



**2003 Performance of Middle Schools on
System of Shared Accountability Standards and Targets
for Maryland Functional Tests**

Office of Shared Accountability

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This report compares the 2002–2003 Maryland Functional Test performance of Montgomery County Public Schools (MCPS) middle schools with the System of Shared Accountability (SSA) standards and targets. It also assesses overall school improvement within the school system by examining the distribution of middle school performances for the baseline period and for 2002–2003. Finally, this report identifies schools with notable improvement from the baseline period.

An earlier report by Stevenson (2003)—Results of the 2003 Census Administration of the Maryland Functional Tests—details the performance of MCPS and its middle schools on the Maryland Functional Reading Test (MFRT) for Grade 7, the Maryland Functional Mathematics Test (MFMT) for Grade 7, and the Maryland Writing Test for Grade 8. For both reports, the school performance indicator is the percentage of students in the census administration attaining at least the passing score, as designated by Maryland State Board of Education.

School Performance Compared with SSA Standards

The SSA standard of performance for middle schools for each of these tests is 90% of the students passing on the census administration. Tables in the Appendix show the results of each middle school for reading, mathematics, and writing. In 2002–2003, the 90% standard was attained by 29 schools on the reading pass rate, by 16 schools on the writing pass rate, and by only 2 schools on the mathematics pass rate. Compared with the previous year, more schools in 2003 met the 90% pass rate for reading (29 compared with 21 schools) and writing (16 compared with 12 schools). However, for mathematics, fewer schools met the 90% pass rate compared with the previous year (2 compared with 5 schools). The previous year's results are reported in a November 22, 2002, memorandum from Dr. Weast to Ms. Sharon Cox, member of the Board of Education titled Performance of Middle Schools on Standards and Targets for Maryland Functional Tests in 2002.

School Performance Compared with SSA Targets

The 2002–2003 year was the second one for which middle schools had System of Shared Accountability (SSA) targets for the pass rates on the census administration of the Maryland Functional Tests. The 2003 performance target was calculated by adding each school's cumulative improvement target to its baseline performance. In the second year, the cumulative improvement targets ranged from 1 to 8 percentage points for the reading pass rate, 2 to 14 percentage points for the mathematics pass rate, and 1 to 6 percentage points for the writing pass rate. Schools with lower baseline performances have higher cumulative improvement targets. School baseline performance was established with the averages of the school's 1999, 2000, and 2001 pass rates. For the three schools that opened in 1999–2000, the baseline performance was established with their pass rates through 2002.

Each school's 2003 pass rate was compared with its 2003 performance target using a statistical confidence interval. Each school's confidence interval is centered on its performance target, and the resulting confidence interval is shown in the Appendix tables. If the school's pass rate is within or above the confidence interval, the school has met its performance target. This decision rule is the same one used by the Maryland State Department of Education (MSDE) for evaluating whether

schools met their annual measurable objectives (AMO) for the Maryland Schools Assessments (MSA).

Using this decision rule, the number of schools meeting their 2003 pass rate target was 27 for reading, 23 for writing, and 15 for mathematics. The number of schools meeting 2003 targets increased from those meeting 2002 targets in reading (27 compared with 22 schools) and writing (23 compared with 12 schools). Keeping in mind that the 2002 targets were less challenging, the increase in schools meeting 2003 targets could represent strong school improvement for the reading and writing pass rates. For mathematics, however, seven fewer schools met the 2003 targets than the 2002 targets (15 compared with 22 schools).

Overall Improvement in School Performance Distributions

While several middle schools may have met their performance target for reading, mathematics, or writing in 2003, there were also schools that did not meet one or more of their targets. To determine if school performances improved in the school system overall, the reading, mathematics, and writing performance distributions of the middle schools in the school system will be examined for the baseline period and for 2003.

For Grade 7 performance on the reading test, Table 1 shows the distribution of school pass rates for the baseline period and for 2003. Among the middle schools, the distribution of Grade 7 reading pass rates shifted upward between the baseline period and 2003. In 2003, eight fewer schools had pass rates in the 80–84.9 and 85–89.9 ranges, and eight more had pass rates in the 90–94.9 and 95–99.9 ranges.

Table 1. Distribution of Middle School Functional Reading Test Pass Rates for Baseline Period and for 2003

Reading Pass Rate Range	Baseline (number of schools)	2003 (number of schools)	Change in Number of Schools
95–99.9	8	11	+3
90–94.9	12	17 (+1) ^a	+5
85–89.9	11	6	-5
80–84.9	4	1	-3

^a Newport Mills, which opened in 2002–2003, had a reading pass rate in the 90–94.9 range.

Table 2 shows the distribution of Grade 7 pass rates on the mathematics test for middle schools during the baseline period and for 2003. Comparison of the performance distributions for the baseline and for 2003 suggests an overall net improvement among schools in the school system. In 2003, seven more schools had mathematics pass rates in the 65–74.9 range, and seven fewer schools had rates in the 50–64.9 range, than in the baseline period. Two fewer schools were in the 40–44.9 range and two more schools were in the 45–49.9 range in 2003. Both of these patterns indicate school performance improvement within the school system. There was one change in the baseline and 2003 performance distribution that represents a performance decrease in the system. One less school performed in the 85–89.9 range and one more school performed in the 80–84.9 range in

2003 compared with baseline. However, the overall pattern of changes in the performance distributions between the baseline and 2003 indicate a net improvement in the school system.

Table 2. Distribution of Middle School Functional Mathematics Test Pass Rates for Baseline Period and for 2003

Mathematics Pass Rate Range	Baseline (number of schools)	2003 (number of schools)	Change in Number of Schools
95–99.9	-	-	-
90–94.9	2	2	-
85–89.9	5	4	-1
80–84.9	2	3	+1
75–79.9	5	5	-
70–74.9	4	9	+5
65–69.9	3	5 (+1) ^a	+2
60–64.9	6	2	-4
55–59.9	3	2	-1
50–54.9	3	1	-2
45–49.9	-	2	+2
40–44.9	2	-	-2

^a Newport Mills, which opened in 2002–2003, had a mathematics pass rate in the 65–69.9 range.

Table 3 shows the distribution of Grade 8 pass rates on the writing test for middle schools during the baseline period and for 2003. When compared with the baseline distribution, four more schools in 2003 had writing pass rates in the 95–99.9 range, and four fewer had rates in the 90–94.9 range. Also, one more school performed in the 65–69.9 range, and one less school performed in the 60–64.9 range. However, another net change in the distribution of school pass rates is that two fewer pass rates were in the 85–94.9 range, and two more were in the 75–79.9 range. Thus, as a system, while more schools performed at the highest level, 95–99.9, some schools dropped from high levels, 85–94.9, to lower levels.

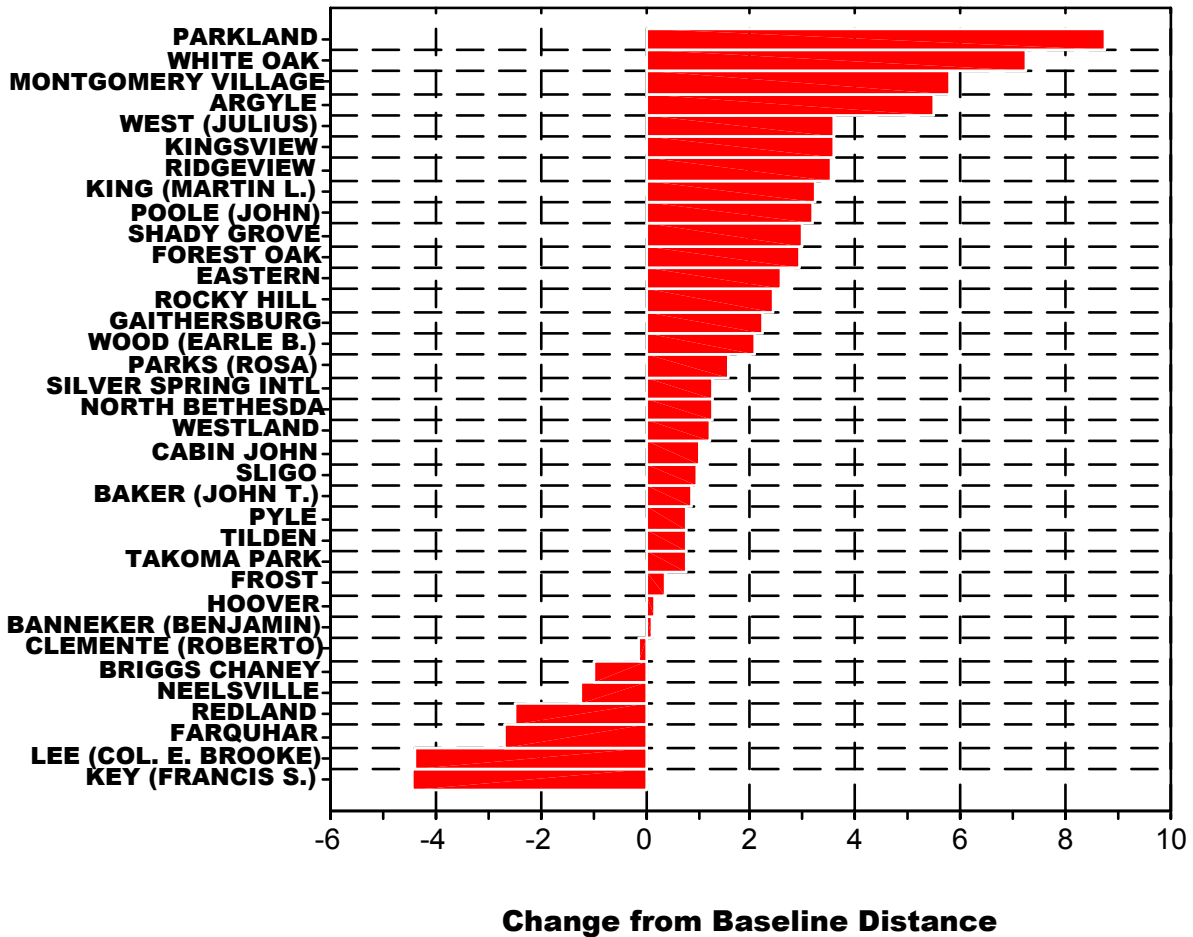
Table 3. Distribution of Middle School Writing Test Pass Rates for Baseline Period and for 2003

Writing Pass Rate Range	Baseline (number of schools)	2003 (number of schools)	Change in Number of Schools
95–99.9	6	10	+4
90–94.9	11	6	-5
85–89.9	6	5	-1
80–84.9	4	4	-
75–79.9	2	4	+2
70–74.9	4	4	-
65–69.9	-	1	+1
60–64.9	2	1	-1

Schools with Notable Improvement

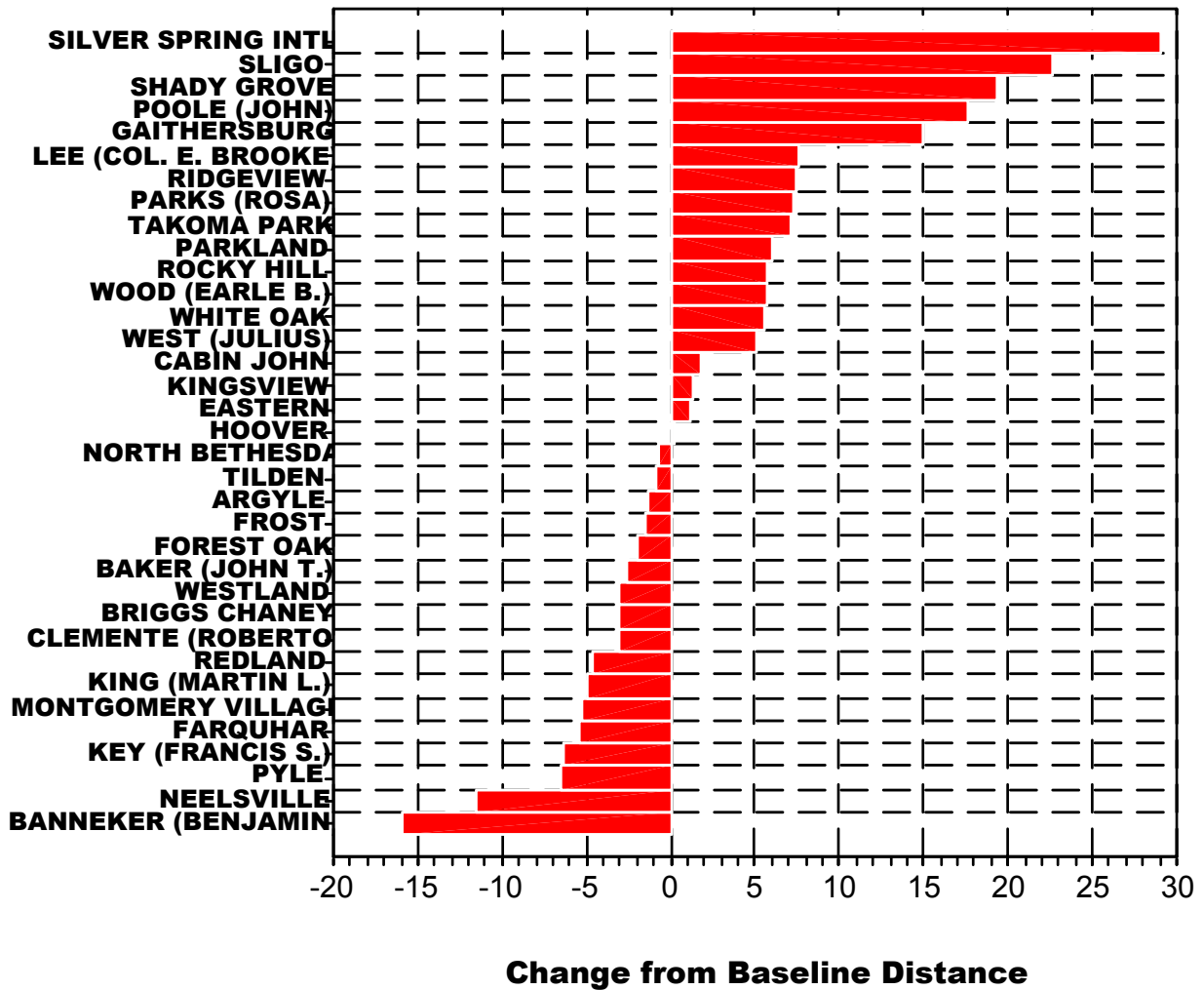
Several schools have shown notable improvement in pass rates from their baselines. As shown in Figure 1 for reading, Parkland MS moved +8.8 points from a baseline performance of 83.8% to 92.6% in 2003, while White Oak MS moved +7.2 points from a baseline performance of 83.5% to 90.6%, Montgomery Village MS moved +5.8 points from a baseline performance of 81.2% to 87.0%, and Argyle MS moved +5.5 points from a baseline performance of 86.7% to 92.2%.

Figure 1. Middle School Improvement from Baseline in Reading Pass Rates, 2003



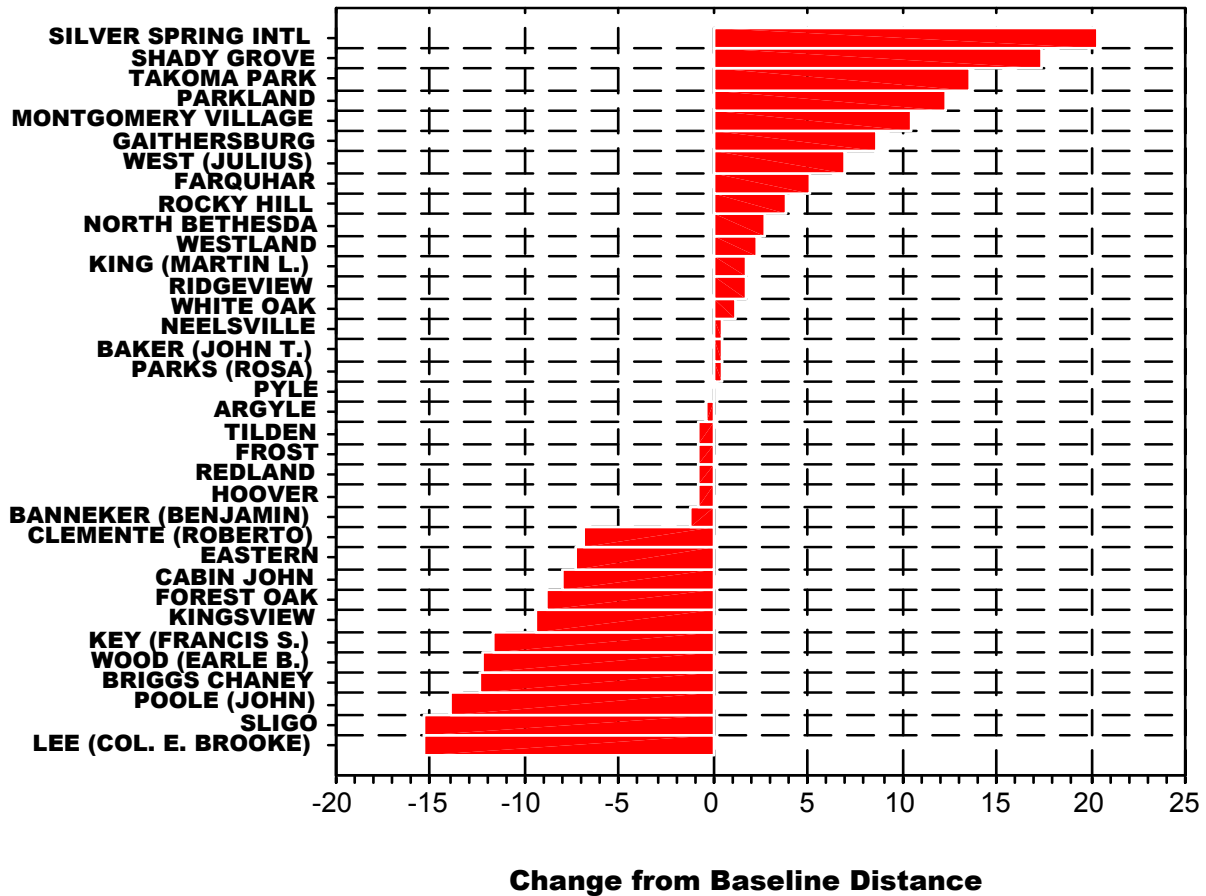
In mathematics, Figure 2 shows that Silver Spring International MS moved +29.0 points from a baseline of 43.4% to 72.4% in 2003, Sligo MS moved +22.7 points from a baseline of 42.8% to 65.6%, Shady Grove moved +19.3 points from a baseline of 58.4% to 77.7%, John Poole MS moved +17.6 points from 73.9% to 91.4%, and Gaithersburg MS moved +15.0 points from 58.1% to 73.1%.

Figure 2. Middle School Improvement from Baseline in Mathematics Pass Rates, 2003



For writing, Figure 3 shows that Silver Spring International MS moved +20.4 points from a baseline of 63.1% to 83.5% in 2003, Shady Grove moved +17.5 points from a baseline of 64.5% to 81.9%, Takoma Park MS moved +13.6 points from a baseline of 72.3% to 85.8%, Parkland MS moved +12.3 points from 71.4% to 83.6%, and Montgomery Village MS moved +10.5 points from 77.0% to 87.6%.

Figure 3. Middle School Improvement from Baseline in Writing Pass Rates, 2003



Appendices

- Appendix A: Middle Schools' Performance on Maryland Functional Reading Test for Grade 7, Relative to System of Shared Accountability Standard and Targets, 2003
- Appendix B: Middle Schools' Performance on Maryland Functional Math Test for Grade 7, Relative to System of Shared Accountability Standard and Targets, 2003
- Appendix C: Middle Schools' Performance on Maryland Writing Test for Grade 8, Relative to System of Shared Accountability Standard and Targets, 2003

Appendix A. Middle Schools' Performance on Maryland Functional Reading Test for Grade 7, Relative to System of Shared Accountability Standard and Targets, 2003

School	No. of Test Takers	2003 Grade 7 Student Pass Rate			2003 Confidence Interval		Did School Meet SSA Target?
		SSA Target	Pass Rate	Did School Meet 90% Standard?	Low Band	High Band	
ARGYLE	217	92.7	92.2	Yes	89.3	96.1	Met
BAKER (JOHN T.)	241	96.5	95.4	Yes	93.4	99.7	Met
BANNEKER (BENJAMIN)	373	94.6	92.8	Yes	92.0	97.3	Met
BRIGGS CHANEY	266	95.5	92.5	Yes	92.5	98.5	Met
CABIN JOHN	329	99.2	98.2	Yes	96.4	101.9	Met
CLEMENTE (ROBERTO)	296	92.7	88.5	No	89.7	95.6	Not Met
EASTERN	304	91.6	90.1	Yes	88.7	94.4	Met
FARQUHAR	226	97.6	92.9	Yes	94.4	100.8	Not Met
FOREST OAK	333	93.0	91.9	Yes	90.2	95.7	Met
FROST	366	99.9	98.4	Yes	97.3	102.5	Met
GAITHERSBURG	249	92.6	90.8	Yes	89.5	95.6	Met
HOOVER	330	99.9	98.8	Yes	97.2	102.6	Met
KEY (FRANCIS S.)	290	91.2	82.8	No	88.3	94.1	Not Met
KING (MARTIN L.)	346	92.4	93.6	Yes	89.7	95.1	Met
KINGSVIEW	441	92.3	93.9	Yes	89.9	94.7	Met
LEE (COL. E. BROOKE)	214	93.9	85.5	No	90.5	97.3	Not Met
MONTGOMERY VILLAGE	231	87.2	87.0	No	84.0	90.5	Met
NEELSVILLE	267	92.4	89.1	No	89.4	95.4	Not Met
NEWPORT MILLS	197	NA	92.9	Yes	NA	NA	NA
NORTH BETHESDA	249	98.1	98.4	Yes	94.9	101.3	Met
PARKLAND	364	89.8	92.6	Yes	87.2	92.4	Met
PARKS (ROSA)	300	97.4	97.0	Yes	94.6	100.2	Met
POOLE (JOHN)	168	94.7	95.8	Yes	90.8	98.6	Met
PYLE	429	99.9	99.5	Yes	97.5	102.3	Met
REDLAND	319	97.6	93.1	Yes	94.7	100.5	Not Met
RIDGEVIEW	349	93.9	95.4	Yes	91.2	96.6	Met
ROCKY HILL	246	96.7	97.2	Yes	93.6	99.9	Met
SHADY GROVE	274	91.3	91.2	Yes	88.3	94.3	Met
SILVER SPRING INT'L.	303	87.8	86.1	No	85.0	90.7	Met
SLIGO	204	92.3	87.3	No	89.1	95.5	Not Met
TAKOMA PARK	342	93.9	90.6	Yes	91.2	96.6	Not Met
TILDEN	219	96.2	95.0	Yes	93.0	99.5	Met
WEST (JULIUS)	327	94.0	93.6	Yes	91.2	96.8	Met
WESTLAND	388	96.6	95.9	Yes	94.1	99.2	Met
WHITE OAK	314	89.5	90.8	Yes	86.7	92.4	Met
WOOD (EARLE B.)	315	93.6	93.7	Yes	90.8	96.4	Met

**Appendix B. Middle Schools' Performance on Maryland Functional Math Test
for Grade 7, Relative to System of Shared Accountability Standard and Targets, 2003**

School	No. of Test Takers	2003 Grade 7 Student Pass Rate			2003 Confidence Interval		Did School Meet SSA Target?
		SSA Target	Pass Rate	Did School Meet 90% Standard?	Low Band	High Band	
ARGYLE	214	70.3	57.9	No	64.6	76.0	Not Met
BAKER (JOHN T.)	246	86.5	76.8	No	81.2	91.8	Not Met
BANNEKER (BENJAMIN)	388	92.5	70.6	No	88.2	96.8	Not Met
BRIGGS CHANEY	273	83.7	73.6	No	78.8	88.6	Not Met
CABIN JOHN	331	91.7	89.4	No	87.1	96.3	Not Met
CLEMENTE (ROBERTO)	284	73.7	60.6	No	68.7	78.7	Not Met
EASTERN	284	74.7	65.8	No	69.9	79.5	Not Met
FARQUHAR	226	91.7	82.3	No	86.3	97.1	Not Met
FOREST OAK	343	74.9	63.8	No	70.4	79.4	Not Met
FROST	370	93.7	88.1	No	89.4	98.0	Not Met
GAITHERSBURG	253	69.1	73.1	No	64.0	74.2	Met
HOOVER	339	95.0	93.2	Yes	90.6	99.4	Met
KEY (FRANCIS S.)	292	64.3	45.9	No	59.5	69.1	Not Met
KING (MARTIN L.)	347	85.8	73.8	No	81.3	90.3	Not Met
KINGSVIEW	433	80.5	73.9	No	76.4	84.6	Not Met
LEE (COL. E. BROOKE)	223	76.3	74.9	No	70.7	81.8	Met
MONTGOMERY VILLAGE	240	64.4	47.1	No	59.1	69.7	Not Met
NEELSVILLE	274	74.4	52.9	No	69.5	79.4	Not Met
NEWPORT MILLS	215	NA	65.1	No	NA	NA	NA
NORTH BETHESDA	256	90.8	87.1	No	85.6	96.1	Met
PARKLAND	367	64.3	58.3	No	60.1	68.6	Not Met
PARKS (ROSA)	307	83.7	84.0	No	79.1	88.4	Met
POOLE (JOHN)	163	81.9	91.4	Yes	75.3	88.4	Met
PYLE	428	94.0	85.5	No	90.0	98.0	Not Met
REDLAND	320	84.8	73.1	No	80.1	89.6	Not Met
RIDGEVIEW	358	79.0	78.5	No	74.6	83.4	Met
ROCKY HILL	249	75.6	72.3	No	70.4	80.7	Met
SHADY GROVE	274	64.4	77.7	No	59.4	69.4	Met
SILVER SPRING INT'L.	304	51.4	72.4	No	46.6	56.1	Met
SLIGO	209	56.8	65.6	No	51.5	62.2	Met
TAKOMA PARK	341	72.7	69.8	No	68.2	77.2	Met
TILDEN	224	90.8	83.9	No	85.4	96.1	Not Met
WEST (JULIUS)	343	82.2	79.3	No	77.7	86.7	Met
WESTLAND	394	88.2	79.2	No	84.0	92.4	Not Met
WHITE OAK	312	72.0	67.6	No	67.3	76.8	Met
WOOD (EARLE B.)	328	73.9	69.5	No	69.3	78.5	Met

**Appendix C. Middle Schools' Performance on Maryland Writing Test
for Grade 8, Relative to System of Shared Accountability Standard and Targets, 2003**

School	No. of Test Takers	2003 Grade 8 Student Pass Rate			2003 Confidence Interval		Did School Meet SSA Target?
		SSA Target	Pass Rate	Did School Meet 90% Standard?	Low Band	High Band	
ARGYLE	214	81.7	73.4	No	77.4	86.1	Not Met
BAKER (JOHN T.)	274	98.6	97.1	Yes	94.8	102.5	Met
BANNEKER (BENJAMIN)	316	95.0	91.8	Yes	91.5	98.6	Met
BRIGGS CHANEY	278	92.8	74.5	No	89.1	96.5	Not Met
CABIN JOHN	288	98.6	88.5	No	94.9	102.2	Not Met
CLEMENTE (ROBERTO)	255	92.4	81.6	No	88.5	96.3	Not Met
EASTERN	286	90.9	77.6	No	87.3	94.5	Not Met
FARQUHAR	236	93.0	96.2	Yes	89.0	97.1	Met
FOREST OAK	308	86.3	70.5	No	82.7	89.9	Not Met
FROST	392	99.9	98.0	Yes	96.7	103.1	Met
GAITHERSBURG	221	86.1	88.7	No	82.0	90.1	Met
HOOVER	401	98.6	95.8	Yes	95.5	101.8	Met
KEY (FRANCIS S.)	325	91.7	76.0	No	88.1	95.2	Not Met
KING (MARTIN L.)	321	96.3	96.0	Yes	92.7	99.8	Met
KINGSVIEW	438	82.3	64.8	No	79.2	85.4	Not Met
LEE (COL. E. BROOKE)	222	94.0	76.6	No	89.7	98.2	Not Met
MONTGOMERY VILLAGE	233	84.0	87.6	No	79.9	88.1	Met
NEELSVILLE	265	92.1	90.6	Yes	88.2	95.9	Met
NORTH BETHESDA	215	97.3	99.1	Yes	92.7	102.0	Met
PARKLAND	403	79.4	83.6	No	76.2	82.5	Met
PARKS (ROSA)	327	97.0	95.4	Yes	93.5	100.4	Met
POOLE (JOHN)	138	91.1	73.2	No	85.8	96.4	Not Met
PYLE	429	97.6	95.6	Yes	94.6	100.6	Met
REDLAND	307	94.0	91.2	Yes	90.3	97.7	Met
RIDGEVIEW	330	93.8	91.5	Yes	90.4	97.3	Met
ROCKY HILL	236	89.8	87.7	No	85.8	93.9	Met
SHADY GROVE	249	69.5	81.9	No	65.2	73.7	Met
SILVER SPRING INT'L.	285	68.1	83.5	No	64.0	72.2	Met
SLIGO	410	88.0	66.6	No	84.9	91.1	Not Met
TAKOMA PARK	325	80.3	85.8	No	76.8	83.7	Met
TILDEN	222	94.2	91.4	Yes	90.2	98.2	Met
WEST (JULIUS)	397	92.3	95.2	Yes	89.0	95.5	Met
WESTLAND	376	96.5	96.8	Yes	93.2	99.7	Met
WHITE OAK	305	94.6	93.8	Yes	90.9	98.2	Met
WOOD (EARLE B.)	347	92.6	78.4	No	89.2	96.0	Not Met