



Data Overview

Division of Research, Accountability, and Assessment

Equity Committee July 2020 Data Request

Introduction

In June 2020, the Equity Committee held its inaugural meeting. This committee aims to address persistent patterns of inequity. One of the major outcomes of that meeting was the request for system-wide, student outcome trend data disaggregated by student groups (race/ethnicity and receipt of Special Service) that would inform the committee around the following questions:

- Where are the gaps in student outcomes (by student group, measure, and Zone)?
- Are the identified gaps persistent (i.e., occur across multiple years)?
- Are the gaps widening/increasing?

Based on the committee's request, the presence, persistence, and magnitude of student group gaps were examined across three broad categories: (1) Access to advanced coursework, (2) Academic achievement, and (3) Climate. In addition, the demographic breakdown of school-based staff, by position, were summarized. The same thresholds used to indicate the presence of a gap in BCPS Data Stories were applied to the requested data (see Table 1).

Table 1. Student Outcome Measures, Benchmark, and Gap Threshold

Level	Measure	Benchmark	Gap Indicator
ES	Kindergarten Readiness Assessment	% of students demonstrating Readiness	>7.5%
ES/MS	MAP Reading - Winter	% of students scoring 61st percentile or greater	>7.5%
ES/MS	MAP Mathematics - Winter	% of students scoring 61st percentile or greater	>7.5%
HS	SAT EBRW (SAT Day)	% of test-takers meeting CCR threshold	>7.5%
HS	SAT Mathematics (SAT Day)	% of test-takers meeting CCR threshold	>7.5%
HS	Gifted and Talented participation	% of students enrolled in GT programming	>5.0%
HS	Advanced Placement enrollment	% of students enrolled in AP courses	>5.0%
ES/MS/HS	Chronic Absenteeism	% of students considered chronically absent	>5.0%
ES	Suspension	% of students suspended out of school at least once	>1.5%
MS/HS	Suspension	% of students suspended out of school at least once	>5.0%

Three years of data, beginning with the 2019–2020 school year for all student outcome measures except for SAT performance (no 2019–2020 SAT day due to COVID-19 closures – these data began with the 2018–2019 school year) were extracted from Data Warehouse and transformed to flag student group gaps for the identified measures and academic years at the school-level. Then, additional transformations resulted in summarizing the data to the system and zone level with indications of the extent to which identified gaps are persistent and/or increasing. A gap was considered persistent if it existed for two of the three years examined. A gap was considered to be increasing (or widening) if there was a gap present in the most recent school year (2019–2020 for most measures) and that gap was wider than the gap evidenced in the earliest included school year. In tables two through eight, data included in the *Persistent* and *Widening* column headers

indicate the percent of schools, within each school level, where the identified gap is flagged as persistent or widening, respectively.

Summary of Findings

Across all school levels (elementary, middle, and high school) rates of students achieving established benchmarks on Academic Achievement measures were notably lower for the following student groups: Black/African American students, Hispanic/Latino students; students eligible for Free and Reduced Meals (FARMS), English Learner (EL), and special education services. For many Academic Achievement measures, particularly MAP performance for elementary and middle school students, when comparing across Zones, the gaps are greater in magnitude across every estimate (actual gap, % of school persistent, and % of schools widening) among Central Zone schools.

Academic Achievement Measures

Among elementary students, FARMS students' rates of earning both Reading and Math MAP scores meeting the established benchmark were nearly 30 percentage points lower than their non-FARMS peers. This gap is persistent for nearly 90% of all elementary schools and widening at over 30% of elementary schools (Table 2).

Table 2. Student Group Gaps in Elementary Academic Achievement Measures

Student Group	KRA			MAP Reading			MAP Math		
	Gap	Persistent	Widening	Gap	Persistent	Widening	Gap	Persistent	Widening
American Indian Black/African	n/a	n/a	n/a	-13.9	38.2	19.1	-9.9	39.1	20.9
American	-8.9	30.0	20.9	-18.2	56.4	36.4	-22.8	70.9	34.6
Hispanic/Latino	-23.5	40.9	17.3	-20.5	70.9	38.2	-18.8	58.2	33.6
English Learner	-31.2	53.6	20.9	-32.6	93.6	33.6	-26.1	87.3	40.9
Free/Reduced Meals	-24.3	59.1	38.2	-29.2	90.0	30.9	-29.9	87.3	30.9
Special Education	-32.8	66.4	27.3	-29.9	98.2	42.7	-26.1	98.2	50.9

Black or African American middle school students' rates of meeting the MAP Reading and Math benchmarks were over 20 and 25 percentage points lower than their non-Black peers, respectively. This gap is persistent for 80% of all middle schools and widening at over a third (Reading) and nearly half (Math) of middle schools (Table 3).

Table 3. Student Group Gaps in Middle School Academic Achievement Measures

Student Group	MAP Reading			MAP Math		
	Gap	Persistent	Widening	Gap	Persistent	Widening
American Indian Black/African	-9.3	23.1	23.1	-12.7	42.3	19.2
American	-21.7	80.8	34.6	-25.2	80.8	46.2
Hispanic/Latino	-15.8	50.0	30.8	-15.5	38.5	42.3
English Learner	-37.9	100	38.5	-28.0	96.2	50.0
Free/Reduced Meals	-26.9	88.5	38.5	-27.2	73.1	42.3
Special Education	-36.2	100	38.5	-27.7	100	42.3

Among SAT Day participants, the percentage of students eligible for EL services who achieve the CCR benchmarks over 50 and 30 percentage points lower than their non-EL peers for the EBRW and Math subscales, respectively. Across both subscales, this gap is persistent for nearly two-thirds of all high schools (Table 4).

Table 4. Student Group Gaps in High School Academic Achievement Measures

Student Group	SAT EBRW			SAT Math		
	Gap	Persistent	Widening	Gap	Persistent	Widening
American Indian Black/African American	n/a	n/a	n/a	-9.8	16.7	4.2
American Hispanic/Latino	-28.0	79.2	58.3	-29.4	79.2	33.3
English Learner	-16.2	37.5	29.2	-15.3	41.7	29.2
Free/Reduced Meals	-51.0	66.7	16.7	-30.1	62.5	12.5
Special Education	-26.2	79.2	33.3	-24.5	54.2	33.3
	-49.4	95.8	20.8	-30.0	75.0	25.0

Access to Advanced Coursework Measures

The percentage of Black/African American students, Hispanic/Latino students, and students eligible for FARMS, EL, and Special Education services enrolled in AP courses were notably lower than their non-group peers. This gap was particularly evident among FARMS students; their rate of AP course enrollment was over 20 percentage points lower than their non-FARMS peers (Table 5). This gap is persistent for over 80% and widening at over half of all high schools. Consistent with other measures and school levels, this gap is greater in magnitude across every estimate (actual gap, % of school persistent, and % of schools widening) among Central Zone high schools.

Table 5. Student Group Gaps in High School Advanced Coursework Access

Student Group	GT Participation			AP Enrollment		
	Gap	Persistent	Widening	Gap	Persistent	Widening
American Indian Black/African American	n/a	n/a	n/a	-9.2	41.7	29.2
American Hispanic/Latino	-14.4	66.7	20.8	-14.6	62.5	50.0
English Learner	-13.4	45.8	12.5	-12.7	37.5	33.3
Free/Reduced Meals	-30.6	87.5	29.2	-28.0	79.2	41.7
Special Education	-19.0	83.3	16.7	-20.7	83.3	54.2
	-29.8	100	8.3	-31.9	100	75.0

Climate Measures

At the elementary school level, persistent inequities among the climate measures were evidenced for the following student groups: Black/African American, FARMS eligible, and Special Education eligible. More specifically, the suspension rate for Black/African American was 1.5 percentage points higher than their non-Black peers. Among all BCPS elementary schools, this gap was persistent across nearly 40% of schools and widening at over 15% (Table 6).

Table 6. Student Group Gaps in Elementary Climate Measures

Student Group	Chronic Absenteeism			Suspension Rate		
	Gap	Persistent	Widening	Gap	Persistent	Widening
Black/African American	n/a	n/a	n/a	1.5	38.2	17.3
Free/Reduced Meals	6.5	80.9	5.5	n/a	n/a	n/a
Special Education	5.2	70.0	15.5	2.5	55.5	26.4

Suspension rates for middle school Special Education students are 11.4 percentage points higher than their non-Special Education peers. This gap is persistent for nearly 90% of all BCPS middle schools and widening at roughly 40% of middle schools (Table 7). This pattern was evidenced across all Zones.

Table 7. Student Group Gaps in Middle School Climate Measures

Student Group	Chronic Absenteeism			Suspension Rate		
	Gap	Persistent	Widening	Gap	Persistent	Widening
Black/African American	n/a	n/a	n/a	8.1	92.3	19.2
Free/Reduced Meals	9.3	96.2	15.4	9.1	69.2	50.0
Special Education	10.5	96.2	19.2	11.4	88.5	38.5

At the high school level, Hispanic/Latino students evidenced rated of chronic absenteeism over 8 percentage points higher than their non-Latino peers. This gap is persistent across half of all BCPS high schools and is increasing at over 20% (Table 8). As with several other measures, this gap is greater in magnitude among Central Zone high schools.

Table 8. Student Group Gaps in High School Climate Measures

Student Group	Chronic Absenteeism			Suspension Rate		
	Gap	Persistent	Widening	Gap	Persistent	Widening
American Indian	6.1	45.8	33.3	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	6.0	66.7	20.8
Hispanic/Latino	8.2	50.0	20.8	n/a	n/a	n/a
English Learner	11.0	41.7	12.5	n/a	n/a	n/a
Free/Reduced Meals	13.2	87.5	20.8	7.1	41.7	29.2
Special Education	11.1	83.3	33.3	8.4	75.0	33.3

School-Based Staff Demographics

Most elementary-school based staff are White and female; over 90% of all teachers, regardless of tenure status are female (Table 9). Under 90% of all classroom teachers and just over 90% of tenured teachers are White. The percentage of elementary students who are Black/African American (37.6%) is over four times greater than the percentage of Black/African American

tenured teachers. Fewer than one in five elementary administrators are Black/African American and less than three percent are members of any racial-ethnic group other than Black/African American or White.

Table 9. 2019–2020 School-Based Staff Demographics, Elementary

School Count	Staff Group	Teachers of Record		Tenured Teacher		Principals		Assistant Principals	
		n	%	n	%	n	%	n	%
109	Female	2743	90.0	2042	90.3	84	76.4	119	85.0
109	Male	306	10.0	220	9.7	26	23.6	21	15.0
109	Asian	34	1.1	26	1.2	2	1.8	3	2.1
109	Black/African American	269	8.8	162	7.2	17	15.5	26	18.6
109	Hispanic/Latino	43	1.4	19	0.8	0	0	2	1.4
109	Multiracial	28	0.9	13	0.6	0	0	0	0
109	White	2666	87.4	2038	90.1	91	82.7	108	77.1

Nearly three-quarters of middle school teachers, regardless of tenure status are female (Table 10). Nearly 80% of all classroom teachers and over 80% of tenured teachers are White. Approximately a third of all middle school principals and nearly 40% of assistant principals are Black/African American. Consistent with elementary schools, there is only a single middle school administrator who is a member of a racial-ethnic group other than Black/African American or White.

Table 10. 2019–2020 School-Based Staff Demographics, Middle School

School Count	Staff Group	Teachers of Record		Tenured Teacher		Principals		Assistant Principals	
		n	%	n	%	n	%	n	%
26	Female	1088	71.5	720	70.0	16	61.5	42	58.3
26	Male	433	28.5	309	30.0	10	38.5	30	41.7
26	Asian	34	2.2	21	2.0	0	0	1	1.4
26	Black/African American	231	15.2	118	11.5	9	34.6	28	38.9
26	Hispanic/Latino	44	2.9	*	*	0	0	0	0
26	Multiracial	20	1.3	*	*	0	0	0	0
26	White	1187	78.0	865	84.1	17	65.4	43	59.7

In terms of gender, high-school teacher and administrator demographics are notably more proportional than either elementary or middle schools (Table 11). The teacher population is still primarily White. However, at this level a quarter of all principals and nearly a third of all assistant principals are Black/African American. Although underrepresentation exists among teachers and assistant principals, the percentage of Hispanic/Latino high school principals is proportional to the Hispanic/Latino high school student population.

Table 11. 2019–2020 School-Based Staff Demographics, High School

School Count	Staff Group	Teachers of Record		Tenured Teacher		Principals		Assistant Principals	
		n	%	n	%	n	%	n	%
24	Female	1166	59.1	829	56.6	13	54.2	45	52.3
24	Male	808	40.9	635	43.4	11	45.8	41	47.7
24	Asian	43	2.2	*	*	0	0	1	1.2
24	Black/African American	281	14.2	173	11.8	6	25.0	26	30.2
24	Hispanic/Latino	65	3.3	28	1.9	3	12.5	3	3.5
24	Multiracial	23	1.2	*	*	0	0	0	0
24	White	1555	78.8	1226	83.7	15	62.5	56	65.1

Implications & Next Steps

These data demonstrate persistent, systemic inequities in student outcomes across many measures. Although there are some differences based on Zone, overall, these inequities exist across the entire school system. The Equity Committee will use these data to identify relevant policies and methods by which these policies may be leveraged to address these inequities. Among BCPS staff, content-matter experts will use these data to interrogate the existence, magnitude, persistence, and trends of these data. Subsequent staff actions may include developing key actions and measurable objectives associated with interrupting these predictable patterns of inequity.