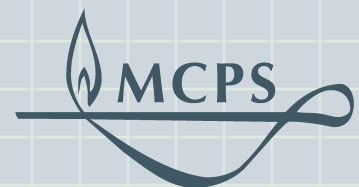


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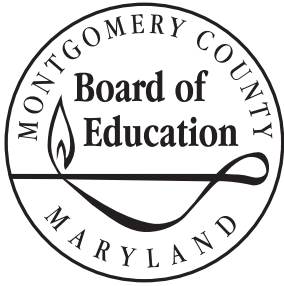
# Annual Report on Our Call to Action

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*Montgomery County Public Schools*



Rockville, Maryland



## **VISION**

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***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.***

## **Board of Education**

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*Superintendent of Schools*

Mr. Larry A. Bowers  
*Chief Operating Officer*

Dr. Frieda K. Lacey  
*Deputy Superintendent of Schools*

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Rockville, Maryland 20850  
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## 2007 Annual Report on *Our Call to Action: Pursuit of Excellence*

Dear Staff, Parents, and Community Members:

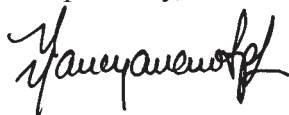
The 2007 Annual Report on *Our Call to Action: Pursuit of Excellence* reflects our ongoing commitment to the school system's continuous improvement and our accountability to stakeholders. The report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. This year's report is strengthened by the addition of student and district performance targets as well as the first report on newly established data points for Goal 3, Strengthen Productive Partnerships for Education. *Our Call to Action: Pursuit of Excellence* is the catalyst for continuous improvement and guides the work of staff, students, parents, and the community. Its focus is on developing and implementing strategies and initiatives in the areas of curriculum, instruction, assessment, professional development, and operational support. Moreover, it provides a framework for monitoring the effectiveness of both academic and operational reforms and identifying opportunities for continued improvement.

The 2007 Annual Report on *Our Call to Action: Pursuit of Excellence* confirms that initiatives have provided the opportunities to produce significant gains in student performance and improve operational functioning during a period of considerable change in the Montgomery County Public Schools (MCPS). While continued progress in achieving the goals of the strategic plan is noteworthy, we also know that more work needs to be done to achieve our ultimate goal of success for every student. The data contained in this report are used to identify opportunities for improvement and to determine if strategies need to be adjusted or resources realigned to achieve desired results.

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 report is available at [www.montgomeryschoolsmd.org/about/strategicplan/annualreport/](http://www.montgomeryschoolsmd.org/about/strategicplan/annualreport/). The online report provides links to school-level data for selected data points published by both MCPS and the Maryland State Department of Education.

The results in the 2007 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.

Respectfully,



Nancy Navarro  
President, Board of Education



Jerry D. Weast, Ed.D.  
Superintendent of Schools



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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**

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

### **BOARD OF EDUCATION ACADEMIC PRIORITIES\***

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

*\*Revised July 17, 2007*

### **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?



# Overview:

## ANNUAL REPORT on Our Call to Action

In June 2007, The Board of Education updated *Our Call to Action: Pursuit of Excellence*—The Strategic Plan for the Montgomery County Public Schools. This update, while remaining focused on the core mission of providing every student with a high-quality, world-class education, intensified the school system's focus by strengthening the strategies, initiatives, and implementation schedules of key reforms. The strategic plan provides an accountability structure for measuring academic performance and operational effectiveness, as well as a framework for identifying opportunities for improvements.

The 2007 Annual Report on *Our Call to Action* is strengthened by additional student and district performance targets and first-time reporting on newly established data points for Goal 3, Strengthen Productive Partnerships for Education. Staff worked with many stakeholder groups and benchmarked with other school systems across the country to strengthen Goal 3 so that it truly reflects the school system's strategic initiatives. The new milestones and data points give a clearer picture of the progress we are making with reaching out to and engaging all stakeholder groups.

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

MCPS recognizes areas where progress is lagging and remains committed to the continuous improvements that will ensure every student receives a high-quality education. The Executive Leadership Team (ELT) regularly monitors the strategic plan milestones and data points. Through this sustained effort, the effectiveness of academic and operational reforms is assessed, opportunities for improvements are identified, and interventions are pinpointed.

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

The performance targets reflect the requirements of national, state, and local accountability mandates and take into consideration reasonable expectations about where the Montgomery County Public Schools (MCPS) wants to be in the next three 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 (i.e., Limited English Proficient (LEP), Free and Reduced-price Meals System (FARMS), and students 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 pertain to the following data points: meeting benchmark on Grade 2 MCPS Assessment Program (MCPS-AP) in reading; proficiency in Mathematics 6 by the end of Grade 5; proficiency rates for elementary, middle, and high school students on the mathematics and reading Maryland School Assessment (MSA); successful completion of Algebra 1 by the end of Grade 8; passing rate for middle school Algebra High School Assessments (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; PSAT participation for Grade 9 and Grade 10 students; AP and International Baccalaureate examination participation and performance for graduating seniors; and suspension rates for elementary, middle, and high school students.

All 2007 student performance targets continue to be consistently met by both Asian American and White students, with the exception of Grade 2 MCPS-AP reading at benchmark and middle school Algebra HSA performance. African American and Hispanic elementary and high school students met targets in the areas of reading and math MSA performance. African American and Hispanic middle school students met the targets for reading MSA performance, while only African American middle school students met the math MSA performance target. Special education and LEP students also met a limited number of targets. All LEP students, regardless of level of service, as well as all 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 of student and district targets identifies areas where additional effort and focus are needed, a review of overall results indicates significant progress in all goal areas. Goal 1, Ensuring Success for Every Student, focuses on the achievement of both individual and groups of students. The percentage of all students completing algebra or higher-level mathematics by the end of Grade 8 has increased since the baseline year for all students and all groups of students, with most notably Hispanic students showing the greatest percentage point increase. The percentage of students passing the Algebra, Biology, English, and Government HSAs has increased for all students and all groups of students, with the passing rate among LEP students showing the greatest percentage point increase since the baseline year for each HSA.

Goal 2, Provide an Effective Instructional Program, focuses on the programmatic aspects of systemic school reform. A number of key strategic reform efforts are ensuring a consistent, congruent continuum of curriculum, instruction, and assessment essential for student achievement. The development and implementation of a standards-based curriculum is central to these programmatic reform efforts. Increases in the percentage of Grade 5 students successfully completing Mathematics 6 and increased enrollment in at least one Honors or AP course underscores the strength of these programmatic efforts.

Goal 3, Strengthen Productive Partnerships for Education, focuses on the dynamic relationship between MCPS as an institution and the community. The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. Numerous community volunteers continue to mentor, tutor, and share their knowledge and expertise to support learning and enrich the instructional program. Approximately 17,000 parents participated in more than 550 workshops designed to provide parents with information about the MCPS curriculum and share strategies for helping to improve their children's learning. Additionally, more than 55 advisory groups provided a communication mechanism, helped to identify and prioritize needs and issues, and provided valuable stakeholder feedback.

Goal 4, Create a Positive Work Environment in a Self-Renewing Organization, focuses on creating a professional growth system that provides the foundation for a professional learning community where employees are afforded

time, support, and opportunity for continuous growth and improvement. The consulting teacher program continues to provide intensive support and guidance to novice and underperforming teachers. Support staff has been provided with competency-based training programs based on continuous improvement. And most impressively, schools participating in the Professional Learning Communities Institute continue to outpace growth in student performance compared with county and state averages.

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

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

## Student Performance Targets

Data Point	2006			2007			2008–2010 Student Performance Target		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>Grade 2 Reading—Percentage At or Above Benchmark</b>									
All Students					67.7%				
Asian American					77.6%				
African American					56.6%				
White				≥79.4%	78.7%		≥82.9%	≥86.5%	≥90.0%
Hispanic					50.0%				
SpEd					32.8%				
LEP					35.0%				
FARMS					48.8%				
<b>Grade 5 Mathematics 6 or Higher—Percentage At or Above Proficient</b>									
All Students		29.4%	✓		38.9%	✓			
Asian American		48.3%	✓		59.9%	✓			
African American		13.0%			18.7%				
White	≥29.4%	40.2%	✓	≥33.3%	52.8%	✓	≥37.2%	≥41.1%	≥45%
Hispanic		12.2%			17.5%				
SpEd		7.5%			9.8%				
LEP		4.4%			6.3%				
FARMS		10.3%			14.4%				
<b>ES MSA Reading—Percentage At or Above Proficient</b>									
All Students		83.5%	✓		86.4%	✓			
Asian American		90.5%	✓		92.7%	✓			
African American		71.4%	✓		76.5%	✓			
White	≥62.5%	92.7%	✓	≥67.2%	94.4%	✓	≥71.8%	≥76.5%	≥81.2%
Hispanic		72.4%	✓		76.6%	✓			
SpEd		62.3%			67.8%	✓			
LEP		65.4%	✓		70.9%	✓			
FARMS		67.8%	✓		72.5%	✓			
<b>ES MSA Mathematics—Percentage At or Above Proficient</b>									
All Students		83.8%	✓		85.9%	✓			
Asian American		93.6%	✓		95.0%	✓			
African American		68.4%	✓		72.6%	✓			
White	≥58.8%	93.5%	✓	≥63.9%	94.1%	✓	≥69.1%	≥74.2%	≥79.4%
Hispanic		73.6%	✓		76.8%	✓			
SpEd		56.5%			60.7%	✓			
LEP		69.0%	✓		72.4%	✓			
FARMS		67.3%	✓		71.3%	✓			
<b>Elementary School Suspension Rate</b>									
All Students		1.4%			1.4%				
Asian American		0.4%	✓		0.4%	✓			
African American		3.7%			3.1%				
White	≤1.3%	0.7%	✓	≤1.3%	0.7%	✓	≤1.3%	≤1.3%	≤1.3%
Hispanic		1.3%	✓		1.4%				
SpEd		3.9%			3.5%				
LEP		1.2%	✓		1.2%	✓			
FARMS		2.8%			2.6%				
<b>MS MSA Reading—Percentage At or Above Proficient</b>									
All Students		76.9%	✓		80.8%	✓			
Asian American		86.5%	✓		89.5%	✓			
African American		62.3%	✓		68.1%	✓			
White	≥61.5%	89.8%	✓	≥66.3%	92.6%	✓	≥71.1%	≥75.9%	≥80.8%
Hispanic		57.3%			63.8%				
SpEd		42.7%			51.3%				
LEP		43.9%			48.4%				
FARMS		52.9%			59.2%				

## Student Performance Targets

Data Point	2006			2007			2008–2010 Student Performance Target		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>MS MSA Mathematics—Percentage At or Above Proficient</b>									
All Students	≥42.9%	71.5%	✓	≥50.0%	73.7%	✓	≥57.1%	≥64.3%	≥71.4%
Asian American		87.6%	✓		89.6%	✓			
African American		48.9%	✓		52.7%	✓			
White		86.2%	✓		88.0%	✓			
Hispanic		52.4%	✓		55.7%	✓			
SpEd		35.0%			43.1%				
LEP		45.8%	✓		47.0%				
FARMS		45.4%	✓		49.5%				
<b>Grade 8 Algebra—Percentage Completing</b>									
All Students	≥54.6%	49.4%		≥61%	55.9%		≥67.3%	≥73.7%	≥80.0%
Asian American		72.3%	✓		78.6%	✓			
African American		25.5%			33.1%				
White		64.3%	✓		71.4%	✓			
Hispanic		26.2%			32.6%				
SpEd		11.7%			15.5%				
LEP		15.1%			19.7%				
FARMS		21.7%			28.5%				
<b>Algebra 1 High School Assessment—Percentage Passing in Middle School</b>									
All Students	100.0%	97.0%		100.0%	95.2%		100.0%	100.0%	100.0%
Asian American		98.7%			97.4%				
African American		91.8%			86.3%				
White		98.6%			98.6%				
Hispanic		92.5%			89.4%				
SpEd		90.2%			88.8%				
LEP		86.5%			86.8%				
FARMS		91.8%			85.2%				
<b>Middle School Suspension Rate</b>									
All Students	≤7.4%	7.8%		≤7.2%	7.4%		≤7.0%	≤6.7%	≤6.5%
Asian American		2.8%	✓		2.7%	✓			
African American		17.3%			16.3%				
White		3.4%	✓		3.1%	✓			
Hispanic		10.0%			9.3%				
SpEd		16.8%			15.7%				
LEP		8.3%			8.5%				
FARMS		16.3%			15.2%				
<b>Grade 9 Algebra—Percentage Completing</b>									
All Students	≥81.4%	75.4%		≥86.1%	76.5%		≥90.7%	≥95.4%	100.0%
Asian American		90.0%	✓		91.1%	✓			
African American		58.9%			61.3%				
White		89.9%	✓		90.8%	✓			
Hispanic		55.2%			55.7%				
SpEd		42.8%			41.7%				
LEP		39.2%			39.6%				
FARMS		49.8%			51.8%				
<b>Grade 10 Geometry—Percentage Completing</b>									
All Students	≥76.6%	71.7%		≥82.4%	72.7%	✓	≥88.3%	≥94.1%	100.0%
Asian American		86.3%	✓		86.5%	✓			
African American		51.8%			52.9%				
White		86.6%	✓		88.5%	✓			
Hispanic		48.7%			50.4%				
SpEd		37.7%			38.1%				
LEP		30.8%			31.5%				
FARMS		45.5%			45.1%				

## Student Performance Targets

Data Point	2006			2007			2008–2010 Student Performance Target		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>Honors/AP Enrollment—At least one course</b>									
All Students	≥68.4%	69.7%	✓	≥70.1%	71.8%	✓	≥71.7%	≥73.4%	≥75.0%
Asian American		84.4%	✓		85.8%	✓			
African American		50.7%			53.6%				
White		82.3%	✓		84.5%	✓			
Hispanic		49.2%			52.9%				
SpEd		23.3%			23.7%				
LEP		28.1%			31.9%				
FARMS		41.6%			44.9%				
<b>Grade 9 PSAT—Percentage Participating</b>									
All Students				≥92.3%	92.4%	✓	≥93.2%	≥94.1%	≥95.0%
Asian American					95.5%	✓			
African American					89.6%				
White					95.3%	✓			
Hispanic					87.3%				
SpEd					82.6%				
LEP					78.8%				
FARMS					85.9%				
<b>Grade 10 PSAT—Percentage Participating</b>									
All Students				≥91.2%	91.2%	✓	≥92.5%	≥93.7%	≥95.0%
Asian American					95.8%	✓			
African American					87.3%				
White					94.3%	✓			
Hispanic					84.7%				
SpEd					81.0%				
LEP					79.1%				
FARMS					84.0%				
<b>HS MSA Reading—Percentage At or Above Proficient</b>									
All Students	≥45.3%	70.3%	✓	≥52.2%	77.6%	✓	≥59.0%	≥65.8%	≥72.7%
Asian American		81.6%	✓		84.4%	✓			
African American		47.9%	✓		60.2%	✓			
White		83.4%	✓		91.5%	✓			
Hispanic		53.7%	✓		60.5%	✓			
SpEd		29.7%			46.5%				
LEP		45.9%	✓		38.7%				
FARMS		44.5%			53.3%	✓			
<b>HS MSA Mathematics—Percentage At or Above Proficient</b>									
All Students	≥29.8%	77.1%	✓	≥38.6%	79.5%	✓	≥47.3%	≥56.1%	≥64.9%
Asian American		90.1%	✓		90.8%	✓			
African American		57.4%	✓		61.2%	✓			
White		89.7%	✓		91.9%	✓			
Hispanic		60.8%	✓		66.1%	✓			
SpEd		45.2%	✓		44.9%	✓			
LEP		49.4%	✓		59.0%	✓			
FARMS		48.2%	✓		60.8%	✓			
<b>SAT/ACT Participation (Graduating Seniors)</b>									
All Students	≥77.2%	75.8%		≥77.9%	80.3%	✓	≥78.6%	≥79.3%	≥80.0%
Asian American		87.8%	✓		89.7%	✓			
African American		65.9%			73.7%				
White		82.1%	✓		87.4%	✓			
Hispanic		53.0%			57.5%				
SpEd		45.9%			50.3%				
LEP		35.7%			40.6%				
FARMS		54.0%			62.7%				

## Student Performance Targets

Data Point	2006			2007			2008–2010 Student Performance Target		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>SAT Performance (Graduating Seniors)</b>									
All Students	≥1634	1634	✓	≥1638	1624		≥1642	≥1646	≥1650
Asian American		1710	✓		1706	✓			
African American		1360			1357				
White		1735	✓		1736	✓			
Hispanic		1410			1418				
SpEd		1383			1353				
LEP		1148			1127				
FARMS		1316			1315				
<b>AP/IB Exam Participation (Graduating Seniors)</b>									
All Students	≥56.1%	56.1%	✓	≥59.6%	60.6%	✓	≥63%	≥66.5%	≥70.0%
Asian American		75.0%	✓		76.3%	✓			
African American		28.0%			35.0%				
White		65.0%	✓		70.5%	✓			
Hispanic		42.1%			48.5%				
SpEd		17.9%			18.2%				
LEP		24.7%			34.4%				
FARMS		33.5%			39.6%				
<b>AP/IB Exam Performance (Graduating Seniors)</b>									
All Students	≥42.2%	45.7%	✓	≥52.4%	47.0%		≥56.6%	≥60.8%	≥65.0%
Asian American		60.5%	✓		61.4%	✓			
African American		16.8%			19.4%				
White		55.6%	✓		58.0%	✓			
Hispanic		33.9%			36.0%				
SpEd		13.1%			11.7%				
LEP		20.7%			26.9%				
FARMS		23.6%			25.5%				
<b>Graduation Rate</b>									
All Students	≥92.4%	91.6%		≥93.3%	90.3%		≥94.2%	≥95.1%	≥96.0%
Asian American		96.5%	✓		95.6%	✓			
African American		87.6%			87.2%				
White		95.2%	✓		93.9%	✓			
Hispanic		81.3%			80.4%				
SpEd		88.4%			88.2%				
LEP		97.3%	✓		96.6%	✓			
FARMS		89.4%			88.6%				
<b>High School Suspension Rate</b>									
All Students	≤6.5%	6.8%		≤6.5%	6.6%		≤6.5%	≤6.5%	≤6.5%
Asian American		2.4%	✓		2.3%	✓			
African American		14.7%			13.3%				
White		3.3%	✓		3.4%	✓			
Hispanic		9.5%			9.4%				
SpEd		16.0%			14.3%				
LEP		7.9%			8.2%				
FARMS		14.4%			13.0%				

## District Performance Targets

Data Point	2006			2007			2008-2010 District Targets				
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010		
<b>Grade 2 Reading—Percentage At or Above Benchmark</b>											
All Students					32		At least 100 ES with 82.9% at benchmark	At least 109 ES with 86.5% at benchmark	At least 120 ES with 90.0% at benchmark		
Asian American					50						
African American					11						
White					61						
Hispanic					7						
SpEd					4						
LEP					6						
FARMS					5						
<b>Grade 5 Mathematics 6 or Higher—Percentage At or Above Proficient</b>											
All Students		53			67		At least 89 ES with 37.2% proficient in Mathematics 6	At least 105 ES with 41.1% proficient in Mathematics 6	At least 120 ES with 45% proficient in Mathematics 6		
Asian American		82	✓		83	✓					
African American	At least 59 ES with 29.4% proficient in Mathematics 6	10		At least 74 ES with 33.3% proficient in Mathematics 6	11						
White		82	✓		101	✓					
Hispanic		9			23						
SpEd		3			8						
LEP		1			3						
FARMS		8			7						
<b>ES MSA Reading—Percentage At or Above Proficient</b>											
All Students			125		✓		128	✓	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			121		✓		124	✓			
African American	All ES with 62.5% proficient in reading	123	✓	All ES with 67.2% proficient in reading	124	✓					
White		121	✓		126	✓					
Hispanic		124	✓		128	✓					
SpEd		122			126						
LEP		119			124						
FARMS		119	✓		122	✓					
<b>ES MSA Mathematics—Percentage At or Above Proficient</b>											
All Students			125		✓		128	✓	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			121		✓		124	✓			
African American	All ES with 58.8% proficient in mathematics	123	✓	All ES with 63.9% proficient in mathematics	124	✓					
White		121	✓		126	✓					
Hispanic		124	✓		128	✓					
SpEd		122			124						
LEP		121			125	✓					
FARMS		119	✓		122	✓					
<b>Elementary School Suspension Rate</b>											
All Students			77				82		At least 111 ES with suspension rate no higher than 1.3%	At least 120 ES with suspension rate no higher than 1.3%	All ES with suspension rate no higher than 1.3%
Asian American			111		✓		110	✓			
African American	At least 88 ES with suspension rate no higher than 1.3%	45		At least 100 ES with suspension rate no higher than 1.3%	58						
White		94	✓		98						
Hispanic		90	✓		87						
SpEd		42			49						
LEP		86			94						
FARMS		55			58						
<b>MS MSA Reading—Percentage At or Above Proficient</b>											
All Students			38		✓		38	✓	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		✓		38	✓			
African American	All MS with 61.5% proficient in reading	38	✓	All MS with 66.3% proficient in reading	36						
White		38	✓		38	✓					
Hispanic		32			37						
SpEd		22			32						
LEP		29			32						
FARMS		27			34						

## District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>MS MSA Mathematics—Percentage At or Above Proficient</b>									
All Students	All MS with 42.9% proficient in mathematics	38	✓	All MS with 50.0% proficient in mathematics	38	✓	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	✓		38	✓			
African American		38	✓		37				
White		38	✓		38	✓			
Hispanic		38	✓		38	✓			
SpEd		29			33				
LEP		36			35				
FARMS		38	✓		35				
<b>Grade 8 Algebra—Percentage Completing</b>									
All Students	At least 19 MS with 54.6% completing algebra	10		At least 24 MS with 61% completing algebra	13		At least 29 MS with 67.3% completing algebra	At least 33 MS with 73.7% completing algebra	All MS with 80% completing algebra
Asian American		32	✓		31	✓			
African American		0			1				
White		31	✓		29	✓			
Hispanic		2			1				
SpEd		0			0				
LEP		1			1				
FARMS		0			0				
<b>Algebra 1 High School Assessment—Percentage Passing in Middle School</b>									
All Students	All MS with 100% test takers passing Algebra HSA	7		All MS with 100% test takers passing Algebra HSA	6		All MS with 100% test takers passing Algebra HSA	All MS with 100% test takers passing Algebra HSA	All MS with 100% test takers passing Algebra HSA
Asian American		26			17				
African American		11			9				
White		15			15				
Hispanic		16			13				
SpEd		8			12				
LEP		3			4				
FARMS		12			9				
<b>Middle School Suspension Rate</b>									
All Students	At least 19 MS with suspension rate no higher than 7.4%	19	✓	At least 24 MS with suspension rate no higher than 7.2%	19		At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
Asian American		33	✓		33	✓			
African American		4			6				
White		34	✓		33	✓			
Hispanic		15			16				
SpEd		5			6				
LEP		19			20				
FARMS		5			7				
<b>Grade 9 Algebra—Percentage Completing</b>									
All Students	At least 12 HS with 81.4% completing algebra	9		At least 16 HS with 86.1% completing algebra	6		At least 19 HS with 90.7% completing algebra	At least 22 HS with 95.4% completing algebra	All HS with 100% completing algebra
Asian American		22	✓		18	✓			
African American		1			1				
White		20	✓		18	✓			
Hispanic		3			3				
SpEd		0			0				
LEP		1			0				
FARMS		1			0				
<b>Grade 10 Geometry—Percentage Completing</b>									
All Students	At least 12 HS with 76.6% completing geometry	10		At least 16 HS with 82.4% completing geometry	6		At least 19 HS with 88.3% completing geometry	At least 22 HS with 94.1% completing geometry	All HS with 100% completing geometry
Asian American		20	✓		16	✓			
African American		1			1				
White		20	✓		18	✓			
Hispanic		2			1				
SpEd		1			0				
LEP		0			0				
FARMS		1			1				

## District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
<b>Honors/AP Enrollment—At Least One Course</b>									
All Students	At least 12 HS with 68.4% enrolled in Honors/AP	9		At least 16 HS with 70.1% enrolled in Honors/AP	11		At least 19 HS with 71.7% enrolled in Honors/AP	At least 22 HS with 73.4% enrolled in Honors/AP	All HS with 75% enrolled in Honors/AP
Asian American		23	✓		24	✓			
African American		1			1				
White		23	✓		25	✓			
Hispanic		5			5				
SpEd		0			1				
LEP		0			0				
FARMS		1			1				
<b>Grade 9 PSAT—Percentage Participating</b>									
All Students				At least 13 HS with 92.3% GR9 students taking the PSAT	11		At least 17 HS with 93.2% of GR9 students taking the PSAT	At least 21 HS with 94.1% of GR9 students taking the PSAT	All HS with 95.0% of GR9 students taking the PSAT
Asian American					18	✓			
African American					8				
White					19	✓			
Hispanic					8				
SpEd					3				
LEP					6				
FARMS					3				
<b>Grade 10 PSAT—Percentage Participating</b>									
All Students				At least 15 HS with 91.2% GR10 students taking the PSAT	15	✓	At least 17 HS with 92.5% of GR10 students taking the PSAT	At least 21 HS with 93.7% of GR10 students taking the PSAT	All HS with 95.0% of GR10 students taking the PSAT
Asian American					23	✓			
African American					7				
White					22	✓			
Hispanic					6				
SpEd					4				
LEP					6				
FARMS					3				
<b>HS MSA Reading—Percentage At or Above Proficient</b>									
All Students	All HS with 45.3% proficient in reading	24	✓	All HS with 52.2% proficient in reading	25	✓	All HS with 59.0% proficient in reading	All HS with 65.8% proficient in reading	All HS with 72.6% proficient in reading
Asian American		24	✓		25	✓			
African American		24	✓		25	✓			
White		24	✓		25	✓			
Hispanic		24	✓		25	✓			
SpEd		21			23				
LEP		22			18				
FARMS		24	✓		25	✓			
<b>HS MSA Mathematics—Percentage At or Above Proficient</b>									
All Students	All HS with 29.8% proficient in mathematics	24	✓	All HS with 38.6% proficient in mathematics	25	✓	All HS with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics
Asian American		24	✓		25	✓			
African American		24	✓		25	✓			
White		24	✓		25	✓			
Hispanic		23	✓		25	✓			
SpEd		24	✓		23				
LEP		23	✓		25	✓			
FARMS		24	✓		25	✓			
<b>SAT/ACT Participation (Graduating Seniors)</b>									
All Students	At least 12 HS with 77.2% taking the SAT	10		At least 14 HS with 77.9% taking the SAT	15	✓	At least 19 HS with 78.6% taking the SAT	At least 22 HS with 79.3% taking the SAT	All HS with 80% taking the SAT
Asian American		22	✓		22	✓			
African American		2			6				
White		18	✓		22	✓			
Hispanic		3			3				
SpEd		1			1				
LEP		0			1				
FARMS		1			3				

## District Performance Targets

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

# GOAL 1: 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 1 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.	<ul style="list-style-type: none"> <li>★ Algebra and geometry enrollment and course completion</li> </ul>
<b>M</b> All schools will increase participation and performance of all students taking the SAT.	<ul style="list-style-type: none"> <li>★ SAT participation and scores</li> <li>★ PSAT participation</li> </ul>
<b>M</b> All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.	<ul style="list-style-type: none"> <li>★ Suspension data</li> </ul>
<b>M</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<ul style="list-style-type: none"> <li>★ Student, parents, and staff survey results</li> </ul>
<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.	<ul style="list-style-type: none"> <li>★ High school program completion</li> </ul>

**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.

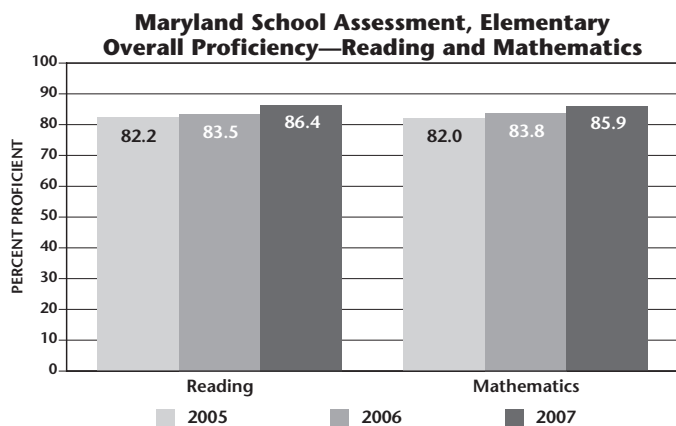
Beginning in 2003, the MSA was administered to students in Grades 3, 5, 8, and 10. For Grade 10, a reading assessment was administered to students, and for mathematics, students took the Geometry High School Assessment (HSA). In 2004, students in Grades 4, 6, and 7 were included in the assessments.

During the 2004–2005 school year, in order to reduce the number of state-mandated tests, the Maryland State Department of Education (MSDE) eliminated the Geometry HSA and made English 2, administered after completion of English 10 and Algebra/Data Analysis HSA, serve dual functions as an MSA and an HSA. Additionally, beginning in 2004–2005, the Maryland State Department of Education (MSDE) eliminated reporting systemwide proficiency rates and began reporting proficiency rates by school level (elementary, middle, and high).

**Elementary Schools (Grades 3–5)**

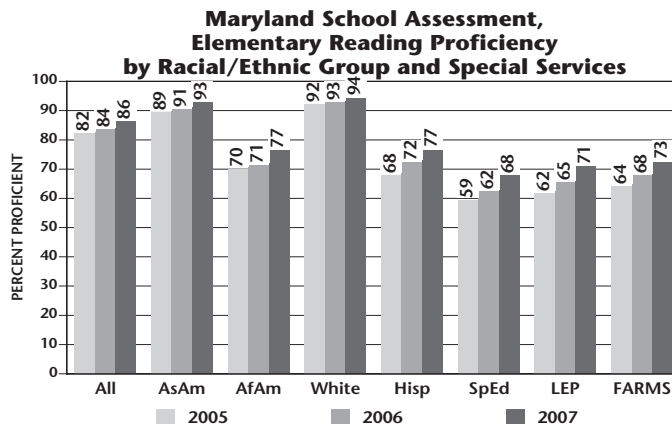
During 2007, 86.4 percent of Grades 3 through 5 elementary school students achieved proficiency in reading and 85.9 percent achieved proficiency in mathematics. Countywide, the overall percentage achieving proficient status has increased since 2005. The percentage of students proficient in reading and mathematics both increased by approximately 4 percentage points since 2005 (Figure A-1).

**Figure A-1**



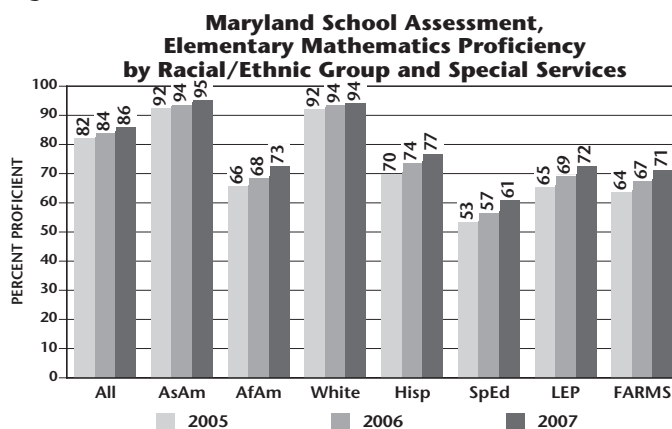
The percentage of students achieving proficiency or higher in reading has increased for all groups since 2005. Gains of more than 7 percentage points since 2005 were seen among African American, Hispanic, special education, LEP, and FARMS students (Figure A-2).

**Figure A-2**



The percentage of students proficient in mathematics also has increased for all groups since 2005. Gains of more than 7 percentage points since 2005 were seen among African American, Hispanic, special education, LEP, and FARMS students (Figure A-3).

**Figure A-3**



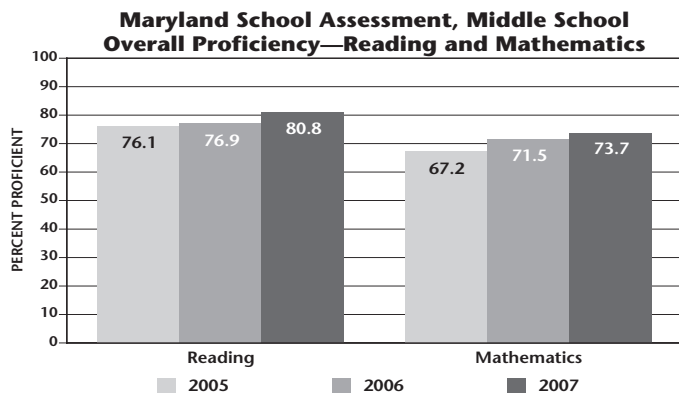
**Middle Schools (Grades 6–8)**

During 2007, 80.8 percent of middle school students were proficient in reading and 73.7 percent were proficient in mathematics. Countywide, the overall percentage achieving proficient status increased by 4.7 percentage points in reading and by 6.5 percentage points in mathematics since 2005 (Figure A-4).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

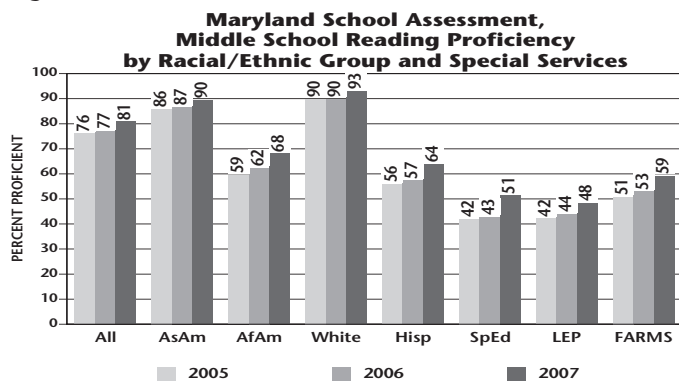
**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

Figure A-4



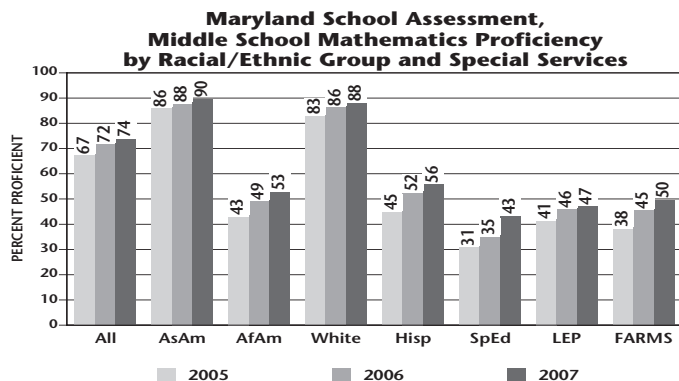
The percentage of students achieving proficiency or higher in reading has increased for all groups since 2005. Gains of more than 8 percentage points since 2005 were seen among African American, Hispanic, special education, and FARMS students (Figure A-5).

Figure A-5



The percentage of students achieving proficiency or higher in mathematics also has increased for all groups since 2005. Gains of more than 10 percentage points since 2005 were seen among African American, Hispanic, special education, and FARMS students (Figure A-6).

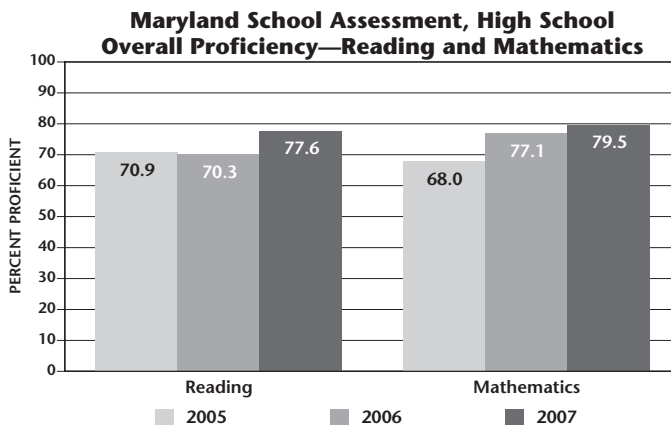
Figure A-6



**High Schools**

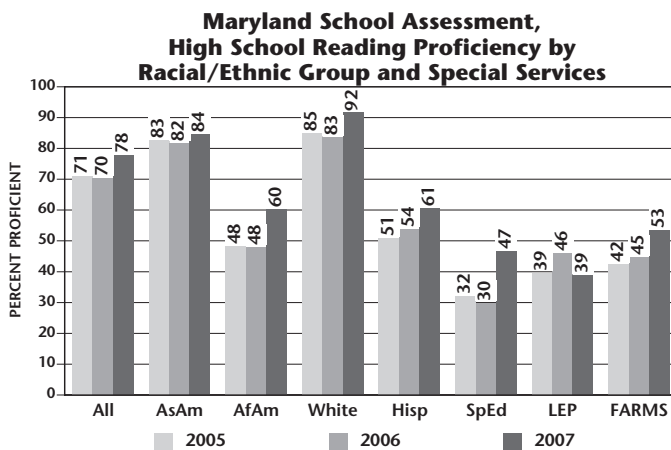
During 2007, 77.6 percent of high school MSA/Alt-MSA test takers were proficient in reading and 79.5 percent were proficient in mathematics. Countywide, the overall percentage achieving proficient status increased by almost 7 percentage points in reading and by 11.5 percentage points in mathematics since 2005 (Figure A-7).

Figure A-7



The percentage of students achieving proficiency or higher in reading has increased for all groups since 2005. Also, a gain of 15 percentage points was made among special education students, and gains of more than 10 percentage points were made among African American, Hispanic, and FARMS students (Figure A-8).

Figure A-8

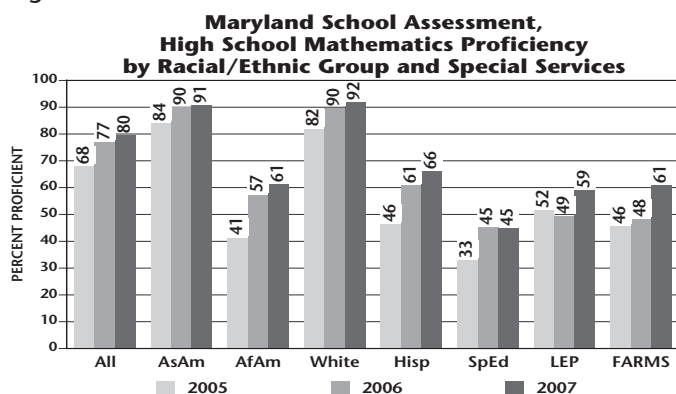


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

The percentage of students achieving proficiency or higher in mathematics also has increased for all groups since 2005. Proficiency increased by 20 percentage points among African American and Hispanic students, by 15 percentage points among FARMS students, and by 12 percentage points among special education students (Figure A-9).

**Figure A-9**

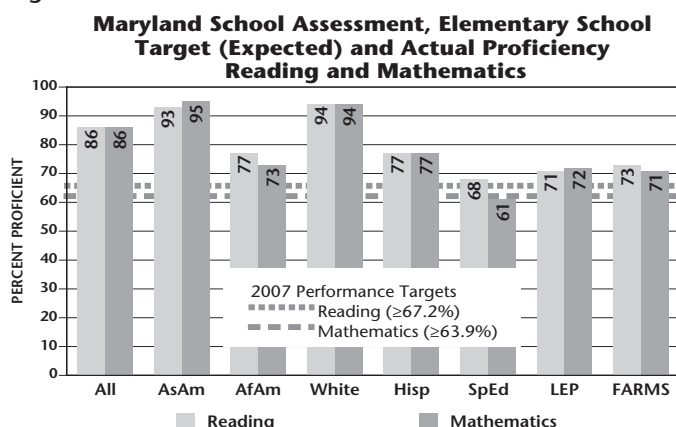


**Elementary School MSA Student Performance and District Targets**

During 2006–2007, 67.2 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 63.9 percent were expected to score proficient or advanced on the mathematics MSA. 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 2006–2007, all students and all groups of students met the expected reading proficiency rate. All students, Asian American, African American, White, Hispanic, LEP, and FARMS students met the expected mathematics proficiency rate (Figure A-10).

**Figure A-10**



The 2007 district target expects all comprehensive elementary schools to have met the AMO for all students and all groups of students. During 2006–2007 at least 63.9 percent of all students, Asian American, African American, White, Hispanic, LEP, and FARMS students met the mathematics proficiency AMO at all schools. Four schools did not meet the mathematics proficiency AMO for special education students. For reading, the proficiency AMO was met by all schools for all groups of students, except for special education students, with two schools not meeting reading proficiency, and for LEP students, with one school not meeting the reading proficiency AMO (Table A-1)

**Table A-1**

District Target (Expected) and Actual Numbers of Elementary Schools with Mathematics Proficiency At or Above 63.9 Percent and Reading Proficiency At or Above 67.2 Percent				
	Mathematics		Reading	
	Total Schools*	Number Meeting Target	Total Schools*	Number Meeting Target
All students	128	128	128	128
Asian American	124	124	124	124
African American	124	124	124	124
White	126	126	126	126
Hispanic	128	128	128	128
Special Education	128	124	128	126
Limited English Proficient (LEP)	125	125	125	124
Free and Reduced-price Meals (FARMS)	122	122	122	122

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

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

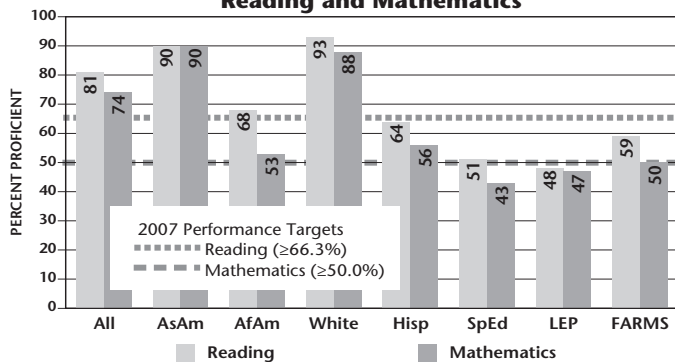
**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

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

During 2006–2007, 66.3 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 50.0 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 2006–2007 all students, Asian American, African American, and White students met the expected reading proficiency rate. All students, Asian American, African American, White, and Hispanic students met the expected mathematics proficiency rate (Figure A-11).

**Figure A-11 Maryland School Assessment, Middle School Target (Expected) and Actual Proficiency Reading and Mathematics**



The 2007 district target expects all 38 comprehensive middle schools to have met the AMO for all students and all groups of students. During 2006–2007, all comprehensive middle schools had at least 50.0 percent of all students, Asian American, White, and Hispanic students proficient in mathematics; similarly, all middle schools had at least 66.3 percent of all students, Asian American, and White students proficient in reading. For mathematics, 1 out of 38 middle schools did not meet expectation for African American students, 5 out of 38 did not meet expectation for special education students, and 3 out of 38 did not meet expectation for LEP and FARMS students. For reading, 2 out of 38 middle schools did not meet expectation for African American students, 1 out of 38 did not meet expectation for Hispanic students, 6 out of 38 did not meet expectation for special education and LEP students, and 4 out of 38 did not meet expectation for FARMS students (Table A-2).

**Table A-2**

	Mathematics		Reading	
	Total Schools*	Number Meeting Target	Total Schools*	Number Meeting Target
All students	38	38	38	38
Asian American	38	38	38	38
African American	38	37	38	36
White	38	38	38	38
Hispanic	38	38	38	37
Special Education	38	33	38	32
Limited English Proficient	38	35	38	32
Free and Reduced-price Meals	38	35	38	34

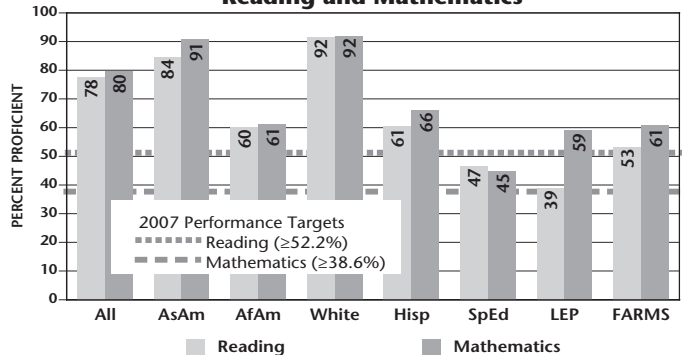
\*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

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

During 2006–2007, 52.2 percent of all high school MSA test takers and all groups of MSA test takers were expected to score proficient or advanced on the reading MSA (English 10 HSA), and 38.6 percent were expected to score proficient or advanced on the mathematics MSA (Algebra/Data Analysis HSA). In 2013–2014, 100 percent of test takers and all groups of test takers are expected to score proficient or advanced on both assessments.

During 2006–2007, all students, Asian American, African American, White, Hispanic, and FARMS students met the expected reading proficiency rate. All students and all groups of students met the expected mathematics proficiency rate (Figure A-12).

**Figure A-12 Maryland School Assessment, High School Target (Expected) and Actual Proficiency Reading and Mathematics**



**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.

The 2007 district target expects all 25 comprehensive high schools to have met the AMO for all students and all groups of students. During 2006–2007, all comprehensive high schools had at least 38.6 percent of all students, Asian American, African American, White, Hispanic, LEP, and FARMS students proficient in mathematics; similarly, all high schools had at least 52.2 percent of all students, Asian American, African American, White, and Hispanic students, proficient in reading. For mathematics, 2 out of 25 did not meet expectation for special education students. For reading, 2 out of 25 did not meet expectation for special education students and 5 out of 23 did not meet expectation for LEP students (Table A-3).

**Table A-3**

<b>District Target (Expected) and Actual Number of High Schools with Mathematics Proficiency At or Above 38.6 Percent and Reading Proficiency At or Above 52.2 Percent</b>				
	<b>Mathematics</b>		<b>Reading</b>	
	<b>Total Schools*</b>	<b>Number Meeting Target</b>	<b>Total Schools*</b>	<b>Number Meeting Target</b>
All students	25	25	25	25
Asian American	25	25	25	25
African American	25	25	25	25
White	25	25	25	25
Hispanic	25	25	25	25
Special Education	25	23	25	23
Limited English Proficient	25	25	23	18
Free and Reduced-price Meals	25	25	25	25

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

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

**MILESTONE** All 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 content standards from the Voluntary State Curriculum in each of four subject areas covered by the Maryland High School Assessments (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:

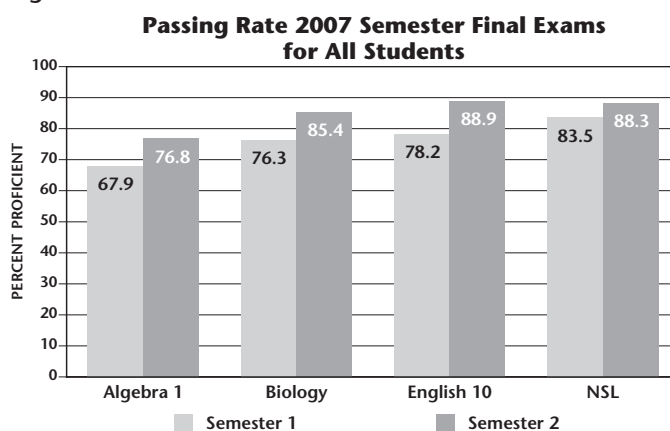
1. To provide a valid and uniform assessment of student attainment of learning outcomes
2. To allow meaningful comparisons of the performance of student groups among and within each middle and high school across Montgomery County
3. To better prepare students for high-stakes statewide assessments

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 course enrollees, including middle school students, who took the countywide examinations (test takers) in either the first or second semester of the 2006–2007 school year.

More than two-thirds of all test takers passed the semester examinations in every course. The percentages of all test

takers who passed the 2006–2007 final examinations were 67.9 percent in Algebra 1A, 76.3 percent in Biology A, 78.2 percent in English 10 A, and 83.5 percent in NSL A. For second semester courses, the percentages of all test takers who passed the final examinations were 76.8 percent in Algebra 1B, 85.4 percent in Biology B, 88.9 percent in English 10 B, and 88.3 percent in NSL B (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 were male or received special education, Limited English Proficiency (LEP), or FARMS services was below the overall county passing rate in all courses (Table B-1).

**Table B-1**

Percentage of Students Passing Countywide Semester Examinations for Four HSA-Assessed Courses								
	Algebra 1		Biology		English 10		Government	
	Algebra A	Algebra B	Biology A	Biology B	English 10 A	English 10 B	Government A	Government B
All MCPS	68	77	76	85	78	89	83	88
Asian American	86	90	90	94	89	95	92	95
African American	51	61	55	69	61	79	72	77
White	85	90	91	95	91	95	94	96
Hispanic	47	59	59	72	62	80	69	79
Male	64	75	75	84	74	87	83	88
Female	72	78	78	87	82	91	84	89
Special Education	35	51	47	60	44	66	59	68
LEP	46	58	60	69	56	86	69	78
FARMS	48	59	53	66	56	75	67	74

**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**

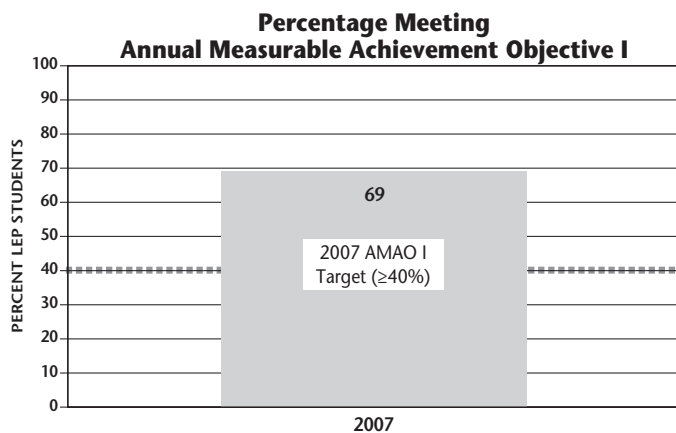
### Language Assessment System (LAS) Links

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

LAS-Links assesses English language ability and proficiency of English language learners from kindergarten to 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.

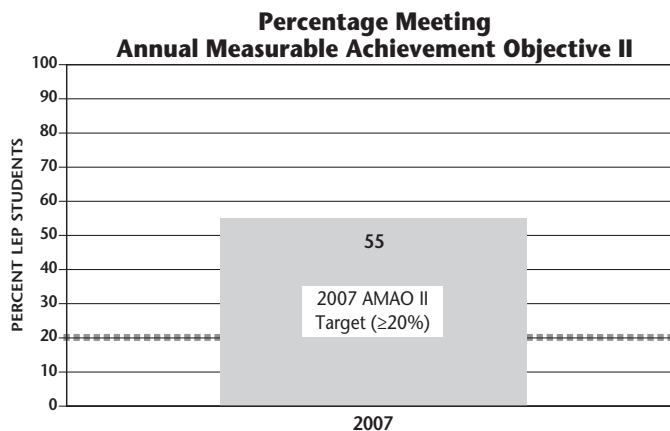
Progress toward English language proficiency (AMAO I) is defined by MSDE as the percentage of students whose overall scale scores on the LAS-Links increased by 15 points between the spring 2006 administration and the spring 2007 administration. In order for a local school system to meet AMAO I in 2006–2007, MSDE required 40 percent of students to demonstrate proficiency. Sixty-nine percent of MCPS students met this standard (Figure C-1).

Figure C-1



Attainment of English language proficiency (AMAO II) is defined by MSDE as the percentage of students scoring at a proficiency level of 3 (low intermediate) or higher on the LAS-Links. In order for a local school system to meet the AMAO II in 2006–2007, MSDE required at least 20 percent of students to attain English language proficiency. Fifty-five percent of MCPS students met this standard (Figure C-2).

Figure C-2



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

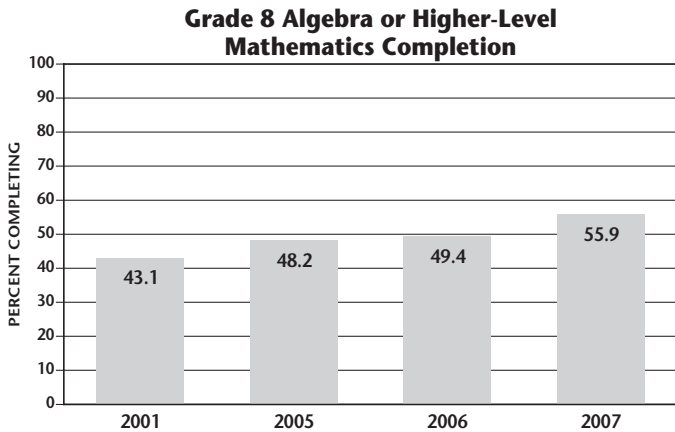
**DATA POINT**

**Algebra and Geometry Enrollment**

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.

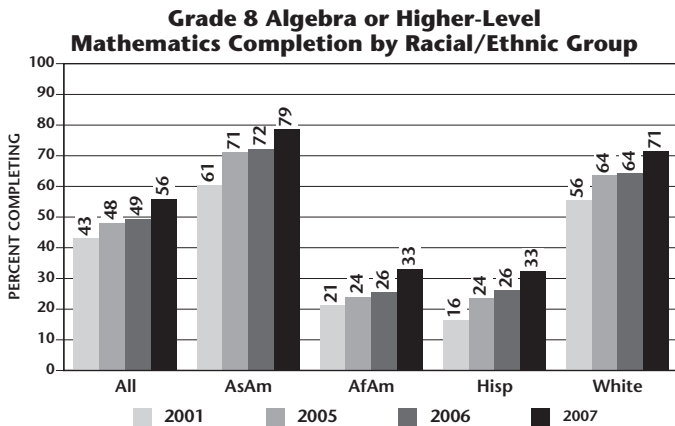
Countywide, the successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 8 at all comprehensive middle schools during 2007 increased by 12.8 percentage points since the baseline year of 2001 (Figure D-1).

Figure D-1



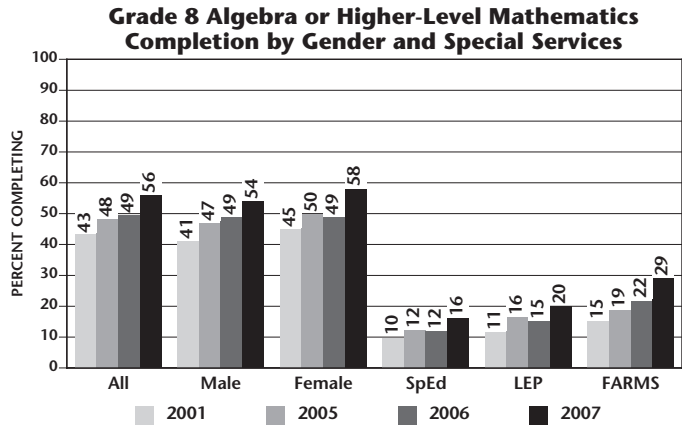
The Grade 8 overall completion rate within racial/ethnic groups has steadily increased for all groups of students since the baseline year of 2001. The greatest gains since 2001 were seen among Asian American, White, and Hispanic students, with increases of more than 15 percentage points (Figure D-2).

Figure D-2



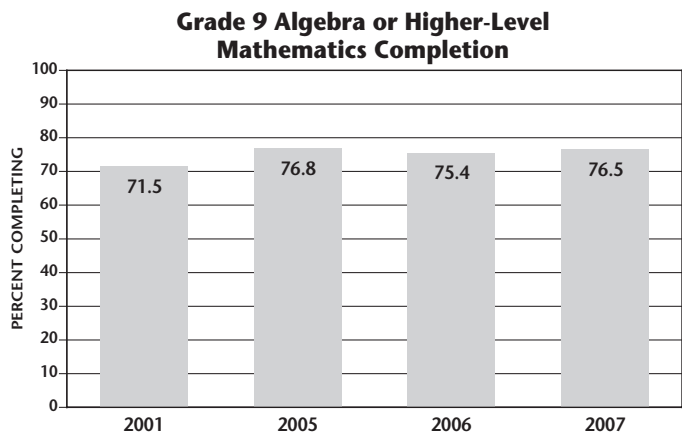
The Grade 8 completion rates for male and female students have both increased by 13 percentage points since the baseline year of 2001. Among students receiving special services, FARMS students made the greatest gains since 2001 (14 percentage points), followed by LEP students and students receiving special education, with gains of 9 percentage points and 6 percentage points, respectively (Figure D-3).

Figure D-3



Countywide, the successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 9 at all comprehensive high schools during 2007 increased by 5 percentage points since the baseline year of 2001 (Figure D-4).

Figure D-4

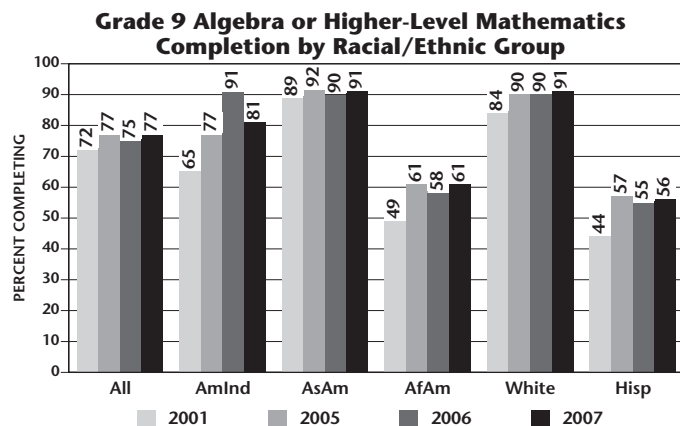


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

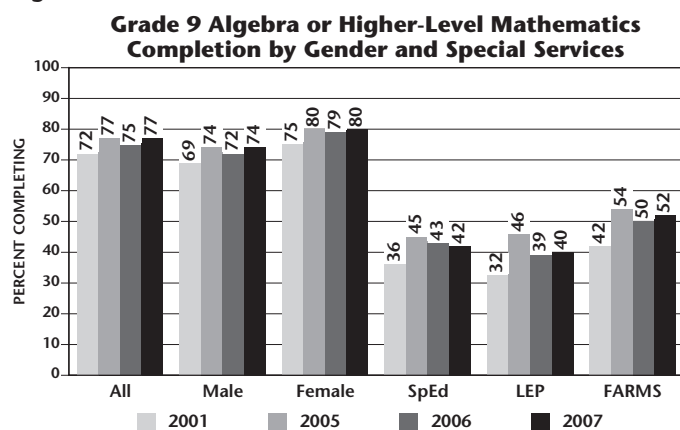
The overall completion rate within racial/ethnic groups has steadily increased for all groups of students since the baseline year of 2001. African American and Hispanic students (each with increases of 12 percentage points) showed the largest gains (Figure D-5).

**Figure D-5**



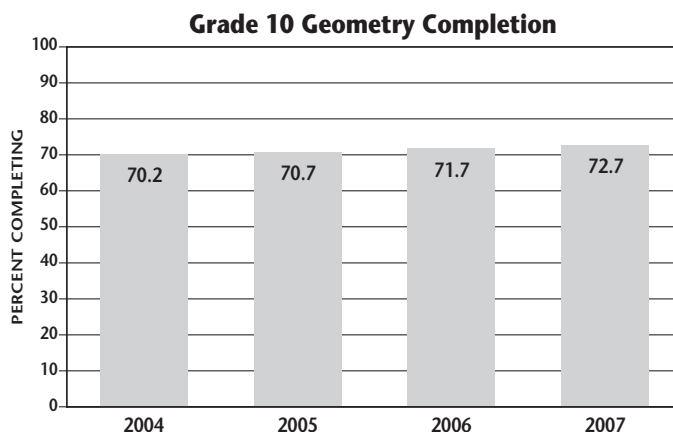
Compared with the baseline year of 2001, the completion rate for male and female students increased by 5 percentage points. Among students receiving special services, FARMS students made the greatest gains since 2001 (10 percentage points), followed by LEP students and students receiving special education, with gains of 8 percentage points and 6 percentage points, respectively (Figure D-6).

**Figure D-6**



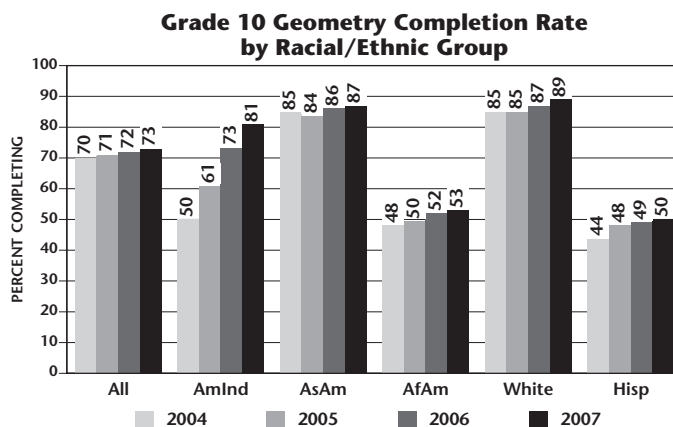
Countywide, the successful completion of geometry or higher-level mathematics by the end of Grade 10 at all comprehensive high schools increased by 2.5 percentage points for all students since the baseline year of 2004. (Figure D-7)

**Figure D-7**



Among racial/ethnic groups, American Indian, African American, and Hispanic students had the greatest increase in completion rates (Figure D-8).

**Figure D-8**

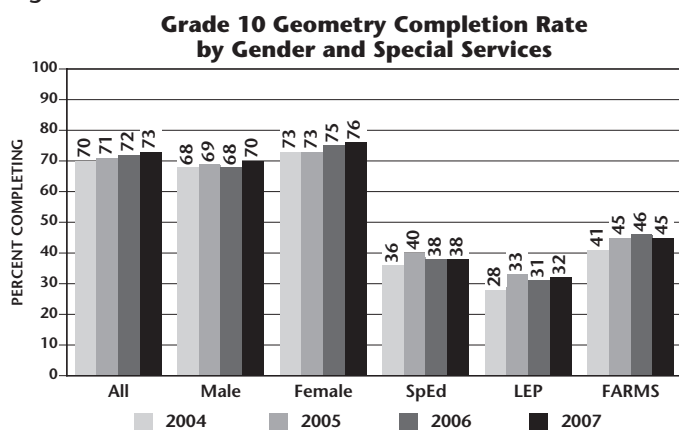


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

Female students continued to successfully complete geometry or higher-level mathematics at a rate higher than male students. Among students receiving special services, the completion rates among LEP and FARMS students have seen the greatest percentage point increase since the baseline year of 2004 (Figure D-9).

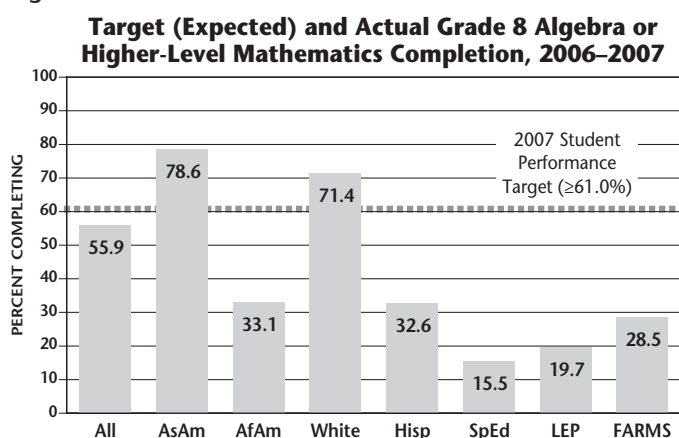
Figure D-9



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

During 2006–2007, 61.0 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 2006–2007 school year, Asian American and White students met the expected rate of completion. The completion rate for all students was below the target by approximately 5 percentage points (Figure D-10).

Figure D-10



The 2006 district target expects 23 out of 38 middle schools to have 61.0 percent of all students and student groups successfully completing Algebra 1 or higher-level mathematics by the end of Grade 8. During 2006–2007, 31 out of 38 middle schools had at least 61.0 percent of Asian American students successfully completing Algebra 1 by the end of Grade 8, and 29 out of 38 had at least 61.0 percent of

White students successfully completing Algebra 1 by the end of Grade 8 (Table D-1). However, only 13 out of 38 middle schools met the expected completion rate for all students; 1 middle school met expectation for African American, Hispanic, and LEP students, while no school met expectation for special education and FARMS students.

Table D-1

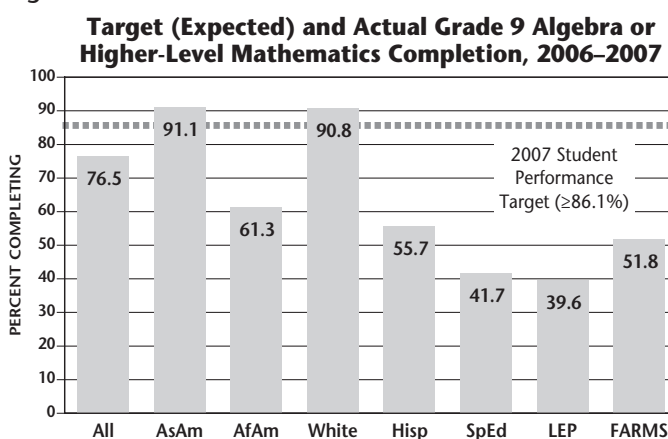
	2006	2007
Total Comprehensive Middle Schools*	38	38
Target	19	24
	Actual	Actual
All students	10	13
Asian American	32	31
African American	0	1
White	31	29
Hispanic	2	1
Special Education	0	0
Limited English Proficient	1	1
Free and Reduced-price Meals	0	0

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

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

During 2006–2007, 86.1 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 2006–2007 school year, Asian American and White students met the expected completion rate. The successful completion rate by all students missed the target by almost 10 percentage points (Figure D-11).

Figure D-11



**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.

The 2007 district target expects 15 out of 25 comprehensive high schools to have at least 86.1 percent of all students and student groups successfully completing Algebra 1 by the end of Grade 9. During 2006–2007, 18 out of 25 high schools had at least 86.1 percent of Asian American and White students successfully completing Algebra 1 by the end of Grade 9 (Table D-2). However, only six high schools met the expected completion rate for all students; three met expectation for Hispanic students; one met expectation for African American students; and no school met expectation for special education, LEP, and FARMS students.

**Table D-2**

Target (Expected) and Actual Number of Schools with Grade 9 Algebra Completion Rate At or Above Expectation		
	2006	2007
Total Comprehensive High Schools *	25	25
<b>Target</b>	12	16
	Actual	Actual
All students	9	6
Asian American	22	18
African American	1	1
White	20	18
Hispanic	3	3
Special Education	0	0
Limited English Proficient	1	0
Free and Reduced-price Meals	1	0

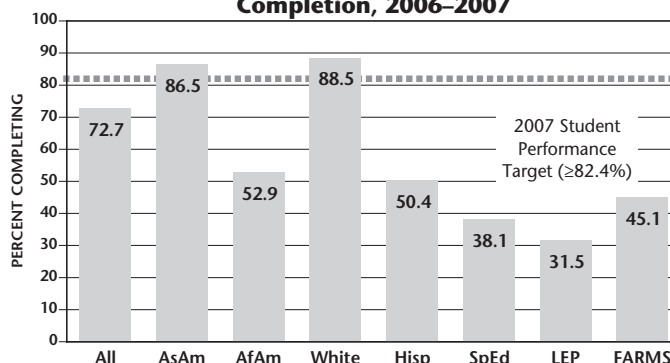
\*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

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

During 2006–2007, 82.4 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 2006–2007 school year, Asian American and White students met the expected completion rate. The completion rate for all students missed the target by almost 10 percentage points. (Figure D-12)

**Figure D-12**

**Target (Expected) and Actual Grade 10 Geometry or Higher-Level Mathematics Completion, 2006–2007**



The 2007 district target expects 15 out of 25 of all comprehensive high schools to have at least 82.4 percent of all students and student groups successfully completing geometry by the end of Grade 10. During 2006–2007, 16 out of 25 high schools had at least 82.4 percent of Asian American students successfully completing geometry by the end of Grade 10, and 18 out of 25 had at least 82.4 percent of White students successfully completing geometry by the end of Grade 10 (Table D-3). However, only 6 out of 25 high schools met the target for all students; 1 out of 25 met the target for African American, Hispanic, and FARMS students; and no school met expectation for LEP or special education students.

**Table D-3**

Target and Actual Number of Schools with Grade 10 Geometry Completion Rate At or Above Expectation		
	2006	2007
Total Comprehensive High Schools*	25	25
<b>Target</b>	12	16
	Actual	Actual
All students	10	6
Asian American	20	16
African American	1	1
White	20	18
Hispanic	2	1
Special Education	1	0
Limited English Proficient	0	0
Free and Reduced-price Meals	1	1

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

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

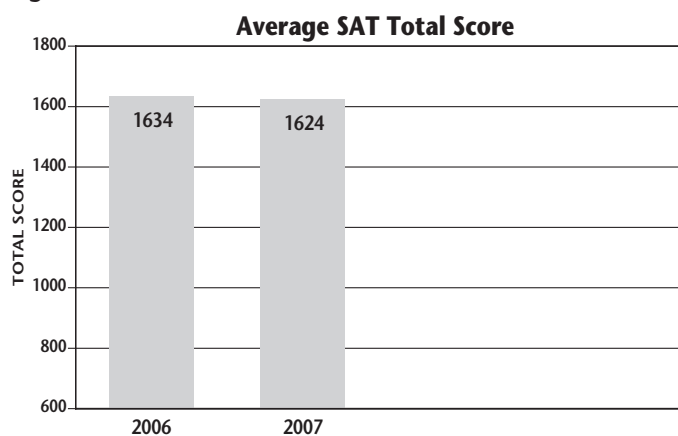
**DATA POINT**

**SAT**

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

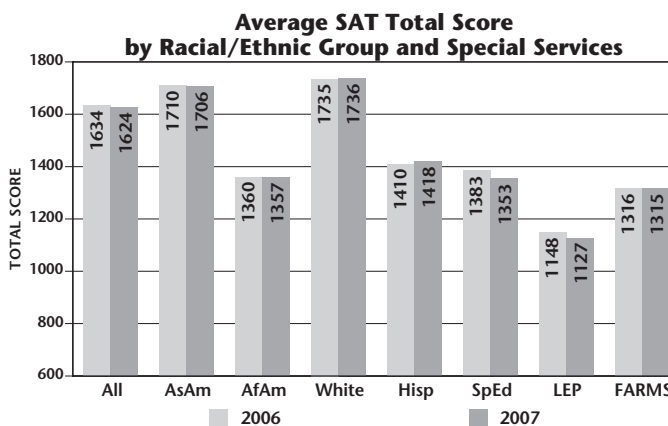
The Class of 2007 was the second graduating class to take the new SAT comprising three subtests: critical reading, mathematics, and writing. The 2007 results provided a new baseline for monitoring improvements in SAT participation and performance (Figure E-1).

**Figure E-1**



In 2007, the mean SAT combined score was 1706 for Asian American students, 1357 for African American students, 1736 for White students, and 1418 for Hispanic students. The average SAT combined critical reading, mathematics, and writing scores of Asian American and White students remained substantially higher than those of African American and Hispanic students (Figure E-2). Hispanic students recorded the largest gain with an 8 point increase compared with 2006. Performance patterns on the SAT for students receiving services were below the district average of 1624. In 2007, the mean SAT combined score was 1315 for students receiving FARMS, 1353 for special education students, and 1127 for students receiving LEP services.

**Figure E-2**



In addition to examining SAT performance, during 2007 MCPS began monitoring participation in the ACT. This new measure for 2007 looks at the number and percentage of seniors taking either the SAT, ACT, or both. More than 80 percent of the June 2007 graduates took either the SAT, the ACT, or both (Table E-1). The highest participation rate was seen among Asian American students, while the lowest participation rate was among LEP students.

**Table E-1**

Participation in a College Preparation Test (SAT and/or ACT) by June 2007 Graduates		
	N	percent
All	7795	80.3
Asian American	1365	89.7
African American	1496	73.7
White	4074	87.4
Hispanic	844	57.5
Special Education	365	50.3
Limited English Proficient	125	40.6
Free and Reduced-price Meals	759	62.7

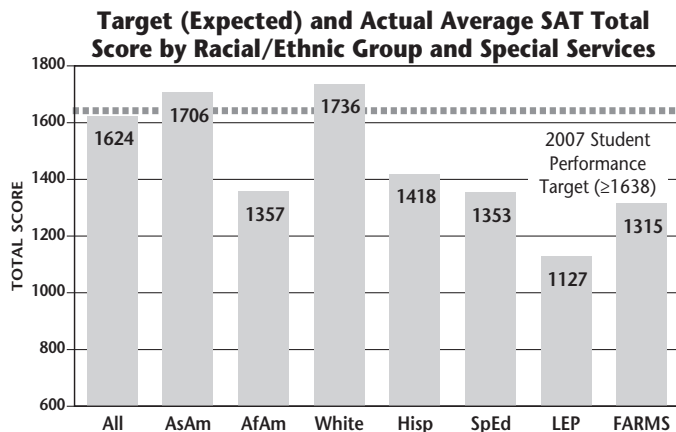
**SAT Performance Student Performance and District Target**

During 2006-2007, the mean combined SAT score for June graduates and all groups of June graduates who participated in the SAT was expected to be 1638 or greater. For the 2007 school year, Asian American and White students met the target performance (Figure E-3). All students fell short of the target by 12 points.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**Figure E-3**



The 2007 district target expects 15 out of the 23 comprehensive high schools with June graduating classes to have a mean combined SAT score of 1638 for all graduating students and groups of graduating students who participated in the test. For 2007, 17 high schools met the target for White students (Table E-2). However, only 8 schools met the target for all students, 11 schools met the target for Asian American students, 2 schools met the target for Hispanic students, 1 school met the target for special education, and no school met the target for African American, LEP, or FARMS students.

**Table E-2**

Target and Actual Number of Comprehensive High Schools with Mean Combined SAT Score At or Above Expectation for June Graduating Seniors		
	2006	2007
<b>Total Comprehensive High Schools*</b>	<b>23**</b>	<b>23**</b>
<b>Target</b>	<b>12</b>	<b>14</b>
	<b>Actual</b>	<b>Actual</b>
All students	7	8
Asian American	11	11
African American	0	0
White	16	17
Hispanic	3	2
Special Education	0	1
Limited English Proficient	0	0
Free and Reduced-price Meals	0	0

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

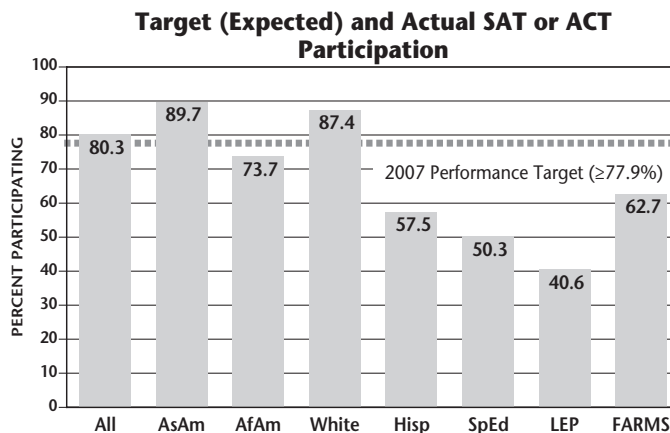
\*\*23 out of 25 high schools served Grade 12 students.

**SAT/ACT Participation Student Performance and District Targets**

During 2006–2007, 77.9 percent of all June graduates and all groups of June graduates were expected to participate in

either the SAT or ACT. For the 2007 school year, all students, as well as Asian American, and White students met the target rate of participation (Figure E-4).

**Figure E-4**



The 2007 district target expects 15 out of the 23 comprehensive high schools with June graduating classes to have at least 77.9 percent of all graduating students and all groups of graduating students take at least one SAT or ACT. For 2007, 15 high schools had at least 77.9 percent of all students participating in the SAT and ACT, while 22 high schools had at least 77.9 percent of Asian American and White students participating in the SAT and ACT (Table E-3). However, only six schools met the target for African American students, three schools met the target for Hispanic and FARMS students, and one school met the target for special education and LEP students.

**Table E-3**

Target and Actual Number of Comprehensive High Schools with SAT/ACT Participation At or Above Expectation		
	2006	2007
<b>Total Comprehensive High Schools*</b>	<b>23**</b>	<b>23**</b>
<b>Target</b>	<b>12</b>	<b>14</b>
	<b>Actual</b>	<b>Actual</b>
All students	10	15
Asian American	22	22
African American	2	6
White	18	22
Hispanic	3	3
Special Education	1	1
Limited English Proficient	0	1
Free and Reduced-price Meals	1	3

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

\*\*23 out of 25 high schools served Grade 12 students.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**DATA ★ POINT**

**PSAT Participation in Grade 9**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and the National Merit Scholarship Corporation. The goal of the PSAT/NMSQT program is to measure skills in critical reading, mathematics problem-solving, and writing. MCPS pays for Grade 9 census administration of the PSAT so that all students have the opportunity to participate in the program. Participation familiarizes students with the kinds of questions and the exact directions they will see on the SAT, the more commonly used college admission test used by MCPS students.

The fall 2006 Grade 9 census PSAT administration is the baseline year for monitoring participation (Table F-1). The highest rate of participation was seen among Asian American and White students, while the lowest participation rate was among LEP students.

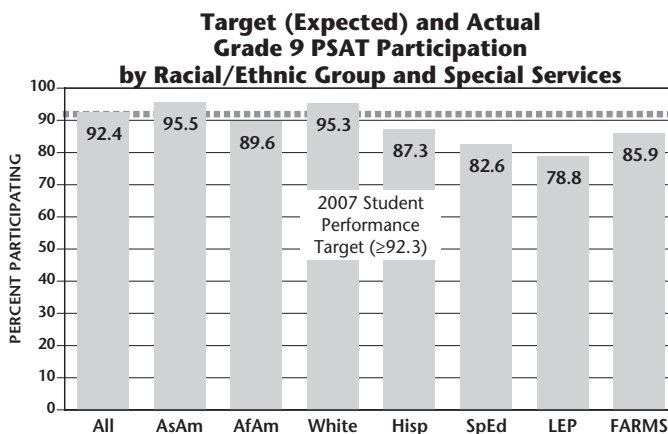
**Table F-1**

Fall 2006 Grade 9 PSAT Participation		
	N	Percentage
All	10611	92.4
Asian American	1566	95.5
African American	2535	89.6
White	4539	95.3
Hispanic	1940	87.3
Special Education	1065	82.6
Limited English Proficient	323	78.8
Free and Reduced-price	1966	85.9

**Grade 9 PSAT Participation Student Performance and District Targets**

For 2006–2007, 92.3 percent of all Grade 9 students and student groups were expected to have taken the PSAT. For the 2006–2007 school year, all students, Asian American, and White students met the expected participation rate (Figure F-1).

**Figure F-1**



The 2007 district target expects 15 out of 25 comprehensive high schools to have at least 92.3 percent of all Grade 9 students and all groups of eligible Grade 9 students participating in the PSAT. For 2007, 18 schools met expectation for Asian American students and 19 schools met expectation for White students (Table F-2). However, only 11 schools met expectation for all students, 8 schools met expectation for African American students, 8 schools met expectation for Hispanic students, 3 schools met expectation for special education and FARMS students, and 6 schools met expectation for LEP students.

**Table F-2**

District Target (Expected) and Actual Number of Comprehensive High Schools with PSAT Participation by Grade 9 Students At or Above Expectation	
	2007
Total Comprehensive High Schools*	25
Target	13
Actual	
All Students	11
Asian American	18
African American	8
White	19
Hispanic	8
Special Education	3
Limited English Proficient	6
Free and Reduced-price Meals	3

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

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**DATA ★ POINT**

**PSAT Participation in Grade 10**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and the National Merit Scholarship Corporation. The goal of the PSAT/NMSQT is to measure skills in critical reading, mathematics, problem-solving, and writing. MCPS pays for Grade 10 census administration of the PSAT so that all students have the opportunity to participate in the program. MCPS uses PSAT scores to encourage more rigorous course-taking among students who have the potential to perform well in Honors-level and Advanced Placement (AP) courses, but have not been recognized through other identification processes. Participation also familiarizes students with the kinds of questions and the exact directions they will see on the SAT, the more commonly used college admissions test used by MCPS students.

The fall 2006 Grade 10 census PSAT administration is the baseline year for monitoring participation (Table G-1). The highest participation rate was seen among Asian American and White students, while the lowest participation rate was seen among LEP students.

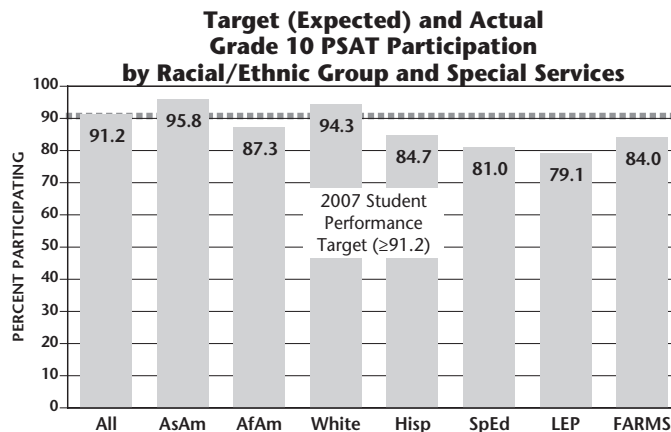
**Table G-1**

Fall 2006 Grade 10 PSAT Participation		
	N	Percentage
All	9817	91.2
Asian American	1519	95.8
African American	2157	87.3
White	4438	94.3
Hispanic	1675	84.7
Special Education	827	81.0
Limited English Proficient	352	79.1
Free and Reduced-price Meals	1608	84.0

**Grade 10 PSAT Participation Student Performance and District Targets**

For 2006–2007, 91.2 percent of all eligible Grade 10 students and student groups were expected to have taken the PSAT. For the 2006–2007 school year, all students, Asian American, and White students met the expected participation rate (Figure G-1).

**Figure G-1**



The 2007 district target expects 15 out of 25 comprehensive high schools to have at least 91.2 percent of all eligible Grade 10 students and all groups of eligible Grade 10 students participating in the PSAT. For 2007, 15 schools met expectation for all students, 23 schools met expectation for Asian American students, and 22 schools met expectation for White students. However, only 7 schools met expectation for African American students, 6 schools met expectation for Hispanic and LEP students, 4 schools met expectation for special education students, and 3 schools met expectation for FARMS students.

**Table G-2**

District Target (Expected) and Actual Number of Comprehensive High Schools with PSAT Participation by Grade 10 Students At or Above expectation	
	2007
Total Comprehensive High Schools*	25
Target	15
Actual	
All Students	15
Asian American	23
African American	7
White	22
Hispanic	6
Special Education	4
Limited English Proficient	6
Free and Reduced-price Meals	3

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

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

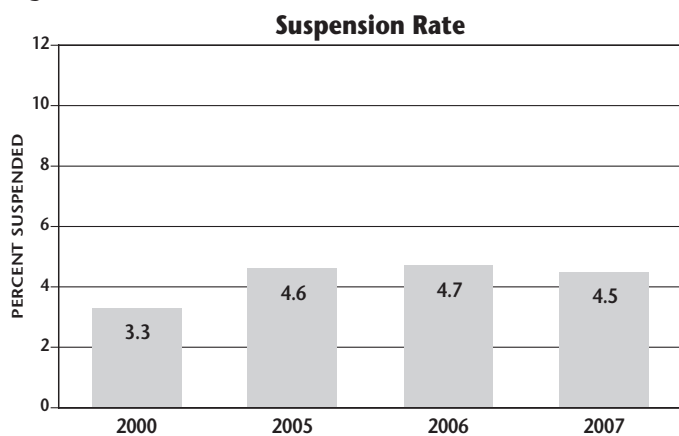
**DATA POINT**

**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.

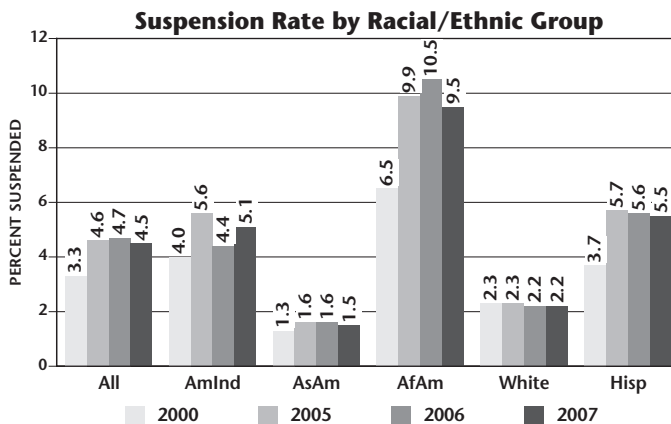
Countywide, the rate of out-of-school suspensions of at least one day has gradually increased since the base-line year of 2000, from 3.3 percent to 4.5 percent in 2007 (Figure H-1).

Figure H-1



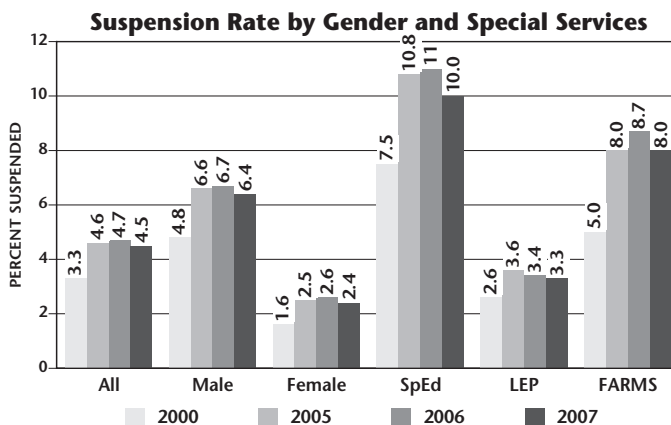
Data for 2007 show that, within racial/ethnic groups, African American, Hispanic, and American Indian students have higher suspension rates than White and Asian American students (the small number of American Indian students in part affects this rate) (Figure H-2). Suspension rates for African American and Hispanic students have increased over the seven-year period, while remaining relatively stable for Asian American and White students during the same time period (Figure H-2).

Figure H-2



Male students continue to be suspended at a higher rate than female students. Among students receiving special services, special education students also continue to be suspended at a higher rate than LEP and FARMS students (Figure H-3). During 2007, the suspension rate for FARMS students dropped to the 2005 level (Figure H-3).

Figure H-3



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

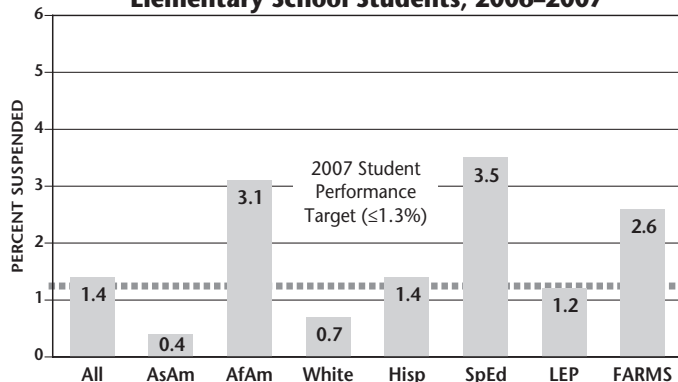
During 2006–2007, the suspension rate at elementary schools for all students and all groups of students was expected to be at or below 1.3 percent. For the 2006–2007 school year, the suspension rates for all students, Asian American, White, and LEP students was at or below 1.3 percent (Figure H-4).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

Figure H-4

**Target (Expected) and Actual Suspension Rate for Elementary School Students, 2006–2007**



The 2007 district target expected 100 out of 129 elementary schools to have a suspension rate of 1.3 percent or lower for all students and student groups. During 2006–2007, 110 out of 129 elementary schools had a suspension rate at or below 1.3 percent for Asian American students. However, 98 out of 129 elementary schools had a suspension rate at or below 1.3 percent for White students, 82 elementary schools met the target for all students, 58 met the target for African American students, 87 met the target for Hispanic students, 94 met the target for LEP students, 58 met the target for FARMS students, and 49 met the target for special education students (Table H-1).

Table H-1

Target and Actual Number of Elementary Schools At or Below the Expected Suspension Rate		
	2006	2007
Total Comprehensive Elementary Schools *	125	129
<b>Target</b>	88	100
	Actual	Actual
All students	77	82
Asian American	111	110
African American	45	58
White	94	98
Hispanic	90	87
Special Education	42	49
Limited English Proficient	86	94
Free and Reduced-price Meals	55	58

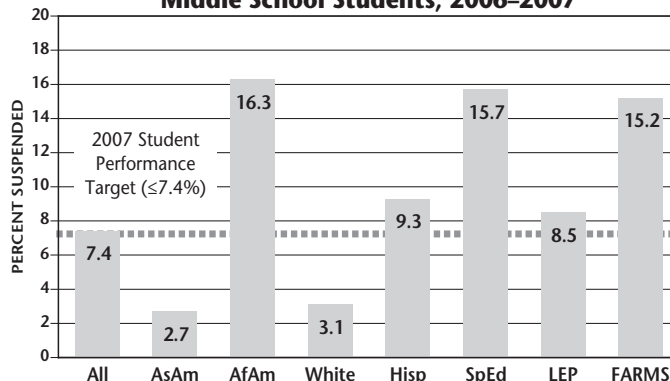
\*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

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

During 2006–2007, the expected suspension rate at middle schools for all students and all groups of students was expected to be at or below 7.4 percent. For the 2006–2007 school year, the suspension rates for all students, Asian American, and White students were at or below 7.4 percent (Figure H-5).

Figure H-5

**Target (Expected) and Actual Suspension Rate for Middle School Students, 2006–2007**



The 2007 district target expected 23 out of 38 middle schools to have a suspension rate of 7.4 percent or lower for all students and student groups. During 2006–2007, 33 out of 38 middle schools had a suspension rate at or below 7.4 percent for Asian American students and White students (Table H-2). However, only 19 middle schools met the target for all students, 6 met the target for African American students, 16 met the target for Hispanic students, 20 met the target for LEP students, 7 met the target for FARMS students, and 6 met the target for special education students.

Table H-2

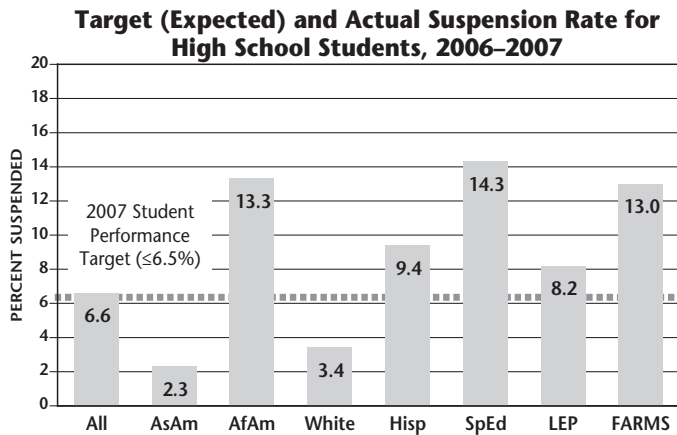
Target and Actual Number of Middle Schools At or Below the Expected Suspension Rate		
	2006	2007
Total Comprehensive Middle Schools*	38	38
<b>Target</b>	19	24
	Actual	Actual
All students	19	19
Asian American	33	33
African American	4	6
White	34	33
Hispanic	15	16
Special Education	5	6
Limited English Proficient	19	20
Free and Reduced-price Meals	5	7

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

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

During 2006–2007, 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 2006–2007 school year, the suspension rates for Asian American and White high school students was at or below 6.5 percent (Figure H-6).

Figure H-6



The 2007 district target expected 15 out of 25 comprehensive high schools to have a suspension rate of 6.5 percent or lower for all students and student groups. During 2006–2007, 24 out of 25 high schools had a suspension rate

lower than 6.5 percent for Asian American and 20 out of 25 high schools met the target for White students (Table H-3). However, only 12 high schools met the target for all students, 2 met the target for African American students, 11 met the target for Hispanic and LEP students, none met the target for FARMS students, and 2 met the target for special education students.

Table H-3

Target and Actual Number of High Schools At or Below the Expected Suspension Rate		
	2006	2007
Total Comprehensive High Schools *	25	25
<b>Target</b>	12	16
	Actual	Actual
All students	10	12
Asian American	23	24
African American	0	2
White	23	20
Hispanic	7	11
Special Education	1	2
Limited English Proficient	9	11
Free and Reduced-price Meals	0	0

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

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

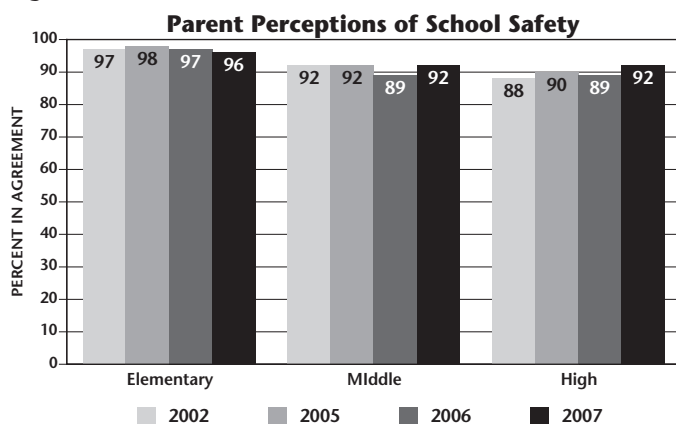
**DATA ★ POINT**

**Student, Parents, and Staff Surveys**

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

Parents, students, and staff responding to the Surveys of School Environment indicated high levels of agreement toward safety in schools (Figure I-1, Figure I-2, Figure I-3). 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 (more than 95 percent agreement) and lowest among high school staff (89 percent). High school staff report higher agreement about their schools' safety in 2007 compared with 2006 (89 percent to 82 percent, respectively). Elementary school students report higher agreement levels (about 87 percent) compared with middle and high school students (about 78 percent). The 2007 high school parents report reflected the highest increase in agreement about school safety when compared with 2002 high school parents (92 percent to 88 percent, respectively).

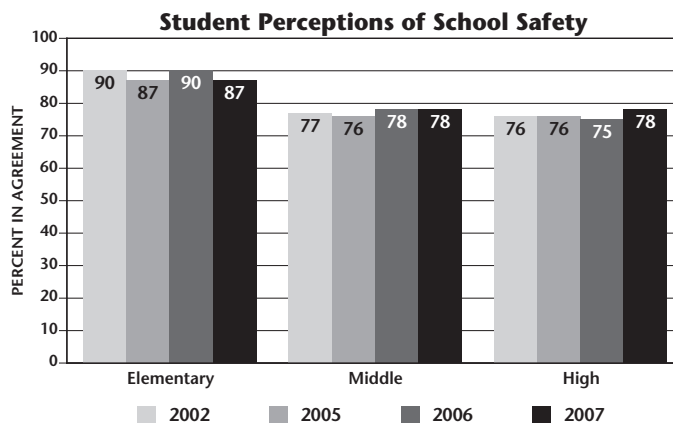
**Figure I-1**



Question Wording:

Parents: "My child feels safe at school."

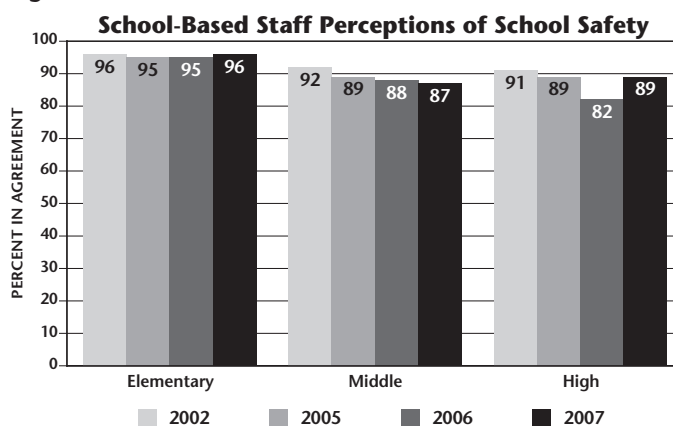
**Figure I-2**



Question Wording:

Students: "I feel safe at school."

**Figure I-3**



Question Wording:

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

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

**DATA POINT**

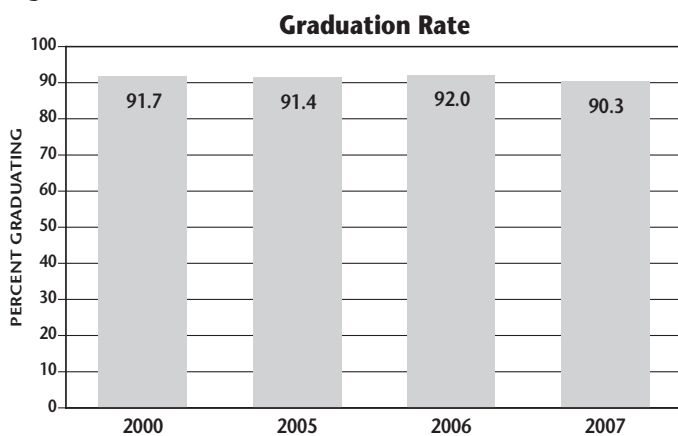
**Graduation Rates**

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). MSDE has stated that, by 2014, all high schools, school systems, and the state should reach a graduation rate of 90 percent. The standard applies to all students, not individual groups of students. 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.

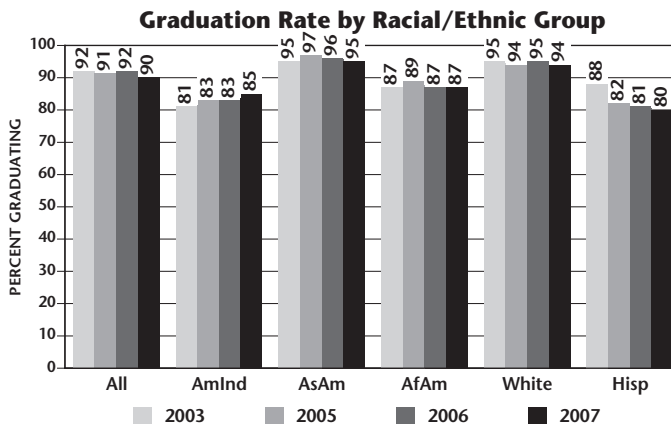
Countywide, MCPS has met the MSDE standard of 90 percent for its graduation rate since 2000 (Figure J-1).

**Figure J-1**



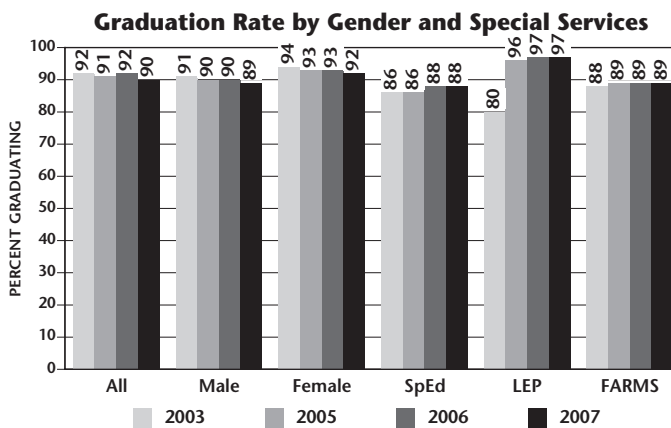
The 2007 graduation rate for each student group ranged from 80 percent to 97 percent. Among student groups, Asian American, White, female, and LEP students continue to meet the 90 percent standard (Figures J-2 and J-3).

**Figure J-2**



MSDE began calculating the graduation rate by student group in 2003. 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 4 percentage points (Figure J-2) and for LEP students, whose rate rose by approximately 17 percentage points (Figure J-3).

**Figure J-3**



**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

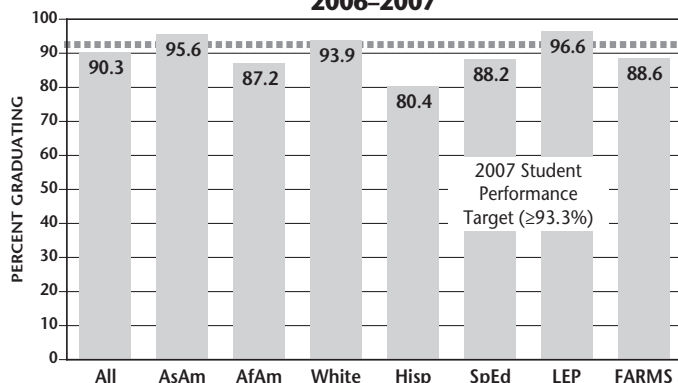
**MILESTONE** All schools will meet or exceed the state's graduation requirements.

**Graduation Rate  
Student Performance and District Targets**

During 2006–2007, all students and all groups of students were expected to have a graduation rate of at least 93.3 percent (Figure J-4). For the 2006–2007 school year, Asian American, White, and LEP students met the expected graduation rate.

**Figure J-4**

**Target (Expected) and Actual Graduation Rate, 2006–2007**



The 2007 district target expects 15 MCPS comprehensive high schools to have a graduation rate of 93.3 percent for all students and student groups. During 2006–2007, 15 comprehensive high schools had a graduation rate of at least 93.3 percent for White students, 20 schools had a graduation rate of at least 93.3 percent for Asian American students, and 17 schools had a graduation rate of at least 93.3 percent for LEP students (Table J-1). However, only 11 schools had a graduation rate of more than 93.3 percent for all students, 9 schools met the expected rate for special education students, 6 schools met the expected graduation rate for African American and Hispanic students, and 5 schools met expectation for FARMS students.

**Table J-1**

Target and Actual Number of Schools with Graduation Rate At or Above Expectation		
	2006	2007
<b>Total Comprehensive High Schools*</b>	<b>23**</b>	<b>23**</b>
<b>Target</b>	12	14
	Actual	Actual
All students	13	11
Asian American	22	20
African American	8	6
White	20	15
Hispanic	4	6
Special Education	8	9
Limited English Proficient	18	17
Free and Reduced-price Meals	12	5

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

\*\*23 out of 25 high schools served Grade 12 students.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

**DATA POINT**

**High School Assessments**

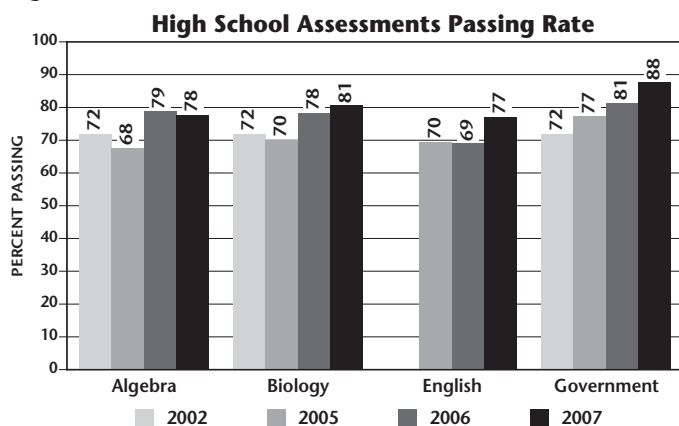
The Maryland High School Assessments (HSAs) measure individual student achievement and overall school performance in Algebra 1; Biology; English; and National, State, and Local Government (NSL). Maryland public school students must take the HSAs after they complete the appropriate high-school-level courses.

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 who entered Grade 9 in 2005 and beyond are required to earn a combined score of 1602 across four HSAs in order to receive a Maryland high school diploma.

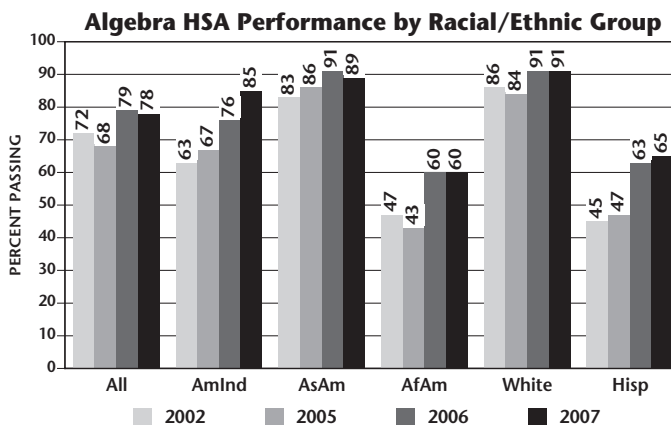
Countywide, the overall percentage of students passing the Algebra, Biology, English, and Government HSAs increased since the baseline year of 2002. Compared with 2006, the passing rate increased for the Biology, English, and Government HSAs while declining slightly for the Algebra HSA (Figure K-1).

**Figure K-1**

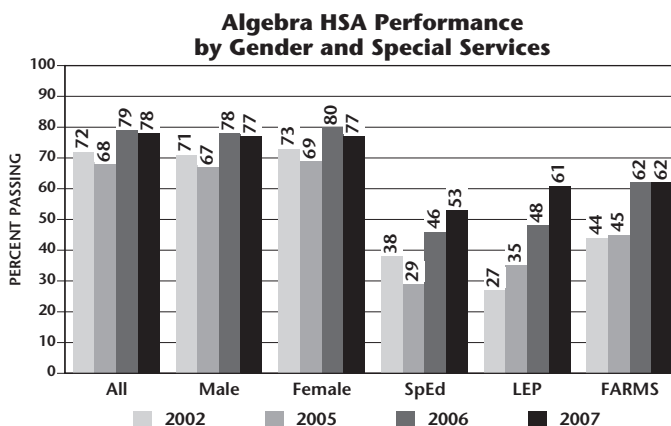


During 2007, the Algebra 1 HSA passing rates within racial/ethnic groups increased for all groups of students since the baseline year of 2002, with American Indian, African American, and Hispanic students showing the largest gains (Figure K-2). The passing rates among students receiving special services also have increased since the baseline year, with LEP students showing the greatest gains (Figure K-3).

**Figure K-2**



**Figure K-3**

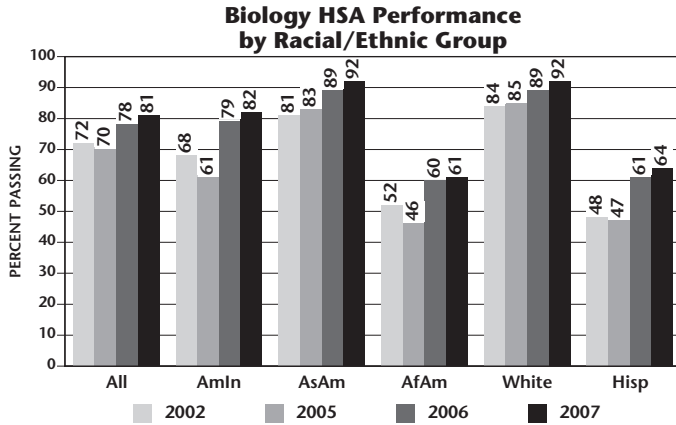


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

During 2007, the Biology HSA passing rates within racial/ethnic groups increased for all groups of students since the baseline year of 2002, with American Indian, African American, and Hispanic students showing the largest gains (Figure K-4). The passing rates among students receiving special services also have increased since the baseline year, with LEP students showing the greatest gains (Figure K-5).

Figure K-4



During 2007, the English HSA passing rates within racial/ethnic groups increased for all groups of students since the baseline year of 2005, with American Indian and African American students showing the largest gains (Figure K-6). The passing rates among students receiving special services also have increased since the baseline year, with FARMS students showing the greatest gains (Figure K-7).

Figure K-6

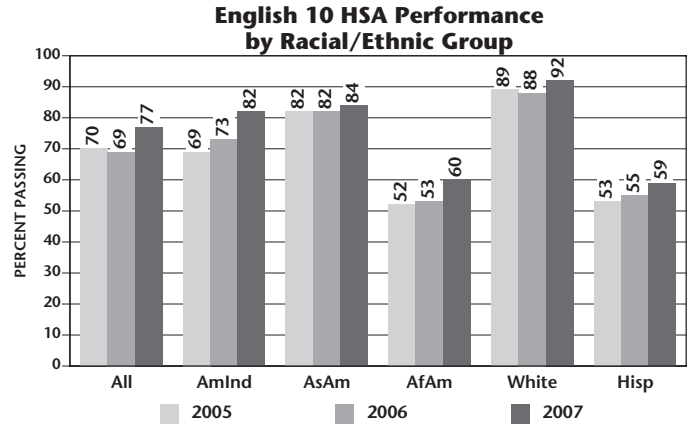


Figure K-5

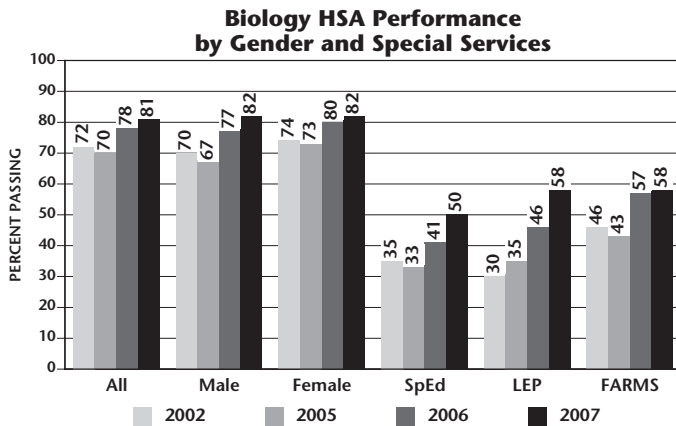
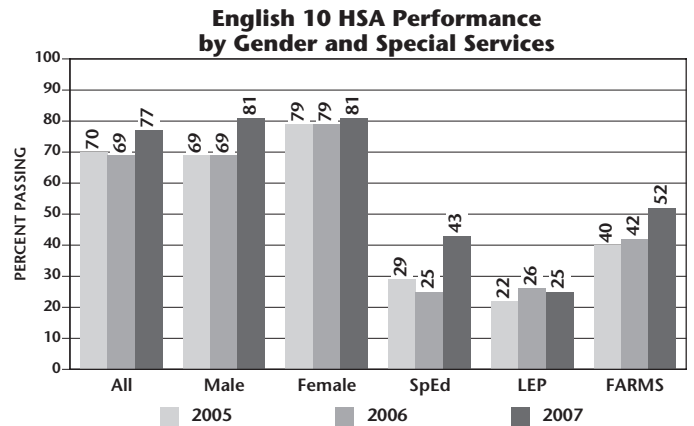


Figure K-7

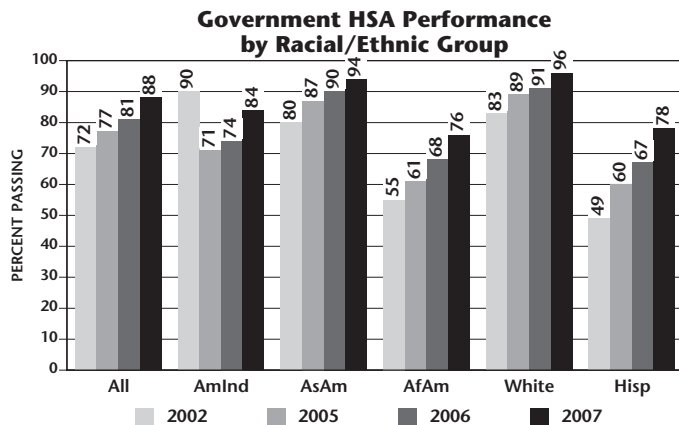


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

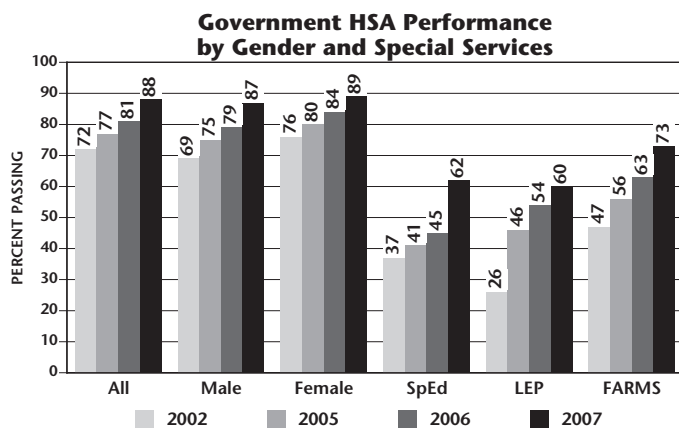
**MILESTONE** All schools will meet or exceed the state’s graduation requirements.

During 2007, the government HSA passing rates within racial/ethnic groups increased for all groups of students except American Indian since the baseline year of 2002, with African American and Hispanic students showing the largest gains (Figure K-8). The passing rates among students receiving special services also have increased since the baseline year, with LEP students showing the greatest gains (Figure K-9).

**Figure K-8**



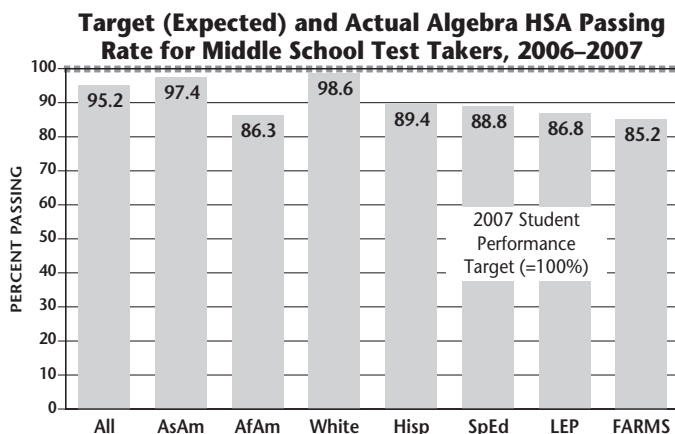
**Figure K-9**



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

During the 2006–2007 school year, 100 percent of all middle school students and all subgroups who took Algebra/Data Analysis were expected to pass. For the 2006–2007 school year, no group met the expected passing rate. The overall passing rate was 95.2 percent, and ranged from 85.2 percent for FARMS students to 98.6 percent for White students (Figure K-10).

**Figure K-10**



The 2007 district target expects all middle schools to have 100 percent of the Algebra HSA test takers passing the test. During the 2006–2007 school year, 6 out of 38 middle schools had 100 percent of all test takers pass the test, while 9 out of 38 middle schools had a passing rate of 100 percent for African American test takers, and 15 out of 38 middle schools met the expected passing rate for White students. Of the 37 middle schools with Asian American and Hispanic test takers, 17 met expectation for Asian American students and 13 met expectation for Hispanic students. Of the 33 schools with FARMS test takers, 9 met expectation; of the 22 schools with special education test takers, 12 met expectation; and of the 11 schools with LEP test takers, 4 met expectation (Table K-1).

**Table K-1**

District Target (Expected) and Actual Number of Comprehensive Middle Schools with 100 Percent of Algebra HSA Test Takers Passing the Test		
	2006	2007
Total Comprehensive Middle Schools*	38	38
Target	12	15
	Actual	Actual
All students	7	6
Asian American	26	17
African American	11	9
White	15	15
Hispanic	16	13
Special Education	8	12
Limited English Proficient	3	4
Free and Reduced-price Meals	12	9

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

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

**DATA POINT**

**High School Program Completion**

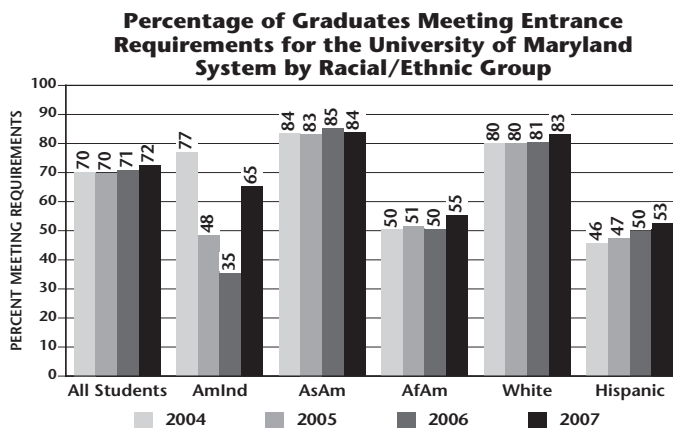
The Maryland State Department of Education (MSDE) designates three categories of high school program completion by graduating seniors. The three categories are meeting the requirements for admission to the University System of Maryland, completing an approved Career and Technology Education (CTE) program,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

Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent 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.

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

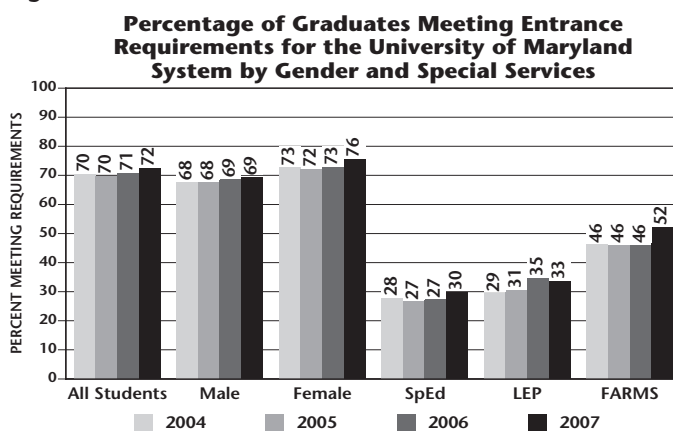
Countywide, over the past four years, approximately 70 percent of MCPS graduates met the requirements for admission to the University System of Maryland (Figure L-1). Among racial/ethnic groups, more than 83 percent of Asian American and approximately 80 percent of White graduates continue to meet the requirements for entrance to the University System of Maryland. Over the four-year period, the percentage of African American and Hispanic students meeting the entrance requirement has increased by 5 percentage points and 7 percentage points, respectively.

Figure L-1



Over the past four years, the percentage of male and female graduates meeting entrance requirements to the University System of Maryland remained stable (Figure L-2). 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 L-2).

Figure L-2

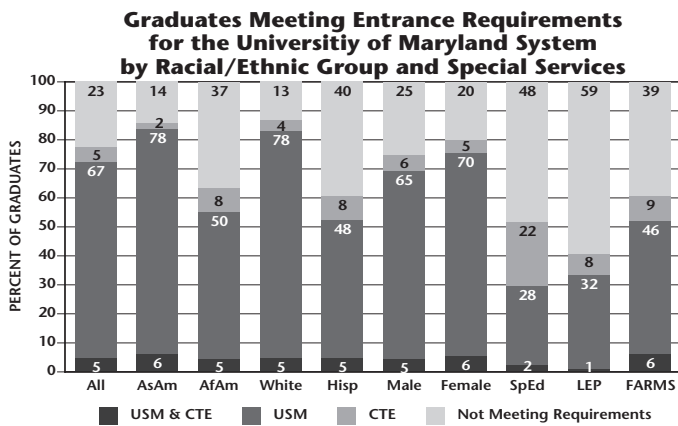


**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

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

Among all 2007 graduates, 5.2 percent completed a CTE program, while an additional 5.0 percent completed a CTE program and met the University System of Maryland (USM) entrance requirements (Figure L-3). Among racial groups, more than 8 percent of African American and Hispanic graduates completed a CTE program, and approximately 5 percent of both African American and Hispanic graduates completed a CTE program and also met USM entrance requirements. Among students receiving special services, almost 25 percent of special education graduates completed a CTE program, compared with 8.5 percent of LEP graduates and 15.0 percent of FARMS graduates.

**Figure L-3**





# GOAL 2: Provide an Effective Instructional Program



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

Goal 2 encompasses the following milestones and accompanying data points:

Milestone	Data 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</li> <li>★ TerraNova 2 in Grade 2</li> <li>★ MCPS-AP Reading (pre-K– Grade 2)</li> <li>★ Math Unit Assessments Grade 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 6</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 and dropouts.</p>	<ul style="list-style-type: none"> <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.

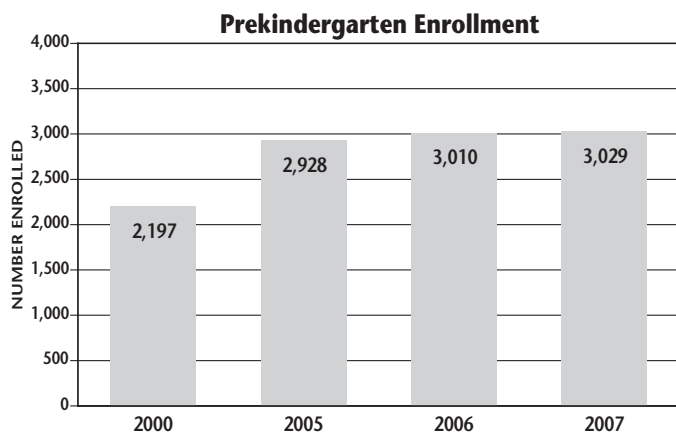
**DATA ★ POINT**

**Enrollment in Prekindergarten**

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

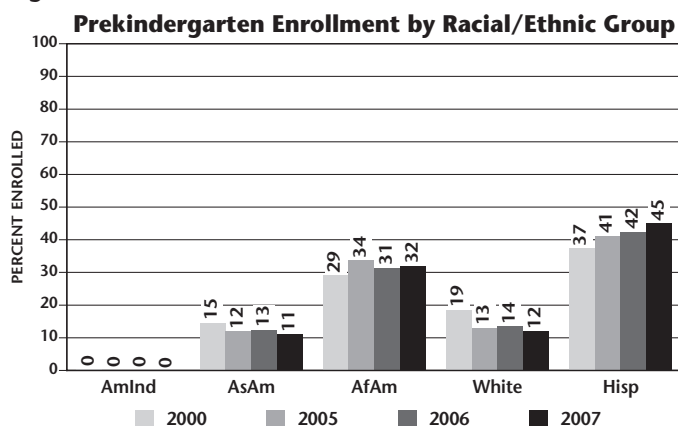
In 2007, children were served in MCPS pre-K programs (including special education preschool programs) as well as in federal Head Start. Countywide, the number of children enrolled in MCPS preschool programs has steadily increased to 3,029 since the baseline year of 2000. Overall, this represents an increase of nearly 50 percent (Figure M-1).

**Figure M-1**

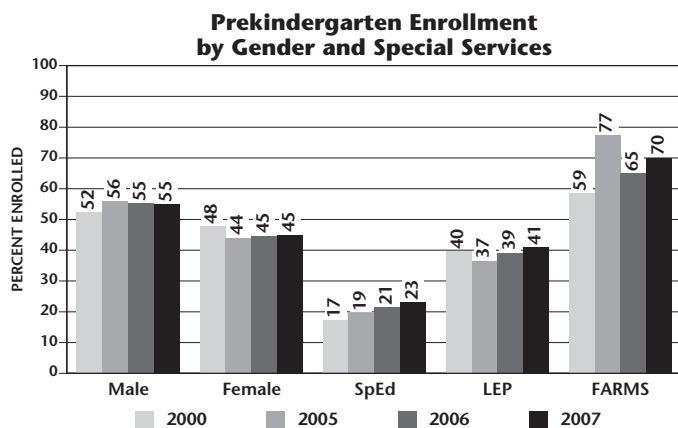


The demographic makeup of prekindergarten programs has remained stable since the baseline year of 2000 (Figure M-2). Programs continue to be provided at those schools with the greatest concentration of poverty and racial/ethnic diversity (Figure M-3).

**Figure M-2**



**Figure M-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**

**TerraNova**

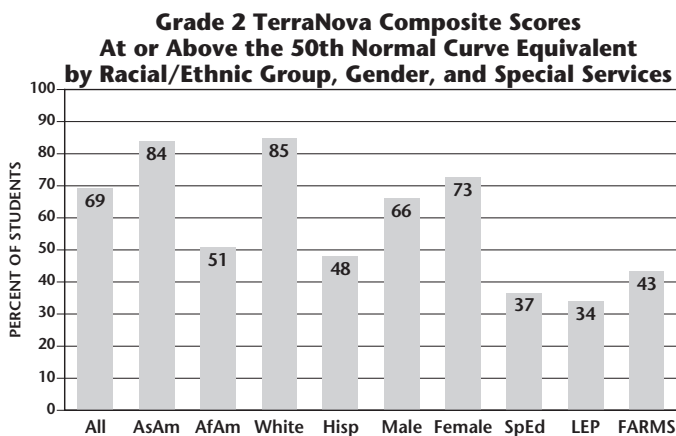
In 2007, MCPS administered the TerraNova Second Edition (TN/2) Complete Battery to Grade 2 students. The TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation. The TN/2 provides a comparison of performance of MCPS students with Grade 2 students nationwide.

TN/2 results are reported using normal curve equivalent (NCE) scores, a metric that allows comparisons of groups of students over time. In 2007, almost 70 percent of Grade 2 students exceeded the TN/2 50th 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 a reliable indicator of overall student performance.

In 2007, 83.8 percent of Asian American, 84.8 percent of White, 50.8 percent of African American, and 48.0 per-

cent of Hispanic students scored at or above the 50th NCE. On average, MCPS Grade 2 females had higher scores than males. Less than half of students who received FARMS, special education, or LEP services scored at or above the 50th NCE (Figure N-1)

**Figure N-1**



**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.

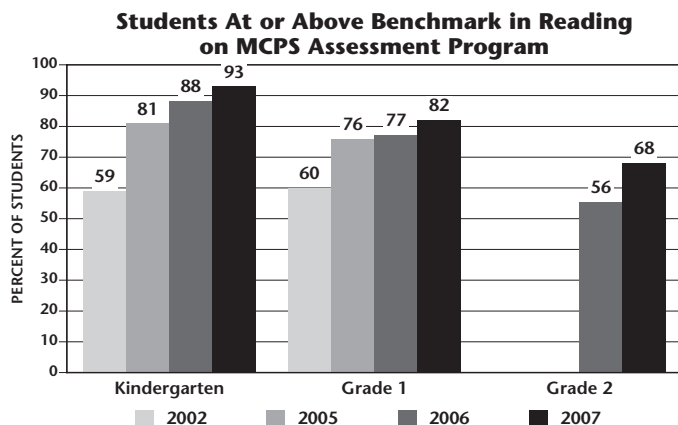
**DATA ★ POINT**

**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 on 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 and score 2 out of 3 on an oral retell. The Grade 1 end-of-year benchmark is for students to 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 2 or 3 for each of two written comprehension questions that represents partial or essential understanding of the text. Grade 2 results are only provided for the past two years because written comprehension items were changed in 2005 to more closely align with the voluntary state curriculum.

Students have shown continuous improvement at reaching the reading benchmarks in kindergarten since the 2001–2002 academic year. The percentage of students achieving benchmark in kindergarten exceeded 90, up 5 percentage points from 2006. Grade 1 student performance also increased from 77 percent in 2006 to 82 percent in 2007. Grade 2 students' performance increased 12 percentage points from last year's administration (Figure O-1).

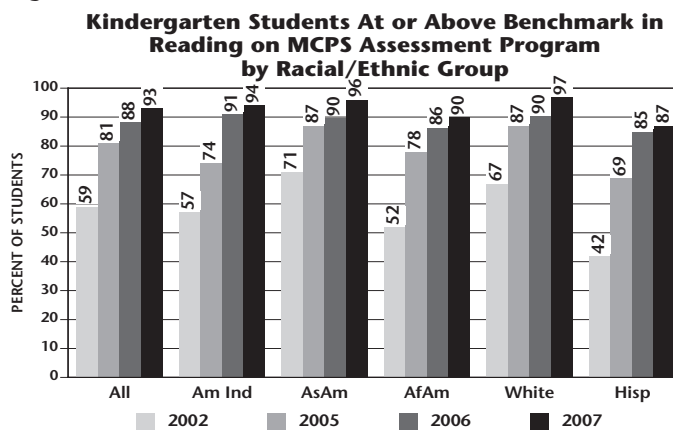
**Figure O-1**



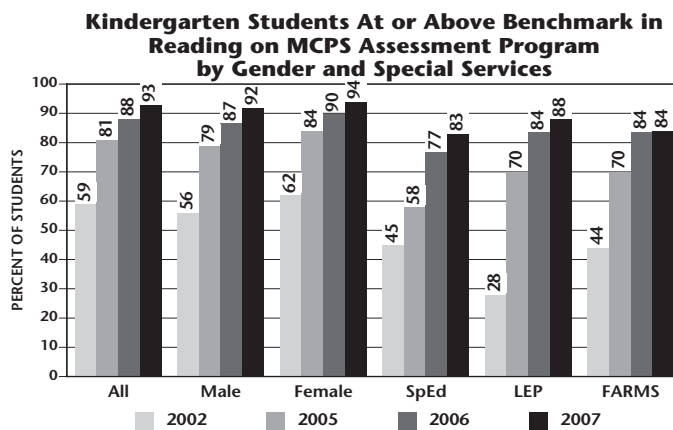
**Kindergarten**

The percentage of students achieving benchmark continues to improve for all kindergarten student groups since the 2001–2002 academic year (Figures O-2 and O-3). Ninety percent of African American students achieved benchmark in kindergarten, up from 86 percent last year. Special education students also showed improvement, increasing from 77 percent in 2006 to 83 percent in 2007.

**Figure O-2**



**Figure O-3**



The improvement in performance since 2002 may be associated with several initiatives, such as the Early Success Performance Plan. 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 the 2007–2008 school year.

**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.

**Grade 1**

Figures O-4 and O-5 show that, for all Grade 1 student groups in 2007, there is an improvement in the percentage of students who met benchmark. For African American students, there was an 8 percentage point increase from 2006; Hispanic students also showed similar gains, increasing 9 percentage points, compared with 2006. The percentage of LEP and FARMS students meeting the benchmark improved 12 and 10 percentage points, respectively, compared with last year.

Figure O-4

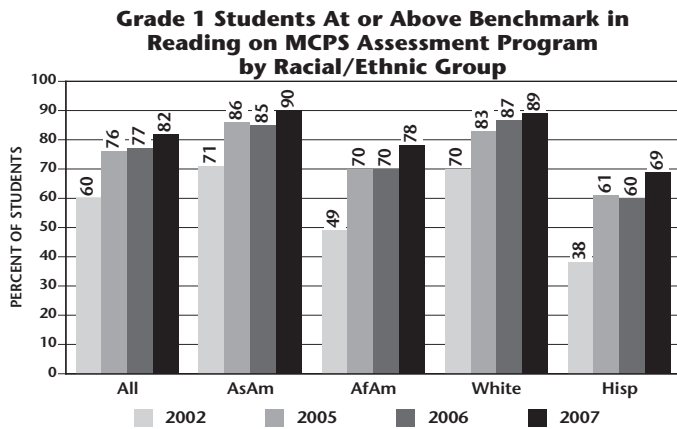
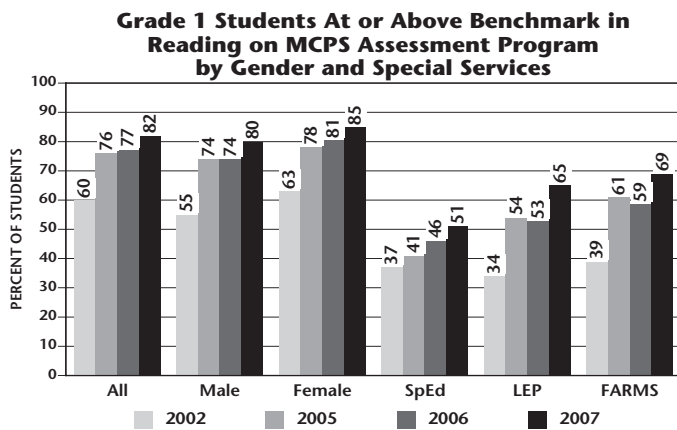


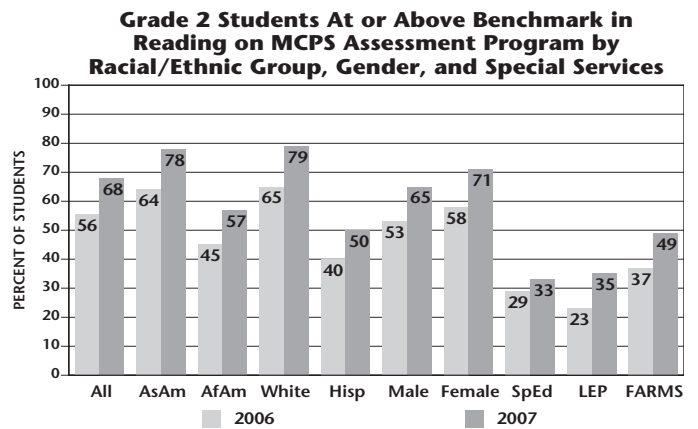
Figure O-5



**Grade 2**

In 2007, 68 percent of Grade 2 students met the benchmark, representing an increase of 12 percentage points, compared with 2006. The percentages of African American and Hispanic students achieving benchmark were much lower than Asian American and White students (Figure O-6). Females (71 percent) continue to outperform their male (65 percent) peers by about 6 percentage points. About 33 percent of students who received special education services, 35 percent of students who were LEP, and 49 percent of students who received FARMS services met the Grade 2 benchmark in 2007 (Figure O-6).

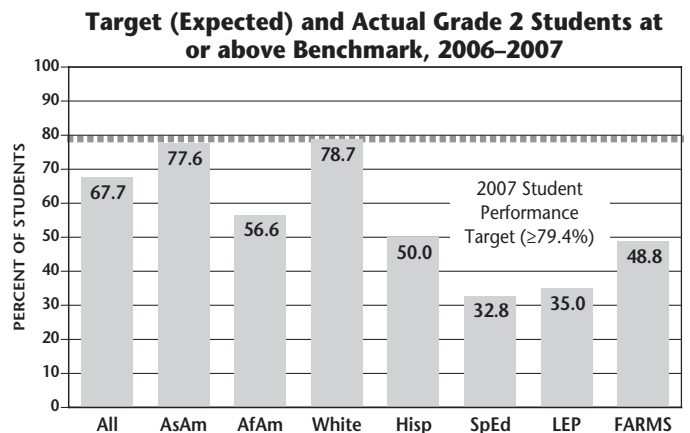
Figure O-6



**MCPS-Assessment Program Reading Grade 2 Student Performance and District Target**

During 2006-2007, 79.4 percent of all students and all groups of students were expected to meet benchmark in Grade 2 reading (Figure O-7). For 2006-2007, the benchmark was not met by all students or by any group of students.

Figure O-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.

The 2007 district target expects 90 of the 118 elementary schools serving Grade 2 students and participating in the MCPS-AP Reading program to have 79.4 percent of all students and all groups of students meeting benchmark. However, during the 2006–2007 school year, only 32 out of the 118 schools met expectation for all students (Table O-1). Of the 101 schools with more than 5 Asian American Grade 2 students, 50 met expectation; of the 99 schools with more than 5 African American Grade 2 students, 11 met expectation; of the 113 schools with more than 5 White Grade 2 students, 61 met expectation; of the 103 schools with more than 5 Hispanic Grade 2 students, 7 met expectation; of the 90 schools with more than 5 Special Education Grade 2 students, 4 met expectation; of the 96 schools with more than 5 LEP Grade 2 students, 6 met expectation; and of the 98 schools with more than 5 FARMS Grade 2 students, 5 met expectation.

**Table O-1**

<b>District Target (Expected) and Actual Number of Schools with Percentage of Grade 2 Students Meeting Benchmark At or Above Expectation</b>	
	<b>2007</b>
<b>Total Comprehensive Elementary Schools*</b>	<b>118**</b>
<b>Target</b>	<b>90</b>
	<b>Actual</b>
All Students	32
Asian American	50
African American	11
White	61
Hispanic	7
Special Education	4
LEP	6
FARMS	5

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

\*\*118 elementary schools with Grade 2 students participating in MCPS-AP program.

**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****Math Unit Assessments Grade 2**

The MCPS Assessment Program in Mathematics was designed to align with the written and taught curriculum. The kindergarten performance assessments and the Grades 1 and 2 unit assessments were developed to measure a student's progress toward mastery of specific content knowledge, skills, and strategies. The primary use of the data collected from these assessments is to inform instruction and monitor student progress.

Each unit assessment measures the student's level of understanding for content standards taught in that unit. Summary information based on a student's performance on these six content standards over the course of all units taught is reported at the end of the school year. Students are identified as having minimal, partial, or complete understanding based on the percentage of items completed correctly.

These locally developed assessments have undergone revisions for several years, based on data collected from the schools. As the assessments stabilize and benchmark performance targets are set, it will be possible to report on this data point. However, for the 2006–2007 school year, it is not possible to describe student performance relative to established benchmarks for mathematics.

**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**

MCPS provides a continuum of accelerated and enriched instructional programming and services aligned with the standards published by the National Association for Gifted Children. These levels of service include, but are not limited to, school-based services, the Schoolwide Enrichment Model, magnet and center programs, and the International Baccalaureate program. 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 to apply to a special program.

All students are screened for gifted and talented services in the spring of their Grade 2 year. Multiple criteria are used, including parent, teacher, and staff surveys; MCPS achievement/performance data; and standardized assessment data. The parent surveys are mailed home to all families of Grade 2 students. The Office of School Performance, the Department of Shared Accountability, and the Division of Accelerated and Enriched Instruction monitor the global screening process, analyzing student identification and performance.

Countywide, since the baseline year, the number of Grade 2 students screened varied during this six-year span (Table Q-1). Compared with the prior year, the percentage of students identified as gifted and talented in 2007 dropped slightly from 39.5 percent to 39.4 percent of the screened population.

**Table Q-1**

Grade 2 Students Screened and Percentage Identified as Gifted and Talented		
Year	Number Screened	Percentage Identified
2002	9,658	36.0
2004	10,118	44.5
2005	9,875	33.8
2006	9,782	39.5
2007	9,364	39.4

Changes in the global screening process during 2005 that included re-norming the Advanced Progressive Matrices (Raven) assessment and replacing the out-of-print Test of Cognitive Skills with the CTB/McGraw-Hill InView have not significantly affected the proportion of students identified by race/ethnicity.

The essential outcome of the global screening process is to ensure that the gifts of all students are revealed, documented, and developed throughout their years in MCPS. However, the data collected for this process only meet the narrow scope of identification and the application of a label to students. Multiyear data indicate that, among students identified as gifted and talented, African American and Hispanic students continue to be underrepresented, while White and Asian American students continue to be overrepresented (Table Q-2). This pattern suggests that new steps must be taken to reach equitable identification results. The data do not inform the system as to the extent to which accelerated and enriched instructional programming is available among schools. To analyze equity in delivery of advanced instructional programming, MCPS would need a stronger data collection focus on services instead of analyzing only identification. Steps have been made in this direction with the collection of Mathematics 6 in Grade 5 and Algebra 1 in Grade 8 data, but additional data points are necessary to form a more comprehensive analysis.

The process of identifying gifted and talented students and providing appropriate programs and services is constantly reviewed and monitored. Current action includes establishing clear expectations for accelerated and enriched instruction, identifying additional data points to monitor progress of advanced learners, putting in place a system of monitoring recommendations, and expanding the primary talent development model through revision of the kindergarten curriculum. The talent development model helps to nurture and reveal students' strengths before they proceed through the identification process.

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

**Table Q-2**

Number and Percentage of Grade 2 Students Screened and Identified in 2004–2005 through 2006–2007 by Race/Ethnicity and Services Provided (Percentage Relative to Screened or Identified for Entire County)												
	2005				2006				2007			
	Screened		Identified		Screened		Identified		Screened		Identified	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
All Students	9,875		3,333		9,782		3,866		9,364		3,688	
African American	2,196	22.2	411	12.3	2,213	22.6	506	13.1	2,111	22.5	470	12.7
Asian American	1,568	15.9	710	21.3	1,454	14.9	830	21.5	1,442	15.4	857	23.2
Hispanic	2,079	21.1	354	10.6	2,011	20.6	439	11.4	1,978	21.1	439	11.9
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	0.4	10	0.3
White	3,995	40.5	1,840	55.2	4,072	41.6	2,090	54.1	3,796	40.5	1,912	51.8
FARMS	2,950	29.9	432	13.0	2,432	24.9	557	14.4	2,685	28.7	525	14.2
Special Education	1,017	10.3	138	4.2	876	9.0	159	4.1	803	8.6	140	3.8
LEP	1,149	11.6	176	5.3	1,015	10.4	217	5.6	1,497	16.0	253	6.9

Note: Due to small numbers, American Indian data were not reported prior to 2006–2007, so column totals and percentages may not sum.

Beginning in 2002, MCPS allocated a 0.5 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 gifted and talented at Title I schools has gradually risen over the past three years, from 26.7 percent identified in 2005 to the current level of 34.1 percent (Table Q-3).

**Table Q-3**

Grade 2 Title I Students Screened and Percentage Identified as Gifted and Talented		
Year	Number Screened	Percentage Identified
2005	1,454	26.7
2006	1,503	33.9
2007	1,435	34.1

During 2007, Asian American students constituted 9.1 percent of the Title I Grade 2 screened population and White students constituted 13.4 percent of that population (Table Q-4). However, 15.5 percent of the Title I Grade 2 students identified as gifted and talented were Asian American and 24.5 percent were White. African American students constituted 30.8 percent of the Title I Grade 2 screened population, and Hispanic students constituted 46.5 percent of that population. However, 26.2 percent of the Title I Grade 2 students identified as gifted and talented were African American and

33.5 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 2005 and 2006. Of note, while African American and Hispanic students make up a greater percentage of the population at Title I Schools, they also are identified as gifted and talented at a higher rate than their peers in non-Title I schools (Table Q-4).

**Table Q-4**

Number and Percentage of Title I Grade 2 Students Screened and Identified (2007) (Percent in Terms of Total Title I Students Screened or Identified)				
Group	Screened		Identified	
	N	Percent	N	Percent
All Students	1,435	100.0	489	34.1
African American	442	30.8	128	26.2
Asian American	130	9.1	76	15.5
Hispanic	667	46.5	164	33.5
American Indian	3	0.2	1	0.2
White	193	13.4	120	24.5
FARMS	911	63.5	219	44.8
Special Education	103	7.2	11	2.2
LEP	514	35.8	80	16.4

**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**

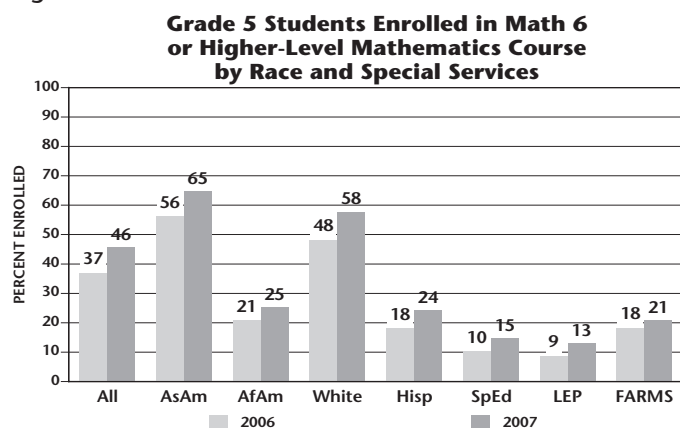
**Mathematics 6 Proficiency**

MCPS is committed to providing an aligned, high-quality curriculum from prekindergarten through Grade 12. This effort is designed to ensure that all students in every school receive the proper foundation and sequence of essential skills and knowledge that will prepare them for success in the next grade. Ultimately, the school system’s objective is to prepare all students to be successful after high school—in college, other postsecondary studies, or a career 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 6 or higher (sixth grade mathematics) in Grade 5, completion in algebra or higher-level mathematics 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 6 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 2006–2007, approximately 4,500 or 46 percent of all Grade 5 students took Mathematics 6 or higher-level mathematics.

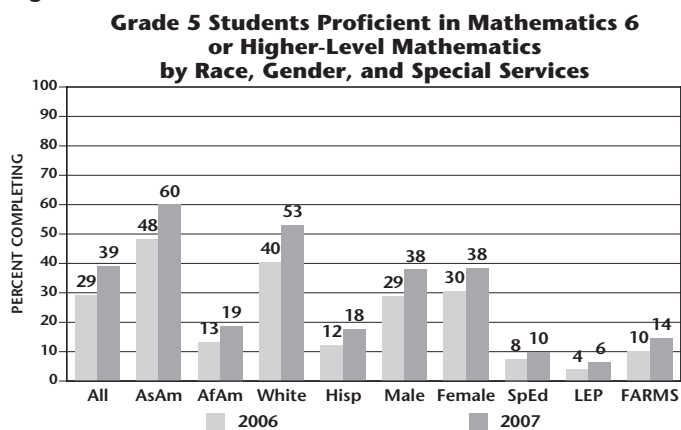
Compared with the prior year, 2006–2007 enrollment in Mathematics 6 or higher increased for all students and for all groups of students (Figure R-1). Enrollment among all students, Asian American students, and White students increased by more than 8 percentage points, while enrollment among African American, Hispanic, LEP, and special education students increased by more than 4 percentage points.

**Figure R-1**



During the 2006–2007 school year, 38.9 percent of all Grade 5 students were proficient in Mathematics 6 or higher-level mathematics. Among racial/ethnic groups, Asian American and White students had the highest proficiency rates (Figure R-2). Female students had a slightly higher proficiency rate than did male students. Among students receiving special services, FARMS students had the highest proficiency rate, followed by special education and LEP students. Compared with the prior year, proficiency in Mathematics 6 or higher-level mathematics increased for all students and all groups of students.

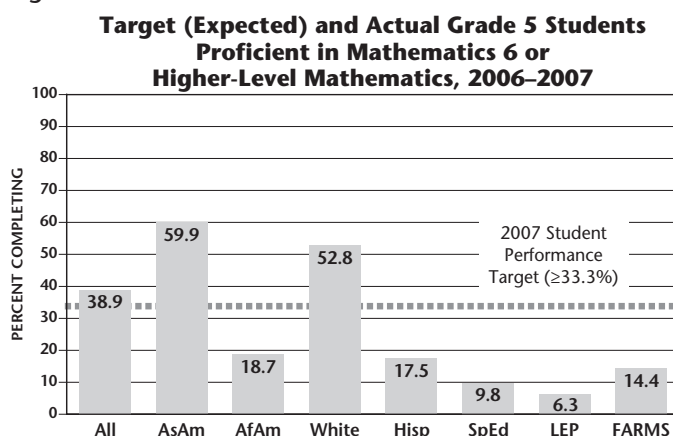
**Figure R-2**



**Grade 5 Mathematics 6 Student Performance and District Targets**

During 2006–2007, 33.3 percent of all students and all groups of students were expected to be proficient in Mathematics 6 or higher-level mathematics (Figure R-3). For the 2006–2007 school year, all students, Asian American, and White students met the expected rate of proficiency (Figure R-3).

**Figure R-3**



**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.

The 2007 district target expects 74 out of 119 of all elementary schools serving Grade 5 students to have 33.3 percent of all Grade 5 students and student groups proficient in Mathematics 6 by the end of Grade 5. During 2006–2007, 83 out of 119 elementary schools had more than 33.3 percent of their Asian American students proficient in Mathematics 6 by the end of Grade 5, and 101 out of 119 have more than 33.3 percent of White students proficient in Mathematics 6 by the end of Grade 5 (Table R-1). However, only 67 schools met expectation for all students, 11 schools met expectation for African American students, 23 schools met expectation for Hispanic students, 3 schools met expectation for LEP students, 7 schools met expectation for FARMS students, and 8 schools met expectation for special education students.

**Table R-1**

<b>Target and Actual Number of Schools with Math 6 Proficiency Rate At or Above Expectation</b>		
	<b>2006</b>	<b>2007</b>
<b>Total Elementary Schools with Grade 5*</b>	118**	119**
<b>Target</b>	59	74
	Actual	Actual
All students	53	67
Asian American	82	83
African American	10	11
White	82	101
Hispanic	9	23
Special Education	3	8
Limited English Proficient	1	3
Free and Reduced-price Meals	8	7

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

\*\* Number of elementary schools serving Grade 5 students.

**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.

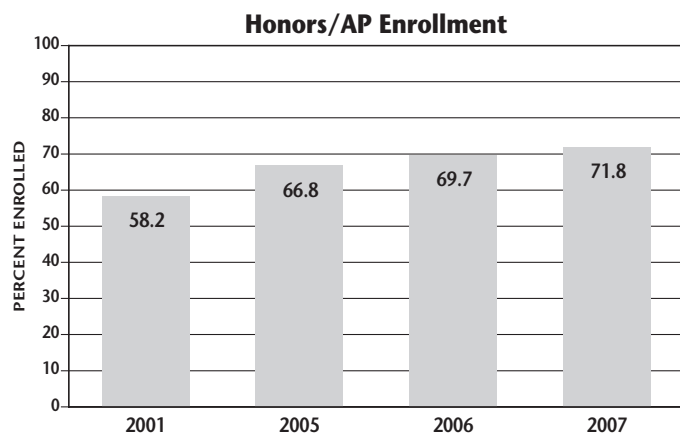
**DATA ★ POINT**

**Honors/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/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/AP courses.

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

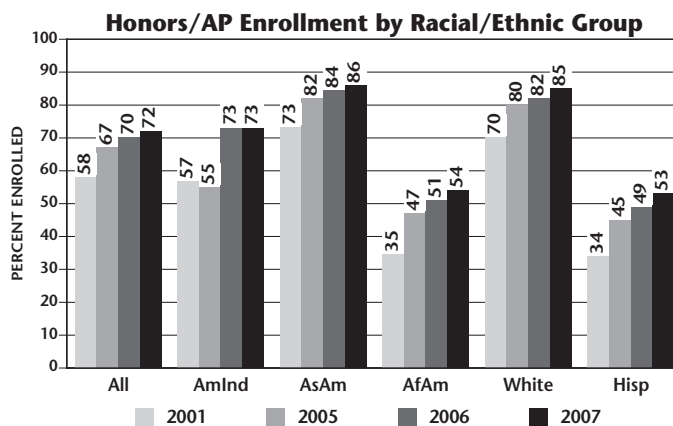
**Figure S-1**



There have been increases in enrollment in Honors/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/AP courses than African American, Hispanic, and American Indian students (Figure S-2).

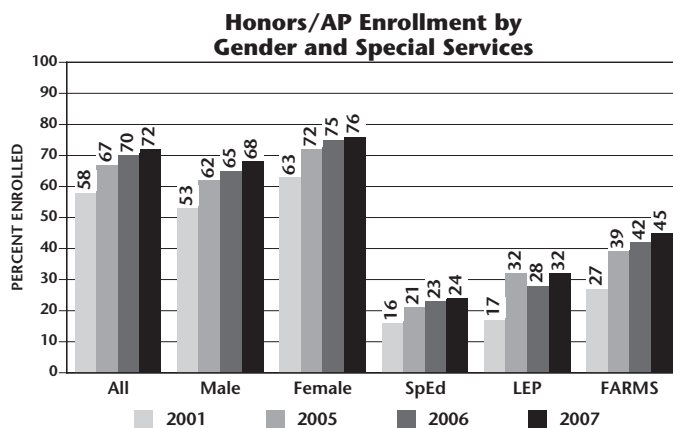
During 2007, county-level data indicate there was great variation in Honors/AP enrollment among the different student groups. Asian American students had the highest enrollment rate at 85.7 percent (Figure S-2) and special education students had the lowest enrollment rate at 24 percent (Figure S-3).

**Figure S-2**



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 nearly 20 percentage points and by 15 percentage points among limited English proficient students (Figure S-3).

**Figure S-3**



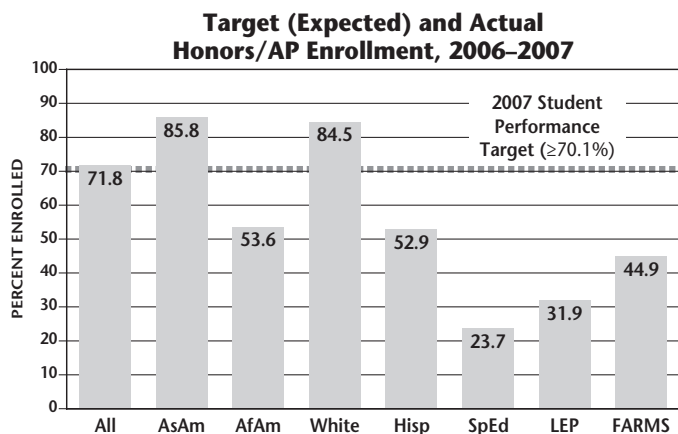
**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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

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

During 2006–2007, 70.1 percent of all students and all groups of students were expected to be enrolled in at least one Honors or AP course (Figure S-4). For the 2006–2007 school year, all students, Asian American, and White students met the expected rate of enrollment in at least one Honors or AP course.

Figure S-4



The 2007 district target expected 15 out of 25 comprehensive high schools to have 70.1 percent of all students and student groups enrolled in at least one Honors or AP course. During 2006–2007, 25 out of 25 high schools had at least 70.1 percent of White students enrolled in at least one Honors or AP course and 24 out of 25 high schools had at least 70.1 percent of Asian American students enrolled in at least one Honors or AP course (Table S-1). However, only 11 met the target for all students, 1 met the target for African American students, 5 met the target for Hispanic students, none met the target for LEP students, 1 met the target for FARMS students, and 1 met the target for special education students.

Table S-1

Target and Actual Number of High Schools with Enrollment in at Least One Honors or Advanced Placement Course At or Above Expectation		
	2006	2007
Total Comprehensive High Schools**	25	25
<b>Target</b>	12	16
	Actual	Actual
All students	9	11
Asian American	23	24
African American	1	1
White	23	25
Hispanic	5	5
Special Education	0	1
Limited English Proficient	0	0
Free and Reduced-price Meals	1	1

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

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM****MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.**DATA ★ POINT****AP/IB Exam Participation and Performance**

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

**AP Exam Participation and Performance**

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 2006–2007 school year, 12,491 MCPS high school students took at least one AP exam. This is a notable increase from the 4,596 students who took at least one exam in the 1999–2000 school year (Table T-1). The number of students who took at least one AP exam in 2006–2007 was more than double the number in 1999–2000. Increases in AP exam participation have been greatest among African American and Hispanic students. Almost five times as many African American and more than five times as many Hispanic students took at least one AP exam in 2006–2007 as in 1999–2000.

**Table T-1**

Number of Students Who Took At Least One AP Exam and Percentage of Test Takers Who Earned One or More AP Exam Scores of 3 or Higher by Test Year and Student Group								
Student Group	2000		2005		2006		2007	
	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher
All Students	4596	85.2	10411	79.1	11628	77.5	12491	75.7
African American	272	69.9	900	57.4	1057	54.4	1287	53.1
Asian American	997	85.2	2396	79.0	2607	78.5	2827	78.2
Hispanic	250	87.2	894	72.3	1094	73.3	1289	62.8
White	3066	86.5	6205	83.2	6853	81.4	7061	81.2
Male	2001	86.7	4613	81.1	5269	79.7	5693	77.0
Female	2595	84.2	5798	77.5	6359	75.7	6798	74.6
FARMS	160	73.8	570	59.5	738	58.9	878	54.0
Special Ed.	89	76.4	187	75.9	239	66.9	221	69.7
LEP	60	85.0	228	78.1	148	82.4	228	71.1

In 2006–2007, the number of students who earned at least one AP exam score of 3 or higher (9,455) was 2.5 times greater than in 1999–2000 (3,918). As the number of AP exam takers increased, the percentage of students who received at least one exam score of 3 or higher decreased. In 2006–2007, 75.7 percent of test takers received at least one AP exam score of 3 or higher compared with 85.2 percent of AP exam takers in 1999–2000. The decreases in AP exam performance observed for all groups between 1999–2000 and 2006–2007 were not unusual given the exponential increases in AP exam participation.

Between 2000 and 2007, the number of AP exams taken and the number of AP exams that received scores of 3 or higher more than doubled (Table T-2). In 2007, the number of AP exams taken by MCPS students (24,208) was 2.8 times higher than the number taken in 2000. In 2007, the number of AP exams taken by MCPS students that earned scores of 3 or higher (17,849) was 2.5 times higher than the number in 2000. Increases in the number of AP exams taken and the number of AP scores of 3 or higher were observed for all student groups.

**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.

Table T-2

The Number of AP Exams Taken and Number of AP Exam Scores of 3 or Higher by Test Year and Student Group								
Student Group	2000		2005		2006		2007	
	N AP Exams	N AP Scores of 3 or Higher	N AP Exams	N AP Scores of 3 or Higher	N AP Exams	N AP Scores of 3 or Higher	N AP Exams	N AP Scores of 3 or Higher
All Students	8,492	7,026	20,164	15,521	22,406	16,781	24,208	17,849
African American	398	267	1,483	797	1,729	859	2,093	1,062
Asian American	2,040	1,632	5,275	4,050	5,697	4,312	6,230	4,749
Hispanic	389	316	1,481	975	1,802	1,179	2,104	1,238
White	5,646	4,798	11,890	9,671	13,148	10,410	13,735	10,768
Male	3,898	3,263	9,335	7,422	10,461	8,109	11,353	8,602
Female	4,594	3,763	10,829	8,099	11,945	8,672	12,855	9,247
FARMS	257	174	940	496	1,205	626	1,462	730
Special Ed.	125	98	323	234	409	283	355	250
LEP	85	69	306	214	174	141	300	200

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

### Advanced Placement/International Baccalaureate Exam Participation and Performance

AP/IB participation is measured by the percentage of graduates who took one or more AP and/or IB exams at any time during high school. AP/IB performance is measured by the percentage of graduates achieving at least one score of 3 or higher on at least one AP exam and/or at least one score of 4 or higher on at least one IB exam. Complete IB

exam data first became available for graduates in the MCPS Class of 2005. Among the MCPS Class of 2007, 5,876 (60.6 percent) graduates took at least one AP and/or IB exam, compared with 4,870 (53.9 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 T-3). The increase in the percentage of graduates taking at least one AP or IB exam occurred for all student subgroups.

Table T-3

Number and Percentage of Graduates Taking At Least One AP Exam Or At Least One IB Exam by Graduation Class and Student Group						
Student Group	2005		2006		2007	
	N Took	% Took	N Took	% Took	N Took	% Took
All Students	4,870	53.9	5318	56.1	5876	60.6
African American	555	29.4	527	28	710	35
Asian American	1,016	71.1	1167	75	1160	76.3
Hispanic	463	38.6	548	42.1	712	48.5
White	2,825	63	3071	65	3284	70.5
Male	2,679	58.3	2955	61	3131	64.7
Female	2,191	49.4	2363	51	2745	56.4
FARMS	288	32.6	358	33.5	479	39.6
Special Ed.	108	15.7	145	17.9	132	18.2
LEP	117	28	68	24.7	106	34.4

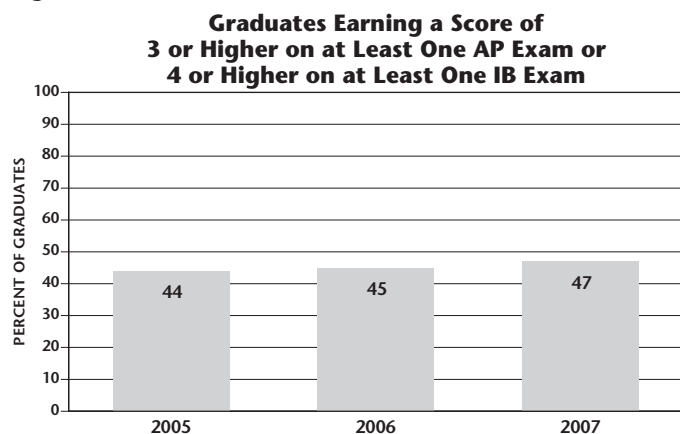
Note: American Indian students are not reported separately due to small group size but are included with all students.

**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

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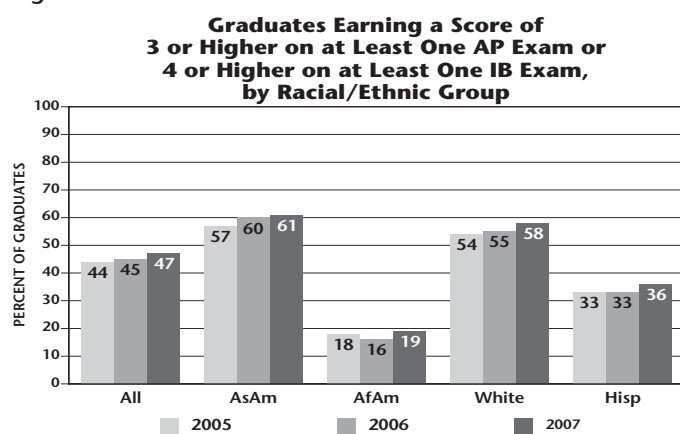
AP exam scores of 3 or higher (out of a possible total score of 5) or IB exams with scores of 4 or higher (out of a possible total score of 7) may qualify students for college credit or advanced placement upon entry to college. The percentage of graduates who have earned at least one score of 3 or higher on an AP exam or one score of 4 or higher on an IB exam increased 3 percentage points from 2004–2005 to 2006–2007 (Figure T-1).

**Figure T-1**

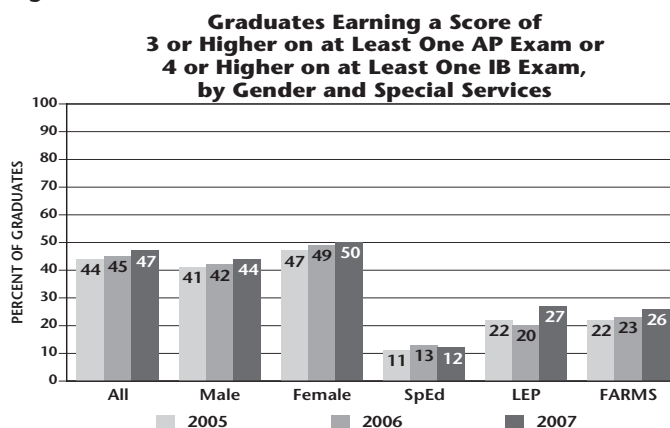


An increase in success was seen across all student subgroups (Figure T-2 and Figure T-3) even as participation increased. The number of American Indian graduates was too small to report separately.

**Figure T-2**



**Figure T-3**

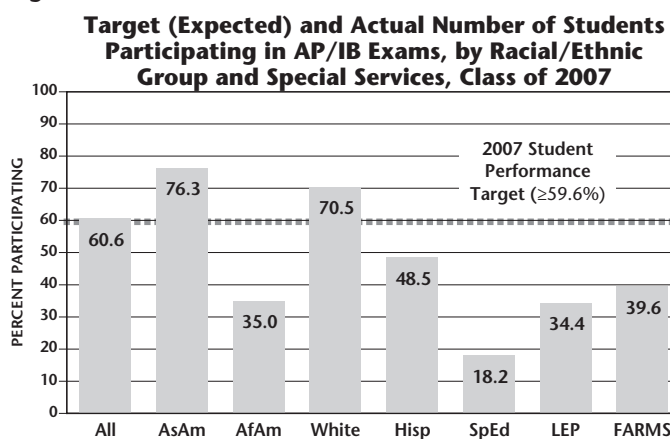


**AP or IB Student Participation and District Target**

During 2006–2007, 59.6 percent of all graduating seniors in MCPS comprehensive high schools were 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 2006–2007 school year, the target was met for all students and Asian American and White students. The target was not met for African American and Hispanic students or for students who received FARMS, special education, and LEP services (Figure T-4).

**Figure T-4**



The 2007 district target expects 15 out of the 23 comprehensive high schools with graduating seniors to have at least 59.6 percent of all graduating seniors and groups of graduating seniors participate in an AP or IB exam. During 2006–2007, Asian American students at 21 schools and White students at 18 schools met the expectation of 59.6 percent of students (Table T-4). However, of the 23 high schools with graduating classes, only 10 met the expectation for all students. No schools met the expectation for African American students and 6 schools met the expectation for

**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.

Hispanic students. In addition, 3 schools met the expectation for students receiving FARMS services, 2 schools met the expectation for LEP students, and no high school met the expectation for students receiving special education services.

**Table T-4**

District Target (Expected) and Actual Number of High Schools with Graduating Seniors Meeting AP/IB Participation Expectation		
	2006	2007
<b>Total Comprehensive High Schools*</b>	23**	23**
<b>Target</b>	12	14
	Actual	Actual
All students	6	10
Asian American	21	21
African American	0	0
White	15	18
Hispanic	4	6
Special Education	0	0
Limited English Proficient	1	2
Free and Reduced-price Meals	1	3

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

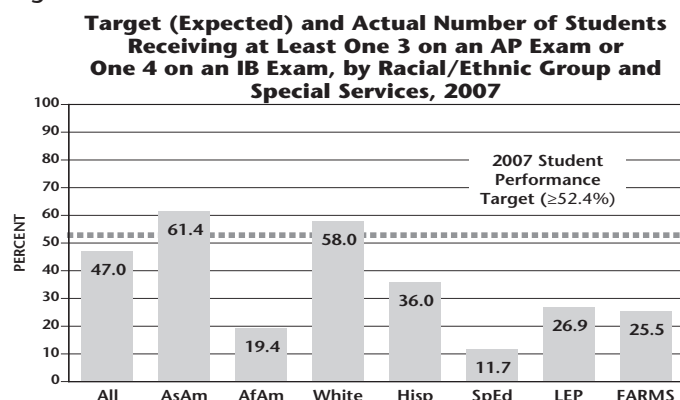
\*\*23 out of 25 high schools served Grade 12 students.

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

During 2006–2007, 52.4 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 2006–2007 school year, the expected successful AP/IB performance rate was met for Asian American and White students (Figure T-5).

**Figure T-5**



The 2007 district target expects at least 15 comprehensive high schools with graduating seniors to have at least 52.4 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 2006–2007, the district target was not met by any group. Of the 23 high schools with graduating classes, 7 met the expectation for all students, 13 met the expectation for Asian American students, 13 met the expectation for White students, 4 met the expectation for Hispanic students, and none met the expectation for African American students. In addition, no school met the expectation for special education students, 1 school met the expectation for students who received LEP services, and 1 school met the expectation for students who received FARMS services (Table T-5).

**Table T-5**

District Target (Expected) and Actual Number of High Schools with Graduating Senior Meeting AP/IB Performance Expectation		
	2006	2007
<b>Total Comprehensive High Schools*</b>	23**	23**
<b>Target</b>	12	14
	Actual	Actual
All students	9	7
Asian American	18	13
African American	0	0
White	17	13
Hispanic	7	4
Special Education	1	0
Limited English Proficient	1	1
Free and Reduced-price Meals	1	1

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

\*\*23 out of 25 high schools served Grade 12 students.

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

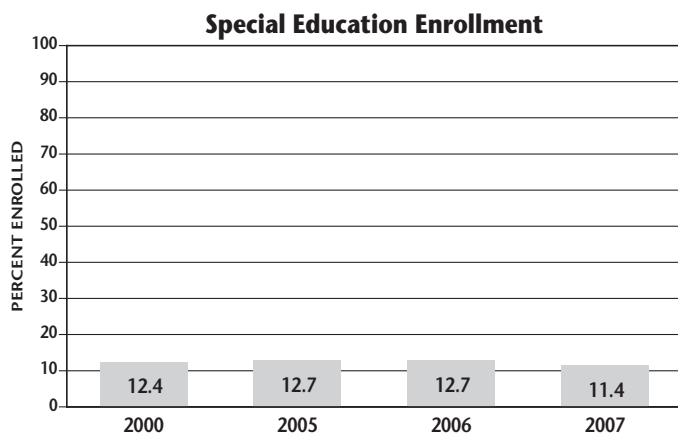
**DATA ★ POINT**

## Special Education Enrollment Data

MCPS is committed to eliminating the disproportionate representation of African American students in special education. The Office of Special Education and Student Services is working to identify current practices and policies that may be contributing to the disproportionate identification of African American students in special education. The enrollment of students with disabilities is captured in the annual census count that occurs on the last Friday in October of each year. On this date in 2006, there were 17,198 students receiving special education services in MCPS. This number assists MSDE in evaluating priorities and allocating federal resources.

Countywide, the percentage of MCPS students receiving special education services had remained stable since the baseline year of 2000 until recently. In FY 2007, there was a 1.3 percentage point drop in the number of students enrolled in special education from 2005–2006. This significant drop of more than 500 students in special education enrollment was a breakthrough and may be an indication that interventions and problem-solving approaches in general education are preventing inappropriate identification of special education students (Figure U-1).

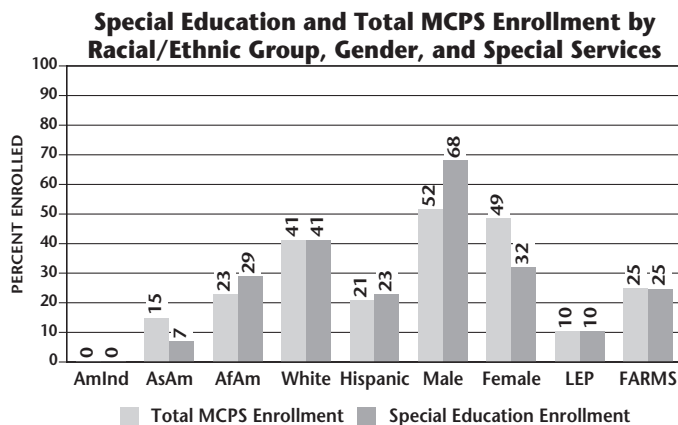
**Figure U-1**



In 2006–2007, 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 percentages of both African American and Hispanic students receiving special education services were higher than the percentages of African American and Hispanic students enrolled in MCPS, respectively. The percentage of Asian American students receiving special education services was lower than the total percentage of Asian American students in MCPS (Figure U-2).

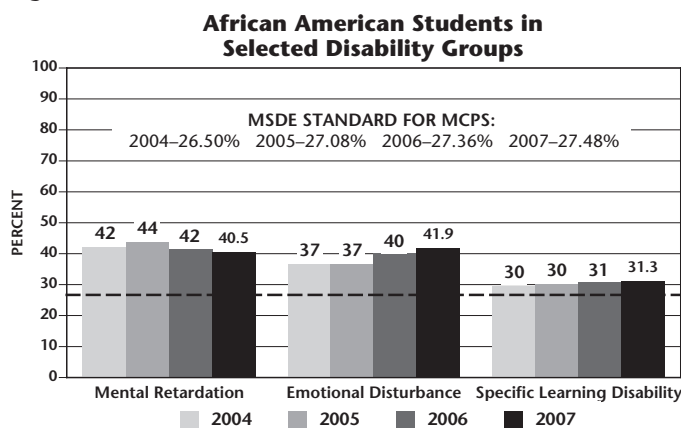
The percentage of males receiving special education services was higher than the percentage of males within MCPS, while the percentage of females receiving special education services was lower than the percentage of females within MCPS. Among students receiving special services, the percentage of students receiving FARMS in special education was almost equivalent to the percentage of students receiving FARMS in MCPS as a whole. The percentage of LEP students in special education was the same percentage as those enrolled in MCPS (Figure U-2).

**Figure U-2**



Annually, MSDE establishes a range for how many African American students MCPS might expect to identify for special education in proportion to the number of African American students enrolled in the school district. For 2006–2007, the upper end of the expected range was 27.5 percent. Using this criteria, a disproportionate percentage of African American students was found in the disability categories of mental retardation (40.5 percent), emotional disturbance (41.9 percent), and specific learning disability (31.3 percent) (Figure U-3). Fewer African American students were found to be in the disability category for mental retardation from the previous year. However, MCPS still has a disproportionate number of African American students in these three disability categories.

**Figure U-3**



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

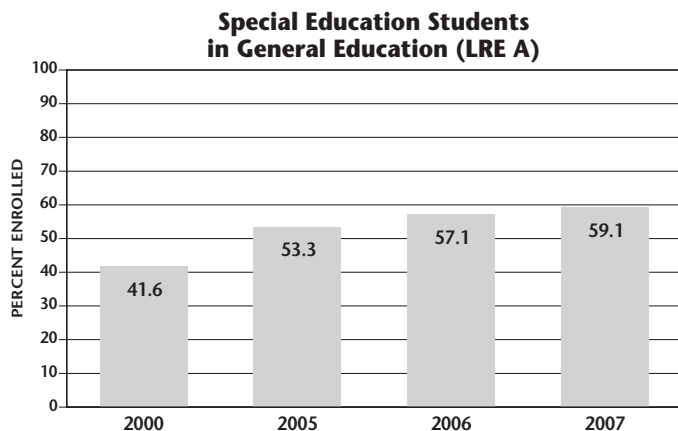
**DATA POINT**

**Special Education Students Receiving Services in General Education**

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

The percentage of special education students in general education has increased by 17.5 percentage points since the 2000 baseline year, bringing the percentage of students in LRE A to 59.1 percent in FY 2007 (Figure V-1).

Figure V-1



LRE A has consistently increased since 2000 for all racial/ethnic groups except American Indian students. The American Indian students showed increases until 2006 and then had a 4 percentage point drop in 2007 (Figure V-2). LRE A has remained fairly consistent for males at approximately 67 percent and for females at 33 percent since 2000. For students in LEP groups, LRE A has steadily increased from 2000 to 2006 (59.8 percent), but decreased by 2.4 percentage points from 2006 to 2007 (Figure V-3).

Figure V-2

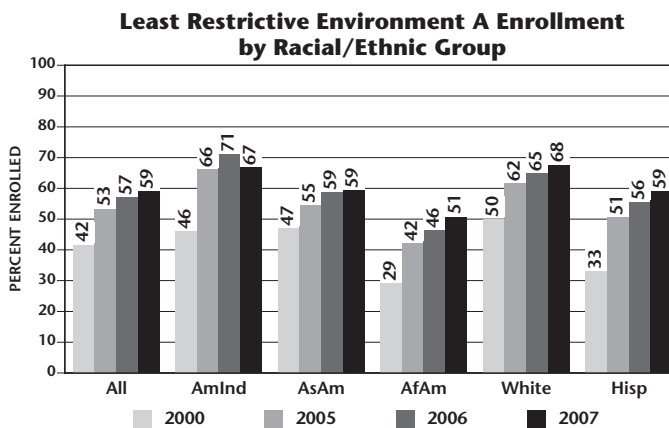
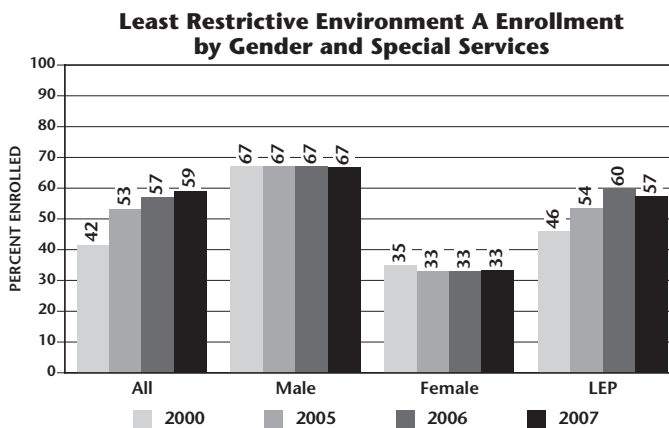


Figure V-3



**Milestone:** All schools will achieve or exceed local and state standards for Attendance 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, which are 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 (Figures W-1 and W-2). In 2006, county-level data indicate that all student subgroups met the MSDE satisfactory standard (Figure W-2).

Figure W-1

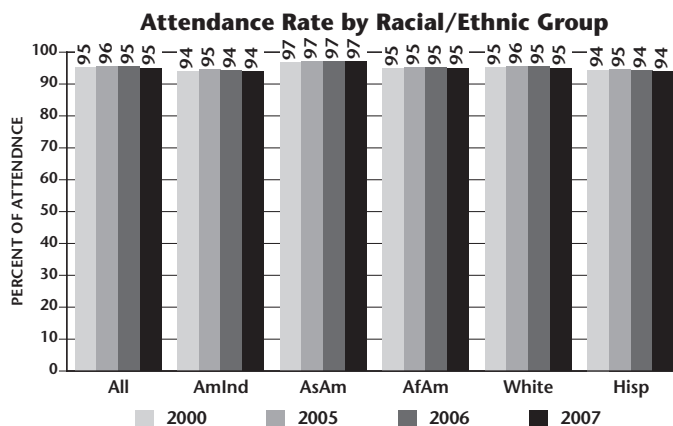
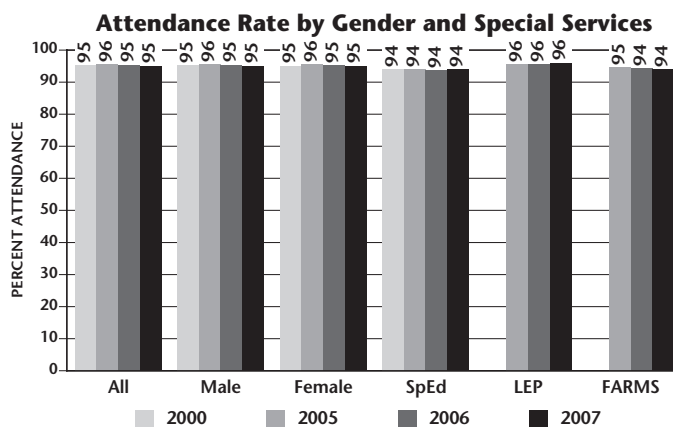


Figure W-2



**DATA ★ POINT**

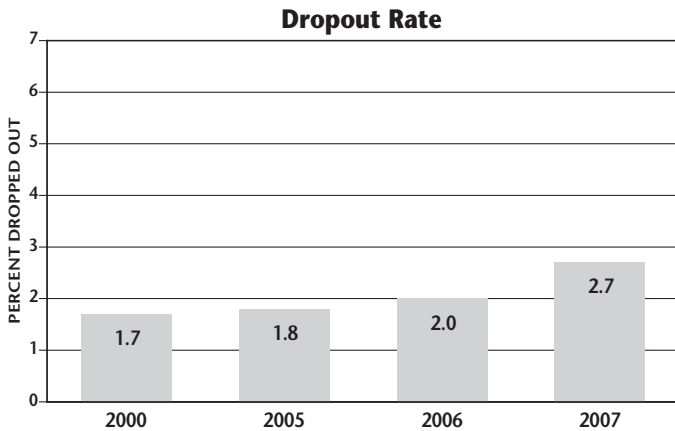
**Dropout data**

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.

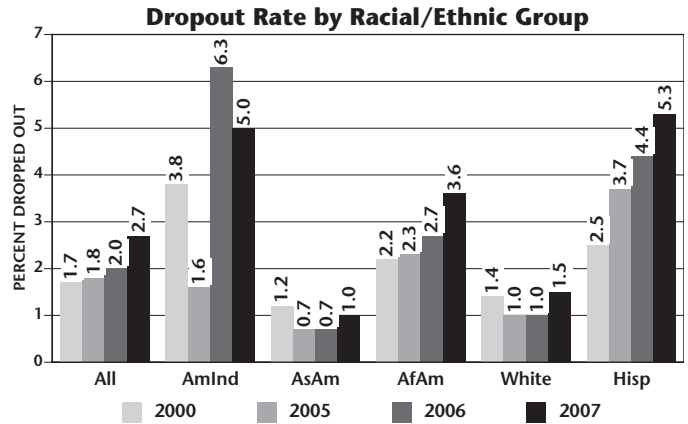
Countywide, dropout rates have increased by 1 percentage point since 2000 (Figure X-1).

**Figure X-1**



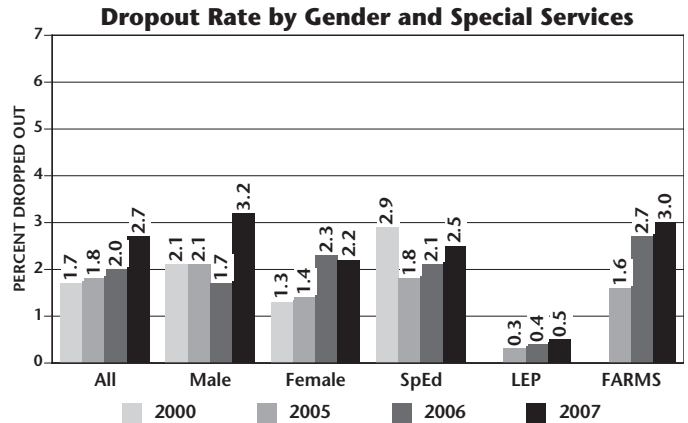
County-level data for 2007 show that the dropout rate for all students and groups of students ranged from a low of 0.5 percent for LEP students to a high of 5.3 percent for Hispanic students. Across the student groups, Hispanic students continue to have a dropout rate several percentage points higher than all other groups (Figures X-2 and X-3). Since 2000, the dropout rates dropped slightly in 2007 for female and American Indian students, while increasing for all other groups. Since 2000, dropout rates for African American and Hispanic students were consistently higher than for Asian American and White students (Figure X-2).

**Figure X-2**



Dropout rates for males during 2007 increased by 1.5 percentage points, while the rate among females remained stable. Of the other student groups, LEP student dropout rates remained stable and dropout rates among special education and FARMS students increased (Figure X-3).

**Figure X-3**



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM****MILESTONE** All schools will achieve or exceed local and state standards for attendance 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 Marking Period 1. Reports of student eligibility provide the percentage of students eligible during a given marking period, based on performance during the immediate prior marking period.

During 2006–2007, 99.2 percent of all Grade 9 students began the year eligible for extracurricular activities (Table Y-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 Hispanic and African American students. Among racial/ethnic groups, Marking Period 3 saw the lowest rates of eligibility, with the rate among African American students dropping to 56.3 percent and among Hispanic students dropping to 53.1 percent, compared with 88.9 percent for Asian American students and 87.7 percent for White students. Throughout the 2006–2007 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 students dropping to 53.5 percent and among FARMS students dropping to 50.5 percent.

During 2006–2007, 81.3 percent of all Grade 10 students began the year eligible for extracurricular activities compared with approximately 92 percent of both Asian American and White students and approximately 68 percent of both African American and Hispanic students (Table Y-2). Throughout the year, the rate of eligibility among White and Asian students remained relatively stable. By contrast, the rates among African American and Hispanic students dropped more than 10 percentage points during Marking Period 3. The eligibility rates for male and female students 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. Among students receiving special services, LEP students had consistently higher rates of eligibility than FARMS and special education students.

**Table Y-1**

<b>Percentage of Grade 9 Students Eligible for Extracurricular Activities During Each Marking Period by Race, Gender, and Special Services, 2006–2007</b>											
<b>Eligibility During</b>	<b>Grade 9</b>										
	<b>All</b>	<b>Amln</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>
Marking Period 1	99.2	100.0	100.0	98.6	99.7	98.3	99.1	99.3	98.2	98.9	98.1
Marking Period 2	80.5	88.2	92.4	67.1	92.3	64.4	76.4	84.9	64.3	79.1	61.6
Marking Period 3	73.1	73.5	88.9	56.3	87.7	53.1	68.9	77.7	53.5	69.2	50.5
Marking Period 4	78.2	81.2	91.6	63.7	90.9	60.8	75.0	81.8	60.0	73.4	57.5

**Table Y-2**

<b>Percentage of Grade 10 Students Eligible for Extracurricular Activities During Each Marking Period by Race, Gender, and Special Services, 2006–2007</b>											
<b>Eligibility During</b>	<b>Grade 10</b>										
	<b>All</b>	<b>Amln</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>
Marking Period 1	81.3	90.0	92.1	68.3	90.8	67.4	78.6	84.1	70.6	80.0	66.5
Marking Period 2	81.3	83.3	92.8	68.0	91.9	65.6	77.8	85.0	64.7	74.0	64.8
Marking Period 3	74.6	83.3	89.5	57.5	87.5	55.1	70.7	78.7	59.2	67.4	55.2
Marking Period 4	79.0	87.1	91.9	64.9	90.1	61.6	75.7	82.5	62.6	72.6	60.8

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

During 2006–2007, 80.6 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 Y-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 2006–2007 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 2006–2007, 80.5 percent of all Grade 12 students began the year eligible for extracurricular activities, compared with approximately 88 percent of both Asian American and White students and approximately 69 percent of African American and 64 percent of Hispanic students (Table Y-4). Throughout the year, the rate of eligibility for all students and among each racial/ethnic group rose during marking Period 2 and dropped during marking Period 3. 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 2006–2007 school year, Grade 12 female students had consistently higher rates of eligibility than Grade 12 male students. Throughout the year, students receiving special education services and FARMS had similar rates of eligibility.

**Table Y-3**

Percentage of Grade 11 Students Eligible for Extracurricular Activities During Each Marking Period by Race, Gender, and Special Services, 2006–2007											
Eligibility During	Grade 11										
	All	Amln	AsAm	AfAm	Wh	Hisp	Male	Female	SpEd	LEP	FARMS
Marking Period 1	80.6	70.0	90.4	66.8	90.7	64.9	77.4	83.9	68.0	75.0	65.0
Marking Period 2	84.3	86.7	92.3	64.2	92.7	69.8	81.0	87.8	71.4	74.6	70.6
Marking Period 3	77.5	78.1	87.7	63.2	88.7	59.7	73.2	82.0	62.9	65.0	61.2
Marking Period 4	79.9	71.0	89.2	66.5	90.5	63.1	76.0	84.0	65.7	67.8	64.2

**Table Y-4**

Percentage of Grade 12 Students Eligible for Extracurricular Activities During Each Marking Period by Race, Gender, and Special Services, 2006–2007											
Eligibility During	Grade 12										
	All	Amln	AsAm	AfAm	Wh	Hisp	Male	Female	SpEd	LEP	FARMS
Marking Period 1	80.5	66.7	88.8	69.4	88.7	64.5	77.9	83.1	67.4	75.1	66.7
Marking Period 2	86.9	87.5	91.8	79.8	93.5	73.9	84.2	89.8	77.4	73.3	76.8
Marking Period 3	80.3	66.7	87.0	69.6	89.5	63.2	76.4	84.5	70.3	66.1	66.8
Marking Period 4	81.1	69.6	86.0	72.0	89.2	65.7	76.9	85.4	70.9	69.2	70.4



# GOAL 3: 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. These dynamic relationships advance the MCPS mission to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. MCPS successes are the essential catalyst for a countywide commitment to education. The critical role external stakeholders play in MCPS and the role MCPS plays in the broader community provide the infrastructure for shared responsibility and accountability.

Goal 3 encompasses the following milestones and accompanying data points:

Milestone	Data Point
<p><b>M</b> The district and local schools communicate with parents regularly about MCPS educational program and students' academic progress</p>	<ul style="list-style-type: none"> <li>★ Parent Satisfaction Survey results</li> <li>★ Attendance at and evaluation of systemwide parent workshops and meetings</li> <li>★ Results from feedback cards and online surveys</li> <li>★ EdLine activity/usage</li> </ul>
<p><b>M</b> The district has processes in place for stakeholder input in systemwide policy development, strategic planning, budget development, and implementation of district initiatives.</p>	<ul style="list-style-type: none"> <li>★ Participation in Board of Education and systemwide meetings, hearings, and community forums</li> <li>★ Representation on Board of Education and systemwide work groups and advisory committees.</li> <li>★ Results from feedback cards and online surveys</li> </ul>
<p><b>M</b> All schools are welcoming to our diverse student and parent communities and provide varied opportunities for engaging parents as partners.</p>	<ul style="list-style-type: none"> <li>★ Parent and Student Satisfaction Survey results</li> <li>★ Parent participation on School Improvement Teams</li> <li>★ Volunteer data</li> </ul>
<p><b>M</b> The district and local schools collaborate with county agencies and parent, student, civic, business, and community organizations to support student success.</p>	<ul style="list-style-type: none"> <li>★ District and local school partnership data</li> </ul>

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

**DATA ★ POINT**

**Parent Satisfaction**

The parent results of the Surveys of School Environment provide the school community with important data that informs the work of the School Improvement Team. The survey includes 4 (out of 25) questions that pertain to how parents feel about communication between the home and school. Systemwide results for 2006–2007 indicate that the vast majority of parents who responded feel positive about teacher-parent communication, school-home communication, and their school’s environment.

Parents of all students in Grades 1, 3, 5, 6, 8, 9, and 11, as well as a random sample of students in all grades, were surveyed in 2006–2007, with a total of 8,158 parents responding.

**Table Z-1**

Parent satisfaction survey—Percentage responding			
	2004–2005	2005–2006	2006–2007
Elementary Schools	23	27	36
Middle Schools	14	24	26
High Schools	11	19	19

**Table Z-2**

My child’s teacher keeps me informed about my child’s progress in school (percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	90.9	91.3	90.9
Middle Schools	83.6	82.3	83.0
High Schools	79.7	77.5	79.0

**Table Z-3**

There is an atmosphere of open communication at my child’s school (percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	91.7	90.8	90.8
Middle Schools	89.1	87.3	87.1
High Schools	86.5	85.9	86.7

**Table Z-4**

The school does a good job of getting important school information to parents (percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	95.0	93.6	94.7
Middle Schools	n/a	89.0	90.1
High Schools	n/a	88.85	91.8

**Table Z-5**

The school does a good job of informing me about meetings and school events (percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	n/a	95.7	96.6
Middle Schools	87.5	89.9	91.9
High Schools	86.4	89.3	93.1

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

**DATA ★ POINT**

### Workshop and Forum Evaluation

In order to be effective partners in their children's education, parents must have access to timely, relevant, and accurate information about school system policies, programs, and activities. Local schools, in collaboration with their school parent teacher association and other parent organizations, conduct numerous parent workshops and informational sessions throughout the year. At the district level, the school system also offers many workshops to parents to keep them informed about the educational program. During 2006-2007, central services staff conducted more than 500 parent workshops involving more than 17,500 parents, with 18 percent of the presentations delivered or interpreted in other languages (Table AA-1). These workshops were conducted for particular schools or systemwide and focused on providing parents with information about the MCPS curriculum, sharing strategies for how they can help with their child's learning at home, and tips for advocating for their child.

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

MCPS can strengthen community engagement in specific and targeted ways.

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

**Table AA-1**

2006–2007 Workshop Data	
Number of district-level workshops	556
Number of parents participating in district-level workshops	17,519
Percentage of district-level workshops made available in languages other than English	18

**Table AA-2**

2006–2007 Survey of Workshop Participants	
	( % agreement)
The workshop/forum helped with understanding the topic of the workshop/forum	98 percent
Information/material was clearly presented and easy to understand	98 percent

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

**DATA ★ POINT**

**Results from feedback cards and online surveys**

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

**Table BB-1**

Results from Feedback Cards and Online Surveys		
	2005–2006	2006–2007
Percentage of respondents who said the publication helped give them a better understanding of the publication's subject	79.1 percent	81.6 percent
Percentage of respondents who felt the publication was easy to read and understand	86.2 percent	86.8 percent

Data collected from feedback cards and online surveys are reviewed by Board of Education members and the superintendent and executive staff, as well as appropriate office staff, to guide the work they do on the strategic plan and operating budget, and to continue to make improvements on multimedia informational materials.

**GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION****MILESTONE** The district and local schools communicate with parents regularly about MCPS' educational program and students' academic progress.**DATA ★ POINT****EdLine Activity/Usage**

EdLine is a Web-based system that allows parents and students to review grades regularly on a password-protected Web site. Student grades are published to EdLine automatically on a nightly basis, Sunday through Thursday, and teachers also can post class materials, assignments, due dates, course expectations, and Web links for their classes. If Internet access is not available from home, any computer with Internet access may be used. For families without Internet access, teachers continue to use other means to communicate student progress.

During the 2006–2007 school year, 52 secondary schools began using EdLine as part of their school's communication and parent outreach efforts (Table CC-1). The remaining secondary schools will implement EdLine in 2007–2008. Elementary schools will begin to phase in the use EdLine during the 2008–2009 school year.

**Table CC-1**

<b>EdLine Data</b>		
	<b>2006–2007</b>	
	<b>Number</b>	<b>Percentage</b>
Secondary schools using EdLine	52	81
Students with an EdLine Account (in schools using EdLine)	37,350	59.4
Parents with an EdLine account (in schools using EdLine)	22,429	35.6

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

**DATA ★ POINT**

**Hearing, Meeting, and Forum Participation**

The Montgomery County Board of Education and superintendent of schools have established multiple processes to engage stakeholders in decision-making processes, including the development of policies, the MCPS strategic plan, and the operating and capital budgets. The Board schedules annual meetings with the Montgomery County Region of Student Councils, Montgomery County Junior Councils, Student Government Association presidents, Montgomery County Council of PTAs, Montgomery County Association of Administrative and Supervisory Personnel, Montgomery County Education Association, SEIU Local 500, and PTA clusters (the latter on a rotating basis). The Board also gathers informally with other elected and appointed officials and education, civic, and community organizations. The Board holds hearings on the operating budget, the capital budget and Capital Improvements Program, and proposed school boundary changes, as well as special public hearings on issues it determines to be of widespread interest. In addition, the Board conducts strategic planning/operating budget forums in which parents, students, staff, and community members participate and provide feedback. The Board provides time at its business meetings for the public to comment on educational issues and other matters.

In accordance with Policy BFA, *Policysetting*, the Board of Education involves stakeholders in the development or revision of policies and provides opportunities for citizens and staff to comment. This feedback is considered before the Board takes final action on any policy. During 2006–2007 the Board took final action on the following policies: ABA, *Community Involvement*; IOB, *Education of Students with Disabilities*; IEB, *Middle School Education*; FAA, *Naming School Facilities*; GDA, *Preemployment Physical Examinations*; IEA, *Framework and Structure of Early Childhood and Elementary Education*; and JFA, *Student Rights and Responsibilities*.

**Table DD-1**

Number of persons	Public Testimony		
	2004–2005	2005–2006	2006–2007
Providing testimony at Board public hearings	n/a	227	217
Providing testimony at Board meetings during public comments	n/a	232	137
Participating in Board Strategic Plan forums	194	139	161
Providing comments on public policy	576	94	126

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

**DATA ★ POINT**

### Advisory Committee Data

The Board of Education is empowered by state law to create citizen advisory committees to advise the Board, facilitate activities and programs in the school system, and recommend possible changes in Board policy. Committees may be ongoing or created for special purposes on a short-term basis. Currently, there are four Board advisory committees: Ethics Panel, Family Life and Human Development Advisory Committee, Collaboration Board for Career and Technology Education, and Special Education Continuous Improvement Advisory Committee. In addition, there are advisory committees that report to the superintendent of schools or collaborate with MCPS offices. These advisory groups provide a mechanism for meaningful two-way communication on new and ongoing initiatives. On occasion, these committees present their annual reports to the Board of Education.

Each advisory committee operates in a way unique to its purpose as defined by its charge. The charge determines if there is a need for a short- or a long-term advisory committee. Examples of currently operating advisory groups are the High School Assessments Communication Committee, Head Start Parent Policy Council, curriculum advisory committees for all content areas, Special Education Staffing Plan Committee, Grading and Reporting Implementation Work Group, Mental Health Task Force, Safe Schools Committee, and a newly formed Parent Advisory Council.

**Table EE-1**

MCPS Advisory Committee Data			
	2004–2005	2005–2006	2006–2007
Number of advisory committees	45	53	57
Number of parents/ community members participating	n/a	n/a	735
Number of students participating	n/a	n/a	52

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

**DATA ★ POINT**

### Feedback Cards and Online Survey

MCPS has increased its emphasis on meaningful two-way communication with parents. In a school system as large and complex as MCPS, it is important to provide as many informal and formal avenues as possible for parents to communicate with their local schools and the school district so that they can voice their opinions or concerns about issues. Feedback cards and online surveys give parents another way to communicate and comment on the strategic plan and operating budget, special initiatives such as middle school reform, and topics they would like to learn more about. Feedback cards and online surveys supplement existing methods, such as PTAs, letters, e-mails, phone calls, and testimony before the Board of Education. In addition, blue TIP (Tell It Please) feedback cards are distributed to schools and made available to Board of Education and district staff to distribute at stakeholder meetings. Feedback cards are available in six languages.

Web-based online surveys are used to allow an additional method for parents and other stakeholders to provide feedback. In 2006–2007, 149 online comments pertained to middle school reform, and 47 comments addressed the strategic plan and operating budget.

**Table FF-1**

	2005–2006	2006–2007
Number of publication feedback cards received	368	456
Number of blue TIP cards received on strategic plan/operating budget	n/a	480
Number of online feedback messages received	233	196

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

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

**DATA ★ POINT**

**Parent and Student Satisfaction Survey**

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

Parents of all students in Grades 1, 3, 5, 6, 8, 9, and 11, as well as a random sample of parents of students in all grades, were surveyed in 2006–2007, with a total of 8,158 parents responding. A total of 49,847 students from elementary, middle, and high schools also responded. Systemwide results for 2006–2007 indicate that the vast majority of parents who responded feel positive about their school’s environment and feel welcome at their school. Students posted lower rates of agreement than parents with the statement, “I feel welcome at this school,” with middle school students indicating the least amount of agreement (Tables GG1–GG4).

**Table GG-1**

Parent Survey—Percentage Responding			
	2004–2005	2005–2006	2006–2007
Elementary Schools	23	27	36
Middle Schools	14	24	26
High Schools	11	19	19

**Table GG-2**

Parent Survey—I feel welcome at this school ( percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	94.5	94.3	94.5
Middle Schools	93.1	92.0	91.9
High Schools	91.2	90.4	90.3

**Table GG-3**

Student Survey—Percentage Responding			
	2004–2005	2005–2006	2006–2007
Elementary Schools	87	88	87
Middle Schools	87	82	80
High Schools	76	79	70

**Table GG-4**

Student Survey—I feel welcome at this school ( percent agreement)			
	2004–2005	2005–2006	2006–2007
Elementary Schools	n/a	87.9	87.7
Middle Schools	n/a	77.1	78.8
High Schools	n/a	77.7	79.3

**GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

**DATA ★ POINT**

## School Improvement Team Participation

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

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

During the 2006–2007 school year, 96 percent of schools had at least one parent on the School Improvement Team. Overall, schools had an average of three to four parents on School Improvement Teams.

## **GOAL 3** STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

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

### DATA ★ POINT

## Volunteer data

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

For the first time during the 2003–2004 school year, local school volunteer coordinators collected data electronically using a sampling method. During the 2006–2007 school year, data collection procedures were revised, and data now include only the actual number of volunteers and volunteer hours reported by schools. This resulted in the reporting of significantly fewer hours than in previous years.

Of the 75 percent of schools that reported volunteer hours, about 22,000 volunteers donated approximately 500,000 hours of service in our schools.

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

**DATA ★ POINT**

**Partnership Data**

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

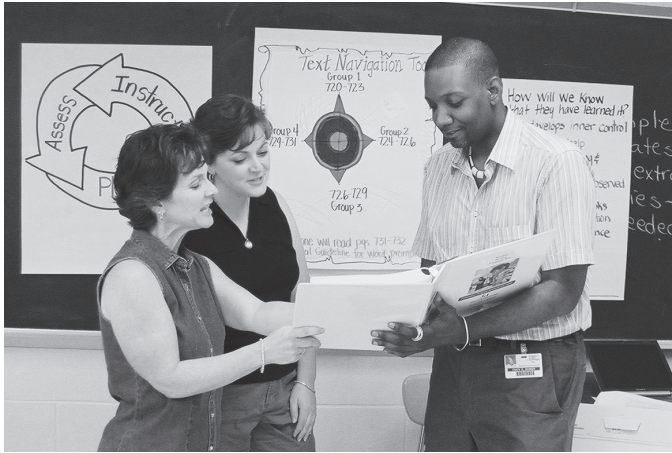
Successful partnerships rely on consistent communication between schools and their partners. Additionally, there must be adequate resources and support from top-level leadership, opportunities for volunteers to work directly with students, committed and dedicated people, a shared vision with identified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

Over the past three years, 80 percent of schools reported business or community partnerships (Table JJ-1). During 2007, there were 181 partnerships among all schools, with each school having an average of 3.8 partnerships.

**Table JJ-1**

<b>MCPS Partnership Data</b>			
	<b>2004–2005</b>	<b>2005–2006</b>	<b>2006–2007</b>
Percentage of schools reporting business or community partnerships	80	78	80

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



The Montgomery County Public Schools (MCPS) responds to the needs of its employees, including the teachers, principals, support staff, and senior and central office staff. As a world-class school system, MCPS 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 needed to consistently perform at the highest possible levels. Staff achievements are celebrated and a positive work environment in partnership with employee organizations is promoted.

Goal 4 encompasses the following milestones and accompanying data points:

Milestone	Data 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 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 4 of *Our Call to Action: Pursuit of Excellence*. The Teacher PGS is consistent with the teacher quality movement and the expectations of the No Child Left Behind legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development utilizing time afforded by staff development substitute teachers as well as 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 system approach to aligning hiring, induction, mentoring, professional development, support systems, and evaluation processes. The training and development programs for teachers are research-based, job-embedded, and results-oriented.

This data point provides information on the components of the 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 National Board Certified.
- Teacher tuition reimbursement data.

**Teachers Supported by Consulting Teachers**

Consulting teachers provide intensive, individualized instructional support and resources to teachers. Their case-loads are composed of novice and underperforming teachers and are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming.

Caseloads for consulting teachers vary during the year, with some teachers entering the program mid-year and some released from the program prior to the end of the following year. During the past six years, consulting teachers have served 4,057 teachers, of which 520 were identified as underperforming teachers and 3,537 were novice teachers (Table KK-1).

Table KK-1

Consulting Teacher Caseloads				
	2002	2005	2006	2007
Novice	438	616	727	541
Underperforming	132	44	52	100
Totals	570	660	779	641

During 2007, 297 elementary and 244 secondary novice teachers were assigned a consulting teacher. In addition, 49 elementary and 51 secondary teachers were identified as underperforming and were assigned consulting teachers (Table KK-2).

Table KK-2

Consulting Teacher Caseloads by Level, 2007			
	Elementary	Secondary	Total
Novice	297	244	541
Underperforming	49	51	100
Totals	346	295	641

**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 placed in the professional growth system. Teachers who do not meet standard are recommended for nonrenewal or dismissal, depending on whether they are on probation or tenured. Some teachers in PAR choose to resign prior to a PAR Panel recommendation. In the past six years, 36 teachers have been recommended for dismissal, 185 teachers have resigned, and 77 teachers have been recommended for nonrenewal by the PAR Panel (Table KK-3).

Table KK-3

PAR Data				
	2002	2005	2006	2007
Recommended for Dismissal	3	5	10	9
Resigned (includes counseled out)	1	35	36	45
Recommended for Nonrenewal	5	8	22	14
Totals	9	48	68	68

**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.**Teachers Who Have Participated in Studying Skillful Teacher Course Work**

The Center for Skillful Teaching and Leading trains teachers to match their repertoire of instructional strategies to student needs and learning styles. Using a common language to identify teaching skills, teachers strengthen their repertoire through reflection and review of research practices. Teachers who complete course work may earn 3 graduate credits for each course—offered during fall, winter, and summer semesters. Studying Skillful Teacher 1 (SST1) is required for all teachers who were hired after 2005. In 2006–2007, 565 participants enrolled in SST1. Studying Skillful Teacher 2 (SST2) is an action research course in which each participant completes a case study. This course is required for staff development teachers. In 2006–2007, 285 teachers enrolled in SST2. Observing and Analyzing Teaching 1 (OAT1) is a required course for resource teachers and aspiring administrators. This course focuses on the observation of teachers and the ability of the participant to document an observed lesson using evidence, claims, and judgments. Last year, 228 teachers completed OAT1. Observing and Analyzing Teaching 2 (OAT2) is a required course for resource teachers. This course crosswalks the language of Skillful Teacher with six standards of the professional growth system in order to write meaningful evaluations. Post-observation conferencing skills are also learned in this course. Last year, 136 teachers completed OAT2 (Table KK-4).

**Table KK-4**

Teachers Who Participated in Studying Skillful Teacher	
Course Title	Number of Teachers
Studying Skillful Teacher 1	565
Studying Skillful Teacher 2	285
Observing and Analyzing Teaching 1	228
Observing and Analyzing Teaching 2	136

**Curriculum Implementation Training**

In addition to job-embedded coaching for teams and school-based leaders, curriculum implementation focused on the following trainings:

- New fifth grade teachers of Mathematics 6 (Math A) and Mathematics 7 (Math B) attended three 3-hour sessions in October, December, and March.
- Mathematics content coaches participated in eight 3-hour sessions (ten 3-hour sessions for new coaches), designed to develop their knowledge of measurement and statistics, including connections to other mathematics content and the application of this knowledge to instructional planning.
- With an increase in the number of new reading specialists, differentiated professional development was provided for them. Small-group reading instruction for teachers of Grades 3–5 was another area of focus.

- The 0.5 GT Title I teachers attended six 6-hour sessions focusing on effective coaching strategies, effective instructional strategies, and articulating the social and historical context of institutionalized racism and the continuing impact on teaching and learning.
- As part of the Early Childhood Project, teachers new to prekindergarten and kindergarten attended four 2-hour after-school sessions.
- Elementary principals continued to participate in Lenses on Learning I to gain a deeper understanding of mathematics teaching and learning, including issues of equity and implications for leadership.
- Administrators completing Lenses on Learning I may enroll in Lenses on Learning II, where they learn skills to help them be more effective observers in standards-based mathematics classrooms.
- Ongoing grading and reporting job-embedded professional development and support were provided to teachers of Grades 1 and 2 by core teams consisting of staff development teachers, reading specialists, and mathematics content coaches.
- At the secondary level, high school literacy coaches participated in nine full-day sessions designed to build a professional learning community around the discussion of *The Literacy Coach’s Survival Guide* to develop coaching skills.
- Middle school teachers of Reading 7 and 8, reading specialists, and the instructional resource teacher supervising teachers of Reading 7 and 8 attended four 3-hour sessions to support curriculum implementation.
- Middle school reading specialists continued to receive professional development at their monthly meetings focused on content literacy connections.
- Training was provided for teachers new to National, State, and Local Government (NSL).
- As a follow-up to summer required training, high school teams participated in three 3-hour sessions focused on improving Algebra 1 instruction. In addition, the professional learning community for algebra lead teachers focused on developing and refining a process to gather data from formal and informal observations in Algebra 1 classrooms and effective coaching skills.
- Selected teachers participated in the Grade 8 and Grade 10 health curricula/field test.
- Other secondary curriculum professional development included training for resource teachers and selected social studies teachers.

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

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

**Use of Staff Development Substitute Teacher Time**

Staff development substitute teacher time (SDST) is used to provide teachers with time to participate in job-embedded staff development. The SDST program continued to be used extensively in FY 2007. Teachers and administrators reported

anecdotal evidence on the usefulness of this time for a variety of professional development activities (Table KK-5). The usefulness of the time provided by this program to plan and analyze data collaboratively also is reflected in the use of SDSTs at each level.

**Table KK-5**

2007 Percentage of Staff Development Substitute Time Used							
	Work with SDT	Individual Work	Peer Reflection	Work with Team	Training	Data Analysis & Support	Other Use
Elementary Schools	16	4	2	58	3	16	1
Middle Schools	9	8	5	59	5	13	1
High Schools	2.5	7.5	6	62	7	14	1

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

The number of teachers who have attended the 3.5-day New Educator Orientation (NEO) has fluctuated consistent with the number of teachers hired annually. 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 KK-6).

A change in the assignment practice for mentors caused a fluctuation in mentor data. 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 313 during FY 2007. Mentors logged 9,046 hours in FY 2007 and 11,759 hours in 2007 (Table KK-6).

**Table KK-6**

New Teacher Induction Program				
Induction Activities	2002	2005	2006	2007
February Late Hire Participants	125	117	74	66
August Orientation Participants	1287	832	872	800
Paid Mentors	730	289	252	374
New Teachers with Mentors	n/a	475	474	438
Mentor Log Data (by hours)	n/a	4607	9046	11759
Mentors Completing TOT-02 and TOT-03	130	141	209	155
New Teachers Taking NTT Modules (01, 02, 03)	140	88	88	65
Professional Development Workshops	350	345	255	97

**Educators Certified by the National Board for Professional Teaching Standards**

The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do. The MCPS national board instructional specialists actively recruit educators year round for this rigorous and meaningful professional growth experience. In addition to recruiting candidates, national board instructional specialists provide support to educators during their candidacy by facilitating ongoing analysis of and reflection on practice in collaborative settings. For the educators who have achieved certification, national board instructional specialists provide continued professional development opportunities. The National Board Certification data reflect the total number of employees who are certified by the National Board for Professional Teaching Standards. The National Board notifies successful candidates on or before December 31 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 294 in 2007 (Table KK-7).

**Table KK-7**

National Board Certified Teachers	
Year Certified	Number of New Teachers
2000	8
2005	58
2006	57
2007	68

**GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION****MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

The number of educators certified by the NBPTS includes current employees with National Board Certification and employees who are newly certified by the NBPTS each year. It does not include employees who have retired or resigned.

As of FY 2007, 125 National Board Certified teachers taught elementary school, 48 taught middle school, and 92 taught high school (Table KK-8).

**Table KK-8**

<b>National Board Certified Employees by Level, 2007</b>	
<b>Level</b>	<b>Number of NBCTs</b>
Elementary	125
Middle	48
High	92
Other Staff	24 central office-based 5 unpaid leave

**Teacher Tuition Reimbursement Data**

During FY 2007, 2,535 teachers were reimbursed for 5,074 courses for a total reimbursement of \$2,907,847.

## 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. Derived from these principals' standards are leadership standards for assistant principals, assistant school administrators, and coordinators of school-based programs. Six leadership standards established for central services administrators are aligned with the leadership standards for the executive staff.

This data point provides information on the components of the professional growth system. Specifically, it addresses the following:

- Principals supported by consulting principals
- Principals referred to the Review Panel
- Principals who completed the data course
- Principal appointments
- Performance on the A&S PGS standards

### Principals Supported by Consulting Principals

Twenty-nine novice principals, 5 principals new to MCPS, and 2 principals new to a level were supported by consulting principals. Of these principals, 34 of the 36 met standard in their performance appraisals (94 percent).

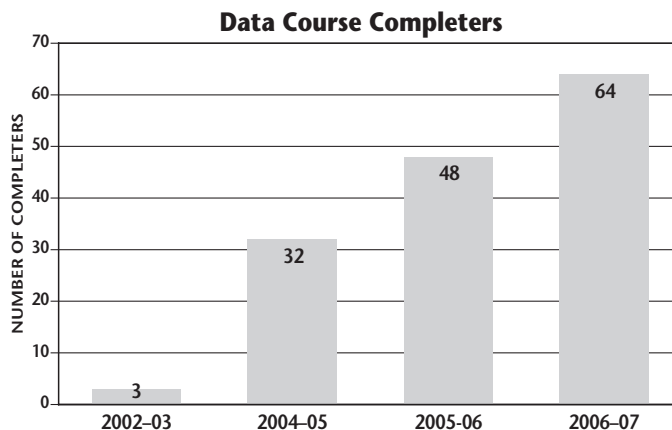
### Principals Referred to the Review Panel

Four principals were referred to the Review Panel. One principal met standard, one accepted another administrative position, and two are currently in the evaluation support cycle receiving the support of consulting principals.

### Principals Who Successfully Completed the Data Course: "Instructional Leadership Through Data-Driven Decision Making"

Ten cohorts of principals took the course in 2006–2007. Each course involved four sessions of three and one-half hours each. Sixty-four principals successfully completed the course during FY 2007, bringing the total number of principals who have completed the course to 184 (Figure LL-1).

Figure LL-1

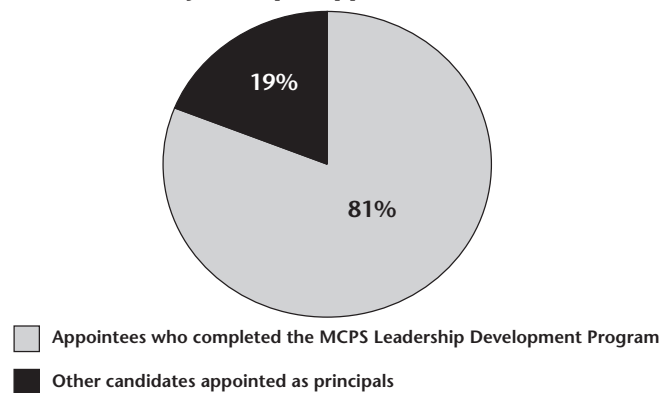


### Principal Appointments

Eighty-one percent of elementary principalships and acting principalships were awarded to internal candidates who came through the MCPS Elementary Leadership Development Program or were transferred from another school. Nineteen percent, or three principals, were hired from outside MCPS (Figure LL-2).

Figure LL-2

### Elementary Principal Appointees, 2006–2007



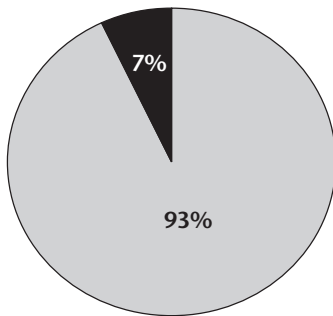
Ninety-three percent of the secondary principalships were awarded to candidates who came through the Secondary Leadership Development Program (Figure LL-3). Only one principalship was awarded to an external candidate.

**GOAL 4 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION**

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

**Figure LL-3**

**Secondary Principal Appointees, 2006–2007**



Appointees who completed the MCPS Leadership Development Program  
 Other candidates appointed as principals

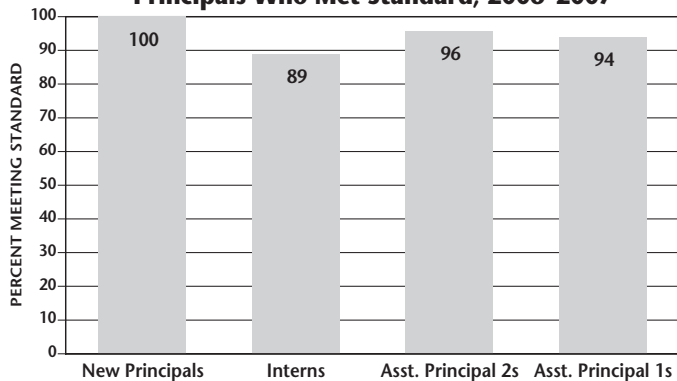
**Performance on the A&S PGS Standards**

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

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

**Figure LL-4**

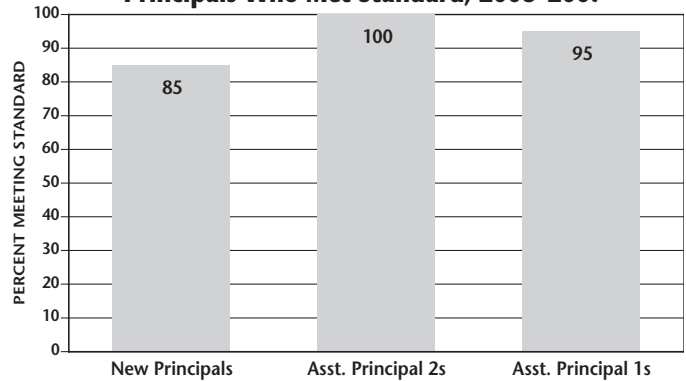
**Elementary New Principals, Interns, and Assistant Principals Who Met Standard, 2006–2007**



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

**Figure LL-5**

**Secondary New Principals, Interns, and Assistant Principals Who Met Standard, 2006–2007**



- Eighty-five percent of the new secondary principals met standard.
- One hundred percent of secondary AP2s who came through the Secondary Leadership Development program met standard and performed at the experienced level or above on all A&S PGS standards for assistant principals.
- Ninety-five percent of secondary AP1s who came through the Secondary Leadership Development Program met standard and demonstrated mastery of all A&S PGS standards at the progressing level or above.

**Fiscal Year 2007 Tuition Reimbursement**

During FY 2007, 49 administrators were reimbursed for 90 courses for a total reimbursement of \$50,017.

## 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

## Supporting Services Professional Growth System

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

The professional growth system for supporting services employees includes the following:

- A Peer Assistance and Review (PAR) program.
- 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.
- Career ladder opportunities, where appropriate.

### Support for Underperforming Support Professionals

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

Professional growth consultants (PGCs) coordinate and provide intensive, individualized support and resources to underperforming supporting services employees. Caseloads are dependent upon the number of supporting services employees not meeting one or more competency(ies) on a formal evaluation or based on a documented history of underperformance. Since implementation, PGCs have handled 139 referrals to PIP (Table MM-1). This number reflects Phase I and Phase II data only. Phase III began on July 1, 2007.

Table MM-1

Referrals to the Performance Improvement Process		
	FY 2006	FY 2007
Formal evaluation	11	33
Documented history of underperformance	49	46
Totals	60	79

PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals as generalists. As such, the intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress, and document professional growth for each client. Over the two-year implementation of the SSPGS, PGCs have spent an average of 55.32 hours per client who has completed the six-month PAR program.

### Supporting Services Training and Development Program

The Supporting Services Training and Development Program provides professional development experiences that are aligned with the seven core competencies identified in the SSPGS. By providing high-quality training and development opportunities for all supporting services staff members, the Supporting Services Training and Development Team strives to create a positive work environment in a self-renewing organization, and to enhance the efforts of MCPS supporting services staff members to provide high-quality business services that are essential to the educational success of students. In FY 2007, attendance at supporting services computer and competency-based trainings was 3,497, which represents a 61 percent increase over FY 2006.

Paraeducator career ladder training was designed in 2003, in collaboration with SEIU Local 500, to provide an 18-hour course to enhance the classroom skills of MCPS paraeducators and provide them with an opportunity for advancement. Approximately 2,300 paraeducators are eligible for this training. Since the implementation of this training, 1,517 paraeducators have completed the training and have earned a grade increase.

A training survey of administrators and paraeducators conducted by the Paraeducator Joint Labor-Management Committee revealed that the number one training need cited by both groups was behavior management. In response, members of the Supporting Services Professional Growth Team, in collaboration with the Center for Skillful Teaching, developed a behavior management training plan and delivered it to 90 paraeducators. The training received positive feedback and will become a regular Office of Organizational Development (OOD) offering for paraeducators.

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. Thirty-six paraeducators attended the training.

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

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

The Supporting Services Training and Development Team collaborated with the Department of Technology Consulting and Communications to provide 168.5 hours of training for instructional data assistants (IDAs). Attendance totaled 570 for classes, including SIMS, IMS, Data Warehouse, Collecting and Displaying Data, Data Monitoring Tools, OASIS, Excel, and PowerPoint.

Attendance in supporting services computer classes topped 1,530 this year, an 88 percent increase over last year. Interest in computer training increased this year, due in part to the introduction of ePaystub, the new paperless payroll system. In order to view their pay information online, many supporting services staff members required training in basic computer skills, and 374 attended Working with Windows. Many went on to take additional classes. Other classes include Microsoft Office applications and FileMaker Pro.

The departments of Transportation and Food and Nutrition Services, in collaboration with the Career Development and Education Improvement Committee (CDEI), OOD, and the Department of Shared Accountability, conducted an employee survey to identify and analyze the needs of employees with limited English proficiency. The analysis, which is not yet complete, is intended to yield information about the number and location of employees with limited English within these two departments, along with their own perception of their training needs.

The Supporting Services Training and Development Team assembled the School Finance Training Committee in January 2007. Stakeholders on the committee include employees who work with Independent Activity Funds, as well as representatives from the Office of Internal Audit, Division of Controller, and the Technology Consulting and Communication Team. The School Finance Training Project will result in a series of training modules for MCPS employees who deal with school finances. These modules will include a general overview of the MCPS finance system, as well as one or more additional modules specific to four job descriptions—elementary school administrative secretary, financial assistant, business manager, and visiting bookkeeper.

The training partnership between MCPS and the Montgomery County Government is in its third successful year. The two agencies shared 46 classes. In addition to shared classes, Montgomery County, Montgomery College, the Montgomery County Housing Opportunity Office, and MCPS collaborated to present the 3rd Annual Administrative Professionals Conference at Johns Hopkins University, which was attended by 250 administrative secretaries, 72 of who were from MCPS. Evaluations were exceedingly positive, citing the five training opportunities, keynote speakers, and opportunities to network with colleagues from other agencies as highlights of the all-day program.

### **Fiscal Year 2007**

#### **Tuition Reimbursement**

During FY 2007, 267 supporting service staff were reimbursed for 831 courses for a total reimbursement of \$385,806.

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

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

### **DATA ★ POINT**

## Staff Who Receive High-Quality Professional Development

While the state of Maryland no longer requires a report on high-quality professional development, MCPS believes it is an important component of *Our 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 and middle 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 high-performing professional learning communities 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.

Each year, schools are invited to apply to be included in the Professional Learning Communities Institute. A cross-functional team reviews the applications and selects the schools for the next cohort. During the 2005–2007 school year, Cohort I of the PLCI was composed of 11 MCPS elementary schools. During 2006–2007, this cohort of schools completed its second and final year in PLCI. Beginning in May 2006, a second cohort of 10 elementary schools was added to the PLCI. These Cohort II schools completed year one and will remain in the PLCI through the 2007–2008 school year. In May 2007, five middle schools and six elementary schools were selected to become the third cohort in the PLCI. The PLCI professional development program will run through the 2008–2009 school year.

### **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 and school improvement plan. The following are some examples of expenditures:

- Stipends for teachers to plan and implement targeted academic intervention sessions for students who are struggling in their learning.
- Materials to support the implementation of academic intervention clubs.
- Parent outreach efforts such as literacy nights, family reading nights, parent workshops, curriculum sessions, and translation of communications.
- Substitute release time for teams of teachers to review curriculum, plan instruction, examine student work, discuss modifications, and plan interventions.
- Professional development for supporting services staff to build their capacity to support students in the classroom.
- Instructional materials to further support mathematics acceleration and build classroom libraries.
- Professional development for leadership team members by having them attend a local conference on the development of professional learning communities.

### **Impact on Student Learning**

Results from the 2007 Maryland School Assessment show that Cohort I PLCI schools demonstrated year-to-year growth that exceeded the county and state averages. On several grade-level MSA tests, the increase in growth of PLCI schools is pronounced when compared with state and county test results. For example, on the Grade 4 MSA in reading, the PLCI schools demonstrated one-year growth from 82.7 percent to 88.3 percent, a gain of 5.6 percent, compared with one-year gains by MCPS (3.6 percent) and the state of Maryland (4.2 percent). On the Grade 3 MSA in reading, PLCI schools achieved a one-year gain of 7.5 percent, compared with 4.3 percent for MCPS, and 2.2 percent for Maryland.

Some individual PLCI schools showed significant achievement gains in specific subgroups of students, ranging from 21 to 50 percentage points over the two years that the schools have participated in the program.

Finally, disaggregated results from the 2005–2007 MSA indicate that PLCI schools, as a cohort, are narrowing the achievement gap by race (Figures OO-1 and OO-2).

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

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

Figure OO-1

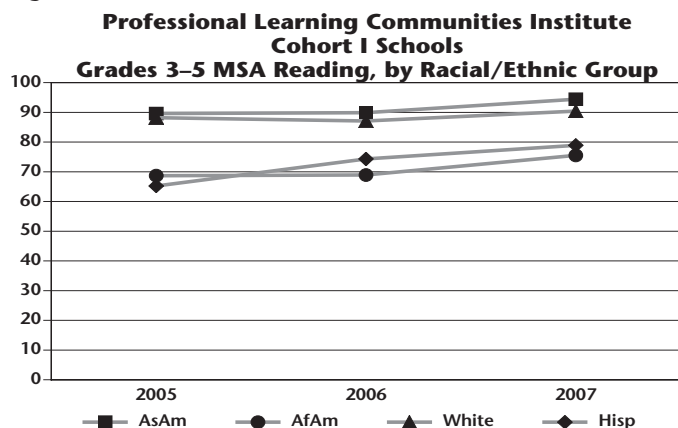
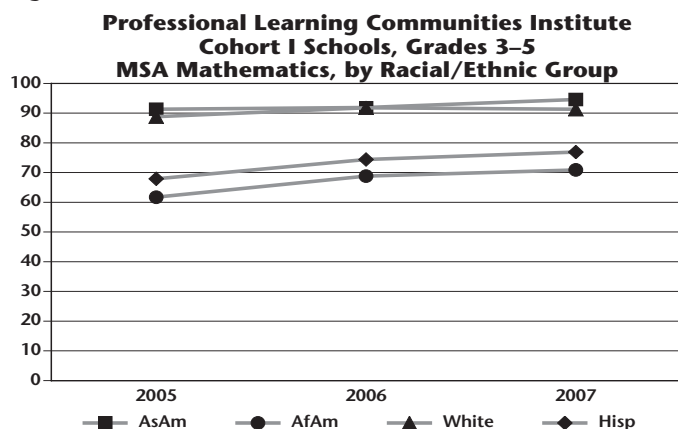


Figure OO-2



**School Leadership Teams Institute**

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

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

The purpose of SLTI is to support school leadership teams in their school improvement process. SLTI workshops will build the capacity of the leadership team, and thereby contribute to improved school performance and student achievement. Current workshops developed by SLTI include the following:

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

Table OO-1

Schools Attending SLTI Workshops Between May 2007 and August 2007		
Workshop Session	Number of Schools Attending	Number of Participants Attending
Shared Leadership: A Team Examination of Collaboration and Empowerment	54	837
Effective School Leadership Teams	10	146
Facilitation of Effective Meetings	7	95
Skillful Team Collaboration	3	44

**Diversity Training and Development Team**

The Diversity Training and Development Team (DTDT) in the Office of Organizational Development is responsible for providing training to both central office and school-based staff on race and equity. Between July 2007 and August 2007 the team provided almost 14,000 hours of professional development, benefiting more than 1,000 individual staff, including the following:

- Courageous Conversations
- CHETS (Communicating High Expectations to Students)
- Culturally Responsive Instruction
- Rigor for All
- Developing Culturally Competent Schools

Participant feedback indicated that 92 percent of staff felt the training was relevant to their work as educators. In addition, during the past five years, more than 1,100 MCPS employees have taken the following continuing professional development courses: Diversity Conscious Education (HR16), Ethnic Groups in American Society (HR17), and Education that is Multicultural (HR 21).

The DTDT also works with other MCPS offices to build the capacity of central office staff to incorporate race and equity into their work with their client groups.

- Accelerated and Enriched Instruction and their client groups
- Title I gifted and talented teachers
- Mathematics content coaches
- Elementary and middle school gifted and talented liaisons
- Office of Special Education and Student Services
- Middle school counselors
- Leadership teams from the five schools participating in the Kennedy Project (Bel Pre Elementary School, Georgian Forest Elementary School, Strathmore Elementary School, Argyle Middle School, and John F. Kennedy High School)

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

### DATA ★ POINT

#### Diversity in the Workplace

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

This data point provides information about the diversity of the MCPS workforce. It reports the gender and racial make-up of administrators, teachers, and supporting services employees during fiscal years 2005, 2006, and 2007. The data point also provides longitudinal information, including racial and gender data for the 2000 baseline year and similar data for fiscal years 2005, 2006, and 2007.

During FY 2007, there were 21,840 employees, of which 74 percent (16,159) were female and 26 percent (5,681) were male. White employees represented 67 percent (14,634) of all employees, 18.7 percent (4,084) were African American, 7.9 percent (1,729) were Hispanic, 6.1 percent (1,327) were Asian American, and 0.3 percent (66) were American Indian (Table PP-1).

During 2007, more females were employed in the positions within each of the three employee work groups (i.e., administrators, teachers, and supporting services). Seventy-nine point nine percent (9,176) of teachers, 67.1 percent (6,159) of supporting services, and 63 percent (458) of administrators were female. Males comprised 20.1 percent (2,310) of teachers, 32.9 percent (3,024) of supporting services employees, and 37 percent (269) of administrators.

Relatively greater percentages of positions were held by White and African American employees. Approximately 63.1 percent (459) of administrators were White and 30.1 percent (219) of administrators were African American. All other racial groups comprised a total of 6.7 percent (49) of all administrator positions. The majority of teacher positions, 79.4 percent (9116), were held by White employees. Approximately 25.5 percent (2,344) of supporting services employees were African American. More than 13 percent (1,227) of supporting services employees were Hispanic and 9.1 percent (834) were Asian American.

The number of African American administrators increased by 4.4 percent between the 2000 baseline year and 2007. The number of Asian American administrators increased by 1.0 percent, while Hispanic administrators decreased by 1.3 percent during this time period (Table PP-2).

The number of African American teachers increased by 1.0 percent between 2000 and 2007. The number of Hispanic teachers increased by 0.6 percent, and Asian American teachers increased by 1.2 percent over the same period of time (Table PP-3).

The number of Asian American employees holding supporting services positions has increased from 4.6 percent during the 2000 baseline year to 9.1 percent during 2007. The number of Hispanic employees holding supporting services positions has increased from 8.1 percent during 2000 to 13.4 percent during 2007. The number of White employees holding supporting services positions dropped 9.5 percent from 61.1 percent during 2000 to 51.6 percent during 2007. The percentage of African American employees in supporting services positions dropped from 25.9 percent to 25.5 percent during this period of time (Table PP-4).

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

Table PP-1

Workforce Diversity Percentage Gender and Racial Composition							
	Males	Females	American Indian	Asian American	African American	White	Hispanic
Administrators	37.0	63.0	0.4	3.0	30.1	63.1	3.3
Other Professionals	17.6	82.4	0.20	2.9	18.2	71.4	7.2
Supporting Services	32.9	67.1	0.40	9.1	25.5	51.6	13.4
Teachers	20.1	79.9	0.20	4.0	12.5	79.4	3.9
Total	26.0	74.0	0.30	6.1	18.7	67.0	7.9

Table PP-2

Administrator Diversity 2000, 2005–2007 Percentage Gender and Racial Composition							
Year	Males	Females	American Indian	Asian American	African American	White	Hispanic
2000	40.9	59.1	0.40	2.0	25.7	67.3	4.6
2005	39.8	60.2	0.30	2.3	29.8	63.7	3.8
2006	39.3	60.7	0.30	2.3	30.1	63.9	3.4
2007	37.0	63.0	0.4	3.0	30.1	63.1	3.3

Table PP-3

Teacher Diversity 2000, 2005–2007 Percentage Gender and Racial Composition							
Year	Males	Females	American Indian	Asian American	African American	White	Hispanic
2000	20.3	79.7	0.40	2.8	11.5	81.9	3.3
2005	20.0	80.0	0.30	3.7	12.5	79.7	3.8
2006	20.0	80.0	0.20	4.0	12.3	79.6	3.9
2007	20.1	79.9	0.2	4.0	12.5	79.4	3.9

Table PP-4

Supporting Services Diversity 2000, 2005–2007 Percentage Gender and Racial Composition							
Year	Males	Females	American Indian	Asian American	African American	White	Hispanic
2000	32.0	68.0	0.40	4.6	25.9	61.1	8.1
2005	33.1	66.9	0.40	8.0	25.9	53.6	12.0
2006	33.2	66.8	0.40	8.4	25.9	52.7	12.6
2007	32.9	67.1	0.4	9.1	25.5	51.6	13.4

## 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.

### DATA ★ POINT

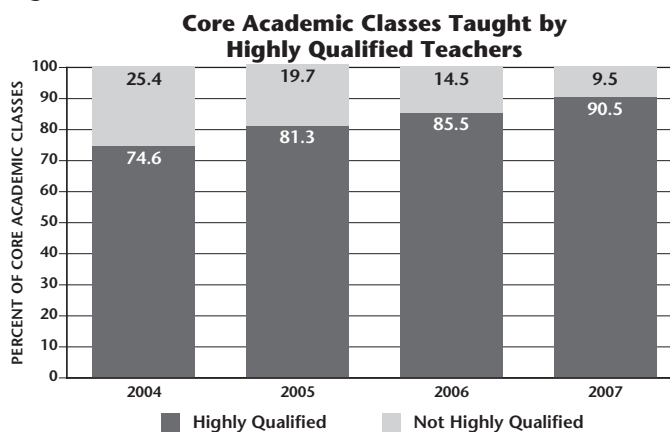
## Highly Qualified Teachers

The federal No Child Left Behind (NCLB) legislation required the Montgomery County Public Schools (MCPS) to ensure that all teachers of core academic subjects who 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 as taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification and the highly qualified designation. Core academic subjects are art, music, dance, drama/theatre, early childhood, elementary (including immersion), English, foreign language, mathematics, reading and language arts, science, and social studies.

Of the 25,455 core academic subject classes taught by MCPS teachers as of December 1, 2006, 90.5 percent (23,048) as taught by teachers who were designated highly qualified, and 9.5 percent (2,407) were taught by teachers who were not yet designated highly qualified (Figure QQ-1). The percentage of core academic subject classes being taught by highly qualified teachers has increased by 5 percent since December 1, 2005, when 85.5 percent (21,855) of 25,569 core academic subject classes were being taught by teachers who were designated highly qualified.

Figure QQ-1



The Office of Human Resources (OHR) staff has informed educators who are teaching core academic subjects of the requirements to be designated highly qualified. 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 English for Speakers of Other Languages (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 ensured 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 2006–2007 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 2006–2007 school year, there were 195 paraeducators in 20 Title I schools. Of those, 100 percent 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. Every teacher attending one of the academies received a CD with all of the quality tools and templates contained in the toolbox.
- Three Baldrige Quality Academies, two elementary schools (Glenallan and Sherwood) and one secondary school (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 2007–2008 school year to remaining offices and for principals and leadership teams from schools unable to attend training during the summer of 2007.

Approximately 2,000 teachers visited the Baldrige Quality Academies during the 2006–2007 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.

During the 2006–2007 school year, as part of the evaluation process for school improvement planning, schools were provided with specific feedback about their school improvement plans. Community superintendents and directors of school performance collaborated with MCPS Baldrige staff to develop targeted professional development for 65 schools. Based on the evaluation of school improvement plans, the professional development focused on helping schools respond to the questions in the Baldrige categories and action planning. Baldrige coaches were provided for each school during the training. Eleven evaluation questions were used to determine the effectiveness of the training. For each of the 11 questions, more than 95 percent of the participants agreed or strongly agreed that the training met their needs. Schools not able to attend training during the summer of 2007 will attend training during the 2007–2008 school year. They will receive the same targeted feedback about their plans, and the training will be differentiated based on their needs.

Of the 63 organizations that applied for the Baldrige National Quality Award in 2006, MCPS was identified as 1 of only 12 organizations in the country to receive a site visit as part of the national award process. Twelve Baldrige examiners spent an entire week in the system reviewing documents and interviewing staff to verify and clarify the information we included in our application for the national award. Although MCPS did not receive the national award, the feedback report provided by the examiners was extremely valuable. Some of the opportunities for improvement have already been addressed—one of the opportunities for improvement was not having a system in place to evaluate and refine key processes. As a result, and with the help of two Black Belts from UnitedHealthcare, 25 central office staff attended four days of Green Belt training to learn how to use the Six Sigma method to improve key processes. The Green Belts will lead their offices and departments in evaluating and refining key processes.

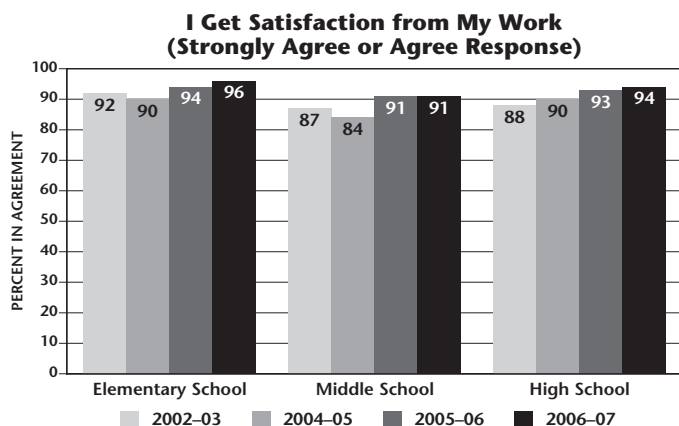
**Milestone:** The work environment promotes employee well-being, satisfaction, and positive morale.

**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 2006–2007 show that more than 90 percent of elementary, middle, and high school staff are satisfied with their jobs (Figure SS-1). Staff satisfaction with their jobs increased at the elementary and high school levels from 2005–2006 to 2006–2007.

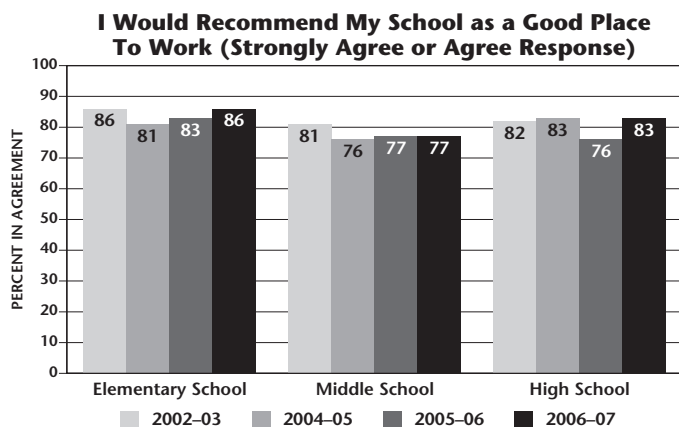
Figure SS-1



Source: Staff Survey of School Environment, MCPS.

Results of the 2006–2007 Staff Survey of School Environment show that more than 75 percent of elementary, middle, and high school staff would recommend their schools as a good place to work (Figure SS-2). Recommendation rates typically were higher every year among elementary staff than among middle and high school staff. In 2006–2007, elementary and high school staff satisfaction with their school as a good place to work increased from the 2005–2006 school year (86 percent and 83 percent respectively). Middle school staff remained the same in recommending their school as a good place to work between 2005–2006 and 2006–2007.

Figure SS-2



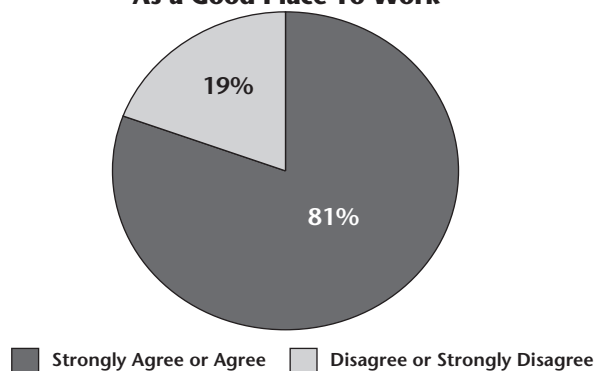
Source: Staff Survey of School Environment, MCPS.

The Survey of Work Environment, Non-school-based Employees, provides information from employees who complete their timesheets at an MCPS central or field office about their satisfaction with their workplace and job. The survey is administered every two years. In prior years of the survey's administration (2001–2002 and 2003–2004), the response rates were too low to report results. However, after significant involvement of stakeholders, the 2006–2007 administration obtained a 72 percent response rate.

Results from the 2006–2007 Survey of Work Environment show that a little more than 80 percent of employees who responded to the survey reported that they would recommend their workplace as a good place to work (Figure SS-3). About 83 percent of the non-school-based employees reported they were satisfied with their jobs in MCPS (Figure SS-4).

Figure SS-3

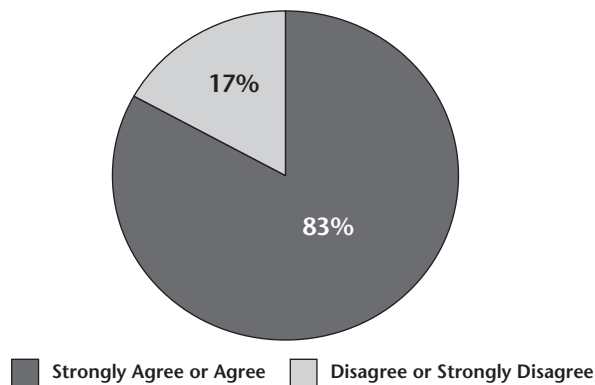
**I Would Recommend My Workplace As a Good Place To Work**



Source: Survey of Work Environment, Non-school-based Employees, MCPS.

Figure SS-4

**I Am Satisfied with My Job in MCPS**



Source: Survey of Work Environment, Non-school-based Employees, MCPS.

# 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 2006–2007 (Table TT-1).

**Table TT-1**

Number of Employees Recognized for their Efforts in Pursuit of System Goals			
	2004–2005	2005–2006	2006–2007
<b>Administrative and Supervisory/Teachers/Supporting Services</b>			
Years of Service Recognition—15, 25, 35 years	634	766	710
Retirement Reception	201	186	170
Above and Beyond the Call of Duty (ABCD) Awards	26	16	385
<b>Administrative and Supervisory</b>			
Mark Mann Excellence and Harmony Award	1	1	2
*Edward Shirley Award for Excellence in Educational Administration and Supervision	1	1	1
*Distinguished Educational Leadership Award (The Washington Post)	1	1	1
Assistant Principal of the Year	New	1	3
Deans of Educational Administration (30 years or more in educational administration)	New	3	0
<b>Teachers</b>			
National Board Certification for Professional Teaching Standards	58	57	68
*Agnes Meyer Outstanding Teacher Award (The Washington Post)	1	1	1
Greenblatt Award for Veteran and First-Year Teachers	4	4	4
*Montgomery County Teacher of the Year (part of Maryland Teacher of the Year from MSDE)	1	1	1
<b>Supporting Services</b>			
*Supporting Services Employee of the Year	1	1	1
Energy Conservation Performance Awards—School Plant Operations	30	46	103
Perfect Attendance—School Plant Operations	33	6	5
Perfect Attendance—Food Safety and Food Preparation	51	47	47
Perfect Attendance—Bus Operators and Attendants	32	20	37
Safe Driving Awards for Bus Operators—5, 10, 15, 20, 20+ years of accident-free driving	192	176	159
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation staff—5, 10, 15, 20, 20+ years	213	188	186

\* Single award

# GOAL 5: Provide High-Quality Business Services That Are Essential to the Educational Success of Students

Successfully managing and operating a school system of 200 schools, almost 138,000 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 5 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

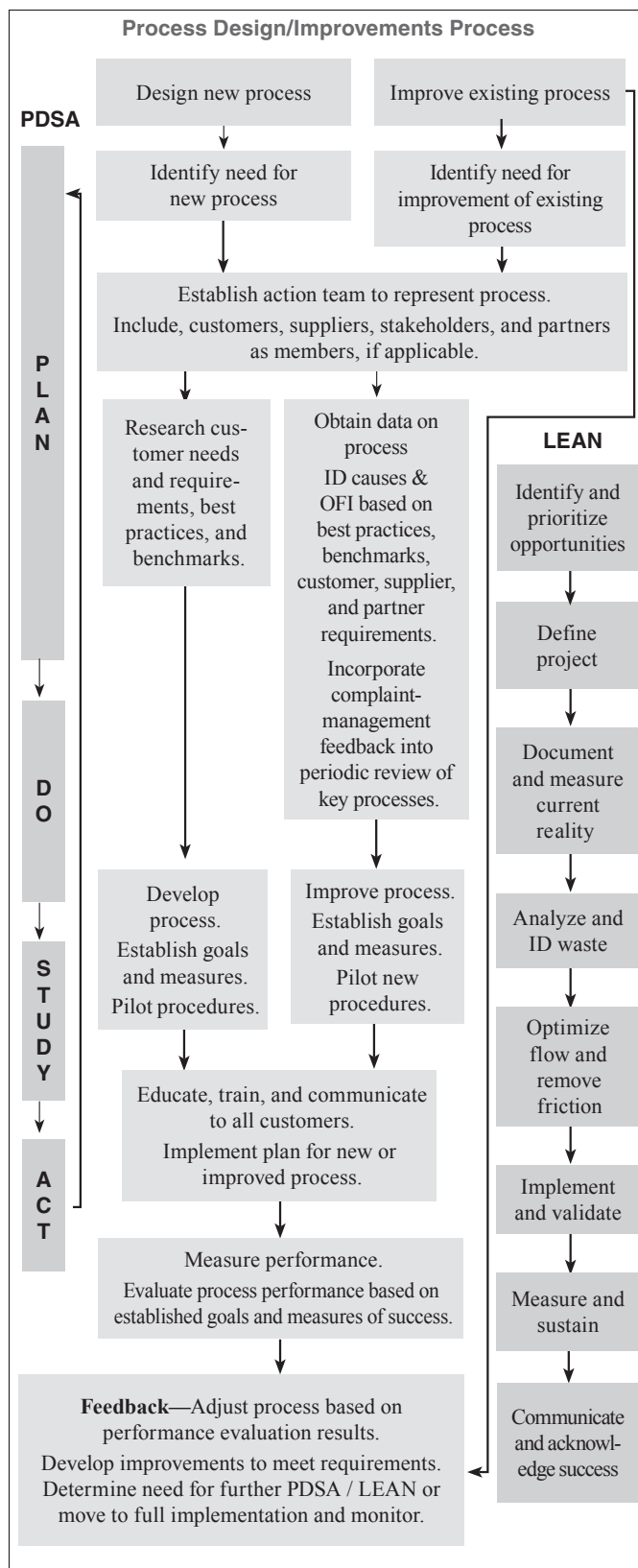
MCPS uses a systematic method called the Process Design and Improvement Process (PDIP) to improve the overall operational performance of key business services. PDIP establishes the structure for determining requirements; integrating feedback from customers, suppliers, unions, and stakeholders; ensuring 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 PDIP is process adjustment through the review and analysis of rework, errors, and audit/inspection results with the objective of preventing recurrence of similar errors in the future.

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

**Family of Measures**

The business and financial operations of the school system are utilizing the Baldrige National Quality Program to focus on business results to effectively measure and manage organizational performance. In 2005, senior leaders in the Office of the Chief Operating Officer collaborated to develop a family of performance measures. The family of measures currently encompasses four major categories of business results—Customer Results, Financial Results, Human Resources Results, and Organizational Results. A new Baldrige category, Leadership and Social Responsibility Results, is being developed. Taken together, these diverse performance measurements help to drive business decisions and process improvements and other organizational initiatives that make the business and financial operations more productive, efficient, and effective in meeting customers’ needs and expectations.



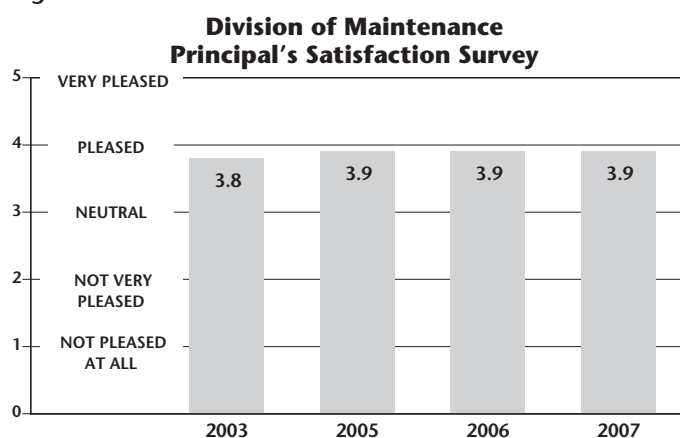
**Milestone:** All business services will meet or exceed customers' needs, requirements, and reasonable expectations.

**DATA POINT**

**Customer Results**

The Division of Maintenance monitors customer satisfaction levels with the timeliness and quality of maintenance and repair services on a scale of 1 (poor) to 5 (excellent). Raw data are gathered through an annual electronic survey of school principals and other selected school staff and recorded as Very Pleased (5), Pleased (4), Neutral (3), Not Very Pleased (2), and Not Pleased at All (1). Space is allocated for comments. Results are analyzed for the three supporting maintenance depots and then consolidated for the Division of Maintenance. Overall ratings for quality and timeliness average 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 UU-1).

**Figure UU-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 2007, DMM addressed 91 percent of more than 510 focus group issues.

The Office of the Chief Operating Officer (OCCO) uses the data from the surveys of supporting services to determine the student and parent levels of satisfaction in four major categories—Food 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 school 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 supporting services for both parents and students. The numbers in the tables are the percentage of students and parents who responded to the survey, indicating their level of satisfaction with the services provided (Tables UU-1, UU-2, UU-3, and UU-4).

**Table UU-1**

Food and Nutrition, Level of Satisfaction			
	2005	2006*	2007*
Elementary School Students	65.7	63.2	65.0
Elementary School Parents	81.3	75.6	68.6
Middle School Students	63.3	57.4	57.1
Middle School Parents	75.6	72.3	64.6
High School Students	55.5	49.0	44.2
High School Parents	70.3	63.1	63.6

\*Question in 2006—Overall, I am satisfied with the cafeteria food and services.  
Question in 2007—Overall, I am satisfied with the MCPS school meal programs.

**Table UU-2**

Facilities—Custodial, Level of Satisfaction			
	2005	2006	2007
Elementary School Students	79.9	79.3	79.5
Elementary School Parents	95.3	94.1	94.0
Middle School Students	72.3	67.8	68.9
Middle School Parents	93.2	92.0	91.8
High School Students	68.2	63.9	67.0
High School Parents	88.6	84.9	86.5

**Table UU-3**

Safety and Security, Level of Satisfaction			
	2005	2006	2007
Elementary School Students	89.3	90.8	91.1
Elementary School Parents	n/a*	n/a*	95.7
Middle School Students	80.4	78.4	81.0
Middle School Parents	n/a*	n/a*	93.3
High School Students	75.6	76.4	80.2
High School Parents	n/a*	n/a*	91.5

\*Item was not included in previous surveys

**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 UU-4**

<b>Transportation, Level of Satisfaction</b>			
	<b>2005</b>	<b>2006</b>	<b>2007</b>
Elementary School Students	84.4	85.2	86.4
Elementary School Parents	92.8	91.3	91.4
Middle School Students	74.7	73.3	75.6
Middle School Parents	86.3	87.7	86.8
High School Students	77.6	79.2	78.4
High School Parents	87.2	89.1	90.2

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

**DATA POINT**

**Human Resources Results**

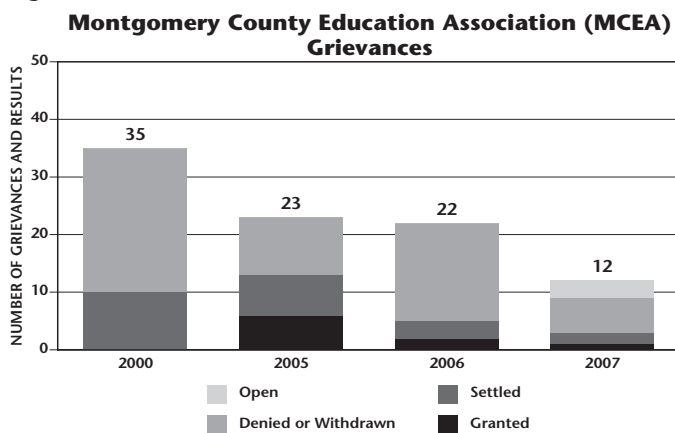
The school system actively recruits a highly qualified workforce. During FY 2007, 1,229 teachers and 981 new supporting services employees were hired. This data point provides information about the number and percentage of teachers hired during 2006–2007 who are designated “highly qualified.”

NCLB requires that teachers of core academic subjects meet requirements to be designated “highly qualified.” Of the 875 newly hired teachers, 592 were hired to teach a core academic subject. Eighty seven percent of the newly hired teachers teaching core academic subjects were “highly qualified.”

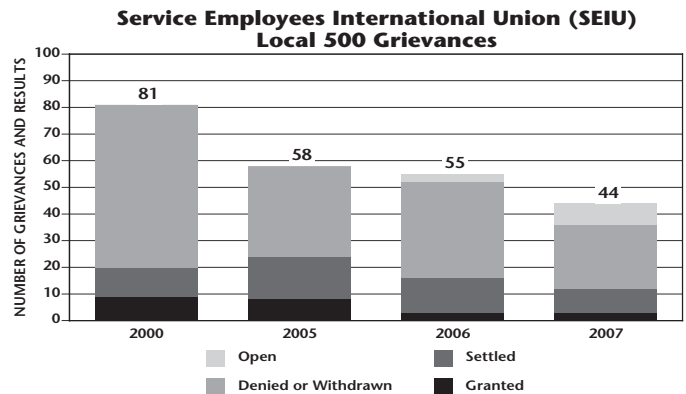
**Grievances**

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. There have only been four Administrative and Supervisory-level grievances over the past 11 years. Therefore, a report is not generated. 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 VV-1 and VV-2).

**Figure VV-1**



**Figure VV-2**

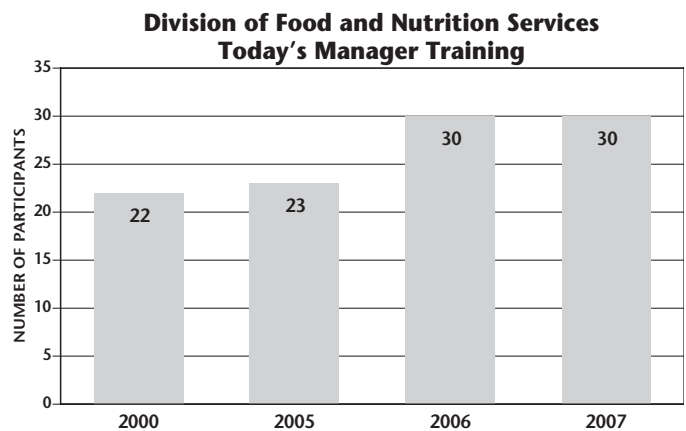


**Leadership Training for Supporting Services**

National survey results indicate that leadership is one of the most critical issues in business organizations. The director of the Division of Maintenance developed and implemented two 12-hour leadership training courses, an advanced course for incumbent managers and supervisors, and a basic course for frontline employees and new supervisors. Course attendance is mandatory for supervisors and voluntary for frontline employees.

The Division of Food and Nutrition Services (DFNS) cafeteria managers have a minimum of three training days during the year. They receive training at the start of the school year to review new information for the year, two hours of food safety refresher training, and other training in the fall and spring, as indicated on the manager survey instrument. 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 VV-3).

**Figure VV-3**

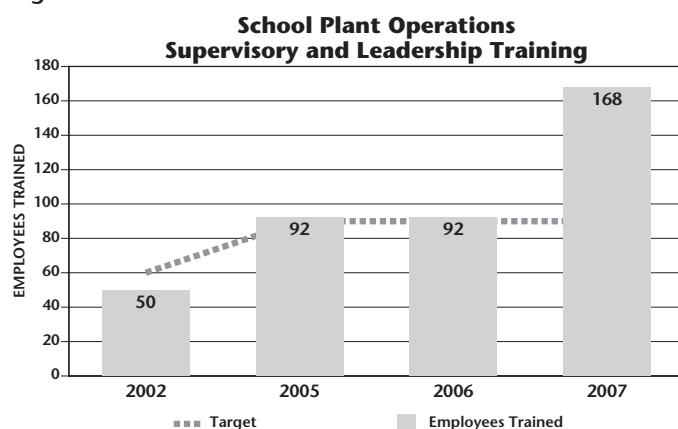


**GOAL 5 PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS**

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

The School Plant Operations Supervisory and Leadership class is designed to improve the supervisory skills of current building service managers and to prepare 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 implement the Supporting Services Professional Growth System (SSPGS).

Figure VV-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 provides longitudinal information for fiscal years 2004 through 2007.

During 2006–2007, there were 736 administrators, of which 93.3 percent (687) were retained and continued employment with MCPS. Of the 49 administrators who ended active service with MCPS, 34 retired and 15 terminated employment. During this same time period, there were 11,929 teachers, of which 92.3 percent (11,016) continued employment with MCPS. Of the 913 teachers who ended active service with MCPS, 282 retired and 631 terminated employment. During the 2006–2007 school year, there were 9,323 supporting services employees, of which 92.5 percent (8,628) continued employment with MCPS. Of the 695 supporting services employees who ended active service with MCPS, 217 retired and 478 terminated employment.

The percentage of employees who have retired or terminated employment was approximately the same between 2005–2006 and 2006–2007 (Tables VV-1, VV-2, VV-3).

Table VV-1

Administrators: Turnover and Retention					
Fiscal Year	No. Admin.*	Turnover		Retention	
		No.	%	No.	%
2004	634	46	7.3	588	92.7
2005	649	49	7.6	600	92.4
2006	692	48	6.9	644	93.1
2007	736	49	6.7	687	93.3

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

Table VV-2

Teachers: Turnover and Retention					
Fiscal Year	No. Teachers*	Turnover		Retention	
		No.	%	No.	%
2004	11,226	884	7.9	10,342	92.1
2005	11,346	875	7.7	10,471	92.3
2006	11,665	812	7.0	10,853	93.0
2007	11,929	913	7.7	11,016	92.3

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

Table VV-3

Supporting Services: Turnover and Retention					
Fiscal Year	No. Support Services*	Turnover		Retention	
		No.	%	No.	%
2004	8,641	638	7.38	8,003	92.62
2005	8,831	735	8.27	8,101	91.73
2006	9,080	718	7.87	8,365	92.13
2007	9,323	695	7.5	8,628	92.5

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

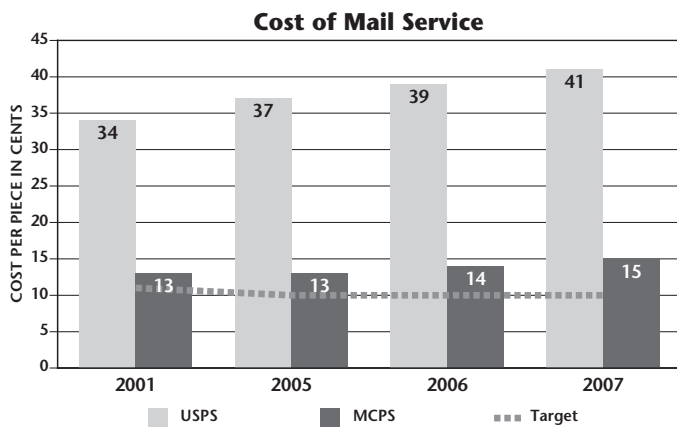
**Milestone:** All business functions plan, develop, secure, and effectively manage fiscal resources in compliance with internal and external accountability requirements to support the education of students.

**DATA ★ POINT**

**Financial Results**

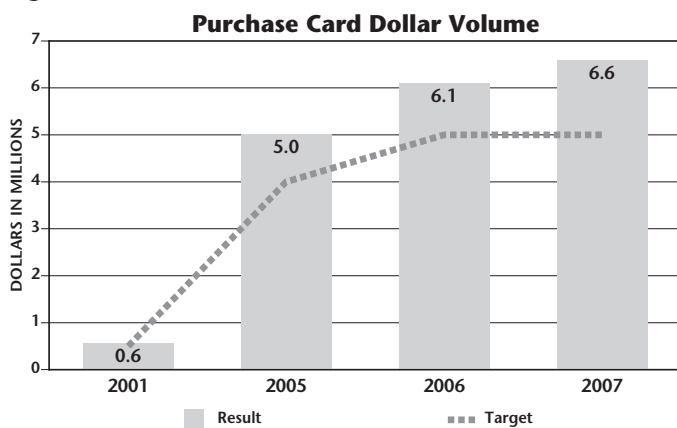
Measuring financial aspects of a business is critical to ensuring that the costs of doing business are responsibly managed. MCPS strives to find comparable benchmarks to determine effectiveness and efficiency. The table below compares the per-piece transaction cost of mail service for MCPS with the United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

**Figure WW-1**



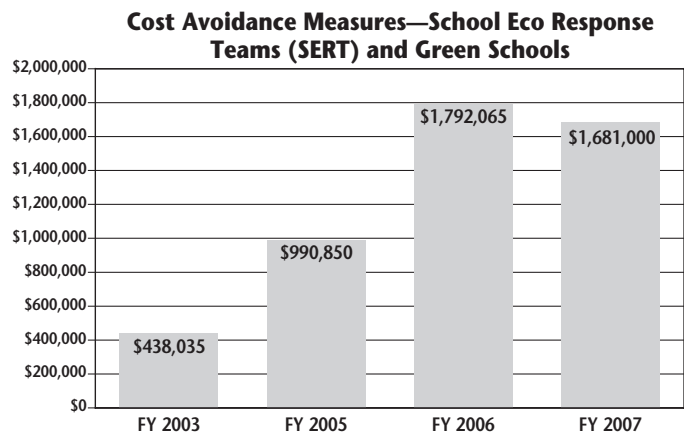
The Purchasing Card Program streamlines the process of making low-dollar purchases and reduces the number of hours spent by staff processing paper purchase orders. The amount of time saved equates to a savings of more than \$1.5 million per year (Figure WW-2).

**Figure WW-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 2007 is \$1.7 million (Figure WW-3).

**Figure WW-3**



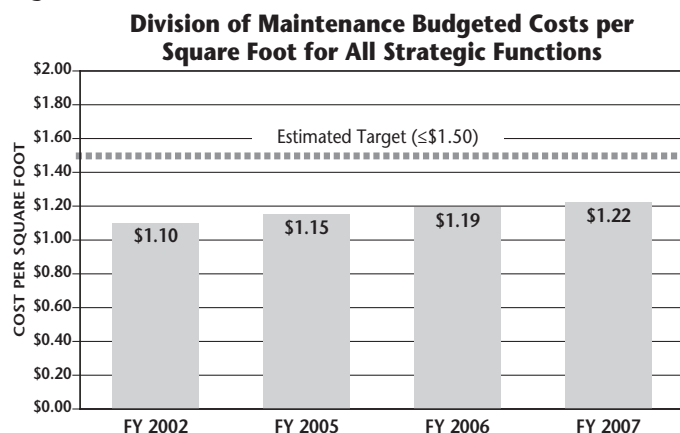
Internal and external fiscal accountability is governed by federal and state statutes and the Code of Maryland Administrative Regulations (COMAR), county charter, and Board policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental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

**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.

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 WW-4).

Figure WW-4



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

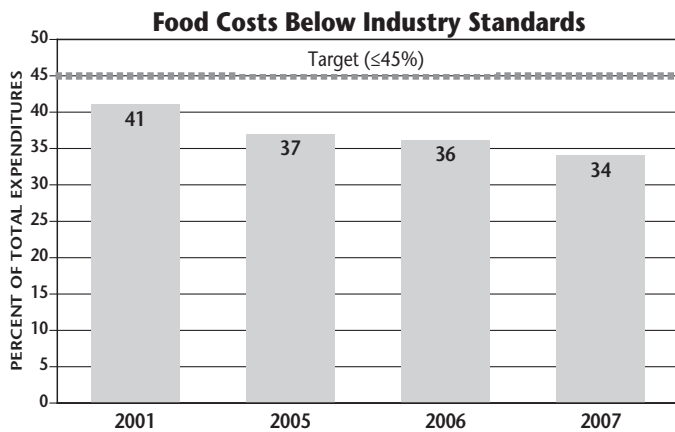
**DATA ★ POINT**

**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 XX-1).

**Figure XX-1**



Copy-Plus is a new program that provides school staff with 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 produced more than 52 million copies equating to 20,800 hours of school staff time efficiency.

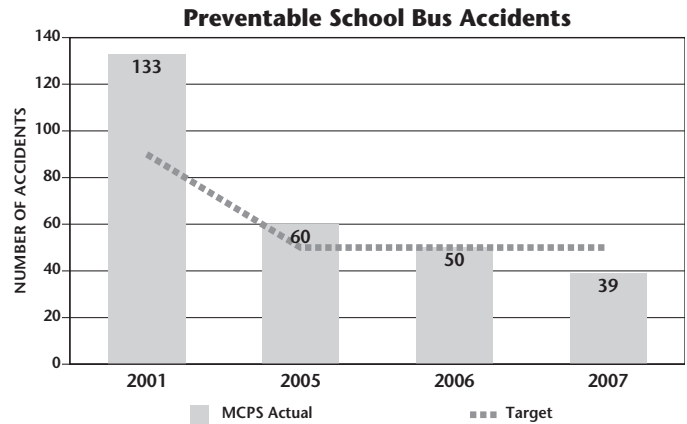
In 2003, 4 buses out of a fleet of 1,200 buses were pulled out of service for more than 24 hours through state inspections for safety-related faults. In 2007, no buses out of a fleet of 1,264 inspected were pulled out of service for more than 24 hours through state inspections for safety-related faults.

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

Industrywide comparisons are based on a per-million-mile accident rate. In FY 2005, MCPS buses were involved in 2.86 preventable accidents per million miles traveled.

In FY 2006, MCPS buses were involved in 2.43 preventable accidents per million miles traveled, and in FY 2007 MCPS buses were involved in 2.12 preventable accidents per million miles traveled.

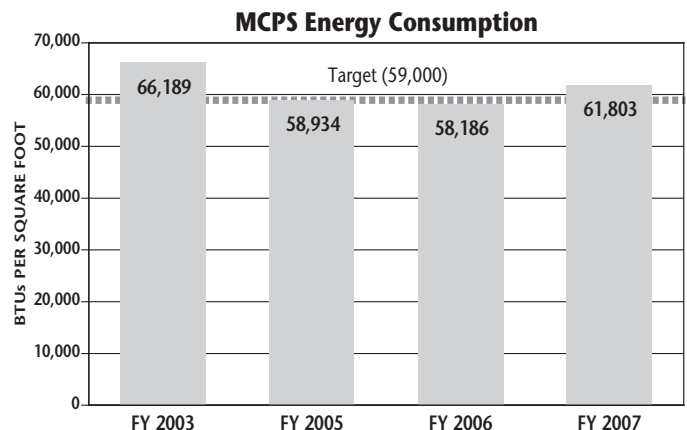
**Figure XX-2**



**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 XX-3). This measure contains variations due to weather.

**Figure XX-3**

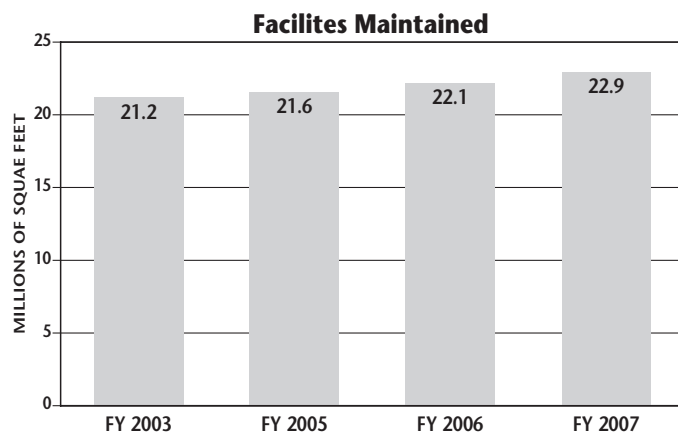


**GOAL 5 PROVIDE HIGH-QUALITY BUSINESS SERVICES THAT ARE ESSENTIAL TO THE EDUCATIONAL SUCCESS OF STUDENTS**

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

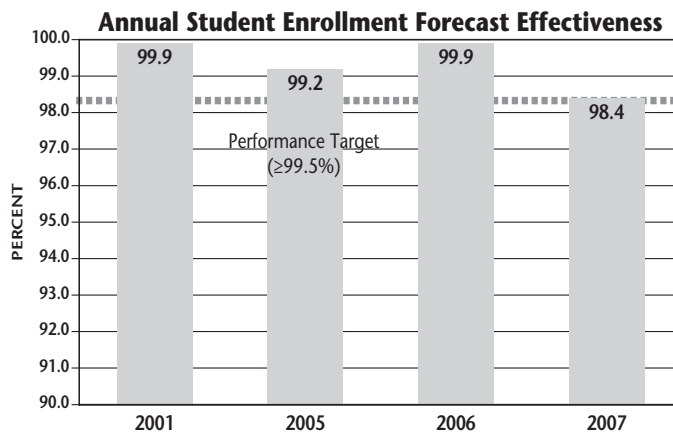
Square footage of facilities maintained is not a performance measure, but an important facilities statistic that reflects growth in overall maintenance workload. As new schools are constructed and old schools are expanded, the additional floor space created (measured in square feet) reflects the additional 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 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 also is 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 XX-4).

Figure XX-4



Accurate student enrollment forecasts provide support for capital improvement requests for additional classrooms and new school facilities, as well as for determining the number of classroom teachers and other instructional staff needed. MCPS has been above 98.0 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 XX-5).

Figure XX-5



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## MCPS At a Glance

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### Our school system

- 137,745 students for 2007–08
- Largest school system in Maryland
- 16th largest school system in the United States
- Students from 163 countries speaking 134 languages
- 12 million school lunches served
- More than 96,000 students transported on 1,265 buses
- 200 schools
  - 130 elementary schools
  - 38 middle schools
  - 25 high schools
  - 7 special schools
- 33 National Blue Ribbon Schools

### Our students

- Demographics (2007–08)
  - 40.1 percent White
  - 22.9 percent African American
  - 21.5 percent Hispanic
  - 15.2 percent Asian American
  - 0.3 percent Native American
- 24.7 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.4 percent receive special education services
- 10.4 percent participate in English for Speakers of Other Languages (ESOL)
- 1624 average combined SAT score, 113 and 126 points above national and state averages, respectively
- 68 National Merit Scholars (Class of 2007)

### System resources

- \$1.985 billion FY 2008 operating budget
- \$1.497 billion six-year Capital Improvements Program (FY 2009–FY 2014)
- 21,840 employees
- 11,486 teachers
- Approximately 80.8 percent of teachers with a master's degree or equivalent

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