2008

Annual Report on Our Call to Action

Montgomery County Public Schools

MCPS

Rockville, Maryland

2008 Annual Report on
Our Call to Action: Pursuit of Excellence

Dear Staff, Parents, and Community Members:

The 2008 Annual Report on *Our Call to Action: Pursuit of Excellence* reflects Montgomery County Public Schools' (MCPS) commitment to continuous improvement and accountability to our stakeholders. The report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan.

Our Call to Action: Pursuit of Excellence, the district's strategic plan, 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, family and community partnerships, and operational support. Moreover, it provides a framework for monitoring the effectiveness of both academic and operational reforms and identifying opportunities for improvement.

The 2008 Annual Report on *Our Call to Action: Pursuit of Excellence* confirms that initiatives continue to produce significant gains in student performance and improved operational functioning during a period of considerable change in MCPS. While progress in achieving the goals of the strategic plan is noteworthy, we recognize that more work needs to be done to achieve our ultimate goal of success for every student. For example, this update shows the need to intensify the system's focus on ensuring that student performance is not predictable by race. In addition to serving as a public accountability document, the data contained in this report are used 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 on the MCPS website at 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 2008 Annual Report on Our Call to Action: Pursuit of Excellence underscore our success in nurturing a culture of continuous improvement that is sustained by effective partnerships, a high-quality workforce, and strong family and community involvement. We remain committed to shared accountability, and through our reform efforts, we expect continued progress toward meeting our overall goals.

Respectfully,

Ms. Shirley Brandman
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
- Expand and deliver literacy-based initiatives from prekindergarten through Grade 12 to support student achievement
- 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?

ANNUAL REPORT on Our Call to Action

In June 2008, the Board of Education updated *Our Call to Action: Pursuit of Excellence*—The Strategic Plan for the Montgomery County Public Schools (MCPS). This update, while remaining focused on the core mission of providing every student with a high-quality, world-class education, intensified the system's focus to ensure that student performance is not predictable by race. The strategic plan provides an accountability structure for measuring academic performance and operational effectiveness, as well as a framework for identifying opportunities for improvements.

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

This document represents the fifth 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.

As the district moves into the tenth year of reform that began with the Early Success Performance Plan and then moved to high school rigor, the current focus on middle school reform has yielded increases in student performance on the Maryland School Assessment, enrollment and successful completion of Algebra 1 in Grade 8, and decreases in suspension for all student groups.

MCPS recognizes areas where progress is lagging and remains committed to the continuous improvements that will ensure every student receives a 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 strategies, initiatives, and interventions are pinpointed.

The performance targets reflect the requirements of national, state, and local accountability mandates and take into consideration reasonable expectations about where MCPS wants to be in the next three years. Additionally, the targets serve to raise expectations and standards for student achievement and reinforce our commitment to increasing student performance for all students, while closing the gap in achievement by race and ethnicity, as well as for other student groups; e.g., 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 for 2008 pertain to the following data points:

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

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

While a review of the performance on student and district targets identifies areas where additional effort and focus are

needed, a review of overall results indicates significant progress in all goal areas. Goal 1, *Ensure Success for Every Student,* focuses on the achievement of both individual and groups of students. The percentage of elementary and middle school students earning a proficient or advanced score on the MSA continued to increase for both reading and mathematics, for all racial/ethnic groups and groups receiving special services. Particularly noteworthy are the two-year increases for middle school students. Scores for African American and Hispanic students increased 10.4 and 9.6 percentage points, respectively. For students receiving FARMS services, scores increased by 10.6 percentage points and scores for those receiving special education services increased by 14.1 percentage points. 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, most notably with Hispanic students showing the greatest percentage point increase.

Goal 2, *Provide an Effective Instructional Program,* focuses on the programmatic aspects of systemic school reform. A number of key strategic reform efforts are ensuring a consistent, congruent continuum of curriculum, instruction, and assessment essential for student achievement. The development and implementation of a standards-based curriculum is central to these programmatic reform efforts. In 2008, the percentage of Grade 5 students successfully completing Math 6 or higher level course increased to approximately 43%. Additionally, enrollment in at least one Honors or AP course increased in 2008 for students in all racial/ethnic groups and among students receiving special services.

Goal 3, *Strengthen Productive Partnerships for Education,* focuses on the dynamic relationship between MCPS as an institution and the community. The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. Numerous community volunteers continue to mentor, tutor, and share their knowledge and expertise to support learning and enrich the instructional program. More than 35,000 parents (approximately double the number who participated last year) participated in more than 520 workshops designed to provide parents with information about the MCPS curriculum and to share strategies for helping their children's learning. Additionally, more than 1,100 parents and community members served on 60 advisory groups, helping to identify and prioritize needs and issues, and providing valuable stakeholder feedback.

Goal 4, *Create a Positive Work Environment in a Self-Renewing Organization*, focuses on creating a professional growth system that provides the foundation for a professional learning community where employees are afforded time, support, and opportunity for continuous growth and improvement. More than 600 novice and underperforming teachers received intensive support and guidance from consulting teachers. Twenty-five novice principals received support from consulting

principals, and nearly all of them (92%) met standard in their performance appraisals. Support staff has been provided competency-based training programs based on continuous improvement. And most impressively, schools participating in the Professional Learning Communities Institute continue to show exceptional growth in student performance as well as narrowing gaps between groups of students.

Goal 5, *Provide High-Quality Business Services That Are Essential to the Educational Success of Students,* focuses on providing the key business services essential to the educational success of students. The business and financial operations of the school system 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, employee associations, and the larger community. The Annual Report provides a monitoring tool to help meet the challenge of sustaining recent performance gains while assessing the effectiveness of academic and operational reforms and identifying opportunities for improvement.

Student Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
MCPS Assessment Program Reading Grade 2											
All Students					67.7%			69.8%			
Asian American					77.6%			77.5%			
African American					56.5%			60.3%			
White	No targets set			≥79.4%	78.8%		≥82.9%	79.5%		≥86.5%	≥90.0%
Hispanic					49.9%			55.0%			
SpEd					32.8%			37.1%			
LEP					35.0%			43.9%			
FARMS					48.0%			52.8%			
Mathematics 6 Proficiency											
All Students		31.9%	✓		38.6%	✓		43.1%	✓		
Asian American		59.6%	✓		59.6%	✓		64.0%	✓		
African American		15.2%			18.4%			25.1%			
White	≥29.4%	43.3%	✓	≥33.3%	53.1%	✓	≥37.2%	56.8%	✓	≥41.1%	≥45%
Hispanic		13.4%			16.9%			22.8%			
SpEd		8.3%			10.5%			11.2%			
LEP		4.7%			7.1%			12.9%			
FARMS		11.5%			13.8%			19.0%			
ES MSA Reading—Percentage at or above Proficient											
All Students		83.5%	✓		86.4%	✓		90.1%	✓		
Asian American		90.5%	✓		92.7%	✓		95.0%	✓		
African American		71.4%	✓		76.5%	✓		82.2%	✓		
White	≥62.5%	92.7%	✓	≥67.2%	94.4%	✓	≥71.8%	96.4%	✓	≥76.5%	≥81.2%
Hispanic		72.4%	✓		76.6%	✓		82.9%	✓		
SpEd		62.3%	✓		67.8%	✓		74.9%	✓		
LEP		65.4%	✓		70.9%	✓		77.7%	✓		
FARMS		67.8%	✓		72.5%	✓		79.3%	✓		
ES MSA Mathematics—Percentage at or above Proficient											
All Students		83.8%	✓		85.9%	✓		87.7%	✓		
Asian American		93.6%	✓		95.0%	✓		95.8%	✓		
African American		68.4%	✓		72.6%	✓		76.1%	✓		
White	≥58.8%	93.5%	✓	≥63.9%	94.1%	✓	≥69.1%	95.4%	✓	≥74.2%	≥79.4%
Hispanic		73.6%	✓		76.8%	✓		79.5%	✓		
SpEd		56.5%			60.7%			64.4%			
LEP		69.0%	✓		72.4%	✓		75.3%	✓		
FARMS		67.3%	✓		71.3%	✓		74.2%	✓		
Elementary School Suspension Rate											
All Students		1.5%			1.4%			1.2%	✓		
Asian American		0.4%	✓		0.4%	✓		0.4%	✓		
African American		3.7%			3.2%			3.0%			
White	≤1.3%	0.6%	✓	≤1.3%	0.6%	✓	≤1.3%	0.6%	✓	≤1.3%	≤1.3%
Hispanic		1.5%	✓		1.5%			1.2%	✓		
SpEd		4.0%			3.7%			3.7%			
LEP		1.3%	✓		1.2%	✓		0.8%	✓		
FARMS		3.0%			2.8%			2.4%			
MS MSA Reading—Percentage at or above Proficient											
All Students		76.9%	✓		80.8%	✓		86.7%	✓		
Asian American		86.5%	✓		89.5%	✓		93.8%	✓		
African American		62.3%	✓		68.1%	✓		77.9%	✓		
White	≥61.5%	89.8%	✓	≥66.3%	92.6%	✓	≥71.1%	95.4%	✓	≥75.9%	≥80.8%
Hispanic		57.3%			63.8%			73.9%	✓		
SpEd		42.7%			51.3%			63.8%			
LEP		43.9%			48.4%			57.2%			
FARMS		52.9%			59.2%			70.7%			

Student Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
MS MSA Mathematics—Percentage at or above Proficient											
All Students		71.5%	✓		73.7%	✓		77.8%	✓		
Asian American		87.6%	✓		89.6%	✓		92.6%	✓		
African American		48.9%	✓		52.7%	✓		59.3%	✓		
White	≥42.9%	86.2%	✓	≥50%	88.0%	✓	≥57.2%	90.5%	✓	≥64.3%	≥71.4%
Hispanic		52.4%	✓		55.7%	✓		62.0%	✓		
SpEd		35.0%	✓		43.1%			49.1%			
LEP		45.8%	✓		47.0%			52.6%			
FARMS		45.4%	✓		49.5%			56.0%			
Grade 8 Algebra —Percentage Completing											
All Students		49.4%			55.9%			59.6%			
Asian American		72.3%	✓		78.6%	✓		78.8%	✓		
African American		25.5%			33.1%			38.4%			
White	≥54.6%	64.3%	✓	≥61%	71.4%	✓	≥67.3%	74.7%	✓	≥73.7%	≥80%
Hispanic		26.2%			32.6%			38.8%			
SpEd		11.7%			15.5%			17.9%			
LEP		15.1%			19.7%			18.6%			
FARMS		21.7%			28.5%			32.7%			
Algebra 1 High School Assessment—Percent Passing in Middle School											
All Students		97.0%			95.2%			95.4%			
Asian American		98.7%			97.4%			97.6%			
African American		91.8%			86.4%			89.8%			
White	100.0%	98.6%		100.0%	98.6%		100.0%	98.6%		100.0%	100.0%
Hispanic		92.5%			89.4%			88.8%			
SpEd		90.2%			88.8%			89.2%			
LEP		86.5%			81.1%			79.1%			
FARMS		91.8%			85.2%			86.8%			
Middle School Suspension Rate											
All Students		7.7%			7.4%	✓		6.4%	✓		
Asian American		2.8%	✓		2.7%	✓		2.0%	✓		
African American		17.0%			16.3%			13.5%			
White	≤7.4%	3.4%	✓	≤7.2%	3.1%	✓	≤7.0%	3.1%	✓	≤7.4%	≤7.4%
Hispanic		9.9%			9.3%			8.4%			
SpEd		15.7%			16.2%			13.1%			
LEP		7.6%			8.0%			8.3%			
FARMS		15.9%			15.2%			12.6%			
Grade 9 Algebra—Percentage Completing											
All Students		75.4%			76.5%			77.0%			
Asian American		90.0%	✓		91.1%	✓		88.8%			
African American		58.9%			61.3%			65.3%			
White	≥81.4%	89.9%	✓	≥86.1%	90.8%	✓	≥90.7%	88.2%		≥95.4%	100.0%
Hispanic		55.2%			55.7%			62.1%			
SpEd		42.8%			41.7%			48.1%			
LEP		39.2%			39.6%			47.5%			
FARMS		49.8%			51.8%			58.5%			
Grade 10 Geometry—Percentage Completing											
All Students		71.7%			72.7%			73.8%			
Asian American		86.3%	✓		86.5%	✓		87.9%			
African American		51.8%			52.9%			55.4%			
White	≥76.6%	86.6%	✓	≥82.4%	88.5%	✓	≥88.3%	88.9%	✓	≥94.1%	100.0%
Hispanic		48.7%			50.4%			52.0%			
SpEd		37.7%			38.1%			37.8%			
LEP		30.8%			31.5%			35.4%			
FARMS		45.5%			45.1%			48.2%			

Student Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
Honors/AP Enrollment—At least one course											
All Students	≥68.4%	69.7%	✓	≥70.1%	71.8%	✓	≥71.7%	74.0%	✓	≥73.4%	≥75%
Asian American		84.4%	✓		85.8%	✓		86.8%	✓		
African American		50.7%			53.6%			58.9%			
White		82.3%	✓		84.5%	✓		86.5%	✓		
Hispanic		49.2%			52.9%			55.8%			
SpEd		23.3%			23.7%			27.5%			
LEP		28.1%			31.9%			36.9%			
FARMS		41.6%			44.9%			49.8%			
Grade 10 PSAT—Percentage Participating											
All Students	No targets set			≥91.2%	91.2%	✓	≥92.5%	91.7%		≥93.7%	≥95%
Asian American					95.8%	✓		96.6%	✓		
African American					87.3%			88.1%			
White					94.3%	✓		95.1%	✓		
Hispanic					84.7%			84.4%			
SpEd					81.0%			81.3%			
LEP					79.1%			85.2%			
FARMS					84.0%			85.1%			
HS MSA Reading—Percentage at or above Proficient											
All Students	≥45.3%	70.3%	✓	≥52.2%	77.6%	✓	≥59.0%	86.3%	✓	≥65.8%	≥72.7%
Asian American		81.6%	✓		84.4%	✓		92.1%	✓		
African American		47.9%	✓		60.2%	✓		72.5%	✓		
White		83.4%	✓		91.5%	✓		94.2%	✓		
Hispanic		53.7%	✓		60.5%	✓		76.3%	✓		
SpEd		29.7%			46.5%			55.7%			
LEP		45.9%	✓		38.7%			68.9%	✓		
FARMS		44.5%			53.3%	✓		69.2%	✓		
HS MSA Mathematics—Percentage at or above Proficient											
All Students	≥29.8%	77.1%	✓	≥38.6%	79.5%	✓	≥47.3%	88.1%	✓	≥56.1%	≥64.9%
Asian American		90.1%	✓		90.8%	✓		95.7%	✓		
African American		57.4%	✓		61.2%	✓		74.1%	✓		
White		89.7%	✓		91.9%	✓		95.8%	✓		
Hispanic		60.8%	✓		66.1%	✓		79.1%	✓		
SpEd		45.2%	✓		44.9%	✓		60.5%	✓		
LEP		49.4%	✓		59.0%	✓		67.8%	✓		
FARMS		48.2%	✓		60.8%	✓		75.5%	✓		
SAT/ACT Participation											
All Students	≥77.2%	75.8%		≥77.9%	80.3%	✓	≥78.6%	77.2%		≥79.3%	≥80%
Asian American		87.8%	✓		89.7%	✓		87.0%	✓		
African American		65.9%			73.7%			71.7%			
White		82.1%	✓		87.4%	✓		83.7%	✓		
Hispanic		53.0%			57.5%			56.4%			
SpEd		45.9%			50.3%			46.8%			
LEP		35.7%			40.6%			45.5%			
FARMS		54.0%			62.7%			60.1%			
SAT Performance											
All Students	≥1634	1634	✓	≥1638	1624		≥1642	1616		≥1646	≥1650
Asian American		1710	✓		1706	✓		1720	✓		
African American		1360			1357			1336			
White		1735	✓		1736	✓		1740	✓		
Hispanic		1410			1418			1401			
SpEd		1383			1353			1309			
LEP		1148			1127			1085			
FARMS		1316			1315			1296			

Student Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
AP/IB Exam Participation											
All Students	≥56.1%	56.1%	✓	≥59.6%	60.6%	✓	≥63%	61.9%		≥66.5%	≥70%
Asian American		75.0%	✓		76.3%	✓		78.9%	✓		
African American		28.0%			35.0%			38.0%			
White		65.0%	✓		70.5%	✓		72.4%	✓		
Hispanic		42.1%			48.5%			47.0%			
SpEd		17.9%			18.2%			14.8%			
LEP		24.7%			34.4%			31.2%			
FARMS		33.5%			39.6%			38.7%			
AP/IB Exam Performance											
All Students	≥42.2%	45.7%	✓	≥52.4%	47.0%		≥56.6%	47.4%		≥60.8%	≥65%
Asian American		60.5%	✓		61.4%	✓		62.3%	✓		
African American		16.8%			19.4%			20.5%			
White		55.6%	✓		58.0%	✓		59.6%	✓		
Hispanic		33.9%			36.0%			33.5%			
SpEd		13.1%			11.7%			9.6%			
LEP		20.7%			26.9%			23.4%			
FARMS		23.6%			25.5%			22.9%			
Graduation Rate											
All Students	≥92.4%	91.6%		≥93.3%	90.3%		≥94.2%	89.1%		≥95.1%	≥96%
Asian American		96.5%	✓		95.6%	✓		95.5%	✓		
African American		87.6%			87.2%			83.9%			
White		95.2%	✓		94.0%	✓		94.5%	✓		
Hispanic		81.3%			80.6%			78.1%			
SpEd		88.4%			88.3%			84.4%			
LEP		94.0%	✓		90.0%			89.8%			
FARMS		89.4%			88.6%			85.6%			
High School Suspension Rate											
All Students	≤6.5%	6.7%		≤6.5%	6.6%		≤6.5%	6.0%	✓	≤6.5%	≤6.5%
Asian American		2.4%	✓		2.3%	✓		2.0%	✓		
African American		14.6%			13.3%			12.1%			
White		3.3%	✓		3.4%	✓		2.9%	✓		
Hispanic		9.4%			9.4%			8.3%			
SpEd		15.3%			14.2%			13.7%			
LEP		7.5%			7.8%			5.6%	✓		
FARMS		14.1%			13.0%			11.7%			

District Performance Targets

Data Point	2006 Target	2006 Actual	2006 Target Met	2007 Target	2007 Actual	2007 Target Met	2008 Target	2008 Actual	2008 Target Met	2009	2010
MCPS Assessment Program Reading Grade 2											
All Students					25			28			
Asian American					40			45			
African American				At least 90 ES with 79.4% at benchmark	11		At least 100 ES with 82.9% at benchmark	15		At least 109 ES with 86.5% at benchmark	At least 118 ES with 90.0% at benchmark
White	No targets set				48			51			
Hispanic					5			12			
SpEd					3			2			
LEP					4			4			
FARMS					3			3			
Mathematics 6 Proficiency											
All Students		59	✓		66			73			
Asian American		83	✓		83	✓		93	✓		
African American	At least 59 ES with 29.4% successfully completing Math A	14		At least 74 ES with 33.3% successfully completing Math A	11		At least 89 ES with 37.2% successfully completing Math A	18		At least 104 ES with 41.1% successfully completing Math A	At least 119 ES with 45% successfully completing Math A
White		87	✓		102	✓		96	✓		
Hispanic		11			18			20			
SpEd		7			5			9			
LEP		1			4			3			
FARMS		2			8			8			
ES MSA Reading—Percentage at or above Proficient											
All Students		125	✓		128	✓		130	✓		
Asian American		121	✓		124	✓		128	✓		
African American	All ES with 62.5% proficient in reading	123	✓	All ES with 67.2% proficient in reading	124	✓	All ES with 71.8% proficient in reading	126	✓	All ES with 76.5% proficient in reading	All ES with 81.2% proficient in reading
White		121	✓		126	✓		128	✓		
Hispanic		124	✓		128	✓		130	✓		
SpEd		122			126			128			
LEP		119			124			126			
FARMS		119	✓		122	✓		122	✓		
ES MSA Mathematics—Percentage at or above Proficient											
All Students		125	✓		128	✓		130	✓		
Asian American		121	✓		124	✓		128	✓		
African American	All ES with 58.8% proficient in math.	123	✓	All ES with 63.9% proficient in math.	124	✓	All ES with 69.1% proficient in math.	126	✓	All ES with 74.2% proficient in math.	All ES with 79.4% proficient in math.
White		121	✓		126	✓		128	✓		
Hispanic		124	✓		128	✓		129			
SpEd		116			124			128			
LEP		121			125	✓		124			
FARMS		119	✓		122	✓		121			
Elementary School Suspension Rate											
All Students		77			82			82			
Asian American		111	✓		110	✓		112	✓		
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		At least 111 ES with suspension rate no higher than 1.3%	47		At least 116 ES with suspension rate no higher than 1.3%	At least 125 ES with suspension rate no higher than 1.3%
White		94	✓		98			99			
Hispanic		90	✓		87			90			
SpEd		42			49			47			
LEP		86			94			97			
FARMS		55			58			50			
MS MSA Reading—Percentage at or above Proficient											
All Students		38	✓		38	✓		38	✓		
Asian American		38	✓		38	✓		38	✓		
African American	All MS with 61.5% proficient in reading	38	✓	All MS with 66.3% proficient in reading	36		All MS with 71.1% proficient in reading	38	✓	All MS with 75.9% proficient in reading	All MS with 80.8% proficient in reading
White		38	✓		38	✓		38	✓		
Hispanic		32			37			38	✓		
SpEd		22			32			36			
LEP		29			32			36			
FARMS		27			34			38	✓		

District Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
MS MSA Mathematics—Percentage at or above Proficient											
All Students	All MS with 42.9% proficient in math.	38	✓	All MS with 50.0% proficient in math.	38	✓	All MS with 57.1% proficient in math.	38	✓	All MS with 64.3% proficient in math.	All MS with 71.4% proficient in math.
Asian American		38	✓		38	✓		38	✓		
African American		38	✓		37			37			
White		38	✓		38	✓		38	✓		
Hispanic		38	✓		38	✓		38	✓		
SpEd		29			33			34			
LEP		36			35			37			
FARMS		38	✓		35			38	✓		
Grade 8 Algebra—Percentage Completing											
All Students	At least 19 MS with 54.6% completing Algebra	10		At least 24 MS with 61% completing Algebra	13		At least 29 MS with 67.3% completing Algebra	10		At least 33 MS with 73.7% completing Algebra	All MS with 80% completing Algebra
Asian American		32	✓		31	✓		31	✓		
African American		0			1			0			
White		31	✓		29	✓		29	✓		
Hispanic		2			1			2			
SpEd		0			0			0			
LEP		1			1			1			
FARMS		0			0			0			
Algebra 1 High School Assessment—Percent Passing in Middle School											
All Students	All MS with 100% test takers passing Algebra H.S.A.	7		All MS with 100% test takers passing Algebra H.S.A.	6		All MS with 100% test takers passing Algebra H.S.A.	6		All MS with 100% test takers passing Algebra H.S.A.	All MS with 100% test takers passing Algebra H.S.A.
Asian American		27			17			18			
African American		13			9			7			
White		15			15			14			
Hispanic		19			13			13			
SpEd		8			12			12			
LEP		3			4			4			
FARMS		14			9			10			
Middle School Suspension Rate											
All Students	At least 19 MS with suspension rate no higher than 7.4%	19	✓	At least 24 MS with suspension rate no higher than 7.2%	19		At least 29 MS with suspension rate no higher than 7.0%	23		At least 33 MS with suspension rate no higher than 7.4%	All MS with suspension rate no higher than 7.4%
Asian American		33	✓		33	✓		36	✓		
African American		4			6			6			
White		34	✓		33	✓		35	✓		
Hispanic		15			16			21			
SpEd		5			6			10			
LEP		19	✓		20			23			
FARMS		5			7			9			
Grade 9 Algebra—Percentage Completing											
All Students	At least 12 HS with 81.4% completing Algebra	9		At least 16 HS with 86.1% completing Algebra	6		At least 19 HS with 90.7% completing Algebra	2		At least 21 HS with 95.4% completing Algebra	All HS with 100% completing Algebra
Asian American		22	✓		18	✓		10			
African American		1			1			1			
White		20	✓		18	✓		7			
Hispanic		3			3			2			
SpEd		0			0			0			
LEP		1			0			0			
FARMS		1			0			2			
Grade 10 Geometry—Percentage Completing											
All Students	At least 12 HS with 76.6% completing Geometry	10		At least 16 HS with 82.4% completing Geometry	6		At least 19 HS with 88.3% completing Geometry	3		At least 21 HS with 94.1% completing Geometry	All HS with 100% completing Geometry
Asian American		20	✓		16	✓		10			
African American		1			1			0			
White		20	✓		18	✓		14			
Hispanic		2			1			2			
SpEd		1			0			0			
LEP		0			0			0			
FARMS		1			1			0			

District Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
Honors/AP Enrollment—At least one course											
All Students	At least 12 HS with 68.4% enrolled in Honors/AP	9		At least 16 HS with 70.1% enrolled in Honors/AP	11		At least 19 HS with 71.7% enrolled in Honors/AP	15		At least 21 HS with 73.4% enrolled in Honors/AP	All HS with 75% enrolled in Honors/AP
Asian American		23	✓		24	✓		25	✓		
African American		1			1			3			
White		23	✓		25	✓		24	✓		
Hispanic		5			5			5			
SpEd		0			1			0			
LEP		0			0			1			
FARMS		1			1			1			
Grade 10 PSAT —Percentage Participating											
All Students	No targets set			At least 15 HS with 91.2% GR10 students taking the PSAT	15	✓	At least 17 HS with 92.5% of GR10 students taking the PSAT	13		At least 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	✓		22	✓		
African American					7			7			
White					22	✓		20	✓		
Hispanic					6			7			
SpEd					4			2			
LEP					6			4			
FARMS					3			5			
HS MSA Reading—Percentage at or above Proficient											
All Students	All HS with 45.3% proficient in Reading	24	✓	All HS with 52.2% proficient in reading	25	✓	All 25 HS with 59.0% proficient in Reading	25	✓	All 25 HS with 65.8% proficient in Reading	All HS with 72.7% proficient in Reading
Asian American		24	✓		25	✓		25	✓		
African American		24	✓		25	✓		25	✓		
White		24	✓		25	✓		25	✓		
Hispanic		24	✓		25	✓		25	✓		
SpEd		20			22			24			
LEP		22			20			25	✓		
FARMS		24	✓		25	✓		25	✓		
HS MSA Mathematics—Percentage at or above Proficient											
All Students	All HS with 29.8% proficient in Math	24	✓	All HS with 38.6% proficient in math.	25	✓	All 25 HS with 47.3% proficient in Math	25	✓	All 25 HS with 56.1% proficient in Math	All HS with 64.9% proficient in Math
Asian American		24	✓		25	✓		25	✓		
African American		24	✓		25	✓		25	✓		
White		24	✓		25	✓		25	✓		
Hispanic		23	✓		25	✓		25	✓		
SpEd		24	✓		23			25	✓		
LEP		23	✓		23			25	✓		
FARMS		24	✓		25	✓		25	✓		
SAT/ACT Participation											
All Students	At least 12 HS with 77.2% taking the SAT or ACT	10		At least 14 HS with 77.9% taking the SAT or ACT	15	✓	At least 19 HS with 78.6% taking the SAT or ACT	9		At least 21 HS with 79.3% taking the SAT or ACT	All HS with 80% taking the SAT or ACT
Asian American		22	✓		22	✓		20	✓		
African American		2			6			3			
White		18	✓		22	✓		16			
Hispanic		3			3			3			
SpEd		1			1			1			
LEP		0			1			0			
FARMS		1			3			0			
SAT Performance											
All Students	At least 12 HS with mean SAT score of 1634 or higher	7		At least 14 HS with mean SAT score of 1638 or higher	8		At least 19 HS with mean SAT score of 1642 or higher	8		All HS with mean SAT score of 1646 or higher	All HS with mean SAT score of 1650 or higher
Asian American		11			11			10			
African American		0			0			0			
White		16	✓		17	✓		14			
Hispanic		3			2			2			
SpEd		0			1			0			
LEP		0			0			0			
FARMS		0			0			0			

District Performance Targets

Data Point	2006			2007			2008			2009	2010
	Target	Actual	Target Met	Target	Actual	Target Met	Target	Actual	Target Met		
AP/IB Exam Participation											
All Students	At least 12 HS with 56.1% taking an AP or IB exam	6		At least 14 HS with 59.6% taking an AP or IB exam	10		At least 19 HS with 63.0% taking an AP or IB exam	7		At least 21 HS with 66.5% taking an AP or IB exam	All HS with 70% taking an AP or IB exam
Asian American		21	✓		21	✓		23	✓		
African American		0			0			0			
White		15	✓		18	✓		18			
Hispanic		4			6			5			
SpEd		0			0			0			
LEP		1			2			2			
FARMS		1			3			0			
AP/IB Exam Performance											
All Students	At least 12 HS with 42.2% receiving 3 or better on exam AP or IB exam	9		At least 14 HS with 52.4% receiving 3 or better on exam AP or IB exam	7		At least 19 HS with 56.6% receiving 3 or better on exam AP or IB exam	6		At least 21 HS with 60.8% receiving 3 or better on exam AP or IB exam	All HS with 65.0% receiving 3 or better on exam AP or IB exam
Asian American		18	✓		13			11			
African American		0			0			0			
White		17	✓		13			10			
Hispanic		7			4			4			
SpEd		1			0			0			
LEP		1			1			0			
FARMS		1			1			0			
Graduation Rate											
All Students	At least 12 HS with 92.4% graduation rate	13	✓	At least 15 HS with 93.3% graduation rate	11		At least 19 HS with 94.2% graduation rate	7		At least 21 HS with 95.1% graduation rate	All HS with 96.0% graduation rate
Asian American		22	✓		20	✓		17			
African American		8			6			2			
White		20	✓		15	✓		17			
Hispanic		4			6			3			
SpEd		8			9			6			
LEP		11			6			7			
FARMS		12	✓		5			2			
High School Suspension Rate											
All Students	At least 12 HS with suspension rate no higher than 6.5%	10		At least 16 HS with suspension rate no higher than 6.5%	12		At least 19 HS with suspension rate no higher than 6.5%	11		At least 21 HS with suspension rate no higher than 6.5%	All HS with suspension rate no higher than 6.5%
Asian American		23	✓		24	✓		25	✓		
African American		0			2			2			
White		23	✓		20	✓		22	✓		
Hispanic		7			11			9			
SpEd		1			2			3			
LEP		9			11			16			
FARMS		0			0			1			

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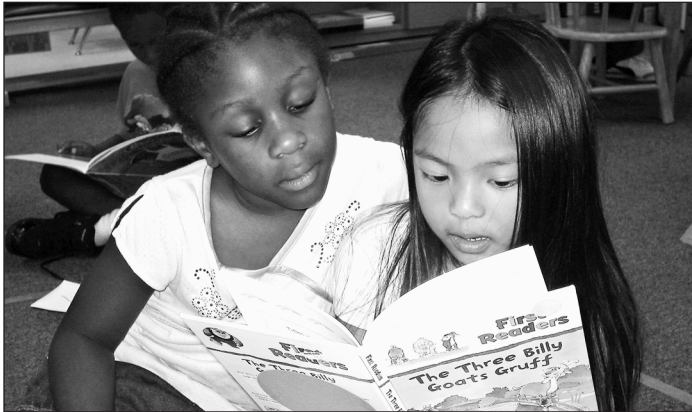
The mission of Montgomery County Public Schools (MCPS) is to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. This mission requires that each student be provided with access to rigorous curriculum and support toward successful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

Goal 1 encompasses the following milestones and accompanying data points:

Milestone	Data Points
M All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.	✶ Maryland School Assessments (MSA) ✶ High School Final Exams ✶ English Proficiency Assessments for Lep Students—Language Assessment System Links (Las-Links) ✶ High School Assessments (HSA)
M All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.	✶ Algebra Successful Course Completion by The End of Grade 8 ✶ Algebra Successful Course Completion by the End of Grade 9 ✶ Geometry Successful Course Completion by the End of Grade 10
M All schools will increase participation and performance of all students taking the SAT/ACT.	✶ Sat/Act Participation and Performance ✶ PSAT Participation
M All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.	✶ Suspension Data
M All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	✶ Student, Parents, and Staff Survey Results
M All schools will meet or exceed the state's graduation requirements.	✶ Graduation Rates ✶ High School Assessments
M All graduates will be prepared for postsecondary education and employment.	✶ University System of Maryland Requirements ✶ Completion of Career and Technology Education Program

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

Maryland School Assessments (MSA)

Under the No Child Left Behind Act of 2001 (NCLB) reauthorization of the Elementary and Secondary Education Act, each state must develop and implement measurements for determining whether districts and individual schools are making adequate yearly progress (AYP). The Maryland State Department of Education (MSDE) has established annual performance targets to ensure that districts are making progress toward 100 percent of students achieving proficiency in reading/language arts and mathematics by the end of the 2013–2014 school year. These targets, or annual measurable objectives (AMOs), are set for reading, mathematics, attendance, and graduation rate. Every Maryland school district and school is held to the same AMOs, although the objectives are adjusted to each school's grade-level enrollment and structure (e.g., K–2, K–5, 6–8, K–8, K–12). In order to make AYP, school districts and schools must meet the performance targets in reading and mathematics for students in the aggregate and for each NCLB subgroup, meet the testing participation requirement of 95 percent in the aggregate and for each NCLB subgroup, and meet the graduation AMO for high school or attendance AMO in elementary and middle school for students in the aggregate.

MSDE also allows for two adjusted or alternate proficiency targets—safe harbor and confidence interval—which may enable a district or school to make AYP without meeting the AMO: Safe harbor allows a school to make AYP if, (a) the school meets all performance targets in the aggregate and the subgroup meets the other academic indicator; and (b) the percentage of students achieving below the proficient level in that subgroup decreases by ten percent. The confidence interval establishes a proficiency rate target below the AMO, which allows for a margin of error in the estimation of proficiency rates. If the number of students in a group is small, the measurement of proficiency rates is less precise, and one can be less "confident" that they accurately reflect true proficiency rates. Thus, as the group size becomes smaller, the confidence interval becomes larger, and as the group size becomes larger, the confidence interval becomes smaller.

NCLB requires that each state administer annual assessments in reading/language arts and mathematics in Grades 3 through 8 and at least once in Grades 9 through 12. MSDE uses the Maryland School Assessment (MSA) and the Alternate Maryland School Assessment (Alt-MSA) in elementary and middle schools; and the High School Assessment (HSA), Modified High School Assessment (Mod-HSA), and the Alt-MSA in high schools to measure attainment of proficiency and participation targets for reading and mathematics at the student, school, district, and state level. Proficiency cut scores established by MSDE differentiate between basic, proficient, and advanced performance for all reading and mathematics

assessments. However, for AYP reporting purposes, proficient and advanced scores are reported together not separately.

District AYP and Proficiency Rates for All School Levels

To calculate reading and mathematics proficiency rates for district AYP in 2008, results from the MSA, HSA, Mod-HSA, and Alt-MSA are aggregated. AYP is met for a district or a school if all students and students in each NCLB group meet the proficiency target. For AYP calculations, students are included in the limited English proficient (LEP) subgroup if at the time of testing they are receiving English for Speakers of Other Languages (ESOL) services or if they had been exited from ESOL within the last two years (re-designated English Language Learners or RELL). Students are included in the special education subgroup if they are receiving services at the time of testing or if they had been exited from special education within the last two years.

The district 2008 AMO was 69.7 percent for reading and 60.9 percent for mathematics. Students, overall, and African American, Asian American, Hispanic, White, Free and Reduced-price Meals System (FARMS), and LEP subgroups met or exceeded both the reading and mathematics AMOs (Figure A-1).

Figure A-1

2008 Maryland School Assessment, District Target (AMO) and Actual AYP Proficiency in Reading and Mathematics
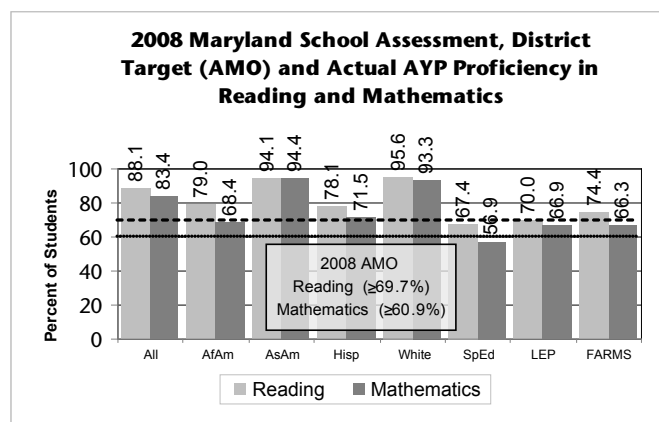
District AYP and Proficiency Rates for Elementary Schools

MSDE calculates elementary level AYP proficiency in reading and mathematics in two ways: (1) overall district AYP proficiency rates for elementary school students, and (2) AYP proficiency rates for individual elementary schools. Figure A-2 provides information on overall elementary AYP proficiency rates for the district in 2008. Figures A-3 and A-4 provide district level trend data on AYP proficiency rates from 2006 through 2008. Table A-1 provides a summary of the number of elementary schools meeting AYP proficiency targets for 2007 and 2008.

The 2008 district AMOs for elementary Grades 3–5 were 71.8 percent for reading and 69.1 percent for mathematics. In 2008, elementary school students overall and each student subgroup met or exceeded the reading AMO. Students, overall,

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.
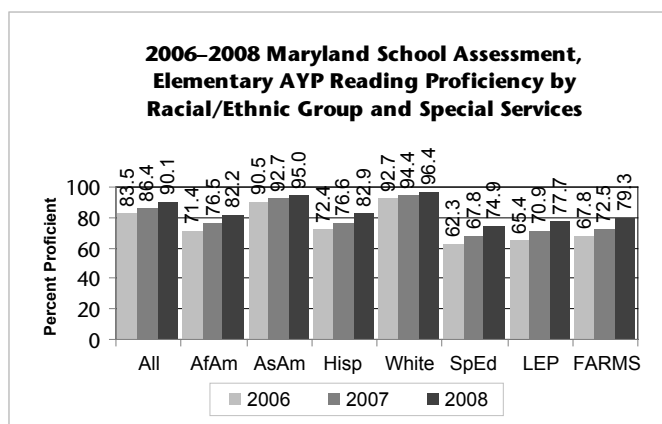
and African American, Asian American, Hispanic, White, Free and Reduced-price Meals System (FARMS), and LEP subgroups met or exceeded the mathematics AMO (Figure A-2).
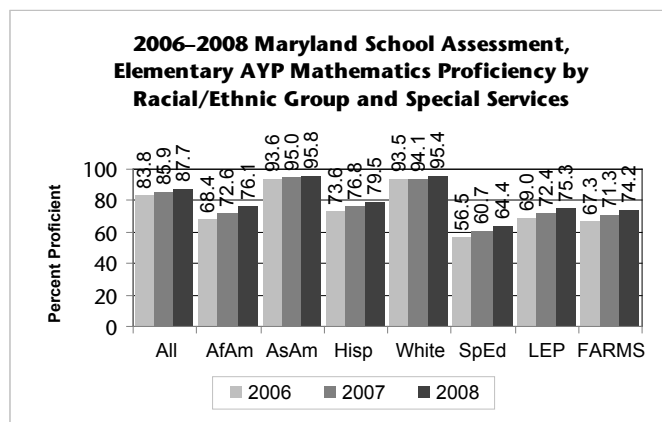
Figure A-2
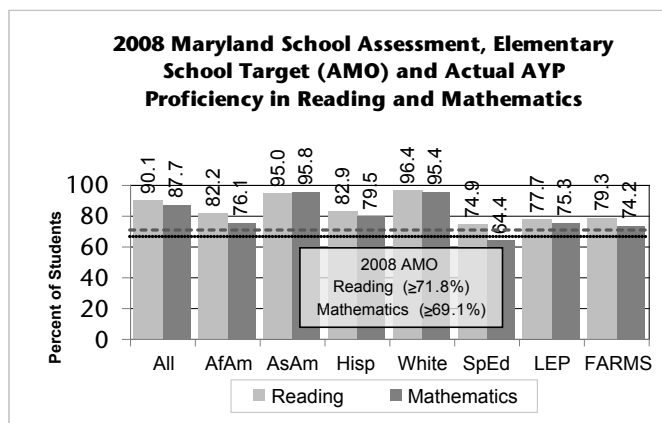
2008 Maryland School Assessment, Elementary School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics

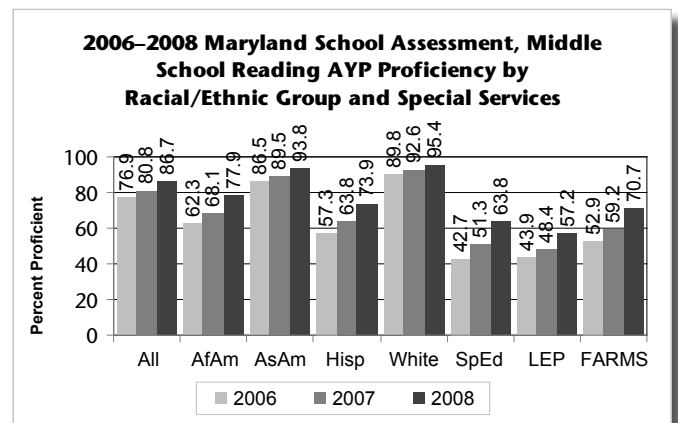Since 2006, the percentage of elementary school students earning a proficient or advanced score in reading increased for all groups. Gains of more than 10 percentage points were noted among African American, Hispanic, FARMS, special education, and LEP subgroups (Figure A-3).

Figure A-3

2006–2008 Maryland School Assessment, Elementary AYP Reading Proficiency by Racial/Ethnic Group and Special Services

The percentage of students earning a proficient or advanced score in mathematics also increased for all groups since 2006. Gains of more than five percentage points were seen among African American, Hispanic, FARMS, special education, and LEP subgroups (Figure A-4).

Figure A-4

2006–2008 Maryland School Assessment, Elementary AYP Mathematics Proficiency by Racial/Ethnic Group and Special Services

Each individual elementary school must meet reading and mathematics proficiency targets—through AMOs, confidence interval, or safe harbor—for all enrolled students and for each subgroup. During the academic year 2008, all MCPS elementary schools met the reading proficiency target for all students and for African American, Asian American, Hispanic, White, and FARMS subgroups. Two schools did not meet the reading proficiency target for the special education subgroup, and one school did not meet the reading target for the LEP subgroup. All schools met the mathematics proficiency target for all students and for African American, Asian American, and White subgroups. One school did not meet the mathematics target for the Hispanic subgroup; one school did not meet the target for the FARMS subgroup; two schools did not meet the target for the special education subgroup; and three schools did not meet the target for the LEP subgroup. Although the AMO targets increased from 2007 to 2008, the number of elementary schools meeting proficiency targets was very similar over both years (Table A-1).

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

Table A-1

Number of Elementary Schools Meeting Reading and Mathematics Proficiency Targets in 2007 and 2008								
	Reading				Mathematics			
	2007		2008		2007		2008	
	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #
All students	128	128	130	130	128	128	130	130
African American	124	124	126	126	124	124	126	126
Asian American	124	124	128	128	124	124	128	128
Hispanic	128	128	130	130	128	128	130	129
White	126	126	128	128	126	126	128	128
Special Education	128	126	130	128	128	124	130	128
LEP	125	124	127	126	125	125	127	124
FARMS	122	122	122	122	122	122	122	121

Note. Total schools used for determining district target vary; schools with fewer than five students in a group are not included. The Annual Measurable Objectives (AMOs) for K–5 elementary schools for reading were 67.2% in 2007 and 71.8% in 2008; and for mathematics were 63.9% in 2007 and 69.1% in 2008. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.

District AYP and Proficiency Rates for Middle Schools

As with elementary schools, MSDE calculates middle school student AYP proficiency rates for the district, overall, as well as for individual middle schools. Figure A-5 provides information on overall middle school student AYP proficiency rates for the district in 2008. Figures A-6 and A-7 provide district level trend data on AYP proficiency rates from the academic years 2006 through 2008. Table A-2 provides a summary of the number of middle schools meeting AYP proficiency targets for the academic years 2007 and 2008.

The middle school 2008 AMO (Grades 6–8) was 71.1 percent for reading and 57.2 percent for mathematics. During the academic year 2008, middle school students, overall, and African American, Asian American, Hispanic, and White subgroups met or exceeded the reading and mathematics AMOs (Figure A-5).

Figure A-5
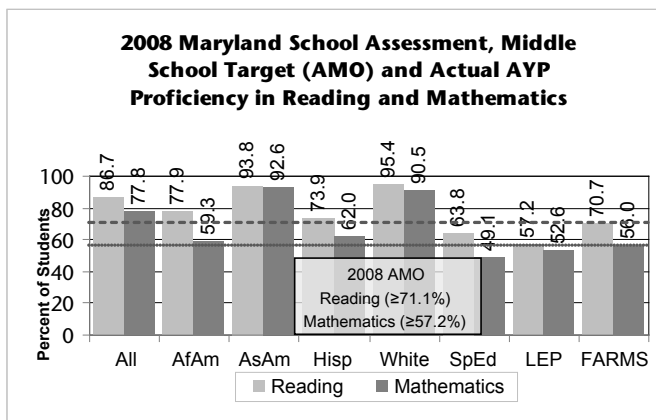
2008 Maryland School Assessment, Middle School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics

Since 2006, the percent of middle school students earning a proficient or advanced score in reading increased more than five percentage points for all groups. Particularly high two-year gains were observed for African American (15.6 percentage points), Hispanic (16.6 percentage points), FARMS (17.8 percentage points), special education (21.1 percentage points), and LEP (13.3 percentage points) subgroups (Figure A-6).

Figure A-6

2006–2008 Maryland School Assessment, Middle School Reading AYP Proficiency by Racial/Ethnic Group and Special Services
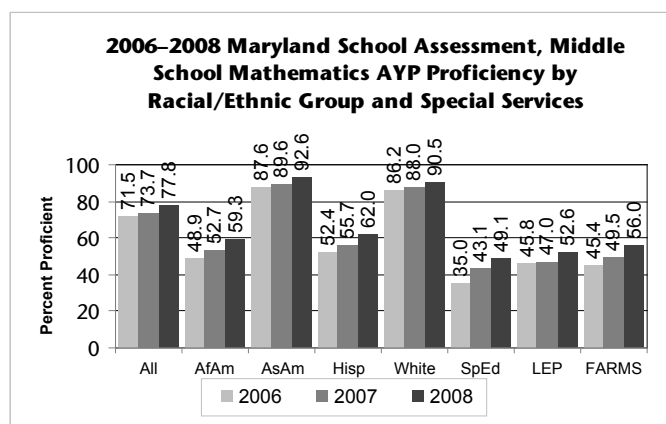
Since 2006, the percent of middle school students earning a proficient or advanced score in mathematics also increased for all groups. Gains were seen among all student subgroups. Particularly noteworthy two-year increases were observed for African American (10.4 percentage points), Hispanic (9.6 percentage points), FARMS (10.6 percentage points), and special education (14.1 percentage points) subgroups. A two-year increase of 6.8 percentage points was observed for the LEP subgroup (Figure A-7).

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

Figure A-7

2006–2008 Maryland School Assessment, Middle School Mathematics AYP Proficiency by Racial/Ethnic Group and Special Services

In addition to meeting AYP proficiency targets for the district overall, each individual middle school must meet reading and mathematics proficiency targets—through AMOs, safe harbor, or confidence interval targets—for all enrolled students and for each subgroup. In 2008, all middle schools met the reading proficiency target for all students and for African American, Asian American, Hispanic, White, and FARMS subgroups. Two middle schools did not meet the reading proficiency target for the special education subgroup, and two did not meet the target for the LEP subgroup. In mathematics, all middle schools met the AMO, safe harbor, or confidence interval target for all students and for Asian American, Hispanic, White, and FARMS subgroups. One middle school did not meet the mathematics proficiency target for the African American subgroup; four middle schools did not meet this target for the special education subgroup; and one middle school did not meet this target for the LEP subgroup. Although the AMOs increased from 2007 to 2008, there were gains in the number of schools meeting 2008 proficiency targets in reading for African American, Hispanic, FARMS, special education, and LEP groups, and gains in the number of schools meeting 2008 proficiency targets in mathematics for FARMS, special education, and LEP subgroups (Table A-2).

Table A-2

	Number of Middle Schools Meeting Reading and Mathematics Proficiency Targets in 2007 and 2008							
	Reading				Mathematics			
	2007		2008		2007		2008	
	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #
All students	38	38	38	38	38	38	38	38
African American	38	36	38	38	38	37	38	37
Asian American	38	38	38	38	38	38	38	38
Hispanic	38	37	38	38	38	38	38	38
White	38	38	38	38	38	38	38	38
Special Education	38	32	38	36	38	33	38	34
LEP	38	32	38	36	38	35	38	37
FARMS	38	34	38	38	38	35	38	38

Note. Total schools used for determining district target vary; schools with fewer than five students in a group are not included. The Annual Measurable Objectives (AMOs) for Grade 6–8 middle schools for reading were 66.3% in 2007 and 71.1% in 2008; and for mathematics were 50.0% in 2007 and 57.2% in 2008. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.

High School AYP and Proficiency Rates

In 2008, AYP calculations considered only Grade 11 students' highest earned HSA or Mod-HSA scores or scores from approved substitute exams (e.g., Alt-MSAs or select Advanced Placement or International Baccalaureate assessment scores). In contrast, prior to 2008, high school AYP proficiency rates were calculated using only the performance of first-time HSA and Alt-MSA test takers in Grades 9–12. Due to the very different sampling procedures for calculating high school AYP in 2008, results cannot be compared directly with prior years' AYP results.

The high school 2008 AMO was 59.0 percent for reading and 47.3 percent for mathematics. All students, African American, Asian American, Hispanic, White, FARMS, and LEP subgroups met or exceeded the reading AMO. All students and all groups of students met or exceeded the mathematics AMO (Figure A-8).

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

Figure A-8

2008 Maryland School Assessment, High School Target (AMO) and Actual AYP Proficiency in Reading and Mathematics
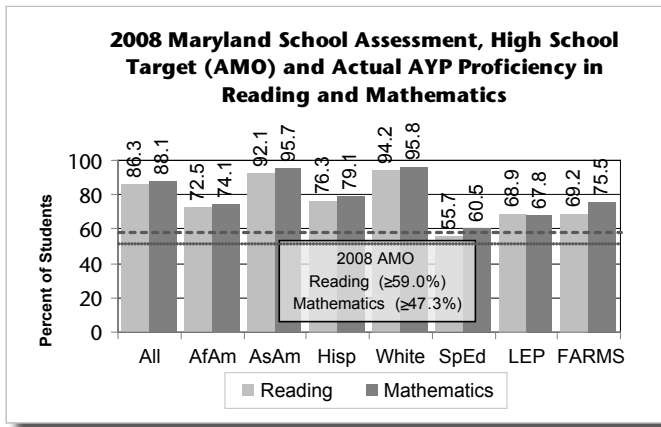
Table A-3

Number of High Schools Meeting Reading and Mathematics Proficiency Targets in 2007 and 2008								
	Reading				Mathematics			
	2007		2008		2007		2008	
	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #	Total Schools #	Meeting Proficiency Target #
All students	25	25	25	25	25	25	25	25
African American	25	25	25	25	25	25	25	25
Asian American	25	25	25	25	25	25	25	25
Hispanic	25	25	25	25	25	25	25	25
White	25	25	25	25	25	25	25	25
Special Education	25	22	25	24	25	23	25	25
LEP	25	20	25	25	25	25	25	25
FARMS	25	25	25	25	25	25	25	25

Note. Total schools used for determining district target vary; schools with fewer than five students in a group are not included. The Annual Measurable Objectives (AMOs) for high schools for reading were 52.2% in 2007 and 59.0% in 2008; and for mathematics were 38.6% in 2007 and 47.3% in 2008. Schools meet proficiency targets through the AMO, confidence interval, or safe harbor.

During the academic year 2008, all MCPS high schools met the reading proficiency target for all students and for African American, Asian American, Hispanic, White, LEP and FARMS subgroups. One school did not meet the reading proficiency target for the special education subgroup. All schools met the mathematics proficiency target for all students and for all subgroups. Although the AMO targets increased from 2007 to 2008, the number of high schools meeting proficiency targets increased from 2007 to 2008 (Table A-3).

Elementary School MSA: Advanced Scores

Although MSDE does not use advanced scores on the MSAs for accountability (AYP) purposes, MCPS monitors these data to further refine our understanding of student progress in reading and mathematics. Descriptive statistics that differentiate between advanced, proficient, and basic performance include all students who participated in the MSA (but not Alt-MSA), regardless of their inclusion in AYP determinations. For descriptive statistics, special education and LEP subgroups include students who were receiving services at the time of testing, whereas AYP statistics also include students exited from special education or ESOL services within the last two years.

The percentage of elementary school students earning a proficient or advanced score in reading increased every year since 2006, and trends in the percentage of students earning advanced scores also increased. In 2008, 41 percent of all students scored advanced, an increase of 11 percentage points over 2006. Increases of eight percentage points were observed for the African American subgroup and an increase of nine percentage points was observed for the Hispanic subgroup. In 2008, over one-half of students in the Asian American and White subgroups scored advanced in reading (Figure A-9).

Figure A-9

2006-2008 Maryland School Assessment
Elementary Reading Performance
by Racial/Ethnic Group
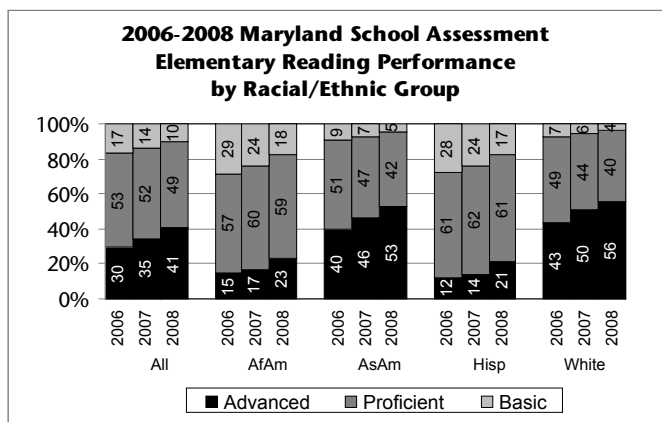
Two-year increases in the percentage of elementary school students earning advanced scores were noted for all special service subgroups. An increase of at least six percentage points was observed for special education and LEP subgroups; and an increase of eight percentage points was observed for the FARMS subgroup. (Figure A-10).
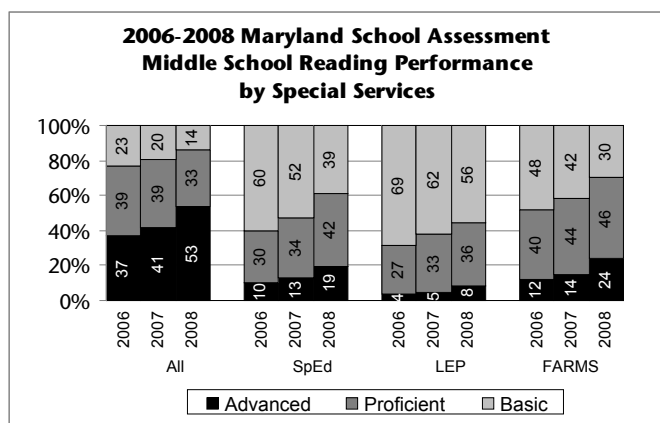
Figure A-10

2006-2008 Maryland School Assessment
Elementary Reading Performance
by Special Services
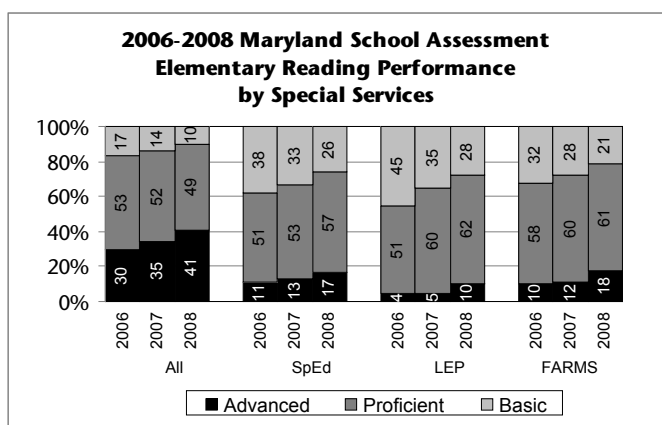
Similar trends are observed in the percentage of elementary school students earning advanced scores in mathematics. In 2008, the proportion of all students scoring advanced was 39 percent, an increase of three percentage points over 2006. Since 2006, the percentage of advanced scores increased three percentage points for African American, Hispanic, and White subgroups; and five percentage points for the Asian American subgroup. Over one-half of students in the Asian American and White subgroups scored advanced in mathematics (Figure A-11).

Figure A-11

2006-2008 Maryland School Assessment
Elementary Mathematics Performance
by Racial/Ethnic Group
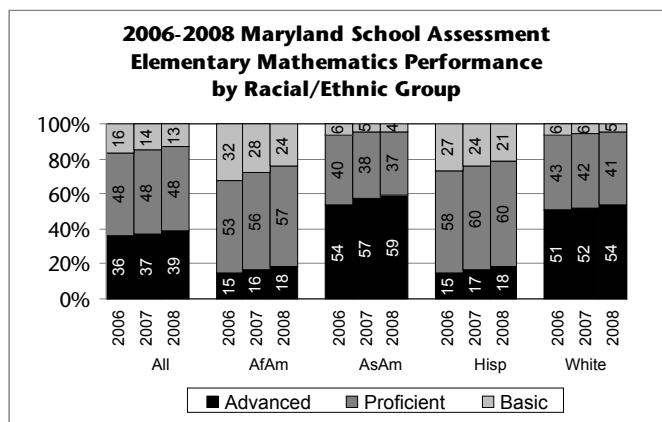
Since 2006, the percentage of advanced scores increased two percentage points for FARMS and special education subgroups; and five percentage points for the LEP subgroup (Figure A-12).

Figure A-12

2006-2008 Maryland School Assessment
Elementary Mathematics Performance
by Special Services
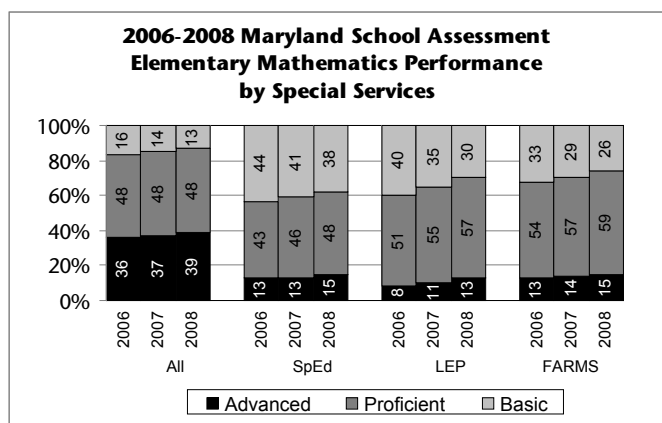
Middle School MSA: Advanced Scores

As with elementary level MSA data, MCPS monitors the advanced, proficient, and basic performance of middle school students in reading and mathematics. For these descriptive statistics, the rules for calculating the proportion of advanced, proficient, and basic scores for middle school students are the same as for elementary school students (see above).

The percentage of middle school students earning a proficient or advanced score in reading increased every year since 2006 for all students and subgroups. The percentage of middle school students, overall, earning advanced scores in MSA reading also increased every year since 2006. Overall, in 2008, 53 percent scored advanced, an increase of 16 percentage points over 2006. Since 2006, the percentage of students scoring advanced increased by 13 points for Hispanic, 15 points for African American, 18 points for Asian American, and 19 points for White subgroups (Figure A-13).

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MILESTONE All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government on local and state assessments.
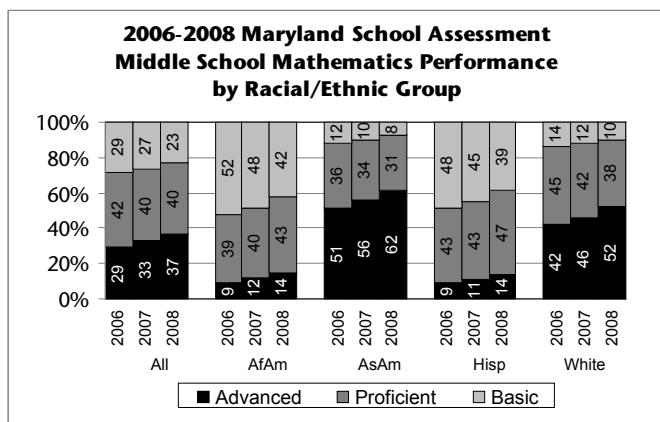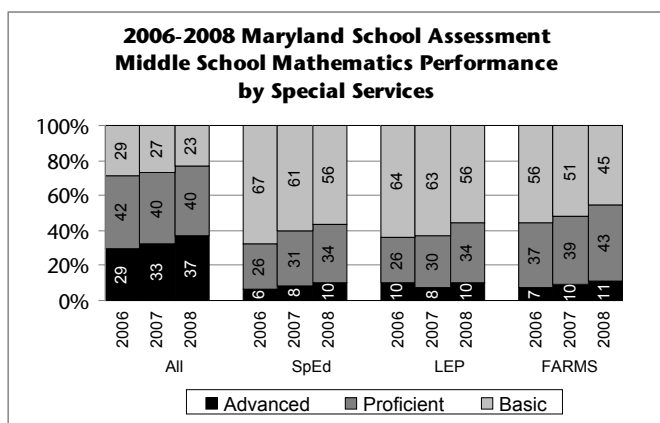
Figure A-13

**2006-2008 Maryland School Assessment
Middle School Reading Performance
by Racial/Ethnic Group**

(Chart — Advanced, Proficient, Basic by racial/ethnic group: All, AfAm, AsAm, Hisp, White, 2006–2008)
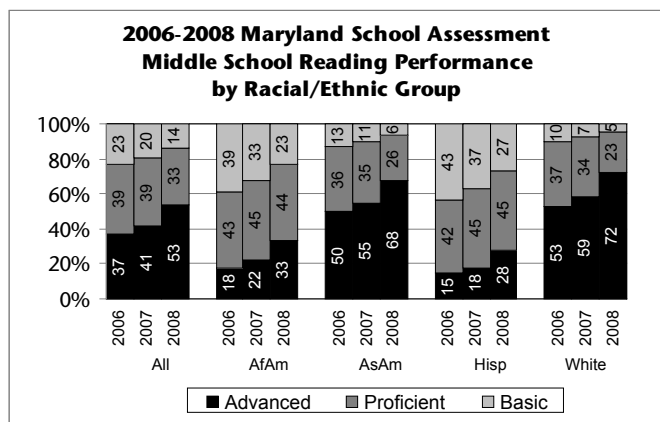
Since 2006, the percentage of students scoring advanced increased by 4 points for the LEP subgroup, 9 points for special education, and 12 points for FARMS (Figure A-14).

Figure A-14

**2006-2008 Maryland School Assessment
Middle School Reading Performance
by Special Services**

(Chart — Advanced, Proficient, Basic by special services: All, SpEd, LEP, FARMS, 2006–2008)

The percentage of middle school students earning a proficient or advanced score in mathematics increased every year since 2006 for all students and for each subgroup. The percentage of middle school students, overall, scoring advanced in MSA mathematics also increased every year. In 2008, the proportion of students scoring advanced was 37 percent, an increase of eight percentage points since 2006. All racial/ethnic subgroups increased the rate of advanced performance from 2006 to 2008. Since 2006, African American and Hispanic subgroups increased by five points. The proportion of students in the White subgroup scoring advanced increased 10 percentage points since 2006, with 52 percent scoring advanced in 2008. The proportion of students in the Asian American subgroup scoring advanced increased 11 percentage points since 2006, with 62 percent scoring advanced in 2008 (Figure A-15).

Figure A-15

**2006-2008 Maryland School Assessment
Middle School Mathematics Performance
by Racial/Ethnic Group**

(Chart — Advanced, Proficient, Basic by racial/ethnic group: All, AfAm, AsAm, Hisp, White, 2006–2008)

Since 2006, FARMS and special education subgroups increased the percentage of advanced scores by four points during a two-year period. The LEP subgroup did not increase since 2006 (Figure A-16).

Figure A-16

**2006-2008 Maryland School Assessment
Middle School Mathematics Performance
by Special Services**

(Chart — Advanced, Proficient, Basic by special services: All, SpEd, LEP, FARMS, 2006–2008)

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DATA ★ POINT

High School Final Exams

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

The MCPS 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 student groups
3. To better prepare students for high-stakes statewide assessments

Trend data for the final examinations are not included in this report because the examinations are different every year. Results are reported for course enrollees, including middle school students, who took the countywide examinations (test takers) in either semester A or semester B of the 2007–2008 school year.

More than two-thirds of all test takers passed the semester examinations in every course. Each of the subject areas consist of semester A and semester B courses. For semester A courses, the percentages of all test takers who passed the 2007–2008 final examinations were 67 percent in Algebra 1A, 75 percent in Biology A, 79 percent in English 10 A, and 85 percent in

National, State, and Local Government (NSL) A. For semester B courses, the percentages of all test takers who passed the final examinations were 69 percent in Algebra 1B, 82 percent in Biology B, 87 percent in English 10 B, and 88 percent in NSL B (Figure B-1).

Figure B-1
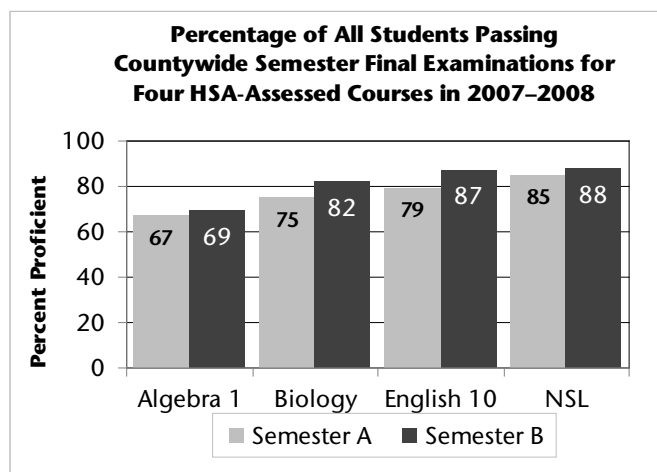
The performance by student groups on the final examinations varied considerably (Table B-1). Asian American and White students as well as female students exceeded the overall MCPS percentage passing rate in all courses. African American and Hispanic students were below the overall county passing rate in all courses. Students who were male or received special education, Limited English Proficiency (LEP), or FARMS services performed below the overall county passing rate in all courses (Table B-1).

Table B-1

	Algebra 1		Biology		English 10		NSL	
Percentage of Students Passing Countywide Semester Final Examinations for Four HSA-Assessed Courses in 2007–2008								
	Algebra A	**Algebra B**	**Biology A**	**Biology B**	**English 10 A**	**English 10 B**	**NSL A**	**NSL B**
All MCPS	**67**	**69**	**75**	**82**	**79**	**87**	**85**	**88**
Asian American	87	86	87	93	90	94	92	95
African American	50	52	57	66	62	76	76	79
White	85	86	90	94	92	94	95	96
Hispanic	49	51	58	68	62	77	71	78
Male	64	68	74	80	75	84	84	87
Female	71	71	76	85	83	89	86	90
Special Education	38	41	44	53	43	61	58	66
LEP	46	44	56	65	50	67	68	84
FARMS	46	48	53	62	57	71	68	74

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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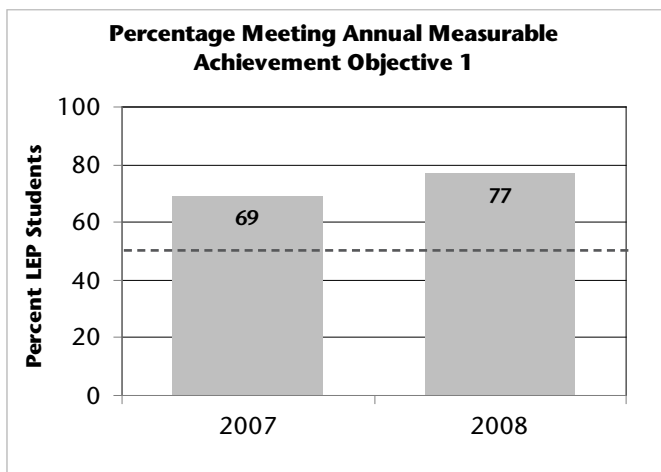
DATA ★ POINT

Language Assessment System Links

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

LAS-Links assesses English language 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 Maryland State Department of Education (MSDE) as the percentage of students whose overall scale scores on the LAS-Links increased by 15 points between the spring 2007 administration and the spring 2008 administration. In order for a local school system to meet AMAO I in 2007–2008, MSDE required 48 percent of students to demonstrate proficiency. Seventy-seven percent of MCPS students met this standard (Figure C-1).

Figure C-2

Figure C-2 — Percentage Meeting Annual Measurable Achievement Objective 2

Figure C-1

Figure C-1 — Percentage Meeting Annual Measurable Achievement Objective 1

Attainment of English language proficiency (AMAO II) is defined by MSDE as the percentage of students scoring at a proficiency level of 4 (high intermediate) or higher on the LAS-Links. In order for a local school system to meet the AMAO II in 2007–2008, MSDE required at least 30 percent of students to attain English language proficiency. Sixty-nine percent of MCPS students met this standard (Figure C-2).
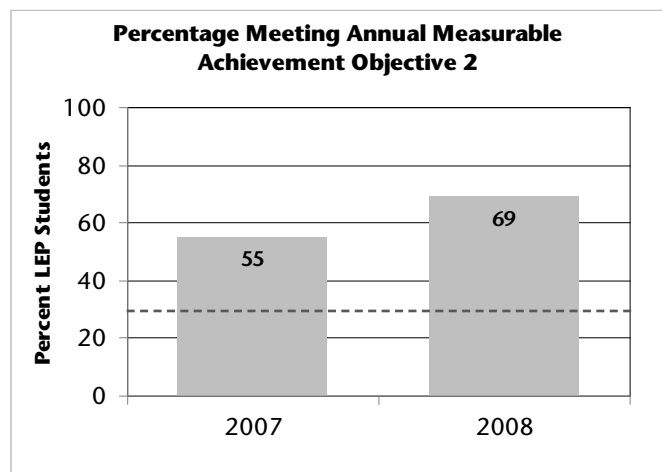
Milestone: All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.

Algebra and Geometry Completion

Algebra Successful Course Completion by the End of Grade 8

To prepare all students to live and work in the highly technological environment of the 21st century, MCPS encourages all students to pursue higher-level mathematics and science courses. Success in Algebra 1 is necessary to gain access to higher-level mathematics and science courses, as well as to prepare for the mathematics 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 2008 increased by 16.5 percentage points since the baseline year of 2001 (Figure D-1).

Figure D-1

Grade 8 Algebra or Higher-Level Mathematics Completion
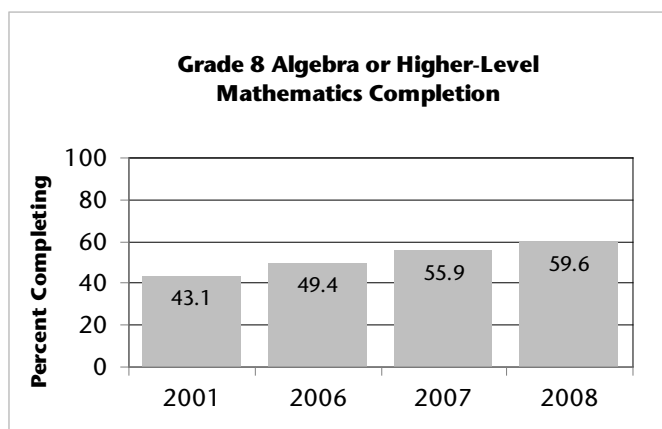
The Grade 8 overall completion rate within racial/ethnic groups has steadily increased for each group of students since the baseline year of 2001, with gains of 17 percentage points or more (Figure D-2).

Figure D-2

Grade 8 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group
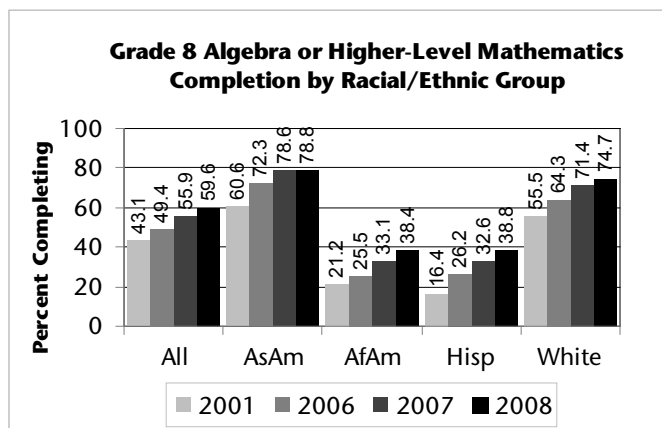
The Grade 8 completion rates for male and female students have increased by 17 percentage points and 16 percentage points, respectively, since the baseline year of 2001. Among students receiving special services, FARMS students made the greatest gains since 2001 (18 percentage points), followed by LEP students and students receiving special education, both with gains of 8 percentage points (Figure D-3).

Figure D-3

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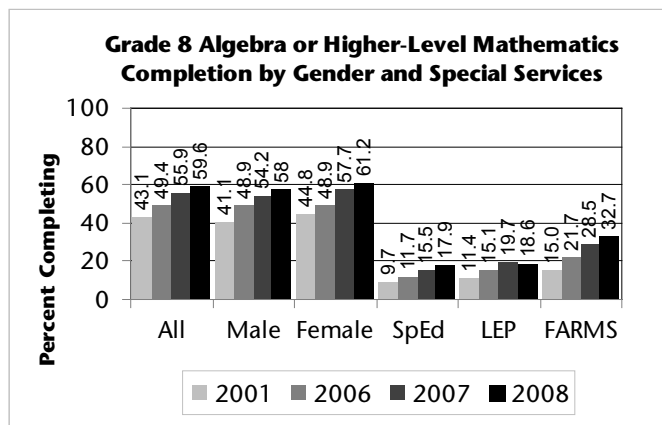
Grade 8 Algebra 1: Student Performance and District Targets

During 2007–2008, 67.3 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 2007–2008 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 7.7 percentage points. Less than one third of students who received special education, LEP, or FARMS services successfully completed Algebra I or higher level mathematics in 2007–2008. (Figure D-4)

Figure D-4
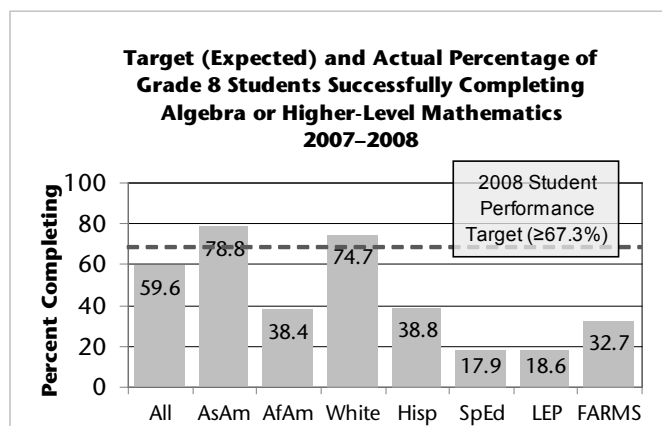
Target (Expected) and Actual Percentage of Grade 8 Students Successfully Completing Algebra or Higher-Level Mathematics 2007–2008

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.
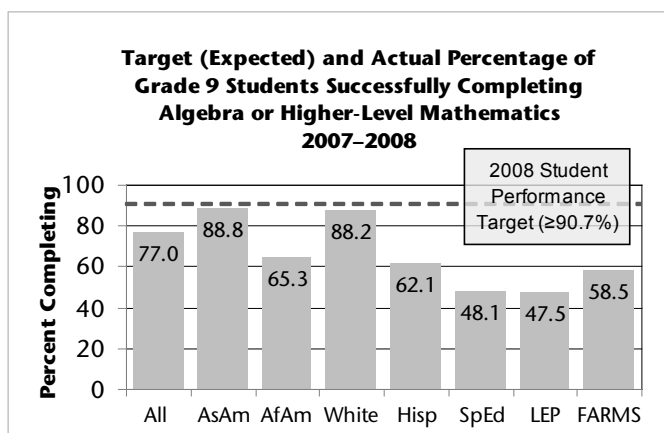
The 2008 district target expects 29 out of 38 middle schools to have 67.3 percent of all students and student groups successfully completing Algebra 1 or higher-level mathematics by the end of Grade 8. During 2007–2008, 31 out of 38 middle schools had at least 67.3 percent of Asian American students successfully completing Algebra 1 by the end of Grade 8, and 29 out of 38 had at least 67.3 percent of White students successfully completing Algebra 1 by the end of Grade 8 (Table D-1). However, only 10 out of 38 middle schools met the expected completion rate for all students; 2 middle schools met expectations for Hispanic students, and 1 middle school met expectation for LEP students, while no school met expectation for African American, special education and FARMS students.

Table D-1

Target and Actual Number of Schools with Grade 8 Algebra Completion Rate At or Above Expectation			
	2006	**2007**	**2008**
Total Comprehensive Middle Schools*	38	38	38
Target	19	24	29
	Actual	**Actual**	**Actual**
All students	**10**	**13**	**10**
Asian American	32	31	31
African American	0	1	0
White	31	29	29
Hispanic	2	1	2
Special Education	0	0	0
Limited English Proficient	1	1	1
Free and Reduced-price Meals	0	0	0

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

Algebra Successful Course Completion by the End of Grade 9

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 2008 increased by 5.5 percentage points since the baseline year of 2001 (Figure D-5).

Figure D-5

Grade 9 Algebra or Higher-Level Mathematics Completion
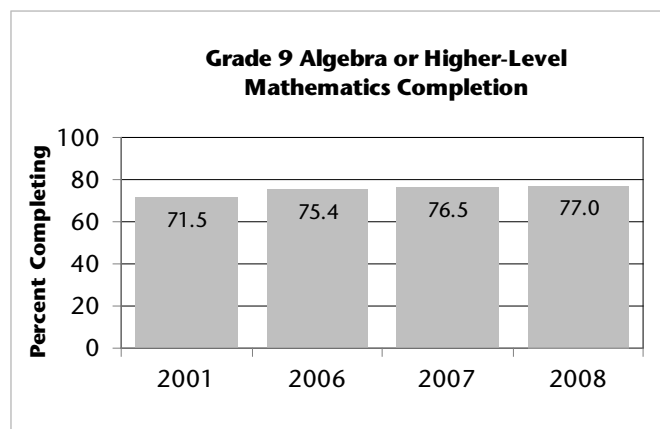
The overall completion rate within racial/ethnic groups has held steady for all groups of students since the baseline year of 2001. African American and Hispanic students with increases of 16 percentage points and 18 percentage points, respectively, showed the largest gains (Figure D-6).

Figure D-6

Grade 9 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group
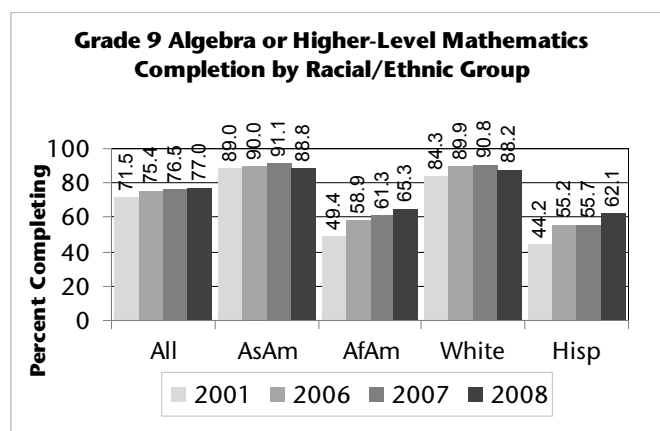
Compared with the baseline year of 2001, the completion rate for male and female students increased by 5 percentage points. Among students receiving special services, FARMS students made the greatest gains since 2001 (17 percentage points), followed by LEP students, with gains of 16 percentage points, and students receiving special education, with gains of 12 percentage points (Figure D-7).

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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

Figure D-7

Grade 9 Algebra or Higher-Level Mathematics Completion by Gender and Special Services
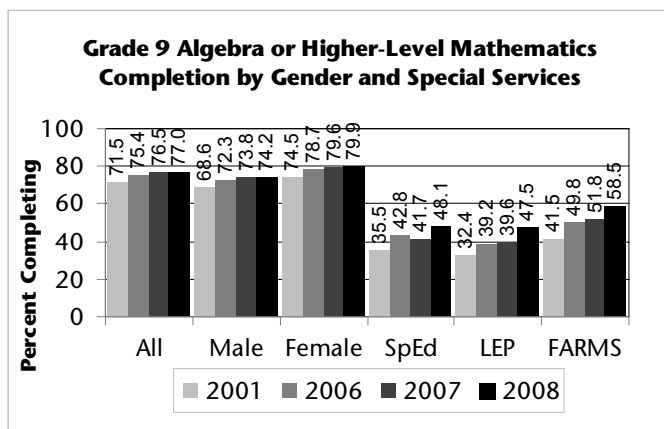
Grade 9 Algebra 1: Student Performance and District Targets

During 2007–2008, 90.7 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 2007–2008 school year, Asian American and White students missed the expected completion rate by 1.9 percentage points and 2.5 percentage points, respectively. African American and Hispanic students missed the expected completion rate by 25.4 and 28.6 percentage points, respectively. Students who received Special Education, LEP, or FARMS services missed the expected completion rate by more than 30 percentage points. The successful completion rate by all students missed the target by almost 14 percentage points (Figure D-8).

Figure D-8

Target (Expected) and Actual Percentage of Grade 9 Students Successfully Completing Algebra or Higher-Level Mathematics 2007–2008

The 2008 district target expects 19 out of 25 comprehensive high schools to have at least 90.7 percent of all students and student groups successfully completing Algebra 1 by the end of Grade 9. During 2007–2008, 10 out of 25 high schools had at least 90.7 percent of Asian American and 7 out of 25 high schools had at least 90.7 percent of White students

successfully completing Algebra 1 by the end of Grade 9 (Table D-2). However, only 2 high schools met the expected completion rate for all students; 2 met expectation for Hispanic students and FARMS students; 1 met expectation for African American students; and no school met expectation for special education and LEP students.

Table D-2

Target and Actual Number of Schools with Grade 9 Algebra Completion Rate At or Above Expectation			
	2006	**2007**	**2008**
Total Comprehensive High Schools*	25	25	25
Target	12	16	19
	Actual	**Actual**	**Actual**
All students	**9**	**6**	**2**
Asian American	22	18	10
African American	1	1	1
White	20	18	7
Hispanic	3	3	2
Special Education	0	0	0
Limited English Proficient	1	0	0
Free and Reduced-price Meals	1	0	2

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

Geometry Successful Course Completion by the End of Grade 10

Countywide, the successful completion of geometry or higher-level mathematics by the end of Grade 10 at all comprehensive high schools increased by 3.6 percentage points for all students since the baseline year of 2004. (Figure D-9)

Figure D-9
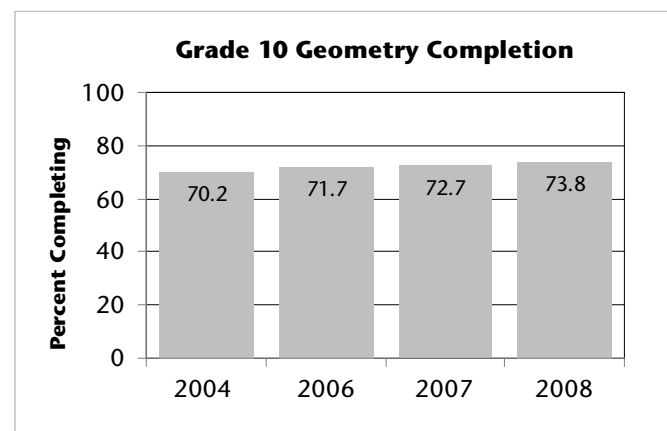
Grade 10 Geometry Completion

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.

There were similar increases in completion rates for all racial/ethnic groups. (Figure D-10)

Figure D-10

Grade 10 Geometry Completion by Racial/Ethnic Group
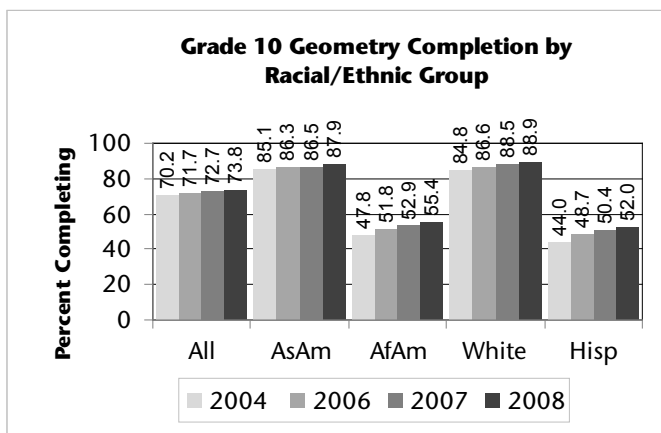
Male and female students successfully completed geometry or higher-level mathematics at similar rates. Among students receiving special services, the completion rates among LEP and FARMS students have seen the greatest percentage point increase since the baseline year of 2004 (Figure D-11).

Figure D-11

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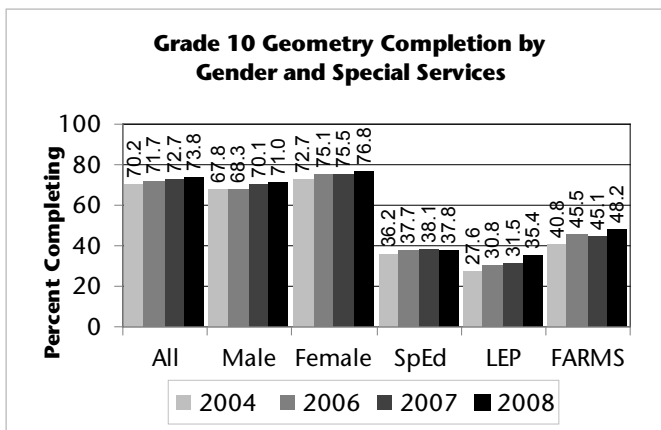
Grade 10 Geometry: Student Performance and District Targets

During 2007–2008, 88.3 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 2007–2008 school year, White students met the expected completion rate, while Asian American students missed the target by 0.4 percentage points. African American and Hispanic students missed the target by 32.9 and 36.3 percentage points, respectively. Students who received special education, LEP, or FARMS services missed the expected completion rate by more than 40 percentage points. The completion rate for all students missed the target by 14.5 percentage points. (Figure D-12)

Figure D-12

Target (Expected) and Actual Percentage of Grade 10 Students Successfully Completing Geometry or Higher Level Mathematics 2007-2008
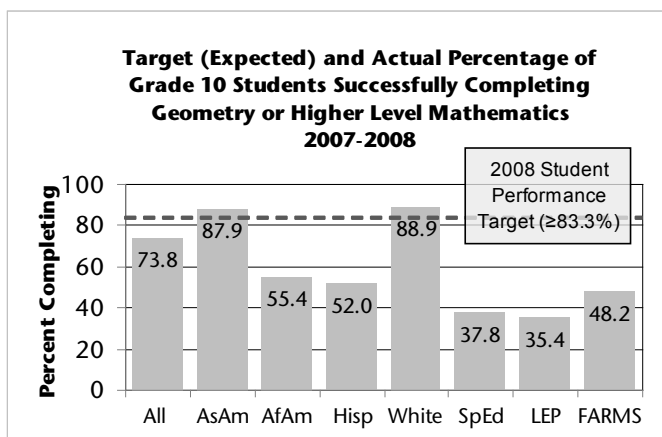
The 2008 district target expects 19 out of 25 comprehensive high schools to have at least 88.3 percent of all students and student groups successfully completing geometry by the end of Grade 10. During 2007–2008, 10 out of 25 high schools had at least 88.3 percent of Asian American students successfully completing geometry by the end of Grade 10, and 14 out of 25 had at least 88.3 percent of White students successfully completing geometry by the end of Grade 10 (Table D-3). However, only 3 out of 25 high schools met the target for all students; 2 out of 25 met the target for Hispanic students; and no school met expectation for African American, FARMS, LEP or special education students.

Table D-3

Target (Expected) and Actual Number of Schools with Grade 10 Geometry Completion Rate At or Above Expectation			
	2006	**2007**	**2008**
Total Comprehensive High Schools*	25	25	25
Target	12	16	19
	Actual	Actual	Actual
All students	10	6	3
Asian American	20	16	10
African American	1	1	0
White	20	18	14
Hispanic	2	1	2
Special Education	1	0	0
Limited English Proficient	0	0	0
Free and Reduced-price Meals	1	1	0

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

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

SAT/ACT Participation and Performance

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 can be used to design preparation programs for students, and influence classroom activities in all disciplines.

The Class of 2008 was the third graduating class to take the new SAT comprising three sub tests: critical reading, mathematics, and writing. The 2008 results provided a second year for monitoring improvements in SAT participation and performance (Figure E-1).

Figure E-1
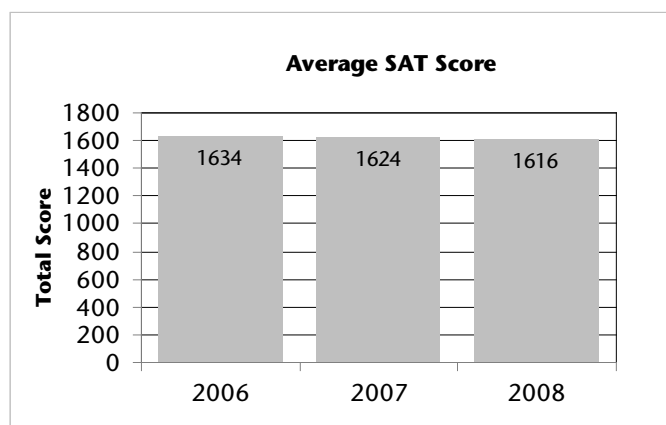
In 2008, the mean SAT combined score was 1720 for Asian American students, 1336 for African American students, 1740 for White students, and 1401 for Hispanic students. The mean SAT combined scores of Asian American and White students remained substantially higher than those of African American and Hispanic students (Figure E-2). The SAT mean combined scores of students who received special education, limited English proficiency (LEP), and Free and Reduced-price Meals System (FARMS) services were below the district average of 1616. In 2008, the mean SAT combined score was 1309 for students who received special education services, 1085 for students who received LEP services, and 1296 for students who received FARMS services.

Figure E-2
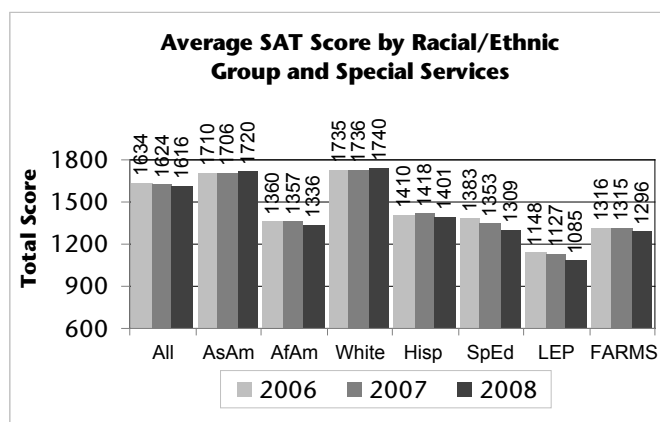
Over the past several years, increasing number of MCPS graduates have taken the ACT in addition to, or in lieu of, the SAT. For this reason, MCPS began to monitor participation on both tests in 2007. In 2008, more than 77 percent of the June graduates took either the SAT, the ACT, or both (Table E-1). The highest participation rate was seen among Asian American students, while the lowest participation rate was among LEP students.

Table E-1

| Participation in a College Preparation Test (SAT and/or ACT) by June Graduates		
	2007	**2008**
	Percent	**Percent**
All	**80.3**	**77.2**
Asian American	89.7	87.0
African American	73.7	71.7
White	87.4	83.7
Hispanic	57.5	56.4
Special Education	50.3	46.8
LEP	40.6	45.5
FARMS	62.7	60.1

SAT Performance: Student Performance and District Target

During 2007–2008, the mean combined SAT score for June graduates and all groups of June graduates who participated in the SAT was expected to be 1642 or greater. For the 2008 school year, Asian American and White students met the target performance but African American and Hispanic students did not meet the target (Figure E-3). The target was not met by all students, or by students who received special education, LEP, or FARMS services.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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

Figure E-3
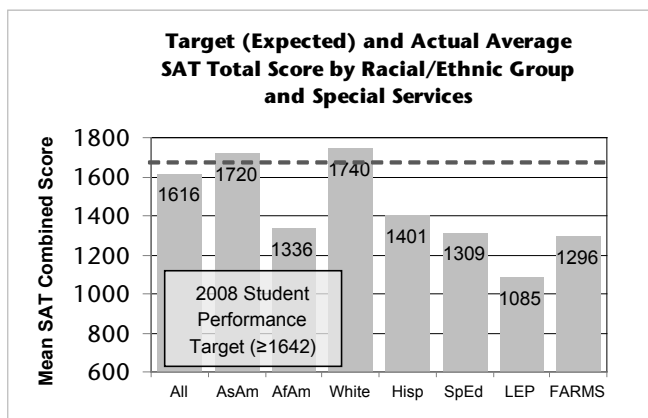
Target (Expected) and Actual Average SAT Total Score by Racial/Ethnic Group and Special Services

The 2008 district target expected 19 out of the 25 comprehensive high schools with June graduating classes to have a mean combined SAT score of 1642 for all graduating students and groups of graduating students who participated in the test. For 2008, 14 high schools met the target for White students and 10 schools met the target for Asian American students (Table E-2). Eight schools met the target for all students, 2 schools met the target for Hispanic students, and no school met the target for African American students or for students who received special education, LEP and FARMS services.

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**	**2008**
Total Comprehensive High Schools*	**23****	**23****	**25**
Target	**12**	**14**	**19**
	Actual	**Actual**	**Actual**
All students	**7**	**8**	**8**
Asian American	11	11	10
African American	0	0	0
White	16	17	14
Hispanic	3	2	2
Special Education	0	1	0
LEP	0	0	0
FARMS	0	0	0

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.
**23 out of 25 high schools served Grade 12 students in 2006 and 2007.

SAT/ACT Participation: Student Performance and District Targets

During 2007–2008, 78.6 percent of all June graduates and all groups of June graduates were expected to participate in either the SAT or ACT. For the 2008 school year Asian American, and White students met the target rate of participation (Figure

E-4). The target was not met by African American and Hispanic students or by students who received special education, LEP, or FARMS services.

Figure E-4
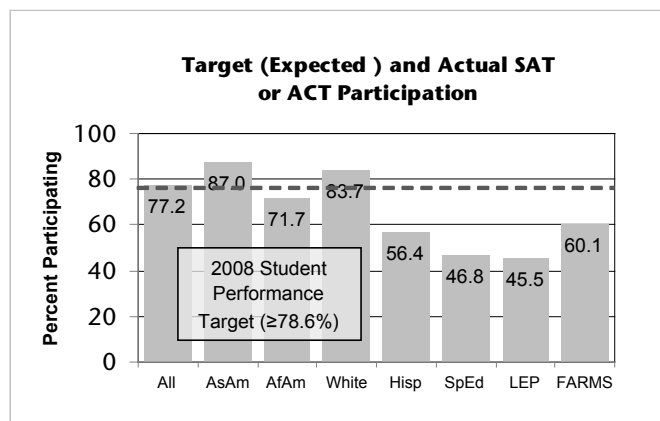
Target (Expected) and Actual SAT or ACT Participation

The 2008 district target expected 19 out of the 25 comprehensive high schools with June graduating classes to have at least 78.6 percent of all graduating students and all groups of graduating students take at least one SAT or ACT exam. In 2007–2008, 9 high schools had at least 78.6 percent of all students participating in the SAT and ACT, while 20 high schools had at least 78.6 percent of Asian American students, and 16 schools had 78.6 percent of White students participating in the SAT and ACT (Table E-3). However, only 3 schools met the target for African American students, 3 schools met the target for Hispanic students, and 1 school met the target for students who received special education services. No schools met the target for students who received LEP or FARMS services.

Table E-3

Target and Actual Number of Comprehensive High Schools with SAT/ACT Participation At or Above Expectation			
	2006	**2007**	**2008**
Total Comprehensive High Schools*	**23****	**23****	**25**
Target	**12**	**14**	**19**
	Actual	**Actual**	**Actual**
All students	**10**	**15**	**9**
Asian American	22	22	20
African American	2	6	3
White	18	22	16
Hispanic	3	3	3
Special Education	1	1	1
LEP	0	1	0
FARMS	1	3	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 in 2006 and 2007.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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

DATA ★ POINT

PSAT Participation

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

MCPS pays for Grade 10 census administration of the PSAT so that all students have the opportunity to participate in the test prior to Grade 11. MCPS uses PSAT scores to encourage more rigorous course-taking among students who have the potential to perform well in Honors-level and Advanced Placement (AP) courses, but have not been recognized through other identification processes. 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.

Grade 10 PSAT Student Performance and District Targets

In 2007–2008 Grade 10 census PSAT administration, the highest participation rate was seen among Asian American and White students, while the lowest participation rate was seen among special education students (Table G-1). For 2007–2008, 92.5 percent of all eligible Grade 10 students and student groups were expected to have taken the PSAT. For the 2007–2008 school year, Asian American and White students met the expected participation rate (Figure G-1).

Table G-1

Fall Grade 10 PSAT Participation		
	Fall 2006*	**Fall 2007****
	Percentage	**Percentage**
All	**91.2**	**91.7**
Asian American	95.8	96.6
African American	87.3	88.1
White	94.3	95.1
Hispanic	84.7	84.4
Special Education	81.0	81.3
LEP	79.1	85.2
FARMS	84.0	85.1

*Fall 2006 references data for the 2006–2007 school year.
**Fall 2007 references data for the 2007–2008 school year.

Figure G-1

Target (Expected) and Actual Grade 10 PSAT Participation by Racial/Ethnic Group and Special Services
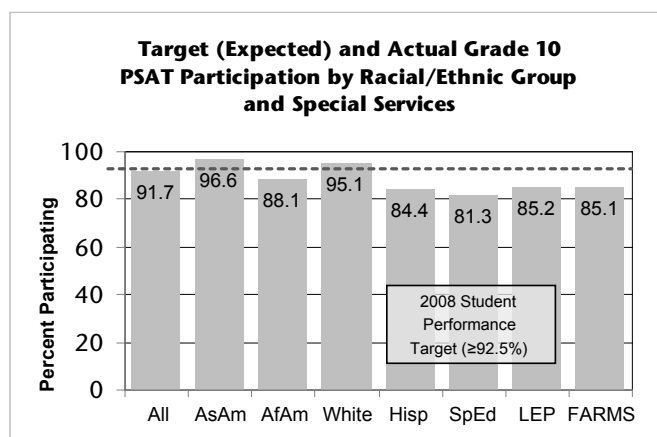
The 2007–2008 district target expected that 17 out of 25 comprehensive high schools would have at least 92.5 percent of all eligible Grade 10 students and all groups of eligible Grade 10 students participating in the PSAT (Table G-2). For 2007–2008, 13 schools met the expectation for all students, 22 schools met the expectation for Asian American students, and 20 schools met the expectation for White students. However, only 7 schools met the expectation for African American and Hispanic students, 4 schools met the expectations for LEP students, 2 schools met the expectations for special education students, and 5 schools met the expectations 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		
	Fall 2006*	**Fall 2007****
Total Comprehensive High Schools	25	25
Target	15	17
	Actual	**Actual**
All Students	**15**	**13**
Asian American	23	22
African American	7	7
White	22	20
Hispanic	6	7
Special Education	4	2
LEP	6	4
FARMS	3	5

*Fall 2006 references data for the 2006–2007 school year.

**Fall 2007 references data for the 2007–2008 school year.

Note: 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.

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, Hispanic, and special education students. In 2008, MCPS presented a Suspension Report to the Board of Education. An M-Stat project team has been established and will focus on recommendations from the Suspension Report.

In 2008, the countywide rate of out-of-school suspensions of at least one day decreased by 0.5 percentage point from 2007. (Figure H-1).

Figure H-1
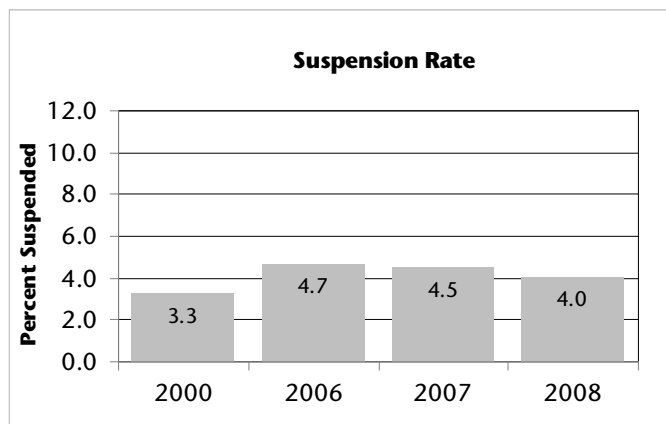
Historically, data show that, within racial/ethnic groups, African American and Hispanic students have a higher suspension rate than White and Asian American students (Figure H-2). Even though both groups experienced a decrease in suspension rate in 2008, the suspension rate for African American and Hispanic students has increased over the seven-year period. However, the suspension rate for Asian American and White students has remained relatively stable during the same time period (Figure H-2).

Figure H-2
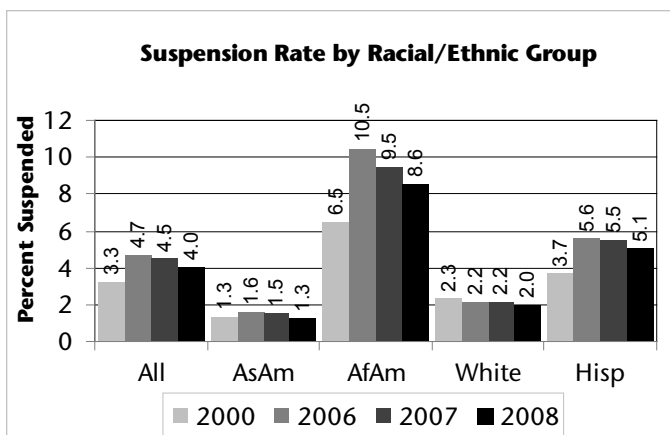
Male students continue to be suspended at a higher rate than female students. Among students receiving special services, special education students also continue to be suspended at a higher rate than LEP and FARMS students (Figure H-3).

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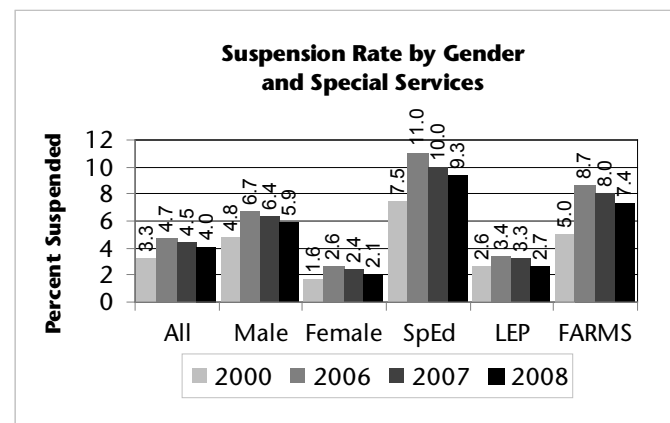
Elementary School Suspension Rate: Student Performance and District Targets

During 2007–2008, 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 2007–2008 school year, the suspension rate for all students, Asian American, White, Hispanic, and LEP students was 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

Expected (Target) and Actual Suspension Rate for Elementary School Students 2007–2008
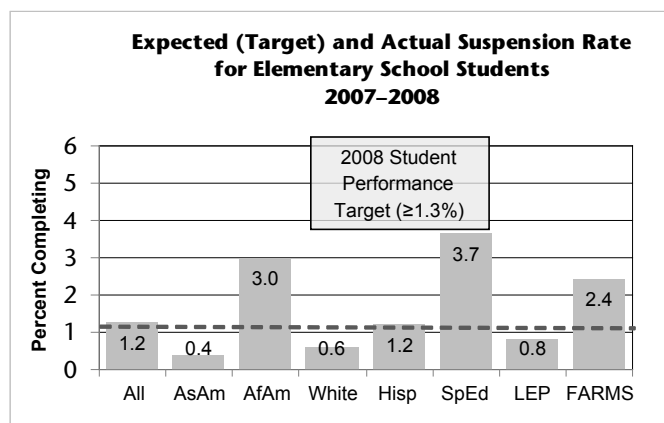
The 2008 district target expected 111 out of 130 elementary schools to have a suspension rate of 1.3 percent or lower for all students and student groups. During 2007–2008, 112 out of 130 elementary schools had a suspension rate at or below 1.3 percent for Asian American students. However, 99 out of 130 elementary schools had a suspension rate at or below 1.3 percent for White students, 82 elementary schools met the target for all students, 47 met the target for African American students, 90 met the target for Hispanic students, 97 met the target for LEP students, 50 met the target for FARMS students, and 47 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**	**2008**
Total Comprehensive Elementary Schools*	125	129	130
Target	88	100	111
	Actual	**Actual**	**Actual**
All students	**77**	**82**	**82**
Asian American	111	110	112
African American	45	58	47
White	94	98	99
Hispanic	90	87	90
Special Education	42	49	47
LEP	86	94	97
FARMS	55	58	50

*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 2007–2008, the suspension rate at middle schools for all students and all groups of students was expected to be at or below 7.0 percent. For the 2007–2008 school year, the suspension rate for all students, Asian American, and White students was at or below 7.0 percent (Figure H-5).

Figure H-5

Expected (Target) and Actual Suspension Rate for Middle School Students 2007–2008
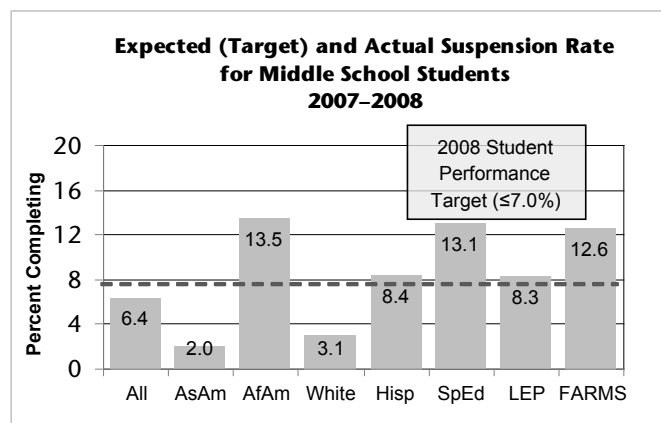
The 2008 district target expected 29 out of 38 middle schools to have a suspension rate of 7.0 percent or lower for all students and student groups. During 2007–2008, 36 out of 38 middle schools had a suspension rate at or below 7.0 percent for Asian American students, and 35 out of 38 for White students (Table H-2). Twenty-three middle schools met the target for all students, 6 met the target for African American students, 21 met the target for Hispanic students, 23 met the target for LEP students, 9 met the target for FARMS students, and 10 met the target for special education students. 2008 data show progress in the number of schools meeting this target. Progress is also seen for all students and for all subgroups.

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

Table H-2

Target and Actual Number of Middle Schools At or Below the Expected Suspension Rate			
	2006	2007	2008
Total Comprehensive Middle Schools*	38	38	38
Target	19	24	29
	Actual	Actual	Actual
All students	19	19	23
Asian American	33	33	36
African American	4	6	6
White	34	33	35
Hispanic	15	16	21
Special Education	5	6	10
LEP	19	20	23
FARMS	5	7	9

*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 2007–2008, 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 2007–2008 school year, the suspension rate for Asian American, White, and LEP high school students was below 6.5 percent (Figure H-6).

Figure H-6

Expected (Target) and Actual Suspension Rate for High School Students 2007–2008
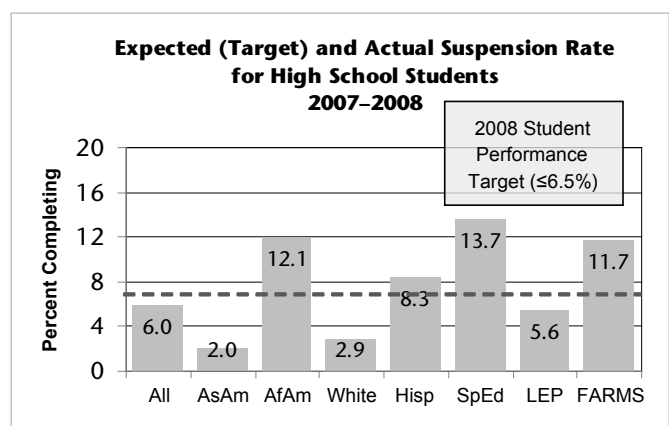
The 2008 district target expected 19 out of 25 comprehensive high schools to have a suspension rate of 6.5 percent or lower for all students and student groups. During 2007–2008, 25 out of 25 high schools had a suspension rate lower than 6.5 percent for Asian American and 22 out of 25 high schools met the target for White students (Table H-3). However, only 11 high schools met the target for all students, 2 met the target for African American students, 9 met the target for Hispanic students, 16 met the target

for LEP students, 1 met the target for FARMS students, and 3 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	2008
Total Comprehensive High Schools*	25	25	25
Target	12	16	19
	Actual	Actual	Actual
All students	10	12	11
Asian American	23	24	25
African American	0	2	2
White	23	20	22
Hispanic	7	11	9
Special Education	1	2	3
LEP	9	11	16
FARMS	0	0	1

*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

Student, Parents, and Staff Survey Results

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 SSE 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).

The 2008 data are not available because the surveys were not administered in 2007–2008. The next administration of the SSE is scheduled for late fall 2008.

Figure I-1

Parent Perceptions of School Safety
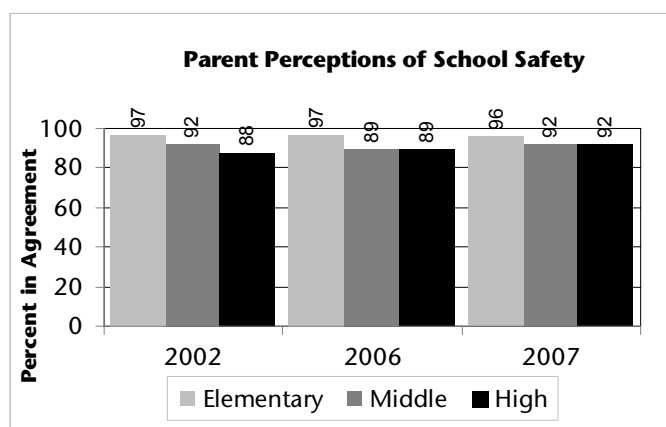
Question Wording:
• Parents: "My child feels safe at school."

Figure I-2

Student Perceptions of School Safety
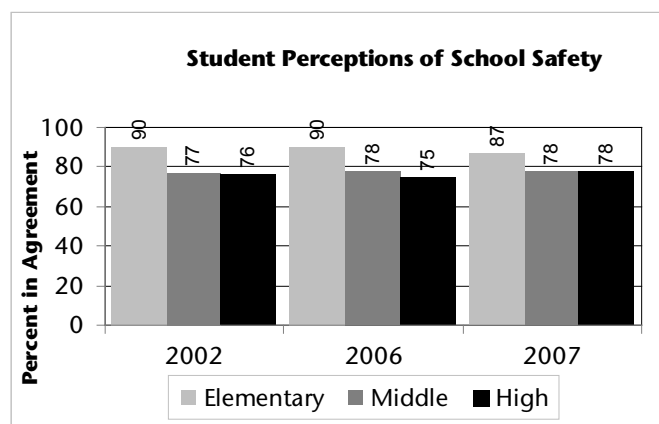
Question Wording:
• Students: "I feel safe at school."

Figure I-3

Staff Perceptions of School Safety
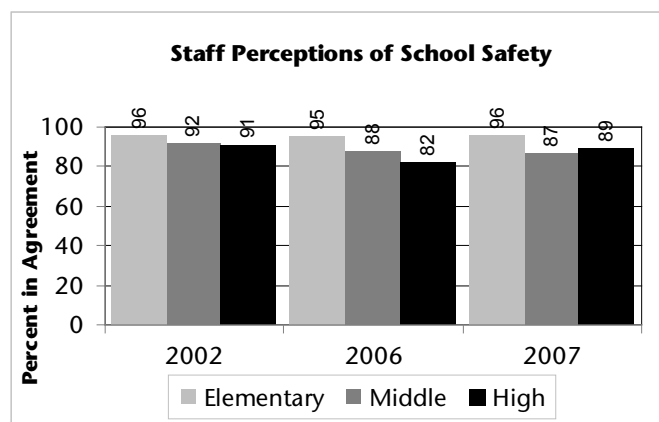
Question Wording:
• Staff: "This school is a safe place to work."

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

Graduation Rates by School

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) includes 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.

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, the 2008 graduation rate for MCPS is 89.1 percent. (Figure J-1).

Figure J-1

The 2008 graduation rate for each student group ranged from 78 percent to 95 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
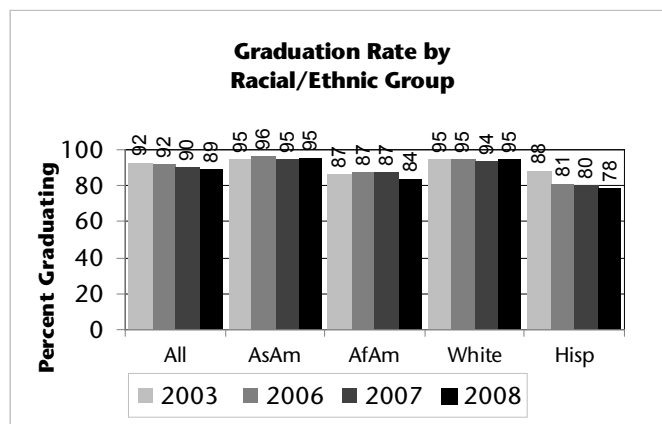
MSDE began calculating the graduation rate by student group in 2003. There has been little variation in the graduation rates within each student group over the past five years, except for Hispanic students, whose rate dropped by approximately 10 percentage points (Figure J-2). Note that LEP graduation rates for 2006 and 2007 as reported in the 2006 and 2007 Annual Reports were revised because a programming error caused inaccurate reporting during previous years.

Figure J-3
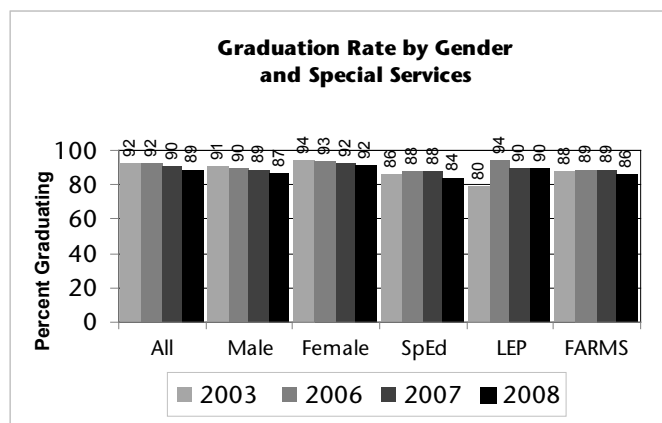
Graduation Rate Student Performance and District Targets

During 2007–2008, the district expected all students and all groups of students to have a graduation rate of at least 94.2 percent (Figure J-4). For the 2007–2008 school year, Asian American and White students were the only subgroups that met the expected graduation rate.

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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

Figure J-4

Expected (Target) and Actual Graduation Rate 2007–2008
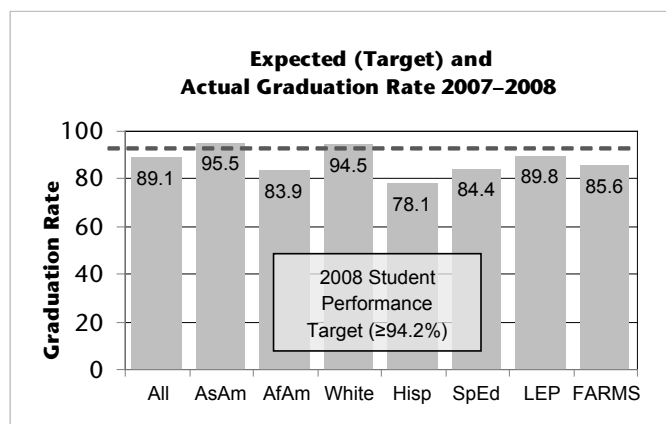
The 2008 district target expects 19 MCPS comprehensive high schools to have a graduation rate of 94.2 percent for all students and student groups. During 2007–2008, 17 comprehensive high schools had a graduation rate of at least 94.2 percent for White students and Asian American students. (Table J-1). However, only 7 schools had a graduation rate of more than 94.2 percent for all students, 7 schools met the expected rate for LEP students, 6 schools met the expected rate for students receiving special education services, 3 schools met the expected graduation rate for Hispanic students, and 2 schools met the expected graduation rate for African American and FARMS students.

Table J-1

Target and Actual Number of Schools with Graduation Rate At or Above Expectation			
	2006	**2007**	**2008**
Total Comprehensive High Schools*	23**	23**	25
Target	12	15	19
	Actual	Actual	Actual
All students	13	11	7
Asian American	22	20	17
African American	8	6	2
White	20	15	17
Hispanic	4	6	3
Special Education	8	9	6
Limited English Proficient	11	6	7
Free and Reduced-price Meals	12	5	2

*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.

High School Assessments

The High School Assessments (HSA) and Modified High School Assessments (Mod-HSA) measure individual student achievement and overall school performance in English, Algebra 1, Government, and Biology. Passing the HSA is a graduation requirement beginning with the Class of 2009 (students who enrolled in Grade 9 in or after 2005). Students may take the HSA or Mod-HSA more than once, and they may substitute the "lowest passing HSA score" from approved Advanced Placement/International Baccalaureate (AP/IB) exams or from course credits earned at private schools and schools outside of Maryland. The highest score obtained on any one HSA is used for meeting the HSA graduation requirement.

MSDE began calculating statistics to reflect students' likely progress toward meeting HSA graduation requirements for the first time in 2008. For this reason, no comparable data are available for earlier years, and only 2008 data are presented. Statistics were calculated only for students who were enrolled in Grade 11 in June 2008. In 2009, MSDE will calculate AYP using Grade 12 statistics.

Figure K-1 presents information on the proportion of Grade 11 students overall and for each subgroup that met and did not meet HSA graduation requirements as of May 2008. Overall, 82 percent of Grade 11 students met the HSA graduation requirement; five percent had scores for all four HSAs but did not meet the graduation requirement; and 14 percent had not yet earned scores on all four required HSAs. Ninety-two percent of White students and 87 percent of Asian American students met HSA graduation requirements compared with 68 percent of African American students and 69 percent of Hispanic students. Fifty-nine percent of students receiving special education services met the HSA requirement, 24 percent had taken all four HSAs but did not meet the requirement, and 17 percent had not yet taken one or more required HSAs. Seven percent of students with limited English proficiency (LEP) met the HSA requirement, while 92 percent were missing one or more HSA scores required for graduation. Among students receiving Free and Reduced-price Meals System (FARMS), 61 percent met the HSA requirement, 12 percent took all four HSAs but did not meet the requirement, and 28 percent were missing one or more required HSAs.
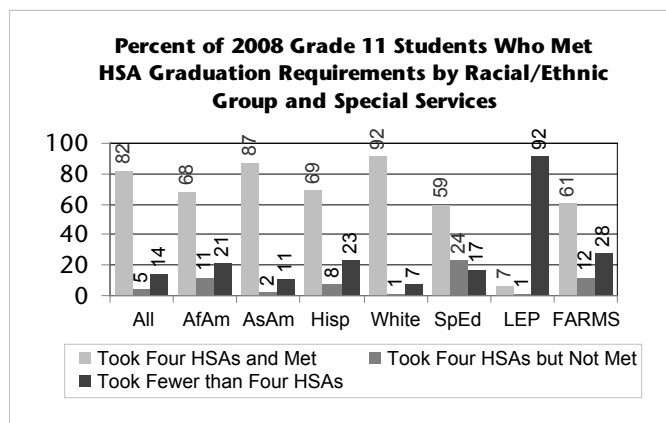
Because all HSAs are administered in English, ESOL students who enter high school at the beginning levels of English language proficiency must learn not only the academic content associated with each HSA, but also the academic English needed to demonstrate their knowledge of the academic content. Since many ESOL students at the beginning levels of proficiency in English enroll in high school as ninth graders, they often do not acquire the academic English needed for HSA until they reach Grade 12. All students have additional

GOAL 1 *ENSURE SUCCESS FOR EVERY STUDENT*

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

opportunities to meet HSA graduation requirements in summer 2008 and during academic year 2009.

Figure K-1

Percent of 2008 Grade 11 Students Who Met HSA Graduation Requirements by Racial/Ethnic Group and Special Services

Figure K-2

2008 Grade 11 High School Assessment Proficiency in English, Algebra, Government, and Biology by Racial/Ethnic Group (Test Takers Only)

Figure K-3

2008 Grade 11 High School Assessment Proficiency in English, Algebra, Government, and Biology by Special Services (Test Takers Only)

Figures K-2 and K-3 present information on the proficiency rates of Grade 11 students on individual HSA and Mod-HSA tests as of May 2008. The sample only includes data for students who took the HSA or Mod-HSA (excludes students who substituted HSA scores from AP/IB tests or transferred course credit). For those who took an HSA or Mod-HSA more than once, the highest score was retained for analyses.

Overall, results indicate high proficiency rates among all test-takers: 88 percent scored proficient in English; 90 percent scored proficient in Algebra; 95 percent scored proficient in Government; and 91 percent scored proficient in Biology. Proficiency rates across all HSA tests were particularly high for White and Asian American students, with more than 90 percent scoring proficient across each subject. For African American students, proficiency rates ranged from 74 percent in English to 89 percent in Government. For Hispanic students, proficiency rates ranged from 77 percent in English to 91 percent in Government. For students receiving special education services, proficiency rates ranged from 56 percent in English to 77 percent in Government. For LEP students, proficiency rates ranged from 59 percent in Algebra to 78 percent in English. For students receiving FARMS, proficiency rates ranged from 70 percent in English to 87 percent in Government.
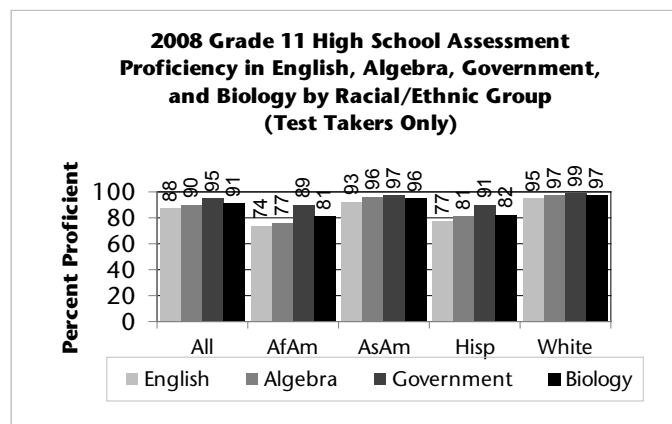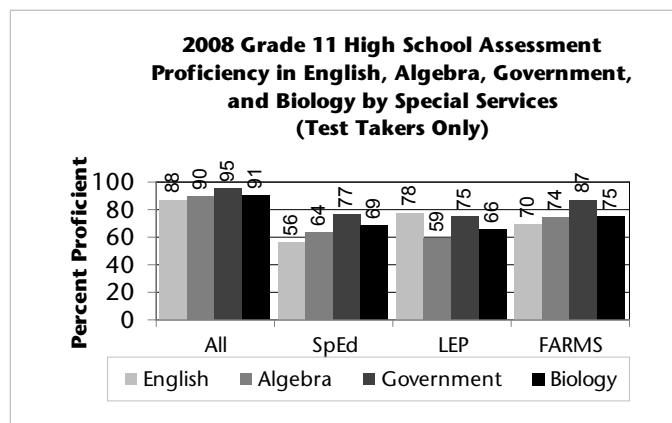
Milestone: All graduates will be prepared for postsecondary education and employment.

DATA ★ POINT	DATA ★ POINT
University System of Maryland Requirements	**Completion of Career and Technology Education Program**

These data are not yet available from the Maryland State Department of Education.

These data are not yet available from the Maryland State Department of Education.

GOAL 2:
Provide an Effective Instructional Program

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

Goal 2 encompasses the following milestones and accompanying data points:

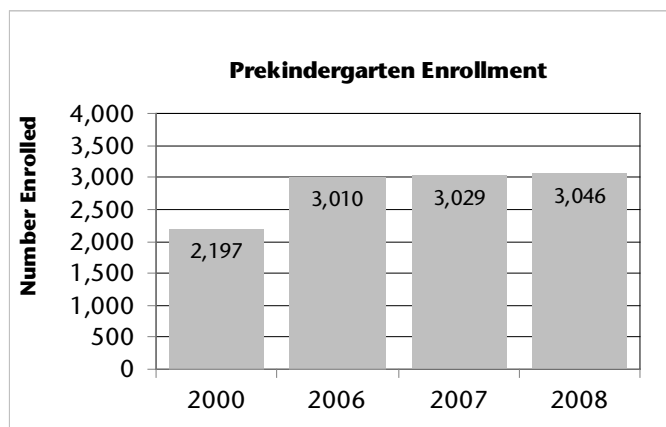| Milestone	Data Point
M All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.	✱ Enrollment in Pre-K ✱ TerraNova 2 in Grade 2 ✱ MCPS-AP Reading (Pre-K–2) ✱ Math Unit Assessments (Grade 2)
M All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs, while decreasing the disproportionate enrollment and performance of minority students.	✱ Gifted and Talented Screening (Grade 2) ✱ Advanced Math in Grade 5 Proficiency ✱ Honors/Advanced Placement Successful Course Completion and Enrollment ✱ AP/IB Tests—Participation and Performance
M MCPS will eliminate the disproportionate representation of minority students in special education.	✱ Students Receiving Special Education Services
M All schools will provide students with disabilities access to the general education environment, to the maximum extent appropriate.	✱ Special Education Students Receiving Services in General Education
M All schools will achieve or exceed local and state standards for attendance.	✱ Attendance by School ✱ Dropout Rate ✱ Ineligibility for Extracurricular Activities, by School

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

Enrollment in Prekindergarten

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

In 2008, 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 3,046 since the baseline year of 2000. Overall, this represents an increase of nearly 50 percent (Figure M-1).

Figure M-2

Figure M-1

Figure M-3

The racial/ethnic diversity 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 special needs (Figure M-3). Since 2000, MCPS has experienced an increase in the number of prekindergarten students receiving LEP and FARMS services.
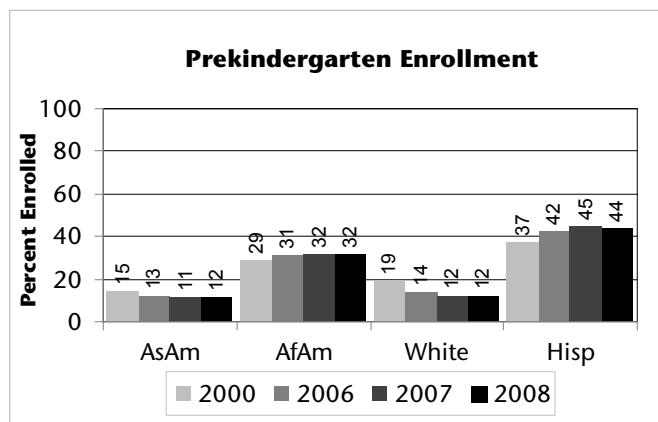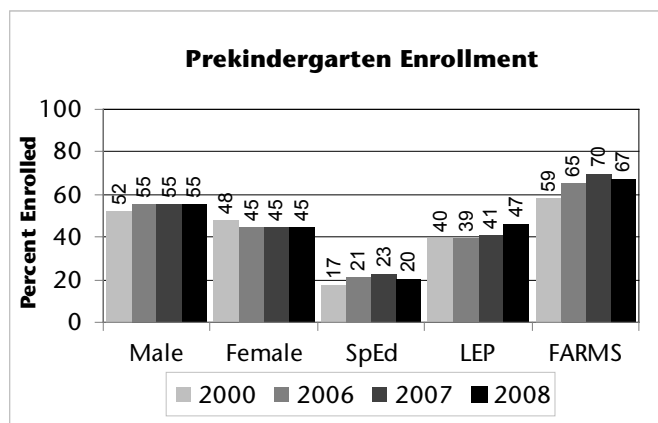
GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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

DATA ★ POINT

TerraNova 2 in Grade 2

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

In 2008, 72 percent of all students, 86 percent of Asian American, 56 percent of African American, 86 percent of White, and 53 percent of Hispanic students scored at or above the 50th NCE. On average, a large percentage of MCPS Grade 2 females earned higher scores than males (75% vs. 70%). Less than half of students who received special education, LEP and FARMS services scored at or above the 50th NCE. All student groups improved their performance from 2007 to 2008 (Figure N-1).

Figure N-1
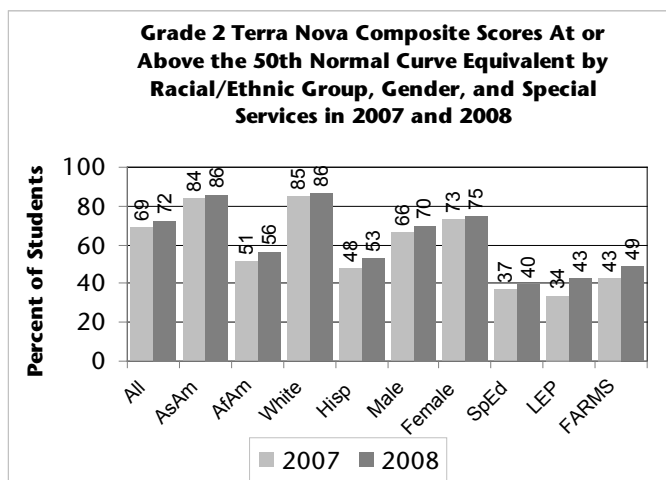
DATA ★ POINT

MCPS–Assessment Program 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 kindergarten through Grade 2. The goal of this assessment program is to provide continuous feedback on students' reading development, including accuracy, oral reading fluency, and comprehension. The MCPSAP-PR consists of two components—foundational reading skills and reading proficiency. For kindergarten, the 2007–2008 end-of-year text-reading benchmark was 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 text with 90 percent or higher accuracy and achieve a score of 4 or higher on oral comprehension. The Grade 2 benchmark was for students to read a level M text with 90 percent or higher accuracy, a score of 80 percent or higher on oral comprehension, and a score of 2 or 3 for each of two written comprehension questions that represent understanding of the text. Previously published results for 2006 and 2007 have been refreshed using the revised reporting rules to provide "apples to apples" comparisons of end-of-year reading benchmark attainment.

In 2008, 93 percent of students achieved kindergarten benchmark. Grade 1 student performance also increased from 80 percent in 2007 to 83 percent in 2008. Grade 2 students' performance increased from 64 percent in 2007 to 70 percent in 2008 (Figure O-1).

Figure O-1
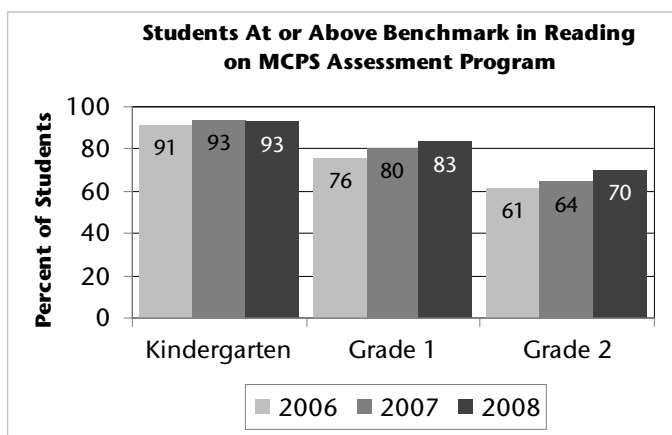
GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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

Kindergarten

Between 2006 and 2008, kindergarten end-of-year reading benchmark attainment held steady at more than 90 percent for all test takers (Figures O-2 and O-3). More than 90 percent of males, females, Asian American, African American, and White students were reading at text level 3 or higher. In 2008, kindergarten benchmark attainment among Hispanic students (86 percent) and students who received special education (81 percent), LEP (87 percent) and FARMS (86 percent) services remained slightly below the district average (93 percent).

Figure O-2

Kindergarten Students At or Above Benchmark in Reading on MCPS Assessment Program by Racial/Ethnic Group

Figure O-3

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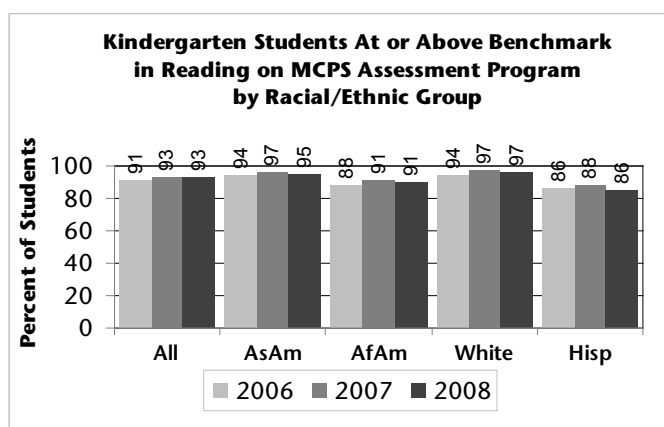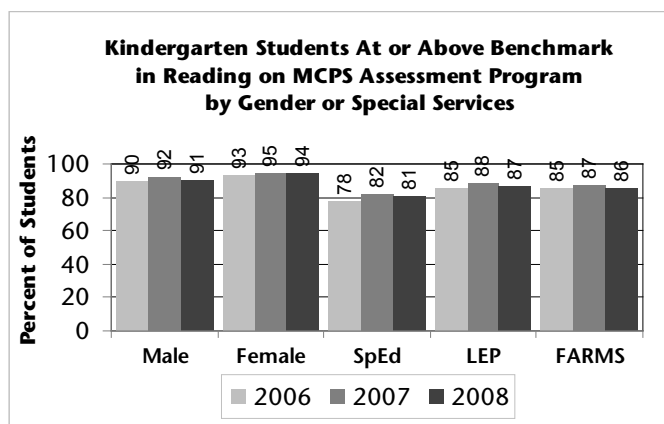
Grade 1

Figures O-4 and O-5 show that there is an improvement in the percentage of students who met benchmark for all Grade 1 student groups in 2008. For African American students, there was a four percentage point increase from 2007; Hispanic students also showed similar gains, increasing three percentage points, compared with 2007. The percentage of students receiving special services (special education, LEP and FARMS) meeting the benchmark improved three percentage points or more since 2007.
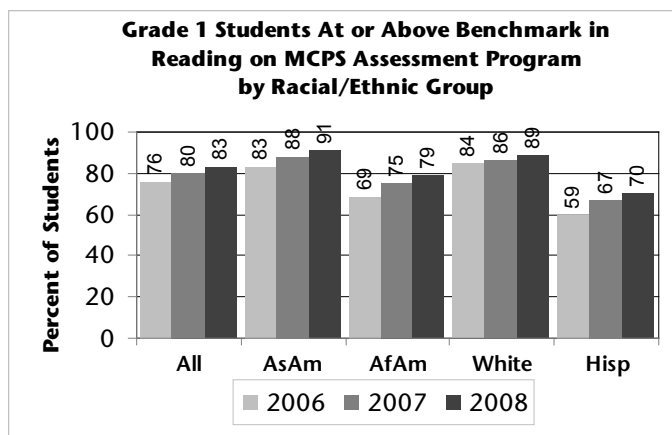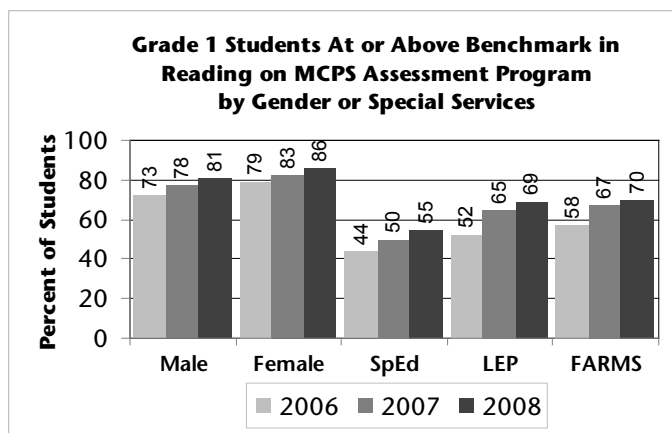
Figure O-4

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

Figure O-5

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

Grade 2

In 2008, 70 percent of Grade 2 students met the benchmark, representing an increase of 6 percentage points, compared with 2007. The percentages of African American and Hispanic students achieving benchmark were much lower than Asian American and White students (Figure O-6). Females (72 percent) continued to outperform their male (67 percent) peers. About 37 percent of students who received special education services, 44 percent of students who were LEP, and 53 percent of students who received FARMS services met the Grade 2 benchmark in 2008 (Figure O-7).

MILESTONE All students will acquire the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2.
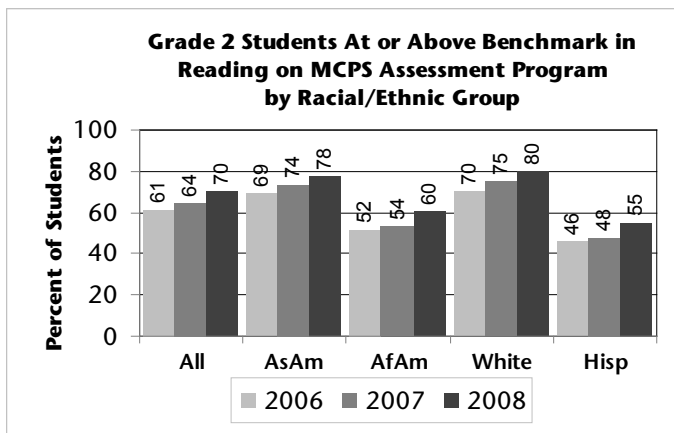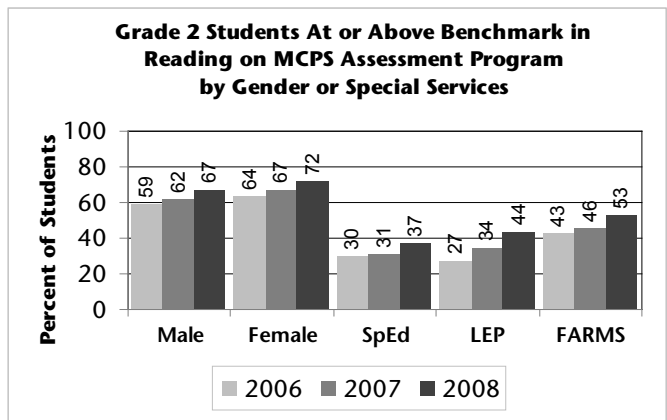
Figure O-6

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

Figure O-7

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

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

In 2008, 82.9 percent of all students and all groups were expected to meet benchmark in Grade 2 reading (Figure O-8). For 2007–2008, the benchmark was not met by all students or by any student groups.

Figure O-8

Target (Expected) and Actual Grade 2 Students At or Above Benchmark, 2007–2008
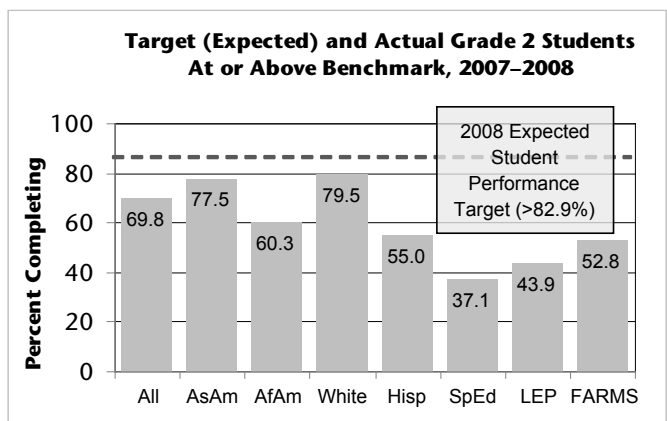
The 2008 district target expects 100 of the 119 elementary schools serving Grade 2 students and participating in the MCPS-AP Reading program to have 82.9 percent of all students and all groups meeting benchmark. The number of schools meeting the target for Asian American, African American, White and Hispanic students has increased from 2006–2007 to 2007–2008.

During the 2007–2008 school year, only 28 out of the 119 schools met expectation for all students (Table O-1). Of the 105 schools with more than 5 Asian American Grade 2 students, 45 met expectation; of the 100 schools with more than 5 African American Grade 2 students, 15 met expectation; of the 114 schools with more than 5 White Grade 2 students, 51 met expectation; of the 103 schools with more than 5 Hispanic Grade 2 students, 12 met expectation; of the 93 schools with more than 5 Special Education Grade 2 students, 2 met expectation; of the 96 schools with more than 5 LEP Grade 2 students, 4 met expectation; and of the 99 schools with more than 5 FARMS Grade 2 students, 3 met expectation.

Table O-1

District Target (Expected) and Actual Number of Schools with Percentage of Grade 2 Students Meeting Benchmark At or Above Expectations, 2007–2008				
	2007		**2008**	
Total Comprehensive Elementary Schools*	**118****	**Schools with > 5**	**119****	**Schools with > 5**
Target	**90**		**100**	
	Actual		**Actual**	
All students	**25**	**118**	**28**	**119**
Asian American	40	100	45	105
African American	11	99	15	100
White	48	113	51	114
Hispanic	5	103	12	103
Special Education	3	90	2	93
Limited English Proficient	4	93	4	96
Free/Reduced-price Meals	3	98	3	99

*Total schools used for determining district target vary; schools with fewer than five students in a group are not included.
**Elementary schools with Grade 2 students participated in MCPS-AP program.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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

DATA ★ POINT

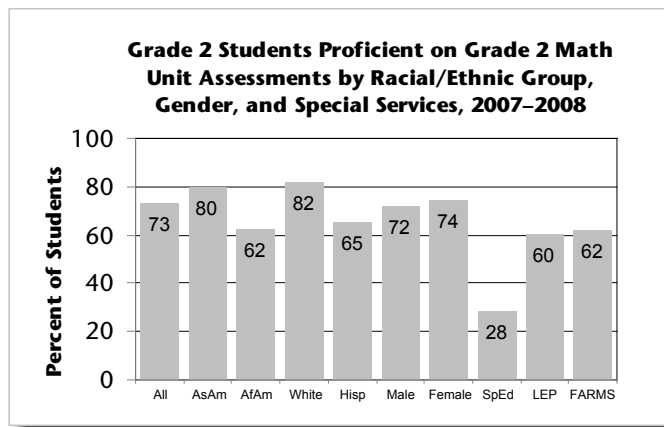## Math Unit Assessments (Grade 2)

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

Each unit assessment measures a student's level of understanding of mathematics content taught in that unit. Summary information is reported based on the student's performance over the course of all units taught in a school year. In 2006–2007, a grade appropriate performance benchmark was set by MCPS educators based on items completed correctly across all units. In Grade 2, on-grade proficiency benchmark for math unit assessments is 105 out of 136 possible points.

In 2007–2008, student performance relative to the established benchmark for mathematics was reported for the first time. The reported results included 8,581 students who took any Grade 2 mathematics unit assessments, but excluded students who were enrolled in higher level mathematic courses.

At the end of 2007–2008, 73 percent of the all Grade 2 students, 80 percent of Asian American, 62 percent of African American, 82 percent of White, and 65 percent of Hispanic students scored proficient or above. On average, MCPS Grade 2 females had higher scores than males. Less than one third of special education students were proficient or above, and more than half of students who received LEP and FARMS services scored proficient or above.

Figure P-1

Grade 2 Students Proficient on Grade 2 Math Unit Assessments by Racial/Ethnic Group, Gender, and Special Services, 2007–2008

Milestone: All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs, while decreasing the disproportionate enrollment and performance of minority students.

DATA ★ POINT

Gifted and Talented Screening (Grade 2)

MCPS provides a continuum of accelerated and enriched instructional programming and services aligned with the standards published by the National Association for Gifted Children. These levels of service include, but are not limited to, school-based services such as accelerated and enriched coursework, middle and high school magnet and elementary 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 and are available in translation. The Office of School Performance, the Office of Shared Accountability, and the Division of Accelerated and Enriched Instruction monitor the global screening process, analyzing student identification and performance.

Countywide, the number of Grade 2 students screened has varied in the past six years (Table Q-1). Compared with the prior year, the percentage of students identified as needing acceleration and enrichment in 2008 rose slightly from 39.4 to 40.9 percent of the screened population.

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. 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 collected for this process only meet the narrow scope of identification of services that should be provided and the application of a label to students. The data do not inform the system as to the extent to which accelerated and enriched instructional programming is available among schools. To analyze equity in delivery of advanced instructional programming among schools, MCPS is working to establish a stronger data collection focus on services delivery 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, and recording on the End-of-Year Record the services recommended during the global screening process, 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. Current action includes establishing clear expectations for accelerated and enriched instruction, identifying additional data points to monitor progress of advanced learners, working to establish a common articulation process that includes a review of global screening data, 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.

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
2008	9,632	40.9

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, while decreasing the disproportionate enrollment and performance of minority students.

Table Q-2

| | 2006 | | | | 2007 | | | | 2008 | | | |
| | Screened | | Identified | | Screened | | Identified | | Screened | | Identified | |
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Number and Percentage of Grade 2 Students Screened and Identified in 2006 through 2008 by Race/Ethnicity and Services Provided (Percentage Relative to Screened or Identified for Entire County)												
All Students	9,782		3,866		9,364		3,688		9,632		3,940	
African American	2,213	22.6	506	13.1	2,111	22.5	470	12.7	2,155	22.4	535	13.6
Asian American	1,454	14.9	830	21.5	1,442	15.4	857	23.2	1,568	16.3	934	23.7
Hispanic	2,011	20.6	439	11.4	1,978	21.1	439	11.9	2,083	21.6	463	11.8
White	4,072	41.6	2,090	54.1	3,796	40.5	1,912	51.8	3,806	39.5	1,997	50.7
FARMS	2,432	24.9	557	14.4	2,685	28.7	524	14.2	2,835	29.4	581	14.7
Special Education	876	9.0	159	4.1	803	8.6	140	3.8	898	9.3	181	4.6
LEP	1,015	10.4	217	5.6	1,497	16.0	253	6.9	1,698	17.6	288	7.3

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 needing accelerated and enriched programming at Title I schools has gradually risen over the past four years from 26.7 percent identified in 2005 to the current level of 34.5 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
2008	1,540	34.5

During 2008, Asian American students constituted 10.9 percent of Title I Grade 2 screened population and White students constituted 12.5 percent of that population. However, 18.5 percent of the Title I Grade 2 students identified as gifted and talented were Asian American and 22 percent were White. African American students constituted 26 percent of the Title I Grade 2 screened population and Hispanic students constituted 50.2 percent of that population. However, 22.4 percent of the Title I Grade 2 students identified as gifted and talented

were African American and 36.3 percent were Hispanic. Asian American and White students make up a greater percentage of those identified than of their total population in these schools. African American and Hispanic students represent a smaller percentage of students identified than of their total population in these schools. This same pattern applies to both 2006 and 2007. 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 (2008) (Percent in Terms of Total Title I Students Screened or Identified)				
Group	Screened		Identified	
	N	Percent	N	Percent
All Students	1,540	100.0	531	34.5
African American	400	26.0	119	22.4
Asian American	168	10.9	98	18.5
Hispanic	773	50.2	193	36.3
White	193	12.5	117	22.0
FARMS	992	64.4	258	48.6
Special Education	142	9.2	24	4.5
LEP	589	38.2	102	19.2

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs, while decreasing the disproportionate enrollment and performance of minority students.

DATA ★ POINT

Advanced Math in Grade 5 Proficiency

MCPS is committed to providing an aligned, high-quality curriculum from pre-kindergarten 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 accelerate students in mathematics in elementary school so they can be prepared for completion in algebra or higher-level mathematics by the end of Grade 8, as well as for enrollment in Honors and Advanced Placement courses in middle and high school. Previously published results for 2006 and 2007 have been refreshed using the revised enrollment and successful completion criteria to provide appropriate comparisons.

Participation in Math 6 or Higher

During the 2000–2001 school year, there were 196 students in Grade 5 participating in Mathematics 6 or higher-level mathematics, most of whom were students in the Elementary Centers for the Highly Gifted. By 2006, this number had increased to almost 3,900 (38 percent), and almost 5,000 (50 percent) of all Grade 5 students in 2008. Participation was higher among Asian American (71 percent) and White (62 percent) students than among African American (35 percent) and Hispanic (29 percent) students (Figure R-1).
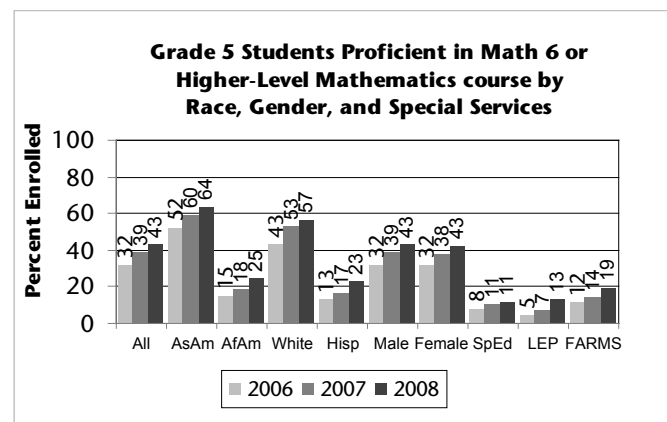
Figure R-1
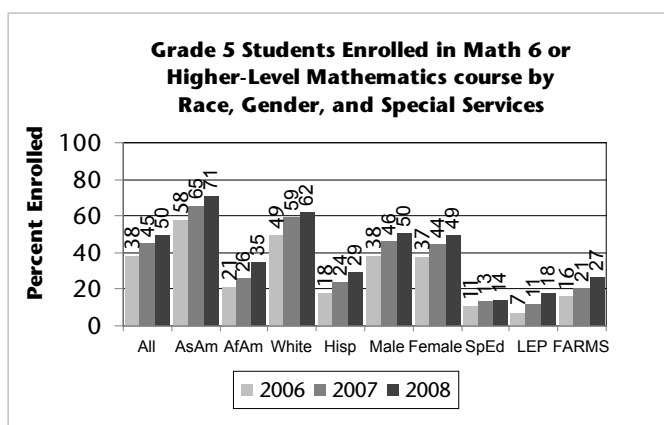
Performance in Math 6 or Higher

Successful completion of mathematics courses was measured in two different ways. For students participating in Math 6, Math 7, and Algebra Prep, proficiency standards were determined by performance on all MCPS mathematics unit on-grade level assessments. For students participating in Investigation of Mathematics (IM) or Algebra I, proficiency standards were defined as receiving a final letter grade of D or above. In the past three years, no Grade 5 students received a final mark of less than C in Algebra or IM.

In 2008, about 43 percent of Grade 5 students successfully completed Math 6 or higher courses, compared with 32 percent in 2006 and 39 percent in 2007 (Figure R-2). All student groups show increases from 2006, ranging from 3 percentage points (special education) to 14 percentage points (Whites).

Asian American and White students had the highest successful completion rates, with 64 percent and 57 percent, respectively. About 25 percent of African American and 23 percent of Hispanic students successfully completed Math 6 or higher, compared to only 15 percent and 13 percent, respectively in 2006. The completion rate among students receiving special education, LEP, and FARMS services also show improvements compared with 2006.

Figure R-2

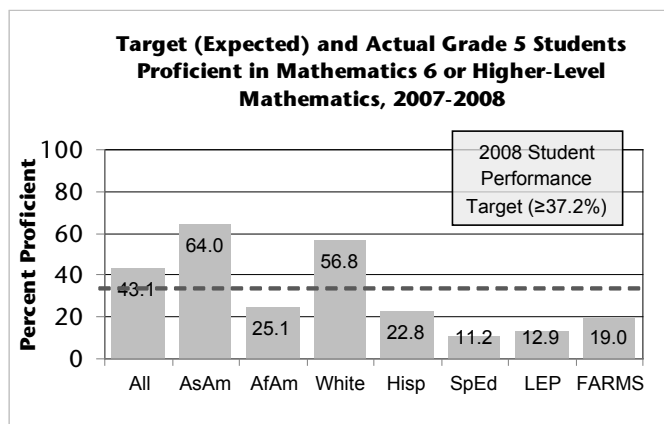### Grade 5 Mathematics 6: Student Performance and District Targets

During 2007–2008, 37.2 percent of all students and all groups of students were expected to be proficient in Mathematics 6 or higher-level mathematics (Figure R–3). Approximately 43 percent of all students met the district target. Asian American and White students met the expected rate of proficiency.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs, while decreasing the disproportionate enrollment and performance of minority students.

Figure R-3

Target (Expected) and Actual Grade 5 Students Proficient in Mathematics 6 or Higher-Level Mathematics, 2007-2008

2008 Student Performance Target (≥37.2%)

All 43.1 | AsAm 64.0 | AfAm 25.1 | White 56.8 | Hisp 22.8 | SpEd 11.2 | LEP 12.9 | FARMS 19.0

Table R-1

Target and Actual Number of Schools with Math 6 Proficiency Rate At or Above Expectation			
	2006	2007	2008
Total Comprehensive Elementary Schools*	118**	119**	122**
Target	59	74	89
	Actual	Actual	Actual
All students	59	66	73
Asian American	83	83	93
African American	14	11	18
White	87	102	96
Hispanic	11	18	20
Special Education	7	5	9
Limited English Proficient	1	4	3
Free and Reduced-price Meals	2	8	8

*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.

The 2008 district target expects 89 out of 122 of all elementary schools serving Grade 5 students to have 37.2 percent of all Grade 5 students and student groups proficient in Mathematics 6 by the end of Grade 5. During 2007–2008, 73 out of 122 elementary schools had more than 37.2 percent of all students proficient in Mathematics 6 by the end of Grade 5. The number of school meeting the target for African American, Hispanic, and students receiving special education services has increased from 2006–2007 to 2007–2008.

Of the 106 schools with more than 5 Asian American Grade 5 students, 93 met expectation; of the 105 schools with more than 5 African American Grade 5 students, 18 met expectation; of the 116 schools with more than 5 White Grade 5 students, 96 met expectation; of the 103 schools with more than 5 Hispanic Grade 5 students, 20 met expectation; of the 112 schools with more than 5 Special Education Grade 5 students, 9 met expectation; of the 71 schools with more than 5 LEP Grade 5 students, 3 met expectation; and of the 105 schools with more than 5 FARMS Grade 5 students, 8 met expectation.

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, while decreasing the disproportionate enrollment and performance of minority students.

DATA ★ POINT

Honors/Advanced Placement Successful Course Completion and 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 in Grades 9–12 enrolled in Honors/AP courses has risen steadily since the baseline year of 2001 (Figure S-1).

Figure S-1

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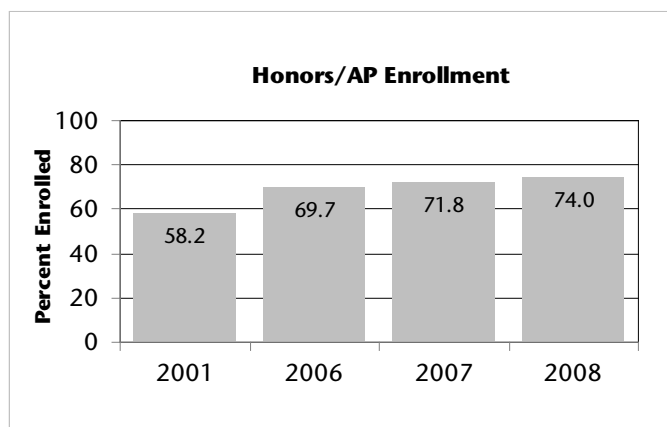
There have been increases in enrollment in Honors/AP courses since the baseline year of 2001 in each racial/ethnic group. Additionally, Asian American and White students continue to have consistently higher enrollment rates in Honors/AP courses than African American and Hispanic students. Increases in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

During 2008, 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 87 percent (Figure S-2) and special education students had the lowest enrollment rate at 28 percent (Figure S-3).

Figure S-2

Honors Enrollment by Racial/Ethnic Group
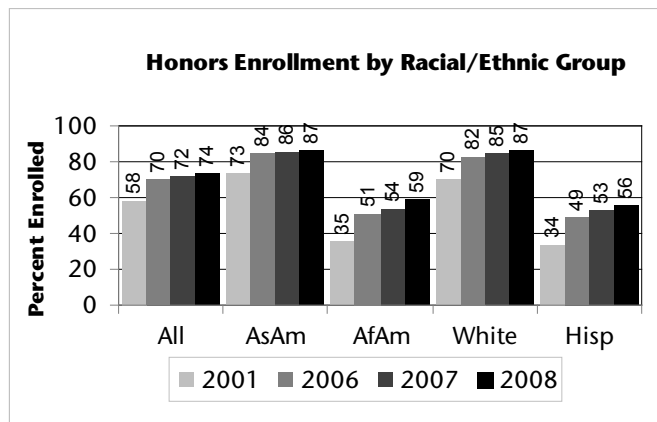
There have been increases in enrollment rates for both male and female students since 2001, with female students having a consistently higher enrollment rate than male students. Among students receiving special services, steady increases have been made since 2001, with enrollment among students receiving FARMS services increasing by 23 percentage points and by 20 percentage points among limited English proficient students (Figure S-3).

Figure S-3

Honors Enrollment by Gender and Special Services
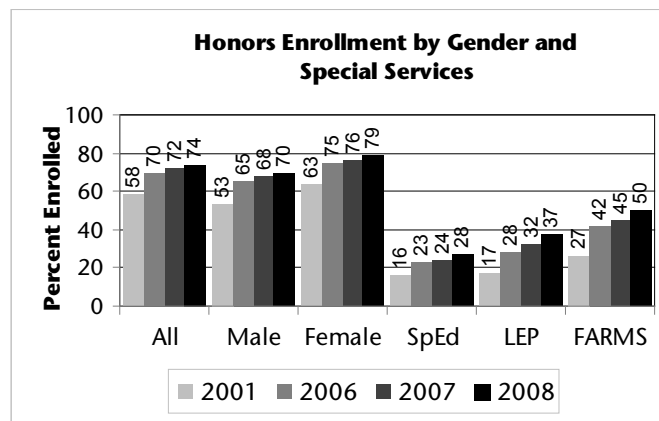
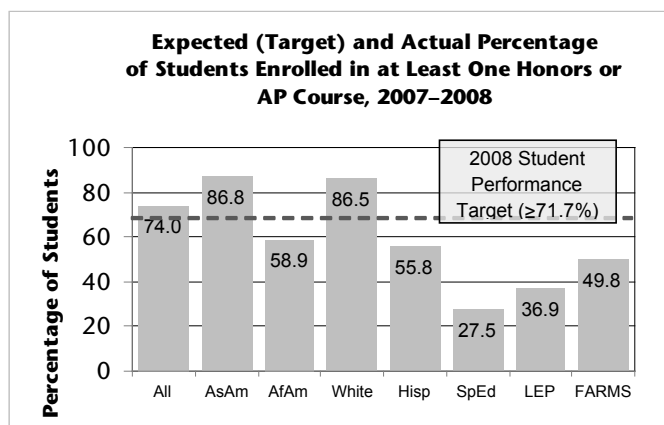### Honors/AP Enrollment Student Performance and District Targets

During 2007–2008, 71.7 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 2007–2008 school year, all students, Asian American, and White students met the expected rate of enrollment in at least one Honors or AP course.

MILESTONE All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs, while decreasing the disproportionate enrollment and performance of minority students.

Figure S-4

Expected (Target) and Actual Percentage of Students Enrolled in at Least One Honors or AP Course, 2007–2008

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**	**2008**
Total Comprehensive High Schools*	25	25	25
Target	12	16	19
	Actual	**Actual**	**Actual**
All students	**9**	**11**	**15**
Asian American	23	24	25
African American	1	1	3
White	23	25	24
Hispanic	5	5	5
Special Education	0	1	0
Limited English Proficient	0	0	1
Free and Reduced-price Meals	1	1	1

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

The 2008 district target expected 19 out of 25 comprehensive high schools to have 71.7 percent of all students and student groups enrolled in at least one Honors or AP course. During 2007–2008, 24 out of 25 high schools had at least 71.7 percent of White students enrolled in at least one Honors or AP course and 25 out of 25 high schools had at least 71.7 percent of Asian American students enrolled in at least one Honors or AP course (Table S-1). However, only 15 schools met the target for all students, 3 met the target for African American students, 5 met the target for Hispanic students, 1 met the target for LEP students, 1 met the target for FARMS students, and none met the target for special education 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, while decreasing the disproportionate enrollment and performance of minority students.

DATA ★ POINT

AP/IB Tests Participation and Performance

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

Annual AP Exam Participation and Performance—Grades 9 Through 12

Annual reports provide a summary of participation and performance in AP exams. Between 2000 and 2008, the number of AP exams taken more than tripled and the number of AP exams that received a score of 3 or higher more than doubled (Table T-1). Increases in the number of AP exams taken and the number of AP scores of 3 or higher were observed for most student groups.

Table T-1

The Number of AP Exams Taken and Number of AP Exam Scores of 3 or Higher by Test Year and Student Group								
	2000		2006		2007		2008	
Student Group	*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	22,406	16,781	24,208	17,849	25,921	18,306
African American	398	267	1,729	859	2,093	1,062	2,510	1,152
Asian American	2,040	1,632	5,697	4,312	6,230	4,749	6,813	5,017
Hispanic	389	316	1,802	1,179	2,104	1,238	2,379	1,336
White	5,646	4,798	13,148	10,410	13,735	10,768	14,149	10,763
Male	3,898	3,263	10,461	8,109	11,353	8,602	12,154	8,843
Female	4,594	3,763	11,945	8,672	12,855	9,247	13,767	9,463
Special Ed.	125	98	409	283	355	250	348	226
LEP	85	69	174	141	300	200	282	219
FARMS	257	174	1,205	626	1,462	730	1,780	811

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

Many students take more than one AP exam annually. During the 2007–2008 school year, 13,568 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-2). The number of students who took at least one AP exam in 2007–2008 was almost three times higher than the number in 1999–2000. Increases in AP exam participation have been greatest among African American and Hispanic students. More than five times more African American and Hispanic students took at least one AP exam in 2007–2008 compared to 1999–2000.

In 2007–2008, 73.1 percent of the AP test takers earned at least one AP exam score of 3 or higher compared with 85.2 percent of AP exam takers in 1999–2000. The decreases in AP exam performance observed for all groups between 1999–2000 and 2007–2008 were not unusual given the large increases in AP exam participation.

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

Table T-2

The Number of Students Who Took At Least One AP Exam and Percentage of Test Takers Who Earned One or More AP Exam Scores of 3 or Higher by Test Year and Student Group								
	2000		2006		2007		2008	
Student Group	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher	N Took At Least 1 AP Exam	% Earned At Least 1 AP Score of 3 or Higher
All students	4,596	85.2	11,628	77.5	12,491	75.7	13,568	73.1
African American	272	69.9	1,057	54.4	1,287	53.1	1,558	49.5
Asian American	997	85.2	2,607	78.5	2,827	78.2	3,050	76.0
Hispanic	250	87.2	1,094	73.3	1,289	62.8	1,474	63.0
White	3,066	86.5	6,853	81.4	7,061	81.2	7,452	78.9
Male	2,001	86.7	5,269	79.7	5,693	77.0	6,221	74.4
Female	2,595	84.2	6,359	75.7	6,798	74.6	7,347	72.0
Special Ed.	89	76.4	239	66.9	221	69.7	228	64.9
LEP	60	85.0	148	82.4	228	71.1	231	79.7
FARMS	160	73.8	738	58.9	878	54.0	1,112	52.3

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 2008, 6,115 graduates (61.9 percent) took at least one AP and/or IB exam, compared with 5,318 (56.1 percent) graduates in the MCPS Class of 2006 (Table T-3). This change represented an increase in both the absolute number and percentage of graduates who took at least one AP and/or IB exam.

The increase in the percentage of graduates taking at least one AP or IB exam occurred for many student subgroups, but declined slightly for Hispanic students and students receiving services of FARMS, Special Education or Limited English Proficiency from 2007 to 2008 (Table T-3).

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						
	2006		2007		2008	
Student Group	*N* Took	*%* Took	*N* Took	*%* Took	*N* Took	*%* Took
All students	5,318	56.1	5,875	60.6	6,115	61.9
African American	527	28.0	710	35.0	797	38.0
Asian American	1,167	75.0	1,160	76.3	1,194	78.9
Hispanic	548	42.1	712	48.5	753	47.0
White	3,071	65.0	3,284	70.5	3,353	72.4
Male	2,363	51.0	2,745	56.4	2,774	56.7
Female	2,955	61.0	3,131	64.7	3,341	67.0
Special Ed.	145	17.9	132	18.2	117	14.8
LEP	68	24.7	106	34.4	100	31.2
FARMS	358	33.5	479	39.6	569	38.7

Note: American Indian students are not reported separately due to small group size but are included with all students. Table also reflects correction to 2006 and 2007 listing for Males and Females. In the prior publication the row labels were incorrectly reversed.

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

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 1 percentage point from 2005–2006 to 2007–2008 (Figure T-1).

Figure T-1

Graduates Earning a Score of 3 or Higher on at Least One AP Exam or 4 or Higher on at Least One IB Exam
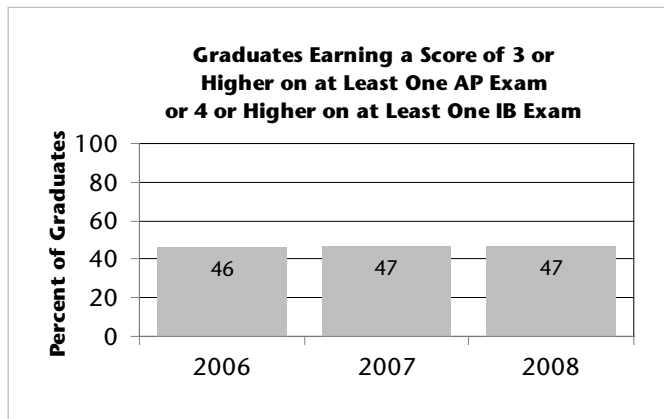
An increase in success was seen across many student subgroups (Figure T-2 and Figure T-3) with increasing participation; however, a decrease was seen from 2007 to 2008 for Hispanic students and students receiving special services. The number of American Indian graduates was too small to report separately.

Figure T-2

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

Figure T-3

Graduates Earning a Score of 3 or Higher on at Least One AP Exam or 4 or Higher on at Least One IB Exam, by Gender and Special Services
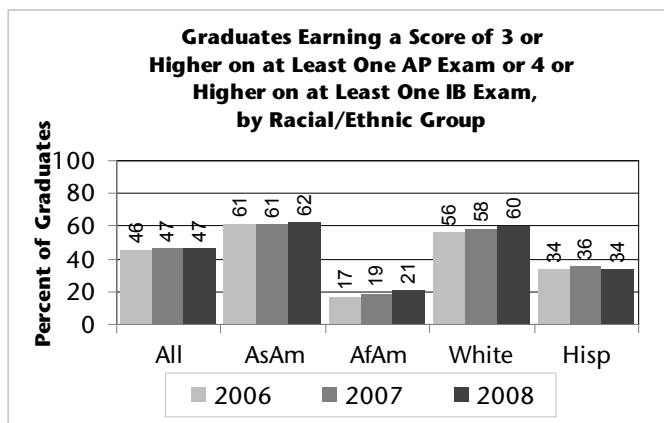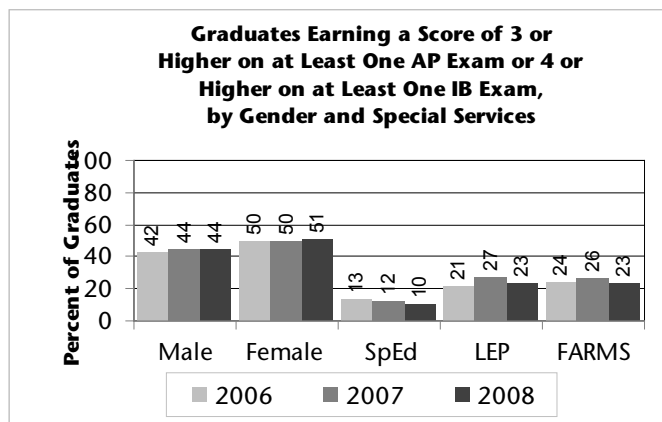
AP or IB Student Participation and District Target

In 2007–2008, 63 percent of all graduating seniors in MCPS comprehensive high schools were expected to take at least one AP or IB exam. Over the next two years, the target participation rate rises by approximately 3.5 percentage points a year to 70.0 percent in 2010.

For the 2007–2008 school year, the target was met for Asian American and White students. The target was not met for all students, African American and Hispanic students or for students who received FARMS, special education, and LEP services (Figure T-4).

Figure T-4

Target (Expected) and Actual Number of Students Participating in AP/IB Exams, by Racial/Ethnic Group and Special Services, Class of 2008
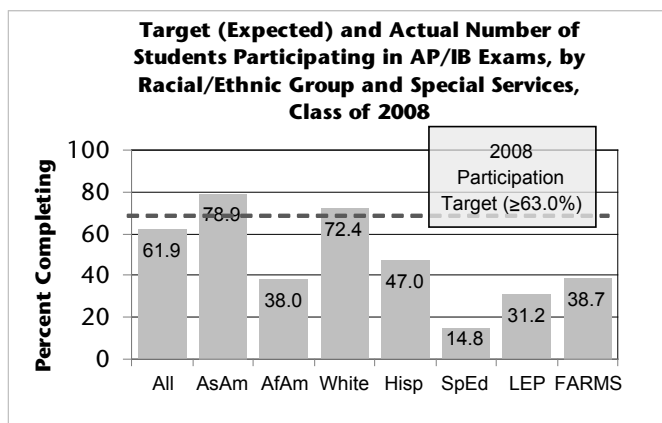
The 2008 district target expects 19 out of the 25 comprehensive high schools with graduating seniors to have at least 63 percent of all graduating seniors and groups of graduating seniors participate in an AP or IB exam. During 2007–2008, Asian American students at 23 schools met the expectation of 63 percent (Table T-4). However, of the 25 high schools with graduating classes, only 7 met the expectation for all students. No schools met the expectation for African American students, 5 schools met the expectation for Hispanic students and 18

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.

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

Table T-4

District Target (Expected) and Actual Number of High Schools with Graduating Seniors Meeting AP/IB Participation Expectation		
	2007	2008
Total Comprehensive High Schools*	23	25
Target	14**	19**
	Actual	Actual
All students	**10**	**7**
Asian American	21	23
African American	0	0
White	18	18
Hispanic	6	5
Special Education	0	0
Limited English Proficient	2	2
Free and Reduced-price Meals	3	0

*23 out of 25 high schools served Grade 12 students in 2007.
**Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

AP and/or IB Student Performance and District Target

During 2007–2008, 56.6 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 2007–2008 school year, the expected successful AP/IB performance rate was met for Asian American and White students (Figure T-5).

The 2008 district target expects at least 19 comprehensive high schools with graduating seniors to have at least 56.6 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.

In 2008, the district target was not met by any group. Of the 25 high schools with graduating classes, 6 met the expectation for all students, 11 met the expectation for Asian American students, 10 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, students who received LEP services, and students who received FARMS services (Table T-5).
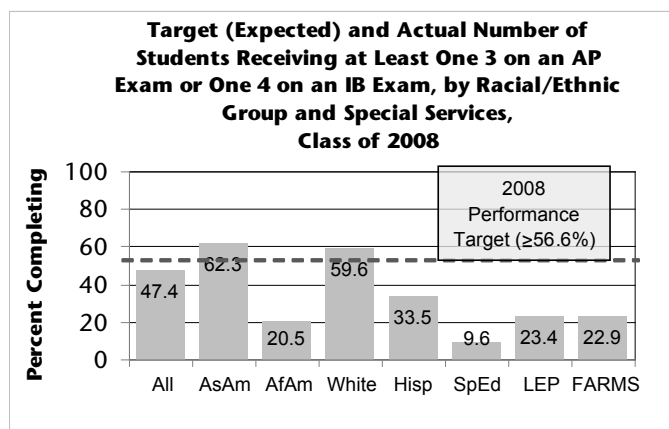
Table T-5

District Target (Expected) and Actual Number of High Schools with Graduating Senior Meeting AP/IB Performance Expectation		
	2007	2008
Total Comprehensive High Schools*	23	25
Target	14**	19**
	Actual	Actual
All students	**7**	**6**
Asian American	13	11
African American	0	0
White	13	10
Hispanic	4	4
Special Education	0	0
Limited English Proficient	1	0
Free and Reduced-price Meals	1	0

*23 out of 25 high schools served Grade 12 students in 2007.
**Total schools used for determining district target vary; schools with fewer than five students in a group are not included.

Figure T-5

Target (Expected) and Actual Number of Students Receiving at Least One 3 on an AP Exam or One 4 on an IB Exam, by Racial/Ethnic Group and Special Services, Class of 2008

Milestone: MCPS will eliminate the disproportionate representation of minority students in special education.

Students Receiving Special Education Services

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 2008, there were 16,731 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 has remained relatively stable since the baseline year of 2000. In 2000, the percent of MCPS students receiving special education services was 12.4, and in 2008, 12.1 percent of students in MCPS received special education services (Figure U-1).

Figure U-1
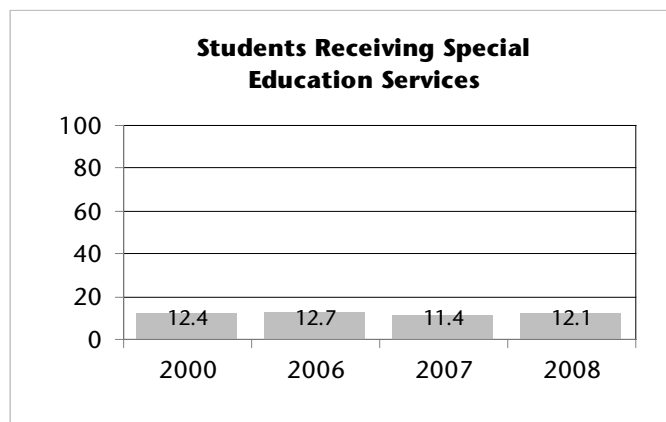
In 2007–2008, among racial/ethnic groups, the percentages of African American, Hispanic, and White students receiving special education services were slightly higher than the percentages of African American, Hispanic, and White students enrolled in MCPS, respectively. The percentage of Asian American 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 higher than the percentage of students receiving FARMS in

MCPS as a whole. The percentage of LEP students in special education was lower than the percentage of all LEP students enrolled in MCPS (Figure U-2).

Figure U-2
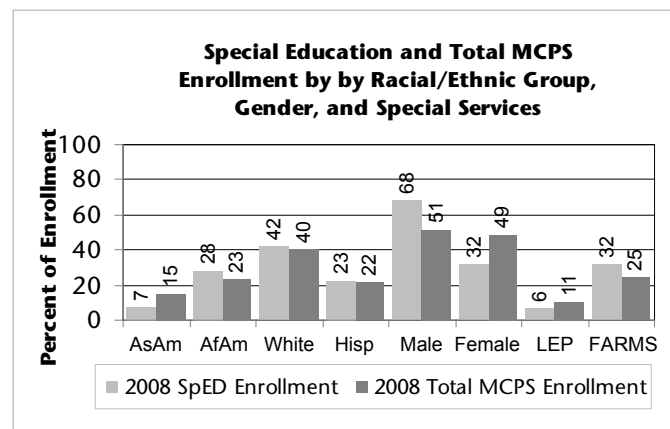
Annually, MSDE collects and analyzes data to determine if significant disproportionality based on race and ethnicity is occurring in MCPS. Calculation of disproportionality for identification of students is based on the weighted risk ratio. Maryland has determined that a weighted risk ratio of 1.5 or higher indicates significant disproportionality in the area of identification. For 2007–2008, African Americans were disproportionately represented in the disability categories of mental retardation (1.84), emotional disturbance (1.91) and specific learning disabilities (1.58). However, the disproportionate representation of African American students in the category of mental retardation has been steadily decreasing since 2004–2005 from 2.77 to 1.84 (Figure U-3).

Figure U-3
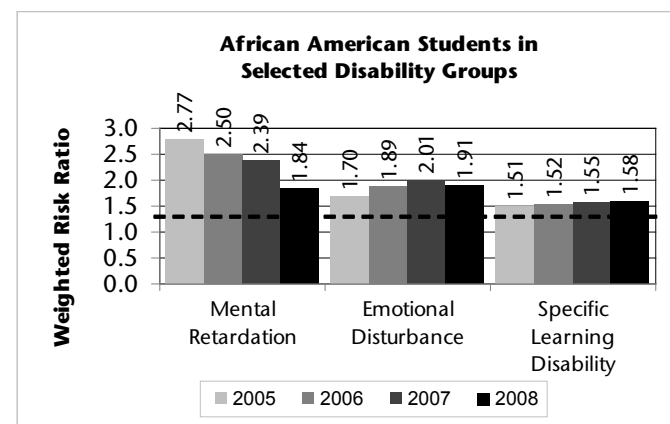
Milestone: All schools will provide students with disabilities access to the general education environment, to the maximum extent appropriate.

DATA ★ POINT

Special Education Students Receiving Services in General Education

MCPS is committed to providing opportunities for students with disabilities to receive instruction in the least restrictive environment. 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 19.4 percentage points since the 2000 baseline year, bringing the percentage of students in LRE A to 61 percent in FY 2008. This is significant progress for a school system as large as MCPS. (Figure V-1)

Figure V-1

Special Education Students in General Education (LRE A)
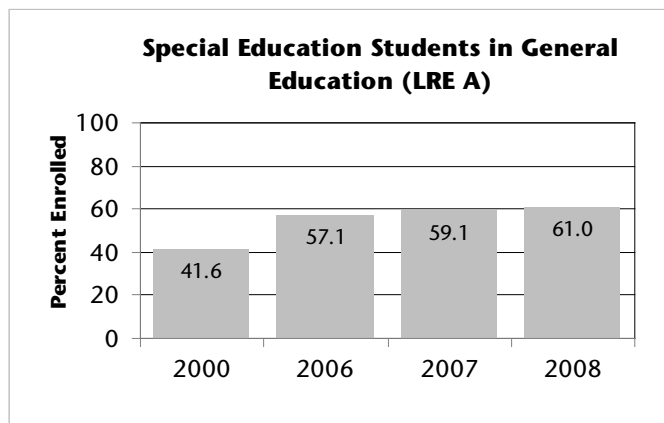
LRE A has consistently increased from 2000–2008 for most racial/ethnic groups. The Asian American, African American, and Hispanic students showed an increase of 3–4 percentage points in 2008. White students remained stable in 2008 at 68 percent. LRE A has remained fairly consistent for males at approximately 68 percent in 2008 and for females at 32 percent in 2008 since 2000. LEP students have also shown an increase of 8 percentage points from 2007–2008 (Figure V-3).
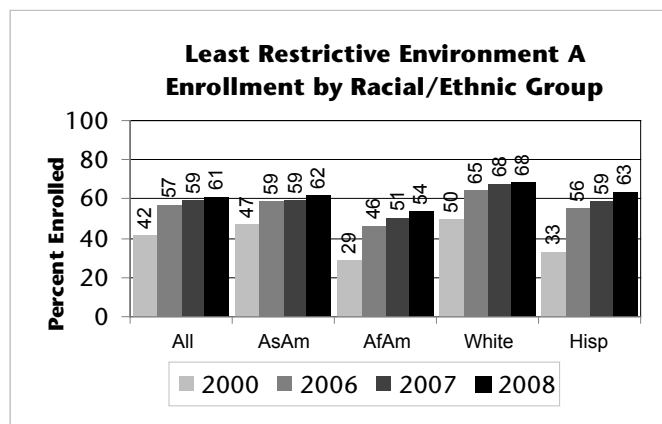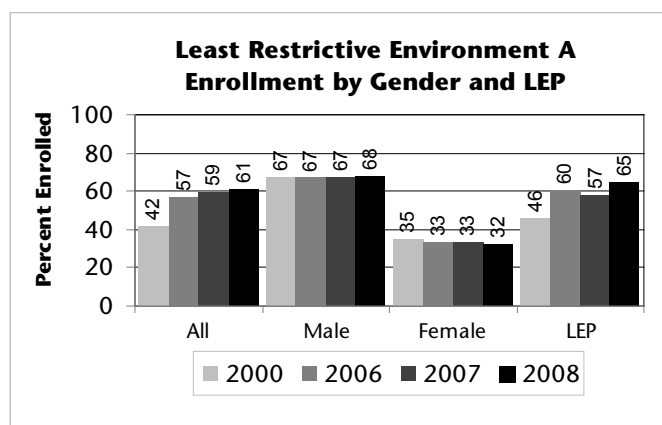
Figure V-2

Least Restrictive Environment A Enrollment by Racial/Ethnic Group

Figure V-3

Least Restrictive Environment A Enrollment by Gender and LEP

Milestone: All schools will achieve or exceed local and state standards for attendance.
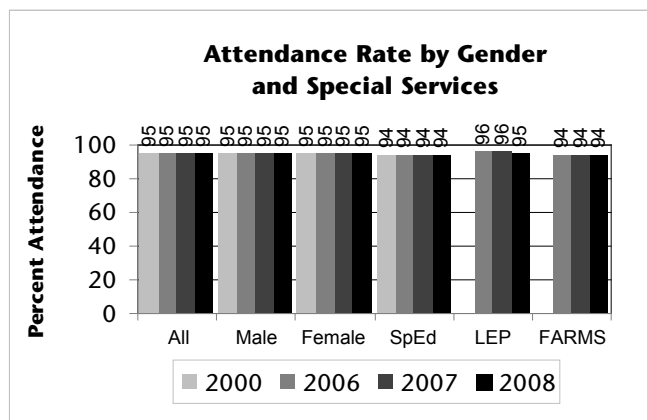
Attendance by School

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 attendance rate reflects the percentage of students present in school for at least half the average school day during the school year. Attendance rate is computed by dividing the aggregate number of days attending by the aggregate days of membership.
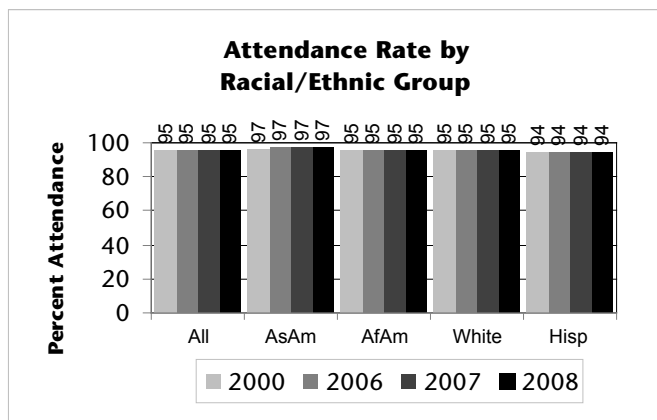
Countywide since 2000, MCPS has met the MSDE satisfactory standard of 94 percent (Figures W-1 and W-2). In 2008, county-level data indicate that all student subgroups met the MSDE satisfactory standard (Figure W-2).

Figure W-2

Note: Attendance data were not generated for LEP and FARMS prior to 2003.

Figure W-1

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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

DATA ★ POINT

Dropout Rate

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

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

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

Figure X-1
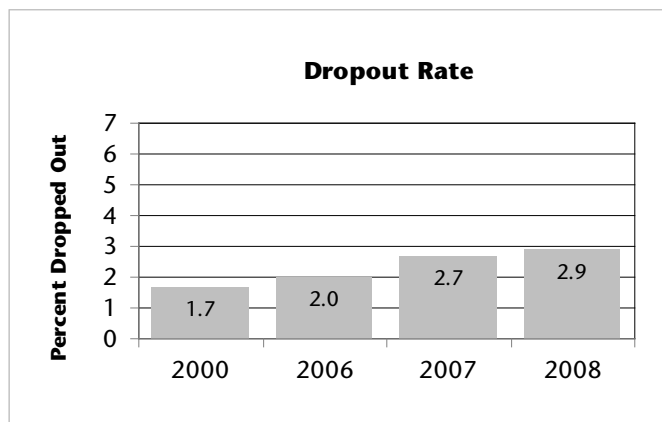
County-level data for 2008 show that the dropout rate for all students and groups of students ranged from a low of 1.1 percent for Asian American students to a high of 5.8 percent for Hispanic students. Across the student groups, Hispanic students continue to have a dropout rate several percentage points higher than all other groups. (Figures X-2 and X-3). The dropout rates dropped slightly in 2008 for White and LEP 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
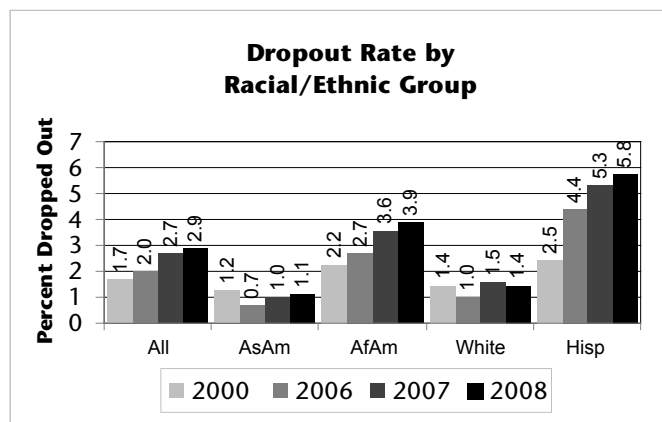
During 2008, dropout rates for males and females remained stable. Of the other student groups, the dropout rate for LEP students decreased while the dropout rate among special education students increased and the rate among FARMS students increased (Figure X-3). Note that LEP dropout rates for 2006 and 2007 as reported in the 2006 and 2007 Annual Reports were revised because a programming error caused inaccurate reporting during previous years. Also note that seemingly significant fluctuations in data can occur because of the small number of students in the special services categories.

Figure X-3
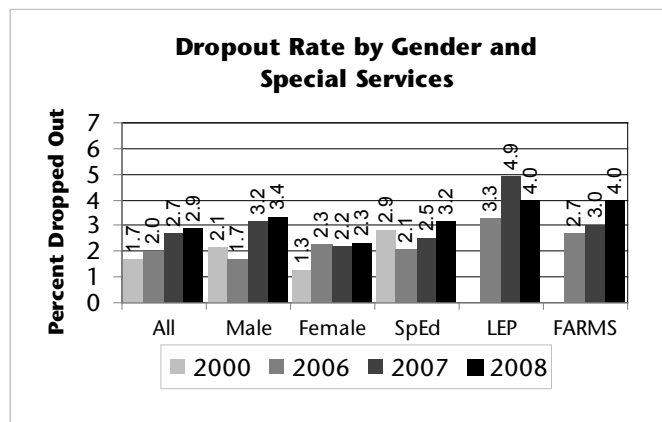
Note: Dropout data were not generated for LEP and FARMS prior to 2002.

GOAL 2 *PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM*

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

DATA ★ POINT

Ineligibility for Extracurricular Activities

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

Data are reported for the percentage of students ineligible for 3 or 4 marking periods within a school year. During 2007–2008, 70.9 percent of all high school students were always eligible for extracurricular activities (Table Y-1). African American and Hispanic students had higher ineligibility rates compared with Asian American and White students. High school male students had higher rates of ineligibility than high school female students. Among all high school students receiving special services, FARMS and special education students had higher rates of ineligibility than LEP students. Overall, ineligibility rates were highest in Grade 9 and lowest in Grade 12. The ineligibility rates decreased from Grade 9 to Grade 12 overall, and for African American, Hispanic, FARMS, and special education students.

Table Y-1

Grade Level/ Ineligibility Status	All	African Am.	Asian Am.	Hisp	White	Male	Female	SpEd	LEP	FARMS
High School Academic Ineligibility in 2007–2008 by Grade Level and Demographic Group										
N Grades 9–12	40,599	9,101	6,246	7,279	17,858	20,653	19,946	4,068	1,703	7,439
% Always eligible	70.9	53.2	84.2	50.3	83.8	66.0	76.1	49.3	60.2	47.4
% Ineligible 3 or 4 marking periods	14.0	24.9	6.0	27.2	5.8	16.9	11.0	28.0	20.5	29.4
N Grade 9	10,299	2,427	1,512	2,000	43,28	5,240	5,059	1,217	351	2,218
% Always eligible	69.8	49.9	87.1	47.6	85.1	65.4	74.3	47.6	62.4	43.1
% Ineligible 3 or 4 marking periods	16.8	29.8	5.4	33.0	6.0	19.5	14.1	34.0	21.1	35.8
N Grade 10	10,197	2,296	1,623	1,791	4,461	5,266	4,931	1,010	480	1,850
% Always eligible	71.9	53.7	87.1	49.6	84.7	67.7	76.3	47.1	64.4	47.1
% Ineligible 3 or 4 marking periods	14.5	27.8	4.9	28.4	5.5	17.0	11.8	29.4	16.0	30.6
N Grade 11	9,911	2,157	1,552	1,775	4,403	5,027	4,884	918	497	1,746
% Always eligible	72.1	55.4	85.8	53.5	82.9	67.1	77.3	50.9	60.8	50.8
% Ineligible 3 or 4 marking periods	13.2	22.6	6.1	24.8	6.4	16.2	10.0	26.7	20.7	26.5
N Grade 12	10,192	2,221	1,559	1,713	4,666	5,120	5,072	923	375	1,625
% Always eligible	70.0	54.1	76.7	50.7	82.6	63.6	76.6	52.4	52.3	50.0
% Ineligible 3 or 4 marking periods	11.4	18.7	7.6	21.8	5.4	14.9	7.9	19.8	25.3	22.2

GOAL 3:
Strengthen Productive Partnerships for Education

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

Goal 3 encompasses the following milestones and accompanying data points:

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

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

DATA ★ POINT

Parent Satisfaction Survey Biannual Results

The parent results of the Surveys of School Environment (SSE) 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.

Results from the 2008 parent SSE are not available because the survey was not administered in 2007–2008, however since there are few significant differences in the data from year-to-year, the Office of Communications and Family Outreach will be using the 2007 data to guide its strategic planning. The next administration of the SSE is currently scheduled for November 2008.

Table Z-4

The school does a good job of getting important school information to parents (percent agreement)			
	2005	2006	2007
Elementary Schools	95.0	93.6	94.7
Middle Schools	n/a	89.0	90.1
High Schools	n/a	87.5	91.8

Table Z-5

The school does a good job of informing me about meetings and school events (percent agreement)			
	2005	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

Table Z-1

Parent satisfaction survey—Percentage responding			
	2005	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)			
	2005	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)			
	2005	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

GOAL 3 *STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION*

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

DATA ★ POINT

Attendance at and Evaluation of Systemwide Parent Workshops and Meetings

In order to be effective partners in their children's education, parents must have access to timely, relevant, and accurate information about school system policies, programs, and activities. Local schools, in collaboration with their school parent teacher association and other parent organizations, conduct numerous parent workshops and informational sessions throughout the year. At the district level, the school system also offers many workshops to parents to keep them informed about the educational program. During 2007–2008, central services staff conducted more than 500 parent workshops involving more than 35,000 parents, with 57 percent of the presentations delivered or interpreted in other languages (Table AA-1). These workshops focused on providing parents with information about the MCPS curriculum, sharing strategies for how they can help with their child's learning at home, and tips for advocating for their child.

The quality and usefulness of such workshops and forums is measured by feedback 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

MCPS Family Workshops		
	2007	**2008**
Number of district-level workshops	556	529
Number of parents participating in district-level workshops	17,519	35,033
Percentage of district-level workshops made available in languages other than English	18.0	57.3

Table AA-2

Survey of Workshop Participants (percent agreement)		
	2007	**2008**
The workshop/forum helped with understanding the topic of the workshop/forum	98.0	98.8
Information/material was clearly presented and easy to understand	98.0	99.5

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 Survey

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, High School Grades and Graduation Report, Getting Set, Options,* and others.

Table BB-1

Results from Feedback Cards and Online Surveys			
	2006	**2007**	**2008**
Number of publication feedback cards received	368	456	1,460
Percentage of respondents who said the publication helped give them a better understanding of the publication's subject	79.1	81.6	94.6
Percentage of respondents who felt the publication was easy to read and understand	86.2	86.8	96.9

DATA ★ POINT

Edline Activation

Edline is a Web-based system that allows parents and students to review middle and high school students' grades regularly on a password-protected Web site. Student grades are published to Edline automatically on a nightly basis, Sunday through Thursday, and secondary 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 implemented Edline in 2007–2008.

Table CC-1

Edline Data				
	2007		**2008**	
	Number	Percentage	Number	Percentage
Secondary schools using Edline	52	81.0	66	100.0
Students with an Edline Account (in schools using Edline)	37,350	59.4	56,437	74.5
Parents with an Edline account (in schools using Edline)	22,429	35.6	49,835	62.0

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

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

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 Council, 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 as well as education, civic, and community organizations. The Board holds hearings on the operating budget, the capital budget and Capital Improvements Program, and proposed school boundary changes. In addition, the Board conducts strategic planning/operating budget forums in which parents, students, staff, and community members participate and provide feedback. The Board provides time at its business meetings for the public to comment on educational issues and other matters. During 2007–2008, the Board received input from 221 stakeholders at public hearings and 59 people provided testimony at Board meetings during public comments (Table DD-1).

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 the policy. During 2007–2008 the Board took final action on Policy EEA, *Student Transportation;* and Policy HDD, *Designation of the Montgomery County Association of Administrative and Supervisory Personnel as Exclusive Representative of Noncertificated Supervisory Employees*.

Table DD-1

Public Testimony			
Number of Persons	2006	2007	2008
Providing testimony at Board public hearings	227	217	221
Providing testimony at Board meetings during public comments	232	137	59
Participating in Board Strategic Plan forums	139	161	442
Providing comments on public policy	94	126	19

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

The Board of Education is empowered by state law to create citizen advisory committees to advise the Board, facilitate activities and programs in the school system, and recommend possible changes in Board policy. Committees may be ongoing or created for special purposes on a short-term basis. Currently, there are four Board advisory committees: Ethics Panel, Family Life and Human Development Advisory Committee, Collaboration Board for Career and Technology Education, and Special Education Continuous Improvement Advisory Committee. 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			
	2006	2007	2008
Number of advisory committees	53	57	60
Number of parents/ community members participating	n/a	735	1,165
Number of students participating	n/a	52	94

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

Results from Feedback Cards and Online Survey

MCPS has increased its emphasis on meaningful two-way communication with parents. In a school system as large and complex as MCPS, it is important to provide as many informal and formal avenues as possible for parents to communicate with 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.

Table FF-1

Feedback Cards and Online Surveys			
	2006	**2007**	**2008**
Number of blue TIP cards received on strategic plan/ operating budget	n/a	480	152
Number of online feedback messages received	233	196	19

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.

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 Biannual Results

Parents are better able to support their children's learning and students are more engaged in their learning, when their schools are inviting and welcoming and where school staff is 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.

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). The surveys were not administered in 2007–2008 and as a result no data are available for that year, however since there are few significant differences in the data from year-to-year, the Office of Communications and Family Outreach will be using the 2007 data to guide its strategic planning. The next administration of the surveys is currently scheduled for November 2008.

Table GG-1

Parent Survey (percentage responding)			
	2005	**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)			
	2005	**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)			
	2005	**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)			
	2005	**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

Parent Participation on School Improvement Teams

Each MCPS school is required to have a School Improvement Team (SIT). The team should include representatives from all stakeholder groups (parents, professional staff, supporting 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 2007–2008 school year, 88.4 percent of schools had at least one parent on the School Improvement Team. A total of 518 parents participated in School Improvement Teams.

Table HH-1

Parent Participation on School Improvement Teams		
	2007	**2008**
Percent of schools with at least one parent on the School Improvement team	96.0	88.4

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. Local school volunteer coordinators report actual numbers of volunteers and volunteer hours.

Table II-1

School Volunteer Data		
	2007	**2008**
Percentage of school volunteer coordinators reporting data	75.0	70.0
Number of school volunteers reported	22,000	39,392
Total number of volunteer hour reported	500,000	392,321

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

District and Local School Partnership Data

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

MCPS Partnership Data			
	2006	**2007**	**2008**
Percentage of schools reporting business or community partnerships	78	80	97

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

Montgomery County Public Schools (MCPS) responds to the needs of its employees, including the teachers, principals, support, senior, and central office staff. As a world-class school system, MCPS recruits, hires, and retains the best qualified 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
M All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.	✶ Teacher Professional Growth System Data ✶ Administrative and Supervisory Professional Growth System Data ✶ Supporting Services Professional Growth System Data ✶ Staff Who Receive High-Quality Professional Development
M Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.	✶ Diversity in Workplace ✶ Highly Qualified Teachers ✶ Paraeducators in Title 1 Schools Who Are Highly Qualified
M Strategic plans exist and are aligned at all levels of the organization.	✶ Baldrige Implementation
M The work environment promotes employee well-being, satisfaction, and positive morale.	✶ Staff Survey Data on Office and School Environment
M MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.	✶ Employee Recognition Data

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

Teacher Professional Growth System Data

The Professional Growth System (PGS) for teachers is an integral part of Goal 4 of *Our Call to Action: Pursuit of Excellence*. The Teacher PGS is consistent with the teacher quality movement and the expectations of the No Child Left Behind legislation. The central components of the PGS include an evaluation plan with standards, job-embedded professional development 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 Teacher PGS, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers.
- Teachers who are non-renewed, 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 caseloads 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 may vary during the year because some client teachers enter the program mid-year after referral by their supervisor, while other client teachers are released from the program prior to the end of the school year. During the past four years, consulting teachers have served 2,683 teachers, of which 272 were identified as underperforming teachers and 2,411 were novice teachers (Table KK-1).

Table KK-1

Consulting Teacher Caseloads				
	2005	**2006**	**2007**	**2008**
Novice	616	727	541	527
Underperforming	44	52	100	76
Total	660	779	641	603

During 2008, 277 elementary and 250 secondary novice teachers were assigned a consulting teacher. In addition, 40 elementary and 36 secondary teachers were identified as underperforming and were assigned consulting teachers (Table KK-2).

Table KK-2

Consulting Teacher Caseloads by Level, 2008			
	Elementary	**Secondary**	**Total**
Novice	277	250	527
Underperforming	40	36	76
Total	317	286	603

Teachers Who Are Non-renewed, Resigned, or Dismissed as a Result of PAR

The PAR Panel reviews data collected by consulting teachers monthly, including formal observation reports and final summative reports. In addition, the Panel provides suggestions for interventions and supports for the client teachers. The PAR Panel then uses information from consulting teachers, as well as from principals and the teachers themselves, to make recommendations to the superintendent regarding the employment status of the client. Teachers who meet standard after a year in the program are placed in the professional growth system. Teachers who do not meet standard are recommended for non-renewal 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 four years, 31 teachers have been recommended for dismissal, 170 teachers have resigned, and 59 teachers have been recommended for non-renewal by the PAR Panel (Table KK-3).

Table KK-3

PAR Panel Data				
	2005	**2006**	**2007**	**2008**
Recommended for Dismissal	5	10	9	7
Resigned (includes counseled out)	35	36	45	54
Recommended for Nonrenewal	8	22	14	15
Total	48	68	68	76

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 Coursework

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. Studying Skillful Teacher (SST) 1 is required for all teachers who were hired after 2005. In 2007–2008, 508 participants enrolled in SST1. SST 2 is an action research course in which each participant completes a case study. This course is required for staff development teachers. In 2007–2008, 230 teachers enrolled in SST2. Observing and Analyzing Teaching (OAT) 1 is a required course for resource teachers, administrators, and aspiring administrators. This course focuses on the observation of teachers and the ability of the participant to document an observed lesson using evidence, claims, and judgments. Last year, 198 teachers completed OAT1. OAT 2 is a required course for resource teachers and administrators. This course crosswalks the language of Skillful Teacher with six standards of the professional growth system in order to write meaningful evaluations. Participants in OAT 2 also build their skills in post-observation conferencing. Last year, 63 principals and teachers completed the OAT2 course (Table KK-4).

Table KK-4

Teachers and Administrators Who Completed Studying Skillful Teacher and Observing and Analyzing Teaching Coursework, 1999–2008										
Course Title	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Studying Skillful Teacher 1			240	1,000	1,440	708	592	622	467	508
Studying Skillful Teacher 2					60	145	273	240	265	230
Observing and Analyzing Teaching 1	240	360	480	320	200	186	278	330	228	198
Observing and Analyzing Teaching 2		120	360	400	200	151	125	108	119	63
Total Per Year	240	480	1,080	1,720	1,900	1,190	1,268	1,300	1,079	999

Curriculum Implementation Training

In addition to job-embedded coaching for teams and school-based leaders, curriculum implementation focused on specific professional development experiences that support the Montgomery County Public Schools Strategic Plan.

To build the capacity of elementary teachers to help students achieve the data points of K-2 reading benchmarks, reading by Grade 3, advanced math in Grade 5, and promote equitable instruction for all learners, the following professional development took place:

- All elementary reading specialists received professional development related to the new kindergarten reading benchmark. This professional development also focused on small group reading and writing instruction. Through participation in this training, reading specialists were empowered to provide this training to staff back in their local schools.
- Kindergarten teachers were offered Tier 2 training to prepare for the new kindergarten reading benchmark.
- Teachers new to teaching advanced math in Grade 5 (Math 6) and Grade 6 (Math 7) 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.

- New reading specialists participated in differentiated professional development that focused on small-group reading instruction for teachers of K–5 students.
- Elementary Title I Gifted and Talented teachers attended four 6-hour sessions focusing on coaching strategies, instructional methods, and equity topics including articulating the social and historical context of institutionalized racism and its continuing impact on teaching and learning.
- As part of the Early Childhood Project, teachers new to pre-kindergarten 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 enrolled in Lenses on Learning II, where they learned skills to help them be more effective observers in standards-based mathematics classrooms.
- Professional development on standards-based grading and reporting was provided to teachers in Grades 1–3 by core teams consisting of staff development teachers, reading specialists, and mathematics content coaches.
- Alt-MSA training was provided at the elementary, middle, and high school levels.

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

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- Teachers new to READ 180 a reading Intervention In middle and high schools, were provided with training
- Best Practices for Effective Co-teaching was provided for general education and special education co-teachers in Grades 6, 7, and 9.
- Advanced English 7, Advanced Science 6, and Advanced World Studies 7 trainings were provided for Phase I and Phase II middle schools as well as the middle school magnet consortium schools.
- Middle school reading specialists continued to receive professional development at their monthly meetings focused on content literacy connections.
- Alt-MSA training was provided at the elementary, middle, and high school levels.

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

- 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.
- 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.
- Grade 10 Health teachers were trained on the new curriculum.
- Secondary resource teachers received training in designated content areas.
- Modern World History training on the revised high school curriculum was provided for those teaching the course.
- Alt-MSA training was provided at the elementary, middle, and high school levels.

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 2008. Teachers and administrators reported anecdotal evidence on the usefulness of this time for a variety of professional development activities (Table KK-5). Across all grade levels, teachers made use of SDST time to build their capacity through work with their teams and through analyzing data related to student performance.

Table KK-5

2008 Percentage of Staff Development Substitute Time Used By Category							
	Work with SDT	Individual Work	Peer Reflection	Work with Team	Training	Data Analysis & Support	Other Use
Elementary Schools	18	4	4	55	1	17	1
Middle Schools	10	7	7	62	2	11	1
High Schools	4	9	9	60	2	15	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 three years, 90 percent of the new educators under contract for the opening of the new school year voluntarily 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. The number of mentors for FY 2008 was 324, slightly lower than FY 2007. Mentors logged 9,046 hours in FY 2006, 11,759 hours in 2007, and 6,780 in 2008 (Table KK-6).

Table KK-6

New Teacher Induction Program				
Induction Activities	2002	2006	2007	2008
February Late Hire Participants	125	74	66	66
August Orientation Participants	1,287	872	800	537
Paid Mentors	730	252	374	324
New Teachers with Mentors	n/a	474	438	335
Mentor Log Data (by hours)	n/a	9,046	11,759	6,780
Mentors Completing TOT-02 and TOT-03	130	209	155	195
New Teachers Taking NTT Modules (01, 02, 03)	140	88	65	145
Professional Development Workshops	350	255	97	173

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Educators Certified by the National Board for Professional Teaching Standards

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

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

With 363 National Board Certified teachers overall, Montgomery County far surpasses all other counties in Maryland and ranks among the top 20 school districts in the nation in the number of new and cumulative total of National Board Certified educators.

Teacher Tuition Reimbursement Data

Table KK-7

Teacher Tuition Reimbursement 2005–2008	
Year	Amount Reimbursed
2005	$2,077,030
2006	$2,400,000
2007	$2,907,847
2008	$3,322,006

Administrative and Supervisory Professional Growth System Data

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

During the 2007–2008 school year, 25 novice principals, including two principals new to MCPS, and two principals new to a level were supported by consulting principals. Of these principals, 23 of the 25 met standard in their performance appraisals (92 percent).

Principals Referred to the Review Panel

Three principals were referred to the Review Panel. One principal accepted another administrative position outside of MCPS and two are currently in the evaluation support cycle receiving the support of consulting principals.

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

Two cohorts of principals took the MCPS Data Course in 2007–2008. Each course involved four sessions of three and one-half hours each. Six principals successfully completed the course. In addition, seventeen principals who were new to their positions in 2007–2008 attended the training and are completing the required data analysis projects in 2008–2009 in order to support their schools' Baldrige Guided School Improvement Plans. To date, 190 administrative personnel have completed the course (including those who completed the parallel MSDE course). Of those participants, 153 are current principals in MCPS (Figure LL-1).

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Figure LL-1

Data Course Completers (current principals)

Figure LL-3

Secondary Principal Appointees
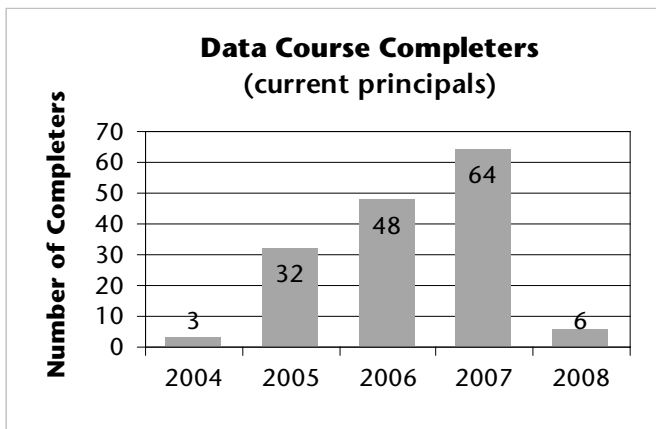
Principal Appointments

In 2007–2008, ninety-five percent, or 20 elementary principalships and acting principalships were awarded to internal candidates who completed the MCPS Elementary Leadership Development Program. One principalship was awarded to an external candidate. (Figure LL-2).

Figure LL-2

Elementary Principal Appointees
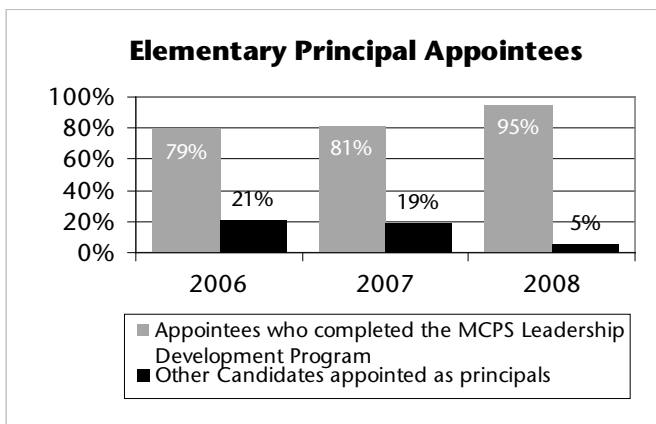
In 2007–2008, eighty-six percent, or 7, of the secondary principalships were awarded to candidates who came through the Secondary Leadership Development Program (Figure LL-3). One principalship was awarded to an external candidate.
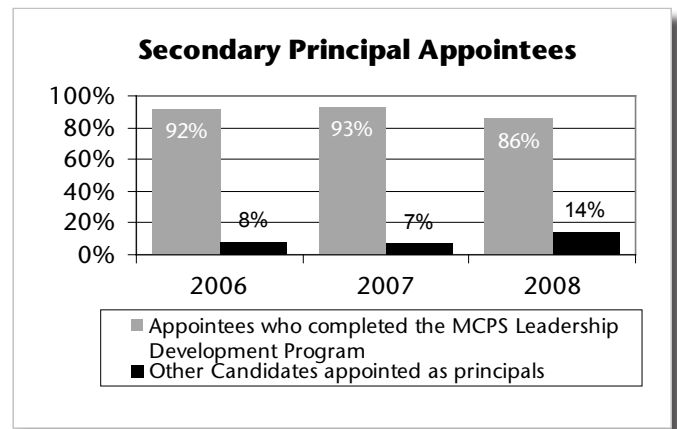
Performance on the A&S PGS Standards

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

The work of the elementary and secondary leadership development programs is informed and driven by the MCPS Strategic Plan—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, 2006–2008
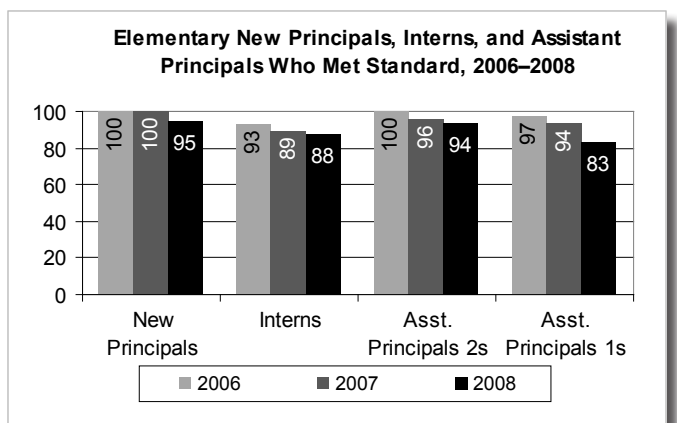
In 2007–2008 the following were met:
- Ninety-five percent (18/19) of new elementary principals met standard.
- Eighty-eight (15/17) percent of elementary principal interns met standard. Two interns returned to assistant principal positions.

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- Ninety-four percent (31/33) of elementary assistant principal 2s (AP2s) met standard. Two AP2s are receiving additional training and continuing in the AP2 program.
- Eighty-three percent (30/36) of the elementary assistant principal 1s (AP1s) met standard. Four AP1s exited the program to return to teaching positions. Two AP1s are receiving additional training and continuing in the AP1 program.

Figure LL-5

Secondary New Principals, Interns, and Assistant Principals Who Met Standard, 2006–2008
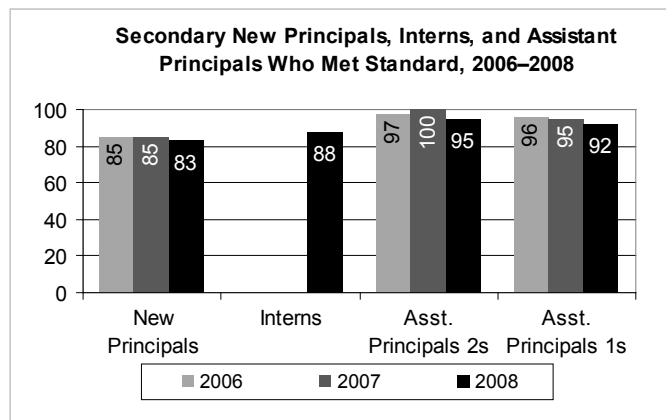
In 2007–2008 the following were met:
- Eighty-three percent (5/6) of new secondary principals met standard.
- Eighty-eight percent (7/8) of secondary principal interns met standard. One intern accepted a position in another school district.
- Ninety-five percent (19/20) of secondary assistant principal 2s (AP2s) met standard. One AP2 is receiving additional training and continuing in the AP2 program.
- Ninety-two percent (24/26) of secondary assistant principal 1s (AP1s) met standard. One AP1 exited the program and returned to a teaching position. One AP1 is receiving additional training and continuing in the AP1 program.

Administrative Tuition Reimbursement

Table LL-6

Administrative Tuition Reimbursement 2005–2008	
Year	**Amount Reimbursed**
2005	$26,011
2006	$29,484
2007	$50,017
2008	$77,521

Supporting Services Professional Growth System Data

The Supporting Services Professional Growth System (SSPGS) recognizes the roles of supporting services employees as multifaceted, dynamic, and integral to supporting high-quality teaching and learning. The SSPGS establishes an infrastructure that describes the skills and knowledge required for 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 Performance Improvement Process through the 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

One component of the SSPGS is the performance improvement process (PIP), which provides underperforming supporting services employees with an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. There are several options to address issues of underperformance, including a six-month Peer Assistance & 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 223 referrals to PIP (Table MM-1). This number reflects the all schools and offices with the exception of three (3) Department of Transportation depots.

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Table MM-1

Referrals to the Performance Improvement Process			
	FY 2006	FY 2007	FY 2008
Formal evaluation	11	33	43
Documented history of underperformance	49	46	41
Totals	60	79	84

PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals. 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 three-year implementation of the SSPGS, PGCs have spent an average of 58.8 hours per client who has completed the six-month PAR program. Professional Development Plans were developed by support professionals in schools and offices that were included in Phase I of the SSPGS implementation. To assist employees and supervisors in the completion of PDPs, electronic tutorials were created and posted on the SSPGS website. During FY 2008, the SSPGS webpage had more than 8,500 downloads and more than 2,400 visits.

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 2008, attendance at supporting services computer and competency-based trainings was 5,486, which represents a 57 percent increase over FY 2007.

Studying Skillful Paraeducator (SST Para): Paraeducators have the opportunity to participate in the SST Para course to increase their skills in communication, collaboration, and supporting student learning. In 2006, 27 paraeducators completed the course. Last year, 216 paraeducators completed SST Para course and in the past three years, 451 paraeducators have completed the SST Para course.

Training for Paraeducators: 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, 1,841 paraeducators have completed the training and have earned a grade increase.

Training for Instructional Data Assistants: The Supporting Services Training and Development Team collaborated with the Department of Technology Consulting to provide training for instructional data assistants (IDAs). Attendance totaled 487 for classes, including SIMS, IMS, Data Warehouse, Collecting and Displaying Data, Data Monitoring Tools, OASIS, Excel, and PowerPoint. At fall and spring information meetings IDAs share best practices for disaggregating and sharing data which drives student instruction. Attendance in supporting services computer classes topped 2,466 this year, a 61 percent increase over last year. Interest in computer training has increased over the past two years, due in part to the introduction of ePaystub, the new paperless payroll system. Many have gone on to take additional classes, including Microsoft Office applications and FileMaker Pro.

Training in School Finance: 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. In FY08, 193 school financial agents attended School Finance Basic Training. Training on school finance policy and procedure was also provided to 87 secondary interns, secondary AP1s, Secondary AP2s and Secondary ASAs. Work on the second School Finance training module is in progress.

Training in Partnership with Montgomery County Government: The training partnership between MCPS and the Montgomery County Government is in its third successful year. The two agencies shared 51 classes and also collaborated to present the 4th Annual Administrative Professionals Conference at Johns Hopkins University, which was attended by 250 administrative secretaries, 70 of whom 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.

Training for 10 Month Support Professionals: 775 10-month employees received a Tier II stipend for attending four hours of training on a no work no pay day, which is a benefit stipulated in the latest labor contract. Training topics included behavior management, classroom communication, health and wellness, data analysis, customer service, resume writing, interviewing for a job, and basic computer training. Participant evaluations were very positive.

Fiscal Year 2008 Tuition Reimbursement
Table MM-2

Supporting Services Tuition Reimbursement	
Year	Amount Reimbursed
2006	$274,028
2007	$385,806
2008	$475,700

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DATA ★ POINT

Staff Who Receive High-Quality Professional Development

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

Professional Learning Communities Institute

The Professional Learning Communities Institute (PLCI) is an innovative professional development initiative designed to increase student achievement in selected 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. The PLCI experience helps teams to examine their own values and belief systems and empowers them to establish and communicate high expectations for all students. The PLCI builds the capacity of all school leaders to make instructional decisions that lead to increased student achievement.

Each year, schools are invited to apply to be included in the PLCI. A cross-functional team reviews the applications and selects the schools for the next cohort. During the 2006–2007 school years, 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. During 2007–2008, the Cohort II schools completed their second year and exited from the PLCI. In May 2007, five middle schools and six elementary schools were selected to become the third cohort in the PLCI. These Cohort III schools completed year one and will remain in the PLCI through the 2008–2009 school year. In the spring of 2008, six middle schools and four elementary schools were identified as PLCI Cohort IV schools.

School Implementation of PLCI Budget Resources

Each PLCI school has the opportunity to apply for up to $5,000 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.

Impact on Student Learning

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

Results from state assessments have consistently shown that schools that participate in PLCI demonstrate exceptional growth in student achievement as well as narrowing in the gaps between groups of students. For example, scores on the 2008 Maryland School Assessment show the progress made by Cohort II elementary schools during their two years in PLCI, both in raising achievement for all students and in reducing disparities (Tables OO-1 and OO-2).

Table OO-1

PLCI Cohort II Elementary Schools, MSA 2006–2008 Percentage of Students Scoring at Advanced/Proficient				
	2006	**2007**	**2008**	**Change 2006–2008**
Grade 3 Math	79	82	85	+6
Grade 4 Math	79	83	86	+7
Grade 5 Math	71	78	82	+11
Grade 3 Reading	76	83	84	+8
Grade 4 Reading	82	88	91	+9
Grade 5 Reading	75	79	90	+15

Table OO-2-1

PLCI Cohort II Elementary Schools, MSA 2006–2008 Percentage of Students Scoring at Advanced/Proficient, By Race				
	2006	**2007**	**2008**	**Change 2006–2008**
Asian American	90	91	93	+3
African American	60	65	71	+11
White	91	93	94	+3
Hispanic	68	74	83	+15

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Table OO-2-2

PLCI Cohort II Elementary Schools, MSA 2006–2008 Percentage of Students Scoring at Advanced/Proficient, By Race READING				
	2006	2007	2008	Change 2006–2008
Asian American	87	89	94	+7
African American	64	72	79	+15
White	91	94	97	+6
Hispanic	65	75	84	+19

In addition to the student achievement data points, the PLCI staff collects perceptual data through the use of the PLCI team survey. The survey is administered to the school leadership teams six times over two years. The survey explores the evidence of professional learning community characteristics present in the school. The first two survey items are of significant importance to eliminating the achievement gap:

- Q1: Currently at our school, all staff members believe that the fundamental purpose of our school is to achieve high levels of learning for all students,
- Q2: Currently at our school, all staff members demonstrate the belief that all students can learn. Teachers do this through setting high expectations for all students.

The results from Cohort II, who completed the PLCI in June 2008, indicate an 11 percent increase in agreement in Question 1 and a 15 percent increase in agreement to Question 2. The leadership teams show growth in their belief that all students can learn at high levels and an increase in the actions and activities to promote that belief (Figures OO-1 and OO-2).

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

Figure OO-1
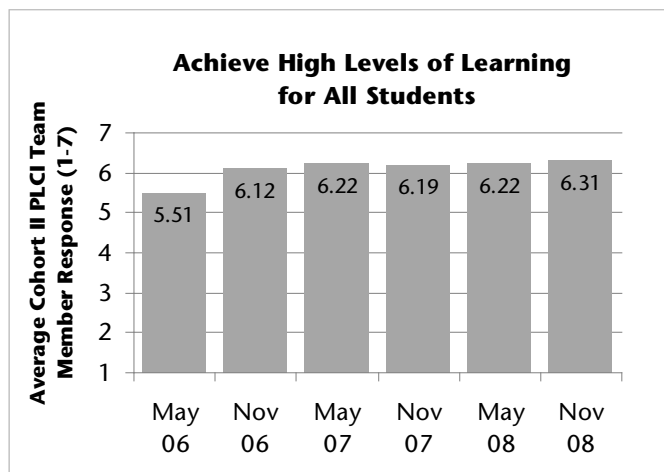
Currently all staff members demonstrate the belief that all students can learn. Teachers do this through setting high expectations for all students.

Figure OO-2
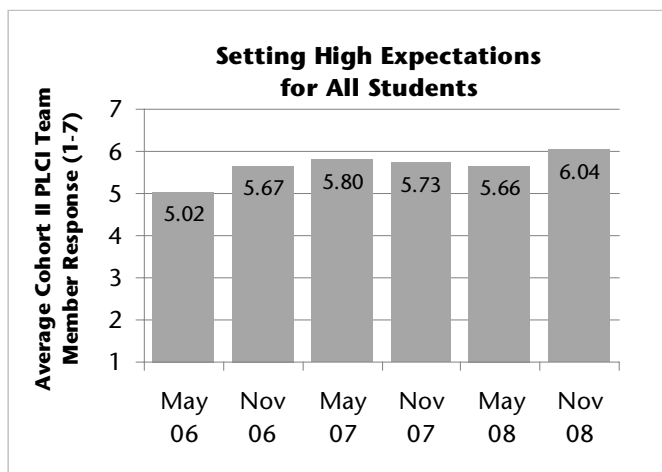
Staff Development Teacher Training

Training for staff development teachers (SDTs) at all levels was differentiated and focused on the following areas during the 2007–2008 school year:

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

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collaboration, and rigorous instruction, and updates on standards-based grading and reporting

- For high school SDTs: professional development included—the study of race and equity as it impacts teaching and learning, developing school professional development programs that are aligned with their SIP in schools and can be monitored to determine impact on both teachers and students, and updates on standards–based grading and reporting.

In addition to the training that is provided to SDTs, each of the 210 SDTs in the system, at all levels, is assigned a staff development specialist from the Staff Development Teacher Project Team in the Office of Organizational Development. The staff development specialist serves as a personal coach for the SDT, supporting his/her work in the school building to implement improvement plans and create results for staff and students.

Evaluation of the SDT Project

Each year SDTs are required to administer a feedback survey to the teachers in their buildings in order to reflect on their practice and inform improvement in the satisfaction of teachers with the supports they provide. The SDT survey has been given each year for several years, but was modified this last year in response to stakeholder input. This year, 6,976 teachers in 195 schools completed those surveys. Below are selected results from the compilation of those survey responses. The data are also available disaggregated by elementary, middle, and high school responses.

Table OO-3

Staff Development Teacher Survey Feedback			
The SDT in my school …	Percentage of Teachers Who Strongly Agreed with the Item	Percentage of Teachers Who Agreed with the Item	Percentage of Teachers Who Disagreed with the Item
Communicates high expectations for me as a teacher	61%	32%	2%
Models effective instructional strategies (e.g., during team or staff meetings, trainings, working with teachers in the classroom, workshops).	59%	33%	6%
Provides support for me to work toward meeting our school improvement goals.	52%	35%	5%
Provides information on MCPS expectations and initiatives (e.g., grading and reporting, teacher professional growth system, curriculum implementation, race and equity, etc.)	58%	34%	4%
Supports the use of data to inform instruction to meet students' needs.	59%	33%	3%
Supports our school in the study of race and equity (training, study groups, discussion groups, etc.)	62%	27%	3%

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

School Leadership Teams Institute

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

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

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

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

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

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

Table OO-4

Schools Attending SLTI Workshops Between May 2006 and August 2008 *Participation is contingent upon available spaces*					
Schools by Level	**Shared Leadership Workshop**	**Effective School Leadership Teams Workshop**	**Facilitation of Effective Meetings Workshop**	**Skillful Team Collaboration Workshop**	**TOTAL Workshops**
Elementary Schools	44	9	11	2	66
Middle Schools	21	5	2	1	29
High Schools	7	1	2	0	10
Special Schools	1	0	1	0	2
TOTAL SCHOOLS	73	15	16	3	107

Table OO-5

Shared Leadership: A Team Examination of Collaboration & Empowerment Workshop *Participant Satisfaction Data for the 2007–2008 School Year*				
	July 07	**Aug 07**	**Oct 07**	**Feb 08**
The workshop was relevant to our work as a leadership team.	99.2%	100.0.%	97.1%	98.2%
The processes used in the workshop provided us the opportunity to assess our needs as a school leadership team.	99.2%	100.0%	100.0%	100.0%
As a result of this workshop, we were able to develop an action plan defining the next steps to improve our effectiveness as a school leadership team.	94.1%	92.0%	100.0%	96.3%

Equity Training and Development Team

The Equity Training and Development Team (ETDT) in the Office of Organizational Development continues to focus on: 1) building leadership staff capacity to lead for equity, 2) deepening capacity of OOD staff to explicitly infuse equity content and processes into all professional development programs and projects, and 3) providing direct services, consultation, and resources to support school-based and central services study and dialogue about the impact of race and ethnicity on teaching and learning. Schools receiving equity training must commit to at least a year-long program that is aligned to an equity goal in the School Improvement Plan. Requests from schools for this long-term support has risen from five in FY 2005 to 66 in FY 2009. Between July 2007 and June 2008 the team provided more than 1,000 hours of professional development, benefiting approximately 2,100 individual staff members.

The ETDT also works with job-alike groups and other MCPS offices to build the capacity of staff to incorporate race and equity into their work with client groups. The superintendent's administrative and supervisory meeting with principals and central office staff continue to focus on race and equity. Specific clusters of school-based staff development teachers and individual staff development teachers are supported in their equity work with direct training, consultations, planning assistance and the provision of resources. Human relations in-service course instructors receive session by session training plans and all required supplementary materials to support the implementation of high-quality course delivery. ETDT members work on a regularly scheduled basis with the staff in the Office of Special Education and Student Services, the Leadership Development Program Team, the School Counseling Services Office, the Division of Accelerated and Enriched Instruction, and Alternative Programs among others. ETDT supports system initiatives such as the Deputy's Minority Achievement Advisory Committee, Latino Education Coalition Program and Kennedy Project.

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

DATA ★ POINT

Diversity in Workforce

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

This data point provides information about the diversity of the MCPS workforce. It reports the gender and racial make-up of administrators, teachers, and supporting services employees during fiscal years 2006, 2007, and 2008. The data point also provides longitudinal information, including racial and gender data for the 2000 baseline year and similar data for fiscal years 2006, 2007, and 2008.

During FY 2008, there were 22,190 employees, of which 74 percent (16,367) were female and 26 percent (5,755) were male. White employees represented 66.2 percent (14,649) of all employees,18.6 percent (4,114) were African American, 8.4 percent (1,849) were Hispanic, 6.5 percent (1,443) were Asian American, and 0.3 percent (67) were American Indian (Table PP-1).

During 2008, 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 (9,222) of teachers, 67.2 percent (6,246) of supporting services, and 63.5 percent (469) of administrators were female. Males comprised 20.1 percent (2,322) of teachers, 32.8

percent (3,024) of supporting services employees, and 36.5 percent (270) of administrators.

White and African American employees comprise a greater percentage of all positions in MCPS. Approximately 61.6 percent (455) of administrators were White and 31.9 percent (236) of administrators were African American. All other racial groups comprised a total of 6.5 percent (48) of all administrator positions. The majority of teacher positions, 79 percent (9,119), were held by White employees. Approximately 25.1 percent (2,331) of supporting services employees were African American. More than 14.3 percent (1,332) of supporting services employees were Hispanic and 9.8 percent (910) were Asian American.

The number of African American administrators increased by 6.2 percent between the 2000 baseline year and 2008. The number of Asian American administrators increased by 1.1 percent, while Hispanic administrators decreased by 1.6 percent during this time period (Table PP-2).

The number of African American teachers increased by 1.1 percent between 2000 and 2008. The number of Hispanic teachers increased by 0.7 percent, and Asian American teachers increased by 1.4 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 9.8 percent during 2008. The number of Hispanic employees holding supporting services positions has increased from 8.1 percent during 2000 to 14.3 percent during 2008. The number of White employees holding supporting services positions decreased 10.7 percent from 61.1 percent in 2000 to 50.9 percent in 2008. The percentage of African American employees in supporting services positions dropped from 25.9 percent to 25.1 percent during this period of time (Table PP-4).

Table PP-1

			Asian American	African American	White	Hispanic
Workforce Diversity **Percentage Gender and Racial Composition** **2007–2008**						
	Males	**Females**	**Asian American**	**African American**	**White**	**Hispanic**
Administrators	36.5	63.5	3.1	31.9	61.6	3.0
Other Professionals	17.2	82.8	3.3	18.1	72.1	6.3
Supporting Services	32.8	67.2	9.8	25.1	50.4	14.3
Teachers	20.1	79.9	4.2	12.6	79.0	4.0
Total	26.0	74.0	6.5	18.6	66.2	8.4

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-2

Administrator Diversity 2000, 2006–2008 Percentage Gender and Racial Composition						
Year	Males	Females	Asian American	African American	White	Hispanic
2000	40.9	59.1	2.0	25.7	67.3	4.6
2006	39.3	60.7	2.3	30.1	63.9	3.4
2007	37.0	63.0	3.0	30.1	63.1	3.3
2008	36.5	63.5	3.1	31.9	61.6	3.0

Table PP-3

Teacher Diversity 2000, 2006–2008 Percentage Gender and Racial Composition						
Year	Males	Females	Asian American	African American	White	Hispanic
2000	20.3	79.7	2.8	11.5	81.9	3.3
2006	20.0	80.0	4.0	12.3	79.6	3.9
2007	20.1	79.9	4.0	12.5	79.4	3.9
2008	20.1	79.9	4.2	12.6	79.0	4.0

Table PP-4

Supporting Services Diversity 2000, 2006–2008 Percentage Gender and Racial Composition						
Year	Males	Females	Asian American	African American	White	Hispanic
2000	32.0	68.0	4.6	25.9	61.1	8.1
2006	33.2	66.8	8.4	25.9	52.7	12.6
2007	32.9	67.1	9.1	25.5	51.6	13.4
2008	32.8	67.2	9.8	25.1	50.4	14.3

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

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

Highly Qualified Teachers

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

Of the 20,444 core academic subject classes taught by MCPS teachers as of December 1, 2007, 92.5 percent (18,902) as taught by teachers who were designated highly qualified, and 7.5 percent (1,542) 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 7 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
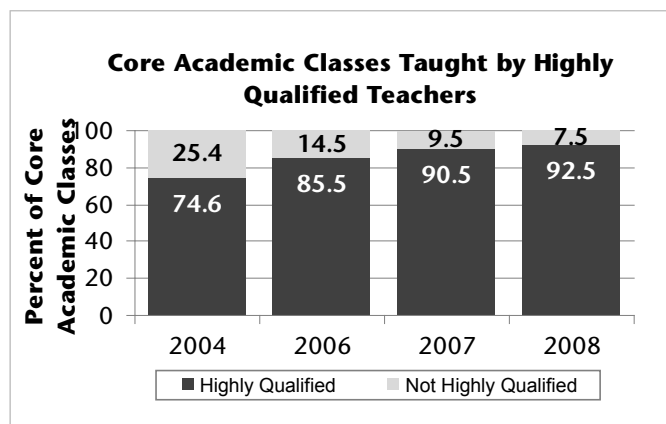
The Office of Human Resources (OHR) staff continues to review the designations of all teachers who are teaching in the core academic areas and to work with school administrators to ensure that teachers are assigned to classes in areas for which they are certified.

Paraeducators in Title 1 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 (HQ)," 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 or higher.

During the 2007–2008 school year, the Office of Human Resources received notification of schools newly designated Title I Schools for the 2008–2009 school year and notified paraeducators in newly designated Title I schools who were not designated "highly qualified" to verify their HQ status or pass the PRAXIS Para-Pro Assessment if they wished to stay in their current assignment for the 2008–2009 school year. 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, 2007, were assigned to non-Title I schools.

During the 2007–2008 school year, there were 223 paraeducators in 23 Title I schools. Of those, 100 percent met NCLB requirements.

Milestone: Strategic plans exist and are aligned at all levels of the organization.

Baldrige Implementation

MCPS has adopted the Malcolm 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.

Three Baldrige Quality Academies, two elementary schools (Glenallan Elementary School and Sherwood Elementary School) and one secondary school (Tilden Middle School), served as visitation sites to support implementation at the classroom level.

Approximately 2,000 teachers visited the Baldrige Quality Academies during the 2007–2008 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 2007–2008 school year, as part of the ongoing 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 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. As of the July 2008 training, all schools have received an additional day of training using the Baldrige Criteria and developing quality action plans. 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.

Twenty-five central office staff members received Greenbelt training in using the Six Sigma method to Improve key processes during the 2006–2007 school year. During 2007–2008, staff worked on a number of process improvement projects some of which included: OCIP Position Management; Reduction in Print Costs for the Department of Communications (approximately $85,000.00 in cost savings); Elementary School Cargo Orders (approximately $7,500.00 in cost savings); HVAC Lifecycle Replacement Management; Workplace English Program and Written Communication Procedures (50 percent reduction in time for responding to correspondence). The Greenbelts will be developing new charters for process improvement during the 2008–2009 school year.

During 2008–2009, each office, department, and division will be working on developing systems to identify, map, evaluate, and refine key processes. These processes will serve as the accountability measures for how we perform the functions of our various work systems. We also will continue learning about process improvement and innovation through our work with lean thinking, value stream mapping, Six Sigma, and Baldrige.

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

Staff Survey Data on Office and School Environment

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.

The 2007–2008 results are not available because the staff survey was not administered in the spring of 2008. The next administration of the staff survey is scheduled for late fall 2008.

Figure SS-1
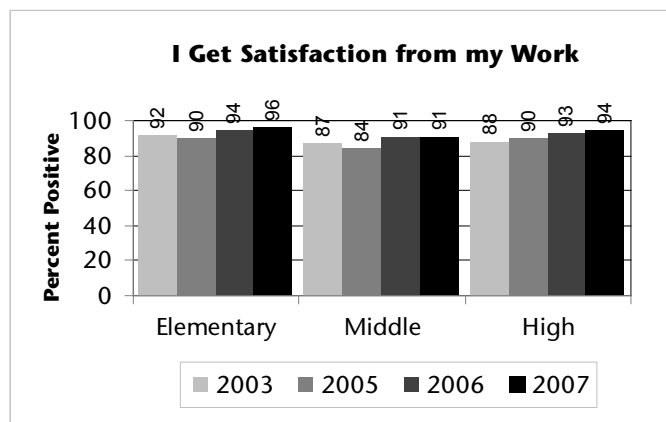
Source: *Staff Survey of School Environment, MCPS.*

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
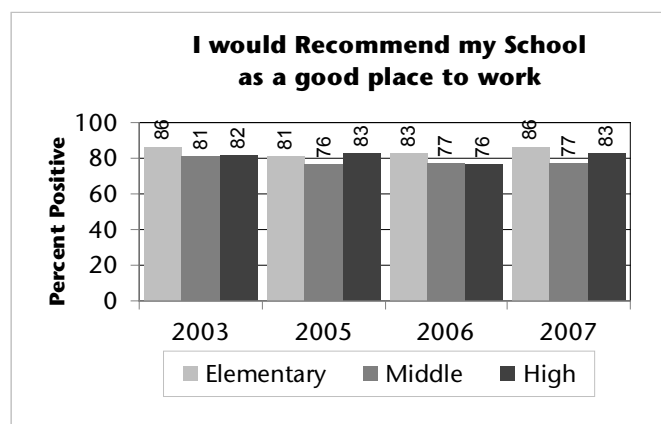
Source: *Staff Survey of School Environment, MCPS.*

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).

The next administration of the Survey of Work Environment is scheduled for spring 2009.
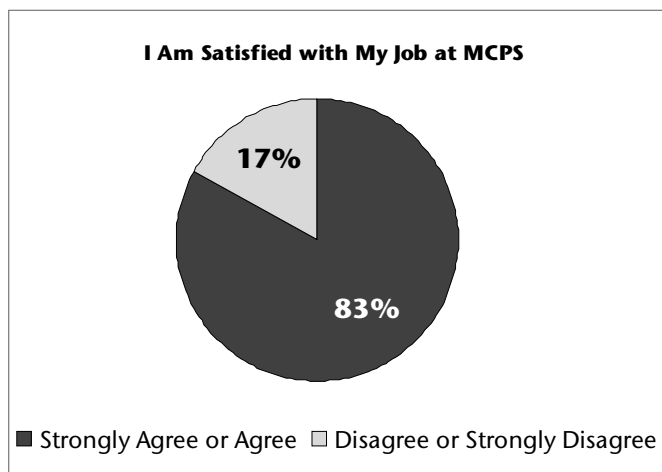
Figure SS-3
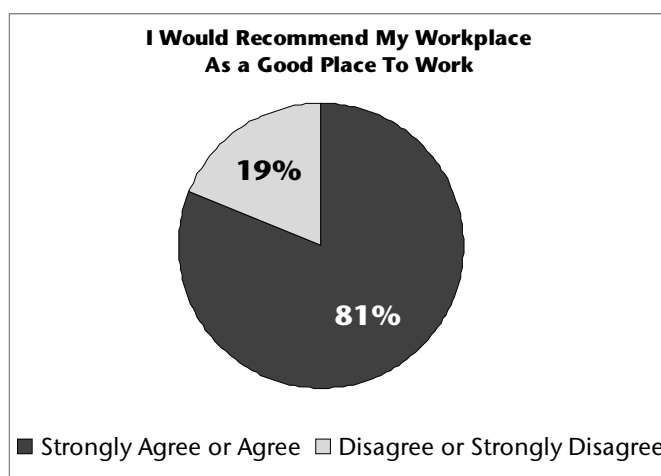
Source: *Survey of Work Environment, Non-school-based Employees, MCPS.*

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

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

Figure SS-4

I Am Satisfied with My Job at MCPS

17%

83%

■ Strongly Agree or Agree □ Disagree or Strongly Disagree

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 2007–2008 (Table TT-1).

Table TT-1

Number of Employees Recognized for their Efforts in Pursuit of System Goals			
	2005–2006	**2006–2007**	**2007–2008**
Administrative and Supervisory/Teachers/Supporting Services			
Years of Service Recognition—15, 25, 35 years	766	710	745
Retirement Reception	186	170	173
Above and Beyond the Call of Duty (ABCD) Awards	16	385	28
Administrative and Supervisory			
Mark Mann Excellence and Harmony Award	1	2	1
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	1	3	1
Deans of Educational Administration (30 years or more in educational administration)	3	0	0
Teachers			
National Board Certification for Professional Teaching Standards	57	68	74
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
Supporting Services			
*Supporting Services Employee of the Year	1	1	1
Energy Conservation Performance Awards—School Plant Operations	46	103	72
Perfect Attendance—School Plant Operations	6	5	0
Perfect Attendance—Food Safety and Food Preparation	71	71	69
Perfect Attendance—Bus Operators and Attendants	20	37	40
Safe Driving Awards for Bus Operators— 5, 10, 15, 20, 20+ years of accident-free driving	176	159	153
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation staff—5, 10, 15, 20, 20+ years	188	186	172

*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 199 schools, almost 139,000 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 and effective schools and office operations.

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

Goal 5 encompasses the following milestones and accompanying data points:

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

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

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

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

Family of Measures

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

Process Design/Improvements Process

PDSA

Design new process → Identify need for new process

Improve existing process → Identify need for improvement of existing process

Establish action team to represent process. Include, customers, suppliers, stakeholders, and partners as members, if applicable.

PLAN

Research customer needs and requirements, best practices, and benchmarks.

Obtain data on process ID causes & OFI based on best practices, benchmarks, customer, supplier, and partner requirements. Incorporate complaint-management feedback into periodic review of key processes.

LEAN

Identify and prioritize opportunities

Define project

Document and measure current reality

DO

Develop process. Establish goals and measures. Pilot procedures.

Improve process. Establish goals and measures. Pilot new procedures.

Analyze and ID waste

Optimize flow and remove friction

STUDY

ACT

Educate, train, and communicate to all customers. Implement plan for new or improved process.

Implement and validate

Measure performance. Evaluate process performance based on established goals and measures of success.

Measure and sustain

Feedback—Adjust process based on performance evaluation results. Develop improvements to meet requirements. Determine need for further PDSA / LEAN or move to full implementation and monitor.

Communicate and acknowledge success

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

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
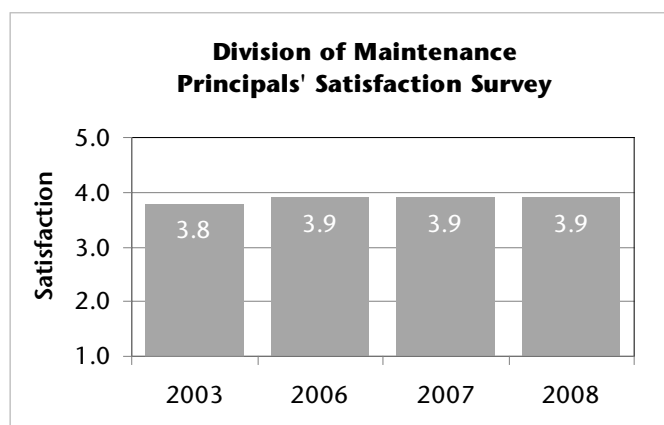
The Department of Materials Management (DMM) provides a forum for school staff to give feedback on products, services, and best practices. Designed to continuously listen, learn, and improve products and services, in FY 2008, DMM addressed 93 percent of more than 490 focus group issues.

The Office of the Chief Operating Officer (OCOO) uses the data from the surveys of supporting services to determine the student and parent levels of satisfaction in four major categories—Food 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). The surveys were not administered in 2008 and as a result no data are available for 2008, however since there are few significant differences in the data from year-to-year, the OCOO will be using the 2007 data to guide its strategic planning. The surveys will again be administered late fall 2008.

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

Transportation, Level of Satisfaction			
	2005	2006	2007
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 2008, 880 new teachers and 638 new supporting services employees were hired. This data point provides information about the number and percentage of teachers hired during 2007–2008 who are designated "highly qualified."

NCLB requires that teachers of core academic subjects meet requirements to be designated "highly qualified." Of the 662 newly hired teachers hired to teach a core academic subject, 597 were "highly qualified." Ninety 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, since 2000 is a direct result of evaluating and refining the negotiations process, the collaborative working environment that exists between the employee organizations and MCPS staff, and continuous improvement of the investigative process that recommends disciplinary action only when the allegations are sustained for cause. Except for FY 2008, grievances and administrative complaints have been steadily declining with MCEA (teachers) for the same reasons. Due to the small number of Administrative and Supervisory-level grievances, a report is not generated. In FY 2008, a fourth bargaining unit was added, the Montgomery County Business Operations Administrators (MCBOA). With all bargaining units, MCPS uses an interest-based bargaining process that has strengthened the collaborative relationship between the Board and employee organizations and significantly reduced grievances overall (Figures VV-1 and VV-2).

Figure VV-1

Montgomery County Education Association (MCEA) Grievances

Figure VV-2

Service Employees International Union (SEIU) Local 500 Grievances
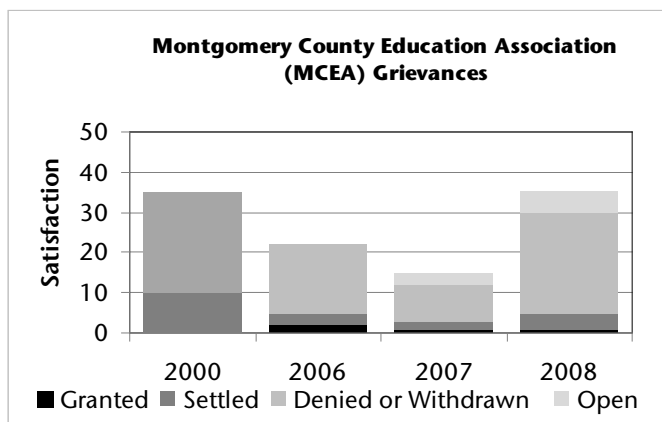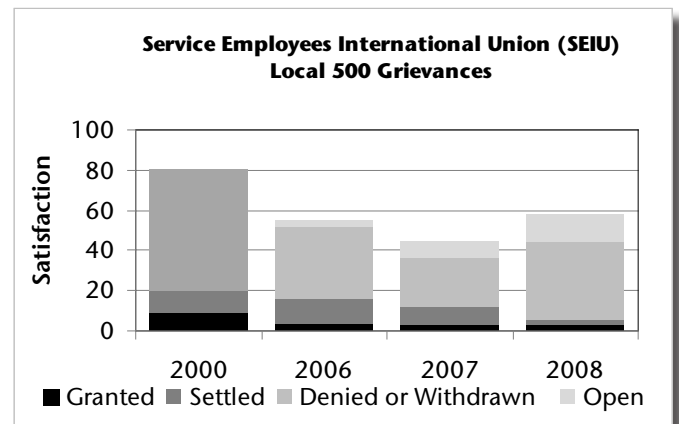
Leadership Training for Supporting Services

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 weeklong 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

Division of Food and Nutrition Services Today's Manager Training
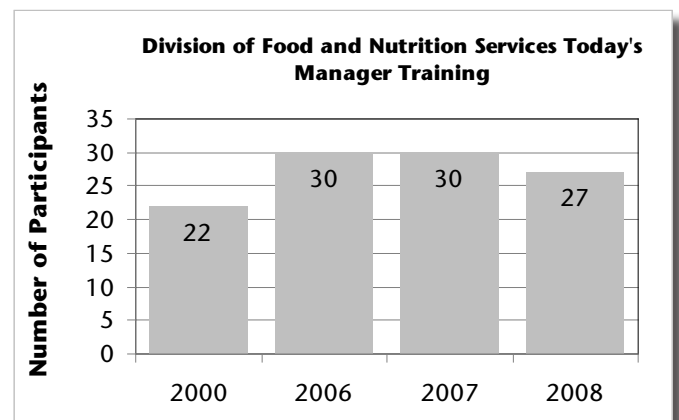
The School Plant Operations Supervisory and Leadership class is designed to improve the supervisory skills of current building service managers and to prepare other employees interested in being promoted into these positions. Training includes how to plan, schedule, and organize work, time and material 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

School Plant Operations Supervisory Leadership Training
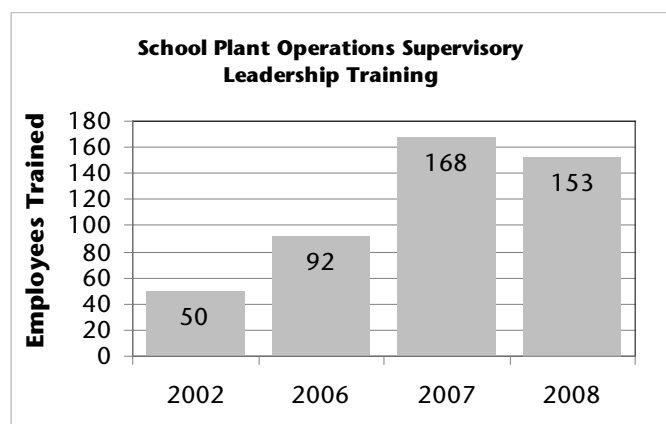
Employee Turnover and Retention

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 2008.

During 2007–2008, there were 747 administrators, of which 92.8 percent (693) were retained and continued employment with MCPS. Of the 54 administrators who ended active service with MCPS, 30 retired and 24 terminated employment. During this same time period, there were 11,929 teachers, of which 93.5 percent (11,153) continued employment with MCPS. Of the 776 teachers who ended active service with MCPS, 238 retired and 538 terminated employment. During the 2007–2008 school year, there were 9,523 supporting services employees, of which 93.9 percent (8,944) continued employment with MCPS. Of the 579 supporting services employees who ended active service with MCPS, 180 retired and 399 terminated employment.

Table VV-1

Administrators: Turnover and Retention					
Fiscal Year	Number of Administrators*	Turnover		Retention	
		Number	%	Number	%
2004	634	46	7.3	588	92.7
2005	649	49	7.6	600	92.4
2006	692	48	6.9	644	93.1
2007	736	49	6.7	687	93.3
2008	747	54	7.2	693	92.8

*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	Number of Teachers*	Turnover		Retention	
		Number	%	Number	%
2004	11,226	884	7.9	10,342	92.1
2005	11,346	875	7.7	10,471	92.3
2006	11,665	812	7.0	10,853	93.0
2007	11,929	913	7.7	11,016	92.3
2008	11,929	776	6.5	11,153	93.5

*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	Number of Supporting Services Employees*	Turnover		Retention	
		Number	%	Number	%
2004	8,641	638	7.4	8,003	92.6
2005	8,831	735	8.3	8,101	91.7
2006	9,080	718	7.9	8,365	92.1
2007	9,323	695	7.5	8,628	92.5
2008	9,523	579	6.1	8,944	93.9

*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

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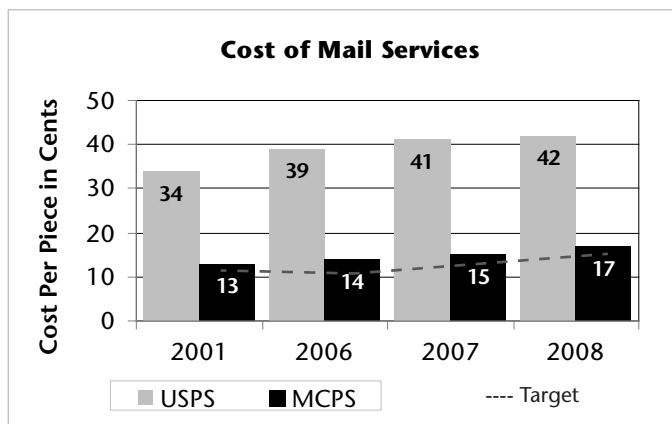
The Purchasing Card Program streamlines the process of making low-dollar purchases and reduces the number of hours spent by staff processing paper purchase orders. The amount of time saved equates to a savings of more than $1.5 million per year (Figure WW-2).

Figure WW-2

Purchase Card Dollar Volume
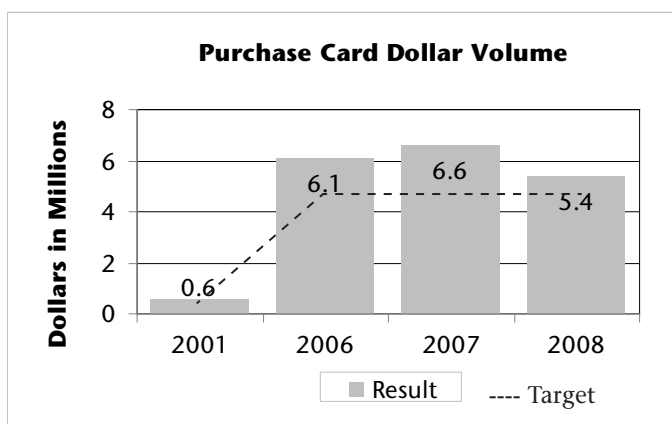
Cost avoidance measures the cost savings from investments in the School Energy and Recycling Team (SERT) and Green Schools energy conservation programs. Monthly utility bills are analyzed against a baseline to determine the amount of savings achieved by the programs. The baseline is formed from energy consumption from previous years, adjusted for variations in weather and facility floor area. Cost avoidance from summer peak load management has become significant and is included in the total for this year. The cost avoidance for 2008 is $2.2 million (Figure WW-3).

Figure WW-3

Cost Avoidance Measures—School Eco Response Teams (SERT) and Green Schools
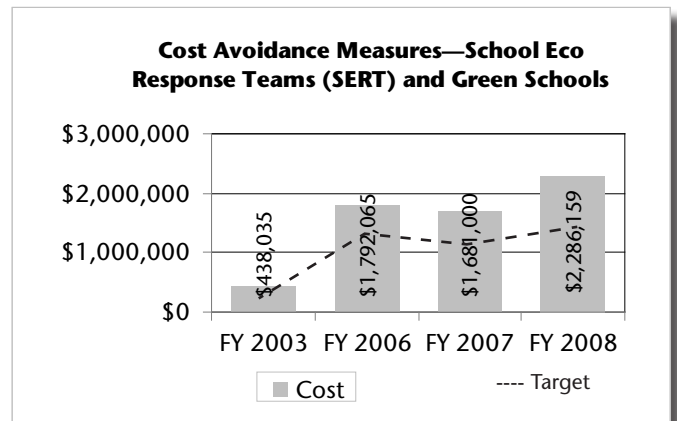
Internal and external fiscal accountability is governed by federal and state statutes and the Code of Maryland Administrative Regulations (COMAR), county charter, and Board policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental Accounting, Auditing, and Financial Reporting; and state and federal rules and regulations regarding the Freedom of Information Act. During the past 25 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.

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).

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

Figure WW-4
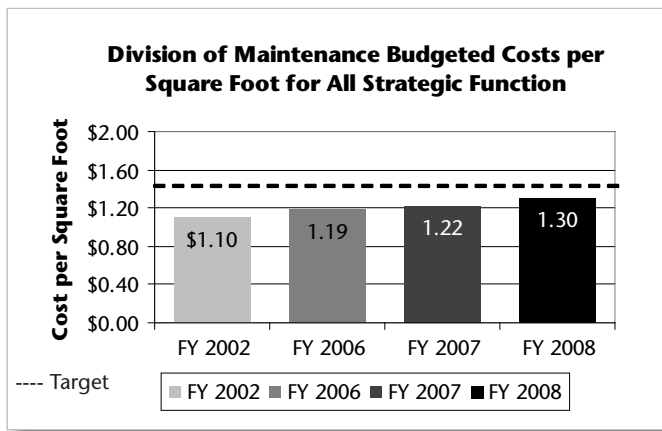
Division of Maintenance Budgeted Costs per Square Foot for All Strategic Function

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
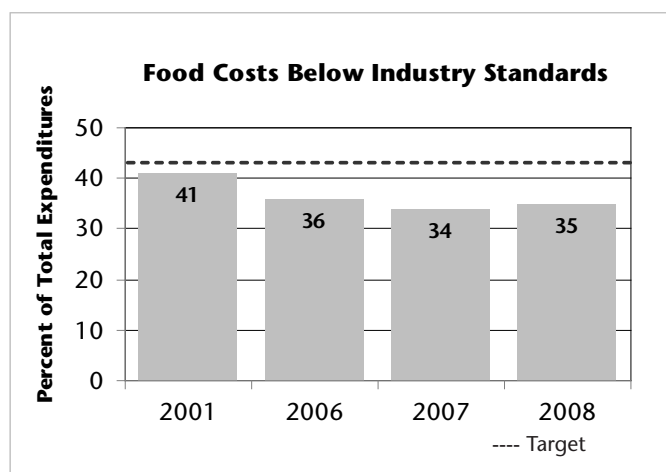
- Copy-Plus is a program that provides school staff with document preparation service. Data analysis has determined that every 2,500 pages produced by Copy-Plus will save one hour of school staff time. During the second year of operation Copy-Plus program produced more than 79 million copies in FY 2008 equating to 31,600 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
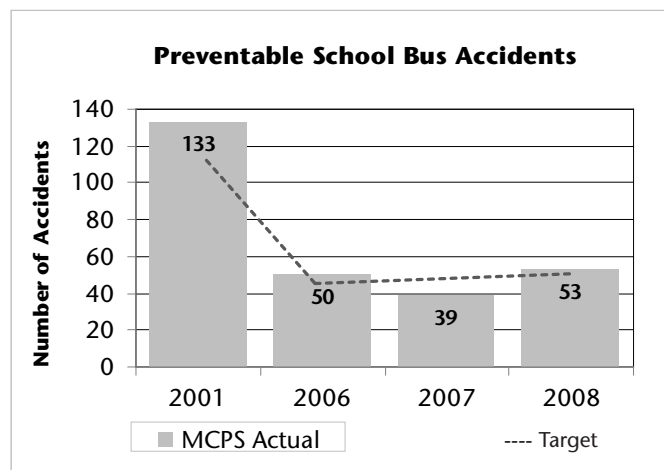
MCPS Energy Consumption

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.
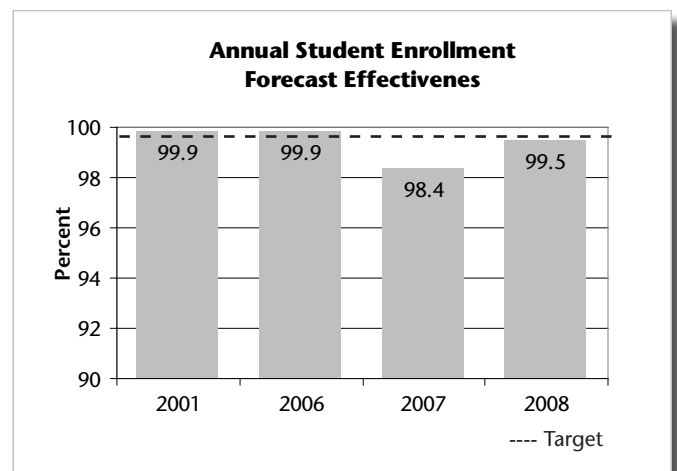
Figure XX-3

MCPS Energy Consumption

Bar chart with y-axis from 0 to 80,000. Bars: FY 2003 = 66,189; FY 2006 = 58,186; FY 2007 = 61,803; FY 2008 = 58,920. Legend: ■ Goal; ---- Target

Figure XX-4

Facilities Maintained
(Square feet of floor area)

Bar chart, y-axis "Millions of Square Feet" from 0 to 25. Bars: FY 2003 = 21.2; FY 2006 = 22.1; FY 2007 = 22.9; FY 2008 = 23.0
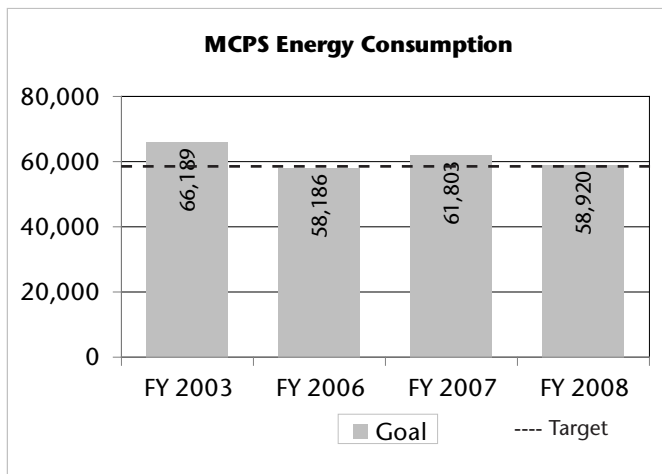
Square footage of facilities maintained is not a performance measure, but an important facilities statistic that reflects growth in overall maintenance workload. As new schools are constructed and old schools are expanded, the additional floor space created (measured in square feet) reflects the additional 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).
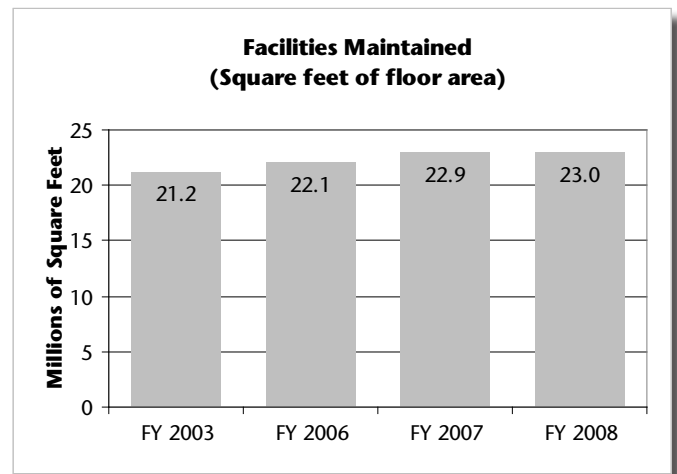
Accurate student enrollment forecasts provide support for capital improvement requests for additional classrooms and new school facilities, as well as for determining the number of classroom teachers and other instructional staff needed. MCPS has been above 98.0 percent in enrollment forecast accuracy 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).

XX-5

Annual Student Enrollment
Forecast Effectivenes

Bar chart, y-axis "Percent" from 90 to 100. Bars: 2001 = 99.9; 2006 = 99.9; 2007 = 98.4; 2008 = 99.5. Legend: ---- Target

Index of Data Points

MCPS At a Glance

Our school system

- 139,276 students for 2008–09
- Largest school system in Maryland
- 16th largest school system in the United States
- Students from 164 countries speaking 134 languages
- 12.85 million school lunches served
- More than 96,000 students transported on 1,272 buses
- 199 schools
  - 130 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
- 33 National Blue Ribbon Schools

Our students

- Demographics (2008–09)
  - 39.0 percent White
  - 23.1 percent African American
  - 22.0 percent Hispanic
  - 15.5 percent Asian American
  - 0.3 percent Native American
- 27.1 percent participate in Free and Reduced-price Meals System (FARMS)
- 12.1 percent receive special education services
- 12.0 percent participate in English for Speakers of Other Languages (ESOL)
- 1616 average combined SAT score, 105 and 118 points above national and state averages, respectively
- 61 National Merit Scholars (Class of 2008)

System resources

- $2.1 billion FY 2009 operating budget
- $1.497 billion six-year Capital Improvements Program (FY 2009–FY 2014)
- 22,190 employees
- 12,067 teachers
- Approximately 82.0 percent of teachers with a master's degree or equivalent

MONTGOMERY
COUNTY PUBLIC
SCHOOLS