

Chapter 2

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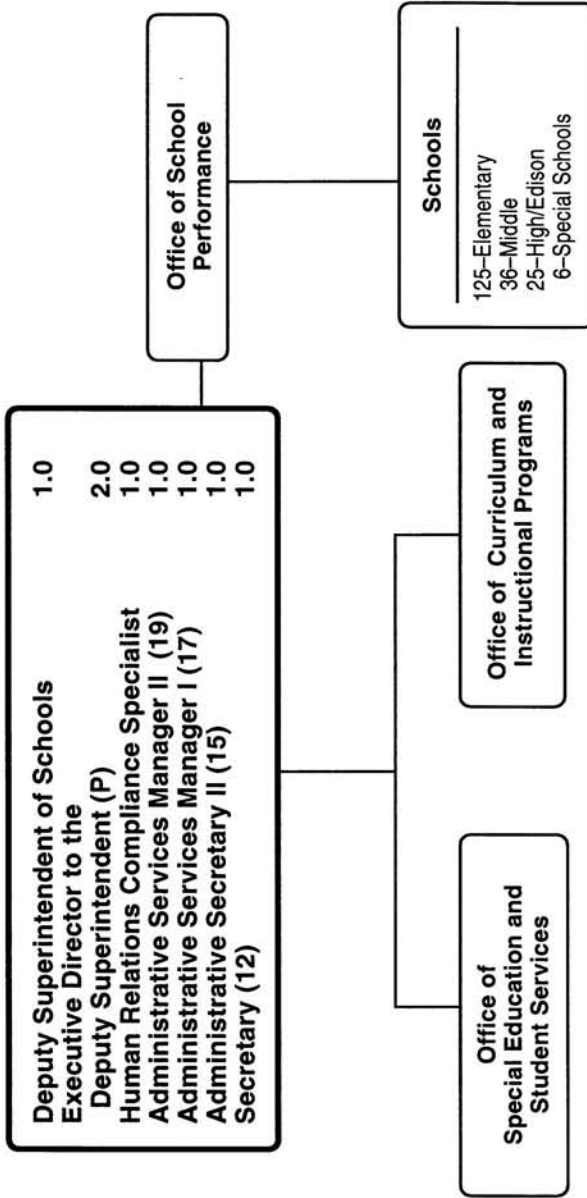
**Office of the Deputy Superintendent of Schools**

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**Deputy Superintendent of Schools  
Summary of Resources  
By Object of Expenditure**

<b>OBJECT OF EXPENDITURE</b>	<b>FY 2004 ACTUAL</b>	<b>FY 2005 BUDGET</b>	<b>FY 2005 CURRENT</b>	<b>FY 2006 BUDGET</b>	<b>FY 2006 CHANGE</b>
<b>POSITIONS</b>					
Administrative	3.000	2.000	3.000	4.000	1.000
Professional					
Supporting Services	6.000	4.000	4.000	4.000	
<b>TOTAL POSITIONS</b>	<b>9.000</b>	<b>6.000</b>	<b>7.000</b>	<b>8.000</b>	<b>1.000</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	378,192	\$277,933	389,340	495,708	106,368
Professional					
Supporting Services	314,916	216,917	216,917	234,838	17,921
<b>TOTAL POSITION DOLLARS</b>	<b>693,108</b>	<b>494,850</b>	<b>606,257</b>	<b>730,546</b>	<b>124,289</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	5,228	5,946	5,946	5,946	
Supporting Services	18,724	8,044	8,044	8,265	221
<b>TOTAL OTHER SALARIES</b>	<b>23,952</b>	<b>13,990</b>	<b>13,990</b>	<b>14,211</b>	<b>221</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>717,060</b>	<b>508,840</b>	<b>620,247</b>	<b>744,757</b>	<b>124,510</b>
<b>02 CONTRACTUAL SERVICES</b>	2,515	450	450	450	
<b>03 SUPPLIES &amp; MATERIALS</b>	9,467	12,161	12,161	12,161	
<b>04 OTHER</b>					
Staff Dev & Travel	4,448	4,968	4,968	4,968	
Insur & Fixed Charges					
Utilities					
Grants & Other					
<b>TOTAL OTHER</b>	<b>4,448</b>	<b>4,968</b>	<b>4,968</b>	<b>4,968</b>	
<b>05 EQUIPMENT</b>	995	1,560	1,560	1,560	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$734,485</b>	<b>\$527,979</b>	<b>\$639,386</b>	<b>\$763,896</b>	<b>\$124,510</b>

# Office of the Deputy Superintendent of Schools



F.T.E. Positions 8.0  
(In addition, the positions in the Office of School Performance are shown in Chapter 1, Curriculum and Instructional Programs in Chapter 3, and Special Education and Student Services in Chapter 8)

## FY 2006 OPERATING BUDGET

## Mission

The Office of the Deputy Superintendent of Schools collaborates with the Office of Strategic Technologies and Accountability (OSTA) and the Office of the Chief Operating Officer (OCOO) in providing direction, support, communication, and monitoring for the work of the Montgomery County Public Schools system to enhance teaching and optimize learning in order for every student to meet or exceed educational standards.

## Major Functions

The Office of the Deputy Superintendent of Schools (ODSS) has direct responsibility for the supervision of the Office of School Performance (OSP), the Office of Curriculum and Instructional Programs (OCIP), and the Office of Special Education and Student Services (OSESS). The ODSS directs the alignment of the educational services provided by these three offices to ensure students meet or exceed performance standards at every grade level, leadership is unified and focused for systemwide and program improvement, services and resources are matched to individual school needs and are provided in a timely fashion, and supervision of school performance leads to continuous improvement in school organization.

The major functions of the ODSS include: ensuring a high quality educational program that maximizes student achievement is implemented in every school; supervising the development and implementation of effective and aligned standards-based curricula and instructional practices that lead to continuous improvement in student achievement; aligning quality staff development to strengthen work force capacity; supporting and monitoring the Board of Education's and superintendent's new and ongoing initiatives; and developing and allocating resources and services to support these initiatives in schools and offices.

Recognizing that focused and intensive collaboration with the entire community is required to raise the academic achievement of all students, the ODSS continues to provide outreach opportunities to minority community groups, special education community groups, higher education forums, focus groups, and all other community groups in an effort to address the challenges of public education. In addition, the ODSS, in collaboration with the OCOO and the OSTA, provides leadership for continuous improvement and organizational excellence, providing a forum for the monitoring of the MCPS strategic plan and participation in the Baldrige in Education Initiative. The ODSS also provides direction and coordination for responding to federal and state legislation and related requirements for community involvement and student performance.

## Trends and Accomplishments

MCPS student performance has steadily increased in recent years, reflecting the curricular and structural improvements made to schools over the past five years. At the elementary school level, these increases are a result of the full-day

kindergarten initiative and the elementary school reading initiative and math focus. These students have demonstrated statistically significant improvement on national, state, and/or county achievement tests in both reading and math in every grade, one through five. The 2004 Maryland School Assessment results in reading math for Grades 3, 5, 8, and 10 further substantiate the gains in student achievement. Throughout the county, there has been an increase in the number of students able to achieve at or above the proficient standard, with MCPS students surpassing their Maryland counterparts in all areas assessed in each grade level in 2004. At the high school level, the graduating class of 2004 posted the highest ever systemwide average SAT score of 1102, with the largest number of students (7,263) ever taking the exam. These increases are occurring at the same time that more students than ever before are being encouraged and supported in accessing rigorous course work and participating in SAT and advanced placement testing.

MCPS is developing and implementing a K-12 focused and aligned curriculum, comprehensive professional development, ongoing assessment and monitoring of instruction, meaningful parent and community involvement, and a system of intervention and acceleration. These elements of school reform were initiated in 1999, amended in 2001, and revised in 2004 with the Board of Education's Academic Priorities, and the MCPS educational plan, Our Call to Action. These elements also are requirements of the federal No Child Left Behind Legislation and the associated Maryland Bridge to Excellence legislation.

The foundation of the MCPS school reform is instructional planning process revision. The alignment of curriculum, instruction, and assessment is the basis of the revisions. The curriculum was aligned with the Maryland Content Standards, which are the basis for both the Maryland State Performance Assessment Program and the Maryland High School Assessments (HSAs). This reform also responds to the requirements of the federal No Child Left Behind legislation and the state Bridge to Excellence plan. The process included extensive involvement of teachers, principals, parents, and community members. From standards back-mapped to college entrance requirements, a curriculum framework was developed that guides what students are expected to know and be able to do at each grade level. The curriculum framework establishes both a baseline for expectations and provides the flexibility for rigor and challenge. Curriculum, Assessment, and Instruction blueprints provided teachers with the structure to deliver integrated units of instruction designed to ensure that all students meet the rigorous challenge of state assessments.

The new grading and reporting policy adopted by the Board of Education in 2003 was developed through a two-year collaborative process involving all stakeholders is being implemented in Grades K through 8 during the 2004-2005 year. The ODSS is supervising and monitoring a collaborative rollout of the new policy, ensuring that all participants thoroughly understand and have the skills necessary to implement a standards-based grading policy. The policy calls

for students to be graded on grade level or course objectives, and focuses evaluation on academic performance rather than classroom behaviors. High school staffs will receive training throughout the 2004–2005 school year in preparation for the new grading and reporting policy implementation during the 2005–2006 school year. Through this effort, the standard of rigor in the Montgomery County Public Schools continues to increase.

While overall achievement on standardized measures such as the MSA, HSA, and SAT remain high, there remains a persistent gap in achievement between White and Asian students as a whole compared to most African American and Hispanic students. To meet the challenge of improving minority achievement as measured by these tests, the ODSS continues to work with a long-term task force to address issues of instruction and learning over a three to five year period.

## Major Mandates

The ODSS is responsible for ensuring that each office under its supervision meets its individual mandates while coordinating and aligning the work of all the offices to maximize efficiency and optimize staff performance and resource utilization. The three offices have outlined their major mandates within their section of this year's budget. In addition, the functions and activities of the ODSS are responsive to numerous federal, state, and local government mandates and Board of Education policies.

## Strategies

- Provide strategic leadership for the implementation and monitoring of the MCPS Strategic Plan.
- Use Baldrige self-assessment to guide improvements in performance excellence.
- Provide leadership for improving the academic performance of all students.
- Provide leadership in the implementation of a revised standards-based administrative and evaluation system.
- Provide leadership in the audit and improvement of the middle school program.
- Obtain, allocate and align resources that result in improved student achievement.
- Manage the effective delivery of resources and services from central offices to the schools.
- Provide support to diverse school communities regarding information, access, and conflict resolution.
- Provide leadership for the implementation of the Downcounty Consortium and the Middle School Magnet Consortium.

## Budget Explanation

The current FY 2005 budget for this office is changed from the budget adopted by the Board of Education on June 8, 2004. The change is a result of a 1.0 executive director position and \$111,407 from the Office of the Superintendent to this office.

The FY 2006 request for this office is \$763,896, an increase of \$125,510 from the current FY 2005 budget of \$639,386. An explanation of this change follows.

### *Continuing and Negotiated Salary Costs—\$41,451*

The negotiated agreements with employee organizations increase the salary costs of employees in this office by \$17,553. There is an increase of \$23,898 in continuing salary costs to reflect step or longevity increases for current employees.

### *Improving Programs and Services—\$83,059*

A 1.0 human relations compliance officer is recommended for FY 2006 for the cost of \$83,059. This position seeks to comply fully with all federal, state and county laws, policies, and regulations related to sexual harassment, illegal discrimination, hate-violence, and complaints under the Americans with Disabilities Act (ADA). The compliance officer will be an integral member of the school system's management team, helping senior staff to ensure positive human relations in the classroom and the workplace. The position will provide resources to student organizations, classroom teachers, school principals, and department directors to address human relations issues. The compliance officer will use the monitoring and analysis of incident data and the public reporting of such data to enhance the school system's response to human relations and serve as an expert resource to MCPS staff and the community.

# Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2004 Actual	FY 2005 Budget	FY 2005 Current	FY 2006 Request	FY 2006 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	9,000	6,000	7,000	<b>8,000</b>	1,000
Position Salaries	\$693,108	\$494,850	\$606,257	<b>\$730,546</b>	\$124,289
<b>Other Salaries</b>					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		5,946	5,946	<b>5,946</b>	
Supporting Services Part Time		1,072	1,072	<b>1,101</b>	29
Other		6,972	6,972	<b>7,164</b>	192
Subtotal Other Salaries	23,952	13,990	13,990	<b>14,211</b>	221
<b>Total Salaries &amp; Wages</b>	<b>717,060</b>	<b>508,840</b>	<b>620,247</b>	<b>744,757</b>	<b>124,510</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		450	450	<b>450</b>	
<b>Total Contractual Services</b>	<b>2,515</b>	<b>450</b>	<b>450</b>	<b>450</b>	
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		12,161	12,161	<b>12,161</b>	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	<b>9,467</b>	<b>12,161</b>	<b>12,161</b>	<b>12,161</b>	
<b>04 Other</b>					
Local Travel		834	834	<b>834</b>	
Staff Development		4,134	4,134	<b>4,134</b>	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>4,448</b>	<b>4,968</b>	<b>4,968</b>	<b>4,968</b>	
<b>05 Equipment</b>					
Leased Equipment		1,560	1,560	<b>1,560</b>	
Other Equipment					
<b>Total Equipment</b>	<b>995</b>	<b>1,560</b>	<b>1,560</b>	<b>1,560</b>	
<b>Grand Total</b>	<b>\$734,485</b>	<b>\$527,979</b>	<b>\$639,386</b>	<b>\$763,896</b>	<b>\$124,510</b>