

**MEMORANDUM**

November 6, 2018

TO: Education Committee

FROM: Craig Howard, <sup>CH</sup> Senior Legislative Analyst

SUBJECT: **MCPS Performance Data Update**

PURPOSE: Receive update from MCPS on its student performance data

**Expected Participant:**

- Dr. Jack Smith, Superintendent of Schools

**Background**

Two years ago, the Superintendent and the Board of Education initiated a process to revise and enhance MCPS' performance tracking and data reporting structure within the context of MCPS' Evidence of Learning (EOL) framework. The EOL framework uses multiple measures to determine if students are learning, and if they are learning enough. The Board of Education has received multiple presentations and updates on the performance data, with the most recent update on September 24. The Board memo for the September update is attached at ©1-2.

Last November, the Education Committee received an update from the Superintendent on the overall EOL framework and a review of initial baseline data related to student readiness in grades 2, 5, 8, and 11. Subsequently, the Superintendent provided an update to the full Council in February 2018 that focused on student transition data for grades 3, 6, and 9. (A summary of the Evidence of Learning Framework is on page 3). The Committee requested regular updates on the performance data framework corresponding to the updates provided to the Board of Education.

Additionally, in FY18 (as part of MCPS' approved budget resolution) the Council requested the MCPS collect and report data to evaluate progress in reducing the opportunity and achievement gap for students based on MCPS' plans to launch data dashboards for individual schools and district-wide.

**Performance Data Update**

Today's presentation from MCPS will include a review of several data points summarized below. For each measure, MCPS includes data for all students and also breaks out data by the student subgroups that have historically had disparities in academic performance: Black or African American students,

Hispanic/Latino students, and students impacted by poverty. A copy of MCPS' presentation is attached at ©3-30. Information provided in the presentation includes:

- **Literacy and mathematics readiness data for students in grades 2, 5, 8, and 11 for both 2016-17 and 2017-18 (©6-14).** These data show the percent of students that meet at least two of the three measures MCPS uses to track performance. The data indicate continued disparities in performance, in particular for Black or African American and Hispanic/Latino students impacted by poverty. However, the data does show some year-to-year improvement within different sub-groups – particularly for grades 2 and 5.
- **Maryland College and Career Readiness (MCCR) data (©15-16).** These data breakdown MCCR data by gender, race/ethnicity, and service group (FARMS, Special Education, or LEP). The MCCR data also show disparities between Black or African American, Hispanic/Latino, and FARMS students compared to White and Asian students.
- **Grade 8 PARCC Algebra 1 participation and performance data from 2016-2018 (©17-18), and Grade 11 SAT participation and performance data for 2017 and 2018 (©24-29).** For PARCC, the presentation includes data on participation by student group, as well as a breakdown of the percent of students scoring proficient at levels 1-2 and at levels 3-5. For SATs, the data show increased participation from 2017 to 2018 among all student groups as well as slight increases in average SAT score within each demographic group. As with the other data points, however, the performance does vary by race/ethnicity and poverty status.
- **MCPS' Equity Accountability model (©19-23).** MCPS provided information to the Board of Education on its plans to develop an equity accountability model in May 2018 (board memo attached at ©31-38). The model is intended to answer the question “what difference did this school make for its students?”, in particular will highlight the impact a school is having on its focus populations (Black or African American students, Hispanic/Latino students, and students impacted by poverty). The presentation includes an initial display of how the evidence of learning data will be included as part of the equity accountability model.

## Data Dashboards

MCPS' data dashboards are now operational and available online.<sup>1</sup> The dashboards currently available are listed below. For each dashboard, a user can review district-wide data and/or data specific to individual schools. Additionally, from either the district or individual school perspective, and the data can be further disaggregated by gender, race/ethnicity, and/or student service group (FARMS, Special Education, or LEP).

- Enrollment;
- AP/IB Course Enrollments;
- AP/IB Exam Participation and Performance;
- ACT and SAT Exam Participation and Performance;
- Grade 2 Evidence of Learning;
- Grade 5 Evidence of Learning;
- Grade 8 Evidence of Learning;
- Grade 11 Evidence of Learning.

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<sup>1</sup> <https://www.montgomeryschoolsmd.org/data/learning-accountability-and-results.html>

## MCPS Evidence of Learning (EOL) Data

MCPS' overall EOL framework and performance data tracking and reporting structure involves many components, and several key factors are summarized below:

- **The EOL framework uses a multiple measures approach, meaning MCPS will collect and use several data points to assess student performance instead of relying on a sole achievement test.** Parent guides for measures supporting the evidence of learning framework are available for the K-2, 3-5, Middle School, and High School levels.<sup>2</sup> These documents summarize the measures that MCPS will be tracking for these grade levels as well as the timeframes for different assessments.
- **The student readiness performance data are specific to grades 2, 5, 8, and 11, as well as the college and career readiness of current seniors.** The readiness performance data allows MCPS to gauge each student's readiness to advance to the next school level: primary to intermediate, intermediate to middle school, and middle school to high school. These data will answer the questions: "Are our students learning and are they learning enough to be successful at the next level as they begin the next school year?"
- **The student transition performance data are specific to students in grades 3, 6, and 9.** The transition data provide a mid-year view of how well students transitioned to the next level from grades 2, 5, and 8. These data will answer the questions: "Are students learning enough? If not, why not? What are we going to do about it?"
- **Both readiness and transition data will be collected and reported at the district level and individual school level.** In addition, the data is broken out by student demographic characteristics such as race/ethnicity, FARMS status, and English language proficiency status.
- **MCPS' presentation will focus on aggregate level data reporting, but the EOL framework housed in the data management system allows schools to know the performance of individual students represented in the aggregate data.** This allows school staff to use the EOL measures to focus services to individual students or groups of students based on identified need.

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<sup>2</sup> <https://www.montgomeryschoolsmd.org/evidence-of-learning-framework/>

Office of Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

September 24, 2018

MEMORANDUM

To: Members of the Board of Education  
From: Jack R. Smith, Superintendent of Schools  
Subject: Evidence of Learning: End-of-Year (EOY) Performance Data Report

*Are our students learning and are they learning enough to be successful at the next level?*

**Evidence of Learning Data**

We are pleased to share the 2017–2018 Evidence of Learning (EOL) End-of-Year performance data for students in Grades 2, 5, 8, and 11 this evening. Considered *readiness* performance data, this information gauges how well students are prepared to advance to the next level: primary to intermediate, intermediate to middle school, and middle school to high school. Students are considered prepared when they meet two out of three categories of measures: classroom, district, and external. The ultimate goal is to graduate students who are college and career ready, carrying the credentials necessary to access credit bearing courses and/or step into a living wage job as they prepare for tomorrow’s complex world and workplace.

We will compare the 2017–2018 to 2016–2017 end-of-year data at the aggregate level and by focus groups to determine system progress at each level: elementary school (Grades 2 and 5), middle school (Grade 8), and high school (Grade 11). It is essential to know that performance data relative to EOL and other measures for each individual student are available to schools for the purpose of monitoring student achievement and determining the next steps in instruction, support, and enrichment with the goal of all students meeting EOL.

As part of the presentation, we will share College and Career Readiness and the Seal of Bi-Literacy status for the Class of 2019. As we continue to think strategically to manage and respond to the complexities necessary to realize excellence in teaching and learning while ensuring that students experience a safe, orderly, and welcoming environment, we will convey data illustrative of our progress in a variety of areas. All the same, the achievement gap continues and will be verified by the data. However, trend data highlight progress in access to more rigorous and challenging curricula and the opportunity to succeed for many underrepresented students.



**Equity Accountability Data**

At the May 8, 2018, Board meeting, we discussed the need for and the development of a local school equity accountability model. Student learning is complex and multifaceted. Administering a single standardized test, which is the basis of the state's accountability model, cannot yield a fair and equitable assessment of what students know and are able to do or provide an accurate assessment of the overall effectiveness and impact of a school. Multiple factors contribute to the conditions that maximize student learning and are included in our school equity accountability model.

The Montgomery County Public Schools' (MCPS) Equity Accountability Model will evolve to report on the following components relative to the performance of our focus groups: Achievement, Graduation, Progress, English Language Learner and Students with Disabilities, Culture and Climate, and a Priority Focus Area. At this time, we will communicate the Achievement scores for each level. In February 2019, we will share the Graduation Component. The Achievement scores are based on performance of the focus group populations at Grades 2, 5, 8, and 11. The focus populations include Black/African American non-Free and Reduced-price Meals System (FARMS) services and FARMS students; Hispanic/Latino non-FARMS and FARMS students, and All Other FARMS students. We will continue to monitor and report the performance of Asian, White, and All Other non-FARMS students as part of the Equity Accountability Model.

This accountability model is geared for more than simply to report student results; it will determine the impact a school has on its students. In essence, the model should answer the question, "What difference did this school make for its students?" To answer this question, the local accountability model, the MCPS Equity Accountability Model, will report scores of 1 through 4 as an assigned value for the percentage of each focus population meeting the EOL measures at each level and for each school. We must ensure that the excellent results obtained by many of our students are maintained while at the same time, creating conditions that guarantee we do not overlook students who need our time, attention, and talent to move them to higher levels of performance. The disciplined effort of intentional use of data through the lens of equity holds the promise of promoting instructional practices that will meet the needs of all students in our quest for excellence in teaching and learning.

It is important to remember that MCPS staff, with a variety of stakeholder input, has worked diligently to build the necessary assessment infrastructure in which we could collect and organize data upon which to base school and district decisions about teaching, learning, programs, and services to better serve the needs of all students. Communication efforts are under way to publish performance goals that students must meet to achieve on the Evidence of Learning. These data form the foundation of the Equity Accountability Model.

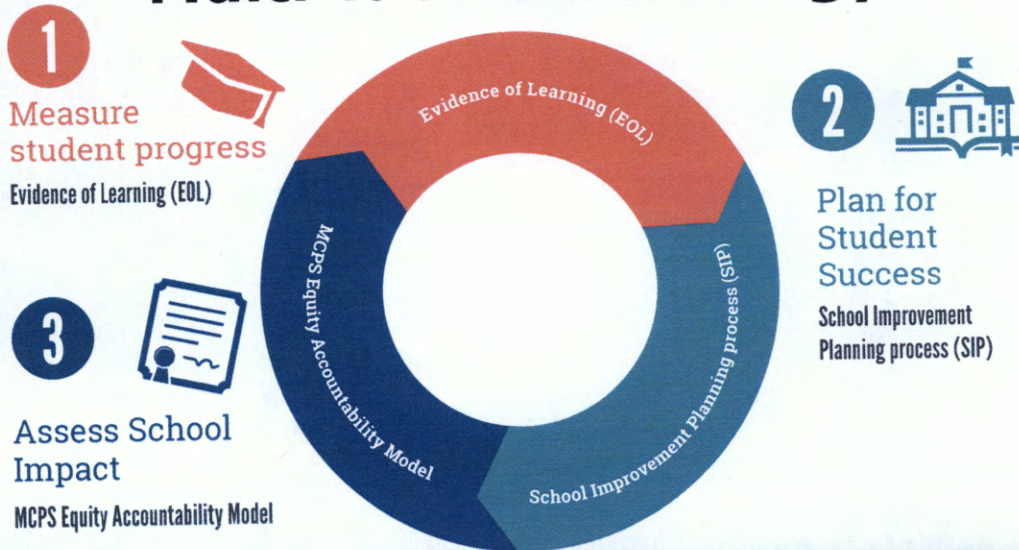
As we maintain our commitment to the five core values that define what it means to be an exceptional school system: Learning, Relationships, Respect, Excellence, and Equity, EOL and the Equity Accountability Model are major steps forward to realizing a school system where academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency or disability.

JRS:JSW:HRJ:lgp

# Evidence of Learning: End-of-Year (EOY) Student Performance Data

Montgomery County Council  
November 8, 2018

## Multi-faceted Strategy



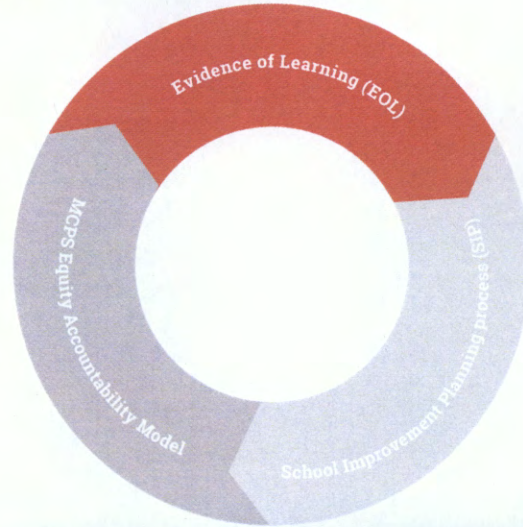
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# Multi-faceted Strategy

1

Measure student progress

Evidence of Learning (EOL)

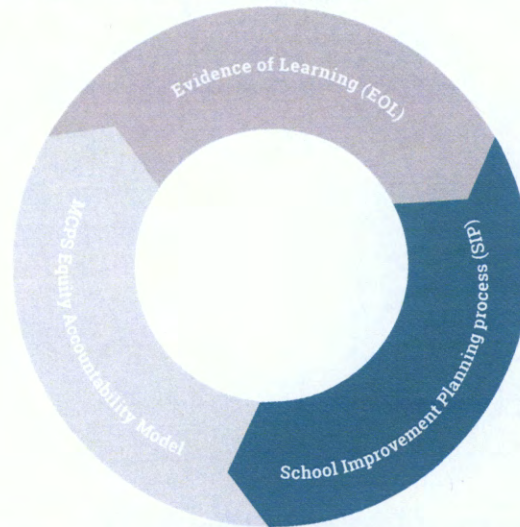


# Multi-faceted Strategy

2

Plan for Student Success

School Improvement Planning process (SIP)



4

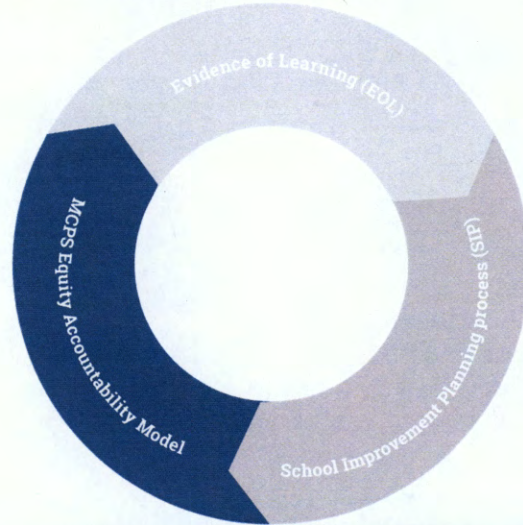


# Multi-faceted Strategy

3

Assess  
School Impact

MCPS Equity Accountability Model

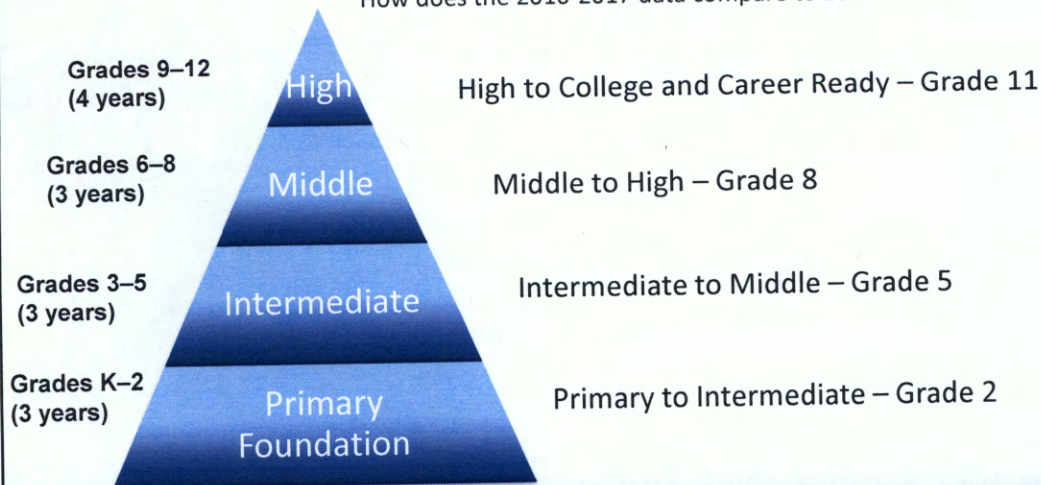


MONTGOMERY COUNTY PUBLIC SCHOOLS

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# Readiness Grades

How ready are our students to move from one level to the next?  
How does the 2016-2017 data compare to 2017-2018?



MONTGOMERY COUNTY PUBLIC SCHOOLS

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# Overall Literacy Readiness

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18
2	76.1	78.6
5	79.0	83.6
8	78.6	79.7
11	84.5	83.2

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

# Overall Literacy Readiness

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	76.1	78.6	2.5
5	79.0	83.6	4.6
8	78.6	79.7	1.1
11	84.5	83.2	-0.7

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

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## Black or African American Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	71.1	76.6	5.5
5	72.3	79.8	7.5
8	71.2	70.5	-0.7
11	79.3	77.4	-1.9

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

## Hispanic/Latino Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	62.1	65.6	3.5
5	63.6	71.4	7.8
8	59.9	64.8	4.9
11	72.1	70.3	-1.8

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

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# FARMS Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	61.4	65.4	4.0
5	62.2	69.9	7.7
8	58.1	62.0	3.9
11	73.5	70.7	-2.8

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

# Black or African American non-FARMS Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	79.2	82.6	3.4
5	81.0	87.5	6.5
8	78.3	79.2	0.9
11	83.7	82.3	-1.4

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

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# Hispanic/Latino non-FARMS Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	75.4	79.1	3.7
5	79.6	83.5	3.9
8	76.7	75.3	-1.4
11	74.3	74.5	0.2

Achievement	
	>=90% of students meeting measures
	70-89% of students meeting measures
	50-69% of students meeting measures
	35-49% of students meeting measures
	0-35% of students meeting measures

Change	
	>= 6 point gain
	3 to 5.9 point gain
	-2.9 to +2.9 maintenance
	-3 to -5.9 point loss
	-6 or more point loss

# Black or African American FARMS Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	65.4	72.3	6.9
5	65.6	73.7	8.1
8	64.2	61.8	-2.4
11	73.5	71.5	-2.0

Achievement	
	>=90% of students meeting measures
	70-89% of students meeting measures
	50-69% of students meeting measures
	35-49% of students meeting measures
	0-35% of students meeting measures

Change	
	>= 6 point gain
	3 to 5.9 point gain
	-2.9 to +2.9 maintenance
	-3 to -5.9 point loss
	-6 or more point loss

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# Hispanic/Latino FARMS Literacy Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	57.2	60.3	3.1
5	56.7	66.0	9.3
8	49.9	58.6	8.7
11	70.1	66.5	-3.6

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

# Overall Mathematics Readiness

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	65.2	71.2	6.0
5	63.0	71.3	8.3
8	71.3	75.0	3.7
11	75.8	73.5	-2.3

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

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# Black or African American Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	53.5	61.2	7.7
5	48.7	59.8	11.1
8	57.8	62.1	4.3
11	68.0	65.7	-2.3

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

# Hispanic/Latino Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	46.7	54.2	7.5
5	43.2	54.0	10.8
8	50.7	57.8	7.1
11	59.4	56.1	-3.3

Achievement	
Dark Blue	>=90% of students meeting measures
Green	70-89% of students meeting measures
Yellow	50-69% of students meeting measures
Orange	35-49% of students meeting measures
Red	0-35% of students meeting measures

Change	
Dark Blue	>= 6 point gain
Green	3 to 5.9 point gain
Yellow	-2.9 to +2.9 maintenance
Orange	-3 to -5.9 point loss
Red	-6 or more point loss

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# FARMS

## Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	44.6	52.5	7.9
5	40.1	51.5	11.4
8	48.6	54.8	6.2
11	60.7	57.6	-3.1

Achievement	
>=90%	of students meeting measures
70-89%	of students meeting measures
50-69%	of students meeting measures
35-49%	of students meeting measures
0-35%	of students meeting measures

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

# Black or African American non-FARMS

## Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	62.8	70.6	7.8
5	59.6	70.3	10.7
8	66.6	71.3	4.7
11	73.9	71.4	-2.5

Achievement	
>=90%	of students meeting measures
70-89%	of students meeting measures
50-69%	of students meeting measures
35-49%	of students meeting measures
0-35%	of students meeting measures

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

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## Hispanic/Latino non-FARMS Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	64.0	71.2	7.2
5	60.0	68.4	8.4
8	65.1	69.6	4.5
11	63.2	60.7	-2.5

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	

## Black or African American FARMS Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	47.0	54.7	7.7
5	40.3	51.5	11.2
8	49.2	52.9	3.7
11	60.3	58.8	-1.5

Achievement	
>=90% of students meeting measures	
70-89% of students meeting measures	
50-69% of students meeting measures	
35-49% of students meeting measures	
0-35% of students meeting measures	

Change	
>= 6 point gain	
3 to 5.9 point gain	
-2.9 to +2.9 maintenance	
-3 to -5.9 point loss	
-6 or more point loss	






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



# Hispanic/Latino FARMS Mathematics Readiness:

Percent of All Students Meeting Measures in 2 of 3 Categories:  
Classroom, District, External

GRADE	Overall 2016-17	Overall 2017-18	Change
2	40.4	47.6	7.2
5	35.9	47.7	11.8
8	42.3	50.9	8.6
11	55.9	52.0	-3.9

Achievement	
	>=90% of students meeting measures
	70-89% of students meeting measures
	50-69% of students meeting measures
	35-49% of students meeting measures
	0-35% of students meeting measures

Change	
	>= 6 point gain
	3 to 5.9 point gain
	-2.9 to +2.9 maintenance
	-3 to -5.9 point loss
	-6 or more point loss

## MCPS Data Dashboards contains district and school-level data:

<https://www.montgomeryschoolsmd.org/data/learning-accountability-and-results.html>

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## Maryland College and Career Readiness (MCCR)

	N Enrolled	CCR in Literacy	CCR in Math	CCR in Literacy & Math
All Students	10,951	83.4	67.8	65.6
Female	5,375	86.6	71.0	69.1
Male	5,576	80.3	64.8	62.3
Asian	1,728	94.0	89.4	87.4
Black or African American	2,346	75.7	52.0	48.8
Hispanic/Latino	2,838	69.7	45.5	42.3
White	3,555	93.5	84.4	83.4
Other	484	89.5	76.9	75.4
FARMS	2,894	69.1	45.5	41.9
SpecEd	1,109	53.7	27.1	25.1
LEP	1,311	49.4	27.5	22.3

## Maryland College and Career Readiness (MCCR)

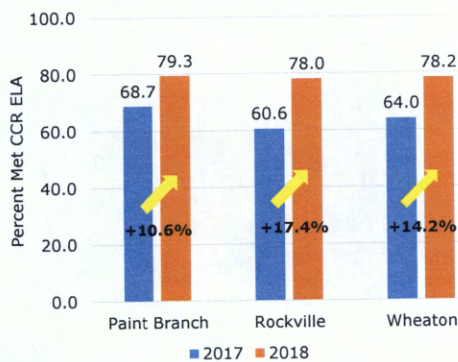
	N Enrolled	CCR in Literacy	CCR in Math	CCR in Literacy & Math
Non-FARMS: All Other Student Groups	5,303	94.4	86.4	85.4
Non-FARMS: Black or African Am.	1,347	80.8	58.0	54.8
Non-FARMS: Hispanic/Latino	1,407	74.1	52.9	50.1
FARMS: All Other Student Groups	464	81.0	71.6	67.0
FARMS: Black or African American	999	68.8	43.9	40.8
FARMS: Hispanic/Latino	1,431	65.5	38.2	34.6

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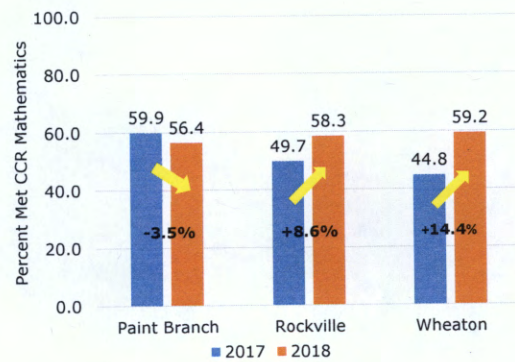


# Schools with Gains for College and Career Readiness Measures

## English Language Arts



## Mathematics

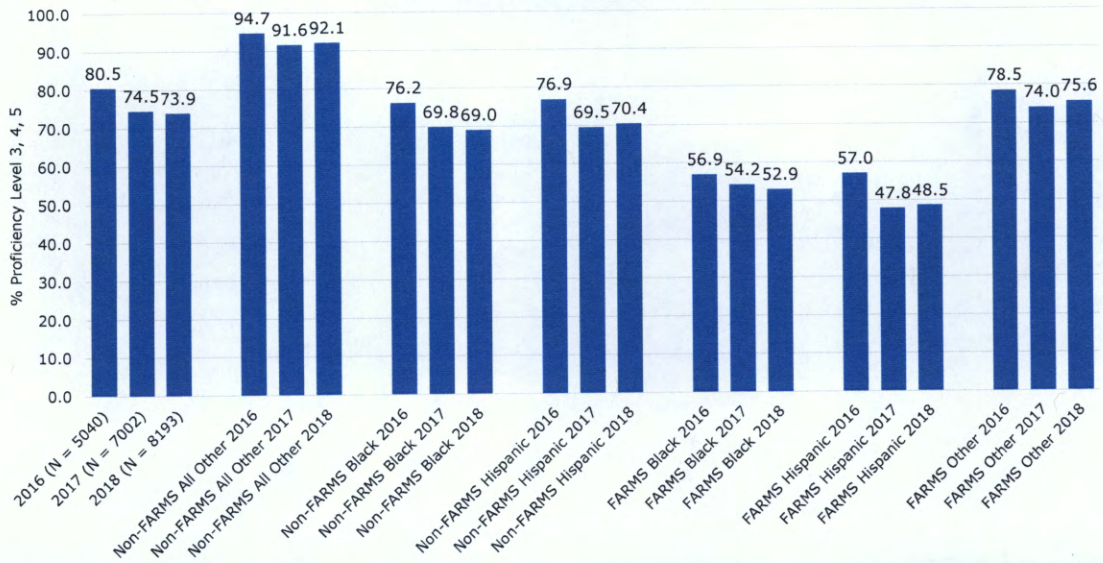


# Access and Opportunity

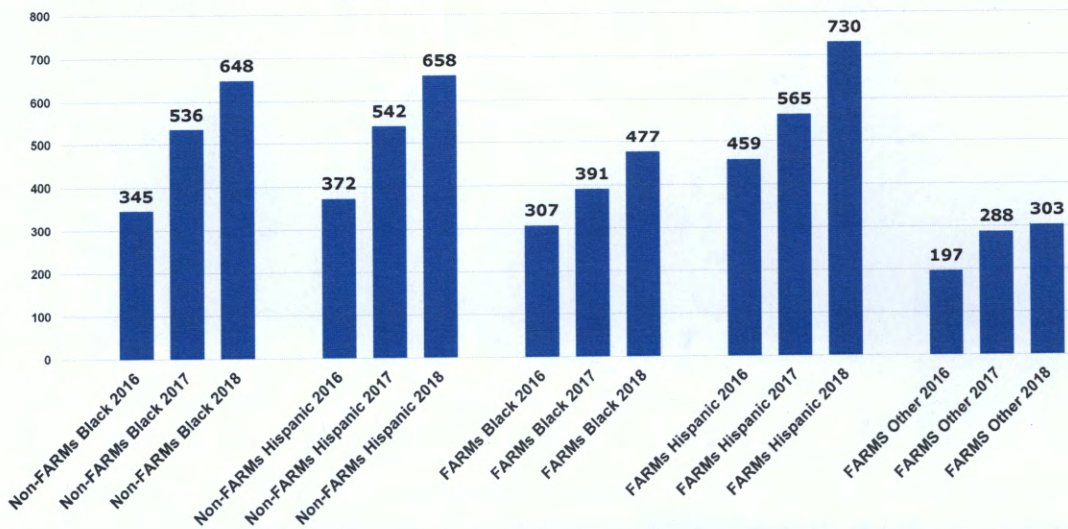
## PARCC Algebra I

16

**Grade 8 PARCC Algebra 1 - % Scoring Proficiency Level 3, 4, or 5**



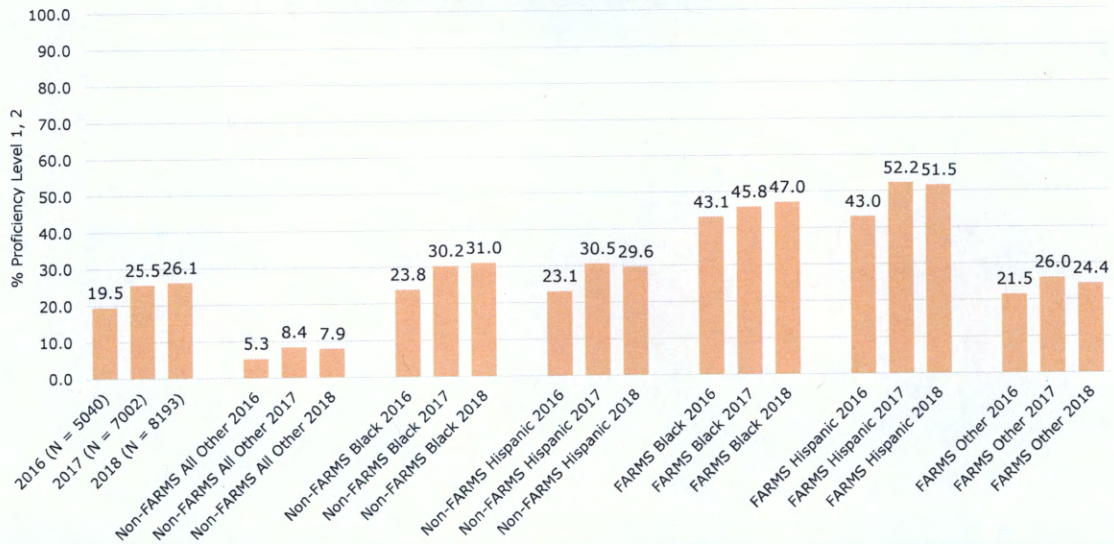
**Grade 8 PARCC Algebra 1 - N Scoring Proficiency Level 3, 4, or 5**



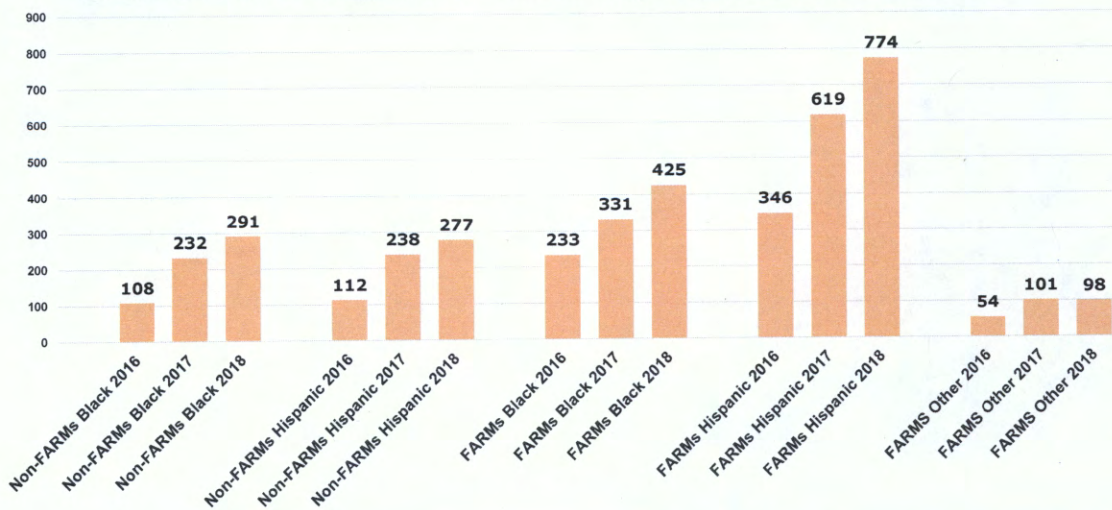
17



### Grade 8 PARCC Algebra 1 - % Scoring Proficiency Level 1 and 2



### Grade 8 PARCC Algebra 1 - N Scoring Proficiency Level 1 & 2



# Equity Accountability

## Equity Accountability: The Business of Impact

- More than a report of student results
- Determine the impact a school makes on its students
- In short, the model should answer the question:  
"What difference did this school make for its students?"



## Equity Accountability: The Business of Impact

Reports the impact a school is having on the focus population:

- FARMS and Non-FARMS African American/Black, Hispanic/Latino
- All other FARMS recipients with consistent monitoring of the performance of Non-FARMS Asian, Whites, and Other Student Groups



## Why develop an MCPS Equity Accountability System?

Federal/State Accountability	Local Equity Accountability
Reliance on the State	Self-Reliance
Single Test	Multiple Measures Evidence of Learning
Scoring on total school population	Scoring at the focus population level
Pass/Fail	Credit for Progress
Relative growth compared to others	Accelerated growth toward a standard
Percentile rankings can't be used to calculate actual amount of growth	Lexiles, Quantiles can be used to calculate actual amount of growth
One-size fits all	Consideration for school complexity
Closes gap by 50% by 2030	Accelerated gap closure



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# Components Of the MCPS Equity Accountability Model

Academic Achievement	Rolling Out 2018-2019 (September)
Graduation Rate	Rolling Out 2018-2019 (February)
Academic Progress	Rolling Out 2018-2019 (July – End of Year reporting)
Limited English Proficiency and Students with Disabilities	Rolling Out 2018-2019 (February)
Culture and Equity	To Be Determined – Contingent upon the State of Maryland survey content
Priority Focus	To be Determined

## Focus Groups

School	Monitor Only No FARMS All Other	Focus Groups					FOCUS SCORE Focus Group Mean
		No FARMS Black	No FARMS Hispanic	FARMS All Other	FARMS Black	FARMS Hispanic	
A	4	4	4	4	3	3	<b>3.6</b>
B	4	2	1	3	3	3	<b>2.4</b>
C	3	2	3	0	0	0	<b>1</b>

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# Equity Accountability 2018 Literacy

Percent Meeting Measures in 2 of 3 Categories

Level	Non-FARMS	Non-FARMS	Non-FARMS	FARMS	FARMS	FARMS	Key to EOL Assigned Values
	All Other Student Groups*	Black or African American	Hispanic/Latino	All Other Student Groups	Black or African American	Hispanic/Latino	
<b>Elementary</b>	<b>92.4</b>	<b>84.5</b>	<b>81.0</b>	<b>75.4</b>	<b>72.2</b>	<b>61.3</b>	0 0-34% of FOCUS students met measures
<b>Middle</b>	<b>93.7</b>	<b>79.2</b>	<b>75.3</b>	<b>75.7</b>	<b>61.8</b>	<b>58.6</b>	1 35-49% of FOCUS students met measures
<b>High</b>	<b>94.2</b>	<b>82.3</b>	<b>74.5</b>	<b>84.4</b>	<b>71.5</b>	<b>66.5</b>	2 50-69% of FOCUS students met measures
							3 70-89% of FOCUS students met measures
							4 ≥90% of FOCUS students met measures

\* Group is comprised of Asians, Whites, Other non-FARMS students



# Equity Accountability 2018 Literacy

Focus group assigned values

Level	Non-FARMS	Non-FARMS	Non-FARMS	FARMS	FARMS	FARMS	FOCUS MEAN SCORE	Key to EOL Assigned Values
	All Other Student Groups*	Black or African American	Hispanic/Latino	All Other Student Groups	Black or African American	Hispanic/Latino		
<b>Elementary</b>	4	3	3	3	3	2	<b>2.8</b>	0 0-34% of FOCUS students met measures
<b>Middle</b>	4	3	3	3	2	2	<b>2.6</b>	1 35-49% of FOCUS students met measures
<b>High</b>	4	3	3	3	3	2	<b>2.8</b>	2 50-69% of FOCUS students met measures
								3 70-89% of FOCUS students met measures
								4 ≥90% of FOCUS students met measures

\* Group is comprised of Asians, Whites, Other non-FARMS students



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# Equity Accountability 2018 Mathematics

Percent Meeting Measures in 2 of 3 Categories

Level	Non-FARMS	Non-FARMS	Non-FARMS	FARMS	FARMS	FARMS
	All Other Student Groups*	Black or African American	Hispanic/Latino	All Other Student Groups	Black or African American	Hispanic/Latino
<b>Elementary</b>	<b>87.0</b>	<b>67.6</b>	<b>66.8</b>	<b>64.6</b>	<b>50.4</b>	<b>43.5</b>
<b>Middle</b>	<b>91.7</b>	<b>71.3</b>	<b>69.6</b>	<b>73.7</b>	<b>52.9</b>	<b>50.9</b>
<b>High</b>	<b>88.1</b>	<b>71.4</b>	<b>60.7</b>	<b>75.6</b>	<b>58.8</b>	<b>52.0</b>

Key to EOL Assigned Values	
0	0-34% of FOCUS students met measures
1	35-49% of FOCUS students met measures
2	50-69% of FOCUS students met measures
3	70-89% of FOCUS students met measures
4	≥90% of FOCUS students met measures

\* Group is comprised of Asians, Whites, Other non-FARMS students



# Equity Accountability 2018 Mathematics

Focus group assigned values

Level	Non-FARMS	Non-FARMS	Non-FARMS	FARMS	FARMS	FARMS	FOCUS MEAN SCORE
	All Other Student Groups*	Black or African American	Hispanic/Latino	All Other Student Groups	Black or African American	Hispanic/Latino	
<b>Elementary</b>	3	2	2	2	2	1	<b>1.8</b>
<b>Middle</b>	4	3	2	3	2	2	<b>2.4</b>
<b>High</b>	3	3	2	3	2	2	<b>2.4</b>

Key to EOL Assigned Values	
0	0-34% of FOCUS students met measures
1	35-49% of FOCUS students met measures
2	50-69% of FOCUS students met measures
3	70-89% of FOCUS students met measures
4	≥90% of FOCUS students met measures

\* Group is comprised of Asians, Whites, Other non-FARMS students



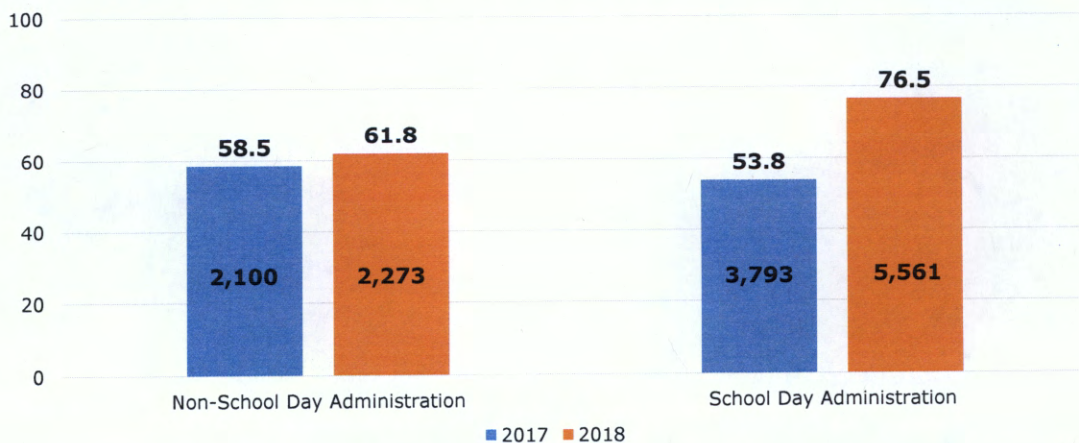
23



# Access and Opportunity

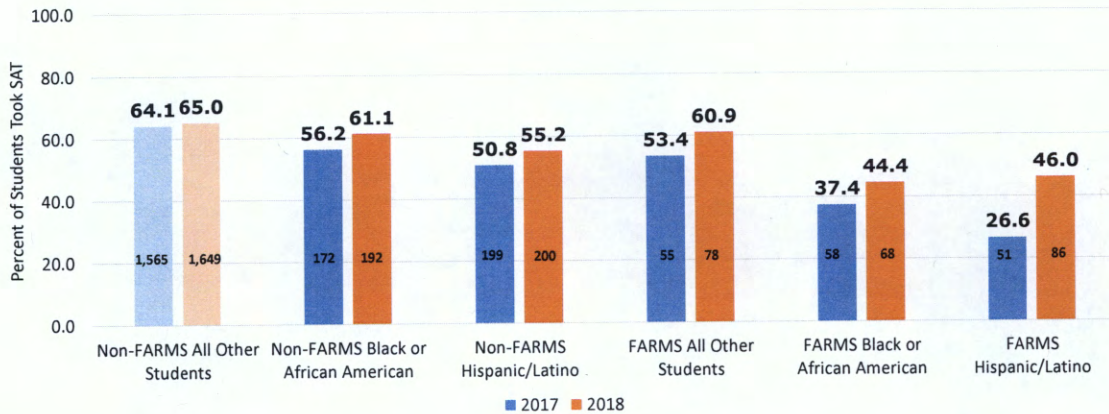
## 2018 SAT School Day Administration

### SAT Participation Rate: School Day and non-School Day – Grade 11

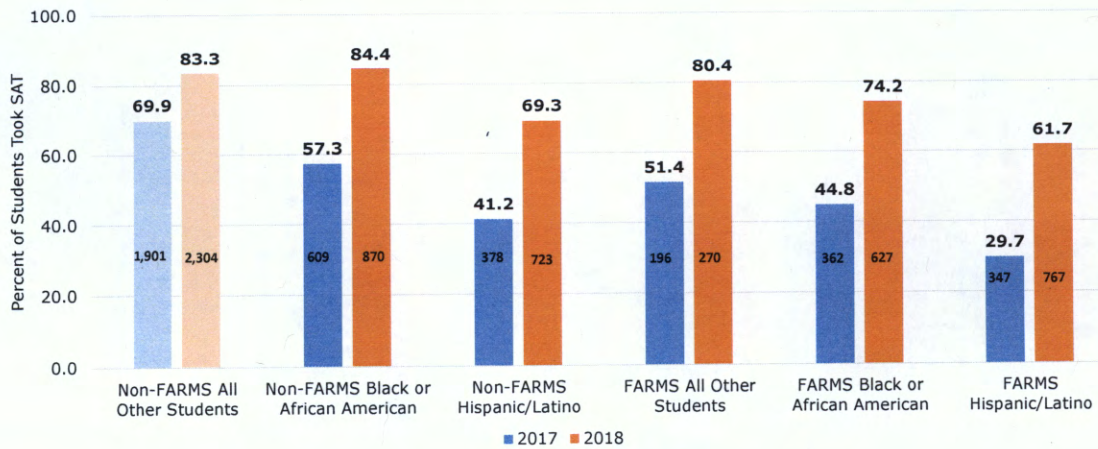


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## Setting: Non-School Day Administration Grade 11 Participation Rate



## Setting: School Day Administration Grade 11 Participation Rate

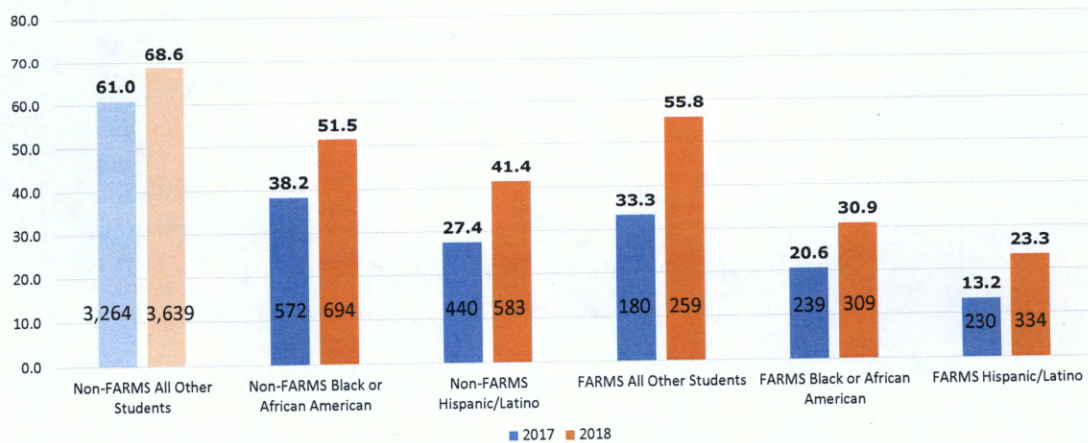




## Grade 11 Students Meeting MCCR Literacy via SAT

	N Grade 11 Enrolled		N Meet CCR ELA by SAT Reading/Writing		% Meet CCR ELA by SAT Reading/Writing	
	2017	2018	2017	2018	2017	2018
All	11897	10951	4925	5818	41.4	53.1
Female	5812	5375	2617	2975	45.0	55.3
Male	6085	5576	2308	2843	37.9	51.0
Asian	1762	1728	1150	1326	65.3	76.7
Black or African Am.	2659	2346	811	1003	30.5	42.8
Hispanic/Latino	3351	2838	670	917	20.0	32.3
White	3578	3555	1985	2255	55.5	63.4
Other	547	484	309	317	56.5	65.5
FARMS	3448	2894	649	902	18.8	31.2
Special Education	1265	1109	113	167	8.9	15.1
LEP	1616	1311	105	137	6.5	10.5

## Grade 11 Students Meeting MCCR Literacy via SAT



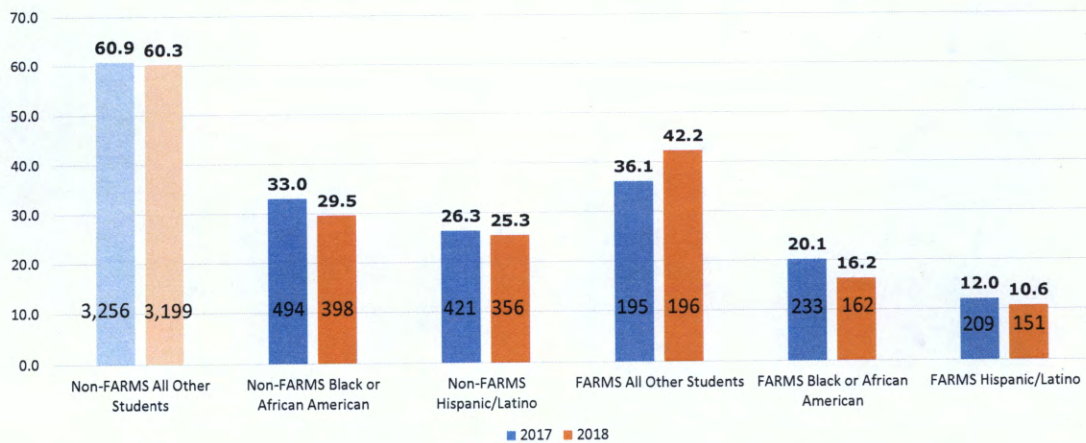
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# Grade 11 Students Meeting MCCR Math via SAT

	N Grade 11 Enrolled		N Meet CCR Math by SAT Math		% Meet CCR Math by SAT Math	
	2017	2018	2017	2018	2017	2018
All	11897	10951	4808	4462	40.4	40.7
Female	5812	5375	2451	2145	42.2	39.9
Male	6085	5576	2357	2317	38.7	41.6
Asian	1762	1728	1199	1180	68.0	68.3
Black or African Am.	2659	2346	727	560	27.3	23.9
Hispanic/Latino	3351	2838	630	507	18.8	17.9
White	3578	3555	1962	1954	54.8	55.0
Other	547	484	290	261	53.0	53.9
FARMS	3448	2894	637	509	18.5	17.6
Special Education	1265	1109	109	93	8.6	8.4
LEP	1616	1311	147	100	9.1	7.6

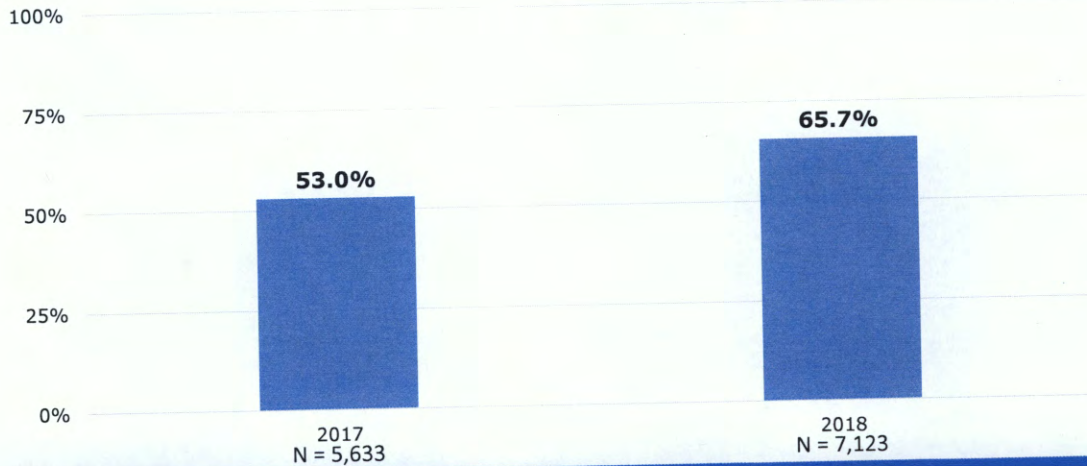
# Grade 11 Students Meeting MCCR Math via SAT



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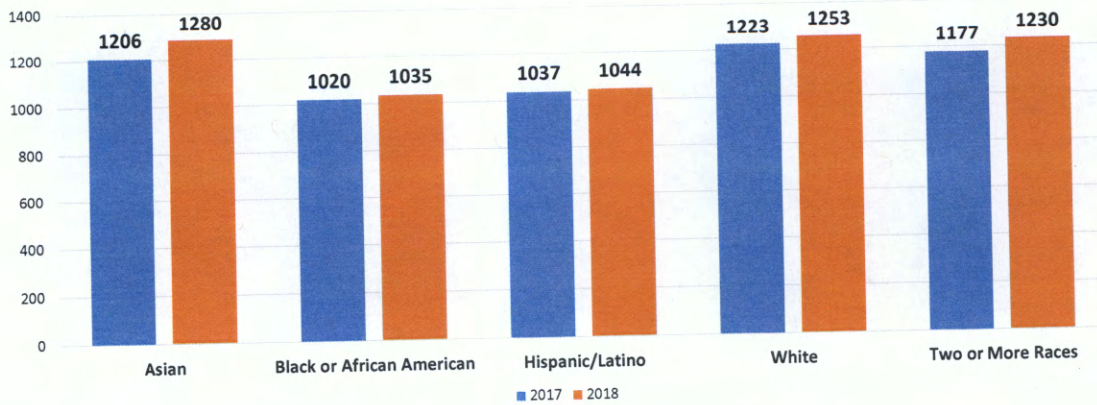


# SAT Participation Rate: Class of 2018



# SAT Performance: Class of 2018

Average SAT Total Score

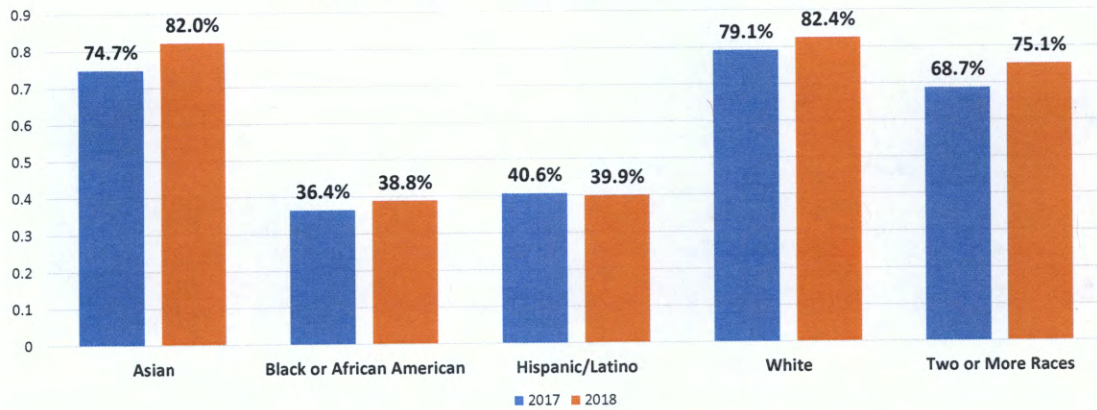


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# SAT Performance: Class of 2018

Percent Meeting College and Career Benchmark



# SAT Performance: Class of 2018 Focus Groups

Percentage of Class of 2018 Graduates Taking the SAT and the Most Recent Total Mean Score and Percentage Meeting College and Career Readiness Benchmark

	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
% Took SAT	74.1%	73.2%	52.5%	66.4%	64.2%	40.9%
Most Recent SAT Total Score	1270	1055	1090	1122	1001	979
% Meeting CCR Benchmark	83.1%	43.2%	50.7%	61.5%	31.0%	24.6%



# Multi-faceted Strategy

1

Measure student progress

Evidence of Learning (EOL)



3

Assess School Impact

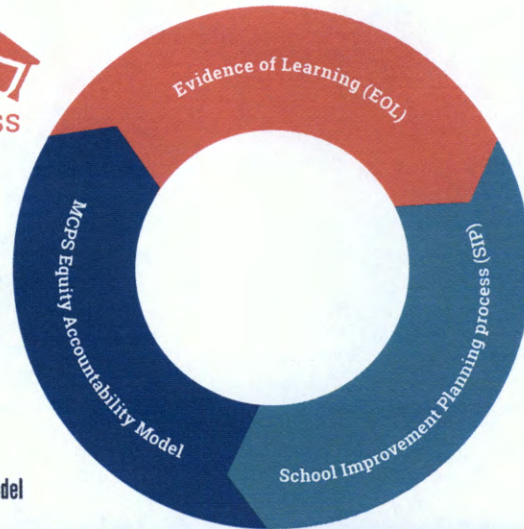
MCPS Equity Accountability Model



2

Plan for Student Success

School Improvement Planning process (SIP)



# How does an MCPS 8th grader experience the Evidence of Learning Framework?



September

- MAP-R
- MAP-M

October

- Common Writing Tasks
- MCPS Math Progress Check
- MCPS ESOL Progress Check
- Classroom Measures Gathered and Reported

December

- MCPS ELA/Literacy Progress Check

January

- MAP-R
- MAP-M
- MCPS Math Progress Check
- MCPS ESOL Progress Check
- Classroom Measures Gathered and Reported
- ACCESS for ELLs

March

- MCPS Math Progress Check
- MCPS ESOL Progress Check
- MCPS ELA/Literacy Progress Check
- MSAA

April

- MAP-R
- MAP-M
- MCAP ELA (BARCO)
- MCAP Math (BARCO)
- Classroom Measures Gathered and Reported

May

- Common Writing Tasks
- MCPS Math Progress Check
- MCPS ESOL Progress Check

June

- Classroom Measures Gathered and Reported



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Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

May 8, 2018

MEMORANDUM

To: Members of the Board of Education  
From: Jack R. Smith, Superintendent of Schools  
Subject: School Accountability Model

**Introduction**

The purpose of our school accountability model is to ensure high quality teaching and learning at every school in Montgomery County Public Schools (MCPS). It is our responsibility to set high expectations and to provide the instruction and support each student needs to meet those expectations. School accountability includes the creation of rigorous academic standards, the development of student progress monitoring tools, the implementation of student assessments, and the appropriate analysis and action plans based on those results. Most importantly, school accountability is about access, opportunity, and successful achievement for all students in all schools.

Understanding the history of the school system's work in accountability will inform our work going forward. MCPS voluntarily began desegregating its schools in 1954 and completed desegregation in 1958; unlike many of the school districts in Maryland that remained segregated for another decade or more. In some districts, federal intervention was required.

MCPS began reporting student achievement data by race in the 1970s. The data was limited to national tests such as the California Test of Basic Skills and SAT, but the results showed large achievement gaps for minority students. Dr. Edmond Gordon, professor of psychology and principal investigator from Yale University, led an audit team to examine the state of achievement for minority students in MCPS. In his November 16, 1990, final report entitled "The Study of Minority Achievement in Montgomery County Public Schools", Dr. Gordon outlined issues of learning disparities and cited initiatives that showed potential for improving the achievement of minority students.

In 1992 MCPS developed "Success for Every Student", a strategic plan in response to the Gordon report. Results included a district wide criterion referenced assessment infrastructure administered annually grades 3-8 for reading and mathematics. A standards setting task force was established to ensure rigor sufficient to prepare all students for success in high school. A Student Instructional Management System (SIMS) was implemented to enable schools to monitor student achievement progress individually and by student subgroup including race. An annual report was presented to the Board each December illustrating student results by race. This reporting was the beginning of annual public accountability reporting in MCPS and occurred a decade before the *No Child Left Behind Act of 2001* (NCLB).

Building on the goals of the Success for every Student plan, during the early 2000s, MCPS developed specific measures and data points for school accountability. The move to more measures and data points was accelerated by the assessment and reporting requirements under NCLB. MCPS further refined the work with the Seven Keys to College Readiness, 2000–2012. A philosophic shift occurred between 2012 and 2016, with a greater emphasis on social emotional learning and more autonomy for schools to determine the type and use of learning targets and data. Simultaneously the state of Maryland went through a transition, which left schools without external measures and state accountability.

Given the changes in accountability and state assessment in the past decade, clearly schools and school systems cannot solely rely on a single measure and external accountability systems. In anticipation of a new state accountability model which relies on a single assessment, MCPS initiated an Evidence of Learning Framework (EOL) that outlines multiple measures of student success throughout the K–12 education continuum. This framework includes classroom, district, and external measures. The EOL framework aligns with and expands on the accountability model that Maryland is creating and will implement during the 2018-19 school year.

An MCPS School Accountability Model must:

- Set a clear expectation that schools maintain high levels of achievement for all students; not just some, stretching students to meet and exceed the most rigorous of standards.
- Communicate whether schools are meeting those expectations for all students, especially for those students identified as being historically underserved.
- Celebrate schools that show progress and/or meet or exceed expectations for all students as well as those schools demonstrating accelerated progress toward that goal.
- Deploy targeted resources and differentiated supports to schools that do not meet these expectations in order to help them improve.

### **Background: Federal, State, and Local Accountability**

*What is Accountability?*

**Accountability:** subject to having to report, explain or justify; being answerable, responsible; an obligation or willingness to accept responsibility or to account for one's actions

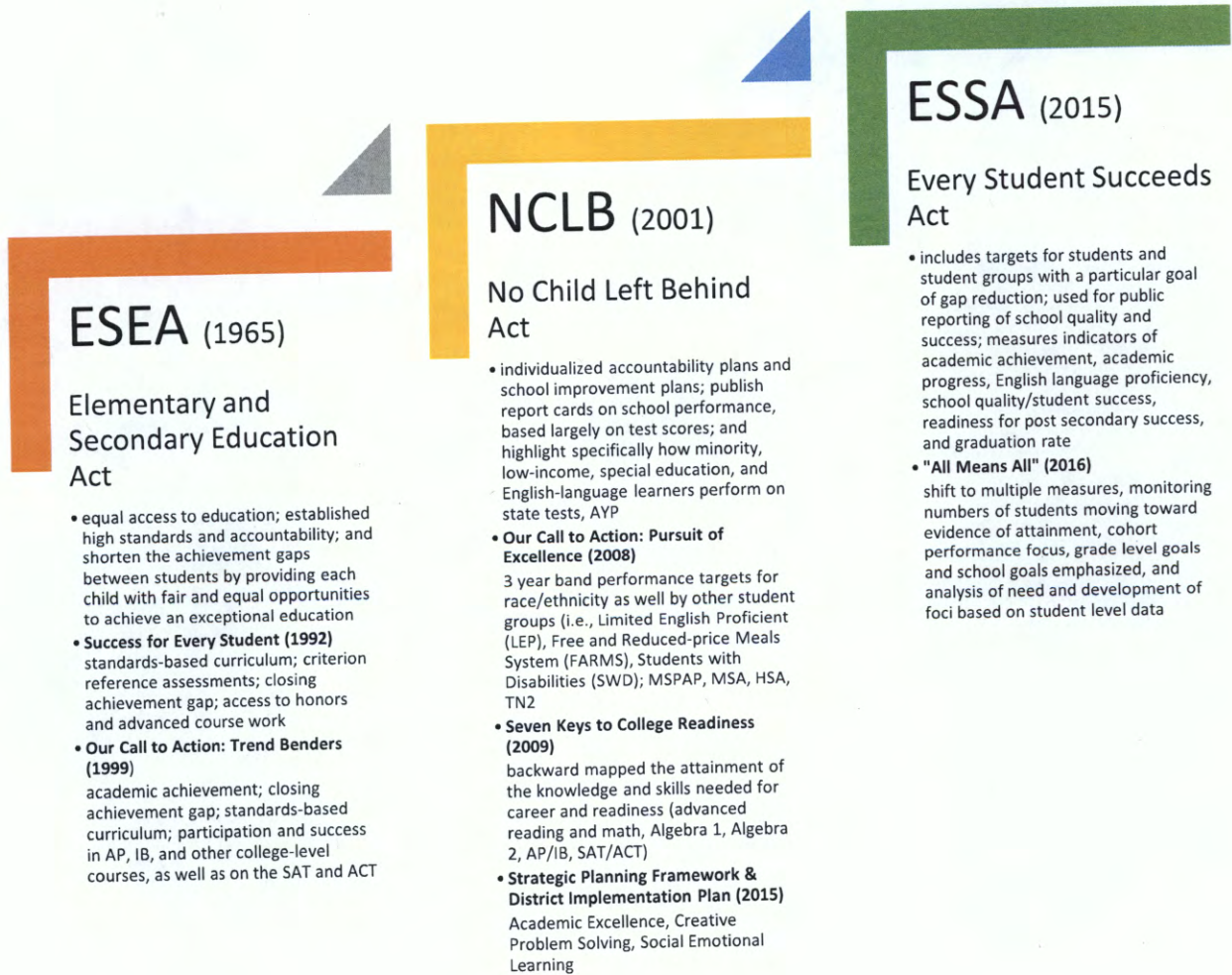
Source: Merriam Webster

In public education, school accountability is designed to hold schools, districts, educators, and students responsible for results and is one of the most prominent issues in policy at the federal, state, and local levels. During the past two decades, in response to federal, state, and local pressure to improve teaching and learning, local school systems have faced the challenge of developing or amending their accountability models. These accountability models serve to hold districts and schools accountable for student performance.



The following diagram illustrates the historical context of federal, state, and local accountability in MCPS, leading to *Every Student Succeeds Act of 2015* (ESSA).

A Historical Context of Accountability from ESEA to ESSA and its Implementation in Montgomery County Public Schools





**MCPS: Accountability Lessons Learned**

Historically, school accountability models have placed a disproportionate emphasis on a single external test as a key indicator of school quality. The focus on a single measure of school and student success provides a limited understanding of school quality and progress. Measures of school accountability must be multiple and include qualitative approaches, consideration of local contexts, and responsiveness to student and community needs. A school accountability model must be centered on understanding school realities, high standards for all students, and the needs of historically underserved student populations.

**Why a Montgomery County Public Schools Accountability Model?**

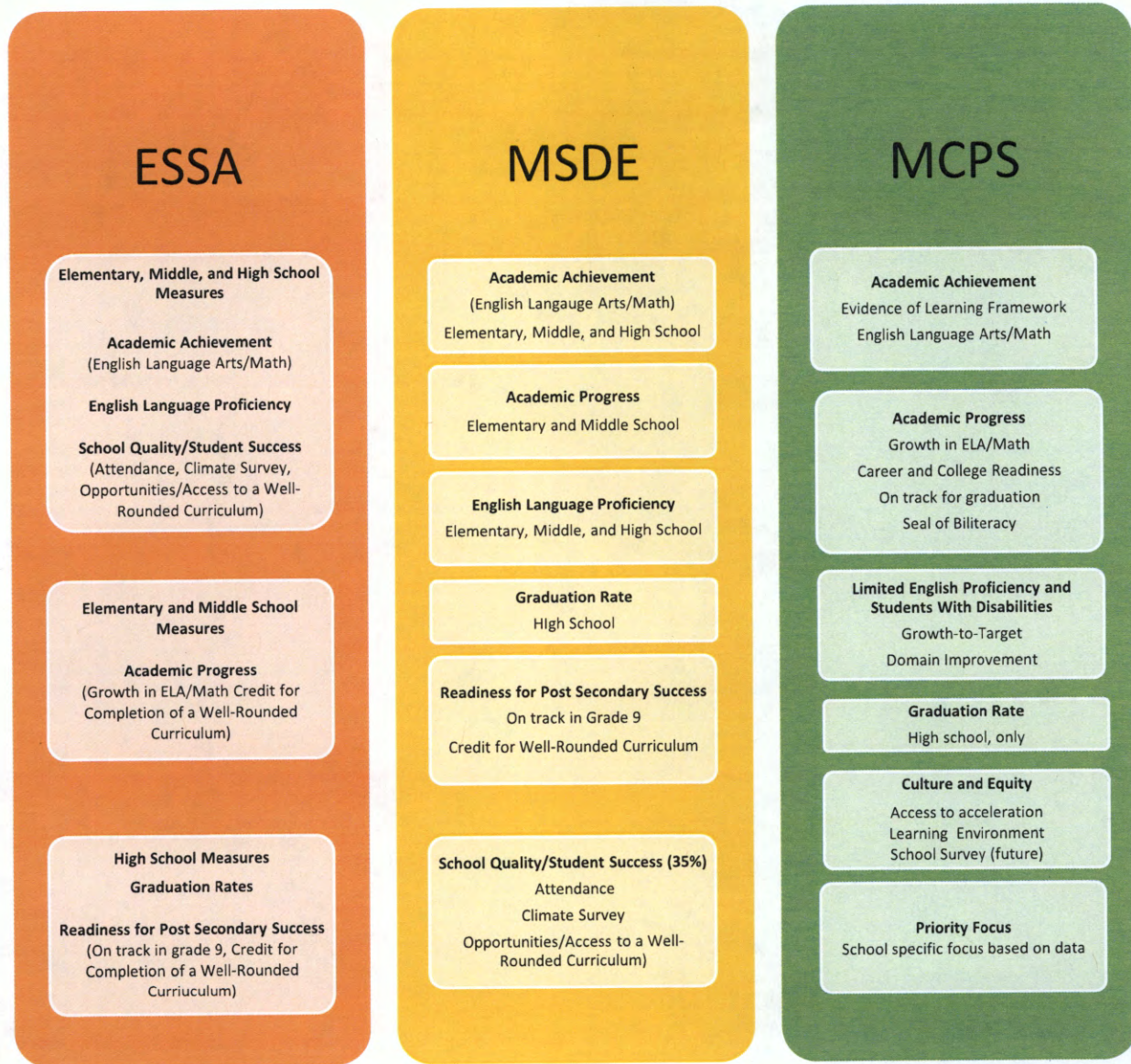
Student learning is complex and multifaceted. Administering a single standardized test cannot yield a fair and equitable assessment of what students know and are able to do or provide an accurate assessment of the overall effectiveness of a school. Multiple factors contribute to the conditions that maximize student learning and are included in our school accountability model.

An accountability model should do more than simply report student results; it should determine the impact a school makes on its students. In short, the model should answer the question, "What difference did this school make for its students?" The following table provides a comparison of a Maryland State accountability model to an MCPS accountability model.

<b>Federal/State Accountability</b>	<b>Local Accountability</b>
Reliance on the state Single Test	Self-Reliance Multiple Measures Evidence of Learning
Scoring on total school population at 95% Pass/Fail	Scoring at the student subgroup level at 100% Credit for Progress
Growth	Accelerated growth toward a proficiency standard
Percentile rankings Winners/Losers	Progress against a standard
One-size fits all Closes gap by 50% by 2030	Consideration for school complexity Accelerated gap closure

The proposed MCPS Accountability Model aligns to federal and state accountability measures and builds upon lessons learned from previous local accountability models.

The following figure outlines how the Maryland State Department of Education (MSDE) and MCPS are implementing the requirements of ESSA.



In alignment with ESSA, the local accountability model addresses academic achievement and academic progress through multiple measures as identified in EOL. Additionally, measures that inform school progress provide the opportunity for every school to meet/exceed standard, regardless of its student subgroups by race, ethnicity, gender, socioeconomic status, language proficiency, or disability.

**Multiple Measures Approach**

MCPS employs a multiple measures approach to answer these questions as students move through the critical milestone levels—primary to intermediate, intermediate to middle school, middle school to high school, and high school to their future. With the goal of career and college readiness



for all students in mind, the use of multiple measures ensures that student achievement monitoring includes classroom and district measures as well as external measures. These data enable us to understand the many factors that impact a student's learning journey and when used as a flashlight, not a hammer, data help illuminate what is required to improve student achievement.

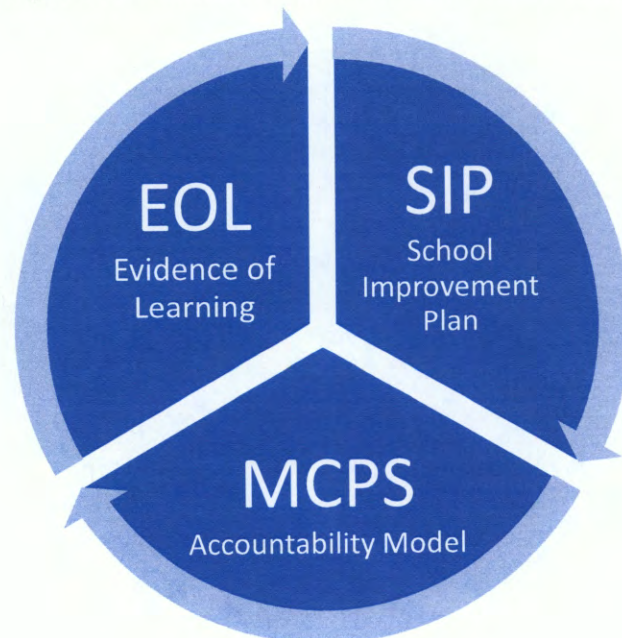
EOL was established to determine if our students are learning and learning enough; to implement a student data system K–12 to enable teachers to monitor student progress, analyze results, and inform instruction; and to inform the development of a personalized professional development system that uses an online platform to provide timely support to teachers based on student needs.

Monitoring the progress of every student's learning journey requires constant focus on these critical questions:

- Are students learning?
- Are they learning enough?
- How do we know?
- If not, why not?
- What are we going to do about it?

### Connecting the Work

Contextualizing the work of teaching and learning by connecting it to processes that create data monitor structures and report outcomes is critical to continuous improvement. An understanding of the interconnectedness between and among each of the major elements informing the accountability system is essential to realizing the goal of improved student outcomes for all students. The following graphic illustrates how processes intersect and become the basis for the accountability model.





Evidence of Learning Framework (EOL): Consisting of classroom, district, and external measures, the EOL framework forms the basis for schools to determine which students need additional supports. As a system of multiple measures including both formative and summative measures, students are provided many opportunities to demonstrate what they know and are able to do specific to the Maryland College and Career Ready Standards. The EOL measures readiness for and successful completion of each level as students progress through the school system: primary, intermediate, middle school, and high school. The EOL measures for each and every student are housed in the student data platform and serve as the essential information guiding the school improvement planning processes.

School Improvement Plan (SIP): On-going and frequent monitoring of student progress on the EOL is critical to improving performance outcomes for all students. Using the data management platform combined with technical and adaptive tools, school improvement planning is now defined at the student and grade level. Rather than focusing improvement targets solely on school-wide goals, the SIP tools identify which students at each grade level are not meeting the EOL. Additionally, the SIP provides an adaptive tool which will assist schools in defining grade level goals and the strategies, resources, and supports necessary for improved learning outcomes. The most profound change in the SIP process is that planning for improvement and goal setting is focused at the most granular level for change - the needs of students who are not succeeding on the EOL. The SIP tools will provide monitoring and goal setting in a variety of areas including, but not limited to, achievement, progress, graduation rates, culture, and equity examined by race/ethnicity and service groups.

Montgomery County Public Schools Accountability Model (MCPS-AM): Customizing an MCPS-AM that affords MCPS the ability to monitor and report progress on goals unique to the school district is essential for maintaining the public's trust in the school system. Federal and state accountability systems are restrictive. They are designed to compare and report on specific, pre-determined variables across districts of varying sizes, demographics, and goals within the state. While we acknowledge that MCPS will receive accountability data prescribed by Maryland's approved ESSA plan and understand its importance, we believe that our stakeholders deserve accountability data specific to school system goals and priorities. The MCPS-AM will provide the ability to compare our schools and use the accountability data to make informed decisions about resource deployment, professional development and other supports. The outcomes achieved by combining student level EOL data with the SIP processes will serve as the basis of the accountability reporting.

Stakeholder Involvement in the Work: As was done during the development of the EOL, a series of stakeholder meetings will be organized and led by the Office of School Support and Improvement to gather feedback on the proposed MCPS-AM. The stakeholder groups will be comprised of representative from internal and external groups who collaborate with MCPS. Feedback will be reviewed by the internal accountability committee and changes will be made as deemed appropriate to achieving the goal of providing a local accountability model designed to compare our schools and inform district decision making.

Timeline of the Work: The MCPS-AM will be rolled out in phases. The first phase of accountability reporting will focus on EOL achievement data by level. The achievement reporting will allow schools to establish a priority focus which will also be part of the multiple measures system of reporting a school's progress. Later phases of the accountability model will include academic progress (growth toward a standard), reporting on limited English proficient and special education service group performance, graduation rates, and culture and equity reporting.

Communicating the Work: Each school will receive an accountability report that will include the multiple measures identified in the figure on page 5 outlining the implementation of ESSA requirements. The full public school report will be provided once per year after all measures comprising the accountability model are available for reporting.

In summary, the MCPS-AM employs use of data that extends beyond the typical federal and state accountability systems. The model can be customized to match district priorities as they evolve over time. That flexibility, together with our robust student information platform, allows schools to know the performance of each student and the district to know the performance of each school. Ensuring that those performances are of the highest quality is our responsibility. That's accountability.

JRS:KAS:aml