

MEMORANDUM

To: Education Committee *GBT*
 From: Elaine Bonner-Tompkins, Senior Legislative Analyst
 Office of Legislative Oversight (OLO)
 Date: April 17, 2013
 Subject: Worksession – FY14 Operating Budget, Montgomery County Public Schools (MCPS) and its Alignment with Efforts to Narrow the Achievement Gap

On April 19th, the Education (ED) Committee will convene its second worksession to review the FY14 Operating Budget request of MCPS. The ED Committee also intends to continue its work on OLO Report 2013-4, *The Achievement Gap in Montgomery County – A FY2013 Update*. The ED Committee will discuss MCPS’ current and planned efforts at narrowing the achievement gap, and what FY14 budget changes, if any, are warranted to accelerate MCPS’ progress. The following individuals are expected to participate:

- Chris Barclay, President, Board of Education
- Phil Kaufman, Vice President, Board of Education
- Joshua Starr, Superintendent
- Larry Bowers, Chief Operating Officer
- Kimberly Statham, Deputy Superintendent for Teaching, Learning, and Programs
- Beth Schiavino-Narvaez, Deputy Superintendent of School Support and Improvement
- Thomas Klausing, Director of Management, Budget, and Planning

OLO suggests the ED Committee use the following four topics to frame its review:

- What students are most at-risk because of the achievement gap and how at-risk are they?
- How does the requested FY14 budget and its program elements reflect the Board’s stated priority to close the achievement gap?
- What specific interventions has the Board recommended, what specific goals has it set, and what are its estimates of the budget impacts?
- How do the Board’s proposed interventions align with promising practices research?

As background, this packet includes the following attachments:

Executive Summary from OLO Report 2013-4, <i>The Achievement Gap in Montgomery County, A FY13 Update</i>	© 1
ED Committee Information Request to MCPS: Memorandum on April 19 th Education Committee Budget Worksession on MCPS, March 27, 2013	© 5
MCPS’ Response to ED Committee Request, Memorandum from Dr. Kimberly Statham, Deputy Superintendent of Teaching, Learning, and Programs, April 10, 2013	© 9
Excerpt from memorandum from Stephen Farber – Overview of FY14 Operating Budget, April 12, 2013	© 17

Excerpts from Presentation on OLO Report 2013-1, <i>Fiscal Planning and the New Maintenance of Effort Law</i> , October 16, 2012	© 19
Excerpts from the <i>Superintendent's Recommended FY 2014 Program Budget</i> for <ul style="list-style-type: none"> • Elementary School Instruction • Academic Intervention • Middle School Instruction • High School Plus • Alternative Programs 	© 25 © 33 © 35 © 40 © 42
Excerpt from the <i>Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement</i> for High Schools	© 45

A. The Urgency of the Achievement Gap

Table A describes the percentage of each MCPS student subgroup meeting selected benchmarks of student performance. **It shows the current magnitude of the achievement gap in Montgomery County is large with black and Latino students often more than twice as likely as their peers to demonstrate at-risk outcomes (e.g. dropout rates) and often less than half as likely to demonstrate performance indicative of college and career readiness (e.g. advanced MSA scores).** Moreover, it is among the later advanced measures of performance that align with the new Common Core State Standards where the gap has widened over the past three to five years.

These data underscore the ED Committee's concerns about the achievement gap and the Superintendent's recognition that narrowing the gap warrants a renewed strategy of improving and enhancing interventions, professional development, and community engagement.

Table A: Current MCPS Performance by Measure and Subgroup

Measures and Indicators	Performance by Race/Ethnicity				Performance by Service Group Status			
	White	Asian	Black	Latino	All Students	Special Ed.	ESOL	FARMS
Advanced Performance Measures								
MSA Advanced – Reading, Grade 3	39%	39%	12%	10%	26%	9%	5%	9%
MSA Advanced – Math, Grade 3	61%	65%	24%	24%	44%	16%	16%	21%
MSA Advanced – Reading, Grade 5	81%	79%	47%	46%	65%	32%	20%	40%
MSA Advanced – Math, Grade 5	54%	63%	18%	20%	39%	11%	9%	15%
MSA Advanced– Reading, Grade 8	74%	74%	38%	34%	56%	20%	11%	28%
MSA Advanced – Math, Grade 8	63%	69%	19%	18%	43%	11%	14%	14%
Algebra 1 by Grade 8 w/C or above	79%	83%	44%	40%	62%	20%	22%	35%
AP/IB Performance	70%	72%	25%	40%	53%	16%	30%	26%
SAT/ACT Performance	63%	62%	14%	16%	41%	12%	4%	8%
At-Risk Indicators								
Suspensions – Elementary	0.2%	0.2%	1.3%	0.6%	0.6%	2.3%	0.5%	1.1%
Suspensions – Middle	1.7%	1.4%	8.8%	4.8%	4.1%	10.8%	4.2%	8.3%
Suspensions – High	2.1%	0.9%	9.8%	5.0%	4.4%	9.6%	5.0%	8.5%
Ineligibility - Middle	1.5%	0.9%	9.5%	10.0%	5.2%	13.5%	10.2%	12.0%
Ineligibility - High	5.0%	4.6%	21.4%	26.5%	13.4%	25.1%	22.2%	27.6%
Dropouts (4 Yr. Cohort Rate)	3.1%	3.0%	9.4%	13.9%	6.8%	11.6%	26.2%	11.1%
Sources: MCPS and MSDE 2012 or 2011 data								

B. FY14 MCPS Budget Request and New Achievement Gap Investments

On April 8th, the ED committee began its review of the FY14 MCPS operating budget by providing an overview of the Board of Education's operating budget request and the County Executive's recommendation. The Executive recommends full funding of the Board's FY14 operating budget request including a County contribution to MCPS of \$1.413 billion (at MOE) and use of \$10 million from MCPS' Current Fund balance to meet the Board's request for an additional \$10 million. The Executive also recommends providing an additional \$286 million in County funding appropriated to other departments and agencies to support MCPS for debt service, pre-funding of retiree health benefits, support services, and technology modernization (see © 17).

At the April 8th meeting, the Board President identified narrowing the achievement gap as one of MCPS' three priorities (enrollment growth and 21st century skills were the other two) and stated that the FY14 budget request aligns with these priorities. Despite this designation, the few new investments aimed at closing the achievement gap together account for only 1/10th of one percent of MCPS' entire \$2.1 billion recommended operating budget for FY14. They include:

- \$1,967,803 to hire 30 additional focus teachers in middle schools to provide instruction to students who have not been successful in regular education mathematics and English courses;
- \$263,089 for a new interventions supervisor and to provide staff training on progress monitoring and differentiated teaching strategies for teams in 25-30 schools; and
- \$100,000 to expand to be determined school-based programs that have been effective at narrowing the achievement gap by race and ethnicity.

Of note, the compensation increases included in last year's budget may have precluded the Board from advancing a broader approach to implementing strategic interventions to address the achievement gap. As noted in OLO Report 2013-1, *Fiscal Planning and the New Maintenance of Effort Law*, the Board allocated \$47 million to compensation increases in FY13 and another \$18 million in FY14 with a second step increase that will be implemented in May.

More specifically, OLO Report 2013-1 found that the Board had room its FY13 budget to both restore 150 school-based positions cut in FY12 and to award a single step increase and longevity adjustments (see © 24). Of the positions cut in FY12, several positions – including academic intervention teachers and Reading Recovery teachers - offered interventions in general education aimed at improving outcomes among struggling learners.

C. General Comments about MCPS' Interventions for Struggling Learners

Unlike the budget information that MCPS offers annually on its special education and English for Speakers of Other Languages (ESOL) programs, MCPS does not publish a program budget that specifically describes its interventions for struggling learners in general education. Instead, information on general education interventions are described across a broad number of program budgets as demonstrated in the excerpts from the *Superintendent's Recommended FY14 Program Budget* for elementary and middle school instruction and academic interventions on © 25-39.

In preparation for this worksession, OLO, on behalf of the ED Committee, asked MCPS to provide information about its current and planned interventions for struggling learners in general education. A copy of OLO's request is attached at ©5; a copy of MCPS' response is attached at ©9.

Overall, Dr. Statham shared with OLO that MCPS views FY14 as a "design year" for developing its "integrated system of supports." Since MCPS' interventions strategy remains a work in progress, the ED Committee should note that it did not receive detailed responses from MCPS regarding the components of current interventions for struggling learners in general education, students served, program costs, or evaluation results.

MCPS' initial plan for increasing its capacity to meet the needs of struggling learners does include the following specifics:

- MCPS plans a four-year roll out its "new" integrated system of supports in all schools that will begin next year, 2013-14, and be completed in 2015-16;
- MCPS plans to use a school team-based approach to deliver interventions;
- MCPS plans to provide stronger "first instruction" so that interventions are utilized when necessary; and
- MCPS plans to track measures in Grades 3, 5, 8, and 9 to monitor student progress.

The school system's response acknowledges that it is still wrestling with the concept of what constitutes an intervention. Their list of 140 interventions is overly broad, i.e., it includes school wide initiatives, special education programs, and strategies that serve students other than struggling learners in general education. A smaller list that classifies each of the remaining interventions that specifically serve struggling learners in general education as a first tier preventative approach (i.e. core instruction), or a targeted second or third-tier approach is warranted.

It is also unclear how this new approach, reliant on school-based teams, differs from the approach MCPS currently uses to assist struggling learners. ***It would be instructive for the ED Committee to ask MCPS representatives about the distinctions between the two models, and the benefits and drawbacks of the current model compared to the proposed model so the Committee can better understand whether appropriations designated for narrowing the gap are likely to work.***

As follow up to MCPS' written response, OLO staff recommends the ED Committee ask MCPS representatives to address the following questions so the Committee has a better understanding of how the school system developed its proposed framework for achieving greater progress in narrowing the achievement gap:

- How has MCPS defined "struggling students" or students in need of interventions? How will MCPS define this cohort of students in the future?
- How does the cohort of struggling students, particularly in general education, overlap with student subgroups by race, ethnicity, and income? What is the distribution of black, Latino, and low-income students among struggling learners compared to their overall enrollment?
- Previously, what interventions/strategies were targeted to meet the needs of struggling students in general education (e.g. academically ineligible students)? What evaluations, if any, have been conducted on these strategies?

- How have school administrators been held accountable for narrowing the achievement gap beyond AYP goals? What consequences, if any, have occurred as a result of persistent gaps?
- How has central office offered assistance to schools to narrow the gap? What lessons, if any, have been learned regarding effective practices?
- Are their lessons that have been learned and applied from other schools systems who have achieved greater progress at narrowing the achievement gap?
- Are additional staff, supports, and/or resources needed to achieve progress?
- Can the compensation and FTE increases included in the FY14 budget hamper future efforts to align MCPS' budget and systemic goals for narrowing the achievement gap?
- If MCPS does not achieve sufficient progress in narrowing the gap with its new framework, how will MCPS review its current programming and staffing to reallocate additional resources to narrowing the achievement gap?

Finally, as a review of the promising practices research below suggests, an understanding of what targeted interventions are effective for improving outcomes among low performing student subgroups should be an essential feature of any comprehensive strategy aimed at assisting struggling learners, reducing dropouts, and narrowing the achievement gap.

MCPS expects its proposed “integrated system of supports” to reduce the need for targeted interventions. Even if it achieves this success, some students will still require second and/or third tier interventions to achieve success. ***It would be instructive for the ED Committee to understand which second and third tier interventions have been effective at meeting the needs of struggling learners in general education.***

D. OLO Overview of the Promising Practices Research

Improving the awareness of the best practices for serving struggling learners has been a repeated theme of OLO reports on MCPS programs. This theme emerges from the County Council's expectation that County-funded agencies should use data, research, and evaluations to improve their delivery of services, program outcomes, and productive use of County appropriations.

The remaining two sections of this memo summarize research on promising practices for narrowing the achievement gap and meeting the needs of struggling learners as synthesized in OLO's 2013 achievement gap report and 2010 truancy report (OLO Report 2010-7). Each section recommends additional questions, highlighted in bold and italicized text, to improve the ED Committee's understanding of how MCPS practices for narrowing the gap align with promising practices identified in the research.

Responses to these questions are critical to ensuring that MCPS develops an operating budget that aligns the school system's resources with its commitment to narrowing the achievement gap. Increased oversight by this Committee on this challenge could help ensure that MCPS achieves greater transparency and progress on this community-wide priority.

1. Promising Practices for Narrowing the Achievement Gap

Although the research base on best practices for narrowing the achievement gap is thin, OLO's review of best practices for narrowing the achievement gap in OLO Report 2013-4 identified several promising district, school and classroom-based factors for narrowing the achievement gap. A preponderance of the research suggests that collectively these factors can narrow the achievement gap, particularly by race. However, the research is not definitive and the specific impact of these factors on the achievement gap has been difficult to quantify.

District and School-Based Promising Practices for Narrowing the Gap

- **Integrate Schools:** Researchers from RAND¹ find that integration/school desegregation led to a narrowing of the achievement gap on the National Assessment of Educational Progress (NAEP) between 1971 and 1996, particularly in the Southeast. They note that desegregation led to gains by all students, but helped black students more than white students. Other researchers note that had greater progress been made in school desegregation efforts through the 1990's, the black-white test score gap would have diminished further.² Additionally, a recent study on housing integration in Montgomery County found that low poverty schools were more effective at narrowing the achievement gap than high poverty schools that received additional funding.³
- **Equalize Funding:** While some scholars disagree on whether money spent on education can make enough of a difference to influence school outcomes, others argue that strategic investments can pay off when they are focused on specific initiatives such as teacher quality or early childhood education.⁴
- **Reduce Class Size:** RAND researchers also found that reductions in average class sizes between 1971 and 1996 were associated with a narrowing of the achievement gap on the NAEP. Research from Tennessee has also found that significant reductions in class size at the elementary level – in particular, lowering class size to 13 to 20 students – benefits low-income and black students more than their peers.⁵
- **Enhance Teacher Quality:** Reviews of the research literature find that higher teacher scores improve the performance of the lowest performing students, and thus can narrow the achievement gap between high and low performing student groups.⁶
- **Improve Curriculum:** RAND researchers also noted the importance of challenging coursework taking as a likely factor in narrowing the NAEP achievement gap from 1971 to 1996.⁷

¹ Grissmer, et. al “Why Did the Black White Score Gap Narrow in the 1970s and 1980s” in *The Black-White Test Score Gap* (eds. Jencks and Phillips), 1998

² See Vignor and Ludwig “Segregation and the Test Score Gap” and Berends and Peraloza “Changes in Families, Schools, and the Test Score Gap” in *Steady Gains and Stalled Progress* (eds. Magnuson and Waldfogel), 2009

³ Schwartz, *Housing Policy is School Policy*, 2010 (<http://tcg.org/assets/downloads/tcf-Schwartz.pdf>)

⁴ See Darling-Hammond, 2010, *The Flat World and Education*

⁵ Finn, *Class Size and Student Risk: What is Known, What is Next?*, 1998 (<http://www.ed.gov/pubs/classsize/title.html>)

⁶ Ferguson, *Can Schools Narrow the Black-White Test Score Gap?* in Jencks and Phillips (1998)

⁷ Grissmer, et. al., 1998

- **Instructional Interventions:** The federal What Works Clearinghouse recognizes 39 instructional interventions that have positive or potentially positive effects on educational attainment or academic achievement.⁸ Yet, with exception of the Success for All Program, it remains unclear whether many of these interventions also help narrow the achievement gaps between student subgroups.
- **High Expectations:** The Educational Testing Services' review of the correlates of the achievement gap finds that students learn more in schools that emphasize high academic expectations.⁹ If students of color and lower-income students attend schools characterized by lower expectations, increasing student expectations may accelerate achievement among low performing subgroups and help narrow the achievement gap.

Classroom-Based Promising Practices for Narrowing the Gap

- **Quality Teaching:** Research psychologists¹⁰ have found that strategies that enhance teachers' use of explicit processing tasks successfully narrowed the achievement gap. These strategies can be effective because they reduce the load placed on students' working memories and enable students to process more information automatically.
- **Caring Relationships:** Several studies find that positive teacher-student relationships enhance student achievement¹¹ and that interpersonal relationships between students and teachers can also help to narrow the achievement gap.
- **Enhance Adaptive Learning Postures:** The phrase "adaptive learning postures" refers to approaches that prime a student to become an engaged and more effective learner. Research psychologists have found that schools can teach students to improve their adaptive learning postures and these strategies can narrow the achievement gap by especially improving student engagement among black and Latino students.¹²

As part of its oversight of MCPS appropriations, *OLO staff recommends that the ED Committee encourage MCPS to describe the alignment between its programs and practices to these district, school and classroom-based promising practices for narrowing the achievement gap* to identify potential opportunities for program improvement.

2. Promising Practices for Reducing Truancy and Dropouts

OLO Report 2010-7, *Truancy in Montgomery County*, also describes research-based promising practices for meeting the needs of struggling learners, improving student attendance, and reducing dropouts. These promising practices, summarized below, can help inform MCPS' efforts aimed at developing interventions that meet the needs of struggling learners in general education and in turn narrow the achievement gap.

⁸ What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)

⁹ Barton and Coley, 2009 – Parsing the Achievement Gap II (<http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>)

¹⁰ Boykin and Noguera, *Creating the Opportunity to Learn*, 2011; Bennett, et. al., *All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps*, 2004

¹¹ For an example, see the National Research Council's *Engaging Schools: Fostering High School Students' Motivation to Learn*, 2003 <http://www.nap.edu/openbook.php?isbn=0309084350>

¹² Boykin and Noguera; Bennett, et. al.

Of note, OLO Report 2010-7 found that the research literature regarding best practices for reducing truancy is still emerging. In particular, research on effective truancy reduction programs is less developed than research on effective dropout prevention practices, which also remains a work in progress.¹³ Nevertheless, evaluations of truancy and dropout prevention programs identify five common components of effective programs:¹⁴

- **Interagency Collaboration** – Effective programs rely on collaboration among schools, families, and community service agencies – including law enforcement, social services agencies, and mental health organizations – to address the personal, academic, school climate, and family-related factors that contribute to truant behavior.
- **Use of Data to Target Programs** – Effective programs regularly review data on student attendance, behavior, and academic achievement to identify students at high risk for truancy and to ensure that effective interventions are targeted to students most at risk.
- **School Policies that Promote Attendance** – Schools with effective programs ensure that their policies promote student attendance and attachment by:
 - a. Implementing effective attendance policies and applying them consistently,
 - b. Eliminating “push-out policies” such as suspensions for truancy and automatic class failure for poor student attendance,
 - c. Notifying parents when absences occur,
 - d. Ensuring that teachers respect and support all students, and
 - e. Establishing welcoming and safe school environments.
- **A Comprehensive Approach** – Effective programs focus simultaneously on prevention and intervention by implementing a three-tiered approach that offers:
 - a. School-wide efforts to prevent truancy,
 - b. Targeted initiatives to improve attendance among chronically absent students, and
 - c. Intensive interventions to improve the attendance of habitual truants.

Effective interventions for truants and students at highest risk for truancy include a focus on addressing the root causes of truancy, case management, and the use of a second team of adults to mentor and deliver intensive services to students and families.

- **Program Evaluation** – Effective programs establish concrete and measurable goals for program and student performance and monitor these measures to identify opportunities for program improvement and to ensure that programs work as intended.

¹³ Mac Iver, D. and Mac Iver, M., 2009

¹⁴ Common components derived from a review of best practices cited by the National Center for Student Engagement, Virginia Department of Education; U.S. Department of Education’s What Works Clearinghouse; and Johns Hopkins University’s Diplomas Now Program.

In 2010, OLO found that MCPS' programs aimed at reducing truancy and dropout rates were partially aligned with research-based practices. Specifically, OLO found that MCPS utilized data to target attendance interventions and following the report MCPS began to identify students at-risk of habitual truancy earlier for interventions and also eliminated its lost of credit policy for five unexcused absences. OLO, however, found that MCPS had not evaluated its truancy programs and that MCPS staffing of interventions to address the challenges that contribute to truancy was not commensurate with the level of additional staffing recommended by researchers.

OLO staff recommends that the ED Committee request that MCPS describe the current alignment between its practices for improving the performance of struggling learners to promising practices for reducing truancy and dropout rates. ***In particular, the ED Committee should probe MCPS representatives about whether the school system employs enough school-based staff to offer the three-tier approach to prevention and intervention described as a best practice and the a "second team of adults" to mentor and delivery intensive services to students and families.***

THE ACHIEVEMENT GAP IN MONTGOMERY COUNTY – A FY 2013 UPDATE
OFFICE OF LEGISLATIVE OVERSIGHT REPORT 2013-4

THE ASSIGNMENT

The County Council asked OLO to update its 2008 achievement gap report to further its understanding of the achievement gap in MCPS and to enhance its review and oversight of the Board of Education’s budget requests targeting the achievement gap. Specifically, the Council asked OLO to prepare a report that: explains the different ways the term “achievement gap” is defined and used; describes federal and state laws designed to close the achievement gap; and summarizes select measures that show the magnitude and nature of the gaps in MCPS.

This report finds that since 2008 MCPS has made progress, but significant achievement gaps remain, particularly among measures of at-risk academic performance. Over the same period, MCPS also lost ground in narrowing the achievement gap among several measures of above grade level performance that align with MCPS’ *Seven Keys* initiative and the Common Core State Standards.

WHAT IS THE ACHIEVEMENT GAP?

The “achievement gap” refers to disparities in educational performance between high and low performing student groups, known as subgroups. Measures of the achievement gap typically compare performance differences between white, Asian, and higher income students to black, Latino, and lower income students. The gap also refers to gaps in performance by English language proficiency and disability status.

The achievement gap is a long-standing, national challenge. Effectively closing the gap requires improving the performance of all students while accelerating the performance of low performing subgroups so they catch up to their higher performing peers. Researchers find that a variety of school, community, economic, and familial factors that correlate with the achievement gap, but views are mixed on how to narrow the gap. Over the past decade, federal, state, and local policies have made the closing of the achievement gap a top priority.

SELECTED MEASURES OF STUDENT PERFORMANCE

OLO and MCPS jointly identified 11 MCPS and Maryland State Department of Education measures for review in this report. The measures below, selected from a larger pool, reflect how many students met grade level expectations or above grade level expectations or were academically at-risk over a 3 to 5 year period since 2007 or 2010.

Grade Level Measures:

- **School Readiness** – Percent of kindergarteners demonstrating full readiness for school
- **MSA Proficiency** – Percent of Grade 3, 5, & 8 students meeting grade level standards in math & reading
- **Graduation Rate** – Percent of high school students who graduate with their 4-year cohort
- **Completion of USM/CTE Program** – Percent of graduates who meet University System of Maryland (USM) or Career and Technology Education (CTE) program requirements

Above Grade Level Measures:

- **MSA Advanced Scores** – Percent of Grade 3, 5, & 8 students meeting above grade level standards
- **Algebra 1 by Grade 8 with C or Higher** – Percent of students completing Algebra 1 by the end of Grade 8 with a course grade of C or above (Key 4 of *Seven Keys*)
- **AP/IB Performance** – Percent of graduates earning a 3 or above on an AP exam or a 4 or above on an IB exam (Key 6 of *Seven Keys*)
- **SAT/ACT Performance** – Percent of graduates earning a 1,650 or above on the SAT or a 24 or above on the ACT (Key 7 of *Seven Keys*)

At-Risk Measures:

- **Suspensions** – Percent of elementary, middle, & high school students suspended out of school
- **Academic Ineligibility** – Percent of middle & high school students academically ineligible to participate in extra curricular activities for 3 or 4 quarters due to grade point averages below 2.0 or failing a course
- **Dropout Rate** – Percent of high school students who dropout within four year cohort

THE ACHIEVEMENT GAP IN MONTGOMERY COUNTY – A FY 2013 UPDATE
OFFICE OF LEGISLATIVE OVERSIGHT REPORT 2013-4

MAGNITUDE OF MCPS' CURRENT ACHIEVEMENT GAPS

OLO used two sets of performance ratios to compare low performing subgroups to high performing subgroups and determine the magnitude of the achievement gaps in MCPS. Race and ethnicity performance ratios usually compare black and Latino students to white students; service group ratios, by contrast, compare students who receive special education, English for Speakers of Other Languages, or free and/or reduced priced meals to students who do not receive these services, or to all students.

OLO used the most currently available data to calculate performance ratios for the 11 measures on page v. OLO's analysis found that **the four measures of grade level performance showed the narrowest achievement gaps among MCPS students and the four measures of above grade level performance and three measures of at-risk performance showed the widest gaps.** Low performing subgroups were often only half as likely or less as high performing subgroups to meet above grade level benchmarks and more than twice as likely to experience at-risk outcomes. More specifically:

Among the four grade level measures, including MSA proficiency and graduation rates –

- Black students were 66-93% as likely as white students to meet these benchmarks;
- Latino students were 65-94% as likely as white students to meet these benchmarks;
- Students with disabilities were 56-83% as likely as regular education/all students to meet these benchmarks;
- Students receiving ESOL services were 51-86% as likely as English proficient/all students to meet these benchmarks; and
- Students receiving FARMS were 62-91% as likely as non-FARMS/all students to meet these benchmarks.

Among the four above grade level measures, including MSA advanced scores and SAT/ACT performance –

- Black students were 22-57% as likely as white students to meet these benchmarks;
- Latino students were 25-56% as likely as white students to meet these benchmarks;
- Students with disabilities were 24-46% as likely as regular education/all students to meet these benchmarks;
- Students receiving ESOL services were 9-56% as likely as English proficient/all students to meet these benchmarks; and
- Students receiving FARMS were 20-57% as likely as non-FARMS/all students to meet these benchmarks.

Among the three at-risk measures, including suspension and dropout rates –

- Black students were 303-633% (or 3 to 6 times) as likely as white students to experience these outcomes;
- Latino students were 150-667% (or 1.5 to 7 times) as likely as white students to experience these outcomes;
- Students with disabilities were 185-383% (or 1.9 to 4 times) as likely as regular education/all students to experience these outcomes;
- Students receiving ESOL services were 83-455% (or 0.8 to 4.5 times) as likely as English proficient/all students to experience these outcomes; and
- Students receiving FARMS were 183-231% (or 1.8 to 2.3 times) as likely as non-FARMS/all students to experience these outcomes.

MCPS' FY13 ACHIEVEMENT GAP PROGRESS REPORT

OLO's analysis of the data finds that since 2007, MCPS has: achieved progress in narrowing the achievement gap on five measures of grade level and at-risk performance; achieved mixed progress on two measures reflecting grade level and at-risk measures; and lost ground in narrowing the gap on four measures of above grade level performance that align with MCPS' *Seven Keys* and the Common Core State Standards.

THE ACHIEVEMENT GAP IN MONTGOMERY COUNTY – A FY 2013 UPDATE
OFFICE OF LEGISLATIVE OVERSIGHT REPORT 2013-4

MEASURES WHERE THE ACHIEVEMENT GAP NARROWED

MCPS narrowed the achievement gap across five measures: **school readiness, MSA proficiency, suspensions, academic ineligibility, and graduation rates**. These gaps narrowed by increasing the performance of most subgroups while accelerating the performance of the lowest performing subgroups. More specifically:

- The School Readiness Gap narrowed by 35-39% by race and ethnicity, and by 29-42% by LEP and FARMS status from 2007 to 2012, but increased by 24% by disability status.
- The MSA Proficiency Gaps in Grade 3 narrowed by 7-45% by race, ethnicity, and service group from 2007 to 2012; the Grade 5 gaps narrowed by 2-77%; and the Grade 8 gaps narrowed by 8-40%.
- The Suspension Gap among elementary students narrowed by 38-78% by race, ethnicity, and service group from 2007 to 2011, the gap among middle school students narrowed by 14-83%; and the gap among high school students narrowed by 22-52%.
- The Academic Ineligibility Gap at the middle school level narrowed by 44-61% by race, ethnicity and service group status from 2007 to 2011 while the gap at the high school level narrowed by 11-24% by race, ethnicity, FARMS, and special education status. However, the ineligibility gap in high school increased by 11% by ESOL status over the same period.
- The Graduation Gap among four year cohorts of students narrowed by 11-25% by race and ethnicity and by 8-12% by special education and FARMS status between 2010 and 2012, but increased by 2% by ESOL status.

MEASURES WHERE THE ACHIEVEMENT GAP GENERATED MIXED RESULTS

MCPS achieved mixed or no progress in narrowing the gap on two measures: **dropout rates and completion of USM or CTE program requirements among graduates**. For these two measures, MCPS tended to narrow the gap by race and ethnicity, but did not achieve the same progress among service groups. More specifically:

- The Dropout Gap among four year cohorts narrowed by 0-18% by race and ethnicity from 2010 to 2012 and by 12% by FARMS status, but widened by 2-8% by ESOL and disability status.
- The USM/CTE Program Completion Gap narrowed by 9-20% by race, ethnicity, and income from 2007 to 2010, remained unchanged by ESOL status, and increased by 27% by disability status.

MEASURES WHERE THE ACHIEVEMENT GAP WIDENED

MCPS' achievement gap widened across four measures: **MSA advanced scores, Algebra 1 completion by Grade 8 with C or higher, AP/IB performance, and SAT/ACT performance**. Among these four measures of above grade level performance that align with MCPS' *Seven Keys*, high performing subgroups made greater gains on these benchmarks than low performing subgroups, thus widening the gap. More specifically:

- The MSA Advanced Gaps in Grade 3 narrowed across most subgroups for reading by 2-7% but widened for math by 5-33% from 2007 to 2012; the Grade 5 gaps narrowed across most subgroups for reading by 2-16% but widened for math by 3-37%, and the Grade 8 gaps widened for both reading and math by 9-56%.
- The Algebra 1 by Grade 8 with C or Higher Gap widened by 7-19% by race, ethnicity, special education, and FARMS status from 2010 to 2012, but narrowed by 7% by ESOL status.
- The AP/IB Performance Gap among graduates widened by 6-37% by race, ethnicity, and service group status from 2007 to 2012.
- The SAT/ACT Performance Gap among graduates held constant by special education and ESOL status from 2010 to 2012, but increased by race, ethnicity, and income by 3-6%.

RECOMMENDED DISCUSSION ISSUES

OLO recommends three discussion issues to enhance the Council's review and oversight of MCPS budget requests targeted at closing the achievement gap.

Issue #1: How does MCPS establish funding priorities for closing the achievement gap and how does MCPS' FY14 operating budget request reflect these priorities?

Education policy continues to prioritize the closing of the achievement gap. MCPS' goals for closing the gap exceed federal and state policy mandates because they focus on narrowing the gap in above grade level performance. Yet, the achievement gap has widened since over the past three to five years among the four above grade level measures of student performance reviewed in this report. OLO recommends the Council discuss with MCPS how the school system establishes its funding priorities for narrowing the achievement gap. Recommended questions include:

- What are MCPS' priorities for narrowing the gap at the elementary, middle, and high school levels? How does the current funding of MCPS programs reflect the school systems' priorities for narrowing the gap?
- At what school level (elementary, middle, or high school) do MCPS' initiatives to close the achievement gap work best? Which initiatives are most effective at narrowing the gap? Where do the most promising and most challenging opportunities for improvement exist?
- What resources beyond the \$3.5 million requested for middle school improvement in the FY14 budget does MCPS plan to commit to reducing the achievement gap? Will current resources be reallocated?

Issue #2: What are MCPS' explicit expectations for achieving progress in closing the achievement gap based on current trends and planned investments?

MCPS has implemented specific initiatives to narrow the achievement gap, including the use of M-stat teams to narrow the gap in suspensions. Superintendent Starr has indicated that MCPS will focus on professional development, interventions, and community engagement to further enhance student performance and implementation of Curriculum 2.0 and the Common Core State Standards. OLO recommends that the Council discuss with MCPS the short term and long term progress the school system anticipates it will make to close the achievement gap based on its current trends and planned investments. Recommended questions include:

- Beyond Curriculum 2.0, what specific strategies and/or initiatives does MCPS currently employ or plan to employ to narrow the achievement gap? What are the budget implications of these strategies?
- What progress does MCPS anticipate in the short term and the long term in narrowing the achievement gap by race, ethnicity, and service group status based on these investments?
- How will MCPS use data and evaluation to determine the efficacy of its efforts to narrow the gap?

Issue #3: How do MCPS, Montgomery County Government, and community-based groups work together to eliminate the achievement gap?

Research suggests that school, community, socioeconomic, and familial factors contribute to the achievement gap. This broad array of risk factors suggests that a multi-agency, community-based approach to close the gap is needed. To encourage more collaboration and better coordination, OLO recommends the Council ask agency and community representatives to describe their collective efforts to close the gap. Specific questions include:

- How does MCPS work with other agencies and directly with parents to address the beyond school correlates of the achievement gap?
- How does Montgomery County Government work with community-based groups to narrow the beyond school gaps that correlate with the achievement gap, such as access to high quality preschool programs?
- What are the perspectives of community-based groups on how MCPS, MCG, and other entities can work together to help narrow the achievement gap by race, ethnicity, and service group status?

Memorandum

To: Roland Ikheloa, Laura Steinberg, Larry Bowers, Brian Edwards, Thomas Klausing, and Kimberly Statham – Montgomery County Public Schools

Cc: Sonya Healy, Essie McGuire, Chris Cihlar – Montgomery County Council and Office of Legislative Oversight (OLO)

From: Elaine Bonner-Tompkins (OLO) ^{GIBT}

Date: March 27, 2013

Re: April 19th Education Committee Budget Worksession on MCPS

As follow up to OLO's Achievement Gap report, I have been tasked with staffing the Education Committee's April 19th budget worksession on MCPS. MCPS' efforts to close the achievement gap and more specifically, its efforts and budgeting of general education interventions that meet the needs of struggling learners performing below grade level will be the focus of the April 19th worksession. Towards this end, please review and respond to the questions below **by April 10th**.

Please feel free to reach me by email at elaine.bonner-tompkins@montgomerycountymd.gov should you have any questions. I will be out of the office through April 5th, but I will check my office email while I am away. Should you need to speak to someone while I am away, Essie McGuire is available at 240-777-7813 and at Essie.mcguire@montgomerycountymd.gov.

ED Committee Request for Information for April 19, 2013

A. FY13 and FY14 Budgets for MCPS Interventions in General Education

The FY14 Operation Budget Request and FY14 Program Budget Request lists a number of interventions currently in use by MCPS to meet the needs of struggling learners. They include:

Elementary school interventions (from the Program Budget, p 9)

- Reading interventions include the following:

- Extra guided reading instruction
- Extra small group instruction
- Leveled Literacy Intervention
- Soar to Success
- Read About
- High Five Reading
- Leveled Reading
- Quick Reads

- Extended learning opportunities in math and language arts via ELO SAIL in Title I elementary schools (Summer Adventures in Learning)

Middle school interventions (from the Program Budget, p 37-38)

- Extended day programs in math and reading (for students in Reading/Math 6, 7, or 8)
- Extended year programs (Academic Support Program in Reading and Mathematics)
- Reading interventions (p 40)
 - Read 180
 - Bridges to Literacy
 - Read Naturally
 - Wilson
- Alternative education classes and programs (p 59)

High school interventions (from Operating Budget, p 1-22)

- After school and lunch time tutoring
- Ninth grade teams
- Summer school
- High School Plus
- Bridge Plan for Academic Validation (p 56)
- Online Pathway to Graduation Program
- Reading interventions (from the Program Budget, p 50) - Read 180
- Alternative education classes and programs (from the Program Budget, p 59)

Please address the following questions in advance of the April 19th worksession:

1. Are there other interventions serving struggling learners not mentioned above, such as positive behavior interventions and supports? If so, please list them.
2. What are the current budgets for MCPS' intervention programs (inclusive of those listed above and others)?
3. How many students receive services from these programs?
4. What staffs provide these services, and how many?
5. What professional development do they receive to deliver these services effectively?
6. Are these interventions achieving desired results based on achieving performance benchmarks or program evaluations?

B. FY13 & FY14 Budgets for Scaling Up Effective Interventions in General Education

Page 25 of the FY14 Operating Budget in Brief indicates that MCPS knows "that some schools are employing intervention strategies that are producing extraordinary results for students." The Education Committee would like to learn more about these successful schools and discuss the budget implications of scaling up their effective practices to other schools in FY14. Please address the following questions:

1. What schools are achieving these "extraordinary results" with current MCPS interventions?
2. What particular strategies/interventions do they employ?
3. What results have been achieved?
4. Who delivers these strategies (types of staff and number of FTE's)? At what cost?
5. What would be the cost of providing technical assistance and staff development to each MCPS school to help them achieve similar results? To the 50 schools with the highest numbers of struggling learners?

C. Central Office Functions and Costs Associated with Improving Interventions for Struggling Learners

Pages 3-4 of the FY14 Program Budget indicate that MCPS' Office for Teaching, Learning, and Programs "has established a safety net of support and acknowledges and provides for the variety of student needs in MCPS." Pages 4-36 and 4-38 of the FY14 Operating Budget indicate that responsibility for communicating "effective intervention resources and strategies" resides within the Division of Curriculum and Instruction and that in FY13, DCI worked collaboratively with other departments to "develop resources to guide school decisions on intervention strategies and programs, based on student performance data."

DCI also supported OTLP staff in their "review of the current and desired state" of interventions and conducted a "gap analysis" to understand where additional interventions for struggling learners are warranted.

These descriptions of DCI's functions and current responsibilities does not jibe with the Superintendents budget request to hire a new supervisor to oversee "preventions, interventions, and personalized learning" and a four year plan to scale up effective interventions for struggling learners. This description of current central office functions and achievements suggests that MCPS has indeed achieved progress in identifying effective interventions and the need for additional interventions.

The ED Committee would like to learn more about MCPS' central office functions aimed at understanding and communicating best practices to schools beyond its request for a new interventions supervisor and the budget for these functions. Please address the following:

1. What interventions for struggling learners did DCI identify in its review?
2. What gaps in interventions for struggling learners were identified by DCI?
3. What staff costs were associated with DCI's review? How many schools were reviewed?
4. What resources and guidance has DCI shared with schools to date on interventions for struggling learners?
5. Does DCI review whether interventions are being implemented with fidelity?
6. Does DCI monitor and/or evaluate the use of the interventions among schools?
7. How are schools and principals in particular held accountable by central office for their use of interventions to serve struggling learners and narrow the achievement gap?
8. What additional supports and staffing would be required to improve DCI's management of interventions implemented in schools?
9. What staff development, if any, does DCI recommend to schools to improve their implementation of interventions? What are the costs associated with this?

D. FY14 Costs of Restoring School Based Positions Serving Struggling Learners

Page 67 of the FY14 Operating Budget Brief indicates that “high poverty ‘focus’ schools receive additional positions to lower class sizes in the primary grades” and “schools may be allocated academic intervention teachers for special purposes, often for intervention programs to help students.”

OLO Report 2013-1 indicates that the Board eliminated 266 school-based positions in FY12, including academic intervention and reading recovery teachers and other positions serving struggling learners. MCPS FY13 Operating Budget Questions and Answers (Question 42) indicates that between FY10 and FY12, MCPS eliminated 50 elementary focus, academic intervention, and reading recovery FTE’s, 17 middle school alternative program and academic intervention FTE’s, and 14 high school alternative program and academic intervention FTE’s.

The Education Committee would like to understand the costs of restoring these 81 FTE’s in FY14 and any other restorations of school based staff positions that target struggling learners. The ED Committee would also like to understand the current budget and costs of providing professional develop to all focus, academic intervention, and alternative education teachers on effective interventions for serving struggling learners. Please address the following questions:

1. What would be the FY14 costs of restoring these positions serving struggling learners?
2. What costs would be associated with providing professional development for the budgeted 222 focus and academic intervention FTE’s included in the FY14 request?
3. What would be the costs associated with providing professional development for the restored 81 FTE’s on effective interventions?
4. What training is planned for alternative teachers in Level 1 programs (comprehensive middle and high schools)? What costs would be associated with providing these positions professional development on best practices for struggling learners?

E. FY14 Costs of Adding Counselor, Psychologist, Social Worker, and Pupil Personnel Worker FTE’s to reflect FY14 Enrollment and Student Needs

There have not been budgeted increases in the number counselor, psychologist, social worker, or pupil personnel workers positions associated with the increasing size and socio-economic diversity of MCPS’ student enrollment. These positions can be essential to schools effectively meeting the out-of-school challenges that impact struggling learners and contribute to the achievement gap. Please provide the ED Committee with an estimate of the number of counselors, psychologists, social workers, and pupil personnel workers that would be needed to meet the increasing needs of MCPS’ students. Please also describe the implications of adding additional counselor, psychologist, social worker, and PPW FTE’s to the FY14 budget.

Office of Teaching, Learning, and Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

April 10, 2013

MEMORANDUM

To: Dr. Elaine Bonner-Tompkins, Senior Legislative Analyst

From: Kimberly A. Statham, Deputy Superintendent of Teaching, Learning, and Programs 

Subject: April 19th Education Committee Budget Work Session on MCPS and Interventions Related Questions

The purpose of this memorandum is to respond to your memorandum of March 27, 2013, requesting supplemental information as a result of the Office of Legislative Oversight Achievement Gap report. Our work around interventions is integrally linked to our commitment to close the achievement gap. This year we have focused on gathering information relevant to perfecting practice in the classroom. This focus has allowed us to strategically plan an approach to interventions that we believe will help propel Montgomery County Public Schools (MCPS) to the next level. Questions surrounding what constitutes an intervention, for who would various interventions be effective, and how can you systematize the identification and matching of the intervention are all the questions that we are currently wrestling with. Below we have provided responses to your questions.

Within both our March 21, 2013, memorandum to the Montgomery County Board of Education and our presentation to the County Council on March 11, 2013, the Office of Teaching, Learning, and Programs (OTLP) explicitly articulated our approach to interventions. We shared the research and thinking that underscores the importance of the shift we intend to make from interventions to an integrated system of supports.

To build upon our past successes and to ensure we reach all students and eliminate the achievement gap, we believe that a systemic and holistic approach to supporting learners' academic, social-emotional, behavioral, and intellectual needs is necessary. We may no longer define nor approach interventions as reactive supports implemented after students already have struggled significantly. Our integrated system of supports places the student at the center of the planning and engagement process; considers students' strengths and needs proactively; builds capacity of staff through team-centered approaches and integrates school, family, and community responses and support for students. The shift from interventions to an integrated system of supports marks an acknowledgment that we must build on many of the systems, tools, and practices in place within MCPS, while we also build the capacity of our staff to provide stronger first instruction, so that interventions only are utilized when necessary. By strengthening first instruction we lessen the need to rely on interventions. Our emphasis has

shifted from a focus on discreet programs to a development of a holistic approach and process for schools to implement.

The integrated system of supports will be phased in across MCPS from 2013–2014 through 2015–2016. This approach will provide schools support to strengthen their collaborative infrastructure around assessment, data analysis, team problem solving, community partnering, and instructional delivery. Simultaneously, we must hold our schools accountable for ensuring student success and closing all achievement gaps. In particular, we will be setting district and school targets for the following critical ages and subjects:

- Third Grade Advanced Reading Scores on the Maryland School Assessment (MSA)
- Fifth Grade Advanced Reading and Math Scores on the MSA and Fifth Grade Well-Being Data
- Eighth Grade Advanced Reading and Math Scores on the MSA and Eighth Grade Well-Being Data
- Ninth Grade Algebra Performance
- Ninth Grade English I Performance
- High School Ineligibility Data
- High School Graduation Data

These critical Grades 3, 5, 8, and 9; and preparation for college and career success are essential transition points in students' learning careers, and so they have been purposefully prioritized. Additionally, we intend to focus upon Advanced scores on MSA in Grade 3, 5, and 8 until the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments are administered. As we attempt to anticipate what the future will look like regarding assessment we have selected the Advanced scores on MSA as a proxy for the PARCC assessments. By utilizing the School Support and Improvement Framework, we hold schools accountable for creating the conditions for successful student outcomes.

Critical to our approach is that collaborative school teams must be in place to meet student needs. There are best practices that we, within OTLP, recommend to our schools, specifically the components of the integrated system of supports; however, our approach is to build the capacity of our schools and school teams to identify the programs, structures, staffing allocations, and models needed to meet their students' needs. Within the scope of the 140 identified interventions, many of them are used by local schools to support struggling learners. However, we have identified as our ongoing work the evaluation of the efficacy of various interventions based on a student need profile. The Interventions Supervisor will have primary responsibility for coordinating the district's work around the evaluation of numerous interventions and their efficacy with student populations. The Intervention Supervisor will serve as the nucleus for the districts work around interventions.

A. Fiscal Year (FY) 2013 and FY 2014 Budgets for MCPS Interventions in General Education

To respond specifically to your questions about various programs, we have more than 140 different programs, supports, and models that are implemented across the district to enhance student success across academic, behavioral, and social-emotional dimensions within elementary, middle, and high school levels. Attached is the list of catalogued interventions.

B. FY 2013 and FY 2014 Budgets for Scaling Up Effective Interventions in General Education

We have multiple examples of schools that have created their own approaches to supporting struggling learners. Our aim has been to capture the common elements of school successes, successes within research on interventions, the response to interventions, and the multi-tiered system of supports to design the integrated system of supports. Our aim is to empower and build the knowledge and skills of our schools to craft their own context-specific approaches to meeting all learners.

Two examples of success that developed organically from our work with Broad Acres and Highland elementary schools are the use of small group instruction and flexible grouping. Teachers are expected to have the skills to ensure that all students learn the challenging curriculum. They should be able to identify and respond to the individual needs of each student in a timely manner during the teaching and learning cycle. Small group instruction and flexible grouping within the classroom facilitate meeting students' needs. Teachers are expected to be able to check for progress during a lesson and to use other formative assessments and progress monitoring tools to help plan lessons that match students' needs. Supplemental supports and interventions are provided to review content, deepen understanding, and refine skills. Content and subject teams work together collaboratively to address the needs of individual students and the approaches the team will take to address these needs.

C. Central Office Functions and Costs Associated with Improving Interventions for Struggling Learners

The 2012–2013 school year has been a design and planning year for this work. The work began with the internal analysis of the various interventions in place and expanded into designing a more systemic and holistic approach to teaching and learning, with an emphasis on supporting our most struggling schools first. The internal analysis is leading to re-thinking and redesigning our current system monitoring and support tool, the *Document of Interventions*. Enhancement of this tool will take place in 2013–2014.

The Interventions Supervisor position will oversee the implementation of the integrated system of supports in 15–20 schools in 2013–2014, 60 additional schools in 2014–2015, and full system implementation in 2015–2016. Additionally, the Interventions Supervisor will coordinate services between the offices of Shared Accountability, Special Education and Student Services,

the Chief Technology Officer, Curriculum and Instructional Programs, and School Support and Improvement to align support to schools and to drive greater student success. This will include deep collaboration and design around an updated *Document of Interventions* portal, deepening formative and diagnostic assessments, enhancing technological capacity, and aligning the various efforts that each team currently leads regarding interventions. Finally, the Interventions Supervisor will continue the work of analyzing interventions, through a study of the holistic approaches within each of the 202 MCPS schools.

The analysis from this year shows that our system needs to prioritize and coordinate reading interventions across elementary, middle, and high schools; we must identify and or design strong math interventions aligned to Common Core State Standards and Curriculum 2.0; and we must identify and implement social emotional interventions.

D. FY 2014 Costs of Restoring School-Based Positions Serving Struggling Learners

Given that our approach is to enable and support schools with implementing an Integrated System of Supports, our focus is on ensuring schools make the staffing choices and decisions they need. For example high schools submit proposals for using alternative staffing, these proposals include how schools intend to use the positions, the students they are going to serve, and how they will measure results. Proposals are reviewed, approved, and monitored by the Office of School Support and Improvement. Additionally, we intend to do a more robust analysis of all staffing positions, not just those connected to interventions, during the 2013–2014 school year in preparation for the FY 2015 budget.

E. FY 2014 Costs of Adding Counselor, Psychologist, Social Worker, and Pupil Personnel Worker Full-time Equivalent's to Reflect FY 2014 Enrollment and Student Needs

Within the FY 2014 budget, we have made a commitment to an increase in the number of counselors and psychologists, to keep up with our growing student enrollment. Specifically within the FY 2014 budget, we ask for five additional psychologists and three additional elementary counselors.

On April 19, 2013, we will have the opportunity to discuss further our interventions work and its strategic role in our efforts to close the achievement gap.

KAS:lsl

Attachment

Copy to:

Dr. Starr

Mr. Bowers

Dr. Narvaez

Mr. Edwards

Intervention Name	Type
Above and Beyond with Digi-Blocks	Academic
Accelerated and Enrichment Support Teacher (AEIST)	Staffing
Achieve Now	Academic
Algebra Online (MSDE)--not approved in MCPS	Academic
Alternative Program Teachers	Staffing
Alternative Programs	Academic
Alternative Schools	Academic
American Indian Education Program	Support Programs
Attendance Matters	Support Programs
Autism Resource Services	Special Education
Behavior Support Teachers	Staffing
Behavioral Intervention Plans	Behavioral
Bridge Plan for Academic Validation	Academic
Bridge Services	Special Education
Career & Technology Education (Perkins)/TEHST	Academic
Carl Sandburg Learning Center	Special Education
Children in Need of Supervision (CINS)	Support Programs
Community and Career Connections Program	Special Education
Comprehension Toolkit	Academic
Comprehensive Behavior Management	Behavioral
Computation Unit (Camelot Learning)	Academic
Corrective Reading	Academic
Councils on Teaching and Learning	Staffing
Court Liaison Program	Support Programs
Crisis Prevention Institute	Behavioral
Do the Math (Scholastic)	Academic
Drexel Math Forum	Academic
Early College Access Programs: College Institute Program, Dual Enrollment, Concurrent Enrollment	Academic
Early Interventions in Reading	Academic
Early Success Performance Plan	Academic
Edmark Levels 1 and 2	Academic
eLearning: On-line Courses for HS	Academic
Elementary Home School Model	Special Education
Elementary Learning Centers	Special Education
Enhanced School Improvement Teams	Staffing
ESOL Parent Outreach and Counseling	Family
ESOL Transition Program	Support Programs
Evening School	Academic
Excel Beyond the Bell	Academic
Expeditions to Numeracy (place value)	Academic
Extended Day/Year Middle School	Academic

Extended Learning Opportunities (ELO)	Academic
Extensions Program	Special Education
Extra Guided Reading/Small Group Instruction	Academic
Fast Track Reading	Academic
FASTT Math	Academic
Focus Teachers/Paraeducators	Staffing
Foundations Office Programs	Academic
Functional Behavioral Assessments	Behavioral
Fundamental Life Skills Program	Special Education
Gateway to College	Academic
George B. Thomas Saturday School	Academic
Gifted and Talented Support Positions	Staffing
Heinemann: Phonics (K-2), Word Study (3)	Academic
High Five Reading	Academic
High Incidence Assistive Technology	Special Education
High School Accuplacer	Other
High School Consortia	Systemic
High School Plus	Academic
Home and Hospital Teaching	Special Education
Home Schooling	Academic
Homeless Children and Youth	Support Programs
Horizons Reading	Academic
HSA Prep (Online & Workshop course)	Academic
Infants and Toddlers Program	Special Education
InterACT	Special Education
Jacob's Ladder	Other
John L. Gildner Regional Institute for Children and Adolescents (RICA)	Special Education
Judy Centers	Support Programs
Junior Great Books	
Learning for Independence	Special Education
Leveled Literacy Intervention	Academic
Lexia-Reading Strategies for Older Students	Academic
Lights, Camera, Literacy	Academic
Linkages to Learning	Support Programs
Longview School	Special Education
Math Content Coaches	Staffing
Math Intervention: Building Number Power with Formative Assessments, Differentiation, and Games	Academic
MCPS College Prep Literacy	Academic
MCPS Reading 7 and 8	Academic
Middle School Accelerated and Enriched Instruction (AEI) Literacy Coach	Staffing
Middle School Magnet Consortium	Systemic

Multidisciplinary Education, Training, and Support Program (METS)	Support Programs
Navigator (America's Choice)	Academic
Number Worlds	Academic
Numicon	Academic
OASIS Intergenerational Volunteers	Support Programs
On-line Pathways to Graduation	Academic
ORIGO Math	Academic
Outdoor Environmental Education Programs	Support Programs
Parent Academy	Family
Parent Community Coordinators	Staffing
Partners for Success	Family
Positive Behavioral Interventions and Supports (PBIS)	Behavioral
Prekindergarten Headstart Programs	Academic
Preschool Education Program	Special Education
Preschool: Specialized Programs for Deaf and Hard of Hearing Students	Special Education
Preschool: Specialized Programs for Visually Impaired Students	Special Education
Program of Assessment, Diagnosis, and Instruction (PADI)	Other
Project Lead the Way (PLTW)	Other
Project RIDE--Expired	Behavioral
Quick Reads	Academic
Read 180	Academic
Read About	Academic
Read Naturally	Academic
Read to Achieve	Academic
Read Well	Academic
Reading 3D (assessment)	Academic
Reading Advantage	Academic
Reading Assistant	Academic
Reading Interventions Teachers	Staffing
Reading specialists	Staffing
Regional Elementary Summer School	Academic
Rewards/Rewards plus Social Studies/ Rewards Plus Science	Academic
Rock Terrace School	Special Education
Ruth Rales Comcast Kids Reading Network	Support Programs
SAT/ACT Intervention Plan	Academic
School Leadership Team Institute	Systemic
Soar to Success	Academic
Speech and Language Services	Special Education
SRA McGraw Hill	Academic
Staff Development Teachers	Staffing
Stephen Knolls School	Special Education

Student Affairs	Support Programs
Student Service Learning (SSL) English for Speakers of Other Languages (ESOL) Clubs	Support Programs
Students Engaged in Pathways to Achievement (SEPA)	Support Programs
Study Circles	Systemic
Technology for Curriculum Mastery (TCM) Initiative	Systemic
Think Math	Academic
Title I	Systemic
Transition Services	Special Education
Truancy Court Program	Support Programs
Understanding Math Plus (Neufeld Math)	Academic
Universal Design for Learning	Academic
William & Mary	Other
Wilson Reading System	Academic
Wings Mentor Program	Support Programs
Young Scholars Program	Academic

Another key FY14 compensation issue is **pre-funding retiree health benefits (OPEB, or Other Post Employment Benefits)**. The Executive recommends raising the tax supported contribution for the four agencies from **\$105.4 million** in FY13 to **\$144.1 million** in FY14. The Fiscal Plan on ©48 lists an increase in FY15 to reach the Annual Required Contribution (ARC), now projected at **\$182.4 million**.

These OPEB contributions are essential if agencies are to meet their retiree health benefits obligations in future years, when the current annual pay-as-you-go approach will not be sufficient. In 2007 the Council and Executive agreed on a five-year OPEB phase-in schedule, and in 2008, as fiscal conditions tightened, on a revised eight-year schedule. But the annual contributions became a casualty of the recession, as they did for state and local governments nationwide. **In FY11, when the original five-year schedule had called for a \$149 million tax supported contribution, it was zero.**

FY12 budget pressures were equally challenging, but the Council and Executive agreed that the phase-in of OPEB contributions had to resume and provided a \$49.6 million tax supported contribution. In May 2011, as noted above, the Council also created a **Consolidated Retiree Health Benefits Trust** on behalf of County Government, MCPS, and the College in order to make the OPEB funding process more transparent and coherent. The FY13 contribution, as noted above, rose to \$105.4 million.

The rating agencies have made clear their expectation that AAA jurisdictions must address this obligation, which for County agencies currently has a funded level of just 6%. The recommended FY14 OPEB contribution extends the return toward required funding.

7. The MCPS Budget and Maintenance of Effort

The Executive recommends a tax supported budget for MCPS of **\$2.085 billion**, up \$55.8 million (2.8%) from FY13, the same amount requested by the Board of Education. This includes a County contribution of \$1.413 billion (plus carryover of \$27.0 million from MCPS' fund balance and \$34.5 million for State pension costs). This meets the State's Maintenance of Effort requirement (MOE), which mandates the same level of funding year over year adjusted for changes in enrollment. The Board requested use of \$17.0 million from fund balance, not \$27.0 million, with the remaining \$10.0 million to come from County funds above the MOE requirement.

The budget book also includes for the first time an important table that summarizes additional contributions to MCPS programs that are appropriated in other departments and agencies:

Additional County Support for MCPS FY14	
MCPS Budget (in millions)	\$2,084.7
Additional County funding (not included in MCPS budget)	
• Debt service on school construction bonds	\$124.5
• Pre-funding retiree health benefits	\$87.8
• Support services	\$51.7
• Technology modernization	\$22.1
Total additional County funding	\$286.1
Total expenditures for MCPS	\$2,370.8

Sources: Recommended FY14 Operating and Capital Budgets

This table updates tables previously developed by Council staff to identify these additional contributions to MCPS. See ©62-63 for the FY13 table prepared for the Council's November 29, 2012 budget forum. OMB's illustrative list of support services funded by other departments and agencies includes school health services, child wellness, and Linkages to Learning provided by DHHS; crossing guards provided by Police; sports academies sponsored by Recreation; research and internet resources provided by Libraries; and ballfield maintenance provided by M-NCPPC.

The total County funding for these additional FY14 contributions to MCPS, \$286.1 million, is entirely above and beyond the MOE requirement. To place this amount perspective, it is larger than the FY14 recommended budgets for Police (\$260.6 million), DHHS (\$253.8 million), or Fire and Rescue (\$218.6 million). It is larger than the **combined** FY14 recommended budgets for Corrections (\$66.6 million), Transportation (\$45.7 million), Housing (\$37.1 million), Libraries (\$34.7 million), Recreation (\$28.0 million), General Services (\$26.4 million), Environmental Protection (\$20.0 million), State's Attorney (\$13.7 million), and Circuit Court (\$12.8 million).

Improved resources from the slow economic recovery provide the opportunity for **renewed collaboration** by the Board, the Council, the Executive, and the school community on closing the achievement gap and other priorities. This is a welcome departure from the strains produced by the recession-driven budgets of recent years.

Last year two actions by the General Assembly – the shift of teacher pension costs to the counties and a radical overhaul of the Maintenance of Effort law – produced serious additional strains. When these proposals were under review, the Executive and the Council President made clear to our Delegation that they were deeply flawed. See their March 12, 2012 letter on ©64-66.

Governor O'Malley, long an opponent of a pension shift, made it a core element of his legislative program. While the enacted plan focused only on the "normal" teacher pension cost, which reflects the current cost of retirement for active employees and excludes unfunded accrued liabilities, **the fiscal impact over time will be very large.** During the four-year phase-in period, FY13-16, the regular required MOE costs paid by counties are increased by additional pension costs. **For the County, the additional costs in FY13-16, only partly offset by small revenue sources, are \$27.2 million, \$34.5 million, \$37.8 million, and \$44.4 million, respectively.** In FY17 the FY16 payment will be rolled into the MOE per-pupil cost. Going forward, the MCPS budget must absorb the normal cost pension impact of salary improvements and workforce growth determined by the Board and changes in benefit levels and plan assumptions made by the State. **None of these factors are in the County's control, but the County will ultimately be asked to pay the bill.**

The Board and the school unions opposed the pension shift, but their top priority was to amend the MOE law. The new law includes even more stringent conditions for obtaining a waiver from the State Board of Education, and to meet funding requirements it authorizes intercepting counties' income tax revenue and overriding voter-approved limits on county property taxes. **The law effectively guarantees funding protection for school systems regardless of the state of the economy or the impact on other services and taxpayers.**¹⁵ Council staff notes that projected MOE due to enrollment growth alone (with no increase above MOE), combined with projected pension shift costs, will raise the required County contribution to MCPS from FY14 to FY17 by nearly **\$100 million.**

¹⁵ Not surprisingly, this year MCGEO urged passage of SB 1055, which would extend MOE funding protection to "critical" County-provided services. The sponsors are Senators Manno, King, Madaleno, and Peters. The fiscal note for the bill prepared by the Department of Legislative Services states that the bill may "provide a disincentive for local governments to increase funding in one or more critical service category beyond the minimum required level, because doing otherwise will result in ever-increasing annual required MOE amounts."

BOE Measures to Control Personnel Costs

FY10

- **No cost-of-living adjustment**

FY11

- **No step increases or cost-of-living adjustments**
- **Increase in class size of one student
(saved \$16.2 million by eliminating 252 FTEs)**

BOE Measures to Control Personnel Costs

FY12

- **No step increases or cost-of-living adjustments**
- **Elimination of 266 school-based FTEs
(saved \$15.0 million)**

Eliminated Positions Included (150 FTEs):

Academic Intervention Teachers	Assistant School Administrators
College Prep Teachers	Counselors
English Composition Teachers	ESOL Teachers
Instrumental Music Teachers	Media Assistants
Paraeducators / Lunch Room Aides	Parent Comm. Coordinators
Reading Recovery Teachers	Reserve Teachers
Special Education Staffing	

FY13 MCPS Personnel Costs

salaries, FICA, group insurance, pension for active employees

BOE Approved Total Cost **\$1,734.4 million**

Includes:

- **Salary Increases** **\$51.7 million**
(two steps, longevity adjustments,
raises for employees not eligible for steps/longevity)
- **Increased Copays, Reduced Travel** - **\$4.7 million**

**Cost without approved
compensation changes** **\$1,687.4 million**

MCPS Personnel Costs

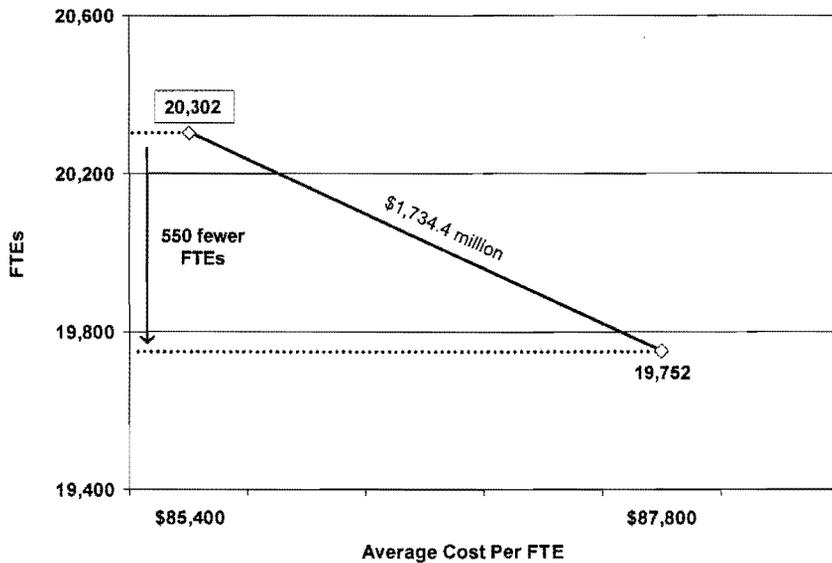
Total FY13 Costs: **\$1,734.4 million**

Excludes:

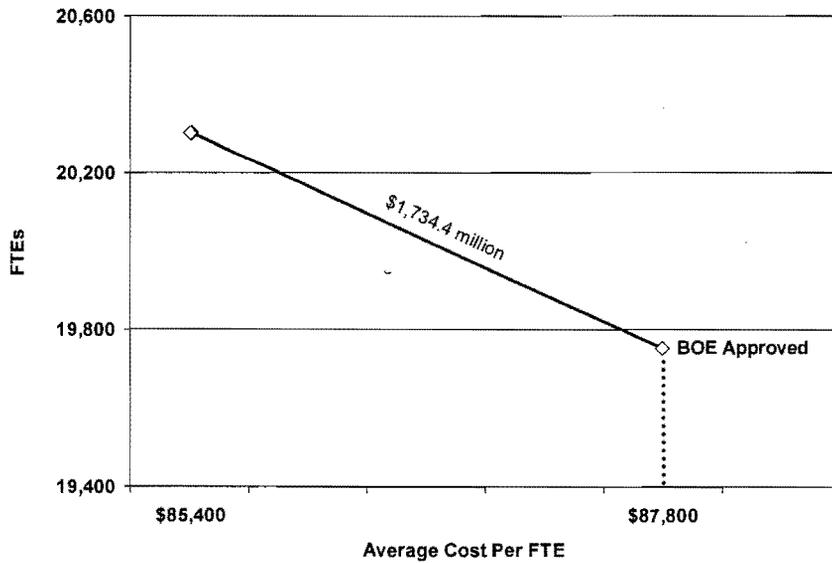
- **Additional Annualized Cost
of May 2013 Step** **\$22.5 million**
(deferred until FY14)
- **Additional Annualized Savings
from Increased Copays** - **\$4.6 million**

Annualized FY13 Costs: **\$1,752.3 million**

FY13 MCPS FTEs and Average Cost Per FTE
 (at total personnel cost of \$1,734.4 million)



FY13 MCPS FTEs and Average Cost Per FTE
 (at total personnel cost of \$1,734.4 million)



Compensation Alternative Example 2

<p>Restore 150 Positions Cut in FY12</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Academic Intervention Teachers</td> <td style="width: 50%;">Asst. School Administrators</td> </tr> <tr> <td>College Prep Teachers</td> <td>Counselors</td> </tr> <tr> <td>English Composition Teachers</td> <td>ESOL Teachers</td> </tr> <tr> <td>Instrumental Music Teachers</td> <td>Media Assistants</td> </tr> <tr> <td>Paraeducators</td> <td>Lunch Room Aides</td> </tr> <tr> <td>Parent Comm. Coordinators</td> <td>Reading Recovery Teachers</td> </tr> <tr> <td>Reserve Teachers</td> <td>Special Education Staffing</td> </tr> </table>	Academic Intervention Teachers	Asst. School Administrators	College Prep Teachers	Counselors	English Composition Teachers	ESOL Teachers	Instrumental Music Teachers	Media Assistants	Paraeducators	Lunch Room Aides	Parent Comm. Coordinators	Reading Recovery Teachers	Reserve Teachers	Special Education Staffing	<p>Cost: \$7.7 m</p>
Academic Intervention Teachers	Asst. School Administrators														
College Prep Teachers	Counselors														
English Composition Teachers	ESOL Teachers														
Instrumental Music Teachers	Media Assistants														
Paraeducators	Lunch Room Aides														
Parent Comm. Coordinators	Reading Recovery Teachers														
Reserve Teachers	Special Education Staffing														
<p>Alternative Compensation Package</p> <p>Award \$2,000 Lump Sum in lieu of Salary Increases Raise Health Insurance Employee Cost Share by 5%</p>	<p>Savings: \$9.7 m</p>														

FY13 MCPS Budget

Net Annualized Cost of FY13 Compensation Changes:

FY13	\$47 million
FY14	\$18 million
Total	\$65 million (equivalent to cost of 750 FTEs)

Summary Points: MCPS Approved Budget

BOE had room in FY13 budget to accommodate \$47 million increase in personnel costs.

Options:

- **Restore cut positions (↑ number of FTEs);**
- **Increase compensation (↑ cost per FTE); or**
- **Combination of both.**

Summary Points: MCPS Approved Budget

- **Board of Education allocated \$47 million entirely to compensation increases – no restoration of cut positions.**
- **Total annualized cost of FY13 MCPS compensation changes is \$65 million.**
- **Annualized cost of FY13 compensation increases is equivalent to cost of 750 FTEs.**

**Summary Points:
MCPS Approved Budget**

FY13 MCPS appropriation was sufficient to increase compensation and restore staffing reductions.

Example: Funding was sufficient to:

- **Restore 150 school-based positions cut in FY12.**

AND

- **Award a single step increase and longevity adjustments.**

**Summary Points:
MCPS Approved Budget**

BOE decisions that will impact FY14 budget include:

- **Deferred cost of second step**
(exceeds cost of reducing class size by one student and restoring 150 school-based positions)
- **Salary increases in base budget**
(unlike lump sum, permanent increase in personnel costs)
- **Continued demand for position restorations**
- **Increased health insurance co-pays / maintenance of health insurance cost share**

Elementary School Instruction

Program Description

Elementary school programs are designed to provide the foundation and initial learning environment for children's formal education through rigorous and challenging programs that meet the needs of a diverse student population with quality teaching and learning. All elementary schools provide an academic program that includes the following:

- reading/language arts
- mathematics
- science
- social studies
- art
- music
- physical education
- health education
- information literacy
- ESOL, as appropriate

Assessments and Interventions

Ongoing assessments and monitoring of student progress toward curriculum goals inform students and parents of progress and provide formative information used to plan and modify instruction. Interventions implemented in selected schools support students who are performing below grade level. Assessments and interventions are detailed below.

Reading assessments include the following:

- MCPSAP-PR (Montgomery County Public Schools Assessment Program—Primary Reading) for Grades K, 1, and 2 students that measures reading progress and achievement, using handhelds
- MAP-R (Measures of Academic Progress in Reading) for Grades 3, 4, and 5 students, a computer-adaptive reading achievement test that provides information on student reading progress over time
- Curriculum-based formative assessments during each unit of instruction

Reading interventions include the following:

- Extra guided reading instruction
- Extra small group instruction
- Leveled Literacy Intervention
- Soar to Success
- Read About
- High Five Reading
- Leveled Readers
- Quick Reads

Elementary School Instruction (continued)

Mathematics assessments include the following:

- Formative assessments to monitor student progress
- Unit assessments that measure student progress toward meeting on grade-level and above grade-level expectations
- MAP-P (Measures of Academic Progress in Primary Grades) for kindergarten through Grade 2 students, a computer-adaptive mathematics achievement test that provides information on student mathematics progress over time
- MAP-M (Measures of Academic Progress in Mathematics) for Grades 3, 4, and 5 students, a computer-adaptive mathematics test that provides information on student mathematics progress over time

Extended Learning Opportunities

Elementary schools implement extended year opportunities to provide additional instruction. Extended Learning Opportunities, a four-week summer program in selected schools, provides additional instructional time in reading and mathematics.

Baldrige School Improvement Process

The major activities of the Baldrige guided school improvement planning process include the following:

- Creating processes involving representative group of stakeholders
- Identifying instructional priorities of the school and developing a school improvement plan that includes professional development and resources needed for implementation based on each school's assessment data and stakeholder input

School Climate

All schools maintain a climate that:

- fosters growth and nurturing for each student;
- is safe and orderly;
- Includes parents and students in the decision-making process about a child's education.

Early Success Performance Plan

In response to the Montgomery County Board of Education's academic priority to develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative, the Early Success Performance Plan was formulated. The major functions of the program include the following:

- Diagnostic assessment
- Curriculum instructional guides based on content standards with specific expectations of what students should know and be able to do in reading, writing, mathematics, science, and social studies
- Comprehensive and consistent program aligned with the strategic plan

Elementary School Instruction (continued)

Curriculum 2.0

Elementary schools are implementing Curriculum 2.0, which is an upgrade to the elementary curriculum. It develops students' critical and creative thinking skills, as well as essential academic success skills. By connecting science, social studies, information literacy, art, music, physical education, and health to the core subjects of reading and mathematics, students receive robust, engaging instruction across all subjects and build a strong foundation that enhances confidence and success. At the same time, mathematics, reading, and writing are strengthened significantly through alignment with internationally-driven standards called the Common Core State Standards.

Professional Development

Professional development is provided to administrators and instructional staff members to support the implementation of the curriculum. These opportunities occur through the following venues:

- monthly Elementary Principals' Curriculum Update meetings for elementary principals and instructional leaders
- job-embedded professional development for teachers by staff development teachers, reading specialists, and math content coaches
- new Educators' Orientation
- Teacher Mentoring Program

Grading and Reporting

- All elementary schools implement Policy IKA, *Grading and Reporting*
- Grades are based on grade-level expectations in Grades 1–5
- Teachers are reporting Learning Skills separate from the academic grades in Grades 1–5
- All elementary schools are implementing an electronic standards-based gradebook and report card for Grades K-3.
- Twenty-five schools are implementing an electronic standards-based gradebook and report card for Grades 4–5

Number of Students Served: All elementary school students are currently served by this program.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2014 is \$223,814,974. Changes in the budget are the result of a realignment of \$300,000 for contractual services from the Applied Research Program to this program for the Gallup Staff Engagement Survey. Other significant changes in the budget that impact the program's functions and operations are as follows.

Elementary School Instruction (continued)

Program Efficiencies and Reductions

There is a reduction of \$258,617 for inflation budgeted for textbooks and instructional materials. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

Strategic Program Restorations and Enhancements

Curriculum 2.0 and Common Core State Standards - \$1,434,699

For FY 2014, the budget includes the expansion of Curriculum 2.0 to Grades 4 and 5 in the elementary schools, Algebra I in secondary schools, and across the curriculum in literacy at the secondary level. The FY 2014 Operating Budget includes an increase of \$1,434,699 in stipends to support professional development and collaborative planning time in the elementary schools and the secondary level. Budget includes an increase of \$1,434,699 in stipends to support professional development and collaborative planning time in the elementary schools and at the secondary level.

To respond to the needs of schools for support related to mathematics instruction, the Curriculum and Instructional Administration Program budget includes a mathematics implementation team. Members of the team will focus on direct support to teachers including coaching teachers, participating in school team collaborative planning, modeling classroom instruction, and leading system-level teacher professional development mathematics sessions.

Preventions, Interventions, and Personalized Learning - \$125,135

To help close the achievement gap, a key priority is to ensure that resources are available to students who are struggling and supports are available to teachers and school staff. During FY 2014, the focus of the work will be to collect and analyze data on intervention resources that are currently available and utilized, assess whether the interventions are producing desired results, and determine where resources should be targeted to achieve maximum results for students. For FY 2014, a 1.0 supervisor is budgeted in the Office of Teaching, Learning, and Programs to lead this effort, and \$125,135 for summer training for staff on progress monitoring and differentiation teaching strategies for students, and for two days of substitutes for intensive team work is included in this budget.

Elementary Math Teachers - \$499,950

In 2010, the Mathematics Work Group recommended that MCPS discontinue the practice of allowing students to skip grades to access accelerated and enriched instruction but continue to provide challenging math practices for students who demonstrate consistent proficiency. The acceleration and enrichment built into Curriculum 2.0 has challenged the vast majority of students in the grade-level curriculum. However, principals and parents report that some students have demonstrated consistent proficiency in the grade-level curriculum and need additional challenges. MCPS is designing curriculum beginning in Grade 4 to help meet the

Elementary School Instruction
(continued)

needs of these students. The FY 2014 Operating Budget includes 10.0 elementary math teacher positions that will each serve a number of schools on a daily basis.

Program Funding

For FY 2014, it is projected that this program will be entirely funded by local funds.

Crosswalk to Other Budget Documents

More detailed information about this program can be found in the *Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement* as follows:

Elementary Schools: Pages 1-3

ELEMENTARY INSTRUCTION

Description	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages			
Total Positions (FTE)	2,860.700	2,956.700	96.000
Position Salaries	\$186,580,961	\$193,758,933	\$7,177,972
Other Salaries			
Summer Employment	92,069	92,069	
Professional Substitutes	9,029,870	8,628,424	(401,446)
Stipends		1,434,699	1,434,699
Professional Part Time		42,518	42,518
Supporting Services Part Time	1,307,969	1,307,969	
Other	8,685,755	9,285,755	600,000
Subtotal Other Salaries	19,115,663	20,791,434	1,675,771
Total Salaries & Wages	205,696,624	214,550,367	8,853,743
02 Contractual Services			
Consultants	260,510	185,510	(75,000)
Other Contractual	180,856	555,856	375,000
Total Contractual Services	441,366	741,366	300,000
03 Supplies & Materials			
Textbooks	2,835,679	2,908,761	73,082
Media			
Instructional Supplies & Materials	4,873,743	4,999,351	125,608
Office			
Other Supplies & Materials	8,000	8,000	
Total Supplies & Materials	7,717,422	7,916,112	198,690
04 Other			
Local/Other Travel	133,520	170,186	36,666
Insur & Employee Benefits			
Utilities			
Miscellaneous	344,120	218,611	(125,509)
Total Other	477,640	388,797	(88,843)
05 Equipment			
Leased Equipment	108,228	93,228	(15,000)
Other Equipment	125,104	125,104	
Total Equipment	233,332	218,332	(15,000)
Grand Total	\$214,566,384	\$223,814,974	\$9,248,590

ELEMENTARY INSTRUCTION

CAT	DESCRIPTION	10 Mon	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	N Coordinator			1.000	1.000
3	AD Teacher	X	2,499.700	2,581.700	82.000
3	AD Teacher, Special Programs	X	14.800	14.800	
3	AD Teacher	X		2.000	2.000
3	AD Teacher, Staff Development	X		.500	.500
3	AD Teacher, Prekindergarten	X		2.000	2.000
3	16 Instructional Data Assistant	X	87.875	87.875	
3	12 Paraeducator	X	121.950	121.950	
3	12 Paraeducator	X		4.000	4.000
3	7 Lunch Hour Aide - Permanent	X	136.375	140.875	4.500
	Total Positions		2,860.700	2,956.700	96.000

Academic Intervention

Program Description

This budget includes funding for school-based staffing that provides supplementary academic intervention resources to support quality education. The staffing is allocated based on a concentrated poverty formula and provides targeted support for achievement of students attending schools that are significantly impacted by poverty.

The functions and activities of the academic intervention positions are to ensure success for every student and to provide an effective instructional program.

Major functions and activities differ by assignment to meet the needs of the identified community and may include, but are not limited to the following:

- Targeted intervention for math and/or reading achievement at the elementary, middle, and high school levels
- High school assessment intervention and remediation
- Acceleration and remediation to close the gap for African American and Hispanic students

Number of Students Served: The number of students served depends on the various needs of the students.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2014 is \$13,688,821. There are no significant program changes.

Program Funding

For FY 2014, it is projected that this program will be funded entirely by local funds.

Crosswalk to Other Budget Documents

More detailed information about this program can be found in the *Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement* as follows:

Elementary Schools: Page 1-3

Middle Schools: Page 1-11

High Schools: Page 1-19

ACADEMIC INTERVENTION

Description	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages			
Total Positions (FTE)	222.000	222.000	
Position Salaries	\$14,042,522	\$13,688,821	(\$353,701)
Other Salaries			
Summer Employment			
Professional Substitutes			
Stipends			
Professional Part Time			
Supporting Services Part Time			
Other			
Subtotal Other Salaries	_____	_____	_____
Total Salaries & Wages	14,042,522	13,688,821	(353,701)
02 Contractual Services			
Consultants			
Other Contractual			
Total Contractual Services	_____	_____	_____
03 Supplies & Materials			
Textbooks			
Media			
Instructional Supplies & Materials			
Office			
Other Supplies & Materials			
Total Supplies & Materials	_____	_____	_____
04 Other			
Local/Other Travel			
Insur & Employee Benefits			
Utilities			
Miscellaneous			
Total Other	_____	_____	_____
05 Equipment			
Leased Equipment			
Other Equipment			
Total Equipment	_____	_____	_____
Grand Total	<u>\$14,042,522</u>	<u>\$13,688,821</u>	<u>(\$353,701)</u>

ACADEMIC INTERVENTION

CAT	DESCRIPTION	10 Mon	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
3	AD Teacher, Academic Intervention	X	42.400	42.400	
3	AD Teacher, Focus	X	50.100	50.100	
3	AD Teacher, Academic Intervention	X	34.700	34.700	
3	AD Teacher, Academic Intervention	X	20.000	20.000	
3	12 Paraeducator	X	74.800	74.800	
Total Positions			222.000	222.000	

Middle School Instruction

Program Description

Middle school academic and elective programs are designed to challenge and stretch the learners in a safe environment that promotes the worth of each individual student. Successful middle schools set high expectations for student performance by implementing educational experiences that ensure rigor and challenge to maximize the learning potential of all students. These efforts focus on strategy-based instruction that fosters rigor and student engagement. All middle schools provide an academic program that includes the following: English, mathematics, science, social studies, health, physical education, music, art, technology, and foreign language.

As a part of the Middle School Reform Initiative, new elective courses piloted in FY 2008 in the five Phase I Schools expanded to six Phase II Schools in FY 2009-FY 2010 to ensure the curriculum is engaging and rigorous, offers in-depth exploration of high-interest, and focuses on relevant topics. Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium (MSMC), rigorous instructional offerings will be phased in all middle schools, as middle school reform initiative expands. New rigorous program offerings are being phased into all middle schools to include engaging content and innovative instructional practices. MCPS also is able to offer seven advanced courses for high school credit.

Reading Assessments and Interventions

All middle schools administer the Measures of Academic Progress in Reading (MAP-R) to students in grades 6, 7, and 8. MAP-R provides data on student achievement in reading over time and is administered to all students three times per year. The MAP-R is aligned with state and local reading standards and is computer-adaptive. It assesses individual student reading achievement and provides data on students' progress in reading over time. Curriculum-based assessments are administered in Reading and English using formative and end-of-unit assessments.

In an effort to review and refocus the MCPS secondary reading program, a selected intervention program has been implemented in selected middle schools. The intervention, READ 180, provides support to students who perform below the proficiency level of reading on the MSA and other measures including the MCPS grade-level curriculum assessments. Students with disabilities also have opportunities to participate in school-wide reading interventions such as Read 180.

Three additional interventions were implemented in selected middle schools to meet the intensive reading needs of students, particularly students with disabilities. The intervention programs, *Bridges to Literacy*, *Read Naturally*, and *Wilson*, respectively focus on improving comprehension, fluency, and decoding skills.

Mathematics Assessments

Math unit assessments are administered in Mathematics 6, 7, 8, and Algebra 1. The assessments measure students' progress towards meeting on-grade level and above-grade level course expectations. Teachers use the data to support, enrich or accelerate a student's instructional program.

Middle School Instruction (continued)

Extended Learning Programs

Middle schools implement both extended-day and extended-year programs to provide additional instruction in the areas of reading, writing, and mathematics. Detailed information about these programs is provided in the Middle School Extended-Day and Extended-Year Academic Support Program budget.

Professional Development

Professional development is provided to administrators and instructional staff to support the implementation and monitoring of the curriculum. These opportunities occur through the following venues:

- Job-embedded professional development provided by staff development teachers and resource teachers/content specialists
- Required and voluntary curriculum training for teachers
- New Educators' Orientation
- Teacher Mentoring Program (on-going support for new teachers)
- Monthly principals' meetings
- Curriculum updates meetings

Vertical Articulation

Middle schools are meeting regularly with all the elementary schools and the high schools in their cluster feeder pattern to ensure that the pre-K-12 educational program is comprehensive and designed to meet the needs of all students attending schools within the cluster.

Middle School Reform

The Middle School Reform plan, governed by revised Policy IEB, *Middle School Education*, was implemented in FY 2008 and included recommended actions in the areas of: Leadership, Curriculum, Instruction and Assessment, Organizational Structure, Human Resources, Parent and Community Engagement/Communication. This plan was designed to produce a high-quality, rigorous and challenging middle school education program that improves teaching and learning, and ensures that all students are prepared for rigorous high school courses. In addition, the plan focused on meeting the academic and developmental needs of the middle school student. The plan was implemented in 15 schools: five Phase I schools in FY 2008 and six Phase II, full implementation, and four Phase II, partial implementation middle schools in FY 2009. The following priorities were identified:

- increase and sustain student achievement
- produce a rigorous and challenging middle school education program that improves teaching and learning
- promote continuous improvement in all middle schools
- ensure that a high level of rigor exists for all students to prepare them for rigorous high school standard

Middle School Instruction (continued)

- focus on eliminating the achievement gap of African American and Hispanic students, English language learners, students with disabilities, and student impacted by poverty

As a result of the Middle School Reform, students will be prepared to meet or exceed the rigorous standards in high school as well as be prepared for the challenges of post-secondary education, the world of work in the 21st century.

Number of Students Served: All middle school students are currently served by this program.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2014 is \$145,099,592. Significant changes in the budget that impact the program's functions and operations are as follows.

Program Efficiencies and Reductions

There is a reduction of \$258,617 for inflation budgeted for textbooks and instructional materials. Efficiencies will be necessary to ensure that schools have required textbooks and materials.

Strategic Program Restorations and Enhancements

Middle School Teachers to Lower Student to Staff Ratios in English and Math Classes for At-Risk Groups of Students - \$1,499,850

The FY 2014 budget includes an additional 30.0 focus teacher positions to provide instruction to students who have not been successful in mathematics and English in the regular classroom setting, and who will benefit from the additional support. The increase in positions will lower the student teacher ratios for instruction and provide high quality teachers to support this instruction.

Staff Development Substitutes - \$520,741

As a result of budget reductions over the past five years, staff development substitute time was cut from the budget. The FY 2014 budget includes a partial restoration to provide teachers time to work together to improve instruction through professional development, and in professional learning communities.

Program Funding

For FY 2014 it is projected that this program will be funded entirely by local funds.

Crosswalk to Other Budget Documents

More detailed information about this program can be found in the *Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement* as follows:

Middle Schools: Pages 1-11

MIDDLE SCHOOL INSTRUCTION

Description	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages			
Total Positions (FTE)	1,721,550	1,803,350	81,800
Position Salaries	\$127,903,315	\$135,427,125	\$7,523,810
Other Salaries			
Summer Employment	383,870	245,870	(138,000)
Professional Substitutes	3,250,172	3,840,359	590,187
Stipends	58,560	71,460	12,900
Professional Part Time	185,943	279,443	93,500
Supporting Services Part Time	170,787	140,787	(30,000)
Other	753,537	753,537	
Subtotal Other Salaries	4,802,869	5,331,456	528,587
Total Salaries & Wages	132,706,184	140,758,581	8,052,397
02 Contractual Services			
Consultants	38,209	38,209	
Other Contractual	256,260	204,279	(51,981)
Total Contractual Services	294,469	242,488	(51,981)
03 Supplies & Materials			
Textbooks	1,266,614	1,304,252	37,638
Media			
Instructional Supplies & Materials	2,329,625	2,398,851	69,226
Office			
Other Supplies & Materials	18,918	18,918	
Total Supplies & Materials	3,615,157	3,722,021	106,864
04 Other			
Local/Other Travel	70,950	151,868	80,918
Insur & Employee Benefits			
Utilities			
Miscellaneous	134,701	173,340	38,639
Total Other	205,651	325,208	119,557
05 Equipment			
Leased Equipment			
Other Equipment	51,294	51,294	
Total Equipment	51,294	51,294	
Grand Total	<u>\$136,872,755</u>	<u>\$145,099,592</u>	<u>\$8,226,837</u>

MIDDLE SCHOOL INSTRUCTION

CAT	DESCRIPTION	10 Mon	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
3	AD Teacher	X	1,257.900	1,309.700	51.800
3	AD Math Content Specialist	X	11.000	11.000	
3	AD Teacher, Alternative Programs	X	28.000	28.000	
3	AD Literacy Coach	X	6.600	6.600	
3	AD Teacher, Special Programs	X	9.800	9.800	
3	AD Middle School Team Ldr	X	66.000	66.000	
3	AD Content Specialist	X	55.000	55.000	
3	AD Teacher, Focus	X		30.000	30.000
3	AD Teacher, Resource	X	224.000	224.000	
3	16 Instructional Data Assistant	X	30.175	30.175	
3	12 Paraeducator	X	20.057	20.057	
3	7 Lunch Hour Aide - Permanent	X	13.018	13.018	
Total Positions			1,721.550	1,803.350	81.800

High School Plus

Program Description

This budget includes funding for school-based staffing that allows each local high school to offer individualized extended-day programming for students. The home school will identify needs of its population and provide replacement credit, and/or credit recovery options. High School Plus is one way that the school system is working to meet the needs of students with challenging, varied, and accessible learning opportunities.

As a subset of High School Plus, students have the opportunity to access courses online through the Online Pathway to Graduation program (OPTG). This year-long program enables both former Montgomery County Public Schools (MCPS) students no longer enrolled in an MCPS high school, and current MCPS seniors needing three credits or fewer, to meet the academic requirements for a Maryland High School diploma. The instruction in these classes is delivered online with additional teacher support provided locally or at a centrally-located computer classroom.

The program provides replacement credit or credit recovery for those students who have failed courses required for graduation and courses related to the High School Assessments (HSAs).

Following is a list of the resources available for the High School Plus program:

- | | |
|---|--------------------------|
| • Part-time lead administrator | 1 per site |
| • Part-time instructional staff as identified by site | an average of 5 per site |
| • Part-time clerical support | 1 per site |
| • Part-time security support | 1 per site |
| • Part-time instructional staff for OPTG | 4 at a single site |
| • Part-time coordinator for OPTG | 1 at a single site |
| • Online curriculum content | \$30,650 yearly fee |

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2014 is \$1,289,219. There are no significant changes to the budget.

Program Funding

For FY 2014, it is projected that this program will be funded entirely by local funds.

Crosswalk to Other Budget Documents

More detailed information about this program can be found in the *Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement* as follows:

High Schools: Page 1-19

Office of Professional Development and School Support: Page 2-11

HIGH SCHOOL PLUS

Description	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages			
Total Positions (FTE)			
Position Salaries			
Other Salaries			
Summer Employment			
Professional Substitutes	17,126	17,126	
Stipends			
Professional Part Time	1,097,398	1,097,398	
Supporting Services Part Time	139,508	139,508	
Other			
Subtotal Other Salaries	1,254,032	1,254,032	
Total Salaries & Wages	1,254,032	1,254,032	
02 Contractual Services			
Consultants			
Other Contractual			
Total Contractual Services			
03 Supplies & Materials			
Textbooks			
Media			
Instructional Supplies & Materials	35,187	35,187	
Office			
Other Supplies & Materials			
Total Supplies & Materials	35,187	35,187	
04 Other			
Local/Other Travel			
Insur & Employee Benefits			
Utilities			
Miscellaneous			
Total Other			
05 Equipment			
Leased Equipment			
Other Equipment			
Total Equipment			
Grand Total	\$1,289,219	\$1,289,219	

Alternative Programs

Program Description

This budget includes funding for the functions and activities for Alternative Programs. Alternative Programs is a unit within the Office for School Support and Improvement.

Alternative Programs are designed to work with students who are unable to be successful in a traditional school due to poor academic performance, truancy, poor motivation, substance abuse, or disruptive behavior. The average stay in an alternative program is one to three semesters.

MCPS provides Alternative Programs at the following sites:

- Fleet Street
- Glenmont
- Hadley Farms
- Needwood Academy
- Phoenix at Needwood Academy
- Randolph Academy

The major functions and activities of Alternative Programs include the following:

- Providing educational services in smaller structured settings, through the implementation of courses aligned with the MCPS curriculum
- Implementing individual academic, behavioral, and social emotional frame word
- Creating learning environments that encourage high expectations, enable students to experience academic, behavioral, and social success, provide students with a sense of belonging
- Collaborating with parents and community agencies
- Preparing students to successfully return to a secondary comprehensive school

Number of Students Served: Approximately 200 students are projected to be served by this program in FY 2014.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2014 is \$6,333,968. There are no significant program changes.

Program Funding

For FY 2014 it is projected that this program will be funded by local funds in the amount of \$6,202,072 and grant funds in the amount of \$131,896.

Alternative Programs
(continued)

Crosswalk to Other Budget Documents

More detailed information about this program can be found in the *Superintendent's Recommended FY 2014 Operating Budget and Personnel Complement* as follows:

Office of School Support and Improvement: Page 2-3

High Schools: Page 1-19

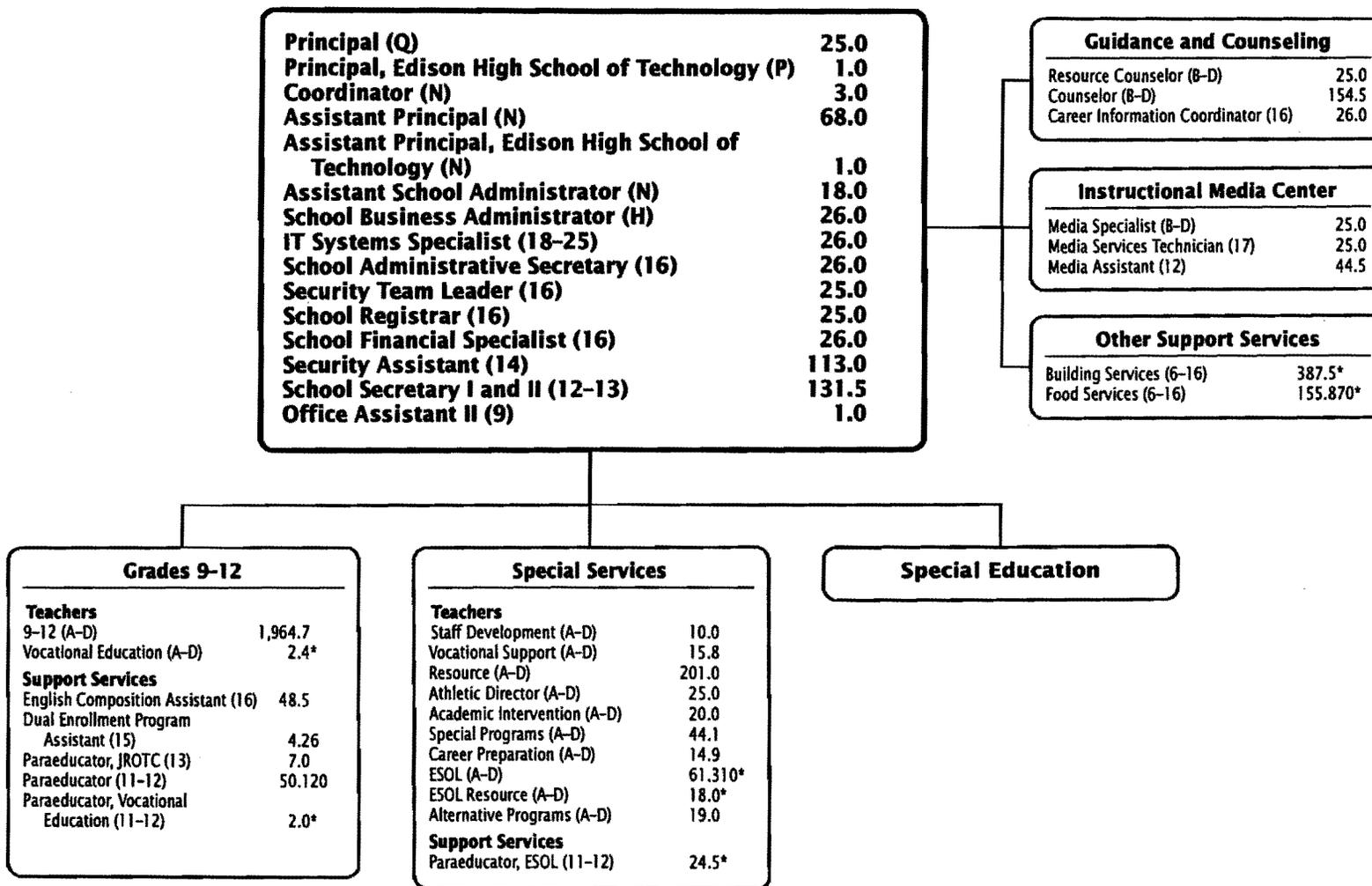
ALTERNATIVE PROGRAMS

Description	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages			
Total Positions (FTE)	87,550	87,550	
Position Salaries	\$6,025,044	\$5,970,615	(\$54,429)
Other Salaries			
Summer Employment	45,500	35,500	(10,000)
Professional Substitutes		10,000	10,000
Stipends			
Professional Part Time	73,118	67,370	(5,748)
Supporting Services Part Time	5,024	5,024	
Other			
Subtotal Other Salaries	<u>123,642</u>	<u>117,894</u>	(5,748)
Total Salaries & Wages	<u>6,148,686</u>	<u>6,088,509</u>	(60,177)
02 Contractual Services			
Consultants	5,274	5,274	
Other Contractual	<u>162,223</u>	<u>162,223</u>	
Total Contractual Services	<u>167,497</u>	<u>167,497</u>	
03 Supplies & Materials			
Textbooks	7,697	7,697	
Media			
Instructional Supplies & Materials	50,541	50,541	
Office	3,800	3,800	
Other Supplies & Materials			
Total Supplies & Materials	<u>62,038</u>	<u>62,038</u>	
04 Other			
Local/Other Travel	10,980	10,980	
Insur & Employee Benefits	1,944	1,944	
Utilities			
Miscellaneous	<u>3,000</u>	<u>3,000</u>	
Total Other	<u>15,924</u>	<u>15,924</u>	
05 Equipment			
Leased Equipment			
Other Equipment			
Total Equipment	<u> </u>	<u> </u>	
Grand Total	<u><u>\$6,394,145</u></u>	<u><u>\$6,333,968</u></u>	<u><u>(\$60,177)</u></u>

ALTERNATIVE PROGRAMS

CAT	DESCRIPTION	10 Mon	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
2	P Principal Alternative Programs		1.000	1.000	
2	O Supervisor				
2	N Coordinator		1.000	1.000	
2	BD Instructional Specialist				
7	BD Social Worker		1.000	1.000	
3	BD Counselor	X	1.000	1.000	
3	BD Media Specialist	X	1.000	1.000	
3	AD Teacher, Alternative Programs	X	19.000	19.000	
2	AD Central Off Teacher	X	2.000	2.000	
3	AD Teacher, Alternative Programs	X	30.700	30.700	
6	AD Teacher, Special Education	X	1.000	1.000	
3	AD Teacher, Resource	X	7.000	7.000	
2	25 IT Systems Specialist		.500	.500	
2	16 School Registrar		1.000	1.000	
2	16 Security Team Leader	X	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	
2	14 Security Assistant	X	2.000	2.000	
3	12 Paraeducator	X	16.350	16.350	
	Total Positions		87.550	87.550	

High Schools



Chapter 1 - 19

F.T.E. Positions 3,239.880

(*In addition chart includes 651.58 positions from ESOL, School Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

FY 2014 OPERATING BUDGET

416

Selected Program Support Information FY 2014

Student Enrollment	Actual FY 2013	Projected FY 2013	Projected FY 2014	Change
Grades 9-12	44,708	44,830	44,505	325

Average Class Size

Average class sizes are used to meet the Board's maximum class size guidelines

	Actual FY 2013	Projected FY 2013	Projected FY 2014
	25.9	26.7	26.7

Student/Counselor Ratio	Actual FY 2013	Projected FY 2013	Projected FY 2014	
High Schools	249:1	251:1	248:1	The goal is for all schools to have a ratio of 250:1.

Additional Support	Budgeted FY 2013	Projected FY 2014	
Additional teacher positions to lower class size for inclusion classes	25.0	25.0	
Released time for coordination of Student Service Learning	5.0	5.0	Provides 0.2 positions per school
Math Support	14.1	14.1	

Special/Signature Programs	Budgeted FY 2013	Projected FY 2014	
Northeast Consortium	7.1	7.1	Includes 3.0 resource teachers
Downcounty Consortium	26.5	26.5	Includes 5.0 resource teachers
Special program teachers	44.1	44.1	

Staffing allocations are based on enrollment figures.

Mission *The mission of high schools is to provide all students with a rigorous instructional program that prepares them to be college or career ready. High schools provide a stimulating environment through challenging courses and programs, responding to the diverse needs of students.*

Major Functions

All high schools provide a rigorous and challenging academic program in English, mathematics, social studies, science, foreign language, health, technology, the arts, and physical education so that all students are college or career ready upon graduation. Each student is encouraged to pursue a rigorous program of studies, including Honors/Advanced Placement courses and or to participate in special programs such as International Baccalaureate, magnet, or challenging career education courses. High schools continue to develop partnerships with colleges and universities to provide additional opportunities for students to earn college credits while attending high school. High schools also provide extra-curricular programs that enable students to acquire and extend life skills in a safe and orderly environment through a variety of experiences that help students clarify their interests, goals, and plans for the future.

Ongoing assessment and monitoring of student progress inform students and parents of progress toward graduation and provide information to plan and adjust instruction to meet the needs of all students.

All high schools involve a representative group of stakeholders in the Baldrige Guided School Improvement Planning process that identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*.

All high schools implement Policy IKA, *Grading and Reporting*, which supports clear communication about student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. All high schools report grades that accurately reflect individual student achievement in relation to course expectations. Grades are based on multiple and varied tasks/assessments over time within a grading period. All high schools use the integrated Online Achievement and Reporting System to report and maintain student grades. School staff members communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year or when course-specific grading procedures change. Schools implement county-wide standard procedures for reteaching/reassessment, homework, and grading. Students and parents are informed about student progress throughout the grading period.

Trends and Accomplishments

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continue to focus on providing every student with the opportunity to take the most rigorous coursework available, while increasing overall student achievement on national and state assessments. Participation on the PSAT and SAT continues at high levels, while participation on the ACT continues to show gains. Enrollment in Honors/Advanced Placement (AP) courses continues to rise as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

High schools also administer the PSAT test to all Grade 10 students to determine their readiness for SAT success and to provide data for needed instructional adjustments and enrollment in Honors and AP courses.

Major Mandates

- Accountability Waiver Issued by the U.S. Department of Education
- The Maryland State Department of Education received a “waiver” from the United States Department of Education.
- The waiver allows flexibility from some provisions of the *No Child Left Behind Act of 2001*, the most recent version of the *Elementary and Secondary Education Act*. The impact of changes will not affect the high-quality educational program that Montgomery County Public Schools (MCPS) provides to students. MCPS is committed to eliminating the achievement gap and ensuring that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- MCPS continues to have a robust accountability program, which has been acclaimed by *Education Week* and other national publications. All students in Grades 3–8 will continue to take annual testing in the state reading and math assessments; students in Grades 5 and 8 also will be assessed in science. Our rigorous high school graduation requirements are maintained with the addition of the Government High School assessment becoming a graduation requirement for the incoming Grade 9 class of 2013–2014.
- The waiver changes how schools are identified by their results in state testing. It eliminates the universal 100 percent proficiency target all schools were mandated to achieve. Instead, the focus is placed on making sure every school makes continuous improvement by all students, including racial/ethnic and special services subgroups. Annual Yearly Progress (AYP) calculations and labels are no longer used to identify underperforming schools. A new School Performance Index (SPI) will be introduced and will provide an

improved roadmap to college and career readiness for all students. The state of Maryland currently is putting the finishing touches on the SPI and updates will be provided as information becomes available.

- It should be noted that, with the elimination of the AYP school labels, the automatic sanctions such as school choice, supplemental educational services, and restructuring will be discontinued. Families that have used the School Choice Option will be given the opportunity to return their students to their home school or stay at the choice school. However, the district will no longer offer transportation to the choice school. Schools previously identified as in restructuring will continue with improvement plans for the next year. All schools will continue to develop annual school improvement plans. At both the school and the district levels, MCPS will continue careful monitoring of student performance to ensure achievement by all students.
- The Office of School Support and Improvement in collaboration with other MCPS offices, is responsible for coordinating High School Assessment (HSA) support and implementing the Bridge Plan throughout all MCPS high schools, Alternative Programs, and the Regional Institute for Children and Adolescents. Each school has designated an HSA team leader and a Bridge Plan contact person to coordinate and support each school's HSA program. School staff members work with students to complete required projects in HSA Workshop classes scheduled during the day and in High School Plus (HS+). A web-based program developed by MCPS, HSA Prep Online provides practice items with annotated responses for the three HSAs: Algebra/Data Analysis, English, and Biology, and will be updated to include Government. In addition, the Office of the Chief Technology Officer has developed the HSA Bridge Plan Site, a Focal Point site available to principals and designated staff members that provides eligibility reports, an eligibility letter, a calendar, and important MSDE and MCPS Bridge Plan documents.

Strategies

- High school administrators and leadership teams continue to address the continuing disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunch time tutoring and support, ninth grade teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- The PSAT-SAT-ACT SharePoint site provides college admissions test preparation resources and information in support of the MCPS strategic plan and the Seven Keys to College Readiness. The College Test Prep course has been developed to include materials and strategies to prepare students for success on the SAT and ACT. Triumph College Admissions, an

online tool for preparing students for the PSAT, SAT, and ACT, is provided free of charge to all MCPS high school students to use in school or at home. The College Test Prep Materials Guide has been developed and posted on the SharePoint site to support teachers and other staff members in using Triumph online resources to prepare students for success on the ACT and SAT. Additional materials provide support for students in the college-application process.

- OSSI provides the MCPS HSA Prep Online website for use by students preparing to retake any of the three HSAs.
- Students enroll in HSA Workshop during the school day or during HS+ for support in completing HSA Bridge projects and preparing for success on the HSAs.
- OSSI offers the High School Plus program (HS+) which enables students who have failed courses required for graduation to retake these courses for credit in their home schools. All high schools in MCPS have participated in the High School Plus program since 2007–2008. Each high school tailors its course offerings to the unique needs of its students. This program offers rigorous academics, teaching, and assessment, as in the day school program. It affords students an opportunity to remain at their home schools rather than attend a regional center, and schools are able to monitor individual student performance throughout the semester.
- OSSI offers the Online Pathway to Graduation Program (OPTG). This is a year-long program that enables former MCPS students no longer enrolled in an MCPS high school, who are in need of three credits or fewer, to meet the academic requirements for a Maryland High School Diploma or students enrolled in MCPS who will have three or fewer credits remaining at the end of their senior year to earn a Maryland High School Diploma. This program has a cost involved for students who are no longer enrolled in MCPS but is free to students enrolled in MCPS. Participants access their classes online from any location with an Internet connection. They must attend the first class session to review online course expectations. Support classes are offered four days a week from 5:00–7:00 p.m. at the Center for Technology Innovation.
- MCPS staff plan professional development that supports a rigorous and challenging instructional program for all students.

Budget Explanation**High Schools—141/142/143/147/148/151/152/163**

The FY 2014 request for high schools is \$267,749,985, a decrease of \$624,452 from the current FY 2013 current budget. An explanation of this change follows.

Continuing Salary Costs—(\$724,201)

There is a decrease of \$724,201 for continuing salary costs for current employees. The annualization of the salary step to be provided to eligible employees on May 4, 2013 is offset by reductions for staff turnover.

Enrollment Changes—(\$703,785)

There is a decrease of 325 high school students projected for FY 2014. This requires a decrease of \$634,937 and 12.7 classroom teacher positions, and \$68,848 for substitutes, textbooks, instructional supplies, and media center materials.

Realignment—\$277,792

Realignments are budgeted within this budget to address priority spending needs. There are decreases of 2.2 vocational support teacher positions and \$183,092, and 2.6 career preparation teacher positions and \$195,640 and a corresponding increase of 4.8 classroom teacher positions and \$378,732. In addition, there are decreases of 1.125 school secretary I positions and \$39,649, and \$5,965 for supporting services part-time salaries, and a corresponding increase of 1.150 school secretary II positions and \$45,614. There also are realignments of \$100,000 from lease/maintenance duplicating to fund instructional materials for the George B. Thomas Learning Academy, and \$10,000 in contractual services to fund instructional equipment.

There are several realignments budgeted to address priority spending needs between the elementary, middle and high schools budgets. There is an increase to this budget of 3.5 high classroom teacher positions and \$222,234, \$5,000 for supporting service part-time salaries, \$5,000 for lease/purchase equipment, and \$20,000 for professional part-time salaries, and a corresponding decrease in the elementary schools budget. There are increases for professional part-time salaries of \$50,000 and a corresponding decrease in the middle schools budget. In addition, there is a decrease of \$24,619 for contractual services that is realigned to the middle schools budget to fund science equipment repairs. There also is a realignment from the Department of Financial Services of \$177 to this budget for local mileage reimbursement.

Other—\$520,830

There is an increase of \$36,667 for the Montgomery County Association of Administrators and Principals (MCAAP) employees to travel for professional development conferences as provided in the contract. There also is an increase of \$197,163 by applying an inflation factor of three percent to the budget for textbooks and

instructional materials. In addition, there is an increase of \$187,000 to support students that live in Montgomery County but require schooling outside the district, and an increase of \$100,000 for non-public placement of students in juvenile services.

Program Restorations and Enhancements—\$295,000**Staff Development Substitutes—\$220,000**

As a result of budget reductions over the past five years, staff development substitute time was cut from the budget. The FY 2014 budget includes a partial restoration of \$220,000 for staff development substitutes to provide teachers time to work together to improve instruction through professional development, and in professional learning communities.

Baseline Teasing—\$75,000

The FY 2014 budget includes \$75,000 to administer baseline testing, a neuropsychological test designed to assist in determining whether an athlete is sufficiently recovered from a concussion to return to active participation in sports. An outside agency will be contracted to administer and maintain baseline tests at high schools.

Program Efficiencies and Reductions—Inflation (\$290,088)

The amount for inflation budgeted for textbooks and instructional materials is eliminated. Efficiencies will be necessary to ensure that schools have required textbooks and materials. There also is a reduction of \$92,925 for student scheduling materials.

High Schools - 141/142/143/147/148/151/152/163

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

Description	FY 2012 Actual	FY 2013 Budget	FY 2013 Current	FY 2014 Request	FY 2014 Change
01 Salaries & Wages					
Total Positions (FTE)	3,249.455	3,249.355	3,249.355	3,239.880	(9,475)
Position Salaries	\$236,110,262	\$243,979,356	\$243,979,356	\$242,848,417	(\$1,130,939)
Other Salaries					
Summer Employment		147,610	147,610	147,610	
Professional Substitutes		3,565,864	3,565,864	3,757,863	191,999
Stipends		5,911,221	5,911,221	5,911,353	132
Professional Part Time		1,380,835	1,380,835	1,460,835	80,000
Supporting Services Part Time		393,963	393,963	395,205	1,242
Other		1,970,117	1,970,117	1,970,117	
Subtotal Other Salaries	13,375,338	13,369,610	13,369,610	13,642,983	273,373
Total Salaries & Wages	249,485,600	257,348,966	257,348,966	256,491,400	(857,566)
02 Contractual Services					
Consultants		54,290	54,290	52,656	(1,634)
Other Contractual		737,790	737,790	795,971	58,181
Total Contractual Services	632,626	792,080	792,080	848,627	56,547
03 Supplies & Materials					
Textbooks		1,805,697	1,805,697	1,791,962	(13,735)
Media		718,708	718,708	713,241	(5,467)
Instructional Supplies & Materials		4,177,647	4,177,647	4,046,224	(131,423)
Office		307	307	307	
Other Supplies & Materials		348,540	348,540	355,615	7,075
Total Supplies & Materials	6,876,559	7,050,899	7,050,899	6,907,349	(143,550)
04 Other					
Local/Other Travel		685,069	685,069	719,186	34,117
Insur & Employee Benefits					
Utilities					
Miscellaneous		2,353,557	2,353,557	2,629,557	276,000
Total Other	3,237,517	3,038,626	3,038,626	3,348,743	310,117
05 Equipment					
Leased Equipment					
Other Equipment		143,866	143,866	153,866	10,000
Total Equipment	155,465	143,866	143,866	153,866	10,000
Grand Total	\$260,387,767	\$268,374,437	\$268,374,437	\$267,749,985	(\$624,452)

High Schools - 141/142/143/147/148/151/152/163

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
141 High Schools							
2	Q Principal		25.000	25.000	25.000	25.000	
2	N Coordinator		3.000	3.000	3.000	3.000	
2	N Principal Asst High		68.000	68.000	68.000	68.000	
2	N Asst Sch Administrator (11 mo)		18.000	18.000	18.000	18.000	
2	H School Business Admin		25.000	25.000	25.000	25.000	
3	BD Counselor, Secondary	X	153.500	153.500	153.500	153.500	
3	BD Media Specialist	X	25.000	25.000	25.000	25.000	
3	BD Counselor, Resource	X	25.000	25.000	25.000	25.000	
3	AD Teacher	X	1,949.000	1,949.900	1,949.900	1,945.200	(4.700)
3	AD Teacher, Academic Intervention	X	20.000	20.000	20.000	20.000	
3	AD Teacher, Staff Development	X	10.000	10.000	10.000	10.000	
3	AD Teacher, Athletic Director	X	25.000	25.000	25.000	25.000	
3	AD Teacher, Alternative Programs	X	19.000	19.000	19.000	19.000	
3	AD Teacher, Vocational Support	X	18.000	18.000	18.000	15.800	(2.200)
3	AD Teacher, Career Preparation	X	17.500	17.500	17.500	14.900	(2.600)
3	AD Teacher, Special Programs	X	44.100	44.100	44.100	44.100	
3	AD Teacher, Resource	X	197.000	197.000	197.000	197.000	
3	25 IT Systems Specialist		25.000	25.000	25.000	25.000	
3	17 Media Services Technician		25.000	25.000	25.000	25.000	
2	16 School Financial Specialist		25.000	25.000	25.000	25.000	
2	16 School Registrar		25.000	25.000	25.000	25.000	
2	16 School Admin Secretary		25.000	25.000	25.000	25.000	
2	16 Security Team Leader	X	25.000	25.000	25.000	25.000	
3	16 English Composition Asst	X	48.500	48.500	48.500	48.500	
3	16 Career Information Coordinator		25.000	25.000	25.000	25.000	
3	15 Dual Enrollment Program Assist	X	4.260	4.260	4.260	4.260	
2	14 Security Assistant	X	112.000	113.000	113.000	113.000	
2	13 School Secretary II	X	32.850	32.850	32.850	34.000	1.150
2	13 School Secretary II		28.000	28.000	28.000	28.000	
3	13 Paraeducator JROTC	X	7.000	7.000	7.000	7.000	
2	12 School Secretary I	X	69.625	69.625	69.625	68.500	(1.125)
3	12 Paraeducator	X	49.870	49.870	49.870	49.870	
3	12 Media Assistant	X	44.500	44.500	44.500	44.500	
Subtotal			3,213.705	3,215.605	3,215.605	3,206.130	(9.475)
142 Edison High School of Technology							
2	P Principal		1.000	1.000	1.000	1.000	
2	N Assistant Principal		1.000	1.000	1.000	1.000	
2	H School Business Admin		1.000	1.000	1.000	1.000	
3	BD Counselor, Secondary	X	1.000	1.000	1.000	1.000	
3	AD Teacher	X	20.500	19.500	19.500	19.500	
3	AD Teacher, Resource	X	4.000	4.000	4.000	4.000	

High Schools - 141/142/143/147/148/151/152/163

Dr. Beth Schiavino-Narvaez, Deputy Supt. for School Support & Improvement

CAT	DESCRIPTION	10 Mon	FY 2012 ACTUAL	FY 2013 BUDGET	FY 2013 CURRENT	FY 2014 REQUEST	FY 2014 CHANGE
	142 Edison High School of Technology						
3	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
2	16 School Financial Specialist		1.000	1.000	1.000	1.000	
2	16 School Admin Secretary		1.000	1.000	1.000	1.000	
3	16 Career Information Coordinator		1.000	1.000	1.000	1.000	
2	14 Security Assistant	X	1.000				
2	13 School Secretary II		1.000	1.000	1.000	1.000	
3	12 Paraeducator	X	.250	.250	.250	.250	
2	9 Office Assistant II	X	1.000	1.000	1.000	1.000	
	Subtotal		35.750	33.750	33.750	33.750	
	Total Positions		3,249.455	3,249.355	3,249.355	3,239.880	(9.475)