

**DEFINING AND DESCRIBING
MONTGOMERY COUNTY PUBLIC SCHOOLS' PROGRESS IN
CLOSING THE ACHIEVEMENT GAP**



OFFICE OF LEGISLATIVE OVERSIGHT
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THE ASSIGNMENT

The “achievement gap” refers to disparities in achievement between high- and low-performing student groups. On most measures of performance, White, Asian, and high-income students demonstrate higher levels of achievement than Black, Latino, and low-income students. Similarly, students who do not receive special education or English as a second language services typically perform better than students who do receive these services.

This Office of Legislative Oversight (OLO) project: explains the different ways the term “achievement gap” is defined and used by Montgomery County Public Schools (MCPS); describes the federal, state, and local policy framework aimed at narrowing the achievement gap; and summarizes student performance data on the magnitude and nature of the achievement gap in the County. The Council requested this project to further the Council’s understanding of the achievement gap in MCPS and to enhance the Council’s review and oversight of MCPS’ budget requests targeted at closing the achievement gap.

The achievement gaps experienced by MCPS are a local reflection of a larger national challenge. Closing the achievement gap reflects a belief among policymakers that public schools can close or significantly narrow the achievement gap. School systems face challenges in their efforts to close the achievement gap. At minimum, these challenges include how to:

- Close the achievement gap without limiting what top students learn;
- Close the achievement gap without setting the bar so low that everyone can pass it;
- Close the achievement gap without pushing out students most at risk of failure;
- Reflect on and address the role of schools in contributing to the achievement gap; and
- Address culturally sensitive issues without reinforcing stereotypes that some students can learn while others cannot.

METHODOLOGY

OLO worked with MCPS staff to develop a set of 43 student performance measures across 15 categories that reflect the current magnitude of the achievement gap and MCPS’ progress in narrowing the gap. The report presents findings based on two different analytical approaches.

First, OLO compared the performance results of high-performing and low-performing student groups across three types of measures: (1) measures of grade-level performance; (2) measures of above grade-level performance; and (3) measures of gifted and disability identification. Summary data are presented on the current magnitude of MCPS’ achievement gaps across grade-level, above grade-level, and identification measures. Summary data are also presented to describe the progress MCPS has made in narrowing achievement gaps over a three- to seven-year period among cohorts of student subgroups by grade level, e.g., 3rd graders in 2003 compared to 3rd graders in 2007.

Second, OLO developed performance ratios to describe the progress of subgroups relative to one another. For example if 90% of White students reached a benchmark met by 60% of Black students, then Black students were two-thirds as likely as White students to reach this benchmark. OLO calculated and ranked performance ratios to identify those measures where gaps in performance are minimal and those measures where wide gaps in performance still exist. OLO also examined changes in these ratios over time to identify measures where MCPS made the greatest gains in closing the achievement gap and measures where MCPS lost ground.

PROJECT FINDINGS

The data indicate that MCPS has: made progress in narrowing the achievement gap by race, ethnicity, and service group status on standardized measures of grade-level performance; achieved mixed progress in narrowing the gap on many above grade-level measures and gifted identification; and lost ground on several non-standardized measures of grade level performance (e.g., suspension rates) and disability identification.

OLO's major findings are summarized below in three categories: legal and policy framework, the current magnitude of the MCPS achievement gap, and MCPS' progress in closing the achievement gap.

Legal and Policy Framework

1. Federal and State laws contain requirements for closing the achievement gap. The federal No Child Left Behind (NCLB) Act mandates that states, districts, and schools ensure that all students demonstrate proficiency in state reading and mathematics standards by the end of the 2013-14 school year. Maryland's Bridge to Excellence Act of 2002 codified the goals of NCLB into state law, and the State Board of Education has required that all students must pass High School Assessments (HSAs) or alternate requirements in order to graduate.

2. MCPS' strategic plan and annual reports reflect a commitment to closing the achievement gap. While federal and state laws to close the achievement gap require all students meet grade-level expectations, MCPS' goals and milestones often exceed these mandates because they address both at grade and above grade-level expectations for student performance. MCPS' commitment to narrowing the gap in above grade-level measures is described in its strategic plan, *Our Call to Action*, and MCPS' annual report of this plan tracks MCPS' progress in narrowing the gap on both grade-level and above grade-level performance goals.

Current Magnitude of the MCPS Achievement Gap

3. The magnitude of MCPS' current achievement gap varies widely. The current magnitude of the achievement gap varies widely among the 43 measures of performance reviewed. For example, in 2007, 82% or more of every subgroup met the Kindergarten Spring Reading Benchmark and 80% or more of every senior subgroup earned their high school diplomas. In comparison, suspension, disability identification, and drop-out rates evidence notable differences between high- and low-performing student groups. For example, in 2007, 3% of White students were suspended from secondary school compared to 10% of Latino students and 15% of Black students.

4. Standardized assessments show smaller achievement gaps for measures of elementary grade-level performance compared to secondary grade-level performance. The achievement gaps by race and ethnicity on standardized assessments of grade-level skills in the elementary grades were smaller than comparable assessments in the secondary grades. For example, in 2007, compared to White students, Black students were 78% as likely to pass the Grade 3 MSA in math; 68% as likely to pass the Grade 8 MSA in reading, and 51% as likely to pass the Grade 8 MSA in math.

5. The achievement gaps for most above grade measures are wider than the gaps for grade-level measures. On average, the achievement gaps by subgroup for measures of above grade-level performance are wider than the gaps for grade-level performance. For example, in 2006 and 2007, Whites were more than twice as likely as Blacks and Latinos to: enroll in Advanced Math in Grades 5 and 6; complete Algebra I by the end of Grade 8; and earn PSAT verbal, math and reading scores that demonstrate honors/AP potential. Similarly, all students were more than twice as likely to meet these benchmarks as English language learners, students with disabilities, and students receiving free and reduced priced meals (FARMS).

6. MCPS' disability and gifted identification data evidence significant gaps by race and ethnicity. Data from 2006 demonstrate that Blacks were more than twice as likely as Whites to be identified as having mental retardation or an emotional disturbance, and that both Blacks and Latinos were 77-79% more likely than Whites to be identified as having a learning disability. Further, Grade 2 Global Screening data from 2007 show that 50% of White students were identified as gifted compared to only 22% of Blacks and Latinos.

PROJECT FINDINGS

MCPS Progress in Narrowing the Achievement Gap

7. Trend data show that MCPS made progress in narrowing the achievement gap by race, ethnicity, and service group status for nine measures, achieved mixed progress for seven measures, and lost ground in closing the gap for four measures. Depending on data availability, the trend data reviewed reflected between three and seven years of performance.

A. Measures on which MCPS made progress in closing the achievement gap:

- Reading Benchmarks in Kindergarten and Grade 1
- TerraNova Comprehensive Test of Basic Skills in Grade 2
- Maryland State Assessments in Grades 3, 5 and 8
- Maryland High School Assessments in Algebra, English, Biology and Government
- Participation on the Preliminary SAT and SAT
- Qualifying Advanced Placement exam scores of 3 or higher
- Algebra I completion by the end of Grade 9
- Geometry completion by the end of Grade 10
- Least Restrictive Environment A placements for special education

B. Measures on which MCPS achieved mixed progress in closing the achievement gap:

- School Readiness in Kindergarten
- Algebra I completion by the end of Grade 8
- Advanced Placement (AP) Participation among Graduates
- PSAT Performance demonstrative of AP/honors potential
- Gifted Identification
- Graduation rates among seniors
- Dropout rates among high school students

C. Measures on which MCPS lost ground in closing the achievement gap on:

- Advanced math course enrollment in Grade 6
- SAT Performance (i.e., combined SAT math and verbal scores of 1,100 or more among seniors)
- Special education identification
- Student suspensions

8. **MCPS made greater progress narrowing the achievement gap between White and Latino students than between White and Black Students.** MCPS improved the performance of Latino students relative to their White peers by 20% or more on 12 measures over a three- to seven-year time frame. In comparison, MCPS improved the performance of Black students relative to White students by 20% or more for only six measures. The exceptions to this pattern include dropout rates and learning disability rates where Latinos lost more ground than Blacks compared to their White peers.

9. **MCPS made greater progress in narrowing the achievement gap associated with English language proficiency, compared to closing the gaps associated with special education and the receipt of free and reduced meals (FARMs).** MCPS improved the performance of English language learners relative to their peers and the performance of students receiving FARMs relative to their peers by 20% or more on 13 measures of performance. The range of MCPS progress among these measures for students receiving FARMs, however, was smaller than that achieved among English language learners. In comparison, MCPS improved the performance of students with disabilities relative to their peers by 20% or more for ten measures.

RECOMMENDATIONS

The Council requested this OLO report to further the Council's understanding of the achievement gap in MCPS and to enhance the Council's oversight of MCPS budget requests targeted at closing the achievement gap. OLO's recommended discussion issues and next steps for Council action follow.

Recommendation #1: OLO recommends the Council schedule Education Committee worksessions with MCPS representatives to discuss: the achievement gap data reviewed in this report; MCPS' tracking of progress in narrowing the achievement gap; and the funding of MCPS' initiatives aimed at closing the achievement gap.

Issue (a): Discuss how the school system establishes its funding priorities for closing the achievement gap and how MCPS' FY09 budget request reflects these priorities. As part of this discussion, OLO recommends the Council consider asking MCPS to identify its top five priorities for closing the achievement gap within the next two to five years. The purpose of this discussion would provide the Council with a better understanding of what MCPS' achievement gap priorities are, and give the Council more information on how MCPS officials see Council funding of specific initiatives aligning with these priorities.

Issue (b): Discuss the feasibility of performing an analysis to determine whether investments in specific MCPS initiatives, e.g., class size reduction, early childhood education, and additional support to high-poverty schools, have narrowed the achievement gap. OLO recommends the Council discuss with MCPS the feasibility of generating performance data for cohorts of students who have benefited from these initiatives. An analysis of these data by subgroup could help to determine whether these investments had a differential impact on student performance (i.e., by race, ethnicity, and/or service group) and whether these investment contributed to MCPS' progress in closing the achievement gap.

Issue (c): Discuss the relationship between initiatives to close the gap on grade-level performance compared to initiatives designed to close the gap on above grade-level performance. OLO recommends the Council discuss with MCPS whether the school system can reach its goal of narrowing the gap in above grade-level performance without first closing the gaps in grade-level performance, or whether these goals can be pursued simultaneously.

Issue (d): Ask MCPS to outline the school system's vision for continued progress in closing the achievement gap based on current trends and investments. OLO recommends the Council discuss with MCPS the progress the school system anticipates in the short and long term on the achievement gap by race, ethnicity, and service group based on current initiatives and student performance trends to date.

Recommendation #2: As the next step, OLO recommends the Council compile a list of follow-up questions for MCPS to address in the coming year.

For the first phase of this project, OLO's data review provides the Council with more detailed information on the magnitude and nature of MCPS' achievement gap. As a second phase, OLO recommends the Council compile a list of follow-up questions for MCPS to address in the coming year.

When this project was initially assigned, the Council indicated interest in obtaining comparative data from other school systems. OLO cautions the Council that any comparative analysis across school systems would be a considerable undertaking. While federal legislation establishes national requirements for school systems to report data, it does not mandate a consistent set of performance measures. The time and effort needed to ensure the comparability of data across districts might outweigh the value the Council would gain from understanding how MCPS' achievement gap compares to the gaps that peer school systems are facing.

As the Council and MCPS address the discussion issues identified above, OLO stands ready to assist the Council to review and analyze MCPS responses in whatever ways the Council decides is most appropriate.

For a complete copy of OLO-Report 2008-2, go to: www.montgomerycountymd.gov/olo

**Defining and Describing Montgomery County Public Schools'
Progress in Closing the Achievement Gap**

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Chapter I: Authority, Scope, and Organization

A. Authority

Council Resolution 16-260, *FY 2008 Work Program for Office of Legislative Oversight*, adopted July 24, 2007.

B. Scope, Purpose, and Methodology

Scope and Purpose. During Council budget worksessions in recent years, Montgomery County Public Schools' (MCPS) cited "closing the achievement gap" as a rationale for funding a number of initiatives. The Council assigned the Office of Legislative Oversight (OLO) this project to further the Council's understanding of achievement gap issues in general, and to enhance the Council's review of MCPS budget requests targeted at closing the achievement gap.

The term "achievement gap" refers to disparities in educational performance among different student groups. Studies of the achievement gap typically report differences between high-performing subgroups (e.g., Whites, Asians, and high-income students) and low-performing subgroups (e.g., Blacks, Latinos, and low-income students). Efforts to monitor the achievement gap generally track one or more measures of educational performance (e.g., standardized test scores, graduation rates) among students by race, ethnicity and income. Increasingly, achievement gap students also compare differences in student performance by disability status and English language proficiency.

To facilitate and inform future Council worksessions on this critical issue, this project:

- Describes how the term achievement gap is defined and used;
- Compiles information on Federal, State, and local policies and regulations for closing the achievement gap; and
- Summarizes relevant data that document the magnitude and nature of the achievement gaps in Montgomery County.

When assigning this project, the Council indicated that neither the Education Committee nor the Council intends to begin advising the Board of Education, or to recommend the adoption of specific practices for closing the achievement gap. At the time this project was assigned, the Council also expressed an interest in a possible follow-up report that compares MCPS achievement gap data to other jurisdictions and/or summarize the literature on best practices for closing the achievement gap.

Methodology: This project was conducted in the Fall of 2007 by OLO Senior Legislative Analyst Elaine Bonner-Tompkins with assistance from Sue Richards, Jennifer Renkema, Richard Romer, Sarah Downie, and Teri Busch. To prepare this report, OLO conducted a combination of research, document reviews, and interviews. Specifically, OLO:

- Reviewed Federal and State laws and regulations and MCPS' strategic goals aimed at closing the achievement gap;
- Identified existing data from MCPS and the Maryland State Department of Education (MSDE) that examines trends in student performance by subgroup and progress in closing the achievement gap; and
- Consulted with key MCPS staff including the Chief Operating Officer, the Deputy Superintendent of Schools, the Chief Academic Officer, and Acting Director of the Department of Shared Accountability to identify the measures of student performance that should be reviewed in this report and to collect relevant data.

C. Organization of Report

Chapter II, Background, describes the achievement gap, Federal and State laws aimed at closing the gap, and the components of MCPS' strategic plan, *Our Call to Action: Pursuit of Excellence*, that articulate the achievement gaps that MCPS strives to narrow.

Chapter III, Research Methods, describes the selection and measures of student performance reviewed in this report and how the achievement gap is measured.

Chapter IV, Analysis of Current Data on Student Performance and Achievement Gaps, describes current student performance and gaps in achievement across 43 measures of grade-level performance, above grade-level performance, and gifted and special education by race, ethnicity, and service group status:

Chapter V, Analysis of Trend Data on Student Performance and Achievement Gaps, describes trends in student performance and MCPS' progress in narrowing the achievement gap for 37 measures of student performance with available data by race and ethnicity, and 32 measures with available data by service group status.

Chapter VI, Summary of Findings, describes OLO's findings in three areas: legal and policy framework, the current magnitude of the achievement gap, and MCPS' progress closing the achievement gap.

Chapter VII, Recommended Discussion Issues and Next Steps, outlines OLO's suggestions for Council discussion and recommendations for next steps.

The **Appendices** includes additional data and analysis for the 15 categories of student performance synthesized in this report and a bibliography.

D. Acknowledgements

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E. Key Terms and Definitions

OLO used the following terminology in this report to describe subgroups of students by race, ethnicity and service group status.

- **White** refers to students who refer to themselves as White/Non-Hispanic or Caucasian. To be consistent with other groups, White is capitalized throughout the report.
- **Asian** refers to students who refer to themselves as Asian or Asian American.
- **Black** refers to students who refer to themselves as Black/ Non-Hispanic or African American. To be consistent with other groups, Black is capitalized throughout the report.
- **Latino** refers to students who refer to themselves as either Latino or Hispanic. Latino students can be of any race (e.g., White, Black, or Asian).
- **Students with disabilities** refer to students with individualized education plans who are eligible for special education and related services. This term is analogous to students served in special education and students eligible for special education services.
- **English language learners** refer to students with limited English proficiency. Many, but not all these students are eligible for English as a Second Language (ESOL). English language learners and students with limited English proficiency refer to students receiving ESOL and those who have exited these services within the last two years.
- **Students receiving free and reduced price meals (FARMs)** refer to students who are currently receiving free and reduced price meals rather than low-income students overall. This category of students is analogous to MCPS' description of students who participate in the Free and Reduced Price Meals System (FARMs).
- **Students receiving special services** refer collectively to students who are eligible to receive special education or FARMs, and to English language learners. Together, these students make up the service group/subgroup.
- **Students ineligible for special services** refer to students who are English proficient and ineligible for special education or FARMs. Together, these students comprise the non-service group/subgroup.

Chapter II: Background

This chapter is presented in three parts:

- **Part A, Defining the Achievement Gap**, defines the achievement gap and explains the intent behind efforts to close the achievement gap;
- **Part B, Federal and State Laws and Regulations**, summarizes the statutory framework in federal and state law that governs MCPS' efforts to close the achievement gap; and
- **Part C, MCPS' Strategic Plan**, describes how *Our Call to Action: Pursuit of Excellence* aligns with the statutory mandates to close the achievement gap and advances achievement goals and objectives that exceed federal and state regulations.

A. Defining the Achievement Gap¹

The term “achievement gap” refers to disparities in one or more measures of educational performance (e.g., standardized test scores, graduation rates) among students by race, ethnicity and income. The achievement gap typically measures differences between high-performing student groups (e.g., Whites, Asians, and high-income students) and low-performing student groups (e.g., Blacks, Latinos, and low-income students). It can also compare differences in student performance by disability status and English language proficiency.

The achievement gap by race and ethnicity and the gap between low-income and affluent students are both long-standing, *national challenges*. Further, the measures that consistently evidence an achievement gap address practically every dimension of student performance. Some of the measures that consistently show disparities by race, ethnicity, income, disability status, and English language proficiency are rates of:

- Students who drop out,
- Students who enroll in college preparatory courses,
- Students who are identified as disabled or gifted, and
- Students who obtain college degrees.

National data compiled by the U.S. Department of Education demonstrate that from 1970 to 2004, the achievement gap narrowed somewhat for certain age groups. However, the point spread remains large. Based on student performance on the National Assessment of Educational Progress (NAEP), the White-Black gap in reading achievement among 9-year olds decreased from 40 points in 1970 to 26 points in 2004. Similarly, the White-Latino gap in reading achievement among 9-year olds decreased from 30 points in 1975 to 21 points in 2004. Despite these gains, in 2004, the average Black and Latino senior in high school still only demonstrated the same math proficiency as the average White 8th grader.²

¹ Sources for this part include *Cutting through the Hype: A Taxpayers Guide to School Reforms* by Jane David and Larry Cuban (Education Week Press, 2006); and *Achievement in America: A Look at the Numbers*, presentation by the Education Trust to the Association of Small Foundations, New York, May 2007.

² *NAEP 2004 Trends in Academic Progress*, National Center for Education Statistics.

Researchers have cited the following factors as likely contributing to the achievement gap:

- Disparities in children's backgrounds upon starting school;
- Gaps in funding where schools with high poverty and proportions of minority students receive less local, state, and federal funding than schools with low poverty and proportions of minority students;
- Differences in the levels of teacher experience or curriculum rigor that children encounter in school; and
- Individual and institutional racism.

In particular, national research shows that the neediest students often attend schools with the fewest resources and receive the weakest academic programs. This includes higher levels of instruction by teachers teaching subjects that they are not certified to teach (e.g., math or science) in high minority, high poverty school systems compared to low poverty, low minority school systems. As a result, the achievement gap often increases as students move through school.

According to David and Cuban,³ closing the achievement gap represents the promise of America to provide equitable opportunities for all Americans to reach their full potential. Closing the achievement gap also reflects a belief among policymakers that all children can reach proficiency and, with enough effort, public schools can close the gaps.

Programs to close the achievement gap operate within a broader collection of programs that address the educational performance of all students. Progress in closing the achievement gap is measured by tracking improvements in the educational outcomes of a low-performing group relative to a high-performing group. This operational framework means that programs to close the achievement gap typically address three related but distinct policy goals. The first is to break the connection between race, ethnicity, income, English language proficiency, and in some cases disability, with educational achievement. The second is to accelerate the achievement of the lowest performers. The third goal is to continue to improve the performance of the highest achieving students.

To achieve these goals simultaneously, the educational performance of the lowest performing students must increase at a much higher rate than those at the top. If the highest performing students are making a year's worth of progress, the lowest performing students must consistently achieve *more* than a year's worth of academic growth to narrow and close the achievement gap.

In sum, in its effort to close the achievement gap, a school system not only faces longstanding challenges, but also must address a series of sensitive policy choices. A list of the key issues a school system faces in its efforts to close the achievement gap includes:

- How to close the achievement gap without limiting what top students learn;
- How to close the gap without setting the bar so low that everyone can pass it;
- How to close the achievement gap without pushing out students most at risk of failure;
- How to reflect on and address the role of schools in contributing to the gap; and
- How to address culturally charged issues without reinforcing stereotypes that some students can learn and others cannot.

³ David and Cuban, 2006

B. Federal and State Laws and Regulations

In January 2002, enactment of the federal No Child Left Behind (NCLB) Act established closing of the achievement gap as an explicit policy objective. The performance measurement framework that NCLB established incorporates the twin objectives of closing the achievement gap while furthering improved educational outcomes for all students. To ensure that every school system wrestles with the issues identified earlier, NCLB required states to enact legislation to:

- Ensure that all student subgroups achieve proficiency on grade-level measures in reading and mathematics by the end of the 2013- 2014 school year; and
- Address the gaps in educational performance “between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.”⁴

The following sections describe the federal and state laws that govern the efforts of MCPS (and other Maryland districts) to close the achievement gap.

- **Section 1, The No Child Left Behind Act**, describes the components of the reauthorized Elementary and Secondary Education Act aimed at closing the achievement gap.
- **Section 2, Maryland’s Bridge to Excellence Act**, describes the alignment of this state law with NCLB objectives and additional state requirements aimed at closing the gap.

1. No Child Left Behind Act⁵

The No Child Left Behind Act (NCLB) requires states, districts, and schools to close the achievement gap by enacting a performance measurement system that is designed to ensure that all student populations, including students with disabilities and English language learners, demonstrate proficiency in state reading and mathematics standards by the end of the 2013-14 school year.

The specific elements that NCLB requires states and districts to implement include:

- An assessment system of standardized proficiency measures. Each state must establish state proficiency standards for core subject areas (e.g., reading and mathematics), and each district must assess students annually in grades 3-8 and once in high school. By the current school year (2007-2008), students must also be assessed in science at least once in elementary, middle, and high school.

⁴ Section 1001(3) of Title I of NCLB.

⁵ Source material for this section include Vivian Yao and Essie McGuire, Education Committee packet for Briefing on No Child Left Behind, Montgomery County Council – July 12, 2007; Section 101 (3) of Title I of NCLB; No Child Left Behind <http://2.edweek.org/rc/issues/no-child-leftbehind/>; NCLB’s Accountability Provisions for Students with Disabilities (May 1, 2007) Center on Education Policy; English Language Learners’ Provision of the No Child Left Behind Act (March 20, 2007) Center on Education Policy.

- A system of targets and educational strategies to ensure academic progress for all students to meet the federal goal of “proficiency” in assessed content areas by the end of the 2013-14 school year. Each state must establish a set of state adequate yearly progress (AYP) percentage targets. Individual schools must meet these targets for both the student body as a whole and for student subgroups defined by race, ethnicity, income, limited English proficiency,⁶ and disability status.⁷ States must raise these targets at regular intervals until 2014 when a 100 percent of all subgroups are expected to reach proficiency. NCLB also mandates that states use another academic measure at the high school level for determining AYP.
- A system of direct consequences that applies to Title I schools (and the districts) that fail to meet AYP proficiency targets. For example, if a school fails to meet AYP targets for two years in a row, NCLB requires the district to provide a school transfer option. If a school fails to meet AYP targets for three years, the district must provide supplemental education services (i.e., tutoring). After the fifth year, the district must require the school to make restructuring/governance changes.
- A system for reporting a range of information to monitor changes in student achievement gap by subgroup, school district, and individual school. More specifically, each state must develop an information system for tracking school system and individual school progress in meeting AYP targets by student subgroups.

NCLB also requires that: states, districts, and schools ensure that teachers are “highly qualified” in core academic subjects and in high-poverty schools; students are educated in safe and nurturing learning environments; and state education agencies submit state plans for implementing NCLB for federal approval.

2. Maryland’s Bridge to Excellence Act⁸

The Bridge to Excellence Act of 2002 codified the goals of the federal No Child Left Behind Act into Maryland state law and also expanded state aid for public education. Like NCLB, Bridge to Excellence requires Maryland’s 24 school systems to demonstrate that:

- All student subgroups reach high standards;
- All English language learners become proficient in English; and
- All students are taught by highly qualified teachers in safe, drug-free environments.

⁶ For English language learners, states must establish English language proficiency standards, administer assessments, and define annual achievement objectives. States must also administer academic content assessments to all students, except those who have been in the country for one year or less. States are allowed to provide accommodations for students who have been learning English for less than three to five years.

⁷ For students with disabilities, a state can choose to administer alternative assessments to a subgroup of students (defined as up to 3 percent of all students tested or about 30 percent of students with disabilities). A district or school can administer an assessment with alternate achievement standards up to 1 percent of the students, and an assessment with modified achievement standards to the remaining 2 percent. All other students with disabilities must participate in the regular, grade-level assessment, with or without accommodations.

⁸ Source materials for this section: The 2006 Master Plan Annual Update: Connecting Progress with Practice, Challenges with Changes, A Report to the Maryland State Board of Education, Maryland State Department of Education – December 12, 2006; The Bridge to Excellence in Public Schools Act of 2002: Its origins, components and future, Maryland Department of Legislative Services – September 18, 2002.

To meet the other academic content measure for adequate yearly progress at the high school level, MSDE also requires that Maryland schools graduate 90 percent of all students by 2013-2014. The Bridge to Excellence Act establishes additional requirements that MCPS and other districts in Maryland must meet. For example, each district must:

- Submit a master plan that describes how it intends to implement Bridge to Excellence;
- Provide annual plan updates that report their progress in achieving goals and addressing challenges;
- Beginning with the Class of 2009, require every student to take and pass each High School Assessment or meet alternative requirements in order to graduate; and
- By the 2007-2008 school year, provide full-day Kindergarten for all entering students, and pre-Kindergarten for all economically disadvantaged four-year olds.

C. MCPS' Strategic Plan⁹

In 1999, MCPS developed and published the first edition of *Our Call to Action: Pursuit of Excellence (Our Call to Action)*. This document, which serves as the MCPS strategic plan, establishes a policy framework of goals and milestones across the school system. The system goals identified in the current edition of *Our Call to Action*, published in July 2006 for the years 2006-2011, are to:

- Ensure success for every student;
- Provide an effective instructional program;
- Strengthen productive partnerships for education;
- Create a positive work environment in a self-renewing organization; and
- Provide high-quality business services essential to the educational success of students.

Our Call to Action also seeks to improve the performance of all student groups while accelerating the performance of the lowest achieving students. The milestones associated with the first two goals above contain a mix of measures that target gaps in grade-level performance, above grade-level performance, and identification measures for special and gifted education.

Many of MCPS' milestones align with NCLB and Bridge to Excellence requirements for closing the achievement gap. Examples of these milestones include: all students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments; all students will be educated in learning environments that are safe, drug-free, and conducive to learning; and all schools will meet or exceed the State's graduation requirements.

A number of other MCPS milestones for closing the achievement gap exceed NCLB and Bridge to Excellence requirements that all students meet grade-level expectations. Examples of these include: all schools will increase participation and performance of all students taking the SAT; and all schools will increase enrollment and performance in gifted, Honors, Advanced Placement, and other advanced programs.

⁹ Source materials for this part: Our Call to Action: Pursuit of Excellence— The Strategic Plan for MCPS 2006-2011, MCPS - 2006 ; Annual Report on Our Call to Action, MCPS – 2006.

Chapter III: Research Methods

This chapter is presented in three parts:

- **Part A, Use of MCPS Annual Progress Data to Develop OLO Project Database**, describes how OLO developed the database of measures reviewed in this report;
- **Part B, Performance Measure Descriptions**, provides summary descriptions of the 15 categories of student performance and the data sources reviewed in this report; and
- **Part C, Explanation of Methods Used to Present and Analyze Achievement Gap Data**, describes the approaches used in this report to describe the achievement gap by race, ethnicity, and service group status.

A. Use of MCPS Annual Progress Data to Develop OLO Project Database

Each year MCPS publishes *The Annual Report on Our Call to Action* that presents results for dozens of data points that MCPS uses to monitor how well it is ensuring success for every student and providing an effective instructional program. MCPS reports these data points on an annual basis by subgroup. Many of the data points reported by MCPS align with federal and state requirements for reporting school system progress in narrowing the achievement gap by race, ethnicity, and service group status.

As reviewed earlier, the purpose of this OLO project is to help the Council understand the magnitude of MCPS' achievement gap and the school system's progress in closing the gap. To accomplish this, instead of replicating all of the data in the *Annual Report*, OLO selected a sample of measures to analyze. There are also a few measures in OLO's sample that are not included in MCPS' *Annual Report on Our Call to Action*.

OLO worked closely with MCPS staff to select a representative subset of student performance measures that would fairly reflect: MCPS' progress in improving student performance and closing the achievement gap; and MCPS' stated objectives of simultaneously accelerating the educational proficiency of the lowest performing students while improving the performance of all students. In sum, OLO identified the following mix of measures to review.

- **Grade-level measures** of student performance that include standardized measures of student achievement, such as proficiency on state assessments and grade-level benchmarks. These measures also include non-standardized measures such as suspensions and graduation rates that capture other critical indicators of student performance.
- **Above grade-level measures** of student performance that connote more advanced learning and readiness for college and the workforce upon graduation. This category includes several measures of rigorous course taking tracked by MCPS' strategic plan and participation and scores on standardized PSAT, SAT and AP exams.

- **Identification measures that** describe rates of identification for gifted and special education. Additionally, this category includes prevalence rates by race and ethnicity for learning disabilities, emotional disturbance, mental retardation, and inclusive instructional placements for students with disabilities.

A total of 15 categories of student performance were identified for analysis in this report. Because some of the categories of student performance identified, such as the Maryland School Assessment, include multiple measures of performance by grade-level (e.g., Grades 3, 5, and 8) and/or by subject matter (e.g., reading and math), the 15 categories included 43 separate measures of student performance.

Exhibit 3-1 displays the 15 categories of performance included in OLO's dataset and references the availability of current and trend data within this report.

Exhibit 3-1: List of Selected Measures to Assess the Dimensions of the Achievement Gap in MCPS

Grade Levels	Measures of Student Performance by Category (15)	Cohort or Data Points	Measures of Achievement Gaps by Race and Ethnicity		Measures of Achievement Gaps by Service Group	
			Current	Trends	Current	Trends
Standardized Grade-Level Measures						
Pre-K to Grade 8	School Readiness (1)	Kindergarten	√	√	√	√
	Spring Reading Benchmarks (2)	Kindergarten - Grade 2	√	√*	√	√*
	TerraNova Second Edition and Comprehensive Test of Basic Skills (3)	Grade 2	√	√	√	√
	Maryland School Assessment – Reading (4)	Grades 3, 5 and 8	√	√	√	√
	Maryland School Assessment – Math (4)	Grades 3, 5 and 8	√	√	√	√
Grades 9-12	Algebra I or Higher (5)	Grade 9	√	√	√	√
	Geometry or Higher (5)	Grade 10	√	√	√	√
	Algebra High School Assessment (6)	All test takers; Class of 2009	√	√	√	√
	English II High School Assessment (6)	All test takers; Class of 2009	√	√	√	√
	Biology High School Assessment (6)	All test takers; Class of 2009	√	√	√	√
	Government High School Assessment (6)	All test takers; Class of 2009	√	√	√	√

Exhibit 3-1: List of Selected Measures to Assess the Dimensions of the Achievement Gap in MCPS, Continued

Grade Levels	Measures of Student Performance by Category (15)	Cohort or Data Points	Measures of Achievement Gaps by Race and Ethnicity		Measures of Achievement Gaps by Service Group	
			Current	Trends	Current	Trends
Non-Standardized Grade-Level Measures						
Grades K-5	Suspensions (7)	All students	√	√	√	√
Grades 6-12	Suspensions (7)	All students	√	√	√	√
Grades 9-12	Graduation Rates (8)	Seniors	√	√	√	√
	Dropout Rates (8)	9 th – 12 th graders	√	√	√	√
Above Grade-Level Measures						
Grades 5-8	Advanced Math in Grade 5 (9)	Grade 5	√	n/a	√	n/a
	Advanced Math in Grade 6 (10)	Grade 6	√	√	√	√
	Algebra I or Higher (5)	Grade 8	√	√	√	√
Grades 9-12	Geometry or Higher (5)	Grade 9	√	√	√	√
	Advanced Placement Participation and Scores of 3 or Higher (11)	Graduates	√	√	√	√
	PSAT Participation and Writing Scores with AP/honors Potential (12)	Grades 9 & 10	√	√	√	√
	SAT Scores and Participation (13)	Seniors	√	√	√	√
Disability and Gifted Identification Measures						
All Grades	Disability Prevalence and LRE A Placement (14)	Ages 3-21	√	√	n/a	n/a
Grade 2	Gifted Identification (15)	Grade 2	√	√	√	√
* Trend data unavailable for Grade 2 Spring Reading Benchmarks						

B. Performance Measure Descriptions

Brief descriptions of the performance measures by grade-level, above grade-level, and identification categorizations follow. Appendices A-O offer more detailed descriptions of each measure.

1. Summary Descriptions of Grade-Level Measures

- **School Readiness:** Since 2002, the Maryland State Department of Education (MSDE) has issued annual reports on school readiness among kindergarteners to measure the state's progress in meeting its strategic school readiness goal.¹ Kindergarten teachers throughout the state use a portfolio-based assessment to document their students' performance during the first eight weeks of school. This measure of student performance describes the responses of MCPS teachers to the state's school readiness survey using composite score data for 2003-2007.

MCPS' early childhood education programs (e.g., Pre-K and Head Start) typically target low-income children in the County. Other providers of early childhood education in the County include other County-funded agencies (e.g., Department of Health and Human Services), for-profit providers, non-profit providers, family-based care and parents. As such, this measure serves as a baseline of performance when students enter MCPS more than as a measure of MCPS' effectiveness at improving school readiness.

- **Primary Grades Spring Reading Benchmarks:** This MCPS assessment measures proficiency standards in kindergarten, first, and second grades to determine student progress in achieving "grade-appropriate benchmarks for literacy skills."² It describes the percent of students meeting the spring text reading and comprehension benchmarks for kindergarten and first grade from 2002-2007, and the percent of students meeting the second grade benchmark from 2006-2007.
- **TerraNova Comprehensive Test of Basic Skills and TerraNova Second Edition:** MCPS used the TerraNova Comprehensive Test of Basic Skills (CTBS) to discern how well students performed grade-level skills in Grade 2.³ The CTBS also enabled MCPS to compare the performance of its 2nd graders to a national sample. This measure of student performance provides 2001-2005 data on the performance of MCPS students by subgroup on the Grade 2 CTBS Battery Index based who met or exceeded the 50th national percentile on this assessment. During the 2005-2006 school year, MCPS replaced the CTBS with the TerraNova Second Edition (TN/2). The TN/2 results for 2007 create a new baseline of student achievement for future years.

¹ Maryland State Department of Education, *Children Entering School Reading to Learn: Maryland School Readiness Information, 2006-2007*

² Douglas, A.R. "Trend Results for Spring Reading Benchmark, 2002-2006", MCPS – December 2006.

³ Stevenson, Jose "Results of the Spring 2005 Administration of the Grade 2 TerraNova Comprehensive Test of Basic Skills", MCPS – May 2005.

- **Maryland School Assessments:** MSDE and MCPS utilize the Maryland School Assessments (MSAs) to track schools' progress in meeting achievement goals and complying with NCLB and Bridge to Excellence. Students in Grades 3-8 take the MSA annually in reading and mathematics. Students scoring proficient or advanced on the MSA pass the exam, while students scoring basic do not pass the exam. This measure of student performance describes MCPS student achievement on the MSAs for 3rd, 5th, and 8th graders from 2003 to 2007 by student race, ethnicity, and service group status. Data describing MCPS trends on the MSAs for 4th, 6th, and 7th graders are not included in OLO's analysis, but are described in Appendix P.
- **Algebra I completion by the end of Grade 9 and Geometry completion by the end of Grade 10:** MCPS "encourages all students to complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10" as part of its ongoing efforts to ensure success for every student.⁴ This measure of student performance describes trends in the percent of Grade 9 students completing Algebra I or higher with a combined grade of D or above from 2001 to 2007. It also presents trends in the percent of Grade 10 students completing Geometry or higher with a combined grade of D or above from 2004 to 2007.
- **High School Assessments:** MSDE and MCPS utilize the High School Assessments (HSAs) to track schools' progress at the secondary level. Students complete these examinations in Algebra, Biology, English and Government. MSDE requires that students in the Class of 2009 pass each assessment in order to graduate or alternate requirements that include earning a combined score of 1,602 on all four assessments on demonstrating proficiency via the State Bridge Plan. This measure of student performance describes MCPS student achievement for all test takers on the Algebra, Biology and Government HSAs from 2002-2007 and for the English II HSA from 2005-2007 by subgroup. It also describes the HSA completion rate for MCPS' Class of 2009 in 2007.
- **Student Suspensions:** MCPS tracks and publicly reports the suspension rate of students by ethnicity, race, and service group as part of its annual reporting of performance data aligned with *Our Call to Action*.⁵ This measure of student performance tracks MCPS suspension rates for elementary and secondary students by subgroup from 2000 to 2007.
- **High School Graduation and Dropout:** MSDE tracks MCPS' graduation rate among seniors to determine whether the school system achieves annually yearly progress (AYP). MSDE also tracks the annual dropout rate of 9th – 12th graders overall and by subgroup. These measures of student of performance track Grade 12 graduation rates and Grade 9 - 12 dropout rates among MCPS students by race and ethnicity from 2002 to 2007, and by FARMS and special education status from 2003 to 2007. This measure excludes state graduation and dropout data by English language proficiency due to the questionability of state data reported in this area.

⁴ Steinberg, Laura and Missy Gumula, "Successful Completion of Algebra I or Higher-Level Mathematics and Successful Completion of Geometry of Higher Level Mathematics, 2005-2006", MCPS, September 2006.

⁵ Ibid

2. Summary Descriptions of Above Grade-Level Measures:

- **Advanced Math Course Enrollment in Grade 5:** According to MCPS, “student enrollment and successful completion of secondary mathematics” is a district-wide priority.⁶ For students to meet this goal, MCPS encourages Grade 5 students to enroll in accelerated math courses that include Math A, Math B, Math C, Investigations into Mathematics (IM), Algebra I, or higher level courses. This measure of student performance describes the percent of Grade 5 students who were enrolled in accelerated math courses in 2006 and 2007.
- **Advanced Math Course Enrollment in Grade 6:** According to MCPS, the school system “encourages students to complete Algebra I in middle school because Algebra I is the gateway to a rigorous high school mathematics sequence.”⁷ For students to meet this goal, they must enroll in an accelerated math course in Grade 6. These courses include Math B, Math C, Investigations into Mathematics (IM), Algebra I, or higher level courses. This measure of student performance describes the percent of Grade 6 students who were enrolled in accelerated math courses from 2001 to 2006.
- **Algebra I Completion by the end of Grade 8 and Geometry Completion by the end of Grade 9:** MCPS strives to have all students complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10. MCPS also strives to have more students complete this course sequence earlier to ensure college preparedness for rigorous coursework. This measure of student performance describes trends in the percent of students completing Algebra I or higher by the end of Grade 8 between 2001 and 2006 with both a course and final exam grade of D or higher. It also presents trends in the percent of students completing Geometry I or higher by the end of Grade 9 between 2004 and 2006 with a combined grade of D or higher.
- **AP performance and participation:** The Advanced Placement (AP) program allows students to take college level courses while in high school. Students who receive a qualifying score of three or higher on an AP exam receive college credit at some colleges and universities. This measure of student performance describes MCPS student achievement on AP exams for the Classes of 2002 through 2006 by reporting the percent of AP exam takers earning qualifying scores of three or more on one or more exams by subgroup. It also tracks AP participation among MCPS graduates by subgroup.

⁶ Steinberg, Laura M. and Missy Gumula, “Successful Completion of Math A or Higher-Level Mathematics by the End of Grade 5,” Department of Reporting and Regulatory Accountability, MCPS - September 2007.

⁷ Von Secker, Clare “Trends in Grade 6 Enrollment in Math B or Higher: 2001 to 2006”, MCPS - February 2007

- **PSAT performance and participation:** MCPS uses the Preliminary SAT (PSAT) to encourage more rigorous course taking among students with the potential to perform well in honors and AP classes. MCPS also administers the PSAT free of charge to 9th and 10th graders so that “all students have the opportunity to take a ‘practice test’ prior to the taking the SAT.”⁸ This indicator describes the percent of 9th and 10th graders by subgroup demonstrating honors/AP potential based on mean verbal, math, and writing scores on the PSAT from 2003-2007. It also tracks PSAT participation by subgroup.
- **SAT performance and participation:** The SAT is designed to measure the attainment of skills considered essential for academic success in college.⁹ This measure describes trends in MCPS student achievement on the prior SAT for the Classes of 2001 through 2005. The percent of students with combined SAT verbal and math scores exceeding 1,100 are reported by subgroup. This measure also describes performance by subgroup for the current SAT for the Class of 2006 and also tracks SAT participation from the Classes of 2001 through 2006.

3. Summary Descriptions of Identification Measures:

- **Gifted Identification/Grade 2 Global Screening:** According to MCPS, the gifted and talented label is not required for accelerated instruction. Nevertheless, MCPS uses the Grade 2 global screening process to meet the State mandate for gifted identification and as a tool for opening access to accelerated instruction to students whose ability to undertake advanced coursework may be overlooked by more traditional measures.¹¹

The Grade 2 global screening for giftedness includes a variety of data collected from parent surveys, MCPS teacher and staff surveys, students’ instruction, and standardized test scores. School-based committees use these data to identify gifted students. This measure of student performance describes trends in the identification of gifted MCPS students via the Grade 2 global screening process from 2004 to 2007.

- **Special Education Identification and Placement:** MSDE and MCPS use special education identification and placement data to track the school system’s progress in reducing disproportionate representation of racial and ethnic groups in special education.¹² This measure of student performance describes prevalence rates in disability classification by race and ethnicity from 2003 to 2006. It also describes the percent of MCPS students by subgroup with mental retardation, emotional disturbance, and learning disabilities, and the percent of students with disabilities served primarily in regular education settings (i.e., LRE A placements) from 2003 to 2006.

⁸ Von Secker, Clare “PSAT Participation and Performance of Grade 10 Students in Montgomery County Public Schools: 2002-2003 to 2006-2007”, MCPS, February 2007.

⁹ Von Secker, Clare – An Examination of the SAT Results for the Class of 2005, MCPS – September 2005.

¹¹ Stevenson, Jose – An Examination of the Grade 2 Global Screening for Identification of Gifted and Talented Students, MCPS – September 2005

¹² Annual Report on Our Call to Action, MCPS – 2006; Maryland State Department of Education Part B State Performance Plan: 2005-2010, April 2007.

C. Explanation of Methods Used to Present and Analyze Achievement Gap Data

As noted in Chapters I and II, the achievement gap refers to disparities in achievement between high- and low-performing student groups. On most measures of student performance, White, Asian, and high-income students demonstrate higher levels of achievement than Black, Latino, and low-income students. Similarly, students ineligible for special education and free and reduced price meals (FARMs), and English proficient students typically perform better than students in the service groups (i.e., students with disabilities, English language learners, and students receiving FARMs).

Given these patterns, this report defines and measures the achievement gap in two ways: by race and ethnicity, and by service group status. The specific approaches used to describe the achievement gap, the magnitude of the achievement gap, and MCPS' progress in narrowing the achievement gap are described in three sections:

- Section 1 describes the approaches used to measure the achievement gap by race, ethnicity, and service group status;
- Section 2 describes the methods used to describe the magnitude of the achievement gap among the performance measures reviewed; and
- Section 3 describes the approaches used to measure MCPS' progress in narrowing the achievement gap.

1. Describing the Achievement Gap by Race, Ethnicity, and Service Group

This section is presented in two subparts: (a) measuring the achievement gap by race and ethnicity; and (b) measuring the achievement gap by service group status.

(a) Measuring the Achievement Gap by Race and Ethnicity

To measure the achievement gap by race and ethnicity, this report compares the performance of White students to Black and Latino students for 43 measures of student performance. To simplify the analysis of data presented, comparisons in achievement between White and Asian students are not included in the body of the report because these subgroups tend to perform at comparable levels. However, the performance measures and data descriptions in Appendices A-O track changes in Asian student achievement and the White-Asian achievement gap.

(b) Measuring the Achievement Gap by Service Group Status

To measure the achievement gap by service group status, this report compares the performance of students who do not receive special services, or all students, to the students in the service groups (i.e., students with disabilities, English language learners, and students receiving FARMs) for 38 measures of students performance with available data. In particular, this report compares general education students to special education students, English proficient students to English language learners, and students not receiving FARMs to students who receive FARMs when this data is available. When this data is not available, this report compares the performance of all students to service group students to describe the achievement gap by service group status.

2. Describing the Magnitude of the Achievement Gap

To describe the magnitude of the achievement gap, this report compares differences in performance between high- and low-performing subgroups. For example, if 90% of White students and 75% of Black students meet a desired benchmark, then the achievement gap would be 15 points (i.e., the difference between 90 and 75). If there were no achievement gap, the difference would be 0.

This report also uses the ratio of performance between low and high performing subgroups to describe the achievement gap in terms of relative performance. Using the same example of 90% of White students and 75% of Black students meeting a desired benchmark, Black students in turn are 83% as likely as White students to meet the desired benchmark (i.e., $0.75/0.90$). If there were no achievement gap, Blacks would be 100% as likely as Whites to meet this benchmark.

3. Describing MCPS' Progress in Narrowing the Achievement Gap

This section is presented in two subparts: (a) measuring MCPS' progress in narrowing the achievement gap by race and ethnicity; and (b) measuring MCPS' progress in narrowing the achievement gap by service group status.

(a) Measuring MCPS' Progress in Narrowing the Achievement Gap by Race and Ethnicity

This report tracks trend data available on 37 measures of student performance to describe MCPS' progress in closing the achievement gap by race and ethnicity over time. Measures of MCPS' progress in narrowing the gap by race and ethnicity are based on comparisons of cohorts of students over time (e.g., 3rd graders in 2003 compared to 3rd graders in 2007) rather than longitudinal data that describes the progress of the same set of students overtime (e.g., 3rd graders in 2003 compared to 7th graders in 2007). Federal and state requirements for tracking school system progress in narrowing the achievement gap are also based on cohort comparisons.

This report defines progress in closing the achievement gap by race and ethnicity as narrowing either the White-Black achievement gap or the White-Latino achievement gap. The absolute difference in performance between White and Black students defines the White-Black achievement gap and the corollary defines the White-Latino achievement gap. As such, if a 50 point gap on specific performance measure between White and Black students fell to 25 points, the achievement gap by race on this measure narrowed by 25 points, or by 50%.

This report also tracks changes in the ratio of performance between subgroups to describe the relative progress made in narrowing the achievement gap. For example, if Black students increased their likelihood of meeting a desired benchmark relative to White students from 75% to 90%, this suggests that the White-Black achievement gap on this measure has narrowed, at least in terms of relative performance.

(b) Measuring MCPS' Progress in Narrowing the Achievement Gap by Service Group Status

This report tracks trend data available on 32 measures to describe MCPS' progress in closing the achievement gap by service group status over time. Similar to tracking progress by race and ethnicity, measures of MCPS' progress in narrowing the gap by service group status are based on comparisons of cohorts of students over time (e.g., 3rd graders in 2003 compared to 3rd graders in 2007) rather than longitudinal data that describes the progress of the same set of students overtime (e.g., 3rd graders in 2003 compared to 7th graders in 2007).

Progress in closing the achievement gap by service status is defined as narrowing differences in performance between service receiving (e.g., students in special education) and non-receiving student (e.g., regular education students) groups when both sets of data are available. Changes in the ratio of student performance by service group status are also used to describe progress in narrowing the achievement gap by service group.

When the performance of students not receiving special services (e.g., regular education or English proficient students) are not available, this report tracks progress in closing the achievement gap by service status by comparing the performance of all students to those in the service groups. OLO estimates that comparisons between all students and service group students offer conservative estimates of the actual gap between non-service and service group students.

Chapter IV: Analysis of Current Data on Student Performance and Achievement Gaps

This chapter describes current levels of MCPS student performance and the magnitude of the achievement gap for 43 measures of student performance by subgroup. This chapter also highlights where the smallest and largest gaps in performance by subgroup exist. The next chapter describes MCPS' progress in narrowing the achievement gap to identify where MCPS has made the most and least progress in narrowing the gap.

This chapter's analysis relies on the most recent data available from MCPS and MDSE at the time of the study. Depending on data availability, measures of current student performance and the achievement gap rely on 2006 or 2007 data. Summary tables of analysis referenced in this chapter are described in Appendix Q (beginning on © 76).

This chapter is presented in two parts:

- **Part A, Current Performance and Achievement Gaps**, describes patterns of current student performance, disability, and gifted identification, and the achievement gap by comparing differences in performance among subgroups.
- **Part B, Performance Ratios by Race, Ethnicity, and Service Group**, ranks the current achievement gap in order of magnitude among measures by subgroup based on performance ratios that describe the relative performance of the lower-achieving subgroups to higher-achieving subgroups.

A. Current Performance and Achievement Gaps

Part A describes current levels of student performance and examines achievement gaps that exist for an array of student performance and identification measures. It is organized as follows:

- **Section 1** describes current student performance and gaps by race, ethnicity and service group in grade-level measures (e.g., student proficiency on the MSAs and HSAs)
- **Section 2** describes current student performance and gaps by race, ethnicity, and service group in above grade-level measures (e.g., advanced math enrollment in Grade 5).
- **Section 3** describes current levels of student identification and gaps by race, ethnicity, and service group in disability identification and placement, and gifted identification.

1. Current Performance and Achievement Gaps on Grade-Level Measures

OLO's dataset included 25 grade-level measures: five measure student performance in the early grades and early childhood, 16 measure performance in grades 3 through 8 and during high school, and four provide data about rates of suspensions, dropouts and graduation.

This section's analysis of where current gaps exist in grade-level measures of performance has five subparts:

- Subpart (a) reports current performance and gaps in school readiness and Grades K-2;
- Subpart (b) describes current performance and gaps on the Maryland State Assessments;
- Subpart (c) describes current performance and gaps on the High School Assessments;
- Subpart (d) summarizes current performance and gaps in the completion of Algebra I by the end of Grade 9 and completion of Geometry by the end of Grade 10; and
- Subpart (e) summarizes current performance and gaps in rates of suspension, graduation, and dropout.

These grade-level measures describe performance disparities among benchmarks that all MCPS students are expected to reach, such as high school graduation. They also describe disparities in outcomes that a majority of students are expected to avoid, such as suspensions. The value of reporting performance data on grade-level measures is that they provide information about how well MCPS addresses the achievement gap for a majority of its students as compared to above grade-level measures that describe the gaps evident among the highest performing students.

(a) Current Performance and Achievement Gaps in School Readiness and Grades K-2

OLO analyzed performance data reported by MSDE on school readiness and data from assessments conducted by MCPS on four measures of performance in Grades K-2: Kindergarten, Grade 1, and Grade 2 reading benchmarks; and the TerraNova Second Edition assessment administered in Grade 2. Table Q-1 (Appendix © 76) summarizes OLO's analysis of current student performance and achievement gaps among these measures.

OLO found performance gaps currently exist by race, ethnicity, and service group for each of the five measures reviewed. Key findings about the occurrence and magnitude of the gap on these measures include the following:

- **The Kindergarten Reading Benchmark demonstrates the smallest gap in achievement by race, ethnicity, and service group in the early grades.** In 2007, 97% of Whites, 90% of Blacks and 87% of Latinos met this benchmark. Similarly, 93% of all students, 82% of students with disabilities and English language learners and 87% of students receiving FARMs met the Kindergarten benchmarks. Overall, the gap between high and low performing groups ranged from 5-11 points.
- **Grade 2 Reading Benchmarks and the TerraNova Second Edition (TN/2) measures demonstrate the largest gaps in the early grades.** In 2007, 79% of Whites met the Grade 2 reading benchmark, compared to 56% of Blacks and 50% of Latinos. Compared to the 68% of all students who met this benchmark, 33% of students with disabilities, 35% of English language learners, and 48% of students receiving FARMs achieved the same level of performance. The overall gap between groups ranged from 20-35 points. Based on 2007 data, gaps in Grade 2 student TN/2 performance among students who met or exceeded the 50th percentile ranged from 34-37 points by race and ethnicity, and ranged from 26-35 points by service group status.

(b) Current Performance and Achievement Gap on Maryland State Assessment (MSA):

OLO analyzed performance data reported by MSDE to track MCPS student achievement on the MSAs by subgroup. To comply with No Child Left Behind and to track individual schools' progress in meeting achievement goals, MSDE and MCPS administer annual assessment tests to students in Grade 3-8. In these grades, students take the Maryland State Assessment (MSA) tests annually in reading and math. OLO reviewed the results of these standardized statewide tests for Grades 3, 5 and 8.¹ Table Q-2 (Appendix © 78) summarizes OLO's analysis of current student performance and achievement gaps among these measures.

OLO's calculations compare differences between the MSA performance of subgroups across subject matter (i.e., reading and math) and across grade-levels. Because the MSAs are not vertically equated to ensure test score comparability, differences in subgroup performance across grades may not reflect actual differences in subgroup performance.² Even with this limitation, OLO included this calculation to maintain consistency with the analysis presented throughout this report and to describe the magnitude of the achievement gap on the MSAs across grade-levels and subject matter.

OLO found performance gaps currently exist by race, ethnicity, and service group for each of the MSA measures reviewed. Key findings about the occurrence and magnitude of the gap on these measures include the following:

- **Of the three grades of MSA scores OLO reviewed, the Grade 3 MSA shows the smallest achievement gaps by race, ethnicity, and service group.** In 2007, 87-94% of high achieving subgroups passed the math and reading portions of the Grade 3 MSA compared to a 57-75% pass rate for the low performing subgroups. Overall, the Grade 3 MSA gap ranged from 19-31 points.
- **A comparison of MSA reading and math scores shows that a majority of the performance gaps in reading are narrower than the gaps in math.** For example, in 2007, the Grade 3 MSA gap in reading performance by race and ethnicity ranged from 19-20 points compared to 19-24 point range in mathematics.
- **A grade by grade comparison of MSA scores shows wider gaps in the higher grades.** At higher grade-levels, the highest performing groups often achieve at twice the level of proficiency demonstrated by the lowest performing subgroups. For example, in math, 84% of Whites passed the Grade 8 MSA in 2007 compared to 43% of Blacks and 46% of Latinos. The Grade 8 MSA data also show that 72% of regular education students passed this assessment compared to 33% of students with disabilities.

¹ Results for Grades 4, 6 and 7 are reported in Appendix P (beginning on ©67).

² Vertical scaling of assessments enables comparisons in performance across grade-levels. An example of vertical equating is a mathematics test across middle school that tests at different grade-levels differing content, but still focus on the same general concept, such as mathematics fluency. The content assessed across grade-levels must be comparable to enable vertical scaling and comparisons in performance across grade-levels. MCPS' Department of Shared Accountability, however, notes that the MSAs are not vertically scaled.

(c) Performance and Achievement Gap on High School Assessments

OLO analyzed performance data reported by MSDE to track MCPS student achievement on the High School Assessments (HSA) by subgroup. To comply with the Bridge to Excellence Act and track individual schools' progress in meeting achievement goals, MSDE and MCPS administer these statewide subject matter tests in Algebra, Biology, English, and Government. OLO's analysis of current performance and the achievement gap on the HSAs among all test takers is summarized in Table Q-3 (Appendix © 80). OLO's analysis of current performance and the gap among Class of 2009 test takers for the HSA are summarized in Table Q-4 (Appendix © 81.)

Similar to the MSAs, OLO draws comparisons among subgroup performance on the HSAs across subject matter assessments. Also similar to the analysis on the MSAs, because the HSAs test different content and thus are not vertically equated, differences in subgroup performance across these assessments may reflect differences in the rigor of each assessment rather than actual differences in subgroup performance.

OLO further notes that the HSA performance of the Class of 2009 that is required to pass these exams or alternate MSDE requirements in order to graduate are not directly comparable to the HSA performance of all test takers since the later group includes students who do not need to meet HSA requirements in order to graduate. However, since trend data for the Class of 2009 on the HSAs was not available at the time of this study, OLO reports current HSA performance data for both cohorts of students in this chapter, and trend data for all test takers in the next chapter.

OLO found performance gaps currently exist by race, ethnicity, and service group for each HSA and cohort of test takers (i.e., Class of 2009 test takers and all test takers). The magnitude of the achievement gap, however, varies by subject matter and test taker cohort. The data show that:

- **The Government HSA exam demonstrates the smallest achievement gap.** Among Class of 2009 test takers, 92-97% of high-performing groups passed this exam in 2007 compared to 68-84% of the low-performing groups for an overall achievement gap of 12-24 points. Among all test takers, 89-96% of the high performing groups also passed this exam compared to 60-78% of the low performing groups for an overall achievement gap of 17-29 points.
- **The English II HSA exam evidences the largest gap.** Among Class of 2009 test takers, 84-94% of high performing groups passed this exam in 2007 compared to 47-69% of the low performing groups for an overall achievement gap of 22-37 points. Among all test takers, 79-92% of the high performing groups also passed this exam compared to 25-60% of the low performing groups for an overall achievement gap of 31-54 points.
- **The Class of 2009 test takers performed more strongly on the HSAs than all test takers and demonstrated a smaller achievement gap.** For example, the Algebra HSA achievement gap by race and ethnicity for the Class of 2009 ranged from 20-24 points compared to a range of 26-32 points for all test takers in 2007.

(d) Achievement Gap in Completion of Algebra by the end of Grade 9 and Geometry by the end of Grade 10:

As explained in Chapter III, one of the explicit goals of MCPS' *Our Call to Action* is to ensure that all students complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10. OLO reviewed MCPS data on Algebra I and Geometry completion among high school students to understand patterns of student performance relative to this goal.

Table Q-5 (Appendix © 81) summarizes OLO's analysis of these two grade-level measures. For 2006, the data demonstrate two key observations:

- **The gaps for on-grade completion of Geometry in Grade 10 were larger than the gap for on-grade completion of Algebra in Grade 9.** In particular, by race and ethnicity, the gap in Algebra I completion by the end of Grade 9 ranged from 31-35 points compared to 35-38 points gap in Geometry completion by the end of Grade 10. By service group status, the Algebra I by Grade 9 gap was 26-36 points compared to a 26-41 point gap in Geometry I by Grade 10.
- **The combined achievement gap by service group status for both completion of Algebra I by the end of Grade 9 and completion of Geometry by the end of Grade 10 were wider than the gaps by race and ethnicity for both courses.** More specifically, the combined gap for both courses by service group status ranged from 26-41 points compared to a range of 31-38 points by race and ethnicity.

(e) Achievement Gap in Suspensions, Graduation, and Dropout Rates:

As explained in Chapter II, MSDE monitors high school graduation rate data as one indication of whether school systems are making annual yearly progress under No Child Left Behind. OLO reviewed MSDE graduation and dropout data and MCPS suspension data at the elementary and secondary levels as non-standardized measures of grade-level performance. Table Q-6 (Appendix © 82) summarizes OLO's analysis of these performance measures. The data show that:

- **Of the four non-standardized measures of grade-level performance reviewed, graduation rates by subgroup demonstrate the smallest achievement gaps.** In 2007, 94% of Whites, 87% of Blacks, and 80% of Latino seniors graduated from high school for an achievement gap by race and ethnicity of 7-14 points.
- **In terms of magnitude, suspension and high school dropout rates demonstrate larger gaps in student performance by subgroup, compared to the gaps in graduation rates.** For example, 2.9% of Black elementary students were suspended in 2007 compared to 0.6% of Whites; 14.8% of Black secondary students were suspended compared to 3.3% of Whites. Similarly, at 3.6%, the 2007 dropout rate for Black students was more than twice the rate for Whites at 1.5%; and at 5.3%, the dropout rate for Latino students was more than three times the rate for White students.

- **The gap in graduation and dropout rates by race and ethnicity exceed the gaps evident by service group status.** In 2007, 7-14 points characterized the graduation gap by race and ethnicity compared to the 2-3 points gap by service group status. The dropout gap was also smaller by service group status, yielding a 0.0 to 0.4 point difference in rates compared to a 2.1-3.8 point difference in dropout rates by race and ethnicity.

2. Current Performance and Achievement Gaps in Advanced Skill Measures

As explained in Chapter II, MCPS has adopted a two-pronged approach to closing the gap. First MCPS seeks to increase the representation and performance of Blacks, Latinos, and service group students relative to Whites, Asians, and non-service group students among the highest performing students. Second, MCPS seeks to close the achievement gap currently evident among high- and low-performing subgroups overall.

The data reviewed earlier in this chapter demonstrates that gaps by race, ethnicity, and service group exist among grade-level measures of performance. In sum, the data showed narrow gaps exist for some measures in the early grades, gaps progressively widen in the secondary grades, and the largest gaps occur among non-standardized measures of grade-level performance (i.e., suspensions, and dropout rates).

This section reports the results of OLO's examination of student performance data for above grade-level measures. As explained in Chapter III, these measures compare subgroup performance among measures that exceed grade-level expectations for performance or connote readiness for college.

OLO's analysis of achievement gaps among above grade-level measures has two subparts:

- Subpart (a) reports achievement gaps that exist in the enrollment of students in advanced mathematics courses; and
- Subpart (b) summarizes achievement gaps among subgroups in measures of participation and performance on the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and Advanced Placement (AP) exams.

The following observations offers a snapshot and summarizes current data for above-grade-level performance and gaps in achievement by student race, ethnicity, and service status subgroups, using the most recent data available.

(a) Achievement Gaps in Advanced Mathematics Course Taking

OLO analyzed performance data reported by MCPS for advanced course taking in mathematics for Grades 5, 6, 8, and 9. Table Q-7 (Appendix © 83) summarizes these data, which show that:

- **Whites were more than twice as likely as Blacks and Latinos to enroll in an Advanced Math Course in Grades 5 and 6, complete Algebra I or a higher level course by the end of Grade 8, and complete Geometry or a higher level course by the end of Grade 9.** For example, in 2006, 58-64% of Whites enrolled in Advanced Math in Grade 6, completed Algebra I by the end of Grade 8 and completed Geometry by the end of Grade 9 compared to 17-26% of both Blacks and Latinos meeting these same benchmarks.
- **For the measures of advanced math course taking, gaps by service group status were smaller than the gaps evident by race and ethnicity.** For example, the 2006 gap between all students and service group students for Advanced Math Course Enrollment in Grade 6 fell within a range of 26-33 points whereas the gap for the same measure by race or ethnicity was 36-38 points.
- **On average, the achievement gaps in advanced math course taking are wider than the gaps that exist for the standardized measures of grade-level performance such as the MSA or K-2 Reading Benchmarks.** For example, the 2007 gap by race and ethnicity in enrolling in an advanced math class in Grade 5 was 33-34 points compared to a gap of 11-20 points on the Grade 1 Spring Reading Benchmarks.

(b) Current Performance and Achievement Gaps in Participation and Performance on Standardized Assessments of Advanced Skills

OLO reviewed achievement gap data for three categories of student performance and participation on standardized assessments of advanced skills reported by MCPS:

- Participation of 9th and 10th graders on the PSAT and the percent of students earning verbal, math, or writing scores that demonstrate AP/honors potential;
- Participation in AP among MCPS graduates and the percent of AP exam takers who have earned one or more qualifying AP scores of three or higher; and
- Participation on the SAT and the percent of test takers earning combined verbal and math scores of 1,100 or higher.

Table Q-8 (Appendix © 83) summarizes these data, which show that:

- **The gaps in AP, PSAT and SAT participation among subgroups are much smaller than the gaps evident in AP, PSAT and SAT performance.** For example, in 2007, the gap in PSAT participation by race and ethnicity ranged from 7-10 points whereas the gap in PSAT math scores that demonstrate honors/AP potential ranged from 43-44 points.

- **The measure of qualifying AP exam scores of three or higher demonstrates the narrowest performance gap.** In 2007, the gap in AP performance ranged from -3 to 27 points by race, ethnicity, and service group.³ In particular, 80% of all MCPS test takers earned one or more qualifying AP scores compared to 68-84% of AP examiners with disabilities, limited English proficiency, or who received FARMs; and 85% of White test takers earned one or more qualifying AP scores compared to 79% of Latino test takers and 58% of Black test takers.
- **PSAT writing scores of 43 or above and combined verbal and math SAT scores of 1,100 or higher demonstrate the widest performance gap.** In 2007, the gap in PSAT writing performance ranged from 33-45 points by race, ethnicity, and service group; in 2006, the SAT performance gap ranged from 26-46 points. In particular, 63% of White test takers earned combined verbal and math SAT scores of 1,100 or higher and 51% of all MCPS students scored at this level. In comparison, this benchmark was met by: 26% of Latino test takers; 26% of test takers with disabilities, 17% of Black test takers, 16% of test takers receiving FARMs, and 12% of test takers with limited English proficiency.

3. Current Identification and Gaps in Gifted and Disability Identification and Special Education Placement

MCPS tracks data on gifted and disability identification and special education placement in inclusive classes to monitor the disproportionate representation of Black and Latino students. OLO reviewed these data to describe another facet of MCPS' achievement gap.

Specifically, OLO examined MCPS data on gifted identification based on the MCPS Grade 2 Global Screening, and analyzed these data by race, ethnicity, and service group status. OLO also examined special education and placement data tracked by both MSDE and MCPS by race and ethnicity. The following five special education measures were reviewed:

- The percent of students identified as having any disability;
- The percent of students identified as having a learning disability;
- The percent of students identified as having an emotional disturbance;
- The percent of students identified as having mental retardation; and
- The percent of students with disabilities served in Least Restrictive Environment (LRE) A placements (i.e., inclusive classrooms).

OLO's examination of MCPS special education data differs from how the school system and MSDE analyze local special education data to determine rates of disproportionate representation in special education. Rather than calculate weighted risk-ratios to compare, for example, the likelihood of Black students being classified with a specific disability compared to non-Blacks, this chapter's analysis compares disability and placement rates by race and ethnicity to be consistent with the analysis of other measures described throughout this report.

³ The negative 3 point gap reflects the gap between limited English proficient (LEP) and MCPS students overall where AP examiners with LEP were 3 points more likely than all MCPS examiners to earn one or more qualifying AP scores.

The data and analysis used by MCPS and MSDE for the 2005-2006 school year to determine disproportionate representation in special education is described in detail in Appendix S (beginning on © 113).

Table Q-9 (Appendix © 86) summarizes OLO's review of data regarding current patterns of gifted and disability identification in MCPS and student placement in inclusive classrooms. Despite the different analyses employed by OLO compared to MCPS and MSDE to describe gaps in special education identification by subgroup, the results are comparable. In sum, the data show that:

- **LRE A placements among students with disabilities demonstrate the smallest gaps.** In 2006, the LRE A placement gap was 9-18 points, with 65% of White students with disabilities served in inclusive placements compared to 56% of Latino students with disabilities, and 46% of Black students with disabilities.
- **Identification rates for gifted education and specific disability classifications demonstrate the widest gaps.** In 2007, the gifted identification gap was 28 points by race and ethnicity with Whites being more than twice as likely as Blacks and Latinos to be identified as gifted (50% vs. 22%). The magnitude of the disability identification gap for emotional disturbance, mental retardation, and learning disabilities were also as wide as the gifted identification gap. More specifically, in 2006: Blacks were twice as likely as Whites to be identified as having an emotional disturbance (1.4% vs. 0.7%), or mental retardation (0.8% vs. 0.3%); and Blacks and Latinos were nearly twice as likely as Whites to be identified as having a learning disability (6.0-6.1% vs. 3.4%).

B. Performance Ratios by Race, Ethnicity, and Service Group Status

The review of measures described in Part A demonstrated how the magnitude of the achievement gap varies by measure, grade-level, and subgroup. Another way of summarizing the "news" contained in these data is to look at "performance ratios." Performance ratios quantify the likelihood that the performance of lower-performing subgroups (e.g., students with disabilities) matches the performance of higher-performing subgroups (e.g., regular education or all students).

OLO used the following process to analyze and present these data. To calculate performance ratios by race and ethnicity, OLO identified the performance of Whites and set this measure as a benchmark. Next, OLO used performance data for Blacks and Latinos to determine the relative likelihood that Black and Latino students would reach the benchmark performance of Whites.⁴ After OLO performed these calculations, OLO ranked the results. OLO used an analogous process to calculate and rank performance ratios by service group status. The benefit of using this approach is the ability to highlight areas of success where minimal disparities exist and areas for improvement where wide disparities indicate that more work is needed.

⁴ For example, if 90% of White students met a benchmark met by 60% of Black students, then Black students would be 66% as likely (i.e., 0.6/0.9) as White students to meet that benchmark.

This part is organized in two sections:

- **Section 1** identifies where the smallest and greatest performance disparities by race and ethnicity exist, using an analysis that ranks the performance of Black and Latino students relative to White students across 43 measures.
- **Section 2** shows where the smallest and greatest disparities by service group exist based on an analysis that ranks the performance of service group students (i.e., students with disabilities, English language learners, and students receiving FARMs) relative to non-service students or all students among 38 measures.⁵

1. Ranking of the Current Achievement Gap by Race and Ethnicity

As described above, another way to measure and communicate the magnitude of the achievement gap and disparities across subgroups is to calculate performance ratios between Black and White students and between Latino and White students. OLO used the most recent year of data available to calculate performance ratios by race and ethnicity for 43 measures of student performance reviewed and ranked these results.

Table Q-10 (Appendix beginning on © 87) describes the performance measures that evidence the narrowest gap by race and ethnicity at the top of the table, and those measures with the widest disparities are listed at the bottom. The data reviewed demonstrate the following:

- **The current magnitude of the achievement gap by race and ethnicity as measured by the likelihood that Black and Latino performance matches the performance of Whites varies by the measure considered.**

Table 4-1 on the following page ranks performance ratio data by race and ethnicity to describe the range of Black and Latino performance relative to White students among measures where the performance of Blacks and Latinos are comparable. For example, the first performance measure can be read: Black students are 96% as likely to meet the Kindergarten Spring Reading Benchmark as White students and Latino Students are 94% as likely. The last measure can be read that Latino students are 179% as likely as White students (or 79% more likely) to be identified as having a learning disability, and Black students are 177% as likely (or 77% more likely).

⁵ The five special education measures are excluded from this analysis since this data is not available by service group status.

Table 4-1: Magnitude of the Current Achievement Gap by Race and Ethnicity among Measures with Comparable Black and Latino Performance

Performance Measure	Likelihood of meeting performance of White Students	
	Black Students	Latino Students
Meet Kindergarten Spring Reading Benchmark	96%	94%
Participate in the PSAT	93%	90%
Pass Government HSA – Class of 2009	87%	86%
Pass Biology HSA – Class of 2009	82%	82%
Pass Government HSA – All Test Takers	79%	81%
Pass Grade 3 MSA – Reading	78%	80%
Pass Algebra HSA – Class of 2009	75%	79%
Pass Grade 3 MSA – Mathematics	74%	79%
Pass Grade 5 MSA – Mathematics	74%	79%
Pass Grade 5 MSA – Reading	77%	75%
Pass English HSA – Class of 2009	72%	73%
Pass Algebra HSA – All Test Takers	65%	71%
Pass Biology HSA – All Test Takers	67%	68%
Pass Grade 8 MSA – Reading	68%	64%
Complete Algebra I by the end of Grade 9	66%	61%
Pass English HSA – All Test Takers	65%	65%
Exceed the 50 th Percentile on TerraNova Second Edition, Grade 2	60%	57%
Complete Geometry by the end of Grade 10	60%	56%
Pass Grade 8 MSA in Math	51%	55%
Identified as Gifted in Grade 2	44%	44%
Enroll in Advanced Math in Grade 5	44%	42%
Complete Algebra I by the end of Grade 8	40%	41%
Earn PSAT Verbal Scores with AP/Honors Potential (Score of 44 or more)	40%	34%
Enroll in Advanced Math in Grade 6	38%	34%
Earn PSAT Writing Scores with AP/Honors Potential (Score of 44 or more)	36%	34%
Earn PSAT Math Scores with AP/Honors Potential (Score of 45 or more)	33%	35%
Complete Geometry by the end of Grade 9	33%	30%
Identified as having a learning disability	177%	179%

- **The magnitude of the achievement gap as measured by performance ratios also varies by the subgroup considered with Black students outperforming Latinos relative to White students on some measures and vice versa.** For six measures, the performance of Black students exceeded the performance of Latino students. Relative to White students:
 - Graduation rates: Black seniors were 93% as likely to graduate compared to Latino seniors being 86% as likely.
 - Grade 1 Reading Benchmarks: Black students were 88% as likely as to meet this benchmark compared to Latinos being 78% as likely.
 - SAT Participation: Black students were 80% as likely to take the SAT compared to Latinos being 65% as likely.
 - School Readiness: Black kindergartners were 77% as likely as to demonstrate full school readiness compared to Latinos being 67% as likely.
 - Grade 2 Reading Benchmarks: Black students were 71% as likely as to meet this benchmark compared to Latino students being 63% as likely.
 - Dropout Rates: Black students were 233% as likely to dropout of high school compared to Latinos who were 347% as likely.

For nine measures, the performance of Latinos exceeded that of Blacks. More specifically, relative to White students:

- AP Qualifying Scores: Latino students were 93% as likely to earn one or more qualifying AP scores of 3 or higher compared to Black students being 68% as likely.
 - LRE A Placements: Latino students with disabilities were 86% as likely to be served in inclusive settings compared to Black peers being 71% as likely.
 - AP Participation among Graduates: Latino graduates were 64% as likely to have taken an AP course compared to Blacks being 42% as likely.
 - SAT Verbal and Math Scores of 1,100 or Above: Latino seniors taking the SAT were 42% as likely to earn a combined SAT verbal and math score of 1,100 or above compared to Black seniors being 27% as likely.
 - Emotional Disturbance: Latino students were 64% as likely to be classified as having an emotional disturbance compared to Blacks being 200% as likely.
 - Any Disability: Latino students were 115% as likely to be identified as having a disability compared to Black students being 135% as likely.
 - Mental Retardation: Latino students were 133% as likely to be identified as having mental retardation compared to Black students being 267% as likely.
 - Secondary Suspensions: Latino students were 288% as likely as to be suspended from secondary school compared to Blacks being 449% as likely.
 - Elementary Suspensions: Latino students were 233% as likely to be suspended from elementary school compared to Blacks being 483% as likely.
- **Student performance on the MSAs in the elementary grades demonstrated smaller achievement gaps by race and ethnicity measures in performance ratios than grade-level assessments in the secondary grades.** For example, in 2007 Blacks and Latinos were 74-80% as likely as Whites to pass the Grade 3 MSAs and 74-78% as likely to pass the Grade 5 MSAs compared to being only 51-68% as likely to pass the Grade 8 MSAs.

- **The gaps in grade-level measures of math performance by race and ethnicity based on performance ratios demonstrate smaller disparities than the gaps in above-grade-level math performance.** Specifically, Blacks and Latinos were 56-66% as likely as Whites to complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10. Comparatively, Blacks and Latinos were 30-44% as likely as Whites to enroll in an advanced math course in Grade 5 and 6 or complete either Algebra I by the end of Grade 8 or Geometry by the end of Grade 9.
- **Measures of specific disability classification, suspensions rates, and dropout rates based on performance ratios demonstrate the widest gaps in student performance by race and ethnicity.** More specifically:
 - In 2006, Black students were 177% as likely as Whites to be classified as having a learning disability, 267% as likely to be classified as having mental retardation, and 200% as likely to be classified as having an emotional disturbance. In 2007, Blacks were also 233% as likely as Whites to dropout of high school, 449% as likely to be suspended from secondary school, and 483% as likely to be suspended from elementary school.
 - In 2006, Latino students were 179% as likely as Whites to be classified as having a learning disability. In 2007, Latino students were also 233% as likely as Whites to be suspended from elementary school, 288% as likely to be suspended from secondary school, and 347% as likely to dropout of high school.

2. Ranking of Current Achievement Gap by Service Group Status

To help the Council grasp the magnitude of the achievement gap by service group status, OLO compared the likelihood that students in service groups would reach benchmarks met by all students or non-service students.

OLO calculated performance ratios between service receiving and non-receiving students and between service group and all students to measure disparities in student performance by service group status. OLO used the most recent year of data available to calculate these performance ratios for 38 measures of student performance and ranked these results.

Table Q-11 (starting on © 89) in the appendix describes the measures that evidence the narrowest gap by student with disability status based on performance ratios at the top of the table, and those measures with the widest disparities are listed at the bottom. The data show that:

- **Like the gap by race and ethnicity, the current magnitude of the achievement gap by service group status as measured by performance ratios, depends in large part on the performance measure considered.** Some current gaps are virtually non-existent while other gaps are on the magnitude of 2 to 1 with low-performers being less than half as likely as high-performing subgroups to reach desired goals. For example, relative to the performance of all students or subgroups ineligible for special services, students in the service groups were:

- 98% as likely to graduate from high school during their senior year;⁶
 - 88-95% as likely to meet the Kindergarten Spring Reading Benchmarks;
 - 87-92% as likely to participate on the PSAT;
 - 75-77% as likely to pass the Grade 3 MSA in reading;
 - 45-51% as likely to pass the Grade 8 MSA in math; and
 - 43-50% as likely to be identified as gifted based on the Grade 2 global assessment.
- **The current magnitude of the achievement gap by service group also depends on the service groups being compared.** Generally, students receiving FARMs perform better than students with disabilities and English language learners relative to their peers as evident in Table 4-2. The first line of data in the table can be interpreted as: students receiving FARMs in the Class of 2009 are 87% as likely to pass the Government HSA as all Class of 2009 students, compared to students with disabilities who are 74% as likely and English language learners who are 77% as likely.

Table 4-2: Magnitude of Current Achievement Gap by Service Group Status – Performance measures on which students receiving FARMs achieve better results

Performance Measure	Likelihood of achieving the same performance as students not receiving special services or all students		
	Students with FARMs	Students with disabilities	English language learners
Pass Government HSA – Class of 2009	87%	74%	77%
Pass Algebra HSA – Class of 2009	81%	69%	64%
Pass Government HSA – All test takers	81%	68%	67%
Pass Biology HSA – Class of 2009	80%	72%	78%
Demonstrate full school readiness	78%	66%	74%
Pass Grade 5 MSA – Mathematics	75%	64%	69%
Pass Algebra HSA – All test takers	74%	59%	66%
Participate in the SAT	71%	61%	47%
Grade 2 Spring Reading Benchmark	71%	49%	52%
Pass Biology HSA – All test takers	68%	61%	61%
Complete Algebra I by the end of Grade 9	66%	57%	52%
Complete Geometry by the end of Grade 10	64%	53%	43%
Pass English HSA – All test takers	63%	53%	32%
Pass Grade 8 MSA – Reading	62%	52%	35%
Take at least one AP class before graduation	59%	32%	43%
Enroll in Advanced Math in Grade 5	46%	33%	29%
Complete Algebra I by the end of Grade 8	44%	24%	31%
Earn PSAT writing scores of 44 or more	40%	32%	16%
Enroll in Advanced Math in Grade 6	39%	23%	22%
Complete Geometry by the end of Grade 9	32%	22%	17%

⁶ This finding excludes graduation results for English language learners due to OLO finding inconsistencies and thus excluding this data from this report's analysis.

Exceptions to the patterns of students receiving FARMs performing better than students with disabilities and English language learners include the following:

- English language learners were 104% as likely as all AP examiners to earn one or more qualifying AP scores in 2006 compared to students with disabilities being 91% as likely, and students receiving FARMs being 85% as likely;
 - Students with disabilities were as likely as general education students to dropout of high school in 2006 compared to students receiving FARMs being 115% as likely;⁷
 - Seniors with disabilities taking the SAT were 50% as likely as all MCPS students to earn combined SAT math and verbal scores of 1,100 or above in 2006 compared to seniors receiving FARMs being 30% as likely, and English language learners being 24% as likely;
 - English language learners taking the PSAT were 40% as likely as all students to earn PSAT math scores of 45 or above in 2007 compared to students receiving FARMs being 36% as likely, and students with disabilities being 24% as likely;
 - English language learners were 118% as likely as all students to be suspended from secondary school in 2007 compared to students receiving FARMs and students with disabilities being 203-214% as likely;
 - Both English language learners and students receiving FARMs were 192% as likely as all MCPS students to be suspended from elementary school compared in 2007 compared to students with disabilities being 271% as likely.
- **Between 2006 and 2007, student performance by service group status on standardized assessments of grade-level performance demonstrated smaller achievement gaps in the elementary grades based on performance ratios than comparable assessments in the secondary grades.** More specifically, service group students were 56-77% as likely as non-service students to pass the Grade 3 MSAs and 35-60% as likely to pass the Grade 5 MSAs but only 22-46% as likely to pass the Grade 8 MSAs.
 - **The likelihood of service group students completing math courses on grade-level exceeded their likelihood of completing these courses before grade-level.** Compared to all MCPS students, service group students were 52-66% as likely to complete Algebra by the end of Grade 9 and Geometry by the end of Grade 10 but only 17-46% as likely to enroll in an Advanced Math course in Grades 5 and 6, complete Algebra I by the end of Grade 8, and complete Geometry by the end of Grade 9.
 - **Service group students were more likely to be identified as gifted relative to all MCPS students compared to earning PSAT scores that demonstrate AP/honors potential.** Compared to all students, service group students were 43-50% as likely to be classified as gifted in Grade 2, but only 11-40% as likely to earn PSAT verbal, math and writing scores that demonstrate honors/AP potential.

⁷ This finding excludes dropout rates for English language learners due to OLO finding inconsistencies in MSDE data and thus excluding this data from this report's analysis.

- **Service group students were more likely to be suspended from schools than all MCPS students.** More specifically, relative to all MCPS students:
 - Students with disabilities were 271% as likely to be suspended from elementary school and 214% as likely to be suspended from secondary school;
 - English language learners were 192% as likely to be suspended from elementary school and 118% as likely to be suspended from secondary school; and
 - Students receiving FARMs were 192% as likely to be suspended from elementary school and 203% as likely to be suspended from secondary school.

Chapter V: Analysis of Trend Data on Student Performance and Achievement Gaps

The prior chapter described current levels of student performance and the achievement gap among 43 measures by race and ethnicity and among 38 measures by service group status. This chapter describes MCPS' progress in narrowing the achievement gap among the 37 measures with available trend data by race and ethnicity and for 32 measures with available trend data by service group. The analysis that follows describes where MCPS has made the most and least progress in narrowing the achievement gap between high- and low-performing student groups.

This chapter's analysis relies on three- to seven-years of trend data to measure MCPS' progress in narrowing the achievement gap. Summary tables of analysis referenced in this chapter are described in Appendix R (beginning on © 91) in the appendix.

This chapter is presented in three parts:

- **Part A, Progress in Closing the Gap**, describes three- to seven-year changes in the achievement gap among student performance and identification measures by subgroup.
- **Part B, Progress in Narrowing the Gap by Race and Ethnicity**, uses performance ratios to rank MCPS' progress in narrowing performance and identification gaps by race and ethnicity by analyzing changes in the performance of Black and Latino students relative to White students.
- **Part C, Progress in Narrowing the Gap by Service Group Status**, uses performance ratios to rank MCPS' progress in narrowing performance gaps by service group status by analyzing changes in the performance of service subgroups, such as students with disabilities, relative to non-service groups or all students.

Part A's analysis describes absolute differences in student performance between high- and low-performing student groups to track MCPS' progress in narrowing the achievement gap. This approach differs from the analysis synthesized in Parts C and B that describe changes in performance ratios between high- and low-performing subgroups to describe and rank MCPS' progress in narrowing the achievement gap by race, ethnicity and service group status.

A. Progress in Closing the Gap

Part A describes MCPS' progress in narrowing the achievement gap among an array of student performance and identification measures. The analysis synthesized in this part describes changes in absolute differences in subgroup performance to track MCPS' progress in narrowing the achievement gap. This part is organized as follows:

- **Section 1** describes MCPS' progress in narrowing the achievement gap by race, ethnicity and service group status among grade-level measures;
- **Section 2** describes MCPS' progress in narrowing the achievement gap by race, ethnicity and service group status among above grade-level measures; and
- **Section 3** describes MCPS' progress in narrowing the gap by race, ethnicity and service group status in disability identification and placement, and gifted identification.

1. Closing the Gap Among Grade-Level Measures

This section describes trends in grade-level measures of student performance to assess MCPS' progress in closing the achievement gap. These results are based on the same set of measures for grade-level skills reported in Chapter III. The key findings below summarize absolute changes in the achievement gap for grade-level measures by race, ethnicity, and service subgroups.

Using the most recent available data, OLO was able to analyze results based on three- to seven-years of data. This section is organized as follows:

- Subpart (a) examines changes in gaps for school readiness and the early grades;
- Subpart (b) describes trends in gaps on the Maryland State Assessments;
- Subpart (c) reports changes in gaps on the High School Assessment;
- Subpart (d) summarizes trends in the gaps for Algebra I completion by the end of Grade 9 and Geometry completion by the end of Grade 10; and
- Subpart (e) summarizes trends in gaps in rates of suspension, graduation and dropout.

Overall, MCPS achieved mixed progress in closing grade-level achievement gaps. MCPS improved the performance of all students and narrowed achievement gaps for a majority of the grade-level measures reviewed. For standardized measures of grade-level performance, the results show MCPS reduced achievement gaps by up to 84 percent. However, for rates of disability, suspension, graduation and dropouts, the results show that the achievement gaps grew significantly, particularly by race and ethnicity.

(a) Progress in Narrowing Gaps in School Readiness and Early Grades Performance

OLO examined four measures of early grade performance data reported over four- to five-year periods. Table R-1 (located on © 92) in the appendix summarizes OLO's analysis of MCPS progress in narrowing the gap in school readiness and the early grades. The data show that:

- **MCPS narrowed the achievement gap for three early grade measures of performance: Kindergarten and Grade 1 Reading Benchmarks, and TerraNova Comprehensive Test of Basic Skills.** More specifically, MCPS:
 - Narrowed the gap for the Kindergarten Spring Reading Benchmark by 53-60% by race and ethnicity, by 84% for limited English proficiency, by 60% by FARMs status, and by 21% by special education status from 2002-2007.
 - Narrowed the Grade 1 Spring Reading Benchmark gap by 38-48% by race and ethnicity and by 35-38% by service group status from 2002-2007.
 - Narrowed the gap in the percentage of students that exceeded the 50th percentile on the Comprehensive Test of Basic Skills Battery Index by 25-32% by race and ethnicity and by 12-30% by service group status from 2001-2005.

- **Mixed progress was achieved in narrowing the School Readiness gap.** School readiness is a responsibility that MCPS shares with other early childhood education providers and agencies. As a consequence, MCPS is not solely responsible for narrowing the school readiness gap. Nevertheless, it is important to note that from 2003 to 2007, the highest performing subgroups made the greatest gains in school readiness. English language learners and students with disabilities also experienced higher than average growth in school readiness. As such, school readiness gaps by special education and LEP status decreased by 10-40% but increased by 13-29% based on race, ethnicity and FARMs status.

(b) Progress in Narrowing Gaps on the Maryland School Assessments

OLO examined results of the Maryland School Assessments (MSAs) for reading and math for Grades 3, 5, and 8 between 2003 and 2007. Table R-2 (beginning on © 93) in the appendix summarizes OLO's analysis. The data reviewed demonstrate that during this time frame:

- **MCPS made substantial progress in closing the MSA achievement gap, particularly at the elementary level.** The percent of students who passed the Grade 3, 5, and 8 MSA increased for every subgroup. In the elementary grades, which saw the greatest gains, the gains of the lowest-performing subgroups were about twice those of the higher-performing subgroups. More specifically:
 - The gaps by race and ethnicity for the Grade 3 MSA narrowed by 42-57% for reading and by 49-63% for math; the gaps by service group declined by 46-63% for reading and by 8-38% for math.
 - The gaps by race and ethnicity for the Grade 5 MSA narrowed by 30-33% for reading and by 37-42% for math; the gaps by service group status fell by 21-33% for reading and by 21-38% for math.
 - The gaps by race and ethnicity for the Grade 8 MSA narrowed by 15-17% for reading and by 10-14% for math; the gaps by service group diminished by 5-15% on the reading assessment and by 4-10% on the math assessment.

(c) Progress in Narrowing Gaps on the High School Assessments

OLO examined results of the High School Assessments (HSAs) from MSDE for all test takers in four subjects - Algebra, Biology, English, and Government - using available data from 2002 to 2007. Table R-3 (located on © 95) summarizes OLO's analysis. The data show that:

- **MCPS made progress in closing the HSA achievement gap among all test takers.** Between 2002 and 2007, the results for all test takers show performance improvements for every MCPS subgroup for the Algebra, Biology, and Government HSAs. The results show improvements on the English II HSA between 2005 and 2007. On average, the gains of low-performing student groups were twice those of their higher-performing peers. In particular:
 - The Algebra HSA gaps by race and ethnicity narrowed by 18-36%, and service group gaps fell by 10-43%.
 - The English II HSA gaps by race and ethnicity narrowed by 13-16% and the service group gaps fell by 10-16%.

- The Biology HSA gap by race and ethnicity narrowed by 0-21% and the gap by service group fell by 10-28%.
- The Government HSA gaps by race and ethnicity narrowed by 29-47% and the gaps by service group fell by 25-39%.

(d) Progress in Narrowing Gaps in Algebra I Completion by the end of Grade 9 and Geometry Completion by the end of Grade 10

OLO examined two measures to assess MCPS' progress in closing the achievement gaps for grade-level completion of Algebra I and Geometry. For completion of Algebra I by the end of Grade 9, 2001-2006 data were available; for completion of Geometry by the end of Grade 10, 2004-2006 data were available. Table R-4 (on © 96 in the appendix) summarizes OLO's analysis. The data show that:

- **MCPS made progress in narrowing the gaps on Algebra I completion by the end of Grade 9 and Geometry completion by the end of Grade 10.** In particular:
 - Between 2001 and 2006, the gap in Algebra I completion by the end of Grade 9 decreased by 11-14% by race and ethnicity, and by 7-15% by service group status. All subgroups made gains with Blacks, Latinos, and students receiving special services achieving the greatest gains.
 - Between 2004 and 2006, the gap in Geometry completion by the end of Grade 10 decreased by 6-7% by race and ethnicity, and by 0-11% by service group status. All student subgroups made gains, with Latinos, students receiving FARMs, and Blacks demonstrating the greatest gains.

(e) Progress in Narrowing Gaps in Suspensions, Graduation and Dropout Rates

OLO examined graduation and dropout data by race and ethnicity from 2002 to 2007, graduation and dropout data by special education and FARMs status from 2003 to 2007, and suspension data for all subgroups from 2000 to 2007. Table R-5 (on © 97) in the appendix summarizes OLO's analysis. The data show that:

- **MCPS narrowed the graduation gap by special education and FARMs status and the dropout gap by special education status.** More specifically, from 2003 to 2007:
 - Graduation rates for regular education and non-FARMs receiving seniors declined from 93% to 91% while rates for seniors with disabilities increased from 86% to 88% and rates for seniors receiving FARMs increased from 88% to 89%. As a result, the graduation gap by special education status declined by 5 points (70%) and the gap by FARMs status declined by 3 points (60%);
 - Dropout rates increased for all student groups from 1.8% to 2.7%, but more quickly among students receiving FARMs (from 2.1% to 3.0%) and more slowly for students with disabilities (from 2.5% to 2.7%). As a result, the dropout gap by special education status diminished by 0.5 points (100%) and the gap by FARMs receipt increased by 0.3 points (179%).

- **MCPS widened the graduation and dropout gap by race and ethnicity.** From 2002-2007:
 - Graduation rates increased from 93% to 94% for White seniors but diminished from 89% to 87% for Blacks and from 86% to 80% for Latinos. As a result, the White-Black gap in graduation rates increased by 2.4 points (54%) and the White-Latino gap increased by 6.2 points (85%);
 - Dropout rates increased slightly from 1.4% to 1.5% for Whites, but more dramatically from 2.3% to 3.6% for Blacks and from 3.2% to 5.3% for Latinos. As a result, the White-Black gap in dropout rates increased by 1.1 points (122%) and the White-Latino gap increased by 2.0 points (105%).
- **MCPS widened the gap in both elementary and secondary school suspensions by race, ethnicity, and service group status.**

Suspension rates for elementary White students increased from 0.5% to 0.6% from 2000 to 2007 compared to an increase of 2.3% to 2.9% for Black students and an increase of 0.6% to 1.4% for Latino students. During this time frame, suspension rates increased from 0.8% to 1.3% of all elementary MCPS students, but from 1.8% to 3.4% among students with disabilities and from 1.7% to 2.5% among both English language learners and students receiving FARMs. As a result, for out-of-school suspensions at the elementary level:

- The White-Black gap increased by 28%,
- The White-Latino gap increased by 700%,
- The All Student-Special Education gap increased by 110%,
- The All Student-LEP gap increased by 33%, and
- The All-Student-FARMs gap increased by 33%.

Suspension rates for secondary White students decreased from 4.0% to 3.3% from 2000 to 2007 compared to an increase of 10.7% to 14.8% for Black students and an increase of 7.4% to 9.5% for Latino students. During this time frame, suspension rates increased from 5.6% to 7.1% of all secondary MCPS students, but from 12.8% to 15.2% among students with disabilities, from 5.5% to 8.4% of English language learners, and from 9.9% to 14.4% of students receiving FARMs. As a result, for out-of-school suspensions at the secondary level:

- The White-Black gap increased by 72%,
- The White-Latino gap increased by 82%,
- The All Student-Special Education gap increased by 13%,
- The All Student-LEP gap increased by 1400%, and
- The All-Student-FARMs gap increased by 70%.

2. Closing the Gap in Above Grade-Level Measures

This section presents trends in student performance to assess MCPS' progress in closing the gap among measures of above grade-level performance and advanced skills. The key findings that follow summarize performance results by race, ethnicity, and service subgroups. The analyses use the most recent data available, and reflect three- to five-years of data where available. The section is organized into three subparts:

- Subpart (a) summarizes the gaps in advanced math enrollment in Grade 6 and the gaps in the completion of Algebra I by the end of Grade 8 and Geometry by the end of Grade 9;
- Subpart (b) summarizes the gaps in participation on AP, PSAT and SAT; and
- Subpart (c) summarizes the gaps in performance on AP, PSAT and SAT.

Overall, OLO's review of MCPS' progress in closing the advanced skills achievement gap demonstrates four sets of findings. First, MCPS increased the participation of all subgroups on standardized assessments of advanced skills and narrowed the participation gaps on the PSAT, and SAT. Second, MCPS narrowed the achievement gaps on qualifying AP scores. Third, for several other advanced skill measures, the achievement gap widened or remained static. Fourth, for a few above grade-level measures, the achievement gap narrowed between some subgroups and widened among others. In sum, MCPS achieved less progress in closing gaps for the measures of above grade-level performance than for measures of at-grade-level performance.

(a) Progress in Narrowing Gaps in Advanced Math Course Taking

OLO examined trends for three measures – enrollment in Advanced Math in Grades 6, completion of Algebra I by the end of Grade 8, and completion of Geometry by the end of Grade 9 – to describe MCPS' progress in narrowing the gap in advanced math course taking. Table R-6 (on © 98) in the appendix summarizes OLO's analysis. The data show that:

- **MCPS lost ground in narrowing the gap in Advanced Math enrollment in Grade 6 by race, ethnicity, and service group status.** Between 2001 and 2006, the percentage of all Grade 6 students completing Math 7 or higher increased for all subgroups with the highest performing subgroups making the greatest gains. As a result:
 - The White-Black gap increased by 15%;
 - The White-Latino gap increased by 19%, and
 - The gap between all students and service group students increased by 10-22%.
- **MCPS made mixed progress in closing the achievement gap for Algebra I completion by the end of Grade 8.** Between 2001 and 2006, every subgroup made gains on this measure with Whites and Latinos achieving the greatest gains. As a result:
 - The White-Black gap increased by 13%;
 - The White-Latino gap decreased by 3%;
 - The gaps between all students and students with disabilities, and between all students and English language learners increased by 8-13%; and
 - The gap between all students and students receiving FARMs remained unchanged.
- **The gaps for Geometry completion by the end of Grade 9 remained static.** Between 2004 and 2006, every subgroup experienced no change, a slight decline, or a slight increase in Geometry completion rates by the end of Grade 9. As a result, the Geometry completion by the end of Grade 9 gap remained unchanged by race and ethnicity; decreased by 3-6% for students with disabilities and English language learners compared to all students; and increased by 4% for students receiving FARMs compared to all students.

(b) Progress in Narrowing Gaps in Participation on Standardized Assessments of Advanced Skills

OLO examined three MCPS measures of student participation on standardized assessments of advanced skills: the PSAT, the SAT, and Advanced Placement (AP). These data were available for three separate periods: from 2003 to 2007 for the PSAT, from 2001 to 2006 for the SAT, and from 2002 to 2006 for AP. Table R-7 (on © 99) in the appendix summarizes OLO's analysis of this data. The data demonstrate that:

- **MCPS reduced the PSAT participation gap.** From 2003-2007, MCPS increased PSAT participation rates across all groups with Blacks, Latinos, and students receiving special services making the greatest gains. As a result, the gap by race and ethnicity diminished by 34-44% and the gap by service group status diminished by 33-34%.
- **MCPS narrowed the SAT participation gap.** Between 2001 and 2006, MCPS increased SAT participation among all seniors with low performing student subgroups making the greatest gains. As a result, MCPS narrowed the SAT participation gap by race and ethnicity by 12-25% and the gap by service group status by 9-13%.
- **MCPS achieved mixed progress in narrowing the AP participation gap among high school graduates.** Between 2002 and 2006, MCPS increased enrollment in AP courses across all groups of graduates with Latinos, Asians, English language learners, students receiving FARMs, and Whites making the greatest gains. As a result, MCPS reduced the gap between most high- and low-performing student groups by 8-19% but increased the White-Black gap by 5% and the gap between all students and students with disabilities by 13%.

(c) Progress in Narrowing Gaps in Performance on Standardized Assessments of Advanced Skills

OLO examined three MCPS measures of student performance on standardized assessments of advanced skills: the PSAT, the SAT and Advanced Placement. In particular, OLO considered:

- The percent of students by subgroup earning PSAT verbal, math, and writing scores that demonstrate AP/honors potential;
- The percent of SAT examiners earning combined verbal and math scores of 1,100 or above; and
- The percent of AP exam takers earning one or more AP scores of 3 or higher.

These data were available for three separate periods: from 2001 to 2005 for the SAT, from 2002 to 2006 for AP, and from 2003 to 2007 for the PSAT. Table R-8 (beginning on © 100) in the appendix summarizes OLO's analysis of this data. The data show that:

- **MCPS achieved mixed progress in narrowing the PSAT performance gap.** The percentage of students achieving PSAT scores that demonstrate honors/AP potential declined between 2003 and 2007. However, the subgroups that saw the largest declines varied by test section such that most gaps decreased while some others widened.

For the verbal part, Whites and students with disabilities saw the largest declines. As a result, MCPS narrowed the gap between high- and low-performing subgroups for this component of the PSAT as:

- The White-Black and White-Latino gaps decreased by 9%; and
- The gaps between all students and service group students decreased by 5-11%.

For math, Whites, students with disabilities, and students receiving FARMs saw the largest declines. As a result, MCPS also narrowed the gap by race, ethnicity, and service group for this component of the PSAT as:

- The White-Black gap decreased by 5%;
- The White-Latino gap decreased by 7%;
- The gaps between all students and students with disabilities, and all students and students receiving FARMs decreased by 1-2%; and
- The gap between all students and English language learners decreased by 17%.

In writing, the largest declines occurred for Blacks, students receiving FARMs, and Latinos. As a result MCPS lost ground with this component of the PSAT as:

- The White-Black gap increased by 5%;
 - The White-Latino gap increased by 3%;
 - The gaps between all students and English language learners, and between all students and students with disabilities decreased by 8-9%; and
 - The gap between all students and students receiving FARMs decreased by 2%.
- **MCPS narrowed the AP performance gap.** While the percent of MCPS exam takers who earned one or more qualifying AP scores declined slightly among all students between the Classes of 2002 and 2006, it increased among English language learners, students receiving FARMs, Latinos, and Blacks. As a result:
 - The White-Black gap diminished by 7%;
 - The White-Latino gap declined by 44%;
 - The gap between all students and students with disabilities decreased by 19%;
 - The gap between all students and students receiving FARMs diminished by 40%; and
 - The gap between all students and English language learners changed by 169%.¹
 - **MCPS lost ground in narrowing the SAT performance gap.** Nearly every student subgroup increased their percentage of students earning combined verbal and math SAT scores of 1,100 or higher between the Classes of 2001 and 2005. However, the highest performing subgroups made the greatest gains in meeting this benchmark. As a result:
 - The White-Black gap increased by 4%;
 - The White-Latino gap increased by 13%;

¹ This occurred because English language learners taking AP exams became more likely than MCPS examiners overall to earn one or more qualifying AP scores from 2002 to 2006.

- The gaps between all students and English language learners, and between all students and students receiving FARMs increased by 2-6%; and
- The gap between all students and students with disabilities increased by 15%.

3. Closing the Gaps in Gifted and Special Education Identification and Placement

This section describes trends in the identification of students as gifted and disabled, and the placement of students with disabilities in inclusive settings to assess MCPS' progress in closing the identification and placement gaps on these measures. The key findings below summarize absolute changes in these gaps by subgroups with available data.

This section is organized into two subparts:

- Subpart (a) examines changes in gifted identification rates based on MCPS' Grade 2 Global Assessment by race, ethnicity, and service group status; and
- Subpart (b) describes both changes in disability classification rates overall and among learning disability, emotional disturbance and mental retardation classifications by race and ethnicity as well as changes in LRE A placement rates by race and ethnicity.

Overall, MCPS achieved significant progress in narrowing the LRE A placement gap by race and ethnicity, achieved mixed progress in narrowing the gifted identification gap by subgroups, and lost ground in narrowing the special education identification gap by race and ethnicity among the disability categories reviewed.

(a) Progress in Narrowing Gaps in Gifted Identification

OLO examined MCPS data from the Grade 2 Global Screening from 2004 to 2007 to analyze MCPS' progress in narrowing the gifted identification gap. Table R-9 (located on © 102) in the appendix summarizes OLO's analysis. The data show that:

- **MCPS achieved mixed progress in narrowing the gap by race, ethnicity, and service group status in gifted identification.** Between 2004 and 2007, the percentage of MCPS students overall identified as gifted declined with students with disabilities, Latinos and Whites experiencing the greatest declines in identification rates. As a result:
 - The White-Black gap narrowed by 14% compared to the White-Latino gap increasing by 3%; and
 - The All Student-FARMs and All Student-LEP gaps increased by 1% compared to the All Student-Special Education gap increasing by 14%.

(b) Progress in Narrowing Gaps in Disability Identification and Placement

OLO examined special education identification and placement data reported by MCPS and MSDE from 2003 to 2006 to analyze MCPS' progress in narrowing gaps by race and ethnicity in disability identification and placement. Table R-9 (located on © 102 in the appendix) summarizes OLO's analysis. The data show that from 2003 to 2006:

- **MCPS narrowed the gap in Least Restrictive Environment Placement A (LRE A) placements among students with disabilities by race and ethnicity.** The percent of MCPS students with disabilities served in LRE A placements grew from 44% to 57%, with Black and Latinos making the greatest gains. The percent of White students with disabilities in LRE A placements increased from 53% to 65% compared to increases of 32% to 46% among Black students with disabilities, and 36% to 56% for Latino peers. As a result the White-Black gap in LRE A placements declined by 12% and the White-Latino gap declined by 46%.
- **MCPS lost ground in narrowing the overall gap in disability classification by race and ethnicity.** The percent of White students identified as having a disability declined from 12.8% to 11.6% while disability classification increased from 15.3% to 15.7% for Blacks and from 12.6% to 13.3% for Latinos. As a result, the White-Black gap in disability classification increased by 58%. Moreover, because Latinos became more likely than Whites to be classified as having a disability during this time frame, the White-Latino gap increased by more than 1000%.
- **MCPS lost ground in narrowing learning disability gap by race and ethnicity.** The percent of Whites identified as having a learning disability declined from 4.1% to 3.4% but declined by less from 6.1% to 6.0% of Blacks and increased slightly among Latinos from 6.0% to 6.1%. As a result, the White-Black gap in learning disability classification increased by 31% and the White-Latino gap on this measure increased by 44%.
- **MCPS lost ground in narrowing the emotional disturbance gap between White and Black students.** Rates of emotional disturbance classification declined among White students from 0.9% to 0.7% and declined less so for Latinos from 0.5% to 0.4% but increased from 1.3% to 1.4% for Blacks. As a result, the White-Black gap in emotional disturbance classification increased by 74% and the White-Latino gap increased by 41%. However, Latinos remain less likely than Whites to be classified as having an emotional disability.
- **MCPS lost ground in narrowing the mental retardation gap by race and ethnicity.** Rates of mental retardation classification increased among all subgroups with Blacks and Latinos experiencing the greatest gains. In particular, mental retardation classification increased from 0.25% to 0.30% for Whites compared to an increase of 0.71% to 0.82% for Blacks and 0.35% to 0.43% for Latinos. As a result, the White-Black gap in mental retardation classification increased by 14% and the White-Latino gap on this measure increased by 25%.

B. Progress in Narrowing the Achievement Gap by Race and Ethnicity

Part B describes trends in the relative performance of student subgroups by race and ethnicity by ranking changes in ratios of student performance over the last three- to seven-years. This part's analysis of changes in performance ratios identifies those measures where MCPS made the most (and least) progress improving the likelihood that the performance of a particular subgroup (e.g., Blacks or Latino students) matches the performance of the comparison subgroup (e.g., White students).

This part is organized as follows:

- **Section 1** summarizes combined changes for subgroups to identify those measures where MCPS made the most progress, achieved mixed progress, and lost ground at improving the performance of Black and Latino students relative to White students.
- **Section 2** identifies the specific measures where the performance of Black students relative to White students substantially increased or lost ground.
- **Section 3** identifies the specific measures where the performance of Latino students relative to White students substantially increased or lost ground.

1. Summary of Progress in Narrowing the Achievement Gap by Race and Ethnicity

This section describes MCPS' progress in narrowing the achievement gap by race and ethnicity overall by analyzing changes in student performance ratios. This report uses performance ratios to describe the likelihood that Black and Latino students achieved the same level of performance as White students. This section analyzes and ranks changes in student performance ratios using three- to seven-years worth of trend data.

Table R-10 (beginning on © 104 in the appendix) describes the results of OLO's analysis. Those measures where MCPS made the most progress improving the performance of Black and Latino students relative to White students are at the top of the list, and those measures where MCPS lost ground because the performance of Black and Latino students relative to White students diminished are at the bottom of the list. Observations based on OLO's analysis follow.

- **MCPS made the most progress in improving the performance of Black and Latino students relative to White students for five measures:**
 - Grade 3 Reading Maryland School Assessment (MSA);
 - Grade 5 Math MSA;
 - Grade 8 Math MSA;
 - Government High School Assessment (HSA); and
 - AP Participation among Graduates.

For these five measures, the ratio of Black and Latino student performance to White student performance increased by 7-32 points (19-67%). For example, relative to Whites, Black students increased their likelihood of passing the Grade 3 Reading MSA from 58% to 78% between 2003 and 2007 and Latinos increased their likelihood from 48% to 80%.

- **MCPS achieved intermediate progress in improving the performance of Black and Latino students relative to White students for 11 additional measures:**
 - TerraNova Comprehensive Test of Basic Skills in Grade 2;
 - Algebra HSA;
 - English II HSA;
 - Advanced Math in Grade 6;
 - LRE A Placement;
 - Grade 1 Reading Benchmarks;
 - Grade 3 Math MSA;
 - Grade 5 Reading MSA;
 - Grade 8 Reading MSA;
 - SAT Participation; and
 - Algebra I Completion by the end of Grade 9

For this range of measures, on average, MCPS improved the likelihood that Black and Latino students' performance would be comparable to White students who met these benchmarks by 7-19 points (12-38%) over a five-year time frame. For example, relative to Whites, Black students increased their likelihood of completing Algebra I by the end of 9th grade from 59% to 66% between 2001 and 2006, and Latinos increased their likelihood from 52% to 61%.

- **MCPS achieved modest progress in improving the performance of Black and Latino students relative to White students for five additional measures:**

- PSAT Participation;
- Biology HSA;
- Kindergarten Reading Benchmarks;
- Geometry Completion by the end of Grade 10; and
- Algebra I Completion by the end of Grade 9.

For these measures, on average, MCPS increased the likelihood of Black and Latino students performing at levels comparable to White students who met these benchmarks by a range of 2-10 points (5-20%) over a five-year time frame. For example, relative to Whites, Black students increased their likelihood of reaching proficiency on the Biology HSA from 62% to 67% between 2002 and 2007, and Latinos increased their likelihood from 58% to 68%.

- **MCPS achieved mixed progress in improving the performance of Black and Latino students relative to White students for Algebra I completion by the end of Grade 8, School Readiness and Gifted Identification.**

Relative to White students, MCPS increased the likelihood of Latinos completing Algebra I by the end of Grade 8 by 11 points (38%) compared to only a 2 point (4%) increase in likelihood among Black students. For school readiness and gifted identification, MCPS *increased* the likelihood of one subgroup (i.e., school readiness for Latinos and gifted identification for Blacks) while *decreasing* the likelihood of the other subgroup (i.e., gifted identification for Latinos and school readiness for Blacks).

- **MCPS achieved no progress in improving the performance of Black and Latino students relative to their White peers for completing Geometry by the end of Grade 9 or earning PSAT verbal scores of 44 or higher than demonstrate AP/honors potential.**
- **MCPS lost ground at improving the Black and Latino students relative to White students for ten performance measures:**

- Graduation rate;
- Elementary suspensions;
- Mental retardation;
- PSAT Math Scores > 45;
- Any Disability classification;
- PSAT Writing Scores > 43;
- Emotional disturbance;
- Learning disability;
- Dropout rates; and
- Secondary suspensions.

On average, the likelihood of Black and Latino students achieving the graduation, PSAT Math and PSAT Writing benchmarks compared to White students *decreased* by 3-21% (2-9 points) over a five year time frame. For the measures of rates of any disability classification, learning disabilities, mental retardation, emotional disturbance, dropout, and suspensions, the likelihood of Black and Latino students experiencing these outcomes compared to prevalence rates for White students *increased* by 7-94% (8-151 points).

2. Gains and Loses in Narrowing the White-Black Achievement Gap

This section describes MCPS progress in narrowing the achievement gap between White and Black student by analyzing changes in performance ratios. This section analyzes and ranks changes in student performance ratios using three- to seven-years worth of trend data based on data reported in Table R-10 (beginning on © 103 in the appendix). Observations based on OLO's analysis follow.

- **MCPS made the most progress in improving the performance of Black students relative to Whites for six measures of student performance.** Overall, the likelihood of Black students experiencing these desired outcomes relative to White students increased by a range of 7-22 points (20-42%) over a five- to six- year period. Relative to White students, on the:
 - Grade 5 Math MSA - Black students' likelihood of achieving proficiency on this assessment improved from 52% to 74% from 2003-2007;
 - Grade 8 Math MSA - Black students' likelihood of achieving proficiency on this assessment improved from 39% to 51% from 2003-2007;
 - Grade 3 Reading MSA - Black students' likelihood of achieving proficiency on this assessment improved from 58% to 78% from 2003-2007;
 - TerraNova CTBS Battery Index - Black students' likelihood of exceeding the 50th percentile on this exam improved from 59% to 73% from 2001-2005;
 - AP Participation among Graduates - Black graduates' likelihood of participating in at least one AP course improved from 35% to 42% from 2002-2006; and
 - Government HSA among All Test Takers - Black students' likelihood of achieving proficiency on this assessment improved from 66% to 79% from 2002-2007.

- **MCPS lost the most ground in improving the performance of Black students relative to Whites for rates of suspension, drop out, and two types of disability classification.** Overall, the likelihood of Black students experiencing these disproportionate outcomes relative to White students increased by a range of 45-151 points (33-56%) over a four- to seven-year period. More specifically, relative to the performance of White students, for:
 - Secondary school suspensions - Black students' likelihood of being suspended from secondary school increased from 268% to 419% from 2000-2007;
 - Dropout rate - Black high school students' likelihood of dropping out increased from 168% to 233% from 2002-2007;
 - Learning disability classification - Black students' likelihood of being classified with a learning disability increased from 132% to 177% from 2003-2006; and
 - Emotional disturbance classification - Black students' likelihood of being classified with an emotional disturbance increased from 150% to 200% from 2003-2006.

3. Gains and Losses in Closing the White-Latino Achievement Gap

This section describes in rank order the performance measures where MCPS made the most and least progress in increasing the performance of Latino students relative to White students. This section analyzes and ranks changes in student performance ratios using three- to seven-years worth of trend data based on data reported in Table R-10 (beginning © 103 in the appendix).

Overall, the results of OLO's analysis demonstrate that Latino students made greater gains on more measures of student performance relative to White students than made by Black students as a subgroup. Specific observations based on OLO's analysis follow.

- **MCPS made the greatest gains in improving the performance of Latino students relative to Whites students for 13 measures of student performance.** Overall, MCPS improved the likelihood of Latino students reaching these benchmarks relative to White students by a range of 14-32 points (20-67%) over a four- to six-year time frame. Specifically, relative to the performance of White students, on the:
 - Grade 3 Reading MSA - Latino students' likelihood of achieving proficiency on this assessment improved from 48% to 80% from 2003-2007;
 - Grade 8 Math MSA - Latino students' likelihood of achieving proficiency on this assessment improved from 40% to 55% from 2003-2007;
 - Government HSA among All Test Takers - Latino students' likelihood of achieving proficiency on this assessment improved from 59% to 81% from 2002-2007;
 - Algebra HSA among All Test Takers - Latino students' likelihood of achieving proficiency on this assessment improved from 52% to 71% from 2002-2007;
 - Algebra I Completion in Grade 8 - Latino 8th graders' likelihood of completing Algebra improved from 30% to 41% from 2001-2006;
 - Grade 5 Math MSA - Latino students' likelihood of achieving proficiency on this assessment improved from 58% to 79% from 2003-2007;
 - AP Participation among Graduates - Latinos' likelihood of participating in at least one AP course increased from 47% to 64% from 2002-2006;
 - TerraNova CTBS Battery Index - Latino students' likelihood of exceeding the 50th percentile on this assessment improved from 54% to 72% from 2001-2005;
 - Grade 1 Reading Benchmarks - Latino students' likelihood of reaching this benchmark improved from 60% to 78% from 2002-2007;
 - LRE A Placement - Latino students with disabilities' likelihood of being served in inclusive placements improved from 68% to 86% from 2003-2006;
 - Grade 3 Math MSA - Latino students' likelihood of achieving proficiency on this assessment improved from 64% to 79% from 2003-2007;
 - Grade 5 Reading MSA - Latino students' likelihood of achieving proficiency on this assessment improved from 60% to 75% from 2003-2007; and
 - Kindergarten Reading Benchmarks - Latino kindergarteners' likelihood of reaching this benchmark improved from 75% to 90% from 2002-2007.

- **MCPS lost the most ground in improving the performance of Latino students relative to Whites for four measures of student performance.** Overall, the likelihood of Latino students experiencing these outcomes relative to White students increased by a range of 52-113 points (41-94%) over a four- to seven-year time frame. Specifically, relative to the performance of White students, for:
 - Elementary school suspensions - Latino students' likelihood of elementary school suspension increased from 120% to 233% from 2000-2007;
 - Secondary school suspensions - Latino students' likelihood of being suspended from secondary school increased from 185% to 288% from 2000-2007;
 - Dropout rate - Latino high school students' likelihood of dropping out increased from 236% to 347% from 2002-2007; and
 - Learning disability classification - Latino students' likelihood of being classified with a learning disability increased from 127% to 179% from 2003-2006.

C. Progress in Narrowing the Achievement Gap by Service Group Status

Part C describes trends in the relative performance of student subgroups by service group status by ranking changes in ratios of student performance over the last three- to seven-years. This part's analysis of changes in performance ratios identifies those measures where MCPS made the most (and least) progress improving the likelihood that the performance of a particular service subgroup (e.g., students with disabilities) matches the performance of their comparison subgroup (e.g., regular education students or all students).

This part is organized as follows:

- **Section 1** identifies those measures where MCPS either increased or diminished the performance of service subgroups (i.e., students with disabilities, English language learners, and students receiving FARMs) relative to non-service or all students.
- **Section 2** identifies the measures where the performance of students with disabilities relative to all students or students in regular education substantially increased or declined over the last three- to six-years.
- **Section 3** identifies the measures where the performance of English language learners relative to all students or English proficient students substantially increased or declined over the last three- to seven-years.
- **Section 4** identifies the measures where the performance of students receiving FARMs relative to all students or students not receiving FARMs substantially increased or declined over the last three- to seven-years.

1. Summary of Progress in Narrowing the Achievement Gap by Service Group Status

This section describes MCPS progress in narrowing the achievement gap by service group status by analyzing changes in student performance ratios. Performance ratios reviewed in this section describe the likelihood that students with disabilities, English language learners, and students receiving FARMs achieved the same level of performance as non-service group students or all students. This section analyzes and ranks changes in student performance ratios using three- to seven-years worth of trend data.

Table R-11 (beginning on © 107 in the appendix) describes the results of OLO's analysis. Those measures where MCPS made the most progress improving the performance of students with disabilities relative to all students or students not receiving special services are at the top of the list, and those measures where MCPS lost ground are at the bottom. Key findings based on OLO's analysis follow.

- **MCPS achieved the greatest gains in improving the performance of service subgroups relative to all students/non-service subgroups for eight performance measures:**
 - Grade 3 Reading Maryland School Assessment (MSA);
 - Grade 5 Math MSA;
 - Government High School Assessment (HSA);
 - AP Participation among Graduates;
 - Grade 5 Reading MSA;
 - TerraNova Comprehensive Test of Basic Skills;
 - Kindergarten Reading Benchmarks; and
 - Algebra HSA.

On average, the likelihood of students in the service groups (i.e., students with disabilities, English language learners, and students receiving FARMs) meeting these benchmarks compared to the performance of all students and students not receiving special services increased by 6-51 points (16-193%) over a five-year time frame.

- **MCPS achieved intermediate progress in improving the performance of service subgroups relative to all students/non-service subgroups for another seven performance measures:**
 - Grade 8 Math MSA;
 - Grade 3 Math MSA;
 - Algebra I Completion by Grade 9;
 - PSAT participation;
 - SAT participation;
 - Advanced Math Enrollment in Grade 6; and
 - Algebra I Completion by Grade 8.

On average, the likelihood of service subgroups achieving these benchmarks compared to the performance of all students and non-service subgroups increased by 1-19 points (5-34%) over a five-year time frame.

- **MCPS achieved modest progress in improving the performance of service subgroups relative to all students/non-service subgroups for three measures:**

- AP Qualifying Scores;
- Geometry Completion by the end of Grade 10; and
- Graduation rate (by special education and FARMs status).

On average, the likelihood of service subgroups achieving these benchmarks compared to the performance of all students and non-service subgroups increased by 1-10 points (2-13%) over a five-year time frame.

- **MCPS achieved mixed progress in improving the performance of service subgroups relative to all students/non-service subgroups for five measures.** Over a five- to seven-year time period, relative to the performance of all students:

- Dropout Rates - The likelihood of high school students with disabilities dropping out diminished by 22% (28 points) compared to a 7% (8 point) increase for students receiving FARMs;
- Gifted Identification - The likelihood of students receiving FARMs and English language learners identified as gifted in Grade 2 increased by 4-9% (2-4 points) compared to a 19% (11 points) decrease for students with disabilities;
- SAT Scores of 1,100 or higher - The likelihood of students receiving FARMs and English language learners meeting this benchmark increased by 4-8% (1 point) compared to a 12% (6 points) decrease for students with disabilities;
- Elementary Suspensions - The likelihood of students receiving FARMs and English language learners experiencing this outcome diminished by 10% (20 points) compared to a 16% (37 point) increase for students with disabilities; and
- Geometry Completion by the end of Grade 9 - The likelihood of English language learners and students with disabilities meeting this benchmark increased by 5-21% (1-3 points) compared to a 11% (4 point) decrease for students with receiving FARMs.

- **MCPS lost ground in improving the performance of service subgroups relative to all students/non-service subgroups for secondary school suspensions and PSAT verbal, math and writing scores that demonstrate AP/honors potential.** More specifically, relative to the performance of all students, students receiving special services became 13-21% (15-20 points) more likely to be suspended from secondary school from 2000-2007 and 3-31% (1-11 points) less likely to earn PSAT verbal , math or writing scores that demonstrate AP/honors potential from 2003-2007.

2. Gains and Losses in Closing the Achievement Gap by Special Education Status

This section describes MCPS' progress in narrowing the achievement gap by special education status by analyzing changes in performance ratios. Depending on data availability, this section analyzes and ranks changes in student performance ratios by comparing students with disabilities to regular education students or comparing students with disabilities to all students. OLO's analysis based on three- to seven-years of trend data is reported in Table R-11 (beginning on © 107 in the appendix). Observations based on OLO's analysis follow.

- **MCPS achieved the greatest gains in improving the performance of students with disabilities relative to all students or regular education students for ten measures.** Overall, MCPS improved the likelihood of students with disabilities reaching these ten benchmarks relative to all or regular education students by a range of 5-33 points (21-99%) over a five- to six-year time frame. More specifically, relative to the performance of regular education or all students:
 - School Readiness - Kindergarten students with disabilities increased their full readiness for school from 33% to 66% from 2003-2007;
 - Grade 3 Reading MSA - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 43% to 75% from 2003-2007;
 - Grade 5 Math MSA - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 42% to 64% from 2003-2007;
 - Government HSA among All Test Takers - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 49% to 68% from 2002-2007;
 - English II HSA - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 39% to 53% from 2005-2007;
 - Grade 8 Math MSA - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 33% to 45% from 2002-2007;
 - Biology HSA among All Test Takers - Students with disabilities increased their likelihood of achieving proficiency on this assessment from 46% to 61% from 2002-2007;
 - TerraNova CTBS Battery Index - Grade 2 students with disabilities increased their likelihood of exceeding the 50th percentile on this exam from 61% to 77% from 2001-2005;
 - High School Dropout - Students with disabilities diminished their likelihood of dropping out of high school from 128% to 100%² from 2003-2007; and
 - AP Participation among Graduates - Graduates with disabilities increased their likelihood of participating in at least one AP course from 27% to 32% from 2002-2006.

² Meaning that in 2007, students with disabilities were as likely as regular education students to dropout of high school.

- **For five measures, MCPS lost ground in improving the performance of students with disabilities relative to all students or regular education students.** More specifically, relative to all students:
 - Gifted identification - The likelihood of students with disabilities being identified as gifted declined by 19% (11 points) from 57% to 46% from 2004-2006;
 - PSAT verbal scores of 44 or Higher - The likelihood of students with disabilities earning PSAT verbal scores that demonstrate AP/honors material declined by 18% (6 points) from 32% to 26% from 2003-2007;
 - PSAT Math Scores of 45 or Higher - The likelihood of students with disabilities earning PSAT math scores that demonstrate AP/honors material declined by 32% (11 points) from 34% to 24% from 2003-2007;
 - SAT Scores of 1,100 or above - The likelihood of students with disabilities earning combined SAT verbal and math scores of 1,100 or above diminished by 12% (6 points) from 49% to 43% from 2000-2007; and
 - Elementary Suspensions - The likelihood of elementary students with disabilities being suspended increased by 16% (37 points) from 225% to 262% from 2000-2007.

3. Gains in Closing the Achievement Gap by English Language Proficiency

This section describes MCPS progress in narrowing the achievement gap by English language proficiency by analyzing changes in performance ratios. Depending on data availability, this section analyzes and ranks changes in student performance ratios by comparing English language learners to English proficient students or by comparing English language learners to all students. OLO's analysis based on three- to seven-years of trend data is reported in Table R-11 (beginning on © 107 in the appendix). Observations based on OLO's analysis follow.

- **MCPS' achieved the greatest gains in increasing the performance of English language learners relative to all students or English proficient students for 13 measures of student performance.** Overall, the likelihood of English language learners reaching these 13 benchmarks relative to English proficient and all students increased by 3-51 points (21-193%) over a three- to five-year time frame. More specifically, relative to the performance of English proficient or all students:
 - Grade 3 Reading MSA - English language learners increased their likelihood of achieving proficiency on this assessment from 26% to 77% from 2003-2007;
 - Kindergarten Reading Benchmarks - Limited English proficient kindergarteners increased their likelihood of reaching this benchmark from 48% to 95% from 2002-2007;
 - Government HSA among All Test Takers - English language learners increased their likelihood of achieving proficiency on this assessment from 35% to 67% from 2002-2007.
 - Algebra HSA among All Test Takers - English language learners increased their likelihood of achieving proficiency on this assessment from 36% to 66% from 2002-2007.

- AP Participation among Graduates – Graduates with limited English proficiency increased their likelihood of participating in at least one AP course from 25% to 43% from 2002-2006;
 - Grade 5 Reading MSA - English language learners increased their likelihood of achieving proficiency on this assessment from 35% to 59% from 2003-2007;
 - Grade 8 Reading MSA - English language learners increased their likelihood of achieving proficiency on this assessment from 22% to 35% from 2003-2007;
 - Biology HSA among All Test Takers - English language learners increased their likelihood of achieving proficiency on this assessment from 41% to 61% from 2002-2007;
 - Grade 1 Reading Benchmarks - Limited English proficient 1st graders increased their likelihood of reaching this benchmark from 57% to 79% from 2002-2007;
 - Grade 5 Math MSA - English language learners increased their likelihood of achieving proficiency on this assessment from 52% to 69% from 2003-2007;
 - Grade 3 Math MSA - English language learners increased their likelihood of achieving proficiency on this assessment from 57% to 75% from 2003-2007;
 - TerraNova CTBS Battery Index - English language learners increased their likelihood of exceeding the 50th percentile on this assessment from 53% to 66% from 2001-2005; and
 - Geometry Completion by the end of Grade 9 - English language learners increased their likelihood of meeting this benchmark from 14% to 17% from 2004-2006.
- **For one measure, MCPS lost ground in improving the performance of English language learners relative to all students - secondary suspensions.** Relative to all students, the likelihood of English language learners being suspended from secondary school increased by 20 points (21%) from 98% to 118% from 2000-2007.

4. Gains and Losses in Closing the Achievement Gap by FARMs Status

This section describes MCPS progress in narrowing the achievement gap by FARMs status by analyzing changes in performance ratios. Depending on data availability, this section analyzes and ranks changes in student performance ratios by comparing students receiving FARMs to students not receiving FARMs or by comparing students who receiving FARMs to all students. OLO's analysis based on three- to seven-years of trend data is reported in Table R-11 (beginning on ©107 in the appendix). Observations based on OLO's analysis follow.

- **MCPS' achieved the greatest gains in increasing the performance of students receiving FARMs relative to all students or students not receiving FARMs for 13 measures of student performance.** Overall, MCPS increased the likelihood of students receiving FARMs reaching these benchmarks relative to the performance of all students or students not receiving FARMs by 9-29 points (23-61%) over a four- to five-year time frame. More specifically, relative to the performance of all students/students not receiving FARMs:
 - Grade 3 Reading MSA - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 48% to 77% from 2003-2007;
 - Grade 5 Math MSA - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 53% to 75% from 2003-2007;

- AP Participation among Graduates - Graduates receiving FARMs increased their likelihood of participating in at least one AP course from 44% to 59% from 2002-2006;
 - Grade 8 Math MSA - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 38% to 51% from 2003-2007;
 - Advanced Math Enrollment in Grade 6 - Students receiving FARMs increased their likelihood of enrolling in an advanced math course in Grade 6 from 30% to 39% from 2001-2006;
 - Grade 1 Reading Benchmark - Students receiving FARMs increased their likelihood of meeting this benchmark from 65% to 84% from 2002-2007;
 - Government HSA among All Test Takers - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 63% to 81% from 2002-2007;
 - Grade 5 Reading MSA - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 56% to 72% from 2003-2007;
 - Algebra HSA among All Test Takers - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 58% to 74% from 2002-2007;
 - Kindergarten Reading Benchmark - Students receiving FARMs increased their likelihood of meeting this benchmark from 75% to 94% from 2002-2007;
 - TerraNova CTBS Battery Index - Students receiving FARMs increased their likelihood of exceeding the 50th percentile on this assessment from 61% to 77% from 2001-2005;
 - Algebra I Completion by the end of Grade 8 - Students receiving FARMs increased their likelihood of completing Algebra I by the end of Grade 8 from 35% to 44% from 2001-2006; and
 - Grade 3 Math MSA - Students receiving FARMs increased their likelihood of achieving proficiency on this assessment from 61% to 75% from 2003-2007.
- **For two measures, MCPS lost ground in improving the performance of students receiving FARMs relative to all students/students not receiving FARMs: PSAT math scores of 45 or higher and Geometry completion by the end of Grade 9.** Overall, students receiving FARMs decreased their likelihood of earning PSAT math scores of 45 that demonstrate AP/honors potential by 19% (8 points) from 44% to 36% from 2003-2007; and students receiving FARMs decreased their likelihood of completing Geometry by the end of Grade 9 by 11% (4 points) from 36% to 32% from 2004-2006.

Chapter VI: Summary of Findings

The “achievement gap” refers to disparities in educational performance among different student groups. National achievement gap studies typically report differences between high-performing student groups (e.g., Whites, Asians, and high-income students) and low-performing student groups (e.g., Blacks, Latinos, and low-income students). Some achievement gap studies also compare differences by students’ disability status and English language proficiency.

This Office of Legislative Oversight report tracks differences between high- and low-performing MCPS students by race, ethnicity, and service group membership [i.e., special education, limited English proficiency (LEP), and receipt of free and reduced price meals (FARMs)].

Federal and state legislation enacted in 2002 requires school districts to close the achievement gap on standardized reading and mathematics tests by the 2013-2014 school year. In recent years, the Council’s budget worksessions with Montgomery County Public Schools (MCPS) have included discussion of funding requests aimed at narrowing the achievement gap in MCPS.

The achievement gaps experienced by MCPS are a local reflection of a national challenge. Both the achievement gap by race and ethnicity, and the gap between low-income and affluent students are long-standing, national challenges. These gaps show up on almost every measure of student performance ranging from drop-out rates to enrollment in college prep courses, to rates of being identified as disabled or gifted, to obtaining college degrees.

The achievement gap has narrowed for some age groups over the last 30 years; however, the point spread remains large. For example, student performance data reported by the National Assessment of Educational Progress shows, on average, a Black senior in high school demonstrates the same math proficiency as a White 8th grader.¹

Closing the achievement gap reflects a belief among policymakers that all children can reach proficiency and, with enough effort, public schools can close the gaps. School systems across the country face challenges in their efforts to close the achievement gap. At minimum, these challenges include how to:

- Close the achievement gap without limiting what top students learn;
- Close the gap without setting the bar so low that everyone can pass it;
- Close the achievement gap without pushing out students most at risk of failure;
- Reflect on and address the role of schools in contributing to the achievement gap; and
- Address culturally sensitive issues without reinforcing stereotypes that some students can learn while others cannot.

The County Council requested the Office of Legislative Oversight (OLO) compile this report on the achievement gap in order to:

- Further the Council’s understanding of the achievement gap in MCPS; and
- Enhance the Council’s review and oversight of future MCPS budget requests targeted at closing the achievement gap.

¹ NAEP 2004 Trends in Academic Progress, National Center for Education Statistics

Specifically, the Council asked OLO to prepare a report that:

- Explains the different ways the term “achievement gap” is defined and used;
- Describes federal and state laws that include mandates related to closing the achievement gap; and
- Summarizes student performance data that documents the magnitude and nature of the achievement gap in Montgomery County Public Schools.

OLO worked with MCPS staff to develop a dataset of 43 measures of student performance among 15 categories that would reflect the current magnitude of the MCPS achievement gap. This report tracks trend data available on 37 of these measures to describe MCPS' progress in closing the achievement gap over time. Measures of MCPS' progress in narrowing the gap are based on comparisons of cohorts of students over time (e.g., 3rd graders in 2003 compared to 3rd graders in 2007) rather than longitudinal data that describes the progress of the same set of students overtime (e.g., 3rd graders in 2003 compared to 7th graders in 2007). Federal and state requirements for tracking school system progress in narrowing the achievement gap are also based on cohort comparisons.

This chapter summarizes OLO's findings into three parts:

Part A, Legal and Policy Framework presents findings about the laws and policies that influence MCPS' efforts to close the achievement gap;

Part B, Magnitude of the MCPS Achievement Gap summarizes findings on the disparities that the most recent data show exists by race, ethnicity, and service group status on several measures of student performance; and

Part C, Progress in Closing the MCPS Achievement Gap summarizes findings on the progress MCPS has made in narrowing the achievement gap by race, ethnicity, and service group status; depending on data availability, the trends identified are based on three- to seven-years of student performance data.

A. Legal and Policy Framework

Finding 1: Federal and state laws codify requirements for closing the achievement gap.

The federal No Child Left Behind (NCLB) Act, enacted in January 2002, establishes closing the achievement gap as an explicit objective. It calls for closing the gaps “between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.”²

NCLB requires school districts across the country to close the achievement gap by ensuring that all students demonstrate proficiency in state reading and mathematics standards by the end of the 2013-14 school year. These requirements also apply to students with disabilities and English language learners.

² Section 1001(3) of Title I of NCLB.

The Bridge to Excellence Act of 2002 codifies the federal NCLB goals into Maryland law. The legal requirements include that: all subgroups reach common high standards in math and reading; all English language learners become proficient in English; all students are taught by highly qualified teachers in safe, drug-free environments; and all students graduate from high school.

Bridge to Excellence further requires that each Maryland school district submit a master plan to the State that explains how it will implement the Act. A district must also provide annual updates that describe its progress in achieving the Act's goals and challenges. Finally, beginning with the Class of 2009, Bridge to Excellence requires that all students must pass High School Assessments in English, Algebra, Biology, and Government or alternate state requirements in order to graduate.

Finding 2: MCPS' goals for closing the achievement gap exceed federal and state mandates.

Federal and State goals for closing the achievement gap focus on eliminating the gap in grade-level expectations for student performance, such as meeting grade-level standards in reading and math. Alternatively, MCPS' strategic plan, *Our Call to Action*, sets goals to narrow the achievement gap in both at grade and above grade-level expectations of student performance.

For example, *Our Call to Action* includes milestones for ensuring that "all students achieve or exceed state proficiency standards in mathematics, reading and writing" and "all schools will increase enrollment and performance of all students in gifted, honors, AP, and other programs." Many of the milestones tracked in the *Annual Report on Our Call to Action* also exceed the federal and state requirements for students to meet grade-level standards. Specific above grade-level measures of performance tracked by subgroup in this annual report include the percent of:

- Grade 5 and 6 students enrolled in Advanced Math;
- Middle school students completing Algebra I;
- Graduates meeting requirements for the University of Maryland System;
- Students enrolled in honors and AP courses; and
- AP test takers earning qualifying scores of three or better.

B. Magnitude of the MCPS Achievement Gap

Finding 3: The magnitude of MCPS' current achievement gap varies by student performance measure.

OLO's review of 43 measures of student performance, participation, and identification found that the magnitude of the achievement gap varies widely. The measures that demonstrated the smallest disparities in student performance by race, ethnicity, or service subgroups are:

- Percent of student subgroups who reach the Kindergarten Reading Benchmark;
- Percent of student subgroups earning AP scores of three or more among examiners;
- Rates of high school graduation among student subgroups; and
- Rates of PSAT participation among student subgroups.

MCPS' results for the Kindergarten Spring Reading Benchmark are particularly impressive; the data show a negligible achievement gap and demonstrate that more than 80% of every subgroup met this benchmark in 2007. This accomplishment is even more notable when considering the achievement gap in school readiness where low-performing subgroups were 66-77% percent as likely as high-performing subgroups to demonstrate full readiness for school as kindergarteners.

The performance measures that demonstrate the greatest disparities in student performance by subgroup are for students who are suspended and students who drop out. For example, 3% of White students were suspended from secondary school in 2007 compared to 10% of Latino students and 15% of Black students; 1.5% of White students dropped out of high school in 2007 compared to 3.6% of Blacks students and 5.3% of Latino students.

Finding 4: MCPS' results for the Maryland State Assessments demonstrate smaller achievement gaps for the elementary grades than the secondary grades.

The performance of students on the Maryland State Assessments (MSAs) in Grades 3, 5 and 8 are measures of grade-level performance. Data from the 2007 MSAs demonstrate smaller gaps in MCPS student achievement by race and ethnicity in the elementary versus secondary grades. For example, compared to White students, Black students were: 78% as likely to pass the Grade 3 MSA in reading; 74% as likely to pass the Grade 3 MSA in math; 68% as likely to pass the Grade 8 MSA in reading; and 51% as likely to pass the Grade 8 MSA in math.

Similarly, the 2007 MSAs demonstrate smaller gaps in the elementary grades by service group status than the gaps evident in the secondary grades. More specifically, students in the service subgroups (i.e., students with disabilities, English language learners, and students receiving FARMs) were 56-77% as likely as non-service subgroups to pass the Grade 3 MSAs in either math or reading, but were only 22-46% as likely to pass the Grade 8 MSAs in math or reading.

Finding 5: The achievement gaps for measures of above-grade performance tend to be larger than the gaps for grade-level performance.

On average, the achievement gaps on measures of above grade-level expectations are wider than the gap evident on grade-level measures. For example, in 2006 and 2007, Whites were more than twice as likely as Blacks and Latinos to:

- Enroll in advanced math courses in Grades 5 and 6;
- Complete Algebra I by the end of Grade 8;
- Complete Geometry by the end of Grade 9; or
- Earn PSAT verbal, math, and reading scores that demonstrate honors/AP potential.

Similarly, all students were more than twice as likely as students in the service subgroups to meet these benchmarks.

The gaps in AP performance are an exception to this pattern. In 2006, among students who completed an AP course, Latino test takers were 93% as likely as White peers to earn a qualifying AP score and Blacks were 68% as likely. Moreover, English language learners taking AP exams were 4% more likely than all MCPS test takers to earn a qualifying AP score in 2007.

Finding 6: Data on prevalence rates for gifted and disability identification evidence significant gaps by race and ethnicity.

Data from MCPS on prevalence rates for gifted identification by race and ethnicity show that Whites were more than twice as likely as Blacks and Latinos to be identified as gifted based on the Grade 2 Global Assessment. Specifically, in 2007, 50% of White students were identified as gifted compared to 22% of Blacks and Latinos.

Conversely, data from MCPS and the Maryland State Department of Education on prevalence rates for disability identification indicate that Blacks were more than twice as likely as Whites to be identified as having mental retardation or emotional disturbance, and that both Blacks and Latinos were 77-79% more likely than Whites to be identified as having a learning disability. Specifically, in 2006, 0.8% of Blacks were identified as mentally retarded compared to 0.3% of Whites, 1.4% of Blacks were identified as emotionally disturbed compared to 0.7% of Whites, and 6.0-6.1% of Blacks and Latinos were identified as having a learning disability compared to 3.4% of Whites.

C. Progress in Closing the MCPS Achievement Gap

Finding #7 is based on an analysis of MCPS' progress in narrowing the achievement gap by race, ethnicity, and service group status across measures of grade-level performance, above grade-level performance, special education identification and placement, and gifted identification. OLO did not investigate the causes for gaps growing, shrinking, or holding constant overtime, so this level of analysis is not provided.

Comparing percent changes in the absolute achievement gap among these measures over time, Finding #7 reports the bottom line trend results in three categories:

- Measures where MCPS made progress in narrowing the achievement gap;
- Measures where MCPS achieved mixed progress in narrowing the achievement gap; and
- Measures where MCPS lost ground in closing the achievement gap.

Finding 7: Trend data over a three- to seven-year period show that MCPS made progress in narrowing the achievement gap by race, ethnicity and service group status for nine measures, achieved mixed progress for seven measures, and lost ground for four measures.

The following three tables summarize the results of this trend analysis. Part A lists the measures where MCPS made progress in narrowing the achievement gap; Part B lists the measures where MCPS achieved mixed progress in narrowing the achievement gap; and Part C lists the measures where MCPS lost ground in closing the achievement gap.

To standardize comparisons of progress across measures, each table tracks the percent change in the absolute achievement gap over time (e.g., the 2007 gap – 2002 gap/2002 gap) by measure rather than absolute changes over time (e.g., the 2007 gap – 2002 gap). Detailed data by measure regarding absolute changes over time are available in Chapter V and in Appendix Q.

Part A: Measures where MCPS made progress in closing the achievement gap by race, ethnicity, and service group status	
Reading Benchmarks in Kindergarten and Grade 1	<p>From 2002 to 2007, MCPS narrowed performance gaps in Kindergarten and Grade 1 Reading Benchmarks. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the Kindergarten reading gap by 53-60% by race and ethnicity, by 21% by special education status, by 21% by LEP status, and by 84% by FARMs status. • Narrowed the Grade 1 reading gap by 38-48% by race and ethnicity and by 35-38% by service group status.
TerraNova Comprehensive Test of Basic Skills (CTBS) in Grade 2	<p>From 2001 to 2005, MCPS narrowed the gap among students who exceeded the 50th percentile on the CTBS Battery Index. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the CTBS gap 25-32% by the race and ethnicity gap and by 12-30% by service group status.
Maryland School Assessments (MSAs) in Grades 3, 5 and 8	<p>From 2003 to 2007, MCPS narrowed gaps in performance across the Grade 3, 5 and 8 MSAs. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the Grade 3 MSA gaps by 42-63% by race and ethnicity, and by 8-63% by service group; • Narrowed the Grade 5 MSA gaps by 30-33% by race and ethnicity, and by 21-38% by service group; and • Narrowed the Grade 8 MSA gaps by 10-17% by race and ethnicity, and by 4-15% by service group.
High School Assessments (HSAs)	<p>From 2002 and 2007, MCPS narrowed the gap among all test takers on the HSAs. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the Algebra HSA gap by 13-36% by race and ethnicity, and by 10-43% by service group status; • Narrowed the Government HSA gap by 29-47% by race and ethnicity, and by 25-39% by service group status; and • Narrowed the English II HSA gap by 13-16% by race and ethnicity, and by 10-16% by service group status. <p>From 2005 to 2007, among all test takers, MCPS also narrowed:</p> <ul style="list-style-type: none"> • The Biology HSA gap by 0-21% by race and ethnicity, and by 10-28% by service group status.

Part A: Measures where MCPS made progress in closing the achievement gap by race, ethnicity, and service group status, Continued	
PSAT and SAT participation	<p>From 2003 to 2007, MCPS:</p> <ul style="list-style-type: none"> • Reduced the PSAT participation gap 34-44% by race and ethnicity, and 33-34% by service group status. <p>From 2001 and 2005, MCPS also:</p> <ul style="list-style-type: none"> • Reduced the SAT participation gap by 12-25% by race and ethnicity, and by 9-13% by service group status.
Qualifying Advanced Placement (AP) Scores of 3 or Higher	<p>Between the Classes of 2002 and 2006, MCPS narrowed the gap among AP exam takers who earned one or more qualifying scores. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the AP performance gap by race and ethnicity gap by 7-44%, and by 19-40% by special education and FARMs status; and • Reversed the AP performance gap by LEP status so that LEP examiners became more likely than all MCPS students to earn a qualifying AP score.
Algebra I completion by the end of Grade 9	<p>From 2001 to 2006, MCPS narrowed the gap in Algebra I completion rates by the end of Grade 9. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the Grade 9 Algebra I gap by 11-14% by race and ethnicity, and by 7-15% by service group status.
Geometry completion by the end of Grade 10	<p>From 2004 and 2006, MCPS narrowed the gap in Geometry completion rates by the end of Grade 10. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the Grade 10 Geometry gap by 6-7% by race and ethnicity, and by 4-11% by LEP and FARMs status.
Least Restrictive Environment (LRE) A Placements	<p>From 2003 to 2006, MCPS narrowed the gap in the percent of students with disabilities served in LRE A placements. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the gap in LRE A placements by 12% between Black and White students and by 45% between Latino and White students.

Part B: Measures where MCPS achieved mixed progress in closing the achievement gap by race, ethnicity, and service group status	
School Readiness	<p>From 2003 to 2007, Montgomery County, inclusive of MCPS, achieved mixed results in narrowing the gap among kindergarteners assessed as fully ready for school by their teachers. In particular, the school readiness gap:</p> <ul style="list-style-type: none"> • Narrowed by 40% by disability status, and by 10% by LEP status; and • Increased by 13-29% by race and ethnicity, and by 15% by FARMs status.
Algebra I completion by the end of Grade 8	<p>From 2001 and 2006, MCPS achieved mixed progress in narrowing the gap in Algebra I completion rates by the end of Grade 8. In particular, MCPS:</p> <ul style="list-style-type: none"> • Narrowed by 3% the White-Latino gap in completion of Algebra I by the end of Grade 8; and • Widened by 13% the White-Black gap and by 8-13% the gaps by special education and LEP status in Algebra I completion by the end of Grade 8.
PSAT performance	<p>From 2003 to 2007, MCPS achieved mixed progress in narrowing the gap among students who earned PSAT scores that demonstrated honors/AP potential. In particular, MCPS narrowed:</p> <ul style="list-style-type: none"> • The PSAT verbal score gap between Whites and Latinos by 9% and by 5-11% by service group status, but widened the White-Black gap by 9%; • The PSAT math score gap by 5-7% by race and ethnicity and by 1-17% by service group status; and • The PSAT writing score gap by 2-8% by service group status, but widened the gap by race and ethnicity by 3-5%.
AP participation among graduates	<p>Between the Classes of 2002 and 2005, MCPS achieved mixed progress in closing the gap in AP course participation rates. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Reduced the White-Latino gap in AP participation by 19%, and the gaps associated with LEP and FARMs status by 8-10%; and • Increased the White-Black AP participation gap by 5%, and the gap associated with disability status by 13%.
Gifted Identification	<p>From 2004 to 2007, MCPS made mixed progress in narrowing the gap among 2nd graders identified as gifted. In particular, MCPS:</p> <ul style="list-style-type: none"> • Diminished the gifted identification gap by 14% between Whites and Blacks; and • Widened the gifted identification gap by 1% between all students and students receiving FARMs and between all students and English language learners, by 3% between Whites and Latinos, and by 14% between all students and students with disabilities.

Part B: Measures where MCPS achieved mixed progress in closing the achievement gap by race, ethnicity, and service group status, Continued	
Graduation rates	<p>In recent years, MCPS has achieved mixed progress in narrowing the gap in graduation rates among seniors. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the gap in graduation rates by special education and FARMs status by 60-70% from 2003 to 2007; and • Widened the White-Black gap in graduation rates by 54% and the White-Latino gap by 85% from 2002 to 2007.
Dropout rates	<p>In recent years, MCPS has also achieved mixed progress in narrowing the gap in dropout rates among high school students. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Narrowed the gap in dropout rates by special education status by 100% from 2003 to 2007 by widened the gap by FARMs status by 179%; and • Widened the White-Black gap in dropout rates by 105% and the White-Latino gap by 122% from 2002 to 2007.

Part C: Measures where MCPS lost ground in closing the achievement gap by race, ethnicity, and service group status	
Advanced Math Course Enrollment in Grade 6	<p>From 2001 to 2006, MCPS lost ground in narrowing the gap among 6th graders enrolled in advanced math courses. More specifically, MCPS:</p> <ul style="list-style-type: none"> • Increased the gap in advanced math enrollment in Grade 6 by 15-19% by race and ethnicity, and by 10-22% by service group status.
SAT performance	<p>From 2001 to 2005, MCPS lost ground in narrowing the gap among seniors earning combined SAT verbal and math scores of 1,100 or above. In particular, MCPS:</p> <ul style="list-style-type: none"> • Increased the White-Black gap in SAT performance by 4% and the White-Latino gap by 13%, and • Increased the SAT performance gaps between all students and the service subgroups by 2-15%.

Part C: Measures where MCPS lost ground in closing the achievement gap by race, ethnicity, and service group status, Continued	
Special education identification	<p>From 2003 to 2006, MCPS lost ground in reducing the gaps in any disability, learning disability, emotional disturbance and mental retardation classifications by race and ethnicity. In particular, MCPS:</p> <ul style="list-style-type: none"> • Widened the gap in identification rates between Whites and Blacks for any disabilities by 58%, for learning disabilities by 31%, for emotional disturbance by 74%, and for mental retardation by 14%; and • Widened the gap in identification rates between Whites and Latinos for learning disabilities by 44%, for mental retardation by 24%, and for any disabilities by more than 1000% as a result of Latinos becoming more likely than their White peers to be classified as having any disability during this time frame.
Student suspensions	<p>From 2000 to 2007, MCPS lost ground in narrowing the gaps in elementary and secondary suspension rates. In particular, MCPS:</p> <ul style="list-style-type: none"> • Widened the gaps in elementary suspension rates by 28% between White and Black students, by 700% between White and Latino students, by 110% between all students and students with disabilities, and by 33% between all students and English language learners and between all students and students receiving FARMs. • Widened the gaps in secondary suspension rates by 72-78% by race and ethnicity, by 13% by special education status, by 70% by FARMs status, and by 1400% by LEP status due to English language learners transitioning from being less to becoming more likely than all students to be suspended during this time frame.

Using an analysis of trend data across the same measures of performance reviewed for Finding #7, Findings #8-9 report where MCPS achieved the greatest progress at improving the performance of low-performing subgroups relative to high-performing subgroups in two areas:

- The subgroup where MCPS achieved the greatest progress in narrowing the gap by race and ethnicity; and
- The subgroup where MCPS achieved the greatest progress in narrowing the gap by service group status.

OLO did not investigate the causes for MCPS making greater progress in narrowing the achievement gap among some subgroups versus others, so this level of analysis is not provided.

Finding 8: In recent years, MCPS made more progress in narrowing the gap between White and Latino students than between White and Black students.

The review of student performance data by race and ethnicity showed that, relative to the performance of White students, Latino students made greater gains on more measures of student performance than their Black peers. More specifically, MCPS improved the performance of Latino students relative to their White peers by 20% or more for the following 12 measures:

- Grade 5 Math MSA scores,
- Grade 8 Math MSA scores,
- Grade 3 Reading MSA scores,
- TerraNova Comprehensive Test of Basic Skills,
- Government HSA scores,
- AP participation rates among graduates,
- Algebra I completion by the end of Grade 8,
- Algebra HSA scores,
- Kindergarten Reading Benchmarks,
- LRE A Placements,
- Grade 3 Math MSA scores, and
- Grade 5 Reading MSA scores.

Comparatively, MCPS improved the performance of Black students relative to White students by 20% or more for six of the 12 measures listed above. For example, the performance of Latino students relative to White students on Algebra HSA improved by 37% (19 points) from 2002 to 2007. As a result, the likelihood of Latino students demonstrating the same proficiency as White students on this HSA increased from 52% to 71%. Comparatively, the performance of Black students relative to their White peers on this HSA improved by 18% (10 points), increasing the likelihood that Black students would perform the same as White students from 55% to 65%.

The exception to this pattern of MCPS achieving greater progress among Latino students than Black students relative to their White peers occurs in rates of dropout and learning disability. Compared to White students, Latino students became 41% more likely to be identified as having a learning disability between 2003 and 2006 compared to Black students who became 34% more likely during this time frame. Latino students also became 47% more likely than their White peers to drop out of high school from 2002 to 2007 compared to Black students who became 39% more likely during this time frame.

Finding 9: In recent years, MCPS made more progress in narrowing the achievement gap associated with English language proficiency, compared to the achievement gaps associated with special education and receipt of FARMs.

The review of service group status data by subgroup showed that MCPS made the most progress in narrowing the performance gap between English language learners and all students/English proficient students. This was followed closely by progress made in narrowing the performance gap between students receiving FARMs compared to all students/students not receiving FARMs; and finally by progress made in narrowing the achievement gap between students with disabilities compared to all students/students not receiving special education services.

More specifically, MCPS improved the performance of English language learners relative to all students/English proficient students by 20% or more for 13 measures:

- Grade 3 Reading MSA scores,
- Grade 5 Math MSA scores,
- TerraNova Comprehensive Test of Basic Skills,
- Government HSA scores,
- AP participation rates among graduates,
- Kindergarten Reading Benchmarks;
- Algebra HSA scores,
- Grade 5 Reading MSA scores,
- Grade 8 Reading MSA scores,
- Biology HSA,
- Grade 1 Reading Benchmarks,
- Grade 3 Math MSA scores; and
- Geometry Completion by the end of Grade 9.

In comparison, MCPS improved the performance of students with disabilities relative to all students/students without disabilities by 20% or more for ten measures that include six of the measures listed above.

MCPS also improved the performance of students receiving FARMs relative to their peers by 20% or more for 13 measures that include ten of the measures listed above. Yet, the range of growth that MCPS achieved among English language learners relative to their peers for these measures at 21-193% was higher than the range of growth that MCPS achieved among students receiving FARMs relative to their peers at 23-61% for 13 measures.

For example, the performance of English language learners relative to English proficient students on the Grade 3 Reading MSA improved by 193% (51 points) from 2003 to 2007. As a result, the likelihood of English language learners demonstrating the same performance (i.e., proficiency) as English proficient students on this MSA increased from 26% to 77%. Comparatively, the performance of students receiving FARMs relative to their peers improved by 61% (29 points) on this assessment, increasing the likelihood that students receiving FARMs would perform the same as students not receiving FARMs on the Grade 3 Reading MSA from 48% to 77% between 2003 and 2007.

Chapter VII: Recommended Discussion Issues and Next Steps

Overcoming longstanding disparities that persist by race, ethnicity, and income continues to be a challenge, both nationally and locally. More recently, overcoming disparities that exist by service group, e.g., between all students and English language learners or students with disabilities, have been added to the list of student performance challenges.

Education administrators and public officials use periodic reports of achievement gap data to monitor progress in narrowing the achievement gap. These studies, such as *The Nation's Report Card* using data from the National Assessment of Educational Progress¹ or MCPS' *Annual Report on Our Call to Action*, publish comparative student data for multiple student subgroups on an array of measures. The set of measures that a school system selects for tracking relates to a range of educational objectives and generates results across several grades and over time.

The Council requested this Office of Legislative Oversight (OLO) report on the achievement gap in order to: further the Council's understanding of what the achievement gap looks like in MCPS; and enhance the Council's review and oversight of MCPS budget requests targeted at closing the achievement gap. This chapter outlines OLO's recommended discussion issues and next steps for the Council.

Recommendation #1:

Schedule Education Committee worksessions with MCPS representatives to discuss: the achievement gap data reviewed in this report; MCPS' tracking of progress in narrowing the achievement gap; and the funding of MCPS' initiatives aimed at closing the achievement gap.

As Councilmembers and MCPS officials have already acknowledged, any serious effort to close the achievement gap is a long term, broad-based commitment. It requires a working partnership among policy makers, elected officials, and administrators, and an ongoing public dialogue to examine complex data and address difficult policy and funding choices.

The data reviewed throughout this report demonstrate that measuring and tracking the MCPS' achievement gap over time is especially complex. Based on these findings, OLO recommends four specific issues for Council discussion with MCPS representatives. The issues relate to the magnitude of the MCPS achievement gap, MCPS' tracking of progress in narrowing the achievement gap, and future Council funding decisions of initiatives aimed at closing the achievement gap.

OLO recommends the Council schedule Education Committee worksessions with MCPS to consider the specific discussion issues outlined below.

¹ U.S. Department of Education, Institute for Educational Sciences, *The Nation's Report Card*, <http://nces.ed.gov/naep3/>

Issue (a): Discuss with MCPS how the school system establishes its funding priorities for closing the achievement gap and how MCPS' FY09 budget request reflects these priorities.

Our Call to Action, the school system's strategic plan, articulates dozens of goals focused on narrowing the achievement gap. Examples of MCPS' specific goals include:

- Narrowing the gap in graduation rates,
- Improving performance on state assessments and SAT participation, and
- Eliminating disproportionate representation in special education, suspensions, and enrollment in AP and honors courses.

As evidenced in this report, MCPS has made notable progress and narrowed the achievement gap by race, ethnicity, and service group status in many areas; and achieved mixed progress in a number of other areas. However, the data also indicate that the achievement gap has widened for some other indicators of student performance such as suspension and dropout rates.

Because efforts to close the achievement gap are at risk of being overwhelmed by too many goals, OLO recommends the Council discuss with MCPS how the school system establishes its funding priorities for narrowing the achievement gap. And related to this, the Council should discuss with MCPS how the school system's FY09 budget request reflects MCPS' priorities.

As part of this discussion, OLO recommends the Council consider asking MCPS to identify its top five priority goals related to narrowing the achievement gap within the next two to five years. OLO further recommends the Council discuss with MCPS the process MCPS uses to identify performance measures to track progress for the different goals, and to indicate which measures relate to particular priorities.

The purpose of this discussion is to provide the Council with a better understanding of what MCPS' achievement gap priorities are, and give the Council more information on how MCPS officials see Council funding of specific initiatives aligning with these priorities.

Issue (b): Discuss with MCPS the feasibility of performing an analysis to determine whether County investments in specific initiatives, e.g., in class size reduction, early childhood education, and additional support to high-poverty schools, have resulted in a narrowing of the MCPS achievement gap.

Over the past six years, the Council has approved MCPS budgets that include significant investments to enhance instructional support through class size reduction, early childhood education via the Early Success initiative, and target additional resources to high poverty elementary schools. At the secondary level, the County has invested in other MCPS initiatives, such as high school reform, designed to improve student achievement.

OLO recommends the Council discuss with MCPS the feasibility of generating performance data for cohorts of students who have benefited from these investments. An analysis of these data by subgroup that controls for other predictors of student performance could help to determine whether these investments had a differential impact on student performance (i.e., by race, ethnicity, and/or service group), and examine whether these investments contributed to MCPS' progress in closing the achievement gap.

The Council indicated an interest in learning more about the achievement gap in order to make more informed decisions about funding new MCPS initiatives to close the gap. Consistent with this interest, it would be useful to know whether and how the MCPS initiatives the Council has already funded contributed to closing the gap.

Issue (c): Discuss with MCPS the relationship between initiatives to close the gap on grade-level performance compared to initiatives that focus on closing the gap on above grade-level performance.

MCPS' strategic plan articulates a commitment to ensuring that all students meet rigorous standards for achievement that enable success after high school. MCPS has raised the bar for all students and views progress in advanced course taking and performance on standardized assessments of advanced skills such as the SAT, AP and IB as better benchmarks of student success than grade-level measures such as state assessments.

The data reviewed in this report demonstrate that MCPS has achieved significant progress in narrowing the gap on standardized measures of grade-level performance, as evident in pass rates on early reading benchmarks, the MSAs, and HSAs. However, the data also show that considerable gaps remain among non-standardized measures of grade-level performance, such as dropout and suspension rates. Additionally, the data indicate that, in general, MCPS has achieved greater progress in narrowing the gap on grade-level measures than on above grade-level measures.

OLO recommends the Council discuss with MCPS the relationship between and its prioritization of initiatives designed to close the achievement gap on grade-level performance compared to initiatives that focus on closing the gap on above-grade-level performance. For example, OLO recommends the Council discuss with MCPS whether the school system can reach its goal of narrowing the gap in above grade-level measures without first making investments to close the gaps still evident by race, ethnicity, and service group status for grade-level measures.

Issue (d): Ask MCPS to outline the school system's vision for continued progress in closing the achievement gap based on current trends and investments.

MCPS has made significant investments in closing the achievement gaps associated with race, ethnicity, and service group status. The rankings of performance data by progress in narrowing the achievement gap demonstrate that MCPS has made significant progress in narrowing the grade-level gap on standardized measures (e.g., MSA and HSA) by race, ethnicity, and service group. At the same time, some gaps have widened, particularly for suspension rates and dropout and graduation rates by race and ethnicity, and for some measures of above grade-level performance (e.g., advanced math course enrollment in Grade 6).

The analysis of trend performance data also demonstrates that MCPS has achieved greater progress in narrowing the achievement gap between White and Latino students than between White and Black students, and that greater progress has also been achieved in improving the performance of English language learners relative to all students than among students with disabilities and students receiving free and reduced price meals.

OLO recommends the Council discuss with MCPS the progress the school system anticipates in the short- and long-term on the achievement gap based on student performance trends to date and current investments for future progress. In particular, OLO recommends the Council ask MCPS to outline the school system's vision for continued progress on priority goals related to closing the achievement gap by race, ethnicity, and service group status.

Recommendation #2:

As the next step, OLO recommends the Council compile a list of follow-up questions for MCPS to address in the coming year.

When this OLO project was initially assigned, the Council indicated that the project might proceed in two phases. Suggestions for a second phase included comparing the MCPS achievement gap data to other jurisdictions and/or summarizing the literature on best practices for closing the achievement gap.

For the first phase of this project, OLO's data review provides the Council with more detailed information on the complexity of MCPS' achievement gap. As a second phase, OLO recommends the Council compile a list of follow-up questions for MCPS to address in the coming year. Some of these questions might extend to obtaining a comparative perspective, based on data available from other school systems.

If the Council is interested in comparative data, OLO cautions the Council that any comparative analysis across school systems would be a considerable undertaking.

Although the No Child Left Behind Act established national requirements for reporting disaggregated data that describes the achievement gap, it does not mandate a consistent set of performance measures. Instead, states are free to establish their own criteria, assessments, and measures. Given these differences, it may prove difficult to acquire valid comparable data. The time and effort spent in developing or ensuring the comparability of the data might outweigh the value the Council would gain from understanding how MCPS' achievement gap compares to the gaps that peer school systems are facing.

The original purpose of this project was to enable the Council to engage in a more informed dialogue with MCPS regarding its efforts to close the achievement gap, the efficacy of those efforts, and the costs of different approaches aimed at narrowing the gap. As the Council and MCPS address the discussion issues identified earlier, OLO recommends the Council develop a list of follow-up questions for MCPS. Depending on the direction of the Council's interest in pursuing issues related to the achievement gap, OLO stands ready to assist the Council to review and analyze MCPS responses in whatever ways the Council decides is most appropriate.

Chapter VIII: Agency Comments

The written comments received from the Chief Operating Officer of Montgomery County Public Schools on the final draft of this Office of Legislative Oversight report are attached (pages 73-74).

This final OLO report incorporates technical corrections and comments provided by MCPS staff. As always, OLO greatly appreciates the time taken by staff to review our draft report and provide feedback.



January 16, 2008

Ms. Karen Orlansky, Director
Dr. Elaine Bonner-Tompkins, Senior Legislative Analyst
Office of Legislative Oversight
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. Orlansky and Dr. Bonner-Tompkins:

Thank you for providing the Montgomery County Public Schools (MCPS) staff with the opportunity to review and comment on the draft Findings and Recommendations Chapters for the Office of Legislative Oversight (OLO) Report 2008-2, *Defining and Describing Montgomery County Public Schools' Progress in Closing the Achievement Gap*. MCPS appreciates the strong collaborative process that was used throughout the development and review of this report. This OLO report will be helpful in furthering the Montgomery County Council's understanding of the achievement gap in MCPS and our review and oversight of future MCPS budget requests targeted at closing the achievement gap.

It is evident that much of the feedback provided by MCPS throughout the development of the report was carefully considered and incorporated. In our final review, the following comments are offered:

- Distinctions need to be made between percent change and percentage-point change. Using percent change calculations to measure achievement gaps can be misleading when the percentages are very small. For example, (Page 65) the percent change in the suspension gap for Limited English Proficiency students of 1400% could occur even if the percentage-point change were only one point (e.g., 0.1% to 1.5%). Thus, what mathematically is a very large percentage change actually represents a small number of students. Other examples of this phenomenon occur in the gap for special education identification and drop out rates.
- We believe that it is the responsibility of the Board of Education to establish the school system's priorities and the number of priorities. MCPS would appreciate the opportunity to discuss with the Montgomery County Council how the school system's priorities are established and the relationship between these priorities and funding requests.

Office of the Chief Operating Officer

850 Hungerford Drive, Room 149 ♦ Rockville, Maryland 20850 ♦ 301-279-3626

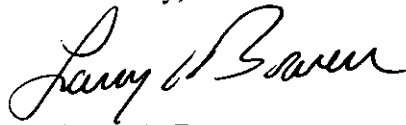
Ms. Karen Orlansky
Dr. Elaine Bonner-Tompkins

2

January 16, 2008

Thank you again for the opportunity to review the draft findings and recommendations. I believe the collaborative work between MCPS and OLO will result in an excellent report that will support the work of the school system and the County Council.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry A. Bowers". The signature is written in a cursive, flowing style.

Larry A. Bowers
Chief Operating Officer

LAB:sz

Copy to:

Dr. Weast
Dr. Lacey
Ms. Leleck

APPENDIX

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**Appendix A:
SCHOOL READINESS, 2003-2007**

Since 2002, MSDE has issued annual reports on school readiness among kindergarteners to measure its progress in meeting its strategic school readiness goal.¹ Kindergarten teachers throughout the state use a portfolio-based assessment to document their students' performance during the first eight weeks of school. Scores are reported by student group by local school system and the State. The following three measures of readiness are reported:

- **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully;
- **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators; and
- **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support to meet several domains or many performance measures.

This measure of readiness describes trends among MCPS kindergarten students demonstrating full readiness for kindergarten using composite score data for 2003-2007. This measure reports by student group the percentage of kindergarteners demonstrating full readiness for school. Additionally, this measure compares school readiness rates across subgroups to describe trends in the before-school achievement gap among kindergarteners.

It is important to note that this measure offers a baseline of performance when students enter MCPS more so than a measure of MCPS' effectiveness at improving school readiness since MCPS' early childhood education programming are limited to low-income students participating in its Pre-K and Head Start programs.

Table A-1: Percentage of Kindergarteners Demonstrating Full Readiness for School by Subgroup, 2003-2007

Students	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Ready for School Based on Composite Score							
All Students	57	60	59	63	68	11	19.3%
White Students	66	69	69	72	79	13	19.7%
Asian Students	59	64	59	67	72	13	22.0%
Black Students	52	51	53	57	61	9	17.3%
Latino Students	43	46	46	50	53	10	23.3%
Special Education	19	37	34	36	45	26	136.8%
LEP/ELL	37	41	34	50	50	13	35.1%
FARMS	44	45	52	51	53	9	20.5%

Source: MSDE, Work Sampling System

¹ Maryland State Department of Education, Children Entering School Reading to Learn: Maryland School Readiness Information, 2006-2007

Key Findings:

- In 2007, 79 percent of White kindergarteners and 72 percent of Asian kindergarteners demonstrated full readiness for school compared to 61 percent of Black kindergarteners and 53 percent of Latino kindergarteners. In addition, 68 percent of all MCPS kindergarteners demonstrated full readiness for school compared to 53 percent of student receiving FARMs, 50 percent of English language learners, and 45 percent of students with disabilities.

Table A-2: Gap in Percentage of MCPS Kindergarteners Demonstrating Full Readiness for School by Subgroups, 2003-2007

Differences by Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
School Readiness Gap by Student Race/Ethnicity							
White - Asian	7	5	10	5	7	0	0.0%
White - Black	14	18	16	15	18	4	28.6%
White - Latino	23	23	23	22	26	3	13.0%
School Readiness Gap by Student Service Group							
All Students - Special Ed	38	23	25	27	23	-15	-39.5%
All Students - LEP	20	19	25	13	18	-2	-10.0%
All Students - FARMs	13	15	7	12	15	2	15.4%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2003 and 2007, White and Asian students made the greatest gains among racial groups in achieving full school readiness. As a result, the school readiness gap between White and Black kindergarteners and White and Latino kindergarteners increased from 14-23 points in 2003 to 18-26 points in 2007.
- During this time frame, students with disabilities and English language learners made greater gains in achieving full school readiness compared to all students and students receiving FARMs (Table A-1). As a result, the school readiness gap between all students and those receiving special education or with limited English proficiency services decreased during this time frame. Alternatively, the school readiness gap between all students and those receiving FARMs increased from 13 to 15 points.

**Appendix B:
PRIMARY READING BENCHMARKS, 2002-2007**

According to MCPS, the Montgomery County Public School Assessment Program for Primary Reading is a “locally developed assessment that provides information about students’ reading development, including reading accuracy, oral reading fluency, and comprehension.”² This assessment measures proficiency standards in kindergarten, first, and second grades to determine student progress in achieving “grade-appropriate benchmarks for literacy skills.”

This measure of student performance describes trends in the percentage of students meeting the spring text reading and comprehension benchmarks for kindergarten, first and second grade. For Kindergarten and Grade 1, this measure reports by student group the percentage of students attaining the primary reading benchmarks as a percent of their total group’s enrollment from 2002 to 2007. For Grade 2, 2006-2007 data is reported. Additionally, this measure describes trends in the primary reading benchmark gap during this time frame.

Kindergarten Results: 2002-2007:

Table B-1: Percentage of Kindergarteners Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2002-2007

Students	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
All Students	59	68	71	81	88	93	34	57.6%
White Students	67	73	75	85	90	97	30	44.8%
Asian Students	71	75	78	87	90	96	25	35.2%
Black Students	52	65	70	78	86	90	38	73.1%
Latino Students	42	55	61	69	85	87	45	107.1%
Special Education	45	50	52	58	77	82	37	82.2%
LEP/ELL	28	48	58	70	84	88	60	214.3%
FARMs	44	58	62	70	84	87	43	97.7%

Source: MCPS

Key Findings:

- In 2007, 96-97 percent of White and Asian kindergarteners, 90 percent of Black kindergarteners, and 87 percent of Latino kindergarteners achieved grade level benchmarks in reading. Overall, 93 percent of all MCPS kindergarteners met the Spring Reading Benchmark compared to 87 percent of students receiving FARMs, 88 percent of English language learners, and 72 percent of students receiving special education services.

² Douglas, A.R. “Trend Results for Spring Reading Benchmark, 2002-2006” Department of Shared Accountability, MCPS – December 2006.

- From 2002 and 2007, English language learners, Latinos, students receiving FARMs, Blacks, and students with disabilities made the greatest gains on the Spring Reading Benchmark for kindergarteners. These subgroups made gains of 37-60 points compared to a 25-30 point gain for Whites and Asians.

Table B-2: Gap in Percentage of Kindergarteners Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2002-2007

Differences by Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Kindergarten Reading Gap by Student Race/Ethnicity								
White - Asian	-4	-2	-3	-2	0	1	5	-125.0%
White - Black	15	8	5	7	4	7	-8	-53.3%
White - Latino	25	18	14	16	5	10	-15	-60.0%
Kindergarten Reading Gap by Student Service Group								
All Students - Special Ed	14	18	19	23	11	11	-3	-21.4%
All Students - LEP	31	20	13	11	4	5	-26	-83.9%
All Students - FARMs	15	10	9	11	4	6	-9	-60.0%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made substantial progress in closing the kindergarten reading gap between high and low performing student groups associated with race and ethnicity, LEP, and FARMs status.
- Between 2002 and 2007, the kindergarten reading gap between White and Latino students narrowed by 15 points, and between White and Black students it narrowed by eight points. As a result, the kindergarten reading gap associated with student race and ethnicity decreased from 15-25 points in 2003 to 7-10 points in 2007.
- During this time frame, the gap between all students and those receiving English and a second language services fell by 26 points, and between all students and low-income students the gap fell by 9 points. In 2007, a 5 point gap existed between all students and English language learners and a 4 point gap existed between all students and those receiving FARMs. Between 2002 and 2007, the gap between all students and those receiving special education also declined by 3 points.

Grade 1 Results: 2002-2007:

Table B-3: Percentage of First Graders Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2002-2007

Students	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
All Students	60	62	74	76	77	82	22	36.7%
White Students	70	72	83	83	87	89	19	27.1%
Asian Students	71	69	84	86	85	90	19	26.8%
Black Students	49	54	68	70	69	78	29	59.2%
Latino Students	38	43	56	61	60	69	31	81.6%
Special Education	37	34	41	41	46	51	14	37.8%
LEP/ELL	34	28	44	54	52	65	31	91.2%
FARMS	39	42	57	61	58	69	30	76.9%

Source: MCPS

Key Findings:

- In 2007, 89-90 percent of White and Asian students achieved the Grade 1 reading benchmark compared to 78 percent of Black students and 69 percent of Latino students. Overall, 82 percent of all MCPS 1st graders met the Spring Reading Benchmarks compared to 51 percent of students with disabilities, 65 percent of English language learners, and 69 percent of students receiving FARMS.
- Between 2002 and 2007, Latinos, Blacks, English language learners, and students receiving FARMS experienced the greatest gains in reaching the Grade 1 reading benchmark (29-31 points) compared to White and Asian students, and students with disabilities (14-19 points).

Table B-4: Gap in Percentage of First Graders Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2002-2007

Differences by Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Grade 1 Reading Gap by Student Race/Ethnicity								
White - Asian	-1	3	-1	-3	2	-1	0	0.0%
White - Black	21	18	15	13	18	11	-10	-47.6%
White - Latino	32	29	27	22	27	20	-12	-37.5%
Grade 1 Reading Gap by Student Service Group								
All Students - Special Ed	23	28	33	35	31	31	8	34.8%
All Students - LEP	26	34	30	22	25	17	-9	-34.6%
All Students - FARMS	21	20	17	15	19	13	-8	-38.1%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made progress in closing the Grade 1 reading gap between most high and low performing student groups.
- Between 2002 and 2007, the Grade 1 reading gap between White and Latino students dropped from 32 points in 2002 to 20 points in 2007; the gap between White and Black students dropped from 21 points in 2002 to 11 points in 2006.
- During this time frame, the Grade 1 reading gap narrowed by 8-9 points between all students and students with limited English proficiency or those receiving FARMs. However, the Grade 1 reading gap increased by 8 points between all students and those receiving special education services.

Grade 2 Results: 2006-2007

Table B-5: Percentage of Second Graders Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2006-2007

Students	2006	2007	2006-07 Change	
			Point	%
All Students	55	68	13	23.6%
White Students	65	79	14	21.5%
Asian Students	64	78	14	21.9%
Black Students	45	56	11	24.4%
Latino Students	40	50	10	25.0%
Special Education	29	33	4	13.8%
LEP/ELL	23	35	12	52.2%
FARMs	37	48	11	29.7%

Source: MCPS

Key Findings:

- In 2007, 78-79 percent of White and Asian second graders met the Spring Reading Benchmarks compared to 50-56 percent of Black and Latino students. Overall, 68 percent of MCPS second graders reached these benchmarks compared to 33 percent of students with disabilities, 35 percent of English language learners, and 48 percent of students receiving FARMs.
- Between 2006 and 2007, White and Asian students made the greatest point gains in meeting the Grade 2 Spring Reading Benchmarks (14 points) compared to Blacks, Latinos, English language learners, students receiving FARMs, and students with disabilities whose gains ranged from 4-12 points.

Table B-6: Gap in Percentage of Second Graders Who Achieved the Grade-Level Reading Benchmarks by Subgroups, 2006-2007

Differences by Subgroup	2006	2007	2006-07 Change	
			Point	%
Grade 2 Reading Gap by Student Race/Ethnicity				
White - Asian	1	1	0	0.0%
White - Black	20	23	3	15.0%
White - Latino	25	29	4	16.0%
Grade 2 Reading Gap by Student Service Group				
All Students - Special Ed	26	35	9	34.6%
All Students - LEP	32	33	1	3.1%
All Students - FARMs	18	20	2	11.1%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2006 and 2007, the Grade 2 Reading Gap widened by race and ethnicity. The 20-25 point gaps evident between White and Black students and between White and Latino students in 2006 increased by 15-16 percent to 23-29 point gaps in 2007.
- During this time frame, the Grade 2 Reading Gap also widened by service status. In particular, the gap between all students and students with disabilities increased from 26 to 35 points, the gap between all students and English language learners increased from 32 to 33 points, and the gap between all students and students receiving FARMs increased from 18 to 20 points.

**Appendix C:
TERRANOVA COMPREHENSIVE TEST OF BASIC SKILLS, 2001-2005
AND TERRANOVA SECOND EDITION, 2007**

According to MCPS, the school system has “administered the TerraNova Comprehensive Test of Basic Skills (CTBS) to students in Grade 2 on a yearly basis in order to provide comprehensive measurement of basic skills achievement.”⁴ MCPS uses the CTBS to discern how well students perform basic skills and to determine changes in curriculum and instruction as needed. The CTBS also enables MCPS to compare the performance of its 2nd graders to a national sample.

This measure of student performance describes trends in the performance of MCPS students on the Grade 2 CTBS Battery Index based on a cut score set at the 50th national percentile. Data on the percentage of students by subgroup who exceed the 50th national percentile in CTBS performance are reported for MCPS by student groups from 2001-2005. Additionally, this measure describes trends in the CTBS Battery Index performance gap during this time frame.

MCPS replaced the TerraNova Comprehensive Test of Basic Skills (CTBS) with the TerraNova Second Edition (TN/2). The TN/2 results for 2007 create a new baseline of Grade 2 student achievement for future years, and should not be compared to 2006 results. This measure of student performance also describes data on the percentage of students by subgroup that exceeded the 50th national percentile in TN/2 performance in 2007.

TerraNova CTBS Results: 2001-2005

Table C-1: Percentage of Second Grade Students Exceeding 50th percentile on CTBS Battery Index by Subgroup, 2001-2005

Students	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
All Students	64.0	67.0	69.6	74.8	76.0	12.0	18.8%
White Students	76.9	79.8	80.9	84.9	86.2	9.3	12.1%
Asian Students	76.6	79.6	82.5	85.3	85.8	9.2	12.0%
Black Students	45.4	48.4	52.0	60.4	62.6	17.2	37.9%
Latino Students	41.4	45.3	52.8	60.7	61.9	20.5	49.5%
Special Education	38.7	40.5	48.4	55.6	58.3	19.6	50.6%
LEP/ELL	34.2	37.8	47.7	49.6	49.9	15.7	45.9%
FARMS	38.9	41.8	48.4	55.6	58.3	19.4	49.9%

Source: MCPS

⁴ Stevenson, Jose “Results of the Spring 2005 Administration of the Grade 2 TerraNova Comprehensive Test of Basic Skills” Department of Shared Accountability, MCPS – May 2005.

Key Findings:

- In 2005, the scores of 86 percent of White and Asian students exceeded the 50th percentile on the CTBS Battery Index compared to 63 percent of Black students and 62 percent of Latino students. Overall, 76 percent of MCPS 2nd graders exceeded the 50th percentile compared to 58 percent of students with disabilities, 50 percent of English language learners, and 58 percent of students receiving FARMs.
- Between 2001 and 2005, Black and Latino students, students with disabilities, English language learners, and students receiving FARMs experienced the largest gains on the CTBS Battery Index at 16 to 21 points compared to White and Asian students increasing their scores by 9 points during this time frame.

Table C-2: Gap in Percentage of Second Grade Students Exceeding 50th percentile on CTBS Battery Index by Subgroup, 2001-2005

Differences by Subgroup	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
CTBS Battery Index Gap by Student Race/Ethnicity							
White - Asian	0.3	0.2	-1.6	-0.4	0.4	0.1	33.3%
White - Black	31.5	31.4	28.9	24.5	23.6	-7.9	-25.1%
White - Latino	35.5	34.5	28.1	24.2	24.3	-11.2	-31.5%
CTBS Battery Index Gap by Student Service Group							
All Students - Special Ed	25.3	26.5	21.2	19.2	17.7	-7.6	-30.0%
All Students - LEP	29.8	29.2	21.9	25.2	26.1	-3.7	-12.4%
All Students - FARMs	25.1	25.2	21.2	19.2	17.7	-7.4	-29.5%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2001 and 2005, the CTBS Battery Index gap decreased between White and Latino students (11.2 points) and between White and Black students (7.9 points).
- During this time frame, the CTBS Battery Index gap between all students and those receiving special services narrowed across all groups. In particular, the gap fell by 8 points between all students and students with disabilities, 7 points for all students and students receiving FARMs, and 4 points between all students and students with limited English proficiency.

TerraNova Second Edition Results: 2007

Table C-3: Percentage of Second Grade Students Exceeding 50th percentile on TN/2 Composite Index by Subgroup, 2007

Student Subgroups	Score
All Students	69.2
White	84.8
Asian	83.8
Black	50.8
Latino	48.0
Special Education	36.6
LEP/ELL	34.0
FARMs	43.3

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2007, the scores of 85 percent of White and 84 percent of Asian students exceeded the 50th percentile on the TN/2 composite index compared to 51 percent of Black students and 48 percent of Latino students.
- Overall, 69 percent of MCPS 2nd graders exceeded the 50th percentile compared to 37 percent of students with disabilities, 34 percent of English language learners, and 43 percent of students receiving FARMs.

Table C-4: Gap in Percentage of Second Grade Students Exceeding 50th percentile on TN/2 Composite Index by Subgroup, 2007

Differences by Subgroups	TN/2 Achievement Gap
Gap by Student Ethnicity/Race	
White - Asian	1.0
White - Black	34.0
White - Latino	36.8
Gap by Service Group	
All Students - Special Education	32.6
All Students - LEP/ELL	35.2
All Students - FARMs	25.9

Source: OLO analysis of MCPS data

Key Findings:

- In 2007, the TN/2 composite index gap between White and Latino students was 37 points and 34 points between White and Black students.
- During this time frame, the TN/2 composite index gap between all 2nd Graders and English language learners was 35 points, the gap between all 2nd Graders and those receiving special education services was 33 points, and the gap between all 2nd Graders and those receiving FARMs was 26 points.

**Appendix D:
SPECIAL EDUCATION IDENTIFICATION AND PLACEMENT, 2003-2006**

MSDE and MCPS use special education identification and placement data to track the school system's progress in reducing disproportionate representation of racial and ethnic groups in special education, specific disability categories and placement.⁵ Disproportionate representation typically refers to the over-representation of Black children among students identified as having disabilities, mental retardation or emotional disturbance and to the over-representation of Black students with disabilities in separate special education classes and schools.

This measure of student performance compares the percentage of students ages 3-21 identified as having any disability, a learning disability, emotional disturbance, or mental retardation by race and ethnicity from 2003-2006. This measure also tracks by subgroup the percentage of students with disabilities served primarily in regular education settings (i.e. LRE A placements). This measure offers an analysis of gaps between special education classification and LRE A placement by race and ethnicity. Since this measure addresses a small percentage of MCPS' overall student population, changes are described in point and percentage point changes.

Percentage of Students Identified as Disabled by Subgroup: 2003-2006

Table D-1: Percent of Students Ages 3-21 Identified as Disabled by Subgroup, 2003-2006

Percentage Identified as Having a Disability	2003	2006	2003-06 Change	
			Point	%
All Students	12.2%	12.7%	0.5%	4.1%
White Students	12.8%	11.6%	-1.1%	-8.8%
Asian Students	5.3%	5.9%	0.6%	10.5%
Black Students	15.3%	15.7%	0.4%	2.3%
Latino Students	12.6%	13.3%	0.6%	5.1%

Source: OLO calculations of MSDE and MCPS data

Key Findings:

- In 2006, 12 percent of White students were identified as disabled, compared to 6 percent of Asian students, 13 percent of Latino students and 16 percent of Black students.
- Between 2003 and 2006, the percentage of White students eligible for special education services declined by 9 percent compared to the percentage of Asian students receiving special education increasing by 11 percent for Asians, 5 percent for Latinos and 2 percent for Blacks.

⁵ Annual Report on Our Call to Action, MCPS – 2006.

Table D-2: Percent of Students Ages 3-21 Identified as by Disability Type and Subgroup, 2003-2006

Student Subgroup	Percentage of Students Ages 3-21 with:	2003	2006	2003-06 Change	
				Point	%
All Students	Learning disability	4.44%	4.37%	-0.07%	-1.56%
	Emotional disturbance	0.81%	0.74%	-0.07%	-8.12%
	Mental retardation	0.36%	0.46%	0.10%	29.01%
Whites	Learning disability	4.11%	3.35%	-0.76%	-18.49%
	Emotional disturbance	0.92%	0.69%	-0.23%	-25.24%
	Mental retardation	0.25%	0.30%	0.05%	21.13%
Asians	Learning disability	0.43%	0.42%	0.00%	-0.33%
	Emotional disturbance	0.08%	0.06%	-0.02%	-25.00%
	Mental retardation	0.21%	0.10%	-0.12%	-55.09%
Blacks	Learning disability	6.14%	6.00%	-0.14%	-2.29%
	Emotional disturbance	1.31%	1.36%	0.05%	4.14%
	Mental retardation	0.71%	0.82%	0.12%	16.77%
Latinos	Learning disability	6.01%	6.08%	0.07%	1.18%
	Emotional disturbance	0.45%	0.41%	-0.04%	-8.61%
	Mental retardation	0.35%	0.43%	0.08%	22.09%

Source: OLO calculations of MSDE and MCPS data

Key Findings:

- In 2006, the percentages of students identified as having a learning disability, emotional disturbance, or mental retardation varied across subgroups. For example, Whites had half the prevalence of Latinos and Blacks in learning disability rates (3 percent compared to 6 percent), half the prevalence of Blacks in emotional disturbance classification (0.7 percent compared to 1.4 percent), and less than half the prevalence rate of Blacks in mental retardation identification (0.3 percent compared to 0.8 percent).
- Between 2003 and 2006, rates of learning disability classification declined among Whites by 19 percent, but remained virtually unchanged among other ethnic groups. Moreover, the rate of emotional disturbance classification declined by 9-25 percent across all subgroups except Blacks whose prevalence rate increased by 4 percent. As such, disproportionate representation in special education classification between White and Black students increased.

Table D-3: Gap in Percent of Students Ages 3-21 Identified as Disabled by Subgroup, 2003-2006

Differences by Subgroup	2003	2006	2003-06 Change	
			Point	%
Gaps in Any Disability Classification				
White-Asian	7.45%	5.77%	-1.69%	-22.64%
White-Black	-2.55%	-4.03%	-1.48%	58.03%
White-Latino	0.13%	-1.65%	-1.77%	-1392.67%
Gaps in Learning Disability Classification				
White-Asian	3.69%	2.93%	-0.76%	-20.58%
White-Black	-2.02%	-2.64%	-0.62%	30.67%
White-Latino	-1.90%	-2.73%	-0.83%	43.79%
Gaps in Emotional Disturbance Classification				
White - Asian	0.84%	0.63%	-0.21%	-25.27%
White - Black	-0.39%	-0.67%	-0.29%	74.23%
White - Latino	0.48%	0.28%	-0.19%	-40.80%
Gaps in Mental Retardation Classification				
White - Asian	0.04%	0.21%	0.17%	453.49%
White - Black	-0.46%	-0.52%	-0.07%	14.39%
White - Latino	-0.10%	-0.13%	-0.02%	24.45%

Source: OLO calculations of MSDE and MCPS data

Key Findings:

- Between 2003 and 2006, disproportionality increased between White and Black rates of disability classification, and to a lesser extent between White and Latino rates of classification.
- The 2.6 point gap in overall disability classification between Whites and Blacks evident in 2003 increased by 58 percent to a 4 point gap classification rates in 2006. In particular, the White-Black gap increased 31 percent for learning disability classifications, 74 percent for emotional disturbance classifications, and 14 percent for mental retardation. For Latinos, the gap in learning disability classification relative to Whites increased by 44 percent.

Placements for Students with Disabilities by Subgroup: 2003-2006

Table D-4: Percentage of Students with Disabilities by Subgroup Served Outside of Regular Education Less than 21 Percent of Time (i.e. LRE A Placements), 2003-2006

Percentage of Students with Disabilities by Subgroup	Placements Less than 21 percent outside of Regular Education				2003-06 Change	
	2003	2004	2005	2006	Point	%
All Students	44.0	48.1	53.3	57.1	13.1	29.8%
White Students	53.0	57.0	61.5	64.7	11.7	22.1%
Asian Students	48.0	53.0	54.5	58.7	10.7	22.3%
Black Students	32.0	36.0	42.1	46.3	14.3	44.7%
Latino Students	36.0	43.0	50.6	55.5	19.5	54.2%

Source: MCPS and MSDE

Key Findings:

- In 2006, 65 percent of White students with disabilities and 59 percent of Asian students with disabilities were served in regular education classes at least 80 percent of the time (i.e. LRE A) compared to 46 percent of Black students with disabilities and 56 percent of Latino students with disabilities. As such, more than half of Black students with disabilities were served in restrictive settings (i.e. participated in regular education less than 80 percent of the time) compared to about a third of White students with disabilities and 41-44 percent of Asian and Latino students with disabilities. As a result, Black students with disabilities are disproportionately served in restrictive special education settings.
- Between 2003 and 2006, MCPS increased the proportion of all students with disabilities subgroups served in LRE A placements. Moreover, the proportion of Black and Latino students with disabilities served in LRE A placements increased at more than twice the rate of increase of White and Asian placements in inclusive settings. As a consequence, MCPS narrowed the disproportionality in restrictive special education placements by race.

Table D-5: Gaps in the Percentage of Students by Subgroup Served Outside of Regular Education Less than 21 Percent of Time (i.e. LRE A Placements), 2003-2006

Differences in Percentage of Students by Subgroup	Placements Less than 21 percent outside of Regular Education				2003-06 Change	
	2003	2004	2005	2006	Point	%
White - Asian Students	5.0	4.0	7.0	6.0	1.0	20.0%
White - Black Students	21.0	21.0	19.4	18.4	-2.6	-12.4%
White - Latino Students	17.0	14.0	10.9	9.2	-7.8	-45.9%

Source: MCPS and MSDE

Key Finding:

- Between 2003 and 2006, disproportionality in LRE A placements decreased among Black and Latino students relative to Whites. The gap in LRE A placements between White and Black students with disabilities declined by 12 percent; the LRE A placement gap between White and Latino students with disabilities declined by 46 percent.

**Appendix E:
MARYLAND SCHOOL ASSESSMENTS (GRADES 3, 5, AND 8), 2003-2007**

MSDE and MCPS utilize the Maryland School Assessments (MSAs) to track schools' progress in meeting achievement goals and complying with the No Child Left Behind Act.⁶ Students in Grades 3 to 8 take the MSA annually in reading and mathematics. Nearly all public school students participate in the MSAs. Students scoring proficient or advanced on the MSA pass the exam, while students scoring basic do not pass the exam.

This measure of student performance describes MCPS student achievement on the MSAs for 3rd, 5th, and 8th graders from 2003 to 2007 by student race/ethnicity and receipt of special services. This measure also describes achievement gap trends by comparing the performance of White students to Asian, Black, and Latino students, and the performance of students by service group status. Appendix P describes MSA performance data for 4th, 6th, and 7th graders from 2004 to 2007 by student subgroup.

Grade 3 MSA: 2003-2007

Table E-1: Percent of Students Passing Grade 3 MSA by Race and Ethnicity, 2003-2007

Performance by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	66.8	77.6	79.2	80.6	84.9	18.1	27.1%
White Students	83.0	89.4	90.6	91.3	93.6	10.6	12.8%
Asian Students	77.8	86.1	87.7	88.4	92.0	14.2	18.3%
Black Students	48.3	64.5	66.4	66.5	73.4	25.1	52.0%
Latino Students	39.9	59.7	62.9	69.5	74.9	35.0	87.7%
Percent of Students Passing Math							
All Students	75.5	79.4	83	84.1	84.1	8.6	11.4%
White Students	88.6	90.5	92.5	94.3	93.3	4.7	5.3%
Asian Students	88.1	89.0	92.3	93.1	94.9	6.8	7.7%
Black Students	55.8	63.5	67.3	69.6	69.3	13.5	24.2%
Latino Students	56.5	64.9	73.0	73.2	73.9	17.4	30.8%

Source: Maryland Report Card

Key Findings:

- In 2007, over 90 percent of White and Asian students passed the Grade 3 MSAs in reading and math. In comparison, about 75 of Latino students passed both assessments, while 73 percent of Black students passed reading and 69 percent passed math. However, between 2003 and 2007, Latinos and Blacks made the greatest gains on the Grade 3 MSA.

⁶ Annual Report on Our Call To Action, MCPS - 2006

Table E-2: Gap in Percent of Students Passing Grade 3 MSA by Race and Ethnicity, 2003-2007

Difference by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 3 MSA Gap in Reading							
White - Asian	5.2	3.3	2.9	2.9	1.6	-3.6	-69.2%
White - Black	34.7	24.9	24.2	24.8	20.2	-14.5	-41.8%
White - Latino	43.1	29.7	27.7	21.8	18.7	-24.4	-56.6%
Grade 3 MSA Gap in Math							
White - Asian	0.5	1.5	0.2	1.2	-1.6	-2.1	-46.3%
White - Black	32.8	27.0	25.2	24.7	24.0	-8.8	-62.5%
White - Latino	32.1	25.6	19.5	21.1	19.4	-12.7	-49.0%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The Grade 3 MSA achievement gap by race and ethnicity narrowed from 2003 to 2007.
- In reading, the 43 point gap between Whites and Latinos fell to a 19 point gap; the 35 point gap between Whites and Blacks fell to 20 points. In math, the 32 point gap between Whites and Latinos fell to 19 points, while the 33 point gap between Whites and Blacks fell to 24 points.

Table E-3: Percent of Students Passing Grade 3 MSA by Student Service Group, 2003-2007

Performance by Service Group	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	66.8	77.6	79.2	80.6	84.9	18.1	27.1%
Special Education	30.3	53.2	58.2	62.0	65.4	35.1	115.8%
Regular Education	70.9	80.6	81.9	83.0	87.2	16.3	23.0%
Limited English Proficiency	18.9	43.2	48.4	58.1	67.0	48.1	254.5%
English Proficient	71.7	81.6	81.9	82.7	86.8	15.1	21.1%
Free/Reduced Price Meals	37.5	57.4	60.0	64.6	69.9	32.4	86.4%
Non-FARMS	78.1	85.5	86.6	86.6	90.6	12.5	16.0%
Percent of Students Passing Math							
All Students	75.5	79.4	83	84.1	84.1	8.6	11.4%
Special Education	45.8	51.4	57.8	57.5	56.7	10.9	23.8%
Regular Education	78.9	82.8	86.2	87.5	87.3	8.4	10.6%
Limited English Proficiency	44.5	52.8	61.7	59.7	65.0	20.5	46.1%
English Proficient	78.7	82.5	84.8	86.4	86.1	7.4	9.4%
Free/Reduced Price Meals	51.8	60.3	66.5	68.2	68.0	16.2	31.3%
Non-FARMS	84.7	86.7	89.3	90.0	90.1	5.4	6.4%

Source: Maryland Report Card

Key Findings:

- In 2007, nearly 90 percent of students in regular education, English proficient students, and students not receiving FARMs passed the Grade 3 MSA in both reading and math. This compares to about two-thirds of English language learners and students receiving FARMs passing the reading or math assessment, and 57-65 percent of students with disabilities passing either assessment. However, between 2003 and 2007, students receiving special services made the largest gains on the Grade 3 MSA.

Table E-4: Gap in Percent of Students Passing Grade 3 MSA by Student Service Group, 2003-2007

Difference by Service Group	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 3 MSA Gap in Reading							
Regular Ed - Special Ed	40.6	27.4	23.7	21.0	21.8	-18.8	-46.3%
Non-LEP - LEP	52.8	38.4	33.5	24.6	19.8	-33.0	-62.5%
Non-FARMs - FARMs	40.6	28.1	26.6	22.0	20.7	-19.9	-49.0%
Grade 3 MSA Gap in Math							
General Ed - Special Ed	33.1	31.4	28.4	30.0	30.6	-2.5	-7.6%
Non-LEP - LEP	34.2	29.7	23.1	26.7	21.1	-13.1	-38.3%
Non-FARMs - FARMs	32.9	26.4	22.8	21.8	22.1	-10.8	-32.8%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The achievement gap in Grade 3 MSA passing rates decreased by service group, particularly for English language learners and in reading.
- In reading, the 53 point gap between English proficient and non-proficient students in 2003 narrowed to a 20 point gap in 2007; the 41 point gap between students receiving and not receiving FARMs in 2003 narrowed to a 21 point gap in 2007; and the 41 point gap between students served in regular and special education fell to a 22 point gap in 2007.
- In math, progress in closing the achievement gap by student groups has been less even. The 33 point gap between regular and special education in 2003 only dropped by 2 points to 31 points in 2007. Yet, the closing of the gap by English proficiency and FARMs eligibility has been stronger. The 34 point gap between English proficient and non-proficient students in 2003 dropped to a 21 point gap in 2007; the 33 point gap between students receiving and not receiving FARMs in 2003 narrowed to a 22 point gap in 2007.

Grade 5 MSA: 2003-2007

Table E-5: Percent of Students Passing Grade 5 MSA by Race and Ethnicity, 2003-2007

Performance by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	74.6	76.1	79.8	82.8	83.4	8.8	11.8%
White Students	88.5	89.9	91.4	93.2	93.5	5.0	5.6%
Asian Students	81.3	85.1	87.9	90.2	91.4	10.1	12.4%
Black Students	58.3	60	65.3	70.6	72.2	13.9	23.8%
Latino Students	53.4	56.4	63.6	69.2	69.9	16.5	30.9%
Percent of Students Passing Math							
All Students	67.8	73.5	78.5	80.8	84.1	16.3	24.0%
White Students	82.4	87.5	90.9	91.8	93.6	11.2	13.6%
Asian Students	83.7	88.2	91.3	92.8	94.5	10.8	12.9%
Black Students	43.1	52.4	58.8	62.7	69.0	25.9	60.1%
Latino Students	47.5	55.0	62.6	69.3	73.5	26.0	54.7%

Source: Maryland Report Card

Key Findings:

- In 2007, 94 percent of Whites and 91 percent of Asians passed the Grade 5 Reading MSA compared to 72 percent of Blacks and 70 percent of Latinos. In math, 94 percent of Whites and 95 percent of Asians passed the MSA compared to 74 percent of Latinos and 69 percent of Blacks. However, Latinos and Blacks made the most significant gains on the Grade 5 MSA from 2003 and 2007.

Table E-6: Gap in Percent of Students Passing Grade 5 MSA by Race and Ethnicity, 2003-2007

Difference in Performance by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 5 MSA Gap in Reading							
White - Asian	7.2	4.8	3.5	3	2.1	-5.1	-70.8%
White - Black	30.2	29.9	26.1	22.6	21.3	-8.9	-29.5%
White - Latino	35.1	33.5	27.8	24	23.6	-11.5	-32.8%
Grade 5 MSA Gap in Math							
White - Asian	-1.3	-0.7	-0.4	-1	-0.9	0.4	-30.8%
White - Black	39.3	35.1	32.1	29.1	24.6	-14.7	-37.4%
White - Latino	34.9	32.5	28.3	22.5	20.1	-14.8	-42.4%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- Between 2003 and 2007, the Grade 5 MSA achievement gap by race and ethnicity narrowed, particularly in math.
- In math, the 35 point gap between White and Latino students in 2003 narrowed to 20 points in 2007; the 39 point gap between White and Black students fell to 25 points in 2007.
- In reading, the 35 point gap between Whites and Latinos in 2003 narrowed to a 24 point gap in 2007; the 30 point gap between Whites and Blacks fell to a 21 point gap in 2007.

Table E-7: Percent of Students Passing Grade 5 MSA by Student Service Group, 2003-2007

Performance by Service Group	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	74.6	76.1	79.8	82.8	83.4	8.8	11.8%
Special Education	46.9	46.4	51.2	58.1	61.6	14.7	31.3%
Regular Education	78.7	80.6	83.9	86.7	86.7	8.0	10.2%
Limited English Proficiency	27.2	33.1	41.6	46.5	50.6	23.4	86.0%
English Proficient	77.9	79.3	82.3	85.2	85.7	7.8	10.0%
Free/Reduced Price Meals	47.5	52.7	58.6	65.1	65.4	17.9	37.7%
Non-FARMS	84.6	85.3	87.7	88.9	90.3	5.7	6.7%
Percent of Students Passing Math							
All Students	67.8	73.5	78.5	80.8	84.1	16.3	24.0%
Special Education	31.0	39.2	44.3	51.7	56.6	25.6	82.6%
Regular Education	73.1	78.7	83.3	85.4	88.1	15.0	20.5%
Limited English Proficiency	36.4	41.2	45.6	54.6	59.4	23.0	63.2%
English Proficient	69.9	76.0	80.6	82.5	85.8	15.9	22.7%
Free/Reduced Price Meals	40.8	49.2	55.4	61.7	67.6	26.8	65.7%
Non-FARMS	77.7	83.0	87.0	87.3	90.4	12.7	16.3%

Source: Maryland Report Card

Key Findings:

- In 2007, 86-90 percent of English proficient students, students in regular education, and students not receiving FARMS passed the reading and math portion of the Grade 5 MSA. In comparison, 51-68 percent of students with disabilities, English language learners, and students receiving FARMS passed. However, between 2003 and 2007, students receiving special services made the most significant gains on the Grade 5 MSA.

Table E-8: Gap in Percent of Students Passing Grade 5 MSA by Student Service Group, 2003-2007

Difference in Performance by Service	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 5 MSA Gap in Reading							
Regular Ed - Special Ed	31.8	34.2	32.7	28.6	25.1	-6.7	-21.1%
Non-LEP - LEP	50.7	46.2	40.7	38.7	35.1	-15.6	-30.8%
Non-FARMS - FARMS	37.1	32.6	29.1	23.8	24.9	-12.2	-32.9%
Grade 5 MSA Gap in Math							
General Ed - Special Ed	42.1	39.5	39.0	33.7	31.5	-10.6	-25.2%
Non-LEP - LEP	33.5	34.8	35.0	27.9	26.4	-7.1	-21.2%
Non-FARMS - FARMS	36.9	33.8	31.6	25.6	22.8	-14.1	-38.2%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The Grade 5 MSA performance gap by service group status decreased between 2003 and 2007.
- In reading, the 51 point gap between English proficient and non-proficient students evident in 2003 dropped to a 35 point gap in 2007; the 37 point gap between students receiving and not receiving FARMS in 2003 narrowed to 25 points in 2007; and the 32 point gap between students served in regular and special education fell to 25 points in 2007.
- In math, the 42 point gap between regular and special education in 2003 fell to 32 points in 2007; the 34 point gap between English proficient and non-proficient students in 2003 dropped to a 26 point gap in 2007; and the 37 point gap between students receiving and not receiving FARMS in 2003 narrowed to a 23 point gap in 2007.

Grade 8 MSA: 2003-2007

Table E-9: Percent of Students Passing Grade 8 MSA by Race and Ethnicity, 2003-2007

Performance by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	70.8	72.4	73.9	73.8	77.1	6.3	8.9%
White Students	86.0	87.7	88.8	87.9	90.8	4.8	5.6%
Asian Students	77.9	82.7	84.0	83.5	86.7	8.8	11.3%
Black Students	51.1	52.9	55.3	57.9	61.8	10.7	20.9%
Latino Students	48.0	49.2	52.8	52.2	58.5	10.5	21.9%
Percent of Students Passing Math							
All Students	57.5	58.8	64.7	66.5	67.4	9.9	17.2%
White Students	74.6	76.1	80.7	82.6	84.2	9.6	12.9%
Asian Students	77.4	80.2	85.1	84.2	86.5	9.1	11.8%
Black Students	28.8	31.2	39.0	41.6	43.0	14.2	49.3%
Latino Students	30.1	33.1	41.2	45.8	45.9	15.8	52.5%

Source: Maryland Report Card

Key Findings:

- In 2007, 91 percent of White students and 87 percent of Asian students passed the Grade 8 Reading MSA compared to 62 percent of Black students and 59 percent of Latinos. In math, 84 percent of Whites and 87 percent of Asians passed the state assessment compared to 46 percent of Latinos and 43 percent of Blacks. However, between 2003 and 2007, Latinos and Blacks made slightly larger gains on the Grade 5 MSA than White and Asian students.

Table E-10: Gap in Percent of Students Passing Grade 8 MSA by Race and Ethnicity, 2003-2007

Difference in Performance by Race/Ethnicity	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 8 MSA Gap in Reading							
White - Asian	8.1	5.0	4.8	4.4	4.1	-4.0	-49.4%
White - Black	34.9	34.8	33.5	30.0	29.0	-5.9	-16.9%
White - Latino	38.0	38.5	36.0	35.7	32.3	-5.7	-15.0%
Grade 8 MSA Gap in Math							
White - Asian	-2.8	-4.1	-4.4	-1.6	-2.3	0.5	-17.9%
White - Black	45.8	44.9	41.7	41.0	41.2	-4.6	-10.0%
White - Latino	44.5	43.0	39.5	36.8	38.3	-6.2	-13.9%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The Grade 8 MSA achievement gap by student race/ethnicity decreased between 2003 and 2007, but lesser magnitudes than the Grade 3 and 5 MSA performance gaps.
- In reading, the 38 point gap between White and Latino students in 2003 fell by six points to a 32 point gap in 2007; the 35 point gap between White and Black students in 2003 also fell by six points to a 29 point gap in 2007.
- In math, the 45 point gap between Whites and Latinos in 2003 dropped by 6 points to a 38 point gap in 2007; the 46 point gap between Whites and Blacks dropped by only 5 points to a 41 point gap in 2007.

Table E-11: Percent of Students Passing Grade 8 MSA by Student Service Group, 2003-2007

Performance by Service Group	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Percent of Students Passing Reading							
All Students	70.8	72.4	73.9	73.8	77.1	6.3	8.9%
Special Education	34.5	31.9	35.8	33.9	42.6	8.1	23.5%
Regular Education	75.7	77.8	79.2	79.4	81.8	6.1	8.1%
Limited English Proficiency	15.9	22.7	24.9	27.0	27.7	11.8	74.2%
English Proficient	73.7	74.8	75.7	75.5	79.0	5.3	7.2%
Free/Reduced Price Meals	41.3	44.6	46.6	46.7	52.9	11.6	28.1%
Non-FARMS	79.2	80.4	82.0	81.4	85.0	5.8	7.3%
Percent of Students Passing Math							
All Students	57.5	58.8	64.7	66.5	67.4	9.9	17.2%
Special Education	20.8	18.7	26.1	25.6	32.5	11.7	56.3%
Regular Education	62.3	64.3	70.0	72.4	72.2	9.9	15.9%
Limited English Proficiency	24.5	29.3	33.4	34.0	30.7	6.2	25.3%
English Proficient	59.2	60.3	65.7	67.8	68.9	9.7	16.4%
Free/Reduced Price Meals	25.3	27.9	34.1	38.2	38.8	13.5	53.4%
Non-FARMS	66.5	67.8	73.6	74.6	76.9	10.4	15.6%

Source: Maryland Report Card

Key Findings:

- In 2007, 79-85 percent of students not receiving special services passed the Grade 8 MSA in reading compared to 28-53 percent of students receiving special services. In math, 69-77 percent of students not receiving special services passed the Grade 8 assessment compared to 31-39 percent of students receiving special services.
- Between 2003 and 2007, most students receiving special services made slightly greater gains on the Grade 8 MSA (12 points) than students not receiving special services (10 points).

Table E-12: Gap in Percent of Students Passing Grade 8 MSA by Student Service Group, 2003-2007

Difference in Performance by Service	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Grade 8 MSA Gap in Reading							
Regular Ed - Special Ed	41.2	45.9	43.4	45.5	39.2	-2.0	-4.9%
Non-LEP - LEP	57.8	52.1	50.8	48.5	51.3	-6.5	-11.2%
Non-FARMs - FARMs	37.9	35.8	35.4	34.7	32.1	-5.8	-15.3%
Grade 8 MSA Gap in Math							
General Ed - Special Ed	41.5	45.6	43.9	46.8	39.7	-1.8	-4.3%
Non-LEP - LEP	34.7	31.0	32.3	33.8	38.2	3.5	10.1%
Non-FARMs - FARMs	41.2	39.9	39.5	36.4	38.1	-3.1	-7.5%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The Grade 8 MSA achievement gap by service group did not significantly change between 2003 and 2007.
- In reading, the 58 point gap between English proficient and non-proficient students in 2003 dropped to 51 points in 2007; the 38 point gap between students receiving and not receiving FARMs in 2003 fell to 32 points in 2007; and the 41 point gap between students served in regular and special education fell by only two points to a 39 point gap in 2007.
- In math, from 2003 to 2007, the 42 point gap between regular and special education fell to 40 points; the 41 point gap between students receiving and not receiving FARMs dropped to 38 points; and the 35 point gap between English proficient and non-proficient students actually increased by 3 points to a 38 point gap.

**Appendix F:
MARYLAND HIGH SCHOOL ASSESSMENTS, 2002-2007**

MSDE and MCPS utilize the High School Assessments (HSAs) to track schools' progress at the secondary level.⁷ Students complete these examinations in Algebra, Biology, English, and Government. MSDE requires that students in the Class of 2009 pass each assessment to graduate or complete two alternate requirements: (1) earn a combined score of 1602 on all four assessments or (2) complete a state-approved senior project that demonstrates proficiency on HSA subject matter for each exam twice-failed by a Maryland student.

This measure of student performance describes MCPS student achievement for all test takers on the algebra, Biology, and Government HSAs from 2002-2007 and for the English II HSA from 2005-2007 by student race/ethnicity and receipt of special services. The measure further compares HSA pass rates between high and low performing student groups to track changes in the HSA achievement gap. This measure also describes the HSA completion rate for MCPS' Class of 2009.

HSA Algebra: 2002-2007

Table F-1: Percent of Students Passing the Algebra HSA by Subgroup, 2002-2007

Performance by Student Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
All Students	71.5	67.1	72.4	67.7	78.8	77.8	6.3	8.8%
Percent of Students Passing by Race/Ethnicity								
White Students	85.7	83.7	86.3	83.5	90.9	91.3	5.6	6.5%
Asian Students	83.2	81.9	86.1	85.9	91.4	89.1	5.9	7.1%
Black Students	47.2	41.0	49.9	43.0	60.4	59.7	12.5	26.5%
Latino Students	44.6	41.9	54.1	46.6	62.7	65.1	20.5	46.0%
Percent of Students Passing by Service Group								
Special Education	37.9	31.4	31.4	28.7	45.9	48.1	10.2	26.9%
Regular Education	74.6	70.8	76.9	72.3	82.3	81.0	6.4	8.6%
LEP/ELL	26.8	26.3	40.2	34.8	47.5	52.8	26.0	97.0%
English Proficient	74.3	70.3	75.0	70.4	81.1	79.7	5.4	7.3%
FARMs	43.7	41.1	52.5	44.8	62.4	60.8	17.1	39.1%
Non-FARMs	75.9	72.3	76.9	72.6	82.9	82.6	6.7	8.8%

Source: Maryland Report Card

⁷ Annual Report on Our Call to Action, MCPS - 2006

Key Findings:

- In 2007, 91 percent of White test takers and 89 percent of Asian test takers passed the Algebra HSA compared to 65 percent of Latino and 60 percent of Black test takers. Moreover, approximately 80 percent of test takers not receiving special services passed the Algebra HSA compared to about 50 percent of test takers receiving special education and English for Speakers of Other Languages, and 60 percent of students not receiving FARMs.
- Between 2002 and 2007, Latino and Black test takers made greater gains on Algebra HSA than their White and Asian peers. During this time frame, test takers receiving special services made greater gains on the Algebra HSA than students not receiving special services.

Table F-2: Gap in Percent of Students Passing the Algebra HSA by Subgroup, 2002-2007

Difference by Student Group	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Algebra HSA Gap by Student Race/Ethnicity								
White - Asian	2.5	1.8	0.2	-2.4	-0.5	2.2	-0.3	-12.0%
White - Black	38.5	42.7	36.4	40.5	30.5	31.6	-6.9	-17.9%
White - Latino	41.1	41.8	32.2	36.9	28.2	26.2	-14.9	-36.3%
Algebra HSA Gap by Student Service Group								
Regular Ed - Special Ed	36.7	39.4	45.5	43.6	36.4	32.9	-3.8	-10.4%
Non-LEP - LEP	47.5	44.0	34.8	35.6	33.6	26.9	-20.6	-43.4%
Non-FARMs - FARMs	32.2	31.2	24.4	27.8	20.5	21.8	-10.4	-32.3%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- Between 2002 and 2007, the Algebra HSA achievement gap by race/ethnicity lessened. The 41 point gap between White and Latino test takers in 2002 narrowed to a 26 point gap in 2007, while the 39 point gap between Whites and Blacks narrowed to a 32 point gap in 2007.
- During this time frame, the Algebra HSA achievement gap by service group dropped as well, particularly for English language learners. In particular, the 48 point gap by English proficiency in 2002 dropped to 27 points in 2007; the 32 point gap between students receiving and not receiving FARMs fell to 22 points in 2007; and the 37 point gap by disability status decreased slightly to 32 points during this time frame.

Government HSA: 2002-2007

Table F-3: MCPS Performance on Government HSA by Student Group, 2002-2007

Performance by Student Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
All Students	72.3	77.3	79.1	77.3	81.4	87.6	15.3	21.2%
Percent of Students Passing by Race/Ethnicity								
White Students	82.9	88.0	89.0	88.6	91.1	95.7	12.8	15.4%
Asian Students	80.4	84.3	87.7	86.8	89.9	93.5	13.1	16.3%
Black Students	54.9	62.3	64.8	61.3	67.8	75.7	20.8	37.9%
Latino Students	48.5	56.6	58.9	59.5	66.8	77.5	29.0	59.8%
Percent of Students Passing by Service Group								
Special Education	37.4	41.5	43.6	40.9	45.4	61.5	24.1	64.4%
Regular Education	75.7	81.1	83.1	81.1	85.3	90.3	14.6	19.3%
LEP/ELL	26.4	36.2	39.3	45.6	53.5	59.7	33.3	126.1%
English Proficient	74.5	79.6	81.4	79.3	83.1	89.0	14.5	19.5%
FARMS	47.3	53.1	56.4	56.1	63.3	73.4	26.1	55.2%
Non-FARMS	75.5	81.0	82.6	80.9	84.9	90.5	15.0	19.9%

Source: Maryland Report Card

Key Findings:

- In 2007, 96 percent of White test takers and 94 percent of Asian test takers passed the Government HSA compared to 78 percent of Latino and 76 percent of Black test takers.
- Between 2002 and 2007, Latino and Black test takers made greater gains on Government HSA than their White and Asian peers.
- In 2007, approximately 90 percent of test takers who were not receiving special services passed the Government HSA compared to about 60 percent of test takers with disabilities or limited English proficiency, and 73 percent of student receiving FARMS.
- Between 2002 and 2007, test takers receiving special services made greater gains on the Government HSA than students who were not receiving special services.

Table F-4: MCPS Government HSA Achievement Gap, 2002-2007

Difference by Student Group	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Achievement Gap by Student Race/Ethnicity								
White - Asian	2.5	3.7	1.3	1.8	1.2	2.2	-0.3	-12.0%
White - Black	28.0	25.7	24.2	27.3	23.3	20.0	-8.0	-28.6%
White - Latino	34.4	31.4	30.1	29.1	24.3	18.2	-16.2	-47.1%
Achievement Gap by Student Service Group								
Regular Ed - Special Ed	38.3	39.6	39.5	40.2	39.9	28.8	-9.5	-24.8%
Non-LEP - LEP	48.1	43.4	42.1	33.7	29.6	29.3	-18.8	-39.1%
Non-FARMS - FARMS	28.2	27.9	26.2	24.8	21.6	17.1	-11.1	-39.4%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The 34 point gap between White and Latino test takers in 2002 narrowed to an 18 point gap in 2007; the 28 point gap between Whites and Blacks narrowed to a 20 point gap in 2007.
- The 48 point gap by English proficiency in 2002 dropped to 29 points in 2007; the 28 point gap by FARMS eligibility fell to 17 points in 2007; and the 38 point gap by disability status decreased to 29 points during this time frame.

Biology HSA: 2002-2007

Table F-5: MCPS Performance on Biology HSA by Student Group, 2002-2007

Performance by Student Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
All Students	72.2	71.3	73.8	70.1	78.3	80.6	8.4	11.6%
Percent of Students Passing by Race/Ethnicity								
White Students	83.5	85.0	86.8	85.1	89.4	92.2	8.7	10.4%
Asian Students	81.3	83.4	84.8	82.7	88.9	91.6	10.3	12.7%
Black Students	52.0	49.8	54.8	46.3	59.9	60.8	8.8	16.9%
Latino Students	48.3	45.4	49.2	47.4	60.7	64.2	15.9	32.9%
Percent of Students Passing by Service Group								
Special Education	35.2	34.0	37.0	32.5	41.0	50.9	15.7	44.6%
Regular Education	75.8	75.2	77.8	73.9	82.3	83.8	8.0	10.6%
LEP/ELL	30.1	25.6	31.3	34.9	45.8	50.4	20.3	67.4%
English Proficient	74.2	74.2	76.7	72.6	80.3	82.3	8.1	10.9%
FARMS	45.6	42.7	47.7	43.2	57.0	57.9	12.3	27.0%
Non-FARMS	75.8	75.7	78.1	74.5	82.2	85.2	9.4	12.4%

Source: Maryland Report Card

Key Findings:

- In 2007, 92 percent of White and Asian test takers passed the Biology HSA compared to 64 percent of Latino and 61 percent of Black test takers.
- Between 2002 and 2007, Latino test takers made greater gains on the Biology HSA than their White and Asian peers. Black test takers, however, gained at about the same rate as White students and more slowly than Asian students.
- In 2007, about 84 percent of students in regular education, 82 percent of English proficient students, and 85 percent of students not receiving FARMs passed the Biology HSA. In comparison, about 50 percent of test takers with disabilities and limited English proficiency, and 58 percent of students receiving FARMs passed the Biology HSA.
- Between 2002 and 2007, test takers receiving special services made greater gains on the Biology HSA than students not receiving special services.

Table F-6: MCPS Biology HSA Achievement Gap, 2002-2007

Difference by Student Group	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Achievement Gap by Student Race/Ethnicity								
White - Asian	2.2	1.6	2.0	2.4	0.5	0.6	-1.6	-72.7%
White - Black	31.5	35.2	32.0	38.8	29.5	31.4	-0.1	-0.3%
White - Latino	35.2	39.6	37.6	37.7	28.7	28.0	-7.2	-20.5%
Achievement Gap by Student Service Group								
Regular Ed - Special Ed	40.6	41.2	40.8	41.4	41.3	32.9	-7.7	-19.0%
Non-LEP - LEP	44.1	48.6	45.4	37.7	34.5	31.9	-12.2	-27.7%
Non-FARMs - FARMs	30.2	33.0	30.4	31.3	25.2	27.3	-2.9	-9.6%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The 35 point gap between White and Latino test takers in 2002 fell to a 28 point gap in 2007; the 31 point gap between Whites and Blacks in 2002 remained the same in 2007.
- The 44 point gap by English proficiency in 2002 dropped to 32 points in 2007; the 30 point gap by FARMs eligibility fell slightly to 27 points in 2007; and the 40 point gap by disability status decreased to 33 points during this time frame.

HSA English II: 2005-2007

Table F-7: Percent of Students Passing the English II HSA by Subgroup, 2005-2007

Performance by Student Subgroup	2005	2006	2007	2005-07 Change	
				Point	%
All Students	69.5	69.0	77.2	7.7	11.1%
Percent of Students Passing by Race/Ethnicity					
White Students	84.7	83.7	91.5	6.8	8.0%
Asian Students	80.4	79.7	84.4	4.0	5.0%
Black Students	46.8	46.6	59.7	12.9	27.6%
Latino Students	47.9	50.1	59.3	11.4	23.8%
Percent of Students Passing by Service Group					
Special Education	28.6	24.7	42.7	14.1	49.3%
Regular Education	74.0	74.1	81.0	7.0	9.5%
LEP/ELL	22.0	25.8	24.9	2.9	13.2%
English Proficient	71.2	70.4	79.1	7.9	11.1%
FARMs	40.2	41.7	52.2	12.0	29.9%
Non-FARMs	74.2	74.1	82.7	8.5	11.5%

Source: Maryland Report Card

Key Findings:

- In 2007, 92 percent of White test takers and 84 percent of their Asian peers passed the English II HSA compared to 60 percent of Black students and 59 percent of Latino students taking the exam. Overall, about 80 percent of test takers not receiving special services passed the English II HSA compared to 52 percent of test takers receiving FARMs, 43 percent of test takers receiving special education services, and 25 percent of test takers with limited English proficiency.
- From 2005 and 2007, Latino and Black test takers made twice the gains that White and Asian test takers made on the English II HSA. During this time frame, students with disabilities and students receiving FARMs also made greater gains on the English II HSA than students served solely in regular education classes and those not receiving FARMs. However, English language learners made less than half the gains on the English II HSA as their English proficient peers.

Table F-8: Gap in Percent of Students Passing the English II HSA by Subgroup, 2005-2007

Difference by Student Group	2005	2006	2007	2002-07 Change	
				Point	%
English II HSA Gap by Student Race/Ethnicity					
White - Asian	4.3	4.0	7.1	2.8	65.1%
White - Black	37.9	37.1	31.8	-6.1	-16.1%
White - Latino	36.8	33.6	32.2	-4.6	-12.5%
English II HSA Gap by Student Service Group					
Regular Ed - Special Ed	45.4	49.4	38.3	-7.1	-15.6%
Non-LEP - LEP	49.2	44.6	54.2	5.0	10.2%
Non-FARMS - FARMS	34.0	32.4	30.5	-3.5	-10.3%

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- The English II HSA racial/ethnic achievement gap narrowed between 2005 and 2007, as well as the gap associated with disability and FARMS status. However, the gap measured by English proficiency status widened.
- The 38 point gap between White and Black students in 2005 dropped to 32 points in 2007; the 37 point gap between White and Latino students also fell to 32 points in 2007. Additionally, the gap between regular and special education test takers fell from 45 points in 2005 to 38 points in 2007, and the gap between test takers receiving FARMS dropped from 34 points to 31 points. However, the gap between test takers based on English proficiency increased from 49 to 54 points between 2005 and 2007.

HSA Completion Rate for Class of 2009

Table F-9: Class of 2009 HSA Performance by Subgroup, 2007

Student Subgroups	Algebra	Biology	English	Government
Percent of All Students Taking Exam				
Takers	86.4	69.6	85.9	84.5
Non-Takers	13.6	30.4	14.1	15.5
Passing Rate Among Exam Takers by Subgroup				
All Students	86.9	89.9	83.5	92.0
White	95.8	96.3	93.7	97.4
Asian	94.8	95.2	90.9	96.2
Black	71.7	76.0	67.6	82.8
Latino	75.7	79.4	68.5	84.2
Special Education	60.0	65.4	46.8	67.9
LEP	55.5	70.3	*	71.4
FARMS	70.3	71.8	61.1	79.7
Passing Rate Among Test Takers and Non-Takers				
All Students	75.1	62.6	71.7	78.6

* Too few test takers to include in analysis.

Source: Maryland Report Card

Key Findings:

- In 2007, 85-86 percent of all members of the MCPS Class of 2009 had taken at least one of three HSA exams in Algebra, English, and Government. Nearly 70 percent of the Class of 2009 had taken the Biology HSA.
- Among those taking the exam, 92 percent has passed the Government HSA, 90 percent has passed the Biology HSA, 87 percent had passed the Algebra HSA, and 84 percent had passed the English II HSA.
- When combining the passing rates for test takers and those who have yet to attempt the assessments, 79 percent of the MCPS Class of 2009 has successfully completed the Government HSA, 75 percent has completed the Algebra HSA, 72 percent has completed the English HSA, and 63 percent has completed the Biology HSA.

Table F-10: Gap in Class of 2009 HSA Performance by Subgroup Among Students Taking the HSA, 2007

Difference among Test Takers by Student Groups	Algebra	Biology	English	Government
HSA Gap in Student Race/Ethnicity				
White - Asian	1.0	1.1	2.8	1.2
White - Black	24.1	20.3	26.1	14.6
White - Latino	20.1	16.9	25.2	13.2
HSA Gap by Student Service Group				
All Students - Special Ed	26.9	24.5	36.7	24.1
All Students - LEP	31.4	19.6	*	20.6
All Students - FARMs	16.6	18.1	22.4	12.3

* Too few test takers to include in analysis.

Source: OLO analysis of data from Maryland Report Card

Key Findings:

- In 2007, an achievement gap by student race/ethnicity and service group existed among HSA test takers within the Class of 2009. At about 20 points, the average magnitude of the gap between high and low achieving student groups in the Class of 2009 was smaller than the gap among test takers overall of about 30 points.
- The White and Black achievement gap among test takers ranged from a low of 15 points on the government exam to a high of 26 points on the English exam. The White and Latino achievement gap among test takers ranged from a low of 13 points on the government exam to a high of 25 points on the English exam.
- The gap between all student test takers and those receiving special education services ranged from a low of 24 points on the government exam, to a high of 37 points on the English exam. The gap between all student test takers and English language learners ranged from a low of 20 points on the biology exam to a high of 31 points on the algebra exam. The gap between all student test takers and those receiving FARMs ranged from a low of 12 points of the government exam to a high of 22 points on the English exam.

**Appendix G:
STUDENT SUSPENSIONS, 2000-2007**

MCPS tracks and publicly reports the suspension rate of students by ethnicity/race and by receipt of special services as part its annual reporting of performance data aligned with Our Call to Action.⁸ Specifically, MCPS uses suspension data to track progress toward its milestone that all schools will eliminate the disproportionate suspension rate of African American and Latino students.

This measure of student performance tracks MCPS suspension rates for elementary and secondary students by subgroup for 2000-2007. This indicator reports by student group the percentage of students suspended as a percent of their total group's enrollment. Additionally, this measure compares suspension rates across subgroups to describe trends in the suspension gap by race/ethnicity and service group. Since this measure deals with a small percentage of MCPS students, trend data are described in point changes and percentage point changes.

Suspension Rates for Elementary Schools

Table G-1: Percentage of Elementary Students Suspended from MCPS Schools, 2000-2007

Students	2000	2003	2004	2005	2006	2007	2000-07 Change	
							Point	%
All Students	0.8	1.0	1.2	1.3	1.4	1.3	0.5	62.5%
White Students	0.5	0.5	0.6	0.6	0.6	0.6	0.1	20.0%
Asian Students	1.0	0.3	0.9	2.6	1.0	0.4	-0.6	-60.0%
Black Students	2.3	2.6	3.0	3.1	3.5	2.9	0.6	26.1%
Latino Students	0.6	1.1	1.1	1.2	1.3	1.4	0.8	133.3%
Special Education	1.8	2.8	3.1	3.7	3.8	3.4	1.6	88.9%
LEP/ELL	1.7	1.1	2.5	2.6	2.7	2.5	0.8	47.1%
FARMs	1.7	2.2	2.5	2.6	2.7	2.5	0.8	47.1%

Source: MCPS

Key Findings:

- In 2007, 0.6 percent of White students and 0.4 percent of Asian students were suspended from elementary schools compared to 2.9 percent of Black students and 1.4 percent of Latino students. In addition, 1.3 percent of all MCPS students were suspended from elementary schools compared to 3.4 percent of students with disabilities and 2.5 percent of both English language learners and students receiving FARMs.
- Between 2000 and 2007, elementary students with disabilities, Black students, English language learners, and students receiving FARMs experienced the largest point increases in the suspension rates compared to White and Asian students.

⁸ Annual Report on Our Call to Action, MCPS - 2006

Table G-2: Gap in Percentage of Elementary Students Suspended from MCPS Schools, 2000-2007

Differences by Subgroup	2000	2003	2004	2005	2006	2007	2000-07 Change	
							Point	%
Suspension Gap by Student Race/Ethnicity								
White - Asian	-0.5	0.2	-0.3	-2.0	-0.4	0.2	0.7	-140.0%
White - Black	-1.8	-2.1	-2.4	-2.5	-2.9	-2.3	-0.5	27.8%
White - Latino	-0.1	-0.6	-0.5	-0.6	-0.7	-0.8	-0.7	700.0%
Suspension Gap by Student Service Group								
All Students - Special Ed	-1.0	-1.8	-1.9	-2.4	-2.4	-2.1	-1.1	110.0%
All Students - LEP	-0.9	-0.1	-1.3	-1.3	-1.3	-1.2	-0.3	33.3%
All Students - FARMs	-0.9	-1.2	-1.3	-1.4	-1.4	-1.2	-0.3	33.3%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2000 and 2007, the elementary student suspension gap widened by 28 percent between White and Black students (0.5 points) and by 700% between White and Latino students (0.7 points). As such, the suspension rates for Black and Latino elementary students became more disproportionate.
- During the same time frame, the suspension gap at the elementary level between all students and those receiving special education services increased by 110% (1.1 points) and the gaps between all students and English language learners and all students and students receiving FARMs increased by 33 percent (0.3 points). As such, the suspension rates for elementary students by service group status also became more disproportionate.

Suspension Rate for Secondary Schools

Table G-3: Percentage of Secondary Students Suspended from MCPS Schools, 2000-2007

Students	2000	2003	2004	2005	2006	2007	2000-07 Change	
							Point	%
All Students	5.6	6.9	7.5	7.3	7.4	7.1	1.5	26.8%
White Students	4.0	4.2	3.8	3.6	3.4	3.3	-0.7	-17.5%
Asian Students	2.3	2.4	2.8	2.6	2.6	2.5	0.2	8.7%
Black Students	10.7	14.2	15.8	15.5	16.2	14.8	4.1	38.3%
Latino Students	7.4	9.4	10.4	10.2	9.8	9.5	2.1	28.4%
Special Education	12.8	16.1	17.2	16.6	16.8	15.2	2.4	18.8%
LEP/ELL	5.5	7.9	8.6	8.4	8.2	8.4	2.9	52.7%
FARMs	9.9	13.0	14.9	15.2	15.8	14.4	4.5	45.5%

Source: MCPS

Key Findings:

- In 2007, 3.3 percent of White students and 2.5 percent of Asian students were suspended from secondary school compared to 14.8 percent of Black students and 9.5 percent of Latino students. Additionally, 7.1 percent of MCPS students were suspended at the secondary level compared to 15.2 percent of students with disabilities, 8.4 percent of English language learners, and 14.4 percent of students receiving FARMs.
- Between 2000 and 2007, students receiving FARMs, Black students, English language learners, students with disabilities, and Latino students experienced the greatest point increases in suspension rates at the secondary level at 2.1 to 4.5 points compared to an increase of 0.2 points for Asians and a decline of 0.7 points for Whites.
- Using percentage point changes to describe changes in suspension rates between 2000 and 2007, the secondary student suspension rate fell by 18 percent for Whites and increased by 9% for Asians. In comparison, suspension rates increased by 19-53% for all students, Blacks, Latinos, English language learners, students with disabilities, and students receiving FARMs.

Table G-4: Gap in Percentage of Secondary Students Suspended from MCPS Schools, 2000-2007

Students	2000	2003	2004	2005	2006	2007	2000-07 Change	
							Percent	%
Suspension Gap by Student Race/Ethnicity								
White - Asian	1.7	1.8	1.0	1.0	0.8	0.8	-0.9	-52.9%
White - Black	-6.7	-10.0	-12.0	-11.9	-12.8	-11.5	-4.8	71.6%
White - Latino	-3.4	-5.2	-6.6	-6.6	-6.4	-6.2	-2.8	82.4%
Suspension Gap by Student Service Group								
All Students - Special Ed	-7.2	-9.2	-9.7	-9.3	-9.4	-8.1	-0.9	12.5%
All Students - LEP	0.1	-1.0	-1.1	-1.1	-0.8	-1.3	-1.4	-1400.0%
All Students - FARMs	-4.3	-6.1	-7.4	-7.9	-8.4	-7.3	-3.0	69.8%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2000 and 2007, the secondary student suspension gap widened by 72 percent between White and Black students (4.8 points) and by 82% between White and Latino students (2.8 points). As a result, the suspension rates for Black and Latino secondary students became more disproportionate.
- During this time frame, the suspension gap at the secondary level between all students and students receiving special education increased by 13% (0.9 points), the gap between all students and English language learners increased by 1400% (1.4 points), and the gap between all students and students receiving FARMs increased by 70% (3.0 points). As a result, disproportionate representation in secondary suspension rates by service group status increased.

**Appendix H:
GRADUATION AND DROPOUT RATES, 2002-2007**

MSDE tracks MCPS' graduation rate among seniors to determine whether the school system achieves annually yearly progress (AYP). Graduation rates¹⁰ are tracked for MCPS students overall and by subgroup. MSDE also tracks the annual dropout rate¹¹ of 9 – 12th graders overall and by subgroup. The performance standard for graduation rate for AYP is 90 percent. MSDE also set a satisfactory standard drop-out rate of 3 percent of less. MCPS exceeded both goals.

This measure of student of performance tracks grade 12 graduation rates and grade 9 -12 dropout rates among MCPS students by race and ethnicity from 2002 to 2007 and by service group from 2003 to 2007. This indicator also tracks the achievement gap in graduation and drop out rates by subgroups. OLO elected not to include state data on graduation and dropout rates by English language learners in this report because recent data indicating that English language learners are more likely than English proficient students to graduate from high school seems questionable. Nor are key findings by service group status reported on these indicators by service group status.

12th Grade Graduation Rate: 2002-2007

Table H-1: MCPS Graduation Rate and Gap among Seniors by Race/Ethnicity, 2002-2007

Performance by Student Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Annual Graduation Rate by Race/Ethnicity								
All Students	91.8	92.5	92.0	91.4	91.9	90.4	-1.4	-1.6%
White Students	93.4	95.0	94.5	94.0	95.2	93.9	0.5	0.5%
Asian Students	95.0	94.9	96.3	96.9	96.5	95.6	0.7	0.7%
Black Students	89.1	86.9	88.3	88.6	87.6	87.2	-1.9	-2.1%
Latino Students	86.2	87.9	83.7	82.2	81.3	80.4	-5.7	-6.7%
Graduation Gap by Race/Ethnicity								
White - Asian	-1.5	0.1	-1.8	-2.8	-1.2	-1.7	-0.2	12.6%
White - Black	4.4	8.1	6.2	5.4	7.6	6.7	2.4	54.4%
White - Latino	7.3	7.2	10.8	11.8	14.0	13.5	6.2	85.4%

Source: Maryland Report Card

¹⁰ MSDE calculates the graduation rate based on the percentage of students who received a Maryland high school diploma during the reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of the dropout for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates.

¹¹ MSDE calculates the dropout rate as the percentage of students dropping out of school in grades 9 through 12 in a single year. MSDE defines dropout as the number and percent of students who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state-approved program for the current school year. The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs. The dropout rate is computed by dividing the number of dropouts by the total number of students in grade 9-12 served by the school.

Key Findings:

- In 2007, 94 percent of White seniors and 96 percent of Asian seniors graduated from high school compared to 87 percent of Black seniors and 80 percent of Latino seniors.
- Between 2002 and 2007, the graduation rate for White and Asian seniors increased, while it decreased for Black and Latino seniors. As such, the gap in graduation rates between students groups increased during this time frame. The White – Black graduation gap increased by 2 points, and the White – Latino graduation gap increased by 6 points.

Table H-2: MCPS Graduation Rate and Gap among Seniors by Service Group, 2003-2007

Performance by Student Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Annual Graduation Rate by Service Group Status							
Special Education	85.7	87.4	86.1	88.4	88.3	2.6	3.1%
Regular Education	93.1	92.4	91.9	91.9	90.5	-2.5	-2.7%
ELL/LEP	79.7	86.5	95.5	97.3	96.7	17.0	21.3%
Non-LEP	92.7	92.1	91.3	91.4	90.2	-2.5	-2.7%
FARMS	87.9	88.4	88.8	89.4	88.6	0.7	0.8%
Non-FARMS	92.9	92.4	91.7	91.9	90.6	-2.3	-2.5%
Graduation Gap by Service Group Status							
Regular - Special Education	7.4	4.9	5.8	3.4	2.2	-5.2	-70.0%
Non-LEP - LEP	13.0	5.6	-4.2	-5.9	-6.5	-19.5	-149.7%
Non-FARMS - FARMS	5.0	4.0	3.0	2.4	2.0	-3.0	-60.4%

Source: Maryland Report Card

Grade 9 -12 Dropout Rate: 2002-2007

Table H-3: MCPS Dropout Rate and Gap among 9th-12th Graders by Race and Ethnicity, 2002-2007

Performance by Student Subgroup	2002	2003	2004	2005	2006	2007	2002-07 Change	
							Point	%
Annual Dropout Rate by Race/Ethnicity								
All Students	1.8	2.0	1.8	1.8	2.0	2.7	0.9	53.1%
White Students	1.4	1.4	1.2	1.0	1.0	1.5	0.2	13.2%
Asian Students	0.9	1.1	0.8	0.9	0.7	1.0	0.1	13.2%
Black Students	2.3	2.8	2.2	2.3	2.7	3.6	1.3	57.0%
Latino Students	3.2	3.7	3.7	3.9	4.4	5.3	2.1	66.4%
Dropout Gap by Race/Ethnicity								
White - Asian	0.5	0.3	0.3	0.1	0.3	0.5	0.1	13.3%
White - Black	-0.9	-1.5	-1.1	-1.4	-1.7	-2.0	-1.1	121.7%
White - Latino	-1.9	-2.3	-2.6	-2.9	-3.4	-3.8	-2.0	105.4%

Source: Maryland Report Card

Key Findings:

- In 2007, 1.5 percent of White students and 1.0 percent of Asian students dropped out of high school annually compared to 3.6 percent of Black students and 5.3 percent of Latino students.
- Between 2002 and 2007, all student groups experienced an increase in the annual dropout rates but Latinos and Blacks experienced the largest increases.
- From 2002 to 2007, the dropout rate for Whites increased by 0.2 points (14%) and for Asians, it increased by 0.1 points (11%). For Latinos, the dropout rate increased by 2.1 points (66%) and for Blacks, it increased by 1.3 points (57%). As such, the MCPS gap in dropout rates associated with race and ethnicity widened between 2002 and 2007.

Table H-4: MCPS Dropout Rate and Gap among 9th -12th Graders by Service Group, 2002-2007

Performance by Student Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Annual Dropout Rate by Service Group Status							
Special Education	2.49	1.82	1.8	2.11	2.71	0.22	8.8%
Regular Education	1.95	1.76	1.75	1.99	2.71	0.76	39.0%
ELL/LEP	0.23	0.41	0.32	0.42	0.49	0.26	113.0%
Non-LEP	2.1	1.85	1.85	2.09	2.83	0.73	34.8%
FARMs	2.13	1.63	1.56	2.86	3.03	0.9	42.3%
Non-FARMs	1.99	1.79	1.79	1.83	2.64	0.65	32.7%
Dropout Gap by Service Group Status							
Regular - Special Education	0.54	0.06	0.05	0.12	0	-0.54	-100.0%
Non-LEP - LEP	1.87	1.44	1.53	1.67	2.34	0.47	25.1%
Non-FARMs - FARMs	-0.14	0.16	0.23	-1.03	-0.39	-0.25	178.6%

Source: Maryland Report Card

**Appendix I:
GIFTED IDENTIFICATION, 2004-2007**

The Code of Maryland Regulations (COMAR) requires students with “outstanding abilities” to be “identified by professionally qualified individuals” as “gifted and talented.” According to MCPS, the Grade 2 global screening process fulfills the State mandate for gifted identification and provides a tool for opening access to accelerated instruction to students who may otherwise be overlooked.¹² The Grade 2 global screening for giftedness includes a variety of data collected from parent surveys, MCPS teacher and staff surveys, students’ instruction, and standardized test scores for school-based committees to review in identifying gifted students.

This measure of student performance describes trends in the identification of gifted MCPS students via the Grade 2 global screening process administered in the spring of the 2nd grade year. This measure reports by student group the percentage of students identified as gifted as a percent of their total group’s enrollment from 2004 to 2007. Additionally, this measure describes trends in the gifted identification gap by race/ethnicity and service group.

Table I-1: Percentage of Second Grade Students Identified as Gifted by MCPS, 2004-2007

Students	2004	2005	2006	2007	2004-07 Change	
					Point	%
All Students	44.5	33.8	39.5	39.4	-5.1%	-11.5%
White Students	57.1	46.1	51.3	50.4	-6.7%	-11.7%
Asian Students	57.4	45.3	57.1	59.4	2.0%	3.5%
Black Students	24.4	18.7	22.9	22.3	-2.1%	-8.8%
Latino Students	29.7	17.0	21.8	22.2	-7.6%	-25.4%
Special Education	25.3	13.7	18.2	17.4	-7.9%	-31.0%
LEP/ELL	22.2	15.3	21.4	16.9	-5.3%	-23.7%
FARMS	24.8	14.6	22.9	19.5	-5.3%	-21.4%

Source: MCPS

Key Findings:

- In 2007, 50 percent of White students and 59 percent of Asian students were identified as gifted based on the Grade 2 global screening compared to 22 percent of Black and Latino students. Overall, 39 percent of all MCPS 2nd graders were identified as gifted compared to 17 percent of students with disabilities and English language learners, and 20 percent of students receiving FARMS.

¹² Stevenson, Jose – An Examination of the Grade 2 Global Screening for Identification of Gifted and Talented Students, Department of Shared Accountability, MCPS – September 2005

- Between 2004 and 2007, all students, White and Latino students, and students receiving special services experienced the largest decreases in rates of gifted identification at five to eight points compared to Asian students whose rate of gifted identification increased by two points (5%) and Black students who rate of gifted identification declined by two points (9%).

Table I-2: Gap in Percentage of Second Grade Students Identified as Gifted, 2004-2007

Differences by Subgroup	2004	2005	2006	2007	2004-07 Change	
					Point	%
Gifted Identification Gap by Student Race/Ethnicity						
White - Asian	-0.4	0.8	-5.8	-9.1	-8.7	2235.7
White - Black	32.7	27.3	28.5	28.1	-4.6	-13.9
White - Latino	27.3	29.0	29.5	28.2	0.9	3.2
Gifted Identification Gap by Student Service Group						
All Students - Special Ed	19.2	20.1	21.3	22.0	2.7	14.2
All Students - LEP	22.3	18.5	18.1	22.5	0.1	0.7
All Students - FARMs	19.7	19.2	16.6	19.9	0.2	1.0

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made mixed progress in closing the gifted identification gap between high and low performing student groups.
- Between 2004 and 2007, the gifted identification gap widened between White and Latino students by one point (3%) but diminished between White and Black students by five points (14%).
- During this time frame, the gifted identification gap between all students and those receiving special education increased by three points (15%) but remained fairly constant between all students and English language learners and between all students and students receiving FARMs.

**Appendix J:
ENROLLMENT IN ADVANCED MATH IN GRADE 6, 2001-2006**

According to MCPS, the school system “encourages students to complete Algebra I in middle school because Algebra I is the gateway to a rigorous high school mathematics sequence.”¹⁴ For students to meet this goal, they must enroll in an accelerated math course in Grade 6. These courses include 7th Grade Math, 8th Grade Math, Investigations into Mathematics (IM), Algebra I or higher.

This measure of student performance describes the percent of Grade 6 students who were enrolled in accelerated math courses from 2001 to 2006. This measure reports by student group the percent of Grade 6 students enrolled in 7th Grade Math (also known as Math B) or higher as a percent of their total group’s enrollment from 2001 to 2006. Additionally, this measure describes trends in the advanced math in Grade 6 enrollment gap by race/ethnicity and service group during this time frame.

Table J-1: Percentage of MCPS Grade 6 Students Enrolled in 7th Grade Math or Higher in June by Subgroup, 2001-2006

Students	2001	2002	2003	2004	2005	2006	2001-06 Change	
							Point	%
All Students	33.9	37.3	38.0	37.3	39.0	42.5	8.6	25.4%
White Students	46.2	50.2	51.5	50.6	53.2	58.2	12.0	26.0%
Asian Students	44.3	51.5	52.5	55.4	56.4	60.2	15.9	35.9%
Black Students	14.9	17.1	18.5	16.9	19.3	22.2	7.3	49.0%
Latino Students	13.9	16.6	16.9	15.8	18.6	19.9	6.0	43.2%
Special Education	7.2	8.4	8.3	9.0	8.5	9.9	2.7	37.5%
LEP/ELL	6.4	8.3	10.5	10.2	11.8	9.3	2.9	45.3%
FARMS	10.2	13.5	13.2	13.3	15.1	16.5	6.3	61.8%

Source: MCPS

Key Findings:

- In 2006, 58 percent of White students and 60 percent of Asian students enrolled in Math 7 or higher by Grade 6 compared to 22 percent of Black students and 20 percent of Latino students. Overall, 43 percent of all MCPS 6th graders enrolled in advanced math or higher compared to 10 percent of students with disabilities, 9 percent of English language learners, and 17 percent of students receiving FARMS.
- Between 2001 and 2006, White and Asian students made the greatest gains (12-16 points) in increasing their enrollment in 7th Grade Math or higher by Grade 6. The level of advanced math enrollment by Grade 6 increased by 9 points for MCPS students overall, compared to increases of 3-7 points for Black and Latino students, students with disabilities, English language learners, and low-income students.

¹⁴ Von Secker, Clare “Trends in Grade 6 Enrollment in Math B or Higher: 2001 to 2006”, Department of Shared Accountability, MCPS - February 2007

Table J-2: Gap in Percentage of MCPS Grade 6 Students Enrolled in 7th Grade Math or Higher in June by Subgroup, 2001-2006

Differences by Subgroup	2001	2002	2003	2004	2005	2006	2001-06 Change	
							Point	%
Advanced Math in Grade 6 Gap by Student Race/Ethnicity								
White - Asian	1.9	-1.3	-1.0	-4.8	-3.2	-2.0	-3.9	-205.3%
White - Black	31.3	33.1	33.0	33.7	33.9	36.0	4.7	15.0%
White - Latino	32.3	33.6	34.6	34.8	34.6	38.3	6.0	18.6%
Advanced Math in Grade 6 Gap by Student Service Group								
All Students - Special Ed	26.7	28.9	29.7	28.3	30.5	32.6	5.9	22.1%
All Students - LEP	27.5	29.0	27.5	27.1	27.2	33.2	5.7	20.7%
All Students - FARMS	23.7	23.8	24.8	24.0	23.9	26.0	2.3	9.7%

Source: OLO analysis of MCPS data

Key Findings:

- The Advanced Math Grade 6 enrollment gap has increased between high and low performing student groups.
- Between 2001 and 2006, the advanced math in Grade 6 gap widened by 6 points between White and Latino students and by 5 points between White and Black students. As such, the 31-32 point gaps by student ethnicity evident in 2001 increased to a 36-38 points gap in 2006.
- During this time frame, the advanced math in Grade 6 gap also widened between all students and those receiving special services. The gap between all students and those with disabilities or limited English proficiency increased by 6 points while the gap between all students and students receiving FARMS increased by 2 points. Overall, the 24-27 points gap between all students and service groups evident in 2001 increased to a 26-33 points gap in 2006.

**Appendix K:
ALGEBRA AND GEOMETRY COMPLETION, 2001-2007**

According to MCPS, increasing the successful completion rates of students in Algebra I, Geometry, and other higher-level mathematics courses are district-wide priorities.¹⁵ In particular, MCPS “encourages all students to complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10” as part of its ongoing efforts to ensure success for every student.¹⁶

This measure of student performance describes trends in the percent of Grade 8 and 9 students completing Algebra I or higher between 2001 and 2007. It also presents trends in the percent of Grade 9 and 10 students enrolled in comprehensive high schools completing Geometry I or higher between 2004 and 2007. This measure reports by student group the percentage of students completing these courses as a percent of their total group’s enrollment. Additionally, this indicator describes trends in the Algebra and Geometry completion gap by subgroup.

When reviewing the data below it is important to note the following: for Grade 6-8, successful completion of Algebra I and Geometry are defined as earning a grade of D or higher for each semester of the course and on the course final; and for Grades 9 and above, successful completion of these courses are defined as earning a combined average grade of D or among the three course components (i.e. the first semester, second semester and final examination).

Grade 8 Completion Rate for Algebra I or Higher-Level Mathematics: 2001-2007

Table K-1: Percent of Grade 8 Students Completing Algebra I or Higher, 2001-2007

Students	2001	2004	2005	2006	2007	2001-07 Change	
						Point	%
All Students	43.1	48.2	48.2	49.4	55.9	12.8	29.7%
White Students	55.5	63.5	63.6	64.3	71.4	15.9	28.6%
Asian Students	60.6	70.8	71.2	72.3	78.6	18.0	29.7%
Black Students	21.2	23.1	24.1	25.5	33.1	11.9	56.1%
Latino Students	16.4	23.3	23.6	26.2	32.6	16.2	98.8%
Special Education	9.7	10.9	12.0	11.7	15.5	5.8	59.8%
LEP/ELL	11.4	16.5	16.4	15.1	19.7	8.3	72.8%
FARMs	15.0	20.0	18.5	21.7	28.5	13.5	90.0%

Source: MCPS

¹⁵ Weast, Jerry – Memorandum to the Board of Education on the Successful Completion of Algebra I or Higher-Level Mathematics and Successful Completion of Geometry or Higher-Level Mathematics, October 18, 2006.

¹⁶ Steinberg, Laura and Missy Gumula, “Successful Completion of Algebra I or Higher-Level Mathematics and Successful Completion of Geometry of Higher Level Mathematics, 2005-2006”, MCPS, September 2006.

Key Findings:

- In 2007, 79 percent of Asian students and 71 percent of White students in Grade 8 completed Algebra I or a higher-level math course compared to 33 percent of Black and Latino students. Overall, 56 percent of all MCPS 8th graders had completed Algebra I or a higher-level math course compared to 16 percent of students with disabilities, 20 percent of English language learners, and 29 percent of students receiving FARMs.
- Between 2001 and 2007, Asians, Latinos, Whites, and students receiving FARMs made the greatest gains of 14-18 points in completing Algebra I or a higher-level mathematics course by the end of Grade 8 compared to Black students, English language learners and students receiving special education services who made gains of 6-12 points.

Table K-2: Gap in Percentage of Grade 8 Students Completing Algebra I or Higher-Level Mathematics by Subgroup, 2001-2007

Differences by Subgroup	2001	2004	2005	2006	2007	2001-07 Change	
						Point	%
Grade 8 Algebra Gap by Student Race/Ethnicity							
White - Asian	-5.1	-7.3	-7.6	-8.0	-7.2	-2.1	41.2%
White - Black	34.3	40.4	39.5	38.8	38.3	4.0	11.7%
White - Latino	39.1	40.2	40.0	38.1	38.8	-0.3	-0.8%
Grade 8 Algebra Gap by Student Service Group							
All Students - Special Ed	33.4	37.3	36.2	37.7	40.4	7.0	21.0%
All Students - LEP	31.7	31.7	31.8	34.3	36.2	4.5	14.2%
All Students - FARMs	28.1	28.2	29.7	27.7	27.4	-0.7	-2.5%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made mixed progress in closing the Grade 8 Algebra I or higher-level math completion gap between high and low performing student groups.
- Between 2001 and 2006 the Grade 8 Algebra I gap widened between White and Black students (4.0 points) but narrowed slightly between White and Latino students (0.3 points).
- During this time frame, the Grade 8 Algebra I gap between all students and those receiving special education increased by 7.0 points and between all students and English language learners, the gap increased by 4.5 points. However, the gap between all students and those receiving FARMs decreased slightly by 0.7 points.

Grade 9 Completion Rate for Algebra I or Higher-Level Mathematics: 2001-2007

Table K-3: Percentage of Grade 9 Students Completing Algebra I or Higher-Level Mathematics by Subgroup, 2001-2007

Students	2001	2004	2005	2006	2007	2001-07 Change	
						Point	%
All Students	71.5	74.1	76.8	75.4	76.5	5.0	7.0%
White Students	84.3	87.5	89.6	89.9	90.8	6.5	7.7%
Asian Students	89.0	89.0	91.6	90.0	91.1	2.1	2.4%
Black Students	49.4	55.6	61.1	58.9	61.3	11.9	24.1%
Latino Students	44.2	53.2	57.3	55.2	55.7	11.5	26.0%
Special Education	35.5	40.7	44.9	42.8	41.7	6.2	17.5%
LEP/ELL	32.4	36.7	45.9	39.2	39.6	7.2	22.2%
FARMS	41.5	49.9	53.9	49.8	51.8	10.3	24.8%

Source: MCPS

Key Findings:

- In 2007, 91 percent of White and Asian students completed Algebra I or a higher level mathematics class by the end of Grade 9 compared to 61 percent of Black students and 57 percent of Latino students. Overall, 77 percent of all MCPS 9th graders completed Algebra I compared to 42 percent of students with disabilities, 40 percent of English language learners, and 52 percent of students receiving FARMS.
- Between 2001 and 2007, Latinos, Blacks, Whites, low-income students, and English language learners made the greatest gains in Grade 9 Algebra I completion, ranging from 7-12 points compared to all students, students with disabilities, and Asians increasing their completion rates by 2-6 points.

Table K-4: Gap in Percentage of Grade 9 Students Completing Algebra I or Higher-Level Mathematics by Subgroup, 2001-2007

Differences by Subgroup	2001	2004	2005	2006	2007	2001-07 Change	
						Point	%
Grade 9 Algebra Gap by Student Race/Ethnicity							
White - Asian	-4.7	-1.5	-2.0	-0.1	-0.3	4.4	-93.6%
White - Black	34.9	31.9	28.5	31.0	29.5	-5.4	-15.5%
White - Latino	40.1	34.3	32.3	34.7	35.1	-5.0	-12.5%
Grade 9 Algebra Gap by Student Service Group							
All Students - Special Ed	36.0	33.4	31.9	32.6	34.8	-1.2	-3.3%
All Students - LEP	39.1	37.4	30.9	36.2	36.9	-2.2	-5.6%
All Students - FARMS	30.0	24.2	22.9	25.6	24.7	-5.3	-17.7%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made progress in closing the Grade 9 Algebra completion gap between high and low performing student groups.
- Between 2001 and 2007, the Grade 9 Algebra completion gap decreased between White and Black students (5.4 points) and between White and Latino students (5.0 points).
- During this time frame, the Grade 9 Algebra completion gap between all students and those receiving special services diminished by 1-5 points.

Grade 9 and 10 Completion Rate for Geometry I or Higher-Level Mathematics: 2004-2007

Table K-5: Percentage of Grade 9 Students Completing Geometry I or Higher-Level Mathematics by Subgroup, 2004-2007

Students	2004	2005	2006	2007	2004-07 Change	
					Point	%
All Students	42.5	41.5	41.6	44.6	2.1	4.9%
White Students	59.2	58.3	58.7	62.2	3.0	5.1%
Asian Students	58.5	63.5	63.8	67.4	8.9	15.2%
Black Students	19.7	18.5	19.5	21.7	2.0	10.2%
Latino Students	17.9	17.2	17.3	20.5	2.6	14.5%
Special Education	9.1	7.9	9.1	9.9	0.8	8.8%
LEP/ELL	5.9	9.2	7.1	7.0	1.1	18.6%
FARMS	15.3	14.7	13.4	17.1	1.8	11.8%

Source: MCPS

Key Findings:

- In 2007, 62 percent of White students and 67 percent of Asian students completed Geometry I or a higher-level mathematics course by the end of Grade 9 compared to 22 percent of Black students and 21 percent of Latino students. Overall, 45 percent of all MCPS 9th graders completed Geometry I compared to 10 percent of students with disabilities, 7 percent of English language learners, and 17 percent of students receiving for FARMS.
- Between 2004 and 2007, Asian 9th graders made the greatest gains (8.9 points) in completing Geometry I or a higher-level mathematics course compared to other student groups who experienced 1-3 point gains during this time frame.

Table K-6: Percentage of Grade 10 Students Completing Geometry I or Higher-Level Mathematics by Subgroup, 2004-2007

Students	2004	2005	2006	2007	2004-07 Change	
					Point	%
All Students	70.2	70.7	71.7	72.7	2.5	3.6%
White Students	84.8	84.8	86.6	88.5	3.7	4.4%
Asian Students	85.1	83.9	86.3	86.5	1.4	1.6%
Black Students	47.8	50.2	51.8	52.9	5.1	10.7%
Latino Students	44.0	48.4	48.7	50.4	6.4	14.5%
Special Education	36.2	40.3	37.7	38.1	1.9	5.2%
LEP/ELL	27.6	32.9	30.8	31.5	3.9	14.1%
FARMs	40.8	44.8	45.5	45.1	4.3	10.5%

Source: MCPS

Key Findings:

- In 2007, 89 percent of White students and 87 percent of Asian students completed Geometry I or a higher-level mathematics course by the end of Grade 10 compared to 53 percent of Black students and 50 percent of Latino students. Overall, 73 percent of all MCPS 10th graders completed Geometry I compared to 38 percent of students with disabilities, 32 percent of English language learners, and 45 percent of students receiving FARMs.
- Between 2004 and 2007, Black, Latino, White, limited English proficient, and FARMs receiving 10th graders made the greatest gains (4-6 points) compared to other student groups.

Table K-7: Gap in Percentage of Grade 9 Students Completing Geometry I or Higher-Level Mathematics by Subgroup, 2004-2007

Differences by Subgroup	2004	2005	2006	2007	2004-07 Change	
					Point	%
Grade 9 Geometry I Gap by Student Race/Ethnicity						
White - Asian	0.7	-5.2	-5.1	-5.2	-5.9	-842.9%
White - Black	39.5	39.8	39.2	40.5	1.0	2.5%
White - Latino	41.3	41.1	41.4	41.7	0.4	1.0%
Grade 9 Geometry I Gap by Student Service Group						
All Students - Special Ed	33.4	33.6	32.5	34.7	1.3	3.9%
All Students - LEP	36.6	32.3	34.5	37.6	1.0	2.7%
All Students - FARMs	27.2	26.8	28.2	27.5	0.3	1.1%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS lost ground in closing the Geometry I completion gap between high and low performing student groups for 9th graders.
- Between 2004 and 2007, the Grade 9 Geometry I completion gap increased by 1 point between White and Black students and by 0.4 points between White and Latino students.
- During this time frame, the Grade 9 Geometry I completion gap between all students and those receiving special education services increased by 1.3 points, between all students and English language learners the gap increased by 1 point, and the gap between all students and those receiving FARMs increased by 0.3 points.

Table K-8: Gap in Percentage of Grade 10 Students Completing Geometry I or Higher-Level Mathematics by Subgroup, 2004-2007

Differences by Subgroup	2004	2005	2006	2007	2004-07 Change	
					Point	%
Grade 10 Geometry I Gap by Student Race/Ethnicity						
White - Asian	-0.3	0.9	0.3	2.0	2.3	-766.7%
White - Black	37.0	34.6	34.8	35.6	-1.4	-3.8%
White - Latino	40.8	36.4	37.9	38.1	-2.7	-6.6%
Grade 10 Geometry I Gap by Student Service Group						
All Students - Special Ed	34.0	30.4	34.0	34.6	0.6	1.8%
All Students - LEP	42.6	37.8	40.9	41.2	-1.4	-3.3%
All Students - FARMs	29.4	25.9	26.2	27.6	-1.8	-6.1%

Source: OLO analysis of MCPS data

Key Findings:

- MCPS has made limited progress in closing the Geometry I completion gap between high and low performing student groups for 10th graders.
- Between 2004 and 2007, the Grade 10 Geometry I completion gap increased by 1.4 points between White and Black students, and by 2.7 points between Whites and Latinos.
- During this time frame, the Grade 10 Geometry I completion gap between all students and English language learners decreased by 1.4 points and between all students and FARMs receiving students the gap decreased by 1.8 points. However, the gap between all students and those receiving special education services increased by 0.6 points.

**Appendix L:
AP PERFORMANCE AND PARTICIPATION, 2002-2006**

The Advanced Placement (AP) program allows graduates to complete college level courses while they are in high school. Graduates can use qualifying AP exam scores – typically a 3 or higher – to earn college credit or advanced placement status at a majority of colleges and universities in the U.S.¹⁹ As such, student performance on the AP, and to a lesser extent participation, offers a measure of college-readiness among high school graduates.

This measure of student performance describes MCPS student achievement on AP exams for the Classes of 2002-2006. This measure reports the percentage of AP exam takers earning scores of 3 or more on one or more exams by student subgroup. This measure also tracks AP participation by subgroup. Additionally, this measure compares performance and participation rates across subgroups to describe trends in performance and participation gaps on AP exams.

Percentage of Exam Takers with AP Scores of 3 or Higher: Classes of 2002-2006

Table L-1: Percentage of AP Exam Takers who Earned One or More AP Scores of 3 or Higher by Subgroup, 2002-2006

Graduating Class	2002	2003	2004	2005	2006	2002-06 Change	
						Point	%
All Students	80.6	80.2	81.2	81.2	80.2	-0.4	-0.5%
White Students	84.4	83.0	85.3	84.9	84.7	0.3	0.4%
Asian Students	81.1	81.5	78.9	80.8	78.8	-2.3	-2.8%
Black Students	55.6	56.5	62.9	59.0	57.9	2.3	4.1%
Latino Students	73.7	81.1	78.4	86.0	78.7	5.0	6.8%
Special Education	71.8	73.2	79.1	71.3	73.1	1.3	1.8%
LEP/ELL	75.7	83.9	86.8	79.1	83.6	7.9	10.4%
FARMS	61.1	65.6	72.0	68.4	68.4	7.3	11.9%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2007, 85 percent of White test takers and 79 percent of both Asian and Latino test takers earned at least one AP score of three compared to 58 percent of Black test takers.
- A smaller performance gap existed between all MCPS students and those receiving special services: 80 percent of all test takers earned at least one AP score of three compared to 84 percent of test takers with limited English proficiency, 73 percent of test takers with disabilities, and 68 percent of test takers receiving FARMS.
- Between 2002 and 2006, English language learners, students receiving FARMS, and Latinos made the greatest gains among their percentages of AP test takers earning one or more AP scores of three.

¹⁹ Von Secker, Clare – Advanced Placement Exam Participation and Performance for the MCPS Classes of 2002 to 2006, Department of Shared Accountability, MCPS – November 2006

Table L-2: Gap in Percentage of AP Exam Takers who Earned One or More AP Scores of 3 or Higher by Subgroup, 2002-2006

Graduating Class Differences by Subgroup	2002	2003	2004	2005	2006	2002-06 Change	
						Point	%
One AP Qualifying Score Gap by Student Race/Ethnicity							
White - Asian	3.3	1.5	6.4	4.1	5.9	2.6	78.8%
White - Black	28.8	26.5	22.4	25.9	26.8	-2.0	-6.9%
White - Latino	10.7	1.9	6.9	-1.1	6.0	-4.7	-43.9%
One AP Qualifying Score Gap by Student Service Group							
All Students - Special Ed	8.8	7.0	2.1	9.9	7.1	-1.7	-19.3%
All Students - LEP	4.9	-3.7	-5.6	2.1	-3.4	-8.3	-169.4%
All Students - FARMs	19.5	14.6	9.2	12.8	11.8	-7.7	-39.5%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2002 and 2006, the AP performance gap between high and low achieving student groups narrowed most (5-8 points) for English language learners, students receiving FARMs, and Latino students.
- The AP performance gap remained virtually unchanged between White and Black students, diminishing slightly from 29 points in 2002 to 27 points in 2006.

AP Participation among Graduates: Classes of 2002-2006

Table L-3: AP Participation Rates among Graduates by Subgroup, 2002-2006

Graduating Class	2002	2003	2004	2005	2006	2002-06 Change	
						Point	%
All Students	45.5	47.7	51.5	53.7	55.7	10.2	22.4%
White Students	54.8	55.9	60.3	62.8	64.8	10.0	18.2%
Asian Students	61.5	62.5	68.8	71.0	74.5	13.0	21.1%
Black Students	19.2	23.7	26.2	29.2	27.4	8.2	42.7%
Latino Students	25.9	28.4	32.5	38.2	41.5	15.6	60.2%
Special Education	12.1	13.7	12.6	15.7	17.9	5.8	47.9%
LEP/ELL	11.4	10.4	24.0	27.4	24.2	12.8	112.3%
FARMs	20.1	23.3	28.3	32.2	32.8	12.7	63.2%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2006, 75 percent of Asian graduates and 65 percent of White graduates participated in at least one AP course compared to 42 percent of Latino graduates and 27 percent of Black graduates. Additionally, 33 percent of graduates receiving FARMs, 24 percent of graduates with limited English proficiency, and 18 percent of graduates with disabilities participated in at least one AP course compared to 56 percent of all MCPS graduates.
- Between 2002 and 2006, Latinos, Asians, English language learners, and students receiving FARMs made the greatest gains in the participation rates on AP (13-16 points).

Table L-4: AP Participation Gap among Graduates by Subgroup, 2002-2006

Graduating Class Differences by Subgroup	2002	2003	2004	2005	2006	2002-06 Change	
						Points	%
AP Participation Gap by Student Race/Ethnicity							
White – Asian	-6.7	-6.6	-8.5	-8.2	-9.7	-3.0	44.8%
White – Black	35.6	32.2	34.1	33.6	37.4	1.8	5.1%
White – Latino	28.9	27.5	27.8	24.6	23.3	-5.6	-19.4%
AP Participation Gap by Student Service Group							
All Students – Special Ed	33.4	34.0	38.9	38.0	37.8	4.4	13.2%
All Students – LEP	34.1	37.3	27.5	26.3	31.5	-2.6	-7.6%
All Students – FARMs	25.4	24.4	23.2	21.5	22.9	-2.5	-9.8%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2002 and 2006, the White and Latino AP participation gap declined from 29 to 23 points. During this time frame, the gap among all students and those receiving either English language learner services or FARMs also declined.
- Between 2002 and 2006, the gap in levels of AP participation between all students and students receiving special education services increased (4 points), as did the gap between White and Black graduates (2 points).

**Appendix M:
PSAT PERFORMANCE AND PARTICIPATION, 2003-2007**

MCPS uses the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) to encourage more rigorous course taking among students with the potential to perform well in honors and AP classes. MCPS also administers the PSAT free of charge to 10th graders so that “all students have the opportunity to take a ‘practice test’ prior to the taking the SAT.”²⁰

This indicator describes trends in MCPS 10th grade student achievement on the PSAT. The percentage of students by subgroup demonstrating honors/AP potential are reported based on mean verbal, math, and writing scores from 2003 to 2007. Additionally, this measure tracks PSAT participation by subgroup and trends in the PSAT achievement and participation gaps by subgroups. Students enrolled in ESOL Levels 1 and 2, special schools, learning for independence or community-based special education programs are excluded from analysis.

PSAT Verbal Scores Demonstrating Honors/AP Potential: 2003 - 2007

Table M-1: Percent of PSAT Verbal Scores of 44 or Higher by Student Subgroup, 2003-2007

Student Subgroups	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
All Students	54.6	48.6	49.4	47.0	48.2	-6.4	-11.7%
White Students	70.7	64.3	66.2	64.8	65.2	-5.5	-7.8%
Asian Students	61.9	53.2	52.1	55.8	58.5	-3.4	-5.5%
Black Students	27.8	21.1	25.3	22.0	26.2	-1.6	-5.8%
Latino Students	23.7	23.4	23.8	20.6	22.2	-1.5	-6.3%
Special Education	17.3	18.1	17.2	13.5	12.6	-4.7	-27.2%
LEP/ELL	6.1	2.1	4.5	4.1	5.1	-1.0	-16.4%
FARMS	18.0	14.5	17.6	15.7	15.5	-2.5	-13.9%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2007, 65 percent of White students and 59 percent of Asian students had PSAT verbal scores of 44 or higher, reflecting honors/AP potential. In comparison, only 26 percent of Black students and 22 percent of Latino students scored 44 or higher. Additionally, while 48 percent of all MCPS students taking the PSAT earned verbal scores of 44 or above, 16 percent of students receiving FARMS, 13 percent of students receiving special education, and 5 percent of students with limited English proficiency scored at this level.

²⁰ Von Secker, Clare “PSAT Participation and Performance of Grade 10 Students in Montgomery County Public Schools: 2002-2003 to 2006-2007”, Research Brief, Department of Shared Accountability, MCPS, February 2007.

- Between 2003 and 2007, the percent of White and Asian test takers with PSAT verbal scores of 44 or higher fell by 3-6 points compared to a two percentage point drop among Black and Latino students. During this time frame, the percent of all MCPS students scoring 44 or above on the verbal section of the PSAT declined by 6 points compared to a 5 point drop for students with disabilities, a 3 point drop for students receiving FARMs, and a 1 point drop for English language learners.

Table M-2: Gap in PSAT Verbal Score of 44 or Higher by Subgroup, 2003-2007

Graduating Class Differences by Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Achievement Gap by Student Race/Ethnicity							
White - Asian	8.8	11.1	14.1	9.0	6.7	-2.1	-23.9%
White - Black	42.9	43.2	40.9	42.8	39.0	-3.9	-9.1%
White - Latino	47.0	40.9	42.4	44.2	43.0	-4.0	-8.5%
Achievement Gap by Service Group							
All Students - Special Ed	37.3	30.5	32.2	33.5	35.6	-1.7	-4.6%
All Students - LEP	48.5	46.5	44.9	42.9	43.1	-5.4	-11.1%
All Students - FARMs	36.6	34.1	31.8	31.3	32.7	-3.9	-10.7%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2003 and 2007, the racial/ethnic gap in PSAT verbal scores demonstrating honors/AP potential decreased by 4 points. Specifically, the 43 point gap between White and Black students fell to 39 points; the 47 point gap between White and Latino students narrowed to 43 points.
- At the same time, the PSAT verbal score gap for students demonstrating honors and AP potential narrowed slightly by service group status. The 37 point gap between all students and students with disabilities decreased to 36 points; the 49 point gap between all students and English language learners fell to 43 points; and the 37 point gap between all students and students receiving FARMs dropped to 33 points.

PSAT Math Scores Demonstrating Honors/AP Potential: 2003 - 2007

Table M-3: Percent of PSAT Math Scores of 45 or Higher by Student Subgroup, 2003-2007

Student Subgroups	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
All Students	58.0	51.2	53.5	49.6	49.3	-8.7	-15.0%
White Students	72.7	65.3	69.4	65.7	65.5	-7.2	-9.9%
Asian Students	75.9	68.0	68.3	70.9	71.2	-4.7	-6.2%
Black Students	26.5	19.5	23.1	19.6	21.6	-4.9	-18.5%
Latino Students	26.5	23.0	27.0	24.0	22.6	-3.9	-14.7%
Special Education	19.8	18.8	18.6	12.5	11.6	-8.2	-41.4%
LEP/ELL	22.8	13.1	22.2	17.6	19.9	-2.9	-12.7%
FARMS	25.6	19.0	23.4	18.5	17.6	-8.0	-31.3%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2007, 66 percent of White students and 71 percent of Asian students had PSAT math scores of 45 or higher, reflecting honors/AP potential. In contrast, only 22 percent of Black students and 23 percent of Latino students scored at this level. In addition, 49 percent of all MCPS students earned math scores of 45 or above compared to 18 percent of students receiving FARMS, 12 percent of students with disabilities, and 20 percent of English language learners.
- Between 2003 and 2007, the percent of White and Asian test takers with PSAT math scores of 45 or higher fell by five to seven points compared to a decrease of four to five points among Black and Latino students. At the same time, the percent of MCPS students scoring 45 or above on the math section of the PSAT declined by nine points compared to an eight point drop for students with disabilities, an eight point drop for students receiving FARMS, and a three point drop for English language learners.

Table M-4: Gap in PSAT Math Score of 45 or Higher by Subgroup, 2003-2007

Graduating Class Differences by Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Achievement Gap by Student Race/Ethnicity							
White - Asian	-3.2	-2.7	1.1	-5.2	-5.7	-2.5	78.1%
White - Black	46.2	45.8	46.3	46.1	43.9	-2.3	-5.0%
White - Latino	46.2	42.3	42.4	41.7	42.9	-3.3	-7.1%
Achievement Gap by Service Group							
All Students - Special Ed	38.2	32.4	34.9	37.1	37.7	-0.5	-1.3%
All Students - LEP	35.2	38.1	31.3	32.0	29.4	-5.8	-16.5%
All Students - FARMS	32.4	32.2	30.1	31.1	31.7	-0.7	-2.2%

Source: OLO analysis of MCPS data

Key Findings:

- The racial/ethnic gap in PSAT math scores demonstrating honors/AP potential narrowed slightly from 2002 to 2007. Specifically, the 46 point gap between Whites and Blacks decreased to 44 points, while the 46 point gap between Whites and Latinos dropped to 43 points.
- The PSAT math score gap for students demonstrating honors/AP potential decreased between English proficient and non-proficient students. However, it remained largely unchanged between all students and those receiving FARMs or special education services. In particular, the 35 point gap between all students and English language learners dropped to 29 points while the gap between all students and students with disability and students receiving FARMs remained at 38 points and 32 points, respectively.

PSAT Writing Scores Demonstrating Honors/AP Potential: 2003 - 2007

The College Board revised the 2007 Writing PSAT to better align this assessment with the new SAT. As a consequence, 2007 PSAT writing scores are not comparable to prior years. Thus, while the tables below describe PSAT writing score data by subgroup from 2003 to 2007, trend analysis compares 2003 to 2006 data.

Table M-5: Percent of PSAT Writing Scores of 43 or Higher by Student Subgroup, 2003-2007

Student Subgroups	2003	2004	2005	2006	2007*	2003-06 Change	
						Point	%
All Students	57.2	62.4	61.9	54.0	49.1	-3.2	-5.6%
White Students	71.9	77.3	77.0	71.3	67.4	-0.6	-0.8%
Asian Students	63.3	70.4	69.1	63.3	59.8	0.0	0.0%
Black Students	32.0	35.4	38.3	29.4	24.5	-2.6	-8.1%
Latino Students	30.6	35.1	36.0	28.7	22.7	-1.9	-6.2%
Special Education	17.4	26.1	22.3	17.2	10.0	-0.2	-1.1%
LEP/ELL	7.7	10.1	19.4	8.7	4.5	1.0	13.0%
FARMs	24.3	26.9	31.4	21.8	16.1	-2.5	-10.3%

*Data from 2007 is not comparable to previous years due to changes in the test.

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2006, 71 percent of White students and 63 percent of Asian students had PSAT writing scores of 43 or higher, reflecting honors/AP potential. At the same time, 29 percent of Black and Latino students scored 43 or higher. Additionally, 54 percent of all MCPS students earned writing scores of 43 or more compared to 22 percent of students receiving FARMs, 17 percent of students receiving special education, and nine percent of students with limited English proficiency.

- Between 2003 and 2006, the percent of White and Asian test takers with PSAT writing scores of 43 or higher fell by less than one percent compared to a drop of two to three points among Black and Latino students. During this time frame, the percent of all MCPS students scoring 43 or above declined by 3 points compared to a less than 1 point drop for students with disabilities, a 3 point drop for students receiving FARMs, and a 1 point increase for English language learners.

Table M-6: PSAT Writing Score of 43 or Higher Achievement Gap by Subgroup, 2003-2007

Graduating Class Differences by Subgroup	2003	2004	2005	2006	2007*	2003-06 Change	
						Point	%
Achievement Gap by Student Race/Ethnicity							
White - Asian	8.6	6.9	7.9	8.0	7.6	-0.6	-7.0%
White - Black	39.9	41.9	38.7	41.9	42.9	2.0	5.0%
White - Latino	41.3	42.2	41.0	42.6	44.7	1.3	3.1%
Achievement Gap by Service Group							
All Students - Special Ed	39.8	36.3	39.6	36.8	39.1	-3.0	-7.5%
All Students - LEP	49.5	52.3	42.5	45.3	44.6	-4.2	-8.5%
All Students - FARMs	32.9	35.5	30.5	32.2	33.0	-0.7	-2.1%

*The 2007 PSAT in Writing changed from the 2006 iteration, so the trend analysis for this measure is limited to 2003 to 2006.

Source: OLO analysis of MCPS data

Key Findings:

- Between 2003 and 2006, the PSAT writing score gap for students demonstrating honors/AP potential increased slightly by race/ethnicity. Specifically, the 40 point gap between White and Blacks students increased to 42 points, while the 41 point gap between White and Latino students increased to 43 points.
- During this time frame, the overall PSAT writing score gap for students demonstrating honors/AP potential narrowed slightly between all students and those receiving special services. In particular, the 40 point gap between all students and students with disabilities fell to 37 points and the 50 point gap between all students and students with disabilities decreased to 45 points.

PSAT Participation: 2003-2007

Table M-7: PSAT Participation Rates of MCPS 10th Graders by Subgroup, 2003-2007

Graduating Class	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
All Students	85.7	86.0	88.4	91.4	91.2	5.5	6.4%
White Students	90.2	90.9	92.3	94.8	94.3	4.1	4.5%
Asian Students	93.2	94.0	94.6	97.1	95.8	2.6	2.8%
Black Students	77.8	79.4	84.0	85.9	87.3	9.5	12.2%
Latino Students	75.7	72.6	77.6	85.5	84.7	9.0	11.9%
Special Education	70.2	71.7	74.1	81.2	81.0	10.8	15.4%
LEP/ELL	67.7	69.5	73.6	86.4	79.1	11.4	16.8%
FARMS	74.8	76.2	81.6	84.0	84.0	9.2	12.3%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2007, 91 percent of all MCPS 10th graders participated on the PSAT. Among subgroups, Asian and White students demonstrated the highest levels of participation at 94 to 96 percent, followed by Black students at 87 percent, Latino students at 85 percent, low-income students at 84 percent, students with disabilities at 81 percent, and English language learners at 79 percent.
- Between 2003 and 2007, Blacks, Latinos, and students receiving special services made two to three times the gains on PSAT participation than Whites and Asians.

Table M-8: PSAT Participation Gap by Subgroup, 2003-2007

Graduating Class Differences by Subgroup	2003	2004	2005	2006	2007	2003-07 Change	
						Point	%
Participation Gap by Student Race/Ethnicity							
White - Asian	-3.0	-3.1	-2.3	-2.3	-1.5	1.5	-50.0%
White - Black	12.4	11.5	8.3	8.9	7.0	-5.4	-43.5%
White - Latino	14.5	18.3	14.7	9.3	9.6	-4.9	-33.8%
Participation Gap by Student Service Group							
All Students - Special Ed	15.5	14.3	14.3	10.2	10.2	-5.3	-34.2%
All Students - LEP	18.0	16.5	14.8	5.0	12.1	-5.9	-32.8%
All Students - FARMS	10.9	9.8	6.8	7.4	7.2	-3.7	-33.9%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2003 and 2007, the PSAT participation gap narrowed between high and low performing subgroups. The 12 point gap between Whites and Blacks fell to seven points, while the 15 point gap between Whites and Latinos fell to 10 points. Over the same period, the 16 point gap between all students and students with disabilities dropped to 10 points; the 18 point gap between all students and English language learners fell to 12 points; and the 11 point gap between all students and students receiving FARMs declined to seven points.

**Appendix N:
SAT PERFORMANCE AND PARTICIPATION, 2001-2006**

MCPS tracks student performance and participation on the SAT to measure its progress in attaining Goal 1 of *Our Call to Action* – ensure success for every student. According to the College Board, the SAT is designed to measure attainment of skills considered essential for academic success in college.²¹ As such, student performance on the SAT, and to a lesser extent participation, offers a measure of college-readiness among high school graduates.

This measure of student performance describes trends in MCPS student achievement on the “old” SAT for the Classes of 2001-2005. The percentage of students whose combined verbal and math scores exceeded 1,100 are reported by subgroup as well as differences in group scores to describe achievement gap trends. Additionally, this indicator also offers a snapshot of student performance by subgroup on the “new” SAT for 2006. This measure also tracks SAT participation by subgroup for the Classes of 2001-2006.

Performance by Subgroup on the SAT: Classes of 2001 - 2005

Table N-1: Percent of Seniors with Most Recent SAT scores of 1,100 or Above by Subgroup in the Classes of 2001 to 2005

Percent by Graduating Class	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
All Students	51	51	52	53	53	2	3.9%
White Students	63	63	62	64	67	4	6.3%
Asian Students	57	57	59	61	63	6	10.5%
Black Students	18	17	19	19	20	2	11.1%
Latino Students	23	24	26	25	22	-1	-4.3%
Special Education	25	22	26	25	23	-2	-8.0%
LEP/ELL	6	5	9	9	7	1	16.7%
FARMS	16	15	15	16	16	0	0.0%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2005, 67% of White seniors and 63% of Asian seniors earned mean combined SAT scores of 1,100 or above compared to 20% of Black students and 22% of Latino students.
- Between 2001 and 2005, the percentage of White seniors with scores of 1,100 or above increased by 4 points (6%), and for Asian students, the percentage increased by 6 points (11%) compared to a 2 point (11%) increase in the percentage of Black seniors with SAT scores of 1,100 or above, and a 1 point decrease (4%) in the percentage of Latino seniors reaching this benchmark.

²¹ Von Secker, Clare – An Examination of the SAT Results for the Class of 2005, Department of Shared Accountability, MCPS – September 2005.

- In 2005, 51% of all MCPS seniors taking the SAT earned a minimum score of 1,100 compared to 23% of seniors with disabilities, 7% of seniors with limited English proficiency, and 16% of receiving FARMs.
- Between 2001 and 2005, the percentage of MCPS seniors earning combined SAT scores of 1,100 or above increased by 2 points (4%) compared to a 2 point (8%) decrease among seniors with disabilities, a 1 point (17%) increase among English language learners, and no change among seniors receiving FARMs.

Table N-2: SAT Performance Gap among Seniors Earning Scores of 1,100 or More: Classes of 2001-2005

Graduating Class Differences by Subgroup	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
SAT Achievement Gap by Student Race/Ethnicity							
White - Asian	6	6	3	3	4	-2	-33.3%
White - Black	45	46	43	45	47	2	4.4%
White - Latino	40	39	36	39	45	5	12.5%
SAT Achievement Gap by Student Service Group							
All Students - Special Ed	26	29	26	28	30	4	15.4%
All Students - LEP	45	46	43	44	46	1	2.2%
All Students - FARMs	35	36	37	37	37	2	5.7%

Source: OLO analysis of MCPS data

Key Findings:

- From 2001 to 2005, the White – Black SAT score gap increased by 2 points (4%) and the White-Latino SAT score gap increased by 5 points (13%).
- During the same period, the SAT score gap also widened between all students and those receiving special services. Most notably the gap between all seniors and seniors served by special education gap increased by 4 points (15%). The gap between all seniors and low-income seniors or seniors with limited English proficiency increased by 1-2 points (2-6%).

SAT Participation: Classes of 2001 - 2005

Table N-3: SAT Participation Rates of MCPS Seniors in the Classes of 2001 to 2005 by Subgroup

Students by Graduating Class	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
All Students	72.4	74.0	73.5	73.1	76.5	4.1	5.7%
White Students	81.5	82.7	81.5	82.7	84.4	2.9	3.6%
Asian Students	84.4	86.5	84.3	84.6	88.0	3.6	4.3%
Black Students	58.1	59.4	64.3	60.7	66.9	8.8	15.1%
Latino Students	44.4	47.5	42.5	43.4	51.8	7.4	16.7%
Special Education	39.0	41.1	41.6	38.3	46.0	7.0	17.9%
LEP/ELL	30.4	28.6	19.2	25.9	38.8	8.4	27.6%
FARMs	47.1	46.1	45.4	48.8	54.5	7.4	15.7%

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2005, 88 percent of Asian seniors and 84 percent of White seniors took the SAT compared to 67 percent of Black seniors and 52 percent of Latino seniors. Additionally, 77 percent of all MCPS seniors took the SAT compared to 55 percent of seniors receiving FARMs, 46 percent of seniors receiving special education services, and 39 percent of seniors with limited English proficiency.
- From 2001-2005, the gap between SAT participation rates for White and Black seniors narrowed by six points, while for White and Latino seniors the gap decreased by five points. During this time frame, the gap in SAT participation rate between all MCPS seniors and those receiving special services dropped by three to four points.

Table N-4: SAT Participation Gap by Subgroup for Classes of 2001-2005

Graduating Class Differences by Subgroup	2001	2002	2003	2004	2005	2001-05 Change	
						Point	%
Participation Gap by Student Race/Ethnicity							
White - Asian	-2.9	-3.8	-2.8	-1.9	-3.6	-0.7	24.1%
White - Black	23.4	23.3	17.2	22.0	17.5	-5.9	-25.2%
White - Latino	37.1	35.2	39.0	39.3	32.6	-4.5	-12.1%
Participation Gap by Student Service Group							
All Students - Special Ed	33.4	32.9	31.9	34.8	30.5	-2.9	-8.7%
All Students - LEP	42.0	45.4	54.3	47.2	37.7	-4.3	-10.2%
All Students - FARMs	25.3	27.9	28.1	24.3	22.0	-3.3	-13.0%

Source: OLO analysis of MCPS data

Key Findings:

- Between 2001 and 2005, MCPS made progress in closing the SAT participation gap between high and low performing subgroups.
- The gap associated with student race decreased by five to six points, while the gap associated with service group status dropped three to four points. In particular, the 23 point gap between Whites and Blacks fell to 18 points and the 37 point gap between Whites and Latinos narrowed to 33 points.

SAT Combined Scores and Participation Rate: Class of 2006

Table N-5: Percentage of Seniors with Most Recent Combined Critical Reading and Math SAT Scores of 1,100 or Higher and Participation Rates by Subgroup for Class of 2006

Student Subgroups	Combined Score	Participation Rate
All Students	51.4	75.8
White	63.2	82.1
Asian	62.0	87.8
Black	17.1	65.9
Latino	26.2	53.0
Special Education	25.9	45.9
LEP	12.1	35.7
FARMS	15.6	54.0

Source: MCPS, Department of Shared Accountability

Key Findings:

- In 2006, 62-63 percent of White and Asian seniors earned combined critical reading and math SAT scores of 1,100 or above compared to 26 percent of Latino seniors and 17 percent of Black seniors.
- Compared to 88 percent of Asian seniors and 82 percent of White seniors taking the new SAT in 2006, 66 percent of Black seniors and 53 percent of Latino seniors participated in this standardized assessment.
- In 2006, 51 percent of MCPS seniors earned combined critical reading and math SAT scores of 1,100 or higher compared to 26 percent of seniors with disabilities, 16 percent of seniors receiving FARMS, and 12 percent of seniors with limited English proficiency.
- While 76 percent of all MCPS seniors in the Class of 2006 taking the new SAT, 54 percent of students receiving FARMS, 46 percent of students receiving special education, and 36 percent of students with limited English proficiency participated in the new SAT.

Table N-6: MCPS Class of 2006 SAT Achievement and Participation Gap by Subgroup

Differences by Subgroups	SAT Achievement Gap	SAT Participation Gap
Gap by Student Ethnicity/Race		
White - Asian	1	-5.7
White - Black	46	16.2
White - Latino	37	29.1
Gap by Service Group		
All Students - SE	26	29.9
All Students - LEP	39	40.1
All Students - FARMS	36	28.1

Source: OLO analysis of MCPS data

Key Findings:

- The Class of 2006 demonstrated a 46 point gap in the percentage of students earning combined critical reading and math SAT scores of 1,100 or higher between Whites and Blacks, and 37 point gap between Whites and Latinos.
- In 2006, the SAT score of 1,100 or above gap between all seniors and English language learners was 39 points, the gap between all seniors and those receiving FARMS was 36 points, and the gap between all seniors and those receiving special education services was 26 points.
- The Class of 2006 demonstrated a 29 point gap in SAT participation rate between Whites and Latinos and a 16 point gap between Whites and Blacks.
- In 2006, the SAT participation gap between all seniors and those with limited English proficiency services was 40 points, the gap between all seniors and those receiving special education services was 30 points, and the gap between all seniors and seniors with limited English proficiency was 28 points.

**Appendix O:
ENROLLMENT IN ADVANCED MATH IN GRADE 5, 2006-2007**

According to MCPS, “student enrollment and successful completion of secondary mathematics” is a district-wide priority. For students to meet this goal, they must enroll in an accelerated math course in Grade 5. These courses include 6th Grade Math, 7th Grade Math, 8th Grade Math, Investigations into Mathematics (IM) or higher.

This measure of student performance reports by student group the percent of Grade 5 students enrolled in advanced math courses as a percent of their total group’s enrollment from 2006 to 2007. Additionally, this measure describes trends in the advanced math at Grade 5 enrollment gap by race/ethnicity and service group during this time frame.

Table O-1: Percentage of MCPS Grade 5 Students Enrolled in Advanced Math in June by Subgroup, 2006-2007

Students	2006	2007	2006-07 Change	
			Point	%
All Students	37.0	45.6	8.6	23.2%
White Students	48.3	57.8	9.5	19.7%
Asian Students	58.3	64.8	6.5	11.1%
Black Students	20.9	25.3	4.4	21.1%
Latino Students	18.2	24.3	6.1	33.5%
Special Education	10.3	14.8	4.5	43.7%
LEP/ELL	8.8	13.2	4.4	50.0%
FARMS	18.4	20.9	2.5	13.6%

Source: MCPS

Key Findings:

- In 2007, 58 percent of White students and 65 percent of Asian students enrolled in advanced math courses in Grade 5 compared to 25 percent of Black students and 24 percent of Latino students. Overall, 46 percent of all MCPS 5th graders enrolled in Grade 6 Math or higher compared to 15 percent of students with disabilities, 13 percent of English language learners, and 21 percent of students receiving FARMS.
- Between 2006 and 2007, White and Asian students made the greatest gains (7-9 points) in increasing their enrollment in advanced math courses in Grade 5. The level of Grade 6 Math or higher enrollment by Grade 5 increased by 9 points for MCPS students overall, compared to increases of 3-6 points for Black and Latino students, students with disabilities, English language learners, and low-income students.

Table O-2: Gap in Percentage of MCPS Grade 5 Students Enrolled in Advanced Math in June by Subgroup, 2006-2007

Differences by Subgroup	2006	2007	2006-06 Change	
			Point	%
Advanced Math in Grade 5 Gap by Student Race/Ethnicity				
White - Asian	-10.0	-7.0	3	-30.0%
White - Black	27.4	32.5	5.1	18.6%
White - Latino	30.1	33.5	3.4	11.3%
Advanced Math in Grade 5 Gap by Student Service Group				
All Students - Special Ed	26.7	30.8	4.1	15.4%
All Students - LEP	28.2	32.4	4.2	14.9%
All Students - FARMs	18.6	24.7	6.1	32.8%

Source: OLO analysis of MCPS data

Key Findings:

- The advanced math in Grade 5 enrollment gap has increased between high and low performing student groups.
- Between 2006 and 2007, the advanced math in Grade 5 gap widened by 3 points between White and Latino students and by 5 points between White and Black students. As such, the 27-30 point gaps by student ethnicity evident in 2006 increased to a 32-33 point gap in 2007.
- During this time frame, the advanced math in Grade 5 gap also widened between all students and those receiving special services. The gap between all students and those with disabilities or limited English proficiency increased by 4 points while the gap between all students and students receiving FARMs increased by 6 points. Overall, the 19-28 point gap between all students and service groups evident in 2006 increased to a 25-31 point gap in 2007.

**Appendix P:
MARYLAND SCHOOL ASSESSMENTS (GRADES 4, 6, AND 7), 2004-2007**

This appendix presents data on student performance on the MSAs from 2004 to 2007 in grades four, six, and seven. Prior to 2004, these grade levels did not participate in MSAs.

Grade 4 MSA: 2004-2007

Table P-1: MCPS Performance on Grade 4 MSA by Race and Ethnicity, 2004-2007

Performance by Race/Ethnicity	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	81.8	86.4	86.6	90.3	8.5
White Students	93.3	94.7	94.1	96.1	2.8
Asian Students	89.0	91.5	93.1	95.4	6.4
Black Students	68.6	76.4	76.7	83.1	14.5
Latino Students	65.2	75.9	77.6	83.5	18.3
Percent of Students Passing Math					
All Students	80.0	83.5	86.6	88.6	8.6
White Students	91.9	93.2	95.2	95.4	3.5
Asian Students	91.2	93.1	95.2	95.8	4.6
Black Students	62.2	68.8	72.3	78.5	16.3
Latino Students	64.0	71.8	77.8	81.1	17.1

Source: Maryland Report Card

Key Findings on MSA 4 Performance by Race/Ethnicity:

- In 2007, over 95 percent of White and Asian students passed the Grade 4 MSA in reading and math. In comparison, about 83 percent of Latino and Black students passed reading, while 81 percent of Latino students and 79 percent of Black students passed math.
- Between 2004 and 2007, Latinos and Blacks made the most significant gains on the Grade 4 MSA.

Table P-2: MCPS Grade 4 MSA Achievement Gap by Race and Ethnicity, 2004-2007

Difference by Race/Ethnicity	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
White - Asian	4.3	3.2	1.0	0.7	-3.6
White - Black	24.7	18.3	17.4	13.0	-11.7
White - Latino	28.1	18.8	16.5	12.6	-15.5
Achievement Gap in Math					
White - Asian	0.7	0.1	0.0	-0.4	-1.1
White - Black	29.7	24.4	22.9	16.9	-12.8
White - Latino	27.9	21.4	17.4	14.3	-13.6

Source: OLO analysis of data from Maryland Report Card

Key Findings on MSA 4 Achievement Gap by Race/Ethnicity:

- In reading, the 28 point gap between Whites and Latinos in 2004 narrowed to a 13 point gap in 2007; the 25 point gap between Whites and Blacks narrowed to a 13 point gap in 2007.
- In math, the 28 point gap between Whites and Latinos in 2004 narrowed to 14 points in 2007, while the gap between Whites and Blacks fell from 30 points to 17 points.

Table P-3: MCPS Performance on Grade 4 MSA by Student Service Group, 2004-2007

Performance by Service Group	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	81.8	86.4	86.6	90.3	8.5
Special Education	59.1	66.6	67.5	73.7	14.6
Regular Education	84.9	89.3	89.4	92.6	7.7
Lim. Engl. Proficiency	40.6	59.7	59.7	73.8	33.2
English Proficient	85.1	88.5	88.4	91.8	6.7
Free/Reduced Price Meals	62.3	72.3	73.3	80.5	18.2
Non-FARMs	89.3	91.8	91.5	94.3	5
Percent of Students Passing Math					
All Students	80.0	83.5	86.6	88.6	8.6
Special Education	48.4	54.4	60.5	63.9	15.5
Regular Education	84.2	87.7	90.2	91.9	7.7
Lim. Engl. Proficiency	46.2	56.7	65.4	70.0	23.8
English Proficient	82.7	85.6	88.0	90.2	7.5
Free/Reduced Price Meals	58.6	67.1	71.5	76.3	17.7
Non-FARMs	88.2	89.7	91.9	93.5	5.3

Source: Maryland Report Card

Key Findings on MSA 4 Performance by Service Group:

- In 2007, over 90 percent of students who are English proficient, students in regular education, and students not receiving FARMs passed the Grade 4 MSA in both reading and math. In comparison, about 81 percent of student receiving FARMs and about 73 percent of students receiving special education or with limited English proficiency passed reading, while about 76 percent of students receiving FARMs, 70 percent of English language learners, and 64 percent of students with disabilities passed reading.
- Between 2003 and 2007, students receiving special services made the most significant gains on the Grade 4 MSA. The greatest gain was among students with limited English proficiency, whose pass rate increased by 33 percent from 2004 to 2007.

Table P-4: MCPS Grade 4 MSA Achievement Gap by Service Group, 2004-2007

Difference by Service Group	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
Regular Ed – Special Ed	25.8	22.7	21.9	18.9	-6.9
Non-LEP - LEP	44.5	28.8	28.7	18.0	-26.5
Non-FARMS - FARMS	27.0	19.5	18.2	13.8	-13.2
Achievement Gap in Math					
General Ed – Special Ed	35.8	33.3	29.7	28.0	-7.8
Non-LEP - LEP	36.5	28.9	22.6	20.2	-16.3
Non-FARMS - FARMS	29.6	22.6	20.4	17.2	-12.4

Source: OLO analysis of data from Maryland Report Card

Key Findings on the MSA 4 Achievement Gap by Service Group:

- In reading, the 45 point gap between English proficient and non-proficient students in 2004 narrowed to a 18 point gap in 2007; the 27 point gap between student receiving and not receiving FARMS in 2004 narrowed to a 18 point gap in 2007; and the 26 point gap between students served in regular and special education fell to a 19 point gap in 2007.
- In math, from 2004 to 2007, the 37 point gap between English proficient and non-proficient students dropped to 28 points; the 30 point gap between student receiving and not receiving FARMS fell to 17 points; and the 36 point gap between students in regular and special education decreased to 28 points.

Grade 6 MSA: 2004-2007

Table P-5: MCPS Performance on Grade 6 MSA by Race and Ethnicity, 2004-2007

Performance by Race/Ethnicity	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	77.2	75.9	79.5	83.8	6.6
White Students	90.5	90.0	91.8	94.3	3.8
Asian Students	85.2	86.4	89.6	92.2	7.0
Black Students	61.7	59.0	65.3	73.4	11.7
Latino Students	56.7	55.9	61.2	67.9	11.2
Percent of Students Passing Math					
All Students	62.4	67.7	76.3	78.5	16.1
White Students	78.2	84.1	89.5	90.6	12.4
Asian Students	81.3	86.0	91.0	92.0	10.7
Black Students	37.1	44.0	56.2	60.8	23.7
Latino Students	39.0	45.8	59.2	64.5	25.5

Source: Maryland Report Card

Key Findings on MSA 6 Performance by Race/Ethnicity:

- In 2007, over 94 percent of White students passed the Grade 6 MSA in reading and 91 percent passed in math. Similarly, 92 percent of Asian students passed reading and math. In comparison, about two-thirds of Latino students passed reading and math, while 73 percent of Black students passed reading and 61 percent students passed math.
- Between 2004 and 2007, Latinos and Blacks made the most significant gains on the Grade 6 MSA.

Table P-6: MCPS Grade 6 MSA Achievement Gap by Race and Ethnicity, 2004-2007

Difference by Race/Ethnicity	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
White - Asian	5.3	3.6	2.2	2.1	-3.2
White - Black	28.8	31	26.5	20.9	-7.9
White - Latino	33.8	34.1	30.6	26.4	-7.4
Achievement Gap in Math					
White - Asian	-3.1	-1.9	-1.5	-1.4	1.7
White - Black	41.1	40.1	33.3	29.8	-11.3
White - Latino	39.2	38.3	30.3	26.1	-13.1

Source: OLO analysis of data from Maryland Report Card

Key Findings on MSA 6 Achievement Gap by Race/Ethnicity:

- In reading, the 34 point gap between Whites and Latinos in 2003 narrowed to a 26 point gap in 2007; the 29 point gap between Whites and Blacks dropped to a 21 point gap in 2007.
- In math, the 39 point gap between Whites and Latinos in 2004 decreased to 26 points in 2007; the 41 point gap between Whites and Blacks in 2004 fell to 30 points in 2007.

Table P-7: MCPS Performance on Grade 6 MSA by Student Service Group, 2004-2007

Performance by Service Group	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	77.2	75.9	79.5	83.8	6.6
Special Education	39.6	39.2	43.2	55.4	15.8
Regular Education	82.7	81.2	84.5	88.1	5.4
Lim. Engl. Proficiency	28.4	32.4	34.6	48.3	19.9
English Proficient	79.9	77.7	81.3	85.7	5.8
Free/Reduced Price Meals	53.9	51	55.1	64.4	10.5
Non-FARMs	85	84.4	87.3	90.8	5.8
Percent of Students Passing Math					
All Students	62.4	67.7	76.3	78.5	16.1
Special Education	21.6	29.7	39	47.4	25.8
Regular Education	68.3	73.3	81.4	83.2	14.9
Lim. Engl. Proficiency	27.7	35.5	41.9	44.8	17.1
English Proficient	64.3	69.1	77.7	80.4	16.1
Free/Reduced Price Meals	33.4	39.6	51.6	58.6	25.2
Non-FARMs	72.1	77.5	84.2	85.8	13.7

Source: Maryland Report Card

Key Findings on MSA 6 Performance by Service Group:

- In 2007, 86 to 91 percent of students not receiving special services passed reading, and 80 to 86 percent of the same group passed math. At the same time, less than half of students with limited English proficiency passed reading (48%) or math (45%), and less than half of students receiving special education services passed math (47%).
- Between 2003 and 2007, students receiving special services made the most significant gains on the Grade 4 MSA for reading. For math, students receiving special education services and FARMs made greater gains than those not receiving the services, however, students with limited English proficiency gained at about the same rate as English proficient students.

Table P-8: MCPS Grade 6 MSA Achievement Gap by Service Group, 2004-2007

Difference by Service Group	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
Regular Ed – Special Ed	43.1	42.0	41.3	32.7	-10.4
Non-LEP - LEP	51.5	45.3	46.7	37.4	-14.1
Non-FARMs - FARMs	31.1	33.4	32.2	26.4	-4.7
Achievement Gap in Math					
General Ed – Special Ed	46.7	43.6	42.4	35.8	-10.9
Non-LEP - LEP	36.6	33.6	35.8	35.6	-1
Non-FARMs - FARMs	38.7	37.9	32.6	27.2	-11.5

Source: OLO analysis of data from Maryland Report Card

Key Findings on the MSA 6 Achievement Gap by Service Group:

- In reading, the 52 point gap between English proficient and non-proficient students in 2004 narrowed to a 37 point gap in 2007; the 43 point gap between students served in regular and special education fell to a 33 point gap in 2007; and the 31 point gap between students receiving and not receiving FARMs in 2004 narrowed to a 26 point gap in 2007.
- In math, from 2004 to 2007, the 39 point gap between students receiving and not receiving FARMs fell to 27 points; the 47 point gap between regular and special education students decreased to 36 points; and the 37 point gap between English proficient and non-proficient students remained about the same at 36 points.

Grade 7 MSA: 2004-2007

Table P-9: MCPS Performance on Grade 7 MSA by Race and Ethnicity, 2004-2007

Performance by Race/Ethnicity	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	76	76.9	76.8	80.2	4.2
White Students	90.5	90.6	90.9	93.0	2.5
Asian Students	84.9	85.8	87.2	89.3	4.4
Black Students	57.9	60.6	60.7	66.8	8.9
Latino Students	55.5	56.0	57.1	62.6	7.1
Percent of Students Passing Math					
All Students	63.8	67.7	70.9	73.5	9.7
White Students	81.3	83.6	87.3	89.1	7.8
Asian Students	82.0	85.5	88.0	90.2	8.2
Black Students	36.3	43.2	47.0	51.3	15.0
Latino Students	40.7	45.3	50.4	54.2	13.5

Source: Maryland Report Card

Key Findings on MSA 7 Performance by Race/Ethnicity:

- In 2007, over 93 percent of White students passed the Grade 6 MSA in reading and 89 percent passed in math. Similarly, about 90 percent of Asian students passed reading and math. In comparison, 67 percent of Black students and 63 percent of Latino student passed reading, while barely half of Latino and Black students (54% and 51%, respectively) passed math.
- Between 2004 and 2007, Latinos and Blacks made the most significant gains on the Grade 7 MSA.

Table P-10: MCPS Grade 7 MSA Achievement Gap by Race and Ethnicity, 2004-2007

Difference by Race/Ethnicity	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
White - Asian	5.6	4.8	3.7	3.7	-1.9
White - Black	32.6	30.0	30.2	26.2	-6.4
White - Latino	35	34.6	33.8	30.4	-4.6
Achievement Gap in Math					
White - Asian	-0.7	-1.9	-0.7	-1.1	-0.4
White - Black	45.0	40.4	40.3	37.8	-7.2
White - Latino	40.6	38.3	36.9	34.9	-5.7

Source: OLO analysis of data from Maryland Report Card

Key Findings on MSA 7 Achievement Gap by Race/Ethnicity:

- In reading, the 33 point gap between Whites and Blacks dropped slightly to a 26 point gap in 2007; the 35 point gap between Whites and Latinos in 2003 decreased slightly to a 30 point gap in 2007.
- In math, from 2004 to 2007, the 45 point gap between Whites and Blacks fell to 38 points, while the 41 point gap between Whites and Latinos fell slightly to 35 points.

Table P-11: MCPS Performance on Grade 7 MSA by Student Service Group, 2004-2007

Performance by Service Group	2004	2005	2006	2007	2004-07 Change
Percent of Students Passing Reading					
All Students	76	76.9	76.8	80.2	4.2
Special Education	38.2	37.6	41.7	43.9	5.7
Regular Education	81.5	82.3	81.8	85.0	3.5
Lim. Engl. Proficiency	19.8	28.9	31.8	32.8	13.0
English Proficient	78.6	78.6	78.5	82.2	3.6
Free/Reduced Price Meals	49.4	51.0	53.5	57.3	7.9
Non-FARMS	84.5	84.7	83.9	88.1	3.6
Percent of Students Passing Math					
All Students	63.8	67.7	70.9	73.5	9.7
Special Education	25.8	26.7	33.5	38.0	12.2
Regular Education	69.4	73.5	76.2	78.2	8.8
Lim. Engl. Proficiency	24.7	29.5	31.8	34.2	9.5
English Proficient	65.8	69.2	72.4	75.2	9.4
Free/Reduced Price Meals	32.6	37.9	43.0	47.8	15.2
Non-FARMS	73.8	76.9	79.4	82.3	8.5

Source: Maryland Report Card

Key Findings on MSA 6 Performance by Service Group:

- In 2007, 82 to 88 percent of students not receiving special services passed reading, and 75 to 82 percent of the same group passed math. At the same time, only 57 percent of students receiving FARMS, 44 percent of students with disabilities, and 33 percent of students with limited English proficiency passed reading. In math, less than half of students receiving FARMS and barely one-third of students with disabilities (38%) and limited English proficiency (34%) passed.
- From 2004 to 2007, students with limited English proficiency made the greatest gains in reading, while students receiving special education services and FARMS made the greatest gains in math. In reading, students with disabilities and those receiving FARMS gained only slightly more quickly than students not receiving services, and in math students English-proficient and non-proficient students gained at the same rate.

Table P-12: MCPS Grade 7 MSA Achievement Gap by Service Group, 2004-2007

Difference by Service Group	2004	2005	2006	2007	2003-07 Change
Achievement Gap in Reading					
Regular Ed – Special Ed	43.3	44.7	40.1	41.1	-2.2
Non-LEP - LEP	58.8	49.7	46.7	49.4	-9.4
Non-FARMs - FARMs	35.1	33.7	30.4	30.8	-4.3
Achievement Gap in Math					
General Ed – Special Ed	43.6	46.8	42.7	40.2	-3.4
Non LEP - LEP	41.1	39.7	40.6	41.0	-0.1
Non-FARMs - FARMs	41.2	39.0	36.4	34.5	-6.7

Source: OLO analysis of data from Maryland Report Card

Key Findings on the MSA 7 Achievement Gap by Service Group:

- In reading, the 59 point gap between English proficient and non-proficient students in 2004 dropped to a 49 point gap in 2007; the 35 point gap between students receiving and not receiving FARMs in 2004 dropped slightly to a 31 point gap in 2007; and the 43 point gap between students served in regular and special education stayed about the same at 41 points in 2007.
- In math, from 2004 to 2007, the 41 point gap between students receiving and not receiving FARMs fell to 35 points; and the 44 point gap between regular and special education students fell slightly to 40 points. The 41 point gap between English proficient and non-proficient students remained the same.

Appendix Q:
OFFICE OF LEGISLATIVE OVERSIGHT ANALYSIS OF CURRENT DATA ON
STUDENT PERFORMANCE AND ACHIEVEMENT GAPS

This appendix summarizes the analysis described in Chapter IV, *Analysis of Current Data on Student Performance and Achievement Gaps*. This appendix describes current levels of student performance and the magnitude of the achievement gap for 43 measures of student performance reviewed in this report.

This appendix's analysis relies on the most recent data available to OLO at the time of the study. OLO analyzed data from MCPS and MDSE to develop the summary tables that follow. Depending on data availability, measures of current student performance and the achievement gap rely on 2006 or 2007 data.

It is important to note that the numbers presented in Tables Q-1 – Q-11 have been rounded but calculations regarding changes to achievement gaps are based on actual numbers. See Appendices A-O for actual numbers and calculations.

This appendix is comprised of 11 tables:

- Table Q-1: Early Childhood and Grade Measures - Current Performance and Achievement Gaps by Subgroup (see © 77)
- Table Q-2: Maryland School Assessments - Current Performance and Achievement Gaps by Subgroup (starting on © 78)
- Table Q-3: High School Assessments - Current Performance and Achievement Gaps among All Test Takers by Subgroup (see © 80)
- Table Q-4: High School Assessments - Current Performance and Achievement Gaps for Class of 2009 Test Takers by Subgroup (see © 81)
- Table Q-5: Algebra I Completion by the end of Grade 9 and Geometry Completion by the end of Grade 10 - Current Performance and Achievement Gaps by Subgroup (see © 81)
- Table Q-6: Suspensions, Graduation, and Dropout Rates - Current Performance and Achievement Gaps by Subgroup (see © 82)
- Table Q-7: Advanced Math Course Taking - Current Performance and Achievement Gaps by Subgroup (see © 83)
- Table Q-8: Performance and Participation on Standardized Assessments of Advanced Skills - Current Performance and Achievement Gaps by Subgroup (starting on © 83)
- Table Q-9: Gifted and Disability Identification, and Special Education Placement - Current Identification Rates and Gaps by Subgroup (see © 85)
- Table Q-10: Magnitude of Current Achievement Gap by Race and Ethnicity in Rank Order (starting on © 86)
- Table Q-11: Magnitude of Current Achievement Gap by Service Group Status in Rank Order (starting on © 88)

The summary tables described in this appendix for the 43 measures of student performance analyzed by OLO are based on trends in student performance among 15 broader categories of student performance measures described in Appendices A-O.

**Table Q-1: Early Childhood and Grade Measures –
Current Performance and Achievement Gaps by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
School Readiness <i>See Appendix A for details.</i>	In 2007, 79% of Whites, 61% of Blacks and 53% of Latinos demonstrated full readiness for Kindergarten.	18-26 points	In 2007, 68% of all students, 45% of students with disabilities, 50% of English language learners, and 53% of FARMs-receiving students demonstrated the full readiness.	15-23 points
Kindergarten Spring Reading Benchmarks <i>See Appendix B for details.</i>	In 2007, 97% of Whites, 90% of Blacks and 87% of Latinos met the Grade K benchmarks.	7-10 points	In 2007, 93% of all students, 82% of students with disabilities, 82% of English language learners, and 87% of FARMs-receiving students met the Grade K benchmarks.	5-11 points
Grade 1 Spring Reading Benchmarks, <i>See Appendix B for details.</i>	In 2007, 89% of Whites, 78% of Blacks and 69% of Latinos met the Grade 1 benchmarks.	11-20 points	In 2007, 82% of all students, 51% of students with disabilities, 65% of English language learners, and 68% of FARMs-receiving students met the Grade 1 benchmarks.	13-31 points
Grade 2 Spring Reading Benchmarks, <i>See Appendix B for details.</i>	In 2007, 79% of Whites, 56% of Blacks and 50% of Latinos met the Grade 2 benchmarks.	23-29 points	In 2007, 68% of all students, 33% of students with disabilities, 35% of English language learners, and 48% of FARMs-receiving students met the Grade 2 benchmarks.	20-35 points
TerraNova Second Edition Composite Index - Grade 2 <i>See Appendix C for details.</i>	In 2007, 85% of Whites, 51% of Blacks and 48% of Latinos exceeded the 50 th percentile on the TN/2 composite index.	34-37 points	In 2007, 69% of all students, 37% of students with disabilities, 34 percent of English language learners, and 43 percent of FARMs-receiving students exceeded the 50 th percentile on the TN/2 composite index.	26-35 points

* Numbers rounded, but calculations based on actual numbers in Appendices A-C.

Sources: MSDE and MCPS

**Table Q-2: Maryland School Assessments –
Current Performance and Achievement Gaps by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Maryland School Assessment - Grade 3 <i>See Appendix E for details.</i>	Reading: In 2007, 94% of Whites, 73% of Blacks, and 75% of Latinos passed the reading MSA.	19-20 points	Reading: In 2007, 87% of regular education students compared to 65% of special education students passed the reading MSA; 87% of English proficient student passed compared to 67% of LEP students; and 91% of non-FARMs students passed compared to 70% of students receiving FARMs.	20-22 points
	Math: In 2007, 93% of Whites, 69% of Blacks, and 74% of Latinos passed the math MSA.	19-24 points	Math: In 2007, 87% of regular education students compared to 57% of special education students passed the math MSA; 86% of English proficient student passed compared to 65% of LEP students; and 90% of non-FARMs students passed compared to 68% of students receiving FARMs.	21-31 points
Maryland School Assessment - Grade 5 <i>See Appendix E for details.</i>	Reading: In 2007, 94% of Whites, 72% of Blacks, and 70% of Latinos passed the reading MSA.	21-24 points	Reading: In 2007, 87% of regular education students compared to 62% of special education students passed the reading MSA; 86% of English proficient student passed compared to 51% of LEP students; and 90% of non-FARMs students passed compared to 65% of students receiving FARMs.	25-35 points
	Math: In 2007, 94% of Whites, 69% of Blacks, and 74% of Latinos passed the math MSA.	20-25 points	Math: In 2007, 88% of regular education students compared to 57% of special education students passed the math MSA; 86% of English proficient student passed compared to 59% of LEP students; and 90% of non-FARMs students passed compared to 68% of students receiving FARMs.	23-32 points

**Table Q-2: Maryland School Assessments –
Current Performance and Achievement Gaps by Subgroup,* Continued**

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Maryland School Assessment - Grade 8 <i>See Appendix E for details.</i>	Reading: In 2007, 91% of Whites, 62% of Blacks, and 59% of Latinos passed the reading MSA.	29-32 points	Reading: In 2007, 82% of regular education students compared to 43% of special education students passed the reading MSA; 79% of English proficient student passed compared to 28% of LEP students; and 85% of non-FARMs students passed compared to 53% of students receiving FARMs.	32-51 points
	Math: In 2007, 84% of Whites, 43% of Blacks, and 46% of Latinos passed the math MSA.	38-41 points	Math: In 2007, 72% of regular education students and 33% of special education students passed the math MSA; 69% of English proficient student passed compared to 31% of LEP students; and 77% of non-FARMs students passed compared to 39% of students receiving FARMs.	38-40 points

* Numbers rounded, but calculations based on actual numbers in Appendix E.

Source: MSDE

**Table Q-3: High School Assessments –
Current Performance and Achievement Gaps among All Test Takers by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
-Algebra <i>See Appendix F for details</i>	In 2007, 91% of Whites, 60% of Blacks, and 65% of Latinos passed the Algebra HSA.	26-32 points	In 2007, 81% of regular education students and 48% of special education students passed the Algebra HSA; 80% of English proficient student passed compared to 53% of LEP students; and 83% of non-FARMs students passed compared to 61% of students receiving FARMs.	22-33 points
-English II <i>See Appendix F for details</i>	In 2007, 92% of Whites, 60% of Blacks, and 59% of Latinos passed the English II HSA.	32-33 points	In 2007, 81% of regular education students and 43% of special education students passed the Algebra HSA; 79% of English proficient student passed compared to 25% of LEP students; and 83% of non-FARMs students passed compared to 52% of students receiving FARMs.	31-54 points
-Biology <i>See Appendix F for details</i>	In 2007, 92% of Whites, 61% of Blacks, and 64% of Latinos passed the Biology HSA.	28-31 points	In 2007, 84% of regular education students and 51% of special education students passed the Biology HSA; 82% of English proficient student passed compared to 50% of LEP students; and 85% of non-FARMs students passed compared to 58% of students receiving FARMs.	27-33 points
-Government <i>See Appendix F for details</i>	In 2007, 96% of Whites, 76% of Blacks, and 78% of Latinos passed the Government HSA.	18-20 points.	In 2007, 90% of regular education students and 62% of special education students passed the Government HSA; 89% of English proficient student passed compared to 60% of LEP students; and 91% of non-FARMs students passed compared to 73% of students receiving FARMs.	17-29 points

* Numbers rounded, but calculations based on actual numbers in Appendix F.

Source: MSDE

**Table Q-4: High School Assessments –
Current Performance and Achievement Gaps for Class of 2009 Test Takers by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Algebra HSA <i>See Appendix F for details.</i>	In 2007, 96% of Whites, 72% of Blacks, and 76% of Latinos passed the Algebra HSA.	20-24 points	In 2007, 87% of all students, 60% of special education students, 56% of LEP students, and 70% of students receiving FARMs passed the Algebra HSA.	17-31 points
English II HSA <i>See Appendix F for details.</i>	In 2007, 94% of Whites, 68% of Blacks, and 69% of Latinos passed the English II HSA.	25-26 points	In 2007, 84% of all students, 47% of special education students, and 61% of students receiving FARMs passed the English II HSA.	22-37 points
Biology HSA <i>See Appendix F for details.</i>	In 2007, 96% of Whites, 76% of Blacks, and 79% of Latinos passed the Biology HSA.	17-20 points	In 2007, 90% of all students, 65% of special education students, 70% of LEP students, and 72% of students receiving FARMs passed the Biology HSA.	18-25 points
Government HSA <i>See Appendix F for details.</i>	In 2007, 97% of Whites, 83% of Blacks, and 84% of Latinos passed the Government HSA.	13-15 points	In 2007, 92% of all students, 68% of special education students, 71% of LEP students, and 80% of students receiving FARMs passed the Government HSA.	12-24 points

* Numbers rounded, but calculations based on actual numbers in Appendix F.

Source: MSDE

**Table Q-5: Algebra I Completion by the end of Grade 9
and Geometry Completion by the end of Grade 10 –
Current Performance and Achievement Gaps by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Algebra Completion by the end of Grade 9 <i>See Appendix K for details.</i>	In 2006, 90% of Whites, 59% of Blacks and 55% of Latinos completed Algebra or a higher level math course by Grade 9.	31-35 points	In 2006, 75% of all students, 43% of special education students, 39% of LEP students, and 50% of students receiving FARMs Algebra or a higher level math course by Grade 9.	26-36 points
Geometry Completion by the end of Grade 10 <i>See Appendix K for details.</i>	In 2006, 87% of Whites, 52% of Blacks and 49% of Latinos completed Geometry or a higher level math course by Grade 10.	35-38 points	In 2006, 72% of all students, 38% of special education students, 31% of LEP students, and 46% of students receiving FARMs Geometry or a higher level math course by Grade 10.	26-41 points

* Numbers rounded, but calculations based on actual numbers in Appendix K

Source: MCPS

Table Q-6: Suspensions, Graduation, and Dropout Rates – Current Performance and Achievement Gaps by Subgroup*

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Elementary Suspensions <i>See Appendix G for details.</i>	In 2007, 0.6% of Whites, 2.9% of Blacks and 1.3% of Latinos were suspended from elementary schools. The rate for Whites was one-fifth the rate for Blacks and one-half the rate for Latinos.	0.8-2.3 points	In 2007, 1.3% of all students, 3.7% of special education students, 2.5% of LEP students, and 2.5% of students receiving FARMs were suspended from elementary schools. The rate for students receiving services was 2 to nearly 3 times the rate for all students.	1.2-2.1 points
Secondary Suspensions <i>See Appendix G for details.</i>	In 2007, 3.3% of Whites, 14.8% of Blacks and 9.5% of Latinos were suspended from secondary schools. The rate for Whites was one-fifth the rate for Blacks and one-third the rate for Latinos.	6.2-11.5 points	In 2007, 7.1% of all students, 15.2% of special education students, 8.4% of LEP students, and 14.4% of students receiving FARMs were suspended from secondary schools. The rate for students receiving special education or FARMs services was more than double the rate for all students.	1.3-8.1 points
High School Graduation²² <i>See Appendix H for details.</i>	In 2007, 94% of Whites, 87% of Blacks and 80% of Latinos who were began their senior year in MCPS graduated from high school.	7-14 points	In 2007, 91% of regular education seniors and those not receiving FARMs graduated from high school compared to 88% of seniors with disabilities, and 89% of seniors received FARMs.	2-3 points
High School Dropout²³ <i>See Appendix H for details.</i>	In 2007, 1.5% of White high school students, 3.6% of Blacks, and 5.3% of Latinos dropped out of high school. The dropout rate for Blacks was twice the rate of Whites; the dropout rate for Latinos was more than twice the rate for Whites.	2.1-3.8 points	In 2007, 2.7 % of both regular and special education students, 2.6% of students not receiving FARMs, and 3.0% of students receiving FARMs dropped out of high school.	0-0.4 points

* Numbers rounded, but calculations based on actual numbers in Appendices G and H.

Sources: MCPS and MSDE

²² OLO elected not to include state data on graduation and dropout rates by English proficiency in this report due to a lack of confidence in the data reported. For 2007, MSDE reports a graduation rate of 97% among students with limited English proficiency compared to a graduation rate of 90% for English proficient students and a dropout rate of 0.49% among limited English proficient students compared to 2.83% for English proficient students. These findings are inconsistent with research indicating that graduation rates are lower and dropout rates are higher for English language learners. Nor is this data consistent with MSDE data indicating lower graduation and higher dropout rates among Latino students who make up a majority of English language learners.

²³ Ibid.

**Table Q-7: Advanced Math Course Taking –
Current Performance and Achievement Gaps by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Advanced Math in Grade 5 <i>See Appendix O for details.</i>	In 2007, 58% of Whites, 25% of Blacks and 24% of Latinos enrolled in Grade 6 Math or higher in Grade 5.	33-34 points	In 2007, 46% of all students, 15% of special education students, 13% of LEP students, and 21% of students receiving FARMs enrolled in Grade 6 Math or higher in Grade 5.	25-32 points
Advanced Math in Grade 6 <i>See Appendix J for details.</i>	In 2006, 58% of Whites and 22% of Blacks and 20% of Latinos enrolled in Grade 7 Math or higher in Grade 6.	36-38 points	In 2006, 43% of all students, 10% of special education students, 9% of LEP students, and 17% of students receiving FARMs enrolled in Grade 7 Math or higher in Grade 6.	26-33 points
Algebra I Completion in Grade 8 <i>See Appendix K for details.</i>	In 2006, 64% of Whites and 26% of both Blacks and Latinos completed Algebra I or a higher level math course in Grade 8.	38-39 points	In 2006, 49% of all students, 12% of special education students, 15% of LEP students, and 22% of students receiving FARMs Algebra I or a higher level math course in Grade 8.	28-38 points
Geometry Completion in Grade 9 <i>See Appendix K for details.</i>	In 2006, 59% of Whites, 20% of Blacks and 17% of Latinos completed Geometry or a higher level math course by Grade 9.	39-41 points	In 2006, 42% of all students, 9% of special education students, 7% of LEP students, and 13% of students receiving FARMs Geometry or a higher level math course by Grade 9.	28-35 points

* Numbers rounded, but calculations based on actual numbers in Appendices J, K, and O.

Source: MCPS

**Table Q-8: Performance and Participation on Standardized Assessments of Advanced Skills -
Current Performance and Achievement Gaps by Subgroup***

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group Status	Current Gap
Advanced Placement Scores of 3 or Higher <i>See Appendix L for details.</i>	In 2006, 85% of Whites, 58% of Blacks and 79% of Latinos taking an AP exam earned a qualifying score of 3 or higher.	6-27 points	In 2006, 80% of all students, 73% of special education students, 84% of LEP students, and 68% of students receiving FARMs who took an AP exam earned a qualifying score of 3 or higher.	-3.4 -12 points
AP Participation among Graduates <i>See Appendix L for details.</i>	In 2006, 65% of White, 27% of Black and 42% of Latino graduates participated in AP.	23-37 points	In 2006, 56% of all, 18% of special education, 24% of LEP, and 33% of FARMs-receiving graduates participated in AP.	23-38 points

Table Q-8: Performance and Participation on Standardized Assessments of Advanced Skills - Current Performance and Achievement Gaps by Subgroup, Continued*

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group/Status	Current Gap
PSAT Verbal Scores with AP/Honors Potential <i>See Appendix M for details.</i>	In 2007, 65% of Whites, 26% of Blacks and 22% of Latinos earned PSAT verbal scores of 44 or higher.	39-43 points	In 2007, 48% of all students, 13% of special education, 5% of LEP students, and 16% of FARMs students earned PSAT verbal scores of 44 or higher.	33-43 points
PSAT Math Scores with AP/Honors Potential <i>See Appendix M for details.</i>	In 2007, 66% of Whites, 22% of Blacks and 23% of Latinos earned PSAT math scores of 45 or higher	43-44 points	In 2007, 49% of all students, 12% of special education, 20% of LEP students, and 18% of FARMs students earned PSAT math scores of 45 or higher.	29-38 points
PSAT Writing Scores with AP/Honors Potential <i>See Appendix M for details.</i>	In 2007, 67% of Whites, 25% of Blacks and 23% of Latinos earned PSAT writing scores of 43 or higher.	43-45 points	In 2007, 49% of all students, 10% of special education, 5% of LEP students, and 16% of FARMs students earned PSAT writing scores of 43 or higher.	33-45 points
PSAT Participation <i>See Appendix M for details.</i>	In 2007, 94% of Whites, 87% of Blacks and 85% of Latinos participated on the PSAT.	7-10 points	In 2007, 91% of all students, 81% of special education, 79% of LEP students, and 84% of FARMs students participated on the PSAT.	7-12 points
SAT Math and Verbal Scores of 1,100 or Higher <i>See Appendix N for details.</i>	In 2006, 63% of White test takers earned a combined math and verbal score of 1,100 or higher compared to 17% of Black test takers and 26% of Latino test takers.	37-46 points	In 2006, 51% of all test takers earned a combined math and verbal score of 1,100 or higher compared to 26% of students with disabilities, 12% of English language learners, and 16% of FARMs-receiving students.	26-39 points
SAT Participation of Seniors <i>See Appendix N for details.</i>	In 2006, 82% of White seniors, 66% of Black seniors, and 53% of Latinos seniors participated on the SAT.	16-29 points	In 2006, 76% of all seniors, 46% of seniors with disabilities, 36% of LEP seniors, and 54% of seniors receiving FARMs participated on the SAT.	28-40 points

* Numbers rounded, but calculations based on actual numbers in Appendices L-N.

Source: MCPS

Table Q-9: Gifted and Disability Identification, and Special Education Placement – Current Identification Rates and Gaps by Subgroup*

Performance Measure	Current Performance by Race and Ethnicity	Current Gap	Current Performance by Service Group	Current Gap
Gifted Identification - Grade 2 <i>See Appendix I for details.</i>	In 2007, 50% of Whites and 22% of both Blacks and Latinos were identified as gifted based on the Grade 2 global screening.	28 points	In 2007, 39% of all students, 17% of special education students and LEP students, and 20% of students receiving FARMs were identified as gifted based on the Grade 2 global screening.	20-23 points
Performance Measure	Current Performance by Race and Ethnicity		Current Gap by Race and Ethnicity	
Any Disability <i>See Appendix D for details.</i>	In 2006, 11.6% of Whites, 15.7% of Blacks and 13.3% of Latinos were identified as having a disability.		The White-Black gap was 4 points and the White-Latino gap was 1.6 points.	
Learning Disabilities <i>See Appendix D for details.</i>	In 2006, 3.4% of Whites, 6.0% of Blacks and 6.1% of Latinos were identified as having a learning disability. The prevalence rate for Blacks and Latinos was nearly twice the rate of Whites.		The White-Black gap was 2.6 points and the White-Latino gap was 2.7 points.	
Emotional Disturbance <i>See Appendix D for details.</i>	In 2006, 0.7% of Whites, 1.4% of Blacks and 0.4% of Latinos were identified as having an emotional disturbance. The prevalence rate for Blacks was twice the rate of Whites.		The White-Black gap was 0.7 points and the White-Latino gap was -0.3 points.	
Mental Retardation <i>See Appendix D for details.</i>	In 2006, 0.3% of Whites, 0.8% of Blacks and 0.4% of Latinos were identified as having mental retardation. The prevalence rate for Blacks was more than twice the rate of Whites.		The White-Black gap was 0.7 points and the White-Latino gap was 0.1 points.	
Placement in LRE A <i>See Appendix D for details.</i>	In 2006, 65% of White students with disabilities were served in LRE A compared to 46% of Black students with disabilities and 56% of Latino students with disabilities.		The White-Black gap was 18 points and the White-Latino gap was 9 points.	

* Numbers rounded, but calculations based on actual numbers in Appendices D and I.

Sources: OLO analysis of MSDE and MCPS data

Tables Q-10 and Q-11 that follow describe with performance ratios the magnitude of the achievement gap by race, ethnicity and service group status in rank order. Measures at the beginning of each table describe the smallest gaps in achievement and those at the end describe the largest gaps evident. As described in Chapter III, performance ratios compare performance between low and high achieving subgroups. For race and ethnicity, the performance of Black and Latino students are compared to White students. Specifically, if 90% of White students meet a benchmark that is met by only 60% of Black students, then Black students are considered to be 66% as likely (i.e. 0.6/0.9) as White students to meet that benchmark.

**Table Q-10: Magnitude of Current Achievement Gap
by Race and Ethnicity in Rank Order**

Performance Measure	Compared to levels of performance among Whites:
Kindergarten Spring Reading Benchmark	In 2007, Blacks were 96% as likely to meet this benchmark and Latinos were 94% as likely.
PSAT participation	In 2007, Blacks were 93% as likely to take the PSAT and Latinos were 90% as likely.
Graduation Rate among Seniors	In 2007, Blacks were 93% as likely to graduate and Latinos were 86% as likely.
AP Qualifying Scores	In 2006, Latino examiners were 93% as likely to earn one or more AP scores of 3 or more and Black examiners were 68% as likely.
Grade 1 Spring Reading Benchmark	In 2007, Blacks were 88% as likely to meet this benchmark and Latinos were 78% as likely.
Government HSA – Class of 2009	In 2007, Black test takers were 87% as likely to pass this assessment and Latino test takers were 86% as likely.
LRE A Placement for Students with Disabilities	In 2006, Latino students with disabilities were 86% as likely to be served in LRE A (regular education) and Black students with disabilities were 71% as likely.
Biology HSA – Class of 2009	In 2007, Black and Latino test takers were 82% as likely to pass this assessment.
Government HSA – All Test Takers	In 2007, Latino test takers were 81% as likely to pass this assessment and Black test takers were 79% as likely.
SAT participation	In 2006, Blacks were 80% as likely to take the SAT and Latinos were 65% as likely.
Grade 3 MSA - Reading	In 2007, Latino test takers were 80% as likely to pass this assessment and Blacks were 78% as likely.
Algebra HSA – Class of 2009	In 2007, Latino test takers were 79% as likely to pass this assessment and Black test takers were 75% as likely.
Grade 3 MSA - Mathematics	In 2007, Latino test takers were 79% as likely to pass this assessment and Blacks were 74% as likely.
Grade 5 MSA - Mathematics	In 2007, Latino test takers were 79% as likely to pass this assessment and Blacks were 74% as likely.
Grade 5 MSA - Reading	In 2007, Blacks were 77% as likely to pass this assessment and Latino test takers were 75% as likely.
School Readiness	In 2007, Black kindergarteners were 77% as likely to be fully ready for schools and Latinos were 67% as likely.
English HSA – Class of 2009	In 2007, Latino test takers were 73% as likely to pass this assessment and Black test takers were 72% as likely.
Algebra HSA – All Test Takers	In 2007, Latino test takers were 71% as likely to pass this assessment and Black test takers were 65% as likely.
Grade 2 Spring Reading Benchmark	In 2007, Black students were 71% as likely to meet this benchmark and Latinos were 63% as likely.
Biology HSA – All Test Takers	In 2007, Latino test takers were 68% as likely to pass this assessment and Black test takers were 67% as likely.
Grade 8 MSA - Reading	In 2007, Blacks were 68% as likely to pass this assessment and Latinos were 64% as likely.

Table Q-10: Magnitude of Current Achievement Gap by Race and Ethnicity in Rank Order, Continued

Performance Measure	Compared to levels of performance among Whites:
Algebra I Completion by the end of Grade 9	In 2006, Blacks were 66% as likely to complete Algebra I by Grade 9 and Latinos were 61% as likely.
English HSA – All Test Takers	In 2007, Black and Latino test takers were 65% as likely to pass this assessment.
AP Participation among Graduates	In 2006, Latino graduates were 64% as likely to complete an AP course and Black graduates were 42% as likely.
TerraNova Second Edition, Grade 2	In 2007, Blacks were 60% as likely to exceed the 50 th percentile on the TN/2 composite index and Latinos were 57% as likely.
Geometry Completion by the end of Grade 10	In 2006, Blacks were 60% as likely to complete Geometry by Grade 10 and Latinos were 56% as likely.
Grade 8 MSA – Mathematics	In 2007, Latinos were 55% as likely to pass this assessment and Blacks were 51% as likely.
Gifted Identification – Grade 2	In 2007, Black and Latino 2 nd graders were 44% as likely to be identified as gifted.
Advanced Math in Grade 5	In 2007, Blacks were 44% as likely to enroll in Advanced Math in Grade 5 (i.e. Grade 6 Math or Higher) and Latinos were 42% as likely.
SAT Verbal and Math Scores of 1,100 or Above	In 2006, Latinos taking the SAT were 42% as likely to earn combined verbal and math scores of 1,100 or higher and Black test takers were 27% as likely
Algebra I Completion by the end of Grade 8	In 2006, Latinos were 41% as likely to complete Algebra I by the end of Grade 8 and Blacks were 40% as likely.
PSAT Verbal Scores of 44 or more	In 2007, Blacks were 40% as likely to earn PSAT verbal scores demonstrative of honors/AP potential and Latinos were 34% as likely.
Advanced Math in Grade 6	In 2006, Blacks were 38% as likely to enroll in Advanced Math in Grade 6 (i.e. Grade 7 Math or Higher) and Latinos were 34% as likely.
PSAT Writing Scores of 44 or more	In 2007, Blacks were 36% as likely to earn PSAT writing scores demonstrative of honors/AP potential and Latinos were 34% as likely.
PSAT Math Scores of 45 or more	In 2007, Latinos were 35% as likely to earn PSAT math scores demonstrative of honors/AP potential and Blacks were 33% as likely.
Geometry Completion by the end of Grade 9	In 2006, Blacks were 33% as likely to complete Geometry by Grade 9 and Latinos were 30% as likely.
Disability Classification	In 2006, Blacks were 135% as likely to be identified as having a disability and Latinos were 115% as likely.
Learning Disability Classification	In 2006, Latinos were 179% as likely to be identified as having a learning disability and Blacks were 177% as likely.
Emotional Disturbance Classification	In 2006, Blacks were 200% as likely to be identified as having an emotional disturbance and Latinos were 64% as likely.
Mental Retardation Classification	In 2006, Blacks were 267% as likely to be identified as having mental retardation and Latinos were 133% as likely.
Dropout Rates	In 2006, Latino high school students were 347% as likely to dropout and Black students were 233% as likely.
Suspensions, Secondary Students	In 2007, Black secondary students were 449% as likely to be suspended from school and Latinos were 288% as likely.
Suspensions, Elementary Students	In 2006, Black elementary students were 483% as likely to be suspended from school and Latinos were 233% as likely.

Sources: OLO Analysis of MCPS and MSDE data

**Table Q-11: Magnitude of Current Achievement Gap
by Service Group Status in Rank Order**

Performance Measure	Compared to levels of performance among All Students or Subgroups not receiving special services:
AP Qualifying Scores	In 2006, students with disabilities examiners were 91% as likely to earn one or more qualifying AP scores, English language learners were 104% as likely, and students receiving FARMs were 85% as likely.
High School Dropout	In 2007, students with disabilities were as likely to dropout of high school as students in regular education and students receiving FARMs were 15% more likely to dropout than students not receiving FARMs.
High School Graduation	In 2007, students with disabilities and students receiving FARMs were 98% as likely as their peers not receiving special services to meet this benchmark.
PSAT participation	In 2007, students with disabilities were 89% as likely to take the PSAT, English language learners were 87% as likely, and students receiving FARMs were 92% as likely.
Kindergarten Spring Reading Benchmark	In 2007, students with disabilities were 88% as likely to meet this benchmark, English language learners were 95% as likely, and students receiving FARMs were 94% as likely.
Grade 3 MSA - Reading	In 2007, students with disabilities were 75% as likely to pass this assessment, English language learners were 77% as likely, and students receiving FARMs were 77% as likely.
Government HSA - Class of 2009	In 2007, students with disabilities were 74% as likely to pass this assessment, English language learners were 77% as likely, and students receiving FARMs were 87% as likely.
Biology HSA - Class of 2009	In 2007, students with disabilities were 72% as likely to pass this assessment, English language learners were 78% as likely, and students receiving FARMs were 80% as likely.
Algebra HSA - Class of 2009	In 2007, students with disabilities were 69% as likely to pass this assessment, English language learners were 64% as likely, and students receiving FARMs were 81% as likely.
Government HSA - All Test Takers	In 2007, students with disabilities were 68% as likely to pass this assessment, English language learners were 67% as likely, and students receiving FARMs were 81% as likely.
School Readiness	In 2007, kindergarten students with disabilities were 66% as likely to be fully ready for schools, English language learners were 74% as likely, and students receiving FARMs were 78% as likely.
Grade 3 MSA - Mathematics	In 2007, students with disabilities were 65% as likely to pass this assessment, English language learners were 76% as likely, and students receiving FARMs were 76% as likely.
Grade 5 MSA - Mathematics	In 2007, students with disabilities were 64% as likely to pass this assessment, English language learners were 69% as likely, and students receiving FARMs were 75% as likely.
Grade 5 MSA - Reading	In 2007, students with disabilities were 62% as likely to pass this assessment, English language learners were 79% as likely, and students receiving FARMs were 84% as likely.
Biology HSA - All Test Takers	In 2007, students with disabilities and English language learners were 61% as likely to pass this assessment, and students receiving FARMs were 68% as likely.
SAT participation	In 2007, students with disabilities were 61% as likely to take the SAT, English language learners were 47% as likely, and students receiving FARMs were 71% as likely.

**Table Q-11: Magnitude of Current Achievement Gap
by Service Group Status in Rank Order, Continued**

Performance Measure	Compared to levels of performance among All Students or Subgroups not receiving special services:
Grade 1 Spring Reading Benchmark	In 2007, students with disabilities were 60% as likely to meet this benchmark, English language learners were 68% as likely, and students receiving FARMs were 75% as likely.
Algebra HSA – All Test Takers	In 2007, students with disabilities were 59% as likely to pass this assessment, English language learners were 66% as likely, and students receiving FARMs were 74% as likely.
Algebra I Completion by the end of Grade 9	In 2006, students with disabilities were 57% as likely to complete Algebra I in Grade 9, English language learners were 52% as likely, and students receiving FARMs were 66% as likely.
English HSA – Class of 2009	In 2007, students with disabilities were 56% as likely to pass this assessment, and students receiving FARMs were 73% as likely.
English HSA – All Test Takers	In 2007, students with disabilities were 53% as likely to pass this assessment, English language learners were 32% as likely, and students receiving FARMs were 63% as likely.
TerraNova Second Edition, Grade 2	In 2005, students with disabilities were 53% as likely to exceed the 50 th percentile on the TN/2 composite index, English language learners were 49% as likely and students receiving FARMs were 63% as likely.
Geometry Completion by the end of Grade 10	In 2006, students with disabilities were 53% as likely to complete Geometry in Grade 10, English language learners were 43% as likely, and students receiving FARMs were 64% as likely.
Grade 8 MSA - Reading	In 2007, students with disabilities were 52% as likely to pass this assessment, English language learners were 35% as likely, and students receiving FARMs were 62% as likely.
SAT Verbal and Math Scores of 1,100 or Above	In 2006, seniors with disabilities taking the SAT were 50% as likely to earn combined verbal and math scores of 1,100 or above, seniors with limited English proficiency were 24% as likely, and seniors receiving FARMs were 30% as likely.
Grade 2 Spring Reading Benchmark	In 2007, students with disabilities were 49% as likely to meet this benchmark, English language learners were 52% as likely, and students receiving FARMs were 71% as likely.
Grade 8 MSA - Mathematics	In 2007, students with disabilities and English language learners were 45% as likely to pass this assessment, and students receiving FARMs were 51% as likely.
Gifted Identification – Grade 2	In 2007, students with disabilities were 44% as likely to be identified as gifted, English language learners were 43% as likely, and students receiving FARMs were 50% as likely.
Advanced Math in Grade 5	In 2007, students with disabilities were 33% as likely to enroll in Advanced Math (i.e. Grade 6 Math or Higher) in Grade 5, English language learners were 29% as likely, and students receiving FARMs were 46% as likely.
AP Participation among Graduates	In 2006, students with disabilities graduates were 32% as likely to take one or more AP courses, English language learners were 43% as likely, and students receiving FARMs were 59% as likely.
PSAT Writing Scores of 44 or more	In 2006, students with disabilities were 32% as likely to earn PSAT writing scores indicating honors/AP potential, English language learners were 16% as likely, and students receiving FARMs were 40% as likely.
PSAT Verbal Scores of 44 or more	In 2007, students with disabilities were 26% as likely to earn PSAT verbal scores indicating honors/AP potential, English language learners were 11% as likely, and students receiving FARMs were 32% as likely.

**Table Q-11: Magnitude of Current Achievement Gap
by Service Group Status in Rank Order, Continued**

Performance Measure	Compared to levels of performance among All Students or Subgroups not receiving special services:
Algebra I Completion by the end of Grade 8	In 2006, students with disabilities were 24% as likely to complete Algebra I in Grade 8, English language learners were 31% as likely, and students receiving FARMs were 44% as likely.
PSAT Math Scores of 45 or more	In 2007, students with disabilities were 24% as likely to earn PSAT math scores indicating honors/AP potential, English language learners were 40% as likely, and students receiving FARMs were 36% as likely.
Advanced Math in Grade 6	In 2006, students with disabilities were 23% as likely to enroll in Advanced Math (i.e. Grade 7 Math or Higher) in Grade 6, English language learners were 22% as likely, and students receiving FARMs were 39% as likely.
Geometry Completion by the end of Grade 9	In 2006, students with disabilities were 22% as likely to complete Geometry in Grade 9, English language learners were 17% as likely, and students receiving FARMs were 32% as likely.
Suspensions, Secondary Students	In 2007, secondary students with disabilities were 214% as likely to be suspended from school, English language learners were 118% as likely, and students receiving FARMs were 203% as likely.
Suspensions, Elementary Students	In 2007, elementary students with disabilities were 271% as likely to be suspended from school, and English language learners and students receiving FARMs were 192% as likely.

Sources: OLO analysis of MCPS and MSDE data

**Appendix R:
OFFICE OF LEGISLATIVE OVERSIGHT ANALYSIS OF TREND DATA ON
STUDENT PERFORMANCE AND ACHIEVEMENT GAPS**

This appendix summarizes the analysis described in Chapter V, *Analysis of Trend Data on Student Performance and Achievement Gaps*. This appendix describes MCPS' progress in narrowing the achievement gap by subgroup for 37 measures of student performance with available data. This appendix's analysis relies on the most recent data available to OLO at the time of the study. OLO analyzed data from MCPS and MDSE to develop the summary tables that follow. Depending on data availability, measures of progress in narrowing the achievement gap student rely on three- to seven-years of trend data.

It is important to note that the numbers presented in Tables R-1 – R-11 have been rounded but calculations regarding changes to achievement gaps are based on actual numbers. See Appendices A-O for actual numbers and calculations used.

This appendix is comprised of 11 tables:

- Table R-1: Early Childhood and Grade Measures - Trends in Student Performance and Achievement Gaps by Subgroup (starting on © 92)
- Table R-2: Maryland School Assessments - Trends in Student Performance and Achievement Gaps by Subgroup (starting on © 93)
- Table R-3: High School Assessments - Trends in Student Performance and Achievement Gaps among All Test Takers by Subgroup (see © 95)
- Table R-4: Algebra I Completion by the end of Grade 9 and Geometry Completion by the end of Grade 10 - Trends in Student Performance and Achievement Gaps by Subgroup (see © 96)
- Table R-5: Suspension, Graduation and Dropout Rates - Trends in Student Performance and Achievement Gaps by Subgroup (see © 97)
- Table R-6: Advanced Math Course Taking - Trends in Student Performance and Achievement Gaps by Subgroup (see © 98)
- Table R-7: Participation on Standardized Assessments of Advanced Skills - Trends in Student Performance and Achievement Gaps by Subgroup (see © 99)
- Table R-8: Performance on Standardized Assessments of Advanced Skills - Trends in Student Performance and Achievement Gaps by Subgroup (starting on © 100)
- Table R-9: Gifted and Disability Classification, and Special Education Placement - Trends in Rates of Identification and Gaps by Subgroup (see © 102)
- Table R-10: Progress in Narrowing the Achievement Gap by Race and Ethnicity in Rank Order by Percent Change (starting on © 103)
- Table R-11: Progress in Narrowing the Achievement Gap by Service Group Status in Rank Order by Percent Change (starting on © 107)

The summary tables described in this appendix for the measures of student performance analyzed by OLO are based on trends in student performance among 15 broader categories of student performance measures described in Appendices A-O.

Table R-1: Early Childhood and Grade Measures – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
School Readiness, 2003-2007 <i>See Appendix A for details</i>	The percent of kindergarteners identified as fully ready for school increased from 57% to 68% from 2003 to 2007.	In 2007, 79% of Whites, 61% of Blacks and 53% of Latinos were fully ready for schools compared to 66% of Whites, 52% of Blacks and 43 % of Latinos in 2003. The White-Black gap increased by 4 points (29%) and the White-Latino gap increased by 3 points (13%).	In 2007, 45% of students with disabilities, 50% of English language learners, and 53% of students receiving FARMs were fully ready for schools compared to 19% of students with disabilities, 37% of English language learners, and 44% of students receiving FARMs in 2003. The All Student- Special Education gap narrowed by 15 points (40%), the All Student-LEP gap declined by 2 points (10%), and the All Student-FARMs gap increased by 2 points (15%).
Kindergarten Spring Reading Benchmarks 2002-2007 <i>See Appendix B for details.</i>	The percent of kindergarteners attaining the spring reading benchmark increased from 59% to 93% from 2002 to 2007.	In 2007, 97% of Whites, 90% of Blacks and 87% of Latinos met Grade K benchmarks compared to 67% of Whites, 52% of Blacks and 42 % of Latinos in 2002. The White-Black gap narrowed by 8 points (53%) and the White-Latino gap declined by 15 points (60%).	In 2007, 82% of students with disabilities, 88% of English language learners, and 87% of students receiving FARMs met Grade K benchmarks compared to 45% of students with disabilities, 28% of English language learners, and 44% of students receiving FARMs in 2002. The All Student- Special Education gap narrowed by 3 points (21%), the All Student-LEP gap declined by 26 points (84%), and the All Student-FARMs gap declined by 9 points (60%).
Grade 1 Spring Reading Benchmarks 2002-2007 <i>See Appendix B for details.</i>	The percent of first graders attaining the spring reading benchmark increased from 60% to 82% from 2002 to 2007.	In 2007, 89% of Whites, 78% of Blacks and 69% of Latinos met the Grade 1 benchmarks compared to 70% of Whites, 49% of Blacks and 38 % of Latinos in 2002. The White-Black gap narrowed by 10 points (48%) and the White-Latino gap declined by 12 points (38%).	In 2007, 51% of students with disabilities, 65% of English language learners, and 69% of students receiving FARMs met the Grade 1 benchmarks compared to 37% of students with disabilities, 34% of English language learners, and 39% of students receiving FARMs in 2002. The All Student- Special Education gap increased by 8 points (35%) while the All Student-LEP gap declined by 9 points (35%), and the All Student-FARMs gap declined by 8 points (38%).
CTBS Battery Index Grade 2 2001-2005 <i>See Appendix C for details.</i>	The percent of second graders exceeding the 50 th percentile on the CTBS Battery Index increased from 64% to 76% from 2001 to 2005.	In 2005, 86% of Whites, 63% of Blacks and 62% of Latinos exceeded the 50 th percentile compared to 77% of Whites, 45% of Blacks and 41% of Latinos in 2002. The White-Black gap narrowed by 8 points (25%) and the White-Latino gap declined by 11 points (32%).	In 2006, 58% of students with disabilities, 50% of English language learners, and 58% of students receiving FARMs exceeded the 50 th percentile compared to 39% of students with disabilities, 34% of English language learners, and 39% of students receiving FARMs in 2001. The All Student- Special Education gap decreased by 8 points (30%), the All Student-LEP gap declined by 4 points (12%), and the All Student-FARMs gap declined by 7 points (30%).

* Numbers rounded, but calculations based on actual numbers in Appendices A-C.

Sources: MSDE and MCPS

Table R-2: Maryland School Assessments – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Maryland School Assessment - Grade 3 2003-2007 <i>See Appendix E for details.</i>	Reading Performance		
	The percent of students passing the Grade 3 Reading MSA increased from 67% to 85% from 2003 to 2007.	In 2007, 94% of Whites, 73% of Blacks and 75% of Latinos passed reading compared to 83% of Whites, 48% of Blacks and 40% of Latinos in 2003. The White-Black gap decreased by 15 points (42%) and the White-Latino gap declined by 24 points (57%).	In 2007, 87-90% of students not receiving special services and 65-70% of students receiving special services passed reading compared to 71-78% of non-service students and 19-38% of students receiving services in 2003. The Regular-Special Education gap narrowed by 19 points (46%), the English proficient-LEP gap declined by 33 points (63%), and the non-FARMS – FARMS gap narrowed by 20 points (49%).
Maryland School Assessment - Grade 5 2003-2007 <i>See Appendix E for details.</i>	Mathematics Performance		
	The percent of students passing the Grade 3 Math MSA increased from 76% to 84% from 2003 to 2007.	In 2007, 93% of Whites, 69% of Blacks and 74% of Latinos passed reading compared to 89% of Whites, 56% of Blacks and 57% of Latinos in 2003. The White-Black gap decreased by 9 points (63%) and the White-Latino gap declined by 13 points (49%).	In 2007, 84-90% of students not receiving special services and 57-68% of students receiving special services passed reading compared to 79-85% of non-service students and 45-52% of students receiving services in 2003. The Regular-Special Education gap narrowed by 3 points (8%), the English proficient-LEP gap declined by 13 points (38%), and the non-FARMS – FARMS gap narrowed by 11 points (33%).
Maryland School Assessment - Grade 5 2003-2007 <i>See Appendix E for details.</i>	Reading Performance		
	The percent of students passing the Grade 5 Reading MSA increased from 75% to 83% from 2003 to 2007.	In 2007, 94% of Whites, 72% of Blacks and 70% of Latinos passed reading compared to 89% of Whites, 58% of Blacks and 53% of Latinos in 2003. The White-Black gap decreased by 9 points (30%) and the White-Latino gap declined by 12 points (33%).	In 2007, 87-90% of students not receiving special services and 51-65% of students receiving special services passed reading compared to 78-85% of non-service students and 27-48% of students receiving services in 2003. The Regular-Special Education gap narrowed by 7 points (21%), the English proficient-LEP gap declined by 16 points (31%), and the non-FARMS – FARMS gap narrowed by 12 points (33%).

Table R-2: Maryland School Assessments – Trends in Student Performance and Achievement Gaps by Subgroup*, Continued

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Maryland School Assessment - Grade 5 2003-2007 <i>See Appendix E for details.</i>	Mathematics Performance		
	The percent of students passing the Grade 5 Math MSA increased from 68% to 84% from 2003 to 2007.	In 2007, 94% of Whites, 69% of Blacks and 74% of Latinos passed reading compared to 82% of Whites, 43% of Blacks and 48% of Latinos in 2003. The White-Black gap decreased by 15 points (37%) and the White-Latino gap declined by 15 points (42%).	In 2007, 84-90% of students not receiving special services and 57-68% of students receiving special services passed reading compared to 70-78% of non-service students and 31-41% of students receiving services in 2003. The Regular-Special Education gap narrowed by 11 points (25%), the English proficient-LEP gap declined by 7 points (21%), and the non-FARMS – FARMS gap narrowed by 14 points (38%).
Maryland School Assessment - Grade 8 2003-2007 <i>See Appendix E for details.</i>	Reading Performance		
	The percent of students passing the Grade 8 Reading MSA increased from 71% to 77% from 2003 to 2007.	In 2007, 91% of Whites, 62% of Blacks and 59% of Latinos passed reading compared to 86% of Whites, 51% of Blacks and 48% of Latinos in 2003. The White-Black gap decreased by 6 points (17%) and the White-Latino gap declined by 6 points (15%).	In 2007, 77-85% of students not receiving special services and 28-53% of students receiving special services passed reading compared to 71-79% of non-service students and 16-41% of students receiving services in 2003. The Regular-Special Education gap narrowed by 2 points (5%), the English proficient-LEP gap declined by 7 points (11%), and the non-FARMS – FARMS gap narrowed by 6 points (15%).
	Mathematics Performance		
The percent of students passing the Grade 8 Math MSA increased from 58% to 67% from 2003 to 2007.	In 2007, 84% of Whites, 43% of Blacks and 46% of Latinos passed reading compared to 75% of Whites, 29% of Blacks and 30% of Latinos in 2003. The White-Black gap decreased by 5 points (10%) and the White-Latino gap declined by 6 points (14%).	In 2007, 69-77% of students not receiving special services and 31-39% of students receiving special services passed math compared to 59-67% of non-service students and 21-25% of students receiving services in 2003. The Regular-Special Education gap narrowed by 2 points (4%), the English proficient-LEP gap increased by 4 points (10%), and the non-FARMS – FARMS gap narrowed by 3 points (8%).	

* Numbers rounded, but calculations based on actual numbers in Appendix E.
 Sources: MSDE

**Table R-3: High School Assessments –
Trends in Student Performance and Achievement Gaps
among All Test Takers by Subgroup***

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Algebra 2002-2007 <i>See Appendix F for details</i>	The percent of all test takers passing the Algebra HSA increased from 72% to 78% from 2002 to 2007.	In 2007, 91% of Whites, 60% of Blacks and 65% of Latinos passed this HSA compared to 86% of Whites, 47% of Blacks and 45% of Latinos in 2002. The White-Black gap decreased by 7 points (18%) and the White-Latino gap declined by 15 points (36%).	In 2007, 80-83% of students not receiving special services and 48-61% of students receiving special services passed this HSA compared to 74-76% of non-service students and 27-44% of students receiving services in 2002. The Regular-Special Education gap narrowed by 4 points (10%), the English proficient-LEP gap decreased by 21 points (43%), and the non-FARMS – FARMS gap narrowed by 10 points (32%).
English II 2005-2007 <i>See Appendix F for details</i>	The percent of all test takers passing the English II HSA increased from 70% to 77% from 2005 to 2007.	In 2007, 92% of Whites, 60% of Blacks and 59% of Latinos passed this HSA compared to 85% of Whites, 47% of Blacks and 48% of Latinos in 2002. The White-Black gap decreased by 6 points (16%) and the White-Latino gap declined by 5 points (13%).	In 2007, 79-83% of students not receiving special services and 25-52% of students receiving special services passed this HSA compared to 71-74% of non-service students and 22-40% of students receiving services in 2002. The Regular-Special Education gap narrowed by 7 points (16%), the English proficient-LEP gap increased by 5 points (10%), and the non-FARMS – FARMS gap narrowed by 4 points (10%).
Biology 2002-2007 <i>See Appendix F for details</i>	The percent of all test takers passing the Biology HSA increased from 72% to 81% from 2002 to 2007.	In 2007, 92% of Whites, 61% of Blacks and 64% of Latinos passed this HSA compared to 84% of Whites, 52% of Blacks and 48% of Latinos in 2002. The White-Black gap remained unchanged but the White-Latino gap declined by 7 points (21%).	In 2007, 82-85% of students not receiving special services and 50-58% of students receiving special services passed this HSA compared to 74-76% of non-service students and 30-46% of students receiving services in 2002. The Regular-Special Education gap narrowed by 8 points (19%), the English proficient-LEP gap decreased by 12 points (28%), and the non-FARMS – FARMS gap narrowed by 3 points (10%).
Government 2002-2007 <i>See Appendix F for details</i>	The percent of all test takers passing the Government HSA increased from 72% to 88% from 2002 to 2007.	In 2007, 96% of Whites, 76% of Blacks and 78% of Latinos passed this HSA compared to 83% of Whites, 55% of Blacks and 49% of Latinos in 2002. The White-Black gap decreased by 8 points (29%) and the White-Latino gap declined by 16 points (47%).	In 2007, 89-91% of students not receiving special services and 60-73% of students receiving special services passed this HSA compared to 75-76% of non-service students and 26-47% of students receiving services in 2002. The Regular-Special Education gap narrowed by 10 points (25%), the English proficient-LEP gap decreased by 19 points (39%), and the non-FARMS – FARMS gap narrowed by 11 points (39%).

* Numbers rounded, but calculations based on actual numbers in Appendix F.

Sources: MSDE

**Table R-4: Algebra I Completion by the end of Grade 9
and Geometry Completion by the end of Grade 10 –
Trends in Student Performance and Achievement Gaps by Subgroup***

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Algebra I Completion by the end of Grade 9 2001-2006 <i>See Appendix K for details.</i>	The percent of Grade 9 students completing Algebra I or higher increased from 72% to 75% from 2001-2006.	In 2006, 90% of Whites, 59% of Blacks and 55% of Latinos in Grade 9 completed Algebra I or higher compared to 84% of Whites, 49% of Blacks and 44% of Latinos in 2001. The White-Black gap decreased by 4 points (11%) and the White-Latino gap decreased by 5 points (14%).	In 2006, 43% of students with disabilities, 39% of English language learners, and 50% students receiving FARMs in Grade 9 completed Algebra I or higher compared to 36% of students with disabilities, 32% of English language learners, and 42% of students receiving FARMs in 2001. The All Student-Special Education gap decreased by 3 points (9%), the All Student-LEP gap decreased by 3 points (7%), and the All Students-FARMs gap decreased by 4 points (15%).
Geometry I Completion by the end of Grade 10 2004-2006 <i>See Appendix K for details.</i>	The percent of Grade 10 students completing Geometry I or higher increased from 70% to 72% from 2004-2006.	In 2006, 87% of Whites, 52% of Blacks and 49% of Latinos in Grade 10 completed Geometry I or higher compared to 85% of Whites, 48% of Blacks and 44% of Latinos in 2004. The White-Black gap decreased by 2 points (6%) and the White-Latino gap decreased by 3 points (7%).	In 2006, 38% of students with disabilities, 31% of English language learners, and 46% students receiving FARMs in Grade 10 completed Geometry I or higher compared to 36% of students with disabilities, 28% of English language learners, and 41% of students receiving FARMs in 2004. The All Student-Special Education gap did not change, the All Student-LEP gap decreased by 2 points (4%), and the All Students-FARMs gap decreased by 3 points (11%).

* Numbers rounded, but calculations based on actual numbers in Appendix K.

Source: MCPS

Table R-5: Suspension, Graduation and Dropout Rates – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Suspensions – Elementary 2000-2007 <i>See Appendix G for details.</i>	The percent of students suspended from elementary schools increased from 0.8% to 1.3% from 2000 to 2007.	In 2007, 0.6% of Whites, 2.9% of Blacks and 1.4% of Latinos were suspended from elementary schools compared to 0.5% of Whites, 2.3% of Blacks and 0.6% of Latinos in 2000. The White-Black gap increased by 0.5 points (28%) and the White-Latino gap increased by 0.7 points (700%).	In 2007, 3.4% of students with disabilities, and 2.5% of both English language learners and students receiving FARMs were suspended from elementary schools compared to 1.8% of students with disabilities, and 1.7% of both English language learners, and students receiving FARMs in 2000. The All Student-Special Education gap increased by 1.1 points (110%), the All Student-LEP gap increased by 0.3 points (33%), and the All Students–FARMs gap also increased by 0.3 points (33%).
Suspensions – Secondary 2000-2007 <i>See Appendix G for details.</i>	The percent of students suspended from secondary schools increased from 5.6% to 7.1% from 2000 to 2007.	In 2007, 3.3% of Whites, 14.8% of Blacks and 9.5% of Latinos were suspended from secondary schools compared to 4.0% of Whites, 10.7% of Blacks and 7.4% of Latinos in 2000. The White-Black gap increased by 4.8 points (72%) and the White-Latino gap increased by 2.8 points (82%).	In 2007, 15.2% of students with disabilities, 8.4% of English language learners, and 14.4% students receiving FARMs were suspended from secondary schools compared to 12.8% of students with disabilities, 5.5% of English language learners, and 9.9% of students receiving FARMs in 2000. The All Student-Special Education gap increased by 0.9 points (13%), the All Student-LEP gap increased by 1.4 points (1400%), and the All Students–FARMs gap increased by 3.0 points (70%).
High School Graduation 2002-2007 <i>See Appendix H for details.</i>	The percent of seniors graduating declined from 91.8% to 90.4% from 2002 to 2007.	In 2007, 93.9% of Whites, 87.2% of Blacks and 80.4% of Latino seniors graduated from high school compared to 93.4% of Whites, 89.1% of Blacks and 86.2% of Latinos in 2002. The White-Black gap increased by 2.4 points (54%) and the White-Latino gap increased by 6.2 points (85%).	In 2007, 91% of regular education seniors and those not receiving FARMs, 88% of seniors with disabilities, and 89% of seniors received FARM graduated from high school compared to 93% of seniors in regular education and not receiving FARMs, 88% of student receiving FARMs and 86% of seniors with disabilities in 2003. The graduation gap by special education status diminished by 5 points (70%) and the gap by FARMs status declined by 3 points (60%).
High School Dropout 2002-2007 <i>See Appendix H for details.</i>	The percent of high school dropouts increased from 1.8% to 2.7% from 2002 to 2007.	In 2007, 1.5% of Whites, 3.6% of Blacks and 5.3% of Latino dropped out from high school compared to 1.4% of Whites, 2.3% of Blacks and 3.2% of Latinos in 2002. The White-Black gap increased by 1.1 points (122%) and the White-Latino gap increased by 2.0 points (105%).	In 2007, 2.7 % of both regular and special education students, 2.6% of students not receiving FARMs, and 3.0% of students receiving FARMs dropped out of high school compared to 2.0% of regular education students, 2.0% of students not receiving FARMs, 2.5% of students in special education, and 2.1% of students receiving FARMs in 2003. The dropout rate by special education status diminished by 0.5 points (100%) and the gap by FARMs receipt increased by 0.3 points (179%).

* Numbers rounded, but calculations based on actual numbers in Appendix H.

Sources: MCPS and MSDE

Table R-6: Advanced Math Course Taking – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
Advanced Math in Grade 6 2001-2006 <i>See Appendix J for details.</i>	The percent of Grade 6 students enrolled in Math 7 or higher increased from 34% to 43% from 2001-2006.	In 2006, 58% of Whites, 22% of Blacks and 20% of Latinos in Grade 6 enrolled in Math 7 or higher compared to 46% of Whites, 15% of Blacks and 14% of Latinos in 2001. The White-Black gap increased by 5 points (15%) and the White-Latino gap increased by 6 points (19%).	In 2006, 10% of students with disabilities, 9% of English language learners, and 17% of students receiving FARMs in Grade 6 enrolled in Math 7 or higher compared to 7% of students with disabilities, 6% of English language learners, and 10% of students receiving FARMs in 2001. The All Student-Special Education gap increased by 6 points (22%), the All Student-LEP gap increased by 6 points (21%), and the All Students-FARMs gap increased by 2 points (10%).
Algebra I Completion by the end of Grade 8 2001-2006 <i>See Appendix K for details.</i>	The percent of Grade 8 students completing Algebra I or higher increased from 43% to 49% from 2001-2006.	In 2006, 64% of Whites, 26% of Blacks and 26% of Latinos in Grade 8 completed Algebra I or higher compared to 56% of Whites, 21% of Blacks and 16% of Latinos in 2001. The White-Black gap increased by 5 points (13%) while the White-Latino gap decreased by 1 point (3%).	In 2006, 12% of students with disabilities, 15% of English language learners, and 22% students receiving FARMs in Grade 8 completed Algebra I or higher compared to 10% of students with disabilities, 11% of English language learners, and 15% of students receiving FARMs in 2001. The All Student-Special Education gap increased by 4 points (13%), the All Student-LEP gap increased by 3 points (8.2%), and the All Students-FARMs gap did not change.
Geometry I Completion by the end of Grade 9 2004-2006 <i>See Appendix K for details.</i>	The percent of Grade 9 students completing Geometry I or higher decreased from 43% to 42% from 2004-2006.	In 2006, 59% of Whites, 20% of Blacks and 17% of Latinos in Grade 9 completed Geometry I or higher compared to 59% of Whites, 20% of Blacks and 18% of Latinos in 2004. The White-Black gap did not change nor did the White-Latino gap.	In 2006, 9% of students with disabilities, 7% of English language learners, and 13% students receiving FARMs in Grade 9 completed Geometry I or higher compared to 9% of students with disabilities, 6% of English language learners, and 15% of students receiving FARMs in 2004. The All Student-Special Education gap decreased by 1 point (3%), the All Student-LEP gap decreased by 2 points (6%), and the All Students-FARMs gap increased by 1 point (4%).

* Numbers rounded, but calculations based on actual numbers in Appendices J and K.

Source: MCPS

Table R-7: Participation on Standardized Assessments of Advanced Skills – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
<p>AP Participation among Graduates 2002-2006 <i>See Appendix L for details.</i></p>	<p>The percentage of graduates participating in AP increased from 46% to 56% from 2002-2006.</p>	<p>In 2006, 65% of White, 27% of Black, and 42% of Latino graduates participated in AP compared to 55% of Whites, 19% of Blacks and 26% of Latinos in 2002. The White-Black gap increased by 2 points (5%) and the White-Latino gap declined by 6 points (19%).</p>	<p>In 2006, 18% of graduates with disabilities, 24% of graduates with LEP, and 33% of graduates receiving FARMs participated in AP compared to 12% of graduates with disabilities, 11% of graduates with LEP, and 20% of graduates receiving FARMs in 2002. The All Student-Special Education gap increased by 4 points (13%), the All Student-LEP gap decreased by 3 points (8%), and the All Students-FARMs gap decreased by 3 points (10%).</p>
<p>PSAT Participation 2003-2007 <i>See Appendix M for details.</i></p>	<p>The percentage of students participating on the PSAT increased from 86% to 91% from 2003-2007.</p>	<p>In 2007, 94% of Whites, 87% of Blacks, and 85% of Latinos participated on the PSAT compared to 90% of Whites, 78% of Blacks and 76% of Latinos in 2003. The White-Black gap decreased by 5 points (44%) and the White-Latino gap decreased by 5 points (34%).</p>	<p>In 2006, 81% of students with disabilities, 79% of students with LEP, and 84% of students receiving FARMs participated on the PSAT compared to 70% of students with disabilities, 68% of students with LEP, and 75% of students receiving FARMs in 2003. The All Student-Special Education gap decreased by 5 points (34%), the All Student-LEP gap decreased by 6 points (33%), and the All Students-FARMs gap decreased by 4 points (34%).</p>
<p>SAT Participation of Seniors 2001-2005 <i>See Appendix N for details.</i></p>	<p>The percentage of students participating on the SAT increased from 72% to 77% from 2001-2005.</p>	<p>In 2005, 84% of Whites, 67% of Blacks, and 52% of Latinos participated on the SAT compared to 82% of Whites, 58% of Blacks and 44% of Latinos in 2001. The White-Black gap decreased by 6 points (25%) and the White-Latino gap decreased by 5 points (12%).</p>	<p>In 2005, 46% of students with disabilities, 39% of students with LEP, and 55% of students receiving FARMs participated on the SAT compared to 39% of students with disabilities, 30% of students with LEP, and 47% of students receiving FARMs in 2001. The All Student-Special Education gap decreased by 3 points (9%), the All Student-LEP gap decreased by 4 points (10%), and the All Students-FARMs gap decreased by 3 points (13%).</p>

* Numbers rounded, but calculations based on actual numbers in Appendices L-N.

Source: MCPS

Table R-8: Performance on Standardized Assessments of Advanced Skills – Trends in Student Performance and Achievement Gaps by Subgroup*

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
<p>AP Scores of 3 or Higher 2002-2006 <i>See Appendix L for details.</i></p>	<p>The percentage of AP exam takers earning once or more AP scores of 3 or higher declined slightly from 80.6% to 80.4% from 2002-2006.</p>	<p>In 2006, 85% of Whites, 58% of Blacks and 79% of Latinos taking an AP exam earned at least one AP score of 3 compared to 84% of Whites, 56% of Blacks and 74% of Latinos in 2002. The White-Black gap declined by 2 points (7%) and the White-Latino gap declined by 5 points (44%).</p>	<p>In 2006, 73% of students with disabilities, 84% of English language learners, and 68% students receiving FARMs taking an AP exam earned at least one AP score of 3 compared to 72% of students with disabilities, 76% of English language learners, and 61% of students receiving FARMs in 2002. The All Student-Special Education gap decreased by 2 points (19%), the All Student-LEP gap decreased by 8 points (169%), and the All Students-FARMs gap decreased by 8 points (40%).</p>
<p>PSAT Verbal Scores with AP/Honors Potential 2003-2007 <i>See Appendix M for details.</i></p>	<p>The percentage of students with PSAT verbal scores of 44 or higher decreased from 55% to 48% from 2003-2007.</p>	<p>In 2007, 65% of Whites, 26% of Blacks, and 22% of Latinos earned PSAT verbal scores of 44 or higher compared to 71% of Whites, 28% of Blacks and 24% of Latinos in 2003. The White-Black gap decreased by 4 points (9%) and the White-Latino gap also declined by 4 points (9%).</p>	<p>In 2007, 13% of students with disabilities, 5% of students with LEP, and 16% of students receiving FARMs earned PSAT verbal scores of 44 or higher compared to 17% of students with disabilities, 6% of graduates with LEP, and 18% of students receiving FARMs in 2003. The All Student-Special Education gap decreased by 2 points (5%), the All Student-LEP gap decreased by 5 points (11%), and the All Students-FARMs gap decreased by 4 points (11%).</p>
<p>PSAT Math Scores with AP/Honors Potential 2003-2007 <i>See Appendix M for details.</i></p>	<p>The percentage of students with PSAT math scores of 45 or higher decreased from 58% to 49% from 2003-2007.</p>	<p>In 2007, 66% of Whites, 22% of Blacks, and 23% of Latinos earned PSAT math scores of 45 or higher compared to 73% of Whites, 27% of Blacks and 27% of Latinos in 2003. The White-Black gap decreased by 2 points (5%) and the White-Latino gap also declined by 3 points (7%).</p>	<p>In 2007, 12% of students with disabilities, 20% of students with LEP, and 18% of students receiving FARMs earned PSAT math scores of 45 or higher compared to 20% of students with disabilities, 23% of students with LEP, and 26% of students receiving FARMs in 2003. The All Student-Special Education gap decreased by 0.5 points (1%), the All Student-LEP gap decreased by 6 points (17%), and the All Students-FARMs gap decreased by 0.7 points (2%).</p>

Table R-8: Performance on Standardized Assessments of Advanced Skills – Trends in Student Performance and Achievement Gaps by Subgroup,* Continued

Performance Measure	Trends in Performance	Achievement Gap by Race and Ethnicity	Achievement Gap by Service Group Status
<p>PSAT Writing Scores with AP/Honors Potential 2003-2006 <i>See Appendix M for details.</i></p>	<p>The percentage of students with PSAT writing scores of 43 or higher decreased from 57% to 54% from 2003-2006.</p>	<p>In 2006, 71% of Whites, 29% of Blacks, and 29% of Latinos earned PSAT writing scores of 43 or higher compared to 72% of Whites, 32% of Blacks and 31% of Latinos in 2003. The White-Black gap increased by 2 points (5%) and the White-Latino gap increased by 1 point (3%).</p>	<p>In 2006, 17% of students with disabilities, 9% of students with LEP, and 22% of students receiving FARMs earned PSAT writing scores of 43 or higher compared to 17% of students with disabilities, 8% of students with LEP, and 24% of students receiving FARMs in 2003. The All Student-Special Education gap decreased by 3 points (8%), the All Student-LEP gap decreased by 4 points (9%), and the All Students-FARMs gap decreased by 1 point (2%).</p>
<p>SAT Combined Scores of 1,100 or Above 2001-2005 <i>See Appendix N for details.</i></p>	<p>The percentage of MCPS seniors with SAT scores of 1,100 or more increased from 51% to 53% between 2001 and 2005.</p>	<p>In 2005, 67% of White test takers, 20% of Black test takers, and 22% of Latino test takers earned SAT scores of 1,100 or higher compared to 63% of White examiners, 18% of Black examiners, and 23% of Latino examiners in 2001. The White-Black gap increased by 2 points (4%) and the White-Latino gap increased by 5 points (13%)</p>	<p>In 2005, 23% of seniors with disabilities who took the SAT, 7% of English language learners, and 16% of seniors receiving FARMs earned SAT scores of 1,100 or higher compared to 25% of seniors with disabilities, 6% of English language learners, and 16% of seniors receiving FARMs in 2001. The All-Student – SE gap increased by 4 points (15%), the All Student – LEP gap increased by 1 point (2%), and the All-Student – FARMs gap increased by 2 points (6%)..</p>

* Numbers rounded, but calculations based on actual numbers in Appendices L-N.

Source: MCPS

Table R-9: Gifted and Disability Classification, and Special Education Placement – Trends in Rates of Identification and Gaps by Subgroup*

Performance Measure	Trends in Performance	Trends in Achievement Gap	
<p>Gifted Identification - Grade 2 2004-2007 <i>See Appendix I for details.</i></p>	<p>The percent of Grade 2 students identified as gifted declined from 45% to 39% from 2004-2007.</p>	<p>By race and ethnicity: In 2007, 50% of Whites, 22% of Blacks and 22% of Latinos were identified as gifted in Grade 2 compared to 57% of Whites, 24% of Blacks and 30% of Latinos in 2004. The White-Black gap decreased by 4.6 points (14%) while the White-Latino gap increased by 0.9 points (3%).</p>	<p>By service group status: In 2007, 17% of students with disabilities, 17% of English language learners, and 20% students receiving FARMs were identified as gifted in Grade 2 compared to 25% of students with disabilities, 22% of English language learners, and 25% of students receiving FARMs in 2004. The All Student-Special Education gap increased by 2.7 points (14%), the All Student-LEP gap increased by 0.2 points (1%), and the All Students-FARMs gap also increased by 0.2 points (1%).</p>
<p>-Any Disability 2003-2006 <i>See Appendix D for details.</i></p>	<p>The percent of students identified as having a disability increased from 12.2% to 12.7% from 2003 to 2006.</p>	<p>By race and ethnicity: In 2006, 11.6% of Whites, 15.7% of Blacks and 13.3% of Latinos were classified as having disability compared to 12.8% of Whites, 15.3% of Blacks and 12.6% of Latinos in 2003. The White-Black gap increased by 1.5 points (58%) and the White-Latino gap increased by 1.8 points (1,393%).</p>	
<p>-Learning Disabilities 2003-2006 <i>See Appendix D for details.</i></p>	<p>The percent of students identified with learning disabilities decreased from 4.44% to 4.37 % from 2003 to 2006.</p>	<p>By race and ethnicity: In 2006, 3.4% of Whites, 6.0% of Blacks and 6.1% of Latinos were identified with learning disabilities compared to 4.1% of Whites, 6.1% of Blacks and 6.0% of Latinos in 2003. The White-Black gap increased by 0.6 points (31%) and the White-Latino gap increased by 0.8 points (44%).</p>	
<p>-Emotional Disturbance 2003-2006 <i>See Appendix D for details.</i></p>	<p>The percent of students identified with an emotional disturbance decreased from 0.8% to 0.7% from 2003 to 2006.</p>	<p>By race and ethnicity: In 2006, 0.7% of Whites, 1.4% of Blacks and 0.4 % of Latinos had an emotional disturbance classification compared to 0.9% of Whites, 1.3% of Blacks and 0.5 % of Latinos in 2003. The White-Black gap increased by 0.3 points (74%) and the White-Latino gap increased by 0.2 points (41%).</p>	
<p>-Mental Retardation 2003-2006 <i>See Appendix D for details.</i></p>	<p>The percent of students classified with mental retardation increased from 0.4% to 0.5% from 2003 to 2006.</p>	<p>By race and ethnicity: In 2006, 0.30% of Whites, 0.82% of Blacks and 0.43% of Latinos had a mental retardation classification compared to 0.25% of Whites, 0.71% of Blacks and 0.35% of Latinos in 2003. The White-Black gap increased by 0.07 points (14%) and the White-Latino gap increased by 0.02 points (25%).</p>	
<p>-Placement in LRE A 2003-2006 <i>See Appendix D for details.</i></p>	<p>The percent of students with disabilities served in LRE A placements increased from 44% to 57% from 2003 to 2006.</p>	<p>By race and ethnicity: In 2006, 65% of Whites, 46% of Blacks and 56% of Latinos with disabilities were served in LRE A placement compared to 53% of Whites, 32% of Blacks and 36% of Latinos in 2003. The White-Black gap decreased by 3 points (12%) and the White-Latino gap decreased by 8 points (46%).</p>	

* Numbers rounded, but calculations based on actual numbers in Appendices D and I.

Sources: OLO analysis of MSDE and MCPS data.

Table R-10: Progress in Narrowing the Achievement Gap by Race and Ethnicity in Rank Order by Percent Change

Performance Measures	Compared to Levels of Performance among Whites Students:		Change in Relative Performance:
Grade 3 MSA - Reading	In 2003, Blacks were 58% as likely to pass this assessment and Latino test takers were 48% as likely.	In 2007, Blacks were 78% as likely to pass this assessment and Latino test takers were 80% as likely.	The ratio of student performance increased by 20-32 points (35-67%).
Grade 5 MSA - Mathematics	In 2003, Blacks were 52% as likely to pass this assessment and Latino test takers were 58% as likely.	In 2007, Blacks were 74% as likely to pass this assessment and Latino test takers were 79% as likely.	The ratio of student performance increased by 21-22 points (36-42%).
Grade 8 MSA - Mathematics	In 2003, Blacks were 39% as likely to pass this assessment and Latinos were 40% as likely.	In 2007, Blacks were 51% as likely to pass this assessment and Latinos were 55% as likely.	The ratio of student performance increased by 12-15 points (31-38%).
Government HSA - All Test Takers	In 2002, Black test takers were 66% as likely to pass this assessment and Latino test takers were 59% as likely.	In 2007, Black test takers were 79% as likely to pass this assessment and Latino test takers were 81% as likely.	The ratio of student performance increased by 13-22 points (20-37%).
Algebra HSA - All Test Takers	In 2002, Black test takers were 55% as likely to pass this assessment and Latino test takers were 52% as likely.	In 2007, Black test takers were 65% as likely to pass this assessment and Latino test takers were 71% as likely.	The ratio of student performance increased by 10-19 points (18-37%).
Algebra I Completion by Grade 8	In 2001, Blacks were 38% as likely to complete Algebra I by Grade 8 and Latinos were 30% as likely.	In 2006, Blacks were 40% as likely to complete Algebra I by Grade 8 and Latinos were 41% as likely.	The ratio of student performance increased by 2-11 points (5-37%)
AP Participation among Graduates	In 2002, Black graduates were 35% as likely to complete an AP course and Latino graduates were 47% as likely.	In 2006, Black graduates were 42% as likely to complete an AP course and Latino graduates were 64% as likely.	The ratio of student performance increased by 7-17 points (20-36%).
TerraNova Comprehensive Test of Basic Skills, Grade 2	In 2001, Blacks were 59% as likely to exceed the 50 th percentile on the CTBS battery index and Latinos were 54% as likely.	In 2005, Blacks were 73% as likely to exceed the 50 th percentile on the CTBS battery index and Latinos were 72% as likely.	The ratio of student performance increased by 14-18 points (24-33%).
Grade 1 Spring Reading Benchmark	In 2002, Blacks were 75% as likely to meet this benchmark and Latinos were 60% as likely.	In 2007, Blacks were 88% as likely to meet this benchmark and Latinos were 78% as likely.	The ratio of student performance increased by 13-18 points (17-30%).

Table R-10: Progress in Narrowing the Achievement Gap by Race and Ethnicity in Rank Order by Percent Change, Continued

Performance Measures	Compared to Levels of Performance among Whites Students:		Change in Relative Performance:
LRE A Placement for Students with Disabilities	In 2003, Black students with disabilities were 60% as likely to be served in LRE A placements and Latinos with disabilities were 68% as likely.	In 2006, Black students with disabilities were 71% as likely to be served in LRE A placements and Latinos with disabilities were 86% as likely.	The ratio of student performance increased by 11-18 points (18-26%).
Grade 5 MSA - Reading	In 2003, Blacks were 66% as likely to pass this assessment and Latinos were 60% as likely.	In 2007, Blacks were 77% as likely to pass this assessment and Latinos were 75% as likely.	The ratio of student performance increased by 11-15 points (17-25%).
Grade 3 MSA - Mathematics	In 2003, Blacks were 63% as likely to pass this assessment and Latino were 64% as likely.	In 2007, Blacks were 74% as likely to pass this assessment and Latinos were 79% as likely.	The ratio of student performance increased by 11-15 points (17-23%).
Kindergarten Spring Reading Benchmark	In 2002, Blacks were 89% as likely to meet this benchmark and Latinos were 75% as likely.	In 2007, Blacks were 96% as likely to meet this benchmark and Latinos were 90% as likely.	The ratio of student performance increased by 7-15 points (8-20%).
Advanced Math by Grade 6	In 2001, Blacks were 32% as likely to enroll in Advanced Math in Grade 6 and Latinos were 30% as likely.	In 2006, Blacks were 38% as likely to enroll in Advanced Math in Grade 6 and Latinos were 34% as likely.	The ratio of student performance increased by 4-6 points (13-19%).
SAT participation	In 2001, Black seniors were 71% as likely to take the SAT and Latino seniors were 55% as likely.	In 2006, Black seniors were 80% as likely to take the SAT and Latino seniors were 65% as likely.	The ratio of student performance increased by 9-10 points (13-18%).
English HSA – All Test Takers	In 2005, Blacks were 55% as likely to pass this assessment and Latinos were 57% as likely.	In 2007, Black and Latino test takers were 65% as likely to pass this assessment.	The ratio of student performance increased by 8-10 points (14-18%).
Algebra I by the end of Grade 9	In 2001, Blacks were 59% as likely to complete Algebra I by the end of Grade 9 and Latinos were 52% as likely.	In 2006, Blacks were 66% as likely to complete Algebra I by the end of Grade 9 and Latinos were 61% as likely.	The ratio of student performance increased by 7-9 points (12-17%).
Biology HSA – All Test Takers	In 2002, Blacks were 62% as likely to pass this assessment and Latinos were 58% as likely.	In 2007, Blacks were 67% as likely to pass this assessment and Latinos were 68% as likely.	The ratio of student performance increased by 5-10 points (8-17%).
Grade 8 MSA - Reading	In 2003, Blacks were 59% as likely to pass this assessment and Latinos were 56% as likely.	In 2007, Blacks were 68% as likely to pass this assessment and Latinos were 64% as likely.	The ratio of student performance increased by 9 points (15%).

Table R-10: Progress in Narrowing the Achievement Gap by Race and Ethnicity in Rank Order by Percent Change, Continued

Performance Measures	Compared to Levels of Performance among Whites Students:		Change in Relative Performance:
Geometry Completion by the end of Grade 10	In 2004, Blacks were 56% as likely to complete Geometry by Grade 10 and Latinos were 52% as likely.	In 2006, Blacks were 60% as likely to complete Geometry by Grade 10 and Latinos were 56% as likely.	The ratio of student performance increased by 4 points (7-8%).
PSAT participation	In 2003, Blacks were 86% as likely to take the PSAT and Latinos were 84% as likely.	In 2007, Blacks were 93% as likely to take the PSAT and Latinos were 90% as likely.	The ratio of student performance increased by 6-7 points (7-8%).
AP Qualifying Scores	In 2002, Black examiners were 66% as likely to earn one or more AP scores of 3 or more and Latino examiners were 87% as likely.	In 2006, Black examiners were 68% as likely to earn one or more AP scores of 3 or more and Latino examiners were 93% as likely.	The ratio of student performance increased by 2-6 points (3-7%).
PSAT Verbal Scores of 44 or more	In 2003, Blacks were 39% as likely to earn PSAT verbal scores that demonstrate honors/AP potential and Latinos were 34% as likely.	In 2007, Blacks were 40% as likely to earn PSAT verbal scores that demonstrate honors/AP potential and Latinos were 34% as likely.	The ratio of student performance increased by 0-1 point (0-1%).
School Readiness	In 2003, Black kindergarteners were 79% as likely to be fully ready for schools and Latinos were 65% as likely.	In 2007, Black kindergarteners were 77% as likely to be fully ready for schools and Latinos were 67% as likely.	The ratio of student performance increased by 2 points (3%) for Latinos, but decreased by 2 points (2%) for Blacks.
Gifted Identification – Grade 2	In 2004, Black 2 nd graders were 43% as likely to be identified as gifted and Latino 2 nd graders were 52% as likely.	In 2007, Black and Latino 2 nd graders were 44% as likely to be identified as gifted.	The ratio of student performance increased by 1 point (2%) for Blacks, but decreased by 8 points (15%) for Latinos.
SAT Scores of 1,100 or Above	In 2001, Black seniors taking the SAT were 29% as likely to earn SAT scores of 1,100 or above, and Latino seniors were 37% as likely.	In 2005, Black seniors taking the SAT were 30% as likely as to earn SAT scores of 1,100 or above, and Latino seniors were 33% as likely.	The ratio of student performance increased by 1 point (3%) for Blacks, but decreased by 4 points (11%) for Latinos
Geometry Completion by the end of Grade 9	In 2004, Blacks were 33% as likely to complete Geometry by Grade 9 and Latinos were 30% as likely.	In 2006, Blacks were 33% as likely to complete Geometry by Grade 9 and Latinos were 30% as likely.	The ratio of student performance remained unchanged.

Table R-10: Progress in Narrowing the Achievement Gap by Race and Ethnicity in Rank Order by Percent Change, Continued

Performance Measures	Compared to Levels of Performance among Whites/Students:		Change in Relative Performance:
Mental Retardation Classification	In 2003, Blacks were 250% as likely to be identified as mentally retarded and Latinos were 125% as likely.	In 2006, Blacks were 267% as likely to be identified as mentally retarded and Latinos were 133% as likely.	The ratio of student performance increased by 8-17 points (6-7%).
Graduation Rate among Seniors	In 2002, Black seniors were 95% as likely to graduate and Latino seniors were 92% as likely.	In 2007, Black seniors were 93% as likely to graduate and Latino seniors were 86% as likely.	The ratio of student performance decreased by 2-8 points (2-9%).
PSAT Math Scores of 45 or more	In 2003, Blacks and Latinos were 37% as likely to earn PSAT math scores that demonstrate honors/AP potential.	In 2007, Blacks were 33% as likely to earn PSAT math scores that demonstrate honors/AP potential and Latinos were 35% as likely.	The ratio of student performance decreased by 2-4 points (5-11%).
Disability Classification	In 2003, Blacks were 120% as likely to be identified as having a disability and Latinos were 98% as likely.	In 2006, Blacks were 135% as likely to be identified as having a disability and Latinos were 115% as likely.	The ratio of student performance increased by 15-17 points (13-17%).
PSAT Writing Scores of 44 or more	In 2003, Blacks were 45% as likely to earn PSAT writing scores that demonstrate honors/AP potential and Latinos were 43% as likely.	In 2006, Blacks were 36% as likely to earn PSAT writing scores that demonstrate honors/AP potential and Latinos were 34% as likely.	The ratio of student performance decreased by 9 points (20-21%).
Learning Disability Classification	In 2003, Blacks were 132% as likely to be identified as learning disabled and Latinos were 127% as likely.	In 2006, Blacks were 177% as likely to be identified as learning disabled and Latinos were 179% as likely.	The ratio of student performance increased by 45-52 points (34-41%).
Emotional Disturbance Classification	In 2003, Blacks were 150% as likely to be identified as having an emotional disturbance and Latinos were 45% as likely.	In 2006, Blacks were 200% as likely to be identified as having an emotional disturbance and Latinos were 64% as likely.	The ratio of student performance increased by 19-50 points (33-42%).
Dropout Rates	In 2002, Black high school students were 168% as likely to dropout and Latinos were 236% as likely.	In 2006, Black high school students were 233% as likely to dropout and Latinos were 347% as likely.	The ratio of student performance increased by 65-111 points (39-47%).
Suspensions, Secondary Students	In 2000, Black students were 268% as likely to be suspended from school and Latinos were 185% as likely.	In 2007, Black students were 419% as likely to be suspended from school and Latinos were 288% as likely.	The ratio of student performance increased by 103-151 points (56%).
Suspensions, Elementary Students	In 2000, Black students were 460% as likely to be suspended from school and Latinos were 120% as likely.	In 2007, Black students were 483% as likely to be suspended from school and Latinos were 233% as likely.	The ratio of student performance increased by 23-113 points (5-94%).

Sources: OLO analysis of MCPS and MSDE data

Table R-11: Progress in Narrowing the Achievement Gap by Service Group Status in Rank Order by Percent Change

Performance Measures	Compared to Levels of Performance among All Students or Subgroups not receiving services:		Change in Relative Performance:
Grade 3 MSA - Reading	In 2003 students with disabilities were 43% as likely to pass this assessment, English language learners were 26% as likely, and students receiving FARMs were 48% as likely.	In 2007, students with disabilities were 75% as likely to pass this assessment, English language learners were 77% as likely, and students receiving FARMs were 77% as likely.	The ratio of student performance increased by 29-51 points (60-196%).
School Readiness	In 2003, kindergarten students with disabilities were 33% as likely to be fully ready for schools, English language learners were 65% as likely, and students receiving FARMs were 77% as likely.	In 2007, kindergarten students with disabilities were 66% as likely to be fully ready for schools, English language learners were 74% as likely, and students receiving FARMs were 78% as likely.	The ratio of student performance increased by 1-33 points (1-100%).
Kindergarten Spring Reading Benchmark	In 2002, students with disabilities were 76% as likely to meet this benchmark, English language learners were 48% as likely, and students receiving FARMs were 75% as likely.	In 2007, students with disabilities were 88% as likely to meet this benchmark, English language learners were 95% as likely, and students receiving FARMs were 94% as likely.	The ratio of student performance increased by 12-47 points (16-98%).
Government HSA – All Test Takers	In 2002, students with disabilities were 49% as likely to pass this assessment, English language learners were 35% as likely, and students receiving FARMs were 63% as likely.	In 2007, students with disabilities were 68% as likely to pass this assessment, English language learners were 67% as likely, and students receiving FARMs were 81% as likely.	The ratio of student performance increased by 18-30 points (29-89%).
Algebra HSA – All Test Takers	In 2002, students with disabilities were 51% as likely to pass this assessment, English language learners were 36% as likely, and students receiving FARMs were 58% as likely.	In 2007, students with disabilities were 59% as likely to pass this assessment, English language learners were 66% as likely, and students receiving FARMs were 74% as likely.	The ratio of student performance increased by 8-30 points (16-83%).
AP Participation among Graduates	In 2002, students with disabilities graduates were 27% as likely to take one or more AP courses, English language learners were 25% as likely, and students receiving FARMs were 44% as likely.	In 2006, students with disabilities graduates were 32% as likely to take one or more AP courses, English language learners were 43% as likely, and students receiving FARMs were 59% as likely.	The ratio of student performance increased by 5-18 points (19-72%).
Grade 5 MSA - Reading	In 2003, students with disabilities were 60% as likely to pass this assessment, English language learners were 35% as likely, and students receiving FARMs were 56% as likely.	In 2007, students with disabilities were 71% as likely to pass this assessment, English language learners were 59% as likely, and students receiving FARMs were 72% as likely.	The ratio of student performance increased by 11-24 points (18-69%).

**Table R-11: Progress in Narrowing the Achievement Gap
by Service Group Status in Rank Order by Percent Change, Continued**

Performance Measures	Compared to Levels of Performance among All Students or Subgroups not receiving services:		Change in Relative Performance:
Grade 8 MSA - Reading	In 2002, students with disabilities were 46% as likely to pass this assessment, English language learners were 22% as likely, and students receiving FARMs were 52% as likely.	In 2007, students with disabilities were 52% as likely to pass this assessment, English language learners were 35% as likely, and students receiving FARMs were 62% as likely.	The ratio of student performance increased by 6-13 points (13-59%).
Grade 5 MSA - Mathematics	In 2003, students with disabilities were 42% as likely to pass this assessment, English language learners were 52% as likely, and students receiving FARMs were 53% as likely.	In 2007, students with disabilities were 64% as likely to pass this assessment, English language learners were 69% as likely, and students receiving FARMs were 75% as likely.	The ratio of student performance increased by 17-22 points (33-52%).
Biology HSA - All Test Takers	In 2002, students with disabilities were 46% as likely to pass this assessment, and English language learners were 41% as likely and students receiving FARMs were 60% as likely.	In 2007, students with disabilities and English language learners were 61% as likely to pass this assessment, and students receiving FARMs were 68% as likely.	The ratio of student performance increased by 8-21 points (13-51%).
Grade 1 Spring Reading Benchmark	In 2002, students with disabilities were 62% as likely to meet this benchmark, English language learners were 57% as likely, and students receiving FARMs were 65% as likely.	In 2007, students with disabilities were 62% as likely to meet this benchmark, English language learners were 79% as likely, and students receiving FARMs were 84% as likely.	The ratio of student performance increased by 0-22 points (0-39%).
Grade 8 MSA - Mathematics	In 2003, students with disabilities were 33% as likely to pass this assessment, English language learners were 41% as likely, and students receiving FARMs were 38% as likely.	In 2007, students with disabilities and English language learners were 45% as likely to pass this assessment, and students receiving FARMs were 51% as likely.	The ratio of student performance increased by 3-12 points (8-35%).
English HSA - All Test Takers	In 2005, students with disabilities were 39% as likely to pass this assessment, English language learners were 31% as likely, and students receiving FARMs were 54% as likely.	In 2007, students with disabilities were 53% as likely to pass this assessment, English language learners were 32% as likely, and students receiving FARMs were 63% as likely.	The ratio of student performance increased by 1-14 points (3-36%).
Grade 3 MSA - Mathematics	In 2003, students with disabilities were 58% as likely to pass this assessment, English language learners were 57% as likely, and students receiving FARMs were 61% as likely.	In 2007, students with disabilities were 65% as likely to pass this assessment, English language learners were 75% as likely, and students receiving FARMs were 75% as likely.	The ratio of student performance increased by 7-18 points (12-32%).

Table R-11: Progress in Narrowing the Achievement Gap by Service Group Status in Rank Order by Percent Change

Performance Measures	Compared to Levels of Performance among All Students or Subgroups not receiving services:		Change in Relative Performance:
Comprehensive Test of Basic Skills, Grade 2	In 2001, students with disabilities were 61% as likely to exceed the 50 th percentile on the CTBS battery index, English language learners were 53% as likely and students receiving FARMs were 61% as likely.	In 2005, students with disabilities were 77% as likely to exceed the 50 th percentile on the CTBS battery index, English language learners were 66% as likely and students receiving FARMs were 77% as likely.	The ratio of student performance increased by 13-16 points (25-26%).
Algebra I Completion by Grade 8	In 2001, students with disabilities were 23% as likely to complete Algebra I in Grade 8, English language learners were 27% as likely, and students receiving FARMs were 35% as likely.	In 2006, students with disabilities were 24% as likely to complete Algebra I in Grade 8, English language learners were 31% as likely, and students receiving FARMs were 44% as likely.	The ratio of student performance increased by 1-9 points (4-26%).
Advanced Math in Grade 6	In 2001, students with disabilities were 21% as likely to enroll in Advanced Math in Grade 6, English language learners were 19% as likely, and students receiving FARMs were 30% as likely.	In 2006, students with disabilities were 23% as likely to enroll in Advanced Math in Grade 6, English language learners were 22% as likely, and students receiving FARMs were 39% as likely.	The ratio of student performance increased by 2-9 points (10-30%).
Dropout Rates	In 2003, students in special education were 28% more likely to drop-out of high school, and students receiving FARMs were 7% more likely.	In 2007, students in special education were just as likely to drop-out of high school, and students receiving FARMs were 15% more likely.	The ratio of student performance decreased by 28 points (22%) for students receiving special education and increased by 8 points (7%) for students receiving FARMs.
Algebra I Completion by Grade 9	In 2001, students with disabilities were 50% as likely to complete Algebra I in Grade 9, English language learners were 45% as likely, and students receiving FARMs were 58% as likely.	In 2006, students with disabilities were 57% as likely to complete Algebra I in Grade 9, English language learners were 52% as likely, and students receiving FARMs were 66% as likely.	The ratio of student performance increased by 7-8 points (14-16%).
SAT participation	In 2001, students with disabilities were 54% as likely to take the SAT, English language learners were 42% as likely, and students receiving FARMs were 65% as likely.	In 2006, students with disabilities were 61% as likely to take the SAT, English language learners were 47% as likely, and students receiving FARMs were 71% as likely.	The ratio of student performance increased by 5-7 points (9-13%).

**Table R-11: Progress in Narrowing the Achievement Gap
by Service Group Status in Rank Order by Percent Change, Continued**

Performance Measures	Compared to Levels of Performance among All Students or Subgroups not receiving services:		Change in Relative Performance:
PSAT participation	In 2002, students with disabilities were 82% as likely to take the PSAT, LEP students were 79% as likely, and students receiving FARMs were 87% as likely.	In 2007, students with disabilities were 89% as likely to take the PSAT, LEP students were 87% as likely, and students receiving FARMs were 92% as likely.	The ratio of student performance increased by 5-8 points (6-10%).
AP Qualifying Scores	In 2002, students with disabilities examiners were 89% as likely to earn one or more qualifying AP scores, English language learners were 94% as likely, and students receiving FARMs were 76% as likely.	In 2006, students with disabilities examiners were 91% as likely to earn one or more qualifying AP scores, English language learners were 104% as likely, and students receiving FARMs were 85% as likely.	The ratio of student performance increased by 2-10 points (2-12%).
Geometry Completion by Grade 10	In 2004, students with disabilities were 52% as likely to complete Geometry in Grade 10, English language learners were 39% as likely, and students receiving FARMs were 58% as likely.	In 2006, students with disabilities were 53% as likely to complete Geometry in Grade 10, English language learners were 43% as likely, and students receiving FARMs were 64% as likely.	The ratio of student performance increased by 1-6 points (2-10%).
Graduation Rate among Seniors	In 2003, seniors with disabilities were 92% as likely to graduate and seniors receiving FARMs were 95% as likely.	In 2007, seniors with disabilities and seniors receiving FARMs were 98% as likely to graduate from high school.	The ratio of student performance increased by 3-6 points (3-7%).
PSAT Writing Scores of 44 or more	In 2002, students with disabilities were 30% as likely to earn PSAT writing scores indicating honors/AP potential, English language learners were 14% as likely, and students receiving FARMs were 43% as likely.	In 2006, students with disabilities were 32% as likely to earn PSAT writing scores indicating honors/AP potential, English language learners were 16% as likely and students receiving FARMs were 40% as likely.	The ratio of student performance increased by 1-2 points (7-14%) for students with disabilities and English language learners and decreased by 3 points (7%) for students receiving FARMs.
PSAT Math Scores of 45 or more	In 2002, students with disabilities were 34% as likely to earn PSAT math scores indicating honors/AP potential, English language learners were 39% as likely, and students receiving FARMs were 44% as likely.	In 2007, students with disabilities were 24% as likely to earn PSAT math scores indicating honors/AP potential, English language learners were 40% as likely, and students receiving FARMs were 36% as likely.	The ratio of student performance increased by 1 point (3%) for LEP students and decreased by 8-10 points (18-29%) for students receiving special education and FARMs.

Table R-11: Progress in Narrowing the Achievement Gap by Service Group Status in Rank Order by Percent Change, Continued

Performance Measures	Compared to Levels of Performance among All Students or Subgroups not receiving services:		Change in Relative Performance:
Suspensions, Elementary Students	In 2000, elementary students with disabilities were 225% as likely to be suspended from school, and English language learners and students receiving FARMs were 213% as likely.	In 2007, elementary students with disabilities were 262% as likely to be suspended from school, and English language learners and students receiving FARMs were 192% as likely.	The ratio of student performance increased by 37 points (16%) for special education and decreased by 21 points (10%) for students with LEP and receiving FARMs.
Gifted Identification – Grade 2	In 2004, students with disabilities were 57% as likely to be identified as gifted, English language learners were 50% as likely, and students receiving FARMs were 56% as likely.	In 2006, students with disabilities were 46% as likely to be identified as gifted, English language learners were 54% as likely, and students receiving FARMs were 58% as likely.	The ratio of student performance increased by 2-4 points (4-8%) for ESOL and FARMs students and decreased by 11 points (19%) for students in special education.
SAT Scores of 1,100 or Above	In 2001, seniors with disabilities taking the SAT were 49% as likely to earn SAT scores of 1,100 or above, English language learners were 12% as likely, and seniors receiving FARMs were 31% as likely.	In 2005, seniors with disabilities taking the SAT were 43% as likely to earn SAT scores of 1,100 or above, English language learners were 13% as likely, and seniors receiving FARMs were 30% as likely.	The ratio of student performance increased by 1 point (8%) for English language learners, but decreased by 1-6 points (3-12%) by special education and FARMs status.
Geometry Completion by the end of Grade 9	In 2004, students with disabilities were 21% as likely to complete Geometry in Grade 9, English language learners were 14% as likely, and students receiving FARMs were 36% as likely.	In 2006, students with disabilities were 22% as likely to complete Geometry in Grade 9, English language learners were 17% as likely, and students receiving FARMs were 32% as likely.	The ratio of student performance increased by 1-3 points (5-21%) for special education and LEP status and decreased by 4 points (11%) for students receiving FARMs.
PSAT Verbal Scores of 44 or more	In 2003, students with disabilities were 32% as likely to earn PSAT verbal scores indicating honors/AP potential, English language learners were 11% as likely, and students receiving FARMs were 33% as likely.	In 2007, students with disabilities were 26% as likely to earn PSAT verbal scores indicating honors/AP potential, English language learners were 11% as likely, and students receiving FARMs were 32% as likely.	The ratio of student performance decreased by 0-6 points (0-19%).
Suspensions, Secondary Students	In 2000, secondary students with disabilities were 229% as likely to be suspended from school, English language learners were 98% as likely, and students receiving FARMs were 177% as likely.	In 2007, secondary students with disabilities were 214% as likely to be suspended from school, English language learners were 118% as likely, and students receiving FARMs were 192% as likely.	The ratio of student performance decreased by 15 points (7%) by disability status and increased by 15-20 points (8-20%) by LEP and FARMs status.

Sources: OLO analysis of MCPS and MSDE data

**Appendix S:
MCPS and MSDE Special Education Disproportionality Calculations**

The Maryland State Department of Education (MSDE) calculates disproportionality for each Local Education Agency. Montgomery County Public Schools provides MSDE with a student enrollment file. MSDE calculates disproportionality and provides an analysis to school districts in the spring of each fiscal year. Attached are the tables MSDE provides to MCPS.

Explanation of how MSDE calculates disproportionality for MCPS:

Federal guidance on the calculation of disproportionality for identification of such students has required that MSDE now use a weighted risk ratio. Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between racial/ethnic groups. A weighted risk ratio greater than 1.0 indicates the degree to which students in the racial/ethnic group are over-represented in the disability category. Maryland has determined that a weighted risk ratio of 1.5 indicates significant disproportionality. For example, a weighted risk ratio of 1.5 means that students from the racial/ethnic group are 1.5 times as likely to receive special education services in the category as all other students.²⁴

Previously, Maryland used the .20 Index, that is, a comparison of actual representation in a category compared to the expected representation in a category that reflects a student's proportion of the overall student population. Maryland continues to use the .20 Index to calculate disproportional representation of incidence, duration, and type of disciplinary actions, suspensions, and expulsions. Likewise, the .20 Index will continue to be used to calculate disproportionate placement of >60% of the school day.

The most recent Maryland Special Education Disproportionality Report for MCPS for the 2005-2006 school year follows.²⁵ Based on these calculations a synthesis of MCPS subgroups experiencing disproportionate representation based on state and federal guidelines follows.

**Table S-1: Synthesis of Maryland Special Education Disproportionality Report,
Ages 6-21, 2005-2006**

Disability Categories with Disproportionate Representation	Number of MCPS Students	Disproportionate Subgroups Based on .20 Criterion	Disproportionate Subgroups Based on Weighted Risk Ratios (>1.5)
Any Disability	15,757	Black students	None
Learning Disabilities	6,093	Black students	Black students (1.5)
Speech Impairments	4,279	Latino students	None
Other Health Impairments	2,056	Black students White students	None
Emotional Disturbance	1,034	Black students	Black students (1.89)
Autism	835	None	White students (1.85)
Mental Retardation	636	Black students	Black students (2.5)
Multiple Disabilities	432	White students	None
Hearing Impairments	102	Asian students	None
Orthopedic Impairments	76	Black students White students	None

Source: MSDE

²⁴ Maryland State Department of Education. Correspondence regarding Disproportionality. Division of Special Education/Early Intervention Services, April 17, 2007.

²⁵ Maryland State Department of Education Memorandum, April 17, 2007

**Maryland Special Education Disproportionality Report 2005-2006
Identification by Race and Disability Student Ages 6 to 21**

LEA: Montgomery; Student Race: Asian
 Total Number of Students: 137,130; Number of Students Who Are in Race: 20,111
 Percent of Students who in Race: 14.67; Upper End of Expected Range: 17.60

Disability Category	.20 Index						Weighted Risk Ratios	
	Total Number of Special Education Students in LEA	Number of Special Education Students in Racial Group	Expected Number of Students with Disabilities	Difference Between Expected and Actual Number of Students	Percentage	Disproportionate?	Weighted Risk Ratio	Alternative Calculation Applied
All Special Education Students	15,757	1,011	2,311	-1,300	6.42	No	0.38	No
Metal Retardation	636	56	93	-37	8.81	No	0.51	No
Hearing Impairments	102	18	15	3	17.65	Yes, .20 Criterion	1.21	No
Deaf	103	12	15	-3	11.65	No	0.79	No
Speech or Language Impairments	4,279	405	628	-223	9.46	No	0.63	No
Visual Impairments	61	7	9	-2	11.48	No	0.82	No
Emotional Disturbance	1,034	28	152	-124	2.71	No	0.14	No
Orthopedic Impairments	76	7	11	-4	9.21	No	0.54	No
Other Health Impairments	2,056	89	302	-213	4.33	No	0.24	No
Specific Learning Disabilities	6,093	237	894	-657	3.89	No	0.24	No
Multiple Disabilities	432	46	63	-17	10.65	No	0.66	No
Deaf-Blindness	1	0	0	0	0	No	0	No
Traumatic Brain Injury	45	7	7	0	15.56	No	1.11	No
Autism	835	98	122	-24	11.74	No	0.73	No
Developmental Delay	4	1	1	0	25	No	2.65	No

Source: Maryland State Department of Education (MSDE)

**Maryland Special Education Disproportionality Report 2005-2006
Identification by Race and Disability Student Ages 6 to 21**

Disability Category	Total Number of Special Education Students in LEA	Number of Special Education Students in Racial Group	Expected Number of Students with Disabilities	Difference Between Expected and Actual Number of Students	Percentage	Disproportionate? Yes, .20 Criterion	Weighted Risk Ratios	
							Weighted Risk Ratio	Alternative Calculation Applied
All Special Education Students	15,757	4,563	3,563	1,000	28.96	Yes, .20 Criterion	0.74	No
Metal Retardation	636	265	144	121	41.67	Yes, .20 Criterion	2.5	No
Hearing Impairments	102	21	23	-2	20.59	No	0.85	No
Deaf	103	20	23	-3	19.42	No	0.79	No
Speech or Language Impairments	4,279	1,078	968	110	25.19	No	1.18	No
Visual Impairments	61	12	14	-2	19.67	No	0.88	No
Emotional Disturbance	1,034	415	234	181	40.14	Yes, .20 Criterion	1.89	No
Orthopedic Impairments	76	28	17	11	36.84	Yes, .20 Criterion	1.94	No
Other Health Impairments	2,056	582	465	117	28.31	Yes, .20 Criterion	1.12	No
Specific Learning Disabilities	6,093	1,883	1,378	505	30.90	Yes, .20 Criterion	1.52	No
Multiple Disabilities	432	95	98	-3	21.99	No	0.85	No
Deaf-Blindness	1	0	0	0	0	No	0	No
Traumatic Brain Injury	45	11	10	1	24.44	No	1.21	No
Autism	835	152	189	-37	18.20	No	0.65	No
Developmental Delay	4	1	1	0	25.00	No	2.46	No

Source: MSDE

**Maryland Special Education Disproportionality Report 2005-2006
Identification by Race and Disability Student Ages 6 to 21**

Disability Category	Total Number of Special Education Students in LEA	Number of Special Education Students in Racial Group	Expected Number of Students with Disabilities	Difference Between Expected and Actual Number of Students	Percentage	Disproportionate?	Weighted Risk Ratios	
							Weighted Risk Ratio	Alternative Calculation Applied
All Special Education Students	15,757	6,759	6,767	-8	42.90	No	0.47	No
Metal Retardation	636	198	273	-75	31.13	No	0.46	No
Hearing Impairments	102	49	44	5	48.04	No	1.24	No
Deaf	103	50	44	6	48.54	No	1.3	No
Speech or Language Impairments	4,279	1,694	1,838	-144	39.59	No	0.84	No
Visual Impairments	61	25	26	-1	40.98	No	1.02	No
Emotional Disturbance	1,034	479	444	35	46.32	No	0.76	No
Orthopedic Impairments	76	27	33	-6	35.53	No	0.57	No
Other Health Impairments	2,056	1,140	883	257	55.45	Yes, .20 Criterion	1.22	No
Specific Learning Disabilities	6,093	2,339	2,617	-278	38.39	No	0.72	No
Multiple Disabilities	432	237	186	51	54.86	Yes, .20 Criterion	1.43	No
Deaf-Blindness	1	0	0	0	0	No	0	No
Traumatic Brain Injury	45	16	19	-3	35.56	No	0.76	No
Autism	835	505	359	146	60.48	Yes, .20 Criterion	1.85	No
Developmental Delay	4	0	2	-2	0	No	0	No

Source: MSDE

**Maryland Special Education Disproportionality Report 2005-2006
Identification by Race and Disability Student Ages 6 to 21**

Disability Category	Total Number of Special Education Students in LEA	Number of Special Education Students in Racial Group	Expected Number of Students with Disabilities	Difference Between Expected and Actual Number of Students	Percentage	Disproportionate?	Weighted Risk Ratios	
							Weighted Risk Ratio	Alternative Calculation Applied
All Special Education Students	15,757	3,379	3,070	309	--*	No	0.94	No
Metal Retardation	636	117	124	-7	18.40	No	0.81	No
Hearing Impairments	102	14	20	-6	13.73	No	0.68	No
Deaf	103	21	20	1	20.39	No	1.05	No
Speech or Language Impairments	4,279	1,086	834	252	25.38	Yes, .20 Criterion	1.32	No
Visual Impairments	61	17	12	5	27.87	Yes, .20 Criterion	1.58	No
Emotional Disturbance	1,034	110	201	-91	10.64	No	0.42	No
Orthopedic Impairments	76	13	15	-2	17.11	No	0.76	No
Other Health Impairments	2,056	240	401	-161	11.67	No	0.49	No
Specific Learning Disabilities	6,093	1,617	1,187	430	26.54	Yes, .20 Criterion	1.29	No
Multiple Disabilities	432	53	84	-31	12.27	No	0.56	No
Deaf-Blindness	1	1	0	1	100.00	No	4.16	No
Traumatic Brain Injury	45	11	9	2	24.44	Yes, .20 Criterion	1.33	No
Autism	835	77	163	-86	9.22	No	0.42	No
Developmental Delay	4	2	1	1	50.00	No	4.67	No

Source: MSDE

**Appendix T:
Office of Legislative Oversight Resource List**

MCPS Publications

Strategic Plan Documents

2006 Annual Report on Our Call to Action. February 2007.

Our Call to Action: Pursuit of Excellence—Strategic Plan for Montgomery County Public Schools 2006-2011. July 2006.

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Stevenson, Jose – “An Examination of the Grade 2 Global Screening for Identification of Gifted and Talented Students,” Department of Shared Accountability, MCPS – September 2005

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Maryland School Readiness Information, 2006-2007

Maryland State Department of Education, Maryland Special Education and Early
Intervention Services Census Data and Related Tables - October 28, 2005 and December
1, 2002

Maryland State Department of Education, Press Release: State Board Reaffirms High School
Assessment Plan - October 31, 2007

Maryland State Department of Education, The 2006 Master Plan Annual Update:
Connecting Progress with Practice, Challenges with Changes, A Report to the Maryland
State board of Education – December 12, 2006

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The No Child Left Behind Act, Section 101 (3) of Title I

Yao, Vivian and McGuire, Essie, Education Committee packet for Briefing on No Child Left
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