



Achievement**Matters****Most**



MARYLAND STATE DEPARTMENT OF
EDUCATION



January 2007

A Parent's Guide

Maryland's Plan for preK-12 education

TABLE OF CONTENTS

Achievement Matters Most	1
High Expectations	2
Curriculum	4
Measuring Progress	6
Maryland School Assessment	6
Maryland High School Assessments	12
Maryland High School Diploma	17
Testing Students with Special Needs and/or Limited English Proficiency	18
Accountability	20
Family Involvement	24
Encouraging Achievement	26
For More Information	28

MARYLAND STATE DEPARTMENT OF EDUCATION

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ACHIEVEMENT MATTERS MOST

As a parent, you want the best for your children. That includes a first-class education that will prepare them for a successful future. The state of Maryland wants the best for children, too.

To raise the achievement of every student, Maryland designed **Achievement Matters Most**, a plan for public schools that sets goals in the areas of achievement, teaching, testing, safety, and family involvement in schools.

Achievement Matters Most supports Maryland schools' efforts to meet the goals of the federal No Child Left Behind Act.



Five Goals of Achievement Matters Most

- Goal 1:** Achievement will improve for each student.
- Goal 2:** Curriculum, instruction, and testing will be better aligned and understandable.
- Goal 3:** All educators will have the skills to improve student achievement.
- Goal 4:** All schools will be safe, drug-free, and conducive to learning.
- Goal 5:** Parents and legal guardians will be involved in education.



HIGH EXPECTATIONS

If all children are to have an equal chance for success, schools must hold high expectations for all students. Here are just a few ways that Maryland encourages high expectations and helps schools to improve for all children:

- **The Maryland Voluntary State Curriculum** makes clear for teachers and parents what students should learn in each subject and grade.
- **Maryland schools have annual goals for improving** students' reading and math performance and for improving the attendance or graduation rate.
- **Schools that do not make Adequate Yearly Progress** for two years will be identified for State School Improvement. See page 20 for more information on accountability and State School Improvement.

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

- **School performance is reported each year in an annual report card** (the Maryland School Performance Report) so that parents and communities know how well their schools are doing. It is published on the Web at www.mdreportcard.org. Your child's school can provide you with a printed copy of the report.
- **Each school has a school improvement team** that works to improve student learning. These teams are made up of teachers, parents, and community members who study school performance data and determine improvements to instruction.
- **Public recognition** may be given to schools that make strong improvements in performance among all groups of students.
- **A state family involvement policy** encourages school leaders, families, and communities to work together and share responsibility for children's education.

The following pages explain more about how Maryland is helping schools reach the goals of Achievement Matters Most. There are also suggestions for how you can be more involved in your child's education. After reading *A Parent's Guide to Achievement Matters Most*, you are encouraged to talk with your child's teacher or principal about what your school is doing to raise student achievement and what you can do to help.



CURRICULUM

Maryland has developed a Voluntary State Curriculum.

What is a curriculum?

A curriculum is a document that describes what students should learn in each subject and grade. It guides teachers in planning their lessons and is an important part of improving instruction. Traditionally, each of Maryland's 24 local school systems developed its own curriculum based on the state's broad standards for student learning in elementary, middle, and high school.

Why create a state curriculum?

There are differences among school systems in what is taught and when it is taught. To help teachers understand what should be taught, Maryland developed a Voluntary State Curriculum for each grade that is clear and detailed. Local school systems can either adopt the Voluntary State Curriculum or simply make sure that it is included within the local school system curriculum.

What does the state curriculum mean for children?

It means that no matter where your children attend school, they will be held to high expectations and will learn the same challenging skills as other students around the state. The Voluntary State Curriculum also will help reduce the time students spend repeating and reviewing skills each school year, allowing teachers to spend more time on building new skills. Lastly, the Voluntary State Curriculum will help teachers understand the skills that students must master to be successful on state tests. You can feel

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST



confident about the quality of the Voluntary State Curriculum knowing that it was developed by experienced Maryland teachers and other educators using national curriculum standards.

Where can I see a copy of the state curriculum?

Maryland's Voluntary State Curriculum is published on the Web at www.MarylandPublicSchools.org. Just click on the Instruction menu at the top of the home page. For a printed copy of the curriculum, contact your child's principal.

MEASURING PROGRESS

Schools give tests so that they know how well students are learning. Test scores help principals and teachers improve instruction and plan school programs. Individual test scores help teachers and parents understand a student's academic strengths and weaknesses. Your child's school will let you know what tests he or she will be taking. Maryland has two statewide testing programs, the Maryland School Assessment and the Maryland High School Assessments.

Maryland School Assessment

What is the Maryland School Assessment?

- The Maryland School Assessment (MSA) is a test of reading and math achievement. The MSA will also test science achievement as early as 2008.
- The MSA meets the testing requirements of the federal No Child Left Behind Act.
- It measures basic as well as higher level skills.
- Students take the tests for approximately 90 minutes each day. There are four days of testing—two days for reading and two days for math.
- The test includes multiple-choice questions and questions requiring written responses.
- Sample test questions are shown on pages 8-11. More questions are available on the Web at www.MarylandPublicSchools.org. Just click on the Testing menu at the top of the home page.

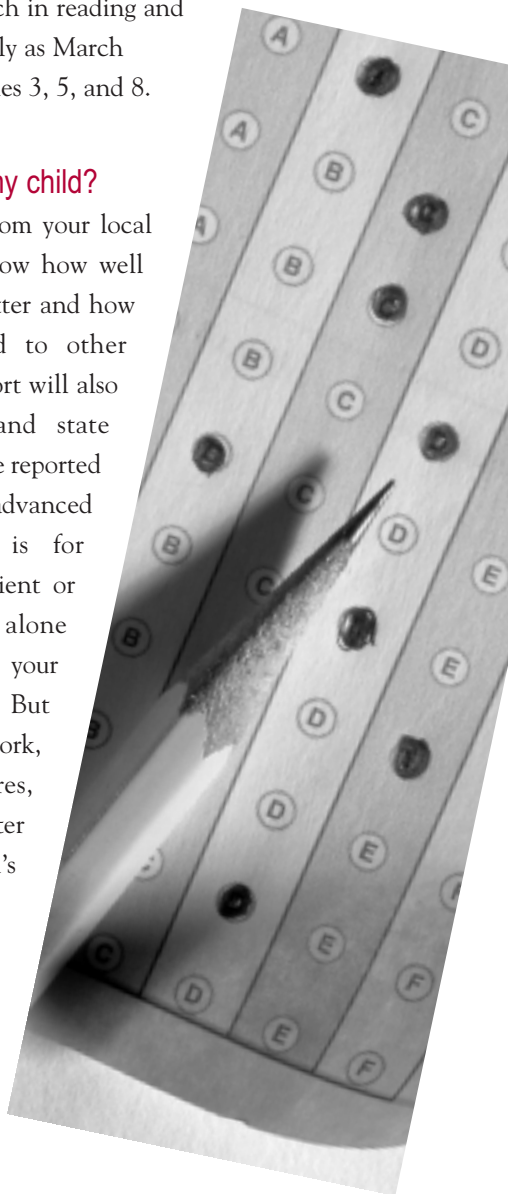
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When do students take the MSA?

The test is given each year in March in reading and math at grades 3 through 8. As early as March 2008, science will be added in grades 3, 5, and 8.

Will I receive MSA scores for my child?

Yes. You will receive the scores from your local school system. The scores will show how well your child learned the subject matter and how your child performed compared to other children nationally. The score report will also show school, school system, and state performance on the tests. Scores are reported in terms of basic, proficient, and advanced performance. Maryland's goal is for students to perform at the proficient or advanced level. MSA scores alone provide only a partial picture of your child's academic performance. But together with your child's classwork, homework, and other test scores, MSA results will give you a better understanding of your child's performance.



Maryland School Assessment Sample Test Questions

The following are examples of the types of test questions students can expect on the Maryland School Assessment. More sample test questions are posted on the Web at www.MarylandPublicSchools.org.

Sample Question—3rd Grade Math

Directions: Shade in the circle that matches your answer.

Daria found some coins in her pocket. Look at the coins below.



How much money did Daria find in her pocket?

Student Response:

- | | |
|---|-------------------------------|
| ☐ A \$.92 | ☐ C \$.41 |
| ☒ B \$1.02 | ☐ D \$.42 |

Sample Question—5th Grade Math

Directions: Look at the fractions below.

$$\frac{5}{4}$$

$$2\frac{1}{2}$$

$$\frac{13}{8}$$

Part A

Put the numbers in order from the least to greatest.

Student Response:

$$\frac{5}{4}$$

$$\frac{13}{8}$$

$$2\frac{1}{2}$$

Part B

Use what you know about equivalent fractions to explain why your answer is correct. Use words and/or numbers in your explanation.

Student Response:

I first changed $\frac{5}{4}$ into $1\frac{2}{8}$ and then $\frac{13}{8}$ to $1\frac{5}{8}$.

After that I changed $2\frac{1}{2}$ to $2\frac{4}{8}$ and then I put them in

order. $1\frac{2}{8}$ goes first because $\frac{2}{8}$ is less than $\frac{5}{8}$ and

both fractions are less than 2.

Note: Students may arrive at the solution in a variety of ways.

Following are examples of the types of questions found on the reading portion of the Maryland School Assessment. The test at each grade level contains a mix of question types (multiple choice and written response) that cover a wide range of skills.

Sample Question—3rd Grade Reading

Directions: Read this question and choose the best answer. Then mark the space for the answer you have chosen.

In which word does tri mean three?

Student Response:

- ☐ A trip ☐ B countries ☒ C tricycle

Sample Question—5th Grade Reading

Directions: Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

After lunch the class was drowsy and had trouble paying attention to the movie. Drowsy means—

Student Response:

- ☐ A full ☐ C patient
☐ B late ☒ D sleepy

Sample Question—8th Grade Reading

Note: Students were asked to read the stories “Arachne” and “Damon and Pythias” and answer the following question.

Directions: Read this question and choose the best answer. Then mark the space for the answer you have chosen.

By allowing Pythias to settle his affairs, Dionysus shows that he can be—

Student Response:

- ☐ A brave ☐ C indifferent
☒ B compassionate ☐ D indecisive

Some questions on the Maryland School Assessment require a written answer. Teachers refer to these questions as “constructed-response items,” because students must construct their own answers rather than select them from a list of possible answers. The question below is an example of the brief constructed-response items that students can expect on the Maryland School Assessment.

Sample Question—8th Grade Reading

Note: Before answering this question, students would read two letters to the editor that represent opposing views on whether Rossie Heights Junior High School should replace its mascot, the “Mighty Mule.” After reading the two letters, students would answer a series of multiple-choice and constructed-response questions. Following is an example of what a constructed-response question and answer might look like.

Directions: Read Margaret Caldwell’s letter to the editor. Then read Anton Lazlo’s letter.

Write a summary of Margaret Caldwell’s letter. Be sure to include the important points in your summary.

Possible Student Response:

Even though some want to get rid of the mascot, Margaret Caldwell hopes you’ll agree with her. Years ago, a student rode his mule to a game, and the team won although they had been losing. That was Margaret’s grandfather, and that mule became the mascot. It’s been the mascot for years, and she hopes it won’t change, because the mule has been a good mascot.

Note: This response shows a thorough understanding of Margaret Caldwell’s letter. However, a variety of answers would be acceptable.



Maryland High School Assessments

What are the Maryland High School Assessments (HSA)?

The HSA are tests that students must pass before they can earn a Maryland High School Diploma. The tests ensure that graduates have mastered the basic skills they need to succeed in life after high school, whether that be in the workforce, job training, or college.

There are HSA tests in English 2, algebra/data analysis, biology, and government. Students take each test as they complete each course. (This includes middle-school students taking high-school-level courses.) The tests are based on the High School Core Learning Goals, which were created in 1996 and are part of the curriculum in all Maryland public schools. The HSA include multiple-choice questions and questions requiring written responses. To see actual test questions and the High School Core Learning Goals, visit HSAexam.org.

A PARENT’S GUIDE TO ACHIEVEMENT MATTERS MOST

HSA scores are published on www.mdreportcard.org for schools, school systems, and the state. Within nine weeks after testing, the testing company sends students’ scores to the local school system. The school system then sends the scores to parents.

Does my child have to pass the HSA to graduate?

Beginning with the graduating class of 2009 (ninth-graders in the 2005-2006 school year), students must pass the High School Assessments to earn a Maryland High School Diploma. The passing scores are: English (396), algebra/data analysis (412), government (394), and biology (400).

If students do not pass all four tests, they may still satisfy the High School Assessments requirement by using the Combined Score Option. To use this option, the combined total of a student’s four HSA scores must be at least 1602, with no score below 386 in English, 402 in algebra, 391 in biology, and 387 in government.

High School Assessments

Passing Scores	
English	396
algebra/data analysis	412
biology	400
government	394
Combined Score Option	
If students do not pass one or more HSA, they can still fulfill the HSA graduation requirement if they earn at least the minimum scores below <u>and the combined total of their HSA scores is at least 1602.</u>	
English	386
algebra/data analysis	402
biology	391
government	387

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

Are substitute, modified, or comparable tests available?

Students taking challenging tests such as the Advanced Placement (AP) exams may be able to substitute a passing score on the AP exam for the HSA. Parents should talk with a guidance counselor, teacher, or the local school system Testing Director to explore this option.

Maryland is developing Modified High School Assessments (Mod-HSA) in algebra/data analysis and in English for students with disabilities whose IEP Teams determine that a modified assessment is appropriate. Maryland is also exploring other ways of assessing students' learning. A State task force has presented recommendations to the State Board of Education for an assessment that is comparable in rigor and content to the HSA. Students in the class of 2009 will be the first to be able to use the Comparable High School Assessments (Comp-HSA).

How can my child prepare for the HSA?

Keeping up with classwork and homework, participating in class, and studying hard will prepare students for the HSA. It will also improve their grades and performance on class and school system tests. Talk with your child's teacher about how you can help support your child's learning at home.

What happens if my child doesn't pass a test?

If your child doesn't pass an HSA, contact his/her teachers. Your child can receive extra help in the subject and may retake the test the next time it is given. The school and school system will help your child review and understand the content that he or she has not yet grasped before retaking the tests.

If you have questions about the tests your child will take, talk to a teacher or guidance counselor. The Maryland State Department of Education Web site, HSAexam.org provides more information and links to sample tests.

Maryland High School Assessments

Sample Test Questions

Excerpts from the Algebra/Data Analysis Assessment

The following test items are taken from the algebra/data analysis assessment that was field-tested during January and May of 2000. To see more test questions visit mdk12.org/mspp/high_school/look_like/.

Directions:

Use the Response Grids in the Answer Book to complete the problem below.

Keisha charges \$5.50 per hour for yard work. She also charges a \$2.00 fee for supplies for each job. How many hours will she need to work at one job in order to be paid \$35.00?

Student Response:

6				
	☒	☒	☒	
☐ 0	☐ 0	☐ 0	☐ 0	☐ 0
☐ 0	☐ 0	☐ 0	☐ 0	☐ 0
☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
☐ 4	☐ 4	☐ 4	☐ 4	☐ 4
☐ 5	☐ 5	☐ 5	☐ 5	☐ 5
☒ 6	☐ 6	☐ 6	☐ 6	☐ 6
☐ 7	☐ 7	☐ 7	☐ 7	☐ 7
☐ 8	☐ 8	☐ 8	☐ 8	☐ 8
☐ 9	☐ 9	☐ 9	☐ 9	☐ 9

Directions: Complete the following problem in the Answer Book.

Two bicycle shops build custom-made bicycles. Bicycle City charges \$160, plus \$80 for each day that it takes to build the bicycle. Bike Town charges \$120 for each day that it takes to build the bicycle.

- Write an equation for each store that describes the charge (C) to build a custom-made bicycle in x days.
- For what number of days will the charge be the same at each store? What will be the charge for that number of days? Use mathematics to justify your answer. (If you solve the problem graphically, use the grid provided in the Answer Book to add to your written response.)
- When is it less expensive to use Bicycle City to build a custom-made bicycle than Bike Town? When is it more expensive? Use mathematics to justify your answer.

Student Response:

Bike City

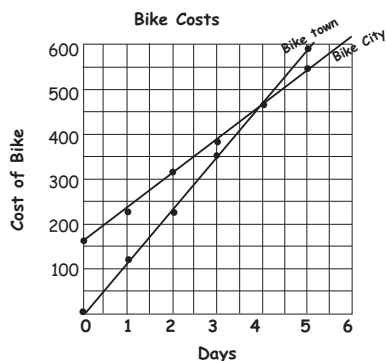
$$160 + 80x = C$$

$$160 + 80(4) = 480$$

Bike Town

$$120x = C$$

$$120(4) = 480$$



At 4 days the charge will be the same at each store \$480

Less expensive
Bike City
 $x < 4$

the line is lower after 4 days

More expensive
Bike City
 $x < 4$

Note: Students may arrive at the solution in a variety of ways.

MARYLAND HIGH SCHOOL DIPLOMA

What are the requirements for the Maryland High School Diploma?

A student must be enrolled in a Maryland public school system, have earned 21 state-specified credits (see the chart below), have met the state's attendance and service-learning requirements, and have met all local school system requirements, *which may include additional credit requirements*.

Subject Area	Specific Credit Requirements	High School Assessments
English	4 credits	Beginning with the graduating class of 2009 , students must take and pass the Maryland High School Assessments. Students graduating before 2009 are required to take the assessments but passing is not required.
Mathematics	3 credits • 1 in algebra/data analysis • 1 in geometry • 1 other	
Science	3 credits • 1 in biology • 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science	
Social Studies	3 credits • 1 in U.S. history • 1 in world history • 1 in local, state, national government	
Fine Arts	1 credit	
Physical Education	1/2 credit	
Health	1/2 credit	
Technology Education	1 credit	
Other	2 credits of foreign language or 2 credits of advanced technology education and 3 credits in electives or 4 credits by successfully completing a state-approved career & technology program and 1 credit in an elective	



TESTING STUDENTS WITH SPECIAL NEEDS AND/OR LIMITED ENGLISH PROFICIENCY

Some of Maryland's students have special needs. For example, a student with a disability might have special instructional and testing needs, as might a student who has just begun to learn the English language. Since Maryland is committed to improving achievement for each student, measuring the progress of students with disabilities and limited English proficiency is very important. All students have a legal right to be included to the fullest extent possible in all statewide tests and to have their test results be a part of Maryland's accountability system. Students also have a legal right to instructional and testing accommodations that will help them learn and demonstrate what they have learned.

Students who receive special education services will take state tests.

Students with significant cognitive disabilities may participate in the Alternate MSA (Alt-MSA) if their Individualized Education Program (IEP) Team determines that this is appropriate.

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

Students in the class of 2009 will be the first to be able to use the Comparable High School Assessments (Comp-HSA). A state task force has recommended an assessment that Maryland can offer to students having difficulty with traditional tests. This assessment will be comparable to the current High School Assessments and particularly helpful for students with disabilities.

Maryland is developing a Modified Maryland School Assessment (Mod-MSA), and Modified High School Assessments (Mod-HSA) in algebra and English. The Mod-MSA and Mod-HSA will target those students who require modifications to the content within the general education curriculum. This does not include those students with disabilities taking the Alt-MSA, but the students for whom the IEP teams feel that a modified assessment is appropriate. The Mod-MSA and Mod-HSA could be ready as early as spring 2008.

All students who receive instruction in English for Speakers of Other Languages programs must participate in state tests. Each school's Limited English Proficient (LEP) committee makes decisions about appropriate accommodations for limited English proficient students' participation in state tests.

Accommodations for state tests will be the same as those provided during instruction and specified in the IEPs for students with disabilities. Accommodations are also specified in plans for eligible 504 students or limited English proficient students.

If your child has special needs or limited English proficiency, contact your school to learn more about instruction and testing plans for him or her.

ACCOUNTABILITY

Maryland holds schools and school systems accountable for improvement by reporting achievement data, recognizing progress, and taking action when schools are not improving.

How do I know if my child's school is making academic progress?

The federal No Child Left Behind Act requires Maryland to monitor school progress, report the results to parents, and take action when schools are not making Adequate Yearly Progress (AYP). Each year, schools must meet performance goals in the category of All Students and in each student subgroup category in order to make AYP. There are eight subgroups total: five racial groups, students receiving special education services, students with limited English proficiency, and students receiving Free and Reduced-Price Meals. Schools' performance goals will increase each year until 2014, when the goal will be for 100% of students to be proficient in reading and math.

Achievement information for schools, school systems, and the state is printed in an annual "report card" (the Maryland School Performance Report). This report is available on the Web at www.mdreportcard.org. The online report provides an AYP chart for each school that shows whether or not the school made all of its performance goals.

On the next page is what an AYP chart on one school might look like. The "Percent Proficient" heading is broken into two columns: reading and math. The school must meet its performance goals for reading and math in the category of All Students as well as in each of the subgroup categories. The school is also required to make progress in its overall attendance rate.

Suppose the goal is for 46.3% of students to be proficient in reading. In order to meet this goal, at least 46.3% of all students in the school, as well 46.3% of students in each subgroup, must perform at the proficient or advanced

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

Example School 2006 AYP: Not Met

	Percent Proficient		Attendance
	Reading	Mathematics	
All Students	Met	Met	Met
American Indian/Alaskan Native	Met	Met	
Asian/Pacific Islander	Met	Met	
African American	Met	Met	
White (not of Hispanic origin)	Met	Met	
Hispanic	Met	Met	
Free/Reduced-Price Meals	Not Met	Met	
Special Education	Met	Met	
Limited English Proficient	Met	Met	

Note: Because this example is for an elementary school, there is a column for attendance. Middle schools are also required to meet an attendance goal. High schools are required to meet a graduation rate goal rather than an attendance goal.

level in reading on the Maryland School Assessment. (If a subgroup contains less than five students, the school is not responsible for meeting the goal in that category, because in very small groups, one student's score can have too much effect on the overall score.)

If a school has met its goals, it will receive a "met" in each area of the chart. Schools must meet all goals in order to make AYP. In this example, the school met its goals in all areas except in reading for the subgroup of students receiving Free and Reduced-Price Meals. Therefore, this school did not make AYP. The school would need to take action to provide extra support to these students to improve their achievement.

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST



Are schools recognized for making progress?

If schools improve, they may receive public recognition.

What happens if a school does not make progress?

- **A school that does not make AYP goals in the same subject for two consecutive years will be identified for State School Improvement Year 1.** The school must write a detailed plan to solve problems in student achievement. If the school participates in the federal Title I program for high-poverty schools, it must offer parents the option of transferring their child to a higher achieving school in the school system.

- **If the school does not make AYP goals in the same subject for a third year, the school will move into State School Improvement Year 2.** The school must continue to follow its improvement plan. If the school is a Title I school, it must continue

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

offering parents the option to transfer their child. It must also provide extra services, such as tutoring, to students who are economically disadvantaged. Title I schools must offer the transfer option and extra services until they exit State School Improvement.

- **If the school does not make AYP goals in the same subject for a fourth year, it moves into Corrective Action**, and the school system must take specific actions to improve the school. These actions could include replacing school staff, adopting a new curriculum, or extending the school year.
- **If the school does not make AYP goals in the same subject for a fifth year, it moves into Restructuring**. Restructuring might include local school system takeover of school operations or other actions.

If a school is required to take the actions listed above, parents will be notified. Schools will exit State School Improvement after making AYP for two consecutive years.

It is important to remember that State School Improvement is an opportunity for improvement. If a school is identified for State School Improvement, it does not mean that the school is not a good school. In fact, the school could be high-performing on the average but could need to work on improving the performance of one or more subgroups of students. For a list of schools in State School Improvement, visit www.mdreportcard.org.



FAMILY INVOLVEMENT

Recognizing that family involvement is a powerful influence on student achievement, the Maryland State Department of Education is working to raise awareness and support for family involvement in education. The state's efforts are based on the recommendations contained in the Maryland Parent Advisory Committee (M-PAC) report, *A Shared Responsibility*.

The report makes recommendations to the Maryland State Department of Education, Maryland State Board of Education, school systems, and schools for improvement in the areas of leadership, accountability, training, partnership, and communication. Key recommendations include:

- Supporting legislation that would place on the State Board of Education at least two parents who have a child attending a Maryland public school.
- Encouraging every education-related committee and task force in Maryland to recruit at least two parents to participate.
- Developing benchmarks for school systems and schools to use in measuring the effectiveness and progress of their parent and community involvement practices, and reporting that progress to the public.
- Developing training modules for parents so they will have the capacity to participate as equal partners in the educational decision-making process.

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

State Superintendent Nancy Grasmick has already acted on numerous state-level M-PAC recommendations and assigned two Department staff members to work on increasing parent and family involvement. Recently, a parent with three children in Maryland public schools was appointed to the State Board of Education. Numerous other parents have been appointed to high-level task forces, including the Governor's Task Force on School Safety.

The Maryland Family Involvement Policy is increasingly becoming a focal point for local school systems as they develop their Master Plans, which guide school systems' school improvement efforts. Publications for parents have been translated into numerous foreign languages, and outreach to the faith-based community is increasing. There is also a major collaboration happening among state, local, and parent organizations to develop a family involvement toolkit for schools and systems.

In 2006, Superintendent Grasmick appointed a Superintendent's Advisory Council on Parent Involvement to assist the Department. The majority of members are parents, but as family involvement is a shared responsibility, additional members were appointed from state and local boards of education, local school systems, schools, family involvement organizations, community colleges, four-year colleges and universities, Maryland State Teachers Association, Maryland PTA, faith-based organizations, businesses, community organizations, and health-based organizations.

This Council advises the State Superintendent on how to continue:

- Enhancing communication and outreach.
- Strengthening partnerships.
- Promoting training opportunities for educators, families, and the community.
- Including families and the community in the decision-making process.

For more information on family involvement and M-PAC, visit www.MarylandPublicSchools.org and click on the "For Parents" button in the center of the page.



ENCOURAGING ACHIEVEMENT

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the different ways you can help your child get the most out of school:

- Set high expectations for your child. Make it clear that school should be his or her first priority.
- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Meet with your child's guidance counselor early in middle school to plan high school course selection.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her. (For a list of suggested family activities and

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

daily tips for parents, visit *Take 15 for the Family* on the Web at www.marylandpublicschools.org.)

- Provide a quiet place for your child to study.
- Help your child with his or her homework.
- Show interest in what your child is doing in school.
- Limit the amount of television your child watches and discuss what he or she sees on TV.
- Monitor the time your child spends playing video games or is on the Internet.
- Encourage your child to eat a balanced breakfast. Learn more about healthy lifestyles with *Take 15 for the Health of It*. (Visit www.marylandpublicschools.org and click on the Parents icon.)
- Volunteer to help with school activities and try to get other parents involved as well.
- Encourage your child to take challenging courses.
- If your child is in middle or high school, make an appointment with his or her guidance counselor to discuss post-high-school opportunities.

**Dedicate at least
15 minutes each day to
reading and talking
with your child.**

FOR MORE INFORMATION

If you have questions about student or school performance, the best place to start is with your child's teacher, principal, or guidance counselor. Your local school system is another good source of information. And don't forget your public library! You can use library computers to connect to the Web, and library staff can help with your research. The following organizations can help you learn more about student achievement and school improvement.

Maryland State Department of Education

200 West Baltimore Street
Baltimore, MD 21201
PHONE 410-767-0600 or
888-246-0016
FAX 410-333-2275
TTY/TDD 410-333-3045

www.MarylandPublicSchools.org The Maryland State Department of Education home page is your gateway to public schools in Maryland. Here you will find information on state programs, policies, tests, curriculum, and more. You can also learn about recent decisions of the Maryland State Board of Education, download publications, and link to your school system's Web site. For up-to-the-minute news, check the News Room section of the site.

www.mdk12.org The School Improvement in Maryland Web site is designed to help school improvement teams examine student performance data and identify instructional strategies to help students improve. Although the site was designed for educators, many parents will find this information valuable. The site contains information on the Maryland School Assessment, High School Assessments, Voluntary State Curriculum, and more.

www.mdreportcard.org This Web site is the online version of the Maryland School Performance Report. It contains detailed information on academic achievement, including scores on state tests, Adequate Yearly Progress, attendance and graduation rates, and schools identified for State School Improvement.

A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

Maryland PTA

5 Central Avenue
Glen Burnie, MD 21061
PHONE 410-760-6221 or
1-800-707-7972
FAX 410-760-6344
www.mdpta.org

U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202
PHONE 1-800-USA-LEARN
FAX 202-401-0689
TTY/TDD 1-800-437-0833
www.ed.gov
for general information
www.nochildleftbehind.org
for information on the No Child
Left Behind Act

Maryland Higher Education Commission

for information on colleges,
financial aid, and
scholarships
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401
PHONE 410-260-4500 or
1-800-974-0203 for general
inquiries
PHONE 410-260-4565 or
1-800-974-1024 for financial
assistance inquiries
FAX 410-260-3200
TTY 800-735-2258
www.mhec.state.md.us

HOW ARE WE DOING?

We'd like to hear from you on how well this publication helped you understand Maryland's goals for public education, school improvement efforts, and what parents can do to encourage achievement in their children and schools. You can email your thoughts on this publication to aparentsguide@marylandpublicschools.org, FAX them to 410-333-2275, or mail them to the Maryland State Department of Education, Office of Academic Policy, 200 West Baltimore Street, Baltimore, Maryland 21201-2595. Please direct all correspondence to the attention of "A Parent's Guide Feedback." Due to the volume of responses received, individual replies are not possible.

Family
involvement is a powerful
influence on student achievement.

marylandpublicschools.org

