



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

---

**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** September 24, 2019  
**SUBJECT:** Maryland Comprehensive Assessment Program (MCAP) 2019 Additional Results and Analyses

---

**PURPOSE:**

To update the State Board on additional results from the 2019 Maryland Comprehensive Assessment Program and to present the results of continued data analysis at the school and system level.

**EXECUTIVE SUMMARY:**

Information presented will include:

1. Algebra I and ELA 10 by student grade level, 2017-2019
2. Algebra I and ELA10 first time tests, 2015-2019
3. Charter school performance, 2019
4. Achievement gaps by local school system, 2019
5. Student group achievement by local school system, change from 2018
6. Relationship between school performance and selected demographics, 2019
7. Degree of variation within local school systems, 2019

**ACTION:**

No action is necessary; for discussion only.

# Maryland Comprehensive Assessment Program (MCAP) 2019 Additional Results and Analyses



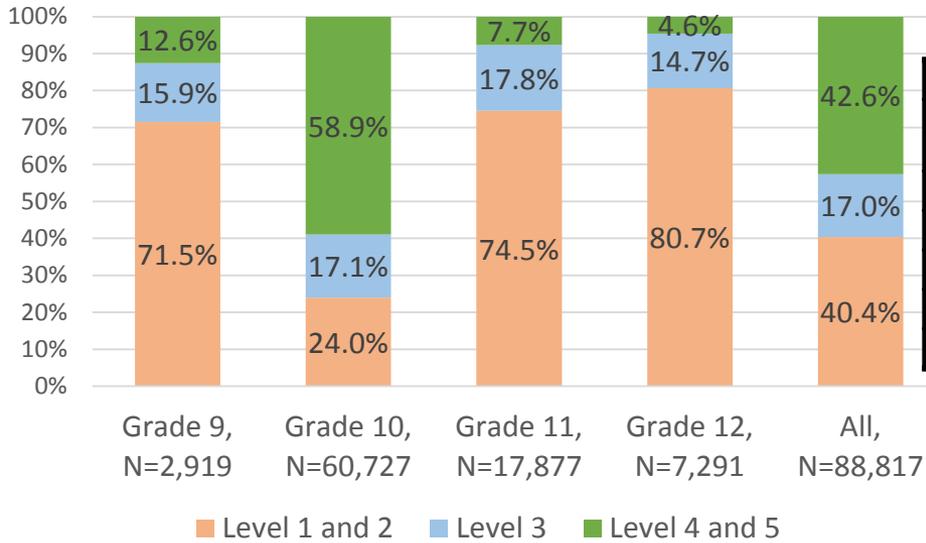
STATE BOARD MEETING  
September 24, 2019

# 2019 MCAP Additional Results and Analyses

1. Algebra I and ELA 10 by student grade level, 2017-2019
2. Algebra I and ELA10 first time tests, 2015-2019
3. Charter school performance, 2019
4. Achievement gaps by local school system, 2019
5. Student group achievement by local school system, change from 2018
6. Relationship between school performance and selected demographics, 2019
7. Degree of variation within local school systems, 2019

# ELA 10 Performance by Student Grade Level, 2017-2019

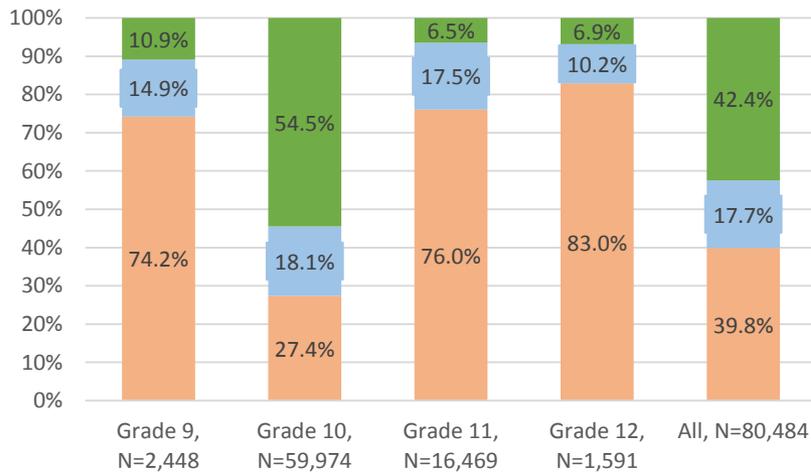
2019



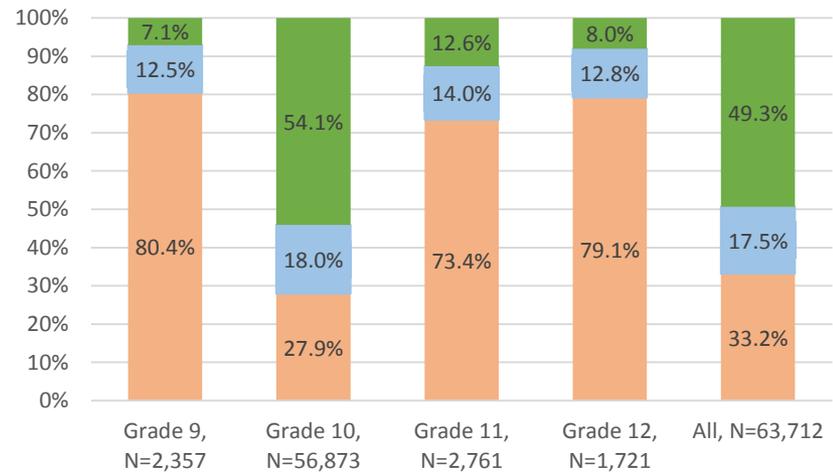
	2017				2018				2019			
	TOTAL	1/2	3	4/5	TOTAL	1/2	3	4/5	TOTAL	1/2	3	4/5
9	2,357	1,896	294	167	2,448	1,816	365	267	2,919	2,087	465	367
10	56,875	15,840	10,257	30,778	59,974	16,404	10,881	32,689	60,727	14,569	10,388	35,770
11	2,761	2,027	387	347	16,467	12,511	2,878	1,078	17,877	13,323	3,180	1,374
12	1,721	1,362	221	138	1,592	1,320	162	110	7,291	5,882	1,071	338
All*	63,714	21,125	11,159	31,430	80,483	32,051	14,286	34,144	88,817	35,861	15,104	37,849

\* "All" category includes 8<sup>th</sup> graders (N < 10)

2018

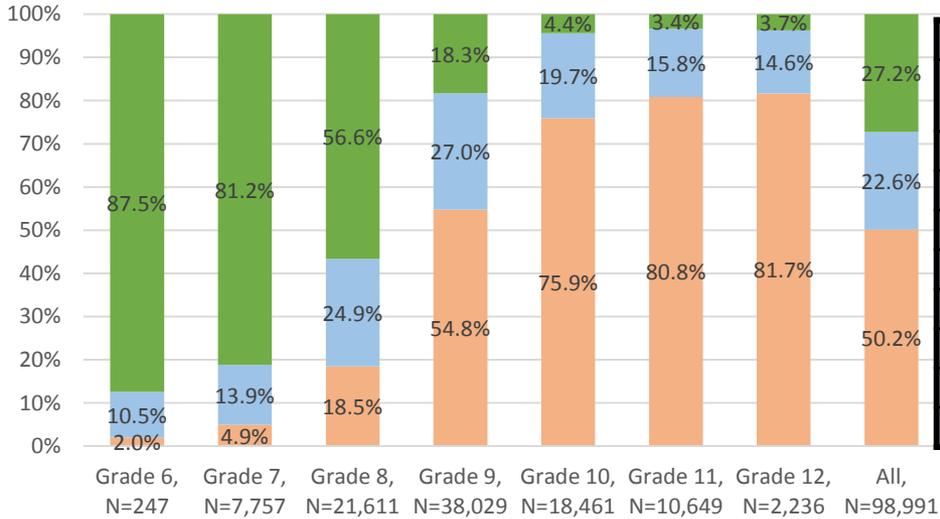


2017



# Algebra 1 Performance by Student Grade Level, 2017-2019

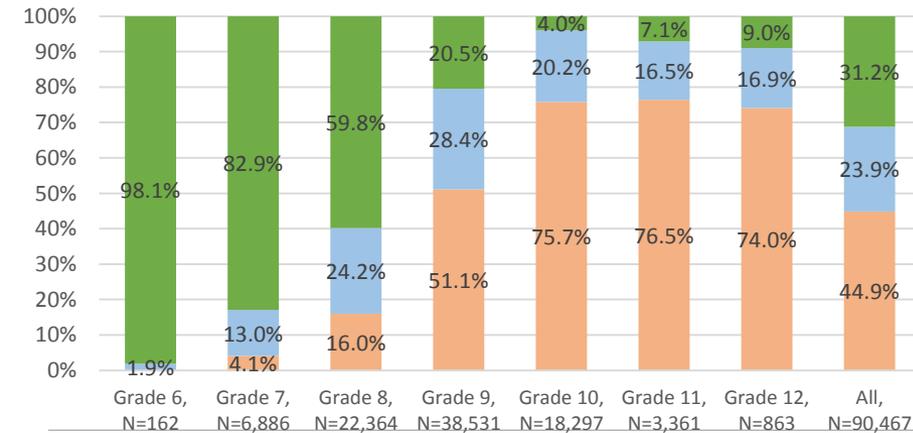
2019



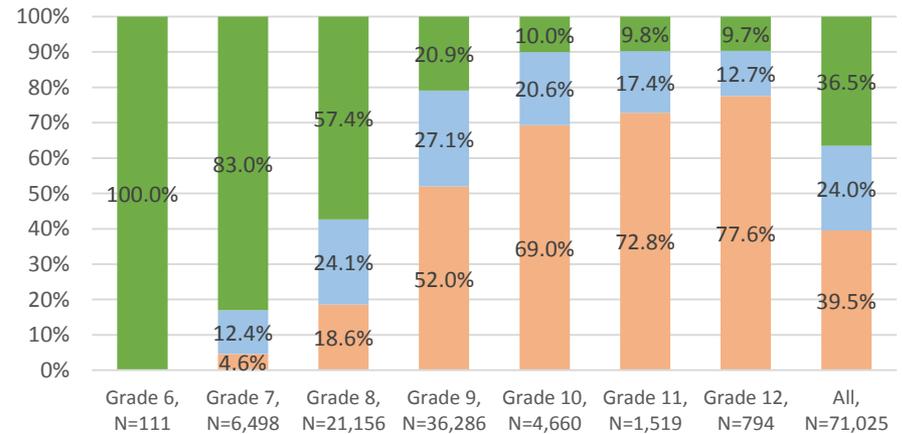
	2017				2018				2019			
	TOTAL	1/2	3	4/5	TOTAL	1/2	3	4/5	TOTAL	1/2	3	4/5
6	111	0	0	111	162	0	3	159	247	5	26	216
7	6,500	299	804	5,397	6,886	285	894	5,708	7,757	381	1,079	6,297
8	21,161	3,928	5,091	12,142	22,364	3,580	5,413	13,374	21,611	3,994	5,379	12,238
9	36,286	18,865	9,847	7,574	38,531	19,704	10,932	7,896	38,029	20,827	10,247	6,955
10	4,660	3,233	959	468	18,297	13,858	3,702	736	18,461	14,016	3,628	817
11	1,519	1,106	264	149	3,361	2,569	554	237	10,649	8,605	1,686	358
12	794	616	101	77	863	639	146	78	2,236	1,826	327	83
All	71,033	28,047	17,066	25,920	90,467	40,635	21,644	28,191	98,991	49,654	22,372	26,965

Level 1 and 2    Level 3    Level 4 and 5

2018

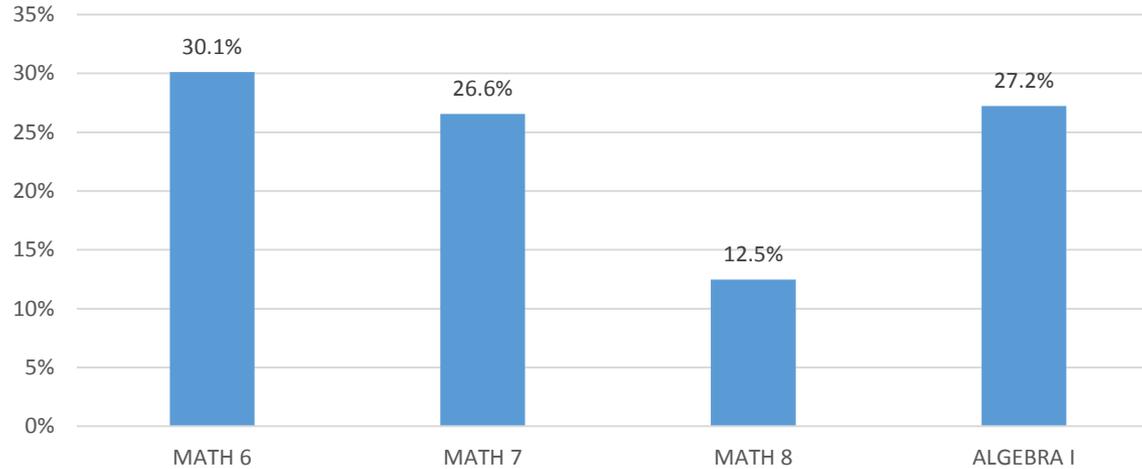


2017

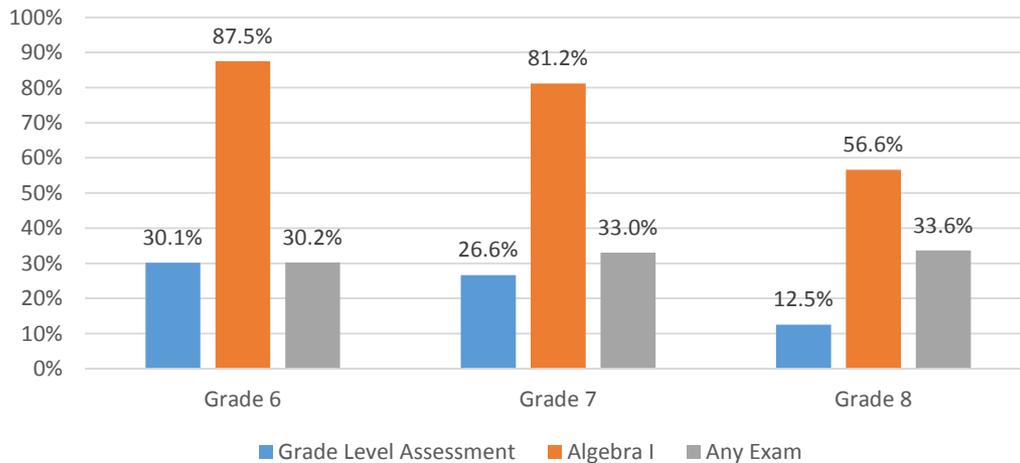


# 2019 Percent of Students at Performance Level 4 or Higher by Exam and Student Grade Level, Math

Previously Shown Data: Percent at Level 4 or Higher, by Exam



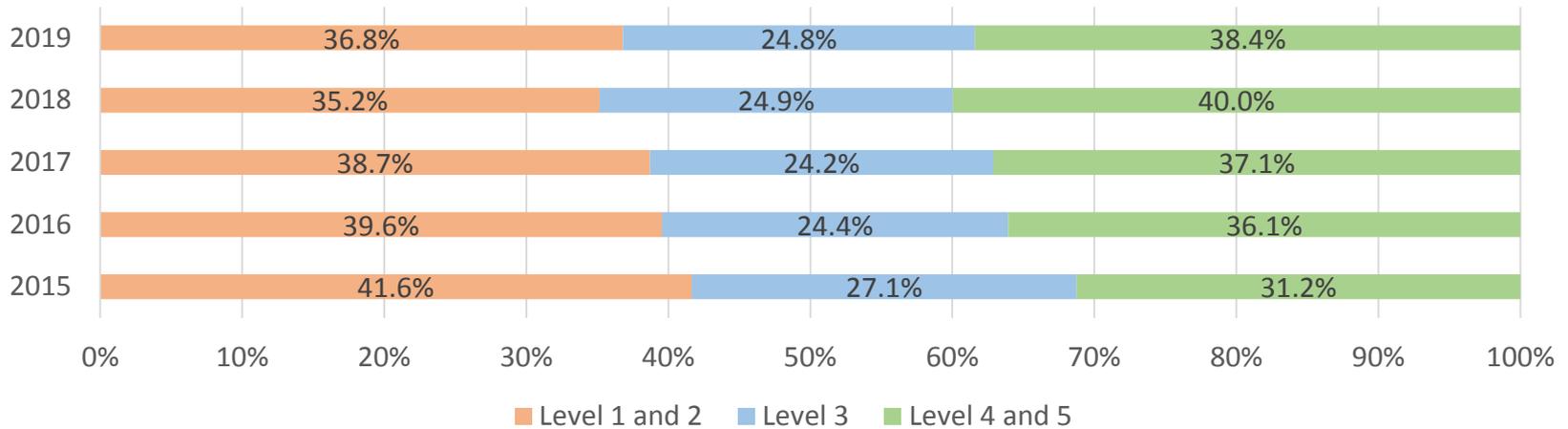
Percent at Level 4 or Higher by Exam and Grade Level



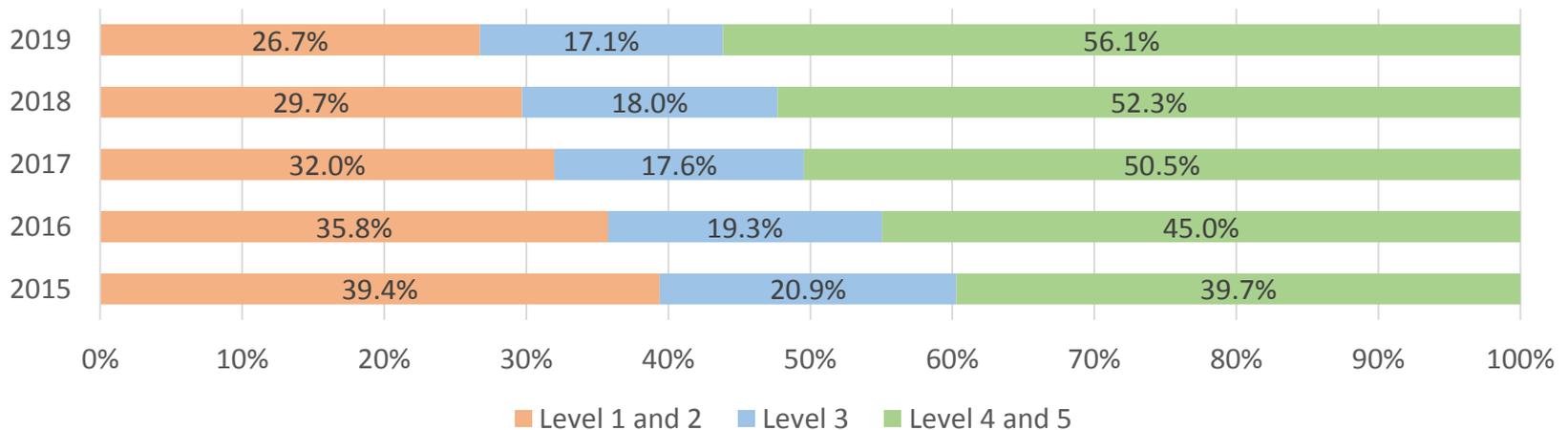
2019 Tested Counts				
	Grade Level Assessment	Algebra I	Algebra II	Geometry
Grade 6	68,152 (99.6%)	247 (0.4%)	0	<10
Grade 7	58,507 (88.1%)	7,757 (11.7%)	14 (0.02%)	146 (0.2%)
Grade 8	36,643 (56.6%)	21,611 (33.4%)	105 (0.2%)	6,395 (9.9%)
Grade 9	N/A	38,029	2,130	<10
Grade 10	N/A	18,461	582	<10
Grade 11	N/A	10,649	458	38
Grade 12	N/A	2,236	790	<10

# First-Time Test Performance by Year, Algebra I and ELA 10

Algebra 1

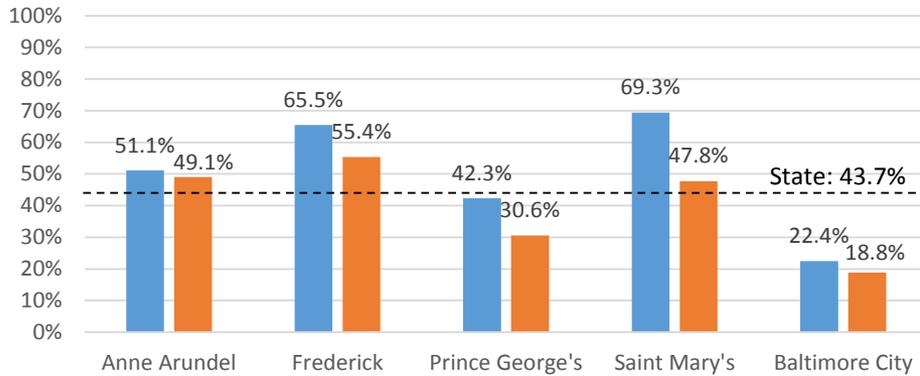


ELA 10

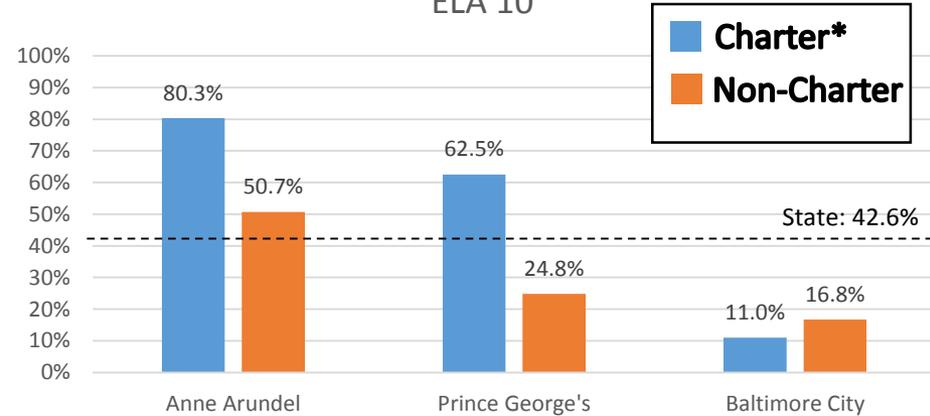


# Percent of Students at Performance Level 4 or Higher, by School Type (Charter and Non-Charter)

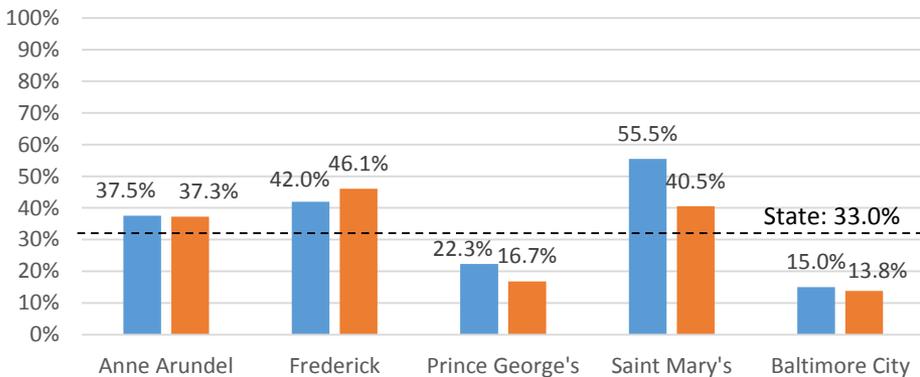
ELA 3-8



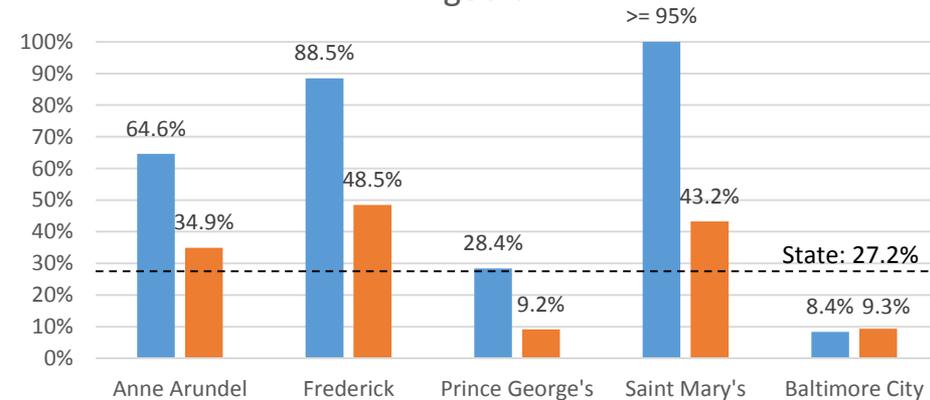
ELA 10



Math 3-8



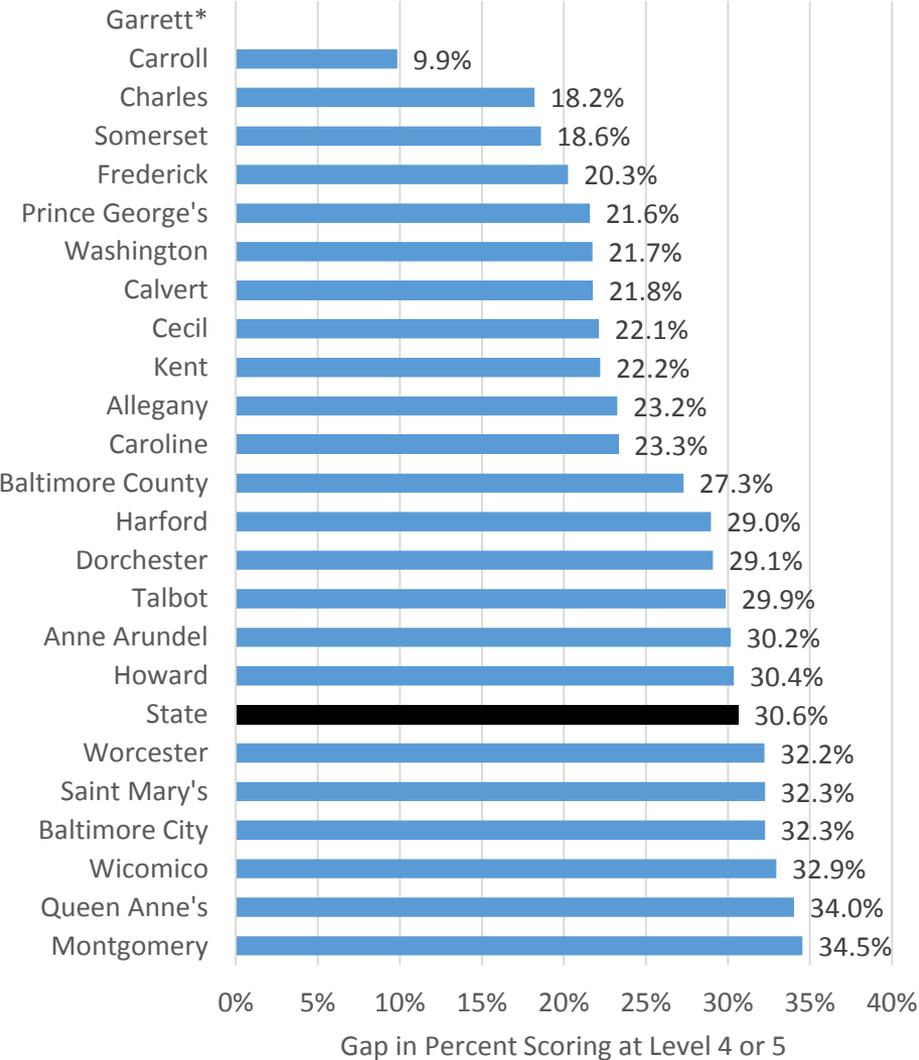
Algebra 1



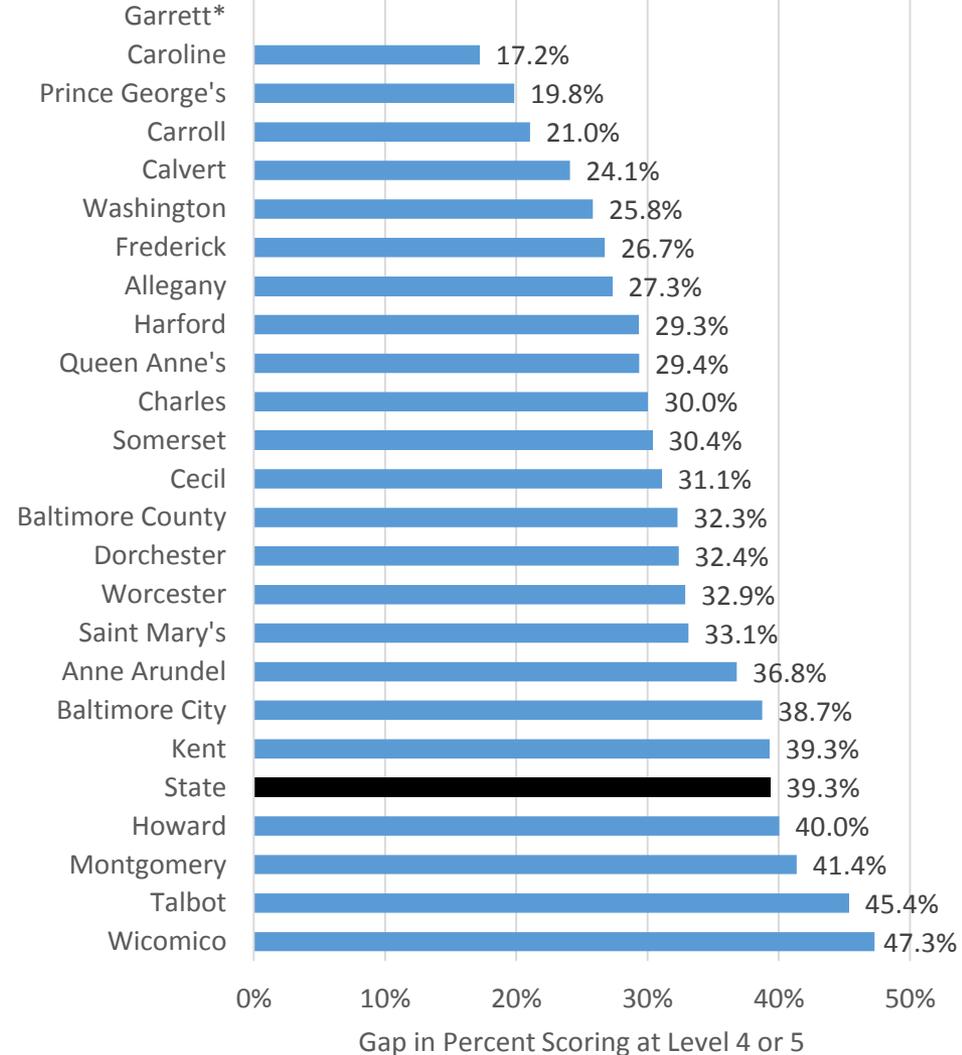
	CHARTER*						NON-CHARTER					* Data are included only for tested students/schools
	Number of Schools*	African American	Hispanic	White	SWD	EL	African American	Hispanic	White	SWD	EL	
Anne Arundel	2	38.2%	9.7%	35.3%	9.2%	< 5%	21.8%	16.9%	51.2%	9.7%	7.4%	
Frederick	3	21.5%	12.3%	53.6%	8.9%	< 5%	13.0%	18.2%	57.4%	11.0%	6.4%	
Prince George's	9	85.5%	7.5%	< 5%	7.7%	< 5%	55.9%	36.6%	< 5%	11.1%	21.1%	
Saint Mary's	1	6.5%	5.4%	75.5%	13.4%	< 5%	18.6%	7.8%	62.7%	11.0%	< 5%	
Baltimore City	34	84.9%	6.9%	6.5%	15.9%	< 5%	77.7%	12.9%	7.3%	16.0%	8.0%	
State		79.1%	7.4%	10.0%	13.1%	< 5%	33.5%	19.0%	35.9%	12.0%	9.7%	

# White-Black ELA Achievement Gap, 2019

ELA 3-8

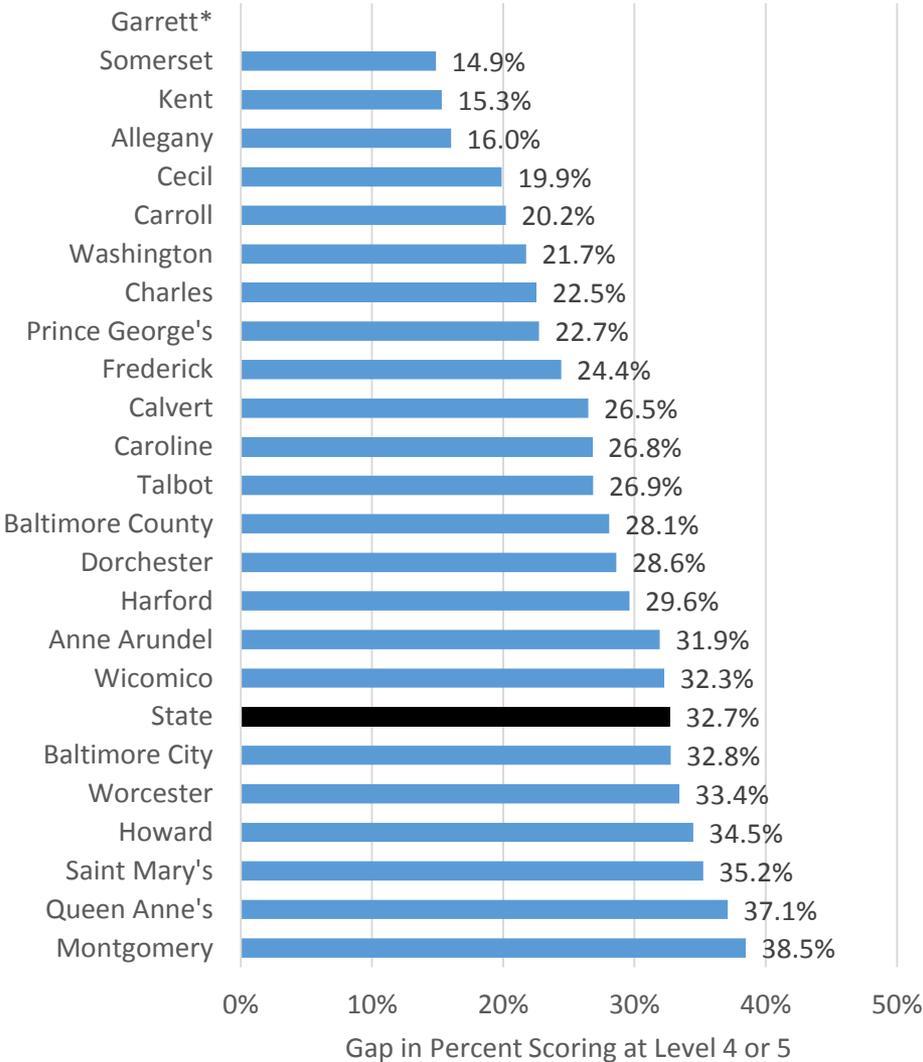


ELA 10

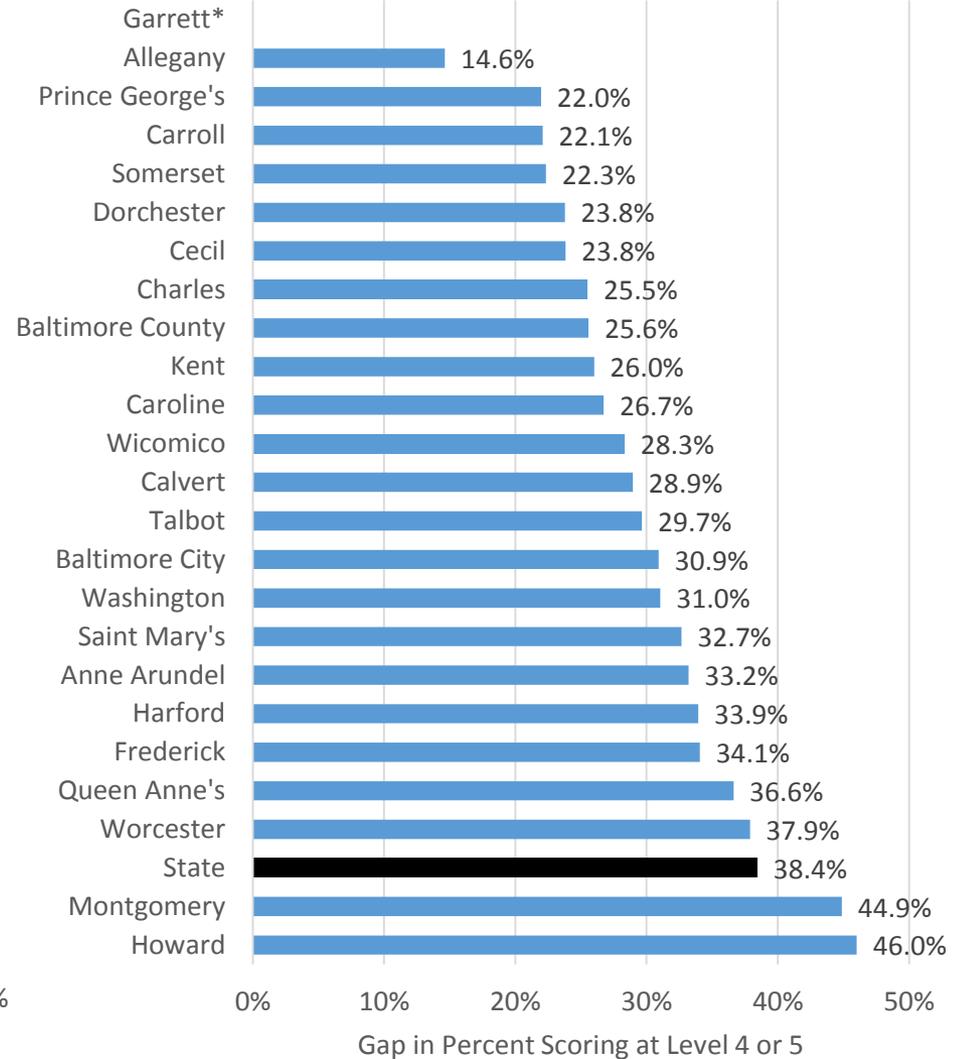


# White-Black Math Achievement Gap, 2019

Math 3-8

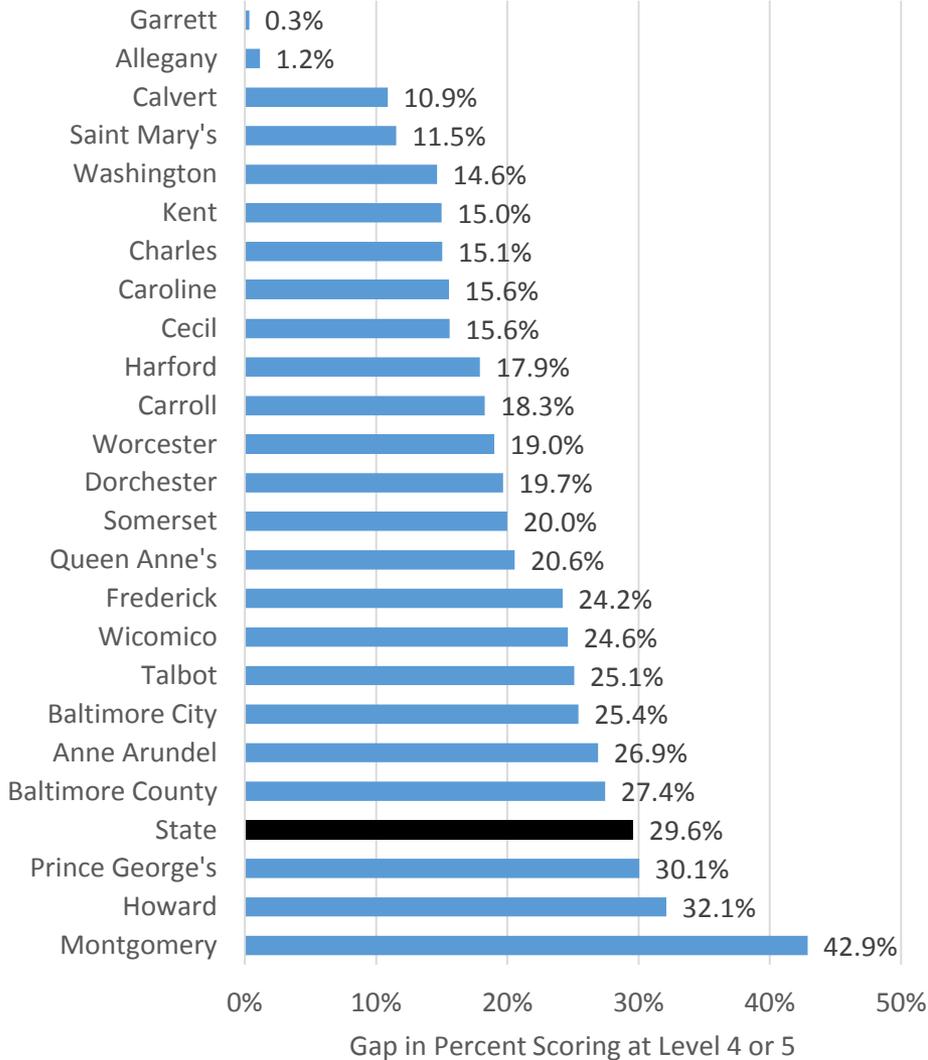


Algebra 1

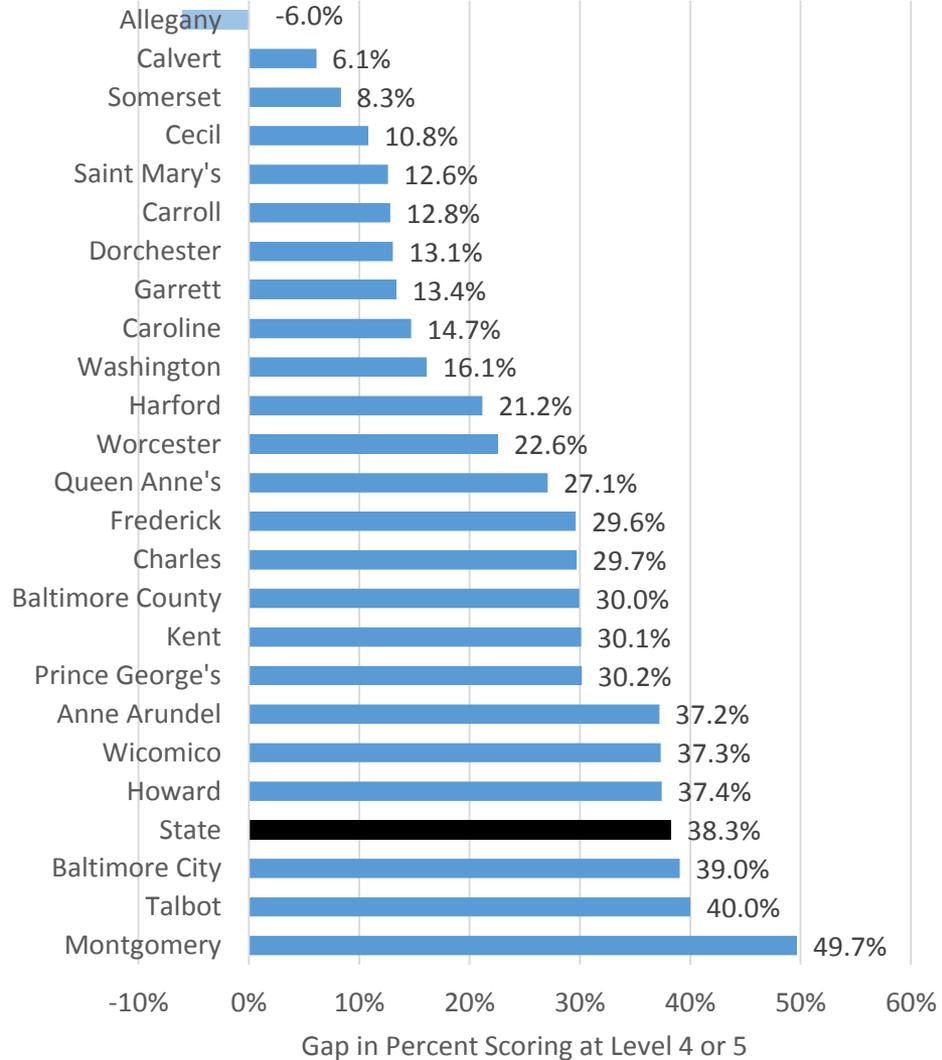


# White – Hispanic ELA Achievement Gap, 2019

ELA 3-8

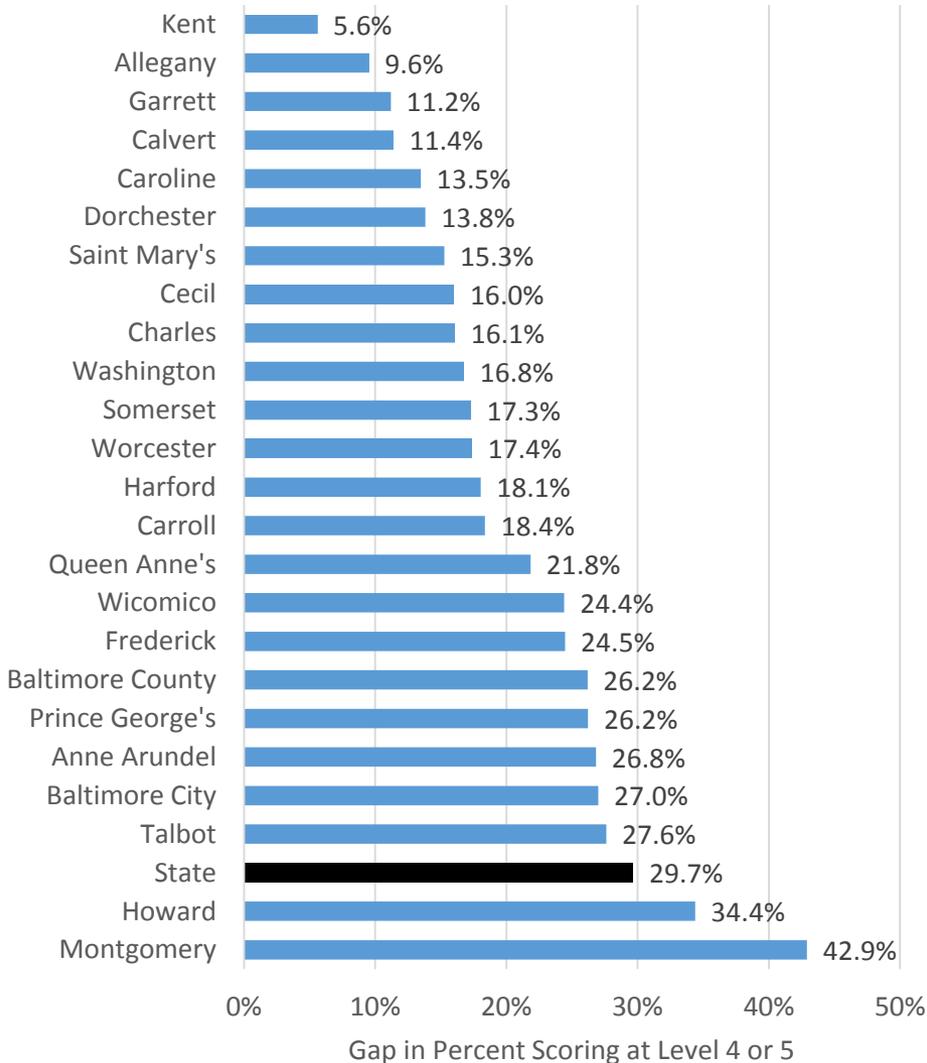


ELA 10

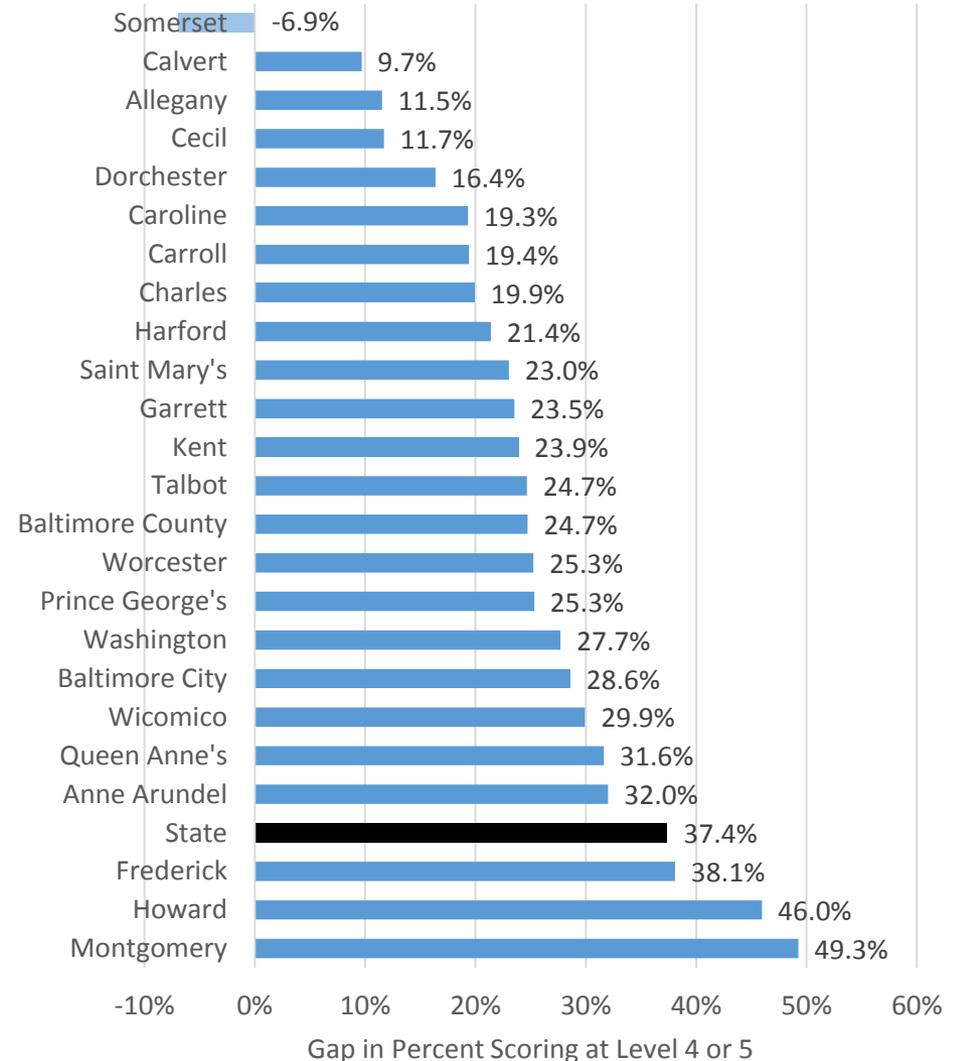


# White – Hispanic Math Achievement Gap, 2019

Math 3-8



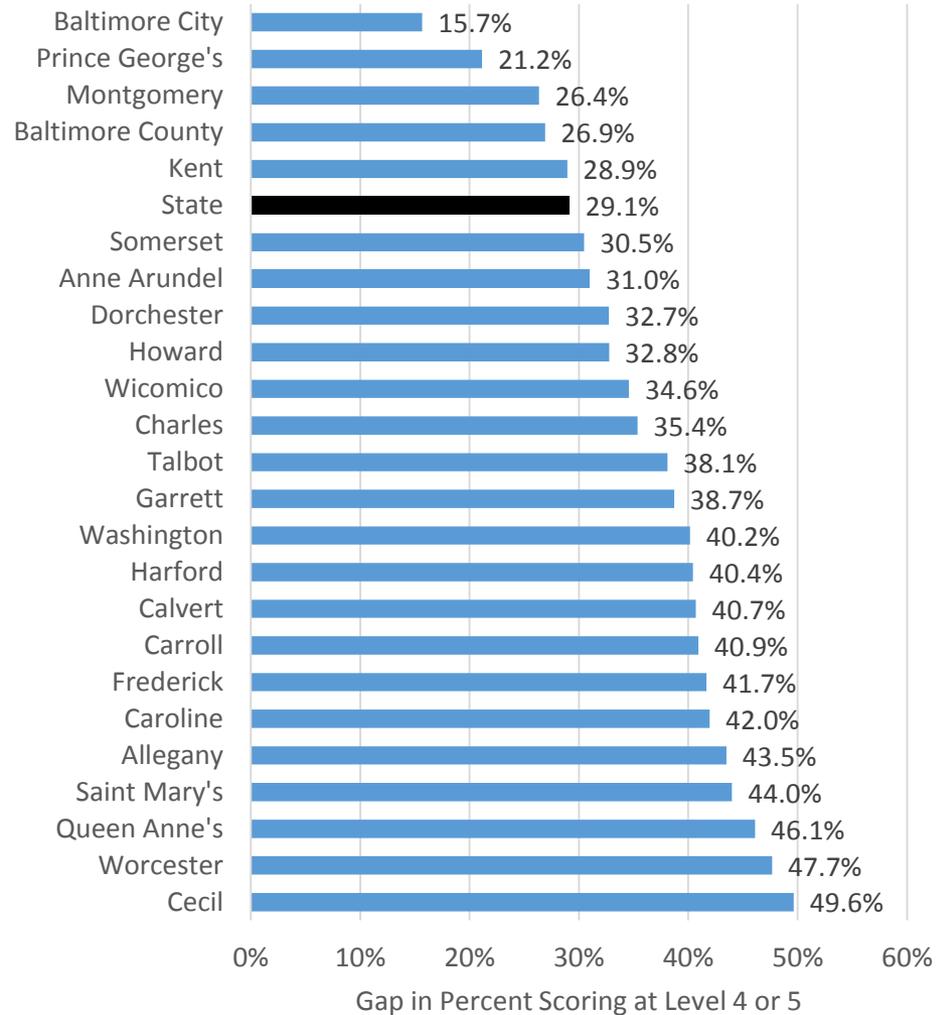
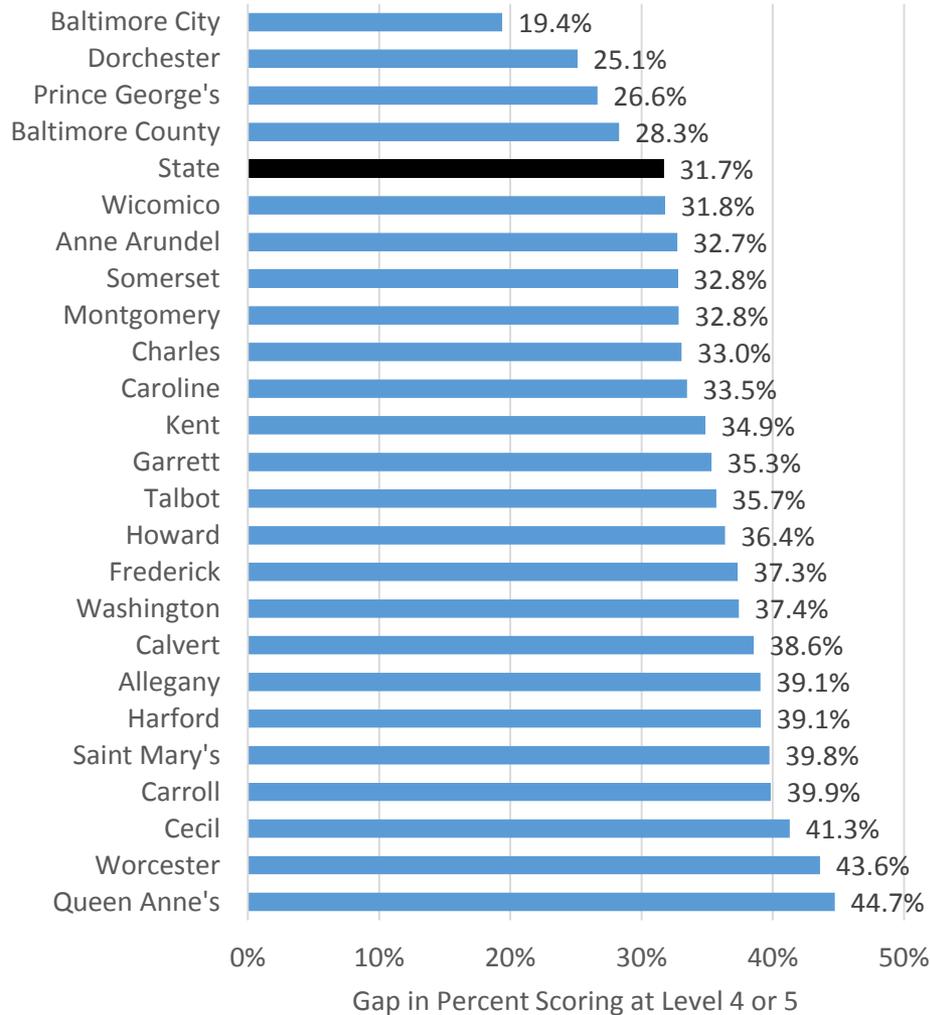
Algebra



# Students without Disabilities – Students with Disabilities ELA Achievement Gap, 2019

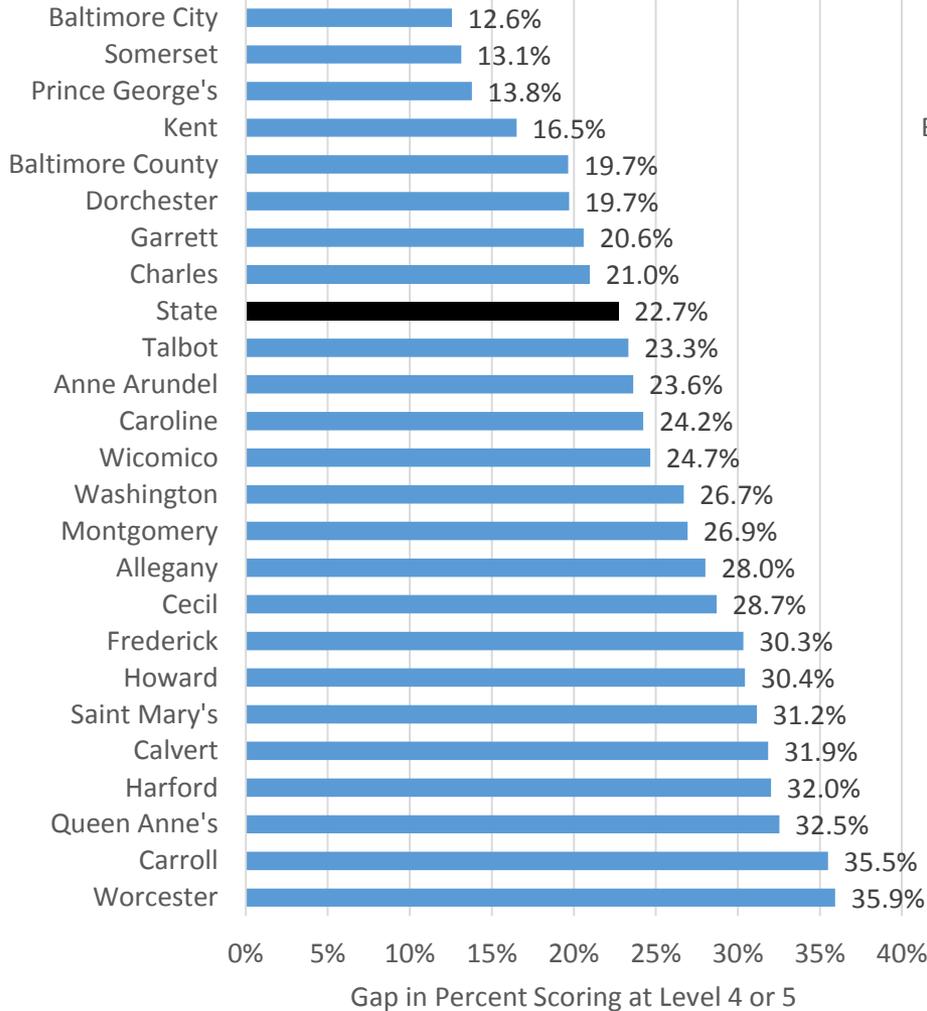
ELA 3-8

ELA 10

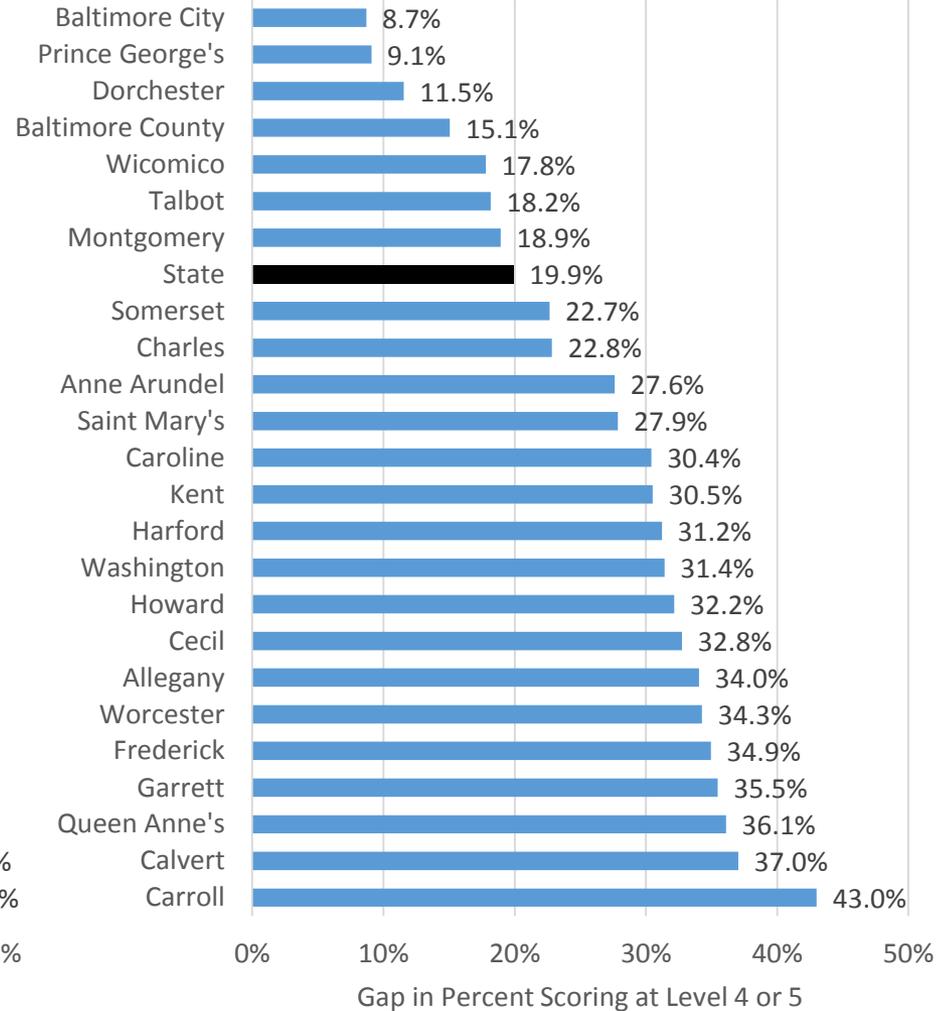


# Students without Disabilities – Students with Disabilities Math Achievement Gap, 2019

Math 3-8



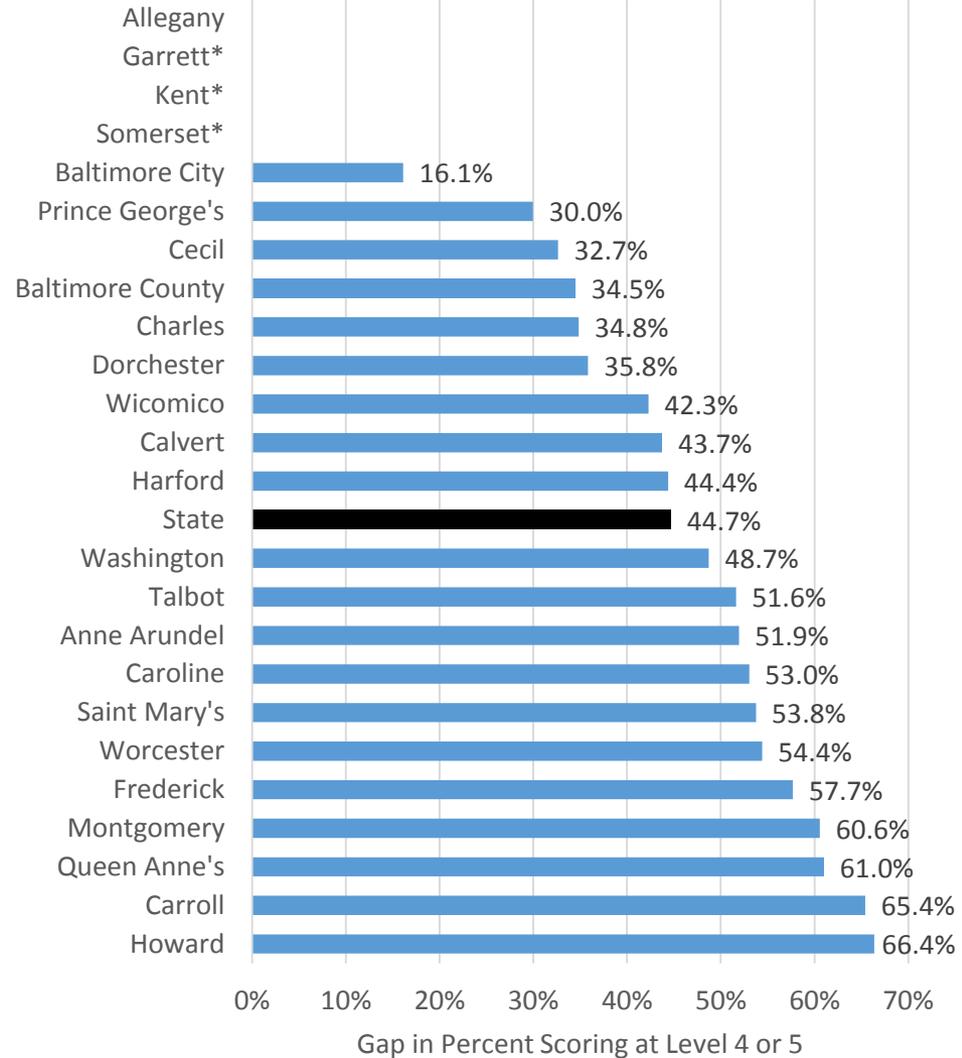
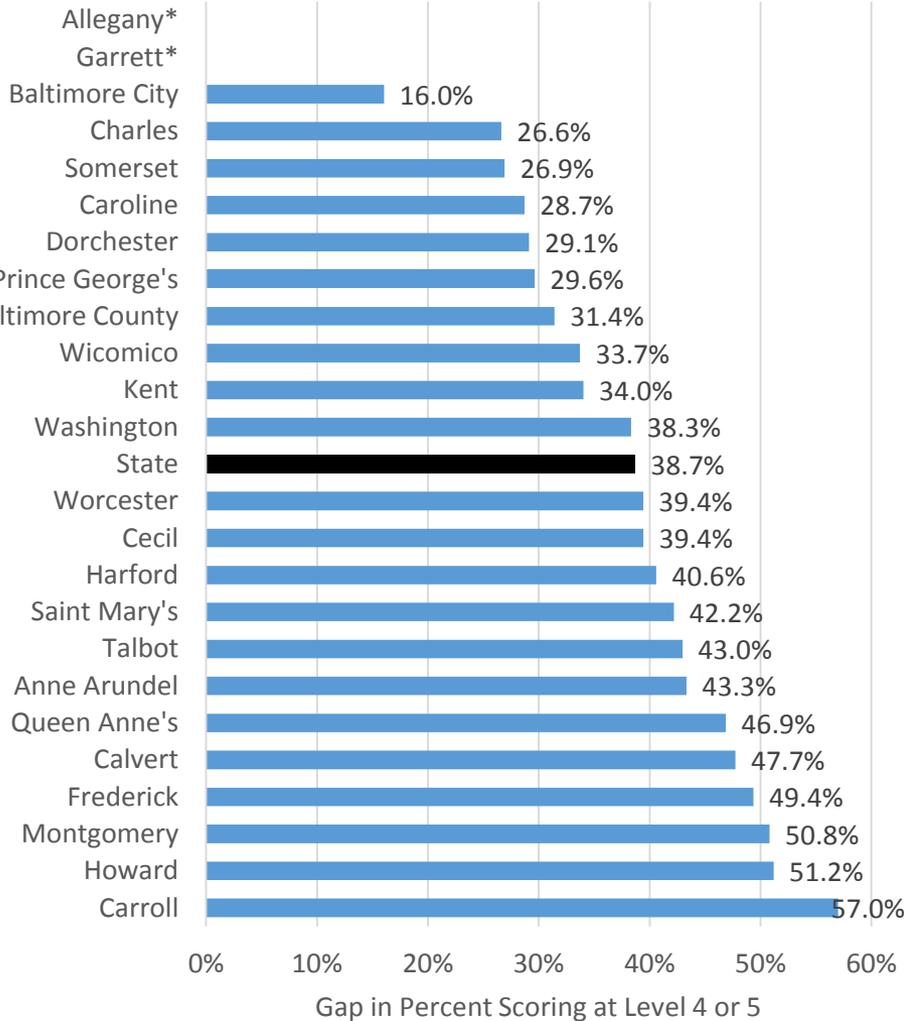
Algebra 1



# Not English Learner – English Learner ELA Achievement Gap, 2019

ELA 3-8

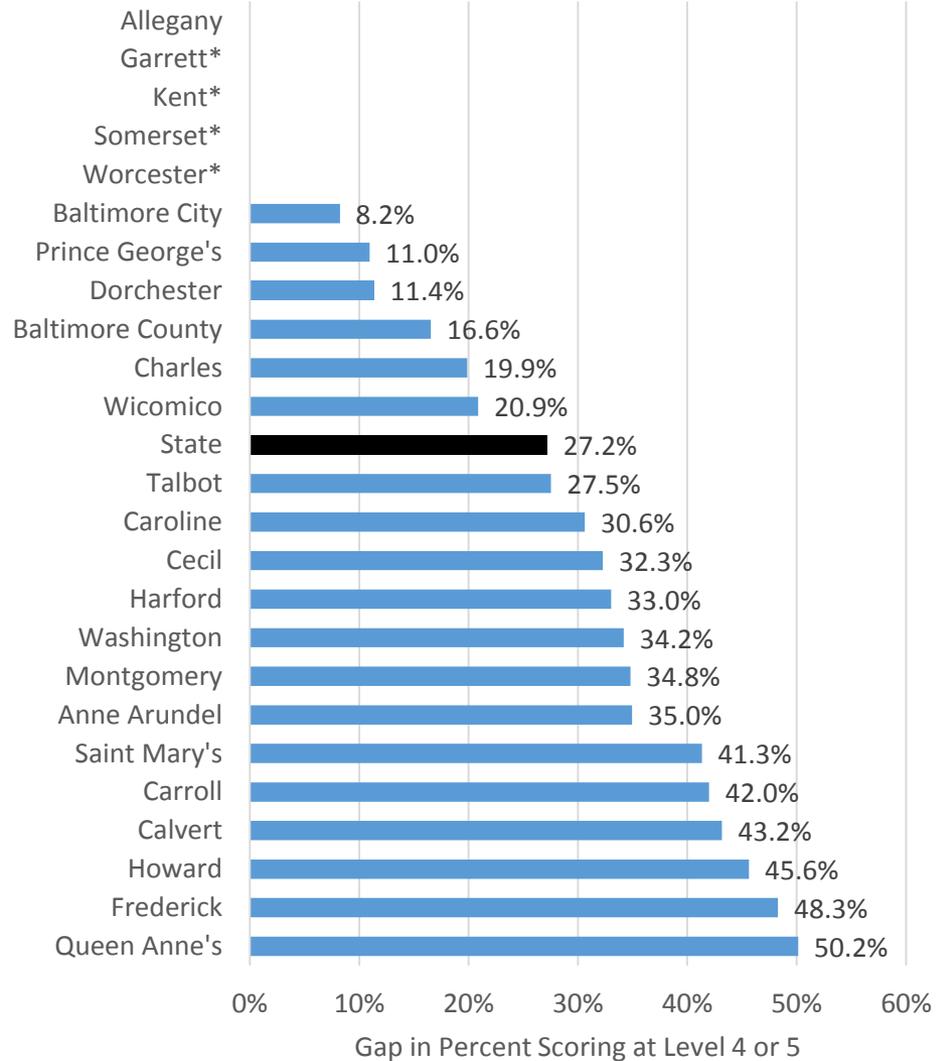
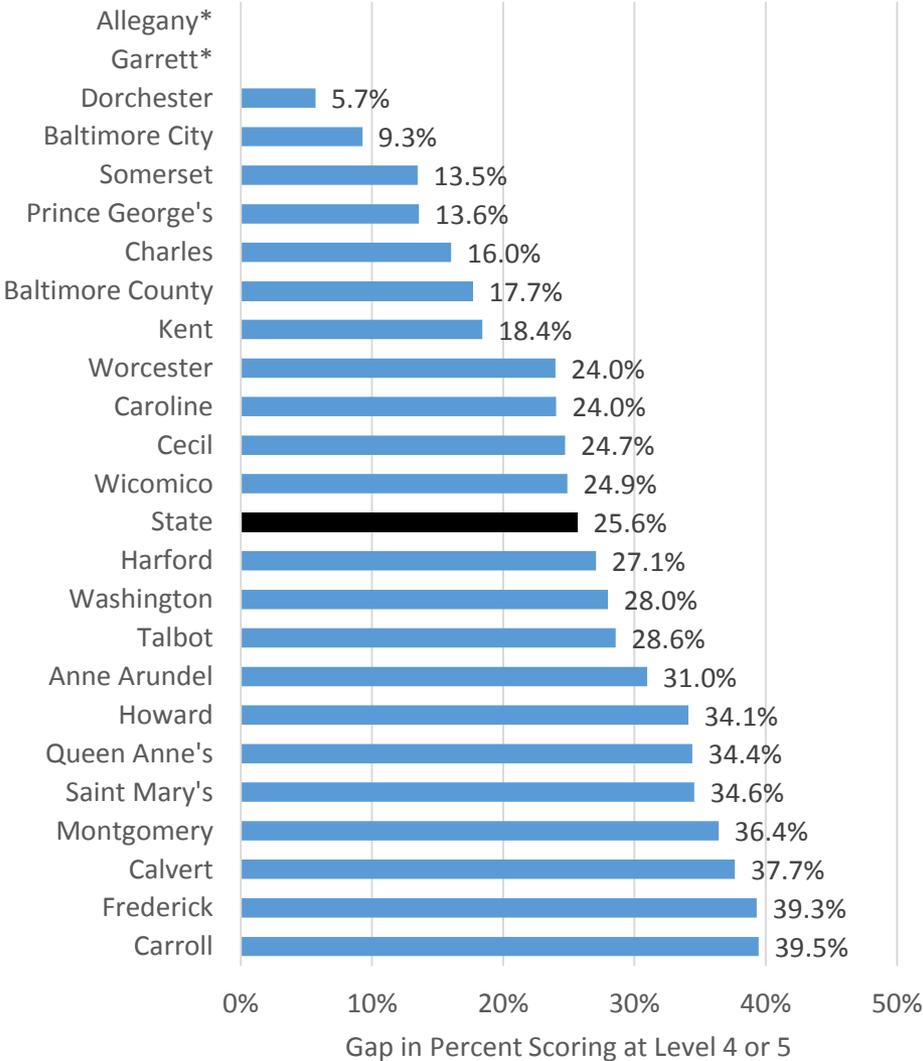
ELA 10



# Not English Learner – English Learner Math Achievement Gap, 2019

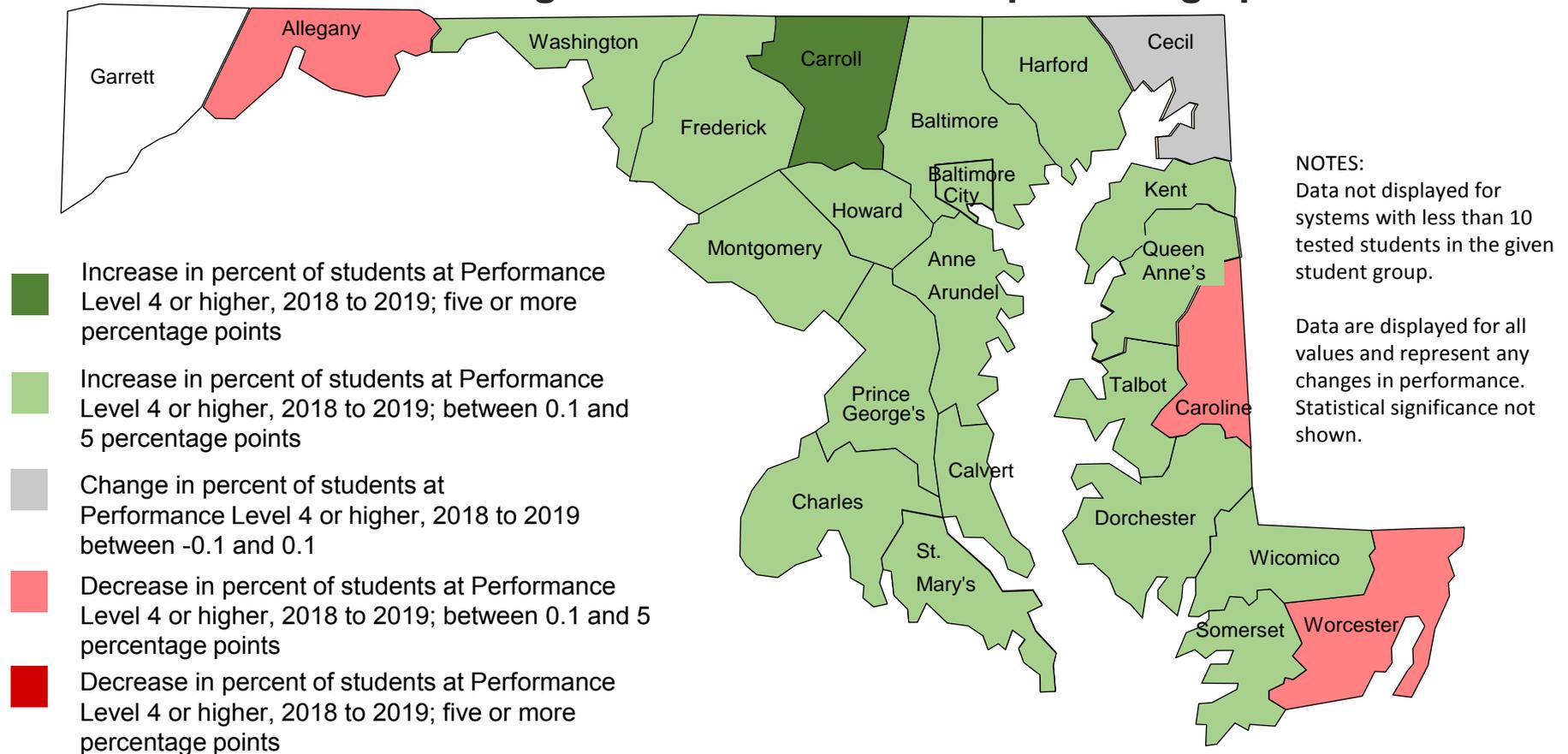
Math 3-8

Algebra 1



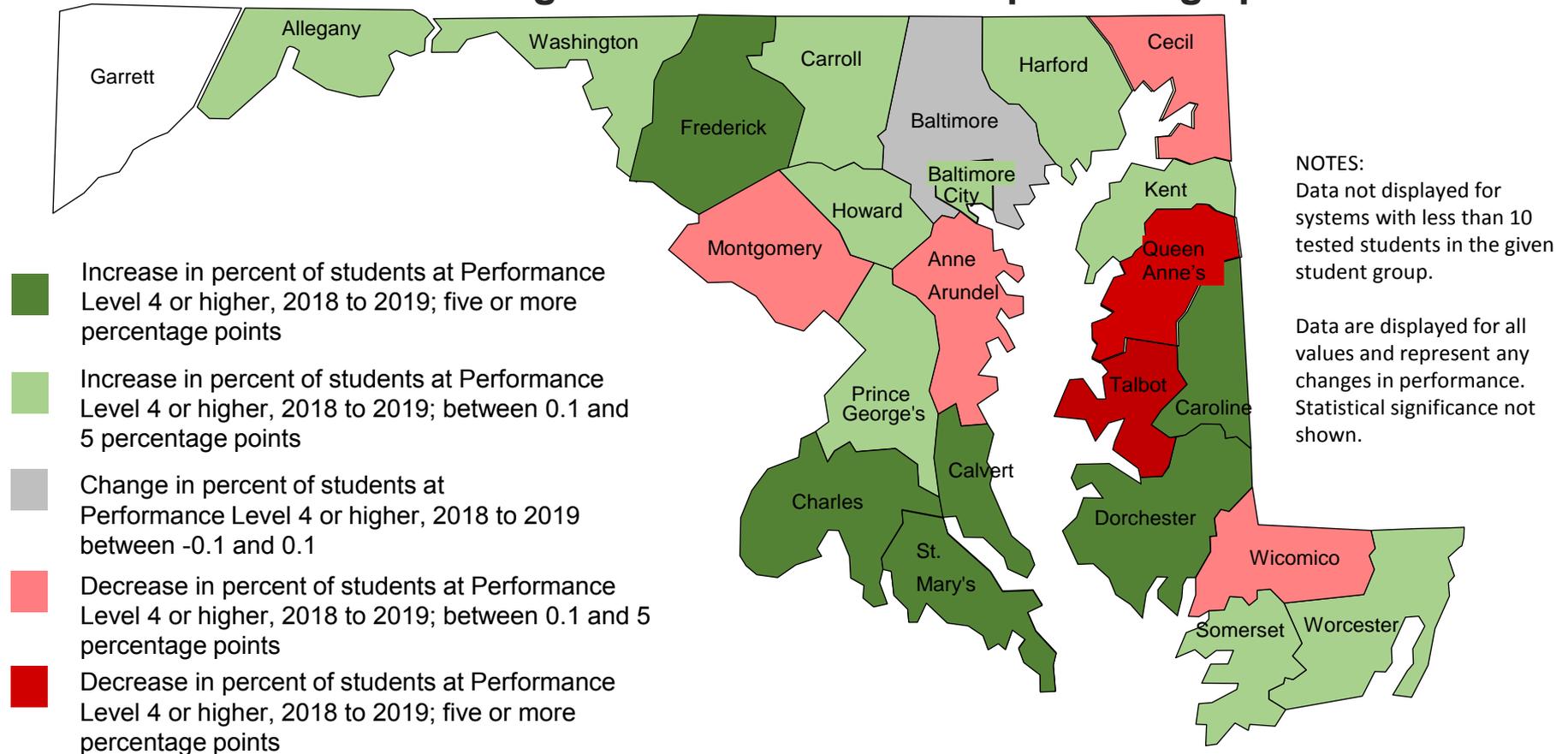
# Change in Percent of African American Students at Performance Level 4 or Higher, 2018 to 2019, ELA 3-8

Statewide change for African American students: +2.0 percentage points  
Statewide change for all students: +2.1 percentage points



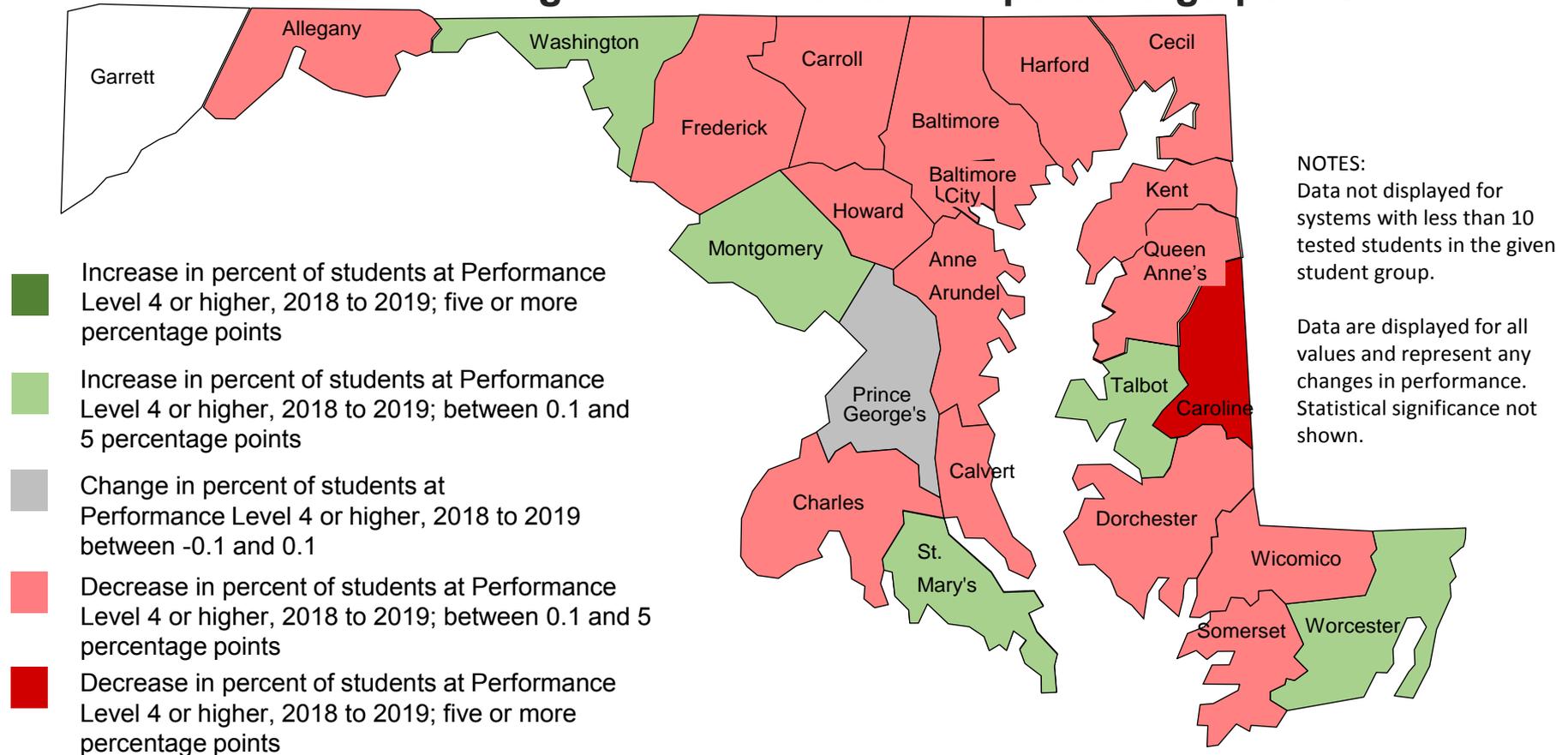
# Change in Percent of African American Students at Performance Level 4 or Higher, 2018 to 2019, ELA 10

Statewide change for African American students: +1.9 percentage points  
Statewide change for all students: +0.2 percentage points



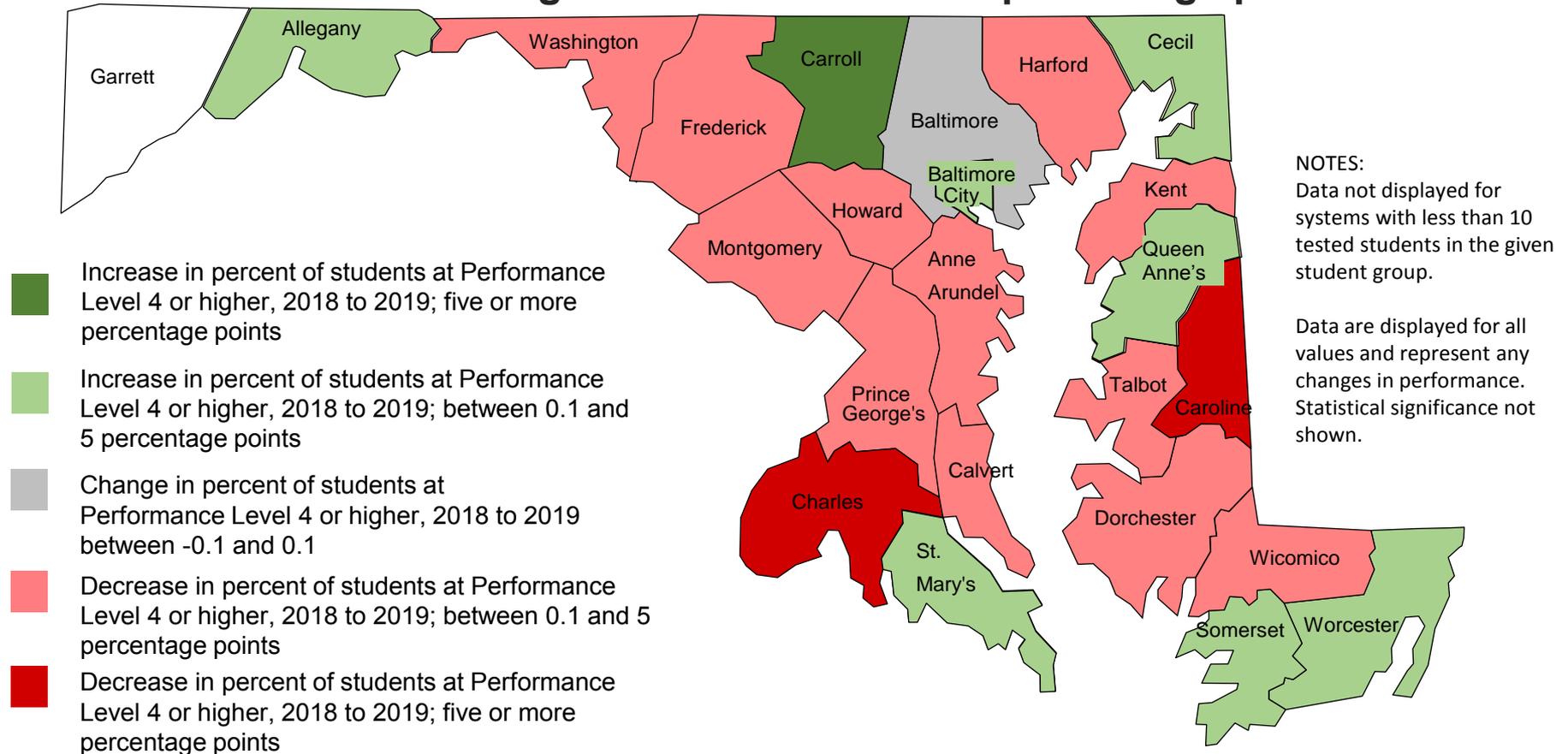
# Change in Percent of African American Students at Performance Level 4 or Higher, 2018 to 2019, MAT 3-8

Statewide change for African American students: -0.6 percentage points  
Statewide change for all students: -1.1 percentage points



# Change in Percent of African American Students at Performance Level 4 or Higher, 2018 to 2019, Algebra I

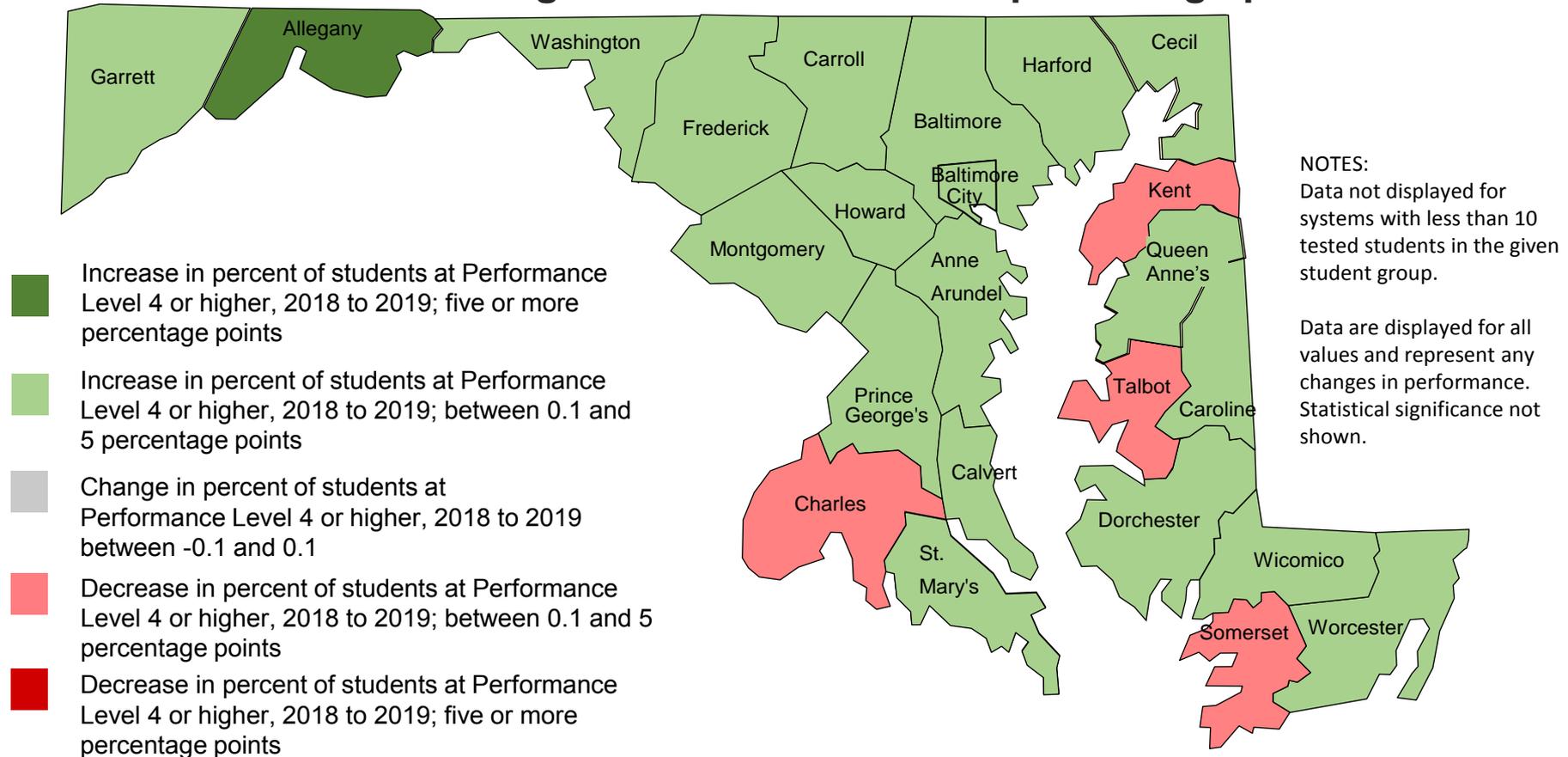
Statewide change for African American students: -1.9 percentage points  
 Statewide change for all students: -4.0 percentage points



# Change in Percent of White Students at Performance Level 4 or Higher, 2018 to 2019, ELA 3-8

Statewide change for White students: +2.5 percentage points

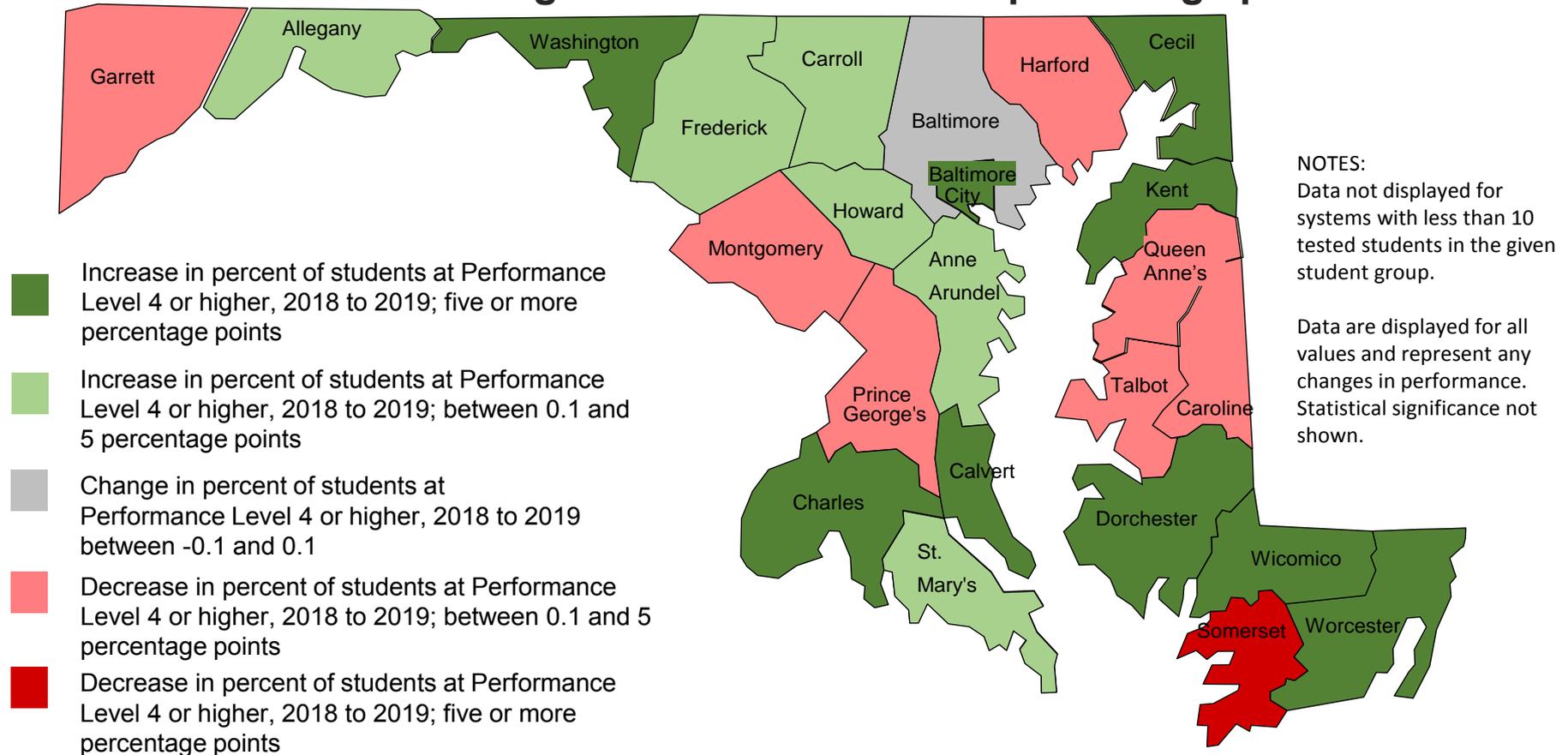
Statewide change for all students: +2.1 percentage points



# Change in Percent of White Students at Performance Level 4 or Higher, 2018 to 2019, ELA 10

Statewide change for White students: +2.3 percentage points

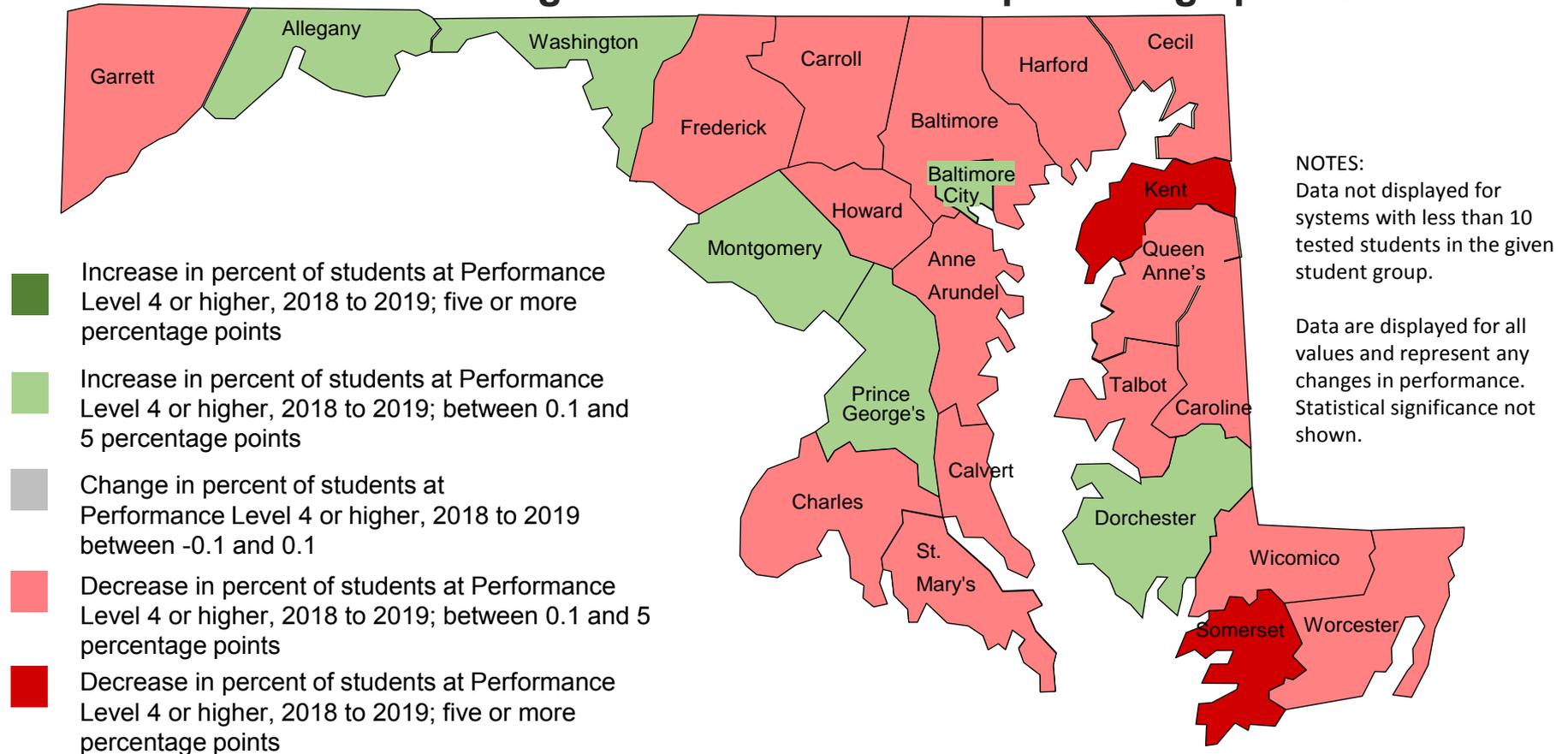
Statewide change for all students: +0.2 percentage points



# Change in Percent of White Students at Performance Level 4 or Higher, 2018 to 2019, MAT 3-8

Statewide change for White students: -1.2 percentage points

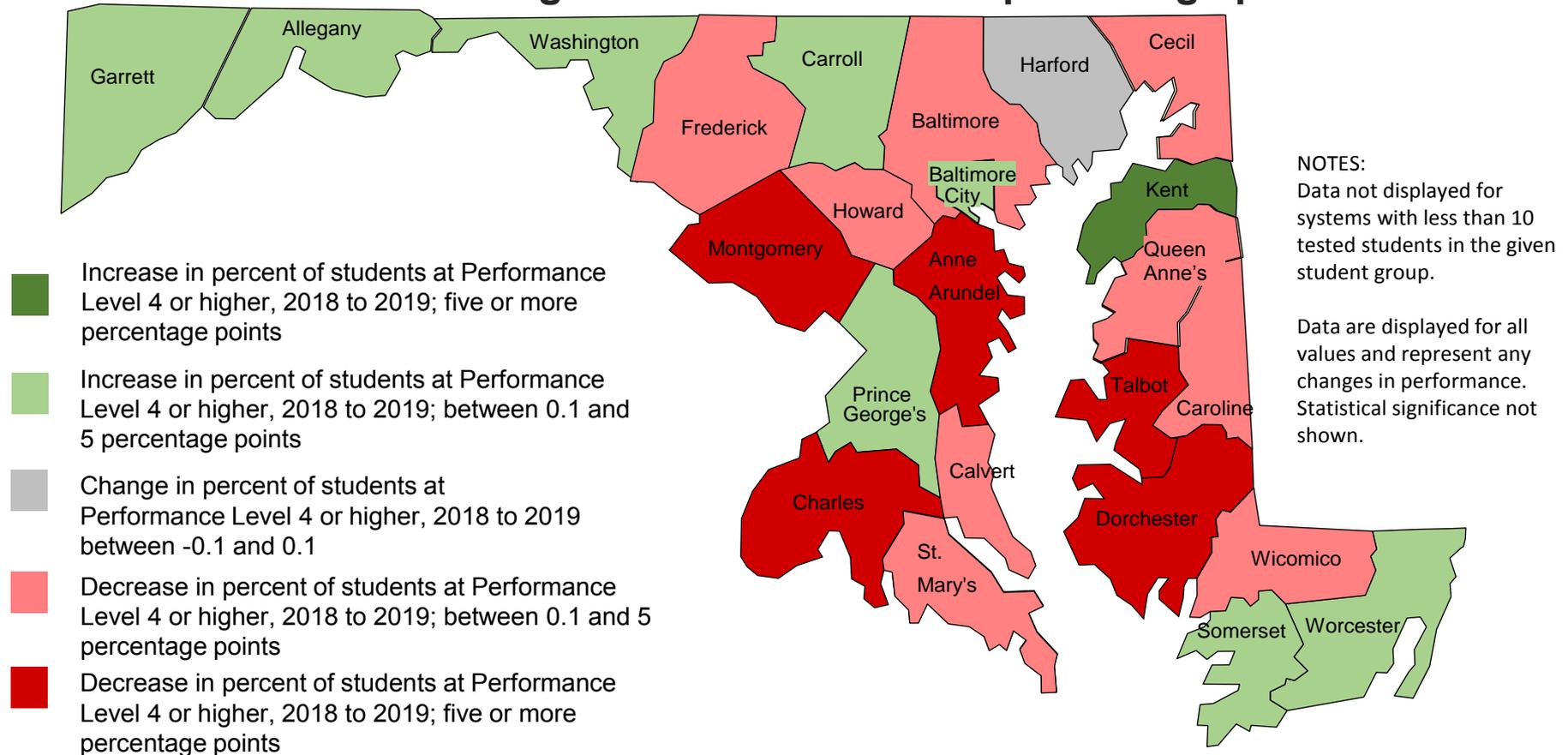
Statewide change for all students: -1.1 percentage points



# Change in Percent of White Students at Performance Level 4 or Higher, 2018 to 2019, Algebra I

Statewide change for White students: -2.9 percentage points

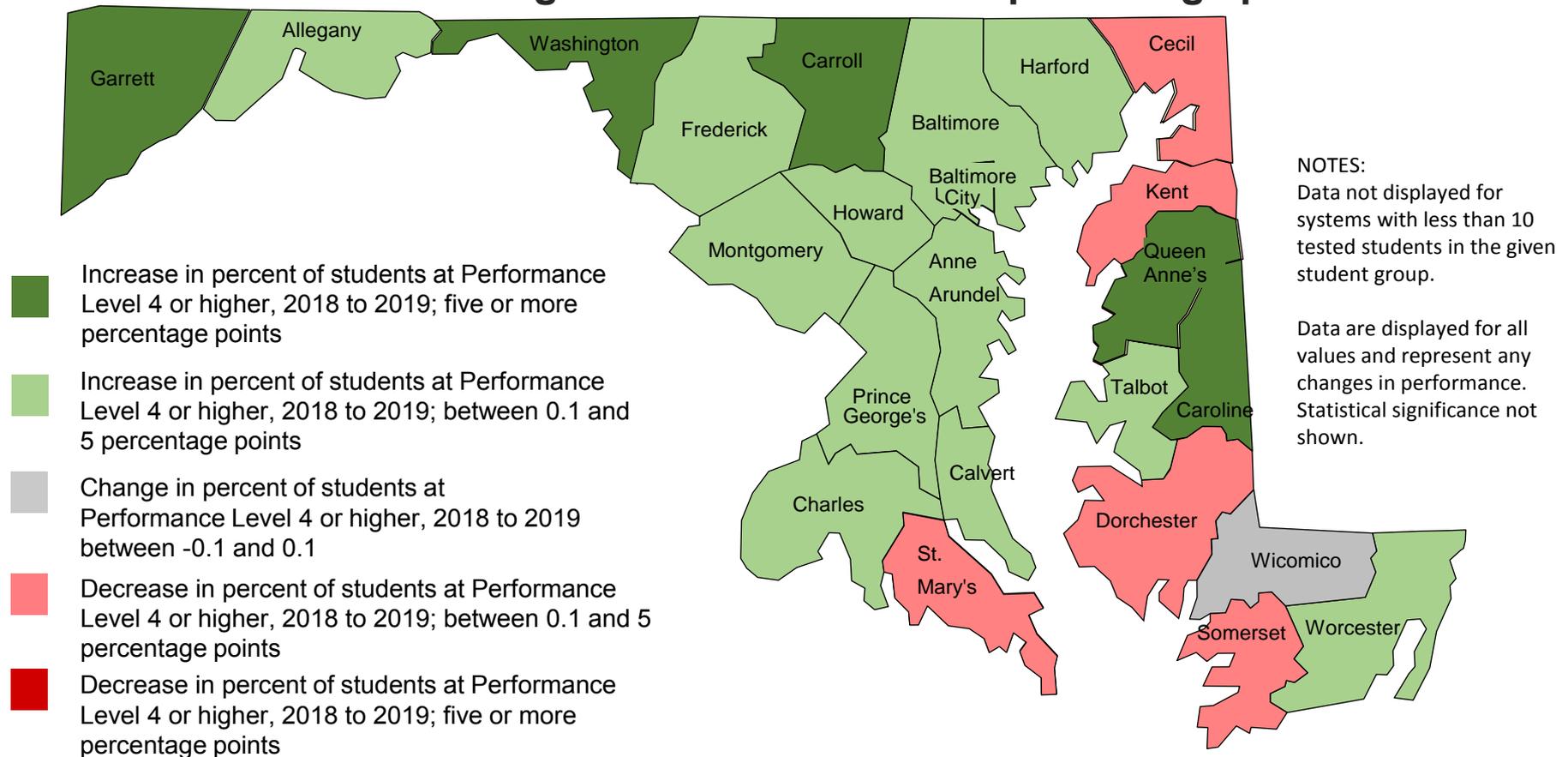
Statewide change for all students: -4.0 percentage points



# Change in Percent of Hispanic Students at Performance Level 4 or Higher, 2018 to 2019, ELA 3-8

Statewide change for Hispanic students: +2.4 percentage points

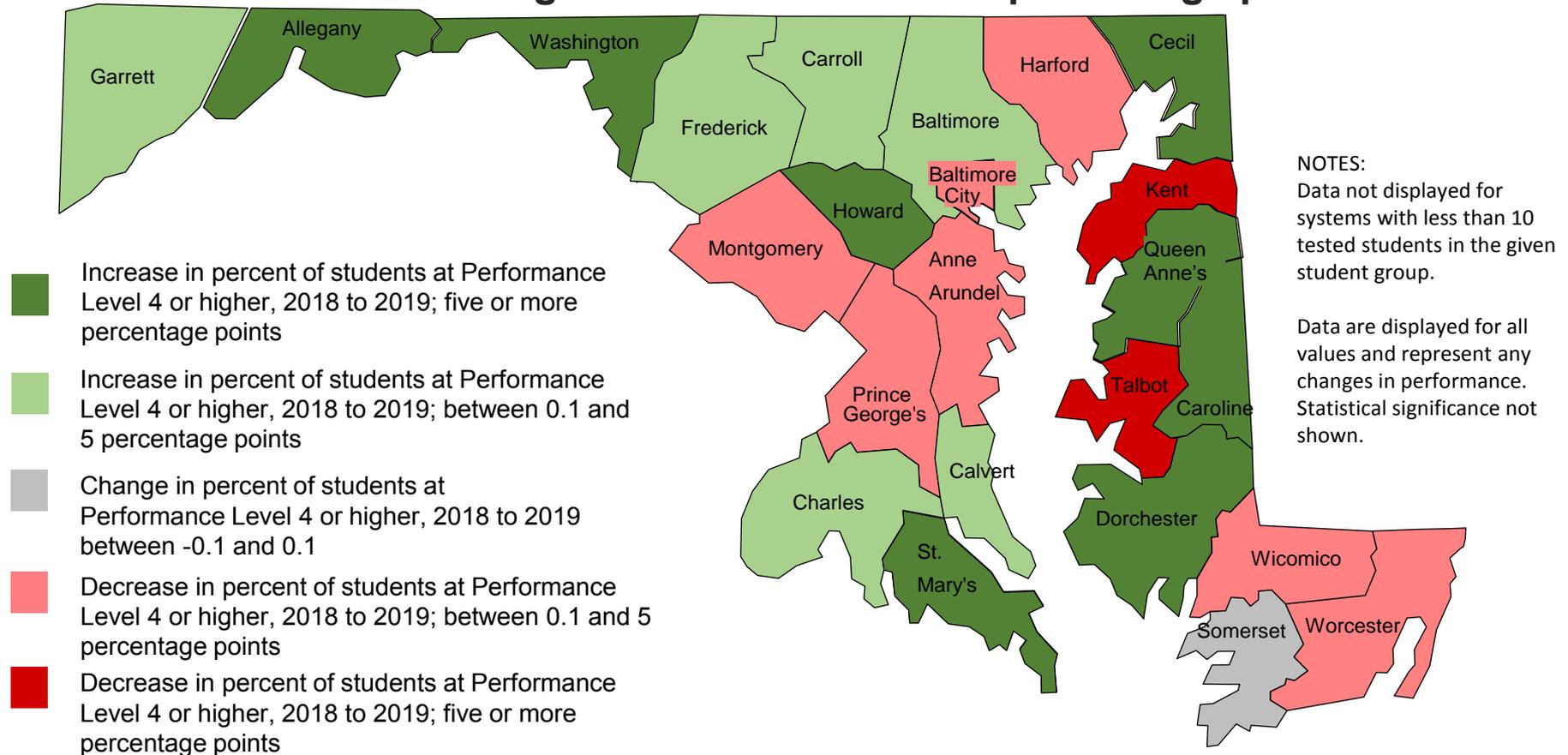
Statewide change for all students: +2.1 percentage points



# Change in Percent of Hispanic Students at Performance Level 4 or Higher, 2018 to 2019, ELA 10

Statewide change for Hispanic students: -1.6 percentage points

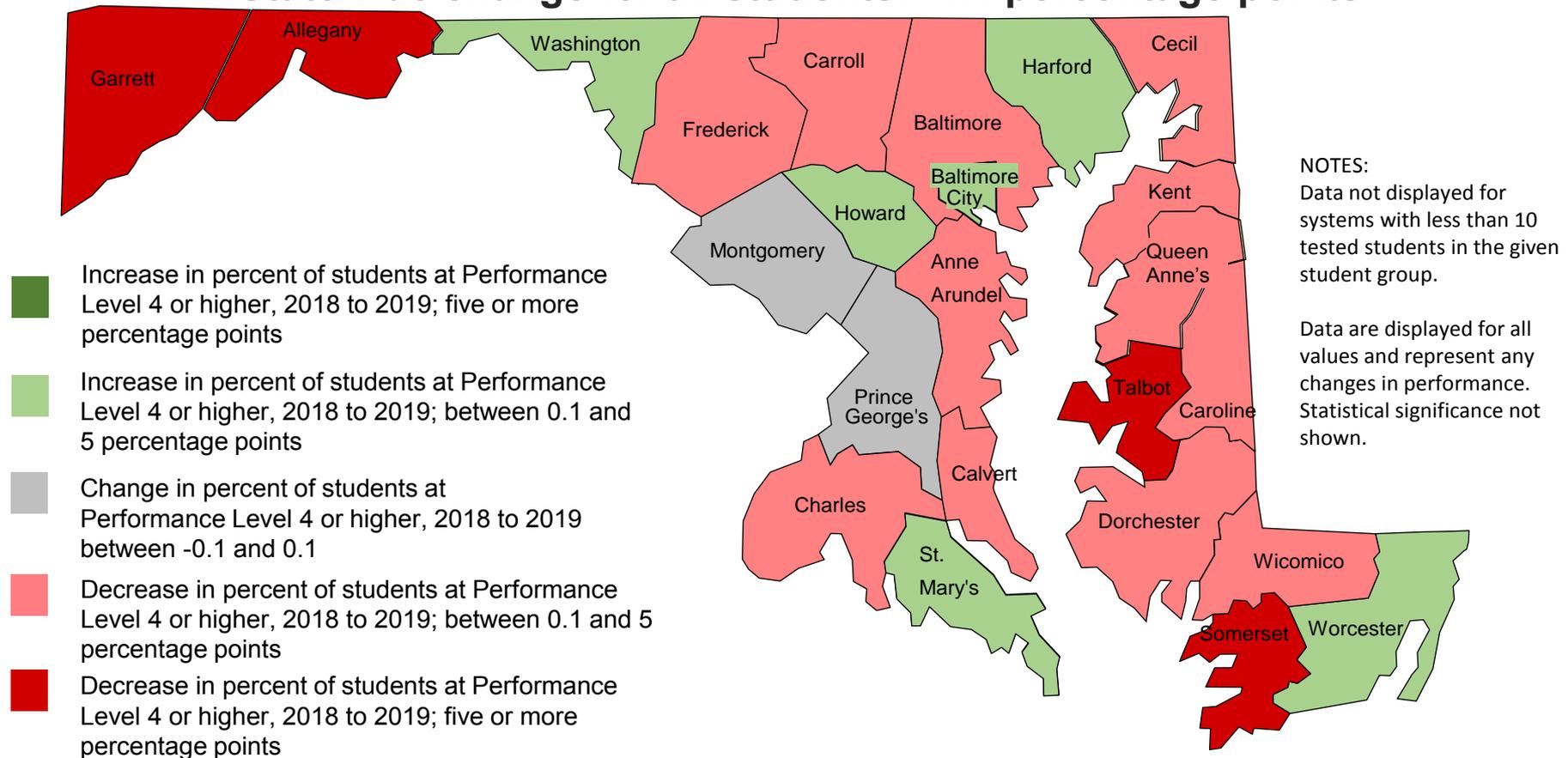
Statewide change for all students: +0.2 percentage points



# Change in Percent of Hispanic Students at Performance Level 4 or Higher, 2018 to 2019, MAT 3-8

Statewide change for Hispanic students: -0.4 percentage points

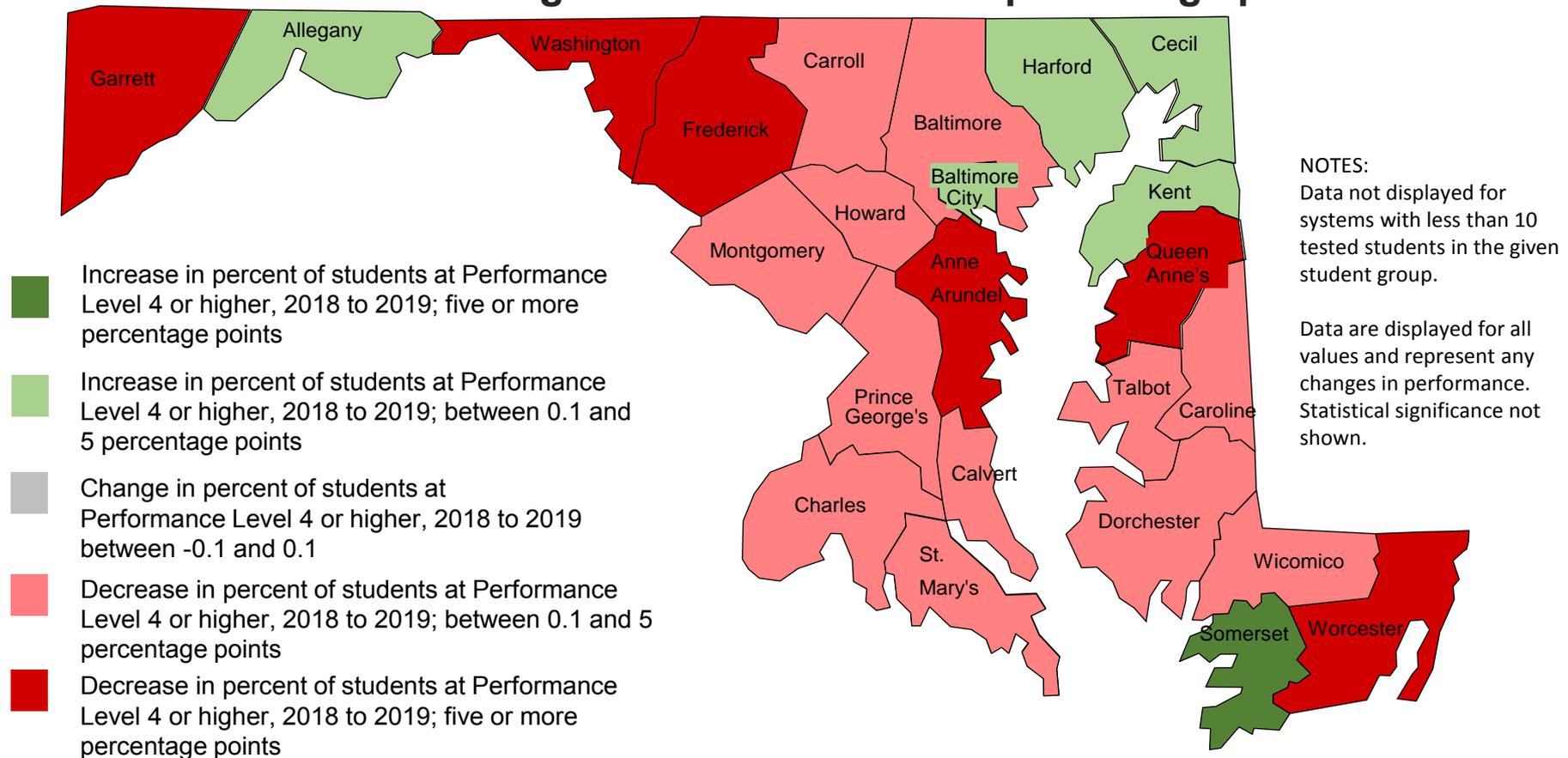
Statewide change for all students: -1.1 percentage points



# Change in Percent of Hispanic Students at Performance Level 4 or Higher, 2018 to 2019, Algebra I

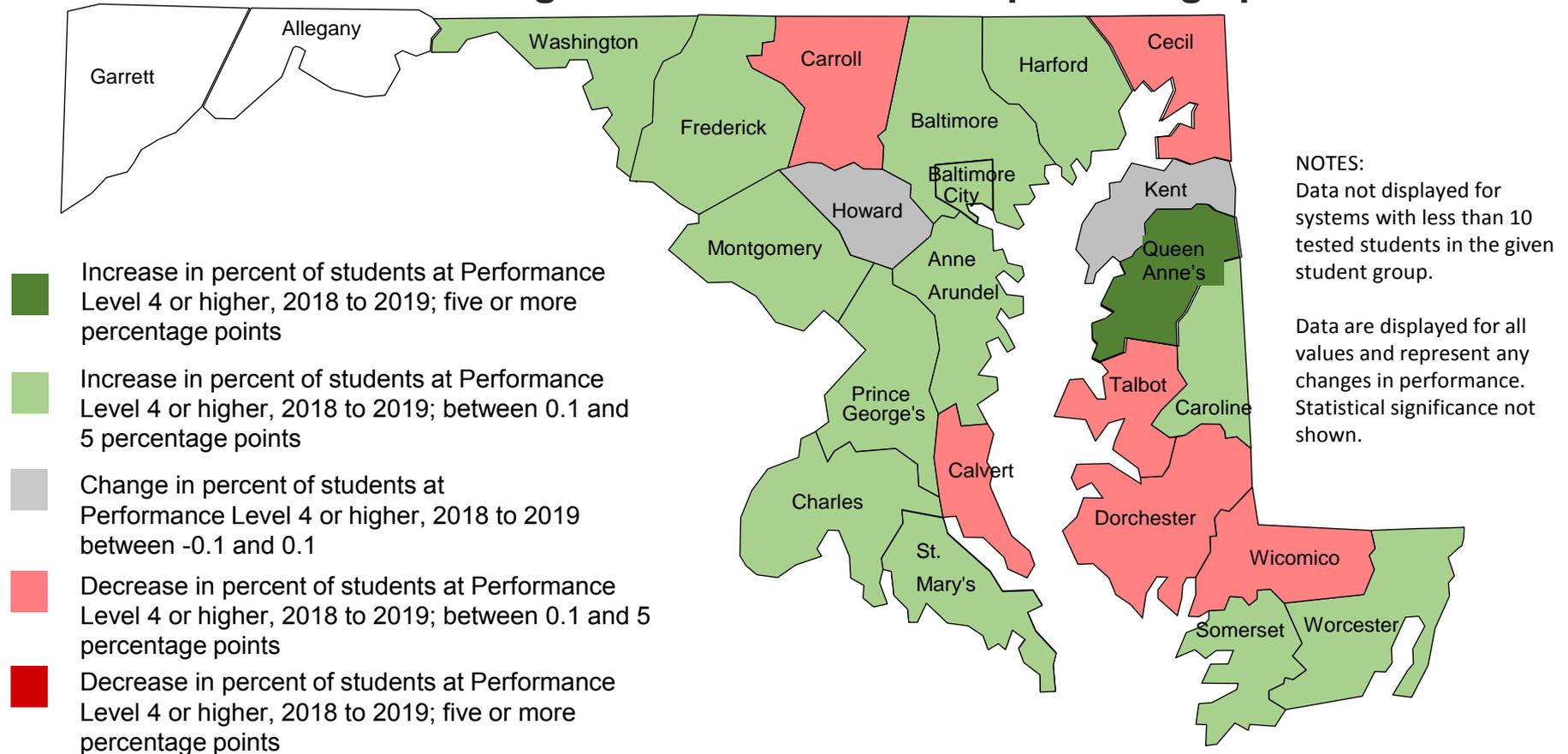
Statewide change for Hispanic students: -2.8 percentage points

Statewide change for all students: -4.0 percentage points



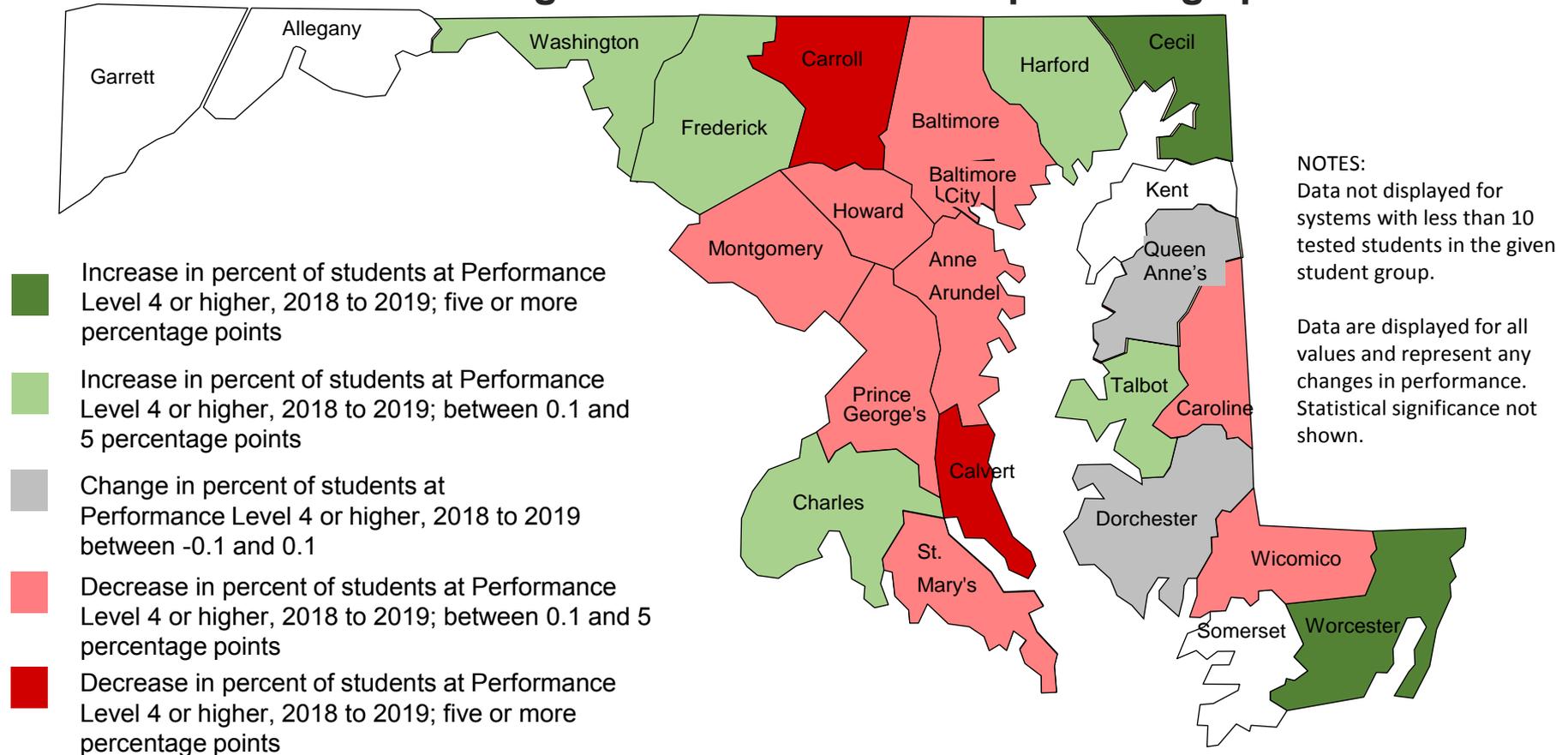
# Change in Percent of English Learner Students at Performance Level 4 or Higher, 2018 to 2019, ELA 3-8

Statewide change for English Learner students: +1.4 percentage points  
Statewide change for all students: +2.1 percentage points



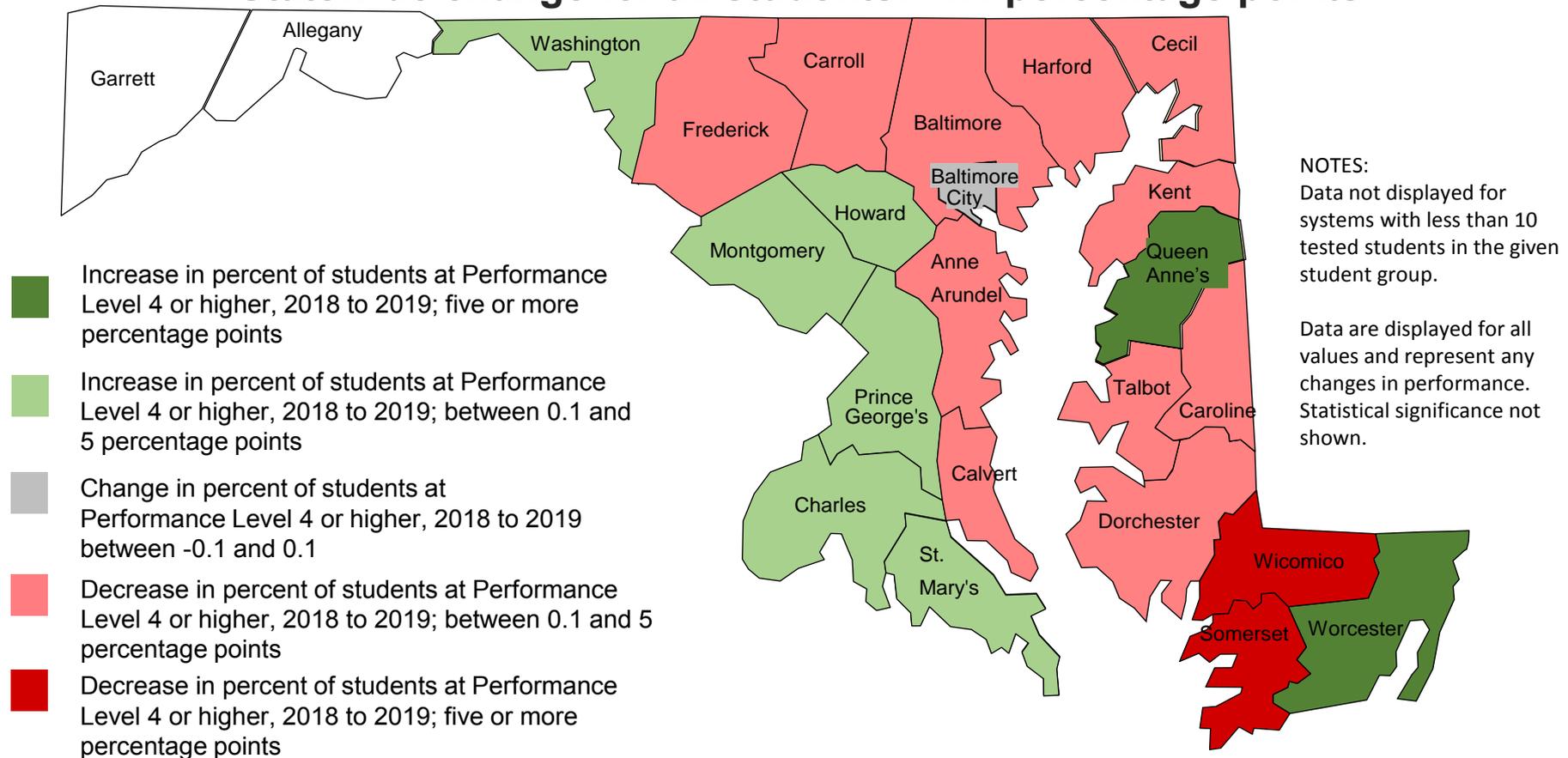
# Change in Percent of English Learner Students at Performance Level 4 or Higher, 2018 to 2019, ELA 10

Statewide change for English Learner students: -0.8 percentage points  
Statewide change for all students: +0.2 percentage points



# Change in Percent of English Learner Students at Performance Level 4 or Higher, 2018 to 2019, MAT 3-8

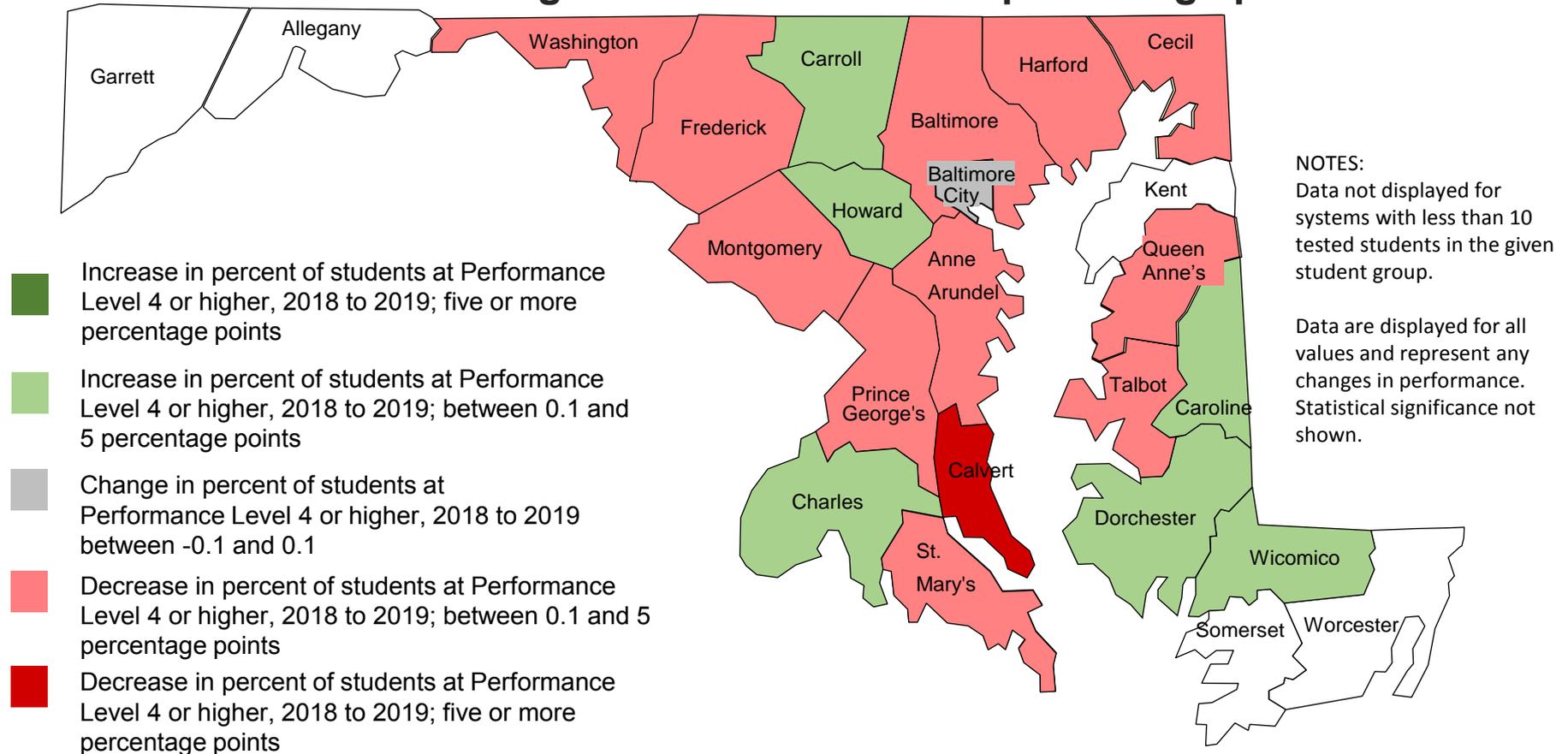
Statewide change for English Learner students: +0.5 percentage points  
Statewide change for all students: -1.1 percentage points



# Change in Percent of English Learner Students at Performance Level 4 or Higher, 2018 to 2019, Algebra I

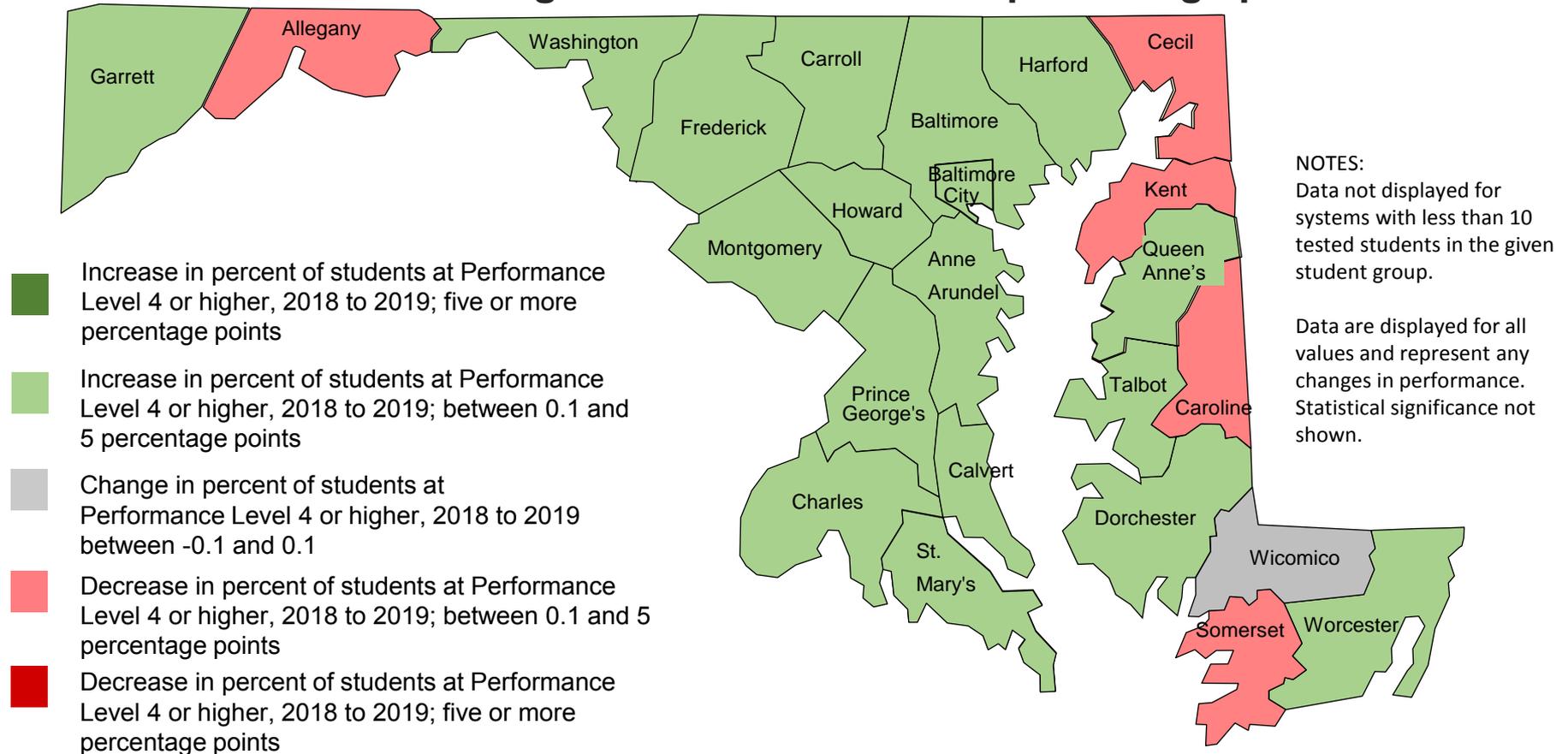
Statewide change for English Learner students: -1.6 percentage points

Statewide change for all students: -4.0 percentage points



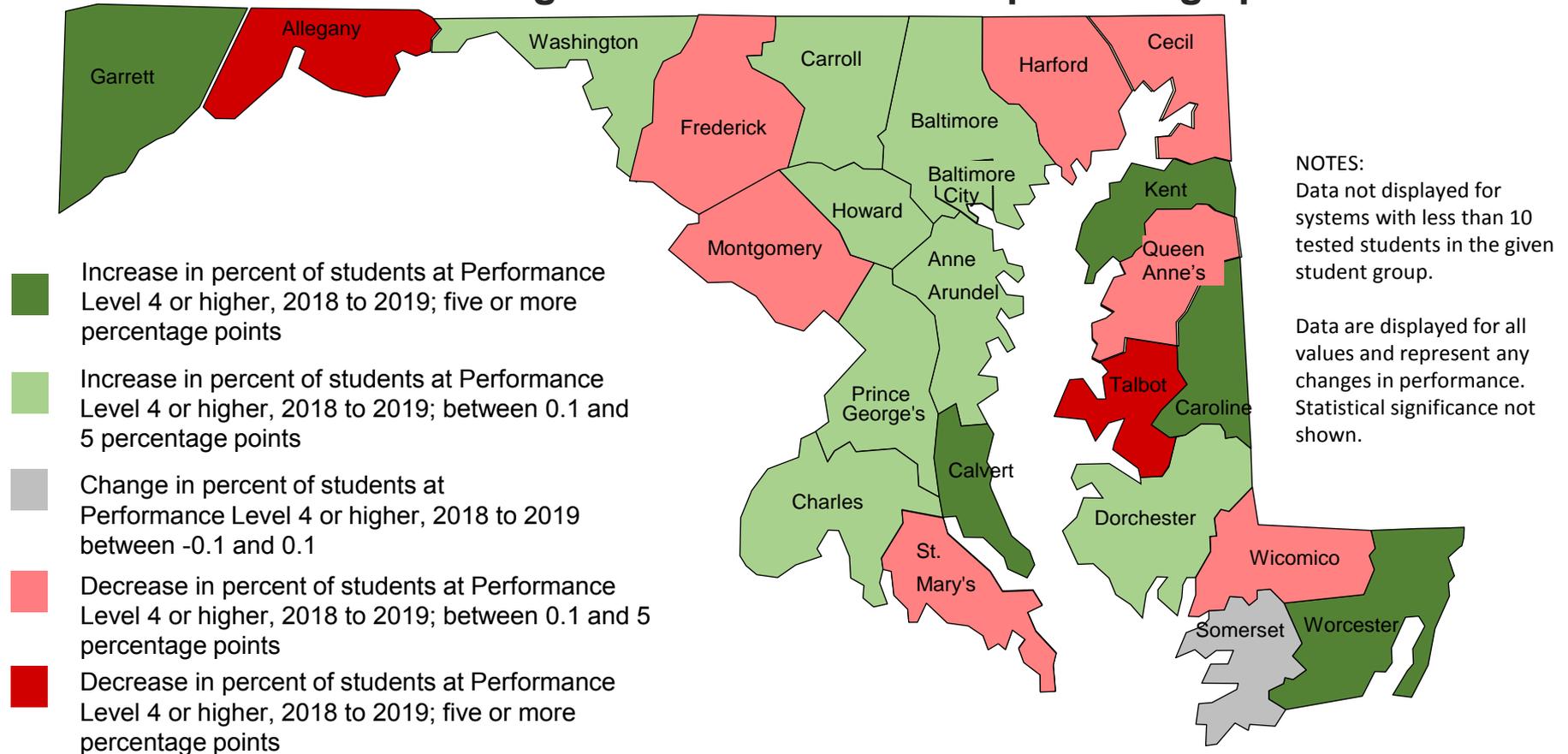
# Change in Percent of Students With Disabilities at Performance Level 4 or Higher, 2018 to 2019, ELA 3-8

Statewide change for students with disabilities: +1.0 percentage points  
Statewide change for all students: +2.1 percentage points



# Change in Percent of Students With Disabilities at Performance Level 4 or Higher, 2018 to 2019, ELA 10

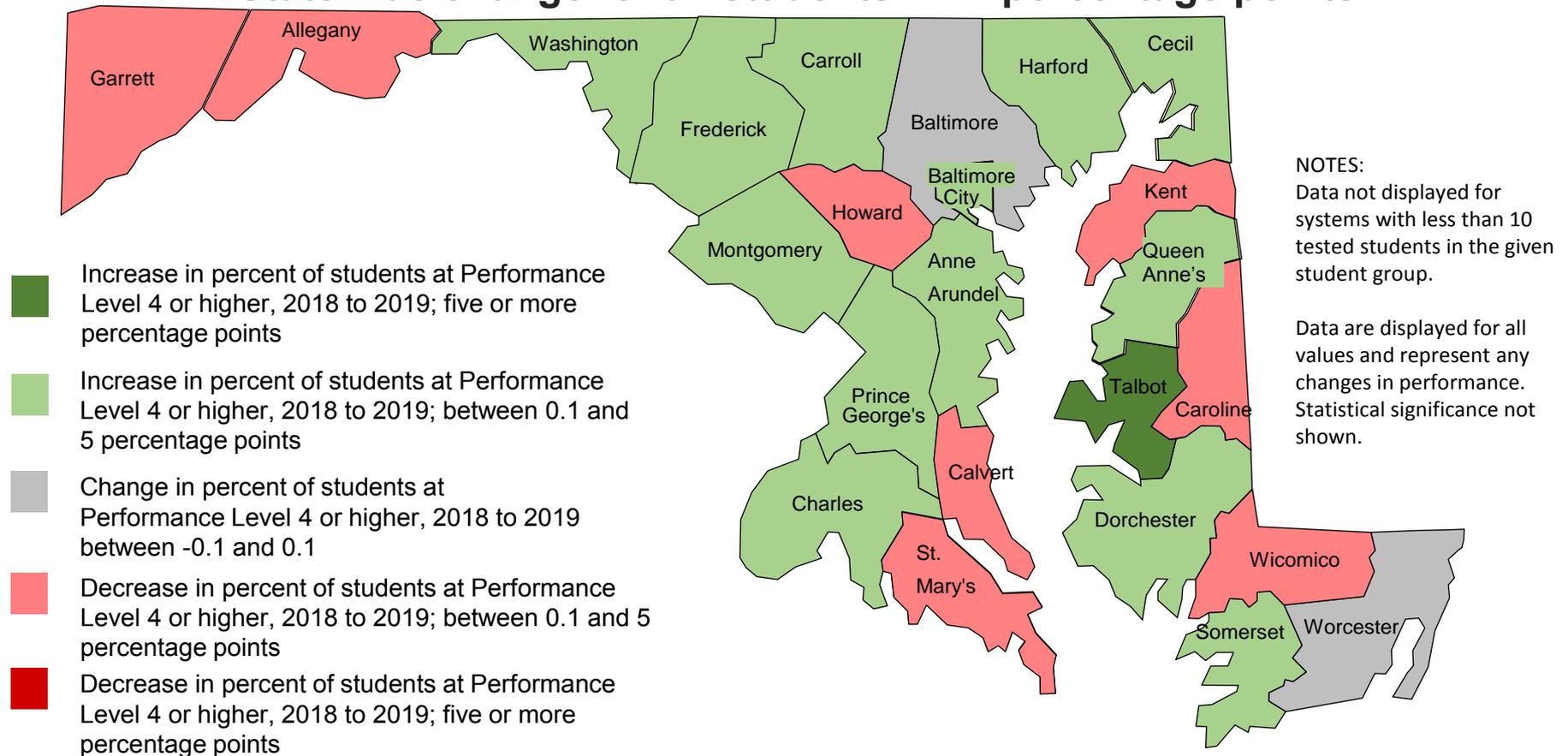
Statewide change for students with disabilities: +0.5 percentage points  
Statewide change for all students: +0.2 percentage points



# Change in Percent of Students With Disabilities at Performance Level 4 or Higher, 2018 to 2019, MAT 3-8

Statewide change for students with disabilities: +0.3 percentage points

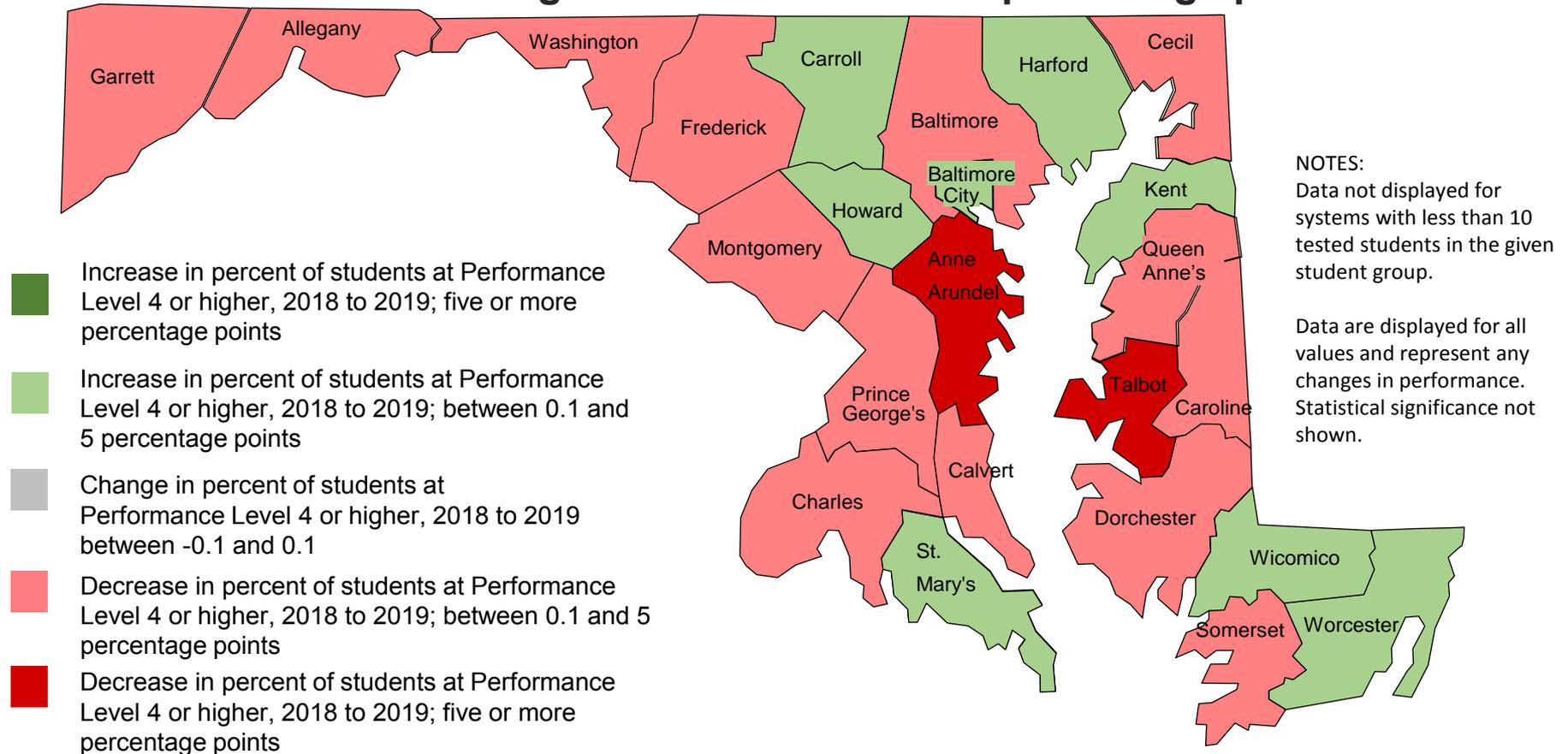
Statewide change for all students: -1.1 percentage points



# Change in Percent of Students With Disabilities at Performance Level 4 or Higher, 2018 to 2019, Algebra I

Statewide change for students with disabilities: -1.1 percentage points

Statewide change for all students: -4.0 percentage points

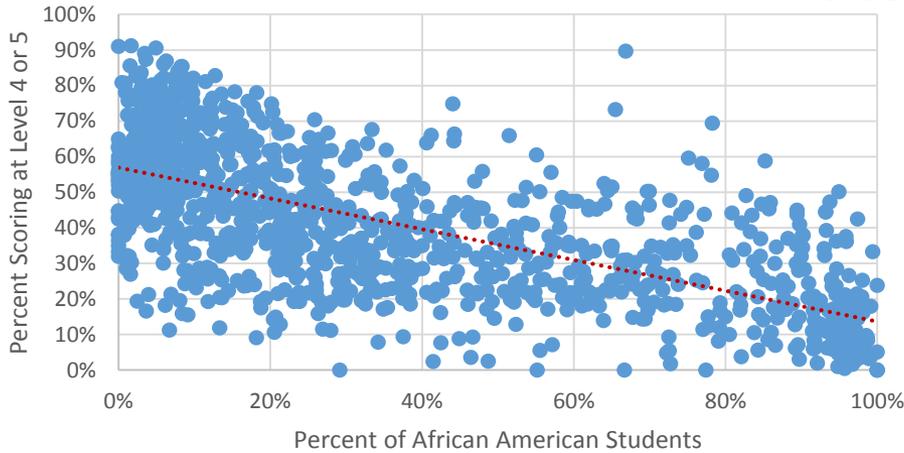


# School Performance and Demographics, African American Students

## Percent of School Enrollment

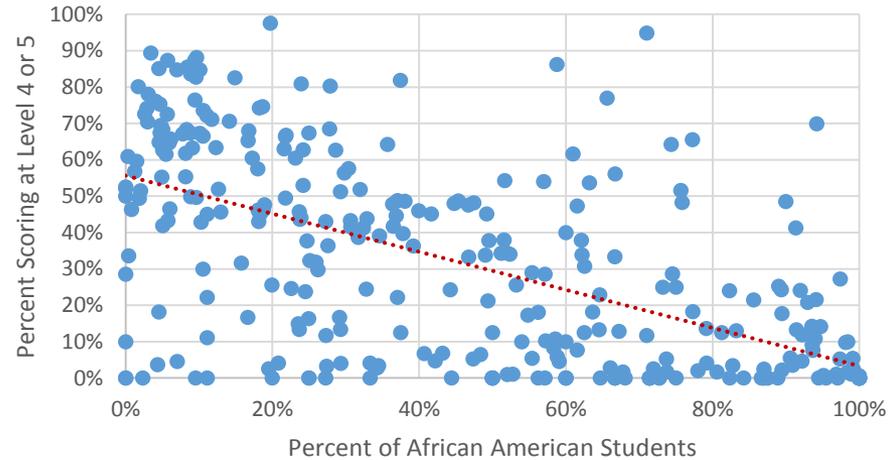
ELA 3-8

$R^2=0.38$



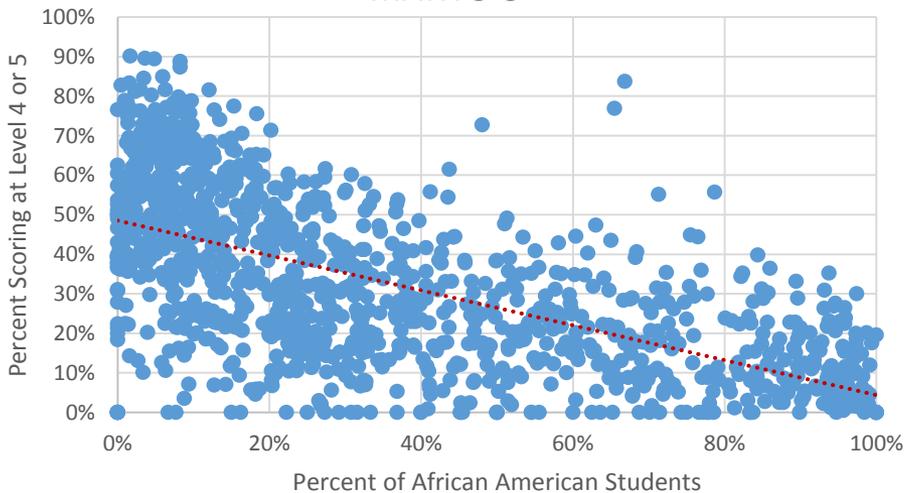
ELA 10

$R^2=0.36$



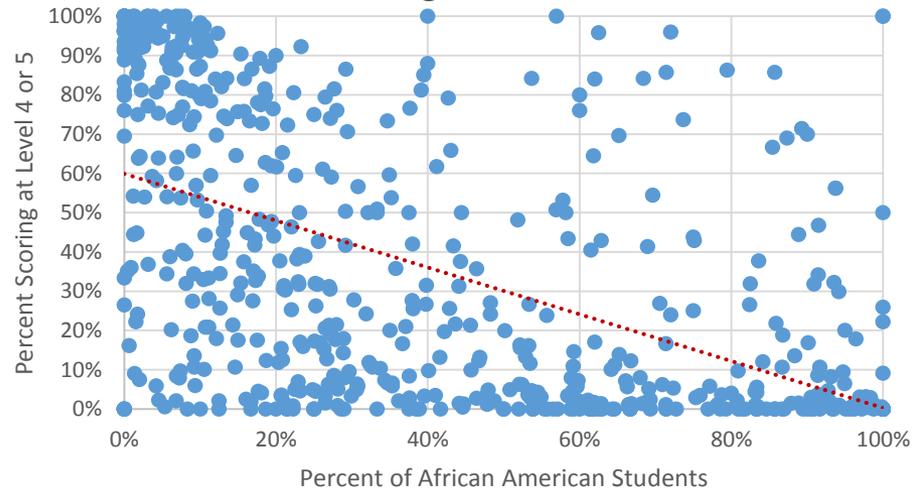
MATH 3-8

$R^2=0.40$

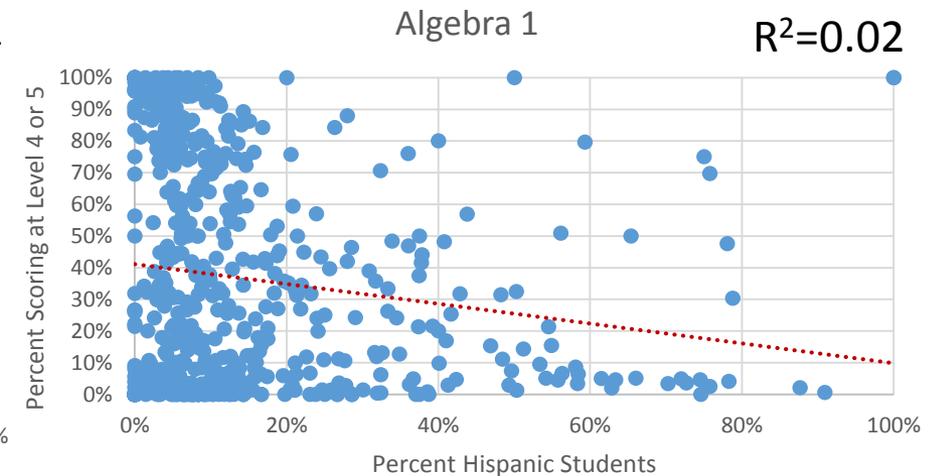
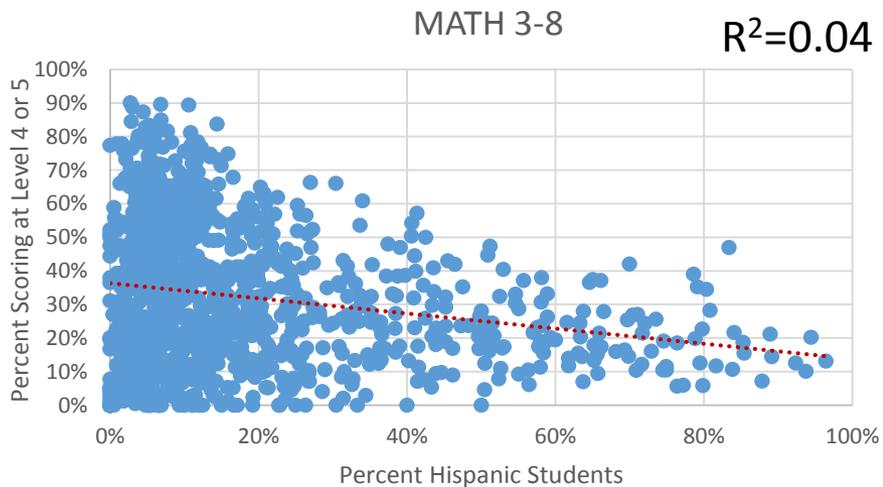
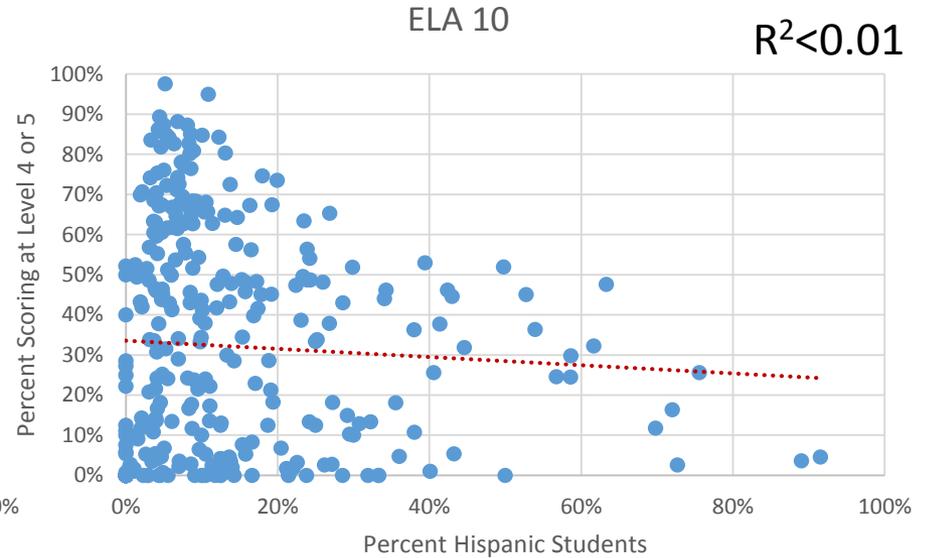
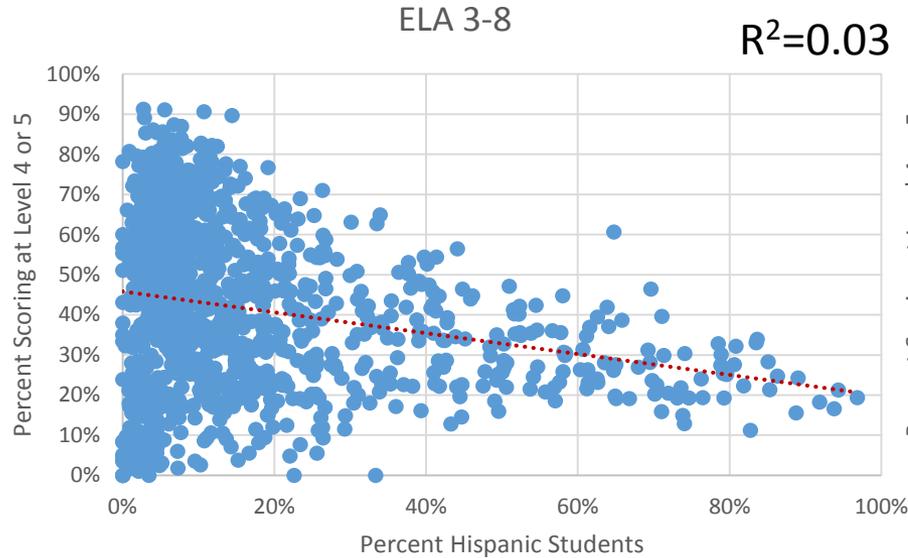


Algebra 1

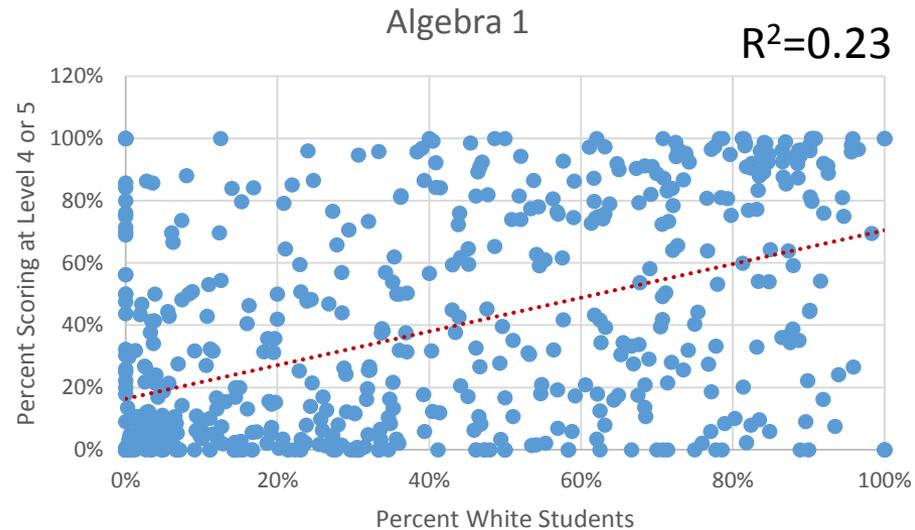
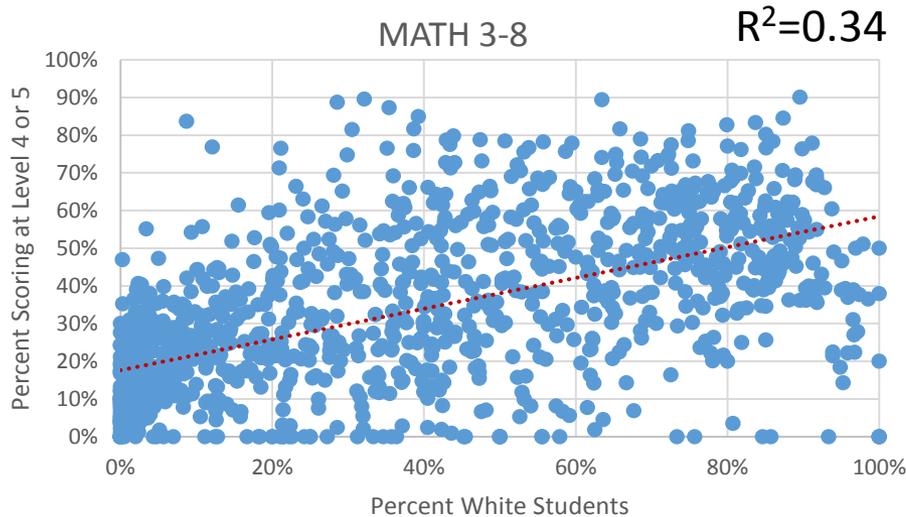
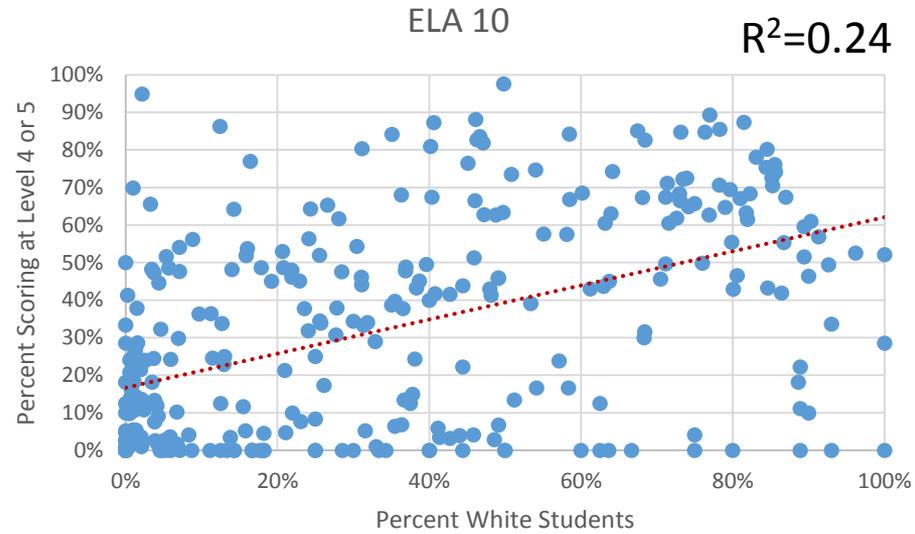
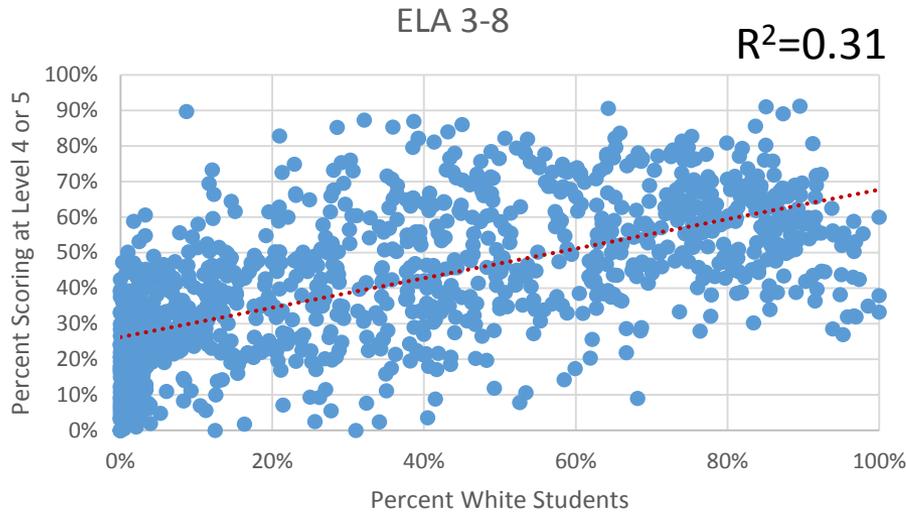
$R^2=0.29$



# School Performance and Demographics, Hispanic Students Percent of School Enrollment



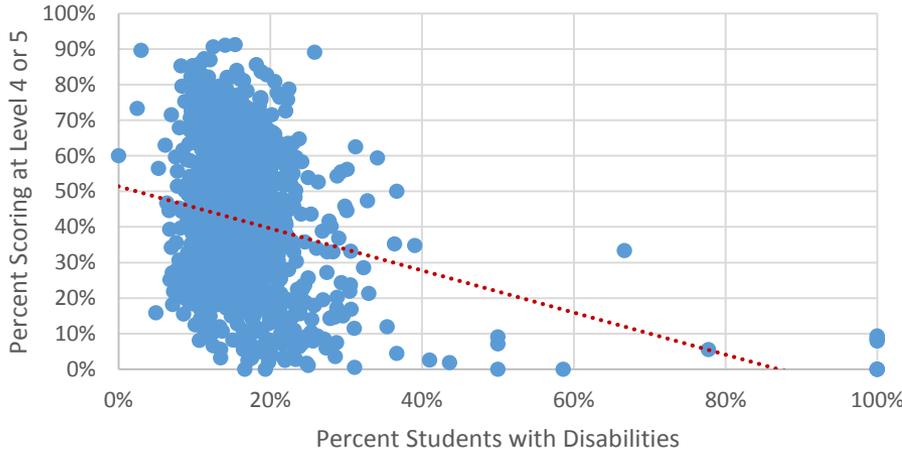
# School Performance and Demographics, White Students Percent of School Enrollment



# School Performance and Demographics, Students With Disabilities Percent of School Enrollment

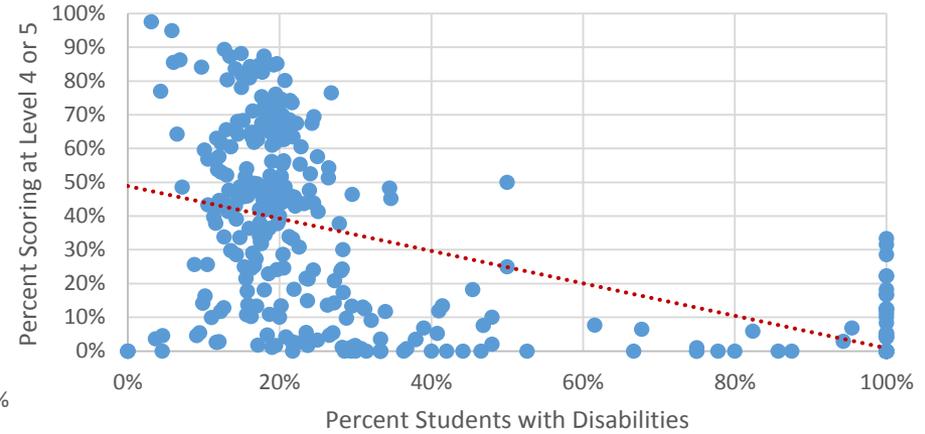
ELA 3-8

$R^2=0.20$



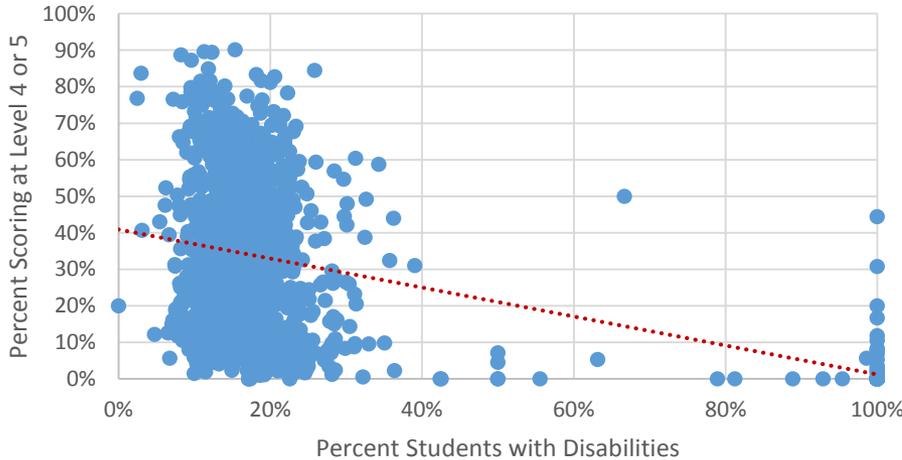
ELA 10

$R^2=0.28$



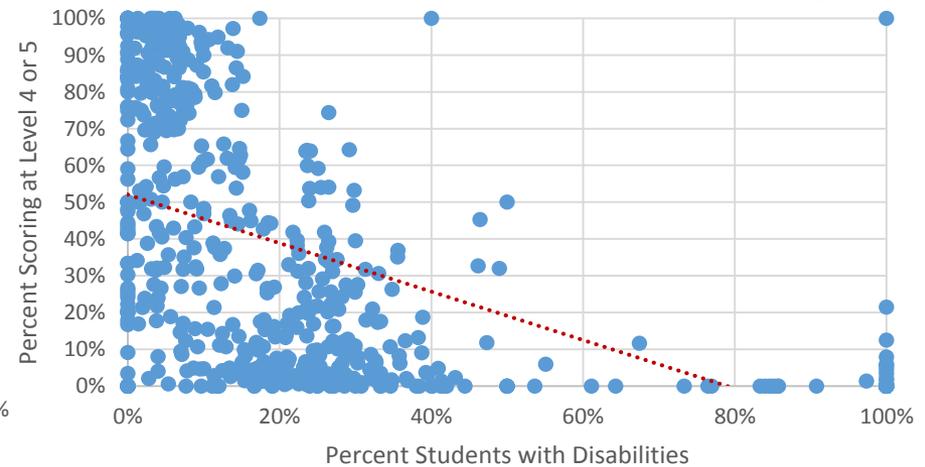
MATH 3-8

$R^2=0.13$



Algebra 1

$R^2=0.27$

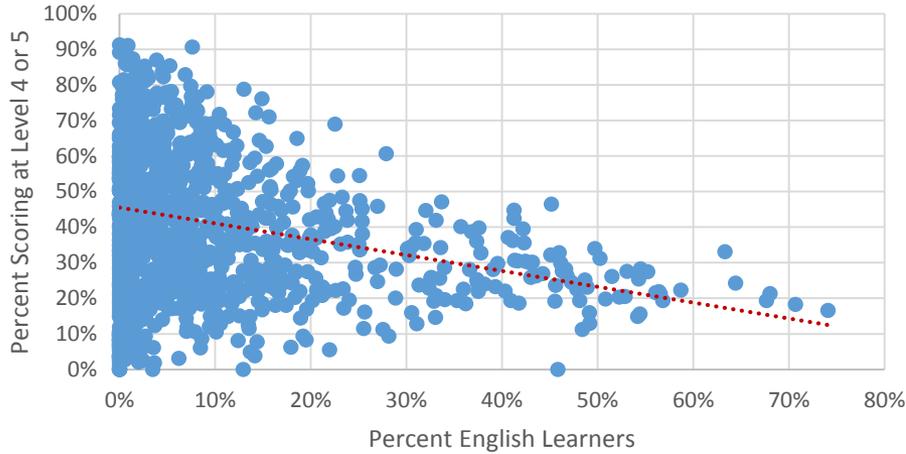


# School Performance and Demographics, English Learner Students

## Percent of School Enrollment

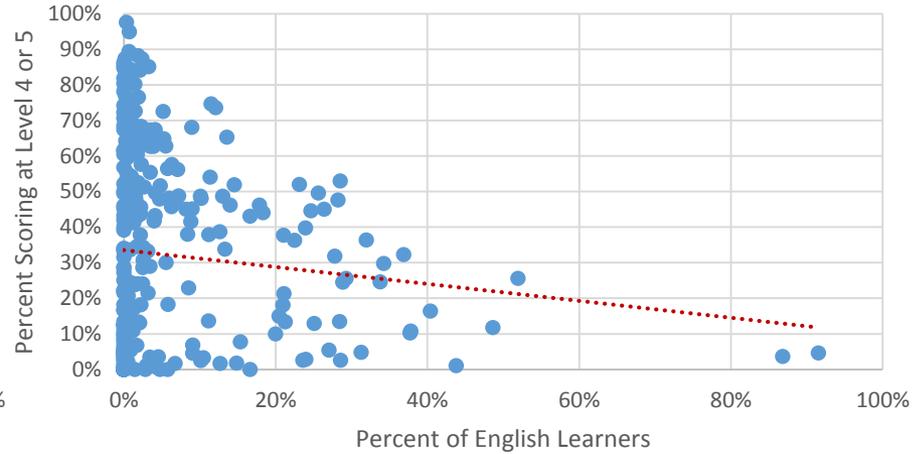
ELA 3-8

$R^2=0.04$



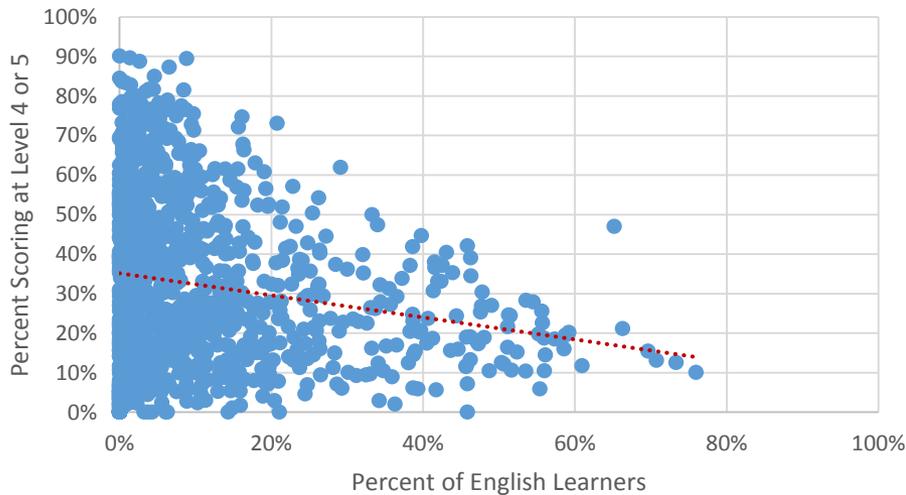
ELA 10

$R^2=0.01$



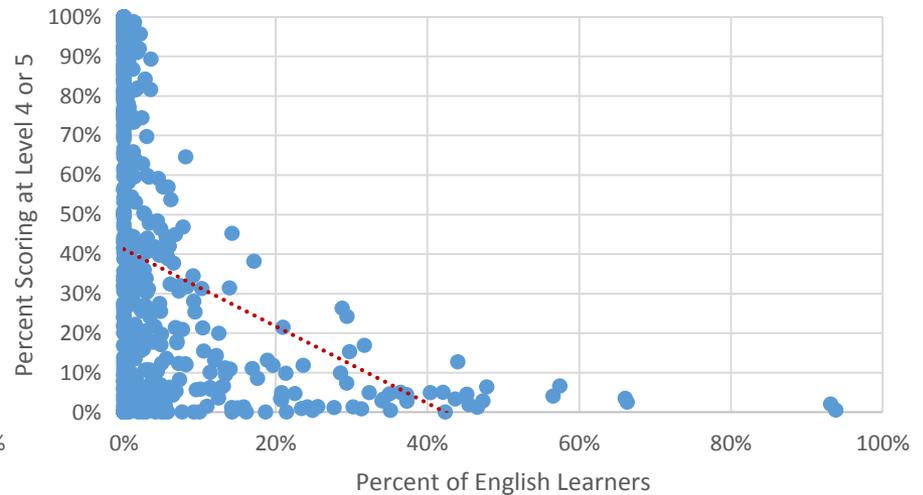
MATH 3-8

$R^2=0.03$

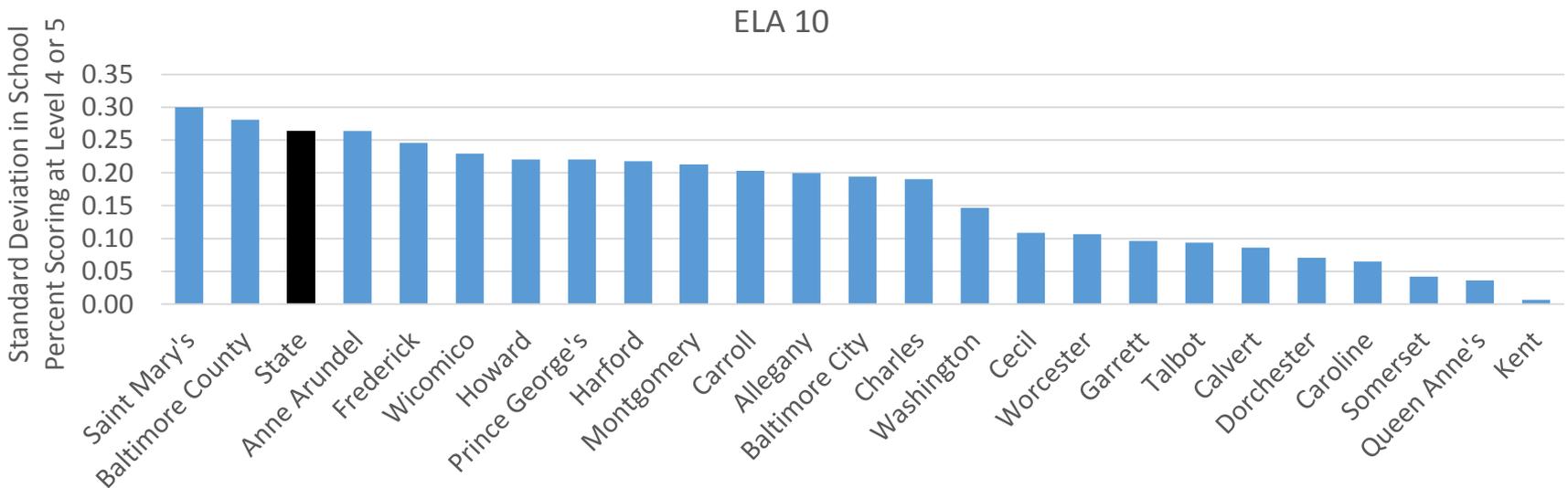
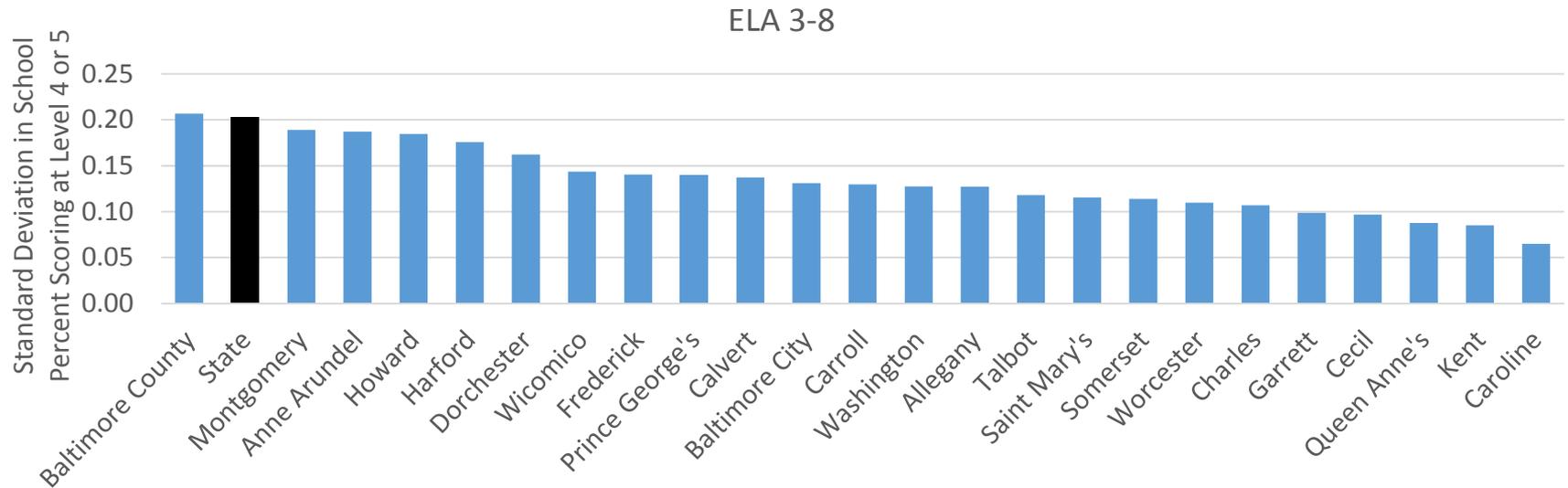


Algebra 1

$R^2=0.09$

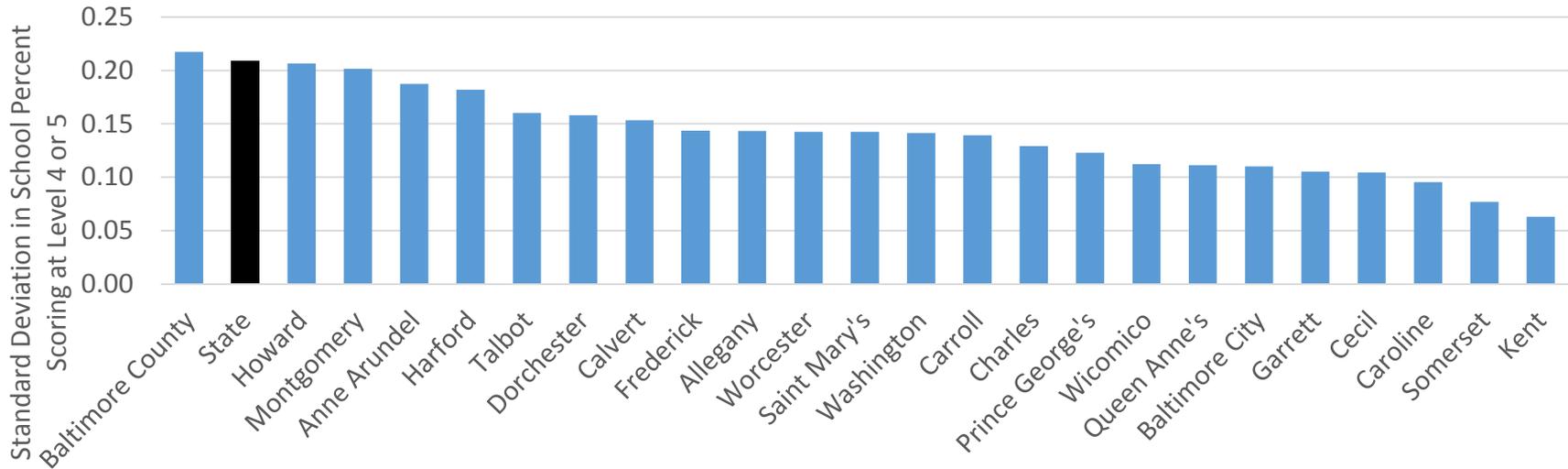


# Variation in School Performance by Local School System, ELA



# Variation in School Performance by Local School System, Math

Math 3-8



Algebra 1

