

# Annual Report on Our Call to Action

## *Strategic Plan for the Montgomery County Public 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 and GOVERNANCE POLICIES**

- Ensure success for every student— MCPS Policy IKA, Grading and Reporting
- Provide an effective instructional program—MCPS Policy IFA, Curriculum
- Strengthen productive partnerships for education—MCPS Policy ABA, Community Involvement
- Create a positive work environment in a self-renewing organization—MCPS Human Resource Policy in development

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

- Organize and optimize resources for improved academic results
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement
- Develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative
- Use student, staff, school, and system performance data to monitor and improve student achievement
- Foster and sustain systems that support and improve employee effectiveness, in partnership with MCPS employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

*\*Revised March 11, 2003*

### **CRITICAL QUESTIONS**

- What do students need to know and be able to do?
- How will we know they have learned it?
- What will we do when they haven't?
- What will we do when they already know it?

# Annual Report on Our Call to Action

Dear Staff and Community:

The first edition of the *Annual Report on Our Call to Action: Pursuit of Excellence* represents a major step in the school system's accountability to stakeholders. The report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. The successful implementation of strategic reform initiatives by our high-quality workforce has yielded strong student achievement gains during a tremendous period of progress in the Montgomery County Public Schools.

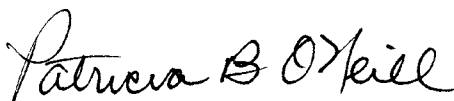
The academic progress is a direct result of the reform initiatives that began in 1999 and became the foundation of the school system's strategic plan. The plan's four goals align with the Board of Education's four core governance policies and provide a framework for monitoring the ongoing reform and improvement efforts.

The *Annual Report on Our Call to Action* details the progress toward meeting the identified milestones within each of the four goal areas. For example, the first class of ninth graders affected by the reforms graduated from high school in 2004 having achieved the highest-ever average SAT score (1102) in Maryland and far surpassing national average scores. The class also produced record Advanced Placement (AP) enrollments and record scores on AP exams. These students also posted the highest-ever results on the state's High School Assessment.

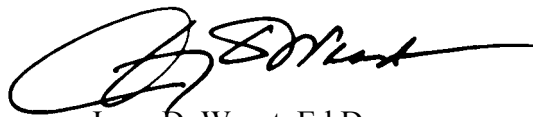
Similarly, the first class of kindergarten students also affected by the reforms completed third grade in 2004 having achieved the highest-ever results on the Maryland School Assessment in reading and mathematics. Through the early childhood reform initiatives, scores improved across racial and ethnic groups. Furthermore, the reforms are demonstrating that academic achievement need not be limited by family income. Recent achievement data show, in fact, that many county schools impacted by poverty are surpassing local, state, and federal standards for proficiency.

The strong student performance and operational achievements identified in the *Annual Report on Our Call to Action* reflect the progress we have made. We have more work to do in closing the achievement gap by race and ethnicity, but we are implementing rigorous academic standards and organizational goals for long-lasting success systemwide. Active stakeholder engagement also has achieved greater business, higher education, and community support for the school system's efforts. Through sustained, regular monitoring of the strategic plan, the effectiveness of academic and operational reforms can be assessed, opportunities for improvements identified, and needed interventions pinpointed.

Respectfully,



Patricia B. O'Neill  
President, Board of Education



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

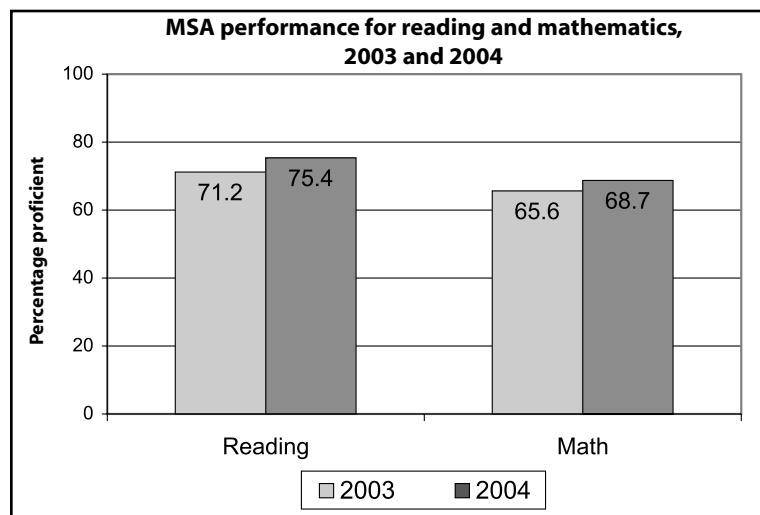
# Annual Report on our Call to Action

In June 2003 the Board of Education adopted *Our Call to Action, Pursuit of Excellence*, the second edition of the school system’s strategic plan. This update of the original November 1999 *Our Call to Action*, while remaining focused on the core mission of providing every student with a high-quality, world-class education, strengthened the strategies, initiatives, and implementation schedules of key reforms. The accountability framework established by the strategic plan, provides a framework for measuring the performance of academic and operational reforms, and identifying opportunities for improvements. This is the first edition of the *Annual Report on Our Call to Action, Pursuit of Excellence* for the Montgomery County Public Schools (MCPS).

The *Annual Report on Our Call to Action, Pursuit of Excellence*, details the school system’s performance on the established milestones and data points of the strategic plan’s goal areas. The plan’s four goals—ensure success for every student, provide an effective instructional program, strengthen productive partnerships for education, and create a positive work environment in a self-renewing organization—align with four core Board of Education governance policies, and are the lenses for evaluating the effectiveness of the school system’s reform efforts. The strong student and operational achievement results described in the *Annual Report*, is continued evidence that the success in the reform efforts are systemwide and not limited to a few programs or initiatives. The results point to significant progress. It is clear that while there has been progress in narrowing the achievement gap, closing the achievement gap remains a significant challenge and area for improvement.

## Goal 1: Ensuring Success for Every Student

This goal and governance policy MCPS Policy IKA, *Grading and Reporting* with which it is aligned focus on the achievement of both individuals and groups of students. One of the cornerstones of the elementary school reform efforts has been the Early Success Performance Plan. Through this early childhood initiative, MCPS has expanded prekindergarten and full-day kindergarten programs, implemented a reading initiative in all first and second grade classes, and put in place other reading interventions at the elementary level. Additionally, key elementary school reform efforts have been targeted for the county’s most highly impacted elementary schools that include 17 federally funded Title I schools and 43 locally funded high-needs schools.

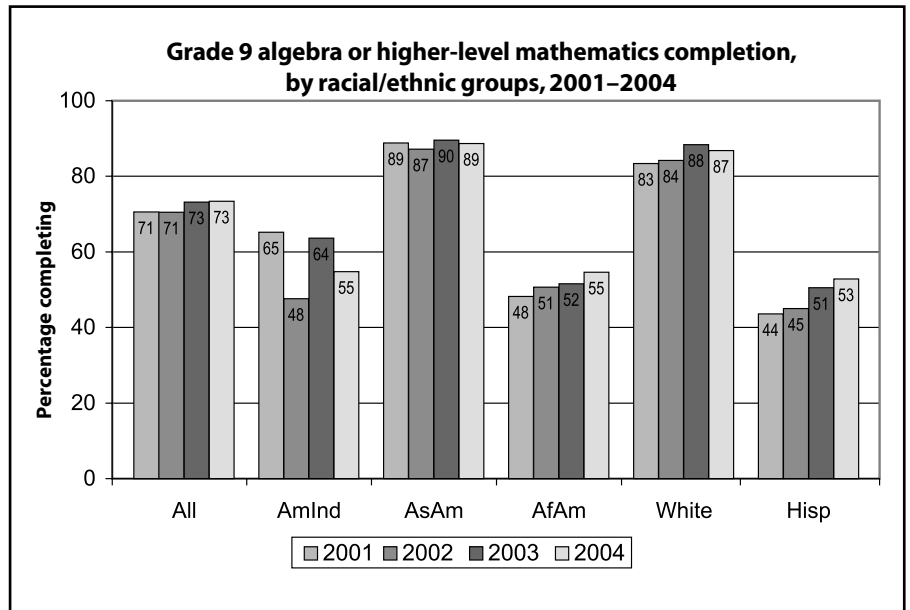


Among the improvement gains from the elementary school reforms is an increase in the overall percentage of students receiving proficient or higher scores in both reading and mathematics on the Maryland School Assessment. There was a 4.2 percent increase in 2004 from 2003 in the number of students receiving proficient or higher scores in reading; and in mathematics, there was an increase of 3.1 percent. Particularly promising is the increase in the percentage of students achieving proficient or higher scores for all racial and ethnic subgroups.

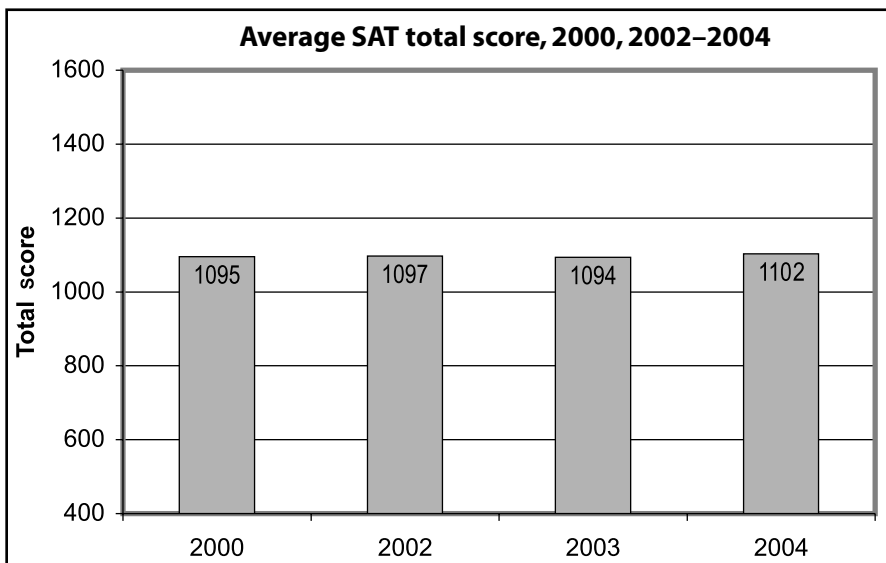
To meet the needs of an increasingly diverse student population, MCPS implemented initiatives to reduce class-sizes, expanded services for special education programs and for English for Speakers of Other Languages (ESOL), and improved student services and mental health supports. Additionally, extended

day and year programs have been implemented at Title I schools, and summer school has been redesigned to provide targeted intervention, enrichment, and acceleration.

The success in increasing student achievement has not been limited to the primary grades. Investment in secondary school reform efforts has yielded increases in student achievement at the secondary level on a number of measures. Reforms at the high school level include signature programs at 17 high schools, a new Downcounty Consortium creating a partnership among five high schools, smaller learning communities, and the development of pilot online courses.



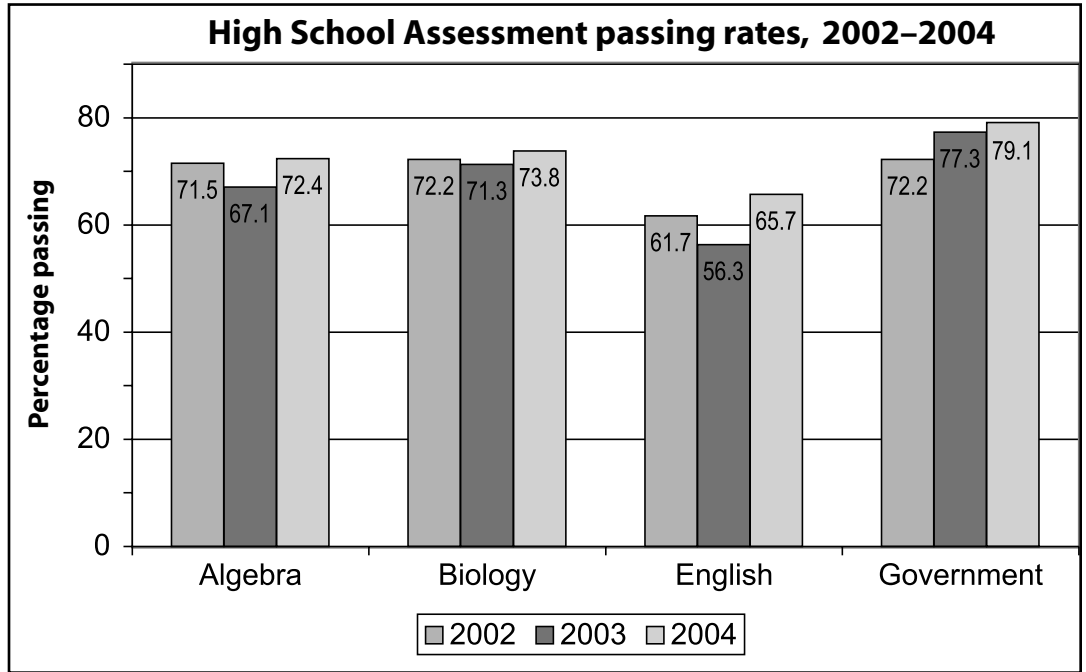
An important secondary school achievement measure identified in the strategic plan is the percentage of students successfully completing Algebra I or a higher-level mathematics course by the end of Grade 9 and geometry by the end of Grade 10. Since the baseline year 2001, there has been a 3 percent increase in the percentage of students who successfully complete Algebra I. Hispanic students and students receiving Free and Reduced-price Meals System (FARMS) services evidenced the greatest increase.



A significant illustration of the effectiveness of secondary school reforms is the increase in both participation and performance of students taking the SAT. The most recent mean SAT score of 1102 is the highest in more than 30 years and surpasses both the Maryland and national average score. This increase of eight points in the average score includes the highest-ever average mathematics score of 561, and the verbal score of 541 represents the highest score in 12 years. These gains are particularly impressive when viewed in conjunction with the increase in participation rates. The student participation rate of 80.2 percent represents the largest group ever to take the test in the school district.



The increase in student achievement on the High School Assessment (HSA) also underscores the effectiveness of the secondary reform efforts. The percentage of MCPS students passing the 2004 HSAs in biology, English, and government reached its highest level since 2002. There was a 9.4 percentage increase in the passing rate in English. The passing rate in government has continued to increase each year and currently stands at almost 80 percent. Additionally, there were very strong gains among all racial/ethnic groups. African American and Hispanic students made greater gains than overall county performance in algebra, biology, and English.

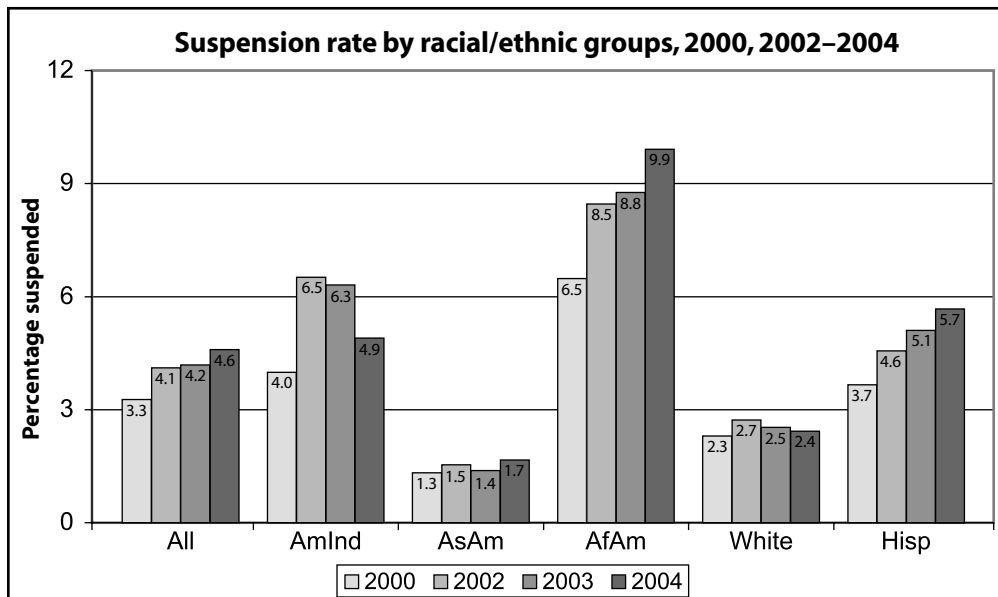


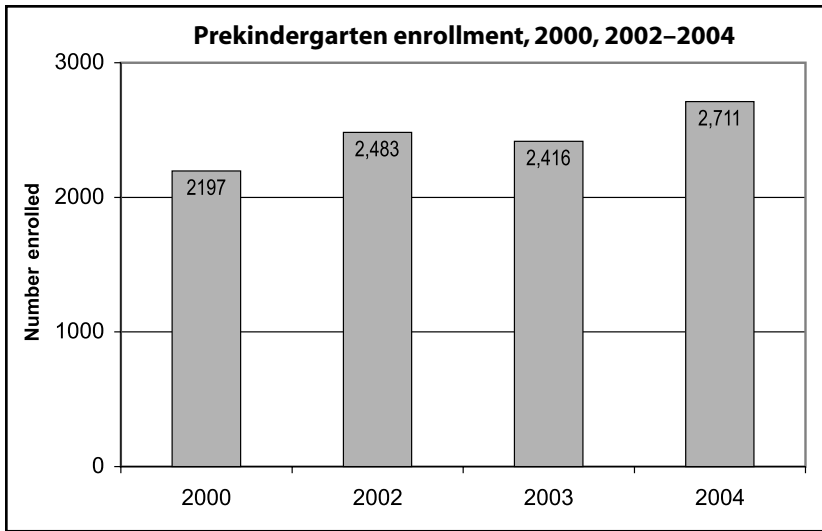
The student suspension data remains an opportunity for improvement. Despite being an area of ongoing focus, the countywide suspension rates have been gradually increasing since 2000. Of particular concern is the disparity in suspension rates among African American, Hispanic, and American Indian students. In addition, male students have approximately double the suspension rate of female students. The data clearly indicate that additional programmatic efforts are required to reduce suspensions and

eliminate the disproportionality in the suspension rates for African American, and Hispanic students.

### Goal 2: Provide an Effective Instructional Program

Goal 2 is aligned with the MCPS core governance policy IFA, *Curriculum*, and establishes a framework for creating a congruent continuum of rigorous curricula, high-quality instruction, and accurate assessment that is essential to student achievement. A number of key strategic reform

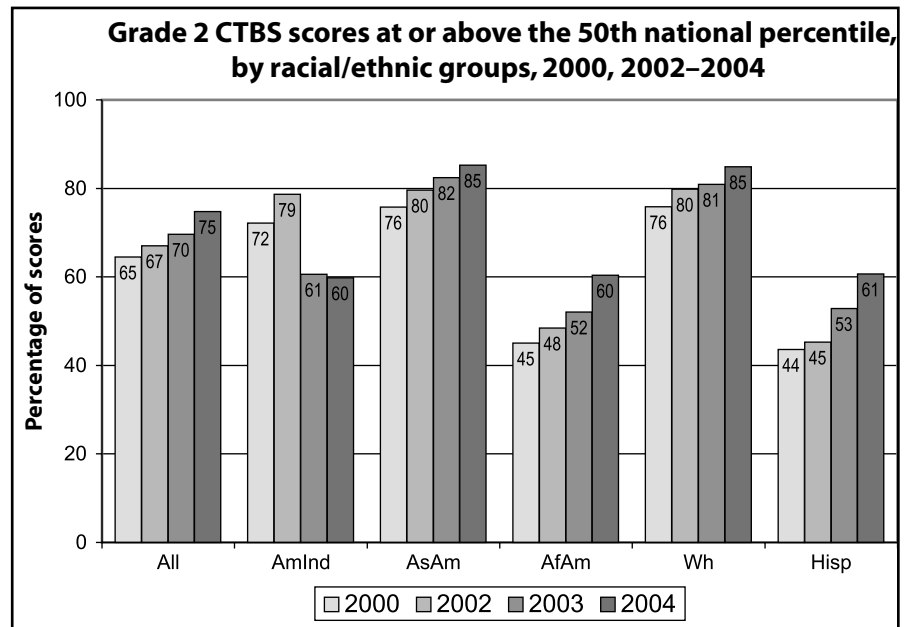




efforts are in place to ensure that all students will have acquired the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2. The development and implementation of a standards-based curriculum are central to these programmatic reform efforts.

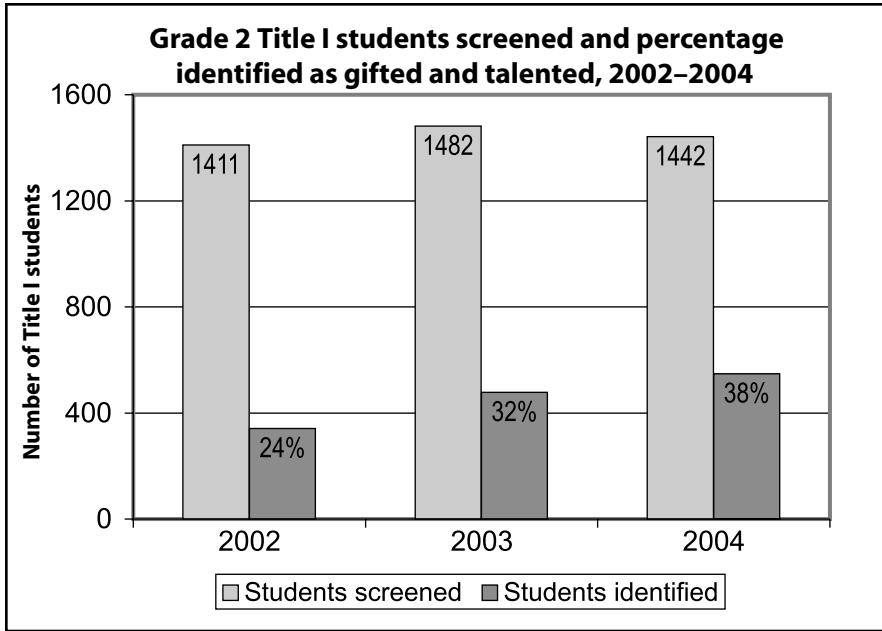
A standards-based curriculum revision begun in spring 2001 is aligning instruction in reading, English/language arts, mathematics, science, and social studies with state, national, and international standards. Instructional guides are already being used in many areas and will continue to be implemented over the next several years. The curriculum revisions include assessment plans to measure student learning. In addition, a standards-based grading and reporting system is being implemented.

This programmatic approach begins with enrollment in prekindergarten programs. There has been an increase of nearly 25 percent in prekindergarten enrollment since 2000. Enrollment in full-day kindergarten continues to



increase, with 56 elementary schools providing full-day kindergarten during 2004. Both prekindergarten and full-day kindergarten have been placed in schools with the greatest concentration of racial/ethnic diversity and poverty.

These efforts have resulted in significant gains for students on the Comprehensive Test of Basic Skills (CTBS). In 2004, 75 percent of Grade 2 scores on the CTBS were at or above the national average. Particularly encouraging were the gains evidenced by African American and Hispanic students. African American and Hispanic students scoring above the national average increased from approximately 45 to 60 percent between 2000 and 2004. The MCPS Assessment Program Primary Reading (MCPS-AP) also provides evidence of the strength of the programmatic reforms in primary education. In 2004, more than 70 percent of kindergarten, Grade 1, and Grade 2 students were able to perform at or above the benchmark for reading.



In the area of gifted and talented screening and identification, there were increases in the number of Grade 2 students screened and the number of students identified as gifted and talented. Of note is the increase in the identification of students in Title I schools, where the data indicate that gifted and talented identification increased by almost 14 percent. These schools had been provided with additional gifted and talented instructional support, beginning in 2002.

New standards and increased rigor at the high school level help prepare all students for postsecondary education and the world of work. In addition to the encouraging increases in the identification of gifted and talented students at the elementary level, there has been a steady increase in the percentage of

students enrolled in Honors and Advanced Placement (AP) courses since the baseline year 2001. Particularly encouraging is the more than 10 percent increase in enrollment of students receiving FARMs services in Honors and AP courses. While there has been an increase in enrollment for all groups, including students receiving special education services and all racial and ethnic groups, gaps among groups remain. Asian American and White students have consistently higher enrollment rates in Honors and AP courses than African American, Hispanic, and American Indian students; and female students have consistently higher enrollment than male students.

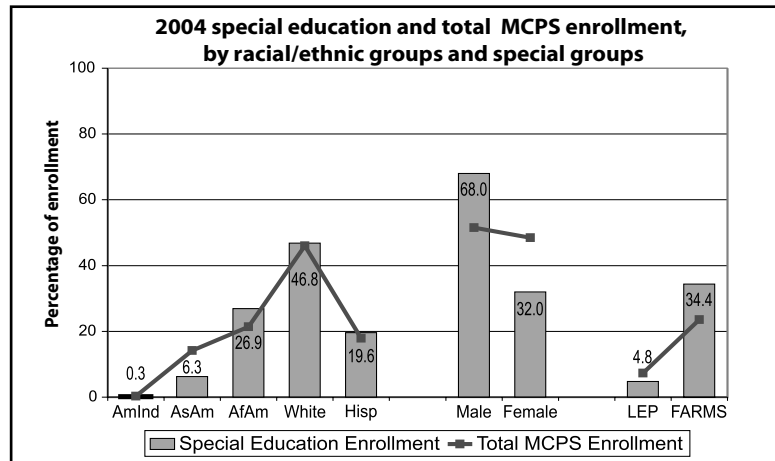
Beyond enrollment in AP courses is performance on the AP exam that measures student readiness for college-level work. There has been a significant increase in the number of MCPS high school students taking at least one AP exam. Between the 1999–2000 school year and the 2003–2004 school year, the number of students taking at least one AP exam increased by 5,105. Significantly, the number of African American, Hispanic, and Limited English Proficiency (LEP) students and students receiving FARMs services

High School Students Taking at Least One AP Exam								
	2000		2002		2003		2004	
	N	%	N	%	N	%	N	%
All	4597	12.5	6770	17.0	8815	21.3	9702	22.7
Am Indian	11	11.7	10	9.3	13	13.7	10	10.0
Asian Am	998	18.9	1503	25.8	1962	32.3	2207	35.4
African Am	272	3.6	501	6.0	726	8.4	814	8.7
White	3066	16.2	4346	21.9	5554	27.4	5914	29.3
Hispanic	250	5.1	410	7.1	560	9.0	757	11.0
Male	2001	10.7	3031	14.9	3844	18.4	4276	19.6
Female	2596	14.4	3739	19.2	4971	24.3	5426	25.9
Special Ed	89	2.1	120	2.6	170	3.6	172	3.5
LEP	60	2.4	69	2.6	103	3.9	164	5.9
FARMs	160	3.0	264	4.8	389	6.6	533	8.4

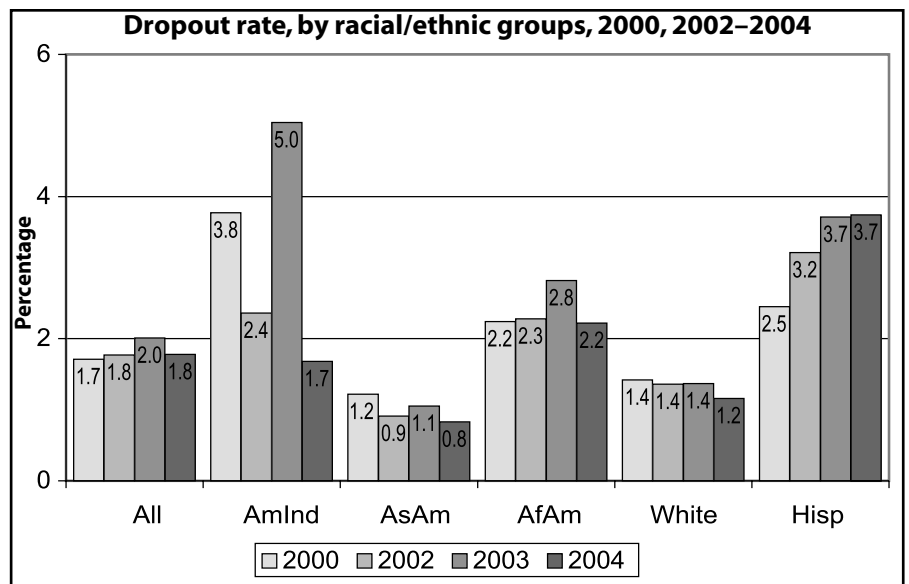
taking at least one AP exam has tripled. The College Board identifies a score of 3 as qualifying to receive college credit or advanced placement. The number of students receiving at least one 3 on an AP exam has increased from 3,919 in the 1999–2000 school year to 7,673 in 2003–2004.

An area of continuing concern is the overrepresentation of African American students in special education. MCPS remains committed to eliminating the disproportionate representation of African American students in special education. The trend data suggest that MCPS identifies a disproportionate number of African American students in the mental retardation, emotional disturbance, and specific learning disability categories.

Another area of concern is the higher dropout rate among Hispanic students. Although the overall dropout rate for MCPS in 2004 was 1.8 percent, the



dropout rate for Hispanic students was almost double at 3.7 percent. With the exception of LEP students who evidenced a slight increase from .2 percent to .4 percent, all other groups saw a decrease in the dropout rate for 2004.



### Goal 3: Strengthen Productive Partnerships for Education

Goal 3 is aligned with MCPS Policy ABA, *Community Involvement* and this goal and policy focus on the dynamic and important relationship between MCPS and the community. Through public comments on policy consideration, advisory committees, and participation in the strategic planning and budget process, the community plays an essential role in supporting student achievement.

The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. The Montgomery County Business Roundtable for Education brings business expertise to education through a speakers program, AmeriCorps' Project CHANGE, and the PARTNERS in Business and Education program. Study circles help school communities talk about and make progress on difficult issues. Mentoring programs in 80 schools provide direct support to increase academic achievement. The Saturday School Program enhances the academic achievement of thousands of students in the county. The Family and Community Partnerships Unit coordinates the work of ESOL, Head Start, Title I, and other family outreach activities.

MCPS partners with parents and parent advocacy groups on a range of issues. Partnerships with county government include the School Health Advisory Committee and Collaboration Council. MCPS also partners with social service agencies to develop intervention strategies to support parents and students. Partnerships between the school system and employee organizations help solve problems, address common issues, and identify opportunities for improvement.

A partnership with Montgomery College includes 34 joint projects to ensure that all MCPS graduates have the knowledge and skills for postsecondary success. As part of the partnership, all Grade 10 students take the PSAT, which is used to identify students capable of participating in Honors-level courses.

MCPS collaborates with higher education institutions to provide a high-quality workforce and promote student success. The University Partnership Program that expands the teacher and administrator candidate pools has grown from 15 partnerships in 1999 to 25 in 2004. The school system also has established teacher preparation partnerships with Johns Hopkins University, University of Maryland, Towson University, George Washington University, and Hood College. These programs are instrumental in helping MCPS diversify its workforce and train educators in critical field areas. Through these partnerships, almost 700 participants have graduated; and of the university partnership participants trained in critical fields through university partnership programs, 22 percent are African American. Additional university partnerships are being developed to strengthen our pool of potential speech and language pathologists and school psychologists.

In addition to higher education partnerships to facilitate the development of a highly qualified workforce, there also are higher education partnerships

to increase student success at the secondary and college levels. The partnership with Montgomery College has fostered the creation of the College Institute at Wootton and Gaithersburg high schools, where college-level courses for high school students are taught on high school campuses. MCPS also has collaborated with Montgomery College on the Gateway to College program, which allows students to attend classes on one of three Montgomery College campuses and accumulate college credits while also earning a high school diploma.

Students Enrolled in Montgomery College Classes, 2002–2004		
Year	Number of Students	Number of Sections Students Enrolled
2000–2001	276	437
2001–2002	346	607
2002–2003	454	726
2003–2004	395	790

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

The focus in this goal area is to create a professional growth system that provides the foundation for a professional learning community where employees are afforded time, support, and the opportunity for continuous growth and improvement. Goal 4 will be aligned with the Board’s human resource policy that is currently under development. One of the first phases of this initiative was the implementation of the Professional Growth System for teachers. The system includes a standards-based evaluation plan for

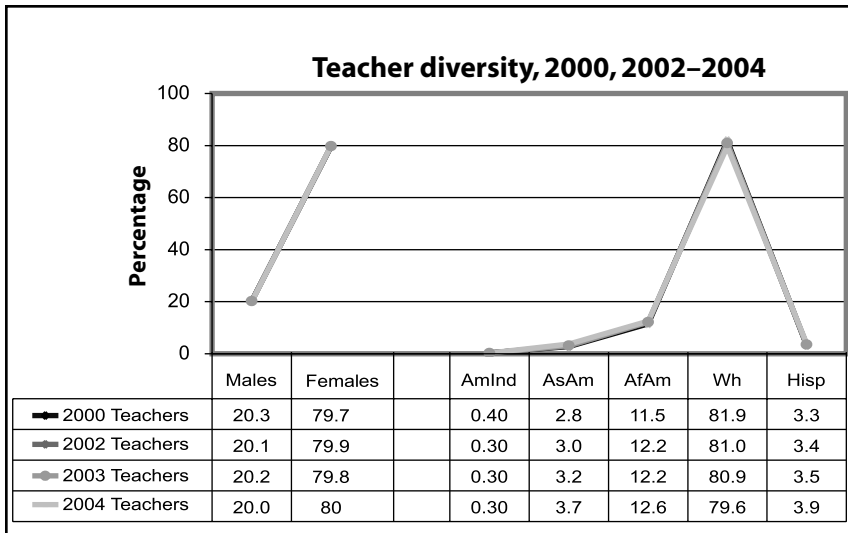
Consulting Teacher Caseloads, FY 2002–FY 2004			
	FY 2002	FY 2003	FY 2004
Novice	438	669	546
Underperforming	132	97	95
Total	570	766	641

teachers, individual professional development plans, and job-embedded professional development supported by a staff development teacher in each school. A Peer Assistance and Review (PAR) program and consulting teachers provide guidance to teachers to ensure that they meet standards of performance to support this initiative. The PAR is the cornerstone of the teacher evaluation system and consists of two compo-

nents—the PAR panel, which makes recommendations regarding employment status, and consulting teachers who provide intensive, individualized instructional support and resources to teachers.

Consulting teachers service two populations, novice teachers and underperforming teachers. Since 2002, 1,653 novice teachers have been supported by a consulting teacher. The number of underperforming teachers requiring the support of a consulting teacher has declined each year, from a high in 2002 of 132 to 95 in 2004.

Consulting Teacher Caseloads Elementary and Secondary Teachers			
	Elementary	Secondary	Total
Novice	252	294	546
Underperforming	31	64	95
Total	283	358	641



Another essential element of this goal area is the ongoing content-based training provided to staff. As the new reading/language arts curricula were rolled out, content training was provided for all teachers of Grades 1–3. Similarly, support was provided to all teachers of Grades 1–5 as they implemented the mathematics curriculum.

The Board has articulated its commitment to a diverse workforce because of the educational benefits afforded students who are exposed to a diverse workforce. Such exposure promotes understanding of diversity and enhances the exchange of ideas. Since the baseline year of 2000, there has been an increase in the percentage of administrators who are African American,

and an increase in the percentage of teachers who are African American, Hispanic, and Asian American.

The implementation of the Baldrige Education Criteria for Performance Excellence as the model for continuous improvement is proceeding as planned. This revised school improvement process is being rolled out for 86 schools, and a long-range training plan for the remaining 105 schools will be completed by January 2005.

### Summary

The ongoing demographic challenges faced by the school system will require continued vigilance to provide the necessary academic support for teaching and learning. Indications are that the school system is moving in the right direction. Bringing about change in a school system this large and diverse is a complex process that requires deliberative, data-driven decision-making, collaboration and real partnerships with parents and the larger community, and a commitment to each and every student. I believe there is a great deal of confidence in our school system, and this confidence is based on the data this report contains. The improvement gains presented in this *Annual Report* reflect the success of the strategic planning and monitoring process.





## GOAL ONE:

# Ensure Success for Every Student

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The Montgomery County Public Schools' (MCPS') mission is to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. This mission requires that each student, and group of students be provided with access to rigorous curriculum and support toward successful educational outcomes. Ensuring success for every student sets the standard of expectation for the school system. The goal is, through systemic reform, to have each and every student achieve the standards of performance set for all students in our school system.

Goal One encompasses the following milestones and accompanying data points.

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

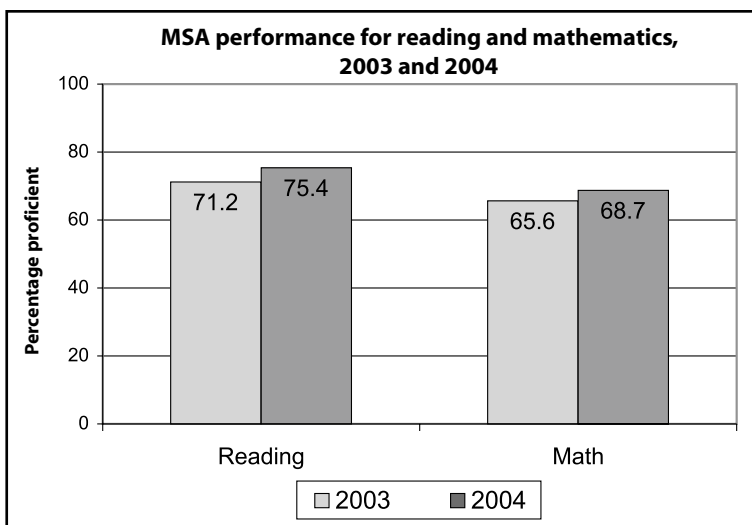
MILESTONE:

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



Under No Child Left Behind (NCLB), the 2001 reauthorization of the Elementary and Secondary Education Act, the number of students proficient in reading and mathematics must increase incrementally each year to 100% by 2014. Maryland uses the Maryland School Assessment (MSA) and the geometry end-of-course test to measure student, school, school system, and state performance in achieving this goal of 100 percent proficiency. Students with disabilities pursuing the Fundamental Life Skills curriculum participate in the Alternate MSA (Alt-MSA). Results from the Alt-MSA are aggregated with those from the MSA for proficiency determinations under NCLB. Beginning in 2003, these assessments were administered to students in Grades 3, 5, 8, 10, and to students enrolled in geometry. In 2004, the assessments were administered to students in Grades 4, 6, and 7 as well.

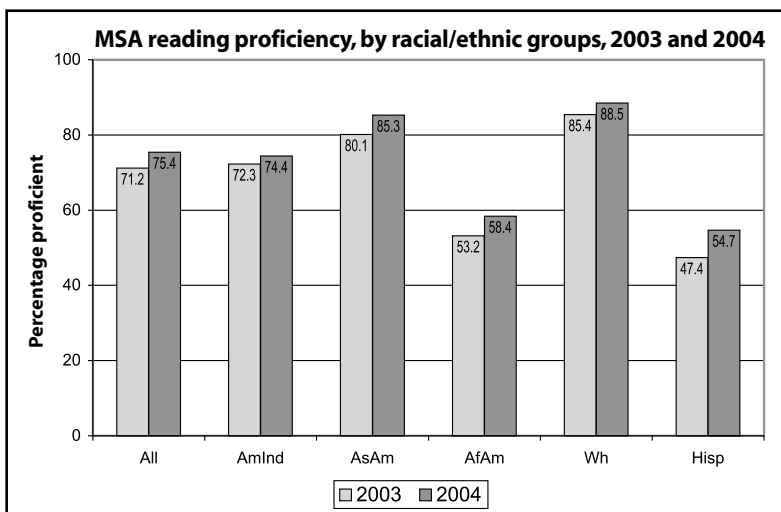
**Figure A-1**



More than 75% of MCPS students achieved proficiency in reading and more than 68% achieved proficiency in mathematics during 2004. Countywide, the overall percentage of students receiving proficient or higher scores in reading and mathematics on the MSA has increased since 2003 (Figure A-1). The percentage of students proficient on the MSA in reading increased by 4.2 percentage points from (71.2% to 75.4%) while the percentage of students proficient on the MSA in mathematics increased by 3.1 percentage points from (65.6% to 68.7%).

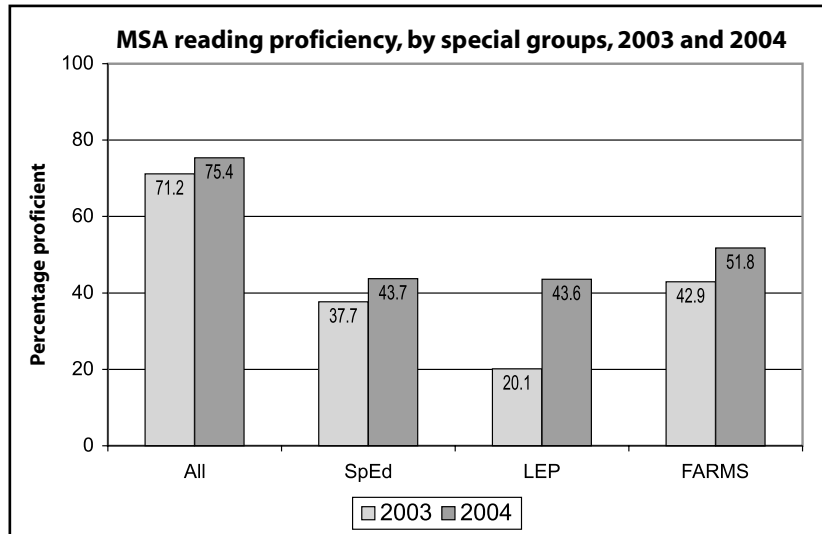
Within each racial/ethnic subgroup, the percentage of students achieving proficient or higher scores in reading has increased since 2003. Hispanic students posted the greatest gains in reading (7.3 percentage points) among racial/ethnic subgroups. Students achieving proficient or higher scores in reading increased by 5.2 percentage points for both African American and Asian American subgroups (Figure A-2).

**Figure A-2**



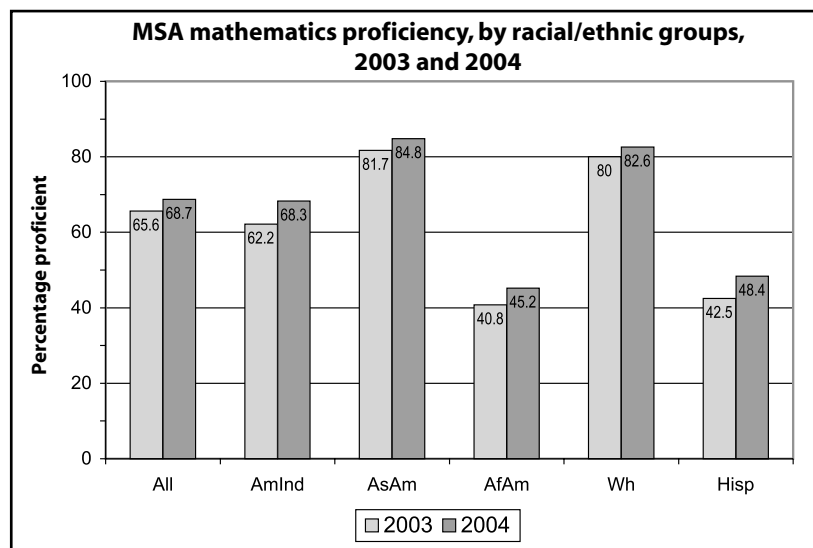
Among students receiving special services, Limited English Proficiency (LEP) students had the greatest increase in the percentage of students achieving proficiency in reading, with a 23.5 percentage-point increase. Students receiving FARMS services had an 8.9 percentage-point increase and special education students had a 6 percentage-point increase in reading proficiency (Figure A-3).

**Figure A-3**

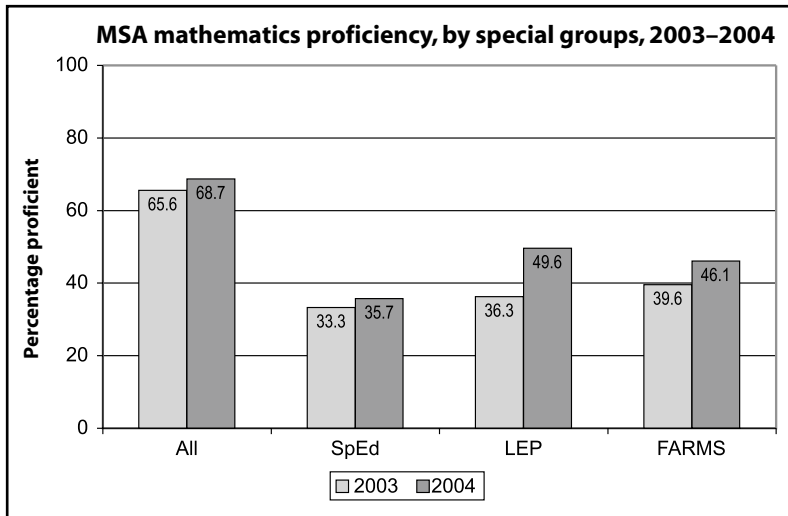


In mathematics, within racial/ethnic subgroups, the percentage of students with proficient or higher scores increased by 6.1 percentage points for American Indian students, 4.4 percentage points for African American students, and 5.9 percentage points for Hispanic students. The percentage point increase in each of these subgroups surpassed the percentage growth seen for all MCPS students. (Figure A-4)

**Figure A-4**



**Figure A-5**



Among students receiving special services, LEP students had the greatest increase in the percentage of students achieving proficient or higher scores, with an increase of 13.3 percentage points. The proficiency rate of FARMS students increased by 6.5 percentage points while the rate for special education students increased by 2.4 percentage points (Figure A-5).

★  
**High school final exams**

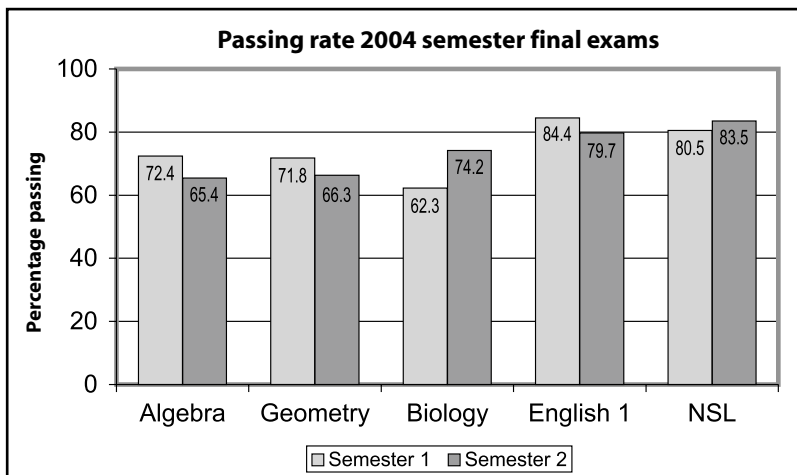
The MCPS Office of Curriculum and Instructional Programs (OCIP) produces examinations for use countywide in Algebra 1 A/B, Geometry A/B and Honors Geometry A/B, Biology A/B and Honors Biology A/B, English 9 A/B and Honors English 9 A/B, and National/State/Local Government (NSL) A/B and Honors NSL A/B. These examinations assess student mastery of the same content standards from the Voluntary State Curriculum in each of four subject areas covered by the Maryland High School Assessment (HSA) and the Geometry Maryland School Assessment (MSA). The examinations, which are administered to all students registered for the course at the end of each semester, account for 25% of students' semester course grades.

The MCPS countywide final examinations have three primary purposes:

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

Trend data for the final exams are not included in this report because the exams are not equated. Thus, making comparisons across years is not statistically justifiable.

**Figure B-1**



The total percentage of students who took and passed the 2003–2004 first-semester final examination was 72% in algebra, 72% in geometry, 62% in biology, 84% in English 1, and 81% in NSL Government. For semester 2, the pass rates were 65% in algebra, 66% in geometry, 74% in biology, 80% in English 1, and 84% in NSL Government (Figure B-1).

The performance by subgroups on the final exams varies considerably (Table B-1). Asian American and White students exceeded the overall MCPS percentage passing rate in all courses. Hispanic students were below the overall county passing rate by as few as 13 percentage points in English to 26 percentage points in geometry and biology. African American students were below the overall county passing rate by as few as 13 percentage points in NSL to 22 percentage points in geometry. The performance of American Indian students varied from above the overall county passing rate in geometry and NSL to as low as 20 percentage points below in English.

**Table B-1**

Percentage Passing 2004 Semester Exams										
	Alg A	Alg B	Geo A	Geo B	Biol A	Biol B	Eng 1A	Eng 1B	NSL A	NSL B
All MCPS	72	65	72	66	62	74	84	80	81	84
Am. Indian	67	56	67	68	56	64	65	73	74	94
Asian Am.	88	83	85	80	77	85	92	91	89	91
African Am.	52	44	50	44	41	56	70	62	67	71
White	84	79	86	79	78	88	93	90	91	93
Hispanic	54	43	47	41	36	51	71	64	61	65
Male	70	63	71	66	61	72	80	75	79	81
Female	75	68	73	67	64	76	89	84	82	86
Spec. Ed.	41	31	45	41	32	40	54	43	53	57
LEP	50	46	43	46	28	42	64	60	55	66
FARMS	57	46	49	41	38	49	66	56	62	65

The performance of subgroups receiving special services was consistently below the overall county passing rate. Special education students were between 26 and 36 percentage points below the overall county passing rate on all exams. LEP students had passing rates ranging from 18 to 32 percentage points below the county passing rate. Students receiving FARMS services typically had passing rates 15 to 25 percentage points below the overall county rate.

★  
English proficiency  
assessments for  
LEP students

Under the *No Child Left Behind Act* (NCLB) of 2001, states must provide for an annual assessment of English language proficiency for all limited English proficient (LEP) students, along with annual measurable objectives related to attainment of English language proficiency. Attainment of these annual measurable objectives is one component of a state's Adequate Yearly Progress requirements.

Maryland has identified the Individuals with Disabilities Education Act (IDEA) Proficiency Test (IPT) from Ballard and Tighe to fulfill this requirement for LEP students in Grades K–12. The IPT was first administered in spring 2003. As of fall 2004, the Maryland State Department of Education (MSDE) has not yet identified how schools and schools systems will be accountable for IPT results nor have they released any results. In addition, MSDE is exploring other assessments of English proficiency that may be incorporated into the state's accountability system. Until these decisions are finalized, it is not possible to display or describe the results of this assessment.

MILESTONE:

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

★  
Algebra I and geometry enrollment and course completion

To prepare all students to live and work in the highly technological environment of the 21st century, MCPS encourages all students to pursue higher-level mathematics and science courses. Success in Algebra 1 is necessary to gain access to higher-level mathematics and science courses, as well as to prepare for the mathematics portion of the Scholastic Aptitude Test (SAT).

Countywide, the successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 9 during 2004 increased nearly 3 percentage points since the baseline year of 2001 (Figure C-1).

The overall completion rate within racial/ethnic groups has steadily increased for African American, Hispanic, and White students, since the baseline year of 2001. African American and Hispanic students, with increases of 7 and 9 percentage points, respectively, showed the most significant gains (Figure C-2).

Figure C-1

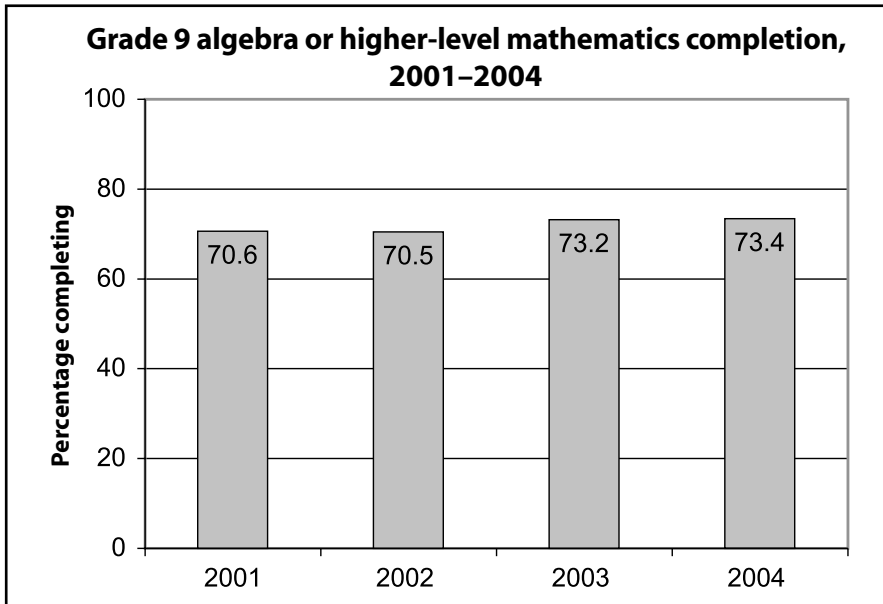
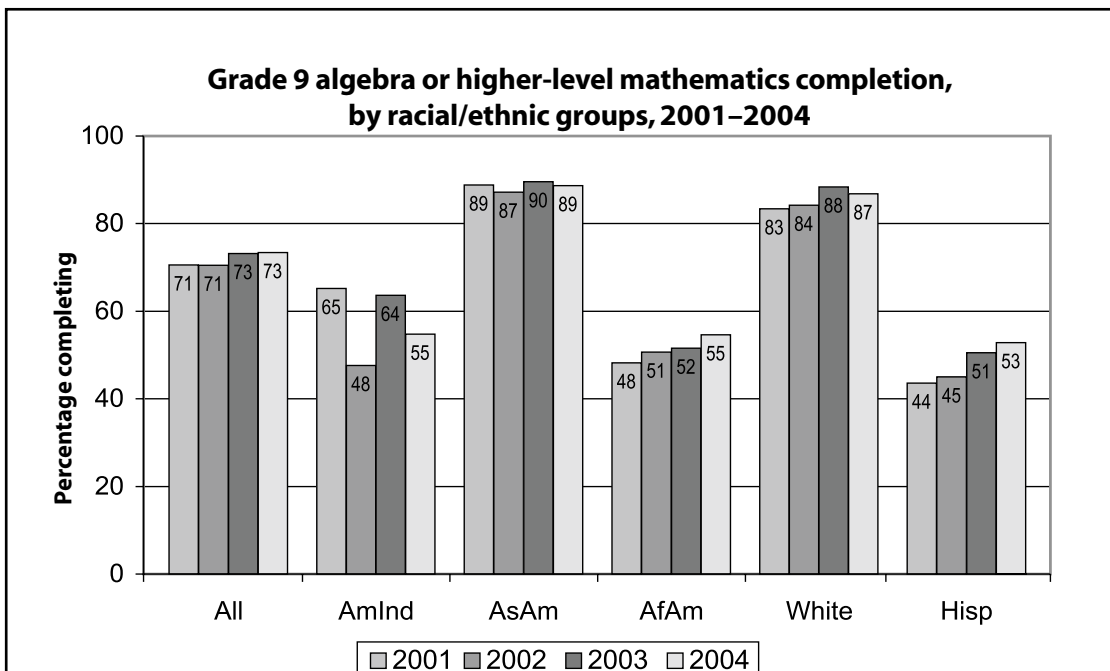
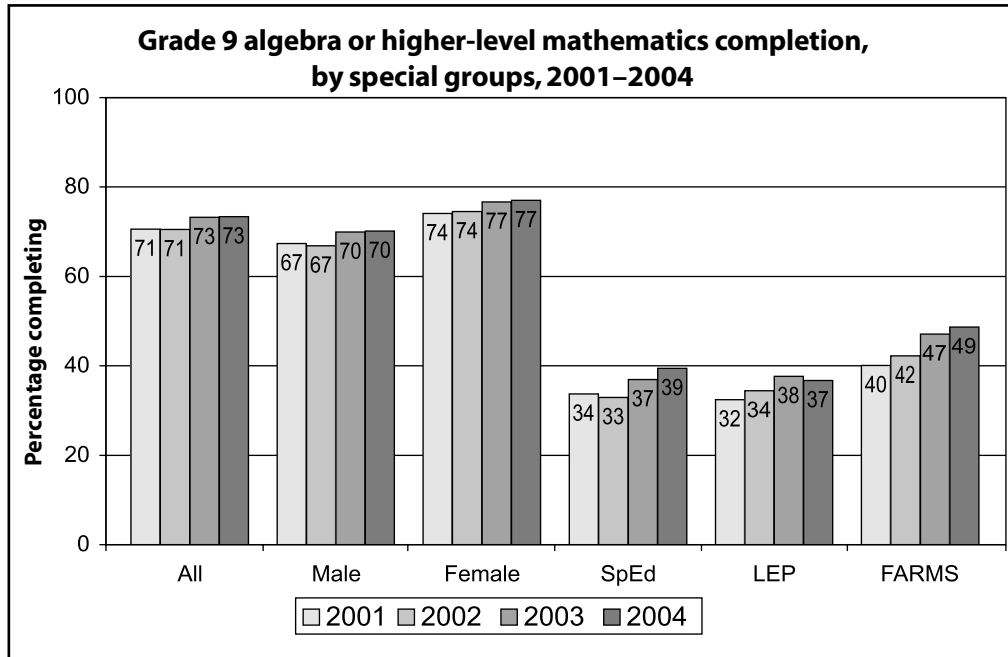


Figure C-2



**Figure C-3**

The completion rate for male and female students increased similarly. All students receiving special services showed an increase in the percentage

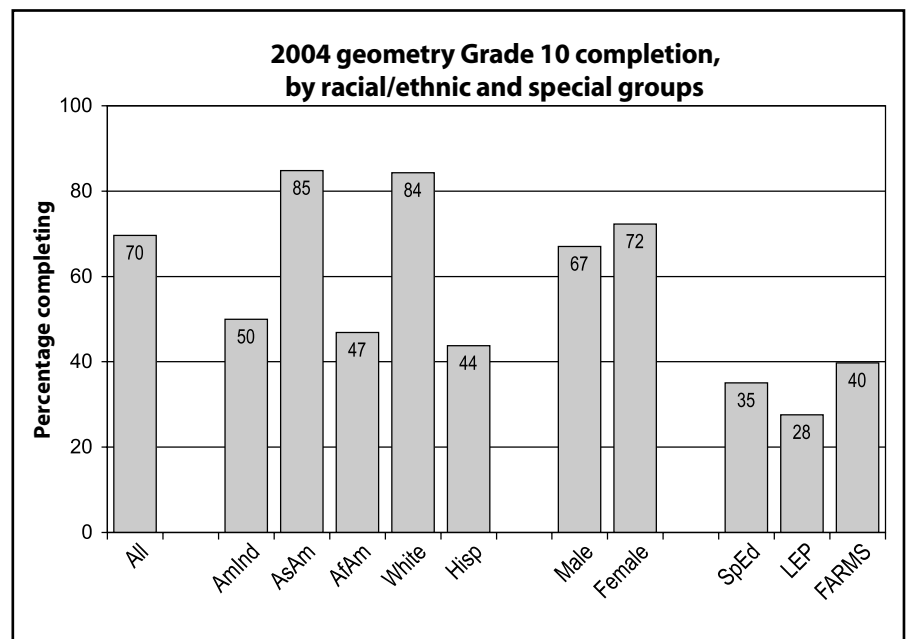


completing Algebra 1 or higher-level mathematics, by Grade 9, with students receiving FARMS services making the greatest gains since 2001 (Figure C-3).

The successful completion of geometry or higher-level mathematics by the end of Grade 10, available only for the 2004 school year, was similar to the rate of Grade 9 successful completion of Algebra 1 or higher-level mathematics. Among racial/ethnic groups, Asian American and White students had the highest completion rates. Female students successfully completed geometry or higher-level mathematics

at a rate higher than male students. Among students receiving special services, FARMS students had the highest completion rate (Figure C-4).

**Figure C-4**



MILESTONE:

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



The Scholastic Aptitude Test (SAT) is a measure of student readiness for college-level work, designed to evaluate attainment of skills considered essential for academic success in college. It is used by many colleges and universities in admissions decisions, as well as determining the need for remedial course work. MCPS is committed to improvements in SAT performance and participation rates among all students as a means to ensure opportunities for further academic pursuits after high school. Information about SAT performance and participation can also be used to develop individual student course schedules, design preparation programs for students, and influence classroom activities in all disciplines.

In 2004, MCPS achieved a significant milestone—the highest overall average SAT total score of 1103. This performance was an increase of 8 points from the

baseline year of 2000 and included the highest average mathematics score of 561 as well as the highest average verbal score in 12 years of 541 (Figure D-1). Most notably, this achievement represented the scores of the largest number of senior SAT test takers ever in MCPS, with 6,892 students participating in SAT testing (Table D-1).

The average performance of racial/ethnic subgroups on the SAT has remained fairly consistent since 2000. In 2004, the average SAT total score for racial/ethnic subgroups was 928 for American Indian, 1160 for Asian American, 917 for African American, 1163 for White, and 944 for Hispanic. The difference in performance among racial/ethnic subgroups on the SAT continues to be an area for focused improvement efforts in MCPS.

Figure D-1

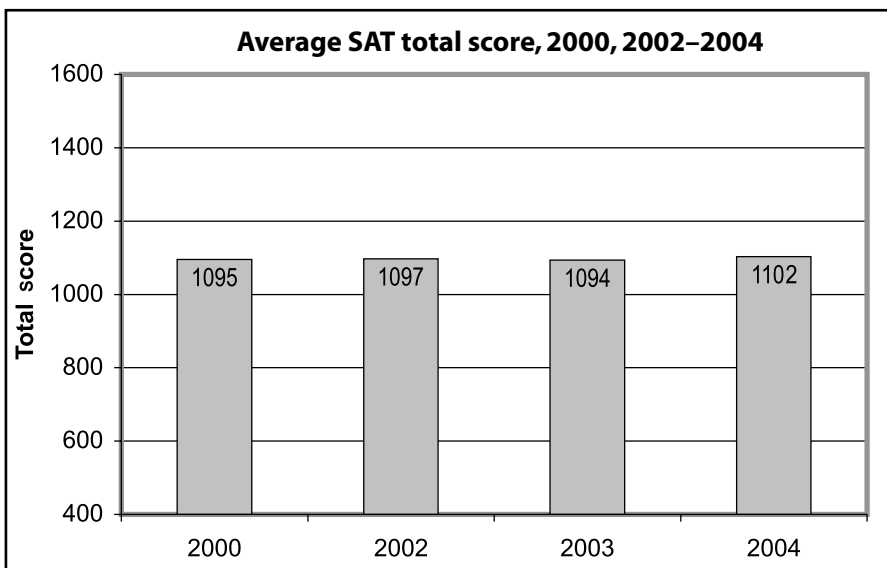
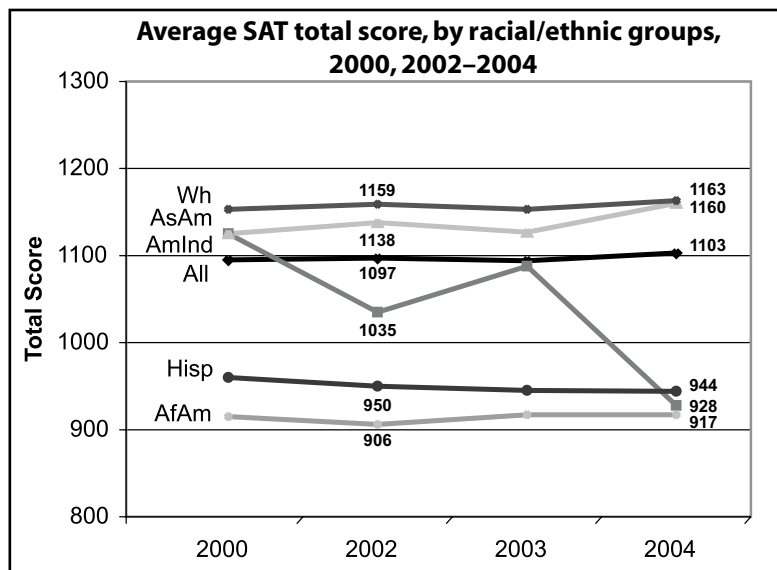


Figure D-2

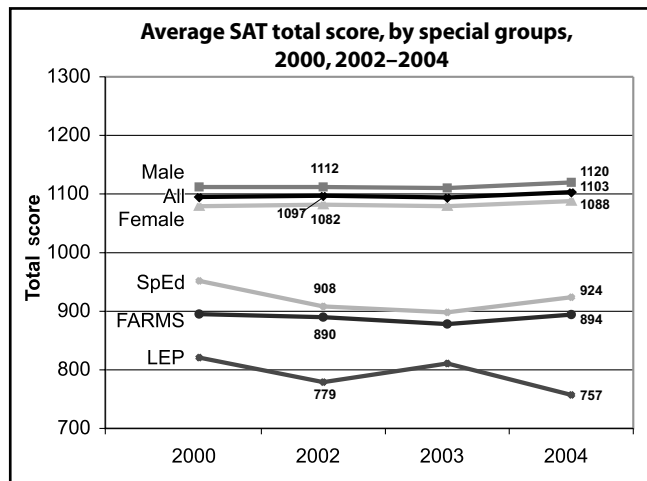


American Indian students (with the total test takers between 10 and 15 over the past four years) and Hispanic students (with total test takers between 418 and 566 over the past four years) have experienced slight declines in overall SAT performance since 2000. However, variation in scores can be impacted by smaller numbers of students from these subgroups participating in SAT testing (Figure D-2).



Performance patterns on the SAT for students by gender and for students receiving special services also have remained relatively stable, except for LEP students, whose average score as well as number of students participating have fluctuated each year (Figure D-3). In 2004 the average SAT score for these subgroups were 1120 for males, 1088 for females, 924 for special education students, 757 for LEP students, and 894 for students receiving FARMS services.

**Figure D-3**



In addition to examining SAT performance, MCPS also monitors participation in SAT testing by looking at the number of seniors taking the test and the percentage of the total group that is represented in SAT testing. The percentage of students participating in SAT testing has remained relatively stable for all subgroups, except LEP students, who increased their percentage participation in 2004 after two years of decline (Table D-1). The actual number of students taking the SAT also has increased since 2000 for every subgroup, except LEP students and American Indian students.

**Table D-1**

Grade 12 SAT participation, by subgroups, 2000, 2002-2004								
	2000		2002		2003		2004	
	N	%	N	%	N	%	N	%
All	5862	72.9	6409	74	6762	73.5	6892	73.1
AmIn	11	50	15	68.2	15	68.2	10	71.4
AsAm	1054	84.1	1170	86.5	1167	84.3	1218	84.6
AfAm	971	59	1034	59.4	1111	64.3	1165	60.7
White	3408	81	3659	82.7	3947	81.5	3933	82.7
Hisp	418	46.1	531	47.5	522	42.5	566	43.4
Male	2704	69	3138	70.4	3229	70.5	3271	70
Female	3158	76.7	3271	77.8	3533	76.4	3621	76.1
SpEd	292	39.4	329	41.1	369	41.6	342	38.3
LEP	142	33.2	117	28.6	75	19.2	104	25.9
FARMS	440	50.9	385	46.1	428	45.4	500	48.8

MILESTONE:

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

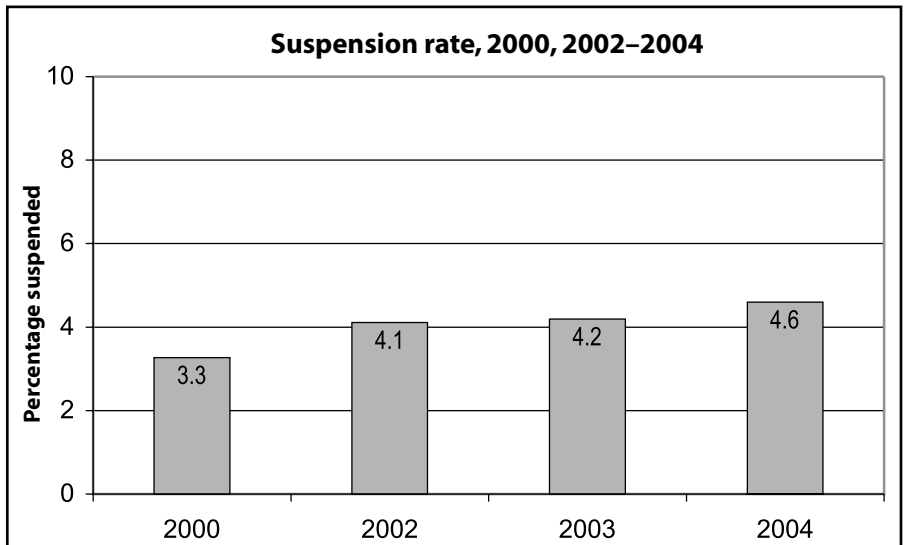
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MCPS is committed to creating and maintaining learning environments in all schools that are safe and conducive to learning. Of greatest importance to every child's learning is access to a rigorous curriculum, which is accomplished through regular attendance and participation. MCPS has initiated strategies that both encourage attendance and participation and work toward reducing suspensions. Among the strategies are the implementation of character education programs, as well as models that help students learn about the consequences of conflict, exercising self-discipline, and developing self-management skills. MCPS is committed to eliminating all disproportionate suspension rates for African American and Hispanic students.

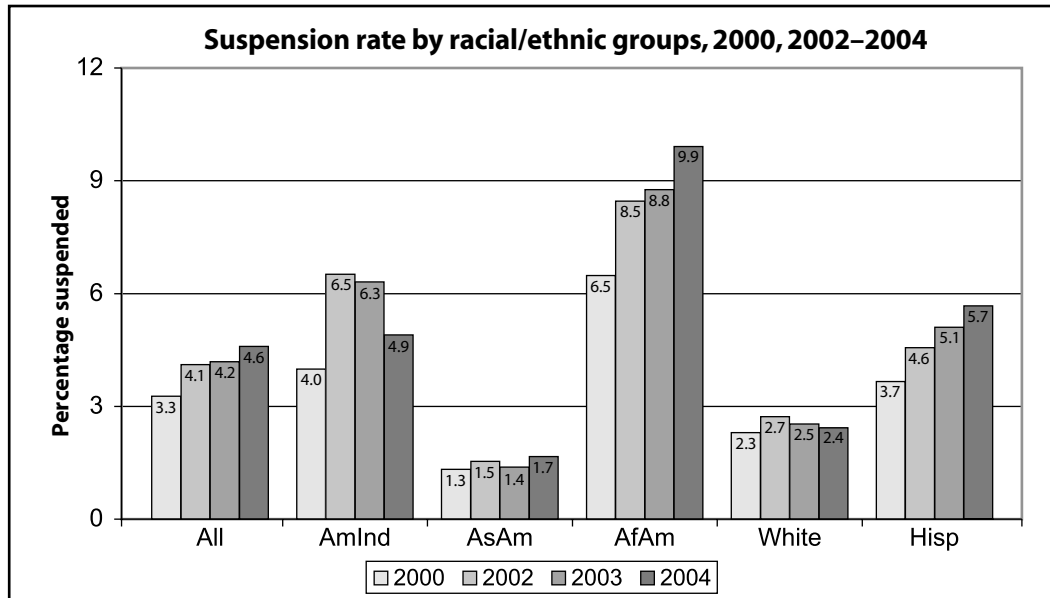
Countywide, the rate of out-of-school suspensions of at least one day has gradually increased since the baseline year of 2000, from 3.3% to 4.6% in 2004 (Figure E-1).

Figure E-1



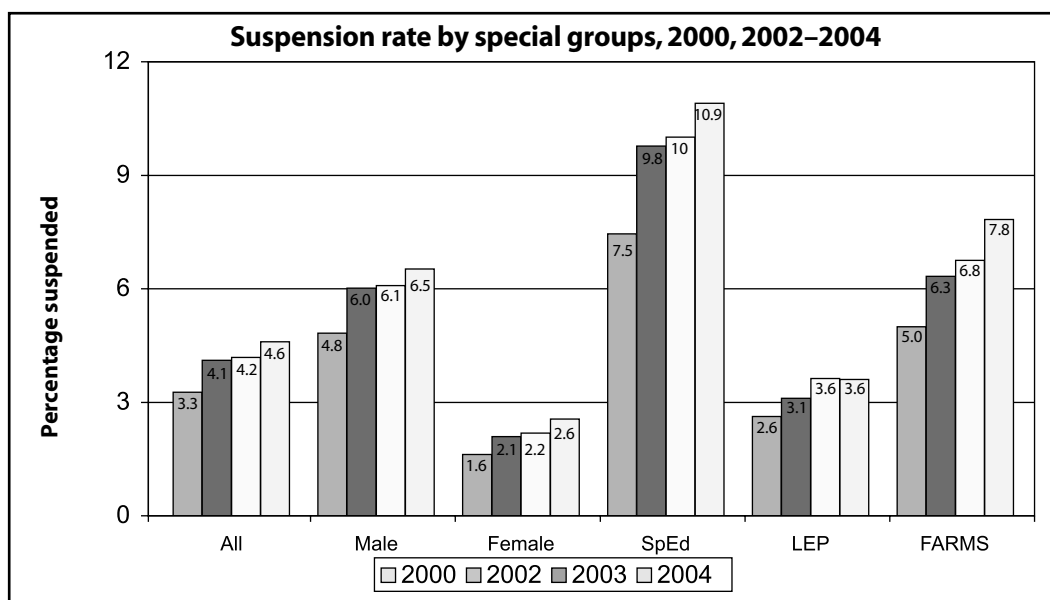
Data for 2004 show that within racial/ethnic groups, African American, Hispanic, and American Indian students have higher suspension rates than White and Asian American students (the small number of American Indian students in part effects this rate) (Figure E-2). Male students were suspended at approximately twice the rate of female students. Among students receiving special services, special education students were suspended at a higher rate than LEP students and FARMS students (Figure E-3).

**Figure E-2**



Suspension rates for African American and Hispanic students have been gradually increasing, while the suspension rates for Asian American and White students have been fairly steady since 2000 (Figure E-2). Increases are found in suspension rates for all of the other student groups, most notably for special education and FARMS students (Figure E-3).

**Figure E-3**



MILESTONE:

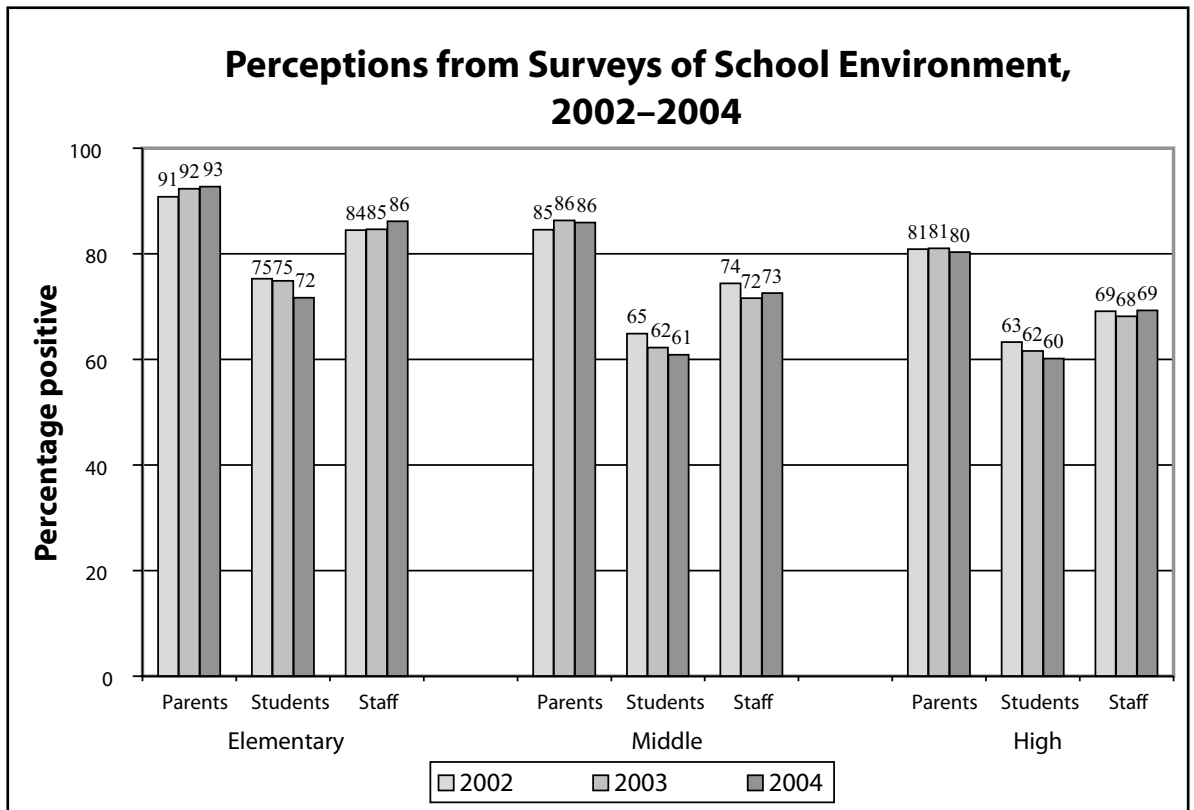
**All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

★  
Student, parents, and staff survey results

The Montgomery County Surveys of School Environment for students, parents, and staff provide information about perceptions of school environments and factors that may influence MCPS' ability to provide an effective instructional program. The survey, in general, provides school quality measures that may be used by students, families, school staff, central office staff, and communities to monitor school performance, improve understanding of the educational environment, and collaborate to drive school improvement efforts.

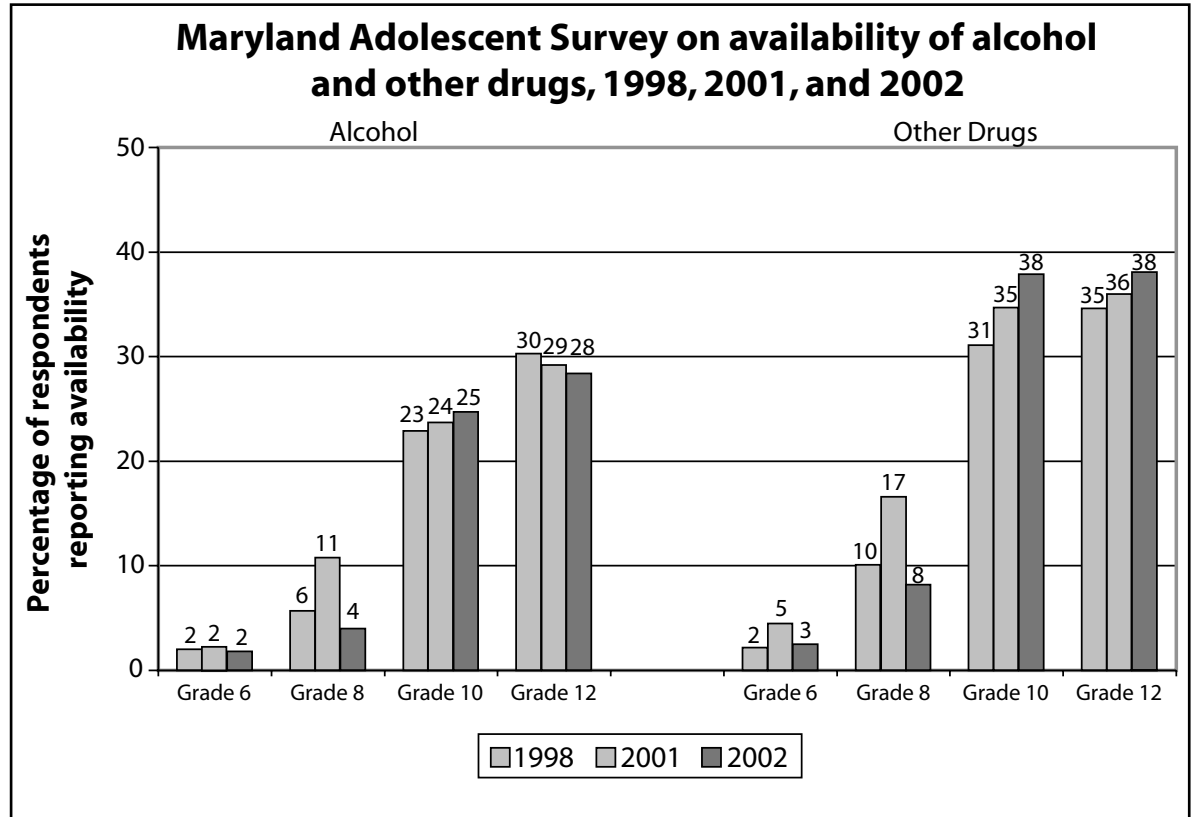
Average positive responses regarding school safety and discipline by parents, students, and staff who responded to the Montgomery County Surveys of School Environment for 2002 through 2004 are generally consistent and are all above 60% (Figure F-1). Among respondents, parents tend to report the highest average positive perception for elementary, middle, and high schools. Staff members have the second highest positive perception for each school level.

Figure F-1



Another measure for safe and drug-free schools is the Maryland State Department of Education's Maryland Adolescent Survey, which is typically administered every two years. Students in Grades 6, 10, and 12 self-report on the availability of alcohol and other drugs on MCPS campuses. Overall, availability rates reported by students sampled remain low (Figure F-2).

**Figure F-2**



For the years reported in Figure F-2, availability rates are lowest for students in Grade 6 and rise as the grade level increases. Trend data show an increase in the percentage of Grade 10 students reporting that alcohol and other drugs are available, while there has been a decline in the percentage of Grade 12 students reporting that alcohol is available.

MILESTONE:

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

★  
Graduation rates

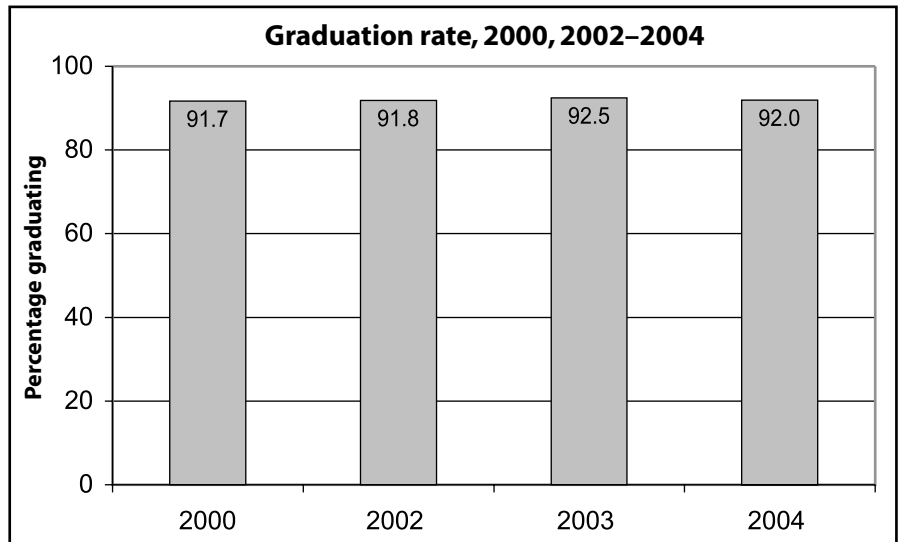
High school graduation rates are an important performance measure and are at least as important as test scores in assessing the performance of our school system. The Maryland State Department of Education (MSDE) has included high school graduation rate as a component of Adequate Yearly Progress (AYP).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

The graduation rate is calculated by MSDE and is the percentage of students who entered Grade 9 and received a Maryland diploma four years later. This is 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.

$$\frac{\text{Graduates}}{\text{Dropouts in that class over 4 years} + \text{Graduates}} = \text{Graduation Rate}$$

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

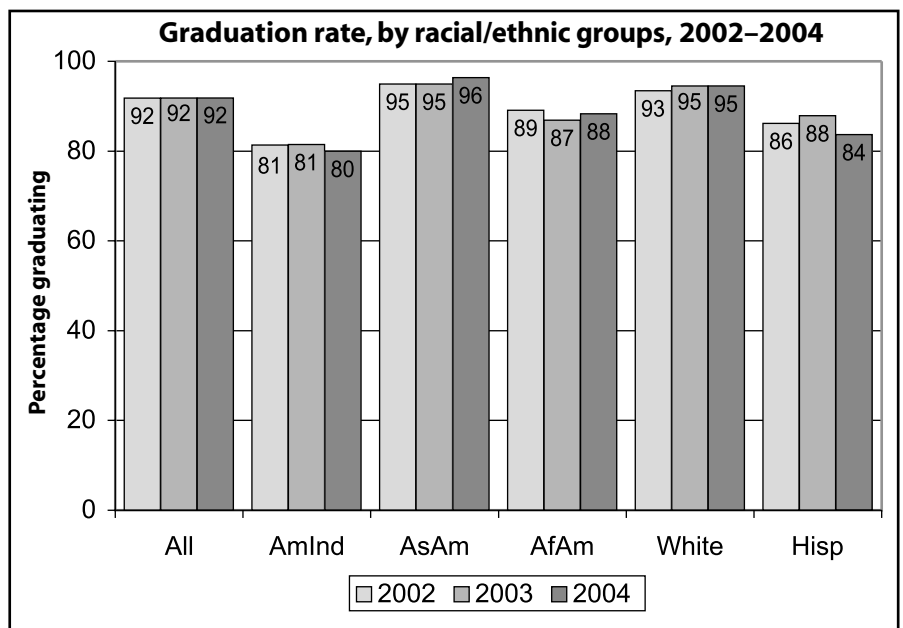
Figure G-1



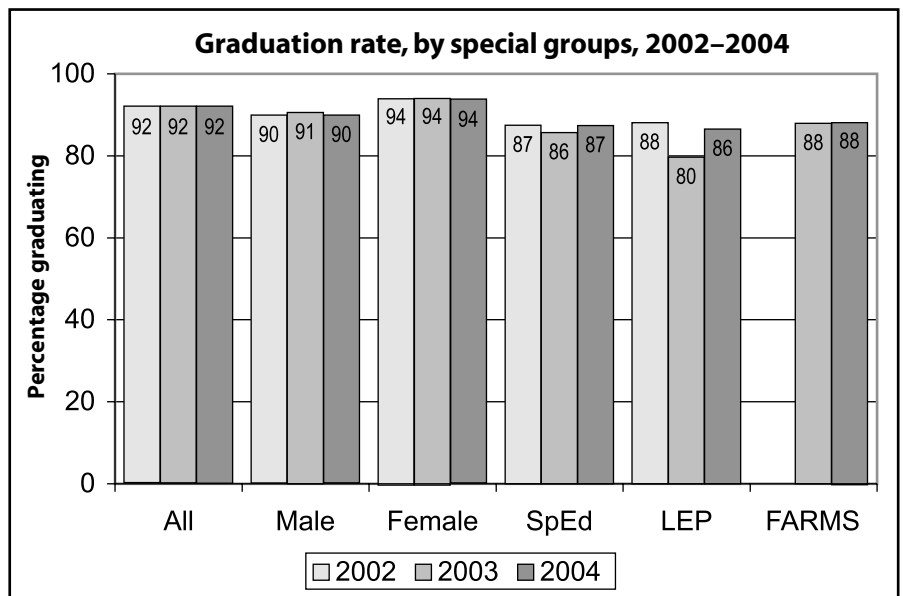
The 2004 graduation rates for each student group ranged from 80% to 94.5%. Among the racial/ethnic groups, Asian American and White students have met the 90% standard (Figure G-2). In addition, both male and female students met the 90% standard (Figure G-3).

MSDE began calculating the graduation rate by student group in 2002. There has been little variation in the graduation rates within each student group since 2002, except for Hispanic students, whose rate dropped by approximately 4 percentage points in 2004 (Figure G-2) and for LEP students, whose rate increased by approximately 6 percentage points in 2004 (Figure G-3).

**Figure G-2**



**Figure G-3**



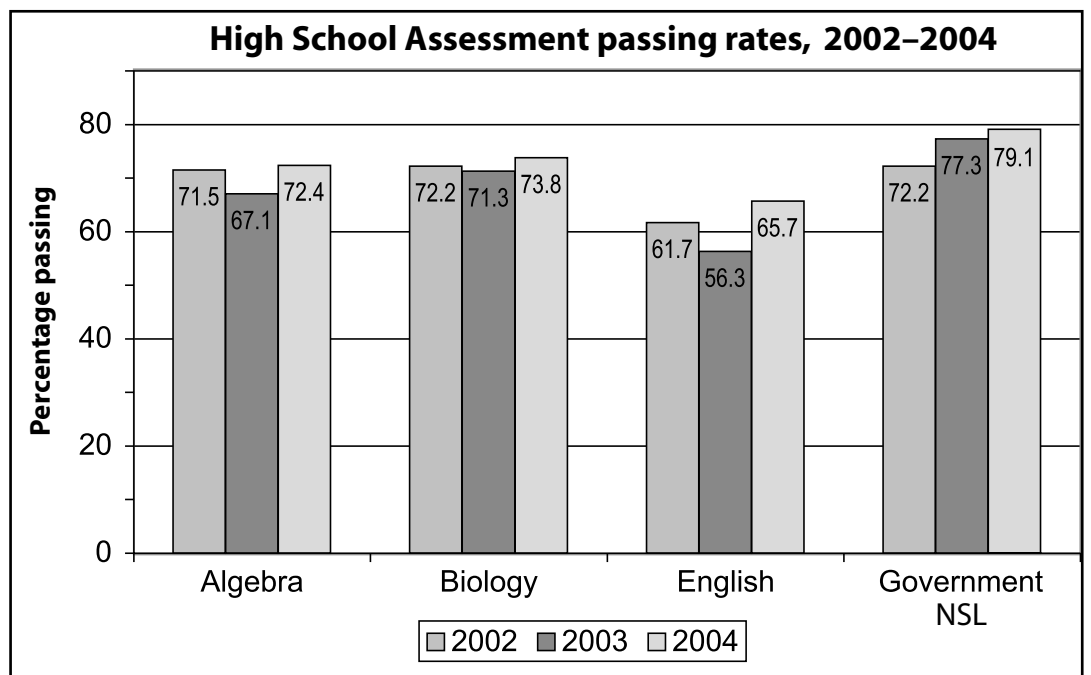
★  
High School Assessments

MSDE currently uses the Maryland High School Assessments (HSA) to measure individual student achievement and overall school performance in algebra, biology, English I, and NSL Government. Maryland public school students must take the HSA after they complete the appropriate high-school-level courses.

Since the 2001–2002 school year, middle and high school students enrolled in algebra, biology, English I, and NSL Government have been required to take the corresponding HSA as a graduation requirement. Beginning with students in the graduating class of 2009, students will be expected to pass the HSAs to earn a Maryland high school diploma.

The 2004 countywide overall percentage of students passing the HSAs in algebra, biology, English, and NSL Government reached its highest level since first reported in 2002. Of particular note is the performance of students on the NSL Government HSA. Their passing rates continue to improve over time and are now close to 80% (Figure H-1).

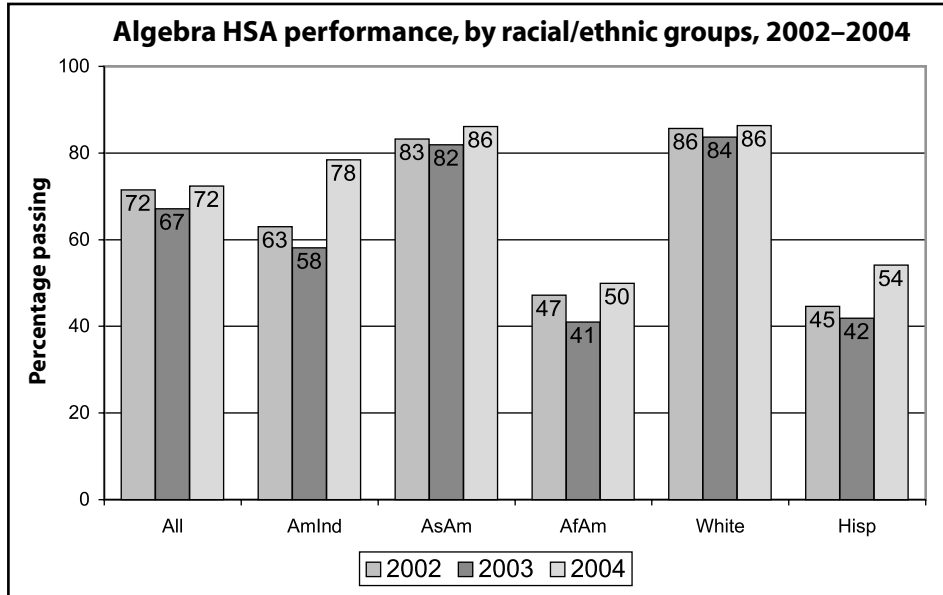
**Figure H-1**



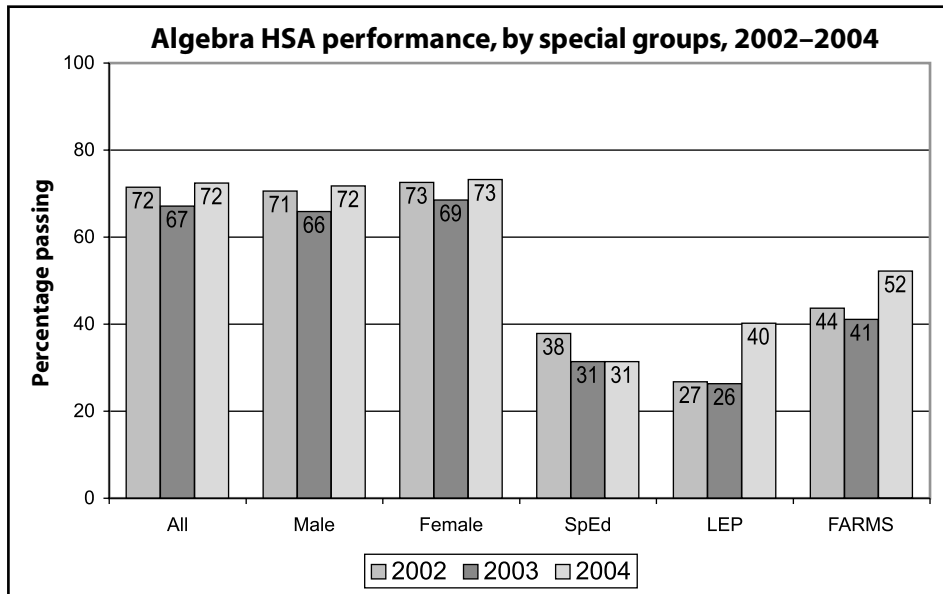
Clear and impressive gains in passing rates are evident in the initial three year period during which the HSAs have been administered. Within all racial/ethnic subgroups, the 2004 passing rate was higher than the baseline year of 2002 for all courses (Figures H-2–H-9). There was also improvement from 2002 to 2004 for all subgroups of students receiving special services, except for special education students in algebra. While the improved performance on the HSAs is very positive, the gap in performance between subgroups is evident. Many initiatives in the strategic plan are designed to address this issue.



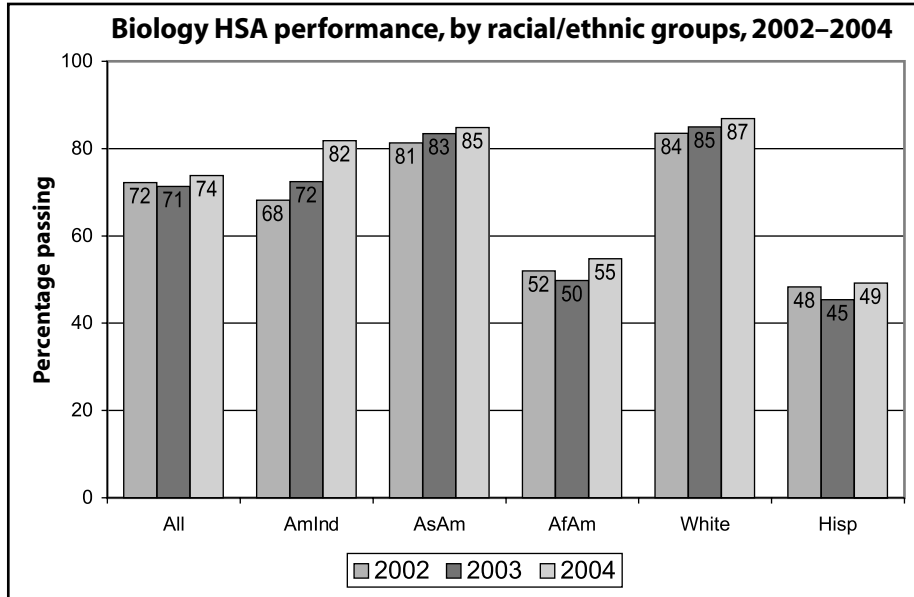
**Figure H-2**



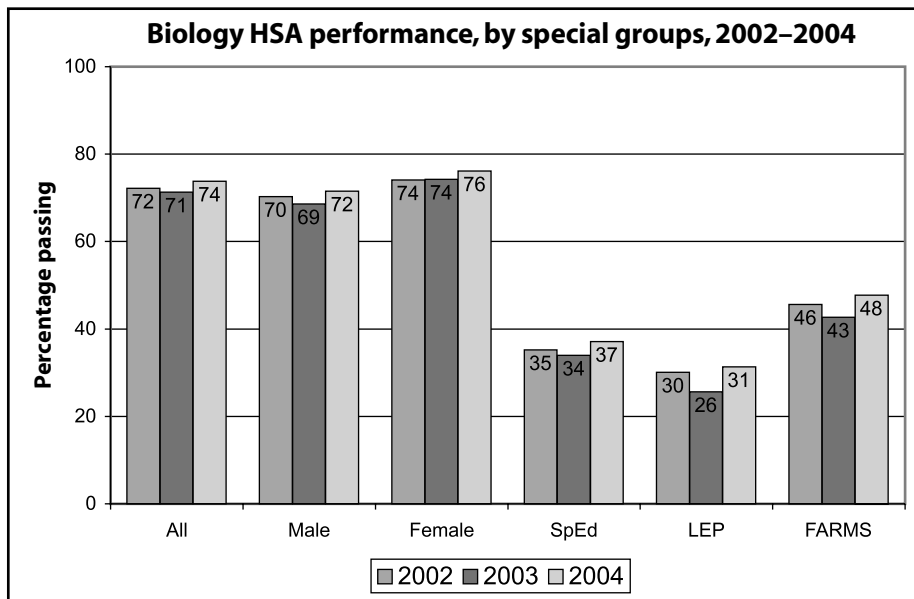
**Figure H-3**



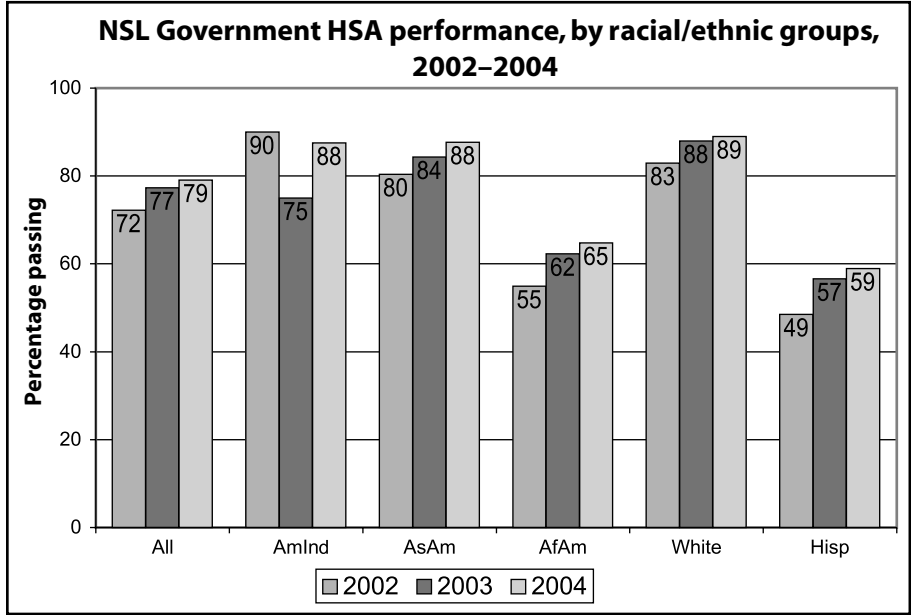
**Figure H-4**



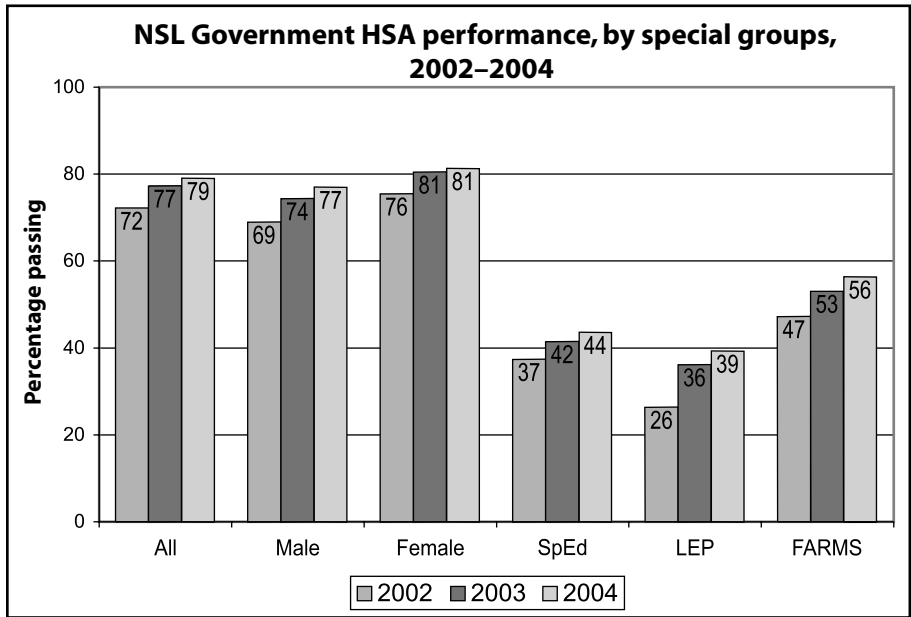
**Figure H-5**



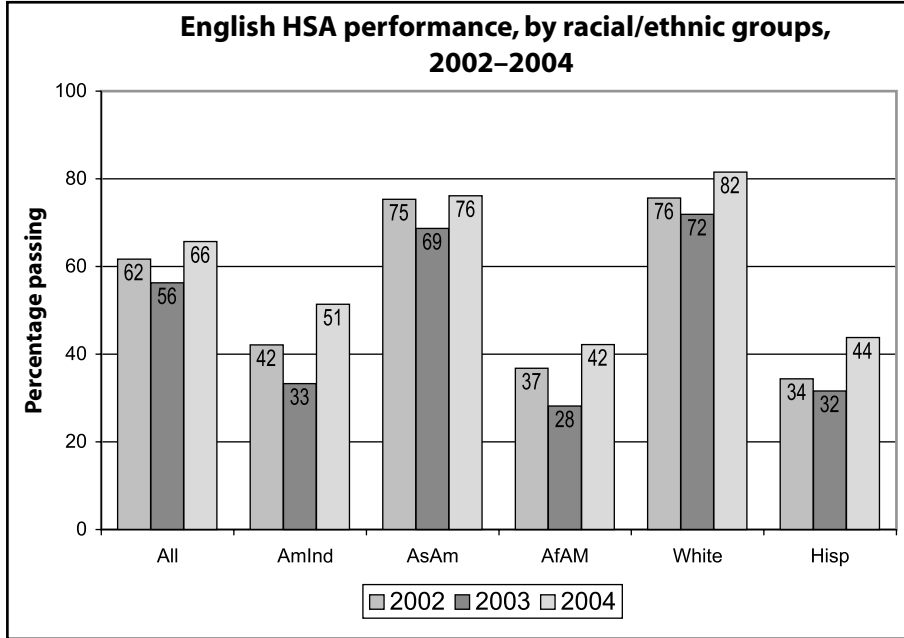
**Figure H-6**



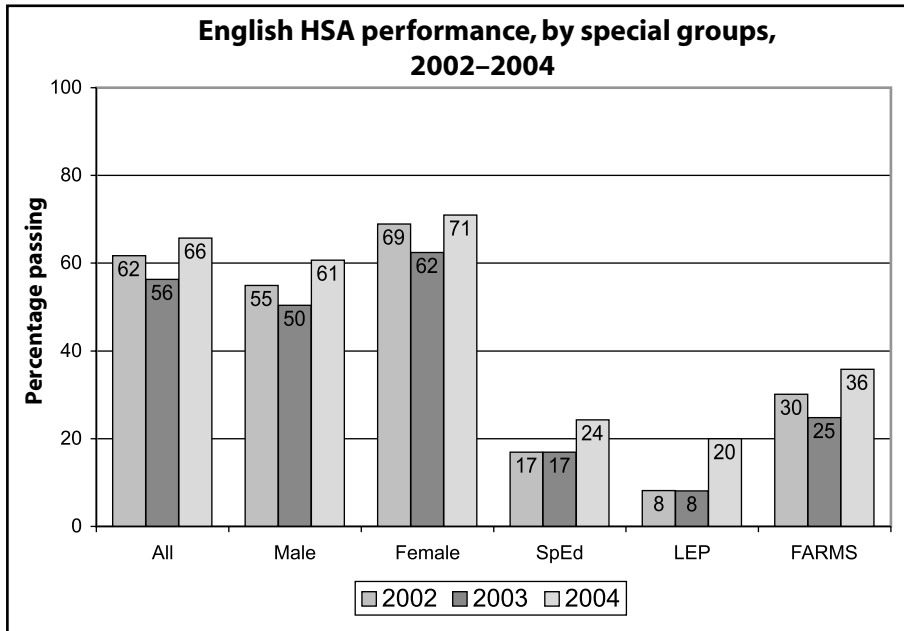
**Figure H-7**



**Figure H-8**

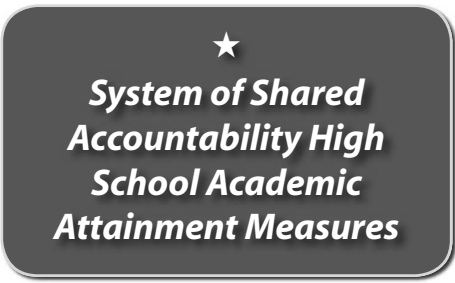


**Figure H-9**



MILESTONE:

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

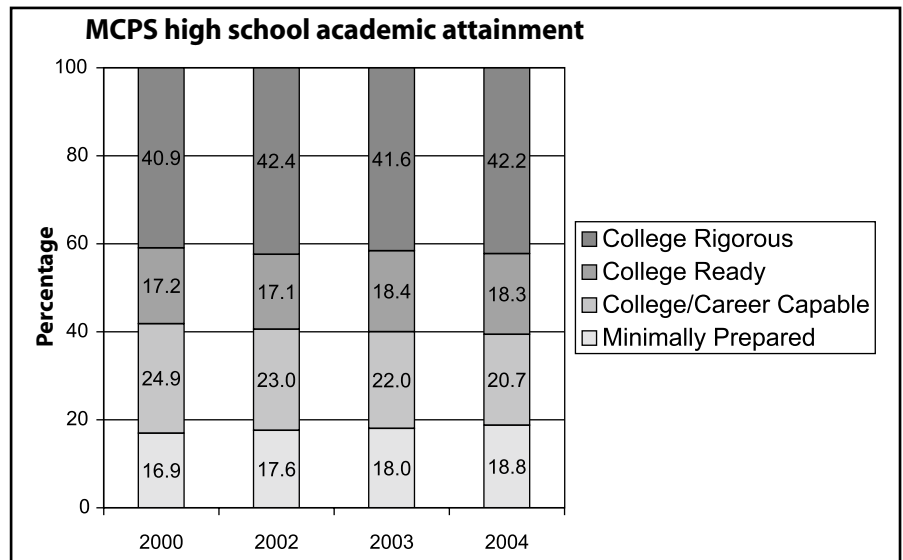


The primary goals of the System of Shared Accountability (SSA) High School Academic Attainment (HSAA) model are to increase the rigor for all high school students, reduce the need for college remediation, and improve MCPS graduates’ chances of successfully completing their college degrees. HSAA is a four-category system that reflects the rigor of the courses of study completed by each graduating class. The four categories—College Rigorous, College Ready, College/Career Capable, and Minimally Prepared—correspond to high school program completion indicators reported by the Maryland State Department of Education or to the academic requirements for taking college-credit courses in the public colleges in Maryland.

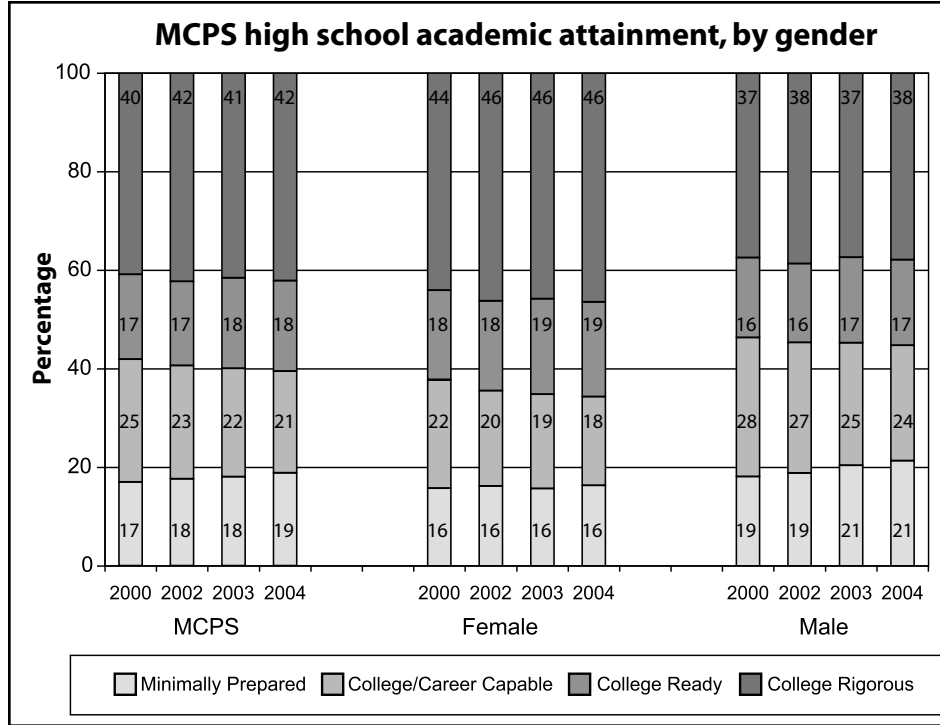
Slightly more than 40% of MCPS graduates are in and continue to be in the College Rigorous category (Figure I-1). While HSAA data have not changed significantly since 1999–2000, small increases have occurred in the College Rigorous category and small decreases have occurred in the College/Career-Capable category. Over the past five years, the percentages of students in the College Ready and Minimally Prepared categories have been fairly comparable, ranging between 16% to 18%.

In 2003–2004, a total of 46% of females and 38% of males fall in the College-Rigorous category (Figure I-2). Comparisons by race/ethnicity show that in 2003–2004, 17% of African American, 59% of Asian American, 12% of Hispanic, and 55% of White students are in the College Rigorous category (Figure I-3). For students receiving special services, in 2003–2004, 8% of LEP students, 11% of students receiving special education services, and 16% of students receiving FARMS were classified in the College Rigorous category (Figure I-4).

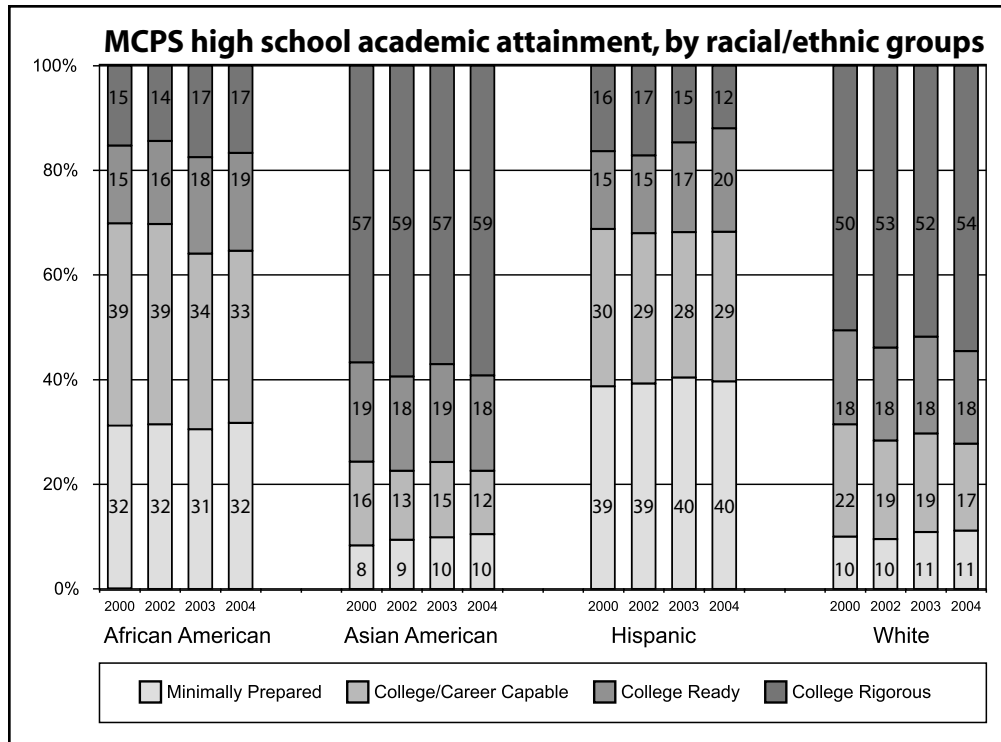
Figure I-1



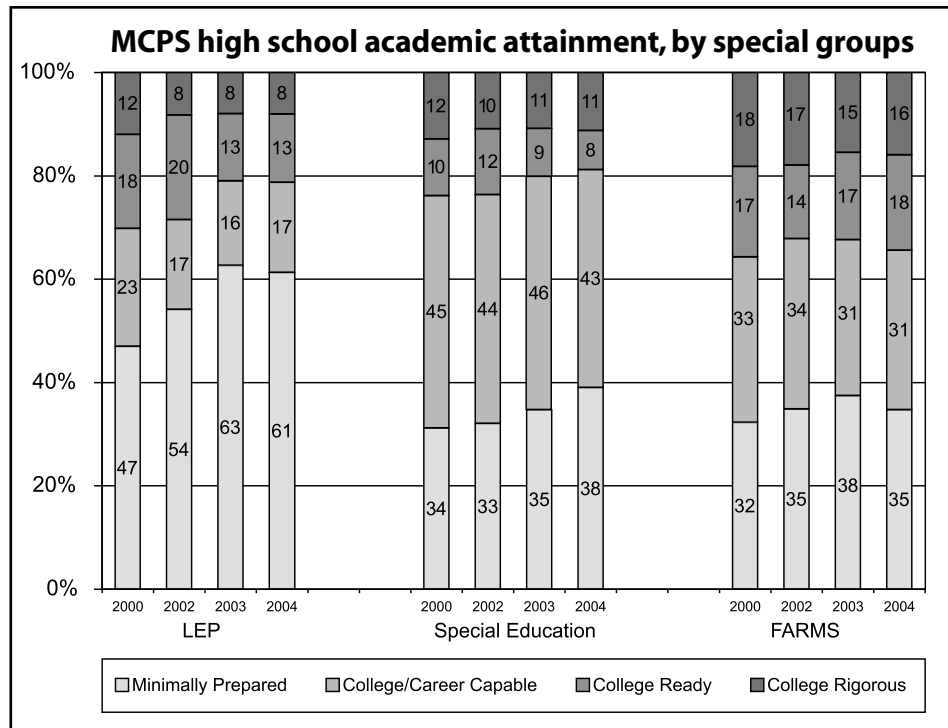
**Figure I-2**



**Figure I-3**



**Figure I-4**



GOAL TWO:

# Provide an Effective Instructional Program



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

Goal Two encompasses the following milestones and accompanying data points.

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



MILESTONE:

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

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

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

In 2004, 2,107 children were served in MCPS pre-K programs (including special education preschool programs) and 604 children were served in Federal Head Start. Countywide, the number of children enrolled in MCPS preschool programs has steadily increased to 2,711 since the baseline year of 2000. Overall, this represents an increase of nearly 25% (Figure J-1). Enrollment in half-day kindergarten continues to decline (Figure J-2) as the number of schools offering full-day kindergarten increases (Figure J-3).

Figure J-1

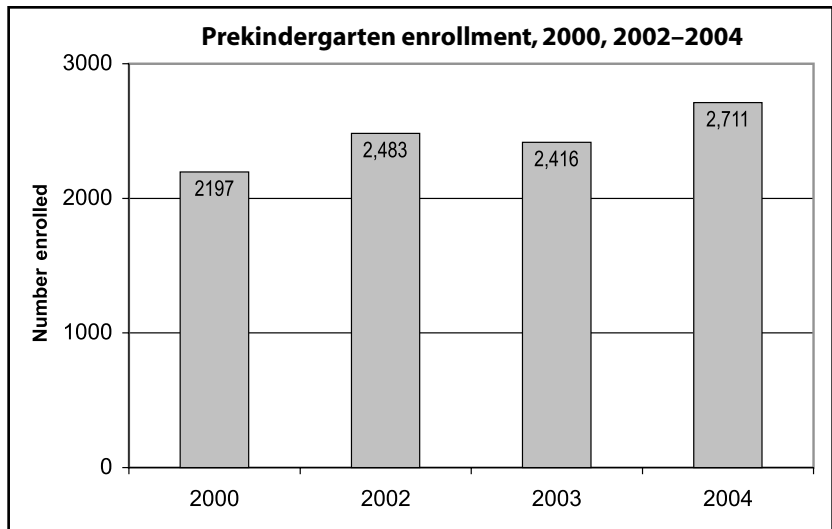
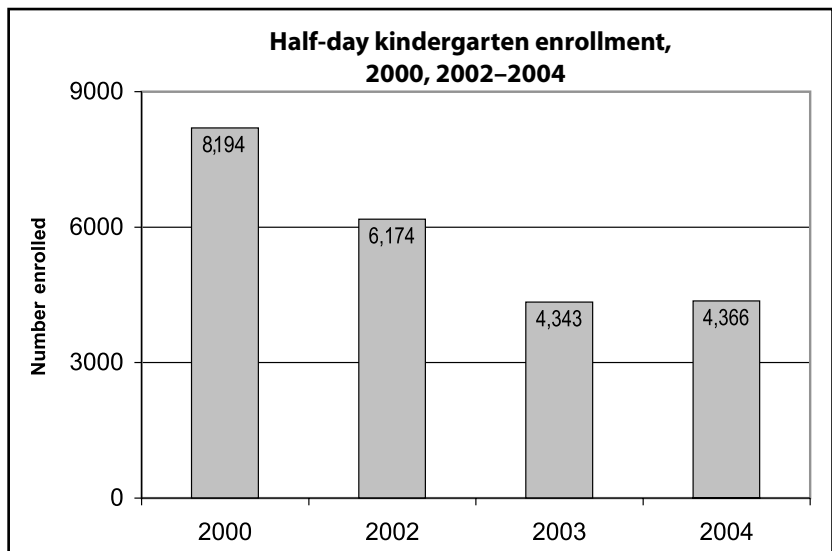
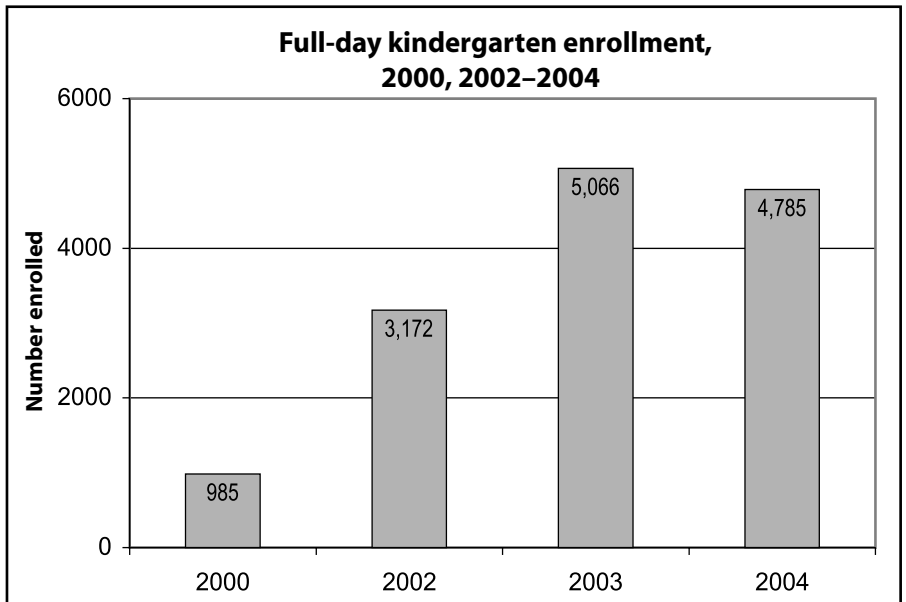


Figure J-2

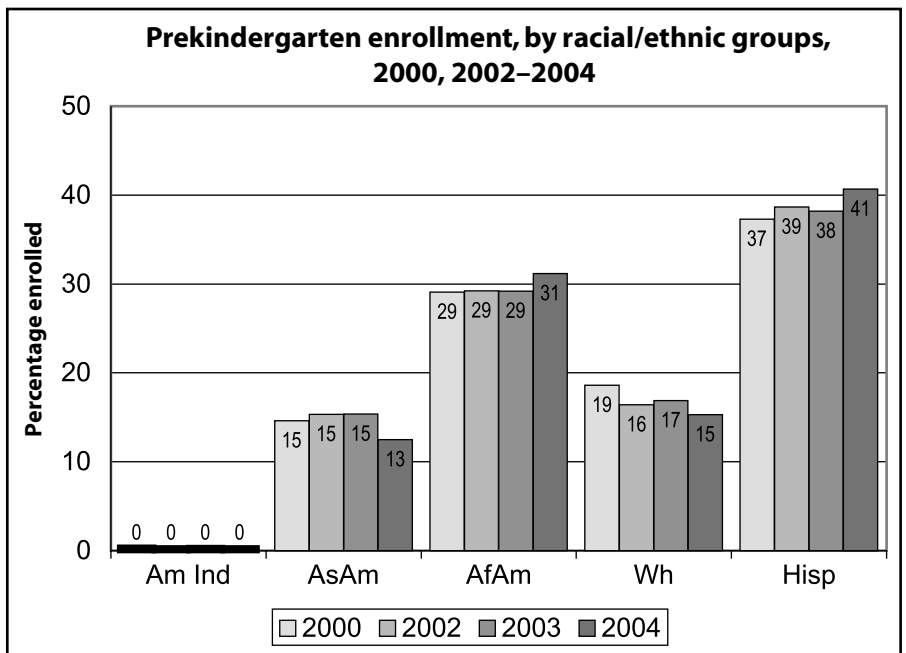


**Figure J-3**

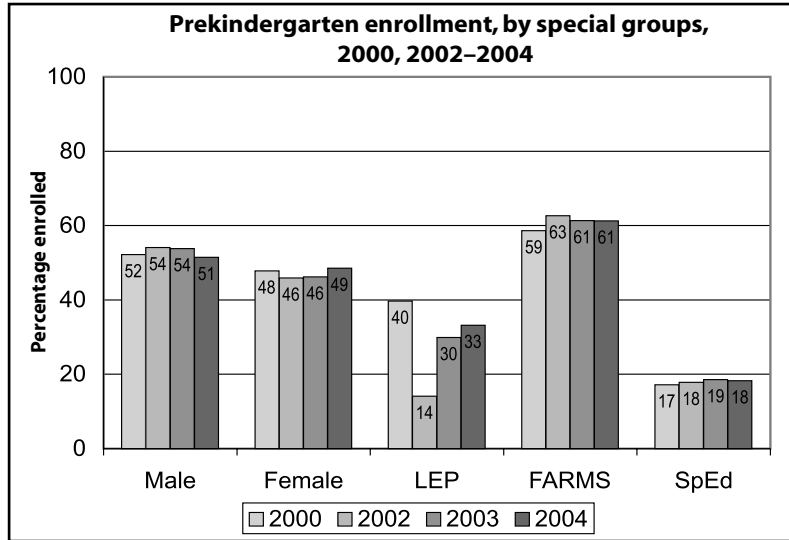


The demographic makeup of prekindergarten programs has remained stable since the baseline year of 2000, with a small increase in the enrollment of African American and Hispanic students, increasing from 29% to 31% and 37% to 41%, respectively (Figure J-4). Prekindergarten programs are provided at those schools with the greatest concentration of poverty and racial/ethnic diversity (Figure J-5).

**Figure J-4**

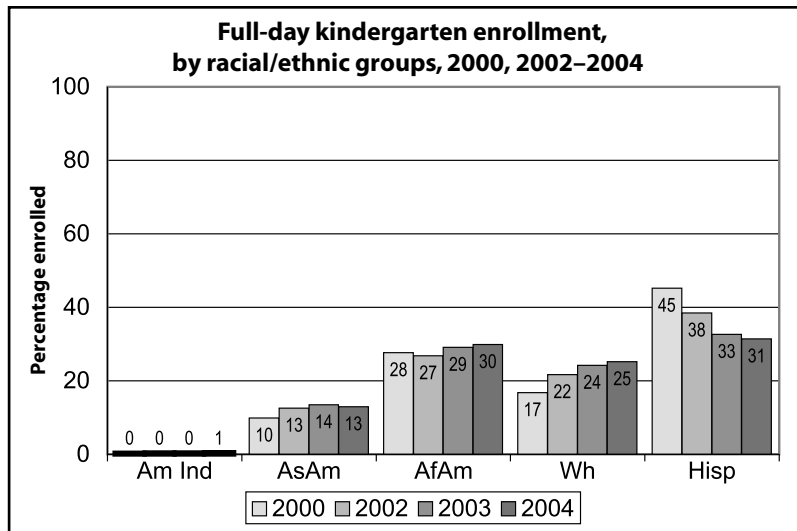


**Figure J-5**

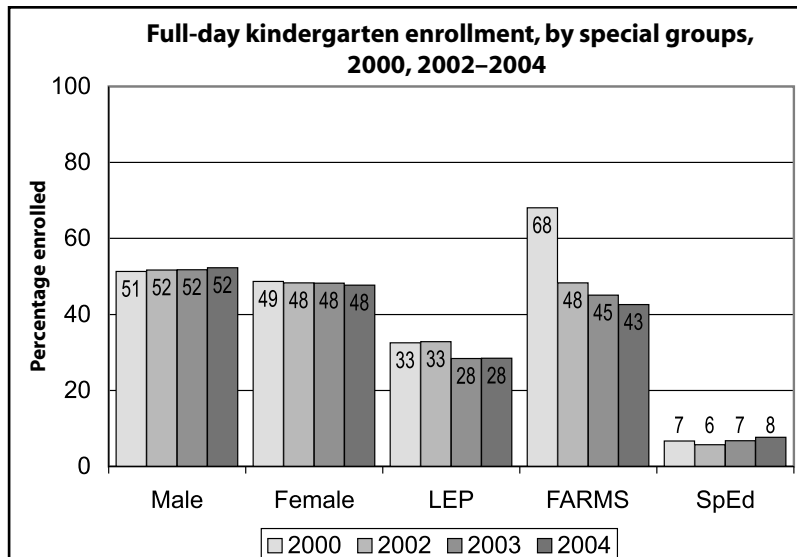


During the baseline year of 2000, full-day kindergarten was offered at schools most impacted by poverty and language differences (Figures J-6 and J-7). During the subsequent three years, full-day kindergarten has been expanded to a total of 56 schools. As full-day kindergarten continues to expand, the demographics will more closely mirror those of MCPS as a whole.

**Figure J-6**



**Figure J-7**



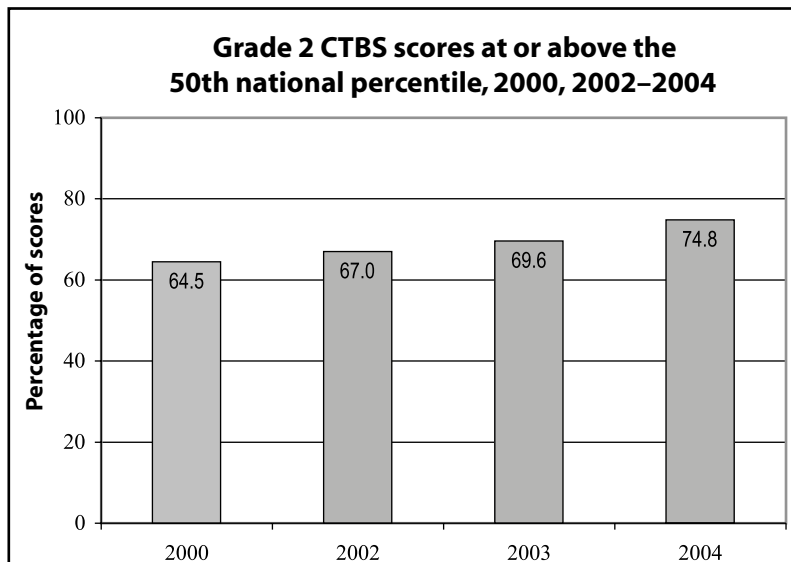
★  
**CTBS Grade 2**

MCPS uses the TerraNova Comprehensive Tests of Basic Skills (CTBS) at Grade 2 as an outcome measure for its Early Success Performance Plan. CTBS measure basic reading, language, and mathematics skills and provide comparative information on the performance of Grade 2 students relative to the performance of students in the CTBS national norming samples.

CTBS results are reported as national percentile ranks. For example, if a student earned a percentile rank of 80 on the reading subtests, it means that the student performed better than 80% of students who took the reading subtest nationally. The performance indicator for the Grade 2 CTBS is the percentage of CTBS scores across all five subtests (as represented by a composite score) which are at or above the 50th national percentile (NP) rank or the national average.

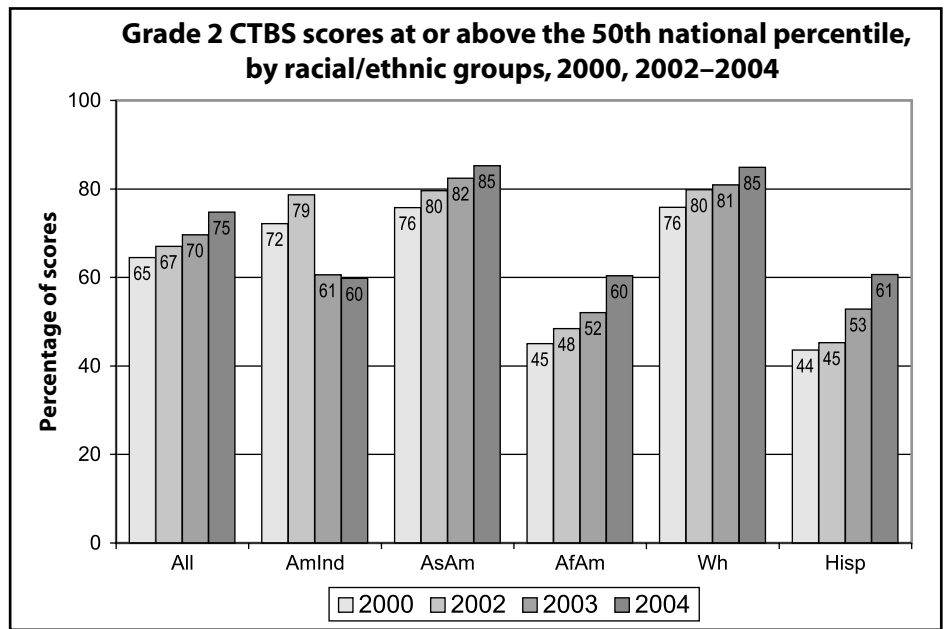
Record levels of achievement on CTBS occurred in 2004 after steady increases from the baseline year of 2000 (Figure K-1). Results from 2004 reveal that 75% of Grade 2 scores were at or above the national average, compared with 70% the prior year and 65% four years ago. With more than 9,900 students in Grade 2 during 2004, MCPS achieved excellent median national percentile ranks, ranging from the 68th median national percentile in language to the 87th median national percentile in language mechanics, the highest ever performance on the test.

**Figure K-1**



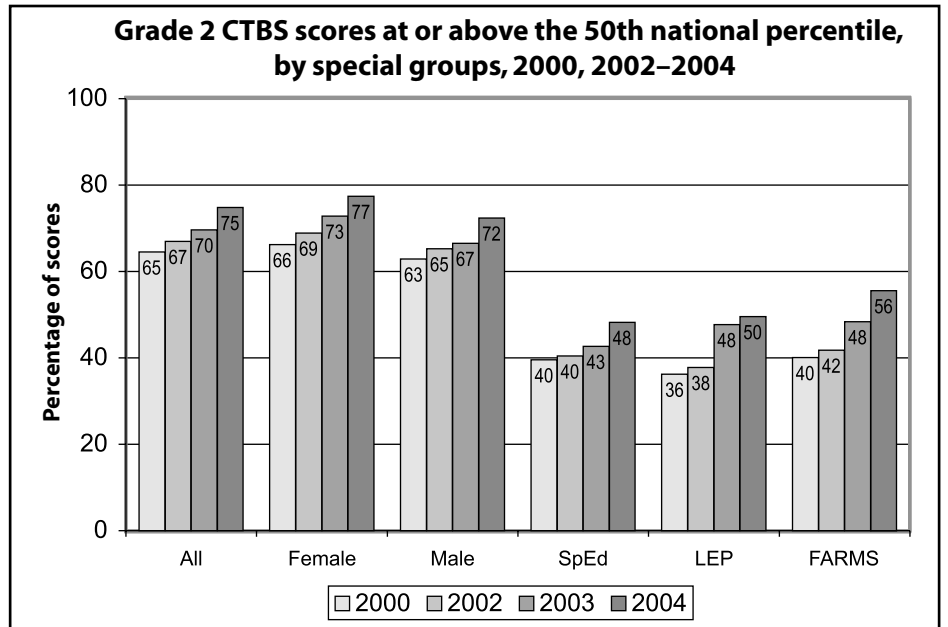
Since the baseline year of 2000, significant gains were made by nearly all students. Within racial/ethnic subgroups, the percentage of scores at or above the national average increased for all groups except American Indian (Figure K-2). For African American and Hispanic students, the percentage of scores above the national average increased from approximately 45% to 60% since the baseline year of 2000, narrowing the gap between the performance of Asian American and White students.

**Figure K-2**



Male and female students as well as students receiving special services showed increases in the percentage of scores above the national average (Figure K-3). Female Grade 2 students consistently perform better than their male counterparts. Students receiving special services have all made significant gains since the baseline year. The percentage of scores above the national average increased the most for students receiving FARMS services, with a gain of 16 percentage points. The scores for LEP students increased by 14 percentage points.

**Figure K-3**



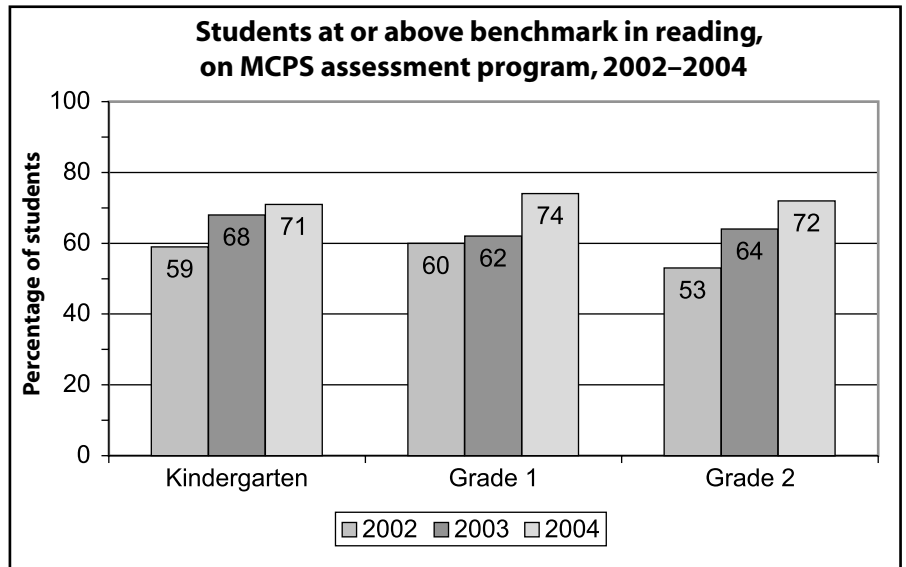
★  
**MCPS-AP Reading**  
*(pre-K–2)*

The MCPS Assessment Program Primary Reading is a locally developed assessment that provides formative information to help teachers, schools, and the district monitor students' progress in reading, from prekindergarten through Grade 2. The stated goals of this assessment program are to provide continuous confirmation of the student's reading development and understanding of the student's oral reading fluency, accuracy, and comprehension. The MCPS Assessment Program Primary Reading consists of two components—foundational reading skills and reading proficiency.

Benchmark performance targets have been established for three grade levels. For kindergarten, the benchmark is for students to be able to read a level 3 text with 90% or higher accuracy and attain a score of 2 out of 3 in oral retelling. For Grade 1, students must read a level 16 text with 90% or higher accuracy and a score of 80% or higher on oral comprehension. The Grade 2 benchmark is for students to read a level M text with 90% or higher accuracy and a score of 2 or 3 for written comprehension, which represents partial or essential understanding of the text.

Since 2002, students have shown continual improvement in reaching these benchmarks in kindergarten through Grade 2. In 2004, 71% of kindergarten students, 74% of Grade 1 students, and 72% of Grade 2 students were able to

**Figure L-1**



perform at or above benchmark (Figure L-1).

This improvement has occurred for all subgroups at all grade levels, with the impact of the Early Success Performance Program most striking in kindergarten (Figures L-2 and L-3). By 2004, the gaps in achievement among subgroups have been significantly reduced from the 2002 levels, with the most significant gains made by Hispanic, LEP students, and students receiving FARMS. The impact of language and disabilities is evident as the subgroups with the lowest percentage at or above benchmark continue to be students receiving special education or ESOL services.

Figure L-2

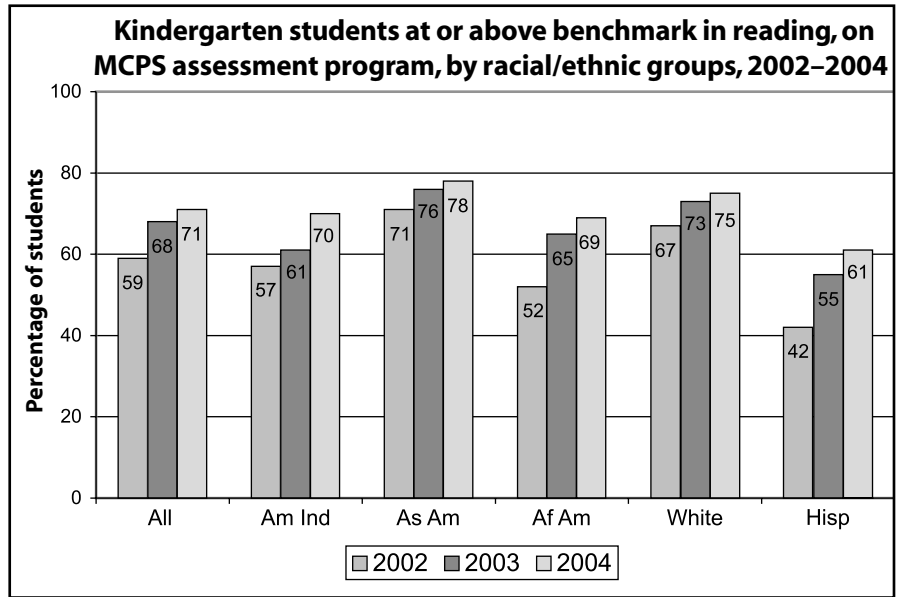
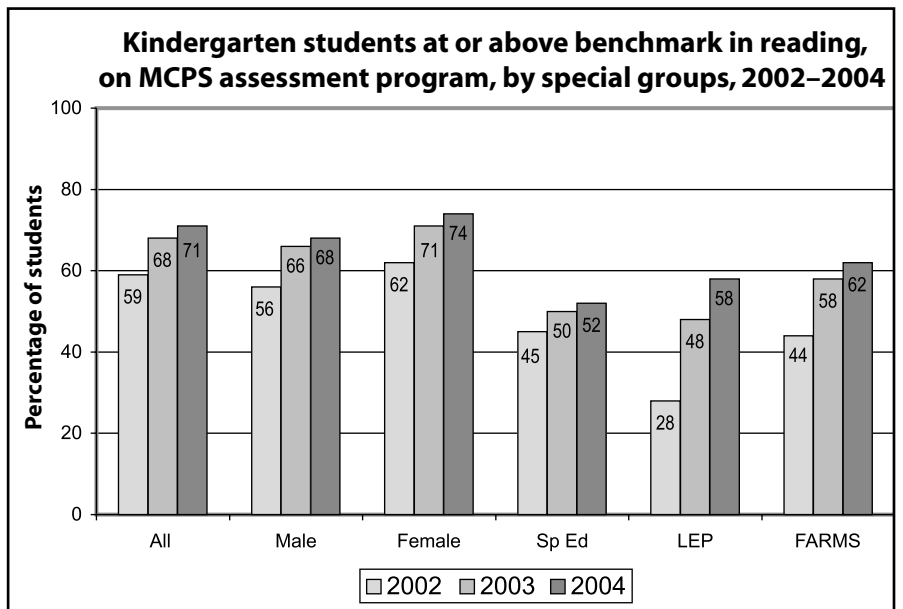


Figure L-3



An examination of performance in Grade 1 for racial/ethnic groups, reveals progress for African American and Hispanic students is most evident, increasing from 49% to 68% and 8% to 56%, respectively, of students achieving benchmark in 2004. Results of other Grade 1 subgroups reveal a significant gain in achieving benchmark for students receiving FARMS—from 39% to 57%. The smallest gains were seen in the special education and LEP subgroups—from 37% to 41% and 34% to 44%, respectively (Figures L-4 and L-5).

Figure L-4

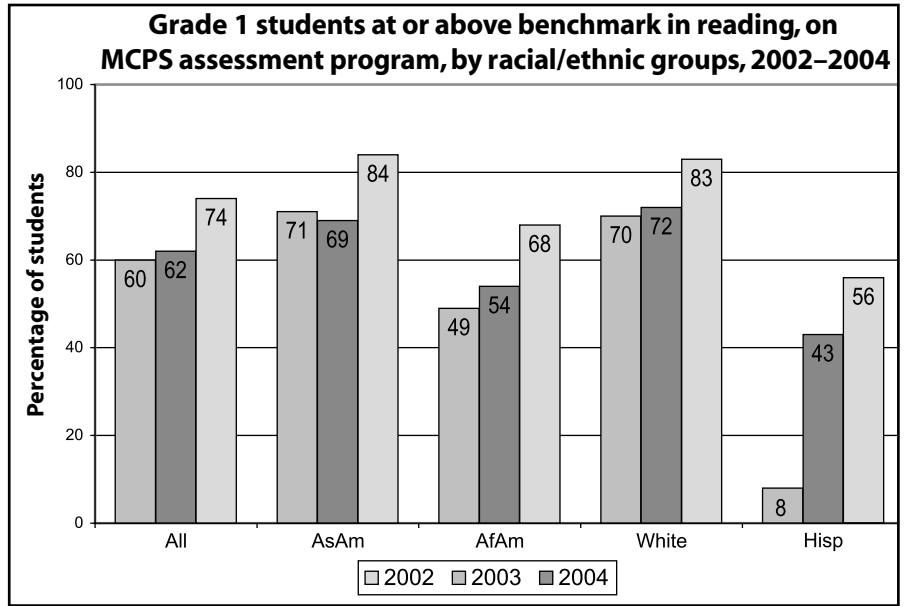
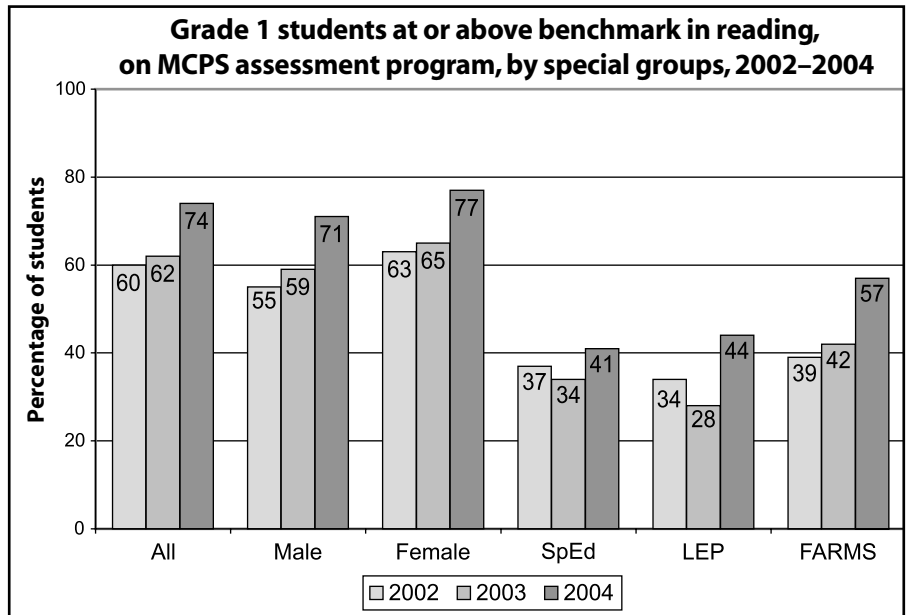


Figure L-5



An examination of performance in Grade 2 for racial/ethnic groups reveals progress for African American and Hispanic students, with the percentage of students achieving benchmark performance increasing from 39% to 61% and 28% to 54%, respectively. Other subgroup progress in Grade 2 includes a dramatic increase in the percentage of LEP students achieving benchmark performance—from 27% to 51%. Special education and LEP students made significant gains over time in the percentages of students achieving benchmark performance, increasing respectively from 24% to 41% and 16% to 33%. These scores, however, remain considerably below other subgroups as the more complex task of written comprehension is measured (Figures L-6 and L-7).



Figure L-6

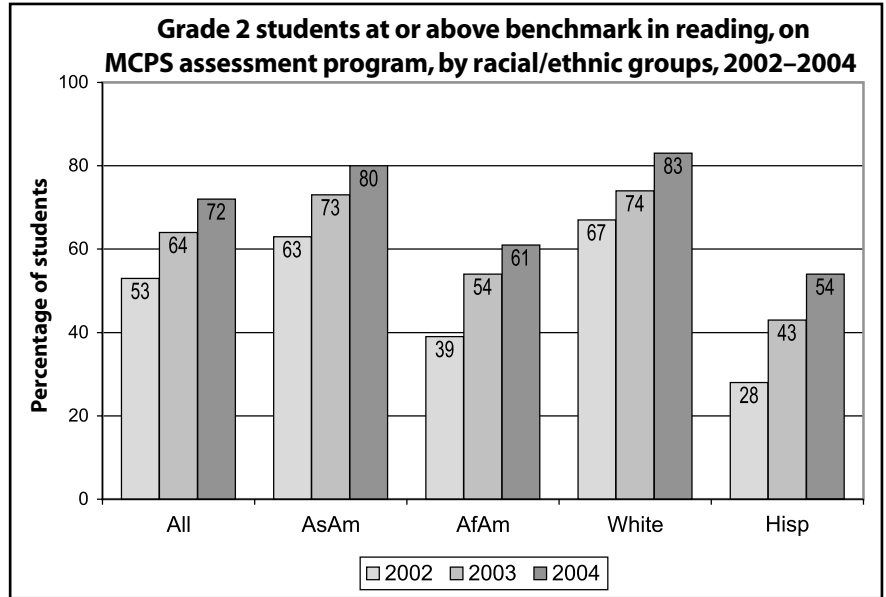
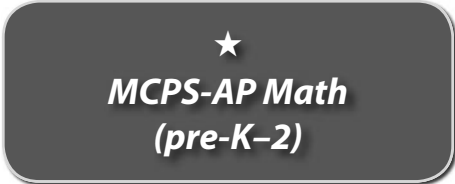
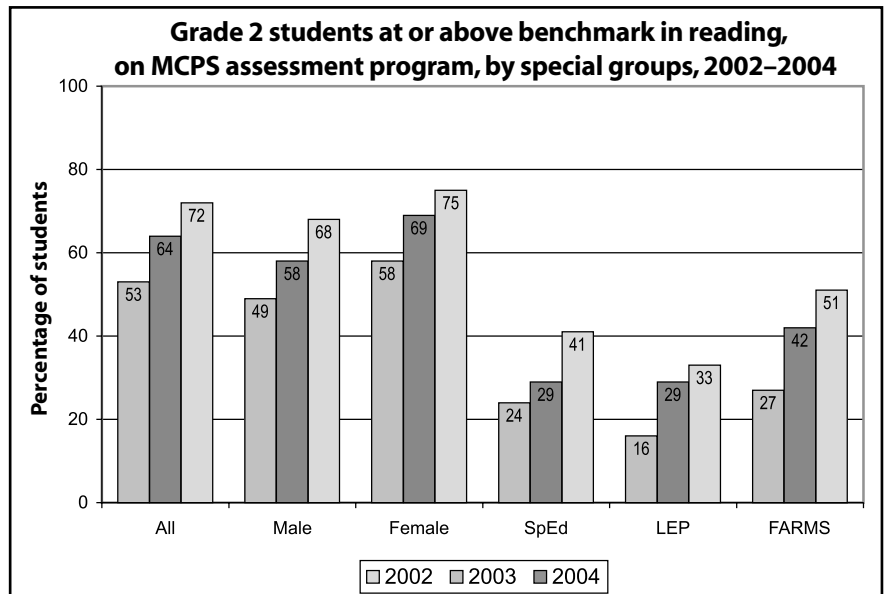


Figure L-7



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

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

These locally developed assessments have undergone revisions for several years, based on data collected from the schools. As the assessments stabilize and benchmark performance targets are set, it will be possible to report on this data point. However, for the 2003-2004 school year, it is not possible to describe student performance relative to established benchmarks for mathematics.

MILESTONE:

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

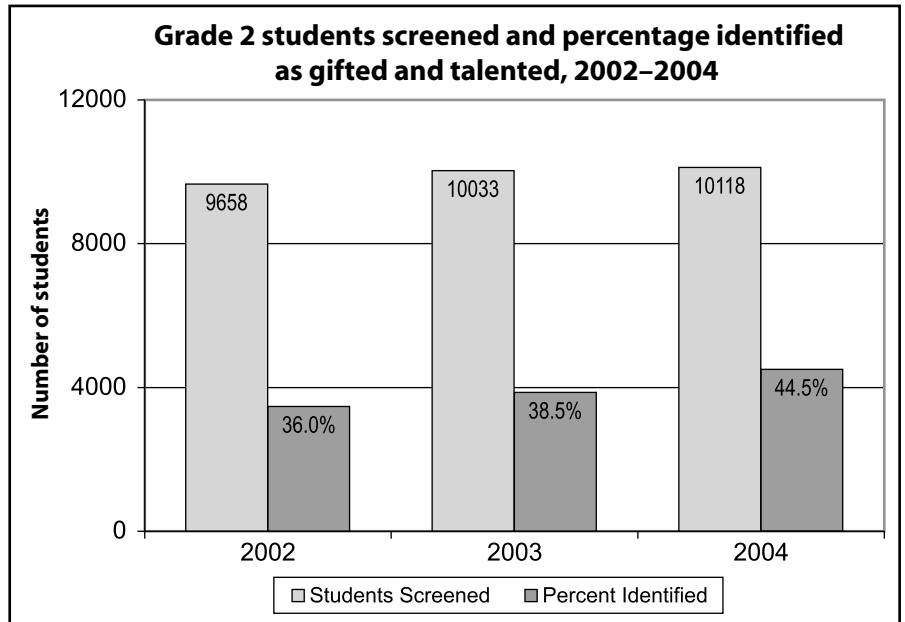
★  
**Gifted and Talented  
Screening (Grade 2)**

In compliance with Board of Education Policy IOA, *Gifted and Talented Education*, MCPS provides a continuum of gifted and talented programs and services for students that is aligned with the standard published by the National Association for Gifted Children. These programs include, but are not limited to, school-based services, the Schoolwide Enrichment Model, magnet and center programs, and the International Baccalaureate program. MCPS also provides center programs for students who are Gifted and Talented and Learning Disabled (GT/LD) as well as programs and services through Title I and the Program of Assessment, Diagnosis, and Instruction (PADI) that support students whose strengths may be masked by language, poverty, experience, or disability. However, students do not need to be identified as gifted and talented in order to receive gifted and talented services or to apply to a special program.

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

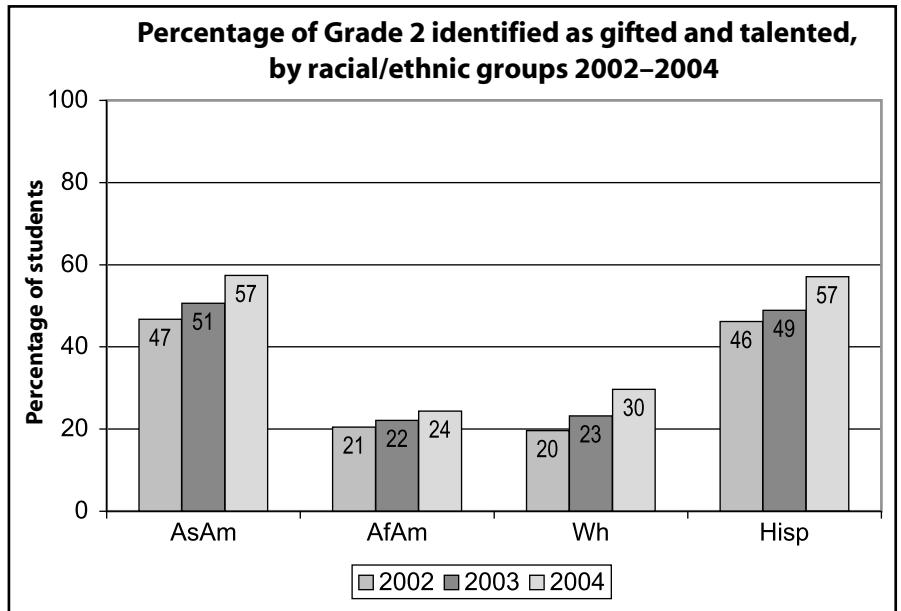
Countywide, the global screening data from 2002–2004 indicate that the number of Grade 2 students screened increased from 9,658 to 10,118 during this three year span (Figure M-1). At the same time, the percentage of students identified increased as well, indicating that more students are demonstrating capacity for more challenging academic programs and services. There was an 8.5% percentage increase in identification from 2002–2004.

Figure M-1



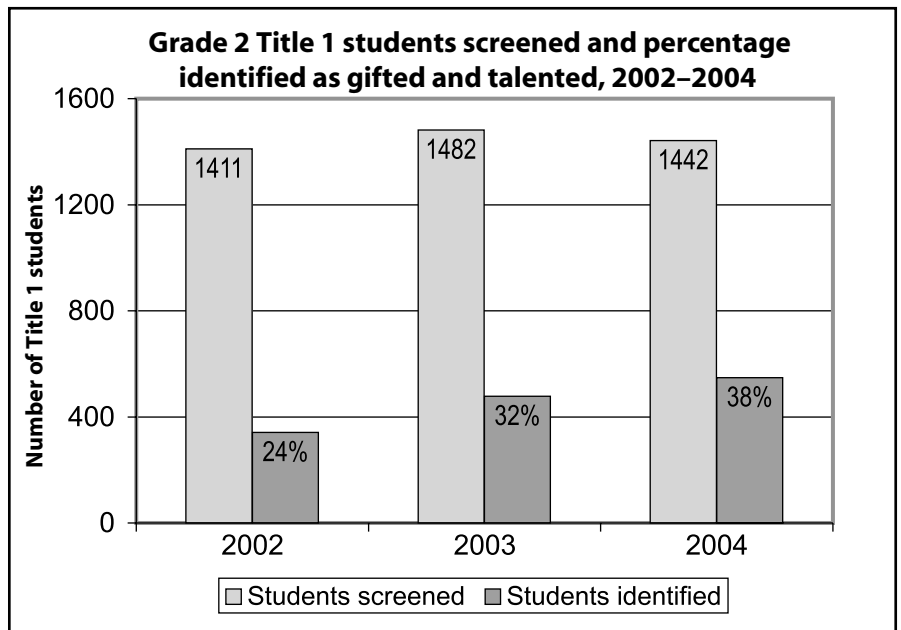
County-level data indicate that identification is steadily rising across all racial/ethnic groups. However, although the increases for Asian American, Hispanic, and White students averaged around 10.5%, the increase for African American students was less than 4% (Figure M-2).

**Figure M-2**



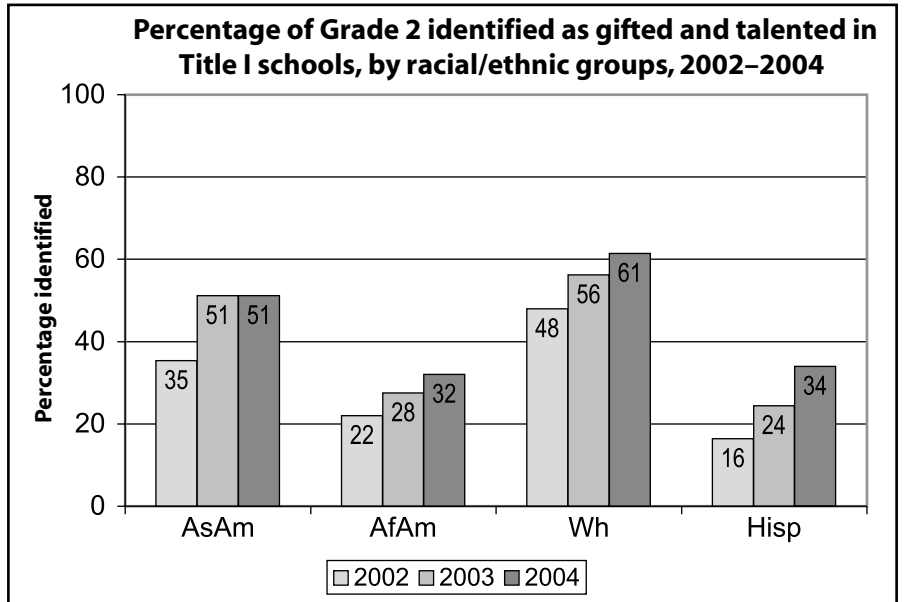
Beginning in 2002, MCPS allocated a .5 gifted and talented teacher position as part of an initiative at Title I schools. This initiative provides school staff with specialized training and resources dedicated to identifying potential strengths in students. The data from 2002-2004 indicate that identification has increased in these schools by almost 14% (Figure M-3). This result is particularly significant because these schools have many students whose strengths can be masked by poverty, language acquisition, and experience.

**Figure M-3**



There has been steady increases in the identification of African American and Hispanic students at the participating Title I schools (Figure M-4). These data are highlighted further when compared with the overall gains in identification rates for these groups. Systemwide, there was a 3.9% gain in the identification of African American students, while within the Title I schools, there was a 10.1% gain. Similarly, for Hispanic students systemwide, the gain was 10.1%, with Title 1 schools demonstrating a gain of 17.6%. Systemwide, there was an 8.5% increase in students identified and a 14.4% increase for all students in the Title I schools.

**Figure M-4**

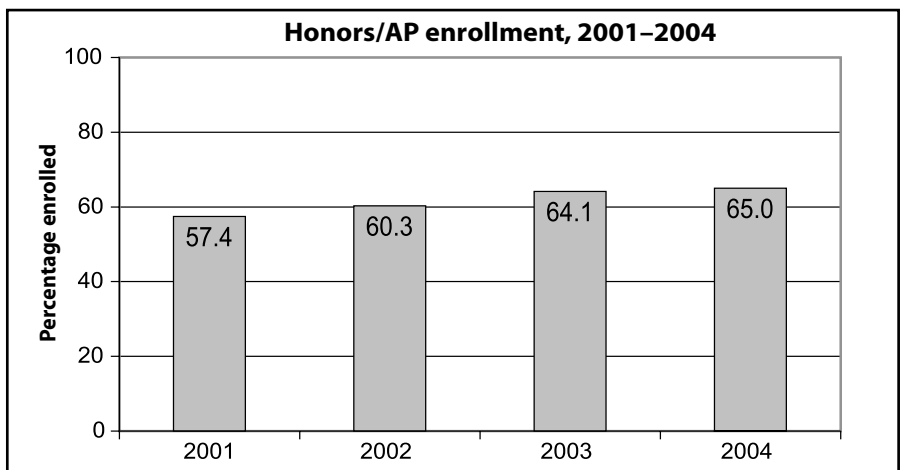


★  
**Honors/Advanced Placement enrollment**

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

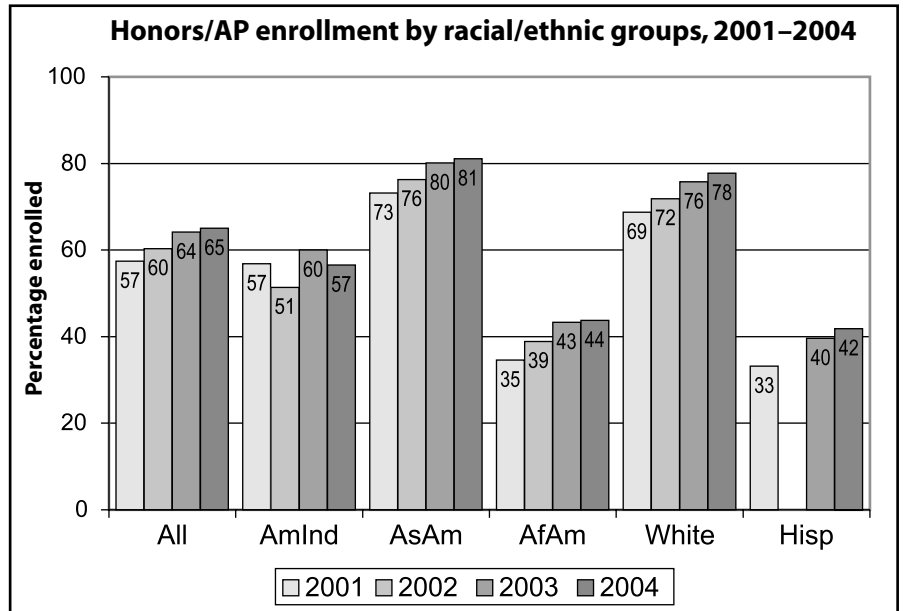
Countywide, the percentage of students enrolled in Honors and AP courses has risen steadily since the baseline year of 2001 (Figure N-1).

**Figure N-1**



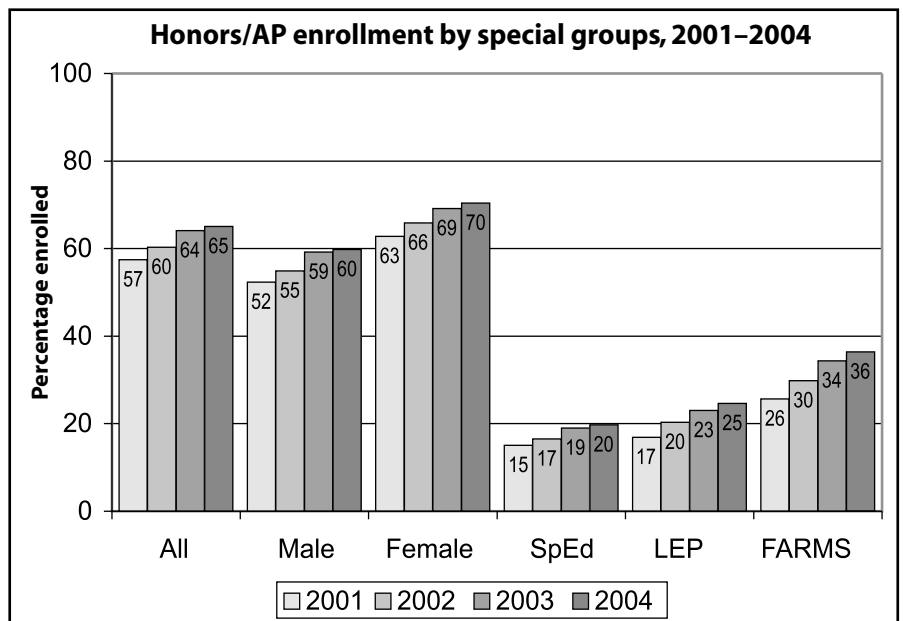
During 2004, county-level data indicate there was great variation in Honors/AP enrollment among the different student groups. Asian American students had the highest enrollment rate at 81.1% (Figure N-2) and special education students had the lowest enrollment rate at 19.7% (Figure N-3).

**Figure N-2**



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

**Figure N-3**



There have been increases in enrollment rates for both male and female students since 2001, with female students having a consistently higher enrollment rate than male students. Among students receiving special services, steady increases have been made since 2001, with enrollment among students receiving FARMS services increasing by more than 10 percentage points (Figure N-3).

★  
**Advanced  
Placement scores**

The AP exam is a measure of student readiness for college-level work that is used for various comparisons of the performance of individual students, schools, and school systems. Annual reports provide a summary of participation and success in college-level course work, as measured by receiving a score of 3 or higher on the AP exam. Many students take more than one AP exam annually.

During the 2003–2004 school year, 9,702 MCPS high school students took at least one AP exam; this is a notable increase from the 4,597 students who took at least one exam in 1999–2000. The percentage of all high school students taking at least one AP exam during an academic year also has grown from 12.5% in 1999–2000 to 22.7% in 2003–2004 (Table O-1).

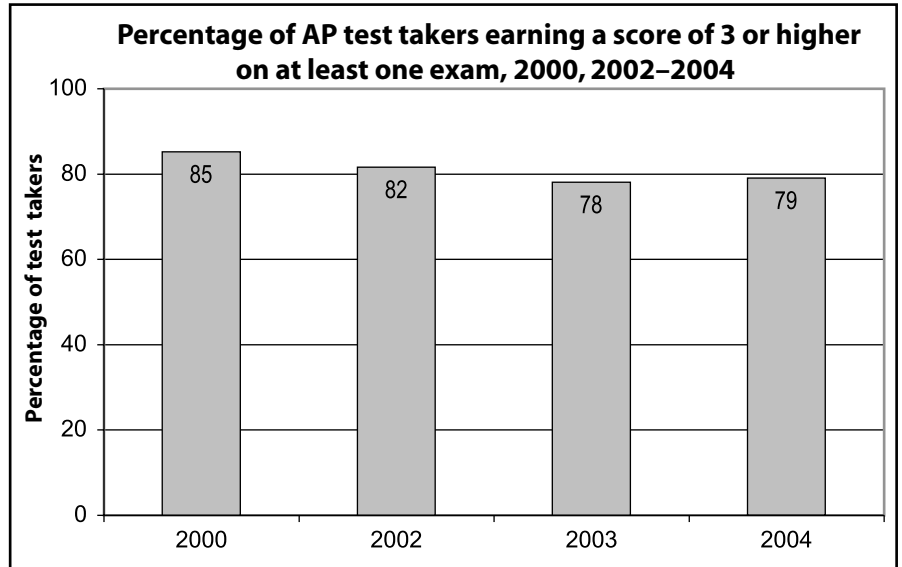
The increase in the number of students taking at least one AP exam is noteworthy for virtually every subgroup. Particularly impressive is that African American, Hispanic, LEP, and students receiving FARMS subgroups have tripled the number of students taking at least one AP exam. Asian American, White, and special education students have nearly doubled the number of students taking at least one AP exam. With a relatively small number of students represented, there has been little change for American Indian students. Yet, even though so many more students are participating in AP exams, there continues to be a gap in the percentage of students from different subgroups who participate in this program.

**Table O-1**

High School Students Taking at Least One AP Exam								
	2000		2002		2003		2004	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
All	4597	12.5	6770	17.0	8815	21.3	9702	22.7
Am Indian	11	11.7	10	9.3	13	13.7	10	10.0
Asian Am	998	18.9	1503	25.8	1962	32.3	2207	35.4
African Am	272	3.6	501	6.0	726	8.4	814	8.7
White	3066	16.2	4346	21.9	5554	27.4	5914	29.3
Hispanic	250	5.1	410	7.1	560	9.0	757	11.0
Male	2001	10.7	3031	14.9	3844	18.4	4276	19.6
Female	2596	14.4	3739	19.2	4971	24.3	5426	25.9
Special Ed	89	2.1	120	2.6	170	3.6	172	3.5
LEP	60	2.4	69	2.6	103	3.9	164	5.9
FARMS	160	3.0	264	4.8	389	6.6	533	8.4

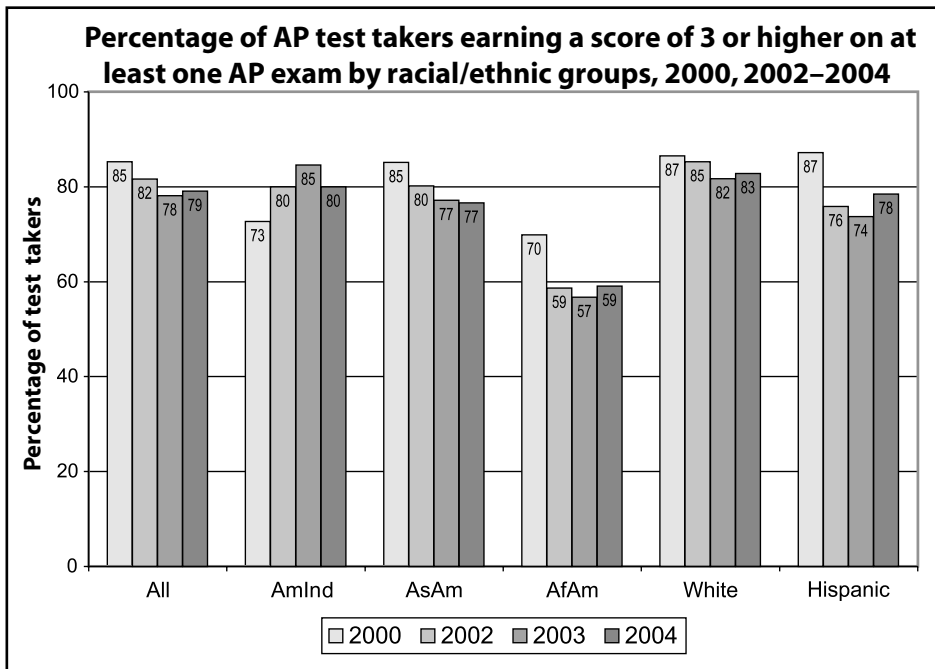
The College Board identifies a score of 3 as qualifying to receive college credit or advanced placement. The number of students who scored at least one 3 on an AP exam increased from 3,919 in 1999–2000 to 7,673 in 2003–2004. However, as the number of students has increased, the percentage of students receiving a 3 or higher decreased slightly from 85.3% in 1999–2000 to 79.1% in 2003–2004 (Figure O-1). It should be noted that as participation rates increase, there is a tendency for scores to decrease.

**Figure O-1**



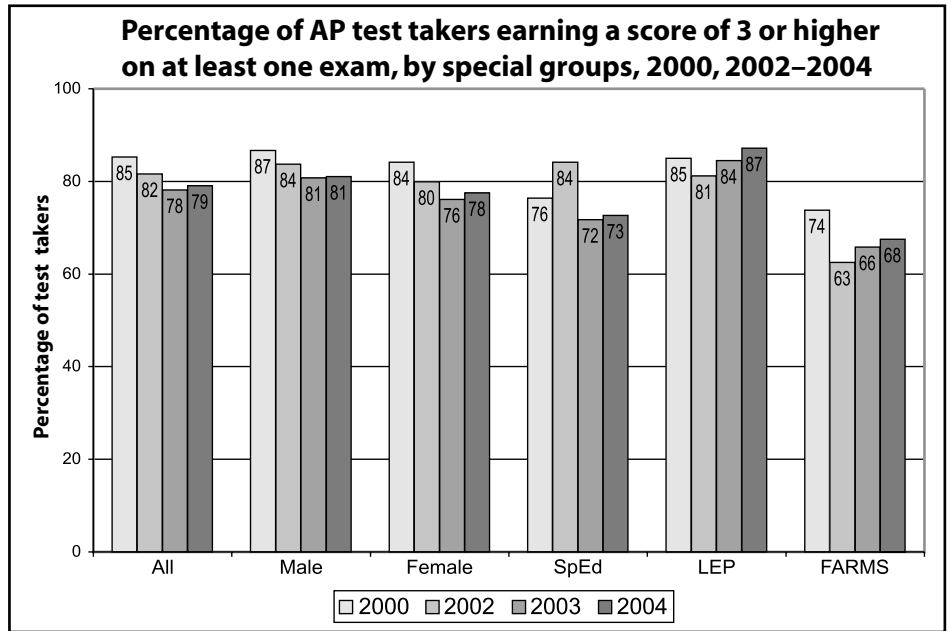
**Figure O-2**

When examining performance by racial/ethnic subgroups, a similar pattern emerges (Figure O-2). The number of students achieving a 3 or higher on at least one AP exam has substantially increased for every subgroup, but the percentage of students achieving a 3 or higher has dropped slightly.



This performance pattern of increasing participation numbers but falling percentages continues for students receiving special services and gender, except for LEP students (Figure O-3). The number of LEP students earning a 3 or higher on at least one exam nearly tripled—from 51 in 2000 to 143 in 2004, and at the same time, the percentage of LEP students increased from 85% to 87%.

**Figure O-3**





MILESTONE:

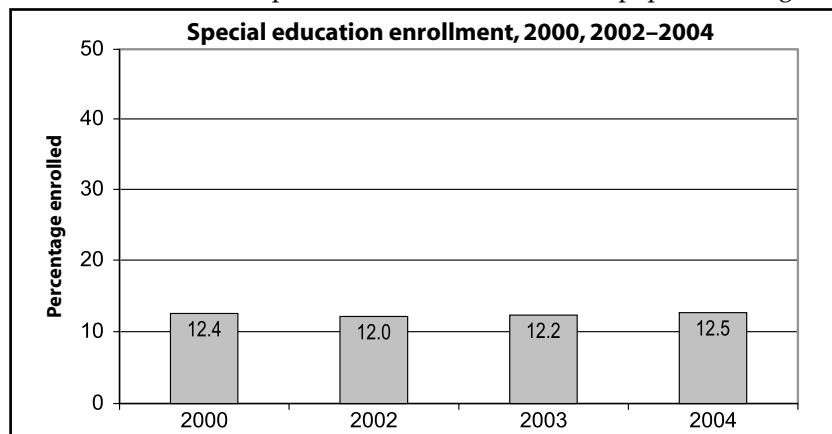
**MCPS will eliminate the disproportionate representation of African American students in special education.**



MCPS is committed to eliminating the disproportionate representation 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 of October of each year. This number reflects students who are receiving special education services and assists the Maryland State Department of Education (MSDE) in evaluating priorities and allocating federal resources. The information in this count also provides information on how MCPS is providing special education instructional programs.

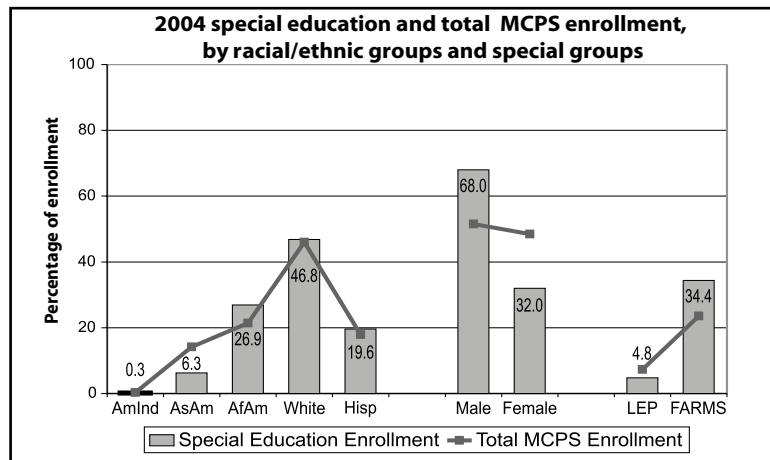
Countywide, the percentage of MCPS students receiving special education services has remained stable since the baseline year of 2000. While approximately 1,100 more students received special education services in 2004 than in 2000, this number continues to represent 12% of the total MCPS population (Figure P-1).

Figure P-1



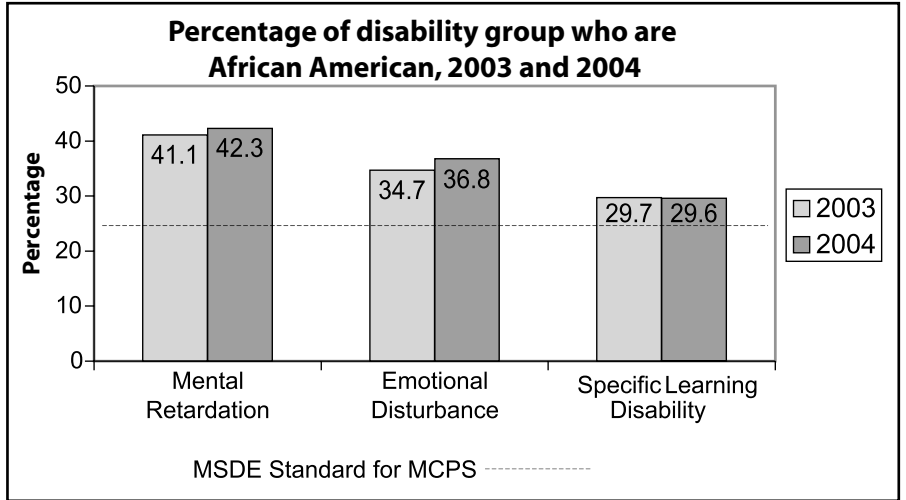
In 2004, among racial/ethnic groups, the percentage of White, Hispanic, and American Indian students receiving special education services was similar to the percentage of those students enrolled in MCPS as a whole. The percentage of African American students receiving special education services was slightly higher than the total percentage of African American students within MCPS. Similarly, the percentage of males receiving special education services was slightly higher than the percentage of males within MCPS. Among students receiving special services, there were a higher percentage of students receiving FARMS services in special education than in MCPS as a whole, whereas the percentage of LEP students in special education was similar to the percentage of those enrolled in MCPS (Figure P-2).

Figure P-2



Annually, MSDE establishes the standard for the disproportionate rate at which African American students are identified for special education. For the 2003–2004 school year, the standard set for MCPS was 26.50%. The rate at which MCPS identified African American students for special education was disproportionate in the disability categories of mental retardation (42.26%), emotional disturbance (36.77%), and specific learning disability (29.63%) (Figure P-3). Based on the trend data, MCPS is continuing to identify a disproportionate number of African American students for special education.

**Figure P-3**



MILESTONE:

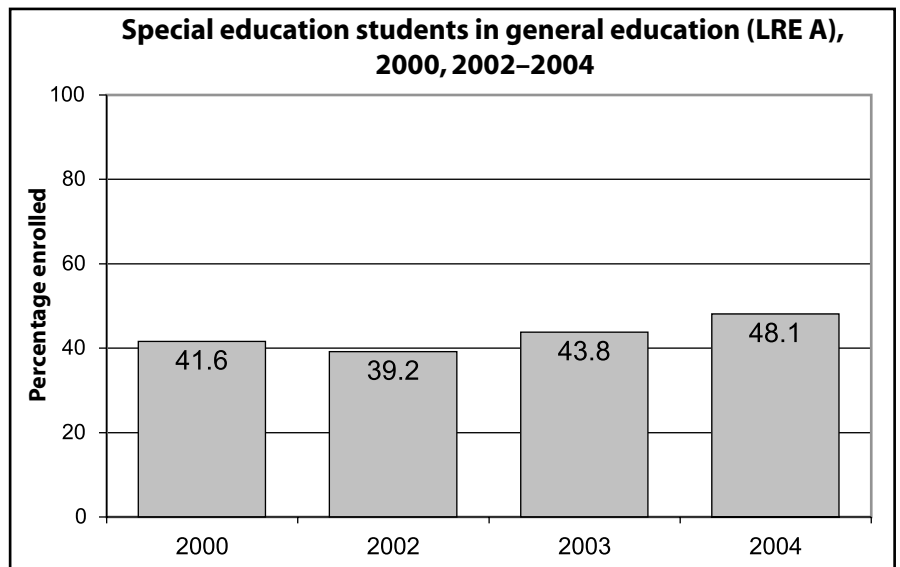
**All schools will provide students with disabilities access to general education to the maximum extent appropriate.**

★  
**Special education students receiving services in general education**

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

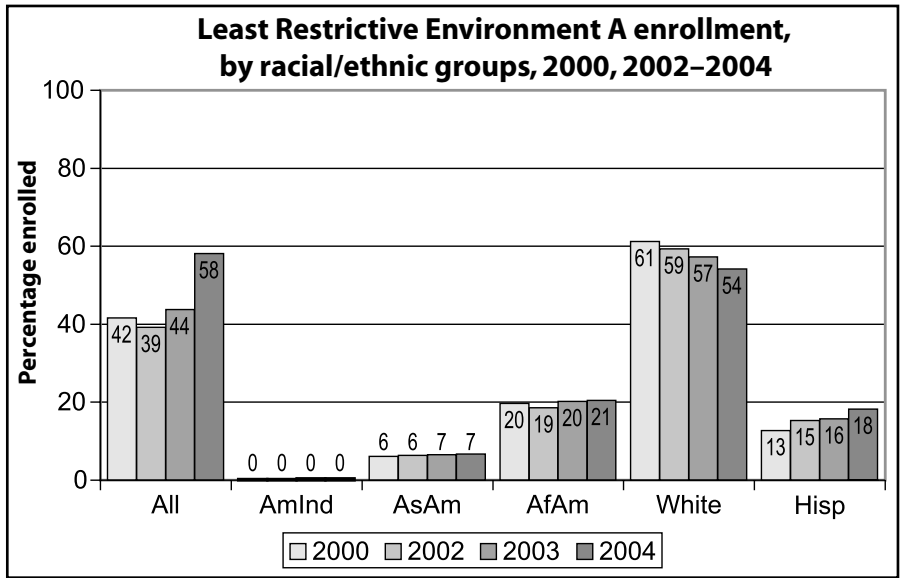
Children who receive special education services within a special education classroom not more than 21% of the day are considered to be in Least Restrictive Environment A (LRE A). The percentage of special education students in general education has increased by 9 percentage points over the past three years, bringing the percentage of students in LRE A to 48% (Figure Q-1). The MSDE requires LRE A to be 80%.

Figure Q-1

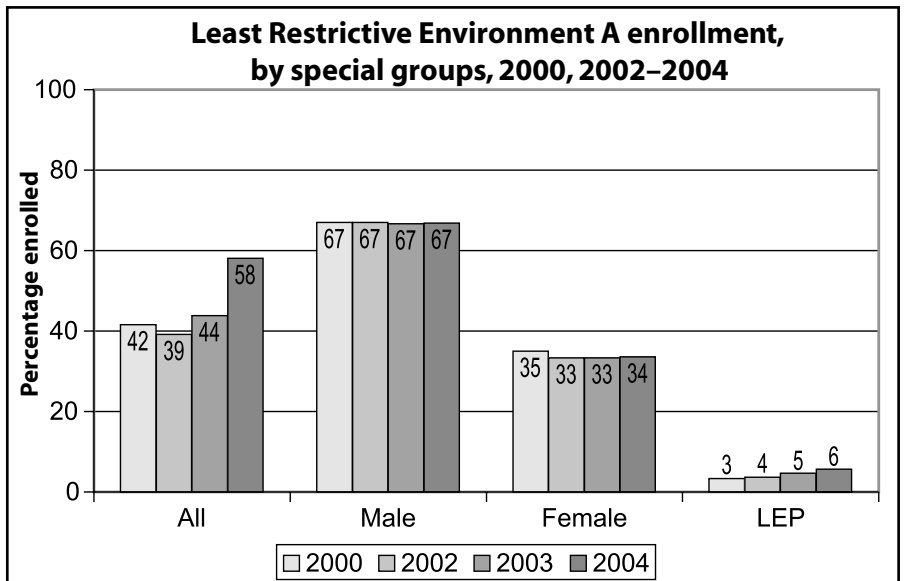


Since the baseline year of 2000, the demographic makeup of students in LRE A (Figures Q-2 and Q-3) closely mirrors the demographics of students enrolled in special education (Figure P-2).

**Figure Q-2**



**Figure Q-3**



MILESTONE:

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



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

Countywide, promotion rates have been consistently high since 2001. In 2004, county-level data indicate that promotion rates for each of the student groups was consistently high, and ranged from 95.6% to 98.9%. In addition, since the baseline year of 2001, promotion rates have been persistently high and stable for each student group (Figures R-1 and R-2).

Figure R-1

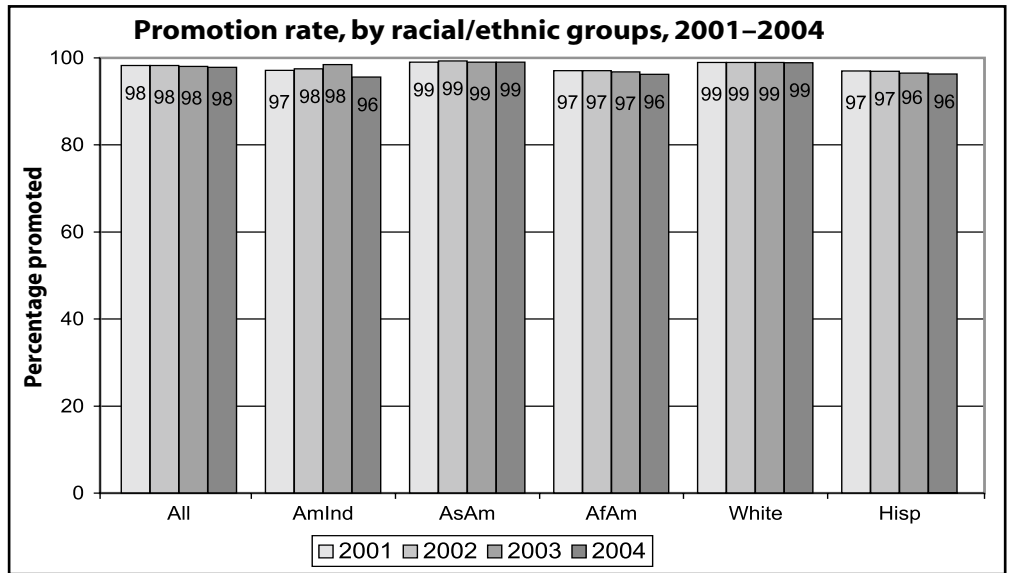
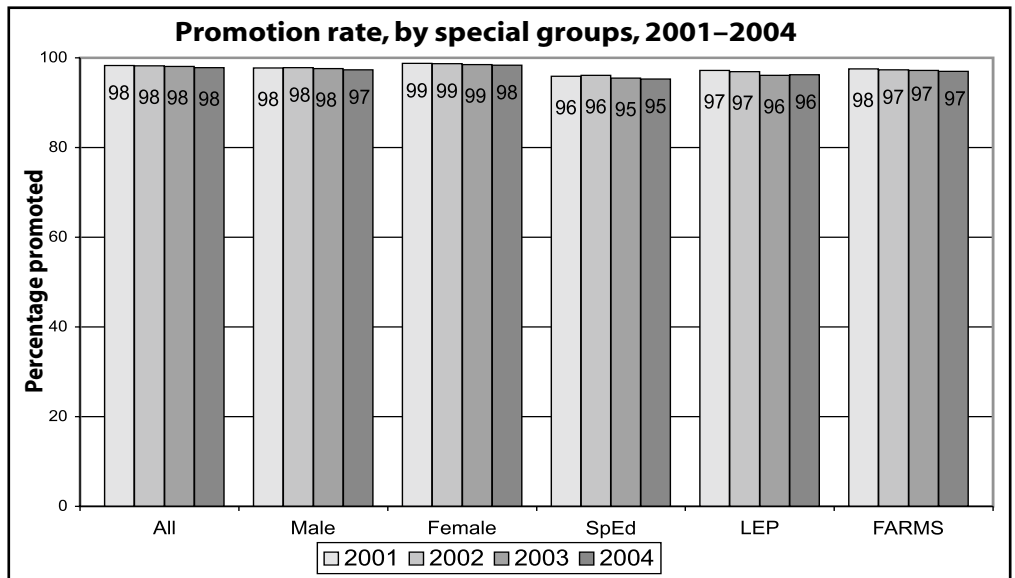


Figure R-2



★  
**Attendance**

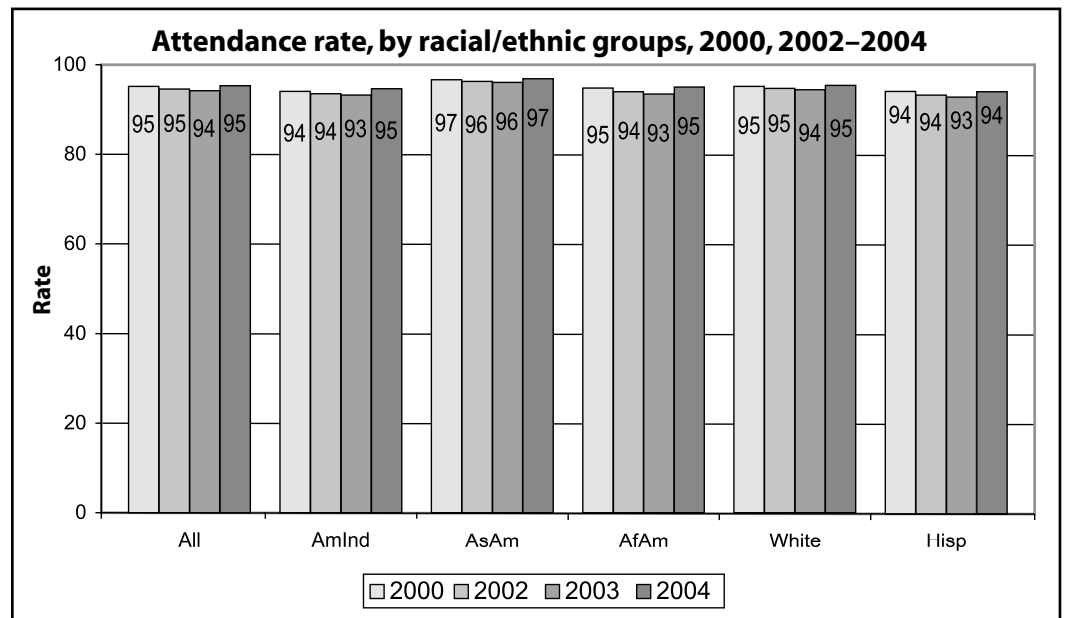
MCPS is committed to the belief that there is a relationship among regular attendance, academic achievement, and students' successful completion of a rigorous educational program. Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities, required for students to obtain optimum learning benefits from the school experience, and necessary for effective instruction and evaluation.

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

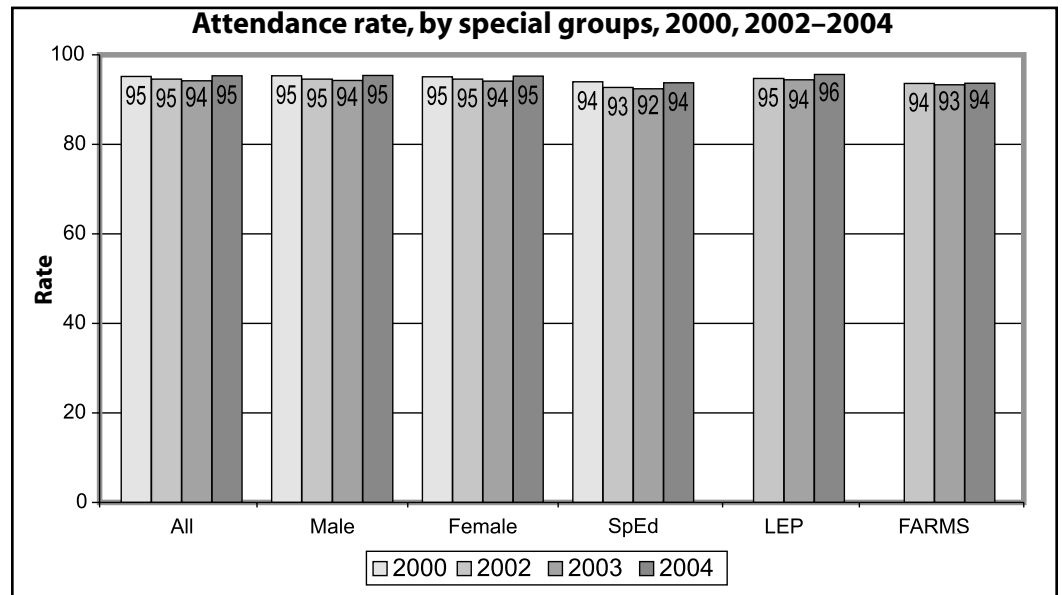
The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day of the September to June school year. MSDE calculates the percentage average daily attendance by dividing the aggregate number of students in attendance by the aggregate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

Countywide, since 2000, MCPS has met the MSDE satisfactory standard of 94% (Figures S-1 and Figure S-2). In 2004, county-level data indicate that all student subgroups met the MSDE satisfactory standard, except for special education students (Figure S-2) who missed the standard by .3 of a percentage point. In the past four years for which data exist, attendance rates for each of the student groups were relatively stable. Five student subgroups met the MSDE satisfactory standard (Asian Americans, Whites, males, females, and LEP) consistently during this timeframe. The student groups that did not meet the standard at some time in the past few years failed to do so by less than 2 percentage points.

**Figure S-1**



**Figure S-2**



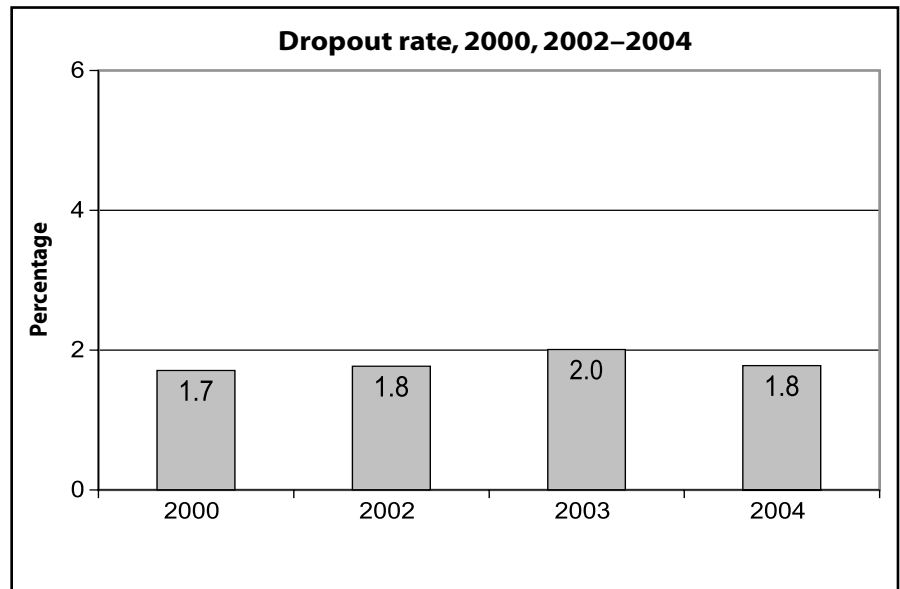
★  
**Dropout data**

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

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

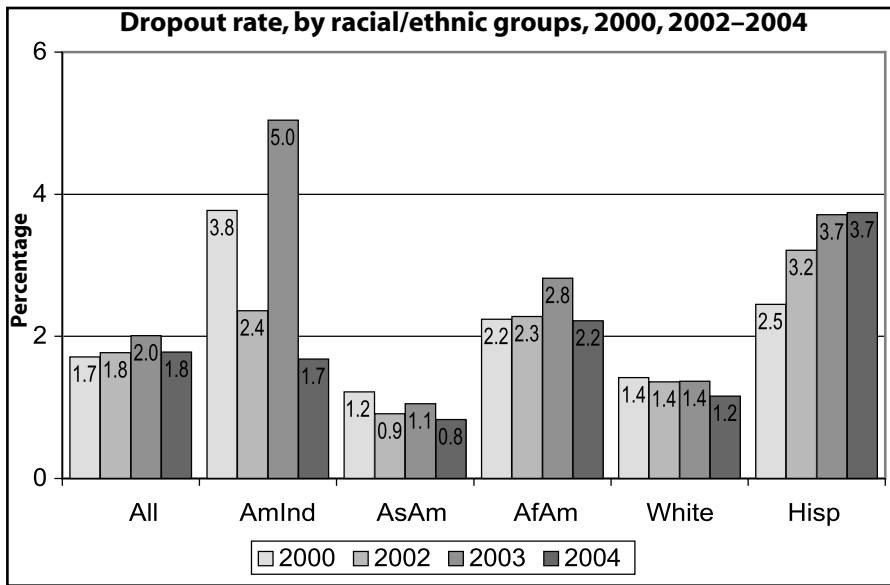
Countywide, dropout rates have held steady at approximately 2% since 2000 (Figure T-1).

**Figure T-1**



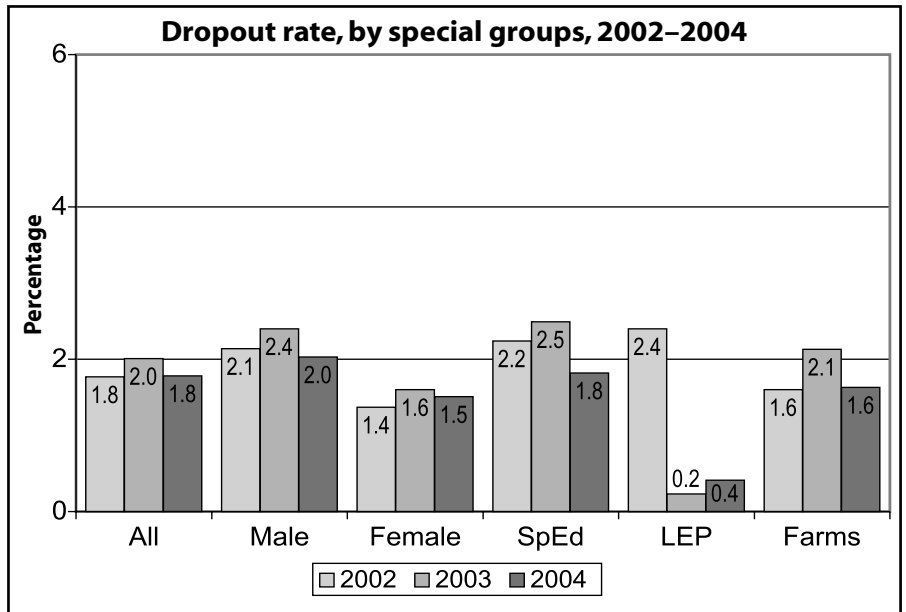
County-level data for 2004 show that less than 4% of the students in each student group dropped out. Across the student groups, Hispanic students had the highest dropout rate at 3.7% (Figure T-2) and LEP students had the lowest at .41% (Figure T-3). Since 2000, each racial/ethnic group had dropout rates of 5% or less. The dropout rates for all racial/ethnic groups decreased in 2004, except for Hispanic students. The dropout rate for Hispanic students increased from 2000 to 2003 and stayed the same for 2003 and 2004. Variation in rates for American Indians was due in part to the small number of students in this group. Since 2000, dropout rates for African American and Hispanic students were higher than for Asian American and White students (Figure T-2).

**Figure T-2**



Dropout rates for males and females tend to be somewhat consistent across the years, with males having slightly higher dropout rates than females. Of the other student groups, LEP student dropout rates increased from 2003 to 2004; however, their rates were the lowest among all the other student groups, and the 2003 and 2004 rates were substantially smaller than the 2002 rates—.2% and .4% in 2003 and 2004, respectively, vs. 2.4% in 2002 (Figure T-3).

**Figure T-3**





**GOAL THREE:**

**Strengthen Productive Partnerships for Education**



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

Goal Three encompasses the following milestones and accompanying data points.

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

MILESTONE:

**The school community demonstrates shared responsibility for student success.**

★  
**Volunteer data**

In compliance with Board of Education Policy ABC, Parental Involvement, 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, including 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. From 2001–2003, more than 2.8 million hours were reported yearly.

For the first time during the 2003–2004 school year, local school volunteer coordinators collected data electronically. This resulted in the reporting of significantly lower hours than in previous years. During the 2004–2005 school year, data collection procedures were revised and communicated both to principals and school volunteer coordinators. Currently, schools are collecting volunteer data using a revised database template. With support and monitoring by the Division of Family and Community Partnerships, these new procedures will enhance the accuracy of collecting and reporting systemwide school volunteer data (Table U-1).

Table U-1

MCPS Volunteer Data, 2001–2004	
School Year	Number of Volunteer Hours Reported
2001	3, 079, 779
2002	2, 830, 156
2003	3, 810, 559
2004	679, 785

★  
**Advisory Committee information**

MCPS maintains a wide array of advisory groups that provide a mechanism for two-way communication on new and ongoing initiatives, help to identify and prioritize needs and issues, and elicit valuable information on stakeholder satisfaction. Although data exist on the number of committees, membership, charges and responsibilities, duration, and, in some cases, final reports, the information is housed within each responsible office. Currently, there is no systemwide mechanism to collect this information from each office.

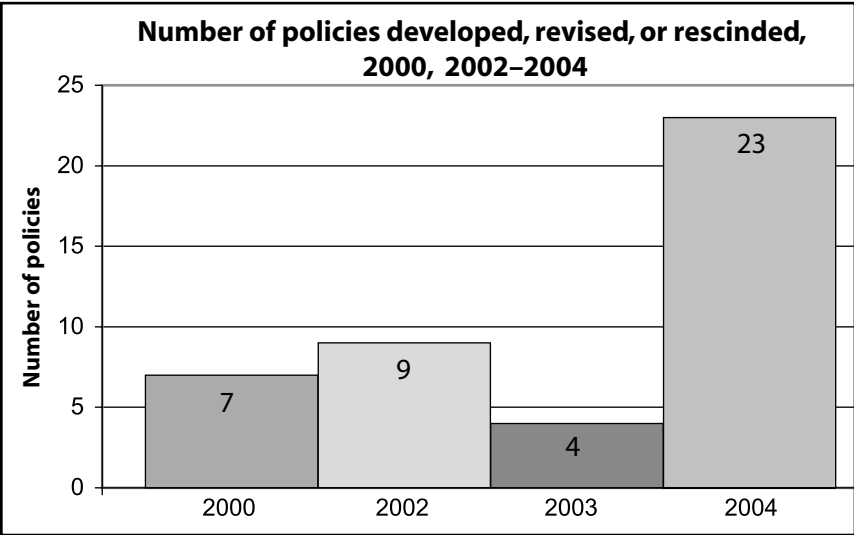
Each advisory committee operates in a way unique to its purpose. For example, the Division of ESOL / Bilingual Programs facilitates the ESOL / Bilingual Advisory Committee (EBAC), which consists of ESOL parents, school staff, and representatives from the ESOL community. EBAC meets to learn about the ESOL instructional program and to provide input on issues related to ESOL programs. The feedback received from the EBAC provides useful information used to refine ESOL programs. The Division of ESOL / Bilingual Programs maintains the records and outcomes of all meetings. Other examples of operating advisory groups are the School Library / Media Programs Advisory Group, Head Start Parent Policy Council, Curriculum Advisory Committee, Blue Ribbon Budget Committee, and Family and Community Partnerships Advisory Group.

The Division of Family and Community Partnerships established procedures to collect data from all MCPS offices and maintain a systemwide Advisory Group database, beginning with the 2004–2005 school year. Each office will be provided with a template to capture information, which will be merged quarterly with the systemwide database. This will allow MCPS to report systemwide on the important advisory committee work taking place.

★  
**Public comments on  
 proposed policies**

In accordance with MCPS Policy BFA, *Policysetting*, a request for public comments is sent out to the community at large for each policy the Board of Education is considering adopting or revising. Through this public comment process, individuals and community organizations are able to review proposed policies and provide comment. This process provides a method for MCPS to receive feedback on policies, which the Board of Education considers prior to taking final action on any new policy or policy revision. This process ensures the consideration of stakeholder input.

**Figure V-1**

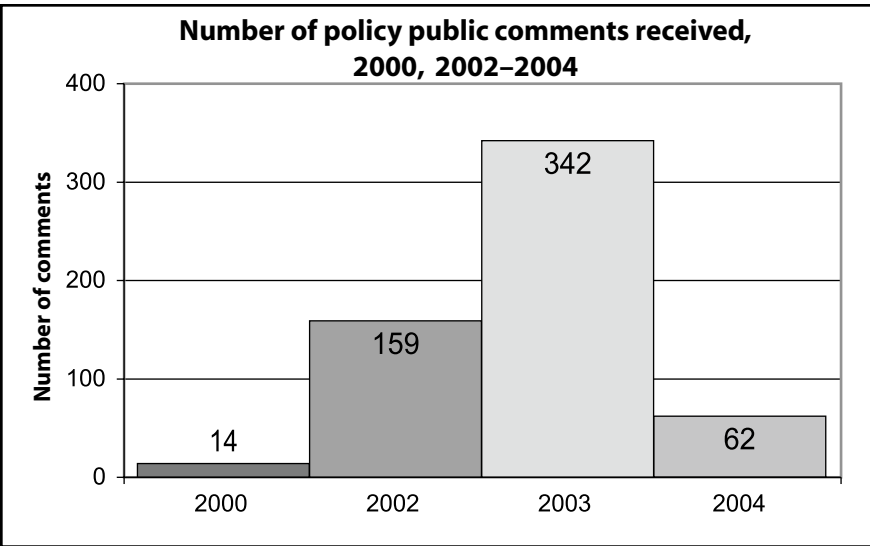


With the exception of 2002–2003, the number of policies developed, revised, or rescinded has increased from the baseline year of 1999–2000 (Figure V-1). In 1999–2000, the Board of Education took action on seven policies. In subsequent years the Board acted on an average of 10 policies per year. The only year that evidenced a significant decline in the number of policies acted on was 2002–2003.

The scope of the development or revision of the policy, its connection to other systemic reform efforts, and the depth of public interest in the topic heavily influences the number of policies the Board of Education takes action on each year. In 2002–2003 the Board of Education took action on four policies. In 2004, the Board,

through the Board Policy Committee, undertook a major systemic reform effort through the revision of MCPS Policy IKA, *Grading and Reporting*. This revision involved a significant philosophical shift, explicitly tying academic performance to a student’s grade as it relates to a standard. This effort involved a Board public hearing as well as seven community forums, prior to the Board’s final action on March 23, 2003. This effort consumed the vast majority of the Board’s time concerning policies for 2002–2003.

**Figure V-2**



The number of public comments fluctuates depending on the amount of public interest the policy topic generates (Figure V-2). Since 1999–2000 the Board of Education has received and considered 577 public comments concerning policy. Of those, 385 were generated by two policies, MCPS Policy CNE, *Facilities Improvements that are not Funded with Montgomery County Revenues* and MCPS Policy IKA, *Grading and Reporting*. All other policies generated far fewer public comments, with MCPS Policy JEE, *Student Transfers* generating the third highest number of public comments at 22.

MILESTONE:

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

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***Strategic planning and budget roundtable data***

The purpose of the strategic planning and budget forums was to increase stakeholder involvement, provide feedback on the effectiveness of school system initiatives, and ensure accountability. Specifically, the forums allowed the community to provide commentary about the overarching goals and strategies identified in the plan.

MCPS collected information from stakeholders based on their responses to the following questions:

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

This information was compiled and used to help drive the budget decision-making process for 2006. In addition, information was collected about the budget forum process by asking participants to respond to the following statements:

1. The purpose of the forum was well communicated to all participants.
2. During the breakout session discussions, everyone was encouraged to participate.
3. The reports from the breakout groups accurately described the participants' input.
4. Overall, the forum achieved its stated purpose.

A Likert Scale was used to collect participants' responses (strongly agree, agree, disagree, and strongly disagree) regarding the value of the forum. All feedback from the three forums was posted on the MCPS Web site. In addition, the feedback and information gathered was presented and discussed with the Board of Education on October 25, 2004.

The forums resulted in substantial feedback on issues involving the strategic plan. Although it was difficult to categorize or summarize all the conclusions, there was a consensus that early childhood initiatives and increased rigor in the curriculum are on target. Strategies that need further improvement were identified specifically for children with special needs, including special education, English for Speakers of Other Languages (ESOL), and gifted and talented programs. In addition, many participants cited a need to improve counseling and mental health services. There also was consensus that more needs to be done to communicate the strategic plan internally and externally, and a variety of suggestions were made.

With regard to the level of satisfaction with the process itself, 97% of the respondents strongly agreed or agreed with the following:

- The purpose of the forum was well communicated to all participants.
- During the breakout session discussions, everyone was encouraged to participate.
- Overall, the forum achieved its stated purpose.

In addition, 94% of the respondents strongly agreed or agreed that the reports from the breakout groups accurately described the participants' input. Overall results indicated that people were pleased with the process.

MILESTONE:

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



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

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

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

The University Partnership program has grown from 15 partnerships in 1999 to 25 in 2004. Last year, approximately 100 participants graduated from various partnership programs. In addition, the number of professional development schools has doubled in the past two years, from 20 to 40. University partnerships are instrumental in helping MCPS diversify its workforce and training educators in critical field areas. Our target is to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity. Currently, based on the available information, 70% of the University Partnership participants trained in critical fields through University Partnership programs, including Initial Teacher Certification, A&S certification, and/or a master’s degree are White; 22% are African American; 5% are Asian American; 3% are Hispanic and 0% American Indian. In terms of the overall workforce population, 69% of the employees are White; 18% are African American; 5% are Asian American; 7% are Hispanic, and 0.3% are American Indian (Employee and Retiree Service Center data, February 2004). Minority participation in the partnership programs needs to increase in order to help increase the diversity of the workforce.

**Table W-1**

The MCPS/University Partnerships Program				
Type of Degree	Number of Programs	Universities Involved	Number of Participants	Number Graduated to Date
Certification	3	Hood College Johns Hopkins University Towson University	53	126
Bachelor’s	1	Bowie State University	3	37
Master’s	16	Bowie State University George Washington Univ. Hood College Johns Hopkins University McDaniel College Towson University Trinity College Univ. of Maryland College Park	257	521
Doctorate	2	Bowie State University Univ. of Maryland College Park	45	0

★  
**Higher education  
 partnership  
 data—student success**

The establishment of higher education partnerships to increase student success at the secondary and college levels is a priority for MCPS. For example, the MC/MCPS Partnership has fostered the creation of the College Institute at Wootton and Gaithersburg high schools where college-level courses for high school students are taught on the high school campuses. The MC/MCPS Partnership also fosters collaboration between MCPS content supervisors and MC faculty to address K–16 initiatives, improvement in the high school-to-postsecondary articulation process, and outreach to MCPS families. Table X-1 shows the number of students enrolled in classes at MC, including those in the College Institute.

**Table X-1**

Students Enrolled in Montgomery College Classes, 2001–2004		
Year	Number of Students	Number of Sections Students Enrolled
2001	276	437
2002	346	607
2003	454	726
2004	395	790

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

MILESTONE:

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

---

★  
***Activities developed  
to meet identified  
community needs***

Understanding and meeting the needs of the diverse MCPS community is a key strategy to strengthening partnerships for education. Many children arrive in schools with limited educational experiences. Some families need assistance in understanding English, school structure and governance, and learning how to help their children achieve to their fullest potential. MCPS has developed a variety of outreach programs designed to support specific communities and to meet diverse needs. Although these programs are found in all offices and departments of the school system, currently, there is no central mechanism to collect and report these data. The following outreach activities are examples of current school-system activities that support community needs to promote student success: Study Circles, Conquistatues Suenos, Title I school parent meetings as mandated by federal regulations regarding School Choice and Supplemental Education Services (SES); Prekindergarten/Head Start family events; George B. Thomas, Sr., Saturday School parent training sessions; and numerous others.

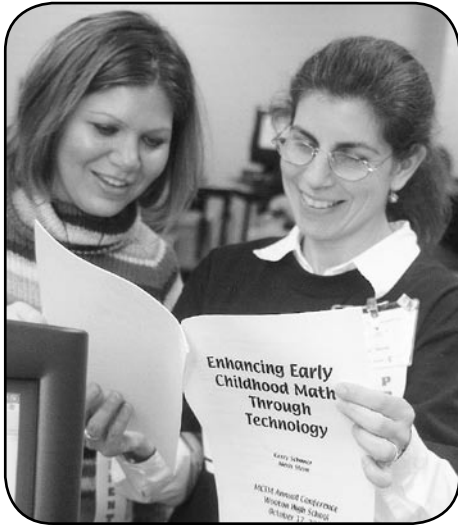
During the 2004–2005 school year, information on such efforts will be centrally collected in order to create baseline information for this data point. A database will be provided to each office to collect information on community outreach activities. Each office will share its data quarterly with the Division of Family and Community Partnerships, which will be responsible for maintaining systemwide data regarding activities developed to meet identified community needs.





**GOAL FOUR:**

# Create a Positive Work Environment in a Self-Renewing Organization



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

Goal Four encompasses the following milestones and accompanying data points.

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

MILESTONE:

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

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★  
**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; a focus on job-embedded professional development provided to staff through time afforded by staff development substitute teachers and supported by staff development teachers in every school; a Peer Assistance and Review (PAR) program with consulting teachers; Studying Skillful Teaching course work to ensure consistent language; and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a systems approach to aligning the hiring, induction, mentoring, professional development, support systems, and evaluation processes. As a result, the training and development programs for teachers are research-based, job-embedded, and results-oriented.

This data point provides information on the components of the professional growth system, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers
- Teachers who are nonrenewed, resigned, or dismissed as a result of PAR
- Teachers who have participated in Studying Skillful Teacher course work
- Teachers who participated in curriculum implementation training
- Usage 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. Consulting teachers' caseloads are made up of novice and underperforming teachers. The caseloads are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming.

Caseloads for consulting teachers vary during the year. Some teachers enter the program mid-year and are sometimes released from the program prior to the end of the year. During the past 3 years, consulting teachers have served 1,977 teachers, of which 324 were underperforming teachers and 1,653 were novice teachers (Table Y-1). The change in the total number of novice teachers served by consulting teachers is based on the level of hiring in the county. Additionally, the number of underperforming teachers identified over the past 3 years has decreased.

**Table Y-1**

Consulting Teacher Caseloads, 2002–2004			
	2002	2003	2004
Novice	438	669	546
Underperforming	132	97	95
Total	570	766	641

During 2004, 252 elementary and 294 secondary novice teachers were assigned a consulting teacher. In addition, 31 elementary and 64 secondary teachers were identified as underperforming and were assigned consulting teachers (Table Y-2).

**Table Y-2**

Consulting Teacher Caseloads Elementary and Secondary Teachers, 2004			
	Elementary	Secondary	Total
Novice	252	294	546
Underperforming	31	64	95
Total	283	358	641

• ***Teachers who are nonrenewed, resigned, or dismissed as a result of PAR***

The PAR panel reviews consulting teacher information monthly, including observation reports and summaries. In addition, the panel provides suggestions for interventions and supports. The PAR panel then uses information from consulting teachers to make recommendations to the superintendent regarding the employment status. Teachers who meet standard after a year in the program are put in the professional growth system. Teachers who do not meet standard are nonrenewed or dismissed, depending on whether they are novice or underperforming teachers. Some teachers in PAR choose to resign prior to a PAR decision. Since 2001, PAR decisions have resulted in 177 teachers leaving the Montgomery County Public Schools (Table Y-3). This includes 113 resignations, 46 nonrenewals, and 18 dismissals.

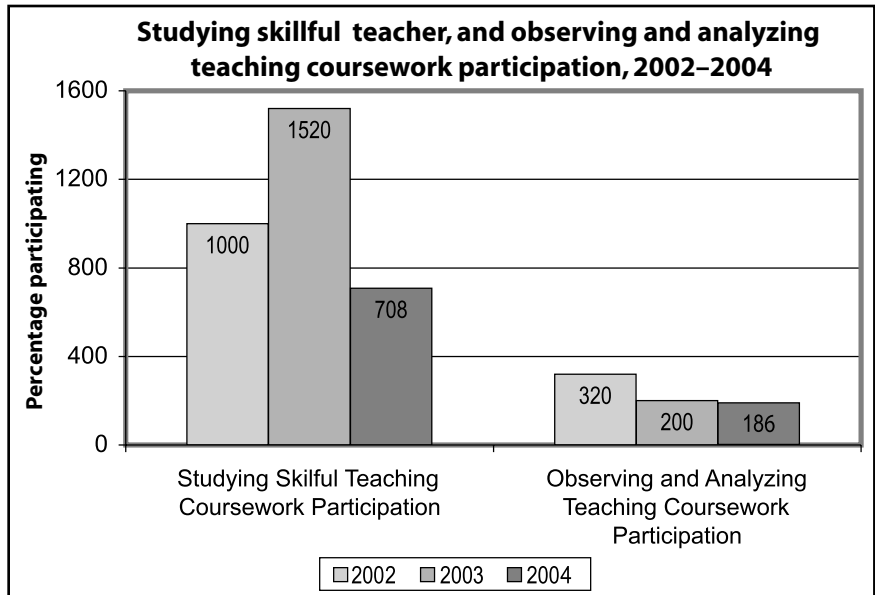
**Table Y-3**

Peer Assistance and Review (PAR) Data, 2001–2004					
	2001	2002	2003	2004	Total
Dismissal (through the PAR panel)	3	6	4	5	18
Resigned (includes counseled out)	1	44	19	49	113
Nonrenewal	5	13	21	7	46
Total	9	63	44	61	177

- ***Teachers who have participated in Studying Skillful Teacher course work***

Studying Skillful Teaching course work is offered to teachers in MCPS, while Observing and Analyzing Teaching (OAT) course work is offered to resource teachers and administrators. Staff is provided options on times and locations. The number of teachers who have completed SST over the past 3 years has varied. In 2002, 1,000 teachers completed the course. That number increased to 1,520 in 2003 and then decreased to 708 in 2004. In 2002, 320 staff completed the OAT course, while 200 completed it in 2003. In 2004, 186 staff completed the OAT course (Figure Y-1).

**Figure Y-1**



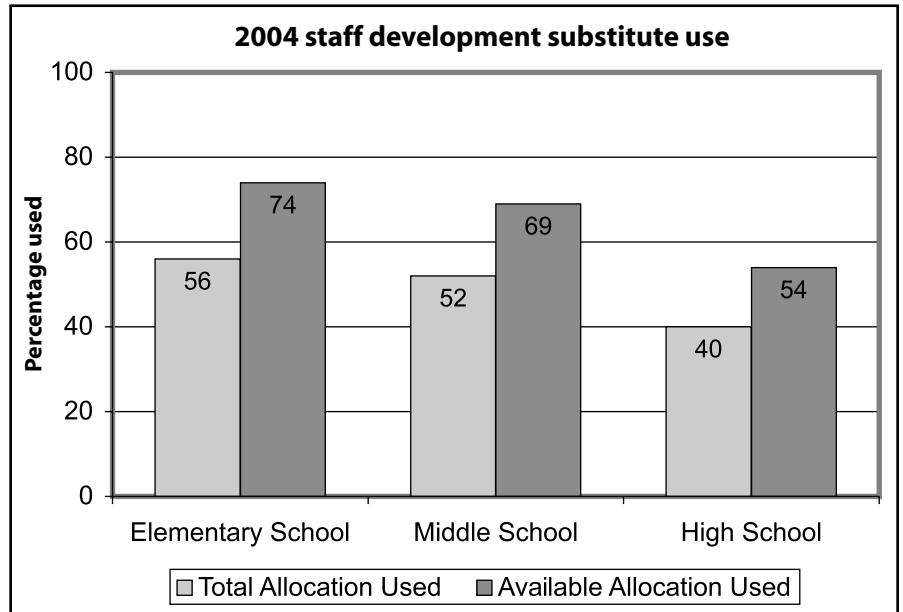
- ***Teachers who participated in curriculum implementation training***

During 2004, the Elementary Reading/Language Arts training provided support to all teachers of Grades 1-3 as they implemented the new curriculum. In mathematics, support was provided to all teachers of Grades 1-5 as they implemented the mathematics curriculum. Math content coaches participated in 11 sessions, designed to enhance their content knowledge and develop coaching strategies. As a part of the Early Childhood Project, Pre-K and kindergarten teachers, special educators, and paraeducators received training in reading/language arts and mathematics. Secondary training and development included Algebra 1; English 7, 8, and 9; Reading 6, 7, and 8; Science 6, 7, and 8; National State and Local Government (NSL); and Social Studies 6 and 7 for middle and high school teachers, resource and interdisciplinary resource teachers, and Algebra 1 lead teachers.

- ***Usage of staff development substitute teacher time***

The staff development substitute time (SDST) is used to provide teachers time to participate in job-embedded staff development. Because the SDST was impacted by the budget freeze, it is reported two ways—percentage total allocation used and percentage available allocation used (Figure Y-2). Schools were notified that they could only use SDST until March 2004. This meant that the total allocation for the year was not available to the schools for use. Elementary schools used the greatest percentage of their time—74%—followed by middle schools with 69% and high schools with 54%.

**Figure Y-2**



• ***Support for new teachers through induction and mentoring***

There has been a steady drop in the number of teachers who have attended orientation and the number of mentors (Table Y-4). This drop is consistent with fewer teachers being hired. In August 2003, 678 orientation participants constituted 94% of the 721 teachers eligible that year. This was an increase in participation from the 92% participation rate in 2003. The decrease in mentor data is a result of the few number of teachers who needed mentors and a change in the assignment practice for mentors. Prior to 2004, mentors were assigned to all new-to-MCPS teachers. Beginning in 2004, mentors were assigned only to experienced new-to-MCPS teachers. As a result, there was a drop from 569 to 151.

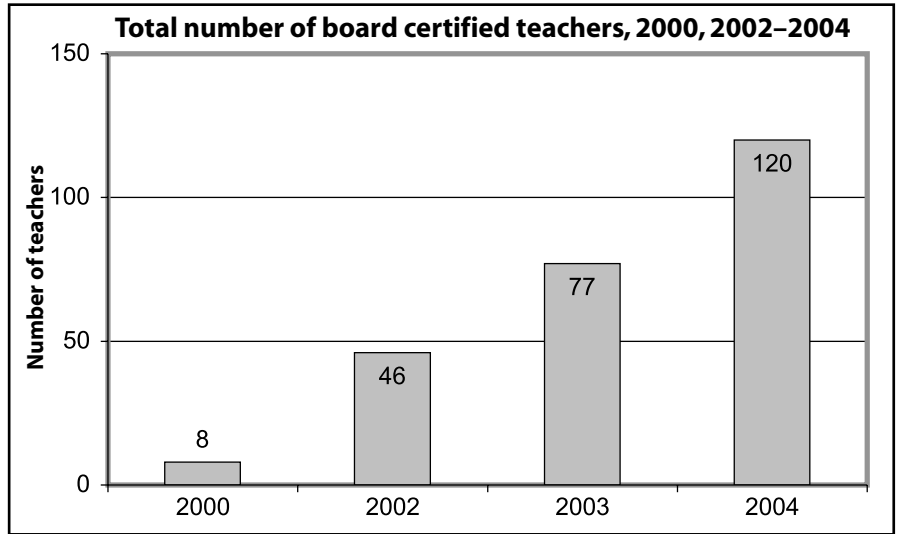
**Table Y-4**

New Teacher Induction Program			
Induction Activities	July 1, 2001– June 30, 2002	July 1, 2002– June 30, 2003	July 1, 2003– June 30, 2004
<b>Orientation Data</b>			
February late-hire orientation	125 participants	100 participants	77 participants
August orientation	1,287 participants	798 participants	678 participants
<b>Mentor Data</b>			
Paid mentors	730 mentors	569 mentors	151 mentors
<b>Course Data</b>			
TOT-02 completion	130 mentors	396 mentors	263 mentors
NTT modules (01,02,03)	140 new teachers	142 new teachers	75 new teachers

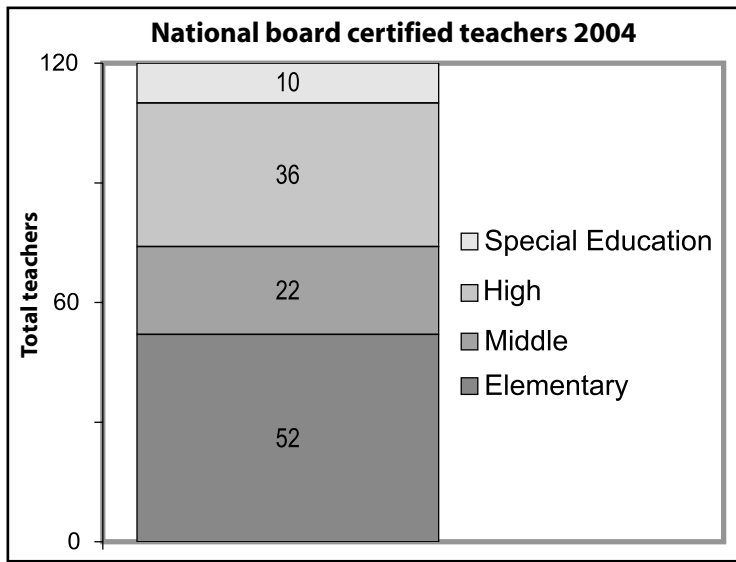
• **Teachers who are National Board Certified**

The National Board Certification data reflects the total number of teachers who are designated nationally certified by the National Board for Professional Teaching Standards Certification. The National Board

**Figure Y-3**



**Figure Y-4**



notifies successful candidates in November of each year. The number of teachers who have achieved the National Board Certification has increased since the baseline year of 2000. The total number of teachers with National Board Certification jumped from 20 teachers during 2000 to 120 teachers during 2004 (Figure Y-3).

As of 2004, 52 of the National Board Certified teachers taught elementary school, 22 taught middle school, 36 taught high school, and 10 taught special education (Figure Y-4).

• **Teacher tuition reimbursement data**

Teacher tuition reimbursement has had a steady rise in the past 3 years (Table Y-5). Because tuition reimbursement for teachers is guaranteed, the numbers are based on the number of requests in any given year.\* In 2002, \$1,334,281 was reimbursed to teachers. The amount increased in 2003 to \$1,672,038, and then again to \$1,723,717 in 2004.

**Table Y-5**

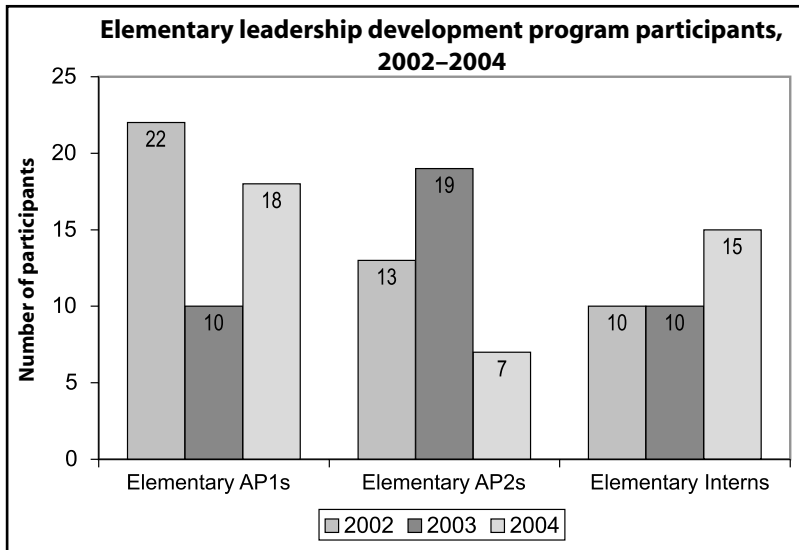
Year	Amount Reimbursed
2002	\$1,334,281
2003	\$1,672,038
2004	\$1,723,717*

\*Number of applications received before October 31, 2004 deadline.

★  
**Administrative and  
 Supervisory Professional  
 Growth System data**

The Administrative and Supervisory Professional Growth System (A&S PGS) establishes the expectation to have a quality administrator in every administrative position. The A&S PGS includes the six components of attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and is based on a philosophy of lifelong learning, self-reflection, and critical thinking. Six leadership standards have been established for principals. Six leadership standards for assistant principals, student support specialists, and school-based coordinators have been derived from the principals' standards. The development of elementary and secondary administrators is a part of the A&S PGS. The elementary and secondary leadership development programs involve all of the components of the A&S PGS and focus on its leadership standards.

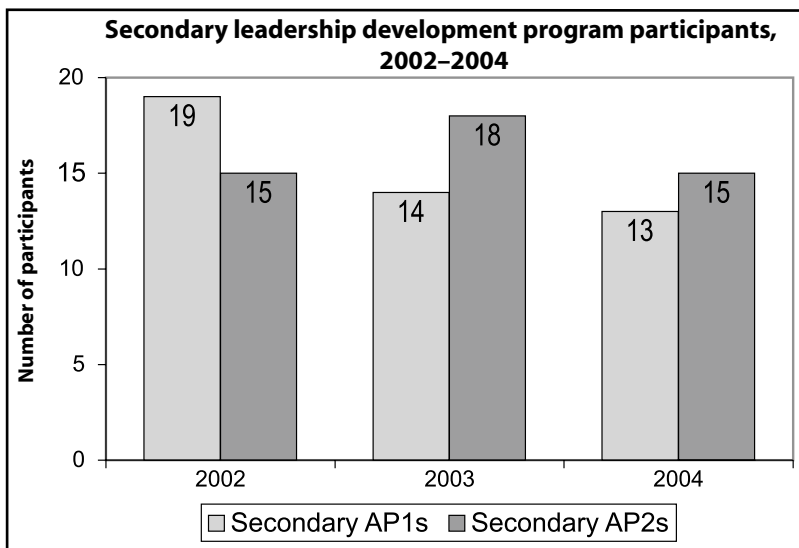
**Figure Z-1**



In the past two years, the emphasis has been to strengthen the quality of the candidate pool for the elementary and secondary leadership development programs. The focus of the elementary leadership development program is to prepare administrators to become principals, usually after 3 years of training. Of the 2002 cohort of elementary assistant principals 1 (AP1s), 19 became assistant principals 2 (AP2s). Of those 19, 15 became interns (Figure Z-1). Twelve of the 15 interns are now principals in MCPS. This year, all but two of the new elementary principals came from these elementary interns.

The focus of the secondary leadership development program in the short term is to develop the skills of new assistant principals to become highly effective assistant principals and, in the long term, to be highly effective principals. Ninety-five percent of the 2002 cohort successfully completed the 2-year program. One hundred percent of the 2003 cohort successfully completed the two-year program. These assistant principals are now functioning effectively in our secondary schools at a high level. An Aspiring Secondary Principals' Preparation Program was implemented in 2003-2004 to prepare experienced assistant principals at the secondary level to become principals.

**Figure Z-2**



★  
**Supporting Services  
 Employee Professional  
 Growth System data**

The professional growth system for supporting services staff will include core competencies for each supporting services staff job classification; a new competency-based evaluation plan for all supporting services staff; training and development programs designed around the new competencies; a Peer Assistance and Review (PAR) program; and career ladder opportunities, where appropriate. The supporting services training and development program provides professional development experiences for supporting services staff, based on identified competencies. MCPS, in collaboration with SEIU Local 500, is designing competencies and related training opportunities for all supporting services staff. The expected outcomes of this training and development program are that employees will be able to perform their jobs more efficiently and be better prepared to advance to other MCPS positions.

The paraeducator career ladder training began with two pilot courses in fall 2003. This training is voluntary, and successful completion leads to advancement from career level I to career level II. Approximately 2,100 paraeducators are eligible for this training—800 regular and 1,300 special education. Each class has a maximum enrollment of 25 participants. In order to accommodate all eligible paraeducators, assuming that each class is at maximum enrollment, the Office of Organizational Development (OOD) would have to offer 84 sessions—32 for regular education and 52 for special education paraeducators. Since the implementation of this training, OOD has offered 43 sessions—25 for regular and 18 for special education paraeducators—for a total of 625 participants. This training will continue to be offered, and the number of sessions will decrease as more paraeducators complete the training (Table AA-1).

Curriculum rollout training was provided to paraeducators who work primarily with Grades 1, 2, or 3 to enable them to support teachers in the classroom with the implementation of the reading/language arts and mathematics curriculum. An estimated 250 paraeducators were selected to attend the training—2 from each elementary school. This was the first time that paraeducators received focused curriculum training that was aligned with the curriculum training teachers received. The attendance rate was 68% with a total of 178 paraeducators participating. This attendance rate may be attributed to the fact that not all of the elementary schools teach Grades 1 through 3, and those schools that did not have these grades may have opted not to send participants.

**Table AA-1**

Supporting Services Employee Training 2003–2004	Participants
Career Ladder	625 paraeducators
Curriculum Rollout	178 paraeducators
Data Warehouse	134 IDAs
Instructional Management System	120 IDAs
<b>TOTAL</b>	<b>1,057</b>

The Data Warehouse and Instructional Management System (IMS) training was conducted as part of the mandatory training strand for instructional data assistants (IDAs). The Data Warehouse training was designed for both elementary and middle school IDAs. The attendance rate for this training was 83% with 134 participants. This attendance rate is relatively high as this is a new position and training requirement. IMS training participants was also a component of the mandatory training for IDAs. The

primary audience for this training was elementary IDAs, as the system only supported elementary school data. However, IDAs from middle school were not excluded from the training, as it will help them become familiar with the IMS. The total number of participants were 120. In addition, since this training was available prior to the conversion of the instructional system in mathematics (ISM) position to the IDA position, some IDAs completed the training as ISMs. There has been a very small turnover in the IDA position this year—approximately five new IDAs. Mandatory training will again be provided for new IDAs and those seeking a refresher course.



★  
***Staff who receive  
high-quality  
professional development***

---

The state is working with an outside contractor to administer a survey about high-quality professional development to all teachers in the state. Based on the results of the survey, the percentage of teachers who receive high-quality staff development will be reported to the federal government as part of No Child Left Behind requirements. The data is also reported back to the district.

The report to MCPS will include the percentage of MCPS teachers who do the following:

- Participate in job-embedded professional development,
- Participate in workshops, institutes, and academies,
- Participate in conferences and professional meetings,
- Enroll in one or more graduate courses,
- Have a mentor or coach,
- Participate in one or more categories of professional development that meet the MSDE definition of high-quality professional development.

MILESTONE:

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

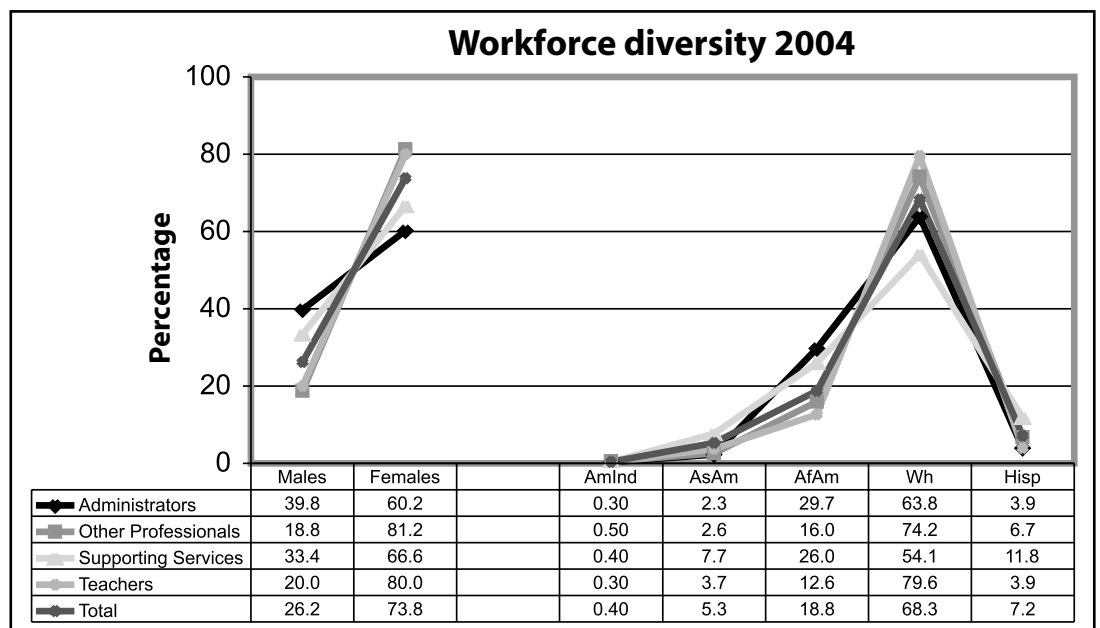


The Board of Education is committed to workforce diversity in employment. The Board also acknowledges the educational benefits of student exposure to a diverse workforce, as it promotes an understanding of diversity and enriches the exchange of ideas. As an equal opportunity employer and in order to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

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 2003 and 2004. The data point also provides longitudinal information. It reports racial and gender data for the 2000 baseline year and similar data for fiscal years 2002, 2003, and 2004. These data report the percentages—by gender and racial group—of administrators, other professionals, teachers, and supporting services employees.

During 2004, 73.8% (15,331) of all employees were female, and 26.2% (5,442) of all employees were male. White employees represent 68.3% (14,198) of all employees; 18.8% (3,905) were African American, 7.2 % (1,020) were Hispanic, 5.3% (664) were Asian American, and 0.4% (39) were American Indian (Figure BB-1).

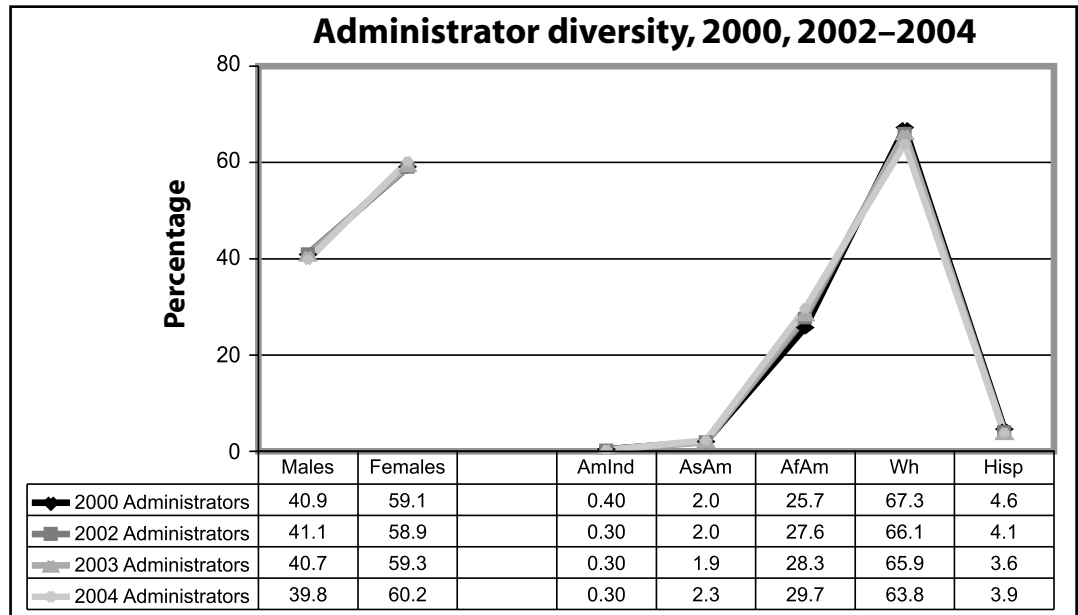
Figure BB-1



During 2004, females were employed in most of the positions within the three employee workgroups (i.e., administrators, teachers, and supporting services). Eighty percent (8,825) of teachers, 66.6% (5,772) of supporting services, and 60.2% of administrators, were female. Males comprised 20% (2,206) of teachers, 33.4% (2,900) of supporting services employees, and 39.8% (255) of administrators.

Relatively greater percentages of positions were held by White and African American employees. Approximately 64% (408) of administrators are White, and nearly 30% (190) of administrators are African American. All other racial groups comprise a total of 7% (42) of all administrator positions. The majority of teacher positions are held by White employees (80%).

**Figure BB-2**

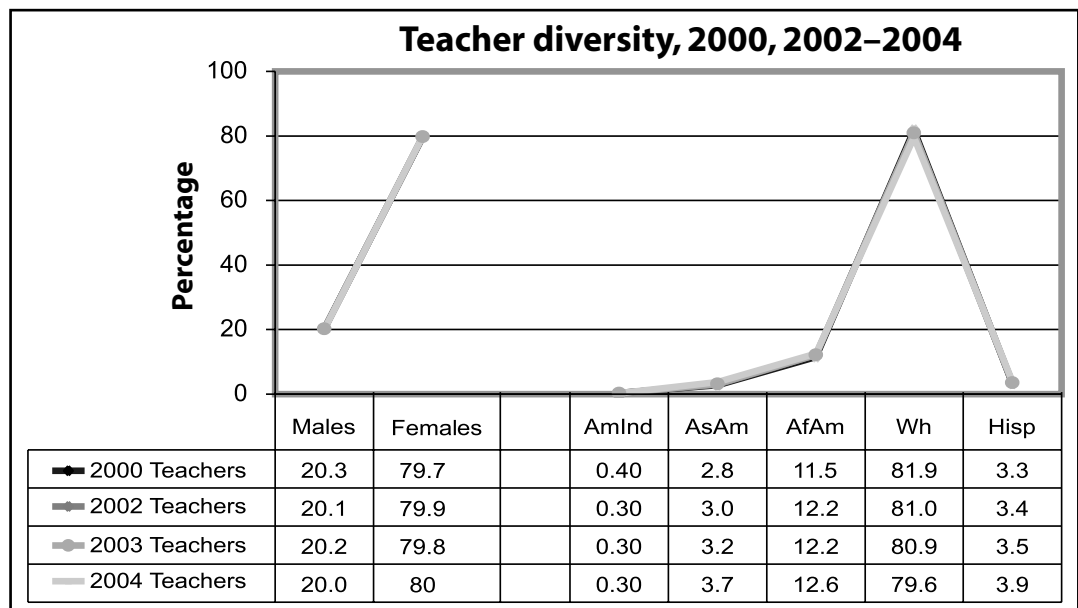


Approximately 26% (2,259) of supporting services employees were African American. Greater numbers of Hispanic (1,020) and Asian American (664) employees held supporting services positions.

The number of administrators who are African American has increased by 50 between 2000 baseline year and 2004 (Figure BB-2). This represents a 4% increase in the number of administrators who are African American since the baseline year. The number of Hispanic administrators has remained the same during this time period. The number of Asian American administrators remained the same between 2001 and 2004; however, three new Asian American administrators were appointed during 2004.

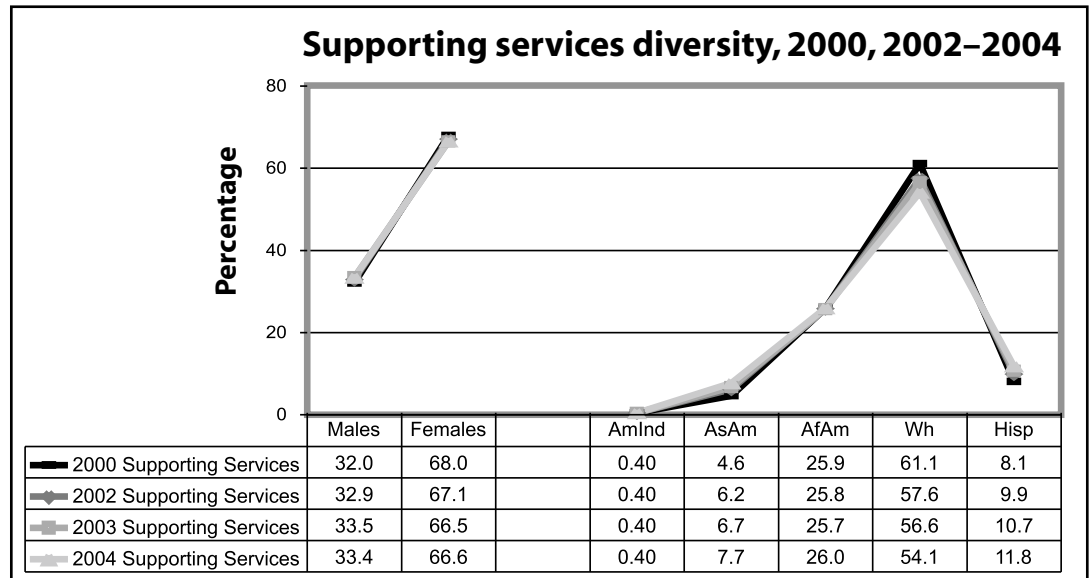
The number of African American teachers increased by 1.1% (299) between 2000 and 2004. The number of Hispanic teachers has increased by 114 since 2001. The number of Asian American teachers has increased by 138 over the same period of time Figure BB-3).

**Figure BB-3**



The percentage of Asian American and Hispanic employees holding supporting services positions has increased each year since the baseline year, while the percentage of White employees holding supporting services positions has declined over the same period of time. The percentage of African American employees in supporting services positions has remained approximately the same during this same period of time (Figure BB-4).

**Figure BB-4**



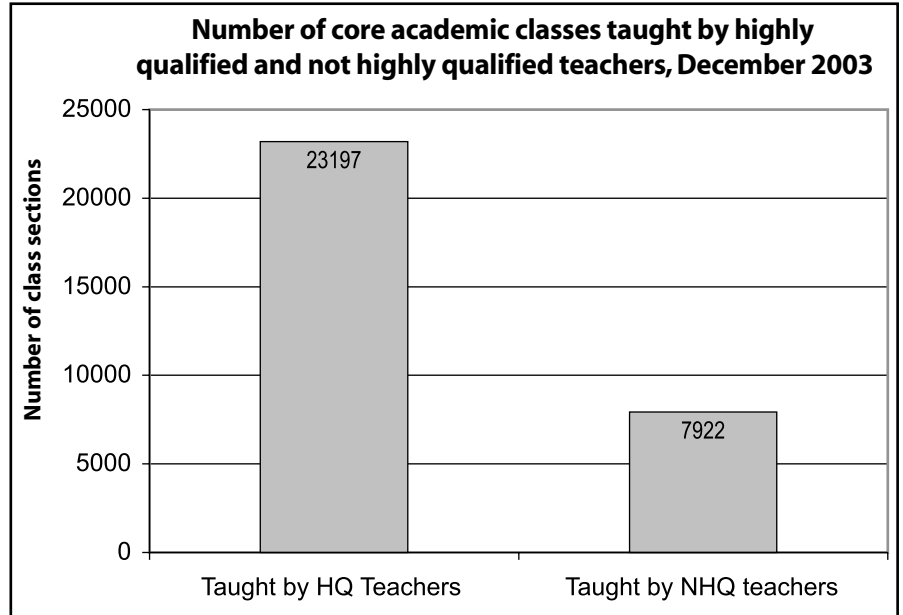
★  
**Highly qualified teachers**

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” by July 1, 2006. Highly qualified teacher refers to a teacher who has obtained full state certification or passed the state licensing exam, and whose certification is not on an emergency, temporary, or provisional basis. For purposes of NCLB reporting, a class is considered being taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification. Core academic subjects are art, music, dance, drama/theatre; early childhood; elementary (including Immersion); English; foreign languages; mathematics; reading and language arts; sciences; and social studies.

The Office of Human Resources has informed educators who are teaching core academic subjects (CAS) of the requirements to be designated highly qualified. The Maryland State Department of Education (MSDE) has defined at least four options for teachers to be designated highly qualified; however, at this time, only data related to two options can be retrieved from the MSDE database. Based on additional data provided by the MSDE, teachers’ records are being individually reviewed to determine their eligibility for compliance with the other two options.

On December 2, 2003, 31,119 CAS classes of students were being taught in MCPS. On that day, 74.5% (23,197) of CAS classes were taught by teachers who are designated highly qualified and 25.5% (7,922) were taught by teachers who are not yet designated highly qualified (Figure CC-1).

Figure CC-1



★  
**Paraeducators in Title I  
 schools who are  
 highly qualified**

In accordance with the federal *No Child Left Behind* (NCLB) legislation, the Montgomery County Public Schools (MCPS) must ensure that all paraeducators employed in Title I schools meet the requirements to be designated “highly qualified” by January 8, 2006.

NCLB requires that paraeducators must complete one of the following:

- Pass the Para-Pro Assessment with a score of 455 or greater
- Have 48 college credits
- Hold a two-year degree

The Division of Academic Support, Federal and State Programs, in collaboration with the Office of Organizational Development, offers a course that prepares paraeducators in Title I schools for the Para-Pro Assessment.

During 2004, there were a total of 230 paraeducators in the 18 Title I schools. Of those, 55% (127) met NCLB requirements.

MILESTONE:

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

---



***Baldrige implementation***

The Montgomery County Public Schools has adopted the Baldrige Education Criteria for Performance Excellence as the model for continuous improvement for all offices and schools. The current school improvement process is being redesigned to reflect the components of the Baldrige initiative. 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 engaging in the Baldrige initiative are expected to implement the school improvement plan model using the “Look Fors” from the Framework for Improving Teaching and Learning and the Baldrige Categories. 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.

Implementation of this process will include—

- identification of resources needed for total system implementation by 2006;
- identification and training of first- and second-year cohorts (86 schools);
- development of a long-range training plan by January 2005, for the remaining 105 schools;
- training of staff development teachers through the Baldrige academies by June 2005, to support classroom implementation;
- evaluation and refinement of first- and second-year cohorts’ training and implementation;
- training, implementation, and evaluation of the last cohort of 105 schools by 2005/2006;
- systematic evaluation of the implementation throughout the project, with a final report to be completed by June 2007; and
- development of two Baldrige academies and other visitation sites to support implementation at the classroom level.

MILESTONE:

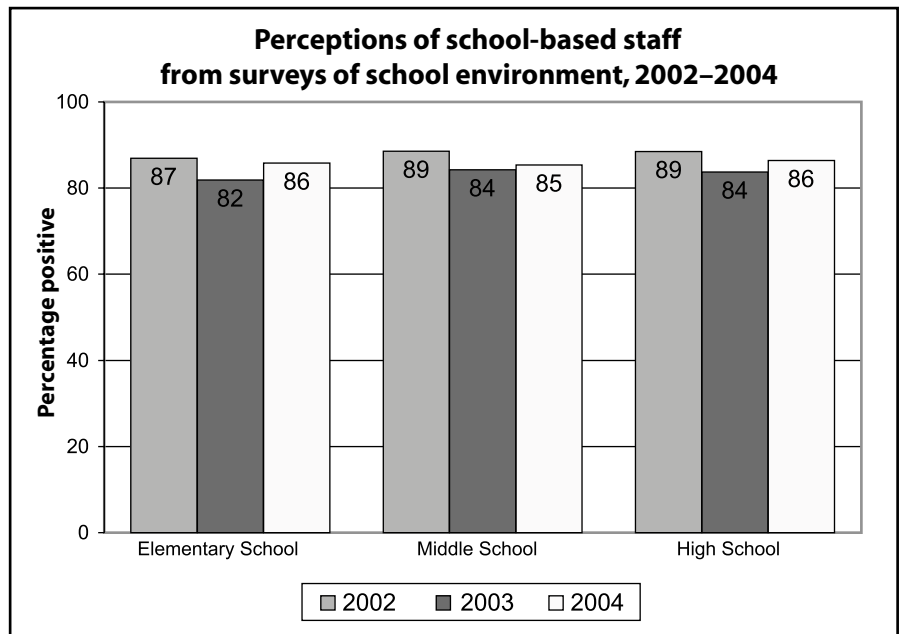
**The work environment promotes employee well-being, satisfaction, and positive morale.**

★  
**Staff survey data  
on office and school  
environment**

The staff Survey of School Environment provides information about how school-based staff members perceive their job satisfaction. One of the items asks respondents to agree or disagree that “The work environment promotes employee well-being, satisfaction, and positive morale.”

School-based staff members at all three school levels (elementary, middle, and high school) who completed the Staff Survey of School Environment had average positive perceptions of job satisfaction above 80% (Figure EE-1). Since the first year of administration in the 2001–2002 school year, there has been no significant change in this perception of satisfaction.

Figure EE-1



MILESTONE:

**MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.**



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 2003–2004 (Table FF-1).

**Table FF-1**

Number of Employees Recognized for their Efforts in Pursuit of System Goals, 2004	
Event	Number of Employees
Administrative and Supervisory/Teachers/Supporting Services	
Years of Service Recognition—15, 25, 35 years	905
Retirement Reception	210
Above and Beyond the Call of Duty (ABCD) Awards	24
Administrative and Supervisory	
*Mark Mann Excellence and Harmony Award	1
Distinguished Educational Leadership Award (The Washington Post)	1
Teachers	
National Board Certification for Professional Teaching Standards	43
*Agnes Meyer Outstanding Teacher Award (The Washington Post)	1
Greenblatt Award for Veteran and First-Year Teachers	4
*Montgomery County Teacher of the Year (part of Maryland Teacher of the Year from MSDE)	1
Supporting Services	
*Supporting Services Employee of the Year	1
Perfect Attendance for Bus Operators and Attendants—1+ years	28
Safe Driving Awards for Bus Operators—5, 10, 15, 20, 20+ years of accident-free driving	138
Food Safety and Food Preparation—Perfect Attendance	29
Years of Service awards for fleet maintenance, bus attendants, and transportation staff—5, 10, 15, 20, 20+ years	211

\* Single award







## MCPS at a Glance

■ Preliminary enrollment . . . . .	140,492
■ Largest school district in Maryland 17 <sup>th</sup> largest school district in the U.S.	
■ International students from more than 164 countries	
■ Languages spoken . . . . .	128
■ ESOL students . . . . .	12,843
■ Students receiving special education services . . . . .	17,334
■ Students receiving Free and Reduced-price Meals (FARMS) . . . . .	22.9%
■ Students ever receiving FARMS . . . . .	36.4%
■ 2004 SAT results	
Last administration average score . . . . .	1102
Average highest score . . . . .	1115
Seniors taking SAT . . . . . (7,263)	80%
■ National Merit Scholars, 2003-2004 . . . . .	.51
■ National Blue Ribbon Schools, 1983-2004 . . . . .	.29
■ FY 2005 Operating Budget . . . . .	\$1.6 billion
■ FY 2005 Capital Improvements Budget . . . . .	\$165.5 million
■ Projected cost per pupil . . . . .	\$10,558
■ Number of employees . . . . .	20,586
■ Number of teachers . . . . .	10,923
■ Number of schools . . . . .	192
■ Square feet of new and modernized space, 2004-2005 . . . . .	453,594
■ Number of buses . . . . .	1,230
7 <sup>th</sup> largest school bus fleet in the U.S.	
■ Students transported . . . . .	96,000
■ School meals served . . . . .	10.3 million

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