# Article information:

Outrage on Twitter after Baltimore reveals zero students proficient in math across 23 schools: ‘FAILURE'
[https://www.msn.com/en-us/news/us/outrage-on-twitter-after-baltimore-reveals-zero-students-proficient-in-math-across-23-schools-failure/ar-AA17th5X?ocid=wn\_startbrowsing=915cf58993994417bc3c4cdccc55a7be](https://www.msn.com/en-us/news/us/outrage-on-twitter-after-baltimore-reveals-zero-students-proficient-in-math-across-23-schools-failure/ar-AA17th5X?ocid=wn_startbrowsing&cvid=915cf58993994417bc3c4cdccc55a7be)

# Article summary:

1. The Baltimore public school system has reported that zero students in 23 different schools across the city are proficient in math.

2. Professors and political commentators have expressed shock at the news and called for more freedom to allow parents to find better schools for their children.

3. Math proficiency for grades three through eight decreased from 33% in 2018-2019 to 22% in 2021-2022, with only 18% of sixth grade students being proficient in math and 7% of students who took the grade 8 assessment being proficient.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article is generally reliable, as it provides evidence to support its claims, such as citing statistics from the Maryland State Department of Education regarding math proficiency levels among students. However, there are some potential biases present in the article, such as a focus on school choice as a solution to the problem without exploring other possible solutions or counterarguments. Additionally, there is a lack of exploration into why these results have occurred, which could be due to systemic issues within the school system or other factors outside of parental control. Furthermore, while the article does provide some evidence for its claims, it does not provide enough detail or context to fully understand how these results were achieved or what can be done to improve them. Additionally, there is a lack of exploration into how this issue affects different demographics within Baltimore and how they may be impacted differently by this issue. In conclusion, while this article is generally reliable and provides evidence for its claims, it could benefit from further exploration into potential solutions and counterarguments as well as providing more detail and context regarding the results presented.

# Topics for further research:

* Baltimore school system
* Math proficiency levels
* Systemic issues in education
* Impact of school choice on student achievement
* Socioeconomic disparities in education
* Strategies for improving math proficiency

# Report location:

<https://www.fullpicture.app/item/888dc7a0f9707fca6a16db858e2566e5>