

2006

# Annual Report on Our Call to Action

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*Montgomery County Public Schools*



Rockville, Maryland

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# MONTGOMERY COUNTY PUBLIC SCHOOLS

## Guiding Tenets

### CORE VALUES

- Every child can learn and succeed
- The pursuit of excellence is fundamental and unending
- An ethical school system requires fair treatment, honesty, openness, integrity, and respect
- A high-quality school system strives to be responsive and accountable to the customer

### 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 *and* GOVERNANCE POLICIES

- Ensure success for every student—MCPS Policy IKA, *Grading and Reporting*
- Provide an effective instructional program—MCPS Policy IFA, *Curriculum*
- Strengthen productive partnerships for education—MCPS Policy ABA, *Community Involvement*
- Create a positive work environment in a self-renewing organization—MCPS Policy GAA, *Positive Work Environment in a Self-renewing Organization*

### 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 a literacy-based prekindergarten to Grade 2 initiative
- 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

*\*Revised March 11, 2003*

### 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?

## 2006 Annual Report on *Our Call to Action: Pursuit of Excellence*

Dear Staff, Parents, and Community Members:

The 2006 Annual Report on *Our Call to Action: Pursuit of Excellence* is the Montgomery County Public Schools (MCPS) accountability document that enables the Board of Education and the community to monitor attainment of the Board's goals using the results of the work of the superintendent and school system staff. The Annual Report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. This year's report is strengthened by the addition of student and district performance targets for all students and all groups of students. In addition, reporting is included for the new fifth goal representing administrative operations—Provide High-Quality Business Services that are Essential to the Educational Success of Students.

The strong student performance and operational achievements identified in the 2006 Annual Report on *Our Call to Action: Pursuit of Excellence* reflect continued evidence that success is systemwide and not limited to a few initiatives or student subgroups. Reading performance by kindergarten students is at the same high level for all racial and ethnic groups, while all elementary students regardless of race or ethnicity are meeting the standards for proficiency in mathematics and reading. Enrollment in rigorous courses by high school students is at an all-time high and our overall graduation rate continues to exceed the standard set by the Maryland State Department of Education (MSDE).

While results point to significant progress in all goal areas, more work remains. The data contained in this report are used to identify opportunities for improvement and determine if strategies need to be adjusted or resources realigned to achieve desired results. By closely examining district, school, and student data, instructional programs can be tailored to help every child succeed. This ongoing review and monitoring supports improved teaching and learning, implementation of successful practices, development of new strategies, and initiation of processes to address student needs.

MCPS remains committed to the full publication and dissemination of data about student progress and the attainment of goals and objectives. An online version of the 2006 Annual Report is available at <http://www.montgomeryschoolsmd.org/about/strategicplan/annualreport/> and provides links to school-level data for selected data points published by both MCPS and MSDE.

The results in the 2006 Annual Report on *Our Call to Action: Pursuit of Excellence* underscore our success in nurturing a culture of continuous improvement that is sustained by effective partnerships, a high-quality workforce, and strong family and community involvement. We remain committed to this shared accountability process. Through these efforts, we expect to see continued progress toward meeting our overall goals.

# Overview:

## Annual Report on Our Call to Action

In June 2003 *Our Call to Action: Pursuit of Excellence* was approved as the strategic plan to guide the work of the Montgomery County Public Schools (MCPS). It was developed to ensure consistency, continuity, and congruency in curriculum, instruction, assessment, professional development, technology, research, and operational support. The strategic plan sets forth a detailed system of strategies, initiatives, and implementation schedules designed to achieve visionary goals as well as to provide an accountability structure. This structure provides a framework for measuring the performance of academic and operational reforms, and identifying opportunities for improvements.

The 2006 *Annual Report Our Call to Action: Pursuit of Excellence* is strengthened by the addition of student and district performance targets and the addition of a fifth goal, representing administrative operations. The foundations for the fifth goal are the Board of Education priorities and the family of measures (customer results, human resources results, financial results, and organizational results) developed by the Office of the Chief Operating Officer (OCOO). Altogether, 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 each milestone, data points measure progress toward meeting the milestone and are the rubric for monitoring performance.

This document represents the third 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, for the first time, public reporting of the targets established for selected data points. By and large, there have been significant advances 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*.

The newly established performance targets reflect the requirements of national, state, and local accountability mandates and take into consideration reasonable expectations about where MCPS wants to be in five years. Additionally, they serve to raise expectations and standards for student achievement and reinforce our commitment to closing the gap in student performance by race and ethnicity, as well by other student groups—Limited English Proficient (LEP) students, those receiving Free and Reduced-price Meals (FARMS), and those receiving any level of special education services.

The targets designate both the percentage of students successfully meeting or exceeding a particular performance expectation and the number of schools that have all students and groups of students performing at or above expectation. For example, one of the system's targets focuses on the percentage of students enrolled in at least one Honors and/or Advanced Placement (AP) course. The student performance target indicates the percentage of all students and all student groups expected to be enrolled in at least one Honors or AP course. The district target indicates the number of schools having all students and all groups of students at or above the expected rate of enrollment in at least one Honors or AP course.

Student performance and district targets were developed for 2006–2010 and pertain to the following data points: successful completion of Mathematics A by the end of Grade 5, proficiency rates for elementary and middle school students on the mathematics and reading Maryland State Assessment (MSA), successful completion of Algebra 1 by the end of Grade 8, passing rate for middle school Algebra High School Assessment (HSA) test takers, successful completion of Algebra 1 by the end of Grade 9, successful completion of Geometry by the end of Grade 10, enrollment in at least one Honors or AP course, SAT participation and performance for graduating students, Advanced Placement and/or International Baccalaureate (AP/IB) exam participation and performance for graduating seniors, and suspension rates for elementary, middle, and high school students.

All 2006 student performance targets were consistently met by both Asian American and White students, with the one exception of middle school algebra HSA performance. African American and Hispanic elementary students met targets in the areas of reading and mathematics MSA performance; and African American and Hispanic middle school students met the target for mathematics MSA performance, while just barely missing the reading MSA performance target. However, African American and Hispanic students did not meet expected performance for Mathematics A, algebra and geometry completion, SAT and AP/IB participation and performance, Honors/AP enrollment, suspension, and graduation rate. Special education and LEP students also met a limited number of targets. However, it is important to know that all LEP students, regardless of level of service, and special education students, including those who are non-diploma bound, are included in the data.

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, and deployment of processes to address student needs.

While a review of the performance on student and district targets identifies areas where additional effort and focus are needed, a review of overall results indicates significant progress in all goal areas. Goal One, Ensuring Success for Every Student, focuses on the achievement of both individuals and groups of students. The percentage of all students demonstrating proficiency on the reading and mathematics MSA has increased by 9 and 12 percentage points, respectively, since the baseline year of 2003. Increases have also been made among all groups of students with, most notably, Hispanic students showing an increase of 16 percentage points and LEP students showing an increase of 35 percentage points.

Goal Two, Provide an Effective Instructional Program, focuses on the programmatic aspects of systemic school reform. A number of key strategic reform efforts have been in place to ensure that all students will have acquired the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2. The development and implementation of a standards-based curriculum is central to these programmatic reform efforts. Dramatic increases, since the baseline year of 2002, in the percentage of kindergarten and Grade 1 students meeting benchmark in reading underscores the strength of the programmatic reforms. Moreover, during 2006 all kindergarten students and all racial/ethnic groups of kindergarten students are now meeting benchmark at the same high rate.

Goal Three, Strengthen Productive Partnerships for Education, focuses on the dynamic relationship between MCPS as an institution and the community. Numerous community volunteers, logging more than 3 million hours of service, continue to mentor, tutor, and share their knowledge and expertise to support learning and enrich the instructional program. More than 50 advisory groups provided a communication mechanism, helped to identify and prioritize needs and issues, and provided valuable stakeholder feedback.

Goal Four, 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. The consulting teacher program continues to provide intensive support and guidance to novice and underperforming teachers. Nearly two-thirds of all principals have completed a course on instructional leadership through data-driven decision making. Support staff have been provided with competency-based training programs such as basic and advanced computer skills, based on continuous improvement.

Goal Five, Provide High-Quality Business Services That are Essential to the Educational Success of Students focuses on providing the key business services essential to the educational success of students. The business and financial operations of the school system are utilizing the Baldrige National

Quality Program to focus on business results to effectively measure and manage organizational performance. A family of measures, encompassing customer results, financial results, human resources results, and organizational results, drive business decisions, process improvements, and other organizational initiatives that make the business and financial operations more productive, efficient, and effective in meeting customers' needs and expectations.

This report highlights many accomplishments. The coordinated systemic reform efforts are showing results while also illuminating areas where work remains to be done. However, indications are that the school system is moving in the right direction. Bringing about change in a school system this large and diverse is a complex process. It requires deliberative, data-driven decision making, collaboration, and real partnerships with parents and the larger community. By those standards MCPS has made progress in meeting its goals.

## Student Performance Targets

Data Point	2006 Student Performance Target			2007–2010 Student Performance Target			
	Expected (Target) Student Performance	% Actual Student Performance	Target Met	% 2007	% 2008	% 2009	% 2010
<b>Grade 5 Mathematics A or Higher—Percentage At or Above Proficient</b>							
All Students	≥29.4%	29.4	✓	≥33.3	≥37.2	≥41.1	≥45
Asian American		48.3	✓				
African American		13.0					
White		40.2	✓				
Hispanic		12.2					
LEP		4.4					
FARMS		10.3					
SpEd		7.5					
<b>ES MSA Reading—Percentage At or Above Proficient</b>							
All Students	≥62.5%	83.5	✓	≥67.2	≥71.8	≥76.5	≥81.2
Asian American		90.6	✓				
African American		71.3	✓				
White		93.0	✓				
Hispanic		72.2	✓				
LEP		55.1					
FARMS		67.7	✓				
SpEd		62.5	✓				
<b>ES MSA Mathematics—Percentage At or Above Proficient</b>							
All Students	≥58.8%	83.8	✓	≥63.9	≥69.1	≥74.2	≥79.4
Asian American		93.7	✓				
African American		68.1	✓				
White		93.8	✓				
Hispanic		73.5	✓				
LEP		59.8	✓				
FARMS		67.2	✓				
SpEd		56.4					
<b>Elementary School Suspension Rate</b>							
All Students	≤1.3%	1.4		≤1.3	≤1.3	≤1.3	≤1.3
Asian American		0.4	✓				
African American		3.5					
White		0.6	✓				
Hispanic		1.3	✓				
LEP		1.2	✓				
FARMS		2.7					
SpEd		3.8					
<b>MS MSA Reading—Percentage At or Above Proficient</b>							
All Students	≥61.5%	76.5	✓	≥66.3	≥71.1	≥75.9	≥80.8
Asian American		86.7	✓				
African American		61.3					
White		90.5	✓				
Hispanic		56.9					
LEP		31.2					
FARMS		51.8					
SpEd		39.5					

## Student Performance Targets

Data Point	2006 Student Performance Target			2007–2010 Student Performance Target			
	Expected (Target) Student Performance	% Actual Student Performance	Target Met	% 2007	% 2008	% 2009	% 2010
<b>MS MSA Mathematics—Percentage At or Above Proficient</b>							
All Students	≥42.9%	71.0	✓	≥50	≥57.1	≥64.3	≥71.4
Asian American		87.7	✓				
African American		47.9	✓				
White		86.3	✓				
Hispanic		51.7	✓				
LEP		36.0					
FARMS		44.3	✓				
SpEd		32.3					
<b>Grade 8 Algebra—Percentage Completing</b>							
All Students	≥54.6%	49.4		≥61	≥67.3	≥73.7	≥80
Asian American		72.3	✓				
African American		25.5					
White		64.3	✓				
Hispanic		26.2					
LEP		15.1					
FARMS		21.7					
SpEd		11.7					
<b>Algebra 1 High School Assessment—Percent Passing in Middle School</b>							
All Students	100.0%	97.0		100.0	100.0	100.0	100.0
Asian American		98.7					
African American		91.8					
White		98.6					
Hispanic		92.5					
LEP		86.5					
FARMS		91.8					
SpEd		71.9					
<b>Middle School Suspension Rate</b>							
All Students	≤7.4%	7.8		≤7.4	≤7.4	≤7.4	≤7.4
Asian American		2.8	✓				
African American		17.3					
White		3.4	✓				
Hispanic		10.0					
LEP		8.3					
FARMS		16.3					
SpEd		16.8					
<b>Grade 9 Algebra—Percentage Completing</b>							
All Students	≥81.4%	75.4		≥86.1	≥90.7	≥95.4	100.0
Asian American		90.0	✓				
African American		58.9					
White		89.9	✓				
Hispanic		55.2					
LEP		39.2					
FARMS		49.8					
SpEd		42.8					

## Student Performance Targets

Data Point	2006 Student Performance Target			2007–2010 Student Performance Target			
	Expected (Target) Student Performance	% Actual Student Performance	Target Met	% 2007	% 2008	% 2009	% 2010
<b>Grade 10 Geometry—Percentage Completing</b>							
All Students	≥76.6%	71.7		≥82.4	≥88.3	≥94.1	100.0
Asian American		86.3	✓				
African American		51.8					
White		86.6	✓				
Hispanic		48.7					
LEP		30.8					
FARMS		45.5					
SpEd		37.7					
<b>SAT Participation</b>							
All Students	≥77.2%	75.8		≥77.9	≥78.6	≥79.3	≥80
Asian American		87.8	✓				
African American		65.9					
White		82.1	✓				
Hispanic		53.0					
LEP		35.7					
FARMS		54.0					
SpEd		45.9					
<b>AP/IB Exam Participation</b>							
All Students	≥56.1%	56.1	✓	≥59.6	≥63	≥66.5	≥70
Asian American		75.0	✓				
African American		28.0					
White		65.0	✓				
Hispanic		42.1					
LEP		24.5					
FARMS		33.4					
SpEd		17.9					
<b>AP/IB Exam Performance</b>							
All Students	≥42.2%	45.2	✓	≥52.4	≥56.6	≥60.8	≥65
Asian American		60.1	✓				
African American		16.2					
White		55.2	✓				
Hispanic		33.1					
LEP		20.2					
FARMS		22.8					
SpEd		13.1					
<b>Graduation Rate</b>							
All Students	≥92.4%	91.6		≥93.3	≥94.2	≥95.1	≥96
Asian American		96.5	✓				
African American		87.6					
White		95.2	✓				
Hispanic		81.3					
LEP		97.3	✓				
FARMS		89.4					
SpEd		88.4					

## Student Performance Targets

Data Point	2006 Student Performance Target			2007–2010 Student Performance Target			
	Expected (Target) Student Performance	% Actual Student Performance	Target Met	% 2007	% 2008	% 2009	% 2010
<b>Honors/AP Enrollment—At least one course</b>							
All Students	≥68.4%	69.7	✓	≥70.1	≥71.7	≥73.4	≥75
Asian American		84.4	✓				
African American		50.7					
White		82.3	✓				
Hispanic		49.2					
LEP		28.1					
FARMS		41.6					
SpEd		23.3					
<b>High School Suspension Rate</b>							
All Students	≤6.5%	6.8		≤6.5	≤6.5	≤6.5	≤6.5
Asian American		2.4	✓				
African American		14.7					
White		3.3	✓				
Hispanic		9.5					
LEP		7.9					
FARMS		14.4					
SpEd		16.0					

## District Performance Targets

Data Point	2006 District Target	Actual District Performance	Target Met	2007–2010 District Targets			
				2007	2008	2009	2010
<b>Grade 5 Mathematics A or Higher—Percentage At or Above Proficient</b>							
All Students	At least 59 Comprehensive Elementary Schools with Grade 5 students expected to have at least 29.4% of all Grade 5 students and groups of Grade 5 students successfully completing Mathematics A or higher-level mathematics	53		At least 73 ES with 33.3% successfully completing Mathematics A	At least 88 ES with 37.2% successfully completing Mathematics A	At least 103 ES with 41.1% successfully completing Mathematics A	At least 118 ES with 45.0% successfully completing Mathematics A
Asian American		89	✓				
African American		10					
White		83	✓				
Hispanic		15					
LEP		6					
FARMS		5					
SpEd		5					
<b>Elementary School Suspension Rate</b>							
All Students	At least 86 Comprehensive Elementary Schools expected to have a suspension rate no higher than 1.3% for all students and groups of students	76		At least 77 ES with suspension rate no higher than 1.3%	At least 93 ES with suspension rate no higher than 1.3%	At least 108 ES with suspension rate no higher than 1.3%	At least 124 ES with suspension rate no higher than 1.3%
Asian American		110	✓				
African American		43					
White		94	✓				
Hispanic		89	✓				
LEP		54					
FARMS		85					
SpEd		40					
<b>ES MSA Reading—Percentage At or Above Proficient</b>							
All Students	All Elementary Schools expected to have at least 62.5% of all students and groups of students proficient in reading	124	✓	All ES with 67.2% proficient in reading	All ES with 71.8% proficient in reading	All ES with 76.5% proficient in reading	All ES with 81.2% proficient in reading
Asian American		124	✓				
African American		124	✓				
White		124	✓				
Hispanic		124	✓				
LEP		120					
FARMS		123	✓				
SpEd		121					
<b>ES MSA Mathematics—Percentage At or Above Proficient</b>							
All Students	All Elementary Schools expected to have at least 58.8% of all students and groups of students proficient in mathematics	124	✓	All ES with 63.9% proficient in mathematics	All ES with 69.1% proficient in mathematics	All ES with 74.2% proficient in mathematics	All ES with 79.4% proficient in mathematics
Asian American		124	✓				
African American		124	✓				
White		124	✓				
Hispanic		124	✓				
LEP		122					
FARMS		123	✓				
SpEd		115					
<b>MS MSA Reading—Percentage At or Above Proficient</b>							
All Students	All Middle Schools expected to have at least 61.5% of all students and groups of students proficient in reading	38	✓	All MS with 66.3% proficient in reading	All MS with 71.1% proficient in reading	All MS with 75.9% proficient in reading	All MS with 80.8% proficient in reading
Asian American		38	✓				
African American		38	✓				
White		38	✓				
Hispanic		32					
LEP		30					
FARMS		27					
SpEd		22					

## District Performance Targets

Data Point	2006 District Target	Actual District Performance	Target Met	2007–2010 District Targets			
				2007	2008	2009	2010
<b>MS MSA Mathematics—Percentage At or Above Proficient</b>							
All Students	All Middle Schools expected to have at least 42.9% of all students and groups of students proficient in mathematics	38	✓	All MS with 50.0% proficient in mathematics	All MS with 57.1% proficient in mathematics	All MS with 64.3% proficient in mathematics	All MS with 71.4% proficient in mathematics
Asian American		38	✓				
African American		38	✓				
White		38	✓				
Hispanic		38	✓				
LEP		37					
FARMS		38	✓				
SpEd		29					
<b>Grade 8 Algebra—Percentage Completing</b>							
All Students	At least 19 Comprehensive Middle Schools expected to have at least 54.6% of all Grade 8 students and groups of Grade 8 students successfully completing Algebra 1 or higher-level mathematics	10		At least 23 MS with 61.0% completing algebra	At least 28 MS with 67.3% completing algebra	At least 33 MS with 73.7% completing algebra	At least 38 MS with 80.0% completing algebra
Asian American		32	✓				
African American		0					
White		31	✓				
Hispanic		2					
LEP		1					
FARMS		0					
SpEd		0					
All Students	All 38 Comprehensive Middle Schools expected to have a 100% passing rate for all students and groups of students taking the Algebra 1 HSA	7		38 MS with 100% test takers passing algebra HSA	38 MS with 100% test takers passing algebra HSA	38 MS with 100% test takers passing algebra HSA	38 MS with 100% test takers passing algebra HSA
Asian American		27					
African American		13					
White		15					
Hispanic		19					
LEP		17					
FARMS		14					
SpEd		28					
<b>Middle School Suspension Rate</b>							
All Students	At least 19 Comprehensive Middle Schools expected to have a suspension rate no higher than 7.4% for all students and groups of students	19	✓	At least 23 MS with suspension rate no higher than 7.4%	At least 28 MS with suspension rate no higher than 7.4%	At least 33 MS with suspension rate no higher than 7.4%	At least 38 MS with suspension rate no higher than 7.4%
Asian American		33	✓				
African American		4					
White		34	✓				
Hispanic		15					
LEP		21					
FARMS		5					
SpEd		5					
<b>Grade 9 Algebra—Percentage Completing</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 81.4% of all Grade 9 students and groups of Grade 9 students successfully completing Algebra 1 or higher-level mathematics	9		At least 15 HS with 86.1% completing algebra	At least 18 HS with 90.7% completing algebra	At least 21 HS with 95.4% completing algebra	At least 24 HS with 100% completing algebra
Asian American		22	✓				
African American		1					
White		20	✓				
Hispanic		3					
LEP		1					
FARMS		1					
SpEd		0					

## District Performance Targets

Data Point	2006 District Target	Actual District Performance	Target Met	2007–2010 District Targets			
				2007	2008	2009	2010
<b>Grade 10 Geometry—Percentage Completing</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 76.6% of all Grade 10 students and groups of Grade 10 students successfully completing geometry or higher-level mathematics	10		At least 15 HS with 82.4% completing geometry	At least 18 HS with 88.3% completing geometry	At least 21 HS with 94.1% completing geometry	At least 24 HS with 100% completing geometry
Asian American		19	✓				
African American		1					
White		20	✓				
Hispanic		2					
LEP		0					
FARMS		1					
SpEd		1					
<b>SAT Participation</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 77.2% of all Grade 12 students and groups of Grade 12 students taking the SAT	10		At least 15 HS with 77.9% taking the SAT	At least 18 HS with 78.6% taking the SAT	At least 21 HS with 79.3% taking the SAT	At least 24 HS with 80.0% taking the SAT
Asian American		22	✓				
African American		2					
White		18	✓				
Hispanic		3					
LEP		0					
FARMS		1					
SpEd		1					
<b>AP/IB Exam Participation</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 56.1% of all students and groups of students taking an AP or IB exam	6		At least 15 HS with 59.6% taking an AP or IB exam	At least 18 HS with 63.0% taking an AP or IB exam	At least 21 HS with 66.5% taking an AP or IB exam	At least 24 HS with 70.0% taking an AP or IB exam
Asian American		21	✓				
African American		0					
White		15	✓				
Hispanic		4					
LEP		1					
FARMS		1					
SpEd		0					
<b>AP/IB Exam Performance</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 42.2% of all students and groups of students receiving a 3 or better on one AP and/or IB exam	9		At least 15 HS with 52.4% receiving 3 or better on an AP or IB exam	At least 18 HS with 56.6% receiving 3 or better on an AP or IB exam	At least 21 HS with 60.8% receiving 3 or better on an AP or IB exam	At least 24 HS with 65.0% receiving 3 or better on an AP or IB exam
Asian American		18	✓				
African American		0					
White		17	✓				
Hispanic		1					
LEP		1					
FARMS		1					
SpEd							
<b>Graduation Rate</b>							
All Students	At least 13 Comprehensive High Schools expected to have graduation rates of at least 92.4% for all students and groups of students	13	✓	At least 15 HS with 93.3% graduation rate	At least 18 HS with 94.2% graduation rate	At least 21 HS with 95.1% graduation rate	At least 24 HS with 96.0% graduation rate
Asian American		22	✓				
African American		8					
White		20	✓				
Hispanic		4					
LEP		18	✓				
FARMS		12					
SpEd		8					

## District Performance Targets

Data Point	2006 District Target	Actual District Performance	Target Met	2007–2010 District Targets			
				2007	2008	2009	2010
<b>Honors/AP Enrollment—At least one course</b>							
All Students	At least 12 Comprehensive High Schools expected to have at least 68.4% of all students and groups of students enrolled in at least one Honors or Advanced Placement course	9		At least 15 HS with 70.1% enrolled in Honors/AP	At least 18 HS with 71.7% enrolled in Honors/AP	At least 21 HS with 73.4% enrolled in Honors/AP	At least 24 HS with 75.0% enrolled in Honors/AP
Asian American		23	✓				
African American		1					
White		23	✓				
Hispanic		4					
LEP		0					
FARMS		2					
SpEd		0					
<b>High School Suspension Rate</b>							
All Students	At least 12 Comprehensive High Schools expected to have suspension rates no higher than 6.5% for all students and groups of students	10		At least 15 HS with suspension rate no higher than 6.5%	At least 18 HS with suspension rate no higher than 6.5%	At least 21 HS with suspension rate no higher than 6.5%	At least 24 HS with suspension rate no higher than 6.5%
Asian American		23	✓				
African American		0					
White		23	✓				
Hispanic		7					
LEP		9					
FARMS		0					
SpEd		1					

# GOAL ONE: Ensure Success for Every Student



The Montgomery County Public Schools' (MCPS') mission 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 and group of students be provided with access to rigorous curriculum and support toward successful educational outcomes. Ensuring success for every student sets the standard of expectation for the school system. The goal is, through systemic reform, to have each and every student achieve the standards of performance set for all students in our school system.

Goal One encompasses the following milestones and accompanying data points.

Milestone	Data Point
<b>M</b> All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.	<ul style="list-style-type: none"> <li>★ Maryland School Assessment</li> <li>★ High school final exams</li> <li>★ English proficiency assessments for LEP students</li> </ul>
<b>M</b> All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.	★ Algebra and geometry enrollment and course completion
<b>M</b> All schools will increase participation and performance of all students taking the SAT.	★ SAT participation and scores
<b>M</b> All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.	★ Suspension data
<b>M</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	★ Student, parents, and staff survey results
<b>M</b> All schools will meet or exceed the state's graduation requirements.	<ul style="list-style-type: none"> <li>★ Graduation rates</li> <li>★ High School Assessments</li> </ul>
<b>M</b> All students will graduate prepared for postsecondary education or employment.	★ High School Program Completion

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

**DATA ★ POINT**

## Maryland School Assessment

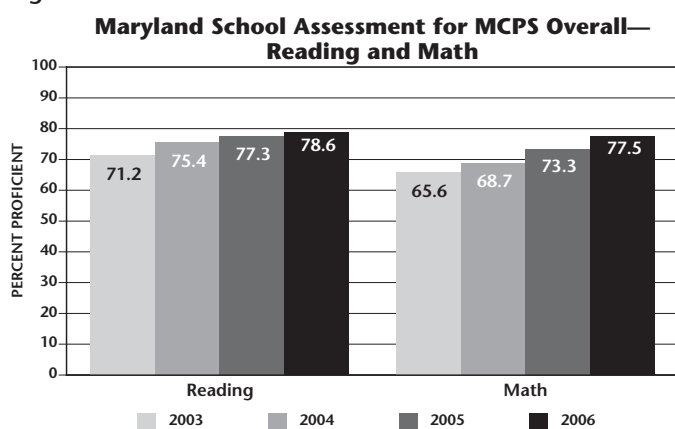
Under No Child Left Behind (NCLB), the 2001 reauthorization of the Elementary and Secondary Education Act, the number of students proficient in reading and mathematics must increase each year to reach 100 percent by 2014. Maryland uses the Maryland School Assessment (MSA) to measure student, school, district, and state performance in achieving this goal. Students with severe cognitive disabilities participate in the Alternate MSA (Alt-MSA). Results from the Alt-MSA are aggregated with those from the MSA for proficiency determinations.

Beginning in 2003 the MSA was administered to students in Grades 3, 5, 8, and 10. For Grade 10, a reading assessment was administered to students and for mathematics, students took the Geometry High School Assessment (HSA). In 2004 students in Grades 4, 6, and 7 were included in the assessments.

During the 2004–2005 school year, in order to reduce the number of state-mandated tests, the Maryland State Department of Education (MSDE) made the English 2, administered after completion of English 10 and Algebra/Data Analysis HSA, serve dual functions as an MSA and an HSA.

During 2006 more than 78 percent of MCPS students achieved proficiency in reading and more than 77 percent achieved proficiency in mathematics. Countywide, the overall percentage of students receiving proficient status has increased since 2003. The percentage of students proficient in reading increased by 7.4 percentage points, while the percentage of students proficient in mathematics increased by 11.9 percentage points since 2003 (Figure A-1).

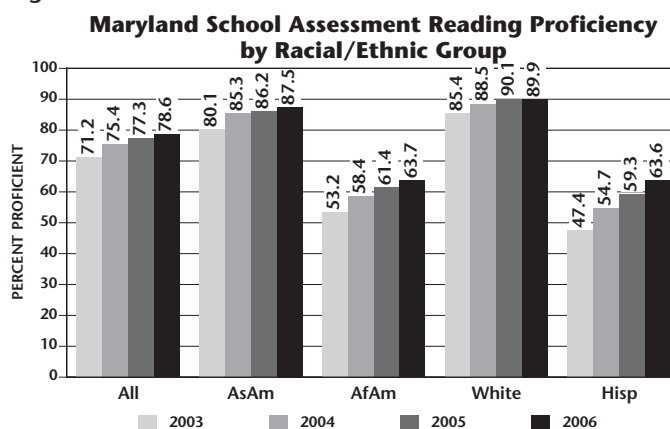
**Figure A-1**



Within each racial/ethnic student group, the percentage of students achieving proficient or higher in reading has increased since 2003. Hispanic students posted the greatest gain in reading (16.2 percentage points) among racial/ethnic student groups. Students achieving proficient or higher

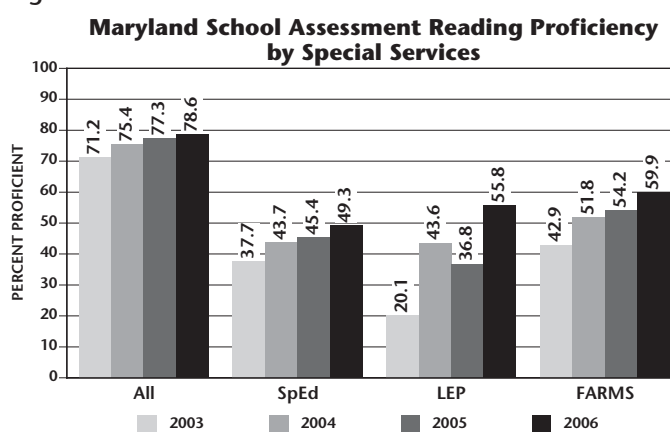
in reading increased by 10.5 percentage points for African American students, 7.4 percentage points for Asian American students, and 4.5 percentage points for White students since 2003 (Figure A-2).

**Figure A-2**



Among students receiving special services, students receiving limited English proficient (LEP) services had the greatest increase in the percentage of students achieving proficiency in reading, with a 35.7 percentage-point increase since 2003. Students receiving Free and Reduced-price Meals System (FARMS) services had a 16.1 percentage-point increase, and students receiving special education services had an 11.6 percentage-point increase in reading proficiency since 2003 (Figure A-3).

**Figure A-3**

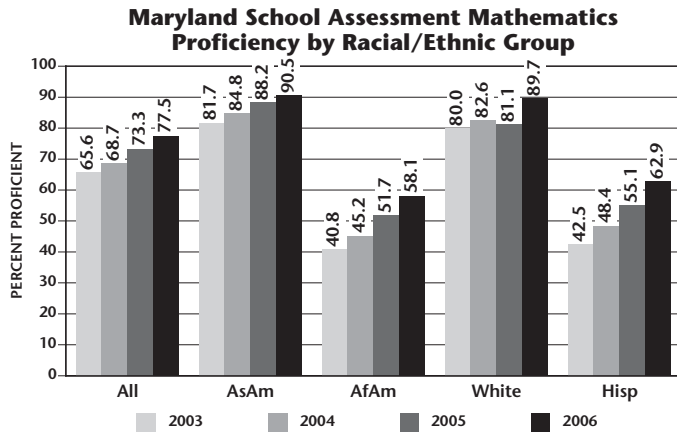


In mathematics, within racial/ethnic student groups, the percentage of students with proficient or higher scores increased by 20.4 percentage points for Hispanic students and 17.3 percentage points for African American students since 2003. The percentage point increase for these two groups surpassed the increase seen for all MCPS students (Figure A-4).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

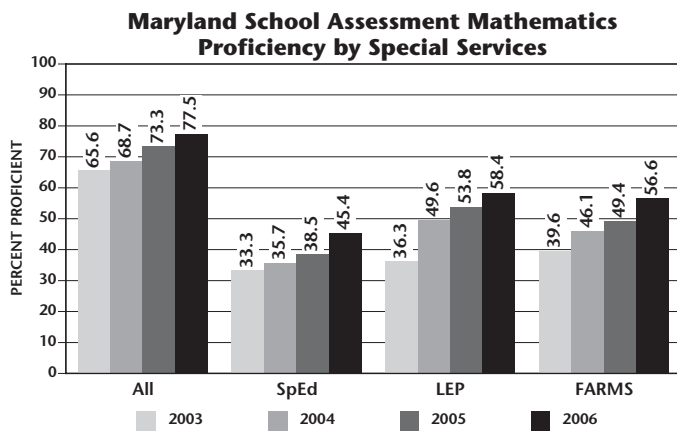
**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

**Figure A-4**



Among students receiving special services, those receiving LEP services had the greatest increase in the percentage of students achieving proficient or higher scores, with an increase of 22.1 percentage points since 2003. The change in proficiency of students receiving FARMS services increased by 16.4 percentage points, while students receiving special education services increased by 12.1 percentage points (Figure A-5).

**Figure A-5**



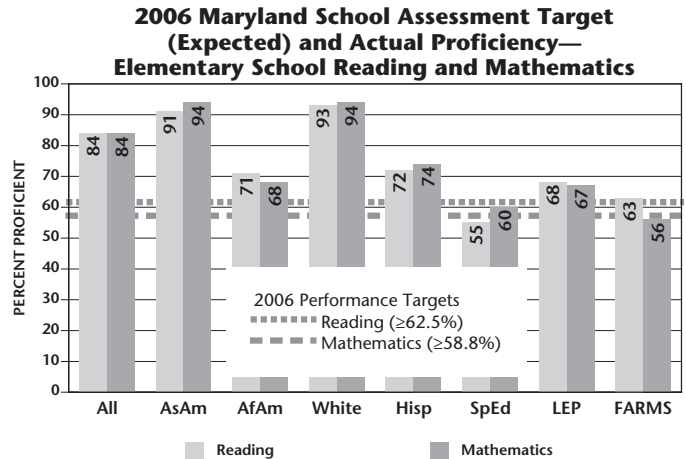
**Elementary School MSA Student Performance and District Targets**

During 2005–2006, 62.5 percent of all elementary school students and all groups of elementary school students were expected to score proficient or advanced on the reading MSA, and 58.8 percent were expected to score proficient or advanced on the mathematics MSA. The Maryland State Department of Education (MSDE) defines this expectation as Annual Measurable Objective (AMO). In 2013–2014, 100 percent of all elementary school students and all groups of elementary school students are expected to score proficient or advanced on both assessments.

During 2005–2006, all students, Asian American, African American, White, Hispanic, special education, and FARMS students met the expected reading proficiency rate. All stu-

dents, Asian American, African American, White, Hispanic, special education, LEP, and FARMS students met the expected mathematics proficiency rate (Figure A-6).

**Figure A-6**



The 2006 district target expects all 124 comprehensive elementary schools to have met the AMO for all students and all groups of students. During 2005–2006, all comprehensive elementary schools had at least 62.5 percent of all students, Asian American, African American, White, Hispanic, special education, and FARMS students proficient in mathematics as well as at least 58.8 percent proficient in reading. For mathematics, only 2 out of 124 did not meet expectation for LEP students, and 9 out of 124 did not meet expectation for special education students. For reading, only 4 out of the 124 elementary schools did not meet expectation for LEP students and 3 out of 124 did not meet expectation for special education students.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**Table A-1**

District Target (Expected) and Actual Numbers of Elementary Schools with Mathematics Proficiency At or Above 62.6 Percent and Reading Proficiency At or Above 58.8 Percent for All Students and Groups of Students		
	Number of Schools	
Total Comprehensive Elementary Schools	124	
2006 District Target	124	
	Actual	
		Reading
All students	124	124
Asian American	124	124
African American	124	124
White	124	124
Hispanic	124	124
Special Education	115	121
Limited English Proficient (LEP)	122	120
Free and Reduced-price Meals	*123	*123

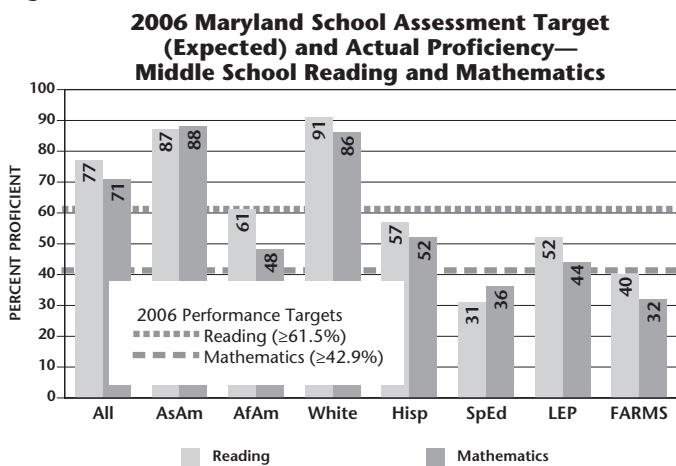
\*Total comprehensive ES with students receiving FARMS is 123.

**Middle School MSA Student Performance and District Targets**

During 2005–2006, 61.5 percent of all middle school students and all groups of middle school students were expected to score proficient or advanced on the reading MSA, and 42.9 percent were expected to score proficient or advanced on the mathematics MSA. In 2013–2014, 100 percent of all middle school students and all groups of middle school students are expected to score proficient or advanced on both assessments.

During 2005–2006, all students, Asian American, African American, and White students met the expected Reading proficiency rate. All students, Asian American, African American, White, Hispanic, and FARMS met the expected mathematics proficiency rate (Figure A-7).

**Figure A-7**



The 2006 district target expects all 38 comprehensive middle schools to have met the AMO for all students and all groups of students. During 2005–2006, all comprehensive middle schools had at least 61.5 percent of all students, Asian American, African American, and White students proficient in mathematics; similarly, all middle schools had at least 42.9 percent of all students, Asian American, African American, White, Hispanic, and FARMS students proficient in mathematics. For mathematics, only 1 out of 38 did not meet expectation for LEP students, and 9 out of 38 did not meet expectation for special education students. For reading, 6 out of 38 did not meet expectation for Hispanic students, 8 out of 38 did not meet expectation for LEP students, 9 out of 38 did not meet expectation for FARMS students, and 16 out of 38 did not meet expectation for special education students (Table A-2).

**Table A-2**

District Target (Expected) and Actual Number of Middle Schools with Mathematics Proficiency At or Above 42.9 Percent and Reading Proficiency At or Above 61.6 Percent for All Students and Groups of Students		
	Number of Schools	
Total Comprehensive Middle Schools	38	
2006 District Target	38	
	Actual	
		Reading
All Students	38	38
Asian American	38	38
African American	38	38
White	38	38
Hispanic	38	32
Special Education	29	22
Limited English Proficient	37	30
Free and Reduced-price Meals	38	27

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**DATA ★ POINT**

**High school final exams**

The MCPS Office of Curriculum and Instructional Programs (OCIP) produces Semester 1 and Semester 2 county-wide examinations for use in Algebra 1, Biology, English 10, and National/State/Local Government (NSL). These examinations assess student mastery of the same content standards from the Voluntary State Curriculum in each of four subject areas covered by the Maryland High School Assessment (HSA) and the Maryland School Assessment (MSA). The examinations, which are administered at the end of each semester to all students enrolled in the course, account for 25 percent of students' semester course grades.

The MCPS countywide final examinations have three primary purposes:

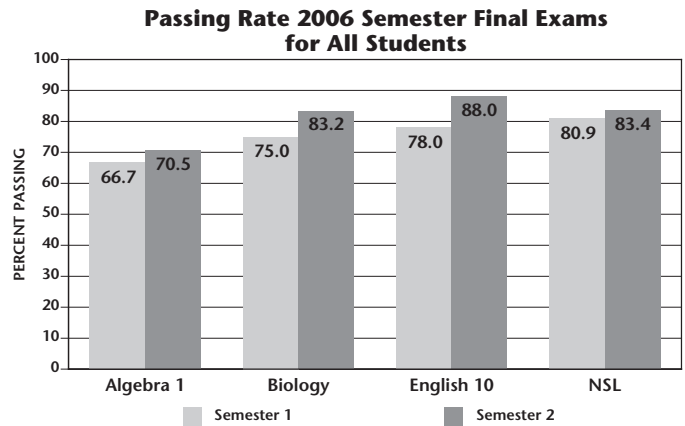
1. To provide a valid and uniform assessment of student attainment of learning outcomes
2. To allow meaningful comparisons of the performance of student groups among and within each middle and high school across Montgomery County
3. To better prepare students for high-stakes statewide assessments

Trend data for the final exams are not included in this report because the exams are different every year. Comparisons of passing rates by course, semester, or year are not statistically justifiable. Results are reported for HSA/MSA course enrollees who took the countywide examinations (test takers).

More than two-thirds of all test takers passed the semester examinations in every HSA/MSA course. The percentages of all test takers who passed the 2005–2006 Semester 1 final

examinations were 66.7 percent in Algebra 1, 75.0 percent in Biology, 78.0 percent in English 10, and 80.9 percent in NSL. For Semester 2, the percentages of all test takers who passed the final examinations were 70.5 percent in Algebra 1, 83.2 percent in Biology, 88.0 percent in English 10, and 83.4 percent in NSL (Figure B-1).

**Figure B-1**



The performance by subgroups on the final exams varied considerably (Table B-1). Asian American and White students exceeded the overall MCPS percentage passing rate in all courses. African American and Hispanic students were below the overall county passing rate in all courses. The performance of students who received special education, Limited English Proficiency (LEP), and Free and Reduced-price Meals System (FARMS) services was below the overall county passing rate in all courses (Table B-1).

**Table B-1**

Aggregated Countywide Semester Examination Results for Four HSA/MSA Courses								
	Algebra 1		Biology		English 10		NSL	
	Alg 1 A	Alg 1 B	Biol A	Biol B	Eng 10 A	Eng 10 B	NSL A	NSL B
All MCPS	66.7	70.5	75.0	83.2	78.0	88.0	80.9	83.4
Asian Am.	86.1	87.3	86.9	92.7	90.0	95.0	89.2	91.8
African Am.	46.5	50.6	56.9	67.0	60.0	77.1	68.7	70.7
White	83.5	83.5	88.1	93.2	90.1	94.2	92.3	93.0
Hispanic	47.1	49.8	56.4	69.0	60.1	78.9	63.6	69.0
Male	63.6	69.2	72.9	80.8	73.4	84.9	78.9	80.6
Female	70.2	71.9	77.2	85.8	82.9	91.3	83.0	86.4
Spec. Ed.	35.1	41.1	42.2	52.5	43.5	63.4	52.0	56.6
LEP	48.5	47.5	50.8	60.7	50.0	83.7	56.0	65.3
FARMS	45.6	49.0	53.3	62.9	54.5	72.5	62.5	65.4

**GOAL 1** ENSURE SUCCESS FOR EVERY STUDENT

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

**DATA ★ POINT**

## Language Assessment System (LAS) Links

The state-mandated assessment for English language proficiency is the Language Assessment System (LAS) Links, published by CTB/McGraw-Hill. LAS Links assesses English language ability and proficiency of English language learners from Kindergarten–Grade 12. The assessment is composed of four tests, which include Listening, Speaking, Reading, and Writing. Student results are reported out as scale scores and proficiency levels for each test as well as for comprehension. A composite score of comprehension-based items from the Listening and Reading tests is calculated. At the time of the writing of the Annual Report, results from the first administration of the assessment (spring 2006) were not available.

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

**DATA POINT**

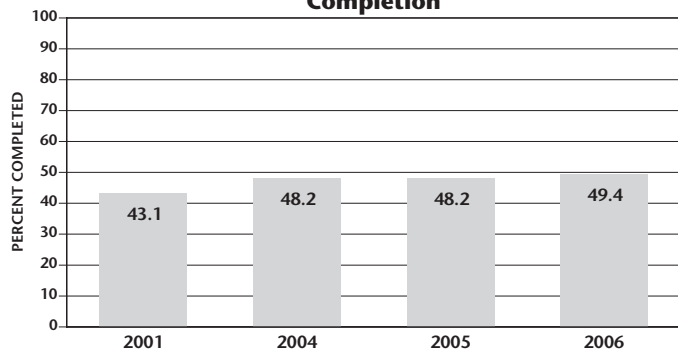
## Algebra and geometry enrollment and course completion

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 portion of the SAT.

Countywide, the successful completion of Algebra 1 or higher-level mathematics course by the end of Grade 8 during 2006 increased 6.3 percentage points since the baseline year of 2001 (Figure C-1).

**Figure C-1**

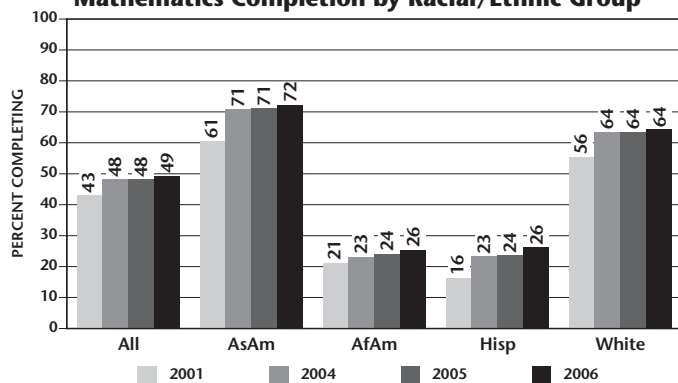
### Grade 8 Algebra or Higher-Level Mathematics Completion



The Grade 8 overall completion rate within racial/ethnic groups has steadily increased for all groups of students since the baseline year of 2001. Hispanic and Asian American students, with increases of at least 10 percentage points, showed the largest gains (Figure C-2).

**Figure C-2**

### Grade 8 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group

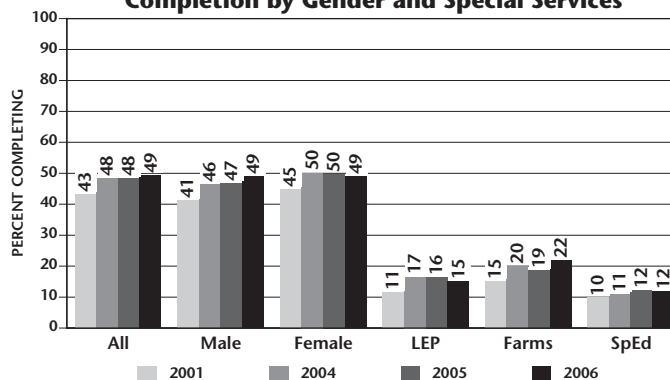


The Grade 8 completion rates for male and female students have both increased and are now equal to the completion rate of all students. Among students receiving special

services, Free and Reduced-price Meals System (FARMS) students made the greatest gains since 2001 (7 percentage points), followed by limited English proficient (LEP) and students receiving special education, with gains of 4 percentage points and 2 percentage points, respectively (Figure C-3).

**Figure C-3**

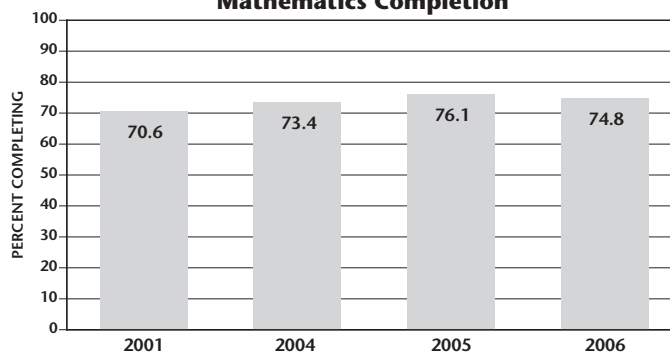
### Grade 8 Algebra or Higher-Level Mathematics Completion by Gender and Special Services



Countywide, the successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 9 during 2006 increased 4.2 percentage points since the baseline year of 2001 (Figure C-4).

**Figure C-4**

### Grade 9 Algebra or Higher-Level Mathematics Completion

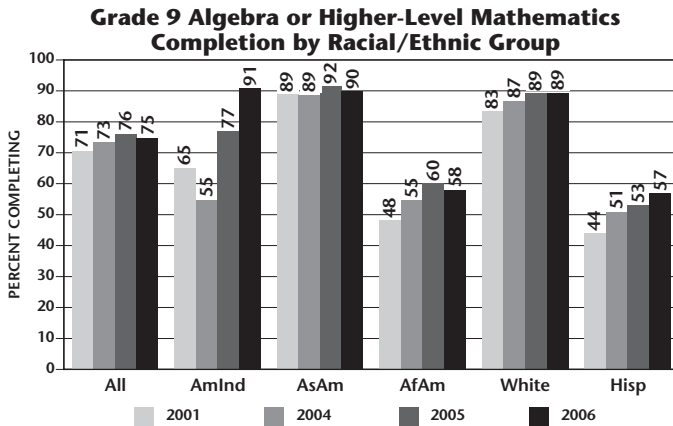


The overall completion rate within racial/ethnic groups has steadily increased for all groups of students since the baseline year of 2001. African American and Hispanic students (with increases of 10 and 13 percentage points, respectively) showed the largest gains (Figure C-5).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

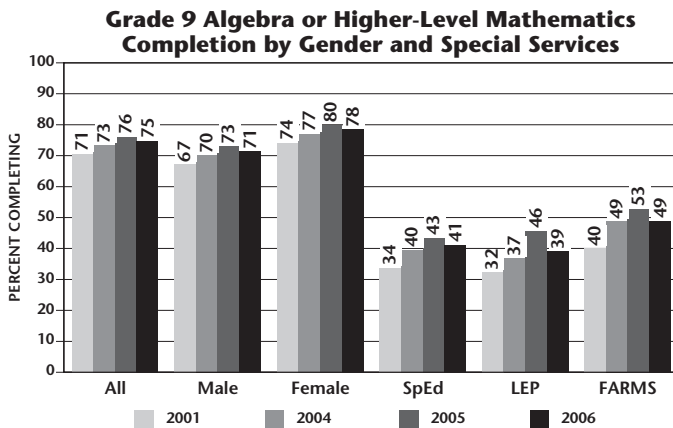
**MILESTONE** All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

Figure C-5



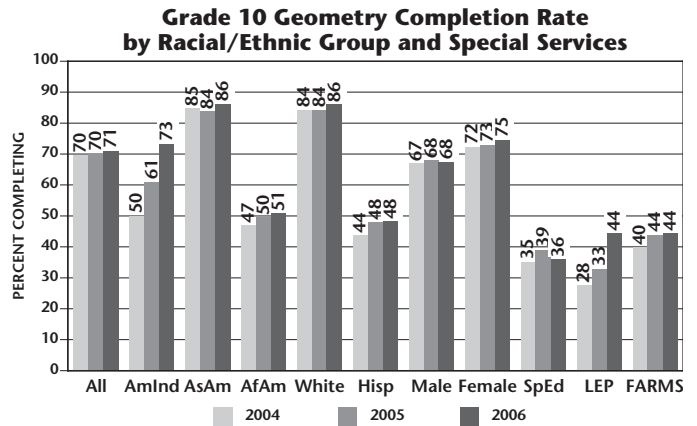
The completion rate for male and female students increased similarly. All students receiving special services showed an increase in the percentage completing Algebra 1 or higher-level mathematics, by Grade 9, with Free and Reduced-price Meals System (FARMS) students making the greatest gains since 2001 (Figure C-6).

Figure C-6



During 2006, compared with the baseline year of 2004, the successful completion of geometry or higher-level mathematics by the end of Grade 10 increased by 1 percentage point for all students. Among racial/ethnic groups, American Indian, African American, and Hispanic students had the greatest increase in completion rates. Female students continued to successfully complete geometry or higher-level mathematics at a rate slightly higher than male students. Among students receiving special services, the completion rate by LEP students increased by 16 percentage points and equaled the completion rate of FARMS students (Figure C-7).

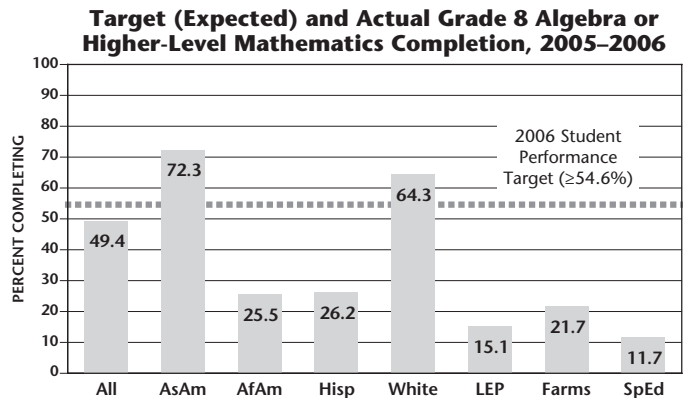
Figure C-7



**Grade 8 Algebra 1 Student Performance and District Targets**

During 2005–2006, 54.6 percent of all Grade 8 students and all groups of Grade 8 students were expected to successfully complete Algebra 1 or higher-level mathematics. For the 2005–2006 school year, Asian American and White students met the expected rate of completion. The completion rate for all students was shy of the target by approximately 5 percentage points (Figure C-8).

Figure C-8



The 2006 district target expects 19 out of 38 of all comprehensive middle schools to have 54.6 percent of all students and student groups successfully completing Algebra 1 or higher-level mathematics by the end of Grade 8. During 2005–2006, 32 out of 38 middle schools had at least 54.6 percent of Asian American students successfully completing Algebra 1 by the end of Grade 8, while 31 out of 38 had at least 54.6 percent of White students successfully completing Algebra 1 by the end of Grade 8 (Table C-1). However, 10 out of 37 middle schools met the expected completion rate for all students; 2 out of 37 met expectation for Hispanic students; 1 out of 37 met expectation for FARMS students; and no school met expectation for African American, special education, or LEP students.

**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.

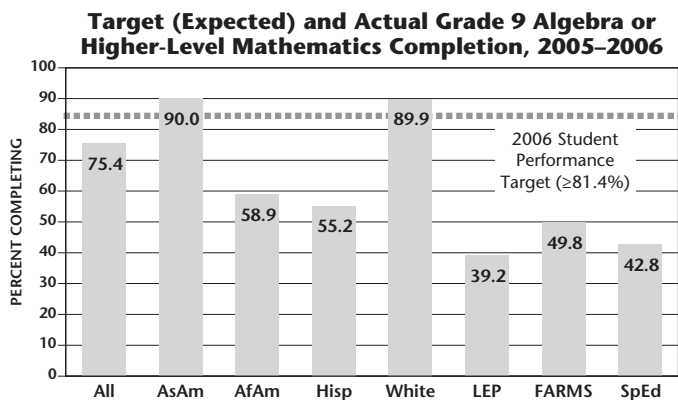
**Table C-1**

District Target (Expected) and Actual Number of Comprehensive Middle Schools with Grade 8 Algebra 1 Completion Rate At or Above 54.6 Percent by Race/Ethnicity and Student Group	
	Number of Middle Schools
Total Comprehensive Middle Schools	38
2006 District Target	19
	Actual
All students	10
Asian American	32
African American	0
White	31
Hispanic	2
Special Education	0
Limited English Proficient	0
Free and Reduced-price Meals	1

**Grade 9 Algebra 1 Student Performance and District Targets**

During 2005–2006, 81.4 percent of all Grade 9 students and all groups of Grade 9 students enrolled in MCPS comprehensive high schools were expected to successfully complete Algebra 1 or higher-level mathematics. For the 2005–2006 school year, Asian American and White students met the expected completion rate. The successful completion rate by all students missed the target by 6 percentage points (Figure C-9).

**Figure C-9**



The 2006 district target expects 12 out of 24 of all comprehensive high schools to have at least 81.4 percent of all students and student groups successfully completing Algebra 1 by the end of Grade 9. During 2005–2006, 22 out of 24 high schools had at least 81.4 percent of Asian American students successfully completing Algebra 1 by the end of Grade 9, while 20 out of 24 had at least 81.4 percent of White students successfully completing Algebra 1 by the end of Grade 9 (Table C-2). However, 9 out of 24 high schools met the expected

completion rate for all students; 3 out of 24 met expectation for Hispanic students; 1 out of 24 met expectation for African American, FARMS, and LEP students; and no school met expectation for special education students.

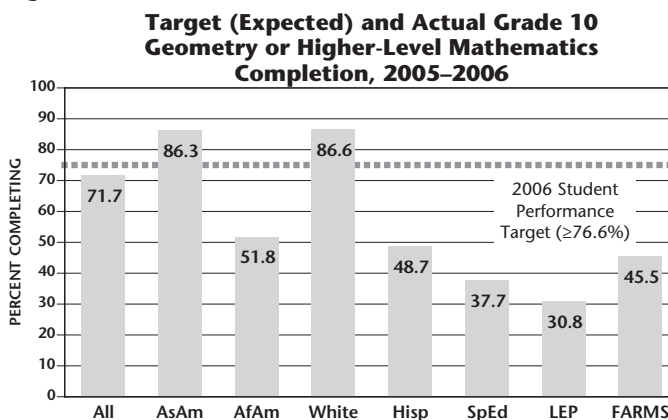
**Table C-2**

District Target (Expected) and Actual Number of Comprehensive High Schools with Grade 9 Algebra 1 Completion Rate At or Above 81.4 Percent by Race/Ethnicity and Student Group	
	Number of High Schools
Total Comprehensive High Schools	24
2006 District Target	12
	Actual
All students	9
Asian American	22
African American	1
White	20
Hispanic	3
Special Education	0
Limited English Proficient	1
Free and Reduced-price Meals	1

**Grade 10 Geometry Student Performance and District Targets**

During 2005–2006, 76.6 percent of all Grade 10 students and all groups of Grade 10 students were expected to successfully complete geometry or higher-level mathematics. For the 2005–2006 school year, Asian American and White students met the expected completion rate. The completion rate for all students missed the target by approximately 5 percentage points.

**Figure C-10**



The 2006 district target expects 12 out of 24 of all comprehensive high schools to have at least 76.6 percent of all students and student groups successfully completing geometry by the end of Grade 10. During 2005–2006, 22 out of 24 high

**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.

schools had at least 76.6 percent of Asian American students successfully completing geometry by the end of Grade 10, while 19 out of 24 had at least 81.4 percent of White students successfully completing geometry by the end of Grade 9 (Table C-2). However, 10 out of 24 high schools met the expected completion rate for all students; 2 out of 24 met expectation for Hispanic students; 1 out of 24 met expectation for African American, FARMS, and special education students; and no school met expectation of LEP students.

**Table C-3**

<b>District Target (Expected) and Actual Number of Comprehensive High Schools with Grade 10 Geometry Completion Rate At or Above 76.6 Percent by Race/Ethnicity and Student Group</b>	
	<b>Number of High Schools</b>
<b>Total Comprehensive High Schools</b>	24
<b>2006 District Target</b>	12
	Actual
All students	10
Asian American	22
African American	1
White	19
Hispanic	2
Special Education	1
Limited English Proficient	0
Free and Reduced-price Meals	1

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

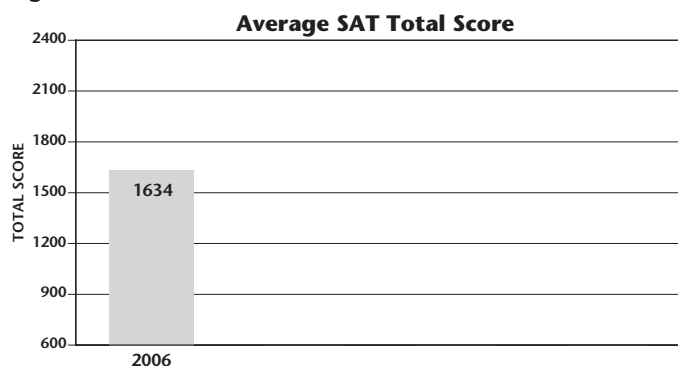
**DATA POINT**

**SAT**

The SAT is a measure of student readiness for college-level work, designed to evaluate attainment of skills considered essential for academic success in college. MCPS is committed to improving SAT performance and participation rates among all students as a means to ensure opportunities for further academic pursuits after high school. Information about SAT performance and participation can also be used to develop individual student course schedules, design preparation programs for students, and influence classroom activities in all disciplines.

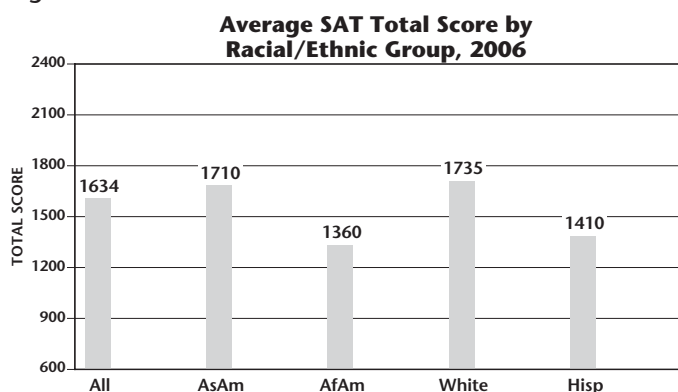
The Class of 2006 is the first graduating class to take the new SAT comprising three subtests: critical reading, mathematics, and writing. The 2006 results provide a new baseline for monitoring improvements in SAT participation and performance (Figure D-1).

**Figure D-1**



In 2006 the mean SAT combined score was 1710 for Asian American, 1360 African American, 1735 for White, and 1410 for Hispanic students. On average, the SAT combined critical reading, mathematics, and writing scores of Asian American and White students were more than 300 points higher than those of African American and Hispanic students (Figure D-2).

**Figure D-2**



Performance patterns on the SAT for students receiving

special services was below the district average of 1634 (Figure D-2). In 2006 the mean SAT combined score was 1316 for students receiving FARMS services, 1383 for special education students, and 1148 for LEP students. In 2006 the mean SAT combined score was 1648 for males and 1621 for females.

In addition to examining SAT performance, MCPS also monitors participation in SAT testing by looking at the number of seniors taking the test and the percentage of the total group that is represented in SAT testing. In 2006, 75.9 percent of students took the SAT testing (Table D-1). The number of students taking the SAT was 7,191 for the baseline year of 2006.

**Table D-1**

SAT Participation Rates		
	2006	
	N	%
All	7191	75.8
Amlnd	10	71.4
AsAm	1366	87.8
AfAm	1240	65.9
White	3884	82.1
Hisp	691	53.0
Male	3398	73.4
Female	3793	78.2
SpEd	371	45.9
LEP	99	35.7
FARMS	578	54.0

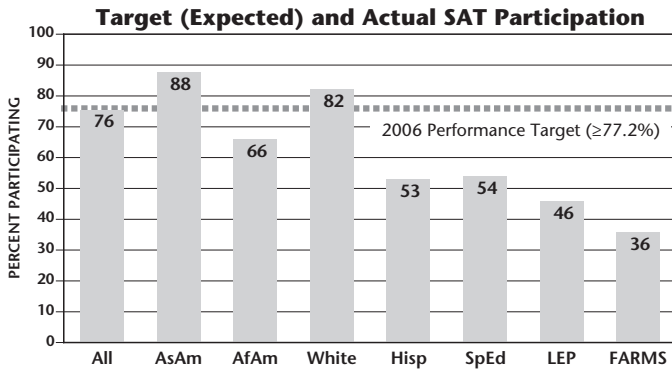
## SAT Participation Student Performance and District Targets

During 2005–2006, 77.2 percent of all graduating seniors and all groups of graduating seniors were expected to participate in the SAT. For the 2005–2006 school year, Asian American and White students met the target with 87.8 and 82.1 percent participation respectively. All students were right below the target with 75.8 percent of students participating. African American (65.9 percent), Hispanic (53.0 percent), students receiving FARMS (35.7 percent), special education (54.0 percent), and LEP (45.9 percent) services were each below the target (Figure D-3).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**Figure D-3**



The 2006 district target expects 12 out of 24 comprehensive high schools with graduating classes to have at least 77.2 percent of all graduating students and all groups of graduating seniors participating in the SAT. During 2005–2006, 22 out of 24 high schools had at least 77.2 percent of Asian American graduating students participate in the SAT, and 18 out of 24 high schools had at least 77.2 percent of White graduating students participate (Table D-2). However, 10 out of 24 high schools met the expectation for all students, 3 out of 24 met the expectation for Hispanic students, 2 out of 24 met the expectation for African American students, 1 out of 23 met the expectation for special education and FARMS students, and no schools met the expectation for LEP students.

**Table D-2**

District Target (Expected) and Actual Number of Comprehensive High Schools with SAT Participation by Graduating Seniors At or Above 77.2 Percent	
	Number of Schools
<b>Total Comprehensive Schools</b>	<b>24</b>
<b>2006 District Target</b>	<b>12</b>
	<b>Actual</b>
All students	10
Asian American	22
African American	2
White	18
Hispanic	3
Special Education	1
Limited English Proficient	0
Free and Reduced-price Meals	1

# Milestone: All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.

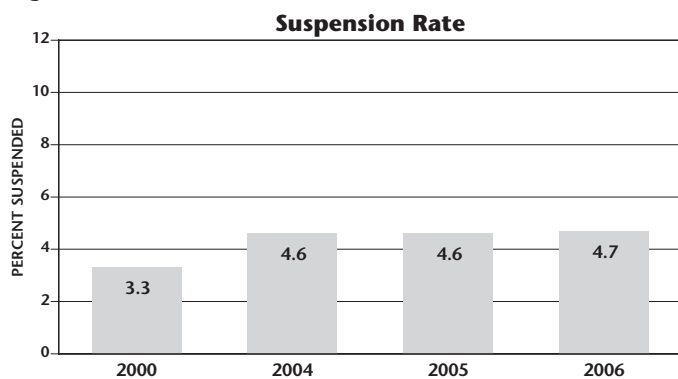
**DATA POINT**

## Suspension data

MCPS is committed to creating and maintaining learning environments in all schools that are safe and conducive to learning. Of greatest importance to every child's learning is access to a rigorous curriculum, which is accomplished through regular attendance and participation. MCPS has initiated strategies that both encourage attendance and participation and work toward reducing suspensions. Among the strategies are the implementation of character education programs, as well as models that help students learn about the consequences of conflict, exercising self-discipline, and developing self-management skills. MCPS is committed to eliminating all disproportionate suspension rates for African American and Hispanic students and has established a steering committee to address this area of concern. The Disproportionality Steering Committee will be reviewing current policies and practices that may be contributing to the disproportionate identification of students with disabilities based on race and ethnicity; placement within particular educational settings; and incidence, duration, and type of disciplinary actions, including suspension and expulsion.

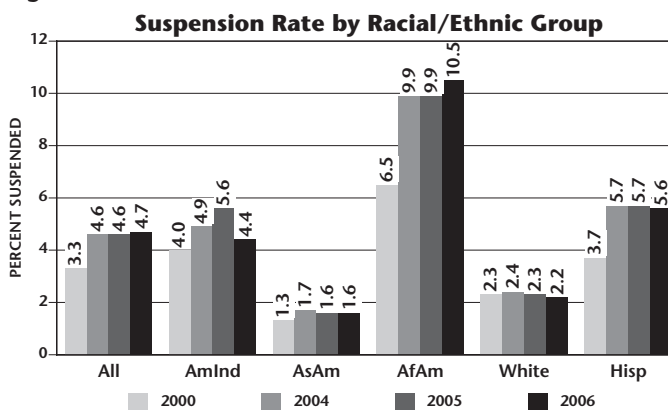
Countywide, the rate of out-of-school suspensions of at least one day has gradually increased since the baseline year of 2000, from 3.3 percent to 4.7 percent in 2005 (Figure E-1).

Figure E-1



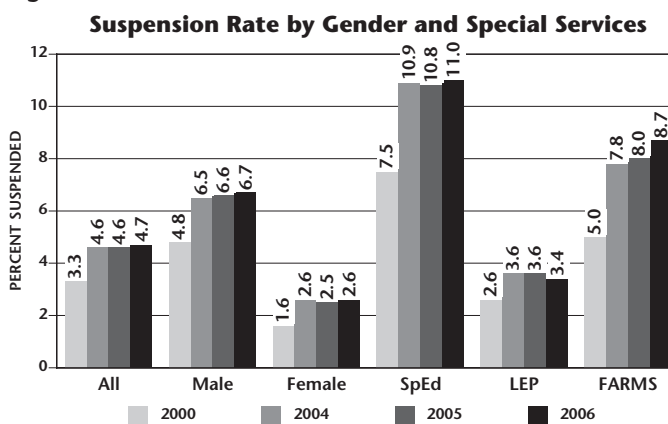
Data for 2006 show that, within racial/ethnic groups, African American, Hispanic, and American Indian students have higher suspension rates than White and Asian American students (the small number of American Indian students in part effects this rate) (Figure E-2). Suspension rates for African American and Hispanic students have been gradually increasing since 2000. Suspension rates for Asian American and White students have been fairly steady since 2000 (Figure E-2).

Figure E-2



Male students were suspended at more than twice the rate of female students. Among students receiving special services, special education students were suspended at a higher rate than LEP and FARMS students (Figure E-3). Since 2005 a slight increase occurred in suspension rates for FARMS and special education students, and a slight decrease occurred for LEP students (Figure E-3).

Figure E-3



### Elementary School Suspension Rate Student Performance and District Targets

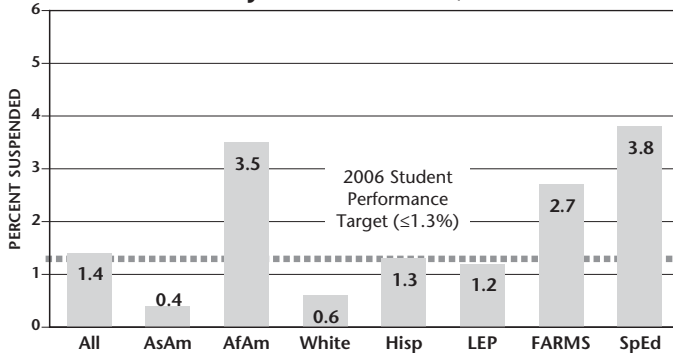
During 2005–2006 the suspension rate at comprehensive elementary schools for all students and all groups of students was expected to be at or below 1.3 percent. For the 2005–2006 school year, the suspension rate for Asian American, White, Hispanic, and LEP students was at or below 1.3 percent (Figure E-4).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

Figure E-4

**Target (Expected) and Actual Suspension Rate for Elementary School Students, 2005–2006**



The 2006 district target expects 86 out of 124 (70%) comprehensive elementary schools to have a suspension rate of 1.3 percent or lower for all students and student groups. During 2005–2006 110 out of 124 elementary schools had a suspension rate at or below 1.3 percent for Asian American students, 94 out of 124 elementary schools had a suspension rate at or below 1.3 percent for White students, and 89 out of 124 elementary schools had a suspension rate at or below 1.3 percent for Hispanic students (Table E-1). However, 43 out of 124 elementary schools had a suspension rate at or below 1.3 percent for African American students, 54 out of 124 had a suspension rate at or below 1.3 percent for LEP students, 85 out of 124 had a suspension rate at or below 1.3 percent for FARMS students, and 40 out of 124 had a suspension rate below 1.3 percent for special education students.

Table E-1

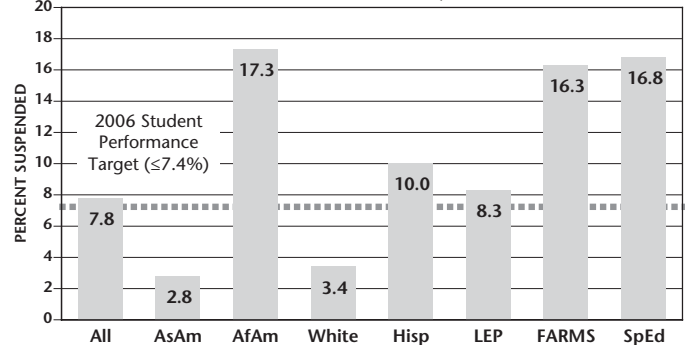
2006 District Target (Expected) and Actual Number of Comprehensive Elementary Schools with Suspension Rate At or Below 1.3 Percent by Race/Ethnicity and Student Group	
	<b>Number of Elementary Schools</b>
<b>Total Comprehensive Elementary Schools</b>	124
<b>2006 District Target</b>	86
	Actual
All students	76
Asian American	110
African American	43
White	94
Hispanic	89
Special Education	40
Limited English Proficient	54
Free and Reduced-price Meals	85

**Middle School Suspension Rate Student Performance and District Targets**

During 2005–2006 the expected suspension rate at comprehensive middle schools for all students and all groups of students was expected to be at or below 7.4 percent. For the 2005–2006 school year, the suspension rate for Asian American and White middle schools students was at or below 7.4 percent (Figure E-5).

Figure E-5

**Target (Expected) and Actual Suspension Rate for Middle School Students, 2005–2006**



The 2006 district target expects 19 out of 38 comprehensive middle schools to have a suspension rate of 7.4 percent or lower for all students and student groups. During 2005–2006, 19 out of 38 middle schools had a suspension rate lower than 7.4 percent for all students, 33 out of 38 middle schools had a suspension rate lower than 7.4 percent for Asian American students, and 34 out of 38 middle schools had a suspension rate lower than 7.4 percent for White students (Table E-2) However, 4 out of 38 middle schools had a suspension rate below 7.4 percent for African American students, 15 out of 38 had a suspension rate below 7.4 percent for Hispanic students, 21 out of 38 had a suspension rate below 7.4 percent for LEP students, and 5 out of 38 had a suspension rate below 7.4 percent for both FARMS and special education students.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

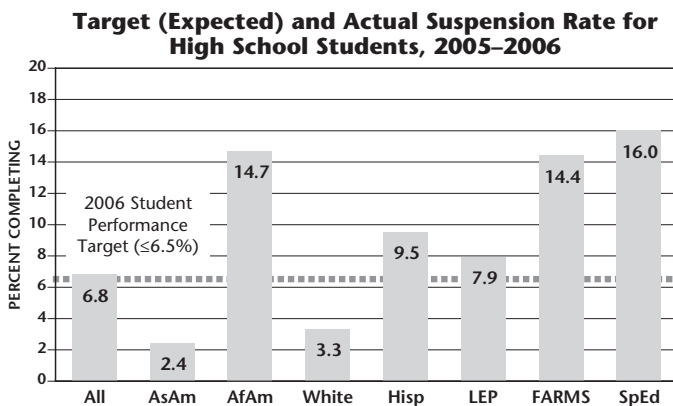
**Table E-2**

2006 District Target (Expected) and Actual Number of Comprehensive Middle Schools with Suspension Rate At or Below 7.4 Percent by Race/Ethnicity and Student Group	
	Number of Middle Schools
<b>Total Comprehensive Middle Schools</b>	38
<b>2006 District Target</b>	19
	Actual
All students	19
Asian American	33
African American	4
White	34
Hispanic	15
Special Education	5
Limited English Proficient	21
Free and Reduced-price Meals	5

**High School Suspension Rate Student Performance and District Targets**

During 2005–2006, the expected suspension rate at comprehensive high schools for all students and all groups of students was expected to be at or below 6.5 percent. For the 2005–2006 school year, the suspension rate for Asian American and White high school students was at or below 6.5 percent (Figure E-6).

**Figure E-6**



The 2006 district target expects 12 out of 24 (50 %) comprehensive high schools to have a suspension rate of 7.4 percent or lower for all students and student groups. During 2005–2006, 23 out of 24 high schools had a suspension rate lower than 6.5 percent for both Asian American and White students (Table E-3). However, 10 out of 24 high schools had a suspension rate below 6.5 percent for all students, 0 out of 24 schools had a suspension rate below 6.5 percent for African American students, 7 out of 24 had a suspension rate below 6.5 percent for Hispanic students, 11 out of 24 had a

suspension rate below 6.5 percent for LEP students, 1 out of 24 had a suspension rate below 6.5 percent for special education students, and 0 out of 24 had a suspension rate below 6.5 percent for special education students.

**Table E-3**

2006 District Target (Expected) and Actual Number of Comprehensive High Schools with Suspension Rate At or Below 6.5 Percent by Race/Ethnicity and Student Group	
	Number of High Schools
<b>Total Comprehensive High Schools</b>	24
<b>2006 District Target</b>	12
	Actual
All students	10
Asian American	23
African American	0
White	23
Hispanic	7
Special Education	1
Limited English Proficient	11
Free and Reduced-price Meals	0

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

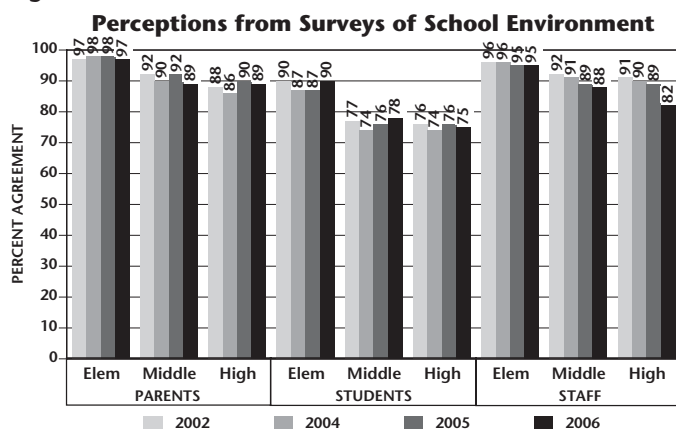
**DATA POINT**

**Student, parent, and staff survey**

The Surveys of School Environment (SSE) provide information about how parents, students, and staff perceive their school environments. The SSE results are used to monitor progress toward Goal 1—ensure success for every student—in the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. In addition, results may be used to monitor continuous improvement aligned with the Montgomery County Public Schools (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.

Parents, students, and staff responding to the Surveys of School Environment for 2002 through 2006 provide high levels of agreement toward safety in schools (Figure F-1). Parents and staff, at all school levels, report high positive agreement about school safety, with the highest reported among parents and staff of elementary school students (over 95% agreement) and lowest among high school staff (82%). Elementary school students report higher agreement levels (about 90%), compared with middle and high school students (about 75%).

**Figure F-1**



Source: Surveys of School Environment, MCPS

Question Wording:

Parents: "My child feels safe at school."

Students: "I feel safe at school."

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

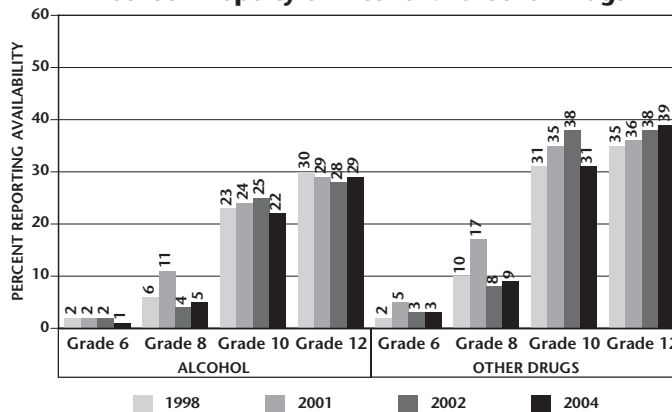
Another measure of safe and drug-free schools may be found in the Maryland Adolescent Survey (MAS), administered by the Maryland State Department of Education. The MAS was conducted in 1998, 2001, 2002, and 2004. (Data were not collected in 2006.) Students in Grades 6, 8, 10, and 12 self-report on the availability of alcohol and other drugs on school property (Figure F-2).

Students' self-reports of the availability of alcohol and

other drugs are lowest for students in Grade 6 and increases as grade level increases. Among eighth graders, the availability of alcohol and other drugs on school property has decreased since 2001. Among 10<sup>th</sup> graders and 12<sup>th</sup> graders, the availability of alcohol has remained fairly stable. Among 10<sup>th</sup> graders, there is a 7 percentage point drop in the availability of other drugs reported in 2004, compared with 2002. The availability of other drugs reported by 12<sup>th</sup> graders shows a 4 percentage point increase from 1998 to 2004.

**Figure F-2**

**Maryland Adolescent Survey on Availability on School Property of Alcohol and Other Drugs**



Source: Maryland Adolescent Survey

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

**DATA ★ POINT**

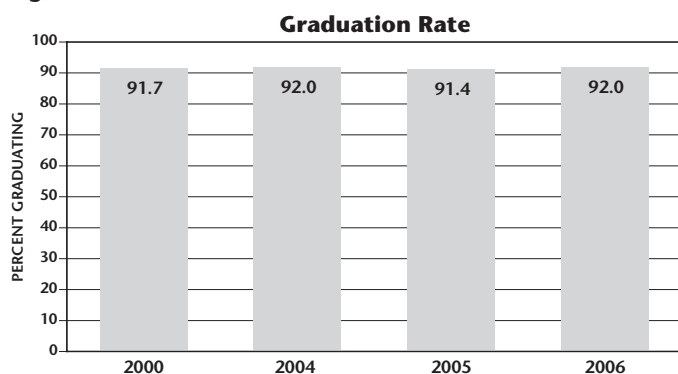
## Graduation rates

High school graduation rates are an important performance measure and are at least as important as test scores in assessing the performance of our school system. The Maryland State Department of Education (MSDE) has included high school graduation rate as a component of Adequate Yearly Progress (AYP). The Maryland State Board of Education has stated that, by 2014, all high schools, school systems, and the state should reach a graduation rate of 90 percent. The standard applies to all students, not individual groups of students. However, the graduation rate of individual groups of students can be a factor in determining some instances of AYP.

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

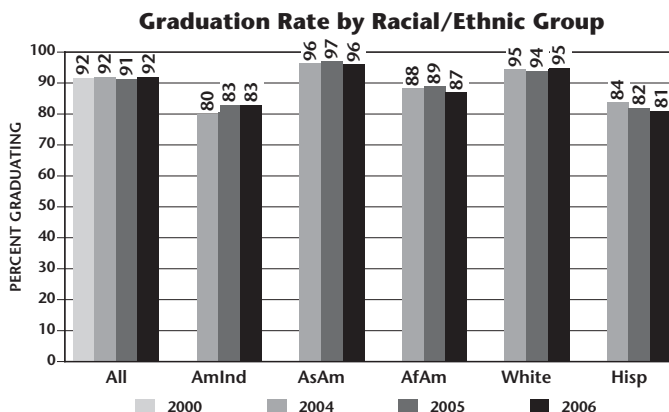
Countywide, MCPS has met the MSDE standard of 90 percent for its graduation rate since 2000 (Figure G-1).

Figure G-1



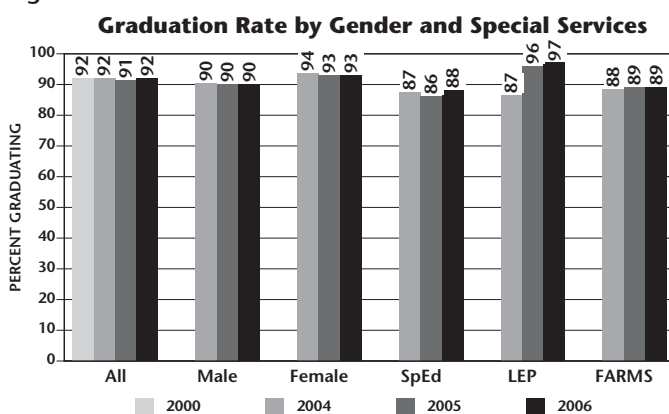
The 2006 graduation rate for each student group ranged from 81 percent to 97 percent. Among student groups, Asian American, White, male, female, and LEP students continue to meet the 90 percent standard (Figures G-2 and G-3).

Figure G-2



MSDE began calculating the graduation rate by student group in 2002. There has been little variation in the graduation rates within each student group over the past three years, except for Hispanic students, whose rate dropped by approximately 7 percentage points (Figure G-2) and for LEP students, whose rate increased by approximately 17 percentage points (Figure G-3).

Figure G-3



## Graduation Rate Student Performance and District Targets

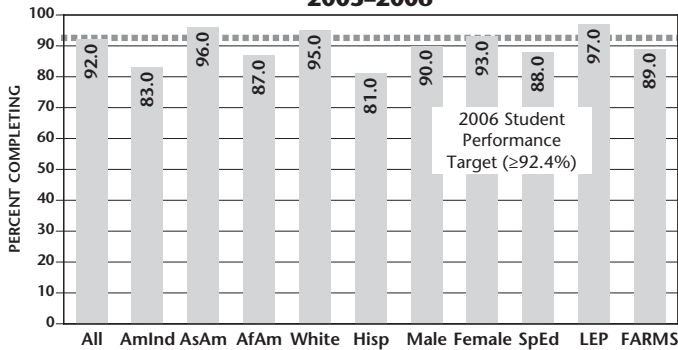
During 2005–2006 all students and all groups of students were expected to have a graduation rate of at least 92.4 percent (Figure G-4). For the 2005–2006 school year, Asian American, White, and LEP students met the expected graduation rate.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**Figure G-4**

**Target (Expected) and Actual Graduation Rate, 2005–2006**



The 2006 district target expects 13 out of 24 (56.5%) of all comprehensive high schools to have a graduation rate of 92.4 percent for all students and student groups. During 2005–2006, 13 out of 24 high schools had a graduation rate of at least 92.4 percent for all students, 22 out of 24 high schools had a graduation rate of at least 92.4 percent for Asian American students, 20 out of 24 high school had a graduation rate of more than 92.4 percent for White students, and 18 out of 24 high schools had a graduation rate of more than 92.4 percent for LEP students (Table G-1). However, only 8 out of 24 high schools met the expected graduation rate for African American and special education students, 4 out of 24 met expectation for Hispanic students, and 12 out of 24 met expectation for FARMS students.

**Table G-1**

2006 District Target (Expected) and Actual Number of Comprehensive High Schools with Graduation Rate At or Above 92.4 Percent by Race/Ethnicity and Student Group	
	Number of High Schools
<b>Total Comprehensive High Schools</b>	24
<b>2006 District Target</b>	13
	Actual
All students	13
Asian American	22
African American	8
White	20
Hispanic	4
Special Education	8
Limited English Proficient	18
Free and Reduced-price Meals	12

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**DATA POINT**

**Maryland High School Assessments**

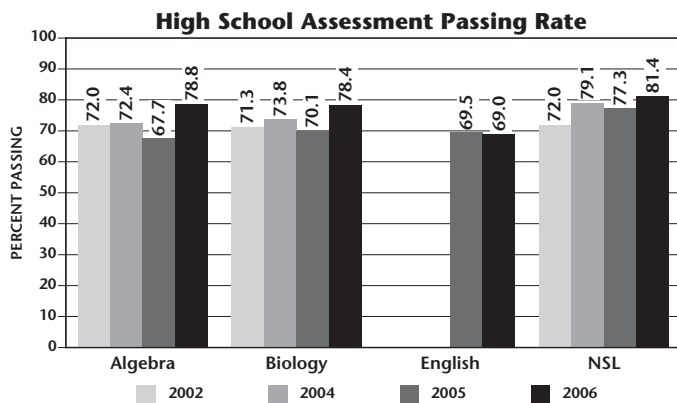
The Maryland High School Assessments (HSA) measure individual student achievement and overall school performance in Algebra 1; Biology; English; and National, State, and Local Government (NSL). Maryland public school students must take the HSA after they complete the appropriate high-school-level courses.

Between 2001–2002 and 2003–2004 the English HSA was administered after completion of English I (also known as English 9). Beginning in 2004–2005 the Maryland State Department of Education (MSDE) administered a new English HSA, designed to replace both the English I HSA and the Grade 10 Maryland School Assessment (MSA) in reading.

Students originally enrolled in a graduating class prior to 2009 must participate in each HSA. Students in the graduating class of 2009, current Grade 10 students, and beyond are required to earn a minimum or passing score on each HSA in order to receive a Maryland high school diploma. Students who earn a minimum score on any individual HSA must also successfully achieve a cumulative total combined score of 1602 on all HSAs.

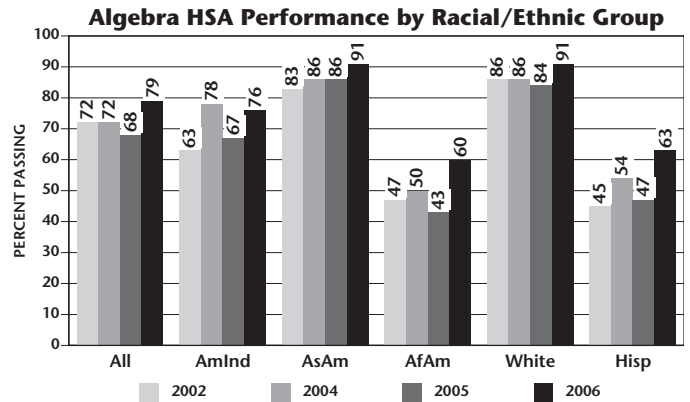
The 2006 countywide overall percentage of students passing the HSA in Algebra 1, Biology, and NSL was greater than in 2005. However, the overall percentage of students passing the English HSA was lower (Figure H-1).

**Figure H-1**

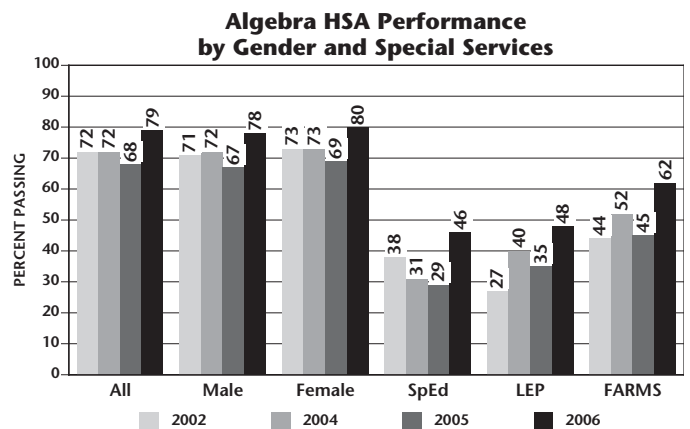


The 2006 Algebra 1 HSA passing rates for students of all races/ethnicities were greater than the 2005 HSA passing rates (Figure H-2). Increases for African American and Hispanic students were significant in the percentage of students passing the Algebra 1 HSA, respectively 17 and 16 percentage points. The 2006 Algebra 1 passing rates of students who received special education, limited English proficiency (LEP), or Free and Reduced-price Meals System (FARMS) services were also significantly greater than the 2005 passing rates, respectively 17, 13, and 17 percentage points (Figure H-3).

**Figure H-2**

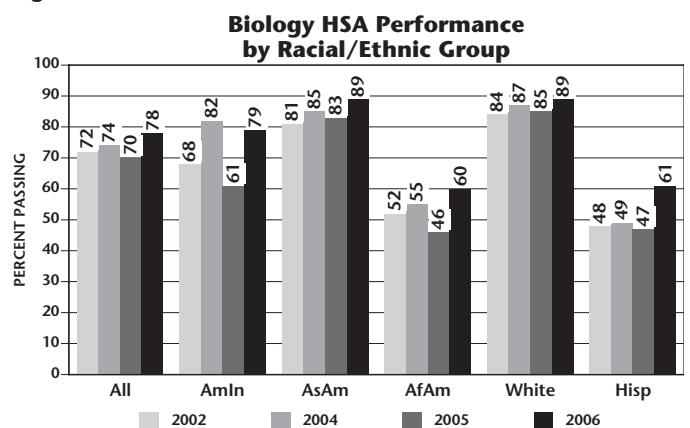


**Figure H-3**



The 2006 Biology HSA passing rates of students of all races/ethnicities, males and females and students who received special education, LEP, or FARMS services were greater than the 2005 passing rates (Figures H-4 and H-5).

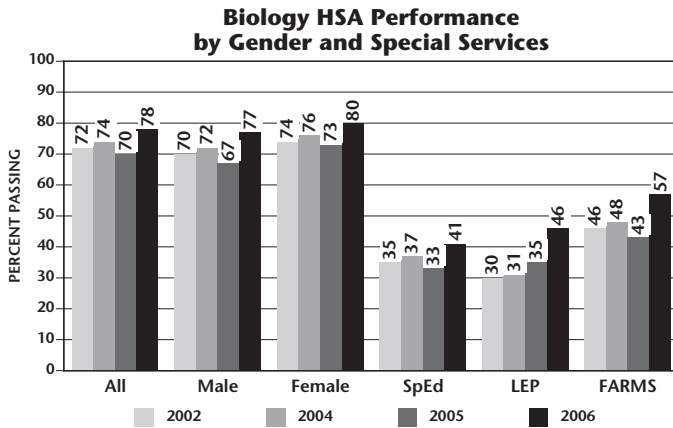
**Figure H-4**



**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

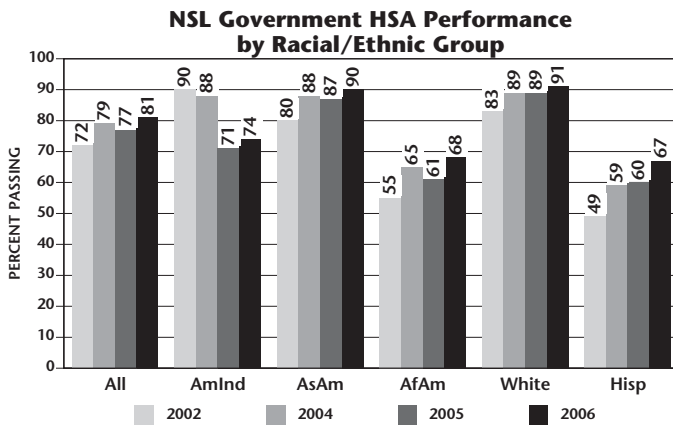
**MILESTONE** All schools will meet or exceed the state's graduation requirements.

**Figure H-5**

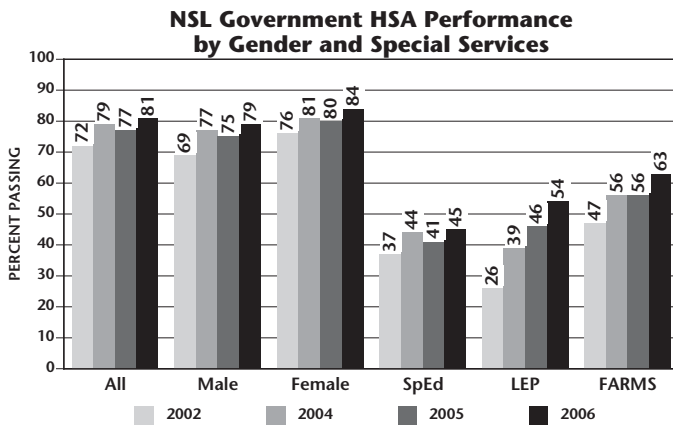


The 2006 NSL HSA passing rates of students of all races/ethnicities, males and females and of students who received special education, LEP, or FARMS services were greater than the 2005 passing rates (Figures H-6 and H-7).

**Figure H-6**



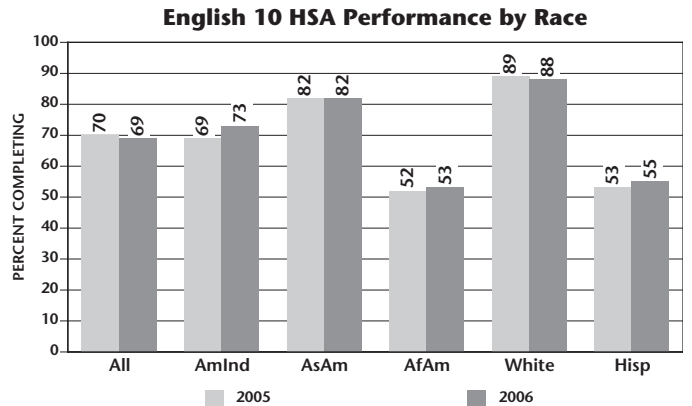
**Figure H-7**



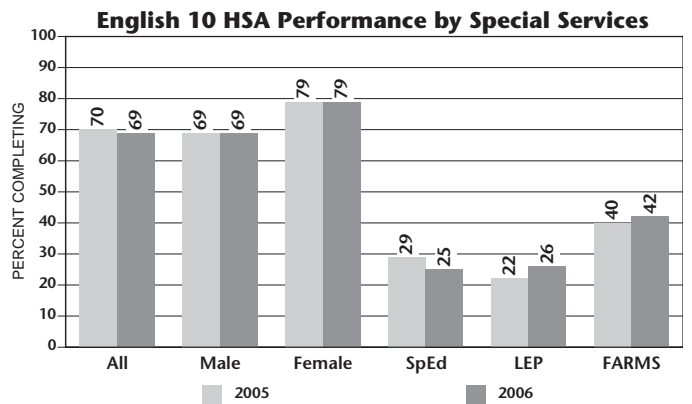
The 2006 English HSA passing rates of students of all races/ethnicities were relatively flat (Figure H-8). The performance of males and females saw no change from the 2005

administration. The 2006 English passing rates of students who received special education was lower than their 2005 rate, while the passing rates of students who received LEP or FARMS services were greater than their 2005 passing rates (Figure H-9).

**Figure H-8**



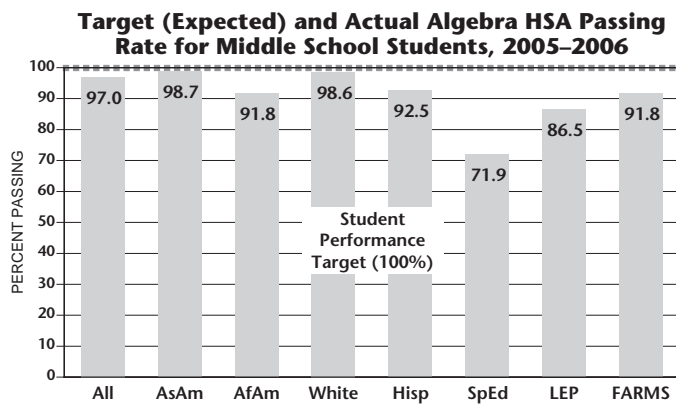
**Figure H-9**



**Middle School Algebra HSA Student Performance and District Target**

During 2005–2006, 100 percent of all middle school students and all groups of middle school students who took Algebra/Data Analysis High School Assessment (HSA) were expected to pass. For the 2005–2006 school year, no group met the expected pass rate. The pass rates ranged from 71.9 percent for students receiving special education services to 98.7 percent for Asian American students (Figure H-10).

**Figure H-10**



The 2006 district target expects all middle schools to have 100 percent of the Algebra HSA test takers passing. During 2005–2006, seven middle schools had 100 percent of test takers pass the test. However, 28 out of 38 middle schools had a passing rate of 100 percent for special education test takers (likely due to the small number of these students completing the assessment), 27 out of 38 middle schools met the expected passing rate for Asian American students, 19 out of 38 met expectation for Hispanic students, 17 out of 38 met expectation for LEP students, 15 out of 38 met expectation for White students, 14 out of 38 met expectation for FARMS students and, 13 out of 38 met expectation for African American students (Table H-1).

**Table H-1**

2006 District Target (Expected) and Actual Number of Comprehensive Middle Schools with 100 Percent of Algebra HSA Test Takers Passing the Test	
	Number of Schools
<b>Total Comprehensive Middle Schools</b>	38
<b>2006 District Target</b>	38
	Actual
All students	7
Asian American	27
African American	13
White	15
Hispanic	19
Special Education	28
Limited English Proficient	17
Free and Reduced-price Meals	14

**Milestone:** All students will graduate prepared for postsecondary education or employment.

**DATA POINT**

**High school program completion**

The Maryland State Department of Education MSDE designates three categories of high school program completion by graduating seniors. The three categories encompass meeting the requirements for admission to the University System of Maryland, completion of an approved Career and Technology Education (CTE) program, and meeting the requirements for admission to the University System of Maryland and the completion of an approved CTE program.

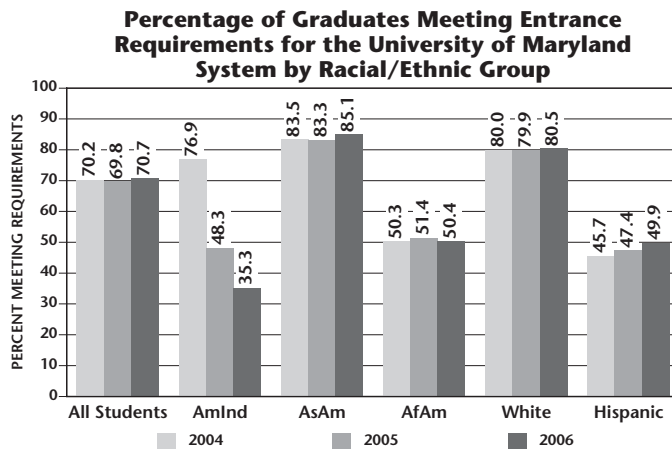
Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), social studies (3 credits), biological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

Career and Technology Education (CTE) programs designated by the MSDE represent the full range of career opportunities for students. The following are the 11 MCPS career clusters: Art, Humanities, Media, and Communications; Biosciences, Health Science, 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.

CTE program data collection and reporting processes are being updated to ensure that the information regarding student enrollment and completion are accurately depicted. Updates will be completed during 2006–2007, allowing future reporting of approved CTE program completion.

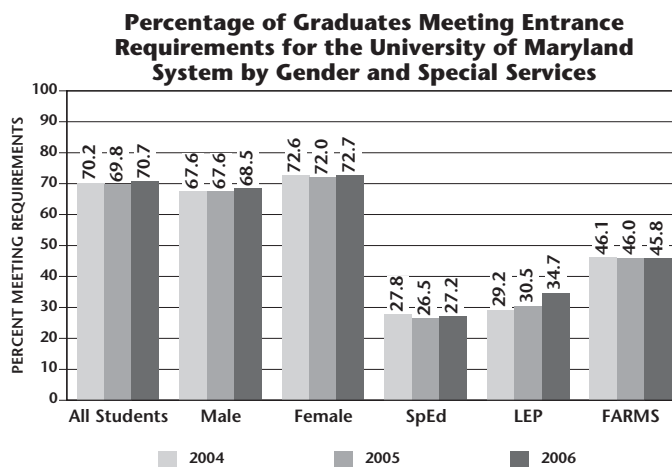
Countywide, over the past three years, approximately 70 percent of MCPS graduates met the requirements for admission to the University System of Maryland (Figure I-1). Over the past three years, among racial/ethnic groups, more than 83 percent of Asian American and approximately 80 percent of White graduates met the requirements for entrance to the University System of Maryland, compared with approximately 47 percent of Hispanic and 50 percent of African American graduates.

Figure I-1



Over the past three years, the percentage of male and female graduates meeting entrance requirements to the University System of Maryland remained stable at approximately 70 percent and 67 percent, respectively (Figure I-3). Among students receiving special services, FARMS students consistently met entrance requirements to the University System of Maryland at a higher rate than LEP or special education students (Figure I-2).

Figure I-2



# GOAL TWO: 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 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 Two encompasses the following milestones and accompanying data points.

Milestone	Data Point
<p><b>M</b> All students will acquire the essential skills in prekindergarten and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.</p>	<ul style="list-style-type: none"> <li>★ Enrollment in pre-K and full-day kindergarten</li> <li>★ CTBS Grade 2</li> <li>★ MCPS-AP Reading (pre-K–2)</li> <li>★ MCPS-AP Mathematics (pre-K–2)</li> </ul>
<p><b>M</b> All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.</p>	<ul style="list-style-type: none"> <li>★ Gifted and Talented Screening (Grade 2)</li> <li>★ Mathematics A</li> <li>★ Honors/Advanced Placement enrollment</li> <li>★ Advanced Placement/International Baccalaureate exams</li> </ul>
<p><b>M</b> MCPS will eliminate the disproportionate representation of African American students in special education.</p>	<ul style="list-style-type: none"> <li>★ Special education enrollment data</li> </ul>
<p><b>M</b> All schools will provide students with disabilities access to general education to the maximum extent appropriate.</p>	<ul style="list-style-type: none"> <li>★ Special education students receiving services in general education</li> </ul>
<p><b>M</b> All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.</p>	<ul style="list-style-type: none"> <li>★ Promotion</li> <li>★ Attendance</li> <li>★ Dropout data</li> <li>★ Extracurricular Activity Eligibility</li> </ul>

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

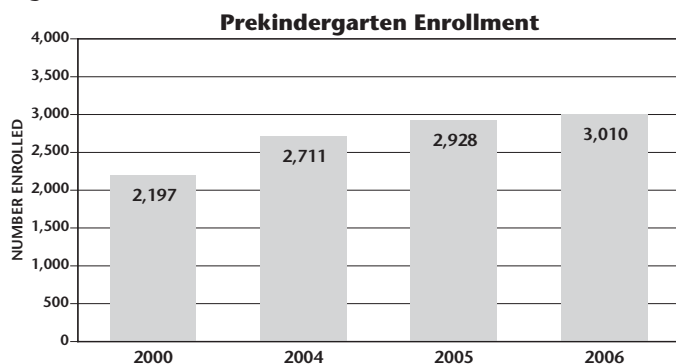
**DATA POINT**

**Enrollment in pre-K and full-day kindergarten**

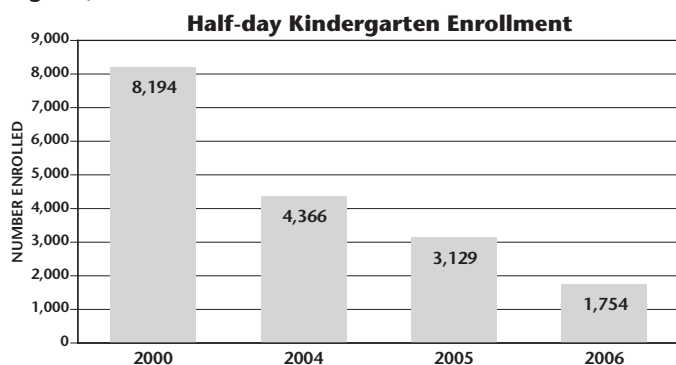
A high-quality prekindergarten program contributes to academic achievement in kindergarten and provides the foundation for success throughout elementary school. MCPS is committed to increasing prekindergarten opportunities to ensure that students most at risk receive the benefit of the Early Success Performance Plan. MCPS has also been expanding full-day kindergarten opportunities and will provide full-day kindergarten in all elementary schools by 2008, as required by the Bridge to Excellence in Public Schools Act.

In 2006 children were served in MCPS pre-K programs (including special education preschool programs) and children were served in federal Head Start. Countywide, the number of children enrolled in MCPS preschool programs has steadily increased to 3,010 since the baseline year of 2000. Overall, this represents an increase of more than 30 percent (Figure J-1). Enrollment in half-day kindergarten continues to fall (Figure J-2) as the number of schools offering full-day kindergarten increases (Figure J-3).

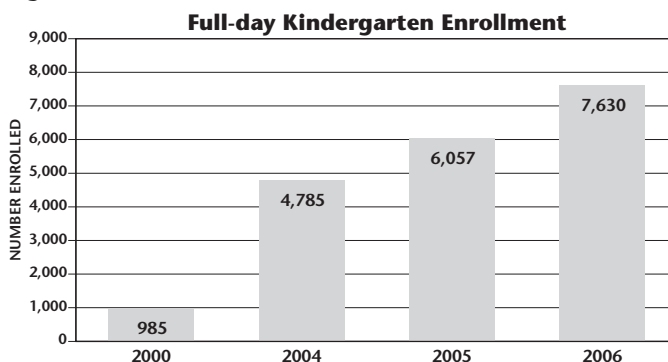
**Figure J-1**



**Figure J-2**

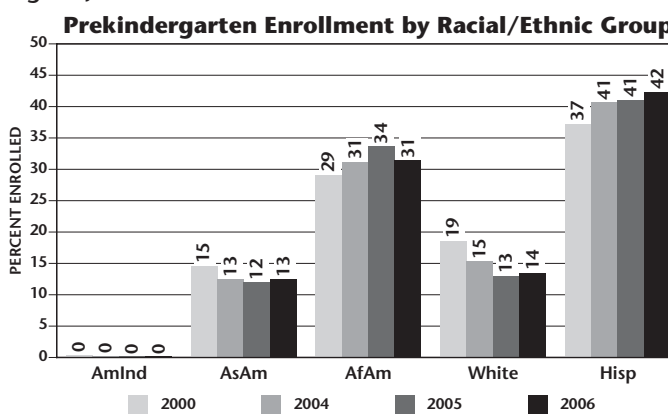


**Figure J-3**

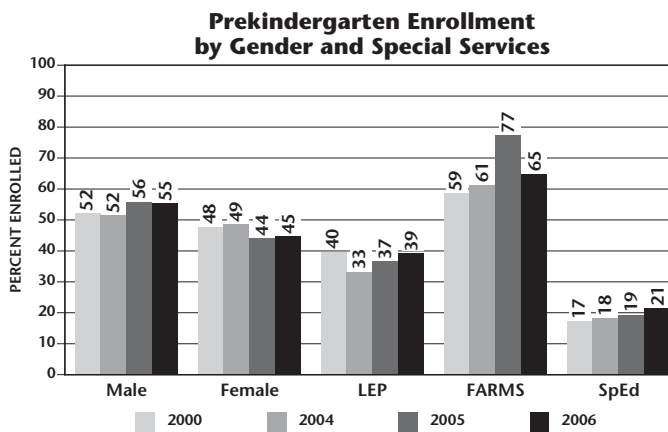


The demographic makeup of prekindergarten programs has remained stable since the baseline year of 2000 (Figure J-4). Prekindergarten programs are provided at those schools with the greatest concentration of poverty and racial/ethnic diversity (Figure J-5).

**Figure J-4**



**Figure J-5**



During the baseline year of 2000, full-day kindergarten was offered at schools most impacted by poverty and language differences (Figures J-6 and J-7). During the subse-

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

quent four years, full-day kindergarten has been expanded to a total of 93 schools. As full-day kindergarten continues to expand, the demographics will more closely mirror those of MCPS as a whole.

Figure J-6

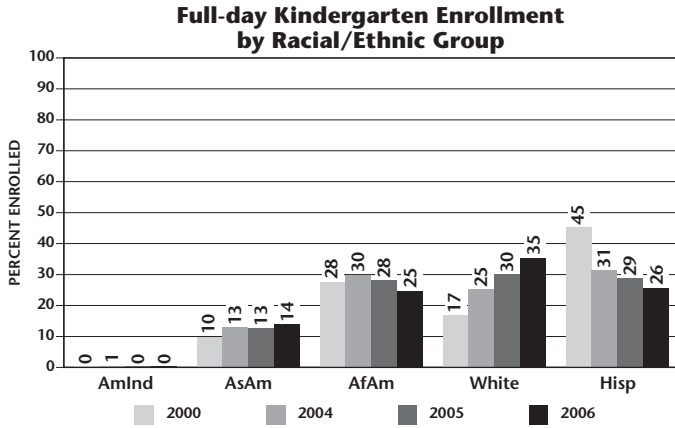
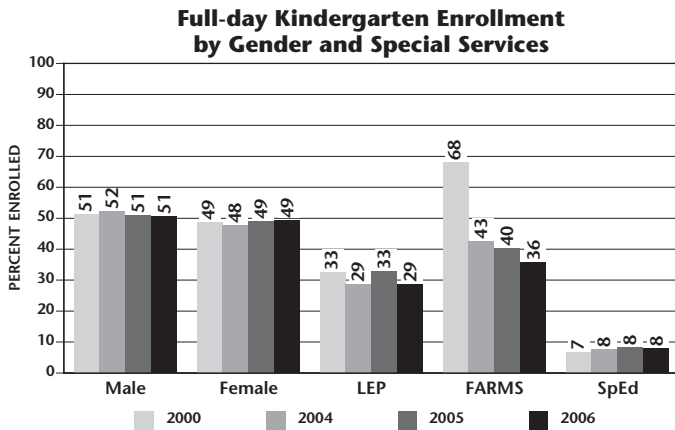


Figure J-7



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

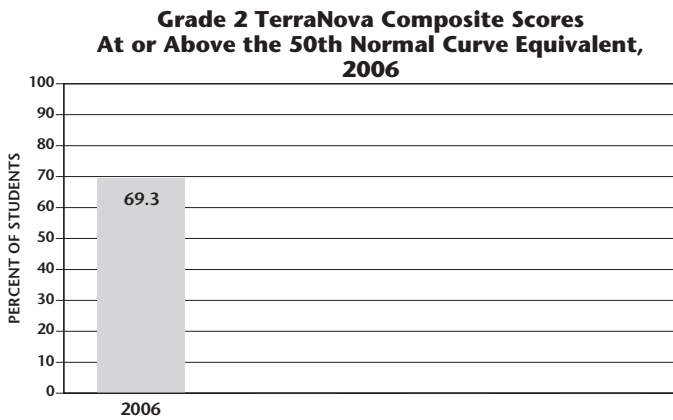
**DATA ★ POINT**

**Grade 2 TerraNova 2nd Edition**

In 2006 MCPS administered the TerraNova Second Edition (TN/2) to Grade 2 students. Like the Comprehensive Test of Basic Skills (CTBS) administered to Grade 2 from 2000–2005, the TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation. MCPS has chosen to use the new TN/2 because results establish a new baseline that provides more opportunity to measure academic growth.

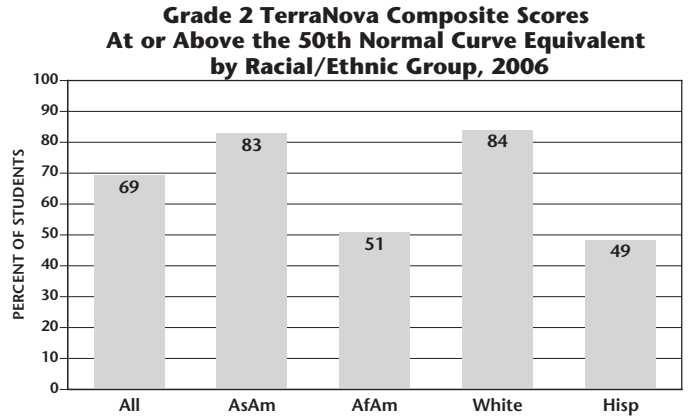
TN/2 results are reported using normal curve equivalent (NCE) scores, a metric that allows comparisons of groups of students over time. In 2006, two thirds to three-fourths of MCPS Grade 2 students exceeded the TN/2 50<sup>th</sup> NCE in reading, language, mathematics, language mechanics, mathematics computation, and overall—the composite score. The TN/2 composite index is the average NCE scores for reading, language, and mathematics tests. It is the most sensitive indicator in overall student performance and the countywide composite index for all students is displayed in Figure K-1.

**Figure K-1**

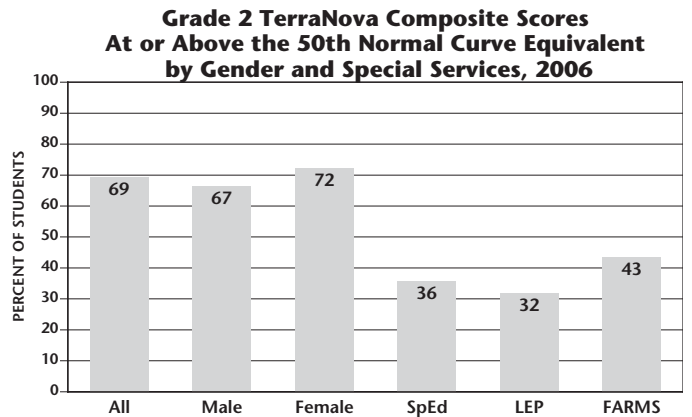


Overall, 50.9 percent of African American, 82.9 percent of Asian American, 84.1 percent of White, and 48.5 percent of Hispanic students scored at or above the 50th NCE. On average, MCPS Grade 2 females had higher scores than males. Less than one half of students who received FARMS, special education, or LEP services scored at or above the 50th NCE. Student performance on TN/2 scores associated with gender, race/ethnicity, participation on FARMS, special education, and LEP services were similar to differences observed on the previous CTBS test (Figures K-2 and K-3).

**Figure K-2**



**Figure K-3**



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

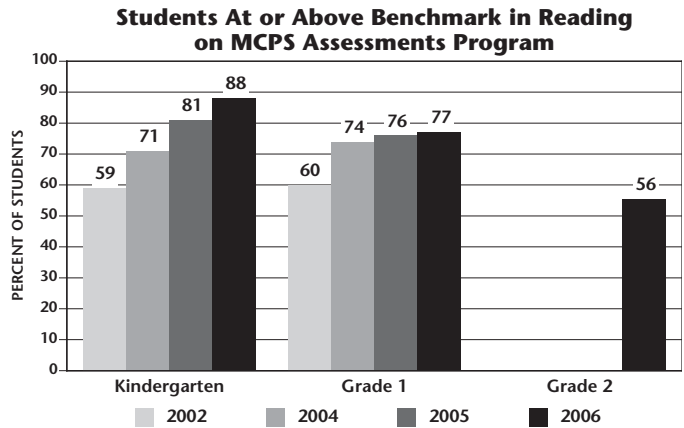
**DATA ★ POINT**

**MCPS Assessment Program in Primary Reading (Pre-K 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 instruction and monitor students' reading progress from prekindergarten through Grade 2. The stated 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. For kindergarten, the end-of-year text-reading benchmark is for students to read a level 3 text with 90 percent or higher accuracy. For the Grade 1 end-of-year benchmark students must read a level 16 to 18 text with 90 percent or higher accuracy and achieve a score of 4 or higher on oral comprehension. The Grade 2 benchmark is for students to read a level M text with 90 percent or higher accuracy, a score of 80 percent or higher on oral comprehension, and a score of two or three for each of two written comprehension questions, that represents partial or essential understanding of the text. The Grade 2 written comprehension items were changed this year to more closely align with the voluntary state curriculum. Because of this, previous results are not comparable, and the spring 2006 data will become the new baseline.

Students have shown continual improvement at reaching the reading benchmarks in kindergarten since the 2001–2002 academic year. For Grade 1, however, only slight improvement occurred for the percentage of students achieving benchmark in the district overall. In 2006, 88 percent of kindergarten students and 77 percent of Grade 1 students met their respective grade-level benchmarks. The new baseline established in 2005–2006 for Grade 2 students meeting benchmark is 55 percent (Figure L-1).

Figure L-1



Furthermore, the percentage of students achieving benchmark continues to improve for all kindergarten student groups (race, gender, FARMS, etc.) since the 2001–2002 academic year (Figures L-2 and L-3).

Figure L-2

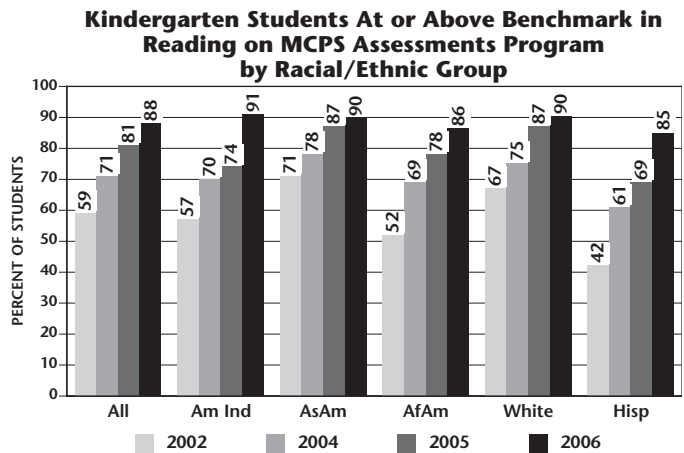
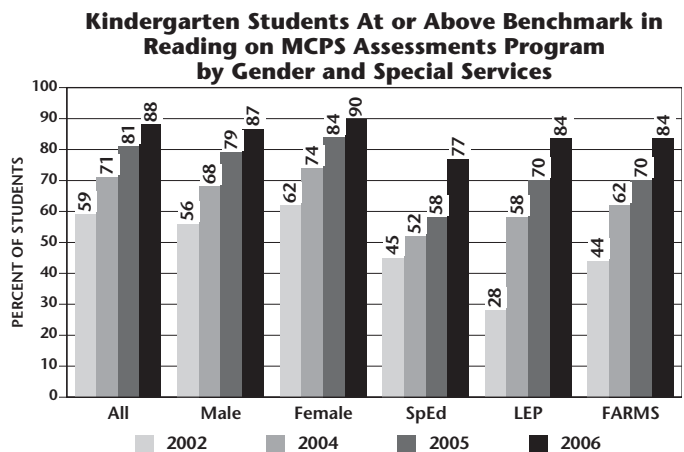


Figure L-3



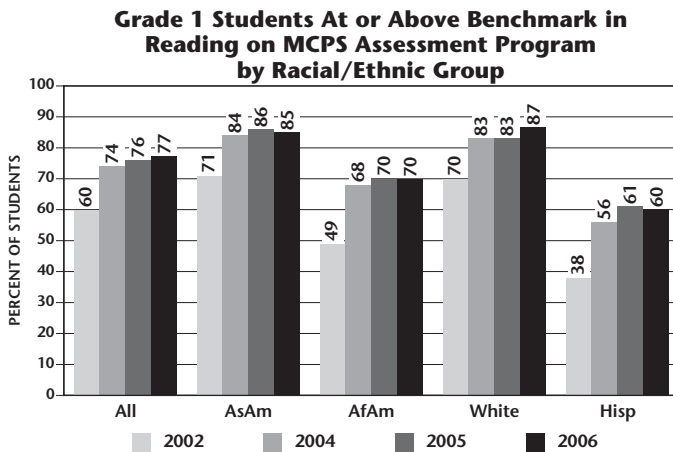
**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

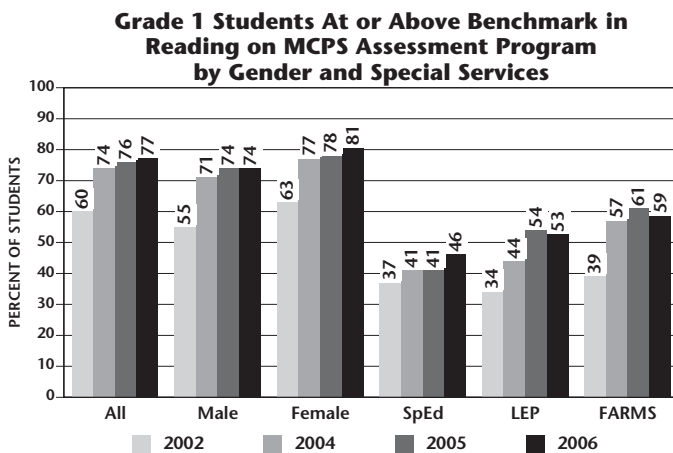
It is clear from Figures L-2 and L-3, the impact of the Early Success Performance Plan continues to be striking in kindergarten. This improvement from past years is directly related to a number of programmatic changes influencing the progress of our youngest learners. These initiatives include a focus on a revised prekindergarten curriculum; implementation of an instructional program with diagnostic assessments; prekindergarten reading standards aligned with the Maryland Voluntary State Curriculum; continued professional development for teachers; and a full-day kindergarten program for every school in MCPS during 2006–2007 school year. Figures L-4 and L-5 show that for most Grade 1 student groups, there is little gain between the 2004–2005 and 2005–2006 academic years. For White students, however, there is a 4 percentage point increase from 2004–2005; and for students who received special education services, there is a 5 percentage point increase during the same time period. Students who received FARMS services show a 3 percentage point decrease, however.

In 2005–2006, 55 percent of Grade 2 students met the benchmark. The percentages of African American and Hispanic students achieving benchmark were much lower than Asian American students and White students (Figure L-6). Females (58%) outperformed their male (53%) peers. Only 23 percent of students who were LEP, 29 percent of students who received special education services, and 37 percent of students who received FARMS services met the Grade 2 benchmark (Figure L-6).

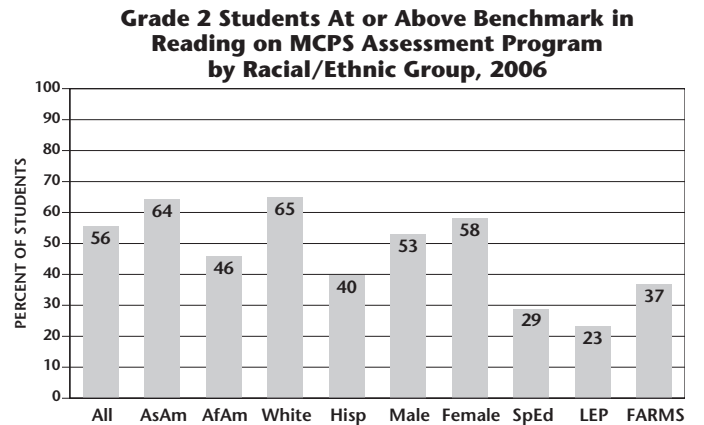
**Figure L-4**



**Figure L-5**



**Figure L-6**



**Milestone:** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

**DATA POINT**

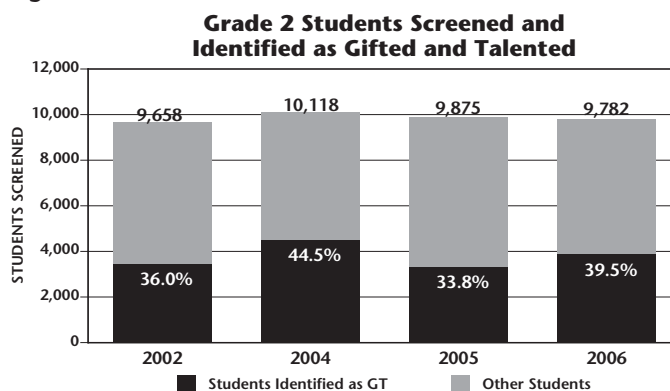
**Gifted and talented screening**

In compliance with Board of Education Policy IOA: *Gifted and Talented Education*, MCPS provides a continuum of gifted and talented programs and services for students that is aligned with the standards published by the National Association for Gifted Children. These programs include, but are not limited to, school-based services, magnet and center programs, and the International Baccalaureate programs. MCPS also provides center programs for students who are 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 apply to a special program.

As required by Policy IOA, *Gifted and Talented Education*, all students are screened for gifted and talented services in the spring of their Grade 2 year. Multiple criteria are used, including parent nomination, MCPS achievement/performance data, teacher and staff recommendations, and other standardized assessment data.

Countywide, since the baseline year, the number of Grade 2 students screened has varied, reflecting fluctuations in overall enrollment. Compared with the prior year, the percentage of students identified as gifted and talented in 2006 increased by nearly 6 percentage points (Figure M-1). MCPS implemented changes in the global-screening process during 2005, including re-norming the Advanced Progressive Matrices (Raven) assessment and replacing the out-of-print Test of Cognitive Skills with the CTB/McGraw-Hill InView.

Figure M-1



Regardless of the changes in global screening, the proportion of students identified by race/ethnicity has not significantly changed over the past 3 years. During 2006 Asian American students constituted 15 percent of the Grade 2 screened population and White students constituted 42 percent of that population. However, 22 percent of the students identified as GT were Asian American and 54 percent were White. Conversely, African American students constituted 23 percent of the Grade 2 screened population and Hispanic students constituted 20 percent of that population. However, 13 percent of the students identified as GT were African American and 11 percent were Hispanic. Asian American and White students were identified at a higher rate; while African American and Hispanic students were identified at a lower rate. This same pattern applies to both 2004 and 2005 (Table M-1).

Beginning in 2002, MCPS allocated a .5 gifted and talented teacher position as part of an initiative at Title I schools. This initiative provides school staff with specialized training and resources dedicated to identifying potential strengths in students. The percentage of students identified as GT at Title I schools has fluctuated over the past three years, with a high of 37.1 percent identified in 2004, to a low of 26.7 percent identified in 2005. The percentage of students identified in 2006 rose 7 percentage points to 33.9 percent (Figure M-2).

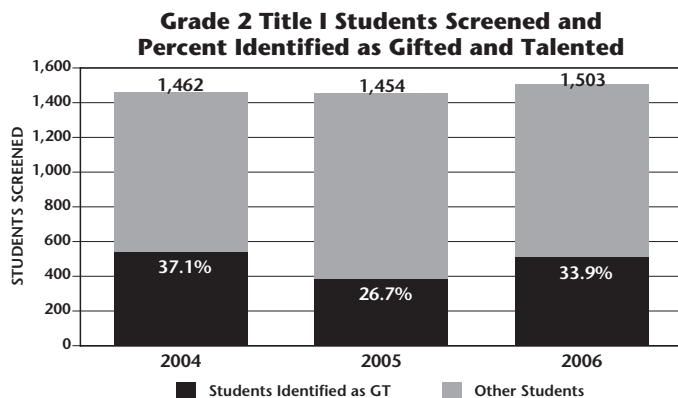
Table M-1

Grade 2 Screened Students and Students Identified as GT by Race and Year												
	2004				2005				2006			
	Screened Students		GT Identified Students		Screened Students		GT Identified Students		Screened Students		GT Identified Students	
	N	%	N	%	N	%	N	%	N	%	N	%
AsAm	1,518	15	900	20	1,580	16	734	22	1,467	15	850	22
AfAm	2,125	21	495	11	2,173	22	401	12	2,250	23	502	13
White	4,350	43	2,476	55	4,049	41	1,836	55	4,108	42	2,087	54
Hisp	2,125	21	630	14	2,074	21	367	11	1,956	20	425	11
Total	10,118	100	4,502	100	9,875	100	3,338	100	9,782	100	3,864	10000

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

Figure M-2



During 2006 Asian American students constituted 9 percent of the Title I Grade 2 screened population and White students constituted 14 percent of that population. However, 14 percent of the Title I Grade 2 students identified as GT were Asian American and 25 percent were White. African American students constituted 29 percent of the Title I Grade 2 screened population and Hispanic students constituted 48 percent of that population. However, 26 percent of the Title I Grade 2 students identified as GT were African American and 35 percent were Hispanic. While Asian American and White students were identified at a higher rate, African American and Hispanic students were identified at a lower rate than for all Grade 2 students. This same pattern applies to both 2004 and 2005 (Table M-2).

Table M-2

Grade 2 Title I Screened Students and Title I Students Identified as GT by Race and Year												
	2004				2005				2006			
	Screened Students		GT Identified Students		Screened Students		GT Identified Students		Screened Students		GT Identified Students	
	N	%	N	%	N	%	N	%	N	%	N	%
AsAm	161	11	77	14	131	9	70	18	135	9	71	14
AfAm	336	23	103	19	378	26	89	23	436	29	133	26
White	190	13	111	21	189	13	93	24	210	14	127	25
Hisp	774	53	251	46	756	52	136	35	722	48	179	35
Total	1,462	100	542	100	1,454	100	388	100	1,503	100	510	100

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

**DATA ★ POINT**

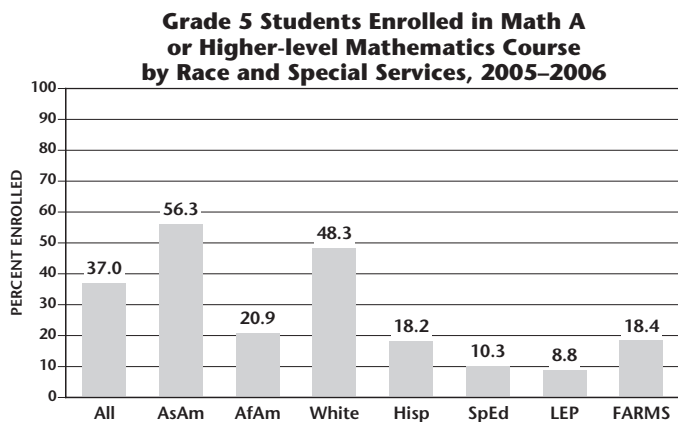
**Successful completion of Mathematics A**

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 in the world of work. To achieve this goal, MCPS strives to prepare students to achieve reading fluency by Grade 3, acceleration in mathematics demonstrated by successful completion of Mathematics A in Grade 5, completion in algebra by the end of Grade 8, and enrollment in Honors and Advanced Placement courses in middle and high school.

During the 2000–2001 school year, there were 196 students in Grade 5 enrolled in Mathematics A or higher-level mathematics, most of whom were students in the Elementary Centers for the Highly Gifted. As a result of the acceleration taking place in elementary schools, during 2005–2006, approximately 3,800 or 37 percent of all Grade 5 students took Mathematics A (sixth grade mathematics) or higher-level mathematics. Forty-two percent of these students were not identified as gifted and talented, underscoring the fact that more rigorous and challenging instruction is available to all students who demonstrate the motivation, interest, and capacity for acceleration.

Higher percentages of Grade 5 Asian American and White students were enrolled in Mathematics A or higher-level mathematics than were Grade 5 Hispanic and African American students (Figure N-1). Among students receiving special services, 18.4 percent of FARMS students were enrolled in Mathematics A or higher-level mathematics, followed by 10.3 percent of special education students and 8.8 percent of Grade 5 LEP students.

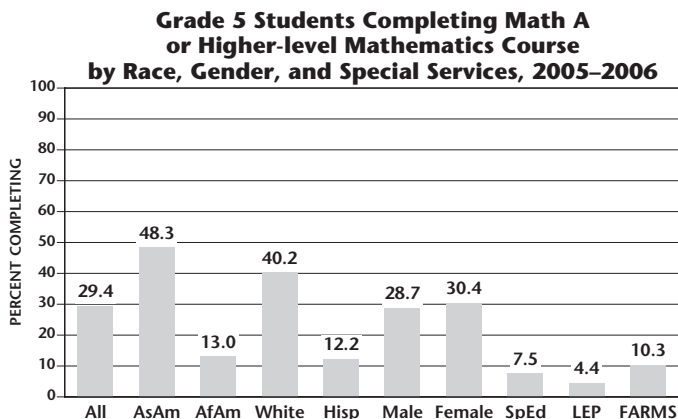
Figure N-1



During the 2005–2006 school year, 29.4 percent of all

Grade 5 students successfully completed Mathematics A or higher-level mathematics. Among racial/ethnic groups, Asian American and White students had the highest completion rates (Figure N-2). Female students had a slightly higher successful completion rate than did male students. Among students receiving special services, FARMS students had the highest completion rate, followed by special education and LEP students.

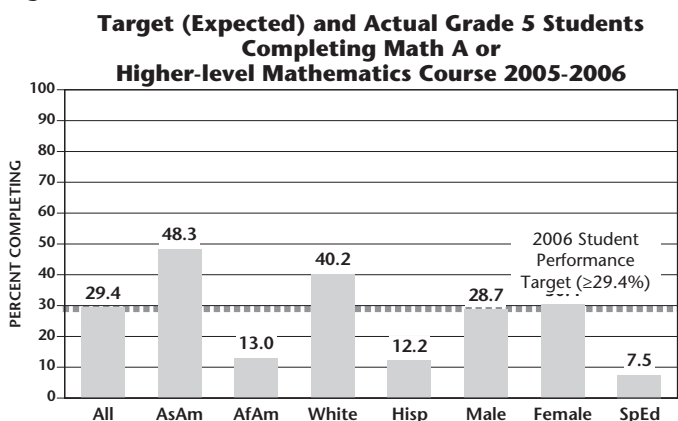
Figure N-2



**Grade 5 Mathematics A Strategic Plan Improvement Targets**

During 2005–2006, 29.4 percent of all students and all groups of students were expected to successfully complete Mathematics A or higher-level mathematics (Figure N-4). For the 2005–2006 school year, all students, Asian American, and White students met the expected rate of completion (Figure N-3).

Figure N-3



The 2006 district target expects 59 out of 118 of all comprehensive elementary schools serving Grade 5 students to have 29.4 percent of all Grade 5 students and student groups successfully completing Mathematics A by the end of Grade 5. During 2005–2006, 89 out of 118 elementary schools had more than 29.4 percent of their Asian American students successfully completing Mathematics A by the end of Grade

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM****MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

5, and 83 out of 118 have more than 29.4 percent of White students successfully completing Mathematics A by the end of Grade 5 (Table N-1). However, 53 out of 118 elementary schools met the expected completion rate for all students, 10 out of 118 met expectation for African American students, 15 out of 118 met expectation for Hispanic students, 6 out of 118 met expectation for LEP students, and 5 out of 118 met expectation for FARMS and special education students.

**Table N-1**

<b>2006 District Target (Expected) and Actual Number of Comprehensive Elementary Schools Serving Grade 5 Students with Grade 5 Mathematics A Completion Rate At or Above 29.4 Percent by Race/Ethnicity and Student Group</b>	
	<b>Number of Elementary Schools</b>
<b>Total Comprehensive Elementary Schools</b>	118
<b>2006 District Target</b>	59
	Actual
All students	53
Asian American	89
African American	10
White	83
Hispanic	15
Special Education	5
Limited English Proficient	6
Free and Reduced-price Meals	5

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

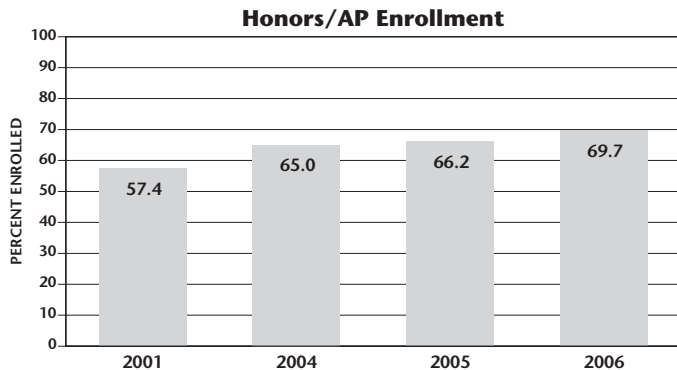
**DATA POINT**

**Honors and Advanced Placement Enrollment**

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

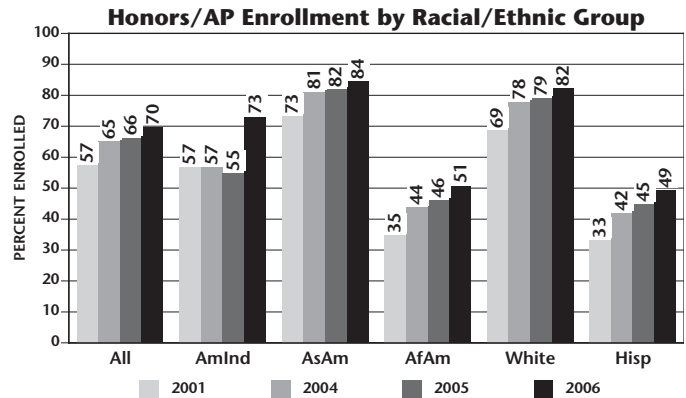
Countywide, the percentage of students enrolled in Honors/AP courses has risen steadily since the baseline year of 2001 (Figure O-1).

**Figure O-1**



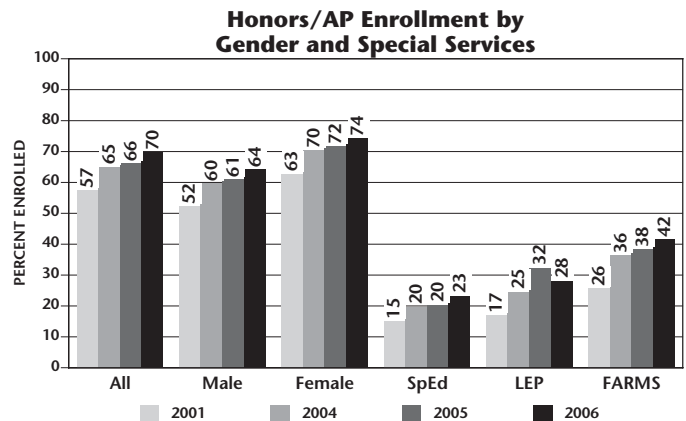
During 2006 county-level data indicate there was great variation in Honors and AP enrollment among the different student groups. Asian American students had the highest enrollment rate at 84.3 percent (Figure O-2) and special education students had the lowest enrollment rate at 22.3 percent (Figure O-3).

**Figure O-2**



There have been increases in enrollment in Honors and AP courses since the baseline year of 2001 in each racial/ethnic group. Additionally, Asian American and White students continue to have consistently higher enrollment rates in Honors and AP courses than African American, Hispanic, and American Indian students (Figure O-2).

**Figure O-3**



There have been increases in enrollment rates for both male and female students since 2001, with female students having a consistently higher enrollment rate than male students. Among students receiving special services, steady increases have been made since 2001, with enrollment among students receiving FARMS services increasing by more than 16 percentage points and among limited English proficient (LEP) students increasing by more than 11 percentage points (Figure O-3).

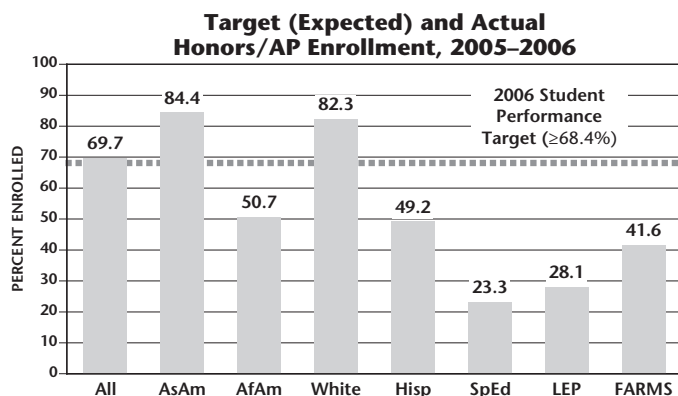
**Honors/AP Enrollment Student Performance and District Targets**

During 2005–2006, 68.4 percent of all students and all groups of students were expected to be enrolled in at least one Honors or AP course (Figure O-4). For the 2005–2006 school year, all students, White, and Asian American students met the expected rate of enrollment in at least one Honors or AP course.

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

Figure O-4



The 2006 district target expects 12 out of 24 of all comprehensive high schools to have 68.4 percent of all students and student groups enrolled in at least one Honors or AP course. During 2005–2006, 23 out of 24 high schools had more than 68.4 percent of Asian American and White students enrolled in at least one Honors or AP course (Table O-1). However, 9 out of 24 high schools met the expected enrollment rate for all students, 4 out of 24 met expectation for Hispanic students, 2 out of 24 met expectation for FARMS students, 1 out of 24 met expectation for African American students, and no school met expectation for special education or LEP students.

Table O-1

<b>2006 District Target (Expected) and Actual Number of Comprehensive High Schools with Enrollment in at Least One Honors or AP Course At or Above 68.4 Percent by Race/Ethnicity and Student Group</b>	
	<b>Number of High Schools</b>
<b>Total Comprehensive High Schools</b>	24
<b>2006 District Target</b>	12
	Actual
All students	9
Asian American	23
African American	1
White	23
Hispanic	4
Special Education	0
Limited English Proficient	0
Free and Reduced-price Meals	2

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

**DATA ★ POINT**

**Advanced Placement/  
International Baccalaureate exams**

The Advanced Placement (AP) and International Baccalaureate (IB) exams measure student readiness for college-level work and is used by colleges for possible course credit and advanced placement.

**Advanced Placement Exam  
Performance and Participation**

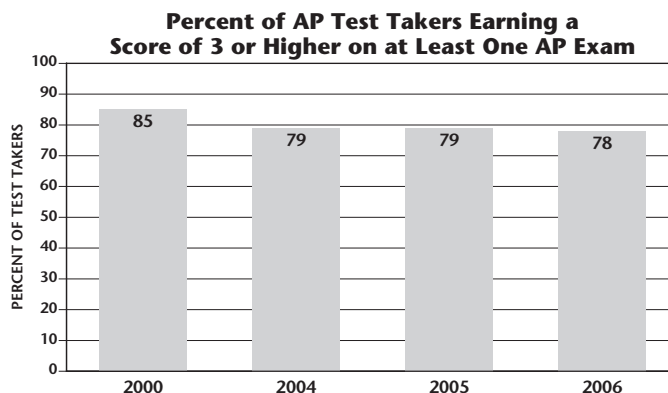
Annual reports provide a summary of participation and success in college-level course work, as measured by achieving a score of 3 or higher on the AP exam. Many students take more than one AP exam annually. During the 2005–2006 school year, 11,561 MCPS high school students took at least one AP exam; this is a notable increase from the 4,597 students who took at least one exam in the 1999–2000 school year. The percentage of all high school students taking at least one AP exam continued to increase from 12.5 percent in 1999–2000 to 26.0 percent in 2005–2006 (Table P-1).

The increase in the percentage of students taking at least one AP exam occurred for most student subgroups. The percentages of African American and Hispanic students have more than doubled since 1999–2000. There also has been an increase in the percentage of Asian American and White students taking at least one AP exam. While there has been an increase in the percentage taking AP exams, there continues to be a gap among different subgroups who participate in the AP program.

The College Board suggests AP exam scores of 3 or higher should qualify students to receive college credit or advanced placement. The number of students with an AP exam score

of 3 or higher increased from 3,919 in 1999–2000 to 8,960 in 2005–2006. However, as the number of students has increased, the percentage of tested students receiving a 3 or higher has dropped slightly from 85.3 percent in 1999–2000 to 77.5 percent in 2005–2006 (Figure P-1). The percentage of students achieving a 3 or higher has dropped slightly for each racial/ethnic group (Figure P-2).

**Figure P-1**



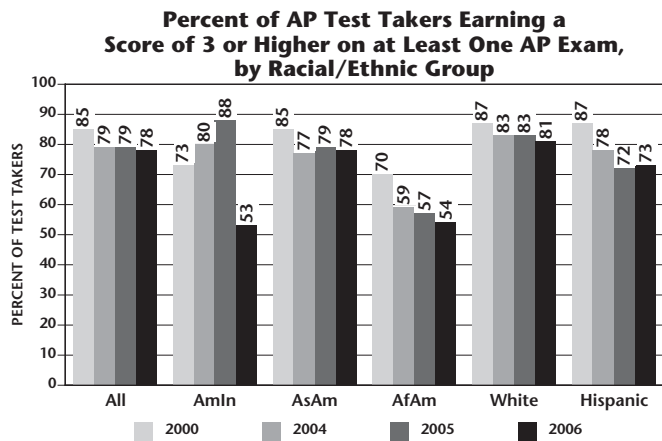
**Table P-1**

Percent of Students, Grades 9 through 12, Taking at Least One AP Exam								
	2000		2004		2005		2006	
	N	%	N	%	N	%	N	%
All	4,597	12.5	9,702	22.7	10,389	23.6	11,561	26.0
American Indian	11	11.7	10	10.0	16	13.9	17	16.7
Asian American	998	18.9	2,207	35.4	2,387	37.5	2,599	40.1
African American	272	3.6	814	8.7	897	9.1	1,050	10.5
White	3,066	16.2	5,914	29.3	6,193	30.5	6,815	34.1
Hispanic	250	5.1	757	11.0	896	12.1	1,080	13.7
Male	2,001	10.7	4,276	19.6	4,604	20.4	5,239	23.0
Female	2,596	14.4	5,426	25.9	5,785	26.9	6,322	29.1
Special Education	89	2.1	172	3.5	186	3.6	233	4.4
LEP	60	2.4	164	5.9	226	7.1	148	5.4
FARMS	160	3.0	533	8.4	570	8.4	728	9.6

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

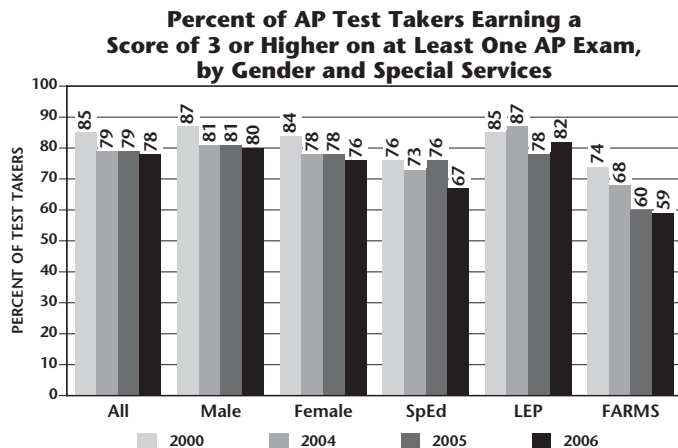
**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

**Figure P-2**



Increased participation (Table P-1) and decreased AP exam performance occurred by gender and for students receiving special services (Figure P-3).

**Figure P-3**



**International Baccalaureate Exam Performance and Participation**

AP/IB participation is measured by the percentage of graduates who took one or more AP and/or IB exams. AP/IB performance is also measured by the percentage of graduates achieving at least one score of 3 or higher on at least one AP exam and/or at least one score of 4 or higher on at least one IB exam. Complete IB exam data first became available for graduates in the MCPS Class of 2005. Among the MCPS Class of 2006, 5,318 graduates (56.1 percent) took at least one AP and/or IB exam, compared with 4,870 (56.1 percent) graduates in the MCPS Class of 2005. This change represented an increase in both the absolute number and percentage of graduates who took at least one AP and/or IB exam (Table P-2).

The increase in the percentage of graduates taking at least one AP or IB exam occurred for most student subgroups. For

subgroups which have fewer than five students no data is shown. This affects the data shown for the subgroup American Indian.

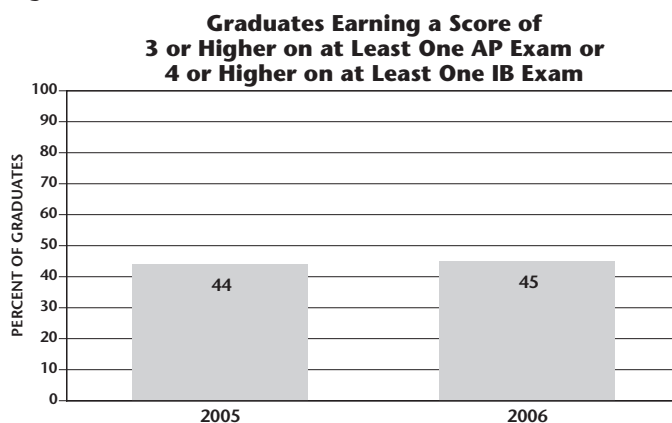
**Table P-2**

**Percent of June Diploma Graduates Taking At Least One AP Exam or At Least One IB Exam.**

	2005		2006	
	N	%	N	%
All	4,870	53.9	5,318	56.1
Asian American	1,016	71.1	1,167	75.0
African American	555	29.4	527	28.0
White	2,825	63.0	3,071	65.0
Hispanic	463	38.6	548	42.1
Male	2,191	49.4	2,363	51.0
Female	2,679	58.2	2,955	60.9
Special Education	108	15.7	145	17.9
LEP	117	28.0	68	24.6
FARMS	288	32.6	358	33.4

The College Board suggests AP exam scores of 3 or higher (out of a possible total score of 5) should qualify students to receive college credit or advanced placement. The general practice is similar for the IB exams with scores of 4 or higher (out of a possible total score of 7). The percent of June graduates who have earned at least one score of 3 or higher on an AP exam or one score of 4 or higher on an IB exam has increased a percentage point from the 2004–2005 school year to the 2005–2006 school year (Figure P-4).

**Figure P-4**



An increase in success was seen across most student subgroups (Figure P-2 and Figure P-3) even as participation (Table P-2) also increased. The exceptions were African American students and LEP students. Both groups dropped slightly in both participation and performance (Table P-2). The number of American Indian graduates was too small to report.

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

Figure P-5

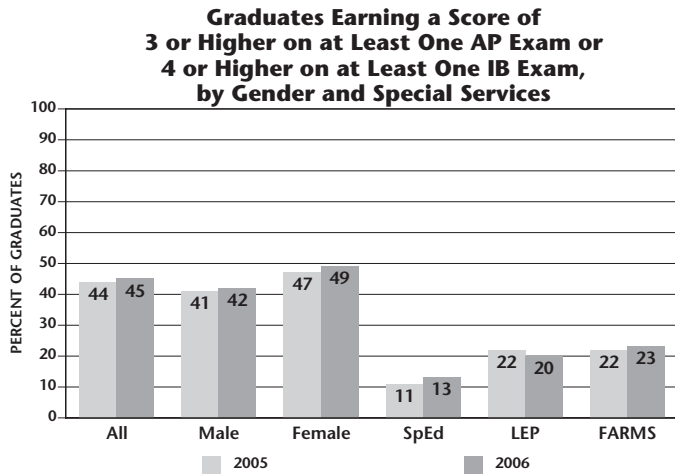
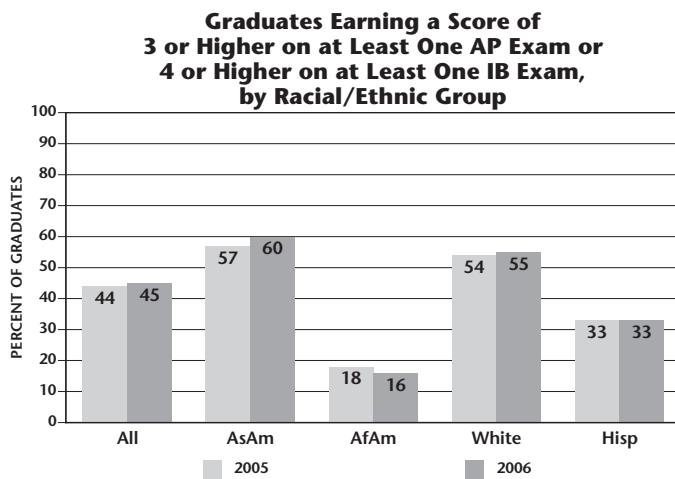


Figure P-6

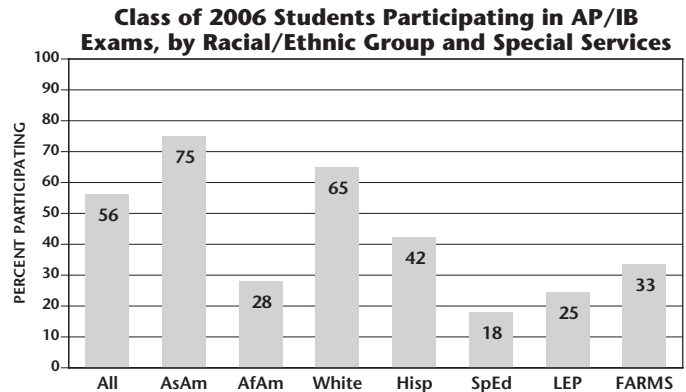


**AP or IB Student Participation and District Target**

During 2005–2006, 56.1 percent of all graduating seniors in MCPS comprehensive high schools are expected to take one AP or IB exam. Over the next four years, the target participation rate rises by approximately 3.5 percentage points a year to 70.0 percent in 2010.

For the 2005–2006 school year, the target was met for all students, Asian American, and White students. The target was not met for African American, and Hispanic students and those receiving FARMS, special education and LEP services (Figure P-7).

Figure P-7



The 2006 district target expects 12 out of the 24 comprehensive high schools with graduating seniors to have at least 56.1 percent of all graduating seniors and groups of graduating seniors participation in an AP or IB exam. During 2005–2006 the district target was met for Asian American and White students, with 21 out of 24 high schools meeting the participation rate by Asian American students and 15 out of 24 high schools meeting the participation rate by White students (Table P-3). However, only 6 of 24 high schools met the target for all students, 4 out of 24 met expectation for Hispanic students, 1 of 24 met the target for students receiving LEP and FARMS services, and no schools met the target for African American students and students receiving special education services.

Table P-3

Title	
	Number of Schools
<b>Total Comprehensive Schools</b>	24
<b>2006 District Target</b>	12
	Actual
All students	6
Asian American	21
African American	0
White	15
Hispanic	4
Special Education	0
Limited English Proficient	1
Free and Reduced-price Meals	1

**AP and or IB Student Performance and District Target**

During 2005–2006, 42.2 percent of all graduating seniors and all graduating senior student groups enrolled in comprehensive high schools were expected to earn a 3 or higher on an AP exam or a 4 or higher on an IB exam.

For the 2005–2006 school year, the expected successful

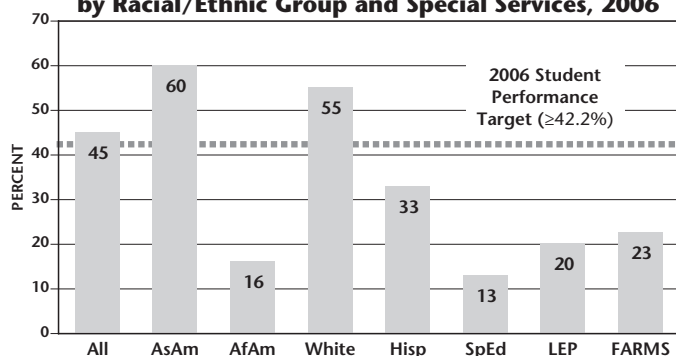
**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

AP/IB performance rate was met for all students, Asian American, and White students (Figure P-5).

**Figure P-8**

**Target (Expected) and Actual Students Receiving at Least One 3 on an AP Exam or One 4 on an IB Exam, by Racial/Ethnic Group and Special Services, 2006**



The 2006 district target expects at least 12 of all 24 comprehensive high schools with graduating seniors to have at least 42.2 percent of graduating seniors and all groups of graduating seniors earning a 3 or higher on an AP exam or a 4 or higher on an IB exam.

During 2005–2006 the district target was met for Asian American and White students, with 18 out of 24 high schools having at least 42.2 percent of Asian American students meeting the expected performance and 17 out of 24 high schools having at least 42.2 percent of White students meeting the expected performance (Table P-4). However, 9 out of 24 high schools met the expected performance for all students, 7 out of 24 met expectation for Hispanic students, 1 out of 24 met expectation for students receiving FARMs, special education, and LEP services, and no schools met the target for African American students.

**Table P-4**

Title	
	Number of Schools
<b>Total Comprehensive Schools</b>	24
<b>2006 District Target</b>	12
	Actual
All students	9
Asian American	18
African American	0
White	17
Hispanic	7
Special Education	1
Limited English Proficient	1
Free and Reduced-price Meals	1

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

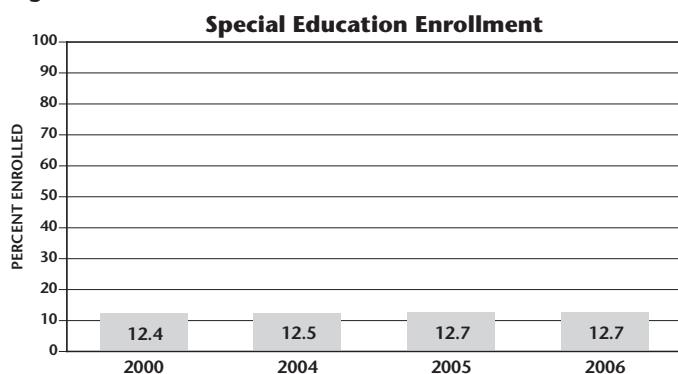
**DATA ★ POINT**

## Special education enrollment data

MCPS is committed to eliminating the disproportionate representation of African American students in special education. The Disproportionality Steering Committee is working to identify current practices and policies that may be contributing to the disproportionate identification of African American students in special education. The enrollment of students with disabilities is captured in the annual census count that occurs on the last Friday in October of each year. This number reflects students who are receiving special education services and assists MSDE in evaluating priorities and allocating federal resources. The information in this count also provides information on how MCPS is providing special education instructional programs.

Countywide, the percentage of MCPS students receiving special education services has remained stable since the baseline year of 2000. While approximately 1,475 more students received special education services in 2005–2006 than in 2000, this number continues to represent approximately 12 percent of the total MCPS population (Figure Q-1).

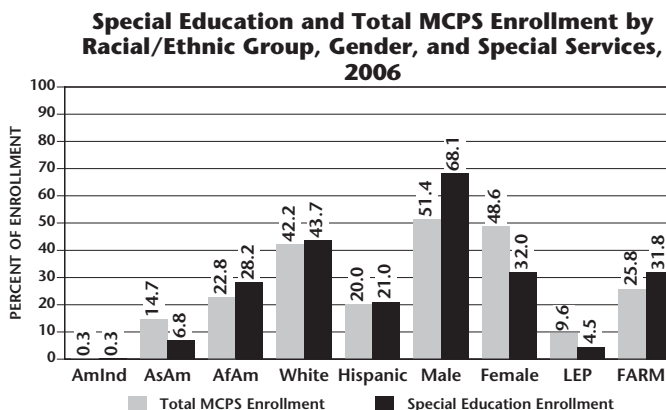
**Figure Q-1**



In 2005–2006, among racial/ethnic groups, the percentage of White, Hispanic, and American Indian students receiving special education services was similar to the percentage of those students enrolled in MCPS as a whole. The percentage of African American students receiving special education services was higher than the total percentage of African American students within MCPS and the percentage of Asian American students receiving special education services was lower than the total percentage of Asian American students in MCPS (Figure Q-2).

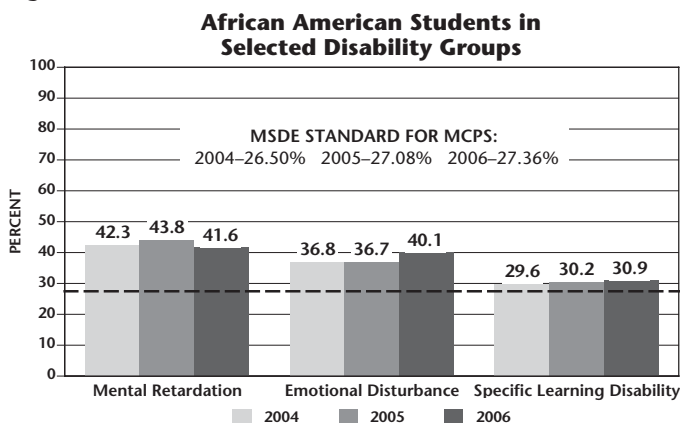
The percentage of males receiving special education services was higher than the percentage of males within MCPS. Among students receiving special services, there was a higher percentage of students receiving FARMS services in special education than in MCPS as a whole, whereas the percentage of limited English proficient students in special education was below the percentage of those enrolled in MCPS (Figure Q-2).

**Figure Q-2**



Annually, MSDE establishes the standard for the disproportionate rate at which African American students are identified for special education. For the 2005–2006 school year, the standard set for MCPS was 27.4 percent. Using this criteria, a disproportionate percentage of African American students was found in the disability categories of mental retardation (41.8 percent), emotional disturbance (41.7 percent), and specific learning disability (30.9 percent) (Figure Q-3). For the past three years, MCPS has had a disproportionate number of African American students in these three disability categories.

**Figure Q-3**



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

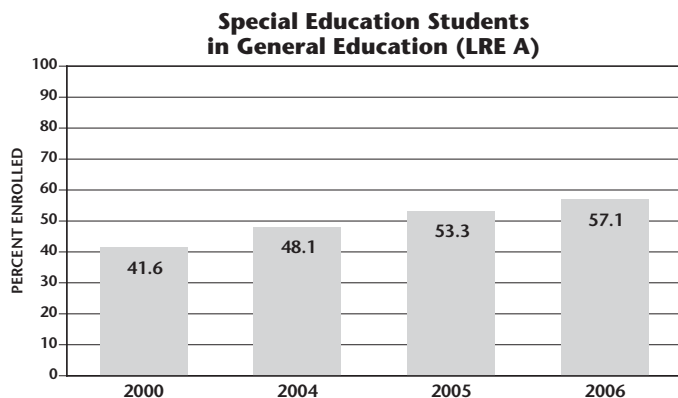
**DATA ★ POINT**

Special education students receiving services in general education

MCPS is committed to providing opportunities for students with disabilities to receive instruction in the general education setting. Practices are being implemented to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful in less-restrictive settings. MCPS is working toward providing opportunities for students to access a rigorous academic program and meeting the MSDE-required guidelines of providing special education and related services to 80 percent of students with disabilities in the general education environment, up to 80 percent of the school week.

Children who receive special education services within a special education classroom (up to 21 percent of the day) are considered to be in Least Restrictive Environment A (LRE A). The percentage of special education students in general education has increased by 15.5 percentage points since the 2000 baseline year, bringing the percentage of students in LRE A to 57.1 percent (Figure R-1).

Figure R-1



Since the baseline year of 2000, improvement in LRE A is consistent in all racial/ethnic, gender, and LEP groups (Figures R-2 and R-3).

Figure R-2

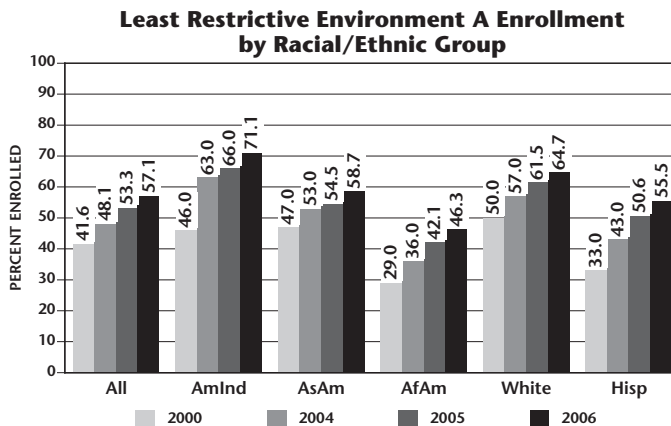
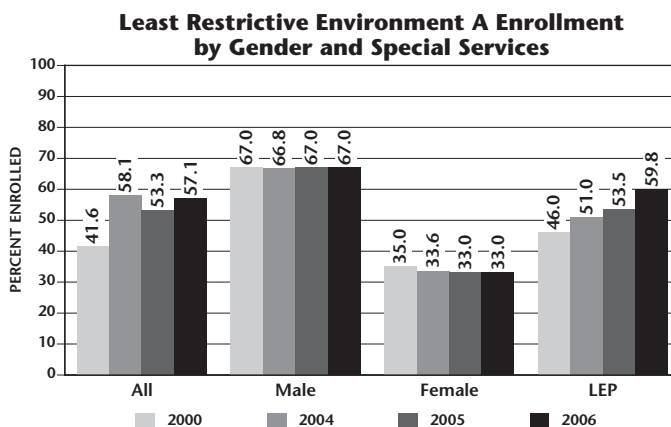


Figure R-3



**Milestone:** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

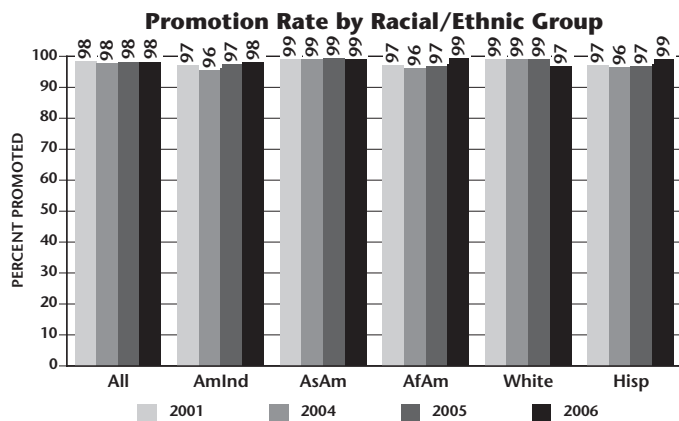
**DATA ★ POINT**

**Promotion**

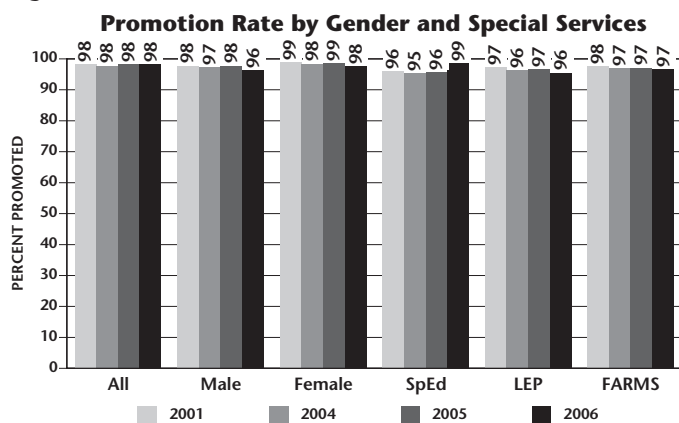
A core MCPS value is that every child can learn and succeed. The rate of promotion signifies that students have met or exceeded the learning standards for their grade and provides evidence that the written curriculum is taught in the classroom and implemented consistently across the county.

Countywide, promotion rates have been consistently high since 2001. In 2006 county-level data indicate that promotion rates for each of the student groups was consistently high, ranging from 96 percent to 99 percent. In addition, since the baseline year of 2001, promotion rates have been persistently high and stable for each student group (Figures S-1 and S-2).

**Figure S-1**



**Figure S-2**



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

**DATA ★ POINT**

**Attendance**

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, required for students to obtain optimum learning benefits from the school experience, and necessary for effective instruction and evaluation.

MSDE has set 94 percent as the standard for satisfactory attendance for all students in Grades 1 through 12. Attendance rate is the "other" academic measure for Adequate Yearly Progress (AYP) for elementary and middle schools under the No Child Left Behind Act of 2001. The standard applies to all students, not individual groups of students. However, the attendance rate of individual groups of students is a factor if a school makes AYP with safe harbor.

The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day of the September to June school year. MSDE calculates the percentage average daily attendance by dividing the aggregate number of students in attendance by the aggregate number of students in membership from September through March.

Countywide, since 2000, MCPS has met the MSDE satisfactory standard of 94 percent (Figure T-1 and Figure T-2). In 2006 county-level data indicate that all student subgroups met the MSDE satisfactory standard (Figure T-2).

Figure T-2

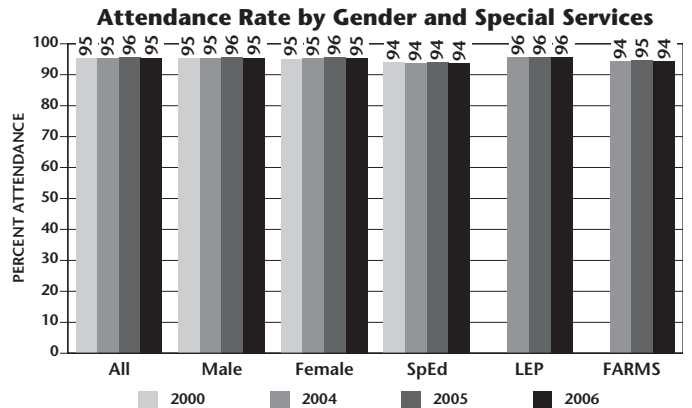
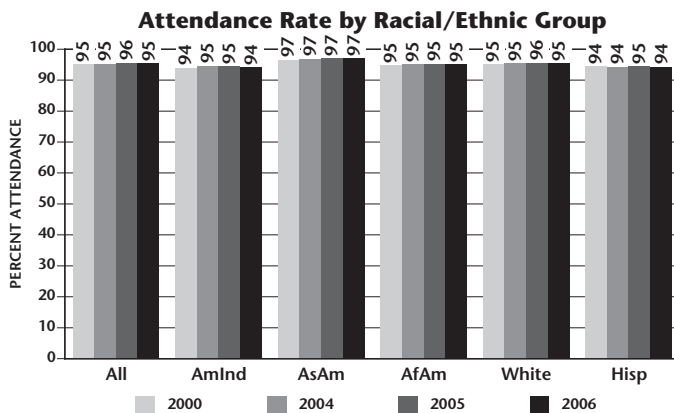


Figure T-1



**DATA ★ POINT**

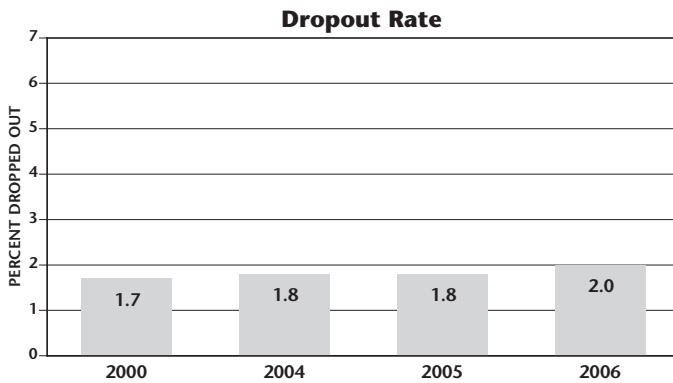
**Dropout data**

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

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

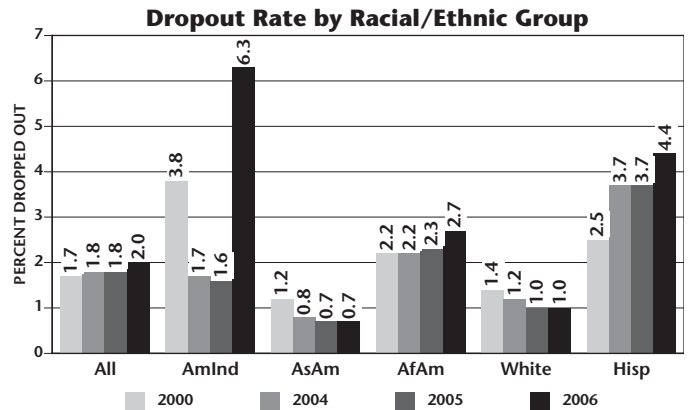
Countywide, dropout rates have increased by 0.3 percentage points since 2000 (Figure U-1).

**Figure U-1**



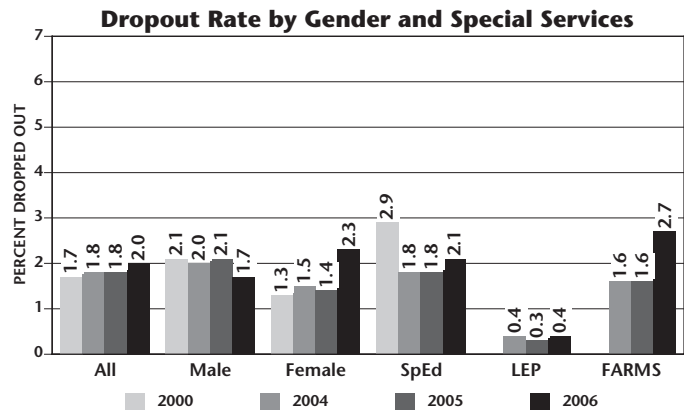
County-level data for 2006 show that the dropout rate for all students and groups of students ranged from a low of 0.4 percent for LEP students to a high of 6.3 percent for American Indian students (the small number of American Indian students in part affects this rate). Across the student groups, Hispanic students continue to have a dropout rate several percentage points higher than all other groups (Figures U-2 and U-3). Since 2000 the dropout rates dropped slightly in 2006 for Asian American and White students, while increasing for African American and Hispanic students. Since 2000 dropout rates for African American and Hispanic students were consistently higher than for Asian American and White students (Figure U-2).

**Figure U-2**



Dropout rates for males and females have shifted across the years, with males, as of 2006, having a slightly lower dropout rate than females. Of the other student groups, LEP student dropout rates remained stable, while falling among special education students and rising among FARMS students (Figure U-3).

**Figure U-3**



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

**DATA ★ POINT**

**High school extracurricular activity eligibility**

MCPS is committed to providing an array of extracurricular opportunities for students. Having a variety of extracurricular options, including, but not limited to, cultural arts, athletics, and other team activities is an essential part of a complete educational experience and a valuable part of the entire education of each student. Certain extracurricular activities require academic eligibility. However, there is an expectation that there will be extracurricular activities with open enrollment in all MCPS high schools, thereby creating opportunities for participation for all students, regardless of academic eligibility.

For those activities for which academic eligibility is a requirement, students must maintain a 2.0 average, with no more than one failing grade in the previous marking period to participate. Students entering Grade 9 in the fall for the first time are automatically eligible to participate in extracurricular activities during the first marking period. Reports of student eligibility provide the percentage of students eligible during a given marking period, based on performance during the immediately prior marking period.

During 2005–2006, 96.6 percent of all Grade 9 students began the year eligible for extracurricular activities (Table V-1). Approximately 3 percent of Grade 9 students had been retained and, therefore, were not automatically eligible based on their final report card from the prior year. Throughout

the year, Asian American and White students had consistently higher rates of eligibility than did Hispanic and African American students. Among race/ethnic groups, Marking Period 3 saw the lowest rates of eligibility, with the rate among African American and Hispanic students dropping to 55 percent, compared with 90 percent for Asian American students and 86 percent for White students. Throughout the 2005–2006 school year, Grade 9 female students had consistently higher rates of eligibility than Grade 9 male students. Among students receiving special services, LEP students had consistently higher rates of eligibility than FARMS and special education students. Marking Period 3 saw the lowest rates of eligibility for all students receiving special services, with the rate among special education and FARMS students dropping to 55 percent.

During 2005–2006, 80.5 percent of all Grade 10 students began the year eligible for extracurricular activities compared with approximately 90 percent of both Asian American and White students and approximately 67 percent of both African American and Hispanic students (Table V-2). Throughout the year, the rate of eligibility for all students and among each race/ethnic group remained relatively stable, with drops for each group during Marking Period 3. Throughout the 2005–2006 school year, the eligibility rates for male students, female students, and students receiving special services remained relatively stable, with a slight drop for each group during Marking Period 3. Grade 10 female students had consistently higher rates of eligibility than Grade 10 male students; and among students receiving special services, LEP students had consistently higher rates of eligibility than FARMS and special education students.

**Table V-1**

Percentage of Grade 9 Students Eligible for Extracurricular Activities During Each Marking Period, by Race, Gender, and Special Services, 2005–2006											
Eligibility During	Grade 9										
	All	Amlnd	AsAm	AfAm	Wh	Hisp	Male	Female	SpEd	LEP	FARMS
Marking Period 1	96.6	91.7	99.2	94.7	98.7	92.9	96.2	97.1	95.5	95.0	93.3
Marking Period 2	78.8	71.4	92.7	64.3	90.7	62.8	74.1	83.8	61.1	75.6	60.5
Marking Period 3	73.4	67.6	90.5	55.9	86.9	55.6	68.4	78.7	55.0	71.0	53.8
Marking Period 4	78.6	78.8	92.3	63.5	90.5	63.0	74.7	82.8	62.2	75.5	60.2

**Table V-2**

Percentage of Grade 10 Students Eligible for Extracurricular Activities During Each Marking Period, by Race, Gender, and Special Services, 2005–2006											
Eligibility During	Grade 10										
	All	Amlnd	AsAm	AfAm	Wh	Hisp	Male	Female	SpEd	LEP	FARMS
Marking Period 1	80.5	71.9	93.3	67.5	89.8	66.0	77.0	84.2	67.8	78.6	66.3
Marking Period 2	78.5	72.7	90.9	63.7	90.0	60.6	74.2	83.0	62.8	67.6	60.7
Marking Period 3	74.5	75.9	88.2	57.4	86.7	56.1	69.6	79.6	56.7	67.4	55.0
Marking Period 4	78.6	75.9	90.6	62.2	89.9	62.6	74.2	83.1	60.9	71.7	60.2

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM****MILESTONE** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

During 2005–2006, 80.8 percent of all Grade 11 students began the year eligible for extracurricular activities compared with approximately 90 percent of both Asian American and White students and approximately 67 percent of both African American and Hispanic students (Table V-3). Throughout the year, the rate of eligibility for all students and among each racial/ethnic group remained relatively stable, with drops for each group during Marking Period 3. Throughout the 2005–2006 school year, the eligibility rates for male students, female students, and students receiving special services remained relatively stable, with a drop for each group during Marking Period 3. Grade 11 female students had consistently higher rates of eligibility than Grade 11 male students. Among students receiving special services, LEP students tended to have higher rates of eligibility than did FARMS and special education students.

During 2005–2006, 78.6 percent of all Grade 12 students

began the year eligible for extracurricular activities compared with approximately 87 percent of both Asian American and White students and approximately 64 percent of both African American and Hispanic students (Table V-4). Throughout the year, the rate of eligibility for all students and among each racial/ethnic group rose during marking Period 2, dropped during marking Period 3 and rose again during Marking Period 4. Marking Period 2 saw the highest eligibility rates for all racial/ethnic groups. Asian American and White students had consistently higher rates of eligibility than African American and Hispanic students. Throughout the 2005–2006 school year, Grade 12 female students had consistently higher rates of eligibility rates than Grade 12 male students. Among students receiving special services, FARMS students had consistently higher rates of eligibility than did LEP and special education students.

**Table V-3**

<b>Percent of Grade 11 Students Eligible for Extracurricular Activities During Each Marking Period, by Race, Gender, and Special Services, 2005–2006</b>											
<b>Eligibility During</b>	<b>Grade 11</b>										
	<b>All</b>	<b>Amlnd</b>	<b>AsAm</b>	<b>AfAm</b>	<b>Wh</b>	<b>Hisp</b>	<b>Male</b>	<b>Female</b>	<b>SpEd</b>	<b>LEP</b>	<b>FARMS</b>
<b>Marking Period 1</b>	80.8	60.7	91.1	68.9	89.0	65.7	78.1	83.7	69.0	73.2	67.7
<b>Marking Period 2</b>	83.3	65.2	92.1	72.8	91.5	67.2	79.9	86.8	74.0	67.9	68.8
<b>Marking Period 3</b>	77.7	56.5	88.6	64.3	86.9	60.1	73.8	81.7	64.8	64.2	62.3
<b>Marking Period 4</b>	80.9	54.5	90.5	69.0	89.5	64.3	77.9	84.1	68.6	69.8	66.2

**Table V-4**

<b>Percent of Grade 12 Students Eligible for Extracurricular Activities During Each Marking Period, by Race, Gender, and Special Services, 2005–2006</b>											
<b>Eligibility During</b>	<b>Grade 12</b>										
	<b>All</b>	<b>Amlnd</b>	<b>AsAm</b>	<b>AfAm</b>	<b>Wh</b>	<b>Hisp</b>	<b>Male</b>	<b>Female</b>	<b>SpEd</b>	<b>LEP</b>	<b>FARMS</b>
<b>Marking Period 1</b>	78.6	75.0	88.8	66.6	86.5	61.2	73.6	83.7	65.9	60.0	66.1
<b>Marking Period 2</b>	85.6	88.2	91.7	76.6	92.4	69.8	81.6	89.5	72.2	64.5	73.9
<b>Marking Period 3</b>	80.3	70.6	87.3	69.4	88.5	62.4	75.6	85.1	64.6	62.3	65.0
<b>Marking Period 4</b>	82.6	76.5	87.8	72.9	89.2	69.2	78.0	87.2	62.6	63.8	69.8

# GOAL THREE: Strengthen Productive Partnerships for Education



The Montgomery County Public Schools (MCPS) is committed to building and maintaining strong relationships with a broad range of stakeholders, including civic, business, and community groups, in support of student achievement and employee excellence. 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 is the essential catalyst for a countywide commitment to education. By recognizing the critical role external stakeholders play in MCPS and the role MCPS plays in the broader community, there is an infrastructure for shared responsibility and accountability.

Goal Three encompasses the following milestones and accompanying data points.

Milestone	Data Point
<p><b>M</b> The school community demonstrates shared responsibility for student success.</p>	<ul style="list-style-type: none"> <li>★ Volunteer data</li> <li>★ Advisory committee information</li> <li>★ Public comments on proposed policies</li> </ul>
<p><b>M</b> MCPS and members of the broader community collaborate in the strategic planning and budget processes to identify and align resources and services in support of high-quality education.</p>	<ul style="list-style-type: none"> <li>★ Strategic planning and budget roundtable data</li> </ul>
<p><b>M</b> MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.</p>	<ul style="list-style-type: none"> <li>★ Higher education partnerships data—high-quality workforce</li> <li>★ Higher education partnerships data—student success</li> </ul>
<p><b>M</b> MCPS collaborates with and provides support to all segments of the community to promote student success.</p>	<ul style="list-style-type: none"> <li>★ Activities developed to meet identified community needs</li> </ul>

**Milestone:** The school community demonstrates shared responsibility for student success.**DATA ★ POINT****Volunteer data**

In compliance with the Board of Education Policy ABA, *Parental Involvement*, MCPS is committed to the role of parents as valued partners in their children's education. This partnership includes supporting and encouraging parent volunteer opportunities, including participation in the development of school improvement plans. Schools also benefit from the time and efforts of numerous volunteers from the community who tutor, mentor, and share their knowledge and expertise to support students' learning and enrich the instructional program. Examples of these programs are the Ruth Rales Comcast Kids Reading Network, Extended Learning Opportunities Summer Adventures in Learning, and the Connection Resource Bank.

Each year, schools are requested to collect and report volunteer data. During the 2005–2006 school year, data collection procedures were revised and communicated both to principals and school volunteer coordinators, and 3.4 million volunteer hours were reported. Currently, school volunteer coordinators are collecting and reporting volunteer data monthly using a Web-based program. With support and monitoring by the Division of Family and Community Partnerships, these new procedures ensure the inclusion of all volunteer efforts and enhance the accuracy of systemwide volunteer data (Table W-1).

**Table W-1**

School Year	Number of Volunteer Hours Reported
2001	3,079,779
2004	679,785
2005	3,519,000
2006	3,422,000

**DATA ★ POINT**

## Advisory committee information

MCPS maintains a wide array of advisory groups that provide a mechanism for two-way communication on new and ongoing initiatives, help to identify and prioritize needs and issues, and elicit valuable information on stakeholder satisfaction. Although data exist on the number of committees, memberships, charges and responsibilities, duration, and, in some cases, final reports, the information is housed within each responsible office.

Each advisory committee operates in a way unique to its purpose. The purpose also determines the need for short- and long-term advisory committees. For example, the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs facilitates the ESOL/Bilingual Advisory Committee (EBAC), which consists of ESOL parents, school staff, and representatives from the ESOL community. EBAC meets to learn about the ESOL instructional program and provides input on issues related to ESOL programs and services. The feedback received from EBAC provides information used for program refinements. Other examples of operating advisory groups are the Diversity Training and Development Committee; Head Start Parent Policy Council; Curriculum Advisory Committees for all content areas; Special Education Staffing Plan Committee; Mental Health Task Force; Blue Ribbon Budget Committee; Academy of Information Technology Board, Transportation, Distribution; and a newly formed Parent Advisory Group.

During 2005–2005 school system offices reported that 53 working advisory committees, compared with 45 committees during 2004–2005. The Division of Family and Community Partnerships will continue to review and improve data collection strategies. Information collected from all offices includes the title of the committee, the chairperson's name, and the committee contact's name and telephone number.

### GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

MILESTONE The school community demonstrates shared responsibility for student success.

#### DATA ★ POINT

### Public comments on policies

In accordance with MCPS Policy BFA, *Policysetting*, the Board of Education requests comments from the public for each policy it considers. The feedback is considered before the Board takes final action on any policy and ensures the inclusion of stakeholder input in the policy development and revision process.

The scope of the development or revision of a policy, its connection to other systemic reform efforts, and the depth of public interest in the topic heavily influence the number of policies the Board of Education takes action on each year. The number of policies developed, revised, or rescinded has fluctuated over time (Figure X-1). In the past eight years, the Board acted on an average of nine policies per year. In 2006 the Board acted on six policies that ensured compliance with state and federal requirements as well as alignment with Our Call to Action. Policy JPG, *Wellness: Physical and Nutritional Health* was developed to comply with Child Nutrition and the WIC (Women, Infants, and Children) Reauthorization Act of 2004, which requires that each local education system participating in the National School Lunch Program have a wellness policy. Policy JEB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade* supports Strategic Goal Two: Provide an Effective Instruction Program. It was revised in response to revisions to Maryland Regulation, COMAR 13A.08.01.02, *Age for School Attendance*, which prescribes that local boards of education adopt a policy that governs early admission to prekindergarten, kindergarten, and first grade. Policy BFA, *Policysetting*, Policy BNB, *Board Staff Management and Operations*, and Policy IQD, *Academic Eligibility for Extracurricular Activities* were each revised for alignment with the strategic plan.

The number of public comments fluctuates depending on the amount of public interest generated by the policy topic. Over the past eight years, the Board of Education has received and considered 1,267 public comments concerning policies. In 2000 the Board received 14 comments from the public; in subsequent years, the Board received an average of 158 comments per year. During 2006 (Figure X-2), the Board acted on six policies, which generated 94 comments from the public. Specifically, in 2006 Policy JPG generated 43 comments from the public and Policy JEB received 28 comments from the public. Policies BFA, BNB, and IQD, respectively, received 6, 2, and 15 comments from the public.

Figure X-1

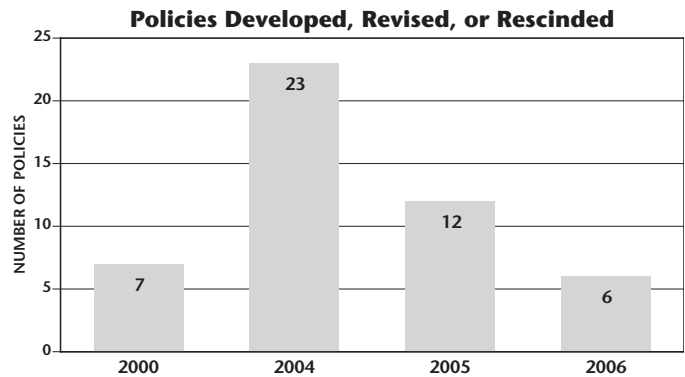
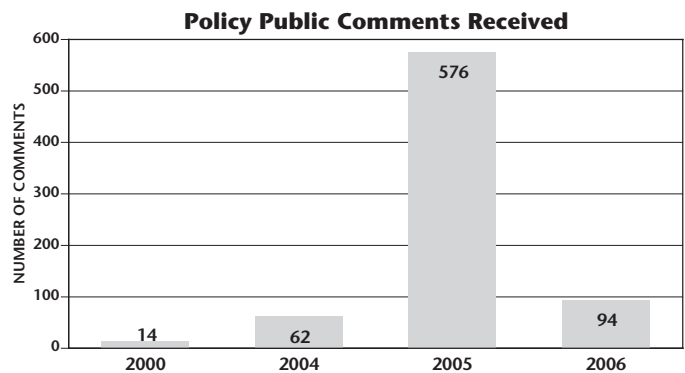


Figure X-2



**Milestone:** MCPS and members of the broader community collaborate in the strategic planning and budget process to identify and align resources and services in support of high-quality education.

**DATA ★ POINT**

### Strategic planning and budget roundtable data

The purpose of the strategic planning and budget forums is to increase stakeholder involvement, provide feedback on the effectiveness of school-system initiatives, and ensure accountability. Specifically, the forums allow the community to provide commentary about the overarching goals and strategies identified in the strategic plan. Breakout sessions include translators and are organized to accommodate Vietnamese-, Spanish-, Korean-, French-, Chinese-, Amharic-, and English-speaking stakeholders. More than 300 participants attended the forums. Three questions were presented to the participants during the breakout sessions:

1. What strategies and initiatives are on target to achieve the goals?
2. What's missing or falling short?
3. How can we communicate the goals and objectives of the strategic plan more effectively to the community?

The summary below is organized according to the three principal questions addressed with participants.

#### **What strategies and initiatives are on target to achieve the goals?**

- Class-size reduction initiatives are working, but further class-size reduction is needed.
- Full-day kindergarten and elementary school initiatives are working well.
- Reading-intervention programs are successful, but more needs to be done to improve mathematics.
- Honors and AP programs are working well; continue the push for more rigor.

#### **What's missing or falling short?**

- More class-size reduction is needed in middle and high schools.
- More attention is needed for ESOL and special education students.
- More must be done to address continuing achievement gaps between groups.
- More rigor is needed in secondary school, especially in middle school.
- More programs for highly able students are needed, including more spaces in centers for the highly gifted and an upcounty high school magnet program.
- More staff is needed for elementary school art, music, and physical education.
- More student services are needed, including counselors and mental health services.

#### **How can we communicate the goals and objectives of the strategic plan more effectively to the community?**

- Improved parent outreach is needed, including holding more foreign language meetings and evening meetings convenient for families.
- Increased efforts are needed to provide translations for non-English-speaking families.
- Avoid conflicts with back-to-school nights.

In addition, each of the participants was asked to evaluate the forums using a Likert scale and rate each of the following questions using strongly agree, agree, disagree, strongly disagree, or don't know.

1. The forum was well organized.
2. I felt that I was able to give my opinion about the MCPS strategic plan and the work of the school system at the community forum.
3. There was sufficient time in the breakout sessions to discuss the questions.
4. The video provided useful information and a variety of perspectives.
5. The panel presentation was informative and useful.
6. Overall, the forum was effective in increasing community involvement about the MCPS strategic plan and operating budget.

Ninety-one percent of the respondents strongly agreed or agreed that the forums were well organized, and 86 percent strongly agreed or agreed that they were able to give their opinion about the MCPS strategic plan and the work of the school system. Forty-nine percent strongly agreed or agreed that there was sufficient time in the breakout sessions to discuss the questions, while 71 percent strongly agreed or agreed that the video provided useful information and a variety of perspectives. Seventy-six percent strongly agreed or agreed that the panel presentation was informative and useful, and 66 percent strongly agreed or agreed that, overall, the forums were effective in increasing community involvement about the MCPS strategic plan and operating budget.

## **M**ilestone: MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.

### DATA ★ POINT

#### Higher education partnerships data: High-quality workforce

The University Partnership program strengthens productive partnerships in education with colleges and universities by—

- providing opportunities for support and professional staff to extend their learning,
- allowing staff to meet state mandates,
- establishing programs that foster the professional growth of supporting services staff along a career pathway, and
- offering a variety of teacher and administrator certification programs and support staff partnership programs.

The offices of Human Resources and Organizational Development have been working with local universities to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity (Table Y-1).

The University Partnership Program has grown from 15 partnerships in 1999 to 33 in 2006. Last year, approximately

213 participants graduated from various partnership programs. In addition, the number of professional development schools has remained stable, with approximately 53 in 2006. However, with the change in the MCPS student teaching procedures and the number of interns in critical fields that can be supported, MCPS may experience a decline in the number of professional development schools (PDS). University partnerships are instrumental in helping MCPS diversify its workforce and train educators in critical fields. Our target is to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity. Currently, based on available information, 70 percent of the University Partnership participants trained in critical fields through University Partnership programs, including initial teacher certification, administrative and supervisory certification, and/or a master's degree are White—22 percent are African American, 5 percent are Asian American, 3 percent are Hispanic, and 0 percent are American Indian. In terms of overall workforce population, 68 percent of the employees are White, 19 percent are African American, 5 percent are Asian American, 7 percent are Hispanic, and 0.3 percent are American Indian (Employee and Retiree Service Center data, October 2004). Minority participation in the partnership programs needs to increase in order to help expand the diversity of the workforce.

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

**MILESTONE** MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.

Table Y-1

Type of Degree	Number of Programs	Universities Involved	Number of Current Participants	Number Graduated to Date	Number Graduated 2006	
Certification	1	<b>Hood College</b>				
		A&S	41	51	11	
	1	<b>John's Hopkins University</b>				
		A&S	12	133	8	
	1	<b>McDaniel College</b>				
		A&S <sup>1</sup>	71	0	0	
	1	<b>Towson University</b>				
		A&S	22	111	25	
	2	<b>University of Maryland College Park</b>				
		TLC <sup>1</sup>	0	5	5	
Literary Coach		17	0	0		
1	<b>Montgomery College</b>					
	ACET	0	11	11		
Bachelor	1	<b>Bowie State University</b>	4	41	1	
	1	<b>Columbia Union College<sup>1</sup></b>	8	0	0	
	2	<b>Bowie State University</b>				
		Reading	15	24	0	
		A&S	10	39	4	
	1	<b>George Washington University</b>				
		Teachers 2000	39	150	21	
	1	<b>Hood College</b>				
		A&S	42	44	10	
	4	<b>Johns Hopkins University</b>				
		IT	32	0	0	
		SET IT	29	122	10	
		PROSEMS	19	16	10	
		PROMAT	50	199	35	
	2	<b>McDaniel College</b>				
		MLS	13	7	2	
		A&S <sup>1</sup>	59	0	0	
	3	<b>Towson University</b>				
		MLS	18	0	0	
		School Psychology <sup>1</sup>	0	3	3	
		Special Education <sup>1</sup>	15	6	6	
	1	<b>Trinity University (ESOL)</b>	6	37	7	
	8	<b>University of Maryland College Park</b>				
		CITE	17	115	15	
		Human Development	24	71	11	
		Master's Cert	24	23	13	
		MLS	15	0	0	
Mathematics Education <sup>1</sup>		20	0	0		
Speech Language Pathology <sup>1</sup>		10	7	7		
TESOL		17	9	9		
UMC IT		9	0	0		
Doctorate	1	<b>Bowie State University</b>				
		Educational Leadership	15	16	6	
	1	<b>University of Maryland College Park</b>				
	Educational Leadership	35	0	0		
<b>Totals</b>	<b>33</b>					

<sup>1</sup> New partnership initiated 2005

**GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION****MILESTONE** MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.**DATA ★ POINT****Higher education partnerships data: Student success**

The establishment of higher education partnerships to increase student success at the secondary and college levels is a priority for the Montgomery County Public Schools (MCPS). Fall 2006 figures indicate that 430 MCPS students are taking college-level courses at Montgomery College (MC). For example, the MC/MCPS Partnership has fostered the creation of the college institute at four high schools where college-level courses for high school students are taught on the high school campuses. There are 311 current students enrolled in the college institutes. Table Z-1 shows the number of students enrolled in the college institutes at Wootton, Gaithersburg, Seneca Valley, and Kennedy high schools.

The MC/MCPS Partnership also fosters collaboration between MCPS content supervisors and MC faculty to address K–16 initiatives, improvement in the high-school-to-postsecondary-education articulation process, and outreach to MCPS families.

A combined “Small Learning Community,” “Hybrid Early College,” and “Professional Development School” model, utilizing the best practices highlighted in each research-based

model was established at Northwood High School through a partnership with the University of Maryland. Projects under this partnership impact all Northwood High School students and staff.

The new Institute for Global and Cultural Studies (IGCS) at Wheaton High School is the result of a partnership with the University of Maryland, Baltimore County and MC. There are 21 students enrolled in this initial semester of the program.

These programs connect students to college in new and innovative ways, particularly benefiting students whose families are new to the college application process and experience. Students have the opportunity to spend time on college campuses and take credit-bearing college-level courses taught by college and university professors while still in high school.

In collaboration with MC, the Gateway to College program, an early college model, was established on three MC campuses. Currently there are 196 students in this program attending classes on an MC campus, accumulating college credits toward an associate degree or certificate while also earning a high school diploma. MCPS is in the process of creating additional partnerships that establish college-level courses taught on high school campuses with the University of Maryland, College Park; University of Maryland, Baltimore County; and the Maryland Institute College of Art (MICA).

**Table Z-1**

<b>Number of Students in College Institutes Program</b>						
<b>Fiscal Year</b>	<b>Semester</b>	<b>Total</b>	<b>Wootton</b>	<b>Gaithersburg</b>	<b>Seneca Valley</b>	<b>Kennedy</b>
2003	Fall 2002	88	77	11		
2003	Spring 2003	114	94	20		
2004	Fall 2003	140	107	33		
2004	Spring 2004	191	124	67		
2005	Fall 2004	216	149	67		
2005	Spring 2005	192	134	58		
2006	Fall 2005	250	129	69	13	29
2006	Spring 2006	230	111	67	19	33
2007	Fall 2006	294	140	90	32	32

**Milestone:** MCPS collaborates with and provides support to all segments of the community to promote student success.

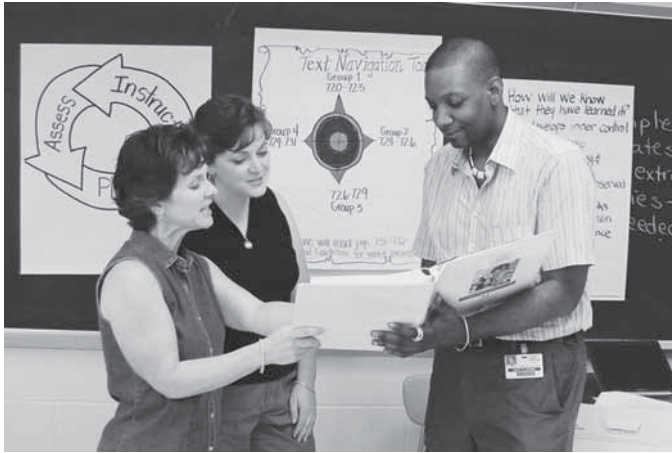
**DATA ★ POINT**

Activities identified to meet  
community needs

Understanding and meeting the needs of the diverse MCPS community is a key strategy to strengthening partnerships for education. Some families need assistance in understanding English, school structure and governance, and learning how to help their children achieve to meet academic success. MCPS has developed a variety of outreach programs designed to support communities and meet the diverse needs of families. The following outreach activities are examples of current school-system activities that support community needs to promote student success: Study Circles; Conquista tus Sueños; Title I school parent meetings as mandated by federal regulations; Prekindergarten/Head Start family events; and George B. Thomas, Sr., Saturday School parent training sessions. Additionally, parent specialists, parent educators, and parent community coordinators from the Division of Family and Community Partnerships and the Division of ESOL/Bilingual Programs support the schools' parent involvement and outreach efforts, ensuring engagement of diverse parents and community members.

During the 2005–2006 school year, the Division of Family and Community Partnerships compiled information on 721 activities. This year the data collection process is being refined to reflect systemwide information on outreach activities for community needs.

# GOAL FOUR: Create a Positive Work Environment in a Self-Renewing Organization



For the teachers, principals, support staff, and senior and central office staff, the Montgomery County Public Schools (MCPS) is a place of business that must respond to the needs of its employees. A world-class school system recruits and retains the best possible educators, administrators, and supporting personnel, and equips them with the skills, technology, leadership, supervision, feedback, and professional development opportunities they need to consistently perform at the highest possible level. It encourages staff achievements and promotes a positive work environment in partnership with its employee organizations.

Goal Four encompasses the following milestones and accompanying data points.

Milestone	Data Point
<p><b>M</b> All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.</p>	<ul style="list-style-type: none"> <li>★ Teacher Professional Growth System data</li> <li>★ Administrative and Supervisory Professional Growth System data</li> <li>★ Supporting Services Employee Professional Growth System data</li> <li>★ Staff who receive high-quality professional development</li> </ul>
<p><b>M</b> Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.</p>	<ul style="list-style-type: none"> <li>★ Diversity in workforce</li> <li>★ Highly qualified teachers</li> <li>★ Paraeducators in Title I schools who are highly qualified</li> </ul>
<p><b>M</b> Strategic plans exist and are aligned at all levels of the organization.</p>	<ul style="list-style-type: none"> <li>★ Baldrige implementation</li> </ul>
<p><b>M</b> The work environment promotes employee well-being, satisfaction, and positive morale.</p>	<ul style="list-style-type: none"> <li>★ Staff survey data on office and school environment</li> </ul>
<p><b>M</b> MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.</p>	<ul style="list-style-type: none"> <li>★ Employee recognition data</li> </ul>

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

**DATA ★ POINT**

**Teacher Professional Growth System**

The Professional Growth System (PGS) for teachers is an integral part of Goal four of Our Call to Action, Pursuit of Excellence. The Teacher PGS is consistent with the teacher-quality movement and the expectations of the No Child Left Behind legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development through time afforded by staff development substitute teachers, a Peer Assistance and Review (PAR) program with consulting teachers, Studying Skillful Teaching course work to ensure consistent language, and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a systems approach to aligning hiring, induction, mentoring, professional development, support systems, and evaluation processes. As a result, 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 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 are nonrenewed, resigned, or were dismissed as a result of PAR.
- Teachers who have participated in Studying Skillful Teacher course work.
- Teachers who participated in curriculum implementation training.
- Use of staff development substitute teacher time.
- Support for new teachers through induction and mentoring.
- Teachers who are nationally board certified.
- Teacher tuition reimbursement data.

**Teachers Supported by Consulting Teachers**

Consulting teachers provide intensive, individualized instructional support and resources to teachers. Consulting teachers' caseloads are composed of novice and underperforming teachers. The caseloads are dependent on the num-

ber of novice teachers hired in a year and the number of teachers identified as underperforming.

Caseloads for consulting teachers vary during the year. Some teachers enter the program mid-year and are sometimes released from the program prior to the end of the following year. During the past five years, consulting teachers have served 3,416 teachers, of which 402 were underperforming teachers and 2,996 were novice teachers (Table AA-1). The change in the total number of novice teachers served by consulting teachers is based on the level of hiring in the county.

**Table AA-1**

Consulting Teacher Caseloads					
	2002	2003	2004	2005	2006
<b>Novice</b>	438	669	546	616	727
<b>Underperforming</b>	132	97	95	44	52
<b>Totals</b>	570	766	641	660	779

During 2006, 409 elementary and 318 secondary novice teachers were assigned a consulting teacher. In addition, 22 elementary and 30 secondary teachers were identified as underperforming and were assigned consulting teachers (Table AA-2).

**Table AA-2**

Consulting Teacher Caseloads Throughout FY 2006			
	Elementary	Secondary	Total
<b>Novice</b>	409	318	727
<b>Underperforming</b>	22	30	52
<b>Totals</b>	431	348	779

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

The PAR Panel reviews consulting teacher information monthly, including formal observation reports and final summative reports. In addition, the panel provides suggestions for interventions and supports. The PAR Panel then uses information from consulting teachers, as well as from principals and the teachers themselves in case of appeal, to make recommendations to the superintendent regarding employment status. Teachers who meet standard after a year in the program are put in the professional growth system. Teachers who do not meet standard are recommended for nonrenewal or dismissal, depending on whether they are probationary or tenured teachers. Some teachers in PAR choose to resign prior

**Table AA-3**

PAR Data						
Category	2002	2003	2004	2005	2006	Totals
<b>Recommended for Dismissal (through the PAR Panel)</b>	3	4	5	5	10	27
<b>Resigned (includes counseled out)</b>	1	19	49	35	36	140
<b>Recommended for Nonrenewal</b>	5	21	7	8	22	63
<b>Totals</b>	9	44	61	48	68	230

**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.

to a PAR Panel recommendation. In the past five years, 27 teachers have been recommended for dismissal, 140 teachers have resigned, and 63 teachers have been recommended for nonrenewal by the PAR panel (Table AA-3).

### Teachers Who Participated in Curriculum Implementation Training

To meet the professional development needs of a diverse staff, the FY 2006 curriculum training focused on a deeper study of key curriculum elements through voluntary professional development sessions, job-embedded coaching, planning and consultation sessions at the local school, and training and/or coaching for school-based leaders. Fifth grade teachers of Mathematics A attended three 3-hour after-school sessions in January, February, and March. Mathematics content coaches participated in eight 3-hour sessions, designed to enhance their content knowledge and refine their coaching skills. The .5 GT Title I teachers attended six-hour sessions monthly. The foci of the sessions were identifying masks of giftedness and effective intervention strategies. As part of the Early Childhood Project, teachers new to prekindergarten and kindergarten attended three 2-hour after-school sessions. As a part of a partnership with the Department of Health and Human Services and the Office of Curriculum and Instructional Programs, the Office of Organizational Development (OOD) provided curriculum training and development for 22 child-care providers. Elementary principals continue to participate in Lenses on Learning 1 and 2 to deepen their conceptual knowledge of mathematics. Grade 2 teachers participated in two 3-hour after-school sessions. Ongoing job-embedded professional development and support were provided to selected schools as a follow-up to instructional program reviews. The goal is to build the capacity of teacher leaders so they can provide additional professional development and follow-up support.

At the secondary level, middle school teachers of Reading 6, 7, and 8 attended three 3-hour sessions during the school day. Middle school reading specialists attended monthly meetings focused on literacy. Middle school teams of four staff, including the administrator, attended two 3-hour sessions on MAP-R (Measures of Academic Progress-Reading). Middle school English for Speakers of Other Languages (ESOL) teachers and middle school social studies teachers participated in four after-school sessions on ESOL Learning Circles. As a follow up to Grade 8 social studies curriculum training and development, the teachers participated in three 3-hour after-school sessions. Training was provided for teachers new to National, State, and Local Government (NSL). As a follow-up to summer required training, Algebra 2 teachers participated in three 3-hour after-school sessions. Other secondary curriculum professional development included training for lead literacy teachers, resource teachers, algebra lead teachers, and selected teachers of Algebra 1 and related mathematics who participated in Take a Subject to Work, a partnership between the Montgomery County Business Roundtable for Education and MCPS (Table AA-4).

**Table AA-4**

Summer 2006 Curriculum Training and Development	
Training	Number of Participants
Kindergarten: Changing to Full Day	77
Grade 1 Social Studies Curriculum	420
Grade 4 Science Curriculum	455
Mathematics A—Elementary	111
Mathematics B—Elementary	68
Fundamental Life Skills	154
Reading 7 Curriculum	109
English 6 Curriculum	147
Mathematics A—Middle School	103
Mathematics B—Middle School	137
ESOL 3 Curriculum	67
ESOL 5 Curriculum	31
Pre-Calculus Curriculum	102
Child Care Providers	26
Content Literacy Connections	30
High School Literacy	27
MAP-R Elementary	52
MAP-R Middle	32
New RT and IRT	24
Differentiation for Middle School—Social Studies, Science, English	20
New Elementary Reading Specialists	17
Advanced Placement Cohorts—Biology, Calculus, English Language and Composition, English Literature and Composition, Psychology, Spanish, US History	29
Developing a Toolbox for Strategic Algebraic Thinking Among Students	9
New .5 GT Title I Teachers	8
New Mathematics Content Coaches	6
Pre-K Learning Circle, Cohort 1	2
Kindergarten Learning Circle, Cohort 1	26
Returning .5 GT Title I Teachers	7
Total	2,296

### Use of Staff Development Substitute Teacher Time

Staff development substitute time (SDST) is used to provide teachers with time to participate in job-embedded staff development. Use of the SDST program was more extensive in FY 2005 than in any previous year (Table AA-6). Teachers and administrators report in anecdotal evidence the usefulness of this time for a variety of professional development activities (Table AA-7). The confidence that both teachers and administrators have with the program and the substi-

**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.

tutes who work in each building regularly also accounts for the increase in use (Table AA-6).

**Support for New Teachers through Induction and Mentoring**

The number of teachers who have attended summer orientation has fluctuated consistent with the number of teachers being hired annually. In FY 2005, 832 summer orientation participants attended new educator orientation compared with 872 summer orientation participants who attended 3.5 days of training on curriculum, instruction, and MCPS policies and procedures in FY 2006. Over the past two years, 90 percent of the new educators under contract for the opening of the new school year participated in the new educator orientation (Table AA-8).

The fluctuation in mentor data is a result of the change in the assignment practice for mentors. During FY 2002 and 2003, mentors were assigned to all new-to-MCPS teachers. Beginning in FY 2004, mentors were assigned only to experienced new-to-MCPS teachers. As a result, there was a drop from 730 during FY 2002 to 252 during FY 2006 (Table AA-8).

**National Board Certified Employees**

The National Board Certification data reflects the total number of employees who are designated nationally certified by the National Board for Professional Teaching Standards. The National Board notifies successful candidates in November of each year. The number of employees who have achieved National Board Certification has increased since the baseline year of 2000. The total number of employees with National Board Certification increased from 20 during 2000 to 233 in 2006 (Table AA-9).

As of FY 2006, 102 of the National Board Certified teachers taught elementary school, 38 taught middle school, 71 taught high school, and 21 taught special education.

**Teacher Tuition Reimbursement Data**

Teacher tuition reimbursement, which is guaranteed, has risen steadily in the past four years (Table AA-11). In FY 2002, \$1,334,281 was reimbursed to teachers. The amount for reimbursements increased in FY 2003 to \$1,672,038, and to \$1,742,538 in FY 2004. In FY 2005 the number increased again to \$2,077,030. The teacher tuition reimbursement total for FY 2006 is projected at \$2,400,000.

Table AA-6

Staff Development Substitute Time Allocation Used						
	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)
ES	58	64	66*	67*	95	95.4
MS	48	63	60*	63*	94	84.7
HS	51	52	50*	51*	68	83.8

\* Budget freeze halted use of SDST time

Table AA-7

Use of Staff Development Substitute Time							
	Work with SDT (%)	Individual Work (%)	Peer Reflection (%)	Work with Team (%)	Training (%)	Data Analysis & Support (%)	Other Use (%)
ES	17	8	5	51	4	14	1
MS	2	30	4	57	1	5	1
HS	3	12	5	61	4	14	1

Table AA-8

New Teacher Induction Program					
Induction Activities	2002	2003	2004	2005	2006
<b>Orientation Data</b>					
February Late Hire Participants	125	100	77	117	74
August Orientation Participants	1287	798	678	832	872
<b>Mentor Data</b>					
Paid Mentors	730	569	151	289	252
<b>Course Data</b>					
Mentors Completing TOT-02 and TOT-03	130	396	263	141	209
New Teachers Taking NTT Modules (01, 02, 03)	140	142	75	88	88
Professional Development Workshops and Mentor Symposium Participants	350	458	257	345	255

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Table AA-9

National Board Certified Employees, 2000–2006		
Year	Number of New NBC	Number of Employees with NBC*
2000	8	8
2001	12	20
2002	26	46
2003	32	78
2004	43	120
2005	58	178
2006	57	233

\*The Number of Employees with NBC includes current employees with NBC and employees with new NBC. It does not include employees who have retired or resigned.

Table AA-10

National Board Certified Employees by Level, 2006	
Level	Number of NBCTs
Elementary	102
Middle	38
High	71
Special Education	21
Other Staff	1

Table AA-11

Teacher Tuition Reimbursement, 2002–2006	
Year	Amount Reimbursed
2002	\$1,334,281
2003	\$1,672,038
2004	\$1,742,538
2005	\$2,077,030
2006	\$2,400,000

**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**

**A&S Professional Growth System**

The Administrative and Supervisory Professional Growth System (A&S PGS) establishes the expectation to have 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. Six leadership standards for assistant principals, student support specialists, and coordinators of school-based programs have been derived from the principals' standards. Six leadership standards established for central services administrators are aligned with the leadership standards for the Executive Staff.

The implementation of the A&S PGS addresses Goal 4 of Our Call To Action, Pursuit of Excellence. This data point provides information on the components of the professional growth system. Specifically, this data point addresses the following:

- Principals supported by consulting principals
- Principals referred to the Review Panel
- Principals who completed the data course
- The percentage of participants who rate their professional development activities as relevant and effective
- Principal appointments
- Performance on the A&S PGS Standards

**Principals Supported by Consulting Principals**

Twenty principals, 4 principals new to MCPS, and 1 principal new to a level were supported by consulting principals. Of these principals, 26 of the 27 met standard in their performance appraisals (96 %).

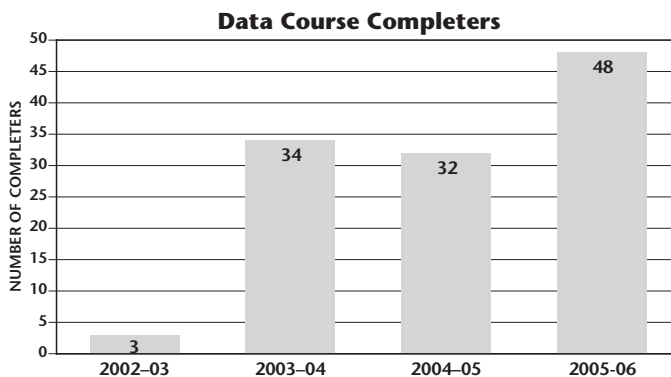
**Principals Referred to the Review Panel**

Three principals were referred to the Review Panel. Two principals met standard and one was reassigned.

**Principals Who Successfully Completed the Data Course: "Instructional Leadership through Data-Driven Decision Making"**

Six cohorts of principals have taken or are taking the course in 2005–2006. Each course involved four sessions of three and one-half hours. Forty-eight principals successfully completed the course during FY 2006. This brings the number of principals who have completed the course to 120 (Figure BB-1).

Figure BB-1

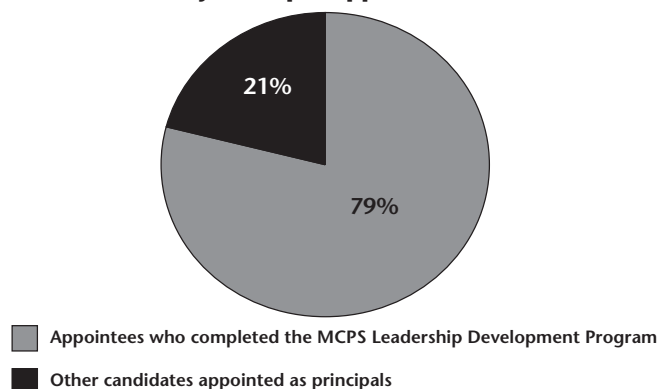


**Principal Appointments**

Seventy-nine percent of elementary principalships and acting principalships were awarded to internal candidates who came through the MCPS Elementary Leadership Development program (Figure BB-2).

Figure BB-2

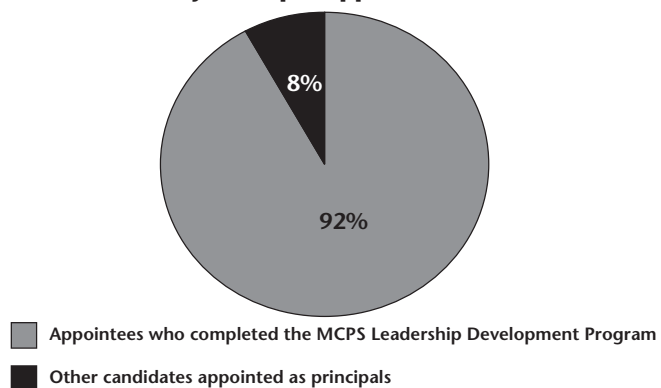
**Elementary Principal Appointees, 2005-06**



Ninety-two percent of the secondary principalships were awarded to internal candidates who came through the Secondary Leadership Development Program (Figure BB-3).

Figure BB-3

**Secondary Principal Appointees, 2005-06**



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

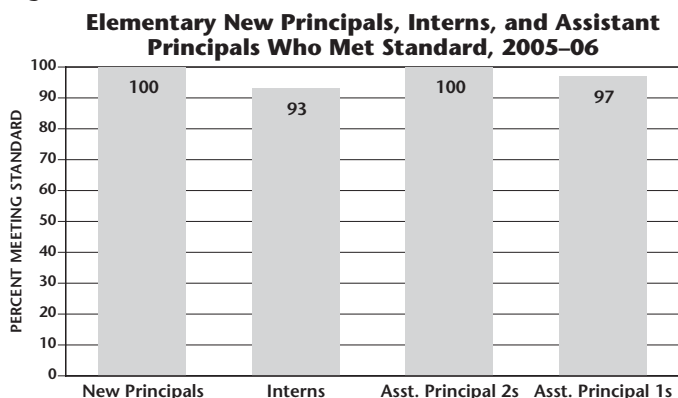
**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

**Performance on the A&S PGS Standards**

The development of elementary and secondary administrators to become 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 its leadership standards.

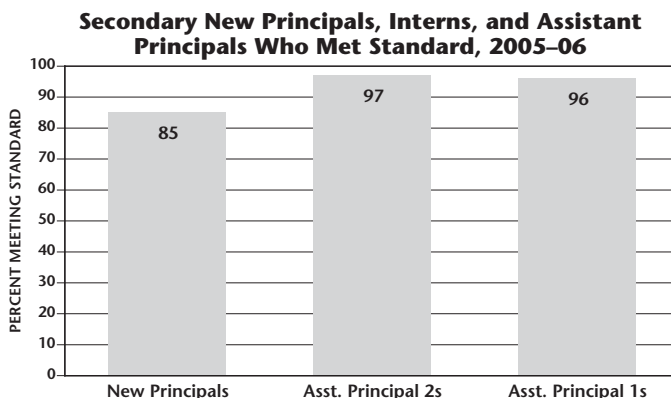
The work of the elementary and secondary leadership development programs is informed and driven by the MCPS Strategic Plan—specifically, the goal of providing all employees with high-quality professional development opportunities to promote individual and organizational effectiveness. The work is differentiated to meet the needs of developing administrators, interns, and new principals while being aligned with the goals and initiatives of the MCPS Strategic Plan (Figures BB-4 and BB-5).

**Figure BB-4**



- One hundred percent of new elementary principals who came through the Elementary Leadership Development program met standard.
- Ninety-three percent of the elementary intern cohort met standard or will be involved in an additional training experience.
- One hundred percent of assistant principal 2s (AP2s) performed at the experienced level or above on all A&S PGS Standards for Assistant Principals.
- Ninety-seven percent of the assistant principal 1s (AP1s) demonstrated mastery on all A&S PGS standards at the progressing level or above.

**Figure BB-5**



- Eighty-five percent of new secondary principals who came through the Secondary Leadership Development program met standard.
- Ninety-seven percent of AP2s performed at the experienced level or above on all A&S PGS Standards for Assistant Principals.
- Ninety-six percent of the AP1s demonstrated mastery of all A&S standards at the progressing level or above.

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

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### DATA ★ POINT

## Supporting Services Professional Growth System

The Professional Growth System for supporting services employees includes the following:

- Core competencies for each supporting services job classification.
- New competency-based evaluation plan for all supporting services staff.
- Training and development programs designed around the new competencies.
- A Peer Assistance and Review program.
- Career ladder opportunities, where appropriate.

The Supporting Services Training and Development Program provides professional development experiences for supporting services staff, based on identified competencies. MCPS, in collaboration with SEIU Local 500, is designing competencies and related training opportunities for all supporting services staff. The expected outcomes of this training and development program are that employees will be able to perform their jobs more efficiently and be better prepared to advance to other MCPS positions. For FY 2006, 2,141 supporting services staff participated in 132 computer and competency-based trainings. Feedback indicated 97.5 percent of respondents either agree or strongly agree that they would be able to apply the training to their jobs.

The paraeducator career ladder training began with two pilot courses in fall 2003. This training is voluntary, and successful completion leads to advancement from career level I to career level II. Approximately 2,100 paraeducators are eligible for this training—800 regular and 1,300 special education. Each class has a maximum enrollment of 25 participants. Since the implementation of this training, 1,312 paraeducators have advanced from a Grade 11 to a Grade 12 for regular education paraeducators and from a Grade 12 to a Grade 13 for special education paraeducators. This training will continue to be offered, and the number of sessions will decrease as more paraeducators complete the training (Table CC-1).

OOD collaborated with staff from the Division of Early Childhood Programs and Services to design and implement training for Head Start and Pre-K paraeducators. Seventy paraeducators attended the training. The curriculum training is aligned with the curriculum training that teachers received.

Table CC-1

Supporting Services Employee Training 2005–2006	
Training	Participants
Career Ladder	344 paraeducators
Curriculum Rollout	70 paraeducators
Computer and Competency-Based Training	2,141 support staff
<b>TOTAL</b>	<b>2,555 participants</b>

The Instructional Data Assistant (IDA) Data Analysis course was piloted during the 2004–2005 school year. This course was modeled after the Instructional Leadership through a Data-Driven Decision Making course offered to principals. The IDA Data Analysis course is an 18-hour course that includes topics such as identifying data sources, collecting and organizing data, using data to identify root causes of performance, and analyzing and displaying data. Participants apply research-based practices in analyzing data and explore ways to use data to further support their school improvement plan. Participants disaggregate data, create visual tools for data, and organize data using technology. Throughout the course, participants reflect on data practices within their schools and identify ways to incorporate research-based data practices into their work. Since it was piloted, the IDA Steering Committee has recommended that the course be a requirement for all IDAs as part of a comprehensive training program for IDAs developed by OOD and the Department of Technology Consulting and Communications.

Support staff computer training includes Microsoft Word, Excel, Access, PowerPoint, and FileMaker Pro. The computer training is differentiated for participants, based on their skill level—beginner, intermediate, and advanced. In addition, Working with Windows is available for novice users. Enrollment in these courses fluctuates and is determined by the needs of the system and its employees. Currently, participation in courses such as FileMaker Pro is trending upward and courses such as Microsoft Word for beginners is trending downward. Adjustments are made in order to accommodate these changes.

Other competency-based training programs are offered that focus on continuous improvement in the seven core competencies, which are the foundation for the Supporting Services Professional Growth System. Paraeducators have been provided with opportunities to meet the NCLB highly qualified requirement, demonstrating their commitment to students and knowledge of their job, by participating in Para-Pro Test Prep courses developed by MCPS. Approximately 64 paraeducators completed this course and almost 95 percent of paraeducators in Title I schools were highly qualified by the June 30, 2005, deadline. However, that deadline has been extended to June 30, 2006, and more courses will be offered to meet the needs of new Title I schools and their paraeducators. In addition, the supporting services training and develop-

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ment group has established a partnership with the Montgomery County Government, Office of Human Resources, to create and conduct cross-organizational training opportunities for both school-based and non-school-based supporting services staff. To date, they have jointly offered more than 30 courses, providing professional development in areas such as organizational development, diversity studies, and leadership development, including an administrative professionals conference which was attended by 200 staff. In addition, OOD has developed and conducted a Training for Trainers program for supporting services trainers in departments and divisions such as Transportation and Food and Nutrition Services and School Plant Operations. OOD also collaborated with the Department of Transportation to assist in planning training for new bus route supervisors. This effort resulted in a customized version of The Effective Supervisor course and work on a series of modules of behavior management training for bus operators. In an effort to prepare support staff for the ongoing implementation of the Supporting Services Professional Growth System (SSPGS), OOD developed and delivered Developing a Professional Portfolio training. In this three-hour class, participants use the seven core competencies of the SSGPS to organize and archive a variety of artifacts that demonstrate professional growth and accomplishment. More than 150 supporting services staff have completed this training and have begun developing their portfolios.

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### 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 Call to Action. 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 elementary 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 staff, and parents, develop the skills and knowledge that will enable them to create and sustain a high-performing professional learning community in their schools. PLCI participants review case studies, engage in reflective discussions, examine their own practices, and plan for improvement. Teams are provided with structured professional development, ongoing support from the PLCI staff, and enhanced school improvement funding. As a result of these experiences, teams identify needs, plan strategies, and implement action plans to improve achievement for all students.

### Implementation of the Professional Learning Communities Institute

Each year schools are invited to apply to be included in the PLCI. A cross-functional team reviews the applications and selects the schools for the next cohort. During the 2005–2006 school year, Cohort I of the PLCI comprised 11 MCPS elementary schools. During 2006–2007 this cohort of schools will continue for a second year in PLCI. Beginning in May 2006 a second cohort of 10 additional elementary schools was added to the PLCI. These Cohort II schools will remain in the PLCI through the 2007–2008 school year.

### Participation of Leadership Teams in PLCI Professional Development

PLCI teams participate in six structured professional development sessions during the course of the school year. During the second half of the year, sessions were held in February, April, and June 2006. The average attendance was 129 persons, roughly 12 per school (Table DD-1).

Table DD-1

PLCI Session	Number Attending	Average Number Per School
February 2006	129	11.7
April 2006	125	11.4
June 2006	133	12.1

### School Implementation of PLCI Budget Resources

Each PLCI school has the opportunity to apply for up to \$10,000 in additional Baldrige-guided School Improvement Plan funds to support their school improvement efforts. PLCI staff collaborated with the Office of School Performance to develop modified procedures, forms, and resources to support this process. All PLCI schools developed a budget to support academic intervention, teacher collaboration, parent outreach, and other strategies adopted through their PLCI discussions. The following are some examples of expenditures:

- Provide stipends for teachers to plan and implement targeted academic intervention sessions for students who are struggling in their learning.
- Purchase materials to support the implementation of academic intervention clubs.
- Support parent outreach efforts such as literacy nights, Family Reading Nights, parent workshops, curriculum sessions, and translation of communications.
- Provide substitute release time for teams of teachers to review curriculum, plan instruction, examine student work, discuss modifications, and plan interventions.
- Plan and implement professional development for supporting services staff to build their capacity to support students in the classroom.
- Purchase additional instructional materials to support mathematics acceleration and build classroom libraries.
- Support professional development for leadership team members by having them attend a local conference on the development of professional learning communities.

### School Leadership Teams Institute (SLTI)

The Institute 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 the SLTI are as follows:

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

The purpose of the Institute is to support school leadership teams in their school improvement process. Institute workshops will build the capacity of the leadership team, and thereby contribute to improved school performance and

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student achievement. Current workshops developed by the Institute include the following:

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

## **M**ilestone: Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

### DATA ★ POINT

#### Diversity in the workforce

The Board of Education is committed to workforce diversity in employment. The Board also acknowledges the educational benefits of student exposure to a diverse workforce, as it promotes an understanding of diversity and enriches the exchange of ideas. As an equal opportunity employer and in order to reflect our school system's demographics, it is critical to monitor and make efforts to provide for diversity when there is evidence of significant underrepresentation of a particular group in the workforce (Board of Education Policy GBA, *Workforce Diversity*).

This data point provides information about the diversity of the MCPS workforce. It reports the gender and racial make-up of administrators, teachers, and supporting services employees during fiscal years 2004, 2005, and 2006. The data point also provides longitudinal information. It reports racial and gender data for the 2000 baseline year and similar data for fiscal years 2004, 2005, and 2006. These data report the percentages—by gender and racial group—of administrators, teachers, and supporting services employees.

During 2006 there were 21,277 employees, of which 73.9 percent (15,714) were female and 26.1 percent (5,563) were male. White employees represented 67.6 percent (14,389) of all employees, 18.7 percent (3,983) were African American, 7.6 percent (1,616) were Hispanic, 5.7 percent (1,222) were Asian American, and 0.3 percent (67) were American Indian (Table EE-1).

During 2006 more females were employed in the positions within each of the three employee work groups (i.e., administrators, teachers, and supporting services). Eighty percent (8,965) of teachers, 66.8 percent (5,970) of supporting services, and 60.7 percent (416) of administrators were female. Males comprised 20 percent (2,244) of teachers, 33.2 percent (2,972) of supporting services employees, and 39.3 percent (269) of administrators.

Relatively greater percentages of positions were held by White and African American employees. Approximately 63.9 percent (438) of administrators were White and 30.1 percent (206) of administrators were African American. All other racial groups comprised a total of 6 percent (41) of all administrator positions. The majority of teacher positions, 79.6 percent (8,919), were held by White employees. Approximately 25.9 percent (2,315) of supporting services employees were African American. More than 12 percent (1,126) of supporting services employees were Hispanic and 8.4 percent (751) were Asian American.

African American administrators increased by 4.4 percent between the 2000 baseline year and 2006. Asian American administrators increased by 0.3 percent, while Hispanic administrators decreased by 1.2 percent during this time period (Table EE-2).

African American teachers increased by 0.8 percent between 2000 and 2006. Hispanic teachers increased by 0.6 percent, and Asian American teachers increased by 1.2 percent over the same period of time (Table EE-3).

Asian American employees holding supporting services positions has increased from 4.6 percent during the 2000 baseline year to 8.4 percent during 2006. Hispanic employees holding supporting services positions has increased from 8.1 percent during 2000 to 12.6 percent during 2006. White employees holding supporting services positions has dropped 8.4 percent from 61.1 percent during 2000 to 52.7 percent during 2006. The percentage of African American employees in supporting services positions has remained approximately the same during this period of time (Table EE-4).

**GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION**MILESTONE** Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

Table EE-1

2006 Workforce Diversity							
Position	Males	Females	Amlnd	AsAm	AfAm	White	Hisp
Administrators	39.3	60.7	0.30	2.3	30.1	63.9	3.4
Other Professionals	17.7	82.3	0.20	2.7	18.0	72.5	6.6
Supporting Services	33.2	66.8	0.40	8.4	25.9	52.7	12.6
Teachers	20.0	80.0	0.20	4.0	12.3	79.6	3.9
<b>Total</b>	<b>26.1</b>	<b>73.9</b>	<b>0.30</b>	<b>5.7</b>	<b>18.7</b>	<b>67.6</b>	<b>7.6</b>

Table EE-2

Administrator Diversity 2000, 2004–2006								
Year	Position	Males	Females	Amlnd	AsAm	AfAm	White	Hisp
2000	Administrators	40.9	59.1	0.40	2.0	25.7	67.3	4.6
2004	Administrators	39.8	60.2	0.30	2.3	29.7	63.8	3.9
2005	Administrators	39.8	60.2	0.30	2.3	29.8	63.7	3.8
2006	Administrators	39.3	60.7	0.30	2.3	30.1	63.9	3.4

Table EE-3

Teacher Diversity 2000, 2004–2006								
Year	Position	Males	Females	Amlnd	AsAm	AfAm	White	Hisp
2000	Teachers	20.3	79.7	0.40	2.8	11.5	81.9	3.3
2002	Teachers	20.1	79.9	0.30	3.0	12.2	81.0	3.4
2004	Teachers	20.0	80.0	0.30	3.7	12.6	79.6	3.9
2005	Teachers	20.0	80.0	0.30	3.7	12.5	79.7	3.8
2006	Teachers	20.0	80.0	0.20	4.0	12.3	79.6	3.9

Table EE-4

Supporting Services Diversity 2000, 2004–2006								
Year	Position	Males	Females	Amlnd	AsAm	AfAm	White	Hisp
2000	Supporting Services	32.0	68.0	0.40	4.6	25.9	61.1	8.1
2004	Supporting Services	33.4	66.6	0.40	7.7	26.0	54.1	11.8
2005	Supporting Services	33.1	66.9	0.40	8.0	25.9	53.6	12.0
2006	Supporting Services	33.2	66.8	0.40	8.4	25.9	52.7	12.6

## **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 (NCLB) legislation required the Montgomery County Public Schools (MCPS) to ensure that all teachers of core academic subjects met the requirements to be designated “highly qualified” by July 1, 2006. However, because no Maryland counties were able to comply with the 100 percent highly qualified designation, the Maryland State Department of Education (MSDE) requested, at the invitation of the federal government, a “grace period” until July 1, 2007. MSDE’s plan was approved by the federal government and the extension was granted until July 1, 2007.

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. For purposes of NCLB reporting, a class is considered being taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification and the highly qualified designation. Core academic subjects are art, music, dance, drama/theatre, early childhood, elementary (including immersion), English, foreign language, mathematics, reading and language arts, science, and social studies.

Of the 25,569 core academic subject classes taught by MCPS teachers as of December 1, 2005, 85.5 percent (21,855) were taught by teachers who were designated highly qualified and 14.5 percent (3,713) were taught by teachers who were not yet designated highly qualified. The percentage of core academic subject classes being taught by highly qualified teachers has increased by 5.2 percent since December 1, 2004, when 80.3 percent (24,174) of 31,105 core academic subject classes were being taught by teachers who were designated highly qualified.

The Office of Human Resources (OHR) staff has informed educators who are teaching core academic subjects of the requirements to be designated highly qualified. The Maryland State Department of Education (MSDE) has defined at least four options for teachers to be designated highly qualified; however, at this time, only data related to two options can be retrieved from the MSDE database. Therefore, teachers’ records are being individually reviewed by OHR staff to determine teacher eligibility for compliance with the other two options. Since MSDE provided the special education HOUSSE to be designated highly qualified in December 2004, many special educators are using the HOUSSE rubric to become designated highly qualified in the core academic subject they are teaching. With the creation of the ESOL

HOUSSE rubric in December 2005, ESOL teachers who teach subjects other than English and reading/language arts, are using this option to become designated highly qualified. OHR 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.

## **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**

## Paraeducators in Title I schools who are highly qualified

In accordance with the federal No Child Left Behind (NCLB) legislation, MCPS had to ensure that all paraeducators employed in Title I schools met the requirements to be designated “highly qualified” by June 30, 2006.

In order for paraeducators to be designated as “highly qualified,” MSDE provides the following three options—pass the PRAXIS Para-Pro Assessment with a score of 455 or greater, have 48 college credits, or hold a two-year degree.

During the 2005–2006 school year, paraeducators in Title I schools who were not designated “highly qualified” were encouraged to either earn 48 college credits or pass the PRAXIS Para-Pro Assessment with a score of 455 or greater. The Division of Academic Support, Federal and State Programs, in collaboration with the Office of Organizational Development, offered a course that prepared paraeducators in Title I schools for the Para-Pro Assessment. Paraeducators who were not designated “highly qualified” by June 30, 2006, were involuntarily transferred to non-Title I schools.

During the 2005–2006 school year, there was a total of 224 paraeducators in 20 Title I schools. Of those, 97.3 percent (218) met NCLB requirements, a 2.3 percent increase compared with the 2004–2005 school year. During the 2004–2005 school year, there was a total of 210 paraeducators in 17 Title I schools. Of those, 95 percent (199) met NCLB requirements.

## **M**ilestone: Strategic plans exist and are aligned at all levels of the organization.

**DATA ★ POINT**

### Baldrige implementation

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 redesigned to reflect the components of the Baldrige Education Criteria for Performance Excellence. The goal of this initiative 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 Framework for Improving Teaching and Learning and the Baldrige Education Criteria for Performance Excellence. In order for this process to be successful, the entire staff and representatives from all stakeholder groups must be engaged. The progress on school improvement plan goals will be evaluated regularly with all stakeholders.

The following strategies have been implemented:

- *My Job, Your Job, Our Job*, a handbook for teachers, has been developed to support classroom implementation.
- *Building an Organizational Learning System: The Baldrige Principal's Handbook for Guiding the School Improvement Process* has been developed to support principals with implementing the Baldrige-guided School Improvement Process.
- Community superintendents and directors of school performance are using the *Baldrige Principal's Handbook* during supervisory visits to coach principals in the new school improvement process and monitor levels of implementation in all schools.
- Staff development teachers and staff development specialists have been trained to support school and classroom implementation.
- *Building a Classroom Learning System: A Toolbox for Teachers*, an extension of *My Job, Your Job, Our Job*, has been developed to further support classroom implementation.
- Three Baldrige Quality Academies, two elementary (Waters Landing and Sherwood) and one secondary (Tilden), have been created as visitation sites to support implementation at the classroom level.
- Baldrige Quality Academy teachers will conduct follow-up visits to schools to ensure the consistency of implementation, model lesson development using quality tools, and work with grade-level and department teams in implementation.
- Baldrige training will be offered during the 2006–2007 school year to all offices and for principals and leadership teams from new schools.

- In collaboration with the Office of School Performance, schools will be supported in the development of Baldrige-guided school improvement plans.

Approximately 3,000 teachers visited the Baldrige Quality Academies during the 2005–2006 school year. Exit cards were used to determine levels of participant satisfaction with the academy experience. Ninety-eight percent of the respondents indicated they were very satisfied with the experience.

A survey of community superintendents and directors of school performance indicated that 93 percent of the respondents agreed that the school improvement plans, using the Baldrige Criteria, are more focused than plans submitted previously not using the criteria. Eighty-seven percent of the respondents agreed that schools conduct quarterly school improvement plan reviews to determine the school's progress in meeting their goals. In addition, respondents indicated a range of 80 to 100 percent describing the number of schools in their quad/quint clusters that are implementing the Baldrige Basics in the *Baldrige Principal's Handbook*.

In March 2005 MCPS was named the winner of the state's most prestigious award for organizational performance excellence, which is based on the Baldrige Education Criteria for Performance Excellence—the U.S. Senate Productivity and Maryland Quality Award.

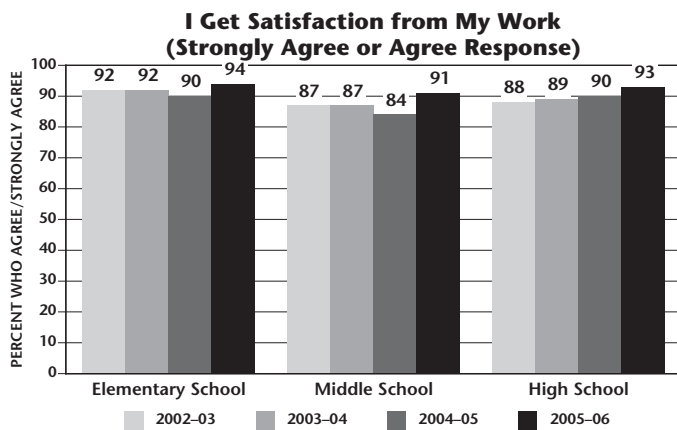
**Milestone:** The work environment promotes employee well-being, satisfaction, and positive morale.

**DATA ★ POINT**

**Staff survey**

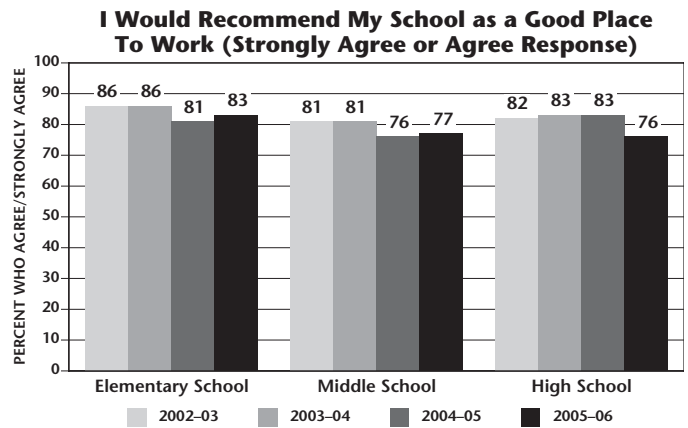
The Staff Survey of School Environment provides information about staff ratings of their satisfaction with their job and their school. Survey results for 2005–2006 show that more than 90 percent of elementary, middle, and high school staff are satisfied with their jobs (Figure FF-1). Staff satisfaction with their jobs increased at all school levels from 2004–2005 to 2005–2006.

**Figure FF-1**



Results of the 2005–2006 Staff Survey of School Environment show that more than 75 percent of elementary, middle, and high school staff would recommend their school as a good place to work (Figure FF-2). Recommendation rates typically were higher every year among elementary staff than among middle and high school staff. In 2005–2006, elementary and middle school staff satisfaction with their school as a good place to work was about the same as in 2004–2005. Fewer high school staff recommended their school as a good place to work in 2005–2006 than in 2004–2005.

**Figure FF-2**



Results of the Survey of non-school-based staff are not available because response rates were too low. The Department of Shared Accountability is in the process of collecting 2006–2007 survey data and hopes to publish results next year.

# 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 2005–2006 (Table GG-1).

**Table GG-1**

Number of Employees Recognized for their Efforts in Pursuit of System Goals		
	Number of Employees 2004–2005	Number of Employees 2005–2006
<b>Administrative and Supervisory/Teachers/Supporting Services</b>		
Years of Service Recognition—15, 25, 35 years	634	766
Retirement Reception	201	186
Above and Beyond the Call of Duty (ABCD) Awards	26	16
<b>Administrative and Supervisory</b>		
*Mark Mann Excellence and Harmony Award	1	1
*Edward Shirley Award for Excellence in Educational Administration and Supervision	1	1
*Distinguished Educational Leadership Award ( <i>The Washington Post</i> )	1	1
*Assistant Principal of the Year	New	1
Deans of Educational Administration (30 years or more in educational administration)	New	3
<b>Teachers</b>		
National Board Certification for Professional Teaching Standards	55	57
*Agnes Meyer Outstanding Teacher Award ( <i>The Washington Post</i> )	1	1
Greenblatt Award for Veteran and First-Year Teachers	4	4
*Montgomery County Teacher of the Year (part of Maryland Teacher of the Year from MSDE)	1	1
<b>Supporting Services</b>		
*Supporting Services Employee of the Year	1	1
Energy Conservation Performance Awards—School Plant Operations	30	46
Perfect Attendance—School Plant Operations	33	6
Perfect Attendance—Food Safety and Food Preparation	51	47
Perfect Attendance—Bus Operators and Attendants	32	20
Safe Driving Awards for Bus Operators—5, 10, 15, 20, 20+ years of accident-free driving	192	176
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation staff—5, 10, 15, 20, 20+ years	213	188

\* Single award

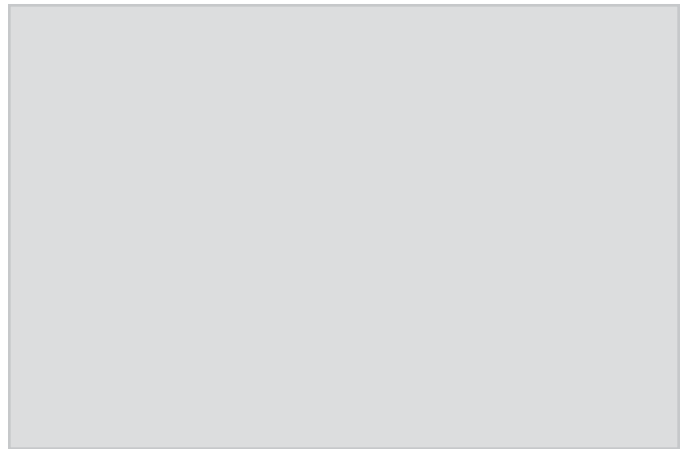
# GOAL FIVE: Provide High-quality Business Services that Are Essential to the Educational Success of Students

## Provide High-quality Business Services that Are Essential to the Educational Success of Students

Successfully managing and operating a school system of 199 schools, nearly 140,000 students, and more than 20,000 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.

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 Five encompasses the following milestones and accompanying data points.



Milestone	Data Point
<b>M</b> All business services will meet or exceed customers' needs, requirements, and reasonable expectations.	★ Customer Results
<b>M</b> Systems are in place to recruit, support, and retain highly qualified business services personnel.	★ Human Resources Results
<b>M</b> 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
<b>M</b> All business functions effectively and efficiently deliver the highest-quality products, resources, and business services essential to the educational success of students.	★ Organizational Results

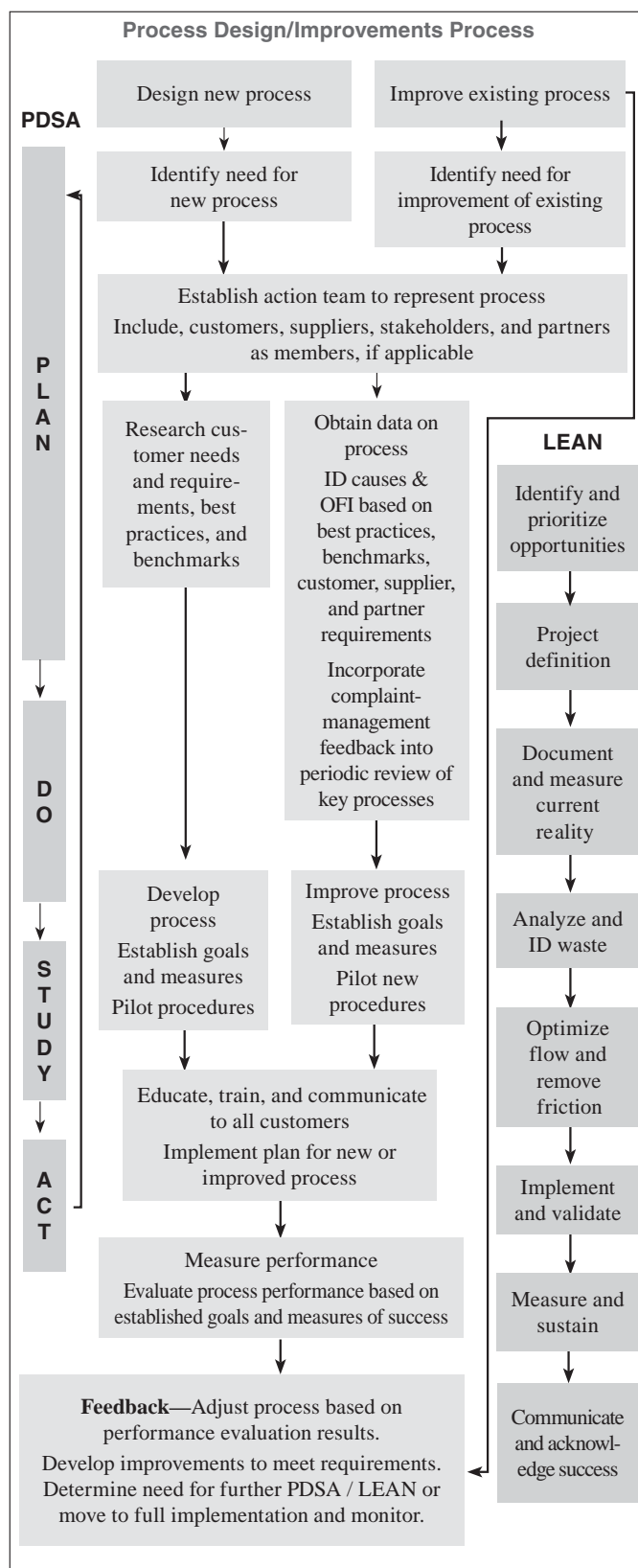
MCPS uses a systematic method called the Process Design and Improvement Process (PDIP) to improve the overall operational performance of key business services. PDIP establishes the structure for determining requirements; integrating feedback from customers, suppliers, unions, and stakeholders; ensuring 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 the PDIP is process adjustment through the review and analysis of rework, errors, and audit/inspection results with the objective of preventing reoccurrence 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. In 2005 senior leaders in the Office of the Chief Operating Officer (OCOO) 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 still being developed. Taken together, these diverse performance measurements help to drive business decisions and process improvements and other organizational initiatives that make the business and financial operations more productive, efficient, and effective in meeting customers’ needs and expectations.



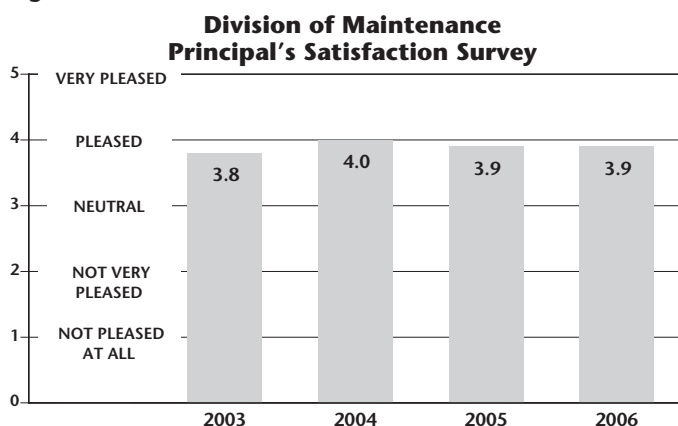
# Milestone: All business services will meet or exceed customers' needs, requirements, and reasonable expectations

**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 is gathered through an annual electronic survey of school principals and other selected school staff and is 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 3.9. 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 HH-1).

Figure HH-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 2006 DMM completed 91 percent of more than 510 focus group issues.

OCOO uses the data from the surveys of school environment to determine the student and parent levels of satisfaction in four major categories: Food Services, 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 level for both parents and students and lower levels in middle and high schools. The data are analyzed by each department and processes are evaluated and refined. New processes may be developed based on the feedback from parents and students. Generally, parents' responses were more positive than students' responses. Reported in the tables below are the overall levels of satisfaction with the major categories in the surveys of school environment 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 HH-1, HH-2, HH-3, HH-4).

Table HH-1

Food and Nutrition, Level of Satisfaction				
	2003	2004	2005	2006
Elementary Students	67.8	64.6	65.7	63.2
Elementary Parents	79.9	82.5	81.3	75.6
Middle School Students	63.4	63.1	63.3	57.4
Middle School Parents	76.8	78.3	75.6	72.3
High School Students	56.7	55.3	55.5	49.0
High School Parents	69.8	69.1	70.3	63.1

**GOAL 5 PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS****MILESTONE** All business services will meet or exceed customers' needs, requirements, and reasonable expectations.

Table HH-2

Facilities—Custodial, Level of Satisfaction				
	2003	2004	2005	2006
Elementary Students	82.4	78.9	79.9	79.3
Elementary Parents	95.1	95.4	95.3	94.1
Middle School Students	70.2	70.2	72.3	67.8
Middle School Parents	93.4	93.3	93.2	92.0
High School Students	64.5	65.5	68.2	63.9
High School Parents	86.9	85.8	88.6	84.9

Table HH-3

Safety and Security, Level of Satisfaction				
	2003	2004	2005	2006
Elementary Students	90.9	88.7	89.3	90.8
Elementary Parents	na*	na*	na*	96.4
Middle School Students	80.2	78.9	80.4	78.4
Middle School Parents	na*	na*	na*	93.5
High School Students	73.1	72.9	75.6	76.4
High School Parents	na*	na*	na*	89.9

\*Item was not included in previous surveys

Table HH-4

Transportation, Level of Satisfaction				
	2003	2004	2005	2006
Elementary Students	84.7	81.8	84.4	85.2
Elementary Parents	92.6	93.4	92.8	91.3
Middle School Students	71.8	71.5	74.7	73.3
Middle School Parents	85.8	88.4	86.3	87.7
High School Students	78.2	78.9	77.6	79.2
High School Parents	88.4	89.1	87.2	89.1

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

**DATA ★ POINT**

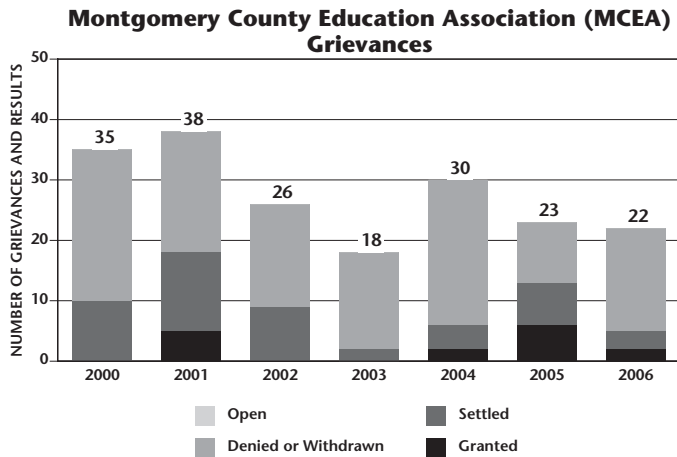
**Human resources results**

The school system actively recruits a highly qualified workforce. During FY 2006, 1,284 teachers and 1,296 new supporting services employees were hired. This data point provides information about the number and percentage of teachers hired during 2005–2006 who are designated “highly qualified.”

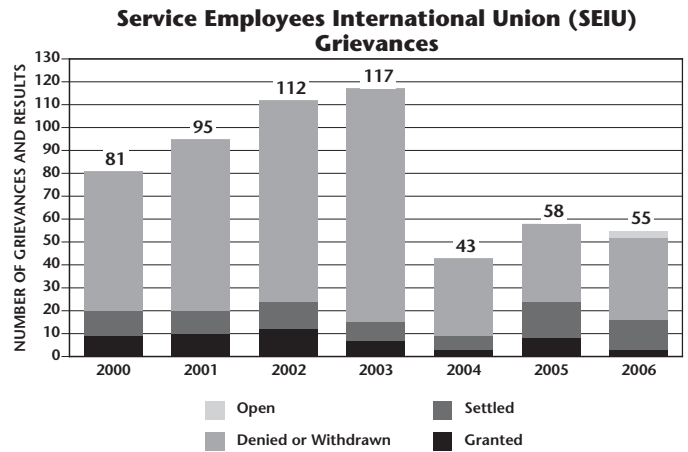
NCLB requires that teachers of core academic subjects meet requirements to be designated “highly qualified.” Of the 1,284 newly hired teachers, 917 were hired to teach a core academic subject. Eighty-one percent (746) of the newly hired teachers teaching core academic subjects were “highly qualified.”

The significant reductions in grievances and administrative complaints with SEIU, Local 500 and MCEA are a direct result of evaluating and refining the negotiations process and the collaborative working environment that exists between the employee organizations and MCPS staff. With the three bargaining units, MCPS developed an interest-based bargaining process that has strengthened the collaborative relationship between the Board and employee organizations and significantly reduced grievances (Figures II-1 and II-2).

**Figure II-1**



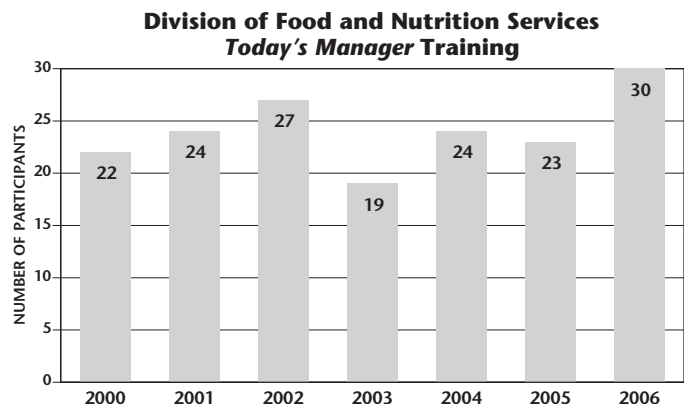
**Figure II-2**



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 a 12-hour leadership training program for incumbent managers and supervisors. The course continues to be required for all new supervisors and a new advanced 12-hour course for incumbent supervisors and managers has been added.

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 as indicated on the manager survey instrument in the fall and spring. DFNS staff who aspire to become cafeteria managers or staff newly placed into a manager’s position can attend a week-long Today’s Manager class that is held in June every year. This training reviews the basic components of the manager responsibilities covering areas on human resources, financial management, customer satisfaction, menu planning, ordering and inventory management, marketing, and professional development (Figure II-3).

**Figure II-3**



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

**MILESTONE** All business services will meet or exceed customers' needs, requirements, and reasonable expectations.

The School Plant Operations Supervisory and Leadership class is designed to improve the supervisory skills of current building service managers and prepares other employees interested in being promoted into these positions. Training includes how to plan, schedule, and organize work, time and material management techniques, and effective communication. Participants also learn how to conduct an effective interview, motivate and influence employees, and evaluate their performance. SPO trains approximately 90 employees per year (Figure II-4).

**Figure II-4**



**Employee Turnover and Retention**

These data report employee turnover and retention rates. Turnover rates reflect numbers and percentages of employees who retired or terminated employment during each fiscal year. Retention rates reflect the numbers and percentages of administrators, teachers, and supporting services staff who were retained as MCPS employees. The data point also provides longitudinal information for fiscal years 2003 through 2006.

During 2005–2006, there were 692 administrators, of which 93.1 percent (644) were retained and continued employment with MCPS. Of the 48 administrators who ended active service with MCPS, 24 retired and 24 terminated employment. During this same time period, there were 11,665 teachers, of which 93 percent (10,853) continued employment with MCPS. Of the 812 teachers who ended active service with MCPS, 231 retired and 581 terminated employment. During the 2005–2006 school year, there were 9,080 supporting services employees, of which 92.2 percent (8,365) continued employment with MCPS. Of the 715 supporting services employees who ended active service with MCPS, 221 retired and 494 terminated employment.

The percentage of employees who have retired or terminated employment was approximately the same between 2003–2004 and 2005–2006 (Tables II-1, II-2, II-3).

**Table II-1**

Administrators: Turnover & Retention					
Fiscal Year	No. Admin.*	Turnover		Retention	
		No.	%	No.	%
2003	625	47	7.5	578	92.5
2004	634	46	7.3	588	92.7
2005	649	49	7.6	600	92.4
2006	692	48	6.9	644	93.1

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

**Table II-2**

Teachers: Turnover and Retention					
Fiscal Year	No. Teachers*	Turnover		Retention	
		No.	%	No.	%
2003	11,158	753	6.7	10,405	93.3
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

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

**Table II-3**

Support Services: Turnover and Retention					
Fiscal Year	No. Sup. Svcs.*	Turnover		Retention	
		No.	%	No.	%
2003	8,437	598	7.09	7,839	92.91
2004	8,641	638	7.38	8,003	92.62
2005	8,831	730	8.27	8,101	91.73
2006	9,080	715	7.87	8,365	92.13

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

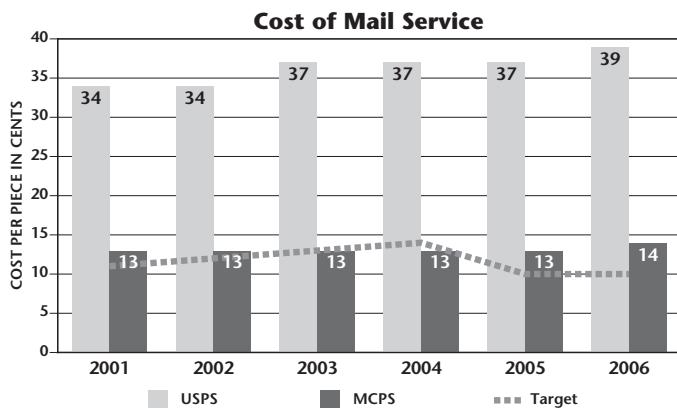
**Milestone:** All business functions plan, develop, secure, and effectively manage fiscal resources in compliance with internal and external accountability requirements to support the education of students.

**DATA POINT**

**Financial results**

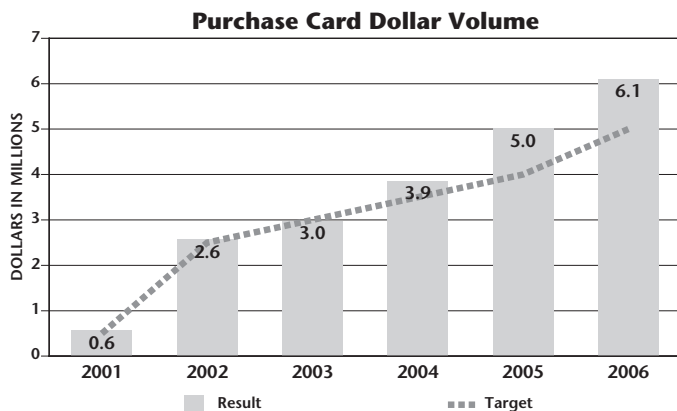
Measuring financial aspects of a business are critical to ensuring that the costs of doing business are responsibly managed. MCPS strives to find comparable benchmarks to determine effectiveness and efficiency. The table below compares the per-piece transaction cost of mail service for MCPS with the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

**Figure JJ-1**



The Purchasing Card Program streamlines the process of making low-dollar purchases and reduces the number of hours spent by staff processing paper purchase orders. The amount of time saved equates to a savings of more than \$1.5 million per year (Figure JJ-2).

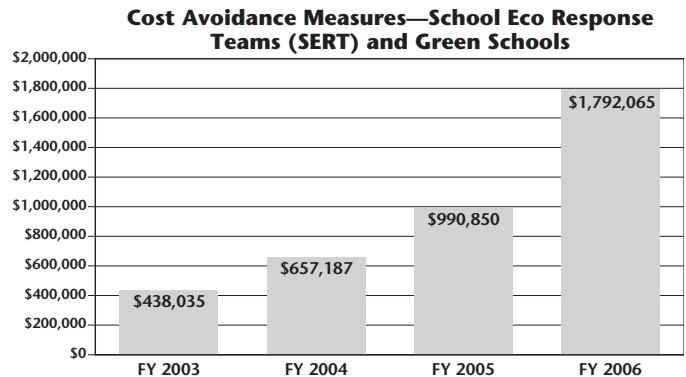
**Figure JJ-2**



Cost avoidance measures the cost savings from investments in the School Eco Response Team (SERT) and Green Schools energy 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 adjusted for

variations in weather and facility floor area. The cost avoidance for 2006 is \$1.8 million (Figure JJ-3).

**Figure JJ-3**



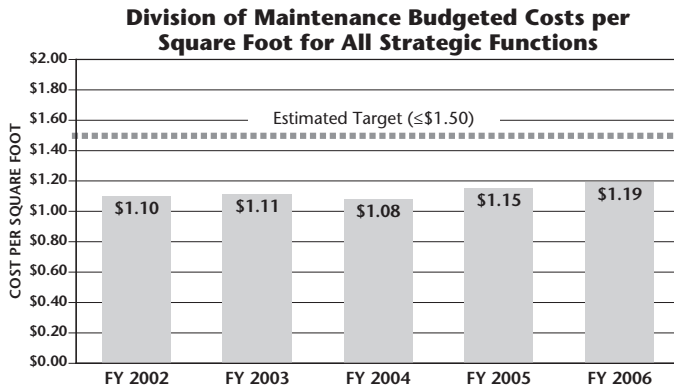
Internal and external fiscal accountability is governed by federal and state statute and the Code of Maryland Regulations (COMAR), county charter, and Board policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental Accounting, Auditing, and Financial Reporting; and state and federal rules and regulations regarding the Freedom of Information Act. During the past 24 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. For two consecutive years, MCPS has been awarded the Government Finance Officers Association certificate of achievement for excellence in financial reporting.

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 increase primarily due to employee wage growth (Figure JJ-4).

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

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

Figure JJ-4



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

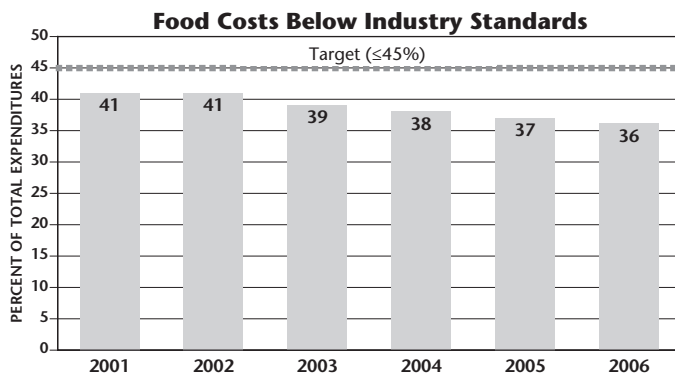
**DATA POINT**

**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 cost (Figure KK-1).

**Figure KK-1**

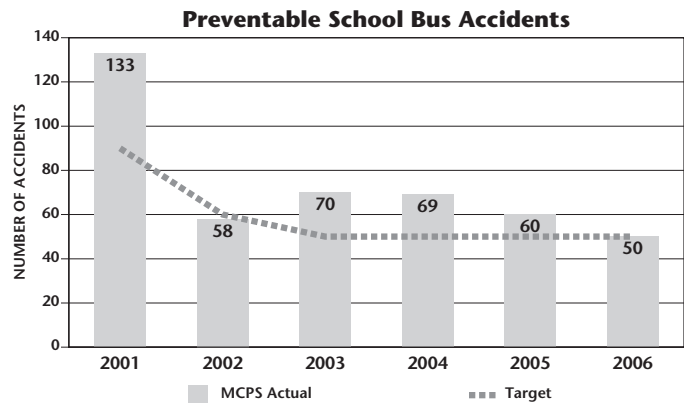


Copy-Plus is a new program that provides school staff document preparation service. Data analysis has determined that every 3,000 pages produced by Copy-Plus will save one hour of school staff time. The FY 2007 Copy-Plus program goal is 60 million copies that will equate to 20,000 hours of school staff time efficiency.

In 2003 four buses out of a fleet of 1,200 were pulled out of service for more than 24 hours through state inspections for safety-related faults. In 2006 no buses out of a fleet of 1,235 inspected were pulled out of service for more than 24 hours through state inspections for safety-related faults

Preventable school bus accidents are those where 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 drivers. MCPS's bus accident record is the best in Maryland (Figure KK-2).

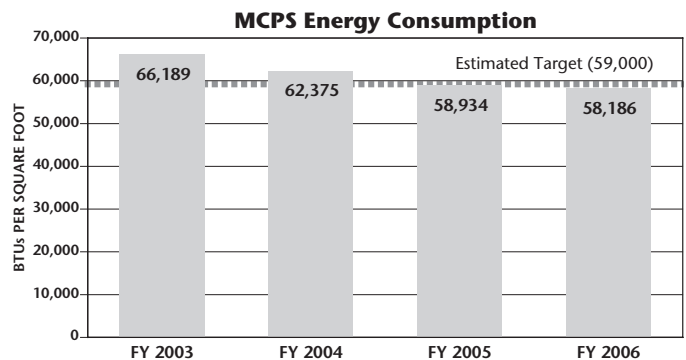
**Figure KK-2**



**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 can then be totaled. The total energy consumption is then normalized to account for annual changes in the number and size of buildings. Normalization is accomplished by dividing the total energy consumption by the total floor area of the school system. BTUs per square foot is a common measurement for benchmarking energy use and represents the overall intensity of energy use in our facilities (Figure KK-3).

**Figure KK-3**



**Figure KK-4**

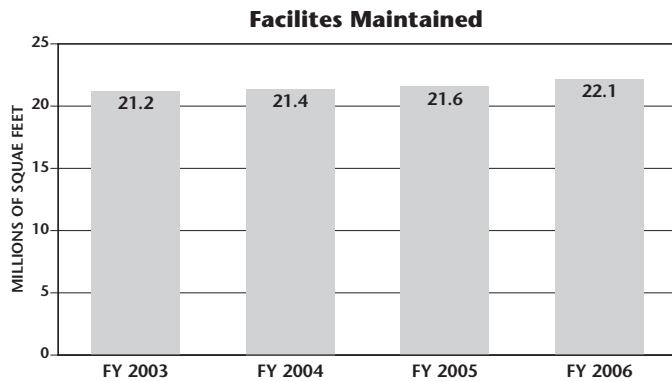
Square footage of facilities maintained is not a performance measure, but an important facilities statistic that reflects growth in overall maintenance workload. As new schools are constructed and old schools are expanded, the additional floor space created (measured in square feet) reflects the additional mechanical, electrical, and building components and systems that will require maintenance and repair services. The chart reflects significant growth in square footage during the past four fiscal years. Growth in square

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

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

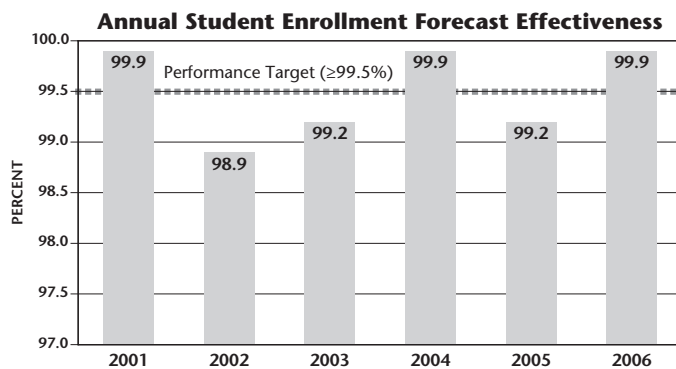
footage is correlated with other statistics such as budgeted resources, staffing levels, completed work order production, and backlog of maintenance and repair work to help develop recommendations for future program funding and staffing as well as productivity improvements. Square footage is also used as a “denominator” in developing performance measures such as “cost per square foot” for performing maintenance services, which can then be benchmarked against other organizations, provided that equivalent services can be accurately compared (Figure KK-4).

**Figure KK-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 been above 99.0 percent in enrollment forecast accuracy for three of the past five years, and has exceeded its target level of 99.5 percent in two of the past five years (Figure KK-5).

**Figure KK-5**



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## MCPS at a Glance

■ Official enrollment (2005–2006) . . . . .	139,311
■ Largest school district in Maryland 17 <sup>th</sup> largest school district in the U.S.	
■ International students from more than 163 countries	
■ Languages spoken . . . . .	134
■ ESOL students . . . . .	(13,373) 9.6%
■ Students receiving special education services . . . . .	(16,578) 11.9%
■ Students receiving Free and Reduced-price Meals (FARMS) . . . . .	(35,942) 25.8%
■ Students ever receiving FARMS . . . . .	(54,888) 39.4%
■ 2006 SAT results	
Last administration average score . . . . .	1634
Seniors taking SAT . . . . .	(7,191) 75.8%
■ National Merit Scholars, 2005-2006 . . . . .	58
■ National Blue Ribbon Schools, 1983-2006 . . . . .	32
■ FY 2006 Operating Budget . . . . .	\$1.7 billion
■ FY 2006 Capital Improvements Budget . . . . .	\$184.7 million
■ Cost per pupil . . . . .	\$11,566
■ Number of employees . . . . .	21,277
■ Number of teachers . . . . .	11,209
■ Number of schools . . . . .	194
■ Square feet of new and modernized space, 2005-2006 . . . . .	1,052,600
■ Number of buses . . . . .	1,265
6 <sup>th</sup> largest school bus fleet in the U.S.	
■ Students transported . . . . .	96,000
■ School meals served . . . . .	12 million

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Published by the Department of Communications for the Department of Shared Accountability

1513-07 • Electronic Graphics  & Publishing Services • 1/07 • 3,000