

MEMORANDUM

April 24, 2023

TO: Education and Culture Committee

FROM: Essie McGuire, Senior Legislative Analyst

SUBJECT: Worksession – Montgomery County Public Schools FY24 Operating Budget

PURPOSE: To continue Committee review of MCPS FY24 Operating Budget request

Expected Attendees:

- Karla Silvestre, President, Montgomery County Board of Education
- Dr. Monifa B. McKnight, Superintendent of Schools, MCPS
- Dr. Patrick Murphy, Deputy Superintendent, MCPS
- Dr. Peggy Pugh, Chief Academic Officer, MCPS
- Brian Hull, Chief Operating Officer, MCPS
- Dana Edwards, Chief, District Operations, MCPS
- Stephanie Sheron, Chief, Strategic Initiatives
- Dr. Susan Marks, Acting Chief, Human Resources and Development, MCPS
- Niki Hazel, Associate Superintendent, Curriculum and Instructional Programs, MCPS
- Rob Reilly, Associate Superintendent, Office of Finance, MCPS
- Thomas Klausing, Executive Director of Finance, MCPS
- Ivón Alfonso-Windsor, Supervisor of the Budget Unit, MCPS
- Rich Harris, Fiscal and Policy Analyst, Office of Management and Budget

OVERVIEW OF FY24 OPERATING BUDGET REVIEW STRUCTURE

Today the Education and Culture Committee will hold its second worksession to review the Board of Education’s Requested FY24 Operating Budget for Montgomery County Public Schools (MCPS). Committee Chair Jawando has outlined the approach that the Committee will take to reviewing the budget request over the course of three scheduled Committee worksessions focusing on MCPS.

Throughout the budget review, the Chair intends to focus the discussion through the following lens:

- What are the mechanisms by which we will measure success?
 - *Current state:* Where are we?
 - *Evaluation:* What is working and not working?
 - *Next steps:* Where do we go from here?

At its first MCPS Operating Budget review worksession on April 19, the Committee received a fiscal overview of the budget request; reviewed revenues and expenditures, including Federal relief funding; discussed positions and vacancies; and reviewed the Technology Modernization Capital Improvements Project, including technology initiatives and supports for staff and students.

The third meeting on May 4 will review the staff statistical profile information; student support services including attendance, tutoring, and mental health; restorative justice; and other updates and follow-up. The Committee will also consider its funding recommendation for the MCPS FY24 Operating Budget at the May 4 meeting.

Today’s worksession will review the following:

- Supports for Math and Literacy instruction;
- School safety and security; and
- Other recommended accelerators in the Board of Education’s budget request.

I. MATH AND LITERACY INSTRUCTION

Evidence of Learning Framework

The school system measures and monitors student achievement metrics through many levels, assessments, and measures. The primary overarching framework for evaluating student achievement is the Evidence of Learning (EOL) framework. MCPS documents describe the EOL framework as follows:

“The Evidence of Learning (EOL) Framework uses a multiple measures approach that identifies accountability related to readiness and evidence of student achievement. Evidence from research supports the importance of using multiple measures to determine success of not only students, but also schools and districts. Embedded in the EOL Framework are a variety of measures assigned as classroom, district, and external. Some of the identified measures are assessments which are best for informing and improving instruction, while others allow for a more comprehensive coverage of curriculum. Multiple measures within and across the areas of literacy and mathematics as detailed in the framework allow for increased opportunities for students to demonstrate their learning.”

The Superintendent and the Board continue to monitor student achievement data through this framework. The data from the 2020-2021 school year first highlighted the impact of the COVID-19 pandemic experience on student achievement and reflected a full year of remote learning. The 2021-2022 data was presented to the Board in September 2022 and reflects the data from the first full year returning to in-person learning. (Presentation attached at circles 1-39)

The School Year 2021-2022 data continued to highlight concerns and areas of need for improvement and support in recovery for student achievement in the core areas of math and literacy. The Board most recently received a mid-year report on the EOL metrics on March 28, 2023; the Board materials for this presentation are attached at circles 40-52. The mid-year data focuses on transition years for students; the Board memorandum states that “EOL transition data

allows us to examine how students transition from one grade level to another. Transition data provides a mid-year checkpoint to ensure students are on their way toward demonstrating proficiency in grade-level standards by the end of the school year.” (circle 40)

While the mid-year data identified areas of progress, concerns continue as well. Overall in both math and literacy, the Grade 9 cohort showed significant progress, while Grades 3 and 6 showed declines.

Operating Budget Elements

The table below shows the accelerators identified in the Board’s budget request that appear most directly related to math and literacy instruction: *(Note: Council staff compiled this subset from the list of accelerators)*

Math & Literacy Instructional Accelerators

Accelerator	FTE Workyears	Amount
Elementary and Middle School Math Support (2 math supervisors, 2 ES and 1 MS IS, 12 math instructional coaches)	17.0	\$1,792,553
English language development (2 coaches and 40 teachers)	42.0	\$3,375,486
8 Academic Opportunity Specialists	8.0	\$1,174,424
Literacy and Math Summer Institute		\$1,555,160
Stipends for Multi-Classroom Leadership Program		\$107,650
Teacher stipends to build post-CCR support pathway courses, RFP to purchase high quality, effective secondary interventions		\$2,026,913
TOTAL	67.0	\$10,032,186

MCPS provided the following table of base budget elements that support math and literacy instruction:

Base Budget Supports for Math and Literacy Instruction

	Description	FTE	Budget
School Positions	Reading Specialist, Reading Initiative Teachers, Reading Support	182.6	\$25.4M
Curriculum Materials	Benchmark, Really Great Reading, StudySync, Eureka DreamBox intervention, LearnZillion		\$13.3 M
Centralized Supports	Supervisors, Instructional Specialist, Literacy coaches	42	\$5.2M

Professional Learning	Science of Reading, Math leader training		\$6.5M
Assessments	DIBELS, MAP testing		\$0.6M
Total		224.6	\$51.0M

Together these elements constitute approximately \$61 million in budgeted supports for math and literacy instruction.

On circles 101-103 MCPS provided additional information about all positions, existing and requested, including links to job descriptions; description of how the additional requests support the existing work; and how the efforts will be evaluated.

The MCPS response attached, as well as the Board documents, indicate that the strategy for the accelerator positions is to increase the amount, frequency, and intensity of supervisory support time available to work with schools and teachers around their student data and outcomes. The positions work with schools and teachers around effective instruction as well as analysis of the needs of individual students (circle 104).

Circle 105 outlines the intended evaluation approaches, which focuses on documentation of planning, analysis, and steps implemented, together with monitoring outcomes in student data over time. MCPS also intends to conduct a Request for Proposals (RFP) around Reading Intervention programs as part of its evaluation of program impact for these interventions.

Council staff compiled additional summary of some elements below:

The February 9 budget presentation to the Board of Education stated that existing base funding includes:

- \$16.9 million of ongoing investments to support literacy
- \$8.8 million ongoing investments to support math

Math positions

Existing:

- 2 Supervisors (1 Elementary, 1 Secondary)
- 7 Instructional Specialists

Requested:

- 2 Administrators (1 Elementary, 1 Secondary)
- 3 Instructional Specialists (2 Elementary, 1 Middle School)

Proposed FY24 total: 4 Supervisors/Administrators; 10 Instructional Specialists

Literacy positions

Existing:

- 2 Supervisors (1 Elementary, 1 Secondary)
- 6 Instructional Specialists
- 3 Literacy Coaches

Requested:

- 2 Literacy Coaches
- **Proposed FY24 total:** 2 supervisors; 6 instructional specialists; 5 coaches

The summary table of base budget elements above cites school-based positions providing direct instruction and interventions to augment regular classroom instruction. The Superintendent's FY24 Operating Budget document reflects the following position totals:

- Reading specialist: 137 (ES)
- Reading Support: 7 (ES)
- Reading Initiative: 36.6 (ES)
- Academic Intervention: 48.7 (ES); 25.6 (MS); 23.8 (HS)

Council staff notes that the approach taken in the accelerators appears consistent with the next steps identified in Board presentation documents and materials from both September and March. For example, the presentation in September 2022 identified the following as next steps related to math instruction (circle):

- Institutionalize use of Eureka Math Equip pre-diagnostic resources
- Engage teachers in Curriculum Study of math standards
- Coach and lead professional learning to support EMLs and students with disabilities
- Provide strategic and focused direct support to schools
- Monitor assessment data routinely to provide timely support
- Differentiate support to math leaders based on school need

The accelerators appear to focus on increasing the ability of teams to analyze, identify, and plan interventions to respond to student and school needs. The Committee may want to hear more about the rationale for this approach and the degree to which it leverages existing resources in direct instruction and other interventions.

II. SAFETY AND SECURITY

On March 20, the Education and Culture and Public Safety Committees received a briefing on school safety and security focusing on collaboration with Montgomery County Police Department (MCPD), the Community Engagement Officer (CEO) program implementation, and Restorative Justice. The full packet of materials for that discussion can be found at the following link:

https://www.montgomerycountymd.gov/council/Resources/Files/agenda/cm/2023/20230320/20230320_PSEC1.pdf

The Committees requested follow up information in a number of areas; the responses are attached at circles 106-117. The discussion today will focus on security, and the Committee will return to the elements related to Restorative Justice in the third worksession.

School Based Security Staffing

MCPS provided the following information regarding the staffing allocations for school security:

- There are 8 systemwide security assistant positions based at central office that provide roving security support for elementary schools.
- Middle schools are allocated security assistants; all middle schools receive 2 security assistants with the exception of John Poole MS which receives 1 security assistant; and Thomas W. Pyle and Julius West MS which each receive 3.
- High schools are allocated one team leader position and security assistants. High school allocations range from 10 at Montgomery Blair HS to 4 at Poolesville HS (Thomas Edison HS of Technology has 2).

The total base allocation for school-based security staffing is 25 HS team leaders and 217 security assistants. Of the security assistants, 81 are at the MS level and 131 are at the HS level.

For the FY24 request, the Board of Education added \$515,550 for 10 additional security assistants. MCPS has not yet indicated changes in the school allocations for next year or how these additional positions would be deployed.

Additional Data and Follow-up

In the March 20 worksession, Committee members requested follow up on the numbers of serious incidents in various categories. On circle 107, MCPS provides the following data:

- Of the 1033 serious incidents reported as of March 9, 2023:
 - Medical assistance: 553
 - Attack involving an adult: 34
 - Attack involving students: 94
 - Involving weapons: 150
 - Alcohol and drugs: 200

MCPS reports full staffing in school-based security positions following Spring Break; and that 34 security assistants have not taken the required school resource officer/school security employees

training. Council staff notes that turnover does occur through the year in these as in other positions; MCPS also notes that employees who have not yet taken the training will be enrolled in the upcoming classes.

Council staff highlights that the FY24 Operating Budget for the MCPD includes an addition of \$82,054 for four new crossing guards; two related to opening a new school and 2 related to support for existing schools. MCPD reports that all Community Engagement Officer (CEO) positions are filled.

III. OTHER ACCELERATORS

Council staff has grouped the remaining accelerators into categories in the tables below. The total for all accelerators (including math and literacy and security, as detailed in previous sections) is \$46.7 million.

Blueprint

Accelerator	FTE Workyears	Amount
Dual Enrollment Fees for Blueprint for Maryland’s Future		\$2,730,959
AP and IB exams funding for increased student participation		\$3,397,401
Additional Preschool Education Program (PEP) inclusive classrooms	33.7	\$2,138,756
College Tracks expanded to five additional schools		\$1,800,000
Coordinator position to support Blueprint financial reporting and financial systems	1.0	\$148,739
Blueprint coordination positions	4.0	\$543,036
TOTAL	38.7	\$10,758,891

Human Resources

Accelerator	FTE Workyears	Amount
One Professional Development Day for SEIU employees		\$1,329,414
One coordinator position for district operations professional learning	1.0	\$148,739
3 Consulting counselors, 2 consulting teachers, 1 IS for Skillful Teacher, 1 professional growth consultant, 1 staffing coordinator and 1 staffing specialist, 1 coordinator for EOC/ADA/grievances	10.0	\$1,408,728

Referral bonus for MCPS employees		\$269,125
Coordinator for job classification services	1.0	\$130,774
Two background screening specialist positions	2.0	\$140,708
Coordinator for the recruitment, hiring, and retention of diverse and qualified administrators	1.0	\$148,739
Consulting Services for Professional Growth System		\$300,000
Professional part-time services		\$86,120
Two coordinator positions for Appeals and Labor Relations	2.0	\$297,478
Professional part-time support for school transformation		\$53,825
TOTAL	17.0	\$4,313,650

Operations

Accelerator	FTE Workyears	Amount
Six ITSS's for increased IT demand	6.0	\$538,474
Human Capital Management (HCM) Project (<i>Continuation of Enterprise Resource Planning {ERP} System</i>)		\$2,557,198
Technology support for hotspots, Amazon Web Services, Zoom		\$3,696,690
Chromebooks		\$4,820,687
Upgrade software for application for tracking buses by MCPS and families		\$1,500,000
Additional Transportation Department positions (<i>including depot, operations managers, dispatch, bus route supervisor</i>)	5.0	\$506,996
Additional Facilities Management Department positions (<i>including HVAC, building services, other maintenance</i>)	21.0	\$1,894,341
Secretarial Support for Department of Safety and Security	1.0	\$61,586
10 security assistants for schools	10.0	\$515,550
Non-salary positions for summer months to support school/office moves and supply orders		\$312,078
Fiscal specialist for focus on elementary schools	1.0	\$122,820
Director I position in Communications	1.0	\$166,978
Fiscal assistant and contract administrator	2.0	\$172,997
TOTAL	47.0	\$16,866,395

Programmatic

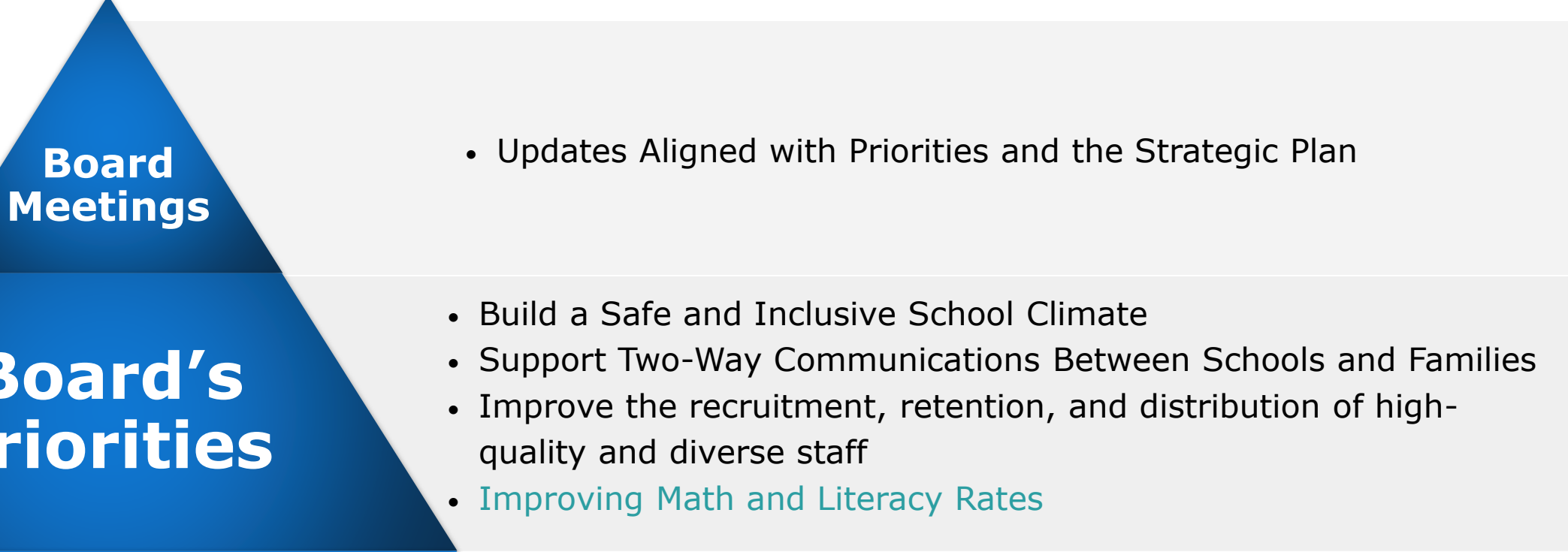
Accelerator	FTE Workyears	Amount
Planning for expansion of Innovative Calendar Elementary Schools		\$263,388
Support for current Two Way Immersion (TWI) schools	2.9	\$209,897
Academic Support and Innovative Calendar School (ICS) Coordinator for TWI and ICS	1.0	\$158,333
Expand IB Diploma Program to additional elementary, middle, and high schools and 1 Accelerated and Enriched Instructional Specialist	5.0	\$463,757
Support for Administration of 504 plans	3.0	\$931,169
Add 25 Athletic trainers and 1 coordinator for district-wide athletics program	26.0	\$2,113,464
OCIP support for Dual Enrollment, Early and Middle College Programs and Tutoring	1.0	\$141,467
Coordinator for multiple tutoring programs	1.0	\$148,739
Resources to establish a Parent Resource Room for Students with Disabilities	2.0	\$236,938
Implementation of literacy at birth/literacy for young mothers' program		\$100,000
TOTAL	41.9	\$4,767,152

This packet contains the following:

End of Year and Performance Data Report to BOE, September 22, 2022.	© 1-39
Evidence of Learning (EOL) Report to BOE, March 28, 2023.	© 40-52
Evidence of Learning (EOL) Presentation to BOE, March 28, 2023.	© 53-100
MCPS Responses on Math and Literacy Accelerators	© 101-105
MCPS Responses for the March 20, 2023, joint E&C/PS Committee meeting	© 106-117

Evidence of Learning End of Year and Performance Data Report

Montgomery County Board of Education
September 22, 2022



Board Meetings

- Updates Aligned with Priorities and the Strategic Plan

Board's Priorities

- Build a Safe and Inclusive School Climate
- Support Two-Way Communications Between Schools and Families
- Improve the recruitment, retention, and distribution of high-quality and diverse staff
- **Improving Math and Literacy Rates**

Board's Strategic Plan

- Academic Excellence
- Professional and Operational Excellence
- Community Engagement and Well-Being

Board Meeting Topics



Board Meetings

Meeting Date	Draft Topics <i>Subject to Change</i>	Essential Questions
July 26	<ul style="list-style-type: none"> Charter School Review/Vote Opening of Innovative Calendar Schools 	<ul style="list-style-type: none"> <i>What is the program, policy, or practice that is implicated?</i> <i>How is the topic aligned with the Board's strategic priorities?</i> <i>What are the budget implications?</i> <i>What is the intended outcome?</i> <i>How will we know if we have achieved the outcome?</i> <i>How do we know that we are on track to achieve the outcome?</i> <i>Why this? Why now?</i>
August 23	<ul style="list-style-type: none"> Opening of School 	
September 8	<ul style="list-style-type: none"> Mental Health and Well-Being Support Updates 	
September 22	<ul style="list-style-type: none"> Evidence of Learning End of Year and Performance Data Report 	
October 11	<ul style="list-style-type: none"> Anti-racist Audit Report 2023-2024 School Year Calendar 	
October 25	<ul style="list-style-type: none"> College and Career Readiness 	
October 31	<ul style="list-style-type: none"> Facilities and Boundaries Work Session 	

Strategic Plan Alignment

Academic Excellence



Objective

Improve student achievement in literacy and mathematics

Indicator

Percent of Students Meeting Evidence of Learning

Literacy
Mathematics

2021-2022
Performance Target

65.9%
64.1%

Evidence of Learning Framework



READINESS

How ready are our students to move from one level to the next?

- Grade 2
- Grade 5
- Grade 8
- Grade 11



TRANSITION

Are our students making a successful transition to the next level?

- Kindergarten
- Grade 3
- Grade 6
- Grade 9

**HIGH
GRADES 9-12**

**MIDDLE
GRADES 6-8**

**INTERMEDIATE
GRADES 3-5**

**PRIMARY FOUNDATION
K-GRADE 2**

CLASSROOM

Report card grades

DISTRICT

District assessments aligned to the curriculum

EXTERNAL

MAP, SAT, ACT, AP, IB, ACCESS, MCAP

EMPLOYS A MULTIPLE MEASURES APPROACH ⁽⁵⁾ 5

Evidence of Learning Framework

What is Evidence of Learning Attainment?

A student must meet at least one measure within two of the categories – classroom, district, or external

Includes specific standards and expectations at each grade level

CLASSROOM

Report card grades

DISTRICT

District assessments aligned to the curriculum

External

MAP, SAT, ACT, AP, IB, ACCESS, MCAP

EOL End-of-Year

Mathematics: ALL



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Grade 2

86.8

63.2

64.5

75.1

57.6

50.5

58.1

Grade 5

83.4

39.6

47.8

53.7

28.9

22.8

27.1

Grade 8

77.0

33.7

47.9

46.3

21.0

14.9

7.7

Grade 11

68.9

43.3

63.7

60.5

39.2

34.4

24.5

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL End-of-Year

Mathematics: Grade 2

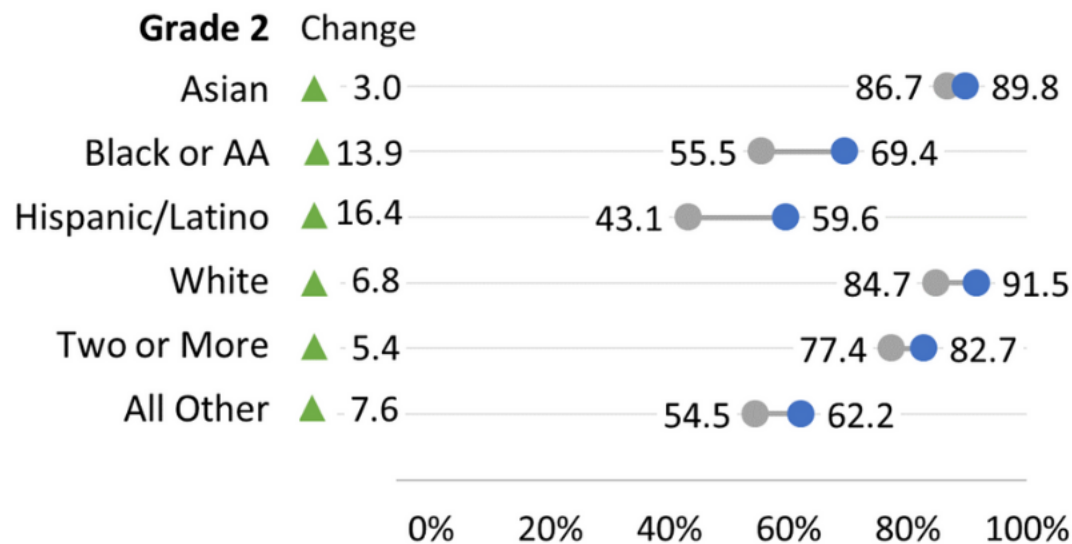
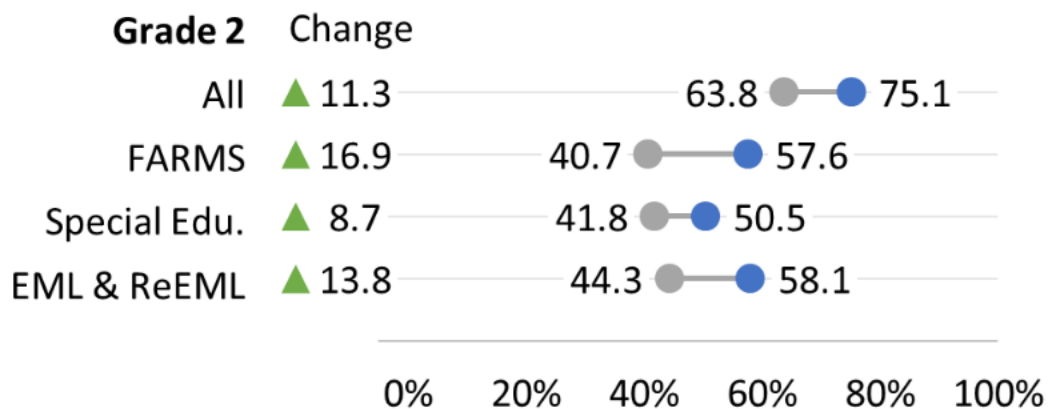
	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	96.7	97.4	95.4	90.7	86.6	88.6	89.7	73.3	79.0	72.9
District	78.2	75.1	72.3	65.1	61.4	64.1	58.8	43.8	51.1	50.1
External	89.3	87.6	82.7	71.7	63.2	64.8	68.1	45.4	49.9	32.3
Overall	93.4	92.6	88.1	80.0	75.4	74.7	75.8	55.4	61.5	52.4

Key to Assigned Colors

- ◆ ≥90% met measures
- ◆ 89-75% met measures
- ◆ 74-50% met measures
- ◆ 49-0% met measures

EOL End-of-Year

Mathematics: Grade 2 Change from 2021 to 2022



Note: All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

EOL End-of-Year

Mathematics: Grade 5

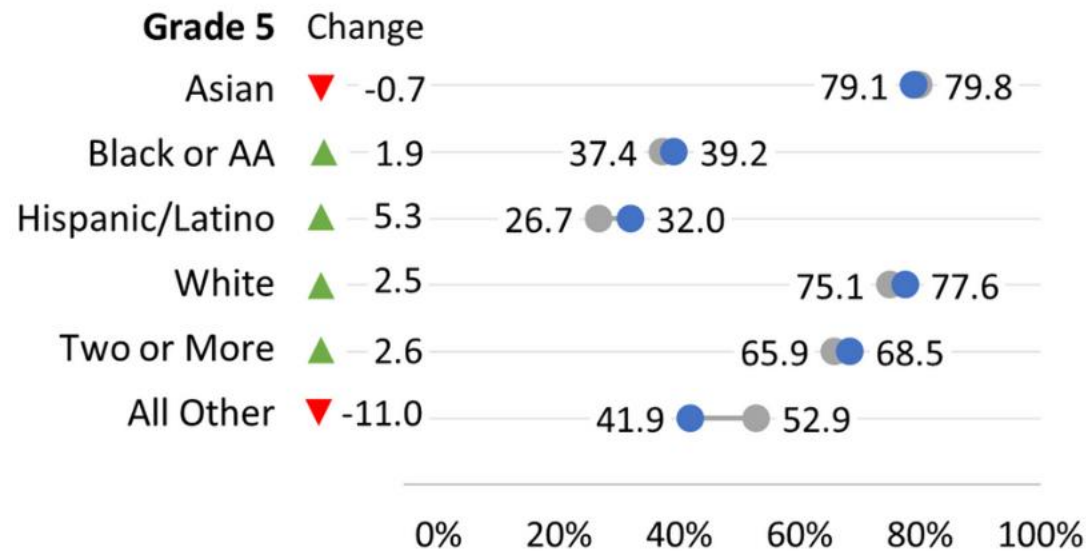
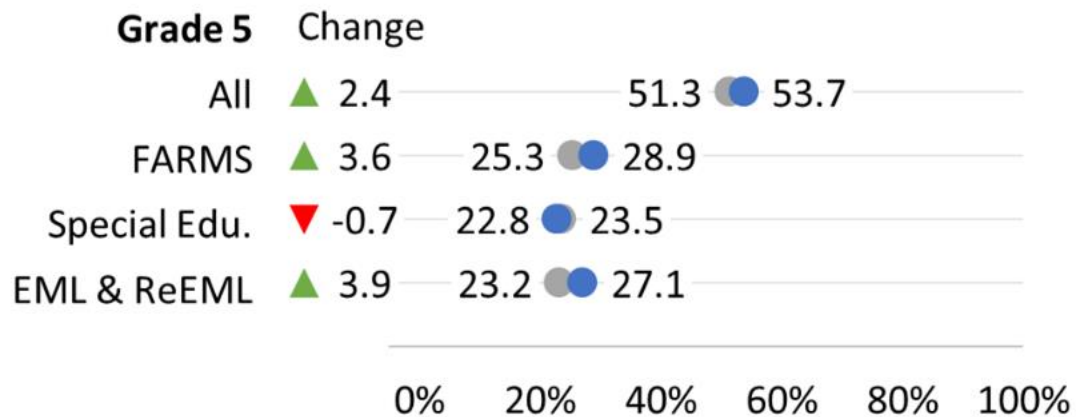
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Classroom	95.8	96.2	94.6	85.3	84.1	87.1	81.6	70.9	69.4	68.9
District	69.6	59.1	57.7	33.5	34.8	36.1	23.0	17.3	22.7	17.1
External	81.6	74.5	73.3	44.5	41.8	48.3	35.7	26.8	25.6	16.3
Overall	84.7	80.3	76.1	50.5	49.4	53.6	39.8	29.9	31.1	24.1

Key to Assigned Colors

- ◆ ≥90% met measures
- ◆ 89-75% met measures
- ◆ 74-50% met measures
- ◆ 49-0% met measures

EOL End-of-Year

Mathematics: Grade 5 Change from 2021 to 2022



Note. All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

Data Reflection and Next Steps

Elementary Mathematics

<i>Instructional Focus</i>	<i>Key Factors</i>	<i>Next Steps</i>	<i>Central Tasks</i>
<ul style="list-style-type: none"> • Focus on major work of the grade, leading to Algebra I success • Develop deep knowledge of math standards and teaching practices • Analyze student data daily and differentiate instruction accordingly 	<ul style="list-style-type: none"> • Delivered professional learning on major math work of each grade • Balanced conceptual understanding, procedural skills, fluency, and application of mathematics as expected by Eureka Math • Created context and opportunity to incorporate SEL into math instruction 	<ul style="list-style-type: none"> • Institutionalize use of Eureka Math Equip pre- diagnostic resources • Engage teachers in Curriculum Study of math standards • Coach and lead professional learning to support EMLs and students with disabilities 	<ul style="list-style-type: none"> • Provide strategic and focused direct support to schools • Monitor assessment data routinely to provide timely support • Differentiate support to math leaders based on school need

EOL End-of-Year

Mathematics: Grade 8

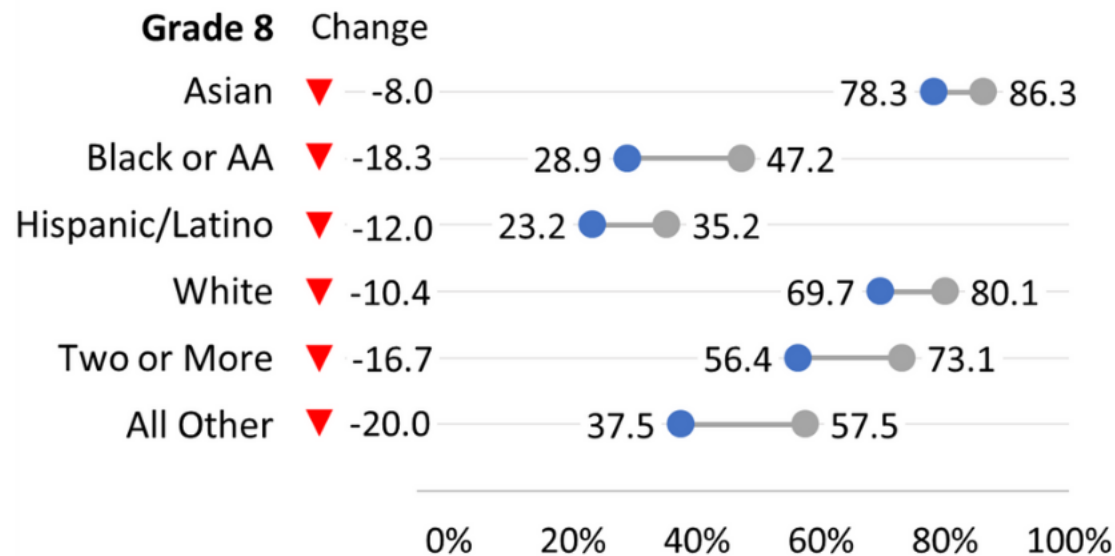
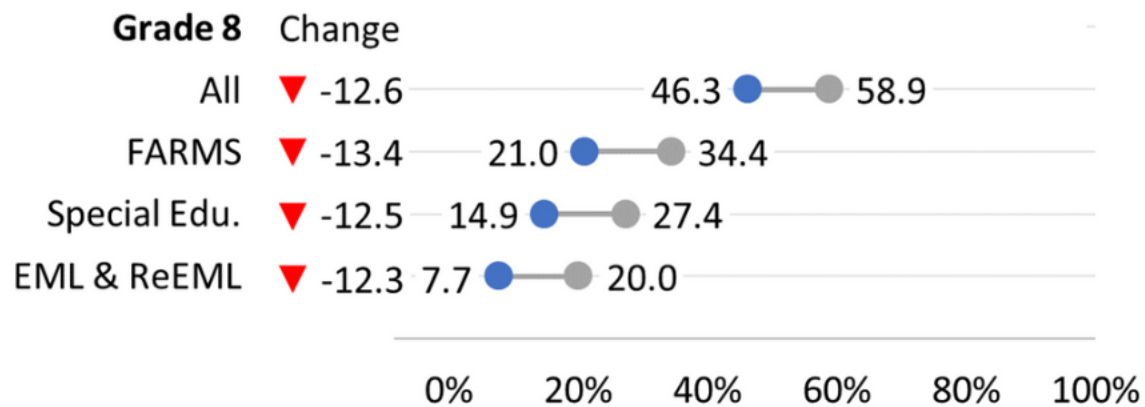
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Classroom	93.8	90.3	86.1	78.3	73.5	85.7	66.6	66.1	64.5	59.3
District	71.4	50.6	45.1	26.2	24.9	34.5	21.0	16.5	13.2	9.4
External	85.2	74.3	66.0	39.3	37.1	53.9	42.4	24.3	21.8	15.5
Overall	83.2	71.8	62.6	39.3	36.9	53.4	37.0	23.5	20.8	16.2

Key to Assigned Colors

- ≥90% met measures
- 89-75% met measures
- 74-50% met measures
- 49-0% met measures

EOL End-of-Year

Mathematics: Grade 8 Change from 2021 to 2022



Note. All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

EOL End-of-Year

Mathematics: Grade 11

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	87.0	84.7	77.8	69.3	61.6	74.6	53.5	59.0	55.5	47.6
District	74.8	56.5	56.2	36.3	32.5	48.4	28.3	25.6	29.4	22.8
External	91.5	85.6	81.3	63.1	53.6	70.5	50.8	42.3	46.4	31.2
Overall	86.3	81.3	73.5	58.1	50.7	66.9	44.9	42.3	43.5	32.5

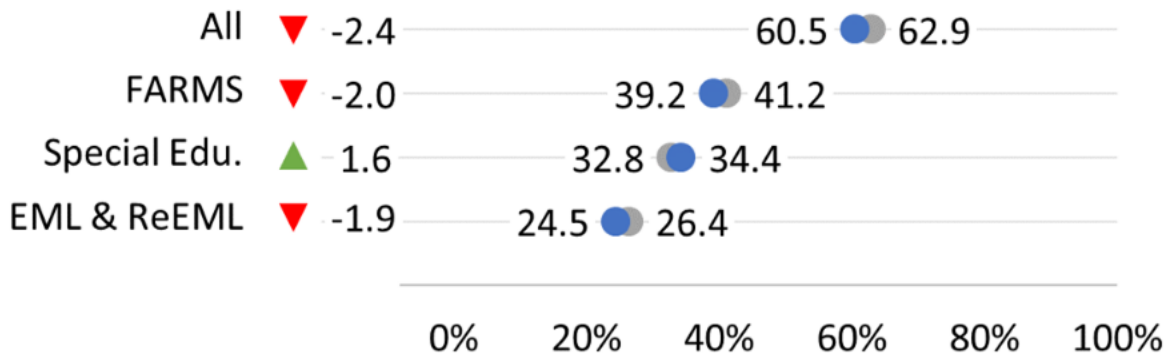
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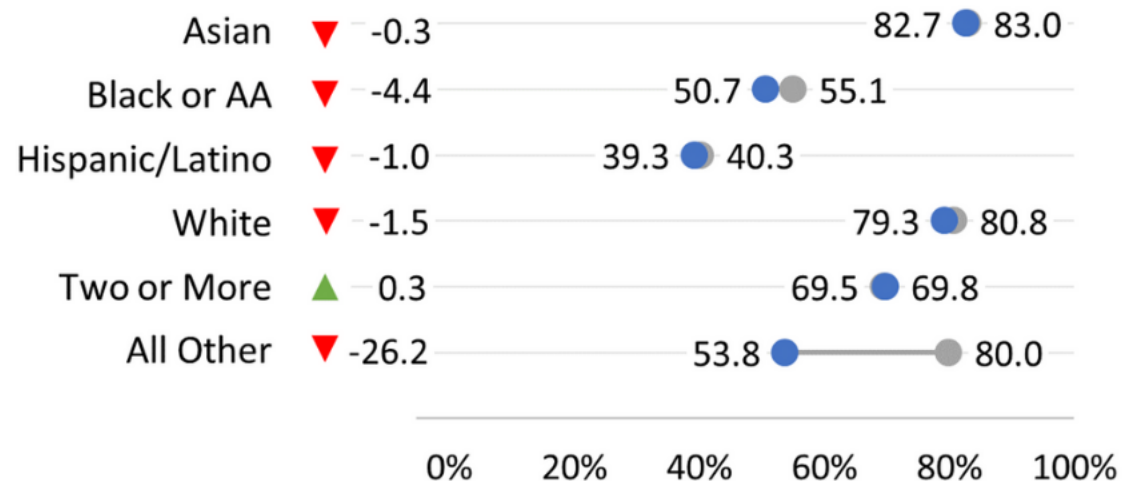
EOL End-of-Year

Mathematics: Grade 11 Change from 2021 to 2022

Grade 11 Change



Grade 11 Change



Note: All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

Data Reflection and Next Steps

Secondary Mathematics

Instructional Focus

- Develop deep knowledge of content and teaching practices to deliver rigorous math instruction
- Analyze student data daily and differentiate instruction accordingly

Key Factors

- Modified Curriculum to accommodate missed instruction
- Balanced conceptual understanding, procedural skills, fluency, and application of mathematics as expected by Illustrative Math

Next Steps

- Implement aligned district assessments for math courses
- Deliver strategic and focused professional learning to support Illustrative Math instruction

Central Tasks

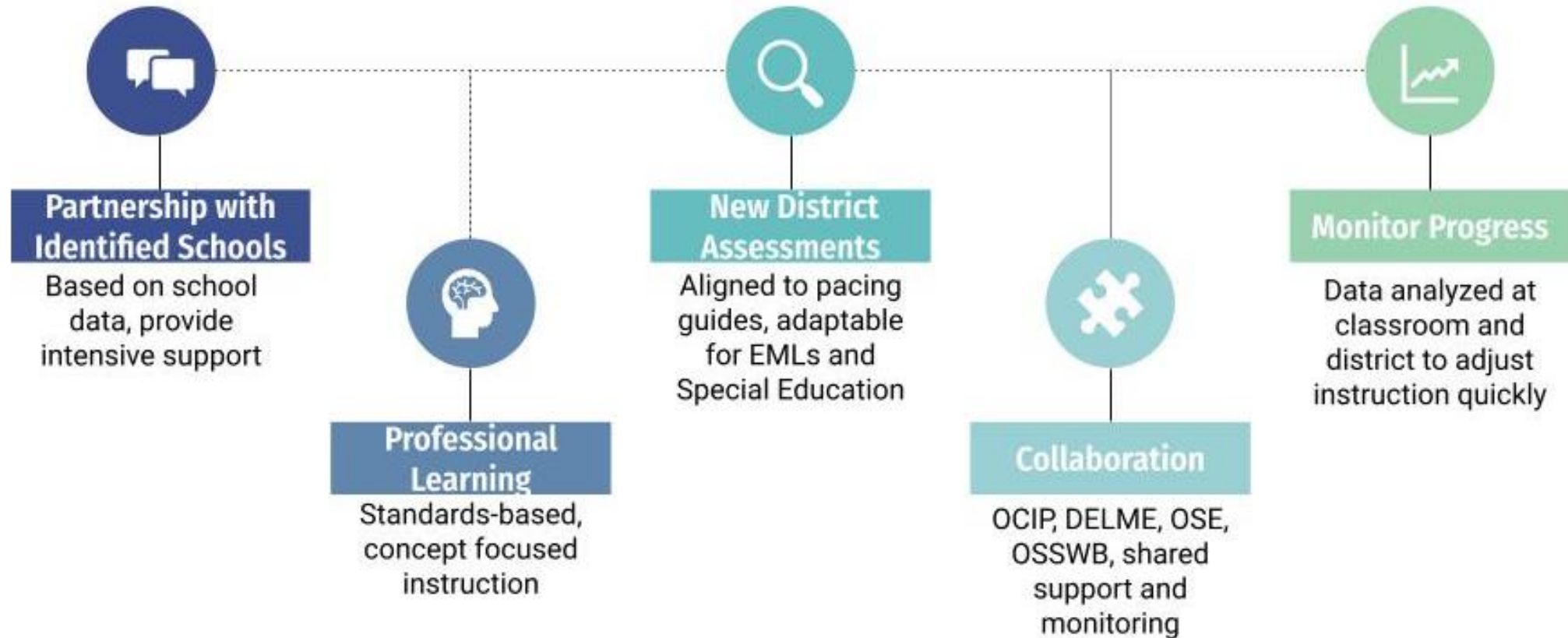
- Provide strategic and focused direct support to schools
- Monitor assessment data routinely to provide timely support
- Implement a shared monitoring tool for curriculum implementation
- Differentiate support to math leaders based on school need

Data Reflection and Next Steps

The data said...	So, in collaboration with leaders and teachers, we will...
Students did not learn to the full depth of the standards.	Support teachers in deeply understanding the math standards through strategic professional learning.
Illustrative Math and Performance Matters resources were not fully utilized.	Provide professional learning to support teachers in analyzing data from daily checks to unit progress checks to identify appropriate resources for students.
Math assessments were not aligned to pacing guide instruction.	Develop newly aligned assessments using Performance Matters item bank Key Data Systems.
Some students need reteaching and additional intensive support.	Utilize data to adjust instruction and provide supplemental support to students who demonstrate significant need.

Data-Driven Next Steps

Secondary Mathematics



Strategic Plan Priority Area 1: Academic Excellence



Objective

Improve student achievement in literacy and mathematics



Indicator

Percent of Students Meeting Evidence of Learning

Mathematics

**2021-2022
Performance
Target**

64.1%

2021-2022 Actual

61.2%

Strategic Plan 2021-2022 Performance Target was not Met

Pre-K–12 Mathematics

Equitable Mathematics Instruction

- Providing access to grade-level standards for all students pursuing grade-level outcomes
- Maximizing students' mathematical thinking and production
- Differentiating instruction within the math block to meet the diverse needs of learners

Discussion

EOL End-of-Year

Literacy: ALL



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Grade 2

88.2

44.1

50.4

60.8

48.4

31.9

60.4

Grade 5

92.3

29.8

70.5

68.6

54.6

36.0

65.0

Grade 8

84.3

85.4

58.9

72.7

57.0

48.5

53.5

Grade 11

78.8

51.8

75.4

71.8

54.0

49.7

48.2

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL End-of-Year

Literacy: Grade 2

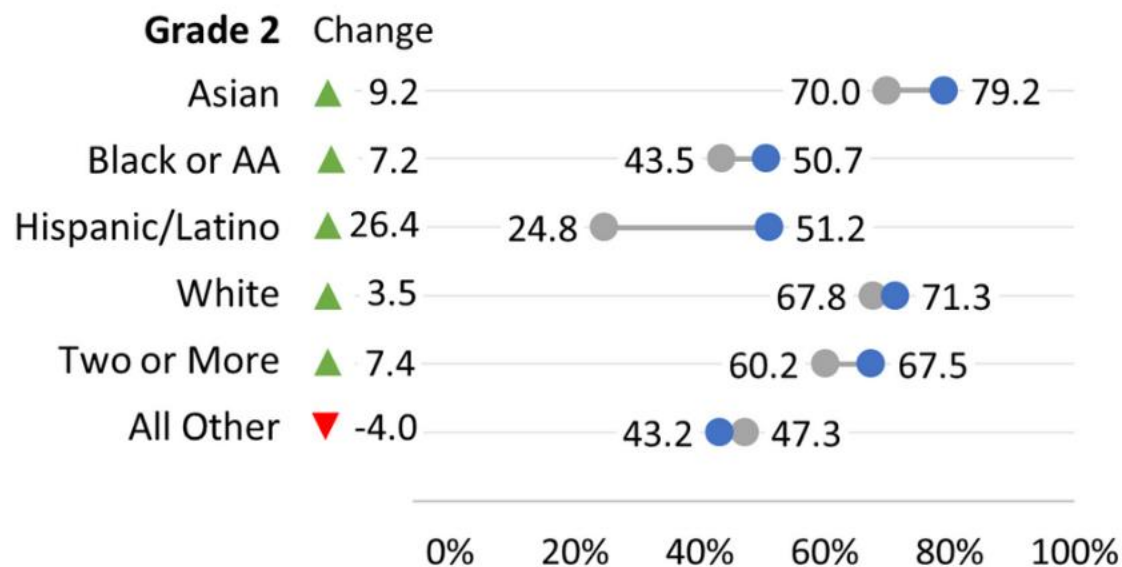
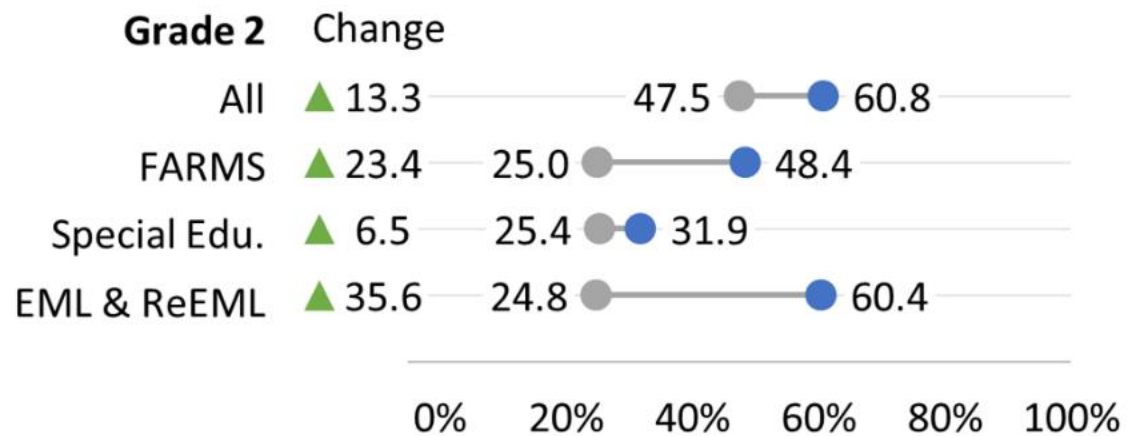
	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	96.0	97.3	96.9	92.9	86.6	87.9	88.0	80.9	85.5	74.2
District	70.2	65.4	66.3	46.6	41.8	37.5	33.5	25.4	31.8	14.9
External	68.1	53.4	52.1	39.8	44.8	57.6	39.0	30.0	32.3	56.0
Overall	82.9	72.8	73.3	58.2	56.6	63.8	49.5	37.7	45.1	48.8

Key to Assigned Colors

- ≥90% met measures
- 89-75% met measures
- 74-50% met measures
- 49-0% met measures

EOL End-of-Year

Literacy: Grade 2 Change from 2021 to 2022



Note. All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

EOL End-of-Year

Literacy: Grade 5

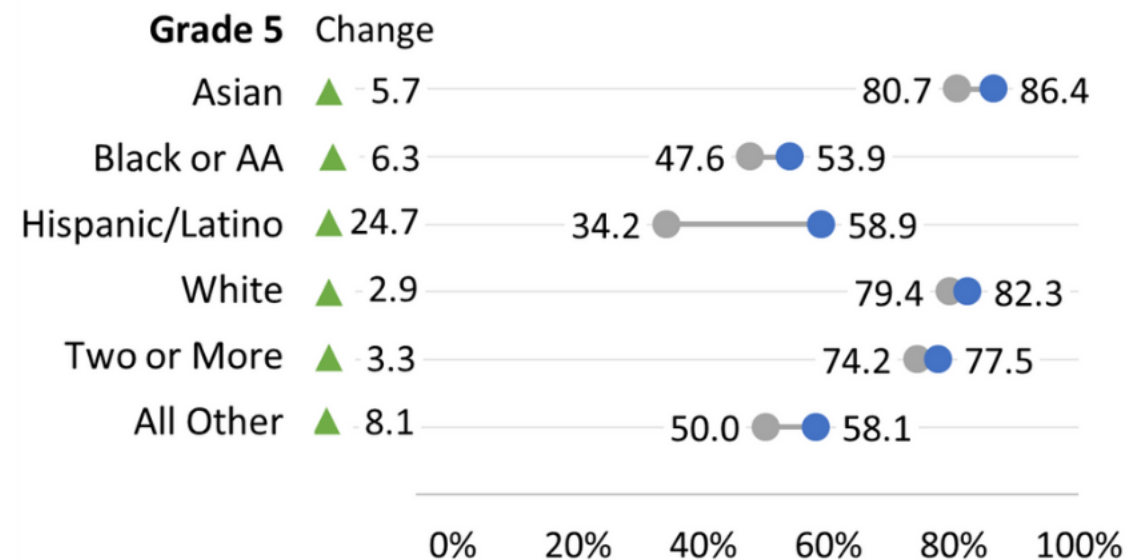
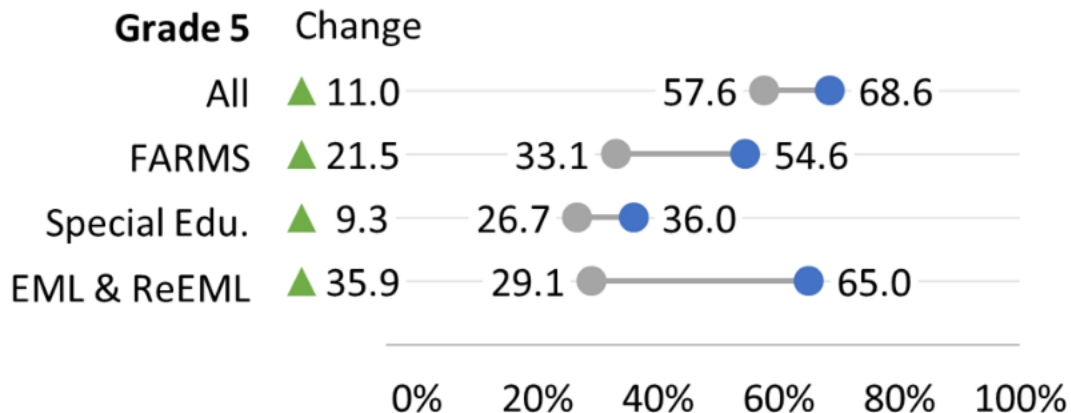
	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	97.6	98.5	98.1	94.9	91.4	94.7	88.1	88.2	87.7	84.4
District	53.9	50.2	52.6	25.7	23.9	26.8	18.9	18.9	13.7	7.1
External	88.1	84.1	82.7	64.1	66.1	80.5	60.9	49.6	47.5	63.0
Overall	88.1	84.1	83.6	63.7	64.9	78.5	57.4	47.2	46.8	56.2

Key to Assigned Colors

- ≥90% met measures
- 89-75% met measures
- 74-50% met measures
- 49-0% met measures

EOL End-of-Year

Literacy: Grade 5 Change from 2021 to 2022



Note. All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

Elementary English Language Arts

Prior to 2022-2023

- Balanced literacy
- Professional learning focused on curriculum
- Limited foundational skills instruction
- Structured literacy pilot in nine schools

Current School Year

- Structured literacy in all schools
- Teacher learning focusing on the Science of Reading
- Systematic approach to foundational skills instruction
- Diagnostic assessment implemented

Data Reflection and Next Steps

Elementary Literacy

<i>Instructional Focus</i>	<i>Key Factors</i>	<i>Next Steps</i>	<i>Central Tasks</i>
<ul style="list-style-type: none"> • Provide evidence based early literacy foundational skills instruction • Emphasize high quality core instruction in all five components of reading 	<ul style="list-style-type: none"> • Foundational skill development professional learning and implementation • Effective programming for EML students • Provision of special education services to meet the full range of students' needs 	<ul style="list-style-type: none"> • Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Support schools with systems for progress monitoring • Implement structured literacy in all schools with ongoing professional learning 	<ul style="list-style-type: none"> • Increase and measure direct support to schools • Support teacher planning for focused small group instruction • Implement a shared monitoring tool for curriculum implementation

Elementary School Spotlight

Fox Chapel Elementary School **Mrs. Lita M. Yates, Principal**



EOL End-of-Year

Literacy: Grade 8

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	97.3	93.9	91.3	88.9	81.8	88.6	77.2	73.5	77.2	68.5
District	97.2	94.6	94.9	87.7	83.0	86.7	85.0	76.2	80.8	69.3
External	85.2	79.8	74.0	56.0	52.0	61.8	51.4	42.2	36.7	33.8
Overall	92.7	87.0	82.9	75.8	67.1	78.1	61.5	57.9	60.8	52.2

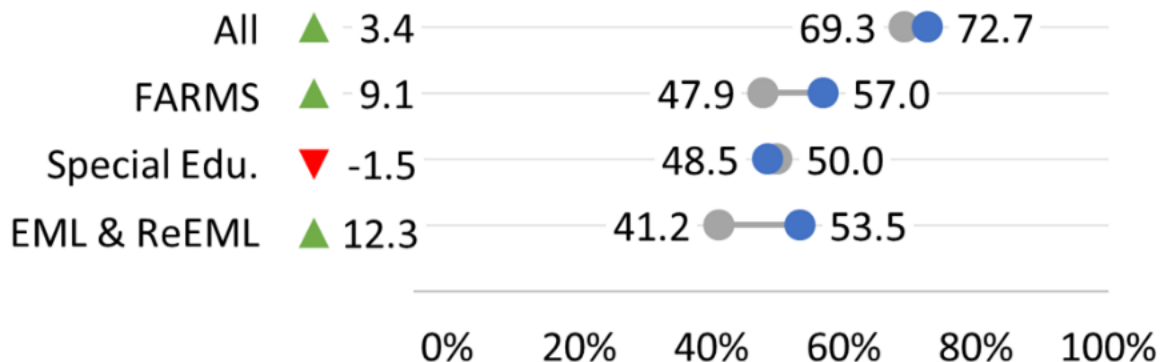
Key to Assigned Colors

- ≥90% met measures
- 89-75% met measures
- 74-50% met measures
- 49-0% met measures

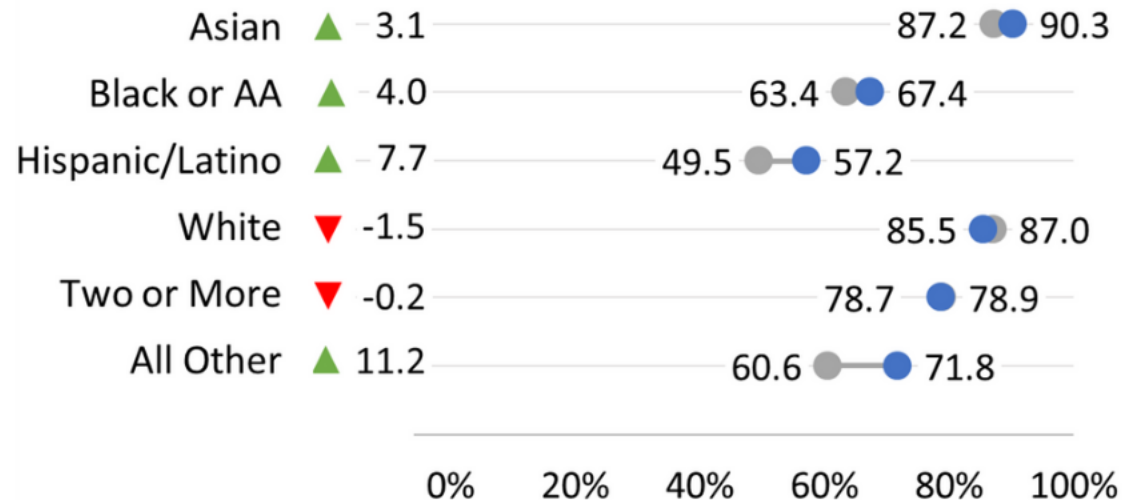
EOL End-of-Year

Literacy: Grade 8 Change from 2021 to 2022

Grade 8 Change



Grade 8 Change



Note: All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

EOL End-of-Year

Literacy: Grade 11

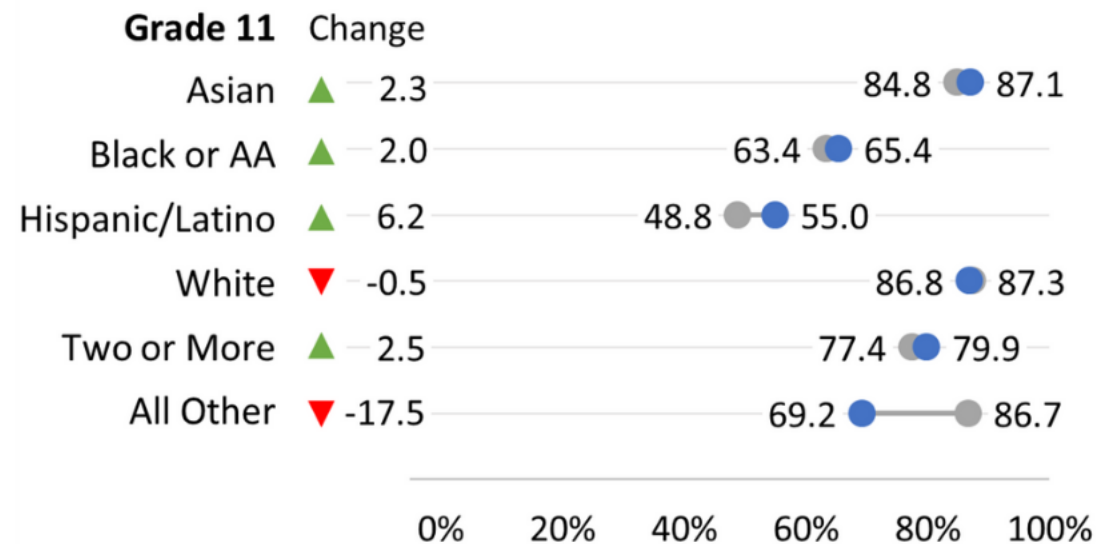
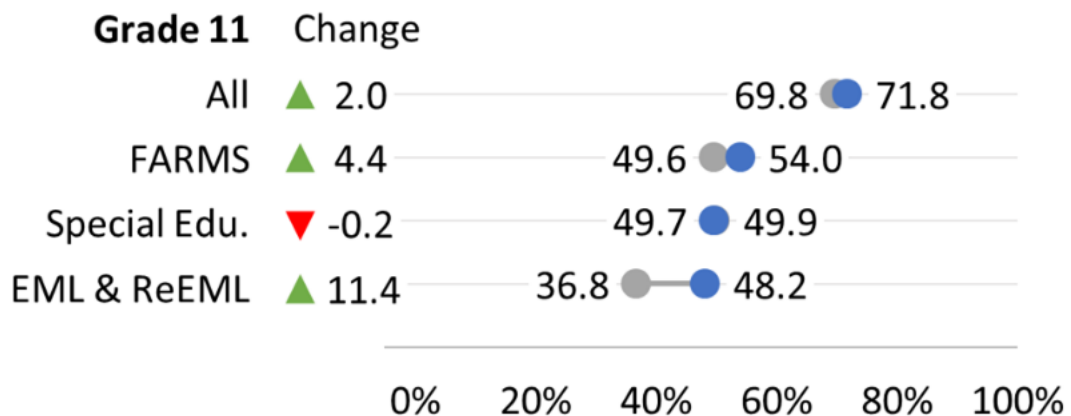
	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	90.8	91.7	88.6	82.1	72.7	85.3	62.7	70.5	68.7	61.0
District	73.0	67.7	66.5	48.6	44.2	52.7	37.3	41.0	34.6	32.4
External	93.6	91.4	86.2	76.6	70.2	83.0	62.2	55.1	61.5	52.2
Overall	88.7	88.6	83.4	74.2	65.6	80.2	54.6	55.1	56.7	48.7

Key to Assigned Colors

- ◆ ≥90% met measures
- ◆ 89-75% met measures
- ◆ 74-50% met measures
- ◆ 49-0% met measures

EOL End-of-Year

Literacy: Grade 11 Change from 2021 to 2022



Note. All other includes American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

Key

▲ Increase

▼ Decrease

● 2021

● 2022

Data Reflection and Next Steps

Secondary Literacy

<i>Instructional Focus</i>	<i>Key Factors</i>	<i>Next Steps</i>	<i>Central Tasks</i>
<ul style="list-style-type: none"> Emphasize depth over pace to provide students with effective, grade-level, standards-aligned instruction Ensure collaboration and co-teaching to support the success of EMLs and students with disabilities 	<ul style="list-style-type: none"> Deliver, evaluate, and refine professional learning for equitable instruction and co-teaching Ensure student engagement with grade-level, complex texts 	<ul style="list-style-type: none"> Implement strategies to promote literacy across content areas Prioritize equitable instruction and co-teaching for EMLs and students with disabilities 	<ul style="list-style-type: none"> Increase and measure direct support to schools Elevate analysis of standards-aligned district and external assessments Develop and implement monitoring tool for literacy across content areas

Pre-K—12 Literacy

Equitable Literacy Instruction

- Providing access to grade-level standards for all students pursuing grade-level outcomes
- Teaching and reinforcing foundational skills
- Developing literacy across all content areas
- Ensuring access to diverse texts that reflect all students

Strategic Plan Priority Area 1: Academic Excellence



Objective

Improve student achievement in literacy and mathematics



Indicator

Percent of Students Meeting Evidence of Learning

Literacy

**2021-2022
Performance
Target**

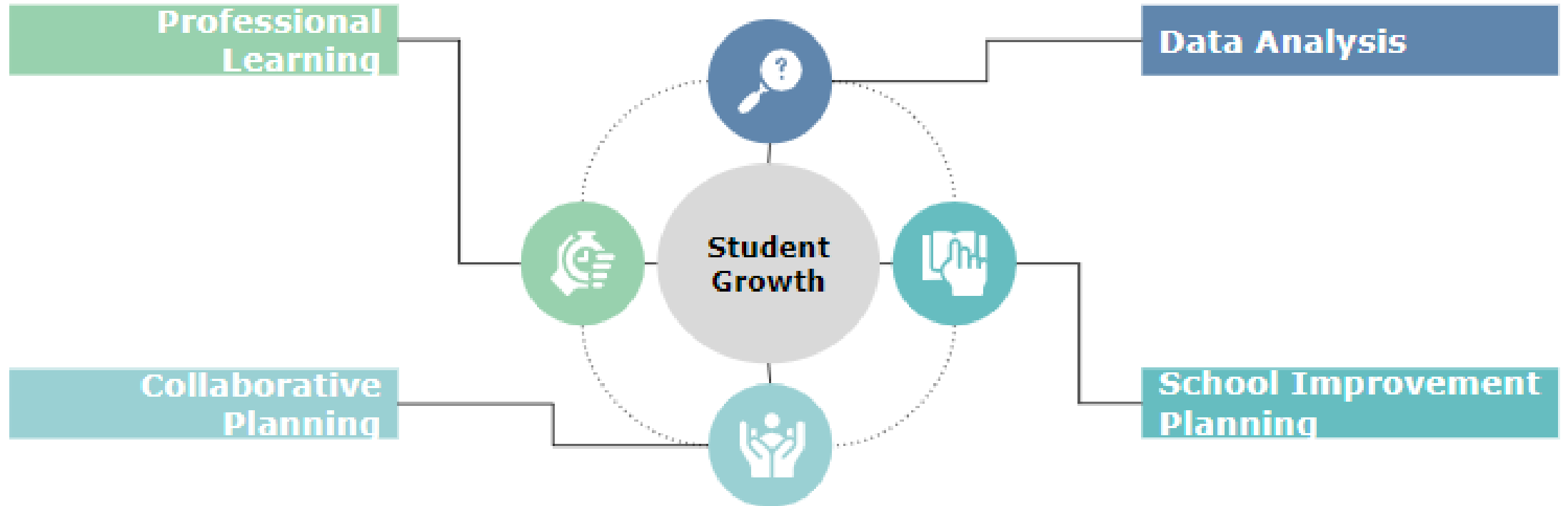
65.9%

**2021-2022
Actual**

71.7%

Strategic Plan 2021-2022 Performance Target was Met

Vision for Collaboration



Discussion

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 28, 2023

REVISED

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Superintendent of Schools

Subject: Evidence of Learning

Background

The Evidence of Learning (EOL) Framework is a research-informed system that uses multiple measures to provide essential and actionable data for school leadership teams, teachers, and district leaders to answer the essential questions:

- Are our children learning?
- Are they learning enough?
- How do we know?
- If not, why not?
- What are we going to do about it?

Evidence from research supports the importance of using multiple measures to determine the success of students, schools, and districts. The EOL framework encompasses a myriad of measures, classroom, district, and external, across content areas of literacy and mathematics. These measures allow for a detailed examination of student performance and opportunities for students to demonstrate what they have learned and are able to do.

Purpose

EOL transition data allows us to examine how students transition from one grade level to another. Transition data provides a mid-year checkpoint to ensure students are on their way toward demonstrating proficiency in grade-level standards by the end of the school year. Specifically, the transitions into Kindergarten, Grades 2 to 3, 5 to 6, and 8 to 9, are examined. These grade-levels represent key points in the academic progression of learning. These transition grade levels intentionally connect with Grades 2, 5, and 8 readiness grade-levels that were shared in September 2022. By providing this mid-year check, district and school leaders can monitor and evaluate the current progress and make the necessary adjustments and mid-course corrections to

support student progress in a timely manner. The data presented in this memo is the mid-year check of student performance, which is referred to as transition reporting. EOL framework data is shared publicly twice a year as the End of Year (EOY) and Transition reports.

Summary of Data

Below is an overall summary of observations drawn from the transition data, as well as several specific data points and comparisons. The full range of transition data, including disaggregated student groups and service groups, is provided in the attachment. To answer the question, "Are our students making a successful transition?" the data must be compared to data from other points in time. The picture of our students below is drawn by examining the 2023 transition data in two different ways:

- How ready are our students to move from one level to the next? Students' transition data is compared to their EOY data from the prior school year. This illustrates how well students have transitioned from one grade level to the next.
- Are our students making a successful transition to the next level? Comparing this year's transition data to last year's transition data is helpful. This comparison provides insight into whether or not students in the mid-year of 2022–2023 school year are performing better, worse, or the same as last year's mid-year.

The data highlighted below reflects both of these perspectives.

This year's transition data in mathematics and literacy shows fewer students in Grades 3 and 6 are achieving EOL compared to the end of the prior school year. Grade 9 transition data shows an increase in the percentage of students meeting EOL compared to their EOY EOL data last school year. In literacy and mathematics, variance exists across the three EOL measures, grade levels, demographic and service groups. Service groups include EML, Free and Reduced-price Meals System (FARMS), and students with disabilities (SWD). Students generally have the most success meeting classroom and external measures, while struggling to show proficiency in district measures. More students met EOL in literacy than in mathematics, especially in Grade 6.

Mathematics Data

When comparing the percentage of students who met EOY EOL to the percentage of students now meeting EOL, a decrease of 10.3 percentage points was seen in Grade 3, and a decrease of 4.8 percentage points in Grade 6. However, compared to last year's EOL transition data, students in Grades 3 and 6 showed overall progress. This indicates that while we are not reaching the EOL percentage levels intended, we are making progress compared to last year. The data shows positive trends in Grades 3 and 6 for Emergent Multilingual Learners (EML), one of our most impacted student groups; additionally, more EML students are meeting EOL measures for mathematics than in the 2021–2022 school year. In Grade 3, 34.3% of EML met transition EOL last year compared to 40.4% this year. In Grade 6, 8.9% EML met transition EOL last year compared to 17% this year.

Recommendation: Leverage the Eureka Math Equip diagnostic tools to identify areas of need, and provide targeted instruction and resources to help students close the knowledge gaps and begin the school year prepared.

The data at the high school level indicates overall progress from Grade 8 to Grade 9 EOY EOL, improving from 46.3 percentage points to 63.7 percentage points, meeting EOL, a 17.4 percentage point increase. This increase includes double-digit increases in all three service groups-EML, FARMS, and SWD. Similar to Grades 3 and 6, when last year's transition data is compared to this year's transition data, increases are seen in several groups, including non-FARMS Hispanic/Latino and FARMS White, which had increases of 11.1 and 9.8 percentage points, respectively.

Recommendation: Analyze transition data to identify core math standards essential for success in Algebra I and provide targeted instructional support and resources.

Literacy Data

In elementary English Language Arts (ELA), the transition data indicated progress in a few areas and challenges in others. Across most subgroups and service groups, fewer students are meeting EOL at the mid-year compared to last year. In Grade 3, overall transition data decreases by 2.2 percentage points compared to last school year. This decrease is the result of a small decrease in classroom measures and a slight increase in district measures, which focuses on foundational skills and language comprehension.

Recommendation: Prioritize moving to an instructional approach aligned with the Science of Reading research is instrumental in pursuing equitable outcomes for all students to continue seeing student progress.

Since there is no EOY comparison available for Kindergarten data, it is helpful to look at the beginning of the year data to mid-year data provided by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, the external data point in K–2 for EOL. Kindergarten DIBELS data shows measurable growth from the beginning to the middle of the year. This growth can be attributed to the continued focus on foundational skills and the utilization of a true diagnostic assessment in K–2 that allows teachers to collect data and respond meaningfully. While this progress illustrates that we are headed in the right direction, we must still acknowledge the shift to structured literacy.

In secondary ELA, similar to elementary, the data reveals a mixed picture of progress. In particular, students transitioning from elementary to middle school are showing less progress than students transitioning from middle to high school. Overall, EOL data reveals that Grade 6 students at mid-year met EOL measures slightly less than at the end of Grade 5, with a decrease of 2 percentage points. When applied to Grade 9, this same comparison shows more students meeting EOL, with a slight increase of 2.6 percentage points. This increase is seen across all three subgroups with the biggest gain being in Special Education, with an increase of 11.5 percentage points. This year's transition data compared to the 2021–2022 transition data reveals additional progress points. However, in Grade 6, progress decreased from EOY data, but increased by 9.4 percentage points from last year's transition data. In Grade 9, there was an increase of 17.2 percentage points for non-FARMS Hispanic/Latino students meeting EOL mid-year compared to mid-year last year.

Recommendation: Elevate effective literacy practices across content areas to ensure students are engaging with a wide range of texts throughout the school day.

Actions in progress:

Across pre-K–12 mathematics and literacy, based on the data, there are two areas that have been the focus of support to schools and teachers:

- Ensure standards-aligned grade-level instruction for all students.
- Equip school leaders to coach and support classroom teachers.

The message to pre-K–12 mathematics teachers can be stated as, "Know the math, know your students." This message directly speaks to the need for grade-level instruction with the appropriate scaffolds and supports so that all students can be successful.

- Ensure standards-aligned grade-level instruction for all students.
 - Math teachers are learning how to unpack and deeply understand the full intention of the standards, how to plan for interventions, EML students, and how to hone their lessons to provide reteaching or enrichment.
 - The elementary and secondary math teams, in collaboration with the Office of School Support and Well-Being (OSSWB), will support this work by coaching teachers and teams to engage in this deep curriculum study and planning.
 - Support teachers in using the elementary Eureka Math Equip math diagnostic tool to identify student readiness for learning or analyzing middle school progress checks to target the standards essential for Algebra I success.
 - Increase direct support to schools by visiting leadership teams, professional learning communities (PLCs), and engage in observational walkthroughs to build on what is learned.
 - Collaborate alongside school leaders in the transformation of math instruction. Given the limited progress in middle school mathematics, central office teams plan to visit every middle school in the district this spring.
- Leader learning in mathematics included learning for principals, math content specialists, and central office leaders. The goal is to enable school and district leaders to recognize effective math instruction when it is happening, when it is not, and what to do in response. In addition, observations from the Antiracist Audit and the EOL data reveal that some students in our school system, including Black or African American, Hispanic/Latino, and all service groups, continue to have lower rates of success in the same math classes as other students. Leader learning has focused on:
 - Helping leaders understand the math standards, analyze data for identifying instructional moves, and create culturally relevant math classrooms and instruction. While this has taken place in many schools, it has not in all schools.
 - Planning with an antiracist lens that elevates the power of an encouraging and supportive classroom environment with high expectations for every child.

In pre-K–12 ELA, the two goals remain the same; ensure standards-aligned grade-level instruction, and equip leaders.

- Ensure standards-aligned grade-level instruction by providing professional learning and direct support to classroom teachers and grade-level PLCs
 - At the elementary level, professional learning and direct support to teachers has focused on implementing a structured literacy approach to foundational reading skills in Grades K–2. This work is to ensure all students are able to read at increased higher levels as they progress through elementary school. The use of the DIBELS assessment, which is new for all schools this year, is to provide data that alerts teachers to the strengths and weaknesses in a student’s literacy profile. While foundational skills are emphasized in the early grades, comprehension becomes a more prominent skill in Grades 3–5.
 - At the secondary level, professional development is centered on differentiated instruction to ensure access to grade-level work, with a focus on depth over pace, and literacy across the content areas. Teachers are using literacy routines that support vocabulary development, comprehension of complex texts, critical questioning of texts, and effective writing to communicate ideas.
 - The elementary and secondary ELA teams, with OSSWB, are engaged in school visits to support teacher planning, effective implementation of structured literacy practices, and co-planning for EML students and students with disabilities at the secondary level.
- Equip leaders of literacy by providing professional learning and coaching for reading specialists, secondary content specialists, administrators, and leaders in central services.
 - Professional learning is focused to help leaders understand the pedagogical shifts necessary with structured literacy, differentiated instruction, and how to examine their school data and use that data to plan for appropriate enrichment, scaffolds, and intervention support. The ELA teams will continue to support leaders through monthly meetings with reading and content specialists, principal PLCs, the Elementary Instructional Forum, and collaboration with OSSWB directors.
 - Central services leaders engage directly with school leadership teams to coach, support, and collaborate to develop literacy goals that address the persistent achievement gaps still evident in Montgomery County Public Schools (MCPS) data.
 - School visits will inform ELA teams about patterns of support that are needed across multiple schools. These patterns will help to support future professional learning areas of need, and help identify schools in need of more or less intensive support and coaching to achieve equitable outcomes for all.

The district's strategic focus on math and literacy has made an impact, although the data reveals, not all students are achieving at the same level. As schools and central offices continue to prioritize their work directly with school leaders and teachers, the data will increasingly reflect this focus. Student achievement will rise as MCPS holds firm to its commitment of standards-aligned, grade-level learning for all and support for the leaders and teachers engaged in this work.

Community Schools

While all schools support students, community schools collaborate with community partners, local governments, and other stakeholders to provide wraparound services that address barriers to learning and success. Community schools leverage the power of neighborhoods through asset-based approaches that strengthen the connections between home, school, and communities and create change for the people they serve. MCPS Community schools provide equitable services and outcomes to students, families, and communities, providing the health, mental health, academic, and extracurricular support services needed to flourish. They focus on family and community engagement, culturally responsive relationship building, mental and emotional health, trauma-informed practices, restorative practices, physical health and wellness, and MCPS quality instruction. The Blueprint for Maryland's Future elevates the need for expanding the number of community schools throughout the state. In response, MCPS expanded this program in 2022–2023, and now twenty-six community schools are in the district. Community school coordinators at each school work to ensure that collaborative partnerships are built to provide services to the school community, including after-school, weekend, and summer programs, access to mental and physical health services, and resources to combat food insecurity. Through these partnerships, Community schools can promote equity while prioritizing the critical needs of students and caregivers in support of their well-being.

MBM:PKM:PAP:NTH

Attachment

Table 1
 Percentage of Kindergarten and Grade 3 Students Meeting EOL Transition Attainment
 in 2022–2023 by School

Elementary School	Kindergarten			Grade 3		
	Total N	Literacy	Math	Total N	Literacy	Math
Arcola	126	47.6	61.9	122	22.1	33.6
Ashburton	138	65.2	76.8	140	70.7	81.4
Bannockburn	48	79.2	89.6	94	93.6	93.6
Lucy V. Barnsley	80	60.0	78.8	103	65.0	74.8
Beall	59	54.2	79.7	81	69.1	79.0
Bel Pre	132	58.3	50.0	NA	NA	NA
Bells Mill	100	87.9	93.9	108	78.3	84.0
Belmont	57	87.7	87.7	54	77.8	90.7
Bethesda	89	69.7	88.8	116	71.7	76.1
Beverly Farms	85	89.4	87.1	105	79.0	92.4
Bradley Hills	70	87.1	95.7	76	86.8	97.4
Brooke Grove	56	67.9	71.4	71	52.1	66.2
Brookhaven	59	72.9	78.0	50	38.0	56.0
Brown Station	94	10.6	55.3	90	10.0	27.8
Burning Tree	60	83.3	85.0	85	64.3	76.2
Burnt Mills	92	46.7	64.1	100	25.0	40.0
Burtonsville	100	67.0	75.0	92	48.9	62.0
Candlewood	65	69.2	73.8	60	67.2	72.4
Cannon Road	70	57.1	58.7	68	48.4	72.6
Carderock Springs	52	75.5	88.0	56	82.7	96.2
Rachel Carson	103	68.9	76.7	109	70.6	79.8
Cashell	54	71.4	69.4	55	77.4	81.1
Cedar Grove	53	64.7	84.0	65	79.4	90.5
Chevy Chase	NA	NA	NA	72	63.9	73.6
Clarksburg	135	51.9	74.1	135	61.5	76.3
Clearspring	74	45.9	68.9	80	56.3	63.8
Clopper Mill	57	66.7	70.2	56	37.5	44.6
Cloverly	61	50.0	73.3	72	58.0	75.4
Cold Spring	43	97.7	97.7	40	80.0	97.5
College Gardens	67	60.6	74.2	82	57.5	73.8
Cresthaven	NA	NA	NA	150	32.0	48.0
Capt. James E. Daly	69	47.8	66.7	92	30.4	34.8
Damascus	56	52.8	71.7	58	57.7	63.5
Darnestown	53	54.7	79.2	65	67.7	72.3
Diamond	89	77.5	94.4	120	73.3	82.5

Table 1 (continued)

Percentage of Kindergarten and Grade 3 Students Meeting EOL Transition Attainment
in 2022–2023 by School

Elementary School	Kindergarten			Grade 3		
	Total N	Literacy	Math	Total N	Literacy	Math
Dr. Charles R. Drew	59	64.8	72.2	55	39.2	52.9
DuFief	39	74.4	76.9	50	54.0	68.0
East Silver Spring	57	66.7	77.2	75	40.0	57.3
Fairland	75	66.7	66.7	82	41.5	50.0
Fallsmead	85	72.9	76.5	91	76.9	73.6
Farmland	131	71.5	78.5	139	71.4	88.0
Fields Road	67	62.1	70.1	75	38.4	49.3
Flower Hill	71	42.3	67.6	75	30.7	37.3
Flower Valley	91	81.3	79.1	84	56.0	78.6
Forest Knolls	86	64.0	68.6	77	59.7	68.8
Fox Chapel	74	62.2	64.9	90	45.6	61.1
Gaithersburg	114	0.9	41.4	98	19.8	28.1
Galway	132	55.3	63.6	118	49.2	55.1
Garrett Park	106	55.7	78.3	133	66.9	82.0
Georgian Forest	74	40.5	44.6	77	33.8	39.0
Germantown	41	79.5	84.6	54	36.0	46.0
William B. Gibbs	92	81.5	77.2	87	73.6	72.4
Glen Haven	87	48.8	56.1	93	35.5	43.0
Glenallan	100	47.0	68.0	85	35.3	56.5
Goshen	73	58.9	69.9	68	60.3	66.2
Great Seneca Creek	80	55.0	68.8	93	41.9	52.7
Greencastle	103	48.0	46.1	112	40.2	38.4
Greenwood	74	78.4	93.2	81	70.4	84.0
Harmony Hills	117	25.6	36.8	107	16.8	34.6
Highland	71	45.1	63.4	85	48.2	57.6
Highland View	73	60.3	84.9	56	57.1	64.3
Jackson Road	90	41.1	53.3	106	42.5	54.7
Jones Lane	68	55.9	75.0	74	64.9	74.3
Kemp Mill	59	33.9	54.2	63	12.7	30.2
Kensington Parkwood	81	66.3	85.0	102	71.3	84.2
Lake Seneca	73	38.4	57.5	62	25.8	25.8
Lakewood	70	58.5	78.5	78	75.0	75.0
Laytonville	61	84.7	79.7	51	64.0	84.0
JoAnn Leleck ES at Broad Acres	112	34.8	37.5	138	15.9	27.5
Little Bennett	105	69.5	72.4	118	61.0	73.7
Luxmanor	115	67.8	68.7	124	67.5	80.0

Table 1 (continued)

Percentage of Kindergarten and Grade 3 Students Meeting EOL Transition Attainment
in 2022–2023 by School

Elementary School	Kindergarten			Grade 3		
	Total N	Literacy	Math	Total N	Literacy	Math
Thurgood Marshall	77	59.7	68.8	112	50.5	56.8
Maryvale	93	34.4	73.1	93	15.1	68.8
Spark M. Matsunaga	85	67.1	80.5	105	76.2	82.2
S. Christa McAuliffe	81	39.7	46.2	73	31.0	47.9
Dr. Ronald E. McNair	96	82.3	88.5	129	66.7	71.3
Meadow Hall	61	50.0	65.5	67	40.3	53.2
Mill Creek Towne	55	61.8	65.5	68	55.9	64.7
Monocacy	33	78.8	81.8	24	79.2	79.2
Montgomery Knolls	127	65.4	72.4	NA	NA	NA
New Hampshire Estates	102	37.3	55.9	NA	NA	NA
Roscoe R. Nix	133	36.4	62.1	NA	NA	NA
North Chevy Chase	NA	NA	NA	79	77.2	89.9
Oak View	NA	NA	NA	105	31.4	46.7
Oakland Terrace	101	32.7	75.2	79	0.0	69.6
Olney	91	65.9	91.2	125	66.4	79.2
William Tyler Page	91	24.2	75.8	109	39.4	70.6
Pine Crest	NA	NA	NA	134	44.8	63.4
Piney Branch	NA	NA	NA	192	70.3	79.7
Poolesville	84	71.4	94.0	103	70.9	76.7
Potomac	65	86.2	89.2	88	83.0	89.8
Judith A. Resnik	92	59.8	72.8	89	43.8	43.8
Dr. Sally K. Ride	79	43.0	54.4	70	31.9	49.3
Ritchie Park	59	71.2	86.4	57	78.9	78.9
Rock Creek Forest	91	28.6	86.8	105	43.0	82.0
Rock Creek Valley	63	47.6	81.0	58	62.1	69.0
Rock View	107	35.5	49.5	93	39.8	46.2
Lois P. Rockwell	70	71.4	81.4	83	62.7	75.9
Rolling Terrace	112	10.7	55.4	101	26.7	37.6
Rosemary Hills	161	59.4	80.0	NA	NA	NA
Rosemont	89	51.7	66.3	86	36.0	53.5
Baynard Rustin	108	57.4	63.9	126	54.8	65.9
Sequoyah	81	51.9	54.3	72	47.2	62.5
Seven Locks	52	80.8	84.6	71	84.5	81.7
Sherwood	80	81.0	81.0	90	54.4	68.9

Table 1 (continued)

Percentage of Kindergarten and Grade 3 Students Meeting EOL Transition Attainment
in 2022–2023 by School

Elementary School	Kindergarten			Grade 3		
	Total N	Literacy	Math	Total N	Literacy	Math
Sargent Shriver	113	26.5	64.6	106	23.6	39.6
Flora M. Singer	96	54.2	71.9	106	52.8	57.5
Sligo Creek	108	37.0	73.1	99	29.3	78.8
Snowden Farm	86	84.9	88.4	111	79.3	87.4
Somerset	50	62.0	84.0	62	75.8	83.9
South Lake	120	29.2	41.7	131	28.2	42.0
Stedwick	89	34.1	54.9	99	35.9	37.0
Stone Mill	65	72.3	86.2	74	70.3	91.9
Stonegate	79	45.9	66.2	87	60.5	69.1
Strathmore	NA	NA	NA	165	45.0	55.0
Strawberry Knoll	67	43.9	80.3	81	51.9	85.2
Summit Hall	51	29.4	41.2	59	25.4	50.8
Takoma Park	161	67.7	78.9	NA	NA	NA
Travilah	56	82.1	85.7	80	87.5	88.8
Harriet R. Tubman	88	45.3	59.3	72	27.1	39.4
Twinbrook	50	30.0	46.0	54	24.1	40.7
Viers Mill	64	39.1	50.0	64	34.4	46.9
Washington Grove	56	32.1	78.6	58	10.3	43.1
Waters Landing	104	39.0	66.0	131	50.4	58.0
Watkins Mill	108	48.1	50.0	103	23.3	34.0
Wayside	53	94.2	92.3	84	92.6	96.3
Weller Road	106	43.4	62.3	126	23.0	36.5
Westbrook	83	63.9	90.4	93	76.3	75.3
Westover	42	75.0	80.0	47	84.4	80.0
Wheaton Woods	81	48.8	46.3	77	34.7	61.1
Whetstone	109	49.5	51.4	99	28.3	36.4
Wilson Wims	80	76.3	93.8	76	76.3	82.9
Wood Acres	89	86.5	95.5	104	80.8	90.4
Woodfield	38	73.0	83.8	44	80.5	95.1
Woodlin	110	58.7	74.3	86	57.9	65.8
Wyngate	106	87.7	96.2	128	83.6	93.8

Note. Total N represents the total number of students in that grade level. NA represents not applicable; no students enrolled in that grade in that school. Special schools are excluded.

Table 2

Percentage of Grade 6 Students Meeting EOL Transition Attainment in 2022–2023 by School

Middle School	Grade 6		
	Total N	Literacy	Math
Argyle	325	45.5	23.4
John T. Baker	268	76.4	50.0
Benjamin Banneker	240	50.7	22.5
Briggs Chaney	290	50.0	48.6
Cabin John	303	80.9	68.4
Roberto W. Clemente	259	55.6	38.5
Eastern	286	68.2	45.5
William H. Farquhar	224	86.9	55.7
Forest Oak	306	39.1	23.4
Robert Frost	304	79.7	74.8
Gaithersburg	285	41.4	21.8
Herbert Hoover	283	89.4	84.1
Francis Scott Key	301	47.2	16.9
Dr. Martin Luther King Jr.	314	51.0	41.1
Kingsview	327	82.6	66.4
Lakelands Park	328	72.5	59.9
A. Mario Loiederman	351	58.4	31.6
Montgomery Village	268	50.0	16.9
Neelsville	279	55.2	45.2
Newport Mill	207	65.7	29.9
North Bethesda	378	88.9	73.0
Parkland	344	54.9	39.5
Rosa M. Parks	300	82.9	58.1
John Poole	155	80.7	73.8
Thomas W. Pyle	398	86.9	77.1
Redland	176	66.5	48.3
Ridgeview	239	63.2	54.4
Rocky Hill	338	73.1	47.9
Shady Grove	150	64.0	34.7
Odessa Shannon	277	39.0	26.5
Silver Creek	243	76.7	65.7
Silver Spring Intl.	392	63.5	38.3
Sligo MS	205	69.3	41.2
Takoma Park	354	78.8	54.8
Tilden	370	81.7	76.7
Hallie Wells	326	82.2	67.8

Table 2 (continued)

Percentage of Grade 6 Students Meeting EOL Transition Attainment in 2022–2023 by School

School	Grade 6		
	Total N	Literacy	Math
Julius West	438	69.9	55.5
Westland	282	77.3	49.3
White Oak	295	47.6	22.4
Earle B. Wood	347	57.0	54.9

Note. Total N represents the total number of students in that grade level. Ewing (Alternative Education Programs) is excluded because Grade 6 Total N \leq 5. Special schools are excluded.

Table 3

Percentages of Grade 11 Students Meeting EOL Transition Attainment in 2022–2023 by School

School	Grade 11		
	Total N	Literacy	Math
Bethesda-Chevy Chase	574	84.3	74.9
Montgomery Blair	824	73.4	61.5
James Hubert Blake	471	65.0	45.0
Winston Churchill	567	95.4	79.4
Clarksburg	548	83.0	60.6
Damascus	376	85.9	70.1
Albert Einstein	527	76.7	51.4
Blair G. Ewing (Alternative Education Programs)	13	38.5	23.1
Gaithersburg HS	650	70.0	67.9
Walter Johnson	751	85.1	75.7
John F. Kennedy	468	60.6	34.4
Col. Zadok Magruder	426	72.3	67.1
Richard Montgomery	620	83.7	73.4
Northwest	614	79.3	73.6
Northwood	461	71.6	55.3
Paint Branch	535	64.6	46.2
Poolesville HS	342	94.4	90.6
Quince Orchard	566	81.0	71.0
Rockville	420	79.1	71.4
Seneca Valley	587	69.5	53.5
Sherwood HS	413	88.7	71.3
Springbrook	477	75.0	57.5
Watkins Mill HS	457	61.5	45.1
Wheaton	688	26.2	40.6
Walt Whitman	506	92.3	83.3
Thomas S. Wootton	462	90.6	77.5

Note. Total N represents the total number of students in that grade level. Special schools are excluded.

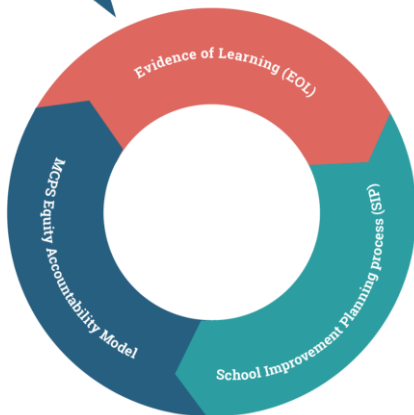
Evidence of Learning

Montgomery County Board of Education

March 28, 2023

Outline For Today's Discussion

Are our children learning?
Are they learning enough?
How do we know?
If not, why not?
What are we going to do about it?



- Overview: Evidence of Learning (EOL) Transition Data
- Alignment of Professional Learning, Coaching, Supports, and Data Monitoring
- A Glimpse of the Work in Action
- Community Schools
- Recommendations
- Discussion

Equity Lens: Impact Questions

- Whom does this practice/decision serve or neglect?
- Whose voices are dominating/lacking from the conversation?
- What adverse impacts or unintended consequences could result from this decision?
- What steps are in place for ongoing data collection and reflection of the outcomes?
- How diverse are the stakeholders leading the implementation?

Alignment with Board's Strategic Plan



- **Strategic Plan Pillar 1: Academic Excellence**
 - Improve Math and Literacy Rates
- **Updated Strategies for 2022–2023**
 - Provide professional learning and coaching to school-based staff to support of equitable, grade-level instruction
 - Ongoing monitoring of a variety of data
 - Provide professional development and coaching to ensure Emergent Multilingual Learners (EML), students with disabilities (SWD), and students in our focus groups are receiving differentiated instruction

Evidence of Learning



READINESS

How ready are our students to move from one level to the next?

Grade 2

Grade 5

Grade 8

Grade 11



TRANSITION

Are our students making a successful transition to the next level?

Kindergarten

Grade 3

Grade 6

Grade 9

**HIGH
GRADES 9-12**

**MIDDLE
GRADES 6-8**

**INTERMEDIATE
GRADES 3-5**

**PRIMARY FOUNDATION
K-GRADE 2**

CLASSROOM

Report card grades

DISTRICT

District assessments aligned to the curriculum

EXTERNAL

MAP, SAT, ACT, AP, IB,
ACCESS, MCAP
DIBELS

Key Levers in Theory of Action

If we...

- Differentiate resources and support
- Build staff capacity
- Implement accountability structures

Then we will have...

- Clarified expectations for what students & adults should know and be able to do
- Increased adult expertise
- Improved student learning outcomes

Mathematics

Mathematics: ALL



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Kindergarten

69.7

74.5

59.7

70.8

53.5

46.4

41.9

Grade 3

75.6

55.4

62.6

64.8

43.1

40.5

40.4

Grade 6

90.0

30.0

44.5

48.9

25.1

20.6

17.0

Grade 9

64.6

13.5

84.9

63.7

46.5

41.8

38.1

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

75.1%

64.8%

2021-2022 SY

2022-2023 SY

Grade 5

Grade 6

53.7%

48.9%

2021-2022 SY

2022-2023 SY

Grade 8

Grade 9

46.3%

63.7%



Overall EOL

FARMS Special Edu. EML+Re EML

	21-22 SY	22-23 SY	Grade 2	Grade 3	Grade 5	Grade 6	Grade 8	Grade 9
Grade 2	57.6	50.5	58.1	43.1	28.9	25.1	21.0	46.5
Grade 3	40.5	40.4	22.8	20.6	14.9	7.7	41.8	38.1
Grade 5	27.1	17.0	27.1	17.0	14.9	7.7	41.8	38.1
Grade 6	20.6	17.0	27.1	17.0	14.9	7.7	41.8	38.1
Grade 8	21.0	14.9	7.7	41.8	38.1			
Grade 9	46.5	41.8	38.1					

Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

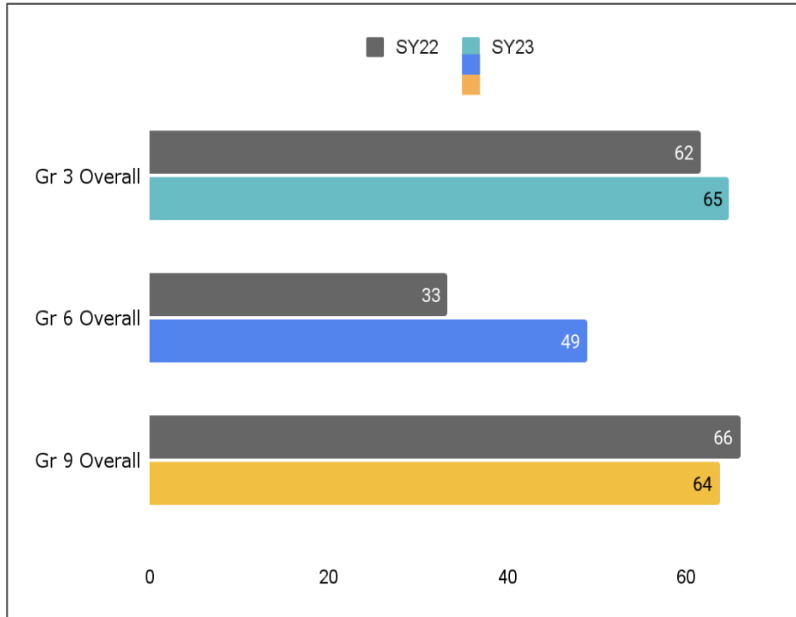
■ ≥90% met measures
 ■ 89-75% met measures
 ■ 74-50% met measures
 ■ 49-0% met measures

Summary of Pre-K–12 Math Transition

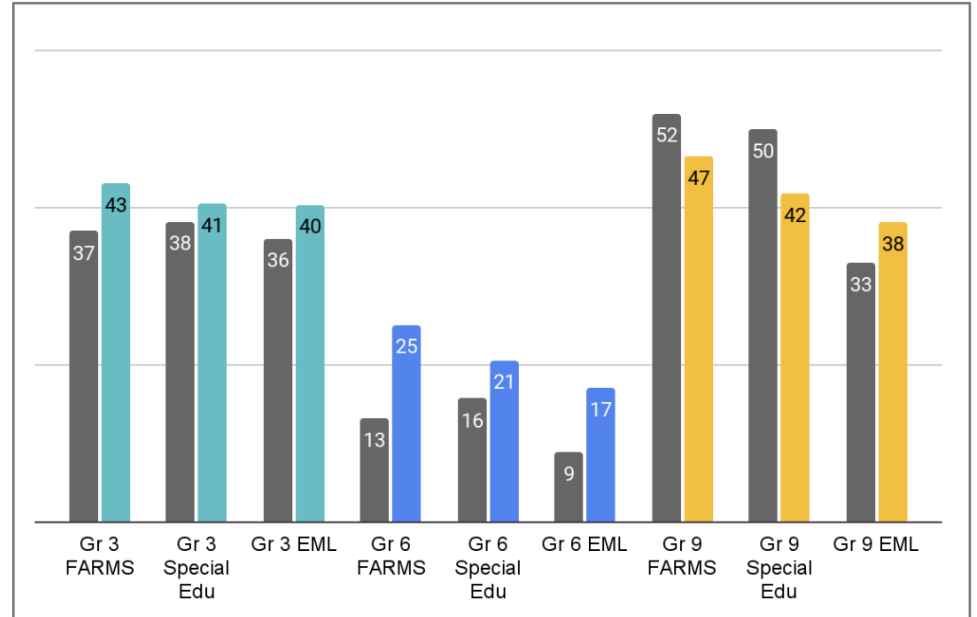
- The Grade 9 cohort is showing significant progress.
 - Overall, students progressed from 46.3% to 63.7% proficiency
 - All service groups more than doubled the percentage of students meeting Evidence of Learning (EOL) from Grade 8
- Grades 3 and 6 transition data shows a decline compared to the end of the previous year.

Comparing Pre-K–12 Math Transition Data

**Overall Transition:
 School Year (SY) 2022 vs SY 2023**



**Service Groups Transition:
 SY 2022 vs SY 2023**



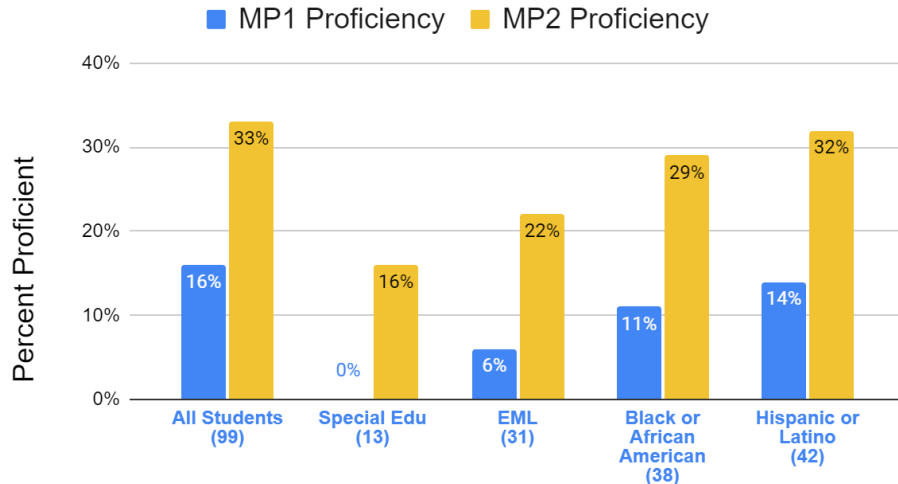
Recommendations and Actions Pre-K–12 Math

Theory of Action 3 Levers	How is the Theory of Action applied to the Strategic Plan Pillar for Academic Excellence?
Differentiate Resources and Support	<ul style="list-style-type: none"> ● Vary levels of intensity of school-based coaching to match school needs based on growth and the needs of student service groups ● Conduct data analysis discussions to inform instruction and improve outcomes for all students, particularly EMLs and SWDs
Build Staff Capacity	<ul style="list-style-type: none"> ● Provide consistent and cross-office professional learning, coaching and feedback to leaders and teachers ● Co-plan with teachers to deeply study the curriculum and standards
Accountability	<ul style="list-style-type: none"> ● Conduct cross-office classroom visits to identify patterns in teacher practice and inform professional learning needs ● Conduct math classroom visits to all middle schools

Elementary Math: Getting Results



Stedwick Elementary: Grade 3 District Assessments



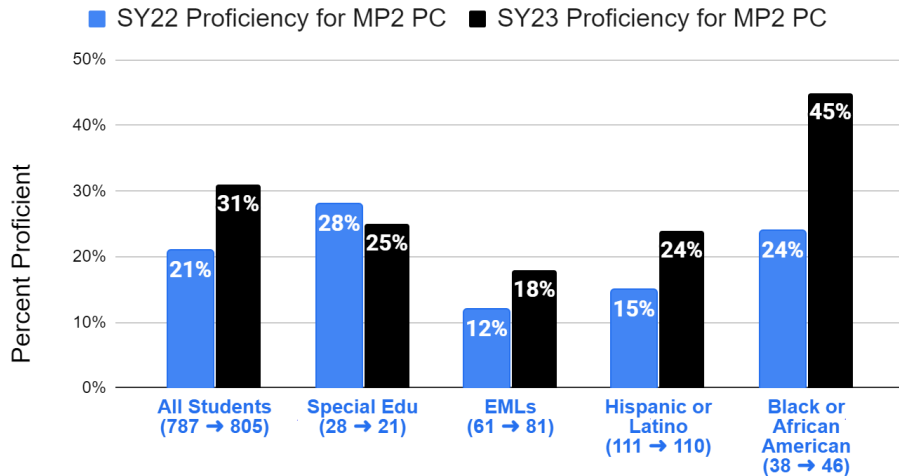
- Principal sets expectation to transform curriculum study
- Elementary Math Specialist:
 - MODELS the curriculum study process with Grade 3 team and the school's leadership team
 - COACHES the school math leader to co-lead the next curriculum study and provide feedback
 - Expects math leader to APPLY the learning with all teams

Middle School Math: Getting Results

NEELSVILLE
MIDDLE SCHOOL



Neelsville MS: Math 6 District Assessment

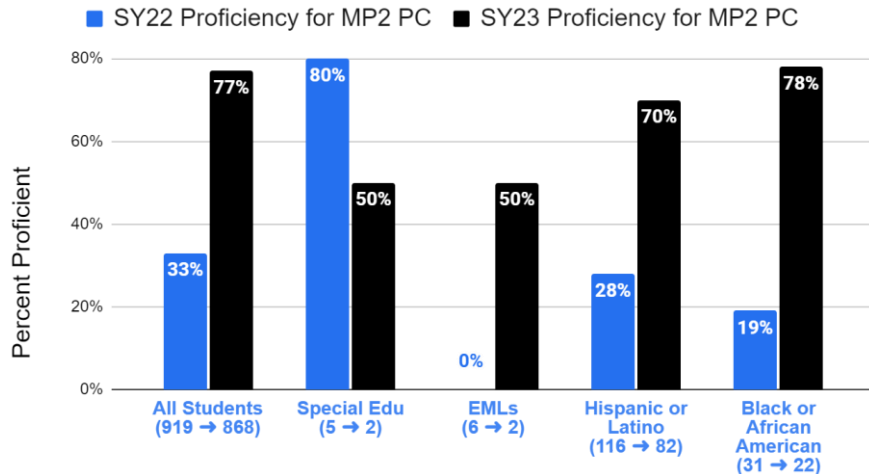


- Leadership
 - Principal centers vision around a belief in students' abilities and potential
 - Math leader maintains a strong planning process where they plan with the end in mind
- Teachers
 - Utilize formative assessments to monitor student progress
 - Study the curriculum to anticipate misconceptions and scaffold the lessons
- Secondary Math Specialist
 - Coaches PLC to elevate the daily instruction in order to match the level of rigor on unit assessments and Progress Checks
 - Leads professional learning to support EMLs

Middle School Math: Getting Results



Briggs Chaney MS: Algebra 1 District Assessment



School-Wide Structures in Alignment to District Foci

- School-wide focus on student discourse

Leadership

- Principal sets expectation for a culture of ongoing feedback
- Administrators engage in classroom visits and collaborative planning

Teachers

- Engage in curriculum study in advance of the unit
- Plan with the end in mind
- Focus on data analysis of common assessments

Literacy

Literacy: All



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Kindergarten

69.1

39.0

52.5

56.5

38.1

35.0

27.0

Grade 3

77.4

32.0

54.3

52.6

29.9

25.7

22.7

Grade 6

91.7

63.5

51.8

66.5

47.3

31.4

38.8

Grade 9

78.1

26.9

82.5

75.5

59.9

60.2

59.0

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

60.8%

52.6%

2021-2022 SY

2022-2023 SY

Grade 5

Grade 6

68.6%

66.5%

2021-2022 SY

2022-2023 SY

Grade 8

Grade 9

72.9%

75.5%



Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY

22-23 SY

Grade 2

Grade 3

21-22 SY

22-23 SY

Grade 5

Grade 6

21-22 SY

22-23 SY

Grade 8

Grade 9

	FARMS	Special Edu.	EML+Re EML
Grade 2	48.4	31.9	60.4
Grade 3	29.9	25.7	22.7
Grade 5	54.6	36.0	65.0
Grade 6	47.3	31.4	38.8
Grade 8	57.2	48.7	53.7
Grade 9	59.9	60.2	59.0

Key to Assigned Colors

● End of Year Overall EOL
● Transition Overall EOL

● ≥90% met measures

● 89-75% met measures

● 74-50% met measures

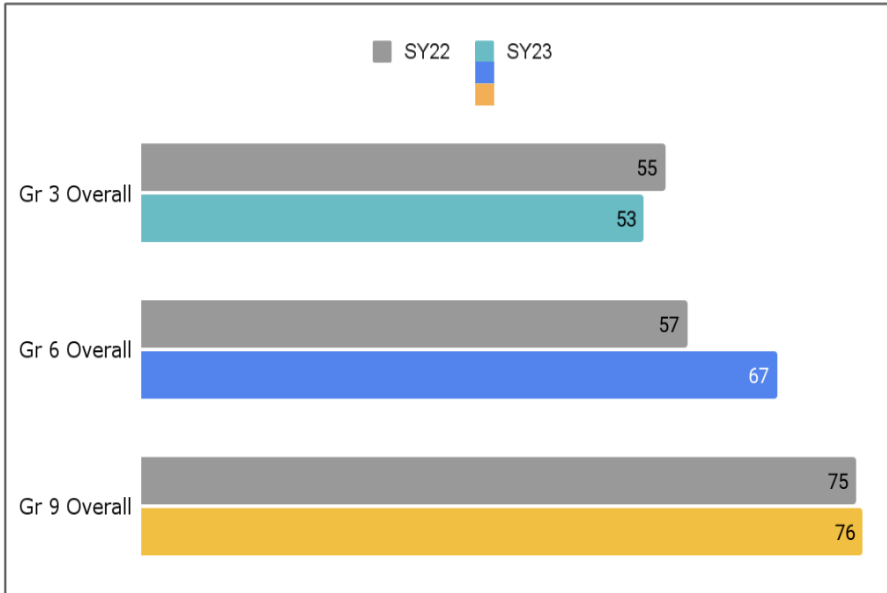
● 49-0% met measures

Summary of Pre-K–12 ELA Transition

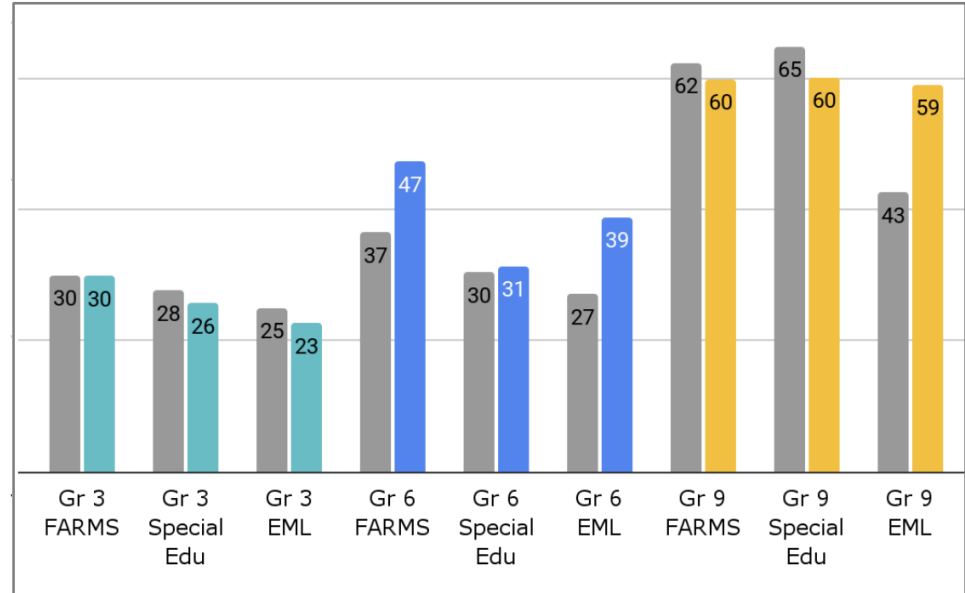
In comparison to EOL End of Year (EOY) data from SY 2022:

- Service groups in Kindergarten and Grade 3 continue to perform at lower levels than their peers.
- In secondary, there was small decrease in Grade 6 and a slight increase in Grade 9.
- All service groups in Grade 6 showed declines from EOY 2022, while service groups in Grade 9 all showed progress.

Comparing Pre-K–12 ELA Transition Data



**Overall Transition
 SY 2022 vs. Transition SY 2023**



**Service Groups Transition
 SY 2022 vs. Transition SY 2023 (72)**

Recommendations and Actions Pre-K–12 ELA

<p>Theory of Action 3 Levers</p>	<p>How is the Theory of Action applied to the Strategic Plan Pillar for Academic Excellence?</p>
<p>Differentiate Resources and Support</p>	<ul style="list-style-type: none"> ● Vary levels of intensity of school-based coaching to match school need based on growth and the needs of student service groups. ● Conduct data analysis discussions to inform instruction and improve outcomes for all students, particularly EMLs and SWDs
<p>Build Staff Capacity</p>	<ul style="list-style-type: none"> ● Elevate professional learning for teachers and leaders focused on: <ul style="list-style-type: none"> ○ foundational skills in Grades K–2, ○ the Science of Reading research, and ○ literacy across content areas
<p>Accountability</p>	<ul style="list-style-type: none"> ● Visit classrooms & Professional Learning Communities to guide and support future professional learning ● Observe K–2 classrooms to evaluate implementation of structured literacy

Key Levers in Theory of Action

If we...

- Differentiate resources and support
- Build staff capacity
- Implement accountability structures

Then we will have...

- Clarified expectations for what students & adults should know and be able to do
- Increased adult expertise
- Improved student learning outcomes

Community Schools

What is a Community School?



“A public school that establishes a **set of strategic partnerships** between the school and other community resources that promote ***student achievement, positive learning conditions,*** and the ***well-being*** of students by providing **wraparound services.**”

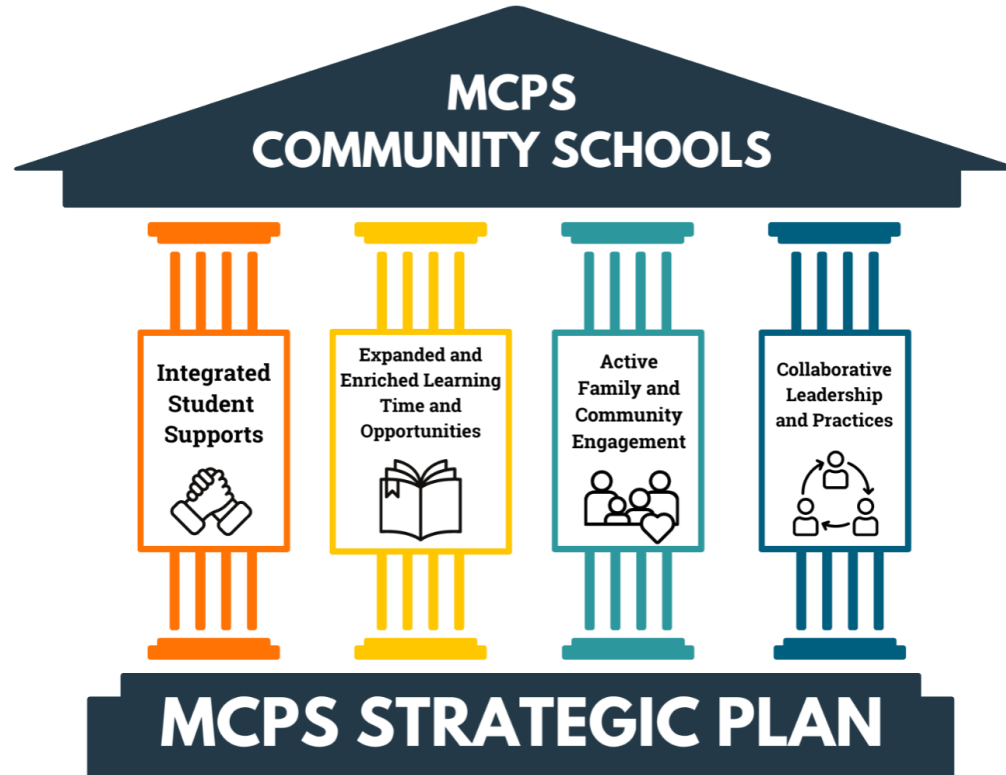
- Blueprint for **Maryland’s Future Legislation (HB 1372)** created Community Schools (CS), under **Pillar 4:**
 - ◆ More Resources to Ensure All Students Are Successful
- Blueprint funds this through **Concentration of Poverty Grants**
 - ◆ Beginning at 85% poverty and over the years down to 55%
- Through partnerships; coordinates needed wraparound services
- Data to be collected annually, statewide on Progress and Impact

[Link](#)





4 Pillars of a Functional Community School



Community Schools: Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

52.6%

27.1%

ELA



Math



2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

61.8%

40.7%

Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY
22-23 SY

Grade	FARMS	Special Edu.	EML+Re EML
Grade 2	51.6	32.3	57.3
Grade 3	33.8	25.1	23.3

Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY
22-23 SY

Grade	FARMS	Special Edu.	EML+Re EML
Grade 2	58.4	38.3	54.4
Grade 3	36.6	25.2	30.0

Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

■ ≥90% met measures
 ■ 89-75% met measures
 ■ 74-50% met measures
 ■ 49-0% met measures

Discussion

Appendix

Evidence of Learning

Montgomery County Board of Education

March 28, 2023

Evidence of Learning



READINESS

How ready are our students to move from one level to the next?

Grade 2

Grade 5

Grade 8

Grade 11



TRANSITION

Are our students making a successful transition to the next level?

Kindergarten

Grade 3

Grade 6

Grade 9

**HIGH
GRADES 9-12**

**MIDDLE
GRADES 6-8**

**INTERMEDIATE
GRADES 3-5**

**PRIMARY FOUNDATION
K-GRADE 2**

CLASSROOM

Report card grades

DISTRICT

District assessments aligned to the curriculum

EXTERNAL

MAP, SAT, ACT, AP, IB,
ACCESS, MCAP
DIBELS

EOL Transition

Literacy: All



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Kindergarten

69.1

39.0

52.5

56.5

38.1

35.0

27.0

Grade 3

77.4

32.0

54.3

52.6

29.9

25.7

22.7

Grade 6

91.7

63.5

51.8

66.5

47.3

31.4

38.8

Grade 9

78.1

26.9

82.5

75.5

59.9

60.2

59.0

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy: Kindergarten

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.3	86.2	85.3	71.7	69.3	64.9	68.4	60.4	64.4	48.8
District	49.7	56.2	54.4	41.5	43.3	31.3	35.7	33.6	29.2	22.3
External	79.3	68.8	72.8	63.9	50.4	55.4	46.0	42.7	50.7	25.1
Overall	79.5	77.0	77.5	65.1	56.7	54.4	54.0	48.1	52.1	28.2

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy: Grade 3

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	93.1	90.8	89.1	79.8	78.6	79.9	73.2	72.4	74.5	57.5
District	57.2	54.9	56.4	32.1	30.8	26.7	23.8	16.0	16.6	7.0
External	80.4	80.4	78.7	60.1	56.4	52.9	51.2	39.3	42.2	20.4
Overall	80.2	77.4	76.1	57.7	54.9	52.6	47.1	38.0	40.3	19.8

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy: Grade 6

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	98.2	98.1	97.8	94.3	93.8	93.5	84.7	83.6	85.9	84.1
District	83.9	83.2	84.2	63.6	64.5	68.2	54.4	49.3	45.0	42.3
External	81.5	79.3	78.8	53.7	50.8	52.1	42.8	39.3	33.3	20.9
Overall	89.3	88.5	88.7	67.5	67.8	71.6	57.6	50.4	48.2	42.5

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy: Grade 9

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	95.0	93.9	90.0	83.1	75.3	83.2	71.3	64.6	67.0	60.0
District	44.7	40.9	39.0	25.9	23.9	30.0	25.6	18.8	15.1	11.9
External	94.8	95.4	94.2	87.7	80.0	84.0	81.2	76.4	74.4	67.3
Overall	94.2	93.4	89.9	80.8	72.6	80.3	70.4	63.9	62.6	55.0

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Literacy Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

60.8%

52.6%

2021-2022 SY

2022-2023 SY

Grade 5

Grade 6

68.6%

66.5%

2021-2022 SY

2022-2023 SY

Grade 8

Grade 9

72.9%

75.5%



ELA



Services

Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY

22-23 SY

Grade 2

48.4

31.9

60.4

Grade 3

29.9

25.7

22.7

21-22 SY

22-23 SY

Grade 5

54.6

36.0

65.0

Grade 6

47.3

31.4

38.8

21-22 SY

22-23 SY

Grade 8

57.2

48.7

53.7

Grade 9

59.9

60.2

59.0

Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

≥90% met measures

89-75% met measures

74-50% met measures

49-0% met measures

EOL Transition

Mathematics: ALL



Classroom



District



External



Overall EOL



FARMS



Special Edu.



EML+Re EML

Overall EOL

Kindergarten

69.7

74.5

59.7

70.8

53.5

46.4

41.9

Grade 3

75.6

55.4

62.6

64.8

43.1

40.5

40.4

Grade 6

90.0

30.0

44.5

48.9

25.1

20.6

17.0

Grade 9

64.6

13.5

84.9

63.7

46.5

41.8

38.1

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics: Kindergarten

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	86.3	89.6	87.2	72.6	73.1	65.8	67.0	62.7	62.8	46.9
District	84.2	89.1	88.0	76.0	76.7	70.9	73.0	71.0	71.3	57.7
External	83.3	83.3	80.0	65.1	63.8	58.2	61.9	58.8	49.9	30.4
Overall	88.7	91.7	90.9	74.8	74.8	66.1	69.2	65.6	64.0	45.4

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics: Grade 3

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	94.0	92.8	90.3	79.7	78.6	80.5	69.5	67.1	63.0	54.5
District	83.7	77.8	76.3	59.5	55.0	60.8	52.9	36.7	39.7	27.1
External	89.5	87.0	83.5	68.5	65.9	68.7	61.9	43.3	47.8	30.4
Overall	91.0	88.7	85.1	69.9	67.2	70.4	65.6	46.0	49.0	34.7

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics: Grade 6

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	98.3	97.0	96.6	91.7	91.6	91.9	86.4	86.4	83.8	81.1
District	60.8	46.8	47.4	25.8	27.9	33.5	28.7	23.4	15.3	10.2
External	81.9	72.6	72.3	40.7	41.2	47.8	32.6	27.3	22.5	13.7
Overall	83.4	76.2	74.2	47.6	46.1	52.8	39.5	36.2	27.8	17.9

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics: Grade 9

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	88.9	83.6	80.0	63.6	60.4	77.8	62.2	48.3	48.9	43.7
District	20.5	19.5	18.2	11.5	13.1	19.4	16.4	6.9	6.3	8.0
External	97.0	97.2	95.3	90.1	81.7	90.7	84.8	82.6	77.7	69.4
Overall	89.0	84.1	79.7	63.6	58.6	76.2	63.2	47.9	47.8	40.7

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Mathematics Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

75.1%

64.8%

2021-2022 SY

2022-2023 SY

Grade 5

Grade 6

53.7%

48.9%

2021-2022 SY

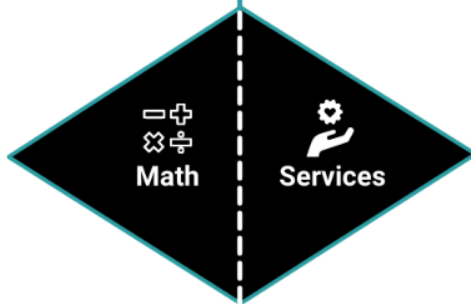
2022-2023 SY

Grade 8

Grade 9

46.3%

63.7%



Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY

22-23 SY

	FARMS	Special Edu.	EML+Re EML
Grade 2	57.6	50.5	58.1
Grade 3	43.1	40.5	40.4
Grade 5	28.9	22.8	27.1
Grade 6	25.1	20.6	17.0
Grade 8	21.0	14.9	7.7
Grade 9	46.5	41.8	38.1

Key to Assigned Colors

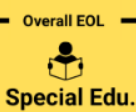
End of Year Overall EOL
Transition Overall EOL

■ ≥90% met measures
 ■ 89-75% met measures
 ■ 74-50% met measures
 ■ 49-0% met measures

Community Schools

EOL Transition

Community Schools: Literacy and Mathematics



ELA



Kindergarten

53.2

28.8

36.3

38.0

33.8

25.1

23.3

Grade 3

64.8

9.7

28.2

27.1

22.0

12.0

13.4

Math



Kindergarten

54.2

63.5

40.0

53.7

49.8

36.0

37.3

Grade 3

60.3

30.5

37.9

40.7

36.6

25.2

30.0

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Community Schools: Kindergarten Literacy

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	78.6	72.0	73.1	74.5	47.8	79.0	52.6	58.1	64.5	45.9
District	54.8	57.3	61.5	44.1	29.2	45.2	31.6	30.0	33.7	22.7
External	71.4	66.7	73.1	71.6	32.3	66.1	42.1	53.3	53.1	24.7
Overall	71.4	66.7	76.9	72.5	34.8	66.1	47.4	50.0	53.1	27.1

Key to Assigned Colors

- ⬡ ≥90% met measures
- ⬡ 89-75% met measures
- ⬡ 74-50% met measures
- ⬡ 49-0% met measures

EOL Transition

Community Schools: Grade 3 Literacy

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	88.6	86.4	78.3	83.0	68.3	77.3	54.2	69.0	76.9	57.6
District	31.4	44.6	52.2	27.9	10.0	14.0	25.0	6.9	12.3	4.1
External	62.9	83.1	56.5	50.5	32.8	46.5	45.8	31.0	38.5	18.2
Overall	62.9	80.0	56.5	51.4	31.7	41.9	41.7	27.6	37.5	17.2

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Community Schools: Kindergarten Mathematics

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.7	84.0	76.9	78.4	51.6	80.6	63.2	64.5	64.8	45.4
District	81.0	88.0	88.5	75.5	65.2	83.9	73.7	80.0	74.3	56.0
External	69.0	84.0	73.1	67.6	42.9	67.7	73.7	60.0	51.3	28.7
Overall	76.2	90.7	84.6	76.5	55.3	80.6	73.7	66.7	66.3	43.6

Key to Assigned Colors

■ ≥90% met measures
 ■ 89-75% met measures
 ■ 74-50% met measures
 ■ 49-0% met measures

EOL Transition

Community Schools: Grade 3 Mathematics

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.7	90.9	73.9	74.1	66.1	81.8	54.2	65.5	61.3	55.0
District	60.0	58.5	56.5	55.9	27.8	48.8	41.7	24.1	37.5	23.9
External	80.0	78.5	60.9	62.2	43.3	65.1	58.3	34.5	45.4	28.7
Overall	80.0	81.5	60.9	62.2	42.8	69.8	54.2	37.9	46.7	32.7

Key to Assigned Colors



≥90% met measures



89-75% met measures



74-50% met measures



49-0% met measures

EOL Transition

Community Schools: Transition (Overall EOL)

2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

52.6%

27.1%

ELA



Math



2021-2022 SY

2022-2023 SY

Grade 2

Grade 3

61.8%

40.7%

Overall EOL

FARMS Special Edu. EML+Re EML

21-22 SY

22-23 SY

Grade 2

Grade 3

51.6

32.3

57.3

33.8

25.1

23.3

21-22 SY

22-23 SY

Grade 2

Grade 3

58.4

38.3

54.4

36.6

25.2

30.0

Key to Assigned Colors

● End of Year Overall EOL
● Transition Overall EOL

≥90% met measures

89-75% met measures

74-50% met measures

49-0% met measures

Math and Literacy Focus

The presentation to the BOE on February 9 included references to funds both within the base of the MCPS budget related to supports for math and literacy education and related to the requested accelerators. Innovative tools and resources go beyond the “device” and are meant to engage the learner to deepen understanding and retention of academic content. Interactive and immersive devices have stood out for this purpose. You can see more by watching this Teacher Device Showcase feature video: <https://youtu.be/Ru0a85Ra-Fg>

1. Please provide additional explanation of the budget elements, particularly for the existing and ongoing items. For each category presented (curriculum, centralized supports, professional learning, assessments) please indicate the positions and funding supporting these areas. See chart below positions.
2. For all positions, please provide additional description of what the position functions or role is.

Position funding source description

Math and Literacy Positions

Position	Funding Source	Description
Existing Positions		
Supervisor: Secondary Mathematics (1)	MCPS Budget	Job description linked
Supervisor: Elementary Mathematics (1)	MCPS Budget	Job description linked
Supervisor: Elementary English Language Arts (1)	MCPS Budget	Job description linked
Supervisor: Secondary English Language Arts (1)	MCPS Budget	Job description linked

Instructional Specialist: Mathematics (7)	MCPS Budget	Reporting to supervisor, provide curriculum implementation support, professional development, and school support.
Instructional Specialist: English Language Arts (6)	MCPS Budget	Reporting to supervisor, provide curriculum implementation support, professional development, and school support.
Literacy Coaches (3)	Maryland Leads Grant	Job description linked
Requested New Positions		
Math Instructional Coach (12)	Requested Accelerator	Similar to Literacy Coach description, for math
Elementary Math Administrator (1)	Requested Accelerator	Job description linked
Secondary Math Administrator (1)	Requested Accelerator	Job description linked
Instructional Specialist, Elementary Mathematics (2)	Requested Accelerator	Reporting to supervisor, provide curriculum implementation support, professional development, and school support.
Instructional Specialist, Middle School Mathematics (1)	Requested Accelerator	Reporting to supervisor, provide curriculum implementation support, professional development, and school support.

Category	 	Funding Source(s)
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Curriculum	<ul style="list-style-type: none"> ● Benchmark Elementary ELA Curriculum ● Eureka Elementary Math Curriculum ● Studysync MS ELA Curriculum ● Illustrative Mathematics Secondary Math Curriculum ● Really Great Reading, K-2 Literacy Foundational Skills ● Reading Interventions 	MCPS Budget, Ready for K Grant, MD Leads Grant
Centralized Supports	<ul style="list-style-type: none"> ● Ongoing school support provided by positions listed above ● Eureka Math Equip (diagnostic tool to identify and address learning gaps) ● IXL Math (curriculum support for middle schools) 	MCPS Budget
Professional Learning	<ul style="list-style-type: none"> ● Literacy and Math Summer Institute (Requested accelerator) ● Curriculum Professional Learning ● Leadership Professional Learning 	MCPS Budget ESSER III MD Leads
Assessments	DIBELs MAP-R MAP-M	MCPS Budget, Title IV

3. For the new accelerator elements, please provide additional description of whether these are completely new efforts, or enhancements of existing efforts.

Combined with the answer to Question 24.

4. How will the BOE accelerators integrate with or build upon existing efforts? What is the relationship of these additions to ongoing efforts?

Additional Mathematics Administrators, Instructional Specialists, and Math Instructional Coaches. These positions will support on-going efforts as well as provide opportunity for new support mathematics teachers at the elementary and secondary levels. The new Math Instructional Coaches will be exclusively focused on providing direct support to schools. This focus enables them to support schools with greater intensity and frequency. This support will include modeling best practices in classrooms, observing math instruction, coaching teachers and school leaders to support effective math instruction and planning, and collaboratively examining student data to identify needs of individual students. Schools receiving this intensive support will be identified using district data, as well as input from school principals and directors.

The additional administrators and instructional specialists will support the existing work of the math teams related to writing and revision of district assessments, support for implementation of the Eureka Math and Illustrative Mathematics curriculum, direct support to schools to provide coaching for effective planning and data analysis, providing professional learning for math leaders and school administrators, guidance to schools regarding math pathways and placements, and integration of supports for Emergent Multilingual Learners, students with disabilities, and students needing enrichment.

Reading Interventions Request for Proposal (RFP). MCPS currently uses several reading intervention programs: Orton-Gillingham, System 44, and Read180. These programs have been used for many years but have not recently been evaluated to determine if they are meaningfully impacting student literacy outcomes. In order to evaluate these programs, as well as explore other available intervention programs, MCPS will issue a Request for Proposals (RFP) to ensure it is utilizing the most appropriate program with the greatest impact on student outcomes.

Math and Literacy Summer Institute. The Summer Institute will be a new effort to provide teachers with the professional learning they need to support the math and literacy learning of all students. Topics within the Institute will include how to support Emergent Multilingual Learners, students with disabilities, and creating anti racist, anti bias classrooms and instruction. The Institute will provide multiple days of learning with opportunities for teachers to select sessions that best meet the needs of their own classrooms.

Stipends for Multi-Classroom Leadership Program. The new multi-classroom leadership program is an innovative approach to re-imagine how teaching staff are utilized flexibly to support multiple math classrooms. This approach allows for greater flexibility in grouping and re-grouping students as they exhibit strengths in one area or needs in another. Teachers are supported by a master teacher who is able to provide

direct coaching on a daily basis. This master teacher is based at the same school and also teaches groups of students, making this position different from central office-provided school support.

5. What evaluation is there or will there be of the existing approaches and the proposed additions?

Additional Mathematics Administrators, Instructional Specialists, and Math Instructional Coaches. A variety of data will be used to evaluate the impact of the new positions. As is current practice, the math supervisors and instructional specialists document their support to schools using a school support log. This log is used to identify trends in school needs, equitable supports provided to schools, and ensure central office staff are engaged regularly with school leaders and teachers. The Math Instructional Coaches will be expected to complete the same or similar log to document their work with schools. Student performance data will also be examined to determine if schools that received intensive support show academic gains. The data examined will include both district assessments as well as the external MAP-Math assessments.

Reading Interventions Request for Proposal (RFP). Student progress in reading intervention programs is an integral part of intervention programs. This data is shared at the classroom, school, and district level. MCPS will use the data to determine if reading intervention programs are positively impacting student literacy growth across all student groups and student service groups. Feedback from teachers will also be used to determine what additional training or support is needed to ensure that programs are being implemented with fidelity.

Math and Literacy Summer Institute. All of the sessions provided in the new Summer Institute will include an evaluation by participants. In addition, participants will be expected to implement strategies learned during the Institute and provide evidence and feedback of their impact on student learning. A mid-year evaluation will be used to further identify the degree to which participants were continuing to implement new learning from the Institute.

Stipends for Multi-Classroom Leadership Program. As part of implementing the new Multi-classroom Leadership Program, there will be an evaluation to assess the implementation and impact on student outcomes. This evaluation will include examination of student data, teacher feedback, and feedback from building leaders.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE CHIEF OPERATING OFFICER

April 3, 2023

Ms. Essie McGuire, Senior Legislative Analyst
Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. McGuire:

As a follow-up to the joint Education & Culture and the Public Safety committees meeting held on Monday, March 20, 2023, please see below for responses to the questions brought forward by councilmembers.

Question 1: What data do we have about **repeat offenders vs. one-time offenders** for incidents like hate-bias? What data do we have about **repeat offenders vs. one-time offenders** for those who have gone through RJ practices? (Katz)

Response 1: We do not have these requested data for hate-bias offenders. With the new reporting Montgomery County Public Schools (MCPS) [Form 226-5, Hate-Bias Incident Reporting Form](#), now being uploaded into synergy by the incident number, we will be able to monitor the data (by offender) moving forward. Students who repeat behaviors after a restorative practice has been applied on the first infraction varies by violation.

With current data, it seems that restorative practices are more effective with incidents involving conflict and possibly less effective with behaviors that may be more chronic like truancy.

However, the sample size is low for those who formally apply restorative practices to matters of class attendance and MCPS has other attendance protocols that are not reflected here in the serious incident database. The top MCPS violations are shown in the table below.

Violation	RJ Recidivism Rate
Attack on Student	17%
Fighting	18%
Disrespect	31%
Disruption	33%
Class Cutting	52%*

*Low Sample Size N<30

Question 2: How many CEOs have been welcomed into buildings and invited in for incidents?

**Please also include: how many high schools have the CEO stationed within the building; and what activities the CEO's are routinely involved in within the buildings.

(Katz)

Response 2: Community engagement officers (CEOs) are welcomed in all elementary, middle, and high schools. Some principals, especially at the high school level, have engaged the CEOs to spend more time in schools to assist with needs such as providing fentanyl prevention awareness to students. CEOs working within the cluster support model are not able to get to all of their schools on a proactive basis due to the cluster workload.

Question 3: How many incidents with weapons? 14% what are the raw numbers? Please also include: the raw numbers for all categories on the pie chart. (Katz)

Response 3: Of the 1,033 serious incidents reported in synergy (as of March 9, 2023) related to these areas (medical assistance, weapons, alcohol and drugs, attacks involving adults, and attacks involving students), the following is the breakdown of incidents:

- 553 were identified as medical assistance
- 34 were identified as attack involving adults
- 94 were identified as attack involving students
- 150 were identified as involving knives, guns, and other weapons
- 200 were identified as involving alcohol and drugs

According to the synergy serious incident reports for the 2022–2023 SY (as of March 22, 2023), 183 incidents reference the categories “knives and other weapons” or “other guns”. Of these incidents, 93 of them involve possession of a knife (pocket knife, folding knife, kitchen knife, etc.); 22 involved pepper spray; an electroshock device, or a box cutter; 14 of the incidents were determined to be unfounded.

Question 4: In terms of calls to ECC, which calls are for 911 vs. non-emergency? Please also include: What factors do MCPS and MCPD believe are contributing to the reduced call volume? (Jawando)

Response 4: According to the Montgomery County Police Department (MCPD) at this time, the call management system is not able to differentiate between a 911 and non-emergency calls. Efforts are in place to address this issue.

Question 5: Disparities in suspensions—fights, disruption, disrespect—half in each category are AA; what are we doing to dig into this? What is the **demographic breakdown for suspensions?** (race, ethnicity, special education status). What is the **nature** of suspensions? What did this data look like in 18-19? Would like follow-up on the suspension plans.

**Please also include: In the discussion, MCPS mentioned that schools with an identified issue in

terms of numbers of suspensions or other disparities prepare an action plan to evaluate and address these issues going forward.

****Please provide additional information on these plans, what kinds of steps are identified to make improvements, the numbers of schools with such plans, and what the experience has been with improving outcomes. (Jawando)**

Response 5: Disparities in suspensions: Schools with disproportionate suspensions received a professional development session to review individual school suspension data and connecting the work of disproportionality to the antiracist system audit findings. Schools are creating individual action plans to address discipline disproportionality at the school level.

At the central level, discipline reports are reviewed on a weekly basis. Suspensions for disrespect are reported to the directors and associate superintendents sharing school specific information.

Semester 1 Suspensions (July 1–January 27)

Race	2018-2019 Suspensions	2022-2023 Suspensions
American Indian or Alaska Native	0	1
Asian	64	55
Black or African American	794	616
Hispanic/Latino	537	522
Two or more races	65	88
White	178	129

Semester 1 Suspensions for students w/IEPs

2018-2019 Suspensions	2022-2023 Suspensions
554	336

The top five reasons for suspensions in SY 2022–2023 are: fighting, disruption, attack on student, drugs/controlled substances, and knives/other weapons. These suspensions account for 75 percent of the suspensions.

The top five reasons for suspension in the SY 2018–2019 are: fighting, attack on student, drugs/controlled substances, disruption, and attack on adult. These suspensions account for 72 percent of the suspensions.

Fifteen schools have been identified as having disproportionality in their suspensions. These schools participated in a meeting to review countywide suspension data, analyzed school specific data, and develop a school action plan. Each school is meeting with a cross-office team to review the identified goals in their plan, receive feedback, and determine future next steps as needed. Schools will meet with the cross-departmental team to review progress throughout the next school year.

Question 6: Disproportionate arrest data—What is the **demographic breakdown for arrests?** (race, ethnicity, special education status). What is the **nature** of the arrests? (Jawando)

Response 6: The information related to this request will need to be provided by MCPD.

Question 7: How many DJS referrals come from officers? How many **referrals to DJS** come from **parents who request** based on incidents where their child is a victim? (Luedtke)

Response 7: The information related to this request will need to be provided by the MCPD.

Question 8: Implementation of Handle with Care - What are we doing with **“handle with care”**? (Luedtke)

Response 8: We have been implementing a pilot in one MCPS police district (4 school clusters: Northwest, Clarksburg, Seneca Valley, Damascus.) A revised memorandum of understanding is being finalized that will expand Handle with Care to all MCPS schools starting in fall 2023.

Question 9: Emergency response during sports events—How many **“medical assistance”** incidents are for athletes injured during practice/games vs. fights among fans? (Luedtke)

Response 9: Please see chart below.

SCHOOL	Total # Medical Emergencies	# Spectator Emergencies
BETHESDA-CHEVY CHASE	2	
BLAIR	3	1
BLAKE	0	
CHURCHILL	0	
CLARKSBURG	0	

SCHOOL	Total # Medical Emergencies	# Spectator Emergencies
DAMASCUS	3	
EINSTEIN	2	
GAITHERSBURG	4	1
WALTER JOHNSON	0	
KENNEDY	2	
MAGRUDER	2	1
RICHARD MONTGOMERY	3	
NORTHWEST	1	
NORTHWOOD	1	
PAINT BRANCH	4	
POOLESVILLE	3	1
QUINCE ORCHARD	2	
ROCKVILLE	0	
SENECA VALLEY	5	
SHERWOOD	1	
SPRINGBROOK	2	
WATKINS MILL	0	
WHEATON	1	
WALT WHITMAN	0	
WOOTTON	2	
TOTAL	43	4

Question 10: How many security assistants have not taken the SRO/CEO training? (Luedtke)

Response 10: There are currently 34 security assistants that have not taken the SRO/SSE (school resource officer/school security employees) training, many of which are our newest employees. They will be enrolled in the upcoming classes.

Question 11: What data do we have around the **Mobile Crisis Team** responding to school incidents and what are the outcomes?

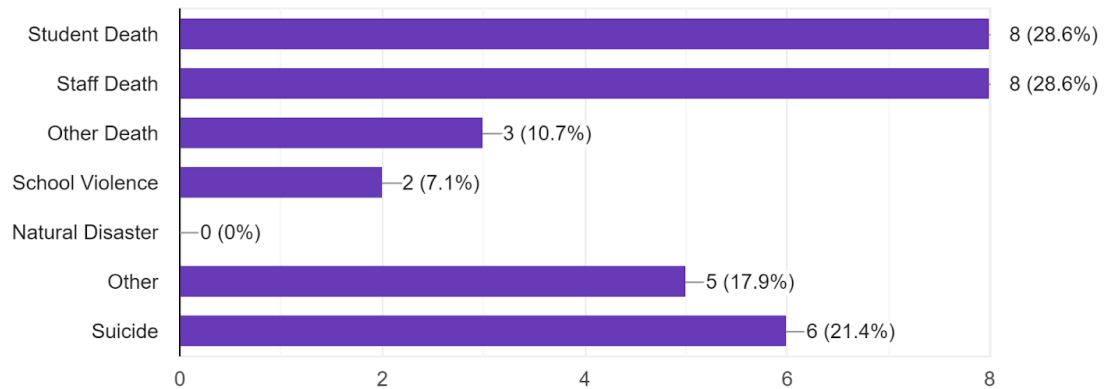
**Please do include information on the DHHS Mobile Crisis Outreach Teams, if there are responses to schools.

**Please provide a delineation of the duties, responses, and scope of all 3 (MCPS, MCPD, DHHS) response teams relative to schools. (Mink)

Response 11: During the 2022–2023 School Year (SY), there have been a total of 28 crisis responses to schools. Not all crisis events required deployment of the crisis team. The crisis team data below is inclusive of the MCPS crisis team and the MCPS Employee Assistance Program. This data does not include the Montgomery County Department of Health and Human Services (DHHS) staff response to crisis events. Data is included below that summarizes the incident types, percentage of in-person support, length of the response, number of students supported, as well as staff supported.

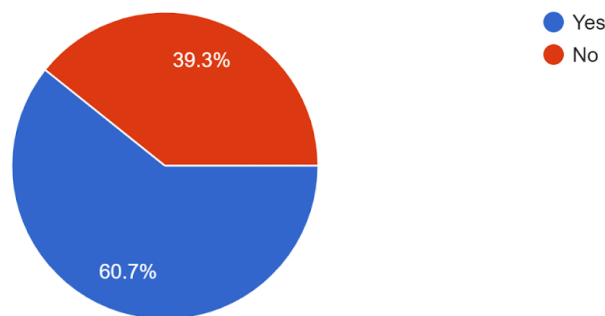
Incident Type

28 responses



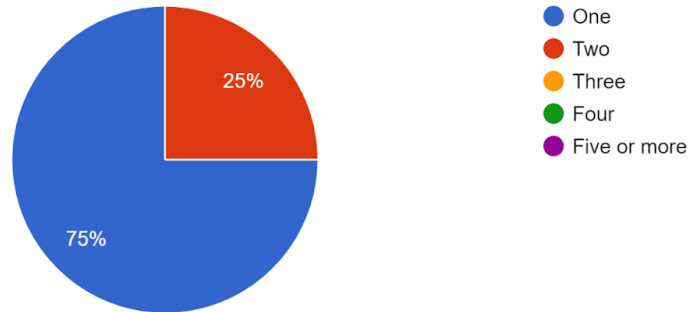
Crisis Coverage Staff Provided In-Person Support?

28 responses



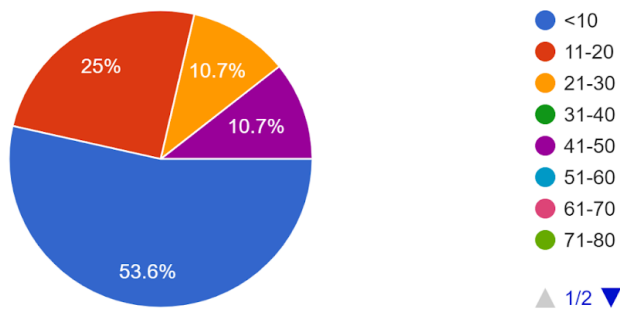
Length of Response (# of school days)

28 responses

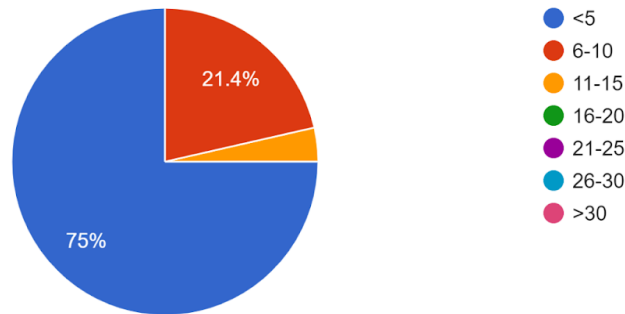


Number of Students Supported

28 responses



Number of Staff Supported
28 responses



The MCPS medical officer team coordinates additional support from the Mobile Crisis Team for staff when necessary following a districtwide incident. These are not specific crisis referrals, but voluntary opportunities for check-in after an incident of significant impact. Staff requiring ongoing services may be referred to EAP or other community resources. We do not collect utilization data on these confidential services made available for staff. DHHS would need to provide data on outbound services when the Mobile Crisis Unit is called to schools or to support a student in crisis.

Question 12: What are the **structures for participation in RJ practices**? Who decides when students participate? Who has oversight for these decisions? Are families and students involved prepped in advance to know what to expect? Do we collect data on participant experience, feedback, etc.? What are the quantitative measurements? How do we know if the participants feel that the process was successful? (Mink)

Response 12: When a school contacts the Restorative Justice Unit, the restorative justice (RJ) specialists use the [RJ Action Plan Template](#) to record the visit and share recommendations with the school staff. We use a Google Survey form for participants to provide consent when participating in a circle facilitated by an RJ specialist.

Prior to bringing participants to a circle, there is a pre-conference for each participant. Participants are able to provide feedback in a Google Survey form at the end of the full experience. (Sometimes sessions are conducted over multiple visits). At the school level, school administrators and well-being staff can recommend a formal restorative conference as a part of a disciplinary or re-entry process.

Question 13: Implementation variability of RJ. Can we have **school representatives and staff** come and speak to the **successes and challenges of the RJ practices** and implementation at the school level? How many people were involved in creating the structures/

curriculum/resources? Can we have a copy of what schools get (toolkit and modules)? How can people provide feedback based on their own experiences? (Albornoz)

Response 13: We can definitely have staff share their experiences with restorative practices at the school level. There is not a curriculum or a program for restorative justice. Restorative practices and responses is the approach that is taken when building relationships and responding to student behavior. School communities differ in needs and in culture. Materials that are utilized were built by a number of teams with stakeholders across offices and schools. Student and staff focus groups have opportunities to provide input in creating materials. Last year and in years prior, there has been an RJ sub-committee within Montgomery County Council of Parent-Teacher Associations (MCCPTA). There is a countywide student peer group called RJ Voices that was implemented in September 2022. We meet with students monthly to get perspectives from students and to share in learning together. RJ specialists also have scheduled listening sessions across the county for parents and staff to get their input on what is needed and experienced.

Professional learning community materials are shared and adapted school to school as well. There also are local materials developed by schools to serve their specific needs. MCPS accesses and utilizes the Maryland state resources from the [restorative approaches collaborative](#).

Every School receives a literary toolkit with these grounding and reference sources:

- Circle Forward: Building a Restorative School Community
- Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management
- Circle in the Square: Building Community and Repairing Harm in School
- Mindful School Communities: The Five Cs of Nurturing Heart Centered Learning (A heart-centered approach to meeting students' social emotional needs and fostering academic success)
- Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People
- Heart of Hope

Staff also receives ready-to-go resources which include the following:

- [Restorative Practices: Circles 101](#)
- [Restorative Circles Samples](#)
- [Restorative Justice At Home](#)

Every RJs and well-being social workers additionally receive these grounding and reference sources to utilize in our professional learning and work with schools and students.

- 150 More Group Therapy Activities & Tips
- Creative Interventions for Challenging Children & Adolescents: 186 Techniques, Activities, Worksheets & Communication Tips to Change Behaviors
- Coping Skills for Teens Workbook: 60 Helpful Ways to Deal with Stress, Anxiety and Anger
- Cognitive Behavioral Therapy & Mindfulness Toolbox

- Trauma-Informed Social- Emotional Toolbox
- Art Therapy Exercises: Effective Techniques to Manage Anxiety, Depression, and PTSD
- Therapy Games for Teens
- The DBT Deck for Clients and Therapists: 101 Mindful Practices to Manage Distress, Regulate Emotions & Build Better Relationships 1st Edition
- The CBT Deck: 101 Practices to Improve Thoughts, Be in the Moment & Take Action in Your Life
- Counseling Techniques that Work: What You Didn't Learn in Grad School
- CBT Toolbox for Children & Adolescents
- Conversation Cubes
- Multicultural Counseling Workbook: Exercises, Worksheets & Games to Build Rapport with Diverse Clients
- The Expanded Dialectical Behavior Therapy Skills Training Manual: DBT for Self-Help and Individual & Group Treatment Settings
- Mastery of Your Anxiety and Panic: Workbook
- Talk: Conversations about Race, Love & Truth

We utilize Google Survey forms to collect feedback after central office facilitated learning sessions. We have created central office feedback and consent forms for student circles that are facilitated by non-local school personnel, such as central office or local community partners. We are in the process of developing a survey for local schools to use for formal restorative conferencing when a disciplinary measure is applied or considered.

Question 14: What are the **staffing updates** for **school security** for 22-23 and 23-24 school year? Are we fully staffed? Will they all be fully trained by the **SRO/SSE state-mandated course** for the upcoming school year? (Albornoz)

Response 14: Overall security staffing is very good. There are five open positions and three positions will be filled within a week. The other two positions are still open and they should be filled after spring break. Currently, there are five temporary security assistants assigned to schools through the Department of Systemwide Safety and Emergency Management (DSSEM). We are looking to recruit two more temporary security assistants to work in schools through the end of the school year. In the upcoming budget, MCPS has asked for 10 additional security assistants.

Question 15: Last year, there were 1,500 fights that resulted in suspensions. How does that compare to FY19? 11,000 calls for service. How does that compare to FY22 and FY19? What are the updates to the **Behavior Threat Assessment** Process? (Albornoz)

Response 15: See table on the following page.

School Year	Suspensions for Fights/Attacks
MSDE Report SY 2022	1,511
MSDE Report SY 2019	2,328

MCPS continues to utilize the Behavioral Threat Assessment (BTA) process developed under MCPS [Regulation](#) COA-RA, *Behavior Threat Assessment*. Each school has a BTA Team that is activated when there is a need.

Question 16: How do school-based security staff communicate with CEOs? Do school-based security staff share **student concerns** with CEOs around bullying, gangs, extortion, etc.? How many reports from security to CEOs have resulted in intervention prior to a serious incident? What is the nature of the arrests from the arrest data? Are we tracking **social media** to address concerns of cyberbullying and threats made to students, staff, schools, and the community (Albornoz)

Response 16: School security and DSSEM staff have a good working relationship with the CEOs. School safety/security information is shared between all parties to include school administrators. We review social media sites when serious incidents occur such as cyberbullying and threats of violence. Additional information related to this question will need to be provided by the MCPD.

Question 17: What is being done to address **restroom safety** concerns and issues? Parent voice is critical.

Response 17: A bathroom check Standard Operating Procedures (SOP) has been developed and security assistants and administrators make regular and frequent bathroom checks. A school safety advisory committee has been established that includes parents, students, staff, and community members.

Question 18: What kinds of training do bus drivers receive in terms of safety and relationship building?

Response 18: We have five keys of defensive driving (Smith System) presentation and video

- As it says, this class teaches safe points in driving and being a defensive driver.
- Playing a full Deck—another video similar to five keys, many points on safe driving.
- Loading and Unloading—How to safely load and unload students.

- Operation of Care (bus attendant [BA] and bus operator [BO] duties) presentation and Welcome-expectations presentation include the following:
 - Responsibilities and safety features for BAs and BOs (pick up and drop off, pre-trip/ post-trip inspections; adhering to federal, state, local laws and regulations; use of cell phones and devices; and obeying traffic laws, railroads, restricted roads; etc.)
 - Being professional and employee relations
- Student management
 - Dealing with the students on the bus
- JCSBABO (Just Cause Standards for BAs and BOs) includes the following:
 - Standards for employees and five offense categories (covers both safety and employee conduct).

Question 19: Which **sports** have **bus transportation** to away games? Which do not? How is that decision made?

Response 19: All sports are able to request transportation. As long as the travel is outside the black-out times of AM and PM student transportation ranges, the bus is available to any team/school who requests it.

Question 20: What is the **student demographic data** related to **bus incidents**?

Response 20: At this time, Montgomery County Public Schools does not track this information.

Should you need additional information, please contact me, or Ms. Heather Dublinske, executive director, Office of the Chief Operating Officer, via email.

Sincerely,



M. Brian Hull
Chief Operating Officer

MBH:HLD:ish

Copy to:

Dr. McKnight
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Ms. Reuben
Mr. Stockton
Mr. Clarke
Ms. Dublinske