



Equity Accountability Model

The MCPS Equity Accountability Model* provides a detailed and focused assessment of school success and publicly monitors and reports all students' performance. The Equity Accountability Model moves beyond the typical state and federal aggregate reporting to performance reporting for specific focus groups of students who have not experienced the same level of access, opportunity or success as other students.

While all students' progress is monitored, an Equity Accountability score for each school is assigned to five focus groups:

Focus Groups				
Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS White/Asian/All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino

Why was the Equity Accountability Model developed?

While the state has a responsibility of establishing rigorous standards for the public schools, education is fundamentally a local responsibility and governed at the local level. A customized MCPS Equity Accountability Model is essential for maintaining the public's trust in the school system and allows MCPS the ability to monitor and report progress on goals unique to the school district.

Components of the Equity Accountability Model

The various components of the Equity Accountability Model will be released at different times based on availability of data. Here is the timeline for release:

- Academic Achievement
- Graduation Rate
- Academic Progress
- Limited English Proficiency
- Students with Disabilities
- Culture and Equity
- Priority Focus

*Reporting Equity Accountability Model Data for Achievement, Progress, Graduation and Students with Disabilities/English Language Learners during the 2018-2019 school year

STUDENTS WITH DISABILITIES COMPONENT

The Students With Disabilities Component of the Equity Accountability Model recognizes the work schools do on behalf of diploma bound students receiving special education services because of a disability. The expectation for students receiving special education services who are diploma bound is the same as all other students. The Students With Disabilities Component is based on Evidence of Learning (EOL) performance where diploma-bound students with disabilities must meet two out of three measures.

Standard for Achievement Component	
90% or above	All diploma-bound students receiving special education services

MCPS Equity Accountability Sample Report

SWD Component (School A)

Below is a sample school report for the Students with Disabilities Component scoring is based on the population of students with an IEP who are seeking a high school diploma. An assigned score is designated based on the percent of students who meet EOL in the current year. In addition, an improvement bonus may be applied for schools that demonstrate large improvements in the percentage of students who meet two out of three measures. To obtain the assigned score with the improvement bonus, the percent of students with Disabilities who met EOL is the current year is compared to the prior year's percent. Schools with an increase between 20-40 percentage points between the two years will receive one-level assigned score bonus. Schools with an increase of more than 40 percentage points will receive a two-level assigned score bonus.

Literacy				
% EOL Literacy 2017	% EOL Literacy 2018	Percentage Points Change	SWD Score	SWD Score + Improved Performance Bonus
42.3%	65.7%	23.4%	2	3

Mathematics				
% EOL Mathematics 2017	% EOL Mathematics 2018	Percentage Points Change	SWD Score	SWD Score + Improved Performance Bonus
34.2%	40.7%	6.5%	1	1

Keys to Assigned Score				
4	3	2	1	0
≥90%	70-89%	50-69%	35-49%	0-34%

Keys to Score Color Ranges				
3.6 - 4	2.6 - 3.5	1.6 - 2.5	0.6 - 1.5	≤ 0.5