

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

October 12, 2010

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Final Approval of the Comprehensive Master Plan

**Executive Summary**

At its June 28, 2010, business meeting, the Board of Education approved the revisions to *Our Call to Action: Pursuit of Excellence*—the strategic plan for Montgomery County Public Schools (MCPS) 2010–2015. The revised strategic plan serves as the basis for updating the state-mandated Comprehensive Master Plan. Both plans continue to reinforce the initiatives that have been implemented since the Board of Education adopted *Our Call to Action* in November 1999. The strategic plan clearly establishes the direction and priorities for the school system. The Comprehensive Master Plan responds to the requirements of the *Bridge to Excellence in Public Schools Act of 2002*, which includes an annual update for all school systems statewide.

The Board of Education took action on Part II of the Comprehensive Master Plan for MCPS at its business meeting on July 26, 2010. The entire Comprehensive Master Plan Update, including components of Part II that were unavailable in July 2010, is submitted to you for your discussion and approval.

**Background Information**

When the Board of Education took tentative action on Part II of the Comprehensive Master Plan on July 26, 2010, some of the data needed to update the plan were not available from the Maryland State Department of Education (MSDE). Additionally, adjustments have been made to the data in Part II: *Elementary and Secondary Education Act (ESEA)* and Fine Arts Program Components.

Data from Part I are indicated below:

- I.A: Executive Summary
- I.B: Finance Section
- I.C: Data Section

- I.D: Goal Progress
  - I.D.i: Maryland School Assessment (MSA)— High School Assessments (HSA) High School Graduation Requirement
  - I.D.ii: Limited English Proficiency (LEP)
  - I.D.iii: Adequate Yearly Progress (AYP)
  - I.D.iv: Attendance Rates
  - I.D.v: Graduation Rates and Dropout Rates
  - I.D.vi: Highly Qualified Staff/Highly Qualified Professional Development
  - I.D.vii: Schools that are Safe, Drug-free, and Conducive to Learning
  
- I.E: Addressing Specific Student Groups—
  - Career and Technology Education
  - Early Learning
  - Gifted and Talented Education
  - Special Education
  
- I.F: Cross-cutting Themes—
  - Educational Technology
  - Education That Is Multicultural

Data from Part II that were unavailable at the time of the July 2010 submission are indicated below:

- Attachment 7: Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies (MSDE indicated in a September 15, 2010, e-mail that the deadline for Attachment 7—Title I was extended to November 29, 2010, due to issues with a contractor working on electronic submissions for this attachment)
- Victims of Violent Criminal Offenses
- Achieving Equity in Teacher Distribution
- Students Records Review and Verification (COMAR 13A.08.02.07) Certification Statement

Data from Part II that have been revised since the July 2010 submission are indicated below:

- Attachment 8: Title II, Part A—Preparing, Training, and Recruiting High-Quality Teachers and Principals
  - An increase in the Title II, Part A Grant of \$6,224 resulted in a new amount of \$4,414,840. Because of this modification, the Title II, Part A Grant, Attachment 8 Activity 3.1 now reflects an increase in employee benefits accounts of \$6,224 consistent with the current rate. Also, clarifications were added to Allowable Activities, under Attachment 8, Allowable Activity 2.1.

- Attachment 12: Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk  
A decrease of \$2,063 resulted in a new grant amount of \$191,957. As a result of this modification, the contractual services support for fine arts and outdoor education services for alternate program students is reduced.

### **Recommended Resolution**

WHEREAS, The General Assembly enacted Senate Bill 865, *The Bridge to Excellence in Public Schools Act*, on April 4, 2002, and on May 6, 2002, Governor Parris N. Glendening signed the Act into law; and

WHEREAS, The Act requires local school systems to submit annual updates of their five-year Comprehensive Master Plan to the Maryland State Department of Education by October 15, of each year, to include prior year revenues and expenditures with the annual update; and

WHEREAS, On June 28, 2010, the Board of Education approved *Our Call to Action: Pursuit of Excellence*—the strategic plan for Montgomery County Public Schools 2010–2015; and

WHEREAS, The strategic plan for Montgomery County Public Schools contains goals and strategies to promote academic excellence among all students and to eliminate performance gaps based on race, ethnicity, gender, socioeconomic status, language proficiency, or disability; and

WHEREAS, The strategic plan for Montgomery County Public Schools incorporates and imbeds the five goals of the *No Child Left Behind Act of 2001* and the six focus areas of the *Bridge to Excellence in Public Schools Act*; and

WHEREAS, The strategic plan is the cornerstone of Montgomery County Public Schools' Comprehensive Master Plan; and

WHEREAS, Montgomery County Public Schools' update on the *Bridge to Excellence in Public Schools Act*—Comprehensive Master Plan fulfills all of the required components, including strategies and supporting documentation; and

WHEREAS, On July 26, 2010, the Board of Education took tentative action to approve Part II of the annual update to the Comprehensive Master Plan for 2010; now therefore be it

Resolved, That the Board of Education approve the updated Part I and Part II of Montgomery County Public Schools *Bridge to Excellence in Public Schools Act*—Comprehensive Master Plan for 2010; and be it further

Resolved, That Montgomery County Public Schools' staff submits the Comprehensive Master Plan to the Maryland State Department of Education on or before October 15, 2010, as required by the *Bridge to Excellence in Public Schools Act*.

At the Board table for today's discussion are Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; Ms. Jody A. Leleck, special advisor, Office of the Deputy Superintendent of Schools; Dr. Frank H. Stetson, chief school performance officer; Dr. Renee A. Foose, associate superintendent, Office of Shared Accountability; and Dr. Marshall C. Spatz, director, Department of Management, Budget, and Planning.

JDW:LAB:sjl

Attachment

**Montgomery County Public Schools  
Comprehensive Master Plan**

**2010 – 2011**

**October 12, 2010**

# **Executive Summary**

# MONTGOMERY COUNTY PUBLIC SCHOOLS

## COMPREHENSIVE MASTER PLAN 2010 Annual Update

### EXECUTIVE SUMMARY

#### I. Introduction

This seventh update to the Comprehensive Master Plan for Montgomery County Public Schools (MCPS) reflects the ongoing use of key academic and organizational performance data in strategic planning and budgetary decision making. It reflects substantial participation of stakeholders, and the targeted deployment of resources to address specific areas of identified concern.

Effective use of data to drive learning outcomes is a hallmark of our school system, as evidenced by the fact that the success of Montgomery County Public Schools has been featured in many national education publications over the past year, including *Scholastic Administrator*, *the Kappan*, and *School Administrator*. The work of MCPS also has been highlighted as an example of best practices in action by several national groups. In October, the National Board for Professional Teaching Standards highlighted MCPS' teacher evaluation system as a national model. In August, the Foundation for Child Development and Pre-K Now (a part of the Pew Center of the States) released a case study calling MCPS' prekindergarten program a "road map" for the rest of the nation and federal policymakers.

Since the initial submission in 2003 of a Five-Year Comprehensive Master Plan, MCPS has expanded strategic planning efforts among all offices and schools, based on the organizational improvement principles of the Malcolm Baldrige Criteria for Performance Excellence and has taken the use of data to drive improvement to a new level. These efforts have contributed to greater internal and external collaboration among key stakeholders—particularly among employee associations and parent organizations. In turn, the system has gained greater organizational capacity to implement improvements that are transforming the school district and creating an environment where all students can achieve. In fact, MCPS is the only school district in the nation that will receive a site visit for the 2010 Malcom Baldrige National Quality Award managed by the National Institute for Standards and Technology.

Our emphasis on professional development of teachers and other staff to improve instruction and student achievement has resulted in significant organizational changes and successes. MCPS continues to be a national leader in student performance, with the exceptional recognition of its schools in numerous national measures.

MCPS placed seven schools in *Newsweek's* Top 100 Best High Schools, the most of any district in the nation. In fact, all 25 MCPS high schools placed in the top 3 percent of the nation. Also, for the second year in a row, MCPS has been recognized as a national leader, in terms of its graduation rate, according to *Education Week*. In its "Diplomas Count" report, *Education Week* identified MCPS as having the highest graduation rate among the nation's 50 largest school districts.

We are very proud to have been named one of five finalists for the \$1 million Broad Prize for Urban Education, which recognizes large school districts that have raised student performance across the

board, while narrowing the achievement gap. MCPS is the first district from Maryland or the Washington D.C. area to be named a finalist for the prestigious award.

MCPS also is one of the leading organizations involved in setting national standards for school districts through the American Productivity and Quality Center in Houston. And the district also continues to participate in an innovative program with the School of Business and Graduate School of Education at Harvard University to improve public education leadership.

The effectiveness of the school system's strategic planning, budget allocations, and performance assessment is evident in improved student achievement. In 2010, for example, the average combined SAT score of MCPS seniors was 1653, an increase of 38 points from the previous year and well above the average for the state and nation. MCPS far exceeds national and state performance for participation and success on rigorous Advanced Placement (AP) exams. In 2009-2010, our students took more than 29,000 AP exams—an all-time record for the district—and nearly three-quarters of those exams received a college-ready score of 3 or higher. The number of AP exams taken by MCPS students has more than tripled since 2000.

Significant performance gains have been made also on the Maryland School Assessments (MSA), consistent with the standards of the state's compliance with the state *Bridge to Excellence in Public Education Act* and the federal *No Child Left Behind Act*. For example, for the fifth consecutive year, MCPS has no Title I schools in School Improvement and no schools offering School Choice or Supplemental Services.

Nonetheless, some challenges remain. Disparities in student performance by race, ethnicity, and socioeconomic status have narrowed in most areas, but still exist. This becomes vitally important as the demographics of MCPS' student body continue to change. MCPS enrollment—already the largest in the state, with more than 144,000 students—has continued to grow in a pattern that reflects greater racial, ethnic, cultural, linguistic and economic diversity, as well as greater academic needs. MCPS' Hispanic enrollment continues to grow and represents more than 23 percent of our student body, about the same percentage as African American students. White students now represent about 37 percent of MCPS enrollment and Asian American students nearly 16 percent. Over the past decade, the number of students living in poverty has jumped more than 50 percent and the number of students for whom English is a second language has more than doubled. The racial and ethnic diversity and poverty is concentrated—but not limited to—schools within the county's most urbanized areas, a geographic zone from Takoma Park to Germantown that includes about 70,000 students. To put this in perspective, this enrollment is larger than all but five school districts in Maryland and is considerably larger than the District of Columbia school system.

Even in very difficult economic times, the school system's strategic planning and budgetary initiatives are directing resources to address these key challenges. As detailed in the strategic plan, *Our Call to Action: Pursuit of Excellence*, an update of which was approved by the Board of Education in June 2010, the school system is continuing to target improvement and intervention efforts in key areas, including early childhood education, class-size reductions, rigorous and accelerated course work, high school literacy, professional development of staff, student support, and formative assessments of student performance. These efforts reflect greater input from the community, which reflects an initiative to more closely align operating budget allocations with strategic planning decisions. While severe budgetary challenges will prohibit the implementation of new initiatives for the 2010-2011 school year, the system will continue to focus on expanding its efforts to improve the student performance at the



middle school level. MCPS continues to invest in equity training to assist staff in addressing issues of bias that are obstacles to improved student performance.

This update of the Comprehensive Master Plan continues to demonstrate the vital link between the strategic plan and the operating budget. In addition, specific progress toward meeting federal, state, and local goals are identified, along with details about specific resource allocations for initiatives designed to support continued improvements. Consistent throughout the update is the specificity of any program changes based on the most recent assessments of student performance. This reflects the inherent strength of the strategic planning process in MCPS.

Publicly addressing difficult issues is a key strength of MCPS strategic planning. The system strives for unified and consistent implementation of improvements across the school system. The alignment reflects not only the structural improvements but also the collaboration among key stakeholders. MCPS is one of the few school systems nationally in which the leaders of all employee unions actively participate in the leadership of the school system. Parent organizations, have an exceptionally important role. Along with the employee associations, the Montgomery County Council of PTAs is actively involved in the development of the operating and capital budgets from inception to final passage. Their involvement gives voice to critical stakeholders in one of the most important discussions that takes place in the district.

The district also continues to implement organizational changes designed to build a culture of respect for all participants and to increase parent and community involvement from the school level up to the district level. MCPS recognizes the importance of stakeholder involvement in creating a master plan to guide the system's continued success.



**Budget  
Narrative  
and  
Finance Tables**

## BUDGET NARRATIVE

### a. Planned Use of ARRA Funds

#### 1. How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the master plan priorities for the year?

Having SFS funds in Fiscal Year (FY) 2011 has enabled Montgomery County Public Schools (MCPS) to maintain 442 teacher positions that had been eliminated from the FY 2010 budget. These teachers will fulfill a wide range of objectives of the FY 2011 Master Plan, including maintaining class sizes that have proven to increase the achievement of disadvantaged children, reducing the achievement gap, upholding the quality of services to children needing special education and English for Speakers of Other Languages services, building upon efforts to create safe school climates, and continuing to provide a world-class education that prepares students for college and enabled the district to achieve the lowest dropout rate among large school districts in the United States.

#### 2. Please explain how the ARRA funding streams are being coordinated to support the law's reform priorities:

##### Priority 1. Increasing Teacher Effectiveness and addressing inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals)

ARRA funding has allowed MCPS to implement several strategies to increase teacher effectiveness that will be continued in FY 2011. For example, ARRA grant funds were used to provide training and textbooks that the paraeducators needed to receive their Child Development Associate certification. Funds also were used to train all paraeducators working in the Head Start program to conduct assessments of children. Earning this certification and completing this training made the paraeducators eligible for salary increases and enabled them to become highly qualified in their profession, according to standards established under the *No Child Left Behind Act of 2001*.

MCPS will again use ARRA funding for professional development for K–12 teachers. As was done in FY 2010, MCPS will hire consulting teachers and principals to provide ongoing support, coaching, and professional development. Some of the funded professional development will focus on co-teaching strategies that increase the success of students with disabilities who are enrolled in general education classes. Under this reform goal, ARRA funds will be used to hire and preserve staff positions, including additional reading and math support teachers; to convert two additional schools into Title I schools; to offer full-day Head Start programs and learning time in all Title I schools; to pay for transportation; and to increase parental involvement.

In FY 2010, MCPS used a process called hours-based staffing to determine the number of special education teachers needed in its schools. This process involved adding up all of the instructional hours of services needed to fulfill the Individualized Education Program (IEP) of each student in the school and applying a formula that allocated staff based on the total. As a result of ARRA funding, MCPS will be able to preserve the jobs of 20.5 Special Education elementary teachers, 19.8 middle school teachers, 29.75 middle school paraeducators, 10 “reserve” teachers, and 13.5 reserve paraeducators who began with ARRA funding.

ARRA Title I grant funds will be used again to provide summer employment for over 500 teachers and 100 paraeducators to work with students in extended learning opportunities programs. These funds permitted MCPS to increase by eight the number of schools in which Extended Learning Opportunities (ELO) programs are offered. ELO programs offered in FY 2011 again will prevent "summer losses" among a large group of vulnerable students in grades K–5 and prepare them to be more successful during the upcoming school year.

MCPS will use ARRA funds to continue progress toward its goal of providing safe school environments that are conducive to learning. ARRA funds will be used to train staff to implement the Positive Behavioral Interventions and Supports (PBIS) programs in schools, and supply schools with the materials needed for PBIS.

**Priority 2. Establishing and using a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices.)**

MCPS has led the state (if not the nation) in developing data systems that measure student progress and teacher effectiveness. This work, which began well before enactment of the ARRA, will continue to be supported by funding streams outside of those established with ARRA monies.

**Priority 3. Making progress towards rigorous college and career ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace)**

Research has consistently demonstrated the positive effect of high-quality preschool education on academic achievement and college attendance. For this reason, ARRA funds will be used to continue offering full-day Head Start classes in 19 of the 30 Title I elementary schools. Prior to the release of ARRA funds, only eight of the 19 Title I schools had partial-day Head Start programs. All classes will be staffed with certified preschool teachers. ARRA grant funds again will allow MCPS to enroll a larger number of 4-year-olds in Head Start than had been enrolled prior to 2010. The ARRA Head Start grant will enable MCPS to maintain the increased staff and the hours in which students participated in these programs.

A portion of the ARRA funding will be used to provide school psychologists with updated sets of assessment tools and to purchase classroom materials that MCPS developed and implemented as online IEP tools for teachers. MCPS will continue the work of staff members that were hired to work with the parents of developmentally delayed preschool children to reduce their need for special education services. ARRA funds again will be used to support home school model teachers whose work eliminate the need for students with disabilities to travel outside of their neighborhoods to receive appropriate special education services.

ARRA funds again will support a summer college preparation program for the county's growing number of homeless youth. The program teaches homeless high school students strategies for applying to college, completing applications, securing scholarships and continuing in extracurricular activities that college admissions offices value. The program will be able to continue during the 2011–2012 academic year as the students attend additional meetings and receive individual assistance in completing applications and FAFSA forms.

To reduce the risk of dropout among secondary students in alternative education, MCPS used ARRA funds to hire two part-time staff to provide additional monitoring and support to high school-aged students with truancy and behavior problems. The strategies that these ARRA-funded individuals used (e.g., personalized attention, attendance monitoring, communication with parents, etc.) increased the rate of attendance and checked other problem behaviors that had led these students to alternative education.

**Priority 4. Providing targeted, intensive support and effective interventions to turn around schools identified as development needs (improvement year 1, improvement year 2, and corrective action) and priority needs (restructuring, etc.)**

MCPS has 30 Title I schools with percentages of students who qualify for Free and Reduced-price Meals (FARMS) ranging from 56.6 to 90.6. Seven of these schools (designated the Title I ARRA schools) will continue to receive ARRA funding in FY 2011. ARRA funding will allow MCPS to do the following:

- fully fund existing 28 Title I schools which includes one school that would have exited Title I due to decreasing poverty ;
- add two schools; and
- provide an academic four-week summer program.

No MCPS Title I schools were identified for corrective action or restructuring in either 2009 or 2010. ARRA Title I funds will again be used to provide academic supports that will prevent these schools from failing to meet state standards.

Each of the ARRA grant-funded projects described above supported the district's decade-long efforts to increase the rigor of its curricula and prepare all students for college and the workplace, efforts that are fully consistent with the first and fourth ARRA reform priorities.

**3. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?**

All plans for the use of ARRA funds in MCPS were formulated deliberately to minimize the "funding cliff" effect. MCPS chose projects that either could be completed within the grant period or were likely to have the greatest and longest lasting impact during the grant period (staff development, support for students with special needs, English language learners, children in poverty, etc.). MCPS also carefully tracked the use of ARRA funds separately from other revenue sources that come to its schools. Each school maintained separate budget account codes for ARRA funds that facilitated oversight, monitoring, and timely meeting reporting requirements. This has helped to prevent problems that might have occurred from supplanting, comparability, or maintenance of effort in the use of the Title I ARRA funds.

MCPS Title I instructional specialists, each assigned to a number of schools, helped principals design and implement spending plans for the use of school-based funds. Each principal was able to fill staff positions needed to support reading and mathematics instruction. In addition, the Title I office provided timelines for spending ARRA Title I funds on instructional supplies that have kept monthly expenditures at 5 to 10 percent of funds.

Slow recovery of the local and state economies causes MCPS to anticipate the loss of 56 Title I staff positions that were maintained through the use of Title I ARRA funds. When the ARRA dollars are gone, MCPS does not anticipate that it will be able to continue the Title I programming that is currently in place, and it is likely that seven or more of the existing Title I schools will no longer receive Title I funding. However, because of the large number of MCPS staff, there are likely to be enough vacancies to absorb the “extra” staff that have been hired with ARRA funds for Title I and special education.

**b. Progress on the AARA Reforms – Analyzing ARRA Financial Reporting Tables-**

**Local school systems are asked to detail the plans that they have for the use of SFS funds by responding to the prompts in this section. (Refer to Tables 1.1C and 1.1D, ARRA Financial Reporting Tables, for the itemized expenditures by program or initiative.)**

- 1. Please describe what the influx of flexible ARRA SFS funds has allowed the school system to accomplish this year, regardless of whether or not the SFS funds were directly used to fund an initiative.**

The Montgomery County Public Schools (MCPS) used its SFS funds to pay for utilities, i.e. electricity and natural gas. Before those funds were received, MCPS faced the prospect of major reductions in services and increases in class size. SFSF funds allowed MCPS to reinstate 442 employees whose positions had been eliminated from the FY2010 budget. The funds received in FY 2011 will save an estimated 494 jobs. The work performed by these staff has enabled MCPS to fulfill a wide range of objectives in its Master Plan including: maintaining the small class sizes that have proven to increase the achievement of disadvantaged children; reducing the achievement gap; upholding the quality of services to children needing special education and English for Speakers of Other Languages services; building upon efforts to create safe school climates; and continuing to provide a world-class education that prepares students for success in postsecondary education and employment.

- 2. If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects and the corresponding resource allocations.**

Not applicable.

- 3. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please describe the plan.**

SFSF funds were not used for one-time purchases. As for sustainability, all plans for the use of ARRA funds in MCPS were formulated deliberately to minimize the ‘funding cliff’ effect. MCPS chose projects that either could be completed within the grant period or were likely to have the greatest and longest lasting impact during the grant period (staff development, support for students with special needs, English language learners, and children in poverty, etc.). ARRA funding had a significant and positive impact upon employment within MCPS. ARRA funds allowed MCPS to either create or retain an average of 2.5 jobs in each of its schools. Our local economy has not yet improved to the extent that county and state revenues will be available to MCPS at levels comparable to those earlier in the decade; MCPS will have to make drastic reductions in its budget after ARRA funding ends, including—in the absence of additional federal support—substantial reductions in current staffing levels.

**4. Please describe the steps the system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in the program or activity.**

Montgomery County Public Schools (MCPS) will take deliberate steps that extend beyond merely meeting federal Civil Rights, ADA, and IDEA guidelines to ensure equitable access to, and participation in its ARRA-funded projects. The designs of many ARRA-funded programs specifically focuses upon helping a widely diverse student population, teachers, and staff to overcome barriers to successful academic achievement and career development. Therefore, the MCPS ARRA-funded programs will directly benefit students, teachers, and staff regardless of gender, race, national origin, color, disability, or age and fully comply with Section 427 of the General Education Provisions Act. To this end, MCPS has done and will continue to do the following:

- All MCPS buildings are fully accessible to individuals with physical disabilities. To overcome the barriers facing low-income parents of children with disabilities who lack private means of transportation or cannot leave their homes or their jobs to meet with school officials during the school day, ARRA funds will be used to hire parent coordinators who can ensure that families receive vital information they may need for their children, depending upon the age of the child and the issue, ARRA-funded staff may visit communities and homes or provide materials written in foreign languages, systematically contact parents by telephone or directly communicate with parents through other means.
- ARRA funded professional development programs are open to all qualified staff. Registration for these courses is arranged through an online system that can be accessed at any time by staff, therefore eliminating the barrier that might be presented to individuals whose work responsibilities do not allow them time to research training opportunities. The race- and gender-neutral selection of teachers and principals that will receive through ARRA funds additional mentoring and coaching has been done in a way that maximizes the positive effect on schools with the most disadvantaged population of students.
- All program services for children with disabilities that are ARRA-funded accomplish their objectives without calling attention to the deficits or disadvantages of particular students. Their training will lead to certification and attainment of highly qualified ratings under the No Child Left Behind Act. Other professional development supported by ARRA IDEA funds will improve the climates at 70 schools and reduce incidents of misbehavior to lead disproportionately to the suspension of minority students or their referrals for special education services.
- MCPS actively strives to ensure that students with disabilities can participate in activities, individual and group projects to full effect, and that they learn the same lessons and master the same skills as their classmates. To overcome the barriers to physical fitness that young children with disabilities often face, ARRA funds are being used to equip playgrounds for use by children with disabilities. To overcome barriers to employment, ARRA funds will be used to replace two greenhouses that provide valuable environmental education and rudimentary botanical skills to students with more severe disabilities.
- To overcome the barriers to stable employment confronted by many local childcare workers whose incomes limit their opportunities to earn the credentials needed for licensure, MCPS is using ARRA funds for staff training that leads to state certification. Other professional development that will lead to more successful integration of students with disabilities into the general population includes training and onsite support of general education teachers that enables them to better serve their students with special needs. This will ensure that students with disabilities can participate in activities, individual and group projects to full effect, and that they learn the same lessons and master the same skills as their classmates.



- Many services and programs funded by ARRA grants will target students and families from racial/ethnic, linguistic, and economic backgrounds that typically not only have more barriers to fully and effectively participating in their children's education but are also more likely to experience unsafe school environments. ARRA funds will be used for the express purpose of encouraging parents—particularly those who may feel excluded by race, language limitations, or immigration status—to understand what programs are offered to their children and how to access the supports their children may need. Special efforts will be made to insure that all family members and students in the participating schools have access to program information, even when English is a second language. To this end, information about program and curricular materials will be translated into languages other than English. Publications and announcements of activities will, at a minimum, be available in English and in Spanish, with other translations or translators available as needed. In those instances where parents cannot come to the school, ARRA Title I and IDEA funds will be used for MCPS staff to visit parents in their homes to reinforce the messages that they are welcome as partners in their children's education. Funds also will be used for language interpretation at meetings taking place in schools for parents.
- When hiring outside contractors, MCPS will seek individuals who are not only highly-qualified but sensitive to and understanding of the diverse community that MCPS serves. Vendors, consultants, and other companies or individuals whose services are procured through ARRA-funded contracts will be selected on the basis of their records of service to diverse communities and their commitment to advance the interests of an inclusive, anti-discriminatory community of families. Compliance with Section 427 of the GEPA is a condition of their inclusion in ARRA-funded projects. If program partners recruit additional staff for the project, they will be urged whenever possible to select qualified staff that reflects the diverse body of students and families to be served.

**1.1.A: Current Year Variance Table**

**Local School System: Montgomery County Public Schools**

(\$ in Thousands)	FY 2010	FY 2011	Change	%
	Original Approved Budget	Original Approved Budget		
<b>Revenues:</b>				
Local Appropriation	\$1,529,554,447	\$1,415,085,344	(\$114,469,103)	-0.0748
Other Local Revenue	44,200,000	10,300,000	(\$33,900,000)	
State Revenue	440,089,248	488,622,834	\$48,533,586	0.1103
Federal Revenue				
ARRA Funds	50,102,462	53,656,056	\$3,553,594	0.0709
Other Federal Funds	65,506,799	65,391,472	(\$115,327)	-0.0018
Other Resources/Transfers	14,980,651	15,011,659	\$31,008	0.0021
<b>Total Revenue</b>	<b>\$2,144,433,607</b>	<b>\$2,048,067,365</b>	<b>(\$96,366,242)</b>	<b>-0.0449</b>
<b>Change in Expenditures:</b>				
			<b>Amount</b>	<b>FTE</b>
<b>Local Goal 1:</b>				
NCLB: Item:				
Subtotal:				
<b>Local Goal 2:</b>				
NCLB: Item:				
Subtotal:				
<b>Local Goal 3:</b>				
NCLB: Item:				
Subtotal:				
<b>Local Goal 4:</b>				
NCLB: Item:				
Subtotal:				
<b>Local Goal 5:</b>				
NCLB: Item:				
Subtotal:				
<b>Local goals and indicators</b>				
NCLB: Item:				
Subtotal:				
<b>Mandatory/Cost of Doing Business (Not captured elsewhere)*</b>				
Increases in contractual agreements - salaries			-	
Increases in contractual agreements - benefits (if itemized separately)			-	
Enrollment Changes (Elementary/Secondary, Special Ed., ESOL, PreKindergarten)				
Transportation, including employee benefits for related salaries			15,233,781	232.3
Transportation - Bus Replacement, Fuel, and Equipment			1,599,777	
Utilities			(5,516,376)	
Nonpublic Special Education Placements (Enrollment and Rate Changes)			(2,710,562)	
<b>Costs associated with opening a new school or newly renovated school (please itemize):</b>				
Funds budgeted in the prior year for start up: Textbooks, Instructional Materials, Media Ctr. Materials			(263,023)	
Building Services Position, Related Benefits, and Supplies			1,270,999	9.5
<b>Additional Positions for Enrollment Growth or Class Size reduction initiatives - may include in a specific local goal</b>			(16,214,688)	(252.0)
<b>Other items deemed necessary by the local board of education:</b>				
Employee Benefits Costs for Current Employees (EBP, Retirement, FICA, Self-Insurance, Worker's Comp.			32,930,432	
Tuition Reimbursement			200,000	
Funds for Integrated Curriculum - Grade 1			500,500	
Inflation for Plant Operations and Maintenance Supplies			122,145	

2009 Master Plan Annual Update Finance and Data Tables

Maintenance Supplies and Othe Operating Costs	200,000	
Special Education: Nursing Services, Other Positions, Athletic Participation, Continue Closing of of Secondary Learning Centers	(483,839)	9.0
Purchase Refurbished Copiers	168,888	
Appropriation for Non-budgeted Grants	189,438	
Title I Program - Align Expenditure with Expected Revenue	(1,384,233)	(10.5)
	-	
<b>Reductions:</b>		
Central Office Positions/Other Costs - Office of Curriculum & Instructional Programs	(1,619,142)	(13.5)
Central Office Positions/Other Costs - Office of Special Education and Student Services	(831,870)	(5.3)
Central Office Positions/Other Costs - Office of the Deputy Superintendent of Schools	(221,081)	(1.0)
Central Office Positions/Other Costs - Office of Shared Accountability	(227,599)	(1.5)
Central Office Positions/Other Costs - Office of School Performance	(419,748)	(3.0)
Central Office Positions/Other Costs - Office of the Chief Technology Officer	(758,128)	(7.0)
Central Office Positions/Other Costs - Office of the Chief Operating Officer	(475,461)	(6.3)
Central Office Positions/Other Costs - Office of Human Resources and Development	(1,316,766)	(10.8)
Central Office Positions/Other Costs - Office of Communications	(352,314)	(3.0)
Central Office Positions/Other Costs - Office of the Superintendent of Schools	(78,129)	(1.0)
School-based Positions - Teachers: Academic Intervention, Special Program, Focus, Reading, Reading Intitiative, Staff Development, Reserve	(5,233,695)	(79.3)
School-based Positions - Counselors, Pupil Personnel Workers, Psychologists,	(1,133,716)	(9.0)
School-based Positions - Media Assistants, Elementary Paraeducators	(1,213,128)	(32.5)
School-based Positions - Speech Pathologists, Occupational/Physical Therapists	(878,200)	(9.0)
Middle School Reform Initiative, Middle School Collaborative Planning	(1,716,701)	(6.6)
Staff Development Substitutes	(1,225,084)	
Staff Development Projects	(1,028,295)	
Substitutes	(100,000)	
Elementary Extracurricular Stipends and Activity Buses	(673,845)	
Textbooks, Instructional Materials, Media Center Materials	(7,917,685)	
High School Plus Program	(350,000)	
Other School-based Instructional Costs	(940,284)	
Maintenance Positions	(342,240)	(6.0)
Furniture and Equipment	(878,650)	
Local Mileage Reimbursement Rate Change	(156,000)	
Grant Programs - Decrease to Match Revenue Projections	(484,635)	(5.5)
Office Supplies	(94,879)	
Retiree Health Trust Fund	(11,920,000)	
Debt Service Reimbursement	(79,537,322)	
Subtotal – Mandatory/Cost of Doing Business	(96,281,358)	(212.0)
<b>Other</b> (list items separately. Total must not exceed 10% of Change in Total Revenue)*		
Technical Adjustments - Changes made during FY 2010	\$ (84,884)	4.1
<b>Total</b> (must equal the Change in Total Revenue)	\$ (96,366,242)	(207.9)
<b>Note: Current Expense fund only</b>		

<b>1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)</b>					
<b>Local School System: Montgomery County Public Schools</b>					
		<b>FY 2010 Original Budget</b>	<b>FY 2010 Final Budget</b>		
		<b>7/1/2009</b>	<b>6/30/2010</b>	<b>Change</b>	<b>% Change</b>
	Local Appropriation	1,529,554,447	1,527,534,160	(2,020,287)	-0.13%
	State Revenue	440,089,248	440,111,513	22,265	0.01%
	Federal Revenue	115,609,261	117,810,461	2,201,200	1.90%
	Other Resources/Transfers	14,980,651	14,777,473	(203,178)	-1.36%
	Other Local Revenue	44,200,000	44,200,000	0	0.00%
	<b>Total</b>	<b>2,144,433,607</b>	<b>2,144,433,607</b>	<b>0</b>	<b>0.00%</b>
<b>NCLB Goal</b>	<b>Expenditure Description</b>	<b>Planned Expenditure</b>	<b>Actual Expenditure</b>	<b>FTE</b>	
<b>Mandatory/Cost of Doing Business:</b>					
10	Elementary/Secondary Schools	12,372,436.00	12,372,436.00	186.0	
10	ESOL	1,269,434.00	1,269,434.00	19.2	
10	Relocatable Classrooms/Utilities/Building Services	615,651.00	615,651.00	7.5	
10	Special Education (excluding students in non-public placements)	1,954,503.00	1,954,503.00	27.9	
10	Add 9.075 New Positions for New School Opened in FY 2009 (salaries and benefits)	1,217,533.00	1,217,533.00	9.1	
10	Add Funds for Building Services, and Utilities for New School	475,683.00	475,683.00	6.5	
10	Add Hours-based Staffing Special Education, Employee Benefits, Technology, Professional Development, Substitutes, Equipment, Other Resources	10,443,993.00	10,443,993.00	82.7	
10	Audit Costs	4,505.00	4,505.00		
10	Continuing Salary Costs - Including Benefits	18,509,783.00	18,509,783.00		
10	Debt Service Payment	79,537,322.00	79,537,322.00		
10	Employee Benefits - Base	25,597,832.00	25,597,832.00		
10	Head Start Benefits	277,712.00	277,712.00		
10	Increase Class Size from 15-17 in Kindergarten	(1,070,898.00)	(1,070,898.00)	(17.0)	
10	Inflation for Supplies and Materials	1,809,571.00	1,809,571.00		
10	Maintenance/Facilities Costs	781,313.00	781,313.00		
10	Maintenance/Facilities Management	200,000.00	200,000.00		
10	Pre-funding of Retiree Benefits	(6,300,000.00)	(6,300,000.00)		
10	Reduce Aging Schools Program	(1,023,000.00)	(1,023,000.00)		
10	Reduce Elementary Positions: Special Program Teachers, Media Assistants, Immersion/Special Prog. Teachers, Staff Development and Reading Teachers, Academic Intervention Teachers	(1,757,020.00)	(1,757,020.00)	(30.0)	
10	Reduce High School Positions: Media Specialist, Media Tech., Teacher Assistants, English Composition Assistants, Media Assistants, IT Systems Spec., Staff for County-wide Progs., Academic Intervention Teachers, Literacy Coaches, Signature Prog. Teach	(3,005,045.00)	(3,005,045.00)	(47.1)	

1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)					
Local School System: Montgomery County Public Schools					
10	Reduce Middle Schools Positions: Magnet, Immersion, Magnet Consortium, Counselor, Teacher Assistant, Academic Intervention Teachers, Alternative Teachers, Staff Development Teachers	(2,469,712.00)	(2,469,712.00)	(38.2)	
10	Reduce Other Elementary Funds: Summer Employment, Consultants, School Improvement funds, Textbooks and Materials, Furniture/Equipment, Travel	(1,395,241.00)	(1,395,241.00)		
10	Reduce Other High School Funds: Part-time Salaries, Graduation Costs, Extracurricular Stipends, Text-books and Materials, Consultants, Travel. Reduce Copier Costs	(2,366,354.00)	(2,366,354.00)	5.0	
10	Reduce Other Middle School Funds: Summer Employment, School Improvement Funds, Extracurricular	(1,313,268.00)	(1,313,268.00)		
10	Reduce Positions/Other costs - Office of Curriculum and Instructional Programs	(3,378,896.00)	(3,378,896.00)	(29.1)	
10	Reduce Positions/Other Costs - Office of Human Resources	(212,107.00)	(212,107.00)	(1.6)	
10	Reduce Positions/Other Costs - Office of Organizational Development	(3,346,548.00)	(3,346,548.00)	(17.7)	
10	Reduce Positions/Other Costs - Office of School Performance	(521,504.00)	(521,504.00)	(3.8)	
10	Reduce Positions/Other Costs - Office of Shared Accountability	(234,955.00)	(234,955.00)	(1.5)	
10	Reduce Positions/Other Costs - Office of Special Education and Student Services	(1,772,572.00)	(1,772,572.00)	(2.1)	
10	Reduce Positions/Other Costs - Office of the Chief Operating Officer	(5,462,961.00)	(5,462,961.00)	(31.9)	
10	Reduce Positions/Other Costs - Office of the Chief Technology Officer	(1,603,323.00)	(1,603,323.00)	(3.0)	
10	Reduce Positions/Other Costs - Office of the Deputy Superintendent of Schools/ Superintendent/Communications	(1,305,313.00)	(1,305,313.00)	(9.0)	
10	Reduce Start-up Funding Budgeted in FY 2009 for New Grade Added to an Elementary School in FY 2009	(152,621.00)	(152,621.00)		
10	School Plant Operations	(415,781.00)	(415,781.00)		
10	Special Education - Create classes for Preschool Autism students instead of Nonpublic Placements	1,176,283.00	1,176,283.00	26.6	
10	Special Education - Substitutes, Contractual for Private Nursing, Itinerant Paraeducators, Local Travel)	843,977.00	843,977.00		
10	Title I - Increase Number of Schools, Full-day Head Start Classes, Per Pupil Allocation	6,100,000.00	6,100,000.00	65.8	
10	Tuition Reimbursement	400,000.00	400,000.00		
10	Increases in contractual agreements - benefits (if itemized separately)	0.00	0.00		
10	Increases in contractual agreements - salaries	0.00	0.00		
10	Nonpublic Special Education Placements	3,508,554.00	3,508,554.00		
10	Transportation	1,570,424.00	1,570,424.00	(2.5)	

<b>1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)</b>					
<b>Local School System: Montgomery County Public Schools</b>					
10	Utilities (rate changes)	2,995,023.00	2,995,023.00		
10					
<b>Other</b>					
25		(70,287.00)	(70,287.00)		
<b>Total</b>		<b>132,484,126.00</b>	<b>132,484,126.00</b>	<b>201.8</b>	
<b>Note:</b>	The FY 2009 Budget plus the change of \$132,484,126 equals Total Revenue above.				

**1.1.C: ARRA Funds Financial Reporting Table**

**Local School System: Montgomery County Public Schools**

(\$ in Thousands)			FY 09				
CFDA	Grant Name		Budget	FY 10 Budget	FY 11 Budget	Total Arra Funds	
10.579	National School Lunch - Equipment Assistance	0.00	72,305.00	\$0	72,305.00	\$0	\$72,305
84.387	Homeless Children and Youth	0.00	85,000.00	0	85,000.00	0	85,000.00
84.388	ARRA Title I Federal Grant	0.00	11,812,010.00	0	5,906,005.00	5906005	11,812,010.00
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0.00	58,594.00	0	58,594.00	0	58,594.00
84.391	IDEA Part B - Grants to States-Pass-Through	0	15,948,997.00	0	15,948,997.00	15,948,997.00	31,897,994.00
84.392	IDEA Part B - Preschool Grants	0.00	539,840.00	0	539,840.00	539,840.00	1,079,680.00
84.393	IDEA Part C - Infants and Families	0.00	208,534.00	0	208,534.00	139,334.00	347,868.00
84.394	State Fiscal Stabilization Fund Education Program	0.00	27,844,286.00	0	27,844,286.00	31,261,214.00	59,105,500.00
66.040	Diesel Particulate Filters	0.00	264,000.00	0	264,000.00	0	264,000.00
<b>Total</b>			<b>\$0</b>	<b>\$50,927,561</b>	<b>\$53,795,390</b>		<b>\$104,722,951</b>

Instructions: For each of the four assurances, please identify how ARRA funds will be used in FY 11 by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.

**Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).**

Expenditures:	Source	Amount	FTE
MCPS will use FY 2011 Fiscal Stabilization ARRA funds to pay electricity and natural gas costs for the district's 200 schools and educational centers. In this way, MCPS will save 494 FTEs (approximately 2.5 positions per school) and maintain an equitable distribution of teachers in its schools. The jobs saved include those of 210.35 teachers, 50.12 paraeducators who work directly with students and those of 14 consulting teachers and 4 consulting principals who provide ongoing support, coaching, and training to new teachers and principals. About half of the SFS funds were used for the 216 teachers hired to prevent the district from increasing class sizes, to maintain special education instruction provided by hours-based teaching staff, and to avert increases in the ratio of ESOL teachers to English language learners, the fastest growing subpopulation of MCPS students.	84.394	\$31,261,214	494

Grant funds will be used for the following positions: Coordinator (1.0), Instructional specialists (2.4), Special Education Teachers (31.875), Speech Pathologists (4.1), Paraeducators (34.912), Special Education Paraeducators (17.43), Supervisor (1.0), and auditory teachers (4.0) These positions will enable MCPS to expand hours-based staffing into middle schools, to staff the elementary Home School Model program; to provide secondary intensive reading teachers, and to ensure adequate staffing across all special education programs. Funds also will be used for professional development in the areas of differentiating instruction, reading, mathematics, co-teaching, and behavior management. Funds again will allow MCPS to offer PBIS programs at 71 schools. Remaining funds again will be used for services provided to private and parochial school children, instructional supplies, playground enhancements for preschool children with disabilities, assistive technology, and nonpublic school tuition.	84.391	\$15,948,997	96.7
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ARRA Preschool Pass-through grant funds will be used to hire 1.2 FTE occupational therapists to provide IEP related services to students in six new comprehensive autism preschool programs. Funds also will be used to hire 1.2 FTEs speech language pathologists for children attending the same schools and to pay for a .4 FTE special educator and a .95 special educator to provide home- and school-based consultations, mental health support, and behavioral interventions aimed at preventing 3 to 5 year olds from being referred to special education.	84.392	\$2,244,726	3.8
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**Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).**

Expenditures:	Source	Amount	FTE
MCPS will use its FY 2011 ARRA Infants and Toddlers grant to purchase laptop computers, printers, and associated supplies needed to monitor the progress of young children and to measure the impact of instruction upon their readiness for school.	84.393	\$139,334	0

**Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).**

Expenditures:	Source	Amount	FTE
MCPS will use the second half of its FY 2010 grant of \$85,000 to provide services to homeless high school students participating in the Yes, You Can summer program. The program provided information about college access and college preparation that was tailored to the unique situation of students who transfer schools and move in and out of temporary housing.	84.387	0	0

**Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).**

<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Funds from the FY 2010 ARRA Title I grant will be used to provide academic supports that increase the achievement of low-income students and prevent the schools they attend from falling to meet state standards. Funds will be used for the following— to hire 33.2 teachers, 21.338 paraeducators, and 2.563 parent coordinators working in Title I schools; to offer full day Head Start programs in Title I schools; to provide additional learning time during the academic year and summer months; to offer equitable services to Title I eligible students attending nonpublic schools; to increase parental involvement in the education of children; to purchase instructional materials; and to pay for student transportation.	84.388	\$5,906,005	57.101
MCPS will use the remaining funds from its FY 2010 ARRA grant of \$58,594 to support students in alternative education who attend the Needwood Academy, the county's newest alternative education. Two individuals hired on contract counseled and monitored students at risk of drop out, maintaining contact with families and teachers.	84.389	0	0

**Other: Please itemize other uses of ARRA funds in this category.**

<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>

\*Indicate any other ARRA funds received by the school system, including the CFDA number.



**1.1D: Prior-Year ARRA Variance Report Local School System: Montgomery County Public Schools**

CFDA	Grant Name	Current FY 09 Budget	Current FY 10 Budget	Adjustments to FY 09, FY 10 ARRA Budgets	Total Arra Funds
10.579	National School Lunch - Equipment Assistance	0.00	72,305.00	0.00	72,305.00
84.387	Homeless Children and Youth	0.00	85,000.00	0.00	85,000.00
84.388	ARRA Title I Federal Grant	0.00	5,906,005.00	0.00	5,906,005.00
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0.00	58,594.00	0.00	58,594.00
84.391	IDEA Part B - Grants to States-Pass-Through	0	15,948,997.00	0.00	15,948,997.00
84.392	IDEA Part B - Preschool Grants	0.00	539,840.00	0.00	539,840.00
84.393	IDEA Part C - Infants and Families	0.00	208,534.00	0.00	208,534.00
84.394	State Fiscal Stabilization Fund Education Program	0.00	27,844,286.00	0.00	27,844,286.00
66.040	Diesel Particulate Filters	0.00	264,000.00	0.00	264,000.00
<b>Total ARRA Funds</b>			<b>50,927,561.00</b>		<b>50,927,561.00</b>

Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.

Description	CFDA	Planned Amount	Actual Amount	Planned FTE	Actual FTE
<b>Assurance 1. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals)</b>					
MCPS used Fiscal Stabilization ARRA funds to pay electricity and natural gas costs for the district's 200 schools and educational centers. In this way, MCPS was able to save 442 FTEs (approximately 2 positions per school) and maintain an equitable distribution of teachers in its schools. The jobs saved included those of 158.15 teachers, 50.12 paraeducators who worked directly with students and those of 14 consulting teachers and 4 consulting principals who provided ongoing support, coaching, and training to new teachers and principals. About half of the SFSF funds were used to hire 216 teachers. Hiring these teachers prevented MCPS from increasing class sizes, changing special education instruction, reducing hours-based teaching staff, and maintaining the prior year's ratio of ESOL teachers to English language learners.	84.394	\$27,845,773	\$27,844,286	442	442
Funds from the ARRA IDEA grant supported early intervention services that preserved 20.5 FTE kindergarten teacher positions. These teachers provided instruction that enabled struggling students to remain in general education classrooms. Funds also were used to purchase the SWIS software site licenses and materials needed by the PBIS central leadership team.	84.391	\$2,392,350	\$2,244,726	24	20.5
ARRA Preschool Pass-through grant funds were used to hire 1.2 FTE occupational therapists to provide IEP related services to students in six new comprehensive autism preschool programs. Funds also were spent hiring 1.2 FTEs speech language pathologists for children attending the same schools and to pay for a .7 FTE and a .3 special educator to provide both home- and school-based consultations, mental health support, and behavioral interventions aimed at preventing 3 to 5 year olds from being referred to special education.	84.392	\$539,810	\$539,840	4.4	3.4

	Grant funds were used for 42.6 teacher positions, 40.313 paraeducator and 31.1 special education paraeducators, 1 speech pathologist, 1 coordinator, and .4 instructional specialist. These positions enabled MCPS to expand hours-based staffing into middle schools, to staff the elementary Home School Model program; to provide secondary intensive reading teachers, and to ensure adequate staffing across all special education programs. Funds also were used for professional development in the areas of differentiating instruction, reading, mathematics, co-teaching, and behavior management. Funds enabled MCPS to offer PBIS programs at 71 schools. The remaining funds were used for services provided to private and parochial school children, instructional supplies, playground enhancements for preschool children with disabilities, assistive technology, nonpublic school tuition, and two greenhouses.	84.391	\$13,556,647	\$13,556,648	98.55	116.41
	Funds also were used for professional development of the staff at the 29 schools that implemented the Positive Behavioral Interventions and Supports (PBIS) program.	84.391	\$0	\$147,623	0	0
	MCPS used these funds to provide high quality services aimed at helping young children with developmental delays to catch up to their peers and be better prepared for preschool.	84.393	0	\$208,534	0	0
<b>Assurance 2. Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices.)</b>						
	In keeping with its Strategic Plan goals, MCPS made further progress toward developing a K-16 tracking system to measure student success but did so without using ARRA grant funds.	N/A	N/A	N/A	N/A	N/A
<b>Assurance 3. Make progress toward rigorous college and career ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace.)</b>						
	MCPS used no ARRA grant funds specifically for this purpose.	N/A	N/A	N/A	N/A	N/A
<b>Assurance 4. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).</b>						
	No MCPS Title I schools were identified for corrective action or restructuring. ARRA Title I funds were used to provide academic supports that increased the achievement of low-income students and prevented the schools they attend from failing to meet state standards. Funds were used for the following— to hire 35 reading and math support teachers, 18.08 paraeducators, and 2.5 parent coordinators working in Title I schools; to convert two schools into Title I schools; to offer full day Head Start programs in Title I schools; to provide additional learning time during the academic year and summer months; to offer equitable services to Title I eligible students attending nonpublic schools; to increase parental involvement in the education of children; to purchase instructional materials; and to pay for student transportation.	84.389	\$5,906,005	\$11,812,010	58.33	56.4
* Other						

	With these funds, MCPS retrofitted 17 buses with diesel particulate filters (DPF) and 35 buses with crankcase ventilation systems. The DPFs prevent emissions of compounds that contribute to air pollution area's dangerously high rates of asthma among children. Asthma and other respiratory ailments disproportionately impact children from low-income families, preventing their participation in sports and outdoor activities and reducing their rates of school attendance.	66.040	0.00	\$264,000	0	0
	MCPS used ARRA funds to replace aged and undependable refrigeration and cooking equipment in several Title I schools. The new equipment enabled schools to prepare nutritious meals in healthier ways (with less fat) and to store food at the temperatures recommended for safety.	10.579	0.00	\$72,305	0.00	0.00
	MCPS used ARRA funds to offer a special program for homeless high school students that provided information about college access and college preparation that was tailored to their unique situation.	84.387	0.00	\$85,000	0.00	0.00
	MCPS used these ARRA funds to support students in alternative education who entered the newly established Needwood academy. Two individuals hired on contract counseled and monitored students at risk of drop out,	84.389	0.00	\$58,594	0.00	0.00
<b>Total</b>			<b>\$50,240,585</b>	<b>\$56,833,566</b>		

\*Indicate any other ARRA funds received by the school system, including the CFDA number

<b>1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)</b>					
<b>Local School Syst Montgomery County</b>					
<b>REVENUES</b>			<b>Original Approved FY 10 Budget</b>	<b>Final FY 10 Actual Revenue</b>	<b>Original Approved FY 11 Budget</b>
<b>Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.</b>					
<b>LOCAL APPROPRIATIONS</b>		1.1.01.00	<b>1,529,554,447</b>	<b>1,428,500,970</b>	<b>1,415,085,344</b>
<b>OTHER REVENUE*</b>		1.1.05.00	<b>14,980,651</b>	<b>6,195,606</b>	<b>15,011,659</b>
<b>STATE REVENUE</b>					
Foundation		1.1.20.01	223,582,900	223,603,678	264,653,233
Economically Disadvantaged		1.1.20.02	88,497,375	88,497,924	94,625,835
Special Education**		1.1.20.07	43,973,400	43,239,439	44,189,819
LEP		1.1.20.24	42,741,657	42,741,912	43,826,987
Transportation		1.1.20.39	31,266,002	31,266,432	31,038,830
Guaranteed Tax Base		1.1.20.25			
Transportation		1.1.20.39			
Governor's Teacher Salary Challe		1.1.20.56			
Other-Out of County Living Arrangements/GCEI			10,027,914	9,841,663	10,288,130
Other - Fine Arts Initiative				122,888	
Other - Judith B. Hoyer Centers				526,414	
Other - Infants and Toddlers				301,120	
Other- Head Start Extended Summer Prog.				153,962	
Other - STEM Initiative				20,000	
Other-Maryland Model for School Readiness				73,757	
Other - Quality Teacher Incentive Act				465,155	
Other - Chess Program				24,795	
Other - English Language Proficiency				160,836	
Other - State School Improvement				273,727	
Other - Particulate Matter Emissions Reduction				514,368	
<b>TOTAL STATE REVENUE</b>			<b>440,089,248</b>	<b>441,828,070</b>	<b>488,622,834</b>
<b>FEDERAL REVENUE</b>					
Title I-A - Local System Grants			19,466,779	19,813,177	17,776,299
Title I - ARRA			6,100,000	5,915,321	5,906,005
Title I-A - School Improvement					
Title I-B1 - Reading First				921,180	
Title I-B3 - Even Start					
Title I-C - Migrant Education					
Title I-D - Neglected and Delinquent			114,051	150,733	166,875
Title I-F - Comprehensive School Reform					
Title II-A - Teacher Quality			4,277,521	4,118,098	4,408,616
Title II-D - Education Technology			183,272	189,332	154,242
Title III-A - Language Acquisition			3,207,854	3,208,282	3,388,305
Title IV-A - Safe & Drug-Free Schools			475,361	568,636	-
Title IV-B - 21st Century Learning Centers				324,980	
Title V-A - Innovative Education				114,821	
Title VI-B2 - Rural & Low-Income Schools Prog.					
Title VIII - Impact Aid			245,000	229,218	245,000
Homeless Children and Youth				65,255	
IDEA - Special Education			27,672,924	29,063,581	29,673,104
IDEA - ARRA (FY 2010 extended 1 year)			16,156,689	14,301,894	16,488,837

2009 Master Plan Annual Update Finance and Data Tables

Perkins Career and Technology Education		1,115,917	1,056,691	1,309,518
Other (specify)*** See Attached				
Title II - D Various Projects			1,087,509	
Title VII - American Indian Education		22,290	21,751	23,685
State Fiscal Stabilization Fund		27,845,773	27,844,286	31,261,214
Head Start Child Development		3,268,873	3,374,329	3,435,318
Head Start ARRA			258,715	
Infants and Toddlers		937,156	776,463	928,528
Infants and Toddlers - ARRA			36,391	
Medical Assistance		4,519,801	4,519,801	3,881,982
Education for Homeless Children			14,540	
Learn and Serve America			27,906	
Transition from Laboratories to Classroom			122,109	
Maryland School Performance Recognition			32,000	
Mathematical Sciences			29,875	
National Clean Diesel Emissions Reduction			699,501	
State Clean Diesel Program - ARRA			85,728	
NSF Virtually Integrated Partnership			45,780	
Tech Prep Education			112,970	
Title V, D - Fund for the Improvement of Education			1,035,908	
IDEA-Part B State Performance Plan			60,251	
IDEA Enabling Students with Emotional Disabilities			81,346	
IDEA - High School Assessments			395,460	
IDEA - Alt MSA			13,965	
IDEA - MMSR			45,546	
IDEA - Least Restrictive Environment			29,290	
IDEA - Transition,Dropout Prevention			44,228	
IDEA - PBIS Disproportionality			30,876	
IDEA - State Discretionary AYP			137,340	
<b>TOTAL FEDERAL REVENUE</b>	1.1.30.00	<b>115,609,261</b>	<b>121,005,063</b>	<b>119,047,528</b>
<b>OTHER RESOURCES/TRANSFERS****</b>	1.1.99.99		-	
<b>TOTAL REVENUE</b>		<b>2,100,233,607</b>	<b>1,997,529,709</b>	<b>2,037,767,365</b>
<b>PRIOR BALANCE AVAILABLE</b>	1.1.40.00	<b>44,200,000</b>	<b>44,200,000</b>	<b>10,300,000</b>
<b>TOTAL REVENUE, TRANSFERS AND FUND BALANCE</b>		<b>2,144,433,607</b>	<b>2,041,729,709</b>	<b>2,048,067,365</b>
<b>Note: \$8,991,083 listed in Other Local Revenue (FY 2010) and \$9,422,091 (FY 2011) is lump sum amount for non-budgeted grant project/amounts. Source of funds is undesignated when budgeted.</b>				
<b>Note: For grants that extended or can be spent over two years, actual revenue is prorated.</b>				
*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.				
**Should include state revenues from formula funding as well as non-public placement funding.				
***Add lines as needed for all other fund sources in the Current Expense Fund.				
****Nonrevenue and transfers.				

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2,144,433,607

**1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)**

Local School System:

**TOTAL SUMMARY BY CATEGORY**

Category	Original Approved* FY 10 Budget	Final FY 10 Actual Expendi- tures	Original Approved FY 11 Budget	FTE Staffing FY 11 Budget
201 Administration	41,874,103	40,354,063	39,151,145	338.65
202 Mid-level Administration	135,871,420	133,899,019	138,804,115	1,682.88
Office of the Principal				
Administration & Supervision				
203 Instructional Salaries	855,776,714	849,084,941	834,965,124	10,804.20
204 Textbooks & Instructional Supplies	31,903,762	27,754,863	24,901,955	
205 Other Instructional Costs	15,093,701	13,241,849	14,373,591	
206 Special Education	280,339,274	273,565,942	279,165,638	3,661.26
207 Student Personnel Services	11,175,378	11,289,494	11,201,334	110.31
208 Health Services	41,002	38,957	44,590	
209 Student Transportation	92,765,998	91,565,161	93,946,059	1,742.25
210 Operation of Plant	118,589,104	117,888,916	115,000,527	1,406.70
211 Maintenance of Plant	33,938,236	34,940,317	33,015,967	380.00
212 Fixed Charges	447,319,098	442,615,356	463,288,825	
213 Food Service				
214 Community Services	208,495	196,240	208,495	
215 Capital Outlay				
Undistributed Restricted Funds				
<b>TOTAL EXPENDITURES/FTE</b>	<b>2,064,896,285</b>	<b>2,036,435,118</b>	<b>2,048,067,365</b>	<b>20,126.24</b>
<b>Other: Debt Service Reimbursement</b>	<b>79,537,322</b>	<b>-</b>	<b>-</b>	<b>0.00</b>
<b>TOTAL EXPENDITURES/FTE</b>	<b>2,144,433,607</b>	<b>2,036,435,118</b>	<b>2,048,067,365</b>	<b>20,126.24</b>

\* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

\*\*Include federal funds and federally funded positions in Budget (Original and Prior Year Budget AND Original Approved

**1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT**

**Local School System:**

<b>POSITION TYPE</b>	<b>FY 10 Budget</b>	<b>FY 11 Budget</b>
Superintendent, Deputy, Assc, Asst	19.00	17.00
Directors, Coord., Superv., Specialists	419.80	393.70
Principal	202.00	201.00
Vice Principal	283.00	283.00
Teachers	10408.50	10239.67
Therapists	469.50	479.60
Guidance Counselor	467.00	461.00
Librarian	201.50	197.50
Psychologist	97.10	96.21
PPW/SSW	61.10	59.81
Nurse	0.00	0.00
Other Professional Staff	82.75	82.75
Secretaries and Clerks	724.09	704.78
Bus Drivers	1058.06	1061.06
Paraprofessionals	2392.58	2411.18
Other Staff	3448.16	3437.99
<b>TOTAL FTE STAFF</b>	<b>20334.14</b>	<b>20126.23</b>

Note: Total Staff includes only Current Expense Fund.  
 This excludes Food Services staff. FY 10 Budget is Original Budget  
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**Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary**

Subgroup	2006		2007		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	29,329	24,482	28,766	28,453	25,632	26,477	29,102	26,477	29,610	26,868
African American	6,529	4,661	6,428	6,509	5,351	5,579	6,663	5,579	6,753	5,646
American Indian/Alaskan Native	86	66	83	83	76	78	88	78	86	77
Asian/Pacific Islander	4,424	4,005	4,360	4,360	4,141	4,349	4,555	4,349	4,692	4,489
Hispanic	5,930	4,293	5,959	5,945	4,928	5,226	6,140	5,226	6,451	5,431
White (Not of Hispanic Origin)	12,360	11,457	11,936	11,556	11,136	11,245	11,656	11,245	11,628	11,225
Free/Reduced Meals (FARMS)	7,623	5,170	7,939	8,011	6,349	6,978	8,554	6,978	9,364	7,567
Limited English Proficient (LEP)	3,776	2,471	3,814	4,085	3,173	3,964	4,830	3,964	5,366	4,350
Special Education	3,916	2,438	3,607	3,542	2,652	2,893	3,737	2,893	3,706	2,796

**Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle**

Subgroup	2006		2007		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	30,594	23,531	30,172	30,112	26,115	26,704	30,245	26,704	30,337	27,069
African American	7,016	4,368	6,961	6,787	5,287	5,702	7,005	5,702	7,138	5,895
American Indian/Alaskan Native	84	68	94	85	73	66	82	66	87	77
Asian/Pacific Islander	4,453	3,852	4,413	4,519	4,239	4,389	4,637	4,389	4,745	4,518
Hispanic	5,709	3,270	5,955	6,250	4,618	5,054	6,536	5,054	6,578	5,267
White (Not of Hispanic Origin)	13,332	11,973	12,749	12,471	11,898	11,493	11,985	11,493	11,789	11,312
Free/Reduced Meals (FARMS)	7,029	3,715	7,675	7,913	5,595	6,235	8,368	6,235	8,978	6,963
Limited English Proficient (LEP)	2,503	1,099	2,518	2,414	1,381	1,707	2,658	1,707	2,643	1,844
Special Education	4,138	1,768	4,003	3,904	2,490	2,815	4,108	2,815	3,903	2,730

**Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)**

Subgroup	2006		2007		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	10,862	7,637	11,017	9,411	8,123	8,521	9,774	8,521	10,470	9,003
African American	2,504	1,199	2,571	2,045	1,483	1,587	2,105	1,587	2,390	1,801
American Indian/Alaskan Native	29	20	27	24	22	22	25	22	28	25
Asian/Pacific Islander	1,564	1,276	1,695	1,453	1,338	1,415	1,546	1,415	1,721	1,550
Hispanic	1,688	906	1,973	1,509	1,152	1,339	1,713	1,339	1,894	1,433
White (Not of Hispanic Origin)	5,077	4,236	4,751	4,380	4,128	4,158	4,385	4,158	4,437	4,194
Free/Reduced Meals (FARMS)	1,651	734	2,004	1,736	1,201	1,425	1,962	1,425	2,461	1,782
Limited English Proficient (LEP)	663	304	821	177	122	449	677	449	756	469
Special Education	1,231	366	1,207	1,078	600	683	1,112	683	1,303	733





# Data Tables

**Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary**

Subgroup	2006		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	29,380	83.8%	28,451	87.7%	29,096	88.1%	29,590	88.7%
African American	6,539	68.4%	6,508	76.1%	6,666	77.3%	6,748	79.0%
American Indian/Alaskan Native	86	76.7%	83	83.1%	88	86.4%	86	94.2%
Asian/Pacific Islander	4,439	93.6%	4,357	95.8%	4,552	96.2%	4,692	96.4%
Hispanic	5,943	73.6%	5,945	79.5%	6,134	80.6%	6,447	81.0%
White (Not of Hispanic Origin)	12,371	93.5%	11,558	95.4%	11,656	95.1%	11,617	95.4%
Free/Reduced Meals (FARMS)	7,638	67.3%	8,011	74.2%	8,550	76.6%	9,356	77.3%
Limited English Proficient (LEP)	3,811	69.0%	4,093	75.3%	4,833	78.9%	5,367	79.4%
Special Education	3,917	56.5%	3,545	64.4%	3,737	65.9%	3,700	68.2%

**Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle**

Subgroup	2006		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	30,631	71.5%	30,105	77.8%	30,199	78.2%	30,320	79.3%
African American	7,022	48.9%	6,782	59.3%	6,989	61.9%	7,136	63.9%
American Indian/Alaskan Native	85	72.9%	85	76.5%	82	72.0%	87	78.2%
Asian/Pacific Islander	4,467	87.6%	4,527	92.6%	4,635	92.3%	4,747	93.0%
Hispanic	5,715	52.4%	6,251	62.0%	6,532	62.8%	6,681	64.2%
White (Not of Hispanic Origin)	13,340	86.2%	12,456	90.5%	11,961	90.7%	11,769	91.6%
Free/Reduced Meals (FARMS)	7,040	45.4%	7,908	56.0%	8,347	57.9%	8,974	59.9%
Limited English Proficient (LEP)	2,530	45.8%	2,437	52.6%	2,650	55.2%	2,654	55.6%
Special Education	4,142	35.0%	3,891	49.1%	4,099	51.1%	3,895	52.6%

**Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)**

Subgroup	2006		2008		2009		2010	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	10,524	77.1%	9,326	88.1%	9,342	89.9%	10,070	88.5%
African American	2,376	57.4%	2,027	74.1%	2,020	78.2%	2,346	76.5%
American Indian/Alaskan Native	27	70.4%	19	94.7%	21	95.2%	28	96.4%
Asian/Pacific Islander	1,510	90.1%	1,434	95.7%	1,440	96.4%	1,544	95.5%
Hispanic	1,944	60.8%	1,641	79.1%	1,670	83.1%	1,850	82.1%
White (Not of Hispanic Origin)	4,667	89.7%	4,205	95.8%	4,191	96.1%	4,230	95.2%
Free/Reduced Meals (FARMS)	1,517	48.2%	2,044	75.5%	2,039	80.4%	2,568	78.1%
Limited English Proficient (LEP)	949	49.4%	577	67.8%	742	82.5%	882	79.9%
Special Education	1,174	45.2%	1,087	60.5%	1,169	66.8%	1,357	60.5%

**Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5)**

Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	9,910	6,828	68.9%	9,938	7,042	70.9%	9,924	6,978	70.3%
African American	2,304	1,168	50.7%	2,355	1,230	52.2%	2,326	1,203	51.7%
American Indian/Alaskan Native	24	17	70.8%	30	25	83.3%	30	21	70.0%
Asian/Pacific Islander	1,558	1,273	81.7%	1,542	1,270	82.4%	1,539	1,298	84.3%
Hispanic	2,175	1,036	47.6%	2,091	1,022	48.9%	2,157	1,041	48.3%
White (Not of Hispanic Origin)	3,848	3,334	86.6%	3,917	3,495	89.2%	3,872	3,415	88.2%
Free/Reduced Meals (FARMS)	2,870	1,218	42.4%	2,919	1,294	44.3%	3,207	1,398	43.6%
Limited English Proficient (LEP)	823	245	29.8%	698	223	31.9%	788	204	25.9%
Special Education	1,212	482	39.8%	1,116	449	40.2%	1,095	437	39.9%

**Table 2.8: Maryland School Assessment - Science - Middle (Grade 8)**

Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,293	7,357	71.5%	10,417	7,716	74.1%	10,535	7,952	75.5%
African American	2,367	1,239	52.3%	2,458	1,410	57.4%	2,420	1,440	59.5%
American Indian/Alaskan Native	27	22	81.5%	29	24	82.8%	24	19	79.2%
Asian/Pacific Islander	1,550	1,307	84.3%	1,546	1,349	87.3%	1,689	1,505	89.1%
Hispanic	2,124	1,038	48.9%	2,240	1,189	53.1%	2,342	1,305	55.7%
White (Not of Hispanic Origin)	4,225	3,751	88.8%	4,140	3,743	90.4%	4,054	3,682	90.8%
Free/Reduced Meals (FARMS)	2,650	1,107	41.8%	2,870	1,378	48.0%	3,094	1,581	51.1%
Limited English Proficient (LEP)	480	90	18.8%	463	115	24.8%	441	124	28.1%
Special Education	1,158	440	38.0%	1,228	523	42.6%	1,146	501	43.7%

**Table 2.9: Biology**

Subgroup	2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students				9,207	8,322	90.4%	9,207	8,322	90.4%
African American				1,909	1,516	79.4%	1,909	1,516	79.4%
American Indian/Alaskan Native				22	20	90.9%	22	20	90.9%
Asian/Pacific Islander				1,485	1,417	95.4%	1,485	1,417	95.4%
Hispanic				1,546	1,255	81.2%	1,546	1,255	81.2%
White (Not of Hispanic Origin)				4,245	4,114	96.9%	4,245	4,114	96.9%
Free/Reduced Meals (FARMS)				1,494	1,109	74.2%	1,494	1,109	74.2%
Limited English Proficient (LEP)				294	189	64.3%	294	189	64.3%
Special Education				774	514	66.4%	774	514	66.4%

**Table 3.1: HSA Test Participation and Status - English 2009**

Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9624	76.1	7978	15.7	1646	8.2	863
African American	2218	61.6	1503	29.3	715	9.1	221
American Indian/ Alaskan Native	31	78.1	25	18.8	6	3.1	1
Asian/Pacific Islander	1474	82.6	1337	8.5	137	8.9	144
Hispanic	1665	55.6	1148	25	517	19.4	400
White (not of Hispanic origin)	4236	91.5	3965	6.3	271	2.2	97
Free/Reduced Meals	1784	50	1120	29.6	664	20.4	456
Limited English Proficient	55	5.3	35	3	20	91.6	602
Special Education	989	42.3	448	51.1	541	6.5	69

**Table 3.2: HSA Test Participation and Status - English 2009**

Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9550	82	8213	13.3	1337	4.7	467
African American	2100	69.8	1538	25.5	562	4.6	102
American Indian/ Alaskan Native	24	91.7	22	8.3	2	0	0
Asian/Pacific Islander	1573	85.8	1434	8.3	139	5.9	98
Hispanic	1545	64.9	1149	22.4	396	12.8	226
White (not of Hispanic origin)	4308	93.6	4070	5.5	238	0.9	41
Free/Reduced Meals	1628	58.6	1093	28.7	535	12.7	236
Limited English Proficient	168	16.8	87	15.6	81	67.6	350
Special Education	889	48.1	438	49.5	451	2.4	22

**Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2009**

**Population: All 10th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9554	82.2	8394	11.4	1160	6.5	659
African American	2207	70.4	1674	22.4	533	7.2	172
American Indian/Alaskan Native	30	84.4	27	9.4	3	6.3	2
Asian/Pacific Islander	1490	90.1	1418	4.6	72	5.3	84
Hispanic	1837	70.1	1424	20.3	413	9.6	195
White (non-Hispanic)	3990	91.8	3851	3.3	139	4.9	206
Free and Reduced Meals (FARMS)	2013	66.7	1473	24.4	540	8.9	197
Limited English Proficient (LEP)	494	45	291	31.4	203	23.5	152
Special Education	925	53.3	555	35.5	370	11.1	116

**Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2009**

**Population: All 11th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9409	86.8	8350	11	1059	2.2	208
African American	2094	74.9	1614	22.3	480	2.8	60
American Indian/Alaskan Native	24	91.7	22	8.3	2	0	0
Asian/Pacific Islander	1520	93.5	1456	4.1	64	2.4	38
Hispanic	1663	76.7	1327	19.4	336	3.8	66
White (non-Hispanic)	4108	94.7	3931	4.3	177	1.1	44
Free and Reduced Meals (FARMS)	1760	71.7	1308	24.8	452	3.5	63
Limited English Proficient (LEP)	412	49.4	234	37.6	178	13.1	62
Special Education	879	55.1	501	41.6	378	3.3	30

**Table 3.5: HSA Test Participation and Status - Biology 2009**

**Population: All 10th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	8096	71	7317	7.6	779	21.5	2213
African American	1662	55.4	1322	14.2	340	30.3	724
American Indian/Alaskan Native	27	78.1	25	6.3	2	15.6	5
Asian/Pacific Islander	1356	81.1	1295	3.8	61	15.1	241
Hispanic	1373	54.1	1099	13.5	274	32.5	660
White (non-Hispanic)	3678	83.9	3576	2.4	102	13.7	583
Free and Reduced Meals (FARMS)	1430	48.7	1070	16.4	360	34.9	767
Limited English Proficient (LEP)	239	26.6	162	12.7	77	60.7	369
Special Education	698	45.2	476	21.1	222	33.8	356

**Table 3.6: HSA Test Participation and Status - Biology 2009**

**Population: All 11th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9510	86.5	8537	9.9	973	3.6	359
African American	2078	75.2	1632	20.5	446	4.3	93
American Indian/Alaskan Native	23	84.6	22	3.8	1	11.5	3
Asian/Pacific Islander	1589	93.2	1521	4.2	68	2.6	43
Hispanic	1591	73.2	1276	18.1	315	8.7	152
White (non-Hispanic)	4229	95.1	4086	3.3	143	1.6	68
Free and Reduced Meals (FARMS)	1675	68.6	1251	23.3	424	8.1	148
Limited English Proficient (LEP)	323	47.9	209	26.1	114	25.9	113
Special Education	853	58.9	540	34.1	313	7	64

**Table 3.7. HSA Test Participation and Status - Government 2009**

**Population: All 10th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9333	82.8	8566	7.4	767	9.8	1013
African American	2153	74.2	1813	13.9	340	11.9	290
American Indian/Alaskan Native	30	84.4	27	9.4	3	6.3	2
Asian/Pacific Islander	1462	87.9	1406	3.5	56	8.6	138
Hispanic	1630	66	1362	13	268	21	434
White (non-Hispanic)	4058	94.1	3958	2.4	100	3.5	149
Free and Reduced Meals (FARMS)	1761	62.4	1398	16.2	363	21.4	480
Limited English Proficient (LEP)	136	15.4	102	5.1	34	79.5	526
Special Education	903	59.7	632	25.6	271	14.7	155

**Table 3.8. HSA Test Participation and Status -Government 2009**

**Population: All 11th Grade Students**

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	9715	89.8	9139	5.7	576	4.6	467
African American	2155	83.8	1910	10.8	245	5.4	124
American Indian/Alaskan Native	25	88.9	24	3.7	1	7.4	2
Asian/Pacific Islander	1623	92.7	1573	2.9	50	4.4	74
Hispanic	1614	78.5	1408	11.5	206	10	180
White (non-Hispanic)	4298	96.3	4224	1.7	74	2	87
Free and Reduced Meals (FARMS)	1703	75.3	1423	14.8	280	9.9	188
Limited English Proficient (LEP)	277	38.6	199	15.1	78	46.3	239
Special Education	883	69.3	645	25.6	238	5.2	48



**Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress**

	Elementary			Middle			High			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	125	103	82.4	36	25	69.4	23	11	47.8	6	2	33.3
2004	125	119	95.2	36	27	75.0	23	19	82.6	7	5	71.4
2005	125	123	98.4	36	25	69.4	24	19	79.2	7	0	0.0
2006	125	112	89.6	38	17	44.7	24	20	83.3	7	1	14.3
2007	129	124	96.1	38	27	71.1	25	20	80.0	7	5	71.4
2008	130	124	95.4	38	33	86.8	25	24	96	7	5	71.4
2009	130	127	97.7	38	26	68.4	25	23	92.0	6	4	66.7
2010	131	103	78.6	38	22	57.9	25	15	60.0	6	5	83.3

**Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress**

	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	18	9	50.0									
2004	18	17	94.4									
2005	17	16	94.1									
2006	20	16	80.0									
2007	22	20	90.9									
2008	23	22	95.7									
2009	28	27	96.4									
2010	30	20	66.7									

**Table 5.3: Number of All Schools in Improvement**

	2005-2006 Level of Improvement (based on 2005 AYP)						Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)						Exiting in 2006		
	Year 1		Year 2		CA	Restructuring		Planning	Restructuring	Planning	Restructuring	CA	Restructuring		Planning	Restructuring
Elementary Schools	2	0	1	0	0	0	6	1	0	0	0	0	0	0	3	
Middle Schools	5	1	0	0	0	0	0	6	5	0	0	0	0	0	0	
High Schools	3	0	0	0	0	0	0	1	0	0	0	0	0	0	2	
Special Placement Schools	0	2	0	0	0	0	0	4	1	1	1	0	0	0	0	
<b>Total</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	
	2007-2008 Level of Improvement (based on 2007 AYP)						Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)						Exiting in 2008		
	Year 1		Year 2		CA	Restructuring		Planning	Restructuring	Planning	Restructuring	CA	Restructuring		Planning	Restructuring
Elementary Schools	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Middle Schools	11	4	1	0	0	1	1	5	2	2	0	0	0	0	7	
High Schools	0	1	0	0	0	0	0	1	1	1	0	1	0	0	1	
Special Placement Schools	4	0	0	1	0	1	1	1	0	0	0	0	0	0	1	
<b>Total</b>	<b>16</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>10</b>	
	2009-2010 Level of Improvement (based on 2009 AYP)						Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)						Exiting in 2010		
	Year 1		Year 2		CA	Restructuring		Planning	Restructuring	Planning	Restructuring	CA	Restructuring		Planning	Restructuring
Elementary Schools	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	
Middle Schools	1	2	2	0	0	4	4	5	2	2	2	0	0	0	1	
High Schools	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	
Special Placement Schools	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
<b>Total</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	

Table 5.4: Number of Title I Schools in Improvement													
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006	
	Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		
Elementary Schools	0	0	1	0	0	6	0	0	0	0	0	0	1
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	6	0	0	0	0	0	0	1
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008	
	Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010	
	Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		Year 1	Year 2	CA	Restruc turing Plannin g	Restruc turing Implem en-		
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Table 5.5: Attendance Rates</b>																
<b>Subgroups by Level</b>		<b>2002-2003</b>	<b>94%</b>	<b>2003-2004</b>	<b>94%</b>	<b>2004-2005</b>	<b>94%</b>	<b>2005-2006</b>	<b>94%</b>	<b>2006-2007</b>	<b>94%</b>	<b>2007-2008</b>	<b>94%</b>	<b>2008-2009</b>	<b>94%</b>	<b>2009-2010</b>
<b>All students</b>	Elementary	95.6	95.9	96	95.9	96.4	95.9	95.9	96.4	95.9	95.9	95.9	95.9	95.9	95.9	95.4%
	Middle	94.7	94.8	95.3	95.3	95.8	95.3	95.3	95.8	95.5	95.3	95.5	95.6	95.6	95.3	95.3%
	High	92	95.1	95.2	94.8	95.3	94.8	95.3	95.3	94.9	94.9	95.5	95.5	95.5	95.4	95.4%
<b>African American</b>	Elementary	95.3	95.7	95.9	95.9	96.3	95.9	95.9	96.3	96.0	95.0	96.1	95.5	95.5	95.5	95.3%
	Middle	94	94.1	94.9	94.9	95.2	94.9	94.9	95.2	95.0	95.0	95.5	95.5	95.5	95.0	95.0%
	High	90.6	94.9	94.9	94.3	95	94.3	94.3	95	94.6	94.6	95.4	95.4	95.4	95.4	95.2%
<b>American Indian/Alaskan Native</b>	Elementary	95.2	95.3	95.9	94.8	95.7	94.8	94.8	95.7	95.0	95.0	95.0	95.0	95.0	95.0	94.8%
	Middle	92.8	94.2	95.1	94.3	95	94.3	94.3	95	93.6	93.6	94.0	94.0	94.0	94.6%	
	High	90.2	93.9	92.4	92.9	94.7	92.9	92.9	94.7	94.3	94.3	93.5	93.5	93.5	94.1%	
<b>Asian/Pacific Islander</b>	Elementary	96.9	97	97	97	97.4	97	97	97.4	97.4	96.9	96.8	96.8	96.8	96.3%	
	Middle	96.9	97.1	97.4	97.4	97.7	97.4	97.4	97.7	97.4	97.4	97.4	97.4	97.4	97.2%	
	High	94.4	96.6	97	96.9	97.3	96.9	96.9	97.3	96.8	96.8	97.2	97.2	97.2	97.1%	
<b>Hispanic</b>	Elementary	94.9	95.2	95.2	95.2	95.6	95.2	95.2	95.6	95.2	95.2	95.3	95.3	95.3	94.4%	
	Middle	93.5	93.6	94.3	94.3	94.9	94.3	94.3	94.9	94.5	94.5	94.7	94.7	94.7	94.3%	
	High	89.8	93.6	93.7	93.1	93.5	93.1	93.1	93.5	93.3	93.3	94.2	94.2	94.2	94.1%	
<b>White (Not of Hispanic Origin)</b>	Elementary	95.7	95.9	96	95.9	96.4	95.9	95.9	96.4	95.9	95.9	95.8	95.8	95.8	95.7%	
	Middle	94.9	94.9	95.4	95.4	96	95.4	95.4	96	95.5	95.5	95.4	95.4	95.4	95.2%	
	High	92.5	95.3	95.5	95	95.7	95	95	95.7	95.1	95.1	95.6	95.6	95.6	95.6%	
<b>Free/Reduced Meals (FARMS)</b>	Elementary	94.7	95	95.1	95.2	95.6	95.2	95.2	95.6	95.2	95.2	95.3	95.3	95.3	94.4%	
	Middle	93	93.1	94	94	94.4	94	94	94.4	94.1	94.1	94.5	94.5	94.5	94.0%	
	High	90.4	94.1	94	93	93.8	93	93	93.8	93.4	93.4	94.2	94.2	94.2	94.1%	
<b>Limited English Proficient (LEP)</b>	Elementary	95.4	95.9	95.6	95.7	96.1	95.7	95.7	96.1	95.5	95.5	95.7	95.7	95.7	94.7%	
	Middle	95	95	95.6	95.6	95.9	95.6	95.6	95.9	95.4	95.4	95.7	95.7	95.7	95.4%	
	High	92.2	95.4	95.6	95.2	95.2	95.2	95.2	95.2	94.5	94.5	95.1	95.1	95.1	94.9%	
<b>Special Education</b>	Elementary	94.6	94.9	95.1	94.9	95.4	94.9	94.9	95.4	95.0	95.0	94.8	94.8	94.8	94.2%	
	Middle	92.7	92.8	93.7	93.4	94	93.4	93.4	94	93.7	93.7	94.0	94.0	94.0	93.3%	
	High	89.5	93.2	93.1	92.7	93.4	92.7	92.7	93.4	92.9	92.9	93.8	93.8	93.8	93.7%	

**Table 5.6: Percentage of Students Graduating From High School**

Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	83.24%	85.50%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	85.50%
All students (Counts toward AYP)	92.45	91.95	91.43	91.58	90.37	89.08	87.38%	90.01%	85.50%
African American	86.90	88.28	88.59	87.63	87.24	83.94	81.60%	85.78%	85.78%
American Indian/Alaskan Native	81.48	80.00	82.86	83.33	85.19	85.00	75.00%	83.33%	83.33%
Asian/Pacific Islander	94.93	96.34	96.85	96.48	95.63	95.45	95.30%	96.41%	96.41%
Hispanic	87.85	83.71	82.23	81.29	80.60	78.13	77.15%	79.34%	79.34%
White (Not of Hispanic Origin)	95.01	94.51	94.01	95.24	93.97	94.50	93.15%	95.31%	95.31%
Free/Reduced Meals (FARMS)	87.93	88.35	88.76	89.44	88.63	85.57	81.39%	83.97%	83.97%
Limited English Proficient (LEP)	79.70	86.49	95.52	94.16	89.63	85.76	78.61%	70.72%	70.72%
Special Education	85.68	87.42	86.08	88.44	88.32	84.43	80.46%	81.10%	81.10%
Female	94.35	93.61	93.21	93.16	92.02	91.64	89.39%	92.32%	92.32%
Male	90.55	90.26	89.67	90.00	88.80	86.65	85.45%	87.92%	87.92%

**Table 5.7: Percentage of Students Dropping Out of School**

State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.54%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	3.54%
All students	2.01	1.77	1.76	2.00	2.71	2.86	2.72%	1.98%	3.54%
African American	2.82	2.22	2.32	2.71	3.58	3.88	3.84%	2.81%	3.54%
American Indian/Alaskan Native	5.04	1.68	1.55	6.30	5.00	3.40	5.84%	3.17%	3.54%
Asian/Pacific Islander	1.05	0.83	0.86	0.74	1.03	1.13	1.00%	0.69%	3.54%
Hispanic	3.71	3.70	3.88	4.39	5.34	5.77	5.18%	3.72%	3.54%
White (Not of Hispanic Origin)	1.37	1.15	0.95	1.00	1.54	1.43	1.34%	0.98%	3.54%
Free/Reduced Meals (FARMS)	2.13	1.63	1.56	2.86	3.03	3.99	4.46%	3.00%	3.54%
Limited English Proficient (LEP)	0.23	0.41	0.32	3.26	4.91	5.31	5.87%	5.02%	3.54%
Special Education	2.49	1.82	1.80	2.11	2.71	3.17	3.76%	2.95%	3.54%
Female	1.60	1.50	1.40	1.66	2.23	2.33	2.14%	1.55%	3.54%
Male	2.40	2.02	2.09	2.33	3.15	3.36	3.25%	2.38%	3.54%

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers		Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools	
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	Total Number of Core Academic Subject Classes in Title I Schools	% of Core Academic Subject Classes in Title I Schools Taught by HQT
2003-2004	74.50	570	100
2004-2005	80.30	570	100
2005-2006	85.50	2204	99.20%
2006-2007	90.50	2187	
2007-2008	92.50		
2008-2009	94		
2009-2010	96.8		

Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason														
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate			
	#	%	#	%	#	%	#	%	#	%	#	%		
2005-2006	156	0.60	65	0.20	341	1.30	1,344	5.20	1,218	4.70	589	2.30	3,713	25,569
2006-2007	97	0.30	40	0.10	140	0.50	559	2.10	1,233	4.80	338	1.30	2,407	25,455
2007-2008	63	0.3	23	0.1	79	0.4	461	2.3	592	2.9	324	1.6	1,542	20,444
2008-2009	25	0.1	42	0.2	60	0.3	504	2.5	396	2	198	1	1,225	20,182
2009-2010	29	0.1	53	0.2	59	0.2	458	1.3	382	1.1	124	0.4	1,105	34,324

**Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level**

Core Academic Subject Classes Taught by HQT									
High Poverty									
Total Classes	Taught by HQT		Total Classes	Taught by HQT		Total Classes	Taught by HQT		Total Classes
	#	%		#	%		#	%	
<b>2005-2006</b>									
Elementary	226	221	97.8	1,414	1,287	91			
Secondary	607	501	82.5	4,957	4,318	87.1			
<b>2006-2007</b>									
Elementary	269	266	98.9	1,321	1,239	93.8			
Secondary	817	712	87.1	6,113	5,638	92.2			
<b>2007-2008</b>									
Elementary	333	333	100	1,284	1,243	96.8			
Secondary	755	672	89.0	5,403	5,062	93.7			
<b>2008-2009</b>									
Elementary	340	340	100	1,300	1,260	96.9			
Secondary	760	700	92.1	5,410	5,300	97.9			
<b>2009-2010</b>									
Elementary	1286	1188	92.4	46	41	89.1			
Secondary	2970	2531	85.2	112	89	79.5			

**Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience**

Core Academic Subject Classes									
High Poverty*									
School Year	Level	Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	304	92.4	25	7.6	1185	95.5	56	4.5
	Secondary	665	93.5	46	6.5	4897	98	102	2
2009-2010	Elementary	882	88.9	111	11.1	2652	95.5	126	4.5
	Secondary	561	98.1	11	1.9	5058	98.3	88	1.7

**Table 6.6: Attrition Rates**

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	267	11491	2.32	280	11491	2.44	40	11491	0.35	36	11491	0.31
2007-2008	234	11604	2.02	291	11604	2.51	46	11604	0.40	29	11604	0.25
2008-2009	250	11503	2.17	317	11503	2.76	52	11503	0.45	75	11503	0.65
2009-2010	242	11679	2.07	181	11679	1.55	44	11679	0.38	148	11679	1.27

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- X Entire teaching staff or
- \_\_\_ Core Academic Subject area teachers



Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	223	223	100
2009-2010*	224	224	100

**Table 8.1: Percentage of All Kindergarten Students at Readiness Stages**

	% Fully Ready						% Approaching Readiness						% Developing Readiness											
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	66	45	55	33	40	63	74	59	29	44	37	58	51	33	24	36	5	11	7	10	10	3	3	5
2005-2006	68	53	61	36	44	66	75	68	28	38	33	55	49	30	22	33	5	9	6	9	7	3	2	4
2006-2007	68	58	65	41	51	69	78	68	26	34	29	50	42	28	19	28	5	8	6	9	7	3	2	4
2007-2008	71	61	65	43	53	71	81	70	24	32	29	49	40	26	17	26	4	7	5	8	7	3	2	4
2008-2009	73	64	68	46	57	74	83	73	23	29	27	47	37	24	16	24	4	7	5	8	6	2	2	3
2009-2010	74	66	72	51	60	77	83	76	22	28	23	42	34	21	15	21	4	6	5	7	6	3	2	4

**Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten**

	% Fully Ready			% Approaching Readiness			% Developing Readiness		
	LL	MT	LL	LL	MT	LL	LL	MT	LL
2004-2005	49	59	43		36	8		5	
2005-2006	52	61	40		35	8		5	
2006-2007	58	66	35		29	7		5	
2007-2008	60	65	33		30	7		6	
2008-2009	67	70	28		26	5		4	
2009-2010	67	74	28		22	5		5	

**Table 7.1: Number of Persistently Dangerous Schools**

# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
		0	0	0	0	0	0

**Table 7.2: Probationary Status Schools**

School*	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
Not Applicable			

**Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time**

School*	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
Not Applicable			

\* Add rows when necessary

<b>Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits</b>						
	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
	Number With a Suspension Rate that Exceeded <b>18%</b>	Number With a Suspension Rate that Exceeded <b>18%</b>	Number With a Suspension Rate that Exceeded <b>16%</b>	Number With a Suspension Rate that Exceeded <b>14%</b>	Number With a Suspension Rate that Exceeded <b>12%</b>	Number With a Suspension Rate that Exceeded <b>10%</b>
<b># of Schools</b>	0	0	0	0	0	0

<b>Table 7.5: Identified Schools That Have Not Implemented PBIS</b>			
<b>School*</b>	<b>School year in which the suspension rate was exceeded</b>	<b>Provide reason for noncompliance</b>	<b>Provide a timeline for compliance</b>
Not Applicable			

\* Add rows if necessary

**Table 7.6 Incidents of Bullying, Harassment, or Intimidation**

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Number of Incidents</b>	137	77	79	127	303

**Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying**

Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004	186	113		299
2004-2005	144	139		283
2005-2006	176	120	54	350
2006-2007	172	106	85	363
2007-2008	199	104	84	387

**Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count)**

School Year	Enrollment	African American		American Indian/ Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	1911	861	45.1	2	0.1	106	5.5	535	28	407	21.3	1331	69.6	580	30.4
2007-2008	1880	835	44.4	6	0.3	131	7.0	477	25.4	431	22.9	1341	71.3	539	28.7
2008-2009	1116	560	50.2	0	0.0	64	5.7	268	24.0	224	20.1	785	70.3	331	29.7
2009-2010	769	365	47.5	3	0.4	52	6.8	171	22.2	178	23.1	570	74.1	199	25.9

**Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count)**

School Year	Enrollment	African American		American Indian/ Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	6408	3251	50.7	16	0.2	323	5	1540	24	1278	19.9	4707	73.5	1701	26.5
2006-2007	6149	3014	49	21	0.3	317	5.2	1579	25.7	1218	19.8	4527	73.6	1622	26.4
2007-2008	5440	2641	48.5	15	0.3	262	4.8	1437	26.4	1085	19.9	4061	74.7	1379	25.3
2008-2009	3431	1725	50.3	8	0.2	146	4.3	886	25.8	666	19.4	2484	72.4	947	27.6
2009-2010	3402	1778	52.3	4	0.1	142	4.2	898	26.4	580	17.0	2501	73.5	901	26.5

<b>Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category</b>						
<b>School Year</b>	<b>In-School Suspensions</b>			<b>Out-of-School Suspensions</b>		
	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>
<b>2007-2008</b>	101 - Class Cutting	807 - Refusal to Obey School Policies	405 - Fighting	405 - Fighting	402 - Physical Attack - Student	701 - Disrespect
<b>2008-2009</b>	807 - Refusal to Obey School Policies	405 - Fighting	101 - Class Cutting	405 - Fighting	402 - Physical Attack - Student	701 - Disrespect
<b>2009-2010</b>	807 - Refusal to Obey School Policies	405 - Fighting	701 - Disrespect	405 - Fighting	402 - Physical Attack - Student	701 - Disrespect



**Table 8.3: September 30 Prekindergarten Enrollment****Montgomery Prek Enrollment Data -9.30.09**

School	Half/Full day	Total Students	Income Eligible	Students Enrolled
Arcola	Full-HS	20	20	0
Beall	Half-HS	16	15	1
	Half-PK	22	22	0
Bel Pre	H-PK	88	88	0
Bells Mill	H-HS	16	16	0
Broad Acres	Half-PK	45	20	0
	Full-HS	20	45	0
Brook Grove	Half-PK	19	19	0
Brookhaven	H-PK	22	22	0
Brown Station	Full-HS	20	19	1
	Half-PK	37	37	
Burnt Mills	Half-PK	22	22	0
Rachel Carson	Half-PK	43	43	0
Cashell	Half-PK	18	18	0
Clearspring	Half-HS	20	19	1
Clopper Mill	Full-HS	20	19	1
	Half-PK	44	44	0
College Gardens	Half-HS	16	12	4
Capt. James E. Daly	Half-PK	44	44	0
Dr. Charles R. Drew	Half-PK	44	44	0
East Silver Spring	Full-HS	20	20	0
	Half-PK	39	39	0
Fairland	Half-HS	20	20	0
	Half-PK	22	22	0
Fields Road	Half-PK	19	19	0
Flower Hill	Half-PK	41	41	0
Forest Knolls	Half-PK	44	44	0
Fox Chapel	Half-PK	42	42	0
Gaithersburg	Half-PK	43	43	0
Galway	Half-PK	46	46	0

Montgomery Prek Enrollment Data -9.30.09

Georgian Forest	Full-HS	20	19	1
	Half-PK	22	42	0
Glen Haven	Half-PK	45	44	1
	Half-HS	12	11	1
Greencastle	Half-PK	42	42	0
	Full-HS	20	19	1
Harmony Hills	Half-PK	44	44	0
	Full-HS	20	20	0
Highland	Half-PK	44	43	1
	NA			NA
Jackson Road	Half-PK	46	46	0
Kemp Mill	Half-PK	44	44	0
	Half-PK	22	22	0
Lake Seneca	Half-HS	35	35	0
	Half-PK	43	42	1
Maryvale	Half-HS	20	20	0
	Half-PK	43	42	1
McAuliffe	Half-HS	20	20	0
Ronald McNair	Half-PK	43	42	1
Mill Creek Towne	Half-PK	22	22	0
	Half-HS	20	20	0
Montgomery College	Full-HS	20	19	1
	Half-PK	43	42	1
New Hampshire Estates	Full-HS	75	75	0
	Half-PK	25	25	0
William Tyler Page	Half-PK	45	45	0
	Half-PK	45	45	0
Dr. Sally K. Ride	Half-HS	16	16	0
	Half-PK	44	44	0
Rock Creek Valley	NA			NA
	Half-PK	43	40	3
Rolling Terrace	Full-HS	20	20	0
	Half-PK	46	46	0
Roscoe Nix	Half-PK	46	45	1
	Half-PK	45	45	0

Montgomery Prek Enrollment Data -9.30.09

*23/0  
2009  
C.E.K.*

Rosemont	Half-PK	39	39	0
Sargent Shriver	Half-PK	43	43	0
South Lake	Full-PK	20	19	1
	Half-PK	46	46	0
Silver Spring Presbyterian Children's Center	Half-HS	9	9	0
Stedwick	Half-PK	45	45	0
Stephen Knolls	NA	NA	NA	NA
Strawberry Knoll	Half-HS	10	10	0
	Half-PK	21	21	0
Summit Hall	Full-HS	20	20	0
	Half-PK	40	40	0
Twinbrook	Full-HS	20	19	1
	Half-PK	40	40	0
Viers Mill	Full-HS	20	20	0
	Half-PK	43	43	0
Washington Grove	Full-HS	20	20	0
	Half-PK	42	42	0
Watkins Mill	Full-HS	20	19	1
Weller Road	Full-HS	20	20	0
	Half-PK	43	42	1
Wheaton Woods	Full-HS	20	20	0
	Half-PK	41	41	0
Whetstone	Half-PK	42	42	1
William B. Gibbs, Jr.	Half-PK	37	37	0
CentroNia (Preschool for All pilot)	Half Day			
	PreK	20	20	0
Peppertree Children's Center ( Preschool for All pilot)	Half Day			
	PreK	15	15	0
<b>TOTAL</b>			<b>2745</b>	<b>2740</b>
				<b>26</b>



# **Part I:**

# **Content**

I.D.i MSA  
Maryland School Assessment/High School Assessment

Reading

**Based on the Examination of AYP Reading Proficiency Data for Elementary Schools (Tables 2.1) and Middle Schools (2.2):**

- 1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroups.**

In 2010, MCPS students continued to achieve high levels of proficiency observed in 2009, demonstrating a narrowing of achievement gaps among subgroups.

**Elementary School Reading.** At the elementary school level overall, reading proficiency rates in 2010 were similar to the high levels attained in 2009 (from 91.0% in 2009 to 90.7% in 2010).

**Middle School Reading.** At the middle school level overall, 2010 reading proficiency rates increased slightly (from 88.3% in 2009 to 89.2% in 2010). The largest overall one-year gain of 7 5.6 percentage points was achieved by Limited English Proficient students. Students receiving Free and Reduced-price Meals System (FARMS) services had a one-year gain of 3.1 percentage points. Hispanic students had one-year gains of 2.8 percentage points.

- 2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

- **Framework for Improving Teaching and Learning.** *The Framework for Improving Teaching and Learning* is a major initiative to develop a research-based tool for continuous improvement of the teaching and learning process. The Framework is being used by schools to deepen their understanding of the following six elements of improving teaching and learning: curriculum, instruction, evidence of student learning, planning, expectations, and building a professional learning community.
- **The Early Success Performance Plan.** This comprehensive plan provided a four-year sequence or pathway for all students and focuses on addressing the opportunity gap facing the district's most highly impacted students. The plan is built around the following five guiding principles of education reform:
  - Focused and challenging curriculum-
  - Ongoing assessment of student progress-
  - Expanded instructional time (full-day kindergarten and reduced class size)-

- Targeted professional development-
  - Meaningful family involvement-
- **Development and Implementation of Standard-Based Curriculum and Assessments.** Over the past eight years, the district has revised the reading, English/language arts, mathematics, science, and social studies curricula to align with state, national, and international standards and make explicit what students need to know and be able to do at each grade level. Additionally, formative assessments are integrated into all instructional guides.
- **Curriculum Training and Development.** To support the development and implementation of the curriculum and new initiatives to improve teaching and learning, staff development is provided to staff members as new or revised curriculum, assessment, and grading and reporting tools are implemented. The focus of the training and development is on increasing teachers' knowledge base of the content and/or effective practices related to curriculum, instruction, assessment, and grading and reporting. Emphasis is placed on providing strategies to work with English language learners (ELL), students with disabilities, and highly able and/or motivated students.
- **Reading Specialist/Literacy Coaches.**
  - Elementary School Reading Specialist. Every elementary school has a reading specialist whose role is to increase the content knowledge and instruction of strategies for teachers of reading. Reading specialists provide leadership and expertise in their field and deliver job-embedded staff development on reading and assessments.
  - Middle School Reading Teacher and AEI Literacy Coach. Middle school reading specialists and AEI literacy coaches provide leadership for schoolwide reading programs and reading instruction in all content areas and grade levels. They also provide staff development on reading instruction and assessments. In addition, the middle school reading teacher and AEI literacy coach are involved in developing a school improvement plan for reading.
- **Staff Development Teacher.** The district allocates a staff development teacher to every school to support teachers to increase their knowledge, skills, and capacity to implement new strategies for teaching and learning.
- **Extended Time.** This initiative includes both extended-day and extended-year programs for Title I schools and for all middle schools.
- **Ruth Rales Comcast Kids Reading Network.** This joint community partnership provides proven and effective supplemental reading support in those elementary schools that have the highest levels of student poverty and ELL.
- **Monitoring Student Instructional Data.** *myMCPS*, a customized, Web-based suite of resources, organizes data from multiple sources to allow schools and central offices staff to monitor student performance and make data-driven decisions to improve teaching and learning. Access to system-, school-, class- and student-level data is available, including data on student formative and summative assessments.

- **Formative Assessment and Data Monitoring.** Grades 6–11 English formative assessments are required and monitored. Assessments were developed and professional development provided to all teachers and principals. In 2010–2011, English formative assessments also will be available in Grades 12
- **Classroom and Testing Accommodations for ESOL Students.** *The No Child Left Behind Act of 2001* requires that students in the limited English proficiency (LEP) subgroup take state assessments and meet the same proficiency standards set for all students. Therefore, it is necessary for ESOL and content teachers to identify and provide instructional and assessment accommodations for ESOL students and redesignated-English language learners (R-ELLs) by completing the state-mandated ELL plans. School-based interdisciplinary teams, known as ELL teams, complete the ELL plan annually. ELL teams also determine the scope of content and how ESOL students will be assessed in the content areas.
- **Bilingual Support Programs for ESOL Students and Families.** To assist ESOL students and families in minimizing the linguistic and cultural barriers to academic achievement, the ESOL parent outreach and counseling teams provide bilingual, multicultural parent support and student counseling services to facilitate adjustment to a new academic, social, and cultural environment.
- **Language Assistance Services Unit.** Multilingual translation and interpretation services are provided in multiple languages using various media to address the need to communicate essential information to our rapidly growing, linguistically diverse community. Information is communicated to parents and community members about curriculum, educational programs and services, assessment, and instruction with the same level of quality that is afforded English-speaking community members.
- **Improving the Academic Performance of Students with Disabilities.** The system continues to explore and implement initiatives that ensure academic achievement of students with disabilities in reading. Expanding the implementation of research-based reading interventions; hours-based staffing; and Middle School Reform continues to improve student achievement in reading.
- **Reading Interventions.** MCPS is committed to expanding and supporting the implementation of research-based reading interventions that compliment the curriculum and address students' needs.

**Reading Interventions—General and Special Education.** During the 2008–2009 school year, provision of reading interventions was expanded to additional elementary, middle, and high schools. MCPS has implemented and provided ongoing, job-embedded support by purchasing materials, providing professional development, and monitoring student progress for the following interventions recommended for general and special education:



- ***Read Well*** at nine elementary schools. *Read Well* targets phonemic awareness and phonics instruction using systematic and explicit instruction for nonfluent readers in Grades 1–3.
- ***Read Naturally*** at 3 elementary schools, 15 middle schools, and 4 high schools. *Read Naturally* improves reading fluency for struggling readers. The program includes modeled reading of passages, repeated student readings, and progress monitoring of fluency and comprehension.
- ***Lexia—Reading Strategies for Older Students*** at four elementary schools, eight middle schools, and four high schools. This software program provides supplemental support for the development of an effective decoding system using activity-based instruction.
- ***Edmark Reading*** at one elementary school, one middle school, and three high schools. This program develops sight vocabulary for students needing more functional reading development.
- ***READ 180*** at all but two secondary schools. *Read 180* is a computer-based intervention for middle and high school students. After the initial whole group lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modeled reading, and paperback books for independent reading. The Department of Special Education Operations (DSESO) and the Department of Special Education Services (DSES) contributed to the funding of this intervention in 16 middle schools and 4 high schools, and general education initiatives funded the other licenses and professional development so that all secondary schools could provide this intervention.
- ***Soliloquy Reading Assistant*** at six middle schools. This software program allows students to practice independent oral reading. The program combines speech recognition and verification technology to help students develop fluency, vocabulary, and comprehension.
- ***Rewards*** at one middle school and 14 high schools. *Rewards* is a scripted decoding intervention that teaches students reading strategies beginning with multi syllabic words.

Additionally, MCPS has implemented and provided ongoing, job-embedded support by purchasing materials, providing professional development, and monitoring student progress for the following interventions recommended for special education:

- ***Horizons*** at 20 elementary schools. *Horizons* is a direct instruction reading intervention to develop phonemic awareness, decoding skills, advanced word recognition, vocabulary, fluency, and basic comprehension strategies for struggling readers in Grades K–3.
- ***Corrective Reading*** at 24 elementary schools, 30 middle schools, and five high schools. *Corrective Reading* is a direct instruction intervention to improve decoding skills for struggling readers in Grade 4 through age 21.

- **Wilson Reading System** at four middle schools and one high school. The *Wilson Reading System* uses a multi-sensory instructional sequence that teaches students Grade 3 to age 21 to decode and spell through increased understanding of language structure.

**Reading Interventions—General Education, Elementary.** The first intervention is good first teaching. When students experience a particular hurdle with their reading development, a specified reading intervention can be implemented to meet the targeted need. Schools can select from the following list of approved interventions:

**Reading 6 months below level:**

- Extra Guided Reading Instruction
  - Leveled readers at students’ instructional level
- Extra Small Group Instruction—Targeted Resources
  - Word Recognition difficulties
    - *Phonics Lessons* (Heinemann), Grades K–2
    - *Word Study Lessons* (Heinemann), Grade 3
  - Fluency difficulties
    - *Quick Reads*, Grades 2–5 (Pearson Learning Group)
  - Vocabulary
    - *Elements of Reading: Vocabulary* (Steck-Vaughn)
  - Comprehension
    - *Leveled Readers*, Grades 2–5, (Houghton Mifflin)
    - *Soar to Success*, Grades 3–5 (Houghton Mifflin)
    - *The Primary Comprehension Toolkit*, Grades K–2 (Heinemann)
    - *The Comprehension Toolkit*, Grades 3–6 (Heinemann)
- Small Group, Supplementary Intervention
  - *Leveled Literacy Intervention*, (Heinemann), K (Orange System, levels A–C), Grade 1 (Green System, levels A–J), Grade 2 (Blue System, levels C–N)
- Increase amount of reading and rereading
  - Books at student’s instructional or independent level

**Reading more than 6 months below level:**

- *Leveled Literacy Intervention*, (Heinemann), K (Orange System, levels A–C), Grade 1 (Green System, levels A–J), Grade 2 (Blue System, levels C–N)
- *Read About* (Scholastic)
  - Computer software program
  - Targets vocabulary and comprehension
  - Nonfiction topics
- *High Five Reading* (Red Brick)
  - High interest-low level nonfiction chapter books

- Accompanying cassettes
- Targets Grades 3–5
- *Soar to Success* (HM)
- *Leveled Readers* (HM)
- *Quick Reads* (Pearson Learning Group)

### **Reading Interventions—General Education, Secondary**

For students who need extra support to read proficiently at grade level, the following interventions are available

- Reading 7
- Reading 8
- READead 180
- **Ensure Access to the General Education Curriculum for Students with Disabilities**
- **Return of Elementary Students to Neighborhood Schools (Home School Model)**

For the FY 2011 school year, the Home School Model (HSM) will be implemented in 64 elementary schools. The service delivery model for HSM ensures access to the general education curriculum and includes consultation, resources, and small-group instruction to address the needs of students with disabilities. HSM staff allocations are based on the cumulative hours of special education instructional services as documented on all students' Individualized Education Programs (IEPs) for each neighborhood school rather than on the traditional child count. This innovative approach is similar to the hours-based staffing model used at the middle school level and takes into consideration the severity and intensity of student instructional needs reflected in the hours of service on the IEP rather than relying on the premise that all students with disabilities require an equal amount of service and staffing.

HSM elementary schools are able to program for students who were previously receiving services outside of their home school, while providing increased access to rigorous instruction. Over a five-year span, 21 HSM schools made a 20 or greater percentage point gain in their MSA scores in reading, six of which increased by 40 percent or greater. Thirteen HSM schools made a 20 or greater percentage point gain in their MSA scores in mathematics, two of which increased by 40 percent or greater.

In analyzing the Adequate Yearly Progress (AYP) data for HSM schools, 100% percent of all HSM schools met AYP proficiency in reading and 96 percent of all HSM school met AYP proficiency in mathematics. In 2009, 32 HSM schools, or 53

percent, met or exceeded the Annual Measurable Objective (AMO) in reading, while 15 HSM schools, or 25 percent, exceeded the AMO mathematics target.

- **Middle School Hours-based Staffing**—~~As~~ During the 2009–2010 school year, the Hours-based Staffing Model expanded to a total of 31 middle schools. Like the HSM at the elementary level, hours-based staffing is a service delivery model that provides equitable and appropriate staffing of special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. Hours-based staffing provides resources for more flexible scheduling options such as coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be transported to more restrictive, centralized services.

In the 2009–2010 school year, 25 of the 31 middle schools with hours-based staffing made AYP in the special education subgroup for reading. Within the same timeframe, 23 of these schools made AYP in the special education subgroup for mathematics.

- **Phase Out of the Secondary Learning Centers and Expanded Inclusive Opportunities**—

In 2007, MCPS initiated a phase out of the Secondary Learning Centers (SLC). The 2009–2010 school year represented the first year in which learning centers no longer were available at the middle school level. Central office case managers monitor the progress of 190 students in Grades 6–12 who would have been recommended for secondary learning centers or who chose to return to their home or consortia schools. These students receive a continuum of special education services in their home or consortia schools. The initiative to phase out the SLCs has contributed to the decrease in students being served in self-contained settings and more students with disabilities being served in general education.

Professional development for both general and special education teachers has been a critical component of the SLC phase out plan and the systemwide initiative to improve LRE opportunities. Upon completion of the required professional development activities planned for summer 2010, all coteaching teams in Grades 6–12 and 700 paraeducators will have been trained in best practices to improve students' success in the LRE. Eight itinerant resource teachers (IRTs) with a wide range of expertise in autism, behavioral and emotional support strategies, elementary and secondary instructional strategies, and reading and mathematics instruction, provide professional development and job-embedded coaching to school staff members, assisted in increasing attendance, decreasing suspension rates, and improving overall student outcomes. Specific professional development activities provided by the IRTs

and other central office staff have supported administrators with the development of master schedules that ensure a continuum of special education services designed to support students who would have attended more restrictive SLC classes.

Through a partnership with Towson University, MCPS established the Middle School Special Education Institute (MSSEI). The purpose of the MSSEI is to build the capacity of general and special education teachers, related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. Beginning in the 2010–2011 school year, the MSSEI will demonstrate effective instructional practices for teaching students with disabilities in the LRE with an emphasis on coteaching, collaborative planning, differentiated instruction, Universal Design for Learning (UDL), social skills training, and the use of technology.

Lakelands Park, Rosa Parks, and Tilden middle schools were selected for implementation of the UDL *Middle School Project: Building Instructional Technology Leadership Teams (ITLT)* and to focus on the integration of technology into instruction for all students during the 2010–2011 school year. At each school, an ITLT has been formed. The ITLT at each school will be a core of 12 leaders who receive additional computing devices and equipment in their classrooms, customized training, coaching, and support on implementing UDL and instructional technology to implement UDL principles and technology integration in the classroom.

- **Data Collection and Monitoring Student Achievement for Students with Disabilities.** DSES and DSEO staff monitor the following data: individual student performance, group academic achievement, attendance, suspensions, and disproportionality.

**Focused Professional Development for Teachers of Students with Disabilities.** DSES and DSEO supervisors, instructional specialists, and Itinerant Resource Teachers (IRTs) supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities.

DSES and DSEO staff provided high-quality professional development for over 5,000 participants at various levels and on a variety of topics that included the following:

- o Coteaching and inclusion best practices
- o Reading interventions
- o Mathematics interventions
- o Individualized Education Program (IEP) goals and objectives
- o Mod-MSA/HSA eligibility

- o Discipline policies for students with disabilities
- o Encore Web-based IEP System
- o Accessibility planning
- o Instructional and assessment accommodations
- o Differentiation
- o Behavior management
- o Assistive technology
- o Alt-MSA
- o Universal Design for Learning (UDL)

**3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).**

The continuing challenge is to eliminate the achievement gap among subgroups. At the middle school level, the one-year gains exhibited by African American and Hispanic subgroups, as well as students in the FARMS, LEP, and special education subgroups outpaced the Asian and White subgroups.

However, the proficiency rates of African American and Hispanic students are more than 12 percentage points lower in elementary school, and approximately 13 to 16 percentage points lower in middle school than the rates for White and Asian students in 2010. With proficiency rates below 70 percent in middle school, the LEP and special education subgroups, present the greatest challenge.

➤ **Middle School Reform Efforts Aligned with Special Education**

Middle School Reform efforts are aligned with the DSES and DSEO's goal of improving student outcomes in mathematics. Based on national research and extensive work of project teams, Middle School Reform addresses four key areas to meet the academic and developmental needs of middle school students in MCPS, including collaborative and high quality leadership, teachers with strong content knowledge and teaching expertise; rigorous and challenging curriculum; instruction and assessments that require students to make connections across disciplines and apply information to real life; and strong parent and community engagement. Expectations for academic excellence at the highest level with appropriate supports are the common thread that is woven through the goals and actions of Middle School Reform. Students with disabilities benefit from all of the goals and actions of Middle School Reform, including the implementation of a comprehensive professional development plan for middle school general and special education teachers on topics such as differentiation, rigor, technology, and using data to drive instruction. Currently, 15 middle schools are participating in the Middle School Reform initiative.

➤ **Adequate Yearly Progress Grant**

In 2009–2010, through a state-funded Adequate Yearly Progress (AYP) grant, MCPS focused resources on professional development and ongoing support to five elementary schools that failed to make AYP in reading or met AYP through Safe Harbor. The AYP project also funded the implementation of two reading intervention programs: a direct-instruction reading intervention program targeting phonemic awareness and decoding; and a software program using speech recognition and verification targeting reading fluency, vocabulary, and comprehension.

➤ **Mini-grants**

The Office of Special Education and Student Services (OSESS) developed a mini-grant for middle and high schools to provide increased opportunities for coteaching teams to collaboratively plan and enhance instruction for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and technology to increase the percentage of students with disabilities passing the High School Assessments and the percentage of students scoring proficient or advanced on the MSAs. A total of 42 schools, 27 middle and 15 high schools, participated in coteaching mini-grants.

OSESS also developed a mini-grant for elementary schools to provide increased opportunities for general and special education staff members to collaboratively plan to enhance instruction and provide more inclusive opportunities for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and technology to increase the percentage of students with disabilities scoring proficient or advanced on the Maryland School Assessments. A total of 32 elementary schools participated in collaborative planning mini-grants.

➤ **Prekindergarten Special Education**

Providing prekindergarten special education services in regular early childhood settings has been challenging due to the limited number of regular prekindergarten programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services and the Division of Early Childhood Education Programs and Services are collaborating to collocate general and special education prekindergarten classes to facilitate LRE options for prekindergarten students. In FY 2010, MCPS continued to implement a Prekindergarten Collaboration Class Project in which general and special education teachers use a collaborative teaching model to instruct 4-year-old students with and without disabilities together using flexible groupings. Currently, 15 locations are using this model. Also in FY 2010, 7 schools have the Providing Inclusive Learning Opportunities for Threes (PILOT) program, enabling children with disabilities to attend school with their neighborhood

nondisabled peers. As a result, children with disabilities are provided with greater access to the prekindergarten curriculum and better preparation for general education kindergarten settings.

- 4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and include timelines where appropriate.**

The programs and strategies cited in #2 have bolstered the performance gains made by all subgroups and have narrowed the achievement gap over the past four years. Continuing to implement and monitor these programs and strategies will ensure progress for identified populations and subgroups.

**Critical Shortage of Special Educators.** The critical shortage of special educators is typically covered by long-term substitutes. DSESS and DSEO supervisors, instructional specialists, and IRTs provide assistance to schools and to substitute teachers to ensure that the mandated functions related to the education of students with disabilities are completed.



Maryland School Assessment/High School Assessment (continued)

Mathematics

Based on the Examination of AYP Math Proficiency Data for Elementary Schools (Table 2.4) and Middle Schools (Table 2.5):

1. **Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroup(s).**

In 2010, MCPS students continued to achieve high levels of proficiency observed in 2009, demonstrating a narrowing of the achievement gaps among subgroups.

**Elementary School Mathematics.** At the elementary school level overall, 2010 mathematics proficiency rates were similar to the high levels attained in 2009 increasing from 88.1% in 2009 to 88.7% in 2010. The largest one-year gain of 2.3 percentage points was attained by special education students. Additionally, African American students attained gains of 1.7 percentage points over 2009.

**Middle School Mathematics.** At the middle school level overall, 2010 mathematics proficiency rates were similar to rates attained in 2009, increasing from 78.2% in 2009 to 79.3% in 2010, a 1.1 percentage point gain. African American and FARMS students attained a one-year gain of 2.0 percentage points, students receiving special education services gained 1.5 percentage points, and Hispanic students increased by 1.4 percentage points since 2009.

2. **Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

➤ **Framework for Improving Teaching and Learning**—*The Framework for Improving Teaching and Learning* is a major initiative to develop a research-based tool for continuous improvement of the teaching and learning process. The Framework is being used by schools to deepen their understanding of the following six elements of improving teaching and learning: curriculum, instruction, evidence of student learning, planning, expectations, and building a professional learning community.

➤ **The Early Success Performance Plan**—This comprehensive plan provided a four-year sequence or pathway for all students and focuses on addressing the opportunity gap facing the district's most highly impacted students. The plan is built around the following five guiding principles of education reform:

- Focused and challenging curriculum

- Ongoing assessment of student progress
  - Expanded instructional time (full-day kindergarten and reduced class size)
  - Targeted professional development
  - Meaningful family involvement
- **Support for Most Highly Impacted Schools**—A comprehensive model for funding, staffing, and programming was implemented at the 63 most highly impacted elementary schools in the county. In FY 2010, these schools include federally-funded Title I schools and locally-funded high-needs schools. This model includes specific guidelines for the use of allocated positions; enhanced professional development; funding for family-involvement programs and activities in federally-funded Title I schools; alignment of the comprehensive school improvement process with the Baldrige-Guided School Improvement Process; and implementation of an extended-year and extended-day program in the federally funded Title I schools.
  - **Math Content Coach (MCC)**—To increase the content knowledge and instructional strategies of teachers of mathematics, MCCs have been placed in many Title I schools and additional high needs elementary schools. The MCC provides direct classroom support to teachers and paraprofessionals to effectively implement the mathematics curriculum and assessments; builds the content knowledge and teaching expertise of teachers of mathematics; and, as an instructional leader, facilitates the analysis of mathematics assessment data to ensure that all students are appropriately challenged and the school improvement goals are achieved.
  - **Accelerated and Enriched Instruction Math Content Specialist (AEI-MCS)**—Added as part of Middle School Reform, these specialist support teachers in 11 middle schools. Serving in much the same capacity as the MCC, the AEI-MCS has the additional responsibilities of serving as mathematics resource teacher and promoting opportunities for acceleration for students.
  - ***Development and Implementation of Standard-based Curriculum and Assessments***—Over the past nine years, the district has revised the reading, English/language arts, mathematics, science, and social studies curricula to align with state, national, and international standards and make explicit what students need to know and be able to do at each grade level. Additionally, formative assessments are integrated into all instructional guides and are available through the online curriculum archive. In Grades 6–8 mathematics formative assessments are required and monitored as part of the Middle School Reform Initiative.
  - **Curriculum Training and Development**—To support development, implementation, and continuous improvement of teaching and learning, professional development is provided to staff members as new or revised curriculum, assessment, and grading and reporting tools are implemented. The focus of the training and development is increasing teachers' knowledge base of the content and/or effective practices related to curriculum, instruction,

assessment, and grading and reporting. Emphasis is placed on providing strategies to work with English Language Learners (ELL), students with disabilities, and highly able and/or motivated students.

- **Staff Development Teacher**—The district allocates a staff development teacher to every school to support teachers as they increase their knowledge, skills, and capacity to implement new strategies for teaching and learning.
- **Extended Time**—This initiative includes both extended-day and extended-year programs for Title I schools and for all middle schools.
- **Monitoring Student Instructional Data**—*myMCPS*, a customized, Web-based suite of resources organizes data from multiple sources to allow schools and central offices staff to monitor student performance and make data-driven decisions to improve teaching and learning. Access to system-, school-, class- and student-level data is available, including data on student formative and summative assessments.
- **Classroom and Testing Accommodations for ESOL Students.** *The No Child Left Behind Act of 2001* requires that students in the LEP subgroup take state assessments and meet the same proficiency standards set for all students. Therefore, it is necessary for English Speakers of Other Languages (ESOL) and content teachers to identify and provide instructional and assessment accommodations for ESOL students and Reclassified English Language Learners (R-ELLs) by completing the state-mandated ELL plans. School-based interdisciplinary teams, known as ELL teams, complete the ELL plan annually. ELL teams also determine the scope of content and how ESOL students will be assessed in the content areas.
- **Bilingual Support Programs for ESOL Students and Families**—To assist ESOL students and families in minimizing the linguistic and cultural barriers to academic achievement, the ESOL parent outreach and counseling teams provide bilingual, multicultural parent support and student counseling services to facilitate adjustment to a new academic, social, and cultural environment.
- **Language Assistance Services Unit**—Multilingual translation and interpretation services are provided using various media to address the need to communicate essential information to our rapidly growing, linguistically diverse community. Information is communicated to parents and community members about curriculum, educational programs and services, assessment, and instruction with the same level of quality that is afforded to English-speaking community members.
- **Ensure Access to the General Education Curriculum for Students with Disabilities**

**Return of Elementary Students to Neighborhood Schools (Home School Model)**— For the FY 2011 school year, the Home School Model (HSM) will be implemented in 64 elementary schools. The service delivery model for HSM ensures access to the general education curriculum and includes consultation, resources, and small-group instruction to address the needs of students with

disabilities. HSM staff allocations are based on the cumulative hours of special education instructional services as documented on all students' Individualized Education Programs (IEPs) for each neighborhood school rather than on the traditional child count. This innovative approach is similar to the hours-based staffing model used at the middle school level and takes into consideration the severity and intensity of student instructional needs reflected in the hours of service on the IEP rather than relying on the premise that all students with disabilities require an equal amount of service and staffing.

HSM elementary schools are able to program for students who were previously receiving services outside of their home school, while providing increased access to rigorous instruction. Over a five-year span, 21 HSM schools made a 20 or greater percentage point gain in their MSA scores in reading, six of which increased by 40 percent or greater. Thirteen HSM schools made a 20 or greater percentage point gain in their MSA scores in mathematics, two of which increased by 40 percent or greater.

In analyzing the 2010 Adequate Yearly Progress (AYP) data for HSM schools, 100 percent of all HSM schools met AYP proficiency in reading and 96 percent of all HSM school met AYP proficiency in mathematics. In 2009, 32 HSM schools, or 53 percent, met or exceeded the Annual Measurable Objective (AMO) in reading, while 15 HSM schools, or 25 percent, exceeded the AMO mathematics target.

**Middle School Hours-based Staffing—** During the 2009–2010 school year, the Hours-based Staffing Model expanded to a total of 31 middle schools. Like the HSM at the elementary level, hours-based staffing is a service delivery model that provides equitable and appropriate staffing of special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. Hours-based staffing provides resources for more flexible scheduling options such as coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be transported to more restrictive, centralized services.

In the 2009–2010 school year, 25 of the 31 middle schools with hours-based staffing made AYP in the special education subgroup for reading. Within the same timeframe, 23 of these schools made AYP in the special education subgroup for mathematics.

**Phase Out of the Secondary Learning Centers and Expanded Inclusive Opportunities—**

In 2007, MCPS initiated a phase out of the Secondary Learning Centers (SLC). The 2009–2010 school year represented the first year in which learning centers

no longer were available at the middle school level. Central office case managers monitor the progress of 190 students in Grades 6–12 who would have been recommended for secondary learning centers or who chose to return to their home or consortia schools. These students receive a continuum of special education services in their home or consortia schools. The initiative to phase out the SLCs has contributed to the decrease in students being served in self-contained settings and more students with disabilities being served in general education.

Professional development for both general and special education teachers has been a critical component of the SLC phase out plan and the systemwide initiative to improve LRE opportunities. Upon completion of the required professional development activities planned for summer 2010, all coteaching teams in Grades 6–12 and 700 paraeducators will have been trained in best practices to improve students' success in the LRE. Eight itinerant resource teachers (IRTs) with a wide range of expertise in autism, behavioral and emotional support strategies, elementary and secondary instructional strategies, and reading and mathematics instruction, provide professional development and job-embedded coaching to school staff members, assisted in increasing attendance, decreasing suspension rates, and improving overall student outcomes. Specific professional development activities provided by the IRTs and other central office staff have supported administrators with the development of master schedules that ensure a continuum of special education services designed to support students who would have attended more restrictive SLC classes.

Through a partnership with Towson University, MCPS established the Middle School Special Education Institute (MSSEI). The purpose of the MSSEI is to build the capacity of general and special education teachers, related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. Beginning in the 2010–2011 school year, the MSSEI will demonstrate effective instructional practices for teaching students with disabilities in the LRE with an emphasis on coteaching, collaborative planning, differentiated instruction, Universal Design for Learning (UDL), social skills training, and the use of technology.

Lakelands Park, Rosa Parks, and Tilden middle schools were selected for implementation of the UDL *Middle School Project: Building Instructional Technology Leadership Teams (ITLT)* and to focus on the integration of technology into instruction for all students during the 2010–2011 school year. At each school, an ITLT has been formed. The ITLT at each school will be a core of 12 leaders who receive additional computing devices and equipment in their classrooms, customized training, coaching, and support on implementing UDL

and instructional technology to implement UDL principles and technology integration in the classroom.

- **Interventions** – MCPS has initiated the following efforts to ensure mathematics proficiency, including the implementation of research-based mathematics interventions and systemwide professional development focused on making mathematics instruction accessible for students with disabilities for elementary special educators, middle school mathematics, and high school Algebra for general and special educators. The following scientifically research-based mathematics interventions have been implemented systemwide:
  - ***FASTT Math*** is a software program that helps struggling students develop fluency with basic mathematics facts in the four operations. It automatically differentiates instruction and practice based on each student’s individual fluency levels in customized, 10-minute daily sessions for students in Grades 3–8.
  - ***Above and Beyond with Digi Blocks*** programs for students with intellectual disabilities. *Above and Beyond with Digi Blocks* is a mathematics manipulative designed to support student understanding of number concepts. Its five strands address counting, place value, the four operations, and money concepts.
  - ***Understanding Math*** is a computer-assisted program used with students in Grades 4–10. The program’s nine topics can be used to introduce concepts to a whole class, re-teach concepts in a different way to a small group, or remediate individual students on specific skills. Each topic has interactive concept sections with step-by-step explanations, practice sessions, and off-computer activities with lesson outlines/worksheets.
  
- **Middle School Reform Efforts Aligned with Special Education**—Middle School Reform efforts are aligned with the DSES and DSEO’s goal of improving student outcomes in mathematics. Based on national research and extensive work of project teams, Middle School Reform addresses four key areas to meet the academic and developmental needs of middle school students in MCPS including collaborative and high quality leadership, teachers with strong content knowledge and teaching expertise; rigorous and challenging curriculum; instruction and assessments that require students to make connections across disciplines and apply information to real life; and strong parent and community engagement. Expectations for academic excellence at the highest level with appropriate supports are the common thread that is woven through the goals and actions of Middle School Reform. Students with disabilities benefit from all of the goals and actions of Middle School Reform, including the implementation of a comprehensive professional development plan for middle school general and special education teachers on topics such as differentiation, rigor, technology, and using data to drive instruction. Currently, 15 middle schools are participating in the Middle School Reform initiative.

- **Focused Professional Development for Teachers of Students with Disabilities**—special education supervisors, instructional specialists, and itinerant resource teachers (IRTs) supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities.

**3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).**

Despite a 2.3 percentage point increase from 2009 to 2010, the mathematics proficiency rate for special education students in elementary schools was below 70 percent. In middle schools, the mathematics proficiency rates for students in the FARMS, LEP, and special education subgroups were below 60 percent in 2010.

The following challenges are evident:

- Developing and retaining highly qualified teachers of mathematics at all grade levels.
- Developing and retaining special educators who can work effectively in mathematics inclusion classrooms.
- Developing a systemwide culture of high expectations for all students that recognizes and overcomes individual and institutional beliefs, attitudes, and assumptions that are barriers to student achievement.

The DSESS and DSEO faces the challenge of improving the MSA/HSA passing rate of students with disabilities at the elementary, middle, and high school levels to meet the pass rate of their non-disabled peers. Schools need guidance and support in providing a continuum of special education services to meet the unique needs of students with disabilities. More students with disabilities are being instructed in general education classes and are provided access to the curriculum as taught by highly qualified teachers with support from special educators. However, coteaching teams need assistance in planning for accessibility, incorporating assistive technology, utilizing diverse coteaching models, and differentiating formative assessments.

The national critical shortage of special education teachers and related service providers continues to be a challenge for MCPS. Staff members in the Office of Human Resources (OHR) work closely with universities to recruit teachers who are certified special educators. According to the OHR, there is great difficulty in staffing self-contained special education classes. In addition, most graduates who are dually certified in general and special education request a general education assignment, thereby exacerbating the critical shortage of special education teachers.

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

- See the strategies cited above in # 2.
- **Professional Development**—The district maintains ongoing professional development for teachers through job-embedded staff development, Continuing Professional Development (CPD) courses, and university partnerships that focus on strengthening teacher knowledge of mathematics content and pedagogy.
- **Strategic Monitoring Plan**—The district has implemented a Strategic Monitoring Plan to support schools to engage in ongoing student monitoring. It is the expectation that all teachers, grade-level teams, and course teams will use this data to make instructional decisions to drive student achievement and improve teaching and learning.
- **Monitoring Student Instructional Data**—*myMCPS*, a customized, Web-based suite of resources organizes data from multiple sources to allow schools and central office staff to monitor student performance and make data-driven decisions to improve teaching and learning. Access to system-, school-, class- and student-level data is available, including data on student formative and summative assessments.
- **Resource Allocations**—Interventions, job-embedded professional development, training on the coteaching model, and data analysis/instructional planning support will continue to be provided to Algebra teachers and mathematics and special education resource teachers, as well as special educators and ESOL teachers teaching or coteaching Algebra courses.
- **Staffing** – The critical shortage of special educators is typically covered by long-term substitutes. DSES and DSEO supervisors, instructional specialist, and IRTs provide assistance to schools and to substitute teachers to ensure that the mandated functions related to the education of students with disabilities are completed.
- **Culturally Relevant Curriculum and Instruction** – Infuse diversity into curriculum, programs, and projects.
  - Design, implement, and evaluate diversity training and development that—
    - raises awareness of individual and institutional beliefs, attitudes, and assumptions that are barriers to student achievement;
    - ensures that staff members demonstrate the behaviors and practices that communicate high expectations to students; and
    - ensures that staff members can structure culturally sensitive learning environments and implement culturally responsive instruction.



➤ **Mini-grants**

The Office of Special Education and Student Services (OSESS) developed a mini-grant for middle schools to provide increased opportunities for coteaching teams to collaboratively plan and enhance instruction for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and technology to increase the percentage of students with disabilities scoring proficient or advanced on the MSAs. A total of 42 schools, 27 middle and 15 high schools, participated in coteaching mini-grants.

OESS also developed a mini-grant for elementary schools to provide increased opportunities for general and special education staff to collaboratively plan to enhance instruction and provide more inclusive opportunities for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and technology to increase the percentage of students with disabilities scoring proficient or advanced on the Maryland School Assessments. A total of 32 elementary schools participated in collaborative planning mini-grants.

➤ **Prekindergarten Special Education**

Providing prekindergarten special education services in regular early childhood settings has been challenging due to the limited number of regular prekindergarten programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services and the Division of Early Childhood Education Programs and Services are collaborating to collocate general and special education prekindergarten classes to facilitate LRE options for prekindergarten students. In FY 2010, MCPS continued to implement a prekindergarten Collaboration Class Project in which general and special education teachers use a collaborative teaching model to instruct 4-year-old students with and without disabilities together using flexible groupings. Currently, 15 locations are using this model. Also in FY 2010, seven schools ~~are~~ have the Providing Inclusive Learning Opportunities for Threes (PILOT) program, enabling children with disabilities to attend school with their neighborhood nondisabled peers. As a result, children with disabilities are provided with greater access to the prekindergarten curriculum and better preparation for general education kindergarten settings.

I.D.i  
Maryland School Assessment

Science

**Based on the Examination of 2010 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):**

- 1. Describe your school system's results. In your response, identify successes in terms of grade level(s) and subgroup(s).**

At the elementary school level 70.3% of All students were proficient or advanced on the 2010 Science MSA, a 0.6 percentage point decrease from 2009. Asian American students demonstrated a 1.9 percentage point gain from 2009 to 2010

At the middle school level, 75.5% of All students were proficient or advanced on the 2010 Science MSA compared to 74.1% in 2009, a 1.4 percentage point increase. The greatest percentage-point gains were achieved by LEP students (3.3), followed by FARMS students (3.1), Hispanic students (2.6), and African American students (2.1).

- 2. Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.**

**Curriculum and Assessment**

- MCPS is in the process of revising its elementary and middle school science curriculum so that there is clear alignment to state standards. The MCPS revised curriculum is being developed through collaboration with special education and English for Speakers of Other Languages (ESOL) staff to ensure appropriate strategies for differentiation to meet all students' needs are provided. Additionally, revised curriculum is being designed to better support students' ability to make connections and synthesize ideas across science content so that learning can be applied to new experiences.
- Resources to support science instruction, as well as integration of science with other content areas, were purchased. Schools received resources aligned to Maryland standards to reinforce the connections among reading, writing, and science, and to provide additional instructional strategies to teach specific science concepts.
- Development and use of formative and unit assessments for elementary and middle school science units continues. These assessments allow for the monitoring of student progress toward established learning goals.

**Professional Development**

Several opportunities for professional development were provided during 2009-2010.

- **Elementary Curriculum Training.** Elementary teachers received training for science instructional units. Training focused on understanding of the learning goals, instructional methods, and resources.
- **Elementary Science Leadership Project.** Four cohorts of elementary teachers participated in a two-week summer academy as well as ongoing professional development throughout the school year that focused on understanding science content, learning goals, and leadership skills.
- **Middle School Science Resource Teacher Meetings.** The central office science supervisor and specialists held monthly meetings with science resource teachers to focus on instructional practices for student success. Topics included analysis and use of data, integration of technology in instruction, and understanding of specific learning goals.
- **Alt-MSA.** The MCPS central office science team collaborated with central office special education staff to design and deliver professional development workshops for special education teachers responsible for administering the Alt-MSA. Focus of these workshops included science content and assessment of mastery of concepts. Additionally, MCPS central office staff met with school teams to plan assessment tasks for students completing Alt-MSA.
- **Coteaching.** The MCPS central office science team collaborated with central office special education staff to design and deliver professional development workshops for special education and science teachers who coteach middle school science. Focus of these workshops included science content and Universal Design for Learning.
- **Differentiation.** Presentation and discussion of instructional strategies and differentiation was an element of professional development opportunities. Specifically, Universal Design for Learning and use of technology to support concept mastery were ongoing topics for professional development during middle school resource teacher meetings.
- **ESOL—The ESOL for Leaders** course provides professional development for school leaders to build their capacity to support and monitor effective school-based ESOL instructional programs that comply with local, state, and federal mandates. Ongoing professional development helps ESOL teachers implement the ESOL curriculum and the ESOL program.

**3. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).**

At the elementary level, the greatest challenges were observed for LEP (25.9%), Special Education (39.9%), and FARMS (43.6%) students, followed by Hispanic and African American students scoring at 48.3%, and 51.7%, respectively.

At the middle school level, the greatest challenges were noted for LEP students (28.1%), followed by special education students (43.7%) and FARMS students (51.1%). Hispanic and African American students achieved proficiency rates of 55.7% and 59.5%, respectively.

Disaggregated data show a significant gap between the performance of White and Asian students compared to that of other subgroups. Examination of instructional practices at the district and school levels has begun; however, professional development during the 2010-2011 school year will continue to address this gap. Instructional practices, scheduling, and instructional resources will be focus topics.

- 4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

We will continue our efforts in curriculum revision and alignment, formative assessment development, and allocation of resources to support English language learners, and students who require reading support. (See responses in # 2 above.)

Additionally, an Elementary Integrated Curriculum (EIC) framework has been developed for Grades K– 5 that integrates all subject areas taught at the elementary. The EIC will save teachers planning time and ensure that science, social studies, and the arts, as well as health, and information literacy are taught along with reading/language arts and math. Thinking and academic success skills will be interwoven into the EIC and will help to develop the academic habits of mind that promote collaboration, communication, innovation, and persistence, along with higher-order thinking.

I.D.i HSA  
High School Assessments (HSAs)

English

**Based on the Examination of AYP Proficiency Data for English (Table 2.3):**

**Describe where progress is evident. In your response, identify progress in terms of subgroups.**

2010 Adequate Yearly Progress (AYP) Reading calculations are based on Grade 12 student performance on the English High School Assessment (HSA), Modified (Mod) English HSA and substitute tests [Advanced Placement (AP) or International Baccalaureate (IB)] as well as 2010 Grade 10 student performance on the Alternate Maryland School Assessment (Alt-MSA). In 2010, 86.0% of test takers earned a passing score on the Alt-MSA, English HSA, Mod-English HSA, or Substitute Test. When data are disaggregated by race and ethnicity, 94.5% of White students, 90.1% of Asian students, 75.7% of Hispanic students and 75.4% of African American students earned a passing score. When data are disaggregated by service group, 72.4% of students receiving Free and Reduced-price Meals System (FARMS) services, 62.0% of students receiving limited English proficiency (LEP) services, and 56.3% of students receiving special education services earned a passing score.

**Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

MCPS provides technology tools and training to ensure that students in danger of not passing the HSA are identified accurately and in a timely manner.

- **Data Warehouse HSA Reports**—These data reports are sent to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming.
- **Ninth- and Tenth-Grade Literacy Reports**—These data reports are accessed through the *myMCPS* portal and include student performance data on the most recent MSA, PSAT, and Measures of Academic Progress-Reading (MAP-R) scores, and grades and exam scores for English 9 and English 10. Teachers and administrators use these reports to identify students who are underperforming and who may benefit from an intervention.
- **Achievement Series**—This scoring and data reporting tool contains student performance data on English exams, English formative assessments, and HSA practice tests. Student data can be disaggregated and analyzed to determine specific areas of need and to make instructional decisions, including matching appropriate interventions to address student needs.

- **READ 180 Scholastic Reading Inventory (SRI)**—This report indicates student growth in reading and also provides information that can be used to determine if other interventions are needed.

**MCPS provides a variety of interventions for students who are at risk of not passing the HSA.**

- **HSA Prep Workshop**—Offered at all high schools, this course is designed to help prepare students to retake the HSA. The course includes materials to help students develop effective study skills and habits in reading, note taking, and analyzing documents. The course also provides practice in taking the HSA.
- **HSA Prep Online**—This is a collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations to help students understand the reasoning behind each question and each correct and incorrect answer.
- **READ 180**—This commercially developed reading intervention program is available in all but one high school and helps students develop their literacy skills.
- **Bridge Plan for Academic Validation**—MSDE implemented a new pathway to graduation for students who have not passed one or more HSA after two attempts. The Bridge Plan for Academic Validation provides eligible students with projects to complete that assess proficiency in each assessed area. Under the guidance of MSDE and MCPS, schools implemented a variety of interventions designed to guide students through completion of Bridge Plan projects.

**MCPS provides resources to support instruction.**

- **Achievement Steering Committees**—Central office special education supervisors, instructional specialists, and IRTs supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings and by developing and facilitating focused professional development activities for staff members who support students with disabilities.
- **Formative Assessments**—District wide formative assessments measuring MSDE indicators and matched to the curriculum provide opportunities each quarter to measure student progress in literacy skills, develop critical thinking in assessment situations, and target specific literacy concepts and skills that need re-teaching

**1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.**

Challenges are evident for students receiving special education, LEP, and FARMS services, as well as African American, and Hispanic students.

MCPS will continue to support accurate and timely identification of students who are at risk of not passing the HSA, offer varied interventions to meet the needs of all students, and provide resources to support students and teachers to ensure that all students meet the graduation requirement.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Interventions, job-embedded professional development, and data analysis/instructional planning support will continue to be provided to English teachers and English and special education resource teachers, as well as special educators teaching English courses and ESOL teachers.

**Based on the Examination of the 2009 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):**

- 1. Identify any additional challenges that are evident.**

Challenges are evident for students receiving special education, LEP, and FARMS services, as well as African American, and Hispanic students. Approximately 83.2 percent of students in the LEP subgroup had not yet taken or passed the English HSA by the end of their junior year. Other groups with large numbers of students who had not yet taken or passed the English HSA by Grade 11 were African American (30.2 percent), Hispanic (35.1 percent), Special Education (51.9 percent), and FARMS (41.4 percent). (Table 3.2)

- 2. Describe the interventions that the school system has in place to support students in passing the English HSA:**

- **How effective are they?**
  - **What evidence do you have of their effectiveness?**
  - **Include a discussion of corresponding resource allocations.**
- MCPS provides technology tools and training to ensure that students in danger of not passing the HSA are identified accurately and in a timely manner.
    - **Data Warehouse HSA Reports**—These data reports are sent to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming.
    - **Ninth- and Tenth-Grade Literacy Reports**—These data reports are accessed through *myMCPS* and include student performance data on the most recent MSA, PSAT, and Measures of Academic Progress-Reading (MAP-R) scores, and grades and exam scores for English 9 and English 10. Teachers and

- administrators use these reports to identify students who are underperforming and who may benefit from an intervention.
- **Achievement Series**—This scoring and data reporting tool contains student performance data on English exams, English formative assessments, and HSA practice tests. Student data can be disaggregated and analyzed to determine specific areas of need and to make instructional decisions, including matching appropriate interventions to address student needs.
  - **READ 180 Scholastic Reading Inventory (SRI)**—This report indicates student growth in reading and also provides information that can be used to determine if other interventions are needed.
- **MCPS provides a variety of interventions for students who are at risk of not passing the HSA.**
    - **HSA Prep Workshop**—Offered at all high schools, this course is designed to help prepare students to retake the HSA. The course includes materials to help students develop effective study skills and habits in reading, note-taking, and analyzing documents. The course also provides practice in taking the HSA.
    - **HSA Prep Online**—This is a collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations to help students understand the reasoning behind each question and each correct and incorrect answer.
    - **READ 180**—This commercially developed reading intervention program is available in all but one high school and helps students develop their literacy skills.
    - **Bridge Plan for Academic Validation**—MSDE implemented this pathway to graduation for students who have not passed one or more HSA after two attempts. The Bridge Plan for Academic Validation provides eligible students with projects to complete that assess proficiency in each assessed area. Under the guidance of MSDE and MCPS, schools implemented a variety of interventions designed to guide students through completion of Bridge Plan projects.
    - **MCPS Use of Research Based Reading Interventions for Special Education Students**—The Department of Special Education Services in collaboration with the Office of Curriculum and Instructional Programs has identified a variety of research based reading interventions to improve reading decoding and comprehension. Those interventions are:
      - Lexia
      - Read Naturally
      - Reading Assistant
  - **MCPS provides resources to support instruction.**
    - **Achievement Steering Committees**—Central office special education supervisors, instructional specialists, and IRTs supported school teams in the



improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings and by developing and facilitating focused professional development activities for staff members who support students with disabilities.

- **Formative Assessments**—District wide formative assessments measuring MSDE indicators and matched to the curriculum provide opportunities each quarter to measure student progress in literacy skills, develop critical thinking in assessment situations, and target specific literacy concepts and skills that need reteaching.
- **Best Practices for Instructing Students with Disabilities**—MCPS requires professional development for both general and special education teachers focusing on the core content areas including English. The professional development includes information on best practices in these areas of:
  - differentiation strategies
  - utilization of technology to access the English curriculum such as
  - Kurzweil
  - support of the speech and language pathologists who help students
  - understand the linguistic concepts in the English curriculum
  - utilization of paraeducators
  - collaborative planning for general and special education teachers
  - master scheduling to ensure a continuum of services
- **HSA Grant**— The Department of Special Education Services is implementing the HSA Grant to provide direct instruction to students with disabilities in English for one period per day in 15 high schools across the county.

3. **Describe what, if anything, the school system will do differently than in past years to address the challenge identified. Include a discussion of corresponding resource allocations.**

We will continue to support accurate and timely identification of students who are at risk of not passing the HSA, offer varied interventions to meet the needs of all students, and provide resources to support students and teachers to ensure that all student meet with graduation requirement.

To support students with learning disabilities, modified formative and summative assessments have been developed for English 10.

**Algebra/Data Analysis****Based on the Examination of AYP Proficiency Data for Algebra/Data Analysis (Table 2.6):****1. Describe where progress is evident. In your response, identify progress in terms of subgroups.**

2010 Adequate Yearly Progress (AYP) Mathematics calculations are based on Grade 12 student performance on the High School Assessments (HSAs), Modified (Mod) HSAs and substitute tests (Advanced Placement [AP] or International Baccalaureate [IB]) as well as 2010 Grade 10 student performance on the Alternate Maryland School Assessment (Alt-MSA). In 2010, 88.5% of test takers earned a passing score on the Alt-MSA, HSAs, Mod-HSAs or substitute test. When data are disaggregated by race and ethnicity, 95.2% of White students, 95.5% of Asian students, 82.1% of Hispanic students, and 76.5% of African American students earned a passing score. When data are disaggregated by service group, 78.1% of students receiving Free and Reduced-price Meals System (FARMS) services, 79.9% of students receiving limited English proficiency (LEP) services, and 60.5% of students receiving special education services earned a passing score.

**2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

- Provide technology tools and training to more accurately identify students in danger of not passing.
  - **Placement**—The Algebra 1 M-Stat team has developed a data based placement tool for school staff to use to ensure appropriate placement and define levels of support.
  - **Previous Performance**—Some students are identified for support as they enter the Algebra 1 course based on performance on prior course work and MSA data. Others are identified during the first semester as a result of performance in the course.
  - **Data Warehouse HSA Reports**—These data reports are sent to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming.
- Provide varied and tailored interventions to meet the needs of students.
  - **Interventions that are in place to support students required to pass this high school assessment in order to graduate.**

- **Double Period Algebra**—Double period Algebra 1 provides students with additional time and instruction to master course content.
- **Cotaught Classes**—Cotaught classes by general and special education teachers.
- **ESOL Support** —Classes that are supported by ESOL teachers.
- **HSA Prep Workshop**—HSA Prep Workshop is offered at all high schools; this course is designed to help prepare students to retake the HSA. The course includes materials to help students develop effective study skills and habits in reading, note taking, and analyzing documents. The course also provides practice in taking the HSA.
- **HSA Prep Online**—HSA Prep Online is a Web-based collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations to help students understand the reasoning behind each question and each correct and incorrect answer.
- **HSA Public Release Assessments**—Public release assessments from MSDE are available to teachers through Achievement Series, which allows teachers to quickly and easily score the items and receive student data immediately.
- **Algebra Online (MSDE)**—Online course developed by MSDE.
- **After-school Interventions**—After-school intervention programs, including the use of:
  - George B. Thomas Learning Academy After-school Program
  - Understanding Math Resource
  - Finish Line Resource
  - George B. Thomas Learning Academy Saturday School
- **High School Plus**—An extended-day program at all local high schools where students can retake a course, participate in classes for credit-recovery, or take a class that will allow them to work on a Bridge Plan project.
- **Math Interventions**—*Understanding Math*, a secondary intervention is available in 20 middle schools. *Above and Beyond with Digi Blocks* is available for schools with Learning for Independence (LFI) programs.
- **Achievement Steering Committees**—Central office special education and mathematics supervisors, instructional specialists, and IRTs supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities.

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Challenges are evident for students receiving special education and LEP services.

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.

We will continue to provide schools with data-analysis tools and training to more accurately identify students in danger of not passing the Algebra/Data Analysis HSA and utilize interventions to support students who are struggling to complete this requirement.

To support students with learning disabilities, Mod formative and summative assessments have been developed for Algebra 1. The assessments will be available systemwide for 2010–2011.

**Examination of 2009 High School Assessment Results for Algebra/Data Analysis (Tables 3.3–3.4):**

1. Identify any additional challenges that are evident.

Challenges are evident for students receiving LEP and special education services, revealing the need for more time for academic language and concept development. Approximately 50.6 percent of students in the LEP subgroup and 44.9 percent of students in the special education subgroup had not yet taken or passed the Algebra HSA by the end of their junior year. (Table 3.2)

2. Describe the interventions that the school system has in place to support students in passing the Algebra/Data Analysis HSA.

- How effective are they?
- What evidence do you have of their effectiveness?
- The following Interventions are in place to support students required to pass the Algebra/Data Analysis in order to graduate.
  - **Double Period Algebra**—Double period Algebra 1 provides students with additional time and instruction to master course content.
  - **Cotaught Classes**—Cotaught Classes by general and special education teachers.
  - **ESOL Support** —Classes that are supported by ESOL teachers.
  - **HSA Prep Workshop**—HSA Prep Workshop is offered at all high schools; this course is designed to help prepare students to retake the HSA. The course includes materials to help students develop effective study skills

and habits in reading, note taking, and analyzing documents. The course also provides practice in taking the HSA.

- **HSA Prep Online**—HSA Prep Online is a Web-based collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations to help students understand the reasoning behind each question and each correct and incorrect answer.
  - **HSA Public Release Assessments**—Public release assessments from MSDE are available to teachers through Achievement Series, which allows teachers to quickly and easily score the items and receive student data immediately.
  - **Algebra Online (MSDE)**—Online course developed by MSDE.
  - **After-school Interventions**—After-school intervention programs, including the use of:
    - George B. Thomas Learning Academy After-school Program
    - Understanding Math Resource
    - Finish Line Resource
    - George B. Thomas Learning Academy Saturday School
  - **High School Plus**—An extended-day program at all local high schools where students can retake a course, participate in classes for credit-recovery, or take a class that will allow them to work on a Bridge Plan project.
  - **Math Interventions**— **Math Interventions** *Understanding Math*, a secondary intervention is available in 20 middle schools. *Above and Beyond with Digi Blocks* is available for schools with Learning for Independence (LFI) programs.
  - **Achievement Steering Committees**—Central office special education and mathematics supervisors, instructional specialists, and IRTs supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities.
- The following data analysis tools are in place to support the timely and accurate identification of students at risk of not passing the Algebra/Data Analysis HSA:
    - Provide technology tools and training to more accurately identify students in danger of not passing.
    - **Placement**—The Algebra 1 M-Stat team has developed a data-based placement tool for school staff to use to ensure appropriate placement and define levels of support.
    - **Previous Performance**—Some students are identified for support as they enter the Algebra 1 course based on performance on prior course work

and MSA data. Others are identified during the first semester as a result of performance in the course.

- **Data Warehouse HSA Reports**—These data reports are sent to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming.

**3. Describe what, if anything, the school system will do differently than in the past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

We will continue to provide schools with data-analysis tools and training to more accurately identify students in danger of not passing and utilize interventions to support students who are struggling to complete this requirement.

I.D.i  
Maryland School Assessment/High School Assessment  
Biology

**Based on the Examination of 2009 High School Assessments (HSAs) for Biology (Tables 3.5, 3.6, and 3.9):**

**1. Identify the challenges that are evident.**

Overall, approximately 13.5 percent of enrolled Grade 11 students either had not taken or passed the Biology HSA by the end of their junior year. These students required preparation to meet this HSA graduation requirement in Grade 12, or met the requirement using one of the MSDE approved options. Approximately 52.1 percent of students in the LEP subgroup and 41.1 percent of Special Education students had not yet taken or passed the Biology HSA by the end of their junior year. Other groups with over 20 percent of students who had not yet taken or passed the Biology HSA by Grade 11 were African American (24.8 percent), Hispanic (26.8 percent), and FARMS (31.4 percent) (Table 3.6)

With 99.9 percent of 2010 graduates meeting the HSA graduation requirement, virtually all of the students who had not taken and passed the Biology HSA by the end of their junior year, met the requirement through one of the available options during their senior year. (Table 3.9)

**2. Describe the interventions that the school system has in place to support students in passing the Biology HSA. How are they effective? What evidence do you have of their effectiveness?**

A variety of interventions are in place to support student success on the Biology HSA. Interventions exist that support students who have already taken, but failed the HSA and students who are academically struggling prior to entering the Biology course. In addition to interventions for students, MCPS also has developed plans for supporting teacher use of data, building teacher content knowledge in biology, and increasing awareness of useful online resources.

**Curriculum and Courses**

The MCPS high school courses' curriculum was developed through collaboration with special education and English for Speakers of Other Languages (ESOL) staff to ensure appropriate strategies for differentiation to meet all students' needs are provided. MCPS has created courses and flexible course structures so that schools may develop appropriate interventions both before and after students take the Biology HSA.

- **High School Plus.** Many schools offer additional courses, including Biology, after the traditional school day in the High School Plus program. Students who have failed

- this course and have not been successful on the HSA are encouraged to retake the course through the High School Plus program when it is available at their school.
- **High School Assessment Workshop.** This high school course was offered as an intervention for students needing support prior to retaking any of the four HSAs, including Biology. This course is intended for students who have passed the associated HSA course, but have not passed the HSA.
  - **Course Sequence.** MCPS has a flexible course sequence to allow students to take Biology and other science courses when it is best for individual students. Matter and Energy is designed to provide a strong foundation prior to most students' entry into Biology; however, with the flexible course sequence, students may opt to take another science course such as Environmental Science or Chemistry to further their background in scientific concepts and processes prior to taking Biology.
  - **Bridge Plan for Academic Validation.** MSDE implemented a new pathway to graduation for students who have not been able to pass one or more HSA after two attempts. The Bridge Plan for Academic Validation provides eligible students with projects to complete that assess proficiency in each assessed area. Under the guidance of MSDE and MCPS, schools implemented a variety of interventions designed to guide students through completion of Bridge Plan projects.

#### **Data Analysis**

MCPS provides schools with several tools for identifying students in danger of not passing the HSA.

- **Matter and Energy Unit Assessments and Final Exams.** The majority of students take Matter and Energy the year before taking the Biology course. Matter and Energy provides a strong foundation for content and skills. Monitoring of performance against learning goals in Matter and Energy through unit assessments and semester exams supports early identification of students who may need support during or prior to taking the Biology course.
- **Achievement Series Biology Unit Assessments and Final Exams.** In 2009-2010 all high schools continued using Achievement Series, a data analysis system, for scoring Biology semester exams and end of unit assessments. Teachers use the instant analysis provided by Achievement Series reports to identify students who do not show understanding of key concepts assessed on the Biology HSA. Teachers can then provide reteaching and reassessment opportunities to students prior to taking the HSA.
- **HSA Monitoring Reports.** Every month, MCPS provides schools with a monitoring report, detailing individual student progress toward successful completion of the HSA requirements for graduation. Schools use the reports to identify which students need interventions. The reports also are disaggregated by the *No Child Left Behind Act of 2001* subgroups so that schools can quickly identify students in special populations that may need additional supports or interventions.



## Professional Development

Several opportunities for professional development were provided during ~~2008–2009~~ 2009-2010.

- **High School Science Resource Teacher Training.** Resource teachers received professional development on how to support their school teams in making connections between the Matter and Energy and Biology courses to support student achievement. Resource teachers received data analysis tools to support professional development at their schools. Additionally, professional development related to Universal Design for Learning (UDL) was provided throughout the year.
- **Governor's Academy for Biology.** Biology teachers are encouraged to attend the Maryland State Department of Education (MSDE) Governor's Academy for Biology to deepen their understanding of the Biology HSA, utilize offering of MSDE Biology resources, and develop effective teaching strategies for students.
- **Alt-HSA.** The MCPS central office science team collaborated with central office special education staff to design and deliver professional development workshops for special education teachers responsible for administering the Alt-HSA. Focus of these workshops included science content and assessment of mastery of concepts. Additionally, MCPS central office staff met with school teams to plan assessment tasks for students completing Alt-HSA.

## Resources

There are many resources for teaching biology content and concepts to students and an online resource is available to students and teachers through the Internet and may be accessed from home or from school.

- **HSA Prep Online.** This MCPS created website generates short quizzes using MSDE public release items from the Biology HSA. Students can practice answering questions similar to what may be expected on the HSA. Feedback on student performance informs students and their parents of the content or concepts they may need to relearn.
- **Differentiation.** The resources purchased to support science included two different textbooks to further support special education and ELL students; to reinforce the connections among reading, writing, and science; and to provide additional instructional strategies to teach specific science concepts.

3. **Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

We will continue to implement the variety of interventions listed above, utilize data analysis tools to identify student in danger of not passing as described above, provide professional development opportunities to teachers, and make other resources available online for students and teachers.

Maryland School Assessment/High School Assessment (continued)

Government

Based on the Examination of 2009 High School Assessments for Government (Tables 3.7-3.9):

**1. Identify the challenges that are evident.**

Overall, approximately 10.2 percent of enrolled Grade 11 students either had not taken or had not passed the Government HSA by the end of 2009, their junior year. These students required preparation to meet the HSA graduation requirement in Grade 12, or they met the requirement by using one of the MSDE available options. The LEP group had the largest percentage of Grade 11 students (61.4 percent) who had not taken or passed this HSA requirement by the end of their junior year.

Other groups with over 15 percent large of students who either had not taken or had not passed the Government HSA by the end of their junior year were African American (16.2 percent), Hispanic (21.5 percent), special education (30.7 percent), and FARMS (24.7 percent). (Table 3.8)

With 99.9 percent of 2010 graduates meeting the HSA graduation requirement, virtually all of the students who had not taken and passed the Government HSA by the end of their junior year, met the requirement through one of the available options during their senior year. (Table 3.9)

**2. Describe the interventions that the school system has in place to support students in passing the Government HSA. How effective are they? What evidence do you have of their effectiveness?**

A variety of interventions are in place to support student success on the Government HSA. Interventions exist to support students who have already taken, but failed the HSA and students who are academically struggling prior to entering the National, State, and Local Government (NSL) course. In addition to interventions for students, Montgomery County Public Schools (MCPS) also has implemented plans for supporting teacher use of data, building teacher content knowledge in government, and increasing awareness of useful online resources.

**Curriculum and Courses**

- **Curriculum Development.** As curriculum is revised and developed, the social studies team collaborates with staff who work with students receiving special education and ESOL services to ensure appropriate strategies for differentiation to meet all students' needs are provided. MCPS has created courses and flexible course structures so that

schools may develop appropriate interventions both before and after students take the Government HSA.

- **High School Plus.** Many schools offer additional courses after the traditional school day in the High School Plus program, including NSL Government, a social studies course. Students who have failed this course and have not been successful on the HSA are encouraged to retake the course through High School Plus when it is available at their school.
- **High School Assessment Workshop.** This high school course, offered during the school day, was created as an intervention for students needing support prior to retaking any of the four HSAs, including Government. This course is intended for students who have passed the associated HSA course, but have not passed the HSA exam.
- **Bridge Plan for Academic Validation.** MSDE implemented a new pathway to graduation for students who have not passed one or more HSA after two attempts. The Bridge Plan for Academic Validation provides eligible students with projects to complete that assess proficiency in each assessed area including Government. Under the guidance of MSDE and MCPS, schools implemented a variety of interventions designed to guide students through completion of Bridge Plan projects.

#### **Tools for identifying students in danger of not passing the HSA.**

- **United States History Final Exams.** Students take U.S. History the year before taking the NSL Government course. The countywide semester exam is matched to indicators and allows schools to identify students that may show early signs of a poorly constructed understanding of government. School staff use data from these semester exams to plan for needed interventions the following year.
- **Achievement Series NSL Government Final Exams and End-of-Unit Assessments.** In 2009-2010, all high schools continued to use Achievement Series, a data-analysis system, for scoring NSL Government semester exams. Teachers use the instant analysis provided by Achievement Series reports to identify students who are not showing understanding of key concepts assessed on the Government HSA. Teachers can then provide reteaching and reassessment opportunities to students prior to taking the HSA exam. In 2009-2010, all of the end-of-unit assessments were revised using data from Achievement Series as well as teacher feedback. The revisions aligned the items more closely to the MSDE assessment limits for the Government HSA.
- **HSA Monitoring Reports.** Every month, MCPS provides schools with a monitoring report, detailing toward successful completion of the HSA requirements for graduation. Schools use the reports to identify which students need interventions. The reports also are disaggregated by the *No Child Left Behind Act of 2001* subgroups so that schools can quickly identify students in special populations that may need additional supports or interventions.

#### **Support for Special Education and English Language Learner (ELL) Students**

- **ESOL United States History.** A strong foundation in U.S. History, particularly the Constitution, is an essential component of success on the Government HSA. Many ESOL students lack this foundational knowledge, particularly if they did not complete the U.S.

History course taught in Grade 8 social studies. The ESOL U.S. History course provides students with this foundational knowledge, building and strengthening their content knowledge, vocabulary, and conceptual understanding of democratic principles and practices.

- ***Social Studies Course Sequence for ESOL.*** Many schools delay the NSL Government course until the junior year for ESOL students. Implementing this sequence enables ESOL students to build essential vocabulary prior to taking the HSA exam.

### **Professional Development**

Several opportunities for professional development were provided during 2009-2010.

- ***New to NSL Government.*** Teachers who had not previously taught NSL Government were invited to attend a training early in the school year. The training focused on content knowledge, data analysis, and access to resources for teaching and reteaching.
- ***Governor's Academy for Government.*** NSL Government teachers are encouraged to attend the Maryland State Department of Education (MSDE) Governor's Academy for Government to deepen their understanding of the Government HSA and effective teaching strategies and to learn to use the MSDE Government online course. Although MSDE limits participation by county, 4 MCPS teachers were invited to attend.
- ***Focused Professional Development.*** Presentation and discussion of instructional strategies and differentiation was an element of professional development opportunities and were ongoing topics for professional development during high school and middle school resource teacher meetings. Particular attention was given to best practices for implementing and monitoring Bridge Plan Projects.

### **Resources**

Although there are many resources for teaching government content and concepts to students, the following online resources are available to students and teachers through the Internet and may be accessed from home or from school:

- ***HSA Prep Online.*** This MCPS created website generates short quizzes using MSDE public release items from the Government HSA. Students can practice answering questions similar to what may be expected on the HSA. Feedback on student performance informs students and their parents of the content or concepts they may need to relearn.
- ***MSDE Online Government Course.*** This online resource may be accessed by students and teachers. It provides lessons, explanations, vocabulary support, visual and auditory resources, and assessment opportunities. The resource has been shared frequently with social studies resource teachers and is highlighted at the *New to NSL Government* training.

- 3. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

We will continue to implement the variety of interventions listed above, utilize data analysis tools to identify student in danger of not passing as described above, and make online resources available to students and teachers as noted above. Currently, MCPS also is developing its own online NSL Government course to provide an additional resource for remediation, credit recovery, and HSA exam review and preparation.

**I.D.1**  
**HSA Graduation Requirement**

**Class of 2010**

Based on the Examination of Data for 2010 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

1. Describe your school system's results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

The High School Assessment Data (HSA) data for 2010 graduates show that Montgomery County Public Schools (MCPS) has succeeded in ensuring that students met the HSA graduation requirement. In 2010, 99.9 % of Grade 12 MCPS students met the HSA requirement; 81.8 % ( 8,299) met by passing all four HSA exams, 12.5 % ( 1,273) met using the combined score option, 4.9 % ( 496) met using the Bridge Plan for Academic Validation (Bridge Plan) and 0.7 % ( 71) met using the HSA Waiver.

The implementation of the Bridge Plan in MCPS was successful as well, with 2,519 passing projects in all four subject areas. As a result, 496 MCPS students met the HSA requirement through the Bridge Plan. Our success was attributable to an efficient process for scoring projects and reporting results and to dedicated school staff who served as project monitors HSA Team Leaders, and/or Bridge Plan contacts. This process ensured that students who failed projects received timely and specific feedback to enable them to resubmit their revised projects.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

The continued success of the implementation of the Bridge plan is attributable to several factors:

- Central coordination of instructional, budget, and technology efforts by an HSA committee that included representatives from most MCPS offices.
- Communication with school staff through each school's designated HSA Team Leader. Monthly meetings with the team leaders enabled us to disseminate important information and updates regarding the Bridge Plan and answer questions that school staff had regarding implementation.
- Continued development of our HSA Bridge Plan Site, a password protected intranet site that provided school and central staff with the Bridge Plan materials and resources, including the following:
  - Student projects and project monitor guides.
  - Training videos.
  - Communication materials designed for students, school staff, and parents.
  - Bridge Plan eligibility and profile reports.
  - Student planner that facilitates the tracking of student progress on projects, as well as the submission and scoring of those projects.

- Calendar of important dates.
- Establishment of a monthly project pick-up and scoring schedule.
- Flexibility in allowing schools to develop the means for project completion that worked best for them, including classes during the school day and after school in the High School Plus program.
- Funding for substitutes that allowed teachers to assist certified central services staff with scoring the projects each month and for project monitors to guide students toward completion of their projects.

3. Describe where challenges were evident.

The challenge of the Bridge Plan in our very large school system centers on our continuing fiscal crisis as we try to do as much for students as we have, or more, with less. Teachers and administrators often devoted extra time and resources as project monitors and school Bridge Plan contacts to guide students and oversee the completion and submission of student projects during a year of fiscal crisis when very little funding was provided by the state for the program.

Central services staff also spent a great deal of time planning for and implementing the Bridge Plan. Again, all of these additional duties came in another year of major budget cuts and scarce resources.

Special education students and English language learners often had limited time to complete HSA requirements through the Bridge Plan. Development of their language and academic skills often meant taking the HSAs later in their high school careers to ensure greater success. Therefore, when students did fail tests, they had limited time to complete the number of projects required to satisfy HSA graduation requirements.

High mobility rates in some schools provided extra challenges to staff as they worked with students to complete projects.

**Class of 2011**

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2010 (Table 3.11):

1. Identify the challenges that persist.

Approximately 89 % of rising seniors have met the HSA graduation requirement with 11 % needing to meet the requirement during the 2010-2011 school year. Of the group of students that have not yet met the HSA graduation requirement, approximately 56% need to pass two or more exams. School staff must continue in their persistent efforts to assist special education, ESOL, and FARMS students in HSA test preparations and in the completion of Bridge Plan projects as they work to meet the HSA graduation requirement.

Limited funding and the ongoing fiscal crisis will continue to provide challenges to MCPS as we continue our implementation of the BPAV. This coming year, we will not have the benefit of the HSA grant funds from MSDE that allowed us to provide additional staffing for

fifteen schools to run HSA workshops during the day. These workshops afforded students the opportunity to complete Bridge Plan projects and/or prepare for re-testing. Many of the seniors who still need to meet the HSA graduation requirement already have very little room in their schedules since they are working to meet credit requirements. The loss of the grant will put a greater burden on both students and staff to find alternative means of completing projects and preparing for assessments. Additionally, as a result of ongoing budget cuts, class sizes will increase this school year.

2. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocations.

Once again, MCPS has allocated funds for schools to offer both Bridge Plan workshops and HSA Test Preparation classes over the summer, at no cost to students, at local summer school sites. This plan allows students to work toward improving test scores and completing projects before the 2010-2011 school year begins. Summer classes also make it possible for students to focus on Bridge Plan projects without the pressure of a full schedule of classes.

Schools with the greatest number of students who have not met the HSA requirements will receive a differentiated allocation to offer HSA workshop sessions during the student day. This offers seniors the opportunity to prepare to take or retake the assessments and/or complete Bridge Plan projects as part of their regular daily schedule. Students often face multiple challenges as they enter their senior year, including the completion of required courses, along with Student Service Learning hours, and family demands that may include the need to work or care for younger siblings. By offering these workshops, we will help ensure that requirements are completed in a timely manner.

Beginning with the 2010–2011 school year, students must earn a minimum number of credits in English, math, science, and social studies in order to be promoted at each grade level. This measure will help to ensure that all students take and pass the required HSA-related courses prior to their senior year.

The following resources were allocated to support fulfilling the HSA graduation requirements.

<b>Bridge Plan Coordinator</b>	<b>\$120,320</b>
<b>High School Teachers (3.0 FTE)</b>	<b>\$229,897</b>
<b>Professional Part-Time</b>	<b>\$127,465</b>
<b>Supporting Services Part-Time</b>	<b>\$21,229</b>
<b>Substitutes</b>	<b>\$15,944</b>
<b>Stipends</b>	<b>\$16,875</b>
<b>Instructional Materials</b>	<b>\$7,000</b>
<b>TOTAL</b>	<b>538,730</b>



## I.D.iii Adequate Yearly Progress

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

### School System Improvement

This section must be completed **ONLY** by local school systems in improvement or corrective action.<sup>1</sup>

#### Instructions:

1. Local school systems in corrective action must provide an update on how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.

### School Improvement

#### **No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.**

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine if: (1) each school has made adequate yearly progress toward meeting State standards by 2013-2014; and (2) schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A funds<sup>2</sup>, including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the US Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the MOU signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels PreK-5, middle school grade levels 6-8, and combination schools PreK-8) that are the five lowest-achieving (or lowest 5 percent) of all Title I schools in improvement, corrective action, or restructuring in the State. "Persistently lowest-achieving Tier II schools" are those ***Title I-eligible*** secondary schools that are the lowest five percent of all secondary Title I-eligible schools in the State. "Persistently low-achieving Tier III schools are Title I schools in improvement, corrective action, or restructuring not identified as persistently low-achieving in Tier I.

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<sup>1</sup> Section 13A.01.04.08 of the Code of Maryland Regulations.

<sup>2</sup> This information is included in Attachment 7 of Part II.

A. Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

1. **Identify the challenges**, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the **corresponding resource allocations**, which will be made to ensure sufficient progress. **Include timelines** where appropriate.

Challenges:

- Increasing mathematics discourse in all grade levels
- Lack of evidence of effective collaborative planning
- Increasing student engagement
- Increasing differentiated instruction
- Providing an effective inclusion ESOL program at the elementary level
- Including effective feedback to students
- Educating our students about their accommodations
- Providing accommodations to our students on daily assignments as well as assessments
- Teaching vocabulary throughout the content areas

Changes and adjustments for Corrective Action Schools:

- Change in assistant principal
- Outside consultant for mathematics classes
- Book studies for increasing student academic vocabulary
- Change in Leadership Team members
- Focused, job-embedded professional development
- Focused support in educating all stakeholders on student accommodations
- Change in organizational structures

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

1. Describe the actions that the school system is taking including the changes or adjustments, and the **corresponding resource allocations** to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).
  - Describe actions that the school system took during the 2009–2010 school year.
    - Implemented monthly Achievement Steering Committees in each of the schools
    - Implemented monthly or quarterly Enhanced School Improvement Team meetings in each of the schools
    - Supported the development and implementation of the School Improvement Plans
    - Implemented Instructional Program Reviews in mathematics, special education, reading, and ESOL
    - Provided job-embedded professional development in the area of increasing the use of mathematics vocabulary among the content areas; co-planning and co-teaching; differentiation of instruction

- Provided professional books for schoolwide book studies that included a facilitator and technological support
  - Provided job-embedded professional development for increasing the use of academic vocabulary among the content areas
  - Observed classroom teachers and provided direct, meaningful feedback
  - Mentored students
  - Assisted with the implementation of mentoring programs
  - Provided facilitators for the root cause process
  - Provided summer ELL Professional Development for co-teachers
  - Provided AYP grant for co-planning between special education and content teachers
- Describe the actions that the school system will take once school improvement status is determined for the 2010–2011 school year.
- Coordinate Central Office staff member supports for identified schools
  - Implement monthly Achievement Steering Committees (ASCs) for schools in Year 2 of School Improvement, and Enhanced School Improvement Teams (ESIT) for schools on Alert or in Year 1 of School Improvement
  - Support the development and implementation of Baldrige-guided School Improvement Plans (BGSIP)
  - Implement Instructional Program Reviews in mathematics, special education, reading, and ESOL
  - Provide job-embedded professional development for increasing the use of mathematics vocabulary among the content areas; co-planning and co-teaching; differentiation of instruction
  - Provide professional books for schoolwide book studies that include a facilitator and technological support
  - Provide job-embedded professional development for increasing the use of academic vocabulary among the content areas
  - Observe classroom teachers and provide direct, meaningful feedback
  - Mentor students
  - Assist with the implementation of mentoring programs
  - Provide facilitators for the root cause process
  - Provide summer ELL Professional Development for co-teachers
  - Provide AYP grant for co-planning between special education and content teachers
  - Provide AYP grant for co-planning between special education and mathematics content teachers
  - Work with Leadership Teams to develop a meaningful, purposeful BGSIP that results in an increase in student achievement

C. Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):

1. Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.

Not Applicable

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, all school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

### **School System Improvement**

This section must be completed **ONLY** by local school systems in improvement or corrective action.<sup>3</sup>

#### Instructions:

2. Local school systems in corrective action must provide an update on how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.

This section is not applicable since Montgomery County Public Schools (MCPS) as a district is not in school improvement or corrective action for the Fiscal Year 2010–2011.

### **School Improvement**

#### **No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.**

Under the No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine (1) if each school has made adequate progress toward all students meeting or exceeding the standards by 2013-2014, and (2) if a school has narrowed the achievement gap. In conjunction with the local school system, the state also reviews the effectiveness of each school's actions and activities that are supported by Title I, Part A funds,<sup>4</sup> including parental involvement and professional development.

- A. Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):
  2. Identify the challenges, including those specific to Title I schools, in ensuring schools make Adequate Yearly Progress. Describe the changes or adjustments and the corresponding resource allocations that will be made to ensure sufficient progress. Include timelines where appropriate.

It is important to note that no Title I schools in MCPS are identified for any level of school improvement, and 10 Title I schools were identified for local attention as a result of not achieving Adequate Yearly Progress (AYP) for one year. Data show that 23 elementary schools are in the Focused Needs Pathway, 4 elementary schools are in the Comprehensive Needs Pathway, and 9 middle schools were identified in the Focused Needs Pathway. All of these schools were identified for "Local Attention."

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<sup>3</sup> Section 13A.01.04.08 of the Code of Maryland Regulations.

<sup>4</sup> This information is included in Attachment 7 of this document.

The most difficult challenge faced by Title I and other highly diverse schools relates to meeting the needs of the Limited English Proficiency (LEP) students who must take the state assessments, regardless of their English proficiency. Given that research shows it takes from 5 to 7 years to develop academic language, schools provide strategic support for our most vulnerable learners to ensure that each student subgroup meets or exceeds the Annual Measurable Objective and the school achieves AYP.

The Baldrige-guided School Improvement Process (BGSIP), an ongoing and in-depth analysis of student performance data and the strategic use of interventions based on data, are key factors in ensuring all students meet state standards. MCPS provides formative course-embedded assessments, as well as summative assessments, to monitor student progress and develop prediction models that are used to match the instructional needs of students.

The Office of School Performance (OSP) works in collaboration with other offices to ensure that schools receive the training, technical support, and human and material resources necessary to improve student performance and meet AYP goals. For Developing Comprehensive Needs or Developing Focused Needs Schools in Year 2 of School Improvement or Corrective Action (currently, 5 MCPS schools have been identified), an Achievement Steering Committee (ASC) is used to assist schools in achieving AYP. Two middle schools have been identified for School improvement Year 1, Developing Focused Needs, and 3 middle schools have been identified for School Improvement Year 1, Developing Comprehensive Needs. For these schools, an Enhanced School Improvement Team (ESIT) is used to assist schools to achieve AYP. ASCs and ESITs are explained in B.1 and B.2 below. In addition, community superintendents and directors of school performance review and provide feedback on all BGSIPs.

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

2. Describe the actions that the school system is taking to ensure that the No Child Left Behind and Title I requirements for schools identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) are being addressed.
  - Describe actions that the school system took during the 2009–2010 school year.

During the 2009–2010 school year, MCPS coordinated school improvement assistance to schools in improvement or corrective action through the Office of School Performance’s (OSP) chief school performance officer, community superintendents, directors of school performance, and the academic achievement specialist. In addition, technical assistance and direct school supports were provided for these schools identified as in need of improvement as they worked to achieve AYP and meet NCLB requirements through a two-tiered approach—an Enhanced School Improvement Team (ESIT) or an Achievement Steering Committee (ASC).

ESITs were developed and implemented to address performance concerns of schools identified in Local Attention or in Year 1 of School Improvement. School administrators, leadership team members, and staff from OSP and other central offices were included on the teams. The goals of an ESIT are to strengthen the local school’s ability to examine and analyze data, develop a comprehensive school improvement plan and action plans using Baldrige processes, and use the information to drive changes in instructional practices that will result in increased student performance. ESITs met on a consistent and predetermined schedule established for the school year.

The purpose of an ASC is to provide consistent support to schools identified with Developing Focused Needs/Developing Comprehensive Needs in improvement for three or more years with the goal of achieving AYP. Our data indicates that:

- 2 middle schools were identified for School Improvement Year 1 Developing Focused Needs
- 3 middle school were identified for School Improvement Year 1 Developing Comprehensive Needs
- 1 elementary school was identified for School Improvement Year 2 Developing Focused Needs
- 2 middle schools were identified for School Improvement Year 2 Developing Focused Needs
- 2 middle schools are in Corrective Action Developing Comprehensive Needs

ASCs are a collaborative effort between OSP, various MCPS offices, and identified schools. Through monthly meetings, school and central office staff members use structured processes to identify the focus, deliverables, and action plans that include a timeline and monitoring schedule to achieve the established outcomes which address performance concerns on the Maryland School Assessment (MSA) and High School Assessment (HSA). ASCs provide the forum for a structured monthly review of the school improvement action plans and provide focused support in the following five key areas:

1. Identifying root causes
2. Identifying possible solutions
3. Implementing solutions
4. Monitoring and evaluating implemented solutions
5. Revising actions to improve student achievement using the results of Step 4

As noted above, the BGSIP process is critical to the identification of those strategic actions that will enable schools to achieve AYP and exit school improvement. The ASC process is consistent with the recommended pathways of the BGSIP.

3. Describe the actions that the school system will take once school improvement status is determined for the 2010–2011 school year.

MCPS will use the ASC and ESIT process as a way to implement and coordinate the system of supports required for schools to achieve success. ASC and ESIT school improvement structures used in MCPS are flexible enough to meet the needs of schools in the various stages of school improvement as the work of the respective teams is aligned with identified school needs. We believe the spirit of collaboration and shared responsibility is a vital component of successful school improvement. The ASC focuses on the following processes:

1. Establishing the purpose of an ASC and sustaining a positive climate through collaborative efforts
2. Creating a professional learning community of stakeholders committed to continuous school improvement for all students
4. Establishing high expectations for all stakeholders, focusing on data-driven decision making
5. Engaging school-based and central office staff members and parents in the ASC membership
6. Planning ASC meetings that address the BGSIP goals/objectives, action plans, and processes
7. Implementing the BGSIP with frequent monitoring and holding stakeholders accountable for results

An ASC provides strategic support to enhance the school’s ability to achieve AYP by meeting the annual measurable objective in each student subgroup, as measured by the MSA or the HSA. ASCs are first and foremost based on a spirit of collaboration with all stakeholders making a commitment to be accountable for student achievement. The climate of the meetings is one of collective inquiry with all participants bringing their particular expertise to the table. When analyzing student achievement data, data from classroom visits, or examining school processes, all ASC members are encouraged to actively engage in the discussions, to offer additional goal-focused support, to identify resources, and to respectfully share ideas and suggestions that contribute to a climate of respect.

Under the direction of the chief school performance officer, the academic achievement specialist will collaborate with community superintendents and offices in MCPS to assign central office staff members to ASCs in relationship to the needs of the schools. Membership decisions are based on the belief that smaller groups foster more focused discussion than larger groups and provide an opportunity to build trusting relationships and collaboration that will lead to success. Central office representatives may include administrators or instructional specialists from key offices, but are not limited to this listing:

- Department of Family and Community Partnerships (DFCP)
- Office of Curriculum and Instructional Programs (OCIP)
- Office of Human Resources and Development (OHRD)
- Office of Shared Accountability (OSA)
- Office of School Performance (OSP)
- Office of Special Education and Student Services (OSESS)
- Chief Technology Officer (CTO)

Community superintendents will work directly with school administrators to identify school-based staff members. It is recommended that parents are included as participants on ASCs. Employee organizations, including the Montgomery County Education Association, Montgomery County Association of Administrators and Principals, or the Service Employees International Union Local 500, also may be represented as ASC members.

**Roles and Responsibilities of ASC Members:**

<b>School-based Staff</b>	<b>Central Office-based Staff</b>
Principal selects participants in collaboration with school leadership, community superintendent, and director of school performance.	After collaborating with school staff members, the community superintendent and/or the director of school performance submits requests for representation to the chief school performance officer, who coordinates the requests and forwards the requests to the respective associate superintendents.
Attend and participate fully in ASC meetings.	Attend and participate fully in ASC meetings.
Conduct root cause analysis to guide development of BGSIP.	Support school in collecting and analyzing data and completing the root cause analysis.
Collect, analyze, and present data at ASC meetings.	Support school with collection, analysis, and presentation of data at ASC meetings.
Collaborate with central office-based staff	

members in response to offers of support.	Provide expertise and offers of assistance.
Follow-up on action items.	Follow up on action items.
Set up meeting space.	Not applicable.
Prepare any materials required for the meeting; provide agendas.	Provide support for the preparation for the meeting.
Share problems the school is having.	Participate in collaborative discussions with staff members to problem solve.
Collaborate to determine when a recommendation becomes an action item.	Collaborate to determine when a recommendation becomes an action item.

Specific meeting processes are key to planning for, conducting, and providing follow up on the work of the ASC. These processes include scheduled time for school and OSP staff members to meet to develop and distribute a structured agenda in advance of the ASC meeting. Meeting notes, action items, and a summary of the meeting evaluation are sent to stakeholders within a few days of the ASC meeting. In order for the work of the ASC to be integrated into the life of the school, notes and action items are discussed at the next school leadership team/instructional council agenda. Leadership team/instructional council members share information with school staff members and gather updates to be presented at their next meeting. A progress update will be shared at a subsequent ASC meeting. Thus, a cycle of communication is established.

#### Relationship of Peer Reviews to the BGSIP

Both the federal *Elementary and Secondary Education Act—No Child Left Behind Act of 2001* (NCLB) and the *Code of Maryland Regulations* (COMAR) require that a two-year BGSIP be developed by schools as they enter school improvement, that the BGSIP include eight specified components, and that a peer review be conducted. One ASC meeting is scheduled as a peer review of the BGSIP early in the school year in compliance with these federal and state mandates. The purpose of the review is to assist schools as they establish a roadmap for all students to be proficient in reading and mathematics by the 2013–2014 school year.

#### Comprehensive Integrated Supports for Schools in Improvement or Corrective Action

While ESITs and ASCs are identified as critical strategies which contribute to the exit of our schools from improvement status, additional supports aligned to the needs of the schools are provided. These include programs, differentiated staffing, instructional interventions, and professional development. The chart below summarizes examples of supports that are aligned with school needs.

<b>Programs/Resources</b>	<b>Staffing</b>	<b>Instructional Interventions</b>	<b>Professional Development</b>
<b>School Improvement Planning</b> Baldrige-guided School Improvement Planning  <b>Programs</b> Middle School Reform (MSR) program Middle School Magnet	<b>Differentiated Staffing</b>  Math Content Coach Literacy Specialist	<b>Reading</b>  Read 180 Corrective Reading Wilson Reading Program Reading Assistant	Job embedded and on-going training aligned with identified needs and in alignment with central professional development initiatives



<p>Consortium program Math Forum Understanding Math Middle Years International Baccalaureate program Extended Learning Opportunities—summer and extended day George B. Thomas Learning Academy</p> <p><b>Differentiated Assistance</b> Achievement Steering Committee Central administrators and specialists (including academic achievement specialist, middle school specialists, staff development specialists, curriculum or program specialists, special education specialists, ESOL specialists, accelerated and enriched instructional specialists) Targeted instructional program reviews, observations, and follow up</p> <p><b>Professional Development</b> Middle School Reform Professional Learning Communities Institute School Leadership Team Institute</p> <p><b>Specialized Courses and Embedded Assessments</b> Rigorous courses aligned with the needs of the adolescent learner Content area formative assessments embedded in the curriculum Standardized summative assessments</p> <ul style="list-style-type: none"> <li>- MAP-R</li> <li>- MSA/HSA</li> </ul>	<p>Hours Based Special Education Staffing</p> <p>Staff development teacher Academic intervention</p> <p>Magnet program coordinator</p>	<p><b>Mathematics</b> Navigator FASST Math</p> <p><b>Customized Skills Program</b> Skills Tutor Study Island Soliloquy</p>	
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<p>- Read 180</p> <p><b>Data Monitoring</b> myMCPS Strategic Monitoring Tools Prediction models</p> <p><b>Instructional Technology</b> Promethean boards and related instructional technology</p> <p><b>Parent Outreach</b> Family and Community Partnerships—parent community coordinators Parent Academy Study Circles</p>			
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## I.D.iv Attendance Rates

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of the Attendance Data (Table 5.5)

- 1. Describe where progress in increasing attendance rates is evident. In your response, identify progress in terms of grade band(s) and subgroups.**

Since 2003–2004, MCPS has met the MSDE satisfactory standard of 94 percent attendance rate for all students. In 2009-2010, MCPS exceeded the MSDE satisfactory standard of 90 percent with a rate of 95.4% for all students. Students in all grade bands met the target: elementary schools (95.4%), middle schools (95.3%), and high schools (95.4%). All subgroups in all grade bands met or exceeded the 90% satisfactory attendance rate.

- 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.**

Since attendance is used at the elementary and middle levels to calculate AYP and has a direct impact on the graduation and dropout rates at the high school level, schools actively monitor student attendance. Each month, schools receive an attendance-report of all students. Students whose absences have reached 20 percent or more are specifically identified on one list. Additionally, each school receives a report identifying all of their students who have 10 percent or more unexcused absences and a listing of all students who have a total absence rate of 20 percent or more. School staff members examine each case and recommend interventions to improve school attendance. If school-level interventions are not successful in improving the student's attendance, the case is referred to the pupil personnel worker for intervention.

If no improvement is achieved and the student's unexcused absences are greater than 20 percent for that point in the school year, the school administrator refers the case to the Interagency Truancy Review Board (TRB). The TRB is comprised of staff members from several offices within MCPS, the Department of Health and Human Services, the Department of Juvenile Justice, the Department of Police, the Housing Opportunities Commission, and the State's Attorney's Office. The purpose of the TRB is to motivate parents of habitually truant students to send their children to school. The TRB often develops an attendance contract to ensure this happens; if there is no improvement, the TRB may recommend the case be referred to the State's Attorney's Office.

- 3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.**

Addressing the needs of students with chronic attendance problems is an on going challenge and schools monitor the attendance of all individual students and all subgroups. Of particular concern are cases in which students are absent for 10–19 percent (attendance rates of 81–90 percent) of the school year. These students are in danger of being considered habitually truant, which is a 20 percent or greater unexcused absence rate. MCPS has revised its data collection system to ensure that all students are counted regarding attendance, even if they attend multiple schools in the same school year. Seventy-nine percent of students referred to the TRB in 2009–2010 were African American or Hispanic. Because truancy is nearly always related to other problems in a student’s life, families who are referred to the TRB often have many needs. For this reason, the TRB includes staff from the Pupil Personnel Services Unit and Court Liaison Unit of MCPS; Child Welfare Services, School Health Services, and Adolescent Mental Health Units of the Montgomery County Department of Health and Human Services; a case worker from the Department of Juvenile Justice; an officer from the Department of Police; a case worker from the Housing Opportunities Commission; and an assistant state’s attorney from the State’s Attorney’s Office. This allows the TRB members to not only problem solve with the student/family, but also to offer services and resources.

- 4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.**

Beginning with the 2009–2010 school year, in addition to reporting students who are absent 20 percent or more of the school year, MCPS has provided schools with information on which students had unexcused absences for 10–19 percent of the school year. This information is included in the monthly attendance report and allows schools to collaborate with their pupil personnel worker to proactively address attendance issues before students reach the level of truancy. Additionally, to avoid delays in working with students and families regarding truancy issues, cases are scheduled to go before the TRB in the same month they are referred. Members of the TRB, if necessary, increase their time commitment to ensure that all cases are heard within the timeframe. MCPS implemented the Truancy Court Program, a grant funded program from the University of Baltimore Law School’s Center for Families, Children and the Courts, in two middle schools, Francis Scott Key Middle School and Neelsville Middle School for the 2009-2010 school year.

**I.D.v**  
**Graduation Rates and Dropout Rates**

**No Child Left Behind Goal 5: All students will graduate from high school.**

**No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.**

**No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.**

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

**Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):**

**Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.**

In 2010, MCPS continued to exceed the MSDE satisfactory graduation standard of 85.5%, with a rate of 90% for all students. The following groups not only met the satisfactory rate, but demonstrated increases: 85.8% for African American students with a 4.2 percentage point increase; 96.4% for Asian students with a 1.0 percentage point increase; 95.3% for White students, with a 2.2 percentage point increase; 92.3% for female students with a 3.0 percentage point increase; and 87.9% for male students with a 2.5 percentage point increase. .

Students in the following subgroups did not meet the state's satisfactory graduation standard of 85.5%: American Indian/Alaskan Native (83.3%), Hispanic (79.3%), Free and Reduced-price Meal System (FARMS) (83.9%) limited English proficient (LEP) (70.7%), and special education (81.1%). While not meeting the target, the graduation rate for American Indian/Alaskan Native students increased by nearly 8.0 percentage points from 2009 to 2010.

Progress was made by the following subgroups although they did not meet the state's satisfactory graduation rate of 85.5%: American Indian/Alaskan Native (83.3%), with an increase of 8.0 percentage points; FARMS (83.9%) with an increase of 2.6 percentage points, Hispanic (79.3%) with an increase of 2.2 percentage points; and special education (81.1%) with an percentage point increase of 0.6.

MCPS continued to meet the state's satisfactory dropout rate of 3.54 with a (1.98%) rate for all students, decreasing the 2010 rate by 0.7 percentage point.

The rate for African American students was 2.81% with a decrease of 1.0 percentage point; Asian students 69% with a decrease of 0.3 percentage point; White students (.98%) with a decrease of 0.4 percentage point; FARMS students (3.0%), with a decrease of 1.5 percentage points; Special Education students (2.95%) with a 0.8 percentage point decrease; female (1.55%), and male students (2.38%) with decreases of 0.6 and 0.9 percentage points, respectively. The system continues to focus on implementing strategies to increase graduation rates and decrease dropout rates for the following subgroups: Hispanic, FARMS, LEP, and Special Education.

**1. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.**

MCPS utilizes a variety of instructional and intervention strategies to assist students in having positive and successful experiences in school.

Judy Centers, prekindergarten programs, and full-day kindergarten are examples of programs that are in place to help students have a strong start in their educational programs.

**Collaborative problem-solving strategies**—All schools implement collaborative problem-solving strategies to address academic and behavioral issues that impact student learning. Through this process, staff members develop, implement, and evaluate interventions and monitor student progress.

**Positive Behavioral Interventions and Supports (PBIS)**—MCPS schools are continuing their efforts to implement PBIS in all schools in order to increase capacity to support students who present behavioral challenges. MCPS is shifting from traditional responses of solving problem behaviors through suspension and exclusion to an approach that emphasizes the development of specially designed interventions based on functional-behavioral assessments to improve the school climate. School teams involving school counselors and others, enable students to increase their time in classes, thus increasing the likelihood of student academic success.

**Gateway to College (GTC)**—The Gateway to College<sup>®</sup> program at Montgomery College serves at-risk youth, 16 to 20 years old, for whom high school completion is at risk, and/or who have stopped attending Montgomery County Public Schools. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students accumulate high school and college credits simultaneously, earning their high school diploma while progressing toward an associate degree or certificate. Gateway to College students learn how to succeed in an educational setting under the guidance of a caring team of instructors and student support specialists with experience and commitment to at-risk youth.

In their first term, students learn in a cohort (group of students who take classes together). The cohort experience builds their academic and personal skills, preparing them for college courses on the comprehensive college campus. In addition to reading, writing, and mathematics, cohort students take a career development class to help focus their academic goals, and a college survival and success class to learn how to take effective notes, study for tests, and juggle school, work, and family life.

**Student Services Support**—All students have the benefit of a school counselor who monitors student progress in course completion and credit completion. Pupil personnel workers and school psychologists provide consultation, support, resources, and direct services to students and their families. When appropriate, these staff members are instrumental in the completion of functional behavioral assessments and behavioral interventions plans. Student services staff work to ensure a positive and successful school experience for every student.

**Data Monitoring**—MCPS monitors academic, attendance, and behavioral data to identify students in need of support. In addition to the monitoring done by classroom teachers on a daily basis, the Honors Advanced Placement Identification Tool (HAPIT) is an example of a tool developed by MCPS to examine a variety of data points for each student to determine/verify the appropriateness of course levels. Not only does this tool assist staff members in determining when more rigorous coursework is appropriate, it also can be used to reveal areas of need so that struggling students receive interventions and supports.

**Extended-time and Extended-day Programs**—These programs provide additional instructional time to students who are struggling with academic performance in order to accelerate students' mastery of reading, language arts, and mathematics skills.

**Alternative Programs**—MCPS operates direct instruction and intervention programs for middle and high school students who are unsuccessful in their home/comprehensive schools.

- Level 1 programs are provided in every secondary school. These home school programs provide direct instruction and intervention strategies to students who require support with behavior, motivation, attendance, academics, social, and emotional skills.
- Level 2 programs are available for students who are not successful in their home schools, even with the support of a Level 1 program. These programs provide academic instruction as well as behavioral and social skills instruction. The goal of Level 2 programs is to provide students with the skills needed to successfully return to their home school.

- Level 3 programs are available to students who are involved in serious disciplinary action and are placed in the programs in lieu of expulsion.

**High School Plus**—High School Plus is a program that allows students who have failed a course required for graduation to retake that course for credit, or participate in a shorter credit recovery program in their home school.

**The Online Pathway to Graduation (OPTG)** is a program that enables former Montgomery County Public School (MCPS) students, no longer enrolled in an MCPS high school, and currently enrolled seniors in need of three credits or fewer, to meet the academic requirements for a Maryland High School diploma through online courses. OPTG is a complement to the existing High School Plus program. The goal of both programs is to provide additional opportunities for students to gain course credits. The instruction in OPTG classes is delivered online and participants work at their own pace from any internet accessible location. As participants successfully complete each course, credit is awarded. Participants are responsible for completing all Maryland and MCPS graduation requirements, including High School Assessment and student service learning requirements.

**Truancy Review Board**—The Truancy Review Board is an interagency group that works with students and their families to address truancy.

**Truancy Court Program** – Truancy Court Program, a grant funded program from the University of Baltimore Law School’s Center for Families, Children and the Courts, in two middle schools, Francis Scott Key Middle School and Neelsville Middle School for the 2009–2010 school year.

**MCPS Student Withdrawal Interview** —During the interview, school staff present instructional interventions and alternatives available to encourage the student to remain in school.

**Phased-in Closing of Learning Centers**—The Department of Special Education Services is moving forward with phasing out all secondary learning centers in order to address the achievement gap between students in secondary learning centers and their disabled peers not in learning centers. School counselors are integral in ensuring that students formerly enrolled in learning centers have appropriately challenging schedules with adequate supports that will enable these students to graduate.

**Partnership with MCPS ESOL/Bilingual Services and the Department of Student Services**—Seven school-based English for Speakers of Other Languages (ESOL) counselors are assigned to 19 high schools with ESOL centers, and six middle schools with Multidisciplinary Education Training and Support (METS) programs on an



itinerant basis in order to increase the capacity of school counseling departments to serve all ESOL students. Both ESOL counselors and school counselors work with ESOL students to achieve success in school by providing support and resources to keep students on track for graduation.

**2. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.**

The following subgroups did not meet the state's satisfactory graduation standard of 85.5%, however, progress was evident: American Indian/Alaskan Native (83.3%), with an increase of 8.0 percentage points; Hispanic (79.3%) with an increase of 2.2 percentage points; FARMS (83.9%) with an increase of 2.6 percentage points, and special education (81.1%) with an increase of .6 percentage points. The graduation rate for LEP students dropped 8.0 percentage points to a rate of 70.7%

Although the following two groups exceeded the satisfactory drop out standard of 3.54%, both groups made progress: LEP (5.02%) with a decrease of .8 percentage point; and Hispanic (3.72%), with a decrease of 1.5 percentage points.

**3. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.**

MCPS is experiencing an increase in the number of high school-aged students from Central American countries with limited formal education who are entering the school system for the first time. This is reflected in the dropout rate for both Hispanic and limited English proficient (LEP) students. Given this changing demographic, the system has enhanced its programming and practices to expand early intervention strategies, to increase the number of extended instructional opportunities, to support students and their families in addressing issues that impede school success, and to offer alternative pathways to a high school diploma. The programs listed above in #2 provide a continuum of services that range from programs for all students to targeted programs for identified groups. MCPS will continue to support and enhance these programs in our effort to further reduce the number of students who drop out of school.

As MCPS anticipates the 2012 implementation of the new federal reporting requirements for graduation, the deputy superintendent of schools established two strategic initiative project teams to address issues related to graduation. One team will focus on the potential impact of the new reporting regulation and will design tools to support schools to monitor and meet the graduation requirement. The second team will focus on dropout prevention and truancy. They also will review relevant research to make programmatic recommendation so all schools achieve or exceed the annual graduation rate goals established by MSDE.

**No Child Left Behind GOAL 3: By 2005–2006, all students will be taught by highly qualified teachers.**

**No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, and in the aggregate and in “high poverty” schools.**

**No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.**

Under the *No Left Child Behind Act* (NCLB), local school systems are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified (HQ) teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the state and low-poverty schools as schools in the bottom quartile of poverty in the state. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

### **Plans for Reaching the 100% Highly Qualified Teacher Goal**

#### **A. Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1 – 6.3):**

##### **1. Describe where progress is evident.**

Montgomery County Public Schools (MCPS) continues to increase the percentage of core academic subject classes taught by HQ teachers annually and will continue to strive towards the goal of 100 percent compliance. As of December 1, 2009, 96.8 percent of MCPS core academic classes were being taught by teachers who are designated “highly qualified.” This is an increase of 2.8 percentage points from 94 percent of the classes taught by highly qualified teachers on December 1, 2008.

This year, per changes in MSDE guidelines, elementary classes were grouped by subject area which included math, English, science, and social studies resulting in more accurate reporting. In addition, MCPS reported general music, instrumental music, art, and ESOL separately.

By making principals aware of appropriate CAS assignments and with the use of the MCPS data warehouse report which reflects each educator’s credentials, MCPS has fewer invalid grade assignments and out-of-field (invalid subject certification) assignments.

**2. Identify practices, programs, or strategies and the corresponding resource allocation to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?**

- a. Since March 2004, MCPS has provided the following NCLB information/workshops to MCPS principals and to educators teaching core academic subjects:
  - Detailed NCLB requirements and notices distributed throughout the system were posted in the MCPS *Bulletin*, on the certification website, and through the Montgomery County *Education Association* (MCEA).
  - Individual notices related to targeted groups such as those teaching out-of-field and specifically to those who have not yet met HQ requirements.
  - Workshops for special educators and ESOL educators to support completion of the High Objective Uniform State Standard of Evaluation (HOUSSE).
  - A data warehouse report which provides certification and HQ designations of each educator.
  - Reimbursement for PRAXIS II content tests and for graduate coursework that results in the HQ designation.
  - Memorandums to all principals reminding them of the importance of staffing only highly qualified educators in core academic assignments.
- b. Conditionally certified teachers who fail to meet certification requirements as defined by MSDE are terminated.
- c. Special education staff implemented more inclusion models, which resulted in shared teaching assignments with a special education teacher and regular educator who is HQ in the CAS.
- d. ESOL staff developed strategies to ensure that only ESOL teachers with HQ designations in the appropriate CAS are teaching the CAS.
- e. As of July 1, 2010, the offices of Human Resources and Organizational Development merged into the Office of Human Resources and Development (OHRD). With this merger, blended MCPS staff will have better oversight over the NCLB requirements and will continue to use various strategies to ensure that the number of highly qualified teachers teaching CAS increases yearly.
  - i. Principals are provided data, updated daily, showing each teacher's certification status and HQ designations, which assists them in making informed decisions about teacher assignments.
  - ii. Using the new "employee summary" screen in the Human Resources Information System, staffing coordinators are able to make informed decisions about transfers and return from leave assignments.
  - iii. The certification/highly qualified status of voluntary, involuntary, and return-from-leave employees are shared with principals who work with OHRD for appropriate placements.
  - iv. Conditionally certified teachers are no longer contracted unless the director of staffing grants approval, and only for critical shortage areas.

- v. Special educators who are not yet HQ are reviewed for compliance and encouraged to complete the necessary coursework or testing to be designated HQ.
- vi. Educators who are teaching out-of-area are informed of the necessary testing or coursework to become HQ.
- vii. OHRD staff scheduled targeted recruitment trips to colleges/universities whose graduates have completed programs that meet NCLB HQ requirements.
- viii. OHRD has developed and implemented university partnership programs to produce more HQ teachers in critical shortage areas.

**3. Describe where challenges are evident.**

- a. Some special education teachers are teaching core academic subjects to special education students without the necessary content certification. Although the special education staff continues to address these issues through inclusion models, this continues to be a concern since special education is a critical shortage area. It is difficult to hire enough special education teachers as well as find those who also have content certification because few special education teachers are dually certified. Therefore, most special education teachers are expected to add one or more core academic subject areas through testing, content expertise, or the HOUSSSE rubric. Although the HOUSSSE rubric is accommodating to experienced teachers, those newer to the local school system are unlikely to qualify. In addition, because most special education programs include coursework related to assessment and strategies for teaching special education students rather than content expertise, it is difficult for special educators to pass content tests or to have completed already enough content coursework to qualify under these options. MCPS continues to encourage the college partnership program applicants to obtain certification in both special education and at least one core academic subject.
- b. The ESOL department strives to assign ESOL teachers only to those assignments for which the teacher is HQ; however, it may be necessary to assign an ESOL teacher to a subject for which he/she is not highly qualified due to the large ESOL population in MCPS. ESOL has made significant strides in avoiding these non-HQ assignments.
- c. Overall shortage in critical areas often creates the need for teachers to teach one or more core academic subjects out-of-field.
  - i. Due to a shortage of teachers in foreign languages, some teachers are assigned to teach a foreign language class for which they are not certified or HQ. A certified and HQ Spanish teacher may be required to teach one or two periods of French, due to a shortage of French teachers. Although this teacher may have the proficiency to teach another language, he or she might not be able to pass the content test for the second language nor would they have the required content credits. However, due to the teacher shortage, principals make these informed decisions based on the Spanish teacher's language background.
  - ii. Due to shortage in specific sciences such as physics and chemistry, teachers of one science area sometimes are expected to teach one or two periods of another science area. For example, a certified and HQ

biology teacher may be required to teach one or two periods of chemistry, due to a shortage of chemistry teachers. Although this teacher may have the proficiency to teach another science, he or she might not be able to pass the content test for the second science nor have the required content credits. However, due to the teacher shortage in such areas, the principal makes this decision based on the science teacher's background and with the knowledge that most science teachers concentrate in one area of science but often take additional science courses in other areas.

- d. Overall teacher shortage in areas such as special education, foreign languages, some sciences, and math often results in the employing of substitute teachers who are not certified teachers. In these cases, the substitute is rarely HQ or certified to teach CAS to students.
- e. Local school system reporting sometimes conflicts with the MSDE class membership information. Due to the manner in which our school system reports class assignments, changes, and updates, procedures are being established to accommodate these needs. For example, when a student attends a class at a site other than his or her home school, it is difficult to capture this information in the appropriate format. By using data collection, staff members have developed a system to handle this discrepancy. The reporting process improves each year as MCPS enhances our local collection process and MSDE updates the class membership guidelines.
- f. MSDE has resolved most of the crosswalk issues addressed by MCPS; however, the district still is unable to capture information related to an assignment in which a teacher could be certified in more than one area to comply. For example, if a teacher is teaching a course in biochemistry, a teacher certified in either chemistry or biology should be able to teach the course. However, MSDE can only apply one core academic subject area to each class.
- g. Effective July 1, 2007, MSDE discontinued/abolished the HOUSSSE rubric for inexperienced educators hired after that date (as mandated by the federal government). In the past, any experienced new employee who qualified for the advanced professional certificate could be designated highly qualified with this option, and many were. This will impact any experienced educator who comes to our county and has not taken tests in the past to become certified in another state. Most secondary teachers will be able to use the content option, which is acceptable to be designated highly qualified, but most experienced elementary and early childhood teachers will be required to take additional testing in Maryland to become highly qualified. MCPS already experiences a shortage of early childhood teachers; therefore, this negatively impacts the highly qualified statistics.
- h. Specific criteria that must be satisfied to achieve HQ designation vary from state to state. Therefore, a teacher coming to MCPS from outside the state of Maryland who was designated HQ in that non-Maryland jurisdiction may or may not be designated HQ by Maryland standards. Maryland does not accept other state's HQ designations.

**4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.**

OHRD will continue to encourage all teachers not yet designated HQ in the CAS they are teaching to become HQ as soon as possible. The largest numbers of teachers not yet HQ are in out-of-field assignments and in the fields of special education. OHRD collaborates with principals about the out-of-field assignments and with special education supervisors to identify strategies for class configuration, inclusion models, and other initiatives to support compliance.

During the last four years, the student teacher program was adjusted so that it would yield a more diverse pool of student teachers and graduate interns from approved teacher/intern-training programs to teach in critical shortage areas. Student teachers are placed in professional development schools. MCPS compensates supervising teachers of student teachers. Criteria have been specified for selecting supervising teachers. For example, a high school teacher who serves as a supervisor of a student teacher must be certified in the secondary content area taught by the student teacher. These changes have been introduced with the intent of attracting, recruiting, and supporting highly qualified teachers in areas of critical need.

MCPS university partnerships are used to expand the pool of teacher candidates representing critical fields and to increase the percentage of classes taught by HQ teachers in all schools. During the last two years, terms for participation in existing partnerships were agreed upon to guarantee that future participants will be informed of the HQ requirements and the expectations to meet the requirements prior to entering the partnership program. Candidates who need to pass a test to complete the NCLB HQ requirements will be informed that they are expected to meet the testing requirement before they complete the first year of the two-year Teachers 2000 partnership program. If a candidate does not pass the test during the first year, he or she will need to take the test again and pass it during the final year. If he or she does not pass the test during either year, they may not be offered a teaching position with MCPS.

Montgomery College and MCPS continue to offer an Alternative Certification for Effective Teachers (ACET) program. This Maryland Approved Alternative Preparation Program (MAAPP) offers resident teacher certification to a select group of candidates, specializing in the critical shortage areas of mathematics, chemistry, physics, Spanish, French, and technology education.

**B. Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 – 6.5):**

**1. Describe where progress is evident.**

MCPS is committed to ensuring that there is a high-quality teacher in every MCPS classroom. The MCPS strategic plan, *Our Call to Action, Pursuit of Excellence* Goal 4 and Board Policy GAA focus on Creating a Positive Work Environment in a Self-renewing Organization. As a result of the system commitment to high-quality teaching for all

students, and ongoing communication between the offices of Human Resources and Development and School Performance and principals, there continues to be little disparity between HQT educators teaching in high- versus low-poverty schools. In addition, MCPS continues to develop and foster relationships with institutes of higher education through professional development schools (PDS) particularly in highly impacted schools. The additional resources and support provided to schools through the PDS partnership further assists with training, developing, and maintaining high-quality teachers in high-poverty schools.

- 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect?**

The system commitments emphasize the importance of having structures and processes in place to attract, recruit, hire, mentor, develop, evaluate, recognize, and retain high-performing teachers. As a result, MCPS in collaboration with the MCEA has developed a career lattice. The goals of the career lattice are to do the following:

- Promote leadership skills among teachers both in the classroom and in the larger community of school, cluster, or district to the benefit of the instructional program.
- Attract and retain high-performing teachers, especially in high-need schools.
- Promote teacher leadership for measurable educational improvements.
- Promote and support collaborative and reflective practices that influence school culture and student achievement.

Within the proposed career lattice structure, lead teachers and lead teacher status also can be a gateway to the selection of certain opportunities in high-need schools. The Career Lattice Joint Panel shall have the responsibility for approving guidelines for project leadership opportunities. Project leadership opportunities should be approved and evaluated on an annual basis by the school's leadership team. In order to involve more lead teachers in school improvement efforts, Project Leadership opportunities are available to lead teachers who have not already assumed the responsibilities of teacher leadership positions. High-poverty schools are defined as those schools with the highest proportion of students in poverty (as measured by "now or ever in FARMS"). The cut-off for what constitutes a high-poverty school will be determined based on the capacity of the district to support these projects. Lead teachers in a high-need school can be allocated a designated level of funding to support locally designed school improvement projects. For each lead teacher in a high-need school, the school could receive a certain amount of money for projects. The purpose of this funding structure is to provide an incentive for high-need schools to cultivate, retain, and attract lead teachers.

Supported school improvement projects must be aligned with the school improvement plan. Proposals for projects are developed by the school leadership team in conjunction with the lead teacher. These project plans will be reviewed by the Career Lattice Joint Panel and the Office of School Performance. The projects will be monitored by the school's leadership team. In order to take advantage of the enhanced skills and leadership of lead teachers, such school improvement projects should be implemented by lead teachers. However, lead teachers are not required to take on such additional responsibilities.

**3. Describe what challenges are evident.**

MCPS continues to be challenged by the national shortage of highly qualified special education teachers and related service providers such as speech pathologists. The system has established several partnerships with local colleges and universities to “grow our own” special education teachers. In addition to producing highly qualified staff in critical shortage areas, these partnerships also have increased the diversity of the teaching staff.

According to the Office of Human Resources, MCPS experiences the greatest difficulty in staffing self-contained special education classes—particularly autism, school community-based classes, severe and profoundly handicapped, and severely emotionally disabled. The MCPS website posts a list of critical shortage areas so that staff members who are considering working in a critical shortage field can take additional coursework in that field.

**4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.**

During the spring involuntary transfer season, efforts are made to reduce the number of placements in the most highly impacted schools.

**C. Based on the Examination of Highly Qualified Teacher Retention Data (Tables 6.6):**

**1. Describe where progress is evident.**

For the last eight years, MCPS has been building a pathway to ensure success for every student. Comprehensive reforms have cultivated an environment where students and staff can thrive, where everyone expects the best of themselves and each other. The results have been exceptional and solidify MCPS as one of the preeminent school systems in America.

Each year newly hired teachers are contacted by OHRD and asked to complete a customer feedback survey. Newly hired teachers report that the following factors positively influenced their decision to work in MCPS:

- school system reputation
- starting salary as high or higher than other school districts
- salary scale that provides annual step increases
- salary scale that provides increased pay for credits beyond bachelor of arts degree



Recruitment and retention of highly qualified teachers is influenced by the excellent reputation, salaries, and benefits. Effective July 1, 2007, MCPS and the Montgomery County Education Association negotiated a salary increase over the next three years, which includes 4.8 percent the first year, 5 percent the second year, and 5.3 percent the third year. During this period, teacher salaries will range from \$44,200 to \$96,528 (FY 2008) to \$48,870 to \$106,726 (FY 2010); however due to the national economic situation and local funding issues, all employee associations agreed to withhold the increase for the third year. This continues to be true for FY 2011.

A unique partnership with the three employee associations (Montgomery County Education Association, Montgomery County Association of Administrators and Principals, and Service Employees International Union Local 500) makes it possible for the school system to attract and retain a high-caliber workforce including highly qualified teachers. Working side by side with school leadership, the employee associations have played a critical role in developing the school system's strategic plan and operating budget, as well as designing initiatives to support all staff in their professional development.

The school system, as well as individual schools in MCPS, has established partnerships with many business and community organizations. These partnerships with businesses and community organizations provide support for teachers. For example, the Montgomery County Business Roundtable for Education (MCBRE) has played an important role in encouraging involvement by the business community. MCBRE supports the work of MCPS by providing teachers with professional development and links to real-world applications. MCBRE, with the support of numerous community organizations, sponsors the annual Champions for Children Awards Gala. This event recognizes and honors outstanding educators.

National Board Certified teachers exemplify excellence in the teaching profession. Certification by the National Board for Professional Teaching Standards (NBPTS) is recognition of high levels of knowledge and skills, the ability for self-reflection, and continuous improvement. During 2009, 86 MCPS teachers—out of 308 teachers statewide—earned certification from the National Board, bringing the total number in MCPS to 519 out of 1672 teachers in Maryland who are National Board certified. MCPS provides support in a variety of ways to teachers in the process of becoming National Board Certified. MCPS and MSDE reimburse candidates for the \$2,500 assessment fee. MCPS contributes a \$2,000 yearly salary supplement to full-time National Board Certified teachers. MCPS has a National Board instructional specialist who provides standards-based professional development and candidate support sessions as the candidates work through the process of National Board Certification. Two days of professional leave are granted for all candidates to provide time for these teachers to prepare for their certification. NBPTS has recognized the National Board instructional specialists for their work in focusing recruitment on minority teachers and asked that MCPS apply to become an NBPTS DREAM (Direct Recruitment Efforts to Attract Minorities) Team site.

MCPS boasts 21 university partnerships and more than 50 professional development schools that support staff. By providing opportunities for growth and building skills of teachers MCPS is

able to maintain a high-quality workforce, especially in critical shortage areas. Support through partnerships is one of the factors that teachers indicate as a reason for remaining in MCPS.

These university partnerships, along with the many other professional growth opportunities offered by MCPS, provide a sound system of supports for teachers. It is these supports that many teachers attribute to their decisions to come to and remain in MCPS.

**2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?**

The evidence that the program's strategies and practices that MCPS has implemented are having the intended effect is the annual increase in the number of highly qualified teachers.

**3. Describe where challenges are evident.**

Retaining highly qualified, experienced teachers, particularly in critical fields continues to be a challenge across the state and for MCPS.

**4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.**

MCPS recognizes teacher quality as a fundamental element of a successful school system. Teacher quality is driven by the system's ability to retain quality teachers. One of the contributing factors to retention is a comprehensive plan for professional development and support. By aligning the numerous professional growth efforts, MCPS has created a systems approach to the development and support of staff members. As a result, teachers have aligned and comprehensive support throughout their tenure in MCPS. Support and professional development programs which lead to higher retention include but are not limited to a professional growth system for teachers, university partnerships, and tuition reimbursement.

Professional growth systems (PGSs), specifically the Teacher PGS, serve as the cornerstone of our teacher quality efforts. These professional growth systems provide structures, supports, and processes to ensure that staff members have the skills, knowledge, strategies, and beliefs to meet the needs of our diverse student populations. As a result, teachers are given the confidence and support they need to make them feel capable of meeting the needs of students. The PGS for teachers has numerous components, including staff development teachers, consulting teachers, and skillful teaching coursework.

The staff development teacher project places a position in every school that focuses on the professional development of staff. This position works with the school's instructional staff to keep teachers informed and involved in effective teaching skills and practices and other efforts to improve student achievement. The staff development teacher (SDT) provides a consistent focus on instructional strategies and objectives for student achievement. Through collaboration and team development, the staff development teacher helps to guide staff in focusing on school needs, using data to improve instruction and establishing a

collegial culture in support of high-quality teaching. They also help teachers create individual professional development plans that link improved teaching to improved student learning.

The Peer Assistance and Review (PAR) program is an intensive approach to provide support and guidance to novice and underperforming teachers in order to ensure that they meet standards of performance imbedded in the PGS. Consulting teachers, selected for their skills and ability to work well with other teachers, provide intensive, individualized instructional support and resources to teachers. Support includes the following:

- observing teachers followed by coaching and support based on the observed needs;
- assistance with lesson planning;
- co-teaching or lesson demonstration; and
- formal feedback on observations.

Research-based skills for using and analyzing skillful teachers are provided through coursework offered to teachers and required of administrators. These courses, based on the work of Research for Better Teaching, Inc., are an essential component of the PGS. Studying Skillful Teaching is a 36-hour teacher-level course that examines the knowledge base of teaching. All teachers are encouraged to participate in the course and new teachers are asked to complete the course within five years of their hire date. Through the course, teachers expand their repertoire of instructional strategies, learn skills for peer reflection and analysis, and identify skills and strategies that support effective effort. Administrators, resource teachers, and other staff members involved in the evaluation of teachers are required to complete Observing and Analyzing Teaching (OAT) coursework. This 39-hour course provides an overview of the knowledge base of teachers and builds skills in writing and presenting observations.

Tuition reimbursement also is a factor that impacts retention. As part of the agreement between the Board of Education of Montgomery County and the Montgomery County Education Association, teachers are provided tuition reimbursement for courses they complete. The teacher tuition reimbursement program provides reimbursement to employee association members, which enable them to continue their professional development and to maintain or increase their skills as education professionals in their employment with MCPS and to help them move to the next salary lane. Tuition reimbursement is available to full-time and part-time members who complete graduate courses. Reimbursement is for 50 percent of the current cost of in-state tuition at the University of Maryland, College Park, up to a maximum of nine hours credit per fiscal year for graduate courses not currently offered by the in-service program. Last year, MCPS reimbursed approximately \$1.8 million to teachers.

**D. Describe how the school system identifies hard-to-staff schools and critical subject area shortages.**

Critical subject areas are determined annually by MSDE. MCPS uses staffing projection and trend data to further drill down to identify the most critical subject areas. MCPS utilizes strategies identified in B.1 to address the equitable distribution of highly qualified teachers; however, MCPS does not have identified “hard-to-staff” schools.

Areas Most Difficult to Fill  
FY 2010 School Year

**HIGHEST NEED**

- Speech Pathologist
- Special Education
  - \*Autism
  - \*Learning Disabled
  - \*School Community Based
  - \*Secondary Special Education
  - \*Seriously Emotionally Disturbed
  - \*Severely & Profoundly Disabled
  - \*Transition
- Chemistry
- Early Childhood Education
- Foreign Language
  - \*French/Spanish/Chinese Immersion (Elementary)
- Mathematics
- Media Specialist
- Occupational Therapist
- Physical Therapist
- Physics
- Reading Specialist (Elementary and Middle School)
- Technology Education

**SECOND HIGHEST NEED**

- School Psychologist
- Vision

**E. Based on the Examination of Qualified Paraprofessional Data (Table 6.7):**

- 1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.**

New candidates or current employees who are applying for positions at Title I schools must meet the NCLB requirements.

As Title I schools are identified, data is collected on existing paraeducators in those designated schools. Those who are not in compliance with NCLB will be moved to a non-Title I location the following school year.

**I.D.vi  
Highly Qualified Professional Development**

**Requirements for interim evaluation reports of final observation reports on Option 1 activities.**

**1. Summarize key evaluation findings presented as responses to the three evaluation questions.**

- **Did the activity take place as planned?**
- **What were the participants' perception of the relevance and usefulness of the activities for their current teaching assignment and for helping them work more effectively with their students?**
- **Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators?**

**2010 Evaluation Report:  
Montgomery County Public Schools Consulting Teacher Team  
Key Evaluation Findings**

Montgomery County Public Schools (MCPS) Consulting Teacher (CT) Team's work conforms to the established processes for the Peer Assistance and Review (PAR) panel, as described in the *Teacher-Level Professional Growth System Handbook*. The intended outcome is to improve instructional practice in classrooms across the school system, including implementation of approved curricula and of research-based teaching strategies; to ensure teacher quality and competence; and to contribute to the PAR Panel's recommendations regarding continuation of employment. The CTs provided differentiated, job-embedded support to the teachers on their caseload (16–20 per school year), including both novice and underperforming teachers in all classroom subject areas and grade levels. Support activities include formal and informal classroom observations with feedback, development and implementation of structured growth plans, planning assistance, peer visits with reflection, planning and coteaching or modeling of individual lessons, review of student performance data, and facilitation of evening workshops on best practices. All feedback and evaluation reflects six teacher evaluation performance standards based upon the National Board for Professional Teaching Standards.

The primary outcome of the program is for each teacher to meet standard in order to increase student learning. The indicator for this outcome is demonstration of effective instructional practice, as described by the MCPS Teacher Evaluation Performance Standards. This directly addresses the school system's strategic plan goals to provide an effective instructional program and create a positive work environment in a self-renewing organization. The work of the Consulting Teacher Program, along with that of the PAR panel, provides client-teachers with job-embedded training and the school system with quality assurance.

For additional information on the Consulting Teacher Team, please visit:  
<http://www.montgomeryschoolsmd.org/departments/development/teams/ct/ct.shtm>

This report is based on the plan submitted in 2009. To view the plan, please visit:

[http://www.montgomeryschoolsmd.org/departments/development/documents/ct\\_bteplan.pdf](http://www.montgomeryschoolsmd.org/departments/development/documents/ct_bteplan.pdf)

### **Peer Assistance & Review Program Final Disposition Data**

Data regarding teachers' success in meeting standard, as reflected by Peer Assistance and Review (PAR) panel recommendations and other case outcomes (e.g., resignations, retirements), has been collected by the co-leaders of the Consulting Teacher Team.

During the 2009–2010 school year, 415 client-teachers received the following consulting teacher support:

- Three hundred fifty-four client-teachers met standard and will be released to the MCPS Professional Growth Cycle for 2010–2011.
- Twenty-three client-teachers did not meet standard and have been granted a second year of consulting teacher support within the PAR Program for 2010–2011.
- Twenty-nine client-teachers did not meet standard and have been recommended for nonrenewal or dismissal.
- Eight client-teachers resigned or retired and therefore were not recommended as meeting or below standard. One client-teacher is on extended leave and will resume PAR support upon return.
- Five client-teachers were hired after November 1, 2009, and automatically will continue to receive support in the fall semester of the 2010–2011 school year without being recommended as meeting or below standard.

### **Consulting Teacher Team Administrator and Client-teacher Survey Data**

In addition, all client-teachers and their principals were surveyed regarding consulting teacher support twice during the school year using a Web-based instrument. In December 2009 and May 2010, 242 and 183 administrators responded to the survey, respectively; at the same times, 276 and 209 client-teachers responded (See Tables 1 and 2).

### **Discussion**

Consulting teacher support, provided within the Teacher PAR program, follows a prescribed model outlined in the *MCPS Teacher Professional Growth System Handbook*. The school system has implemented the program to provide intensive, job-embedded support to novice and identified underperforming teachers. Eighty-five percent of client-teachers met standard this year, while another six percent demonstrated enough progress to justify one

additional year of support, in the opinion of a PAR panel comprising eight teachers and eight principals nominated by their respective MCPS employee associations.

No problems were encountered in collecting data this year. The PAR program data includes the final outcome for each client-teacher following the year of support. Administrator and client-teacher survey responses were collected electronically using a Web-based service, and results were compiled and distributed to stakeholders by the co-lead consulting teachers.

One noteworthy factor this year was the larger-than-usual caseload size per consulting teacher. Due to a decrease in the size of the team, from 36 consulting teachers in 2007–2008 to 28 consulting teachers in 2008–2009 and 2009–2010, caseloads averaged approximately 17.2 with consulting teachers in some areas supporting as many as 18 client-teachers. The program design intends a caseload maximum of 16 client-teachers per consulting teacher. However, client-teacher success in meeting standard and the administrator and client-teacher survey data suggest that the consulting teachers still provided effective professional development to ensure high-quality instruction in classrooms across the system.



Table 1. Administrator Surveys

	Surveys Sent	Surveys Received	Percentage
Fall 2009	406	242	60.0%
Spring 2010	376	183	48.7%

	Survey Date	Strongly Agree	Agree	Disagree	Strongly Disagree
Question #1: The consulting teacher regularly communicates in an effective manner with school administrators.	Fall 2009	59%	36%	3%	2%
	Spring 2010	63%	32%	3%	2%
Question #2: The consulting teacher provides administrators with observation reports and updates of teacher performance.	Fall 2009	64%	33%	2%	0%
	Spring 2010	68%	31%	0%	1%
Question #3: The consulting teacher interacts in a professional manner with all members of the school community.	Fall 2009	71%	27%	1%	0%
	Spring 2010	74%	23%	1%	2%
Question #4: The consulting teacher works collaboratively with school personnel/staff to support teacher clients as appropriate.	Fall 2009	64%	31%	5%	0%
	Spring 2010	68%	29%	2%	2%
Question #5: I am satisfied with the support the teacher(s) in my building received from the consulting teacher.	Fall 2009	65%	31%	4%	0%
	Spring 2010	70%	28%	2%	0%

Table 2. Client Surveys

	Surveys Sent	Surveys Received	Percentage
Fall 2009	412	276	67%
Spring 2010	407	209	51%

	Survey Date	Strongly Agree	Agree	Disagree	Strongly Disagree
Question #1: The consulting teacher uses the six MCPS Professional Growth System teacher standards as a framework for our discussions by communicating both areas of strength and opportunities for growth.	Fall 2009	82.2%	17.0%	7%	0%
	Spring 2010	81.8%	15.3%	2.5%	.5%
Question #2: Discussions with the consulting teacher foster collaboration, active listening, inquiry, and reflection.	Fall 2009	74.8%	21.9%	3%	.4%
	Spring 2010	74.4%	18.7%	4.9%	2.0%
Question #3: The consulting teacher effectively communicates specific feedback based on observation data.	Fall 2009	74.1%	23%	3%	0%
	Spring 2010	75.9%	18.7%	2.5%	3.0%
Question #4: The consulting teacher promotes my knowledge of mastery planning and implementation of effective instruction aligned with MCPS curriculum.	Fall 2009	67%	28.5%	4.1%	.4%
	Spring 2010	66.5%	25.6%	5.9%	2.0%
Question #5: The consulting teacher provides me with documentation of my performance through informal feedback and formal observation reports.	Fall 2009	83.7%	15.6%	.7%	0%
	Spring 2010	84.2%	13.8%	1.5%	.5%

Table 2. Client Surveys (continued)

Question #6: The Consulting Teacher provides ongoing support in addition to the required formal observations.	Fall 2009	65.2%	30.7%	3.3%	.7%
	Spring 2010	64.5%	25.1%	5.9%	4.4%
Question #7: The Consulting Teacher maintains confidentiality regarding all aspects of our work together.	Fall 2009	80.4%	18.9%	.4%	.4%
	Spring 2010	82.3%	14.3%	3.4%	0%
Question #8: The Consulting Teacher models professionalism at all times.	Fall 2009	80%	18.5%	.7%	.7%
	Spring 2010	78.8%	15.8%	3.4%	2.0%
Question #9: I am satisfied with the support I have received from the Consulting Teacher.	Fall 2009	68.1%	26.7%	4.1%	1.1%
	Spring 2010	70.4%	19.7%	3.9%	5.9%

## **Teacher Induction Program Overview**

The primary goal of the New Teacher Induction (NTI) Program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice. The secondary goal of NTI is to develop the leadership capacity of new-to-MCPS educators, mentors, and other critical personnel. These goals support student achievement.

### **(1) Content, Structure and Participant Outcomes**

#### **New Educator Orientation**

The success of an educator new to MCPS is dependent upon comprehensive orientation experiences and a commitment to professional growth in order to provide quality instruction in every classroom. The theme for Fiscal Year 2010 New Educator Orientation (NEO) was “Every Educator, Every Student, Every Day”. This theme conveys the commitment MCPS has to ensuring success for every student by ensuring the success of educators who work with them. NEO addresses the essential question of what should an educator new to MCPS know and be able to do in order to provide quality instruction in every classroom. By the end of NEO, participants are able to respond to this question, as they will have heard about the MCPS strategic plan and Teachers’ Professional Growth System and will have participated in curriculum training which incorporates assessment practices, lesson planning design, and classroom management strategies. Of the new educators who attended NEO in the last four years, 94.6 percent have recommended that all new classroom educators attend this orientation.

#### **Mentor Support**

MCPS has developed a program to provide mentor teacher support for educators who have experience in teaching, but who are new to MCPS, or current MCPS staff returning to the classroom from nonteaching positions. MCPS continues to provide this support because research findings underscore the value and benefit of mentoring. New teachers in particular have stated that peer mentoring is a significant part of the support they receive.

Teachers in MCPS are eligible to receive targeted peer mentor support as follows:

- All experienced teachers who are new to MCPS are eligible to receive support from a peer mentor. Principals should work with their staff development teachers to ensure that every experienced teacher new to MCPS is assigned an appropriate peer mentor.
- All third-year probationary teachers must have a peer mentor to meet the requirements of the Code of Maryland Administrative Regulations (COMAR) of the Maryland State Department of Education.
- Long-term substitutes and second-year teachers who have been released from the Peer Assistance and Review program are eligible to receive mentor support. This

additional support is designed with a two-fold purpose: (1) to provide systemic resources to those who need additional professional development; (2) to ensure the success of newly tenured teachers in their third year of MCPS employment. These supplementary supports are available on a first-come, first-serve basis and are subject to budget allocations.

- MCPS staff returning to teaching positions from nonteaching positions they held during the 2007–2008, 2008–2009, and the 2009–2010 school year.

MCPS strives to support and retain new teachers. A mentor provides support in a variety of ways including but not limited to:

- establishing a regular meeting day and time with mentees at the beginning of the year with a recommended time of one hour per week for an average of three hours a month;
- helping to plan lessons and discuss ways to differentiate the lesson plans;
- modeling lessons;
- arranging visits to other teachers' classrooms;
- conducting a *confidential* peer visit/observation (pre-conference, observe lesson, and provide feedback in a *post-conference*);
- discussing *strategies* for improving classroom management or instituting a behavior management plan;
- discussing, modeling, and promoting equitable classroom practices and culturally competent instruction;
- acclimating mentees to the culture of the school;
- reviewing the grading and reporting policy;
- discussing ways to improve relationship with parents and the community; and
- addressing issues related to professional growth.

### **Opportunities to observe or co-teach with skilled teachers**

#### **Ongoing professional development sessions**

Mentor/new teacher workshops are offered on Wednesdays and Thursdays throughout the school year from 4:30–6:30 p.m. at various locations. Mentors are encouraged to join their mentees during the workshops in order to discuss, analyze, and implement strategies learned. Topics include the following: Two-Way Communication with Parents; Grading and Reporting; Mastery Objectives; Co-Teaching Techniques; United Streaming; Digital Portfolios; Differentiation; Diversity; Time Management; Stress Management; Strategies for Special Education and English Language Learner Students; and Classroom Management. New teachers will have the opportunity to engage in three modules during the year that are 1.0 MSDE credits each. These modules include sessions on Beliefs and Expectations, Classroom Management, Planning for Instruction, MCPS Resources, and Parent Communication.

## **Ongoing formative review of new teacher performance based on clearly defined teaching standards (CTs)**

### **(2) Staffing Plan**

The New Teacher Induction (NTI) program is coordinated by an instructional specialist and a secretary. The team works closely to research best practices in induction; gather data from orientation participants, workshop participants, mentees, and mentors; and collaborate with various offices including curriculum and instructional programs, human resources and development, and the Employee Assistance Program to provide ongoing support and professional development.

The NTI program assists an average of 500 new teachers (which includes novice and experienced new-to-MCPS educators) and 250 mentors who serve 300 mentees who are experienced new-to-MCPS educators, long-term substitutes, 2nd-year new educators, or 3rd-year probationary teachers.

### **(3) Mentor Recruitment, Screening, Selection and Training**

The mentor program in MCPS has been supporting new teachers for several years. These mentors have completed a three credit, 45 hour course entitled, *Mentoring the New Teacher*. The course is designed to train tenured teachers to mentor teachers new to MCPS. The course is offered during summer, fall, and spring sessions. The purpose of the TOT-02 course is to provide mentors with the skills necessary to effectively mentor a new teacher which includes:

- a review of the research on new teacher needs;
- a study of areas of information required by the new teacher;
- a study of levels of concern as revealed in verbal discussion;
- an examination of historical roles of mentors and the three levels of mentoring;
- a study of various data collection methods during classroom peer visits/observations;
- a review of skills involved in pre and post conferences;
- developing effective lesson plans with the new teacher; and
- an examination of the MBTI Learning Style Theory and Multiple Intelligence Theory.

During the course, potential mentors also will complete a mentoring plan as well as a resource book for mentoring a new teacher. The textbook used in the course is *Mentoring Guidebook: Starting the Journey—Level 1*, edited by Kay Burke, Pearson Education, Inc.

Mentors and mentees are matched by the principal (classroom teachers) or coordinator (in areas such as art, music, physical education, guidance, etc.). Mentors support educators in a variety of ways: setting up their classrooms, introducing them to staff, helping to prepare the new teachers for their classes, and confidential peer observations. Additional expectations of mentors are as follows:

**Mentors should maintain a one-to-one mentor/mentee ratio.**

A one-to-one mentor/mentee assignment is optimal. The MCPS New Teacher Induction Mentor Model supports this ratio. In some cases, the mentor caseload may exceed this one-to-one ratio but one-to-two is maximum. However, no teacher should have more than one mentor. Key to this relationship is meeting the needs of the new educators without compromising mentor effectiveness.

**Mentors should maintain a mentor log.**

- The mentor log summarizes the monthly contacts and documents the time spent in mentoring activities, the type of activities, and the type of support needed/given during the mentoring relationship.
- Each month, mentors should input their mentor logs through the Professional Development Online (PDO) system. Mentors log a minimum of 12 hours per mentee per semester to be paid the full mentoring stipend.

**Mentors should initiate and maintain weekly/monthly contact with new teacher.**

- The responsibility for the mentoring relationship should not be placed on the shoulders of the new teacher.
- The expectation is that mentors should spend one hour a week or four hours monthly with their new teacher. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended.
- Mentors and their new teachers need dedicated time together. Mentors are expected to find creative ways of providing this time.
- One strategy suggested is to create a new teacher committee whose members are new staff and mentors. Participation on this committee could replace their current committee responsibility.

**Mentors should maintain confidentiality.**

Research supports that a successful mentor relationship is based upon the development of trust between the mentor and new teacher. Mentors are advised not to discuss aspects of the mentor relationship with anyone. Even positive remarks about the mentor relationship could break the bond of confidentiality/trust between mentor and mentee.

**Mentors should assess the different needs of each mentee.**

- New teachers come to MCPS with a variety of backgrounds and needs. Many teachers new to MCPS have extensive classroom experience, some have limited experience elsewhere, and some are new to MCPS and to teaching. Mentors should be aware of these differences and address the different needs of each individual.
- The mentor may serve as a coach and may do informal observations, but this should not replace the role of administrators, resource teachers, staff development teachers, and consulting teachers in providing support to new staff; it complements it. The mentor relationship is an additional avenue for the support of new teachers. **The mentor teacher does not have a role in the evaluation of the new teacher.**

**Mentors should provide curriculum support.**

- Efforts should be made to match mentor/mentee in the same grade/subject assignment. If the grade/subject area of the mentor and mentee are not the same, the mentor can suggest that the new teacher contact the curriculum supervisor's office or the mentor may contact that office for the new teacher to address curriculum specific issues.
- The mentor is encouraged to provide information to new teachers on current "Best Practices" in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

**Mentors should utilize resources provided for them.**

The following are all resources available to MCPS school-based mentors:

- Support of the school administration;
- Sustained communication, such as electronic updates from the New Teacher Induction Program;
- Ongoing training sessions for mentors; and
- Credit bearing courses for veteran teachers such as Studying Skillful Teaching.

**Mentors should arrange classroom visits.**

Inter-classroom visits are a valuable learning tool. Principals are encouraged to work with the school-based mentors in providing class coverage for classroom visits. These visits may take many forms, including—

- new teacher visits the mentor teacher's classroom;
- mentor arranges for the new teacher to visit another exemplary teacher;
- mentor and new teacher visit the classroom of another exemplary teacher together;
- mentor visits the new teacher's classroom; and/or
- mentor and new teacher visit another school.

Demonstration teacher, mentor, and new teacher should agree on the logistics of the visit, decide on a focus and identify a time for debriefing and reflection.

**(4) Training Provided to Central Office and School-Based Administrators Regarding the New Teacher Induction Program**

During the 2010–2011 school year, memos and briefing sessions will be held with various central office stakeholders and school-based administrators regarding the New Teacher Induction Program. This will include discussions on onboarding, workshops, and professional development courses designed to support new teachers and mentors.

In the 2010 Master Plan updates, districts should submit an overview of their Teacher Induction Program.



For the overview, districts should describe how their program addresses the Induction Program COMAR in:

- (1) The content, structure and participant outcomes of the following elements:
  - a. Orientation program before the school year begins;
  - b. Support from a mentor;
  - c. Regularly scheduled opportunities to observe or co-teach with skilled teachers;
  - d. Ongoing professional development sessions; and
  - e. Ongoing formative review of new teacher performance based on clearly defined teaching standards.
- (2) Their staffing plan, including who coordinates the program, the number of new teachers and the number of mentors and how many new teachers they each serve.
- (3) The process of mentor recruitment, screening, selection and training
- (4) The training provided to Central Office and School-Based Administrators regarding the New Teacher Induction Program.
- (5) To the extent practicable given staffing and fiscal concerns, if any of the following options were adopted for new teachers:
  - a. A reduction in the teaching schedule;
  - b. A reduction or elimination of responsibilities in non-instructional duties; and/or
  - c. Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline or attendance challenges.

If the LSS Induction Program currently does not address one or more of the elements above, the LSS should describe its plan for addressing the gap during the 2010–2011 school year.

## I.D.vii

### Schools that are Safe, Drug-free, and Conducive to Learning

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.**

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools also is included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

#### A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1–7.5):

- **Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?**

No schools in the system are identified as persistently dangerous. Schools maintain data on disciplinary incidents and are implementing positive behavioral supports to keep school climates productive and conducive to learning.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.<sup>1</sup>

#### B. Based on the Examination of Incidents of Bullying, Harassment, or Intimidation Data (Table 7.6):

1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.

MCPS is committed to creating school environments that reduce and/or eliminate the opportunity for incidences of bullying to occur. The system has policies and procedures that address bullying from both a proactive and reactive stance. As part of these policies and procedures, each school addresses school climate issues (including bullying) in its school

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<sup>1</sup> Section 7-424 of the Education Article of the Annotated Code.

improvement plan. Reports of instances of bullying remained constant between school years 2006–2007 and 2007–2008.—Reports of incidents of bullying increased by 48 in the 2008–2009 school year. There were 303 bullying incidents reported during the 2009–2010 school year. (See chart below.)

**INCIDENTS OF BULLYING**

School Year	2006–2007	2007–2008	2008–2009	2009–2010
Number of Incidents	77	79	127	303

In a large part, this increase from 127 incidents of bullying reported to 303 incidents reported is due to the state requiring that bullying incidents be reported using MCPS Form 230-35 *Bullying, Harassment, or Intimidation Reporting Form*. The information outreach campaign implemented for students, staff members, and the parent community focusing on the use of this standard reporting form resulted in parents being more aware that there is a reporting process. Department of Student Services staff members (pupil personnel workers, school psychologists, and school counselors) worked with school administrators, teachers, and other school staff on Educational Management Teams (EMT), a school-based problem-solving team, to raise awareness of bullying characteristics and effective means of intervention. This knowledge enabled earlier intervention and problem resolution. Collaborative problem-solving (CPS) practices were instituted in all schools. CPS approaches helped school staff members to identify root causes of bullying behavior and to facilitate the implementation of functionally relevant and effective bullying prevention approaches. Local school teams adopted specific anti-bullying approaches through the secondary schools’ student assistance teams or schoolwide proactive behavioral support programs, such as Positive Behavioral Interventions and Supports (PBIS), to both ensure a more positive school environment and to reduce instances of bullying.

**2. What methods has your school system used to make staff members, parents, and students aware of the Bullying, Harassment, and Intimidation Form**

At the start of every school year, a list of critical MCPS policies and procedures is shared with students, parents, and staff members. The reporting procedure for incidences of bullying is included in this review. A memorandum was sent to all principals providing information regarding the *Bullying, Harassment, or Intimidation Policy and Regulations*, along with a Power Point presentation that was shown to all staff at the start of the 2010–2011 school year. Each September, school administrators confirm that this information was shared with staff members. Each school communicates the information in a variety of meetings, including staff preservice workshops, student meetings, Parent Teacher Association (PTA) meetings and PTA listservs, and in the school newsletter. At the system level, information on the *Safe Schools Reporting Act* and the *Bullying, Harassment, and Intimidation School Reporting* form is disseminated to families throughout Montgomery County through the MCPS *Quick Notes* newsletter at least twice each year. This information is available at several locations on the MCPS website, including the Department of Student Services Web page. Additionally, the Department of Family and Community Partnerships

offers workshops and Study Circles—after school and in the evening through the Parent Academy. These sessions include information on the characteristics of students who bully others. The reporting form is highlighted during these sessions. All schools are expected to ensure this information is shared with staff members, students, and PTA members annually. The form is included on school websites, and in newsletters sent to the school community.

**C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Tables 7.7 and 7.8):**

- 1. Identify the systemwide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups.**

MCPS adopted an M-Stat framework for the systematic and systemic monitoring of critical student performance data that enables the district to drill down to root causes, focus on areas of need, develop action plans for improvement, document best practices for recognition and dissemination throughout the system, and provide professional development for staff members. The Suspension M-Stat Team provides a focused, intensive review of specific issues by individual school and incident. These data are disaggregated by race, ethnicity, gender, disability status, limited English proficiency, and economically disadvantaged status. The M-Stat process has helped to identify exemplary schools that have reduced the frequency of suspension and used the approaches implemented by these schools as models of effective practice. MCPS features successful school and classroom practices on the Best Practices Knowledge Center website, a professional development tool that contains video clips and resources. Systemwide efforts to expand Functional Behavioral Assessment (FBA) practices, Behavioral Intervention Plan (BIP), Collaborative Problem Solving (CPS) process techniques, and Positive Behavioral Interventions and Supports (PBIS) are key supports at the prevention/early intervention level.

With these efforts, the number of students suspended has consistently decreased for every subgroup over the last four school years, even with higher enrollment.

**Number of Students Suspended (In and Out of School)  
by Race/Ethnicity and Gender**

Year	African American	American Indian	Asian	Hispanic	White	Male	Female
2006–07	3875	23	423	2114	1625	5858	2202
2007–08	3476	21	393	1914	1516	5402	1918
2008–09	2285	8	210	1154	890	3269	1278
2009–10	2143	7	194	1069	758	3071	1100

**D. Based on the Examination of Suspension Data (Tables 7.8 – 7.10):**

- 1. Identify the systemwide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among race/ethnicity subgroups and between genders.**

In its efforts to reduce the incidences of suspensions and to reduce disproportionate suspensions for identified student groups, MCPS implemented a systemwide study of suspensions. The bulk of this work occurred as a result of the Suspension M-Stat Team. This team studied systemwide, grade level, and individual school data; national, state, and regional trends; evidenced-based and promising practices at reducing suspension; and available system resources. With these data, the team developed a series of professional development trainings for all school administrators. These trainings, along with a renewed systemwide emphasis on examining as to whether an incident is both disruptive and detrimental to the operation of a school, impact of an incident, as well as the development of a "Pyramid of Interventions," led to a significant reduction in out-of-school suspensions at every school, including suspensions for students with disabilities, and for African American and Hispanic students.

PBIS is being implemented in 67 schools and at three alternative programs sites. In Fiscal Year 2011, the number of schools working with PBIS will increase to 78 including three alternative program sites. This focus on the positive interactions between students and staff members, an improved school climate, and the analysis of office referrals and suspension data has proven to be an effective strategy. PBIS is very popular among school administrators for reducing discipline issues.

- 2. Describe the changes or adjustments that will be made, along with related resource allocations, to ensure sufficient progress. Include timelines where appropriate.**

School system data confirm that African American, Hispanic, limited English proficient, and students with disabilities are disproportionately suspended. To reduce the use of out-of-school suspensions for all students and to reduce the disproportionate suspensions of identified student groups, MCPS formed an M-Stat team and a Disproportionality Committee. The work of both of these groups resulted in improved systemwide practices and professional development for school staff specific to the suspension of students.

Additionally, the system embarked on a multi-year program of professional development on equity/cultural competencies for all administrative and supervisory personnel. This training is based on the following three essential questions that research has shown must be addressed in order to eliminate the gaps between student groups that are evident in academics and behavioral data points:

1. How do awareness, knowledge, and understanding of one's own racial and cultural identity promote effective learning and teaching?

2. How do awareness, knowledge, and understanding of the racial and cultural identity of students promote effective learning and teaching?
3. How can educators establish learning environments that are conscious of race and culture to ensure implementation of culturally relevant instruction?

The Equity Training and Development Team (ETDT) in the Office of Human Resources and Development and the Department of Family and Community Partnerships lead these efforts, which include school-based professional development. They continue to focus on: 1) building leadership staff capacity to lead for equity; 2) deepening capacity of staff members to explicitly infuse equity content and processes into all professional development programs and projects; and 3) providing direct services, consultation, and resources to support school-based and central services study and dialogue about the impact of race and ethnicity on teaching and learning. Schools receiving equity training must commit to at least a year-long program that is aligned to an equity goal in the School Improvement Plan.

MCPS continues to expand the number of schools implementing PBIS at the universal level for all students in all settings. Schools currently implementing PBIS continue to receive professional development and resources to move beyond the tier one level of implementation. A full-time position to support the systemwide implementation of PBIS was allocated for the 2009–2010 school year. In 2009–2010, MCPS provided school staff members professional development opportunities focused on behavior management strategies for students with more intensive behavioral needs. Additionally, schools will be provided professional development in Check-In/Check-Out (CICO), a targeted group intervention. Future professional development will include an emphasis on equity/cultural competency.

Through the M-Stat process, MCPS will continue to monitor discipline/suspension data at the system and school level in its efforts to reduce the incidences of out-of-school suspensions and to reduce the disproportionate use of suspension for identified student groups. The M-Stat team will continue to offer professional development training for all school administrators. Throughout the school year, community superintendents will discuss and analyze school discipline/suspension data monthly for the schools under their supervision. Action plans will be put in place as needed when reductions in suspensions and/or disproportionate suspensions are not in evidence.

MCPS studied the disproportionate identification of students who receive special education services and a report, *A Strategic Plan to Achieve Equity and Excellence for All Students*, was produced. The recommendations of this report will be implemented in the 2010–2011 school year to help improve the school experiences of all students. A disproportionality steering committee will oversee two project teams that focused on staff development and accountability. We anticipate that these actions will have a direct impact on decreasing the incidences of office referrals and suspensions for students with disabilities.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13A.05.05.01.A)<sup>2, 3, 4</sup> and the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

**E. Based on the Examination of Provisions for Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:**

- 1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.**

Throughout Montgomery County, public and private agencies work to provide smarter choices and better options to children, youth, and families in need of services. In 1993, the State of Maryland established Local Management Boards (LMBs) in every jurisdiction to provide a vehicle for collaboration and partnership among those agencies and others to better serve the community.

The Montgomery County Collaboration Council for Children, Youth, and Families is an LMB partnership. Comprised of public and private agencies, faith-based organizations, families, elected officials, businesses, and community advocates, their main purpose is to assess community needs, identify priorities, target resources, and oversee service delivery on initiatives that require collaboration between two or more child-, youth-, and family-serving entities. MCPS is an active partner of the Collaboration Council.

The Children's Agenda was developed as a blueprint to assure that funding and strategies will improve lives and futures. This blueprint acts as a guide to assist our partnerships in "establishing a nurturing community where children are safe, healthy, and successful in school, prepared for life, and supported by a caring family and neighborhood." The Children's Agenda assists schools and communities in implementation of specific prevention and intervention programs in identified areas of Montgomery County.

MCPS is a member of the Local Coordinating Council (LCC). The LCC, a key initiative of the Collaboration Council for Children with Intensive Needs, coordinates community services to maintain children with emotional and behavioral disabilities in the least restrictive environment. In partnership with families/caregivers, the LCC, with representatives from public agencies serving children and youth, develops and implements plans of care for the

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<sup>2</sup> COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

<sup>3</sup> COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

<sup>4</sup> COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

residential placement, or alternatives to residential placement, for identified children. The LCC accepts referrals from lead agencies for children needing publicly funded intensive services.

MCPS also coordinates prevention, intervention, and crisis response efforts for students with personal and/or interpersonal needs with the Montgomery County Department of Health and Human Services (DHHS) branches that focus on child mental and behavioral well being and with the local chapter of the Mental Health Association (MHA). Free mental health and drug assessments are provided to referred students and their families through the DHHS Screening and Assessment Services for Children and Adolescents (SASCA). The staff in the Department of Student Services maintain collaborative ties with the National Institutes of Mental Health (NIMH), the National Association of School Psychologists (NASP), and the Substance Abuse and Mental Health Services Administration (SAMHSA), among others.



**I. E**  
**Addressing Specific Student Groups**  
**Career and Technology Education**

- 1. Describe the school system’s progress on the implementation and expansion of Career and Technology Education (CTE) Programs of Study within Career Clusters and the strategies for increasing CTE enrollees to become completers. Data points should include the number of enrollees, the number of concentrators, and completers.**

Efforts are continuing in MCPS to increase the academic rigor of the 39 Career Pathway Programs (CPPs) that are organized within the 11 MCPS Career Clusters. CPPs and inquiry-based curricula are designed to include not only rigor, but relevance and relationships as well. Students learn challenging academic content more readily as they apply their knowledge and skills to solving problems in project management teams. CPPs are continuously monitored and updated to ensure that students have seamless transitions to postsecondary education and careers.

MCPS staff continues to focus on increasing the number of exemplary 2+2+2 programs that are specifically designed to encourage students to be prepared for both college and careers. Opportunities for students to obtain certifications that prepare them for employment or advanced placement in postsecondary institutions are a major focus of instruction.

Research indicates that when students are ensured access to rigorous and relevant CPPs, the likelihood of future success improves, providing more options for all students to be successful. To help students prepare for the world of work, business leaders from each of the 11 Career Cluster Advisory Boards actively engage with schools to provide worthwhile learning opportunities for students and teachers through relevant and meaningful experiences in classrooms and workplaces. These relationships encourage students to prepare for their futures, while enhancing their capacities to understand the requirements of their chosen career fields.

MCPS enrollment, concentrator, and completer data for FY 2006 through FY 2008:

FY 2006			FY 2007			FY 2008			FY 2009		
Enroll	Concentrator	Completer	Enroll	Concentrator	Completer	Enroll	Concentrator	Completer	Enroll	Concentrator	Completer
16,338	2,593	1,038	14,245	3,349	1,058	21,241	5,672	Fall 2009	Data not yet available.		

MCPS staff plans to increase CTE enrollees who become completers by measuring, monitoring, and documenting the outcomes of its 39 CPPs. The following strategies are being implemented:

- determine annual progress toward the two MCPS CTE instructional goals established in FY 2008 to plan and implement program improvements;
- set clear and attainable targets for improvement of each CPP by school;
- continuously evaluate CPPs through articulation meetings, regular meetings with the Montgomery County Collaboration Board for CTE, and through follow up of student success at the postsecondary level through Tech Prep programs; and
- collaborate with the Office of Shared Accountability staff and school-based staff to improve the accuracy of CTE data and develop best practices for using the data to make informed instructional decisions.

**2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Program of Study, including students who are members of special populations?**

To support progress toward success for every student, CTE staff studied strategic plans in several systems and reviewed past performance in MCPS. Two instructional goals resulted from this extensive strategic planning process focusing on achievement for all MCPS students.

By 2014:

- Thirty percent of all MCPS graduates will complete a CPP.
- Eighty percent of all CPP graduates will be prepared for college and careers.

To address the instructional goals, MCPS staff and multiple stakeholders developed, implemented, and are monitoring the following two primary strategies:

- **Redesign CPPs based on national models that are aligned with college and workplace readiness requirements.** This strategy involves using the best practices and elements of research-based national models to redesign MCPS CPPs. This redesign process includes related state and national credentials that prepare students for college and careers. In addition, course work is being updated in middle school to ensure the seamless transition from middle to high school and from high school to college and careers. Program design is focused on value-added components such as students interacting directly with business partners, completing a capstone experience, and earning college credit and industry/professional credentials while still in high school.
- **Dispel the “Vo-Tech Myth”—Communicate How CPPs Benefit Students.** This strategy focuses on communicating and marketing the successes, benefits, and value-added components of all career clusters and CPPs. Rebranding from the previous CTE to the new CPP provides a way to demonstrate that instruction focuses on relevant 21st Century pathways for all students. Many parents still believe that career-related programs are not rigorous and are not focused on preparing all students for college and careers. Outreach to the community

regarding specific, value-added benefits related to CPPs will dispel antiquated perceptions of CTE. Emphasis is placed on improving communication to middle school students, parents/guardians, and staff about the CPP opportunities available in high school and the related high-wage, high-demand college and career experiences available beyond secondary school.

IE  
Addressing Specific Student Groups  
Early Learning

**Based on the examination of the 2009–010 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):**

- 1. Describe the school system’s plans for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Maryland Model for School Readiness (MMSR) data for the 2009-2010 school year indicate that 76 percent of MCPS kindergarten students entered school fully ready, an increase of 3 percentage points from the previous school year (Table 8.1). The data also indicate that 24 percent of kindergarten students require targeted support to work at the kindergarten level (Table 8.1). MCPS established a system to ensure that all students’ needs are addressed. At both the prekindergarten and kindergarten levels, MCPS utilizes the MCPS Assessment Program (MCPS AP), a local assessment, to benchmark and monitor student progress in literacy and mathematics. In addition to the Early Childhood Observation Record, MCPS AP Prekindergarten Reading and Mathematics is administered three times annually. Data collected through this assessment are used to plan instruction to support prekindergarten students’ school readiness. The kindergarten reading assessment includes a progress monitoring component that allows teachers to assess student performance between assessment windows to inform instructional decisions. The MCPS AP Mathematics Kindergarten Performance Assessments are administered at the completion of each mathematics unit. Data gathered through these assessments are used to develop and implement an instructional program of both whole-group and small-group literacy and mathematics lessons to meet the specific needs of those students who enter kindergarten either not ready or approaching readiness, as well as for all other kindergarten students. This year, MCPS has introduced a revised kindergarten curriculum that integrates all content areas. In addition, schools may choose to refer a child to the school’s Educational Management Team if the teacher feels that the child’s readiness profile may be impacted by a suspected disability and/or poor progress.

Furthermore, school-based technical and instructional support is provided to teachers of prekindergarten, Head Start, and kindergarten by reading specialists, math content coaches, ESOL teachers, special education teachers, staff development teachers, and early childhood instructional specialists. These additional school system supports assist teachers in meeting the needs of those identified as not fully ready for kindergarten. Webinar training on the new Early Childhood Accountability System tool will be provided for all kindergarten teachers in fall 2010, as well as all preschool special education teachers and related staff

that are responsible for entry data collection, using the preschool version of the MMSR, *Work Sampling System*. In addition, all new kindergarten teachers will participate in an orientation to the MMSR assessment and protocols.

**2. What are the school system's plans to work with other early childhood partners/programs (i.e, Preschool Special Education, Head Start, Child Care Programs) to ensure that children are entering school ready to learn?**

MCPS continues to provide a 10-month prekindergarten/half-day Head Start, high-quality educational program for 2,310 children highly impacted by poverty, mobility, and limited English proficiency. This locally- and federally-funded program, designed to help the most highly impacted children who traditionally may not have access to other learning opportunities, reflects a diverse student population and includes a full complement of family support services.

MCPS serves as the delegate for the Community Action Agency's Head Start grant, allowing MCPS to provide Head Start classes within MCPS sites. In FY 2008, full-day Head Start programs were implemented in 13 classes at 10 Title I schools. Data collected on students in the initial year of the full-day Head Start program indicate that providing students with a full-day program that increases the time, intensity, and frequency of educational services, resulted in significant increases in participating students' school readiness profiles. In FY 2010, MCPS added an additional eight full-day Head Start programs so that all Head Start programs in Title I schools are full-day programs, increasing the number of children who have access to a high-quality, full-day educational experience prior to the start of kindergarten. A total of 420 students were served in these full-day Head Start classes in FY 2010.

To further support school readiness, MCPS offers prekindergarten collaboration classes that include opportunities for prekindergarten general education and special education students to attend class together. These classes enable special education students to interact with and learn from typically developing peers.

Literacy and mathematics activity nights for families of prekindergarten and Head Start students are scheduled throughout the school year. At these events, parents learn ways they can support and enhance their children's skills in these domains. Parents also receive materials to use at home with their children. Both domains, Language and Literacy and Mathematical Thinking, continue to show increases over the past five years—Literacy from 49 percent fully ready in 2005 to 66 percent fully ready in 2010, and mathematics from 59 percent fully ready in 2005 to 72 percent fully ready in 2010 (Table 8.2).

Kindergarten readiness workshops are offered several times during the school year to provide parents of incoming children with information on kindergarten expectations and to offer parents ideas to use at home with their children to support readiness.

Existing and expanding community partnerships continue to increase the provision of comprehensive early childhood services to highly impacted families with children from birth through age three at the Gaithersburg and Silver Spring Judy Centers. Targeted services also include weekly play and learn literacy-based and parent-child activity sessions. Both centers provide developmental screening clinics for infants and toddlers, as well as literacy learning parties for parents and child care providers. Judy Center educators also help families with 4-year-old children access full-year prekindergarten and/or MSDE accredited child care programs. Training also is provided for parents and child care providers in all MMSR domains. Training will continue to help ensure that providers are implementing a program that is aligned with MSDE *Quality Early Learning Standards* and will support children's development in all domains. Readiness data from the Judy Centers shows that these interventions are having a positive impact on the MMSR scores of Judy Center participants.

MCPS continues to collaborate with other county agencies, both public and private, to strengthen programs and resources to support young children's development in all domains. The Montgomery County Early Care and Education Congress Steering Committee was convened to support issues related to early childhood education services for children, birth through age five, and build on the work of the county's existing *Early Childhood Initiative, developed in the year 2000*. Represented in this group are MCPS, Department of Health and Human Services, Montgomery County Public Libraries, Family Services Agency, Montgomery College, and the Montgomery County Mental Health Association. This group was responsible for initiating the annual Montgomery County Early Care and Education Congress, a collaborative event that engages a wider group of county early childhood stakeholders on issues related to school readiness and the alignment of early care and education programs across the county. The most recent event was held on May 13, 2010, and featured an overview of the county's MMSR data as well as information on supporting physical development.

Providing more children with access to high-quality child care programs that are aligned with the MMSR domains should have a positive impact on the overall readiness profiles of incoming MCPS kindergarten students. MCPS collaboration with community child care providers will continue to ensure that highly impacted children attending child care programs have access to a high-quality curriculum that is aligned with the State Curriculum. Participating child care providers attend MCPS training that supports implementation of the MCPS Prekindergarten Reading/Language Arts and Mathematics curriculum and resource materials. Additional child care providers are guided by MCPS staff through the MSDE accreditation/revalidation process. To further align the efforts of MCPS and community child care providers, MCPS meets annually with providers to share information about the kindergarten program.

The Montgomery County Council convened a work group to develop recommendations for the implementation of universal preschool in Montgomery County. The group released a detailed report outlining its recommendations. This report serves as a guide as the county

moves towards the expansion of preschool services to ensure school readiness for all of Montgomery County's children.

MCPS is a member of the Montgomery County Prekindergarten through 20 Council. This body is comprised of representatives from the school system, local community colleges, and affiliated community agencies. The Council's goal is to ensure the implementation of a comprehensive, aligned educational system that will prepare all students for school, work, and life.

MCPS Early Learning documents for parents, such as *Getting Ready for Kindergarten*, *Parent Tips*, and the *Kindergarten Parent Handbook* are translated in multiple languages and disseminated throughout the school year. These languages include English, Vietnamese, Amharic, Spanish, French, Korean, and Chinese to ensure that all parents have access to vital information to support their children's learning and preparation for kindergarten.

**Based on the examination of the 2009–2010 Public Prekindergarten Enrollment Data (Table 8.3)**

**1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2009-2010.**

Table 8.3 indicates that there were 2745 students enrolled in prekindergarten programs as of September 30, 2009. Class enrollment data centrally maintained and monitored on a weekly basis at MCPS Early Childhood Programs and Services indicates there were 2730 students enrolled as of September 30, 2009. Of these students, 2310 were enrolled in half-day prekindergarten/Head Start programs and 420 children were enrolled in full-day Head Start programs.

**2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the public prekindergarten program as described in COMAR 13A.6.02.**

MCPS implements a comprehensive prekindergarten and Head Start recruitment and registration plan to ensure educational services are provided to all eligible children. All applications for the MCPS prekindergarten/Head Start programs are processed centrally. This centralized enrollment process ensures that the application process is applied consistently and accurately. The outreach and recruitment are extensive to ensure that all potentially income-eligible families are aware of the Prekindergarten programs, including Head Start, and how to apply.

Registration opportunities are advertised on radio and television, and included in community outreach efforts with social service agencies, community forums, organizations, and ethnic communities. Key recruitment strategies include mailings to all families with young children who receive Maryland Children's Health Insurance (MCHIP) and child care subsidies, as well as all families with young children residing in public or subsidized housing.

In addition, registration information is distributed to all elementary schools in the county. Partner agencies within the community also receive registration information, including food banks, clothing centers, churches, and pediatricians' offices. Outreach also is extended to media and targeted organizations assisting various ethnic groups. The documents are translated into six languages for ease of access for families.

MCPS also schedules many prekindergarten/Head Start registrations during evenings and on Saturdays to accommodate the schedules of working parents. In addition, some registration sessions are held at off-site locations in the community to provide easier access for parents. The programs take applications throughout the year and enroll students as eligible applications are processed. There is no waiting list for 4-year-old students.



I.E.  
**Addressing Specific Student Groups  
Gifted and Talented Programs**

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2009–2010 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, includes a key goal critical for accelerating the achievement of gifted and talented students, *Goal 2 Provide an Effective Instructional Program*. In Goal 2, the milestone related to gifted and talented students is “All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement [AP], International Baccalaureate [IB], and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.” Data points to measure the success of this milestone include the number of students identified as gifted and talented (GT), the number of students enrolled in above-grade-level mathematics in Grade 5, the number of students enrolled in Honors and AP, IB, and college-level courses, and student performance on AP, IB courses.

The strategic plan for the Division of Accelerated and Enriched Instruction also addresses the challenges identified by system priorities as well as priorities identified in the report of the Deputy Superintendent’s Advisory Committee on Gifted and Talented Education (DSAC). The plan includes the following four goals:

- Strengthen Accountability Measures
- Improve and Expand Programs
- Implement Systematic Collection and Analysis of Data
- Provide all Students with Equal Access to GT Programs and Services

While MCPS begins identifying students who can work at advanced levels as early as kindergarten, a review of multiple data points that assess cognitive and academic strengths of every child in Grade 2 and the opportunity for reassessing current students and assessing new students in Grades 3–5 allows the system to—

- recognize those students whose performance, motivation, or potential ability indicate the need for accelerated and enriched instruction; and
- match student strengths with instruction and programs that will support and extend these strengths.

This global screening process is conducted by local elementary schools with support and review from central office staff. The process consists of collecting multiple points of data on every student, review of the data by the school Accelerated and Enriched Instruction

Committee, planning for instruction for each child, and a decision regarding identification. Students who show potential but are not identified as “gifted and talented” also may receive accelerated and enriched instruction. In 2009-2010, MCPS piloted a Student Instructional Program Planning and Implementation (SIPPI) process in 31 elementary schools that streamlines the global screening and articulation processes through the use of technology and further ensures that students receive the appropriate level of instruction.

**Data from 2010 screening is not yet available.**

(Per the October 15 Submission.)

Middle schools use the elementary GT identification to help plan for instruction. In addition, students are reassessed locally for appropriate placement in challenging courses. To improve traditional GT offerings, advanced courses in English, science and world studies are being developed and implemented through the middle school reform process. At the beginning of the fourth quarter in 2009–2010, students in one or more GT courses in middle school represented about 90% of the Grade 6 student population. In Grade 8, about 88% of students were enrolled in one or more GT courses.

In high schools, student data profiles are reviewed for placement in Honors, AP, IB, or college-level courses by each school. MCPS also has created a data tool to search for students who may have potential but are not enrolled in courses that challenge them. The MCPS Class of 2009 set new Advanced Placement (AP) examination participation and performance records. In 2009, 64.4 percent of MCPS graduates took one or more AP exams, a rate that was 24.4 and 37.9 percentage points higher, respectively, than the rate for public school graduates in Maryland (40.0 percent) and the nation (26.5 percent). More significantly, the percentage of MCPS graduates who earned at least one AP exam score of 3 or higher (48.7 percent) was about twice the rate for public school graduates in Maryland (24.8 percent) and more than three times the rate for public school graduates in the nation (15.9 percent). Particularly noteworthy is the fact that MCPS graduates decisively contributed to Maryland’s first place national ranking for AP exam performance. For the second year in a row, Maryland had the highest percentage of graduates who earned one or more AP exam scores of 3 or higher, and MCPS students accounted for 33 percent of all of the 2009 Maryland graduates who earned a 3 or higher on at least one exam. The percentage of African American graduates in the MCPS Class of 2009 who earned at least one AP exam score of 3 or higher was more than three times the rate for African American graduates in Maryland and more than five times the rate for African American graduates nationwide. The percentage of African American (20.9 percent) and Hispanic (35.1 percent) graduates in the MCPS Class of 2009 with at least one AP score of 3 or higher was 5.0 and 19.2 percentage points, respectively, above the national average (15.9 percent) for all graduates.

In 2009-2010, MCPS continued to make progress towards system Strategic Plan goals regarding the Gifted and Talented program services outlined in the response to Question 2

of section I.F. of the Master Plan. Specifically, progress was made in the following areas using a number of strategies:

- Staff from the Division of Accelerated and Enriched Instruction (AEI) continued to collaborate with community superintendents in the Office of School Performance (OSP) to monitor annual data points for accelerated and enriched instruction implementation, report individual school progress regarding provision of GT services, and to provide direct support to schools. The monitoring process is reviewed twice a year to provide timely data to OSP and schools, as well as targeted support.
- AEI Staff continue collecting stakeholder feedback in preparation for MCPS BOE review of Policy IOA *Gifted and Talented Education*.
- AEI staff supported development of the AEI Literacy Coach and the AEI Math Content Coach and Middle School Reform professional development sessions to establish expectations for schools on delivery of rigorous, advanced level instruction.
- AEI staff provided professional development to principals, assistant principals, and principal interns at principals' update meetings and professional learning community meetings on strategies for leading for rigorous instruction and using data to insure provision of advanced level services.
- As part of its school support efforts, AEI staff provided individual administrative, consultation, teacher collaborative planning leadership, and direct professional development on content and strategies that support advanced level instruction. In 2009-2010, AEI staff provided support to 172 schools of the 200 schools in MCPS.
- AEI provides systemwide professional development in rigorous course preparation for Middle School Reform, the William and Mary Reading/Language Arts program, Junior Great Books, Jacob's Ladder, supporting GT/ learning disabled (LD) students and continuing education courses RD 40: Strategies for Advanced Level Reading Language Arts Instruction, MA 68: Strategies for Advanced Level Mathematics Instruction and SA 92: Smart Kids with Learning Difficulties.
- MCPS developed a partnership with Towson University to offer a Master's concentration in Gifted and Talented instruction. A cohort of MCPS teachers began the program in the fall of 2008, and a second cohort began in January of 2010.
- AEI staff continued to work with school principals to ensure the consistent implementation of the Junior Great Books reading language arts program and the William and Mary Reading Language Arts program for students who have the ability, potential, or motivation to work at advanced levels in all elementary schools.
- The Highly Gifted Centers integrated curriculum was fully implemented in eight centers and Units One and Two were implemented at a non-center elementary school and at the GT/LD Centers.

- The GT/LD WINGS Mentor Program supported GT/LD students at risk of failure by providing one-to-one support.
- Local funds were allocated in the FY 2011 budget to continue implementation of the successful Middle School Magnet Consortium after the federal Magnet Schools Assistance Program grant ended.
- The advanced courses from the Middle School Magnet Consortium are available to all MCPS middle schools.
- The whole-school magnet programs at Poolesville High School, including an expansion of the Montgomery Blair Science, Mathematics, and Computer Science Magnet Program and a new Humanities Magnet Program were expanded to Grade 12, thus completing the four-year sequence projected for 2010.
- In 2010, John F. Kennedy and Seneca Valley high schools received authorization for International Baccalaureate Diploma Programs. MCPS now hosts a total of eight Diploma Programs.
- In 2009-2010, MCPS continued to host International Baccalaureate Middle Years Programs in five middle schools and three high schools.
- MCPS continues its partnerships with higher education institutions to provide students with university courses and experiences while still in high school. Students from all 25 high schools now have access to various partnership programs, activities, projects, and initiatives.
- Staff continued to streamline application processes, increased parental outreach, and maintain program development for secondary magnets, including developing, collecting and analyzing parent impressions of the programs through a survey.
- The Office of Shared Accountability conducted an analysis of the Grade 2 gifted identification process and published results in memorandum to the Board of Education. AEI is partnering with 31 elementary schools, the Office of Shared Accountability, the Office of School Performance, and the Office of the Chief Technology Officer to develop a Student Instructional Program Planning and Implementation (SIPPI) process. This process will-
  - Match student strengths and areas of need with instruction and programs;
  - Recognize those students whose performance, motivation, or potential ability indicates the need for accelerated and enriched instruction;
  - Recognize students who need specialized instructional support;
  - Communicate with families and the next grade level teacher the recommendations of a team of professionals, including establishing recommendations in the context of student goals for college readiness; and
  - Ensure that recommendations for instruction are carried out and include parents in decisions regarding instructional recommendations.
- The Office of School Performance conducted several action-research reviews of acceleration in elementary mathematics and Advanced Placement/International Baccalaureate participation and performance through the M-STAT process.

- The Office of Curriculum and Instructional Programs (OCIP) staff, including AEI staff, developed and piloted a Grade 5 literacy benchmark, in 32 schools that included an advanced level literacy benchmark in Grade 5.
- The Online Kindergarten Integrated Curriculum that includes a Primary Talent Development component was implemented in 90 elementary schools in 2009-2010. Work continues to expand the integrated curriculum model to Grades 1-5.
- AEI staff provided an annual data report to all schools indicating students identified as GT/LD.
- AEI staff partnered with the Department of Family and Community Partnerships to help parents navigate the multiple acceleration and enrichment opportunities at local schools and throughout MCPS.
- AEI staff continued community and staff outreach through the AEI Advisory. This multi-stakeholder group reviewed program and system plans.
- Multiple information sessions, with translators on site, and two application workshops were hosted for parents interested in special programs.
- MCPS published *Options*, an introductory guide to special programs on the MCPS website. Budget reductions preclude mailing this guide for the 2010-2011 school year. The publication is available online.

## **2. Identify the strategies, including resource allocations that appear related to the progress.**

MCPS offers a continuum of programs and services, including accelerated and enriched instruction at every school and center and magnet programs for the highly gifted and GT/LD students. At the elementary level, students are served primarily through opportunities for accelerated and enriched instruction in the MCPS curriculum. In the MCPS mathematics and reading/language arts programs, students can access work one to several years above grade level. Enrichment opportunities are included in programs during the school day such as William and Mary, Junior Great Books, and Jacob's Ladder and through after-school enrichment such as Destination Imagination. Several specialty programs or staffing positions serve a limited number of students such as the early recognition of potential, the Program for Assessment, Diagnosis, and Instruction (PADI) in 16 schools, the Title I/GT 0.5 teachers in 15 Title I schools, the WINGS Mentor Program for GT/LD students, two GT/LD centers, the Takoma Park Primary Magnet, the International Baccalaureate Primary Years Program, and eight centers for the highly gifted.

At the middle school level, students are encouraged to enroll in above grade-level mathematics courses and GT or Advanced courses or cluster groups in English, science, and social studies. Students may earn high school credit for advanced level mathematics, English, and science courses while in middle school. Additionally, students may enroll in high school level foreign language courses, also considered advanced level courses. The curriculum for GT and Advanced courses includes appropriate adaptations for accelerated and enriched learning for pursuing in-depth studies that require abstract and higher-order thinking skills. GT and Advanced courses provide expectations and opportunities for

students to work independently at an accelerated pace, to engage in more rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. Students who are highly capable and potentially high-achieving students who are motivated to pursue rigorous, challenging instruction may enroll in GT and Advanced courses.

Special programs for the middle school level include three centers for GT/LD students, centers for the highly gifted in humanities and mathematics, science, and computer science, the International Baccalaureate Middle Years Program, and student choice magnets in technology, aerospace, and the creative and performing arts. The GT/LD program at Roberto Clemente Middle School aligns services with the Upcounty Center Program for the Highly Gifted.

Students in MCPS high schools may choose from a broad range of core and elective courses at the Honors and AP levels. Special programs are focused on serving students at three GT/LD centers, three application programs for the highly gifted, eight International Baccalaureate programs, and a Visual Arts Center. Students also may choose from a variety of local and regional signature and academy programs.

MCPS employed a number of strategies to continue progress towards system Strategic Plan goals regarding Gifted and Talented program services. The most frequently used strategies were system-wide professional development, project management and expansion of initiatives, clarification of instructional expectations, communication with stakeholders, and direct support to schools in the form of consultation, curriculum planning, and professional development.

For FY 2011, MCPS allocated a budget of \$1,580,279 to the Division of Accelerated and Enriched Instruction to help meet system goals in this area. This does not include the resources dedicated in other offices, special programs housed at schools, or school programs focused on accelerated and enriched instruction.

**3. Describe where challenges are evident in meeting Gifted and Talented Program goals, objectives, and strategies.**

Despite an economic downturn which necessitates a reduction in funding and prioritization of funding allocation, MCPS continues its work to achieve the goals of the strategic plan, *Our Call to Action: Pursuit of Excellence*, and specifically the goal critical for accelerating the achievement of gifted and talented students, *Goal 2 Provide an Effective Instructional Program*. The challenges for meeting these goals are articulated in the strategic plan for the Division of Accelerated and Enriched Programs, along with the following 18 strategies to address the challenges:

**I. Strengthen Accountability Measures**

- A. Improve GT policy monitoring through alignment with the efforts of Office of School Performance to monitor schools.
- B. Work with the Office of School Performance to develop key school data to publish regarding GT implementation, such as participation in professional development and number of students in advanced courses.
- C. Develop performance criteria to evaluate key school-based staff responsible for service delivery.

**II. Improve and Expand Programs**

- A. Review the Global Screening process to focus on levels of service provided to students.
- B. Develop clear guidelines to differentiated levels of service in reading/language arts/English, mathematics, science, and social studies.
- C. Refocus Title I, PADI, and WINGS Mentor program into a primary talent development initiative serving a maximum number of schools in need.
- D. Continue to implement and disseminate highly gifted center curriculum.
- E. Complete and implement the Middle School Magnet Consortium programs curriculum.
- F. Develop a whole-school magnet model for the Poolesville High School magnet programs.
- G. Review middle school humanities and math/science programs and make recommendations for improvement.
- H. Develop a strategic plan for expansion and implementation of IB programs.

**III. Implement Systematic Collection and Analysis of Data**

- A. Integrate data collected regarding accelerated and enriched instruction into individual student profiles provided in student data systems.
- B. Include data on student accelerated and enriched instruction in parent-reporting methods.

**IV. Provide all Students with Equal Access to GT Programs and Services**

- A. Review instructional practices and articulation procedures to ensure that institutional barriers to access are identified and removed at all levels.
- B. Review impact of Title I/GT 0.5 position and report recommendations.
- C. Review access for GT/LD students through a program review.
- D. Develop consistent methods for parent outreach to ensure that all families are knowledgeable about accelerated and enriched programs.
- E. Review the application procedures for all test-in programs to ensure equitable access.

- 4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.**

Progress continues on meeting the MCPS goal of providing an effective instructional program for all students, and in particular for students requiring acceleration and enrichment. Many measures in the MCPS strategic plan are being put into effect and funding is being provided to support implementation.

The effort to strengthen accountability measures continues through collaboration with the Office of School Performance. Meetings for FY 2011 with community superintendents to discuss key data points related to GT implementation will occur on a regular basis. Based on analysis of data, schools in particular need of professional development and support in providing effective accelerated and enriched programming will continue to be identified and support provided. The Division of Accelerated and Enriched Instruction will support evaluation of effective implementation of advanced-level programming in identified schools using previously created performance criteria. Additional K–8 benchmarks for reading language arts will be identified that will allow schools to monitor progress, similar to the current mathematics structure.

**Program expansion and improvement** efforts include a continuation of the work to develop a Student Instructional Program Planning and Implementation process that will

- Match student strengths and areas of need with instruction and programs;
- Recognize those students whose performance, motivation, or potential ability indicates the need for accelerated and enriched instruction;
- Recognize students who need specialized instructional support;
- Communicate with families and the next grade level teacher the recommendations of a team of professionals, including establishing recommendations in the context of student goals for college readiness; and
- Ensure that recommendations for instruction are carried out and include parents in decisions regarding instructional recommendations.

Recommendations from the Global Screening Project Team that studied disproportionality provided additional guidance in this effort. Primary talent development opportunities are being embedded in the new integrated online kindergarten curriculum and staff members from the highly gifted centers continue to receive professional development to accompany the integrated curriculum for students at the centers. Feedback from the teachers will result in further refinement of the curriculum. AEI staff also will redesign all professional development opportunities to clarify how each program or process fosters development of critical thinking, reasoning, and problem solving skills in Grades pre-K–12. Additionally, all AEI professional development will incorporate the use of online tutorials and digital technology to better serve school staff. In 2010-2011, AEI will expand professional development opportunities for staff who currently teach or have an interest in teaching IB courses to include a Middle Years Program teaching academy, as well as a continuing education course: Teaching the IB in MCPS. The whole school magnet at Poolesville High School continues to expand the course offerings, allowing the school to challenge both the students who applied and were selected countywide for advanced-programming opportunities and all students who normally attend this school.



As a part of the Middle School Reform initiative, MCPS is building on the success of the whole school magnet programs at three MCPS middle schools: Argyle, A. Mario Loiederman, and Parkland. The availability of highly engaging advanced-level courses previously offered only to the three magnet consortium schools will be extended to all middle schools, allowing students in more schools access to even more rigorous course work, some of which will offer high school credit. This initiative is being expanded to include more middle schools in 2010-2011.

A review of middle school magnet humanities and math/science courses will continue, with staff members from the Division of Accelerated and Enriched Instruction and teachers from the various sites collaborating to develop or refine curriculum and assessment documents.

Work to implement systematic collection and analysis of data continues in collaboration with the Office of the Chief Technology Officer. Data collected regarding accelerated and enriched instruction are now integrated into individual student profiles provided in student data systems at all grade levels. MCPS is working to make the data more easily accessible for teachers and administrators to facilitate articulation and for parents to help them to be active participants in their children's learning experience.

An important challenge that remains is that of providing all students with equal access to GT programs and services. MCPS is working to build the capacity of staff to establish culturally sensitive learning environments and to develop culturally sensitive instruction. An outcome of the Middle School Reform initiative is that common articulation procedures be established to ensure that institutional barriers to access rigorous instruction are identified and removed at all levels. The Department of Family and Community Partnerships is collaborating with the Department of Enriched and Innovative Programs to develop consistent methods for parent outreach to ensure that all families are knowledgeable about accelerated and enriched programs. Ongoing review of the application procedures for all test-in programs to ensure equitable access continues. The Division of Accelerated and Enriched Instruction (AEI) supports the Program for Assessment, Diagnosis, and Instruction (PADI) in 16 elementary schools to identify and nurture the talents and skills of traditionally underrepresented populations. The PADI strategies are also being embedded in the K-5 online integrated curriculum, thus extending the primary talent development model to all elementary schools. AEI also supports the professional development of middle school Accelerated and Enriched Instruction Support Teachers, middle school AEI Literacy Coaches, and AEI Math Content Coaches whose work includes providing access to accelerated and enriched instruction in their schools to all students.

## I.E.

**Addressing Specific Student Groups, Special Education****Improving the Academic Performance of Students with Disabilities**

In alignment with the outcomes and timelines established by the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, the Department of Special Education Services (DSES) and the Department of Special Education Operations (DSEO) are committed to engaging all students in a rigorous academic program.

Three key initiatives that have resulted in improved outcomes for MCPS students with disabilities have included:

- Analysis of student achievement data in the least restrictive environment (LRE)
- Return of elementary school students with disabilities to their home school (Home School Model [HSM])
- Phase out of the Secondary Learning Centers

**Analysis of Data in the Least Restrictive Environment**

As MCPS has met or exceeded the targets for LRE A and LRE C in FY 2010, MCPS students with disabilities have demonstrated achievement above the state average in the areas of mathematics and reading in the special education subgroup as measured by the Maryland School Assessment (MSA) program. Tables 1 and 2 illustrate the progress that MCPS has made over time in ensuring that more students with disabilities attend school with typical peers and participate in academic and extracurricular activities that neighborhood schools provide for the community. Table 3 illustrates the gains made in student achievement outcomes that have occurred in tandem with LRE initiatives such as HSM.

**Table 1: Targets and MCPS Performance for LRE A**

Year	MSDE Target	MCPS Performance
FY 2005	N/A	53.30%
FY 2006	57.75%	57.05%
FY 2007	60.11%	59.10%
FY 2008	60.61%	60.10%
FY 2009	61.11%	66.67%
FY 2010	61.61%	66.62%

MSDE = Maryland State Department of Education

**Table 2: Targets and MCPS Performance for LRE C**

Year	MSDE Target	MCPS Performance
FY 2005	N/A	21.57%
FY 2006	17.47%	20.66%
FY 2007	16.61%	19.44%
FY 2008	16.36%	17.00%
FY 2009	16.11%	14.14%
FY 2010	15.86%	12.70%

MSDE = Maryland State Department of Education

**Table 3: MSA Performance Data  
2005-2009**

Table 3.1 MSA AYP Reading Proficiency Elementary Level Special Education Subgroup						Table 3.2 MSA AYP Mathematics Proficiency Elementary Level Special Education Subgroup					
	2005	2006	2007	2008	2009		2005	2006	2007	2008	2009
MCPS	59.4%	62.3%	67.8%	74.9%	77.4%	MCPS	53.2%	56.5%	60.7%	64.4%	65.9%
MSDE Target		62.5%	67.2%	71.8%	76.5%	MSDE Target		58.8%	63.9%	69.1%	74.2%

Table 3.3 MSA AYP Reading Proficiency Middle School Level Special Education Subgroup						Table 3.4 MSA AYP Mathematics Proficiency Middle School Level Special Education Subgroup					
	2005	2006	2007	2008	2009		2005	2006	2007	2008	2009
MCPS	41.9%	42.7%	51.3%	63.8%	68.5%	MCPS	30.7%	35.0%	43.1%	49.1%	51.1%
MSDE Target		61.5%	66.3%	71.1%	75.9%	MSDE Target		42.9%	50.0%	57.1%	64.3%

Table 3.5 HSA AYP Reading Proficiency High School English 10 Special Education Subgroup						Table 3.6 HSA AYP Mathematics Proficiency High School Algebra Special Education Subgroup					
	2005	2006	2007	2008	2009		2005	2006	2007	2008	2009
MCPS	31.8%	29.7%	46.5%	55.7%	61.4%	MCPS	32.9%	45.2%	44.9%	60.5%	66.8%
MSDE Target		45.3%	52.2%	59.0%	65.8%	MSDE Target		29.8%	38.6%	47.3%	56.1%

AYP = Adequate Yearly Progress

**Return of Elementary Students to Neighborhood Schools—(Home School Model)**

For the FY 2011 school year, the Home School Model (HSM) will be implemented in 64 elementary schools. The service delivery model for HSM ensures access to the general education curriculum and includes consultation, resources, and small-group instruction to address the needs of students with disabilities. HSM staff allocations are based on the cumulative hours of special education instructional services as documented on all students' Individualized Education Programs (IEPs) for each neighborhood school rather than on the traditional child count. This innovative approach is similar to the hours-based staffing model used at the middle school level and takes into consideration the severity and intensity of

student instructional needs reflected in the hours of service on the IEP rather than relying on the premise that all students with disabilities require an equal amount of service and staffing.

HSM elementary schools are able to program for students who were previously receiving services outside of their home school, while providing increased access to rigorous instruction. Over a five-year span, 21 HSM schools made a 20 or greater percentage point gain in their MSA scores in reading, six of which increased by 40 percent or greater. Thirteen HSM schools made a 20 or greater percentage point gain in their MSA scores in mathematics, two of which increased by 40 percent or greater.

In analyzing the Adequate Yearly Progress (AYP) data for HSM schools, 100% percent of all HSM schools met AYP proficiency in reading and 96 percent of all HSM school met AYP proficiency in mathematics. In 2009, 32 HSM schools, or 53 percent, met or exceeded the Annual Measurable Outcome (AMO) reading target, while 15 HSM schools, or 25 percent, exceeded the AMO mathematics target.

### **Middle School Hours-based Staffing**

During the 2009–2010 school year, the Hours-based Staffing Model expanded to a total of 31 middle schools. Like the HSM at the elementary level, hours-based staffing is a service delivery model that provides equitable and appropriate staffing of special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. Hours-based staffing provides resources for more flexible scheduling options such as coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be transported to more restrictive, centralized services.

In the 2009–2010 school year, 25 of the 31 middle schools with hours-based staffing made AYP in the special education subgroup for reading. Within the same timeframe, 23 of these schools made AYP in the special education subgroup for mathematics.

### **Phase Out of the Secondary Learning Centers and Expanded Inclusive Opportunities**

In 2007, MCPS initiated a phase out of the Secondary Learning Centers (SLC). The 2009–2010 school year represented the first year in which learning centers no longer were available at the middle school level. Central office case managers monitor the progress of 190 students in Grades 6–12 who would have been recommended for secondary learning centers or who chose to return to their home or consortia schools. These students receive a continuum of special education services in their home or consortia schools. The initiative to phase out the SLCs has contributed to the decrease in students being served in self-contained settings and more students with disabilities being served in general education.

Professional development for both general and special education teachers has been a critical component of the SLC phase out plan and the systemwide initiative to improve LRE opportunities. Upon completion of the required professional development activities planned for summer 2010, all coteaching teams in Grades 6–12 and 700 paraeducators will have been trained in best practices to improve students' success in the LRE. Eight itinerant resource teachers (IRTs) with a wide range of expertise in autism, behavioral and emotional support strategies, elementary and secondary instructional strategies, and reading and mathematics instruction, provide professional development and job-embedded coaching to school staff members, assisted in increasing attendance, decreasing suspension rates, and improving overall student outcomes. Specific professional development activities provided by the IRTs and other central office staff have supported administrators with the development of master schedules that ensure a continuum of special education services designed to support students who would have attended more restrictive SLC classes.

Through a partnership with Towson University, MCPS established the Middle School Special Education Institute (MSSEI). The purpose of the MSSEI is to build the capacity of general and special education teachers, related service providers, and paraeducators to teach special education students in the LRE by providing them with targeted professional development opportunities and observations. Beginning in the 2010–2011 school year, the MSSEI will demonstrate effective instructional practices for teaching students with disabilities in the LRE with an emphasis on coteaching, collaborative planning, differentiated instruction, Universal Design for Learning (UDL), social skills training, and the use of technology.

Lakelands Park, Rosa Parks and Tilden middle schools were selected for implementation of the UDL *Middle School Project: Building Instructional Technology Leadership Teams (ITLT)* and to focus on the integration of technology into instruction for all students during the 2010–2011 school year. At each school, an ITLT has been formed. The ITLT at each school will be a core of 12 leaders who receive additional computing devices and equipment in their classrooms, customized training, coaching, and support on implementing UDL and instructional technology to implement UDL principles and technology integration in the classroom.

The initiation and ongoing support of academic interventions also have supported the MCPS strategic goal of providing students with disabilities access to the general education environment to the maximum extent appropriate. MCPS has implemented and provides ongoing, job-embedded support for the following reading interventions:

- ***Read Well*** targets phonemic awareness and phonics instruction using systematic and explicit instruction for nonfluent readers in Grades 1–3.
- ***Horizons*** is a direct instruction reading intervention to develop phonemic awareness, decoding skills, advanced word recognition, vocabulary, fluency, and basic comprehension strategies for struggling readers in Grades K–3.
- ***Corrective Reading*** is a direct instruction intervention to improve decoding skills for struggling readers in Grade 4 through age 21.

- **Read Naturally** improves reading fluency for struggling readers. The program includes modeled reading of passages, repeated student readings, and progress monitoring of fluency and comprehension.
- **Lexia—Reading Strategies for Older Students** provides supplemental support for the development of an effective decoding system using activity-based instruction.
- **Edmark Reading** develops sight vocabulary for students needing more functional reading development.
- **Read 180** at all secondary schools. *Read 180* is a computer-based intervention for middle and high school students. After the initial whole group lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modeled reading, and paperback books for independent reading. DSES and DSEO contributed to the funding of this intervention in 16 middle schools and ~~four~~4 high schools, and general education initiatives funded the other licenses and professional development so that all secondary schools could provide this intervention.
- **Reading Assistant** allows students to practice independent oral reading. The program combines speech recognition and verification technology to help students develop fluency, vocabulary, and comprehension.
- **Wilson Reading System** uses a multi-sensory instructional sequence that teaches students Grade 3 to age 21 to decode and spell through increased understanding of language structure.
- **Rewards** is a scripted decoding intervention that teaches students reading strategies beginning with multi-syllabic words.

MCPS has initiated the following efforts to ensure mathematics proficiency, including the implementation of research-based mathematics interventions and systemwide professional development focused on making mathematics instruction accessible for students with disabilities for elementary special educators, middle school mathematics, and high school Algebra for general and special educators. The following scientifically research-based mathematics interventions have been implemented systemwide:

- **FASTT Math** is a software program that helps struggling students develop fluency with basic mathematics facts in the four operations. It automatically differentiates instruction and practice based on each student’s individual fluency levels in customized, 10-minute daily sessions for students in Grades 3–8.
- **Above and Beyond with Digi Blocks** programs for students with intellectual disabilities. *Above and Beyond with Digi Blocks* is a mathematics manipulative designed to support student understanding of number concepts. Its five strands address counting, place value, the four operations, and money concepts.
- **Understanding Math** is a computer-assisted program used with students in Grades 4–10. The program’s nine topics can be used to introduce concepts to a whole class, re-teach concepts in a different way to a small group, or remediate individual students on specific skills. Each topic has interactive concept sections with step-by-step

explanations, practice sessions, and off-computer activities with lesson outlines/worksheets.

### **Middle School Reform Efforts Aligned with Special Education**

Middle School Reform efforts are aligned with the DSES and DSEO's goal of improving student outcomes in mathematics. Based on national research and extensive work of project teams, Middle School Reform addresses four key areas to meet the academic and developmental needs of middle school students in MCPS, including collaborative and high quality leadership, teachers with strong content knowledge and teaching expertise; rigorous and challenging curriculum; instruction and assessments that require students to make connections across disciplines and apply information to real life; and strong parent and community engagement. Expectations for academic excellence at the highest level with appropriate supports are the common thread that is woven through the goals and actions of Middle School Reform. Students with disabilities benefit from all of the goals and actions of Middle School Reform, including the implementation of a comprehensive professional development plan for middle school general and special education teachers on topics such as differentiation, rigor, technology, and using data to drive instruction. Currently, 15 middle schools are participating in the Middle School Reform initiative.

### **Adequate Yearly Progress Grant**

In 2009–2010, through a state-funded Adequate Yearly Progress (AYP) grant, MCPS focused resources on professional development and ongoing support to five elementary schools that failed to make AYP in reading or met AYP through Safe Harbor. The AYP project also funded the implementation of two reading intervention programs: a direct-instruction reading intervention program targeting phonemic awareness and decoding; and a software program using speech recognition and verification targeting reading fluency, vocabulary and comprehension.

### **Mini-grants**

The Office of Special Education and Student Services (OSESS) developed a mini-grant for middle and high schools to provide increased opportunities for coteaching teams to collaboratively plan and enhance instruction for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and technology to increase the percentage of students with disabilities passing the High School Assessments and the percentage of students scoring proficient or advanced on the MSAs. A total of 42 schools, 27 middle and 15 high schools, participated in coteaching mini-grants.

OSESS also developed a mini-grant for elementary schools to provide increased opportunities for general and special education staff to collaboratively plan to enhance instruction and provide more inclusive opportunities for students with disabilities. Funds supported the planning to increase the use of differentiation strategies, Universal Design practices, and

technology to increase the percentage of students with disabilities scoring proficient or advanced on the Maryland School Assessments. A total of 32 elementary schools participated in collaborative planning mini-grants.

### **Prekindergarten Special Education**

Providing prekindergarten special education services in regular early childhood settings has been challenging due to the limited number of regular prekindergarten programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services and the Division of Early Childhood Education Programs and Services are collaborating to collocate general and special education prekindergarten classes to facilitate LRE options for prekindergarten students. In FY 2010, MCPS continued to implement a prekindergarten Collaboration Class Project in which general and special education teachers use a collaborative teaching model to instruct 4-year-old students with and without disabilities together using flexible groupings. Currently, 15 locations are using this model. Also in FY 2010, seven schools have the Providing Inclusive Learning Opportunities for Threes (PILOT) program, enabling children with disabilities to attend school with their neighborhood nondisabled peers. As a result, children with disabilities are provided with greater access to the prekindergarten curriculum and better preparation for general education kindergarten settings.





## Cross-Cutting Themes

### Educational Technology

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007-2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

1. Identify the major technology goals that were addressed by the school system during the 2009–2010 academic year. Include a description of:
  - the progress that was made toward meeting these goals and a timeline for meeting them.
  - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.
  - supporting data and evaluation results as appropriate.

This description of the progress made toward meeting the district’s educational technology goals is based on a review of goals in the Montgomery County Public Schools (MCPS) Strategic Technology Plan for Fiscal Year (FY) 2009–2011, *Educational Technology for 21st Century Learning*. Data includes MCPS trends and comparisons with statewide averages and other Maryland school districts.

#### Plan Goals:

- Students will use technology to enhance learning.
- Schools will address the digital divide through equitable access to technology.
- Staff members will improve technology skills through professional development.

Staff members will use technology to improve productivity and results.**Use of Technology**

#### **Goal 1: Students will use technology to enhance learning***Performance Measures:*

- Student technology literacy proficiency rates
- Number of online high school courses available

#### *Results:*

- The FY 2010 measure shows 63 percent of Montgomery County students were proficient on the Maryland Measure of Student Technology Literacy.
- In FY 2010, there were 3 online high school courses offered by MCPS, in addition to the 17 courses offered through the Maryland Virtual Learning Opportunities initiative.

#### *Programs, Practices, Strategies, or Initiatives Implemented:*

- Developed a curriculum management system—including curriculum, standards, resources, and lesson plans—to enhance the sharing of ideas and classroom strategies
- Expanded access to online information resources through collaborative purchasing, transitioning from the Maryland K–12 Digital Content grant

- Expanded curriculum supports for new technologies being installed in middle schools that provide an engaging classroom learning environment

**Goal 2: Schools will address the digital divide through equitable access to technology**

*Performance Measures:*

- Student-to-computer ratio
- Projectors/projection devices per school
- Staff-to-computer ratio

*Results:*

- The FY 2010, student-to-computer ratio was 3.6:1.
- In FY 2010, there were an average of 17.38 projectors per school; and 59 percent of elementary schools have one or more interactive whiteboards; and all secondary schools also have interactive whiteboard projection devices in 65 percent of their classrooms.
- The FY 2010 staff-to-computer ratio in schools was 2.4:1.

*Programs, Practices, Strategies, or Initiatives Implemented:*

- Targeted a 3:1 student to high-capacity computer ratio in every school by continuing the Technology Modernization program and implementing a project to upgrade and support older computers needed for learning programs.
- Doubled the computer projection devices available for classrooms (currently 18 per school average).
- Provided four workstations per classroom in elementary school technology magnets using thin client technologies; maintain 2:1/3:1 ratios when refreshing middle school magnets.
- Expand use of mobile computer labs and initiate field tests of low-cost computing options (e.g., thin client devices in secondary school computer labs and ultra-mobile personal computer learning sets in high-poverty elementary schools).

**Provided wireless network access in middle and new and modernized schools.**

**Goal 3: Staff will improve technology skills through professional development**

*Performance Measures:*

- Percentage of principals assessing skills
- Percentage of teachers assessing skills
- Number of IT systems specialist (ITSS) staff enrolled in one or more skill training courses/workshops

*Results:*

- The FY 2010 measure shows 39 percent of MCPS school administrators completed the Maryland School Administrator Technology Inventory.
- The FY 2010 measure shows 19 percent of MCPS teachers completed the Maryland Teacher Technology Inventory
- There were a total of 22 central office ITSS staff enrolled in one or more skill training courses or workshops offered by MCPS or MCPS recognized providers and a total 51 school and central office ITSS staff (32 percent) completed one or more online technology skill assessments by a recognized industry IT provider.

*Programs, Practices, Strategies, or Initiatives Implemented:*

- Infused technology skills into ongoing professional development, including the dangers and consequences (cybersecurity, cybersafety, and cyberethics)

- Expanded self-directed career advancement within identified IT job bands

**Goal 4: Staff will use technology to improve productivity and results**

*Performance Measures:*

- Customer satisfaction rate
- Percentage of student and business application system requirements implemented

*Results:*

- The FY 2010 customer satisfaction rate was 82 percent from students and 78 percent from parents for technology installed in schools.
- In FY 2010, 50 percent of requested system enhancements were implemented.

*Programs, Practices, Strategies, or Initiatives Implemented:*

- Used Web 2.0 tools to create an environment for enhanced electronic collaboration and communication
- Upgraded user interfaces such as single sign on, password self-service
- Enhanced student data management and data warehouse systems by continued expansion of student achievement data and simplified how it is accessed
- Provided a system for online access to applicant information, which allows principals and directors to view candidates' application files without leaving their schools or offices

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

MCPS is faced with several challenges in meeting the educational technology goals. The key challenge is obtaining funding for technology programs. For FY 2010, the Montgomery County Council suspended the Technology Modernization Program, stating it was extending the replacement cycle from four to five years through FY 2012 when the five-year cycle for technology replacement would be reconsidered. For FY 2011, the Montgomery County Council reduced the funding for the Technology Modernization Program.

The community as a whole does not yet understand the importance of student technology literacy and the need for high performance technology to prepare students for college and careers in a global economy. To address this challenge, MCPS is working toward creating a better understanding of and support for technology. A principal advisory council for technology has been appointed that provides feedback on keeping technology focused on real needs and to assist school leaders with communicating to their communities. In addition, presentations are being made at meetings of the County Parent Teacher Associations, Board of Education, and County Council committees.

Plans for addressing the funding challenge are included in *Educational Technology for 21st Century Learning*, the MCPS strategic technology plan for fiscal years 2009–2011. The plans for funding educational technology goals are described as follows:

*Because the administration of technology-supported initiatives is the responsibility of several offices, the implementation and funding for this strategic technology plan represents a highly collaborative effort. Likewise, the funding needed to support this strategic technology plan is spread throughout the school system and funding*

*appears in both the operating and capital budgets. The plan also depends on receipt of federal program allocations passed through the state and rebates provided by telecommunication vendors through E-Rate.*

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership.

Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

Central office staff will review the results of 2009–2010 administration of the student, teacher, and administrator technology literacy measures and will create strategies to respond to these results. All strategies will incorporate methods of instruction that are based on valid research and are proven to increase student and teacher technology literacy.

The student, teacher, and school administrator technology literacy standards were measured for the second time statewide during the 2009–2010 school year. The results show that 63 percent of MCPS Grade 7 students were proficient compared to 55 percent for the state of Maryland, as a whole. Teacher and school administrator results for MCPS indicate an 82 percent proficiency rate for the 2,217 teachers who participated (compared to a 79 percent proficiency rate across the state of Maryland) and a 88 percent proficiency rate for the 171 school administrators who participated (compared to a 86 percent proficiency rate for the state of Maryland).

Central office staff also will review the results of the 2009–2010 administration of the student, teacher, and school administrator technology literacy measures and create strategies to respond to results, both through changes in the curriculum and teacher staff development. The areas for student curriculum focus will continue to be multimedia presentations and the logic behind an effective Internet search. In addition to staff development to improve student technology literacy, teachers and school administrator results point to the need for support in the area of how to use data and student assessments for instructional and administrative decision making. The central office staff collaboratively leading this project includes the directors of curriculum, library and media services, and technology innovations.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

A program of technology-based formative assessments is helping teachers assess student learning and adjust their teaching practices accordingly. Specifically, they can reteach concepts not learned by their students and can differentiate instruction as needed by individual students. Additionally, the Office of Curriculum and Instructional Programs reorganized its office to include an elementary integrated curriculum team that infuses the effective integration of technology into the curriculum. The instructional specialist job descriptions at the elementary and secondary levels were revised to include knowledge of technology integration and all such positions were re-advertised to ensure staff had the skills and knowledge to perform the task.

5. Discuss how the local school system is using technology to support low-performing schools.

To ensure students in low-income areas of the county have access to technology, the district continued its Technology Modernization program, which upgrades technology in all schools every five years. Upgrades include new equipment, software, and network connectivity infrastructure.

6. Please update the district's Accessibility Compliance chart, **bolding or underlining any changes**. The district's completed chart from last year can be accessed at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>
7. Please update the district's Children's Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

## **ACCESSIBILITY COMPLIANCE**

On December 4, 2001, the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following website: <http://cte.jhu.edu/accessibility/Regulations.cfm>

**Please review the information submitted with the October 2009 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes. Note: to review your system's 2009 master plan update, go to: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>**

### **1. Process:**

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

### **2. Implementation:**

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent

Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

**3. Monitoring:**

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

PROCESS	IMPLEMENTATION	MONITORING
<p>Regarding assistive technologies, MCPS complies with state requirements for acquisition and teacher development of accessible technology for all products and materials used in the district.</p> <p>MCPS procurement and purchasing processes require that equipment, software, and online resources are evaluated centrally and that requests for purchase are reviewed by staff in the Office of the Chief Technology Officer (OCTO). These processes ensure that all technology purchases are accessible for all students per COMAR 13A.05.02.13.H: Accessibility of Technology-Based Instructional Products; Education Article § 7-910: Equivalent Access for Students with Disabilities.</p>	<p>The Department of Special Education also has its own technology staff, who works closely with schools and the staff in OCTO to ensure there are appropriate technology supports for special needs students.</p> <p>Training on software is done by HIAT (High Incidence Accessible Technology), Interact (Interdisciplinary Augmentative Communication and Technology Team), Vision and DHOH (Deaf and Hard of Hearing) to meet specific needs. The Department of Instructional Technology provides training to all instructional staff incorporating accessibility.</p> <p><a href="http://www.montgomeryschoolsmd.org/departments/hiat/training/HIATschedule.shtm">http://www.montgomeryschoolsmd.org/departments/hiat/training/HIATschedule.shtm</a></p> <p><a href="http://www.montgomeryschoolsmd.org/departments/interact/">http://www.montgomeryschoolsmd.org/departments/interact/</a></p>	<p>Once software and online services have been selected, technical compatibility and usability testing are done. Accessibility features are tested by several departments including HIAT, Interact (Interdisciplinary Augmentative Communication and Technology Team), Vision and DHOH. Collaboration with all departments ensures we are selecting software and services that are compliant.</p> <p>Additionally, the Accessible Technology Steering Committee focuses on continual identification of assistive technology needs and any new hardware and software products that could be used to support special needs students. This steering committee meets regularly and has expert representation from the offices responsible for special education, curriculum content, professional development, and technology.</p>



**CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM**

**NOTE: Complete only if there have been changes to your last certification submitted to MSDE.**

✓ **Check here if there are no changes to your CIPA certification status.**

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- Our local school system is certified compliant, through the E-rate program, with the Children’s Internet Protection Act requirements.**
- Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.**

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<b>School System</b>	<b>Authorizing Signature</b>	<b>Date</b>
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I.F  
Cross-Cutting Themes

**Education That Is Multicultural**

The *Bridge to Excellence in Public Schools Act* requires that each school system's *Master Plan and Master Plan Annual Update* includes goals and strategies for the cross-cutting theme **Education That Is Multicultural (ETM)**. The ETM Regulation<sup>1</sup> defines Education That Is Multicultural as a "continuous, integrated, multiethnic multidisciplinary process for educating all students about commonality and diversity. It prepares students to live, learn, interact, and work creatively in an interdependent global society." Education That is Multicultural supports academic achievement and positive interpersonal and intergroup relations and encompasses five areas—curriculum, instruction, staff development, instructional resources, and school climate. ETM initiatives rely on parent involvement and community support.

*Instructions:*

Discuss the progress toward meeting Education That Is Multicultural goals by responding to the following questions:

- 1. Identify the major ETM goals that were addressed by the school system during the 2009–2010 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response, be sure to address the following areas:**

***Curriculum and Instruction.*** Explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.

***Mathematics.*** The goal of the Pre-K–12 standards-based mathematics curriculum is for all students to achieve mathematical proficiency by developing both conceptual understanding and procedural fluency. The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts.

To achieve this goal, the curriculum is designed to recognize multiple ways of solving problems, foster the development of student thinking through discourse, and make mathematical connections across cultures. While previous curriculum provided opportunities for multicultural connections, courses revised since 2007–2008 explicitly identify equitable practices and activities well-suited to meet the needs of culturally diverse learners. Implementation of the Elementary Integrated Curriculum for Kindergarten and Grade 1 provides an even deeper culturally relevant curriculum.

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<sup>1</sup> Code of Maryland Regulations 13A.04.05.

**Social Studies.** The Pre-K–12 standards-based social studies curriculum is explicitly designed to meet the following five tenets of multiculturalism:

- Within each unit of study, many perspectives are consistently included.
- History is presented from multiple perspectives with no single “correct” interpretation.
- Students are asked to compare and contrast viewpoints respectfully.
- Every effort is made to eliminate stereotypes. Individuals from different races and ethnic backgrounds are portrayed in a variety of settings and professions.
- The curriculum makes every effort to seek a balance between understanding the similarities and differences of others with that of maintaining and broadening respect for specific cultures.

Multicultural materials are provided together with guidance and suggestions for aligning these resources to the curriculum. For example, in 2009-2010 middle school curricula were developed that included direct instruction for teaching students to analyze multiple perspectives and experiences. Throughout the year, professional development opportunities and resources relevant to multicultural understanding were shared with schools including resources from the World History Association, the National Consortium for Teaching About Asia, the National Resource Center for Latin America, and many other opportunities provided by area museums, art galleries, and other educational organizations.

Instructional guides provide clear direction to teachers for planning and facilitating structured discussions in a respectful and open manner. Students are required to think in advance and research the topic so they have facts available to them before they begin discussion. Disrespect, personalization, and verbal abuse are never considered acceptable.

**Reading/English Language Arts.** The MCPS reading/language arts curriculum provides teachers with detailed lesson sequences to teach students the skills, strategies, and concepts they need to listen, speak, read, and write with proficiency. An extensive review of approved elementary reading materials by grade and reading level has been completed to identify books that reflect diverse individuals, groups, and cultures. Multicultural literature also is represented in genre studies, such as biographies, realistic fiction, historical fiction, and traditional literature. Author studies provide another opportunity for students to explore contributions of authors representing a variety of cultures. Read aloud selections acknowledge cultural diversity and a variety of perspectives. Texts are selected to present a variety of cultures accurately and realistically.

At the secondary level, effective readers are able to realize that universal human experiences often serve as sources of literary themes. Readers are helped to understand that authors make conscious decisions to affect an audience. Students read, listen to, and view traditional and contemporary works representing different times and cultures to examine how authors, speakers, and film directors use language, literary elements, and genres to provide their

audiences with new insights and perspectives. The secondary curriculum promotes instruction that nurtures appreciation and understanding of diverse individuals, groups, and cultures. Selected texts and films represent a wide range of cultures, regions, and eras.

In 2009–2010, the secondary English designed and implemented a revised Grade 12 curriculum entitled “Global Perspectives in a Changing World” which incorporates world literature, including many contemporary texts that are multicultural and multinational. In addition, a number of multicultural titles were added to the list of approved texts for Grades 6–12. In collaboration with the Friends of the Library in Montgomery County Public Libraries, the English team developed a writing contest for all middle school students called “Understanding Diversity through Creative Writing.” The contest will occur during the 2010-2011 school year.

**Science.** Beginning in elementary schools, the MCPS science curriculum provides teachers with detailed lesson sequences to teach students the skills and concepts they need to listen, speak, read, write, and think critically. Discussion skills are not left to chance. Students are taught, given practice and feedback on their performance, and assessed on the skills. Respect, active listening, and acknowledgment of different perspectives are considered key skills.

In addition, science has the following Goal 1 indicators that support diversity:

- Identify that individuals are free to reach different conclusions provided that supporting evidence is used (1.3.12).
- Modify ideas based on new information from developmentally appropriate readings, data, and the ideas of others (1.3.16).
- Demonstrate that everyone can do science and invent things (1.2.27).
- Explain how people from different cultures and times have made important contributions to the advancement of science, mathematics, and technology in different cultures at different times (1.8.27).
- Explain that scientists are employed in various fields that are located in diverse places—ranging from laboratories to natural field settings—and their findings become available to everyone in the world (1.8.28).

**Foreign Language.** The goal of the MCPS foreign languages program is to prepare students to be linguistically and culturally competent in languages other than English. Emphasis is placed on the ability to communicate in a culturally appropriate manner. As students develop proficiency in languages they gain an understanding of the underlying values and beliefs of other cultures.

Beginning in elementary grades, the Foreign Language Immersion Programs engage students in learning the MCPS curriculum through the medium of a language different from their own. This curriculum contains detailed lesson sequences to teach students the skills and concepts they need to listen, speak, read, write, and think critically. Respect, active listening, and acknowledgment of different perspectives are considered key skills. The culture, which is an integral part of any Foreign Language Immersion Program, provides students with multiple perspectives and an in-depth understanding of cultural differences.

The MCPS 6–12 foreign language program is a standards-based curriculum aligned with the National Standards for Foreign Language Learning. These standards integrate communication, cultures, connections, comparisons, and communities. Students learn about the products, practices, and perspectives of the people whose languages they are studying and compare the target cultures with their own. In addition, students learn that there is no single culture that can be ascribed to any one language or group, but rather that cultures comprise many subcultures and points of view, all of which have their own distinctive products, practices, and perspectives.

**Health Education.** Through the health education curriculum, students develop personal and social skills and practices that reflect attitudes respectful of diversity. Content objectives in mental health and family life and human sexuality units include the following concepts:

- Recognize uniqueness and individual abilities.
- Show respect for people and recognition of differences.
- Describe how culture influences family practices.
- Demonstrate how interpersonal behaviors help people feel comfortable with one another.

Lessons on respect for differences in human sexuality are included in the Grades 8 and 10 instructional guides. The enduring understanding of the Grade 8 lesson is “Respecting differences in each other can promote positive interactions, which can lead to tolerance, understanding, and empathy,” and in Grade 10 is “Learning about differences in human sexuality promotes understanding, tolerance, and respect.”

**Physical Education.** The goal of Pre-K–12 physical education is to help students become responsible citizens who are both health literate and physically educated. Students learn to set and achieve personally challenging goals in physical activity, apply higher order thinking skills to human movement and design personal movement and fitness plans. Students are actively involved in physical education, learning tasks that emphasize application of knowledge, procedures, strategies, tactics, and concepts.

The physical education curriculum promotes instruction that values all learners as individuals and is differentiated for strengths, interests, and learning styles. Physical education is concerned with creating an educational environment in which students from a variety of micro cultural groups experience educational equality through the enjoyment of movement, sport, and dance. In the gymnasium, flexible and varied groupings are emphasized to encourage full inclusion and equal opportunities to learn movement skills and concepts. The MCPS physical education curriculum provides the learner with real world, authentic, interdisciplinary experiences that motivate students to engage in a lifelong, healthy, active lifestyle.

**Visual Art.** The MCPS Visual Art Frameworks are aligned with state of Maryland content standards. MSDE Content Standard II states that students will demonstrate an understanding of visual art as a basic aspect of history and human experience. Beginning in kindergarten,

students are provided opportunities to explore and connect their lives to those of other cultures. In the middle school years, their exploration deepens with an enduring understanding that one gains insight into a culture by studying its art forms. Finally, in high school, students propose ways that visual art reflects significant historical, cultural, and social issues. Students study art from many historical periods, cultural periods, and styles in order to determine how works of art provide social commentary, document historical events, and reflect the values and beliefs of the society in which they are created.

The objectives of the art curriculum are met by infusing art from many cultures in the units of study. Elementary art instruction requires students to determine ways in which works of art express ideas about oneself, other people, places, and events. Artifacts, art prints and reproductions, visual aids, and background information that represent peoples and cultures from around the world are an integral part of each unit of instruction.

***General, Choral, and Instrumental Music.*** Age-appropriate music literature is taught and performed in bands, orchestras, choruses, and choirs. A varied repertoire representing many genres and cultures is presented and performed. In Grades 6–12, music literature written by composers representing American, European, Eastern, and Latin cultures are used.

***Staff Development.*** Include descriptions of EMT course and workshop offerings and disaggregated enrolment data for these staff development programs.

The Equity Training and Development Team plans, designs, delivers, and evaluates equity training and development that builds staff capacity to eliminate educational racial disparities. The team works with school staff, central office departments and divisions, and job-alike groups of teachers and administrators. The following are examples of the work of the team:

- Oversaw offerings of the in-service course, HR21, *Education That Is Multicultural*. This course provides opportunities for participants to explore their cultural and racial identity and experience as it influences the learning and teaching environment. Participants develop sensitivity to racial and cultural bias in classroom patterns of thinking, modes of communication, and instruction. In addition, participants examine education that is multicultural in relationship to national and local trends and current educational mandates. In FY 2010, a total of 88 participants earned credit for their participation in the course.
- Oversaw offerings of the in-service course, HR17, *Ethnic Groups in American Society*, which is designed to provide participants with opportunities to develop a philosophy of cultural diversity, knowledge of ethnic groups in American society, and a set of skills for culturally relevant teaching. The course examines ethnic variations in communication styles and ways to nurture positive relationships among students, staff, and the community. A total of 97 participants received credit for their participation in the course.
- Conducted professional development with all staff in the Office of Organizational Development (OOD) on the tenets of critical race theory to build capacity to incorporate race and equity into all OOD programs and projects. Feedback indicates that almost 95

percent of staff members have used content and processes from OOD meetings in their work with clients.

- Purchased and distributed more than 2,000 books on topics related to race and equity to school leadership teams and central office staff to support knowledge and understanding of the deep roots of institutional racism and white privilege in U.S. society.
- Facilitated courageous conversation about race and provided professional development on critical race theory to leadership in the Office of Curriculum and Instructional Programs.
- Developed a training module to support the expressed need of school-based staff to learn more about the cultural patterns in traditional Latino culture as they impact teaching and learning. A third offering of the module had to be scheduled to meet the demand for the training.
- Began development of web-based professional development to support implementation of the 27 equitable practices described in the revised Equitable Classroom Practices document. There will be a “short take” of five – ten minutes for each practice that defines the practice, gives specific examples, describes the positive impact on students, and provides explicit actions teachers can take to implement the practice. Video clips and interactive software is being used to develop each short take. Five short takes have been completed and development is underway on the remaining practices. Short takes will be posted on the Equity Team webpage.
- Completed development of a guide for principals and school leadership teams to build capacity to lead for equity in their schools. The document is based on the Professional Growth standards for principals and describes specific personal, professional, and institutional actions that can facilitate courageous conversations on race and support the implementation of culturally reflective instruction. The document will be reviewed by appropriate staff before being distributed to principals and posted on the Equity Team website.
- Collaborated with the elementary and secondary leadership development programs to provide training focused on building the capacity of assistant principals to lead and coach for equity in their buildings. Participants studied racial consciousness and ways to build academic success through high expectations and relationships.
- Updated and presented two-day workshops on *Elevating the Black Male* for school-based staff. This module examines the societal perceptions of young black males that perpetuate racial disparities in education. Participants build their cultural competence to develop a learning environment that fosters academic success for young black males. Feedback from participants indicates that this module was highly effective in enhancing knowledge and understanding of ways to work effectively with Black male students. Content from this module was presented at the Summit of Courageous Conversations in October 2009 and the Maryland Multicultural Coalition Conference in April of 2010.
- Provided professional development support in more than 50 schools since July 2009. Support includes presentation, assistance in planning equity/diversity staff development activities, and provision of resources and materials. Research on equity training

indicates that changes in staff beliefs, attitudes, practices, and behaviors related to the persistent disparities in student achievement by race and ethnicity require a long-term commitment to purposeful study, courageous conversation, and new skill development. For this reason, the equity team secures a commitment to an ongoing training and development program. Schools that request equity training must meet the following criteria:

1. Willingness and ability to commit to at least a year-long equity training and development program.
  2. Willingness and ability to reserve dedicated time on a regular basis to equity training and development. We strongly recommend that leadership teams schedule half-day sessions per month during the first year of equity study. Substitute coverage is provided by the Equity Team.
  3. Willingness and ability of the administration to fully participate in the equity training.
  4. School achievement data reflects an equity goal in the School Improvement Plan.
- Planned and hosted the Annual Spring Conference of the Maryland Multicultural Coalition/Maryland Chapter of the National Association of Multicultural Education. The conference was attended by more than 300 educators and community members from across the state and featured more 33 breakout sessions on a wide range of topics related to race, equity, and cultural competence.
  - Supported development and implementation of a new module entitled, Reaching All Students through Algebra, Equity, and Rigor. This five session professional development experience focused on culturally reflective instructional practices that support algebraic reasoning. Emphasis was on supporting students' problem-solving and reasoning skills by fostering a community of learners to ensure success for all students, particularly African American and Latino learners.
  - Began discussions with McDaniel College and the Montgomery County Educators Association to develop a new masters and certificate program to develop culturally responsive teachers. The program will include courses on race, social justice, culturally responsive instruction, research methods for equity and excellence, and leadership for equity.

**Instructional Resources.** Explain your process for reviewing materials that avoid stereotyping, discrimination, bias, and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.

MCPS Regulation IIB-RA, *Evaluation and Selection of Instructional Materials and Library Books*, identifies criteria that professional staff members are to use when evaluating instructional materials. In addition to the requirement that materials are directly aligned to the MCPS curriculum, items must be relevant to and reflective of the multicultural society and global community. More specifically, "the materials shall offer opportunities to better understand and appreciate the issues, aspirations, and achievements of women and persons from diverse



racial, ethnic, and cultural backgrounds, avoiding those which contain negative attitudes, stereotypes, caricatures, epithets, and dialect (except in historical or literary contexts).”

Professional staff members must submit reviews on MCPS Form 365-25 that provide information on how well the materials meet the criteria. For example, they must explain the “authenticity” of the material to ensure that it is free of stereotypes and accurately reflects the subject matter. This information is entered into a database of materials that can be retrieved by all professional staff members.

Library media specialists participate in collection development meetings throughout the school year to share their reviews on new library media materials. They routinely search out materials that are representative of the diverse population in MCPS. Included in their reviews are notes and comments on how well the authors and/or publishers portray persons from varied backgrounds. The library media specialists read and discussed articles to identify effective strategies for helping students find free-choice reading materials that would promote their academic and personal success. As a result of these discussions, the library media specialists developed a bibliography of materials for consideration and review by all secondary library media staff.

**School Climate. Explain how your schools climate reflects the diversity of your community and encourages respect for different cultures.**

- The school system asks parents of students to complete an online survey designed to collect valuable information about parents’ experiences with their child’s school. The results are compiled and released as a collective summary. These data are made available to School Improvement Teams, principals, and central office staff to guide strategic plans and school improvement initiatives.
- MCPS surveys students as well on an annual basis about their school experience. These surveys are important sources of information about the perceptions of the school learning environment. These findings can be used to monitor continuous improvement efforts and inform school improvement goals.
- The school system disaggregates student achievement and discipline data on a regular basis to determine root causes for disparities by race and ethnicity. Research-based practices for eliminating the disparities and best practices from schools are distributed through principal meetings and with other job-alike groups.
- MCPS has several policies that reflect a specific and explicit expectation that all schools demonstrate appreciation and respect for diversity among students, staff, and community. Among these policies are:
  - *Policy GBA, Workforce Diversity*, that “assures the recruitment, employment, promotion, and retention of qualified staff without discrimination, while making efforts to provide for diversity based on race, ethnicity, and gender if there is evidence of significant under representation of a particular group.” The policy also seeks “to enrich the educational experiences of all students by providing exposure to adults from many backgrounds reflecting the pluralistic nature of the community.”

- *Policy ACD, Quality Integrated Education*, which asserts the Board of Education commitment “to the proposition that education is most effective in a diverse, integrated setting.” The policy seeks “to ensure all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this pluralistic society.”
- *Regulation ACA-RA, Human Relations*, which recognizes the need for all students and employees to function productively and constructively in a multicultural environment of mutual respect and high expectations for all without regard to race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation.
- *Regulation ABC-RA, Parent Involvement*, “ensures parent involvement efforts reflect the cultural and linguistic diversity of local school communities.”

**2. Describe where challenges in meeting ETM goals are evident.**

- The greatest challenge that MCPS faces in achieving the ETM goals is one of capacity. With a district of 200 schools and more than 21,000 employees, MCPS will continue to train cadres of staff at schools and in offices to ensure that all employees have the knowledge, understanding, and skills to demonstrate cultural competence and eliminate educational racial disparities in student achievement.

**3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2009 –2010 to address the identified challenges.**

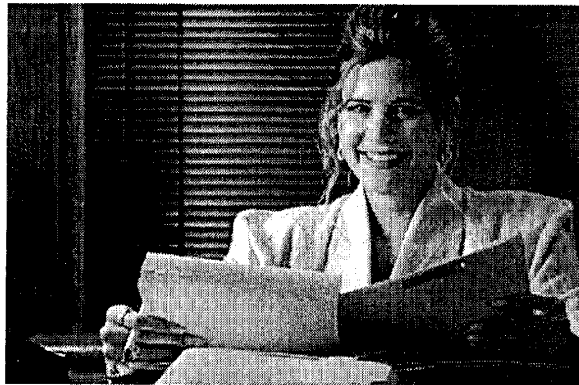
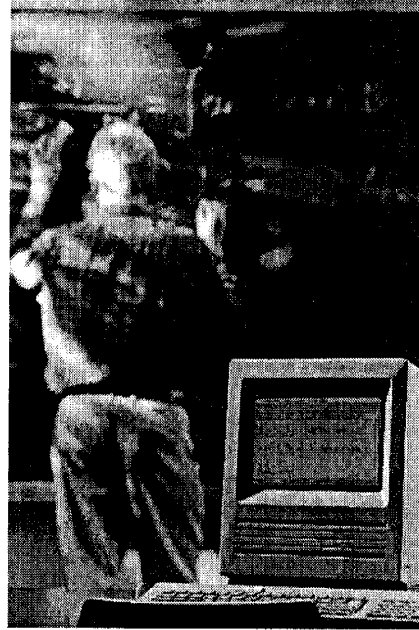
- Plans to develop a systemic framework for professional development to eliminate racial predictability and disproportionality have been drafted in collaboration with a nationally known antiracist educator. Implementation began in FY 2009.
- As part of the comprehensive professional development plan for the eleven schools selected for Phases 1 and 2 of Middle School Reform Initiative, the district will include training to raise awareness of racial identity development in adolescents.
- The Equity Training and Development Team has preliminary plans to develop a pilot for establishing and supporting equity teams in identified schools.
- The existing 3-hour training on African immigrants was expanded to two days and content on African Caribbean immigrants was added. A series of modules on working effectively with African American males was developed and offered to school staff.



# **Part II**

# **Revised**

# Attachment 8



## Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	ESEA Title II, Part A	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	7407 & 7439		
REVENUE SOURCE	ESEA Title II, Part A	RECIPIENT AGENCY NAME	Office of Human Resources & Development		
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	6/30/2012	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						88,382.00	88,382.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,089,350.00	158,193.00	53,739.00	20,823.00			3,322,105.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
212 Fixed Charges	1,004,353.00						1,004,353.00
214 Community Services							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>4,093,703.00</b>	<b>158,193.00</b>	<b>53,739.00</b>	<b>20,823.00</b>	<b>0.00</b>	<b>88,382.00</b>	<b>4,414,840.00</b>

Finance Official Approval: Dr. Marshall Spatz, Signature: *[Signature]*, Date: 9/07/2010, Telephone #: (301) 279-3547

Agency Head Approval: Dr. Jerry Weast, Signature: *[Signature]*, Date: 09/07/2010, Telephone #: (301) 279-3245

MSDE Grant Manager Approval: \_\_\_\_\_, Signature: \_\_\_\_\_, Date: \_\_\_\_\_, Telephone #: \_\_\_\_\_

**ATTACHMENT 8 TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<p><b>Local School System: Montgomery County Public Schools</b></p> <p><b>Title II-A Coordinator: Carole C. Goodman</b></p> <p><b>Telephone: (301) 279-3270      E-mail: Carol_C_Goodman@mcpsmd.org</b></p>	<p><b>Fiscal Year 2011</b></p>
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**A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

<b>Table 8-1</b>		
<b>IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>		
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<p><b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.</p>	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools*</p> <p>2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>
	<p>3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p>
	<p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>

\*Note: MSDE will collect data. The local school system does not have to respond.

7/13/10

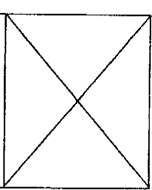
**ATTACHMENT 8 TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: Montgomery County Public Schools</b>	<b>Fiscal Year 2011</b>
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**B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

<b>1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals</b>			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].  *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].			



1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].			
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**ATTACHMENT 8 TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: Montgomery County Public Schools</b>	<b>Fiscal Year 2011</b>
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<p>In an effort to meet the needs of our teachers, MCPS has committed to improve the quality of teaching by implementing a professional growth system. One of the key components of the system is the Skillful Teacher Coursework, a thirty-six hour course offered to all of our teachers. The coursework focuses on research-based strategies that address both the science and the art of the teaching practice and on meeting the goal of a quality teacher in each and every classroom. Specifically, the Skillful Teaching Course focuses on:</p> <ul style="list-style-type: none"> <li>• Providing participants with the time to examine and understand the knowledge base of teaching</li> <li>• Provide opportunities to cultivate collegiality and experimentation in the areas of motivation, personal relationship building, beliefs, and expectations.</li> <li>• Expanding the repertoire of instructional strategies and skills for effective peer support to support student learning.</li> <li>• Additionally, Skillful Teacher Paraeducator Coursework is a thirty-six hour course offered to all of our paraeducators. The coursework focuses on research-based strategies</li> </ul>	516,541	88,382

	<p>that address both the science and art of teaching practices and on support teachers to provide high-quality instruction for every student. Specifically, the Skillful Teaching for Paraeducators encompasses:</p> <ul style="list-style-type: none"> <li>• Providing participants with the time to examine ways to maximize student learning by building positive personal relationships with students,</li> <li>• Maximizing and communicating high expectations and beliefs about students' ability to achieve,</li> <li>• Recognizing that many discipline problems stem from students' frustration and feelings of powerlessness,</li> </ul> <p>Promoting collaboration and collegiality for teachers.</p> <p>The following calculations support the funding request:</p> <ul style="list-style-type: none"> <li>• Skillful Teacher Stipend – 106 participants x \$120 x 6 days = \$76,320</li> <li>• Professional Part-time - 1 Coordinator x 425 hours x \$40 = \$17,000</li> <li>• Course Instructors – 774.24 hours x \$46 = \$35,615</li> <li>• Substitutes – 1,130 substitute days @ 119.60 per day = \$135,148</li> <li>• Benefits = \$19,703</li> <li>• Contractual Services – 1,056 participants x \$149.804 = \$158,193</li> <li>• Textbooks &amp; Materials – 764 participants x \$70.339 = \$53,739</li> <li>• Other Training Supplies – 1,062 participants x \$19.607 = \$20,823</li> </ul> <p>Non-Public – 23,695 students x \$3.73 per student = \$88,382</p>		
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and</li> </ul>			

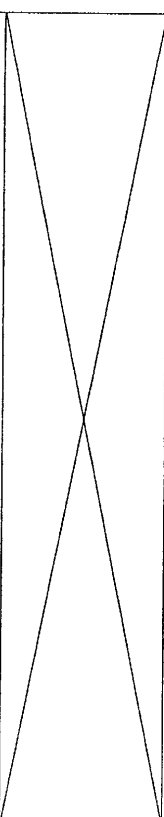
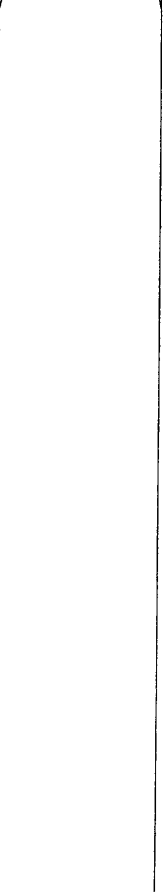
<ul style="list-style-type: none"><li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li></ul>			
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**ATTACHMENT 8 TITLE II, PART A  
 PREPARING, TRAINING AND RECRUITING  
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: Montgomery County Public Schools</b>	<b>Fiscal Year 2011</b>
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].			
<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			

<p>3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].</p>	<ul style="list-style-type: none"> <li>• <b>CONSULTING TEACHERS</b></li> <li>• The Consulting Teacher (CT) Team is comprised of 24 highly qualified teachers certified to support teachers in pre-K through Grade 12 in various content areas. By June 2011, the Consulting Teacher Team anticipates having to support 400 novice teachers and 75 underperforming teachers.</li> <li>• <b>Goal</b> – The goal for the percentage of Consulting Teacher (CT) clients successfully completing Peer Assistance Review (PAR) requirements and returned or released to the Professional Growth Cycle is 80%.</li> <li>• Consulting Teacher support, provided within the Teacher Peer Assistance and Review Program, follows a prescribed model outlined in the <i>MCPS Teacher Professional Growth System Handbook</i>. The school system has implemented the program to provide intensive, job-embedded support to novice and identified underperforming teachers.</li> </ul>	<p>3,530,698</p>	
<p>3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].</p>	<p>The staff development specialist works with staff development teachers (SDTs), other teacher leaders, and administrators to ensure the effective development, monitoring, and maintenance of professional learning communities as well as the development, implementation and monitoring of professional plans that are aligned with the school improvement plan. They support principals and leadership teams in becoming effective collaborative decision-making bodies focused on teaching and learning.</p> <p><b>The Staff Development Teacher Training Team provides:</b></p> <ul style="list-style-type: none"> <li>•6 days of training for each SDT level (Elementary, Middle, and High school)</li> <li>•6 days of training for each SDT new to the position</li> <li>•4 days of training for SDT's in the second year of their position</li> </ul> <p><b>The School Leadership Team Institute provides:</b></p> <ul style="list-style-type: none"> <li>•5 sessions of Shared Leadership (a team examination of collaboration and empowerment)</li> <li>•1 session of effective school leadership</li> <li>•1 session of Skillful Teacher Team Collaboration</li> </ul>	<p>279,219</p>	

3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			X
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		<b>4,326,458</b>	<b>88,382</b>

**ATTACHMENT 8 TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: Montgomery County Public Schools</b>	<b>Fiscal Year 2011</b>
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**C. HIGHLY QUALIFIED TEACHERS**

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.  
See Attachment -A
2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.  
See Attachment - B

**D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:**

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.
3. Describe the school system's process for providing equitable participation to students in private schools:
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;  
All non-public schools are invited to an orientation in the spring. In August of each year each school receives by certified mail, a package which contains their allocation and information pertaining how to access and utilize their allocation. We also follow up with monthly reminders and support by telephone as needed.
  - b) The basis for determining the professional development needs of private school teachers and other staff;  
Non-public schools do their own needs assessment and submit a professional development plan to the LEA for review. Subsequent to approval each non-public school may submit requests for reimbursement consistent with their professional development plan.
  - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and  
See response to item "b"
  - d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

The Title II allocation is computed on a per-pupil basis based on enrollment data reported at the MSDE website. Montgomery Public Schools invites the non-public schools to participate in the continuing professional development (CPD) courses offered to MCPS teachers and administrator. Non-publics are also

invited to enroll for the courses offered through the Center For Skillful Teaching and Leading. In both cases enrollment is on a space-available basis.

**E. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration



## C -1 HIGHLY QUALIFIED TEACHERS

### **FY-2011 Bridge To Excellence - Attachment 8 Title II A Attachment A**

1. In Montgomery County Public Schools (MCPS), Title II A grant activities focus on two primary areas, the Consulting Teacher Project and professional development provided through the Center for Skillful Teaching, both of which are projects under the umbrella of the Office of Human Resources and Development (OHRD). OHRD works to pursue the goals of the MCPS Strategic Plan through building the capacity of all staff. Primary among these efforts are projects that are designed to support excellent instruction delivered by highly-qualified teachers.

Goal 4 of the MCPS *Call to Action: Pursuit of Excellence* strategic plan includes strategies to “create a positive work environment in a self-renewing organization.” One element under this goal is the implementation of three professional growth systems, one of which is the Teacher Professional Growth System.

MCPS believes that providing support is a key element for attracting and retaining highly-qualified teachers. Offering a comprehensive new educator induction program entices teachers to work in MCPS and encourages them to remain in the district. In addition to the Consulting Teacher Project described previously, new MCPS teachers are eligible for other types of support, such as New Teacher Induction, mentoring support, continuing professional development courses, and tuition reimbursement. MCPS invests funds in these programs outside of the grant because the programs support our strategic plan and contribute to the goal of attracting and retaining a quality workforce.

As a whole, the comprehensive strategies in the *Call to Action: Pursuit of Excellence* continue to show results. The number of classes taught by highly qualified teachers continues to increase year by year. The strategies implemented by MCPS are having a positive impact on overall new teacher retention. Nationally, more than 50 percent of new teachers leave the profession in the first five years; whereas in MCPS, less than 35 percent of new teachers leave the profession in the first five years. In FY 2011 we will continue to refine and expand our strategies by seeking to foster and expand our alliance with our university partners, showing preference to programs that will produce candidates with dual certification in high priority areas.

The Consulting Teacher Team works as part of the MCPS Peer Assistance and Review (PAR) Panel within the Teacher Professional Growth System. Consulting teachers are assigned to support novice and underperforming teachers throughout the district in meeting the system’s six Teacher Evaluation Performance Standards. The normal period of support is one school year, but the PAR Panel has the option of authorizing a second year when appropriate. The consulting teachers’ primary responsibilities are the following:

- Providing intensive, individualized instructional support and resources to teachers.
- Documenting teachers’ performance relative to the performance standards.

The consulting teachers present data to inform the PAR Panel’s employment recommendations. The annual client satisfaction feedback from teachers is highly favorable.

## **C -1 HIGHLY QUALIFIED TEACHERS**

### **FY-2011 Bridge To Excellence - Attachment 8 Title II A Attachment A**

The Skillful Teaching and Leading Team has provided Studying Skillful Teaching 1 (SST1 and Studying Skillful Teaching 2 (SST2) to teachers, and Observing and Analyzing and Analyzing Teaching I (OAT-1) and Observing and Analyzing and Analyzing Teaching II (OAT-II) to administrators. The data on course effectiveness shows that the course and the participants are meeting the objectives.

- Consistently, more than 90 percent of participants are satisfied with the course.
- Summarizers indicate that participants are mastering the objectives of the course. In order to successfully complete each course, participants must demonstrate job-embedded application of the content.

The grant activities mentioned above are further supplemented and strengthened through inter-project collaboration under the Office of Human Resources and Development umbrella. For example, there is extensive collaboration between the consulting teachers and New Teacher Induction. The Continuing Professional Development Project provides a variety of opportunities for continuing professional development. Tuition reimbursement provides financial support for personal professional development and the Skillful Teacher classes, which support a standards-based professional growth system for teachers and administrators. Further details on the Skillful Teaching and Leading Team can be obtained at the following link:

<http://www.mcps.k12.md.us/departments/development/teams/skillful/skillful.shtm>

**FY-2011 Bridge To Excellence - Attachment 8 Title II A  
Attachment B**

**C -2. Highly Qualified Teachers in High Poverty vs. Low Poverty Schools**

MCPS does not have a significant gap between high poverty and low poverty schools in terms of highly qualified teachers. As a result, our grant activities are not specifically targeted to reduce the gap described. However, our activities are differentiated in a way that does offer strong support to high poverty schools.

The high poverty schools often have numerous beginning teachers. Even though most of the new teachers are highly qualified, they receive a tremendous amount of support from our comprehensive teacher induction program described in the previous question. Specifically, those new teachers are coached by consulting teachers who differentiate support based on the needs of the school, the teacher and the students.

The Skillful Teacher course is often taught in locations convenient for teachers teaching in high poverty schools. Making the course more readily available encourages teachers to participate in a course that supports the pedagogy of instruction. There have been past examples of all teachers in a high poverty school being required to take the Studying Skillful Teacher coursework.

The supports provided to the teachers will contribute to their success in the classroom and therefore encourage them to remain in those classrooms. Teacher turnover is typically higher in high poverty schools. Creating programs and processes that support highly qualified teachers staying in the classrooms of high poverty schools is clearly aligned with the MCPS strategic plan.

**FY 2011 Bridge to Excellence Comprehensive Plan  
Budget Narrative: Title II-A  
Activity 2.1**

<b>Salaries and Wages (include fixed charges here)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Skillful Teacher Stipend	106 participants x \$120 x 6 days	76,320
Skillful Teacher Professional Part-time	1 Coordinator x 425 hours x \$40	17,000
Skillful Teacher Professional Part-time	Course Instructors - 774.24 hours x \$46	35,615
Substitutes	1,130 subs days @ 119.60 per day	135,148
<b>Sub Total ( Non- Position Salaries)</b>		<b>264,083</b>
Benefits	FICA rate	19,703
<b>SUBTOTAL OBJECT 01</b>		<b>283,786</b>

<b>Contracted Services</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Research for Better Teaching licensing and contractual services	1,056 participants x \$149.804 each	158,193
<b>SUBTOTAL OBJECT 02</b>		<b>158,193</b>

<b>Supplies and Materials</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Skillful Teacher Books and materials	764 participants x \$70.339 each	53,739
<b>SUBTOTAL OBJECT 03</b>		<b>53,739</b>

<b>Other Instructional Costs (show fixed charges with salaries and wages)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Other Training Supplies as needed	1,062 participants @ 19.607 each	20,823
<b>SUBTOTAL OBJECT 04</b>		<b>20,823</b>

<b>Transfer</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Non-Public allocations	* 23,695 students @ \$3.73 per student	88,382
	* Based on MSDE enrollment data as of 9/30/09	
<b>SUBTOTAL OBJECT 08</b>		<b>88,382</b>

**TOTAL for Activity** **604,923**

FY 2011 Bridge to Excellence Comprehensive Plan  
 Budget Narrative: Title II-A  
 Activity 3.1

<b>Salaries and Wages (include fixed charges here)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Consulting Teachers Salary	24 participants x \$108,419 each	\$2,602,056
Benefits	Salary amount of \$2,602,056 times the average budgeted benefits rate of 35.688778%	\$928,642
SUBTOTAL OBJECT 01		3,530,698

<b>Contracted Services</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 02		0

<b>Supplies and Materials</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 03		0

<b>Other Instructional Costs (show fixed charges with salaries and wages)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 04		0

<b>Transfer</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 08		0

<b>TOTAL for Activity</b>	3,530,698
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FY 2011 Bridge to Excellence Comprehensive Plan  
 Budget Narrative: Title II-A  
 Activity 3.2

<b>Salaries and Wages (include fixed charges here)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Staff Development Teachers Salary	2 participants x \$111,605.5 each	\$223,211
Sub- Total		223,211
Benefits	Salary amount of \$223,211 times the average budgeted benefits rate of 25.092%	\$56,008
SUBTOTAL OBJECT 01		279,219

<b>Contracted Services</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 02		0

<b>Supplies and Materials</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 03		0

<b>Other Instructional Costs (show fixed charges with salaries and wages)</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 04		0

<b>Transfer</b>		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 08		0

<b>TOTAL for Activity</b>	<b>279,219</b>
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<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> Fiscal Year 2011	<b>Local School System: Montgomery County Public Schools</b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A and Title V-A services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A			
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	Students	Staff
Academy of the Holy Cross 4920 Strathmore Avenue Kensington, Maryland 20895	Private School									
	Public School			50						
	Neutral Site									
Charles E. Smith Jewish Day School—Lower School 1901 East Jefferson Street Rockville, MD 20852	Private School									
	Public School			30						
	Neutral Site									
Charles E. Smith Jewish Day School - Upper School 11710 Hunters Lane Rockville, Maryland 20852	Private School									
	Public School			4						
	Neutral Site									

NONPUBLIC SCHOOL NAME AND ADDRESS		Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
		Title I-A			Title II-A	Title II-D Ed Tech		Title III-A			
		Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Christ Episcopal Day School 109 South Washington Street Rockville, Maryland 20850.	Private School			1							
	Public School										
	Public School										
	Neutral Site										
Connelly School of the Holy Child 9029 Bradley Boulevard Potomac, Maryland 20854	Private School			1							
	Public School										
	Public School										
	Neutral Site										
Forcey Christian School 2130 East Randolph Road Silver Spring, Maryland 20904	Private School			14							
	Public School										
	Public School										
	Neutral Site										
French International School (The) 9600 Forest Road Bethesda, Maryland 20814	Private School			3							
	Public School										
	Public School										
	Neutral Site										
Geneva Day School (The) 11931 Seven Locks Road Potomac, Maryland 20854	Private School			32							
	Public School										
	Public School										
	Neutral Site										



Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	
Holy Cross School 4900 Strathmore Avenue Garrett Park, Maryland 20896	Private School			30					
	Public School								
	Neutral Site								
Holy Redeemer School 9715 Summit Avenue Kensington, Maryland 20895	Private School			24					
	Public School								
	Neutral Site								
Katherine Thomas School 9975 Medical Center Drive Rockville, Maryland 20850	Private School			11					
	Public School								
	Neutral Site								
Mary of Nazareth Roman Catholic School 14131 Seneca Road Darnestown, Maryland 20874	Private School			34					
	Public School								
	Neutral Site								
Muslim Community School 7917 Montrose Road Potomac, Maryland 20854	Private School			1					
	Public School								
	Neutral Site								

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	
Norwood School, Inc. (The) 8821 River Road Bethesda, Maryland 20817	Private School			1					
	Public School								
	Neutral Site								
Our Lady of Good Counsel 17301 Old Vic Boulevard Olney, Maryland 20832	Private School			102					
	Public School								
	Neutral Site								
Our Lady of Lourdes School 7500 Pearl Street Bethesda, Maryland 20814	Private School			25					
	Public School								
	Neutral Site								
Our Lady of Mercy School 9222 Kentsdale Drive Potomac, Maryland 20854	Private School			18					
	Public School								
	Neutral Site								
Pathways Schools (Edgewood, Springville, Northwood) 1106 University Boulevard West Silver Spring, Maryland 20902	Private School			1					
	Public School								
	Neutral Site								

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)											
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A			Title II-A	Title III-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)		Staff	Students	Staff	Students	Staff		
Seneca Academy 15601 Germantown Road Darnestown, Maryland 20874	Private School			1							
	Public School										
	Neutral Site										
St. Andrew Apostle School 11602 Kemp Mill Road Silver Spring, Maryland 20902	Private School			19							
	Public School										
	Neutral Site										
St. Bartholomew's School 6900 River Road Bethesda, Maryland 20817	Private School			28							
	Public School										
	Neutral Site										
St. Bernadette School 80 University Boulevard East Silver Spring, Maryland 20901	Private School			28							
	Public School										
	Neutral Site										
St. Camillus School 1500 St. Camillus Drive Silver Spring, Maryland 20903	Private School			18							
	Public School										
	Neutral Site										

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	
St. Catherine Laboure School 11811 Claridge Road Wheaton, Maryland 20902	Private School				17					
	Public School									
	School									
	Neutral Site									
St. Elizabeth School 917 Montrose Road Rockville, Maryland 20852	Private School				32					
	Public School									
	School									
	Neutral Site									
St. Jane de Chantal School 9525 Old Georgetown Road Bethesda, Maryland 20814	Private School				22					
	Public School									
	School									
	Neutral Site									
St. John the Baptist School 12319 New Hampshire Avenue Silver Spring, Maryland 20904	Private School				3					
	Public School									
	School									
	Neutral Site									
St. John the Episcopal School 3427 Olney-Laytonville Road Olney, Maryland 20832	Private School				35					
	Public School									
	School									
	Neutral Site									

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)										
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A				Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-1 students to be served at the following locations:			Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
St. John the Evangelist School 10201 Woodland Drive Silver Spring, Maryland 20902	Private School					14				
	Public School									
	Neutral Site									
St. Jude School 4820 Walbridge Street Rockville, Maryland 20853	Private School					44				
	Public School									
	Neutral Site									
St. Martin of Tours School 115 South Frederick Avenue Gaithersburg Maryland 20877	Private School					16				
	Public School									
	Neutral Site									
St. Mary's School 600 Veirs Mill Road Rockville, Maryland 20852	Private School					5				
	Public School									
	Neutral Site									
St. Michael's School 824 Wayne Avenue Silver Spring, Maryland 20910	Private School					22				
	Public School									
	Neutral Site									

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)		Staff	Students	Staff	Students	Staff
St. Patrick's School 4101 Norbeck Road Rockville, Maryland 20853	Private School			16					
	Public School								
	Neutral Site								
St. Peter's School 2900 Sandy Spring Road Olney, Maryland 20832	Private School			8					
	Public School								
	Neutral Site								
St. Raphael School 1513 Dunster Road Rockville, Maryland 20854	Private School			14					
	Public School								
	Neutral Site								
Torah School of Greater Washington 2010 Linden Lane Silver Spring, Maryland 20910	Private School			2					
	Public School								
	Neutral Site								
Washington Waldorf School 4800 Sangamore Road Bethesda, Maryland 20816	Private School			44					
	Public School								
	Neutral Site								
Woods Academy 6801 Greentree Road Bethesda, Maryland 20817	Private School			1					
	Public School								
	Neutral Site								

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)		Students	Staff	Students	Staff	
Yeshiva of Greater Washington 2010 Linden Lane Silver Spring, Maryland 20910	Private School			5					
	Public School								
	Neutral Site								
Little Flower School 5601 Massachusetts Avenue Bethesda, Maryland 20816	Private School			23					
	Public School								
	Neutral Site								

**ATTACHMENT 6-B  
NONPUBLIC SCHOOL  
INFORMATION FOR ESEA  
PROGRAMS  
Fiscal Year 2009**

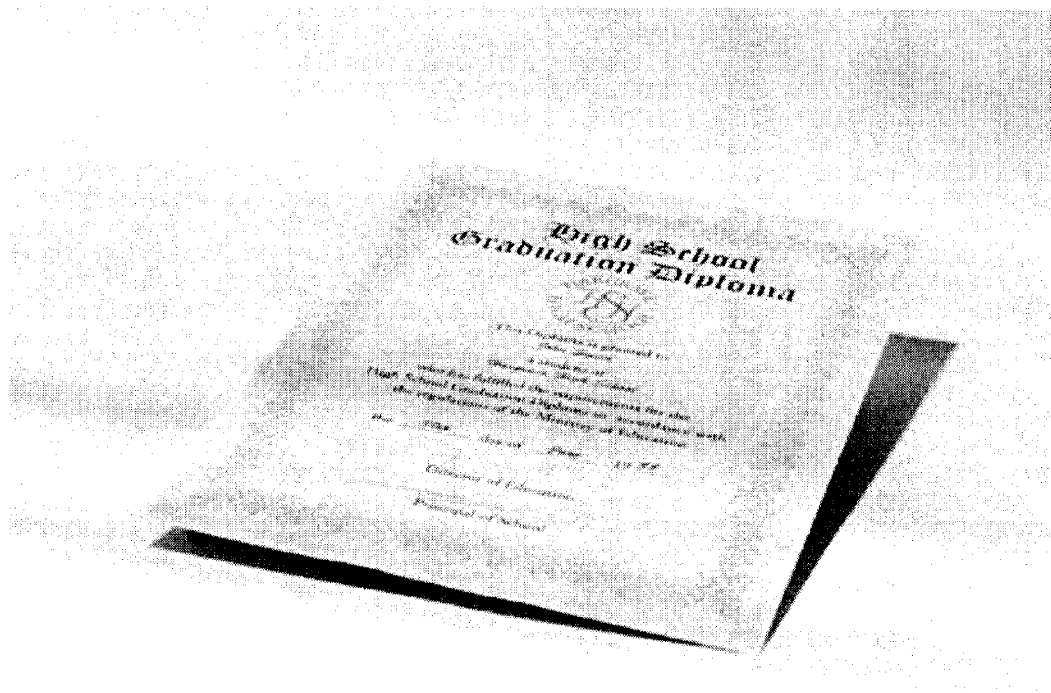
Local School System :

Enter the complete information for each participating nonpublic school, including mailing address. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						Comments (Optional)
	Title IV-A		Title V-A				
	Students	Staff	Students	Staff			



# Attachment 12



## Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	ESEA Title I, Part D	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Title I, Part D	SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	July 1, 2010 - September 30, 2011		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	41,016.00	140,937.00	4,723.00				186,676.00
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>				2,000.00			2,000.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				3,281			3,281.00
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	<b>41,016.00</b>	<b>140,937.00</b>	<b>4,723.00</b>	<b>5,281.00</b>			<b>191,957.00</b>

Finance Official Approval

Marshall C. Spatz  
Name

*Marshall C. Spatz*  
Signature

9/15/10  
Date

301-279-3547  
Telephone #

Supt./Agency Head Approval

Jerry D. Weast  
Name

*Jerry D. Weast*  
Signature

9/20/10  
Date

301-279-3381  
Telephone #

DE Grant Manager Approval

Name

Signature

Date

Telephone #

**ATTACHMENT 12 TITLE I, PART D  
PREVENTION AND INTERVENTION PROGRAMS FOR  
CHILDREN AND YOUTH WHO ARE NEGLECTED,  
DELINQUENT, OR AT-RISK**

<p><b>Local School System: Montgomery County</b></p> <p><b>TITLE I-D COORDINATOR: Lauree Hemke</b></p> <p><b>Telephone: 301-279-4920 E-mail: lauree_c_hemke@mcpsmd.org</b></p>	<p><b>Fiscal Year 2011</b></p>
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**A. ALLOWABLE ACTIVITIES [Section 1424]:** For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *Use separate pages as necessary for descriptions.*

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].		
1.2 Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1424(2)].	<p>Provide daily social work support at four alternative school programs. Approximately 40 percent of these students are in contact with the juvenile justice system. Services will be available for all students enrolled in these programs, approximately 250 students.</p> <p>Provide instructional support, including transportation for educational field trips and student incentives for increased attendance and academic achievement in all alternative programs through Positive Behavioral Interventions and Supports (PBIS) program.</p>	\$164,777
1.3 The coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education [section 1424(3)].		

<p>1.4 Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education [section 1424(4)].</p>	<p>Provide instructional and transitional services at the Montgomery County Correctional Facility. To provide educational support services at the National Center for Children and Families.</p>	<p>\$27,180</p>
<p>1.5 Programs providing mentoring and peer mediation [section 1424(5)].</p>		

ATTACHMENT 12 TITLE I, PART D  
PREVENTION AND INTERVENTION PROGRAMS FOR  
CHILDREN AND YOUTH WHO ARE NEGLECTED,  
DELINQUENT, OR AT-RISK

Local School System: Montgomery County

Fiscal Year 2011

**B. LOCAL AGENCY PROGRAMS**

1. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.

Characteristics of students enrolled in Alternative Programs include the following:

- students at least one year behind expected reading and math levels
- students in high school at least one year behind in credits
- students involved in the juvenile justice system
- students involved in gang activities
- students placed through the expulsion process
- students with substance abuse issues
- students with a history of truancy
- students with history of multiple suspensions

When a student returns from a correctional facility, the Montgomery County Public Schools (MCPS) Interagency Student Transition Team, which includes MCPS staff as well as Department of Juvenile Services (DJS) staff, reviews that student's case to determine what services are needed. The student may be placed back at the home school or referred to an alternative program. In addition, connections are made to interagency supports such as family counseling, anger management class, and substance abuse outpatient programs. Last school year 68 students returned from long-term incarceration.

Students placed by DJS at the National Center for Children and Families group home receive school liaison services to support the formal MCPS educational programs where the students are enrolled.

Students under 21 who are inmates at the Montgomery County Correctional Facility (MCCF) and who want to continue coursework toward a high school diploma receive instruction by MCPS staff as part of the Model Learning Center at MCCF.

**2. Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.**

The social workers involve the parents in their children's education by periodically reporting progress to the parents, both by telephone and in written form. In addition, parent meetings and trainings are held during the school year, including intake and transition meetings as well as problem-solving meetings. The social workers are a part of the problem-solving team (Educational Management Team), and they also do home visits with the pupil personnel worker.

**3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.**

The social workers work in the alternative programs, and thus team with Alternative Programs teaching staff to provide services for all students enrolled. For students involved in the juvenile justice system, the social workers contact the appropriate probation officers, family counselors, and other outside agencies involved with the family. They work together to provide coordinated services to the family.

**4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.**

The alternative placements served through this grant are for students enrolled in Montgomery County Public Schools. Placement in and transition out of these programs are coordinated with the comprehensive middle and high schools in Montgomery County through an established referral process involving parents, students, home school staff, and alternative programs' staff. Students who are unable to participate in the comprehensive public school program are referred to and placed in one of the alternative programs until they meet the criteria to return to their schools. Students are referred by their home schools or through a serious incident that involves placement through the expulsion process. Students who have been expelled are sometimes re-entered into the school system through an alternative program.

**5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]**

The MCPS dropout rate has been under the state's target of 3 percent for the past several years:

a. 2010	2.72%	(estimated)
b. 2009	2.72%	
c. 2008	2.87%	
d. 2007	2.71%	

6. **Provide annually the number served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]**

The number of students served under this grant: 486 in 2010, 492 in 2009, 486 in 2008, and 378 in 2007.

ATTACHMENT 12 TITLE I, PART D  
PREVENTION AND INTERVENTION PROGRAMS FOR  
CHILDREN AND YOUTH WHO ARE NEGLECTED,  
DELINQUENT, OR AT-RISK

Local School System: Montgomery County

Fiscal Year 2011

- C. **EVALUATION OF TITLE I-D PROGRAM ACTIVITIES:** The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

*Student Progress will be collected and analyzed at the end of each semester.*

- To maintain and improve educational achievement;  
*All high school students will improve their grade point average after enrollment in alternative programs for at least one semester.*
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;  
*After enrollment in alternative programs for two semesters, all middle school students will earn promotion to the next grade level.*

*For each semester enrolled, all high school students will accrue at least 2 credits that meet state requirements for secondary school graduation.*

- To make the transition to a regular program or other education program operated by the school system;  
*After enrollment in alternative programs for two semesters, 80 percent of the students will graduate from high school, transition to a regular school program, or enroll in a GED program.*
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth;  
*N/A*
- As appropriate, to participate in postsecondary education and job training programs.  
*N/A*

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.



In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 1, 2005, as part of the annual update to the *Bridge to Excellence Master Plan*, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

**Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, FY 2011**

<b>Line Item</b>	<b>Calculation</b>	<b>Requested</b>	<b>Category Total</b>
<b>1. Personnel</b>			
Instructional support at the Montgomery County Correctional Facility	15 hrs/wk @ \$17	\$9,180	
Instructional and dropout prevention support in alternative programs	53 hrs/wk @ \$17	\$31,836	
<b>Total Personnel</b>		<b>\$41,016</b>	<b>\$41,016</b>
<b>2. Fringe Benefits</b>	8% x \$41,016	\$3,281	
<b>Total Fringe Benefits</b>		<b>\$3,281</b>	<b>\$3,281</b>
<b>3. Travel</b>			
<b>Total Travel</b>			
<b>4. Equipment</b>			
<b>Total Equipment</b>			
<b>5. Supplies</b>			
Materials to support Positive Behavior Interventions and Supports	\$4,723		
<b>Total Supplies</b>		<b>\$4,723</b>	<b>\$4,723</b>
<b>6. Contractual</b>			
Social work support in alternative programs 3 social workers and 3 social work interns	3 x \$35,000 3 x \$1000	\$108,000	
School liaison support by the National Center for Children and Families	\$18,000	\$18,000	
Fine arts and outdoor education services for alternative program students	\$14,937	\$14,937	
<b>Total Contractual</b>		<b>\$140,937</b>	<b>\$140,937</b>
<b>8. Other</b>			
Educational field trip transportation costs	5 trips @ \$400	\$2,000	
<b>Total Other</b>		<b>\$2,000</b>	<b>\$2,000</b>
<b>9. Total Direct Costs</b>		<b>\$191,957</b>	<b>\$191,957</b>

**Part II**

**Missing from**

**August**

**Submission**

## Victims of Violent Criminal Offenses in Schools (VVCO) SY 2009-10

Local School System: Montgomery County Public Schools

Local Point of Contact: Marianne Erickson

Telephone: 301-517-5842

E-mail: Marianne\_Erickson@mcpsmd.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0		
Arson & attempted arson in the first degree	0		
Kidnapping & attempted kidnapping	0		
Manslaughter & attempted manslaughter, except involuntary manslaughter	0		
Mayhem & attempted mayhem	0		
Murder & attempted murder	0		
Rape & attempted rape	0		
Robbery & attempted robbery	3	0	0
Carjacking & attempted carjacking	0		
Armed carjacking & attempted armed carjacking	0		
Sexual offense & attempted sexual offense in the first degree	0		
Sexual offense & attempted sexual offense in the second degree	0		
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0		
Assault in the first degree	0		
Assault with intent to murder	0		
Assault with intent to rape	0		
Assault with intent to rob	0		
Assault with intent to commit a sexual offense in the first degree	0		
Assault with intent to commit a sexual offense in the second degree	0		
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>0</b>

**NOTE:** See attached guidance for completing the VVCO Report.

## Guidance for Completion of the SY 2008-09 Victims of Violent Criminal Offenses in Schools (VVCO) Report

### AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
  - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:*
    - (1) Attends a persistently dangerous public elementary or secondary school; or*
    - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:*
      - (a) During the regular school day; or*
      - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.*
  - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:*
    - (1) Designation of a school as persistently dangerous; or*
    - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.*
  - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.*

**NOTE 1:** Indicate the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

**NOTE 2:** Show the total number of transfers that were requested by victims after the "conviction or adjudication" of a perpetrator.

**NOTE 3:** Indicate the number of transfers that were made by the local school system prior to "conviction or adjudication" of a perpetrator and/or without being requested by a victim (i.e. in the interest of safety and/or good order and discipline).

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION  
Certification Statement**

**Local School System:** Montgomery County Public Schools

**Point of Contact:** Ms. Thea Dillon, Records Management Supervisor

**Address:** Central Records, 7210 Hidden Creek Road Bethesda, Maryland 20817

**Telephone:** 301-320-7301 **FAX:** 301-320-7305

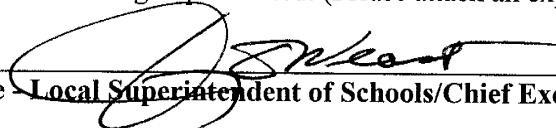
**Email:** Thea\_M\_Dillon@mcpsmd.org

**I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:**

**Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

**Are not being implemented. (Please attach an explanation.)**

Signature  7/25/10  
Local Superintendent of Schools/Chief Executive Officer Date

**Please complete certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:**

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmccginnis@msde.state.md.us](mailto:jmccginnis@msde.state.md.us)

## Achieving Equity in Teacher and Principal Distribution

### Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

### **General Instructions:**

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance, in December 2009. You should use the December 2009 report as a starting point and update as needed.

Citation	Description	Rationale
<b>Descriptor (a)(1)</b>	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

### Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated website below:

[http://www.montgomeryschoolsmd.org/departments/development/documents/TeacherPGS\\_handbook.pdf](http://www.montgomeryschoolsmd.org/departments/development/documents/TeacherPGS_handbook.pdf)

Citation	Description	Rationale
<b>Indicator (a)(3)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
  - a.  Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):
   
 Student achievement outcomes are included as an evaluation criterion.
   
 Student growth is included as an evaluation criterion.
  - c.  No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
<b>Indicator (a)(4)</b>	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Meets Standard	3489/3589	97%
Does Not Meet Standard	100/3589	3%
	<b>Total: 3589</b>	

2. Provide the link to this information on the school system's designated website below:

<http://www.montgomeryschoolsmd.org/about/strategicplan/index-arra.aspx>

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.




Citation	Description	Rationale
<b>Indicator (a)(5)</b>	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

**Directions:**

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
  - a.  Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
  - b. Please provide the link to this information on the LSS's designated website below:
  - c.  No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.

MCPS does not plan to report the number of teachers not meeting standard by individual school. This information will be reported in the aggregate.

2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date

Citation	Description	Rationale
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

**Directions:**

Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated website below:

Citation	Description	Rationale
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
  - a.  Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):  
 Student achievement outcomes are included as an evaluation criterion.  
 Student growth is included as an evaluation criterion.
  - c.  No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
<b>Indicator (a)(7)</b>	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Meets standard	50/51	98%
<b>Does not meet standard</b>	<b>1/51</b>	<b>2%</b>
	<b>Total: 51</b>	

2. Please provide the link to this information on the school system's designated website below:

<http://www.montgomeryschoolsmd.org/about/strategicplan/index-arra.aspx>

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date