

Chapter 2

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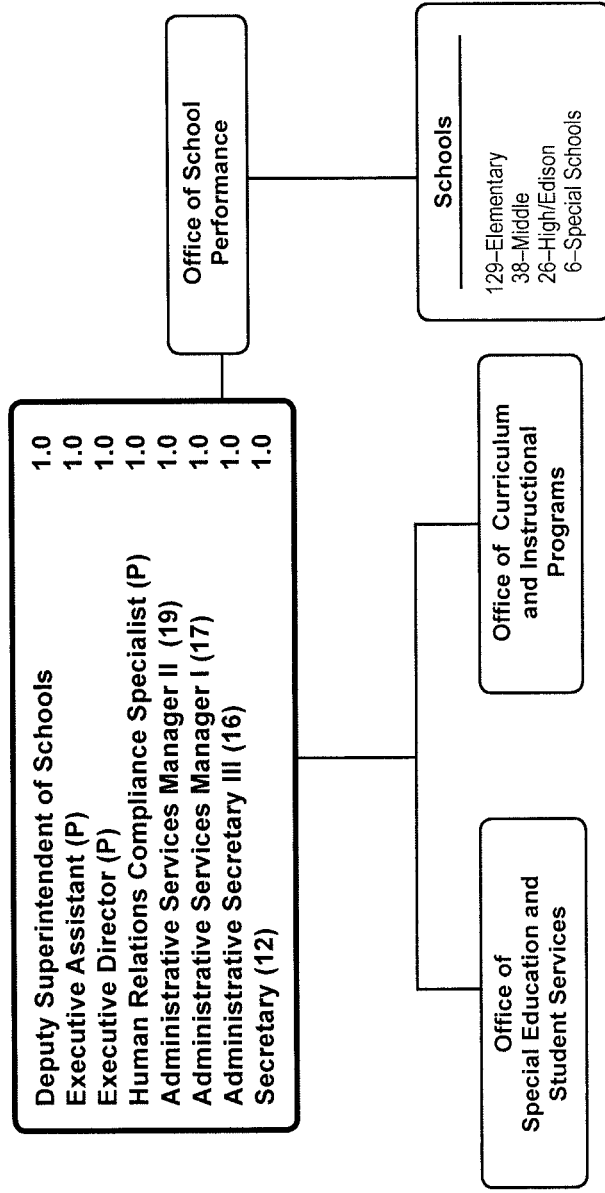
**Office of the Deputy Superintendent of Schools**

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

<b>OBJECT OF EXPENDITURE</b>	<b>FY 2005 ACTUAL</b>	<b>FY 2006 BUDGET</b>	<b>FY 2006 CURRENT</b>	<b>FY 2007 BUDGET</b>	<b>FY 2007 CHANGE</b>
<b>POSITIONS</b>					
Administrative	3,000	4,000	4,000	4,000	
Professional					
Supporting Services	4,000	4,000	4,000	4,000	
<b>TOTAL POSITIONS</b>	<b>7,000</b>	<b>8,000</b>	<b>8,000</b>	<b>8,000</b>	
<b>01 SALARIES &amp; WAGES</b>					
Administrative	440,478	\$495,708	495,708	558,576	62,868
Professional					
Supporting Services	221,830	234,838	234,838	242,590	7,752
<b>TOTAL POSITION DOLLARS</b>	<b>662,308</b>	<b>730,546</b>	<b>730,546</b>	<b>801,166</b>	<b>70,620</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional	107	5,946	5,946	5,946	
Supporting Services	10,199	8,265	8,265	8,556	291
<b>TOTAL OTHER SALARIES</b>	<b>10,306</b>	<b>14,211</b>	<b>14,211</b>	<b>14,502</b>	<b>291</b>
<b>TOTAL SALARIES AND WAGES</b>	<b>672,614</b>	<b>744,757</b>	<b>744,757</b>	<b>815,668</b>	<b>70,911</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>7,727</b>	<b>450</b>	<b>450</b>	<b>450</b>	
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>13,506</b>	<b>12,161</b>	<b>12,161</b>	<b>12,161</b>	
<b>04 OTHER</b>					
Staff Dev & Travel	1,006	4,968	4,968	5,121	153
Insur & Fixed Charges					
Utilities					
Grants & Other					
<b>TOTAL OTHER</b>	<b>1,006</b>	<b>4,968</b>	<b>4,968</b>	<b>5,121</b>	<b>153</b>
<b>05 EQUIPMENT</b>		<b>1,560</b>	<b>1,560</b>	<b>1,560</b>	
<b>GRAND TOTAL AMOUNTS</b>	<b>\$694,853</b>	<b>\$763,896</b>	<b>\$763,896</b>	<b>\$834,960</b>	<b>\$71,064</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 4)

## FY 2007 OPERATING BUDGET

## Mission

The Office of the Deputy Superintendent of Schools (ODSS) collaborates with the Office of Information and Organizational Systems (OIOS) and the Office of the Chief Operating Officer (OCOO) in directing, supporting, and monitoring the work of the Montgomery County Public Schools (MCPS) 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 Curriculum and Instructional Programs (OCIP), the Office of School Performance (OSP), the Office of Special Education and Student Services (OSESS), and the human relations compliance officer (HRCO). The ODSS directs the alignment of the educational services provided by these groups to ensure that 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. In addition, the ODSS supervises the human relations compliance officer, providing administrative oversight of compliance with federal, state, and local laws, policies, and regulations related to sexual harassment, illegal discrimination, hate-violence, and the Americans with Disabilities Act.

The major functions of the ODSS include ensuring that 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 provides 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 collaborates with the OCOO and the OIOS in providing leadership for continuous improvement and organizational excellence, and monitoring the MCPS strategic plan and the Baldrige in Education Initiative. Furthermore, the ODSS 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 six years. MCPS was recognized for this positive trend in 2005 with the U.S. Senate Productivity Award. In addition, 109 MCPS schools were recognized by MSDE for their performance on the Maryland School Assessments (MSA).

At the elementary school level, these increases in performance are a result of the full-day kindergarten program. Seventy-one percent of the kindergartners met the text-reading benchmark at the end of the 2004 school year, up from only 39 percent in 2001. In addition, the elementary school reading initiative and math focus resulted in 74.8 percent of the second graders achieving a score above the 50th national percentile on the Comprehensive Test of Basic Skills, up from only 64 percent in 2000. On the MSA, fourth graders scored the highest-ever results on the 2005 MSA, averaging 84 percent above proficiency in reading and math. At the high school level, all 23 MCPS high schools were cited in the top 3 percent of the nation's 27,000 plus high schools by *Newsweek* magazine. The graduating class of 2005 posted an average SAT score of 1101, with the largest number of students ever taking the exam. Students were encouraged and supported in accessing rigorous course work and participating in SAT and advanced placement (AP) testing, with 39 percent of the seniors scoring a 3 or better on AP exams—three times the national average and twice the Maryland State average. MCPS is continuing to implement a focused and aligned K–12 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 along with the Board of Education's Academic Priorities, and the MCPS educational plan, *Our Call to Action*.

The foundation of the MCPS school reform is the revision of the instructional planning process. The alignment of curriculum, instruction, and assessment is the basis of the revisions. The curriculum is aligned with the Maryland Content Standards, which are the basis for both the Maryland School Assessment 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. The revised curriculum includes efficiency standards that are back-mapped to college entrance requirements, ensuring that students are progressing toward curriculum mastery. The curriculum framework establishes a baseline for expectations while also providing flexibility for rigor and challenge. Curriculum, assessment, and instruction blueprints continue to provide teachers with the structure to deliver integrated units of instruction designed to ensure that all students demonstrate proficient or advanced levels on state assessments, as well as meet the challenging rigor of college.

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 with implementation in Grades K through 8, beginning in the 2004–2005 year. The ODSS continues to supervise and monitor a collaborative roll out 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 received training throughout the 2004–2005 school year in preparation for the new grading and reporting policy implementation during the 2005–2006 school year. Throughout the implementation of the grading and reporting policy, the standards of rigor and high expectations for students in MCPS continue to increase.

While overall achievement on standardized measures such as the MSA, HSA, and SAT remains positive, a gap in achievement persists between White and Asian American students as a whole compared to most African American and Hispanic students. To continue to address the challenge of improving minority achievement as measured by these tests, the ODSS collaborates with OCIP, OSP, and OSESS on issues of instruction and learning, with particular focus on identifying and addressing institutional barriers to minority achievement in literacy and mathematics. Some success occurred in kindergarten in 2004, with 73 percent of the African American students in schools in high-poverty areas meeting the benchmark for text reading, compared to 75 percent of the White students in more affluent areas. In 2002 only 56 percent of the African American kindergarteners met the benchmark compared with 65 percent of the White students.

### **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 and the HRCO have outlined their major mandates within their sections 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 standards-based grading and reporting system
- Provide leadership in the implementation of a revised administrative and supervisory evaluation system
- Provide leadership for improving the middle school program through the Middle School Reform Steering committee
- 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 Down-county Consortium and the Middle School Magnet Consortium
- Provides leadership in monitoring system-wide compliance with fair and equitable practices.

### **Budget Explanation**

The FY 2007 request for this office is \$834,960, an increase of \$71,064 from the current FY 2006 budget of \$763,896. An explanation of this change follows.

#### *Continuing and Negotiated Salary Costs—\$70,911*

The negotiated agreements with employee organizations increase the salary costs of employees in this office by \$23,915. There is an increase of \$40,996 in continuing salary costs to reflect step or longevity increases for current employees.

#### *Other—\$153*

There is an increase of \$153 for mileage reimbursement for local travel based upon the rate change established by the Internal Revenue Service.

# Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2005 Actual	FY 2006 Budget	FY 2006 Current	FY 2007 Request	FY 2007 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	7.000	8.000	8.000	<b>8.000</b>	
Position Salaries	\$662,308	\$730,546	\$730,546	<b>\$801,166</b>	\$70,620
<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		1,101	1,101	<b>1,140</b>	39
Other		7,164	7,164	<b>7,416</b>	252
Subtotal Other Salaries	10,306	14,211	14,211	<b>14,502</b>	291
<b>Total Salaries &amp; Wages</b>	<b>672,614</b>	<b>744,757</b>	<b>744,757</b>	<b>815,668</b>	<b>70,911</b>
<b>02 Contractual Services</b>					
Consultants					
Other Contractual		450	450	<b>450</b>	
<b>Total Contractual Services</b>	<b>7,727</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>13,506</b>	<b>12,161</b>	<b>12,161</b>	<b>12,161</b>	
<b>04 Other</b>					
Local Travel		834	834	<b>987</b>	153
Staff Development		4,134	4,134	<b>4,134</b>	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	<b>1,006</b>	<b>4,968</b>	<b>4,968</b>	<b>5,121</b>	<b>153</b>
<b>05 Equipment</b>					
Leased Equipment		1,560	1,560	<b>1,560</b>	
Other Equipment					
<b>Total Equipment</b>		<b>1,560</b>	<b>1,560</b>	<b>1,560</b>	
<b>Grand Total</b>	<b>\$694,853</b>	<b>\$763,896</b>	<b>\$763,896</b>	<b>\$834,960</b>	<b>\$71,064</b>

# Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2005 ACTUAL	FY 2006 BUDGET	FY 2006 CURRENT	FY 2007 REQUEST	FY 2007 CHANGE
1	Deputy Supt of Schools		1.000	1.000	1.000	<b>1.000</b>	
1	P Executive Assistant		1.000	1.000	1.000	<b>1.000</b>	
1	P Executive Director		1.000	1.000	1.000	<b>1.000</b>	
1	P Human Rel Compliance Officer			1.000			
1	P Human Rel Compliance Spec				1.000	<b>1.000</b>	
1	19 Admin Services Manager II		1.000	1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		1.000	1.000	1.000	<b>1.000</b>	
1	12 Secretary		1.000	1.000	1.000	<b>1.000</b>	
	<b>Total Positions</b>		<b>7.000</b>	<b>8.000</b>	<b>8.000</b>	<b>8.000</b>	

