

MEMORANDUM

January 22, 2020

TO: E&C Committee

FROM: Elaine Bonner-Tompkins, Senior Legislative Analyst *EBT*
Office of Legislative Oversight

SUBJECT: **Follow-Up Worksession on OLO Report 2019-14: *Montgomery County Public Schools Performance and Opportunity Gaps***

On December 9, 2019 the Education and Culture (E&C) Committee held a worksession on Office of Legislative Oversight Report 2019-14, which the Council received and released on December 3, 2019. Councilmembers are asked to bring their copies of this report to the worksession. This report is also accessible on-line at <http://www.montgomerycountymd.gov/OLO/Reports/CurrentOLOReports.html>.

Staff recommends the following worksession agenda:

- Overview of December 9, 2019 worksession;
- Discussion of OLO Report 2019-14 findings; and
- Discussion of OLO Report 2019-14 recommendations.

A. Background and Context

Currently, the Board of Education is considering the Superintendent's recommended FY21 operating budget for MCPS. The Superintendent's recommended budget of \$2.8 billion reflects a \$72 million increase from the current budget with a \$47 million increase above maintenance of effort. The State Legislature is also considering the Kirwan Commission's recommendations to increase state funding for MCPS and other Maryland school systems that includes additional funding for pre-k children, low-income students, English learners, and students with disabilities.

The Board has also contracted with two vendors to complete studies aimed at enhancing their oversight of MCPS. The first study, completed by the Education Resource Strategies (ERS), found disparities by school and student demographics in general education funding, teacher assignments, and access to higher-level coursework. The second study, currently underway by WXY Architecture and Urban Design, will offer a district-wide school boundary analysis that can help inform the Board's future decision-making on school utilization and student assignments.

The Board's ongoing budget work and school boundary review, findings from the ERS study, and the State Legislature's consideration of the Kirwan Commission findings directly relate OLO Report 2019-14. Persistent performance gaps by race, ethnicity, and service group recognized by OLO and others drive the Board's request for additional funding for MCPS to better address performance gaps. Moreover, the opportunity gaps by race, ethnicity and service group recognized by OLO and others that include concentrated poverty and student need among a subset of MCPS schools, inadequate funding for compensatory education and ESOL programs, and the allocation of more experienced personnel to low-poverty schools contribute to the performance gaps evident within MCPS by student subgroup.

As such, key findings from this and prior OLO reports, the ERS report, and the Kirwan Commission are interrelated and align with one another: MCPS' current allocation of resources have been insufficient for narrowing performance gaps by race, ethnicity, income, and ESOL status due to opportunity gaps in resource allocations and funding. Thus, discussions with the Council regarding how MCPS can reallocate resources to narrow opportunity gaps that narrow performance gaps are warranted to help inform the Council's oversight of MCPS.

B. OLO Project Overview and Findings

The Council tasked OLO to review MCPS data on student performance and resource allocations to better understand how MCPS targets its resources to narrow performance gaps among student subgroups. OLO Report 2019-14 describes trends in MCPS performance among student subgroups and opportunity gaps relative to school enrollment and per student funding for special education, compensatory education, and ESOL programs. Four key findings emerge:

1. Enrollment among Latinx, Black, low-income, and English learning students is concentrated among MCPS' higher-poverty schools.
2. Over time, performance gaps by race, ethnicity, and service group have stagnated or widened across a majority of the performance measures reviewed.
3. ESOL and compensatory education programs designed to narrow performance gaps by English language proficiency and income are under-funded relative to student need.
4. The under-funding of ESOL and compensatory education programs disproportionately impacts MCPS' higher-poverty schools and the students they enroll.

Before the Committee considers OLO's recommendations described below, additional discussion regarding OLO's project findings with MCPS representatives is likely warranted. As noted on © 5-8, the Superintendent has recently questioned OLO's descriptions of the MCPS' performance and opportunity gaps. For example, the Superintendent contends that OLO's compilation of compensatory education expenditures, described on © 29, is inaccurate. If there are other expenditures that MCPS contends should be counted as compensatory education spending, OLO recommends that MCPS share this information with the Council. An explanation of the difference in state compensatory education revenue and spending should also be posed to MCPS representatives during worksession for discussion.

B. OLO Recommendations

OLO offered three sets of recommendations in OLO Report 2019-14. Although the Committee offered support for several of OLO's recommendations, none were discussed in detail on December 9th. As such, OLO recommends that the Committee discuss OLO's recommendations with MCPS representatives on January 27th.

The first set of OLO recommendations are for Council discussion with MCPS representatives on two items:

1. Discuss MCPS efforts to allocate additional funding to close opportunity gaps for Latinx, Black, English learning and low-income students, particularly for ESOL programming and compensatory education.
2. Discuss with MCPS the merits of using a racial equity lens to identify and remedy MCPS policies, programs, and practices that foster or exacerbate performance and opportunity gaps.

The second set of OLO recommendations are for Council action as follows:

1. Develop Council Resolution requesting the Board of Education to develop an integration and equitable funding plan to address existing opportunity gaps.
2. Encourage the State of Maryland to require the Board of Education to expend all state compensatory education revenue on low-income students/high-poverty schools.
3. Request the Board of Education to earmark County funding above state maintenance of effort requirements for compensatory education and ESOL programs.
4. Request the Board of Education to annually report on student performance and resource allocations for general, special, and compensatory education and ESOL programs analogous to OLO Report 2019-14.

And the third set of OLO recommendations are for Board of Education action as follows:

1. Request a briefing of OLO Report 2019-14 and OLO Report 2018-8, Racial Equity in Government Decision-Making: Lessons from the Field, from OLO staff.
2. Consider adopting a racial equity and social justice policy analogous to the County's new legislation aimed at identifying and remediating policies, programs, and practices that undermine equity.
3. Partner with Montgomery County Government and other local jurisdictions in a community of practice aimed at advancing racial equity and social justice in governmental decision-making.

ATTACHMENTS	BEGINS AT:
Executive Summary of OLO Report 2019-14, December 3, 2019	© 1
"MCPS superintendent challenges accuracy of County report on achievement", January 8, 2020 (by Caitlynn Peetz, Bethesda Magazine)	© 5
"Montgomery County has made little progress in achievement gap" January 15, 2020 (Editorial Board, Washington Post)	© 9
OLO Presentation on OLO Report 2019-14 to E&C Committee, December 9, 2019	© 11
Table 5.1: MCPS Compensatory Education Programs by Tier, FY19	© 29
Excerpts from OLO Report 2019-14	© 30
Superintendent's Comments on OLO Report 2019-14, December 4, 2019	© 39
MCPS Presentation to E&C Committee, December 9, 2019	© 44

MCPS Performance and Opportunity Gaps

Executive Summary of OLO Report Number 2019-14

December 3, 2019

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

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 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

Metrics	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

Metrics	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>



MCPS superintendent challenges accuracy of county report on achievement

Smith says analysis 'provides an inaccurate picture of the school system'

BY CAITLYNN PEETZ FOLLOW @CAITLYNNPEETZ14 | Published: 2020-01-08 13:49

Montgomery County Public
Schools' top official on
Tuesday challenged the
accuracy of a county report
that said the district is
misusing funds designated for

certain programs and that its work to close an achievement gap has been “largely ineffective.”

At a press conference on Tuesday, MCPS Superintendent Jack Smith took aim at the county’s Office of Legislative Oversight (OLO) report released in December.

Specifically, Smith said the report’s assertion that the

school district uses more than one-third of the state funds it receives based on free and reduced-priced meals enrollment for programs that do not directly target low-income students or high-poverty schools is “flawed.”

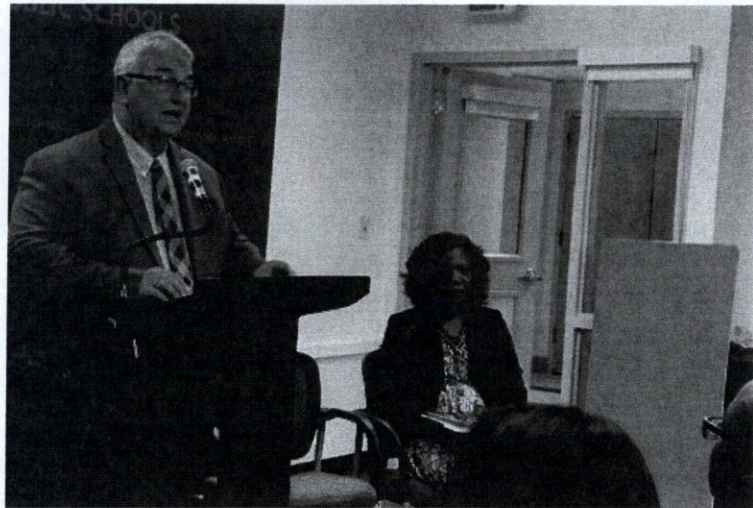
The Office of Legislative Oversight plays a watchdog role, assessing various parts of the county government and the school system.

The report found that MCPS underfunds its programs for English language learners and “compensatory education programs,” relative to the additional state aid it receives for such programs.

Compensatory programs are designed to “offset the impact of poverty on student achievement,” according to county documents.

Smith said the report’s analysis of compensatory education funding is inaccurate and “pits communities of students against one another.”

“We are concerned because the OLO report provides an inaccurate picture of the school system, actually,” Smith said. “It provides some arbitrary financial analysis of compensatory education that’s simply inconsistent with the state system of



MCPS Superintendent Jack R. Smith speaks during a press conference on Tuesday morning in Rockville.

CAITLYNN PEETZ

funding. It also is not aligned with state law and how that works and we're concerned about that."

Additionally, the OLO report says MCPS makes student achievement disparities worse by concentrating its low-income students in a handful of schools. It says 75% of all black, Latino and English language learners in elementary school, and more than 80% of elementary school students in poverty, are enrolled in the district's "focus," or high-poverty, schools. Meanwhile, more than 66% of all white and Asian elementary students are enrolled in low-poverty schools.

Focus schools have high concentrations of students in poverty, but are not eligible for Title 1 funding for schools with low-income populations, according to an MCPS spokesman.

At the core of Smith's problems with the report is its lack of focus on MCPS' efforts to expand students' — particularly minority and low-income students' — access to advanced-level courses.

In recent years, for example, MCPS has focused on ensuring more middle school students can take Algebra 1, Smith said.

"If no one ever allows me to take Algebra 1 in middle school, there isn't a gap because I didn't have the opportunity," Smith said. "The first step is to get kids the opportunities they need and our data shows tremendous progress in access across many areas."

Smith also took issue with the report's claim MCPS does not have an equity policy.

In November, the county government passed a sweeping racial equity bill that mandates equity impact statements for all new bills and budget measures. It also requires county offices to submit plans for reducing inequality and creates a new Office of Racial Equity and Social Justice within the executive branch.

The county's OLO report about MCPS calls on the school district to implement a similar policy of its own.

Smith, however, said MCPS already has a nondiscrimination, equity and cultural proficiency policy that aligns with the county's bill.

The policy says discrimination "in any form will not be tolerated" and says the school district will continuously work to identify and address sources of bias and inequality in schools.

School district officials are scheduled to meet with members of the County Council's Education & Culture Committee on Jan. 27 to review the report.

Caitlynn Peetz can be reached at caitlynn.peetz@bethesdamagazine.com

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Has the achievement gap actually ever gotten closed anywhere in the country? With

Montgomery County has made little progress on its achievement gap

By **Editorial Board**

Jan. 15, 2020 at 6:52 p.m. EST

THERE WAS a time, not so long ago, when Montgomery County was singled out for its efforts to shrink the achievement gap between black and Latino children and their white and Asian peers. “We are a tall tree in a short forest” was a favorite phrase of Jerry D. Weast, then the schools superintendent, noting progress as well as its relative enhancement by poor results elsewhere. Today, sadly, Montgomery County no longer stands so tall. Instead, like much of the U.S. education system, it struggles to devise solutions for the achievement gap. That should be a matter of urgent concern to school and county officials.

The lack of real progress by the state’s largest school district was spotlighted in a recent report from the county’s Office of Legislative Oversight. The report examined a variety of performance measures, including graduation rates, SAT scores and state exams, and concluded that gaps between black and Latino students and their white and Asian peers had not changed appreciably despite the county’s efforts over the years. “Largely ineffective” was the verdict of the report, which alleged that money earmarked to help students at-risk or from impoverished families was not properly spent.

School officials challenged the accuracy of the analysis. They say the examination of student progress is too narrowly focused and doesn’t take into account the system’s efforts to expand access of minority and low-income students to advanced courses. Undisputed, though, is that disparities persist, with low-income students concentrated in schools where there are higher numbers of less experienced teachers.

AD

Demographic changes in the schools in the past decade — more students, more from low-income families, more who are English-language learners — present new challenges for the district and might partly explain why there has been less success in closing the gap than there was during Mr. Weast's tenure. That, though, doesn't let the schools off the hook. Montgomery County Schools Superintendent Jack R. Smith has called the achievement gap a "crisis in our community" and has developed new reporting tools to hold schools accountable for student outcomes.

Clearly, though, there is a need for doubling down on programs that produce results, jettisoning those that are ineffective and developing new strategies. Should there be more investment in prekindergarten? Should the system attract more experienced teachers to the needier schools with higher pay? Should the system's experiment with a longer school year be expanded? Should school boundaries be adjusted so that schools are more racially and socioeconomically diverse?

Montgomery County, which has always prided itself on being a leader in education, needs to start leading again in this critical area.

AD

Read more:

Jack R. Smith: The growing achievement gap in Montgomery County schools must be addressed

Letters to the Editor: Study the school achievement gap, sure, but how about fixing it?

Michael J. Petrilli: Montgomery County talks a good game on "equity." Now it has a chance to walk it, too.

Robert J. Samuelson: Can we fix the schools? (Maybe not.)

Mikhail Zinshteyn: Closing the achievement gap, with help from the Mayo Clinic

Montgomery County Public Schools Performance and Opportunity Gaps



**Briefing on Office of Legislative Oversight Report 2019-14
Education and Culture Committee, Montgomery County Council**

December 9, 2019

1

Presentation Overview

- **The Assignment**
- **Concentrated Need within MCPS**
- **Student Performance by Subgroup**
- **Resource Allocations by Function and Service Group**
- **Recommendations for Council**
- **Recommendations for Board of Education**

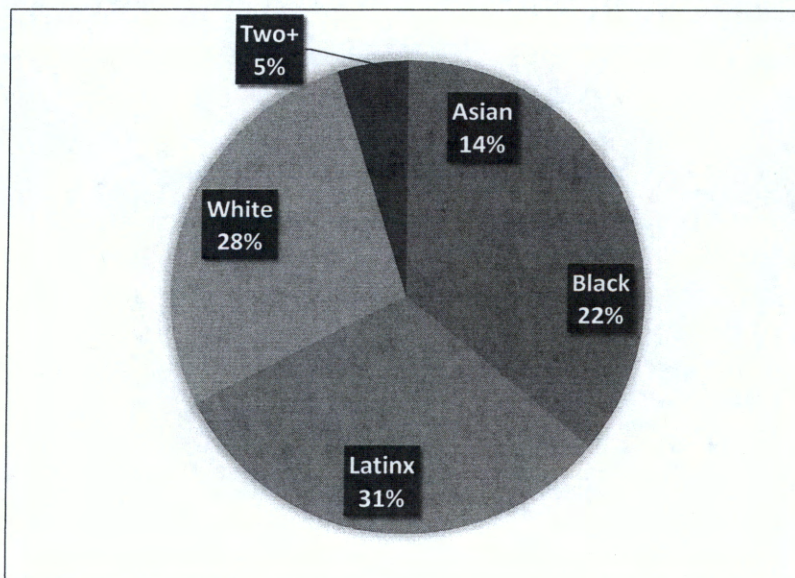
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The Assignment

- OLO tasked to review data on student performance and budget allocations.
- "Performance gaps" reflect differences in educational opportunities rather than individual or cultural differences.
- "Opportunity gaps" reflect differential access to resources that promote learning and achievement.
- This report builds on prior OLO reports tracking "achievement gaps" and resource allocations within MCPS.

3

MCPS Enrollment by Race and Ethnicity, FY19



Concentrated Need within MCPS

Among all MCPS students:

- 1 in 3 qualify for FARMS*,
- 1 in 6 are English learners, and
- 1 in 8 have a disability.

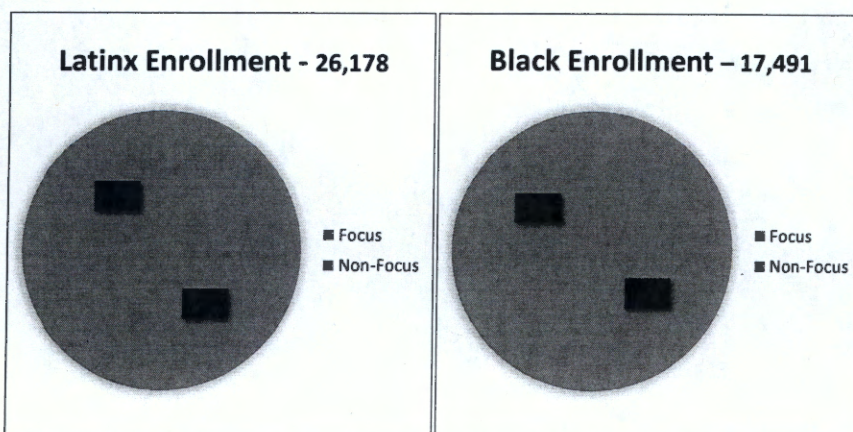
High-poverty elementary schools enrolled:

- 3 in 4 Latinx, Black, low-income, and ESOL students,
- Fewer than 1 in 3 White, Asian, and Multi-Racial students.

** Students' families earn up to 185% of the federal poverty level.*

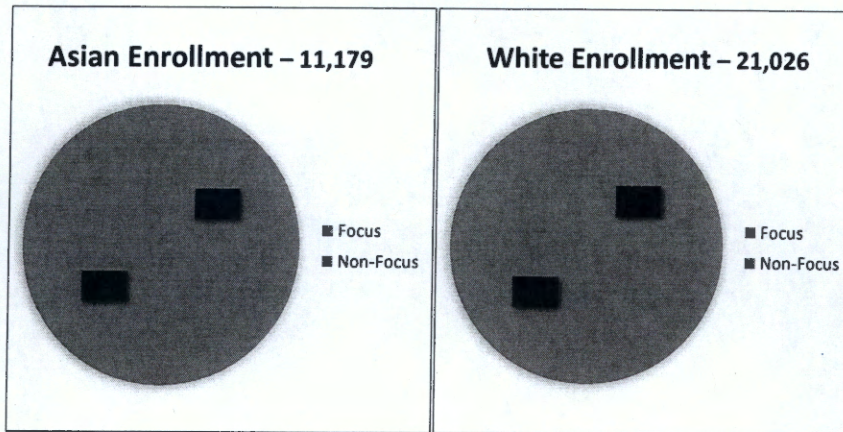
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Distribution of Latinx and Black Students in Elementary Schools, FY19



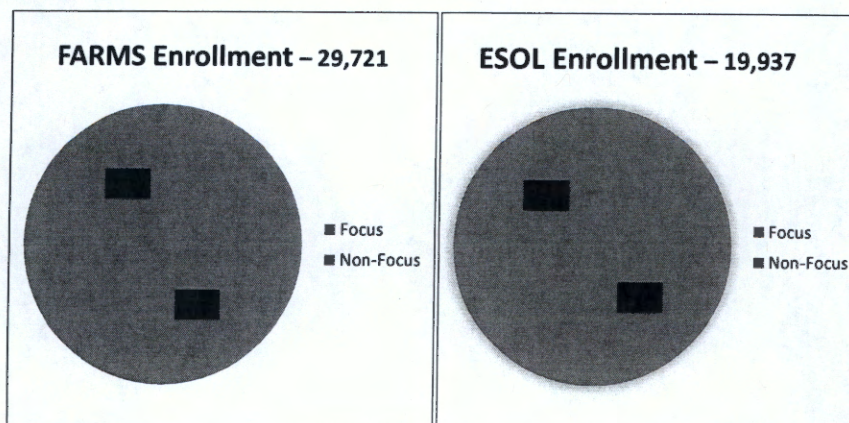
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Distribution of Asian and White Students in Elementary Schools, FY19



7

Distribution of FARMS and ESOL Students in Elementary Schools, FY19



8

Why Does Concentrated Need Matter?

- Research suggests that concentrated poverty can have an adverse impact on student performance.
- Students of color and low-income students tend to experience better outcomes in more economically advantaged schools.
- Performance gaps suggests that concentrated poverty creates an opportunity gap for students enrolled in higher-poverty schools.

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Student Performance Metrics

Data on student performance by subgroup compiled for:

- School Readiness
- English Language Arts (ELA) Proficiency – Grades 3-5, 6-8, and English 10
- Math Proficiency – Grades 3-5, 6-8, and Algebra 1
- High School Completion – Graduation and Dropout Rates
- College Readiness – AP/IB and SAT Performance

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Performance by Race and Ethnicity

Metrics	Outcomes	Asian	White	Two+	Black	Latinx
School Readiness, 2018	Ready for K	67.0%	70.0%	70.0%	46.0%	35.0%
	Grades 3-5*	76.2%	72.4%	66.1%	39.5%	31.0%
English Language Arts Proficiency - PARCC, 2019	Grades 6-8*	79.3%	74.8%	69.3%	39.0%	31.2%
	English 10	77.8%	78.6%	73.0%	38.7%	30.7%
Math Proficiency - PARCC, 2019	Grades 3-5*	79.8%	71.8%	64.1%	34.4%	30.1%
	Grades 6-8*	56.0%	53.5%	45.7%	17.1%	14.6%
	Algebra 1	63.7%	61.4%	53.4%	17.0%	12.7%

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

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Performance by Race and Ethnicity

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College Readiness	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%
High School Completion	4-Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%
	4-Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%

* Calculated as the share of SAT test takers with English/ERW scores of 480 or above.

** Calculated as the share of SAT test takers with SAT Math scores of 530 or above.

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Performance by Race and Ethnicity

Metrics	Outcomes	Asian	White	Two+	Black	Latinx
College Readiness	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%
High School Completion	4-Year Cohort Graduation Rate, 2018	96.6%	94.9%	94.1%	89.6%	75.9%
	4-Year Cohort Dropout Rate, 2018	1.4%	2.4%	2.9%	4.9%	15.7%

* Calculated as the share of SAT test takers with English/ERW scores of 480 or above.

** Calculated as the share of SAT test takers with SAT Math scores of 530 or above.

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Gap Trends by Race and Ethnicity

Metrics	Outcomes	Latinx Gap	Black Gap
School Readiness	Ready for K, 2014-18	--	↑ +3
	Grades 3-5, 2015-19	--	--
ELA Proficiency- PARCC	Grades 6-8, 2015-19	↑ +3	--
	English 10, 2015-19	↑ +8	--
Math Proficiency - PARCC	Grades 3-5, 2015-19	--	--
	Grades 6-8, 2015-19	↓ -6	↓ -6
	Algebra 1, 2015-19	--	↓ -3
College Readiness	AP/IB Performance, 2014-18	↑ +3	↓ -4
	SAT Score – English, 2017-19	↑ +13	↑ +5
	SAT Score – Math, 2017-19	↑ +11	--
High School Completion	Graduation Rate, 2014-18	↑ +4	↓ -3
	Dropout Rate, 2014-18	↑ +5	--

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Gap Trends by Race and Ethnicity

Metrics	Outcomes	Latinx Gap	Black Gap
School Readiness	Ready for K, 2014-18	--	↑ +3
	Grades 3-5, 2015-19	--	--
ELA Proficiency- PARCC	Grades 6-8, 2015-19	↑ +3	--
	English 10, 2015-19	↑ +8	--
Math Proficiency - PARCC	Grades 3-5, 2015-19	--	--
	Grades 6-8, 2015-19	↓ -6	↓ -6
	Algebra 1, 2015-19	--	↓ -3
College Readiness	AP/IB Performance, 2014-18	↑ +3	↓ -4
	SAT Score – English, 2017-19	↑ +13	↑ +5
	SAT Score – Math, 2017-19	↑ +11	--
High School Completion	Graduation Rate, 2014-18	↑ +4	↓ -3
	Dropout Rate, 2014-18	↑ +5	--

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Gap Trends by Race and Ethnicity

Metrics	Outcomes	Latinx Gap	Black Gap
School Readiness	Ready for K, 2014-18	--	↑ +3
	Grades 3-5, 2015-19	--	--
ELA Proficiency - PARCC	Grades 6-8, 2015-19	↑ +3	--
	English 10, 2015-19	↑ +8	--
	Grades 3-5, 2015-19	--	--
Math Proficiency - PARCC	Grades 6-8, 2015-19	↓ -6	↓ -6
	Algebra 1, 2015-19	--	↓ -3
	AP/IB Performance, 2014-18	↑ +3	↓ -4
College Readiness	SAT Score – English, 2017-19	↑ +13	↑ +5
	SAT Score – Math, 2017-19	↑ +11	--
	Graduation Rate, 2014-18	↑ +4	↓ -3
High School Completion	Dropout Rate, 2014-18	↑ +5	--

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Performance by Service Group

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

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

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

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Performance by Service Group

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

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

**OLO calculated data point based on sum of 2019 grade level data weighted by 2018 test takers. 19

Performance by Service Group

Metrics	Outcomes	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness	Ready for K, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
College Readiness	SAT English, Class of 2019*	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
	SAT Math, Class of 2019**	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%
High School Completion	4-Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
	4-Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%

* Calculated as the share of SAT test takers with English/ERW scores of 480 or above.

** Calculated as the share of SAT test takers with SAT Math scores of 530 or above.

Performance by Service Group

Metrics	Outcomes	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness	Ready for K, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
College Readiness	SAT English, Class of 2019*	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
	SAT Math, Class of 2019**	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%
High School Completion	4-Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
	4-Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%

* Calculated as the share of SAT test takers with English/ERW scores of 480 or above

** Calculated as the share of SAT test takers with SAT Math scores of 530 or above

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Performance by Service Group

Metrics	Outcomes	Non-SPED	SPED	Non-ESOL	ESOL	Non-FARMS	FARMS
School Readiness	Ready for K, 2018	59.0%	19.0%	65.0%	27.0%	66.0%	33.0%
College Readiness	SAT English, Class of 2019*	78.0%	19.8%	76.9%	35.9%	81.9%	50.6%
	SAT Math, Class of 2019**	58.7%	15.6%	58.5%	19.5%	64.6%	28.9%
High School Completion	4-Year Cohort Graduation Rate, 2018	90.5%	69.5%	92.8%	46.6%	90.3%	83.1%
	4-Year Cohort Dropout Rate, 2018	6.5%	8.6%	3.6%	36.3%	6.3%	8.0%

* Calculated as the share of SAT test takers with English/ERW scores of 480 or above

** Calculated as the share of SAT test takers with SAT Math scores of 530 or above

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Gap Trends by Service Group

Metrics	Outcomes	SPED Gap	ESOL Gap	FARMS Gap
School Readiness	Ready for K, 2014-18	↑ +11	↑ +3	↑ +3
ELA Proficiency-PARCC	Grades 3-5, 2015-19	↑ +3	--	--
	Grades 6-8, 2015-19	--	↑ +5	--
	English 10, 2015-19	↑ +6	↑ +9	--
Math Proficiency - PARCC	Grades 3-5, 2015-19	↑ +5	↑ +4	--
	Grades 6-8, 2015-19	↓ -3	--	↓ -3
	Algebra 1, 2015-19	↓ -4	--	--
College Readiness	AP/IB Performance, 2014-18	--	↑ +14	--
	SAT Score – English, 2017-19	↑ +19	↑ +8	↑ +4
	SAT Score – Math, 2017-19	↑ +18	↑ +6	↑ +4
High School Completion	Graduation Rate, 2014-18	--	↑ +10	↓ -5
	Dropout Rate, 2014-18	↓ -3	↑ +14	↓ -2.5

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Gap Trends by Service Group

Metrics	Outcomes	SPED Gap	ESOL Gap	FARMS Gap
School Readiness	Ready for K, 2014-18	↑ +11	↑ +3	↑ +3
ELA Proficiency-PARCC	Grades 3-5, 2015-19	↑ +3	--	--
	Grades 6-8, 2015-19	--	↑ +5	--
	English 10, 2015-19	↑ +6	↑ +9	--
Math Proficiency - PARCC	Grades 3-5, 2015-19	↑ +5	↑ +4	--
	Grades 6-8, 2015-19	↓ -3	--	↓ -3
	Algebra 1, 2015-19	↓ -4	--	--
College Readiness	AP/IB Performance, 2014-18	--	↑ +14	--
	SAT Score – English, 2017-19	↑ +19	↑ +8	↑ +4
	SAT Score – Math, 2017-19	↑ +18	↑ +6	↑ +4
High School Completion	Graduation Rate, 2014-18	--	↑ +10	↓ -5
	Dropout Rate, 2014-18	↓ -3	↑ +14	↓ -2.5

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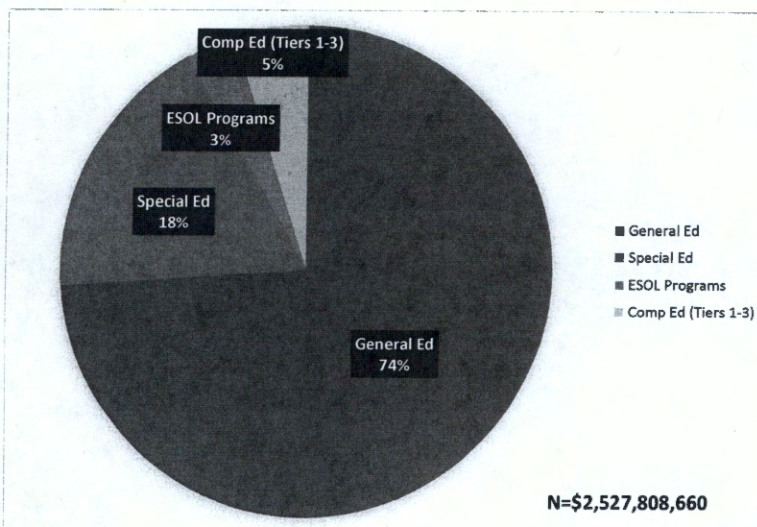
Resource Allocations by Function

Current Fund Budget allocated across four functions:

- **General Education** programs for all students
- **Special Education** programs, including related services, for students with disabilities
- **English for Speakers of Other Languages (ESOL)** programs for English learners and their families
- **Compensatory Education** programs designed to offset the impact of poverty on student achievement

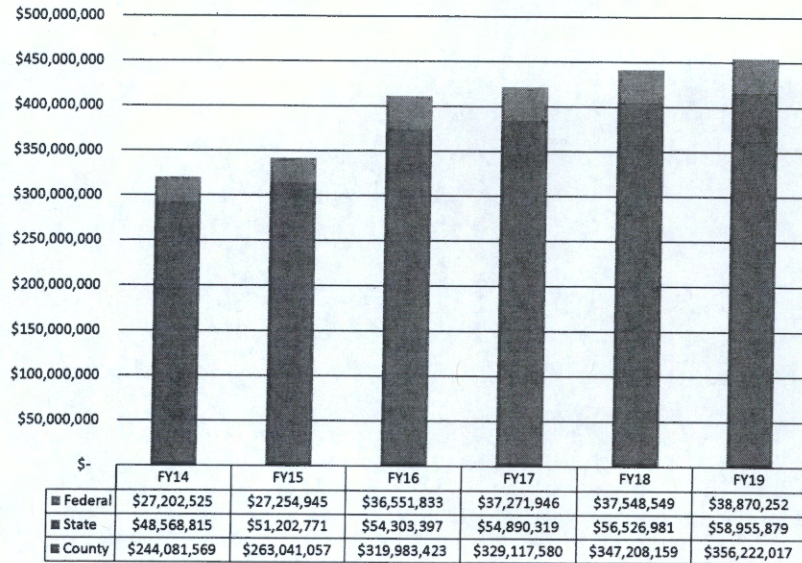
25

Operating Budget by Function, FY19



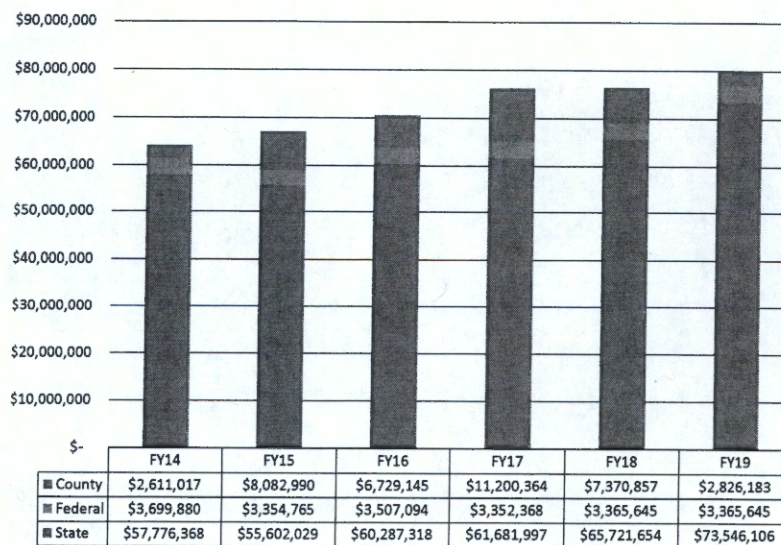
26

Revenue for Special Education, FY14-19



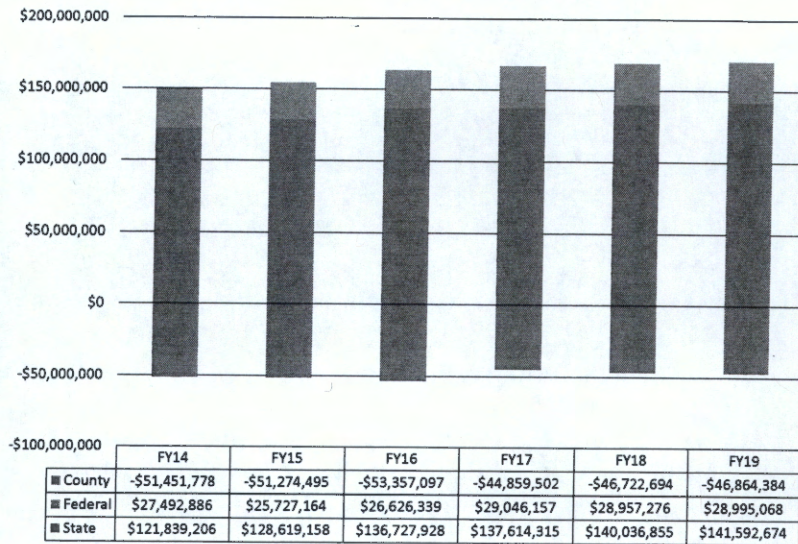
27

Revenue for ESOL Programs, FY14-19



28

Revenue for Compensatory Education, FY14-19



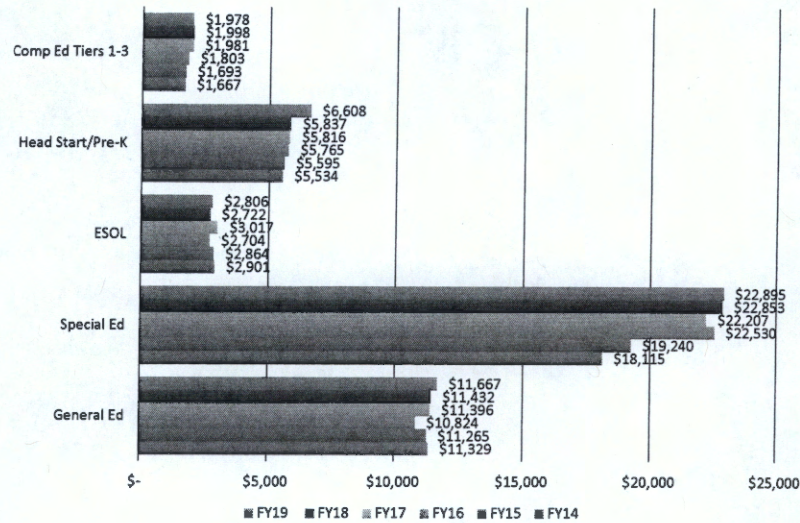
29

Per Pupil Budgets by Function, FY19

- MCPS budgeted \$11,700 per student for general education.
- For service group students, MCPS budgeted an **additional**:
 - \$22,900 for special education and related services per student with a disability;
 - \$2,800 for ESOL programs per English learner; and
 - \$1,600 - \$2,000 for compensatory education per K-12 student eligible for FARMS.
- MCPS budgeted \$6,600 per low-income student enrolled in Head Start and Pre-K.

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Per Pupil Budgets by Function, FY14-19



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Per Pupil Budgets by Service Group, FY19

MCPS' per pupil budgets by service group, inclusive of general education, in FY19 averaged:

- \$11,700 for general education only students;
- \$13,300 to \$13,600 per low-income K-12 student for general education and compensatory education;
- \$14,500 per English learner for general education and ESOL programs; and
- \$34,600 per student with a disability for general education and special education.

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Summary of OLO Findings

- Performance gaps by race, ethnicity, and service group persist with MCPS. Gaps among a majority of metrics have not narrowed over the past three to five years.
- Two opportunity gaps likely contribute to MCPS' persistent performance gaps:
 - Concentration of need and lower-performing student subgroups among MCPS higher-poverty schools;
 - Underfunding of compensatory education and ESOL programs relative to student need.

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OLO Recommendations

Recommendations for Council Discussion -

- Discuss with MCPS efforts to allocate additional funding to close opportunity gaps for Latinx, Black, English learning, and low-income students.
- Discuss with MCPS the merits of using a racial equity lens to identify and remedy policies, programs, and practices that foster or exacerbate inequities.

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OLO Recommendations

Recommendations for Council Action –

- Develop a Council Resolution calling on the BOE to develop an integration and equitable funding plan.
- Encourage the state to require the BOE to expend all state resources allocated for compensatory education on low-income students and/or high-poverty schools.
- Request the BOE to earmark County funding above MOE for compensatory education and ESOL programs.
- Request the BOE to annually report data on performance and resource allocation for general, special, and compensatory education, and ESOL programs.

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OLO Recommendations

Recommendations for Board of Education Action –

- Request a briefing on OLO Reports 2019-14 and 2018-8, Racial Equity in Government Decision-Making: Lessons from the Field.
- Adopt Racial Equity and Social Justice Policy aimed at identifying and remediating MCPS policies, programs, and practices that undermine racial equity and social justice.
- Partner with County and other local jurisdictions in a community of practice aimed at advancing racial equity and social justice in governmental decision-making.

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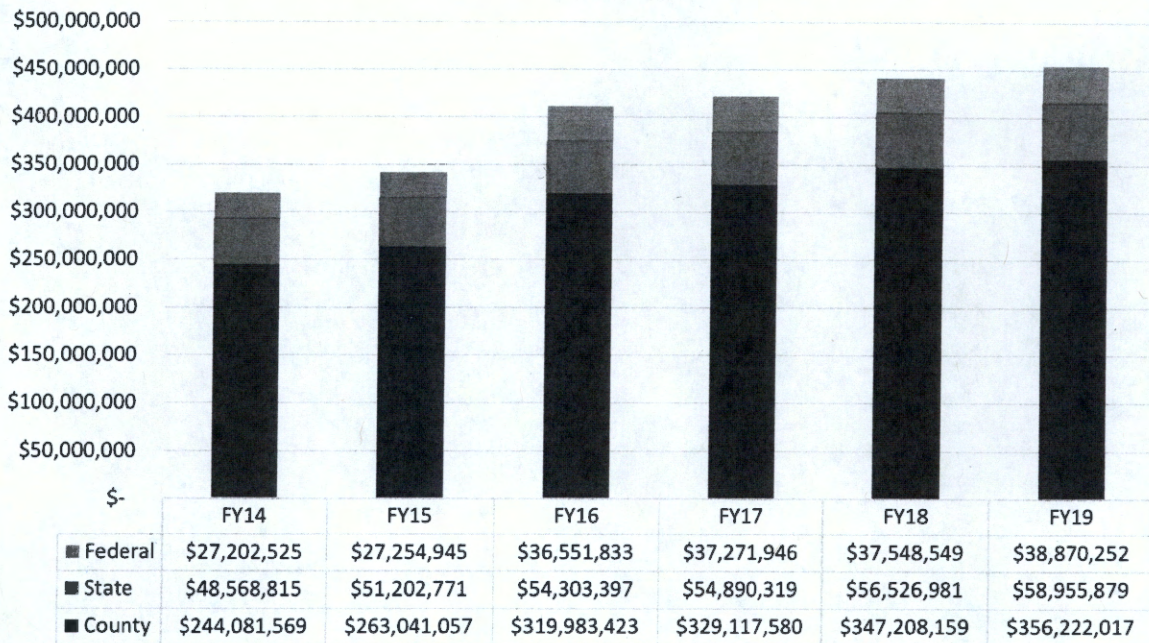
Table 5.1: MCPS' Compensatory Education Programs by Tier, FY19

Tiers	Specific Programs	Budget	FTE's
<u>Tier 1 Programs</u> <i>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
<u>Tier 2 Programs</u> <i>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
<u>Tier 3 Programs</u> <i>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

* 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

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

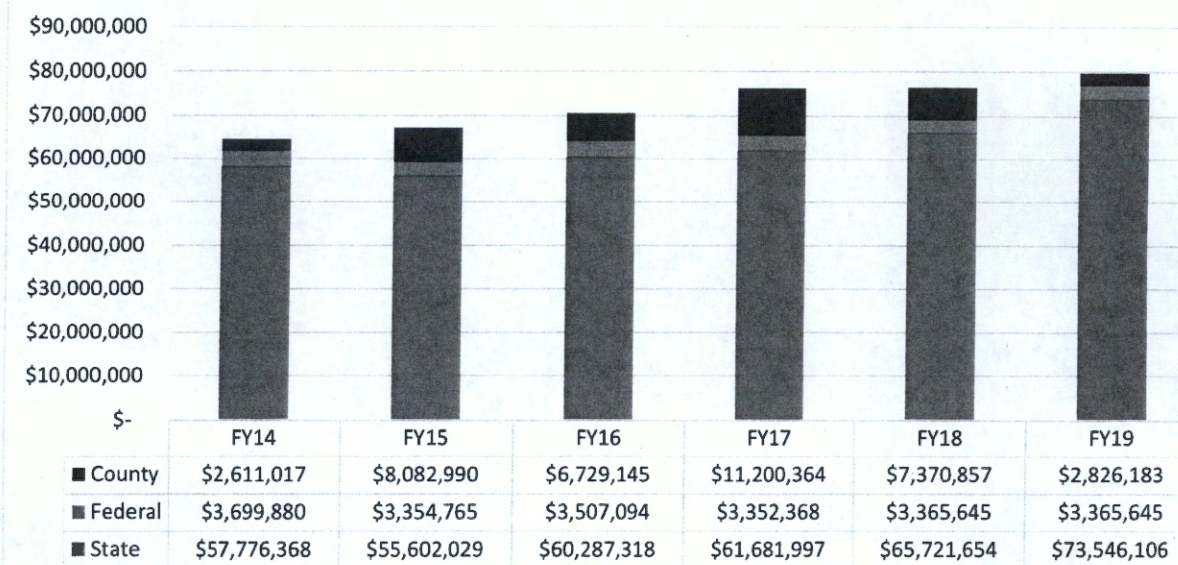
Chart 5.13: Special Education Revenue by Source



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.

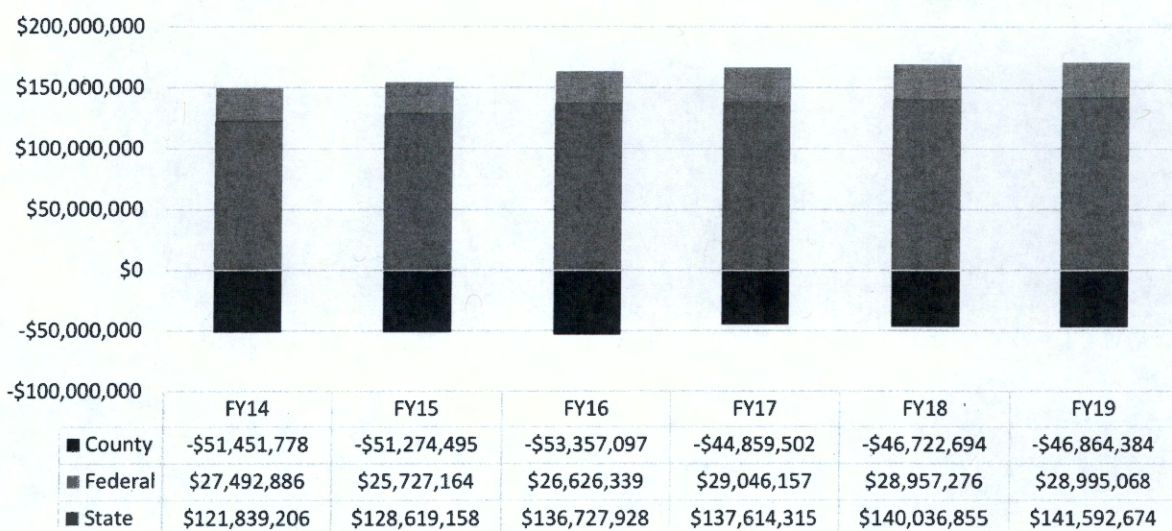
Chart 5.14: ESOL Program Revenue by Source



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.

Chart 5.15: Compensatory Education Revenue by Source



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.

- 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, 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)

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-wrkvbmgfvyhrfnlsacqnyxau44-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 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.



MONTGOMERY COUNTY PUBLIC SCHOOLS
MARYLAND
www.montgomeryschoolsmd.org

December 4, 2019



Dr. Elaine Bonner-Tompkins, Senior Legislative Analyst
Office of Legislative Oversight
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Dr. Bonner-Tompkins:

Thank you for providing Montgomery County Public Schools (MCPS) staff with the opportunity to review and comment on the draft Office of Legislative Oversight (OLO) report on *MCPS Performance and Opportunity Gaps (OLO Report Number 2019-14)*. MCPS staff who participated in the review appreciate the collaborative process used to provide feedback. Comments and suggestions provided by MCPS staff were incorporated in the final report.

The final "Embargoed" *MCPS Performance and Opportunity Gaps* report was received November 27, 2019. However, the final report contained an Executive Summary (p. i-iv) that was not part of the draft report. MCPS staff reviewed the Executive Summary and raised concerns about the OLO Recommendations (p. iv). MCPS is deeply engaged in the work suggested in the recommendations and therefore, we request a meeting with the members of the Education and Culture Committee. We would appreciate the opportunity to share the components of the attached document, *All In: Equity and Achievement Framework*, and related operational supports that guide our equity work. In the interim, this response provides highlights of the Framework as well as additional context and comments specific to the OLO Recommendations.

MCPS has long been committed to having diverse, inclusive, and equitable schools and classrooms where students' performance is not predictable by characteristics such as race, ethnicity or poverty. To continue this commitment, *All In: Equity and Achievement Framework* provides a sophisticated way of matching student experience and performance with characteristics of poverty and race moving away from traditional aggregate reporting of results that tell us about who the schools serve rather than how well they serve their student population. This is new and drives the system's equity work to increased levels not previously attainable with single measure, aggregate level reporting.

The Equitable Access to Resources (EAR) portion of the Framework examines how well the system and schools are using staff, time, and money as measured by student outcomes, with emphasis on the placement and performance of five focus groups: African Americans/Black, African Americans/Black in poverty, Hispanic/Latino, Hispanic/Latino in poverty, and all other students in poverty. As part of developing the EAR portion of the Framework, MCPS consulted with Education Resource Strategies (ERS), a national non-profit that works with urban

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 240-740-3020

systems to transform how they use resources through an equity lens. The ERS final report containing findings may be accessed on the MCPS website at: <https://www.montgomeryschoolsmd.org/evidence-of-learning-framework/equitable-access-to-resources.aspx>. MCPS is engaging broad stakeholder groups to provide recommendations to the school system and the Board of Education based on the study findings.

Additional context and comments specific to OLO Recommendations 1-3 include:

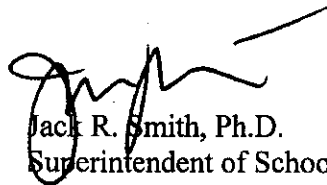
- ERS presented the first of a two-part report to the Board of Education on April 29, 2019. ERS reported, “MCPS spends more on its highest-need schools and students, resulting in more staff per student at higher-need schools. This ‘extra’ investment in high need schools is more than we see in peer districts.”
- This presentation is accessible through Board Docs on the MCPS website at: [https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BBOJRY4E0FE8/\\$file/Prog%20Perform%20Share-out%20ERS%20MCPS%20Partnership%20190429%20PPT.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/BBOJRY4E0FE8/$file/Prog%20Perform%20Share-out%20ERS%20MCPS%20Partnership%20190429%20PPT.pdf)
- MCPS is engaging stakeholders in a Budget Advisory committee where the ERS findings are part of the discussions informing the Fiscal Year 2021 Operating Budget development process as a means of ensuring that resources are targeted in ways that address the achievement gaps.
- MCPS leverages to the fullest extent the ability to expend all state resources allocated for compensatory education with an equity focus for all impacted groups within existing mandatory requirements.
- MCPS leverages to the fullest extent possible the use of a combination of local, state, and federal funds within existing mandatory requirements that govern aspects of fiscal resource use such as supplanting to achieve the goal of addressing the opportunity gaps.
- MCPS annually reports performance data to improve the Council’s understanding of how MCPS is making progress with eliminating opportunity gaps.
- Per the *Every Student Succeeds Act of 2015* (ESSA), the Maryland State Department of Education will provide actual per-pupil expenditures per school sometime during the 2019-2020 school year to improve the public and Council’s understanding of the ranges of resource allocations reflected in per-pupil expenditures for each school.
- MCPS has a seat on the County’s Equity Advisory Group.
- Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, provides guidance governing racial equity and social justice.

- Related to Policy ACA, MCPS' guidance and mandatory training content includes, but is not limited to: the Culture of Respect Compact; Montgomery County Public Schools *Student Code of Conduct*, Montgomery County Public Schools *Employee Code of Conduct*; and Montgomery County Public Schools *Guidelines for Respecting Religious Diversity*.

The *ALL In: Equity and Achievement Framework* provides the data analysis necessary to report publicly the impact schools have on the students they serve. This information shines a light on what is and what is not working as collectively we work toward the goal of eliminating opportunity gaps. There is much more to do to ensure that we provide the best instructional program delivered by a highly trained and diverse staff to our most vulnerable students. The recommendations contained in the report represent work well under way in MCPS.

We look forward to meeting with the Education and Culture Committee to discuss the recommendations in the report. Thank you again for the opportunity to review the OLO draft and final reports.

Sincerely,



Jack R. Smith, Ph.D.
Superintendent of Schools

JRS:JSW

Enclosure

Copy to:

County Council Education and Culture Committee Chair Craig Rice
Members of the Board of Education
Dr. McKnight
Dr. Navarro
Dr. Wilson
Ms. Webb

ALL IN: EQUITY AND ACHIEVEMENT FRAMEWORK

MCPS is committed to an All Means All approach for student success. While many of our students achieve at the highest levels, not all have had access, opportunities and resources needed to meet their full potential. MCPS is committed to addressing disparities in student outcomes by closing gaps in opportunity and achievement for all students, in all classrooms, in all of our schools. The MCPS *All In: Equity and Achievement Framework* provides the purpose, path and plan to ensure success for all students.

Evidence of Learning

www.montgomeryschoolsmd.org/evidence-of-learning-framework/

The Evidence of Learning (EOL) consists of multiple measures in classroom, district, and external categories that assess student learning allowing the district to monitor students progress at each level- primary, intermediate, middle, and high school with the goal of being college and career ready.

Are our students learning? Are they learning enough?



Equity Accountability Model

www.montgomeryschoolsmd.org/evidence-of-learning-framework/equity-accountability-model.aspx

The Equity Accountability Model (EAM) uses the Evidence of Learning (EOL) data to determine the impact schools have on the students who have typically not performed as well as their White and Asian peers. The EOL data results are organized by 5 focus groups- African American/Black FARMS, African American/Black non-FARMS, Hispanic/Latino FARMS, Hispanic/Latino non-FARMS and all other FARMS students. The district also measures and monitors the progress of Whites and Asians with the goal of 90% achievement among all student groups.

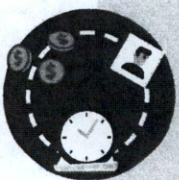
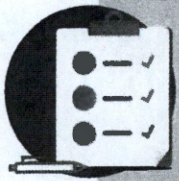
If not why not? How do we know?



Equitable Access to Resources

The Equitable Access to Resources (EAR) portion of the Equity and Achievement Framework examines how well the system and schools are using staff, time and money as measured by student outcomes with emphasis on the performance of the 5 focus groups. The primary goal of a deep examination of system resource allocation and use is to reduce the likelihood that student outcomes are predictable by race or income.

What are we going to do about it?



Students must have the physical, social and psychological well-being in order to be academically successful. MCPS' Be Well 365 initiative will ensure that students have the skills to:

- Become positive members of the community • Manage their emotions • Build academic and social resilience
- Identify and access supports • Peacefully resolve conflict, and • Make positive decisions

MCPS Strategic Planning Committee, Board of Education, Key Community Stakeholders

The Strategic Planning Process identified equitable practices as a backbone for systemwide operations, including allocation of resources. The MCPS Strategic Plan ensures academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency or disability. We will continue to strive until all gaps have been eliminated for all groups.

<https://www.montgomeryschoolsmd.org/campaigns/Strategic-Planning-FY19-22/>

INFLUENCERS

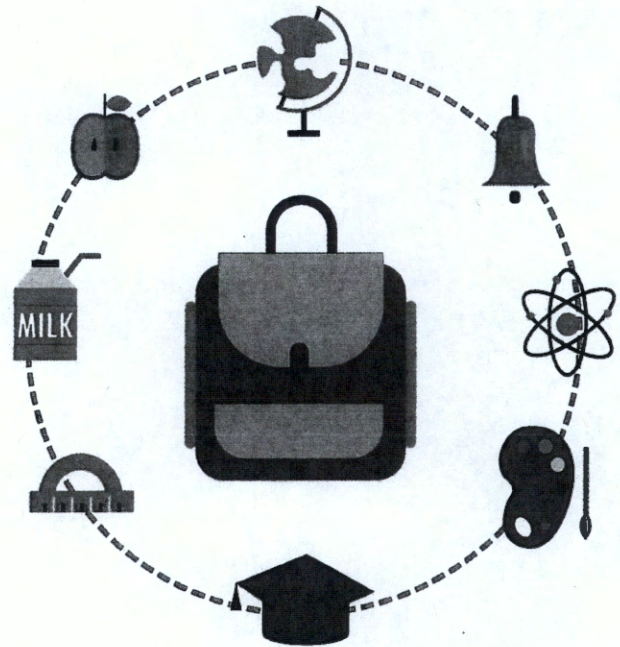
EQUITABLE ACCESS TO RESOURCES

ESSA: The Every Student Succeeds Act (ESSA) requires states to annually report every public school's total per-pupil spending of federal, state and local money disaggregated by source of funds. This includes actual (not average) spending on personnel.

MCPS has expanded on the requirements of ESSA to examine not only **how much** is being spent, but **how well** the resources (money, time and staff) are being used across and within schools to ensure equity and excellence for all students.

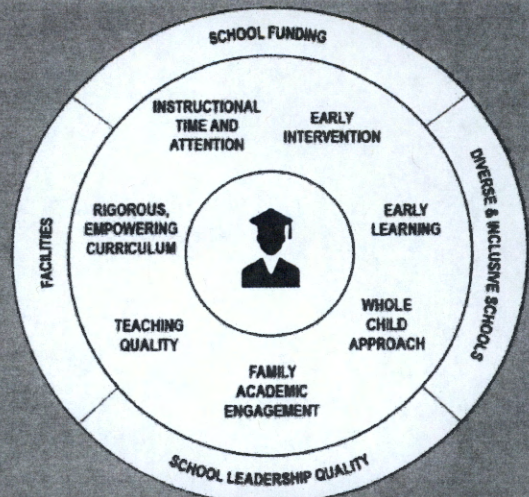
GUIDING PRINCIPLES:

- » a deep understanding of resource allocation
- » an understanding of how MCPS compares to other similar districts in resource allocation, use, and equity
- » learnings from schools that are achieving better student performance
- » tools that enable school leaders and community stakeholders to make informed decisions about resource use
- » ensure continuous improvement
- » effective communications of school resource allocation



DIMENSIONS OF EQUITY

The dimensions of equity with appropriate allocation of resources work together for positive experiences and outcomes for all students. This is done through ensuring that the annual operating budget process is fully informed and considers the guidance of the EAR framework.

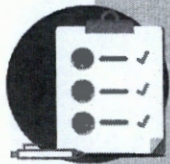


COURTESY OF EDUCATION RESOURCE STRATEGIES (ERS)

ALL IN: EQUITY AND ACHIEVEMENT FRAMEWORK



Evidence of Learning



Equity Accountability Model



Equitable Access to Resources



Students must have the physical, social and psychological well-being in order to be academically successful.

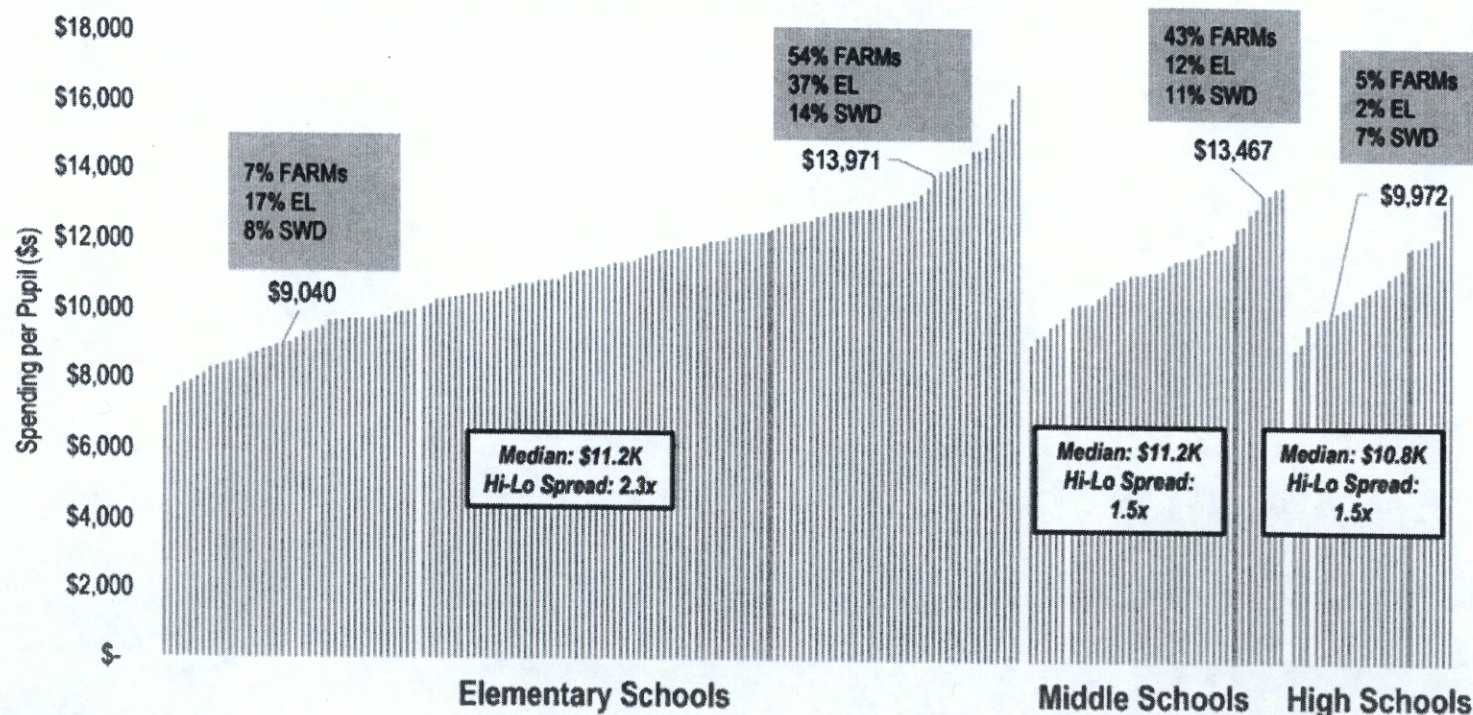
MCPS' Be Well 365 initiative will ensure that students have the skills to:

- Become positive members of the community • Manage their emotions • Build academic and social resilience
- Identify and access supports • Peacefully resolve conflict • Make positive decisions

STUDENT EXPERIENCE & OUTCOMES

Per pupil spending and student need vary widely across schools in MCPS

School Year 17-18 Dollar Per Pupil Spending By School



Source: MCPS SY17-18 Expenditures, ERS analysis. Excludes Special/Alternative Schools, New 18/19 Schools.



Explore

The first step to understanding school funding is to calculate the **per pupil spending** at each school. The data to the left shows the dollar per pupil spending at each school in MCPS. We can see that spending by school varies greatly: some schools spend more than twice as much as others. However, this data on its own doesn't help us understand school funding equity, since we also see that student need varies across schools.

For this reason, we must better understand what factors (including student need) drive differences in spending across schools to help us assess if those drivers match our vision for equitable school funding.



School Funding: At a Glance

Vision: All students attend schools with sufficient funding to meet their needs.

Why it Matters	<p>Money matters for schools and students. Additional funding may be required to support students who have more intensive learning needs.</p> <p>But money alone is not enough. Equitable school funding can enable equitable access to many of the resources described in this report and can lead to accelerated learning <i>when those dollars are used well.</i></p>
How it's Assessed <i>*Indicates topics addressed in our study</i>	<ul style="list-style-type: none"> • Adequacy of funding • Differentiation in funding by student populations and levels of school need* • The types of resources that we invest in*
Study Insights	<ul style="list-style-type: none"> • Per pupil spending varies greatly across schools; some schools spend twice as much as other schools. Three key factors that influence how much a school spends are: (1) student need (students with disabilities, English learners and poverty), (2) school enrollment, and (3) average teacher compensation. • MCPS provides more incremental funding for students and schools in poverty than peer districts across the nation. • MCPS' incremental poverty investment is more significant in elementary schools, compared to middle and high schools. • MCPS' incremental poverty investment results in more staff members at higher-need schools, primarily in teaching positions.

Compared to peer districts, MCPS spends more overall per general education student and differentiates spending more for students in poverty and students with disabilities

District	General Education Base	Incremental poverty (FARMs) Investment		Incremental EL Investment		Incremental SWD Investment	
	(\$000s)	(\$000s)	%	(\$000s)	%	(\$000s)	%
MCPS	\$10.9	\$1.5	14%	\$2.6	24%	\$19.3	177%
Peer Median	\$10.2	\$0.9	9%	\$3.0	30%	\$15.1	170%
<i>Difference Between MCPS and Peer Median</i>	\$0.7	\$0.6	5%	(\$0.4)	(5%)	\$4.2	7%
Charlotte	\$9.0	\$1.5	17%	\$2.8	31%	\$10.4	115%
Fulton County	\$8.7	\$0.8	9%	\$3.9	45%	\$15.1	173%
Palm Beach County	\$10.2	\$0.7	7%	\$3.0	29%	\$11.1	109%
Austin	\$9.1	\$0.8	9%	\$0.8	9%	\$15.1	166%
Shelby County	\$10.2	\$1.2	12%	\$3.1	30%	\$12.2	120%
Los Angeles	\$10.2	\$0.9	9%	\$0.7	7%	\$20.8	204%
Baltimore City	\$11.3	\$0.9	8%	\$4.0	35%	\$23.7	210%
Boston	\$13.4	\$0.7	5%	\$3.5	26%	\$28.5	213%

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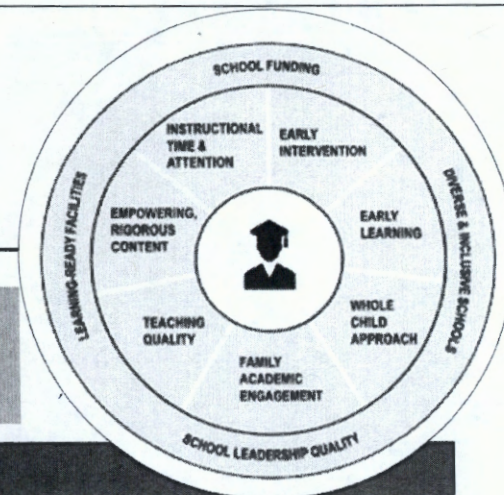
Summary of Study Insights

Colors indicate if higher-need schools/students get more, less, or the same of this resource as their peers →

In MCPS, higher-need schools/students get **more**

In MCPS, higher-need schools/students get a **similar level**

In MCPS, higher-need schools/students get **less**



Dimension	Summary of Insights
Performance	Overall, MCPS outperforms other Maryland districts with similar levels of FARMs students – however not all student groups in MCPS experience this outperformance. Performance gaps still exist both across and within schools, particularly for FARMs students and students of color.
School Funding	MCPS spends more on its highest-need schools and students, resulting in more staff per student at higher-need schools. This 'extra' investment in high-need schools is more than we see in peer districts.
Teaching Quality	In MCPS, <i>Focus</i> students are more likely than <i>Monitoring</i> students to spend time with novice teachers and less likely to spend time with teacher leaders, National Board Certified teachers, and teachers with advanced degrees. Principals report mixed results on practices related to teacher support and teacher collaboration.
Instructional Time and Attention	On average, higher-need schools have lower class sizes than lower-need schools, but there is significant variation in class sizes across schools. Some schools differentiate class sizes and time for priority subjects, grade levels, and students, but these practices are inconsistent.

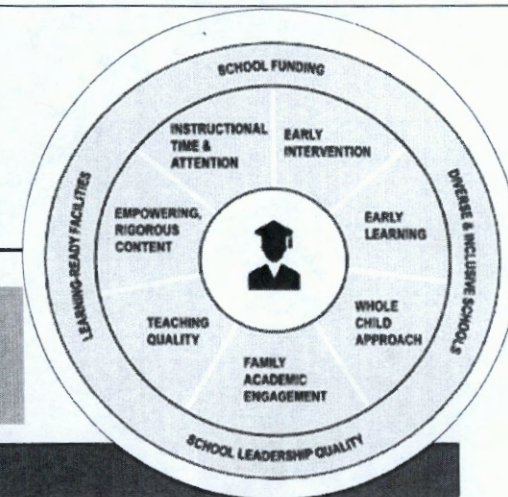
Summary of Study Insights *Continued*

Colors indicate if higher-need schools/students get more, less, or the same of this resource as their peers →

In MCPS, higher-need schools/students get **more**

In MCPS, higher-need schools/students get a **similar level**

In MCPS, higher-need schools/students get **less**



Dimension	Summary of Insights
Empowering, Rigorous Content	Enrollment in advanced course pathways decreases for all student groups over the course of elementary and middle school, suggesting that students are not getting the supports they need to succeed. <i>Focus</i> students are less likely to be enrolled in advanced coursework, even compared to peers with the same incoming performance.
Diverse and Inclusive Schools and Classrooms	Students tend to be grouped in classes with peers of similar performance levels, limiting access to heterogeneous classes.
Whole Child Approach	Principals report low usage of 'Tier 1' practices that support social-emotional learning for all students.
School Leadership Quality	MCPS principals recommend working in MCPS more than principals in peer districts, suggesting higher levels of job satisfaction. Higher-need schools are more likely to be led by novice principals than lower-need schools. Principals report both strengths and opportunities for improvement regarding central office support.