

## THE STATE OF LATINO STUDENTS IN MONTGOMERY COUNTY PUBLIC SCHOOLS: QUICK FACTS

MCPS is a majority-minority district where roughly two-thirds of students are Latino or Black.<sup>i</sup> Of these students, 15% are Limited English Proficient (LEP).<sup>ii</sup> Therefore, it is imperative that our next Superintendent has a proven track record of effectively working with diverse populations.

### So, how are Latino students doing in MCPS?

2014 School Progress on Annual Measurable Objectives (AMOs)	Hispanic/Latino	Limited English Proficient
Reading % Proficient	Not Met	Not Met
Math % Proficient	Not Met	Not Met
Graduation	Met	Not Met

Latino students are not meeting MCPS' AMOs and LEP students are not meeting graduation targets, leaving our students ill-prepared for a competitive job market and economy.<sup>iii</sup>

The first measure of College and Career Readiness is on-grade level reading by third grade. In 2014, MCPS third grade Latino<sup>iv</sup> and LEP students scored below their white peers on the 3<sup>rd</sup> Grade Reading Maryland State

Assessment Tests, with a mere 66% and 53% respectively in comparison to 92% for their white peers.<sup>v</sup>

The second measure of College and Career Readiness is Algebra I Successful Course Completion by the end of Grade 8. On this measure, only 37% of Latinos and 19% of ESOL students were able to successfully complete Algebra I with a grade of C or higher in comparison to 77% of their white peers.<sup>vi</sup> Other College and Career Readiness measures such as participation in Gifted and Talented programs<sup>vii</sup>, Advanced Placement<sup>viii</sup>, International Baccalaureate<sup>ix</sup>, and Career and Technical Education (CTE) Courses<sup>x</sup>, and SAT/ACT Performance<sup>xi</sup> also indicates gaps in access and achievement. Finally, the graduation rate for a 4-Yr Adjusted Cohort<sup>xii</sup> coupled with the Dropout rate<sup>xiii</sup> give a comprehensive outlook on how well Latino students are meeting targets to be College & Career Ready.

Though MCPS is known for its world class education, the reality is that Latino students have yet to benefit in a way that enables them to compete for college admission or careers. More discouraging is the dropout rate for ESOL students, which is 8 times greater than their white counterparts, indicating an educational crisis. It is imperative that the next MCPS Superintendent understands this urgency and implements a system-wide plan to close the opportunity and achievement gap.

While academic measures are critical, they only are part of what makes students successful, learners. Other factors include non-academic measures for college/career readiness that are typically captured in school climate data such as families' sense of being welcomed in school, staffs' responsiveness to parental concerns about students, how well school staff partners with parents to increase academic achievement,

ineligibility data, and suspension data are all indicators of how well schools serve students. When combined with qualitative data on youth perceptions and reasons why they dropout, these data give

	Hispanic/Latino	ESOL/LEP	White
Gifted & Talented Identification by 2 <sup>nd</sup> grade	26%	19%	35%
Advanced Placement Performance of 3 or higher	23%	34%	51%
IB graduates	22%	No Data Available	37%
Met CTE Program Requirements	60%	33%	84%
2014 Composite Score for SAT	1461	1078	1766
2014 Composite score for ACT	21	15	26
4 Yr Adjusted Cohort Graduation Rate	80%	54%	95%
4 Yr Adjusted Cohort	11%	24%	3%

a robust indication of what MCPS can do to proactively support Latino students to help them complete high school and pursue careers.

While suspension rates for Latinos and ESOL students are not as high as they are for African American students, they are still of a concern. The 2013 actual suspension data are as follows by school level. In elementary school suspension rates are comparable across the board, but once in middle and high school you see a gap between Hispanic/Latino students and their white counterparts.<sup>xiv</sup> Similarly, the ineligibility data dictates whether students are able to participate in

Actual Suspension Rates	Hispanic/Latino	ESOL	White
Elementary School	≤3.0	≤3.0	≤3.0
Middle School	4.5	4.5	≤3.0
High School	4.7	4.0	≤3.0

extracurricular activities often correlated with increasing students' sense of belonging in school and student engagement in learning; thereby limiting opportunities for students to connect with caring adults. In 2013, only **73.9% of ESOL students and 76.3% of Hispanic/Latino students** were eligible to participate in extracurricular activities as compared to over **95% of their white counterparts**.<sup>xv</sup> This inequity further serves to widen the gap for Latino student engagement in schools, calling into

question whether this practice is the best strategy for encouraging Latino students to complete high school and pursue post-secondary education. These data are echoed in Identity's 2014 *Connecting Youth to Opportunity: How Latino Youth Perspectives Can Inform a Blueprint for Improving Opportunity in Montgomery County, Maryland Report*. In this report, 960 Latino students were interviewed about their experiences in MCPS. According to the report, youth that were ineligible were almost **three times** more likely to report being dropouts than youth who participated in extracurricular activities and youth who had a G.P.A. of 2.5 or lower were over **five times** more likely to be dropouts than those with a G.P.A. of 3.0 or greater.<sup>xvi</sup>

In the 2013 MCPS Parent Satisfaction Survey<sup>xvii</sup>, the most recent survey data available, data illustrates ways that systemically MCPS can better involve parents in their children's education.

Parent Survey Questions	Hispanic/Latino Responses for Elementary School	Hispanic/Latino Responses for Middle School	Hispanic/Latino Responses for High School	White Responses for Elementary School	White Responses for Middle School	White Responses for High School
I feel welcome in my child's school.	96.5	96.7	95.3	95.3	94.4	93.4
School staff members are responsive to my concerns about my child.	95.4	92.3	91.2	93.7	87.6	85.9
The school informs me about my child's education in a timely manner.	95.4	91.8	90.8	90.5	85.8	84.5
The school welcomes my input on how my child's educational experience can be improved.	93.3	90.5	88.8	81.9	77.8	73.5
The school considers me a partner in my child's education.	95.7	91.7	91.4	92.0	88.3	85.0

As families and students progress through school, they are less likely to feel welcome or feel like staff considers them a partner in their child's education. This is especially troublesome at the high school level where participation in rigorous coursework, SAT/ACT participation, and post-secondary

plans occur. Until MCPS works collaboratively with the Latino community, these statistics will not improve. Closing achievement gaps requires an intentional, concerted, and collaborative effort that includes educators, parents, and community partnerships. MCLAC calls upon MCPS to demonstrate its commitment to close the achievement gap by first selecting a Superintendent with a demonstrated track record to improve outcomes for all students, but especially Latino and African American students, and then to allocate resources to create systemic change.

<sup>i</sup> MSDE. (2014). Retrieved from: <http://www.mdreportcard.org/Demographics.aspx?K=15AAAA&WDATA=Local+School+System#ENROLLMENTgrade3all>

<sup>ii</sup> MSDE. (2014) MCPS Students Receiving Special Services by Type of Program, Elementary School. Retrieved from: <http://www.mdreportcard.org/SpecialServices.aspx?PV=36:E:15:AAAA:1:N:0:14:1:1:1:1:1:3>

MSDE. (2014) MCPS Students Receiving Special Services by Type of Program, Middle School. Retrieved from: <http://www.mdreportcard.org/SpecialServices.aspx?PV=36:M:15:AAAA:1:N:0:14:1:1:1:1:1:3>

--(2014), MCPS Students Receiving Special Services by Type of Program, High School. Retrieved from: <http://www.mdreportcard.org/SpecialServices.aspx?PV=36:H:15:AAAA:2:N:0:14:1:1:1:1:1:3>

<sup>iii</sup> MSDE. (2014), MCPS School Progress on Annual Measureable Objectives Targets. Retrieved from: <http://www.mdreportcard.org/ProgressIntro.aspx?AypPV=14:0:15:AAAA:2:000000:A>

<sup>iv</sup> In this fact sheet, Latino is used interchangeably with Hispanic.

<sup>v</sup> MSDE. (2014) 3<sup>rd</sup> Grade Reading, by Subgroup. Retrieved from: <http://mdreportcard.org/Assessments.aspx?K=15AAAA#MSAgrade3all>

<sup>vi</sup> Montgomery County Public Schools. (2013) Annual Report on Our Call to Action 2013. Pp. 10. Retrieved from: [http://www.montgomeryschoolsmd.org/uploadedFiles/about/strategicplan/annualreport/AR2013\\_EGPS\\_Final.pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/about/strategicplan/annualreport/AR2013_EGPS_Final.pdf)

<sup>vii</sup> Ibit, vi

<sup>viii</sup> Liu, S. (March 2015). Class of 2014 Advanced Placement and International Baccalaureate Exam Participation and Performance. Retrieved from: [http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2015/15.03.26%20HS%20Prin\\_Class%20of%202014%20AP\\_IB%20Exam%20Part\\_Perf.pdf](http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2015/15.03.26%20HS%20Prin_Class%20of%202014%20AP_IB%20Exam%20Part_Perf.pdf)

<sup>ix</sup> Ibit, viii

<sup>x</sup> Ibit, vi

<sup>xi</sup> Liu, S. (October 2014). SAT Participation and Performance for the Class of 2014. Retrieved from: <http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2014/14.10.14%20Prin%20Memo%202014%20SAT.pdf>

--(August 2014). ACT Participation and Performance by Montgomery County Schools Students. Retrieved from: [http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2014/14.08.25\\_HS%20Prin%202014%20ACT%20Part%20and%20Perf.pdf](http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2014/14.08.25_HS%20Prin%202014%20ACT%20Part%20and%20Perf.pdf)

<sup>xii</sup> MSDE. (2014), MCPS Graduation Rate, 4-Yr Cohort by All Races/Ethnicities. Retrieved from: <http://www.mdreportcard.org/CohortGradRate.aspx?PV=160:12:15:AAAA:2:N:6:13:1:2:1:1:1:3&SORT=1>

--(2014), MCPS Graduation Rate, 4 –Yr Cohort by All Special Services. Retrieved from: <http://www.mdreportcard.org/CohortGradRate.aspx?PV=160:12:15:AAAA:2:N:0:14:1:2:1:1:1:3&SORT=1>

<sup>xiii</sup> MSDE. (2014) MCPS Dropout Rate for 4-Yr Cohort, by All Races/Ethnicities. Retrieved from: <http://www.mdreportcard.org/CohortDropoutRate.aspx?PV=171:12:15:AAAA:2:N:6:13:1:2:1:1:1:3>

MSDE. (2014) MCPS Dropout Rate for 4-Yr. Cohort, by Special Services. Retrieved from: <http://mdreportcard.org/CohortDropoutRate.aspx?PV=172:12:15:AAAA:1:N:0:14:1:1:0:1:1:3>

<sup>xiv</sup> Ibit, vi

<sup>xv</sup> Ibit, vi

<sup>xvi</sup> Identity, Inc. (June 2014) *Connecting Youth to Opportunity: How Latino Youth Perspectives Can Inform a Blueprint for Improving Opportunity in Montgomery County, Maryland*. Retrieved from: [https://thecommunityfoundation.files.wordpress.com/2014/06/hs-cyo-latinoyouth\\_report\\_pdf-final.pdf](https://thecommunityfoundation.files.wordpress.com/2014/06/hs-cyo-latinoyouth_report_pdf-final.pdf)

<sup>xvii</sup> Ibit, vi