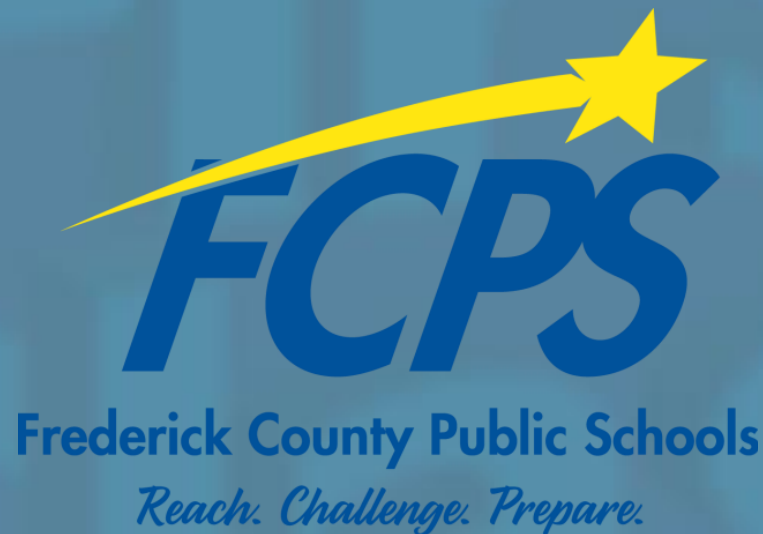


A Focus on the Achievement of African American Students



September 17, 2011

New Racial & Ethnic Categories Implemented in 2011

Who? US Department of Education

Why? To allow students to more accurately describe their racial and ethnic background

Old Method

Pick ONE



1. American Indian
2. Asian
3. African American
4. White
5. Hispanic

NEW Method



Step I – Hispanic/Latino?

☐ **Yes**

☐ **No**

Step II – Check All That Apply

- 1. American Indian/Alaskan Native**
- 2. Asian**
- 3. Black/African American**
- 4. Native Hawaiian/Other Pacific Islander**
- 5. White**

Impact on AYP Membership

Race and ethnicity is now reported in seven (7) categories:

- 1. Hispanic/Latino of any race**
- 2. American Indian or Alaska Native**
- 3. Asian**
- 4. Black or African American**
- 5. Native Hawaiian or Other Pacific Islander**
- 6. White**
- 7. Two or more races**

- Students coded “Yes” for Hispanic/Latino do not count in any of the 6 race code categories.
- Students coded “No” for Hispanic/Latino and for a single race count in that race.
- Students coded “No” for Hispanic/Latino and for two or more races do not count in any race, but under “Two or more races.”

Impact

Lack of trend data from prior years

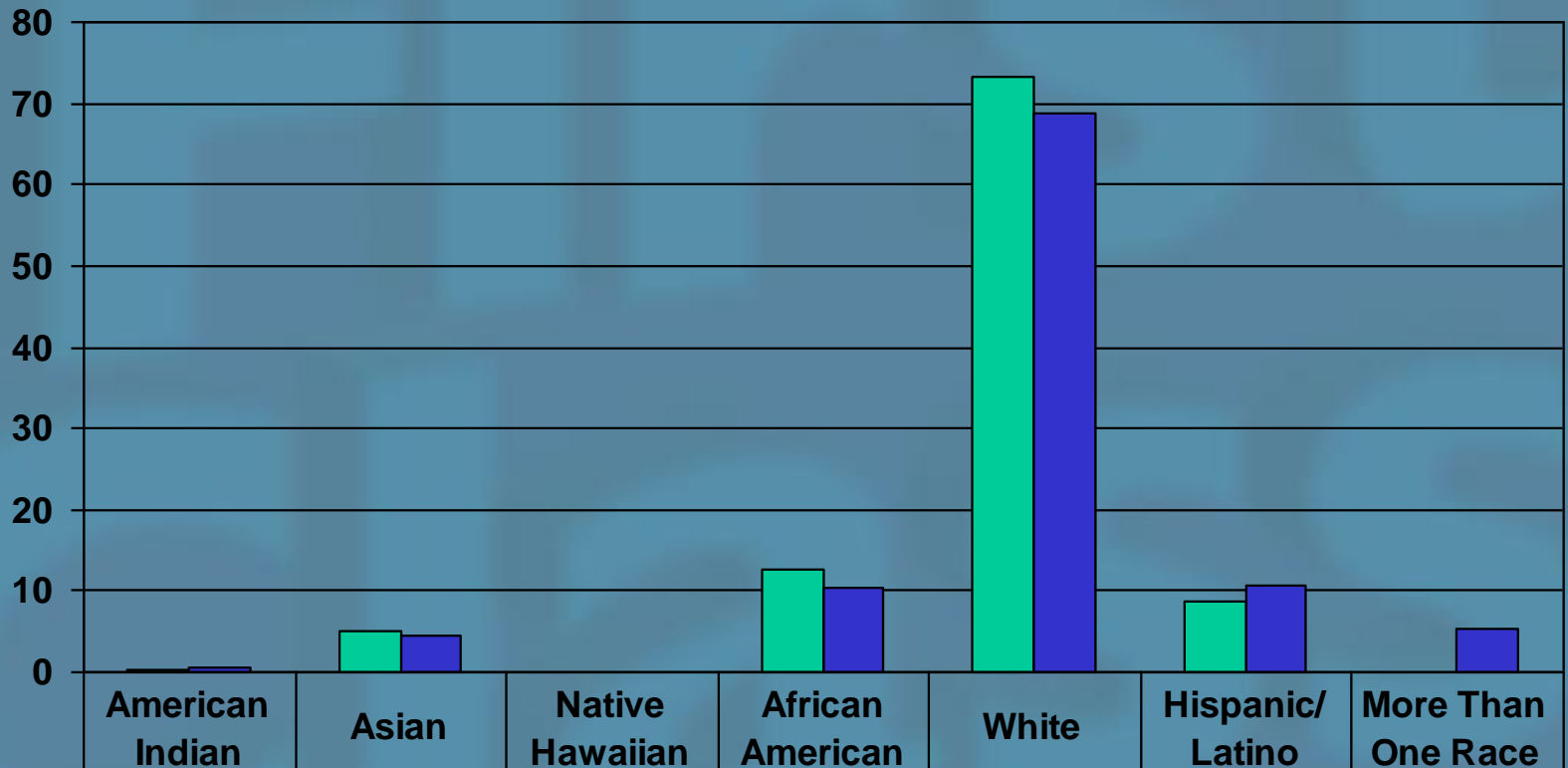
New “Baseline” for:

- Determining progress for certain subgroups**
- Assessing reductions in the Achievement Gap**

September 30th Enrollment

2009-2010 Transition Year

“Old” vs. “New” Race/Ethnic Codes



"Old" Method	0.4	4.96	na	12.65	73.3	8.7	na
"New" Method	0.45	4.36	0.07	10.3	68.76	10.67	5.39

Additional Change for 2011

The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of individually identifiable information to the public in order to protect the privacy of small identifiable groups of students.

Beginning with 2011 reporting, percentages at/above 95% and at/below 5% are reported within range and data for groups comprised of less than 10 students is suppressed.

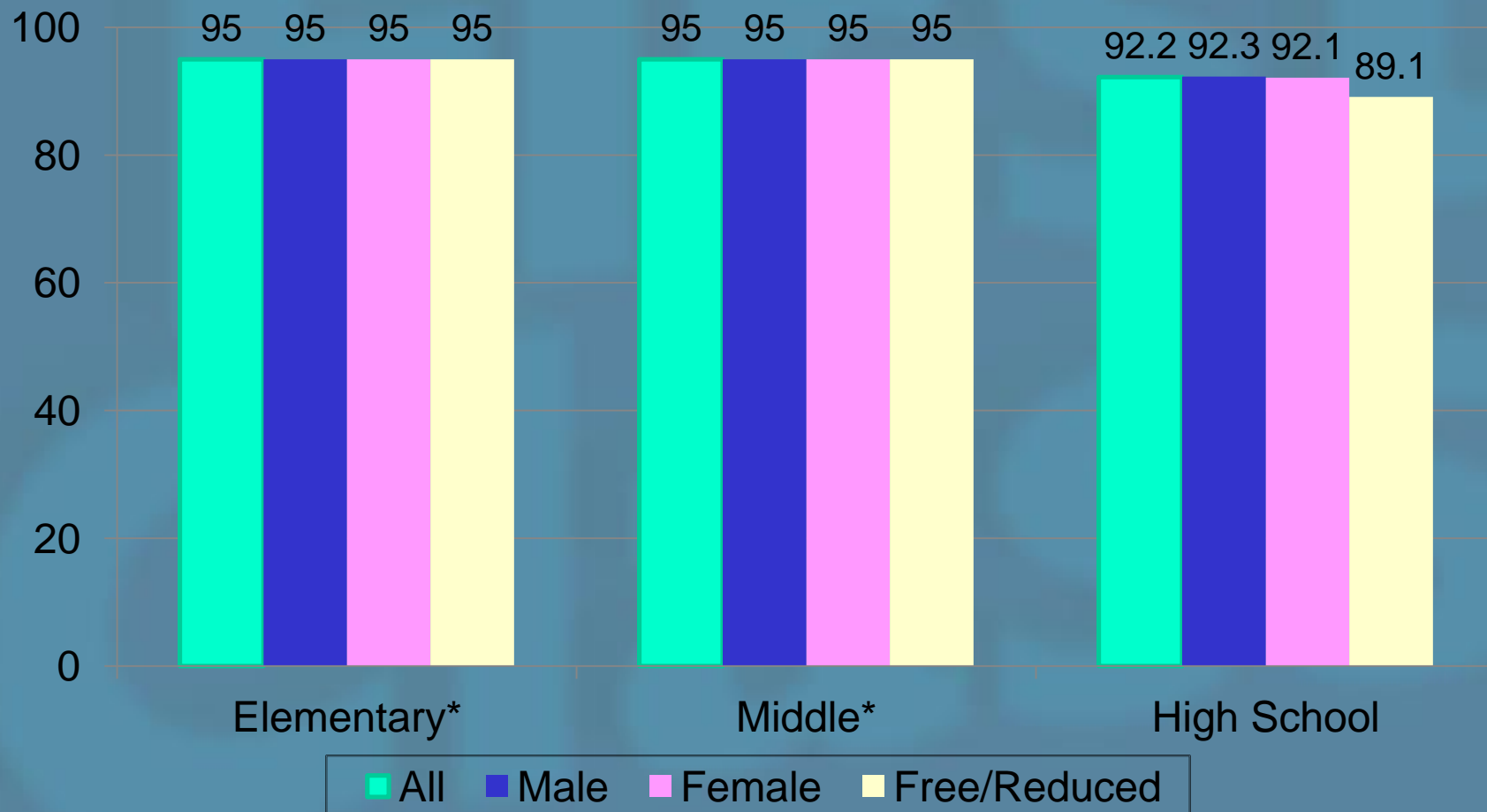
Attendance

**Maryland Defines 94% as
“Satisfactory”**

**At the student level, that’s
10 or fewer absences
in a 180 day school year**

African American Attendance Rates

(New Race Code Reporting Format)



*Note FERPA Data Suppression Rule $\geq 95\%$

2011 HSA scores Graduation and Dropout Rates Have Not Yet Been Released by the State.

Graduation and Dropout Rates will be reported in a new “cohort” format.

Maryland School Assessment

- **Assesses Reading & Math in Gr. 3-8**

18,000 students in 49 schools

- **Required by No Child Left Behind**

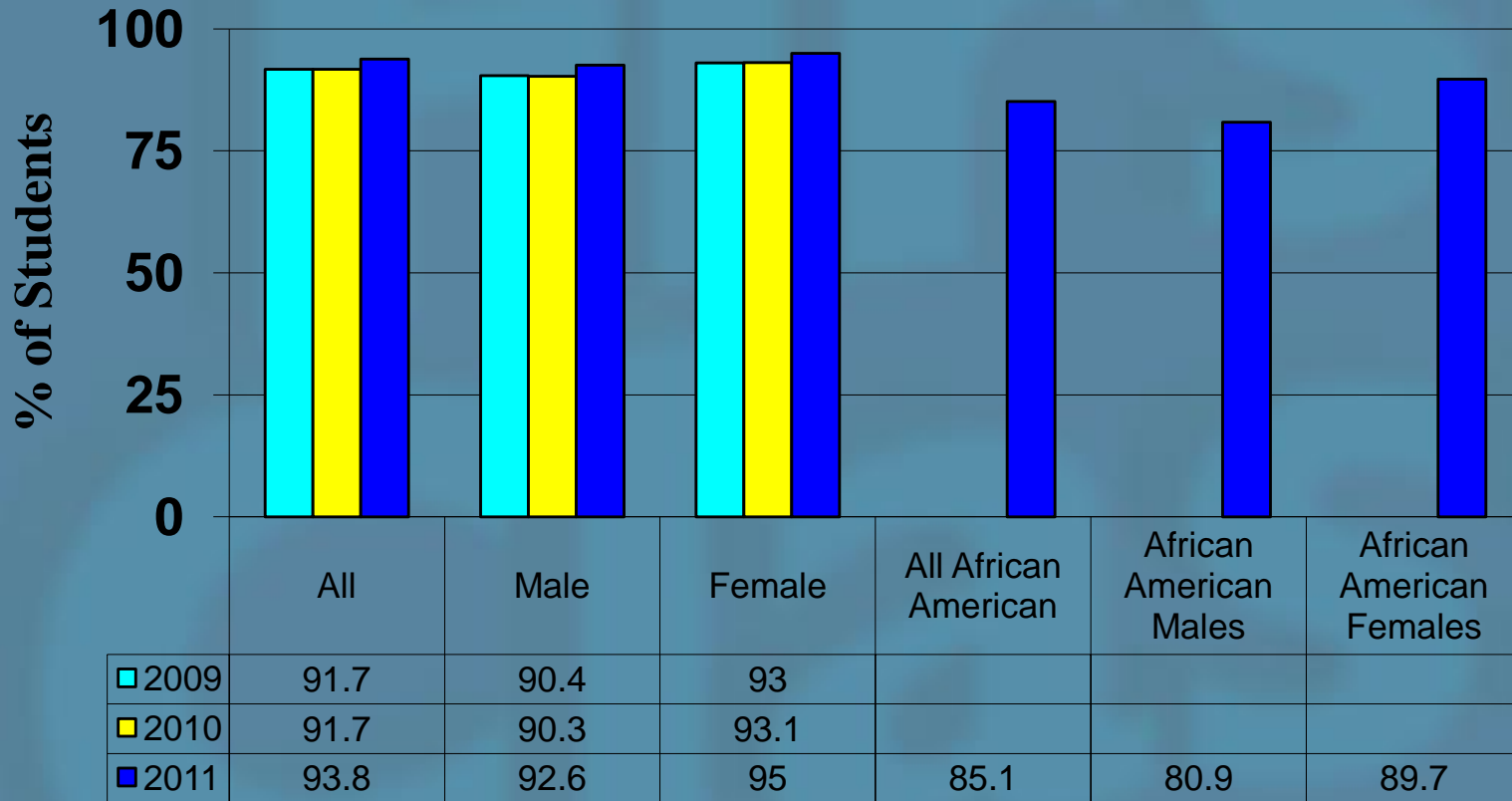
- **Scores: Basic, Proficient, or Advanced**

**NOTE: 100% of students must score
Proficient by 2014**

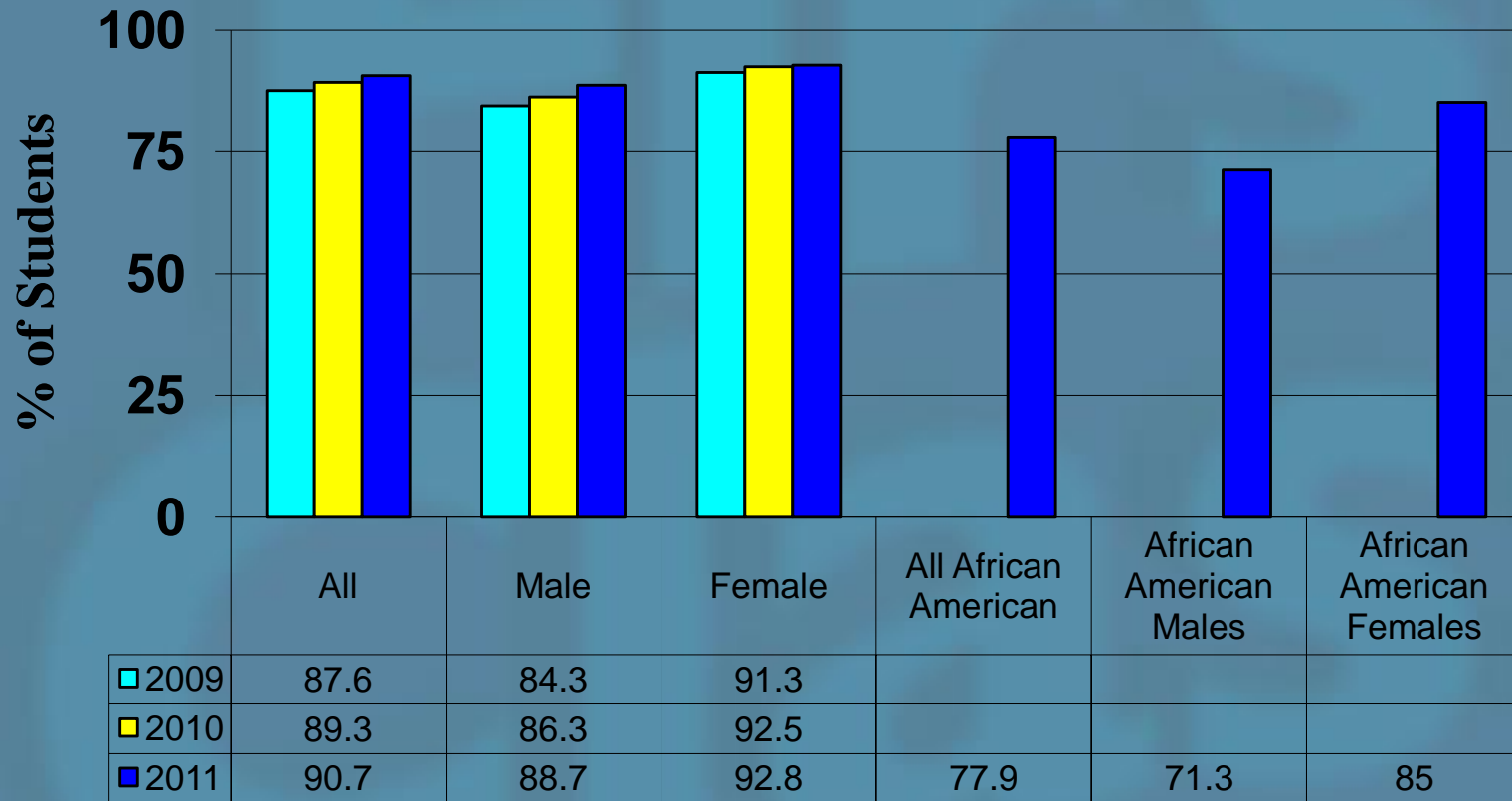
Preliminary and Unofficial MSA Test-Taker Summaries

(While awaiting state release of District and
High School AYP data)

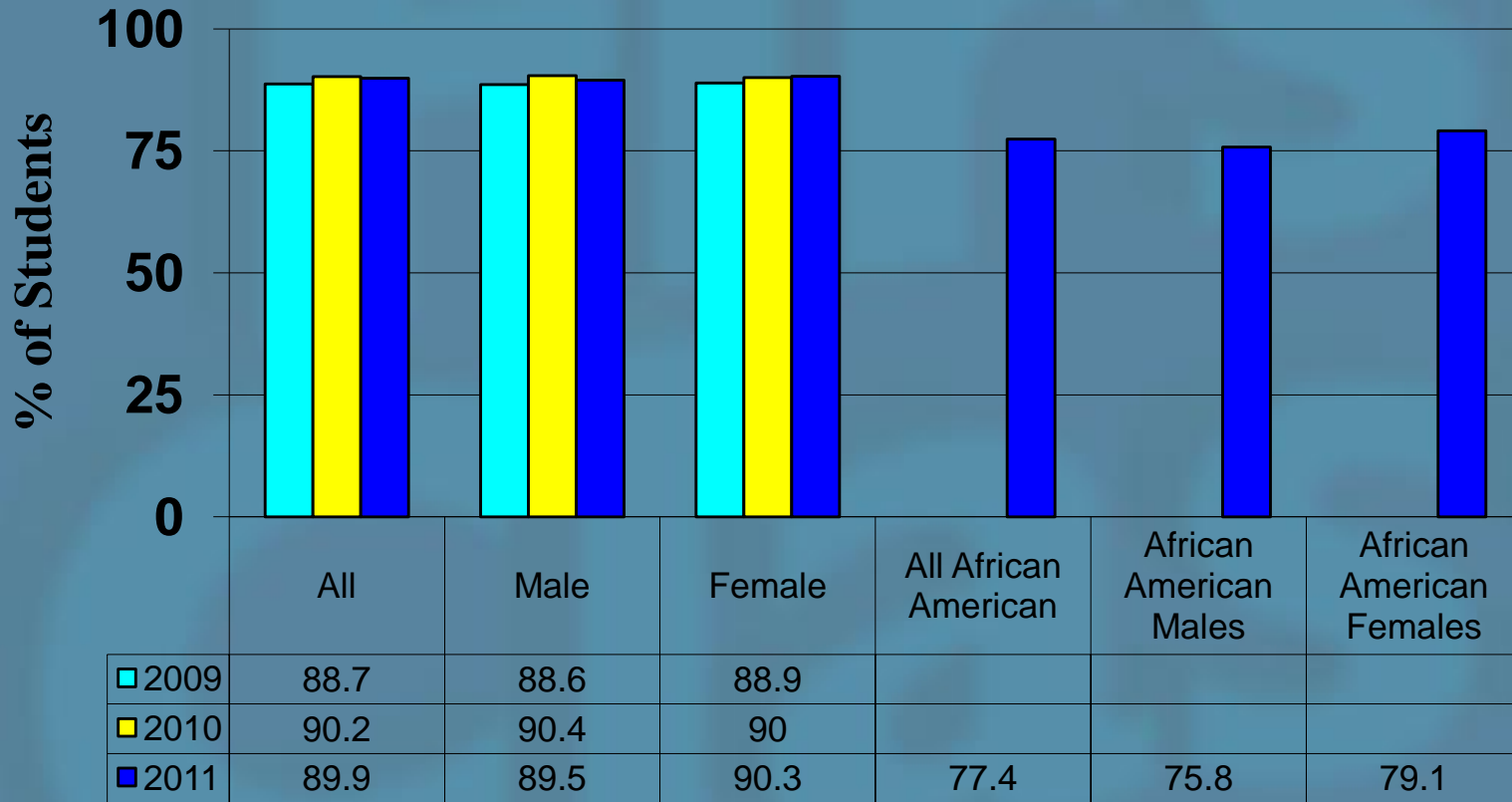
MSA Reading - Elementary



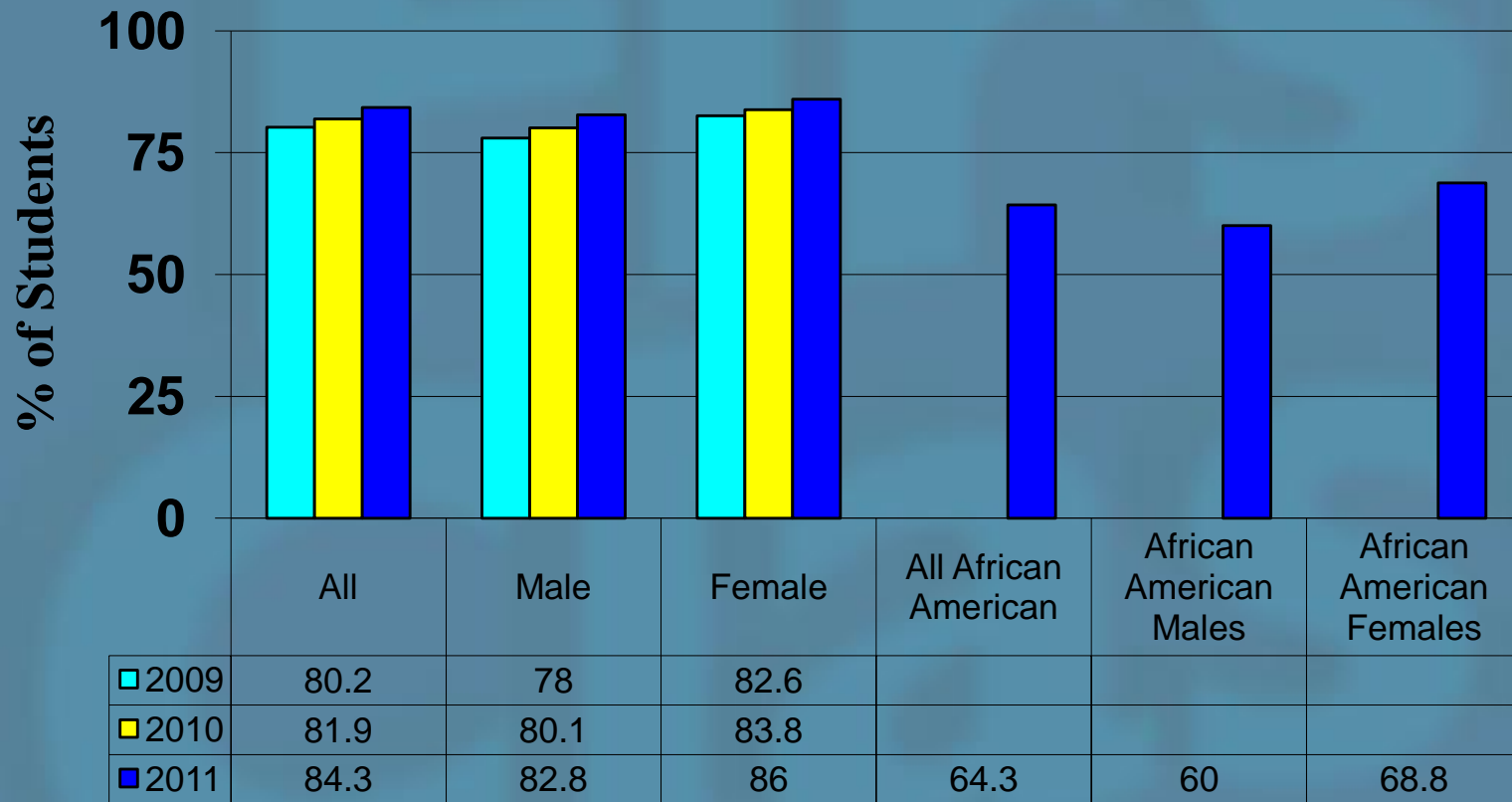
MSA Reading - Middle



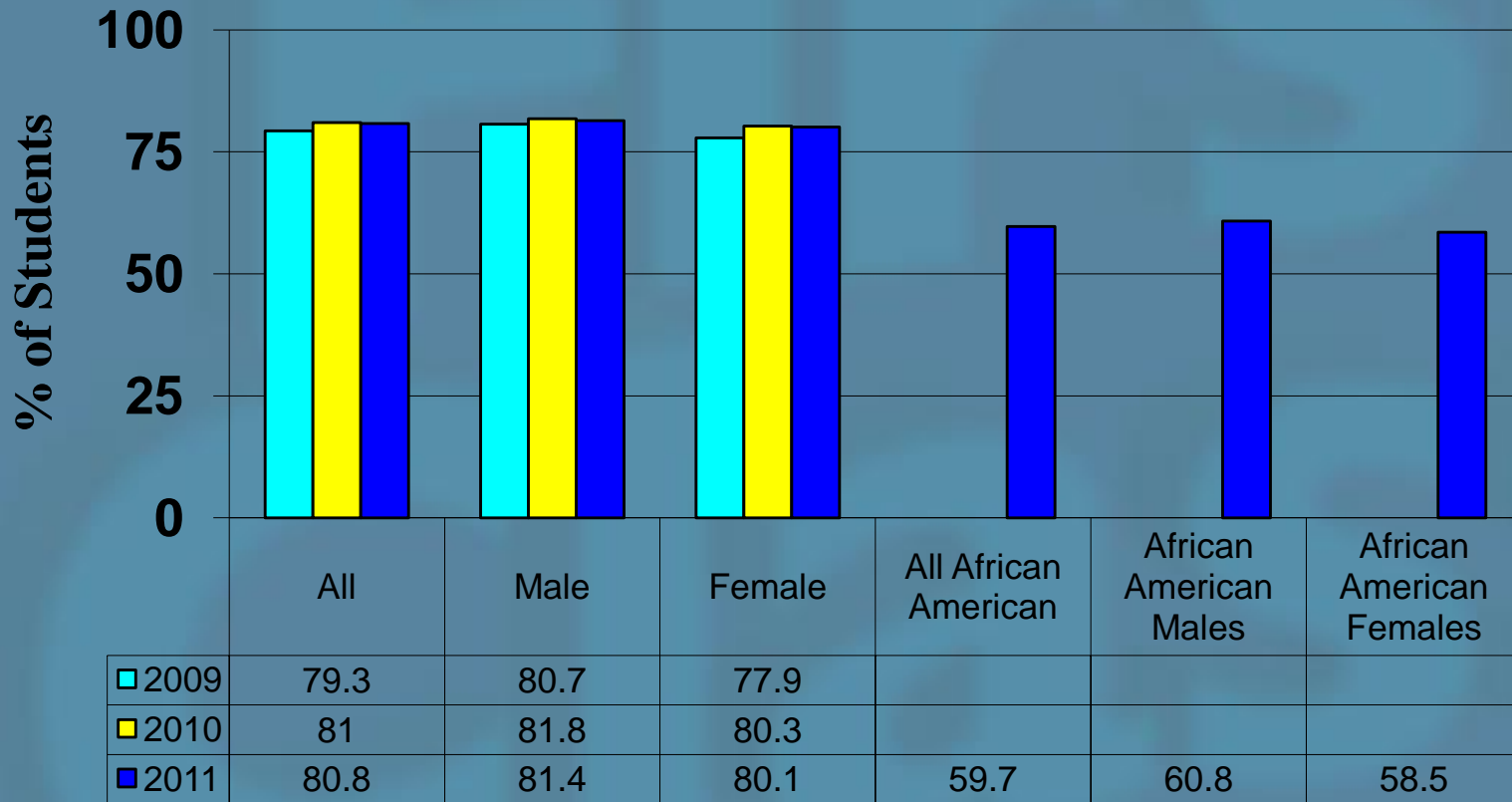
MSA Math - Elementary



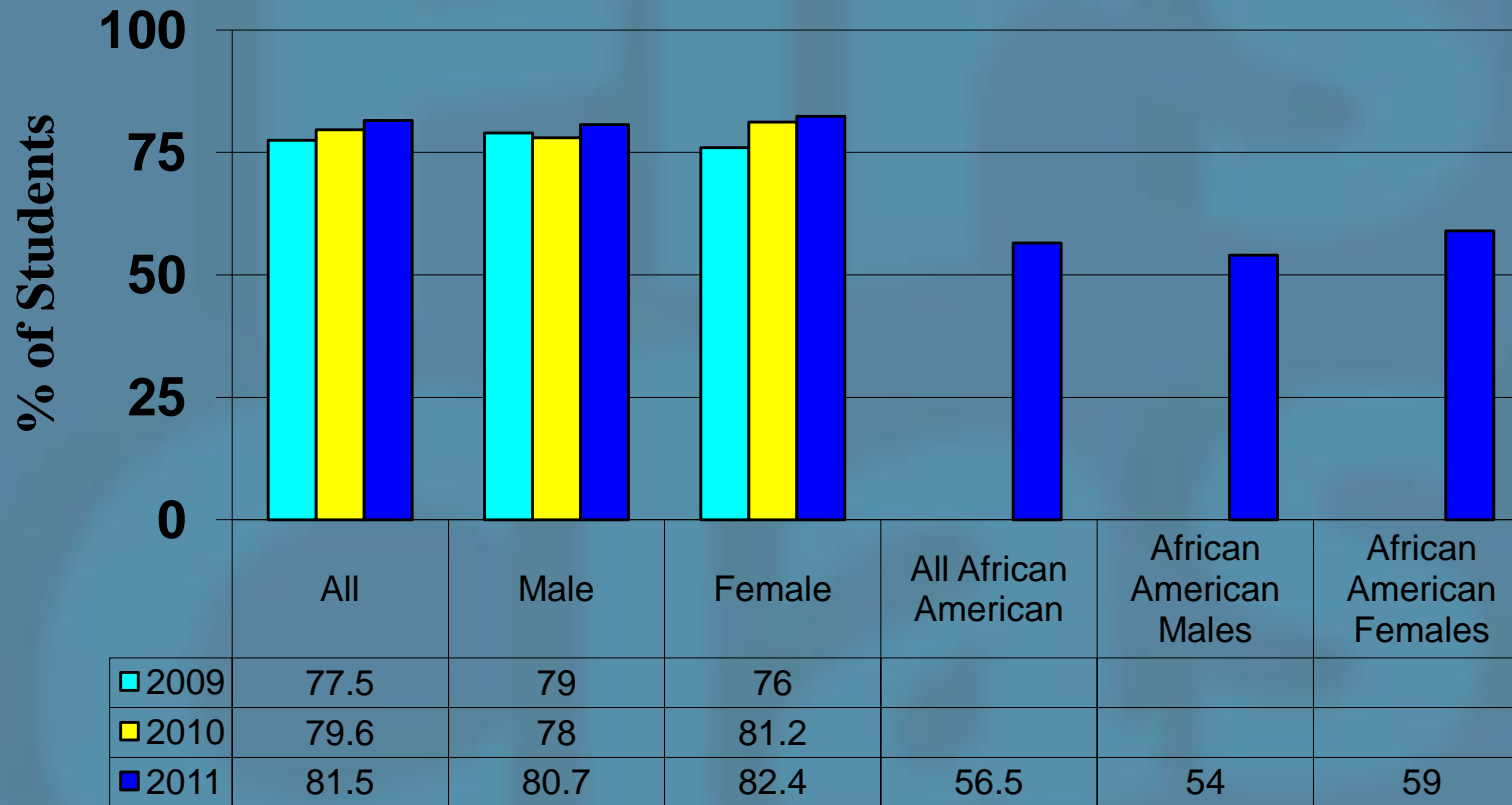
MSA Math - Middle



MSA Science - Elementary



MSA Science - Middle



School Performance Levels for Targeted Subgroups

Schools with 80%+ Reading Proficiency for African American Students*

Ballenger Creek ES – 82.7%

Ballenger Creek MS – 84.4%

Brunswick ES – $\geq 95\%$

Carroll Manor ES – $\geq 95\%$

Centerville ES – $\geq 95\%$

Glade ES – 84.6%

Hillcrest ES – 81.9%

Middletown MS – 90.0%

Monocacy ES – 80.8%

Monocacy Valley – 81.8%

North Frederick – 81.1%

Oakdale ES – $\geq 95\%$

Oakdale MS – 83.3%

Orchard Grove – 82.9%

Tuscarora ES – 90.9%

Urbana ES – 94.4%

Urbana MS – 87.5%

Walkersville ES – 83.3%

West Frederick – 83.1%

Whittier ES – 84.7%

Windsor Knolls – 80.0%

*At least 10 students in subgroup

Schools with 80%+ Math Proficiency for African American Students*

Brunswick ES – 80.0%

Centerville ES – $\geq 95\%$

Middletown MS – 80.0%

Monocacy ES – 80.8%

Monocacy Valley – 81.8%

Middletown MS – 80%

Oakdale MS – 83.3%

Spring Ridge – 86.4%

Tuscarora ES – 90.9%

Urbana ES – 81.3%

Urbana MS – 87.5%

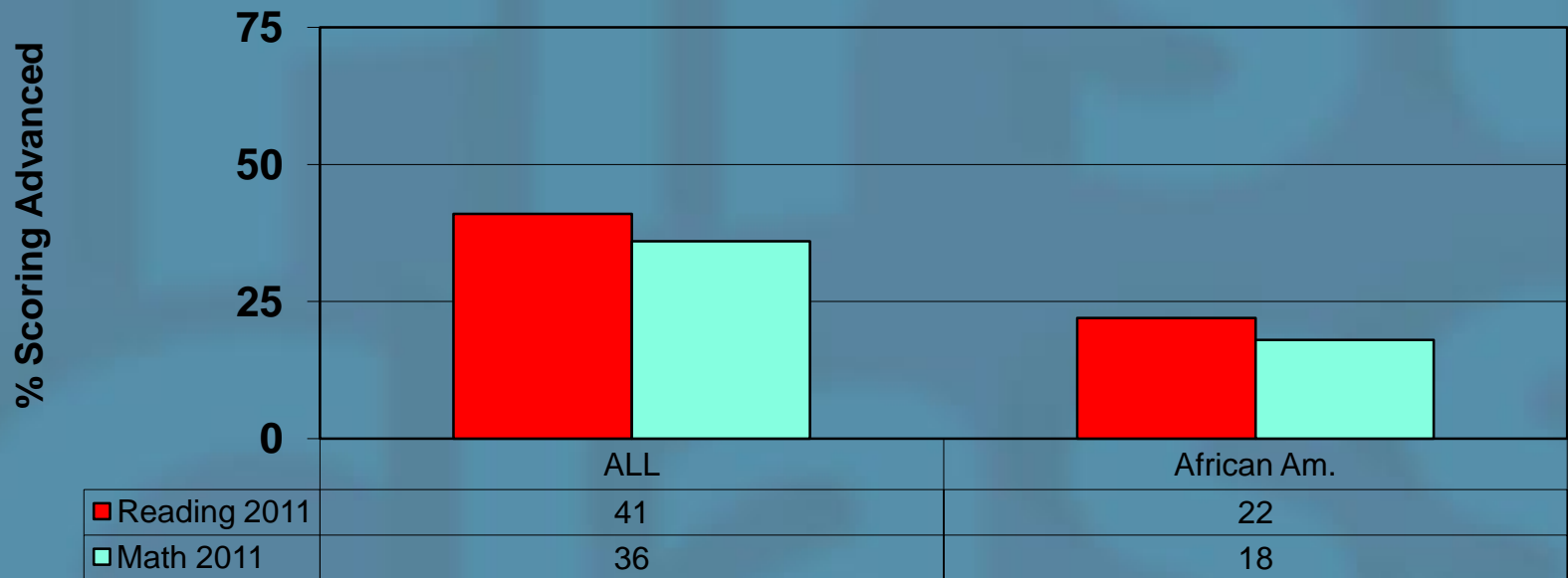
Whittier ES – 81.0%

*At least 10 students in subgroup

Yearly Trends

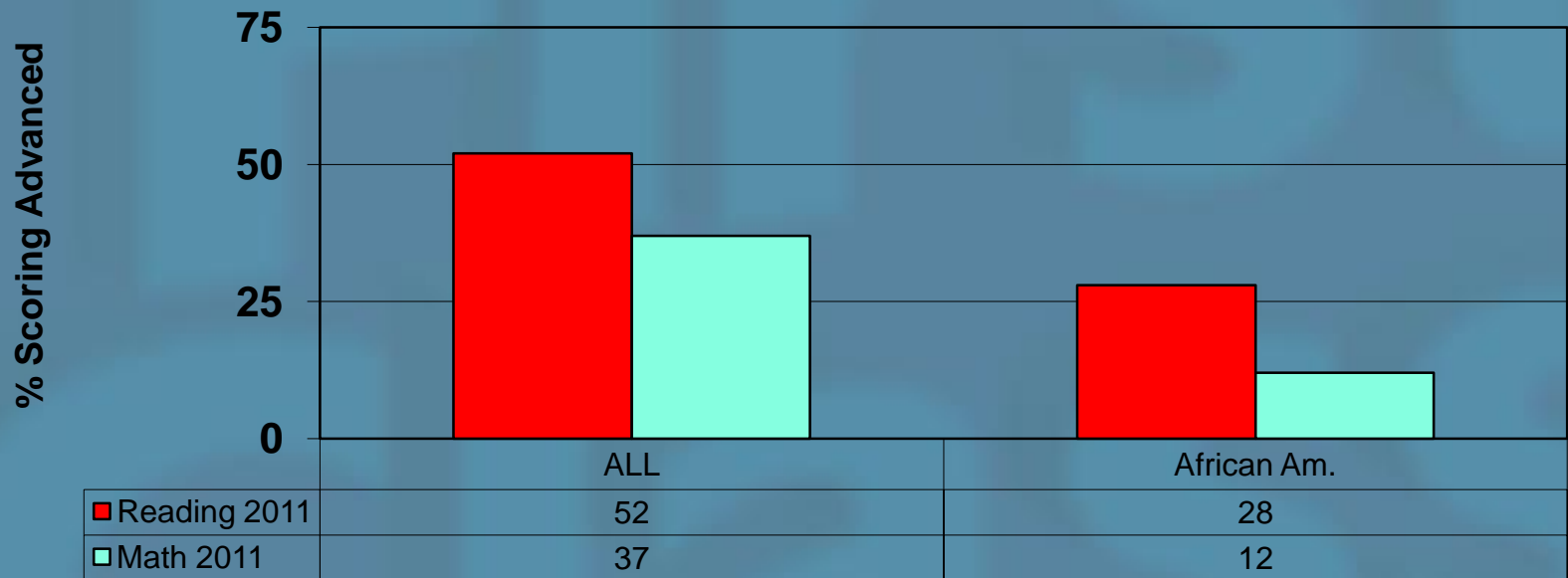
“Advanced” Performance

MSA “Advanced” Performance Elementary Grades

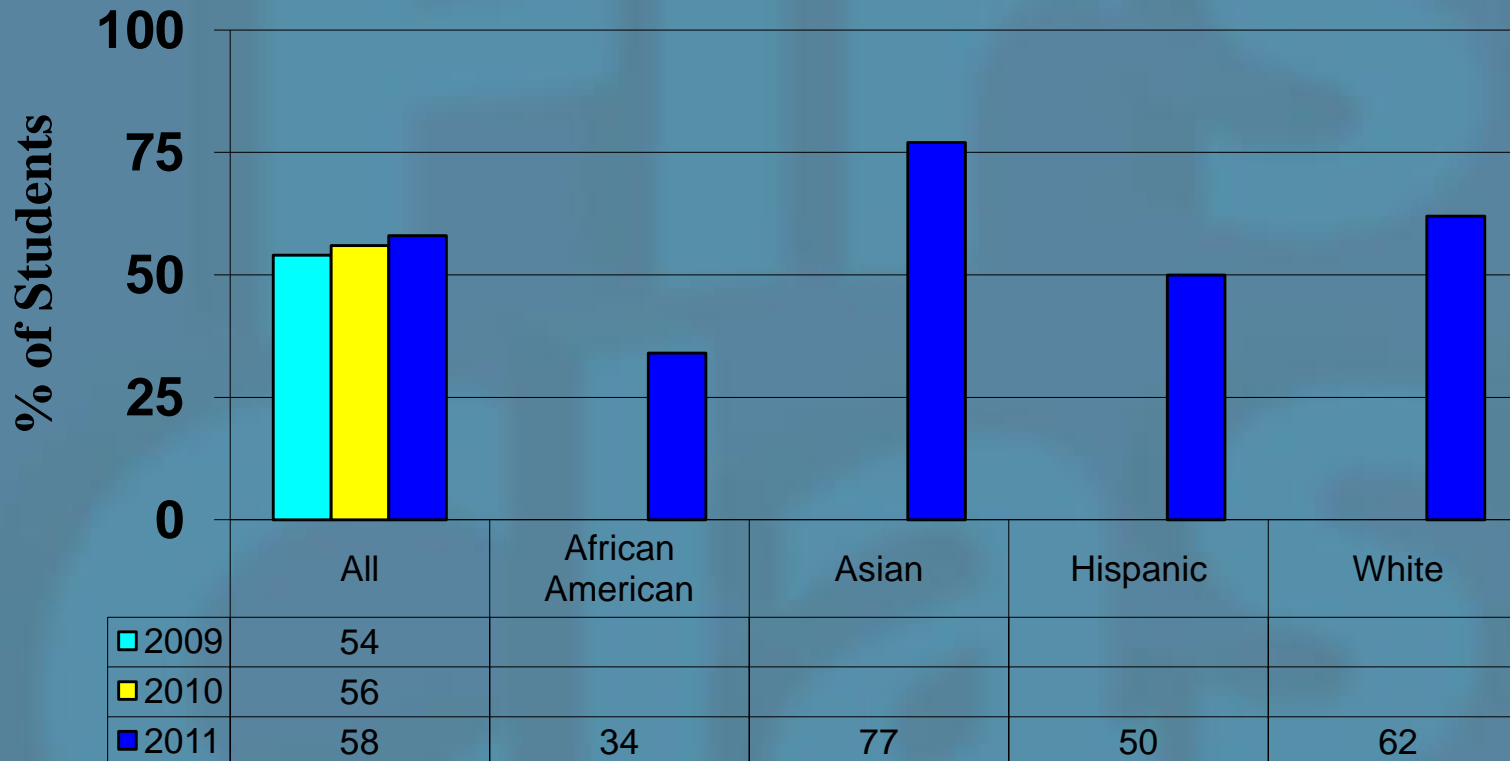


MSA “Advanced” Performance

Middle School Grades



Percentage of Juniors and Seniors Enrolled in AP/IB/College Coursework



Number of AP Exams Totals for All FCPS High Schools



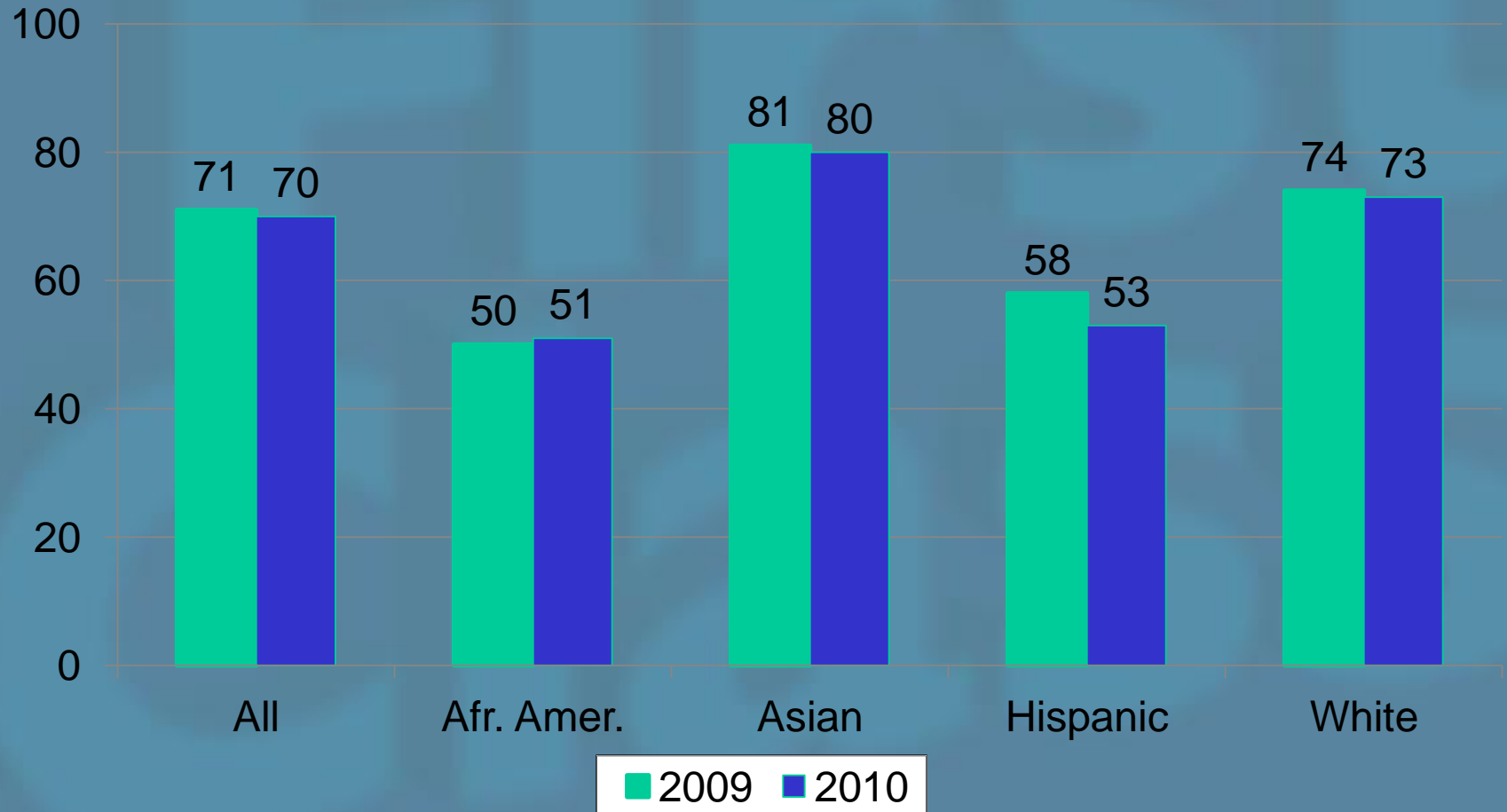
Number of AP Exams Totals for African American Students



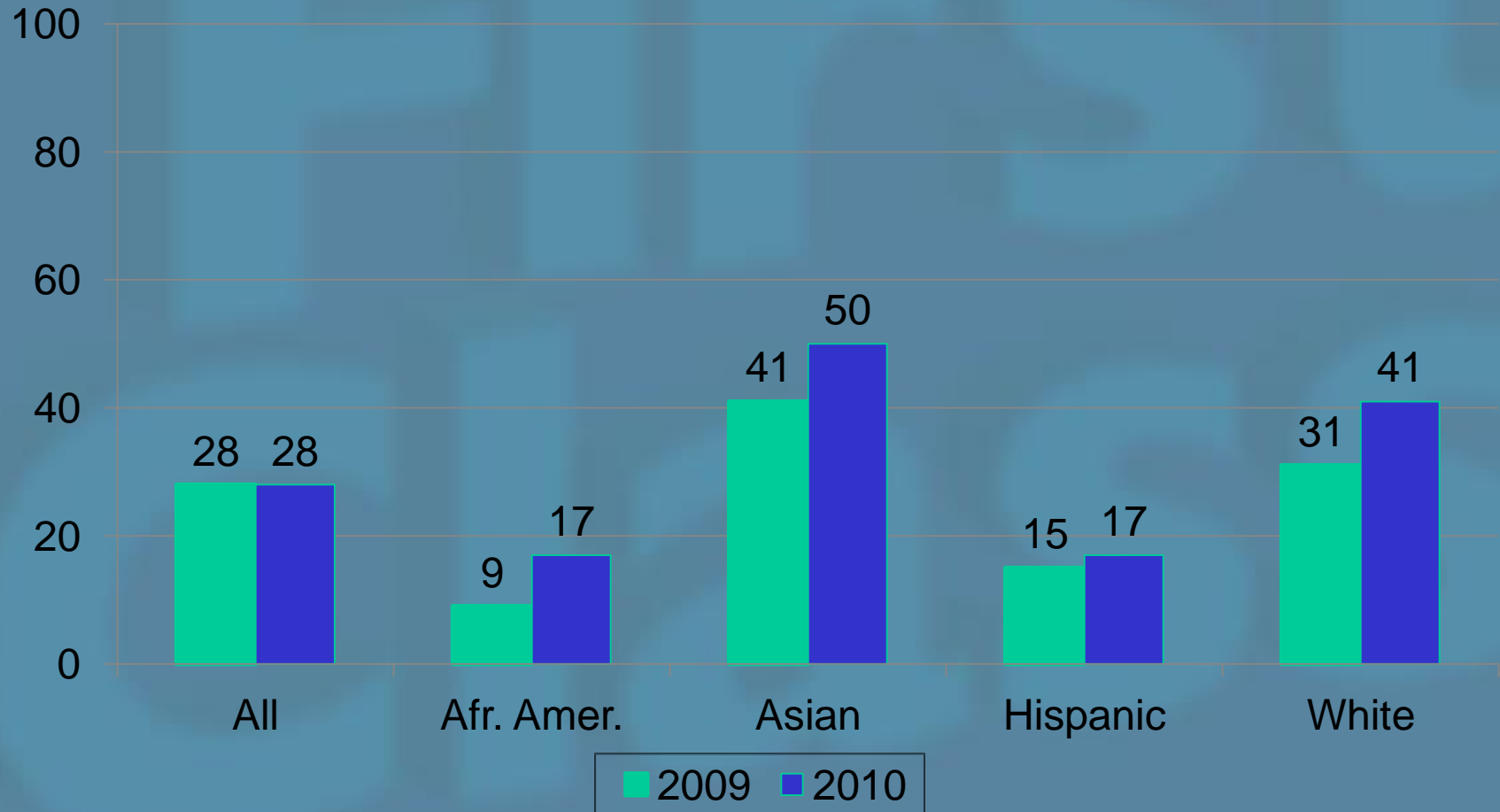
Maryland Scholars Course of Study

- 4 English credits
- 3 Math credits (Algebra 1, Geometry, Algebra 2)
- 3 Lab Science credits (Biology, Chemistry, Physics preferred)
- 3 Social Studies credits (US History, World History, Government)
- 2 Foreign Language credits (same language)
- Minimum cumulative 2.5 GPA
(*With Honors 3.5 GPA)

Percent Earning MD Scholar

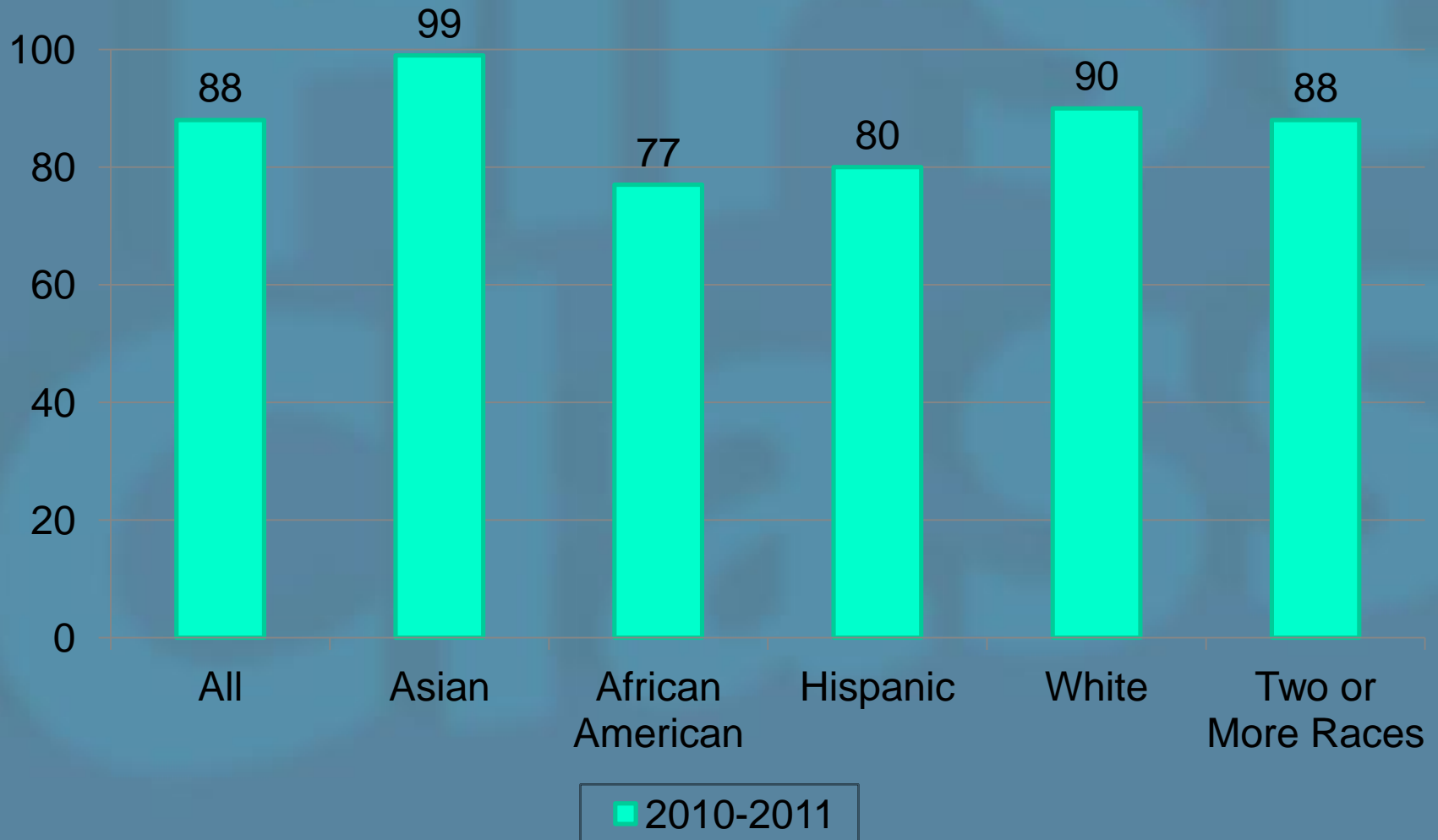


Percent Earning MD Scholar With Honors

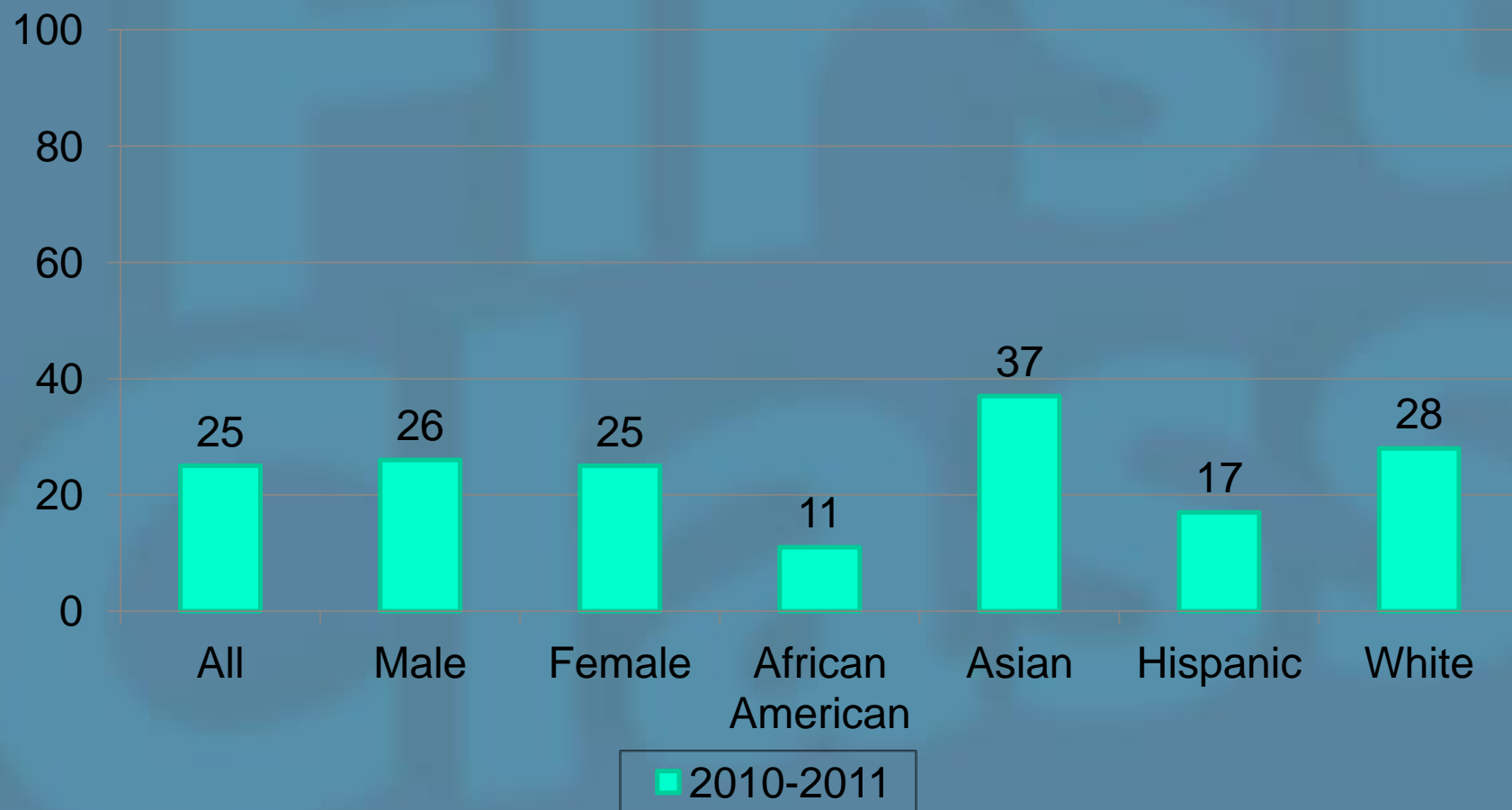


Percent of High School Graduates Completing Algebra 2 or Higher Math Courses by Graduation

(New Race Code Reporting Format)



Percent of All High School Students Enrolled In One or More Upper-Level STEM Courses* During the 2010-2011 School Year (New Race Code Reporting Format)



*FCPS-determined list

Upper-Level STEM Courses

COURSE TITLE

AP Calculus I A

AP Calculus I B

AP Calculus AB

AP Calculus BC

AP Calculus III

Statistics and Probability

AP Statistics

AP Computer Science

PLTW: Biomedical Sciences - Human Body Systems

PLTW: Biomedical Sciences - Medical Intervention

PLTW: Biomedical Sciences - Principles of the Biomedical Sciences

PLTW: Biomedical Sciences - Science Research

Pre-Engineering Technology I

Pre-Engineering Technology 2

Pre-Engineering Technology 3

PLTW: Aerospace Engineering

PLTW: Civil Engineering and Architecture

PLTW: Computer Integrated Manufacturing

PLTW: Digital Electronics

PLTW: Engineering Design and Development

PLTW: Introduction to Engineering Design

PLTW: Principles of Engineering

AP Biology 2

AP Chemistry I

AP Chemistry 2

Earth Systems Science Research

Algebra-Based Physics

AP Physics B 1

AP Physics B 2

AP Physics C 1

AP Physics C 2

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Mentor Intern Program

Science Research A

Science Research B

What does this tell us?

Achievement gaps for African American students are widest at the “Advanced” levels of performance, with less evidence of improvement.

That pattern is tied to access and to expectations – staff + students + families.

Celebrations

- Continued gains in overall MSA Performance
- Commitment to continuous improvement by the Board, staff, and our students
- Support from community organizations like EAG

Challenges

- Eliminating achievement gaps
- Providing support for our high-need schools to make AYP
- Continuing to identify, challenge and encourage African American students who are “ready for more”

Questions or Comments?