

MCPS Performance and Opportunity Gaps

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MCPS Performance and Opportunity Gaps

Executive Summary of OLO Report Number 2019-14

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Summary: This Office of Legislative Oversight report describes trends in Montgomery County Public Schools' performance and opportunity gaps by race, ethnicity, and service group status and offers recommendations for the Montgomery County Council and Board of Education. Two sets of findings emerge from OLO's review:

- **Performance gaps by race, ethnicity and service group status persist** with Asian and White students outperforming Latinx and Black students and all students and students ineligible for service group programs outperforming their peers eligible for free and reduced priced meals, ESOL programs, and special education.
- **Opportunity gaps by race, ethnicity, and service group status also persist** with MCPS concentrating Latinx, Black, English learners, and low-income students in high-poverty schools and in turn under-funding its high-poverty schools by under-funding its ESOL and compensatory education programs relative to student need.

Performance Gaps by Race and Ethnicity

Performance gaps reflect differences in educational opportunities among student subgroups rather than individual or cultural differences. Like prior OLO reports, this report reveals wide performance gaps by race and ethnicity across each of the measures reviewed. As noted in the table below, Black and Latinx students were only up to half as likely as Asian and White students to demonstrate math or English language arts proficiency or college-readiness based on their SAT or AP/IB performance. ***Further, an analysis of trend data reveals that performance gaps by race and ethnicity have not narrowed over time across most of the measures considered.***

Table 1: Percent of MCPS Students by Race and Ethnicity Meeting Performance Benchmarks

<u>Metrics</u>	Asian	White	Two +	Black	Latinx
School Readiness, 2018	67.0%	70.0%	70.0%	46.0%	35.0%
English Language Arts PARCC 3-5, 2019*	76.2%	72.4%	66.1%	39.5%	31.0%
English Language Arts PARCC 6-8, 2019*	79.3%	74.8%	69.3%	39.0%	31.2%
English Language Arts PARCC 10, 2019	77.8%	78.6%	73.0%	38.7%	30.7%
Math PARCC 3-5, 2019*	79.8%	71.8%	64.1%	34.4%	30.1%
Math PARCC 6-8, 2019*	56.0%	53.5%	45.7%	17.1%	14.6%
Algebra 1 PARCC, 2019	63.7%	61.4%	53.4%	17.0%	12.7%
AP/IB Performance, Class of 2018	75.7%	73.3%	63.4%	32.1%	39.7%
SAT Performance - English, Class of 2019	87.8%	91.6%	85.3%	60.1%	52.5%
SAT Performance - Math, Class of 2019	78.2%	77.1%	70.1%	34.2%	28.2%
Four Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%
Four Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%

*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

Performance Gaps by Service Group Status

This report also documents wide performance gaps by disability, English proficiency, and income across eleven measures. Students receiving free and reduced priced meals (FARMS), English learners (ESOL), and students with disabilities (SPED) were less than half as likely as their non-FARMS, non-ESOL, and non-SPED peers to start kindergarten “school-ready.” Students eligible for FARMS, ESOL, and special education were also less than half as likely as all students to demonstrate proficiency in math or English language arts. ***An analysis of trend data further shows that performance gaps by service group across most measures have not narrowed over time.***

Table 2: Percent of MCPS Students by Service Subgroup Meeting Performance Benchmarks

<u>Metrics</u>	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
Four Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%
Four Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
SAT Performance – English, 2019	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
SAT Performance – Math, 2019	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%

Table 3: Percent of MCPS Students by Service Subgroup v. All Meeting Performance Benchmarks

<u>Metrics</u>	All Students	SPED	ESOL	FARMS
English Language Arts PARCC 3-5, 2019**	52.5%	15.7%	12.1%	27.9%
English Language Arts PARCC 6-8, 2019**	54.3%	14.7%	5.0%*	27.9%
English Language Arts PARCC 10, 2019	52.7%	15.4%	5.0%*	29.6%
Math PARCC 3-5, 2019**	51.6%	18.1%	16.5%	27.3%
Math PARCC 6-8, 2019**	32.0%	9.2%	5.0%*	11.7%
Algebra 1 PARCC, 2019	33.5%	9.4%	5.0%*	11.4%
AP/IB Performance, Class of 2018	55.2%	14.2%	26.0%	32.8%

* Equal to five percent of student subgroup or less as reported by Maryland State Department of Education

**OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers

Opportunity Gaps within MCPS

Opportunity gaps reflect differential access to opportunities that promote student learning and achievement. OLO Report 2015-15 found opportunity gaps in MCPS’ allocation of resources via the concentration of more experienced teachers in low-poverty schools and the allocation of state aid for compensatory education on programs that did not target low-income students or high-poverty schools.

This report highlights two persistent MCPS opportunity gaps: concentrated poverty and segregation among MCPS schools and the under-funding of compensatory education and ESOL programs relative to student need.

Opportunity Gap #1: Concentrated Poverty among MCPS Schools

This OLO report finds that MCPS concentrates its lowest performing student subgroups - Black, Latinx, English learners, and low-income students – in its highest poverty schools. If MCPS' campuses were not segregated by race, ethnicity, English proficiency, or income, half of each student subgroup would enroll in focus (high-poverty) or non-focus schools. Yet, among MCPS' elementary schools in FY19:

- Three-quarters of Black, Latinx, and English learning students and more than 80 percent of all low-income students were enrolled in high-poverty focus schools;
- While more than two-thirds of all White, Asian, and multi-racial students were enrolled in low-poverty non-focus schools.

The consensus among researchers is that higher-poverty schools tend to yield lower-levels of academic performance, especially among students of color and low-income students.

Opportunity Gap #2: Underfunding of Compensatory Education and ESOL Programs

This report, like OLO Report 2015-15, finds that MCPS underfunds in compensatory education and ESOL programs relative to student need. This report also finds that MCPS underfunds compensatory education relative to the additional state aid it receives.

Despite each service group demonstrating the need for specialized services as reflected by performance gaps by disability, English proficiency, and income, in FY19 MCPS budgeted:

- Nearly seventy percent of its service group dollars (\$454 million) for special education programs that served the 12 percent of MCPS students with disabilities;
- Twenty percent of its service group dollars (\$124 million) for compensatory education programs that served the 35 percent of low-income MCPS students eligible for FARMS; and
- Ten percent of its service group dollars (\$80 million) for ESOL programs that served the 18 percent of MCPS students with limited English proficiency.

The disparities in MCPS budgeting by service group translates into wide disparities in per student budgeting by service group that disparately impact students enrolled in MCPS' high poverty schools. Beyond the \$11,700 budgeted per student for general education, in FY19 MCPS budgeted an additional:

- \$22,900 for special education per student with a disability compared to
- \$1,600 - \$2,000 for compensatory education per K-12 student eligible for FARMS
- \$2,800 for ESOL programs per English learner

The difference in per student spending on ESOL v. special education does not reflect the difference in subgroup performance as English learners demonstrate the lowest levels of performance on several indicators (e.g. graduation). Yet, MCPS' ESOL budget has diminished by \$100 per student since FY14 (from \$2,900 to \$2,800).

Since FY14, MCPS has increased its per K-12 per student budget for compensatory education by \$310. Yet MCPS continues to allocate a third of the additional state aid it receives based on its FARMS enrollment to programs that do not directly target low-income students or high-poverty schools. In FY19, \$47 million of the \$142 million in state compensatory education aid MCPS received was budgeted for non-compensatory education purposes.

With students eligible for ESOL and FARMS disproportionately enrolled in MCPS' high-poverty schools, these schools are disproportionately harmed by the low-level of per student funding allocated to ESOL and compensatory education programs. The majority of Black and Latinx students enrolled in MCPS' high-poverty schools, whether ESOL or FARMS eligible, are also harmed by the underfunding of these programs.

OLO Recommendations

1. Recommendations for Council Discussion -

- *Discuss with the Board of Education and MCPS leaders their efforts to allocate additional funding to closing opportunity gaps to create a school system that generates outcomes for Black, Latinx, English learning, and low-income students that are similar to outcomes for White and Asian students.*
- *Discuss with the Board of Education and MCPS leaders the merits of using a racial equity lens to identify and remedy policies, programs, and practices that foster or exacerbate inequities by race, ethnicity, income, and English learner status.*

2. Recommendations for Council Action –

- *Develop a Council Resolution calling on the Board of Education to develop an integration and equitable funding plan to address existing opportunity gaps.*
- *Encourage the state to require the Board of Education to expend all state resources allocated for compensatory education on low-income students and/or high-poverty schools.*
- *Request the Board of Education to earmark County funding above state maintenance of effort requirements for compensatory education and ESOL/English learner programs.*
- *Request the Board of Education to annually report on student performance and resource allocation data for general, special, and compensatory education, and ESOL programs to improve the Council's understanding and oversight of how MCPS remediates its opportunity gaps.*

3. Recommendations for Board of Education Action –

- *Request a briefing from OLO staff on this current report and on OLO Report 2018-8, Racial Equity in Government Decision-Making: Lessons from the Field.*
- *Adopt a Racial Equity and Social Justice Policy analogous to the County Council's pending legislation aimed at identifying and remediating MCPS policies, programs, and practices that undermine racial equity and social justice.*
- *Partner with County Government and other local jurisdictions in a community of practice aimed at advancing racial equity and social justice in governmental decision-making*

For a complete copy of OLO-Report 2019-14, go to:

<http://www.montgomerycountymd.gov/OLO/Reports/CurrentOLOReports.html>

Office of Legislative Oversight Report 2019-14

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Chapter 1. Authority, Scope, and Organization

A. Authority

Council Resolution 18-882, FY 2018 Work Program of the Office of Legislative Oversight, July 25, 2017.

B. Scope and Organization

The County Council tasked the Office of Legislative Oversight to review Montgomery County Public Schools data on student performance and resource allocations to better understand how the school system targets its resources to narrow its performance gaps among student subgroups.

Performance gaps - differences in educational outcomes by race, ethnicity, income, and English proficiency - reflect gaps in educational opportunities among subgroups while **opportunity gaps** reflect differential access to opportunities that promote learning and achievement by student subgroup. Whereas the term “achievement gap” can imply that individual or cultural differences account for differences in achievement by student subgroup, this report uses the terms “performance gaps” and “opportunity gaps” to make explicit that the performance gaps evident by race, ethnicity, income, and English proficiency result from gaps in learning opportunities among subgroups rather than from intrinsic or underlying differences among subgroups.¹

OLO has previously reviewed MCPS student performance and resource allocation data to improve the Council’s understanding and oversight of MCPS operations. Prior OLO reports have documented persistent performance gaps by race, ethnicity, and service group status across most measures reviewed.² OLO Report 2015-15 also found opportunity gaps in MCPS’ allocation of resources with more experienced teachers concentrated in lower-poverty schools and MCPS expending only two-thirds of the additional state revenue it received based on its low-income student enrollment for programs that exclusively served or targeted low-income students.³

Education Resource Strategies’ 2019 report to the Board of Education and the Kirwan Commission’s review of state and local funding for public education also demonstrate the pervasiveness of opportunity gaps in resource allocation practices in MCPS and within Maryland. Like OLO Report 2015-15, ERS finds that MCPS allocates more experienced personnel to its low-poverty schools.⁴ ERS also finds that MCPS allocates more general education dollars per student for low-poverty elementary and middle schools v. high-poverty schools. Maryland’s Kirwan Commission also finds that low-poverty school systems receive more state and local education funding than high-poverty school systems.⁵

¹ Of note, prior OLO reports have used the term “achievement gap” to connote performance and opportunity gaps.

² See OLO Report 2007-5; OLO Report 2008-2, <https://www.montgomerycountymd.gov/OLO/Resources/Files/2008-2.pdf>; OLO Report 2009-4, <https://www.montgomerycountymd.gov/olo/resources/files/2009-4.pdf>; OLO Report 2013-4, <https://www.montgomerycountymd.gov/olo/resources/files/oloreport2013-4.pdf>; and OLO Report 2014-7, <https://www.montgomerycountymd.gov/OLO/Resources/Files/OLO%20Report%202014-7%20Final.pdf>

³ https://www.montgomerycountymd.gov/OLO/Resources/Files/2015_Reports/OLOReport2015-15ResourcesAndStaffingAmongMCPSSchools.pdf

⁴ See October 2019 ERS Summary Report <https://www.montgomeryschoolsmd.org/uploadedFiles/learning-journey/Board%20Report%20-%20All%20sections%20v28%209%2030.pdf>

⁵ http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/2019_06_20_InterimReport.pdf

This report describes performance and opportunity gaps within MCPS as follows:

- **Chapter 2, Trends in Student Enrollment** describes data on student enrollment by race, ethnicity, and service group status (eligibility for free and reduced priced meals [FARMS], special education, and English for Speakers of Other Languages [ESOL] programs) as well as student subgroup enrollment among high- and low-poverty schools.
- **Chapter 3, Trends in Student Performance by Race and Ethnicity** describes data on student performance by race and ethnicity across seven metrics: school readiness, math and English language arts PARCC scores, AB/IB and SAT performance, dropout rates, and graduation rates.
- **Chapter 4, Trends in Student Performance by Service Group**, describes data on student performance by service group (FARMS, special education, and ESOL programs) across seven metrics: school readiness, math and English language arts PARCC scores, AB/IB and SAT performance, dropout rates, and graduation rates.
- **Chapter 5, Trends in Revenue and Budget Allocations** describes MCPS data on Current Fund revenue sources; budgeted expenditures and positions for general, special and compensatory education and ESOL programs; and per pupil resources by program.
- **Chapter 6, Findings and Recommendations** synthesizes this report's major findings and offers recommendations for discussion and action for the County Council and Board of Education.

In short, Chapters 2 and 5 of this report describe opportunity gaps within MCPS while Chapters 3 and 4 describe performance gaps within MCPS by student subgroup status.

OLO Senior Legislative Analyst Elaine Bonner-Tompkins authored this report with editorial assistance from OLO Administrative Specialist Kelli Robinson and Senior Legislative Analyst Kristen Latham. The data points analyzed in this report were compiled from a variety of sources that include reports from MCPS' Office of Shared Accountability; PARCC performance data from the Maryland Report Card; enrollment, suspension, and special education census data from the Maryland State Department of Education and MCPS' Schools at a Glance and Security at a Glance reports; and budget data from MCPS' Operating and Program Budgets. Further, this report incorporates technical comments received by MCPS staff based on a draft version of this report shared with MCPS in November of 2019.⁶

C. Summary of OLO Findings and Recommendations

Based on an analysis of the data reviewed, five key findings emerge from this project:

- **First, MCPS is a diverse and segregated school system.**⁷ From FY14 to FY19, students of color increased their share of student enrollment while White enrollment declined from a third to 28 percent of enrollment. White and Asian students, however, accounted for a majority of students enrolled in low-poverty elementary schools while Latinx and Black students accounted for a majority of students enrolled in MCPS' high-poverty elementary schools.

⁶ November 2019 communications with Janet Owens, Kecia Addison, Nicola Diamond, and Missy Gumula of MCPS.

⁷ ERS also finds segregation within schools due to tracking in advance course taking by race, ethnicity and income. See pages 100 – 120 in October 2019 ERS Summary Report.

A majority of MCPS' low-income students and English learners are also enrolled in MCPS' high-poverty schools. Thus, MCPS' highest poverty schools enrolled a majority of the students most impacted by the performance gap: Latinx, Black, low-income and English learning students.

- ***Second, MCPS' performance gaps by race and ethnicity persist.*** A review of recent data shows that Asian, White, and multi-racial students consistently outperform Latinx and Black students across multiple measures of student performance. A review of trend data also shows that on ten of eleven measures, the performance gap between Latinx students and Asian/White students expanded or remained unchanged while on six of eleven measures the performance gap between Black students and Asian/White students expanded or did not change.
- ***Third, MCPS' performance gaps by service group persist.*** A review of recent data also shows that all students, as well as students ineligible for FARMS, ESOL programs, and special education, outperformed students who were low-income, English learners, and had disabilities. A review of trend data also shows that most performance gaps by English language proficiency, disability status, and student income either widened or remained unchanged for a majority of the measures reviewed.
- ***Fourth, MCPS allocates a third of the state funding it receives based on its FARMS enrollment to non-compensatory education programs.*** Compensatory education programs are designed to offset the negative impact of poverty on student performance. Yet, of the \$171 million in federal and state compensatory education funding received in FY19, MCPS only budgeted \$124 million for compensatory education programs that targeted low-income students or high-poverty schools.
- ***Fifth, MCPS' budgets far less for compensatory education and ESOL programs than it budgets for special education.*** Although students with disabilities account for about 12 percent of student enrollment, special education accounts for 18 percent of MCPS' operating budget. Conversely, while low-income students account for a third of enrollment and English learners account for 18 percent of enrollment, together compensatory education and ESOL programs account for eight percent of MCPS's operating budget. As such, in FY19 MCPS budgeted an additional \$22,900 per student with a disability for special education compared to allocating \$1,600 - \$2,000 per low-income student for K-12 compensatory education programs and \$2,800 per English learner for ESOL programs.

In sum, both performance and opportunity gaps persist within MCPS. White and Asian students outperform their Latinx and Black peers; all students and students ineligible for special services outperform students eligible for FARMS, ESOL, and special education. Further, MCPS fosters opportunity gaps that contribute to performance gaps by race, ethnicity, income, and language by:

- Concentrating Latinx, Black, low-income, and limited English proficient students in high-poverty schools; and
- Under funding high-poverty schools by budgeting far less than needed for ESOL and compensatory education programs.

Based on this report's findings and both the Council's and the community's interest in narrowing opportunity and performance gaps in education, OLO offers three sets of recommendations for Council discussion with MCPS representatives, Council action, and Board of Education action:

1. Recommendations for Council Discussion -

- *Discuss with MCPS leadership their specific efforts to allocate additional funding to closing opportunity gaps to create a school system that works as well for Black, Latinx, English learning, and low-income students as it works for White and Asian students.*
- *Discuss with MCPS leadership and the Board of Education the merits of using a racial equity lens to identify and remedy policies, programs, and practices that foster or exacerbate inequities by race, ethnicity, income, and English learner status.*

2. Recommendations for Council Action –

- *Develop a Council Resolution calling on MCPS to develop an integration and equitable funding plan to address existing opportunity gaps.*
- *Require or encourage the state to require MCPS to expend all state resources allocated for compensatory education on low-income students and/or high-poverty schools.*
- *Require MCPS to earmark County funding above state maintenance of effort requirements for compensatory education and ESOL/English learner programs.*
- *Request MCPS annually report on student performance and resource allocation data for general, special, and compensatory education, and ESOL programs to improve the Council's understanding and oversight of how MCPS remediates its opportunity gaps.*

3. Recommendations for Board of Education Action –

- *Request a briefing from OLO staff on this current report and on OLO Report 2018-8, Racial Equity in Government Decision-Making: Lessons from the Field.*
- *Adopt a Racial Equity and Social Justice Policy analogous to the County Council's legislation aimed at identifying and remediating MCPS policies, programs, and practices that undermine racial equity and social justice.*
- *Partner with County Government and other local jurisdictions in a community of practice aimed at advancing racial equity and social justice in governmental decision-making.*

Chapter 2. Trends in Student Enrollment

Student enrollment patterns across schools and courses, like resource allocation decisions, can foster opportunity gaps by race, ethnicity, income, and English proficiency that create disparities and performance gaps among students. To understand changes in student enrollment and how they managed by MCPS, this chapter describes trends in the MCPS student enrollment by race, ethnicity, and service group status (special education, ESOL programs, and FARMS) from FY14 to FY19 in three parts:

- A. **Student Enrollment** describes trend data on student enrollment overall by race and ethnicity from FY14 to FY19 compiled from MCPS' Schools at a Glance and website.
- B. **School Enrollment by Income** describes the distribution of students by race, ethnicity, FARMS status, and English language proficiency among high-poverty (focus) elementary schools and low-poverty (non-focus) schools for FY14 and FY18 from MCPS' Capital Budgets.
- C. **FARMS and Special Education Enrollment by Race and Ethnicity** describes FY19 data compiled by MCPS to describe student enrollment by race, ethnicity, and FARMS status and FY18 data from the Maryland Special Education Census by race and ethnicity.
- D. **ERS Data on Course Taking by Race, Ethnicity, and Income** summarizes MCPS FY18 data compiled by ERS to describe course taking patterns by student race, ethnicity, and income.

Two key findings emerge from the student enrollment data reviewed in this chapter.

- **First, MCPS has become a more diverse school system.** Student diversity within MCPS has increased reflecting the growth in Black, Latinx, Asian, and multi-racial students and the decline in enrollment among White students. White students accounted for 32 percent of MCPS enrollment in FY14 compared to 28 percent of enrollment in FY19. English language learners also increased their share of MCPS enrollment from 15 percent in FY14 to 18 percent in FY19.
- **Second, MCPS is largely a socio-economic and racially segregated school system.** Black and Latinx students, as well as low-income and English learning students, are concentrated in schools with the highest FARMS rates while Asian and White students are concentrated in schools with low FARMS rates. Seven in ten Asian and White students attended low-poverty elementary schools in FY18 while six in ten Latinx and Black students attended high-poverty schools. MCPS' high-poverty elementary schools also enrolled seven in ten English learners and low-income students in FY18. ERS' report on MCPS also finds that course tracking by race, ethnicity, and income fosters within school segregation as well.⁸

MCPS' segregated schools foster an opportunity gap for the subgroups of students disproportionately enrolled in its high-poverty schools as concentrated poverty diminishes student achievement. A study of 2016 PARCC data among Maryland schools, for example, found that concentrations of school poverty adversely impact student performance, followed by the share of Black students, while schools with higher concentrations of White students experienced higher scores.⁹

⁸ See pages 100-120 of ERS Summary Report, October 2019.

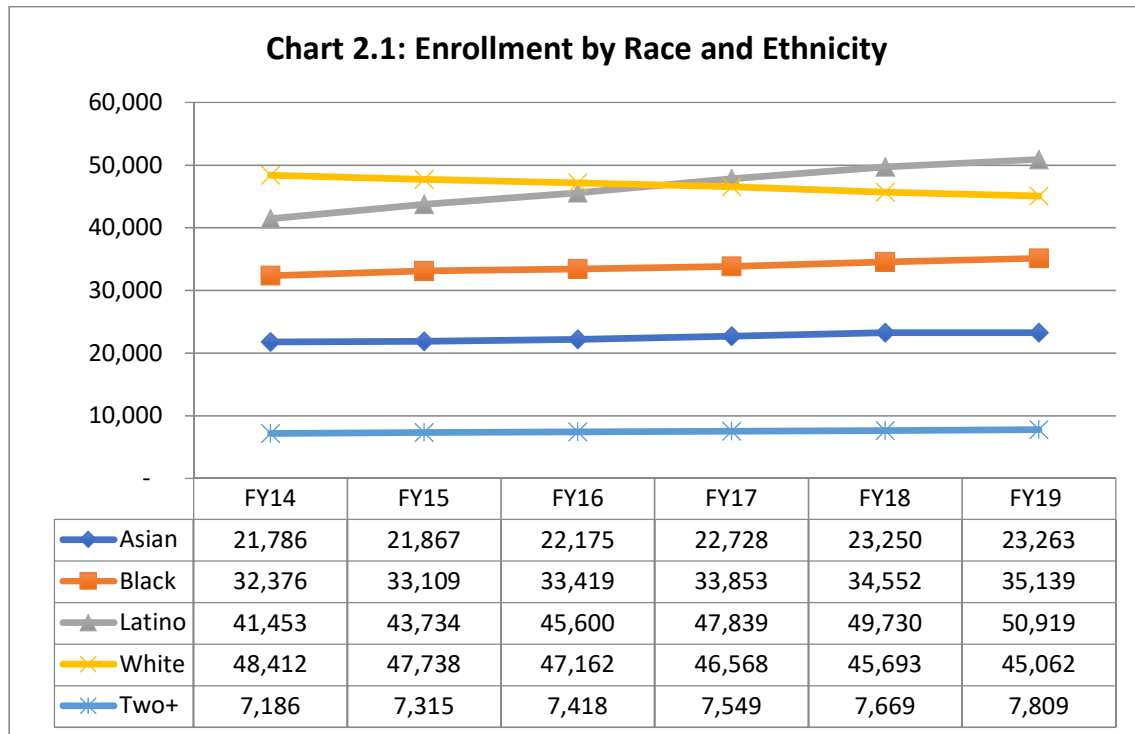
⁹ See <https://education.umd.edu/research/centers/mep/research/k-12-education/does-school-composition-matter-estimating-relationship>

Similarly, OLO Report 2014-7 found that every student subgroup enrolled in low-poverty in high schools on average outperformed their peers in high-poverty high schools.¹⁰ These findings suggest that MCPS' enrollment patterns among its low- and high-poverty campuses contribute to the disparities in student performance described in the next two chapters (Chapters 3 and 4).

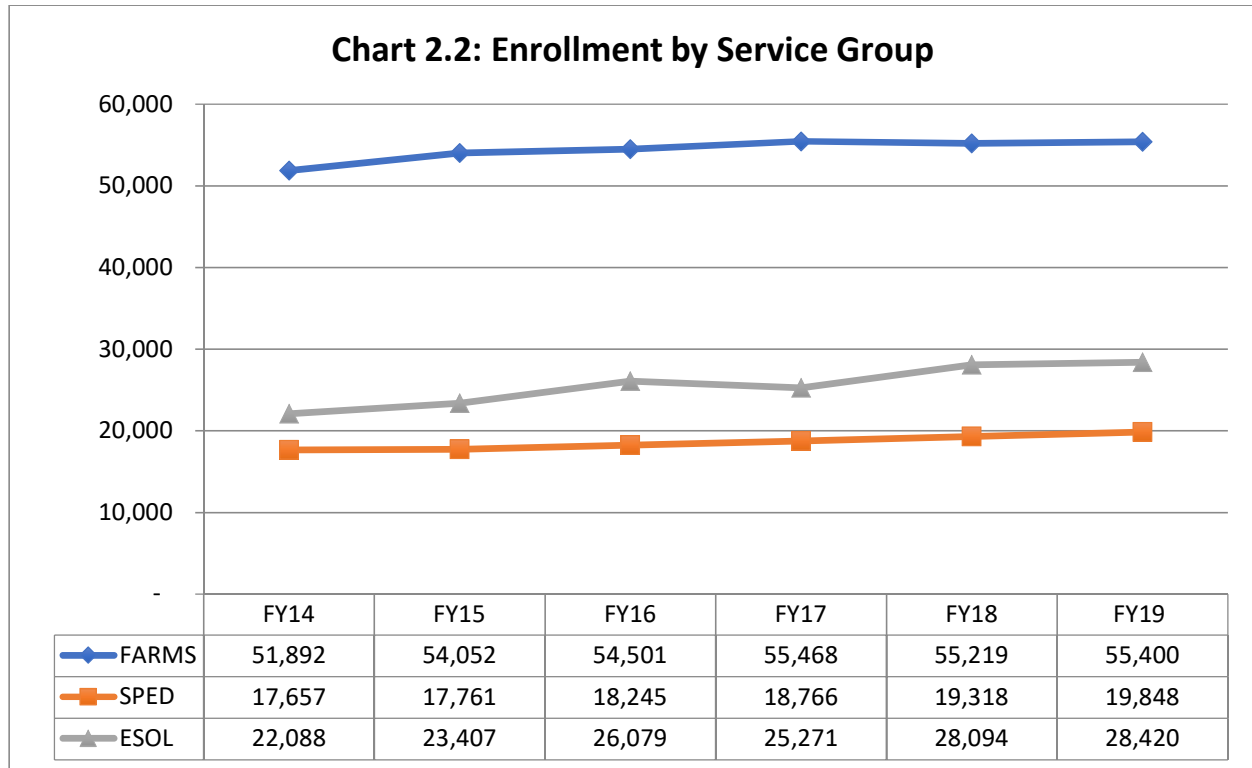
A. Student Enrollment

Charts 2.1 and 2.2 describe MCPS FY14 – FY18 enrollment data from Schools at a Glance, and FY19 data from the MCPS website. An analysis of the data shows that:

- Student enrollment increased overall and for most student subgroups. Growth ranged from a 23% increase in the Latinx population between FY14 and FY19 to a four percent increase among students eligible for FARMS during this time frame.
- The enrollment of White students has diminished by seven percent since FY14. Latinx students replaced White students as the largest MCPS student subgroup by race and ethnicity in FY17.
- In FY19, Latinx students accounted for 31 percent of MCPS enrollment, followed by White students comprising 27 percent, Black students comprising 21 percent, Asian students comprising 14 percent and multi-racial students comprising five percent of enrollment.
- In FY19, students eligible for free and reduced priced meals (FARMS) accounted for 33 percent of enrollment, English language learners comprised 17 percent, and students with disabilities comprised 12 percent of MCPS enrollment.



¹⁰ <https://www.montgomerycountymd.gov/OLO/Resources/Files/OLO%20Report%202014-7%20Final.pdf>



B. School Enrollment by Income

Based on official enrollment data by subgroup for elementary schools provided by MCPS' Office of Shared Accountability,¹¹ the charts on the following page compare the distribution of White and Asian students among high-FARMs "Focus" Schools (i.e. Title I and other high-poverty elementary schools) and low-FARMs "Non-Focus" Schools. A comparison of FY15 and FY19 student enrollment data shows that:

- The vast majority of Asian and White students attended low-poverty, non-focus elementary schools. Two-thirds of Asian students and three-quarters of White students attended non-focus schools in FY15 compared to 70% of Asian students and 73% of White students in FY19.
- White and Asian students combined comprised 66% of non-focus school enrollment in FY15 compared to 63% of non-focus school enrollment in FY19. Conversely, White and Asian students accounted for 23% of focus school enrollment in FY15 and 21% of focus school enrollment in FY19.
- The declining enrollment of White students accounts for the change in demographics among MCPS' non-focus schools. Elementary enrollment among White students diminished by 11 percent (2,441 students) between FY15 and FY19. Moreover, the vast majority of the White decline in elementary enrollment (89%) occurred in non-focus/low-poverty elementary schools where White enrollment diminished by 13 percent (2,251 students) from FY15 to FY19.

¹¹ November 15, 2019 communication with Missy Gumula, Senior Reporting Specialist on official FY19 enrollment data based on September 30, 2018 counts.

Figure 2.1: Distribution of Asian Students in Elementary Schools, FY15 & FY19

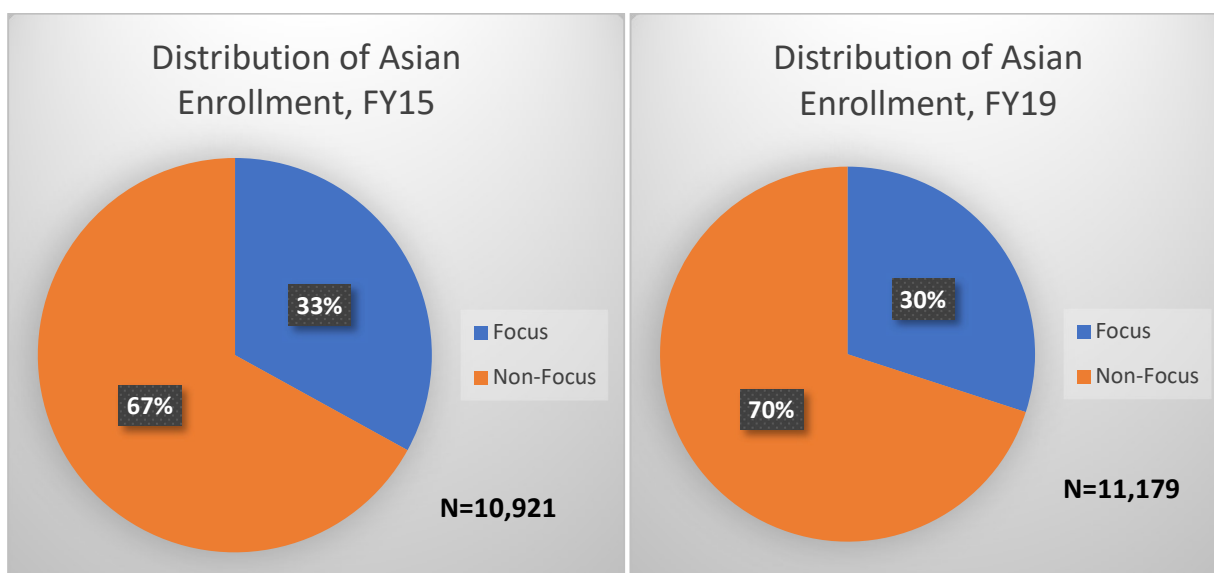
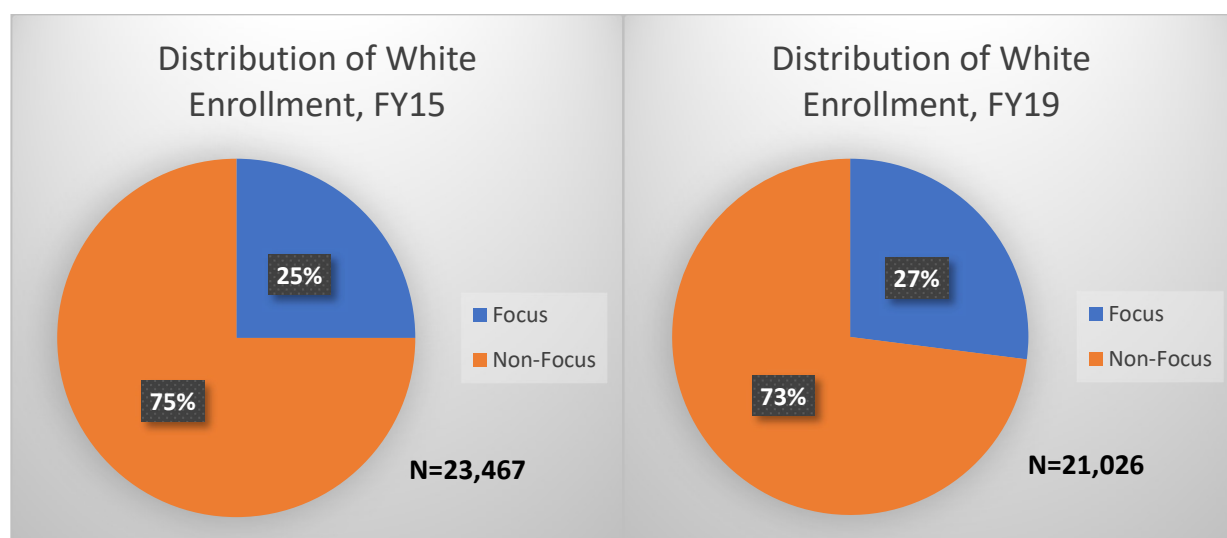


Figure 2.2: Distribution of White Students in Elementary Schools, FY15 & FY19



The next charts compare Latinx and Black student enrollment among “Focus” and “Non-Focus” schools. A comparison of these FY15 and FY19 data points shows that:

- A majority of Latinx and Black students attended high-poverty elementary schools, with 78% to of Latinx students and 72% of Black students attending these schools in FY15 compared to 78% of Latinx students and 71% of Black students attending these schools in FY19.
- Latinx and Black students combined comprised 73% of focus school enrollment in FY15 compared to 75% of focus school enrollment in FY19. Latinx and Black students also increased their combined shares of non-focus school enrollment from 27% in FY15 to 30% in FY19.

- Black and Latinx students increasing shares of focus and non-focus school enrollment reflect their increasing shares of elementary enrollment, with the Latinx enrollment increasing by 10% (2,303 students) between FY15 and FY19 and Black enrollment increasing by 3% (561 students) during this time frame.

Figure 2.3: Distribution of Latinx Students in Elementary Schools, FY15 & FY19

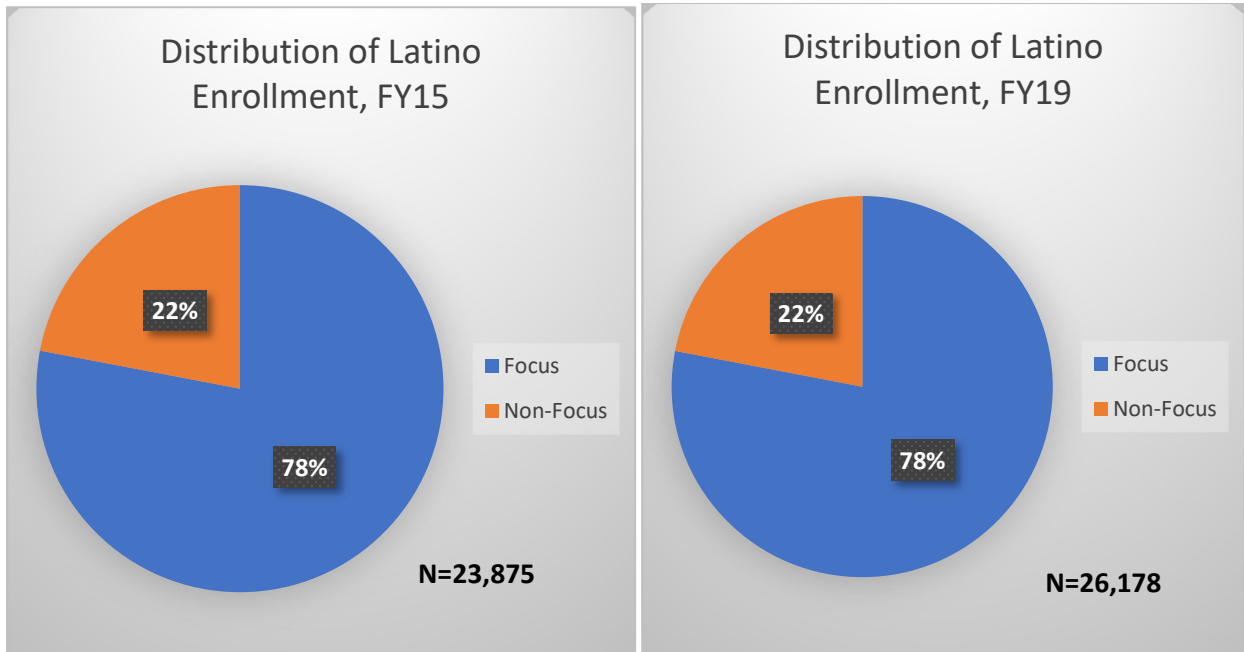
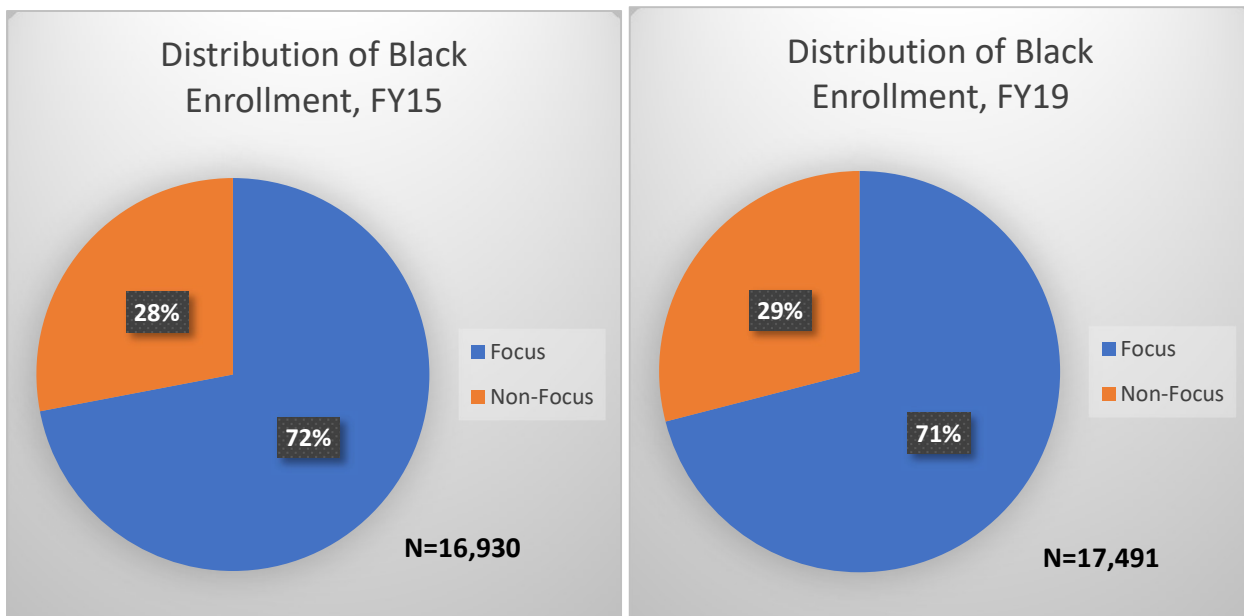


Figure 2.4: Distribution of Black Students in Elementary Schools, FY15 & FY19



The next set of charts compare FARMS and ESOL enrollment among “Focus” and “Non-Focus” schools. A comparison of FY15 and FY19 data points shows that:

- The vast majority of low-income students and English language learners in elementary school also attended high-poverty schools. More than 8 in 10 students eligible for FARMS and three-quarters of students eligible for ESOL services attended focus schools in FY15 and in FY19.

Figure 2.5: Distribution of FARMS Students in Elementary Schools, FY15 & FY19

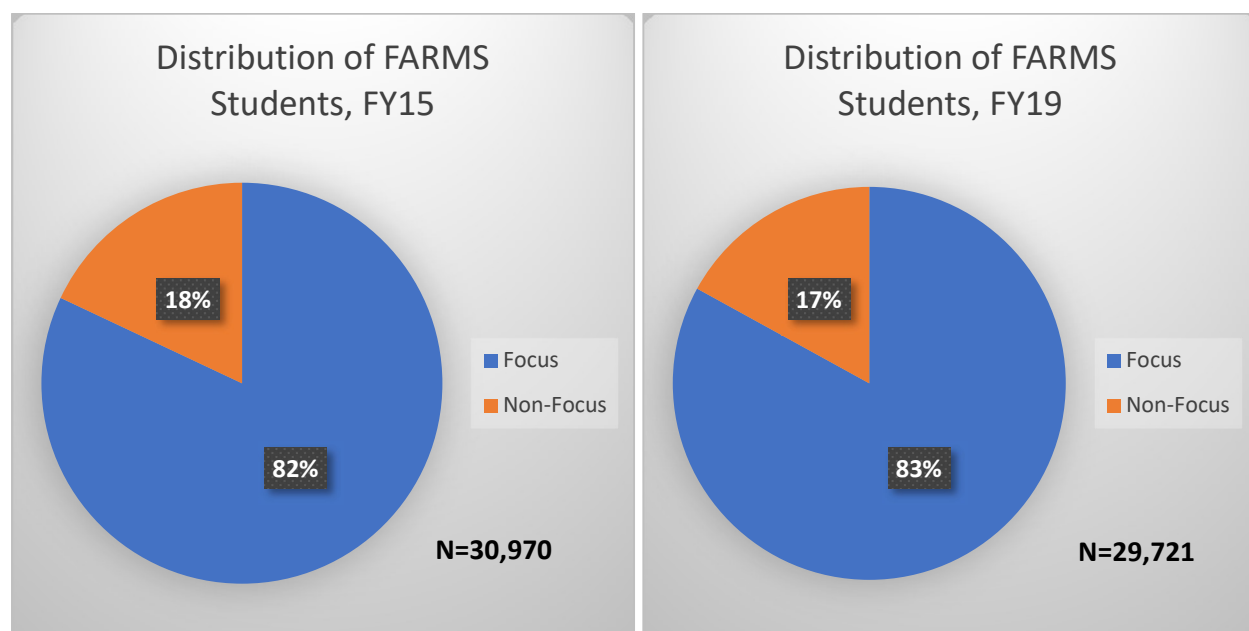
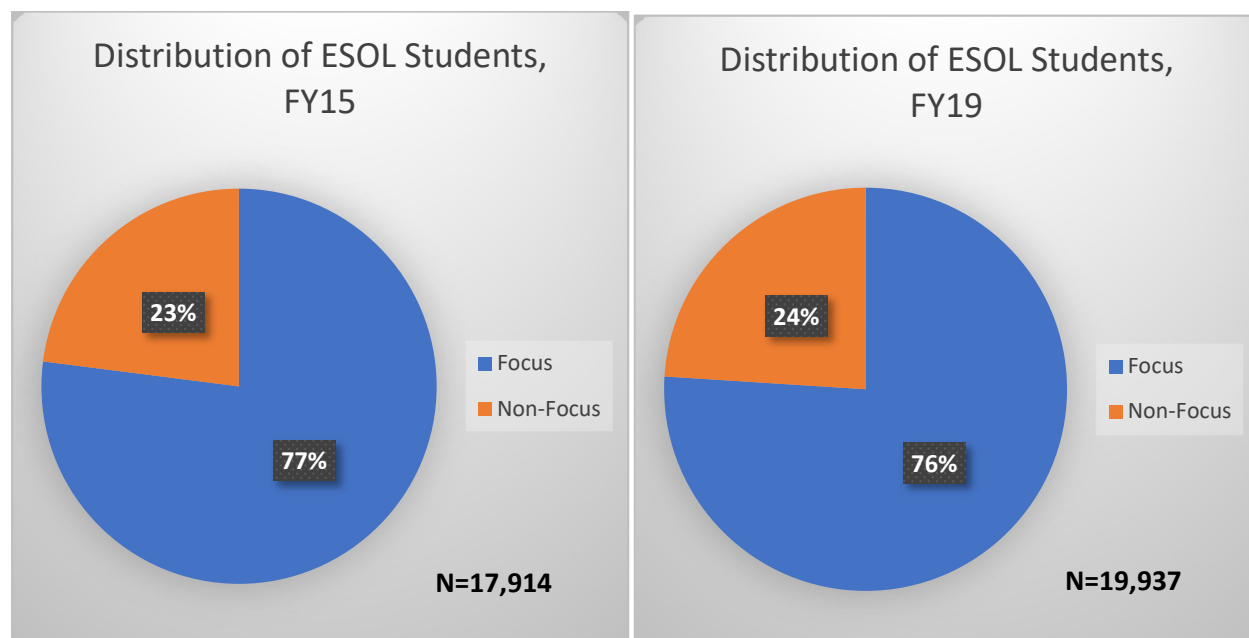


Figure 2.6: Distribution of ESOL Students in Elementary Schools, FY15 & FY19



C. FARMS and Special Education Enrollment by Race and Ethnicity

FY19 official enrollment data compiled by MCPS,¹² offers an additional breakdown of FARMS and Non-FARMS enrollment by race and ethnicity. Among the 32.5% of students currently enrolled in FARMS:

- Latinx students comprise 55% of all FARMS students;
- Black students comprise 32% of all FARMS students;
- Asian students comprise 7% of all FARMS students;
- White students comprise 4% of all FARMS students; and
- Multi-racial students comprise 2% of all FARMS students.

And among the 67.5% of students that are ineligible for FARMS (i.e. Non-FARMS):

- White students accounted for 39% of all Non-FARMS students;
- Latinx students accounted for 20% of all Non-FARMS students;
- Asian students accounted for 18% of all Non-FARMS students;
- Black students accounted for 17% of all Non-FARMS students; and
- Multi-racial students accounted for 6% of all Non-FARMS students.

Comparing overall enrollment data by race and ethnicity to the FARMS enrollment data above, the FARMS rate by race and ethnicity follows for FY19:

- 56.9% of Latinx students were eligible for FARMS;
- 47.7% of Black students were eligible for FARMS;
- 14.9% of Asian students were eligible for FARMS; and
- 4.6% of White students were eligible for FARMS.

As such, a majority of Latinx students and a little less than half of all Black students enrolled in MCPS were low-income compared to 15 percent of Asian students and less than five percent of White students. Whereas Latinx and Black students accounted for 87% of all FARMS students in FY19, White, Asian, and multi-racial students accounted for 63% of all Non-FARMS students in FY19.

Special education census data for MCPS on students between the ages of 3 and 21, however, demonstrate more proportional representation by race and ethnicity for special education enrollment as compared to FARMS and Non-FARMS enrollment by race and ethnicity.¹³ More specifically, in FY18:

- White students were 26% of special education enrollment v. 28% of student enrollment
- Latinx students were 35% of special education enrollment v. 31% of student enrollment
- Black students were 26% of special education enrollment v. 22% of student enrollment
- Asian students were 8% of special education enrollment v. 14% of student enrollment
- Multi-racial students were 4% of special education enrollment v. 5% of student enrollment

¹² Ibid

¹³ <http://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018SPED.pdf>

An analysis of MCPS service group enrollment data by race and ethnicity makes plain that these programs serve different sets of students. Special education programs serve each student subgroup by race and ethnicity while compensatory education and ESOL programs almost exclusively serve students of color. Moreover, as noted in Figures 2.5 through 2.8, a majority of Latinx and Black elementary students attend schools with high concentrations of low-income students and English learners (i.e. Focus Schools) regardless of income or English proficiency.

Given the high concentration (i.e. segregation) of Black and Latinx students among MCPS schools, the school system's operation and funding of compensatory education and ESOL programs almost exclusively impacts Latinx and Black students. Conversely, the operation and funding of special education programs impacts every student subgroup by race and ethnicity within MCPS, including White students. Whereas less than five percent of White students were eligible for FARMS in FY19 compared to accounting for 28 percent of enrollment, White students accounted for 26 percent of MCPS' special education enrollment. As such, while decisions impacting compensatory education and ESOL programs generally do not impact White students, decisions impacting special education directly impact them.

D. ERS Data on Course Taking by Race, Ethnicity, and Income

ERS' review of MCPS course taking patterns by race, ethnicity and income finds in-school segregation among course enrollments. More specifically, they find higher shares of White, Asian, and multi-racial students ineligible for FARMS were enrolled in higher level math courses than their Black and Latinx peers. For example, among 7th grade students during the 2017-18 school year, 39% of White, Asian, and multi-racial students ineligible for FARMS were enrolled in Algebra 1 compared to 16% of Black students ineligible for FARMS and 11% of Latinx students ineligible for FARMS.¹⁴

ERS also found that White, Asian, and multi-racial students eligible for FARMS were more likely to be enrolled in higher level math courses than their Black and Latinx peers and at times were as or more likely to be enrolled in higher level courses than Black and Latinx students ineligible for FARMS. For example, 14% of White, Asian and multi-racial students eligible for FARMS were enrolled in Algebra 1 in 7th grade students during the 2017-18 school year, compared to:¹⁵

- 11% of Latinx students ineligible for FARMS (Non-FARMS);
- 8% of Black students eligible for FARMS; and
- 5% of Latinx students eligible for FARMS.

In addition to segregation of students by race, ethnicity and income, ERS's review of MCPS data also finds that students are segregated by subject matter proficiency where higher-performing students are concentrated in classes with other high-performing peers and lower-performing students are concentrated with lower-performing peers. More specifically, across grade spans (4th, 6th, and 9th grade):

- Students who demonstrated proficiency on English language arts PARCC assessment were assigned to classes the following school year where 63-68% of their peers also demonstrated ELA proficiency on the PARCC.

¹⁴ See Slide 120 of October 2019 ERS Summary Report.

¹⁵ Ibid

- Students who did not demonstrate proficiency on the ELA PARCC, however, were assigned to classes where most of their peers also did not demonstrate proficiency on the ELA PARCC. Only 29-41% of students of the students enrolled in these classes demonstrated ELA proficiency on the ELA PARCC during the prior school year.

The patterns of course taking described in this subsection highlight the fact that the adverse impacts of MCPS' performance and opportunity gaps are concentrated among the MCPS campuses and courses that disproportionately serve Latinx, Black, English learning, and low-income students.

Chapter 3. Trends in Student Performance by Race and Ethnicity

This chapter is presented in eight parts to describe trends in the MCPS student performance by race and ethnicity across the following sets of metrics:

- A. School Readiness among Kindergarteners, 2014 – 2018
- B. PARCC English Language Arts Scores, 2015 – 2019
- C. PARCC Math Scores, 2015 – 2019
- D. Advanced Placement and International Baccalaureate (AP/IB) Performance, Class of 2014-2018
- E. SAT Performance among Test Takers, Class of 2017-2019
- F. Four-Year Cohort Dropout Rate, 2014 – 2018
- G. Four-Year Cohort Graduation, 2014 – 2018

Among these seven sets of metrics, twelve metrics are reviewed as the PARCC ELA and Math scores are reviewed across three grade spans – elementary (Grades 3-5), middle (Grades 6-8) and high school (Algebra 1/Grade 10); and SAT performance data is reviewed for English and math. Data by student race and ethnicity are presented for each metric.

Overall, a review of the data evidences a wide performance gap that has not diminished by race or ethnicity among a majority of the metrics reviewed. As demonstrated in the summary table below, a majority of Asian and White students met each desired benchmark of academic performance while only a minority of Latinx and Black students did. Among measures of risk, Latinx students were 11 times more likely than Asian students to drop out, and Black students were 3.5 times more likely to drop out.

Table 3.1: Percent of Students by Race and Ethnicity Meeting Benchmarks

Metrics	Asian	White	Two +	Black	Latinx
School Readiness, 2018	67.0%	70.0%	70.0%	46.0%	35.0%
English Language Arts PARCC 3-5, 2019*	76.2%	72.4%	66.1%	39.5%	31.0%
English Language Arts PARCC 6-8, 2019*	79.3%	74.8%	69.3%	39.0%	31.2%
English Language Arts PARCC 10, 2019	77.8%	78.6%	73.0%	38.7%	30.7%
Math PARCC 3-5, 2019*	79.8%	71.8%	64.1%	34.4%	30.1%
Math PARCC 6-8, 2019*	56.0%	53.5%	45.7%	17.1%	14.6%
Algebra 1 PARCC, 2019	63.7%	61.4%	53.4%	17.0%	12.7%
AP/IB Performance, Class of 2018	75.7%	73.3%	63.4%	32.1%	39.7%
SAT Performance - English, Class of 2019	87.8%	91.6%	85.3%	60.1%	52.5%
SAT Performance - Math, Class of 2019	78.2%	77.1%	70.1%	34.2%	28.2%
Four Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%
Four Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%

**OLO calculated combined Grades 3-5 and Grades 6-8 PARCC proficiency rates based on the sum of grade level data reported by MSDE and weighted by the number of PARCC test takers by grade for 2018.*

An analysis of the point change data referenced in the table on the next page shows that performance gaps for Latinx students across eleven of the twelve measures considered did not narrow. More specifically, the Latinx gap (i.e. the difference in performance compared to Asian or White students):

- Widened across seven measures – Dropouts, ELA 6-8, ELA 10, Graduation, AP/IB Performance, SAT Performance – English, and SAT Performance - Math;
- Remained unchanged for four measures – School Readiness, Math 3-5, ELA 3-5, and Algebra 1;
- Narrowed for one measure – Math 6-8.

Further, an analysis of the data in the table below shows that performance gap for Black students compared to Asian and White students did not narrow across eight of the twelve measures reviewed. More specifically, the Black gap:

- Widened on two measure – School Readiness and SAT Performance - English;
- Remained unchanged for six measures – Math 3-5, ELA 3-5, ELA 6-8, ELA 10, SAT Performance – Math, and Dropouts; and
- Narrowed on four measures – Algebra 1, Math 6-8, AP/IB Performance, and Graduations.

Table 3.2: Point Change in Performance by Race and Ethnicity¹⁶

Metrics	Asian	White	Two +	Black	Latinx
School Readiness	9.0%	5.0%	7.0%	2.0%	7.0%
Math PARCC 6-8	-3.5%	2.8%	0.1%	2.9%	2.3%
Math PARCC 3-5	11.8%	15.3%	13.7%	13.7%	13.2%
Algebra 1 PARCC	-3.0%	4.4%	2.7%	-0.3%	-4.4%
English Language Arts PARCC 3-5	9.1%	7.0%	8.9%	10.8%	9.2%
English Language Arts PARCC 6-8	10.0%	9.7%	9.5%	11.2%	7.4%
English Language Arts PARCC 10	11.5%	23.0%	23.1%	11.6%	4.5%
AP/IB Performance	5.1%	3.4%	-0.4%	6.7%	0.3%
SAT Performance - English	0.6%	-2.4%	-3.2%	-6.4%	-15.2%
SAT Performance - Math	0.0%	-3.2%	1.4%	-5.0%	-13.9%
Four Year Cohort Dropout Rate	-0.2%	-0.4%	-0.4%	-1.9%	4.6%
Four Year Cohort Graduation Rate	1.6%	-0.1%	0.7%	3.2%	-4.1%

Taken together, these findings demonstrate that MCPS' efforts aimed at narrowing performance gaps by race and ethnicity have been largely ineffective, particularly for Latinx students who now account for MCPS' largest student subgroup. These findings echo findings from prior OLO reports documenting persistent performance gaps by race and ethnicity in 2007, 2008, 2013, and 2014.

¹⁶ SAT data compares 2017 to 2019, PARCC data compares 2015 to 2019; remainder compares 2014 to 2018.

A. School Readiness

This section describes trends in school readiness data for MCPS students between 2015 and 2019.¹⁷ Administered by MCPS teachers to a representative sample of kindergarten students, the Kindergarten Readiness Assessment assesses students' readiness for school across four domains: language and literacy, mathematics, social foundations, and physical wellbeing and motor development. ***An analysis of the data reviewed in this section shows increasing rates of school readiness for each subgroup over time, but the persistence of sizable school readiness gaps by race and ethnicity.***

Chart 3.1: School Readiness by Race and Ethnicity

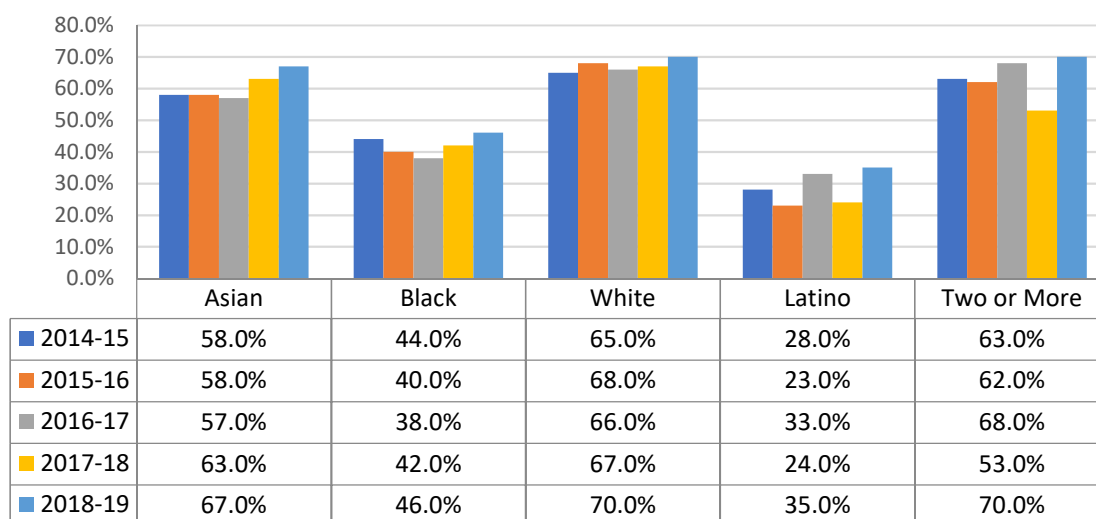
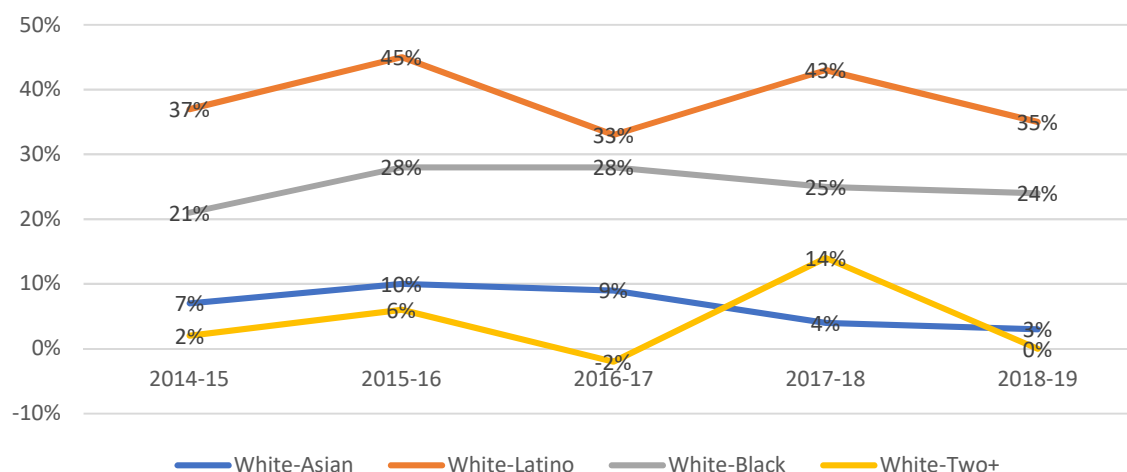


Chart 3.2: School Readiness Gap by Race and Ethnicity



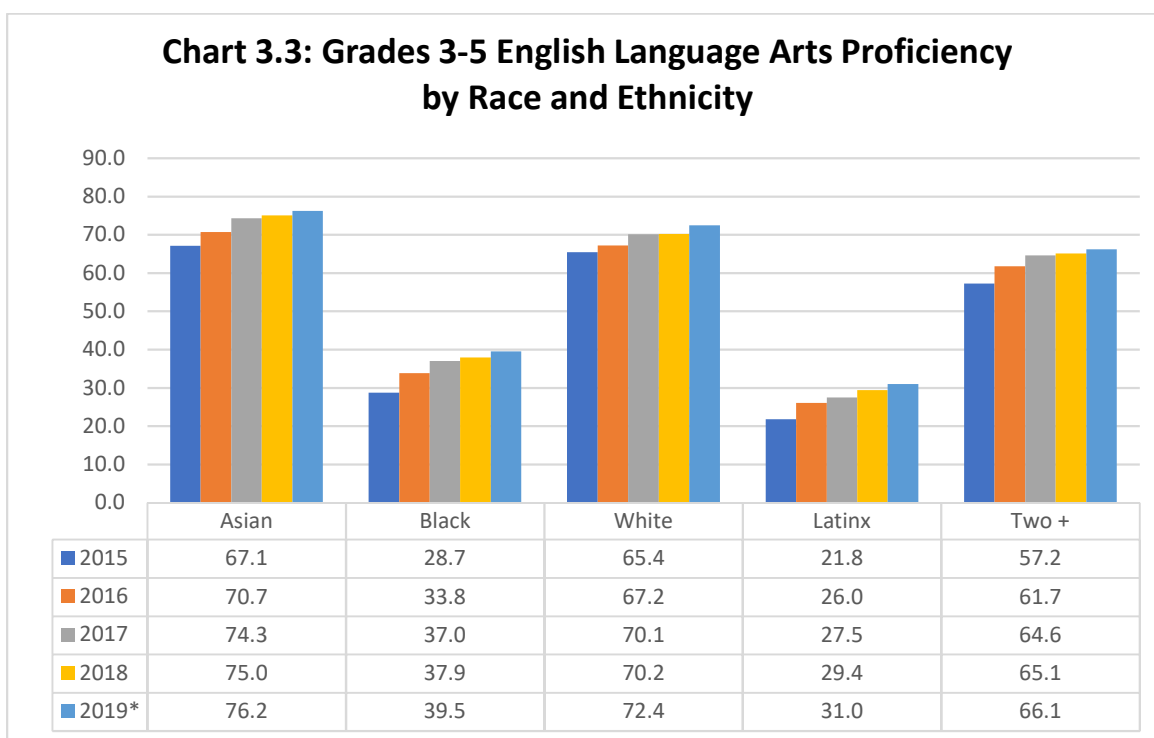
¹⁷ Since MCPS enrolls only a subset of pre-school aged children in its pre-k programs, this measure in part captures the performance gap evident before students enroll in MCPS. See current and archived Kindergarten Readiness Reports for MSDE and Montgomery County available at <https://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/ready-4-kindergarten/2018-19-kindergarten-readiness>

An analysis of 2015 to 2019 school readiness data for MCPS shows that:

- A majority (67% – 70%) of White, Asian, and Multi-racial students demonstrate school readiness in kindergarten compared to less than half (35% - 46%) of Latinx and Black students in 2018.
- School readiness scores increased for each race and ethnicity subgroup, ranging from a nine point increase for Asian students to a two point increase for Black students.
- The Latinx-White gap has diminished slightly since 2014, from 37 to 35 percentage points compared to the Black-White gap increasing slightly since FY15 from 21 to 24 percentage points.

B. PARCC English Language Arts Scores¹⁸

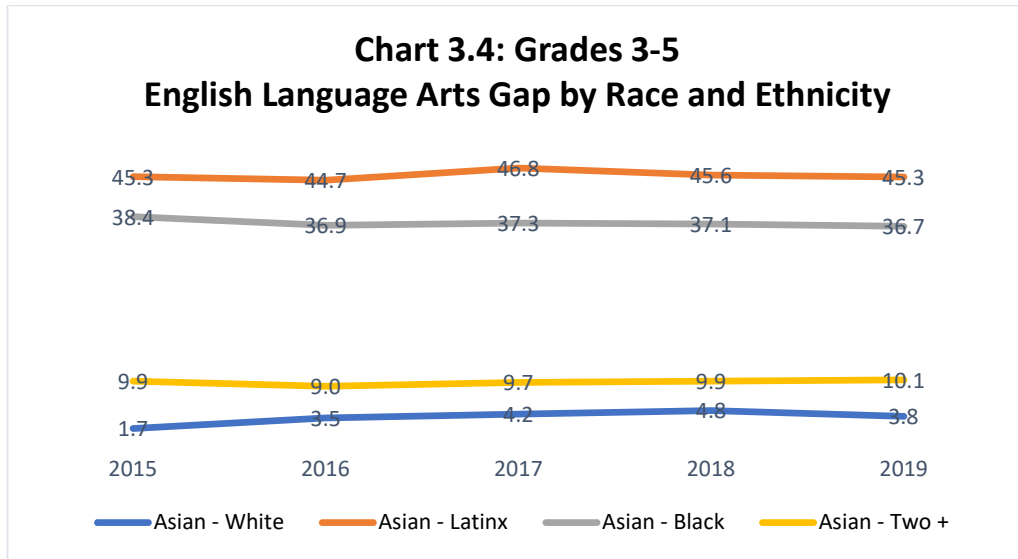
This section describes trends in MCPS student proficiency in English language arts (ELA) on the PARCC.¹⁹ Proficiency rates, defined as scores of 4 or above on the PARCC, are described by race and ethnicity for three grade levels – elementary (Grades 3-5), middle (Grades 6-8) and high (Grade 10). More specifically, this section describes the percentages of MCPS students by subgroup demonstrating ELA proficiency between 2015 and 2019 and changes to opportunity gaps over time. **Overall, an analysis of the data shows increasing rates of ELA proficiency among subgroups but no decline in the performance gaps evident by race or ethnicity.**



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

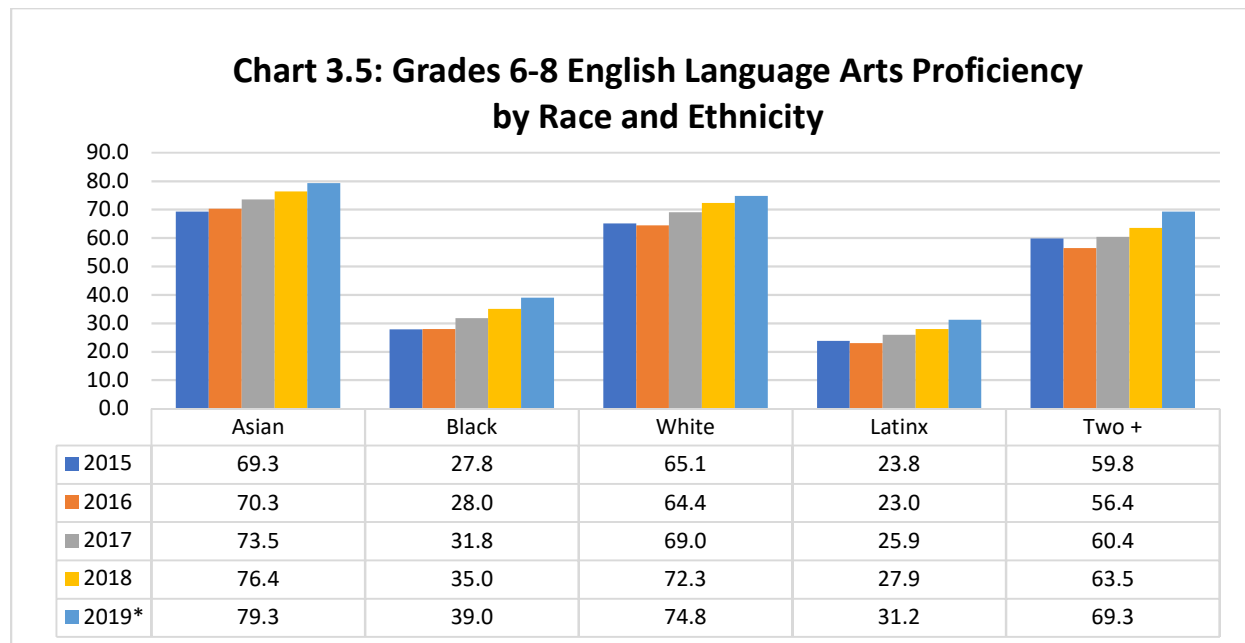
¹⁸ OLO calculated 2019 PARCC proficiency rates for Grades 3-5 and Grades 6-8 by summing the average of grade level scores reported on Maryland Report Card.

¹⁹ See Maryland Report Card for 2018 and 2019 data at <http://reportcard.msde.maryland.gov/> and data for 2015 – 2017 at <http://msp2017.msde.state.md.us/>.

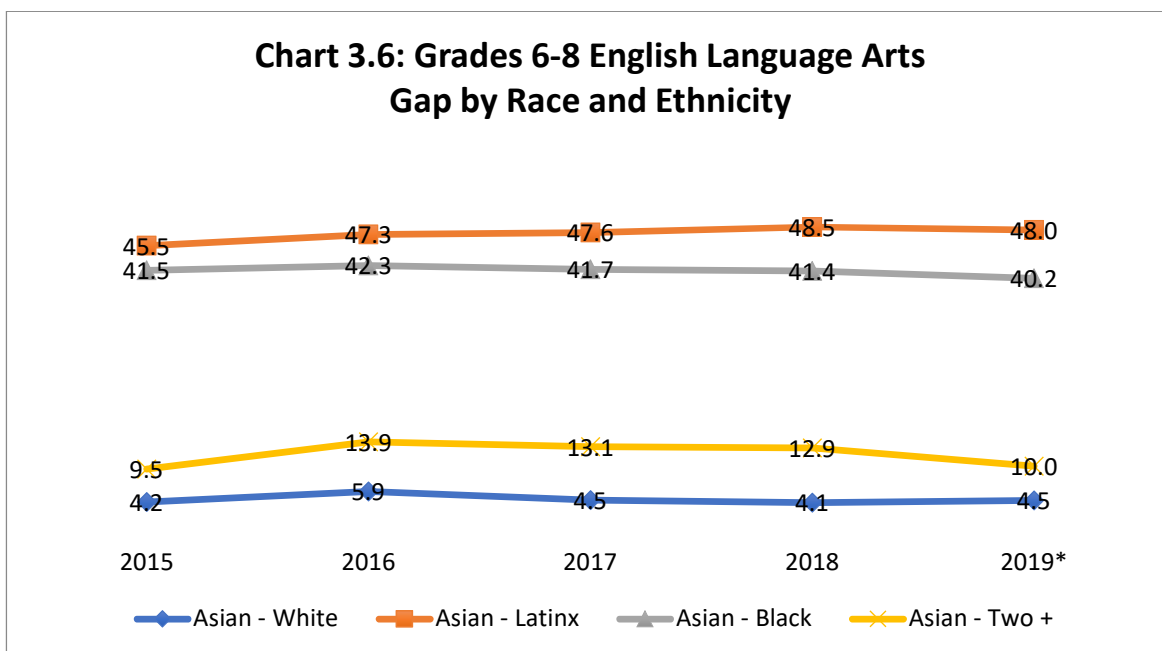


An analysis of Grades 3-5 English Language Arts scores on the PARCC for MCPS shows that:

- In 2019, a majority (66%-76%) of White, Asian, and multi-racial students were proficient in English language arts compared to less than half (31%-40%) of Latinx and Black students.
- Each subgroup experienced gains in elementary ELA scores that ranged from an 11 point increase for Black students to a seven point increase for White students.
- Overall, gaps in English language arts proficiency between Latinx students and Asian students and between Black and Asian students remained unchanged between 2015 and 2019, averaging between 45 and 47 points among Latinx students and Asian students, and between 37 and 38 points among Black and Asian students.



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.



An analysis of Grades 6-8 ELA PARCC scores for MCPS shows that:

- In 2019, a majority (69%-79%) of White, Asian, and multi-racial students were proficient in English language arts compared to less than half (31%-39%) of Latinx and Black students.
- Each subgroup experienced gains in middle school ELA scores that ranged from an 11 point increase for Black students to a 10 point increase for Asian, White, and multi-racial students and a seven point increase for Latinx students.
- As such, gaps in English language arts proficiency between Latinx and Asian students increased slightly from 45.5 to 48 points between 2015 and 2019, but remained unchanged between Black and Asian students during this time frame, averaging between 40 and 42 points.

Chart 3.7: Grade 10 English Language Arts Proficiency by Race and Ethnicity

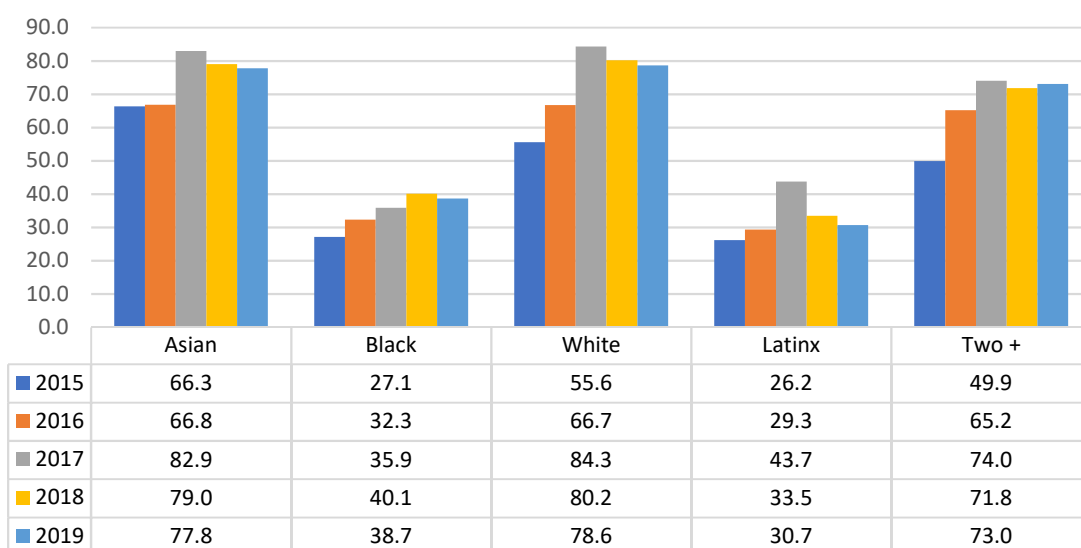
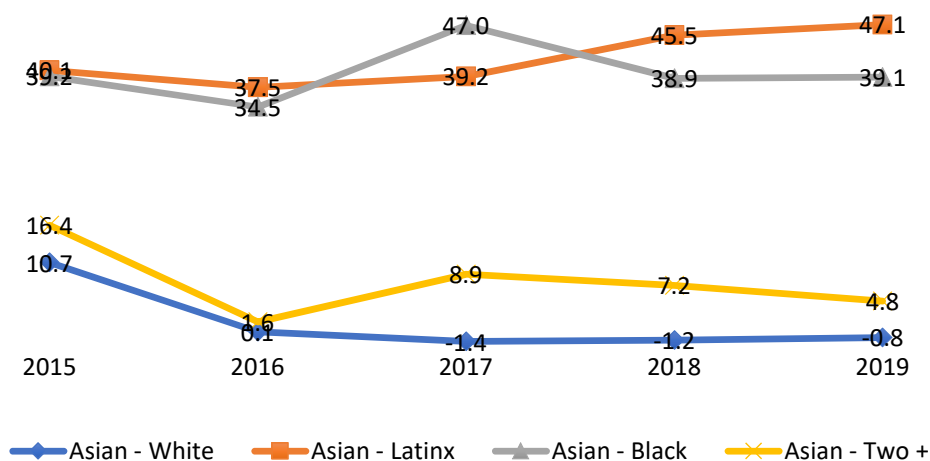


Chart 3.8: Grade 10 English Language Arts Gap by Race and Ethnicity



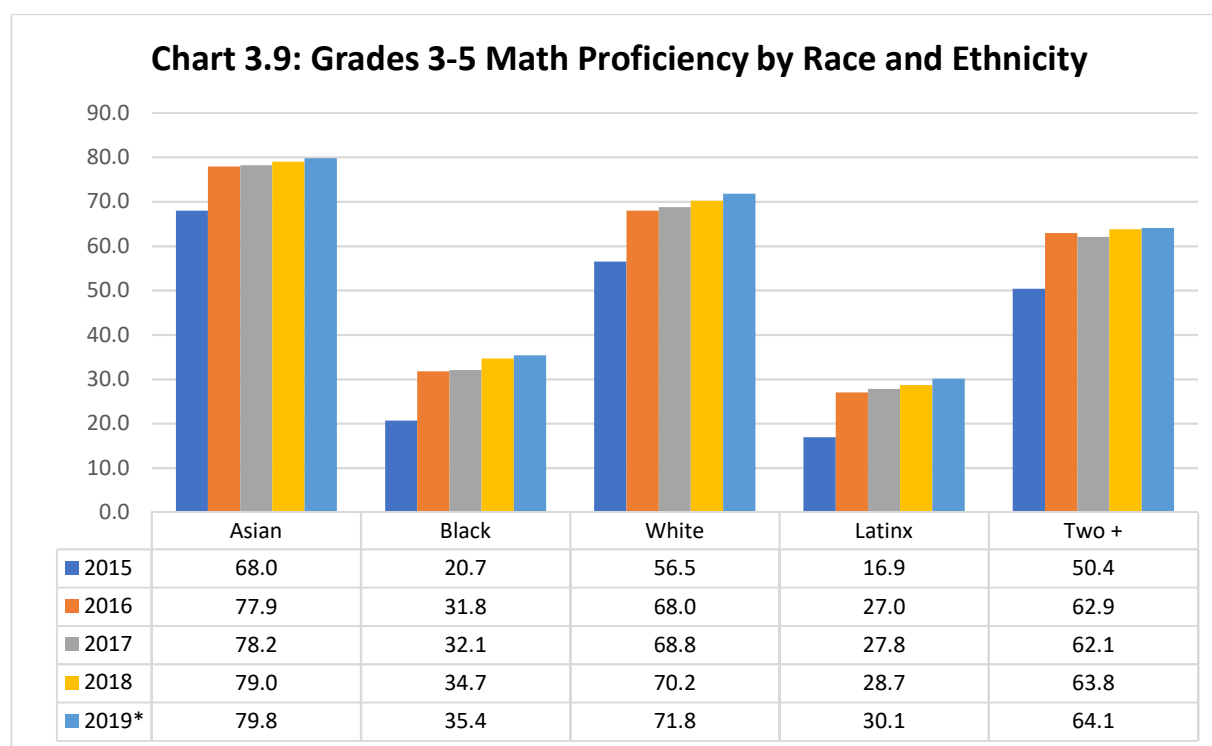
An analysis of Grade 10 ELA PARCC scores for MCPS shows that:

- In 2019, a majority (73%-79%) of White, Asian, and multi-racial students were proficient in English language arts compared to less than half (31%-39%) of Latinx and Black students.
- Each student subgroup achieved gains between 2015 and 2019 with White and multi-racial students gaining 23 points and Asian and Black students gaining 12 points compared to Latinx students gaining five points.

- As such, gaps in English language arts proficiency between Latinx and Asian students increased from 39 to 47 percentage points between 2015 and 2019, but remained unchanged between Black and Asian students, at 39 percentage points.

C. PARCC Math Scores²⁰

This section describes trends in MCPS student proficiency in mathematics on the PARCC.²¹ Proficiency rates, defined as scores of 4 or above on the PARCC, are described by race and ethnicity for three grade levels – elementary (Grades 3-5), middle (Grades 6-8) and high (Algebra 1).²² This section describes the percentages of MCPS students by subgroup demonstrating math proficiency between 2015 and 2019 and changes to performance gaps over time. ***An analysis of the data shows increasing rates of math proficiency among subgroups but no decline in performance gaps by race and ethnicity over time.***

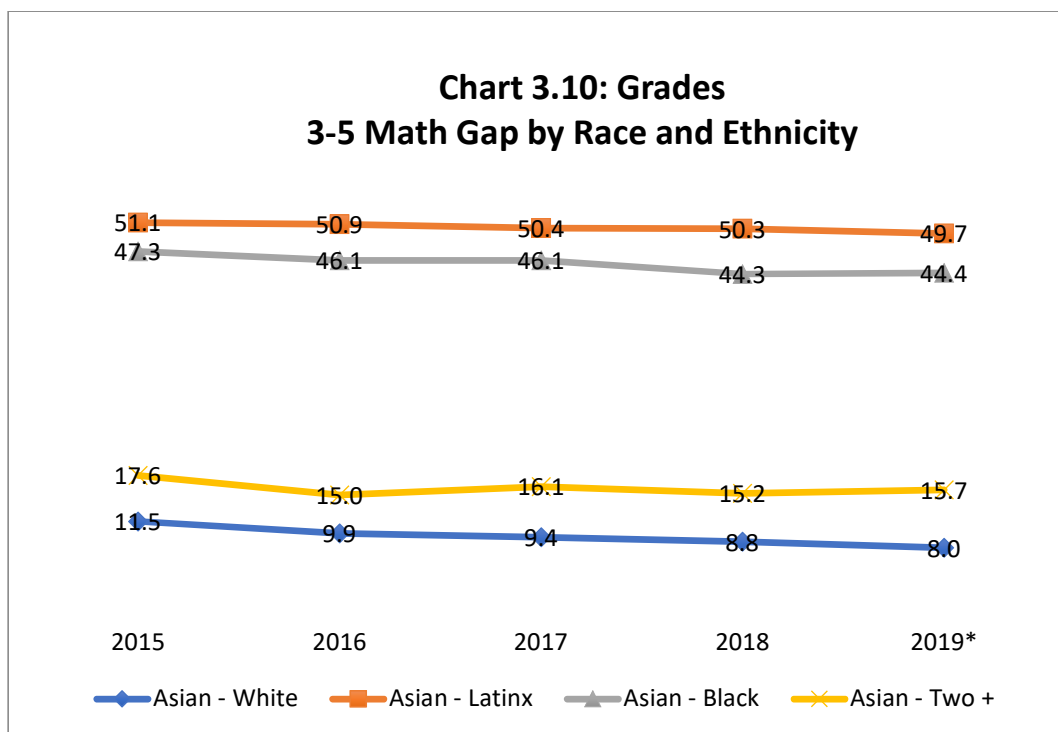


*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

²⁰ OLO estimates 2019 PARCC proficiency rates for Grades 3-5 and Grades 6-8 by summing the average of grade level scores reported on Maryland Report Card. Calculations of Grade 6-8 math proficiency rates were weighted based on 2018 test takers by grade.

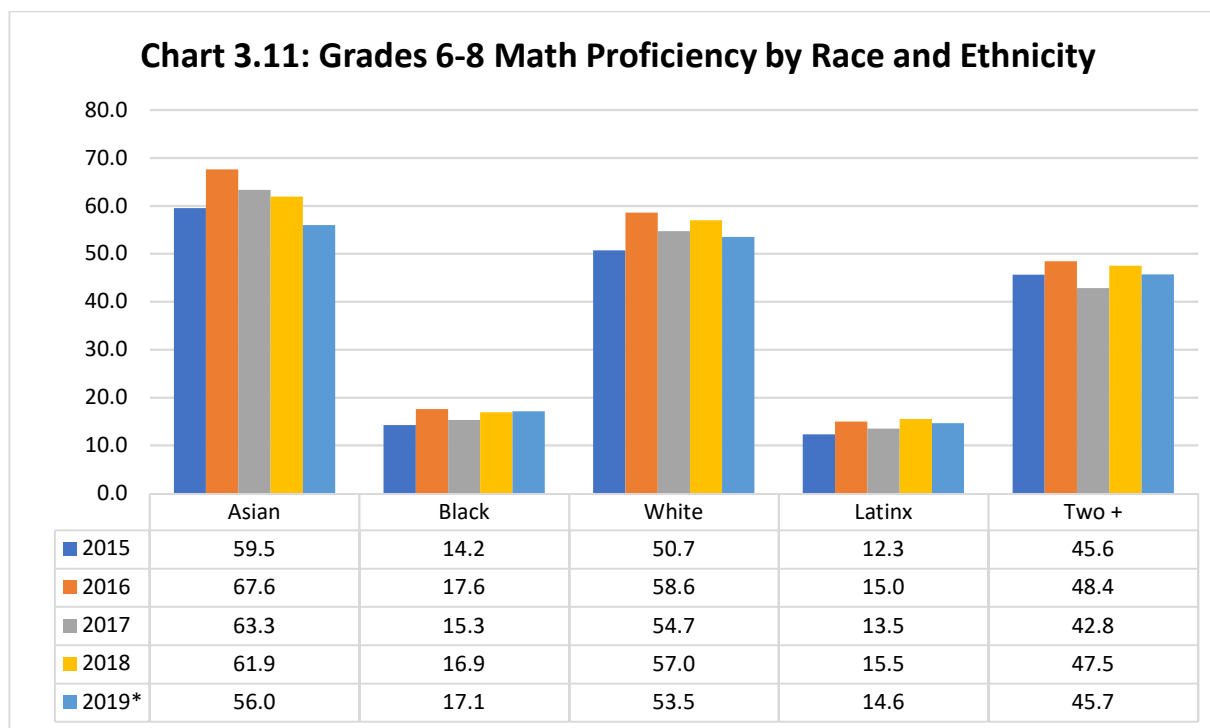
²¹ See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2015 – 2017 at <http://msp2017.msde.state.md.us/>.

²² Data suggests that most MCPS students complete Algebra I in middle school. For example, in 2011, 62% of all 8th graders (80-82% of White & Asian students; 43-45% of Latinx and Black students) completed Algebra 1 with a C or better (<https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2011/Alg1C2011.pdf>).

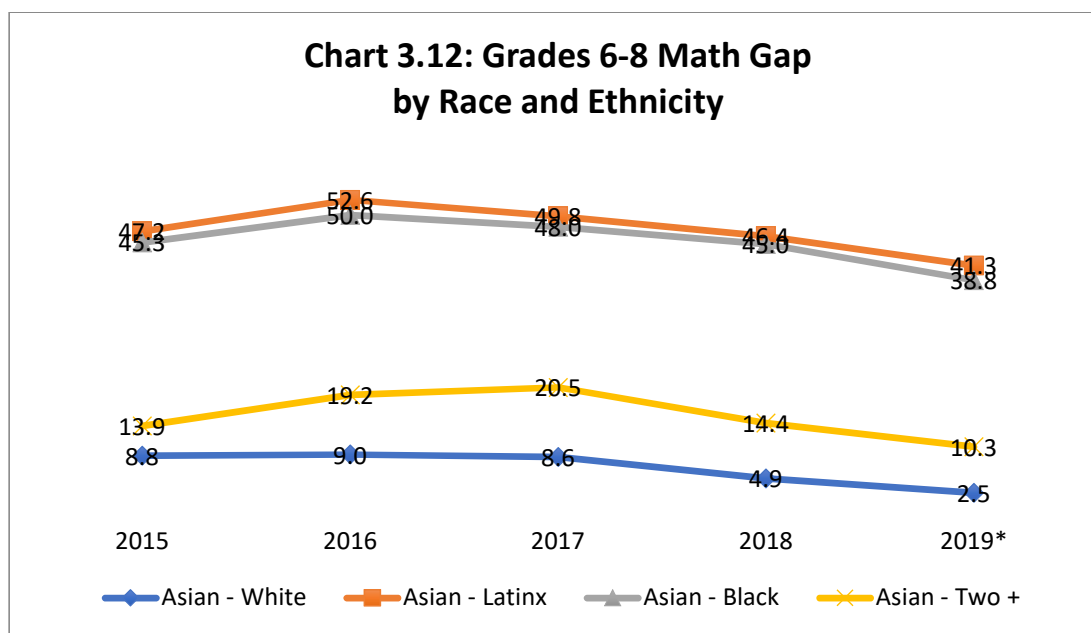


An analysis of Grades 3-5 PARCC math scores for MCPS shows that:

- In 2019, a majority (64%–80%) of White, Asian, and multi-racial students were proficient in math compared to less than half (30%-35%) of Latinx and Black students.
- Each student subgroup achieved gains between 2015 and 2019, ranging from 14-15 points for multi-racial, Black and White students, to 12-13 points Latinx and Asian students.
- In turn, gaps in math proficiency between Latinx and Asian students remained unchanged between 2015 and 2018, averaging between 50 and 51 points while that gap in math proficiency between Black and Asian students diminished slightly from 47 to 44 percentage points.



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

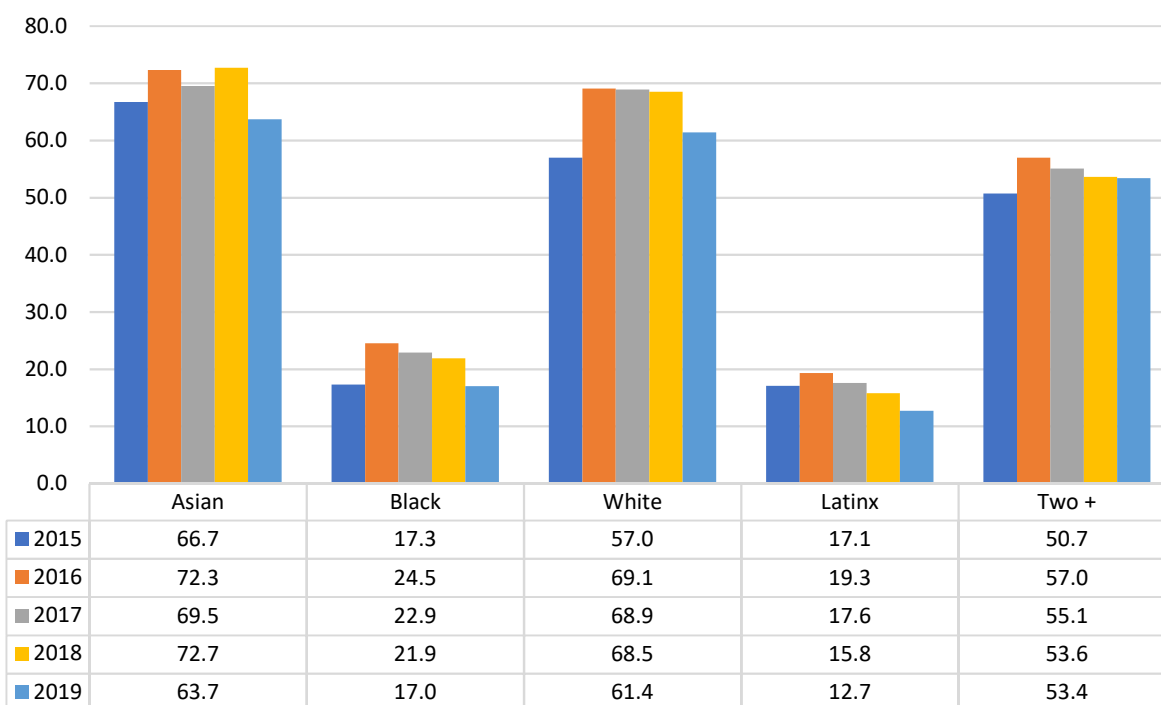


An analysis of Grades 6-8 PARCC math scores for MCPS shows that:

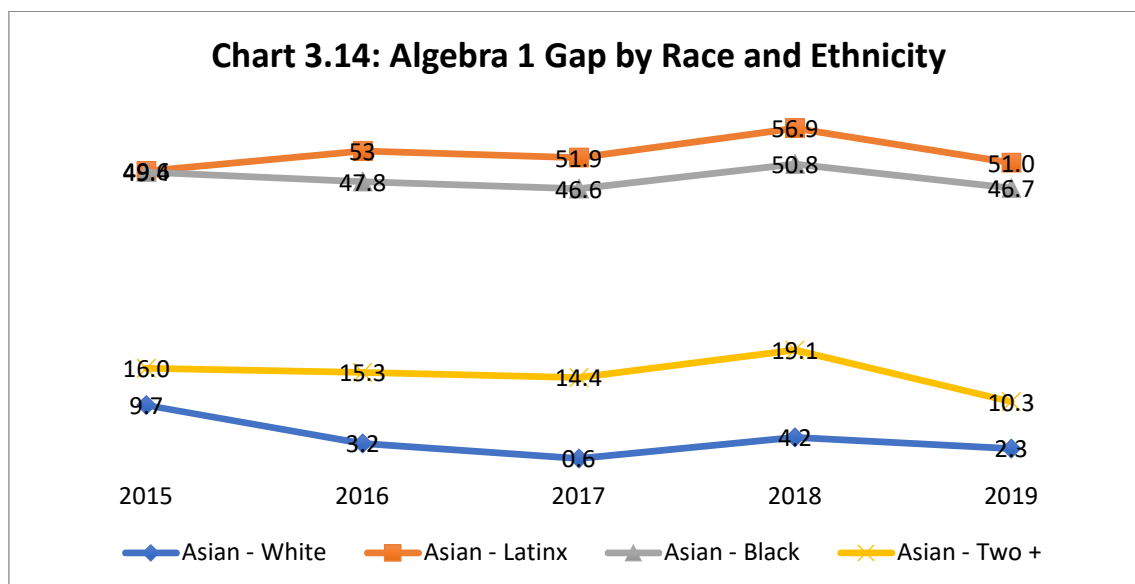
- In 2019, a majority (53%-56%) of White and Asian students were proficient in middle school math versus less than half of multi-racial students (46%) and less than a fifth (14%-17%) of Latinx and Black students.

- Gains in middle school math proficiency were modest across subgroups. Between 2015 and 2019 proficiency levels increased by less than three points for Black, White, and Latinx students, remaining unchanged for multi-racial students, and declined by four points for Asian students.
- In turn, gaps in middle school math proficiency between Latinx and Asian students decreased from 47 to 41 percentage points between 2015 and 2019 and decreased from 45 to 39 points between Black and Asian students during this time frame. The decline in the middle school math performance gap, however, mostly reflects a decline in Asian student performance during this time frame rather than accelerated performance among Black and Latinx students.²³

Chart 3.13: Algebra 1 Proficiency by Race and Ethnicity



²³ An analysis of PARCC test taker data shows that most middle school math test takers are Latinx and Black while most White and Asian students take the Algebra 1 PARCC in middle school. More specifically, in 2018, Latinx and Black students accounted for 52 percent of PARCC Math 6 test takers, but accounted for 59 percent of Math 7 test takers, and 76% of Math 8 test takers.



An analysis of Algebra I PARCC math scores for MCPS shows that:

- In 2019, a majority (53%–64%) of White, Asian, and multi-racial students demonstrated proficiency in Algebra 1 compared to less than a fifth (13%-17%) of Latinx and Black students.
- Changes in Algebra 1 proficiency based on PARCC scores was uneven across subgroups. White and multi-racial students made the greatest gains, averaging 3-4 points, while Black students experienced no change in their scores and Asian and Latinx students experienced a 3-4 point drop in their Algebra I proficiency rates between 2015 and 2019.
- From 2015 to 2019, gaps in Algebra 1 proficiency essentially remained the same between Latinx and Asian students (50-51 points) and diminished slightly between Black and Asian students (from 50 to 47 points).

D. AP/IB Performance among Graduates

This section describes trends in college readiness among MCPS graduates from the Classes of 2014 through 2018. It describes percentage of students by race and ethnicity earning one or more qualifying scores on Advanced Placement (score of 3 or above) or International Baccalaureate (score of 4 or above) exams.²⁴ This section describes trends in the performance gap by race and ethnicity on this measure.

An analysis of the data shows increasing rates of college readiness for Asian, White, and Black students, but no changes for Latinx or multi-racial students. An analysis of the data also shows a decline in the Black-White college readiness gap based on AP/IB performance among graduates and an increase in the Latinx-White gap.

²⁴ For Class of 2016 – 2018 data, see:

<https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/AP%20IB%20Graduates%20Memo%20Principal.pdf>; and for Class of 2014 - 2015 data, see:

<https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Class%20of%202017%20AP%20and%20IB%20Exam%20Participation%20and%20Performance.pdf>

Chart 3.15: AP/IB Performance by Race and Ethnicity, All Graduates

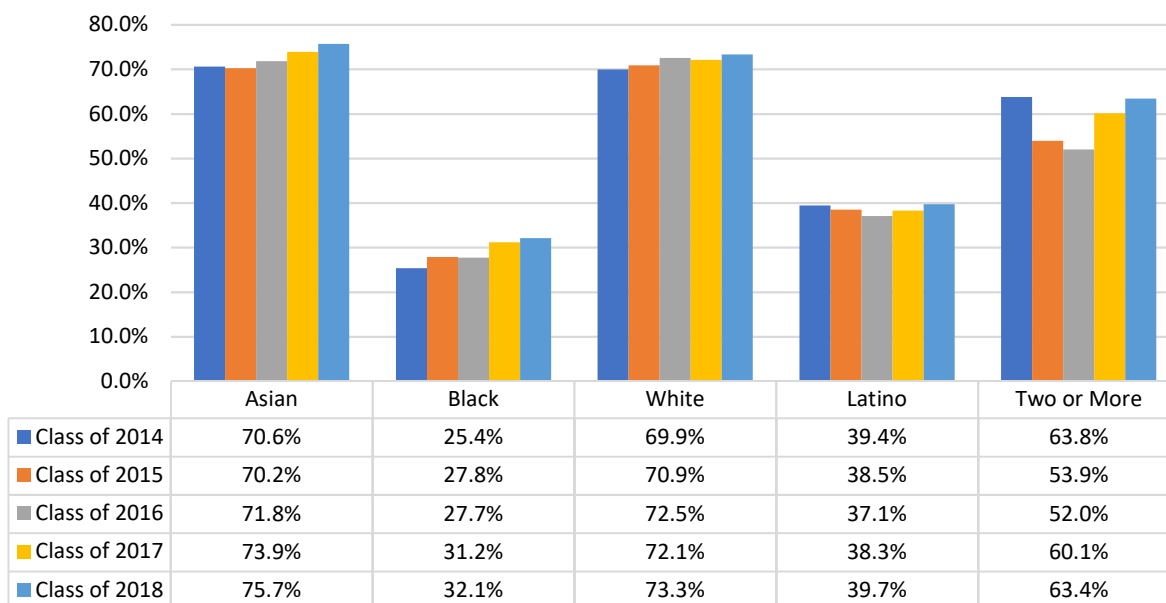
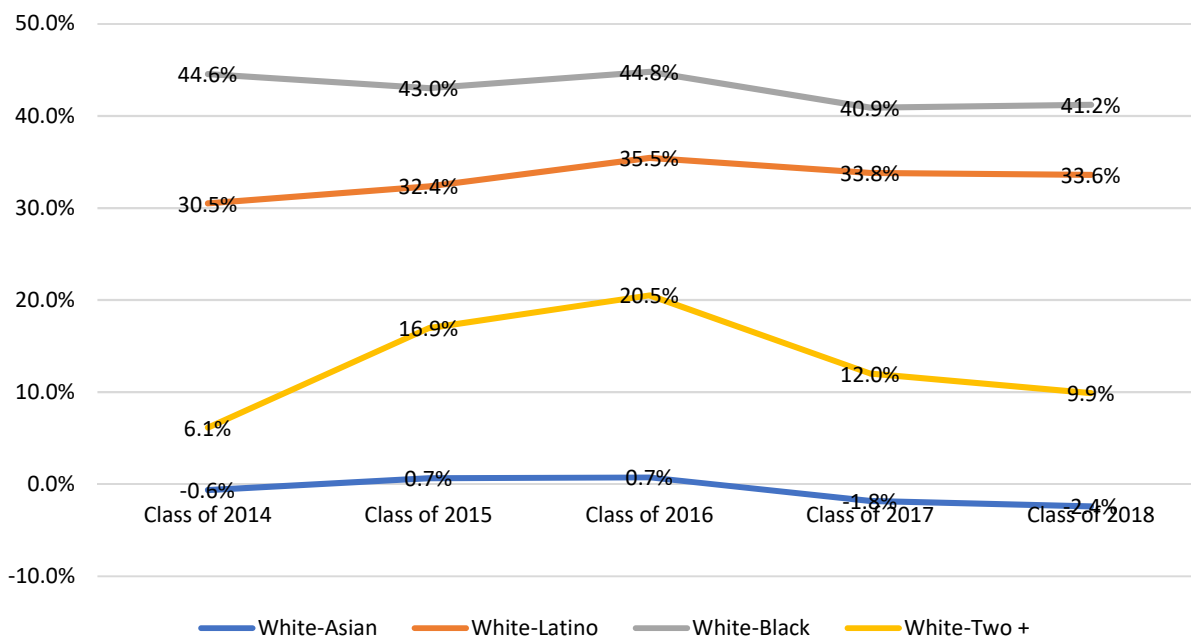


Chart 3.16: AP/IB Gap by Race and Ethnicity, All Graduates



An analysis of AP/IB qualifying scores among MCPS graduates by race and ethnicity shows that:

- The vast majority (63%-76%) of White, Asian, and multi-racial graduates from the Class of 2018 earned one or more qualifying scores on an AP or IB exam compared to less than half (32% - 40%) of Latinx and Black graduates.

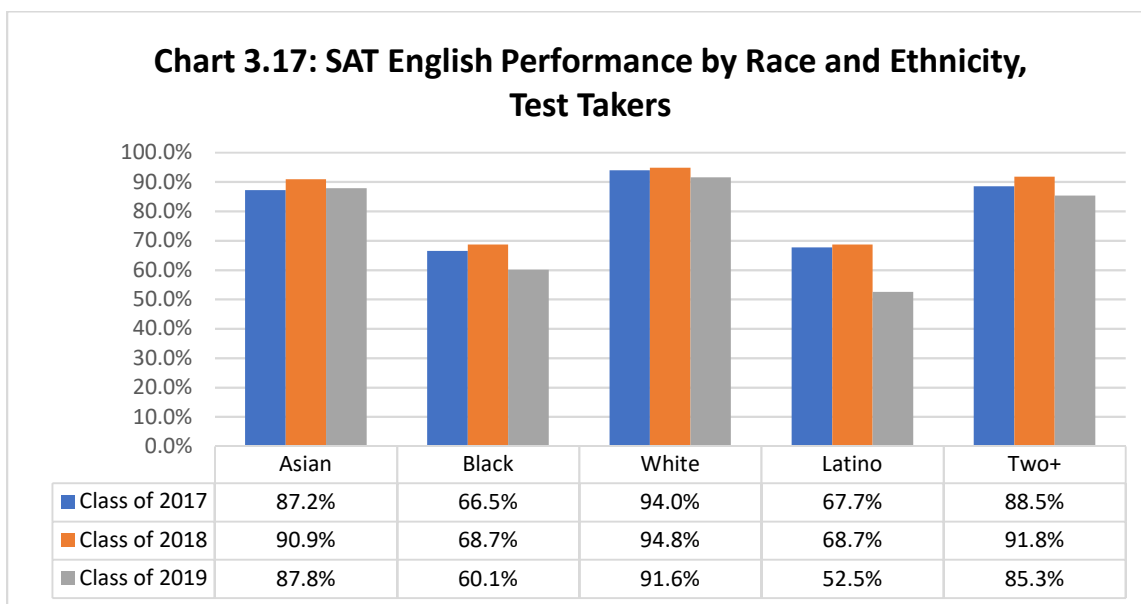
- Between 2014 and 2018, rates of AP/IB performance among graduates increased by seven points for Black graduates, and by five points for Asian graduates compared to a three point increase for white graduates and no change for Latinx and Multi-racial graduates.
- Gaps in AP/IB performance between White and Black graduates diminished from 45 to 41 percentage points between 2013 and 2018 while the White and Latinx gap increased during this time frame from 31 to 34 percentage points.

E. SAT Performance among Test Takers

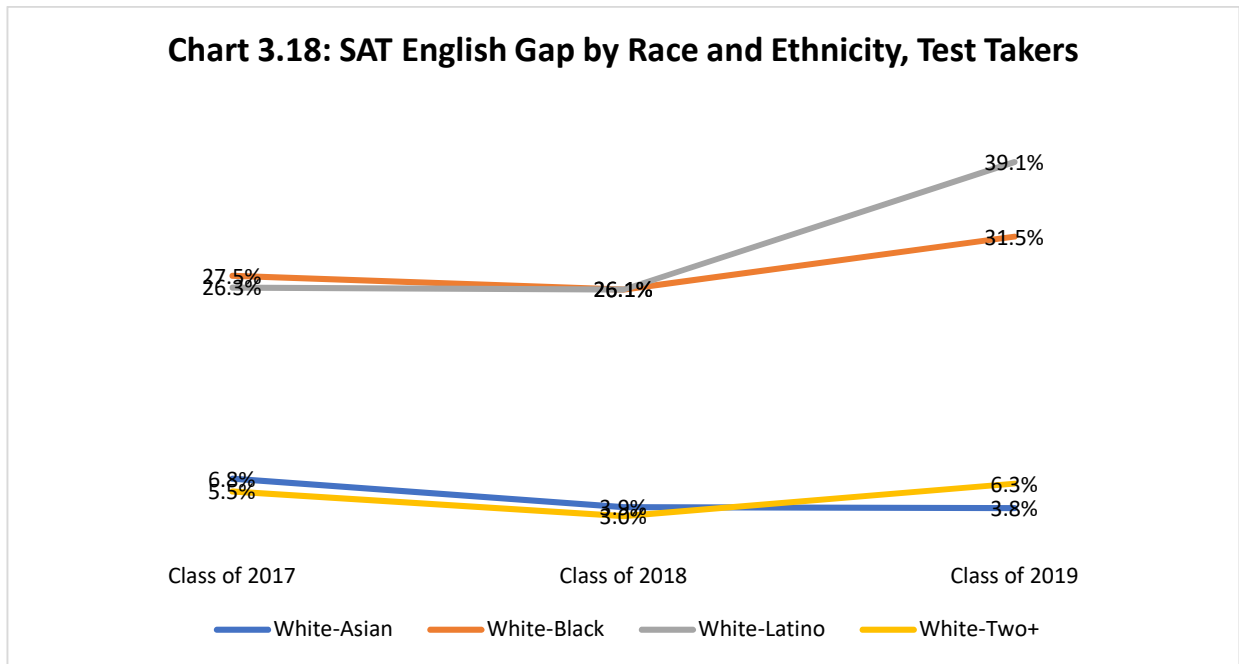
This section describes trends in college readiness for the Classes of 2017 to 2019 for MCPS graduates who took the SAT.²⁵ College readiness is defined as scores of 480 or above in English/Writing (ERW) and 530 or above in math; data trends for ERW and math are reported separately. ***An analysis of the data shows that three-quarters or more of Asian and White graduates demonstrated college readiness in English compared to 50 - 60 percent of Latinx and Black graduates in English and a third or less of in math. An analysis of trend data shows widening college readiness gaps between White and Latinx graduates versus steady gaps between White and Black graduates.***

SAT Scores Demonstrating College Readiness in English

Chart 3.17 describes the share of test taking MCPS graduates by race and ethnicity that earned SAT English scores of 480 or higher that demonstrate readiness to take college-level English. Chart 3.18 on the next page describes the college readiness gap in English by race and ethnicity based on the SAT.



²⁵ For data sources, see <https://www.montgomeryschoolsmd.org/data/LAR-charts/SAT-Participation.html>; <https://www.montgomeryschoolsmd.org/data/LAR-charts/SAT-Performance.html>; <https://www.montgomeryschoolsmd.org/data/LAR-charts/SATResultsbyStudentGroup.html> and <https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2016/161006%20SAT%20Participation%20and%20Performance%20for%20Class%20of%202016%20Prin.pdf>

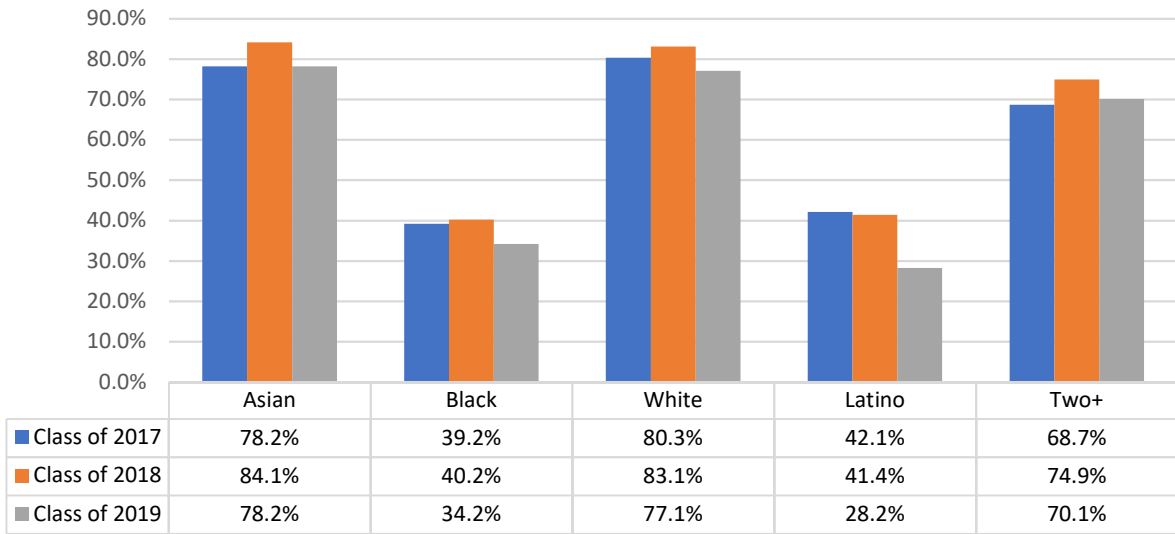
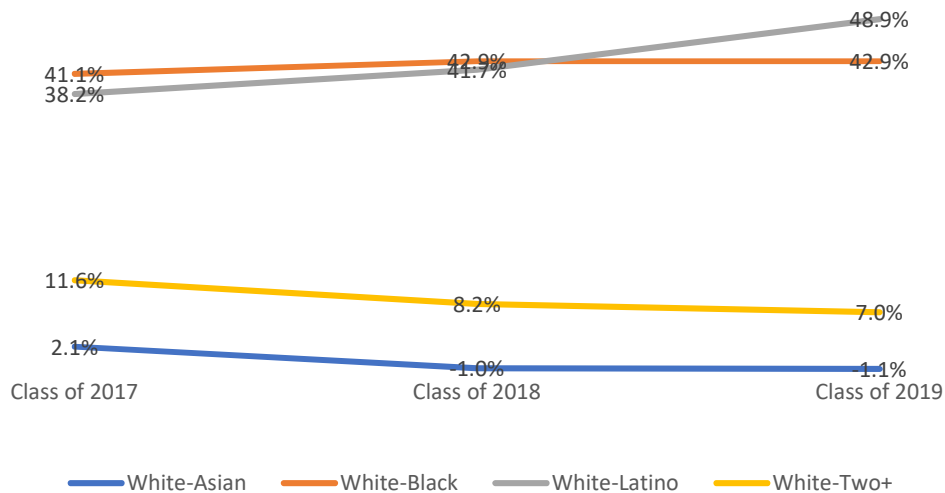


An analysis of SAT English (ERW) scores among MCPS test takers by race and ethnicity shows that:

- For the Class of 2019, nearly 9 in ten White, Asian, and multi-racial graduates demonstrated college readiness in English compared to 6 in ten Black graduates and 5 in ten Latinx graduates.
- Between 2017 and 2019, SAT college readiness in English held flat or diminished slightly (by less than 3 points) for Asian, White, and multi-racial test taking graduates, but diminished more significantly (by 6 to 12 points) for Black and Latinx graduates. In turn, the SAT college readiness gap in English increased by 4 points between White and Black test takers from 28 to 32 points, and increased by 13 points between White and Latinx test takers from 26 to 39 points.

SAT Scores Demonstrating College Readiness in Math

Chart 3.19 describes the share of test taking MCPS graduates by race and ethnicity who earned SAT math scores of 530 or higher that demonstrate their readiness to take college-level math courses. Chart 3.20 describes the college readiness gap in math by race and ethnicity based on SAT scores

Chart 3.19: SAT Math Performance by Race and Ethnicity, Test Takers

Chart 3.20: SAT Math Gap by Race and Ethnicity, Test Takers


An analysis of SAT math scores among MCPS test takers by race and ethnicity shows that:

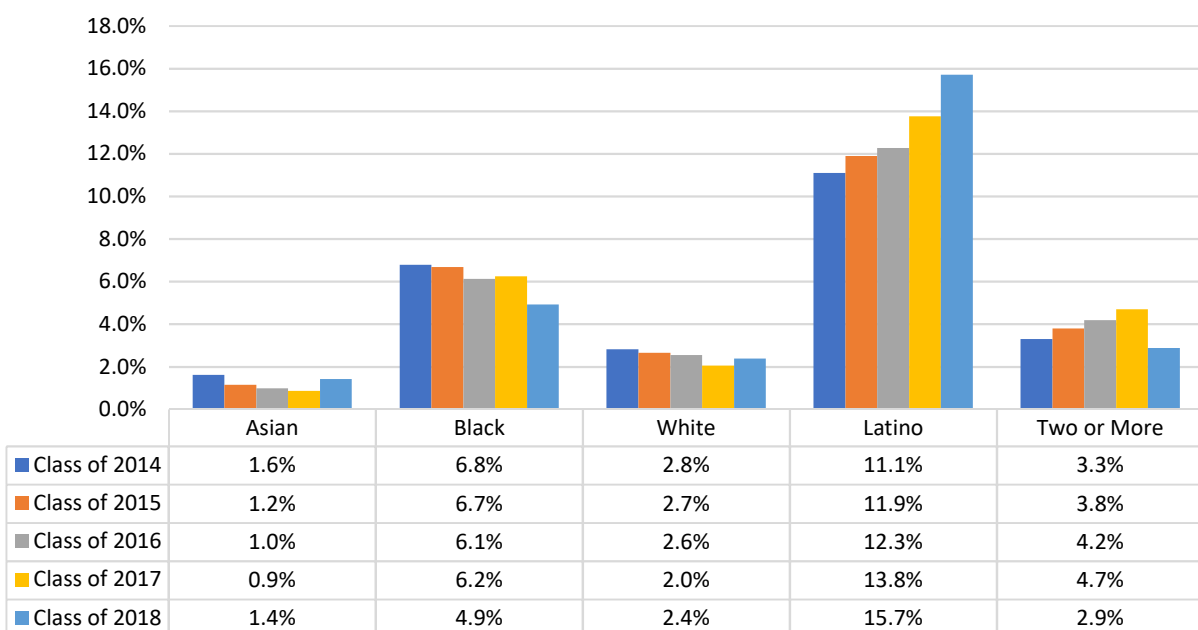
- For the Class of 2019, 7 or more in ten White, Asian, and multi-racial graduates demonstrated college readiness in Math compared to only 3 in ten Black and Latinx graduates.
- Between 2017 and 2019, SAT college readiness in Math held flat or diminished slightly (by less than 3 points) for Asian, White, and multi-racial test taking graduates, but diminished more significantly (by 5 to 15 points) for Black and Latinx graduates.

- In turn, the SAT college readiness gap in math increased slightly (less than 2 points) between White and Black test takers from 41 to 43 points, by increased significantly, by 11 points between White and Latinx test takers from 38 to 49 points.

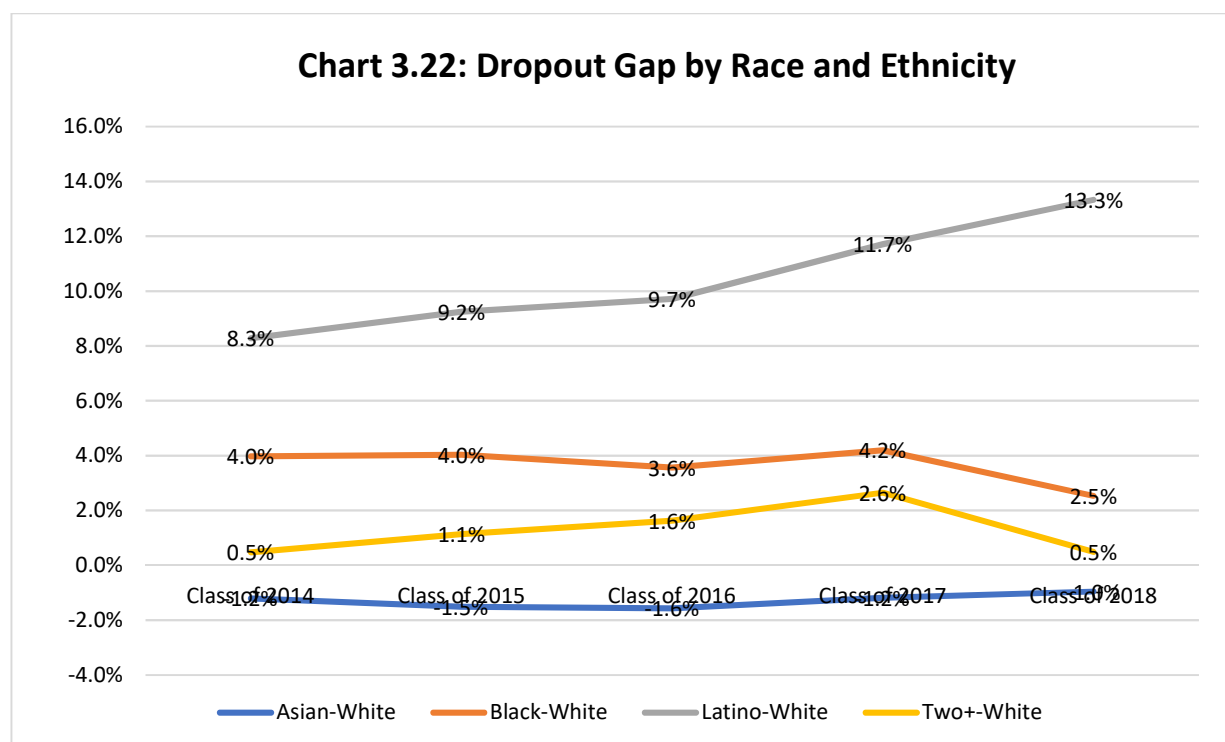
F. Dropout Rates

This section describes trends in four-year cohort dropout rates for the Class of 2014 to 2018 by race and ethnicity.²⁶ More specifically, this section describes the percentages of MCPS students by subgroup who dropped out of their cohort class and changes to dropout gaps over time by subgroup. **Every subgroup by race experienced an overall decline in their dropout rates, but Latinx students experienced a large increase in their already high dropout rates. As such, the Latinx-White dropout gap widened significantly while the Black-White dropout gap narrowed.**

Chart 3.21: Four-Year Cohort Dropout Rate by Race and Ethnicity



²⁶ See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2014 – 2017 at <http://msp2017.msde.state.md.us/> and for updated MCPS data see https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/19.04.10%20MSDE_Four-Year%20Cohort%20Dropout%20Rate.pdf



An analysis of four-year cohort dropout data by race and ethnicity shows that:

- Dropout rates varied from a low of 1.4% among Asian students in the Class of 2018 to a high of 15.7% among their Latinx peers. Moreover, between 2014 and 2018, dropout rates declined for every student subgroup by race and ethnicity, except for Latinx students.
- The Black-White dropout gap declined from four percent to 2.5 percent between the Classes of 2014 and 2018. However, the Latinx-White dropout rate increased from 8.3% to 13.3% during this time frame.

G. Graduation Rates

This section describes trends in four-year graduation rates for the Class of 2014 to 2018 by race and ethnicity.²⁷ More specifically, this section describes the percentages of MCPS students by subgroup who graduated with their cohort class and changes to graduation gaps over time.

An analysis of the data reveals that graduation rates for Black, Asian, and multi-racial students increased while holding constant for White students but declined for Latinx students. As such, the Black-White (and Black-Asian) graduation gap narrowed while the Latinx-White (and Latinx-Asian) graduation gap widened.

²⁷ See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2014 – 2017 at <http://msp2017.msde.state.md.us/> and for updated MCPS data, see https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/MSDE_GradRate%20Data_Ann%20Targets.pdf

Chart 3.23: Four-Year Cohort Graduation Rate by Race and Ethnicity

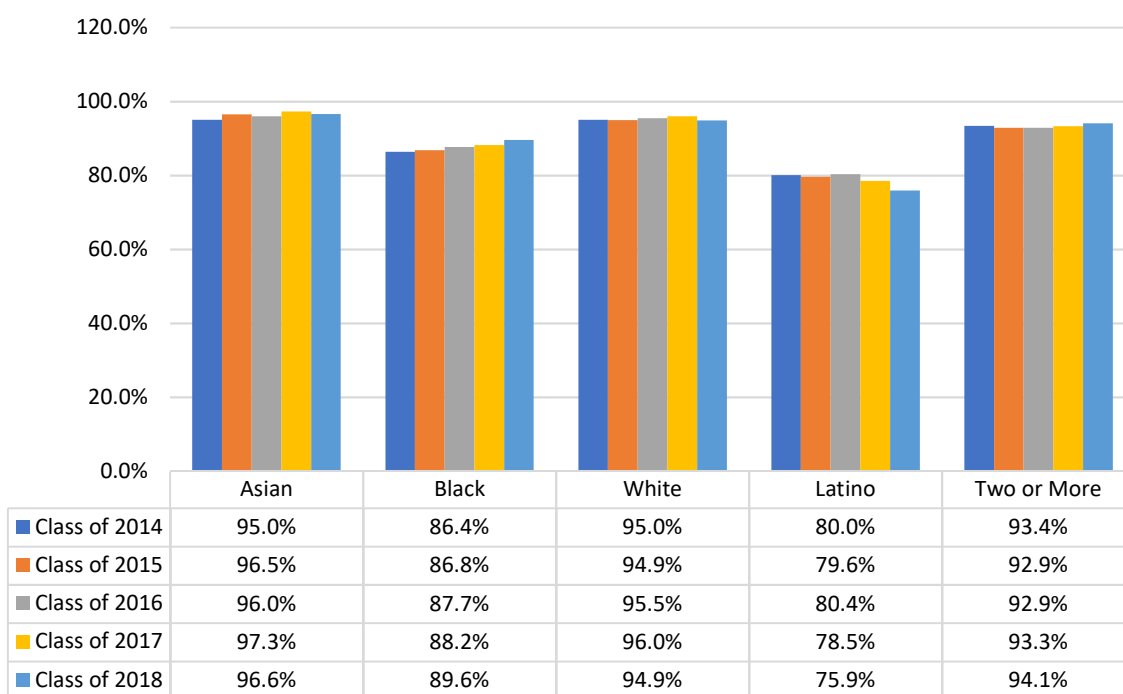
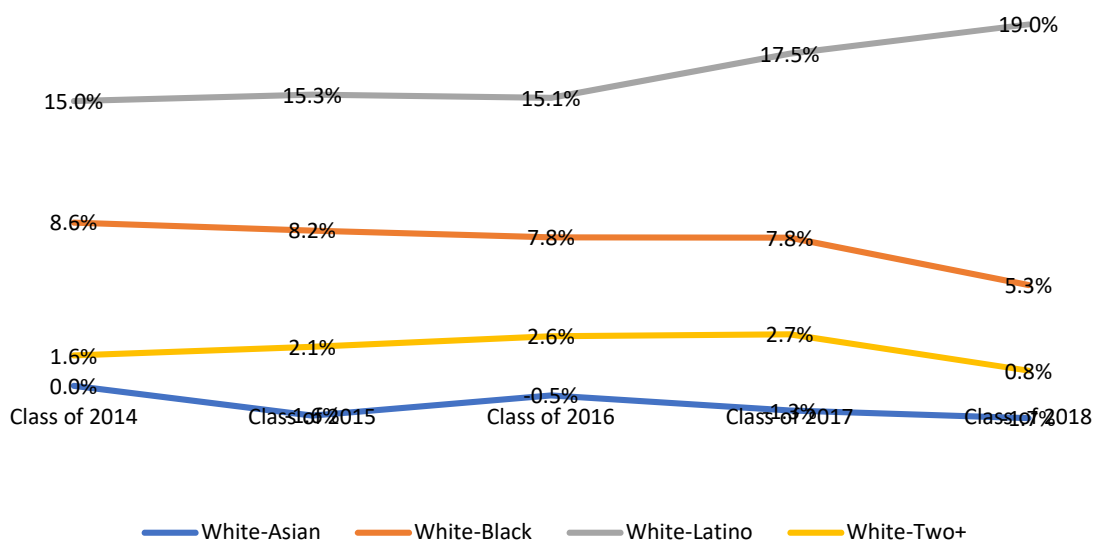


Chart 3.24: Gap in Graduation Rates by Race and Ethnicity



An analysis of four-year graduation data by race and ethnicity shows that:

- For the Class of 2018, 94% - 97% of Asian, White, and multi-racial students graduated compared to 76% - 90% of Latinx and Black Students.
- Since 2014, graduation rates have generally increased overall and for every subgroup by race and ethnicity except for Latinx students.
- In turn, the Black-White graduation rate gap declined from 8.6 to 5.3 percentage points between the Classes of 2014 and 2018. However, the White-Latinx graduation rate gap increased from 15.0 to 19.0 percentage points during this time frame.

Chapter 4. Trends in Student Performance by Service Group

This chapter describes trends in the MCPS student performance by service group (special education, ESOL, and FARMS) across the following sets of metrics:

- A. School Readiness among Kindergarteners, 2014 – 2018
- B. PARCC English Language Arts Scores, 2015 – 2019
- C. PARCC Math Scores, 2015 – 2019
- D. Advanced Placement and International Baccalaureate (AP/IB) Performance, Class of 2014-2018
- E. SAT Performance among Test Takers, Class of 2017-2019
- F. Four-Year Cohort Dropout Rate, 2014 – 2018
- G. Four-Year Cohort Graduation, 2014 – 2018

Among these seven sets of metrics, twelve metrics are reviewed as PARCC ELA and Math scores are reviewed across three grade spans and SAT performance data is reviewed for English and math. **A review of the data shows performance gaps by service subgroup status and widening gaps among most of the metrics reviewed.** As noted in the tables below a majority of students ineligible for special services and all students met most of the desired benchmarks of performance compared less than half of service group students.

Table 4.1a: Percent of Students by Service Subgroup Meeting Benchmarks

<u>Metrics</u>	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
Four Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%
Four Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
SAT Performance – English, 2019	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
SAT Performance – Math, 2019	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%

Table 4.1b: Percent of Students by Service Subgroup v. All Meeting Benchmarks

<u>Metrics</u>	All Students	SPED	ESOL	FARMS
English Language Arts PARCC 3-5, 2019**	52.5%	15.7%	12.1%	27.9%
English Language Arts PARCC 6-8, 2019**	54.3%	14.7%	5.0%*	27.9%
English Language Arts PARCC 10, 2019	52.7%	15.4%	5.0%*	29.6%
Math PARCC 3-5, 2019**	51.6%	18.1%	16.5%	27.3%
Math PARCC 6-8, 2019**	32.0%	9.2%	5.0%*	11.7%
Algebra 1 PARCC, 2019	33.5%	9.4%	5.0%*	11.4%
AP/IB Performance, Class of 2018	55.2%	14.2%	26.0%	32.8%

* Equal to five percent of student subgroup or less as reported by Maryland State Department of Education

**OLO calculated data point based on sum of 2019 grade level data weighted by 2018 test takers.

An analysis of the data points summarized on Table 4.2a below and Table 4.2b on the next page also show that MCPS did not narrow its performance gaps by special education status, English learner status, or income among a majority of the eleven metrics considered.

More specifically, the English learner gap comparing students with limited English proficiency to English proficient students or to all students:

- Widened across nine measures – Dropouts, School Readiness, Graduation, Math 3-5, ELA 6-8, ELA 10, AP/IB Performance, SAT Performance – English, and SAT Performance - Math; and
- Remained unchanged for three measures – Algebra 1, ELA 3-5, and Math 6-8.

Further, the income gap comparing students eligible for free and reduced priced meals (FARMS) to students who were ineligible for FARMS or to all students:

- Widened on three measures – School Readiness, SAT Performance – English, and SAT Performance - Math;
- Remained unchanged for six measures – ELA 3-5, Math 3-5, ELA 6-8, Algebra 1, ELA 10, and AP/IB Performance;
- Narrowed on three measures – Dropouts, Graduation, and Math 6-8.

Finally, the special education gap comparing students with disabilities to students without disabilities or to all students:

- Widened across six measures – School Readiness, Math 3-5, ELA 3-5, ELA 10, SAT Performance – English, and SAT Performance - Math;
- Remained unchanged for three measures – ELA 6-8, AP/IB Performance, and Graduations; and
- Narrowed for three measures – Dropouts, Algebra 1, and Math 6-8.

Taken together, these findings demonstrate that MCPS' efforts aimed at narrowing performance gaps by service group status have been ineffective. Especially troubling is the widening performance gaps for English learners, particularly among high school dropouts (+14 points) and graduates (+9 points).

Table 4.2a: Point Change in Performance by Service Group²⁸

Metrics	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
Four-Year Cohort Dropout Rate	1.5%	-1.8%	-1.3%	12.7%	1.8%	-0.6%
School Readiness	9.0%	-2.0%	5.0%	2.0%	6.0%	3.0%
Four-Year Cohort Graduation Rate	-1.4%	-0.9%	1.8%	-7.4%	-2.4%	2.1%
SAT Performance – English	-3.6%	-21.7%	-4.7%	-10.9%	-4.5%	-8.2%
SAT Performance – Math	-3.0%	-22.4%	-3.7%	-11.4%	-3.8%	-6.3%

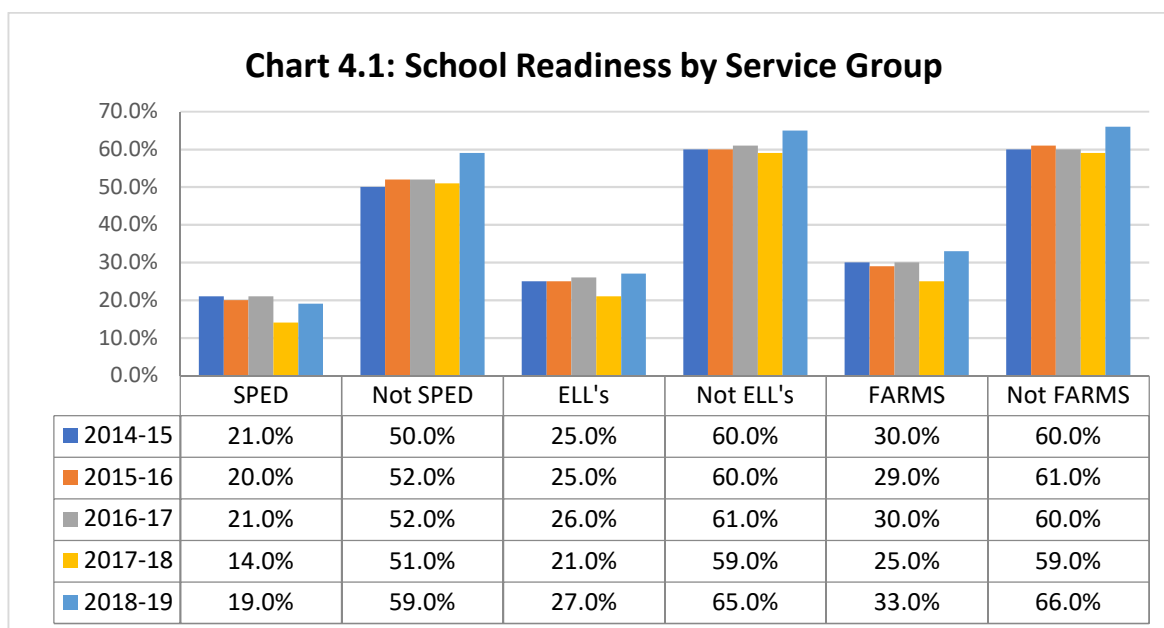
²⁸ SAT performance compares 2017 to 2019. Remaining metrics compare 2014 to 2018.

Table 4.2b: Point Change in Performance for All Students and by Service Group²⁹

Metrics	All Students	SPED	ESOL	FARMS
ELA PARCC 3-5	7.0%	4.2%	7.5%	8.7%
ELA PARCC 6-8	7.3%	5.8%	2.6%	7.9%
ELA PARCC 10	8.9%	4.2%	-0.5%	6.9%
Math PARCC 3-5	12.2%	6.8%	8.6%	12.1%
Math PARCC 6-8	-0.7%	2.1%	0.8%	2.1%
Algebra 1 PARCC	-5.0%	-0.8%	-5.8%	-3.5%
AP/IB Performance	2.2%	0.7%	-11.6%	3.0%

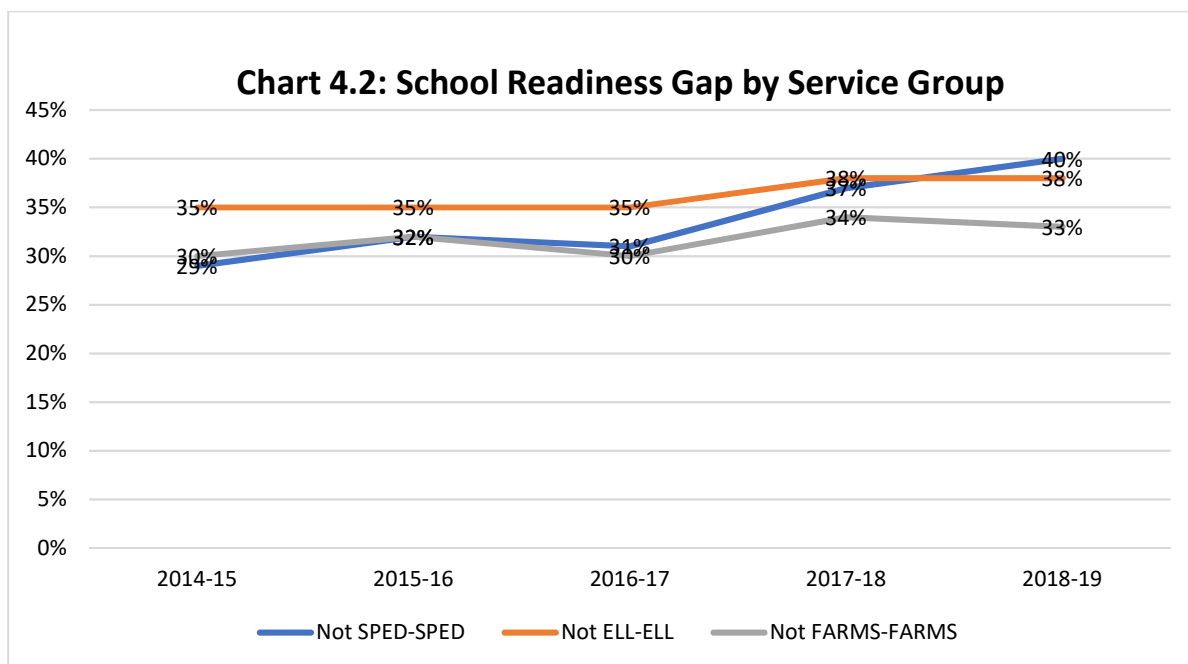
A. School Readiness

This section describes trends in school readiness among MCPS students between 2014 and 2018.³⁰ More specifically, it describes the percentages of students demonstrating school readiness by service subgroup and changes in the school readiness gap over time. Students ineligible for special services (special education, ESOL or FARMS) achieved greater gains in school readiness than their peers who received special services, especially students without disabilities compared to students with disabilities. ***As such, school readiness gaps by service group status widened especially by disability status.***



²⁹ PARCC data compares 2015 to 2019. Other data points compare 2014 to 2018. Of note, in 2017, SAT college

³⁰ Since MCPS enrolls only a subset of pre-school aged children in its pre-k programs, this measure in part captures the performance gap evident before students enroll in MCPS. See current and archived Kindergarten Readiness Reports for MSDE and Montgomery County available at <https://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/ready-4-kindergarten/2018-19-kindergarten-readiness>



An analysis of school readiness data by service group shows that:

- A majority (59% - 66%) of non-service subgroups of students were school ready compared to a third or less (19% - 33%) of students eligible for special education, ESOL and FARMS in 2019.
- Between 2015 and 2019, students ineligible for special education made the largest gains in school readiness at 9 points, followed by students ineligible for FARMS and English proficient students at 5-6 points, and then English learners and low-income students at 2-3 points. Conversely, students with disabilities experienced a 2 point decline in their school readiness.
- As such, between 2015 and 2019, the school readiness gap by special education status increased from 29 to 40 points, the school readiness gap by English language proficiency increased from 35 to 38 points, and the school readiness gap by student income increased from 30 to 33 points.

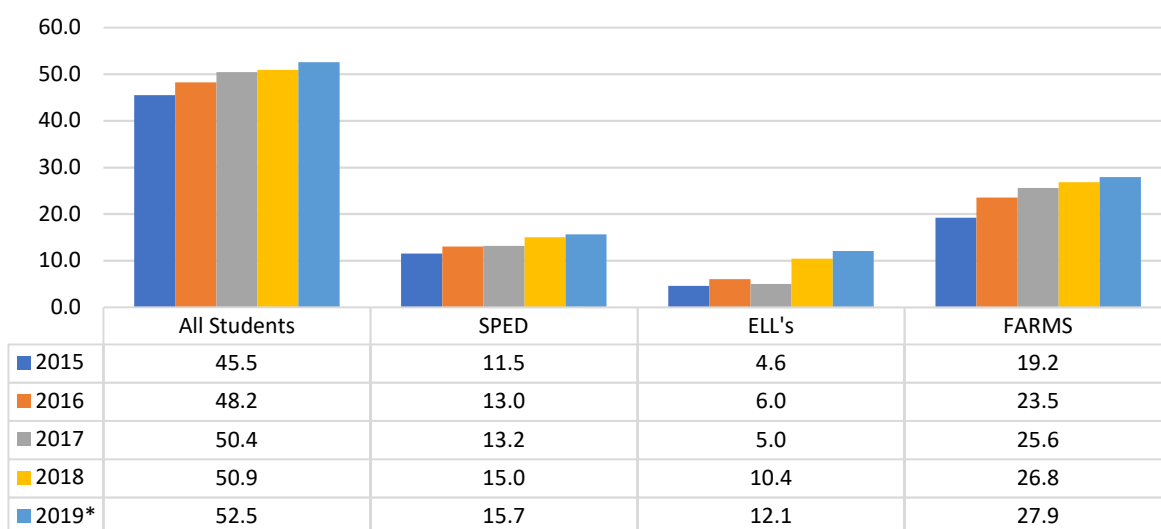
B. PARCC English Language Arts Scores³¹

This section describes trends in MCPS student proficiency in English language arts (ELA) on the PARCC.³² Proficiency rates, defined as scores of 4 or above on the PARCC, are described for all students and service subgroups for three school levels – elementary (Grades 3-5), middle (Grades 6-8) and high (Grade 10). More specifically, this section describes the percentages of MCPS students by service subgroup compared to all students demonstrating ELA proficiency between 2015 and 2018 and changes to performance gaps by service subgroup over time. **Overall, an analysis of the data shows increasing rates of ELA proficiency among subgroups but no decline in performance gaps by service group status.**

³¹ OLO calculated 2019 PARCC proficiency rates for Grades 3-5 and Grades 6-8 by summing the average of grade level scores reported on Maryland Report Card.

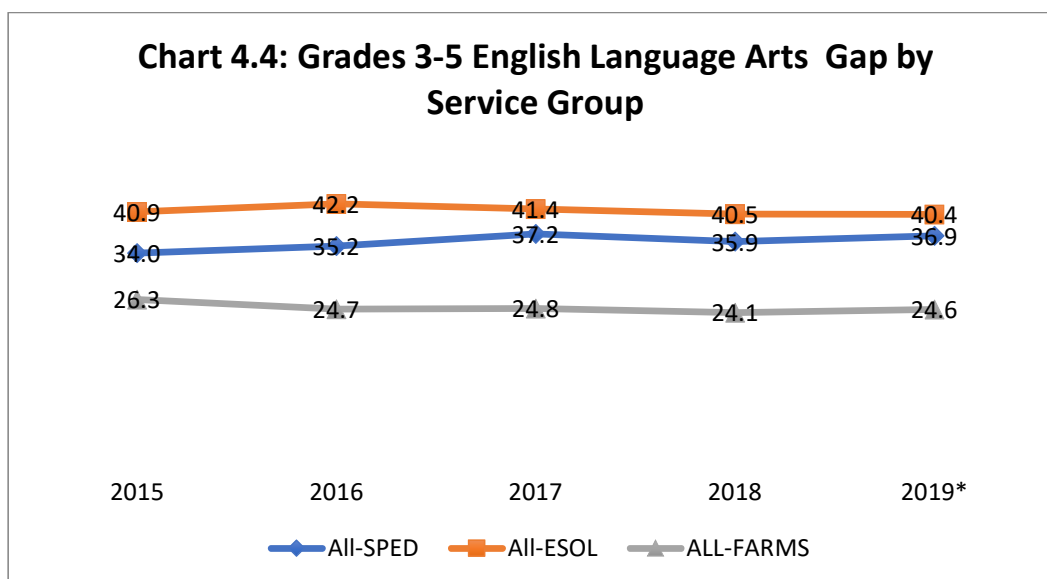
³² See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2015 – 2017 at <http://msp2017.msde.state.md.us/>.

Chart 4.3: Grades 3-5 English Language Arts Proficiency by Service Group



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

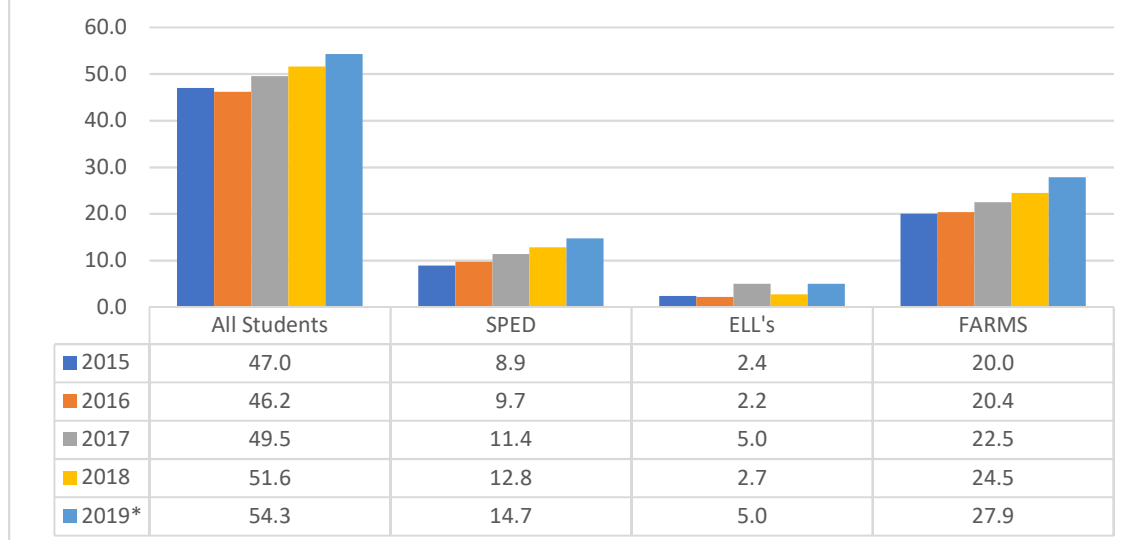
Chart 4.4: Grades 3-5 English Language Arts Gap by Service Group



An analysis of Grades 3-5 ELA proficiency data by service group shows that:

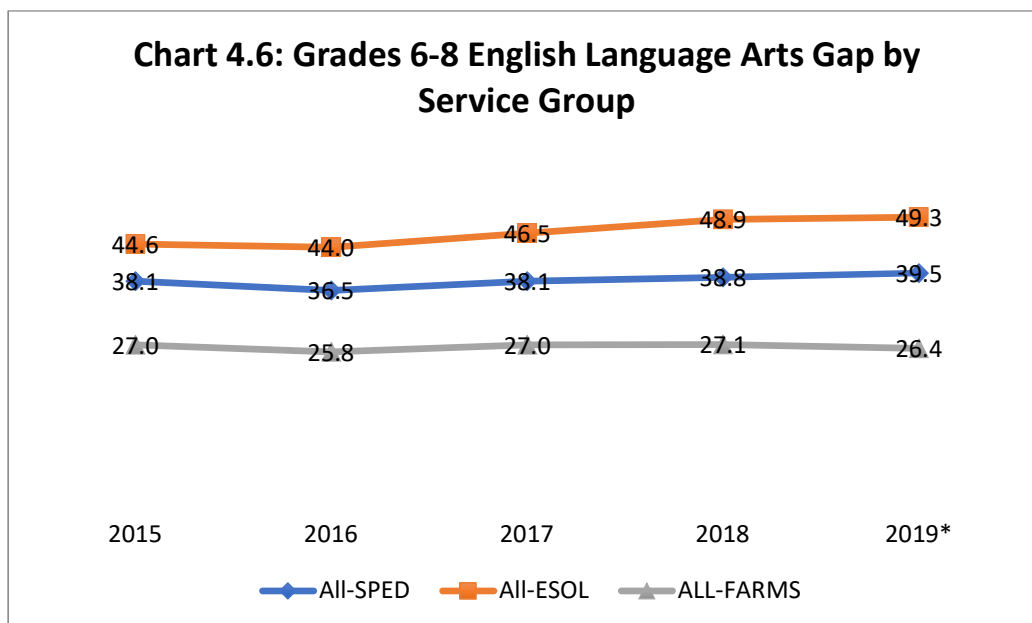
- In 2019, a slight majority (53%) of all students demonstrated English language arts proficiency compared to less than a third (12-28%) of students receiving special education, ESOL, or FARMS. Between 2015 and 2019, each subgroup achieved gains in proficiency ranging from 4-9 points.
- Performance gaps between all students and subgroups receiving services essentially remained unchanged or widened slightly between 2015 and 2019. The gap by English proficiency diminished slightly from 41 to 40 points, the gap by disability status increased from 34 to 37 points, and the gap by student income diminished slightly from 26 to 25 points.

Chart 4.5: Grades 6-8 English Language Arts Proficiency by Service Group



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

Chart 4.6: Grades 6-8 English Language Arts Gap by Service Group



An analysis of Grades 6-8 ELA proficiency data by service group shows that:

- In 2019, a slight majority (54%) of all students demonstrated English language arts proficiency compared to less than a third of students receiving special education, ESOL, or FARMs. Of note, less than five percent English language learners achieved ELA proficiency.

- Moreover, between 2015 and 2019, each subgroup achieved gains in middle school ELA proficiency except for English learners. Gains for all students, low-income students and students with disabilities ranged from six to eight points.
- Performance gaps between all students and subgroups receiving special education services or FARMS remained unchanged between 2015 and 2019, averaging 37-40 percentage points between students with disabilities and all students, and ranging from 26-27 points between low-income students and all students. The performance gap between all students and English language learners, however, increased from 45 to 49 percentage points.

Chart 4.7: Grade 10 English Language Arts Proficiency by Service Group

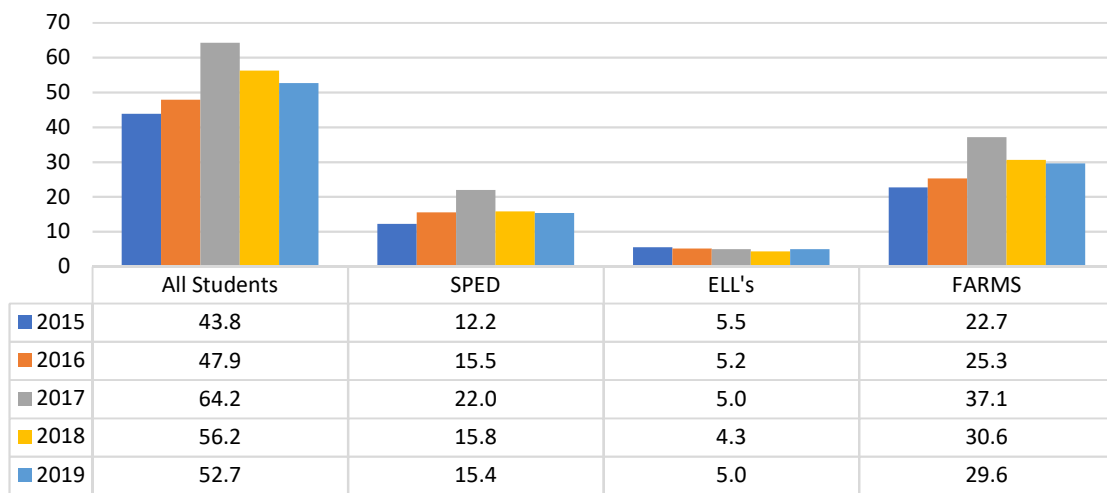
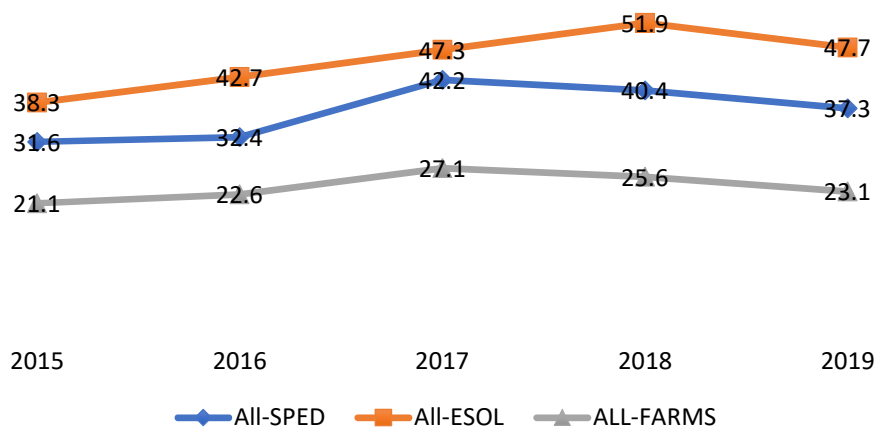


Chart 4.8: English 10 Gap by Service Group

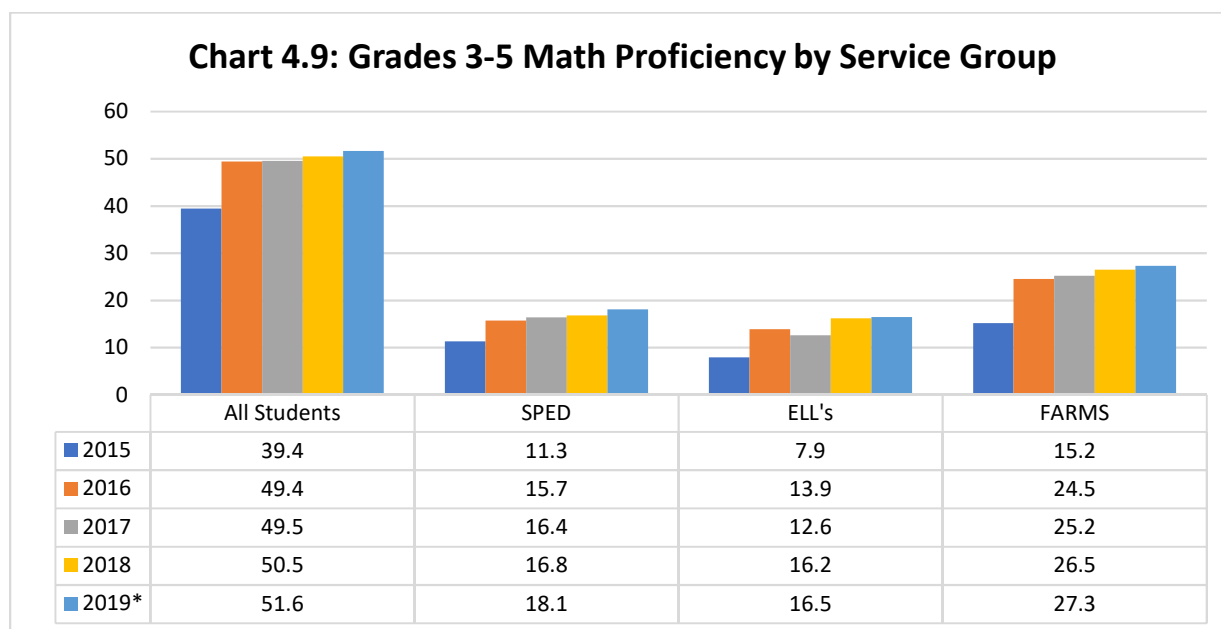


An analysis of Grade 10 ELA proficiency data by service group shows that:

- In 2019, a slight majority (53%) of all students demonstrated English language arts proficiency compared to less than a third of students receiving special education, ESOL, or FARMS in 2018. Like their Grade 6-8 peers, less than five percent English language learners achieved ELA proficiency.
- Performance gaps between all students and subgroups receiving services ESOL and special education services increased between 2015 and 2019. The gap between all students and English language learners increased from 38 to 48 percentage points and the gap between all students and students with disabilities increased from 32 to 37 percentage points. The ELA gap between all students and low-income students, however, essentially remained unchanged increasing slightly from 21 to 23 percentage points over the past five years.

C. PARCC Math Scores³³

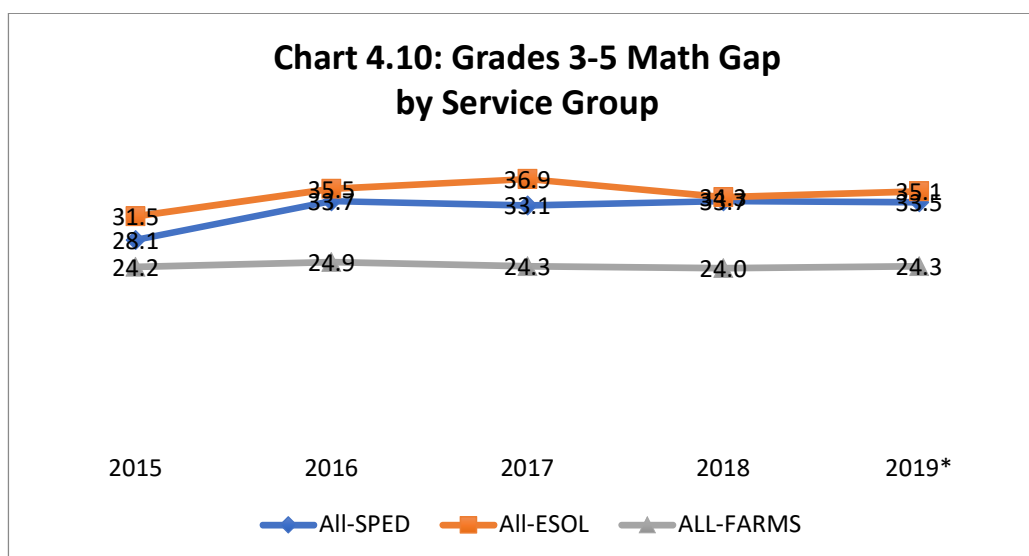
This section describes trends in MCPS student proficiency in mathematics on the PARCC.³⁴ Proficiency rates, defined as scores of 4 or above on the PARCC, are described by service group status for three grade levels – elementary (Grades 3-5), middle (Grades 6-8) and high (Algebra 1). More specifically, this section describes the percentages of MCPS students by subgroup demonstrating math proficiency between 2015 and 2019 and changes in performance gaps over time. **Overall, an analysis of the data shows increasing rates of math proficiency among subgroups but no decline in performance gaps by service group status over time.**



*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.

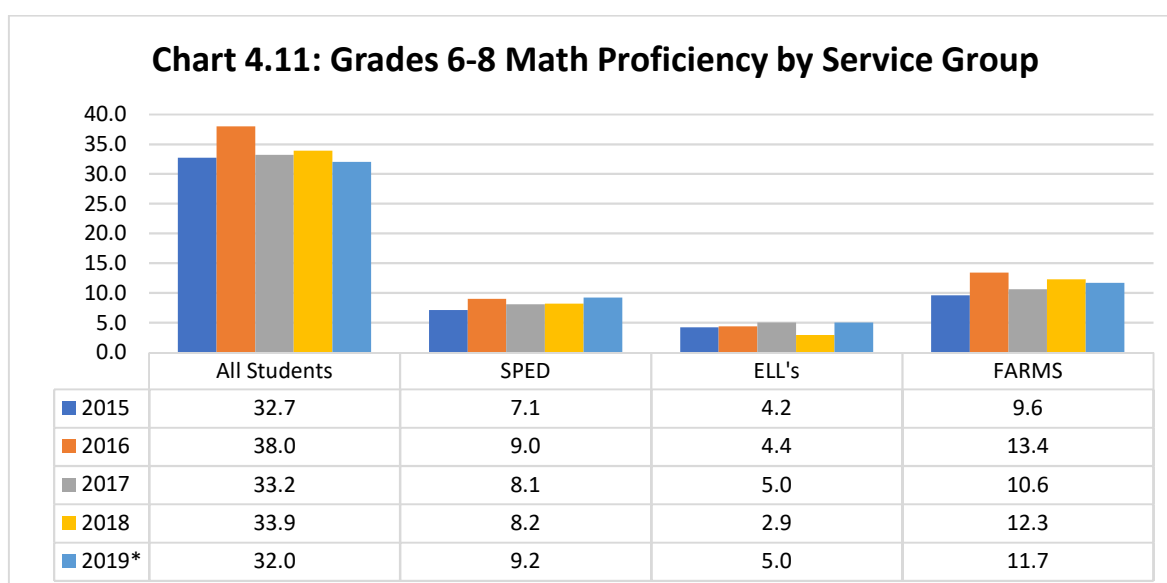
³³ OLO estimates 2019 PARCC proficiency rates for Grades 3-5 and Grades 6-8 by summing the average of grade level scores reported on Maryland Report Card; grade 6-8 math proficiency rates weighted based on 2018 test takers by grade.

³⁴ See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2015 – 2017 at <http://msp2017.msde.state.md.us/>.

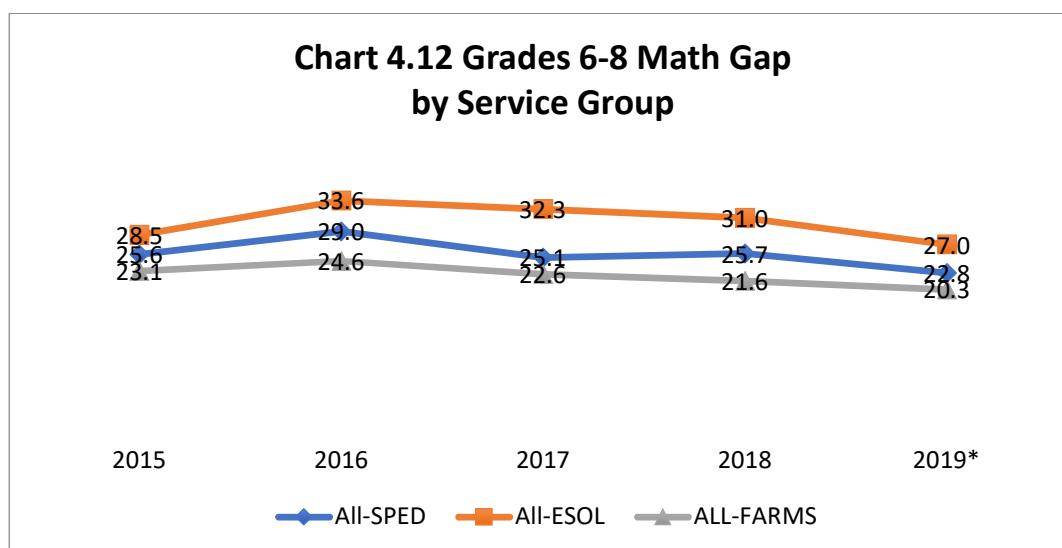


An analysis of Grades 3-5 math proficiency data by service group shows that:

- In 2019, a slight majority (52%) of all students demonstrated math proficiency compared to less than a third (17-27%) of students receiving special education, ESOL, or FARMS.
- Between 2015 and 2019, proficiency rates in elementary math increased for all student subgroups, ranging from seven to 12 points. All students and low-income students demonstrated the greatest gains compared to students with disabilities and English learners.
- Gaps in elementary math proficiency between all students and English learners increased from 32 to 35 points, and gaps by special education status increased from 28 to 34 points from 2015 to 2019. The elementary math proficiency gap between all students and low-income students, however, remained unchanged at 24 percentage points.

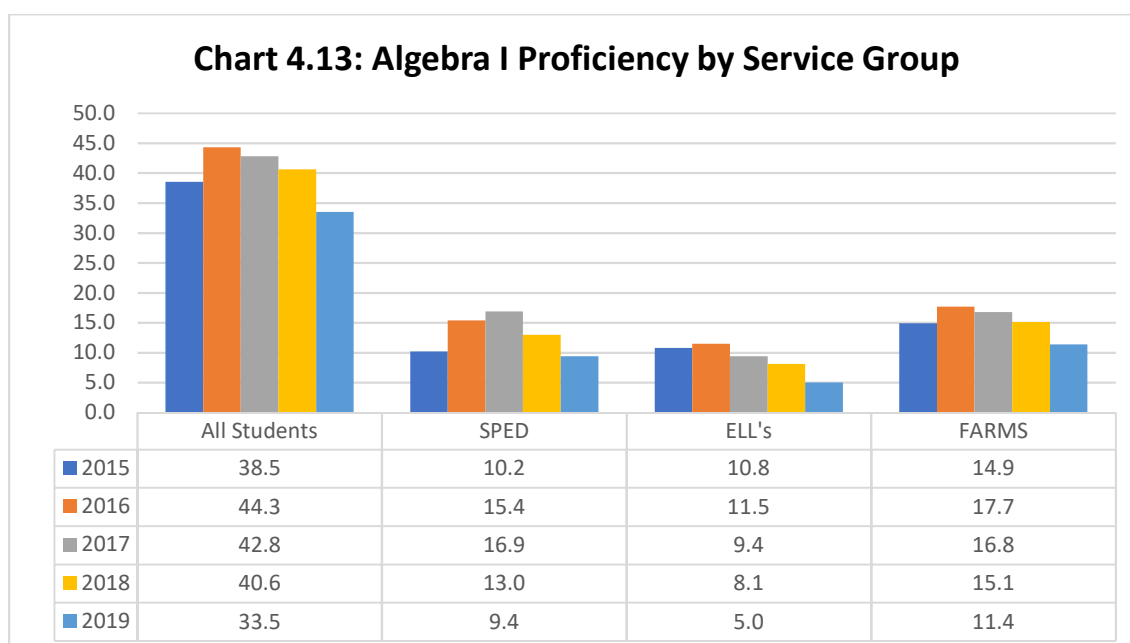


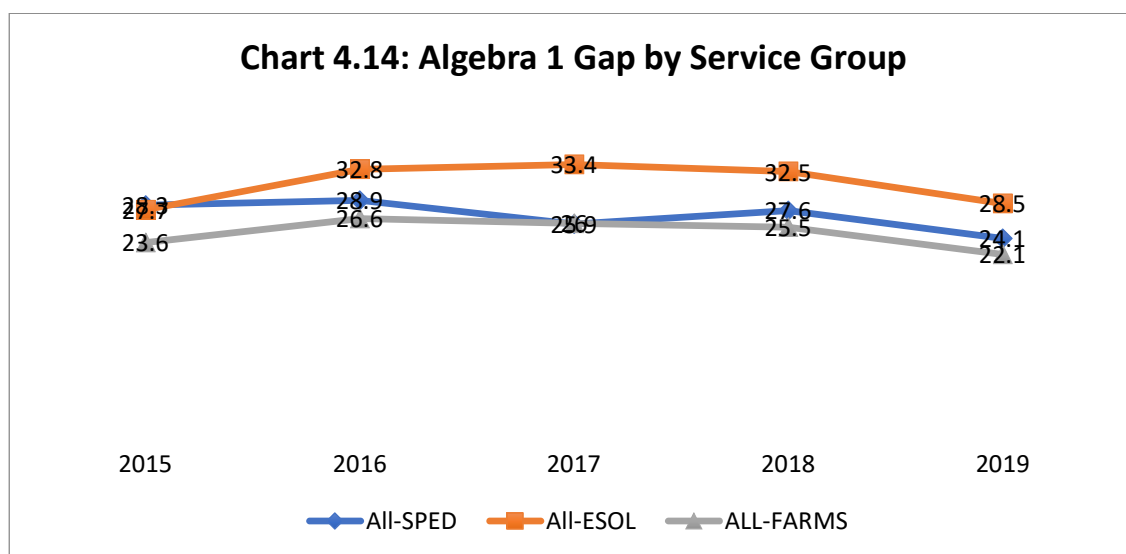
*OLO calculated data points based on sum of 2019 grade level data weighted by 2018 test takers.



An analysis of Grades 6-8 math proficiency data by service group shows that:

- In 2019, about a third (32%) of all students demonstrated math proficiency compared to less than a fifth of students receiving special education, ESOL, or FARMS. Less than five percent of English language learners achieved proficiency.
- Between 2015 and 2019, middle school math proficiency changed very little among subgroups. Middle school math proficiency increased by two points for students with disabilities and low-income students while remaining unchanged for all students and English learners. In turn, performance gaps between all students and service subgroups declined slightly between 2015 and 2019, declining from 29 to 27 points between all students and English learners, from 26 to 23 points between all students and students with disabilities, and from 23 to 20 points between all students and low-income students.





An analysis of Algebra 1 proficiency data by service group shows that:

- In 2019, a third of all students (34%) students were proficient in Algebra 1 compared to less than a fifth (<5% - 11%) of students receiving special education, ESOL, or FARMS.
- Between 2015 and 2019, Algebra 1 proficiency declined by five points for all students, by six points for English learners, and by three points for low-income students. Algebra 1 proficiency rates remained unchanged for students with disabilities.
- Performance gaps between all students and subgroups receiving services ESOL and FARMS remained unchanged between 2015 and 2019. The Algebra 1 proficiency gap between all students and English language learners averaged 28 points and the gap between all students and low-income students averaged 22 to 24 points. Conversely, the Algebra 1 gap between all students and students with disabilities diminished from 28 to 24 points.

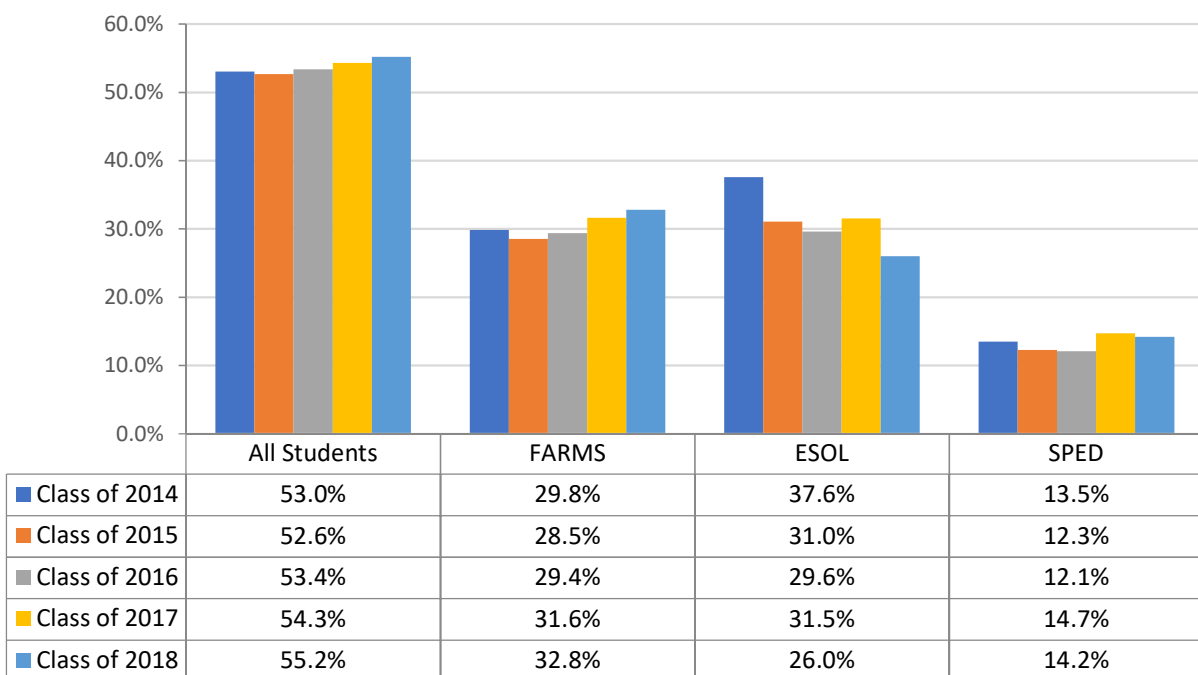
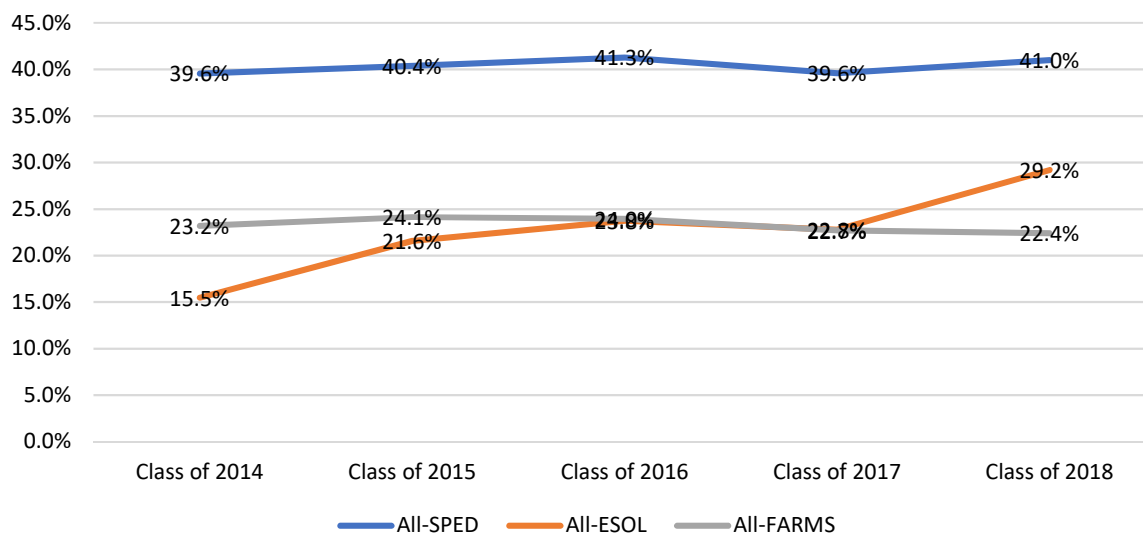
D. AP/IB Performance among Graduates

This section describes trends in college readiness among MCPS graduates in the Classes of 2014 – 2018 based on the shares of student subgroups earning one or more qualifying scores on Advanced Placement (score of 3 or above) or International Baccalaureate (score of 4 or above) exams.³⁵ This section also describes the performance gap by service group on this measure. ***An analysis of trend data shows increasing rates of college readiness for all graduates and low-income graduates, no change in college readiness among students with disabilities, and a significant decline in college readiness among graduates with limited English proficiency. As such, the college readiness gap by English proficiency increased while the gaps by FARMS and disability status remained steady.***

³⁵ For Class of 2016 – 2018 data, see:

<https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/AP%20IB%20Graduates%20Memo%20Principal.pdf>; and for Class of 2014 - 2015 data, see:

<https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Class%20of%202017%20AP%20and%20IB%20Exam%20Participation%20and%20Performance.pdf>

Chart 4.15: AP/IB Performance by Service Group, All Graduates

Chart 4.16: AP/IB Gap by Service Group, All Graduates


An analysis of the AP/IB performance data by service group among MCPS graduates shows that:

- In 2018, a majority (55%) of all graduates earned at least one qualifying AP or IB score compared to a third or less (14% - 33%) of graduates that received special services.

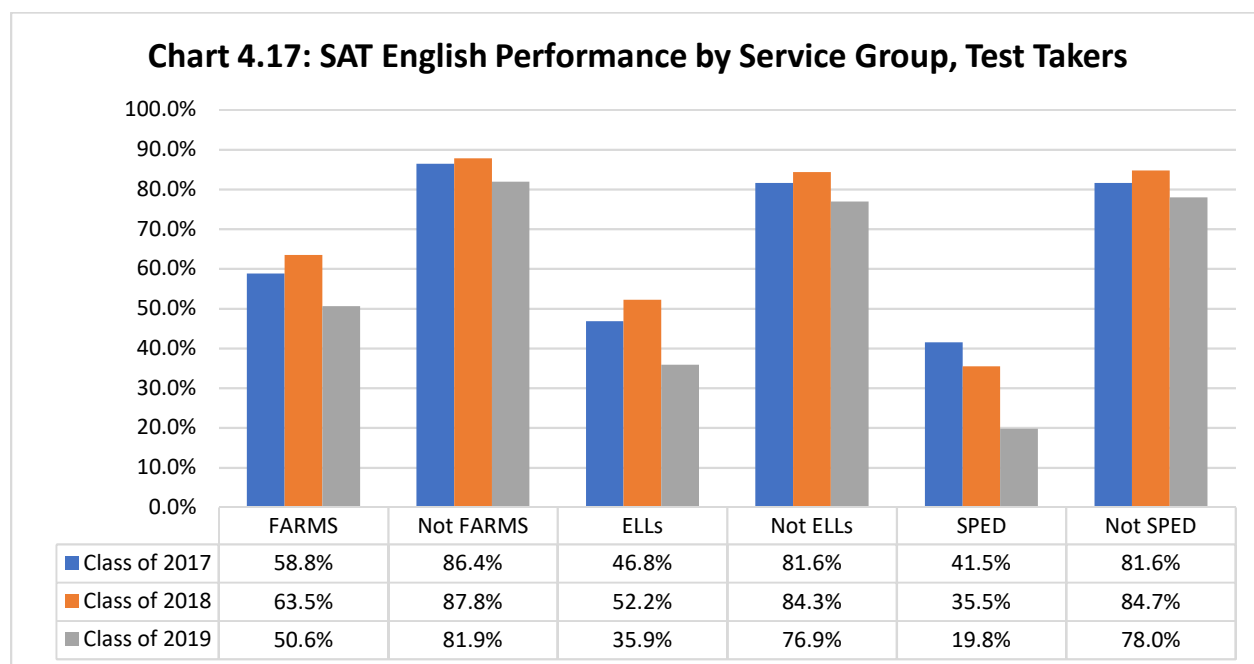
- Between 2014 and 2018, all students and low-income students achieved limited progress on this measure, increasing their college readiness by 2-3 percentage points while graduates with limited English proficiency lost ground (-12 points) and the performance of students with disabilities did not change.
- As such, gaps in AP/IB performance between all graduates and students receiving FARMS and special education services did not change. Yet, the AP/IB performance gap widened between all students and English learners, nearly doubling from 16 to 29 points from 2014 to 2018.

E. SAT Performance among Test Takers

This section describes trends in college readiness for the Classes of 2017 to 2019 for MCPS graduates who took the SAT.³⁶ College readiness is defined as scores of 480 or above in English/Writing (ERW) and 530 or above in math; data trends for ERW and math are reported separately. ***An analysis of the data described in this section shows decreasing rates of college readiness in English for each service subgroup. An analysis of the data also shows both the SAT English and Math performance gaps by service group have widened between the Class of 2017 and the Class of 2019.***

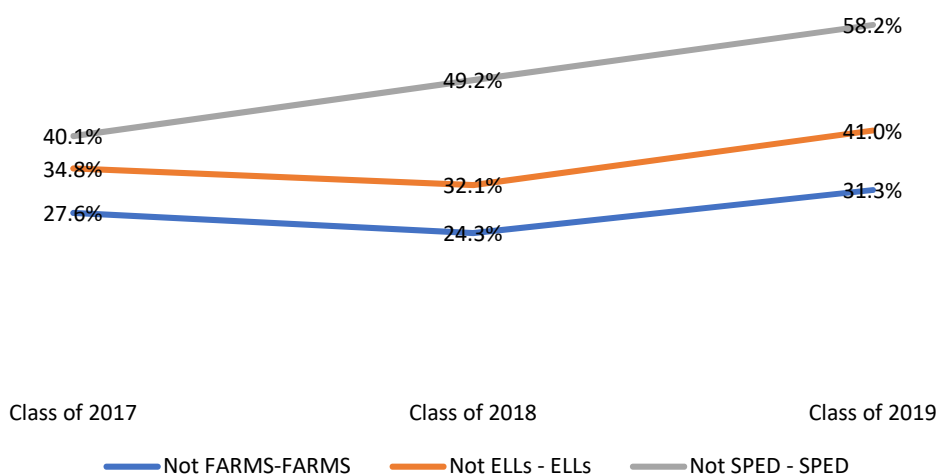
SAT Scores Demonstrating College Readiness in English

Chart 4.17 describes the share of test taking MCPS graduates by service group who earned SAT English scores of 480 or higher that demonstrate their readiness to take college-level English courses. Chart 3.18 on the next page describes the college readiness gap in English by service group status.



³⁶ For data sources, see <https://www.montgomeryschoolsmd.org/data/LAR-charts/SAT-Participation.html>; <https://www.montgomeryschoolsmd.org/data/LAR-charts/SAT-Performance.html>; <https://www.montgomeryschoolsmd.org/data/LAR-charts/SATResultsbyStudentGroup.html> and <https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2016/161006%20SAT%20Participation%20and%20Performance%20for%20Class%20of%202016%20Print.pdf>

Chart 4.18: SAT English Gap by Service Group, Test Takers

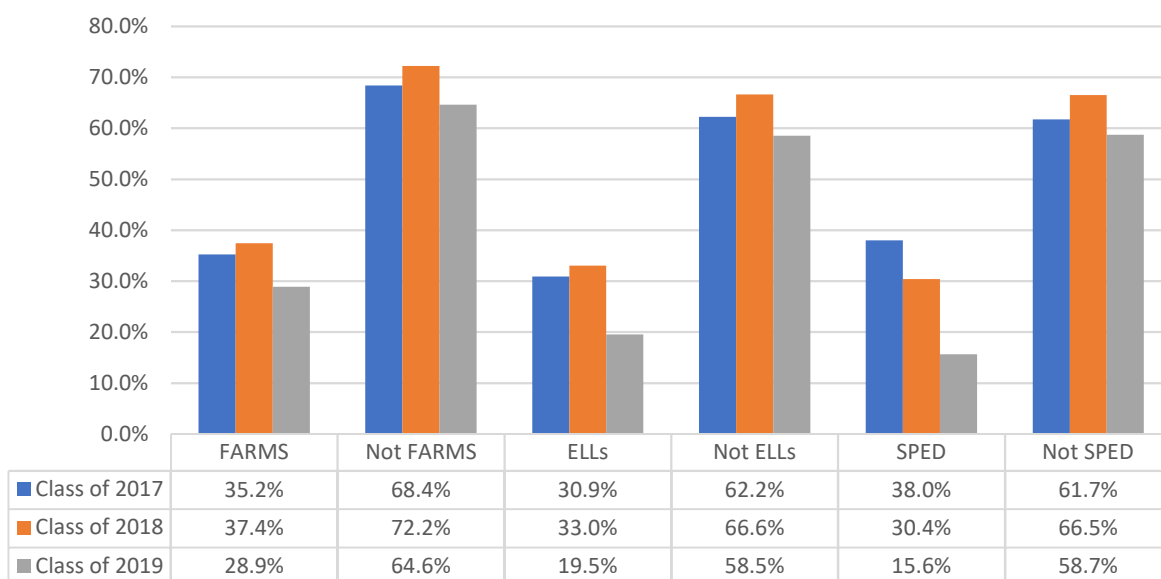
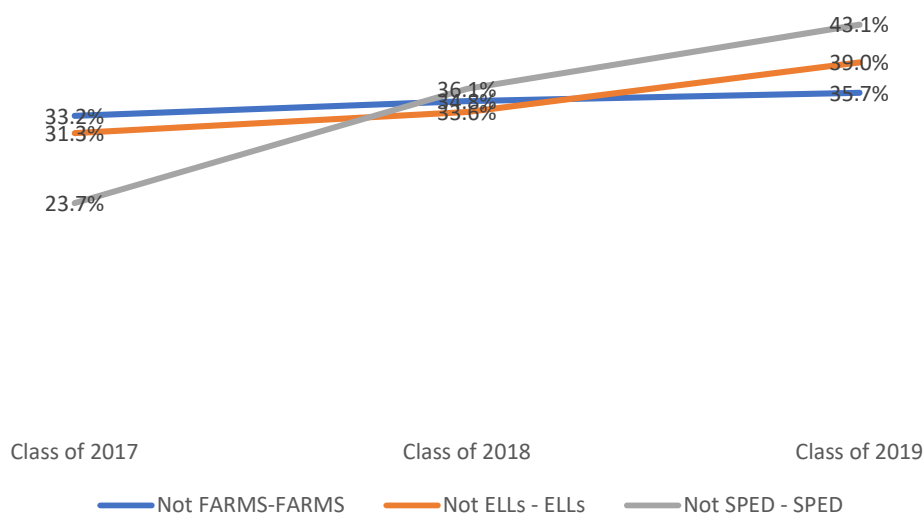


An analysis of SAT English scores among MCPS test takers by service group shows that:

- For the Class of 2019, 77-82 percent of graduates ineligible for ESOL, special education, and/or FARMS earned SAT English scores demonstrating readiness for college-level English courses compared to 20 percent of graduates with disabilities, 36 percent of graduates in ESOL programs, and 51 percent of low-income graduates.
- Between 2017 and 2019, every service subgroup experienced declines in share of graduates that demonstrated college readiness in English. Graduates eligible for special services (ESOL, FARMS, and special education), however, experienced greater declines in demonstrating college readiness (-8 to -22 points) than graduates ineligible for special services (-4 to -5 points).
- In turn, the college readiness gap in English expanded by service subgroup where the gap by FARMS status increased by nearly 4 points, the gap by English language proficiency increased by 6 points, and the gap by disability status increased by 18 points.

SAT Scores Demonstrating College Readiness in Math

On the next page, Chart 4.19 describes the share of test taking MCPS graduates by service group who earned SAT math scores of 530 or higher that demonstrate their readiness to take college-level math courses; Chart 4.20 describes the college readiness gap in math by service group status.

Chart 4.19: SAT Math Performance by Service Group, Test Takers

Chart 4.20: SAT Math Gap by Service Group, Test Takers


An analysis of SAT math scores among MCPS test takers by service group status shows that:

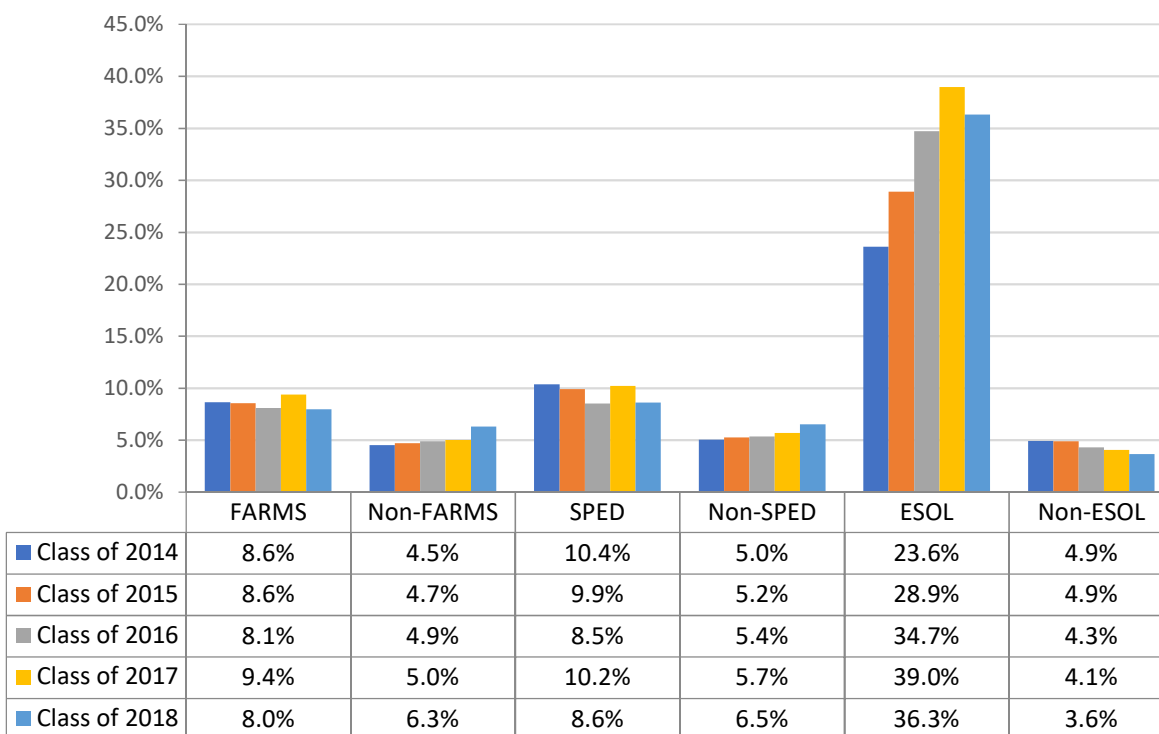
- For the Class of 2019, 59-65 percent of graduates ineligible for ESOL, special education and/or FARMS earned SAT math scores demonstrating readiness for college-level math courses compared to 16 percent of graduates with disabilities, 20 percent of graduates in ESOL programs, and 29 percent of low-income graduates.

- Between 2017 and 2019, every service subgroup experienced declines in share of graduates that demonstrated college readiness in math. Graduates eligible for special services (ESOL, FARMS, and special education), however, experienced greater declines in demonstrating college readiness (-6 to -22 points) than graduates ineligible for special services (-3 to -4 points).
- In turn, the college readiness gap in math expanded by service subgroup where the gap by FARMS status increased by nearly 4 points, the gap by English language proficiency increased by 8 points, and the gap by disability status increased by 19 points.

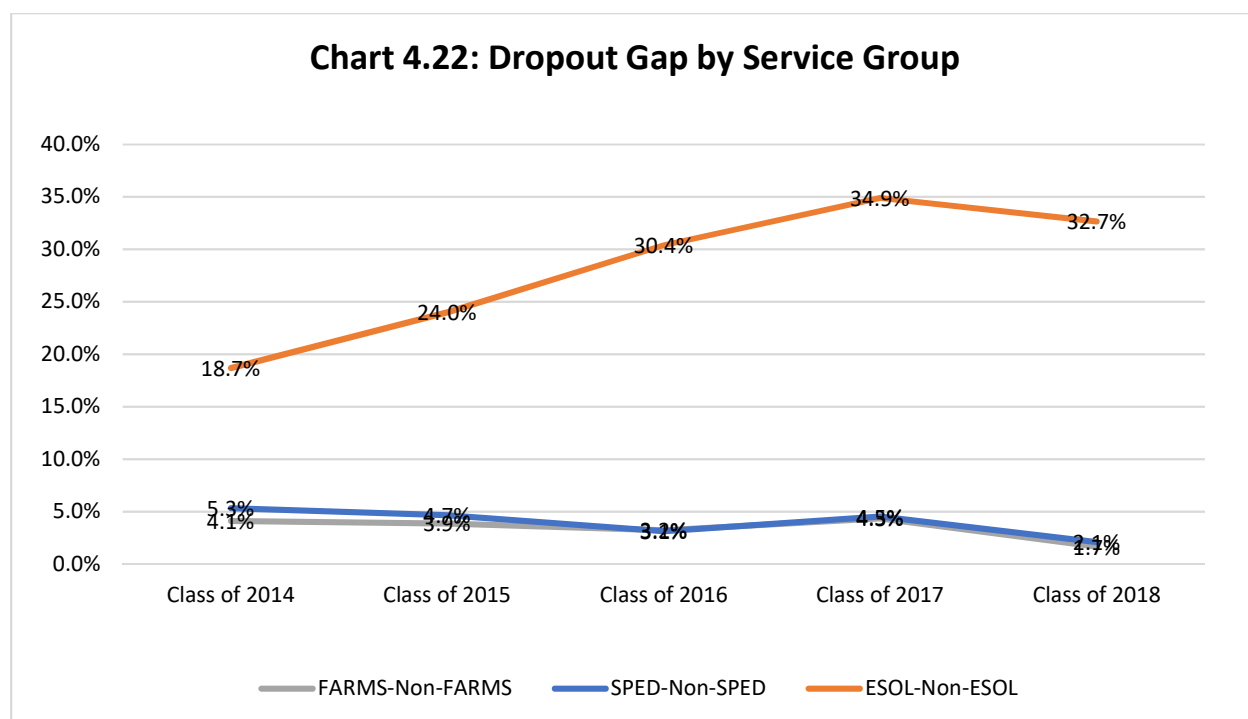
F. Dropout Rates

This section describes trends in four-year cohort dropout rates for the Class of 2014 to 2018 by service group.³⁷ Several key findings emerge from a review of Class of 2014 and Class of 2018 dropout data: **English proficient students and students eligible for FARMS and special education services experienced declines in their dropout rates while non-FARMS students, students with disabilities, and English learners experienced increased dropout rates. As such, while the dropout gap by FARMS and special education status diminished, it skyrocketed by ESOL status.**

Chart 4.21: Four-Year Cohort Dropout Rate by Service Group



³⁷ See Maryland Report Card for 2018 data at <http://reportcard.msde.maryland.gov/> and data for 2014 – 2017 at <http://msp2017.msde.state.md.us/> and for updated MCPS data see https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/19.04.10%20MSDE_Four-Year%20Cohort%20Dropout%20Rate.pdf



An analysis of four-year cohort dropout data by service group shows that:

- For the Class of 2018, the service group dropout rate ranged from a low of 3.6% among English proficient students to a high of 36.3% among English learners.
- Between 2014 and 2018, dropout rates decreased among low-income students (from 8.6% to 8.0%), students with disabilities (from 10.4% to 8.6%) and English proficient students (from 4.9% to 3.6%). Yet, dropout rates increased for non-FARMs students (from 4.5% to 6.3%), students without disabilities (from 5.0% to 6.5%), and for English learners (from 23.6% to 36.3%).
- As such, the dropout gaps by FARMs and special education status declined from 4.1 to 1.7 points and from 5.3 to 2.1 points respectively. However, the dropout gap by English language proficiency, increased from 18.7 to 32.7 percentage points.

G. Graduation Rates

This section describes trends in four-year graduation rates for the Class of 2014 to 2018 by service group status and changes to graduation gaps over time.³⁸ ***An analysis of the data reveals that graduation rates among English proficient students and FARMs students increased but graduation rates among English learners, students with disabilities, students without disabilities, and non-FARMs students decreased. As such, the graduation gap by FARMs status diminished and the gap by ESOL status widened while the gap by special education status did not change.***

³⁸ See <http://reportcard.msde.maryland.gov/> and <http://msp2017.msde.state.md.us/>; and https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2019/MSDE_GradRate%20Data_Ann%20Targets.pdf

Chart 4.23: Four-Year Cohort Graduation Rate by Service Group

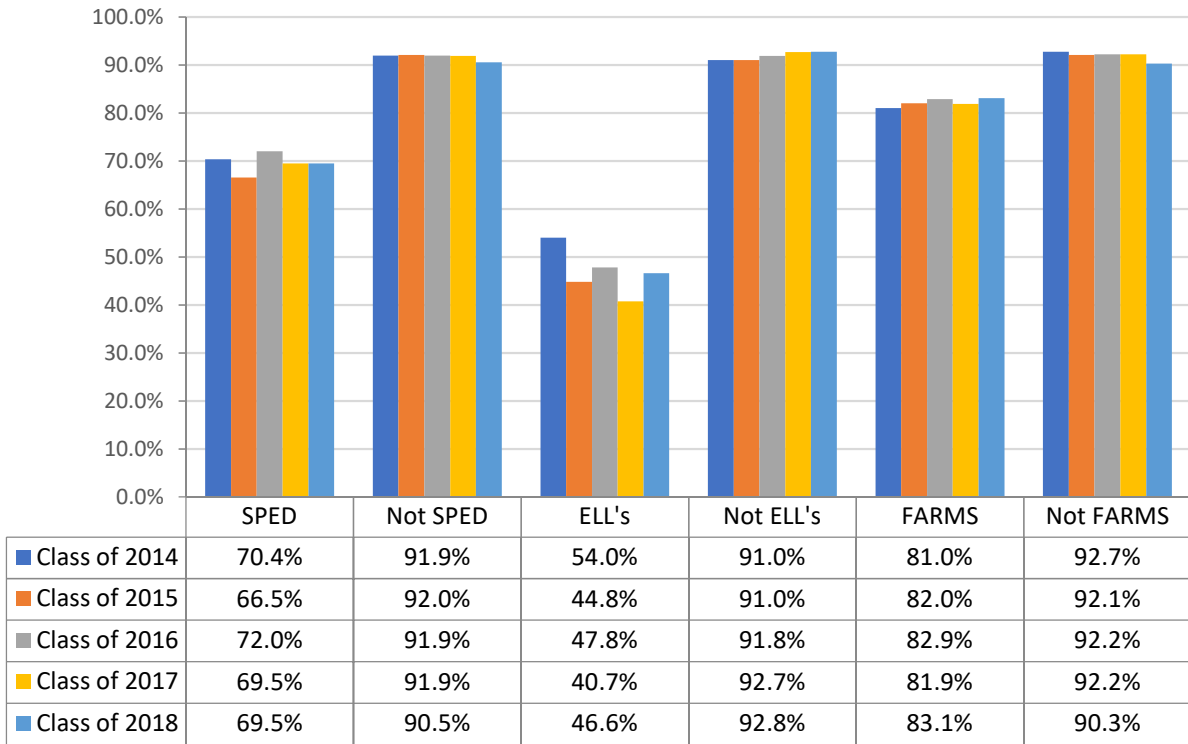
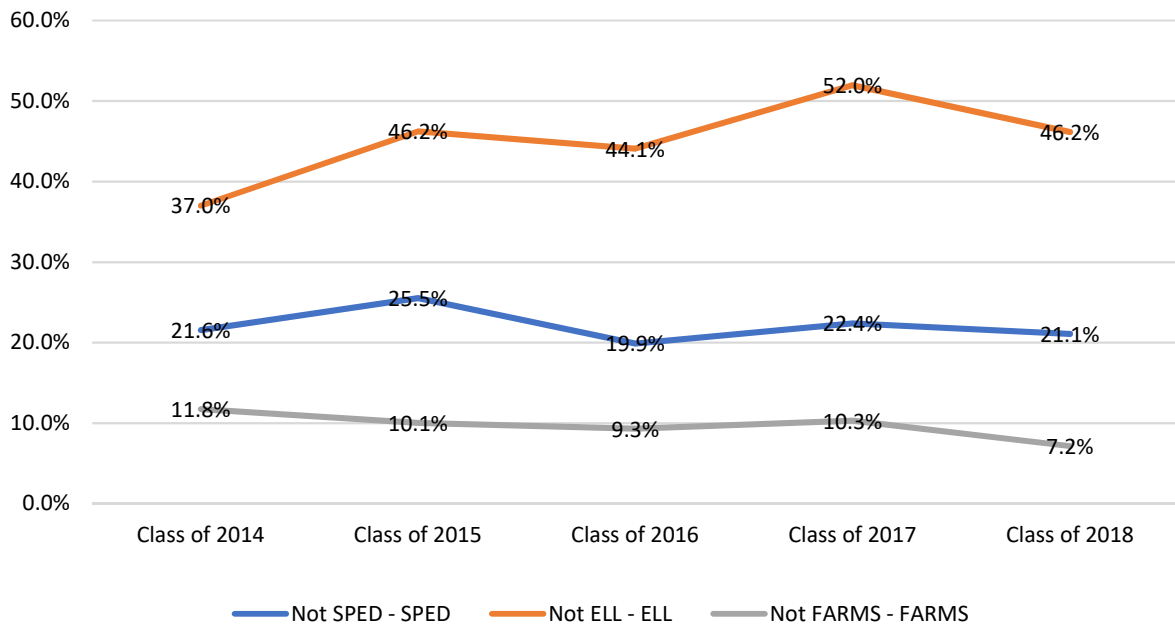


Chart 4.24: Graduation Gap by Service Group



An analysis of four-year cohort graduation data by service group shows that:

- For the Class of 2018, the graduation rate ranged from a high of 90% to 93% among students ineligible for special services (i.e. special education, ESOL, and FARMS) to a low of 47% to 83% for students receiving special services.
- Between 2014 and 2018, graduation rates diminished slightly for students with disabilities (from 70.4% to 69.5%) and significantly for English language learners (from 54.0% to 46.6%), but increased for students receiving FARMS (from 81.0% to 83.1%).
- The graduation gap by special education status remained unchanged between the Classes of 2014 and 2018 (ranging from 21 to 22 percentage points). The graduation gap by FARMS status, however, diminished from 11.8 to 7.2 percentage points during this timeframe while the graduation gap by English language proficiency increased from 37.0 to 46.2 percentage points.

Chapter 5. Trends in Revenue and Budget Allocations

This chapter describes MCPS operating budget trends to track how the school system uses its budget authority to target resources to narrow its performance gaps. Relying on budget data from MCPS' annual operating budgets, prior program budgets and recent data on per pupil expenditures and staffing trends by school poverty compiled by Education Resource Strategies (ERS) for MCPS, this chapter is presented in six parts:

- A. **Current Fund Revenue** describes FY14 to FY19 funding for MCPS' Current Fund from federal, state, and local revenue sources.
- B. **Current Fund Budget and Staffing by Function** describes FY14 to FY19 operating budget and budgeted staffing trends across four MCPS functions: (1) **general education programs** that serve all students, (2) **special education programs** that serve students with disabilities, (3) **ESOL programs** that serve English learners, and (4) **compensatory education programs** that serve or target services to low-income children eligible for free and reduced priced meals.
- C. **Current Fund Revenue by Source and Function** describes FY14 to FY19 funding trends to support general education, special education, ESOL programs, and compensatory education overall by funding source (federal, state, and local revenue).
- D. **Current Fund Revenue v. Budget by Function** compares FY14 to FY19 revenue for general education, special education, compensatory education and ESOL programs to the budgets for each of these programs.
- E. **Per Pupil Budget by Function** describes the revenue MCPS receives and budgets per eligible student for general education, special education, ESOL programs and compensatory education.
- F. **ERS Per Pupil and Teacher Compensation Costs** describes FY18 data by school poverty level on average teacher compensation and per pupil general education and compensatory education costs for MCPS compiled by ERS under contract.

A review of the data demonstrates that significant opportunity gaps by race, ethnicity, income and English proficiency characterize MCPS' allocation of resources. Four specific findings emerge:

- **First, MCPS budgets significantly less for compensatory education and English language learner programs than it budgets for special education. Differences in enrollment do not account for the disparity in budgeting across service groups.** Combined, MCPS allocates nearly a quarter of its operating budget to service group programs for low-income students, English learners, and students with disabilities. Yet, MCPS only allocates 20% of its service group budget to compensatory education programs for low-income students that comprise a third of enrollment and 10% to ESOL programs for English learners that account for 18% of enrollment. The remaining 70% of MCPS' service group dollars fund special education programs for students with disabilities that comprise 12% of enrollment. As such, despite the increase in MCPS' English learner enrollment, ESOL and compensatory education programs have accounted for only 8% of MCPS' operating budget since FY14 compared to special education accounting for nearly a fifth (18%) of MCPS' operating budget.

- ***Second, differences in state and federal program revenue for service group programs do not explain the disparity in budgeting across service group programs either.*** In FY19, MCPS budgeted \$22,900 per student with a disability for special education compared to \$2,800 per English learner for ESOL programs and \$1,600 - \$2,000 per low-income K-12 student for compensatory education programs. Yet, MCPS receives more federal and state revenue for compensatory education programs than it receives for special education or ESOL programs. In FY19, MCPS received \$171 million in federal and state revenue for compensatory education compared to receiving \$98 million for special education and \$77 million for ESOL programs. Yet, MCPS budgeted \$454 million for special education compared to \$80 million for ESOL programs and \$124 million for compensatory education programs.

Differences in service group budgeting are driven, at least in part, by federal mandates that require states and local school systems to maintain special education spending annually or risk returning federal funding received for special education. In FY19, MCPS received \$33 million in federal IDEA revenue compared to budgeting approximately \$454 million for special education. As such, the federal maintenance of effort requirements for special education can create an unfunded mandate for special education that results in MCPS shifting a share of state aid for compensatory education to special education.³⁹ Yet, given the wide disparity between per pupil spending for special and compensatory education (\$23,000 v. \$2,000) and the persistence of performance gaps by student income, arguably all state funding allocated to MCPS based on its FARMS enrollment should be spent on low-income students or high-FARMS schools.

- ***Third, MCPS' limited funding of ESOL and compensatory education programs negatively impact high-poverty schools.*** As noted in Chapter 2, a majority of MCPS' Black, Latinx, low-income, and English learning students enroll in MCPS' highest poverty schools. As such, the limited funding of compensatory education and ESOL programs disparately impacts the schools that enroll most low-income students and English learners – MCPS' racially and socio-economically segregated, high-poverty schools. These are also the schools most disparately impacted by the opportunity and performance gaps in education and thus most in need of resources to diminish opportunity gaps that raise student performance.
- ***Fourth, MCPS teacher allocation and general education spending practices also negatively impact high-poverty schools.***⁴⁰ Based on analysis of FY18 data, ERS found that 22% of teachers in Title I schools were novice teachers v. 13% of teachers in low-poverty elementary schools and that 23% of teachers in high-poverty middle schools were novice teachers v. 11% of teachers in low-poverty middle schools. ERS also found a \$6,300 differential in average teacher compensation between low-poverty and high-poverty Title I schools (\$103,400 v. \$97,100). As such, ERS found that MCPS expended \$400 - \$500 less per student for general education in high-poverty elementary schools compared to low-poverty schools due to higher average teacher compensation levels in low-poverty schools. OLO Report 2015-15 found similar gaps in salaries and experience levels among teachers working in low- and high-poverty schools based on a review of FY14 data. Best practices recommend allocating that most experienced teachers and personnel to schools and programs that have the greatest needs (e.g. high-poverty schools).

³⁹ See Superintendent's letter for OLO Report 2015-15.

⁴⁰ From October 2018 ERS Report, see pages 43-46 and 69-70. ERS also found that students that were not proficient on the PARCC (in math or English) were more likely to have novice teachers the following year (page 62).

A. Current Fund Revenue

This section is presented in two parts to describe the sources of (1) Current Fund revenue that support MCPS' operating budget and (2) the federal and state revenue MCPS receives to meet the additional learning needs of students with disabilities, English language learners, and low-income students.

1. Current Fund Revenue by Source

This subsection describes trend data on the sources of Current Fund revenues for MCPS since FY14 compiled from MCPS' Operating Budgets. Overall, the data shows that County taxpayers provide the largest source of revenue to the Current Fund followed by State and Federal revenue. More specifically:

- In FY19, County funding accounted for two-thirds (68 percent) of MCPS' Current Fund compared to state revenue accounting for 28 percent of the Current Fund and Federal revenue accounting for only three percent of Current Fund revenue.
- Shares of the operating budget funded by County and State revenue were similar in FY14, where County funding accounted for 67 percent of the Current Fund, State revenue accounted for 28 percent, and Federal revenue accounted for three percent of the Current Fund.

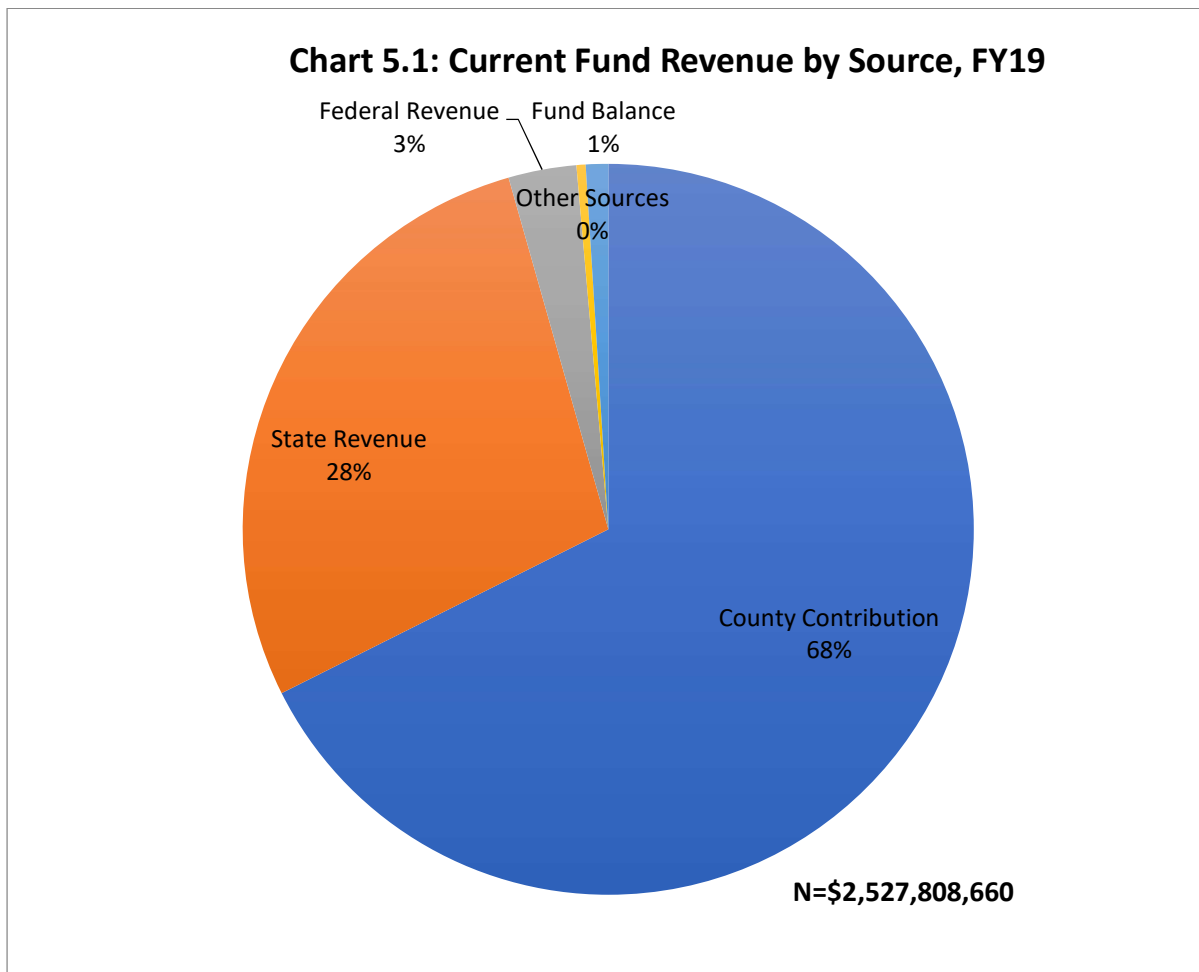
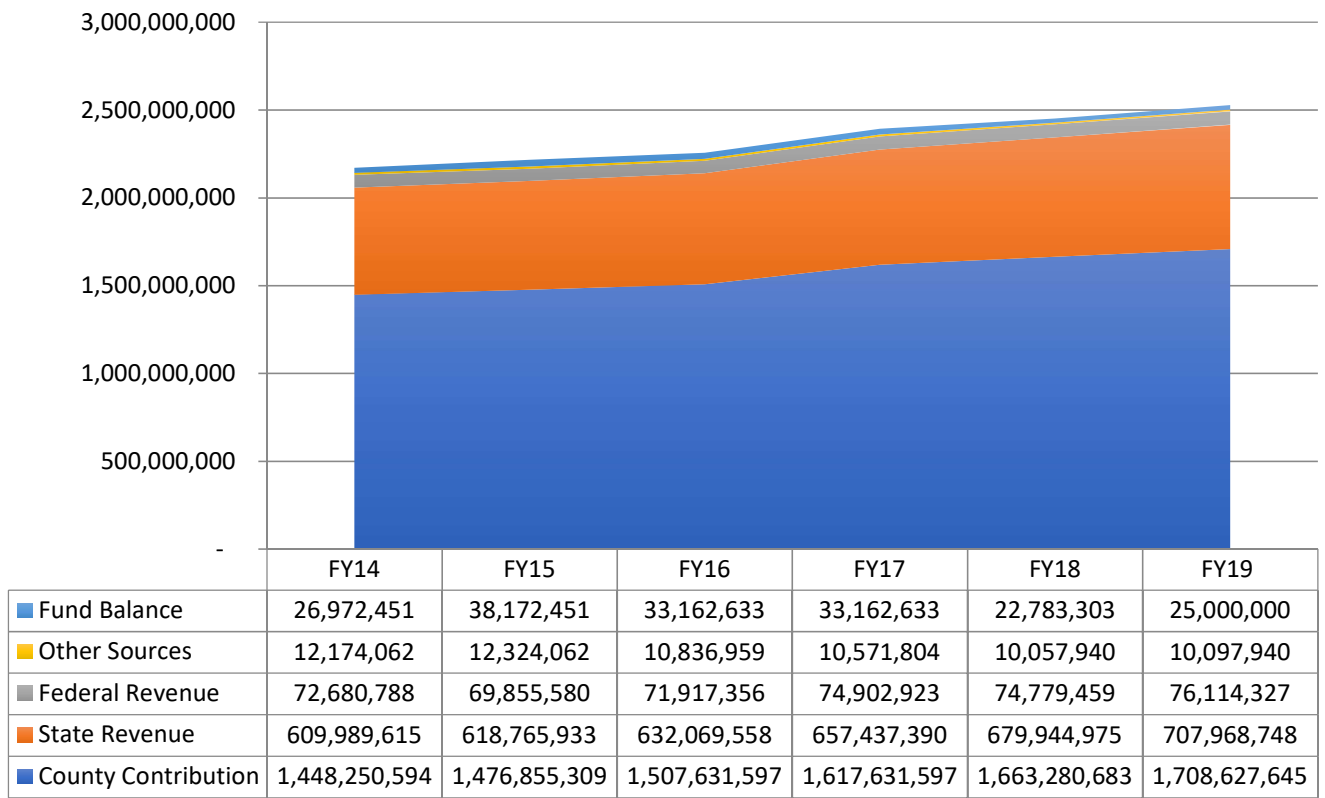


Chart 5.2: Current Fund Revenue by Source



An analysis of Current Fund Revenue data by source shows that:

- Between FY14 and FY19, revenue for MCPS' Operating Budget increased by 16.8 percent or \$363 million from \$2,165 million to \$2,527 million.
- County funding accounted for 72 percent of the increase in Current Fund revenue between FY14 and FY19. County contributions increased by \$260.3 million (18%) over this time frame.
- State revenue accounted for 27 percent of the increase in Current Fund revenue between FY14 and FY19. State revenue increased by \$98.0 million (16.1%) over this time frame.
- Federal funding represented less than one percent of the increase in Current Fund revenue between FY14 and FY19. Federal revenue increased by \$3.4 million (4.7%) over this time frame.

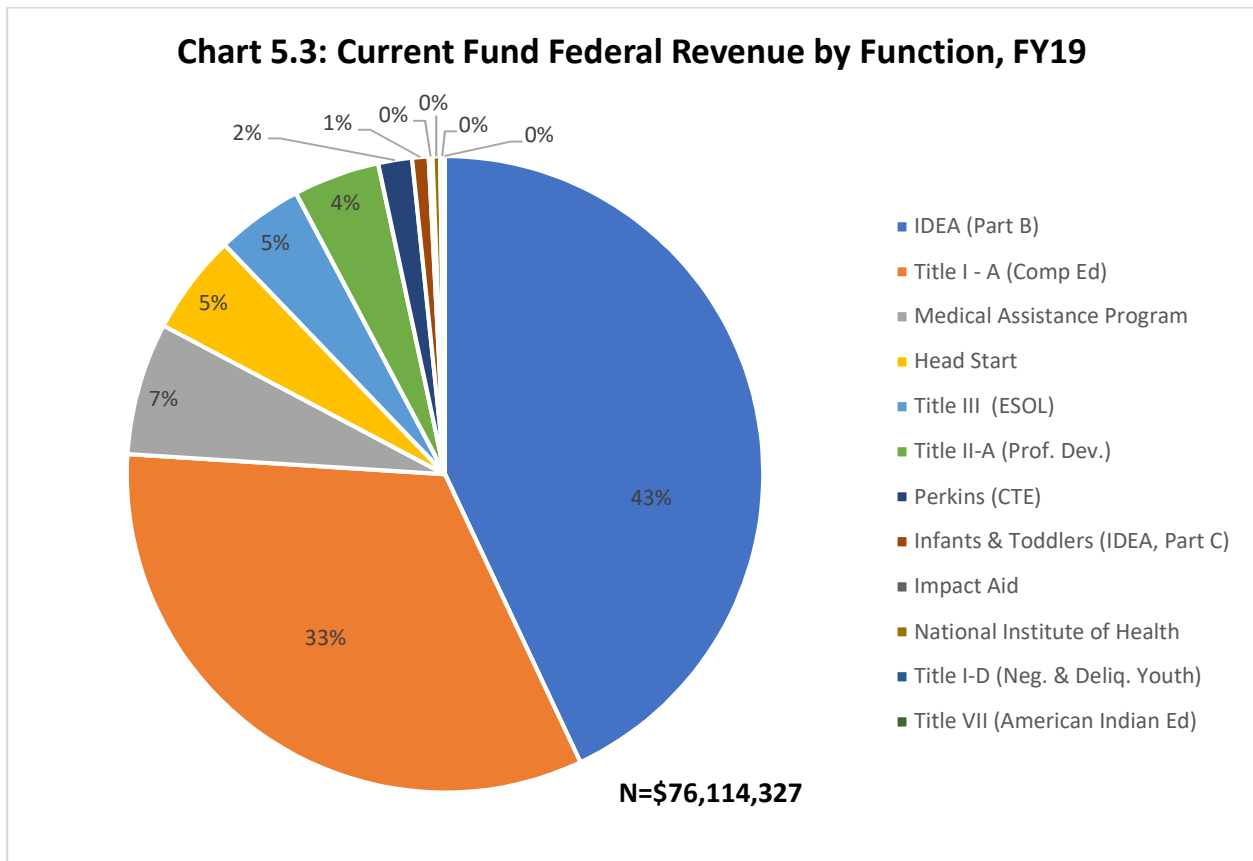
2. Federal and State Revenue by Function

This subsection is presented in three parts to describe federal and state funds in the Current Fund.

- a. **Federal Revenue by Function** describes federal funding for the MCPS budget. This includes federal funding for categorical programs in the Current Fund and federal funding allocated to enterprise funds to support the free and reduced-price meals program (FARMS).
- b. **State Revenue by Function** describes state funding supporting the MCPS budget. These include state aid based on the school system's overall enrollment and additional state revenue awarded to MCPS based on its enrollment of students with special needs (i.e. students eligible for FARMS, students with disabilities, and English language learners).
- c. **Current Fund Revenue by Function** synthesizes MCPS' revenue data to describe its Current Fund revenue streams from County, state, and federal sources across four key functions: general education for all students, special education for students with disabilities, ESOL programs for English learners, and compensatory education for low-income/FARMS students.

(a) Federal Revenue by Function

This part describes trend data on federal revenues to MCPS by function since FY14 compiled from MCPS' Operating Budgets (Tables 2 and 3). In FY19, MCPS budgeted \$76.1 million in federal revenue to the Current Fund compared to \$72.7 million in FY14.

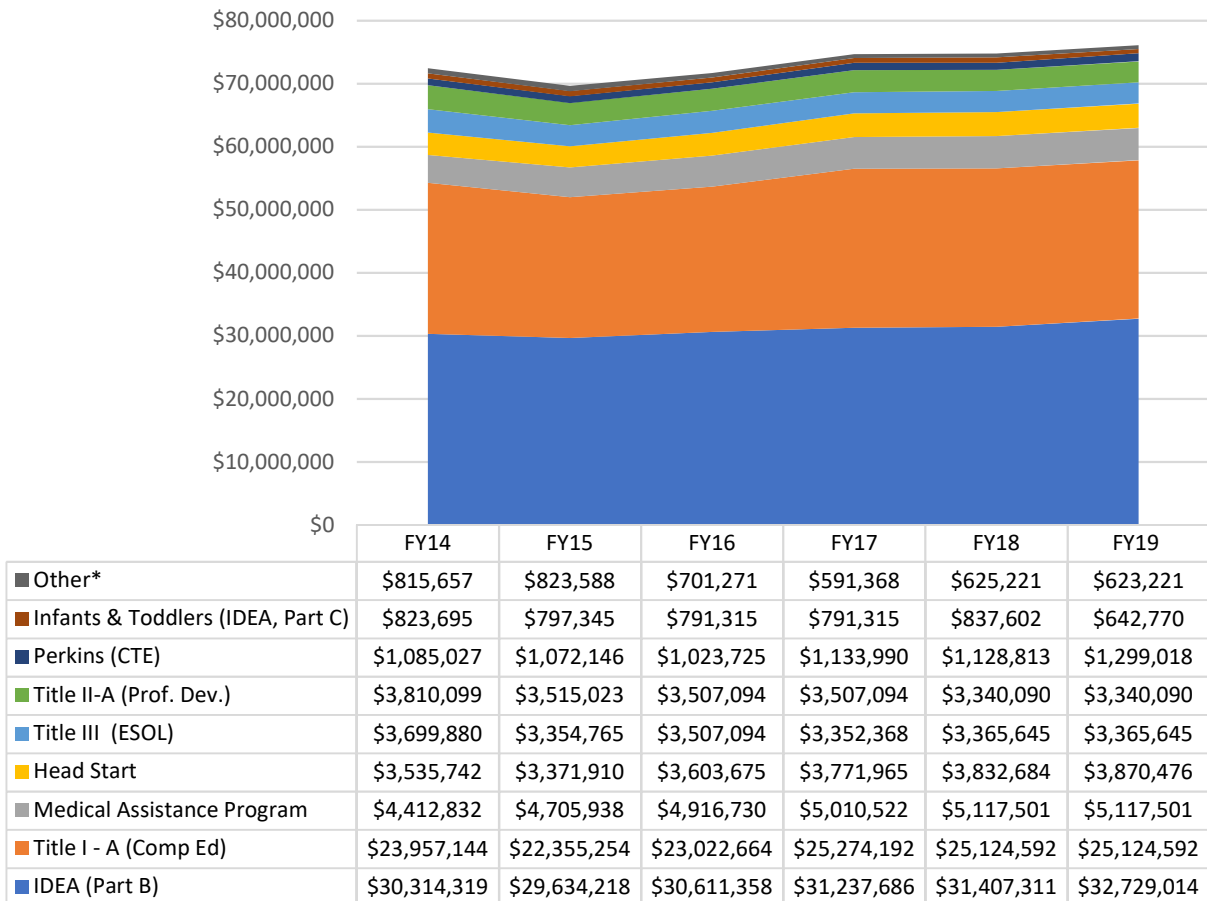


More than 90% of Current Fund federal revenue awarded to MCPS supported students with disabilities and low-income students. More specifically, in FY19:

- Slightly more than half of Current Fund federal revenue (50.5%) was allocated to students with disabilities via support for K-12 special education programs funded with IDEA Part B at \$32.7 million, reimbursements from Medicaid for eligible IEP health-related services at \$5.1 million, and support for infant and toddler programs for children with disabilities at \$0.6 million.
- Nearly two-fifths of Current Fund federal revenue (38.2%) was allocated to low-income children and high-poverty schools for educational programs designed to offset the negative impact of poverty on student achievement via compensatory education programs funded with Title I-A dollars at \$25.1 million and support for Head Start at \$3.9 million.

Of note, MCPS also budgeted \$36.9 million in federal revenue to its School Meals Program Enterprise fund to support its free and reduced priced meals (FARMS) program in FY19. In FY14, MCPS received \$28.8 million in federal revenue for school meals. As such, combined federal revenue for the Current Fund and the School Meal Program totaled \$113.6 million in FY19.

Chart 5.4: Current Fund Federal Revenue by Function



* Other includes Impact Aid, National Institute of Health, Title I-D (Neg. & Delinquent Youth) and McKinney Vento

An analysis of Current Fund federal revenue data shows that:

- Most of the federal revenue that MCPS receives is categorical – meaning it can only be expended on eligible expenses that serve students with special needs.
- More than half of the federal revenue for the Current Fund supports students with disabilities via special education programs and the Medical Assistance Program.
- Nearly 40 percent of the federal revenue for the Current Fund supports low-income students and high-poverty schools via compensatory education programs that include Head Start.
- Federal revenue for the Current Fund increased by 4.7% (\$4.5 million) between FY14 and FY19.

(b) State Revenue by Function

This part describes Current Fund trend data on state revenues to MCPS by function since FY14 compiled from MCPS' Operating Budgets (Table 2).

In FY19, MCPS budgeted \$708 million in state revenue to support the Current Fund compared to \$610 million in FY14. Unlike federal revenue, however, approximately half of state revenue is offered as general aid (i.e. foundation aid) to MCPS based on the school system's overall enrollment. Yet, it is important to note that MCPS receives additional state aid based on its enrollment of students with special needs and the amount of the additional revenue MCPS receives from the State of Maryland based on its service group enrollment exceeds the federal revenue MCPS receives to serve these subgroups. For example, in FY19:

- State revenue budgeted to MCPS based on its low-income FARMS enrollment totaled \$141.6 million compared to \$25.1 million in federal Title I-A revenue for compensatory education.
- State revenue budgeted to MCPS based on its enrollment of students with disabilities totaled \$59.0 million compared to \$32.7 million in federal IDEA revenue for special education.
- State revenue budgeted to MCPS based on its English learner enrollment totaled \$73.5 million compared to \$3.4 million in federal Title III revenue for ESOL programs.

As such, the state provided more Current Fund revenue for service group programs – compensatory education, special education, and ESOL programs – than federal revenue sources.

Chart 5.5: Current Fund State Revenue by Function, FY19

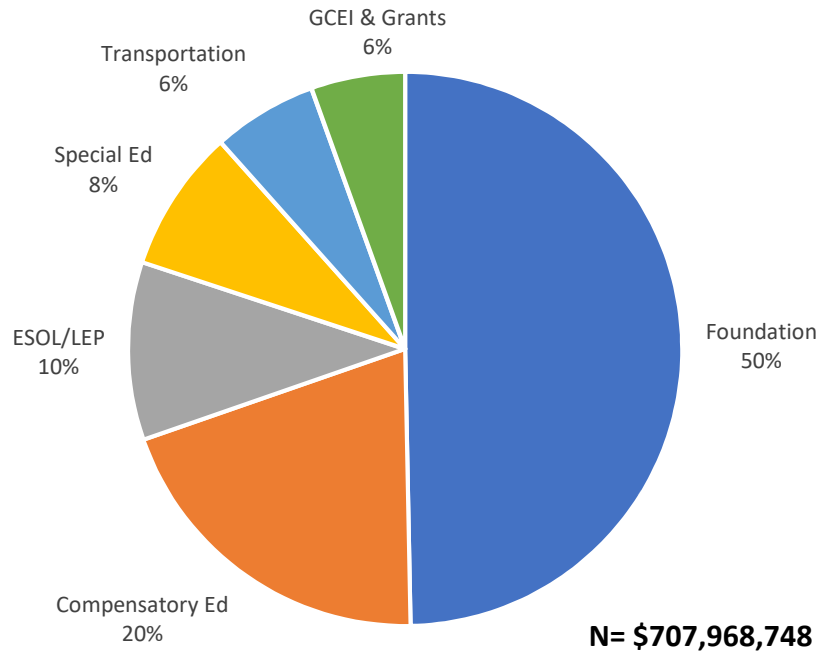
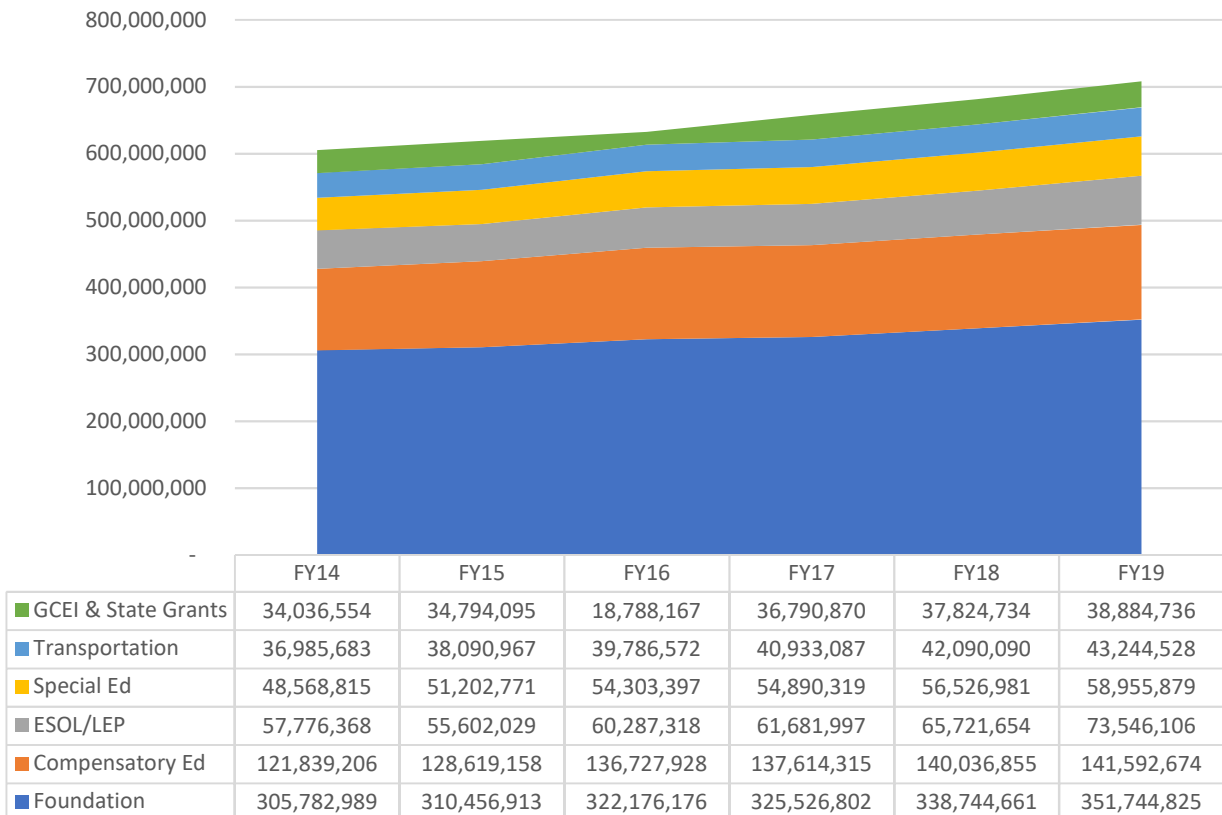


Chart 5.6: Current Fund State Revenue by Function



An analysis of state revenue data for the MCPS Current Fund shows that:

- Between FY14 and FY19, state revenue for the Current Fund increased by 17 percent from \$610 million to \$708 million. Increases in foundation aid (\$46 million), compensatory education funding (\$20 million) and ESOL funding (\$16 million) accounted for nearly 80 percent of the entire increase in state revenue to MCPS between FY14 and FY19.
- After foundation aid, which accounted for 50 percent of state revenue, state revenue for compensatory education accounted for the second largest category of state revenue at 20 percent, followed by state revenue for ESOL programs that accounted for ten percent of state revenue and state revenue for special education programs (based on enrollment and reimbursements for special education) accounting for eight percent of state revenue.

(c) Current Fund Revenue by Function

MCPS budgets by function and receives both federal and state revenue by function. Some of the revenues are explicitly earmarked for programs to serve eligible subgroups (i.e. special education and ESOL) while other revenue is allocated based on the school system's enrollment of FARMS students but does not have to be spent on a specific subgroup (i.e. state compensatory education funding).

This section describes four sources of revenue that support the Current Fund by Function as described in Table 2 of MCPS' annual operating budgets (See Tables A-13 and A-14 in the Appendix for calculations):

- **General Education Revenue.** This category of Current Fund revenue consists of County contributions, state foundation funding, and federal and state grants and formula dollars that are not based on MCPS' service group enrollment (i.e. students with disabilities, English learners, and low-income students). Generally, this revenue source funds general education programs that can serve all students.
- **Special Education Revenue.** This category of Current Fund revenue consists of both federal and state funding designated for special education and students with disabilities. This includes federal IDEA, Part B and Part C funding for infants and toddlers with disabilities; the Medical Assistance Program; state formula and reimbursement funding for special education, and state funding for infants and toddlers with disabilities.
- **English for Speakers of Other Languages (ESOL) Program Revenue.** This category of Current Fund revenue consists of federal and state funding designated for English language learners and English language acquisition. This includes federal Title III funding and state formula funding for ESOL programs based on MCPS' enrollment of English language learners.
- **Compensatory Education Revenue.** This category of Current Fund revenue consists of Federal and State Compensatory Education Funding based on MCPS' enrollment of low-income students. This includes federal Title I-A funding for compensatory education and federal Head Start funds as well as state formula funding for compensatory education based on MCPS' enrollment of low-income students eligible for FARMS.

The chart below and on the next page describes Current Fund Revenue by Function for FY19 and trend data from FY14 to FY19. The FY19 pie chart shows that General Education Revenue comprised 86 percent of Current Fund funding, Special Education Revenue comprised four percent, ESOL Program funding comprised three percent, and Compensatory Education Funding comprised the remaining seven percent of Current Fund revenue. A review of the FY14 – FY19 trend data shows that each revenue source’s share of Current Fund Revenue has remained stable over time.

Chart 5.7: Current Fund Revenue by Function, FY19

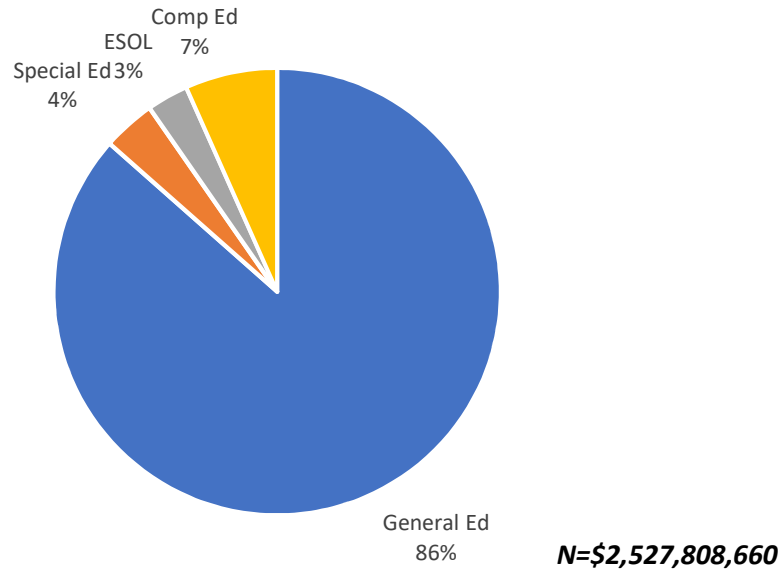
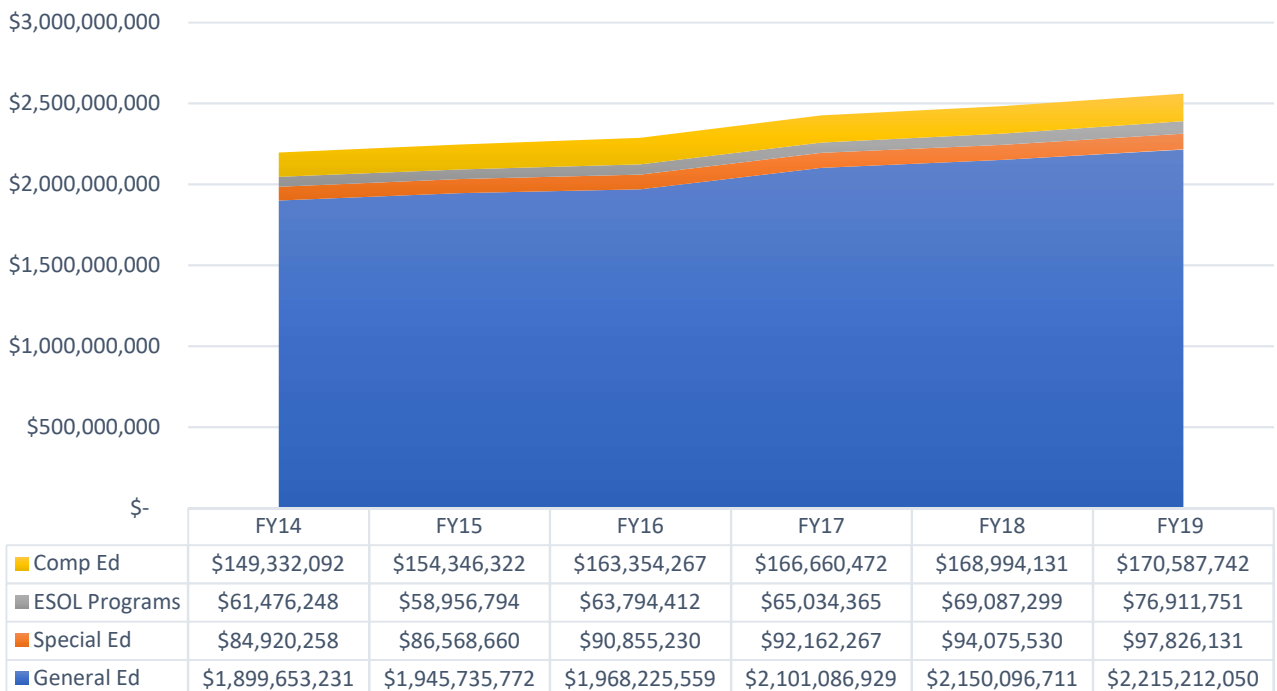


Chart 5.8: Current Fund Revenue by Function



B. Current Fund Budget and Staffing by Function

This section is presented in two parts to describe (1) the Current Fund Budget across four programs - general education, special education, ESOL programs, and compensatory education - and (2) to describe budgeted staffing across these four programs.

1. Current Fund Budget by Function

This subsection describes budget data from FY14 to FY19 to describe MCPS' Current Fund by Function. Four broad categories of budget spending are described: general education, special education, ESOL programs, and compensatory education. OLO compiled the data analyzed in this section through an analysis of MCPS' approved operating budgets (FY14 - FY19) and program budgets (FY14 – FY17) to analyze how MCPS budgets its resources for students overall and by student service subgroup (special education, ESOL, and compensatory education for students receiving FARMS). The four program areas reviewed are defined as follows:⁴¹

- **General education programs** serving all students. General education services available to all students include supports, services, and instruction delivered by school-based staff, and administrative and operational services delivered by field and central-office based staff.
- **Special education programs** serving students with disabilities. Services provided include supports and services delivered by school-based staff, including related services, and supports and administrative functions delivered by field- and central-office base staff.
- **English for Speakers of Other Languages Programs** serving English learners and their families. Services provided to ESOL students include supports and services from school-based staff as well as operational and administrative functions delivered by non-school based staff.
- **Compensatory education programs** servicing low-income children to offset the negative impact of poverty on student achievement. Federal compensatory education programs (Title I and Head Start) exclusively serve low-income students/high-poverty schools but some state-funded compensatory education programs serve both low-income and non-FARMS students (referred to as Tier 3 services in this report). Compensatory education programs in MCPS include:
 - **Tier 1 Programs** that exclusively serve FARMS eligible students or high-poverty schools. This report identifies four sets of Tier 1 programs: federally funded Title I and Head Start programs, state funded pre-k and Head Start programs, and class size reduction teachers.

⁴¹ MCPS' operating budget does not describe program costs by function and MCPS no longer publishes a program budget. As such, OLO used the following methodology and data points described in the Appendix in Tables A-9 to A-12 to calculate "program budgets" for analysis as follows: The **General Education Budget** equals the Current Fund minus the estimated program budgets for special education, ESOL programs, and compensatory education; the **Special Education Budget** is estimated as the number of special education FTE's in the MCPS budget multiplied by the average teacher salary with a weight of 0.4 for employee benefits; the **ESOL Budget** is calculated as the sum of FTE's by position type (administrator, teacher, support) multiplied by average salary for each position type and weight of 0.4 for employee benefits; and the **Compensatory Education Budget** is calculated by estimating the personnel and operating costs of specific Tier 1, 2, and 3 programs as described in Table 5.1 and Table A-15 in the Appendix using prior program budgets and average compensation costs by position type.

- **Tier 2 Programs** that allocate additional services and positions to schools based on their FARMS rate. These include focus teachers allocated to elementary, middle, and high schools; focus para-educators allocated to elementary schools; academic intervention teachers allocated to elementary and middle schools; and building service workers assigned to schools with Linkages to Learning sites.
- **Tier 3 Programs** overlap with general education programs because their delivery does not depend on students' eligibility for FARMS or a school's FARMS rate. Tier 3 programs, however, may serve more FARMS eligible students than non-FARMS students. Educational programs and services that fit into this category include Alternative Education Programs, the Office of Family Engagement, the Equity Unit, the High School Intervention Program, Read 180, the Minority Achievement Program, and Positive Behavior Interventions and Supports.

The FY19 MCPS Compensatory Education Budget by Tiers is described in Table 5.1 on the next page.⁴² Of note, OLO's estimate of MCPS' FY18 Tier 1 and 2 Compensatory Education Budget minus the budgets for Head Start and Pre-K at \$85.3 million are nearly equivalent to ERS' calculation that MCPS budgeted "\$87 million in incremental dollars" for "students living in poverty."⁴³ This finding suggests that the inclusion of Tier 3 compensatory education programs in this report over states the size of MCPS' compensatory education budget.⁴⁴ In turn, in later sections of this report, OLO estimates MCPS' compensatory education costs including and excluding Tier 3 programs.

Additionally, this report's program cost calculations rely on average salary data described in the Appendix in Table A-17 although OLO Report 2015-15 and ERS have documented lower average salaries among teachers assigned to high-poverty schools compared to low-poverty schools. Thus, this report's estimates of compensatory and ESOL program costs may be higher than their actual costs because the high-poverty schools where these programs are concentrated are assigned more novice personnel and evidence lower teacher compensation costs than low-poverty schools.

Finally, this report excludes Montgomery County Government funded programs that provide support to low-income students and families outside of the MCPS Operating Budget. Two examples of this are the Department of Health and Human Services-funded Linkages to Learning program and youth development programs sponsored by the Department of Recreation. In FY19, DHHS budgeted \$6.6 million for Linkages to Learning and Recreation budgeted \$7.1 million for its youth development programs that included Excel Beyond the Bell and RecXtra.

⁴² See Table A-15 in the Appendix for trend data on Compensatory Education Budget by Tier.

⁴³ See MCPS Board Meeting, Share-out: ERS/MCPS Partnership, April 29, 2019.

⁴⁴ The development of a listing of Compensatory Education Programs within the MCPS operating budget was a point of contention between OLO and MCPS with the development of OLO Report 2015-15, Resources and Staffing among MCPS Schools Report. Table 3 of that report listed the following as Compensatory Education Supports: Class Size Reduction Teachers, Focus Teachers, Title I staff, Academic Intervention Teachers, Special Program Teachers, Alternative Program Teachers, Middle School Extended Year, Career Lattice, Linkages to Learning, Intervention School Network, Read 180, Excel Beyond the Bell, George B. Thomas Academy, ACES and AVID. OLO excluded the following programs from Report 2015-15 because they did not exclusively serve or target low-income students or schools: High School Intervention, Interim School Services, Summer School, Minority Achievement/Scholars Program, HSA Bridge Program, Language Assistance, ESOL Teachers Coaching, Equity Unit, the Office of Community Engagement and Partnerships, Elementary Counselors for Coordinated Services Support, and Social Workers. Several of these programs are listed as Tier 3 Programs in this report. This current OLO report, however, excludes Special Program Teachers from the listing of compensatory education programs.

Table 5.1: MCPS' Compensatory Education Programs by Tier, FY19

Tiers	Specific Programs	Budget	FTE's
<i>Tier 1 Programs Exclusively allocated to FARMS eligible students or high- poverty schools</i>	Federally Funded Title I Programs (Focus & Head Start Staff and Extended Learning)*	\$25,124,592	192.99
	Federally Funded Head Start	\$3,870,476	37.08
	State Funded Pre-K (Bridge to Excellence & Head Start)	\$12,648,084	135.13
	Class Size Reduction - Reading Initiative Teachers**	\$29,395,508	250.40
	Subtotal	\$71,038,659	615.59
<i>Tier 2 Programs Primarily allocated to schools based on FARMS rate</i>	State Funded Focus Teachers & Paraeducators	\$22,666,819	217.30
	State Funded Academic Intervention Teachers	\$8,604,995	73.30
	Linkages to Learning (for Building Service Workers)	\$825,000	13.00
	Excel Beyond the Bell (for Transportation)	\$150,000	
	Subtotal	\$32,246,814	303.60
<i>Tier 3 Programs General Ed programs that may serve more FARMS eligible students than non-FARMS students</i>	Alternative Program Teachers	\$5,611,443	47.80
	Alternative Programs***	\$5,502,853	46.88
	Family Engagement ***	\$4,108,797	35.00
	Equity Unit ***	\$1,600,000	9.00
	High School Intervention***	\$1,314,500	1.50
	Read 180	\$795,321	
	Minority Achievement /Scholars Program	\$500,000	
	Positive Behavior Interventions & Supports	\$350,608	
	Bridge Programs***	\$250,212	0.85
	George B. Thomas Academy	\$200,752	
	ACES	\$121,047	
	Online Path to Graduation***	\$82,352	
	Subtotal	\$20,437,885	141.03
TOTAL		\$123,723,538	1,060.22
<p>* Includes Administrators, Focus Teachers and Paraprofessionals, and Title I-funded Head Start Staff ** 293 Class Size Reduction Teachers minus 42.6 Reading Initiative Teachers to low-poverty schools to support reading groups. *** Estimated budget based on most recently available data from FY17 or FY18</p>			

The charts and table on the next page describes the Current Fund Budget by Function for FY19 and FY14 – FY19 trend data.

Chart 5.9: Current Fund Budget by Function, FY19

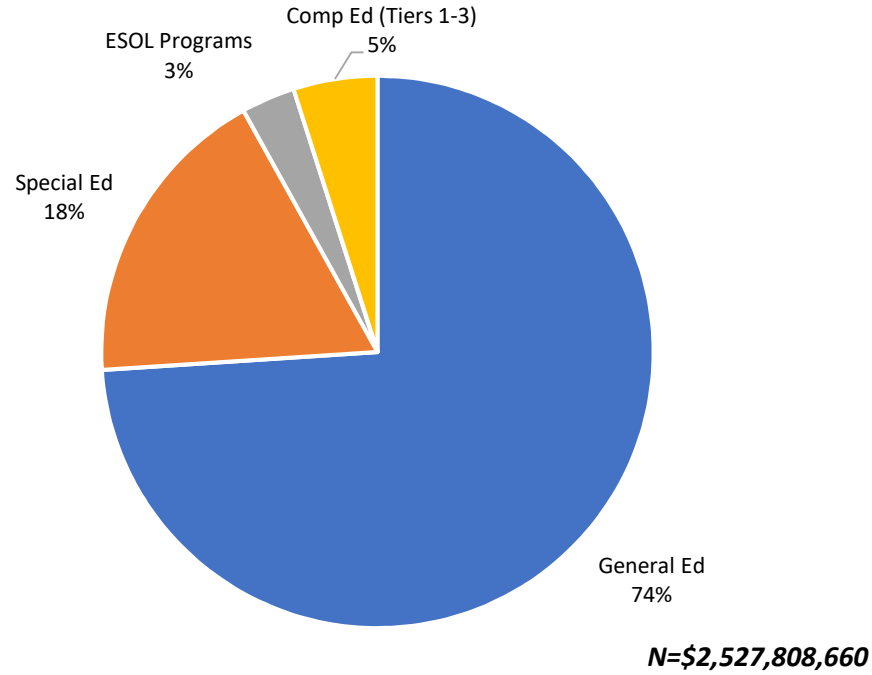
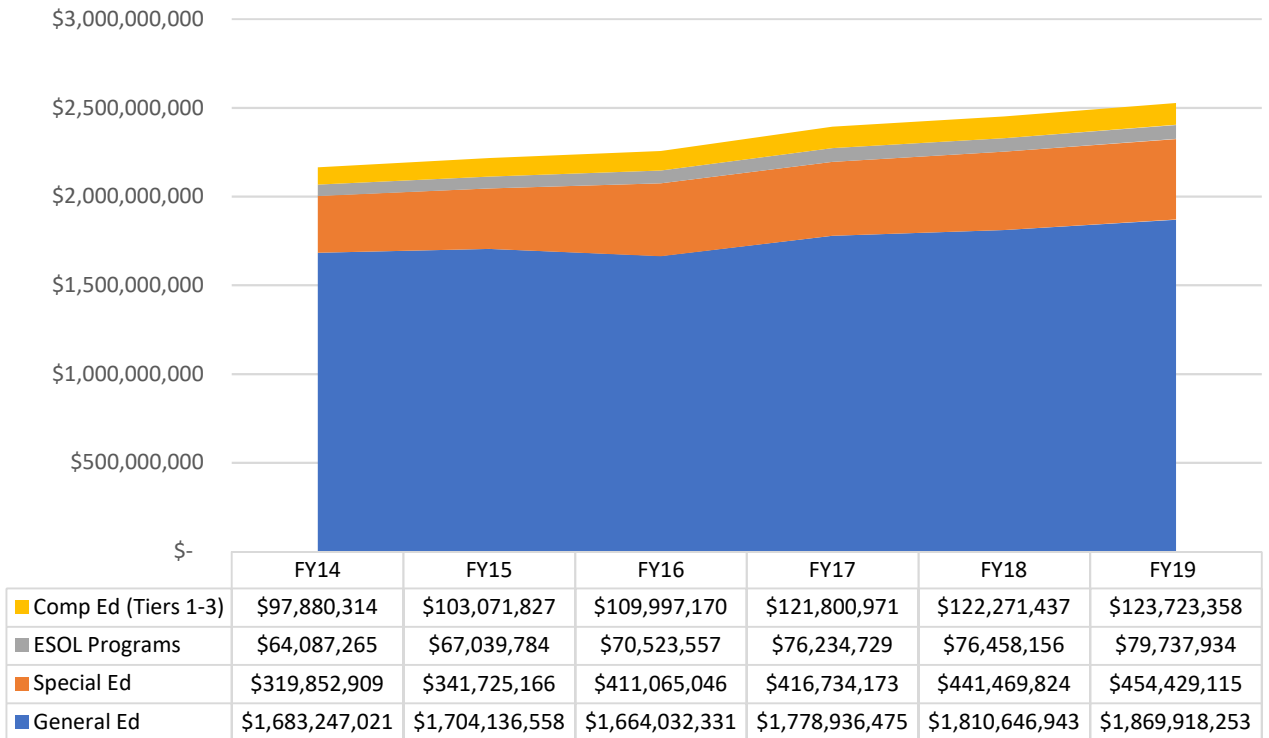


Chart 5.10: Current Fund Budget by Function



A review of the data shows that 74 percent of the Current Fund budget was allocated to general education, 18 percent was allocated to special education, three percent was allocated to ESOL programs, and five percent was allocated to compensatory education programs. A comparison of the Current Fund budget to enrollment shares shows that the Current fund has been skewed to serving students with disabilities compared to other service groups. More specifically, between FY14 and FY19:

- Special education accounted for 15-20 percent of the Current Fund budget compared to students with disabilities accounting for 11-12 percent of enrollment;
- Compensatory education accounted for five percent of the Current Fund budget while students eligible for FARMS accounted for a third of enrollment; and
- ESOL programs accounted for three percent of the budget compared to English learners accounting for 15-18 percent of enrollment.

2. Current Fund Budgeted Positions by Function

This subsection describes trend data included in the MCPS operating budget (Table 5) to describe full-time equivalent (FTE) positions budgeted in the MCPS Current Fund across the following five functions:

- **General Education, Schools and Administration** positions assigned to schools and general education administration (e.g. Human Resources, School Support, Technology);
- **General Education, Operations** positions that support non-instructional services and functions (FTE's in Chapter 7 of Administrative Budget like Facilities Maintenance and Transportation);
- **Special Education** positions in schools and administration;
- **ESOL Program** positions in schools and administration; and
- **Compensatory Education** positions, including Pre-K, in schools and administration.

The charts on the next page describe budgeted Current Fund FTE's by Function from FY14 - FY19.

Chart 5.11: Budgeted FTE's by Function, FY19

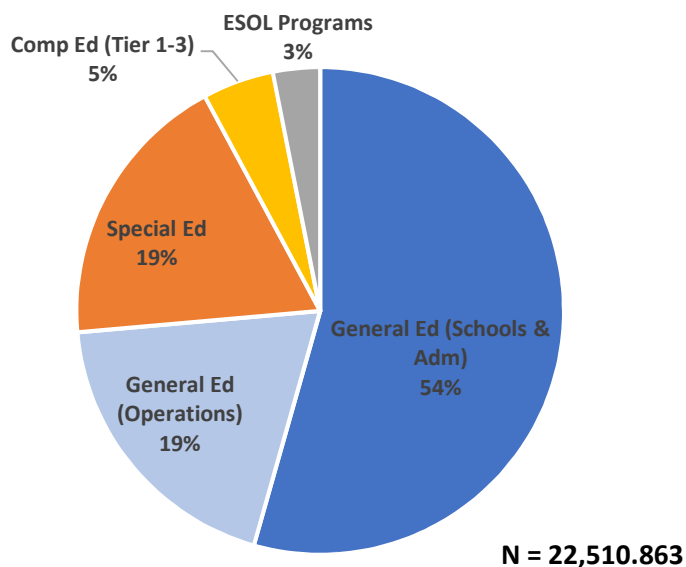
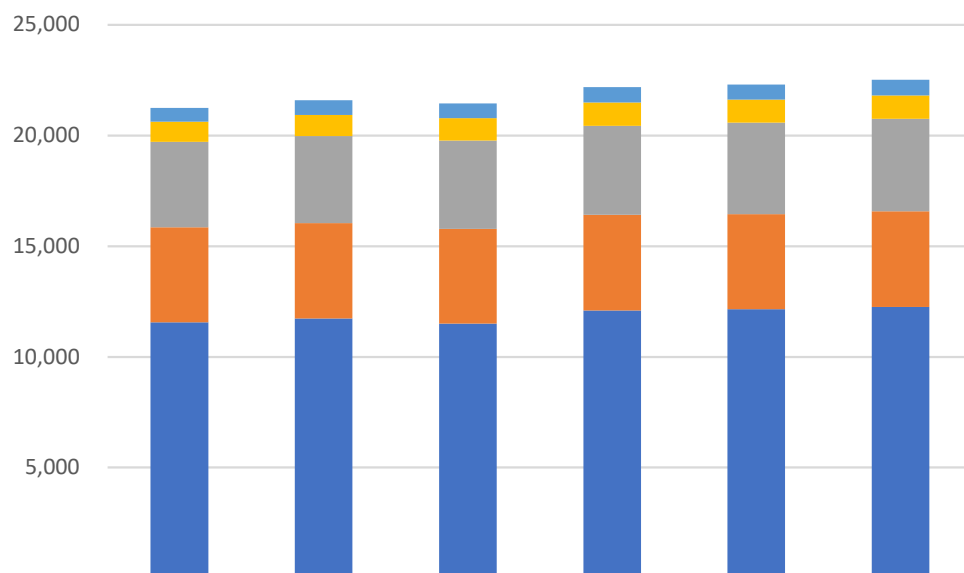


Chart 5.12: Budgeted FTE's by Function



	FY14	FY15	FY16	FY17	FY18	FY19
ESOL Programs	628	662	669	688	679	702
Comp Ed (Tier 1-3)	901	956	1,007	1,062	1,050	1,060
Special Ed	3,863	3,935	3,994	4,017	4,122	4,178
General Ed (Operations)	4,300	4,312	4,279	4,317	4,307	4,323
General Ed (Schools & Adm)	11,552	11,723	11,498	12,097	12,141	12,248

The Current Fund FTE data by function mirrors the Current Fund Budget data by function because personnel costs account for the bulk (~90%) of MCPS' Current Fund Budget. Both data points on the budget and for FTE's attribute 73 percent of the Current Fund budget to general education in FY19.

The Current Fund by FTE data further breaks down the share of general education positions assigned to schools and administration as 54 percent of all FTE's while general education positions assigned to operations accounted for 19 percent of all positions. The Current Fund FTE data also shows that 19 percent of all positions were assigned to special education, five percent of FTE's were assigned to compensatory education, and three percent of FTE's were assigned to ESOL programs.

A review of the FTE trend data shows that shares of positions assigned to each function remained the same, but that the number of positions assigned to compensatory education and ESOL Programs grew at a faster rate than those assigned to other functions. More specifically, the data show that from FY14 to FY19, the number of budgeted FTE's grew by:

- 16.7% for Compensatory Education (159 positions);
- 11.7% for ESOL Programs (74 positions);
- 8.2% for Special Education (315 positions);
- 6.0% for General Education positions assigned to Schools and Administration (696 positions);
- 0.5 percent among General Education positions assigned to Operations (23 positions).

Yet, given there are four-times as many special education FTE's as compensatory education FTE's (and six times as many ESOL personnel), the smaller rate of increase in special education FTE growth between FY14 and FY19 ellipses the larger rates of increase in compensatory education and ESOL staff combined (315 additional special education FTE's v. 233 additional compensatory education and ESOL FTE's).

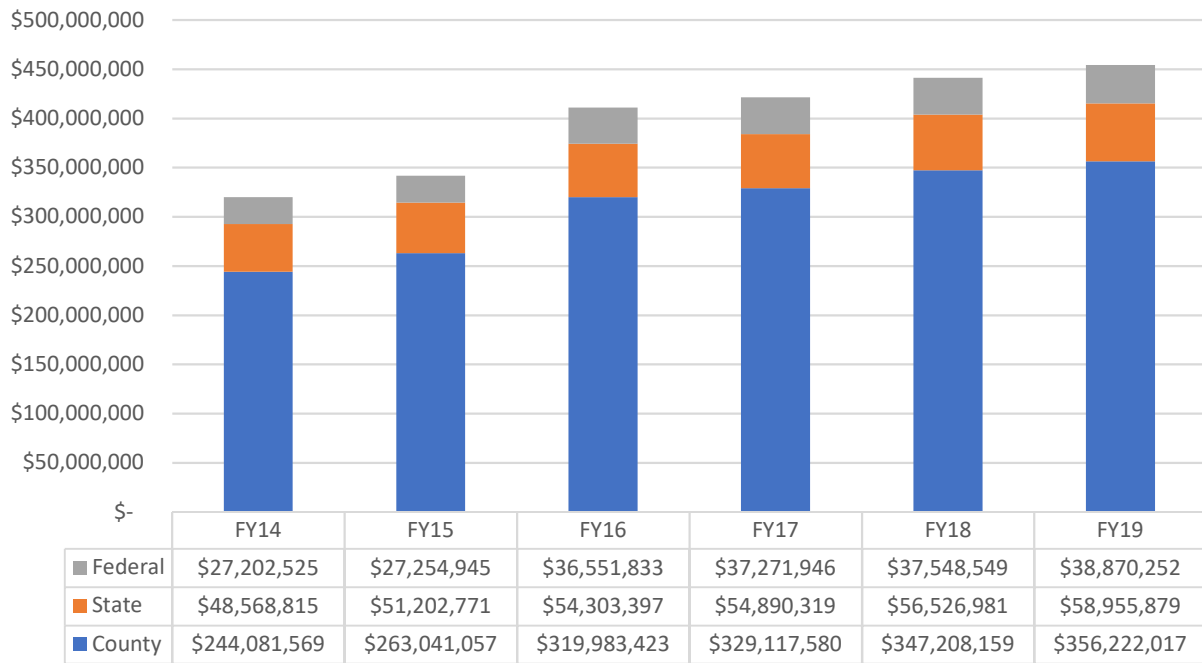
C. Current Fund Revenue by Source and Function

This section describes the sources of revenue for programs meeting the needs of the three student service groups by tracking FY14 – FY19 local, state, and federal data revenue for special education, ESOL programs, and compensatory education. Three sets of findings emerge from the data reviewed:

- County revenue was the largest source of funding for special education – accounting for 78 percent (\$356 million of \$454 million) of budgeted special education expenditures in FY19.
- State revenue was the largest source of funding for ESOL programs – accounting for 92 percent (\$74 million of \$80 million) of budgeted ESOL program expenditures in FY19.
- State revenue was the largest source of funding for MCPS' compensatory education programs. In fact, state compensatory education funding at \$142 million in FY19 exceeded MCPS' compensatory education budget of \$124 million.

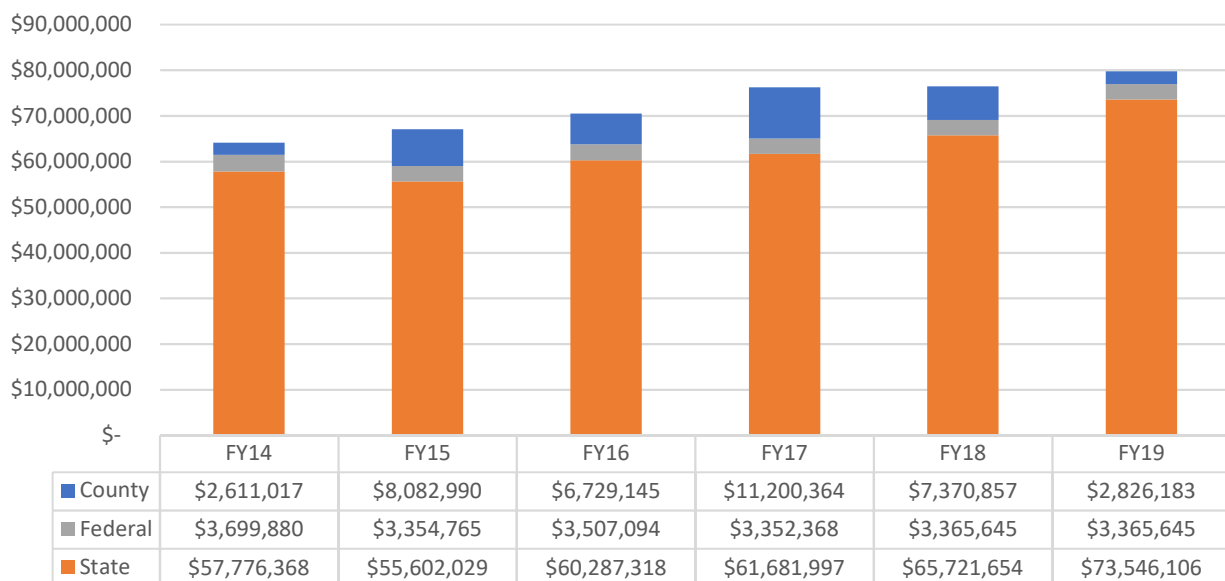
1. Special Education Revenue by Source

The chart and table below describe special education revenue by source from FY14 to FY19. It shows that County funding accounted for 76-79 percent of the MCPS' special education budget while federal revenue accounted for 8-9 percent and state revenue accounted for the remaining 12-13 percent

Chart 5.13: Special Education Revenue by Source


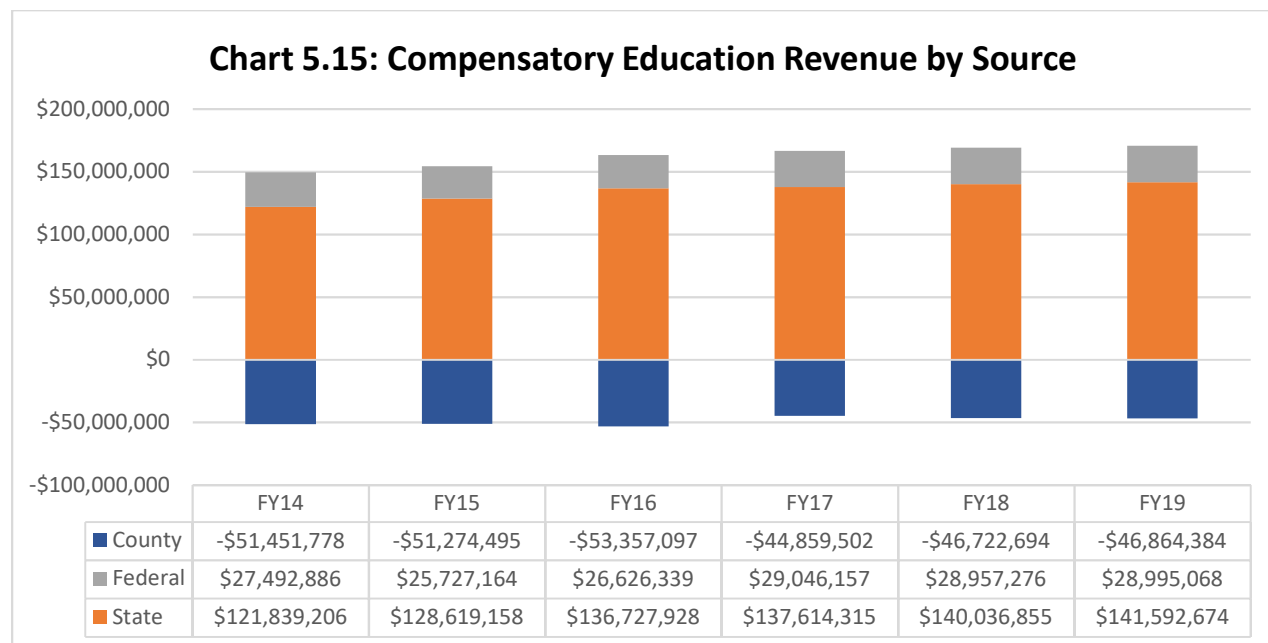
2. ESOL Program Revenue by Source

The chart and table below describe ESOL program revenue by source from FY14 to FY19. It shows that state funding accounted for about 90 percent of MCPS' ESOL budget while federal and County revenue each accounted for about four percent of the ESOL program budget.

Chart 5.14: ESOL Program Revenue by Source


3. Compensatory Education Revenue by Source

The chart and table below describe compensatory education revenue by source from FY14 to FY19. Like ESOL programs, a review of trend data shows that MCPS' compensatory education budget primarily relied on state revenue for funding. However, more than a quarter of the state compensatory education revenue that MCPS received in FY19 was shifted to non-compensatory education programs because MCPS budgeted \$47 million less for compensatory education than it received (\$124 v. \$171 million). Moreover, between FY14 and FY18, MCPS shifted \$45 to \$53 million in state compensatory education funding annually to programs that were **not** allocated to schools based on their FARMS rate or students.

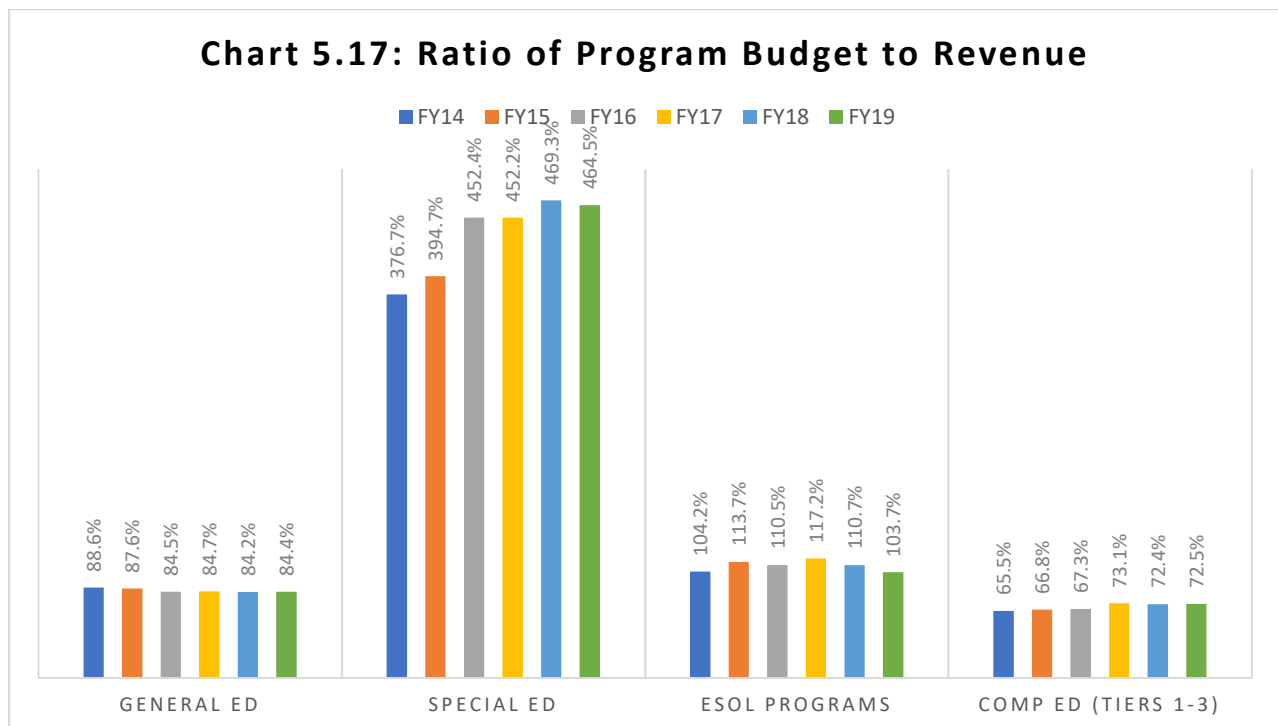
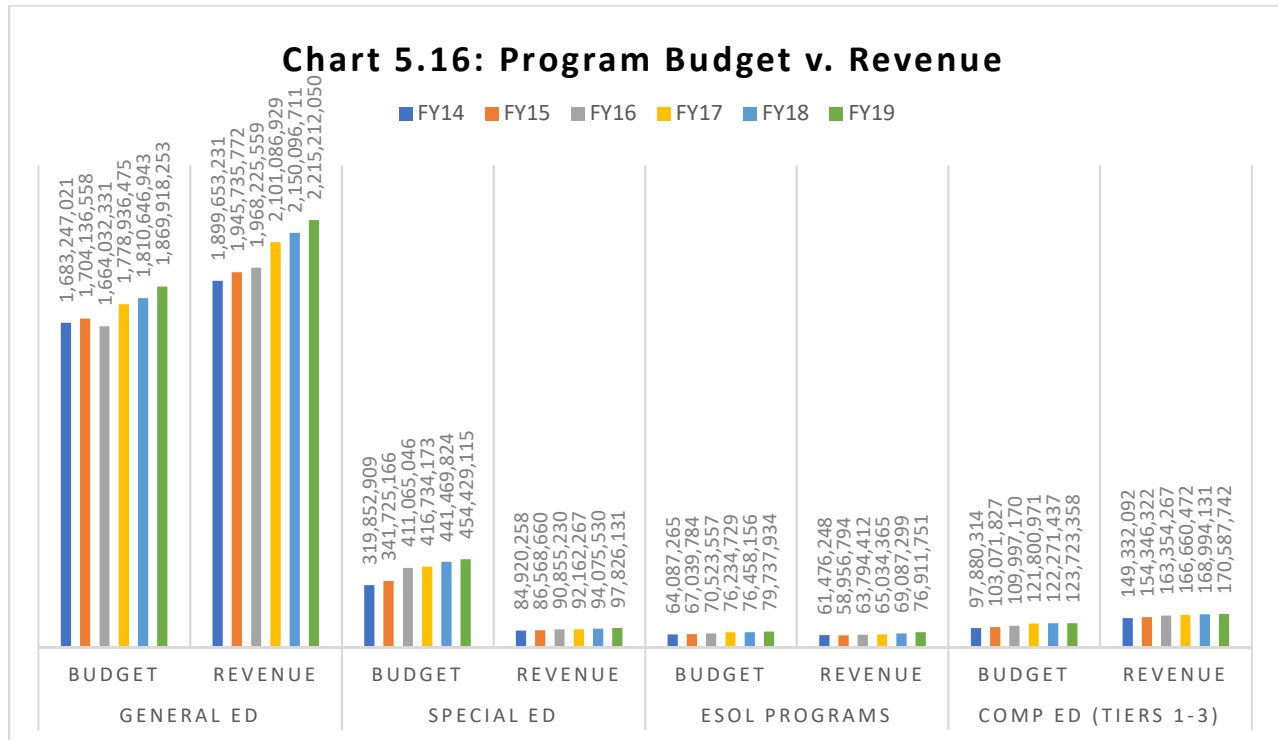


D. Current Fund Revenue v. Budget by Function

This section compares Current Fund revenue to the Current Fund budget by function. An analysis of the data demonstrates gaps between annual budgets and revenues for three of the Current Fund's four functions. More specifically, a review of the data shows that:

- General Education Revenues exceeded the General Education Budget.** In FY19, the general education budget accounted for 74 percent of the Current Fund budget while general education revenue accounted for 86 percent of Current Fund revenue. In turn, 84 – 89 percent of general education revenues were budgeted for general education programs annually.
- The Special Education Budget exceeded Special Education Revenue by a ratio of up five to one.** Whereas federal and state special education revenue accounted for 4 percent of Current Fund revenue in FY19, the special education budget accounted for 18 percent of the Current Fund.
- The ESOL Program Budget slightly exceeded ESOL Program Revenue.** In FY19, the ESOL program budget accounted for three percent of the Current Fund budget and federal and state ESOL program revenue accounted for three percent of Current Fund Revenue. Unlike special education, MCPS did not significantly supplement its ESOL budget with County funding.

- Compensatory Education Revenues exceeded the Compensatory Education Budget by a third to a quarter.** The FY19 budget for Compensatory Education accounted for four percent of the Current Fund Budget while federal and state Compensatory Education revenue accounted for seven percent of Current Fund Revenue. In turn, only 66-73 percent of federal and state revenue for compensatory education were budgeted for Tiers 1-3 programs annually.



Overall, a review of the data in this section shows that differences in state and federal program revenue for service group programs do not explain the disparity in budgeting across service group programs. MCPS received more federal and state revenue for compensatory education programs than it receives for special education or ESOL programs. In FY19, for example, MCPS received \$98 million in federal and state revenue for special education and \$77 million for ESOL programs compared to \$171 million for compensatory education. Yet, MCPS budgeted \$454 million for special education, \$80 million for ESOL programs, and \$124 million for compensatory education programs.

The difference in service group budgeting is driven, at least in part, by federal mandates that require states and local school systems to maintain their special education spending annually or risk returning federal funding received for special education programs. In FY19, MCPS received \$33 million in federal IDEA revenue compared to budgeting \$454 million for special education. As such, the federal maintenance of effort requirements for special education spending combined with the magnitude of prior special education spending within MCPS creates an unfunded mandate for MCPS' special education programs that crowds out new spending for general, education, compensatory education, and ESOL programs, even with increased state aid for such programs and subgroup enrollment.

E. Per Pupil Budget by Function

This section compares Current Fund budgets and revenues by function to student enrollments to describe the resources available and budgeted per eligible student by service group program. Utilizing MCPS budget and enrollment data, three sets of metrics are compiled and reviewed in this section:

1. **Current Fund Budget per Pupil** in general education, special education, ESOL programs, early care/pre-K programs, and Tiers 1-2 and Tiers 1-3 compensatory education programs;
2. **Current Fund Revenue per Pupil** in general education, special education, ESOL programs, early care/pre-K programs, and Tiers 1-3 compensatory education programs;
3. **Ratio of Per Pupil Budget to Revenue** in general education, special education, ESOL programs, early care/pre-K programs, and Tiers 1-2 and Tiers 1-3 compensatory education programs.

Three sets of findings emerge from an analysis of the data reviewed in this section.

- MCPS budgeted \$11,700 per student for general education in FY19. MCPS budgeted an additional \$22,900 per student with a disability, an additional \$2,800 per English learner, and an additional \$1,600 - \$2,000 per K-12 student receiving FARMS for compensatory education programs. MCPS also budgeted \$6,800 per student enrolled in Head Start and Pre-K.
- MCPS received more revenue than it budgeted for general and compensatory education programs but received less revenue than it budgeted for special education and pre-K. In FY19, MCPS received \$13,800 in local revenue per K-12 student for general education, \$5,100 in federal and state revenue per student with a disability, \$2,700 in federal and state revenue per English learner, \$3,300 in federal and state revenue per K-12 student eligible for FARMS,⁴⁵ and \$1,300 in federal and state revenue per pre-k student. MCPS relied on general education and compensatory education revenue to partially fund special education and pre-k.

⁴⁵ This figure excludes federal funding for the School Meal Fund that serves as a MCPS Enterprise Fund.

- The magnitude of the difference in per pupil resources by function is wide. While low-income students were budgeted at 14-17 percent more than the general education per pupil budget for compensatory education, and English learners were budgeted at 24 percent more than the general education per pupil budget for ESOL programs, students with disabilities were budgeted at 196 percent more than the general education per pupil budget for special education. With general education services available to all students, MCPS' per pupil service group budgets, inclusive of general education, in FY19 averaged:
 - \$11,667 for general education for all students;
 - \$13,256 to \$13,645 per low-income student for compensatory and general education;
 - \$14,473 per English learner for ESOL programs and general education; and
 - \$34,562 per student with a disability for special and general education.

1. Current Fund Budget Per Pupil

Chart 5.18 on the next page describes OLO calculations of per pupil budget data for:

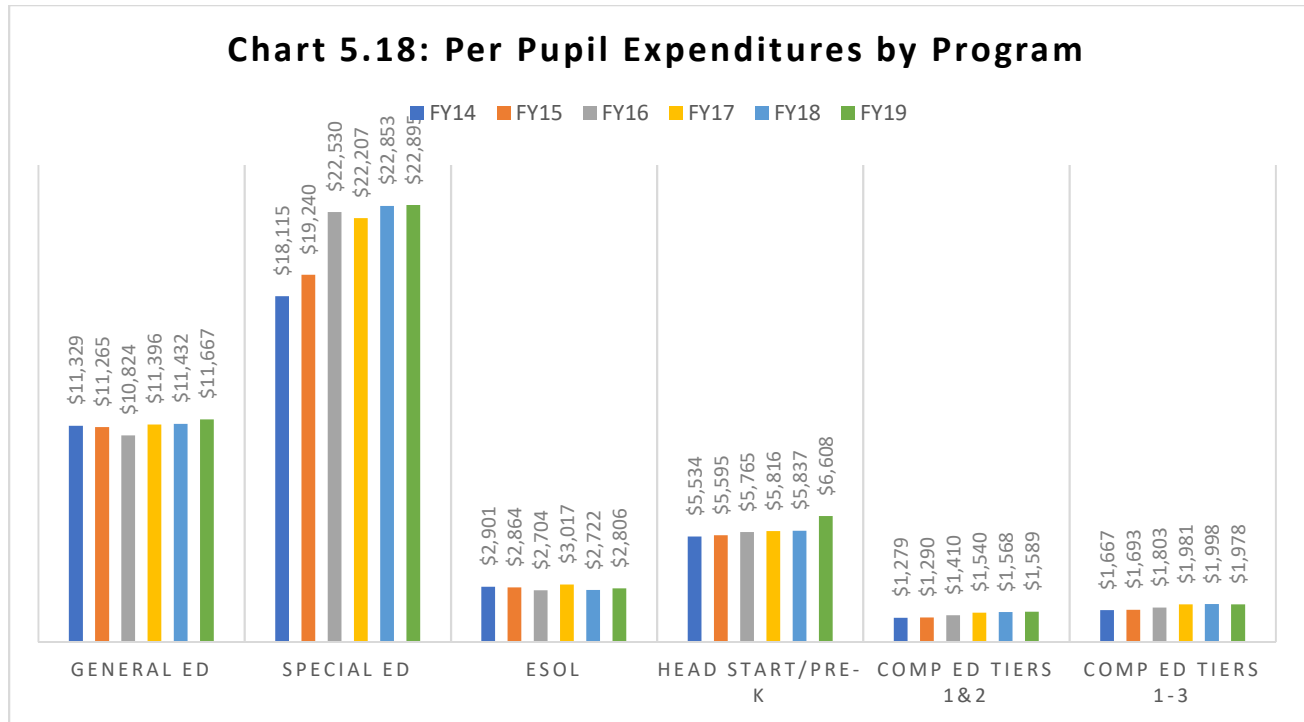
- **General Education** calculated as General Education Budget/Total Enrollment;⁴⁶
- **Special Education** calculated as Special Education Budget/Special Education Enrollment;⁴⁷
- **ESOL Programs** calculated as ESOL Program Budget/ESOL Enrollment;
- **Head Start/Pre-K** calculated as Head Start & Pre-K Budget/Head Start & Pre-K Enrollment;
- **Compensatory Education Tiers 1-2 Programs** calculated as K-12 Compensatory Education Tiers 1-2 Budget/K-12 FARMS Enrollment; and
- **Compensatory Education Tiers 1-3 Programs** calculated as K-12 Compensatory Education Tiers 1-3 Budget/K-12 FARMS Enrollment.

A review of FY14 to FY19 data shows that the per pupil budget for:

- General education increased 3.0 percent from \$11,329 to \$11,667;
- Special education increased 26.4 percent from \$18,115 to \$22,895;
- ESOL programs **decreased** 3.5 percent from \$2,901 to \$2,806;
- Head Start/Pre-K increased 19.4 percent from \$5,534 to \$6,608;
- K-12 Tiers 1-2 compensatory education programs increased 24.2 percent from \$1,279 to \$1,589; and
- K-12 Tiers 1-3 compensatory education programs increased 18.7 percent from \$1,667 to \$2,025.

⁴⁶ Excludes General Education Pre-K Enrollment and Head Start, but includes infants and toddlers in special education and students with disabilities in non=public placements.

⁴⁷ Include infants and toddlers in special education and students with disabilities in non=public placements.



Overall, the data show that per pupil budgets for compensatory education and pre-k programs grew at a faster rate than the growth in the per pupil budgets for general education (19-24 percent v. 3 percent). Per pupil budgets for special education experienced the highest rate of growth (26 percent) while per pupil funding for ESOL programs actually diminished between FY14 and FY19 (by 3 percent).

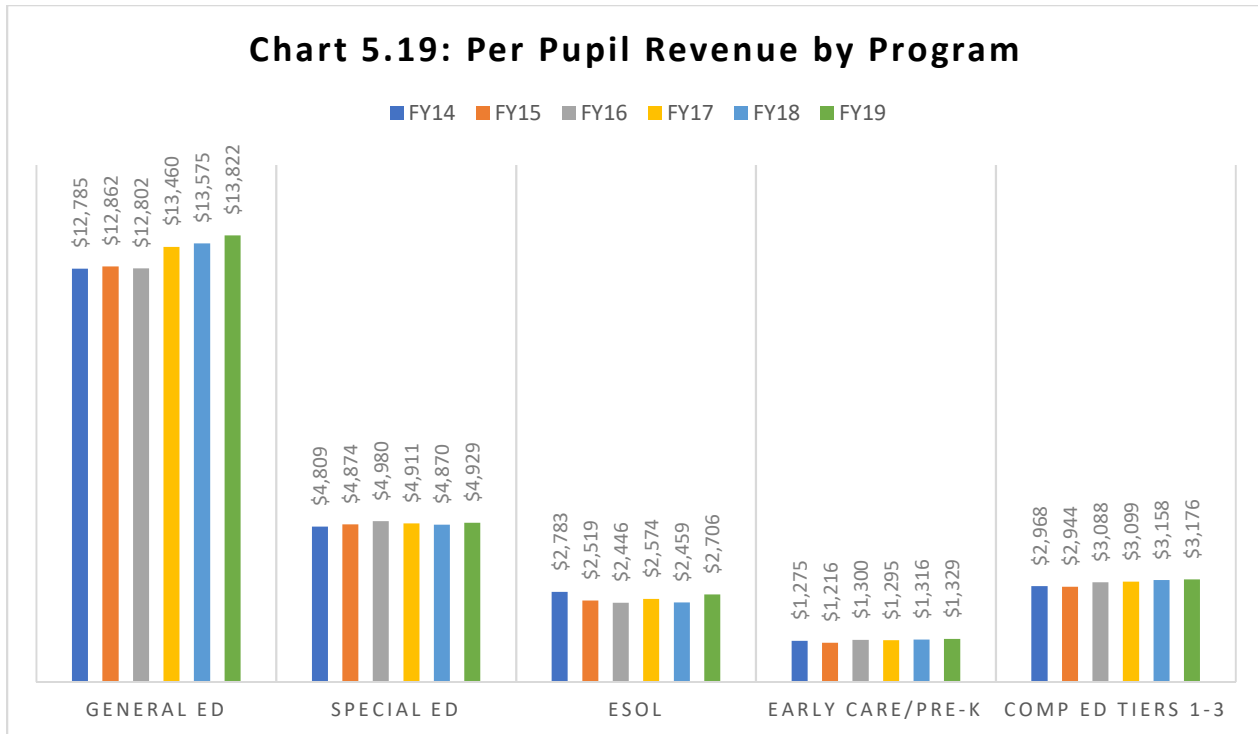
2. Current Fund Revenue Per Pupil

The chart on the next page describes OLO calculations of marginal per pupil revenue data for:

- **General Education** calculated as General Education Revenue/Total Enrollment;⁴⁸
- **Special Education** calculated as federal and state Special Education Revenue/Special Education Enrollment;⁴⁹
- **ESOL Programs** calculated as federal and state ESOL Program Revenue/ESOL Enrollment;
- **Head Start/Pre-K** calculated as federal Head Start Revenue/Head Start & Pre-K Enrollment; and
- **K-12 Compensatory Education** calculated as federal and state Compensatory Education Revenue/K-12 FARMS Enrollment.

⁴⁸ Excludes General Education Pre-K Enrollment and Head Start, but includes infants and toddlers in special education and students with disabilities in non=public placements.

⁴⁹ Include infants and toddlers in special education and students with disabilities in non=public placements.



A review of FY14 to FY19 data shows that the per pupil revenue for:

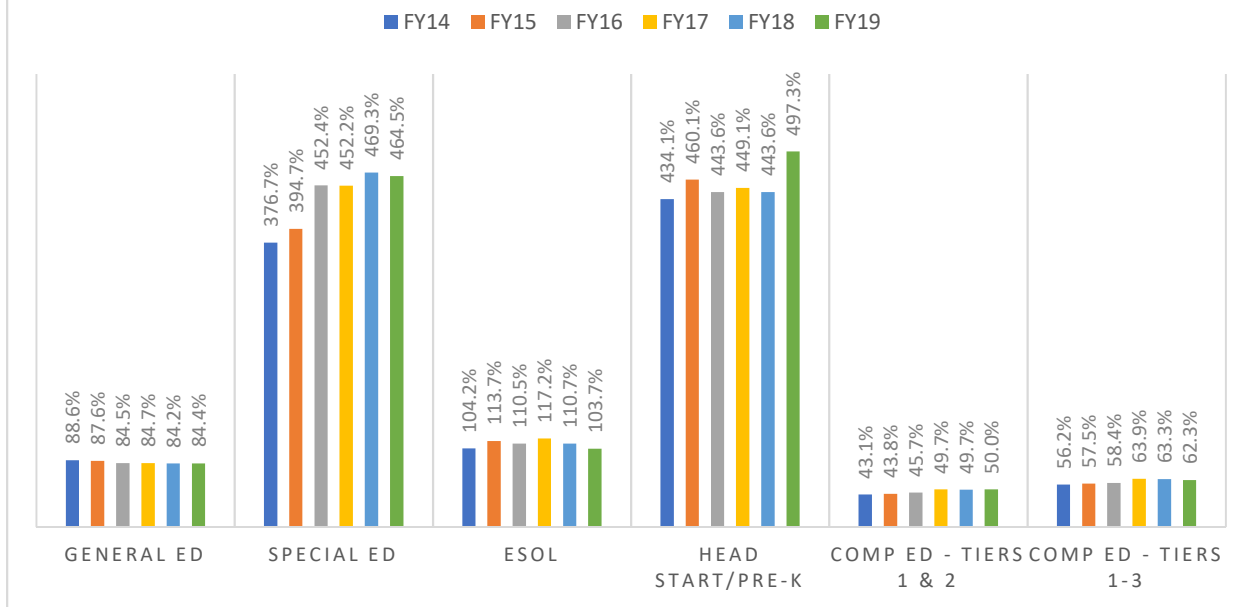
- General education increased 8.1 percent from \$12,785 to \$13,822;
- Special education increased by 2.5 percent from \$4,809 to \$4,929;
- ESOL programs **decreased** 2.8 percent from \$2,783 to \$2,706;
- Head Start/Pre-K increased 4.2 percent from \$1,275 to \$1,329; and
- K-12 compensatory education increased 7.0 percent from \$2,968 to \$3,176.

In sum, the data show that from FY14 to FY19 per pupil revenue for general and compensatory education grew at a faster rate than per pupil growth in Head Start/Pre-K and special education revenue but MCPS experienced declines in per pupil revenue for its ESOL programs.

3. Ratio of Budgets to Revenues Per Pupil

The final chart below describes the ratio of per pupil budgets to revenue across six metrics:

- **General Education** calculated as General Education Budget/General Education Revenue;
- **Special Education** calculated as Special Education Budget/federal and state Special Education Revenue;
- **ESOL Programs** calculated as ESOL Programs Budget/federal and state ESOL Program Revenue;
- **Head Start/Pre-K** calculated as Head Start & Pre-K Budget/federal and state Early Care Revenue;
- **Compensatory Education Tiers 1-2 Programs** calculates as Compensatory Education Tiers 1-2 Budget/federal and state Compensatory Education Revenue; and
- **Compensatory Education Tiers 1-3 Programs** calculated as Compensatory Education Tiers 1-3 Budget/federal and state Compensatory Education Revenue.

Chart 5.20: Ratio of Per Pupil Budget to Revenue


Overall, between FY14 and FY19:

- The general education budget per student accounted for 84 to 89 percent of the local revenue MCPS received.
- The special education budget per student accounted for 377 to 469 percent of federal and state revenue MCPS received for special education.
- The ESOL program budget per student accounted for 104 to 117 percent of the federal and state revenue MCPS received for ESOL programs.
- The Head Start/Pre-K Budget per student accounted for 434 to 497 percent of federal revenue MCPS received for Head Start.
- The K-12 Compensatory Education Tier 1-2 budget per student accounted for 43 to 50 percent of the federal and state revenue MCPS received for compensatory education.
- The K-12 Compensatory Education Tier 1-3 budget per student accounted for 56 to 64 percent of the federal and state revenue MCPS received for compensatory education.

F. ERS Per Pupil Costs and Teacher Compensation Costs

This section describes data compiled by Education Resource Strategies for MCPS on average teacher compensation and per pupil general education and compensatory education costs. This section also describes data on teacher experience by grade level and school poverty level compiled by ERS. Their estimates based on FY18 data are presented in two parts to describe: 1) per student general and compensatory education costs; and 2) teacher experience and average compensation costs.

Overall, ERS's findings on FY18 compensatory education per pupil costs, general education per pupil costs, and variance in teacher compensation and experience by school poverty level align with this report's findings and echo OLO Report 2015-15's findings. These reports' analyses show that:

- More experienced teachers are allocated to low-poverty schools and a greater share of novice teachers are allocated high-poverty school personnel;
- Differences in teacher assignment by experience result in higher per pupil general education costs in low-poverty schools and lower general education costs in high-poverty schools;
- Per pupil funding for K-12 compensatory education programs in MCPS equates to about 14 percent of general education funding per student.

Taken together, these findings suggest that students enrolled in high-poverty schools are not only disadvantaged by the under-funding of compensatory education and ESOL programs that disparately impact their schools: they are also disadvantaged by the greater share of novice teachers assigned to their schools and in turn, the lower amounts of general education funds allocated to their schools.

1. Estimates of General Education and Compensatory Education Costs

In FY18, ERS estimated MCPS' per pupil expenditures for general education at \$10,900 per student (OLO estimates \$11,400 per student in FY18 as noted in Chart 5.18). ERS also estimated that MCPS invested 14 percent of the general education base for compensatory education investments to offset the impact of poverty at \$1,500 per pupil. Similarly, OLO estimates the costs of Tier 1 and Tier 2 compensatory education programs equaled 13.8 percent of general education costs at \$1,580 per pupil in FY18.

ERS's estimates of per pupil compensatory education costs are based on their identifying \$87 million in incremental dollars that MCPS invested in students living in poverty. Their calculation excluded \$4.1 million of "poverty" investments in Pre-K. ERS' estimates of compensatory education costs are analogous to this report's estimates of Tiers 1-2 Compensatory Education Program Costs minus the cost of Head Start and Pre-K at \$82.7 million in FY18.⁵⁰

ERS also found that MCPS expended less on base general education costs for students in high-poverty elementary and middle schools than for their peers enrolled in low-poverty schools.⁵¹ More specifically, ERS' bar charts estimate general education spending and costs that were:

- Approximately \$500 more per student for low-poverty elementary schools v. high-poverty schools (\$8,500 for non-focus schools v. \$8,000 for Title I and \$8,400 for focus schools); and
- Approximately \$200 more per student enrolled in low-poverty middle schools v. high-poverty schools (\$9,200 for non-focus schools v. \$9,000 for impacted middle schools).

⁵⁰ See Table A-19 in the Appendix

⁵¹ See slides 31 and 32 from

[https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BBQJRY4E0FE8/\\$file/Prog%20Perform%20Share-out%20ERS%20MCPS%20Partnership%20190429%20PPT.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BBQJRY4E0FE8/$file/Prog%20Perform%20Share-out%20ERS%20MCPS%20Partnership%20190429%20PPT.pdf)

When adding resources for compensatory education and ESOL program to per pupil funding calculations, ERS finds that budgeted per pupil expenditures for high-poverty schools exceed pupil expenditures for low-poverty schools. However, this is not an “apples-to-apples” comparison. Similar to excluding special education spending and self-contained classes from per student calculations of school spending, ERS should have excluded per student compensatory education and ESOL spending from its per student school spending calculations to exclusively use per student general education costs to calculate per student spending among its schools. Similarly, MCPS should separately calculate per pupil spending on ESOL programs, special education, and compensatory education by school.

Finally, it is important to recognize the additional federal and state revenue that MCPS receives based on its low-income and English learner enrollment to meet the learning needs of these subgroups. In FY19, MCPS received \$171 million in federal and state revenue for compensatory education and another \$77 million in federal and state revenue for ESOL programs. To add spending for these targeted programs to per school spending calculations undermines the ability to consider whether MCPS expends similar amounts per student among its schools given similar needs for special services. In short, combining per student general education spending with per student compensatory education and ESOL program spending to report per student spending by school provides at best an “apples-to-oranges” comparison that obfuscates a meaningful understanding of MCPS’ school funding for common needs.

2. Teacher Experience and Average Compensation Costs

ERS finds that differences in teacher experience and average compensation explain the higher cost of general education in low-poverty schools v. high-poverty schools. They note significant differences in the percentages of novice teachers assigned to low- and high-poverty schools. In FY18, they found that novice teachers accounted for:

- 22% of teachers in Title I schools v. 16% in focus and 13% in non-focus elementary schools;
- 23% of teachers in impacted middle schools v. 11% in non-focus middle schools; and
- 16% of teachers in highly impacted high schools v. 10% for non-focus/impacted high schools.

In turn, ERS found disparities in teacher compensation among low- and high-poverty schools. In FY18, they found that teacher compensation, inclusive of salaries and benefits, averaged:

- \$97,060 for Title I schools v. 99,402 for focus and \$103,398 for non-focus elementary schools;
- \$98,567 for impacted middle schools v. \$107,624 for non-focus middle schools; and
- \$102,701 for highly impacted high schools v. \$107,249 for non-focus/impacted high schools.

These findings align with key findings from OLO Report 2015-15 indicating the allocation of more experienced teachers and higher per teacher compensation costs for low-poverty schools compared to high-poverty schools. ERS further notes that if higher need, high-poverty schools had the same average teacher compensation as their lower need, lower-poverty counterparts, they would receive an additional \$32 million in additional funding.

Chapter 6. Findings and Recommendations

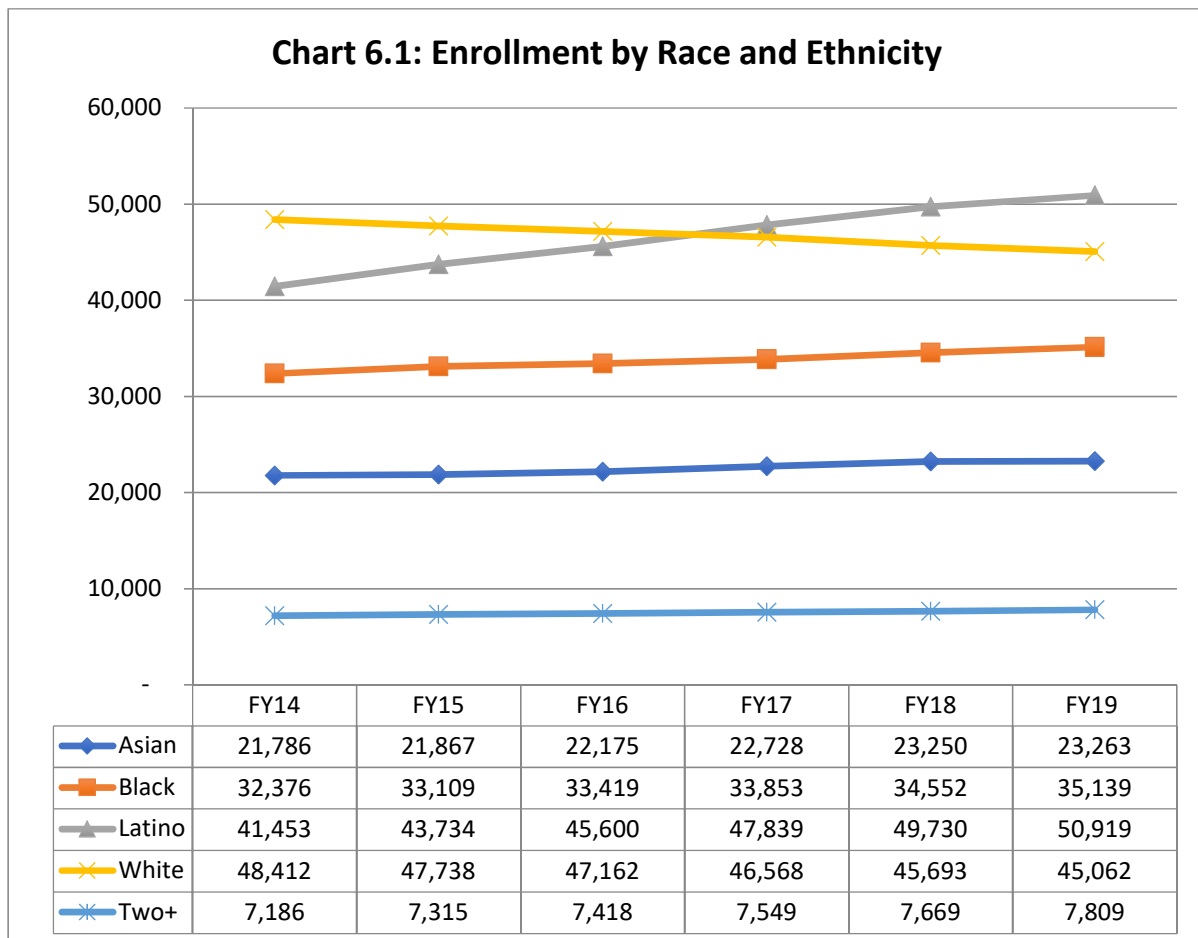
The County Council tasked the Office of Legislative Oversight to review Montgomery County Public Schools data on student performance and resource allocations to better understand how the school system targets its resources to narrow its performance gaps among student subgroups. Overall, OLO found that performance gaps by race, ethnicity, income, language, and disability persist within MCPS. OLO also found that two opportunity gaps – lack of access to integrated schools among Black and Latinx students and inadequate funding of compensatory education and ESOL programs – also persist within MCPS. This chapter is presented in two parts to describe OLO’s key findings and recommendations for County Council and Board of Education discussion and action.

Summary of Findings

Based on an analysis of the data reviewed, with this current OLO report five key findings emerge regarding student performance and resource allocations.

Finding #1: MCPS is a diverse and segregated school system.

Students of color – Latinx students, African Americans, Asian students and multi-racial students– have increased their share of student enrollment while the number of White students enrolled has declined. In FY19, White students accounted for 28% of MCPS enrollment compared to 33% of enrollment in FY14.



White and Asian students, however, accounted for a majority of students enrolled in MCPS' low-poverty elementary schools while Latinx and Black students accounted for a majority of students enrolled in MCPS' high-poverty elementary schools. A majority of the school system's low-income students and English learners were also enrolled in MCPS' high-poverty schools. Research suggests that concentrated poverty among schools adversely impacts students enrolled in such schools.⁵²

Figure 6.1: Distribution of Asian and White Students in Elementary Schools

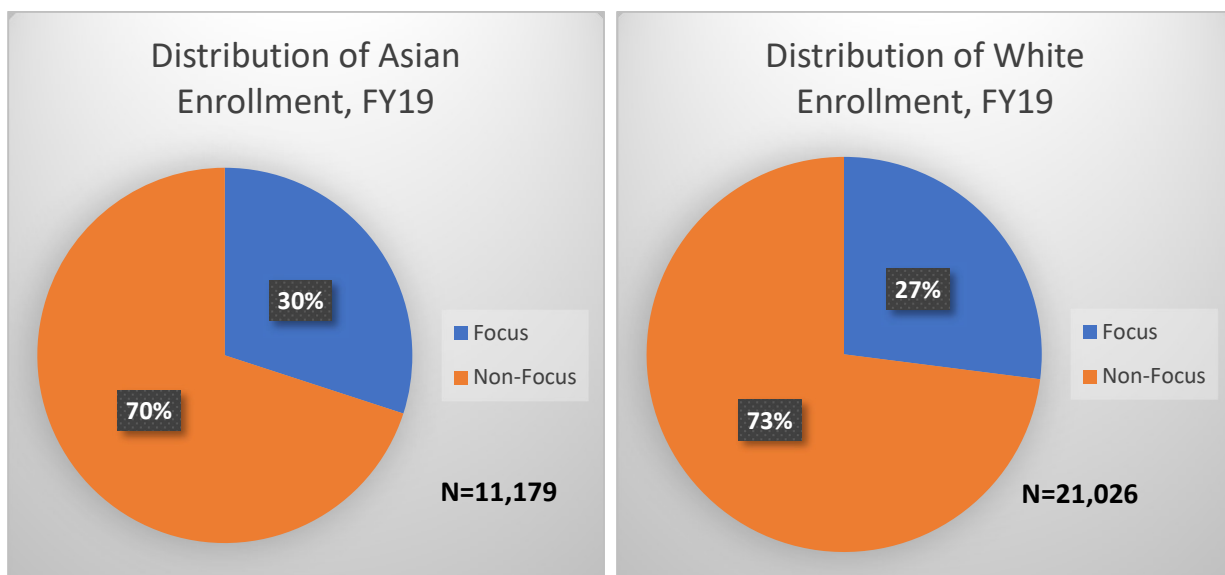
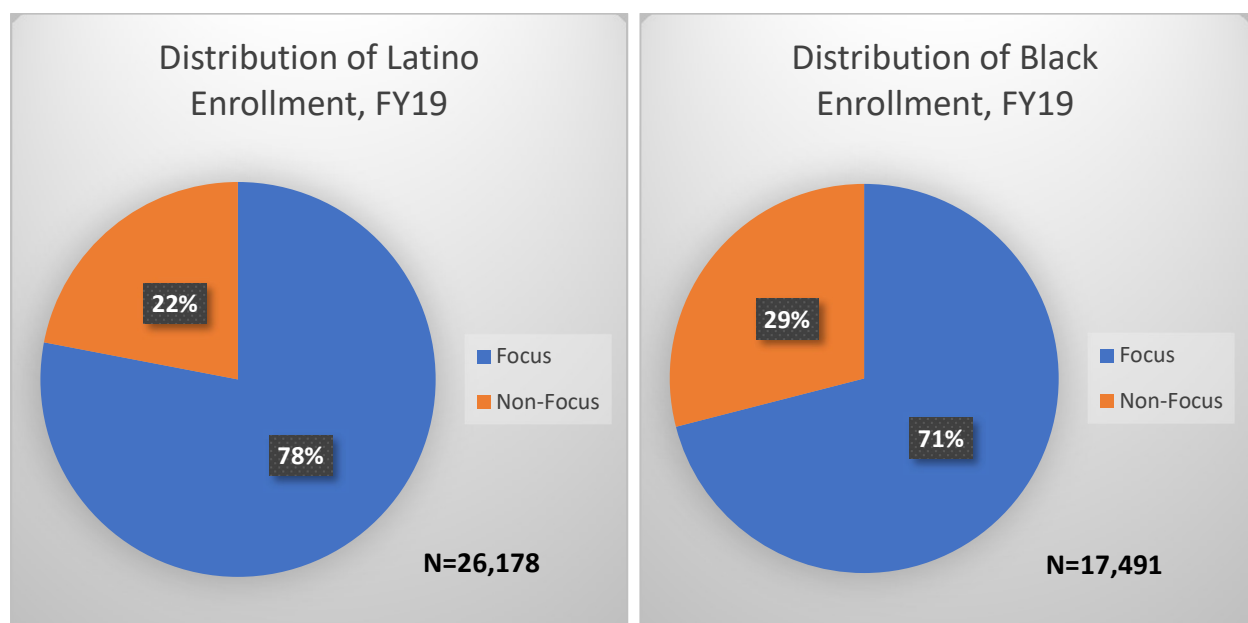
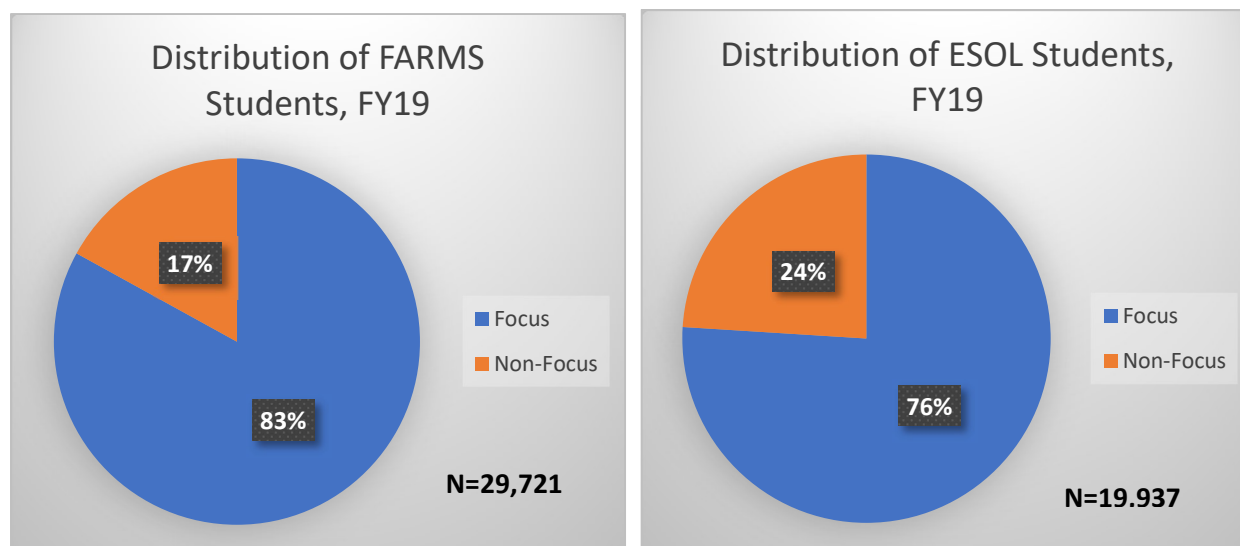


Figure 6.2: Distribution of Latinx and Black Students in Elementary Schools



⁵² See <https://education.umd.edu/research/centers/mep/research/k-12-education/does-school-composition-matter-estimating-relationship>; <https://www.montgomerycountymd.gov/OLO/Resources/Files/OLO%20Report%202014-7%20Final.pdf>

Figure 6.3: Distribution of FARMS and ESOL Students in Elementary Schools

Finding #2: MCPS' performance gaps by race and ethnicity persist.

There has been little to no diminution in the performance gap by race or ethnicity among most of the measures reviewed by OLO. As noted in the chart below, Asian, White, and multi-racial students consistently outperformed Latinx and Black students across a dozen measures.

Table 6.1: Percent of MCPS Students by Race and Ethnicity Meeting Performance Benchmarks

<u>Metrics</u>	Asian	White	Two +	Black	Latinx
School Readiness, 2018	67.0%	70.0%	70.0%	46.0%	35.0%
English Language Arts PARCC 3-5, 2019*	76.2%	72.4%	66.1%	39.5%	31.0%
English Language Arts PARCC 6-8, 2019*	79.3%	74.8%	69.3%	39.0%	31.2%
English Language Arts PARCC 10, 2019	77.8%	78.6%	73.0%	38.7%	30.7%
Math PARCC 3-5, 2019*	79.8%	71.8%	64.1%	34.4%	30.1%
Math PARCC 6-8, 2019*	56.0%	53.5%	45.7%	17.1%	14.6%
Algebra 1 PARCC, 2019	63.7%	61.4%	53.4%	17.0%	12.7%
AP/IB Performance, Class of 2018	75.7%	73.3%	63.4%	32.1%	39.7%
SAT Performance - English, Class of 2019	87.8%	91.6%	85.3%	60.1%	52.5%
SAT Performance - Math, Class of 2019	78.2%	77.1%	70.1%	34.2%	28.2%
Four Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%
Four Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%

*OLO calculated data point based on sum of 2019 grade level data weighted by 2018 test takers.

And, as noted in the table below, across most measures the performance gaps for Latinx and Black students relative to their Asian and White peers did not narrow between 2014/15 to 2018/19.

Table 6.2: Change in Performance Gaps by Race and Ethnicity⁵³

<u>Metrics</u>	<u>Latinx Gap</u> (point change)	<u>Black Gap</u> (point change)
School Readiness	<u>No Change (< 2)</u>	Increased (+ 3)
English Language Arts PARCC 3-5	<u>No Change (< 2)</u>	<u>No Change (< 2)</u>
English Language Arts PARCC 6-8	Increased (+ 3)	<u>No Change (< 2)</u>
English Language Arts PARCC 10	Increased (+ 8)	<u>No Change (< 2)</u>
Math PARCC 3-5	<u>No Change (< 2)</u>	<u>No Change (< 2)</u>
Math PARCC 6-8	Decreased (- 6)	Decreased (- 6)
Algebra 1 PARCC	<u>No Change (< 2)</u>	Decreased (- 3)
AP/IB Performance	Increased (+ 3)	Decreased (- 4)
SAT Performance - English	Increased (+13)	Increased (+5)
SAT Performance - Math	Increased (+11)	<u>No Change (< 2)</u>
Four Year Cohort Dropout Rate	Increased (+ 5)	<u>No Change (< 2)</u>
Four Year Cohort Graduation Rate	Increased (+ 4)	Decreased (- 3)

⁵³ SAT performance compare 2017 to 2019. PARCC data compare 2015 to 2019. Remainder compare 2014 to 2018.

Finding #3: MCPS' performance gaps by service group status persist.

Students ineligible for FARMS, ESOL programs, and special education also consistently outperformed their peers eligible for these services as described in the table below. The performance of all students also exceeded the performance of service group students as noted on the table on the next page.⁵⁴

Table 6.3: Percent of MCPS Students by Service Subgroup Meeting Performance Benchmarks

<u>Metrics</u>	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
Four Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%
Four Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
SAT Performance – English, 2019	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
SAT Performance – Math, 2019	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%

Table 6.4: Percent of MCPS Students by Service Subgroup Meeting Performance Benchmarks

<u>Metrics</u>	All Students	SPED	ESOL	FARMS
English Language Arts PARCC 3-5, 2019**	52.5%	15.7%	12.1%	27.9%
English Language Arts PARCC 6-8, 2019**	54.3%	14.7%	5.0%*	27.9%
English Language Arts PARCC 10, 2019	52.7%	15.4%	5.0%*	29.6%
Math PARCC 3-5, 2019**	51.6%	18.1%	16.5%	27.3%
Math PARCC 6-8, 2019**	32.0%	9.2%	5.0%*	11.7%
Algebra 1 PARCC, 2019	33.5%	9.4%	5.0%*	11.4%
AP/IB Performance, Class of 2018	55.2%	14.2%	26.0%	32.8%

* Equal to five percent of student subgroup or less as reported by Maryland State Department of Education

**OLO calculated data point based on sum of 2019 grade level data weighted by 2018 test takers

The data summarized in the table below shows that MCPS' performance gap by service group status also did not narrow across a majority of the measures reviewed. Taken together, these findings demonstrate that MCPS' efforts aimed at narrowing gaps by service group have been ineffective.

⁵⁴ Based on available data, Table 6.3 compares student performance by service group status while Table 6.4 compares the performance of all students (inclusive of service group students) to service group students.

Table 6.5: Change in Performance Gaps by Service Group⁵⁵

Metrics	ESOL Gap (point change)	FARMS Gap (point change)	SPED Gap (point change)
School Readiness	Increased (+3)	Increased (+3)	Increased (+11)
ELA PARCC 3-5	<u>No Change (<2)</u>	<u>No Change (<2)</u>	Increased (+3)
ELA PARCC 6-8	Increased (+5)	<u>No Change (<2)</u>	<u>No Change (<2)</u>
ELA PARCC 10	Increased (+9)	<u>No Change (<2)</u>	Increased (+6)
Math PARCC 3-5	Increased (+4)	<u>No Change (<2)</u>	Increased (+5)
Math PARCC 6-8	<u>No Change (<2)</u>	Decreased (-3)	Decreased (-3)
Algebra 1 PARCC	<u>No Change (<2)</u>	<u>No Change (<2)</u>	Decreased (-4)
AP/IB Performance	Increased (+14)	<u>No Change (<2)</u>	<u>No Change (<2)</u>
Four Year Cohort Dropout Rate	Increased (+14)	Decreased (-2.5)	Decreased (-3)
Four Year Cohort Graduation Rate	Increased (+10)	Decreased (-5)	<u>No Change (<2)</u>
SAT Performance – English	Increased (+8)	Increased (+4)	Increased (+19)
SAT Performance – Math	Increased (+6)	Increased (+4)	Increased (+18)

Finding #4: *MCPS allocates a third of the state funding it receives based on its FARMS enrollment to non-compensatory education programs.*

Of the \$171 million in federal and state compensatory education funding MCPS received in FY19, it budgeted \$124 million for educational resources that exclusively served low-income students or were allocated to schools based on their FARMS rate. MCPS was required to budget all of the federal compensatory funding (\$29 million) it received for Title I and Head Start for supports that benefited low-income children. Maryland, however, does not require MCPS to exclusively target state aid based on its FARMS enrollment for compensatory education programs.

In 2015, MCPS acknowledged that it allocated a significant share of its state compensatory education revenue to special education programs to comply with federal maintenance of effort requirements.⁵⁶ This shifting of resources, however, is not without a consequence as research suggests that a minimum \$4,000 per student for compensatory education programs per year is necessary to narrow the performance gap by income.⁵⁷ In FY19, MCPS budgeted \$22,900 per student eligible for special education compared to allocating \$1,600 - \$2,000 in compensatory education programming per K-12 low-income student. Moreover, due to the concentration of poverty within MCPS, the shifting of state aid for compensatory education to other purposes adversely impacts a majority of MCPS' Black, Latinx, and English learning students attending high-FARMS schools.

⁵⁵ SAT compare 2017 to 2019; PARCC compare 2015 to 2018; remainder of data points compare 2014 to 2018.

⁵⁶ See https://www.montgomerycountymd.gov/OLO/Resources/Files/2015_Reports/OLOReport2015-15ResourcesAndStaffingAmongMCPSSchools.pdf

⁵⁷ See <https://www.brookings.edu/wp-content/uploads/2016/07/Download-the-paper-2.pdf>.

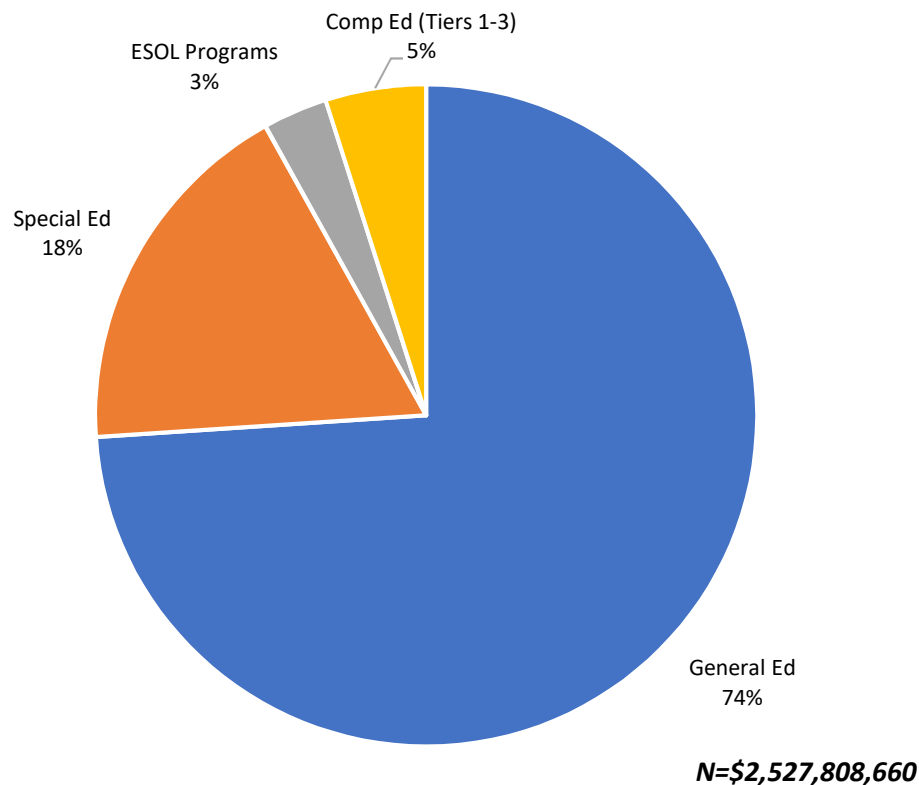
Finding #5: MCPS budgets far less for compensatory education and ESOL programs than for special education.

In FY19, MCPS allocated nearly a quarter of its operating budget to service group programs aimed at improving student outcomes and narrowing performance gaps. Yet, MCPS allocated almost 70% of its service group dollars to special education for students with disabilities that accounted for 12% of enrollment compared to allocating 20% of its service group dollars to compensatory education programs for the third of students eligible for FARMS and the remaining 10% for ESOL programs for English learners that accounted for 18% of enrollment.

Combined, ESOL and compensatory education programs have accounted for only 7-8% of the MCPS operating budget since FY14 despite persistent performance gaps by English proficiency and income. The ESOL program's persistent 3% share of the operating budget is striking given English learners increased share of MCPS enrollment and the widening performance gap by English proficiency for dropouts, graduations, and proficiency on the PARCC in English language arts and math (Finding #3).

Overall, MCPS budgets for special education at three times the per pupil cost of general education compared to budgeting a 14-24% differential for compensatory education and ESOL programs. Combining per student general education and service group program costs, MCPS budgeted \$34,600 per student with a disability for FY19, \$14,500 per English language learner and \$13,300 to \$13,700 per low-income student v. \$11,700 per general education student.

Chart 6.2: Current Fund Budget by Function, FY19



OLO Recommendations

This OLO report and prior ones have documented the persistent performance gaps among student subgroups. This current report and a prior one (OLO Report 2015-15) have also documented opportunity gaps in MCPS' allocation of staffing and resources for compensatory education and ESOL programs that negatively impact students of color, English learners, and low-income students.

Improving opportunities and outcomes among students and schools highly impacted by the performance gap remains a priority for the Council and the public at large.⁵⁸ Based on this report's findings, OLO offers three sets of recommendations for Council discussion with MCPS representatives, Council action, and for Board of Education action, as follows:

Recommendations for Council Discussion with MCPS -

- ***Discuss with the Board of Education and MCPS leaders their efforts to allocate additional funding to closing opportunity gaps to create a school system that generates outcomes among Black, Latinx, low-income and English learning students that are analogous to outcomes among White and Asian students.*** A review of MCPS' performance and budget data demonstrate that the school system has not effectively targeted resources in ways that have narrowed the performance gap. OLO recommends that the Council discuss with MCPS its efforts to target resources to Black, Latinx, low-income, and English learning students. In particular, OLO recommends that the Council request information about what strategies have been advanced or considered and what resources have been budgeted for:
 - Increasing resources for high-poverty schools;
 - Expanding compensatory education programs in secondary schools;
 - Increasing the number of experienced teachers (and reducing the number of novice teachers) in high-poverty schools⁵⁹;
 - Expanding ESOL programming to keep pace with ESOL enrollment and student need; and
 - Promoting socio-economic diversity across schools to enhance opportunities and promote achievement among Latinx, African American, and low-income students.
- ***Discuss with the Board of Education and MCPS leaders the merits of using a racial equity lens to inform decision-making.*** Promising practices suggests that applying a racial equity lens to decision-making by using racial equity impact assessments (REIA) can reduce disparities by reversing the drivers of institutional racism that perpetuate inequities. REIA's are designed to provide a structured process to analyze the consequences of proposed policies, programs, and practices on racial and ethnic disparities. Critical questions considered in REIA's include:
 - Who benefits from the proposed policy and/current practice?
 - Have stakeholders from different racial and ethnic backgrounds, especially those most likely to be impacted, been included in the decision-making process?

⁵⁸ See <https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLOReport2019-16.pdf>

⁵⁹ Increasing Black and Latinx students access to effective and diverse teachers and school leaders were also recent "asks" of the Board of Education made by the Black and Brown Coalition for Educational Equity and Excellence at their October 15, 2019 Community Forum.

- What positive impacts, if any, will the recommended policy or practice have on reducing racial inequities and disparities?
- Will the policy or practice perpetuate or exacerbate current disparities? If so, how the can adverse consequences be minimized?
- What are the success indicators and progress benchmarks?

OLO encourages the Council to discuss with MCPS representatives and the Board of Education the merits of using a racial equity lens to inform their decision-making.⁶⁰

Recommendations for Council Action –

- ***Develop Council resolution calling on the Board of Education to develop an integration and equitable funding plan to address existing opportunity gaps.*** Although the Board of Education develops policy for MCPS, the County Council is uniquely poised to advocate for changes in MCPS budgeting and operations that advance racial equity and social justice in their decision-making. As such, OLO encourages the Council to consider passing a resolution that calls for the Board of Education to develop a plan to integrate its schools and to equitably allocate existing and future resources to high-poverty schools.⁶¹

De facto segregation by race, ethnicity, language, and income undermines student achievement. Moreover, the diversion of state aid intended to offset the impact of poverty on student achievement for other purposes is counterproductive and inequitable given MCPS' persistence opportunity gap by income. Further, the allocation of more experienced teachers to low-poverty schools as noted in OLO Report 2015-15 and recently by ERS exacerbates disparities by race, ethnicity, language, and income in the County.

A Council resolution highlighting current inequities by race, ethnicity, and income with MCPS and encouraging a realignment of MCPS resources to promote integration and the more equitable allocation of existing resources could support Board of Education action toward these ends. Such a resolution would also be responsive to recent community stakeholders that recognized disparities and inequities in public education and the preeminent challenge to achieving racial equity and social justice in Montgomery County.⁶²

⁶⁰ Montgomery County Council recently passed legislation establishing a racial equity and social justice policy https://www.montgomerycountymd.gov/council/Resources/Files/agenda/col/2019/20190917/20190917_5C.pdf

⁶¹ In September 2019, the Howard County Council introduced https://cc.howardcountymd.gov/Portals/0/Documents/CouncilMain/Press%20Releases/2019/CMR_OJ_DJ%20Desegregation%20Press%20Release.pdf. On October 7th, a resolution was passed requesting the school system “draft, approve and implement a lawful multi-year integration plan,” ensuring all schools are integrated by socioeconomic factors – see <https://www.baltimoresun.com/maryland/howard/cng-ho-council-legislation-round-up-1016-20191009-wrkvbmgfvrhfnlsacqnyxau44-story.html>

⁶² See OLO's Racial Equity and Social Justice Community Conversations report at <https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLOReport2019-16.pdf>.

Finally, a Council resolution encouraging MCPS to develop an integration and equitable funding plan may also support MCPS' school boundary analysis currently underway. The aim of the MCPS school boundary study is to examine how well their existing school boundary process addresses facility utilization, student demographics, transportation and other objectives.⁶³ An interim boundary review analysis report is scheduled for release in March 2020 and a final report is scheduled for release in June 2020.

- **Encourage the state to require the Board of Education to expend all state resources allocated for compensatory education on low-income students or high-poverty schools.** While the state allocates additional funding to school systems based on their enrollment of low-income students, it does not require them to allocate the compensatory education funding received on low-income students or high-poverty schools. Instead, the state allows schools systems to treat state compensatory education funding as unrestricted state aid. In turn, MCPS has used a significant share of its state compensatory education funding for non-compensatory purposes.

Encouraging Maryland to require the Board of Education to allocate all state aid based on FARMS enrollment for compensatory education programs that offset the impact of poverty on student achievement would generate additional resources for MCPS to invest in improving opportunities for low-income students and students in enrolled in high-poverty schools. This recommendation is similar to the Education Trust's recommendations to the Kirwan Commission.⁶⁴

- **Request the Board of Education earmark County funding above maintenance of effort to expand compensatory education programs for low-income students and high-poverty schools and ESOL programming.** Annually, increases in County funding are used to supplement general education and special education programs. Only a small share of County funding is allocated to ESOL programs and no County funding is allocated for compensatory education. Annually, the Board of Education shifts a third or more of state compensatory education revenue from potential compensatory education functions to help fund its general education and special education budgets. Since MCPS' compensatory education programs are funded at too low a level to significantly impact performance gaps, the Council should encourage the Board of Education to allocate any County funding above maintenance of effort to compensatory education and ESOL programs to better address the school system's opportunity and performance gaps by race, ethnicity, income, and ESOL status.

⁶³ See October 8, 2019 update to the Board of Education on School Boundary Review Analysis at [https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BGSUFD7BC6C7/\\$file/Districtwide%20Boundary%20Analysis%20191008%20PPT.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BGSUFD7BC6C7/$file/Districtwide%20Boundary%20Analysis%20191008%20PPT.pdf)

⁶⁴ On page 4 of <http://education.baltimorecommunityfoundation.org/download/education-trust-report/?wpdmdl=202>, the Education Trust recommends that "the state must make sure that districts – especially those serving the most students of color – get their fair share of funding by ... ensuring that extra funds that go to districts for particular groups of students are spent in the schools serving those students."

- **Request the Board of Education to annually report on student performance and resource allocation data for general, special, and compensatory education, and ESOL programs to improve the Council's understanding and oversight.** Towards this end, OLO recommends that the County Council request an annual report describing revenues and budgets for general, special and compensatory education and ESOL programs. Specific data points to be included in this annual report should include per pupil expenditures by program and by school poverty; average teacher experience and compensation among low-poverty and high-poverty schools; and shares of novice teachers among low- and high-poverty schools.

Data on inputs and outputs by student demographics and service groups are central to improving the Council's and the public's understanding of MCPS operations and outcomes. Moreover, in the absence of a MCPS program budget, an annual report describing budgeted expenditures in general, special and compensatory education, and ESOL programs, would greatly improve the Council's and the public's understanding and oversight of the MCPS budget.

Recommendations for Board of Education Action –

- **Request a briefing from OLO staff on this current report and on OLO Report 2018-8.** This report raises a lot of questions regarding student performance and resource allocations. OLO welcomes the opportunity to address questions from the Board of Education, MCPS leadership, and staff to help cultivate mutual understanding and effort aimed at improving outcomes among students and communities adversely impacted by inequities and disparities.

A related OLO report, *OLO Report 2018-8 – Racial Equity in Government Decision-Making, Lessons from the Field*, also raises questions germane to MCPS' efforts to close its performance and opportunity gaps by race, ethnicity, language, and income. That OLO report finds that narrowing racial and ethnic disparities requires focused attention on race, addressing institutional racism, and policies and practices targeting institutions and systems rather than individuals. OLO has offered a number of recommendations for County Government aimed at advancing racial equity in County operations; the Board may want to consider adopting these recommendations for MCPS to advance equity and reduce inequities as well.

- **Adopt and implement a Racial Equity and Social Justice Policy.** There has been a high level of synergy among County leaders on the need to advance equity in government decision-making to narrow disparities by race and ethnicity. The Board of Education President, Student Member of the Board (SMOB), and the Superintendent of MCPS attended racial equity trainings with other County leaders in January of 2019; and in April the 2018-19 SMOB co-hosted a community conversation on racial equity with the Council President. Additionally, the Council recently passed Bill 19-27 establishing a racial equity and social justice for the County.

To further align racial equity and social justice efforts countywide, OLO recommends that the Board of Education replicate the County Council's efforts to advance racial equity and social justice in government decision-making by enacting its own racial equity and social justice policy that targets **central office decision-making**. The Board could further encourage MCPS to adopt best practices for enhancing racial equity in government decision-making that include the use of racial equity impact assessments, staff training on racial equity, and the use of data to identify and address inequities in MCPS policies, practices, budgeting, and operations as noted in OLO Report 2018-8.

- ***Partner with County Government and a regional network of jurisdictions to advance equity.***
OLO recommends that MCPS join the County's partnership with the Government Alliance for Race and Equity to advance racial equity in government decision-making. MCPS is uniquely poised to advance racial equity in decision-making by utilizing the expertise of its Equity Unit Teams to uncover and address the implicit institutional biases within the school system that foster opportunity and performance gaps by race, ethnicity, income, and English proficiency. Without understanding these drivers and reallocating resources to address the learning needs of these student subgroups, existing performance gaps will persist and widen.

To enable MCPS to address biases in its resource allocation practices that contribute to its performance and opportunity gaps, OLO recommends that MCPS join Montgomery County Government as members of a regional cohort of jurisdictions being convened by GARE and the Metropolitan Washington Council of Governments as a community of practice for advancing racial equity. There is much that MCPS can contribute to this work and learn from others to both support and champion burgeoning efforts among local jurisdictions in this region aimed at reducing inequities and racial and ethnic disparities in outcomes.

Appendix**Table A-1: Demographic Data on Focus (Class Size Reduction) and Non-Focus (Non-CSR) Schools⁶⁵**

	FY13	FY15	FY17	FY18	FY19
Demographics of Non-Focus – Low-Poverty Schools					
# of Schools	65	66	63	70	65
% FARMS	14.6%	15.0%	17.9%	17.9%	27.7%
% ESOL	12.5%	11.1%	11.1%	11.1%	21.3%
% Black	11.9%	12.6%	14.5%	19.3%	16.7%
% Latinx	13.3%	14.1%	15.1%	25.9%	26.4%
% Asian	19.0%	19.9%	20.5%	16.5%	17.2%
% White	49.6%	46.9%	43.1%	32.7%	32.8%
% Multi-racial	6.2%	6.5%	6.8%	5.6%	6.2%
Demographics of Focus – High-Poverty Schools					
# of Schools	67	67	70	64	69
% FARMS	67.1%	61.4%	61.1%	61.1%	58.4%
% ESOL	36.9%	33.5%	32.3%	32.3%	36.0%
% Black	28.9%	28.9%	27.1%	29.2%	28.0%
% Latinx	43.0%	44.8%	47.9%	47.1%	46.9%
% Asian	9.5%	8.6%	8.2%	7.7%	7.7%
% White	14.4%	13.7%	13.1%	12.6%	12.6%
% Multi-racial	4.2%	4.0%	3.7%	3.4%	3.9%
Estimated Enrollment at Non-Focus – Low-Poverty Schools					
Est. Enrollment	34,567	35,457	34,151	37,559	34,740
# FARMS	5,047	5,319	6,113	6,723	9,623
# ESOL	4,321	3,936	3,791	4,169	7,400
# Black	4,240	4,535	5,502	6,627	6,159
# Latinx	4,597	4,999	5,157	9,728	9,171
# Asian	6,568	7,056	7,001	6,197	5,975
# White	17,673	16,881	16,354	11,229	12,096
# Multi-racial	2,209	2,340	2,580	1,923	2,286
Estimated Enrollment at Focus – High-Poverty Schools					
Est. Enrollment	35,630	35,994	37,945	34,339	36,878
# FARMS	23,908	22,100	23,185	20,981	21,537
# ESOL	13,148	12,058	12,256	11,092	13,276
# Black	10,297	10,402	10,283	10,027	10,326
# Latinx	15,321	16,125	18,176	16,174	17,296
# Asian	3,385	3,095	3,112	2,644	2,840
# White	5,131	4,931	4,971	4,327	4,647
# Multi-racial	1,496	1,440	1,404	1,168	1,438

⁶⁵ See Chapter 2, Planning, from FY14 – FY20 MCPS Capital Improvement Plans available at <https://www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx>

Table A-2: Percent of Students by Race and Ethnicity Meeting Benchmarks, 2014 and 2015

Metrics	Asian	White	Two +	Black	Latinx
Four-Year Cohort Dropout Rate, 2014	1.6%	2.8%	3.3%	6.8%	11.1%
Algebra 1 PARCC, 2015	66.7%	57.0%	50.7%	17.3%	17.1%
Math PARCC 6-8, 2015	59.5%	50.7%	45.6%	14.2%	12.3%
Math PARCC 3-5, 2015	68.0%	56.5%	50.4%	20.7%	16.9%
English Language Arts PARCC 6-8, 2015	69.3%	65.1%	59.8%	27.8%	23.8%
English Language Arts PARCC 3-5, 2015	67.1%	65.4%	57.2%	28.7%	21.8%
English Language Arts PARCC 10, 2015	66.3%	55.6%	49.9%	27.1%	26.2%
AP/IB Performance, Class of 2014	70.6%	69.9%	63.8%	25.4%	39.4%
School Readiness, 2014	58.0%	65.0%	63.0%	44.0%	28.0%
Four-Year Cohort Graduation Rate, 2014	95.0%	95.0%	93.4%	86.4%	80.0%

Table A-3: Percent of Students by Race and Ethnicity Meeting Benchmarks, 2018 and 2019

Metrics	Asian	White	Two +	Black	Latinx
Four-Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%
Algebra 1 PARCC, 2019	63.7%	61.4%	53.4%	17.0%	12.7%
Math PARCC 6-8, 2019	56.0%	53.5%	45.7%	17.1%	14.6%
Math PARCC 3-5, 2019	79.8%	71.8%	64.1%	34.4%	30.1%
English Language Arts PARCC 6-8, 2019	79.3%	74.8%	69.3%	39.0%	31.2%
English Language Arts PARCC 3-5, 2019	76.2%	72.4%	66.1%	39.5%	31.0%
English Language Arts PARCC 10, 2019	77.8%	78.6%	73.0%	38.7%	30.7%
AP/IB Performance, Class of 2018	75.7%	73.3%	63.4%	32.1%	39.7%
School Readiness, 2018	67.0%	70.0%	70.0%	46.0%	35.0%
Four-Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%

Table A-4: Point Change in 2014/2015 to 2018/2019 Performance by Race and Ethnicity⁶⁶

Metrics	Asian	White	Two +	Black	Latinx
Four-Year Cohort Dropout Rate	-0.2%	-0.4%	-0.4%	-1.9%	4.6%
Algebra 1 PARCC	-3.0%	4.4%	2.7%	-0.3%	-4.4%
Math PARCC 6-8	-3.5%	2.8%	0.1%	2.9%	2.3%
Math PARCC 3-5	11.8%	15.3%	13.7%	13.7%	13.2%
English Language Arts PARCC 6-8	10.0%	9.7%	9.5%	11.2%	7.4%
English Language Arts PARCC 3-5	9.1%	7.0%	8.9%	10.8%	9.2%
English Language Arts PARCC 10	11.5%	23.0%	23.1%	11.6%	4.5%
AP/IB Performance	5.1%	3.4%	-0.4%	6.7%	0.3%
School Readiness	9.0%	5.0%	7.0%	2.0%	7.0%
Four-Year Cohort Graduation Rate	1.6%	-0.1%	0.7%	3.2%	-4.1%

Table A-5: Magnitude of Performance gaps by Race and Ethnicity, 2018 and 2019

Metrics	Performance gaps by Race and Ethnicity (Ratios)
Four-Year Cohort Dropout Rate, 2018	<i>Latinx students 11 times and Black students 3.5 times as likely as Asian students to dropout</i>
Algebra 1 PARCC, 2019	<i>Latinx students 20% and Black students 27% as likely as Asian students to be proficient</i>
Math PARCC 6-8, 2019	<i>Latinx students 26% and Black students 31% as likely as Asian students to be proficient</i>
Math PARCC 3-5, 2019	<i>Latinx students 38% and Black students 43% as likely as Asian students to be proficient</i>
ELA PARCC 6-8, 2019	<i>Latinx students 39% and Black students 49% as likely as Asian students to be proficient</i>
ELA PARCC 3-5, 2019	<i>Latinx students 41% and Black students 52% as likely as Asian students to be proficient</i>
ELA PARCC 10, 2019	<i>Latinx students 39% and Black students 50% as likely as White students to be proficient</i>
AP/IB Performance, 2018	<i>Among graduates, Black students 42% and Latinx students 52% as likely as Asian students to earn at least one qualifying AP/IB score</i>
School Readiness, 2018	<i>Latinx students 50% and Black students 66% as likely as White students to be school ready</i>
Four-Year Cohort Graduation Rate, 2018	<i>Latinx students 81% and Black students 93% as likely as Asian students to graduate in four years</i>

⁶⁶ PARCC data points compare 2015 to 2019. Remainder of data points compare 2014 to 2018.

Table A-6: Percent of Students by Service Group Meeting Benchmarks, 2014

<u>Metrics</u>	SPED	Non-SPED	ESOL	Non-ESOL	FARMS	Non-FARMS
Four-Year Cohort Dropout Rate	10.4%	5.0%	23.6%	4.9%	8.6%	4.5%
School Readiness	21.0%	50.0%	25.0%	60.0%	30.0%	60.0%
Four-Year Cohort Graduation Rate	70.4%	91.9%	54.0%	91.0%	81.0%	92.7%

Table A-7: Percent of All Students and Students by Service Group Meeting Benchmarks, 2014 and 2015

<u>2014 and 2015 Metrics</u>	All Students	SPED	ESOL	FARMS
Algebra 1 PARCC, 2015	38.5%	10.2%	10.8%	14.9%
Math PARCC 6-8, 2015	32.7%	7.1%	4.2%	9.6%
Math PARCC 3-5, 2015	39.4%	11.3%	7.9%	15.2%
English Language Arts PARCC 6-8, 2015	47.0%	8.9%	2.4%	20.0%
English Language Arts PARCC 3-5, 2015	45.5%	11.5%	4.6%	19.2%
English Language Arts PARCC 10, 2015	43.8%	11.2%	5.5%	22.7%
AP/IB Performance, Class of 2014	53.0%	13.5%	37.6%	29.8%

Table A-8: Percent of Students by Service Group Meeting Benchmarks, 2018

<u>Metrics</u>	SPED	Non-SPED	ESOL	Non-ESOL	FARMS	Non-FARMS
Four-Year Cohort Dropout Rate	8.6%	6.5%	36.3%	3.6%	8.0%	6.3%
School Readiness	19.0%	59.0%	27.0%	65.0%	33.0%	66.0%
Four-Year Cohort Graduation Rate	69.5%	90.5%	46.6%	92.8%	83.1%	90.3%

Table A-9: Percent of All Students and Students by Service Group Meeting Benchmarks, 2017 - 2019

<u>Metrics</u>	All Students	SPED	ESOL	FARMS
Algebra 1 PARCC, 2019	33.5%	9.4%	5.0%*	11.4%
Math PARCC 6-8, 2019	32.0%	9.2%	5.0%*	11.7%
Math PARCC 3-5, 2019	51.6%	18.1%	16.5%	27.3%
English Language Arts PARCC 6-8, 2019	54.3%	14.7%	5.0%*	27.9%
English Language Arts PARCC 3-5, 2019	52.5%	15.7%	12.1%	27.9%
English Language Arts PARCC 10, 2019	52.7%	15.4%	5.0%*	29.6%
AP/IB Performance, Class of 2018	55.2%	14.2%	26.0%	32.8%

* Equal to five percent of student subgroup or less as reported by MSDE

Table A-10: Point Change in 2014 to 2018 Performance by Service Group

<u>Metrics</u>	SPED	Non-SPED	ESOL	Non-ESOL	FARMS	Non-FARMS
Four-Year Cohort Dropout Rate	-1.8%	1.5%	12.7%	-1.3%	-0.6%	1.8%
School Readiness	-2.0%	9.0%	2.0%	5.0%	3.0%	6.0%
Four-Year Cohort Graduation Rate	-0.9%	-1.4%	-7.4%	1.8%	2.1%	-2.4%

Table A-11: Point Change in 2014/2015 to 2018/2019 Performance by Service Group⁶⁷

<u>Metrics</u>	All Students	SPED	ESOL	FARMS
Algebra 1 PARCC	-5.0%	-0.8%	-5.8%	-3.5%
Math PARCC 6-8	-0.7%	2.1%	0.8%	2.1%
Math PARCC 3-5	12.2%	6.8%	8.6%	12.1%
ELA PARCC 6-8	7.3%	5.8%	2.6%	7.9%
ELA PARCC 3-5	7.0%	4.2%	7.5%	8.7%
ELA PARCC 10	8.9%	4.2%	-0.5%	6.9%
AP/IB Performance	2.2%	0.7%	-11.6%	3.0%

⁶⁷ PARCC data compares 2015 to 2019. SAT data compares 2014 to 2017. Other data points compare 2014 to 2018.

Table A-12: Magnitude of Performance gaps by Service Group Status, 2018 and 2019

Metrics	Performance gaps by Service Group (Ratios)
Four-Year Cohort Dropout Rate, 2018	<i>Students with disabilities 32% more likely as students without disabilities to dropout English language learners 10 times as likely as English proficient students to dropout Students receiving FARMS 27% more likely as non-FARMS students to dropout</i>
Algebra 1 PARCC, 2019	<i>Students with disabilities 28%, English learners 15% and students receiving FARMS 34% as likely as all students to be proficient</i>
Math PARCC 6-8, 2019	<i>Students with disabilities 28%, English learners 16% and students receiving FARMS 37% as likely as all students to be proficient</i>
Math PARCC 3-5, 2019	<i>Students with disabilities 35%, English learners 32% and students receiving FARMS 53% as likely as all students to be proficient</i>
ELA PARCC 6-8, 2019	<i>Students with disabilities 27%, English learners 9% and students receiving FARMS 51% as likely as all students to be proficient</i>
ELA PARCC 3-5, 2019	<i>Students with disabilities 30%, English learners 23% and students receiving FARMS 53% as likely as all students to be proficient</i>
ELA PARCC 10, 2019	<i>Students with disabilities 29%, English learners 10% and students receiving FARMS 56% as likely as all students to be proficient</i>
AP/IB Performance, 2018	<i>Among graduates, students with disabilities 25%, English learners 47%, and students receiving FARMS 59% as likely to earn at least one qualifying AP/IB score</i>
School Readiness, 2018	<i>Students with disabilities 32% as likely as students without disabilities to be school ready English learners 42% as likely as English proficient students to be school ready Students receiving FARMS 50% as likely as non-FARMS students to be school ready</i>
Four-Year Cohort Graduation Rate, 2018	<i>Students with disabilities 23% less likely than students without disabilities to graduate English language learners 50% less likely than English proficient students to graduate Students receiving FARMS 8% less likely as non-FARMS students to graduate</i>

Table A-13: Budgeted Current Fund Revenue by Function, FY14 – FY19⁶⁸

	FY14	FY15	FY16	FY17	FY18	FY19
State Revenue for Special Education, ESOL Programs, and Compensatory Education						
State Limited English Proficiency	\$57,776,368	\$55,602,029	\$60,287,318	\$61,681,997	\$65,721,654	\$73,546,106
Compensatory Education	\$121,839,206	\$128,619,158	\$136,727,928	\$137,614,315	\$140,036,855	\$141,592,674
SPED Formula	\$35,214,250	\$35,854,834	\$36,565,418	\$37,620,077	\$38,947,354	\$40,404,075
SPED Reimbursement	\$13,928,769	\$15,349,937	\$17,737,979	\$17,270,242	\$17,579,627	\$18,551,804
State Infants and Toddlers	--	\$226,393	\$226,393	\$232,425	\$186,135	\$380,967
State Targeted Revenue	\$228,758,593	\$235,652,351	\$251,545,036	\$254,419,056	\$262,471,625	\$274,475,626
Federal Revenue for Special Education, ESOL Programs, and Compensatory Education						
IDEA	\$30,314,319	\$29,634,218	\$30,611,358	\$31,237,686	\$31,407,311	\$32,729,014
Title I - A	\$23,957,144	\$22,355,254	\$23,022,664	\$25,274,192	\$25,124,592	\$25,124,592
Medical Assistance	\$4,412,832	\$4,705,938	\$4,916,730	\$5,010,522	\$5,117,501	\$5,117,501
Title III	\$3,699,880	\$3,354,765	\$3,507,094	\$3,352,368	\$3,365,645	\$3,365,645
Head Start	\$3,535,742	\$3,371,910	\$3,603,675	\$3,771,965	\$3,832,684	\$3,870,476
Federal Infants and Toddlers	\$1,050,088	\$797,345	\$797,345	\$791,315	\$837,602	\$642,770
Federal Targeted Revenue	\$36,655,686	\$34,585,212	\$35,847,508	\$38,200,362	\$38,278,024	\$38,120,984
General Education Revenue = Current Fund – Targeted State and Federal Revenue						
Current Fund	\$2,165,067,510	\$2,215,973,335	\$2,255,618,103	\$2,393,706,347	\$2,450,846,360	\$2,527,808,660
Targeted State Revenue	\$228,758,593	\$235,652,351	\$251,545,036	\$254,419,056	\$262,471,625	\$274,475,626
Targeted Federal Revenue	\$36,655,686	\$34,585,212	\$35,847,508	\$38,200,362	\$38,278,024	\$38,120,984
General Ed Revenue	\$1,899,653,231	\$1,945,735,772	\$1,968,225,559	\$2,101,086,929	\$2,150,096,711	\$2,215,212,050

⁶⁸ Revenue data compiled from Tables 2 and 3 of MCPS Annual Operating Budgets

Table A-14: Special Education, Compensatory Education and ESOL Revenue, FY14 – FY19⁶⁹

	FY14	FY15	FY16	FY17	FY18	FY19
Federal and State Special Education Revenue						
Federal IDEA	\$30,314,319	\$29,634,218	\$30,611,358	\$31,237,686	\$31,407,311	\$32,729,014
Medical Assistance	\$4,412,832	\$4,705,938	\$4,916,730	\$5,010,522	\$5,117,501	\$5,117,501
State SPED Formula	\$35,214,250	\$35,854,834	\$36,565,418	\$37,620,077	\$38,947,354	\$40,404,075
State SPED Reimbursement	\$13,928,769	\$15,349,937	\$17,737,979	\$17,270,242	\$17,579,627	\$18,551,804
Federal Infants and Toddlers	\$1,050,088	\$797,345	\$797,345	\$791,315	\$837,602	\$642,770
State Infants and Toddlers	--	\$226,393	\$226,393	\$232,425	\$186,135	\$380,967
Special Ed Revenue	\$84,920,258	\$86,568,665	\$90,855,223	\$92,162,267	\$94,075,530	\$97,826,131
Federal and State Compensatory Education Revenue						
State Compensatory Education	\$121,839,206	\$128,619,158	\$136,727,928	\$137,614,315	\$140,036,855	\$141,592,674
Title I - A	\$23,957,144	\$22,355,254	\$23,022,664	\$25,274,192	\$25,124,592	\$25,124,592
Head Start	\$3,535,742	\$3,371,910	\$3,603,675	\$3,771,965	\$3,832,684	\$3,870,476
Compensatory Ed Revenue	\$149,332,092	\$154,346,322	\$163,354,267	\$166,660,472	\$168,994,131	\$171,587,742
Federal and State ESOL Program Revenue						
State Limited English Proficiency	\$57,776,368	\$55,602,029	\$60,287,318	\$61,681,997	\$65,721,654	\$73,546,106
Title III	\$3,699,880	\$3,354,765	\$3,507,094	\$3,352,368	\$3,365,645	\$3,365,645
ESOL Program Revenue	\$61,476,248	\$58,956,794	\$63,794,412	\$65,034,365	\$69,087,299	\$76,911,751

⁶⁹ Revenue data compiled from Tables 2 and 3 of MCPS Annual Operating Budgets

Table A-15: Compensatory Education Budget, FY14 – FY19

	FY14	FY15	FY16	FY17	FY18	FY19
Tier 1 – Programs Exclusively Serve HPS/FARMS eligible Students⁷⁰						
Title I ⁷¹	\$23,957,144	\$22,355,254	\$23,022,664	\$25,274,192	\$25,124,592	\$25,124,592
Head Start	\$3,535,742	\$3,371,910	\$3,603,675	\$3,771,965	\$3,832,684	\$3,870,476
Pre-K and Local HS	\$9,631,270	\$9,882,399	\$10,112,645	\$10,547,938	\$10,642,153	\$12,648,084
Class Size Reduction Teachers ⁷²	\$25,066,663	\$25,258,354	\$26,420,828	\$27,745,143	\$28,357,114	\$29,395,508
Tier 1 Subtotal	\$62,190,819	\$60,867,917	\$63,159,812	\$67,339,238	\$67,956,543	\$71,038,660
Tier 2 - Programs Primarily Allocated to HPS/FARMS eligible Students						
Focus Teachers and Paraeducators	\$8,461,187	\$12,783,516	\$17,370,165	\$21,992,673	\$22,357,916	\$22,666,819
Acad. Intervention Teachers	\$8,153,796	\$7,802,096	\$7,992,764	\$8,393,392	\$8,497,860	\$8,604,995
Linkages to Learning		\$700,453	\$907,748	\$776,751	\$800,000	\$825,000
Excel Beyond the Bell/After School		\$212,196	\$219,596	\$148,480	\$150,000	\$150,000
Tier 2 Subtotal	\$16,614,983	\$21,498,261	\$26,490,273	\$31,311,297	\$31,805,775	\$32,246,814
Tier 3 - General Education Programs that may serve more FARMS eligible than ineligible students						
Alt. Program Teachers	\$4,964,742	\$5,002,708	\$5,124,965	\$5,404,749	\$5,541,578	\$5,611,443
Alt. Programs*	\$7,346,761	\$7,530,672	\$7,060,457	\$7,414,354	\$6,463,242	\$5,502,853
Family Engagement*	\$3,323,708	\$4,243,852	\$4,173,217	\$4,236,774	\$4,289,506	\$4,108,797
Equity Unit*	\$1,000,000	\$1,150,000	\$1,300,000	\$2,500,000.00	\$2,600,000	\$1,600,000
HS Intervention*	\$1,289,219	\$1,395,630	\$1,304,186	\$1,314,500	\$1,314,500	\$1,314,500
PBIS*	\$330,853	\$336,404	\$438,991	\$350,608	\$350,608	\$350,608
Read 180*	\$344,858	\$280,671	\$228,124	\$795,321	\$795,321	\$795,321
Minority Achieve/ Scholars Program*		\$150,000	\$133,431	\$479,767	\$500,000	\$500,000
Bridge Programs*	\$297,119	\$323,196	\$270,248	\$250,212	\$250,212	\$250,212
ACES*		\$92,930	\$90,167	\$121,047	\$121,047	\$121,047
George B. Thomas*	\$177,252	\$177,252	\$200,752	\$200,752	\$200,752	\$200,752
Online Path to Graduation*		\$22,333	\$22,548	\$82,352	\$82,352	\$82,352
Tier 3 Subtotal	\$19,074,512	\$20,705,649	\$20,347,085	\$23,150,436	\$22,509,119	\$20,437,885
TOTAL Budget	\$97,880,314	\$103,071,827	\$109,997,171	\$121,800,971	\$122,271,437	\$123,723,358

* FY18 and FY19 budgets estimated from FY17 program budgets and/or FY18 or FY19 administrative budget data

⁷⁰ Tiers 1 & 2 and Alt. Prog. Teacher budget data estimated based on FTE's, average salaries, and est. benefits (0.4)

⁷¹ Includes Title I funded Focus and Head Start Staff, Extended Learning, and Administration

⁷² Equals difference between Class Size Reduction and Reading Initiative Teachers

Table A-16: Compensatory Education Positions (FTE's), FY14 – FY19

	FY14	FY15	FY16	FY17	FY18	FY19
Tier 1 – Programs Exclusively Serve HPS/FARMS eligible Students⁷³						
Title I ⁷⁴	207.00	205.20	193.09	201.41	192.99	192.99
Head Start	36.40	34.80	35.85	35.85	37.08	37.08
Pre-K and Local HS	112.23	113.83	113.98	113.58	113.88	135.13
Class Size Reduction Teachers ⁷⁵	237.30	237.30	242.30	242.30	244.60	250.40
Tier 1 FTE Subtotal	592.93	591.13	585.22	593.14	588.55	615.60
Tier 2 - Programs Primarily Allocated to HPS/FARMS eligible Students						
Focus Teachers and Paraeducators	80.10	120.10	182.60	215.80	217.30	217.30
Acad. Intervention Teachers	77.19	73.30	73.30	73.30	73.30	73.30
Linkages to Learning		14.00	14.00	13.00	13.00	13.00
Excel Beyond the Bell/After School	0.00	0.80	0.80	0.00	0.00	
Tier 2 FTE Subtotal	157.29	208.20	270.70	302.10	303.60	303.60
Tier 3 - General Education Programs that may serve more FARMS eligible than ineligible students						
Alt. Program Teachers	47.00	47.00	47.00	47.20	47.80	47.80
Alternative Programs*	69.55	70.75	64.75	64.75	55.75	46.88
Family Engagement*	25.50	30.30	28.80	37.00	37.00	35.00
Equity Unit*	6.20	7.20	8.20	15.20	15.20	9.00
HS Intervention*	1.85	0.60	1.50	1.50	1.50	1.50
PBIS*						
Read 180*						
Minority Access Program*						
Bridge Programs*	1.00	0.85	0.85	0.85	0.85	0.85
ACES*						
George B. Thomas Academy*						
Online Path to Graduation*						
Tier 3 FTE Subtotal	151.10	156.70	151.10	166.50	158.10	141.03
TOTAL FTE's	901.32	956.03	1,007.01	1,061.73	1,050.24	1,060.22

* FY18 and FY19 budgets estimated from FY17 program budgets and/or FY18 or FY19 administrative budget data

⁷³ Tiers 1 & 2 and Alt. Prog. Teacher budget data estimated based on FTE's, average salaries, and est. benefits (0.4)

⁷⁴ Includes Title I funded Focus and Head Start Staff, Extended Learning, and Administration

⁷⁵ Equals difference between Class Size Reduction and Reading Initiative Teachers

Table A-17: Calculations for Special Education and ESOL Program Budgets, FY14 – FY19

	FY14	FY15	FY16	FY17	FY18	FY19
Averages MCPS Salaries by Position Type from MCPS Staff Statistical Profile						
Average Admin. Salary	\$124,619	\$127,021	\$129,626	\$134,403	\$135,406	\$138,114
Average Teacher Salary	\$75,452	\$76,029	\$77,887	\$81,791	\$82,809	\$83,853
Average Support Salary	\$43,578	\$44,395	\$45,186	\$46,810	\$46,658	\$47,591
Special Education Budget Calculations						
Budgeted Total FTE's	3,862.56	3,935.09	3,994.04	4,017.08	4,122.39	4,177.73
Administrative Budget	\$299,554,818	\$317,450,053	\$327,043,053	\$336,557,012	\$347,576,344	\$357,651,713
Special Education Budget including Benefits⁷⁶	\$319,852,909	\$341,725,166	\$411,065,046	\$416,734,173	\$441,469,824	\$454,429,115
ESOL Program Budget Calculations						
Budgeted Total FTE's	627.57	650.39	669.39	688.39	657.83	680.83
Administrative Budget	\$50,360,514	\$54,164,620	\$56,486,194	\$57,400,837	\$53,280,397	\$56,939,797
ESOL Program FTE's by Type						
Teacher, ESOL	507.07	522.27	540.79	577.39	594.43	609.43
Teacher, ESOL Resource	18.00	18.00	18.00	18.00	18.00	18.00
Paraeducator, ESOL	34.40	34.40	38.90	38.90	45.40	53.40
ESOL Parent Coordinator	15.00	15.00	15.00	14.00		
Title III Positions	18.00	18.00		21.50	21.50	21.50
Other ESOL Admin.	35.10	42.72	56.70	18.60		
ESOL Compensation Costs with Benefits by Position Type						
Teacher, ESOL ⁷⁷	\$53,563,224	\$55,590,732	\$58,968,715	\$66,115,428	\$68,913,236	\$71,542,960
Teacher, ESOL Resource ⁷⁸	\$1,901,390	\$1,915,931	\$1,962,752	\$2,061,133	\$2,086,787	\$2,113,096
Paraeducator, ESOL ⁷⁹	\$2,098,411	\$2,137,752	\$2,460,513	\$2,548,945	\$2,965,582	\$3,557,903
ESOL Parent Coordinator ⁸⁰	\$915,138	\$932,295	\$948,906	\$917,476		
Title III Admin. Positions ⁸¹	\$1,901,390	\$1,915,931		\$2,461,909	\$2,492,551	\$2,523,975
Other ESOL Admin. ⁸²	\$3,707,711	\$4,547,142	\$6,182,670	\$2,129,838		
ESOL Program Budget including Benefits⁸³	\$64,087,265	\$67,039,784	\$70,523,557	\$76,234,729	\$76,458,156	\$79,737,934

⁷⁶ Unpublished special education budget data provided by MCPS on November 24, 2019.

⁷⁷ Calculated as Teacher, ESOL FTE's * Average teacher salary * 1.4 load for benefit costs

⁷⁸ Ibid

⁷⁹ Calculated as Paraeducator, ESOL FTE's * Average support staff salary * 1.4 load for benefit costs

⁸⁰ Ibid

⁸¹ Calculated as Administrator FTE's * Average administrator salary * 1.4 load for benefit costs

⁸² Ibid

⁸³ Calculated as the sum of ESOL compensation costs by position

Table A-18: Calculations for General Education Budgets, FY14 – FY19

	FY14	FY15	FY16	FY17	FY18	FY19
General Education Budget = Current Fund minus Special Education, ESOL Program, and Compensatory Education Budgets						
Current Fund	\$2,165,067,510	\$2,215,973,335	\$2,255,618,103	\$2,393,706,347	\$2,450,846,360	\$2,527,808,660
Special Education Budget ⁸⁴	\$319,852,909	\$341,725,166	\$411,065,046	\$416,734,173	\$441,469,824	\$454,429,115
ESOL Program Budget ⁸⁵	\$64,087,265	\$67,039,784	\$70,523,557	\$76,234,729	\$76,458,156	\$79,737,934
Compensatory Education Budget ⁸⁶	\$97,880,314	\$103,071,827	\$109,997,171	\$121,800,971	\$122,271,437	\$123,723,358
General Education Budget	\$1,683,247,021	\$1,704,136,558	\$1,664,032,331	\$1,778,936,475	\$1,810,646,943	\$1,869,918,253

⁸⁴ See Table A-17 for calculations

⁸⁵ Ibid

⁸⁶ See Table A-15 for Calculations

Table A-19: Calculations for Per Pupil Budget and Revenue Data, FY14 – FY19

	FY14	FY15	FY16	FY17	FY18	FY19
Per Pupil General Education Data Points						
Gen Ed Budget ⁸⁷	\$1,683,247,021	\$1,704,136,558	\$1,664,032,331	\$1,778,936,475	\$1,810,646,943	\$1,869,918,253
Gen Ed Revenue ⁸⁸	\$1,899,653,231	\$1,945,735,772	\$1,968,225,559	\$2,101,086,929	\$2,150,096,711	\$2,215,212,050
Total Enrollment ⁸⁹	148,581	151,275	153,741	156,103	158,389	160,271
Per Pupil Special Education Data Points						
Spec Ed Budget ⁹⁰	\$319,852,909	\$341,725,166	\$411,065,046	\$416,734,173	\$441,469,824	\$454,429,115
Spec Ed Revenue ⁹¹	\$84,920,258	\$86,568,665	\$90,855,223	\$92,162,267	\$94,075,530	\$97,826,131
SPED Enrollment ⁹²	17,657	17,761	18,245	18,766	19,318	19,848
Per Pupil ESOL Program Data Points						
ESOL Budget ⁹³	\$64,087,265	\$67,039,784	\$70,523,557	\$76,234,729	\$76,458,156	\$79,737,934
ESOL Revenue ⁹⁴	\$61,476,248	\$58,956,794	\$63,794,412	\$65,034,365	\$69,087,299	\$76,911,751
ESOL Enrollment ⁹⁵	22,088	23,407	26,079	25,271	28,094	28,420
Per Pupil Head Start and Pre-K Data Points						
Head Start/Pre-K Budget ⁹⁶	\$15,991,146	\$16,232,127	\$16,710,365	\$17,693,145	\$17,754,305	\$19,900,450
Head Start Revenue	\$3,535,742	\$3,371,910	\$3,603,675	\$3,771,965	\$3,832,684	\$3,870,476
Head Start/Pre-K Enrollment ⁹⁷	2,773	2,773	2,773	2,913	2,913	2,913
Per Pupil K-12 Compensatory Education Data Points						
K-12 Comp Ed Bud, Tiers 1 & 2 ⁹⁸	\$62,814,656	\$66,134,051	\$72,939,720	\$80,957,390	\$82,008,013	\$83,385,023
K-12 Comp Ed Bud, Tiers 1 - 3 ⁹⁹	\$81,889,168	\$86,839,700	\$93,286,805	\$104,107,826	\$104,517,132	\$103,822,908
K-12 Comp Ed Revenue ¹⁰⁰	\$145,796,350	\$150,974,412	\$159,750,592	\$162,888,507	\$165,161,447	\$166,717,266
FARMS Enrollment ¹⁰¹	49,119	51,279	51,728	52,555	52,306	51,259

⁸⁷ See Table A-18 for calculations

⁸⁸ See Table A-13 for calculations

⁸⁹ Equals Budgeted Enrollment (including Special Education School Enrollment) minus Pre-K and Head Start

⁹⁰ See Table A-17 for Special Education Budget calculations

⁹¹ Equals Federal and State Revenue for Special Education (see Table A-14)

⁹² Includes infants and toddlers and non-public placements

⁹³ See Table A-17 for ESOL Program Budget calculations

⁹⁴ Equals Federal and State Revenue for ESOL Programs (see Table A-14)

⁹⁵ Enrollment data source is Schools at a Glance

⁹⁶ Equals Head Start (including Title I funded Head Start) and Pre-K Budgets

⁹⁷ Equals Budgeted Head Start and Pre-K Enrollment

⁹⁸ Equals Compensatory Education Budget Tiers 1 and 2 calculations in Table A-16 minus HS/Pre-K Budget

⁹⁹ Equals Compensatory Education Budget Tiers 1 - 3 calculations in Table A-16 minus HS/Pre-K Budget

¹⁰⁰ Equals Federal and State Revenue for Compensatory Education (see Table A-14)

¹⁰¹ Equals FARMS enrollment in Schools and Glance minus Budgeted Pre-K and Head Start Enrollment

