

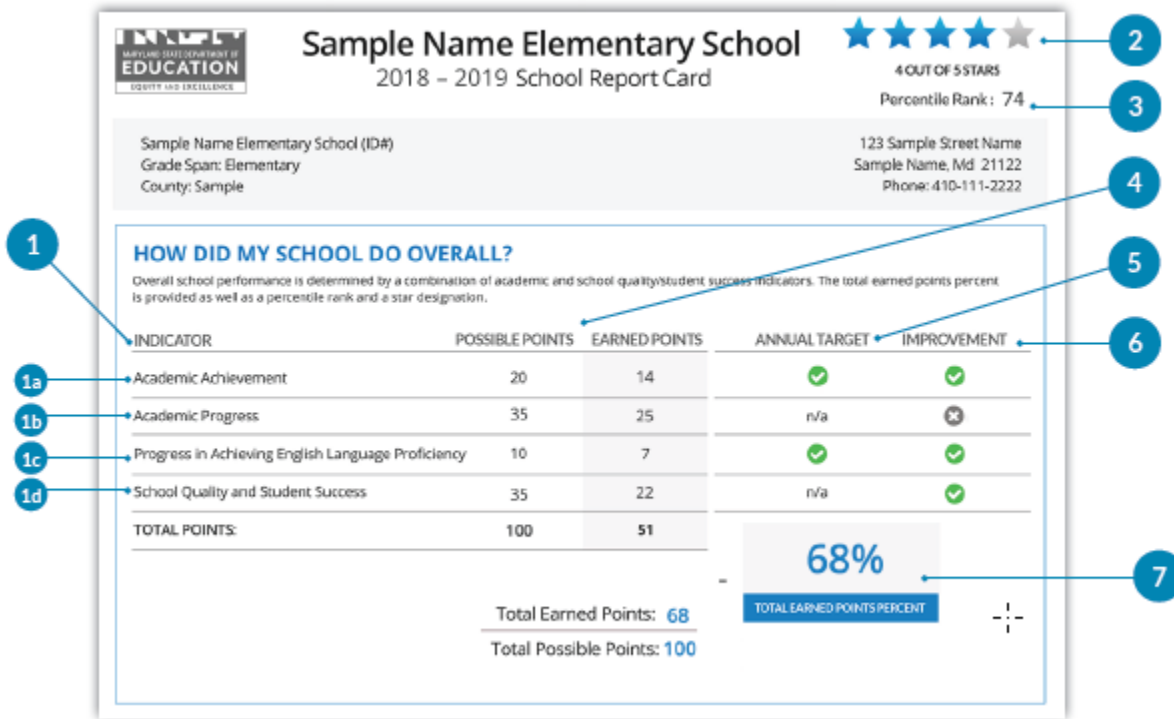
# 2019 MD Report Card

## A Montgomery County Public School Parent Guide

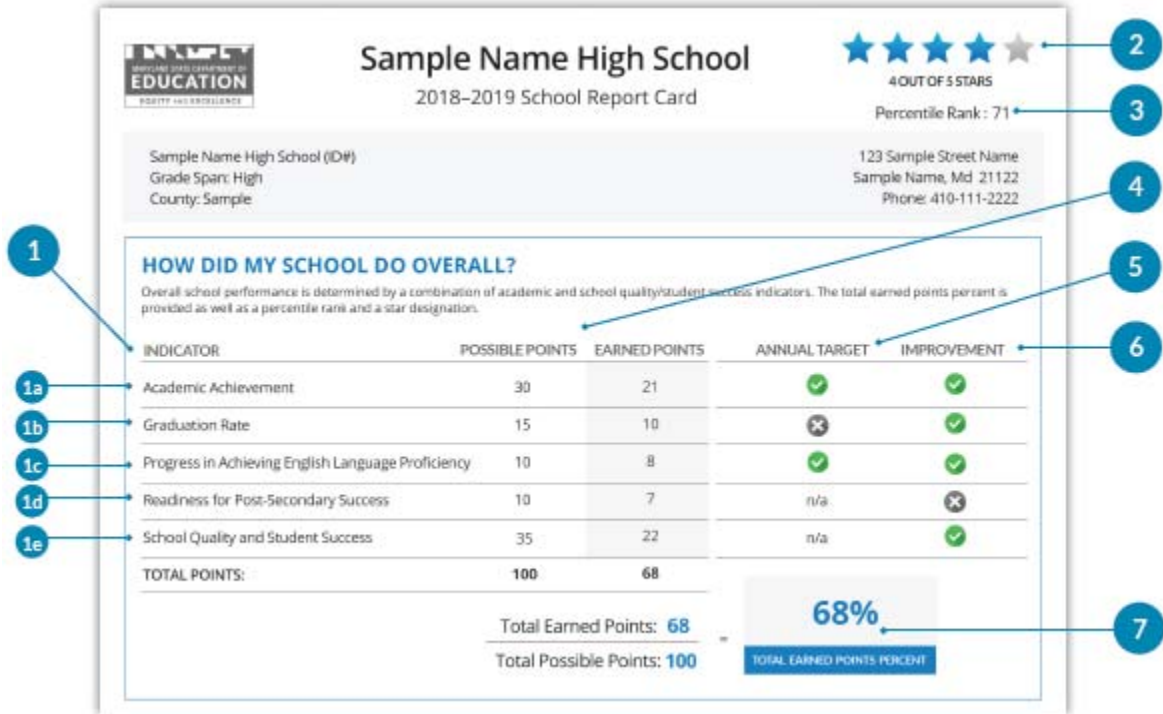
<b>Maryland Accountability System</b>		
<i>All data points, except for Graduation Rate, are from the 2018-2019 school year.</i>		
Indicator	Elementary/Middle School Measures	High School Measures
<b>Academic Achievement</b>	<b>20% Performance Composite for English/Language Arts and Math</b> <ul style="list-style-type: none"> <li>• Percent Proficient on State Assessments AND</li> <li>• Average Student Performance Level on State Assessments</li> </ul>	<b>30% Performance Composite for English/Language Arts and Math</b> <ul style="list-style-type: none"> <li>• Percent Proficient on State Assessments AND</li> <li>• Average Student Performance Level on State Assessments</li> </ul>
<b>Academic Progress</b>	<b>25% Growth for English/Language Arts and Math</b>  <b>10% Credit for completion of a well-rounded curriculum</b> <ul style="list-style-type: none"> <li>• Percent of 5<sup>th</sup> or 8<sup>th</sup> grade students earning credit in core coursework</li> <li>• Student performance on state science tests (and eventually Social Studies 8)</li> </ul> <b>TBD K-3 Progress</b>	N/A
<b>Graduation Rate</b>	N/A	<b>15% - Adjusted Cohort Graduation Rate Composite</b> <ul style="list-style-type: none"> <li>• (10%) 4-yr graduation cohort rate</li> <li>• (5%) 5-yr graduation cohort rate</li> </ul>
<b>Progress in Achieving ELP</b>	<b>10% Progress in Achieving English Language Proficiency</b> <ul style="list-style-type: none"> <li>• Percent of English learners making progress</li> </ul>	<b>10% Progress in Achieving English Language Proficiency</b> <ul style="list-style-type: none"> <li>• Percent of English learners making progress</li> </ul>
<b>Readiness for Postsecondary Success</b>	N/A	<b>5% On-Track in 9<sup>th</sup> Grade for Graduation</b> <ul style="list-style-type: none"> <li>• Percent of students who at ninth grade have earned at least four credits in core academic coursework</li> </ul> <b>5% Credit for Completion of a Well-Rounded Curriculum</b> <ul style="list-style-type: none"> <li>• Percent of students completing a well-rounded curriculum upon graduation</li> </ul>
<b>School Quality and Student Success</b>	<b>15% Students Not Chronically Absent</b> <ul style="list-style-type: none"> <li>• Percent of students not chronically absent</li> </ul> <b>10% Maryland School Survey</b>  <b>10% Access to a well-rounded curriculum</b> <ul style="list-style-type: none"> <li>• Percent of students with access to a well-rounded curriculum</li> </ul>	<b>15% Students Not Chronically Absent</b> <ul style="list-style-type: none"> <li>• Percent of students not chronically absent</li> </ul> <b>10% Maryland School Survey</b>  <b>10% Access to a well-rounded curriculum</b> <ul style="list-style-type: none"> <li>• Percent of students with access to a well-rounded curriculum</li> </ul>

**School Reports Cards and other school information may be accessed at  
MDReportCard.org**

## Elementary and Middle School Sample Report Card



## High School Sample Report Card



- 1. Indicators
- 2. Star Rating
- 3. Percentile Rank

- 4. Possible Points and Earned Points
- 5. Annual Target

- 6. Improvement
- 7. Total Earned Points Percent

## Frequently Asked Questions

### **Q. Why do we have a Maryland School Report Card and the Maryland Report Card website?**

The School Report Card provides an easily understandable way to report the performance and progress of Maryland schools and districts on the State's accountability system. They can be found on the Maryland Report Card website (MDReportCard.org), along with even more information about each school. Together, they allow for transparent, open, and data-driven dialogue between educators, families, students, and community stakeholders on how well each school is serving its students. Maryland first published the School Report Cards for the 2017-2018 school year.

### **Q. What is my school's 'overall score'?**

Each school has an 'overall score' that represents its performance on the entire accountability system. The system contains a number of pieces on which a school can earn points based on the way that the school is performing in that particular area. The overall score describes the total points, expressed in three ways. First, the **total earned points percent** is the total number of points earned by the school, divided by the total possible points. For example, a school that earned 70 out of 100 possible points would have a total earned points percent of 70%. Second, a school receives a **star rating**, which is a concise way of showing a school's total earned points percent. A school that earned 70% of its possible points would have four stars. Third, a school is given a **percentile rank**, which describes how that school performed in comparison to others. For example, an elementary school in the 80<sup>th</sup> percentile means the school performed equal to or better than 80 percent of other Maryland elementary schools.

### **Q. What does the overall score mean?**

The overall score describes how a school is performing on the entire Maryland accountability system. It should spark conversation and help educators and others search for opportunities for improvement. The total earned points percent and star rating show performance on an absolute scale, and the percentile rank shows how the school is doing in comparison to others in the state.

### **Q. Does a low overall score mean my school is bad?**

The overall score is a snapshot of how a school performed during the previous year on a handful of factors. It is meant to identify areas in which a school is performing strongly, and those that need improvement. While the overall score is a simple way to look at school performance on the Maryland accountability system, it is only one piece of information about school quality. The Maryland Report Card website has more details about school performance, including data on how the school scored on each area of the accountability system, results for each student group, and changes in performance over time. There are also many factors that influence the quality of a school that are not captured by the Report Card. These are also important to the school community and should be considered as well.

### **Q. Why did my school not receive an overall score, percentile rank, or star rating?**

To receive an overall score, a school must have 45 or more possible points. Some schools may not have possible points for every measure or indicator. (For example, if a school does not have at least ten English language learner students, then the Progress in Achieving English Language Proficiency indicator is not included for that school. There would be no possible points for this indicator.) For schools with fewer than 45 possible points, data for the measures and indicators that do apply will still be reported. However, the school will not receive an overall score, in any of its forms (total earned points percent, stars, or percentile rank).

**Q. How do other states report school performance?**

The Every Student Succeeds Act requires states to, at the minimum, report school performance for each of the indicators. However, the majority of states (including Maryland) are reporting ‘overall scores’ as well. Most have systems similar to Maryland, with a combination of some type of summative score (in our case, the total earned points percent) and a rating system (in our case, the stars).

**Q. How do we explain differences between a school’s score on the Maryland Report Card and other third-party evaluations?**

Third-party evaluations (such as GreatSchools or SchoolDigger) are not based on the Maryland accountability system. Some use a simple user survey, while others choose a small number of factors like student test scores. In comparison, the Maryland accountability system measures school performance using a variety of ways, and presents the information in the same way for all schools across the state.

**Q. Why does the Report Card include groups of students by race/ethnicity, and those receiving special services?**

Federal law requires that we report performance of all students as a single group, and that we break out the performance of specific groups of students. Student group performance is critical information for schools, teachers, families and students that helps ensure every student’s educational needs are met. There are seven race/ethnicity student groups: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of Any Race, White, and Two or More Races. There are three groups of students receiving special services: Economically Disadvantaged, English Language Learner, and Students with Disabilities.

**Q. How can I use the School Report Card and Maryland Report Card website to better understand how my school is doing?**

The Report Card is the most comprehensive collection of public school data that Maryland has collected and made available in one place. The School Report Card is an easy-to-use overview of school performance. The website is interactive and detailed. Together, they give both accessible and comprehensive information about school performance.

**Q. How can we use the Report Card to improve our school?**

The Maryland Report Card can be used to highlight strengths and to identify those areas in which improvement is needed. This is essential to developing a plan for improvement.

**Q. How is Progress in Achieving English Language Proficiency measured?**

The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The **Progress in Achieving English Language Proficiency** indicator describes the percent of English language learner students at each school who are on track toward this goal. English language proficiency is measured by the *ACCESS for ELLs* assessment for English language learners.

**Q. What is the difference between ‘Credit for’ and ‘Access to’ a Well-Rounded Curriculum?**

The **Credit for Completion of a Well-Rounded Curriculum** measure is one component of the Academic Progress indicator for elementary and middle schools and the Readiness for Postsecondary Success indicator for the high schools. For elementary schools, it is the percent of 5<sup>th</sup> grade students passing one of each of course work in fine arts, health, physical education, **and** social studies during the academic year. For middle schools, it is the percent of 8<sup>th</sup> grade students passing one of each of course work in mathematics, English Language Arts, social studies, **and** science.

The **Access to a Well-Rounded Curriculum** measure is one component of the School Quality and Student Success indicator. For elementary schools, it is the percent of fifth graders enrolled in science, social studies, fine arts, physical education, and health. For middle schools, it is the percent of students enrolled in fine arts, physical education, health, and computational learning. For high schools, it is the percent of student graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

**Q. What is the Maryland School Survey?**

Describing a school with traditional measures such as academic achievement, graduation rate, and attendance is important, but these alone cannot capture the quality and character of school life. That is why the Maryland accountability system also includes a School Survey of students and educators. The survey is intended to provide information to support a positive learning and working environment that promotes success for all students.

The School Survey for students contains four areas:

<b>Safety</b>	Physical safety	<b>Community</b>	Respect for diversity
	Emotional safety		Participation and engagement
	Bullying	<b>Relationships</b>	Student-student relationships
	Substance abuse		Student-staff relationships
<b>Environment</b>	Behavioral and academic supports		
	Physical environment		

The School Survey for educators also includes a set of questions about the Quality of Instructional Feedback.

**Q. Who participates in the survey?**

All students in grades 5-11, and all educators, take the survey in the spring of the school year.

**Q. How are survey results included in the accountability system?**

Each school receives a final School Survey Index result, which combines the results from students and educators. The final result is reported as points from a low of 1 to up to 10 points for each grade span in a school. These points are included in the accountability system which has a total of 100 points when fully implemented.

**Star Rating**

- The stars given to each school are a convenient way of expressing a school’s ‘overall score’ on the Maryland accountability system, along with a school’s percent of total earned points percent and percentile rank. Stars are awarded using a school’s total earned points percent – ***Criterion Referenced***
- Schools with less than 45 total points, in the denominator of the calculation, will not receive a star rating

Awarded Stars	Total Earned Points Percent
★★★★★	At least 75%
★★★★	At least 60% but less than 75%
★★★	At least 45% but less than 60%
★★	At least 30% but less than 45%
★	Less than 30%

**Percentile Rank**

- The percentile rank describes a school’s performance in comparison to other Maryland schools - ***Norm Referenced***. For example, an elementary school in the 80<sup>th</sup> percentile means this elementary school performed equal to or better than 80 percent of other Maryland elementary schools on the accountability system. The percentile rank is one way of reporting a school’s ‘overall score’ on the Maryland accountability system, along with a school’s percent of possible points and Star Rating.
- Schools with less than 45 total points, in the denominator of the calculation, will not be percentile ranked
- As an example...

School	% of Points Earned	Percentile Rank
1	52.6	0
2	56.5	14.3
3	62.9	28.6
4	75.6	42.9
5	75.6	42.9
6	75.6	42.9
7	76.3	57.1
8	89.0	71.4
9	89.1	85.7
10	90.2	100