

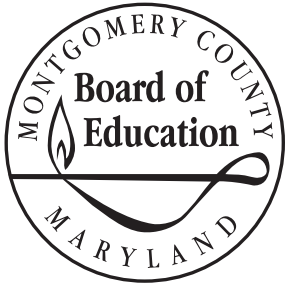
MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MARYLAND

2014

Annual Report

TO THE COMMUNITY





VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

Board of Education

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President

Mr. Michael A. Durso
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School Support and Improvement*

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Dr. Andrew M. Zuckerman
Acting Chief Operating Officer

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org

Annual Report to the Community

Montgomery County Public Schools (MCPS) is more than a school system, it is a community. It's a community of people working together to provide our students with an education that prepares them for success today, tomorrow, and in the years to come. That is our core purpose:

TO PREPARE ALL STUDENTS TO THRIVE IN THEIR FUTURE.

The Annual Report to the Community for the 2013–2014 school year tells the story of MCPS—the factors that are driving change in our district; the strategies we are using to close the achievement gap and prepare our students for success in the 21st century; and the operational and student performance data we use to monitor our progress. Along the way, you will meet some of our outstanding students and staff who make MCPS what it is today and what it will be in the future.

HOW THE STRATEGIC PLANNING FRAMEWORK GUIDES OUR WORK

THE STRATEGIC PLANNING FRAMEWORK—

Building Our Future Together: Students, Staff, and Community—is designed to set clear expectations for all schools, while allowing our schools to be innovative and thoughtful in serving students so we can close the achievement gap and prepare them for the future.

The Framework is built on the five core values, adopted by the Montgomery County Board of Education, that define what it means to be a public education system: learning, relationships, respect, excellence, and equity. The Framework identifies the three competencies students need for success in the 21st century—academic excellence, creative problem solving, and social emotional learning—and provides specific expectations for what students will know and be able to do in these areas. It also lays out what MCPS staff will do to help students meet those expectations.



The Framework is built around the competencies students need to thrive in the 21st century.

The Framework also affirms the district's ongoing commitment to operational excellence.

Data is monitored at five important milestones in a student's educational journey—Grades 3, 5, 8, 9, and graduation. All of our schools have aligned their improvement plans with the vision, mission, and core values of the Strategic Planning Framework.

This document is a summary of the 2014 Annual Report to the Community. The full report is available online and includes additional content, such as data charts and multimedia. Throughout this printed report, there are QR codes that can be scanned using a smartphone or other mobile device that will take you to different content on the Annual Report website. To view the full 2014 Annual Report to the Community, go to www.montgomeryschoolsmd.org and search "annual report"

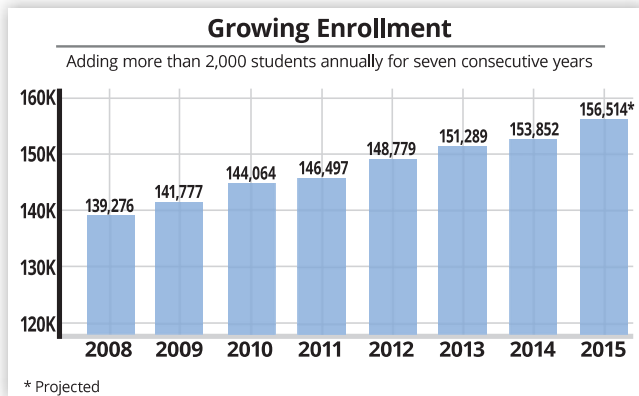
The Forces Driving Change

We must educate our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability.

— THE STRATEGIC PLANNING FRAMEWORK —

Growth

Enrollment in MCPS has grown by more than 14,000 students in the past six years—enough to fill more than 18 elementary schools to capacity. While we are pleased so many people want to send their children to school in our district, this does create space and resource challenges. Enrollment growth is expected to continue in the years to come.



Increasing Needs

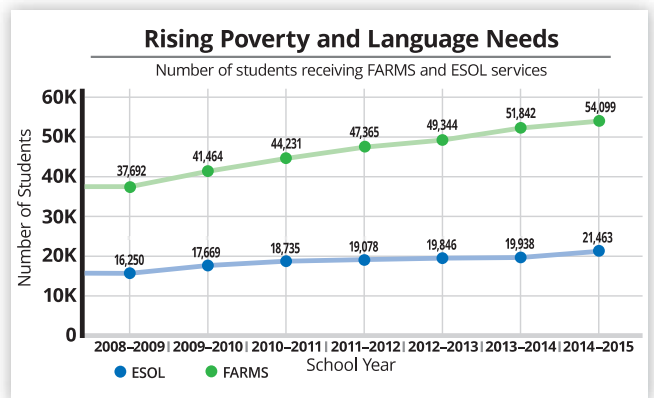
More students are coming to MCPS needing services and support to ensure their success. For instance, over the past six years, the number of students receiving free and reduced-price meals (FARMS) and English for Speakers of Other Languages (ESOL) services has grown dramatically. MCPS is committed to providing all students with a high-quality education and will need the resources to keep up with its changing demographics.

Closing the Gap

Overall, MCPS students achieve at a very high level and outperform their peers across the state and the nation. While progress has been made in some areas, achievement and opportunity gaps persist in our schools. MCPS and the Board of Education are committed to closing the gaps so all students are college- and career-ready.

Preparing for the Future

The demands of the workforce have changed and that means we must change, too. Our students need strong academic knowledge, but they also will need to be able to think creatively, work collaboratively, and solve real-world problems. We also must make sure they have the social emotional skills that will allow them to thrive in their future and contribute to society.



SPOTLIGHT

COMMON CORE STATE STANDARDS AND PARCC

The Common Core State Standards (CCSS) are an internationally benchmarked set of expectations for what students need to know and be able to do in mathematics and English. The CCSS focuses on building a deep understanding in these core content areas, and the standards are aligned with the expectations of higher education and the workplace.

MCPS, like school districts across the state and the nation, has been aligning its curricula with the CCSS for the past few years and training its teachers on how to effectively deliver instruction. MCPS Curriculum 2.0 is fully aligned with the CCSS. The rollout of the CCSS and Curriculum 2.0 is requiring a significant investment in professional development and teacher training.

Starting in spring 2015, Maryland public school students will begin taking new, Common Core-aligned state assessments. The Partnership for Assessment of Readiness for College and Careers



Two districtwide PARCC Nights were attended by more than 900 parents.

(PARCC) tests will be given in math and English in Grades 3 through 8 and will be given to students taking Algebra 1, Algebra 2, and English 10.

For more information

Common Core State Standards: www.corestandards.org/

MCPS Curriculum 2.0:

www.montgomeryschoolsmd.org/curriculum/2.0/

MCPS PARCC website:

www.montgomeryschoolsmd.org/curriculum/parcc/



SPOTLIGHT

STEVEN KATZ

Teacher, Westland Middle School

“Common Core math encourages students to develop a deep understanding of mathematical concepts.”



Listen to Steven Katz discuss how MCPS Curriculum 2.0 engages students in learning.

Closing the Gap

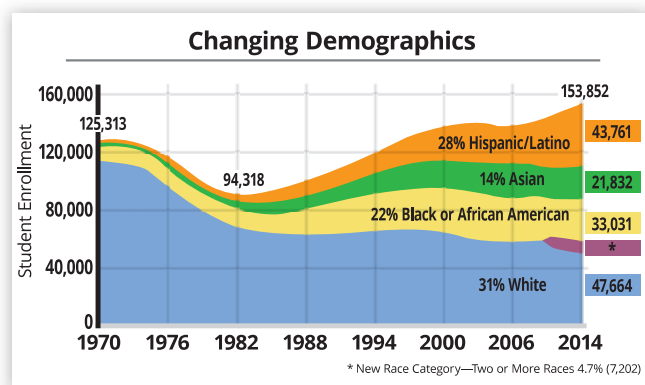
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

— THE STRATEGIC PLANNING FRAMEWORK —

The Urgency of Action

PERHAPS NO SCHOOL DISTRICT IN THE NATION has shown a greater commitment to closing the achievement gap than Montgomery County Public Schools. This commitment has borne results. The gap in performance among racial subgroups has narrowed in many areas, including graduation rate, dropout rate, and access to rigorous classes (AP and IB). But in other areas, these gaps have persisted and, in some cases, grown.

Equity is one of our most important core values. MCPS is committed to ensuring that student outcomes are not predictable by race, ethnicity, socioeconomic status, or educational need. There is a sense of urgency to closing the gap and that urgency becomes even greater as MCPS becomes a more diverse school district.



There isn't just one answer to closing the gap. Rather, it requires outstanding teaching and learning and a

comprehensive system of supports and strategies that allow schools to identify and meet the individual needs of students. MCPS as a district is using five strategies to support school improvement efforts and align the district's work with the Strategic Planning Framework:

CORE STRATEGY 1
Academic Rigor and Culturally Proficient Instruction—Designing and implementing a rigorous and culturally proficient curriculum and instructional program.

CORE STRATEGY 2
Equitable Funding and Support—Investing greater resources and support to schools with greater needs.

CORE STRATEGY 3
Human Capital Management—Recruiting, retaining, and developing the best employees in public education.

CORE STRATEGY 4
Community Engagement—Working with community partners and engaging families in order to support student success and achievement.

CORE STRATEGY 5
Operational Excellence and Continuous Improvement—Providing world-class services for students and remaining highly committed to continuous improvement.

SPOTLIGHT



COMMUNITY ENGAGEMENT AND PARTNERSHIPS

MCPS CANNOT ALONE meet all the needs of our students and their families. That is why we work with other government agencies, nonprofits, and community organizations to provide wraparound services that support the success and well-being of our children. One important, ongoing partnership is Excel Beyond the Bell (EBB). In partnership with the Montgomery County Recreation Department and other organizations, EBB provides safe, high-quality, low-cost, after-school programs.

MCPS also is committed to engaging and empowering our parents to support and advocate for their children. In May 2014, MCPS hosted its first Special Education Summit. The event provided parents of special needs students with access to resources, information, and expertise.



SANDRA RODRIGUEZ KELLEY
parent educator

Capt. James Daly Elementary School

For more than 15 years, MCPS has provided additional funds to the elementary schools that are most impacted by poverty. At Capt. James Daly ES, Principal Nora Dietz and her staff recognized that parent engagement was a major challenge in their school, so Dietz decided to use some of their additional funding to hire a parent educator.

SPOTLIGHT



SAIDA HENTATI

parent community coordinator

MCPS supports about 20,000 students through the English for Speakers of Other Languages (ESOL) program, which helps students develop proficiency in the academic English needed to be successful in school, the workplace, and beyond. The education of

English-learning students is a collaborative effort

shared by the ESOL teacher, the classroom teacher, ESOL counselors, and parent community coordinators, as well as other MCPS staff.

Parent community coordinators like Saida Hentati work to empower the parents of ESOL students to help them be engaged in their children's education, with the goal of improving student achievement.



MONICA COLBERT
math focus teacher
Forest Oak Middle School

Forest Oak Middle School teacher Monica Colbert does whatever it takes to get students excited about math and engaged in their work. She is one of more than 50 focus teachers who are serving students in middle and high schools throughout MCPS.



Learn more about MCPS community engagement efforts and hear from teachers Sandra Rodriguez Kelley and Monica Colbert and parent community coordinator Saida Hentati.

21st Century Skills and Knowledge

OVERVIEW



THE WORLD IS CHANGING and is demanding more of our children. That means we must change, as well, and demand more of our schools. Academic knowledge is still at the heart of the work we do every day, but our students need more than that. They need to be able to apply what they are learning; they need to be able to work with others in a collaborative, respectful way; and they need to be able to analyze information and develop creative solutions



to real-world problems. That is why the Strategic Planning Framework is built around the three core competencies that our students need in order to thrive in their future:

Academic Excellence

It is imperative that we make sure our students are prepared for success when they graduate high school. That means they must be engaged in challenging content and given access to rigorous classes; they must have a deep understanding in core areas,

such as literacy and math, and be able to apply that knowledge in different ways; and they must have the opportunities to explore their areas of interest and develop work-ready skills. Our staff must have high expectations for all students, deliver content in a culturally relevant way, and use meaningful data and information to assess where students are and provide the differentiation and support they need.

Creative Problem Solving

The ability to critically and creatively solve complex and unfamiliar problems is a must-have skill in the 21st century workplace. Our students must graduate with the ability to apply what they are learning to solve real-world problems; they must be able to analyze information and articulate their thoughts and ideas in different ways; and they must be able to use technology as a powerful tool that unlocks their creativity and allows them to collaborate with their teachers and peers. MCPS must provide students with opportunities to develop creative problem solving skills, allowing them to take ownership of their learning.

Social Emotional Learning

Ensuring the health and well-being of our students is a key component to providing a 21st century education. Our students must be resilient and self-aware; value and respect diversity; and make constructive, healthy decisions that allow them to be good people and good citizens. MCPS staff must make sure they are building relationships with students so our children know that there is at least one person at their school who stands ready to help and support them. We must also model the resilience, perseverance, and respect for others that we want to see in our students.

SPOTLIGHT



USING TECHNOLOGY TO BUILD 21ST CENTURY LEARNING SPACES

THE MCPS TECHNOLOGY INITIATIVE is about more than just putting devices in the classroom. It's about creating an environment where a student can explore, collaborate with others, and engage in



a broad array of learning opportunities. During the 2013–2014 school year, MCPS completed upgrades to the technology infrastructure of its schools, including the installation of wireless networks in every building. On this foundation, MCPS launched its 21st Century Learning Spaces technology initiative in 2014.

OPPORTUNITIES FOR ACADEMICALLY GIFTED STUDENTS



YIZHEN ZHANG, Grade 12, Richard Montgomery High School

MCPS provides students with a variety of opportunities and options to enhance their knowledge and skills. Yizhen Zhang, who attends the International Baccalaureate magnet program at Richard Montgomery High School, is one of two MCPS finalists in the prestigious Intel Science Talent Search.

SUPPORTING STUDENT SUCCESS

Last year, the Children's Defense Fund recognized two MCPS students who have overcome extremely difficult circumstances and are on a course to a successful future. For both students, the school was an important part of their academic success and their social emotional development.



MONICA CHICA

Grade 12, Springbrook High School
Winner of the Children's Defense Fund
Scholarship Award



HALLY MORENO

Grade 12, John F. Kennedy High School
Winner of the Children's Defense Fund
Scholarship Award



Learn more about the 21st Century Learning Spaces technology initiative and watch video stories of these MCPS students.

Organizational Effectiveness

OVERVIEW



MONTGOMERY COUNTY PUBLIC SCHOOLS has been nationally recognized for its outstanding operations and services to students. We can provide a world-class education to all students because of the excellence and dedication of our support professionals, whether they are working in the classroom, the warehouse, or the school's front office.



MCPS serves more than 470,000 nutritious breakfasts, lunches, and dinners to students each week.

Our commitment to operational excellence allows us to safely transport up to 100,000 students to and from school each morning; serve 470,000 nutritious breakfasts, lunches, and dinners to students each week; clean and maintain 202 schools; and make sure our teachers have the materials and supplies they need.

Over the past 10 years, MCPS has completed nearly 100 construction projects, adding much-needed classroom space throughout the district. These projects have been delivered on time and on budget.

Many of our paraprofessionals work directly with teachers and staff to deliver instruction and provide vital services to students with disabilities or those who need to learn English. Organizational effectiveness is the foundation of excellence in MCPS.

SPOTLIGHT



GEORGE KELLY DRIVER OF THE WOW TRUCK

MCPS tries to make sure that our schools and classrooms have all the materials they need to serve students. But, sometimes, something unexpected pops up. That's when George Kelly rolls in with supplies in his truck and a song in his heart. Mr. Kelly is the driver of the Warehouse on Wheels—or WOW—truck.



GEORGE KELLY

“I love my job. I love all the stops I get to make. I've got to have a word of encouragement and inspiration for every person I see.”

SPOTLIGHT

ENVIRONMENTAL STEWARDSHIP

WE WANT EVERY MCPS STUDENT to respect and value the environment. And we practice what we teach. MCPS is committed to being a good steward of the environment and reducing our carbon footprint. We do this in a variety of ways.

All of our construction projects are designed to reduce the impact on the environment and use “green” construction materials and practices, including—

- vegetative roofs that reduce runoff;
- geothermal heating and cooling systems that reduce energy usage; and
- big windows that maximize the use of natural light.

Conservation efforts across MCPS have reduced energy consumption by 12 percent since 2003. And districtwide efforts to reduce, reuse, and recycle have led to an 11 percent reduction in solid waste in MCPS.



BEHIND THE SCENES

MCPS SERVES MORE STUDENTS every day than the total population in the cities of Rockville and Gaithersburg—combined. Providing a world-class education to this many students requires a network of systems and dedicated professionals who provide a highly efficient transportation system and a world-class food service operation; build state-of-the-art buildings and keep them cleaned and maintained; and ensure our students and staff have the materials and resources they need.

Every day, a team of MCPS employees—many working behind the scenes—work tirelessly on behalf of our children and support our core purpose: preparing all students to thrive in their future.



Learn how MCPS is reducing its carbon footprint and get a look behind the scenes at MCPS.

Continuous Improvement

OVERVIEW



MCPS IS COMMITTED to continuous improvement. Using a robust set of data and information, we are continually assessing what is working and where there needs to be change at every level.

Using our Professional Growth Systems, we monitor the development of our staff and provide targeted support to help them improve. Using robust data systems, we monitor the health of our schools and our district and hold ourselves accountable for results. The goal is to make a great school system even better.

School Support and Improvement Framework

In order for our schools to be successful, we must know what success looks like and then measure them against those expectations. That's the idea behind the School Support and Improvement Framework (SSIF). The SSIF is a tool that identifies the conditions for success around four key areas—leadership, implementation, perceptual, and student outcomes.

Data and information are used in each of these areas to determine where each school is doing well and where there is room for improvement. A robust set of data and information allows the central office and school-based leadership to work together and develop customized support and improvement plans.

Explore the School Support and Improvement Framework www.montgomeryschoolsmd.org/info/ssif/

OpenDataMCPS

MCPS is committed to openness and transparency and shares data about performance, the budget, and facilities on its OpenDataMCPS portal:

<https://data.montgomeryschoolsmd.org/>



SPOTLIGHT



LEADERSHIP AND PROFESSIONAL DEVELOPMENT AT MCPS

Professional development is a key component of continuous improvement. With new standards and assessments and increased expectations for our students, our teachers need opportunities to learn and sharpen their skills. Professional learning opportunities are offered throughout the year at the school and district levels.

Some of our most intense and effective professional development takes place over the summer. In July 2014, about 900 MCPS employees gathered to improve the way they deliver instruction and incorporate literacy across all content areas.



Learn more about the School Support and Improvement Framework and how MCPS is investing in professional learning.

Operating Budget

MULTIYEAR BUDGETING STRATEGY

A budget is more than dollars and cents—it is a reflection of our values and priorities. Over the past three years, MCPS has employed a multiyear budgeting strategy that is allowing the district to—

- manage its continued enrollment growth and meet the increasing needs of its students;
- invest in key areas to narrow, and eventually close, the achievement gap; and
- prepare students for success in the 21st century.

More than 80 percent of every dollar in the MCPS budget is spent on classroom instruction and another 14 percent is spent on support services for our schools that ensure the needs of our students are met. Our employees are our strength and that is why more than 90 cents of every dollar in the MCPS budget is spent on our outstanding teachers, support staff, and administrators.

Public education is a priority in Montgomery County and our schools are a source of civic pride. That is reflected in the investment our citizens have made in our schools over the years—even in difficult economic times. Our community knows that a great education system is the key to securing the future of Montgomery County. And that is why we invest more in our schools with the greatest needs.

The majority of our budget increases over the past three years have simply allowed MCPS to keep up with its growth and manage the ongoing cost of doing business. However, our multiyear budgeting strategy has included new investments in key areas that

will accelerate our efforts to close the gap and help students meet the new expectations of a 21st century workplace.

Among the areas we have invested in over the past three years are—

Math and Literacy

Adding more than 50 teachers to high-need secondary schools to provide more focused instruction to students who are struggling.

English Language Learners

Adding teachers, training, and support to better serve our students who are learning English as a second language.

Special Education Services

Investing in staff, training, and effective programs that allow us to meet the diverse needs of students with Individualized Education Programs.

Student Support Services

Adding counselors, school psychologists, and pupil personnel workers over the past three years to better meet the academic and social emotional needs of students.

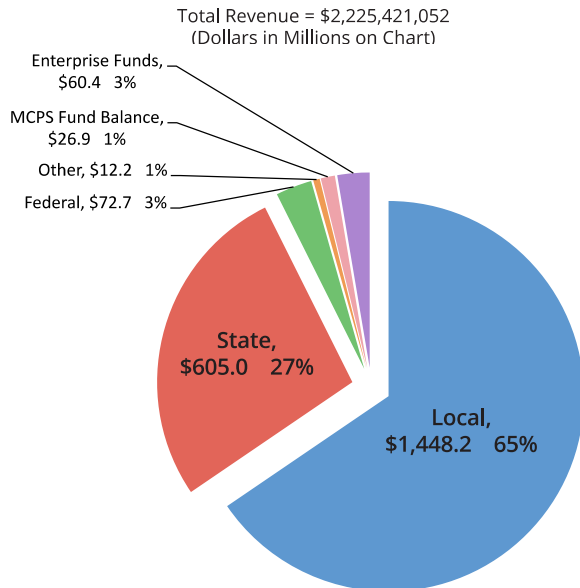
Teacher Leadership

Allowing our teacher leaders more opportunities to provide professional development, coaching, and mentoring to our educators and school-based staff.

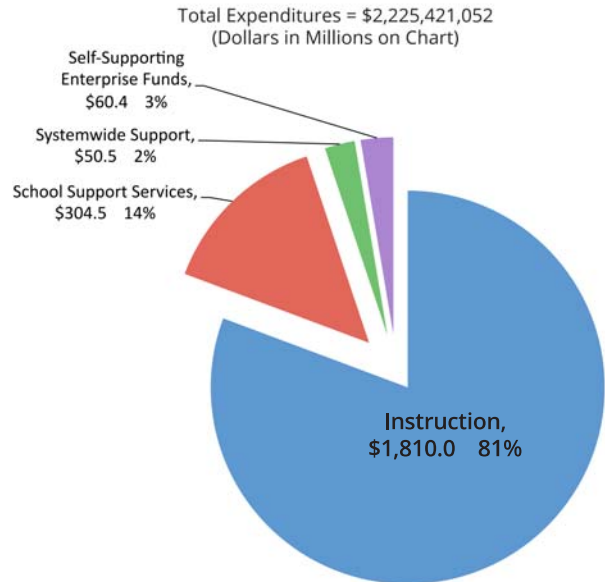
Learn more about the MCPS Operating Budget:
www.montgomeryschoolsmd.org/departments/budget/

WHERE THE MONEY COMES FROM AND WHERE IT GOES

**Where the Money Comes From
FY 2014 Operating Budget**



**Where the Money Goes
FY 2014 Operating Budget**



CAPITAL BUDGET

CAPITAL IMPROVEMENTS PROGRAM

Building the Classrooms Our Children Deserve

Montgomery County Public Schools is one of the fastest-growing school districts in the state of Maryland and across the nation. Keeping up with this growth means adding classroom spaces for the children who are here today and those who will be coming in the future. Over the past decade, MCPS has opened 11 new schools and dozens of addition and renovation/expansion projects that have added much-needed space. These projects have opened on time and on budget.

The current \$1.53 billion, six-year Capital Improvements Program includes more than 35 construction



Wilson Wims Elementary School under construction.

projects that would be completed by the 2020–21 school year and begins the planning process for several other additional projects.

Learn more about the Capital Improvements Program: www.montgomeryschoolsmd.org/, search “CIP”

Performance

MEASURING OUR SUCCESS

FIVE DISTRICTWIDE MILESTONES

MCPS monitors data at five important milestones in a student's educational journey—Grades 3, 5, 8, 9, and graduation. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement.

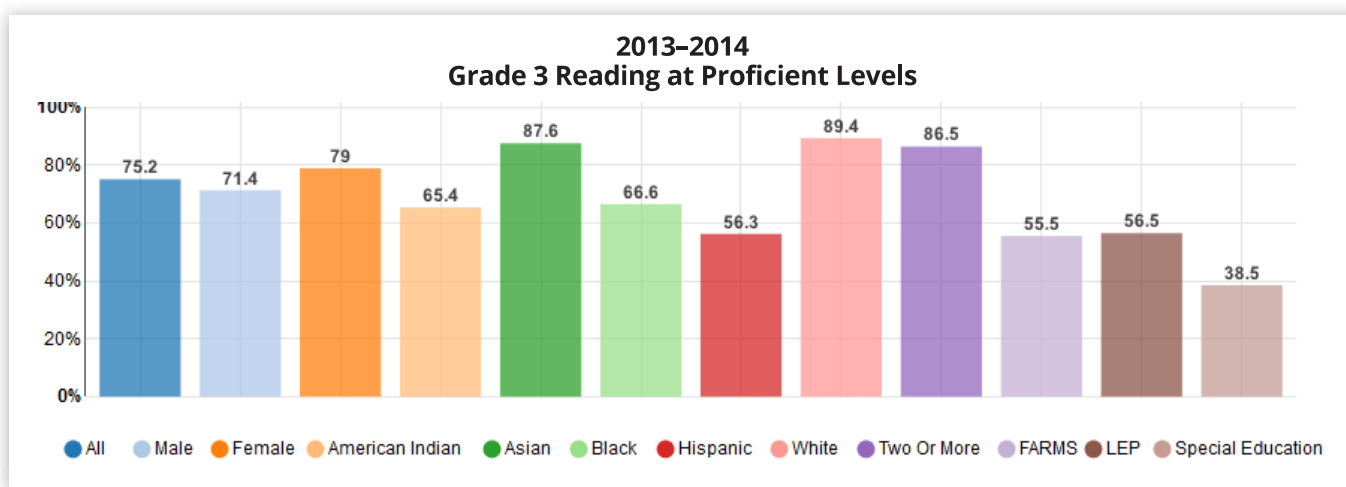
MEASURES OF ACADEMIC PROGRESS (MAP)

Reading for Grades 3, 5, 8 and Math for Grade 5

As a result of the transition from Maryland School Assessments (MSAs) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, Montgomery County Public Schools chose to reinforce its use of the Measures of Academic Progress

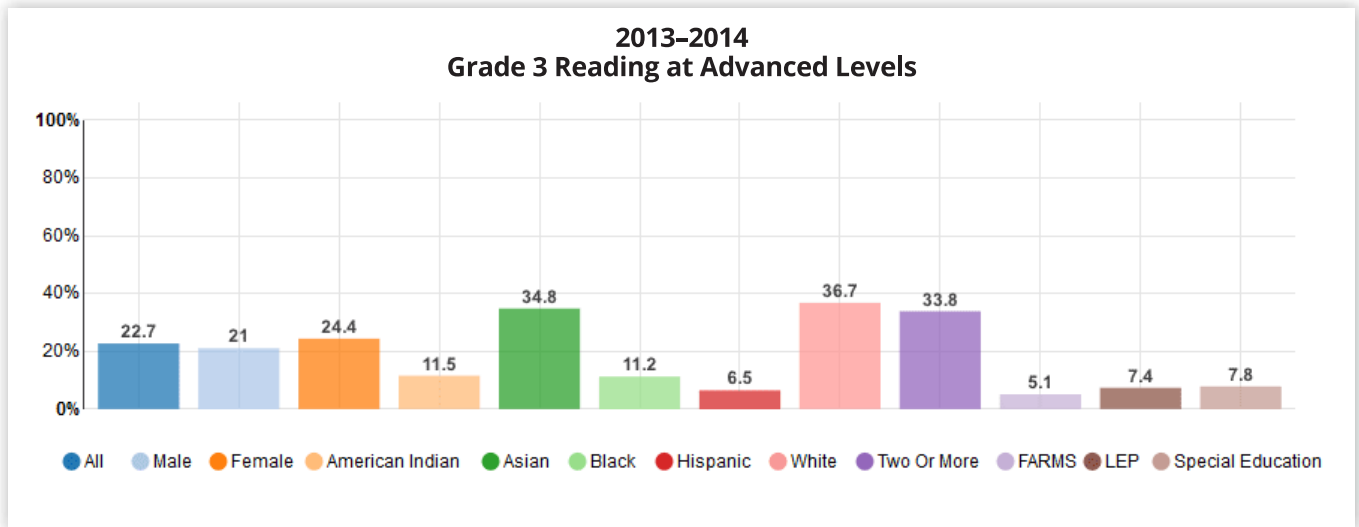
(MAP) in monitoring system performance. MAP assessments are computer-based, adaptive tests designed around a continuum of skills in mathematics and reading. MCPS has administered MAP assessments for several years and has used the data to inform instruction and diagnostically determine intervention. In 2013–14, MCPS established a baseline for the district because a new version of these tests aligned to the Common Core State Standards was administered. Additionally, research has been done that established proficient and advanced benchmarks in reading and mathematics. The following tables provide baseline data for reading in Grades 3, 5, and 8 and mathematics in Grade 5.

Overall reading performance in 2014 indicates the majority of students in Grades 3, 5, and 8 met or exceeded the end-of-year benchmarks (75.2 percent to 85.5 percent). Variance within ethnic/racial categories, as well as students receiving special services, existed at each grade level. For Grade 3, the proficient range



Additional data and charts can be viewed in the online Annual Report.

PERFORMANCE CONTINUED



spanned from 89.4 percent for White students to 56.3% for Hispanic students. Additionally, 55.5 percent of students who received free and reduced-price meals, 38.5 percent of students who received special education services, and 56.5 percent of students

identified as limited English proficient met or exceeded established benchmarks. In Grades 5 and 8, the percent meeting or exceeding the end-of-year benchmarks was higher overall and for most student groups as well.

GALLUP ENGAGEMENT SURVEY, FALL 2014

Montgomery County Public Schools launched a partnership with Gallup in 2012 to measure employee and student engagement, and to use the results to help guide the school system’s improvement efforts.

MCPS Students Are:

53%

Hopeful

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

51%

Engaged

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

65%

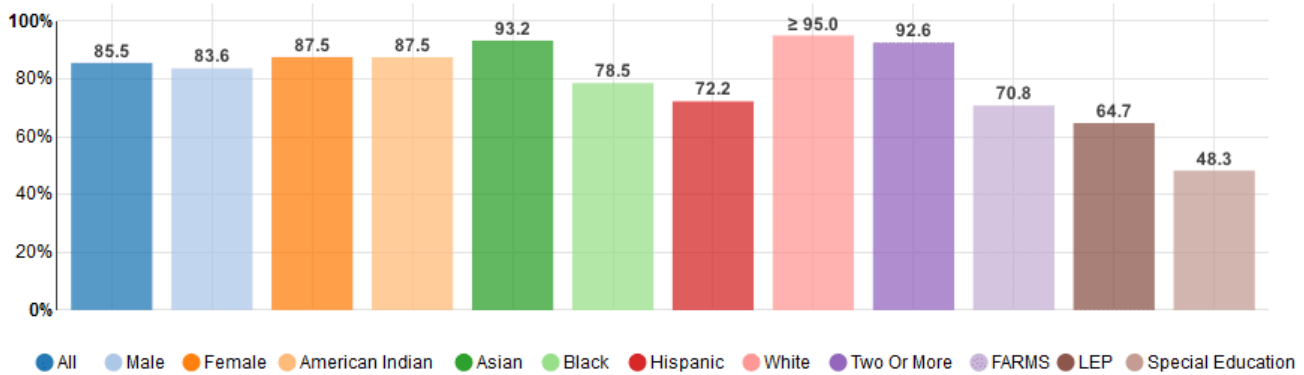
Thriving

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

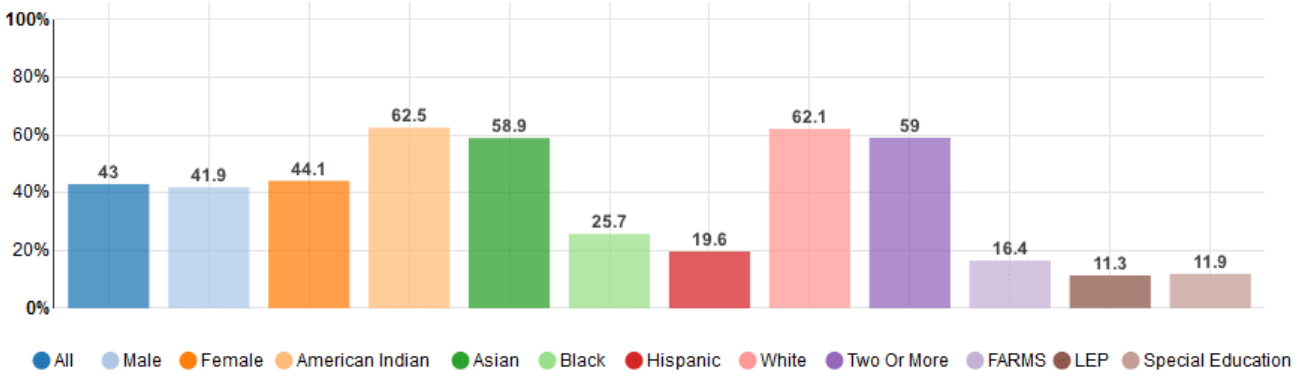


Learn more about the Gallup survey and view districtwide and school results.

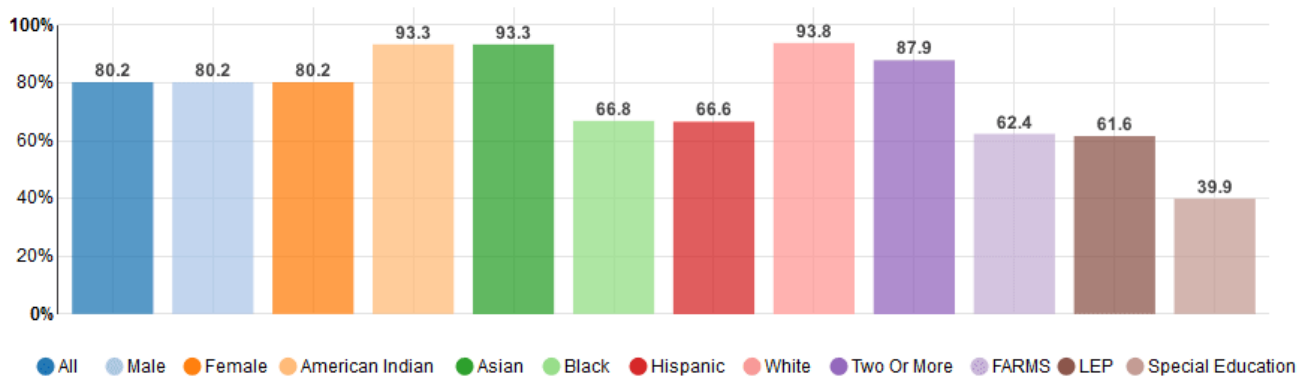
2013-2014
Grade 5 Reading at Proficient Levels



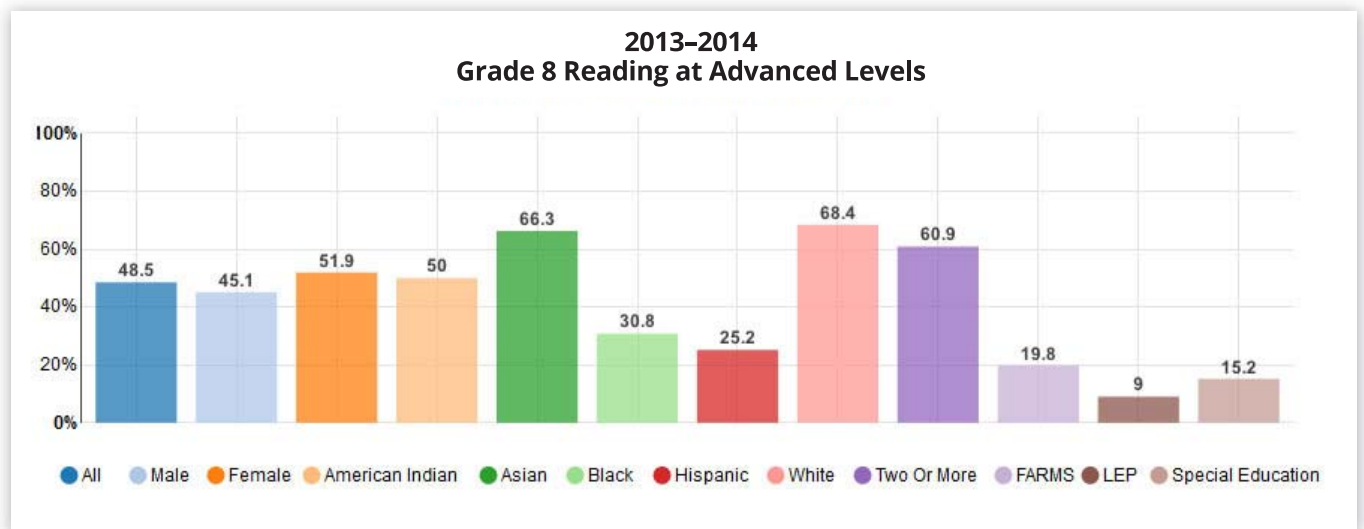
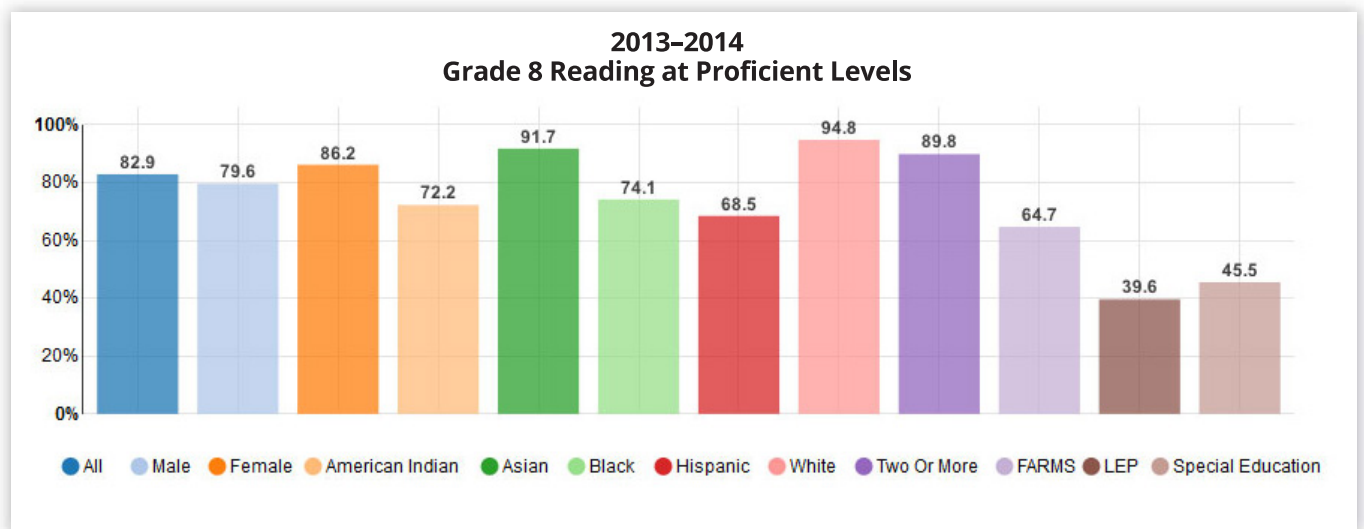
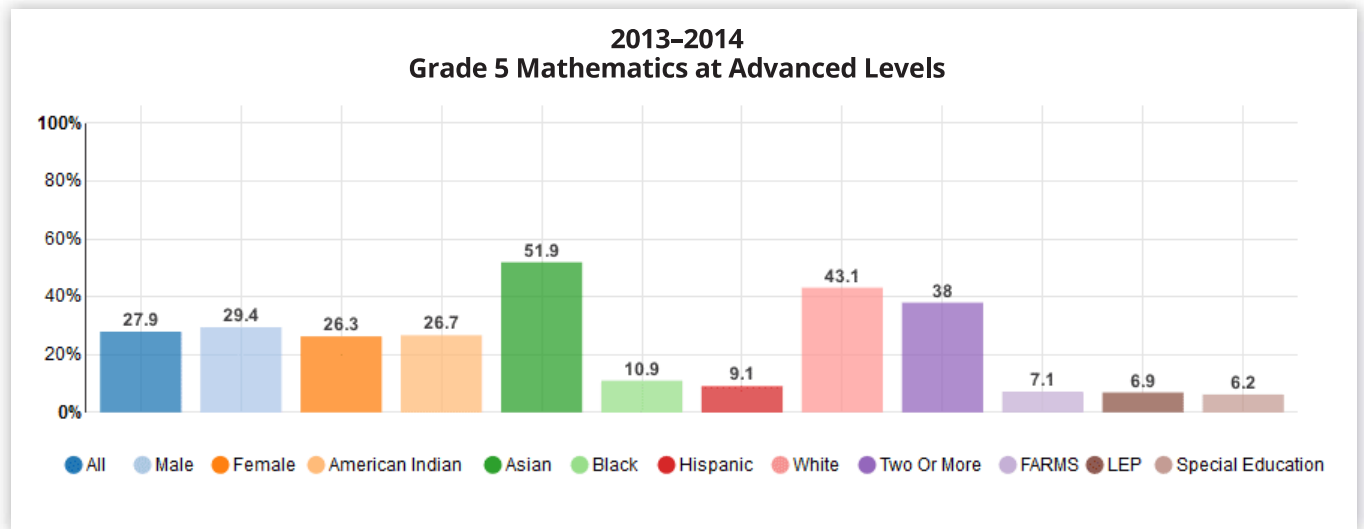
2013-2014
Grade 5 Reading at Advanced Levels



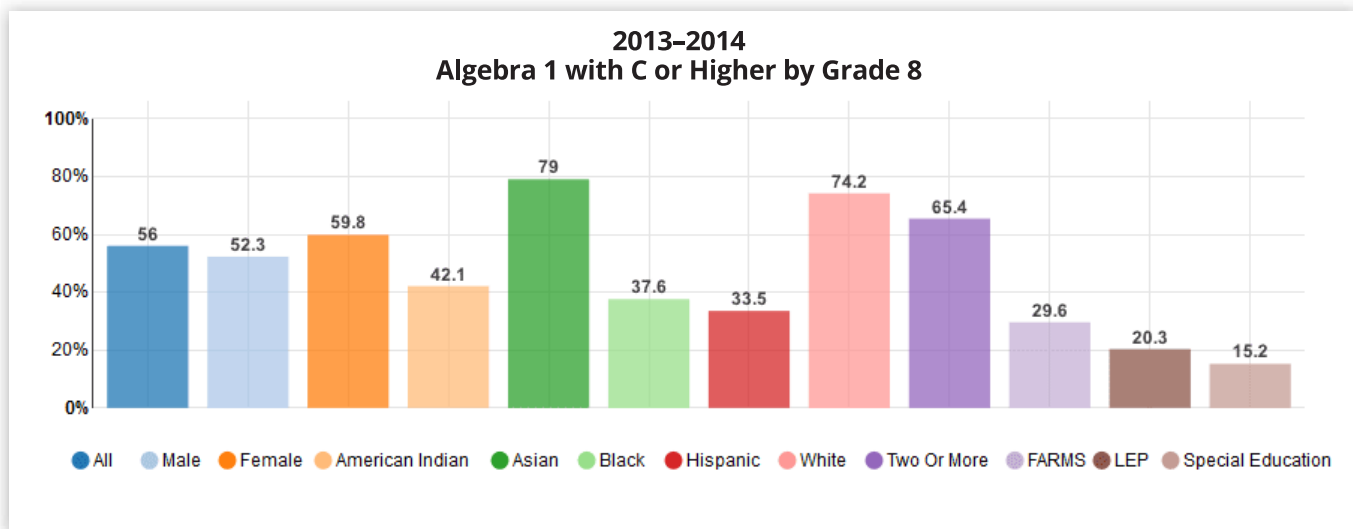
2013-2014
Grade 5 Mathematics at Proficient Levels



PERFORMANCE CONTINUED



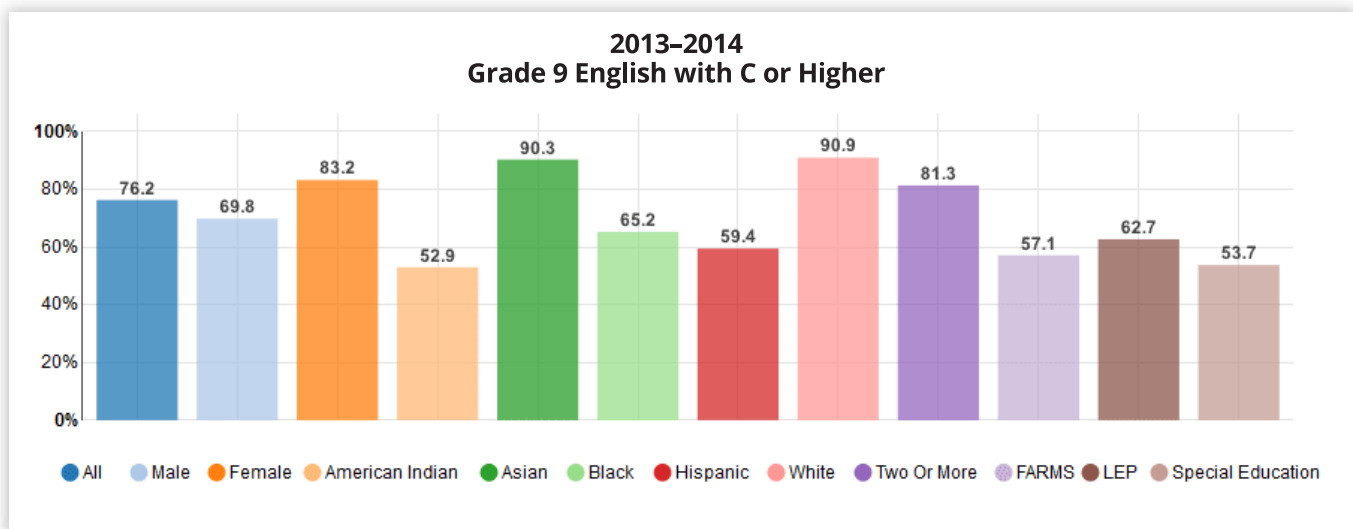
ALGEBRA 1 BY GRADE 8



The Algebra 1 milestone is based on the successful completion of the course with a grade of C or higher by the end of Grade 8.

Algebra is considered an introduction to upper-level mathematics courses that lead to college and career success. Additionally, research points to long-term benefits for Grade 8 students who take an algebra course prior to high school, which includes leading to higher-level mathematics courses in later high school years. With the interest of preparing students for 21st century learning, MCPS encourages all students to pursue higher-level mathematics courses.

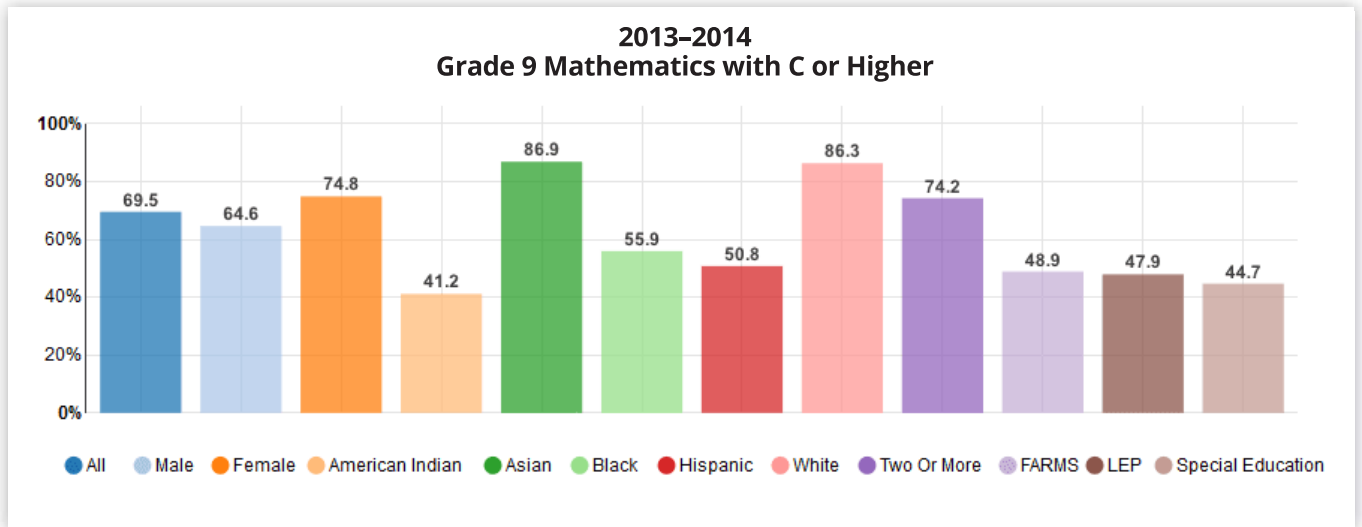
GRADE 9 ENGLISH



The Grade 9 English milestone is based on the successful completion of an English course with a grade of C or higher.

Students entering Grade 9 begin an important academic and social transition. This transition can be the make-or-break year for completing high school. For the first time, students are required to earn passing grades in core courses needed for graduation. MCPS graduation requirements include earning 4 credits of English. The courses in the English curriculum are rigorous in order to prepare students to become college and career ready.

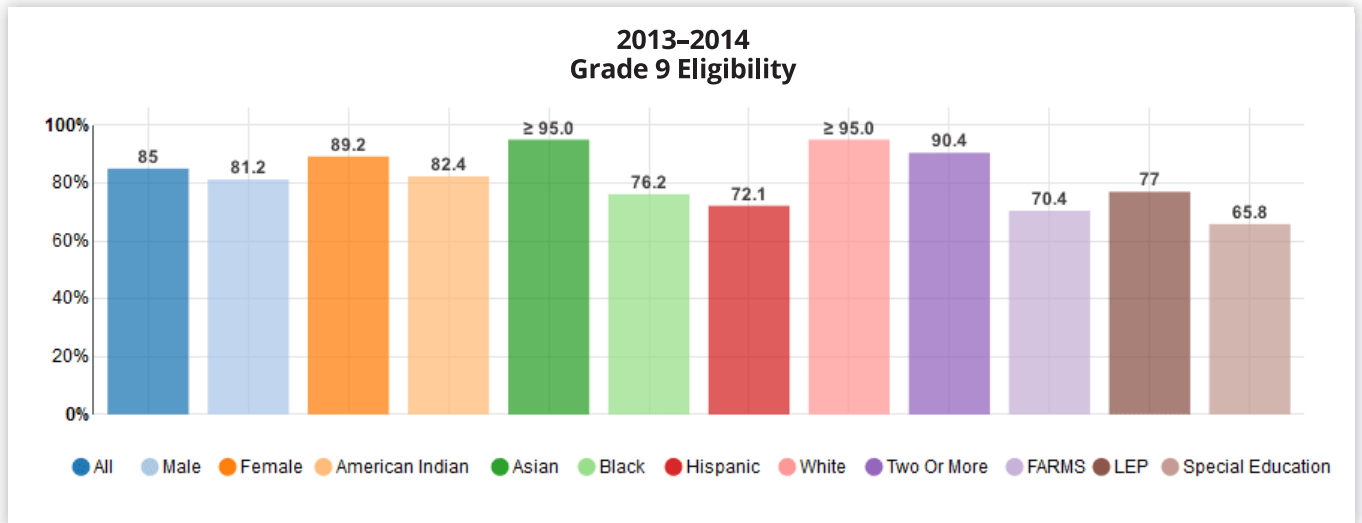
GRADE 9 MATHEMATICS



The Grade 9 mathematics milestone is based on the successful completion of a mathematics course with a grade of C or higher.

Course success or failure in Grade 9 has been consistently reported as having a significant influence on whether a student will graduate from high school on time. Students in Grade 9 must earn a certain number of credits to be promoted to Grade 10. Public attention has been focused on the importance of mathematics as a critical element for MCPS students to be competitive in a global economy.

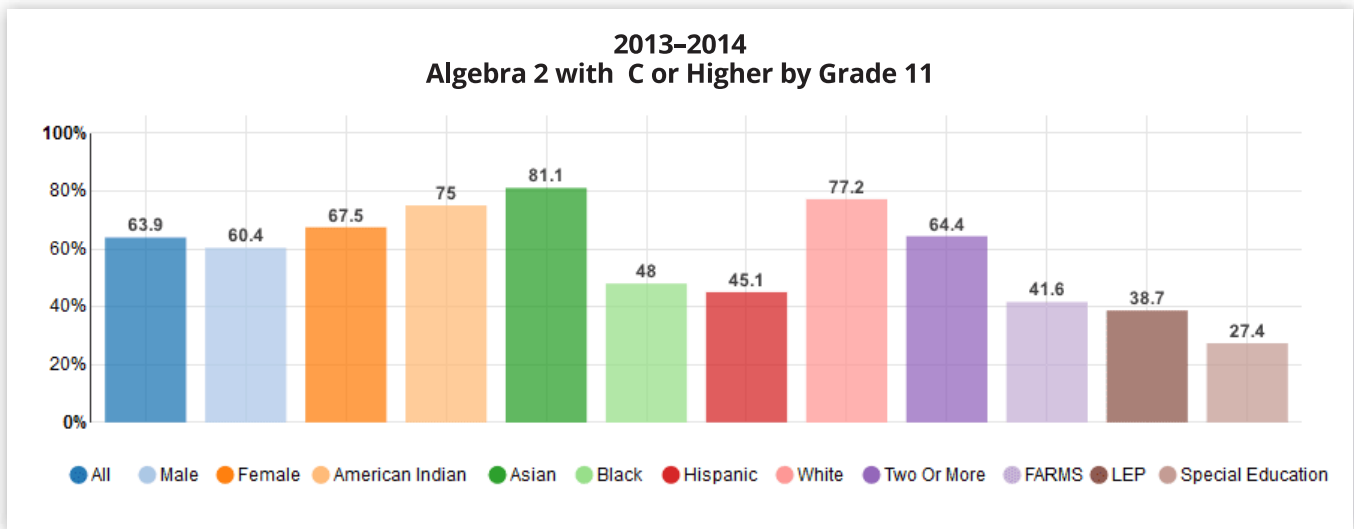
GRADE 9 ELIGIBILITY



The Grade 9 eligibility milestone focuses on the percentage of Grade 9 students eligible two or more marking periods during a school year.

Transitioning to high school can be challenging for some students. MCPS believes one method to ensure students are engaged and have a well-rounded education is to provide an effective instructional program that includes extracurricular activities. High school students are afforded opportunities to participate in a variety of athletic and nonathletic extracurricular activities throughout the school year. Certain extracurricular activities require academic eligibility for participation—students must maintain a marking period average of 2.0 or higher and fail no more than one course per marking period.

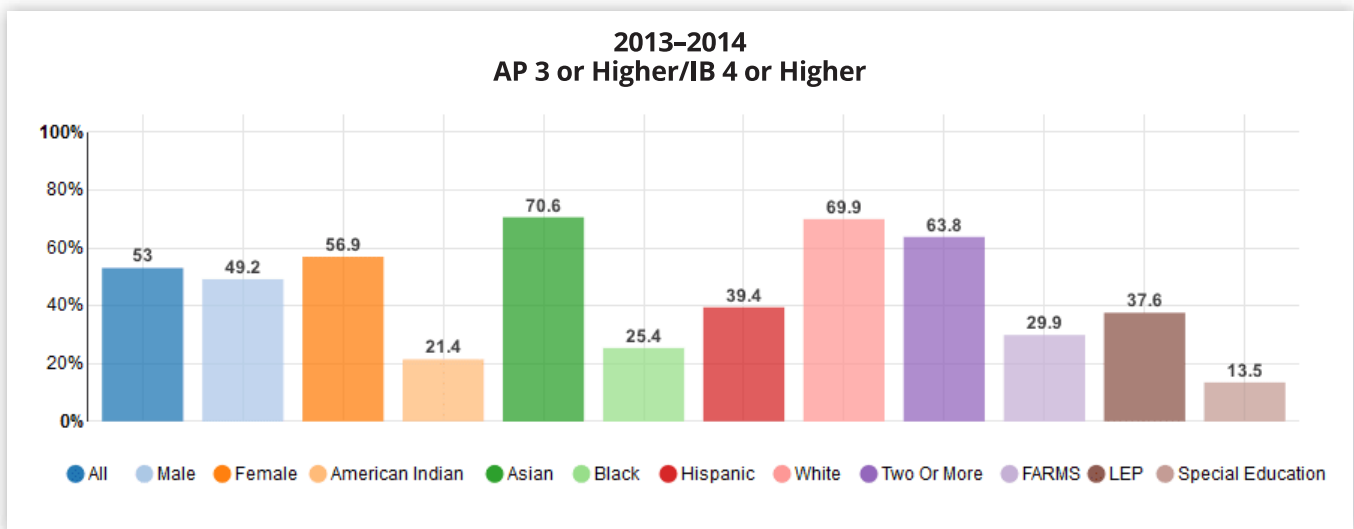
ALGEBRA 2 BY GRADE 11



The Algebra 2 milestone is based on the successful completion of the course with a grade of C or higher by the end of Grade 11.

Research, nationally and within MCPS, indicates that high school students who successfully complete Algebra 2 are less likely to need remediation upon entry to college and more likely to enroll in college, remain in college, and earn a bachelor's degree. Also, research studies have indicated a correlation between Algebra 2 content knowledge and the SAT mathematics section. Algebra 2 is one of the required high school courses for admission in the University System of Maryland and many other colleges.

AP AND IB PROGRAMS

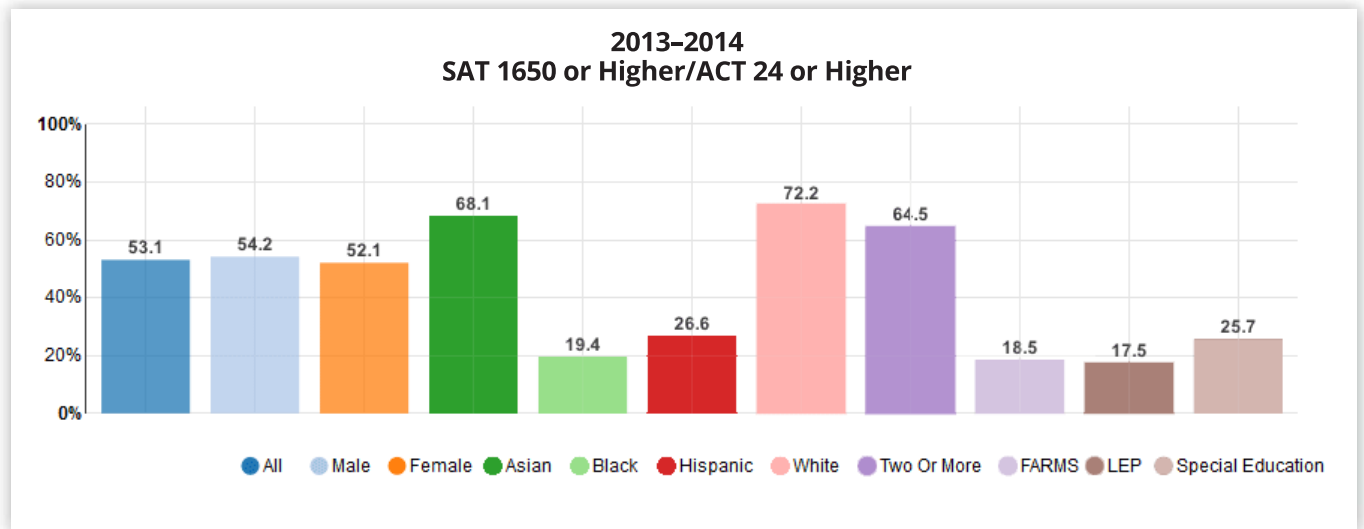


The district milestone focuses on the percentage of graduates who earn AP exam scores of 3 or higher or IB exam scores of 4 or higher.

MCPS is committed to ensuring access to Advanced Placement (AP) and International Baccalaureate (IB) programs and to raising the level of support for underserved students in AP or IB classrooms to provide preparedness for college and career. The AP and IB exams are indicators used to measure student readiness for college-level work and are used by colleges for possible course credit and advanced placement.

PERFORMANCE CONTINUED

SAT/ACT PERFORMANCE

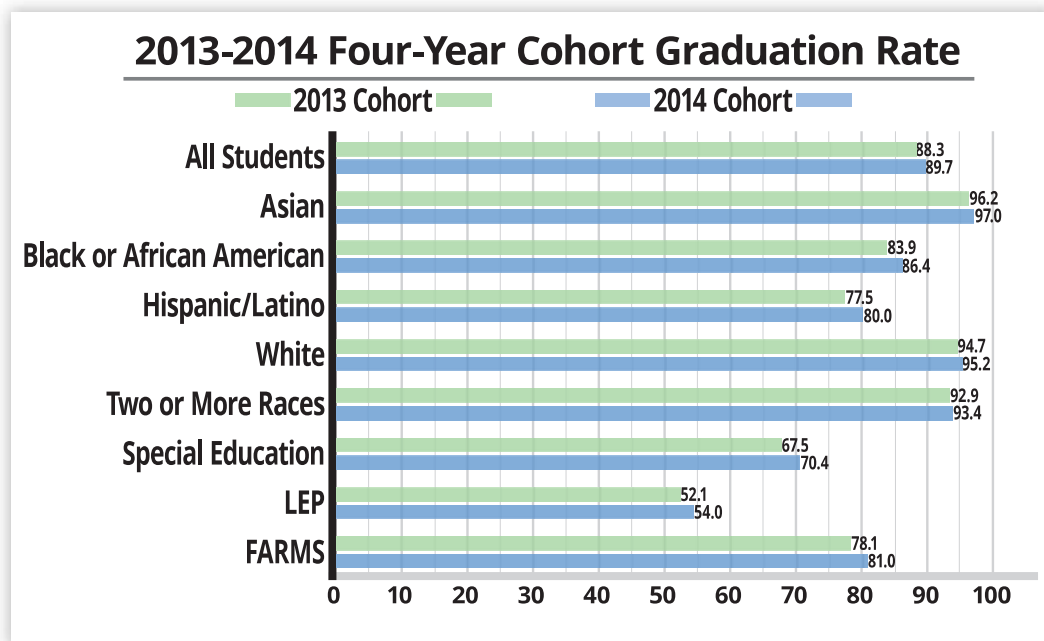


The district milestone focuses on the percentage of graduates who earned a combined score at or above 1650 on the SAT or a composite score at or above 24 on the ACT.

MCPS is committed to successful performance among all students on the SAT and/or ACT as an approach to enhance academic pursuits after high school. The SAT and ACT are measures of student readiness for college-level work. This milestone highlights the percentage of graduate test takers who earned a combined score at or above 1650 out of a possible 2400 points on the three SAT subtests—critical reading, mathematics, and writing—or a composite score at or above 24 out of a possible 36 points on the four ACT subtests—English, mathematics, reading, and science.

FOUR YEAR GRADUATION RATE

This district milestone focuses on the number of students who graduated from high school in four years.



For a school district, graduation rate is an important measure for all schools. It not only tells us how well our high schools prepared students for college and careers, but also indicates how well our students were prepared for success in earlier grades. This data point is based on the four-year cohort graduation rate calculation used by the Maryland State Department of Education.

ORGANIZATIONAL EFFECTIVENESS

Our Commitment to Operational Excellence

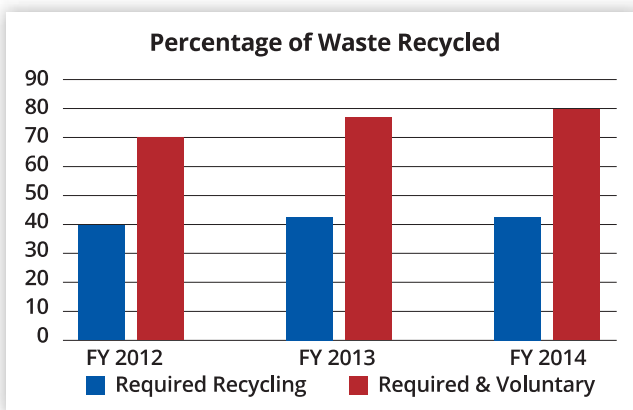
Organizational effectiveness in Montgomery County Public Schools is demonstrated in several different ways. It is shown through our direct service to schools and students; our adherence to sound financial practices; our commitment to environmental stewardship; and how we hire, retain, and develop the best staff in public education. Measuring our success in these key areas is an important part of our ongoing effort to support the success of our students and demonstrates our dedication to continuous improvement.

The following charts provide data from one operational area—environmental sustainability. To see all the Organizational Effectiveness data, visit the online Annual Report.

Environmental Sustainability Measures

■ Percentage of waste recycled, required and voluntary

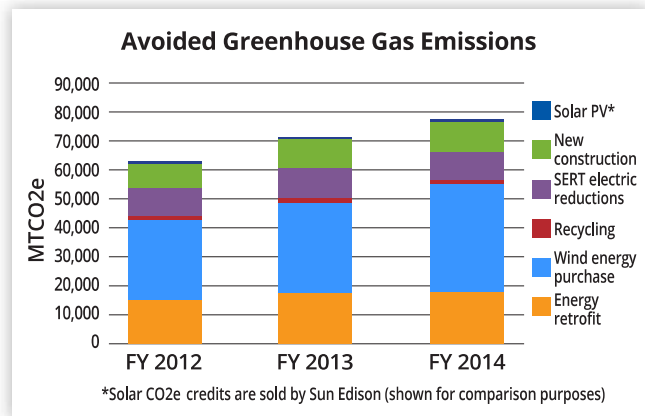
MCPS has made a major commitment to recycling all components of its solid-waste stream and tracking the performance of these efforts. Montgomery County requires the recycling of four categories of material: paper/cardboard, bottles/cans, yard waste, and scrap metal. In addition, MCPS recycles more than 20 different items from small items such as a drink pouch to major construction debris. These additional materials are measured under the “voluntary” category, of which the vast majority of the weight is construction debris. In FY 2014, 80 percent of the waste stream produced by MCPS was recycled, including both the required category and the voluntary category.



■ Avoided greenhouse emissions

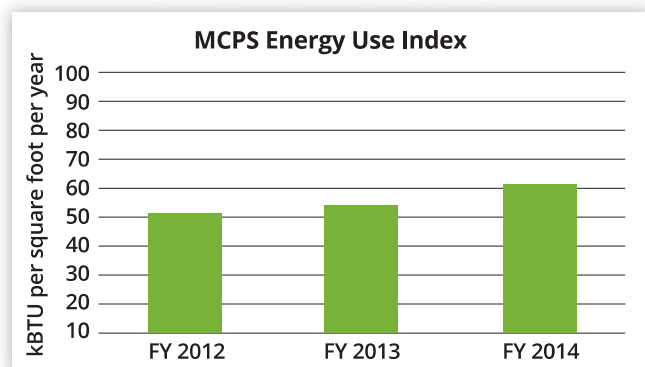
Greenhouse gas emissions are reduced through a variety of sustainability programs and investments. This performance

measure tracks these reductions in five categories: energy retrofits, wind energy purchases, recycling, School Energy and Recycling Program reductions, and energy efficiency improvements through the construction program. Since 2003, MCPS has reduced greenhouse gas emissions by over 70,000 metric tons of carbon dioxide equivalent, or MTCO_{2e}. This represents a 28 percent reduction in the MCPS carbon footprint since 2003. Solar photovoltaics (PV) and recycling represent less than a three percent reduction of the overall MTCO_{2e} reduction in FY14. The renewal energy credits from the solar PV are owned by a third party and are only displayed to show the amount relative to other programs that contribute to greenhouse gas emissions.



■ Building energy use index

The building energy use index (EUI) shows how efficiently a building uses energy. Building energy consumption is also significantly affected by sustained periods of abnormal temperatures. FY 2012 had an abnormally warm winter, and FY 2014 had an abnormally cold winter. The expected performance for FY 2015 is in the low to mid 50s kBtu per square foot, which represents very efficient use of energy in our schools and high energy performance for building systems. Since 2003, there has been a 12 percent reduction in energy consumption in MCPS.





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