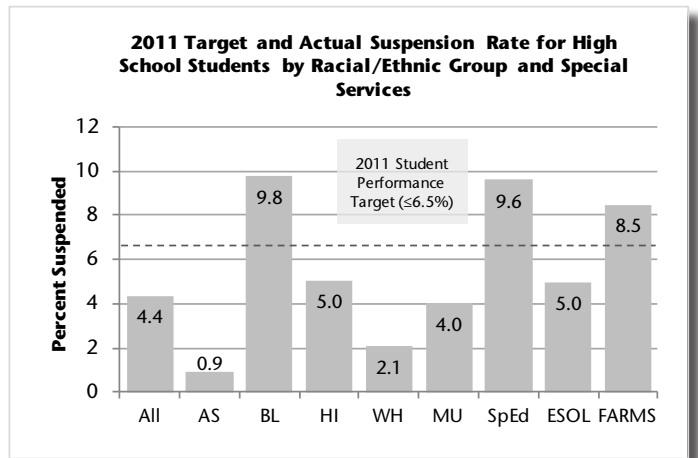
Figure H-4



High School Suspension Rate: District Student Performance Target

The 2011 district student performance target expected the suspension rate at high schools for all students and student groups to be at or below 6.5 percent. During the 2010–2011 school year, the suspension rates at high schools for all students, Asian students, Hispanic/Latino students, White students, students identified as Two or More Races, and students receiving ESOL services were below 6.5 percent (Figure H-5). The suspension rates for Black or African American students (9.8%) and students receiving special education (9.6%) and FARMS (8.5%) services exceeded the district high school target.

Figure H-5



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.” Elementary school students’ perceptions of feeling safe at school held steady at a high level of about 90.0 percent between 2006 and 2011 (Table I-1). Over the same time period, agreement with the statement increased 4.5 and 4.0 percentage points, respectively, among middle and high school students. From 2010 to 2011, the agreement level increased two or three percentage points for all three school levels, after a smaller decrease in agreement from 2009 to 2010. Since 2006, elementary school students have been more likely to respond positively to the school safety statement, compared to middle and high school students.

Table I-1

Student Perception of School Safety—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	90.2	89.6	88.2	90.3
Middle Schools	77.7	80.8	78.8	82.2
High Schools	74.9	78.0	77.0	78.9

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, almost unchanged from 96.6 percent in 2006 to 96.8 percent in 2011 (Table I-2). Positive responses of parents of high school students also held steady at about 90.0 percent and for parents of middle school students increased 3.6 percentage points from 2006 to 2011. The percentage of parents agreeing with the statement remained the same at 96.8 percent from 2010 to 2011 for parents of elementary students, after a slight increase of 0.7 percentage points from 2009 to 2010. Similarly, perceptions of safety among parents of middle school students remained high, increasing slightly from 92.1 to 92.8 percent from 2010 to 2011. Perceptions of safety among parents of high school

students held steady at about 89.0 percent from 2006 to 2011. Since 2006, parents of elementary students have been more likely to respond positively to the school safety statement, compared to parents of middle and high school students.

Table I-2

Parent Perception of School Safety—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	96.6	96.1	96.8	96.8
Middle Schools	89.2	89.5	92.1	92.8
High Schools	89.2	87.4	91.5	89.7

Question Wording: Parents: “My child feels safe at school.”

School staff members responding to the SSE were asked to indicate their agreement with the statement, “This school is a safe place to work.” Between 2006 and 2011, elementary school staff members reported consistently high levels of agreement with the statement, increasing 1.7 percentage points from 95.3 percent in 2006 to 97.0 percent in 2011 (Table I-3). Middle school staff members’ agreement with the statement remained high, fluctuating between 2006 and 2011, but increasing 2.3 percentage points from 88.1 percent in 2006 to 90.4 percent in 2011. High school staff members’ perceptions of safety increased 9.0 percentage points over the same time period. Since 2006, elementary school staff members have been more likely to respond positively to the school safety statement, compared to middle and high school staff members.

Table I-3

Staff Perception of School Safety—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	95.3	96.5	97.3	97.0
Middle Schools	88.1	94.1	92.3	90.4
High Schools	82.4	89.7	91.6	91.4

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

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

DATA ★ POINT

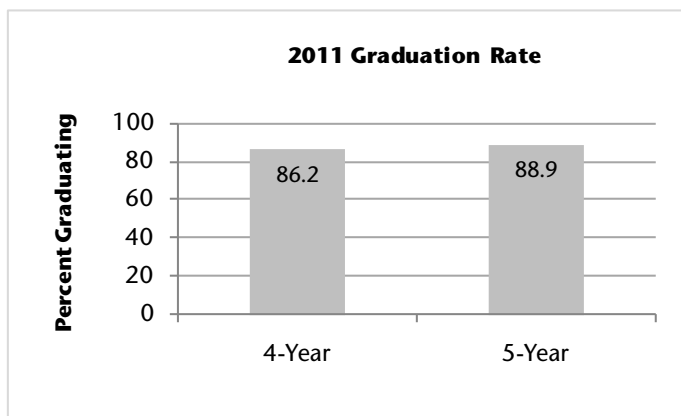
Graduation Rate

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).

Starting with the 2010–2011 school year, MSDE calculated graduation rates for Maryland public schools in a way that acknowledged that students may make steady progress towards graduation but may require more than the traditional four years to complete all requirements. Therefore, the 2011 graduation rate was not the percentage of students graduating in 2011, but rather looked back five years to track the progress of students who were in Grade 9 for the first time in the 2006–2007 school year. MSDE calculated both the percentage of those students who graduated within four years as well as the percentage of those students who graduated within five years. The four-year cohort graduation rate is the percentage of students who entered Grade 9 for the first time in fall 2006 and graduated no later than 2010. The five-year cohort graduation rate is the percentage of students who entered Grade 9 for the first time in fall 2006 and graduated no later than 2011.

As anticipated, changing the formula for calculating graduation rates resulted in a decrease in the graduation rates throughout the state. MCPS still exceeded the MSDE four-year cohort target which expected 81.5 percent of students to graduate within four years. For students entering Grade 9 for the first time in fall 2006, 86.2 percent graduated within four years and 88.9 percent graduated within five years (Figure J-1).

Figure J-1



In 2011, MSDE established a three-question process for determining AYP attainment:

1. Has the system achieved the Annual Measurable Objective (AMO) for the four-year cohort graduation rate for the student cohort entering Grade 9 for the first time in fall 2006 and graduating no later than 2010? If the rate is achieved, the standard is met. If the standard is not met, a second analysis (2 below) is conducted.
2. Has the system achieved the AMO for the five-year cohort graduation rate for the student cohort entering Grade 9 for the first time in fall 2006 and graduating no later than 2011? If the rate is achieved, the standard is met. If the standard is not met, a third analysis (3 below) is conducted.
3. Has the system demonstrated substantial one-year improvement in its four-year graduation rate? If adequate improvement is made, the standard is met.

The 2011 AMO for the four-year cohort is 81.5 percent, and for the five-cohort is 84.4 percent. MCPS met and exceeded the AMO for both the four-year and the five-year cohorts. Since MCPS met the AMO for all students under the first level of analysis—the 4-year cohort—there is no applicable required growth target.

The graduation rate for race/ethnicity categories as well as the service groups will not enter into AYP accountability determinations for graduation rate until 2012. At that time, the three-pronged analysis described above will be applied to the subgroups as well as all students. Figure J-2 shows that 94.7 percent of Asian students graduated within four years and 96.0 percent graduated within five years. For Black or African American students, 78.1 percent graduated within four years, and 82.2 percent graduated within five years. For Hispanic/Latino students, 74.2 percent graduated within four years, and 79.5 percent graduated within five years. For White students, 93.7 percent graduated within four years, and 94.8 percent graduated within five years. For students identified as Two or More Races, 92.3 percent graduated within four years, and 95.5 graduated within five years (Figure J-2).

Figure J-2

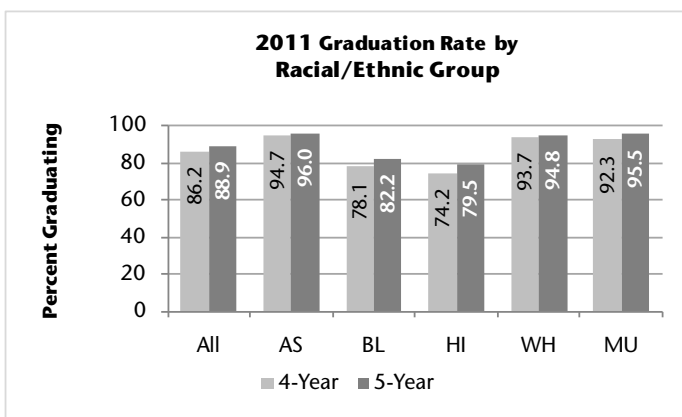
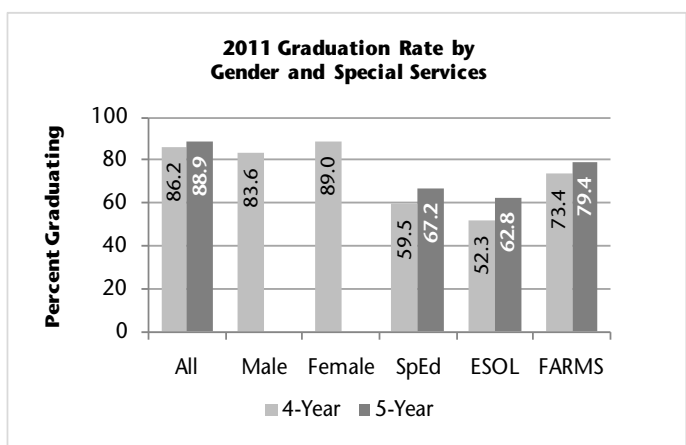


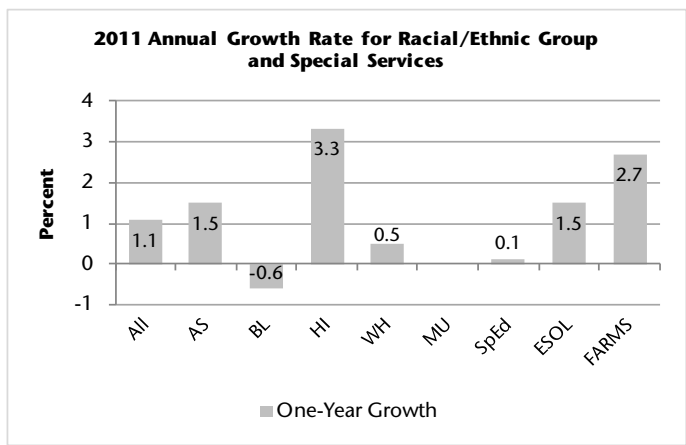
Figure J-3 shows that 83.6 percent of male students and 89.0 percent of female students graduated within four years. Five-year cohort data are not available for gender. For students receiving special education services, 59.5 percent graduated within four years, and 67.2 graduated within five years. For students receiving English for Speakers of Other Languages (ESOL) services, 52.3 percent graduated within four years, and 62.8 graduated within five years. For students receiving Free and Reduced-price Meals System (FARMS) services, 73.4 percent graduated within four years, and 79.4 percent graduated within five years (Figure J-3)

Figure J-3



Since two racial/ethnic subgroups and three service subgroups did not meet the AMO for either the four-year or the five-year cohort, the minimum required growth target would have had to be met if the subgroups were included in AYP calculations for 2011. The applicable 2011 minimum annual growth target is 1.5 percent. The annual growth rate was -0.6 percent for Black or African American students, 3.3 percent for Hispanic/Latino students, 0.1 percent for students receiving special education services, and 1.5 percent for students receiving ESOL services (Figure J-4).

Figure J-4



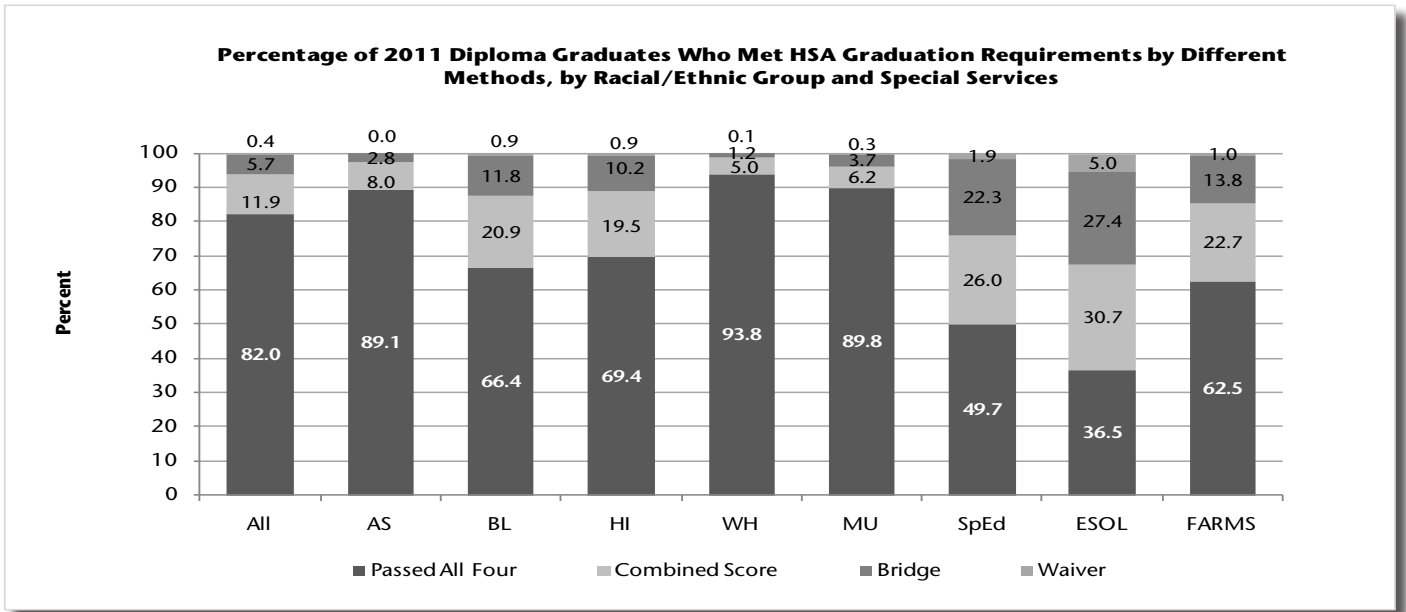
DATA POINT

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 allowed students to meet the overall HSA graduation requirement in one of 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 2011, 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 earned a diploma and 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, 82.0 percent of students met the HSA graduation requirement by passing all four exams, 11.9 percent met using the combined score option, 5.7 percent met using the Bridge Plan, and 0.4 percent received a waiver (Figure K-1). 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. In addition, students who use the 1602 combined score option for satisfying the HSA requirement also may have a negative impact on AYP calculations if their Algebra or English score is less than the passing score. 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 Plan 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.

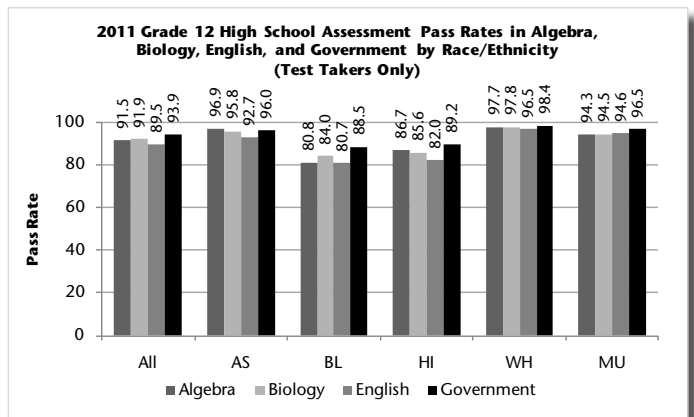
Figure K-1



Figures K-2, K-3a, K-3b, K-4a, K-4b, K-5a, K-5b, K-6a, and K-6b present the HSA/Mod-HSA pass rates for graduating Grade 12 test takers in each subject area 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 only include students who took the subject-area HSA/Mod-HSA.

Overall, 2011 results indicate high pass rates among all test takers: 91.5 percent for Algebra, 91.9 percent for Biology, 89.5 percent for English, and 93.9 percent for Government. For Asian students, White students, and students identified as Two or More Races, pass rates were 90.0 percent or higher across all subject areas. Pass rates for Black or African American students ranged from 88.5 percent in Government to 80.7 percent in English. Pass rates for Hispanic/Latino students ranged from 89.2 percent in Government to 82.0 percent in English (Figure K-2).

Figure K-2



Trend data for ethnicity and race are not available, for reasons described in greater detail on page vii. Figures K-3a, K-4a, K-5a, and K-6a display 2011 pass rates for each HSA subject area by racial and ethnic category.

Trend data for students overall and students receiving special services are shown in Figures K-3b, K-4b, K-5b, and K-6b. Pass rates for students receiving ESOL services increased in all four HSA subject areas. Pass rates for students receiving special education services increased in Algebra, Biology, and English, but decreased in Government. Pass rates for students receiving FARMS services increased in Algebra, Biology, and English.

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

Figure K-3a

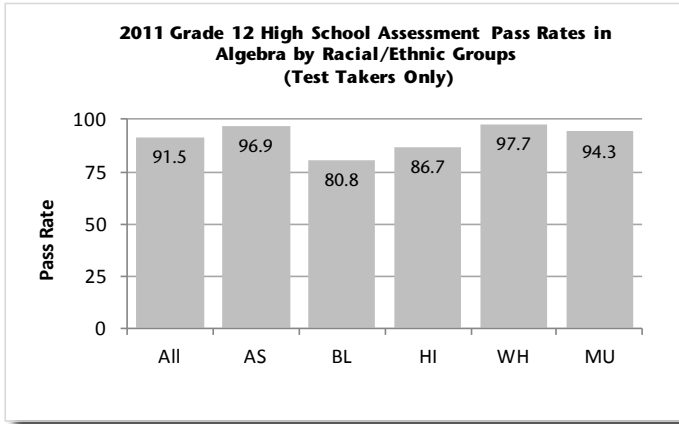


Figure K-4b

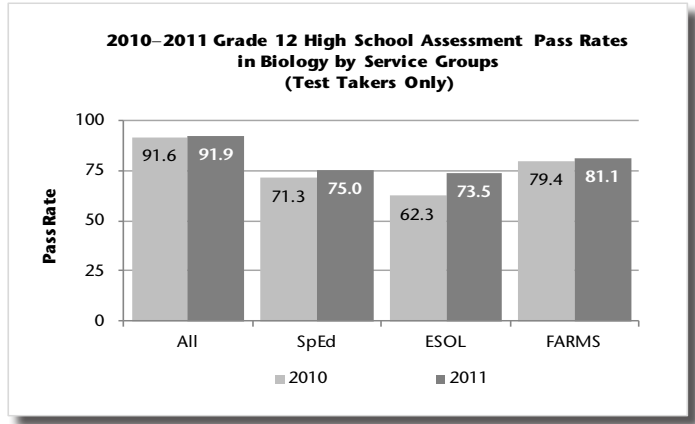


Figure K-3b

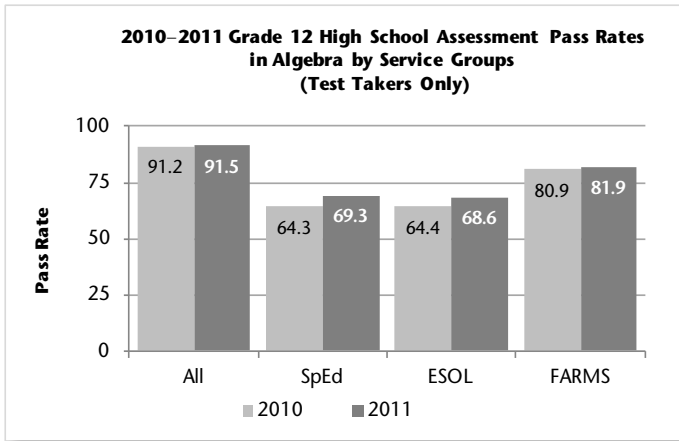


Figure K-5a

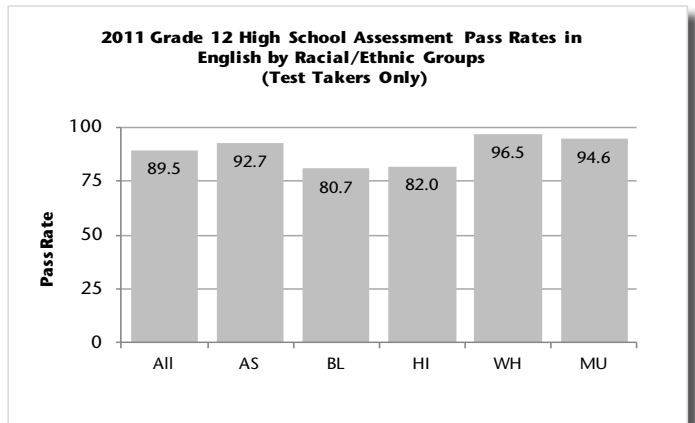


Figure K-4a

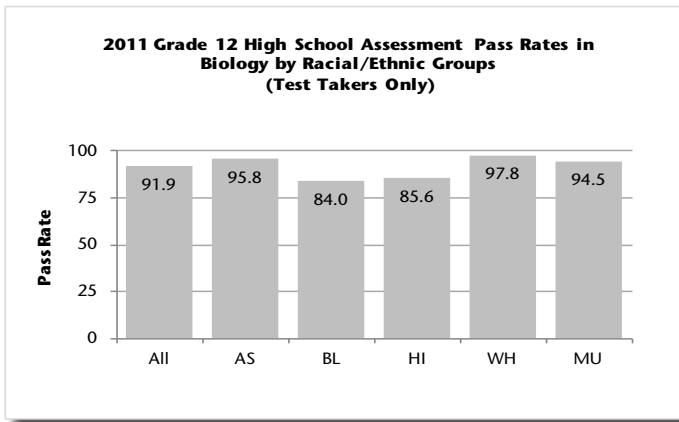
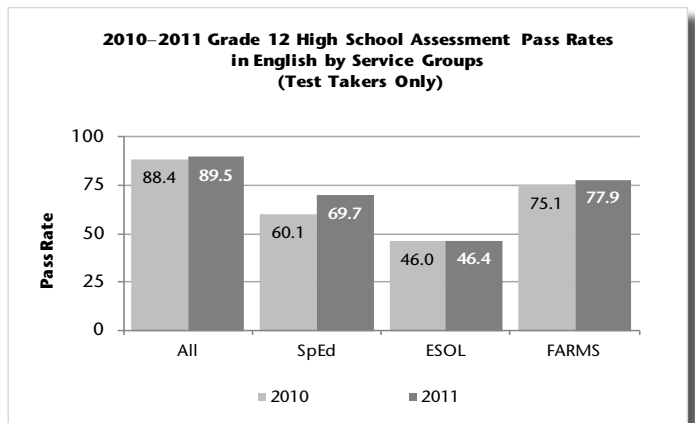


Figure K-5b



GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

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

Figure K-6a

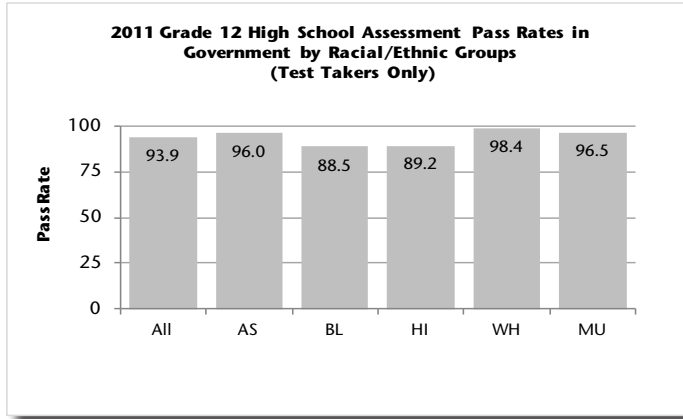
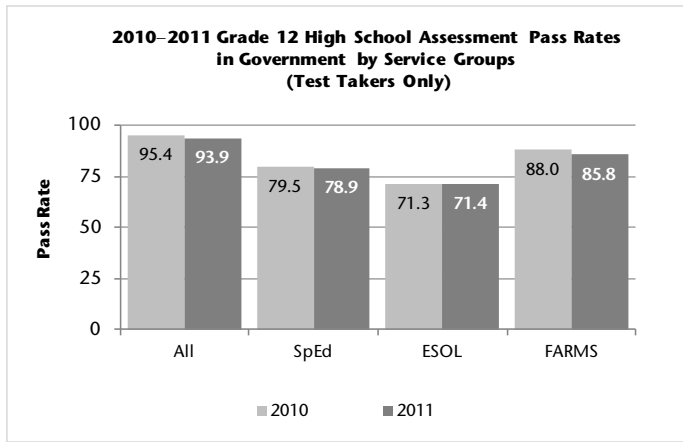


Figure K-6b



DATA ★ POINT

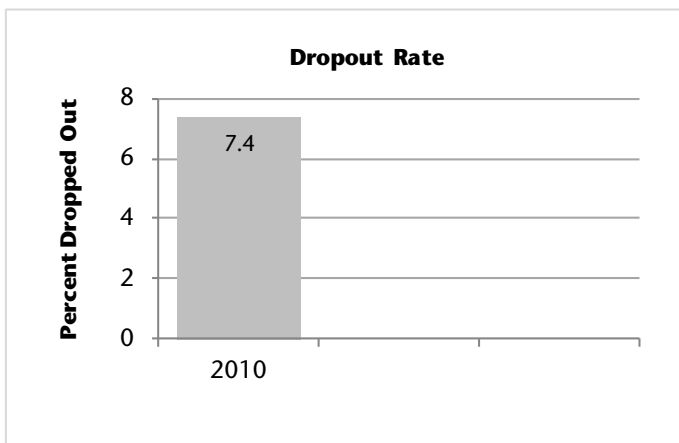
Dropout Rate

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. Starting with the 2010–2011 school year, the Maryland State Department of Education (MSDE) changed the method for calculating dropout rates for Maryland public schools. The 2011 dropout rate was not the percentage of all high school students dropping out in 2011, as it had been in previous years. For 2010–2011 Adequate Yearly Progress (AYP) purposes, the dropout rate looked back four years to track the progress of students who began Grade 9 in the 2006–2007 school year, capturing those who dropped out in the four year cohort period that ended in 2010. This new method of calculating a four-year cohort dropout rate provides a complete view of the enrollment history of one cohort, but rates from cohorts starting Grade 9 prior to the 2006–2007 school year cannot be reconstructed and are not directly comparable to the current year.

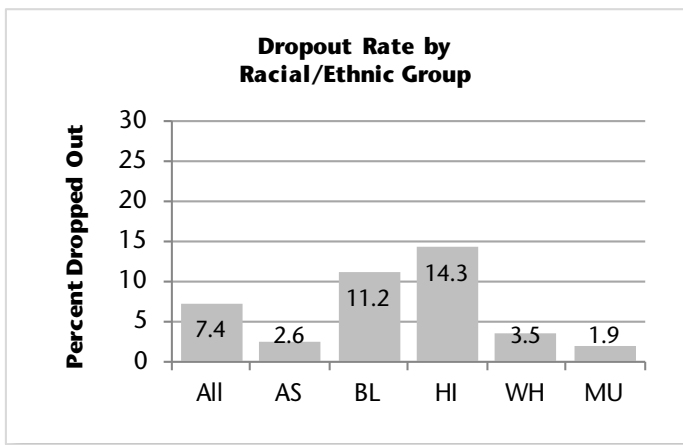
For the four-year cohort period ending in 2010, 7.4 percent of students entering Grade 9 for the first time in fall 2006 dropped out (Figure L-1).

Figure L-1



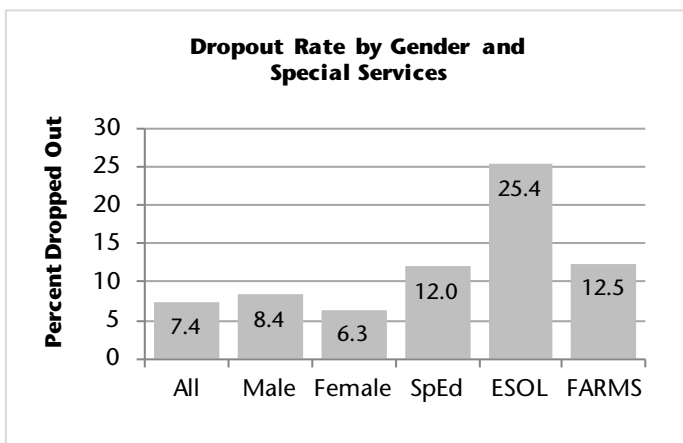
For students who entered Grade 9 for the first time in fall 2006, 2.6 percent of Asian students, 11.2 percent of Black or African American students, 14.3 percent of Hispanic/Latino students, 3.5 of White students, and 1.9 percent of students identified as Two or More Races dropped out within the four-year cohort period (Figure L-2).

Figure L-2



Of students who entered Grade 9 for the first time in fall 2006, 6.3 percent of female students and 8.4 percent of male students dropped out within the four-year cohort period. Among students receiving special services, 12.5 percent of students receiving Free and Reduced-price Meals System (FARMS) services, 12.0 percent of students receiving special education services, and 25.4 percent of students receiving English for Speakers of Other Languages (ESOL) services who entered Grade 9 for the first time in fall 2006 dropped out within the four-year cohort period (Figure L-3).

Figure L-3



DATA ★ POINT

Ineligibility for Extracurricular Activities

MCPS believes an effective instructional program includes extracurricular activities that contribute to a well-rounded education. The school district 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 middle and 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 and high school students ineligible for 3 or 4 marking periods within a school year. During the 2010–2011 school year, 5.2 percent of all middle school students (Table M-1) and 13.4 percent of all high school students (Table M-2) were ineligible for extracurricular activities. Black or African American students and Hispanic/Latino students had higher ineligibility rates

than Asian students, White students, and students identified as Two or More Races (MU) in both middle and high schools (Table M-1 and M-2).

Among middle school students, ineligibility rates remained steady for all students, students in most racial/ethnic groups, male and female students, and students receiving Free and Reduced-price Meals System (FARMS) services (Table M-1). The largest decrease in ineligibility (0.9 percentage points) occurred among Black or African American students, decreasing from 10.4 percent in 2010 to 9.5 percent in 2011. There was a slight increase in ineligibility rates for students receiving special education services (1.1 percentage point increase) and for students receiving English for Speakers of Other Languages (ESOL) services (0.7 percentage point increase).

Among high school students, ineligibility rates held steady for Asian students, Black or African American students, and White students from 2010 to 2011 but increased 0.9 percentage points for students overall. Ineligibility rates decreased among students identified as Two or More Races and among students receiving special education services (1.4 and 0.8 percentage points, respectively). Ineligibility rates increased for Hispanic/Latino students (2.6 percentage points), students receiving FARMS services (2.4 percentage points), and students receiving ESOL services (1.4 percentage points), with smaller increases observed among male students (1.0 percentage point) and female students (0.9 percentage point).

Table M-1

Middle School Academic Ineligibility in School Years 2010 and 2011						
	2010			2011		
	N	% Always Eligible	% Ineligible 3 or 4 MP*	N	% Always Eligible	% Ineligible 3 or 4 MP*
All	28,642	84.9	5.3	28,339	85.1	5.2
AS	4,200	96.5	0.8	4,102	96.1	0.9
BL	6,041	73.0	10.4	6,104	74.4	9.5
HI	6,517	73.0	9.8	6,435	73.0	10.0
WH	10,572	94.1	1.5	10,380	94.2	1.5
MU	1,258	88.4	3.6	1,267	87.5	3.7
Male	14,596	80.4	7.4	14,418	80.8	7.0
Female	14,046	89.6	3.0	13,921	89.4	3.2
SpEd	3,206	69.3	12.4	3,096	67.4	13.5
ESOL	655	77.1	9.5	699	74.2	10.2
FARMS	8,128	68.2	12.1	8,317	68.4	12.0

*MP = Marking Period.

Table M-2

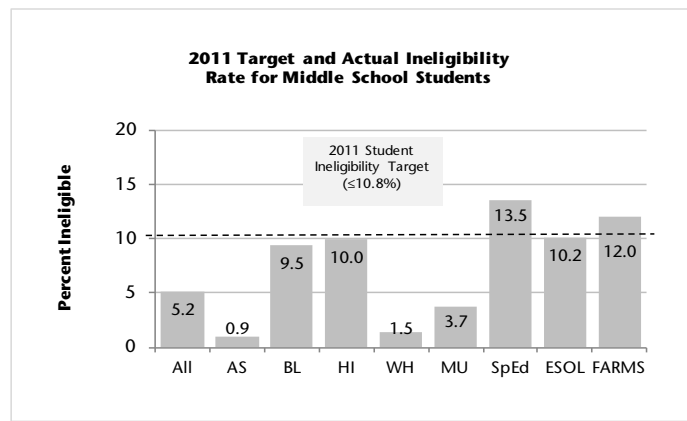
High School Academic Ineligibility in School Years 2010 and 2011						
	2010			2011		
	N	% Always Eligible	% Ineligible 3 or 4 MP*	N	% Always Eligible	% Ineligible 3 or 4 MP*
All	41,673	73.1	12.5	41,505	71.5	13.4
AS	6,117	88.1	4.2	6,105	86.9	4.6
BL	8,912	57.0	21.2	8,913	56.1	21.4
HI	9,027	53.8	23.9	9,262	51.4	26.5
WH	16,125	86.6	4.7	15,631	85.7	5.0
MU	1,390	78.1	10.6	1,498	77.3	9.2
Male	21,280	68.1	15.6	21,009	66.1	16.6
Female	20,393	78.2	9.3	20,496	77.0	10.2
SpEd	4,348	52.9	25.9	4,281	52.5	25.1
ESOL:	1,786	60.9	20.8	1,453	59.4	22.2
FARMS	9,650	51.6	25.2	10,036	49.1	27.6

*MP = Marking Period.

Middle School Ineligibility Rate: District Student Performance Targets

The 2011 district student performance target expected a middle school ineligibility rate no higher than 10.8 percent. Figure M-1 shows that the ineligibility rates for all students, Asian students, Black or African American students, Hispanic/Latino students, White students, and students identified as Two or More Races, as well as students receiving ESOL services were below 10.8 percent in 2011. Students receiving special education services and students receiving FARMS services did not meet the target.

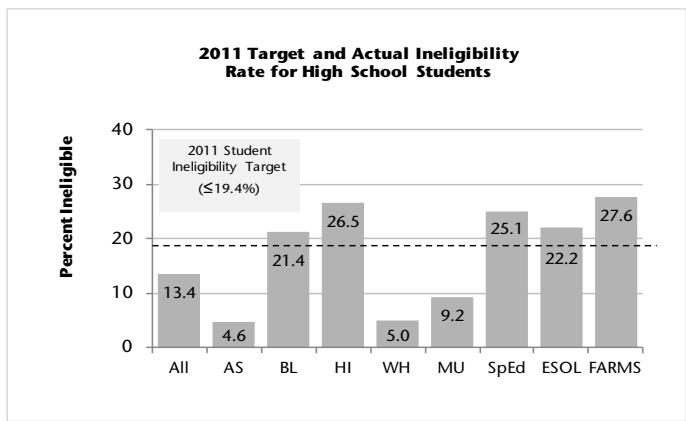
Figure M-1



High School Ineligibility Rate: District Student Performance Targets

The 2011 district student performance target expected a high school ineligibility rate no higher than 19.4 percent. Figure M-2 shows that the ineligibility rates for all students, Asian students, White students, and students identified as Two or More Races were below the 19.4 percent district student performance target in 2011. Black or African American students, Hispanic/Latino students, and students receiving special education, ESOL, and FARMS services, did not meet the target.

Figure M-2



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

DATA ★ POINT

University System of Maryland Requirements

and

DATA ★ POINT

Completion of Career and Technology Education Program

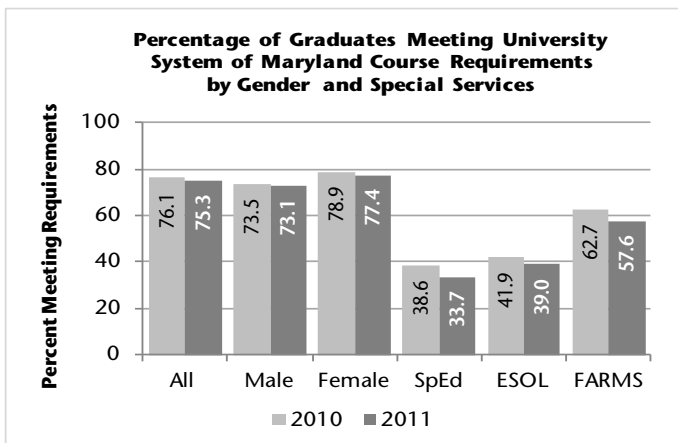
The Maryland State Department of Education (MSDE) designates three categories of high school program completion by graduating seniors. The three categories are: 1) completing course requirements for admission to the University System of Maryland (USM); 2) completing an approved Career and Technology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

Requirements for admission to USM are set by the Board of Regents of USM 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.

For the 2010–2011 school year, 75.3 percent of all students, 73.1 percent of male students, and 77.4 percent of female students met USM entrance requirements (Figure N-1). Among students receiving special services, 33.7 percent of students receiving special education, 39.0 percent of students receiving English for Speakers of Other Languages (ESOL), and 57.6 percent of students receiving Free and Reduced-price Meals System (FARMS) services met USM entrance requirements. Data describing graduates meeting USM course requirements by racial and ethnic subgroups were not reported by MSDE.

Figure N-1



To comply with federal requirements, MSDE is changing the manner in which certain data are reported. MCPS is following the guidance set forth by MSDE to comply with these federal requirements. The changes were designed to maximize the information provided to the public while also protecting the privacy of small identifiable groups of students. Beginning with the 2011 Annual Report, graduate completion status rates less than or equal to 5.0 percent are reported as 5.0 percent. As a result, Table N-1 shows no values less than 5.0 percent, even when graduate completion status rates may have been lower for any subgroup. Among all 2011 graduates, less than 5.0 percent completed a CTE program, and less than 5.0 percent completed a CTE program and met USM course requirements (Table N-1). Among students receiving special services, 13.5 percent of graduates receiving special education services and 9.3 percent of graduates receiving FARMS services completed a CTE program or completed a CTE program and also met USM course requirements.

GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**MILESTONE** All graduates will be prepared for postsecondary education and employment.

Table N-1

2011 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	71.5	≤5.0	≤5.0	21.9
Male	68.9	≤5.0	≤5.0	23.0
Female	73.9	≤5.0	≤5.0	21.0
Special Education	33.1	≤5.0	12.9	53.4
ESOL	39.0	≤5.0	≤5.0	59.5
FARMS	53.8	≤5.0	5.5	36.9

Note. Data describing graduate completion status by racial and ethnic subgroups were not reported by MSDE.

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
<p>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.</p>	<ul style="list-style-type: none"> ★ Enrollment in Prekindergarten, p. 34 ★ TerraNova 2 in Grade 2, p. 35 ★ MCPS Assessment Program in Primary Reading (Kindergarten to Grade 2), p. 37
<p>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.</p>	<ul style="list-style-type: none"> ★ Gifted and Talented Screening (Grade 2), p. 40 ★ Advanced Mathematics in Grade 5 Proficiency, p. 42 ★ Honors, Advanced Placement, International Baccalaureate, and Other College-level Course Enrollment, p. 44 ★ AP/IB Exams Participation and Performance, p. 45
<p>M MCPS will eliminate the disproportionate representation of African American and Hispanic students in special education.</p>	<ul style="list-style-type: none"> ★ Special Education Enrollment Data, p. 48
<p>M All schools will provide students with disabilities access to the general education environment, to the maximum extent appropriate.</p>	<ul style="list-style-type: none"> ★ Special Education Students Receiving Services in General Education, p. 50
<p>M All schools will achieve or exceed local and state standards for attendance.</p>	<ul style="list-style-type: none"> ★ Attendance Rate, p. 51

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

Enrollment in Prekindergarten

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

During the 2010–2011 school year, over 3,500 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 pre-K programs, based on the September 30 enrollment data for each year, increased by 118 students to 3,544 students in 2011 (Figure O-1).

Figure O-1

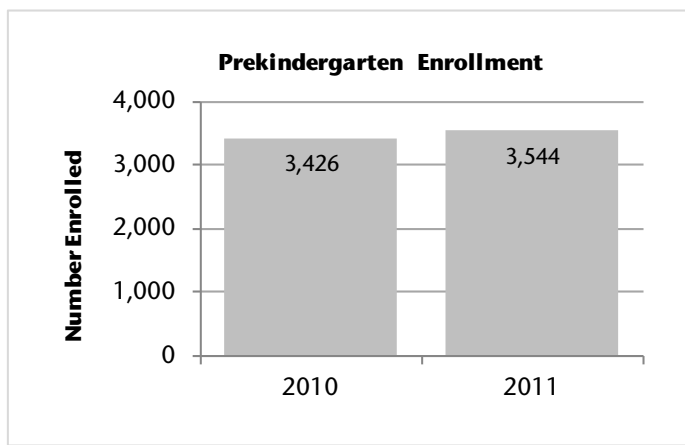
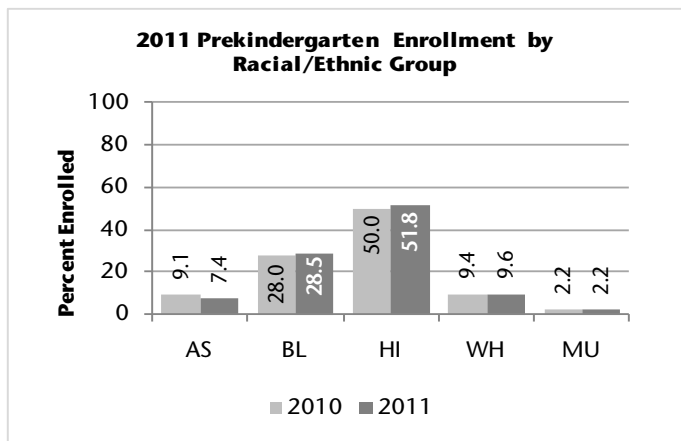


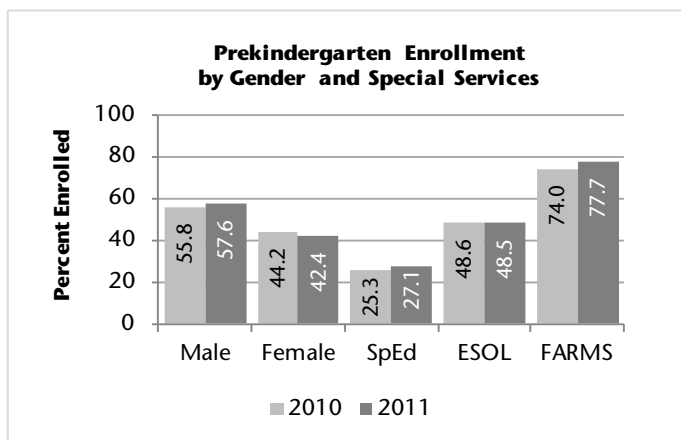
Figure O-2 shows that among racial/ethnic subgroups, the pre-K participation rate in 2011 was highest among Hispanic/Latino students (51.8%), followed by Black or African American students (28.5%), White students (9.6%), Asian students (7.4%), and students identified as Two or More Races (2.2%). Between 2010 and 2011 the pre-K participation rate remained steady for Black or African American students, White students, and students identified as Two or More Races. The pre-K participation rate decreased by 1.7 percentage points for Asian students and increased by 1.8 percentage points for Hispanic/Latino students (Figure O-2).

Figure O-2



Programs continue to be provided at those schools with the greatest concentrations of poverty and special needs. From 2010 to 2011, the percentages of pre-K students receiving special education or Free and Reduced-price Meals System (FARMS) services increased by 1.8 and 3.7 percentage points, respectively. Between 2010 and 2011, the percentage of pre-kindergarten students receiving English for Speakers of Other Languages (ESOL) services decreased by 0.1 percentage points (Figure O-3).

Figure O-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

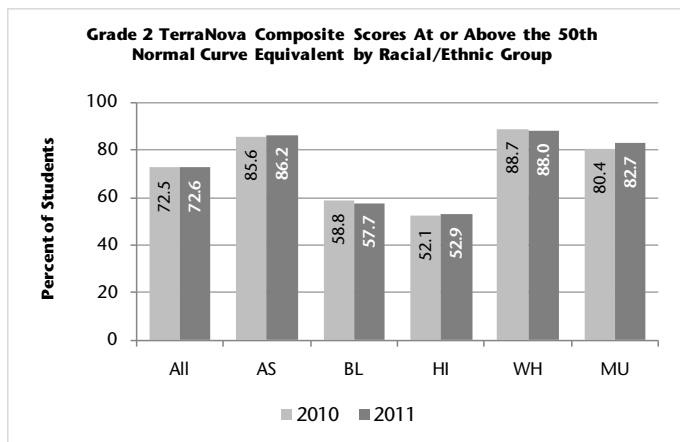


TerraNova 2 in Grade 2

MCPS has administered the TerraNova Second Edition (TN/2) Complete Battery to Grade 2 students every year since 2007. 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.

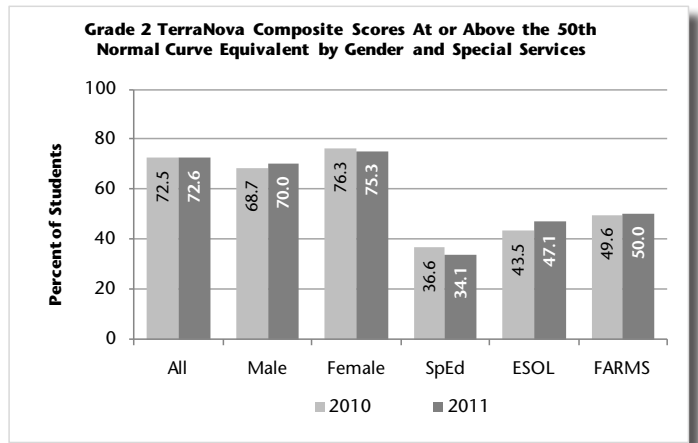
In 2011, 72.6 percent of all students, 86.2 percent of Asian students, 57.7 percent of Black or African American students, 52.9 percent of Hispanic/Latino students, 88.0 percent of White students, and 82.7 percent of students identified as Two or More Races scored at or above the 50th NCE. Students overall, as well as students in the Asian, Hispanic/Latino, and White subgroups remained stable from 2010 to 2011, with changes of less than one percentage point. (Figure P-1).

Figure P-1



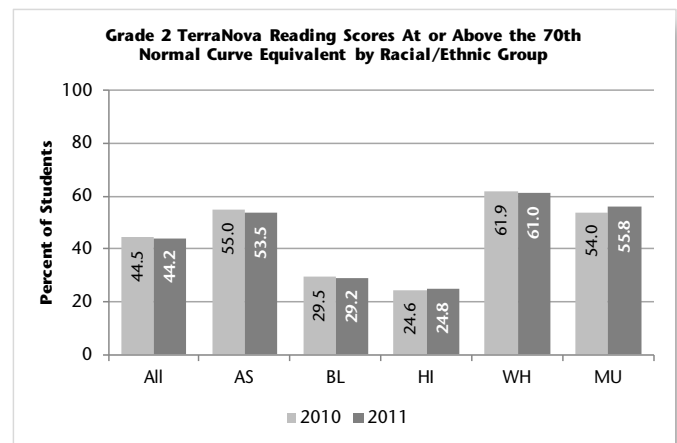
In 2011, a larger percentage of MCPS Grade 2 female students scored at or above the 50th NCE than male students (75.3% and 70.0%, respectively). Approximately one half of students who received English for Speakers of Other Languages (ESOL) or Free and Reduced-price Meals System (FARMS) services scored at or above the 50th NCE (47.1% and 50.0%, respectively). Students receiving ESOL services showed the greatest one-year gain, an increase of 3.6 percentage points from 2010 to 2011. (Figure P-2).

Figure P-2



A student who scores at or above the 70th NCE on the Reading component of the TN/2 is considered on a pathway to college and career readiness. In 2011, 44.2 percent of all students, 53.5 percent of Asian students, 29.2 percent of Black or African American students, 24.8 percent of Hispanic/Latino students, 61.0 percent of White students, and 55.8 percent of students identified as Two or More Races scored at or above the 70th NCE on the Reading subtest. The percentages of students scoring at or above the 70th NCE remained stable from 2010 except for an increase of 1.8 percentage points for students identified as Two or More Races and a decrease of 1.5 percentage points for Asian students (Figure P-3).

Figure P-3

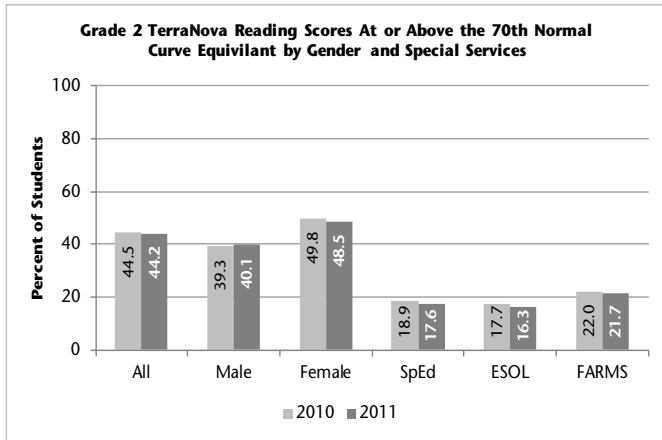


GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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.

A larger percentage of MCPS Grade 2 female students scored at or above the 70th NCE than male students (48.5% and 40.1%, respectively), although male students' scores increased by almost one percentage point. Students who received ESOL, FARMS, and special education services scored at or above the 70th NCE (16.3%, 21.7% and 17.6%, respectively) in 2011 (Figure P-4).

Figure P-4



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

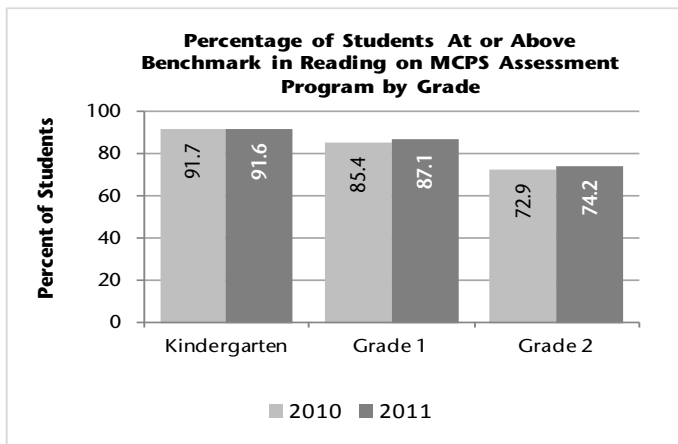


MCPS Assessment Program in Primary Reading (Kindergarten to Grade 2)

The MCPS Assessment Program in Primary Reading (MCPSAP-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 MCPSAP-PR consists of two components—foundational reading skills and reading proficiency.

The percentage of kindergarten students achieving the end-of-year reading benchmark in MCPSAP-PR remained steady and high at over 91.0 percent from 2010 to 2011 (Figure Q-1). There was a slight increase in the percentage of students attaining the benchmark in Grade 1 (1.7 percentage point increase) and Grade 2 (1.3 percentage point increase) from 2010 to 2011.

Figure Q-1



Kindergarten

The kindergarten end-of-year text-reading benchmark was for students to read a Level 4 text with 90.0 percent or higher accuracy and score 2 out of 3 on an oral retell. Figure Q-2 shows the percentages of all kindergarten students and students in racial/ethnic subgroups who met the end-of-year reading benchmark in 2010 and 2011. Figure Q-3 shows the reading assessment results in 2010 and 2011 for all kindergarten students and subgroups by gender and receipt of special services. In 2011, 91.6 percent of all kindergarten students achieved the reading benchmark. In 2011, 95.0 percent or

more of Asian students, White students, and students identified as Two or More Races, as well as 93.5 percent of female students, were reading at text level 4 or higher. However, the percentage of kindergarten students attaining the benchmark in the following subgroups remained below the percentage for all kindergartners (91.6%): Black or African American students (89.8%); Hispanic/Latino students (84.1%); male students (89.8%); and students receiving special education (71.5%), English for Speakers of Other Languages (ESOL) (84.9%), and Free and Reduced-price Meals System (FARMS) (84.4%) services. For all students and students in each of the subgroups, the percentage of kindergartners attaining the reading benchmark remained steady from 2010 to 2011, except for a 4.7 percentage point increase among students receiving special education services and a 1.3 percentage point decrease among students receiving ESOL services.

Figure Q-2

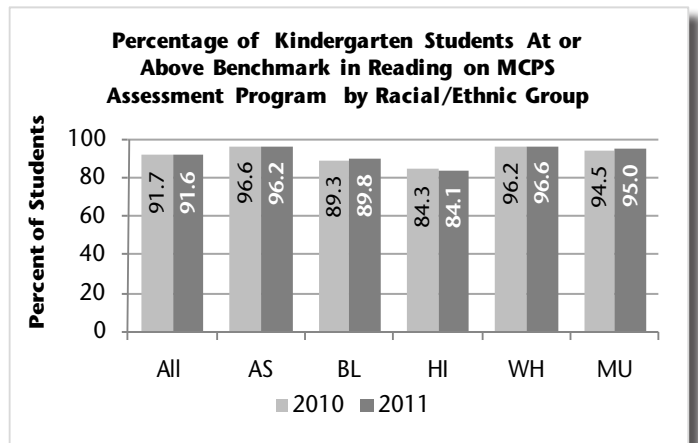
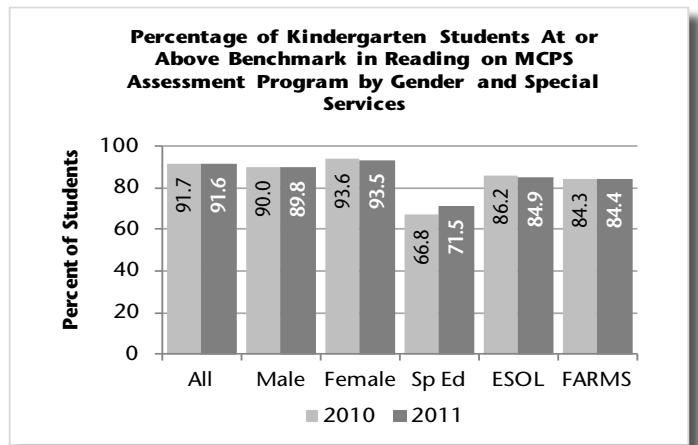


Figure Q-3



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.

Grade 1

The Grade 1 end-of-year benchmark was for students to read a Level 16 text with 90.0 percent or higher accuracy and score a 4 or higher on oral comprehension. In 2011, 87.1 percent of all Grade 1 students achieved the reading benchmark and at least 88.9 percent of Asian students, White students, and students identified as Two or More Races, as well as 89.8 percent of female students were reading at text level 16 or higher (Figures Q-4 and Q-5). From 2010 to 2011, the rate at which all Grade 1 students met the end-of-year reading benchmark increased 1.7 percentage points. Larger increases in benchmark attainment between 2010 and 2011 were observed among Black or African American students (4.2 percentage points), students receiving special education (4.1 percentage points), students receiving FARMS services (2.9 percentage points), female students (2.5 percentage points), and Hispanic/Latino students (2.3 percentage points). However, the percentage of Grade 1 students attaining the benchmark in the following subgroups remained below the percentage for all Grade 1 students (87.1%): Black or African American students (85.0%); Hispanic/Latino students (77.0%); male students (84.5%); and students receiving special education (51.2%), ESOL (76.3%), and FARMS (77.8%) services.

Figure Q-4

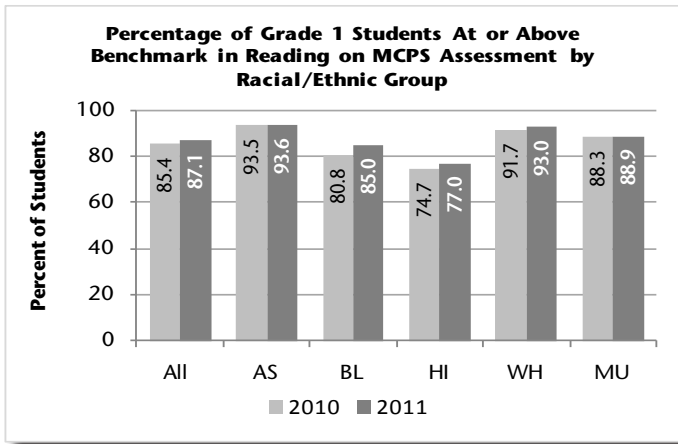
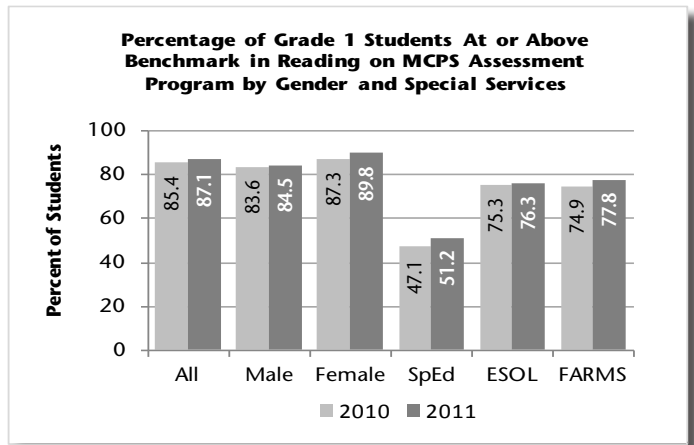


Figure Q-5



Grade 2

The Grade 2 benchmark was for students to read a Level M text with 90.0 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 2011, 74.2 percent of all Grade 2 students achieved the benchmark. More than 80.0 percent of Asian students, White students, and students identified as Two or More Races, as well as 77.1 percent of female students were reading at text level M or higher (Figures Q-6 and Q-7). From 2010 to 2011, the rate at which all Grade 2 students met the end-of-year reading benchmark increased 1.3 percentage points. Larger increases in benchmark attainment were observed among students receiving ESOL services (3.2 percentage points), students receiving FARMS services (3.0 percentage points), students identified as Two or More Races (2.9 percentage points), male students (2.3 percentage points), Asian students (2.2 percentage points), and Hispanic/Latino students (2.0 percentage points). However, the percentage of Grade 2 students attaining the benchmark in the following subgroups remained below the percentage of all Grade 2 students (74.2%): Black or African American students (65.9%); Hispanic/Latino students (62.2%); male students (71.5%); and students receiving special education (30.4%), ESOL (55.0%), and FARMS (60.6%) services.

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 Q-6

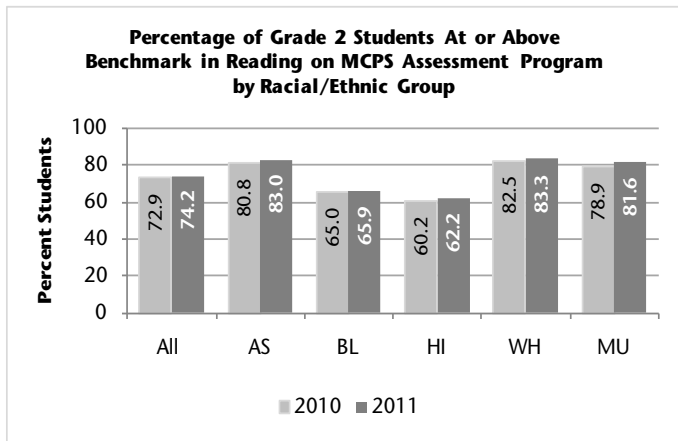
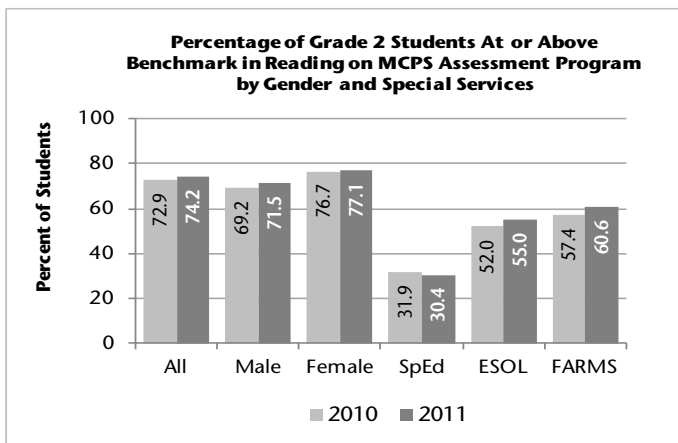


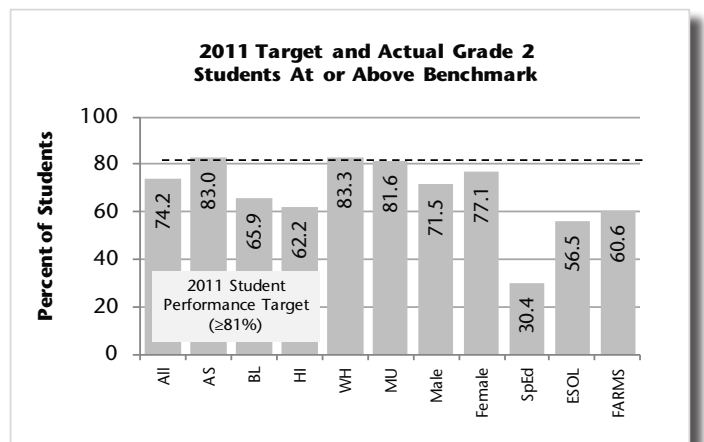
Figure Q-7



MCPS Assessment Program in Reading Grade 2 District Student Performance Target

The 2011 target expected 81.0 percent of all students and student subgroups to meet the benchmark in Grade 2 reading (Figure Q-8). In 2011, Asian students (83.0%), White students (83.3%), and students identified as Two or More Races (81.6%) met the district target. The percentage of Grade 2 students attaining the benchmark in the following groups was below the target of 81.0 percent: all students; Black or African American students; Hispanic/Latino students; male and female students; and students receiving special education, ESOL, and FARMS services.

Figure Q-8



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 course work, 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.

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.

During the 2009–2010 school year, central offices and 31 elementary schools collaborated to develop and pilot the Student Instructional Program Planning and Implementation (SIPPI) process which established a common course placement and articulation process and expanded the review of global screening data, parent communication, and a system for monitoring recommendations for instruction. The pilot continued into the 2011 school year in the original 31 elementary schools to establish baseline quantitative data for the identification of services recommended for students entering Grade 3.

In 2011, 37.2 percent of Grade 2 students screened were identified as gifted and talented (Table R-1). The number of students screened increased from 10,405 in 2010 to 10,765 in 2011, an increase of 3.5 percent. The percentage of the screened population of students identified as gifted and talented decreased slightly from 2010 to 2011. Two of the schools participating in the SIPPI process are also piloting a “No Label” approach to differentiated instruction. Staff at these schools use data gathered through the SIPPI process to plan, differentiate, and accelerate or enrich instruction, as appropriate, but do not identify students as gifted and talented.

Table R-1

Grade 2 Students Screened and Percentage Identified as Gifted and Talented		
Year	Number Screened	Percent Identified
2010*	10,405	38.3
2011*	10,765	37.2

*In 2010 and 2011, 31 elementary schools participated in the SIPPI pilot.

In 2011, 4,000 students were identified as gifted and talented (Table R-2). Hispanic/Latino students and Black or African American students were identified as gifted and talented at rates lower than White students and Asian students. In 2011, 46.6 percent of Grade 2 students identified as gifted and talented were White, and 21.9 percent of Grade 2 students identified as gifted and talented were Asian. These rates are higher than the percentages of Grade 2 White students and Asian students in MCPS elementary schools overall. White students made up 34.8 percent of Grade 2 students in 2011, and Asian students made up 14.5 percent of Grade 2 students. Hispanic/Latino students were 25.8 percent of the Grade 2 students screened but they represented 13.1 percent of Grade 2 students identified as gifted and talented. Black or African American students were 19.2 percent of the Grade 2 students screened, but 11.2 percent of Grade 2 students identified as gifted and talented. This pattern suggests that additional steps must be taken to reach equitable identification results.

GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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 R-2

Number and Percentage of Grade 2 Students Screened and Identified in 2010 and 2011 by Race/Ethnicity (Percentage Relative to Screened or Identified for Entire County)								
	2010				2011			
	Screened		Identified		Screened		Identified	
	N	Percent	N	Percent	N	Percent	N	Percent
All Students	10,405		3,981		10,765		4,000	
Asian	1,582	15.2	903	22.7	1,566	14.5	877	21.9
Black or African American	1,967	18.9	458	11.5	2,072	19.2	446	11.2
Hispanic/Latino	2,756	26.5	561	14.1	2,782	25.8	525	13.1
White	3,561	34.2	1,794	45.1	3,742	34.8	1,862	46.6
Two or More Races	515	4.9	257	6.5	589	5.5	285	7.1

Students receiving Free and Reduced-price Meals System (FARMS) services were 33.5 percent of the Grade 2 students screened for gifted and talented services in 2011, but they represented 15.6 percent of the students identified as gifted and talented (Table R-3). Students receiving English for Speakers

of Other Languages (ESOL) services were 21.0 percent of Grade 2 students screened, but 6.9 percent of the students identified. Students receiving special education services were 8.3 percent of the Grade 2 students screened, but 2.4 percent of the students identified.

Table R-3

Number and Percentage of Grade 2 Students Screened and Identified in 2010 and 2011 by Services Provided (Percentage Relative to Screened or Identified for Entire County)								
	2010*				2011*			
	Screened		Identified		Screened		Identified	
	N	Percent	N	Percent	N	Percent	N	Percent
All Students	10,405		3,981		10,765		4,000	
Special Education	905	8.7	125	3.1	889	8.3	96	2.4
ESOL	2,202	21.2	334	8.4	2,257	21.0	275	6.9
FARMS	3532	33.9	674	16.9	3,610	33.5	625	15.6

*In 2010 and 2011, 31 elementary schools participated in the SIPPI pilot.

The data collected for the global screening process only meet 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.

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.

GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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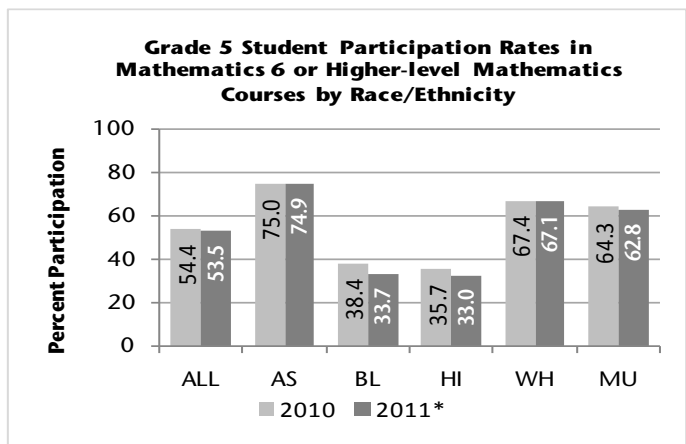
3 **DATA POINT**
Advanced Mathematics in Grade 5 Proficiency

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 1 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 schools.

Participation in Mathematics 6 or Higher

During the 2011 school year, 53.5 percent of Grade 5* students participated in Mathematics 6 or higher, a slight decrease of 0.9 percentage points from 2010 (Figure S-1). However, comparisons between 2010 and 2011 data should be interpreted with caution because 2011 data do not include students from 29 schools participating in the MAP-M pilot program. In 2011, 74.9 percent of Asian students, 67.1 percent of White students, 62.8 percent of students identified as Two or More Races, 33.7 percent of Black or African American students, and 33.0 percent of Hispanic/Latino students participated in Mathematics 6 or higher.

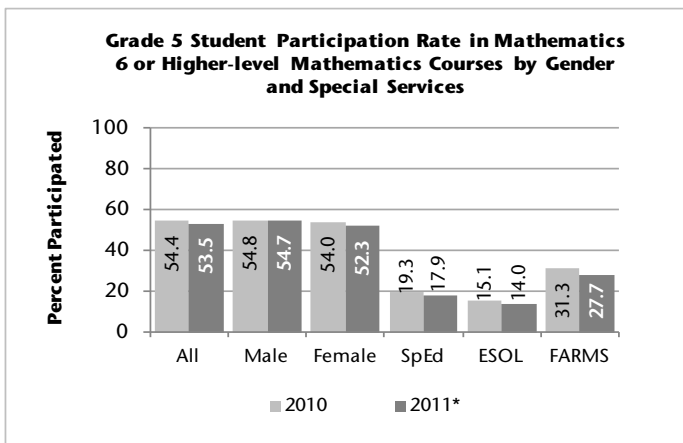
Figure S-1



*For 2011, Grade 5 students in 29 schools which were part of the MAP-M pilot program were not included. Therefore comparisons between 2011 and 2010 should be interpreted with caution.

For students receiving special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services, participation rates in Mathematics 6 or higher were 17.9 percent, 14.0 percent, and 27.7 percent, respectively, during the 2010–2011 school year (Figure S-2).

Figure S-2



*For 2011, Grade 5 students in 29 schools which were part of the MAP-M pilot program were not included. Therefore comparisons between 2011 and 2010 should be interpreted with caution.

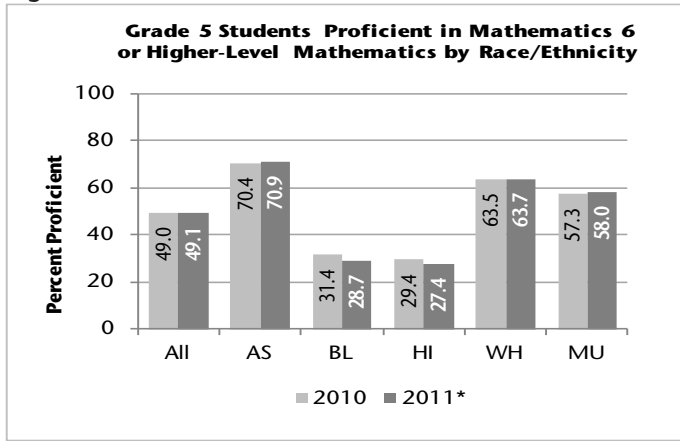
Performance in Mathematics 6 or Higher

For Grade 5 students participating in higher level mathematics courses, successful performance meant meeting one of two possible criteria. For the majority of students, success was determined by meeting or exceeding the established proficiency level on the Math Unit Assessment for the course in which they were enrolled: Mathematics 6, Mathematics 7, or Algebra Prep. For a limited number of Grade 5 students enrolled in Investigations into Mathematics (IM) or Algebra 1 or enrolled outside of their elementary school and not participating in MCPS unit assessments, success was determined by passing the course with a final letter grade of D or above. Figure S-3 shows the percentages of all students and students in racial/ethnic subgroups who successfully completed Mathematics 6 or higher mathematics courses in 2011. In 2011, 49.1 percent of Grade 5 students successfully completed Mathematics 6 or higher mathematics courses. Asian students and White students had the highest successful completion rates (70.9% and 63.7%, respectively). Black or African American students, Hispanic/Latino students, and students identified as Two or More Races had successful completion rates of 28.7 percent, 27.4 percent, and 58.0 percent, respectively (Figure S-3).

GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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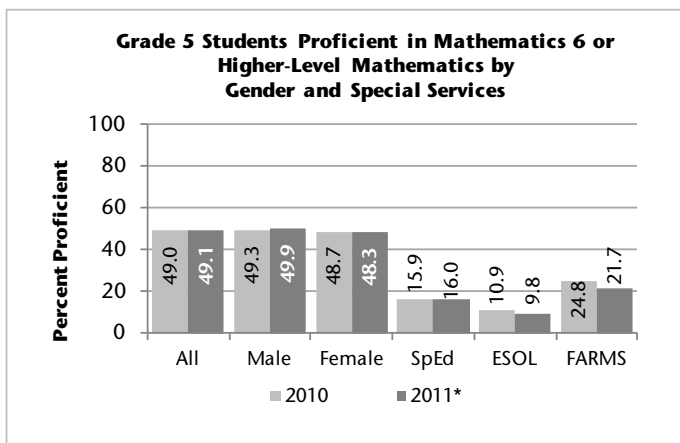
Figure S-3



*For 2011, Grade 5 students in 29 schools which were part of the MAP-M pilot program were not included. Therefore comparisons between 2011 and 2010 should be interpreted with caution.

Figure S-4 shows the percentages of successful completion of Mathematics 6 or higher for all Grade 5 students and student subgroups defined by gender and receipt of special services. Male students outperformed female students by a slight margin (49.9% compared to 48.3%). Students receiving special education, ESOL, or FARMS services had successful completion rates of 16.0 percent, 9.8 percent, and 21.7 percent, respectively.

Figure S-4



*For 2011, Grade 5 students in 29 schools which were part of the MAP-M pilot program were not included. Therefore comparisons between 2011 and 2010 should be interpreted with caution.

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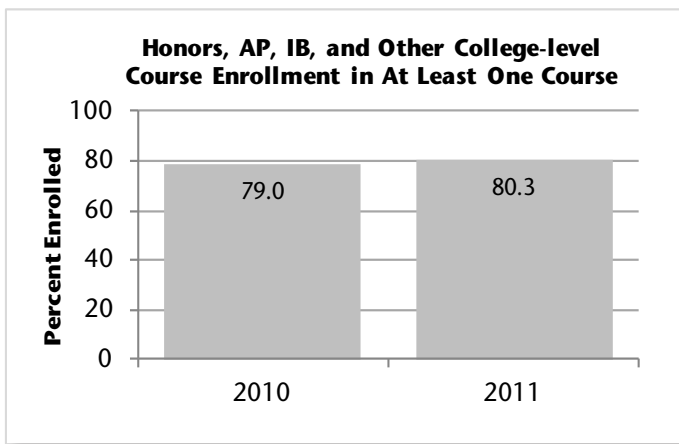
DATA ★ POINT

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

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/guardians 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 2010 and 2011, the percentage of students in Grades 9–12 enrolled in at least one Honors, AP, IB, and/or other college-level course increased by 1.3 percentage points (Figure T-1).

Figure T-1



In 2011, 91.1 percent of Asian students, 68.0 percent of Black or African American students, 66.6 percent of Hispanic/Latino students, 91.4 percent of White students, and 88.1 percent of students identified as Two or More Races were enrolled in at least one Honors, AP, IB, and/or other college-level course (Figure T-2). The enrollment rate for Black or African American students showed the greatest increase (1.9 percentage points), followed by the increase in the rate for Hispanic/Latino students (1.7 percentage points). Enrollment rates for White students, students identified as Two or More Races, and Asian students increased by 1.5, 1.1, and 0.8 percentage points, respectively (Figure T-2).

Figure T-2

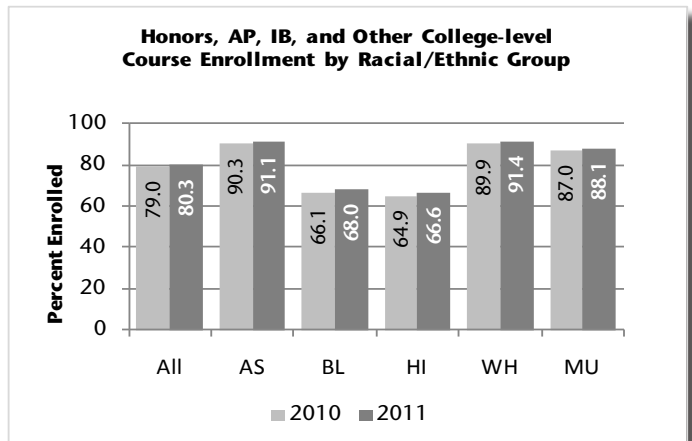
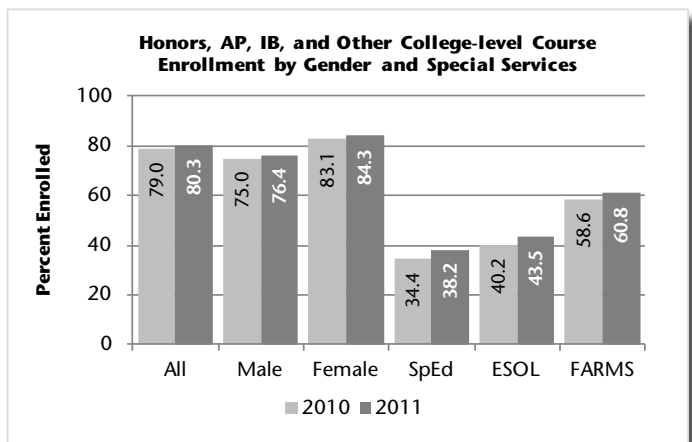


Figure T-3 shows changes in enrollment for all students and students in gender and service subgroups. Enrollment rates in Honors, AP, IB, and/or other college-level courses increased for both male and female students, reaching 76.4 percent for male students and 84.3 percent for female students in 2011, an increase of 1.4 and 1.2 percentage points, respectively, since 2010. Students receiving special education services showed an increase in enrollment in Honors, AP, IB, and/or other college-level courses of 3.8 percentage points since 2010. Between 2010 and 2011, students receiving English for Speakers of Other Languages (ESOL) or Free and Reduced-price Meals System (FARMS) services increased by 3.3 and 2.2 percentage points, respectively (Figure T-3).

Figure T-3



GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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

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.

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. From 2010 to 2011, the number of AP exams taken by MCPS students continued to increase as did the number of AP exams for which students earned a score of 3 or higher (Table U-1). Among students receiving special education and students receiving Free and Reduced-price Meals System (FARMS) services, the number of exams taken increased, as did the number of their exams receiving scores of 3 or higher. There was a slight decline in the number of exams taken by students receiving English for Speakers of Other Languages (ESOL) services and a similar decline in the number of the exams receiving a score of 3 or higher. Over the same time period, the number of AP exams taken and the number of exams receiving a score of 3 or higher increased for Grades 9 through 12 students in all racial/ethnic and gender subgroups.

Table U-1

The Number of AP Exams Taken and Number of AP Exam Scores of 3 or Higher by Exam Year and Student Group				
Student Group	2010		2011	
	N AP Exams Taken	N AP Scores of 3 or Higher	N AP Exams Taken	N AP Scores of 3 or Higher
All	30,217	21,657	31,734	22,793
AS	7,608	5,874	7,778	6,003
BL	3,067	1,371	3,160	1,462
HI	3,629	2,077	4,056	2,231
WH	14,814	11,531	15,438	12,127
MU	1,034	765	1,237	927
Male	14,270	10,557	14,822	10,919
Female	15,947	11,100	16,912	11,874
SpEd	471	299	604	387
ESOL	271	193	253	183
FARMS	2,906	1,343	3,150	1,405

Many students take more than one AP exam annually. While Table U-1 shows the number of exams taken in 2011 was 31,734, Table U-2 shows that 16,251 MCPS high school students took at least one AP exam in 2011, and 73.3 percent of all students earned at least one AP score of 3 or higher. The number of students receiving special education services who took at least one exam increased from 307 to 391 students, a 27.4 percent increase over 2010. The number of students identified as Two or More Races who took at least one exam increased from 533 to 648 students, a 21.6 percent increase over 2010. Similarly, the number of Hispanic/Latino students who took at least one exam increased from 2,121 to 2,355, an 11.0 percent increase over 2010. The number of Black or African American students taking at least one AP exam increased slightly from 1,883 to 1,924, and, more notably, the percentage of those students earning at least one AP score of 3 or higher increased 1.9 percentage points. While the number of students receiving ESOL services who took at least one exam decreased slightly from 2010 to 2011, the percentage of those students earning at least one AP score of 3 or higher increased by 2.3 percentage points, the largest percentage point increase among all subgroups.

Table U-2

The Number of Students Who Took At Least One AP Exam and Percentage of Exam Takers Who Earned One or More AP Exam Scores of 3 or Higher by Exam Year and Student Group				
Student Group	2010		2011	
	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	15,585	72.8	16,251	73.3
AS	3,332	77.8	3,409	78.7
BL	1,883	46.7	1,924	48.6
HI	2,121	62.4	2,355	59.8
WH	7,686	79.8	7,880	81.0
MU	533	74.3	648	73.5
Male	7,171	74.3	7,439	74.6
Female	8,414	71.5	8,812	72.2
SpEd	307	61.6	391	62.7
ESOL	238	74.8	218	77.1
FARMS	1,785	50.9	1,934	49.9

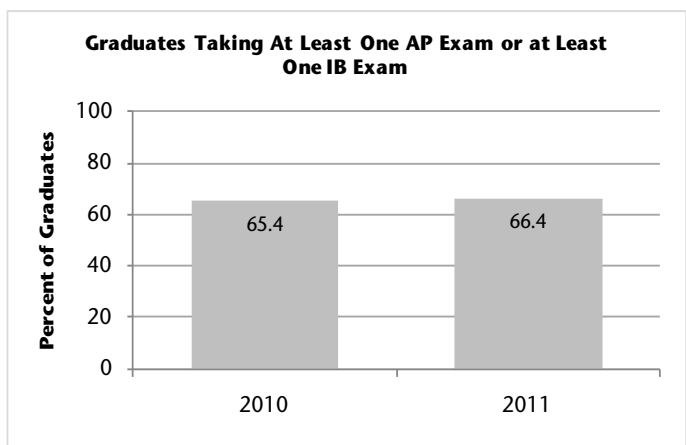
GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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/IB Exam Participation—All Graduates

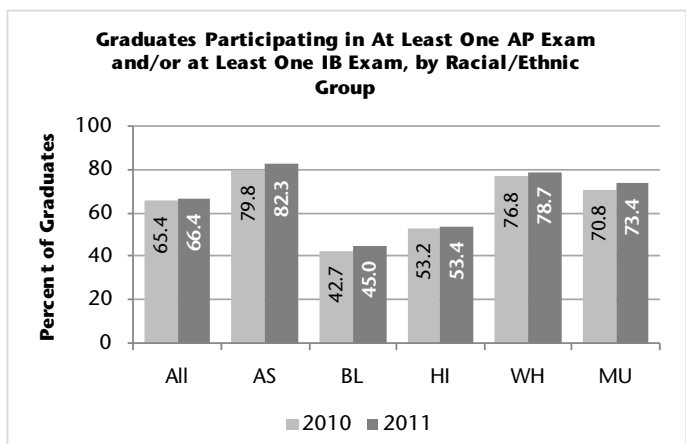
Many students take AP and IB exams across the years they are students in MCPS. The following data present the percentages of graduates who took at least one AP and/or IB exam at any time during high school. There is an important distinction between the participation rates published in this report and rates published in previous years. Starting in 2011, the method MCPS used for calculating AP/IB exam participation changed to include among “graduates” all students graduating throughout the period beginning July of the previous year and ending in June (the fiscal year), not just students graduating in June, as reported in previous years. Among the MCPS Class of 2011, 66.4 percent of graduates took at least one AP and/or IB exam at any time during high school (Figure U-1). The AP/IB participation rates for all graduates of 2010 and 2011 demonstrate an increase of one percentage point from 2010 to 2011.

Figure U-1



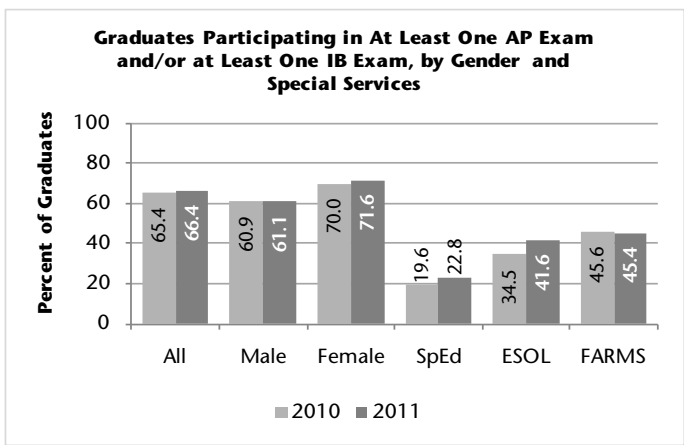
The participation rates among all racial/ethnic subgroups of 2011 graduates were higher than the participation rates of 2010 graduates (Figure U-2).

Figure U-2



The largest increases in participation rates were observed among students receiving ESOL services (7.1 percentage points) and students receiving special education services (3.2 percentage points). Participation rates for graduates receiving FARMS services declined less than half a percentage point from 2010 to 2011 (Figure U-3).

Figure U-3



AP/IB Exam Performance and District Student Performance Target—All Graduates

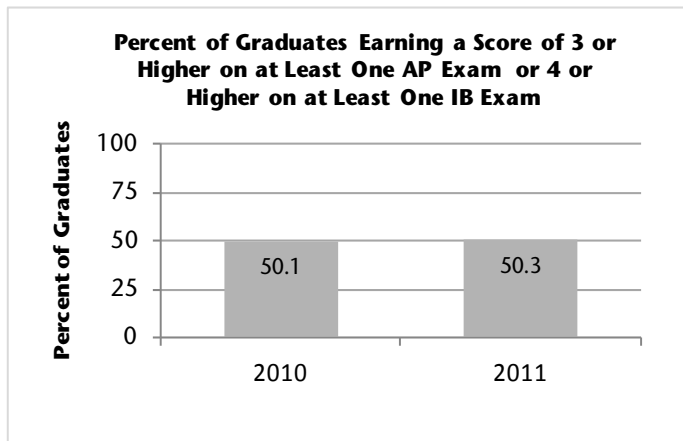
AP exam scores of 3 or higher (out of a possible total score of 5) or IB exams with scores of 4 or higher (out of a possible total score of 7) may qualify students for college credit or advanced placement upon entry to college. Graduates’ AP/IB performance is measured by the percentage of graduates who achieved 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 at any time during high school. As with AP/IB exam participation rates, the method MCPS used for calculating AP/IB exam performance changed in 2011 to include among “graduates” all students graduating throughout the period beginning July of the previous year and ending in June, not just those graduating in June, as reported in previous years. Of graduates in the MCPS Class of 2011, 50.3 percent earned a score of 3 or higher on at least one AP exam or 4 or higher on at least one IB exam which is a slight increase from 2010 (Figure U-4).

GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

MILESTONE

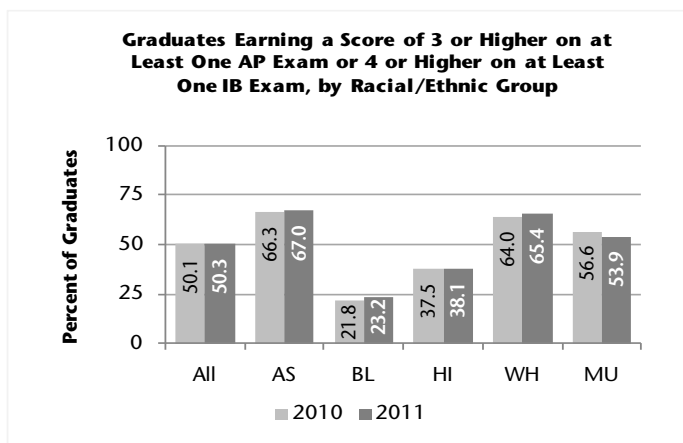
All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, International Baccalaureate, and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.

Figure U-4



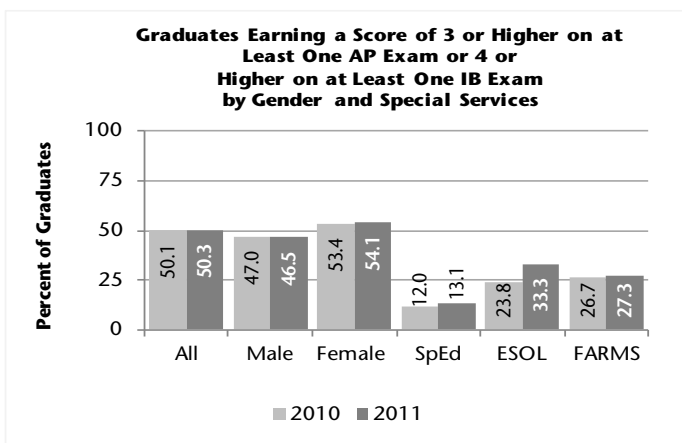
Among subgroups of graduates, Asian graduates, Black or African American graduates, Hispanic/Latino graduates, and White graduates performed slightly better in 2011 than in 2010 (Figure U-5). There was a slight decrease in the percentage of graduates identified as Two or More Races receiving at least one AP score of 3 or higher or an IB score of 4 or higher.

Figure U-5



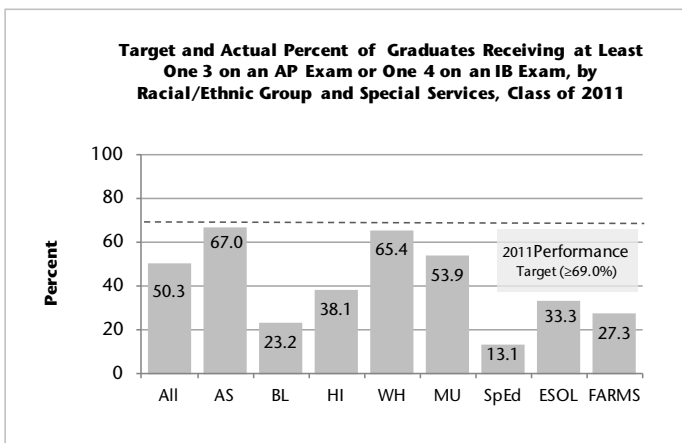
Among male students, female students, and students receiving special services, the performance rate among subgroups of 2011 graduates compared to 2010 graduates increased for all groups except male students (Figure U-6).

Figure U-6



The 2011 district student performance target expected 69.0 percent of all graduates and all subgroups of graduates to earn a score of 3 or higher on an AP exam or a 4 or higher on an IB exam. The 2011 performance target was not met by any group or subgroup of graduates (Figure U-7).

Figure U-7



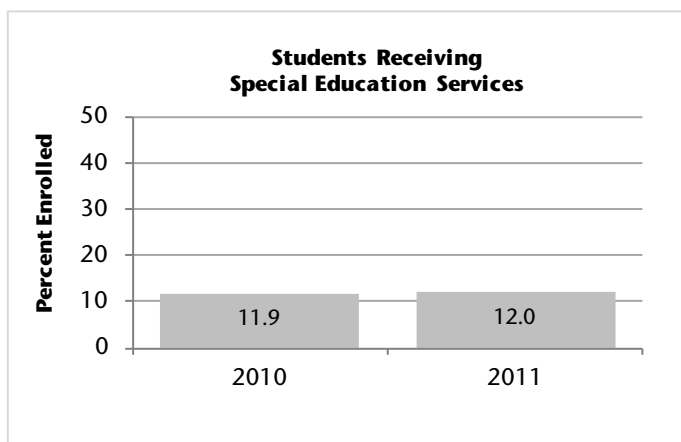
Milestone: MCPS will eliminate the disproportionate representation of African American and Hispanic students in special education.

DATA ★ POINT

Special Education Enrollment Data

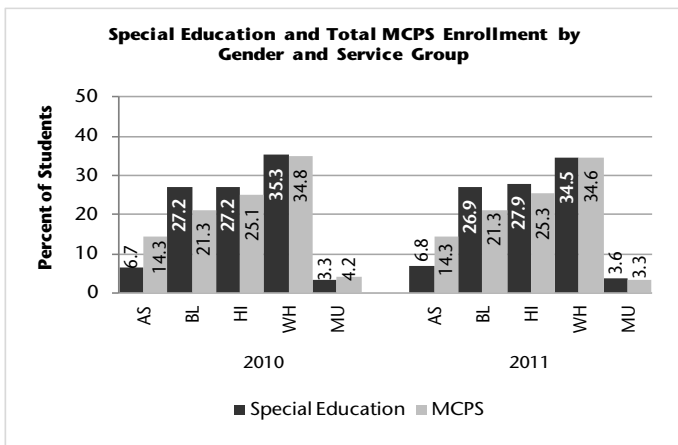
MCPS is committed to eliminating the disproportionate representation of Black or African American students receiving special education services. The Office of Special Education and Student Services is working to identify current practices and policies that may be contributing to the disproportionate identification of Black or African American students for special education services. 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 29, 2010, there were 17,307 students receiving special education services in MCPS. This number assists the Maryland State Department of Education (MSDE) in evaluating priorities and allocating federal resources. The percentage of MCPS students receiving special education services has remained relatively stable from 2010 to 2011 (Figure V-1).

Figure V-1



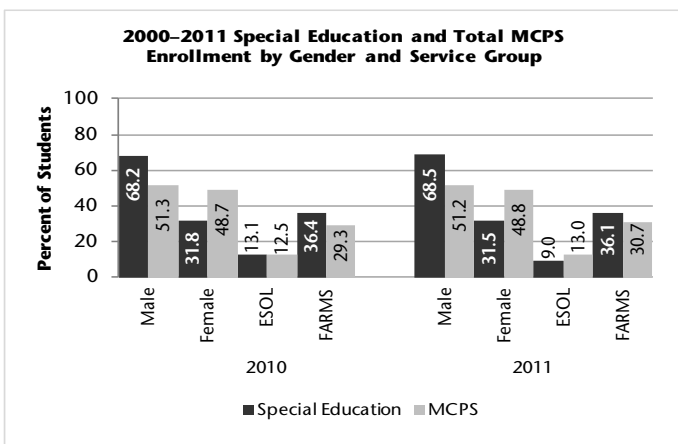
In 2011, Black or African American students represented 21.3 percent of students enrolled in MCPS and 26.9 percent of the population of students receiving special education services, an over-representation of 5.6 percentage points (Figure V-2). These data show that Black or African American students continue to be identified for special education services at rates that are higher than for each of the other racial/ethnic subgroups. From 2010 to 2011, the representation of racial/ethnic subgroups among students receiving special education services changed less than one percentage point.

Figure V-2



In 2011, 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 V-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. These percentages remained fairly consistent from 2010 to 2011.

Figure V-3



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 2010–2011 school year, Black or African American students were disproportionately represented in the disability categories of intellectual disability, formerly known as mental retardation (1.9), emotional disturbance (2.2), and specific learning disabilities (1.6) (Table V-1). The weighted risk ratios were not calculated or reported using the revised race/ethnicity codes for 2010 data by MSDE.

Table V-1

Weighted Risk Ratio of Black or African American Students in Selected Disability Groups for 2011			
	Intellectual Disability	Emotional Disturbance	Specific Learning Disability
2011	1.9	2.2	1.6

Note. Data describing students in selected disability groups using the revised race/ ethnicity codes were not available from MSDE for 2010.

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

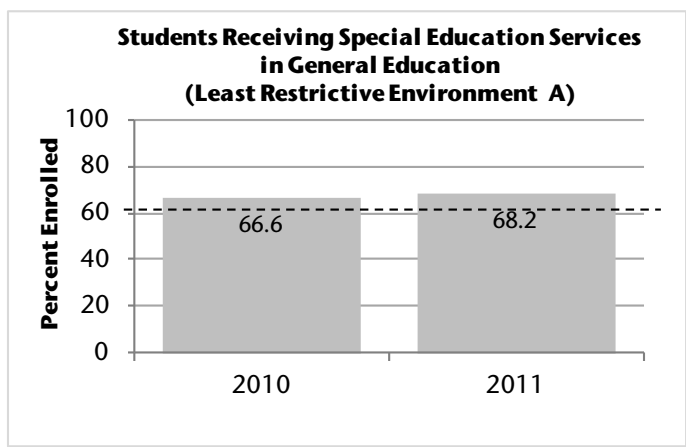
DATA ★ POINT

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 least restrictive settings. MCPS is working toward providing access to rigorous, high-quality instruction for students with disabilities and meeting the targets mandated by the Maryland State Department of Education (MSDE) to increase a measure known as Least Restrictive Environment A (LRE A), which seeks to increase students with disabilities in general education classes, and decrease a measure known as LRE C, which seeks to decrease students in self-contained classrooms for more than 60.0 percent of the school day. It is assumed that as LRE C decreases, students will transition into less restrictive settings (LRE A will increase).

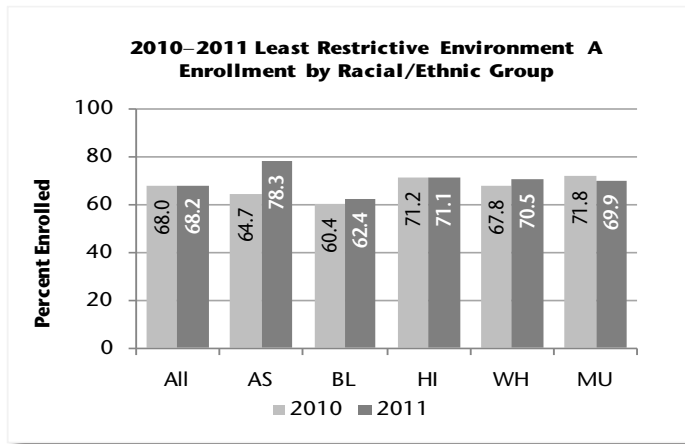
The percentage of students receiving special education services in general education increased by 1.6 percentage points between 2010 and 2011, bringing the percentage of students in LRE A to 68.2 percent (Figure W-1). It is important to note that MCPS succeeded on two levels at meeting MSDE targets: the LRE A rate must be above the 62.1 percent state target, and the MCPS rate was 68.2 percent; and conversely the LRE C rate must be below the 15.6 percent state target, and the MCPS rate was 11.9 percent.

Figure W-1



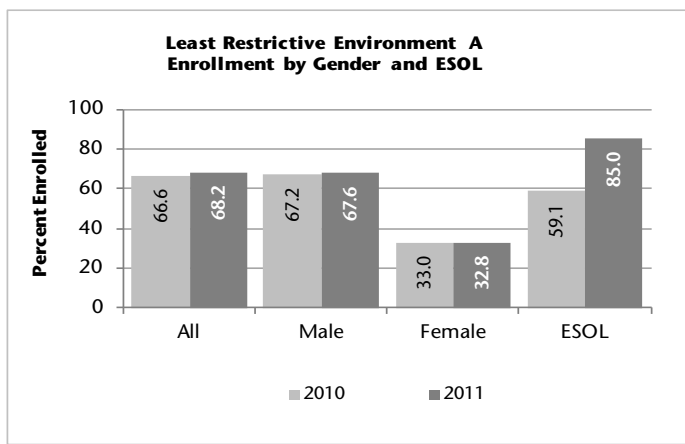
MSDE does not set targets for participation on LRE A by racial or ethnic subgroups, gender, or receipt of other services. During the 2010–2011 school year, LRE A rates for all students, Asian students, Hispanic/Latino students, White students, and students identified as Two or More Races exceeded the MCPS average. The LRE A rate for Black or African American students was below the district average (Figure W-2).

Figure W-2



The LRE A rate for male and female students held steady from 2010 to 2011. At 67.6 percent and 32.8 percent, respectively, the LRE A rates for male and female students during the 2010–2011 school year mirror the special education population as a whole. The LRE A rate for students receiving English for Speakers of Other Languages (ESOL) services increased 25.9 percentage points from 2010 to 2011 (Figure W-3).

Figure W-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.

To comply with federal requirements, the Maryland State Department of Education (MSDE) is changing the manner in which certain data are reported. MCPS is following the guidance set forth by MSDE to comply with these federal requirements. The changes were designed to maximize the information provided to the public while also protecting the privacy of small identifiable groups of students. Beginning with the 2011 Annual Report, attendance rates greater than or equal to 95.0 percent are reported as 95.0 percent. MSDE and therefore MCPS are also applying this rule to prior years' data. As a result, figures below show no values higher than 95.0 percent, even when attendance rates may have been higher for any year or subgroup.

MSDE has set 94.0 percent as the standard for satisfactory attendance for all students in Grades 1 through 12. From 2010 to 2011, MCPS consistently met the MSDE satisfactory standard for attendance for all students, all racial/ethnic groups, males, and females. Further, MCPS met the MSDE target for students receiving English for Speakers of Other Languages (ESOL) and Free and Reduced-price Meals System (FARMS) services. The attendance rate for students receiving special education services decreased to 93.7 percent in 2011, 0.3 percentage points below the MSDE target of 94.0 standard for satisfactory attendance (Figures X-1 and X-2).

Figure X-1

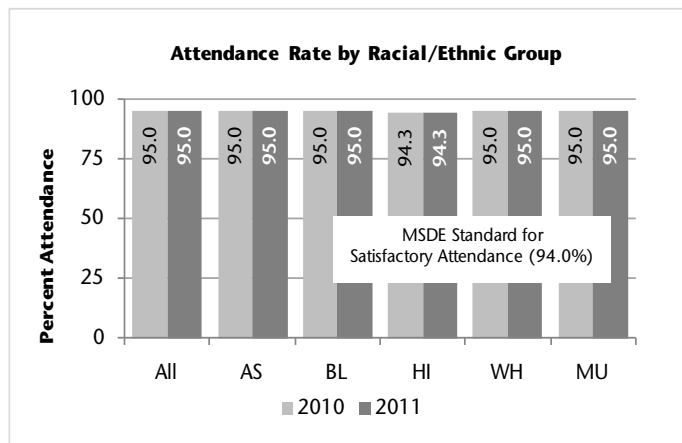
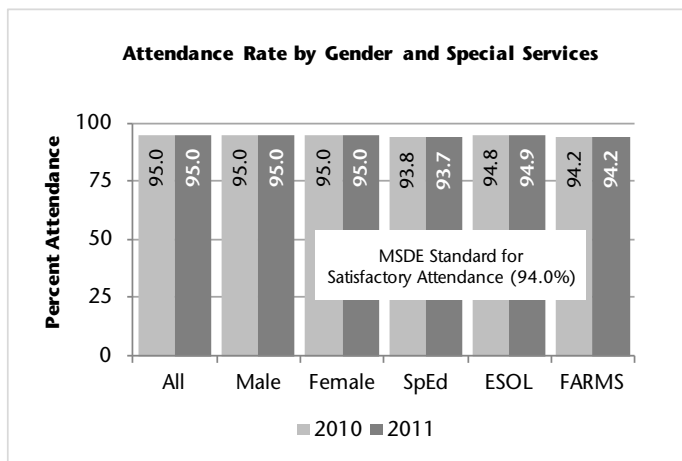


Figure X-2



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
<p>M The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.</p>	<ul style="list-style-type: none"> ★ Parent Satisfaction Survey Results, p. 54 ★ Attendance at and Evaluation of Systemwide Parent Workshops and Meetings, p. 55 ★ Results from Publication Feedback Cards, p. 56 ★ Edline Activation, p. 56
<p>M The district has processes in place for stakeholder input in systemwide policy development, strategic planning, budget development, and implementation of district initiatives.</p>	<ul style="list-style-type: none"> ★ Participation in Board of Education and Systemwide Meetings, Hearings, and Community Forums, p. 57 ★ Representation on Board of Education and Systemwide Work Groups and Advisory Committees, p. 58 ★ Results from Feedback Cards and Online Survey, p. 58
<p>M All schools are welcoming to our diverse student and parent communities and provide varied opportunities for engaging parents as partners.</p>	<ul style="list-style-type: none"> ★ Parent and Student Satisfaction Survey Results, p. 59 ★ Parent Participation on School Improvement Teams, p. 60 ★ Volunteer Data, p. 60
<p>M The district and local schools collaborate with county agencies and parent, student, civic, business, and community organizations to support student success.</p>	<ul style="list-style-type: none"> ★ District and Local School Partnership Data, p. 61

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

DATA ★ POINT

Parent Satisfaction Survey Results

The results from the parent Survey of School Environment (SSE) provide the school community with important data that inform the work of the School Improvement Team. Systemwide results for 2011 indicate that 78 percent or more of parents who responded felt positive about teacher-parent communication and school-home communication. The agreement levels of parents remained similar to the levels reported in 2010, with observable increases since 2006 (Tables Y-1–Y-4). For all four survey items regarding teacher-parent and school-home communication, parents of elementary students reported the highest agreement levels, followed by parents of middle school students and high school students.

Nearly 80 percent or more of parents agreed that teachers kept them informed about their child’s progress, with the highest agreement reported among parents of elementary students (91.6%), followed by parents of middle and high school students (84.8% and 77.8%, respectively). Among parents of elementary students the percentage of agreement that teachers kept them informed about their child’s progress remained high and showed almost no change from 2010 to 2011. Agreement among middle school parents increased by approximately one percentage point from 2010 to 2011. However, between 2010 and 2011, agreement among parents of high school students decreased by 1.8 percentage points.

Nearly 90 percent or more of parents agreed that there was an atmosphere of open communication at their child’s school, with the highest agreement reported among parents of elementary students (92.2%), followed by parents of middle and high school students (90.6% and 87.6%, respectively). Among parents of elementary students indicating that there is an atmosphere of open communication at their child’s school, the percentage remained high and showed almost no change from 2010 to 2011. There was approximately one percentage point increase from 2010 to 2011 for parents of middle school students, and one percentage point decrease for parents of high school students.

More than 90 percent of parents agreed that the school did a good job of getting important school information to parents, with the highest agreement reported among parents of elementary students (95.3%), followed by parents of middle and high school students (93.7% and 92.0%, respectively). Among parents of elementary and high school students, the percentage of agreement that the school does a good job of getting important school information to parents remained high and showed almost no change from 2010 to 2011. Parents of middle school students reported a 1.3 percentage point increase in their agreement from 2010 to 2011. Between 2006 and 2011, parents of students in all three school levels reported increased agreement that their child’s school does a good job in getting important school information to parents,

with parents of middle school students reporting the largest increase (4.7 percentage points).

In 2011, approximately 93 percent or more of parents agreed that the school did a good job informing parents about meetings and special school events, with the highest agreement reported among parents of elementary students (97.1%), followed by parents of middle and high school students (95.2% and 93.2%, respectively). There were slight increases in agreement with the statement among elementary school parents and middle school parents between 2010 and 2011. Between 2006 and 2011, percentages of parents of students at all school levels agreeing that the school does a good job of informing them about meetings and special school events increased, with parents of middle school students reporting the largest increase (5.3 percentage points).

Table Y-1

My Child’s Teacher Keeps Me Informed About My Child’s Progress in School—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	91.3	88.3	91.7	91.6
Middle Schools	82.3	81.9	83.9	84.8
High Schools	77.5	75.0	79.6	77.8

Table Y-2

There Is an Atmosphere of Open Communication at My Child’s School—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	90.8	86.0	92.0	92.2
Middle Schools	87.3	85.0	89.5	90.6
High Schools	85.9	80.5	88.6	87.6

Table Y-3

The School Does a Good Job of Getting Important School Information to Parents—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	93.6	90.7	95.2	95.3
Middle Schools	89.0	87.4	92.4	93.7
High Schools	88.8	84.7	92.2	92.0

Table Y-4

The School Does a Good Job of Informing Me About Meetings and Special School Events—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	95.7	93.8	96.7	97.1
Middle Schools	89.9	90.0	94.1	95.2
High Schools	89.3	88.3	93.8	93.2

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 to parents to keep them informed about the educational program. During 2010–2011, central services staff members conducted more than 1,100 parent workshops involving more than 40,000 parents, more than double the number of parents that participated in 2007. In addition, 85 percent of the presentations provided interpretation services or were conducted in other languages during 2010–2011 (Table Z-1), up from 18 percent in 2007. These workshops focused on providing parents with information about the MCPS curriculum, sharing strategies for how they may help with their child’s learning at home, and tips for advocating for their child.

The quality and usefulness of such workshops and forums are 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 may 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 Z-2). In addition, data collected on other topics workshop participants would like to learn more about are used to plan future workshops.

Table Z-1

Parent Workshops and Meetings				
	2007	2009	2010	2011
Number of district-level workshops	556	944	892	1,137
Number of parents participating in district-level workshops	17,519	39,446	42,050	40,597
Percentage of district-level workshops made available in languages other than English	18.0	66.8	67.8	85.1

Table Z-2

Evaluations of Parent Workshops and Meetings				
Evaluation Question	Percent of Parents Who Agree			
	2007	2009	2010	2011
The workshop/forum helped with understanding the topic of the workshop/forum	98.0	98.2	99.5	97.2
Information/material was clearly presented and easy to understand	98.0	99.4	99.3	96.4

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 may voice their opinions or concerns about issues. The purpose of feedback cards is to give parents another avenue 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 2011, virtually all print publications were eliminated and replaced with comprehensive information online. This resulted in a precipitous drop in the number of feedback cards received (see Table AA-1). In order to gather important reader information from parents, electronic online surveys were used to capture feedback formerly collected through the postage-paid feedback card process. The same two questions were asked, “Has the publication given you a better understanding of the subject?” and “Is this issue easy to read and understand?” MCPS continues to solicit feedback from limited or non-English speaking families by asking for feedback in not only English, but five other languages.

Table AA-1

Results from Publication Feedback Cards				
	2007	2009	2010	2011
Number of publication feedback cards received	456	840	120	42
Percentage of respondents who said the publication helped them gain a better understanding of the publication’s subject	81.6	72.9	96.6	95.2
Percentage of respondents who felt the publication was easy to read and understand	86.8	85.2	97.5	90.5

DATA ★ POINT

Edline Activation

Edline is a password protected web-based system that allows middle and high school students and parents to regularly review grades. Student grades are published automatically to Edline, Sunday through Thursday nights, and secondary teachers also may 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 BB-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 66,043 in 2011. Since 2007, the number of parents activating an Edline account more than doubled with 47,671 parents utilizing Edline in 2011.

Table BB-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
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
2011	N	66	66,043	47,671
	%	100.0	85.0	63.0

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

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. The Board provides time at its business meetings for the public to comment on educational issues and other matters. During 2010–2011, the Board received input from 176 stakeholders at public hearings and 87 people provided testimony at Board meetings during public comments (Table CC-1).

In addition, the Board conducts strategic planning/operating budget forums in which parents, students, staff, and community members participate and provide feedback. In 2010, the Board revised its budget forum format to a facilitated roundtable discussion which allowed for full participation by all in attendance. A full communication plan included a comprehensive invitation outreach to known community groups and involved stakeholders and was supplemented by recommendations from principals to draw out parents who might not normally participate in the strategic planning process. This additional effort increased participation from 140 persons in 2010 to 235 persons in 2011 (Table CC-1).

Apart from the data listed below it should be noted that the Board conducted a superintendent of schools search in 2011 in which stakeholders had opportunities for providing their input on the characteristics desired in the next superintendent of schools. An online survey was made available to students, staff, parents, and community members in addition to focus group meetings. In all, 3,369 stakeholders participated in the online survey and more than 460 participated in one of the focus groups. Since this is not an annual event and the number of stakeholders was significant, participation for the superintendent search is not included in Table CC-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 2010–2011, the Board received community input on Policy ABC, *Parent and Family Involvement*; Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools Facilities*; and Policy IED, *Framework and Structure of High School Education*.

Table CC-1

Public Testimony				
Number of Persons	2007	2009	2010	2011
Providing testimony at Board public hearings	217	172	183	176
Providing testimony at Board meetings during public comments	137	117	67	87
Participating in Board Strategic Plan forums	161	225	140	235
Providing comments on public policy	126	17	38	12

GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

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

The Board of Education (Board) 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. 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 five years, the number of systemwide work groups and advisory committees has increased by 25 percent and the number of parents and community members participating has more than tripled over the same five-year period, 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 DD-1).

As noted in the *Participation in Board of Education and Systemwide Meetings, Hearings, and Community Forums* data point, the Board conducted a search for a superintendent of schools in which stakeholders had two major opportunities to provide their input on the characteristics desired in the next superintendent—an online survey and focus group meetings. In all, more than 460 stakeholders participated in one of the focus groups. Since this is not an annual event and the number of stakeholders was significant, participation for the superintendent search focus group is not included in the figures below.

Table DD-1

Systemwide Work Groups and Advisory Committees				
	2007	2009	2010	2011
Number of Advisory Committees	57	67	66	104
Number of parent/community members participating	735	840	1,415	2,222
Number of students participating	52	57	37	43

DATA ★ POINT

Results from Feedback Cards and Online Survey

MCPS places 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. 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 has significantly decreased since 2007 (Table EE-1).

Table EE-1

Feedback Cards and Online Surveys				
	2007	2009	2010	2011
Number of blue TIP cards received on strategic plan/operating budget	480	106	19	28
Number of online surveys received	196	7	155	107

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.

DATA ★ POINT

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 communities. The Surveys of School Environment give parents and students the opportunity to express how they perceive their school environments. 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 2011 indicated that more than 91.0 percent of parents who responded from all school levels felt positive about their child’s school environment and felt welcomed at their child’s school (Table FF-1). Compared with 2010 parent results, the percentage of agreement in 2011 remained at 95.0 percent at the elementary school level, and slightly increased by 0.4 percentage points at the middle school level. However, the agreement level for parents of high school students decreased by 2.3 percentage points from 2010 to 2011. Changes were more observable from 2009 to 2011, with 4.1, 5.1, and 4.4 percentage point increases for elementary, middle, and high schools, respectively.

In 2011, more than 80 percent of student respondents from all school levels agreed with the statement, “I feel welcomed at this school” (Table FF-2). The percentage of students agreeing with this statement increased from 2010 to 2011 by 2.2 percentage points for elementary students (86.3% vs. 88.5%), 2.7 percentage points for middle school students (79.3% vs. 82.0%), and 1.3 percentage points for high school students (79.6% vs. 80.9%). The percentage of students agreeing with this statement are consistent with the previous surveys for each school level.

Table FF-1

Parent Satisfaction Survey I Feel Welcomed at This School—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	94.3	90.9	95.0	95.0
Middle Schools	92.0	88.6	93.3	93.7
High Schools	90.4	86.6	93.3	91.0

Table FF-2

Student Satisfaction Survey I Feel Welcomed at This School—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	87.9	88.0	86.3	88.5
Middle Schools	77.1	81.7	79.3	82.0
High Schools	77.7	81.6	79.6	80.9

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

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, and attendance and suspension records. Summative data become available in the summer and are used by the SIT in preparation for leadership week.

In 2011, 92.0 percent of schools had at least one parent on the School Improvement Team (Table GG-1). A total of 438 parents participated in School Improvement Teams.

Table GG-1

Parent Participation on School Improvement Teams			
	2009	2010	2011
Percent of schools with at least one parent on the School Improvement Team	88.4	93.0	92.0
Number of parents participating in School Improvement Teams	518	499	438

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.

In 2011, a total of 498,184 volunteer hours were reported, corresponding to an average of more than 3,000 volunteer hours per school (Table HH-1). The number of school volunteers reported decreased 4.9 percent from 65,697 in 2010 to 62,487 in 2011. This may have been impacted by a decrease of 9.1 percent in the number of schools reporting volunteers and volunteer hours, from 187 in 2010 to 170 in 2011. 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 HH-1

School Volunteer Data			
	2009	2010	2011
Percentage of school volunteer coordinators reporting data	83.4	88.5	80.0
Number of school volunteers reported	57,791	65,697	62,487
Total number of volunteer hours reported	426,054	523,774	498,184

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 may 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.

Since 2007, schools reporting business or community partnerships increased by 9 percentage points (Table II-1). Additionally, the number of partnerships reported in all schools increased more than sixfold, from 181 in 2007 to 1,188 in 2011.

Table II-1

MCPS Partnership Data				
	2007	2009	2010	2011
Percentage of schools reporting business or community partnerships	80	87	90	89
Number of partnerships reported in schools	181	808	850	1,188

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, 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
<p>M All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.</p>	<ul style="list-style-type: none"> ★ Teacher Professional Growth System Data, p. 64 ★ Administrative and Supervisory Professional Growth System Data, p. 68 ★ Supporting Services Professional Growth System Data, p. 70 ★ Staff Who Receive High-Quality Professional Development, p. 72
<p>M Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.</p>	<ul style="list-style-type: none"> ★ Diversity in Workforce, p. 75 ★ Highly Qualified Teachers, p. 77 ★ Highly Qualified Paraeducators, p. 77
<p>M All offices and departments have strategic plans that are aligned with <i>Our Call to Action: Pursuit of Excellence</i>.</p>	<ul style="list-style-type: none"> ★ Office and Department Strategic Plans, p. 78
<p>M All schools develop school improvement plans that address the needs of all <i>No Child Left Behind</i> subgroups using the Baldrige-guided School Improvement Planning Process.</p>	<ul style="list-style-type: none"> ★ School Improvement Plans, p. 79
<p>M The work environment promotes employee well-being, satisfaction, and positive morale.</p>	<ul style="list-style-type: none"> ★ Staff Survey Data on School and Office Environment, p. 80
<p>M MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.</p>	<ul style="list-style-type: none"> ★ Employee Recognition Data, p. 81

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

DATA ★ POINT

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 Act of 2001* legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development, a Peer Assistance and Review (PAR) program with consulting teachers, Studying Skillful Teaching, 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 3,260 teachers, of which 466 were identified as underperforming teachers and 2,794 were novice teachers (Table JJ-1). The number of CT clients declined from 2006–2011 as the number of new teachers hired was reduced. Over the same period of time, the number of CTs was reduced, and caseloads for individual CTs ranged from 16 to 20 clients. Increases in

the number of teachers identified as underperforming indicate greater action on the part of principals and supervisors to implement the Teacher PGS.

Table JJ-1

Consulting Teacher Caseloads, 2006 and 2009–2011				
	2006	2009	2010	2011
Novice	727	404	366	314
Underperforming	52	67	59	73
Total	779	471	425	387

During 2011, 190 elementary and 124 secondary novice teachers were assigned a consulting teacher. In addition, 27 elementary and 46 secondary teachers were identified as underperforming and also were assigned consulting teachers (Table JJ-2).

Table JJ-2

Consulting Teacher Caseloads by School Level, 2011			
	Elementary	Secondary	Total
Novice	190	124	314
Underperforming	27	46	73
Total	217	170	387

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, 69 teachers have been recommended for dismissal, 225 teachers have resigned, and 100 teachers have been recommended for nonrenewal by the PAR panel (Table JJ-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 JJ-3

Peer Assistance and Review Panel Data, 2006 and 2009–2011				
	2006	2009	2010	2011
Recommended for Dismissal	10	13	15	15
Resigned	36	39	27	24
Recommended for Nonrenewal	22	20	17	12
Total	68	72	59	51

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 three graduate credits. Studying Skillful Teaching (SST) 1 is highly encouraged for all teachers. In 2011, 305 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 2011, 177 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 2011, 152 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 2011, 119 principals and instructional leaders completed the OAT2 course (Table JJ-4).

Table JJ-4

Teachers and Administrators Who Completed Studying Skillful Teaching and Observing and Analyzing Teaching Coursework, 2004 and 2009–2011				
Course Title	2004	2009	2010	2011
Studying Skillful Teaching 1	708	514	399	305
Studying Skillful Teaching 2	145	272	278	177
Observing and Analyzing Teaching 1	186	178	135	152
Observing and Analyzing Teaching 2	151	145	141	119
Total Per Year	1,190	1,109	953	753

Curriculum Implementation Training

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

Elementary Schools

To build the capacity of elementary school 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:

- All elementary reading specialists received professional development related to the Elementary Integrated Curriculum. This professional development also focused on the refinement of small-group reading. Through participation in this training, reading specialists were empowered to provide this training to staff in their schools.
- Professional development was provided for elementary teachers new to teaching Mathematics 6 and Mathematics 7 in order to build teacher capacity and content knowledge to provide advanced instruction in mathematics.
- New elementary reading specialists participated in differentiated professional development that focused on small-group reading instruction for teachers of Grades K–5 students.

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.

- Best Practices for Effective Co-teaching was provided for general education and special education co-teachers, speech pathologists, and paraeducators in Grades K–5 in order to support student success in general education classrooms.
- Teachers of International Baccalaureate (IB) Primary Years Programme receive ongoing curricula/program training and development.

Middle Schools

To build the capacity of middle school teachers to help students achieve the data point of Algebra I or higher by Grade 8 and to promote equitable instruction for all learners, the following professional development took place:

- Teachers new to READ 180, a reading intervention program in middle and high schools, were provided with training that enabled them to implement the program.
- Best Practices for Effective Co-teaching was provided for general education and special education co-teachers, speech pathologists, and paraeducators in Grades 6, 7, and 8 in order to support student success in general education classrooms.
- Accelerated and Enriched Instructional (AEI) content specialists from Phase I and Phase II middle schools participating in the middle school reform initiative attended professional development designed to support their AEI responsibilities.
- Teachers of IB Middle Years Programme receive ongoing curricula/program training and development.

High Schools

To build the capacity of high school teachers to help students achieve the data points of honors/Advanced Placement (AP)/passing the High School Assessments, PSAT/SAT/ACT participation/performance, and promote equitable instruction for all learners, the following professional development took place:

- Best Practices for Effective Co-teaching professional development was provided for general education and special education co-teachers, speech pathologists, and paraeducators in Grades 9, 10, 11, and 12 in order to support student success in general education classrooms.
- Teachers new to READ 180, a reading intervention program in middle and high schools, were provided with training that enabled them to implement the program.
- Teachers of IB Diploma Programme receive ongoing curricula/program training and development.

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 five 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 JJ-5).

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 JJ-5**

Induction and Mentoring Programs for New Teachers				
INDUCTION ACTIVITIES	2004	2009	2010	2011
New Educator Orientation (NEO)				
August Orientation Participants	678	467	308	524
February Late Hire Orientation Participants	77	N/A*	N/A*	N/A*
Professional Development (New Teachers)				
New Teachers Taking NTT Modules (01, 02, 03)	75	159	62	91**
Number of New Teachers Attending Professional Development Workshops	257	138	122	127
Teacher Mentors				
Number of Mentors	151	180	223	167
Number of Teachers New to MCPS Supported by Mentors	247	257	235	171
Professional Development (Mentors)				
Mentors Completing TOT-02 and TOT-03 (Training Courses for Mentors)	263	175	202	175**

*In 2009, 2010, and 2011 February NEO was cancelled due to MCPS operating budget restrictions.

**In 2011, courses were cancelled and/or combined due to the 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 2011, 71 MCPS teachers achieved National Board Certification for the first time. With almost 600 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 eighth nationwide for the number of NBCTs in 2011 and twelfth nationwide for cumulative total of National Board Certified educators.

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.

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 2011, 23 novice principals, including six 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, received the support of a consulting principal, and met standard in 2011. Four assistant principals and two central services administrators were referred to the PAR panel. One assistant principal did not meet standard and was reassigned and subsequently resigned. Three assistant principals and two central services administrators will continue in the evaluation support cycle, receiving the support of consulting principals during the 2011–2012 school year.

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

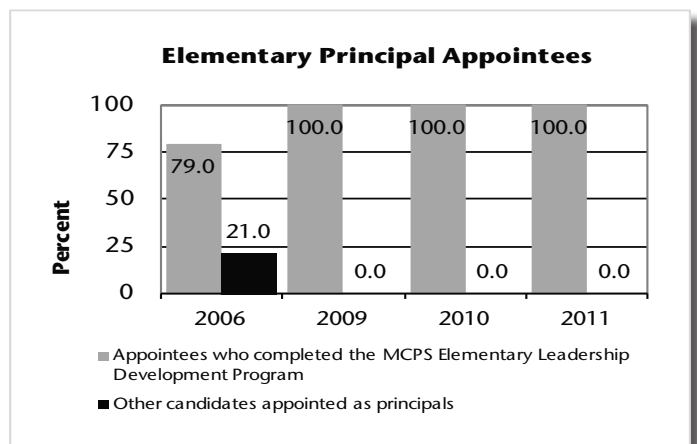
Two cohorts of principals took the MCPS data course in 2011. Each course involved four sessions of three and one half hours each. Three principals, six assistant principals, four

staff development teachers, five teachers, and six instructional data analysts successfully completed the course. To date, 219 administrative personnel have completed the course (including those who completed the parallel MSDE course). Of those participants, 194 are current principals in MCPS. All MCPS principals participated in root cause analysis training during the Superintendent's Administrative and Supervisory Meeting held on April 27, 2011.

Principal Appointments

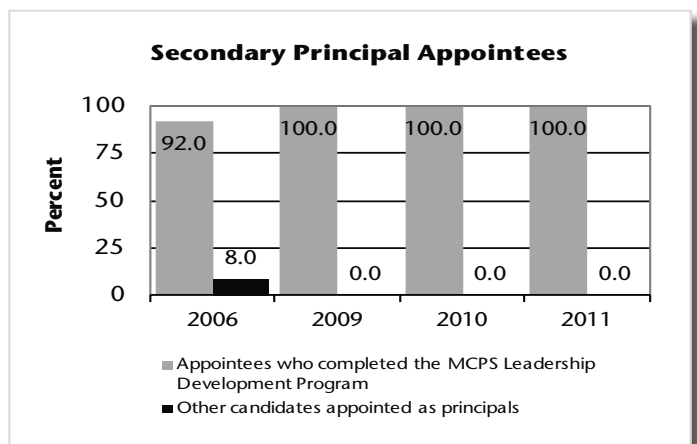
In 2011, 100 percent, or 11 elementary principalships and acting principalships were awarded to internal candidates who successfully completed the MCPS Elementary Leadership Development Program (Figure KK-1).

Figure KK-1



In 2011, 100 percent, or 10 secondary principalships were awarded to internal candidates who successfully completed the MCPS Secondary Leadership Development Program (Figure KK-2).

Figure KK-2



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

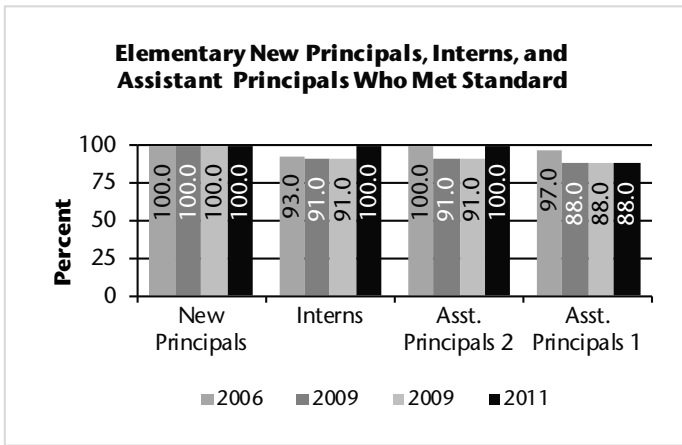
MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

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.

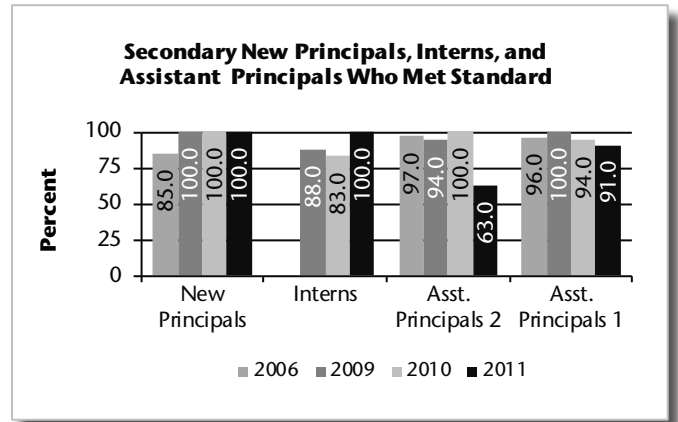
The work of the Elementary and Secondary Leadership Development programs is informed and driven by the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, specifically the goal of providing all employees with high-quality professional development opportunities to promote individual and 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 KK-3 and KK-4).

Figure KK-3



- In 2011, the following program goals were met:
- One hundred percent (8/8) of new elementary principals met standard.
 - One hundred percent (4/4) of elementary principal interns met standard on their final evaluation.
 - One hundred percent (13/13) of elementary assistant principal 2s (AP2s) met standard.
 - Eighty-eight percent (15/17) of the elementary assistant principal 1s (AP1s) met standard. Both AP1s who did not meet standard will receive additional support and will be evaluated during the 2011–2012 school year.

Figure KK-4



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

- In 2011, the following program goals were met:
- One hundred percent (5/5) of new secondary principals met standard.
 - One hundred percent (6/6) of secondary principal interns met standard.
 - Sixty-three percent (14/16) of secondary AP2s met standard. Two secondary AP2s are repeating the program.
 - Ninety-one percent (10/11) of secondary AP1s met standard. One secondary AP1 is repeating the program.

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

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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. During the last three years, PGCs have handled 216 referrals to PIP (Table LL-1). This number reflects the referrals from all schools and offices.

Table LL-1

Referrals to the Performance Improvement Process				
	2006	2009	2010	2011
Employees referred	72	66	71	79
Employees retained	59	61	66	76
Employees separated	13	5	5	3

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 six-year implementation of the SSPGS, PGCs have spent an average of 77.8 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 suggests that Black or 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 36,000 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 the 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 was filed each year. Only three administrative complaints have been filed over the past three years (Table LL-2).

Table LL-2

SEIU Administrative Complaints Related to the Evaluation Process				
	2002	2009	2010	2011
Complaints filed	27	0	1	2

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

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 2011 was 3,164.

Accomplishments for FY 2011 include the following:

- A successful pilot program to increase the capacity of teacher-paraeducator teams
- The design of a new in-house training delivery system
- The design and delivery of *Bullying Awareness and Prevention* training
- The continued success of the 10-Month Support Professional Training (SPT-10), a special opportunity for 10-month supporting services employees
- Employee English for Speakers of Other Languages (ESOL); and instructional data analyst (IDA) peer training programs

The work to increase the capacity of teacher-paraeducator teams to support student learning is one factor contributing to an improvement in Grade 3 Maryland State Assessment mathematics scores at South Lake Elementary School. Scores in the proficient and advanced range among English language learners rose from 41 percent in 2009–2010 to 82 percent in 2010–2011. The paraeducator coordinator collaborated with South Lake Elementary School staff to facilitate a series of monthly meetings attended by teacher-paraeducator teams to explore five different co-teaching models. Teams were supported throughout the school year using observations, peer visits, videotaping, and sharing of best practices.

The pending retirement of many of the supporting services supervisory staff in the next few years makes the continuation of professional development opportunities for this group imperative if we are to create a qualified pool of candidates to succeed outgoing managers and supervisors. Efforts to find a way to continue and refine training programs for supporting services employees in the present fiscal circumstances have led the development of plans for the Supporting Services Training Corps (SSTC), a group of support professionals who will continue in their current positions while being released for a set number of days to deliver training. The implementation of plans for the SSTC will begin in FY 2013.

The SSTD team collaborated with professional growth consultants, School Counseling Services, Department of Transportation, and Psychological Services to develop and deliver the *Bullying Awareness and Prevention* training for 130 participants in FY 2011. In FY 2012, capacity to deliver *Bullying Awareness and Prevention* will be increased so that the high demand for the training can be met.

Nine hundred and ninety-seven supporting services employees attended SPT-10 training for 10-month employees in FY 2011. A total of 36 sections of training were offered throughout the county on four teacher professional days when students do not attend school.

The Employee ESOL program is composed of Workplace English classes and conversation circles designed to assist entry-level employees improve safety, customer service, and workplace efficiency by improving their ability to communicate in English. One hundred fifty-nine participants completed the course in FY 2011.

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.

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 and ongoing support from PLCI staff. 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, cohorts include four to seven elementary schools and two to seven secondary schools. As of June 2011, 38 elementary schools and 15 middle schools have completed the PLCI program. Eighteen schools will participate in the PLCI during the 2011–2012 school year.

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 members 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 consistently have shown that schools that participate in the PLCI demonstrate growth in student achievement as well as narrowing the gaps between groups of students. For example, scores on the 2011 Maryland School Assessment show the progress made by the seven elementary schools participating in Cohort V, which began in 2009. Student performance improved on five out of six tests. Due to new United States Department of Education race codes, racial/ethnic trend data is not available. As this data becomes available, we will utilize again this data for our program. PLCI staff and the participating school teams will continue to analyze student data in order to ensure continuous improvement in all areas (Table MM-1).

Table MM-1

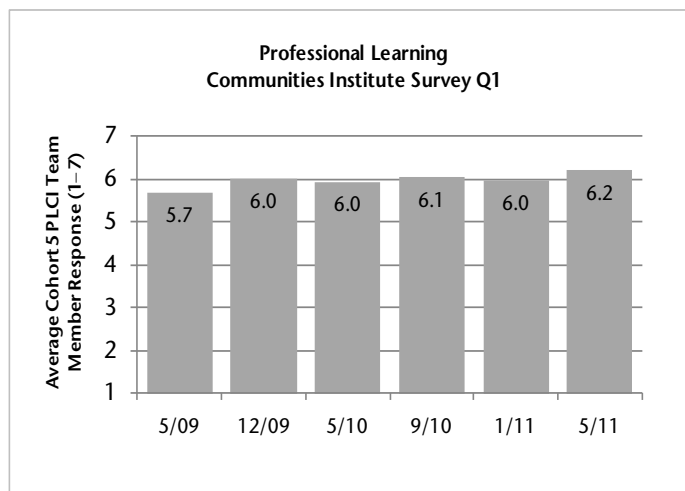
Professional Learning Communities Institute Cohort V Elementary Schools Percentage of Students Scoring Advanced or Proficient on the MSA, 2009–2011				
	2009	2010	2011	Change 2009–2011
Grade 3 Reading	85.4	90.6	91.4	+6.0
Grade 4 Reading	91.3	89.1	89.4	-1.9
Grade 5 Reading	90.5	95.7	93.4	+2.9
Grade 3 Math	86.7	92.2	91.4	+4.7
Grade 4 Math	89.3	88.5	91.5	+2.2
Grade 5 Math	82.8	85.8	86.8	+4.0

In addition to the student achievement data points, PLCI staff members collect perceptual data through the use of the PLCI team survey. The survey is administered to the school leadership teams six times during the PLCI. 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 MM-1 and MM-2).

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

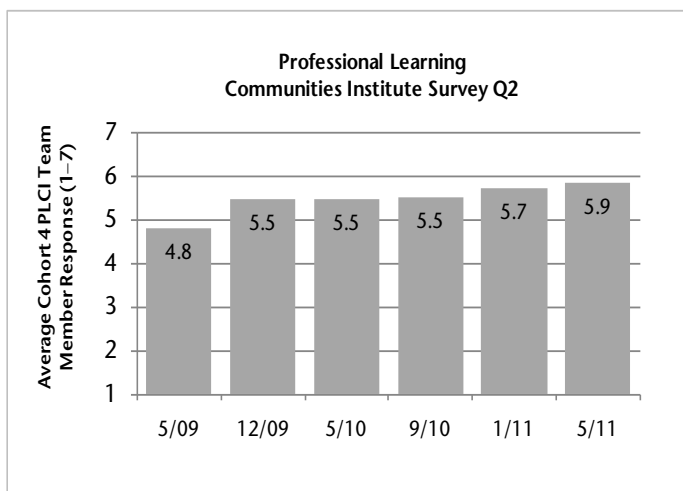
MILESTONE All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Figure MM-1



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 MM-2



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 2010–2011 school year:

- For SDTs new to their positions: a nine-day course beginning in the summer and throughout the year occurred for the eighth 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 seventh 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 (SIPs) and can be monitored to determine impact on both teachers and students.
- For all SDTs: an annual SDT conference was held in which SDTs submitted applications to present and were selected based on the 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” also were offered to SDTs in order to differentiate training based on both individual school and individual SDT need. Those training sessions during the 2010–2011 school year included group coaching on root cause analysis and comprehensive professional development planning, 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 Department of Instructional Leadership Support, Office of Curriculum and Instructional Programs. 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 2010–2011, the SDT allocation in all secondary schools and in some elementary schools was reduced to less than full time. The SDT survey was not administered last year because it needed to be revised to reflect the current roles and responsibilities of SDTs whose allocation is less than 1.0; therefore, there are no data to report for 2010–2011.

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.

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

In 2010–2011, all schools entering their first year in Professional Learning Communities Institute (PLCI) training were required to take the SLTI workshop, “Shared Leadership: A Team Examination of Collaboration and Empowerment,” as a prerequisite. This workshop has the foundational skills that help leadership teams apply the knowledge and skills of the PLCI.

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, they will be better able to conduct the important and relevant work of a collaborative school leadership team. Learning data was collected in all 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 central services 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 24 in 2011. Between July 2010 and June 2011, the team provided more than 150 hours of professional development specifically for school leadership teams.

The EIU has developed several new tools to support the provision of equity in schools. The *Equitable Classroom Practices* document, which describes 27 specific, observable, and measurable teacher behaviors and practices that communicate high expectations to all students, was revised to incorporate research that supports the use of the strategies with Black or African American and Hispanic/Latino students. *Short Takes*, technology-based training modules for each of these 27 practices, also has been completed and linked to the EIU website. The *Short Takes* videos were presented at the superintendent’s administrative and supervisory meeting held in December 2010. A breakout session was provided for administrators to explore the videos. At the February 2011 superintendent’s administrative and supervisory meeting, the EIU provided every administrator with the book, *Everyday Antiracism Getting Real About Race in School*, edited by Mica Pollock, along with a study guide on how to use the book with their staff. A school assessment for cultural competence also is under development to assist schools to determine strengths and areas for improvement in equity.

The EIU also works with job-alike groups and other MCPS central services staff 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 services staff continues to incorporate 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.

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

DATA ★ POINT

Diversity in Workforce

During FY 2011, there were 21,931 employees, of whom 64.0 percent (13,966) were White, 17.7 percent (3,870) were Black or African American, 9.9 percent (2,176) were Hispanic/Latino, 6.3 percent (1,596) were Asian, and 0.3 percent (62) were American Indian or Alaskan Native. Female employees represented 74.1 percent (16,243) of all employees and 25.9 percent (5,688) were male (Table NN-1).

White and Black or African American employees comprised a greater percentage of all positions in MCPS. Approximately 57.0 percent (473) of administrators were White and 33.9 percent (256) of administrators were Black or African American. All other racial groups comprised a total of 9.1 percent (73) of all administrator positions. The majority of teacher positions, 77.0 percent (8,921), were held by White employees. Approximately 23.9 percent (2,194) of supporting services employees were Black or African American. A total of 16.5 percent (1,518) of supporting services employees were Hispanic/Latino and 10.9 percent (1,002) were Asian.

During 2011, more females were employed in positions within each of the three employee work groups (i.e., administrators, teachers, and supporting services). Females comprised 62.8 percent (444) of administrators, 80.6 percent (9,336) of teachers, and 66.6 percent (6,114) of supporting services. Males comprised 37.2 percent (263) of administrators, 19.4 percent (2,252) of teachers, and 33.4 percent (3,067) of supporting services employees.

The percentage of Black or African American administrators increased by 6.3 percent between the 2000 baseline year and 2011, the percentage of Asian administrators increased by 2.1 percent, and the percentage of Hispanic/Latino administrators decreased by 0.9 percent during this time period (Table NN-2).

Between 2000 and 2011, the percentage of Black or African American teachers increased by 0.2 percent, the percentage of Hispanic/Latino teachers increased by 1.9 percent, and the percentage of Asian teachers increased by 2.0 percent (Table NN-3).

The percentage of Asian employees holding supporting services positions has increased 6.3 percentage points from 4.6 percent during the 2000 baseline year to 10.9 percent during 2011. The percentage of Hispanic/Latino employees holding supporting services positions has increased by 8.4 percentage points from 8.1 percent during 2000 to 16.5 percent during 2011. The percentage of White employees holding supporting services positions decreased by 14.0 percentage points from 61.1 percent in 2000 to 47.1 percent in 2011. The percentage of Black or African American employees in supporting services positions decreased by 2.0 percentage points from 25.9 percent in 2000 to 23.9 percent in 2011 (Table NN-4).

Table NN-1

Workforce Diversity—Percentage Gender and Racial Composition, 2010–2011									
	AM	AS	BL	HI	PI	WH	MU	Male	Female
Administrators	0.0	0.2	1.2	0.1	0.0	2.1	0.0	1.4	2.3
Other Professionals	0.0	0.1	0.3	0.1	0.0	1.1	0.0	0.3	1.3
Supporting Services	0.2	4.5	10.0	7.0	0.0	19.8	0.4	14.0	27.9
Teachers	0.1	1.5	6.2	2.7	0.0	41.0	0.6	10.3	42.6
Total Workforce	0.3	6.3	17.7	9.9	0.0	64.0	1.0	25.9	74.1

Table NN-2

Administrator Diversity—Percentage Gender and Racial Composition, 2000, 2009–2011									
Year		AsAm	AfAm	Hisp		White		Male	Female
2000		2.0	25.7	4.6		67.3		40.9	59.1
2009		3.2	32.6	3.2		60.6		36.7	63.3
2010		3.9	31.2	2.9		61.6		36.6	63.4
2011	AM	AS	BL	HI	PI	WH	MU	Male	Female
	0.3	3.8	33.9	3.8	0.0	57.0	1.2	37.2	62.8

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 NN-3

Teacher Diversity—Percentage Gender and Racial Composition 2000, 2009–2011									
Year		AsAm	AfAm	Hisp		White		Male	Female
2000		2.8	11.5	3.3		81.9		20.3	79.7
2009		4.3	12.8	4.2		78.4		20.0	80.0
2010		4.5	12.6	4.5		78.2		19.9	80.1
	AM	AS	BL	HI	PI	WH	MU	Male	Female
2011	0.1	4.8	11.7	5.2	0.0	77.0	1.2	19.4	80.6

Table NN-4

Supporting Services—Diversity Percentage Gender and Racial Composition 2000, 2009–2011									
Year		AsAm	AfAm	Hisp		White		Male	Female
2000		4.6	25.9	8.1		61.1		32.0	68.0
2009		10.1	24.6	14.9		49.9		32.8	67.2
2010		10.3	24.7	15.0		49.5		33.0	67.0
	AM	AS	BL	HI	PI	WH	MU	Male	Female
2011	0.4	10.9	23.9	16.5	0.1	47.1	1.1	33.4	66.6

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.

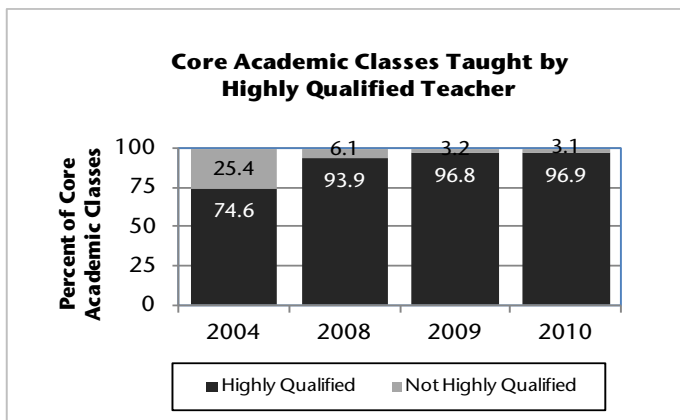
DATA ★ POINT

Highly Qualified Teachers

The federal *No Child Left Behind Act of 2001* (NCLB) 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/theater, early childhood, elementary (including immersion), English, world languages, mathematics, reading and language arts, science, and social studies.

Of the 34,194 core academic subject classes taught by MCPS teachers as of December 1, 2010,¹ 96.9 percent (33,138) were taught by teachers who were designated highly qualified, and 3.1 percent (1,056) were taught by teachers who were not yet designated highly qualified (Figure OO-1). The percentage of core academic subject classes being taught by highly qualified teachers has increased by 22.3 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 OO-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. in areas for which they are certified.

DATA ★ POINT

Highly Qualified Paraeducators

In accordance with the *No Child Left Behind Act of 2001*, Montgomery County Public Schools (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, 2,035 of 2,551 active MCPS paraeducators are designated highly qualified. The HQ designation is not required for paraeducators working in non-Title I schools; however, the remaining 516 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.

1. Highly Qualified Teacher data is reported annually to the Maryland State Department of Education on December 1 of each fiscal year.

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 then are 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. The entire staff and representatives from all stakeholder groups must be engaged in the Baldrige-guided School Improvement process. Every school has a school improvement plan (SIP) that is aligned with *Our Call to Action: Pursuit of Excellence*, the strategic plan for MCPS, and 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

School-based Staff Survey of School Environment

The School-based Staff Survey of School Environment provides information about school staff’s satisfaction with their job and their school. Survey results for 2011 showed that more than 90 percent of staff who responded reported satisfaction with their jobs, with 95.1 percent, 91.1 percent, and 94.3 percent at elementary, middle, and high school levels, respectively (Table PP-1). School staff’s satisfaction with their jobs held steady over the years for all school levels.

Table PP-1

I Get Satisfaction From My Work—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	94.4	94.8	95.8	95.1
Middle Schools	91.3	91.5	92.4	91.1
High Schools	92.7	93.4	93.6	94.3

Results of the 2011 school-based staff survey showed that more than three fourths of staff who responded would recommend their schools as a good place to work, with 84.0 percent, 76.2 percent, and 83.4 percent for elementary, middle, and high school levels, respectively (Table PP-2). Among elementary and high school staff respondents, the percentage of agreement to recommend their school as a good place to work remained relatively high with less than one percentage point change from 2010 to 2011. The largest change in satisfaction level was among middle school staff, with a 4.2 percentage point decrease from 2010 to 2011. Between 2006 and 2011, school staff’s agreement with the statement held steady at elementary and middle school levels and increased 7.0 percentage points at the high school level.

Table PP-2

I Would Recommend My School as a Good Place to Work—Percentage Agreement				
	2006	2009	2010	2011
Elementary Schools	83.2	80.9	83.5	84.0
Middle Schools	76.6	79.6	80.4	76.2
High Schools	76.4	79.5	84.1	83.4

Non-School-based Staff Survey of Work Environment

The Non-School-based Staff 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. Results from the 2011 survey showed that more than 90 percent of respondents reported that they would recommend their workplace as a good place to work, a more than 11 percentage point increase from 2004 and a continuous increase of nearly 2.0 percentage points from 2009 to 2011 (Figure PP-1). Additionally, 87.0 percent of non-school-based employees in 2011 reported they were satisfied with their jobs in MCPS, an increase of 3.4 percentage points since 2004 and 2.2 percentage points since 2009 (Figure PP-2).

Figure PP-1

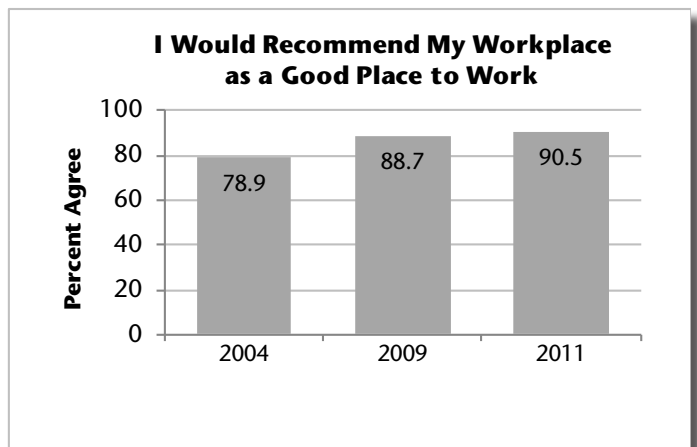


Figure PP-2



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 the last three years (Table QQ-1).

Table QQ-1

Number of Employees Recognized for their Efforts in Pursuit of System Goals			
	2009	2010	2011
Administrative and Supervisory/Teachers/Supporting Services			
Above and Beyond the Call of Duty (ABCD) Award	26	9	13
Board of Education Annual Distinguished Service Awards	6	6	4
Retirement Reception	119	185	161
Years of Service Recognition—15, 25, 35 years	938	911	970
Administrative and Supervisory			
Superintendent's Red Hat Award	29	32	52
Teachers			
Career and Technology Education (CTE) Teacher Awards of Excellence	18	*	*
Greenblatt Award for Veteran and First-Year Teachers	4	4	4
National Board Certification for Professional Teaching Standards	100	87	70
Shirley J. Lowery "Thank you for Teaching" Award	2	1	1
Supporting Services			
Energy Conservation Performance Awards—School Plant Operations	76	101	63
Perfect Attendance—Bus Operators and Attendants	44	42	44
Perfect Attendance—Food Safety and Food Preparation	43	62	78
Safe Driving Awards for Bus Operators—5, 10, 15, 20, 20+ years of accident-free driving	156	190	129
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation Staff—5, 10, 15, 20, 20+ years	176	227	282
Total	1,737	1,857	1,871

*This event has been discontinued.

In addition, MCPS facilitated the nomination process for awards that honored individual MCPS staff members during 2011 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
- National Association of Secondary School Principals (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. 85
M Systems are in place to recruit, support, and retain highly qualified business services personnel.	★ Human Resources Results, p. 86
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. 89
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. 91

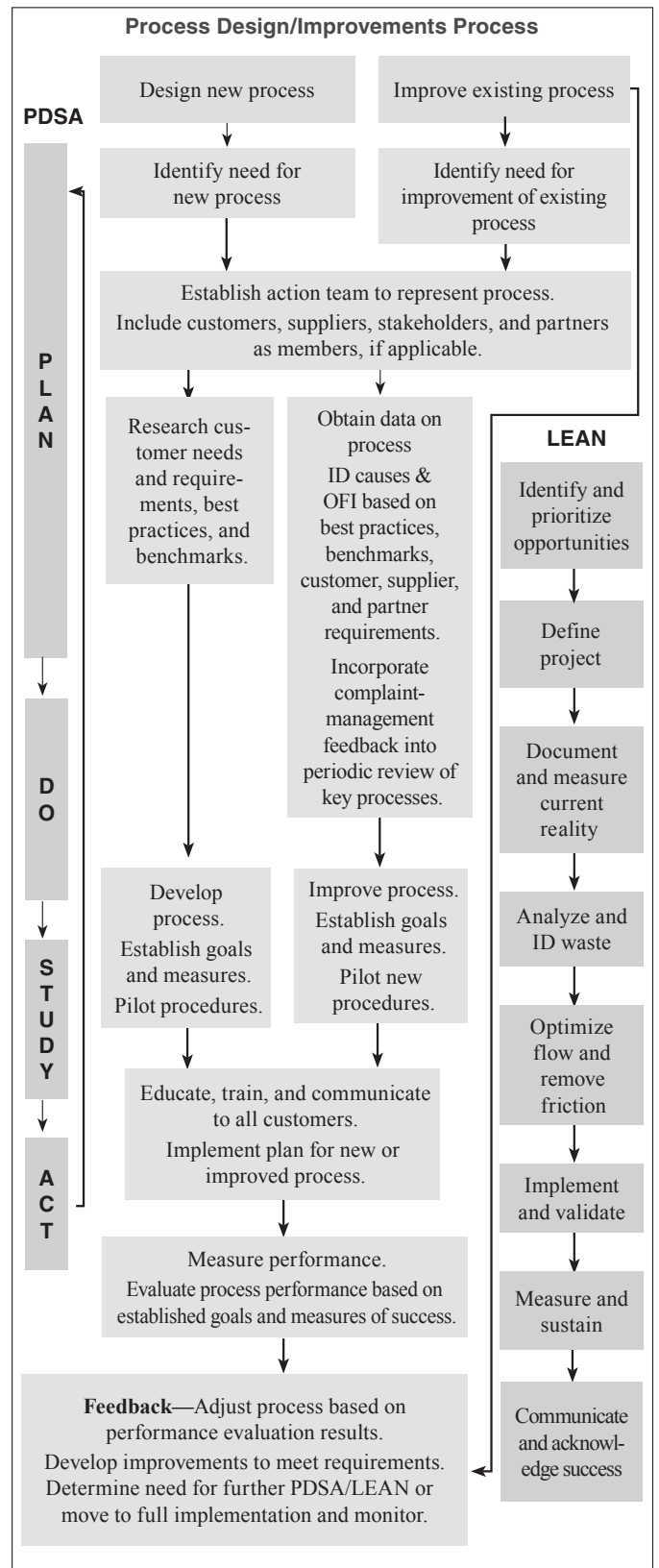
MCPS uses a systematic method called the Process Design and Improvement Process (PDIP) to improve the overall operational performance of key business services. PDIP establishes the structure for determining requirements; integrating feedback from customers, suppliers, unions, and stakeholders; ensuring 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, 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.



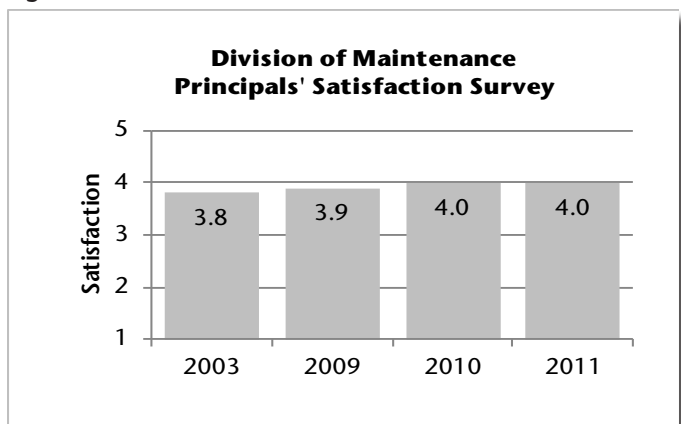
Milestone: All business services will meet or exceed customers’ needs, requirements, and reasonable expectations.

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 RR-1).

Figure RR-1



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 2011, DMM addressed 96 percent of more than 255 focus group issues.

The Office of the Chief Operating Officer (OCCO) 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 of satisfaction in middle and high schools. The data are analyzed by each department, and processes are improved or refined as needed. New processes also may be developed based on the feedback from parents and students. Generally, parents’ responses were more positive than students’ responses. Reported in the tables below 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 RR-1, RR-2, RR-3, and RR-4). Results are drawn from the Surveys of Supporting Services, available at surveyresults.mcpsmd.org.

Table RR-1

Food and Nutrition, Level of Satisfaction			
	2009	2010	2011
Elementary School Students	72.3	62.7	68.6
Elementary School Parents	71.9	74.7	75.5
Middle School Students	65.5	55.7	64.5
Middle School Parents	68.6	69.0	73.5
High School Students	45.8	41.0	44.9
High School Parents	63.8	66.2	67.3

Table RR-2

Facilities—Custodial, Level of Satisfaction			
	2009	2010	2011
Elementary School Students	82.1	79.4	82.3
Elementary School Parents	94.7	96.3	96.6
Middle School Students	72.5	70.5	74.7
Middle School Parents	92.7	94.4	95.0
High School Students	69.3	68.0	71.8
High School Parents	87.0	92.4	92.8

Table RR-3

Safety and Security, Level of Satisfaction			
	2009	2010	2011
Elementary School Students	91.1	89.0	91.0
Elementary School Parents	95.0	97.5	97.0
Middle School Students	84.3	81.7	84.9
Middle School Parents	92.7	95.1	95.2
High School Students	80.7	79.6	81.5
High School Parents	89.6	91.5	93.0

Table RR-4

Transportation, Level of Satisfaction			
	2009	2010	2011
Elementary School Students	88.2	85.6	86.4
Elementary School Parents	92.5	94.8	95.2
Middle School Students	77.2	77.6	76.4
Middle School Parents	87.9	91.9	92.4
High School Students	81.8	83.2	80.6
High School Parents	88.5	94.6	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 2011, the total number of grievances for both SEIU Local 500 and MCEA fell. For both groups, the number of grievances granted increased somewhat, and the number settled declined slightly. The combined count of grievances settled or granted was near the average for the prior two years. This indicates that MCPS employment practices continue to adhere to contractual expectations (See Figures SS-1 and SS-2). For both SEIU Local 500 and MCEA, the number of open cases was reduced to 40 percent of the prior year’s numbers. There were so few administrative- and supervisory-level grievances that no analysis was warranted.

Figure SS-1

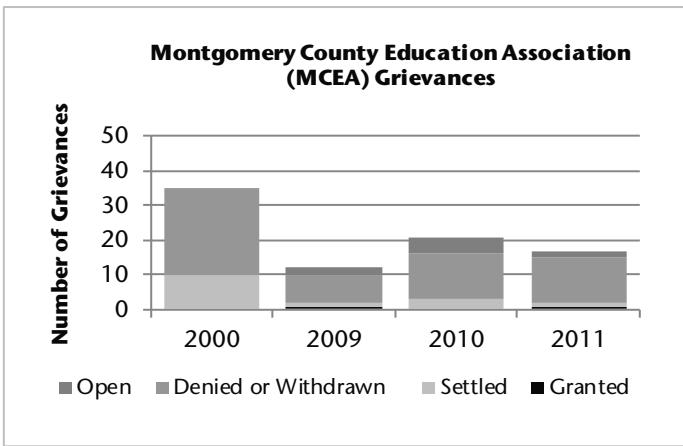
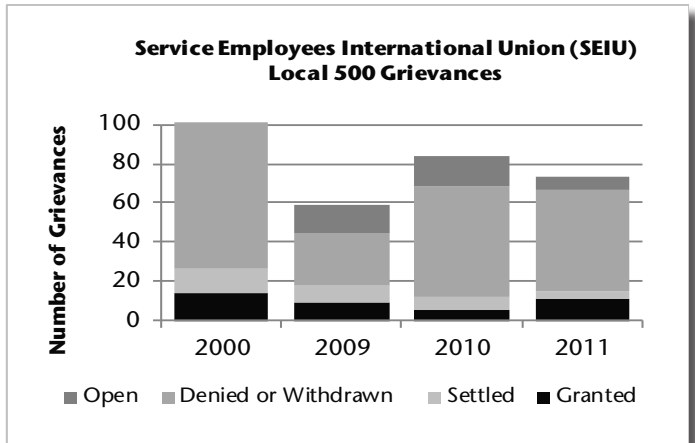


Figure SS-2

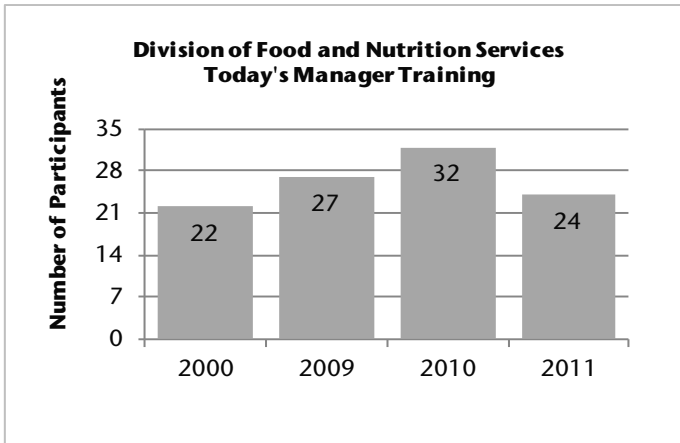


Leadership Training for Supporting Services

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 for maintenance employees: 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.

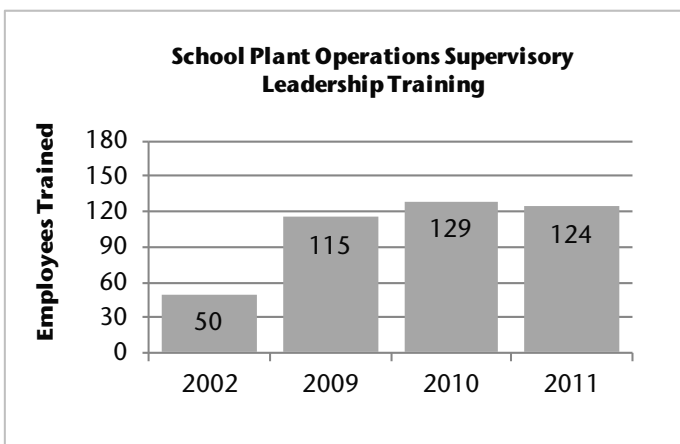
The Division of Food and Nutrition Services (DFNS) cafeteria managers have a minimum of three training days during the year. They receive training at the start of the school year to review new information for the year, two hours of food safety refresher training, and other training in the fall and winter/spring, 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* class 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 SS-3).

Figure SS-3



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 SS-4).

Figure SS-4



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, business and operations supervisors, teachers, and supporting services staff members who are retained as MCPS employees. The data point provides longitudinal information for fiscal years 2004 through 2011.

In 2011, there were 712 administrators, of whom 658 were retained and continued employment with MCPS. Of the 54 administrators who ended active service with MCPS, 32 retired and 22 terminated employment (Table SS-1). During this same time period, there were 96 business and operations supervisors, of whom 92.7 percent continued employment with MCPS (Table SS-2). Of the seven business and operations supervisors who ended active service with MCPS, three retired and four terminated employment. Additionally, there were 11,842 teachers, of whom 94.3 percent continued employment with MCPS (Table SS-3). Of the 678 teachers who ended active service with MCPS, 324 retired and 354 terminated employment. In 2011, there were 9,422 supporting services employees, of whom 94.8 percent continued employment with MCPS (Table SS-4). Of the supporting services employees who ended active service with MCPS, 241 retired and 246 terminated employment.

Table SS-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
2011	712	54	7.6	658	92.4

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

Table SS-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
2011	96	7	7.3	89	92.7

*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.

Table SS-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
2011	11,842	678	5.7	11,164	94.3

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

Table SS-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
2011	9,422	487	5.2	8,935	94.8

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

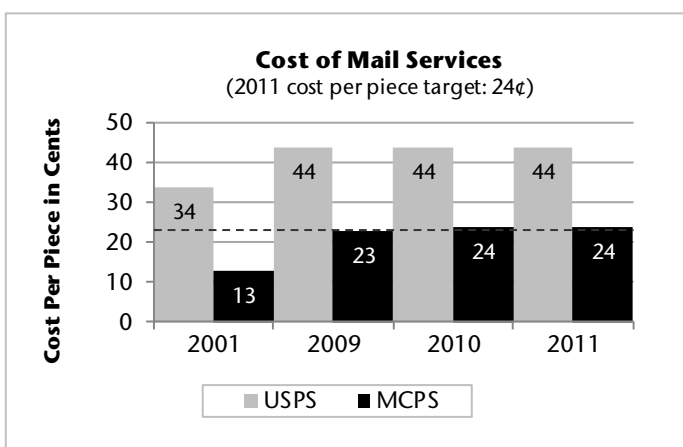
Milestone: All business functions plan, develop, secure, and effectively manage fiscal resources, in compliance with internal and external accountability requirements to support the education of students.

DATA POINT

Financial Results

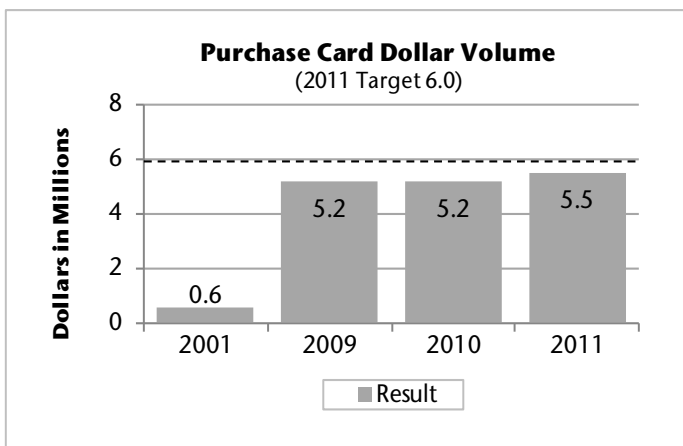
Measuring financial aspects of a business is critical to ensuring that the costs of doing business are managed responsibly. MCPS strives to find comparable benchmarks to determine effectiveness and efficiency. The figure below compares the per-piece transaction cost of mail service for MCPS with the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

Figure TT-1



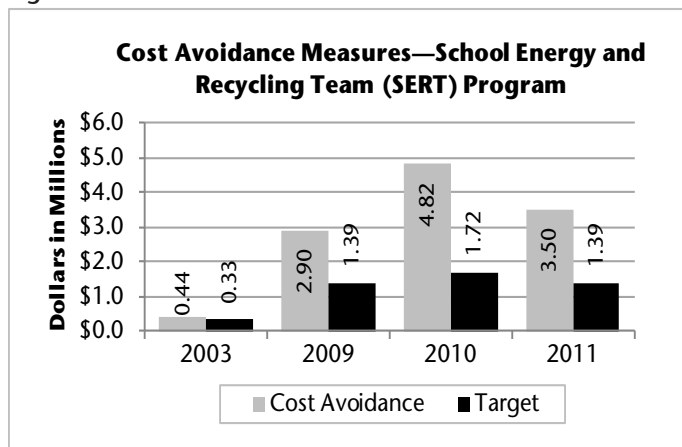
The Purchasing Card Program streamlines the process of making low-dollar purchases and reduces the number of hours spent by all staff processing paper purchase orders. In 2011, \$5.5 million in purchase card transactions were made (Figure TT-2). Based on the number of transactions, the amount of time saved equates to a savings of more than \$2.1 million per year.

Figure TT-2



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 2011 is \$3.5 million (Figure TT-3).

Figure TT-3

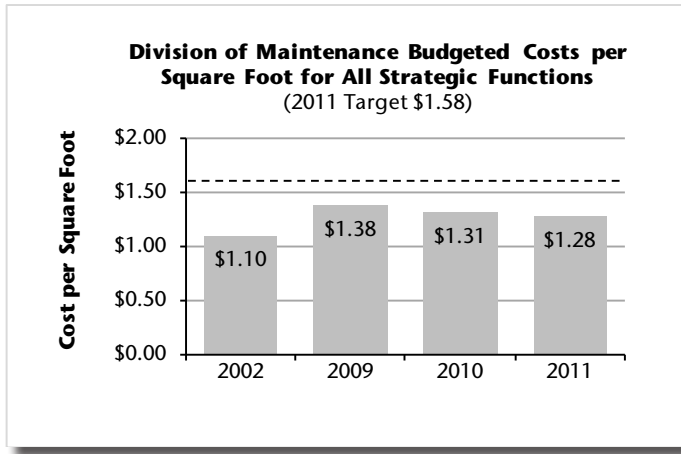


Internal and external fiscal accountability is governed by federal and state statutes and the Code of Maryland Regulations, county charter, and Board of Education policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental Accounting, Auditing, and Financial Reporting; and state and federal rules and regulations regarding the *Freedom of Information Act*. During the past 30 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 a reduced budget and increased square footage (Figure TT-4).

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 TT-4



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

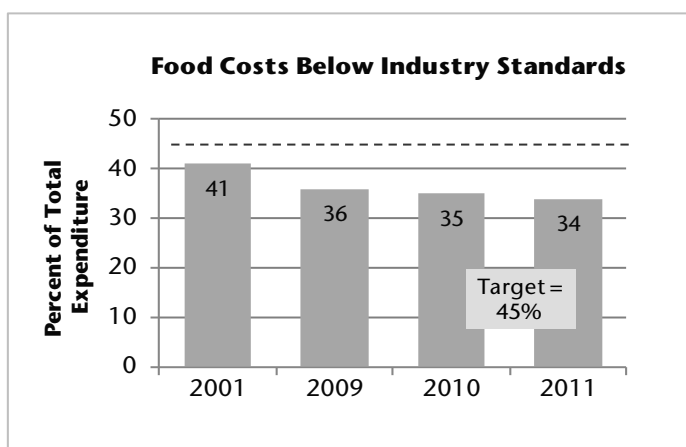
DATA ★ POINT

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 UU-1).

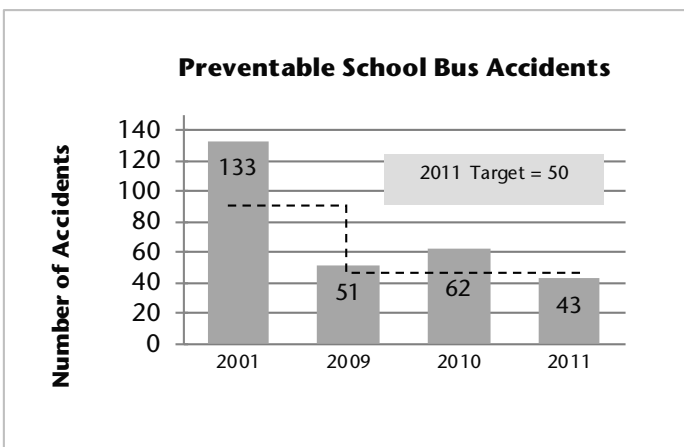
Figure UU-1



- 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 and delivered by Copy-Plus will save one hour of school staff time. In 2011, Copy-Plus printed and delivered 137 million copies, which equates to 54,800 hours of school staff time.
- TeamWorks is a program that provides high-volume copier equipment and maintenance service to all schools and 17 central services departments. Its purpose is to improve efficiency and effectiveness of document preparation occurring systemwide. In FY 2011, the 286 copiers within the program averaged 52,300 copies between service repair calls, which represents a 7 percent increase in copier operations efficiency compared to the previous year.

- In 2011, 4 buses out of a fleet of 1,271 were pulled out of service for more than 24 hours through state inspections for safety-related faults, compared with 4 buses out of service in 2003 (baseline) and 1 bus out of service in 2010. A delay in parts availability resulted in these buses being out of service awaiting repairs at the time of the inspection.
- 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 UU-2). Industrywide comparisons are based on a per-million-mile accident rate. In 2011, MCPS buses were involved in 2.28 preventable accidents per million miles traveled, the lowest rate in the last three years.

Figure UU-2

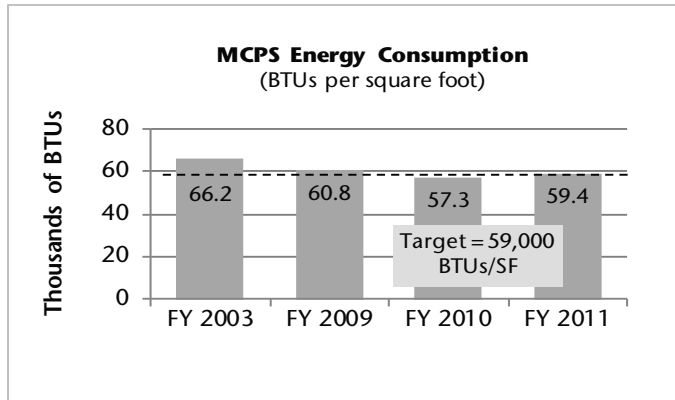


MCPS Energy Consumption

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 then can be totaled. The total energy consumption then is 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 our facilities (Figure UU-3). This measure contains variations due to weather.

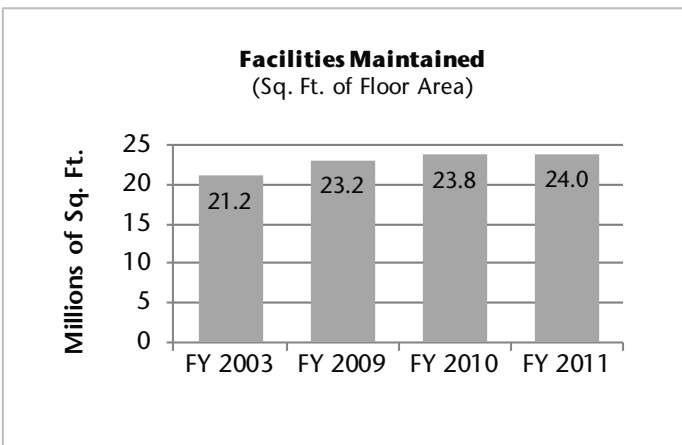
MILESTONE All business functions effectively and efficiently deliver the highest quality products, resources, and business services essential to the educational success of students.

Figure UU-3



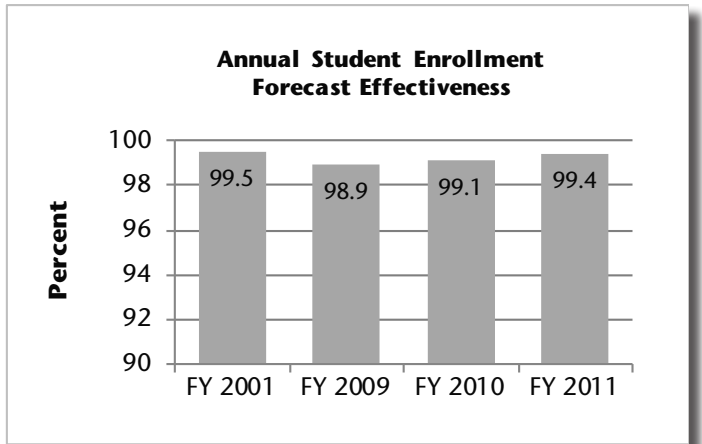
Square footage of facilities maintained is not a performance measure but an important facilities statistic that reflects growth in overall maintenance workload. As new schools are constructed and old schools are expanded, the additional floor space created (measured in square feet) reflects the additional 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 then can be benchmarked against other organizations, provided that equivalent services can be accurately compared (Figure UU-4).

Figure UU-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 2011 (Figure UU-5).

Figure UU-5



Student Performance Targets

Data Point	2011			2012			2013			2014			2015		
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met
MCPS Assessment Program in Primary Reading (Grade 2)															
All Students	≥81.0%	74.2%		≥85.0%			≥89.0%			≥93.0%			≥97.0%		
AS		83.0%	✓												
BL		65.9%													
HI		62.2%													
WH		83.3%	✓												
MU		81.6%	✓												
SpEd		30.4%													
ESOL		56.5%													
FARMS		60.6%													
Mathematics 6 Proficiency															
All Students	TBD	49.1%		TBD			TBD			TBD			TBD		
AS		70.9%													
BL		28.7%													
HI		27.4%													
WH		63.7%													
MU		58.0%													
SpEd		16.0%													
ESOL		9.8%													
FARMS		21.7%													
ES MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥85.9%	91.9%	✓	≥90.6%			≥95.3%			100.0%			100.0%		
AS		96.2%	✓												
BL		85.4%													
HI		87.2%	✓												
WH		97.0%	✓												
MU		94.4%	✓												
SpEd		77.4%													
ESOL		84.1%													
FARMS		84.0%													
ES MSA Math—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥84.5%	89.1%	✓	≥89.7%			≥94.8%			100.0%			100.0%		
AS		95.9%	✓												
BL		79.4%													
HI		82.3%													
WH		96.3%	✓												
MU		92.5%	✓												
SpEd		69.8%													
ESOL		80.1%													
FARMS		78.7%													
Elementary School Suspension Rate															
All Students	≤1.3%	0.6%	✓	≤1.3%			≤1.3%			≤1.3%			≤1.3%		
AS		0.2%	✓												
BL		1.3%	✓												
HI		0.6%	✓												
WH		0.2%	✓												
MU		0.7%	✓												
SpEd		2.3%													
ESOL		0.5%	✓												
FARMS		1.1%	✓												

Student Performance Targets

Data Point	2011			2012			2013			2014			2015		
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met
MS MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥85.6%	90.0%	✓	≥90.4%			≥95.2%			100.0%			100.0%		
AS		95.2%	✓												
BL		83.5%													
HI		82.1%													
WH		96.6%	✓												
MU		94.4%	✓												
SpEd		72.0%													
ESOL		71.3%													
FARMS		79.0%													
MS MSA Math—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥78.6%	80.3%	✓	≥85.7%			≥92.9%			100.0%			100.0%		
AS		93.6%	✓												
BL		65.5%													
HI		67.3%													
WH		92.0%	✓												
MU		84.9%	✓												
SpEd		55.8%													
ESOL		61.6%													
FARMS		61.6%													
Grade 8 Algebra—Percentage Completing With a C or Higher															
All Students	≥67.0%	62.8%		≥69.0%			≥71.0%			TBD			TBD		
AS		81.9%	✓												
BL		44.7%													
HI		43.3%													
WH		79.4%	✓												
MU		68.1%	✓												
SpEd		20.9%													
ESOL		20.6%													
FARMS		37.9%													
Middle School Suspension Rate															
All Students	≤6.5%	4.1%	✓	≤6.5%			≤6.5%			≤6.5%			≤6.5%		
AS		1.4%	✓												
BL		8.8%													
HI		4.8%	✓												
WH		1.7%	✓												
MU		4.3%	✓												
SpEd		10.8%													
ESOL		4.2%	✓												
FARMS		8.3%													
Middle School Ineligibility Rate															
All Students	≤10.8%	5.2%	✓	≤8.9%			≤7.0%			≤5.0%			≤5.0%		
AS		0.9%	✓												
BL		9.5%	✓												
HI		10.0%	✓												
WH		1.5%	✓												
MU		3.7%	✓												
SpEd		13.5%													
ESOL		10.2%	✓												
FARMS		12.0%													

Student Performance Targets

Data Point	2011			2012			2013			2014			2015		
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met
Grade 11 Algebra 2—Percentage Completing With a C or Higher															
All Students	≥55.0%	59.8%	✓	≥57.0%			≥59.0%			TBD			TBD		
AS		78.7%	✓												
BL		39.4%													
HI		37.9%													
WH		74.7%	✓												
MU		65.3%	✓												
SpEd		20.2%													
ESOL		16.2%													
FARMS		32.6%													
HS MSA Reading—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥79.5%	88.1%	✓	≥86.3%			≥93.2%			100.0%			100.0%		
AS		91.9%	✓												
BL		79.2%													
HI		79.5%	✓												
WH		96.2%	✓												
MU		93.7%	✓												
SpEd		68.6%													
ESOL		61.7%													
FARMS		76.3%													
HS MSA Mathematics—Percentage at or above Proficient (Met AMO, Safe Harbor, or Confidence Interval)															
All Students	≥73.7%	90.2%	✓	≥82.4%			≥91.2%			100.0%			100.0%		
AS		96.4%	✓												
BL		79.3%	✓												
HI		84.6%	✓												
WH		97.2%	✓												
MU		93.7%	✓												
SpEd		70.1%													
ESOL		81.5%	✓												
FARMS		81.2%	✓												
SAT/ACT Participation															
All Students	≥77.0%	77.4%	✓	≥78.0%			≥79.0%			≥80.0%			≥80.0%		
AS		88.3%	✓												
BL		72.2%													
HI		54.6%													
WH		87.6%	✓												
MU		83.3%	✓												
SpEd		46.7%													
ESOL		28.7%													
FARMS		58.3%													
SAT/ACT Performance															
All Students	≥62.0%	50.4%		≥68.0%			≥74.0%			≥80.0%			≥80.0%		
AS		64.2%	✓												
BL		17.4%													
HI		26.6%													
WH		67.7%	✓												
MU		56.5%													
SpEd		25.4%													
ESOL		5.0%													
FARMS		15.7%													

Student Performance Targets

Data Point	2011			2012			2013			2014			2015		
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met
AP/IB Exam Performance															
All Students	≥69.0%	50.3%		≥73.0%			≥77.0%			≥80.0%			≥80.0%		
AS		67.0%													
BL		23.2%													
HI		38.1%													
WH		65.4%													
MU		53.9%													
SpEd		13.1%													
ESOL		33.3%													
FARMS		27.3%													
Graduation Rate															
All Students	TBD	86.2%		TBD			TBD			TBD			TBD		
AS		94.7%													
BL		78.1%													
HI		74.2%													
WH		93.7%													
MU		92.3%													
SpEd		59.5%													
ESOL		52.3%													
FARMS		73.4%													
High School Suspension Rate															
All Students	≤6.5%	4.4%	✓	≤6.5%			≤6.5%			≤6.5%			≤6.5%		
AS		0.9%	✓												
BL		9.8%													
HI		5.0%	✓												
WH		2.1%	✓												
MU		4.0%	✓												
SpEd		9.6%													
ESOL		5.0%	✓												
FARMS		8.5%													
High School Ineligibility Rate															
All Students	≤19.4%	13.4%	✓	≤16.8%			≤14.2%			≤11.7%			≤1.7%		
AS		4.6%	✓												
BL		21.4%													
HI		26.5%													
WH		5.0%	✓												
MU		9.2%	✓												
SpEd		25.1%													
ESOL		22.2%													
FARMS		27.6%													

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, resulting 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 (AYP)/ 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 <i>No Child Left Behind Act of 2001</i> (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 services.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/
Advanced Placement Exams (AP Exams)	Advanced Placement (AP) exams are part of a College Board program available to high school students. Scores on these tests 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.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/
Annual Measurable Achievement Objectives (AMAO)	Annual Measurable Achievement Objectives (AMAO) are set annually by the Maryland State Department of Education that specify the percentage of English for Speakers of Other Languages (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 mathematics 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.	<i>MSDE Maryland Report Card</i> 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.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/

Term	Definition	Source
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.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/
English for Speakers of Other Languages (ESOL)	The percentage of students participating in English for Speakers of Other Languages (ESOL) classes, as of October 31, 2010, compared with the official enrollment as of September 30, 2010. This percentage may differ from the ESOL percentage reported in the requested FY 2012 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, <i>Our Call to Action: Pursuit of Excellence</i>
Excellence	Excellence is achieved through high standards that ensure that all students are college or career ready as high school graduates.	MCPS Strategic Plan, <i>Our Call to Action: Pursuit of Excellence</i>
Free and Reduced-price Meals System (FARMS)	The percentage of students receiving Free and Reduced-price Meals System (FARMS) services as of October 31, 2010, compared with the official enrollment as of September 30, 2010. This percentage may differ from the FARMS percentage reported in the requested FY 2012 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 <i>No Child Left Behind Act of 2001</i> (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/Advanced Placement (AP)/ International Baccalaureate (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 school 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, <i>Academic Eligibility for High School Students Who Participate in Extracurricular Activities</i>
Language Assessment System-Links (LAS-Links)	Language Assessment System-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 English for Speakers of Other Languages (ESOL) program.	MCPS Division of ESOL/Bilingual Programs / Office of Curriculum and Instructional Programs

Term	Definition	Source
Least Restrictive Environment (LRE)	Least Restrictive Environment (LRE) refers to the mandate in the <i>Individuals with Disabilities Education Act</i> (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
Limited English Proficient (LEP)	Limited English Proficient (LEP), as defined by Annual Yearly Progress (AYP) percentage proficiency, includes both Redesignated English Language Learners (RELL) who exited English for Speakers of Other Languages (ESOL) within the previous two years and current ESOL students. LEP participation rate includes only ESOL students. For 2011, RELL students include those who exited ESOL after June 1, 2009.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/ Division of ESOL/Bilingual Programs
Maryland High School Assessment (HSA)	The Maryland High School Assessments (HSA) 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 HSA after they complete the appropriate course. These courses currently include Algebra/Data Analysis, Biology, English, and Government.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/
Maryland School Assessment (MSA)	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 (HSA) results in English 10 and Algebra for high school students. Percentage proficient includes students at or above the proficient level (proficient + advanced).	MCPS <i>Schools at a Glance</i>
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
Special Education (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 <i>TerraNova</i> 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	The Maryland State Department of Education 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.	<i>MSDE Maryland Report Card</i> at http://www.mdreportcard.org/ University System of Maryland at http://www.usmd.edu

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MCPS At a Glance

Our School System

- ⊗ 146,497 students for 2011–2012
- ⊗ 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
- ⊗ 2010 Malcolm Baldrige National Quality Award Recipient

Our Students

- ⊗ Demographics (2011–2012)
 - 33.7 percent White
 - 21.2 percent Black or African American
 - 26.0 percent Hispanic/Latino
 - 14.3 percent Asian
 - 4.4 percent Two or More Races
 - 0.2 percent American Indian or Alaskan Native
 - 0.1 percent Native Hawaiian or Other Pacific Islander
- ⊗ 32.3 percent participate in Free and Reduced-price Meals System (FARMS)
- ⊗ 11.9 percent receive special education services
- ⊗ 13.1 percent participate in English for Speakers of Other Languages (ESOL)
- ⊗ 1637 average combined SAT score for the Class of 2011
- ⊗ 145 National Merit Finalists
- ⊗ \$264 million in scholarships, Class of 2011

Transportation and Meals

- ⊗ 1,264 buses transport 98,000 students
- ⊗ 13.1 million meals served

System Resources

- ⊗ \$2.09 billion FY 2012 Operating Budget
- ⊗ \$1.359 billion amended six-year Capital Improvements Program (FY 2011–2016)
- ⊗ 22,059 employees
- ⊗ 11,556 teachers
- ⊗ 86.9 percent of teachers have a master's degree or equivalent



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